

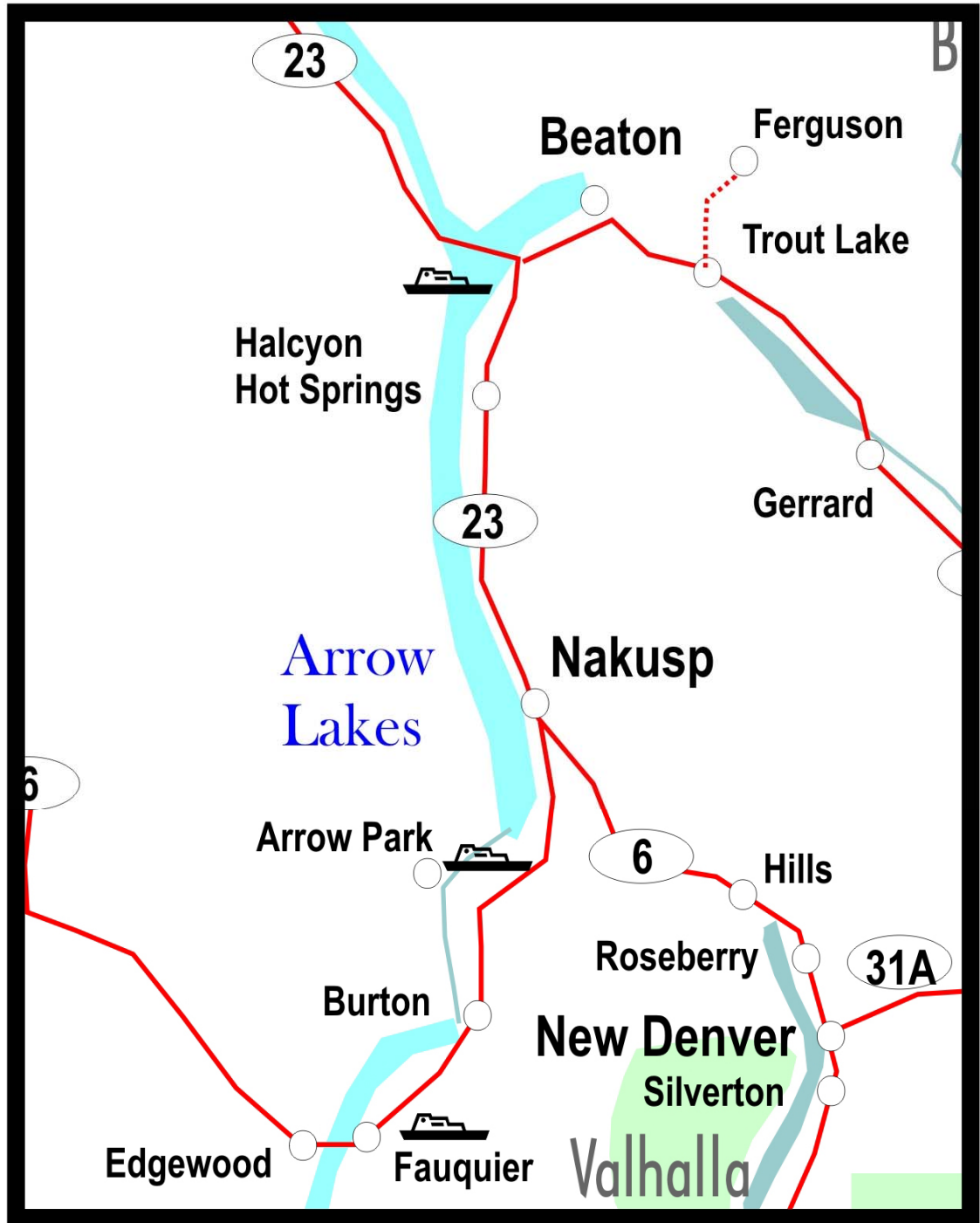
*Community/District Literacy Plan
July 15, 2009*

*School District #10
(Arrow Lakes)*

*Serving the communities of Edgewood, Fauquier, Burton,
Nakusp, Halcyon Hot Springs, Beaton, Trout Lake, Hills,
Rosebery, New Denver, Silverton, and Enterprise Creek.*

*A collaborative and ongoing plan
to meet the literacy needs of
our diverse and rich, rural communities...*

Arrow and Slokan Lakes Region - School District # 10



SD # 10 (Arrow Lakes) Community Literacy Plan Table of contents

A. Introduction	4
B. Community Literacy Plan Process	4
i. 2008 and 2009 Community Literacy Plan Development Process	4 - 7
ii. Vision and Mission Statement – Community Literacy Plan	7
C. Community and district context	
1. Community data	
i. Our Community Profile and Demographics	
a. A Brief History - From our First Peoples to now	8
b. Gold, Silver and Forests – a history of settlement from the 1800s.....	8
c. Villages of Nakusp, New Denver and Silverton – History & Context.....	9
d. SD # 10 (Arrow Lakes) - District Schools Profile.....	9
e. Economy of the area.....	10
f. The Columbia River Treaty	10
g. The Sinixt People.....	11
h. The Community Literacy Demographics and Profile.....	11
ii. Early Development Indicator (EDI) Summary	11-12
iii. Our Current Community and District Literacy Resources and Services ...	12-13
a. Our main resource: a commitment to working together to improve literacy	
b. Inventory of current Arrow/Slocan Lakes Community Literacy services	
2. School District Data	14
i. District Assessment Data	14-22
a. Early Learning data	
b. District Reading Assessments – Grades 3-8	
c. District Writing Assessments – Grades 2 – 10	
ii. FSA Scores	21-22
iii. Graduation and Transition Rates	22
iv. Writers Festival data	23
v. NPBS – Online Lit Circle data	23-24
D. Literacy Context	25
i. Community Literacy Assets	25-27
ii. Alignment with CBAL Community Literacy Plan (2004).....	27
iii. Alignment with District Achievement Contract Literacy Plan	27
iv. Draft Aboriginal Enhancement Agreement	27-28
E. Challenges and Gaps	28
F. Community Literacy Plan Goals and Actions	29-37
F. 1. Background and Context for Goal Development from March 2008 Community Literacy Plan Consultation meeting:	
F. 2.1 Pillar One: Early Learning	30-31
F. 2.2 Pillar Two: School – aged Learners.....	31-33
F. 2.3 Pillar Three: Adult Learners.....	33-35
F. 2.4 Pillar Four: Aboriginal Learners.....	36
F. 3 Overall Community Literacy Plan Goals	37-38

G. Process for approval of the Community Literacy Plan	38
Appendix A - List of literacy groups/partners involved in planning the DLP.....	39-40
Appendix B - 2008 – 09 SD 10 District Plan for Literacy Staff Development	41-42
Appendix C - 2009 Nakusp CAP site attendance graph	43

A. Introduction

In collaboration with the Columbia Basin Alliance for Literacy (CBAL) and other community agencies and partners, SD 10 has had a long and productive history over the past thirteen years of collaborative and evidence-based literacy planning. The school district, CBAL and numerous agencies and organizations, have all worked hard to foster literacy programs and initiatives which address the needs of children from infancy through school age, of adults, and of seniors.

In the past, CBAL has taken a primary leadership role in literacy leadership, creating our community/school district literacy plans and coordinating both adult and family programs as well as school-age children programs. The most recent Community Literacy Plan through Literacy Now, was written by CBAL with extensive input by the CLAC (Community Literacy Advisory Council) in September 2004 after an extensive community consultation process.

We have intentionally named our 2008 and 2009 Literacy Plan a “Community Literacy Plan”. This name honours the hard work that our community partners, especially CBAL, have invested in creating a climate of sustained literacy in our communities already. Our 2009 Community Literacy Plan calls for continued collaborative community and district literacy planning, and, impels us forward with renewed vision for broadening community literacy. Working together for literacy is deeply embedded throughout our communities and our school district. The 2009 plan is therefore a process rooted in practice, not just words. We will continue to re-visit and re-tool the goals, the strategies and structures, and evaluate our progress in literacy. Our goal is that the Community Literacy Plan is a living document, owned by all our community literacy partners.

B. Community Literacy Plan Process

i. 2008 and 2009 Community Literacy Plan Development Process

Phase 1 – Meetings with CBAL and District Literacy Team: Review of 2004 Community Literacy Plan

October – November 2007

- In October 2007, the School District Literacy Planning Team met with our local Columbia Basin Alliance for Literacy team.
- Together with CBAL and school district literacy partners, we attended the Ministry DLP Regional meeting together in Castlegar
- In October 2007, the District Team and CBAL reviewed the current 2004 *Community Literacy Plan* and noted areas requiring updating and change.
- The District and CBAL literacy team noted that more literacy programs and partners had emerged since the September 2004 had been written, and that some goals set then, had indeed come to fruition.

- The Literacy team began an inventory of literacy programs implemented since the 2004 *Community Literacy Plan*. The following were noted:
 - The Strong Start Centre at Nakusp Elementary School, for example, has increased access to literacy programs for very young children and their families.
 - The School District has also increased literacy structures with the appointment in November 2006 and January 2007 respectively, of a Literacy Coordinator, and an Early Literacy and Numeracy Coordinator.
 - Ministry of Education funding through the *Literacy Innovation grants* has been crucial in assisting the District to provide structures such as Literacy Coordinators, to assist in implementing innovative programs such as School and Community Writers Festivals, to enhance wise literacy practices and staff development in the district, and to purchase professional and at level literacy resources for teachers and for children.
 - We were pleased to note that in many areas of the 2004 plan, we had implemented literacy initiatives that remain sustainable and vital in our community. Indeed, many programs such as *Mother Goose*, *One to One Reading*, *Roots of Empathy*, and *Homework Club* as well as the *Nakusp CAP Centre* have gained momentum, and have become important parts of our school district and community literacy cultures.
 - The team noted that some literacy initiatives such as the successful *School and Community Writers Festivals* were under review, with the aim of making them even more powerful and evidence – based.
 - Aboriginal learners and parents were also noted as a group where we have begun to have conversations about literacy needs through meetings in 2006-07, but where substantive work is still required.

Phase 2 – Expanding Literacy Partners and Planning for Consultation

November 2007 – March 2008

- The team identified the need to increase potential literacy partners representing an even broader community base, and to include the smaller communities in our area (Burton, Fauquier, Edgewood, New Denver, and Silverton)
- The team identified aboriginal literacy partners and added these partners to the list.
- An expanded and updated list of literacy partners and stakeholders was created.
- The team made initial plans for a Community/District Literacy planning consultation meeting with broad community representation.
- Facilitators for this Community/District Literacy meeting were contacted.
- Letters, phone calls and invitations to our Community/District Literacy Plan consultation meeting were made.
- The CBAL/District Literacy team (many of whom had been on the previous Literacy Action Council) reconvened as a steering committee of the 2004 CLAC (Community Literacy Action Council).
- The steering committee reviewed and updated an inventory of all existing and current community literacy initiatives.
- The steering committee began discussions about structures and ways to enhance literacy programs for aboriginal learners and ways to respectfully increase aboriginal voice in creating our Community/District Literacy Plan.

