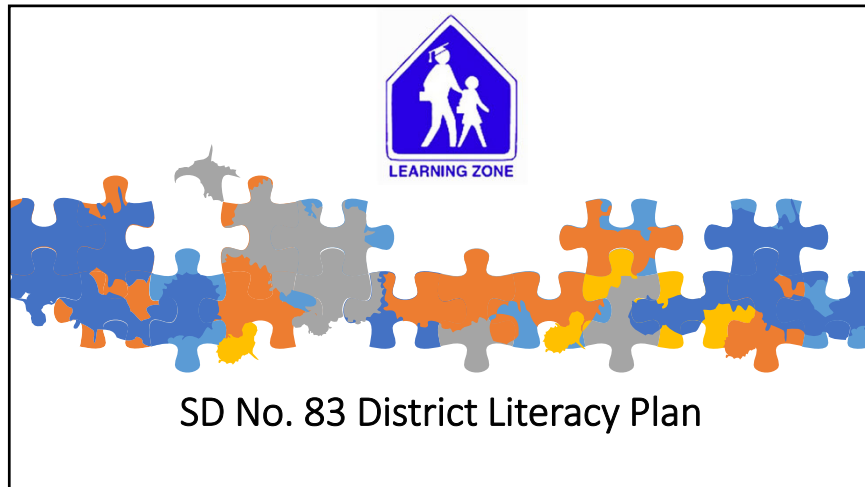
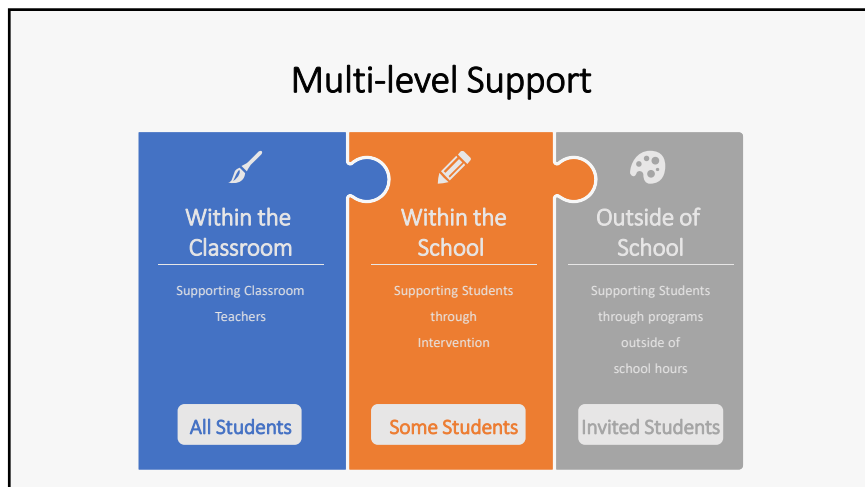




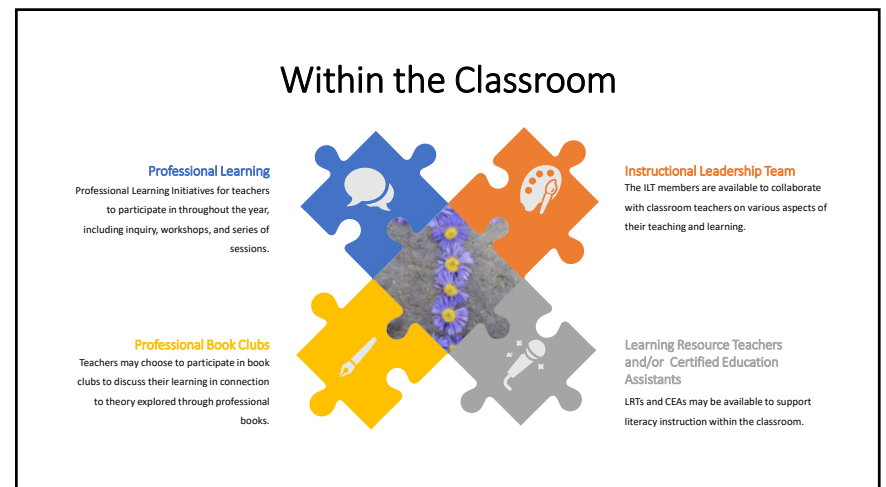
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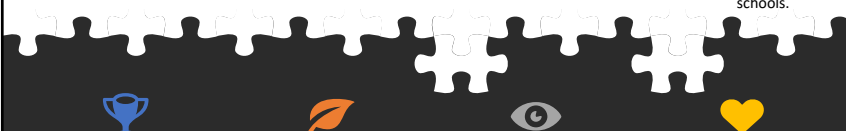
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4

Within the School

Not all supports are available at all schools.



