



CANADA

Education and Early
Childhood Development
English Programs



Primary Literacy Intervention Program (PLIP)

English Pilot Site Report

2010-2011



2012

**Prince Edward Island
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PEI Department of Education and Early Childhood Development, English Programs
Primary Literacy Intervention Program
Site Report Data
2010-2011

Executive Summary

The Primary Literacy Intervention Program (PLIP) is for students in Grades 2 and 3 English Language Arts who are approaching grade level in reading and writing. It is a balanced/effective literacy program that includes Reader's Workshop, Writer's Workshop and Language and Word Study.

During the Primary Literacy Intervention Program, a specially trained teacher works intensively with a group of four students for a period of twenty-three to thirty-two consecutive days. The students are with this teacher for a two and a half to three hour uninterrupted block of time, after which time they reintegrate into their home room for the remainder of the day. When the cycle finishes, the specially trained teacher works with another group of four students. This cycle is repeated six times during the school year. Students in grade 3 are supported during the first two cycles and those in grade 2 during the remaining cycles.

The 2010-2011 PLIP Site Report for Prince Edward Island is the third report intended to:

- 1) describe the objective of PLIP and its outcomes
- 2) document student progress in PLIP provincially

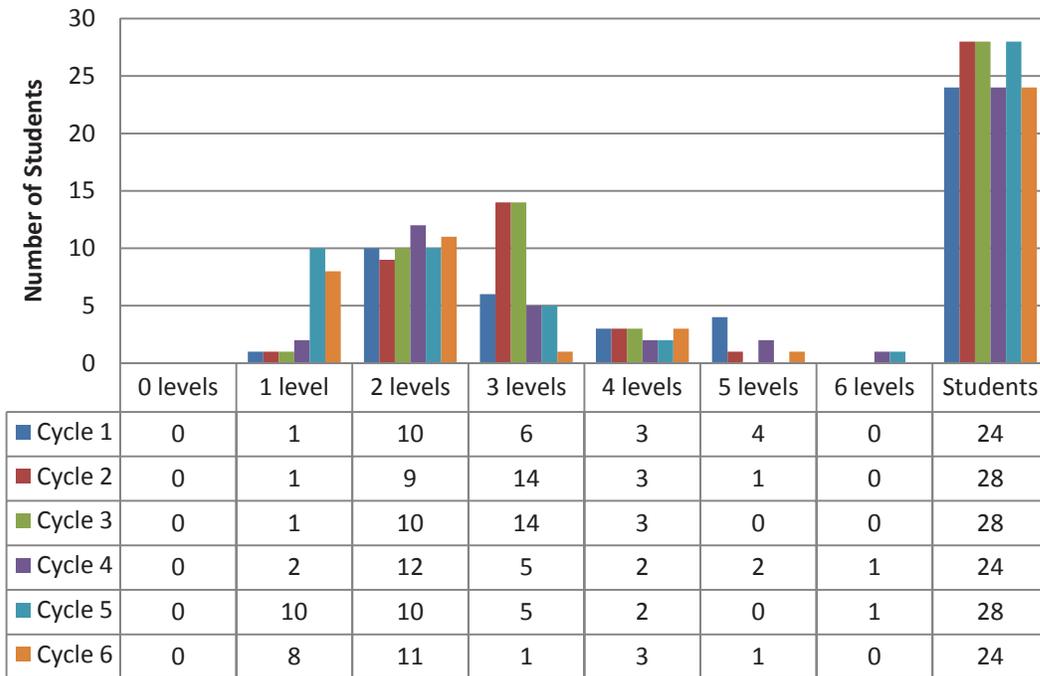
Prince Edward Island Coverage

- During the 2010-2011 school year: One Teacher Leader provided training and ongoing support to 6 PLIP teachers.
- 6 PLIP teachers provided instruction for students in 19 schools.
- A total of 156 students received Primary Literacy Intervention in P.E.I. 40% of the students were female; 60% were male.
- 2 full time equivalent positions were provided to the Eastern School District. These positions were separated into one full-time itinerant teacher and allotments of .25 full-time equivalents were given to 4 schools. These schools were Glen Stewart Elementary, Westwood Primary, Montague Consolidated and Sherwood Elementary. The Western School Board was provided with one full-time teacher and used an itinerant model.

Increase in Reading Levels

Figure 1 below breaks down the results from each cycle. Most students made gains of two or three reading levels. Sixty-two students moved two levels and fifty-six students moved three levels.

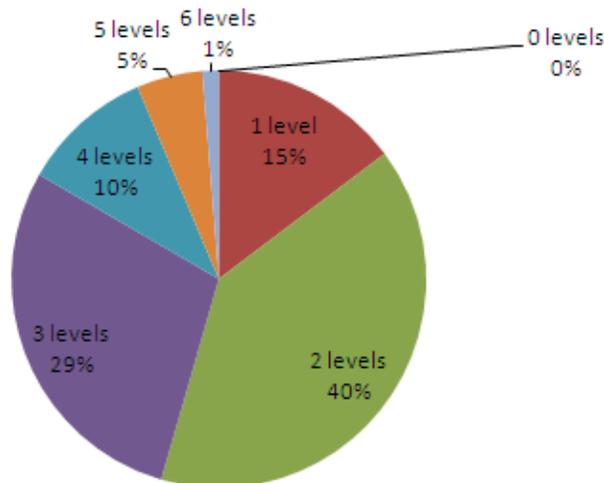
Figure 1: Increase in Reading Levels



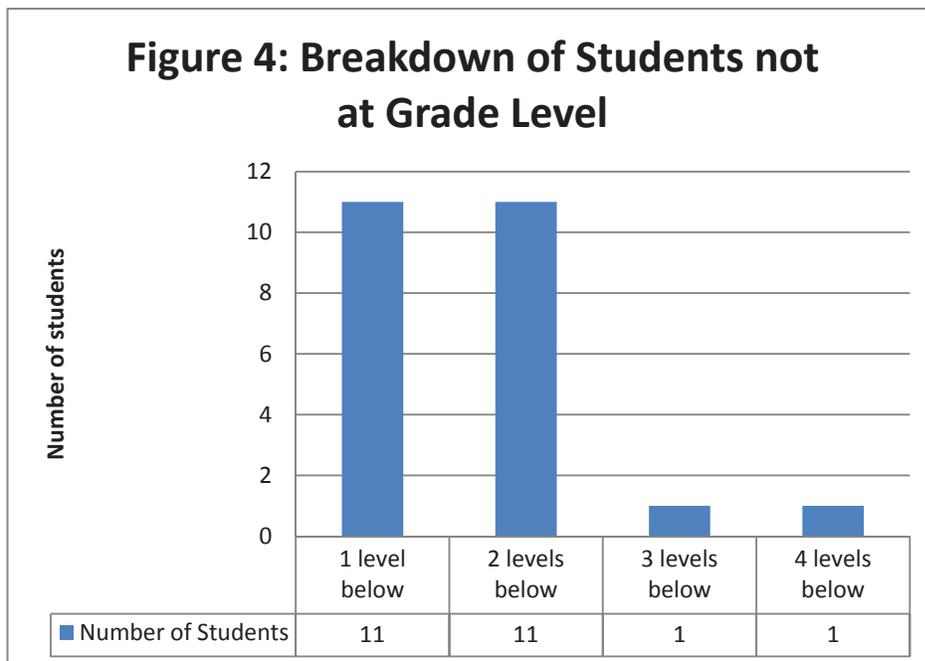
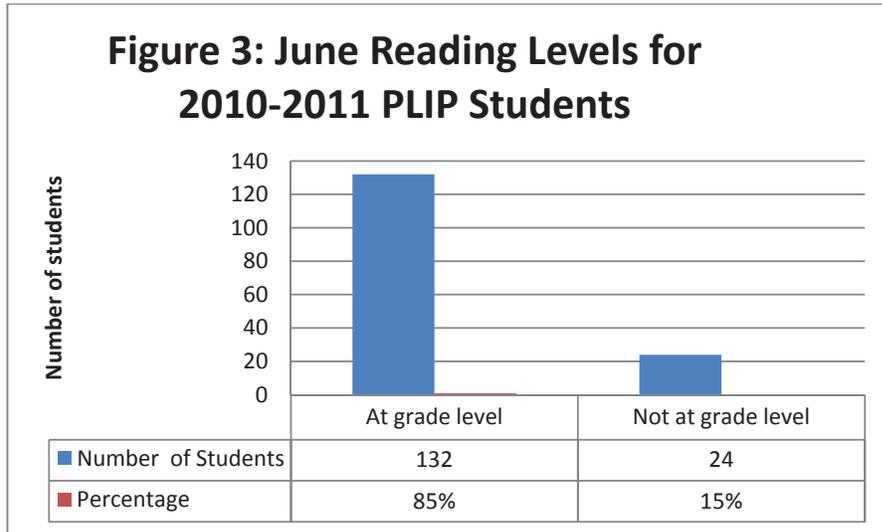
Student's Progress in PLIP

Of the 156 students who received PLIP in Prince Edward Island in 2010-2011, 100% of the students made gains of 1 to 6 reading levels. Twenty-nine percent of students made gains of three reading levels. Forty percent made gains of two reading levels. Ten percent of the students made gains of four reading levels. See Figure 2 below.

