



Chilliwack
School District

Literacy Intervention & Support: Professional Learning

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Curriculum Department





Learning Session Goals

- Share District support models provided for Middle Schools
- Alignment between elementary and middle school instruction and intervention
- Importance of the Response to Intervention and Instruction Model





Learning Session Agenda

- Purpose of the Curriculum Department
 - Support Models – Inservice/Choice Pro-D/Collaboration
 - RTI Slide
 - Reading Framework Review
 - Example Initiative – ELC
- Middle School Context
 - Middle School Impact
- Strategic Priorities
 - Introductory Literacy Learning Series
 - Continue with RTI
- Questions & Discussion





Support Models

In Service

- Literacy/Numeracy K-3: New to Career Teachers
- K-12 LAT in-service
- Elementary Numeracy Collaboration Project
- PM Palooza - Middle School Humanities' Teachers (understanding assessment)

Professional Learning

- Math Routines: K-8
- River and Forest SNAP: Deeper Dive
- Middle School Retreat: Get Your Lit Together
- Generative Writing With Matt Glover K-8

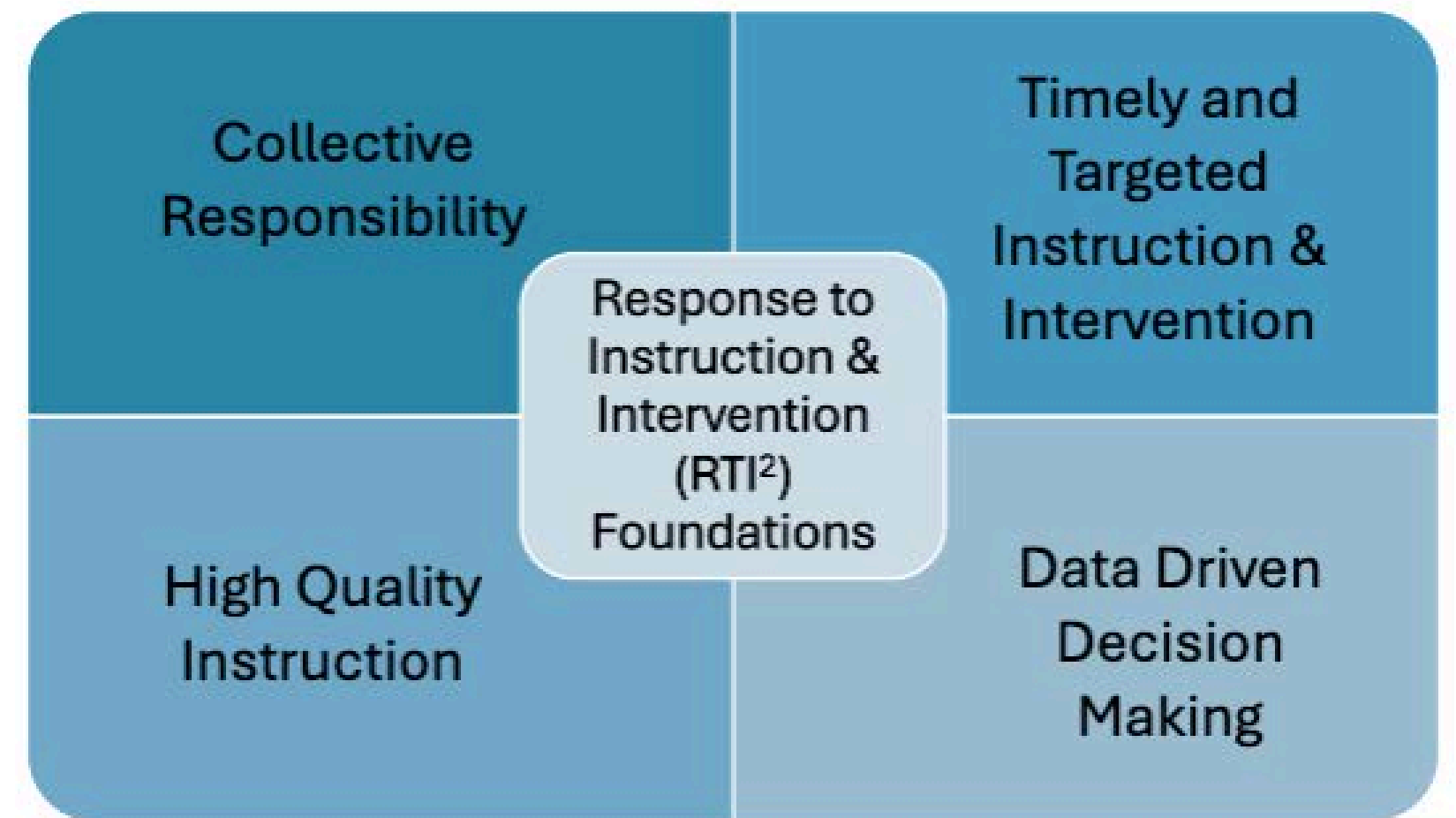
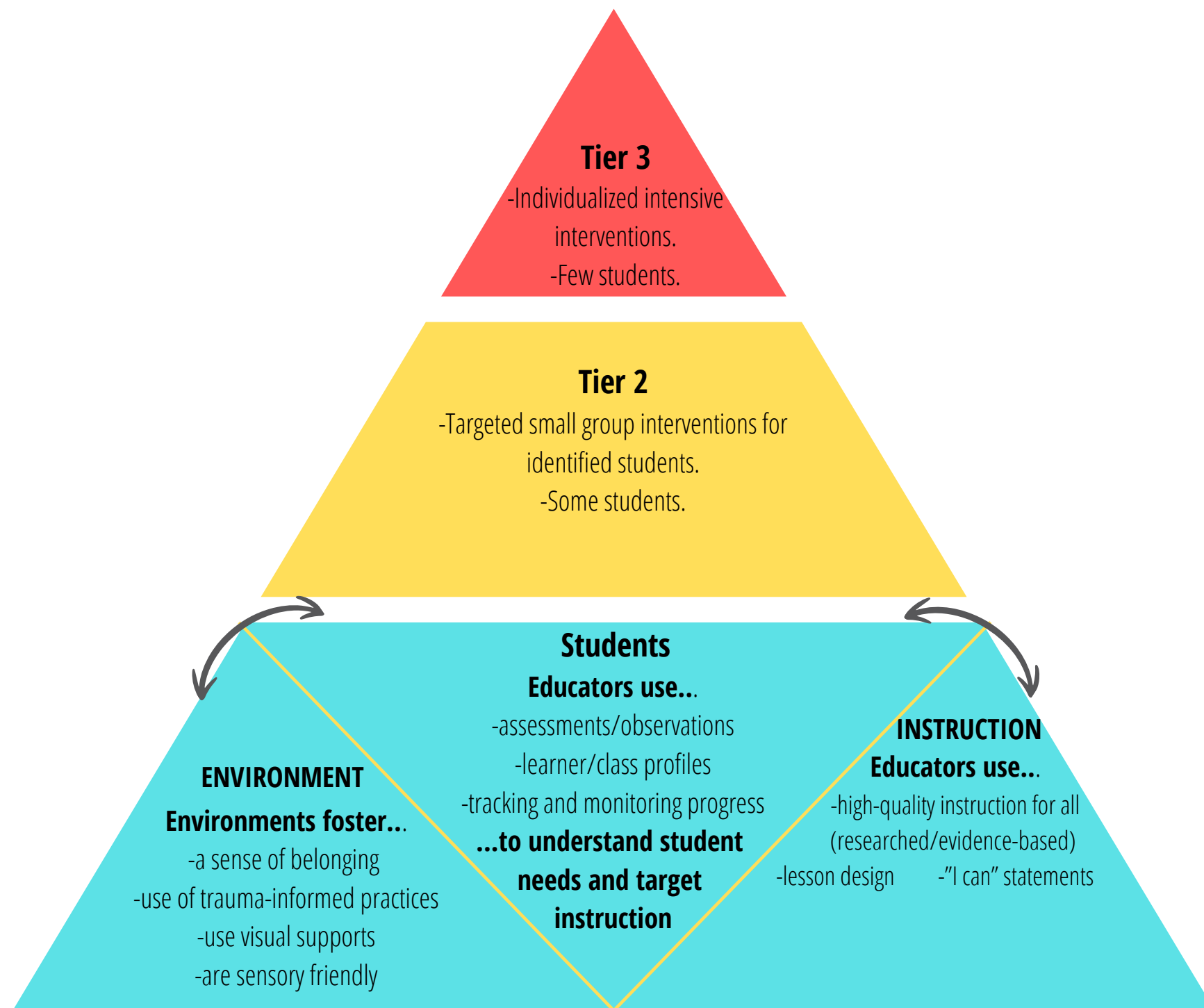
After School Collaboration

