

# Supporting Literacy in the Elementary Years

Presented by the District Team

# Reading Recovery

# Basic facts about Reading Recovery

(from [readingrecovery.org](http://readingrecovery.org))



**What:** Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The intervention is most effective when it is available to all students who need it and is used as a supplement to good classroom teaching

**Who:** Reading Recovery serves the lowest-achieving first graders – the students who are not catching on to the complex set of concepts that make reading and writing possible.

**How:** Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued, and new students begin individual instruction.

# Reading Recovery in SD61

- Reading Recovery is currently offered at 14 of our 27 elementary schools
- In most instances, Reading Recovery is financially supported by a 50/50 District-School funding model
- The current **District** cost for Reading Recovery is \$485,082 (includes \$77,000 cost sharing for teacher lead)

School	District FTE Funding	School FTE Funding	Total RR FTE at School	Total English Population	English Grade 1	Total French Population	French Grade 1	Total School Population
Campus View	0.310	0.310	0.620	195	36	235	37	430
Craigflower	0.500	0.500	1.000	117	21			117
James Bay	0.240	0.390	0.630	192	31			192
Macaulay	0.300	0.300	0.600	252	46	203	35	455
Marigold	0.200	0.200	0.400	115	24	168	22	283
Northridge	0.215	0.215	0.430	255	45			255
Rogers	0.315	0.315	0.630	294	57			294
South Park	0.160	0.160	0.320	167	29			167
Strawberry Vale	0.225	0.375	0.600	247	35			247
Tillicum	0.500	0.500	1.000	397	73			397
Torquay	0.200	0.200	0.400	311	44			311
Victoria West	0.200	0.200	0.400	273	43			273
View Royal	0.200	0.200	0.400	303	51			303
Willows	0.174	0.174	0.348	326	41	269	51	595
<b>Total</b>	<b>3.739</b>	<b>4.089</b>	<b>7.828</b>					

# Reading Recovery Implementation – 2018-2019 School Year

---

School	Total Number of Grade 1's	Number of Grade 1's in RR	Percent of Grade 1's Covered
Campus View	30	6	20%
Craigflower (Training)	31	8	6%
James Bay	37	8	22%
Macaulay	51	9	18%
Marigold	19 (English)	4	21%
Rogers (Training)	57	8	14%
Northridge	38	5	13%
South Park (Training)	29	6	21%
Strawberry Vale	46	7	15%
Tillicum (Training)	51	4	8%
Torquay (Training)	67	4	6%
Vic West	53	6	11%
View Royal	49	10	5%
Willows	53	5	9%
<b>Total</b>	<b>611</b>	<b>90</b>	<b>14.73%</b>

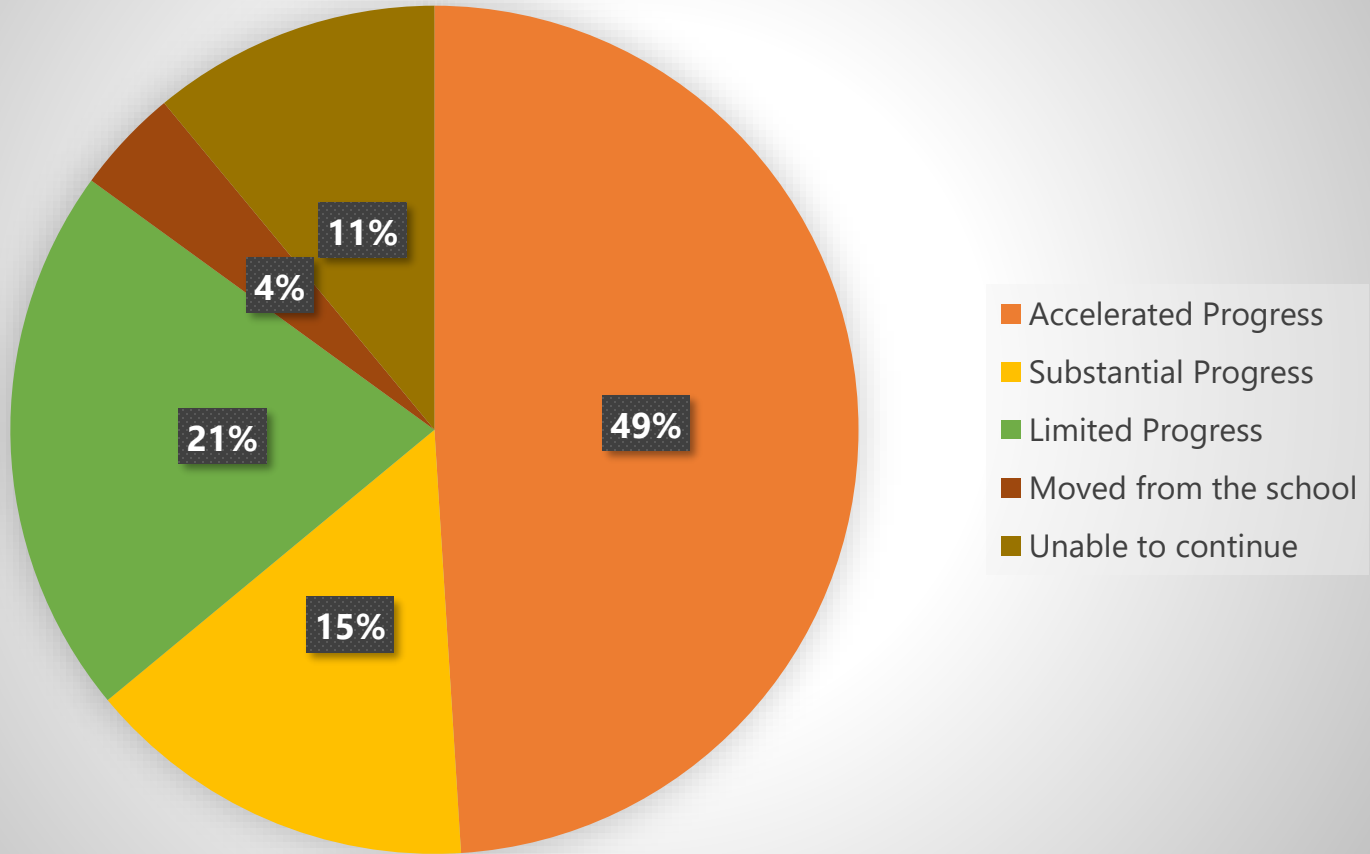
For the 2018-19 school year, 14 schools participated in Reading Recovery. Within these schools, 90 (14.73%) students received Reading Recovery from a trained or training Reading Recovery teacher. Of these 90 children, 37 began lessons this year and will continue their lesson in Grade 2. In summary, in the 2018-19 school year, 53 grade one children completed Reading Recovery lessons in 14 schools.

