



SCHOOL DISTRICT NO. 48

Always Supporting Learners

◆ *Valuing Individuals* ◆ *Fostering Pride* ◆ *Expanding Opportunities*

Community/District Literacy Plan 2008-2009

Background

In 2006-2007 School District personnel (Literacy Coordinators, Teachers, and Administrators) participated with a wide range of community members in three Community Forums on Literacy and Learning. The Sea to Sky Regional Literacy Coordinator coordinated these forums. Meaningful community discussions were held in Squamish, Whistler, and Pemberton (including Mt. Currie, N'Quatqua, Skatin, Samahquam, and Douglas /Tipella. As part of each forum, community/school information was shared under the headings: "What are we proud of?", "What are the gaps?", and "Where would we like to be in five years?"

These forums set the stage for ongoing community literacy development. In the Spring of 2007, each community formed a Task Group for "Preparing a Community Literacy Plan". The coordinator was chosen as the facilitator. The task force has prepared a vision statement after researching and writing respective community profiles. This vision statement can be seen on the cover of this document. In January of 2008, the Task Groups hired Community Champions to take on the work of gathering inventories and identifying gap. The Task groups were brought together and community information was shared.

In the development of this second draft of the plan, four Community/District Meetings have occurred.

Literacy Partners and Stakeholders in Each Community

A broad range of community, groups and individuals have participated at different stages of the LiteracyNow the active literacy partners and stakeholders in their communities are:

Squamish

- Squamish Nation
- Capilano College
- Squamish Public Library
- Putting Children First Initiative
- Vancouver Coastal Health
- Howe Sound School District
- Sea to Sky Community Services
- Seniors and Aboriginal Community Elders
- Community Members

Whistler

- Capilano College
- Whistler Public Library
- Community Members
- Putting Children First Initiative
- Vancouver Coastal Health
- Howe Sound School District
- Seniors
- Whistler 2020

Pemberton and Northern Communities

- Capilano College
- Pemberton Public Library
- Seniors and Aboriginal Community Elders
- Community Members
- Early Childhood Education
- Putting Children First Initiative
- Vancouver Coastal Health
- Howe Sound School District
- Lil'Wat Nation
- Lower Lakes Community Champions (Skatin, Samahquam, Tipella)
- N'Quatqua

The Five Pillars of Literacy for the Sea to Sky Corridor

- **Enhance optimum learning opportunities for children pre natal to school age**
- **Improve literacy for children (K-Grade 12)**
- **Improve the number of adults who have the literacy skills necessary to reach their full potential at home, at work and in the community**
- **Improve literacy of Aboriginal people**
- **To provide English training and support to immigrant and refugee families in order to facilitate their social, cultural, economic and political integration**

Enhancing Optimum Learning Opportunities for Children Pre-Natal to School Age

Over the past 4-5 years, school district personnel and community members have worked together to build relationships under initiatives such as Ready Set Learn. The school district has hired a Vulnerable Children Coordinator to help foster those links, particularly in helping with improving literacy and accessing information to vulnerable populations.

Due to the recent expanded mandate and responsibility for school districts and communities to work with an integrated approach to improve the literacy skills of children age 0-6, an additional structure evolved. A District Advisory Committee for Early Learning has been created and has been instrumental in opening a StrongStart Centres in Squamish and Pemberton, coordinating Ready Set Learn events, evaluating the Early Learning Framework, preparing for LEAP and most recently in expanding early learning to include Mother Goose Programs in Whistler, Pemberton, and Squamish. Community and district staffs, work together to better understand the Early Development Instrument and identification of needs and priorities in our communities.

Progress to Date:

- Development of the SD #48 Kindergarten Web Site
- Opening of an Early Learning Centre in Pemberton
- EDI to be completed every year
- Application for the FACES Family Literacy Program
- Participation in the development of the Provincial Early Years Framework
- Hiring of a facilitator to Strategically Plan for Early Learning in the corridor
- Ready School Assessment being expanded to second school
- Expansion of Pre school to Kindergarten school programming (transition)
- Kindergarten Learning Project (KLP)
- Expansion of Mother Goose in the schools
- Pilot of before and after school day care
- Day Care during the Olympics (partnership with Sea to Sky Community Services (exploration stage)
- Improved quality and attendance at Ready Set Learn events including vision and hearing screening

