Chilliwack
School District

# Literacy Intervention & Support: Professional Learning


**Presented by:**

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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

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# 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 Litearcy Skills for Middle and Secondary Intervntion Teachers
- Kindergarten: Purposeful Play
- Teacher Librarians: AI Tool;s and Uses
- Small Group Literacy Instruction: Elem/MIddle/Secondary

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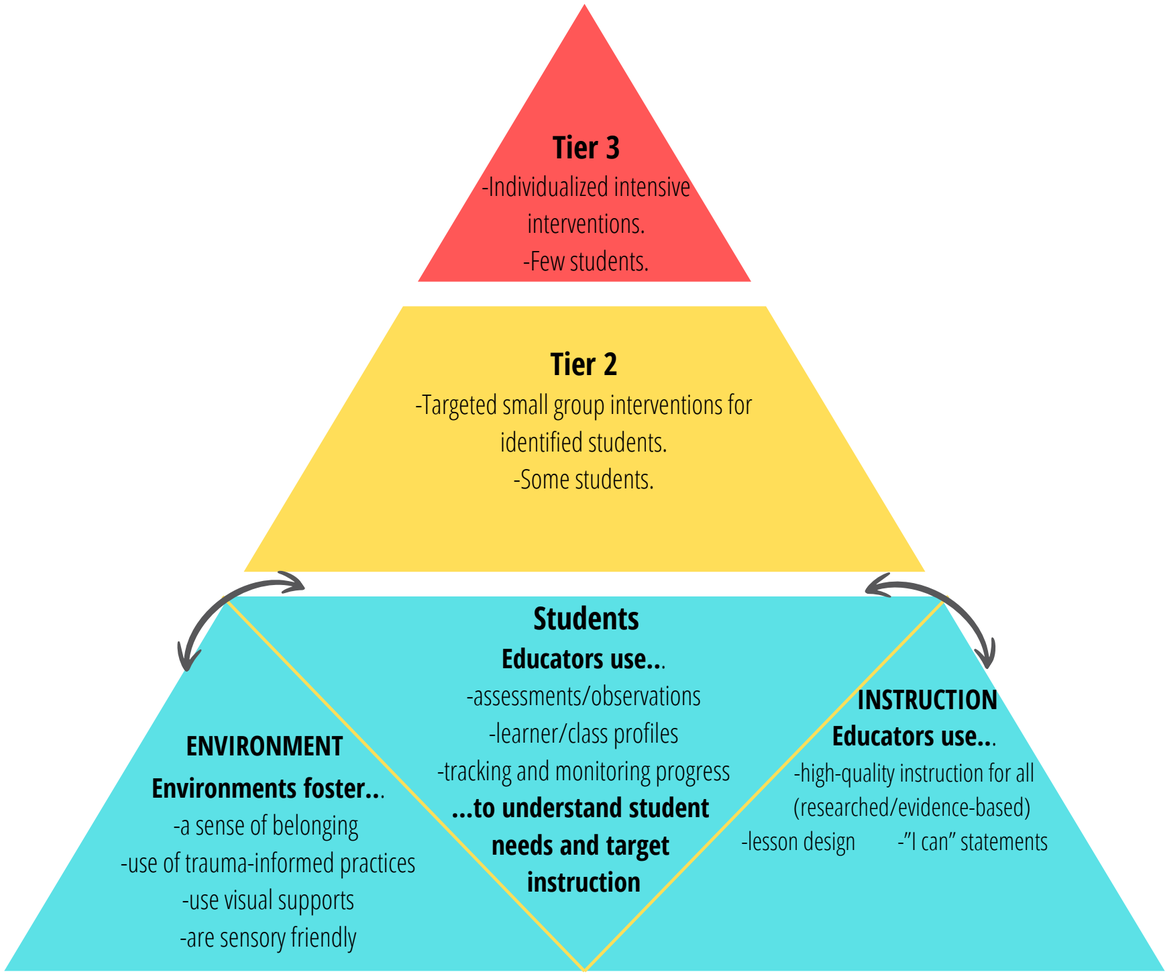
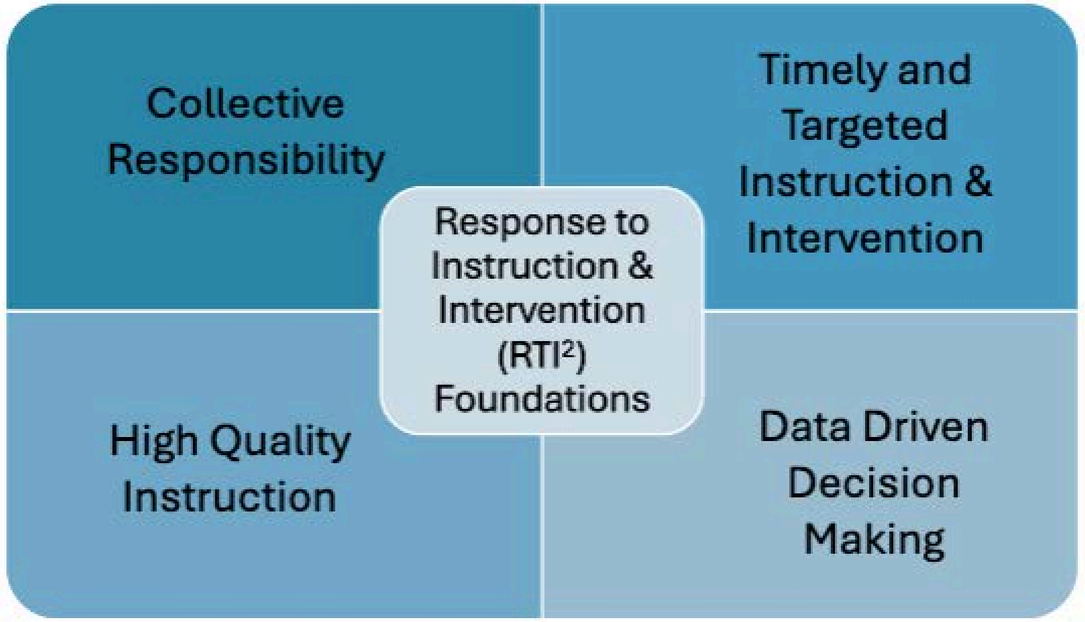
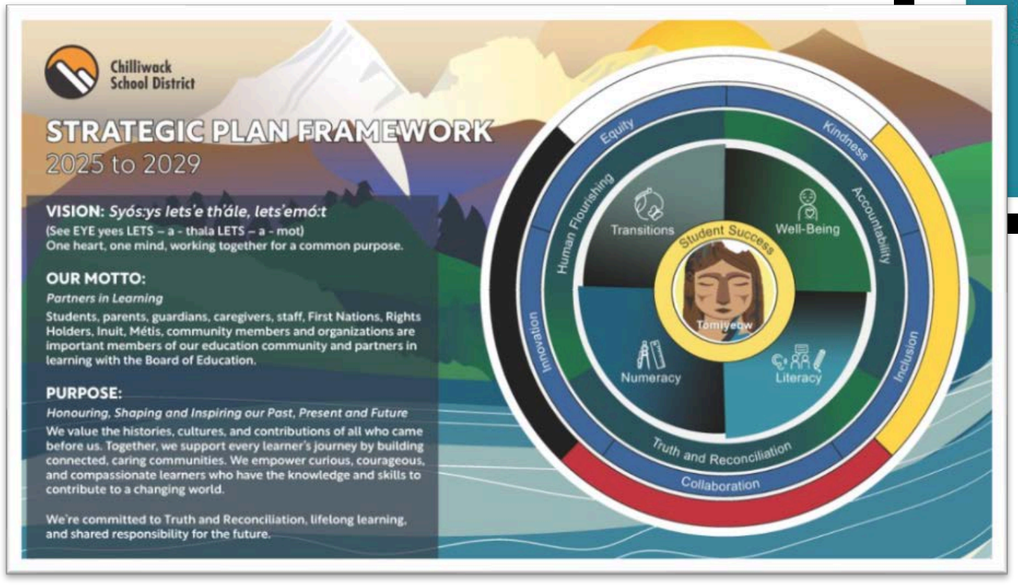
# Response to Intervention and Instruction Model



