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Subject: Literacy Updates

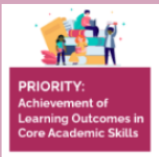
Background

A [SCCDSB Literacy Plan](#) (similar to the Math Achievement Plan) was created to support the Student Achievement Plan literacy goals and implement the PPM 168 mandates.

The mandates in PPM 168 include the following requirements:

- All Year 2 Kindergarten - Grade 2 students must complete annual early reading screening by mid-November each year using a Ministry approved screener.
- The Beginning of Year screening scores must be communicated on the Term 1 report card. Students who score below benchmark must be rescreened by mid-March. The mandated second screening scores must be communicated on the Term 2 report card.
- Grade 1-3 classrooms must include protected daily blocks of at least 30 minutes within the overall daily literacy block for foundational reading instruction.

In response to PPM 168 we set the following actions to improve.

| Ministry Priorities | 2023–26 Goals | Actions to Improve |
|---|---|--|
|  | <p>Improve students' literacy learning and achievement.</p> <p>Improve students' math learning and achievement.</p> | <p>Continue to implement and monitor the board literacy plan.</p> <p>Use a tiered approach to instruction to provide high quality, evidenced based assessment and instruction and appropriate interventions that respond to students' individual needs.</p> <p>Use Tier 1 (explicit structured literacy practices) combined with Tier 2 & 3 reading interventions to ensure all students can read.</p> <p>Implement Acadience Early Reading Screener in all K-2 classrooms.</p> <p>Screen students in reading with a focus on grades 3, 7, 8, 9 & 12 and provide intervention, as needed.</p> <p>Target instruction to support individual student learning needs in preparation for the OSSLT.</p> <p>Continue to implement and monitor the MAAP (Math Achievement Action Plan).</p> |

Priorities were set for each term to address the actions to improve student learning:

Term 1 Priorities:

- Tiered Approach to instruction:
 - PD for purchased resources to support the implementation of the Language 2023 curriculum including UFLI, Lexia Gr. 1-3, Morpheme Magic 4-8, Catch Up Your Code 7-8.
 - In-school support for tier 1 instruction including the use of UFLI and Lexia as outlined in the SCCDSB scope and sequence.
- Implementation of the Early Reading Screener:
 - PD for Acadience Learning Online (ALO) K-8 and Acadience Reading Francais K-2.
 - K-2 support for educators to complete mandatory screenings by mid-November.
 - PVP network learning teams to co-learn about literacy and priorities and resources.

Term 2 Priorities:

- K-2 Tier 1 and Tier 2 support in pilot schools:
 - Support schools were chosen based on Grade 2 Acadience data with consideration given to Lexia data and Grade 3 EQAO scores.
 - January-February Priority schools: St. Elizabeth, St. Joseph Tilbury, and St. John Fisher.
 - February-March modified support: Holy Rosary and St. Philip.
 - March-April Priority schools: St. Anne Blenheim, St. Joseph Corunna, Holy Family, St. Matthew.

Acadience English Data

- All K-8 staff including teachers, ECEs, and PRTs have been trained to administer the Acadience screen and interpret data to flag students at risk for reading difficulties.
- A total of 5138 screening assessments were completed using Acadience Learning Online from September 23rd - December 22, 2025. 1399 screens were completed in K-2 as mandated. SCCDSB teachers completed an additional 3737 screens. Scores for students are indicated as Above, Meeting, Below, or Well Below Benchmark.
- 684 students will be rescreened by March 15 as directed in the PPM.
- Progress monitoring tools are available in the digital tool and are being used in the pilot locations.
 - Voluntary support sessions will be offered in March/April to support educators in using the progress monitoring tools.
 - Plans are being made to include PD sessions with release when supply teachers are available late April-June.

Acadience Reading Français Data

- All K-2 staff including teachers, ECE's and PRT's have been trained to administer the Acadience Reading Français screen and use progress monitoring tools (paper/pen).
- A total of 430 screening assessments were completed using Acadience Reading Français paper/pen from September 23 - October 18, 2024. Scores for students are indicated as Meeting, Below or Well Below Benchmark.
- 298 students will be rescreened by March 15 as directed in the PPM.
- Plans are being made to include PD sessions with release when supply teachers are available late April - June to support K-2 educators in using progress monitoring tools and train grades 3-5 FI teachers on the Acadience Reading Français screen (currently in its research phase).

Lexia

- All students in Grades 1-3 have been provided a Lexia license to support foundational literacy skills.
- Lexia is an adaptive program that targets literacy needs specific to each student.
- 329 017 units have been gained by students since September.
- In the Lexia program, students meeting usage have improved their reading skills.



Sample Grade 1 data from a Grade 1/2 classroom:

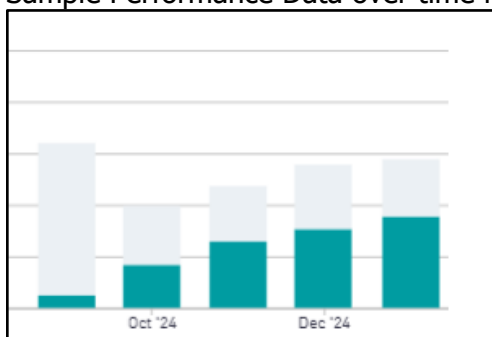


12 of 13 students started in **below-grade level** material in Lexia. 11 have moved to **at or above** grade level material.

Lalilo - French Adaptive Reading Program

- All students in Grades 1-3 have been provided a Lalilo Premium license to support foundational literacy skills in French.
- Similar to Lexia, Lalilo Français is an adaptive program that targets literacy needs specific to each student.

Sample Performance Data over time from Monsignor Uyen, Grades 1-3:



Students at MU who are on track to meet grade level have increased from 4.9% of students in September to 35% of students in January (growth shown over time in turquoise).

Successes to date:

- Instructional consistency among educators across the system.
- Met Ministry requirements for K-2 early reading screening.
- Extended screening well beyond the mandated K-2 to include 3-8.
- Extending screening into secondary.
- Renewed excitement for improving reading skills among students.
- Renewed understanding of the usefulness of Lexia as a tool for all primary students.
- Teachers using Lexia lessons and supports as a resource for tiered instruction.
- Having in the moment data to drive instruction and support student needs.

Challenges and next steps to consider:

- Teacher release challenges.
- Fitting in all of the content in combined grades.
- Cross-divisional combined grades pose an additional challenge with Lexia.
- Helping students see that Lexia is beneficial for all students.
- Keeping a "perky pace" with UFLI.

Recommendations

That the St. Clair Catholic District School Board receive the report: *Literacy Updates*, for information.