In addition, 22 children in Grade 2 continued their lessons in 2018-19.

# SD61 Reading Recovery Outcomes – 2018-19 School Year

---

## Total Outcomes



In 2018-19, Reading Recovery teachers provided children with an average of 18.75 weeks of individualized instruction.

The number of lessons ranged from 5 to 30 depending on when the child entered Reading Recovery and the kinds of knowledge and skill they brought with them.

# District Funding Costs – Reading Recovery For All Schools

---

**District cost to fund Reading Recovery for 10% of Grade 1 Students to ALL Schools (2020-21 registration numbers):**

**1109 English Students (10% = 111)    326 FRIMM Students (10% = 33)**

A 0.4 FTE teacher will see 4 students during each rotation for a total of 4-6 students per year

A 0.6 FTE teacher will see 6 students during each rotation for a total of 8-10 students per year

*The maximum a Reading Recovery teacher can work is 0.6 FTE. The rest of the job needs to be in the classroom.*

English:  $111 \text{ students} / 9 = 12 \text{ teachers} @ 0.6 \text{ FTE} = \mathbf{7.2 \text{ FTE total staffing}}$

FRIMM:  $33 \text{ students} / 5 = 7 \text{ teachers} @ 0.4 \text{ FTE} = \mathbf{2.8 \text{ FTE total staffing}}$



**Cost to service 10% of Grade 1's in English and FRIMM: 10 FTE total staffing**

Cost for 10 FTE Trained Reading Recovery Teachers: \$1,091,420

Cost for 13 schools who currently do not have RR and require startup costs ( \$3,000 each for one time funding for books/supplies): \$40,000

Cost sharing with Saanich SD for Teacher Leader: \$77,000

**Total Cost Needed to Be Covered By The District: \$1,208,420**

# The Pros & Cons to a Reading Recovery Program

---

<b>Pros</b>	<b>Cons</b>
<b>Supporters claim overwhelming success</b>	<b>Costly, takes valuable time away from class instruction</b>
<b>RR Council of North America states 75% success rate among students who have completed program maintain grade level reading ability</b>	<b>Being out of class is an unfortunately drawback, full class instruction augmented with small group work in class is more effective</b>
<b>One-on-one tutoring is a major contributor to programs success. Gain so much from individualized instruction</b>	<b>Contradicts scientifically based reading research that asserts children learn to read by systemically mastering skill sets- beginning speech sounds and letters (phonics)</b>
<b>30 minutes daily for 12-20+ weeks. Ends when the student reaches grade level ability.</b>	<b>When phonics is added to RR students completed the program in 30% less time</b>
<b>RR shows higher success rates for those who complete the program.</b>	<b>This success ignores 25-40% of student who could not complete RR. They are left out of the data. Data is conducted and compiled by the Reading Recovery Consortium.</b>
<b>Ongoing Professional Development for Reading Recovery Teachers</b>	<b>In a training year, as a Reading Recovery teacher, there is more emphasis on the training of the teacher and less emphasis on the speed of acceleration for students. Students could be with their RR teacher for an entire school year.</b>



