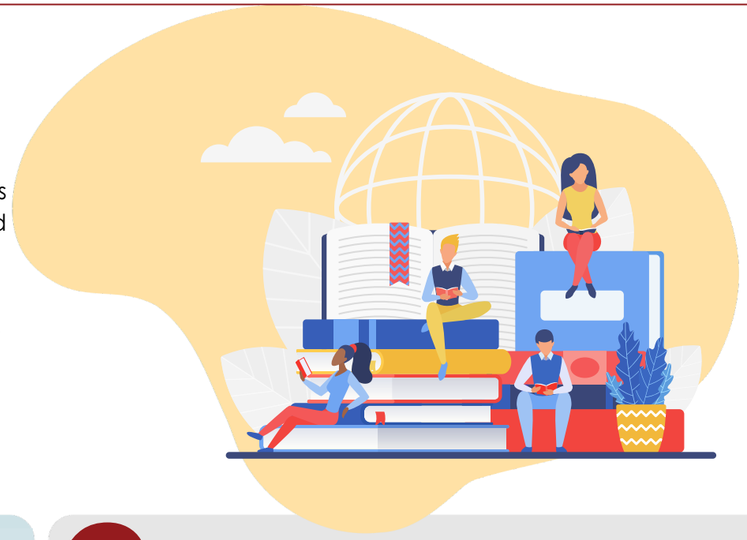
CURRICULUM LEADERSHIP & INNOVATION
LITERACY

2025-2026 Literacy Action Plan K-12



VISION: That ALL students are equipped with the literacy skills to be critical and creative thinkers, effective meaning makers and communicators, collaborative co-learners, and innovative problem solvers in order to achieve personal, career and societal goals. All students develop, individually, and among others.

GOALS: ENGAGE ~ ENQUIRE ~ EDUCATE

- access, manage, create and evaluate information in order to think imaginatively and critically to solve problems and make decisions, including those related to issues of fairness, equity and social justice;
- use language(s) and images in rich and varied forms to read, write, listen, speak, view, represent, discuss and think critically about ideas (inclusive of Extended and French language courses);
- apply metacognitive knowledge and skills, develop self-advocacy, a sense of self efficacy and interest in life-long learning.

	1 PRIORITY ONE **Student Engagement in Learning & Well-Being**	2 PRIORITY TWO **Educator Professional Knowledge**	3 PRIORITY THREE **Equitable Instruction & Assessment**
BOARD/ SCHOOL GOALS / AREAS OF NEED	Engage students in learning through voice and choice. Approach teaching and learning with an asset-based lens. Support student transitions across a variety of contexts. Create safe, inclusive, and accessible learning environments that honour the cultural and linguistic diversity of all students.	Engage all educators in ongoing learning that strengthens their literacy knowledge, skills, and pedagogical approaches. Ensure teachers are confident in their understanding of current policies (e.g., subject-specific literacy curriculum) and Ministry of Education directives. Deepen educators' understanding and pedagogical practices in implementing tiered interventions.	Apply the principles of Universal Design for Learning and Differentiated Instruction to support all students. Implement Culturally Relevant and Responsive Pedagogy to remove discriminatory biases and barriers to learning. Gather evidence of student learning through triangulation of assessment: observation, student-teachers conversations, and student products. Honour Indigenous Ways of Knowing, including the development of oral language. Recognize student needs and apply appropriate interventions; engage in evidence-based instruction across all tiers.
LEARNING STRATEGIES	• Co-create a responsive learning environment • Build relationships through reciprocity • Use a strengths-based model that considers students' interests, strengths, and identities in planning • Engage in ongoing "check and connect" practices with students through an integrated, multidisciplinary approach	• Responsive professional learning experiences through Collaborative Inquiry framework • Implement a mentorship model involving Reading Facilitators, Resource Teachers, and Literacy/ Numeracy Coaches • Use a multimodal approach to engage educators in professional learning (e.g., newsletters, resources, digital platforms, webinars)	• Differentiated instruction and assessment to meet diverse student needs • Engage in small-group instruction using the Gradual Release of Responsibility model • Focus on formative assessment (i.e., assessment for and as learning) to guide instruction

