



Fraser-Cascade Literacy Plan

2011 - 2012



Submitted by:

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in collaboration with the Fraser-Cascade Literacy Task Initiative

Fraser-Cascade Literacy Task Initiative
2011-2012 Literacy Plan

**Fraser Cascade Literacy Task Initiative:
Promoting and supporting life-long, life-wide, life-deep learning.**

Overview

The Fraser-Cascade Literacy Task Initiative (FCLTI) was created to provide the opportunity for strategic partnering of the five key sectors; including civic (municipal and band); public (libraries, social & health services); economic (private to social economy); education (pre-school, public, private and post-secondary); and voluntary/community.

The Task Initiative has focused on the following goals since its inception:

1. To maintain and strengthen communities' capacity to support literacy development programs.
2. To enhance literacy for children from birth through to age 18.
3. To enhance literacy development for adults.
4. To enhance literacy development in Aboriginal communities.

The FCLTI operates from Terms of Reference that were developed to guide the group toward good decision-making and transparent fiscal responsibility in cooperation with the New Page Society that is the contract holder for community literacy funds in the area. The FCLTI acts in an advisory capacity to ensure that funds are targeted toward programs and services that will make a meaningful difference in literacy in the serviced area.

Partnerships

Hope Community Services	First Nation Communities
Agassiz-Harrison Community Services	Healthy Communities
Fraser Valley Regional Libraries	New Page Human Services Society
School District No. 78 (Fraser-Cascade)	Fraser Health Authority
University of the Fraser Valley	Ministry of Children and Families
Free Rein Associates	

Planning Context

The Fraser-Cascade Literacy Plan continues to be developed through ongoing broad-based consultation with district partner groups through Education Committee meetings, sharing at DPAC, School Planning Council meetings, threaded electronic discussion with principals/vice-principals, and discussion in public Board of Education meetings.

Consultations with the community were also extensive with ongoing consultations with the *Fraser Cascade Literacy Task Initiative*, *Literacy BC*, *Literacy Now* and the Early Childhood Education Committee. Fraser-Cascade Literacy Task Initiative meetings occur on a monthly basis and are chaired by an elected representative of the committee. The Fraser-Cascade Literacy Plan is reviewed at each committee meeting.

The Fraser-Cascade Literacy Plan is updated by school district staff and the Literacy Outreach Coordinator with input from the FCLTI. The Plan is communicated to principals and vice-principals, revised and presented to the Community Literacy Task Force and the Education Committee.

The Literacy Outreach Coordinator continues to review and support the successful implementation of the goals of the literacy plans.

2011/2012 Goals

Theme 1 – Story Time in the Park

Story Time in the Park has become a favorite program in the area. It is accessible to all families in the area and serves to provide an engaging avenue for families to experience the joys and rewards of reading together. Story Time in the Park has been identified by the FCLTI as a flagship program that is to be supported and maintained.

Goal 1:

Promote and operate Story Time in the Park as an 8-week program that takes place in July and August.

Actions:

- Apply for Canada Summer Jobs – 2 facilitators – New Page Society
- Story Time in the Park Committee decides on themes, books, food, readers, timelines, and entertainment (executes the Story Time in the Park Guide Package)
- Invitations to community partners – Health Services, Community Services, Libraries, Literacy Programs (CALP, ESLSAP), Crime Prevention, RCMP, Search and Rescue, Fire, Aboriginal Social Services etc.

Measures:

- Participation by age and community
- Number of books distributed (including locally published)
- Number of participants in writing contest
- Number of partnering agencies
- EDI scores

Goal 2:

Expansion of the program to ensure Story Time in the Park has a full-year presence.

Actions:

- Book writing contest starting in spring 2011 and promoted throughout the summer program – cutoff in 3rd week of August
- January Book Launch at Family Literacy Day
- April Edible Book Day in various locations throughout the region
- Bookmark Challenge

Measures:

- Participation by age, community, and program.

Goal 3:

Raise sufficient funds through grants and fundraising to operate Story Time in the Park

Actions:

- Proposal writing (Envision, Raise a Reader, Prospera, Canada Summer Jobs etc.)
- Community Event fundraising (eg. Pub Nights, Jigsaw Puzzle, Donation Box)
- Letters to Businesses to request sponsorship

Measures:

- Funds raised
- Number of corporate sponsors

Theme 2 – Direct Service/Outreach

The FCLTI understands that general awareness of literacy events and opportunities is not enough to make a significant impact on addressing issues of literacy challenge in the area. As such, it is a priority for the group to promote and facilitate direct service to individuals and families.

Goal 1:

Ensure that access to literacy programs is available throughout the region.

Actions:

- Locating literacy information in non-traditional locations
- Connect with community leaders/agencies (formal and informal) to ensure that programs are promoted in most effective local manner – creative outreach
- Put a “face” to the programs available in the area
- Promote BEAR program as more than just a library
- Maintain wannaread.org website and other social media as coordinating presence in the region

Measures:

- Number of outreach contacts (groups/venues) made
- Referrals from outreach contacts

Goal 2:

Ensure that communications are accessible to all

Actions:

- Review program information for ease of use – plain clear language
- Information is streamlined for key messages through both print and graphics
- “By-the-hand” referrals to community literacy services

Measures:

- CALL programs report participation by demographics.

Goal 3:

Learning from outreach activities

Actions:

- Learn from outreach and tailor programs to meet understood needs
- Understand factors that contribute to access and literacy issues
- Link literacy to other potential issues

Measures:

- School completion rates

Theme 3 – Advocacy

The FCLTI believes that many issues lead to challenges with literacy. Of greatest concern in this regard are the issues surrounding the conditions of poverty as it relates to literacy for families and individuals. The FCLTI believes that it is necessary to adequately fund literacy and address poverty in our communities.