# Purposefully alligned with our Strategic Plan…

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## 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**<br><br>We deliver inclusive, culturally responsive, and evidence-informed literacy instruction and assessment that supports diverse learners and aligns with the BC competency-based curriculum. | • Understand Lesson Design: *Connect, Process, Transform and Reflect.* Lessons have clear curricular learning goals and defined outcomes.<br>• Development and implementation of structures and routines to support literacy/numeracy<br>• Implement practices for Universal Design for Learning<br>  ○ Multiple ways of **engaging** learners<br>  ○ Multiple ways of **representation** (delivery of learning)<br>  ○ Multiple means of **expressing** learning<br>• Determine mode of instruction and representation that align with student need and lesson content (whole class, small group or independent)<br>• Understanding of the literacy and numeracy frameworks (provide link) and how they connect to instruction<br>• Ensure 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).<br>• Ensure goals, objectives and strategies outlined in the CBIEP align with the learning occurring in the classroom and correspond to classroom learning access points<br>• Ensure recommendation outlined by tier 3 assessments and observations are incorporated into the classroom environment | → Elementary Literacy Collaboration<br>→ Elementary Numeracy Collaboration<br>→ Helping Teacher Residencies<br>→ Enhancement teacher – residency at Middle Schools<br>→ Inquiry Projects with Dr. Leyton Schnellert<br>→ Teacher Librarian-Artificial Intelligence Framework<br>→ SWAP training and implementation (tier 1 strategies for supporting speech language disabilities)<br>→ Explore and develop visuals kits on SharePoint (schedule, routines, first then) for classroom, office, playground use<br>→ Explore SORA to ensure representation of all when | ☐ Co-teaching, modelling and participating in learning rounds<br>☐ In-service<br>☐ Inquiry groups<br>☐ Collaboration groups<br>☐ Staff meeting<br>☐ Student Support Time<br>☐ Grade group meetings<br>☐ Core team meetings, department meetings, etc. |

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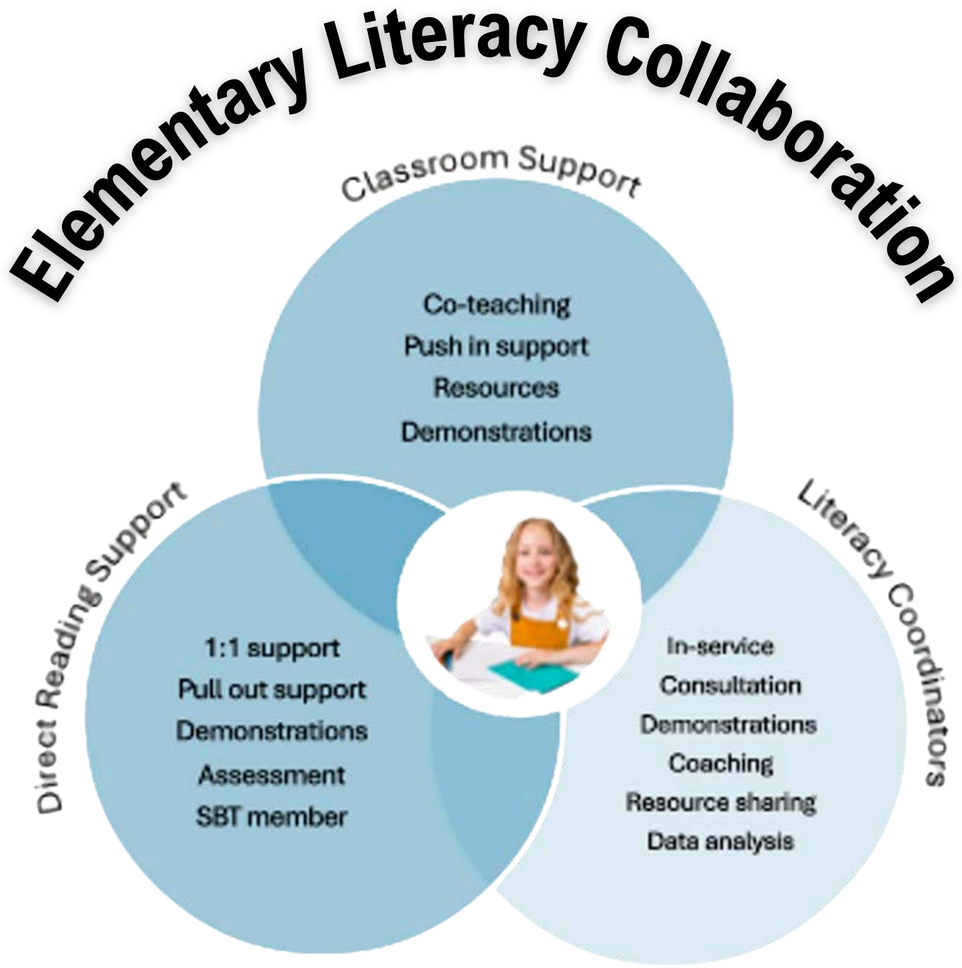
# Reading Framework

