



# Fraser-Cascade Literacy Plan

2012 – 2013



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Fraser-Cascade Literacy Task Initiative  
2012-2013 Literacy Plan

**Fraser Cascade Literacy Task Initiative:  
Promoting and supporting life-long, life-wide, life-deep learning.**

**Overview**

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

The Task Initiative has focused on the following goals since its inception:

1. To maintain and strengthen communities' capacity to support literacy development programs.
2. To enhance literacy for children from birth through to age 18.
3. To enhance literacy development for adults.
4. To enhance literacy development in Aboriginal communities.

The FCLTI operates from Terms of Reference that were developed to guide the group toward good decision-making and transparent fiscal responsibility in cooperation with the New Page Society that is the contract holder for community literacy funds in the area. The FCLTI acts in an advisory capacity to ensure that funds are targeted toward programs and services that will make a meaningful difference in literacy in the serviced area.

**Partnerships**

Hope Community Services	First Nation Communities
Agassiz-Harrison Community Services	Healthy Communities
Fraser Valley Regional Libraries	New Page Human Services Society
School District No. 78 (Fraser-Cascade)	Fraser Health Authority
University of the Fraser Valley	Ministry of Children and Families
Free Rein Associates	United Way of the Fraser Valley

**Planning Context**

The Fraser-Cascade Literacy Plan continues to be developed through ongoing broad-based consultation with district partner groups through Education Committee meetings, sharing School Planning Council meetings, threaded electronic discussion with principals/vice-principals, and discussion in public Board of Education meetings.

Consultations with the community were also extensive, with ongoing consultations with the *Fraser Cascade Literacy Task Initiative*, *Decoda Literacy Solutions* and the Early Childhood Education Committee. Fraser-Cascade Literacy Task Initiative meetings occur on a monthly basis and are chaired by an elected representative of the committee. The Fraser-Cascade Literacy Plan is reviewed at each committee meeting.

The Fraser-Cascade Literacy Plan is updated by school district staff and the Literacy Outreach Coordinator with input from the FCLTI. The Plan is communicated to principals and vice-principals, revised and presented to the Community Literacy Task Force and the Education Committee.

The Literacy Outreach Coordinator continues to review and support the successful implementation of the goals of the literacy plans. The Literacy Outreach Coordinator has recently turned over with the new Coordinator starting at the beginning of May 2012.

## **2012/2013 Goals**

### **Theme 1 – Story Time in the Park**

Story Time in the Park has become a favorite program in the area. It is accessible to all families in the area and serves to provide an engaging avenue for families to experience the joys and rewards of reading together. Story Time in the Park has been identified by the FCLTI as a flagship program that is to be supported and maintained.

#### **Goal 1:**

Promote and operate Story Time in the Park as 9-week program that takes place in July and August.

#### Actions:

- Apply for Canada Summer Jobs – 2 facilitators – New Page Society
- Story Time in the Park Committee decides on themes, books, food, readers, timelines, and entertainment (executes the Story Time in the Park Guide Package)
- Invitations to community partners – Health Services, Community Services, Libraries, Literacy Programs (CALP, ESLSAP), Crime Prevention, RCMP, Search and Rescue, Fire, Aboriginal Social Services etc.

#### Measures:

- Participation by age and community
- Number of books distributed (including locally published)
- Number of participants in writing contest
- Number of partnering agencies
- EDI scores

### **Goal 2:**

Expansion of the program to ensure Story Time in the Park has a full-year presence.

#### Actions:

- Book writing contest starting in spring 2011 and promoted throughout the summer program – cutoff in 3<sup>rd</sup> week of August
- January Book Launch at Family Literacy Day
- April Edible Book Day in various locations throughout the region
- Bookmark Challenge

#### Measures:

- Participation by age, community, and program.

### **Goal 3:**

Raise sufficient funds through grants and fundraising to operate Story Time in the Park

#### Actions:

- Proposal writing (Envision, Raise a Reader, Prospera, Canada Summer Jobs etc.)
- Community Event fundraising (eg. Social Nights, Tree of Knowledge, Donation Box)
- Letters to Businesses to request sponsorship

#### Measures:

- Funds raised
- Number of corporate sponsors

## **Theme 2 – Direct Service/Outreach**

The FCLTI understands that general awareness of literacy events and opportunities is not enough to make a significant impact on addressing issues of literacy challenge in the area. As such, it is a priority for the group to promote and facilitate direct service to individuals and families.

### **Goal 1:**

Ensure that access to literacy programs is available throughout the region.

#### Actions:

- Locating literacy information in non-traditional locations
- Connect with community leaders/agencies (formal and informal) to ensure that programs are promoted in the most effective local manner possible (creative outreach)
- Put a “face” to the programs available in the area
- Promote BEAR program as more than just a library
- Maintain wannaread.org website and other social media as a coordinating presence in the region

#### Measures:

- Number of outreach contacts (groups/venues) made
- Referrals from outreach contacts

**Goal 2:**

Ensure that communications are accessible to all

Actions:

- Review program information for ease of use – plain clear language
- Information is streamlined for key messages through both print and graphics
- “By-the-hand” referrals to community literacy services

Measures:

- CALL programs report participation by demographics.

**Goal 3:**

Learning from outreach activities

Actions:

- Learn from outreach and tailor programs to meet understood needs
- Understand factors that contribute to access and literacy issues
- Link literacy to other potential issues

Measures:

- School completion rates

**Theme 3 – Advocacy**

The FCLTI believes that many issues contribute and lead to difficulties or challenges with literacy. Of greatest concern in this regard are the issues surrounding the conditions of poverty as it relates to literacy for families and individuals. The FCLTI believes that it is necessary to adequately fund literacy and address poverty in our communities.

**Goal 1:**

Promote literacy as an essential component of healthy communities and families.

Actions:

- Continued participation by partners in literacy advocacy at meetings, public forums, and agency meetings
- Promotion of literacy needs and issues through local and provincial media
- Meeting with Decoda Literacy Solutions representatives
- Letters to Ministers of Health, Education, and Children and Families promoting community literacy
- Utilize research-driven effective literacy strategies to provide support for families
- Examine community mobilization to address issues identified as part of the outreach component

Measures:

- Number of presentations to organizations and businesses
- Advocacy action items (eg. Letters, meetings, etc.)

### Literacy Data Collection

Participation at district and community events (Story Time in the Park, Design-a-Bookmark Challenge, etc.):

<b># of Adults participating</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
STITP All Communities	1451	1540	1127	1406
Edible Books	50	45	45	n/a
Other Events	50	60	--	189
Events/Programs Agassiz /Hope FVRL	64 programs – 743	Hope Library- 486 adults (since Jan. 2010)	Hope 1106 Agassiz 1395	Hope 2527 Story writing Agassiz 17 adult 26 children

<b># of Children participating</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
STITP All Communities	2694	2860	2047	2703
Edible Books	19	75	90	27
Other Events	75	150	--	133
Events/Programs Agassiz/Hope FVRL	82 programs - 2658	Hope Library 826 (since Jan. 2010)	Hope 2292 Agassiz 2860 Teens Hope-62 Agassiz-100	Hope 1517

\* one time STITP program in Manning Park...Travelling Book initiative.

