

# UGDSB Learning Recovery Plan

June 7 2022



# Ministry Tutor Support Funding

*As a part of the Province's efforts to support learning recovery in response to the COVID-19 pandemic, new funding is being allocated for the 2021-22 school year for tutoring support programs.*

## **Goals of the Tutoring Support funding:**

- Improve literacy and numeracy skills in students to promote learning recovery and help address achievement and skills development gaps
- Increase students' engagement in learning
- Increase students' confidence and positive attitudes to learning

# Phase 1: Early Reading Support Program

- 37 schools across Upper Grand are currently participating in the Early Reading Support Program
- 25 Early Reading Teachers are engaged in ongoing training, systematic targeted instruction and data collection for the 756 students, in Grades 1-3, being supported

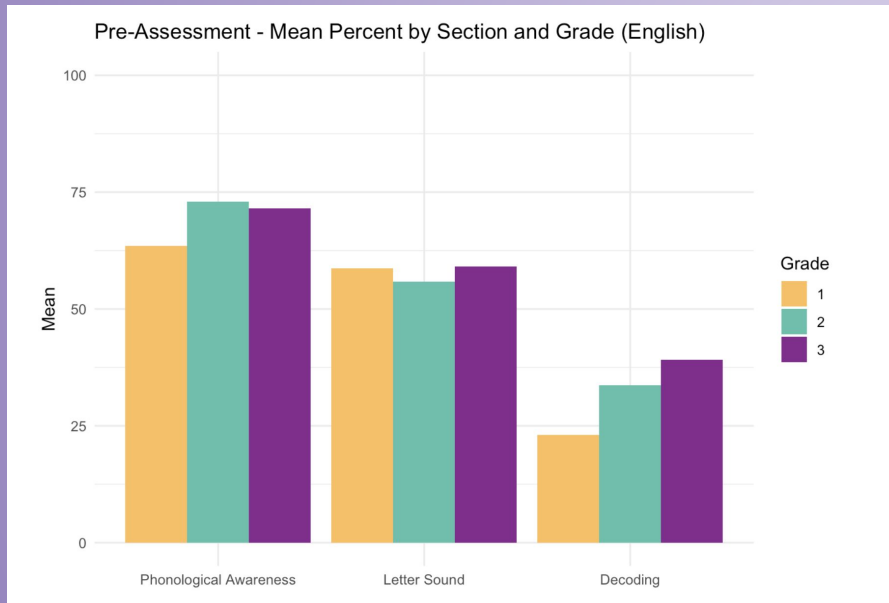
# Additional Elementary Reading Tutor Support

In addition to the Early Reading Support Teachers that are currently working in 37 schools, all schools have access to upto 10 hours of weekly tutor support.

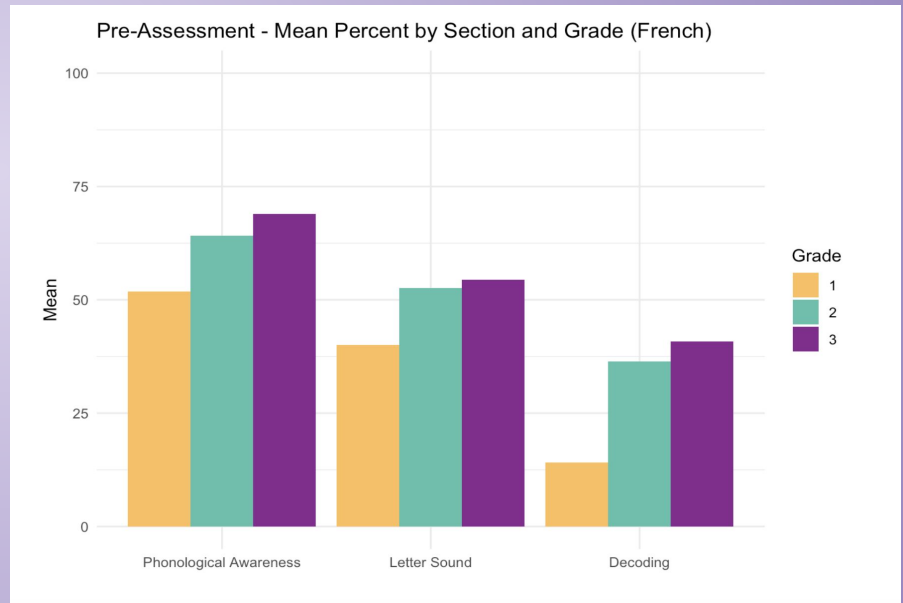
- *Schools will have the flexibility to implement reading tutor support that best fits the needs of their school and school teams will be responsible for selecting and training their own reading tutors, as well as monitoring the program*

