



2019-2020 Early Learning and Literacy Report



Executive Summary



The purpose of the Early Learning Report is to provide the Board of Trustees of Clearview School Division No. 71 (Clearview Public Schools) with an awareness of Early Learning in Schools, and assist the Board and Administration in making decisions.

Early Learning provides the supports and services for children before they enter the school system.

Start Right Playschool Programs

All Clearview elementary schools continue to offer an early learning 'Start Right' program. These programs are aimed at providing language rich environments where children can play and learn. The children are three and four years old. Schools offer early learning programming two times per week. Parents pay \$50.00 a month. A child that is approved by Alberta Education for Program Unit Funding (PUF) has free access to programming.



Start Right Playschool programs are offered in the following schools:



Big Valley: PM class two afternoons a week
 Botha: PM class two afternoons a week
 Brownfield: AM class one day a week
 Byemoor: PM class two days a week
 Donaldda: PM class two afternoons a week
 Coronation: AM and PM classes two days a week
 Erskine: AM class two afternoons a week
 Gus Wetter: AM and PM classes two days a week
 Stettler Elementary School: AM and PM classes 4 days a week
 1 PUF only class Friday Mornings

Clearview Start Right Playschools continue to offer high quality literacy rich early childhood programs that teach children to think creatively so they may succeed in a complex and ever-changing world. Purposeful play is developmentally appropriate and a significant element of any early childhood program. The following emphasizes the importance of play in a child's intellectual, social, emotional and physical development. Play is a way of learning for children. During a typical Start Right Playschool day there will be structured and unstructured periods, enabling children to learn at their own rate. In our programs, children are viewed as thinkers, reflecting about their world. In our programs, purposeful play is when children learn through the process of their efforts. In Start Right, children gain knowledge by building on a path of ever increasing knowledge and are encouraged to make choices and practice individual decision-making.

Every school has a Start Right facilitator employed by Clearview Public Schools and this position is supported through fees paid by children who are attending the program.



Kindergarten



Clearview Public Schools offers a kindergarten program in 8 of its 9 schools. They are as follows:

School	Times
Big Valley School	Monday and Wednesday Full Day
Botha School	Tuesday and Thursday Full Day
Brownfield School	Tuesday and Thursday Full Day
Byemoor School	Tuesday and Thursday Full Day
Coronation School	Monday, Wednesday and Friday Full Day
Donalda School	Tuesday and Thursday Full Day
Gus Wetter School	Monday, Wednesday and Friday Full Day
Erskine School	Monday, Tuesday and Thursday Full Day
Stettler Elementary School	Three programs operating five days a week, one program operating three days a week



In Clearview, our kindergarten programs focus on the Alberta Education Kindergarten Program Statement where we provide learner expectations and objectives in seven learning areas: • Early Literacy • Early Numeracy • Citizenship and Identity • Environment and Community Awareness • Personal and Social Responsibility • Physical Skills and Well-being • Creative Expression. Our focus has been and will remain to develop the whole learner. Recognizing that Language is the basis of all communication, literacy language learning is an active process that begins at birth and continues throughout life. Kindergarten focuses on children being actively engaged in acquiring language and constructing their own understandings of how oral and written language works. Children experiment with their understanding of

language, testing it in verbal interactions with their peers, parents and other adults.

[AB Education Kindergarten Information](#)

Program Unit Funding - PUF Program

This is the last year of PUF as we know it. Program Unit Funding (PUF), in addition to Base Instruction Funding, was available to approved ECS operators and school



authorities for young children who are 3 to 6 years of age by September 1, and who have been identified with a severe disability/delay. Children were eligible for up to three years of ECS funded programming, depending on age, severity of the disability/delay and its impact on the child's ability to function within an ECS program.

Last year as in previous years, Clearview Public Schools operated this program within the Start Right Playschools and Kindergarten programs.