Goal 1:

Promote literacy as an essential component of healthy communities and families.

Actions:

- Continued participation by partners in literacy advocacy at meetings, public forums, and agency meetings
- Promotion of literacy needs and issues through local and provincial media
- Meeting with Literacy Now representatives
- Letter to Ministers of Health, Education, and Children and Families promoting community literacy
- Statement of research-driven effective literacy support strategies for families
- Examine community mobilization to address issues identified as part of the outreach component

Measures:

- Number of presentations to organizations and businesses
- Advocacy action items (eg. Letters, meetings, etc.)

Literacy Data Collection

Participation at district and community events (Story Time in the Park, Design-a-Bookmark Challenge, etc.):

# of Adults participating	2008-2009	2009-2010	2010-2011
STITP All Communities	1451	1540	1127
Edible Books	50	45	45
Other Events Boston Bar/Yale	50	60	
Events/Programs Agassiz FVRL	64 programs – 743	Hope Library-486 adults (since Jan. 2010)	Hope 1106 Agassiz 1395

# of Children participating	2008-2009	2009-2010	2010-2011
STITP All Communities	2694	2860	2047
Edible Books	19	75	90
Other Events Boston Bar/Yale	75	150	
Events/Programs Agassiz/Hope FVRL	82 programs - 2658	Hope Library 826 (since Jan. 2010)	Hope 2292 Agassiz 2860 Teens Hope-62 Agassiz-100

Number of books distributed at community literacy events:

# of Books distributed at events	2008-2009	2009-2010	2010-2011
Books	3500	3600	3000
Activity Sheets	100's	100's	100's
Stickers, pencils, erasers, pens, bookmarks	100's	100's	100's

Number of books distributed and attendees at Ready, Set, Learn events:

Attendees on daily basis	2008-2009	2009-2010	2010-2011
Coquihalla	50	41 children + parents	38 children + parents
Silver Creek	20	10 children 6 adults	16 children/ 15 parents
Harrison Hot Springs	30	2 events: 45 children 50 adults	20 parents/ 15 children
Kent	30	9 children 11 adults	8 children/ 12 adults
Boston Bar	15	15 children 8 adults	9 children/5 adults

Attendance at StrongStart Centers, Mother Goose, All Aboard for Kindergarten, on a daily basis:

Attendance on daily basis	2008-2009	2009-2010	2010-2011
StrongStart – Hope	44	60	30
StrongStart – Boston Bar	5	9	12
StrongStart – Kent	21	40	10
Mother Goose – Agassiz	13		No Mother Goose
Mother Goose – Hope/Boston Bar/Boothroyd	33	22	Yale 10
All Aboard for Kindergarten – Boston Bar/Spuzzum	15	10	Agassiz 68/ Hope 27

Number of adults involved in adult literacy programs

# Adults involved	2008-2009	2009-2010	2010-2011
Adults in CALL Hope CALL Agassiz	46 adults – average of 3 hrs/wk for 48 wks	52 for Hope 40 for Agassiz	28 for Hope 39 for Agassiz Fam. Lit: 41 adults/60 children

Number of seniors participating in programs specifically for seniors:

# of Seniors involved	2008-2009	2009-2010	2010-2011
Friends of the Library Seniors Coffee-Hope	8	13	14
Lunch With the Bunch Seniors-Hope	20	68	62
Book Clubs	15	20	34

Attendance at HeadStart programs on a daily basis:

Attendance on a daily basis	2008-2009	2009-2010	2010-2011
Headstart – Boston Bar, Boothroyd, Spuzzum, Seabird Island	12	Spuzzum: 6, Boston Bar: 5 Boothroyd: Not available Seabird Island: 30	Spuzzum: N/A Boston Bar: N/A Boothroyd: N/A Seabird Island: 101

Number of youth participating in programs specifically for youth:

Number of youth participating	2008-2009	2009-2010	2010-2011
Homework Clubs – Boothroyd, Boston Bar, Chawathil, Spuzzum	Total (all Bands): 55	Total (all Bands): 47	Boothroyd: N/A Boston Bar: N/A Chawathil: 12 Spuzzum: N/A
EXCELL	8	8	8

*N/A – data not yet available

ACRONYMS	
AEC	Aboriginal Education Council
BEAR	Bus for Educational and Aboriginal Resources
CALL	Community Access to Literacy and Learning
CALP	Community Adult Literacy Program
DERAIT	District Early Reading Assessment Instrument
DPAC	District Parent Advisory Council
ESD	English as a Second Dialect
ESL	English as a Second Language
ESLSAP	English as a Second Language Settlement Assistance Program
FN/AB	First Nation/Aboriginal
FCLTI	Fraser Cascade Literacy Task Initiative
FVRL	Fraser Valley Regional Library
HOP	Healthy Opportunities for Preschoolers
LEAP	Literacy, Education, Activities and Play
LOC	Literacy Outreach Coordinator
PAC	Parent Advisory Council
PALS	Parents as Literacy Supporters
PEP	Parent Education Program
POPS	Parents of Pre-School Students
REAL	Recreation, Education, Alternate Learning
STITP	Story Time In the Park
TREC	Two Rivers Education Centre
UFV	University of the Fraser Valley

Appendices:

- Individual school literacy plans



Boston Bar Elementary Secondary School Literacy Plan 2011-2012

Overarching Purpose:

The overarching purpose of the Boston Bar Elementary-Secondary School Literacy Plan is to build our communities' capacity to support literacy development and to make it a sustainable focus.