- Foundational Literacy Skills for Middle and Secondary Intervention Teachers
- Kindergarten: Purposeful Play
- Teacher Librarians: AI Tools and Uses
- Small Group Literacy Instruction: Elem/Middle/Secondary





Response to Intervention and Instruction Model





Purposefully
aligned with our
Strategic Plan...



STRATEGIC PLAN FRAMEWORK

2025 to 2029

VISION: *Syó:ys lets'e th'ále, lets'emót*

(See EYE yees LETS – a – thala LETS – a – mot)
One heart, one mind, working together for a common purpose.

OUR MOTTO:

Partners in Learning

Students, parents, guardians, caregivers, staff, First Nations, Rights Holders, Inuit, Métis, community members and organizations are important members of our education community and partners in learning with the Board of Education.

PURPOSE:


Honouring, Shaping and Inspiring our Past, Present and Future

We value the histories, cultures, and contributions of all who came before us. Together, we support every learner's journey by building connected, caring communities. We empower curious, courageous, and compassionate learners who have the knowledge and skills to contribute to a changing world.

We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.



SCHOOL GROWTH PLAN REFERENCE DOCUMENT

Strat Plan GOAL	Strat Plan STRATEGIES	District Learning Plan OBJECTIVES	District and School ACTIONS	Ways to...
High quality instruction, evidence-based decisions, and timely and targeted interventions are supported through a collective responsibility in ongoing professional development, meaningful collaboration, and ethical use of Artificial Intelligence (AI).				
 LITERACY / NUMERACY	High Quality Instruction We deliver inclusive, culturally responsive, and evidence-informed literacy instruction and assessment that supports diverse learners and aligns with the BC competency-based curriculum.	<ul style="list-style-type: none">Understand Lesson Design: <i>Connect, Process, Transform and Reflect</i>. Lessons have clear curricular learning goals and defined outcomes.Development and implementation of structures and routines to support literacy/numeracyImplement practices for Universal Design for Learning<ul style="list-style-type: none">Multiple ways of engaging learnersMultiple ways of representation (delivery of learning)Multiple means of expressing learningDetermine mode of instruction and representation that align with student need and lesson content (whole class, small group or independent)Understanding of the literacy and numeracy frameworks (provide link) and how they connect to instructionEnsure interventions (tier 1 and 2) provide access to the full diversity of needs within the student population using the Accessibility Plan and SharePoint resources (provide link).Ensure goals, objectives and strategies outlined in the CBIEP align with the learning occurring in the classroom and correspond to classroom learning access pointsEnsure recommendation outlined by tier 3 assessments and observations are incorporated into the classroom environment	<ul style="list-style-type: none">→ Elementary Literacy Collaboration→ Elementary Numeracy Collaboration→ Helping Teacher Residencies→ Enhancement teacher – residency at Middle Schools→ Inquiry Projects with Dr. Leyton Schnellert→ Teacher Librarian-Artificial Intelligence Framework→ SWAP training and implementation (tier 1 strategies for supporting speech language disabilities)→ Explore and develop visuals kits on SharePoint (schedule, routines, first then) for classroom, office, playground use→ Explore SORA to ensure representation of all when	<ul style="list-style-type: none"><input type="checkbox"/> Co-teaching, modelling and participating in learning rounds<input type="checkbox"/> In-service<input type="checkbox"/> Inquiry groups<input type="checkbox"/> Collaboration groups<input type="checkbox"/> Staff meeting<input type="checkbox"/> Student Support Time<input type="checkbox"/> Grade group meetings<input type="checkbox"/> Core team meetings, department meetings, etc.



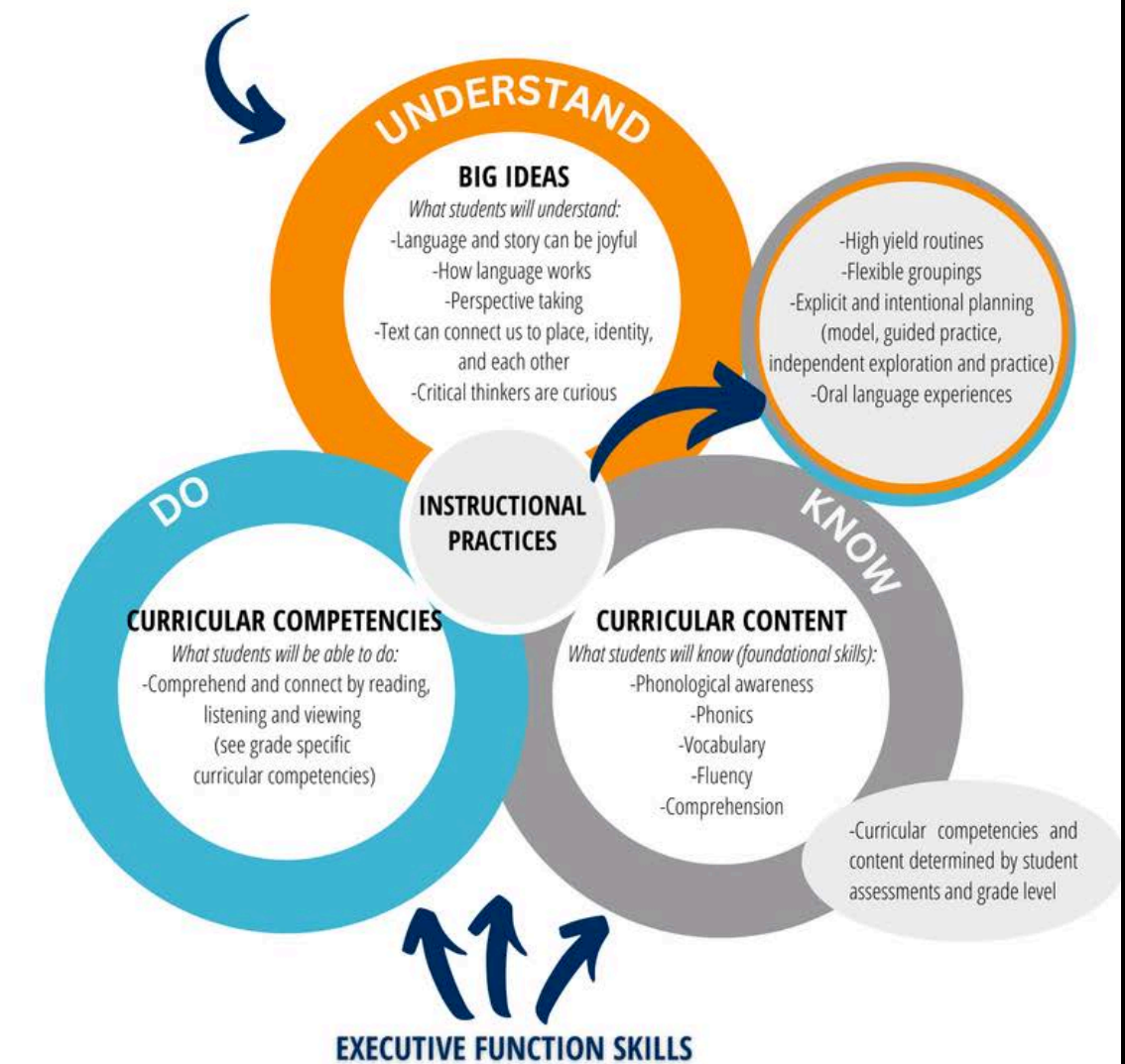
Reading Framework

- Shared, **comprehensive approach** to teaching reading and writing across the district.
- Establishes a **common language and structure** that guide daily classroom practice and intervention design.
- Developed collaboratively by literacy leaders, teachers, and the Curriculum Department, the framework outlines the **components of effective literacy instruction**:
 - oral language
 - foundational skills
 - vocabulary
 - fluency
 - comprehension
 - writing



