



*Conseil scolaire francophone  
de la Colombie-Britannique*

Literacy Plan

2011-2012

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

## 2011-2012 Plan

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*This is our fourth literacy plan. While the three preceding documents presented objectives linked to the strategic plan entitled “Pédagogie 2010”, this fourth literacy plan reflects the new strategic orientations of the Conseil scolaire francophone (CSF).*

*This new plan focuses once again on student-centred initiatives and emphasizes enhancement of the 21<sup>st</sup> century skills, as well as achievement of each student’s full potential. Built around three central principles that divide into nine strategic orientations, this strategic plan naturally attributes considerable importance to literacy, but it also promotes the development of all that precedes, surrounds and fosters knowledge building, leading to overall student success, and encompassing aspects of culture, identity and, of course, education.*

*It is also important to mention that, as in previous years, the CSF has made the commitment not to use FSA test results as “individual school results,” and furthermore, only the qualitative data results from the FSA tests are used for establishing the objectives to be attained. We are still referring here to the five skill areas targeted by the Ministry of Education:*

*Inference  
Vocabulary  
Comprehension  
Identifying  
Critical thinking*

## Areas of Literacy

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

Reading  
Writing  
Oral communication  
Literacy in science and numeracy  
Literacy in technology

It is also essential for us to develop these areas of literacy by supporting opportunities for students to experience living in French, and to raise the awareness of all students about issues of local, regional and global concern.

In addition, we would 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. In this regard, early literacy and the screening of preschool children remain crucial.

### *Partners in Implementing the Literacy Plan*

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As mentioned above, the CSF has just recently finished drafting its new strategic orientations, which served as the basis for preparing the Literacy Plan. Since the CSF wished to consider the opinions of its partners in education regarding the development and implementation of the new strategic orientations, extensive consultation was necessary. This consultation included the following stakeholders:

Francophone parents

Anglophone parents

Teaching staff

Support staff

Administrative staff

*Fédération des parents francophones de Colombie-Britannique (FPFCB)* (British Columbia Federation of Francophone Parents)

*Fédération des francophones de la Colombie-Britannique (FFCB)* (British Columbia Francophone Federation)

More than 15 partner Francophone organizations

The consultation took place between December 2010 and March 2011.

Since the literacy plan had to be developed based on the premises of the strategic plan, which was not completed until May 2011, it was difficult to gather together all the stakeholders who usually participate in the literacy plan implementation in order to begin the task of writing the new plan.

Given that the development of the literacy plan requires considerable discussion and joint efforts, all the more so for the CSF with a territory covering the entire province, and knowing that it had already proven in the past to be no small feat to mobilize so many stakeholders for the strategic plan, we decided that it would be more advantageous to use the main guidelines we developed while writing our new strategic plan as

the basic objectives of this new Literacy Plan. Through the province-wide consultation that took place, we were able to focus on the main issues, thus respecting the essence of the work initially requested.

We are aware that the literacy working group will now continue to review the literacy plan on an annual basis, starting with the 2011-2012 school year.

### *Tools Favoured by the Educational Team*

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While providing tools remains a way to improve student success, the key is direct support of the educational team, and in particular, the educational advisors who provide workshops, mentoring, and in-class support with the goal of supporting the implementation of the proposed tools.

Since the approach favoured by the previous strategic plan, which consisted in integrating cultural education, cyberpedagogy and academic education, remains current, we will therefore continue to apply this same model, and consequently, it should be noted that when we refer to education, we are systematically including the three main spheres named above.

After three years of promotion and implementation, the CMEC communication kit will serve as the basis for the epistemological elements to be taught.

We will continue to use a number of tools that overlap and dovetail with the concepts presented by the CMEC kit:

*Phonological awareness*  
*Vocabulary acquisition*  
*12 reading strategies*  
*Grammar in 3D*  
*Writing and Reading 44*  
*Brindami*

The strength of these tools is that the vast majority of CSF teachers use them and have mastered them. In this regard, numerous training sessions have been provided during the last four years, and several learning communities have been created based on the use of these tools.

These tools also form a natural didactic progression in children’s reading development.

The CSF is also proud to note that these same tools are used by its learning assistance teachers. As a result, the remedial education of students with learning difficulties fits quite seamlessly with classroom work, allowing classroom teachers and learning assistance teachers to work with common tools.

Lastly, regarding the tools, we continue to work closely with the *Fédération des parents francophones de Colombie-Britannique*, in order to identify students who present possible difficulties in socialization and language learning. We have found early intervention to be a very useful tool in addressing learning difficulties, and in turn, in reducing the future school dropout rate.

