

Special Invitation To School Administrators
March 31st, 2010, 9:30-3:30

Setting the Literacy Standard

**Improving Student Achievement Through
Shared Vision & Accountability**

When it comes to literacy, administrators have the benefit of seeing the larger picture. Using the same balanced literacy strategies for students with learning disabilities that we use for average students doesn't seem to be closing or narrowing the gap. By junior grades, sometimes all we do is keep the gap from getting any wider. Administrators have the advantage of a broader vision regarding funding, backwards design in data-based action planning, scheduling, and prioritizing for literacy programs.

All too often, students with learning disabilities who are reading and writing well below level in the primary division generally stay behind in the junior, intermediate, and senior divisions.

A common belief is that at some point it's too late to teach students how to read and write, yet at Trillium we have proven that to be a myth. We have high school students learning how to read and write for the first time.

BREAK THE CYCLE AND LEARN to use reading methods that will teach illiterate students of any age how to decode the words on the page, and writing programs that will teach students how to form coherent sentences - even at the secondary level. In addition, learn how students with learning disabilities can even pass EQAO literacy testing.

If school administration can build a shared vision for both methodology and student results, then with explicit modelled training, teachers across all subject areas can learn how to implement successful programs.

It is NEVER too late to teach students how to read.

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