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K- 3 (including French Immersion (FI))	• Providing students with learning invitations that spark curiosity, encourage exploration, allow for multiple ways to demonstrate their learning. • Build strong, responsive relationships with students to support literacy development through the play continuum and inquiry-based learning. • Ensure students feel confident to take risks and develop foundational literacy skills essential for lifelong learning and success.	• Build knowledge of the Kindergarten Program and Language Curriculum to deliver explicit, systematic, and developmentally appropriate literacy instruction. • Use Multi-Tiered System of Supports to meet diverse learner needs. • Promote collaboration through co-planning, co-teaching and mentorship to strengthen classroom practice and learning outcomes.	• Prioritize rich oral language experiences through storytelling, conversation, and read-alouds to build comprehension and vocabulary, while reflecting students' rich lived experiences and cultural identities. • Use assessment, including screeners (K-2), to guide differentiated instruction, support self reflection, and monitor progress to evaluate achievement of curriculum expectations.
4 - 6 (including FI & Extended French (EF))	• Integrated Literacy initiatives to improve student engagement (Resiliency and Reconciliation through Indigenous Literature, SANKOFA Black Heritage Collection, etc.) • support English Language Learners (ELL) and those with exceptionalities through tiered intervention and inclusive practices. • Promote multimodal literacy by centering student voice through a range of text formats and digital tools.	• Deepen teacher understanding of the vision and principles of the updated curriculum (2023); support explicit teaching, feedback and practice in areas such as phonemic awareness, phonics, vocabulary, fluency, comprehension and composition. • Empower teachers through professional learning in Structured Literacy and High-Impact Instructional Practices for literacy, ensuring alignment with evidence-based strategies that drive improved student outcomes.	• Develop teacher confidence in routine use of diagnostics and progress monitoring to plan instruction. • Plan, teach and assess literacy in culturally responsive and relevant ways that incorporate the triangulation of assessment data.
7 - 12 (including FI & EF)	• Nurture adolescent learners' identities, curiosities, and lived experiences through active listening, oral language, reading and writing experiences • Engage in Project-based and Inquiry-based learning • Explore diverse texts (e.g., student choice in reading) • Enable access and provide opportunities for students to demonstrate transferrable skills • Focus on students' strengths and needs, through formative assessment (i.e., *for* and *as* learning) to inform instruction and guide next steps	• Collaborative Inquiry - professional learning through pedagogical documentation (e.g.., *Student Work Study* model) • Explore the evolving digital landscape (e.g., Artificial Intelligence) • Engage in author talks to connect with authentic voices and deepen understanding of classroom texts • Learn about Indigenous Knowledge and Ways of Knowing • Engage English and French Department Heads, and Teacher-Librarians to co-plan professional learning experiences • Deepen understanding of current/relevant policy (e.g., new English curriculum, French curriculum, Policy/Program Memoranda)	• Varied, multi-modal forms of assessment and evaluation through triangulation (i.e., observation, student-teacher conversations, and student products) • Student choice and voice in reading (e.g., text selection) and writing (e.g., topics) and assessment and evaluation (e.g., choice boards, portfolios, student-led conferences) • Independent and small-group learning experiences (e.g., book clubs and Literature Circles) • Responsible use of Artificial Intelligence for learning • Engage in de-streaming tenets (e.g.., flexible groupings) • Innovative Lesson Design through Design Thinking process
Core French	• Common European Framework of Reference for Languages (CEFR) approach, strategies and assessments - Engaging, authentic and action-oriented approach • Diplôme d'Études en Langue Française (DELF) competencies: oral and written comprehension, oral and written production	• Ontario French as a Second Language (FSL) Curriculum - elementary and seconday • TCDSB Core French Curriculum1-3 Reference document • TCDSB Literacy Resources • FSL Curriculum/CEFR/DELF alignment	• Early Reading screener and progress monitoring • Ongoing diagnostic and formative assessments • DELF assessments: grade 8 (formative) and grade 12 (summative)
ESL K-12	• Engage in learning that enables ELL students to develop their talents, meet goals, and acquire language and skills they will need to achieve personal success and participate in and become contributing members of society. • Create learning and classroom enviornments which embraces and celebrates linguistic and cultural diveristy of all students. • Provide engaging and challenging opportunities for English language development for all learners with appropriate STEP (Steps to English Proficiency) modifications.	• Build teacher knowledge and capacity of the STEP framework for assessing and montioring the language acquistion and literacy development of ELL students across the Ontario curriculum. • Focus ongoing professional learning to link new conceptions of instructional practice with assessment to guide student learning. • English as a Second Language (ESL) teachers to collaborate with colleageues in developing linguistic appropriate teaching strategies for ELLs.	• Use of STEP Initial Assessment and STEP Continum framework to create ELL Profile or STEP Level. • Use STEP in conjunction with curriculum documents to provide equitable instruction. • Use a variety of instructional, assessment, and evaluation strategies that are designed to facilitate the success of English language learners across the curriculum.