

**CENTRAL OKANAGAN COMMUNITY
AND SCHOOL DISTRICT No. 23 LITERACY PLAN**

PHASE 3 IMPLEMENTATION: *DEEPENING OUR ROOTS*

June 2010



**School District No. 23
(Central Okanagan)**



2010 Legacies Now



Ministry of Education

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PART 1 - EXECUTIVE SUMMARY

The Central Okanagan Partners for Literacy has entered the implementation phase after 2007-2008 saw the foundational planning which then led to the creation of the Literacy Action Plan in phase two of the project. Phase three presented an opportunity to deepen our roots in the community through a coordinated and strategic process of project development.

This has been a very successful year. Every community identified in the Action Plan has been represented in new project development. Implementation funds have supported two stand alone projects (Conversation Club and Computer Training), Parenting As Literacy Support (PALS including Immigrant and Aboriginal) training event and eighteen PALS sessions that will be implemented equally across six communities.

Partners for Literacy saw a Literacy Outreach Coordinator position changeover. The committee prepared as much as possible for the anticipated change but it is always a loss when a project leader changes, and some decline in momentum is inevitable. Transition is complete with the current Literacy Outreach Coordinator fully immersed in this new position and ready for the next year of activities.

This is an exciting time in our community. New literacy projects have begun. Success stories will be collected across the year documenting events and projects that make a difference in the lives of those receiving literacy support. The Central Okanagan Partners for Literacy gathers strength as we deepen our roots at a committee level. It is time to gather momentum as we expand our presence in the community and spread the message that literacy makes our community stronger.

PART 2 - IMPLEMENTATION PROGRESS-CHRONOLOGY OF EVENTS

June 2009

- The Community Literacy Coordinator, Amanda Turner completed her term position effective the end of June. This was after submission of the Plan - Phase II. Michele Hucul was hired to replace Amanda, and it was agreed that Michele would start her Literacy Outreach Coordinator (LOC) position effective September 2009, to allow for completion of her previous work commitments and summer holidays. To orient herself with the Partners for Literacy activities, Michele attended the Literacy meetings for the months of March, May and June 2009.

July – August 2009

Summer closure.

September 2009

- The new Literacy Outreach Coordinator (LOC) position commenced. Much of the activity for this month involved Michele Hucul's information gathering, resource development and familiarization with 2010 Legacies Now.
- On September 12, 2009, the LOC and several Partners for Literacy committee members attended the Literacy Day celebrations at the main branch of the library. This was very well attended with good representation from The City of Kelowna, key community stakeholders, media and local 'celebrities' in attendance.
- Partners for Literacy met on September 14, 2009. (See Appendix A for agenda and minutes.)
- Michele Hucul attended Raise-a-Reader day on Wednesday, September 23, 2009. This fundraising event was a successful event for Project Literacy.

October - November 2009

- Discussions with Kelowna Community Resources (KCR) were initiated to explore the potential for developing a literacy icon on the KCR website that will also link to the BC Literacy Directory. Kelowna Community Resources was selected as the best option for the needs of local agencies and the community. The LOC was instructed to move forward with development of this project.

- The committee approved a plan to engage the business community for Family Literacy Day through a letter and poster campaign using materials provided by ABC Literacy.
- The Literacy Outreach Coordinator attended a regional meeting in Penticton for LOC's on Monday, November 9, 2010. This group meets bi-annually to discuss and share resources, issues and regional literacy developments.
- Planning for Parents As Literacy Supports began with 2010 Legacies. School District No. 23 offered the use of Hollywood Road as a training venue.
- Final revisions to the Terms of Reference were presented to Partners for Literacy. The definition of Literacy is incorporated into this document (see Appendix B).
- Michele began development of a package for the business community to be ready for Family Literacy Day on January 27, 2010.

December 2009 - January 2010

- On December 11, 2010, Michele Hucul participated in an online training session with Leona Gadsby to view a PowerPoint presentation prepared by the Ministry of Education about the review of the District Literacy Plans from last year, a review of the purpose of the DLP and the role of the Literacy Outreach Coordinator to develop it and answer questions.
- Community groups and organizations were contacted and offered books from those donated to the Honda Fit challenge held the previous year. Community book requests were primarily for children's books and easy-to-read adult books. There were insufficient books in these categories to fulfill all requests. Friends of the Library agreed to accept all remaining books.
- Kelowna Community Resources met with the committee to discuss specific needs and issues related to the website development.
- Michele Hucul requested the Family Literacy Day campaign for the business community be put aside as this agenda item proved more complex than initially realized. In discussion with the committee, it was agreed the project would be suspended. Michele recognized that a larger marketing strategy was required before approaching the business community. This item will be re-addressed in the next implementation year.

February 2010

- Application was made to the Social Entrepreneurship Project at Okanagan College, requesting development of marketing tools for community promotion of Central Okanagan Partners for Literacy endeavors in the community. It is hoped the student project will generate a Partners for Literacy logo, colour scheme, letterhead and one handout item such as a bookmark or info card for community events. Successful candidates for these projects will be selected in September of 2010.

March - April 2010

- Partners for Literacy met in March to discuss possible implementation projects based on the needs identified in the Community Literacy Action Plan. Committee members focused on PALS implementation projects.
- Michele Hucul and Anima Anand met with Kelowna Community Resources to discuss details related to the website development project. Kelowna Community Resources agreed to:
 - Update and add literacy records to the KCR database;
 - Select a literacy icon;
 - Develop an "icon with literacy" search phrase for CIOC Community Info Search home page;
 - Develop a Literacy "home page" with search phrases on the left side of the page re: early child development, school aged, young adult, adult, older adult and Aboriginal;
 - Send quarterly requests to service providers, with a cc to the Literacy Outreach Coordinator, for updating literacy records;
 - Develop a mini-directory;
 - Develop a template for records containing: program name, organization name, address, phone number, fax number, email address, website, eligibility and description;
 - Develop the template to sort by geographic area; and,
 - Develop service provider access to the template in real time with ability for them to print (KCR will have no responsibility to print the publication).

- Partners for Literacy Phase Three Implementation funds were discussed and distributed as per committee agreement.
 - Westbank First Nation to implement a computer training program.
 - Six communities to receive funds to support the implementation of three sessions of PALS.
 - PALS training materials for June 18 training event to be purchased.
 - Kelowna Immigrant Society to implement a Conversation Club in Rutland.
- PALS training invitations and registration were sent to community partners. (See Appendix C and D.)
- Third Party contracts were distributed to Kelowna Immigrant Society, Kelowna Community Resources and Westbank First Nation. (See Appendix E for Sample Contract.)

May 2010

- Literacy Outreach Coordinators met early in the month to discuss commonalities, share resources and meet with Leona Gadsby from 2010 Legacies Now, and Eve Gaudet from the Ministry of Education.
- Michele Hucul attended a business and grant writing seminar.
- Potential PALS host agencies will be contacted and final sites for PALS sessions to be selected.

June 2010

- PALS training will be held June 18, 2010.
- Website and directory development continues.