Application for this program was completed two times within the school calendar year. The first application deadline was November 30 and the second deadline was February 1. Last year we submitted applications for 31 children into the PUF program. Each year, files are selected for an audit by Alberta Learning. For the 2019-2020 school year the audit files were announced in October with a December submission date. Clearview Public Schools had a total of 4 files selected for the audit. All files met the criteria for the audit and we were granted an "Approved" status on all files.

Clearview had the following coding designation for those students enrolled within the PUF program:

Code 42 Severe Emotional Behavioural Disability
 Code 43 Severe Multiple Disability
 Code 44 Severe Physical or Medical Disability
 Code 47 Severe Delay Involving Language

Currently the distribution of these codes looks like this:

StartRight		Kindergarten	
Code 42	0 children	Code 42	2 children
Code 43	1 child	Code 44	2 children
Code 44	5 children	Code 47	8 children
Code 47	13 children		

More information about Alberta Special Education codes can be viewed [here](#).

EYE-DA

Each year the Start Right Programs participate in the Early Years Evaluation - Direct Assessment. The Learning Bar provides an assessment tool to evaluate the school preparedness of individual children.

The Early Years Evaluation Direct Assessment (EYE-DA) is designed to measure the developmental outcomes of children ages 3 to 5 years. Each individual play-based assessment, conducted by a trained evaluator, takes approximately 20 to 30 minutes to complete. In Clearview Public Schools these assessments are conducted by teachers who have experience in inclusive and early childhood education.



Results from the EYE-DA help to identify children who may be at risk for learning difficulties. Early identification using the EYE-DA allows parents, schools, and communities to support each child's development.

The EYE-DA assesses four domains closely associated with readiness to learn at school:

- **Awareness of Self and Environment** - a child's understanding of the world and his or her ability to make connections with home and community experiences.
- **Cognitive Skills** - a child's basic math and pre-reading skills and his or her ability to solve problems.
- **Language and Communication** - a child's understanding of spoken language and his or her ability to express thoughts and feelings.
- **Physical Development**

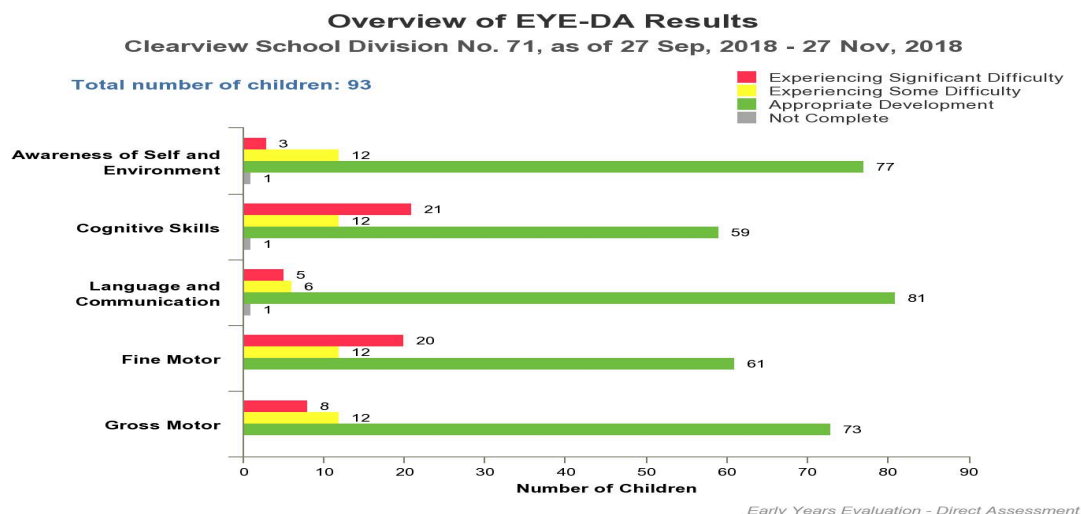
Fine motor - a child's ability to perform small movements that require hand-eye coordination.

