



**School District No. 78**

**District Literacy Plan  
2008-2009**

## District Literacy Plan 2008-2009

### **Overarching Purpose:**

The overarching purpose of the District Literacy Plan is to build our communities' capacity to support literacy development and to make it a sustainable focus.

### Action:

- Continue to work in partnership with the community to support and sustain literacy development, and begin to allocate staffing to implement library standards in all schools that include family and community literacy programming.

### Process:

The District Literacy Plan continues to be developed through ongoing broad-based consultation with district partner groups through education committee meetings, sharing at DPAC, School Planning Council meetings, threaded electronic discussion with principals/vice principals, discussion in public Board meetings, and a presentation at a Board retreat. Consultations with the community were also extensive with ongoing consultations occurring during *Literacy Now*, *Literacy BC*, community Early Childhood Education Committee and district literacy meetings. Community literacy meetings were co-chaired during the 2007-2008 school year by school district senior management and the Early Childhood Committee chairperson (Hope).

The District Literacy Plan was developed in draft by district staff based upon the above inputs. The Plan was presented to principals and vice principals, revised and presented to the Community Literacy Task Force and the education committee. Following some further revisions, the Plan has now been revised to its present form for Board review and approval.

Community literacy plans for Agassiz-Harrison and Hope-Boston Bar were approved in December 2007. A community literacy coordinator will review and support the successful implementation of the goals of the community literacy plans. Our ultimate goal is to coordinate each of these plans as well as the District Literacy Plan to provide the most effective support for children and families in our schools and communities.

### Actions:

- The community literacy coordinator will work with schools and the community to develop and implement local community and school literacy plans; and,
- The District Literacy Plan will be reviewed regularly at community literacy meetings, education committee meetings, and senior management meetings.

## **Goals:**

The following 5 goals were identified in the original process of developing the transitional plan and will continue as our focus. A report on the progress of each goal is included in this report.

1. To maintain and strengthen the school district/community's capacity to support literacy development programs;
2. To enhance literacy for children from birth to kindergarten;
3. To enhance literacy for children from grades 1-12;
4. To enhance literacy development for adults;
5. To enhance literacy development for Aboriginal communities.

### **Goal 1: To maintain and strengthen literacy development capacity.**

#### **Actions:**

- Maintain district membership at community literacy tables;
- Review the school-based teacher librarian role through the development of performance standards. These standards have been reviewed with our principals/vice principals and the education committee and approved by the Board of Education;
- Support technical functions in school libraries through Board Authorized courses, work experience, independent studies, adult educational programs, volunteerism, and possible support staff allocations;
- Utilize literacy grant funds to enhance school-based library programs as per the library standards of practice;
- Through the support of the community literacy coordinator, develop a calendar of community and district literacy events;
- Include PACs in community literacy planning; and,
- Schools are in the process of developing community literacy plans through the establishment of effective working relationships with community partners. The community literacy coordinator will assist with the development of these plans.

#### **Efficacy:**

The importance of maintaining strong community-based partnerships at both the district and school levels continues to be essential in increasing capacity to support literacy.

**Goal 2: To enhance literacy development for all children from Birth to Kindergarten**

Actions:

- Continue to make family literacy a focus through programs that include parents in literacy development (Story Time in the Park; PALS; POPS; PEP; Mother Goose; Ready, Set, Learn; Ready, Set, Read; and home reading programs);
- The school district continues to work in partnership with the community to sustain Story Time in the Park, which has been identified as one of the main strategies for supporting family literacy. Funding to support this initiative has been accessed through the one-time-only early learning grant. This decision was made collaboratively through the community early childhood education committee and school district educational partner groups;
- StrongStart programs in the communities of Hope and Boston Bar, and the preschool program in Harrison Hot Springs serve as central locations for the implementation of family literacy programs through our community librarians. Implementation of the LEAP (Literacy, Education, Activities and Play) and HOP (Healthy Opportunities for Preschoolers) programs through inservice for parents will occur this fall in each of these centers. These programs encourage parents to engage in fun activities with their children, which build the foundation for the development of literacy skills. Grant funding accessed through our community librarians supports these programs and benefits students and their families;
- Facilitation of community and school district literacy initiatives continues to take place through early intervention meetings (preschool/kindergarten and primary teachers);
- We will continue to partner with our community libraries to provide literacy opportunities for primary students and their families. Regular public library programming continues to take place through communication with the district and individual schools. There is an identified need to continue to improve the effectiveness of this communication with all schools in our district; and,
- Ongoing discussions will take place at principal/vice principal meetings.

Efficacy:

Through the implementation of the transition literacy plan, it is apparent that continued partnerships with our community libraries has increased our awareness of, and capacity to implement resources and strategies which can support literacy both at the community and district level.

**Goal 3: To enhance literacy development for all children from grades 1-12.**

Actions:

- As per early and middle/late literacy and student achievement goals one and three of the District Achievement Plan to which this document is appended; and,
- Support Parent Education Programming (PEP) for parents, school supported home reading programs, and family story-time for grades four to seven students.
- A connection between the community and school library programs was introduced this year in specific schools through the Reading Link Challenge, Picture Book Club, and Summer Reading Club programs. These programs will be extended to include additional schools during the 2008-09 year;
- The focus through the community libraries has been on enhancing literacy development for children birth to kindergarten. The focus for the 2008-2009 year will be on the development of a middle literacy home reading program and senior reading programs with a review of high interest content and appealing formats. This will be achieved through coordination between our school and community librarians;
- The Director of Literacy Coordination, Development and Outreach (UFV) will work together with our literacy coordinator and community librarians during 2008-2009 to explore the implementation of a *Youth in Transition Program* as provided in adjacent school districts and communities.
- There is a need to review our process for facilitating community librarian visits to school staff meetings and PAC meetings in order to further enhance literacy opportunities for grades 1 to 12 students and their families.