PART 3 - COMMUNITY AND DISTRICT LITERACY COLLABORATORS

The committee members who participated in the 2009-2010 Partners for Literacy committee meetings, or who receive regular committee updates through the bi-monthly minutes, include community members as well as representatives from the following agencies:

- The Bridge Youth & Family Services
- The Clubhouse Child Care Centre
- Community Action Toward Children's Health (CATCH) Coalition
- Kelowna Immigrant Society
- Ki-Low-Na Friendship Society
- Okanagan Boys & Girls Clubs
- Okanagan College
- Okanagan Regional Library
- Project Literacy Society
- School District No. 23 (see Appendix F and G)
- Success by 6
- Westbank First Nation

PART 4 - LITERACY PROGRAMS TRENDS

The Central Okanagan has experienced an increase in inventory of literacy services for families with children age 0-6 years of age. These programs provide early learning and literacy opportunities as a core service for children and have been welcome additions to the continuum of services available for families with young children in all six geographic regions.

- Four additional Strong Start Centres opened in September 2009, operating in Rutland (2), Kelowna (2), Lake Country (1) and West Kelowna (2).
- The Funders for Really Early Development (FRED) provided funds to enhance services to five Family Resource Programs and one Aboriginal Head Start program.
- Full day kindergarten sites for September 2010 were announced for the Central Okanagan.
- The Okanagan Regional Library experienced provincial government cutbacks. As a result, funds for Babytime programs were cancelled at seven branches; however, children's programs in the Central Okanagan were not among those affected. Due to reduced provincial funding, the ORL eliminated some of the electronic databases offered on its website.
- Project Literacy experienced a 20% reduction in their budget for 2010; however, they will be hosting a fundraiser event on Friday, June 25th to offset this loss.
- Partners for Literacy committee members reported an increase in male participants and new immigrant participants in literacy services. Okanagan College reported consistent and increasing numbers of learners utilizing services.

PART 5 - COMMUNITY LITERACY IMPLEMENTATION PLAN PROGRESS

The Community Literacy Action Plan began implementation of Phase three activities – for the 2009/2010 year. The Central Okanagan *Partners for Literacy* Committee examined all plan objectives as they began the implementation process. Decisions were made through consensus building by the committee members. Recommendations for implementation activities were based on the interest and capacity of service organizations, as guided by the Literacy Action Plan, that was submitted and accepted by the School District No. 23 and 2010 Legacies Now in June 2009 (illustrated in the pages following this section).

The progress of implementation activities for 2009-2010 includes:

- Literacy activities to expand community awareness, networking opportunities and expanding committee representation from the business community, youth and seniors groups and the community at large. These groups have all been under-represented at the table in the 2009/10 year.
- Implementation funds being distributed in the community for projects in all six geographic regions, being offered by multiple agencies. These include:
 - Kelowna Community Resources developing a Literacy Link on their website that will list literacy activities in the Central Okanagan, link users on BC Literacy Directory to the services in Central Okanagan as well as provide the ability for service providers to print a literacy directory of services for each of the six geographic regions.
 - Westbank First Nation to implement a computer training program for Aboriginal adults and families.
 - Kelowna Immigrant Society to implement a 'Conversation Club' in Rutland. This group is focused on newcomers and immigrant families and their unique needs and strengths.
 - PALS (including PALS in Immigrant and Aboriginal Communities) training will be offered for up to 40 participants on June 18, 2010 which is made possible by funding support from 2010 Legacies Now and the in-kind donation of space from School District No. 23. PALS training materials for the June 18 training event to be purchased through Implementation funds.

- Following PALS training for the professionals, six organizations located in the six geographic regions will receive funds to support implementation of three sessions of PALS in each community.
- A Fall Literacy Forum is being planned and discussion will take place at the next Partners for Literacy meeting in June. Leona Gadsby from 2010 Legacies Now has been confirmed as a keynote speaker in anticipation of the committee agreeing to move ahead with this forum. A Literacy Forum has the potential to garner support and develop awareness among key community stakeholders such as City Council, the business community, seniors and some of the population groups that are currently under-represented at the Partners for Literacy table.
- Literacy promotional material recently available is being utilized to support awareness and community development activities.

CENTRAL OKANAGAN COMMUNITY LITERACY ACTION PLAN 2009-2012

<u>Focus Areas</u>	<u>Objectives</u>	<u>Activities</u>	<u>Resources</u>	<u>Timeline</u>	<u>Outputs</u>	<u>Outcomes</u>
1. Enhance Community Connections						
CENTRAL OKANAGAN (All Pillars*)	1.a. Facilitate information exchange among service providers and community	1.a.i. Provide networking opportunities in each community 1.a.ii. Support partnerships organizing common training by providing information	Literacy Coordinator, Space, food	Initiate Fall/Winter 2009. Ongoing**	New partnerships developed, stronger existing partnerships, number of referrals	Enhanced ownership of literacy by key community groups; and a more coordinated system for supporting literacy programs and services
	1.b. Initiate new collaborative relationships with senior centres	1.b.i. Meet with senior centres and send mail-out to attract volunteers for peer tutoring 1.c.i. Preliminary discussion with business community on their awareness and needs	Literacy Coordinator	As opportunities arise	New partnerships, access to space, number of volunteers	
	1.c. Engage the business community and employers for skills upgrading needs		Printing	Spring - Fall 2010	Number of contacts made, representation on task force	
2. Increase Literacy Awareness						
CENTRAL OKANAGAN (All Pillars)	2.a. Develop user-friendly literacy information for families and service providers in each community	2.a.i. Develop and distribute a local literacy newsletter (web & paper)	Printing, staff time	Initiate Fall 2009. Ongoing	More people accessing programs; increased referrals; increased subscribers to newsletter and resource guide; website hits	Increased awareness among general public of available literacy programs and services; increased value placed on literacy and literacy supports
		2.a.ii. Utilize local information from Literacy BC Resource Guide to make paper guides available 2.a.iii. Regularly update Literacy BC Resource Guide 2.a.iv. Create a Literacy Task Force website	Printing	Initiate Winter 2009. Ongoing		
			Staff time Web maintenance and technical support	Spring 2010		

<u>Focus Areas</u>	<u>Objectives</u>	<u>Activities</u>	<u>Resources</u>	<u>Timeline</u>	<u>Outputs</u>	<u>Outcomes</u>
LAKE COUNTRY (Early, Youth, and Adult Literacy Pillars)	2.b. Enhance community capacity to communicate about literacy	2.b.i. Train "leaders for literacy" to answer questions in the community about what is available and how make appropriate referrals	Literacy Coordinator, staff time, Literacy Resource Guide	Spring-Fall 2010	Number of leaders trained, number of referrals and resource guides accessed	Community is more aware of and values the integration of literacy supports
		2.b.ii. Communicate Literacy Plan to City Councils to gain support for outlined activities	Literacy Coordinator, Task Force, and community partners	Summer-Fall 2009	Number of presentations made, type of support received from City Councils	
		2.b.iii. Incorporate literacy supports and services into Community Recreation Guides	Task Force	Initiate Winter 2009. Ongoing	Number of recreation guides with literacy information published	
	2.c. Educate the public about literacy	2.c.i. Develop a Literacy Communication Plan	Literacy Coordinator	Summer/Fall 2009	Communication Plan	
		2.c.ii. Create a video by adult literacy students to be shown in the communities	Partnership with film students	Fall-Winter 2010	Number of video showings in communities	
3. Increase Access to Sustainable Literacy Supports and Services in Local Communities						
LAKE COUNTRY (Early, Youth, and Adult Literacy Pillars)	3.a. Support current Parents As Literacy Supports (PALS) program	3.a.i. Seek partners & volunteers to help plan additional PALS nights	Staff time, food, supplies	Fall 2009- Spring 2010. Ongoing.	Number of community PALS nights, number of partners and volunteers participating, number of families attending	Increased access to literacy supports for early, youth, and adult learners in Lake Country
	3.b. Support literacy for teens	3.b.i. Research successful teen literacy programs in other communities	Literacy Coordinator, Task Force members	Spring 2010	Summary of findings on teen literacy programming	