Action:

Participate with community partners to support and sustain literacy development

Process:

The school's Literacy Plan establishes the foundation upon which the school can develop strategies to improve student literacy by including school, community and district partner groups. The Boston Bar Elementary Secondary School Literacy Plan is a working document and will continue to evolve in consultation with school staff, Parents Advisory Committee, School Planning Council and the community literacy coordinator. The school principal will be the schools representative at community literacy meetings.

The school's literacy plan has been based on data included in the Boston Bar Elementary Secondary School Growth Plan for 2010-2011.

Goal 1:

Student reading and writing improve toward District target of 85% meeting or exceeding expectations including 15% exceeding expectations according to provincial performance standards.

Rationale:

FSA results and report card marks show lower than desired overall achievement in reading and writing among students. The number of "I" packages have increased over the school year and has hindered the students ability to be prepared and complete courses needed for graduation. Majority of secondary students struggle to with reading materials for their courses.

Objective 1.1:

Aboriginal student literacy will improve with fall to spring growth approaching 1 year.

Actions:

Continue to:

- expect daily reading for all students at school and at home – including USSR, Buddy Reading, Oral Reading to volunteers
- invite parent and community volunteers into classrooms including FN elders
- invite First Nations parent and community participation in the school (FNSW will help to make First Nations parent and community participants feel welcome and comfortable in the school)
- provide targeted performance based reading instruction at lower and upper intermediate levels so that there is focused reading instruction for students who require it from K to 9. These strategies could include SMART Reading, Guided Reading, etc.
- provide Early Intervention instruction and support for families with pre-school age children using Ready Set Learn model
- schedule staff meetings that focus specifically on reading strategies and structures in the school
- have daily home reading structure in place throughout elementary grades
- develop student portfolios throughout the grades as assessment of, for and as learning
- extend use of Provincial Performance Standard rewritten into student friendly language
- make reading and writing a visible priority throughout the school
- increase remedial literacy and numeracy support for grades 8 and 9 during academic course instruction
- use provincial performance standards and exemplars combined with portfolio assessment to improve assessment as and for learning
- offer FN language instruction and related oral tradition to Primary students, including storytelling and cultural icons
- provide Strong Start program at school to support parents of pre-school age children
- Friday School Tutoring program
- Use First Nations based resources to peek interest

Begin to :

- use a more structured approach that focuses on strategies, sharing ideas, etc.
- focus on study skills and searching for clues (meta-cognition) for grades 8-12
- base- line testing for reading in fall to determine a starting point
- retest in spring to record growth
- schedule regular FN education committee meetings with local Band managers or chiefs to discuss student progress
- schedule peer observations of lessons, followed by discussion about “best practices” in literacy / numeracy instruction
- examine daily routines to determine what activities could be excluded to allow for more instructional time for core academics

Objective 1.2:

All students (possibly excluding low incidence – high needs) will reach a functional literacy level to allow success in secondary courses.

Actions:**Continue to:**

- expect daily reading for all students at school and at home – including USSR, Buddy Reading, Oral Reading to volunteers
- invite parent and community volunteers into classrooms
- generate and sustain higher expectations for achievement among students, parents and teachers.
- provide formal reading instruction (Smart Reading) at lower and upper intermediate levels so that there is reading instruction for students who require it from K to 9.
- have daily home reading structure in place throughout elementary
- develop student portfolios throughout the grades as assessment of, for and as learning
- extend use of Provincial Performance Standards
- make reading and writing a visible priority throughout the school
- provide release time for staff to continue training on Smart Reading strategies
- provide a higher level of tutoring, learning assistance and special education support for students within the timetable
- use provincial performance standards and exemplars combined with portfolio assessment to improve assessment as and for learning

Begin to:

- celebrate individual successes for targeted goals through the use of Success Maker and other criterion referenced resources.
- communicate those successes more consistently to families as they occur to encourage their active involvement.
- expand “Reading Buddies” model as whole school initiative, pairing elementary and secondary students.
- Evaluate Smart Reading outcomes to determine effectiveness; refine as necessary.
- Expand Smart Reading Program into Secondary Program
- Base Line Testing School Wide to determine reading levels.
- Implement Step Up to Writing Program in Secondary Levels

Objective 1.3:

Reduce the number of Secondary “I” packages that need to be completed at report card time.

Actions:**Continue to:**

- schedule parent and community volunteers in classrooms
- arrange parents and the community support for students in attaining required outcomes including homework support both in and out of school.
- follow up with students in developing a stronger work ethic
- target students who have a history of “Incompletes” on report cards and closely monitor their progress, setting individual goals, providing counseling , support and incentives
- develop student portfolios throughout the grades as assessment of, for and as learning
- extend use of Provincial Performance Standards for assessment as and for learning
- host tutoring program within the school/offer Friday school opportunities
- provide a higher level of tutoring, learning assistance and special education support for students
- use provincial performance standards and exemplars combined with portfolio assessment to improve assessment as and for learning
- Handing out the “I” packages prior to report cards
- Annual job career fair

Begin to:

- Acknowledge effort to improve outcomes, including phone calls home and special activity incentives.
- Recognition that focuses on percentage gains specifically.
- Focus on positive responses more than negative.
- Have students set goals for academic performance that exceed 55%
- Use Social Responsibility Quick Scale as feedback to students regarding their performance in class.
- Use graphs and other visual aids to reinforce obvious gains.
- Visit post secondary institutes with students in grades 10/11/12

Measuring for Success:

The school will continue to review data from a variety of sources to determine student improvement in literacy. Results will be shared with community partners and will be revised as needed.