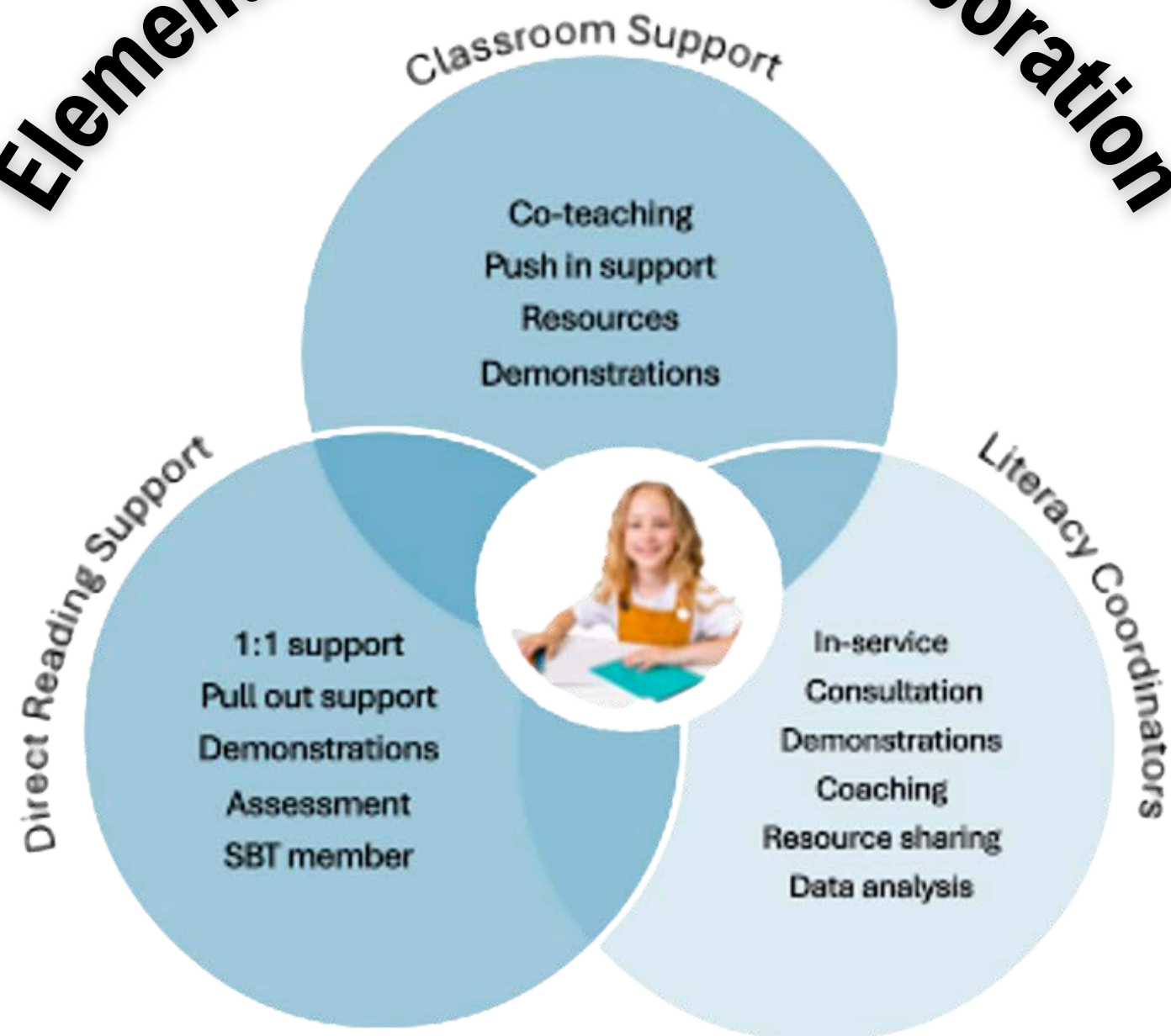
READING FRAMEWORK

READING: The goal of reading is to make meaning from a variety of text or media for the purpose of thinking critically, learning information and enjoyment.