- Literacy Intervention Teachers**
LITs support grade one students with direct one-on-one intervention
- One to One Reading**
LASS-organized program that utilizes reading volunteers for students in grades 2-5.
- Small group intervention**
Learning Resource Teachers may support small groups of students with literacy instruction
- Teacher Librarians**
Teacher librarians facilitate literacy skills through promoting the love of books and engagement in reading

5

Outside of School Hours

Learning does not stop at the end of the school day.



- Valid After School Reading Program**
Students in grades 3-5 may be eligible to join one of our after school reading programs.
- Summer Slide Reading Program**
Students in grades 1-3 may be eligible to join one of our summer reading programs the first two weeks in July.
- Home Reading**
SD83 teachers have developed documents to describe how to support reading at home at different levels – [see linked document](#)

6



Early Literacy Intervention Cohort Data

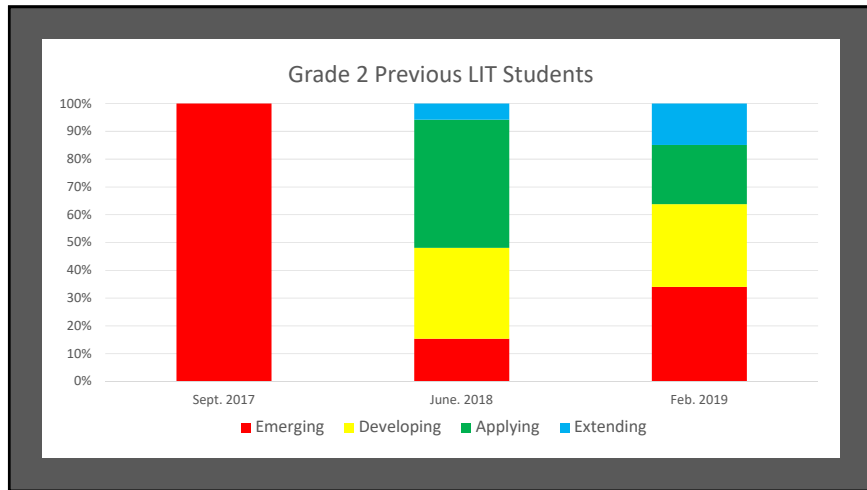
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Students First

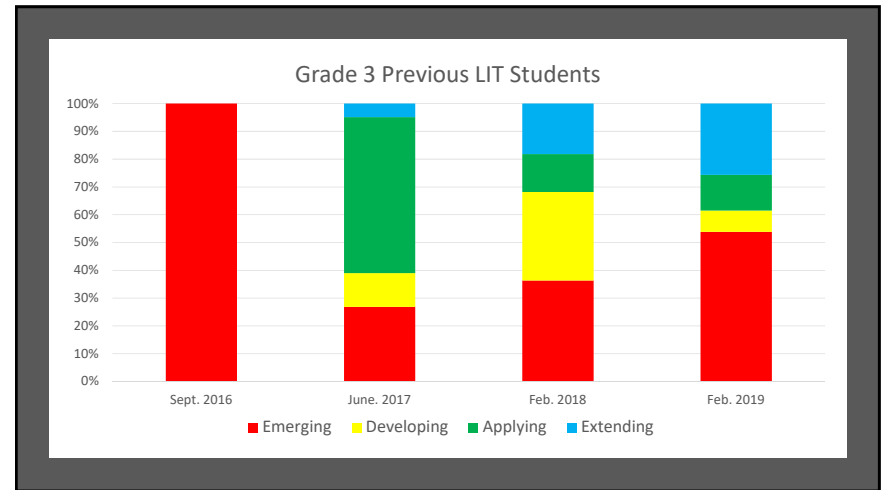


-  9 years of Successful Intervention with concrete reading results
-  Creating proficient readers currently in 8 schools
-  400+ Students have received intensive reading intervention during their grade one year

