

Literacy professional learning is focused on evidence-based approaches that emphasize direct, explicit and systematic instruction of foundational knowledge and skills in the elementary Language curriculum and the de-streamed Grade 9 English courses. Literacy support is provided through a variety of methods to assist with the implementation of the new (2023) Gr 1 to Grade 8 Language curriculum and the new Gr 9 De-streamed English course.

- The Literacy Team consists of six K to Gr 12 Resource Teachers and the Early Reading Team;
- The Early Reading Team (2 Early Reading Lead Teachers and 19 Early Reading Facilitators) were hired for this school year, utilizing dedicated funding from the Ministry of Education;
- In addition to being supported by the Literacy Team, secondary schools are supported by a De-streaming Team consisting of 2 De-streaming Lead Teachers, 4 centrally assigned De-streaming Facilitators and 24 Local De-streaming Teachers who were hired for this school year, utilizing dedicated funding from the Ministry of Education; The De-streaming Team supports English and Literacy across the curriculum, in addition to a number of other subjects.
- The TCDSB continues to offer the Fifth Block Reading Intervention program and the Empower Reading program at various schools across the system.
- The Early Reading Lead Teachers have created two print resources for all schools:
 - TCDSB Foundations of Language Kto2
 - Early Literacy Formative Assessments Kto2
- The Early Reading Lead Teachers are developing a booklet about early reading for parents that will be made available in print through the school and digitally on the TCDSB website.
- The Literacy and Early Reading Teams have undergone extensive training on:
 - the Ontario Human Rights Commissions “Right to Read” report; and
 - the International Dyslexia Association “Basics of Decoding & Spelling Instruction”.
- The Early Reading Team has also been trained on Lexia Core5 Reading: a research-proven program that accelerates the development of literacy skills for students of all abilities, helping them make the critical shift from learning to read to reading to learn (Note: The Special Services Department has used Lexia Core 5 and Lexia PowerUp Literacy for many years with students with specific learning needs);

- The Early Reading Team prepared and delivered a one hour pre-recorded inservice on new approaches to teaching reading for All K to Grade 3 teachers, Designated Early Childhood Educators, Library Technicians and other staff on the October 6 Professional Activity Day;
- The Literacy Team prepared a one hour inservice on the new Language curriculum that was delivered in every school by the Principal on the October 6 Professional Activity day.
- In October and November, every elementary school received a visit by two Early Reading Facilitators who met with the Principal and all K to Gr 3 teachers. The Early Reading Facilitators provided job embedded professional learning related to early reading strategies and also worked with students and teachers to model explicit teaching strategies.
- All K to Grade 3 teachers, Designated Early Childhood Educators, Library Technicians and other staff will participate in a one hour professional learning session on the December 8 Professional Activity day to learn about a resource of formative assessment tools for reading and differentiating instruction to the individual needs of their students. This session will be delivered through a live stream video conference by our Early Reading Team.
- All Grade 4 to Grade 8 teachers will participate in a one hour professional learning session to be delivered by Principals on the December 8 Professional Activity day related to the new Language curriculum. This session will be developed by the Literacy Team.
- In December, the Early Reading Team and the Assistive Technology Team from the Special Services Department will pair up and visit every elementary school to:
 - introduce Gr 1 teachers to the Lexia Core5 Reading application;
 - work with Gr 1 teachers to assess every Gr 1 student to determine if students are on-track and to provide specific intervention and practice resources;
 - demonstrate how Lexia Core5 Reading can be used to deliver differentiated literacy instruction;
 - collect data to determine the needs of each school for additional support from the Early Reading Team.
- The Literacy Team, the Early Reading Team and the Assessment and Programming Teachers from the Special Services Department will undergo training for the implementation of the TCDSB selected reading screener from the Ministry of Education approved list of screeners (Note: the Ministry of Education

has made it optional for teachers to use screeners during the 2023-2024 school year, however teachers are responsible for the assessment of reading for all of their students);

- Using data indicating the school's exposure to socio-economic stress factors, school enrolment data and data collected through Lexia Core 5 Reading with Gr 1 students, the Early Reading Team will be deployed to support all schools with reading support. Supports will vary in each school based on the need as determined through all relevant data.
- The Early Reading Team will introduce the TCDSB selected screener to interested teachers.
- All Grade 9 teachers will participate in a one hour professional learning session to be delivered by the Principals on the February 1 Professional Activity day related to the Gr 9 de-streamed English course and Literacy across the curriculum. This session will be developed by the Literacy Team.
- The Literacy Team and the De-streaming Team will support Secondary School literacy needs through job embedded learning, Department Head meetings, Literacy Lead meetings, Librarian meetings, and by providing various inservices.
- Central Staff and Field Superintendents will focus on supporting schools with instructional equity for Literacy-through continued learning, informed by the work of Shane Safir & Jamila Dugan and equitable leadership practices in *Street Data*; as outlined below:
- Principals – continued professional networking and learning in Early Reading and Literacy:
 - through the support of a team of centrally trained school Leading and Learning Principals who will lead learning in their areas to develop and align capacity in instructional leadership;
 - the direct engagement of the Principal in co-designed success criteria, goal setting and the analysis of student work.
- Principals, Teachers and Students – continued learning in early reading and through the application of:
 - Lexia Core5 Reading for all Gr 1 students;
 - Lexia Core5 Reading and Lexia PowerUp Literacy for Gr 2 and higher students with identified learning needs;
- TCDSB selected screener, to be selected from a Ministry of Education approved list of evidence based early reading screening tools

- All other details about professional learning opportunities being offered for Literacy are outlined in Appendix C and for Early Reading are outlined in Appendix D.