•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




## Elementary Literacy Collaboration

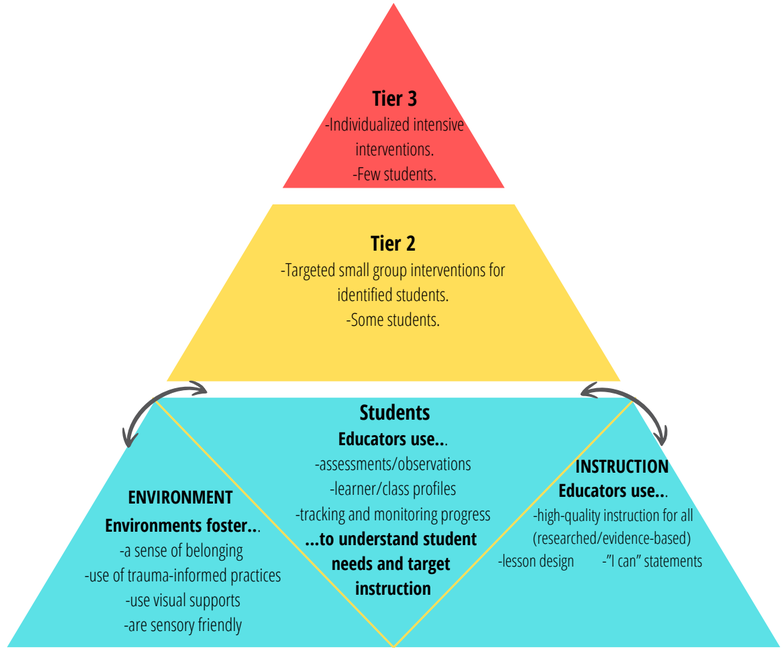
- (2023/24) – Literacy Framework Inservice (Elementary)
- (2024/25) – Learning Rounds - 5 Pillars (Elementary & Middle)
- (2025/26) – RTI2 (Elementary & Middle)

## 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.



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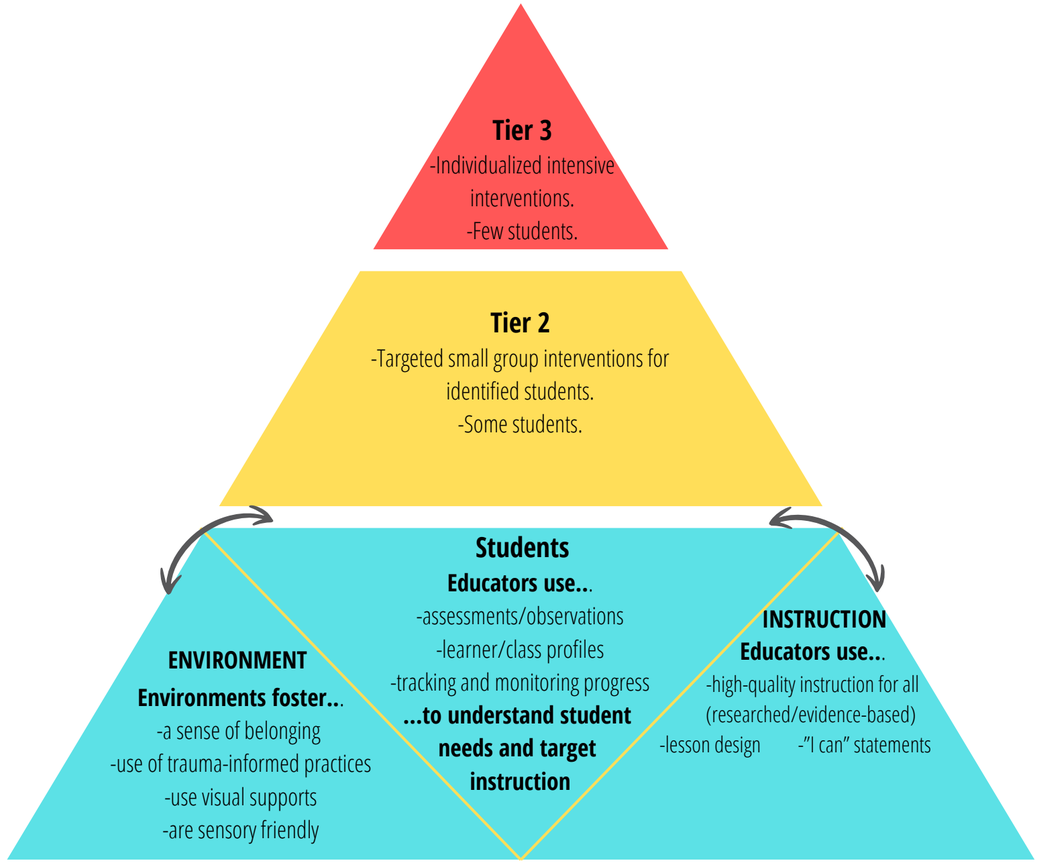
# Middle School Historical Context

