



## Early Literacy Screening

How is your district progressing towards implementing early literacy screening for all K-3 students?

A. What early literacy screening tool is the district team using?

Coast Mountains School District 82 piloted Acadience Learning Online (ALO) in K-3 in 2023-2024 for the entire school district. In 2024-2025, all K-6 students were tested in ALO. We piloted Acadience in paper form in grades 7&8 at our middle school in 3 classes.

B. How many K-3 students are currently being screened each year?

In the current academic year, 1,011 students in Kindergarten through Grade 3 were screened using ALO. All verbal students are included in the screening process. Students who are non-verbal or have severe medical conditions that prevent assessment with this screener are excluded.

C. What impacts are you seeing from screening (including for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities)?

**The ALO implementation has helped the district pinpoint literacy skill gaps, enabled effective Tier 2 interventions and boosting reading proficiency—especially with structured literacy instruction. Key outcomes include:**

- Accelerated progress among students receiving targeted support.
- ALO data shows students in the red zone have only a 5–15% chance of catching up without intervention.
- Significant gains among Indigenous learners and youth in care, with some surpassing expected annual growth

D. What challenges have emerged, and how will the district team address these challenges?

### Two key challenges with ALO implementation:

1. **Union Concerns:** Issues around teacher autonomy and data privacy have been addressed through transparency and collaboration, including a teacher-led literacy focus group. Positive relationships with the union have been valuable, and ministry endorsement of Acadience supports continued alignment.
2. **Benchmark Expectations:** Some educators feel ALO benchmarks, especially in kindergarten, don't reflect student ability. The district is supporting alignment through ministry-defined expectations and structured literacy within the new K–4 Learning Pathways. Experience with Acadience is expected to ease concerns.

## Literacy Interventions

How is your district implementing literacy interventions for K-12 who require additional assistance?

A. Describe the district team's approach to identifying and implementing literacy interventions for K-3 students requiring additional support (e.g. classroom, school-based, and/or district pull-out programs).

### FTE teaching positions have supported literacy interventions across schools, with key strategies including:

- **Progress Monitoring:** Via ALO for K–6
- **Targeted Support:** Small group, skill-based interventions
- **Tiered Instruction:** UFLI (Tier 1: K–3, Tier 2: 4–8); Empower Reading (Tier 3)
- **Cross-Grade Grouping:** Based on student needs
- **Admin Support:** MTSS training for school leaders

B. Describe the district team's approach to identifying and implementing literacy interventions for grade 4-12 students requiring additional support (e.g. classroom, school-based, and/or district pull-out programs).

While the primary focus has been on K–6, intervention efforts are expanding into Grades 7–9. Current strategies include:

- Pull-out instruction
- iPads for K–6 monitoring
- K–6 literacy frameworks
- Grade 7–9 framework in development
- Tools to support uncertified teachers

C. Describe the impact of implemented literacy interventions on student learning outcomes, particularly for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.

### **Structured Literacy and Targeted Interventions: Impact on Student Achievement**

**ALO data shows strong growth in K–6 schools using structured literacy and coordinated Tier 2/3 interventions. It also helps flag Tier 1 instruction needing support.**

In 2023–24, a pilot in a high-needs school revealed major gains—Grade 5 students far below reading level improved significantly with Tier 3 Empower Reading. Two boys with “R” designations went from non-readers to meeting benchmarks and scoring 100% accuracy.

Supporting Indigenous students and youth in care remains central. We're also working with Inclusive Education to address both academic and social-emotional needs.

**Teaching students to read is a powerful way to remove barriers and unlock future opportunities.**

D. Describe the district team’s approach to tracking students receiving additional literacy interventions.

### **Literacy Intervention Reach:**

- **K–3:** Over 542 students are being progress monitored through ALO, with support from classroom teachers, literacy leads, resource staff, and administrators.
- **Grades 4–6:** Over 330 students receive support, many with Q and R designations. Addressing literacy gaps has led to improvements in behaviour, anxiety, and comprehension.

E. What challenges have emerged, and how will the district team address these challenges?

#### Key challenges in literacy support:

- **Time:** Meeting the needs of all students
- **Resources:** Funding for adequate FTEs and teacher training in each school
- **Scaffolding Support:** Prioritizing students just below benchmarks first, then those well below for a greater impact
- **Funding Gaps:** Limited materials, fewer specialists, delayed interventions, and reduced family engagement—especially in underserved areas
- **Equity:** Socioeconomic disparities impact access and outcomes
- **District Response:** Seeking community grants and hoping for sustained ministry funding

### Professional Learning

Building on the K-12 Literacy Supports professional learning plan that the district team submitted to the Ministry in summer 2025:

A. To date, describe how the district team has included teachers and support staff in professional learning opportunities such as literacy instruction, screening, and interventions.

#### Professional learning has focused on screening tools, instruction, and interventions:

- Nearly all K–6 educators and many administrators trained in ALO
- Literacy leads trained in ALO data analysis and SRSD writing instruction
- Optional UFLI training offered for Tier 1 and 2 instructions
- Indigenous Support Workers trained to support UFLI
- Empower Reading training provided for Tier 3 support to Learning Resource Teachers
- Staff attended the International Dyslexia Association Conference to stay current with best practices

B. What is the distribution of this professional learning for teachers and support staff across the grade levels (i.e., K-3, 4-12)?

Professional Learning	K-3	4-12
<b>ALO</b>	All teachers	All 4-6 teachers; some 7-8 teacher
<b>ALO Data</b>	14	14
<b>ALO Mentorship</b>	3	3
<b>UFLI</b>	Many teachers	Few teachers
<b>SRSD (pilot)</b>	3	1
<b>Empower</b>	2	2
<b>IDA On Conference</b>	3	2
<b>LitCon</b>	3	3
<b>ACPI Conférence</b> (Association Canadienne de Professeurs d'Immersion)	6	2
<b>Language W/O Broders</b>	1	1
<b>Orton Gillingham Course</b>	1	1
<b>French Immersion K-6 Reading Assessment Development</b>	9	5
<b>French Immersion 7-12 Literacy Coaching</b>	-	4

C. To what extent have professional learning opportunities impacted student literacy outcomes?

**Teacher engagement in developing the K–6 Literacy Framework has had a strong classroom impact.**

One teacher saw rapid growth using UFLI—students who began below grade level became confident readers within three months.

The literacy team fostered a supportive learning community, offering mentorship, collaboration, and classroom UFLI demos led by literacy leads.

D. What challenges have emerged, and how will the district team address these challenges?

**Key Implementation Considerations:**

- **TTOC Coverage:** District offers flexible in-service dates and in-class support from principals and literacy leads.
- **Professional Learning:** Teacher-led sessions enhance relevance and engagement.
- **Kindergarten Assessment:** Continued support for ALO administration and early intervention.
- **Assessment Transition:** PM Benchmarks phased out; new tools in use across schools with peer modeling and support.