DISTRICT LITERACY PLAN

VERNON, COLDSTREAM, LUMBY, CHERRYVILLE

"We honour and respect the diversity of our communities. Our vision is to meet the literacy needs of all."

July 2008

Facilitated by School District #22

"We gratefully acknowledge the financial support of the Province of British Columbia through the Ministry of Education."

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INTRODUCTION

School District #22 is located in the North Okanagan and provides service to four communities – Cherryville (unincorporated), Lumby, Coldstream and Vernon. Literacy has taken on a high profile in the past few years. In the fall of 2003, School District #22 introduced a new literacy initiative. At that time, the focus was grade 3, 4 and 5 classrooms in half the district. The next year, the initiative was expanded to primary classrooms and the remaining grade 3, 4 and 5 classrooms. The district continues to support the literacy initiative expanding it to intermediate classrooms and more recently, secondary classrooms and content curricular areas. This initiative has focused on a number of areas designed to improve the literacy needs of all students in the system. Specific emphasis has been placed on areas such as:

- Assessment practices
- Assessment to inform instruction
- Effective reading approaches such as guided reading and literature circles
- Comprehension strategies
- Using leveled texts and non fiction resources
- Reading in content areas
- Writing

In March, 2005 Literacy Now was introduced to a group of community 'initiators' at a meeting which was followed by the official Launch in June, 2005 to develop a regional literacy plan. This process resulted in a well developed regional plan representing the four communities which was completed in June, 2006. The plan identified four focus areas for the region including:

- Increase Awareness
- Improve Access to and Communication Between Programs and Services
- Address Funding and other Supports
- Establish a Literacy Centre

With the secured three year funding from Literacy Now and other successful grant applications, the regional plan has served as a foundation for a much greater focus on literacy in the region. Key accomplishments stemming from the plan include:

- Establishment of a Literacy Centre in Vernon and a Literacy Coordinator in Lumby
- Secured additional funding to support community literacy programs e.g. ESL, Upper Room Mission
- Improved access to and communication between programs with a number of new partnerships evolving
- Enhancement of existing literacy programs (e.g. tutoring) and introduction of new programs (e.g. seniors literacy project)
- Increased awareness of literacy issues in the region

DISTRICT LITERACY PLAN PROCESS

For the purposes of this plan, community includes the individual communities already identified and all other areas that comprise School District #22's catchment area. Action plans are intended to address the issues in all communities.

During the first year of the Literacy Now Regional Plan implementation, Read Now was introduced to communities. School District #22 was one of the first 10 districts selected to develop the plan in fall, 2007. School District #22, in the role of facilitator, hired a recently retired district administrator to facilitate the process and develop the plan.

A small Task Group met in late summer to start the process. This group has expanded and is now represented by the following:

Assistant Superintendent	Director of Instruction
Teachers	Okanagan Indian Band
School Based Administrators	MEIA
SD22 Literacy Resource Teachers	Junction Literacy Centre
Principal – ABED	North Okanagan ECD Coalition
Okanagan College	Lumby Community
Okanagan Regional Library	Friendship Centre

During September and October a number of meetings were organized to allow people an opportunity to share their thoughts on literacy focusing on the four pillars identified by Read Now BC. Community meetings were not well attended and as a result a number of focus groups were also held for additional feedback. At the conclusion of meetings, approximately 110 people participated, representing a number of different groups in the community:

Day care and preschool operators	Kindergarten and Grade 1 teachers
Child Care Resource and Referral	Strong Start
North Okanagan Early Learning (NOEL) Project	NONA
North Okanagan Librarians	Salvation Army
One to One Children's Literacy Program	Vernon Immigrant Services
Boys and Girls Club	Restorative Justice Program
Community Members	Chamber of Commerce
College Instructors	Teachers
Administrators	Community Literacy Coordinators
Metis Representatives	Urban Aboriginal Representatives
NOYFSS	MCFD
Whitevalley Community Resources Centre	

Data from the Community Literacy Plan was summarized, allowing the needs and suggestions coming from previous meetings to be taken to smaller action planning meetings in the four pillar areas. The establishment of the action planning groups has opened the doors to greater collaboration with the community partners. In some areas this process provided the next steps for the existing regional literacy plan. The resulting plans are considered a start to on-going conversations and actions. The focus on literacy in our communities is continually growing as are the ideas and programs.

The scope of the plan is very large with some areas crossing over into existing processes such as the school district literacy initiative, the regional plan and the Aboriginal Targeted Fund. At times, participants felt there was a duplication of conversations. So many activities are already happening in all of these areas that it was impossible to reach all partners during the time frame. In addition, the plan can't begin to identify all of the strengths or initiatives that are already in place. The Task Group and all action planning groups see it as an on-going plan with a long term focus on literacy. What is written in this plan is only a snapshot of literacy in our community, a beginning and, in some cases, a continuation.

Although literacy can and often does have a much broader focus, as defined in the Regional Literacy Plan, the Task Group determined that this plan should have a narrower focus and accepted the following definition. There was acknowledgement that other literacy issues (e.g. numeracy) continue to exist.

Literacy Definition: The ability for every individual to read, understand and use printed materials in daily activities at home, at work, at school and in the community.

The Task Group expanded the current Regional Literacy Plan Vision to reflect diversity in many areas, including culture and age. The revised vision for the District Learning Plan states:

District Literacy Plan Vision
We honour and respect the diversity of our communities. Our vision is to meet the literacy needs of all.

A draft document will be submitted to the Ministry of Education for December 21, 2007. Due to late emerging Aboriginal staffing issue in School District #22, The Friendship Centre has requested their support be removed from the report. This has been done to honour their request in the draft but hopefully further discussions may change that decision. Two meetings are organized in early January for all participants and other interested community members to review the District Literacy Plan before presentation to the Board of Education and final submission to the Ministry of Education in January, 2008.

DISTRICT AND COMMUNITY CONTEXT

COMMUNITY DATA

Demographics

Complete 2006 census data was not available for this plan. As a result, the data is a mix of information from the 2001 and 2006 census as well as BC Stats. In addition, information from the recently completed Regional Literacy Plan was also used for this plan. Cherryville is unincorporated and as a result the Cherryville data is combined into regional district data.

BC Stats states that the Greater Vernon area has a population of 63,714 residents and is comprised of the City of Vernon, District of Coldstream and Electoral Regional Areas 'B' and 'C; (including Lumby and Cherryville). The populations of the individual communities from BC Stats are as follows:

Vernon	36,785
Coldstream	10,320
Lumby	1,766

There has been evidence of population growth in the past six years with the largest growth in the City of Vernon. Despite this growth there has been a drop in school population for a number of years which confirms that growth continues to come from people without children and those choosing this area for retirement. This decline has resulted in the closure of two elementary schools in the past two years. Overall school populations (headcount) for the 2007/08 school year are as follows:

Elementary	4935
Secondary	3969
Alternate programs	316
International students	180
Total	9400

Composite Learning Index

The CLI was developed in 2006 by the Canadian Council on Learning to create a measure of how individuals and communities perform across the spectrum of life long learning. It can be considered to be a 'state of learning for the community'. The scores reflect the different ways Canadians learn in school, at home, at work and in the communities by looking at four pillars. Vernon's overall CLI for 2007 is 81, while the provincial score is 82. Both scores are higher than the Canadian overall score of 76. On this index Vernon falls below the provincial measure in learning to know, the area focused on the development of literacy skills. A closer examination of the four pillars indicates the following results for Vernon and BC:

Pillar	Description	Vernon Score	BC Score
Learning to Know	-development of skills and knowledge such as literacy, numeracy and critical thinking	4.6	5.8
Learning to Do	-acquisition of applied trades closely linked to occupational success	5.4	5.7
Learning to Live Together	-cultivation of respect and concern for others	5.5	4.9
Learning to Be	-creativity, personal development and health in physical, social and spiritual senses	6.4	5.9

Family Structure

According to the 2006 census the number of single-parent families in Vernon and Lumby continues to be above the provincial average while Coldstream is less than half the provincial average. The vast majority of these single parent families have a female parent. BC Stats (2006) provides a slightly different statistic identifying 31% of families in Vernon as lone parent families compared to the provincial average of 25.7%.

Age Distribution

Vernon continues to be a popular retirement destination and has a senior citizen population approximately 7% higher than the provincial average (2001 census).

Aboriginal

The Aboriginal population is a relatively small population in the region but continues to be the largest visible minority. Seven Indian Bands comprise the Okanagan Nation, with one of those bands being the Okanagan Indian Band. The Okanagan Indian Band is located at the head of Okanagan Lake in Vernon. There are approximately 1700 Okanagan Indian Band members with about half residing on reserve. There are a number of aboriginal people within the urban communities representing many different bands and Metis or Inuit.

Immigration and Ethnicity

The immigrant population in the region is relatively small and well below the provincial average. The majority of the immigrants in the area arrived prior to 1991 with numbers declining since the 2001 census. The 2006 census identifies the following immigrant populations:

Vernon	11.9%
Coldstream	10.2%
Lumby	6.1%

Education

Overall stats from the 2001 census indicate that the population in the region with university degrees is significantly below the provincial average. Post secondary trade certificates and diplomas, however, are slightly higher than the provincial average. Approximately 7.8% of the population have less than a Grade 9 education, which is 1.2% higher than the provincial average.

Labour Force

The 2001 census indicates 60% of the population was in the workforce compared to 65.2% for the province. The unemployment rate at that time was 2.3% higher than the provincial average. There has been a recent boom, particularly in construction, and the 2006 census may reflect different results.

Lumby's labour force is focused on forestry and manufacturing which comprise 49.2% while these two areas make up 16.7% of Vernon's labour force. With such a focus on forestry Lumby is greatly impacted by economic conditions. In addition Vernon's labour force is reflected in service and retail. Coldstream has a unique blend of agricultural and professional occupations.

Income and Social Assistance

Lumby's average income is almost $10,000 below the provincial average. Vernon and Coldstream are lower by approximately $4000. Statistics from 2000 indicate a significant discrepancy between the two income family and the female lone parent. In addition, approximately 12% of the population earned less than $20,000. While there are no current stats for this report, many professionals believe low income continues to be a major concern for both single and two parent families. Although there appear to be many jobs available, many are low paying jobs and lack health benefits, leaving people in a poverty or having to work more than one job.

Income Assistance levels for the district indicate slightly higher percentages in all age groups than the provincial average. In addition 17.3% of the income assistance cases are single parent families (slightly higher than the provincial average).

EDI Summary

School District #22 participated in the last 2 rounds of the EDI. Recent results were released at a community meeting in October, 2007. EDI results indicate School District #22 continues to be one of the least vulnerable districts in the province despite an overall increase in vulnerability in 3 out of 5 domains. Results are higher than experts would expect given the socio economic conditions of the community. The results positively reflect the excellent early childhood programs available in the communities but do not always match kindergarten teachers' perceptions of children's readiness skills. HELP has hired a coordinator to review the results in the community. Results show that three neighbourhoods had over 30% of the children indicating vulnerability while Coldstream is among the least vulnerable neighbourhoods in the province. This information provides valuable information for early learning planning.