#### **Number of books distributed at community literacy events:**

<b># of Books distributed at events</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
Books	3500	3600	3000	3819
Activity Sheets	100's	100's	100's	1000's
Stickers, pencils, erasers, pens, bookmarks	100's	100's	100's	1000's

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

<b>Attendees</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
Coquihalla	50	41 children + parents	38 children + parents	42 children + 20 parents
Silver Creek	20	10 children 6 adults	16 children/ 15 parents	13 children 14 adults
Harrison Hot Springs	30	2 events: 45 children 50 adults	20 parents/ 15 children	16 children + 16 parents
Kent	30	9 children 11 adults	8 children/ 12 adults	19 children + 13 parents
Boston Bar	15	15 children 8 adults	9 children/5 adults	43 children

**Attendance at StrongStart Centers, Mother Goose, All Aboard for Kindergarten and Aboriginal PALS (initiated 2011-12):**

<b>Attendance</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
StrongStart – Hope	44	60	30	75 registered + 20 drop-ins
StrongStart – Boston Bar	5	9	12	10
StrongStart – Kent	21	40	10	95 registered
Mother Goose – Agassiz	13		No Mother Goose	22 adults 37 children 16 books <b>Home Reading:</b> 7 adults 26 children
Mother Goose – Hope/Boston Bar/Boothroyd	33	22	Yale 10	Hope 239
All Aboard for Kindergarten – Boston Bar/Spuzzum	15	10	Agassiz 68/ Hope 27	Hope 28
Aboriginal PALS	---	---	---	Chawathil 5 children 11 adults Seabird: 30 adults 55 children 210 books

**Number of adults involved in adult literacy programs**

# Adults involved	2008-2009	2009-2010	2010-2011	2011-2012
Adults in CALL Hope CALL Agassiz. CALL (Community Access to Literacy & Learning)	46 adults – average of 3 hrs/wk for 48 wks	52 for Hope 40 for Agassiz	28 for Hope 39 for Agassiz Fam. Lit: 41 adults/60 children	12 adults for Hope 12 adults 15 seniors
ESL Initiative (new for 2011-2012) Conversation Circles, Rosetta Stone & 1 to 1 tutoring	--	--	--	5 adults for Hope 20 Adults 4 seniors Agassiz

**Number of seniors participating in programs specifically for seniors:**

# of Seniors involved	2008-2009	2009-2010	2010-2011	2011-2012
Friends of the Library Seniors Coffee-Hope	8	13	14	Included in library stats (596)
Lunch With the Bunch Seniors-Hope	20	68	62	75
Book Clubs	15	20	34	n/a

**Attendance at HeadStart programs:**

Attendance	2008-2009	2009-2010	2010-2011	2011-2012
Headstart – Boston Bar, Boothroyd, Spuzzum, Seabird Island	12	Spuzzum: 6, Boston Bar: 5 Boothroyd: Not available Seabird Island: 30	Spuzzum: N/A Boston Bar: N/A Boothroyd: N/A Seabird: 101	Spuzzum: N/A Boston Bar: N/A Boothroyd: N/A Seabird: N/A

**Number of youth participating in programs specifically for youth:**

Number of youth participating	2008-2009	2009-2010	2010-2011	2011-2012
Homework Clubs – Boothroyd, Boston Bar, Chawathil, Spuzzum	Total (all Bands): 55	Total (all Bands): 47	Boothroyd: N/A B/Bar: N/A Chawathil: 12 Spuzzum: N/A	Boothroyd: N/A B/Bar: N/A Chawathil: N/A Spuzzum: N/A Hope Library: 138 teens
EXCELL	8	8	8	8

\*Boston Bar Family Place 2011/2012-56 adults and 73 children across all programs.

\*n/a – data not yet available



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

Appendices:

- Unique stories from the community
- Individual school literacy plans



## **Do Community Literacy Programs Really Make a Difference?**

*(One Person's Journey)*

I had drinking problems. I was an alcoholic. I was into crack and coke. I was addicted for 40 years. My life was a mess and unorganised. I was ready to kill myself.

I went to the food bank. The lady there asked me to fill out the paperwork. I said I couldn't read and write. She said no problem, she would help me. She asked me if I wanted to learn how to read and stuff. There was someone in town who helped people with that. That's how it started. So, she introduced us and I ended up getting some tutoring over the summer. Then we stopped the tutoring because I was under pressure. I had to go to court and was moving. I couldn't focus on anything. I had a friend help me with my reading sometimes, but that didn't last very long.

In the fall, I went back to the office to find an address for a medical clinic. We went on Google Earth. I thought it was pretty cool. It made me want to learn how to use the computer, so I registered for a computer class.

Before I started the computer class, my tutor brought me to meet an A&D counsellor. If I hadn't been introduced in person, I probably never would have gone. I would probably be dead by now. Talking to the counsellor, I got into her program with a doctor. They helped me to detox at home and straighten my life around. I see both of them every week about my drinking. I've been clean and sober for 7 months now.

I went into the food bank just before Christmas. I saw a piece of paper that talked about volunteers. I asked what it was about. They said it was to help with the Christmas hampers. So, I volunteered. I liked it. I'll do it again next year. I'd like to help with Meals on Wheels, or work in a seniors home helping them with meals, or wheeling them around or just playing cards and talking, or something like that. I gotta do something to help people.

I went back to school in January to have something to do, to keep my mind off my habits. Taking the computer class made me think I could do it. The instructor asked me if I wanted to go school and I said yeah. Then welfare said they'd pay for me to go to school, so I figured I might as well go to the university. Now I'm taking reading, math, English, a computer class and cooking.

Through all that, it has brought me work. I cut grass and do eaves troughs. I help a guy at restaurant move equipment, 'cause he has a bad back. He feeds me, and that's even better!

I don't even have time to think about drinking. The only time it bothers me is when I see guys drinking at the pub near where I live having a good time. Then I just go for a walk and the urge goes away.

I feel 100% better. My head's more clear. I can think better. I know where my life is going. I didn't before. I'm doing alright now...keeping busy, helping people.



## **Kent Elementary School**

### **Literacy Plan 2012-2015 (Year 1)**

## **Kent Elementary School Literacy Plan** **2012-2015**

### **Overarching Purpose:**

The overarching purpose of the Kent Elementary School Literacy Plan is to have adults and peers work with students to master fundamental literacy skills, develop a love of reading and to leave our school as confident engaged learners.

### **Key Question**

***What are 4 actions that Kent School can do by June 30, 2013 (as part of a 3 year plan) that will result in children at Kent School mastering fundamental literacy skills and developing a true interest in reading so that they eventually leave Kent School as confident and engaged readers?***

1. Continue to work with the community to develop literacy for all members, including our students.
  - a. FVRL
  - b. Buddy Reading
  - c. Community Readers (early-morning)
  - d. FN Parent Group, Seabird and Chehalis Education Committees
  - e. Parent Discussion Nights
  - f. Family Literacy Initiatives
  
2. Continue to support and offer quality teaching and a variety of successful programs for students designed to develop and master students' fundamental literacy skills.

**GOAL: 80% of our students fully meeting in grades 4-6** (based on DART, DWW and report cards).

  - a. Guided reading groups
  - b. Quality teaching that uses ongoing feedback based BC Performance Standards for criteria/assessment.
  - c. Reading Intervention Program, Successmaker, English Skills Development
  - d. Literacy-based challenges
  - e. D.E.A.R. time – Drop Everything And Read
  - f. Love Of Reading and other teacher-led initiatives
  
3. Continue to work with the community and the Strong Start Centre to enhance literacy in children prior to entering Kent School (birth to kindergarten)
  - a. Strong Start Centre
  - b. Materials available to parents
  - c. PALS
  - d. Kent Library access

4. Support the Teacher-Librarian with resources to continue to build the library as a literacy/learning hub of the school.
  - a. Time for TL to collaborate with teachers.
  - b. Flexible library schedule to allow for more access for students/teachers
  - c. Inquiry-based learning
  - d. Education technology to enhance student learning
  - e. Library as the literacy and learning hub of the school

**Action 1:**

- 1. Continue to work with the community to develop literacy for all members, including our students.**

Process:

The school's Literacy Plan continues to be developed through ongoing consultation with school partner groups, through library meetings, staff meetings, and sharing at PAC and School Planning Council meetings.

Consultation with the FVRL librarian is valuable and ongoing. Karen Dumas, the school librarian, has a great working relationship with the local FVRL branch. The following activities/initiatives are based on this relationship: shared author and illustrator visits, Reading Link Challenge participation (Battle of the Books); school library account for book and resource loans; Summer Reading Club promotion; and public library card promotion;

Community Readers (group comprised of adults in the community) has an extensive "Storytime in the Park" program during the summer. Different guest readers read to children in the park once a week. Families attend these popular readings and all students receive a free book. In order to support this program, fundraising events are held in the community. More specifically to Kent School, a group of dedicated community volunteers run the Community Readers Group on Tuesday and Thursday mornings in the school library. Adults read to students who need assistance with reading for 15 minutes each. We have had an overwhelming response the past few years, such that we have had to add grade 6 students to read with kids.

Buddy Reading - Our grade 6 classes continue to partner with the kindergarten and grade 1 classes to read and complete artwork. Through our relationship with the Cheam Centre (senior care home) and the Royal Canadian Legion (President Jim Johnson), we would like to have some of our students read to seniors/elders in the community.

FN Parent Group, Seabird and Chehalis Education Committees We meet with our FN Parent groups prior to the 3 FN Honouring Ceremonies and meet with the education committees 4 times per year to discuss ways to enhance student learning. Within these conversations, we share strategies to embrace and model literacy in the home.