Phase 3 – Community Literacy Partner Consultation Meeting

March 2008

- With the facilitation of Ev Surgenor and Denny Kemprud, we held a very successful community literacy planning meeting in March 2008.
- Literacy partners from communities across the district, from our aboriginal community, from CBAL and other literacy groups came together to review the 2004 plan, talk about new initiatives and programs, and collaborate about future directions and set goals and action plans for 2008.
- Participants from the following groups were represented at this meeting:
 - School District 10 – Chairperson, Trustees, Superintendent, Literacy and Numeracy Coordinators, Principals and vice-principals
 - Columbia Basin Alliance – Coordinator, Family Literacy Coordinators
 - Outreach Employment Services
 - New Denver Nursery School
 - Nakusp Strong Start Centre
 - Stepping Stones Children’s Centre
 - Success By Six Coordinator
 - Public Health
 - Southern Zone Parents and Tots
 - Selkirk College – Adult Basic Education
 - Arrow and Slovan Lakes Community Services
 - Nakusp Public Library – Librarian
 - Reading Centres (New Denver, Burton, Fauquier)
 - Municipalities – Silverton Village Council
 - Slovan (New Denver/Silverton) and Nakusp Chamber of Commerce
- The redrafted community literacy plan vision and goals were then collated and drafted into a document distributed to the literacy steering committee.

Phase 4 – Redrafting the Plan

April 2008 – July 2008

- Taking all the input from the broader literacy community, the literacy plan steering committee began redrafting the plan.
- Goals for each pillar were written from the information gathered at the community consultation meeting, and was informed by the community and school data
- The Community Literacy Plan draft was approved on July 14th, 2008 by the Board of Education
- Essentially – this is where we are in the process – we have a draft plan, approved by the Board, and next to be approved by our literacy partner groups.
- The vision of literacy and CLP mission statement were revised as in section B.ii (p. 7)

Phase 5 –

- **Approval of 2008 Community Literacy Plan**
- **Revisiting the 2008 plan**
- **Consulting, updating and creating the 2009 Community Literacy Plan**
- **Approval of the 2009 Community Literacy Plan**

September 2008 – June 2009

- The 2008 plan was sent out to each of our literacy partners for their input. Feedback was gathered in the fall of 2008.
- District Literacy partner groups were asked to join a Community Literacy Advisory Council (CLAC) to meet, review the 2009 draft plan, and meet on an ongoing basis in 2008 and 2009 to update and confirm the Community Literacy Plan
- A consultation meeting with the Community Literacy Advisory Council was held in November 2008 where we presented the draft literacy plan, shared literacy initiatives and progress from all partners to date, and made initial revisions to the plan.
- In March 2009, CLAC met again and updated the plan as well as identified gaps in literacy partner groups to be invited to the June meeting
- The June 2009 meeting was also a working meeting and included greater representation from agencies working with young adults and the unemployed. Plans for future collaboration as well as updates to the plan were made.
- The Board of Education approved the 2009 Community/District Literacy Plan on Tuesday, June 23 at their regular board meeting.
- The approved 2009 Community Literacy Plan will be posted on the SD 10 website and shared with all community literacy partners.
- Ongoing review of the plan in 2009 – 2010 will be made at least twice per year by the literacy steering committee and the Community Literacy Advisory Council.

ii. Vision and Mission Statement - Community Literacy Plan 2008: Our Vision and Definition of Literacy Revisited

Definition of Literacy:

The definition in the 2004 Community Literacy Plan was based on the International Adult Literacy Survey (IALS, 1995). That definition is as follows:

“Literacy is the ability to understand and use printed information in daily activities at home, at work and in the community to achieve ones goals, and to develop ones knowledge and potential”.

The IALS expands upon this definition by describing three components. They are as follows:

1. Prose literacy: the knowledge and skills needed to understand and use information from texts including editorials, news, stories poems and fiction
2. Document Literacy: the knowledge and skills needed to locate and use information contained in various formats, including job applications, payroll forms, transportation schedules, map tables and graphs

3. **Quantitative Literacy:** the ability to work with numbers and conduct quantitative operations, such as balancing a check book, figuring out a tip, completing an order form or determining interest on a loan.

Feedback from participants at the March 2008 Consultation meeting suggests that the definition of literacy in our 2008 Community Literacy Plan should now read:

“Literacy is comprised of a complex set of social, printed and oral language and numeracy skills necessary for daily life, employment, citizenship, self-esteem and personal enjoyment in our modern and diverse society. Literacy permits and enhances the individual’s ability to communicate, process information, and interact effectively in the community”.

Vision:

The vision statement in the 2004 Community Literacy Plan was as follows:

“Building healthy communities across the Arrow and Slocan Lakes”

Feedback from participants at the March 2008 Consultation meeting suggests that the Vision Statement in our 2008 Community Literacy Plan should read:

- “Building active, participatory connections for healthy learning communities for all individuals across the Arrow Slocan Lakes Region”

C. District and Community Context

1. Community Data

i. Our Community Profile:

a. A Brief History - From our First Peoples to now

3000-5000 years ago, three First Nations Bands came into this area - the Shuswap from the Okanogan, the Colville from Washington and the Kutenai from the East Kootenays. The Sinixt people hunted and fished in our communities for at least 1500 years. Pictographs, arrowheads, pit houses, all remain as evidence of the aboriginal presence and Sinixt people as well as other First Nations and Metis people remain a vital part of our community.

b. Gold, Silver and Forests – a history of settlement from the 1800s

The first white man on the Arrow Lakes was Finan McDonald, one of David Thompson’s men, who arrived just north of Revelstoke in August 1811. The first settlers arrived in the area in 1890. The first steamer ‘Forty Nine’ was launched in Washington to carry freight and passengers to the

gold fields during the Big Bend Gold Rush (1865). Nakusp's settlement history begins in 1892 when the town site was put up for sale by the Rand Brothers. Twenty-five foot lots sold for \$300 each. Speculation was that Nakusp would become a mining town. Since there were no roads or railways between the Kootenay mining areas and Vancouver, goods had to be shipped by water transport from Nakusp to Revelstoke where the main CPR line was located, and for a time Nakusp became a thriving community on this shipping route. The first post office, the first store and the first sawmill opened in 1892. *The Nakusp Ledge*, the first newspaper, was first published on October 5, 1893. The first church opened its doors in 1898. The first school opened in 1895 with an enrollment of 9 in the one room. Communications came in 1905 with telephone service. The first hospital opened in 1908, and the first bank in 1909. Power arrived in Nakusp¹ in 1920 along with the first volunteer fire brigade. In 1905 Nakusp had a population of about 300 residents.

c. Villages of Nakusp, New Denver and Silverton – History and context

The Village of Nakusp was incorporated November 24, 1964 with Joseph Parent as the first mayor. The current population is about 1750 people in the village of Nakusp, and 3500 in the entire Arrow and Slovan Lakes region. The area covers more than 8000 square kms, making it the largest community area of the Columbia Basin. The area compares in size to the area covered by Squamish to the north, south of Vancouver along the west coast and to Hope in the east, yet the Arrow and Slovan Lakes area hosts a small population, sparsely spread over this large geographically challenging area where travel is especially difficult in the winter months. Ferries connect the region in the north to Revelstoke, and in the south to the Okanagan.

The Village of New Denver was incorporated in 1929. New Denver is located 50 kms south of Nakusp. The village was at the heart of the mining boom of the 1880's. It served as home to many Japanese interns during World War II. Today it hosts a population of 600. Employment is mainly based on retail trade, health and social services and forestry. Silverton, 3 km south of New Denver, is British Columbia's smallest municipality. The village is home to 225 people, and like New Denver, Silverton shares a mining heritage.

d. SD # 10 (Arrow Lakes) - District Schools Profile:

Lucerne Elementary-Secondary School (LESS) serves the communities of New Denver, Rosebery, Silverton and Hills. There is a preschool and a Facilitated Learning Centre co-located at LESS and in September 2008, there will also be a Strong Start Centre. Trout Lake, Galena Bay and Beaton to the north of Nakusp were boisterous mining towns a century ago. The area is now frequented by cottagers and fishermen, and hosts a year round population of under 100 people. To the southwest of Nakusp are the communities of Burton, Fauquier and Edgewood. Schools are located in Burton (grades K-3) and in Edgewood (grades K-7). Edgewood also has a CAP (Community Access Program) site. Edgewood is a 65 km drive (plus a ferry) from Nakusp. These three communities host a combined population of around 1000 people.

¹ Electrical power to the entire Arrow and Slovan Lakes area has not yet been established. Trout Lake received power in 2001. There is no cell service, except in downtown Nakusp. High speed internet is only available in downtown Nakusp.

e. Economy of the area

Forestry overtook mining as the main economic driver for the area in the early 1950s and continues to be foundation of the economy of our communities. Celgar began operations in 1951, and Nakusp became the centre of a large pole and lumber industry. Interfor now operate the main forestry operation in Nakusp, and several mills are currently in operation though precariously so. Likewise, in the New Denver area, logging contractors and the log dump at Rosebery are working, but remain responsive to fluctuations in softwood lumber prices, the American dollar, and other aspects of the lumber trade. With the cyclical nature of the forestry industry, the communities in the area are looking for ways to diversify and attract visitors. There is one molybdenum mine open in the Trout Lake area and a silver/zinc mine in Sandon, just outside New Denver. The area is home to natural hot springs. The Village of Nakusp owns and operates the Nakusp Hot Springs, a viable community asset.

Corky Evans, MLA for Kootenay-Columbia and former Administrator for Arrow and Slocan Lakes Community Services, had this to say about the Nakusp area:

Nakusp is a typical Canadian rural community in transition and at risk of decline. It is a community built on an economic base of mining, forestry, and agriculture, which is struggling toward transition in an era where these economic drivers are no longer capable of sustaining the community or of offering employment to its youth. It is a proud and independent community not interested in living off government assistance and not willing to go quietly into a pastoral memory of itself.

Nakusp is the perfect metaphor for rural Canada. It is a community that has lived through the boom and bust cycles of all of our major industries, and is therefore a perfect laboratory for positive change. The community is just isolated enough to still function as a homogeneous community and just connected enough to outside culture to experience all of the stresses of modern rural life.²

f. The Columbia River Treaty

The signing of the Columbia River Treaty in 1964 had a huge impact on this area. Dams were built on the river, and the area was flooded out.

Suddenly the resident land owners were dealt an emotional impact package that made living in the area hectic, like being inside a giant sized kaleidoscope that wouldn't stop turning long enough to enable a pattern to be seen.³

The flooding was a controversial subject among community members, but the reality was that in 10 short years, homes and farms would be leveled, graveyards and rich agricultural land would be under water. Today, when the reservoir is full, the Arrow 'lake' is beautiful; however, the reservoir is only full for a short time in the summer months. The remaining months unearth buried treasures from the past and produce sandstorms along the miles of dry shoreline. This history and the grave history of the area's First Nations people have led to a great deal of sadness among the people living in this area.