### Progress Update

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There has been no change regarding the decision made from the outset not to use individual schools’ FSA results as progress indicators. Instead, we will use the overall results of students across 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

Concept of Number	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.

### *2010-2011 Provincial Results*

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FSA

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

Grade 4	CSF		Province	
	Meet expectations	Do not meet expectations	Meet expectations	Do not meet expectations
Comprehension	72%	28%	76.5%	23.5%
Writing	83.5%	16.5%	81.5%	19.5%
Numeracy	74.5%	25.5%	74.5%	25.5%

Grade 7	CSF		Province	
	Meet expectations	Do not meet expectations	Meet expectations	Do not meet expectations
Comprehension	77%	23%	74%	26%
Writing	83%	17%	81%	19%
Numeracy	72%	28%	70.5%	29.5%

For the 2011 FSA tests, we note that most of the results for CSF students are slightly above the provincial average. This success can be attributed in part to the tools favoured by our educational team and the ongoing professional development of our staff, and it is important that the success

be shared with students, teachers and administrators in each and every one of our schools. The achievements of Grade 4 and Grade 7 students are the product of all the hard work that begins in Kindergarten, or even from the time students enter our preschools.

Again this year, the interpretation of the results would not be complete without mentioning that the current results reflect a weighting based on the fact that many students do not write the FSA tests (a percentage varying from 12% to 16%) and therefore have no direct results, but these results must be part of the equation of overall results. It should be noted that more students wrote the FSA tests this year than in February 2010. The above results take into consideration the addition of 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 additional 8% to 12% for each category. 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 results categories

- Meet expectations
- Exceed expectations
- Do not meet expectations

Unknown results may be due to:

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

### *Progress Indicators Used*

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In addition to provincial results and the curriculum organizers regarding cognitive processes (learning taxonomy), we will also use the data provided by each school, still pertaining to the organizers mentioned previously, as well as the analysis of various district tests: phonological awareness, ESL and FSL (*francisation*). 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 four 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. The discovery of the existence of phonemes leads to the beginnings of learning to read. According to numerous studies, phonological awareness plays a major role in early reading acquisition.

For the past 8 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 2010-2011 indicate the same trends as for 2009-2010:

- *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 (during summer and winter holidays), 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.*



*We are still working to develop phonological awareness among 4-year-old students, and we have seen some progress throughout the system, but nothing significant for the time being. The first meaningful results are expected to be seen during the February 2012 FSA period, since the Grade 4 students will form the cohort for which more stringent systematic monitoring was conducted.*

### *Results for Aboriginal Students*

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Following are the February 2011 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	61%	39 %	61.5%	38.5%
Writing	76%	24%	65%	35%
Numeracy	67%	33 %	56%	44%

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	79.5%	20.5%	59.5%	40.5%
Writing	85%	15%	68%	32%
Numeracy	62%	38%	50%	50%

For the past four years, we have observed that Francophone Aboriginal students in the CSF obtain better results than other Aboriginal students across 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.

This data must be taken with a grain of salt since the sampling of Francophone students with Aboriginal heritage who wrote the FSA tests is not very high: 42 students in Grade 4, and 30 students in Grade 7, compared to more than 4,300 students in Grade 4, and more than 4,800 students in Grade 7 throughout the province. Such a low number of students is insufficient for drawing clear conclusions.

#### *District Priorities for 2011-2015*

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- 1- Improve French-language proficiency
- 2- Integrate a learner-centred instructional approach from Kindergarten to Grade 12
- 3- Implement a lifelong learning process
- 4- Promote opportunities for students to experience living in French
- 5- Raise student awareness about issues of local, regional, and global concern

#### *District Priorities for 2011-2012*

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

*Over the past two years, we have made a good start on this objective, which will continue for the upcoming years. A number of joint projects are underway:*

*Professional development for preschool teachers*

*Implementation of the "Brindami" program*

*Implementation of the "Forêt de l'alphabet" program*

*Acquiring and learning how to use a screening test*

*Resource sharing*

*Renewal of the "bouts de chou" libraries for young children*

### **Increase literacy activities at the secondary level**

The next plan will put a lot of focus on secondary school students. This represents a logical continuation of the educational initiatives that were undertaken in the last plan, which emphasized primary school students.

Supported by the educational philosophy of the International Baccalaureate, the CSF plans to offer a broader selection of French-language courses for its students and will support teachers in their daily teaching process.

### **Maintain the achievements of the last four years**

The last four years have been fruitful in terms of the development of tools and sharing of winning strategies. Whether it was through workshops on phonological awareness, or simply through the creation and sharing of “practical” instructional resources, teachers have benefitted from the assistance and support of the educational team.

### **Continue to implement the CMEC literacy kit**