



Fraser-Cascade Literacy Plan

2009 - 2010

Fraser-Cascade Literacy Plan 2009-2010

Overarching Purpose:

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

The main goal for 2008-2009 was to combine the District Literacy Plan and the Community Literacy Plans. This was achieved and the plan is now called the Fraser-Cascade Literacy Plan. The Fraser-Cascade Literacy Plan is directly linked to Goal One of the District Achievement Contract 2009/2010 – 2012/2013.

Mission Statement:

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

The framework is an “asset-based” model that focuses on the core values of collaboration, universal access, innovation, respect and joy. The framework is founded upon the concepts of life-long learning, sustainable economic development, and social inclusion.

Actions:

- The School District and community will continue to work in partnership to support and sustain literacy development, which includes family and community literacy programming.
- The School District will continue to allocate staffing to implement library standards in all schools.

Process:

The Fraser-Cascade Literacy Plan continues to be developed through ongoing broad-based consultation with district partner groups through education committee meetings, sharing at DPAC, School Planning Council meetings, threaded electronic discussion with principals/vice-principals, and discussion in public Board of Education meetings. Consultations with the community were also extensive with ongoing consultations with the Fraser Cascade Literacy Task Initiative, Literacy BC, Literacy Now and the Early Childhood Education Committee. Fraser Cascade Literacy Initiative meetings occur on a monthly basis and continue to be co-chaired by school district senior management and the Early Childhood Committee chairperson (Hope). The Fraser-Cascade Literacy Plan is reviewed at each committee meeting.

The Fraser-Cascade Literacy Plan was developed in draft by school district staff and the Literacy Outreach Coordinator, 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.

Community literacy plans for Agassiz-Harrison and Hope-Boston Bar were approved in December 2007. The Literacy Outreach Coordinator continues to review and support the successful implementation of the goals of these literacy plans. These plans have successfully been combined to provide the most effective support for children and families in our schools and communities.

Actions:

- a.) The Fraser-Cascade Literacy Plan will be reviewed regularly at community literacy meetings, education committee meetings, and senior management meetings.
- b.) The Literacy Outreach Coordinator will present a report on the Fraser-Cascade Literacy Plan to the education committee and the Board of Education.

Goals:

The following five 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 age 5;
3. To enhance literacy for children from age 6 to 18;
4. To enhance literacy development for adults;
5. To enhance literacy development in Aboriginal communities.

Goal 1: To maintain and strengthen literacy development capacity.

Actions:

- a.) Maintain school district membership at community literacy tables.
- b.) Review the school-based teacher librarian role through the development and implementation of performance standards.
- c.) Support technical functions in school libraries through Board-authorized courses, work experience, independent studies, adult educational programs, volunteerism, and possible support staff allocations.
- d.) Utilize literacy grant funds to enhance school-based library programs as per the library standards of practice.
- e.) Through the support of the Literacy Outreach Coordinator, develop a calendar of community and district literacy events and create a website.
- f.) Include school PACs in community literacy planning.
- g.) Schools have developed literacy plans through the establishment of effective working relationships with community partners. The Literacy Outreach Coordinator will continue to assist with the development of these plans.
- h.) School and community librarians will meet three times per year to review and share best practices.
- i.) Stewardship of literacy funds will be provided through a not-for-profit society (New Page Human Services Society).

Priorities for 2008-2009:

- Hire Literacy Outreach Coordinator.
- Improve literacy outreach awareness.
- Report on the Fraser-Cascade Literacy Plan at Board of Education meetings.
- Transfer stewardship of literacy funds from the School District to the New Page Human Services Society (community not-for-profit society).

What have been the major impacts of this work?

- The Literacy Outreach Coordinator is working on “embedding literacy into all aspects of the community”.
- Increased awareness of literacy issues throughout the community: local business owners understand the necessity of being part of the solution. They need a skilled labour pool from which to draw.
- The school district and community are working more collaboratively toward addressing literacy issues.
- More outreach to outlying communities through the Literacy Outreach Coordinator.
- Support for preschool, school-age, adult and family literacy programs.

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.

Examples of collaboration:

- Literacy Outreach Coordinator attends the School District Education Committee meetings and Board of Education meetings.
- Pages Bookstore, the libraries and the school district worked together to put on the “*Edible Book*” Festival.
- Family Literacy Day was supported by all partner groups represented at the Fraser-Cascade Literacy Task Initiative (FCLTI).
- Family literacy bookbag program and pre-summer Story Time in the Park (Boston Bar program) was developed by the Boothroyd Band and Literacy Outreach Coordinator.
- Story Time in the Park extended program (volunteers and funding from all sectors, all communities).
- School District is involved in community initiatives with the local libraries, First Nations, and family literacy initiatives.
- Implementation of EXCELL Alternate Education Program (Exercise, Communication, Education, Life Skills, Leadership), which supports at-risk youth through a partnership with the Ministry of Children and Family Development, Free Rein Associates, Hope Community Services, Hope and Area Transition Society, and the Fraser-Cascade School District.
- FVRL continues to collaborate with Free Rein, Community Services, School District 78, Books for BC Babies, Healthy Communities, Spirit of BC, Aboriginal Education Committee, and Ministry of Children and Family Development.