Elementary Literacy Collaboration



Elementary Literacy Collaboration

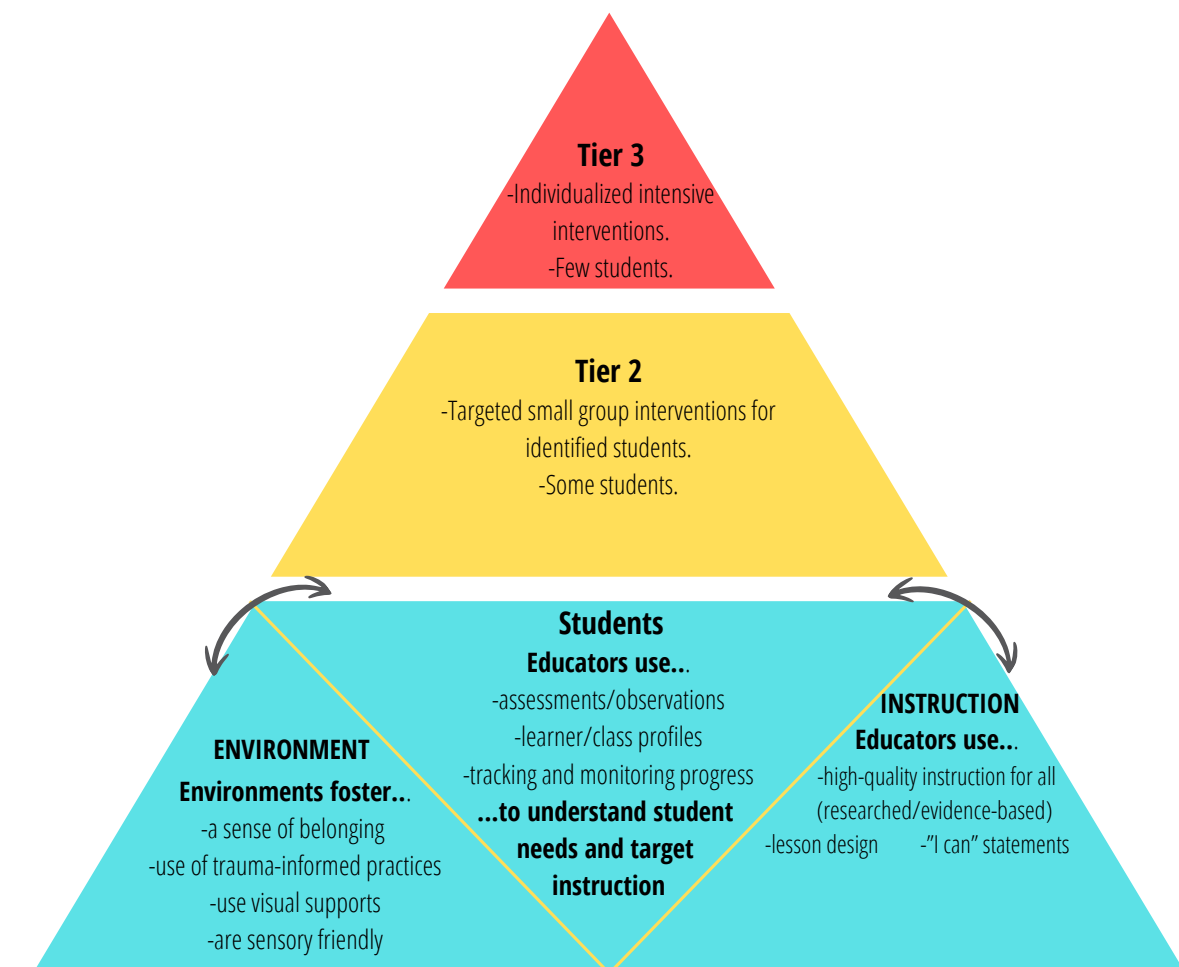
- (2023/24) – Literacy Framework Inservice (Elementary)
- (2024/25) – Learning Rounds - 5 Pillars (Elementary & Middle)
- (2025/26) – RTI2 (Elementary & Middle)

Family of Schools In-Service

LAT/ELL/RT In-Service on Framework and Literacy Pillars

RTI Inservice

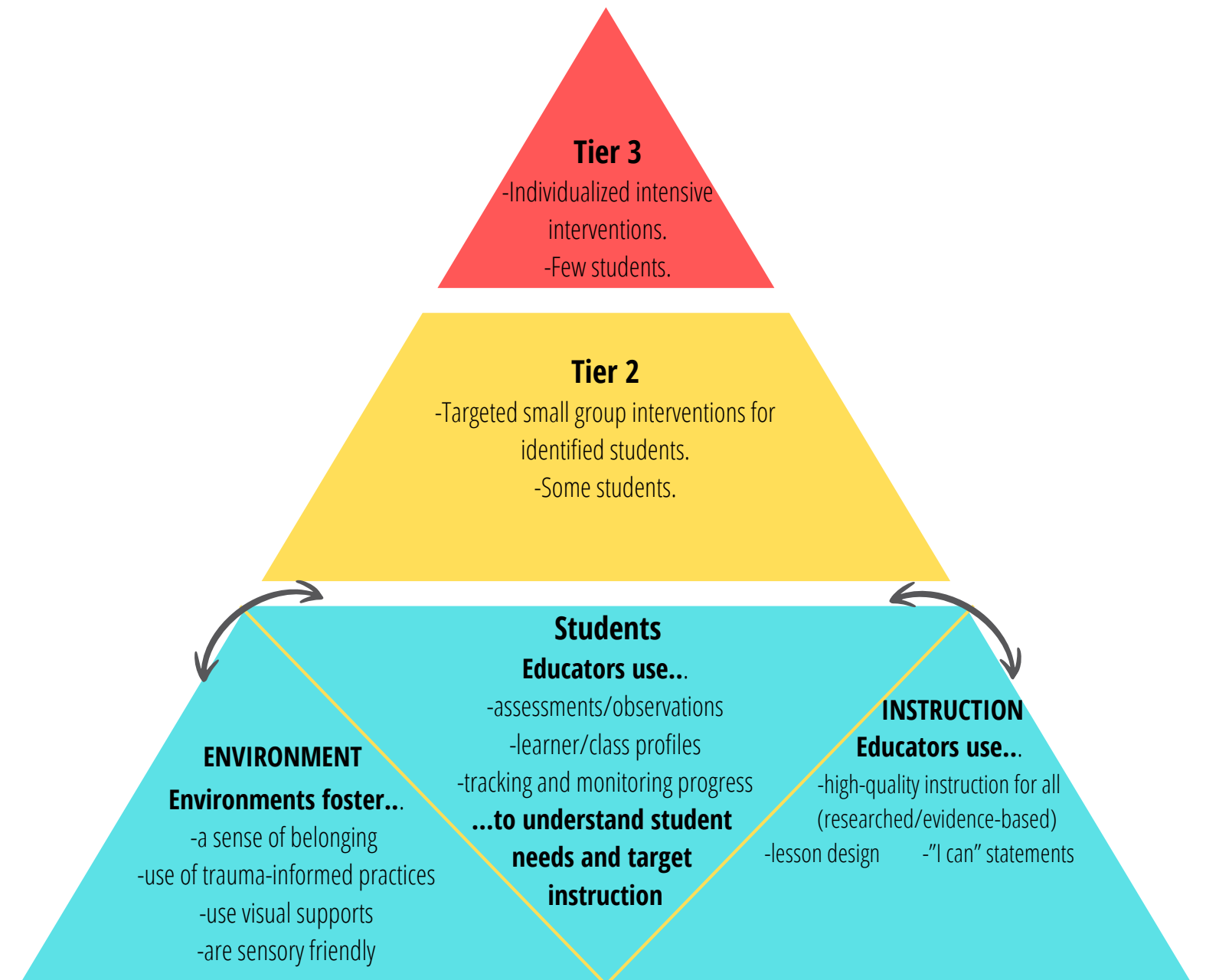
In-service for Learning Support teams at every elementary and middle school.