<u>Focus Areas</u>	<u>Objectives</u>	<u>Activities</u>	<u>Resources</u>	<u>Timeline</u>	<u>Outputs</u>	<u>Outcomes</u>
RUTLAND (Early, Elementary Age, & Adult Literacy Pillars)	3.c. Increase access to English as a Second Language (ESL)	3.b.ii. Develop a teen literacy program	Task Force and local community partners	Fall 2010	Number of grant applications submitted, # of partners	
		3.c.i. Seek out funding and partners to re-initiate adult ESL program	Literacy Coordinator, space, advertising, staff time, materials/supplies	Initiate Spring 2010	Number of grant applications submitted, number of committed partners, local ESL program	
	3.d. Enhance parent knowledge	3.d.i. Coordinate evening drop-in family sessions	Literacy Coordinator, space, advertising, staff, materials & supplies	Spring 2010	Number of evening sessions offered, number of families attending	Increased access to literacy supports for early, elementary age, and adult learners in Rutland
		3.e.i. Connect with local temples and Kelowna Immigrant Society to explore opportunities for ESL programs for adults and children	Literacy Coordinator, Task Force and local community partners	Winter 2009	Number of committed cultural and religious partners/space, ESL programs offered	
WEST KELOWNA (All Pillars)	3.f. Increase access to local literacy supports	3.f.i. Incorporate literacy supports and services into Community Health Fair	Literacy Coordinator, Task Force, and local community partners	Fall 2010	Number of people attending health fair, number of literacy newsletters/guides distributed	Increased access to literacy supports through community awareness
		3.g.i. Seek funding for on-reserve computer technical assistance and instructors	Computer tech support and instructors	Winter 2009	Funding applied for, computers and training available on-reserve	Increased access to literacy supports and materials for all age groups on Westbank First Nation
WESTBANK FIRST NATION (All Pillars)	3.g. Support computer access and training	3.h.i. Coordinate the oral and written record of Okanagan stories	Local community partners	Initiate Spring 2010	Funding applied for, culturally appropriate materials available	
		3.h. Support availability of culturally appropriate materials				

<u>Focus Areas</u>	<u>Objectives</u>	<u>Activities</u>	<u>Resources</u>	<u>Timeline</u>	<u>Outputs</u>	<u>Outcomes</u>
PEACHLAND (Early, Youth, and Adult Literacy Pillars)	3.i. Increase awareness of free library cards for those who live on reserve	3.i.i. Support library in their awareness effort	Literacy Coordinator, Task force	Initiate Summer/Fall 2009	Number of library cards applied for by on-reserve people	Increased access to literacy supports for early, youth, and adult learners in Peachland
	3.j. Increase access to adult one-to-one tutors	3.j.i. Recruit and train peer tutors	Task Force	Initiate Winter 2010	Number of adult tutors available for Westbank First Nation	
	3.k. Support literacy for teens	3.k.i. Connect with new Boys & Girls club community youth worker to incorporate literacy activities	Literacy Coordinator, Youth Worker	Summer/Fall 2009	Integration of literacy activities in youth programming	
	3.l. Enhance parent knowledge	3.l.i. Assist school to find partners to facilitate Parents of Primary Students (POPS) program	Literacy Coordinator, space, advertising, staff, materials & supplies	Summer/Fall 2009	POPS program offered	
		3.l.ii Coordinate evening drop-in family sessions	Literacy Coordinator, space, advertising, staff, materials & supplies	Spring 2010	Number of evening sessions offered, number of families attending	

*Pillars are Early, Elementary Age, Youth, Adult, and Aboriginal Literacy

**Ongoing activities are anticipated to continue into 2011 and beyond

PART 6 - MONITORING AND EVALUATION

Community involvement is integral to the Community Literacy Implementation Plan and the monitoring and evaluation cycle. This is reflected by the ongoing involvement of stakeholders in the *Partners for Literacy* committee as well as community groups and forums about literacy in the identified communities of the Central Okanagan.

The Literacy Implementation Plan is monitored by the core group of *Partners for Literacy*, (previously known as the “Literacy Task Force”) with ongoing input provided by the larger community. The core group meets quarterly at a minimum, to review the plan, monitor the progress, provide input in the evaluation of the proposed implementation activities, and ensure appropriateness of programming for each community.

This framework is in accordance with provincial and federal guidelines. The above process provides for continuous quality improvement, with the potential for positive impact on service delivery and building literacy awareness in our community.

Partners for Literacy consists of committed members representing well-established not-for-profit community service providers and community leaders, who take the lead in serving and strengthening the implementation of the plan. All of the collaborators are involved in sustainability planning including identification of areas of potential support, in-kind contributions of space, staff resources, and administration support.

An integral component of the Literacy Plan is to develop capacity building for the collaborating agencies to sustain literacy activities through integration into their core programming.

The Plan also includes applying for grants and donations as well as looking for alternate ways of funding various program expenses such as food, parent workshop resources, and staff time. Potential donors may include corporations, service clubs, the City of Kelowna, foundations, and private donors.

The Community Literacy Coordinator provides the pivotal liaison role, while fostering connections within the community.

PART 7 - REQUEST FOR SECOND YEAR OF IMPLEMENTATION FUNDING

As is evident from the Community Literacy Implementation Plan's progress for 2009-2010, funds for implementation of outlined activities for each of the identified communities require relevant funding support and commitment from the collaborating organizations, community leaders, and other sources of revenue, including the proposed second year of implementation funds from 2010 Legacies Now.

As well, the position of the Community Literacy Coordinator is critical to coordinating the implementation of the proposed Literacy Implementation Plan for the Central Okanagan over the next three years. Therefore, the proposed implementation funding for the second year from 2010 Legacies Now will continue to provide support for the Literacy Coordinator position, in addition to supporting the identified implementation activities for the 2010-2012 period.

PART 8 - CONCLUSION

This is the time for the *Partners for Literacy* to ensure literacy becomes part of the fabric of our community. We can deepen our roots as we solidify our presence in the community by capturing the interest and attention of community leaders, citizens, businesses and organizations through awareness activities that deliver key messages consistently and deliberately. This is the time to heighten interest in literacy issues as being important and relevant for everyone.

The new promotional material from 2010 Legacies Now identifies key messages in a marketing strategy that states “Literacy is like “Velcro”. It makes all other learning stick.”

Some of the key messages we can connect the community to include:

- Literacy is one of the indicators of a person’s overall well-being and ability to succeed;
- Literacy is connected to all aspects of community development;
- Literacy makes our community stronger; and,
- Literacy is a strategy that can improve the outcomes of community development priorities.

Let’s make this the year that we make literacy stick in the minds of our community leaders, citizens, businesses and organizations. Literacy is everywhere and developing literacy awareness combined with strengthening literacy activities leads to improved literacy outcomes. We are excited to help grow the capacity of our citizens and community to vibrant and fulfilling experiences.

