



Date: **January 31, 2023**

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Subject: **Literacy and Numeracy Supporting Actions**

## **Background**

The [SCCDSB Strategic Plan](#) identifies our Board priorities. The [Always Ready Plan](#) supports our work, identifying specific, intentional actions that will support the achievement of these priorities, and serves as our Board Improvement Plan. Three key actions frame the Always Ready Plan: *Know we are well, Know Each Learner and Know They Are Critically Thinking*. This document also identifies particular indicators and strong practices to guide us in our work, at the system and school levels. At the system level, we offer professional learning opportunities and resources to build system capacity. At the school level schools identify particular practices they will work on for the school year to improve student achievement and well-being. Our *Always Ready Plan* provides a road map for our learning journey this year. We continue to learn and grow together to support every student. As directed by the Ministry of Education, all schools collaborate as school teams to meet the needs of their students in the best possible way. As models of lifelong learning, we explore strategies and reflect on potential impact on student learning.

Our work supporting the Always Ready Plan is rooted in these questions:

*Where are we now? Where are we going? What do we need to learn? How do we know what gets measured/done? What action do we take? How will we continue to learn as we support every student? How will we know if we made an impact on student learning?*

Literacy and numeracy continue to be the biggest priority for our work as a system, responding to challenges emerging from the pandemic and recent EQAO data. Superintendents engage in ongoing conversations with school principals to monitor progress with this work. System staff also monitor impact through observations, conversations and various assessment data.

Special Education works collaboratively with the Curriculum Staff as part of our K-12 Catholic Learning Services Team. This is challenging but rewarding and we are extremely proud of our collaborative efforts and intentional actions to work in tandem to support learning and success for all of our students. This is evident in our targeted work in literacy and numeracy:

## **Literacy**

### **Elementary**

Our [Literacy Plan](#) guides our strategic work in supporting improvement in literacy achievement.

Highlights:

- Structured literacy implementation support in all primary classrooms (K-3)
- Structured literacy collaborative inquiry in 2 French Immersion schools (CTK and ST. Anne B)
- Various tutoring opportunities
- PA Day sessions
- ongoing development of teacher resources/support (Staff Hub)
- After school sessions
- EQAO sessions
- system team training and capacity building (e.g. Orton Gillingham)
- collaboration with knowledgeable others/outside experts (e.g. Kim Lockhart, Dr. Nancy Wise)
- principal support (e.g. Catholic Leadership)
- system multidisciplinary team- Right to Read Committee

### **Secondary**

- Implementation of Formative Assessment Cycle based collaborative inquiries
- Preparation for the test to be instructed by the English teacher to provide direct explicit instruction with cyclical feedback to support all students
  - Assessment based collaborative Inquiries
  - Teachers to collaborate to examine student work and determine and implement teaching strategies to improve student learning
  - Review student learning/data over time
  - Respond with targeted Instruction
  - Continue with assessment cycle
- Implementation of Structured Literacy for secondary aged students for the 2023-24 school year
  - full-year timetabling to prioritize literacy in grade 9 Essential classes
- Increased collaboration with Program Resource Teachers to support accommodations for students and effective instruction for students with Learning Disabilities
- Section added at each secondary school to continue the Literacy Support Teacher complement of 2.0 for second semester
- Literacy tutoring to support struggling readers

### **Special Education**

- Lexia (a structured literacy digital tool) that uses both computer-based lessons and in class lesson plans) is provided to students in grades 2-4 that are reading below grade level, as well as all students that meet criteria for identification in the area of Communication: Learning Disability
- Structured literacy training at all Program Resource Teacher meetings focused on supporting tier 2 students
- Participation in system multidisciplinary team - Right to Read Committee
- System multidisciplinary team to discuss when whole word approaches may be appropriate for students

## **Numeracy**

### **Elementary**

Our [Math Plan](#) guides our strategic work in supporting improvement in math achievement.

Highlights:

- NTIP focus for September-November
- PA Day Sessions
- Development of SCCDSB Math Scope and Sequence
- implementation support of Math UP
- implementation of digital resources (recent TPA)
- ongoing development of teacher resources/support (Staff Hub)
- After school sessions
- Tutoring Opportunities
- targeted school support
- EQAO support sessions
- principal support (e.g. Catholic Leadership)

### **Secondary**

- Implementation of Formative Assessment Cycle based collaborative inquiries
  - Establish a series of assessments - based on the grade 9 EQAO Sample Test
  - Create parallel tasks
  - Collaboratively analyze student responses and create data
  - Respond with targeted Instruction
  - Continue with assessment cycle
- Creation of a grades 7 - 9 Math panel
- Math Help offered after school at each secondary school
- Math Tutoring Supports
- Increased collaboration with Program Resource Teachers to support accommodations for students and effective instruction for students with Learning Disabilities
- Coding supports and professional development
- Implementation of Digital Math tools to support student learning (Knowledgehook)

### **Special Education**

- System multidisciplinary team – Early Intervention Math Supports TPA planning and discussion
- Tutoring Opportunities focus will be on tier 2 students in targeted schools
- MathUP licenses provided to PRTs to support classroom teachers/students in math programming
- Web-based math program with a visual and highly intuitive interface to help reinforce fundamental skills in students (licenses to be provided to all students in grades 3-8 at targeted schools)

## **Recommendations**

**That the St. Clair Catholic District School Board receive the report: *Literacy and Numeracy Supporting Actions* for information.**