Figure 2: Percentage of Increase



Overall, 85 percent of students who participated in PLIP during 2010-2011 were reading at grade level at the end of June. There were twenty-four students (15%) who were not at grade level at the end of the year. Of the 24 students not meeting grade level, 11 students were one reading level below grade level. Eleven students were two levels below grade level. The students who were more than two levels below were referred to their school's resource program.



Introduction

Students approaching grade level may not qualify for a resource program at the school level. The Primary Literacy Intervention Program is aimed at enabling Prince Edward Island English students, who are approaching grade level, to meet grade level expectations in reading and writing. The purpose of this report is to provide information about the third year pilot program, the Primary Literacy Intervention Program, in Prince Edward Island during the 2010-2011 school year. In 2005, the Task Force on Student Achievement made the recommendation that the Department of Education (now Department of Education and Early Childhood Development) ensure children in PEI “learn to read by grade three.” The Primary Literacy Intervention Program is one component of the strategy for meeting this goal.

What is the Primary Literacy Intervention Program (PLIP)?

During the 2010-2011 school year, the Department of Education and Early Childhood Development, in collaboration with the Eastern School District and Western School Board, piloted the Primary Literacy Intervention Program for the third year. The Primary Literacy Intervention Program is for students in Grades 2 and 3 English Language Arts who are approaching grade level in reading and writing. The Primary Literacy Intervention Program is a balanced/effective literacy program that includes Reader’s Workshop, Writer’s Workshop and Language and Word Study. Reader’s Workshop is comprised of independent reading, guided reading, and writing about reading. Writer’s Workshop includes independent writing, guided writing and investigations. Language and word study entails interactive read aloud, modeled/shared reading, phonics/word study, choral reading, reader’s theater, and interactive edit (Fountas and Pinnell 2001, 2006, & 2007).

Objective

The objective of the Primary Literacy Intervention Program is to improve children’s literacy and learning skills. Students targeted for the program are approaching grade level- usually two reading levels behind. These students may not qualify for the schools resource program. The Primary Literacy Intervention Program will better enable these children to catch up with their peers so that they can function productively in school, maintain gains achieved through this program, and continue to progress with effective classroom instruction.

Rationale

Research identifies an urgent need to intervene as soon as possible to support children who are identified as at risk (Feifer, 2007; McCain, Mustard, Shanker, 2007; National Reading Panel, 2000). There is a key window of opportunity for teachers to identify reading difficulties and intervene successfully during kindergarten to grade 2 (Trehearne et al., 2005). Proficient readers and writers develop early. However, some students struggle with literacy learning during their first three years of school. Research indicates that grade three (or age eight) is a pivotal point in terms of continued success or future struggles for children (McGill-Fransen Zmach, Solic, & Zeig, 2006).

An early intervention program at the grade 2 and 3 level can better enable children to catch up with their peers so that they can function productively in school or later on in society. Reading is highly dependent on language and quality instruction (Birsch, 2005). Research has concluded that the majority of reading difficulties can be prevented by providing high-quality reading instruction in the early grades, with supplemental intervention for those who struggle (Denton, Mathes, & Swanson, 2007).

Clay's (2005) research revealed that poor readers develop ineffective strategies that persist and may hinder their reading progress and block further learning. Struggling readers experience problems in other areas of learning and usually have diminished confidence and self-esteem. The longer a child fails, the harder remediation becomes. Using early intervention, before failure is established, can reduce problems later in school (Clay, 2005).

The U.S. Department of Education (2006) identified characteristics of effective reading intervention. Some of the characteristics include a small group size of three to six students who share the same reading difficulties and daily intervention for at least 30 minutes. The most important characteristic is that intervention decisions are data driven (Woodward & Talbert-Johnson, 2009).

Additional research (Gersten, Compton, Domino, Santoro, Linan-Thompson, & Tilly, 2008) indicates that a balanced/effective literacy intervention program should occur so that students who struggle receive additional literacy support. Successful intervention programs need to be strongly linked to classroom instruction, be based on current research, reflect an understanding of balanced/effective reading instruction and be culturally and linguistically appropriate for the individual child.

There are many reasons why a pull-out reading intervention program may be preferred by schools. First, a group of students may benefit from the individual attention and quiet setting. This approach may be most beneficial when instruction is provided by highly qualified teachers and instruction is tailored to address the individualized needs of the students. Second, some students may increase in reading confidence by practising specific skills and reading aloud with peers who share similar literacy development levels (Woodward & Talbert-Johnson, 2009).

Components of the Primary Literacy Intervention Program

Program Description

During the Primary Literacy Intervention Program (PLIP), a specially trained teacher works intensively with a group of four students for a period of twenty-three to thirty-two consecutive days. The students are with this teacher for a two and a half to three hour uninterrupted block of time, after which time they reintegrate into their home room for the remainder of the day. When the cycle finishes, the specially trained teacher works with another group of four students. This cycle is repeated six times during the school year. Generally, students in grade 3 identified to benefit from this program are supported during the first two cycles and those in grade 2 during the remaining cycles.

The Department of Education and Early Childhood Development created the position of Primary Literacy Intervention Program Teacher Leader. Two full-time equivalent positions were provided to the Eastern School District. These positions were separated into one full-time itinerant teacher, and allotments of .25 full-time equivalents were given to four schools. The 2010-2011 participating schools were Glen Stewart Elementary, Westwood Primary, Montague Consolidated and Sherwood Elementary. The Western School Board was provided with one full-time teacher and used an itinerant model.

The PLIP teachers are supported by a teacher leader. The teacher leader conducts visits with each PLIP teacher and provides instructional coaching. The use of student assessment data is a key component of instructional coaching. It is important that PLIP teachers engage in collaborative problem-solving to “modify instructional strategies with the goal of enhanced student outcomes” (Denton, Mathes, & Swanson, 2007). Coaching activities include providing professional development, modeling instruction, co-planning and co-teaching lessons, observing teaching, and providing feedback.

A period between cycles is allowed for student pre and post assessment, as well as PLIP teacher training. A specialized training period in early literacy is also conducted at the beginning of the school year for the program teachers. PLIP teachers use on-going diagnostic assessments to guide their instruction. Research (Denton, Mathes, & Swanson, 2007) reveals that effective teachers of intervention programs make good use of data from ongoing diagnostic and progress monitoring assessment.

Structure/Schedule

The school year was divided into six blocks of time where the PLIP teacher worked with four students for 23-32 consecutive days. The schedule for 2010-2011 is listed below.