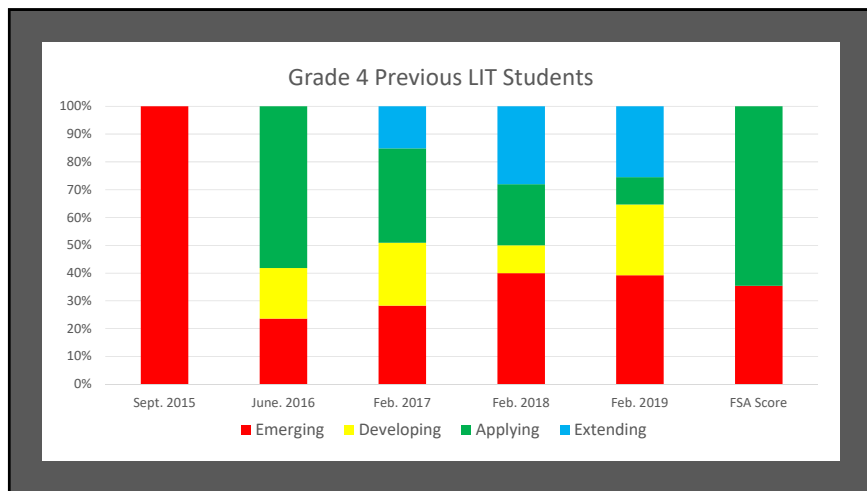
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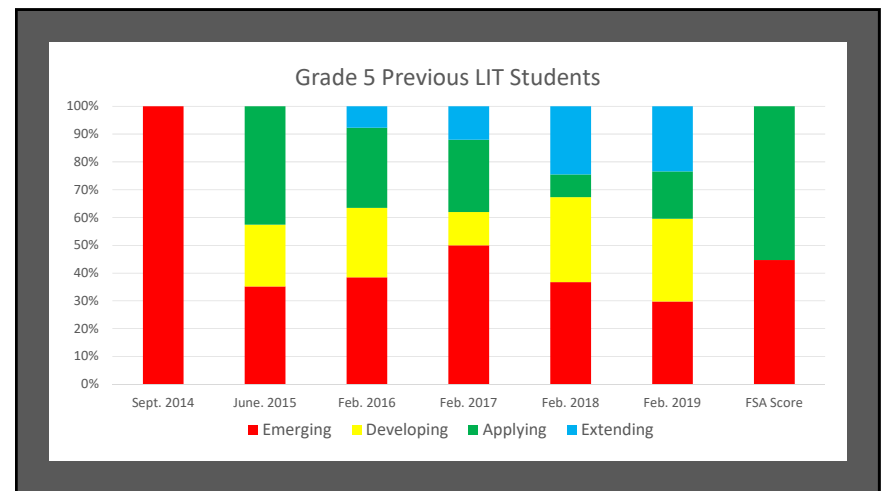
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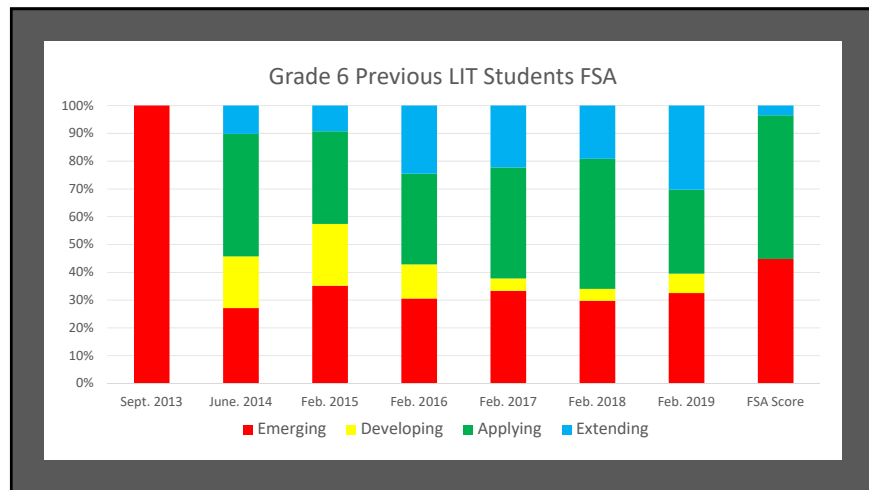
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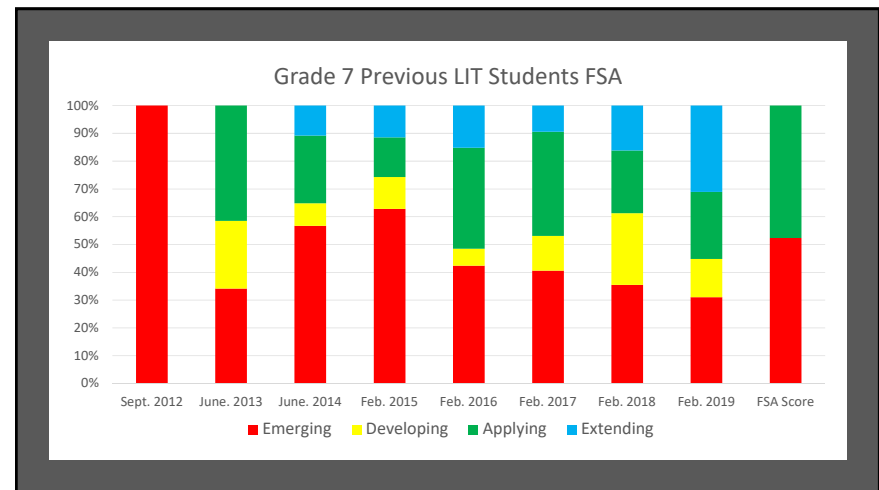