Middle School Historical Context


- Where we were...
- Where we are...
- Where we're going...



Middle School Impact

- Achievement of students with diverse abilities **increased by 13%** in last 3 years (FSA “on track”) 80 participants at Middle School retreat
- Increase in common practices between sites with Learning Support and progress monitoring through our RTI sessions
- **36 middle school teachers** participating in Leyton Inquiry Project
- 4 schools participated Learning Rounds (retreat follow-up)
- **64 teachers** participated in Assessment Inservice – PM Palooza!
- Word Study and Morphology Inservice – **all middle schools**
- 10 classroom demonstrations (**over 50 teachers**) – based on professional learning goals in reading comprehension, writing, interactive notebooks and word study
- **16 middle school LAT teachers** participating in afterschool collaboration
- All literacy/numeracy teachers at **Grade 7** trained in FSA With Care

MIDDLE SCHOOL LEARNING SERIES



Literacy Retreat

As per the 2024/25 Enhancing Student Learning Report, the Chilliwack School District has increased Middle School supports through a variety of inservice opportunities this year. This one-pager highlights the Middle School Literacy Retreat, a two-day learning experience for 80+ educators.

Middle Offerings

- August 2025
Middle School
Orton Gillingham
Training
- FSA with Care (Sept)
- September 2025
Middle School
Pro Day
- Numeracy Instruction &
Intervention Residency
(Oct-May)
- October 2025
Middle Literacy
Retreat
- Leyton Schnellert
Middle School Inquiry
(Oct-May)
- Six-Part Literacy Training
for Middle School LA/RT
Teachers (Sept-Mar)
- Middle School
Literacy Learning
Series (Oct-May)

SD33's middle years learning focus aims to align instruction, data use, and intervention systems with elementary practices to ensure a seamless K–8 continuum.

MIDDLE SCHOOL LITERACY RETREAT – “GET YOUR LIT TOGETHER”

A two-day professional learning retreat (October 23–24, 2025) was hosted by the Curriculum Department at Harrison Hot Springs Resort for 70 middle school teachers. The retreat engaged educators in:

- collaborative inquiry around comprehension
- oral language
- vocabulary
- writing
- small-group instruction


Through research-based sessions and shared practice, teachers will “Get Their Lit Together” by aligning middle years literacy instruction with the district’s K–8 literacy vision.


ONGOING PROFESSIONAL COLLABORATION

Following the retreat, participating teachers will engage in middle years learning communities and coaching follow-ups to extend practice into classrooms. These will focus on:




- writing instruction
- formative assessment
- differentiation for diverse learners

This work will be supported by our Literacy Coordinators, Helping Teachers and Dr. Leyton Schnellert.





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Strategic Priorities

- **Introductory Literacy Learning Series** - formalized for all New LAT/RT/ELL
- **Continuation with RTI2** - to support intervention and progress monitoring

Chilliwack
School District

Fall 2025

Introductory Literacy Learning Series

Professional Learning Series for Teachers of Reading (K-12)

This professional learning series is designed specifically for Learning Assistance Teachers (LATs) and teachers who provide literacy intervention (such as ELL/RT). The series introduces participants to research-based strategies that support diverse learners in reading and writing, integrating the [Active View of Reading](#) and the Five Pillars of Literacy:

Phonological Awareness

Phonics

Fluency

Vocabulary

Comprehension

A cornerstone of this work is the [SD33 Literacy Framework](#) which provides a shared, comprehensive approach to teaching reading and writing across the district. The framework outlines the components of effective literacy instruction and establishes a common language and structure that guide daily classroom practice and intervention design.