C.E. Barry Intermediate School

Literacy Plan

2011 – 2012

Guiding Principle:

Literacy has traditionally been described as the ability to read and write. It is a concept claimed and defined by a range of different theoretical fields. The United Nations Educational, Scientific and Cultural Organization (**UNESCO**) defines literacy as the "ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society."

Action

Continue to work in partnerships with the community to support and sustain the development of literacy at school, at home and within the community.

Process

The school literacy plan has been developed through ongoing consultation with teachers, parents, SPC, PAC and community members. Our target group is struggling learners in our school community. Literacy needs to become a social practice that is evident in our daily educational community.

Guiding principles and values are:

- Promoting literacy and learning
- Supporting families and learners
- Encouraging participation in professional development in the literacy field
- Offering information and suggestions to parents about literacy in the home
- Developing partnerships with the literacy community

Our ultimate goal is to provide children with learning experiences that engage them in lifelong learning and promote positive attitudes towards literacy and learning, be it either in a school, home or community setting.

School Profile:

C.E. Barry Intermediate School prides itself on offering a variety of outstanding curricular and extra-curricular programs. Our students participate in the music/band programs, gradually have the opportunity to be involved in an extensive Outdoor Pursuits class, and have a high participation in our intra-mural activities. As a community of learners, we encourage our parents to be partners in education. C.E. Barry Intermediate School is part of School District 78 (Fraser-Cascade) and works closely with district leadership and support personnel to meet the goals contained in this document.

The school system currently serves 1,850 students. An aboriginal student population comprises approximately thirty-five percent of the total school population across the district. Thirty to thirty-two percent of all district students live in families with annual incomes under \$30,000 per year, and eight to thirteen percent of all students live in single parent families. Families on income assistance represent from ten to twenty-eight percent of the families served by district schools. Forty-nine to seventy percent of students across district schools have parents who have high school grad certificates, and six to eleven percent of students have parents who hold Bachelors degrees or higher. The school district is working in partnership with the Ministry of Children and Family Development to support the particular learning needs of at-risk students. Eleven percent of these students have special educational needs. School District #78 is dedicated to the learning needs of all students. Resource allocation is based on this principle. Consequently, the Board of Education prioritized spending in special education, early literacy, vocational, and practical arts programming, and general classroom instruction. Class sizes at the primary and secondary levels are well supported through the current staffing formula.

At C. E. Barry Intermediate School we have approximately 40% of our students receiving help in the Learning Assistance Room or Resource Room. We have 1.5 F.T.E. Teachers working with these students and two S.E.A.

Literacy Plan:

Action

1. The school librarian will work with the district literacy committee to develop and implement literacy plans. The school librarian will meet with the district librarian and will communicate programs and guest speakers and discuss literacy for Hope.
2. The Literacy plans will be reviewed at staff meetings, community meetings, PAC and SPC meetings.
3. The Action Plan requires reflection on curriculum and practice, review of procedures, a focus on shared beliefs and an emphasis on collaborative planning.
4. School will bring in local authors to speak to the students i.e. we currently have booked Eric Wilson for an author visit in September 2011.
5. The library will be open at recess & noon hour for students.
6. The school will continue to have an annual Book Fair, which will include purchasing:
 - a. New books for library (\$4,000 in the library account)
 - b. New novel study units for the classrooms
 - c. Modified & adapted novel study units for struggling readers
7. CTBS testing has been purchased and will be implemented every fall.
8. Laptops will be purchased for both grade 7 classes (a paperless classroom). It has been noted in other schools that the quality and quantity of work improved with the use of laptops.
9. A Buddy Reading / Silent Reading Program has been implemented throughout the school.
10. There will be Novel Study Programs, Plays & Skits to promote reading i.e. the annual grade 5 play

11. Discussions will be had at PAC meetings. The librarian will attend the first meeting of the year.
12. The school will continue to purchase Penguin Book Kits for ESL students with help from Mrs. Dal Bello.
13. Staff will continue to focus and use the “Six Traits of Writing” program.
14. The school will continue to purchase novels and novel units of interest to First Nations students that deal with First Nation’s culture.
15. The school will continue to use the Success Maker program.
16. The school will continue using Rosetta Stone for ESL students.
17. The school will continue to use the computer as a resource as there are many interactive literacy websites:

<http://www.readwritethink.org/classroom-resources/student-interactives/>
<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

18. Read Across Canada Program to will be started. This is a competition between classes to determine which class is reading the most, as they chart their way across Canada – Sponsored by Mrs. Richmond.
19. The school will continue with involvement in the District Reading Challenge.
20. The school’s At-Risk Program, based on the students’ June report cards, will identify students for literacy support.

Goals

The following two goals have been identified in conjunction with the literacy development process:

1. To enhance literacy for children from Grade 5 to 7

A variety of home reading initiatives and programs are organized and encouraged by members of the school community :

- a. School novels – classroom reading challenge
- b. Learning Resources Programs
- c. School Library book exchange
- d. Learning Assistance Programs
- e. Newsletter tips and techniques on reading with your child

2. To enhance literacy development for struggling learners

- a. Continue to offer Resource Room and Learning Assistance Programs.
- b. Continue to purchase books that focus on First Nations’ culture. Small group “First Nations” novel study program for struggling learners.
- c. Continue to offer ‘Learning Assistance’ to struggling readers. Small group novel study pull out.
- d. Continue to offer an individualized program for students with high needs and individual novel study support.
- e. Continue to use individualized programs, such as “Success Maker’ for the Enrichment and remediation of literacy.
- f. Students with ESL receive additional instruction through school personnel.
- g. Continue with the licensing of “The Rosetta Stone” Program for ESL students

Efficacy:

In order to maintain and continue the development of our literacy program, we must continue to communicate and share information with all of our community partners. By doing so we will maintain a strong working relationship with these partners and ensure the continuation of support for our school literacy initiatives.