PART 9 - LIST OF APPENDICES

Appendix A – Central Okanagan Partners for Literacy Meeting Minutes

Appendix B – Central Okanagan Partners for Literacy Terms of Reference

Appendix C – PALS Train the Trainer -Training Workshop

Appendix D – PALS Registration form

Appendix E –Third Party Sample Service Contract

Appendix F – School District No. 23 Aboriginal Education Enhancement Agreement

Appendix G – School District No. 23 2009/2010 Achievement Contract

Acknowledgement

Appendix A – Literacy Task Force Meeting Minutes

CENTRAL OKANAGAN PARTNERS FOR LITERACY

Minutes of the meeting

September 14, 2009 1:30 to 3:30 pm

The Bridge Youth & Family Services
1829 Chandler Street, Kelowna

Present: Michele Hucul (coordinator), Anima Anand (chair), Ann Horak, Barb Hagan, Clara Sulz, Judy Hammond, Myrna Kalmakoff, Amanda Turner.

Regrets: Betty Cleland Carol Ellison, Caroline Noga Donna Walker, Judy Goodsky Kym Howay, Marcie Fassmann, Margaret Eli Leslie Kiehlbauch, Colleen Hanscom, Tammy Wong

Meeting was called to order at 1:30 PM

1. Welcome-Introductions and Updates.

All members present provided updates with key points as follows:

- Myrna-National Day of the Child – Nov 20th Dr. Lee Brown.
- Barb-Raise-A-Reader Day-Sept. 23rd-volunteers and agency staff commitment sheet passed around table. Several committee members will participate at this event (Barb Hagen)
- Clara-Early Learning Initiative that was previously Ready Set Learn has become ELF – Early Learning for Families. Each school will hold ELF events
- Ann-is hoping to revisit parent and child drop-in groups
 - a. Action: Michele and Ann will connect to discuss collaborative approaches for families.
- Judy-Funding cuts have not impacted the direct service for families with young children such as story and song times.

2. Review Minutes from June: Reviewed and Accepted

3. Literacy Update:

a. Old Business

i. Terms of Reverence-UNESCO definition was circulated and discussed.

Discussion centered around:

1. Literacy understood as competency in the arena of the written word (as it appears in print on paper or computer/electronic sources **versus** competency in communication employing multimodal traditions including, but not limited to, oral, visual and written forms of communication.

Outcome: No consensus was reached. Michele will bring further information to the committee for consideration.

2. The 2010 Legacies Now definition was perceived to be incomplete while the full UNESCO definition was considered inaccessible for the average literacy levels.

Action: Michele will draft a new definition drawing upon both sources.

ii) \$5000.00 for Literacy BC web update: The funding for the provincial web update has been cut. The task force will now need to consider several options. I

1. Incorporate into Kelowna Community Resource director.
2. Create a page for Partners for Literacy through National Adult Literacy Now (NALD).

3. Create our own website

Action: Carry forward the use of the \$5000. Michele will follow-up with the above options and bring information to the next task force meeting.

b. New Business

i. Implementation funding. Prioritizing implementation activities.

1. Communication plan.

Communicate with community partners about training opportunities and literacy events as they arise.

Meet/email/phone senior centres to retain literacy volunteers.

Other activities as per action plan focus areas 1. Enhance community connections and

2. Increase Literacy Awareness.

3. PALS train the trainer event to be held at Hollywood Rd School District 23

2. **Next meeting** is scheduled for November 2, 1:30-3:30 at 1829 Chandler Street.

CENTRAL OKANAGAN PARTNERS FOR LITERACY

Minutes of the meeting

November 2, 2009 1:30 to 3:30 pm

1829 Chandler Street, Kelowna

Present: Michele Hucul (coordinator), Anima Anand (chair), Judy Hammond, Myrna Kalmakoff, Amanda Turner, Carol Ellison, Tammy Wong, Colleen Hanscom

Regrets: Betty Cleland, Caroline Noga Donna Walker, Judy Goodsky Kym Howay, Marcie Fassmann, Margaret Eli, Ann Horak, Barb Hagan, Clara Sulz,

1. Welcome, introductions, and updates-

2. Review Minutes from Sept 14th meeting-minutes reviewed

3. Literacy Update

a. Old Business

- Literacy definition: **Carried forward.** A draft will be presented to committee for next meeting.
- Literacy BC web update: KCR is interested in adding a Literacy Icon on their main webpage. The decision is being discussed with their organization and Michele will forward information as it becomes available regarding timing and cost. Initially Michele would be responsible for collecting literacy information and forwarding to KCR on a regular schedule.
- Train the Trainer (PALS) event: Deb Dragon coordinates this for Fiona and she is away until Nov.23rd. Michele has requested information about the cost coverage provided by Legacies 2010 and will forward this information and details of this training event as they become available. If there is a cost to offer this as a community event the committee will be consulted. The committee raised some concern about how the training would be implemented after the trainers are prepared. We will further this discussion at our next meeting.

b. New Business

1. Committee Letterhead: Barb and Michele identified a need for an identifiable image for Partners for Literacy. Michele will be developing an introduction letter for businesses (see next agenda item) and must have committee letterhead.
 - a. Family Literacy Day Jan 27, 2010: Committee discussed Michele's brainstorming ideas and refined the idea as follows:
 - b. Overall: Engage business and their employees using Family Literacy Day as the introduction to literacy and our committee.
 - c. Provide business with a Family Literacy Day poster to put into their window with a brief "fact sheet" about family literacy.
 - d. Include an introduction letter to our committee which shares our vision and mission statement, how to become involved and a brief discussion about literacy-to be created by Michelle and approved by the committee.
 - e. Connect business to the concept that literacy is an issue that impacts all aspects of our community and Include Project Literacy information to be placed in an area for employees and customers

Michele will forward items to the committee for feedback and plans to begin distribution to business as of Jan 4th. Any committee member who would like to make the contact with a particular business please email Michele and she will bring the package of information to our meeting on January 11th.

2. Upcoming activities for Coordinator: Michele meeting with LOC's from Princeton, Oliver/Osoyoos, Penticton, Vernon on November 9th to discuss ideas and literacy activities in each of these regions. She will report back next meeting.
 3. Fundraising-Amanda shared information about a possible fundraiser for the future-a spelling bee. There was not enough time to discuss this issue fully and this item can be tabled at a future meeting. Michele met with Deb Schiller (LOC Vernon) who coordinates the spelling bee and I will share additional information at our next meeting.
 4. National Child Day-Nov 20th-Amanda wondered if we would be setting up a table for this event with some information for the community. The committee decided that until we have created some marketing material (letterhead, logo, bookmark) we would not participate in these types of events. Marketing material has been identified as a goal for the upcoming year as we increase our community profile and presence.
4. Next meeting-January 11th, 1:30-3:30 PM @ The Bridge (Chandler office)

Please forward any errors or omissions to Michele. Please phone or email me with any ideas and/or questions. Have a great Holiday Season and see you all in January.