A complete summary of scores can be found in Appendix A. Since EDI neighbourhoods are clustered from postal addresses, it is important to remember that students often attend cross boundary schools (e.g. French Immersion). More in depth analysis and study of neighbourhood boundaries is recommended. A review of the maps appears to indicate the following correlations between EDI and schools:

Lumby/Cherryville (Inglis and Cherryville)	Coldstream (Coldstream and Lavington)
Kal Lake (Kidston)	Vernon Southeast (Hillview)
Vernon East (Silver Star)	Vernon Okanagan Lake (Alexis Park and Okanagan Landing
Vernon Central (former West Vernon)	Vernon West (Ellison)
Vernon Southwest (Mission Hill)	Vernon North (Harwood)
Vernon BX (BX)	

EDI Domains	Feb 2006	Change	Provincial Rank in Vulnerability
Overall Vulnerability in at least one domain	23.8%	+1.4%	15th least vulnerable
Physical Health and Well Being	10.5%	+1%	23rd least vulnerable
Social Competence	12.8%	+6.2%	33rd least vulnerable
Emotional Maturity	7.2%	-1.6%	4th least vulnerable
Language and Cognitive	8.7%	-2.4%	17th least vulnerable
Communication Skills and General Knowledge	10%	+3%	16th least vulnerable

Highest Vulnerable Neighbourhoods	Least Vulnerable Neighbourhoods
Vernon Central • 50%overall • 20% social competence • 20.5% language and cognitive • 22.7% communication and general knowledge	Coldstream • 4.1% overall • 0% physical health and well being • 2% social competence • 0% emotional maturity • <5% language and cognitive • 2% communication and general knowledge
Vernon North • 30% overall • 25% physical and well being • 20% social competence	Vernon East • 2.7% physical health and well being • 2.7% social competence • 2.8% emotional maturity • <5% language and cognitive • 0% communication and general knowledge
Vernon Southwest • 30% overall • 13.3% emotional maturity	Lumby Cherryville • <5% language and cognitive
Vernon BX • 20% social competence	Vernon BX • 2.2% communication and general knowledge

DISTRICT DATA

FSA Scores

Grades 4 and 7 Reading FSA Scores – 2006/07

Percentage of students meeting or exceeding expectations

Group	Grade 4 Vernon	Grade 4 Provincial	Grade 7 Vernon	Grade 7 Provincial
All Students	75%	77%	71%	72%
Males	72%	73%	68%	89%
Females	79%	80%	74%	76%
Aboriginal	66%	58%	48%	52%

PM Benchmarks

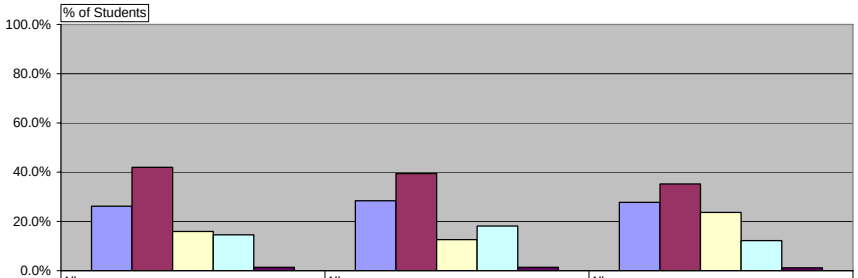
PM Benchmarks have recently been introduced as an assessment tool to guide instruction. Initially introduced to primary teachers, they are now used with struggling intermediate students and are being expanded to struggling secondary students. It is important to recognize some cautions regarding these results. This is still a relatively new tool and all teachers are not at the same comfort or proficiency levels. As teachers become more proficient, the results will also be more consistent. The District Literacy Initiative continues to provide on-going training to teachers on PM Benchmarks.

Results for the year 2006/07 show grade 1 and 3 students were close to 88% for students categories other than 'not yet meeting'. Grade 2 results were lower at 81.5%. Longitudinal results may reflect some inconsistencies due to teacher proficiencies with the tool. The District Achievement Contract Target for 2007/08 is to categorize 90% of primary students as approaching expectations or better by June/08.

The overall gap between male and female students ranges from a low of 2.04% in grade 2 to 3.69% in grade 1 and 3.77% in grade 3. There is no identified target in this are in the District Achievement Contract.

Significant discrepancies continue to exist between Aboriginal and non-Aboriginal students' reading performance. \This discrepancy ranges from a low of 6.8% in grade 1 to 11.86% in grade 3. This discrepancy has been reduced over the past three years. The District Achievement Contract identifies a target to reduce the number of grade 1 students not yet meeting expectations to 10% by June, 2008.

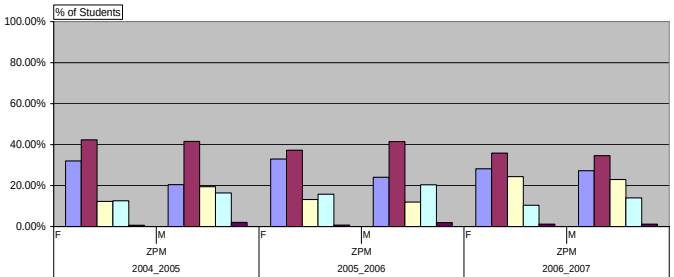
School District No. 22 (Vernon)
Grade 1 PM Benchmarks All Students



	2004_2005	2005_2006	2006_2007
EX	26.2%	28.4%	27.7%
ME	42.0%	39.4%	35.3%
AP	15.9%	12.6%	23.6%
NY	14.6%	18.2%	12.2%
IEP	1.4%	1.4%	1.2%

Grade | Course Group | Abbr | Year | Demog

School District No. 22 (Vernon)
Grade 1 PM Benchmarks By Gender

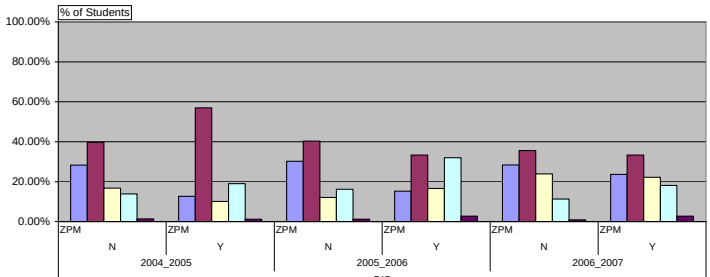


	2004_2005 F	2004_2005 M	2005_2006 F	2005_2006 M	2006_2007 F	2006_2007 M
EX	32.08%	20.47%	32.97%	24.08%	28.19%	27.24%
ME	42.32%	41.61%	37.28%	41.47%	35.91%	34.63%
AP	12.29%	19.46%	13.26%	12.04%	24.32%	22.96%
NY	12.63%	16.44%	15.77%	20.40%	10.42%	14.01%
IEP	0.68%	2.01%	0.72%	2.01%	1.16%	1.17%

Grade | Abbr | Year | Course Group | Gender

F = Female M = Male

School District No. 22 (Vernon)
Grade 1 PM Benchmarks By Aboriginal Ancestry

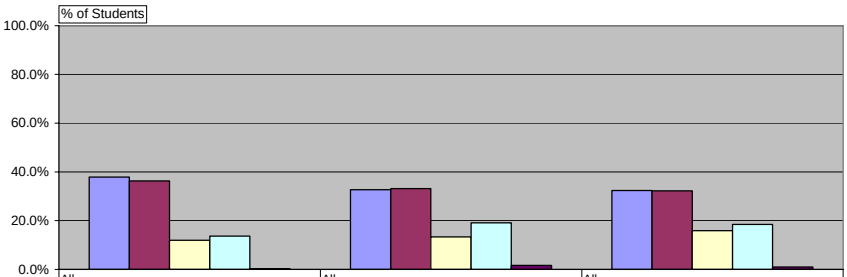


	2004_2005 N	2004_2005 Y	2005_2006 N	2005_2006 Y	2006_2007 N	2006_2007 Y
EX	28.32%	12.66%	30.24%	15.28%	28.38%	23.61%
ME	39.65%	56.96%	40.32%	33.33%	35.59%	33.33%
AP	16.80%	10.13%	12.06%	16.67%	23.87%	22.22%
NY	13.87%	18.99%	16.21%	31.94%	11.26%	18.06%
IEP	1.37%	1.27%	1.19%	2.78%	0.90%	2.78%

Grade | Abbr | Year | Ab Ans | Course Group

N = Non - Aboriginal Y = Aboriginal

School District No. 22 (Vernon)
Grade 2 PM Benchmarks All Students

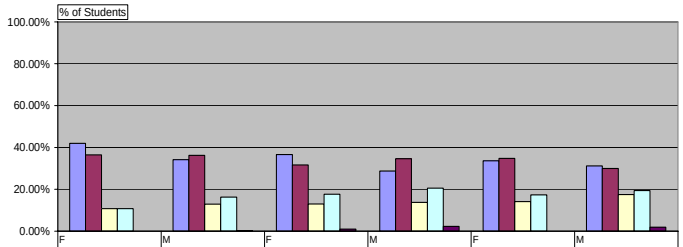


	All 02 2004_2005	All 02 2005_2006	All 02 2006_2007
EX	37.9%	32.7%	32.4%
ME	36.3%	33.2%	32.2%
AP	11.9%	13.4%	15.9%
NY	13.7%	19.1%	18.5%
IEP	0.2%	1.7%	1.0%

ZPM
DIS

Abbr | Course Group | Year | Grade | Demog

School District No. 22 (Vernon)
Grade 2 PM Benchmarks By Gender

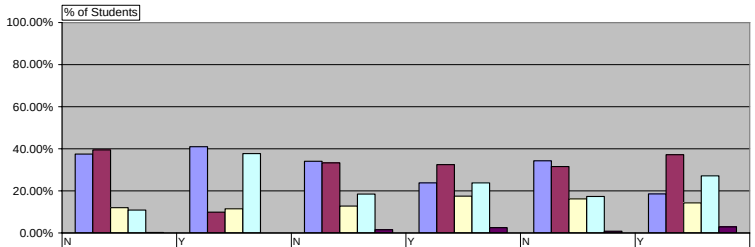


	F 02 2004_2005	M 02 2004_2005	F 02 2005_2006	M 02 2005_2006	F 02 2006_2007	M 02 2006_2007
EX	42.01%	34.22%	36.67%	28.76%	33.70%	31.21%
ME	36.43%	36.21%	31.67%	34.64%	34.78%	29.94%
AP	10.78%	12.96%	13.00%	13.73%	14.13%	17.52%
NY	10.78%	16.28%	17.67%	20.59%	17.39%	19.43%
IEP	0.00%	0.33%	1.00%	2.29%	0.00%	1.91%

ZPM
DIS

Abbr | Course Group | Year | Grade | Gender

School District No. 22 (Vernon)
Grade 2 PM Benchmarks By Aboriginal Ancestry



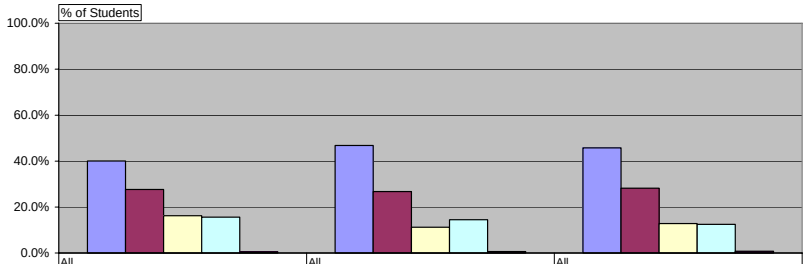
	N 02 2004_2005	Y 02 2004_2005	N 02 2005_2006	Y 02 2005_2006	N 02 2006_2007	Y 02 2006_2007
EX	37.52%	40.98%	34.03%	23.75%	34.23%	18.57%
ME	39.49%	9.84%	33.27%	32.50%	31.54%	37.14%
AP	11.98%	11.48%	12.74%	17.50%	16.15%	14.29%
NY	10.81%	37.70%	18.44%	23.75%	17.31%	27.14%
IEP	0.20%	0.00%	1.52%	2.50%	0.77%	2.86%