² *Bootstrap Proposal to Western Economic Diversification 2001, p 3.*

³ *Whistle Stops Along the Columbia River, p 405.*

g. The Sinixt People

An Interior Salishan band, the Sinixt (*People living in the Place of the Bull Trout*) settled in the Arrow Lakes area. Prior to European contact, they numbered in the tens of thousands in the Columbia Mountains of southeastern B.C. Carbon-dated remains and unique burial practices document historical Sinixt territory: from Revelstoke, B.C. south to Northport, Washington, from the Monashee Mountains east to the shores of Kootenay Lake. The Canadian Government declared the Sinixt extinct in 1956. Some Sinixt People sought refuge among neighbouring bands to the east and west, and many had gone south to the U.S., the southernmost reaches of their traditional territory. The signing of the Columbia River Treaty providing the U.S. with vast amounts of water resources contained within Sinixt territory in exchange for a cash settlement to Canada. The Sinixt People, scattered widely, received no compensation. Research into their past was discouraged by their lack of official status and gradually, knowledge of their existence began to fade.⁴

h. The Community Literacy Demographics and Profile:

School District #10 Arrow Lakes and Selkirk College serve the three incorporated municipalities of Silverton, New Denver and Nakusp, and the unincorporated areas of Hills, Rosebery, Trout Lake, Burton, Fauquier and Edgewood. There are five schools with a total student population of 608 students. Of these 608 students, there are 63 (10.4% of the population) with special needs. The average family income in 2004 in the area was \$20 000 less than the provincial average. Close to 20% of the population lives below the low-income cut-off. 25% of the population has less than Grade 12 education, with 50% not having completing Grade 12. 37.8% of 18 year olds did not graduate between 2002-2004, as compared to the provincial average of 24.9%. In 2007, the graduation rate was 82% - 18% did not graduate – an improving statistic, but as the cohort sizes are so small, this data must be weighed over time to be statistically measurable. Unemployment is the highest in the Kootenays at 15.2%. Youth unemployment is 40.7%.⁵

Partnerships with Selkirk College, School District #10, Nakusp Public Library, **Burton, Fauquier, Edgewood, and New Denver Reading Centres**, Arrow and Slocan Lakes Community Services and the Columbia Basin Alliance for Literacy have also provided a number of literacy resources and services for the area to address the early learning needs, but more resources are needed to change the above situation.

ii. Early Development Indicator (EDI) Summary – 2005 and 2007

The Early Development Indicator in 2005 placed the Arrow Lakes area in the high vulnerability range in the categories of physical health and wellbeing, social competence, language and cognitive development, and communication skills and general knowledge.⁶ In 2007, the EDI results improved substantially as seen in the summary below.

⁴ Sinixt Nation, June 2005 <http://sinixt.kics.bc.ca/history-home.html>.

⁵ Local Health Area 10-Arrow Lakes Statistical Profile

⁶ Early Development Indicator Community Map Highlights (Clyde Hertzman et al).

2007 Early Childhood Development Data - Indicates decreasing trend in vulnerability

All domains of development, with the exception of Emotional Maturity, had decreases in vulnerability. (We are one of the six districts demonstrating improvement in this Wave of Assessment).

The District’s continued early literacy work and commitment to networking with its partners – the Columbia Basin Alliance for Literacy and the Healthy Families Group – may in large part be responsible for this improvement. We remain however, cautious of interpreting large swings in trends, as our district population consists of very small samplings.

2007 EDI Data

	%vulnerable		+/- % change Change
	2005 2005	2007 2007	
Physical Health & Well-being	17.9	6.3	- 11.6
Social Competence	17.9	12.7	-5.2
Emotional Maturity	10.3	12.7	+2.4
Language and Cognitive Development	15.4	11.4	- 4
Communication Skills and General Knowledge	17.9	15.2	-2.7

iii. Our Current Community and District Literacy Resources and Services

a. Our main resource: a commitment to working together to improve literacy.

We plan, innovate, and act best together by building incrementally and wisely on the literacy assets that already exist in the community.⁷

Some of the assets pointed out by the participants of the community literacy planning session held in Nakusp on September 28, 2005 and confirmed in March 2008 at our District Consultation meeting consist of the following:

- ❑ The positive impacts on children, their joys in learning to read and being read to.
- ❑ The growth in the family literacy programs, and the successes in bringing out parents who have not been involved in the past.
- ❑ Strong parental support for children's learning and literacy development.
- ❑ Greater partnerships between the School District #10, Selkirk College, Arrow and Slokan Lakes Community Services and the Columbia Basin Alliance for Literacy. The recognition of the mutual supports that are possible by working together, and an awareness that no one agency can do it all for everybody.

⁷ Gavin Perryman, September 28, 2005.

- ❑ Early assessment and intervention with elementary school children facing reading and writing challenges.
- ❑ The expansion of literacy – based teacher learning teams and enhanced literacy and numeracy instructional strategies in our schools.
- ❑ Homework clubs and the One-to-One Reading programs in the schools.
- ❑ The District Writers’ Festival which celebrates literacy throughout SD 10.
- ❑ The supportive work of learning and teaching assistants in the schools.
- ❑ Youth SkillsLink and adult employment programs facilitated by Arrow and Slokan Lakes Community Services
- ❑ The adult ABE programs run by Selkirk College, and the positive successes with adult learners.
- ❑ The fact that there are diverse literacy programs and resources to refer people to.
- ❑ The capacity and ingenuity of the communities and local people to create resources that ensure that people are as up to date technologically as in urban areas.
- ❑ The commitment of local non profit organizations and their boards to literacy work.
- ❑ Students who continue to excel under difficult circumstances.
- ❑ CAP sites in Edgewood, Burton and Nakusp.
- ❑ The branching out of literacy programs to the smaller communities.
- ❑ The beginning roots of the idea of a learning community.
- ❑ Greater awareness and support for the idea that learning does not just happen in schools.
- ❑ The use of the library, the range of information that people are seeking from the library, and the range of materials at the library.
- ❑ Available space in closed schools and offices.

2. School District Data.....

- i. District Assessment Data
 - a. Early Learning data

The district uses PM Benchmarks, the Early Literacy Screener, and the Early Numeracy Interview to assist in planning for learning for primary children. As identified in our Achievement Contract, our data continues to show vulnerability in our early learners and therefore our efforts to improve early success will persist as important goals both in our Community Literacy Plan and in our Achievement Contract.

Kindergarten Data for 2005 – 2008 shows that children entering Kindergarten in our area continue to show high vulnerability.

Percentage (%) Vulnerable as identified on the screener

The literacy assessments conducted in the 2005/06 cohort of kindergarten children indicates 7 of the 37 children, or 18.9% of the children, have been identified “at risk” in language development. The 2006-07 kindergarten cohort literacy assessment indicates that 8 of 35 or 22.8 % are at risk. The data from spring 2008 assessment indicates that 14 of 33 children or 33% of the children leaving kindergarten experience challenges in early literacy skills. This data in part is supported by data provided in the Hertzman study.

Kindergarten Vulnerability- in 3 more areas of screener

2008-2009

Vulnerable in 3 or greater areas		Performance Level Unknown			Number Vulnerable	% Vulnerable	Target % Gr 1 Reduce 5%
	#	#			#	%	%
Kindergarten	33	0			9	27.3	22.3

2007-2008

Vulnerable in 3 or greater areas		Performance Level Unknown			Number Vulnerable	% Vulnerable	Target % Gr 1 Reduce 5%
	#	#			#	%	%
Kindergarten	37	0			14	38	33

2006-2007

Vulnerable in 3 or greater areas		Performance Level Unknown			Number Vulnerable	% Vulnerable	
	#	#			#	%	
Kindergarten	35	0			8	35	

2005-2006

Vulnerable in 3 or greater areas		Performance Level Unknown			Number Vulnerable	% Vulnerable	
	#	#			#	%	
Kindergarten	37	0			7	19	

The kindergarten cohort screening data for 2009 indicates that 27.3% of our kindergarten children experience challenges with phonological awareness, letter recognition and concepts about print.

With this understanding, additional resources in terms of learning assistance and print resources will be provided to the individuals identified and instructional strategies such as assessment for learning will be further embedded in classroom practice. Connections with other early learning literacy partners and programs such as Strong Start will also continue to focus our resources on these vulnerable children. The 2009 – 2010 District Achievement Contract specifically targets early literacy. It is therefore our goal to improve student achievement in our primary students, and thereby ensure their future success.

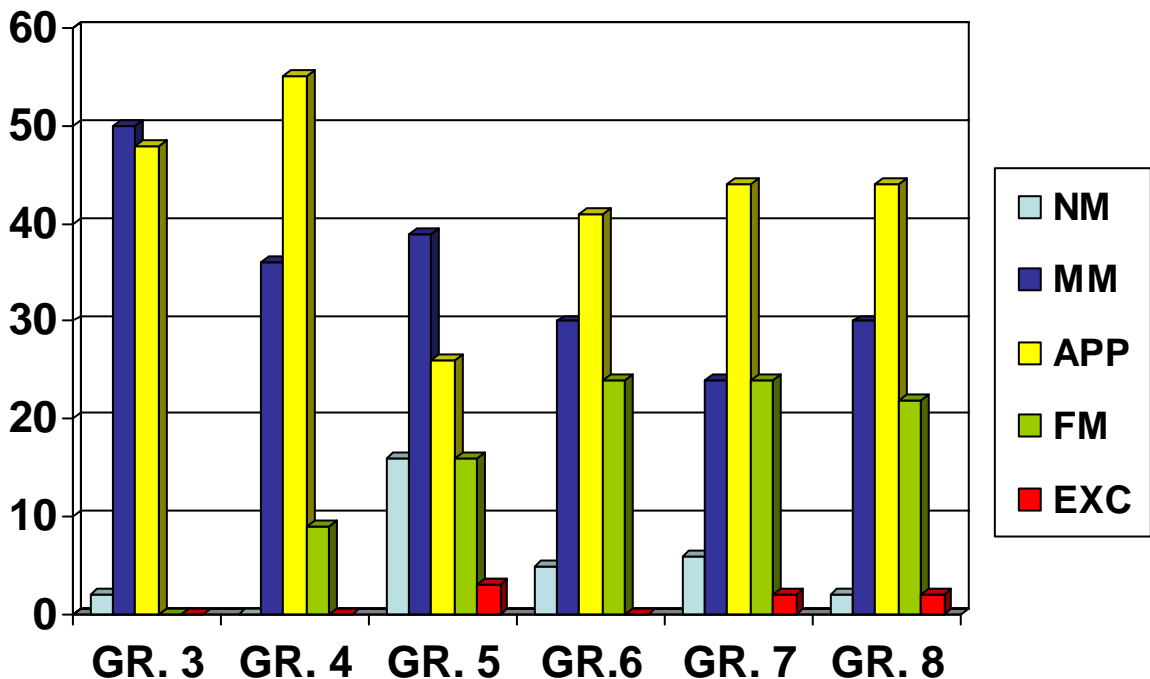
b. District Reading Assessment Data – Grades 3 – 8

- Background and context for district reading assessments

The district assesses students' achievement in reading using the Whole Class Reading Assessment from Grades 3-8. April 2008 marks the second year we have used the WCA reading assessment and we now have reliable baseline data in reading across the district.

Reading assessments are assessed collaboratively by teachers from across the district using the BC Performance Standards in Reading. Results are disaggregated for boys and girls, for aboriginal students, for special needs students and are also tracked over time by cohort group and PEN numbers.