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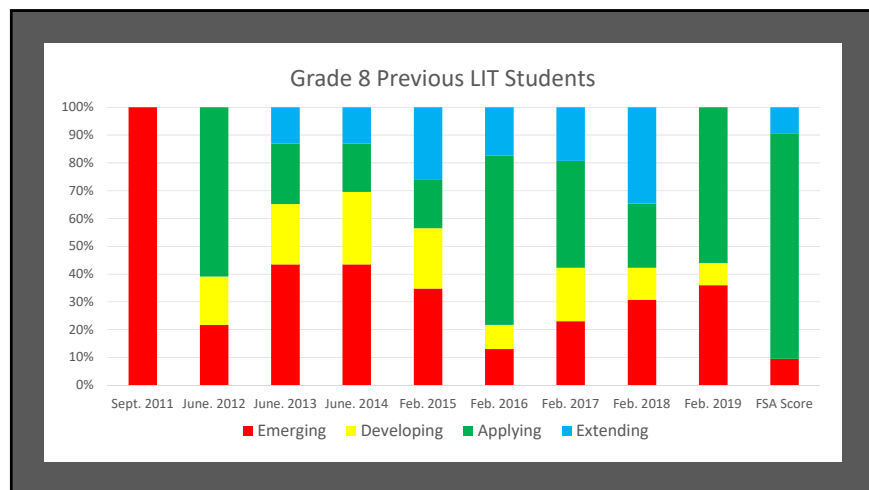
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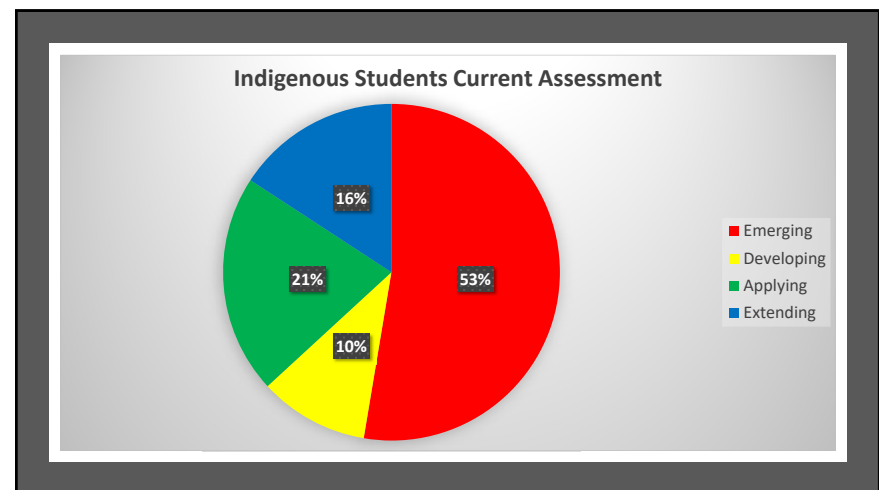
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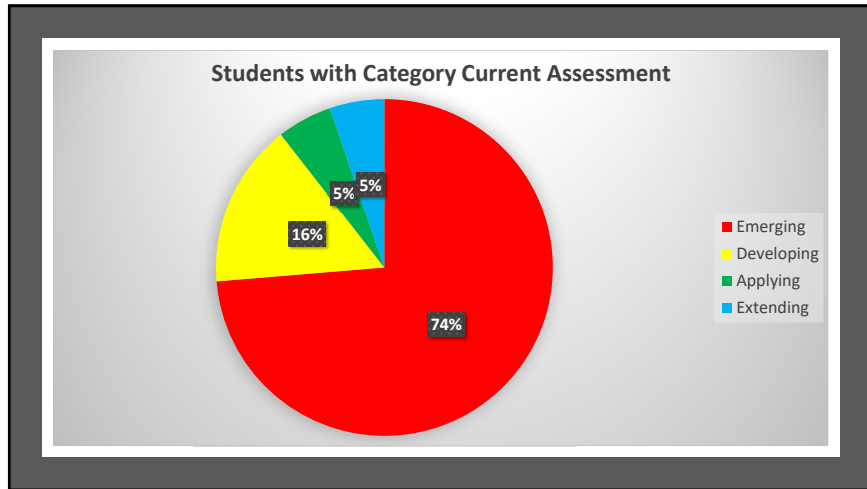
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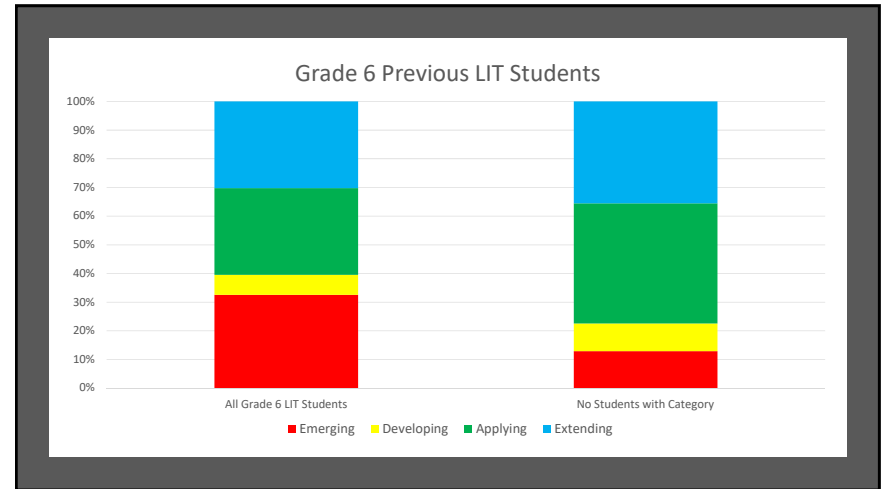