ZPM
DIS

Abbr | Course Group | Year | Grade | Ab Ans

F = Female M = Male N = Non Aboriginal Y = Aboriginal

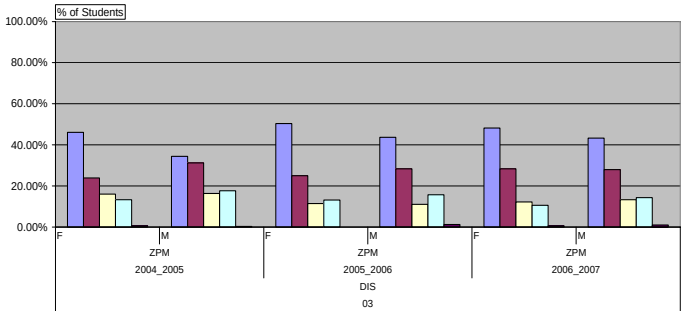
School District No. 22 (Vernon)
Grade 3 PM Benchmarks All Students



	2004_2005	2005_2006	2006_2007
EX	40.1%	46.8%	45.7%
ME	27.6%	26.8%	28.2%
AP	16.2%	11.2%	12.8%
NY	15.6%	14.5%	12.5%
IEP	0.5%	0.7%	0.8%

Grade | Course Group | Abbr | Year | Demog

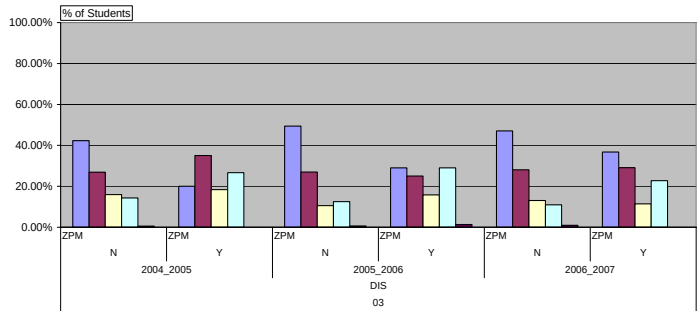
School District No. 22 (Vernon)
Grade 3 PM Benchmarks By Gender



	F 2004_2005	M 2004_2005	F 2005_2006	M 2005_2006	F 2006_2007	M 2006_2007
EX	46.08%	34.41%	50.36%	43.71%	48.18%	43.32%
ME	23.89%	31.19%	25.00%	28.30%	28.38%	28.01%
AP	16.04%	16.40%	11.43%	11.01%	12.21%	13.36%
NY	13.31%	17.68%	13.21%	15.72%	10.56%	14.33%
IEP	0.68%	0.32%	0.00%	1.26%	0.66%	0.98%

Grade | Abbr | Year | Course Group | Gender

School District No. 22 (Vernon)
Grade 3 PM Benchmarks By Aboriginal Ancestry



	ZPM N 2004_2005	ZPM Y 2004_2005	ZPM N 2005_2006	ZPM Y 2005_2006	ZPM N 2006_2007	ZPM Y 2006_2007
EX	42.28%	20.00%	49.43%	28.95%	47.08%	36.71%
ME	26.84%	35.00%	27.01%	25.00%	28.06%	29.11%
AP	15.99%	18.33%	10.54%	15.79%	12.99%	11.39%
NY	14.34%	26.67%	12.45%	28.95%	10.92%	22.78%
IEP	0.55%	0.00%	0.57%	1.32%	0.94%	0.00%

Grade | Abbr | Year | Ab Ans | Course Group

F = Female M = Male N = Non Aboriginal Y = Aboriginal

Whole Classroom Reading Assessment

Results have not bee included as this assessment is in early implementation stages in the district. Results in the future will provide a more consistent measure

Graduation and Transition Rates

Graduation rates are calculated by looking at the proportion of students completing grade 12 within six years of entering grade 8. Based on this definition School District #22's rates are:

	2001/02	2002/03	2003/04	2004/05	2005/06
All students	81%	86%	82%	83%	80%
Females	84%	86%	86%	84%	82%
Male	78%	86%	78%	82%	77%
Aboriginal	55%	62%	55%	59%	61%
Non Aboriginal	83%	88%	84%	86%	82%

In addition to examining graduation rates, it is important to look at transition rates. Below is a summary of those rates for the past two years.

		Gr 6 to higher	Gr 7 to higher	Gr 8 to Higher	Gr 9 to higher	Gr 10 to higher	Gr 11 to higher
Aboriginal	04/05	100%	100%	98%	91%	83%	74%
Non Aboriginal	04/05	97%	98%	97%	98%	92%	85%
Aboriginal	05/06	95%	91%	95%	91%	79%	76%
Non Aboriginal	05/06	99%	98%	96%	96%	91%	88%

Transition rates for School District #22 exceed the provincial trend in all categories. Aboriginal transition rates, however, continue to drop significantly after grade 10. Non-Aboriginal students are transitioning into grade 12 at a significantly higher rate. The district graduation rates are generally above provincial rates in all areas. Again, Aboriginal rates continue to be well below non-Aboriginal rates. The District Achievement Contract set the following targets for June, 2008 to address these concerns:

- To increase transition rates for Aboriginal students moving from grade 11 to grade 12 to 83%
- To increase the graduation rate for Aboriginal students to 65% or better

LITERACY CONTEXT

Community Literacy Assets

Participants at the different meetings identified a number of assets based on their personal knowledge in one or more of the identified pillars. In some cases assets were identified on a limited basis while other assets were mentioned repeatedly. Many of the assets are also identified as needs, indicating there is a desire to have more of the resources already identified as successful and valuable.

Identified assets include the following:

- ✓ An increased community awareness of literacy issues in all communities
- ✓ A large group of committed 'literacy supporters' including the school district and college who continues to promote and move the literacy agenda forward
- ✓ Recent establishment of literacy focused support agencies and programs:
  - o NOEL Project – North Okanagan Early Literacy Project
  - o Junction – Literacy and Youth Centre
  - o Literacy Coordinator in Lumby
- ✓ Strong community literacy plan which has involved many people in the development and implementation of the action plans in the past year
- ✓ Increased funding opportunities to support new and existing programs:
  - o Seniors Literacy Project
  - o One-on-one tutoring support for youth and children
  - o Advanced English and literacy instruction for ESL adults
- ✓ Increased networking to address literacy issues
- ✓ Increased sharing of resources in the community
- ✓ Understanding the principles of preparing documents using 'clear language guidelines;

- ✓ Variety of programs available through First Nations Friendship Centre
    - o Outreach to individual families
    - o Family Restoration Program
    - o Tiny Tot Drumming Group
    - o Traditional Parenting workshop for Foster Parents and professionals
    - o Aboriginal Day Care Proposal
- ✓ Excellent day cares and preschools
- ✓ Early Childhood Development (ECD) Coalition
- ✓ A variety of programs for the 0 to 6 population which are successfully meeting the needs of many children:
    - o Books for Babies
    - o Mother Goose
    - o Parents as Literacy Supporters (PALS)
    - o Parenting Isn't Easy (PIE) (on a limited basis)
    - o Ready Set Learn
    - o Welcome to Kindergarten
    - o Strong Start (1 centre)
- ✓ Excellent library services in Vernon, Cherryville and Lumby including:
    - o Library partnerships
    - o Programs on and off site
- ✓ Literacy support in many community programs:
    - o Schubert and Halina Centres– support for seniors
    - o Immigrant Services Society
    - o First Nations and Metis Associations
    - o Boys and Girls Club
    - o Restorative Justice Program
    - o Child Care Resource and Referral (CCRR) including Toy Lending Library
    - o Recreation Centre
- ✓ Programs for adults:
    - o School District (Open Door, Six Mile and Crossroads)
    - o OK College (Adult Basic Education and Volunteer Tutors)
    - o Employment Agencies
- ✓ Connections Career Centre for youth
- ✓ School District Literacy Initiative:
    - o Many schools have included literacy as part of school goals
    - o Focus on assessment, varied texts and strategies
    - o Introduction of district wide assessments in literacy
    - o Using assessment to guide instruction
    - o Increased resources of leveled texts including a district Lending Library
    - o Introduction of literacy focus at secondary level and how to integrate literacy into other content
    - o Alexis Park after school Aboriginal culture program
- ✓ Programs to support literacy in schools:
    - o One to One reading program
    - o Book fairs
    - o Home reading for primary students
    - o Summer reading program
    - o Reading with the Vipers Hockey Team
    - o Buddy Reading
    - o Reading Incentives – Battle of the Books

In addition to many of the above supports Lumby has some unique programs that support literacy. Those include the following:

- ✓ Whitevalley Community Resource Centre
- ✓ 2'Gether Store – life skills and work experience for youth
- ✓ Book Mark It – book store for youth
- ✓ High volume of early development programs
- ✓ Youth advisory council
- ✓ Youth voice in the local paper

As meetings continued it became apparent that a number of literacy initiatives were already in place or being considered in the early learning and school areas. The following gives an overview of the current (yellow) and potential (green) supports:

Early Learning Ages 0 to 2	Early Learning Ages 3 to 6	Primary	Intermediate	Secondary
Mother Goose(16 sites) Healthy Families (Alexis Park and People Place) Strong Start (Harwood) Friendship Centre Prenatal Nutrition Program Books for Babies Library programs	Way to Grow (2 sites) RSL (all schools\0 Preschools/Daycares Parent Tot (Boys and Girls Club) CCRR Welcome to Kindergarten (5 schools) PIE Nobody's Perfect Seeds of Empathy	District Literacy Initiative Oral Language – Kindergarten PALS – Kindergarten Library summer reading program Summer reading program – primary Home Reading One to One Reading – primary Roots of Empathy	District Literacy Initiative Assessment for Learning Junction tutoring support One to One Reading	District Literacy Initiative Assessment for Learning Junction tutoring program Connections Trades to Work Program
LEAP		PIE POPS LAPS ALAPS Community Library program	Community Library Presentations	

Regional Literacy Plan Directions

Since the introduction of the Regional Literacy Plan there has been an increased awareness of literacy issues in the different communities. A Round Table of service providers was initiated which gave a forum to discuss concerns. Many of those concerns such as accessibility and employer and agency literacy knowledge were brought to the table during the development of this plan. Junction Literacy Centre staff report that training opportunities related to clear language and literacy issues are regularly requested, indicating greater community awareness related on literacy.

Direct service opportunities have been increased. Tutoring is offered to children at the Boys and Girls Club, Mission Hill School, and Mara House treatment facility. In addition youth tutoring has increased. Since the start of the Junction Literacy Centre 50 new individuals have received literacy support.