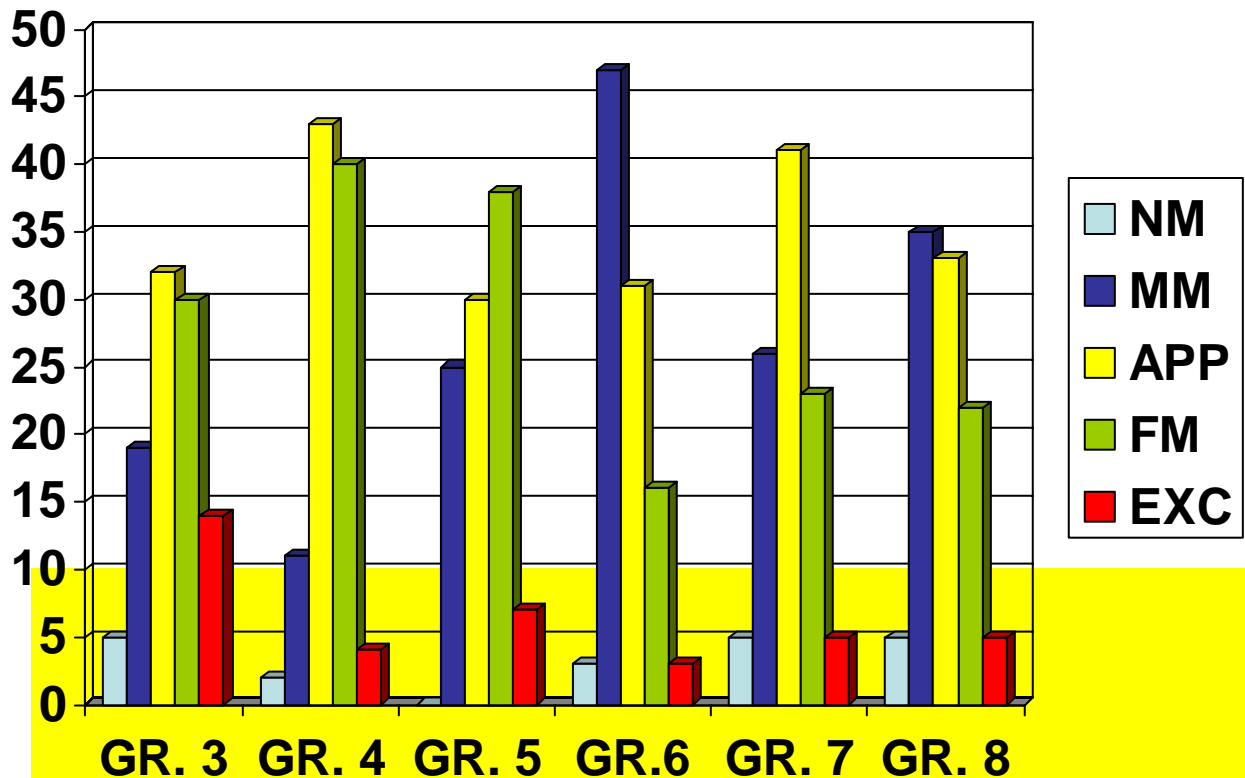
2008 and 2009 District Reading assessment results



Comparison of 2007 baseline reading data to 2008 results

- Student achievement has increased in some grades across the district in reading.
- More students are approaching, meeting or exceeding expectations in 2008 than 2007.
- Struggling students (those not yet meeting or minimally meeting) have shown the least improvement from 2007 to 2008.
- Grade 7 students across the district as a group have shown the greatest improvement in writing at all levels of the performance scales; in reading, at some levels.
- Indications for improving student achievement for each grade across the district are noted in the Literacy Data Analysis report. These indications suggest specific strategies and structures to improve student achievement across the district.
- Our 2008 data shows that students need more skills overall in
 - these **Reading** aspects: Main Ideas/Important Ideas/Note-taking
 - Extracting Information from text and text features
 - Inferences/Connections/Conclusions and Interpretations

2009 District Reading assessment results



2009 District Reading Assessment analysis:

Grade 3: (first time this cohort has participated in District Reading assessments)

- *Improvement since 2008 is significant! 62% of Gr. 3 students are fully meeting or exceeding expectations.*
- *95% of Gr. 3 students are meeting expectations at minimal, approaching, meeting or exceeding levels;*

- *5% of Gr. 3 students are not yet meeting expectations.*

Grade 4:

- *Significant improvement in reading achievement in Grade 4 students since 2007 and 2008. 44% of Gr. 4 students are fully meeting or exceeding expectations.*
- *2% of students are not yet meeting expectations in reading*
- *98% of students are now meeting expectations in reading.*

Grade 5:

- *Significant improvements in Grade 5 reading achievement are seen from our 2007 and 2008 levels.*
- *100% of Gr. 5 students are now meeting expectations; 45% of this cohort is fully meeting or exceeding expectations.*

Grade 6:

- *Improvement is particularly seen for our struggling readers in Gr.6. In 2009, the data shows fewer students not yet meeting expectations (3% vs. 16%). Likewise, 31% of Gr. 6 students now approach expectations vs. 26% for this cohort in 2008. 30% of this cohort are now fully meeting expectations, versus only 16% in 2008.*
- *97% of this cohort are meeting expectations in reading.*

Grade 7:

- *Results for the Grade 7 cohort are improved in two areas: 5% fewer students minimally meet expectations, and 5% now exceed expectations. Data is otherwise similar to 2008 results, but showed a big jump in 2008 from 2007 when 24% of students fully met in 2008 vs. only 9% fully meeting in 2007.*
- *95% of students in this cohort are meeting expectations in reading.*

Grade 8:

- *5% of our students in the Grade 8 cohort are now exceeding expectations. This is a steady increase since 2007 when no students exceeded. There's also an increase in the number of students minimally meeting expectations this year – from 24% in 2008 to 35% in 2009. A drop in those approaching expectations moved to exceeding.*
- *95% of students meet expectations – the same amount as 2008.*

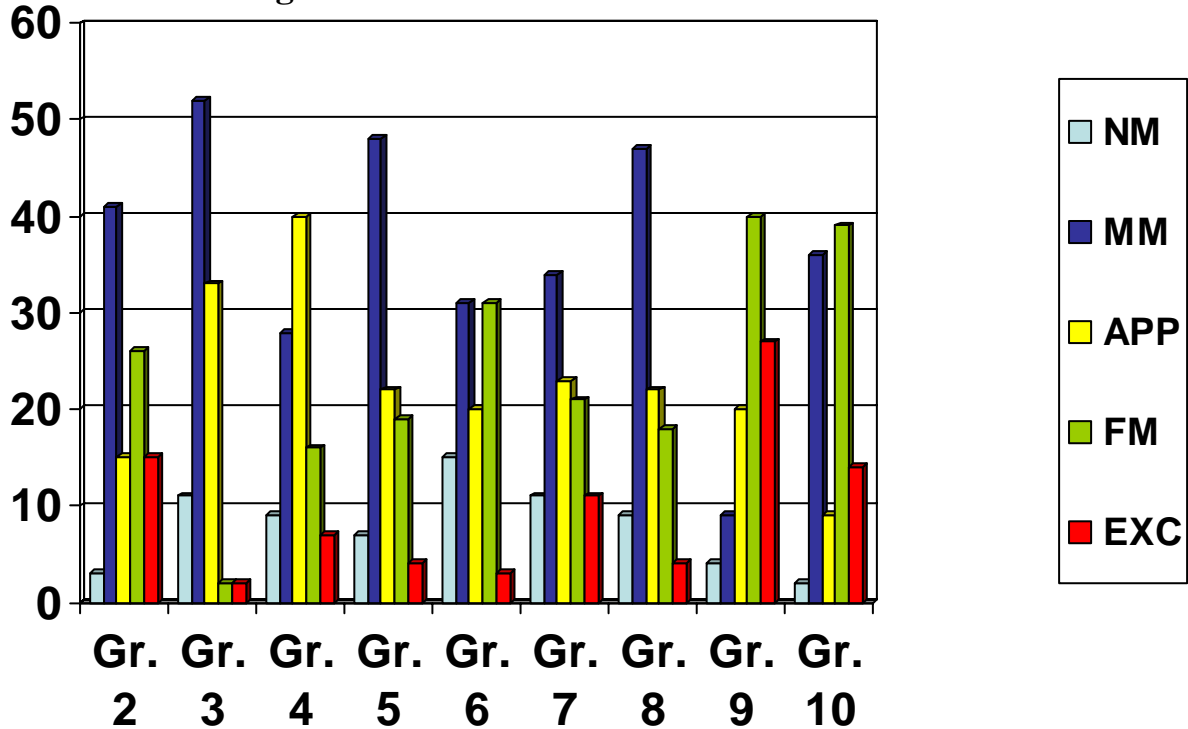
c. 2008 and 2009 District Writing Assessment Data

- Background and context for district writing assessment

Writing is assessed by the district each April using an impromptu writing task and BC Performance Standards in Writing. Students in Grades 2 – 10 participate in the district writing assessment. Writing assessment data has been collected and assessed over the past two years by means of a collaborative marking model with teachers from across the district trained using exemplars and performance standards in writing.

The data is used to inform staff development initiatives, to focus our goals in the district Achievement contract and Community Literacy Plan. At the school level, the data is used by School Planning Councils and school staff to inform School Growth Plans, and to determine progress in meeting those goals. Results are disaggregated for boys and girls, for aboriginal students, and for special needs students and are also tracked over time by cohort group and PEN numbers.

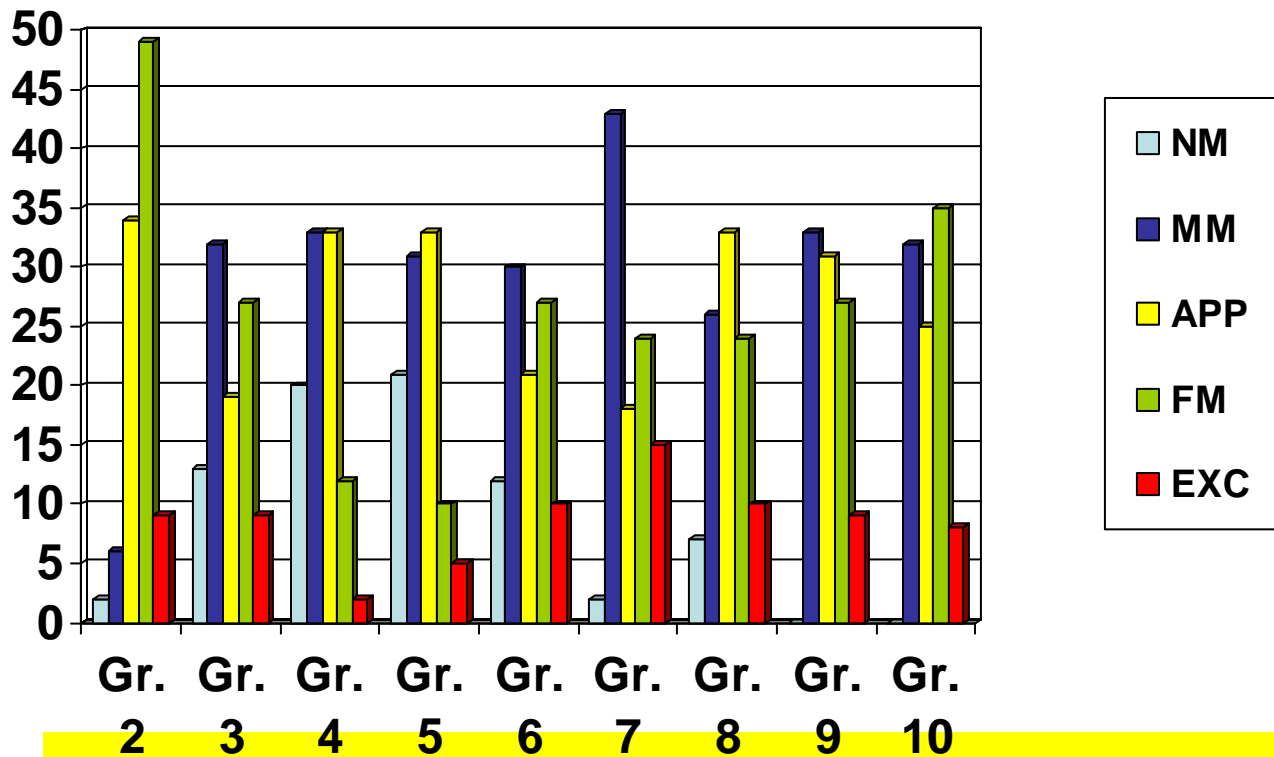
2008 District Writing assessment results