Parent Discussion Nights The plan is to host 2 parent evenings next year to discuss themes such as digital literacy, ways to support literacy in the home, and to hear any concerns parents have around Kent School.

Family Literacy Initiatives The teacher-librarian has a flexible schedule this year that will allow her to open the library to families of students, including families of the Strong Start Centre. The long-term goal is to have a self-checkout system in which families can reserve books online and then come and check the books out. Parents can currently check to see which books are in our library online and then come and check them out in person. The teacher-librarian has created a family library card (11 families are using it on a regular basis) for families to exchange books for their pre-school aged children.

### **Action 2:**

- **Continue to offer a variety of successful programs and events for students in grades K through 6 designed to develop and master students' basic literacy skills.**

### Process:

The foundation of our literacy program at Kent School is the "Guided Reading Groups". The philosophy behind this is that if each student is placed in a smaller group with students at a similar literacy level, they will receive the best support and thus develop basic skills in the most efficient manner.

At the beginning of the year, students are assessed by teachers and then placed in a reading group at the appropriate level. We use a number of resources in the school, including non-enrolling teachers, to create groups that are much smaller than class size. This allows more individual student attention derived from a significant increase in teacher-student interactions. In addition, because of the smaller groups, students are more comfortable reading aloud, asking questions, and voicing their opinions on the reading material.

The students are assessed on a continual basis and, every few months, all the teachers meet to discuss moving students to different reading groups to ensure the students are being challenged and reading at the appropriate level. Part of the school budget is allocated to hire a TOC to relieve teachers during reading assessments. Cathy Van Laerhoven is the teacher that leads this program and works to ensure that there are adequate materials and that any new teachers are shown the strategies used in the program. Note: Cathy is retiring this year so will need another teacher leader in this area.

Next year, we will be taking the BC Performance Standards and adapting the language for Kent School. These will be our guideposts on teaching and learning the skills for reading. Having criteria and learning intentions (that are transparent for teachers, students, parents) are critical for student success. Our report card assessments will be based on these standards. We will also be using the DART as our primary tool for Assessment OF Learning.

Any students who are behind at least one grade level will receive Reading Intervention support. This will include EXTRA support (in addition to the regular reading curriculum) 2-4 times per week in a small group setting. Once the child is close to grade level, they graduate from the program. In addition to this, some students receive time before school working with the special education teacher and the SuccessMaker program. Those students who are lacking skills in the language, but have English as their first language, receive English Skills Development support with a teacher who uses programs like Rosetta Stone and Talking Tables to enhance their learning around words/phrases in the English language. Students must be assessed by a district teacher prior to entering this program.

We enter the majority of our students in District Challenges. Events like Science Fairs, Spelling Bees, Reading Link Challenges, and Public Speech Contests all encourage those students to challenge themselves by working with parents, peers and community members in a project that enhances literacy.

We will be encouraging all staff to participate in Drop Everything and Read again next year. This will happen once per day for 15 minutes.

A group of teachers will be continuing to use Steven Layne's book "Igniting A Passion for Reading" to expand on their current efforts to create a "love of reading" culture at Kent School. After one year of the efforts of this learning team, we have seen a huge impact based on some of these activities – which continue during the upcoming year(s):

- Make fostering a love of reading a key objective; developing the affective aspect of reading ie. 'I love reading !' (interest, attitude, motivation, engagement)
- Present and model reading as an attractive choice, through positive talk and time spent reading in school; talk books
- Talk about books and personal daily reading, with passion (ie. The buzz about books (sharing what we are each reading at the present)
- 'What Are You Reading?' and "Mrs. Dumas' Hot Pick !" boards; displaying juvenile (student) books which we are reading and sharing; If we know kids books we are more able to recommend and talk
- Poll students by asking, "Do you like reading?" in September, and revisit this question at year end
- Use names/ data about class groups and individual students who indicate that they do not like to read, and focus individual attention to boost support for book selection.  
Ie. 'Sammy says he doesn't like to read. Could you make contact with him regularly during library visits and help him find books. He can't seem to find Fiction that suits him.'
- Poll students about reading interests (Interest Inventories), share data with groups, talk about trends, make book selections to accommodate reading interests and trends
- Support staff through self-directed pro-d relating to literacy.  
Ie. Igniting a Passion for Reading, by Steven Layne; reading; discussion; class, grade, school level initiatives; planning, reflection

- School-wide literacy initiative; February, 2012 ‘For the Love of Books’: Free Book Swap, VIP Readers, New Book Shopping (previewing and creating a ‘Someday Book List’), Cookies & Milk; Techno Petting Zoo (FVRL eReaders info workshop); Book character dress-up; Buddy reading; School-wide DEAR (Drop Everything and Read); iPAC workshop (learning to search our school library collection via our school computer network); author visit – Canadian author Julie Lawson grades 2-6
- Promoting Canadian authors and illustrators within the school library program; promoting a national culture of reading and books
- Genre studies; exposing students to a wide variety of genres ie. Historical Fiction, Mystery, Adventure, Fantasy, Realism, Biography, Informational, Poetry
- Enriching vocabulary through whole-class read aloud; stretching them beyond books which they could read themselves
- Encourage staff to read children’s books; sharing new books with staff via mailboxes and chat
- Book chats to promote new library books
- Display new library books prominently over a one month period
- Authors We Know signs; build repertoire of know authors for easier book selection and satisfaction
- Teach for reading selection; how to preview a book; using the book jacket; finding a ‘good match’ for your interests and your reading ability
- Cooperative teaching between teacher librarian and classroom teachers; collaborative planning, teaching, book selection, student focus
- Golden Recommendation Book Shelf; classroom and library
- Graphic Novels; expand collection, promote as a transitional read for reluctant readers
- Promote independent reading and interest in books and authors
- Using technology to support literacy; FVRL eBooks, Tumblebooks, presentation of resource-based learning, Prezi, comic Life,

Other teachers are using student blogging as a tool for students to read others’ writing. Other initiatives are: collaborative story writing with other classes (in other schools, countries) and Kindy Around The World in which kindergarten classes read and write with each other through Twitter.

### **Action 3**

- **Work with the community and the Strong Start Centre to enhance literacy in children prior to entering Kent School (birth to kindergarten)**

#### **Process:**

We have the privilege of having the Strong Start Centre in our school; this has opened the door for more avenues on which we can encourage literacy for children from birth to kindergarten. Patsy Campbell, the Strong Start educator, reads to the participants of the program every day; along with this, during clean-up time, the parents are encouraged to borrow a book, find a place in the room and quietly read to their son/daughter. On



Fridays, our librarian reads to the Strong Start Participants for 15 minutes. Students and administrators can be ‘caught’ in the centre reading to kids as well. Through the efforts of this program along with many community literacy initiatives, we are noticing student enjoying reading more when they begin kindergarten.

Through the connections with the Strong Start Centre, our librarians have made a number of materials available for parents to read with their children. Kent School family library cards are available and families currently make use of the library before and after school. Furthermore, they have encouraged parents to form a relationship with the public library.

PALS – parents as literacy supports. Twice per year, Nancy Pennier and the kindergarten teacher(s) run PALS. During this time, kindergarten parents are invited to come in, read with their children, take part in literacy games, and receive resources that focus on literacy. (Due to funds being shifted to other programs, this program may not continue).

READY SET LEARN – Once per year, children aged 3-5 and their families are welcomed into our school to help show what programs are available in our community. Although this is not just focused on literacy, many of the tables and gift packs key in on early literacy. This is a ministry-funded program.

#### **Action 4**

- **Continue to support and expand the role of the Teacher-Librarian at Kent School**

#### **Process:**

We will continue to build upon:

- Teacher-Librarian will collaborate with teachers on how to best use inquiry-based learning and/or technology with students.
- Adopting a “Flexible Library Schedule” (“...*providing open access to the library media center throughout the day, rather than only during a scheduled library time... eliminating a rigid schedule of regular library times for each class allowing teachers to schedule their classes into the library as needed for appropriate lengths of time to suit the planned learning activity*” (AL, 2010). In previous years, teachers brought their classes to the library as prep coverage. This year, the flexible schedule allows the library to be a ‘part of every class’. TL will be available to help students and teachers plan and implement projects, use technology to create and showcase learning opportunities, and encourage a passion for reading.
  - Teachers reserve blocks in the weekly library schedule for teachers to ‘sign in’ for work in the library, to encourage cooperative teaching between staff and the TL, to provide a more intensive opportunity when the teacher needs it, provide Teacher Research Book Loans of up to 50 books for use in their classrooms during the length of the project
- TL will work with teachers to enhance student learning through Resource-based

learning; project work; enrichment; differentiation

- Ie. Under the Sea, grade 1/2; Canadian Animals, grade 2/3, Canada's Provinces and Territories, grade 3; Birds, grade 1; Habitats, grade 4; Countries of the World, grade 5; Important Canadians, grade 5.
- Movement to a "Learning Commons" model. The library will continue to be "open" throughout the day for students and families to exchange books or research questions that arise in class. The library will be the learning and literacy hub of our school.

