

Numeracy & Literacy

Vision:

Students and staff are engaged and committed to the learning process. Across all areas of learning, our staff develop engaging, evidence-based, instructional practices to support the personal success and achievement of all students.

Outcome:

Students will be supported in their Numeracy and Literacy development through the Peace Wapiti Public School Division (PWPSD) universal framework focused on evidence-based instruction and assessment across all prescribed provincial curriculum.

Priorities:

- Support the implementation of new curriculums through ongoing staff development and provision of classroom resources
- Expand staff capacity through enhanced collaborative professional development
- Facilitate the use of assessment data to strategically support effective classroom instruction and inform intervention programming
- Foster administrators' understanding of content area, pedagogy, and assessment to support their role as academic school leaders

Key Numeracy Initiatives:

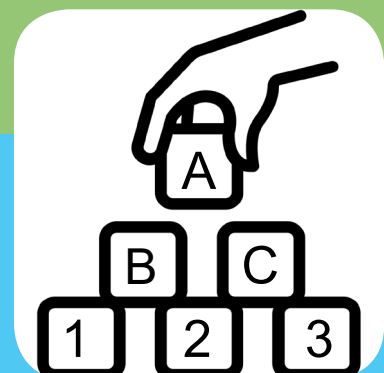
1. Establish teacher leaders as mentors to support quality instruction, differentiation, and assessment within the classroom through participation in Numeracy Focus Group professional development
2. Collaborate with provincial colleagues in the development of curriculum support documents and resources (Northwest Regional Learning Consortium)
3. Participate in the tri-district research project to improve mathematical confidence, communication, and understanding of skills and concepts
4. Division-wide Numeracy Framework
5. Numeracy Coordinators' Processes

Key Literacy Initiatives:

1. Grow teacher leaders who are skilled at investigation, analysis, and evaluation of research and resources through participation in Literacy Round Table professional development
2. Monitor and maintain a robust repertoire of literacy interventions
3. Refine understanding and pedagogy aligning with the Structured Literacy philosophy
4. Division-wide Literacy Framework
5. Literacy Coordinators' Processes

Measurement:

PWPSD uses the provincially recommended [assessment tools](#): LeNS, CC3, and TOSREC for literacy. The Division administers the Alberta Education numeracy assessment for Grades 1-4, in addition to a math screener for Grades 1-10.



Numeracy Coordinators' Processes:

- Provide division-wide, evidence-based interventions linked to instructional hierarchy (see table below) and tailored to student learning needs
- Develop database for teachers with a PWPSD numeracy-specific focus
- Provide teachers with current, evidence-based research in order to inform effective universal classroom instructional practices
 - Math block template
 - Training for support materials
 - Effective use of manipulatives/resources
 - Developing math language materials
 - Assessment

Instructional Hierarchy: Stages of Learning

	Acquisition	Proficiency	Generalization	Adaption
Learning Hierarchy	■ Slow and inaccurate	■ Accurate but slow	■ Can apply to novel setting	■ Can use information to solve problems
Instructional Hierarchy	■ Modeling ■ Explicit instruction ■ Immediate corrective feedback	■ Novel practice opportunities ■ Independent practice ■ Timings ■ Immediate feedback	■ Discrimination training ■ Differentiation training	■ Problem solving ■ Simulations

Haring, N. G., & Eaton, M. D. (1978). Systematic instructional procedures: An instructional hierarchy. In N. G. Haring, T. C. Lovitt, M. D. Eaton, & C. L. Hansen (Eds.) *The fourth R: Research in the classroom* (pp. 23-40). Columbus, OH: Charles E. Merrill.

Literacy Coordinators' Processes:

Peace Wapiti Public School Division has implemented and continues to refine Structured Literacy as a model and philosophy for instruction. Structured Literacy is characterized by the provision of systematic, explicit instruction that integrates listening, speaking, reading, and writing (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse. (International Dyslexia Association, 2019)

The following resources and assessments align and support a Structured Literacy program.