# Target Areas For Growth

## ENGLISH PRE-ASSESSMENT DATA



## FRENCH PRE-ASSESSMENT DATA



# Focus of Support

Each students has specific goals in the following areas

- a) Phonological and Phonemic Awareness
- b) Letter-Sound Concepts (phonics)
- c) Decoding (word reading)

# Initial Observations : Student Engagement

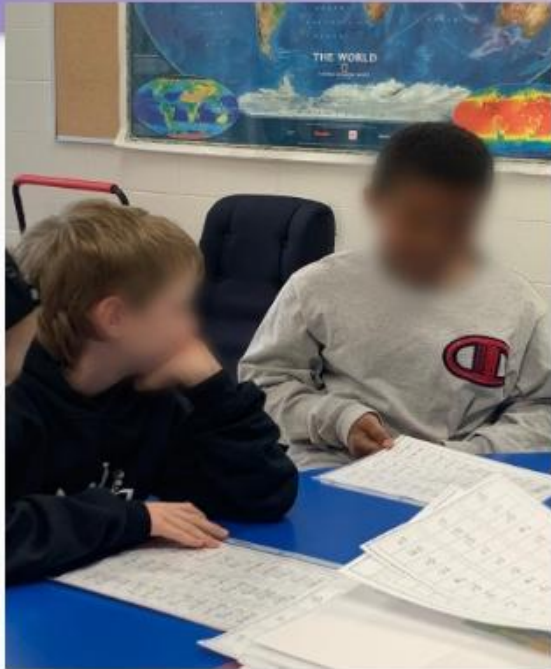
*“One of the students I am working with was introduced to me as a student who has difficulty concentrating, often 'off task', 'really struggling' with reading and other academics.*

*Recently, the teacher has shared that after this student returns from working in our reading group they're getting down to work in the classroom and completing the tasks assigned, showing independence and stretching out words with less task avoidance.*

*It seems they are starting to change the way they sees themself as a learner. They're making some connections with letters and sounding out words and giving it a whirl on his own. Yay!”*

**"I really like that I can leave class to work with a smaller group. The games are fun too, I really like the card game."**

**Bryce Gr. 3**



**"It taught me "IT" and how to remember letter sounds using my hands. That is really helpful"**  
**Hayden Gr.3**







**"I like coming to the Reading and using soap to spell sounds that make words."**

**Leah, Gr. 2**

**"When we read, we use gems to match the sounds in the word. Like c-a-t, then we put the sounds together to make the word."**