Gross motor - a child's ability to perform large movements that involve arms, legs, and body

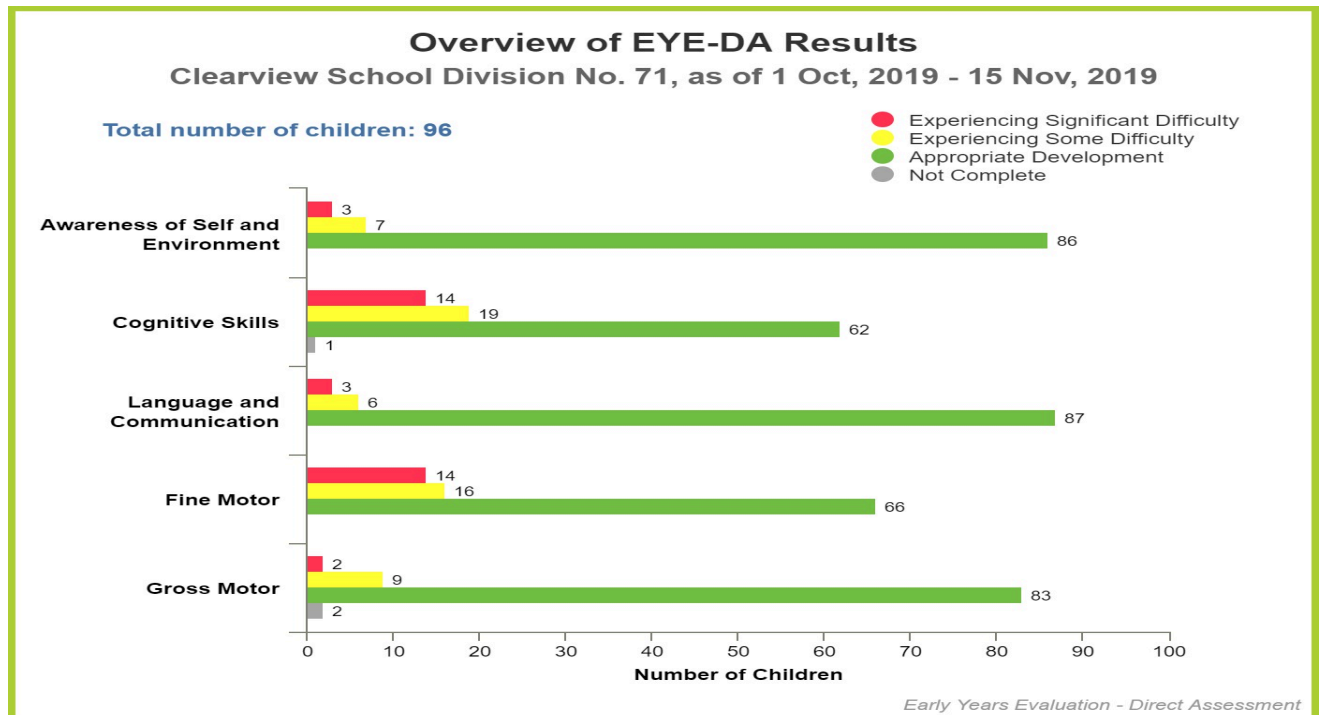
More information of the Early Years Evaluation can be found [here](#).

Clearview Results Comparison

2018-2019 Results



2019-2020 School Year Results



When You compare the 2018-2019 results to the 2019-2020 results we see a continued improvement in the early development of children. We are on the right track and we need to continue doing what we are doing.



EARLY CHILDHOOD SCREENING

Early Learning Screening

For the 2019-2020 school year we continued to offer the new format for screening for our Start Right Registration. At registration in all of our programs, parents were asked to complete a basic skills questionnaire as part of their registration process.

This new revised format of the [Early Learning Questionnaire](#) was made available to Start Right Programs for their spring registration meetings. All new children entering our Start Right Playschools for the first time must complete this form in addition to the regular Clearview Public schools registration Form.



PD Opportunities

Several Professional Learning Opportunities were offered to Early Learning Staff of Clearview Public Schools this school year. With the healthy development of our early learning at the forefront of our planning, we work towards a clearer and more concise understanding of what needs to happen on a daily basis in these programs. By offering PD opportunities to our staff in Early Learning we not only build the capacity of the staff members who engage in such activities but we continue to strive for excellence when we plan for and engage our students in meaningful daily activities.



