

- I. **Literacy Strategy**
- II. **Numeracy Strategy**
- III. **High School Completion Liaison Strategy**
- IV. **Innovative Practices**

Background

This Administrative Procedure (AP) describes processes for sustaining and promoting continuous improvement. The processes described below reflect some key principles and realities:

- The systematic monitoring of schools through the school education and reporting process described in AP 60-07 School Education Planning and Reporting (Program Evaluation) may reveal the need for targeted improvement strategies.
- Division research activities and projects designed to improve our schools have revealed programs that have demonstrated a significant impact on student achievement. Sustaining these programs has required professional training and or the assignment of specific staff.
- Research and innovation requires financial resources.
- When effective learning resources are available, schools' access should not be hindered by size or financial capacity. Access to licensed resources should be equitable and fair. When the Division allocates funds for these programs, funding will be provided through the Co-op Pool Operating Budget.

Definitions

ERI – Early Reading Intervention is a one on one process by which trained teachers systematically observe children's behavior, build on their strengths and select teaching strategies that make it easier for children to learn.

LLI – Levelled Literacy Intervention is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level.

I. **Literacy Strategy**

1. **Background:** The Division has engaged in an Early Literacy Strategy that emerged from an improvement project in the early 2000's. This strategy had been consistently applied since then. Between 2015 and 2017, an analysis of early reading intervention strategies, along with foundational classroom literacy practices that have also emerged as common practice in the Division, revealed the necessity to maintain a comprehensive literacy approach. A Literacy Strategy has been an integral part of the Division Education Plans. This procedure is intended to ensure that specific elements remain embedded in practice.
2. **Goal:** To ensure success for All students, each student needs an opportunity to be guided and supported so they progress along the literacy continuum.
 - 2.1. A comprehensive Literacy Strategy will sustain the professional culture of Literacy Instruction based on the foundational tenets of a balanced literacy approach.

- 2.2. The Strategy will define specific programs, resources and training processes to be used in elementary classrooms across the jurisdiction.
 - 2.3. Specifically, the Literacy Strategy will incorporate the principles and practices of Levelled Literacy Intervention and Early Reading Intervention programs.
 - 2.4. The Strategy will align with the Response To Intervention tiered model of supports and the principles of Inclusion that have become practice in the Division.
3. Literacy Committee: A Division Literacy Committee will be comprised of teachers / administration with specialized training, expertise and background in Literacy. The committee will be supported by Education Services. The Literacy Committee will:
 - 3.1. Guide and support Division level implementation of the Literacy Strategy
 - 3.1.1. Define the tenets of the foundational literacy (based on a balanced approach to literacy)
 - 3.1.2. Develop Quantitative Measures
 - 3.1.3. Support and lead the dialogue on literacy
 - 3.1.4. Guide and monitor the professional development used to support the balanced approach to foundational literacy.
 - 3.1.5. Review and authorize resources for ERI and LLI programs
 - 3.1.6. Analyze semi-annually the quantitative and qualitative data from classroom teachers
 - 3.1.7. Report and make recommendations to administration relative to the Literacy Strategy
 - 3.2. Guide and support school level implementation of the Literacy Strategy
 - 3.2.1. Monitor the fidelity of the Literacy Strategy
4. Expectations for School Level Implementation: Implementation of the Literacy Strategy will occur with schools adhering to the following standards and conditions:
 - 4.1. Every school needs to have at minimum, one trained ERI teacher, preferably with an assignment whereby they can help to oversee and support the implementation of their school's LLI program.
 - 4.2. School Principals will be responsible for determining the pace of teacher capacity development at their school (i.e. the rate at which teachers are trained to become skilled ERI and LLI instructors).
 - 4.3. School Principals must ensure that the literacy program aligns to the standard defined by the literacy committee and described in the Literacy Strategy.
 - 4.4. Participating teachers will be expected to measure student growth along the literacy continuum semi-annually and to provide anecdotal feedback on an ongoing basis in the interest of program improvement.
 - 4.5. Each school will ensure availability and access to multiple levels of LLI program resources.
 - 4.6. Resources will be supplemented by an Instructional Materials Center collection that can be used to fill gaps or extend capacity for delivery.
5. Training and Professional Development (developing capacity for program maintenance): The Literacy Strategy will exist within a learning community whereby new teachers have mentors and implementing teachers can be connected by a collaborative network (particularly within the school).