**Ty, Gr. 2**



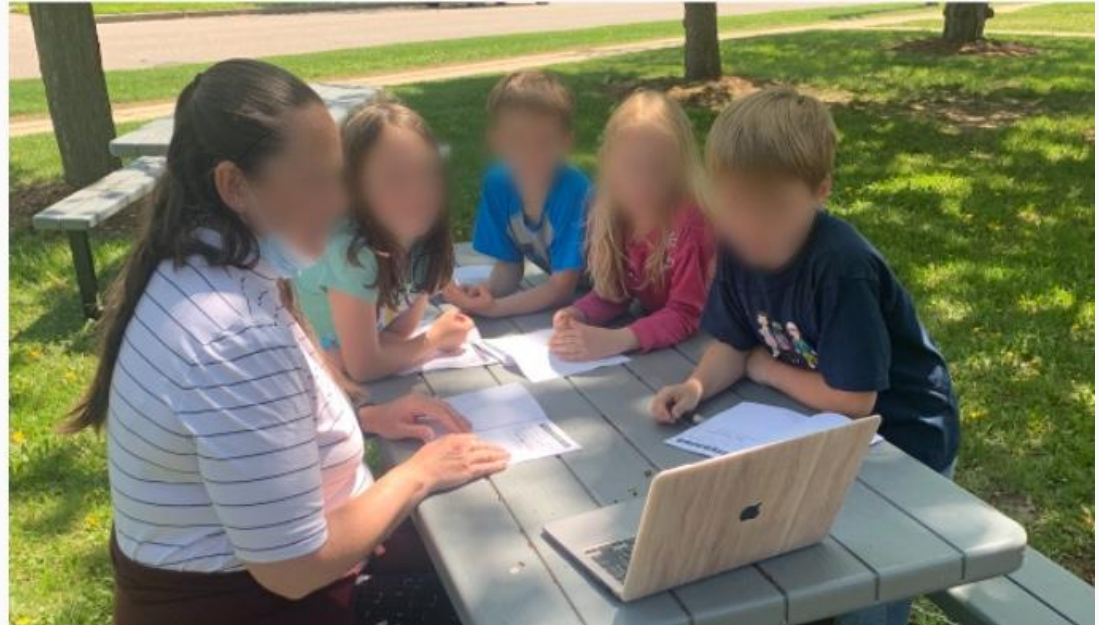


"I like going with our Reading Teacher to help me understand all the sounds in the words when I'm reading to stretch out the sounds in the words. This helps me read after recess and when I'm working on the computer in class."

Wyatt, Gr. 2

"I like when I use letter sounds to help read. This helps me read Chapter books like The Big Blue Book."

Hazel, Gr. 2



# Initial Observations : Student Achievement

*“Recently, two teachers shared that some of their students appeared to be showing growth and wanted to know if I felt they could complete a running record to see if there were any changes. We assessed 3 students and they had each moved 3 Benchmark reading levels in a 4 week time period. They noted that all three also showed a more positive attitude towards reading and were more confident in their abilities as readers.”*

Primrose Elementary School

# Initial Observations : Impact on Instruction

*“The Early Reading Teacher’s leadership in sharing Literacy information, strategies and resources has been eagerly received by staff and will go a long way in supporting our students. The Reading Teacher has shared webinars and slide shows with teachers who may be interested in using structured literacy resources in the classroom and another staff member has now offered to support our staff through a book study with one of the resources.”*

# Grade 7/8 Support Program

- 3 schools across Upper Grand are currently participating in the Intermediate Reading Support Program
- 2 Intermediate Reading Teachers are engaged in ongoing training, systematic targeted instruction and data collection for the 42 students

# Grade 7/8 Support Program - Focus

Each student has specific individual goals in the following areas:

- a) Phonological and Phonemic Awareness
- b) Reading Fluency and Word Recognition
- c) Comprehension

# Phase 1: Secondary Learning Support

- 11 schools
- 52 sections of Learning Support
- 426 students

# Target Areas For Growth

Literacy, numeracy, foundational skills, some ELL work are taught in authentic situations where students may be in jeopardy of not attaining credits.

Priority is given to students who would benefit from additional supports to increase student engagement, achievement, and ultimately, credit accumulation.