Efficacy:

By implementing the District Literacy Plan as articulated in the District Achievement Plan and measured for success, and by supporting additional community programs as identified and supported in partnership with the community literacy committees, the school district expects to observe gains for all schools as they support both school-based and community-based literacy programs. It is apparent during the first year of implementation of the transitional literacy plan that leveraging resources and programs through partnerships is a proven strategy for supporting literacy.

**Goal 4: To enhance literacy for adults in all communities served by SD #78**

Actions:

- Review access to school district, college and community operated adult education programs;
- Advertise free access for all adult basic education programs;
- Continue UFV/SD #78 partnership that provides information and support for continuing education program registration;
- Continue working in partnership with Free Rein to offer certification in continuing education programs for DASP students;
- Include adult programming in after-school ESL programs for international students;
- Review adult education schedules to reflect learner access needs for adult students in Hope, Boston Bar and Agassiz;
- UFV and School District #78 continue to participate jointly on the Fraser Cascade Literacy Task Initiative (FCLTI);
- The FCLTI continues to support community-based adult literacy services such as CALL-Agassiz and CALL-Hope (Community Access to Literacy and Learning) and the English as a Second Language-Settlement Assistance Programs administered by UFV, Agassiz-Harrison Community Services and Free Rein Associates; and,
- It has been recognized that enhanced communication and public involvement is necessary in order to improve access to programming for adults through UFV.

Efficacy:

By maintaining partnerships with continuing education and post secondary education service providers, the school district will be best positioned for addressing adult educational needs within available resources for this purpose. By reviewing and adjusting existing adult education programs to better reflect adult learner access needs, more adults should be able to access programs. Also, by utilizing international ESL programming resources, the few adults who have ESL learning needs will gain local access to instruction.

**Goal 5: To enhance Literacy Development in Aboriginal Communities:**

Actions:

- Continue to review improved access to the Bear Bus through the community Early Childhood Education committee and the Story Time in the Park planning committee;
- Continue to support First Nations library access by working in partnership with the AEC, the community library boards, and the community literacy committees;
- Continue to provide consultation and relevant resources to the band-operated tutoring programs; and,

- Continue to partner with HeadStart programs to align learning outcomes and strengthen literacy focus for preschool, HeadStart and all-day kindergarten programs;
- Work in partnership with Spuzzum First Nations to enhance participation at the Read and Recreation program; and,
- Provide school-based support for ESD students.

Efficacy:

By maintaining effective working relationships with the AEC and community literacy programs, the school district will be better positioned to further support and deliver effective, relevant literacy programs for First Nations students and their families.

**Measuring for Success:**

Work through the literacy partnerships that have been nurtured and through which this plan was developed will continue throughout the 2008-2009 school year. A focus for the current school year has been to continue to develop effective working relationships with all community partners and identify assets and gaps in service delivery.

A review of the District Literacy Plan was completed by the education committee, community literacy committee and principals/vice principals to determine data to be used in order to measure and report on success in literacy development in the above goal areas. This Plan is tightly aligned to the community literacy plans and to the school district's Achievement Plan to which it is appended.

Data used for measurement of success (see District Achievement Plan for the first eight measures):

2007-2008 Data Collection:

- EDI
- DERAIT
- District-Wide Writes
- Report Card (Language Arts)
- FSA (Reading)
- First Nation/Aboriginal participation in provincial exams (English 12 and First Nations 12)
- First Nation/Aboriginal participation in language programs
- Satisfaction Survey Results

2008-2009 Data Collection:

- Participation at district and community events (Story Time in the Park, Design-a-Bookmark Challenge, etc.)
- Number of books signed out by students and adults in school and community libraries as per goals two to five of the District Literacy Plan.
- Number of books distributed at community literacy events (e.g. Spirit of BC)
- Number of books distributed at Ready, Set, Learn events
- Attendance at Strongstart Centers

<b>LEGEND</b>	
AEC	Aboriginal Education Council
BEAR	Bus for Educational and Aboriginal Resources
CALL	Community Access to Literacy and Learning
CALP	Community Adult Literacy Program
DASP	District Alternate Secondary Program
DERAIT	District Early Reading Assessment Instrument
DPAC	District Parent Advisory Council
ESD	English as a Second Dialect
ESL	English as a Second Language
ESLSAP	English as a Second Language Settlement Assistance Program
FN/AB	First Nation/Aboriginal
FCLTI	Fraser Cascade Literacy Task Initiative
HOP	Healthy Opportunities for Preschoolers
LEAP	Literacy, Education, Activities and Play
PAC	Parent Advisory Council
PALS	Parents as Literacy Supporters
PEP	Parent Education Program
POPS	Parents of Pre-School Students
REAL	Recreation, Education, Alternate Learning
UFV	University of the Fraser Valley