Further collaborations include:

- Implementation of literacy program at the Upper Room Mission for homeless adults and adults living in poverty
- Partnering with Community Kitchens to provide a space for cooking classes and potential tutoring to participants
- Working with Connections Career Centre to assist with literacy assessments
- Literacy support to clients in the Restorative Justice program
- Partnering with School District #22 – One to One Children's Literacy Program, tutoring and major participation in the District Literacy Plan (Read Now BC)
- Working with a number of different agencies to pursue funding opportunities

District Achievement Contract and School Literacy Goals

School District #22's 2007/08 Achievement Contract identifies literacy as a main focus at both the elementary and secondary levels with specific emphasis on aboriginal students. A number of strategies have been identified to support the district literacy goal:

1. Schools will develop and implement a balanced literacy plan which will be supported with district resources (elementary and secondary).
2. Literacy Resource Teachers support through in-service and school based support including modeling, staff development and one on one coaching (elementary and secondary).
3. Provide Advocates/Support Workers with appropriate data to support students with greatest needs (elementary and secondary).
4. Fully implement Whole Class Reading Assessment to Grade 8 level.

5. Continue with early learning activities such as PALS and Mother Goose and expanding to OKIB and Friendship Centre.
6. Purchase age appropriate reading resources for Aboriginal boys at all levels.
7. Prepare leveled-reading resources with culturally appropriate activities for teachers to assign to Aboriginal students to take home and engage parents in reading.
8. Redefine the role of the Aboriginal Support Workers to provide instructional and cultural support in reading activities.
9. Offer homework clubs with a focus on reading assistance for Aboriginal students.
10. Involve District Aboriginal Advocates at school-based team meetings to support and follow through on literacy initiatives (elementary and secondary).
11. Build collaborative links with community partners in developing a strong connection between early literacy and success in school.
12. Offer year-round tutoring for Aboriginal students focused on Final and Provincial exams.

An overview of the history of the School District #22's Literacy Initiative is found in Appendix B. As part of the district plan all schools have submitted school literacy plans to the district. When selecting goals, schools were encouraged to focus on a particular area and not take on too many areas at one time. The following summarizes the literacy focus of each school for 2007/08:

SCHOOL	GOAL To improve:
Vernon Secondary	Vocabulary
Charles Bloom	Reading comprehension – accessing b. knowledge – questioning – main idea - information from text
Clarence Fulton	Reading comprehension
Kalamalka	Metacognition
W.L.Seaton	Extracting main idea and synthesis using non-fiction
Alexis Park	Primary –oral language through retelling Intermediate – use graphic organizers to improve comprehension in Non-Fiction
Beairsto	Reading comprehension in English and French
BX	Reading comprehension through Structured talk
Cherryville	Boys' reading comprehension
Coldstream	Writing – reflective practice / self-assessment
Ellison	Non-fiction writing through self-assessment
Harwood	Reading comprehension
Hillview	Fiction / non-fiction reading comprehension through assessment for learning
JW Inglis	Primary – writing conventions through assessment Intermediate – form in expository writing
Kidston	Reading Comprehension in Non-Fiction
Lavington	Reading comprehension
Mission Hill	Reading comprehension
OK Landing	Reading comprehension
Silver Star	Reading comprehension

Aboriginal Literacy Commitment Statements

Under the direction of the School District's Aboriginal Education department all schools in the district have developed commitment statements outlining the actions they are prepared to follow in order to increase the learning for aboriginal students. These statements are varied but share common aspects which specifically address increased literacy performance. All schools placed a focus on developing cultural appreciation for their aboriginal students. Members of the aboriginal community placed considerable emphasis on building cultural appreciation in order to improve literacy. In addition to this focus many other schools have more specific commitments aimed at literacy which include:

- Acquisition of more aboriginal literacy resources
- Implementation of the TRAXS program (Aboriginal program to promote cultural identity)
- Additional tutoring

The Aboriginal Education Department and Literacy Resource Teachers have recently initiated a project to develop "Home Reading" packages based on leveled Aboriginal materials. To date these resources have only been prepared for the grade 1 level.

Community Literacy Feedback

The extensive community feedback was summarized under the four pillars of READ NOW BC. The following reflect the anecdotal comments and perceptions from community feedback in the four areas.

Early Learning Success in Reading – Community Identified Needs

1. Parenting Issues

Address parenting, parent issues and societal issues (poverty, sleep, nutrition, shelter) that impact the literacy success of young children. It is important to address the 'high literacy needs' of some parents. Ensure programs are getting to the parents who need them and find ways to get 'buy in'. Provide parent education programs in social development, literacy, discipline, health at different levels e.g. 0 to 6 and primary grades with a focus on interactive and play activities. Market existing programs, resources and community supports so parents are aware of what is available.

2. Availability of Programs

Provide a range of opportunities for children to have early exposure to literacy and social emotional programs. Programs need to focus on play. Require more daycares and preschools with strong developmental and literacy focus. Need for more programs for 2 to 5 year old children that develop readiness in literacy, cognitive and social emotional. Incorporate soft parenting skill development programs into all programs.

3. Program Accessibility

Ensure programs to educate parents and develop skills in children are accessible to all- offer programs where adults/parents feel comfortable within the group, with the location and find ways to take the programs to the 'hard to reach' parents. Consider financial constraints, transportation and flexibility issues for programs. Consider the use of schools for programs and preschools – use schools as HUBS for early literacy programs including daycares and preschools. Programs should be taken to the neighborhood – more programs in more locations. Recognize immigrant population and provide written communication in different languages.

4. Children with Unique Needs

Address the needs of young children with unique needs with early identification (ESL, Vision, Hearing and Speech) and recognition of different learning styles (auditory, hands on) and strategies to address these unique needs.

5. Networking

Need for more networking opportunities for district and community personnel supporting young children including teachers, ECE service providers. Keep a focus on literacy understanding, needs and support. There is a need for better continuity between the 0 and 6 population and school (transitions).

6. Funding

Seek additional funding opportunities to support universal day cares and preschools.

Reading Success in School - Community Identified Needs

1. Parent Needs

Recognize parent needs – many have low literacy skills and can't help their children at home with reading and homework – this can result in conflict. Many parents are struggling to provide just the basics for their families and can't worry about literacy. Parents become frustrated by educational jargon in newsletters, letters or report cards. Don't always see the value of reading or literacy. Parents don't understand social and literacy developmental needs of children. Connect and support those people who can't or don't access programs. Ensure library program is integrated into parenting program. Families need more information about issues of too much screen time.

2. Struggling Youth/Alternate Programs

Struggling youth end up in the alternate environments and are not always successful. These kids have major learning needs that may not be identified. Alternate programs must address literacy needs in a relevant way and focus on what a student needs to be successful in society. There needs to be multiple routes in these programs to accommodate different needs and expanded teaching approaches (not just use of computer or print based). There must be opportunities to teach reading to these students not just helping them through courses (remediation needed in regular stream as well). Need greater flexibility in alternate systems. Alternate programs need to be following district directions regarding assessment, instruction and resources as part of basic program.

3. District Literacy Focus

Keep the focus on literacy in schools and stick to a basic philosophy that doesn't change with each new idea. Create a common language. Keep focus limited but sustained – don't try to do everything at once. Continue the focus on assessment driving instruction, appropriate materials and strategies. Need more assessment tools. Recognize that all teachers are teachers of reading. Teach reading at the secondary level (also need to provide remediation). Have a greater focus on trades in school. Provide greater access to differentiated materials at all levels, especially the secondary levels. School organization must be maximized for optimum learning. Better assessment especially at the secondary level. Need to address learning styles – more support for struggling readers. More resources are required. Expanded assessment tools and increased usage. Implementation of new Language Arts IRP must occur. Transition process from grade 7 to grade 8 needs to be reviewed so the right information is passed along and used appropriately. Need to get greater buy in for the literacy focus. Teacher training does not prepare teachers to teach reading. Need better training for CEAs who work with students with homework (most CEAs are not working on reading issues).

4. Libraries

Greater involvement of libraries is needed in literacy – need to be more welcoming for youth. Libraries need to adapt to meet advances to technology. Need access to libraries that have appealing reading materials. Role of teacher librarian has been eroded.

5. Community/School Links

There is a disconnect of philosophy between schools and community programs. Use this as an opportunity to coordinate services and training with community and have more common language used. Need to share more information on individuals between school/community e.g. literacy levels based on common assessment. Need to make a better school/employment connection. Need for greater networking so everyone understands the programs and access routes.

6. Societal Impact

Recognize the societal impact of low literacy skills on society as a whole. View early literacy programs as a benefit to all. Need a safe and stigma free way to identify individuals who need literacy support and for those individuals to get support – work around their fears. Many adults don't admit they have literacy problems making it hard to help their children. Create safe places for adults and kids to meet and address literacy needs. Meet students in familiar safe place – the service goes to them (need enough tutors in the community).

7. Transition

Need a consistent and easily accessible system for transition of students and sharing of appropriate assessments specifically literacy skills. Transitions at all levels need to be better managed.

Reading Success with Adults - Community Identified Needs

1. Accessibility Issues

Adult literacy access needs to be closer to town – transportation is a barrier and is difficult for people on limited income and in the evening. More clients would benefit from upgrading if it was available in central locations. Concern about how to reach the population that needs support (many but not all are clients of service providers). Privacy is important to adults. Need greater presence in the community from the college. Need to make literacy more accessible in informal ways e.g. going to the rec centre or parks where parents are often waiting for their kids.

2. Awareness and dealing with stigmas related to literacy

Need employers to understand the benefit of long term investment for increased literacy skills with their employees. Front line workers don't know where to send clients for literacy support. Need marketing strategy on literacy to remove the stigma. Literacy is a bigger stigma for men than women. Need to promote literacy differently with adults (focus on upgrading or essential workplace skills instead of calling it literacy) and youth (boosting their learning). Greater stigma in a small town – almost a prejudice against book learning – don't need it – will only buy in if it gets them something. We must consider culture of poverty. Community perception of the role and value of literacy does not appear to be high as demonstrated recently in Vernon about the library facility debate. Get past 'stigma' of upgrade training – put forward an acceptable way to change the group culture. Need to approach people about literacy in a sensitive way so they feel comfortable. Stigma about libraries – think they are only there for pleasure books.

3. Networking

Need to work with service providers to help them deal with literacy stigma and knowledge – they don't know how to support clients with low literacy needs. Low literacy needs stem from different factors – disabilities, learning not being met and circumstances that prevented learning in early years. Need clear language regarding programs (don't give a low literate person a print dense paper). Networking is critical. Need to find a way to bring in the employment agencies and work with them to develop literacy skills. Need to partner with industry. Service providers know their own programs but have no sense of what else is out there so miss opportunities to work together or risk duplication. Funding for workplace learning is often centered on physical disabilities as opposed to social/learning/literacy disabilities – lack of value for these disabilities. Alternate programs should partner with community. Need to use clear language in all areas including government forms. Corporate world is missing from the table when talking about literacy. School district and college are seen to be difficult to work with collaboratively regarding youth and adults.