Goal 2: To enhance literacy development for all children from birth to age 5.

Actions:

- a.) 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; All Aboard for Kindergarten and home reading programs).
- b.) 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 continues to be 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.

- c.) StrongStart programs in the communities of Hope, Boston Bar, and Agassiz and the preschool program in Harrison Hot Springs serve as central locations for the implementation of family literacy programs through FVRL. Implementation of the LEAP (Literacy, Education, Activities and Play), HOP (Healthy Opportunities for Preschoolers) and All Aboard for Kindergarten programs 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 FVRL supports these programs and benefits students and their families.
- d.) Facilitation of community and school district literacy initiatives continues to take place through Early Childhood Education Committee meetings and programs through FVRL.
- e.) The School District will continue to partner with FVRL to provide literacy opportunities for primary students and their families. Regular public library programming continues to take place through communication with the school district and individual schools. There is an identified need to continue to improve the effectiveness of this communication with all schools in our district.
- f.) Ongoing discussions will continue to take place at principal/vice-principal meetings.

Priorities for 2008-2009:

- Addition of a third StrongStart Centre (Kent Elementary).
- Expanded Story Time in the Park (STITP) to Agassiz-Harrison (summer) and Boston Bar (monthly basis).
- Mother Goose Program (Hope, Boston Bar, Agassiz-Harrison).
- All Aboard For Kindergarten (Boston Bar, Agassiz-Harrison, Hope).

Efficacy:

Through the implementation of the Fraser-Cascade Literacy Plan, it is apparent that continued partnerships with FVRL 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 age 6 to 18.

Actions:

- a.) As per early and middle/late literacy and student achievement, (Goal 1) of the District Achievement Contract to which this document is appended.
- b.) Support Parent Education Programming (PEP) for parents, school-supported home reading programs, and family story-time for grades four to seven students.
- c.) A connection between FVRL and school library programs was introduced in 2008-2009 in specific schools through the Reading Link Challenge, Picture Book Club, Summer Reading Club, Family Reading Club and Youth Literacy programs. These programs will be extended to include additional schools during the 2009-2010 year.
- d.) The focus through FVRL has been on enhancing literacy development for children birth to kindergarten. The focus for 2009-2010 will continue to 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 continue to be achieved through coordination between our school and FVRL librarians.
- e.) Our Literacy Outreach Coordinator and FVRL librarians will work together to provide literacy resources for the EXCELL program.
- f.) 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.
- g.) As presented at the Principals/Vice-Principals meeting on August 28, 2008: Intermediate and secondary library programs need to be articulated as per the District Library Standards and include a school-wide literacy goal (literacy across the curriculum).
- h.) Students will be identified for literacy support by the Assistant Superintendent based on June report cards. Literacy support will be developed for each student achieving below 50% in English and Language Arts.
- i.) A pilot Family Literacy Plan was developed and implemented at CE Barry Intermediate School during 2008-2009. The School District matched school funds during the initial year of implementation. The CE Barry Family Literacy Plan will continue to be implemented during the 2009-2010 school year.

Priorities for 2008-2009:

- Implementation of the EXCELL (Exercise, Communication, Education, Life Skills, Leadership) Alternate Education program.
- Development of school literacy plans.

Efficacy:

By implementing the Fraser-Cascade Literacy Plan as articulated in the District Achievement Contract 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 Fraser-Cascade 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 in the Fraser-Cascade region.

Actions:

- a.) Review access to school district, college and community operated adult education programs.
- b.) Advertise free access for all adult basic education programs.
- c.) Continue UFV/SD #78 partnership that provides information and support for continuing education program registration.
- d.) Continue working in partnership with Free Rein to offer certification in continuing education programs for TREC students.
- e.) Include adult programming in after-school ESL programs for international students.
- f.) Review adult education schedules to reflect learner access needs for adult students in Hope, Boston Bar, and Agassiz.
- g.) UFV and School District #78 continue to participate jointly on the Fraser Cascade Literacy Task Initiative (FCLTI).
- h.) 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.
- i.) It has been recognized that enhanced communication and public involvement is necessary in order to improve access to programming for adults through UFV.
- j.) Implement dual-credit courses and apprenticeship opportunities at Hope Secondary and Agassiz Elementary-Secondary through UFV/Hope Secondary/Agassiz Secondary partnerships.

