REPORT TO BOARD OF TRUSTEES
Lisa Demers, Director of Education

St. Clair Catholic
District School Board

Enclosure 8

Date:	February 24, 2026
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Subject:	Literacy Update

Background

The SCCDSB Literacy Plan to support Student Achievement goals, implement PPM 168 mandates and strengthen and scale tiered instruction continues to guide our work. 2024-2026 have focused on ensuring teachers have access to the evidenced based resources. A plan for 24-27 Language Resource Implementation has been developed to ensure needed resources are purchased and distributed to effectively meet literacy needs through a multi-tiered system of support.

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

Term 1 Priorities:

1. Early Reading Screener:
   - Support using Acadience Learning Online (ALO) K-8 for new staff.
   - K-2 coverage for educators to complete mandatory screenings by early October to ensure teachers had reading data to drive conversations on the October PD day.
   - Letters with screening results were shared electronically early in the fall and phone calls were made for students below or well below to open conversations with families well before formal reporting in February.

Beginning of Year Acadience **English Data** K-2

Grade		24-25 Data	25-26 Data
Kindergarten	Benchmark Met	76%	72%
Grade 1	Benchmark Met	33%	40%
Grade 2	Benchmark Met	44%	51%

- 1452 students K-2 were screened as mandated by the Ministry in PPM 168 using the Acadience Reading digital assessment.
- 681 students will be rescreened by March 2 as directed in the PPM.

- 4081 students beyond those mandated were screened using Acadience Reading in 3-8 using additional purchased licenses.

Beginning of Year Acadience **French Immersion Data** K-2

Grade		24-25 Data	25-26 Data
Kindergarten	Benchmark Met	45%	51%
Grade 1	Benchmark Met	19%	40%
Grade 2	Benchmark Met	23%	47%

- 463 students K-2 were screened in reading as mandated by the Ministry in PPM 168.
- 249 students will be rescreened by March 2 as directed in the PPM.
- Acadience Reading Online became available for Acadience Reading Français in December. Teachers were provided time to input the results into the platform manually on the October PD day. Teachers were recently provided PD to learn to use the digital assessment. Middle of Year assessments will be completed using the digital platform.

2. Tier 1 Instruction:

- NTIP teachers and teachers new to grade / returning from leave were provided support for implementing structured literacy resources outlined in the scope and sequence.
- UFLI continues to be the primary resource for foundational skills instruction K-2 in English classrooms. Son-au-Graphe for Kindergarten and I Can Read in French for Grades 1-3 continue to be the primary resources for foundational skills instruction in French Immersion classrooms.
- Lexia continues to be available for all students in grades 1-3 in English classrooms, in grade 3 in French Immersion classrooms and as needed for students across the system in grades 4-12.
- Lalilo Premium licenses continue to be available for all Grades 1-3 students in French Immersion to support foundational literacy skills in French.
- The Rewards reading resource is being used as a tier 1 resource in Grades 4-8 and in the GLE/GLS course in secondary schools this year to support foundational skills instruction and multisyllabic word reading.
- Licenses for Acadience screening in K-8 (and secondary where needed) are provided to ensure staff have the necessary tools to determine student needs in reading.
- Acadience data is used to target priority grades / schools as a focus for the 3.4 literacy specialist teachers.

3. Tier 2 and 3 Instruction:

- Literacy Specialist Teacher Support in priority schools:
  - School support was chosen based mainly on Acadience data.

Round 1 Schools November & January	St. Matthew SK/1, 1, 1/2	St. Teresa 1, 1, 1, 2	Holy Family K/1, 1/2, 2/3	Holy Rosary 1/2, 3/4
Round 2 Schools December & February	Holy Trinity K/1, 1, 1/2	Sacred Heart Sarnia 1/2, 1/2, 2/3	Sacred Heart PL 1/2, 3/4	St. Anne Blenheim K, K, 1, 1/2, 2/3

- ○ The first three week block of support started with a PLC including the Administrator, Grade 1 teacher(s) and Program Resource Teacher.
- ○ The focus was on tiered instruction using UFLI and Lexia. After three weeks, the literacy support teacher moved to the second school and repeated the process, returning to the first school for another three week block of support in January/February.
- ○ The teams shared resources to target needs during small group instruction.
- ○ Acadience progress monitoring tools were used to measure growth between benchmarks. All students made progress and many moved from below or well below benchmark to meeting in the middle of year screens. All screens will be completed by March 2.
- ○ All teachers reported that they had an increased skillset and confidence after the support.
- Kindergarten PLCs in the eight priority schools to support tiered instruction, progress monitoring, and handwriting.

Term 2 Priorities:

1. Tiered Instruction

- The 2nd round of support offered mid-March/April will include all K-3 English classrooms to build capacity based on learning from the Term 1 priority schools (Tiered Instruction and using Acadience Progress Monitoring to improve student foundational skills in reading).
- The tentative plan pending Acadience Middle of Year results will include a final round of support May-June with a Kindergarten focus.
- The SRA Corrective reading intervention resource is being piloted in 4 classrooms (Grade 4/5,5/6 and ENG 1L) to determine the effectiveness with students requiring intense foundational skills instruction.

2. Professional Development

- PD for the new Kindergarten Curriculum mandated to begin in September will occur April-June for all educators in English and French Immersion classrooms.
- Grade 1 French Immersion teachers will receive training in May-June for Son-au-Graphe for implementation in September.

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