Comparison of 2007 baseline writing data to 2008 results:

- Student achievement has increased somewhat in most grades across the district in writing.
- More students are approaching, meeting or exceeding expectations in 2008 than 2007.
- Struggling students (those not yet meeting or minimally meeting) have shown the least improvement from 2007 to 2008.
- Grade 7 students across the district as a group have shown the greatest improvement in writing at all aspects of the performance scales
- Our 2008 data shows that overall students in the district need more skills in
 these **Writing** aspects: Style (Clarity/Variety/Impact of Language)
 Form (Beginning/middle/end; Sequence/Connecting words)
 Conventions (Complete Sentences/Spelling/Grammar/Capitals)

2009 District Writing Assessment results



2009 Writing Assessment Analysis:

Grade 2: (first time this cohort has participated in District Writing assessment)

- Strengths in writing are apparent in the Grade 2 cohort
- 58% are fully meeting (49%) or exceeding expectations (9%)
- 98% of Grade 2 students are meeting expectations in writing

Grade 3:

- Results for Grade 3 do not appear to show growth
- It appears that the number of students not yet meeting (13%) has increased from 2008; this may be due to a higher participation rate than in previous years.
- Though there is a 4% increase in students approaching expectations, the number meeting remains the same, and those exceeding expectations dropped from 15% to 9%.
- 87% of the Grade 3 cohort meets expectations.

Grade 4:

- Another anomaly in the 2009 data appears with the Grade 4 cohort in writing. The number of students not meeting has risen from 11% to 20% in 2009. Again, higher participation rates may be a factor.
- Though there is also a 10% increase in students fully meeting expectations from 2008 data, the larger number of grey area students in this cohort indicates a need for intervention in writing skills.
- Only 80% of students are meeting expectations in writing.

Grade 5:

- *Though 2008 data showed a growth in students' writing in the Grade 5 cohort, the 2009 data shows the opposite trend.*
- *Data indicates a 12% increase in students not meeting to 21% in 2009. Results for students fully meeting has also declined from 16% to only 10% and for those approaching expectations from 40% to only 11% in 2009. Intervention for this cohort is indicated.*
- *Only 79% of students meet expectations in writing.*

Grade 6:

- *Though there is a 5% increase in students not meeting expectations from 2008 data, there is overall growth in 2009 writing results for the Grade 6 cohort.*
- *% of students minimally meeting has dropped from 48% in 2008 to 30%.*
- *The number of students fully meeting expectations and exceeding expectations has also increased in 2009.*
- *88% of this cohort meet expectations in writing.*

Grade 7:

- *Significant improvement is evident in the Grade 7 writing results.*
- *The number of students not yet meeting has declined to 2% (15% in 2008), and the number of students exceeding students has likewise improved to 15% in 2009 from only 3% in 2008.*
- *In all, 98% of students now meet expectations in writing.*

Grade 8:

- *Improvement is evident in the Grade 8 cohort in writing.*
- *There are 10% more students approaching expectations than in 2008, and small gains are also evident students fully meeting. 7% of students who were minimally meeting in 2008 are now approaching, and the number of students exceeding expectations remains solid.*
- *93% of students in the Grade 8 cohort meet expectations.*

Grade 9:

- *Improvement is demonstrated in the Grade 9 cohort in writing. All students now meet expectations in writing.*
- *Similarly, 14% more of those students who in 2008 were only minimally meeting have moved into approaching expectations (33%). There is also growth in the number of students fully meeting (27%) and exceeding expectations (9%)*
- *100% of the Grade 9 cohort meet expectations in writing.*

Grade 10:

- *Some improvement is seen in the Grade 10 cohort in writing.*
- *100% of the Grade 10 cohort now meet expectations.*
- *There is however, a 19% increase in the number of students who have declined in performance and are now only minimally meeting expectations (32% vs. 9% in 2008). There is also a decrease in the number of students exceeding expectations – 27% in 2008 and 10% in 2007 while only 8% in 2009.*

ii. FSA Scores

2008 FSA results show similarities and also differences when compared with district data as shown in the tables below.

D. Grade 7 Writing – FSA and District Literacy Assessment Data Comparison

**2009
District
Writing
data:**

2% not meeting; 43% minimally meeting; 18% approaching; 24% fully meeting; 15% exceeding

**2008
District
Writing
data:**

11% not yet meeting; 34% minimally meeting; 23% approaching; 21% fully meeting; 11% exceeding expectations

**2007
District
Writing
data:**

9% not yet meeting expectations; 22% minimally meeting; 33% approaching; 35% fully meeting; 1% exceeding expectations

**2008 FSA
Writing data**

7% not yet meeting; 70% minimally meeting; 9% exceeding expectations

The FSA results match the district writing assessment results closely.

B. Grade 4 Writing – FSA and District Literacy Assessment Data Comparison

**2009
District
Writing
data:**

20% not meeting; 33% minimally meeting; 33% approaching; 12% fully meeting; 2% exceeding

**2008
District
Writing
data:**

9% not yet meeting; 28% minimally meeting; 40% approaching; 16% fully meeting; 7% exceeding expectations

**2007 District
Writing
data:**

31% minimally meeting expectations; 42% approaching; 19% fully meeting; 8% exceeding expectations

**2008 FSA
Writing Data:**

21% not yet meeting; 62% meeting; 4% exceeding expectations

2008 FSA results show a higher number of students not yet meeting expectations in writing than is apparent on the district assessments for that year.

C. Grade 7 Reading – FSA and District Literacy Assessment Data Comparison

**2009
District
Reading
data:**

5% not meeting; 26% minimally meeting; 41% approaching; 23% fully meeting; 5% exceeding

**2008
District
Reading
data:**

6% not meeting; 24% minimally meeting; 44% approaching; 24% fully meeting; 2% exceeding

**2007 District
Reading
data:**

4% not meeting; 30% minimally meeting; 51% approaching; 15% fully meeting

**2008 FSA
Reading Data**

18% not meeting; 61% meeting; 7% exceeding

2008 FSA results show a much larger group of students not meeting grade level expectations (18%) in reading than is shown in the 2007 - 2009 district assessments.

**iii. Graduation and Transition Rates
Graduation Completion Rates 2002 – 2007**

Graduation completion rates in the district remain above the provincial average and generally show an increase over time. However, since the size of the cohort groups remains small, caution in interpreting this positive data trend is advised. From year to year, the composition of the graduating classes varies in the two secondary schools located in the district. Overall however, we are focusing on tailoring graduation programs to meet the needs of all of our learners and thereby increasing their success.

The success of aboriginal learners (9.40% of our district population) in completing graduation remains higher than the provincial average. Again, though cohort size and composition of aboriginal learners graduating varies, we are continuing to work on improving aboriginal literacy and graduation rates. Our Aboriginal Enhancement Agreement draft and Achievement Contract align with this goal.

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	6 yr avg
Grad Rate	87	88	95	93	98	-	-
Dogwood	85	78	77	73	90	84	81.2 %

** (awaiting confirmation)

Current tracking indicates that in the 2006/07 cohort 4 student out of 31 registered in grade 12 did not meet all course credit requirements

iv. **2008 Writers Festival data**

One of the district’s innovative literacy practices is our annual Writers Festival. Writers from across the region, the province and Canada work with our students to improve their writing skills and celebrate their writing achievements. In 2008 and 2009, we hosted lengthier “writers in residencies” for students in four of the five district schools in 2008, and for all schools in 2009 to much success. The data summary of the 2008 Writers Festival is below.

2008 Writers Festival Data:

Qualitative and quantitative data from students and from teachers indicates that almost all strongly agree or agree (94%) that

- students “learned to become better writers” as a result of the Writers Festival residencies and workshops.
- Qualitative data from teachers indicates that they learned skills in teaching writing from the professional writers, and that teachers saw growth in their students’ learning as evidenced in student writing.
- Grade 11/12 students at Lucerne completed self – assessments using BC Performance Standards in Poetry, Students assessed their poetry before and after the writers festival. 100% of these students improved their skills in using voice, descriptive language and imagery.

v. Network of Performance-Based Schools – Online Lit Circle data

We have been at the forefront of this literacy-enhancing instructional practice for the past three and half years. Both in 2008 and 2009, we embarked on a Network of Performance-based Schools inquiry project to ascertain the impact of our work using Online Literature Circles on student learning. Our results mirror the positive qualitative feedback and data that students and teachers have given Online Lit Circles. Improvements are shown especially for struggling students. The 2008-09 project focused on using regular online learning journals and online learning portfolios that were shared with parents at Student-led conferences. Here are the results of the 2008 and 2009 Network research:

Fall 2007 data Performance standards in Reading	Spring 2008 data Performance standards in Reading	Fall 2008 Performance standards in Writing	Spring 2009 Performance standards in Writing
2	3	4	6
2	3	3	3
3	3.5	4	5
3	3.5	5	6
		4	5
4	3.5	3	3
3	3.5	4	5
3	3	3	4
3.5	4	5	6
2	3	3	4
2	3	3	5
3.5	4	3	4
2	3	5	5/6
1	3	3	5
4	4	2	4
3	3.5	3	4
2	3.5		6
3.5	4		3
3	3.5		
3	3.5		
3.5	3.5		

Summary of NPBS 2007-08 Online Literature Circle Data		Summary of NPBS 2008-09 Online Literature Circle Data	
Fall 2007	Spring 2008	Fall 2008	Spring 2009
5 % Not Yet Meeting 30% Approaching 55% Meeting Expectations 10% Exceeding Expectations	0% Not Yet Meeting 0% Approaching 80% Meeting Expectations 20% Exceeding Expectations	6 % Not Yet 50 % Min. Meeting 25% Approaching 19 % Meeting 0% Exceeding	0% Not Yet 13% Min. Meeting 31% Approaching 31 % Meeting 25% Exceeding

As a result of these results, we have expanded the online literature circles in 2008 to classrooms across the district from Grades 5 – 12 and in 2008-09, created teacher learning teams to implement Moodle Lit Circles in First Nations 12 and Information Circles in Socials 9 and 10. The use of diverse texts and text with aboriginal voice or content are a foundation of the online literature circles as well as an increase of reading volume as a result of the instructional design of this practice.