Anticipated Next Steps:

- Expand Early Learning Programs to all three communities
- Create closer links with Aboriginal communities, preschools and day cares
- Work in partnership with High Scope Preschools and Elementary schools with the Ready School Assessment
- Annual EDI Assessment Process
- Expand StrongStart

Improve Literacy for Children Kindergarten to Grade 12

Progress to Date:

Improving the achievement of students' reading comprehension continues to be a district priority. The current District Accountability Contract Transition Plan identifies as Goal 1: Improve Student Literacy Skills (K-12). The corresponding objectives and evidence are listed below:

- to improve the reading levels of all students (K-12),

FSA READING COMPREHENSION	2006/07 Meeting / Exceeding Expectations	2007-08 Meeting / Exceeding Expectations	TARGET 5 YEAR AVERAGE Meeting / Exceeding (2006-2011)
▪ GRADE 4 ALL STUDENTS	73%	89%	85%
▪ GRADE 7 ALL STUDENTS	65%	81%	85%

- to improve the reading levels Aboriginal students (K-12),

FSA READING COMPREHENSION	2006/07 Meeting / Exceeding Expectations	2007-08 Meeting / Exceeding Expectations	5 YEAR AVERAGE NOT YET MEETING
▪ GRADE 4 ABORIGINAL STUDENTS	57%	74%	75%
▪ GRADE 7 ABORIGINAL STUDENTS	63%	53%	75%

- to improve the reading levels boys (K-7),

FSA READING COMPREHENSION	2006/07 Meeting / Exceeding Expectations	2007-08 Meeting / Exceeding Expectations	5 YEAR AVERAGE NOT YET MEETING
▪ GRADE 4 MALE STUDENTS	30%	N/A	50%
▪ GRADE 7 MALE STUDENTS	41%	N/A	50%

Review of the 2006/07 FSA Reading Comprehension data indicates that there is a significant increase in the number of students who meet / exceed expectations. This is the benchmark year for the revised FSA process and may not reliably compare to previous year's results. There are still students who have yet to meet expected reading comprehension outcomes. Ongoing review of our assessment practices and intervention

programs will occur. To specifically improve the reading achievement of these students not yet meeting expectations, further diagnostic reading assessment is required to identify the reading skill area that needs to be supported, as well as determine the reading interventions and instructional strategies to be applied.

The following two pages outline actions taken by the district to support literacy goal and objectives in 2008-09. These are specific activities and resources that support improvements in reading aimed at specific students identified as ‘at risk’ readers, male students, and/or Aboriginal student. The strategies and structures are based on informative assessment and ‘best’ instructional practices, research, and innovative thinking.

Objectives	Structures	Strategies	Analysis
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Objective 1. To improve the reading levels of students (K-12)			
<i>K - Grade 3</i>	<p>Community Link & Early Childhood Coordinator (.1 FTE)</p> <p>Literacy Coordinator (.2 FTE)</p> <p>Primary Literacy Lead Teacher Team,</p> <p>Kindergarten Learning Project</p>	<p>Kindergarten Learning Project</p> <p>Targeted Reading Strategies:</p> <ul style="list-style-type: none"> ▪ Guided Reading ▪ Corrective Reading ▪ Home reading ▪ Phonological Awareness Programs ▪ ‘Talking Tables’ <p>After-school support</p> <p>Homogenous student grouping</p> <p>Parent Partnership Initiatives (PALS, ELF, POPS)</p> <p>School-wide Reader Series:</p> <ul style="list-style-type: none"> ▪ Read Well ▪ Scholastic Leveled Reading <p>Oral Language Development Strategies</p>	<p>Kindergarten Continuum Assessment Tool</p> <p>provides K teachers with development evidence. The use of the continuum and recommendations from K teachers will be reviewed to determine its effectiveness.</p> <p>Targeted Reading Strategies will be evaluated for their effectiveness by reviewing student progress in reading assessment data and student report cards.</p> <p>Parent Partnership Initiatives fund school-based events that invite parents and young readers to share books and encourage home reading. The value of this program will be reviewed from feedback provided by participating schools and parents.</p>
<i>Grade 4 - 7</i>	<p>Literacy Coordinator (.2 FTE)</p> <p>Intermediate Literacy Lead Teacher Team</p>	<p>Reading Power Program</p> <p>SmartReading</p> <p>Oral Language Development Strategies</p>	<p>Reading comprehension Programs will be evaluated for their effectiveness through Reading Assessment data.</p>
<i>Grade 8 - 12</i>	<p>Literacy Coordinator (.2 FTE)</p> <p>Secondary Literacy Lead Teacher Team</p> <p>Distributed Learning</p> <p>Additional Programming: See asset sheet</p>	<p>Reading 44</p> <p>Critical Reading Skills</p> <p>Oral Language Development Strategies</p>	<p>Reading 44 Program will be used as an intervention strategy for secondary student ‘not yet meeting’ expectations. Reading Assessment data will be collected to evaluate improvements in student reading. Report card information will be reviewed to review program use.</p>