PD Opportunities offered by Early Learning this year are as follows:

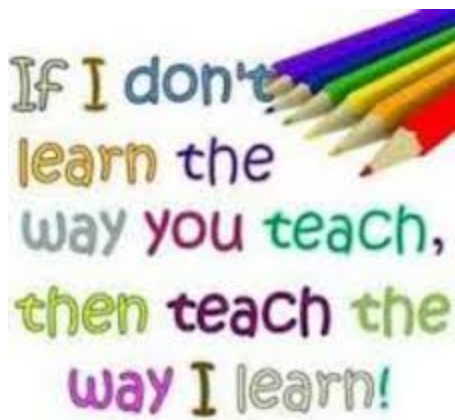
October	HandWriting Without Tears in person training in Red Deer through CARC for School Teams - Start Right Instructors and kindergarten teachers
December	Ages and Stages Assessment Training Start Right Instructors
March 2020	2 Day Conference for all Start Right and PUF staff Cancelled Due to COVID
April 2020	1 Day Autism Conference for Start Right and Kindergarten Staff Cancelled Due to COVID

Continuum of Supports

Early Learning participates in the Continuum of Supports Meetings organized and implemented by my immediate supervisor, Clearview Public Schools Director of Inclusive Learning, Grant Gosse.

The **Continuum of Supports** is comprised of:

1. Coded Students
2. Students at promise on the Continuum (not coded)
3. Students listed in categories:
 - a. Learning Disabilities
 - b. Behaviour
 - c. Medical Disabilities
 - d. FASD/Autism Spectrum
4. Next Steps



The Continuum of Supports provides an excellent opportunity for the principal, student services teacher(s), and the Inclusive team from Clearview Public Schools to engage in rich conversations regarding the students at each school. Each meeting concludes with the “next steps” required to assist students and help them achieve their very best. Within this supportive environment, those children who require additional supports are also included in the Collaborative Response Model and their progress and celebrations are followed and supported through this collaborative program.

Early Learning Committee Work

Paintearth Early Childhood Coalition - one meeting a month in Coronation

Stettler Early Childhood Coalition - one meeting a month in Stettler

Stettler Literacy Committee Meetings - Once every 3 months

Central Alberta PUF Cohort

Student Services Commitments:

- Monthly Support Services Meeting with Deputy Superintendent - Brenda MacDonald, Director of Inclusive Learning - Grant Gosse, Clinical Director - Don Porter and Director of Technology - Steve Meyer.
- Monthly Student Services Meeting with Grant Gosse and Don Porter
- Classroom Observations
- Case Consultation
- Strategic Plan Update
- Student Services Meetings
- LLT Meetings
- Crisis-Trauma Support Team Meetings

Literacy Report

Executive Summary

The purpose of the Literacy Report is to provide the Board of Trustees of Clearview School Division No. 71 (Clearview Public Schools) with an awareness of Literacy in schools, and assist the Board and Administration in making decisions.

Clearview Literacy Plan Review

Clearview Public Schools recognizes that ***Literacy is at the foundation of successful learning and living.*** It's an active, life-long process. It begins almost from birth, when our parents first start reading to us and develops over our whole lives.

Literacy is more than basic reading and writing skills. Literacy education at Clearview Public Schools is about helping students find ways to make sense of the world by acquiring, understanding and communicating information in a variety of ways.

Through the work of our Literacy Steering Committee, Clearview has adopted a balanced literacy approach. Through three crucial areas which are to be done each day - reading, writing and working with words, Clearview teachers provide a classroom

rich in Balanced Literacy fundamentals. In each of these areas, teachers begin with direct instruction and gradually release responsibility to students so students can become successful independent learners. In all three areas, students are making connections to self, text and word.

