

# Advancing Literacy and Numeracy



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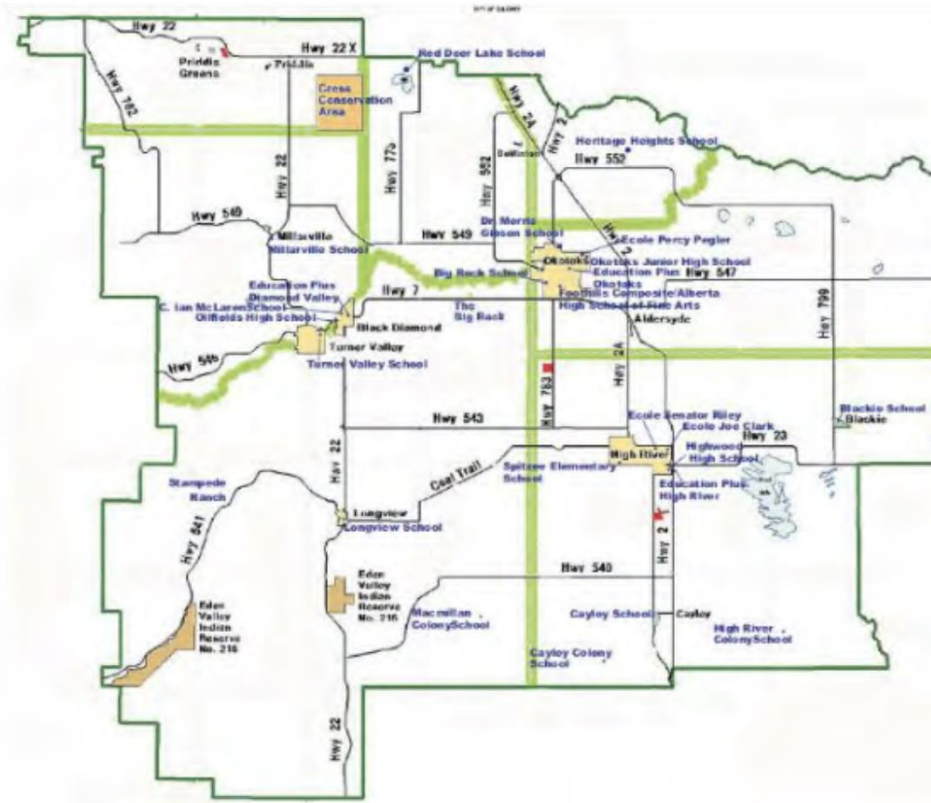
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# The Foothills School Division

Each learner entrusted to our care, has unique gifts and abilities. It is our mission to find out what these are...  
Explore them...  
Develop them...  
Celebrate them!



Rural Division

- ❖ 25 schools
- ❖ 19 elementary schools
- ❖ English and French Immersion

OKOTOKS AND  
AREA SCHOOLS

HIGH COUNTRY  
SCHOOLS

HIGH RIVER AND  
AREA SCHOOLS

# The Foothills School Division

## » LITERACY AND NUMERACY

**GOAL:** Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.

**BOARD SUPPORT:** The Board of Trustees allocated an additional \$200,000 to ensure support for K, and 4-12 teachers this year.



Engagement



Support



Success

# Timeline

## Pre-Assessments

Grade 1: LeNS and Numeracy Screener

Grade 2 & 3: CC3 and Numeracy Screener

## Training and Interventions

Trained Education Assistants (EAs)

Ran interventions from January 17th-June 3rd

## PL for K-9 Staff

Literacy and Numeracy PL for Teachers, Learning Coaches, Administrators, and EAs

## Post-Assessments

Grade 1: LeNS and Numeracy Screener

Grade 2 & 3: CC3 and Numeracy Screener



## PRE ASSESSMENTS

### Literacy and Numeracy

- ❖ Grade 1 (January 2022)
  - ❖ LeNS
  - ❖ Numeracy Screening Assessment
- ❖ Grade 2 & 3 (September 2021)
  - ❖ CC3
  - ❖ Numeracy Screening Assessment
- ❖ 32% of students identified 'At Risk' in Literacy
- ❖ 25% of students identified 'At Risk' in Numeracy



## INTERVENTIONS

### Intervention Frameworks

- ❖ Proposed grade 1-3 student support plans to staff
- ❖ Sought voice and feedback across our system
- ❖ Developed 2-day intervention plans