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



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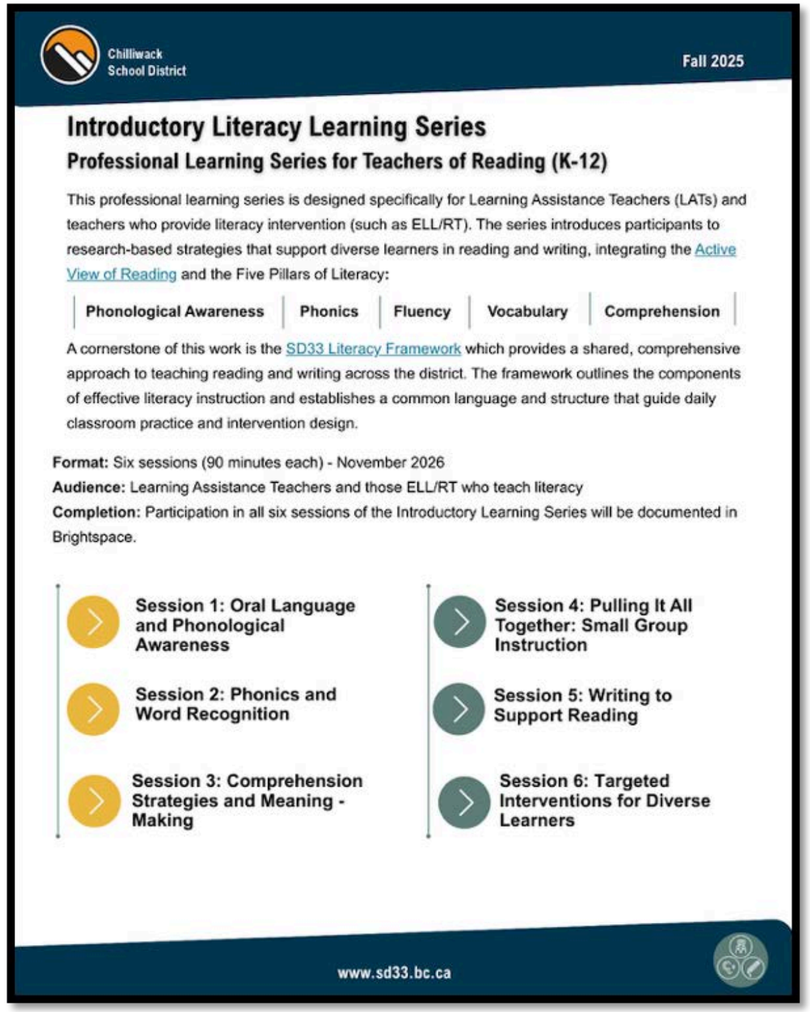
# Middle School Impact

- 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

# Strategic Priorities

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



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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.

- **Session 1: Oral Language and Phonological Awareness**
- **Session 2: Phonics and Word Recognition**
- **Session 3: Comprehension Strategies and Meaning - Making**
- **Session 4: Pulling It All Together: Small Group Instruction**
- **Session 5: Writing to Support Reading**
- **Session 6: Targeted Interventions for Diverse Learners**

www.sd33.bc.ca

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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)

