



**DURHAM CATHOLIC
DISTRICT SCHOOL BOARD**
Learning and Living in Faith

Memorandum

To: Board of Trustees

From: Tracy Barill, Director of Education

Date: February 26th, 2024

Subject: Curriculum Implementation, Support, and Intervention for Math and Language

Origin: Mike O'Neill, Superintendent of Education, Academic Services
Paula Sorhaitz, Superintendent of Education, Student Services

Purpose

This report is to provide the Board of Trustees with information on the implementation of the recently revised curriculums in Math (2020) and Language (2023) and the associated system-wide supports and intervention for students for these new curriculums. This will also include a mid-year update on the implementation of the Math Action Plan.

Background

The Board Strategic Plan, Inspire 2026, identifies Improving Student Learning as an ongoing strategic priority through 2026. This is aligned with the provincial priority of increasing student achievement in core academic skills. As such, our Student Achievement Plan for 2023/24 includes strategic actions undertaken by Academic and Student Services to improve student learning and achievement in literacy and math, using the newly revised curriculums.

The following provides information to the Board of Trustees on the implementation of these strategic actions to support the new curriculum including resources, professional development, and interventions for students.

Math Action Plan

The DCDSB Board Math Plan provides a framework for improving the mathematics achievement of our students and the content knowledge for teaching mathematics of our educators and administrators. This plan is based on the new Mathematics curriculum.

Resources to support Mathematics programming:

- MathUP licenses for all teachers in grades 1 – 9
- Mathia Licenses purchased for all priority grade 3 and 6 classrooms.
- Mathematics manipulatives purchased for all elementary and secondary schools.

Professional Learning Opportunities in Mathematics:

- Mathematics Content Knowledge shared with administrators through monthly Director's Meetings
- Numeracy learning at PA days in October, November, and April
- Staff Meetings, Divisional Meetings and school-based Lunch and Learn sessions
- Mathematics Manipulatives series for Program Support Teachers
- DCDSB Summer Institute and monthly Sharing of Excellence presentations
- Math Hubs for Priority Schools
- EQAO Data in Action Session for Administrators and Support Staff

Responsive Interventions for Students in Mathematics:

- Three Numeracy Support Intervention Teachers working directly with classroom educators and students in priority classrooms on a biweekly rotating schedule. Numeracy Support Intervention Teachers administer diagnostic assessment tasks and work with classroom teachers to identify and remediate learning gaps.
- Nine Transition Support Intervention Teachers working with identified classroom educators and students in grades 7 through 10 to identify gaps in student mathematics knowledge and provide support.
- Content knowledge for teaching mathematics learning provided to Program Support teachers to support students with special education learning needs.

Monitoring of Implementation and Student Achievement

- Numeracy Support Intervention Teachers have administered mid-year assessment and attitudinal surveys to track progress and provide direction for Term 2 in priority grade 3 and 6 classrooms.
- Average of 11% increase in achievement data on diagnostic assessments between October 2023 and February 2024.
- 5% increase in attendance rate for students in priority grade 3 and 6 classes.

Curriculum Implementation Support, and Intervention for Math and Language

- 60,000 visits to MathUP site by DCDSB educators since the start of the 2023-24 school year, including 13,440 since the return from Christmas holidays in January 2024. Usage rates remain strong, and educators provide positive anecdotal feedback.
- In October 2023, 0/10, priority grade 6 teachers and 9/19 priority grade 3 teachers had activated their account. As of January 2024, 6/10, grade 6 teachers and 16/19 grade 3 teachers have activated their account. Accounts for non-active teachers have been re-allocated to other non-priority classes in the district.

Language

The new curriculum in language includes expectations for teaching the foundational skills of reading and writing. Professional development in the approach to teaching these foundation skills is based on the [Right To Read Report](#) (OHRC, 2022). This report recommends using evidence-based instructional approaches for reading, commonly referred to as the Science of Reading or Structured Literacy, which will ensure more equitable opportunities and outcomes for students.

Resources to support Language programming:

- Open Court Reading Program, a structured literacy resource to support Kindergarten
- UFLI (University of Florida Literacy Institute) Reading Instruction Manual for all Kindergarten to Grade 3 teachers and Program Support Teachers. This is an intervention-based classroom explicit and systematic phonics program that introduces students to the foundational reading skills necessary for proficient reading.
- Digital Licences for Acadience Learning, a digital universal reading screener used to assess benchmarks in foundational reading skills of students. This will also include an ability in the Fall of 2024 to collect, collate and track student data on this assessment from Year 2 of Kindergarten through Gr. 2.
- Edsby Platform – Structured Literacy Group resources for teaching reading and writing

Professional Development in Literacy

- Summer Reading Institute for educators
- P.A. Day learning modules
- Introduction to new Language Curriculum Gr 1-8 and Gr 9
- October and November for K-3 (UFLI resource and training on the use of Universal Screeners)
- Modelling of Universal Reading Screeners by Literacy Intervention Teachers
- Sharing of Excellence Professional Learning Series
- Lunch and Learns
- Training in Universal Reading Screening
- Training in the use of Lexia Core 5 (80 teachers)

Curriculum Implementation Support, and Intervention for Math and Language

- 12 School Based Inquiry Projects (LIFT Funding) in literacy
- Edsby Platform – Structured Literacy Group
- Learning Series for PST and Administrators

Responsive Interventions for Students:

- Purchase of [Litguide](#) licences to support individualized preparation for OSSLT Gr. 10 test.
- UFLI small group intervention based on foundational reading needs.
- 400 licenses for Lexia Core 5, a blended and adaptive reading intervention tool for students requiring additional personalized intervention. Program Support Teachers teachers have been trained in the use of this tool.
- 9 Transition Intervention Support Teachers working in all Secondary schools to provide support for students with identified learning gaps in Gr. 9 De-streamed language courses.
- 6 Literacy Intervention Teachers working in primary classrooms.
 - Assessed over 4000 students in Year 2 – Gr 3 students using a universal reading screener to identify students at benchmarks for reading and identified schools requiring further support. This data was used to establish priority schools, classrooms, and students for intervention work with literacy teachers.
 - Currently working a 10–12-week block in Gr 2 classrooms within six of our schools (St. Anne, St. Joseph Osh, St. James, St. Mark, St Christopher, Msgr. Philip Coffey). They are specifically providing targeted intervention, one to one or in small groups, with those students identified as requiring strategic or intensive support through universal screening.
- Ongoing Learning Series for Reading Screening and Instruction for Program Support Teachers.
- L2L Peer Tutoring program in select elementary and secondary schools where older students tutor younger peers in foundational skills.

Monitoring of Implementation and Student Achievement

Literacy Intervention Teachers as well as Transition Support Intervention Teachers are tracking the progress of the students whom they are working with to determine efficacy of this intervention, inform next steps in learning and to communicate to the parents/guardians any relevant improvements in learning.

This is the first year of implementation of the new curriculum and new instructional approaches. As is past practice, we will engage in end of year surveys assessing educator confidence and student achievement to inform future actions and implementation. These measures will include tracking of achievement amongst cohorts using such measures as student achievement in EQAO, universal reading screener results, and Report Card data.

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