

Framework for Enhancing Student Learning



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

School District No. 5 (Southeast Kootenay) Literacy



September 2026

Literacy

Goals and Strategies

Objective 1:	To improve students' ability to be literate at each grade level with an initial focus on the primary years
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Target 1:	By spring 2027, 80 percent of students leaving the primary program (exiting grade three) will be reading proficiently (at or above the Acadience Reading benchmark).
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Spring 2026 48 percent of students leaving the primary program were reading proficiently.
Spring 2025 44 percent of students leaving the primary program were reading proficiently.
Spring 2024 43 percent of students leaving the primary program were reading proficiently.

The District Literacy Plan continues to be implemented in two phases. The first phase focuses on prevention and early intervention for kindergarten to grade 3 students, with the goal of ensuring students develop strong foundational reading skills before leaving the primary program. The second phase expands literacy screening, instruction, and intervention supports into grades four to twelve so that students who continue to experience reading difficulties receive targeted, age-appropriate support throughout their educational pathway.

 **Word Reading:** phonological awareness, phonics, morphology, decoding, word recognition, and fluency.

 **Language Comprehension:** background knowledge, vocabulary, language structures such as syntax and semantics, verbal reasoning, inferring, comprehension strategies, and fluency.

Strategies

1. Screen students using Acadience Reading K-6 Universal Screener

The District will continue to screen all students from kindergarten to grade three, three times per year using Acadience Reading K-6 Universal Screener. This process supports early identification of students who are at risk or not yet meeting benchmark expectations. In 2026, the District will continue to strengthen this strategy by:

- Providing ongoing mandatory in-service training for all kindergarten to grade three teachers on the use of the Acadience Reading K-6 Universal Screener.
- Expanding invitational training and use of Acadience for grades four to six teachers to support identification of ongoing reading needs beyond the primary years.

- c. Providing training on data analysis and interpretation so that screening results are used to inform instruction and intervention.
- d. Providing training on the use of progress monitoring materials.
- e. Continuing data meetings and professional learning connected to the ODM/MTSS, including identifying and validating needs for support, planning, implementing, evaluating the effectiveness of support, and reviewing outcomes.
- f. Beginning to extend literacy screening, data review, and intervention planning so that students in grades seven to twelve who require reading support are identified and provided with targeted, age-appropriate interventions.

2. Strengthen Tier One whole group literacy instruction

The District will continue to strengthen Tier One classroom instruction so that approximately 80 percent of students' literacy needs are met through high-quality, evidence-informed instruction in the classroom. This includes:

- a. Increasing teacher knowledge, skills, and efficacy for whole-group instruction and the design of an effective literacy block, including word knowledge, phonemic awareness, phonics, fluency, comprehension, writing, and cross-curricular literacy opportunities.
- b. Providing resources aligned with evidence-informed practice, including UFLI, Heggerty, vocabulary, morphology, fluency, and comprehension resources.
- c. Supporting teachers to make data-driven instructional decisions that are responsive to the needs of individual students.
- d. Using Universal Design for Learning to differentiate instruction and provide equitable access to grade-level curriculum.
- e. Ensuring that students with diverse needs and Indigenous students have access to, and are present for, whole-group and small-group teacher-led instruction, and that pull-out support does not occur during core literacy instruction whenever possible.
- f. Extending Tier 1 literacy practices into grades four to twelve through content-area literacy strategies, vocabulary development, morphology, fluency, comprehension, and writing across subject areas.

3. Maximizing small group instruction for students experiencing reading difficulties

The District will continue to support schools in maximizing small-group instruction for students experiencing reading difficulties, including students with diagnosed reading disabilities, students with diverse needs, and Indigenous students. This includes:

- a. Increasing teacher knowledge, skills, and efficacy to target specific skills, group students appropriately, and organize effective small-group instruction.

- b. Using screening data to support decisions about how to group students for instruction.
- c. Using diagnostic assessment data to identify and address specific skill gaps.
- d. Using progress monitoring tools to determine whether Tier 2 intervention is effective.
- e. Using a whole-team approach to support classroom teachers, including push-in support from learning services teachers, Indigenous education workers, youth care workers, education assistants, school administration, and other support staff.
- f. Expanding small-group literacy intervention supports into the intermediate grades for students who continue to require instruction in word reading, fluency, vocabulary, comprehension, and written language.

4. Train support staff to provide effective interventions

The District will continue to train literacy support teachers, learning services teachers, and other support staff to provide effective, evidence-informed reading interventions. This includes:

- a. Increasing staff knowledge and skills to provide targeted reading intervention.
- b. Providing resources aligned with evidence-informed practice.
- c. Using screening and diagnostic assessment data to guide intervention decisions.
- d. Providing push-in support for Tier 2 intervention and strategic Tier 3 support based on assessment data.
- e. Supporting middle and high schools to develop intervention structures for students in grades seven through twelve who require continued literacy support, targeted intervention small group, and collaboration between classroom teachers, learning services staff, and school-based teams. Continuing specific training in the Wilson Reading System for Tier 2. Wilson Reading System is based on phonological-coding research and a structured, explicit, sequential, and multisensory approach to teaching reading and spelling.

5. Examine and address additional barriers for Indigenous students in accessing literacy education

The District will continue to examine barriers that may impact Indigenous students' access to literacy instruction, assessment, and intervention. This work will be guided by a commitment to equity, culturally responsive practice, and meaningful engagement. This includes:

- a. Focusing on culturally relevant and responsive resources.
- b. Using Indigenous-specific literacy data to support data-informed decision making.
- c. Learning from and with the land.
- d. Recognizing the role of Indigenous knowledge in learning.

- e. Honouring that learning involves patience and time.
- f. Continuing to review participation, access, attendance, and assessment data to identify barriers and strengthen supports for Indigenous students across kindergarten to grade twelve.

Summary

The District Literacy Plan is grounded in the Framework for Enhancing Student Learning goals of improving student success, strengthening teaching quality, and creating equitable and inclusive learning environments. Through universal screening, evidence-informed instruction, targeted interventions, staff training, progress monitoring, and culturally relevant practices, the district aims to ensure that by spring 2027, 80 percent of students leaving the primary program, exiting grade three, will be reading proficiently at or above the Acadience Reading benchmark.

The 2026 update strengthens the original plan by continuing prevention and early intervention in kindergarten to grade three, expanding screening and support into grades four to six, and developing literacy intervention support for middle and high school students. This ensures that students who require continued reading support are identified, monitored, and supported throughout their educational pathway, with particular attention to Indigenous students, students with diverse needs, and students experiencing persistent reading difficulties.