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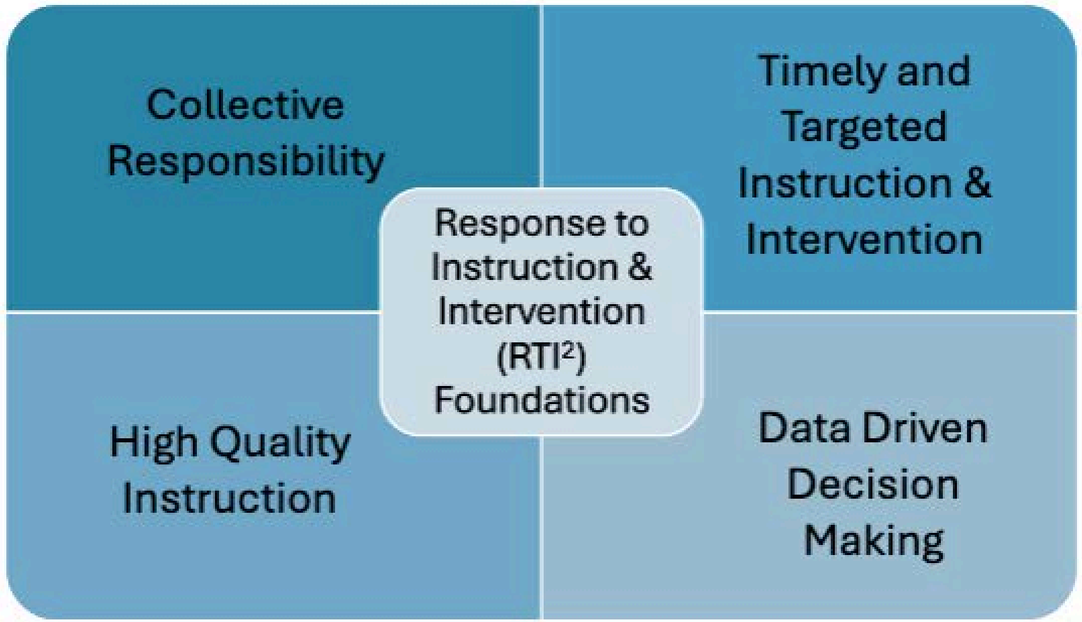
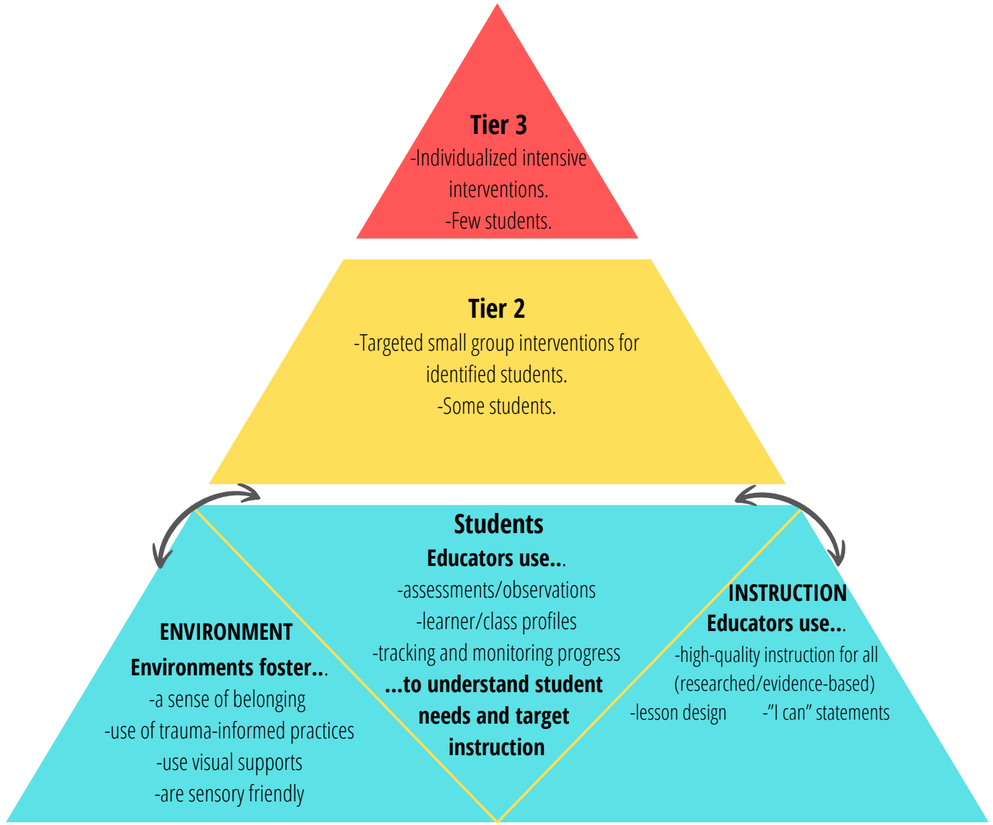
# Response to Intervention and Instruction




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



# Questions