II. Numeracy Strategy

1. Background: The Division Education Planning process revealed the need for a systematic approach to improving students' numerical competencies. Unlike the Literacy Strategy, the Division had not successfully defined a foundational approach to Numeracy. A committee of principals was struck to explore and guide this work. This procedure is intended to ensure that as specific elements of Numeracy instruction are researched and tested by implementation, they become expected practice.
2. Goal: To ensure success for All students, each student needs an opportunity to be guided and supported so they progress along the numeracy continuum.
 - 2.1. A comprehensive Numeracy Strategy will sustain the professional culture of Numeracy Instruction based on researched foundational tenets.
 - 2.2. The Strategy will define specific programs, resources and training processes to be used in classrooms across the Division.
 - 2.3. The Strategy will align with the Response To Intervention tiered model of supports and the principles of Inclusion that have become practice in the Division.
 - 2.4. The success of Numeracy is contingent on all teachers speaking the same language of numeracy. The discipline of mathematics will guide this language. There are two pillars to the Numeracy Strategy:
 - 2.4.1. Numeracy in the mathematics subject area
 - 2.4.2. Numeracy in all other subjects
3. Numeracy Committee: A Division Numeracy Committee will be comprised of teachers / administration with specialized training, expertise and background in Numeracy. The committee will be supported by Education Services. The Numeracy Committee will:
 - 3.1. Guide decision making and advocate for a Division wide strategy for numeracy
 - 3.1.1. Define the tenets of the foundational Numeracy
 - 3.1.2. Develop Quantitative Measures
 - 3.1.3. Support and lead the dialogue on Numeracy
 - 3.1.4. Guide and monitor the professional development in Numeracy instruction
 - 3.1.5. Review and authorize resources and programs
 - 3.1.6. Report and make recommendations to administration relative to the Numeracy Strategy
 - 3.2. Guide and support school level implementation of the Numeracy Strategy.
4. Expectations for School Level Implementation: Implementation of the Numeracy Strategy will occur with schools adhering to the following standards and conditions:
 - 4.1. Administer the Math Intervention/Programming Instrument (MIPI)
 - 4.1.1. Grades 2-10 will implement the assessment in September
 - 4.1.2. Data from MIPI implementation is NOT to be collated and tabulated for the purposes of accountability or evaluation of teachers or programs
 - 4.1.3. The data is intended to support teachers' decisions regarding instruction for the group, and instruction for individuals in the group
 - 4.1.4. Individual student results can be shared with parents for the purposes of planning instruction
5. The MIPI will be used in schools across the Division. The information generated by the MIPI will help coordinate and improve math programming and support for all students.

III. High School Completion Liaison Strategy

1. The High School Completion Liaison strategy is a Division supported process with the purpose to impact the completion rates of Division students by a process of identification, individualized strategies, specialized interventions and coordinated supports. The role involves the following:
 - 1.1. Information Gathering: In collaboration with school staff, School Principals and Administrative Assistants gather data on students with the purpose of developing a list of students considered at risk and amenable to interventions.
 - 1.2. Interventions: Work with individual students identified as high risk of non-completing to develop plans, strategies and supports to keep the student in school, and hopefully achieve course completions and high school completion.
 - 1.2.1. Student Advocacy: Share pertinent information with their teachers regarding students (program plans, individual needs, unique circumstances, etc.) to prevent potential conflicts or otherwise difficult situations. Request help from teachers to support and recognize (praise) specific behaviors being learned by students at risk.
 - 1.2.2. Ensure personal counseling needs are met.
 - 1.2.3. Communicate as necessary regarding the identified students (NOT an attendance officer role).
 - 1.3. Community Liaison: Where necessary as a strategy, work with employers and with service agencies to coordinate supports for students, as individual circumstances require.
 - 1.4. The High School Completion Liaison positions are monitored by principals in collaboration with Education Services.
 - 1.5. A parallel strategy is expected to be administered by the Vista Virtual School. Their strategy has the same intent; to improve completion; but different implementation, reflective of the factors that define Vista Virtual School student population.
 - 1.6. Strategy measures include frequency and types of contacts made, student attendance, rates of suspensions, and credits achieved by students.

IV. Innovative Practices

1. Innovative Practices: New approaches and resources are becoming available rapidly. This budget line provides a mechanism for assessing and evaluating new opportunities.
 - 1.1. Pending available resources, approximately \$17,500 is allocated for this area.
 - 1.2. Criteria for determining whether a 'practice' will be 'promoted':
 - 1.2.1. Aligns with the framework of UDL by providing multiple means of: Representation, Action, Expression and Engagement.
 - 1.2.2. Directly linked to existing programs of studies (especially if correlated to specific learning outcomes).
 - 1.2.3. Potential for effective 'return on investment' (i.e. that the 'resource' impacts a reasonable number of students for the amount of expenditure).
 - 1.2.4. Subject to successful pilot and teacher demand.
 - 1.3. Any teacher or principal may propose tools, services or opportunities for review through this process.
 - 1.3.1. Proposals should be discussed with the designated Assistant Superintendent and then prepared in written format which includes the following characteristics:
 - 1.3.1.1. Description of the proposal

- **Specific:** What is the intended purpose of the strategy? Define summative measures (the end in mind).
 - **Measureable:** How will we know that the strategy is working? Define formative measures.
 - **Attainable:** How do we know this strategy is plausible?
 - **Relevant:** How is the strategy directly related to the desired end in mind?
 - **Time-bound:** Scheduled reviews based on the defined formative measures.
 - **Cost analysis:** Define the associated expenses such as, but not limited to: resources, training, staffing, time.
- 1.3.2. When an accepted proposal comes from an individual or from a group rather than from a specific school, the individual or group must report annually, using the specific measures defined in their proposal.
- 1.3.3. When an accepted proposal comes from and impacts the whole school (or a significant portion of the school), the principal must:
- 1.3.3.1. Demonstrate alignment to the priorities of the School Education Plan
 - 1.3.3.2. Report results specific to measures defined in their strategy.
 - 1.3.3.3. Both the plan and the report shall be included in the School Education Plan / Annual Report document (with guidance from the superintendent or designate).
- 1.3.4. Those involved in the implementation of an innovative practice may be asked to present their experiences and results in a public Board Meeting.

Reference

[Alberta Education's Guide for High School Completion](#)
[AP 60-07 School Education Planning and Reporting \(Program Evaluation\)](#)
[AP 80-01 Digital Citizenship](#)