4. Dealing with barriers

Red tape prevents many from accessing prMany don't access programs because of fear. Institution ownership of 'clients' – sense that services for adults belong with the college. People in transition are discouraged from returning to school or upgrading their skills – financial barriers and the pressure to be available to work. These are factors beyond our control but it is important to bring them to the attention of those who can do something about it (MEIA and other government agency expectations). Other issues include poverty, housing, addictions, mental health, etc. More adults getting work but much of the work is low paying. Concerns of unions and volunteers and losing job impact decisions

5. Programming issues

Open Door is more accessible than college but doesn't meet the needs of many adults – funded by courses and so tends to be more academic than some of the adults require. Many of the OD clients come to upgrade so they can go to college. Programs for adults need to start with one to one support before moving to classroom support. There is a need for workplace basic skills programs to help employees keep their jobs. Teach to the client's needs – not so academic – what are the pertinent skills to move them ahead. Include hands on learning opportunities for kinesthetic learners. Learning is intimidating for adults. Use materials that are relevant, interesting, and NOT in book form (books can be intimidating for low level readers). Delivery of support must be driven by student needs. Programs need to be non threatening. More money to assess literacy issues in adults including intergenerational programs between adult/seniors and youth. Lots of adults don't read pleasure books but can read manuals. Flexibility at Crossroads i.e. take a math course to upgrade for a trades test, take a mini course to upgrade a student to be more employable, open in evenings.

6. Senior issues

Senior issues tend to be focused on social literacy and functional literacy needs. Need improved readability of medical, health care and legal literature (print too small and often in upper case). Include a literacy component in all programs e.g. Meals on Wheels, Fall Prevention Programs, etc.

Reading Success for Aboriginal People - Community Identified Needs

1. Early Learning

Many kids are missing early development skills and are not ready for school. There is a need for more programs that support the skills for younger children. Improving parenting skills to help them be better prepared to support their children's developmental levels (same programs as identified at the early learning focus group).

2. School Related Success

Kids in school are moved along and still have literacy problems when they graduate – pushed when not ready. Participants feel kids are pushed into the alternate system too soon (not doing homework, missing classes, etc) – this gives the wrong message – too easy for kids to bail out. Kids are labeled early and told they can't learn. Need to educate parents and youth about their rights. It's hard to go back to school after they have left. Lots of kids have undiagnosed learning disabilities – need money to assess them. Need to be more aware of learning styles – need more hands on. System doesn't understand the aboriginal cultural traits. Aboriginal culture does not value competition – focus is more on helping sometimes helping is thought to be cheating. Traditionally aboriginal people learn orally – system doesn't honor that. System is insensitive to children's needs and feelings. Problems are created at home when students go home with homework and parents don't have the skills to help them. Parent's negative experiences in school prevent them from being advocates for their kids.

3. Adult literacy

Many adults in employment services have literacy and numeracy issues and can't get into trades. They don't like going to college, schools, Open Door because it feels shameful if their own children attend these programs. Open Door is too computer based for most aboriginal learners and they have experienced negative comments about age while at Open Door. Negative school experiences and fall out from residential schools have impacted adults' perceptions of school and learning. Programs need more hands on opportunities. Some First Nations adults feel "stupid" because they did not succeed in school and their self esteem is greatly impaired because of this as well as their opportunities for sustainable and well paid employment.

CHALLENGES

During the meetings a number of different issues emerged which were beyond the scope of the community. These are provincial and societal influences that significantly impact literacy issues and the community's ability to deal with those issues. Many of these issues were previously identified through the Regional Literacy Plan development process and were forwarded to Literacy Now as Action Alerts.

- Stable funding was raised in regards to all four pillars. It is difficult to make long tern plans without any additional dollars or core year to year funding. Concern was expressed over and over again that all the good ideas produced by this collaborative process would not be possible without the funds to support coordination (can't be done off the corner of a someone's desk), resources and program operation. All program demands exceed the collective resources of the community. Government funding for literacy programs and services must be year round and multi-year in commitment.

- Funding for the school district has suffered due to decreased enrolment and changed funding criteria. Despite the reduced enrolment numbers the number of children with significant literacy needs due to many different factors has not significantly declined. Expectations for one on one and small group support both internally and from the community exceed the district's financial ability to meet.

- Quality early learning and child care experiences have proven to have an impact on learning and are important for working parents and those with low literacy and parenting skills. Child care costs however are prohibitive for many parents Lack of child care options is also a barrier preventing parents from participating in parenting programs. All action groups identified early prevention and intervention measures as a core principle to reducing and eliminating literacy issues in the long term.

- BC has the highest child poverty rate in all of Canada with 1 in 4 children living in poverty. Our community poverty rate is at this level and based on some statistics potentially higher. Many families (including those on income assistance and the working poor) are struggling just to provide basic shelter leaving few dollars for nutritional food,

learning, play activities etc. Literacy issues become a vicious circle for these people as weak literacy skills may be limiting their ability to make a better living in the workforce.

- Many people are stuck in low paying jobs or part time employment without the opportunity to improve their employment because of their low literacy skills. Ministry of Employment & Income Assistance policy requires people on income assistance to look for employment but will not pay for them to go to school. As a result this policy works against literacy initiatives which would help people to improve skills, improve employment opportunities and break the poverty cycle.

- Teacher pre service training does not include courses on teaching reading for all teachers. It is important that current research and assessment and instructional practices become core components to teacher training programs. Early childhood education should be part of the training for kindergarten teachers. Teacher training programs also need to place greater emphasis on learning styles, learning disabilities, classroom management and aboriginal student needs. Districts should be hiring qualified kindergarten teachers with early childhood experience and primary teachers with developmental reading instruction background.

IMPLEMENTATION PLAN

Implementation has already started. Throughout the fall many of the meetings resulted in actions starting immediately. In some ways the District Literacy Plan struggled to keep up with the flow of ideas.

Lead roles or organizations have been identified in all action plans. This is critical to ensure follow up occurs. The Assistant Superintendent of Schools and Director of Instruction have been part of the Task Group and will continue to be key facilitators to ensure this plan continues as an on-going plan.

The Task Group will continue as an on-going committee meeting 2 to 3 times a year. This committee will evaluate the progress in the different areas. The next meeting for follow up will be scheduled for May, 2008.

As part of the plan implementation the Task Group believes the following actions should be considered.

1. Further discussion regarding literacy needs should occur in the community of Lumby. Early fall meetings did not raise significant issues but since then community members have expressed concerns regarding youth and adult literacy needs. Time constraints prevented further exploration of these issues.

2. As 'big' issues emerge during the implementation of strategies in the action, it is recommended that Action Alerts be developed in order to bring concerns to the attention of government and provincial agencies with mandates in those areas. All Action Alerts should be funnelled through The Junction Literacy and Youth Centre for distribution to Literacy Now. An Action Alert form is available from The Junction.

3. School District #22 will explore the possibility of developing Memorandums of Understanding with the ECD Coalition and The Junction Literacy and Youth Centre in order to formalize partnerships with each other.

PILLAR: EARLY LEARNING SUCCESS IN READING

The Action Planning Committee felt it was important to emphasize guiding principles for any activities or programs developed to support early learning success in reading. Early learning must use a holistic approach to child development recognizing that pre literacy is only one component in this developmental continuum. Children learn best through plan and we must ensure that it is central to any activities and programs implemented. Literacy development should be embedded into these play activities.

GOAL 1: To prepare all children with appropriate readiness for literacy success through developmentally appropriate play based activities or programs.

OBJECTIVES:

1.1 to provide a continuum of programs and services for ages 0 to 6 that include developmentally appropriate activities
1.2 to provide universal access to a continuum of early childhood programs and services for children
1.3 to support parents to understand and foster all developmental skills in their children (parenting programs)
1.4 to ensure children reach appropriate developmental levels prior to entering school

Strategies/Jobs	Lead Role/ Participating Groups	Partnerships	Timelines and Measuring Success
Hire an Early Learning Coordinator to work in all communities to implement initiatives identified to increase readiness for literacy skills. Explore funding options to ensure long term funding for this position.	ECD Coalition NOEL Project	School District #22 (Early Learning Funds)	Coordinator hired by Spring/08
Implement an outreach bus (Words on Wheel) to provide greater access of services and programs for hard-to-reach families. SD#22 asked to consider donating a bus. Pursue other funding sources for initial costs (retrofit and outfitting bus) and on going costs (gas, maintenance, etc)	ECD Coalition Early Learning Coordinator School District	SD #22 (ELF) Boys & Girls Club Vancouver and North Okanagan Foundations Kal Rotary MCFD Social Planning Council Children First Success by Six	Bus in place for operation by Winter/08
Develop centralized locations or "hubs" for parenting and early learning centres including before and after school care, parenting programs, school age parent programs. Schools would be preferred locations.	Director of Instruction- SD #22 Board of Education ECD Coalition	Ministry Grants – Child Care Partnerships NOEL Project Schools	Implement 2 hubs for Fall/08 Completed West Vernon , the Junction Additional 3 hubs for Fall/09
Provide short term child care "Mary Poppins" for parents participating in programs (remove barriers allowing parents to be better able to participate in these programs.	ECD Coalition	School District #22 (ELF)	Program proposal for spring/09.
Monitor the skills of children entering kindergarten. Research current tools and/or develop a new assessment tool in collaboration with kindergarten teachers for use in September.	SD 22 Primary Literacy Teacher	ECD Coalition Public Health	Tool ready for implementation in Fall/09
Increase utilization of the Strong Start Centre.	School District #22	ECD Coalition NOEL Project	Increase attendance – fall/08
Identify gaps to determine neighbourhood needs. Expand current	ECD Coalition	School District #22 (ELF)	Identify gaps – Spring/08.

Strategies/Jobs	Lead Role/ Participating Groups	Partnerships	Timelines and Measuring Success
services and programs e.g. \mother Goose, Way to Grow, PIE, Welcome to Kindergarten, PALS. Explore other program options if necessary.	Early Learning Coordinator	NOEL Project Junction Literacy Centre	\on going addition of programs as need increases. Attendance maximized in programs and no wait lists – ongoing.

Additional Ideas for Long Term Follow Up:

- Home visitation Program for at risk and isolated/hard-to-reach families (HIPPY Program)

RATIONALE:

This community is fortunate to have a strong ECD Coalition acting as a coordinating body for early learning. The coalition has representatives from many sectors . The coalition has a history of working together to develop plans including the sharing of resources. They were very welcoming of this process and the opportunities of a stronger partnership with School District #22.

The community has a number of excellent programs in place that address the early learning needs of the 0 to 6 population. These programs frequently incorporate a "parenting" component, as well as information about children's normal growth and development, what activities help to develop strong language and early literacy skills and how to access other supports in the community. Programs are generally user friendly and non-threatening toparents with low literacy skills. Unfortunately there are still a number of parents that do not have access to these programs. Feedback consistently identified the need to ensure programs were universally available to all parents and children in their neighbourhood. As a result, a multi -prong approach to ensure this happens (Outreach bus, Hub locations and programs in neighborhood locations) has been recommended. The Early Learning Coordinator position is critical to secure on-going resources, retrofit a bus, work with partners to staff the bus, timetabling, etc. It is anticipated that this coordinator would be critical in seeking additional funding to secure on going resources, retrofit a bus, work with partners to staff bus, timetabling, etc. Without a position like this there is concern that the initiatives will not happen as they will end up on desks of already busy people. In addition to supporting the implementation of a bus there is an on-going need for coordination to help existing service providers implement other initiatives that have emerged in both literacy plans.