D. Literacy Context

i. Community Literacy Assets

As a result of rich and long term literacy partnerships between CBAL, Selkirk College, our Healthy Families network, preschools, and Public Library and Reading Centres, we have a wide array of programs that help enhance community literacy. Our aim is therefore to continue to enhance these partnerships, to collectively identify areas of gap and challenge, and to do our best to improve literacy amongst all four pillars in our Community Literacy Plan.

Inventory of Current Arrow/Slocan Lakes Community Literacy Assets

I. Selkirk College/CBAL/ & Community (Pillars 3 & 4)

- A. Adult One on One Tutoring Program (Nakusp)
- B. Senior's Reading Program (New Denver Pavilion)
- C. Senior's Computer Classes (Nakusp)
- D. ESL Group Tutoring (New Denver)
- E. CAP Sites (Edgewood, Nakusp)
- F. Basic Skills upgrading
- G. Support for Distance Ed. Learning
- H. Continuing Education
- I. High School completion
- J. Community Education

II. CBAL/Preschools/SD10/Community (Pillars 1, 2 & 4)

- A. Parent Child Mother Goose (New Denver, Nakusp, Edgewood)
- B. LAFF (Learning Adventures for Families) (Nakusp, Edgewood)
- C. Family Story Time (Nakusp, New Denver)
- D. CAPC Family Programs (Nakusp)
- E. Books for Babies (Burton, Fauquier, Edgewood, Nakusp, New Denver)
- F. Ready, Set, Learn (Burton, Fauquier, Edgewood, Nakusp, New Denver)
- G. Success by Six
- H. Bursaries for Preschool (Nakusp/New Denver)
- I. Communication Centre (Fauquier)
- J. Sharing the Love of Reading (Nakusp Pub Library/Lucerne School)

III. CBAL & SD 10 (Pillars 2 & 4)

- A. One to One Reading (Burton, Nakusp, New Denver and Edgewood)
- B. Home Work Club/Interact (Nakusp, New Denver)
- C. Roots of Empathy (Nakusp, New Denver and Southern Zone)
- D. Home Work Club/Interact (Nakusp, New Denver)
- E. Youth Writer's Group (Nakusp) – not offered in 2008-09
- F. Youth Book Club (Nakusp) – not offered in 2008-09
- G. Youth Movie Nights (Nakusp) – not offered in 2008-09
- H. CAP Sites (Edgewood, Nakusp)
- I. Community Radio Station*SD10/CBAL/Nakusp Music Fest (Nakusp)
- J. Strong Start Centres (Nakusp and New Denver; Outreach in SZone in 2009)
- K. Family Movie Nights (Fauquier)

IV. Community Futures (Pillars 2, 3 & 4)

- A. Adult Workplace Literacy
- B. Trades Training
- C. Supported Employment: Youth/Adult
- D. A.C.C.E.S.S.

V. Regional/Provincial (Pillars 1 & 2)

- A. Supported Child Care
- B. FASD

VI. Public Health (Pillars 1 & 2)

- A. Public Health Nursing
- B. Community Dental Health
- C. Books for Babies
- D. IHA - Vision testing for Strong Start Centre children

VII. Libraries/SD10/CBAL/Community (Pillars 1, 2, 3 & 4)

- A. Classes visit the public library regularly from NES
- B. Four 12-16 year old volunteers at the Public Library
- C. Monthly book discussion at the Public Library
- D. Individual tutoring of students at the Public Library
- E. Summer Reading Program

- F. Computers for public use
- G. Places for children and adults to study and read
- H. Free Library card available to all students in SD #10
- I. BC One card available to everyone and ability to access library database now available from home computers
- J. “Step into Reading” and a “Leap into Reading” collection for parents
- K. Mother Goose pre-school program in Nakusp Library
- L. Monthly BiblioBus
- M. SD 10 special needs student weekly work experience in library

ii. Alignment with CBAL Community Literacy Plan (2004)

As identified in the Introduction of our Community Literacy Plan, this current plan is built upon the structure and the vision of the 2004 Columbia Basin Alliance for Literacy (Literacy Now) Community Literacy Plan.

In our March 2008 Community Consultation meeting, the 2004 CBAL plan was reviewed and refined. Our community literacy definitions, vision and goals were therefore developed in respectful concert with CBAL and our plan is aligned with previous CBAL Community Literacy planning.

iii. Alignment with District Achievement Contract Literacy Plan

Development of the District Achievement Contract and the Community Literacy Plan are aligned. In addition, our Literacy Innovation Grant goals and structures align with both the District Achievement Contract and the Community Literacy Plan. Indeed, we work closely together in the district to ensure that planning for literacy matches with school identified needs and with data derived from district and provincial data sources. Our strategies and structures in the Achievement Contract then, dovetail with those identified in the Literacy Innovation Grant and the Community Literacy Plan. Likewise, goals in all district documents also intersect and strengthen one another.

iv. Draft Aboriginal Enhancement Agreement

The district has been working for several years now with our aboriginal and First Nations partners to develop an Aboriginal Enhancement Agreement. In May 2008, our first draft agreement was written, based on input from the Arrow Lakes Aboriginal Advisory Council (ALAEAC) over these past years. The district is still working towards signing of this agreement. Our hope is that our Enhancement Agreement will be signed in the fall of 2009.

Areas of alignment in premise and purpose between the draft agreement and the Community Literacy Plan include the following:

- A holistic educational approach to improve the knowledge, understanding and awareness of aboriginal culture throughout the school district.
- Educational programs and services that are broad-based and inclusive and reach out to all students of aboriginal ancestry as well as non-aboriginal students.
- Targeted educational support for at-risk students of aboriginal ancestry.

Furthermore, congruence in goals for aboriginal students as identified in the draft enhancement agreement also match with the Community Literacy Plan as follows:

- To increase awareness, knowledge, appreciation and respect for aboriginal culture and history for all students. Through this shared experience, students of aboriginal ancestry have the opportunity to enhance their sense of belonging and pride in their aboriginal ancestry.
- To a) improve aboriginal student achievement in Reading, Writing, Numeracy, Science and Social Studies.
and b) provide specific support to at-risk students
- To provide interventions in the context of supporting the “whole child” – i.e.: physical and emotional health
- To create a commitment statement within our adult aboriginal community in year two of the agreement which focuses on finding ways to heal, embrace, and promote aboriginal cultural diversity.

E. Challenges and Gaps

Based on community and district data, we have identified the following gaps which therefore have informed our Community Literacy Plan goals:

- The need for continued focus on early learning. Our children remain vulnerable as shown by both EDI and district early literacy screener data.
- The need for increased partnerships and work with all our district literacy partners to improve literacy across the four pillars. Our Community Consultation meetings were successful in broadening the base of literacy partners across the entire geographically dispersed range of our school district and rural communities.
- The need to further focus our efforts to improve literacy for our school-aged children.

F. Community Literacy Plan Goals and Actions

F.1. Background and Context for Goal Development from March 2008 Community Literacy Plan Consultation meeting:

What is Literacy?

Literacy is the complex set of skills necessary for daily life, employment, citizenship and personal enjoyment of our modern and diverse society.

Literacy is the gateway to a better-educated community.

Why is Literacy Important?

- It is a widespread issue affecting all British Columbians
 - It influences labour market supply and demand
 - Employment and earnings are closely linked to literacy
 - It impacts our health and quality of life
 - Improved literacy reduces criminal behaviour
 - Particular segments of society are dramatically affected
 - Some barriers to learning are hidden and require intervention
 - Our social and economic prosperity depends on it
- Premier's Advisory Panel on Literacy (February, 2005)

BC Stats

- 25% of our children arrive at kindergarten unprepared to learn
- 20% of our grade 4 and 7 students are not reading at expected levels for their age
- 44% of our Aboriginal students are not reading at expected levels in grade 7
- 20% of our students are not graduating within 6 years of entering grade 8
- 54% of our Aboriginal students are not graduating within 6 years of entering grade 8
- Approximately 40% of adults in British Columbia have low literacy skills

Being more literate means:

- More of our children arrive in kindergarten ready to learn
- More of our school children are skilled in the basics of reading, writing and mathematics
- Our completion rate for grade 12 is higher
- A higher proportion of our adults have the literacy skills to participate in a knowledge-based economy and society
- We have an accessible and coordinated literacy plan

F. 2.1 Pillar One - Young Children:

1. Goal One -

We will reduce the number of children who come to school unprepared to learn utilizing the EDI data and Early Literacy Screener as baseline data

Implementation Plans/Action

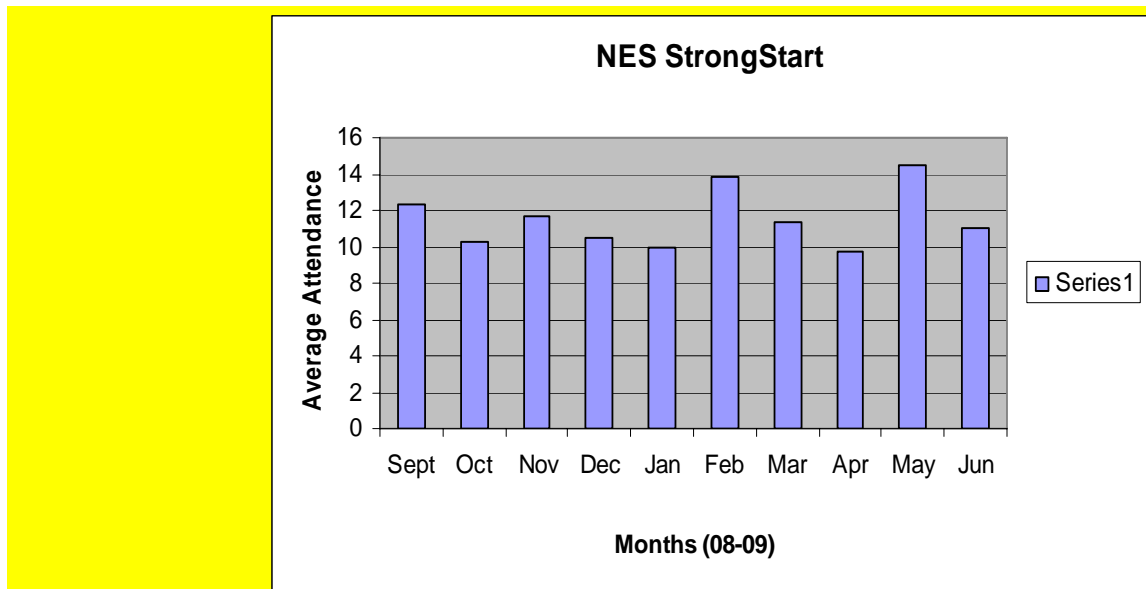
- Strong Start Centres at Nakusp Elementary (since Sept 2007) and Lucerne Elementary Secondary (started in September 2008)
- Ready Set Learn
- Co-location of pre-school and Strong Start centres in district elementary schools
- Raise a Reader program
- Partnerships with early learning community partners
- Understanding the Early Years research in 3 Kootenay districts (Kim Adamson) – EDI – complement and extend EDI work – student and adult surveys

Evaluation

- Participation levels in these early learning activities across the district.
- Performance on the EDI and Early Literacy Screener by Kindergarten students
- PM Benchmarks for Mother Goose program

Reflecting on the 2008 Plan:

- 2009-2010 year is the year we will meet and consider the UEY (Understanding the Early Years) data
- 2008-09 Strong Start data shows the following:



- EDI data for 2008-09 is not yet available but will be added to the CLP once it is.
- Early Literacy Screener data from 2009 demonstrates that our 2009 Achievement Contract focus on primary early learning is a worthy target.