In classrooms, books are placed on display, teachers and students read aloud, and importance is placed on reading. It is this environment that we want to continue to create in our school. When kids are placed in an ideal environment for learning how to read, it gives them a chance to reach their potential and succeed.

An essential element to maintaining a successful adolescent literacy program is to support teachers in their personal growth and development as professionals. There is a strong, positive correlation between the quality of a program and the quantity of the training and development. In addition, teacher research enables and empowers teachers to make decisions about change, by allowing them to step back and examine what they do. We need to give teachers the tools to create this environment, whether this means buying more novels or providing Pro-D opportunities.

By looking at ourselves and sharing our knowledge, we become strong in our programming, in our resources, and in our learning. By communicating with our community partners, we will continue to expand on this knowledge.

**Coquihalla
Elementary School
Literacy Plan
2011-2012**

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Coquihalla Elementary School

Literacy Plan

2011-2012

Guiding Principle

Literacy is everyone's business and we all have a part to play in supporting literacy development in our schools, homes and community

Action

Continue to work in partnerships with the community to support and sustain the development of literacy at school, at home and within the community.

Process

The school literacy plan has been developed through consultation with teachers, parents, SPC, PAC and community members. Our targets include preschool, early learners and the K to 4 student/parent community. Literacy needs to become a social practice that is evident in our daily education community.

The Coquihalla literacy plan was presented to staff, SPC and PAC for further input. Our guiding principles and values are to:

- Promote literacy and learning
- Support families and learners
- Encourage participation in professional development in the literacy field
- Offer information and suggestions to parents about literacy in the home
- Develop partnerships with the literacy community

Our ultimate goal is to provide children with learning experiences that engage them in lifelong learning and promote positive attitudes towards literacy and learning, be it either in a school, home or community setting.

Action

1. School librarians will work with the district literacy committee to develop and implement literacy plans.
2. The Literacy plans will be reviewed at staff meetings, community meetings, PAC and SPC
3. The Action Plan requires reflection on curriculum and practice, review of procedures, a focus on shared beliefs and an emphasis on collaborative planning.

Goals

The following 4 goals have been identified in conjunction with the literacy development process. A report on the progress of each goal is included in this report

1. To raise public awareness
2. To enhance literacy for children from birth to kindergarten
3. To enhance literacy for children from Grade 1 to 4
4. To enhance literacy development for struggling learners

Goal 1: To Raise Public Awareness to the importance of literacy by exposing families to the variety of programs that are available for all learners.

Actions

- a) Continue to work with the various partnerships in community literacy programs.
 - a. Ready Set Learn
 - b. The Word on the Street
 - c. Books for babies
 - d. Reading Link Challenge (FVRL)
 - e. Summer Reading Program (FVRL)
 - f. Picture Book Workshop
 - g. Story Time in the Park
 - h. Strong Start
 - i. Various book companies (Book Fairs)
 - j. FVRL
 - i. Interlibrary loans
 - ii. Author programs
 - iii. Safety
 - iv. Exchange of resources (puppets, videos tapes etc)
- b) Continue to inform our school community about literacy through the school newsletter
 - a. International School Library Day
 - b. Education Week (Ecology)
 - c. Drop Everything and Read Campaign
 - d. Raise a Reader
 - e. Newsletter tips and techniques on reading with your child
 - f. Accelerated Reader
 - g. STAR reading program
 - h. Home Reading Program

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Goal 2: To enhance literacy for children from birth to kindergarten

Actions:

- a) Coquihalla Elementary School houses and supports the Strong Start program.
- b) Strong Start students attend the school library once a week for story time.
- c) Students are exposed to a variety of booktalks (i.e. Puppetry, Bookflix computer programs, Smartboard)
- d) Ready Set Learn is offered in our school with an emphasis on literacy, play and activities
- e) Each student in “Ready Set Learn” is given a book at the end of the day.
- f) The school community supports and engages in programs offered by the FVRL for pre-school students.
- g) Intervention meetings (preschool/kindergarten) continue to take place for early detection of special needs and learning difficulties
- h) The school community works in partnership with the district literacy community by sharing resources, materials, and program initiatives.

Goals 3: To enhance literacy for children from Grade 1 to 4

- a) A variety of home reading initiatives and programs are organized and encourage by members of the school community
 - a. Joys Bags
 - b. Learning Resources - home reading program
 - c. School Library book exchange
 - d. Learning Assistance – Book Bag Program
 - e. DEAR – Drop everything and Read
 - f. Accelerated Reader (Home Connect)
 - g. EBS Book Prizes
- b) Coquihalla offers a variety of programs to encourage and promote literacy within the school.
 - a. Books with the Giants (Reading Program offered by the Vancouver Giants)
 - b. Read to Succeed (Reading program offered by the Vancouver Giants)
 - c. Buddy Reading
 - d. Magic Treehouse Reading Passport (Library lunch hour program)
 - e. Readers Theatre
 - f. Choral Reading
 - g. Morning Reading Club
 - h. Smartboard - interactive communication board
 - i. Storybook Character Day
 - j. SRA Reading Kits
 - k. Implementation of Program Guidelines