Currently the EDI appears to be the only tool that is used as a general measure of how children are doing. It is essential to have a simple tool available that can be completed upon entrance into kindergarten to help teachers recognize needs early and to determine the long term effectiveness of the programs.

The Early Learning Fund is a one time grant given to the school district. It is hoped that this fund can help support early learning activities for at least the next three years. Since it is one time funding caution must be used if it is allocated for salaries such as the Early Learning Coordinator as it may not be sustainable in the long term.

GOAL 2: To support early childhood educators to develop literacy knowledge and skills for the 0 to 6 population.

OBJECTIVES:

2.1 to facilitate networking between early childhood educators and kindergarten teachers including transition of children between the systems

2.2 to develop the capacity of early childhood educators and program facilitators to incorporate developmentally appropriate activities into programs and services

2.3 to develop the capacity of early childhood educators and program facilitators to understand how to incorporate early literacy activities into their programs and services

2.4 to assist early childhood educators with early identification of children with unique needs and developmental delays

Strategies/Jobs	Lead Role/ Participating Groups	Partnerships	Timelines and Measuring Success
Ensure 1 or 2 meetings occur each year with early childhood educators and kindergarten teachers.	Early Learning Coordinator SD#22Primary Literacy Teacher	Early Learning Funds ECD Coalition	Spring and winter meetings each year - ongoing
Support day cares and preschools workers to develop their skills and knowledge regarding early literacy by providing in-service and training (Mother Goose, PIE, Way to Grow), visitations, introductions of LEAP and printed communication.	Early Learning Coordinator	School District #22 Junction Literacy Centre ECD Coalition NOELProject OC CCRR NONA IHA – Public Health LEAPS Facilitators ECEBC	Early Learning Coordinator in place to visit and support daycares and preschools Two in-services per year with SD22 literacy personnel First meeting – FALL /08
Develop process to share information from preschool to kindergarten	School District #22 ECD Coalition	Day care operators and preschool teachers	Transition Meetings piloted in winter/08
Train day care operators, preschool teachers and Mother Goose facilitators (or other drop in programs) to use ASQ at different milestones in order to improve early identification of children with unique needs and developmental delays. NONA is able to provide training.	NONA ECD Coalition	NOEL Project CCRR ECEBC	Ongoing 75% of organizations providing programs and services for early learning will have 50% of their staff trained. – winter/08

RATIONALE:

The development of the District Literacy Plan provided an excellent opportunity to network between the early learning community and school district. Participants value continuation of this networking and believe it will have benefits for children. This will provide greater understanding of the directions of both systems.

There was some concern that some children's developmental needs are not being identified early. Providing more training to early childhood educators will assist in this area. Providing training to Mother Goose facilitators (or other drop in programs) will help with early identification for children who may not be in day care or preschool environment prior to entering school.

PILLAR: READING SUCCESS IN SCHOOLS

The scope of this topic proved to be a major challenge and difficult to manage within the time constraints for the development of the plan. This challenge was further complicated by a well established school district literacy initiative and determining how this initiative integrated with the Read Now District Literacy Plan which created some confusion in the system. Many actions were suggested, potentially overwhelming the system. In fact some of the issues are already being addressed through the existing District Literacy Initiative or through the regular operation of the system.

GOAL 1: To increase all teachers' knowledge and understanding of the reading/writing process and issues that affect literacy skill develolpment

OBJECTIVES:

1.1 to recognize that all teachers are teachers of reading
1.2 to ensure reading instruction deliberately occurs for all students
1.3 to increase all teachers' knowledge of assessment and literacy instruction
1.4 to use varied genres and leveled resources for reading instruction including in content areas

Strategies/Jobs	Lead Role/ Participating Groups	Partnerships	Timelines and Measuring Success
Continue to provide in school teacher support and in-service in literacy and assessment knowledge through the existing district literacy initiative and implementation of the new K to 12 Language Arts Curriculum. Implement approaches consistent with the basic principles of a "Balanced Literacy Philosophy".	SD#22 Curriculum District Literacy Resource Teachers Assessment Committee	All schools Ministry Innovation Grant	Increased classroom use of small group instruction including guided reading and lit circles, comprehension strategies and leveled resources at all grade levels - ongoing PM Benchmarks used in all primary classrooms and with struggling readers up to early secondary June/08 WCRA used consistently in all grade 4 to 8 classes throughout the year. Increased numbers of students exceeding or meeting expectations on PM Benchmarks and WCRA (See Achievement Contract for targets) June/08
Develop a plan to ensure alternate and school based student support teachers (LAT) have assessment and literacy development knowledge in order to diagnose, support and remediate literacy needs.	School District #22 Curriculum and Student Support Services		Plan is developed and in-service begins before June/08.

Strategies/Jobs	Lead Role/ Participating Groups	Partnerships	Timelines and Measuring Success
Continue to use Collaborative Learning Communities at school levels to develop knowledge and skills in literacy. Incorporate ideas to maintain a high literacy focus in each school by weaving activities into all school activities.	School District #22 Curriculum District Literacy Resource Teachers School Literacy Lead Teachers	All schools – teachers and administrators Ministry Innovation Grant	Submission of school plans and evaluations on an annual basis

Additional ideas for long term follow up:

- Provide a higher profile role for teacher librarians in literacy support by ensuring they are included in training and part of school literacy teams. Explore options for the community to have access to school libraries
- Seek greater buy in from teachers at the secondary level for literacy philosophy that all teachers are teachers of reading
- Incentive programs for students at the secondary level aimed at literacy
- Seek more opportunities for staff to share literacy strategies and celebrate/acknowledge success
- Ensure literacy is a visible component of the whole school culture

RATIONALE:

The district literacy initiative has been in place for 5 years. Through this initiative considerable focus has been placed on literacy which is evidenced by very different conversations at the school and district levels. The new Language Arts curriculum is being implemented in the district and will require a continued emphasis. This document is a natural fit with the existing literacy initiatives as there is a great alignment between it and the directions that the School District's literacy initiative has taken in the past five years.

To date the literacy initiative has not reached all support teachers (LAT) or alternate teachers resulting in different approaches and understanding regarding literacy. Aboriginal support workers and CEAs may play a valuable role supporting literacy if given adequate training.

PM Benchmarks are widely used and each year brings greater use of the Whole Class Reading Assessment at the intermediate and grade 8 levels but district wide use has not been achieved. The use of these district wide assessments will help guide instruction in classrooms and address individual needs. In addition, it helps students' achievement through consistent knowledge being shared when students are transient. It is important that the assessment and instructional strategies reach all teachers in the system including school student support services and alternate teachers. Similar results have been achieved with instructional practices. While many classrooms use guided reading, lit circles and comprehension strategies, these approaches are at various stages of implementation in the district. The district directions regarding instructional practices are consistent with the new Language Arts curriculum and current research.

The ability to read with understanding is key to all learning in school. The expectation from community partner meetings is clear that literacy skills development must be embedded at every grade level in order for students to advance to the workplace or on to college or university. Collaborative Learning Communities at the school level have provided greater 'buy in' and ownership with teachers. It is important to continue this process which continually develops greater literacy capacity.

GOAL 2: To support parents in helping their children to be more successful in reading.

OBJECTIVES:

2.1 to provide more programs that support parents in parenting skills and literacy support for their children

2.2 to ensure parents understand appropriate strategies to support reading at home

Strategies/Jobs	Lead Role/ Participating Groups	Partnerships	Timelines and Measuring Success
Introduce a range of programs in schools to support parents. E.g. PIE – Parenting Isn't Easy LAPS – Literacy and Parenting Skills POPS – Parents of Primary Students PALS – grade 1 PILOT sessions	School District #22 ECD Coalition	Junction Literacy Centre NOEL Project	2 'HUB' schools in place for fall/08 Fall/winter 08, Spring 09

Additional ideas for long term follow up:

- Introduce "Stress Free Reading at Home" to support parents with home reading.

RATIONALE:

Parents may not have knowledge of children's early development and may lack solid parenting and/or literacy skills. Theses are key to parents successful encourage their children's early literacy development. Without this support some children may enter schools lacing the readiness skills for reading success. Schools are natural locations to provide easy access to parenting programs that support these goals as well as breaking down potentially negative school attitudes that exist with many parents. The Early Learning action planning group suggested pursuing schools as 'hubs' for early learning and school aged parent programs which would make these programs more accessible for parents.

Currently PALS is the only school -aged program that helps parents understand how to support what their child is learning in kindergarten. Similar programming is required beyond kindergarten as parents frequently state they value this type of information in learning, lack parenting skills or have low literacy skills to support themselves. Experience from existing programs supports the fact that improving prenting knowledge has a positive impact on children's ability to learn.

GOAL 3: To ensure schools have a literacy remediation component in place to address core reading deficits.

OBJECTIVES:

3.1 to provide direct remediation instruction to address core reading deficits especially at the secondary level.

3.2 to increase opportunities for students to receive literacy support outside of school

Strategies/Jobs	Lead Role/ Participating Groups	Partnerships	Timelines and Measuring Success
Initiate discussions regarding the alignment of district literacy practices with remedial approaches.	District Student Support Services District Curriculum		Meetings organized with a plan – spring/08
Review the roles and organization of current school staffing (teachers and support staff) to ensure individualized assessment and remediation is available for students demonstrating deficits with a focus on secondary schools. Explore alternate forms of program support within secondary schools to address reading deficits.	District Student Support Services	School Administrators and School Based Teams	Plan developed for Spring/08.
Use community resources to support students with out of school tutoring. Continue One on One Children's Literacy Program in elementary schools.	Junction Literacy Centre	School District	Increased numbers of students receiving tutoring
Maintain summer reading programs for primary students.	School District #22 Curriculum	Ministry Innovation Grant Junction Literacy Centre	3 programs offered in summer 08 with maximum participation

Additional Ideas for Long Term Follow Up:

- Use of peer tutors (trained in basic reading strategies)

RATIONALE:

The District Literacy Initiative continues to address literacy needs of most students with a continued focus on strategies, deliberate reading instruction and use of leveled resources. Despite this focus there continue to be students in the system that require support above and beyond classroom instruction. These children may have learning disabilities, strong learning styles or significant deficits due to developmental delays or environmental situations (e.g. attendance patterns, transient schooling history, etc). Many members of the community feel schools do not recognize these unique needs and as a result are not providing adequate support for students with these needs. Community feedback indicates a strong belief that current secondary support is focused on homework or course completion rather than remediation. Many secondary LAT and alternate teachers do not have training in teaching beginning literacy acquisition. It is important to provide a multi -pronged approach to supporting these students which may include community one on one tutoring support by trained volunteer and paid staff.

GOAL 4: To improve communication and develop common language related to literacy issues.