#### Challenges to Overcome:

- Family support for literacy – we will continue to work WITH families and the community to help encourage literacy support in the home.
- Changing role of special education assistants – SEAs are not working with our highest needs students so literacy support is through our pyramid of reading intervention (differentiation-intervention-designation).
- Inconsistencies around assessment and instruction for reading at different grade levels and in different classrooms.
- Some students arrive at our school well below grade level

#### Measurement of Success:

This plan is a working document that will be discussed at staff and School Planning Council meetings. Literacy is a goal in every classroom at Kent School. Ongoing assessments will be done to ensure students are reading at an appropriate level and where there is a need, some of the aforementioned intervention strategies will be put in place.

Many of the preceding actions are already commonplace at Kent School. *Action 2 is of utmost importance to us for 2012-15 as this is where positive change will take place to better support the needs of our students.* Our benchmark will be 80% of our grade 4-6 students meeting expectations in reading based on BC Performance Standards, District Wide Write and DART. In addition, student surveys based on the following 3 questions:

- Do you like to read?
- Are you getting better at reading?
- Are you getting better at writing?

I am excited to see all the initiatives around family engagement, reading culture, and the expanding leadership role of the teacher-librarian for next year. At Kent School, we believe literacy is an ongoing process and challenge. We are always faced with new students who struggle with literacy and we will continue to work together, along with the community, to develop each student's fundamental skills and help them to focus on literature that interests them so that they can eventually leave our school as confident and engaged readers.

## **Hope Secondary School**

### **Literacy Plan**

**2012-2013**

#### **Overall Purpose:**

**To continue to improve and promote literacy and information literacy for students of Hope Secondary (Grades 8-12)**

#### **Goal 1**

**To continue to support and promote a community concept of literacy for students of Hope Secondary (Grades 8-12)**

#### **Strategies**

- Meet with District Literacy Coordinator in September to discuss coordination with and promotion of Fraser Valley Regional Library (Hope Branch)
- Attendance meetings with the District Literacy Committee – Mrs. Lenora Poulin, librarian, is very interested in being involved with this committee
- **Promotion of Fraser Valley Regional Library (Lifelong Learning)**
- Encourage membership in **FVRL** by having application forms/cards available
- Promotion of any contests by **FVRL**

#### **Goal 2**

**To continue to support and promote literacy within the school**

- Purchase of Hi-Interest and Lo-Vocabulary materials (eg. Orca Soundings series) to support and encourage reluctant readers and ESL students
- Continued promotion of Aboriginal-funded resource materials (fiction and non-fiction) purchased by District in 2008
- Support/Suggestions/Assistance/Requests for and from students during Language Arts Novel Studies (Grades 8-12)
- Continue to welcome suggestions for new fiction from staff and students

- Continue to increase the school library circulation of reading material
- Encourage silent reading in classes
- Focus on study skills and organizational skills, particularly at the grade 8 & 9 levels

### **Goal 3**

#### **To continue to enhance and promote information literacy for students of Hope Secondary (Grades 8-12)**

##### **Information Literacy**

- Research skills are taught in conjunction with the Library research classes (includes Social Studies, History, Psychology, Family Studies, and Science)
- Web searching techniques
- **Critical** analysis of websites
- Use of EBSCO Periodical Search Databases
- Continuing effective and efficient use of print resources
- Continue to make staff aware of literacy across all curriculum (ie. new math curriculum with a focus on language included in word problems)
- Inviting authors to the school to offer writing workshops (ie. Ivan E. Coyote)

##### **Considerations for 2012-2013**

1. Try to partner with the Vancouver International Writers' Festival in order to have a writer in residence come to Hope Secondary
2. Continue to add to our collection of First Nations resources—relevancy for our First Nations students
3. Continue to monitor and evaluate the library circulation of materials from our library—the library has enjoyed an increase in circulation of 400% from 2011-12. (from 615 to 2315)
4. Increase the purchase of graphic novels



# Harrison Hot Springs Elementary School

## Literacy Plan 2012-2013

**Harrison Hot Springs Elementary School**  
**2012-2013**

**Our Literacy Plan's Purpose**

The purpose of the Harrison Hot Springs Elementary School Literacy Plan is to:

- ❑ Enhance our Literacy Team's goals, objectives, organization and support;
- ❑ Build on literacy development within our learning community thereby enhancing learning for our students, teachers, and families alike.

**Action:**

Our Literacy Team's ultimate goal is to organize quality reading and writing instruction and literacy events in order to provide the most effective literacy support for our learning community members. Our Literacy Team is united in its efforts to find opportunities to connect reading material with existing knowledge and to engage in open-ended questions and critical discussions about printed material.

As a Literacy Team, we will continue to organize and support literacy development by extending these objectives within our planned activities.

**Process:**

Our school's Literacy Plan continues to be developed through ongoing consultation within our learning community through:

- Staff collaboration and Professional Development
- Guided Reading planning and check-in meetings
- Staff meetings and planning sessions for literacy events
- Collaboration with District Support Staff: Speech Pathologist and therapist, Special Education Helping Teacher
- Collaboration with Special Education Support Staff
- Sharing at PAC and School Planning Council meetings
- Consultation with our Principal who is our school librarian
- Informal consultation with students and their families.

**Goal**

To enhance literacy development for all learners at Harrison Hot Springs Springs Elementary School.

## Actions

### Harrison Hot Springs Elementary School

Literacy Team Initiatives

2012 - 2013

<b>Date</b>	<b>Grade</b>	<b>Activity</b>	<b>Responsibility</b>	<b>Completed</b>
September	Whole School	Screening for Guided Reading Groups	Classen/Dean Assessment Tools: <ul style="list-style-type: none"> <li>• Stein Indication of Reading Level</li> <li>• Jerry Johns: Basic Reading Inventory</li> </ul>	
All Year	Whole School	Buddy Reading	All	
All Year	Identified Students	Speech/Language Therapy	Donna Barner	
All Year	Key Word Charts	Gr. K, 1,2,3,	Solheim/ New Teacher?	
All Year	Words Their Way	Grade One Phonics, Vocabulary, Spelling	C. Hyrnyk	
All Year	Reading A-Z	School Subscription	All grades	
September	Literacy Day	Buddy Activities	All	
September	Whole School	Guided Reading begins	All	
September	Whole School	Raise a Reader	All	

October 4 weeks	Grades 1-4	Fraser Valley Library	Terrill Scott	
October	Usborne Book Fair	School Hallways	Usborne, Classen, Parents	
October	Drop Everything and Read	Whole School Read	All	
November	Grades K,1,2,3	Remembering Day with Grandparents	Solheim	
November	Whole School	Peace Day	All: Taps, Read Playing War, Poems, Gr 2/3/ song, Gr 4 songs, Gr 6 Flanders Field	
November	Grade Two, Three, Four	Spelling Mastery Program	Intermediate Teachers	
December	Technology Team	Xmas Newsletter	Classen, students	
December	Whole School	Christmas Concert: Santa Goes Green	All	



Jan 27	Whole School	Family Literacy Day	All	
February 14	Whole School	Dress Your Best formal luncheon	All	
March 3	Whole School	Dr. Seuss Day	All	
March	Grade 4,5,6,	Reading Challenge	Intermediate Teachers	
April	Grade 3, 4,5,6	DART Assessment	Intermediate Teachers	
May 30	Whole School	Guided Reading Year End Celebration	All	
May	Whole School	DWW	All	
All Year	Library	Thematic organization	Classen	
All Year	Whole School	Writing for Laker Magazine		
All Year	Sp, Ed. Students	Small Jobs Around the School	SEA Team	See List in Appendix
All Year	Whole School	American Sign Language	All	
3X per year	Whole School	Cultural Events at Kent School	All	