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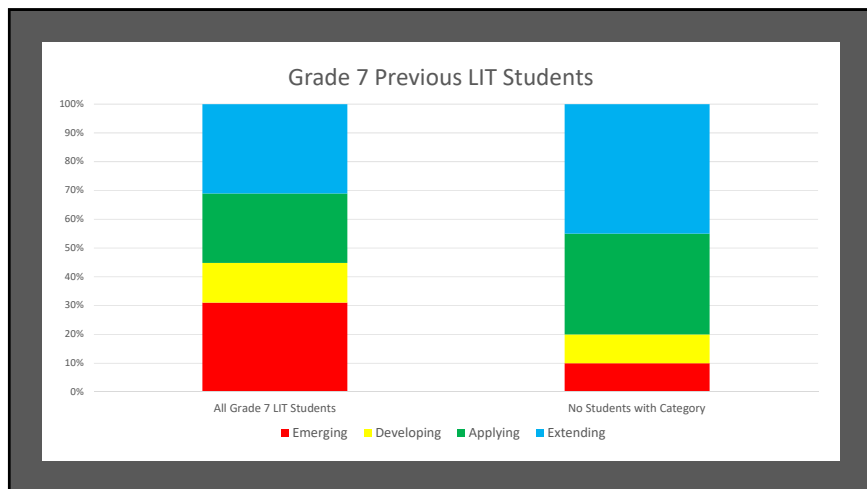
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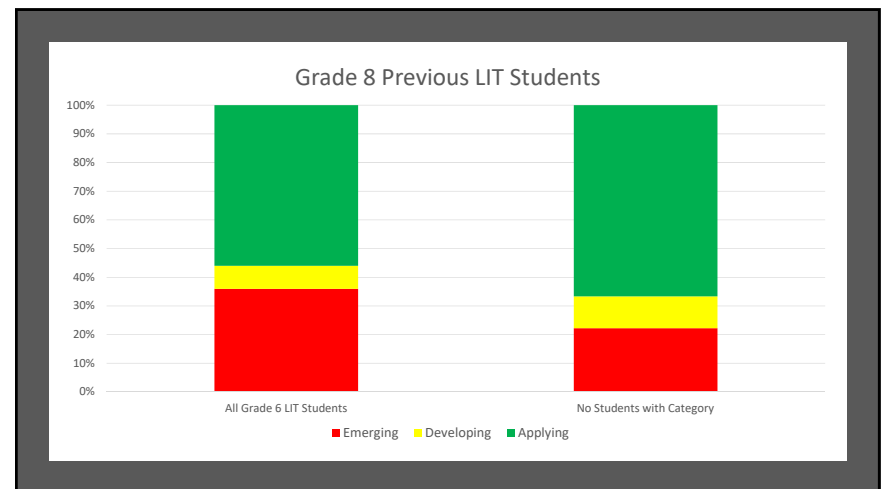
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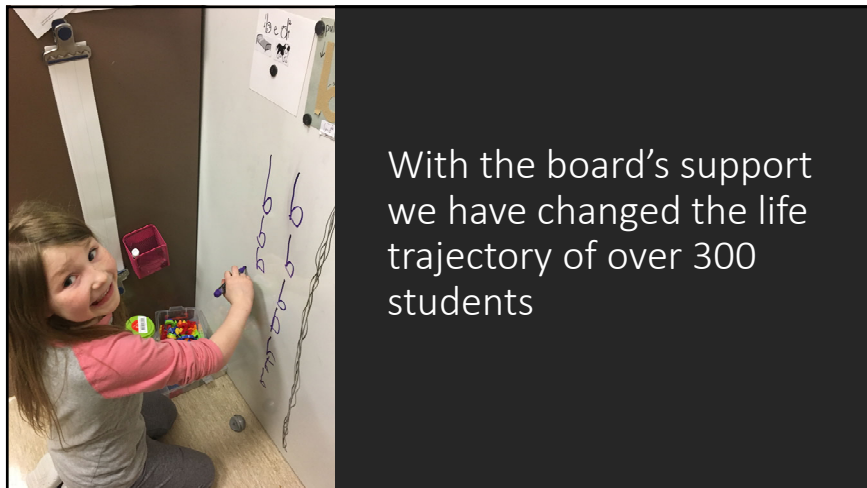
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19