- Though we appear to be making progress in Early Literacy, it is the district's belief that sustaining and targeting our resources at the K-4 level and continuing to work closely with community literacy partners to support early learning before children start school, will have a positive impact on student achievement for these vulnerable learners.

2. Goal Two –

We will continue to work with the community pre-schools, families, Columbia Basin Alliance for Literacy(CBAL), Healthy Families Group, Strong Start Centres, and Public Library and community Reading Centres on language development activities to increase language skills prior to kindergarten. This goal is connected to the District Achievement Contract.

Implementation Plans/Action

- Continue Healthy Families committee networking to improve success for early learners
- Continue StrongStart Centres in New Denver at Lucerne School and in Nakusp at NES
- Continue Little Explorers, Family, Mother Goose, and pre-schooler library visits
- Mother Goose programs in New Denver, Nakusp and Edgewood extended through June, July and August 2009 (usually ends in May)
- Implement StrongStart/Outreach in the Southern Zone
- Explore Family Outreach opportunities using the resources of existing community partners such as CAP-C

Evaluation

- Participation levels in these early learning partnerships across the district.
- Qualitative feedback from early learning partners.

Reflecting on the 2008 Plan

- Reading programs and Mother Goose for pre-school children are in operation at Nakusp, Fauquier, and New Denver in our libraries and reading centres
- There is strong participation in Strong Start Centres at NES and at Lucerne
- Participation levels in Mother Goose (62 families) and Little Explorers (11 families)
- CBAL partnered with SD 10 to run Little Explorers for the full school year in Edgewood for 3 and 4 year olds
- Extension of the summer program was possible as a result of the Ministry of Education 2010 Legacies Now funding for LOC coordination.

F.2.2 Pillar Two - School Age Children:

1. Goal One –

We will reduce the number of children reading and writing below grade level in Grade Three to Ten as identified in District Literacy Assessments and FSAs.

Implementation Plans/Action

- Build teacher literacy capacity in reading and writing strategies, assessment for learning, differentiated instruction, online literature circles etc., by offering a variety of professional collaborative learning groups. This plan coincides with the District Achievement Contract strategies and is shown in more detail in Appendix IV.

- Increase use of performance standards in reading and writing and of classroom-based assessment for learning practices to inform and guide instruction.
- Increase school and teacher participation in the Network of Performance-based Schools
- Expand Literacy teacher team representation to all district schools
- Continue One-One Reading programs at all schools
- Investigate One to One Numeracy program
- The school district is re-focussing its efforts as shown in the Achievement Contract to a single goal: that all students will be able to read by the end of Grade Three. Our resources and efforts will be targeted to this goal.
- Increase use of at –level and aboriginal and diverse text in all classrooms; increase guided reading to intermediate levels; increase online literature circles and other practices that increase reading volume and just-right reading text

Evaluation

- Participation levels in professional learning groups, the Literacy teacher team, and Network of Performance-based schools
- Survey staff for baseline and use of performance standards and classroom-based assessment for learning strategies; identify teacher needs for in-service; summative data of teacher use of AFL and performance standards to improve student learning
- Expanded resources available to all schools: at level text, diverse text, and aboriginal and culturally diverse text.
- Data from 2009 District Reading and Writing assessments and Early Literacy Screener.

Reflecting on the 2008 plan

- In all, 19 of the 40 teachers in our district participated in one or more teacher learning teams in 2008-09 ranging from “When Kids Can’t Read, What Teachers Can Do” book club to “Six Traits in Writing” and SS Information Circle and Online Lit Circle learning teams. This is almost 50% of our teachers who volunteered on learning teams!
- The members of the district Literacy team all chose to continue their commitment in 08/09 and all district schools are now represented on this district team.
- The district engaged in two NPBS projects and the success of these two Network projects has fostered increased interest in Network inquiry projects for 2009/2010.
- Teacher engagement and satisfaction with the focus on professional learning is high. Qualitative data and feedback from teachers attest to the success of these initiatives.
- The desire to continue and deepen professional learning is very high amongst our staff from K-12. Finding ways to continue this professional learning work despite budget constraints is crucial, as we have now built a strong foundation, a thirst for learning amongst our teachers, developed trust, and are seeing results in our classrooms.
- We have expanded our diverse text resources and purchased *Literacy in Action* for Grades 4 to 6 at NES and Grades 7 and 8 at Lucerne. *Reading Power* non-fiction texts have also been purchased by some schools. Teachers love these new literacy resources with increased informational text, and which also correlate to the new ELA IRP and to research-based pedagogy.
- We have also purchased sets of aboriginal resources – picture books and also novel sets for use from K -12. Teachers are starting to use these resources.
- Results on the district reading and writing assessments show strong improvements in reading for most grades in Grade 3-8 and excellent improvements in many cohorts in

Writing. Those cohorts needing improvement are also identified. Detailed graphs showing this data are attached as appendices.

2. Goal Two –

We will increase the number of students graduating with Dogwoods and School Completion certificates. (Currently we have a graduation rate of 82%)

Implementation Plans/Action

- Graduation Transition Plans in place for all students identifying post-secondary goals and steps to achieve graduation
- Identify and support at – risk students through Special Education, Counselling, and Learning assistance
- Investigate post-secondary/high school Trades Training trailers to augment apprenticeship and trades training opportunities
- Liaise with Selkirk College ABE program to provide augmentative support to struggling students
- Increase collaboration between youth in SkillsLink program with secondary schools in the district. Identify the youth, design a program with their needs in mind, coordinate a plan with community resources to assist those at-risk students to drop back in to school.

Evaluation

- Increase in Dogwood/School Completion certificates

Reflecting on the 2008 plan:

- We have investigated other ways for students to access trades programs. At this time, we have decided that the district does not have the resources to run its own ACE-IT program. We will examine this program for possible implementation next year.
- The superintendent is meeting with Selkirk College in June 2009 regarding a portable trades trailer that may assist our students interested in trades careers.
- Graduation rates will be updated once that data is available.

F.2.3 Pillar Three - Adults:

1. Goal One –

We will increase the collaboration with post-secondary adult learning programs *and services* to enhance adult literacy outcomes.

Implementation Plan/Actions

- Community Literacy Plan Steering Committee to work more closely with Selkirk College
- Continue work with Transitions Coordinator at Selkirk College
- Implement Transitional training assistance for special needs adults in community
- Gain greater access to Selkirk Trades programs or other post-secondary Trades training programs
- Enhance involvement of Community Literacy, Outreach and Employment programs, further promoting adult literacy in the community

Evaluation

- Inclusion of Selkirk College on CLAC
- Report on trades and other transitions training opportunities
- Participation rates of adult /youth work experience in literacy

Reflecting on 2008 plans:

- A representative from Selkirk College is needed to participate on CLAC in 2009-2010. ASLCS and adult learners are now represented on CLAC.
- CBAL and Selkirk College work collaboratively together to refer adult learners and to exchange of information
- In Nakusp, Selkirk College provide classroom space for ESL program from Sept - June
- A strong partnership has been established this year between ASLCS's Outreach and Employment services and CBAL to further promote adult literacy in the community among the unemployed.
- ASLCS used the CAP site to provide computer training to 26 unemployed youth/students.
- Three work experience students were placed at the CAP site to enhance workplace skills and experience.
- Feb 2009 – a Transitional Training program started in Nakusp facilitated by Selkirk College. 4 adult students were enrolled. CBAL participates on the Advisory Committee.
- Jan. 2009 –students from the Transitional Training program initiated a social enterprise called “The Green Machine” which provides a community shredding service. The “Green Machine” provides workplace literacy and is located at the CAP site.

2. Goal Two –

Increase literacy partnerships and programs for adults in our communities across the entire district.

Implementation Plans/Actions

- Increase library service to New Denver, Silverton, Hills and the southern zone (Burton, Fauquier and Edgewood)
- Enhance presence of Selkirk College programs throughout the region - particularly ABE and accessibility options to meet the needs of adults
- Increase Family literacy programs for New Denver, Silverton, Hills, Burton, Fauquier and Edgewood communities
- Continue the reading program for seniors living at the Pavilion long term care facility in New Denver.
- Adult literacy needs for displaced forestry workers need to be met in collaboration with ABE, CBAL and Employment programs
- Offer tutor training to increase the number of volunteers available to tutor adult learners (basic literacy, ESL, computers)
- Increase the awareness of ESL programs offered in Nakusp and New Denver.

Evaluation

- Library services increased to outlying communities in the district
- Marketing of Selkirk College programs
- Number of Family Literacy programs in the outlying communities
- Participation in family literacy programs
- Number of volunteer tutors

Reflection on the 2008 plan:

- There has been a revitalization of the Reading Centre at Burton, and a greater collaboration with the school district. Volunteers are being solicited to keep the centre open after Burton school hours
- Parenting programs are planned for Fall 2009 in Edgewood, Nakusp and New Denver; “Tween and Me” and “Nobody’s Perfect” are planned at all sites.
- There is a need to increase the number of volunteers available for tutoring adult learners. Training is planned for the Fall 2009.

3. Goal Three –

Through our work with CBAL, Raise a Reader and Selkirk College, enable a higher proportion of our adults to develop the literacy skills they need to participate in a knowledge-based economy and society.

Implementation Plan/Actions

- Provide family and community programming using Raise a Reader funds
- Maintain One to one Reading for adults and children
- Provide adult and seniors computer classes
- Increase CAP site use and improve access to the community
- Create a literacy storefront for both young adults and adults

Evaluation

- Participation rates in family literacy programs such as Mother Goose, One to One Reading, and adult and seniors computer classes
- Track CAP site use, accessibility and assistance provided

Reflecting on the 2008 plan:

- In Sept. 08, the CAP site ran a deficit. Through financial support from CBAL, this issue is now resolved. Other funding opportunities will continue to be explored.
- Attendance and use of the CAP site is increased and remains strong throughout the year. The CAP site is open 6 days / week and on average, sees over 300 visits per month. See attached graph in appendix. Volunteers, work experience students and part-time staff support the day-to-day operations of the CAP site.
- Continue to refurbish used computer equipment at the CAP site and recycle computers to families in need
- Two courses, Introductory Computer Course for seniors, were offered this year. 20 students attended. The courses were very successful and there is a waitlist for future courses, which will be provided next year.
- 1:1 computer tutoring is offered to adults in New Denver and at the CAP site in Nakusp.
- Initial plans are in place to maximize the CAP site space to offer other literacy programs such as resource library, 1:1 tutoring space.

F.2.4 Pillar Four – Aboriginal

1. Goal One -

We will maintain the high rate of success enjoyed by Aboriginal students in SD 10 (Arrow Lakes) as determined by Grade Seven reading levels and Graduation rates.