Primary Literacy Intervention Program 2010-2011 Cycle Dates and Professional Development

Training	August 30-31, 2010 Summerside
In School Assessment	September 7-10, 2010
Itinerant Teachers Selection Meetings	September 13, 2010
School Based Selection Meetings	September 10, 2010
Experienced teachers start	September 13, 2010
New Teachers start	September 14, 2010

Cycle 1	September 13 - October 29, 2010 (29 instructional days)	Location of PD
After School Session	September 16, 2010	Charlottetown
After School Session	September 30, 2010	Charlottetown
After School Session	October 21, 2010	Charlottetown
Post-test	October 28, 2010	
PD	October 29, 2010	Summerside
Pre-test	November 1, 2010	
Cycle 2	November 2-December 16, 2010 (32 instructional days)	
After School Session	November 18, 2010	Charlottetown
Post-test	December 17, 2010	
PD	December 21, 2010	Charlottetown
Pre-test	December 20, 2010	
Cycle 3	January 4-February 22, 2011 (28 instructional days)	
After School Session	January 13, 2011	Charlottetown
After School Session	January 27, 2011	Charlottetown
Post-test	February 14, 2011	
PD	February 15, 2011	Summerside
Pre-test	February 16, 2011	
Cycle 4	February 17-April 5, 2011 (28 instructional days)	
After School Session	March 3, 2011	Charlottetown
After School Session	March 17, 2011	Charlottetown
Post-test	April 6, 2011	
PD	April 8, 2011	Charlottetown
Pre-test	April 7, 2011	
Cycle 5	April 11- May 16, 2011 (23 instructional days)	
After School Session	April 21, 2011	Charlottetown
After School Session	May 5, 2011	Charlottetown
Post-test	May 17, 2011	
PD	May 18, 2011	Summerside
Pre-test	May 19, 2011	

Eastern School District (Itinerant Position)	Number of English Students in Grade	Percentage of Participation
Souris Consolidated gr. 3	34	12%
Spring Park gr. 3	25	16%
Parkdale gr. 2	19	21%
LM Montgomery gr. 2	57	7%
Central Queens gr. 2	31	13%
Southern Kings gr. 2	27	15%

	Number of English Students in Grade	Percentage of Participation
Glen Stewart Elementary gr. 3	76	10.5%
Glen Stewart Elementary gr. 2	108	15%

	Number of English Students in Grade	Percentage of Participation
Sherwood Elementary gr. 3	45	18%
Sherwood Elementary gr. 2	52	31%

	Number of English Students in Grade	Percentage of Participation
Montague Consolidated gr. 3	48	17%
Montague Consolidated gr. 2	35	46%

	Number of English Students in Grade	Percentage of Participation
Westwood Primary gr. 3	98	8%
Westwood Primary gr. 2	100	16%

Western School Board (Itinerant Position)	Number of English Students in Grade	Percentage of Participation
Alberton Elementary gr.3	28	14%
Ellerslie Elementary gr. 3	27	15%
O'Leary Elementary gr. 2	20	20%
St Louis Elementary gr. 2	11	36%

Amherst Cove gr. 2	23	17%
Elm Street Elementary gr. 2	38	10.5%

Teacher Leader's School	Number of students in grade	Percentage of participation
Prince Street School gr. 3	39	10%
Queen Elizabeth gr.2	45	9%
Englewood gr.2	25	16%

Student Selection

Student selection for this initiative includes gathering and reviewing as much information about grade two and three students as possible to identify those children who would benefit most by participating in the program. Selection strategies include:

- consultation with classroom teachers
- review of cumulative records
- observation of oral reading skills and strategies
- inventory of writing skills and strategies
- comparison of text reading level to grade expectations/standards, and
- specific instructional needs of the student.

Student selection is determined through collaboration between the classroom teachers, administration, PLIP teacher, Department PLIP Teacher Leader, with the final decision resting with the Teacher Leader. See Appendix A for additional information.

Measuring Individual Student Progress and Program Outcomes (pre and post assessment)

All students entering the program were assessed using the same assessment tools. The assessment tools included the following:

- Running/Reading Records from The Fountas and Pinnell Benchmark Assessment System
- Burt Word Reading Test
- Word Features from Fountas and Pinnell Benchmark Assessment System
- Primary Spelling Inventory from Words Their Way
- 20 minute timed writing sample.

The tasks were administered to students as part of the selection process for admission to the program (Entry Scores) and following the intervention (Exit Scores). PLIP teachers compiled pre assessment results and wrote “cycle goals” for each individual student. These focused goals guided the early instruction in the program.

Completion of Primary Literacy Intervention Program (PLIP) and Transition Back to Regular Classroom

It is recognized that for an intervention program to be successful, there is a need for:

- good first teaching in classrooms;
- ongoing communication between classroom and program teacher;
- sharing of pre and post assessment data between the program teacher, classroom teacher and school based student services team; and
- monitoring student progress through the end of the school year.

Appendix B contains the sample form used to share the end of program data, results and recommendations.

Teacher Leader Minimum Qualifications and Responsibilities

Applicants must have:

- a degree in education, preferably at the Master's level with an emphasis in literacy development, curriculum development, and/or administration. Applicants must hold, or be eligible to hold, a PEI Teacher's Certificate Level 5 or higher, supplemented by five years teaching the current primary curriculum.
- at least three years experience teaching the current primary language arts curriculum; preference will given to candidates who have PLIP and/or Reading Recovery training.
- knowledge of current research and best practices in early literacy development, instructional, and assessment strategies at the grade 1-3 level.
- excellent leadership, interpersonal, team building, and communication skills, both oral and written.
- proficiency in word processing, Group Wise and the Internet. A working knowledge of technology applications such as PowerPoint and Excel would be considered an asset;
- the use of a vehicle to travel to sites across the province.

The purpose of the position is to serve as a teacher leader to coordinate and support the Primary Literacy Intervention Program (PLIP). This position will provide PLIP teachers with training and ongoing professional development support in the areas of Language Arts curriculum and methodology. The position will assist the Director and the Elementary Coordinator in the development and delivery of this program.

PLIP teacher leader responsibilities include:

- training of PLIP teachers which includes providing in-service training, including assessment training in Language Arts curriculum and methodology at the primary level with a focus on linking theory with practice;
- providing on-the-job training and ongoing support in the PLIP classroom which includes conducting regular school visits to provide on-the-job support through demonstration, modelling, observation, consultation, and feedback ;
- providing on-going professional development for PLIP teachers;
- participating in the selection, monitoring, and transition of students from the program back into their classroom;
- tracking programs and student progress through pre, post, and on-going regular assessments and keeping accurate and up-to-date records as well as reviewing records, monitoring student progress, and making recommendations for programming;

- collecting pilot school program data and preparing an annual site report documenting overall student progress and program effectiveness;
- supervising the inventory of materials and books for the PLIP sites;
- providing the PLIP to students for a least three blocks per school year and tracking their progress through pre, post and ongoing assessment;
- providing liaison between the division and other departmental staff, board staff, provincial committees, community groups, and provincial organizations with respect to the Primary Literacy Intervention Program, language arts and literacy and serving as a resource person regarding current trends, developments, and issues with respect to primary literacy;
- carrying out related duties that may be assigned by or through the Director and the Elementary Coordinator.

PLIP Teacher Minimum Qualifications and Responsibilities

Applicants must:

- have three years teaching experience at the primary level;
- have a knowledge of current research and best practices with regards to early literacy;
- be willing to learn, acquire and apply new skills and knowledge;
- show evidence of adaptability and problem-solving;
- preference will be given to teachers having Reading Recovery training and/or graduate level course work in literacy;
- be permanent employees of the Eastern School District or Western School Board and be willing to commit to the PLIP program for three to five years;
- receive permission from the Director of Educational Services in the Western School board , the Director of Curriculum Delivery in the Eastern School District and the Department PLIP teacher leader, if the teacher does not have teaching experience at the primary level or meet the criteria above;
- the Department PLIP teacher leader will participate in the short listing and selection of any new PLIP teachers; and
- the teacher leader must be informed by May 15th if a change in assignment will occur in September.

PLIP teacher responsibilities include:

- fulfill training and program requirements;
- maintain accurate records of student progress;
- attend and participate in teacher training sessions (11-12 after school sessions and 7 PD days) ;
- complete training class assignments;
- liaison with the classroom teacher and administrator;
- work collaboratively with the teacher leader;
- engage in the professional learning community with other PLIP Teachers;
- submit paperwork requirements at the end of each cycle (assessment results, recommendations, selection sheets, cycle goals, questionnaires etc.);
- facilitate the selection meetings;
- prepare differentiated lessons for students;
- participate in a professional growth plan.