CENTRAL OKANAGAN PARTNERS FOR LITERACY

Minutes of the meeting

January 11, 2010 1:30 to 3:30 pm

The Bridge Youth & Family Services
1829 Chandler Street, Kelowna

Present: Michele Hucul, (coordinator), Anima Anand (chair), Amanda Turner, Barb Hagan, Caroline Noga, Colleen Hanscom, Donna Walker, Judy Hammond, Myrna Kalmakoff, Tammy Wong, Carol Ellison

Regrets: Betty Cleland, Clara Sulz, Judy Goodsky, Marcie Fassmann, Margaret Eli, Ann Horak.

Meeting was called to order at 1:30

Welcome

Review Minutes from Nov 2nd meeting-approved as presented

Literacy Update

Old Business

- a) Literacy definition-read and accepted definition #3 – see revised Terms of Reference which are now complete and available for use
- b) Literacy BC web update-waiting to hear from Dawn from KCR-she joined the committee to clarify our needs and will now take the information to her organization. The committee will await feedback.
 - i) The committee identified a need for a search engine response to “literacy” that was comprehensive and inclusive. All committee members will look at the current KCR website and ensure the information for their agency is complete. They will forward any changes needed to Michele web information -<http://www.kcr.ca/page/home>
- c) Train the Trainer (PALS) event-The committee confirmed their interest in this event. The training will be held in May or June depending on the availability of the instructor.

2) New Business

- a) Future funding and budget options-The coordination of literacy will continue with the \$35 000 grant to fund the LOC position. This will allow the committee to allocate funds to projects in this next year.
- b) Committee Letterhead – Changes recommended to read School District No.23. Westbank First Nation will be contacted to ensure they would like to continue as committee members.
- c) Business community (Family Literacy Day Jan 27, 2010). The Family Literacy Day project is being put on hold. The focus will shift to developing a written article for Kelowna Community Resources and the Chamber of Commerce newsletter. The article will be followed or combined with a presentation to the Chamber members at one of their events. Carol and Catherine have agreed to provide input to Michele for this objective.
- d) Creating presentation materials-Visualizing our “Identity”. Michele will apply to the Okanagan College to develop the media image for Partners for Literacy. The committee supported this initiative and agreed that a fall 2010 start up for this project would be adequate.

Next meeting is scheduled for: Monday March 8th at 630 Cadder Avenue, The Parent Place

CENTRAL OKANAGAN PARTNERS FOR LITERACY

Minutes of the meeting

March 8, 2010 1:30 to 3:30 pm

The Bridge Youth & Family Services
The Parent Place
630 Cadder Ave.

Present: Michele Hucul, (coordinator), Anima Anand (chair), Amanda Turner, Carol Ellison, , Clara Sulz, Colleen Hanscom, Donna Walker, , Judy Hammond, Myrna Kalmakoff, Tammy Wong, Coreen Jenner (replacing Margaret Eli from WFN), Julianna (Social Work student UBCO).

Regrets: Barb Hagan, Betty Cleland, Caroline Noga Judy Goodsky Marcie Fassmann, Ann Horak.

Meeting was called to order at

3. Welcome-introductions. Welcome to our newest committee member, Coreen Jenner from WFN. Coreen oversees the employment programs and will be attending as the representative from Westbank First Nation.
4. Review minutes from Jan. 11th meeting-no changes required. Minutes accepted.
5. Literacy updates:
 - a. Old Business
 - i. Literacy Web-Michele and Anima meeting with KCR on Thursday March 11 to finalize details for the development of the literacy database on the KCR website. Information will be forwarded as received. Cost of this service to be determined at the meeting. (Action Plan item 2.a.i, ii, iv)
 - ii. Train the trainer (PALS)-Dates selected by committee – June 18 and 19th. Clara has reserved the rooms. Michele awaiting confirmation from Deborah Dragon for these dates. Invitation for attendees will be sent out as soon as workshop details received from Deborah. No charge for registration unless the cost of transportation and accommodation for the facilitator must be absorbed by Partner for Literacy funds. If this is the case, a nominal fee of \$15.00 will be charged per participant. Training will be open to North and South Okanagan regions, along with Central Okanagan participants. (Action Plan item 1.a.i, ii and 2.b.)
 - iii. Creating our “identity” through letterhead, logo, fact sheet etc...-application has been made to Okanagan College for a team of two students to assist in this task. (Action Plan item 1.a.b.c. and 2.a.b.c.)
 - iv. Books-have been delivered to Friends of the Library. Thank-you Judy for assisting with this task.
 - b. New business:
 - i. Funding for business writing workshop-Michele will attend a workshop to develop business writing skills toward the goal of developing connections with the business community. The cost of the workshop will be incurred by The Bridge and the hours to attend will be taken from LOC time. (Action Plan item 1.c)
 - ii. Future Funding:
 1. Myrna brought information about “Becoming an Askable Adult” as a possible funding project. The committee identified a need to remain committed to the current action plan items before considering additional projects. Michele acknowledged the item as an additional project and requested we keep health literacy in mind for future projects as it is an area of knowledge that is gaining interest and attention.
 2. \$10 000 allocated to Westbank First Nation to provide computer access and training (Action Plan item 3.g.i).

3. PALS training – will contribute funds (up to approx \$9000.00) to support the six geographic regions to offer 3 sessions of PALS after the June 18/19 training completed. (Action item 3.a.i, 3.d.i., 3.l.ii)
4. Develop a “conversation club” in Rutland or Lake Country using Boys and Girls Club staff and space (provided at no cost) to increase access to ESL services – in partnership with Project Literacy and/or Kelowna Immigrant Society (provide a trained facilitator) if they have interest and capacity. Up to \$6000.00 may be allocated for one year of service. (Action Plan item 3.c.i., 3.e.i).

All organizations receiving funding will submit a budget to Michele by the end of March. Michele will work with Anima to create third party contracts for these services.

6. Next meeting is scheduled for: **May 10, 2010, 1:30 PM at 630 Cadder Avenue**
-

CENTRAL OKANAGAN PARTNERS FOR LITERACY

Minutes of the meeting

May 10, 2010 1:30 to 3:30 pm

630 Cadder Street, Kelowna

1. Review minutes from March 8, 2010 meeting.
 - a. Minutes reviewed and accepted.
2. Welcome, introductions, and updates
 - b. Michele – The Parent Place has officially opened and moved to a drop-in model of service. Services expanded at six sites in Central Okanagan from FRED funding. Increase in the number of males and new immigrant families at these programs. There will be a Learning Circle in September with Kelowna Immigrant Society facilitating a workshop on how drop-in programs can be inclusive when working with new immigrant families. This training is available to Strong Start and Family Resource Program staff. Anyone wishing to join this training can contact Michele. Michele meeting with Literacy Outreach Coordinators, Leona Gadsby (2010 Legaciesnow) and Eve Gaudet (Ministry of Education – Victoria) in Vernon on May 11, 2010.
 - c. Barb – Project Literacy experienced 20% loss in budget as a result of reduction in gaming funds. A fundraiser has been planned for Friday June 25, 2010
 - d. Anne-high numbers attending weekend group for new immigrant families. Kelowna Immigrant Society planning a Diversity Conference for Nov. 2-5 in Kelowna.
 - e. Judy-Okanagan Regional Library experienced cutbacks affecting web maintenance but programming for children in-tact.