Objectives	Structures	Strategies	Analysis
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Objective 2. To improve the reading levels of Aboriginal Students (K-12)

<i>Aboriginal Learners</i>	<p>Administrator of Aboriginal Education</p> <p>Aboriginal Student Success Advisors - north and south</p> <p>Aboriginal Support Worker – Early Literacy</p> <p>After school support</p>	<p>ESD programs</p> <p>Aboriginal Standard English Language Development Programs</p> <ul style="list-style-type: none"> ▪ Aboriginal English Language Development ▪ English as a Second Dialect (ESD) programs ▪ ‘Talking Tables’ 	<p>Aboriginal Language Development Programs effectiveness is determined through students’ reading assessment data and improvements in student report cards.</p>
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Objective 3. To improve the reading levels of males (K-7)

<p><i>Grades 4 & 7 Boys</i></p> <p><i>Secondary Males</i></p>		<p>‘High-Interest’ Reading Program with non-fiction topics and fiction books for boys.</p>	<p>‘High-Interest Reading Program’ success will be seen in reducing the difference between girls and boys reading assessment data in grades 4 and 7.</p> <p>Differences between female and male Secondary English 10 exam results and Completion Rates will be monitored.</p>
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Objective 4. To improve the number of children who enter school ready for success

<i>Pre-K Learners</i>	<p>StrongStart Center</p>	<p>Pre-K School Readiness Programs</p> <ul style="list-style-type: none"> ▪ StrongStart Program ▪ Ready Set Learn ▪ Mother Goose ▪ The Literacy Education Activity & Play (LEAP BC) program ▪ ESL for Preschool students 	<p>StrongStart and Pre-K Programs will collect anecdotal comments to review program implementation.</p>
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Anticipated Next Steps:

Review of the 2007/08 FSA Reading Comprehension data indicates that there is a significant increase in the number of students who are meeting / exceeding expectations. However, these are based on the revised FSA Process and will provide the baseline for long term analysis. Ongoing review of our assessment practices and intervention programs will occur. To specifically improve the reading achievement of students not yet meeting expectations, further diagnostic reading assessment is required to identify the reading skill area that needs to be supported, as well as determine the reading interventions and instructional strategies to be applied.

- District staff will work with schools to identify specific students who need reading intervention support, for instance ESL students.
- Building partnerships with post secondary institutions: Capilano College, Quest University
- To develop alternate educational secondary programming that provides new pathways for school completion.
- Expand ESD (English as a Second Dialect) pilot to provide Standard English Language Development Programs to identified students.
- Build partnerships with community in order to all school pillar to reflect scope of the school and community working together
- It is anticipated that over time this section of the document will include a stronger Community Literacy focus

Increase the number of adults who have the literacy skills necessary to reach their full potential at home, at work and in the community.

Progress to date:

- A sub group of the Community Literacy Task Group has been formed to help direct adults and high school age learners to the most appropriate program. This group includes representation from the school district, Capilano College and Sea to Sky Community Services.
- Efforts are being made to coordinate programming for regular adult (Adult Basic Ed ABE) and high school learners, those in specialized programs and those involved in travel, young parents and ESL learners.
- Distributed Learning has been very successful with ever increasing numbers of students participating
- Plans are underway to work in partnership with the FACES Family Literacy Program
- Alternative Education is a focus for the school district
- Coordination is occurring between HPOP (Health Pregnancy Outreach Program) Alternative Education and StrongStart.
- The settlement workers in schools program (**SWIS**) is a partnership of the B.C. ministries of Attorney General and Education and participating school districts. Using funding from Citizenship and Immigration Canada, SWIS is an outreach program that helps immigrant and refugee students and their families. Workers connect students and families to services and resources in the school and community.
- Volunteer Literacy Tutor Program (Squamish/ Whistler)