PLIP Teacher Training

PLIP teacher training includes sessions on theory and research based practices, as well as developmentally appropriate instruction for students who experience challenges with literacy learning. During the 2010-2011 school year, PLIP teachers attended 7-8 full days of professional development and volunteered to attend ten after-school sessions which lasted for 1-1.5 hours. Professional development sessions included training focusing on:

- Assessment of student reading and writing
- Using Running Records to inform instruction
- Writing focused goals for individual students
- Using The Continuum of Literacy Learning
- Using the Fountas and Pinnell Benchmark Assessment System
- Writer's Workshop
- Reader's Workshop
- The role of interactive read aloud in Writer's Workshop
- Writing about Reading
- Guided reading
- Oral language – building a bridge to written language
- Writing conferences
- Delivering effective mini-lessons
- Word study
- Writer's notebooks
- Genre study in Reading and Writing Workshop with a focus on non-fiction writing
- Independent reading
- Promoting the comprehension conversation
- Fluency
- Developing a Writing Rubric
- Narrative Writing
- CAMET Standards

PLIP Teachers' Comments re: Training

Teachers completed an intense reflection of their training at the end of June. Overall, comments indicated that teachers experienced a high level of satisfaction with the training and learned a great deal.

PLIP training has definitely contributed to my growth as a teacher. I feel that coming into the PLIP program in my second year of teaching has made my career in so many ways. Now, not only am I aware and practicing the best practices in teaching Literacy in my class, I also know where help can be located to assist me in delivering the best possible programming for my students.

It has contributed enormously! Specifically in terms of the reading and writing processes, it has been huge ie: book choices, fluency, guided reading, interactive read aloud, word work, conferencing...

The continual PD and the colleague contact both contribute to my learning for my classroom. Keeping "on the same page" is always important.

Teacher Leader Visits

Intervention teachers received teacher leader visits over the course of the year and were observed during their 2.5- 3 hour lesson with four students. Prior to the observation, the teacher leader and the intervention teacher had a conference to discuss the lesson, specific information about the students, any questions the intervention teacher had, and areas where feedback was requested. After the lesson, discussion and feedback to support the PLIP teacher were provided. Teachers in their first year of training received between three and four visits. Teachers in their second and third years of training received two to three visits.

Comments on the teacher leader visits:

Teacher leader visits have been wonderful. The teacher leader had a lot of positive things to say and she is very helpful in observing and noticing student behaviors. She is knowledgeable and had many practical suggestions to offer that were easily implemented into my day.

Teacher Leader visits offer opportunity for discussion about classroom management, teaching tips, and student progress. It's great to discuss what works well and what doesn't.

The teacher leader visits were very helpful. TL was very approachable and knowledgeable. She was always willing to help, model provide ideas on how to help scaffold a child's learning. TL also provided or referred many resources that would help and was excellent in providing guidance. The teacher leader visits were great.

Colleague Visits

Each PLIP teacher participated in colleague visits. These visits allowed PLIP teachers to view another Primary Literacy Intervention Program lesson and discuss strategies, daily lessons, and organization. PLIP teachers participated in one to three colleague visits depending on how much previous training they had in best literacy practices.

For me, as a PLIP teacher the highlights have definitely been our after school PD and Colleague visits. Leaving these sessions or visits, I always feel refreshed and I am eager to try new, exciting strategies or techniques with my students.

A highlight for me has been the regular learning sessions and interaction with other PLIP teachers.

Assessment of Individual Progress

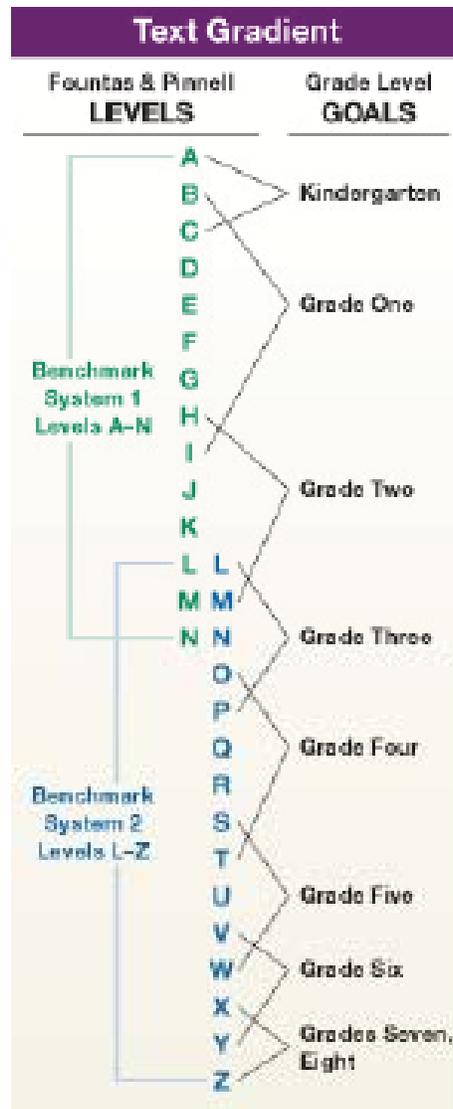
Primary Literacy Intervention Program results have been compiled using data from the six PLIP teachers as well as three teaching blocks completed by the teacher leader. Results are reported for the entire group. *Please note that data for cycles 1 and 2 is derived from students in grade 3, and data for cycles 3-6 is from students in grade two.* The average length of a Primary Literacy Intervention Program cycle for grade 3 was thirty one days. The average length of a Primary Literacy Intervention Program cycle for grade 2 was twenty six days. At the end of the program, PLIP teachers compiled the testing results and prepared recommendations for the classroom teacher(s). The end of program report template is included in Appendix B.

Reading Level

Primary Literacy Intervention Program assessment results have been compiled from all six PLIP teachers and the teacher leader. PLIP teachers used the Fountas & Pinnell Benchmark Assessment System (Fountas & Pinnell, 2008). This assessment system uses Benchmarks books to place students on Fountas and Pinnell's A-Z gradient. Chart 1 shows the appropriate book levels for each grade level.

Chart 1

Fountas and Pinnell's Text Levels and Grade Level Goals



Fountas, I. C., & Pinnell, S. G. (2008). Benchmark Assessment System. Portsmouth: Heinemann.

Teachers completed the reading record on the form from the Benchmark Assessment System and recorded oral reading behaviors. On the form, teachers determined each of the following:

- accuracy rate;
- self-correction ratio;
- fluency; and
- comprehension score.

This assessment creates a detailed and quantifiable assessment of reading comprehension. Following the reading of each book, students are invited to engage in a comprehension conversation about the text. Each recording form is provided with key understandings and prompts for all three kinds of thinking that students engage in as they process text. The comprehension conversation that completes the assessment protocol provides prompts to elicit key understandings for all three kinds of thinking:

- **Thinking Within the Text**
getting the literal meaning by processing words and stated ideas
- **Thinking Beyond the Text**
getting the implied meaning and synthesizing information
- **Thinking About the Text**
responding to the author's craft, level J and above.

Students selected for the program were chosen based on the criteria of moving students two levels, which would bring them to grade level. Results will be reported for the entire group based on the number of levels gained. Year end results will be examined to determine the number of students at grade level for the end of the 2010-2011 school year.

Figure 1 shows the growth in text reading level for children in each Primary Literacy Intervention Program cycle. .