# Reading Recovery Feedback By Principals – Schools With Reading Recovery

---

## **Do you plan on continuing Reading Recovery at your school?**

- Dependent on whether current RR teacher remains in position for next year
- Long term would prefer not to have RR – open to different approach that is grounded in best practice and research
- No, it only reaches very few students
- Yes but funding allocation could change this
- Works very well, embedded in our school culture
- Would like to opt out – other programs can impact greater number of students
- The RR instruction and training for teacher is very valuable
- Yes, with matched FTE funding from District

# Reading Recovery Feedback By Principals – Schools Without Reading Recovery

---

## **Would you like to have Reading Recovery at your school?**

- Yes
- Yes – targeted, evidence-based programming for students with demonstrated need is great. Is there something that isn't so costly?
- Not worth the high cost and low number of students serviced
- No, experience from previous school has not demonstrated that there is long-term sustainability of improved reading for student in following grades
- No thanks but would like the funding model to increase for inclusive learning
- Yes if it is fully funded by District – even with 50/50 would be unsure

# Reading Recovery Feedback By Principals – Schools Without Reading Recovery

---

## **Is there something other than Reading Recovery that you would like to have at your school?**

- More Learning Support Teacher time
- More PM Benchmark books in classes
- Increase the number of books in classroom libraries
- Continue to offer ways for trained teachers (ELL, LST) to be available for early intervention in Gr. 1-3 classes
- Pro-D for all primary teachers to improve their understanding of how to teach reading and develop classroom instruction to support literacy development for ALL students
- Teacher in-service that targets early primary teachers so they can build on skills of reading
- Small-group intensive intervention for targeted students
- Establish clear reading assessment strategies
- Invest funds in training teachers and quality leveled resources
- School-wide literacy program with common assessment practices that efficiently and effectively service larger numbers of students
- A teacher who specifically targets reading intervention – takes the concepts of RR and applies to small groups with levelled book in all K-2 classrooms in order to attain independent reading at their instructional level
- Small intervention groups of 4-6 students
- Strive for side-by-side reading within classrooms

# Schools Without A Reading Recovery Program

# Oaklands Elementary



- Notice student learning behaviours through the lens of Dr. Richard Allington's Six T's of learning:
  1. Time
  2. Task
  3. Talk
  4. Teaching
  5. Testing (Assessment)
  
- Provide children with appropriate levelled texts

# Oaklands Elementary: Side-By-Side Reading

---

- Listen to students read and circulate
- Use a modified guided reaching approach
- Listen more, talk less....
- Teaching is done in context (in the moment) to solidify the transfer of learning (avoid time filler activities!).
- Components of Reading: Comprehension, word identification, learning sight words, developing fluency.
- Constantly asking the question WHY and having a strong theoretical foundation.
- Side-by-Side reading is only one component of a balanced literacy program.



# Sir James Douglas Elementary



- Coordinated service delivery and use best practice
- Identify the key literacy skills that are needed to read and write
- To reach all primary students
- Be pro-active rather than re-active
- Minimize the number of students needing learning support

# SJD Elementary: Jolly Phonics

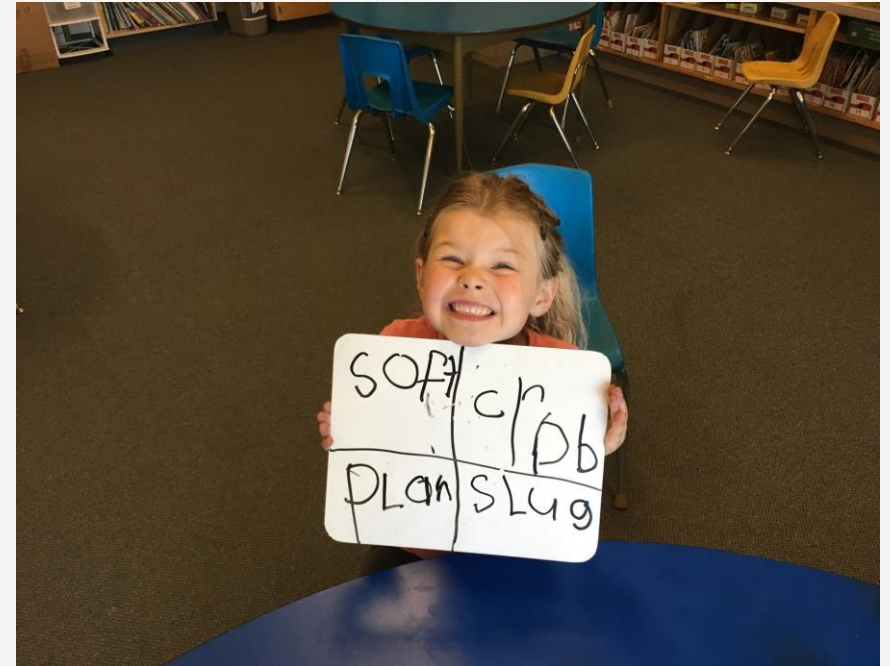
---

## Jolly Phonics:

A fun and child centred approach to teaching literacy through synthetic phonics.