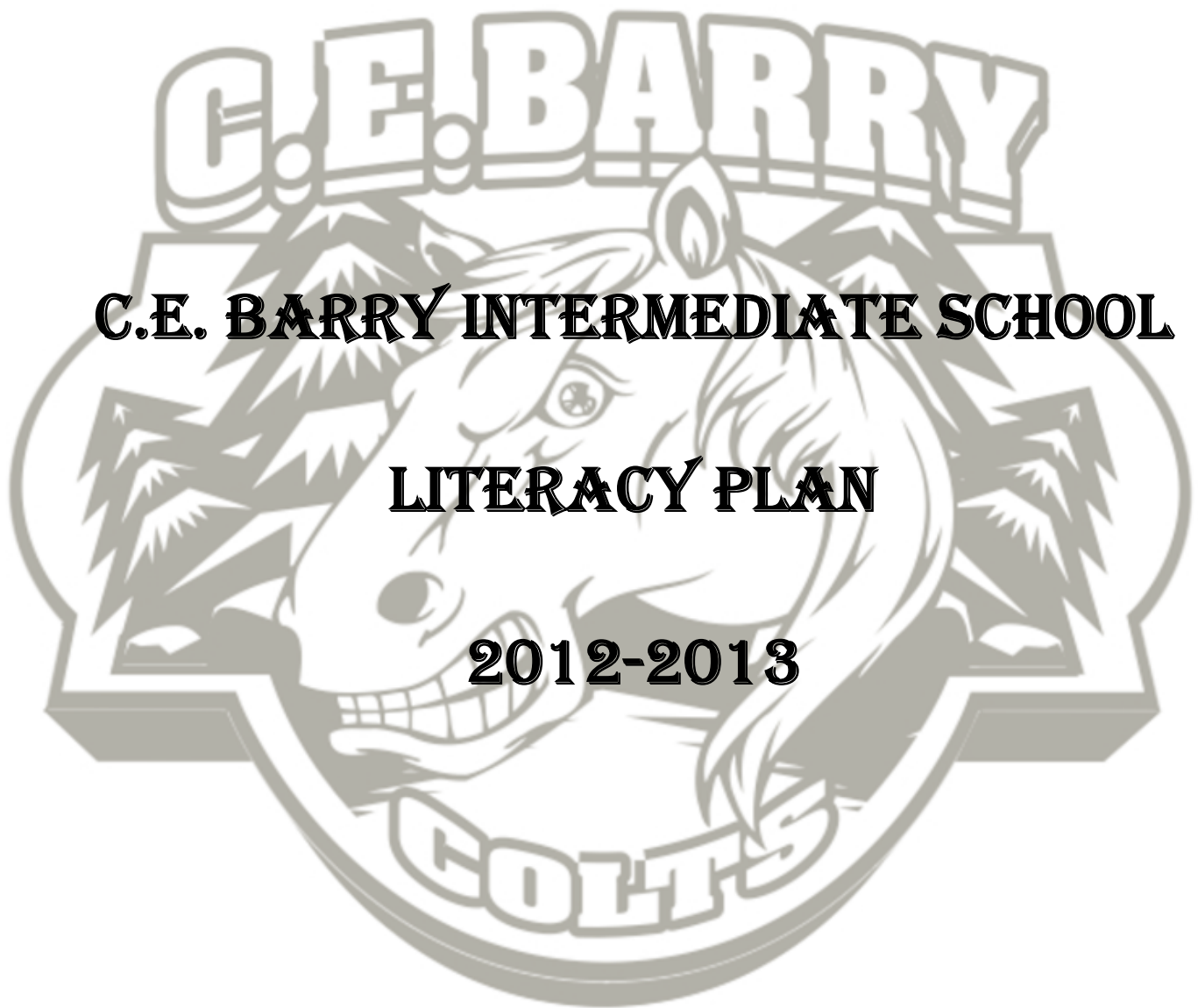
### Measuring for Success:

- ✓ Our Literacy Team will reflect on and assess each of the activities listed, both formatively and summatively.
- ✓ The school literacy plan will be reviewed at staff meetings and School Planning Council meetings.
- ✓ Students' and families' points of view are elicited and considered when assessing activity successes.
- ✓ School-wide Guided Reading assessments are completed for each of three reporting periods.
- ✓ School-wide writes are completed in first and last reporting period,

### Appendix

#### A. HHSES Special Education Small Jobs Around the School

1. Recycling
2. Dishes
3. Sweeping Gym
4. Library book shelving
5. Newsletters to classes
6. Lost and Found
7. Equipment Room tidy
8. Wash PE balls in janitor's room
9. Tidying teachers' toy shelves
10. Garden
11. Litter



**C.E. BARRY INTERMEDIATE SCHOOL**

**LITERACY PLAN**

**2012-2013**

## **Guiding Principle:**

**Literacy** has traditionally been described as the ability to read and write. It is a concept claimed and defined by a range of different theoretical fields. The United Nations Educational, Scientific and Cultural Organization (**UNESCO**) defines literacy as the "ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society."

### **Action**

Continue to work in partnerships with the community to support and sustain the development of literacy at school, at home and within the community.

### **Process**

The school literacy plan has been developed through ongoing consultation with teachers, parents, SPC, PAC and community members. Our target group is struggling learners in our school community. Literacy needs to become a social practice that is evident in our daily educational community.

Guiding principles and values are:

- Promoting literacy and learning
- Supporting families and learners
- Encouraging participation in professional development in the literacy field
- Offering information and suggestions to parents about literacy in the home
- Developing partnerships with the literacy community

Our ultimate goal is to provide children with learning experiences that engage them in lifelong learning and promote positive attitudes towards literacy and learning, be it either in a school, home or community setting.

## **Literacy Plan:**

### **Action**

1. The Literacy Plan will be reviewed at staff meetings, community meetings, PAC and SPC meetings.
2. The Action Plan requires reflection on curriculum and practice, review of procedures, a focus on shared beliefs and an emphasis on collaborative planning.
3. School will bring in local authors to speak to the students – these authors are booked via our school and/or the district.
4. The library will be open at lunch hour a minimum of three (3) days per week.

5. The school will continue to have an annual Book Fair, which will include purchasing:
  - a. New books for library (\$4,000 in the library account),
  - b. New novel study units for the classrooms,
  - c. Graphic Novels will be purchased,
  - d. Modified & adapted novel study units for struggling readers.
6. CTBS testing has been purchased and will be implemented every fall and spring.
7. Laptops have been purchased for both grade 7 classes (a paperless classroom). It has been noted in other schools that the quality and quantity of work improved with the use of laptops.
8. A Buddy Reading / Silent Reading Program has been implemented between classes and grades.
9. There will be Novel Study Programs, Plays & Skits to promote reading i.e. the annual grade 5 play.
10. Discussions are had at PAC meetings. The librarian will attend the first meeting of the year.
11. The school will continue to purchase Penguin Book Kits for ESL students with help from Mrs. Dal Bello.
12. Staff will continue to focus and use the “Six Traits of Writing” program.
13. The school will continue to purchase novels and novel units of interest to First Nations students that deal with First Nation’s culture.
14. The school will continue to use the Success Maker program.
15. The school will continue using Rosetta Stone for ESL students.
16. The school will continue to use the computer as a resource as there are many interactive literacy websites:
  - <http://www.readwritethink.org/classroom-resources/student-interactives/>
  - <http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>
17. The school will continue with involvement in the District Reading Challenge.
18. The school’s At-Risk Program, based on the students’ June report cards, will identify students for literacy support.

## **Goals**

The following two goals have been identified in conjunction with the literacy development process:

### **1. To enhance literacy for children from Grade 5 to 7**

A variety of home reading initiatives and programs are organized and encouraged by members of the school community:

- a. School novels – classroom reading challenge
- b. Learning Resources Programs
- c. School Library book exchange
- d. Learning Assistance Programs
- e. Newsletter tips and techniques on reading with your child

## **2. To enhance literacy development for struggling learners**

- a. Continue to offer Resource Room and Learning Assistance Programs.
- b. Continue to purchase books that focus on First Nations' culture. Small group "First Nations" novel study program for struggling learners.
- c. Continue to offer 'Learning Assistance' to struggling readers. Small group novel study pull out.
- d. Continue to offer an individualized program for students with high needs and individual novel study support.
- e. Continue to use individualized programs, such as "Success Maker" for the Enrichment and remediation of literacy.
- f. Students with ESL receive additional instruction through school/district personnel.
- g. Continue with the licensing of "The Rosetta Stone" Program for ESL students.
- h. Continue to purchase novels that are 'boy' friendly – graphic novels.

