

Conseil scolaire francophone  
de la Colombie-Britannique

Literacy Plan

2010-2011

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Alain Laberge, Director of Educational Services

*Words for speaking, writing and hearing... for each one of us!*

## 2010-2011 Plan

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*This is our 3<sup>rd</sup> literacy plan. Upon reading this document, you will quickly observe that most of the targeted objectives are the same as those from last year, simply because the literacy plan is based upon the CSF's educational project and because 2010-2011 will be a year of transition towards our new five-year plan.*

*The CSF's current educational project, Pédagogie 2010 (Education 2010), ended in June 2010, and a new plan will be developed between October 2010 and February 2011.*

*It is good to recall that the main objective of the project that is coming to an end is to ensure a quality education for all learners, in a minority Francophone education context; at the same time, the project aims to improve the academic achievement of all learners.*

*With the end of this cycle, it is now time to analyze and assess this plan in order to obtain an overview of the last 5 years that will make it possible to build the next plan on solid foundations and that will serve as a guide for the next 5 years, including the establishment of objectives for the 2011-2012 literacy plan.*

*It is also important to mention that the CSF has made the commitment not to use the FSA test results for "school" purposes, and furthermore, that only the qualitative data results from the FSA tests will be used for establishing the objectives to be attained. We are referring here to the following:*

*Inference  
Vocabulary  
Comprehension  
Identifying  
Critical thinking*

In order to evaluate the Pédagogie 2010 project, but especially to ensure complete objectivity regarding the results, the CSF has retained an external group to conduct the evaluation: Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE), sponsored by Laval University and under the direction of Dr. Clermont Gauthier, Canada Research Chair in the Study of Teacher Training.

## *Areas of Literacy*

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The approach favoured by the CSF for its learners is literacy development encompassing three distinct areas of literacy:

Reading

Writing

Oral communication

These areas, while they are different, should be regarded as a whole and not be treated separately so as to focus on one area to the detriment of the others; nor should they be adapted for individual learners in order to diminish or minimize their scope. In addition, the ubiquitous concepts of language development must not be forgotten, including socialization, basic literacy training, and information and communication technologies in education, which underlie and provide an integral support for literacy. We would also like to emphasize the importance of the community's contribution to learners' integral and complete development. Literacy is not limited exclusively to the school setting, but concerns everyone.

## *Tools Used by the Educational Component*

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In addition to the tools that have been in place for the past 4 years, new tools have been added to support the existing ones: a screening tool for use at the preschool level, and tools associated with the implementation of the IB Program. We have also very gradually initiated the 'PRIME' numeracy program, and have added the "Reading 44" component in English Language Arts.

- 12 reading strategies
- Phonological awareness
- Vocabulary acquisition

- Francization
- CMEC kit
- 44 writing strategies
- 44 reading strategies
- AQS
- Turnitin
- “Prime” numeracy program

While the provision of tools is a means for ensuring student success, the key is to provide direct support to the Educational Services team and particularly to the educational consultants who provide workshops, mentoring and classroom support for implementing the tools that are provided.

### *Progress Update*

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There has been no change regarding the decision made from the outset not to use the FSA results as indicators of academic progress. Instead, we will use the general profile of the CSF, as well as the basic curriculum organizers found in the Ministry of Education’s learning taxonomy (underlying the achievement of the FSA objectives).

#### **READING COMPREHENSION SKILLS**

Identifying	Comprehension	Vocabulary	Producing inferences	Demonstrating critical thinking
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#### **WRITING SKILLS**

Summarizing
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#### **NUMERACY SKILLS**

Numbers	Patterns and Relations	Shape and Space	Statistics and Probability
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Student answers on FSA tests will therefore be analyzed using an overall portrait of the data gathered, as well as by extracting the results associated with the indicators only for the skill areas mentioned above. This rigorous analysis will give the education team a better idea of how to plan educational workshops for classroom teachers.

## 2009-2010 Provincial Results

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### FSA

Following are the results for CSF schools on the FSA provincial tests: Numeracy, Reading and Writing.

Grade 4	CSF		Province	
	Meet expectations	Do not meet expectations	Meet expectations	Do not meet expectations
Comprehension	76.5%	23.5%	76%	24%
Writing	77.5%	22.5%	78%	22%
Numeracy	74%	26%	71.5%	28.5%

Grade 7	CSF		Province	
	Meet expectations	Do not meet expectations	Meet expectations	Do not meet expectations
Comprehension	78.5%	21.5%	73.5%	26.5%
Writing	80%	20%	77.5%	22.5%
Numeracy	74.5%	25.5%	71.5%	28.5%

We note that the results for CSF students are in the average range for the province, and in some cases, are even above average. The tools used by the Educational Sector and ongoing staff professional development have contributed to this success, and it is important that the success be shared with students, teachers and administrators in each of our schools. The success of Grade 4 and 7 students is a reflection of all the work that has been accomplished since Kindergarten, and even since the time of registration in our preschools.

The interpretation of the results would not be complete without mentioning that the current results reflect a weighting that is attributable to the fact that many students do not write the FSA tests (the percentage varying from 16 to 18%) and therefore have no direct results, but these results must be part of the equation of overall results. The above results take into consideration the percentage weighting that was redistributed

in an equivalent manner between the two categories used by the CSF (*meet expectations*, or *do not meet expectations*), therefore an addition that varies between 8% and 9% for each of the categories. Although we could have used the denominator of 33% since there are, technically, 3 categories of results\*, we believe that the number of students who wrote the exam was not significant enough to make a difference in the results standardization:

\*Ministry of Education categories for results

Meet expectations,  
Exceed expectations, and  
Do not meet expectations.