- f. Colleen at Okanagan College reports large literacy and numeracy classes. Colleen is retiring at the end of this year. She hopes to be replaced by Maureen Stevens.
- g. Tammy at Okanagan Boys and Girls Clubs reports that literacy is part of all programming at the clubs but it is hoped literacy services will increase in the future with addition funding applications. She is keen to implement PALS program and has several staff participating in the training on June 18.
- h. Clara (School District No.23) reports there have been many changes and cutbacks but fortunate that there is no impact on employees and initiatives. Clara would like to know if strategies to help make newcomers feel comfortable coming to Strong Start. No more Strong Start Centres will open due to space requirements of all day kindergarten.
- i. Donna (SD No.23) has a speaker from the University of Maine (Susan Bennett-Armistead) coming August 25-26 as an expert in the area of young children's language and literacy acquisition and the role of literacy instruction in prek and kindergarten settings This speaker is available to the community at no charge for The evening of the 25th. **Action Item: Judy (ORL) will explore the possibility**

of having the main branch of the library host an event with Susan Bennett-Armistead. Judy will report to the committee with this information.

3. Literacy Update

- j. Old Business-no old business to review
- k. New Business
 - Train the Trainer (PALS) update
 - 1. Training ready for June 18, 2010. 28 registrants to date-40-45 spaces available.
 - Literacy Implementation funds updates
 - 1. Kelowna Immigrant Society-Conversation Club
 - a. Starting September 1, 2010 at Willow Park Church. Partners for Literacy members encouraged to attend this first meeting. Anne will send out formal invitation.
 - 2. Westbank First Nation-computer training
 - a. Computer training ready to begin June 1, 2010.
 - 3. Kelowna Community Resources-website
 - a. Michele is forwarding information to Deneen as committee members forward their information and/or changes.
 - PALS events
 - 1. PALS events will occur at six sites. Committee determined that Peachland will be hosted by The Bridge and Lake Country will be hosted by Boys and Girls Club. Hosting opportunities will be offered as follows for the remaining communities:
 - a. West Kelowna – The Bridge, Boys and Girls Club
 - b. Kelowna- Boys and Girls Club, Kelowna Child Care Society, Clubhouse
 - c. Rutland – Boys and Girls Club, Kelowna Immigrant Society, The Bridge
 - d. Aboriginal PALS- Kelowna Friendship Society (Angela Roy to be sent information) and Westbank First Nation.

Action: Decisions will be made once all requests have been received. The committee will review this item at our next meeting.

- Success Stories-Michele has requested agencies begin collecting success stories as these programs are implemented. Ideally we gather a stories and pictures representing the success in our community.

4. Next meeting: June 21, 2010. We will take some time at this meeting to say farewell to Colleen.
-

Appendix B – Terms of Reference

***Central Okanagan Partners for Literacy* TERMS OF REFERENCE**

Vision

Creating a Community that Opens Doors for Literacy

Mission Statement

The Central Okanagan Partners for Literacy (hereafter referred to as Partners for Literacy) is a broad-based collaborative community initiative that creates opportunities and activities that enhance community connections, increase literacy awareness, and increase access to sustainable supports and services in local communities.

Preamble

Partners for Literacy focuses on lifelong learning and all forms of literacy. It is a creative driving force for literacy; by listening to its community, leading community development processes, and setting priorities. The committee provides an essential link between organizations, learners, and literacy support services.

Definition

For the purposes of this document the term literacy can be understood as follows:

To be literate means that you have the skills to understand what you read, communicate with others and engage fully and confidently in life's activities and opportunities – at work, at home and in the community (*Adapted from ABC Canada – Adult Literacy*).

Principles

The committee operates on a set of guiding principles.

1. Providing opportunities for all community members to be included in literacy programs.
2. Being proactively responsive to local needs in each community.
3. Networking and cooperating with interested individuals, groups, programs, organizations, and businesses.
4. Fostering and building partnerships that support literacy and life long learning.
5. Maintaining a participatory and democratic organizational structure.
6. Increasing the profile of literacy and life long learning throughout the community with a unified voice.
7. Incorporating an inclusive understanding of literacy: family literacy, adult literacy, aboriginal literacy and workplace literacy.
8. Seeing literacy as part of community capacity building, building on community strengths and programs without duplicating services.
9. Maintaining a learner focused approach as planning progresses.

Scope

The committee focuses on planning and implementation for:

- Lifelong learning
- Family literacy
- Aboriginal literacy
- Adult literacy, including seniors
- Child and Youth literacy
- Workplace literacy

The committee has responsibility for:

- Assessing needs, interests, and priorities in the community
- Developing action plans to move forward
- Supporting and working with organizations, practitioners and community members
- Reporting to the community through personal and work contacts
- Building partnerships for literacy
- Hiring a coordinator
- Assisting the Coordinator to carry out the Literacy Now project
- Submission of the completed community plan and annual updates to Legacies 2010

Membership

Membership in the committee is diverse, reflecting history, programs, and community characteristics. The committee may have representation from:

- Schools
- Libraries
- Daycares & Preschools
- Aboriginal Community
- Recreation Centers
- Colleges
- Public health
- Social services
- Businesses
- Service clubs
- Learners
- Parents
- Churches
- Infant Development
- Community Action Program for Children
- Legal Services
- Family Centres
- Women's Centres
- And others

Accountability

The task group is primarily accountable to its local community partners, learners, and practitioners, as well as to Literacy Now Communities Project.

Appendix C – Parents As Literacy Supporters (PALS™) Training Poster

Central Okanagan Partners for Literacy
....are pleased to invite you to one day training session on

Parents As Literacy Supporters (PALS™)
including PALS in Immigrant Communities
and PALS in Aboriginal Communities

When: Friday, June 18th 8:30 AM to 3:00 PM

Where: Hollywood Road Educational Services*
1040 Hollywood Road, Kelowna B.C.
*Training space generously provided by School District No. 23.

Cost: \$15.00 payable at the training**
**Please bring cash or check (payable to 'The Bridge Youth & Family Services') to cover the cost of take home training material.

Lunch and refreshments provided!

What you can expect:

- A general overview of the PALS program
- Focused sessions on Immigrant and Aboriginal PALS
- The tools to implement PALS events in your community
- "Make and take" activities
- Interactive discussions

Register Early: Please fax your registration form, attention – Michele Hucul, Literacy Outreach Coordinator at (F) 250-763-4910 or e-mail michele.hucul@thebridgeservices.ca.

For additional information about PALS please go to <http://www.2010legaciesnow.com/pals/>
Or contact Michele Hucul 250-763-0456 x 202 michele.hucul@thebridgeservices.ca

This training event has been made possible through the support of 2010 Legacies Now and the Province of British Columbia and Literacy Now Communities Program.



Appendix D – PALS Registration form

Parents As Literacy Supporters (PALS™)
including PALS in Immigrant Communities
and PALS in Aboriginal Communities

Registration Form

Friday, June 18th 8:30 AM to 3:00 PM
Hollywood Education Centre, Kelowna

This training will be of interest to professionals working/volunteering in:

- Family Literacy Programs
 - Early Childhood Education Settings
 - Family Resource Programs
 - Education / Teaching
 - Day Care / Children’s Programs
 - Parent Support and Education Programs
 - Other Programs Supporting Families with Preschool Children
-

Name:

Phone Number:

Email:

Organization name:

Address:

Food allergies/ special dietary needs:

Please fax or email completed registration form to:

The Bridge Youth & Family Services

Attention: Michele Hucul, Literacy Outreach Coordinator

Fax: 250-763-4910

E-mail: michele.hucul@thebridgeservices.ca

Please call or email Michele for questions or additional information.