Anticipated Next Steps:

- School district and community personnel to work with SWIS worker in the Sea To Sky Corridor (worker yet to be hired)
- Expansion and increased coordination of existing programs (South Asian Men and Women, literacy at the homeless shelter
- Information sharing in a variety of sites
- Coordination of programs between community partners

To Improve Literacy of Aboriginal People

Progress to date:

- Successfully implemented ‘year 1’ of the Enhancement Agreement
- Established the two Aboriginal Student Success Completion Advisor positions (1 in the north and 1 in the south)
- Established “Shared Learnings” and Cultural Resource Committees
- Developed a hand drum unit with a literacy component
- Created Aboriginal book collections (3 primary, 3 intermediate, and 2 intermediate)
- Developed a pilot Skwxwui7mesh Snichim Language program, entitled “Cultural Learning Through Language program”

The baseline data for the improvement of Literacy for Aboriginal students is measured through the Grade 1 DIBELS, Grades 3, 4, 7 and 8 DART, Grades 4 and 7 FSA, participation and completion rate in English 10, 12 and Communication 12.

Performance Indicators	2006-07 Results
Grade 4 FSA Reading Comprehension	43%
Grade 7 FSA Reading Comprehension	37%

Performance Indicator	2006-07 Results Completion = C- (Pass) or better	2006-07 Results Participation = Students Assigned Final Mark
English 10	77%	53%
English 12	94%	44%
Communication 12	100%	26%

Learnings:

Grade 4 tends to be higher than grade 7 report card marks and FSA results. The data shows we are starting to lose students in the upper intermediate grades. The suggestions are to monitor results at the upper intermediate grades and explore interventions.

About 40% of the students that participate in English 10, 12 and Comm 12 complete the exam. Approximately 90% who complete the exam pass the course with a C– or better grade. The success rate is high if students complete the course and write the exam, therefore our efforts should focus on assisting students with attending classes and finishing the course. This could be a focus the Aboriginal Student Success Completion Advisors for next school year.
data.

Anticipated Next Steps:

- Implement ‘year 2’ of the Aboriginal Enhancement Agreement for SD 48
- Create links between SD48 and Aboriginal Community Preschool and Day Care Coordinators (in progress through Health Fairs and Ready Set Learn events in Aboriginal Communities to understand readiness to learn)
- Work cooperatively to gather information on preschool programs offered in Aboriginal communities to understand readiness to learn
- Create Aboriginal Parent Advisory Councils at the Preschool level to prepare parents for involvement in K-12 (beginning stages in the Squamish area)
- Expand ESD (English as a Second Dialect) Program to support standard English development for Aboriginal students identified as requiring this additional Support
- Develop an Aboriginal Literacy Team (teacher, Aboriginal support worker(s) and district administrator)
- Expand Cultural Learning Through Language program
- Continue with local culture integration projects that include a literacy component
- Aboriginal Student Success Completion Advisors will track English 10, 12 and Communication 12
- Monitor results at the upper intermediate grades and explore interventions

To Provide English Language Training and Support to Immigrant and Refugee Families in Order to Facilitate their Social, Cultural, Economic and Political Integration.

Progress to date:

- ESL preschool program (Valleycliffe Elem.)
- Full Day Kindergarten (ESL) at Valleycliffe Elem
- ESL Support in Elementary Schools
- Family Literacy Support (ESL support for ESL Parents attending the program)
- ESLSAP (English as a Second Language Settlement Assistance Program: Squamish/Whistler)
- South Asian Senior Women's Group: Squamish
- Academy of Learning: ESL Courses
- Settlement Workers in Schools (SWIS)
- English as a Second Dialect (Elem. And High School)

Anticipated Next Steps: Identifying Gaps

- Cultural Awareness Support for Parents and Children
Bi Cultural Parenting Support
- SWIS for families that have been in the community for a long time and or are second generation
- Programming for ESL
- Multicultural Centre: For language and culture retention, and language instruction