Unknown results may be due to:

Students whose parents requested that they not write the FSA,  
Students who did not write all parts of the FSA,  
Students who were absent for some parts of the test,  
Students who had a minimum of 2 standard deviations below average for cognitive abilities.

### **Reading Tests for Grades 3, 6 and 9**

**The tests for Grades 3, 6 and 9 were not written in 2009-2010. The main reason is the lack of time for administering these tests. The Educational Services team is in the process of preparing a new “electronic” format that will facilitate test administration and particularly data collection, and will allow for a more comprehensive and specific analysis of the objectives to be attained.**

### *Progress Indicators Used*

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In addition to the curriculum organizers from the taxonomy and the provincial results, we will also use the data provided by each school, still pertaining to the organizers that were mentioned previously, as well as the analysis of various district tests: phonological awareness, ESL and Francization. Furthermore, we collect data similar to the achievement indicators, obtained from surveys conducted among teachers to determine the success level of the tools used in the classroom.

### *Results and Analysis of Data*

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#### **Phonological Awareness**

“Phonological awareness designates the ability to separate words into sounds, which makes it possible to manipulate, add or remove syllables, and even to understand rhymes.” (Daniel Baril <http://www.petitmonde.com/iDoc/Article.asp?id=28846>)

Around 4 years of age, children begin to be interested in rhymes and repetitions, and start to focus less on the meaning of words and to reflect on the use of language. With the discovery of the existence of phonemes comes the initiation into learning how to read. According to numerous studies, phonological awareness plays a major role in early reading acquisition.

For the past 7 years, the CSF has been recommending and supporting the use of phonological awareness in each of its schools. Used more specifically in Kindergarten and Grade 1, phonological awareness is one of the many tools that the CSF supports. We can compare student progress through an initial test and an end-of-year test.

The phonological awareness results for 2009-2010 indicate the following trends:

- *Students tested in September obtain a better raw score on the test in May (positive effect).*
- *From the time that students are no longer in contact with the school environment, the level of language tends to decrease.*
- *The “count the sounds” question seems to present the most difficulties for students. We believe that one of the reasons is that to successfully perform this skill, children must identify a final sound that sometimes turns out to be silent.*

*These three aspects are the same as during the last two years. We are working to develop phonological awareness of students who are 4 years of age, and we believe that within one or two years, the results for Kindergarten students will be even better.*

***Results for Aboriginal Students***

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Following are the February 2010 FSA results for Francophone aboriginal students.

Grade 4	Aboriginal students in the CSF		Aboriginal students throughout the province *	
	Meet expectations	Do not meet expectations	Meet expectations	Do not meet expectations
Comprehension	67.5%	32.5%	62.5%	37.5%
Writing	73.5%	26.5%	62.5%	37.5%
Numeracy	65%	35%	57.5%	42.5%

Grade 7	Aboriginal students in the CSF		Aboriginal students throughout the province *	
	Meet expectations	Do not meet expectations	Meet expectations	Do not meet expectations
Comprehension	67%	33%	58.5%	41.5%
Writing	70%	30%	60%	40%
Numeracy	66%	34%	51%	49%

For the past 3 years, we have observed that Francophone Aboriginal students in the CSF have better results than other Aboriginal students in the province. However, although the number of Francophone Aboriginal students who write the FSA tests is minimal, we will need to do a more in-depth analysis of the results in order to better support Aboriginal students and ensure that we are providing better tools for our classroom teachers to support the academic success of all students. It should be noted that in 2009-2010, the Aboriginal Education Enhancement Agreement was signed, which will enable schools to begin implementing local support strategies for Aboriginal students.

On the other hand, we can indicate that for 2008-2009, the graduation rate of our Aboriginal Francophone students is 100%.

\*A percentage of students do not appear in the data.

### *District Priorities for 2010-2015*

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The next district priorities will be announced in March 2011 when the next district plan is launched. This 5-year plan will make it possible to implement future literacy plans.

### *District Priorities for 2010-2011*

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#### **Long-term objectives // Progress**

**Develop formative achievement tests that include identification and progress of special needs students, support for learners and teachers and, finally, diagnosis.**

*This test should be completed in June 2010, but Educational Services have decided to add a 'numeracy assessment' section to the existing test, and therefore the final product will be ready for June 2011. It is important to mention that the addition of the numeracy section will facilitate the identification of students who are sometimes given a learning disability designation, but who are, in fact, students who need Francization or who are borderline.*

**Establish a continuum of knowledge and skills.**

*This project will continue during the 2010-2011 school year.*

**Build a provincial network of educational “leaders” with the goal of improving students’ achievement and literacy levels.**

*This objective is underway, and our network of leaders is expanding each day. The staff turnover rate seems to be decreasing (4 years ago, it was 40% and is currently about 22%), which is a good sign for building a solid foundation of committed teachers.*

**Increase literacy activities in the family setting and for early childhood.**

*Good progress was made for this objective last year and will continue for the upcoming years. A number of joint projects are underway:*

*Professional development for preschool teachers*

*Acquiring and learning how to use a screening test*

*Resource sharing of resources*

*Renewal of the “bout de choux” libraries for young children*