## Why Jolly Phonics?

- Best Practices
  - Tried other programs and this was the one the school team endorsed
  - Very little preparation
  - Children love it
  - Easy to include parents
  - Meets UDL requirements
- \* Jolly Phonics is one component of a balanced literacy program**





# SD61 Comprehensive K-5 Literacy “Coach Approach” Model

# Comprehensive Literacy Program



**What:** A comprehensive literacy program which follows a K-5 continuum of literacy skills.

**Who:** It is a school-based Literacy Team approach which offers teachers the opportunity to work with literacy experts to deeply understand literacy through job embedded collaboration time.

**How:** The plan needs to be scalable and sustainable over time. Evidence and data are collected from a variety of sources to support students through targeted instruction.

# Developing a K-5 Literacy Continuum



---

## **K-1: Early comprehension literacy approach**

Read/Write Aloud (Time on Text)	Shared Reading/Writing
Independent Reading/Writing	Side-by-side support
Phonics/Phonemic Awareness	Word Work-Vocabulary
Literacy Centres	Writers Workshop
Language Experience	Play-Based based on Early Learning

## **Grade 2-3: Developing comprehensive literacy approach**

Read/Write Aloud (Time on Text)	Shared Reading/Writing
Independent Reading/Writing	Side-by-side support
Word Work-Vocabulary	Writers Workshop
Language Experience	Play-Based based on Early Learning

## **Grade 4-5: Creating Independence**

Developing competent and confident readers and writers
Embedded literacy in all content areas

# Cost for Comprehensive K-5 Literacy “Coach Approach”

<b>Year One</b>	K-1 Comprehensive & Early Intervention Series (28 schools – 6 sessions) \$320,000	Grade 2-3 Literacy Collaboration Inquiry Teams – (4 sessions/ collaboration time) \$45,000	Grade 4-5 Literacy in all Content Areas – (3 sessions) \$21,000	Side By Side Reading Intervention & Supports \$10,500	K-5 Running Records Assessments (3 Sessions) \$13,500	Bundles of Books – 100 Books to every K, 100 Books to every Gr. 1 \$120,000 Eng \$35,000 FRIMM	<b>Total Session &amp; Bundle Cost for Year: \$530,000</b>
<b>Year Two</b>	K-1 Comprehensive & Early Intervention Series (28 schools – 6 sessions) \$320,000	Grade 2-3 Literacy Collaboration Inquiry Teams – (4 sessions/ collaboration time) \$45,000	Grade 4-5 Literacy in all Content Areas – (4 sessions) \$36,000	Side By Side Reading Intervention & Supports \$10,500	K-5 Running Records Assessments (3 Sessions) \$13,500	Bundles of Books – 50 Books to every K, 50 Books to every Gr. 1, 50 Books to every Gr. 2 \$150,000 Eng \$40,000 FRIMM	<b>Total Session &amp; Bundle Cost for Year: \$575,000</b>
<b>Year Three</b>	K-1 Comprehensive Literacy in Primary Classrooms (4 Sessions) - \$36,000	Grade 2-3 Writers Workshop Approach to Literacy (4 sessions) \$36,000	Grade 4-5 Literacy in all Content Areas – (4 sessions) \$36,000	Side By Side Reading Intervention & Supports \$10,500	K-5 Running Records Assessments (3 Sessions) \$13,500	Bundles of Books – 50 Books to every K, 50 Books to every Gr. 1, 50 Books to every Gr. 2 \$150,000 Eng \$40,000 FRIMM	<b>Total Session &amp; Bundle Cost for Year: \$282,000</b>
<b>Year Four</b>	K-1 Comprehensive Literacy in Primary Classrooms (4 Sessions) - \$36,000	Grade 2-3 Writers Workshop Approach to Literacy (4 sessions) \$36,000	Grade 4-5 Literacy in all Content Areas – (3 sessions) \$21,000	Side By Side Reading Intervention & Supports \$10,500	K-5 Running Records Assessments (3 Sessions) \$13,500	Bundles of Books 50 Books to every Gr. 2, 100 Books to every Gr. 3 \$150,000 Eng \$40,000 FRIMM	<b>Total Session &amp; Bundle Cost for Year: \$267,000</b>