## TRAINING

### Building Our Team

- ❖ Hired 2 Lead Teachers to lead and support the process
- ❖ Hired 21 EAs to lead the interventions
  - ❖ Proactively hired additional EAs in anticipation of additional dollars for Grade 1 students
- ❖ January 3<sup>rd</sup> – 14<sup>th</sup>: 2 weeks of intensive training for all EAs





## INTERVENTIONS

### Supporting Our Team

- ❖ EAs pushed into all elementary schools as of January 17<sup>th</sup>
- ❖ Provided 14-16 weeks of interventions for students identified 'At Risk'
- ❖ Interventions were consistent across all schools and grades
- ❖ Bi-weekly communication required by EA to Team, Learning Coaches and Administrators
  - ❖ Check-ins from Lead teachers
  - ❖ Check-ins as a team on a virtual platform
  - ❖ EA communication to schools (summary reports)
- ❖ Weekly school communication
- ❖ Very responsive to emerging needs







Educational Assistants: Elementary



Teachers: Kindergarten - Grade 9



Learning Coaches: Kindergarten - 12



Administrators: Kindergarten - 9

## PROFESSIONAL LEARNING

### Universal Design for Learning Model

- ❖ Provided 1.5 days of Professional Learning for all EAs in elementary and K-9 schools
- ❖ Provided 2 days of Professional Learning for all teachers, learning coaches, and administrators
  - ❖ Transfer to at risk students
  - ❖ Transfer to all students
  - ❖ Transfer to classroom practice (horizontal and vertical)
  - ❖ Transfer to planning for new year and new curriculum



## POST ASSESSMENTS

### Literacy and Numeracy

- ❖ Grade 1 (January 2022)
  - ❖ LeNS
  - ❖ Numeracy Screening Assessment
- ❖ Grade 2 & 3 (September 2021)
  - ❖ CC3
  - ❖ Numeracy Screening Assessment
- ❖ Significant reduction in students identified 'At Risk' in Literacy
- ❖ Significant reduction in students identified 'At Risk' in Numeracy

# Connection to LQS and SLQS



## The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

*MINISTERIAL ORDER #002/2020*

## The Leadership Quality Standard

Quality leadership occurs when the leader's ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.

*MINISTERIAL ORDER #002/2020*

- ✓ Building Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Visionary Leadership
- ✓ Leading Learning
- ✓ Ensuring First Nations, Métis and Inuit Education for All Students
- ✓ School Authority Operations and Resources
- ✓ Supporting Effective Governance

- ✓ Fostering Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Embodying Visionary Leadership
- ✓ Leading a Learning Community
- ✓ Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit
- ✓ Providing Instructional Leadership
- ✓ Developing Leadership Capacity
- ✓ Managing School Operations and Resources
- ✓ Understanding and Responding to the Larger Societal Context



## **Reflecting on Our Practice:**

## **4 Themes**

# Reflecting on Our Practice: **SYSTEMATIC APPROACH**

- ❖ Led by divisional leads, with feedback from staff
- ❖ Systematic and consistent interventions across all schools



# Reflecting on Our Practice: **CONSISTENCY**

- ❖ Intentional and purposeful high yield and high impact strategies
- ❖ Consistent expectations regarding EA roles
- ❖ Consistent intervention approach
- ❖ Consistent professional learning for teachers, learning coaches, administrators, and EAs



# Reflecting on Our Practice:

## WHOLISTIC APPROACH



**CONSIDER THE WHOLE CHILD**



**FOUNDATIONAL  
LITERACY AND NUMERACY**



**SKILLS AND TRANSFER**

# Reflecting on Our Practice:

## COLLABORATION

### Layers of Collaboration

- ❖ Intentional and purposeful coordinated collaboration
- ❖ Collaboration with whole school division by delivering literacy and numeracy professional learning sessions to our EA team, general EAs and teaching staff; developed a common language and practice across the division
- ❖ Questions while lead teachers were out in schools to clarify understandings from the PD session; could see the learning transfer into practice for both general EAs and teaching staff

### School Level Partnership

- ❖ Key contact per school; someone in the physical building who knew the school context
- ❖ Find the workspace, introduce to staff/students, supply leveled reading and other items as required
- ❖ Streamlined communication for the team; liaison for us, school administration, school staff and the EA
- ❖ Emailed information to EAs, Learning Coaches, and Administrators
- ❖ When Teacher Leads in building knew who to connect with
- ❖ Provided support for EAs as required



Thank You  
from the whole team



# Let's Connect

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