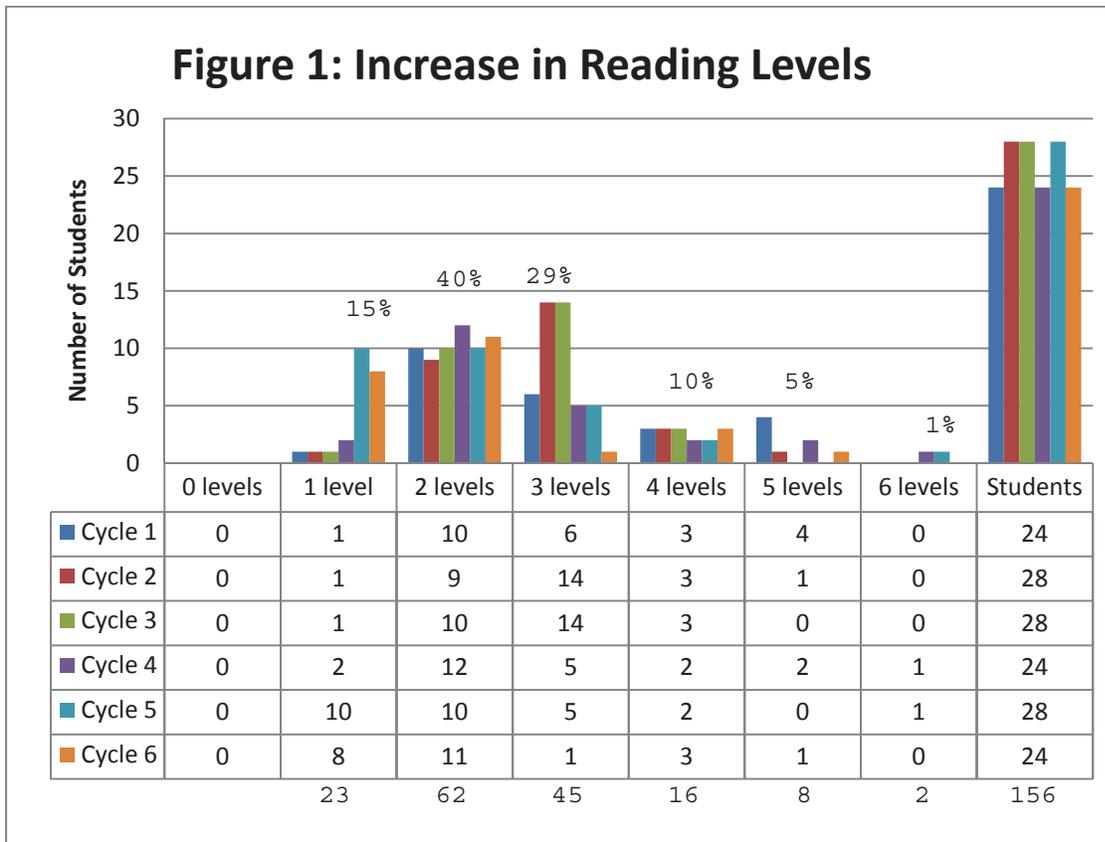


Figure 1 breaks down the results from each cycle. Most students made gains of two or three reading levels. Sixty-two students moved two levels and forty-five students moved three levels.

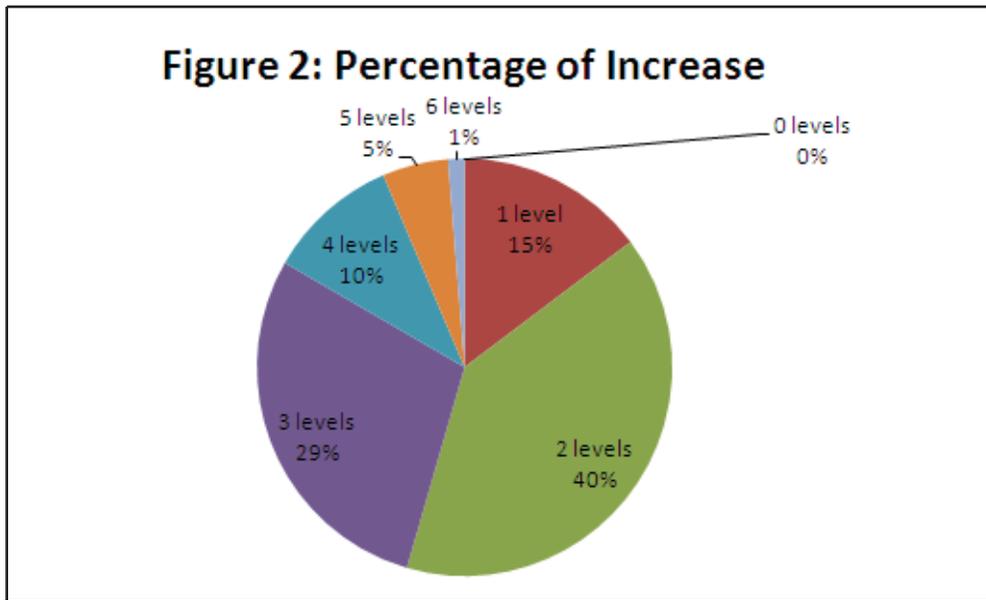


Figure 2 indicates that 100 per cent of the students in the Primary Literacy Intervention Program made gains of 1 to 6 levels. Twenty-nine percent of students made gains of three reading levels. Forty percent of students made gains of two reading levels. Ten percent of students made gains of four levels.

In June, the Eastern School District and the Western School Board collected data on all grades 1-3 students' reading performance. The purpose of this assessment was to collect information about what students could do on their own. Teachers were required to test until the student reached the highest independent level, with 95%+ accuracy for texts below Level L or 98% accuracy for texts at Level L and above. Students also had to demonstrate a level 3 on the fluency and comprehension rubrics. If a student reached level 25 for the end of grade 2 and Level 30 at the end of grade 3, teachers could stop the testing.

The following chart is the fluency rubric used to assess the students at the end of June.

Chart 2: Fluency Rubric

Level 1	Level 2	Level 3	Level 4
The student reads primarily word by word with little expressive or awareness of punctuation.	The student reads mostly word by word with some phrased reading, has inconsistent expression or awareness of punctuation.	The student generally reads in phrasing that sound like talking, with expressive interpretation, and attention to punctuation. The student may have some word by word reading and an occasional slow down for problem solving but makes a quick recovery.	The student's reading is mostly phrased, has expressive interpretation, and demonstrates a thorough attention to punctuation. The student may have an occasional slow down but mostly problem solves unfamiliar words on the run.

To ensure consistency, the reading records were administered using the PM Benchmark kits that are available in all schools. PM Benchmark reports a student's reading level in the form of a number. These numbers can be converted into letters using Chart 3 on the next page. This end of year assessment was conducted using an unseen text.

Chart 3

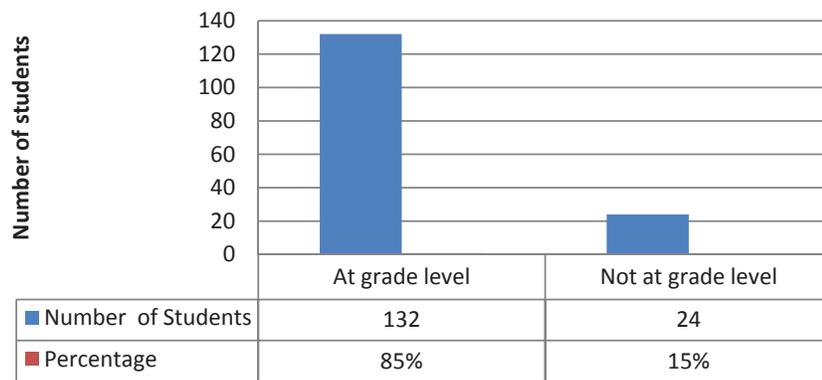
Correlation Chart for Books: Letter Level and Equivalent Number Levels

Stage	Letter Level	Numbers	The Atlantic Canada English Language Arts Curriculum reflects the following expectation for independent reading.
Emergent	A	1	
	B	2	
Early	C	3-4	
	D	5-6	
	E	7-8	
	F	9-10	
	G	11-12	End of Grade One
Transitional	H	13-14	
	I	15-16	
Transitional	J	17-18	
	K	19-20	End of Grade Two
	L	21	
	M	22	
	Fluent	N	23
O (Grade 4)		24	End of Grade Three
P (Grade 4)		25	

For students to be considered at grade level for the end of grade 2, they should have an independent reading level between 19-22 or level K-M. To be considered at grade level for grade three, the students' independent reading level would be between level 24-25 or O-P.