Format: Six sessions (90 minutes each) - November 2026
Audience: Learning Assistance Teachers and those ELL/RT who teach literacy
Completion: Participation in all six sessions of the Introductory Learning Series will be documented in Brightspace.

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Session 1: Oral Language and Phonological Awareness

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Session 2: Phonics and Word Recognition

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Session 3: Comprehension Strategies and Meaning - Making

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Session 4: Pulling It All Together: Small Group Instruction

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Session 5: Writing to Support Reading

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Session 6: Targeted Interventions for Diverse Learners

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SD33 Introductory Literacy Learning Series



Session 1: Oral Language and Phonological Awareness

Goal: Understand oral language phonological awareness as the foundation for reading and writing.

Key Topics:

- Oral language as the root of reading and writing development
- Building listening, speaking, and comprehension routines
- Linking oral language to phonological awareness, vocabulary, and comprehension

Post Activity: Explore strategies to foster rich oral language experiences that support literacy.



Session 2: Phonics and Word Recognition

Goal: Strengthen foundational literacy skills using District assessments (screeners and diagnostics) to inform instruction.

Key Topics:

- Introduction to district assessments to plan for instruction
- Engage with a variety of strategies to support phonics instruction and word recognition

Post Activity: Examine sample assessment data and plan a mini lesson.



Session 3: Comprehension Strategies and Meaning - Making

Goal: Deepen comprehension instruction and support students in active engagement with text.

Key Topics:

- Meaning making is the purpose of reading
- Employ a variety of comprehension strategies (ie. visualization, questioning, inferring, and summarizing)
- Teaching metacognition: helping students think about their thinking

Post Activity: Develop a comprehension lesson sequence (3-day lesson plan)



Session 4: Pulling It All Together: Small Group Instruction

Goal: Organize and manage effective small-group instruction, tailoring support to student needs.

Key Topics:

- Structuring and managing small groups for targeted support
- Flexible grouping based on literacy assessment data

Post Activity: Design a small-group lesson with scaffolded supports.



Session 5: Writing to Support Reading

Goal: Use writing as a tool to strengthen overall literacy development.

Key Topics:

- Developmental stages of writing and their reciprocal relationship with reading
- Employ a variety of scaffolds and structures to support writing

Post Activity: Design a small-group lesson with scaffolded writing supports



Session 6: Targeted Interventions for Diverse Learners

Goal: Plan and deliver interventions tailored to learner needs.

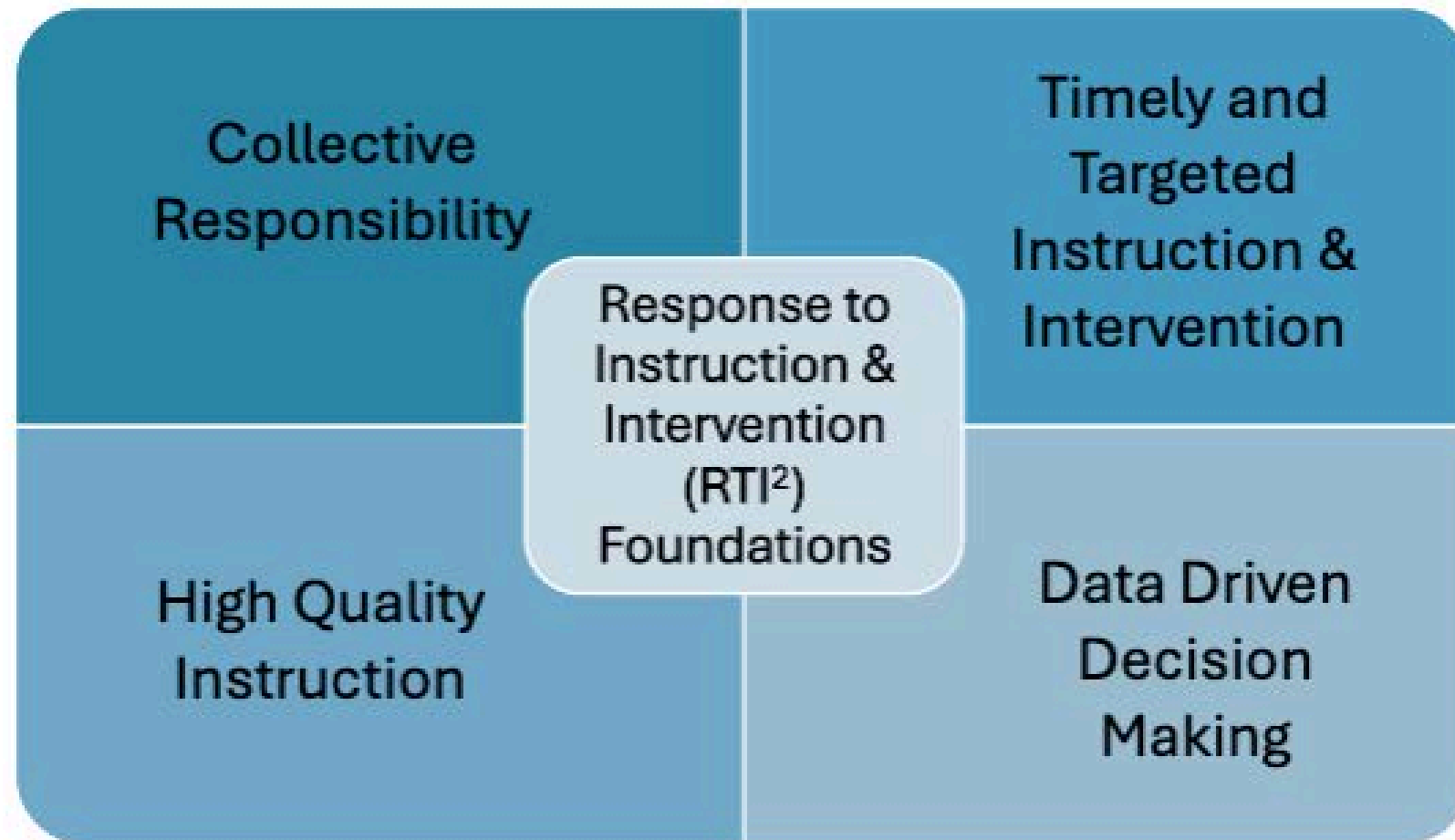
Key Topics:

- Aligning supports with classroom instruction using a Universal Design for Learning (UDL) approach
- Monitoring progress and adjusting instruction based on assessment data
- Integrating all pillars of literacy in intervention planning

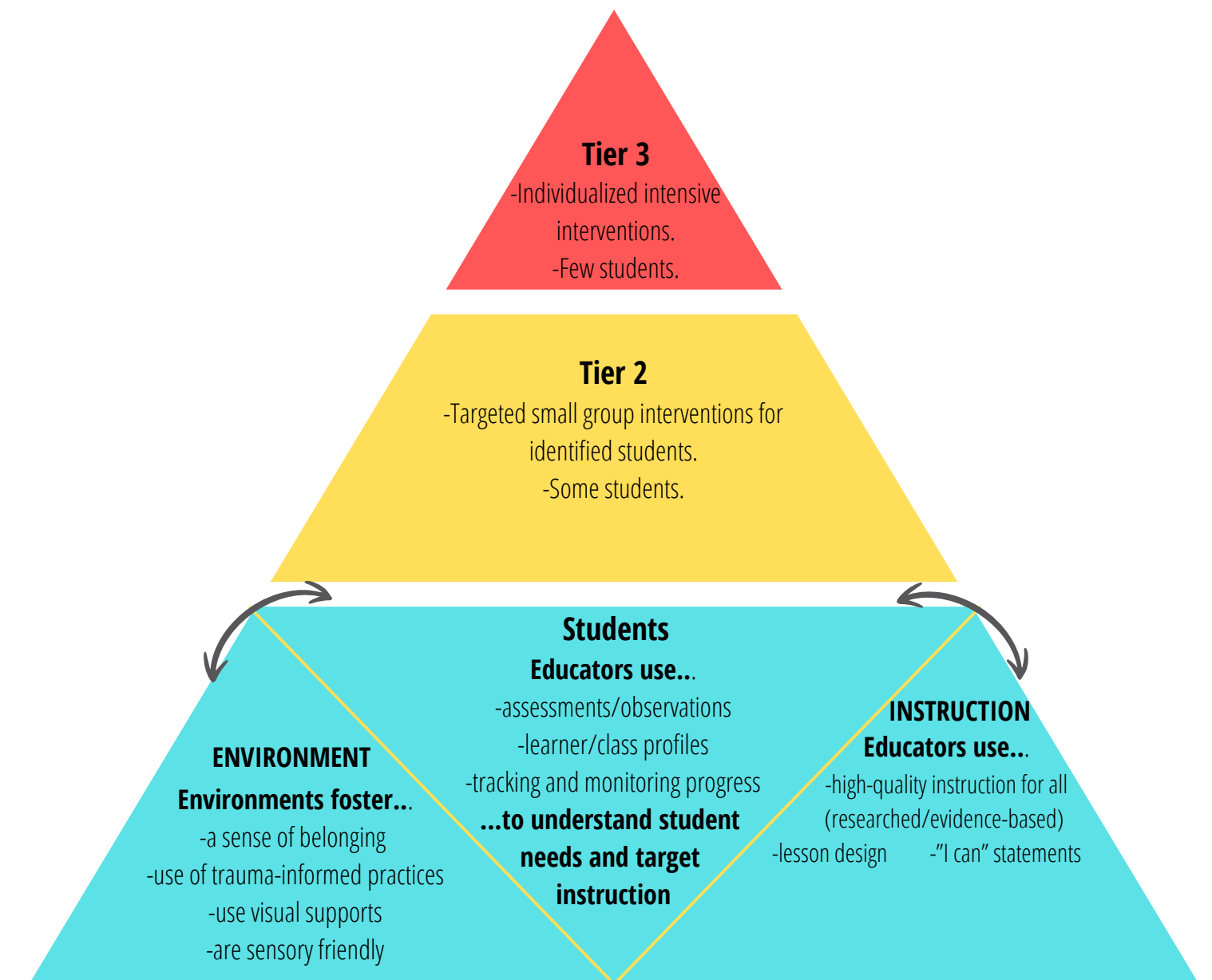
Post Activity: Learning Support team meeting to monitor progress and adjust instruction based on assessment data (RTI Model)



Response to Intervention and Instruction



Thinking about your Learning Support Team journey, what is going well and how does it connect to the RTI² foundations?





Questions