Reading	Writing
Modelled Reading Shared Reading Guided Reading Independent Reading	Modelled Writing Shared Writing Guided Writing Independent Writing

Working With Words

The Clearview K-12 Literacy Plan and Framework consists of 7 Essential Conditions and Recommendations. These are:

1. Shared Vision
2. Literacy Leadership
3. Research and Evidence
4. Resources
5. Quality Programming
6. Time
7. Community Engagement

More information on these 7 Essential Conditions and Recommendations can be found in the link below.

[Clearview K-12 Literacy Plan and Framework](#)

[Clearview Literacy Website](#)

STAR Reading Assessment

During the 2019-2020 school year, Clearview Schools continued to use the STAR Screening tool.

STAR Reading Assessments are designed to help teachers assess students quickly, accurately, and efficiently. STAR provides teachers with reliable and valid data instantly so that they can target instruction, monitor progress, provide students with the most appropriate instructional materials, and intervene with at-risk students. Administrators use real-time data from STAR to make decisions about curriculum, assessment, and instruction at the classroom, school, and district levels. STAR Reading tracks development in five domains:

- Word Knowledge and Skills
- Comprehension Strategies and Constructing Meaning
- Analyzing Literary Text
- Understanding Author's Craft
- Analyzing Argument and Evaluating Text

STAR tests are designed to be as efficient as possible. On average, students complete the STAR Reading test in about 15 minutes and the STAR Early Literacy test in 15–20 minutes. However, some students may require more time. There are 30 questions.

The STAR assessment can be administered multiple times throughout the year without jeopardizing the integrity of the test. The STAR assessments are often used to screen students for their reading achievement levels. STAR Reading helps determine reading achievement levels to help teachers determine appropriate instructional levels and skills that students are ready to learn.

STAR also provides teachers with the following information:

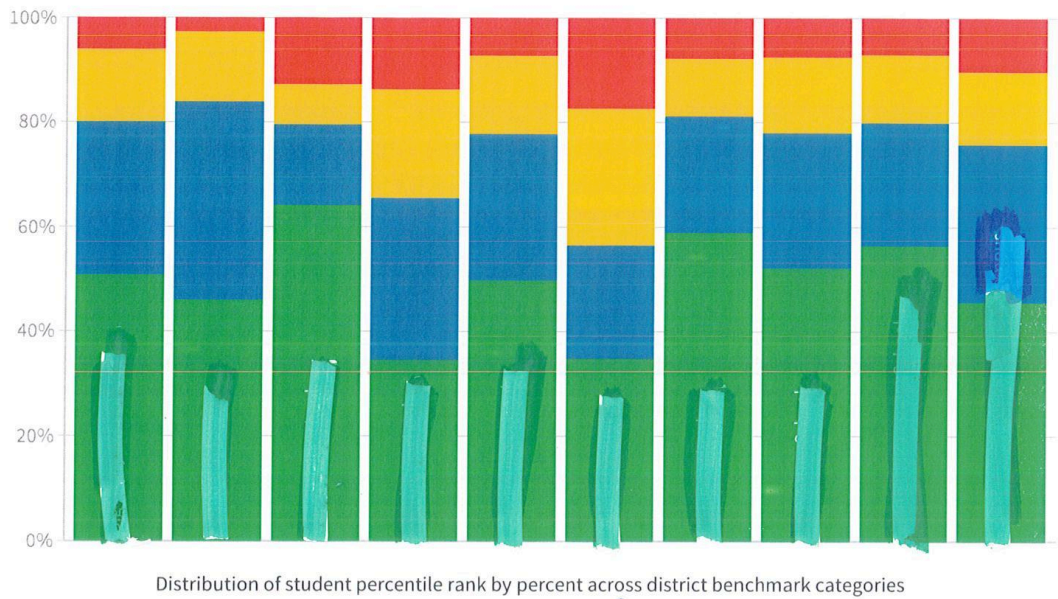
- Current reading level

- Areas where a child is experiencing successes and difficulties
- Teaching strategies to help improve the child's area of concern
- Monitor student growth throughout the year

Although we could not complete the year for a yearly summary, I have included September and December results to look at.