- l. Parent/child reading time
 - m. Poem in your pocket (week long event)
 - n. Edible book Day
 - o. Breakfast Reading Program
- c) In conjunction with partners in literacy, several programs are offered to enhance the literacy program in the school
- a. Tutor Program (Chehallis Tutor Program)
 - b. Reading Link Challenge (FVRL)
 - c. Author Visits (FVRL)
 - d. A variety of Contest (FCSD and Community)
 - i. Poetry
 - ii. Writers
 - iii. FCSD Writers guild
 - iv. Gifted Programming (FCSD)
 - v. Hope Garden Club
 - e. Summer Reading program (FVRL)

Goal 4: To enhance literacy development for struggling learners

- a) Coquihalla School offers a full day kindergarten for all students
- b) Continue to purchase books that focus on First Nations' culture.
- c) Continue to offer 'Learning Assistance' to struggling readers
- d) Continue to offered an individualized program for students with high needs through the Special Education Program
- e) Continue to use individualize programs, such as "Success Maker' for the enrichment and remediation of literacy.
- f) Student with ESL and ESD receive additional instruction through school personnel.
- g) Continue with the licensing of "The Rosetta Stone" Program for ESD and ESL
- h) Implement STAR reading assessment to target student growth in grades 1 to 4

Efficacy:

In order to maintain and continue to be a guiding force in the quest for literacy, we must continue to maintain a strong working relationship with all our community partners. Through the development and implementation of our Literacy Plans, and the conveyance of this knowledge through our PVP meetings, we will all be working towards the same end result. By sharing our knowledge, we become strong in our programming, resources, learning needs and partnerships in all community-based literacy programming.

Measuring for Success:

Satisfaction Survey Results

Report Cards

FSA (Reading)

DERAIT

Participation numbers in various programs

STAR Reading

Accelerated Reader

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Reading Challenge



**Harrison Hot Springs
Elementary School**

**Literacy Plan
2011-2012**

Harrison Hot Springs Elementary School
2011-2012

Our Literacy Plan's Purpose

The purpose of the Harrison Hot Springs Elementary School Literacy Plan is to:

- Enhance our Literacy Team's goals, objectives, organization and support;
- Build on literacy development within our learning community thereby enhancing learning for our students, teachers, and families alike.

Action:

Our Literacy Team's ultimate goal is to organize quality reading and writing instruction and literacy events in order to provide the most effective literacy support for our learning community members. Our Literacy Team is united in its efforts to find opportunities to connect reading material with existing knowledge and to engage in open-ended questions and critical discussions about printed material.

As a Literacy Team, we will continue to organize and support literacy development by extending these objectives within our planned activities.

Process:

Our school's Literacy Plan continues to be developed through ongoing consultation within our learning community through:

- Staff collaboration and Professional Development
- Guided Reading planning and check-in meetings
- Staff meetings and planning sessions for literacy events
- Collaboration with District Support Staff: Speech Pathologist and therapist, Special Education Helping Teacher
- Collaboration with Special Education Support Staff
- Sharing at PAC and School Planning Council meetings
- Consultation with our Principal who is our school librarian
- Informal consultation with students and their families.

Goal

To enhance literacy development for all learners at Harrison Hot Springs Springs Elementary School.

Actions

Harrison Hot Springs Elementary School
Literacy Team Initiatives
2011-2012

Date	Grade	Activity	Responsibility	Completed
September	Whole School	Screening for Guided Reading Groups	C. Solheim Assessment Tools: <ul style="list-style-type: none">• Stein Indication of Reading Level• Jerry Johns: Basic Reading Inventory	
All Year	Whole School	Buddy Reading	All	
All Year	Identified Students	Speech/Language Therapy	Donna Barner	
All Year	Key Word Charts	Gr. K, 1,2,3,	Solheim, Young	
All Year	Words Their Way	Grade One Phonics, Vocabulary, Spelling	C. Hyrnyk	
All Year	Reading A-Z	School Subscription	C. Solheim	
September	Literacy Day	Buddy Activities	All	
September	Whole School	Guided Reading begins	All	
September	Whole School	Raise a Reader	All	

October 4 weeks	Grades 1-4	Fraser Valley Library	Terrill Scott	
October	Scholastic Book Fair	School Hallways	Classen, Parents	
October	Drop Everything and Read	Whole School Read	All	
November	Grades K,1,2,3	Remembering Day with Grandparents	Solheim, Young	
November	Whole School	Peace Day	All: Taps, Read Playing War, Poems, Gr 2/3/ song, Gr 4 songs, Gr 6 Flanders Field	
November	Grade Two, Three, Four	Spelling Mastery Program	Mitchell, Young	
December	Technology Team	Xmas Newsletter	Classen, students	
December	Technology Team	Xmas Newsletter	Classen, students	
December	Whole School	Craft Night	All	

Jan 27	Whole School	Family Literacy Day	All	
February 14	Whole School	Dress Your Best formal luncheon	All	
March 3	Whole School	Dr. Seuss Day	All	
March	Grade 4,5,6,	Reading Challenge	Mrs. Mitchell	
April	Grade 3, 4,5,6	DART Assessment	Dumas, Mitchell, Young	
April	Whole School	<i>Three of a Kind</i> musical theatre	All	
May 30	Whole School	Guided Reading Year End Celebration	All	
May	Whole School	DWW	All	
All Year	Library	Thematic organization	Classen	
All Year	Whole School	Writing for Laker Magazine		
All Year	Sp, Ed. Students	Small Jobs Around the School	Solheim SEA Team	See List in Appendix
All Year	Whole School	American Sign Language	All	
3X per year	Whole School	Cultural Events at Kent School	All	