OBJECTIVES:

4.1 to develop a consistent transition process from elementary to secondary schools

4.2 to improve literacy links between community services and schools

4.3 to improve communication with parents

4.4 to develop common language at all levels of education and in the community

Strategies/Jobs	Lead Role/ Participating Groups	Partnerships	Timelines and Measuring Success
Establish a committee to review transition practices from elementary to secondary schools with particular focus on sharing of information from literacy assessments and providing opportunities for elementary and secondary teachers to work together to better understand each other's goals and practices. Committee to develop a district wide process for sharing data and professional meetings.	District – Curriculum District Literacy Resource Teachers Student Support Services	Administrators Classroom Teachers Student Support Teachers	Process in place – Spring/08
Initiate a community/district work group to clarify roles related to literacy and determine how community resources can support schools. Develop a process to be used to explore new ideas and initiatives.	Assistant Superintendent of Schools	Junction Literacy Centre District and School Participation	Committee established and process developed – Spring/08
Continue to develop more community links at all levels to support students with literacy needs.	School District#22	Junction Literacy Centre Connections Career Centre Okanagan College ECD Coalition NOEL Project LDA Employment Agencies	On-going
Revise report cards to be more easily read and understood by all parents especially those with low literacy skills. Consult with community groups regarding clear language guidelines for consideration in written communication with parents.	Assessment Committee	Junction Literacy Centre	Report card for 2009/10 implementation

Additional Ideas for Long Term Follow Up:

- Greater linking of community library services in Vernon and Lumby with schools e.g. in school presentations, Picture Book Club, etc.
- Clear language workshops at schools for staffs

RATIONALE:

This plan has identified the need to remove barriers and work together. Many service providers are available to support children and youth and the challenge will be to find ways to make this happen. If it is to happen, it is important that some of the training that happens for school district personnel is made available to community service providers. This will help develop common language, better working relationships and respect and understanding of each other.

Upper elementary teachers and secondary teachers need to share and understand each other's literacy goals and challenges. One secondary school brought Grade 7 teachers in their family of schools together with Grade 8 teachers to discuss literacy directions and assessment results. More of these conversations need to take place in order to effectively use the WCRA and/or PM Benchmarks results. It is critical that all schools are using these tools in order to ensure Grade 8 (Grade 7 in Lumby) students have a successful transition. Successful transition will positively impact student achievement.

Communication to parents is frequently written beyond the literacy levels of many parents. In addition report cards may have too much 'education jargon' for many parents to fully understand.

GOAL 5: To address literacy needs of students in alternate settings.

OBJECTIVES:

5.1 to develop knowledge of how to teach basic literacy skills

5.2 to make learning more relevant to the students in alternate programs

5.3 to address the different learning styles, learning disabilities and learning gapsof students in the alternate programs

Strategies/Jobs	Lead Role/ Participating Groups	Partnerships	Timelines and Measuring Success
Provide a variety of learning approaches for students that address relevancy issues and varied learning styles. Implement new resources such as Kurzweil, leveled resources, assessment tools, etc. that are in line with district literacy directions.	School District #22 – Student Support Services	Alternate Programs Secondary Schools	Initial plan develop – Dec/08
Ensure programs are able to meet a range of student needs including course completion for graduation, remediation for low literacy students and life skills for those not ready for academic focus. Discussions regarding the organizational structure of the programs must occur.	School District #22– Student Support Services	Alternate Programs	First Step: Reorganize and development of individualized programs at ALP (former Discovery and JOD) – Dec/08 Next step – to look at Six Mile, Open Door, Crossroads
Develop flexible individualized programs for youth that include work experience, life skills, social skills and academic/literacy skills. Engage youth in determining what they want to achieve as part of their programs.	School District #22– Student Support Services	Alternate Programs Junction Literacy Centre	First Step: Reorganize and development of individualized programs at ALP (former Discovery and JOD) – Dec/08 Next step – to look at Six Mile, Open Door, Crossroads

Additional Ideas for long term follow up:

- Develop courses that meet student needs and graduation requirements in the alternate environment
- Greater involvement of community resources in alternate settings – develop more partnerships

RATIONALE:

Community feedback was very strong in this area. Many service providers and individuals believe the current alternate programs do not recognize different learning styles or needs (too computer and/or print dense approach). They also believe the programs are focused on 'courses' and not able to address the needs of those students with literacy deficits or life skills needs. Some of these concerns are tied to funding issues which were further complicated this fall with the implementation of new 1701 criteria. Considerable community feedback addressed the issue of relevancy and students' needs. Questions were raised more than once questioning the current system which tends to tie success to a Dogwood Certificate when an alternate approach which looks at pre-employment and apprenticeship may be more appropriate for some of the students that struggle with schools.

Feedback from the Aboriginal community identifies a concern that Aboriginal students are pushed into alternate programs too quickly without addressing needs or involving parents while at their home school. There is considerable concern from Aboriginal participants that cultural differences are not recognized with their students.

PILLAR: READING SUCCESS FOR ADULTS

Adult low literacy has many stigmas attached for both the low literacy adult and the people trying to provide services. Adults are often caught in a web of programs to improve education or job skills, constantly failing because the issues has not been addressed. There are a number or resources available in the community but at this time they work in isolation. Mandates sometimes become barriers to what works best for potential clients. The planning meetings provided an excellent opportunity to start discussion which will lead to more coordinated and varied options for adults hopefully in more accessible locations.

GOAL 1: To provide service with the knowledge and tools to support clients with literacy issues.

OBJECTIVES:

1.1 to provide service providers with knowledge to deal more effectively with clients

1.2 to centralize literacy information for easy access

Strategies/Jobs	Lead Role/ Participating Groups	Partnerships	Timelines and Measuring Success
Develop a one stop shopping literacy website which will become the point of access for all service providers. Develop common language print materials to be used by all service providers. Explore funding opportunities.	Junction Literacy and Youth Centre	Okanagan College Employment Agencies Disabilities Association Service Canada	Website established with multiple links to other sites – April/08
Develop an assessment tool (web based recommended) for service providers to use with clients to determine literacy issues. Training will be required.	Junction Literacy and Youth Centre Okanagan College	Employment Agencies	Tool available by Spring/09
Provide training for service providers on literacy issues.	Junction Literacy and Youth Centre	College	On-going

RATIONALE:

Service providers are frequently the first people who encounter clients with low literacy skills. They have reported feeling uncomfortable identifying and addressing client literacy issues. As a result, information, including an assessment tool, would help the service providers to understand literacy issues and recognize how to better assist clients. A coordinated one stop location for information would be an asset to all service providers.

These actions naturally follow up with the original Community Literacy Plan directions and address similar issues that were raised during that process.

GOAL 2: To improve adult literacy skills.

OBJECTIVES:

2.1 to improve coordination and accessibility for adults requiring literacy support.

2.2 to improve seniors' access to literacy opportunities.

2.3 to improve the business community's understanding and knowledge of employee literacy needs.

Strategies/Jobs	Lead Role/ Participating Groups	Partnerships	Timelines and Measuring Success
Ensure a diversity of literacy supports are available to adults in the community (one to one, upgrading, grade 12 grad and specialized courses) in easy to access, central locations (tutoring programs available in centrally located venues).	Okanagan College	Junction Literacy and Youth Centre School District #22 (Open Door) Employment Agencies	College programs offered in "off campus" locations by Nov/08.
Increase the number of people trained to support literacy and remediation needs. Increase the number of Aboriginal tutors.	Junction Literacy and Youth Centre	Learning Disabilities Association College	Current and on-going.
Develop a more centralized approach to delivering literacy programs for adults including: - clarifying different services and who provides which service - sharing of information in order to provide a continuum of services for adult needs among the service providers (College, School District, Community) - developing a clear process for clients to access services	Junction Literacy and Youth Centre	Okanagan College School District #22 (Open Door) Employment Agencies	Regular meetings set starting January/08
Provide information to seniors regarding literacy opportunities and benefits. Provide a variety of activities in accessible locations for seniors regarding: - health awareness - form completion - literacy for fun	Junction Literacy and Youth Centre – Seniors Literacy Project	Interior Health Whitevalley Community Resource Centre Okanagan College Residential Facilities Community Professionals Schubert Centre Halina Centre Okanagan Regional Library Gateby Care Centre Canterbury Court Carrington Place	Current and on-going.
Develop an information package to present to medium sized business regarding potential literacy issues at work and linking activities to Essential Skills. Focus on: - understanding literacy issues - employee and employer benefits - supports available for low literacy employees	Junction Literacy and Youth Centre	Okanagan College Connections School District #22 (Open Door)	Two employers involved by April/08

Strategies/Jobs	Lead Role/ Participating Groups	Partnerships	Timelines and Measuring Success
Presentations to business groups including HRMA (Human Resource Managers Association).regarding workplace literacy issues.	Junction Literacy and Youth Centre	Okanagan College Connections Employment Agencies	Presentation prepared and provided by March/08
Enhance current business programs for use in more locations e.g. Job coaches, Connections Multigenerational Workshops.	Junction Literacy and Youth Centre	Connections Employment Agencies	

RATIONALE:
The major concern heard during the development of the Community Literacy Plan and again through this process was accessibility of programs for adults. A focus then and again during this process, points to coordination of services in this area between the 4 major groups – Okanagan College, School District #22, The Junction Literacy Centre and service providers. Coordination will allow for a multi prong approach to serving the adult population appropriate the best programs in the most accessible locations.

The seniors initiative through The Junction has been a follow up from the original plan and was achievable through additional funding and the establishment of The Junction Literacy and Youth Centre.

There continues to be concerns about workplace literacy. Employers tend to deal with the symptoms rather than the problems. In part this comes from a lack of knowledge about literacy issues and support programs. When they are aware of the issues many employers find it difficult to bridge this topic with employees. Low literacy employees have difficulty making changes in their work, often don't stay in jobs, can't find new jobs and may experience family difficulties related to their literacy skills.

PILLAR: READING SUCCESS FOR ABORIGINAL PEOPLE

In reality this pillar was also covered in the other three pillars as the issues identified were very similar. There is significant cross over with the strategies in all 3 other pillars. There are some specific cultural issues that were raised by Aboriginal participants regarding literacy. Within the school district, a number of these issues have already been identified within the Aboriginal Education department and changes are being made to address needs more effectively. Funding for additional programming can be an issue. There are many isolated groups at work within the Aboriginal community (|Friendship Centre, OKIB, SD Aboriginal Education Committee) providing excellent services but coordinating efforts and sharing resources is a discussion that needs to continue in the future.

GOAL 1: To prepare children from ages 0 to 6 with appropriate readiness for school success.

OBJECTIVES:

1.1 to build a culture of literacy within Aboriginal families and communities
1.2 to provide programs and services to parents so they understand how to nurture their children's pre-literacy skill development
1.3 to support parents to develop pre literacy skills with pre-school children
1.4 to increase the developmental levels of all children from birth to age 6

Strategies/Jobs	Lead Role/ Participating Groups	Funding and Partnerships	Timelines and Measuring Success
Implement a continuum of programs at Head of the Lake which include Mother Goose, Way to Grow, Parenting Isn't Easy and ALAPS	Band Education Manager	School District #22 Junction Literacy Centre NOEL Project Early Learning Funds AEC Early Learning Coordinator (Pillar 1)	Successful implementation of each program at least once during the next year.
Enhance delivery of Mother Goose, PIE and ALAPS programs for urban Aboriginal families. Seek funds required to support child care, transportation, food and program costs (facilitation and materials).	NOEL	NOEL Project Junction Literacy Centre Early Learning Funds NOEL Project AEC Early Learning Coordinator (Pillar 1)	Sufficient programs in place to maximize attendance and have no wait lists.
Identify additional sources of funding for training, facilitating and supporting sessions for Aboriginal families.	Band Education Manager	AEC Success by Six Principal-Ab Ed Early Learning Funds (SD) Junction Literacy	Funds in place to provide programs to meet all needs.
Identify a Family Literacy Coordinator for Okanagan Indian Band	Band Education Manager	Federal Funding First Nations Steering Committee OKIB	Paid Family Literacy Coordinator in place with OKIB

Additional Ideas for Long Term Follow Up:

- Pursue opportunities to bring urban families together to create intergenerational connections to strengthen communities and make reconnections. Recognize developmental milestones e.g. 6months, 12 months etc.
- Distribute the 'Aboriginal Learning Calendar' to families and training groups.