### **Efficacy:**

In order to maintain and continue the development of our literacy program, we must continue to communicate and share information with all of our community partners. By doing so we will maintain a strong working relationship with these partners and ensure the continuation of support for our school literacy initiatives.

In classrooms, books are placed on display, teachers and students read aloud, and importance is placed on reading. It is this environment that we want to continue to create in our school. When kids are placed in an ideal environment for learning how to read, it gives them a chance to reach their potential and succeed.

An essential element to maintaining a successful adolescent literacy program is to support teachers in their personal growth and development as professionals. There is a strong, positive correlation between the quality of a program and the quantity of the training and development. In addition, teacher research enables and empowers teachers to make decisions about change, by allowing them to step back and examine what they do. We need to give teachers the tools to create this environment, whether this means buying more novels or providing Pro-D opportunities.

By looking at ourselves and sharing our knowledge, we become strong in our programming, in our resources, and in our learning. By communicating with our community partners, we will continue to expand on this knowledge.

# Boston Bar Elementary Secondary School Literacy Plan 2012-2013

## **Overarching Purpose:**

The overarching purpose of the Boston Bar Elementary-Secondary School Literacy Plan is to build our communities' capacity to support literacy development and to make it a sustainable focus.

## **Action:**

Participate with community partners to support and sustain literacy development

## **Process:**

The school's Literacy Plan establishes the foundation upon which the school can develop strategies to improve student literacy by including school, community and district partner groups. The Boston Bar Elementary Secondary School Literacy Plan is a working document and will continue to evolve in consultation with school staff, Parents Advisory Committee, School Planning Council and the community literacy coordinator. The school principal will be the schools representative at community literacy meetings.

The school's literacy plan has been based on data included in the Boston Bar Elementary Secondary School Growth Plan for 2012-2013.

## **Goal 1:**

Student reading and writing improve toward District target of 85% meeting or exceeding expectations including 15% exceeding expectations according to provincial performance standards.

## **Rationale:**

**FSA results and report card marks show lower than desired overall achievement in reading and writing among students. The number of "I" packages have increased over the school year and has hindered the students ability to be prepared and complete courses needed for graduation. Majority of secondary students struggle to with reading materials for their courses.**

## **Objective 1.1:**

**Aboriginal student literacy will improve with fall to spring growth approaching 1 year.**

## **Actions:**

### **Continue to:**

- expect daily reading for all students at school and at home – including USSR, Buddy Reading, Oral Reading
- invite parent and community volunteers into classrooms including FN elders
- invite First Nations parent and community participation in the school (FNSW will help to make First Nations parent and community participants feel welcome and comfortable in the school)
- provide targeted performance based reading instruction at lower and upper intermediate levels so that there is focused reading instruction for students who require it from K to 9. These strategies could include SMART Reading, Guided Reading, etc.
- provide Early Intervention instruction and support for families with pre-school age children using Ready Set Learn model
- schedule staff meetings that focus specifically on reading strategies and structures in the school
- have daily home reading structure in place throughout elementary grades
- develop student portfolios throughout the grades as assessment of, for and as learning
- extend use of Provincial Performance Standard rewritten into student friendly language
- make reading and writing a visible priority throughout the school
- increase remedial literacy and numeracy support for grades 8 and 9 during academic course instruction
- use provincial performance standards and exemplars combined with portfolio assessment to improve assessment as and for learning
- offer FN language instruction and related oral tradition to Primary students, including storytelling and cultural icons
- provide Strong Start program at school to support parents of pre-school age children
- Friday School tutoring program

### **Begin to :**

- use a more structured approach that focuses on strategies, sharing ideas, etc.
- focus on study skills and searching for clues (meta-cognition) for grades 8-12
- based line testing for reading in fall to determine a starting point
- retest in spring to record growth
- schedule regular FN education committee meetings with local Band managers or chiefs to discuss student progress
- schedule peer observations of lessons, followed by discussion about “best practices” in literacy / numeracy instruction



- examine daily routines to determine what activities could be excluded to allow for more instructional time for core academics
- offer FN language instruction and related oral tradition to Primary students, including storytelling and cultural icons

**Objective 1.2:**

**All students (possibly excluding low incidence – high needs) will reach a functional literacy level to allow success in secondary courses.**

**Actions:**

**Continue to:**

- expect daily reading for all students at school and at home – including USSR, Buddy Reading, Oral Reading
- invite parent and community volunteers into classrooms including FN elders
- invite First Nations parent and community participation in the school (FNSW will help to make First Nations parent and community participants feel welcome and comfortable in the school)
- provide targeted performance based reading instruction at lower and upper intermediate levels so that there is focused reading instruction for students who require it from K to 9. These strategies could include SMART Reading, Guided Reading, etc.
- provide Early Intervention instruction and support for families with pre-school age children using Ready Set Learn model
- schedule staff meetings that focus specifically on reading strategies and structures in the school
- have daily home reading structure in place throughout elementary grades
- develop student portfolios throughout the grades as assessment of, for and as learning
- extend use of Provincial Performance Standard rewritten into student friendly language
- make reading and writing a visible priority throughout the school
- increase remedial literacy and numeracy support for grades 8 and 9 during academic course instruction
- use provincial performance standards and exemplars combined with portfolio assessment to improve assessment as and for learning
- offer FN language instruction and related oral tradition to Primary students, including storytelling and cultural icons
- provide Strong Start program at school to support parents of pre-school age children
- Friday School tutoring program

**Begin to:**

- use a more structured approach that focuses on strategies, sharing ideas, etc.
- focus on study skills and searching for clues (meta-cognition) for grades 8-12
- based line testing for reading in fall to determine a starting point
- retest in spring to record growth
- schedule regular FN education committee meetings with local Band managers or chiefs to discuss student progress
- schedule peer observations of lessons, followed by discussion about “best practices” in literacy / numeracy instruction
- examine daily routines to determine what activities could be excluded to allow for more instructional time for core academics
- offer FN language instruction and related oral tradition to Primary students, including storytelling and cultural icons

**Objective 1.3:**

Reduce the number of Secondary “I” packages that need to be completed at report card time.

**Actions:****Continue to:**

- schedule parent and community volunteers in classrooms
- arrange parents and the community support for students in attaining required outcomes including homework support both in and out of school.
- follow up with students in developing a stronger work ethic
- target students who have a history of “Incompletes” on report cards and closely monitor their progress, setting individual goals, providing counseling , support and incentives
- develop student portfolios throughout the grades as assessment of, for and as learning
- extend use of Provincial Performance Standards for assessment as and for learning
- host tutoring program within the school/offer Friday school opportunities
- provide a higher level of tutoring, learning assistance and special education support for students
- use provincial performance standards and exemplars combined with portfolio assessment to improve assessment as and for learning
- Handing out the “I” packages prior to report cards
- Acknowledge effort to improve outcomes, including phone calls home and special activity incentives.
- Friday school tutoring sessions

**Begin to:**

- Recognition that focuses on percentage gains specifically.
- Focus on positive responses more than negative.
- Have students set goals for academic performance that exceed 55%
- Use Social Responsibility Quick Scale as feedback to students regarding their performance in class.
- Use graphs and other visual aids to reinforce obvious gains.
- Increase the # of visits to post secondary institutes with students in grades 10/11/12
- Career Fair
- Visit post secondary institutes with students in grades 10/11/12

**Measuring for Success:**

The school will continue to review data from a variety of sources to determine student improvement in literacy. Results will be shared with community partners and will be revised as needed.



AGASSIZ ELEMENTARY SECONDARY SCHOOL

## LITERACY PLAN

2012 - 2013

# AGASSIZ ELEMENTARY SECONDARY SCHOOL LITERACY PLAN 2012 - 2013

## **Purpose:**

The purpose of the Agassiz Elementary Secondary School Literacy Plan is to support literacy development within the school and surrounding community in a financially and ecologically responsible and sustainable manner.

## Action:

- to support and sustain literacy development as a partner within the greater community of Agassiz, British Columbia

## Process:

The ultimate goal is to improve student literacy and enjoyment of literacy activities by encouraging reading and providing effective supports for students and their families in our communities.

The school's Literacy Plan establishes the foundation upon which the school can develop strategies to improve student literacy by including school and district partner groups. Because it responds to ever-changing student and community needs, it will continue to evolve as a result of consultation with school staff, the Aboriginal Education Council, the Parent Advisory Council, School Planning Council, and the community literacy coordinator. The school librarian has traditionally been the school's representative at community literacy meetings.