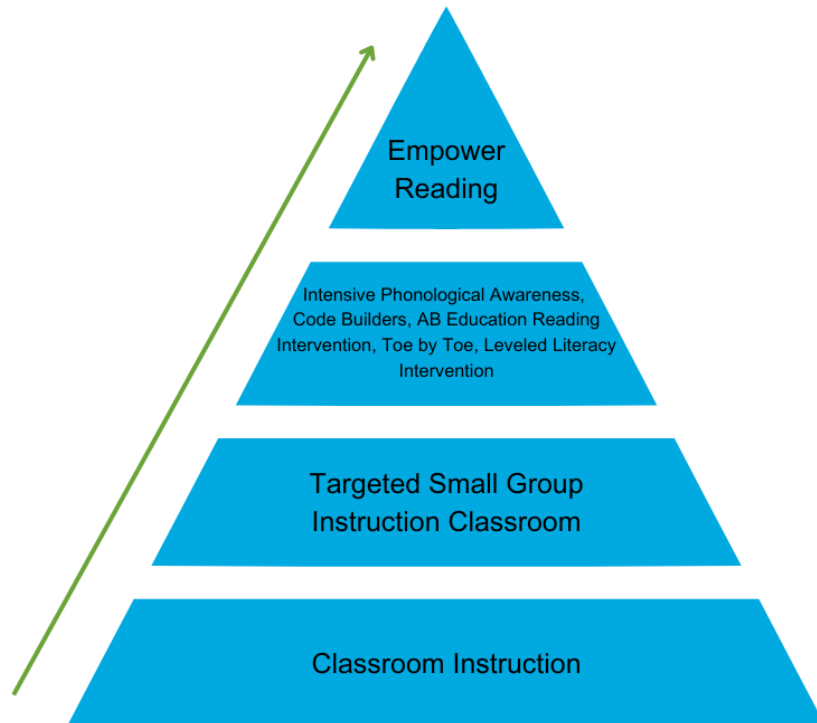
Resources to Support Classroom Instruction						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grades 5 & 6
Phonemic Awareness	Heggerty		Bridge The Gap Heggerty as needed			
Phonics	UFLI Foundations		UFLI Foundations or Phoneme Grapheme Mapping	Morpheme Magic Phoneme Grapheme Mapping		Morpheme Magic
Reading Fluency & Comprehension	Decodable Books		Decodable books transfer to leveled books		Leveled books and decodable books for struggling readers	
Vocabulary	High frequency words, read alouds, shared reading, classroom discussion ...				Morpheme Magic	
Writing	Handwriting Without Tears or Cursive Writing for Right- and Left-Handed Kids					
	The Writing Revolution					

Universal Classroom Assessments to Guide Programming

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grades 5 & 6
EYE						
Phonemic Awareness	Heggerty Phonemic Awareness Assessment		as needed			
Phonics		LeNS		Spelling Screener from Words Their Way		
		CC3				as needed
Reading Fluency, Comprehension, Vocabulary		TOSREC				
Writing	Writing sample, Rubrics					
OTHER	As needed:	PAST Diagnostic Reading Assessment Woodcock Johnson IV (WJIV) Fountas & Pinnell				

Literacy instruction and interventions are harmonious, providing students with coordinated, multifaceted support. Teachers utilize assessment data to strategically match students with the appropriate literacy interventions, if needed.

Tiers of Literacy Support



The Reading Intervention Overview (shown below) guides the decision-making process to match students with the appropriate literacy interventions.

Reading Intervention Overview

September 2022

	Group Size	Duration Guideline	Lesson Format	Instructor	Measures
IPA Intensive Phonological Awareness	Individual or small group (2-3)	36 lessons 30 min/lesson	Scripted	EA or teacher	Phonological Awareness Screen
Toe by Toe	Individual	Student Dependent 10 - 20 Min/day	Coaching Tips	EA or teacher District Training	Reading Word Inventory F&P
Code Builders	Individual Or small group (max 4)	Student Dependent 30 minutes/day	Tailored In-person Or Online	EA or teacher District Training	Reading Diagnostic Cards PAST
AB Ed Reading Intervention	2 - 4	30 minutes/ lesson 80 lessons	Scripted	EA or teacher District Training	Gr. 1 & 2 Lesson 1 Gr. 3 Start @ Lesson 27 *may be adjusted to student need
Empower Reading	4- 8	Prim (Gr 2- 6) 110 lessons 60 min Int. (Gr 7+) 90 lessons 45 - 60 min	Scripted Daily lessons	Teacher 4 days of training + mentorship by Toronto Sick Kids	WJIV Screen Subtests: 1, 4, 7 Empower Measures
Leveled Literacy Intervention (LLI)	Blue Kit 3-4 Red & Gold Max 6	30 min/daily lesson	Partially Scripted	EA or teacher District Training	F&P

Yellow focuses on Phonological Awareness.

Blue focuses on letter/sound.

Red focuses on comprehension.