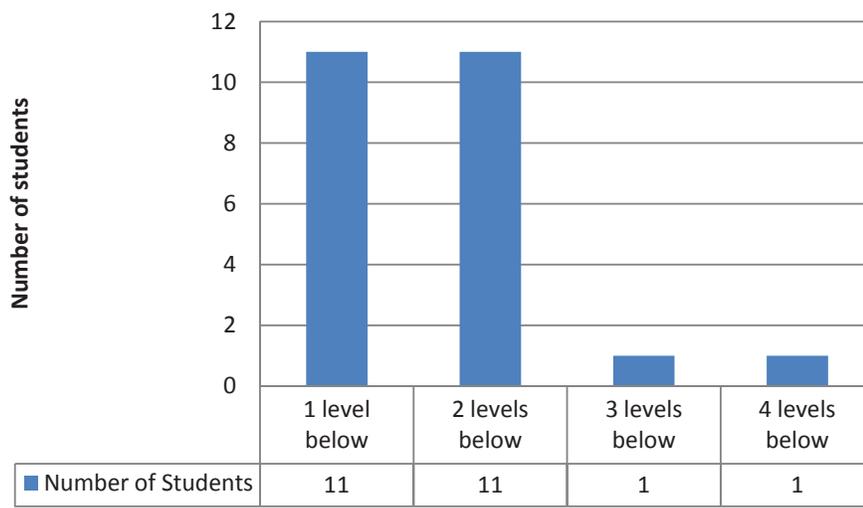
PLIP teachers collected the end of year data for each of their students for 2010-2011 to determine how many were at grade level at the end of the school year. Figure 3 describes the independent reading levels of one hundred fifty-six students at the end of June.

Figure 3: June Reading Levels for 2010-2011 PLIP Students



Overall, 85 percent of students who participated in the program during the 2010-2011 school year were reading at grade level at the end of June. There were twenty-four students (15%) who were not at grade level at the end of the year. A breakdown of their results is listed below in Figure 4.

Figure 4: Breakdown of Students not at Grade Level



In summary, of the 24 students not meeting grade level expectations, eleven students were one reading level below grade level. Eleven students were two levels below grade level. The students who were more than two levels below were referred to their schools' resource program.

Follow up Tracking of 2009-2010 PLIP Students

At the end of the second year of the pilot, 78 percent of the students who participated in the program that year were reading at or above grade level. These students were tracked for an additional year to see if the gains they made while in the Primary Literacy Intervention Program were sustained. The data indicates that 69 percent of those students who participated in the program in 2009-2010 were reading at or above grade level in June of 2011. (See Figure 5) Data was collected for one hundred and forty-eight of the one hundred and fifty-two students who participated in the second year of the pilot. One school did not report back after several attempts to obtain this information. Of the one hundred forty-eight students, there were three students who moved out of province and information could not be found for them and one student was not tested because of injury before the post assessment. There is no formal tracking system for students in the province – this poses challenges for tracking students' progress.

This data was collected by contacting each principal and classroom teacher and asking for the student's report card standing. The descriptors below: experiencing difficulty, approaching grade level, at grade level, and strong grade level performance are used on the report card.

Figure 5: Results for 2009-2010 PLIP Students

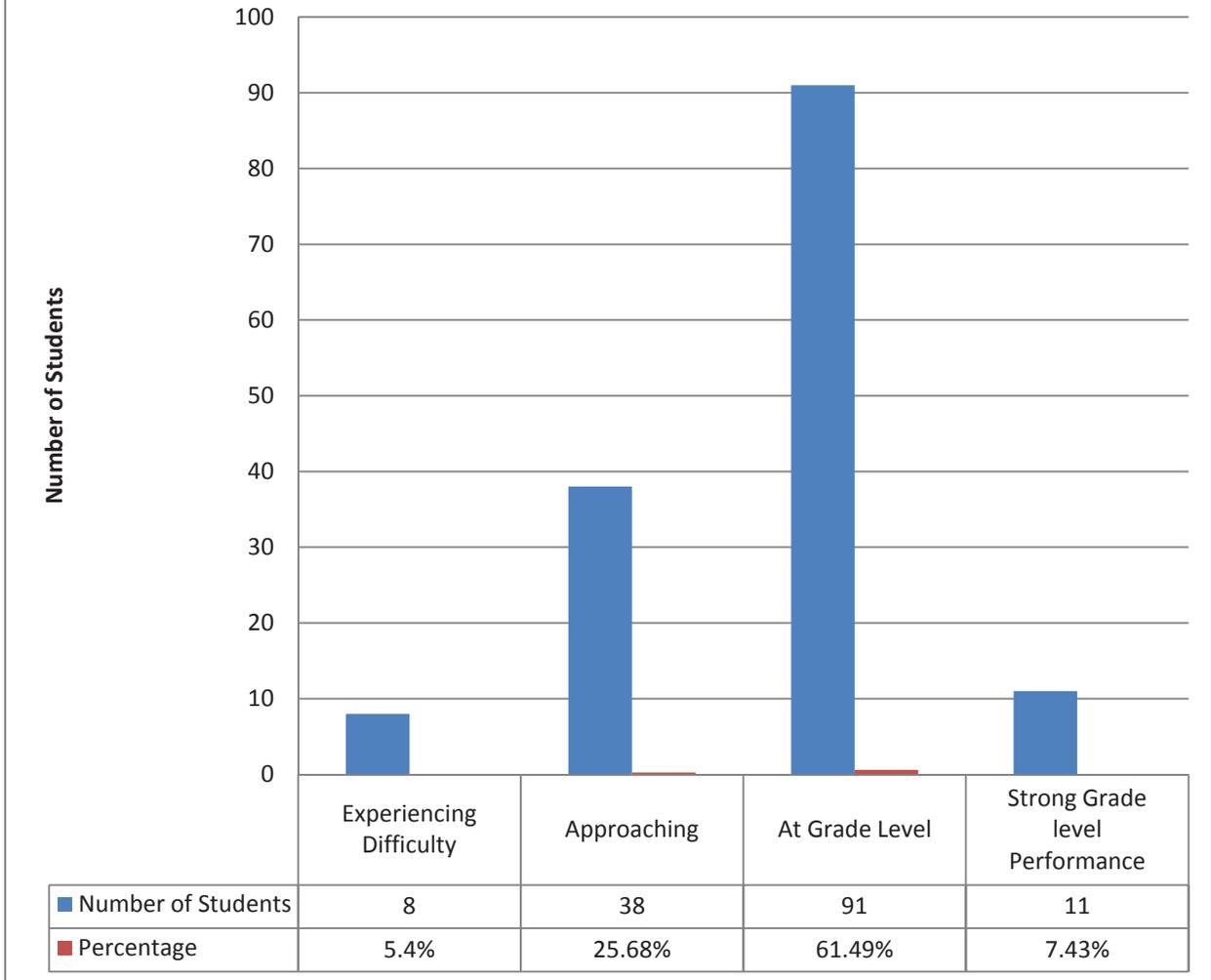
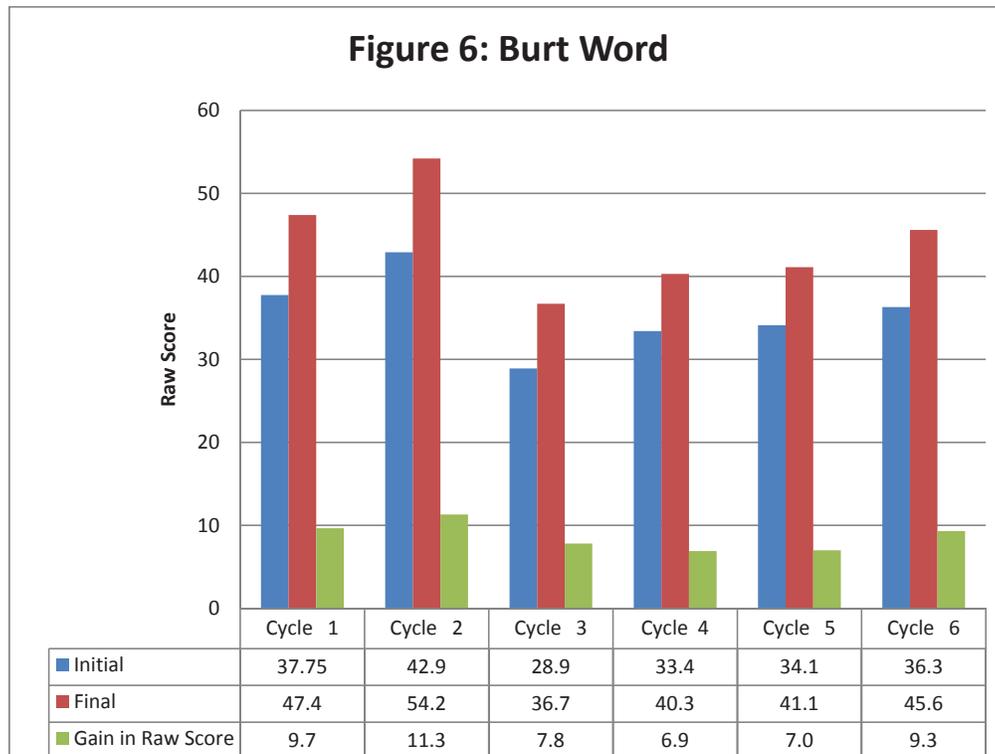