Appendix E –Third Party Contract Sample

SAMPLE THIRD PARTY SERVICE CONTRACT

TERM OF CONTRACT:

BETWEEN:

(Host Agency)

AND THE CONTRACTOR:

(Contractor)

This contract is for providing the following deliverables by the Contractor:

1. Provide the services to implement the _____ under _____ as per the Central Okanagan Community Literacy Action Plan (Appendix A).
2. Be responsible for disbursement of funds to cover the expenses as per the Approved Budget (Appendix B).
3. At the end of contract term, provide summary of activities completed and outcomes achieved, and a financial report for utilization of funds as per Approved Budget (Appendix B), to the host agency.

The total contract value is \$_____. Payment is to be made within 30 days of signing the contract by the two agencies. This contract may be terminated by the Host Agency or the Contractor with a minimum of two weeks written notice. Any contracted deliverables not completed by the contractor at the time of notice, will require them to return a portion of the contracted amount. This will be determined by proration of incomplete activities to the contracted activities, plus administration fee@5%.

We hereby agree that the contract for services is approved according to the terms outlined above:

For Host Agency

For Contractor

Date:

Date: _____

(Signature)

(Signature)

Enclosures: Appendix A Central Okanagan Community Literacy Action Plan
Appendix B Budget

Appendix F – School District No. 23 Aboriginal Education Enhancement Agreement

Progress Since Enhancement Agreement Signing



While the School District is very proud of our Aboriginal Education Enhancement Agreement (EA), and the good working relationship with the local Aboriginal communities it represents, we see the Agreement as only the beginning of a process. The five-year time period covered under the document gives us the time to implement a variety of actions toward substantially improving Aboriginal student achievement.

Steps taken since the signing include:

- Establishment of two new “Storefront” school locations servicing the areas of the region with the highest Aboriginal youth populations (including a significant percentage who are not currently registered for school).
- The hiring of a District Principal for Aboriginal Programs;
- Improved inclusion of EA goals as part of overall District and school planning;
- Expansion of an individual Aboriginal student tracking system to identify students at risk and their areas of need as well as areas of potential growth for students meeting expectations;
- Expansion of academic tutoring programs for elementary, middle and secondary students;
- Once again, increasing the number of Aboriginal Advocates providing academic, social, and emotional support at the classroom level;
- Expanding opportunities for Aboriginal students to celebrate success as well as pride in their culture;
- Establishment of a District Aboriginal Parent and Family Education Council;
- Increased in-service of support staff and teachers working with Aboriginal students, with an emphasis on cultural awareness.



The District remains committed to implementing the actions to meet achievement targets envisioned in our Enhancement Agreement EA). We routinely emphasize the direct connection between the EA, our District goals, and school goals as well as our Early Learning and Community Literacy plans.



With the current EA expiring in December, 2011, we will soon be entering our stages of evaluating, re-visioning and re-drafting. Work will begin in 2010 on assessing the current EA as well as the future needs of our Aboriginal students. This formal process will help to lead toward a collaborative rewrite of the Agreement in 2011. Like all other programs and departments, Aboriginal Education is committed to ongoing assessment and improvement.

Aboriginal Student Academic Achievement

INTELLECTUAL GOAL: *To improve Aboriginal Student Academic Achievement (K-12)*

Rationale

Current Aboriginal students' performance in academic areas indicates that the learning community needs to focus on improving the number of Aboriginal students fully meeting and/or exceeding grade level expectations in reading, writing, and numeracy. Improved student performance will lead to a greater number of Aboriginal students achieving Dogwood graduation and our 2012 objective of 79%.

Early Literacy Intervention Screener Results

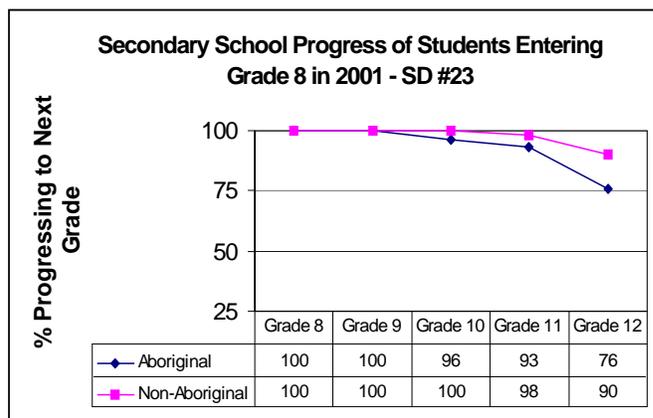
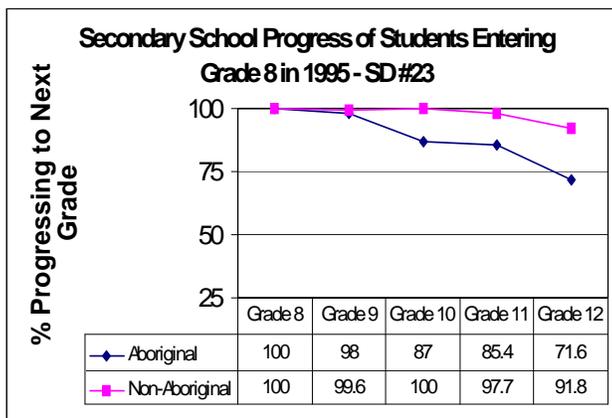
The District has developed an Early Literacy Intervention Screener to identify primary students who are at risk. Once identified, intervention strategies are implemented to support the students. Tracking continues through to graduation.

Grade	Total number of Aboriginal students	Percentage of Aboriginal students at risk	Number of Aboriginal students at risk
Kindergarten	95	31%	30
Grade 1	134	44%	59
Grade 2	132	25%	33
Grade 3	150	29%	44

Student Performance Indicators

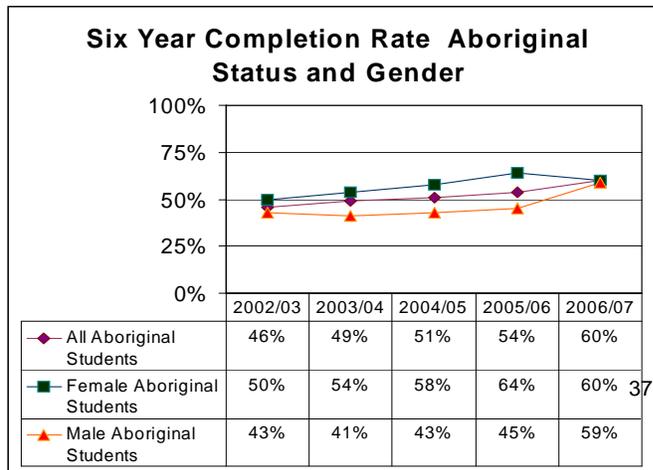
As indicated below, more Aboriginal students are staying in school and graduating. However, the focus will remain to successfully transition students from grade 10 to 11 and from grade 11 to 12.

1
9
9
5



The Six-Year Completion rate is the percent of grade 8 Aboriginal students who graduate with a Certificate of Graduation and is NOT the inverse of a "dropout rate" as students may graduate after the six-year period.

The percent of Aboriginal students graduating has significantly increased over the past five years. Recent improvement in the percent of male Aboriginal students graduating is most promising. Key work needs to be focused on grade 11 to 12 transition.



