

# Provincial Level 1 Priority Action Plan: Learning Response - Reading

 <p><b>Which PEP pillars and goals does this action plan support?</b> Skills and Knowledge</p>		<p><b>Leader (this is a member of the implementation team):</b> Sean Chase</p>	<p><b>Secondary Leader (a member of the implementation team who is back-up for the leader):</b> Tony Baldwin</p>	<p><b>Project Manager (this is the person who facilitates the work):</b> Krista Schaffer</p>			
<p><b>Date of Original Draft:</b> January 15, 2021</p>		<p><b>Date Last Updated:</b> August 30, 2021</p>		<p><b>Team Members:</b> Nicole Bear, Mark Benesh, Kelli Boklaschuk, Maria Chow, Terri Fradette, Kevin Garinger, Duane Hauk, Davin Hildebrand, Karen Hrabinsky, Donna Johnson, Kevin Kusch, Nigel McCarthy, Tricia McEwen, Susan Nedelcov-Anderson, Amanda Olson, Katherine Oviatt, Delise Pitman, Cory Rideout, Kathy Robson, Shane Skjerven, Kevin Tonita, Lorel Trumier, Mike Walter, Lisa Wotherspoon</p>			
<p><b>Date Approved (by the PEP Implementation Team):</b> October 5, 2021</p>							
<p><b>1. Current Situation</b> What is the reason action is needed</p>		<p><b>2. Future State</b> What will the future state look like when the need is successfully addressed?</p>		<p><b>3. Conditions for Success/Strategic Considerations</b> Are there any barriers in achieving this priority? How will those be overcome? What needs to be in place prior to starting this work?</p>		<p><b>4. Progress Monitoring</b> What are the success indicators (short, medium, long term) that will measure progress?</p>	
<p>Some students' reading results/levels have not progressed over the past two years due to pandemic-related disruptions in learning.</p>		<p>Though some elements of the plan may require commitment beyond one year, the goal is to achieve reading levels in June 2022 that will be as high or higher than reading levels in June 2019, the last year that scores uninterrupted by COVID-19 are available.</p> <p>Parent/caregiver experiences from at-home learning situations will form the basis for a greater level of engagement in the teaching and learning process.</p> <p>Students will be supported with strength-based and focussed intervention and instruction in reading.</p>		<ul style="list-style-type: none"> <li>Collecting reading data in June 2021 (using existing tools):                             <ul style="list-style-type: none"> <li>for English schools: in grades 1-3 (English reading);</li> <li>for French Immersion programs: grades 2-3 (French reading); and,</li> <li>for Francophone schools: grades 1-3 (French reading).</li> </ul> </li> <li>Reviewing reading proficiency in the language of instruction of students in grades 4 and 5 in September 2021.</li> <li>Reviewing literacy skills with emergent readers as necessary.</li> <li>Teachers in older grades will increase knowledge of (early) literacy strategies.</li> <li>A clear picture of which children need skill development is needed. This will require time to identify who needs additional support and time for focused literacy instruction.</li> <li>A provincially sanctioned increased emphasis on English Language Arts, as well as instructional time, will be necessary to meet the desired future state:                             <ul style="list-style-type: none"> <li>for English schools: in grades 1-3 (English reading);</li> <li>for French Immersion programs: grades 2-3 (French reading); and,</li> <li>for Francophone schools: grades 1-3 (French reading).</li> </ul> </li> </ul>		<p>June 2022 reading results.</p>	

## 5. Implementation

Deliverables What specific process result(s) or work product output(s) are required to complete the action and move the project forward? What data are required and how are they collected?	Actions What are the key actions that will be taken to achieve the deliverables and lead to the described Future State?	Lead Who will provide leadership/management of the work related to each action?	Resources Required (human and financial) <i>Estimate</i> the FTEs and other resources required to complete the work.	Stakeholders to be Engaged Who needs to be involved in the activity (e.g., children, parents, teachers, community members, etc.)? How will they be engaged in the activity described?	Timeframe for Completing the Actions and Deliverables		Key Risks and Responses: What are the risks to achieving the action on time? What can be done to reduce the probability and/or impact of the risks?
					Start Month/Year	End Month/Year	
1. Provincial Data Analysis	1.1. Re-share June 2019 reading data and identify students who were below reading level. Reassess and provide reading support.	Ministry School Systems	Work previously completed	School Systems Ministry	March 2021	June 2021	Accuracy and timeliness of data sharing  Availability of interim data  Determining reading proficiency of grades 4 - 5 students will increase teacher workload.  Collecting reading data of students who have been learning from home.
	1.2. Collect at the system level interim (mid-year) reading data for grades 1-3 from 2020-2021. School systems consider analysis of available school system data from recent years. Review reading proficiency of students in grades 4 and 5 in September 2021.	School Systems	Work is likely already underway, however some school systems may not have collected interim data this year.		March 2021	September 2021	
	1.3. Collect and prepare June 2021 grades 1-3 reading data using the usual process for sharing in the same format as June 2019.	Ministry School Systems	Regular work cycle		June 2021	July 2021	
2. Provincial Communication	2.1. Provide high level provincial messaging related to the anticipated challenges in building language and reading skills in our current context that sets the stage for a one-year focus on reading (and other) literacies with clear language on: <ul style="list-style-type: none"> <li>The COVID-19 pandemic is a major cause of the current challenge; we will meet students at their individual skill levels;</li> <li>Setting a moral imperative; one opportunity in Saskatchewan in 2021-2022 to focus efforts on closing literacy gaps caused by implications of education in pandemic times but recognize this will require an ongoing focus in the Provincial Education Plan (September 2022); and,</li> <li>Acknowledging professional flexibility at the classroom level to alter academic schedules to emphasize literacy in the primary grades.</li> </ul>	PEP Implementation Team	Ministry Communications Staff	Sector Partners SCCs School and school system administration teams	April 2021	June 2022	

3. Post-COVID Literacy Research Summary	3.1. Develop and share e-scan summarizing national and North American impacts of the COVID pandemic on literacy development.	Ministry			March 2021	April 2021	Availability of data/research.
4. Reading Intervention Plans for Grades 1-5	<p>4.1. Implement reading intervention plans, as needed, for individual grades 1-5 students that identify those students by name, strength, and need related to literacy based on the following process:</p> <ul style="list-style-type: none"> <li>○ review reading proficiency of all grades 1-5 students;</li> <li>○ provide intensive support for students below grade level; and,</li> <li>○ implement highly effective strength-based instructional strategies for reading (SaskReads) including early literacy strategies.</li> </ul> <p>4.2. Support documents including research-based literacy skills continua with a focus on literacy behaviours to support teachers in taking students from where they are at and moving them as far along as possible will be made available. E.g., F&amp;P, SaskReads</p>	School-based administration, teachers and support professionals	<p>School systems will resource grades 1-5 classrooms according to need, with additional FTE as required and available to address the goals.</p> <p>Incorporate reading selections that infuse Indigenous content, perspectives, values, and lessons.</p>	School systems	September 2021	June 2022	<p>Student physical attendance</p> <p>Family engagement</p> <p>Resource availability</p> <p>Unknown pandemic effects</p>