Figure 5 shows that 68.92 % of the tracked students who participated in the program in 2009-2010 sustained gains and remained at or above grade level at the end of the 2010-2011 school year.

Measurement of PLIP Student Progress 2009-2010 Burt Word

The Burt Word Reading Test consists of a list of 110 words, arranged in groups of ten, and presented in increasing order of difficulty. Teachers count the words that have been read correctly to get a 'raw score' which can then be converted into a 'reading age'. This site report will document the student raw scores as an average for each cycle(The SCRE Centre, 2007).



A student must score a raw score of 28 to enter the seven-year-old age band and a score of 46 to enter the eight year old age band. Figure 6 shows students increased their raw score by an average of 8.7 (Note: Cycles 1 and 2 were grade three students (8 years old). Cycles 3 to 6 were grade two students (7 years old).

Words Their Way

The Primary Spelling Inventory is an assessment tool from the text, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* (Bear, Invernizzi, Templeton, & Johnston, 2008). Twenty-six words are ordered by difficulty to sample features of words. The entire list was administered for each grade 2 student. Students receive 56 feature points (consonants, short vowels, diagraphs, blends, long vowel patterns, and inflected endings) and 26 points for words spelled correctly. This site report will examine pre and post-assessment data for the entire score out of 82.

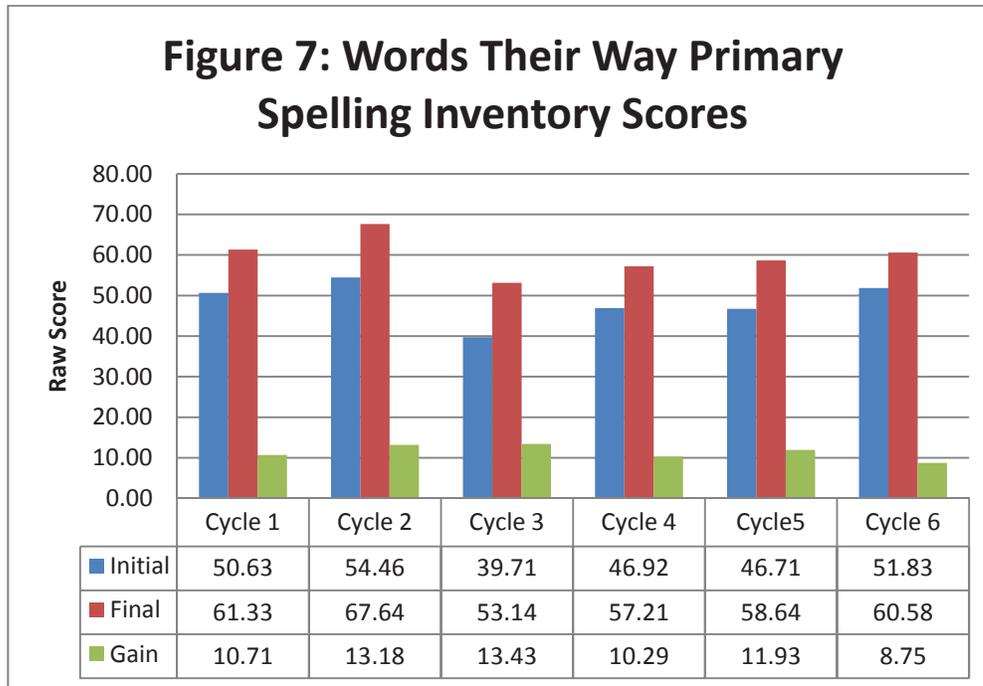


Figure 7 reports an average growth of 11.38 for students' raw score. Every child made gains in his/her spelling inventory score.

Teacher Leader Professional Development

Professional development for the teacher leader is paramount to ensure that PLIP teachers receive high-quality professional development that is current and based on research. The teacher leader participated in various professional development sessions over the 2010-2011 school year.

In September, 2010 the teacher leader attended a three day conference with literacy leaders across Prince Edward Island. The main emphasis of the conference was word work. These professional development days were facilitated by Toni Czekanski, a Literacy Collaborative Trainer with Lesley University in Cambridge, Massachusetts.

On September 20, 2010, the teacher leader attended a full day session on Writing facilitated by Jeanette MacKenzie, a senior author for the Nelson Publishing Company

In October, 2010 the teacher leader attended a training session with the Reading Recovery[®] teacher leader where she viewed a Reading Recovery[®] lesson and the debriefing meeting that followed the lesson.

From November 14-16, 2010 the teacher leader attended the “Literacy for All” Conference for 3 days training in Rhode Island as part of Lesley University’s Literacy Collaborative. These sessions included training on The Writing Workshop, Writer’s Notebook, Creating Professional Learning Communities to Improve Teaching, Word Work, Narrative Writing, Literacy Lessons for a life time, Genre Study, and Reading is Comprehending

In July, 2011 the teacher leader attended a two day conference in Charlottetown with Tony Stead where the focus was independent reading and the writing process.

In August, 2011 the teacher leader attended a one day summer institute on Observation Survey to inform instruction with the Reading Recovery[®] teacher leader.

Highlights/Successes of Primary Literacy Intervention Program 2010-2011

In the third year of the pilot, the Primary Literacy Intervention Program has continued to experience a great deal of success.

- Results from assessment tasks of students from the 2010-2011 school year indicate children made exceptional academic gains. 100 per cent of the students in the Primary Literacy Intervention Program made gains of 1 to 6 levels. Twenty-nine percent of students made gains of three reading levels. Forty percent of students made gains of two reading levels. Overall, 85 percent of students who participated in the program during the 2010-2011 school year were reading at grade level at the end of June.
- Results from the 2009-2010 students indicate that 68.92 percent of the tracked students who participated in the program sustained gains and remained at or above grade level for the 2010-2011 school year.
- Feedback provided from parents, teachers, administrators and PLIP teachers has continued to be remarkably positive.
- The PLIP teachers were truly a Professional Learning Community. The professional development sessions were extremely dynamic with an atmosphere that promoted professional growth.
- The teacher leader and colleague visits continued to provide a level of support that teachers were very thankful for.
- The two itinerant teachers provided support to grades two and three students in the afternoons. This additional support was greatly appreciated by the schools.
- The recommendations provided to classroom teachers by the PLIP teachers assisted in a smooth transition back to the classroom.
- Open discussions were held with the Western School Board and Eastern School District to provide program updates.

Feedback Parents

All parents of the students who participated in PLIP received an evaluation questionnaire to fill out after their child's intervention cycle. The answers were confidential, and a copy of this form is attached to this report in appendix C.