The school's current literacy plan has been based on data included in the *Agassiz Elementary-Secondary School Achievement Plan for 2012-2013*, input from school staff, consultation with stakeholders including First Nations, and student feedback at AESS.

## Actions:

- The school librarian will work as a resource person to help achieve Agassiz Elementary Secondary School's literacy goals.
- The school librarian will work with the district literacy committee to participate in or promote community programs that improve student literacy, e.g. Stepping Stones ([www.sfu.ca/community/steppingstones.htm](http://www.sfu.ca/community/steppingstones.htm)), Fraser Cascade Literacy Task Initiative ([www.wannaread.org](http://www.wannaread.org)), Agassiz-Harrison Community Services, Provincial Government ([www.readnowBC.ca](http://www.readnowBC.ca)), Decoda ([www.decoda.ca](http://www.decoda.ca)). This may include providing resources and supports for those who may not be engaged in literacy activities.
- The school librarian will outline the literacy plan at school staff meetings.

## Goal 1:

To improve literacy skills for students from Grade 7-12, especially target groups identified as being lower achievers or with reading difficulties (i.e. First Nations, boys, ESL readers).

### Rationale:

Literacy improvement is a district and provincial goal. AESS scores from a variety of data sources indicate that the school will need to continue to work on the reading and writing skills of its students. Improving literacy skills is critical to student success; therefore, teachers and support workers regard this goal to be of the highest priority. In accordance with the Education Enhancement Agreement, the literacy plan must include means to increase First Nation/Aboriginal student success in school.

### Actions:

1. Reading assessment
  - Students in Grade 7 & 8 will be tested using *Star Reading* to determine an appropriate reading level for each student. Students who were tested in Sept./Oct. 2011 will be retested in June 2012 to validate previous scores, and examine individual growth.
  - The Web-based *Accelerated Reader* program will be implemented in September 2009 to monitor student improvement in reading over the course of the year. English teachers will determine the frequency for follow-up testing.
2. Library Resources (funding dependent)
  - Increase the collection of library books available to support the *Accelerated Reader* program.
  - Increase the current collection of segmented reading resources (magazines, newspapers) and reading materials with high interest/low vocabulary, e.g. books, graphic novels, books that especially appeal to boys
  - Increase the numbers of titles that center on characters and events relating to and written by Canadian First Nations people.
  - Increase the number of titles for use by ESL students.
  - Increase the fiction collection to invite a wider group of reading abilities
  - Develop strategies and resources to support digital and media literacy
  - Promote writing contests from various organizations (e.g. [www.internationalfestival.ca/subpage/contests/writing-contest/](http://www.internationalfestival.ca/subpage/contests/writing-contest/))
  - Promote International Literacy Day (Sept. 8, 2012, etc.) and other notable literacy days/weeks (e.g. Family Literacy Day; Media Literacy Week, Nov 5-9, 2012; Freedom to Read Week ) in the library and school
  - Use library computer homepages to promote reading promotions (e.g. Teen Reading Club- [www.teenrc.ca](http://www.teenrc.ca))
  - Continue to make available novel study packages consisting of novel units and teacher guides for teachers who require books for literature circles and students who have difficulty reading at an appropriate grade level, e.g. “Street Scene” and “Death on the Sidewalk” by Paul Kropp / Lori Jamison Rog (Hip Edge Books).
  - Place titles of “Books for the Well-Read” in English classrooms.

- Review and purchase novels students recommend, e.g. “Hunger Games”, to increase students interest.
  - Plan strategies with teachers to encourage summer reading by students.
  - Invite authors to provide ‘readings’ of their work, exposing students to the writing and process
  - Improve shelf organization (i.e. signage) to assist readers in finding suitable materials
  - Re-organize and display the library collection to promote access and interest; create an atmosphere conducive to promoting reading
3. Staff and Curriculum Support (funding dependent)
- Continue initiating and collaborating with teachers in the design, development, delivery of units that integrate information gathering and processing skills into different curricular programs
  - Continue initiating and collaborating with teachers in the design, development, delivery of units that address the needs of students on modified and adapted programs
  - Continue initiating and collaborating with teachers in the design, development, delivery of units that address the needs of students who can benefit from enrichment activities
  - Continue writing original units (poetry, novel study, short story study...) for English teachers
  - Continue compiling information for English teachers on language study topics e.g., forms of writing, scoring rubrics, graphic organizers, novel units ...and maintaining it on the school computer server
  - Continue purchase print and nonprint materials to support literacy needs of students in different subject areas.
  - Seek out and promote professional development opportunities for educators within the school to better understand how literacy can be supported in and outside of the classroom
  - Continue initiating and collaborating with teachers in the design, development, delivery of units that focus on digital and media literacy
4. Student Support
- Continue library orientation of Grade 7 students and other students new to the school.
  - Continue to reduce any stigma associated with lower reading ability
  - Continue introducing and promoting usage of the computerized library catalogue to Grade 7 students and other students new to the school.
  - Continue assisting students with effective and efficient means of selecting appropriate Internet resources

## **Goal 2:**

To maintain and strengthen literacy development capacity between Agassiz Elementary Secondary School and the community.

### Rationale:

AESS has a strong history of cooperation with the Fraser Valley Regional Library (FVRL) which dates back to the time the school library and public library shared the same space. This cooperation has continued over the past years, and it is hoped this will remain unchanged in the future. The school benefits from this close cooperation by having access to a wider range of fiction and non-fiction resources for advanced readers. The school also benefits because the head of the Agassiz branch of the FVRL encourages the Special Education department of AESS to make use of their facilities. The regular student use of their collection, orientation of Grade 7 & 8 students to their library, and invitations of classes of students to participate when authors have readings is also a welcome benefit of this relationship. Readings by authors is something the AESS library is ordinarily not able to support financially on an independent basis. The FVR Library has a variety of other resources available that provide a “good fit” with literacy efforts at the school – such as summer reading programs, online homework help, and open WiFi access that allows students to use their own laptops for research and communication when access via the district’s computers is unavailable.

AESS and SD78 also have a long-term cooperative relationship with the Fraser-Cascade Literacy Task Initiative. Their website, [www.wannaread.org](http://www.wannaread.org), targets all readers within our greater community. By supporting literacy in the homes of our students, we encourage and demonstrate the value in reading. AESS has donated to the Task Initiative outdated books from our library that can still find some usefulness within the community.

### Actions:

1. Continue collaboration with the public library by:
  - a. Encouraging students new to the school and community to apply for and use public library cards
  - b. Participate in orientation activities offered by the library
  - c. Use opportunities offered by the public library to participate in author readings.
2. Continue to donate surplus / out-dated books to Fraser-Cascade Literacy Task Initiative

### Measuring for Success

The school will continue to review data from tools identified in the *Agassiz Elementary-Secondary School Achievement Plan* and the *Accelerated Reader* program to determine student improvement in literacy. Results will be shared with staff and the literacy plan will be revised as necessary.



# Silver Creek Literacy Plan

## Goal 1: *To improve student literacy skills in all grades*

Objective 1:1 - to ensure that 90% of K-2 students meet or exceed Grade level standards (see appendix A page 6)

Objective 1:2 - to improve School Wide Write results for students grades 2,3,5 and 6 and FSA results for grades 4 & 7 (see appendix B page 7)

Objective 1:3 – To improve reading comprehension results for intermediate students in response to the decline in results since 99/00

## Goal 1 Strategies and Structures (improve student literacy schoolwide)

### Strategies:

Continue to:

- Use Performance Standards to inform as, of and for learning
- Use of results of SWW, Derait and reading assessments to guide our teaching
- Use Gates MacGinitie assessments with intermediate students to guide yearly plans
- Use Assessment For Learning strategies
- Personalize learning experiences for our students

Begin to:

- assess and use FSA results for discussion and planning
- communicate home reading results in newsletters, PAC and SPC meetings
- use D.A.R.T. for reading assessment

### Structures:

Continue to:

- access primary release time for Early School Success activities
- access school funding to resource literacy programs
- provide Ready, Set, Learn program for early learners
- work with community literacy initiatives to improve reading levels
- work closely with community library initiatives

Objective 1:1 To ensure all K-2 students meet or exceed grade level standards.