RATIONALE:
Parents are looking for support so their children will be successful in school and life. At this time there are no early development programs available with easy access available on the Okanagan Indian Reserve (all programs located in Vernon). A continuum of non threatening, early development programs will assist parents. These programs will help develop language, social and literacy skills of preschoolers leading to greater success when they enter school. In order to focus on this goal it is critical to have a paid coordinator. A Family Literacy Coordinator for OKIB would ensure training, funding, advertising and follow up happens to develop these programs in appropriate locations.

GOAL 2: To improve literacy skills for Aboriginal students at all levels.
OBJECTIVES:
2.1 to develop Aboriginal students' self esteem
2.2 to address different learning needs of Aboriginal students
2.3 to increase the number of Aboriginal students taking more challenging courses
2.4 to support parents in helping their children meet success at schools

Strategies/Jobs	Lead Role/ Participating Groups	Funding and Partnerships	Timelines and Measuring Success
Review best practices and research in Aboriginal Education. Provide increased literacy support to Aboriginal students by trained Aboriginal teachers focusing on literacy skills and incorporating a cultural context.	District Principal – Aboriginal Education	AEC	Improved PM levels. Increased attendance. Increased participation rates in English 12 & Principles 10. Improved grade to grade transition rates at the secondary level.
Explore models of service delivery at Seaton School for Aboriginal students that engage them in their culture and school performance.	Principal – Seaton School	AEC	Increased attendance. Increased participation rates in English 12 & Principles 10. Improved grade to grade transition rates at the secondary level.
Improve communication and develop partnerships between School District and the Friendship Centre with more opportunities for conversations to pursue common concerns.	District Principal – Aboriginal Education Friendship Centre		Regular meetings
Schools develop systematic and consistent contact with parents regarding attendance and school performance.	Seaton, Fulton and Alexis Park Principals Principal Aboriginal Education	Aboriginal Staff OKIB	Improved student attendance

Strategies/Jobs	Lead Role/ Participating Groups	Funding and Partnerships	Timelines and Measuring Success
Maximize opportunities for in school and out of school literacy support for Aboriginal students. Increase the number of trained Aboriginal trained tutors. - use of guided reading groups - before and after school support programs - tutoring outside school time (community support) - summer reading program	School District	Schools Aboriginal Support Workers The Junction Literacy Centre OKIB	Increased numbers of students receiving support in different ways and in different locations

Additional Ideas for Long Term Follow \up:

- Encourage schools to identify Aboriginal literacy goals.
- Teach parents how to positively advocate in the education system
- Explore a "Stay in School" initiative that includes both cultural and learning components
- Explore options for Aboriginal students to receive credits for cultural activities.

RATIONALE:

Literacy success for our aboriginal students continues to be a concern. Lower transition rates are evident each year with the ultimate result being a lower graduation rate for aboriginal students. Addressing Aboriginal literacy is complex and must be a learner centred holistic approach with diversity and cultural recognition. A recent study of 10 schools across Canada showed success was achieved by using a wide range of instructional approaches. Generally accepted effective teacher characteristics and the use of Aboriginal role models were the common threads in these schools. In addition, teachers demonstrated an understanding of and respect for local culture, incorporating it into the curriculum. All schools found there was a need for expect high expectations of aboriginal students. Frequent and effective communication with parents was also critical in all of these schools.

GOAL 3: To improve literacy skills for Aboriginal adults on reserve.

OBECTIVE:

3.1 to provide accessible Essential Skills to adults from OKIB

Strategies/Jobs	Lead Role/ Participating Groups	Funding and Partnerships	Timelines and Measuring Success
Initiated discussions with the coordinating committee for adult learning (pillar 3) and OKIB to explore appropriate ways to meet adult learning needs on Westside.	Junction Literacy Centre Band Education Manager	Open Door College Employment Agencies	June/08

RATIONALE:

One of the greatest barriers to supporting adults from Westside is accessibility. The establishment of a more coordinated approach of the major partners in this area will provide an excellent opportunity to work with members of OKIB to seek solutions that will overcome this barrier.

APPENDIX A EDI NEIGHBOURHOOD RESULTS

Vernon

School District 22

Summary Table: Percent Vulnerable

	Physical Health and Well Being			Social Competence			Emotional Maturity			Language and Cognitive Development			Communication Skills and General Knowledge			Neighbourhood Vulnerability on One or More Scales			
	Wave1	Wave2	Change	Wave1	Wave2	Change	Wave1	Wave2	Change	Wave1	Wave2	Change	Wave1	Wave2	Change	Wave1	Wave2	Change	
Coldstream	7.1	0.0	-7.1	5.3	2.0	-3.2	3.6	0.0	-3.6	7.0	2.0	-5.0	1.8	2.0	0.3	12.3	4.1	-8.2	Coldstream
Vernon - East	7.7	2.7	-5.0	7.7	2.7	-5.0	7.7	2.8	-4.9	5.1	2.7	-2.4	5.1	0.0	-5.1	12.8	10.8	-2.0	Vernon - East
Vernon - Southeast	6.1	11.1	5.0	10.2	13.3	3.1	10.4	8.9	-1.5	16.3	6.7	-9.7	6.1	8.9	2.8	26.5	20.0	-6.5	Vernon - Southeast
Lumby - Cherryville	7.3	18.0	10.7	2.4	6.6	4.1	13.4	6.6	-6.9	8.5	4.9	-3.6	2.4	6.6	4.1	20.7	21.3	0.6	Lumby - Cherryville
Vernon - BX	14.0	4.5	-9.4	7.1	26.7	19.5	13.5	8.9	-4.6	11.6	6.7	-5.0	7.0	2.2	-4.8	20.9	26.7	5.7	Vernon - BX
Vernon - Okanagan Lake	15.5	7.9	-7.6	1.7	14.5	12.7	8.8	9.6	0.8	13.8	15.8	2.0	13.6	15.8	2.2	33.9	28.9	-5.0	Vernon - Okanagan Lake
Vernon - Southwest	20.5	13.3	-7.2	15.0	13.3	-1.7	10.0	13.3	3.3	17.5	13.3	-4.2	12.8	13.3	0.5	32.5	33.3	0.8	Vernon - Southwest
Vernon - North	11.0	25.0	14.0	4.9	20.5	15.6	8.8	9.1	0.3	12.3	9.1	-3.3	9.8	13.6	3.9	26.8	34.1	7.3	Vernon - North
Vernon - Central	n/a	18.2	n/a	n/a	29.5	n/a	n/a	9.1	n/a	n/a	20.5	n/a	n/a	22.7	n/a	n/a	50.0	n/a	Vernon - Central
Vernon - West	5.6	n/a	n/a	11.1	n/a	n/a	2.8	n/a	n/a	8.3	n/a	n/a	11.1	n/a	n/a	16.7	n/a	n/a	Vernon - West
Kalmalka Lake	7.1	n/a	n/a	7.1	n/a	n/a	9.5	n/a	n/a	4.8	n/a	n/a	4.8	n/a	n/a	19.0	n/a	n/a	Kalmalka Lake

Sorted by

Physical Health and Well Being

Totals: 5▽3▲ | 3 | 1 | - | 2 | 3 |

Emotional Maturity

Totals: 4▽1▲ | 2 | 1 | 5 | 1 | - |

Communication Skills and General Knowledge

Totals: 2▽3▲ | 3 | 1 | 1 | 2 | 2 |

Social Competence

Totals: 3▽5▲ | 2 | 1 | - | 3 | 3 |

Language and Cognitive Development

Totals: 6▽1▲ | 3 | 2 | 1 | 1 | 2 |

Neighbourhood Vulnerability on One or More Scales

Totals: 2▽2▲ | 2 | 2 | 2 | 1 | 2 |

Province-wide Vulnerability Cut-offs:

EDI Scale	Cut-off Value
Physical Health and Well-being	6.92
Social Competence	5.58
Emotional Maturity	5.83
Language and Cognitive Development	5.38
Communication and General Knowledge	3.89

Notes:

Source: EDI Wave 1 (2000/01-2003/04) and Wave 2 (2004/05 - 2006/07), Human Early Learning Partnership.

The total sample size is 508 students. Boundaries provided by P. Wellwood.

Due to low numbers, data from two neighbourhoods -Vernon West and Kalmalka Lake- has been suppressed.

EH - HELP - July 2007

APPENDIX B SCHOOL DISTRICT #22 LITERACY INITIATIVE OVERVIEW

SD #22 Literacy Initiative	First year 2003-2004	Second year 2004-2005	Third year 2005-2006	Fourth year 2006-2007
Literacy resource teachers	One full time	-One full time -One .6 (increased to .8 in February 2005)	-One full time -One .8	-One full time -One .6
Focus groups	-8 schools: Gr. 3-4-5 teachers, LAT's and administrators	-8 schools: Gr. 3-4-5 teachers, LAT's and administrators -16 schools: Gr. 1-2	-16 schools: Gr. K-7 teachers -5 schools: Gr. 8 teachers, and LAT's	-15 schools: Gr. K-7 teachers -5 high schools
implementation model	In-servicing, demo lessons, side-by-side support with assessment tool (PM Benchmark Kit)	In-servicing, demo lessons, side-by-side support with assessment tools (PM Benchmark Kit, whole class reading assessment)	In-servicing, demo lessons, side-by-side support with assessment tools (PM Benchmark Kit, whole class reading assessment). Collaboration time with literacy resource teachers	Collaboration with literacy resource teachers, PLC's at each school. In-services often school-based. District collaboration team with representatives from all 15 schools. Demo lessons and support with assessments continued
Content focus	Guided Reading Assessment tools (PM Benchmarks)	Guided Reading, Balanced Literacy Assessment tools (PM Benchmarks)	Balanced Literacy Assessment tools (PM Benchmarks, BC Performance Standards, WCRA)	Balanced Literacy, Emphasis on assessment for instruction
District literacy money targeted toward	-8 elementary schools, amount based on large or small school designation -Leveled text for the District Resource Centre -Salary for literacy resource teacher (1.0 FTE)	-16 elementary schools, amount based on large or small school designation -Leveled text, big books for the District Resource Centre -Salaries for literacy resource teachers (1.8 FTE)	-16 elementary schools, 5 high schools based on large or small school designation -Leveled text, big books, classroom libraries for the DRC -Salaries for the literacy resource teachers (1.8 FTE)	-15 elementary schools based on school literacy plans -5 high schools based on large or small school designation -Leveled text, big books, classroom libraries (fiction and non-fiction) for the DRC -Salaries for the literacy resource teachers (1.6 FTE)
Funding – School District Budget and Ministry Innovation Grant	Leveled text	Leveled text	Leveled text Release time to meet with literacy resource teachers	Collaboration time, Resources to support school literacy goals
Goals set by	District literacy team	District literacy team	District literacy team	Teachers at each school