Priorities for 2008-2009:

- Increase the number of adult students enrolled in literacy programs in Hope.
- Implementation of a dual credit course in partnership with the School District and UFV.
- Begin to provide free computer workshops for adults in Boston Bar (Literacy Outreach Coordinator).

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:

- a.) Review utilization of the Bear Bus.
- b.) Continue to support First Nations library access by working in partnership with the AEC, the community library boards, and the community literacy committees.
- c.) Continue to provide consultation and relevant resources to the band-operated tutoring programs.
- d.) Continue to partner to align learning outcomes and strengthen literacy focus for pre-school, Head Start, and all-day kindergarten programs.
- e.) Work in partnership with all First Nations groups to enhance participation in their homework clubs.
- f.) Provide school-based support for ESD students.
- g.) FVRL will continue to develop and promote an already growing First Nations collection.

Priorities for 2008-2009:

- Continue to support homework clubs and tutors for teens (Chawathil, Boothroyd, Spuzzum, and Seabird Island).
- Continue to support First Nations library access by working in partnership with the AEC, the community library boards, and the community literacy committees.

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 2009-2010 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 Fraser-Cascade Literacy Plan was completed by the education committee, community literacy committee, DPAC and the 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 the District Achievement Contract to which it is appended.

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

2008-2009 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.)

2008-2009	# of Adults participating	# of Children participating
STITP All Communities	2073	4146
Edible Books	50	19
Other Events Boston Bar/Yale	50	75
Events/Programs Agassiz and Hope FVRL	743 (64 programs)	2658 (82 programs)

Number of books distributed at community literacy events:

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

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

2008-2009	# of Books Distributed and Attendees on daily basis
Coquihalla	50
Silver Creek	20
Harrison Hot Springs	30
Kent	30
Boston Bar	15

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

2008-2009	Attendance on daily basis
StrongStart – Hope	44
StrongStart – Boston Bar	5
StrongStart – Kent	21
Mother Goose – Agassiz	13
Mother Goose – Hope/Boston Bar/Boothroyd	33
All Aboard for Kindergarten Boston Bar/Spuzzum	15
Pre-school Story Time Agassiz and Hope	25

Number of Adults involved in adult literacy programs

2008-2009	# Adults involved
Adults in CALL Hope CALL Agassiz	46 adults – average of 3 hrs/wk for 48 wks

Number of seniors participating in programs specifically for seniors:

2008-2009	# of Seniors involved
Friends of the Library Seniors Coffee-Hope	25
Lunch With the Bunch Seniors-Hope	20
Book Clubs	15

Attendance at Head Start programs on a daily basis:

2008-2009	Attendance on a daily basis
Head Start – Boston Bar, Boothroyd, Spuzzum	12

Number of youth participating in programs specifically for youth:

2008-2009	# of youth participating
Homework Clubs – Boothroyd, Boston Bar, Chawathil, Spuzzum	55
EXCELL	8

District Literacy Plan 2008-2009
Progress Report:

Goals	Action(s) Completed	Action(s) in Process	Action(s) Not Completed	New Action(s)
Overarching		a, b		
Goal One	a, e, g, i	b, c, d, f		h
Goal Two	a, b	c, d, e, f		
Goal Three	i	a, b, c, d, f, g, h		e
Goal Four		a-i		j
Goal Five		b, c, d, e, f	a	

Comments:

Enhancing literacy development at the school and community level is an ongoing process. The Literacy Outreach Coordinator, School and Public Librarians, and the Fraser Cascade Literacy Task Initiative will continue to work together to support the initiatives outlined in this document.

Priorities for 2009-2010:

- 1.) Continue to work collaboratively with all community groups and agencies in order to effectively support literacy.
- 2.) Continue to determine how to support literacy for adults.
- 3.) Continue to focus on the development of family literacy.

Questions:

- a.) How do we continue to address the assets and the gaps with our diverse communities (Agassiz-Harrison, Hope, Boston Bar, Seabird Island, Chawathil, Hope, Shxw'owhamel, Sunshine Valley, Yale, Spuzzum, Boothroyd)?
- b.) How do we recruit and retain enough volunteers for our programs?
- c.) How can we best support our Aboriginal communities?
- d.) How do we measure literacy success in adults (Participation in adult literacy programs and increased involvement in community)?

- e.) How can we increase the participation of all 5 sectors in planning and literacy development?
- f.) How can we provide effective literacy programs to support students 13 to 18 years of age who are achieving C to C+ marks?
- g.) Should the focus of the Fraser-Cascade Literacy Plan be expanded to include Numeracy?
- h.) How do we increase use of library and registration in programs?

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