

NANAIMO LADYSMITH PUBLIC SCHOOLS
EDUCATION COMMITTEE
PUBLIC MEETING
INFORMATION SHEET

DATE: June 7, 2023
TO: Education Committee
FROM: Nicole Davey, Director of Instruction
SUBJECT: Enhancing Tier 1 Systems of Supports and
the Universal Practices and Expectations for Tier 1

Overview: Connection to Operational Plan

Goal: Continuous improvement in support for students with diverse abilities and disabilities, Indigenous and overall student population in student achievement

Objective: Continue providing opportunities for employees to work toward full implementation of the new curriculum

Strategy: Enhancing understanding of tier 1 system supports

Background

In order for students to grow, learn, and thrive, the education system needs to adopt a holistic approach, addressing students' academic, emotional and physical needs. This approach recognizes the diversity of learners and the need to personalize and individualize programming. Implementing tier 1 system supports is a strategy that supports student success for all.

In my role, I have been able to support the district in offering a variety of professional learning opportunities to educators, using diverse structures and platforms, in order to build capacity around tier 1 system supports. Learning and literacy coordinators were key in organizing and delivering these learning opportunities.

Numeracy Learning Series

- Every elementary school had at least one primary and one intermediate teacher attend a learning session with Carole Fullerton 3-4 times throughout the year, as well as observe a demo lesson. This provided opportunities for educators to reflect on practice, implement changes, share resources and co-plan lessons. The focus was to develop innovative and best practice around numeracy skills.

- The Math Indicators of Proficiency was developed which is a online document that provides a list of ideas, lessons and resources supporting the math curriculum. This year 4 grades were developed (k, 2, 4, 6) and the other grades are currently in development.
- Grade 7/8 formative assessment tool created and shared with teachers.
- Tier 1 supports highlighted:
 - A balanced numeracy program that promotes mathematical values and habits that help students connect, create, communicate, visualize, reason and solve everyday problems.
 - Numeracy instruction is universally designed and then differentiated.
 - Formative assessments are used to inform instruction.
 - A range of tools and manipulatives are available and accessible for all students.

Literacy Coordinators

- Literacy Coordinators are part of the supportive planning of Focus Schools – five elementary schools who have been identified as having additional vulnerability and complexity (North Oyster, QQS, Fairview, Brechin, Georgia, Bayview)
- The role of the LC is to support capacity building of staff with the implementation of literacy skills, with an explicit focus on tier 1 system supports. This involves:
 - co-planning and co-teaching with teachers
 - providing professional development to staff
 - providing one on one and small group support
 - model lessons
 - resource sharing and development
 - assessment and data driven decision making
- Literacy Coordinators also worked with other schools once a week to support staffs with developing their literacy practice.
- LCs offered workshops (Meet and Eats) 4 times throughout the year to teachers throughout the district.
- Developed an intermediate literacy screener to support teachers adopting literacy practices to meet the needs of their students.
- Tier 1 supports highlighted:
 - A balanced literacy program is in place that includes the following:
 - Phonological awareness
 - Phonics / Word work
 - Independent reading
 - Reading aloud
 - Writing / Representing
 - Speaking and listening
 - Oral language opportunities encourage development of vocabulary & acquiring background knowledge

- Literacy instruction is both universally designed and then differentiated.
- Data from formative assessments is used to inform instruction, (i.e. NLPS and/or ALPIN)
- When considering a student's behaviour, a holistic approach is taken to meet the needs:
 - physical
 - social / emotional
 - academic/learning

French Immersion Literacy

- The goal is to improve the student retention rates within French Immersion programs, supporting capacity building of staff with the implementation tier 1 system supports.
- Every k-3 French Immersion teacher, along with ISTs and PVP, took part in a 2 part learning series that focused on evidence based literacy skills.
- Lead teachers also attended 2 additional meetings, focusing on how to support the foundational skills of reading; the use of assessments to plan based on student need; exploration of a common resource
- Tier 1 Supports Highlighted:
 - A balanced literacy program is in place that includes the following:
 - Phonological awareness
 - Phonics / Word work
 - Independent reading
 - Reading aloud
 - Writing / Representing
 - Speaking and listening
 - Oral language opportunities encourage development of vocabulary & acquiring background knowledge
 - Literacy instruction is both universally designed and then differentiated.
 - Data from formative assessments is used to inform instruction, (i.e. NLPS and/or ALPIN)

Learning Coordinators

- Learning coordinators worked with individual schools, teachers, and small groups of teachers throughout the year supporting the implementation of Tier 1 system supports in a variety of capacities, including:
 - Intermediate book club focusing on diversity in schools
 - Sexual health mentorship with teachers and schools
 - Network of Inquiry and Indigenous Education – supporting 10 schools throughout the district with inquiries focusing on student success
 - Supporting outdoor education in elementary
 - ELL supports for schools, especially as they welcome new families to Canada and Nanaimo
 - Early learning and kindergarten mentorship

- They offered a variety of workshops, including:
 - Meet and Eats: took place four times throughout the year on a variety of areas, including social justice, literacy, Indigenous understandings, numeracy, early learning, and technology.
 - EFP 10 and 12 workshops: took place twice during the year, bringing together all teachers of EFP to collaborate, learn and share ideas and resources.
 - Early learning framework and kindergarten mentorship: ongoing throughout the year
 - Implementing new reporting order
- They have developed resources, digital tools and updated NLPS learns to support teacher learning and implementation of Tier 1 system supports (literacy, numeracy, social-emotional learning, assessment and reporting, technology, Indigenous understandings).
- Tier 1 supports Highlighted:
 - Lessons include explicit teacher modelling of skills and strategies
 - The classroom routines and structures support students to build bonds as a “community of learners”.
 - A range of tools and manipulatives are available and accessible for all students.
 - Literacy instruction is both universally designed and then differentiated.
 - When considering a student’s behaviour, a holistic approach is taken to meet the needs:
 - physical
 - social / emotional
 - academic/learning
 - Classroom values and beliefs explicitly promote the Core Competencies:
 - Communication,
 - Thinking
 - Personal & Social

School Leaders

It is important that our school leaders are involved in the implementation of tier 1 system supports. This includes being part of district learning opportunities such as:

- Meet and Eats
- District assessment groups
- Numeracy learning series
- NOIE inquiry teams
- Focus School meetings