# Support Models

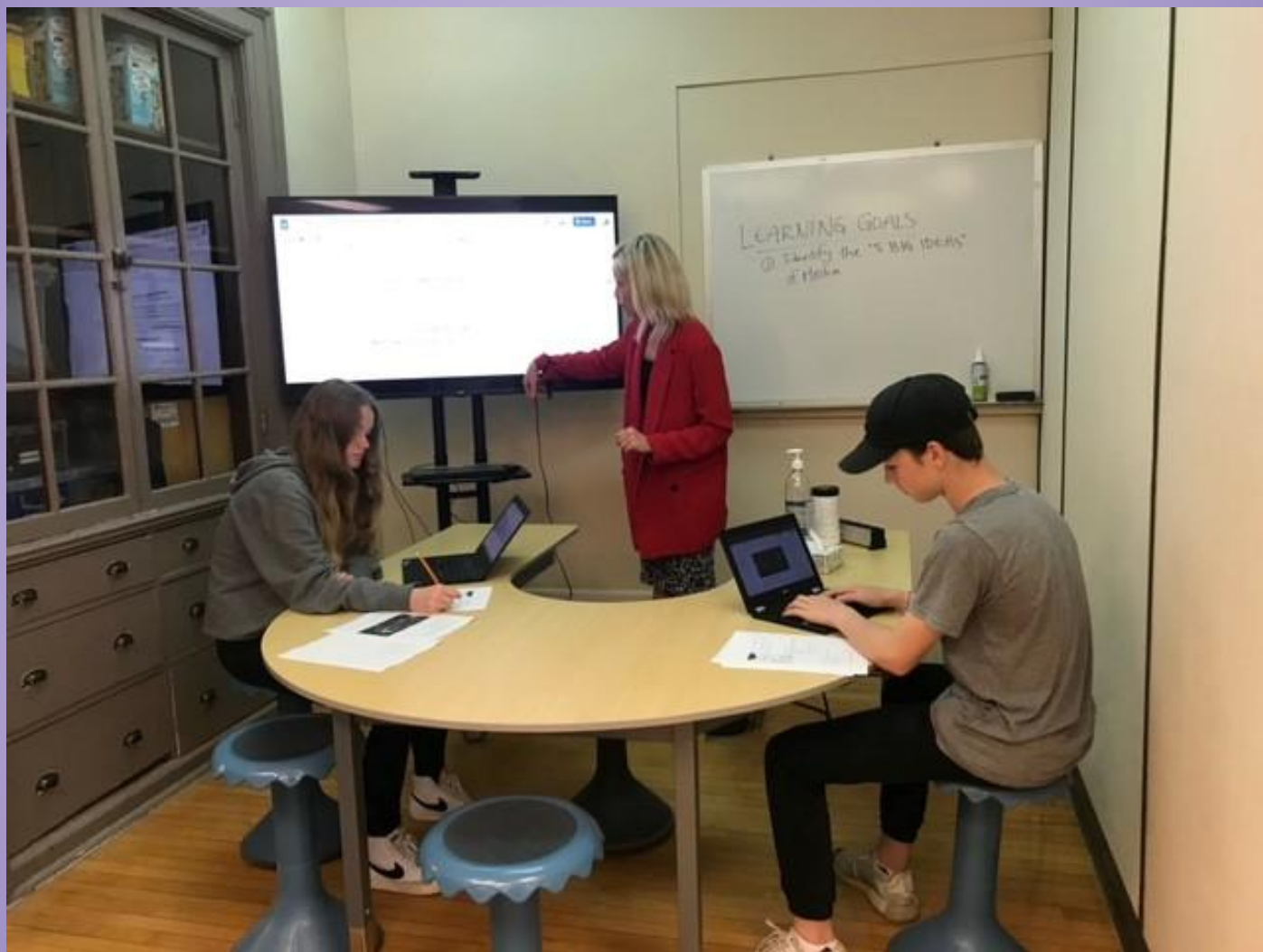
- Withdrawal from class during school day
- Tutor in class
- Drop in
- Virtual
- After school
- Weekend

# Gathering Information, Setting and Revising a Plan

- OEN
- Grade
- Credit Count as of April 1, 2022
- Credit(s) in jeopardy
- Initial target or outcome
- Initial Learning Support Plan
- Any perceived barriers?
- Evidence of Student Learning - (Products, Conversations, Observations)
- Target met? Changed?

# Initial Observations : Student Engagement

“JH was failing ENG2D, but with some one-on-one time, he was able to complete the literary essay. This time allowed me to focus on some of the technical aspects of essay writing that he missed in large group instruction. We have also been able to focus on his ISU. This is a big turnaround, as his first literary essay was plagiarized and resulted in tears and panic.”



# Initial Observations : Student Engagement

“We have a great model going now with our MTH1W teaching team, and we have identified the students who need the most support. Our learning support teachers are working with them in small groups and both the teachers and students are very happy with the progress that is being made.”

# Initial Observations : Student Engagement

“The student’s confidence and math skills grew throughout the unit, and I saw a student who was asking me lots of questions about the math when working with me. He was very engaged in knowing why things worked, how what we were doing one day connected to the last session, etc... His teacher said that the student was very different in class; he was avoiding his distracting friends, tried questions in class, pulled his phone out less and asked questions. Last week, during our last session before his unit evaluation, he said, "I'm actually looking forward to working on this over the weekend to make sure I get everything". The student earned 83% on the unit evaluation, plus demonstrated some graphing skills that can improve his grade from the unit before. His teacher let me have the privilege and pleasure of telling him about his achievement and his reaction... the look in his eyes... the biggest smile I have seen him do... the change in his demeanor... the unabashed and childlike dance of joy... was proof that this extra support can change some students' lives.”

# Phase 2 : Existing Summer Supports

- Camp Discovery - grades 1 & 2 students with a focus on Literacy and Math
- Grade 7 & 8 summer school
- Summer coding and construction camps up in northern schools gr 6-8
- Reach-ahead credits
- Gr 9-12 School based credit recovery
- Secondary summer school

# Phase 2 : Additional Summer Supports

## **Looking at Expressions of Interest from Community Partners**

**Big Brothers & Big Sisters, Fergus** grade 4-6 camp Summer Day camp program with at least 1 hour of reading daily, math based cooking and outdoor activities daily

**Streams Community Hub Shelburne and Dufferin Child and Family Services:** students aged 4 - 17 Math and Art, Tutoring, Group Writing, Intensive Literacy