Measuring for Success:

- ✓ Our Literacy Team will reflect on and assess each of the activities listed, both formatively and summatively.
- ✓ The school literacy plan will be reviewed at staff meetings and School Planning Council meetings.
- ✓ Students' and families' points of view are elicited and considered when assessing activity successes.
- ✓ School-wide Guided Reading assessments are completed for each of three reporting periods.
- ✓ School-wide writes are completed in first and last reporting period,

Appendix

A. HHSES Special Education Small Jobs Around the School

1. Recycling
2. Dishes
3. Sweeping Gym
4. Library book shelving
5. Newsletters to classes
6. Lost and Found
7. Equipment Room tidy
8. Wash PE balls in janitor's room
9. Tidying teachers' toy shelves
10. Garden
11. Litter



Kent Elementary School

Literacy Plan
June, 2011

Kent Elementary School Literacy Plan
2011-2012

Overarching Purpose:

The overarching purpose of the Kent Elementary School Literacy Plan is to have adults and peers work with students to master basic literacy skills and to leave our school as confident engaged readers and learners.

Breakthrough Question

What are 5 actions that Kent School can do by June 30, 2011 that will result in children at Kent School mastering basic literacy skills and developing a true interest in reading so that they eventually leave Kent School as confident and engaged readers?

1. Continue to work with the community to develop literacy for all members, including our students.
 - a. FVRL
 - b. Buddy Reading
 - c. Community Readers
 - d. FN Parent Group, Seabird and Chehalis Education Committees
 - e. Parent Evenings
 - f. Family Literacy Initiatives
2. Continue to offer a variety of successful programs and events for students in grades K through 6 designed to develop and master students' basic literacy skills. **GOAL for 2011-2012 is 70% of our students fully meeting in grades 5 and 6** (based on DART and report cards).
 - a. Early intervention reading groups
 - b. The use of BC Performance Standards
 - c. Reading Intervention Program, Successmaker, English Skills Development
 - d. Literacy-based challenges
 - e. Individual teacher examples - blogging, culture of reading
 - f. D.E.A.R. time - Drop Everything And Read
 - g. First Nation Enhancement Group
3. Continue to work with the community and the Strong Start Centre to enhance literacy in children prior to entering Kent School (birth to kindergarten)
 - a. Strong Start Centre
 - b. Materials available to parents
 - c. PALS
4. Redefining the Role of the Teacher-Librarian as a 21st Century Educator
 - a. Collaborative
 - b. Just-in-time learning
 - c. Inquiry-based learning
 - d. Education Technology

Action 1:

- 1. Continue to work with the community to develop literacy for all members, including our students.**

Process:

The school's Literacy Plan continues to be developed through ongoing consultation with school partner groups, through library meetings, staff meetings, and sharing at PAC and School Planning Council meetings. Consultation with the FVRL librarian is also valuable and ongoing. Karen Dumas, the school librarian, meets weekly with the community librarian to discuss ways to increase literacy in the community.

Community Readers (group comprised of adults in the community) has an extensive "Storytime in the Park" program during the summer. Different guest readers read to children in the park once a week. Families attend these popular readings and all students receive a free book. In order to support this program, fundraising events are held in the community. More specifically to Kent School, Show Kids You Care runs the Community Readers Group on Tuesday and Thursday mornings in the school library. Adults read to students who need assistance with reading for 15 minutes each. We have had an overwhelming response this past year, such that we have had to add grade 6 students to read with kids.

Buddy Reading - Our grade 6 classes continue to partner with the grade 1 and 2 classes to read and complete artwork. Through our relationship with the Cheam Centre (senior care home) and the Royal Canadian Legion (President Jim Johnson), we would like to have some of our students read to seniors/elders in the community.

FN Parent Group, Seabird and Chehalis Education Committees We meet with our FN Parent groups 3 times per year and the education committees 4 times per year to discuss ways to enhance student learning. Within these conversations, are strategies to embrace and model literacy in the home.

Parent Evenings The plan is to host 2 parent evenings next year to discuss themes such as digital literacy, ways to support literacy in the home, and to hear any concerns parents have around Kent School.

Family Literacy Initiatives The teacher-librarian has a flexible schedule this year that will allow her to open the library to families of students, including families of the Strong Start Centre. The long-term goal is to have a self-checkout system in which families can reserve books online and then come and check the books out.

Action 2:

- Continue to offer a variety of successful programs and events for students in grades K through 6 designed to develop and master students' basic literacy skills.**

Process:

The foundation of our literacy program at Kent School is the "Early Intervention Reading Groups". The philosophy behind this is that if each student is placed in a smaller group with students at a similar literacy level, they will receive the best support and thus develop basic skills in the most efficient manner.

At the beginning of the year, students are assessed by teachers and then placed in a reading group at the appropriate level. We use a number of resources in the school, including non-enrolling teachers, to create groups that are much smaller than class size. This allows more individual student attention derived from a significant increase in teacher-student interactions. In addition, because of the smaller groups, students are more comfortable reading aloud, asking questions, and voicing their opinions on the reading material.

The students are assessed on a continual basis and, every few months, all the teachers meet to discuss moving students to different reading groups to ensure the students are being challenged and reading at the appropriate level. Part of the school budget is allocated to hire a TOC to relieve teachers during reading assessments. Cathy Van Laerhoven is the teacher that leads this program and works to ensure that there are adequate materials and that any new teachers are shown the strategies used in the program.