September 2019

Intervention Screening Report - Reading



District: ☐
 School Groups: ☐
 Schools: ☒

Data is filtered down to:
 All Students

Benchmark Categories (District):

At/Above Benchmark	49.3%
On Watch	26.5%
Intervention	15%
Urgent Intervention	9.3%
No Data	

December 2019

Intervention Screening Report - Reading



Distribution of student percentile rank by percent across district benchmark categories

☐ District
☐ School Groups
☒ Schools

Data is filtered down to:
 All Students

Benchmark Categories (District):

At/Above Benchmark	53.8%
On Watch	25.9%
Intervention	12%
Urgent Intervention	8.3%
No Data	

Although these graphs may not look the prettiest, (I could not get them to copy and paste) they do share some valuable information. They tell the story of improvement over a very short window of time. With Covid and the shut down of in-school learning, valid STAR Reading assessment data was not available from the mid year and year end scheduled test times.

Literacy Resources

All Clearview Schools have Scholastic Resources in their schools. Immediately below is a quick summary of what each of the grade divisions offer at the respective levels.



I know I included these in last year's report but I just cannot say enough..... everyone should visit them again for the first time. Each time one visits these links, they see them through a different lens and that means we are all continuing to learn and to improve.

Literacy Place K-3

Literacy Place for the Early Years provides research-based programming that covers a wide range of student literacy needs. It is based on a balanced approach to reading and writing, using the gradual release model, and recognizes the need to be flexible and resourceful in meeting the diverse needs of students. Literacy Place for the Early Years provides multi-level, high-interest materials for both reading and writing, with many

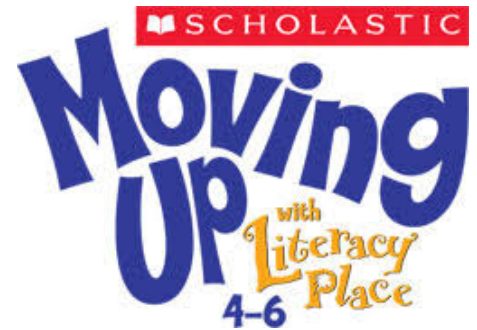


cross-curricular connections. The teacher support materials are designed to help teachers manage differentiated, small-group instruction. They provide a range of strategies and prompts to use with students who are at differing stages on the literacy continuum, suggested differentiated learning opportunities, and a wide variety of assessment tools for proof of students' current understanding and future instructional needs.

Consistent structure and teacher language is provided to support students as they progress through Kindergarten to Grade 3.

Moving Up with Literacy Place Grades 4-6

Moving Up with Literacy Place is a comprehensive balanced literacy resource for grades 4, 5, and 6 designed to help you differentiate instruction and meet the diverse literacy needs of students in your classroom. The components are relevant because they connect how students are learning and accessing information in the classroom to how they function in the world outside the classroom.



With Moving Up students use comprehension strategies to access texts at levels appropriate for them in forms such as maps, brochures, books, posters, and game instructions. They will be writing for a variety of purposes and in a variety of forms, developing their oral language skills, and learning questioning techniques.

More information on Scholastic Moving Up can be found [here](#).

Stepping Up with Literacy Place Grades 7-9

Stepping Up with Literacy Place offers today's student many unique and relevant topics that bring the real world into the classroom. Students get the opportunity to voice opinions, and taking ownership of their ideas. Even debating with peers is another way that students are encouraged to explore their learning. Stepping Up offers authentic media-rich texts—digital blogs, videos, radio shows, websites, posters, and engaging books (including picture books)! With this series, all the texts (even the lowest levels) look and feel the same.



Stepping Up Literacy Place meets all areas of the present Junior High Language Arts curriculum: oral language, reading, writing, media literacy and word study. This program

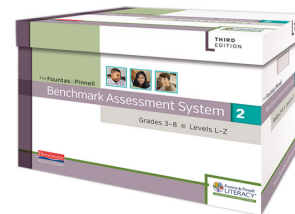
introduces, teaches, and practices reading comprehension strategies in manageable units. With Stepping Up, differentiated instruction is made easy as each unit features texts at a range of levels. With Book Clubs, purposeful discussion is promoted. Stepping Up also has a strong professional resource for teachers that has a focused structure to ensure that balanced reading practices are promoted and strengthened. Each lesson allows for a sound foundational balanced literacy structure.