Implementation Plans/Actions

- Continue process to adopt Aboriginal Enhancement Agreement and access MOE funding to support aboriginal learners
- Pursue inquiry – based Aboriginal Network of Performance – based Schools project(s)
- Continue to purchase learning resources with First Nations content, voice and authorship
- Increase aboriginal cultural opportunities for all students and community members
- Host National Aboriginal Day celebration Sunday, June 21st, 2009

Evaluation

- Ministry support for aboriginal learners, resources and cultural activities
- Participation in Aboriginal NPBS project
- Purchase of aboriginal text and learning resources
- At least one aboriginal cultural experience for schools/community

Reflecting on 2008 plan:

- Gained Ministry funding for draft Aboriginal Enhancement agreement
- Purchased aboriginal novel sets for intermediate and secondary
- Purchased aboriginal picture books
- Coordinated April 2009 author visits to all district schools by Richard Van Camp with West Kootenay Library Association
- Purchased Richard Van Camp novels and texts for secondary
- Coordinated National Aboriginal Day celebration June 21, 2009

2. Goal Two –

We will complete the local Aboriginal Enhancement Agreement in 2008-09

Implementation Plans/Actions

- Approval of the Draft Agreement in Fall 2008 by ALAEAC (Arrow Lakes Aboriginal Education Advisory Council)
- Celebration of the signing of the Aboriginal Enhancement Agreement

Evaluation

- A signed agreement in place by Fall 2009.

Reflecting on 2008 plan

- As yet, the Aboriginal Enhancement agreement is not signed. We are however hopeful that the agreement will be signed by September/October 2009.

F.3 Overall Community Literacy Plan Goals:

- **F.3.1 Goal One** - We will educate and inform our region as to the importance of literacy and the work we are doing within each Pillar..

Implementation Plans/Actions

- School district literacy website developed and publicized in local media
- Community Literacy pamphlet in Reading Centres, Libraries, Selkirk College, pre-schools, Strong Start Centres and other community places
- CBAL links – both print and online
- **Promote Literacy Heroes awards in the region**

Evaluation

- Literacy websites developed and hosted by school district and CBAL
- Community literacy pamphlet created and distributed

- **F.3.2 Goal Two** - We will **pursue partnerships with existing community groups and organizations** given the importance literacy plays in **employment**, economic renewal and social planning.

Implementation Plans/Actions

- Seek a literacy voice on the Regional Development Council
- **Reach out further to employment groups and agencies; invite representation on CLAC.**

Evaluation

- Representation/literacy champion on the Arrow/Slocan Lakes RDC

Reflecting on the 2008 plan:

- **The Regional Development Council has not progressed since last year.**
- **CLAC will need to investigate ways to enhance community partnerships**

- **F.3.3 Goal Three:** Research ways of gathering local/regional statistical data on Pillars One and Three.

Implementation Plans/Actions

- Investigate Probation stats and link to literacy rates
- EDI and Understanding the Early Years (UEY) data

Evaluation

- Continue involvement in the EDI and UEY projects
- Adult literacy data from Ministry of the Attorney General/Community Services

- **F. 3. 4 Goal Four:** Enhance role of Community Literacy Steering Committee
Implementation Plans/Actions
Enlarge Steering Committee to comprise representation from each of the Four Pillars and that this Committee, working through the Superintendent,
 - I.A.1 Meet prior to July to read, revise, edit and confirm the District Literacy Plan.
 - I.A.2 Meet a minimum of two times a year to ensure that the plan is being implemented as planned, that opportunities to share training opportunities as well as resources, and expertise are actively considered, and that the initiatives within the “ Four Pillars “ are carried out in a coordinated and cohesive fashion.
 - I.A.3 Consider and write joint funding proposals where appropriate to do so.
 - I.A.4 Have a joint meeting with representatives of the Arrow/Slocan Lakes Regional Development Council to explore ways in which the Literacy Initiative can be closely connected to Economic Development and Social Planning.

G. Process for approval of the Community Literacy Plan

The 2008 Community Literacy Plan has undergone the following process for approval:

1. Draft suggestions and feedback garnered from community partners.
2. Present Community Literacy Plan written by members of the Community Literacy Plan Steering Committee.
3. Approval by the Board of Education on July 14, 2008.

The 2009 Community Literacy Plan has undergone the following process for approval:

4. The Community Literacy Plan was sent for input to all the district literacy partners involved in the community consultation process in the fall of 2008.
5. The Community Literacy Advisory Council (CLAC) met in November 2008, March 2009, and June 2009.
6. CLAC reviewed, updated and drafted amendments to the 2009 Community Literacy Plan throughout the year and also identified gaps, challenges, and successes in literacy programs.
7. Community Literacy Outreach Coordinator and School District Literacy Coordinator collated amendments and changes into the 2009 Plan.
8. The Board of Education approved the Community Literacy Plan on June 23, 2009 at their regular Board meeting.

Appendix A - List of literacy groups/partners involved in planning the DLP

COMMUNITY LITERACY PLAN PARTNERS				
Name	Occupation/literacy interest	Literacy Plan Session	Steering Committee	CLAC Member
Jennifer Cliff-Marks	CBAL – Adult Literacy Coordinator	X	X	
Karen Marsden	School District #10 LA Teacher	X		
George Harding	School District #10 Elementary Principal; Aboriginal Coordinator	X		X
Kees van der Pol	School District #10 Secondary Principal			
Rhonda Palmer	Nakusp Strong Start Centre CBAL – Family Literacy Coordinator	X	X	X
Charlene Alexander	New Denver Nursery School	X	X	X
Nancy Bone	Stepping Stones Children’s Centre Success by Six Coordinator	X	X	X
Tana Wethal	Outreach Employment Services	X		
Walter Posnikoff	Superintendent of Schools	X	X	X
Sally McLean	School District #10 Early Literacy and Numeracy Coordinator	X		X
Terry Taylor	School District #10 Literacy Coordinator	X	X	X
Pattie Adam	Chairperson, SD 10 – Board of Trustees	X		X
Linda Nero	Interior Health – Public Health Nurse Healthy Families	X		
Jodi McLean	Southern Zone Parents & Tots	X		X
Richard Allin Chris Faint	Selkirk College ABE	X	X	
Jim Leitch	Selkirk College – Castlegar	X		
Corky Evans	Former ED, Community Services Member of the Legislative Assembly	X		
Marilyn James	Sinixt leader			
Laurie Page	Arrow and Slocan Lakes Community Services	X		
Evelyn Goodell	Librarian, Nakusp Public Library	X	X	X
Agnes Emary Heather Shepherd Judi Gardner	New Denver Reading Centre	X		
Siegy Kowlatschek	Burton Reading Centre	ab		
Ulrike Zobel	Nakusp Chamber of Commerce	X*		
Sandi King	Parent	X *		
Karlene Harper	Early Learning – Edgewood	X*		
Andrea Galloway	CBAL – Edgewood	X*		

Nina Ewings	Inonoaklin Valley Reading Centre WI Educational convenor	X*		
Cathy Watson	Inonoaklin Valley Reading Centre	X*		
Georgina Coates Jean Bissell	Fauquier Reading Centre	X X		
Karen Hamling	Mayor - Village of Nakusp Community Futures	X		
Gary Wright	Mayor – Village of New Denver Chair – Regional District of Central Kootenay			

Carol Bell	Councillor – Village of Silverton	X		
Jeff Bustard	Slocan Lake Chamber of Commerce			
Ulrike Zobel	Nakusp Chamber of Commerce	X		
Kate Plaskett Paul Sopow	LESS Student rep – SD 10 Committee of the Whole	ab ab		
Kaitlyn Reitmeier Jamie Hamling	NSS Student rep – SD 10 – Committee of the Whole	ab ab		
Leanne Marshall	DPAC Chairperson	ab		
Aaron Orlando	Arrow Lakes News	X		
Jan McMurray	Valley Voice	X		
Margaret Driscoll	ASLCS – Skills Link			X
David Placek	ESL Student			X
Sarah Sanders	ASLCS – CAPC coordinator			X
Liz Gillis	CBAL – Adult program coordinator			X

Appendix B

BUILDING TEACHER CAPACITY PROPOSED TEACHER LEARNING TEAMS – 2008-09

The district is looking at ways to allow as many teachers as possible to be involved in learning teams next year so we've designed teams that parallel teacher interests that have been expressed over the year...

Here are the proposed learning teams for 2008-09. What fits for you? How could your work with students be improved by these professional learning opportunities? We'll visit all schools in early September to explain more, but.. hopefully while planning your summer full of recreation and fun *away* from school, this list also whets your professional appetite...

Walter Posnikoff, Terry Taylor, Sally McLean

1. LITERACY - TEACHER LEARNING OPPORTUNITIES

- A. TRAIT WRITING** - lesson study format – 7 teachers
 - i. 6 half days release time – one for each trait
 - ii. Model lesson shared for each trait, each teacher tries it on in their classroom
 - iii. Lesson studies developed and shared using Moodle Discussion Forums
 - iv. Feedback and reflection on “what works”/ “could be better” in Forums
 - v. Augment school library collections, create lists of books that teachers know and use to teach the traits of good writing, use school LR budgets for the Trait books for each teacher involved (\$50.)

- B. ONLINE LIT CIRCLES USING MOODLE**
 - i. 1/2 day launch – 4 – 7 pm x 7 teachers - Snacks served
 - ii. How to use online lit circles to engage students, increase literacy skills, connect with other learners and other teachers in district and across the province
 - iii. Teachers supported online through teacher Moodle discussion forums
 - iv. List of online lit circle titles and questions provided

- C. SOCIAL STUDIES INFORMATION CIRCLES USING MOODLE**
 - i. Interested teachers co-create theme – based SS units using diverse texts
 - ii. Use Moodle for student online info circle discussions about SS themes
 - iii. 2 NES; 3 NSS; 2 Literacy team – 7 teachers

- D. “WHEN KIDS CAN’T READ” ONLINE BOOK CLUB** – Kylene Beers –
 - i. Launch ½ day and reflect ½ day in-service for up to 6 teachers
 - ii. Online discussion forums to sustain the conversation and build community
 - iii. Cost of “Why Kids Can’t Read” book for each teacher covered by district
 - iv. Final Dinner meeting; summary of impact of these reading strategies in

our classrooms to help kids read

E. PROFESSIONAL LEARNING SERIES WEBCASTS

- i. Teachers can choose to view any or all of the 18 professional learning series webcasts in groups, as a staff, or independently
- ii. Webcasts are Mondays – Nov 3 – April 13 for 1 hour – 3:30 – 4:30 pm
- iii. Post discussions and ideas to online discussion after the webcast
- iv. Book prizes and DVDs; cool gift certificates – drawn after each webcast & forum participation

F. DISTRICT LITERACY TEAM

- 1. Faye Brownlie sessions** (November and February) x 8 Lit team teachers
 - i. Release time for two days, conference registration, and travel
- 2. Literacy Team meetings**
 - ii. ½ day meeting to pull exemplars for collaborative marking,
 - iii. ½ day post-Faye sessions
 - iv. 2 - ½ days SMART learning sequence planning and reflection
 - v. Moodle discussion forums to share ideas and learning sequence results

G. FAYE BROWNLIE LEADERSHIP ACADEMY SESSIONS (Nov and Feb)

- i. 2 teachers (in addition to Literacy team teachers) to attend Faye sessions
- ii. Travel costs, registration and TOC costs for these two teachers

Appendix C – Nakusp CAP Site Attendance Data