Next year, we will be using the BC Performance Standards as our guideposts on teaching and learning the skills for reading. Having criteria and learning intentions are critical for student success. Our report card assessments will be based on these standards. We will also be using the DART as our primary tool for Assessment OF Learning.

Any students who are behind at least one grade level will receive Reading Intervention support. This will include EXTRA support (in addition to the regular reading curriculum) 2-4 times per week in a small group setting. Once the child is close to grade level, they graduate from the program. In addition to this, some students receive time before school working with the special education teacher and the SuccessMaker program. Those students who are lacking skills in the language, but have English as their first language, receive English Skills Development support with a teacher who uses programs like Rosetta Stone and Talking Tables to enhance their learning around words/phrases in the English language. Students must be assessed by a district teacher prior to entering this program.

We enter the majority of our students in District Challenges. Events like Science Fairs, Spelling Bees, Reading Link Challenges, and Public Speech Contests all encourage those students to challenge themselves by working with parents, peers and community members in a project that enhances literacy.

We will be encouraging all staff to participate in Drop Everything and Read next year. This will happen once per day for 15 minutes.

A group of teachers will be using the book "Igniting A Passion for Reading" as a starting point for their after school professional development learning team. They will work to changing the culture around reading at Kent School. Other teachers are using student blogging as a tool for students to read others' writing. A class participated in World Read Aloud Day this year (via Skype) with another school from Eastern Washington; we will look to expand this next year. Some teachers use Accelerated Reader as a motivational tool for those unmotivated readers.

Our First Nation Support Worker, Kasey Chapman, often reads to a number of students in the First Nation room. Moreover, Kasey has developed a First Nation Enhancement group that writes stories of local events as discussed by elders that Kasey has invited to come in and speak.

The staff at Kent Elementary all realize the importance of modeling and encouraging literacy in all grades. Beginning in the early intervention reading program and moving up to reading challenges and literacy-based projects, it is our goal to continue to enhance literacy at our school.

Action 3

- **Work with the community and the Strong Start Centre to enhance literacy in children prior to entering Kent School (birth to kindergarten)**

Process:

We have the privilege of having the Strong Start Centre in our school; this has opened the door for more avenues on which we can encourage literacy for children from birth to kindergarten. Patsy Campbell, the Strong Start educator, reads to the participants of the program every day; along with this, during clean-up time, the parents are encouraged to borrow a book, find a place in the room and quietly read to their son/daughter. On Fridays, our librarian reads to the Strong Start Participants for 15 minutes. Students and administrators can be 'caught' in the centre reading to kids as well. I am a firm believer that Strong Start can only enhance the literacy at Kent School.

Through the connections with the Strong Start Centre, our librarians have made a number of materials available for parents to read with their children. Furthermore, they have encouraged parents to form a relationship with the public library. Next year, the teacher-librarian will make our library more open to these families (see above).

PALS - parents as literacy supports. Twice per year, Nancy Pennier and the kindergarten teacher run PALS. During this time, kindergarten parents are invited to come in, read with their children, take part in literacy games, and receive resources that focus on literacy.

READY SET LEARN - Once per year, children aged 3-5 and their families are welcomed into our school to help show what programs are available in our community. Although this is not just focused on literacy, many of the tables and gift packs key in on early literacy. This is a government funded program.

Action 4

- **Redefine the role of the Teacher-Librarian as a 21st Century Educator**

Process:

Although I am still learning from our teacher-librarian, we plan on

- Adopting a "Flexible Library Schedule" ("*...providing open access to the library media center throughout the day, rather than only during a scheduled library time... eliminating a rigid schedule of regular library times for each class allowing teachers to schedule their classes into the library as needed for appropriate lengths of time to suit the planned learning activity*" (AL, 2010). In previous years, teachers brought their classes to the library as prep coverage. This year, the flexible schedule allows the library to be a 'part of every class'. TL will be available to help students and teachers plan and implement projects, use technology to create and showcase learning opportunities, and encourage a passion for reading.
- Teacher-Librarian will collaborate with teachers on how to best use inquiry-based learning and/or technology with students.
- Movement to a "Learning Commons" model. The library will be "open" throughout the day for students and families to exchange books or research questions that arise in class. Students learn by asking questions and then investigating questions important to them.

Challenges to Overcome:

- Many of our students have little support through the home for literacy

- Low support in our school (decrease in LA, Special Ed, SEA time in the past 3 years)
- Due to contractual issues and declining enrolment, Karen Dumas (diploma in Library Education) has been cut. Another teacher has stepped up but she lacks the experience and knowledge that Karen had. This creates a challenge of continuity from year to year.
- Some students arrive at our school well below grade level

Measurement of Success:

This plan is a working document that will be discussed at staff and School Planning Council meetings. Literacy is a goal in every classroom at Kent School. Ongoing assessments will be done to ensure students are reading at an appropriate level and where there is a need, some of the aforementioned intervention strategies will be put in place.

Many of the preceding actions are already commonplace at Kent School. *Action 2 is of utmost importance to us for 2011-12 as this is where positive change will take place to better support the needs of our students.* Our benchmark for 2011-12 will be 70% of our grade 5-6 students meeting expectations in reading based on BC Performance Standards and DART.

I am excited to see all the new initiatives around parent engagement, reading culture, and the role of the teacher-librarian for next year. At Kent School, we believe literacy is an ongoing process and challenge. We are always faced with new students who struggle with literacy and we will continue to work together, along with the community, to develop each student's basic skills and help them to focus on literature that interests them so that they can eventually leave our school as confident and engaged readers.