Rationale: Primary students are encouraged to begin the reading program as soon as possible, with parents helping with the reading until the children are able to read independently. This has resulted in good progress with letter recognition and sight words.

<b>DERAIT(Spring 2012)</b>		<b>ALL</b>	<b>FN</b>	
<b>Kindergarten</b>	<u>Letter Recognition</u>			
	Meets/exceeds	69%	66%	Goal not met
	<u>Letter Sounds</u>			
	Meets/exceeds	56%	33%	Goal not met
<b>Grade 1</b>	<u>Letter Recognition</u>			
	Meets/exceeds	92%	Mask (1)	Goal met
	<u>Letter sounds</u>			
	Meets/exceeds	85%	Mask (1)	Goal not met
	<u>Sight Words</u>			
	Meets/exceeds	69%	Mask (1)	Goal not met
	<u>Running Record</u>			
	Meets/exceeds	62%	mask (1)	Goal not met
<b>Grade 2</b>	<u>Running Records</u>			
	Meets/exceeds	82%	100%	Goal not met

### Term Two results – March 2012(Report Cards)

- K – 75% meeting or exceeding - Language Arts
- K – FN – 33% meeting / exceeding
- 1 – 50% meeting or exceeding - Language Arts
- 1 – FN - Masked
- 2 - 90% meeting or exceeding - Language Arts
- 2 – FN – 75% - meeting / exceeding

### Grade 3 results –60% meeting or exceeding -Language Arts

- 70% meeting or exceeding - Math
- First Nations – 50% meeting or exceeding – Language Arts
  - - 75% meeting or exceeding math

### Grade 4-7 results (term two report cards)

	Grade 4	Grade 5	Grade 6	Grade 7
<u>Language Arts</u>				
AorB	57%	55%	50%	41%
C+ >	79%	70%	83%	53%
FN C+>	75%	40%	mask	75%
<u>Math</u>				
AorB	71%	50%	83%	41%
C+>	86%	80%	83%	53%
FN	75%	80%	mask	50%

**Coquihalla  
Elementary School**

**Literacy Plan**

**2012-2013**

**Coquihalla Elementary School**  
**Literacy Plan**  
**2012-2013**

**Guiding Principle**

Literacy is everyone's business and we all have a part to play in supporting literacy development in our schools, homes and community

**Action**

Continue to work in partnerships with the community to support and sustain the development of literacy at school, at home and within the community.

**Process**

The school literacy plan has been developed through consultation with teachers, parents, SPC, PAC and community members. Our targets include preschool, early learners and the K to 4 student/parent community. Literacy needs to become a social practice that is evident in our daily education community.

The Coquihalla literacy plan was presented to staff, SPC and PAC for further input. Our guiding principles and values are to:

- Promote literacy and learning
- Support families and learners
- Encourage participation in professional development in the literacy field
- Offer information and suggestions to parents about literacy in the home
- Develop partnerships with the literacy community

Our ultimate goal is to provide children with learning experiences that engage them in lifelong learning and promote positive attitudes towards literacy and learning, be it either in a school, home or community setting.

## **Action**

1. School librarians will work with the district literacy committee to develop and implement literacy plans.
2. The Literacy plans will be reviewed at staff meetings, community meetings, PAC and SPC
3. The Action Plan requires reflection on curriculum and practice, review of procedures, a focus on shared beliefs and an emphasis on collaborative planning.

## **Goals**

The following four goals have been identified in conjunction with the literacy development process. A report on the progress of each goal is included in this report.

1. To raise public awareness
2. To enhance literacy for children from birth to kindergarten
3. To enhance literacy for children from Grade 1 to 4
4. To enhance literacy development for struggling learners

### **Goal 1: To Raise Public Awareness to the importance of literacy by exposing families to the variety of programs that are available for all learners.**

#### **Actions**

- a) Continue to work with the various partnerships in community literacy programs.
  - a. Ready Set Learn
  - b. Books for babies
  - c. Reading Link Challenge (FVRL)
  - d. Summer Reading Program (FVRL)
  - e. Picture Book Workshop
  - f. Story Time in the Park
  - g. Strong Start
  - h. Various book companies (Book Fairs)
  - i. Fraser Valley Regional Library (FVRL)
    - i. Interlibrary loans
    - ii. Author programs
    - iii. Safety
    - iv. Exchange of resources (puppets, videos tapes etc)

- b) Continue to inform our school community about literacy through the school newsletter, school website and teacher blogs
  - a. International School Library Day
  - b. Drop Everything and Read Campaign
  - c. Raise a Reader
  - d. Newsletter tips and techniques on reading with your child
  - e. Accelerated Reader
  - f. STAR reading program
  - g. Home Reading Program
  - h. Attention to websites like pbskids.org and starfall.com

## **Goal 2: To enhance literacy for children from birth to kindergarten**

### **Actions:**

- a) Coquihalla Elementary School houses and supports the Strong Start program.
- b) Strong Start students attend the school library once a week for story time.
- c) Students are exposed to a variety of booktalks (i.e. Puppetry, Bookflix computer programs, Smartboard)
- d) Ready Set Learn is offered in our school with an emphasis on literacy, play and activities
- e) Each student in “Ready Set Learn” is given a book at the end of the day.
- f) The school community supports and engages in programs offered by the FVRL for pre-school students.
- g) Intervention meetings (preschool/kindergarten) continue to take place for early detection of special needs and learning difficulties
- h) The school community works in partnership with the district literacy community by sharing resources, materials, and program initiatives.

## **Goals 3: To enhance literacy for children from Grade 1 to 4**

- a) A variety of home reading initiatives and programs are organized and encouraged by members of the school community
  - a. Learning Resources - home reading program
  - b. School Library book exchange
  - c. Learning Assistance – Book Bag Program
  - d. DEAR – Drop Everything and Read
  - e. Accelerated Reader (Home Connect)
  - f. EBS Book Prizes

- g. Class libraries contain hundreds of books
  - h. Learning Assistance Book Bags (done Monday to Thursday)
- b) Coquihalla offers a variety of programs to encourage and promote literacy within the school.
- a. Early Morning Read with Parents in several classrooms
  - b. Read to Succeed (Reading program offered by the Chilliwack Chiefs)
  - c. Buddy Reading
  - d. Magic Treehouse Reading Passport (Library lunch hour program)
  - e. Readers Theatre
  - f. Choral Reading
  - g. Morning Reading Club in First Nations room
  - h. Smartboard - Interactive communication board
  - i. Storybook Character Day
  - j. SRA Reading Kits
  - k. Implementation of Program Guidelines
  - l. Parent/child reading time
  - m. Poem in your pocket (week long event)
  - n. Edible Book Day
  - o. Breakfast Reading Program
- c) In conjunction with partners in literacy, several programs are offered to enhance the literacy program in the school
- a. Tutor Program (Chawathil Tutor Program)
  - b. Reading Link Challenge (FVRL)
  - c. Author Visits (FVRL)
  - d. A variety of Contests (FCSD and Community)
    - i. Poetry
    - ii. Writers
    - iii. FCSD Writers guild
    - iv. Gifted Programming (FCSD)
  - e. Summer Reading program (FVRL)
  - f. Story Time in the Park
  - g. Scholastic Book Fair held twice a year
  - h. Used Book Sale, held twice a year, with books at fifty cents each

#### **Goal 4: To enhance literacy development for struggling learners**

- a) Coquihalla School offers a full day kindergarten for all students
- b) Continue to purchase books that focus on First Nations' culture.
- c) Continue to offer Learning Assistance to struggling readers
- d) Continue to offered an individualized program for students with high needs through the Special Education Program
- e) Continue to use individualized programs, such as "Success Maker" for the enrichment and remediation of literacy.

- f) Student with ESL and ESD receive additional instruction through school personnel.
- g) Continue with the licensing of “The Rosetta Stone” Program for ESD and ESL
- h) Implement STAR Reading assessment to target student growth in grades 1 to 4

### **Efficacy**

In order to maintain and continue to be a guiding force in the quest for literacy, we must continue to maintain a strong working relationship with all our community partners. Through the development and implementation of our Literacy Plans, and the conveyance of this knowledge through our PVP meetings, we will all be working towards the same end result. By sharing our knowledge, we become strong in our programming, resources, learning needs and partnerships in all community-based literacy programming.

### **Measuring for Success:**

Satisfaction Survey Results  
Report Cards  
FSA (Reading)  
DERAIT  
Participation numbers in various programs  
STAR Reading  
Accelerated Reader