20



With the board's support
we have changed the life
trajectory of over 300
students

21

Research developments

Students who are not proficient readers struggle academically and socially throughout school.
Atkinson & Walmsley, 1995; Juel, 1993

Children with low reading skills experience a loss of self-esteem, confidence, self-worth, and have emotional traumas that may last a lifetime.
Parris, Wash, & Turner, 1991

Unless students learn how to read and write early on, they cannot fully participate in classroom experiences.
Greenman, 1997; LeDoux, 1996

Individualized instruction from a knowledgeable teacher early on will prevent a lifetime of failure.
Wozak & Slavin, 1993

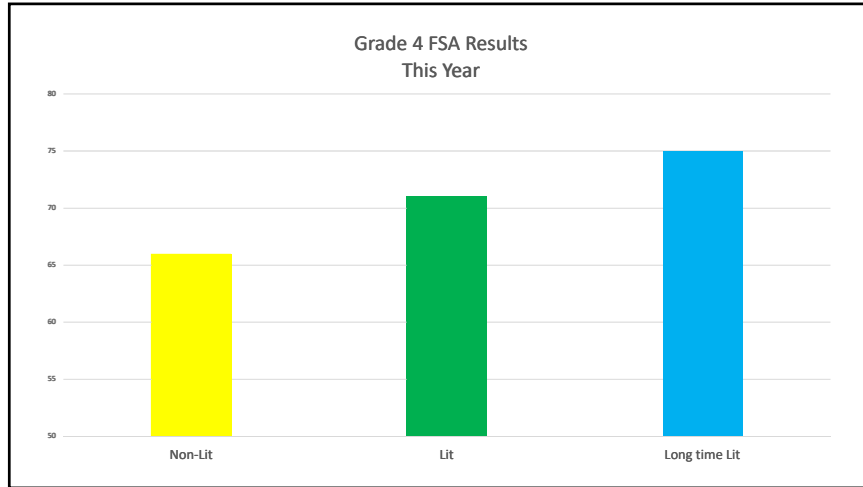
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300

23

We do not have this program in 9 of our elementary schools.

24



25

9% - so what?

9% = 43 students EVERY
YEAR

Would be READERS

26