**Learning Disabilities Association of Wellington County:** Grades 1-7, Reading Rocks 8 week Literacy Intervention program

**One Voice One Team** Dufferin - SWOLE - elementary aged students. Leadership and Learning Skills

**Groves Hubs** - Fergus, Palmerston, Erin, Guelph - youth aged 12-21 drop in and 1:1 tutoring

**West Village Coop.:** students ages 9&10, “You're the Chef”, 8 week session



# Phase 3: Programs of Support

- Commitment to targeted reading support for the 2022-2023 school year, beyond the December Ministry funding
- 25 Early Reading Teachers
- 13 Learning Support Teachers (Secondary) (77 Sections)
- Continue with current models in both elementary and secondary allowing for adjustments based on the data outcomes of Phase 1

# Phase 3: Professional Development and Monitoring Student Achievement

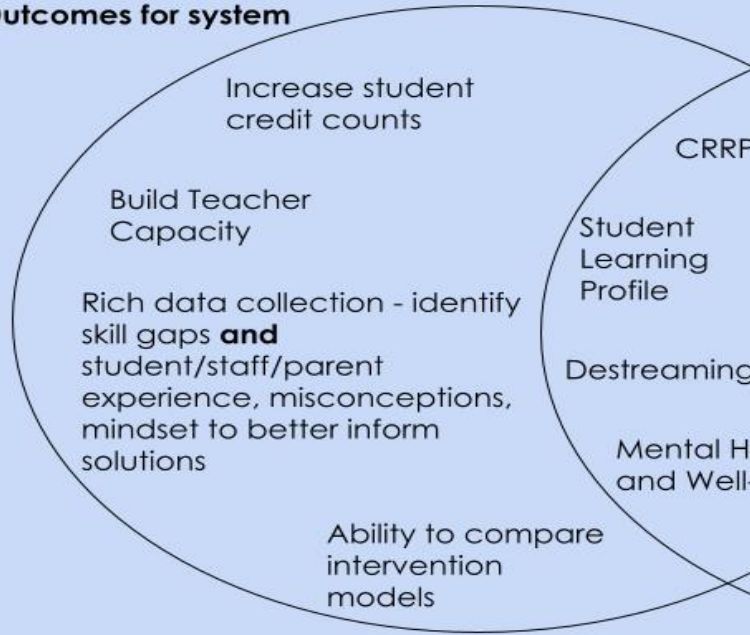
- Provide Professional development to Early Reading Teachers, Learning Support Teachers and classroom teachers along with key resources to support reading achievement
- Ongoing monitoring of achievement through the supports being offered using Board approved diagnostic tools, targeted reporting and feedback tools, and credit count and credit jeopardy data

# Phase 3: Community Partnerships

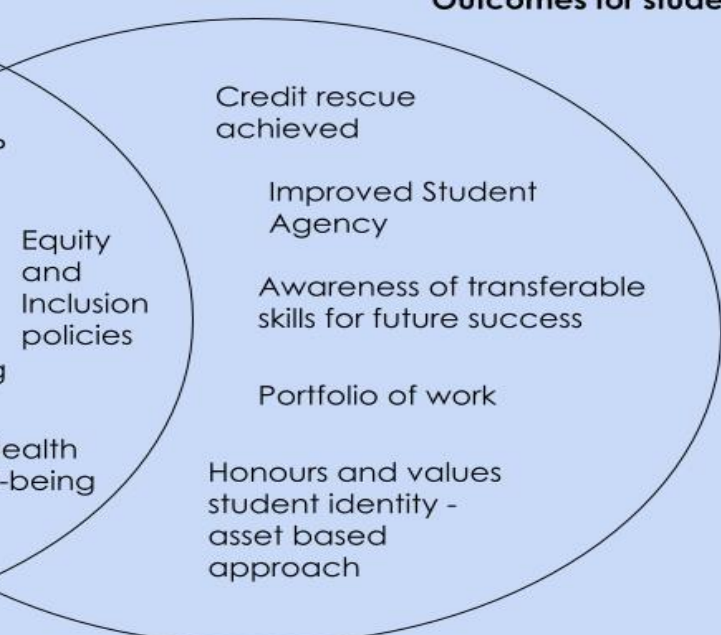
- Extend an opportunity to apply for or renew community partnerships that support students in literacy and/or math achievement

## Learning Gaps Support Plan Targets

### Outcomes for system



### Outcomes for student



**COHERENCE**