More information on Stepping Up Literacy Place can be found [here](#).

Fountas and Pinnell Benchmarks

Schools continued to work with the The Fountas & Pinnell Benchmark Assessment System. It is used to determine student's independent and instructional reading levels. Teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction. With the Fountas and Pinnell Benchmark assessment system, a teacher can:

- Determine students' instructional and independent reading levels
- Recommend a placement level for instruction
- Form initial groups for reading instruction
- Plan for efficient and effective instruction
- Identify students who need intervention and extra help
- Monitor and report student progress across a school year and grade level
- Assess the outcomes of teaching



Teachers within Clearview Public Schools used this assessment when they needed to know more about a student's learning and had already given them the STAR screening tool.

Professional Learning Opportunities

This school year, thanks to the Classroom Improvement Fund, we embarked on the Literacy Professional Learning Series. This was a comprehensive plan that was developed using the information retrieved from the survey that teachers completed on the 2017-2018 Classroom Improvement Fund.

I also had the opportunity to share the Clearview Literacy Journey, at the Provincial Literacy Leads Conference Day in October 2019 in Red Deer. At this session, there were Literacy Leads from school divisions from all around the province. I considered it an honour to be chosen to share Clearviews story of Literacy programming and professional learning. My presentation is located [here](#).

As there were no designated Literacy full day Professional Learning Days, I did offer several half day professional learning opportunities to schools for their once a month PD days. Several schools took me up on this opportunity and I was booked up to March 16 when schools shut down to students.

Year In The Life of A Clearview Literacy Teacher.

The teachers of Clearview Public Schools have had a very busy year. With initiatives, resources and professional learning opportunities, and dealing with COVID, I think it is a fair question to ask, how would it all fit together? What comes first? When are you on the right path? How do we try all of these strategies when we are doing an in-home delivery module?

Here is a very general look at what the steps would look like in a school year.

1. Introductory Reading Practices - Model Balanced Literacy Strategies
2. Beginning of year STAR Assessment
3. Create Reading Groups based on STAR data
4. Work with Scholastic Place Literacy Resources for reading, writing and Working with Words.
5. Retest using STAR at various times throughout the year.

6. Complete Fountas and Pinnell Benchmarks for more clarification and understanding for student learning when required.
7. Continue to work with Literacy Place Resources, moving up reading levels as students successfully master their presently assigned leveled skills.
8. In a normal year, teachers would complete year end STAR Assessment to measure reading growth for the year. Unfortunately testing was not able to happen after February 2020. With not all schools completing testing with monthly time schedules, the last data I was able to retrieve was December 2019.

Conclusion

Thank you for taking the time to read this snapshot into Early Learning and Literacy for Clearview Public Schools. Although the year did not progress like we planned, I do have to commend all teaching and support staff for the role they played in ensuring students had the opportunity to continue learning using the strategies that we have been working on over the last four years.

As the 2019-2020 school year ended, so did the Early Learning and Literacy position. For the upcoming year, my position would have changed within the Clearview office. I however, took a new position as principal at Gus Wetter School,

I would like to thank the Clearview School Division for the opportunity to serve in this position for the four years that it was in existence. In these four years, I believe that we were able to move our school division forward in so many ways. Our Early Learning program is now a model that many school divisions are looking at with the potential of implementing into their divisions. That is a proud moment for us all. In the area of Literacy, we are a unified group of people working towards common goals for our students. I believe that to be a remarkable thing.

Clearview has been my home for 30 years and I look forward to the next journey that I will travel in the Clearview system.

Thank you ! Thank You! Thank You!

Wendy Coppock,
Previous Early Learning and Literacy Coordinator