There was a good parent response with 81.4 % of the questionnaires returned. On the questionnaire, parents had to respond to the question "Circle the number below which best describes your view of this new program." A response of 1 indicated not a very good program, and a response of 5 indicated a very good program. 86% of parents rated the program as a 5. 12% of the parents rated the program as a 4. 2% of parents rated the program as a 3. There were no responses of 1 or 2.

The parents' responses were very positive. Parents indicated that they felt the program was very valuable and wished for the program to continue. The following are comments from parents on the impact of the program on their child's experience in PLIP.

My daughter's reading has improved tremendously which has given her confidence in herself. She told me she loved PLIP.

Student looks forward to this part of his day. He enjoyed the smaller group. This program has boosted his enthusiasm to learn and perform each task well. He has begun writing stories on his own.

My son is more comfortable with his school work and his reading has improved beyond anything I could have imagined.

This program should make one of the most positive changes in a student's lifetime. What I have experienced was a "360" in my child's attitude, outlook, and confidence. She is happier now, and able to solve her own problems with all homework.

My daughter really enjoyed it and loved going. The teacher student ratio was amazing and a huge benefit.

He no longer groans when it is time for him to read something. I've noticed he reads much quicker and seems to not be as distracted and he retains the story better as well. In writing his sentence structure is much better as well.

Do it! Do it! It changed our life (home) and our child's view on homework and reading.

Our son loves you and your great work does not go unnoticed. You and this program are a Blessing!

This program has helped my son in so many ways, first and the biggest is homework. Homework was always a problem at home. He just didn't want to do it or put in any effort. Now homework is easier, no problems at all. He is reading and sounding out words so much better.

We are so proud of the steady progress she has made and importantly- the confidence she has gained. Hopefully these results will stay with her.

I am so impressed with this program. I can't believe the difference in student's reading. He reads faster and more fluently. He is so much more confident and you can tell he is really excited about reading. He tells me about all the big chapter books he wants to read. I'm very happy with this program.

Administrators and Teachers

Administrators and classroom teachers were also provided with questionnaires to rate the program, and the following are samples of the responses received.

Administrators

PLIP had a very strong impact on student performance. Increased fluency and reading levels of all students involved, Bravo!

PLIP has given several of our grade two/three students a real boost in their literacy levels. They had the opportunity to focus on strategies to make them more effective readers and writers.

A very positive impact. The four students loved the lessons and showed an enhanced love for reading.

Teachers

Children are more independent workers after PLIP. They work with more confidence.

Greater confidence in abilities increased reading level, more organization, and more content in written work, better able to attack unknown words in reading.

The feedback from the PLIP teacher and the identification of goals is useful for follow up in the classroom. As well, the small group environment is conducive to the learning that these students need. Teacher is an excellent facilitator of this program.

Challenges

With success also come some challenges. The bullets below describe some of the possible challenges for the 2011-2012 school year.

- With Kindergarten in the school system, finding a space allocation for the itinerant teachers is challenging for some schools.
- With the Fountas and Pinnell Benchmark Assessment System going out to Island schools in the fall, it may be difficult for PLIP teachers to find an unseen text.
- PLIP teachers reported finding time to meet with the classroom teachers to thoroughly review the results and recommendations posed a challenge.
- With more intervention cycles and a small student population, it can be challenging to select students who correctly match the entrance criteria that participate from the school-based model.
- To ensure the children who have made gains in reading and writing during PLIP maintain those gains after PLIP is over.
- For the 2011-2012 school year, there will be 3 continuing teachers and 2 new teachers training for PLIP. Balancing the professional development of continuing teachers with new teachers beginning the program will be challenging without a Department-based teacher leader.
- With no formal tracking system in place, it is a challenge to track students over time. This year, a number of students moved schools and had to be tracked. As the number of students who have had PLIP increase, this will become increasingly complex.

Goals for 2010-2011

The goals listed below will help strengthen the program and assist with overcoming some of the challenges.

- To continue collaboration and communication with the Eastern School District and Western School Board around implementation, professional development and assessment data.
- To deepen the professional knowledge of PLIP teachers.
- To evaluate the pros and cons of a school-based versus an itinerant model.
- To maintain the integrity of the PLIP program without a Department-based teacher leader
- To differentiate the professional development of PLIP teachers

Final Comments

All teachers have a complex task of understanding the continuum of reading and writing development in light of children's individual needs. The Primary Literacy Intervention Program provides powerful literacy training and instruction so that all children can become readers and writers.

The Primary Literacy Intervention Program reached many students who may not have qualified for resource intervention at their schools. Ensuring that all young children reach their potential as readers and writers is the shared responsibility of teachers, administrators, families, and communities. The gains made by PLIP students continued throughout the school year.

Thanks again to the professional and highly dedicated PLIP teachers who demonstrated exceptional commitment to their students, colleagues, and new learning. Each teacher embraced learning new theory and practice and participated in the Professional Learning Community with enthusiasm.

The program's value is clearly seen in the faces of young children—the proud, confident smile of the capable reader and writer.

APPENDIX A

Primary Literacy Intervention Program Entrance Criteria - DRAFT

The Primary Literacy Intervention Program will provide strategy based instruction for groups of four students experiencing difficulty meeting grade level literacy outcomes. The following criteria will assist in determining which students will participate in this program.

1. Students in grade 3 will be eligible for the two sessions offered from September to January. Students in grade 2 will be eligible for the four sessions offered from January to June.
2. Students who are struggling in literacy and not meeting grade level curriculum expectations, but with a short term intensive literacy program, could make gains with the goal of reaching grade level.
3. Students entering the program should be reading at approximately level J for grade 3 (Cycle 1 and 2), level H-J for grade 2. (Cycle 3 and 4) and levels J-K for grade 2 (cycles 5 and 6)
4. Students must demonstrate consistent/ regular attendance.
5. Parents must give permission for their child to be in the program and make a commitment to daily reading and writing practice.
6. Students should demonstrate a motivation to improve and exhibit on-task behaviour.
7. Students who have had repeated resource or alternate interventions may not qualify for this program.
8. The following additional criteria will be considered carefully when selecting students for the program:
 - classroom teacher observations and classroom assessments
 - class(es) profile
 - cumulative records
 - assessment data (reading and writing), gathered by the PLIP teacher at the school level, and
 - specific instructional needs of students.
9. Final student selection is determined through collaboration between the classroom teacher, Primary Literacy Intervention Teacher, Department Program Teacher Leader and parents, with the final decision resting with the Provincial Teacher Leader.

Appendix B



Department of Education and Early Childhood Development Primary Literacy Intervention Program Program Results

School:	Administrator:	PLIP teacher:
Student Name	Date of birth	Grade
Classroom Teacher	Number of instructional days	Number of days in program

Pre-Test Date: _____

Running Record Level, accuracy, self correction, phrasing, fluency, intonation and comprehension notes	Burt Word	Word Features /30	Primary Spelling Inventory /82	Timed Writing
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Post Test Date: _____

Running Record Level, accuracy, self correction, phrasing, fluency, intonation and comprehension notes	Burt Word	Word Features /30	Primary Spelling Inventory /82	Timed Writing
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Principal

Primary Literacy Intervention Program Teacher



Primary Literacy Intervention Program Recommendations

School:	Administrator:	PLIP teacher:
Student Name	Date of birth	Grade
Classroom Teacher	Number of instructional days	Number of days in program

Strengths	Needs

Recommendations for Classroom Instruction

Primary Literacy Intervention Program Teacher

APPENDIX C

Department of Education and Early Childhood Development Primary Literacy Intervention Program Questionnaire for Parents

We are thinking about the needs of children and their parents as we make plans for continuing this literacy initiative. Since your child was involved in this program, we are asking you to help us think about how this program affected your child.

Please write brief answers to the following questions and send this form back to school with your child. We really value your opinions. Your answers are quite important to us as we continue with the new program in other schools in the district.

1. How has this program affected your child's experience in school?
2. If you were telling another parent about his literacy program, what would you say?
3. Did the teacher let you know about your child's progress? If so, how were you contacted?
4. Circle the number below which best describes your view of this new program.

1	2	3	4	5
Not a very good program				A very good program
5. Other comments:

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