Course Options Leading to Graduation

The following graph shows the percent of Aboriginal and non-Aboriginal students passing Ministry mandated course work. Improving the grade level standing of Aboriginal students and their grade readiness will continue to be a priority.



Overall, School District No. 23 is making significant progress toward improving results for Aboriginal students.

Course	Aboriginal C- (Pass) or Better	Non-Aboriginal C- (Pass) or Better	Aboriginal C+ (Good) or Better	Non-Aboriginal C+ (Good) or Better
English 10	89%	98%	53%	75%
Principles of Math 10	92%	96%	35%	60%
Essentials of Math 10	92%	95%	34%	45%
Applications of Math 10	84%	96%	16%	37%
Science 10	85%	95%	33%	60%
Social Studies 10	94%	98%	51%	68%
BC First Nations 12	91%	96%	41%	46%
English 12	99%	99%	55%	73%
Communications 12	100%	99%	35%	50%

Key findings include:

- The percentage of Aboriginal students who enter Kindergarten at risk is high, but the actual number of students is small enough to intervene on behalf of individuals.
- We are able to maintain success for Aboriginal students, much longer now than in years past, with the key transition now being grade 11 to 12.
- The performance gap between male and female students regarding graduation has been almost completely eliminated, although the combined rate is still below non-Aboriginal students.
- Future success may be judge on our ability to have more Aboriginal students fully meeting or exceeding grade level expectations, rather than “just passing”.

In addition to achievement initiatives applicable to all students, the District has undertaken a number of steps toward improving the academic success of our Aboriginal students. These actions, made in partnership with our Aboriginal Education Advisory Committee include:

- Increased Advocate time.
- Expanded advisement regarding post-secondary opportunities.
- Individualized tracking of yearly results and interventions.

Our Aboriginal Education Enhancement Agreement also contains specific goals for the Emotional, Spiritual and Physical quadrants of the Medicine Wheel. These are detailed in the accompanying attachment.

Appendix G – School District No. 23 2009/2010 Achievement Contract

School District No. 23
(Central Okanagan)

Achievement Contract 2009/10



Honesty ■ Responsibility ■ Respect ■ Empathy ■ Fairness

Submitted by:

Board of Education
School District No. 23
(Central Okanagan)



"Together We Learn"

● 2009/2010 Literacy Goal and Objectives

- **The School District will continue its endeavour to improve all literacy skills for all students with specific objectives.**

Goal Rationale

Improvement of individual student success in literacy remains a key component of success for every student. Current achievement levels are improving, but are not meeting targets, especially for boys and Aboriginal students. Continued focus on literacy as defined in this goal most effectively moves us toward our overall vision of student and District success.

Objectives

1. 90% of primary students meeting or exceeding grade level expectations on the Early Intervention Literacy Screener by June 2011.

Rationale for Objective

- All current research points to the fact that students found to be at risk entering the intermediate or upper grades are significantly in danger of not graduating.
- Effective intervention strategies have been developed that can address concerns if individuals are identified.
- While we would like 100% of students to fully meet the screener criteria, there are realistically some children who are incapable of doing so and others who enter our system late in the primary grades.

2. 80% of primary Aboriginal students meeting or exceeding grade level expectations on the Early Intervention Literacy Screener by June 2011, with the objective of improving all primary Aboriginal students' literacy skills to equal the literacy skills of all primary students by 2015.

Rationale for Objective

- While we would like to see results for Aboriginal students equalling those of other students, that objective is unrealistic within the immediate time frame.
- An increase to 80% represents a significant improvement and is important for the reasons listed above.
- A target for performance equal to all other students has been set.

3. 90% of students grade 3 - 9 meeting or exceeding writing performance standards by June 2011.

Rationale for Objective

- Mandated School Wide Write and other effective writing programs will allow us to both assess progress and intervene with success, beginning in 2009/2010.
- There is a direct correlation between writing skills and the overall literacy skills of all students.

4. 90% of students in grades 4 - 8 meeting or exceeding grade level expectations on a Whole Class Reading Assessment by June 2011.

Rationale for Objective

- The introduction of mandated Whole Class Reading Assessment across the School District will give us the opportunity to track data and plan individual intervention strategies.
- Meeting grade expectations for reading is a key predictor of success in all core subject areas.

5. 90% of Grade 10 students completing their English graduation or school completion requirements in the appropriate year by June 2011.

Rationale for Objective

- As per grade readiness data review, completing core subjects “on time” is a key predictor of graduation success. English is the only required common subject through grades 10, 11 and 12.
- Failure to complete required English courses will prevent a student from graduating and does necessitate substantive intervention (e.g. retaking a full course) to correct any shortcomings.
- This target represents a significant improvement for the time period, but is realistic considering recent improvements.

● **Actions to meet Literacy Achievement Targets**

The District will measure both school and District progress toward meeting long-range indicators on a yearly basis. We will also adjust planning, practice, and professional development in support of direction established through the data review.

In support of this goal, the School District in 2009/2010 will:

Assessment and Data Collection

- Proceed with establishment of new District measurement tools for reading and writing assessment in grades 4 to 9. These will include Whole Class Reading Assessment and School Wide Writes supplemented by CAT 4.
- Proceed with implementation of CAT 4 testing across the District.

Student Tracking and Intervention

- Identify the most current and useful sources of local data on literacy (reading and writing) toward informing instruction and identifying promising teaching practices. These will form the core of our data for populating the new data warehouse.
- Refine reading and writing focus sections within our new data warehouse with access to teachers, administrators and District staff.

- Refine the District wide system for tracking at risk students with a deficit in reading and/or writing, and implement with the use of pyramids of intervention at both the school and classroom levels.
- Transition existing trend data in to our new base line and trend lines toward assessing the success of current programs and interventions.

Learning Communities and Staff Development

- Provide staff with in-service and professional development opportunities on accessing the new data warehouse, the expanded use of individual and cohort data to inform differentiated instruction and future professional development needs.
- Further identify and refine exemplar intervention strategies for literacy, and share identified best practices with teachers and administrators District wide.
- Continue with professional development initiatives supporting Quality Assessment and improved instructional practices in literacy as well as appropriate intervention strategies.

Program Alignment

- Review alignment of 2009/2010 literacy goals and actions in the Achievement Contract with those found in school plans, the Enhancement Agreement, the Community Literacy Plan, and our Early Learning Plan. Coordinate all activities and interventions accordingly.



ACKNOWLEDGMENT

What An incredible journey this year has been!

I would like to extend my appreciation to *Partners For Literacy Committee* members who had the willingness and patience to mentor me and wait patiently while I developed understanding for the Literacy Outreach Coordinator position. I started by transferring skills from a background in community development and program management and then enhanced my capacity as I incorporated new learning about literacy into my repertoire.

As phase three – first year comes to a close, I have been swept up in the excitement of change and hopefulness for the next year. It has been an honour to be amongst so many dedicated, skilled and passionate literacy champions as I strengthen and deepen my connection to the literacy community.

Year one as the Literacy Outreach Coordinator was a time to develop and strengthen my connection to issues and people. This next year will be the time to promote growth and change in our community, one project at a time.

Michele Hucul

Literacy Outreach Coordinator

Central Okanagan Partners for Literacy Advisory Committee