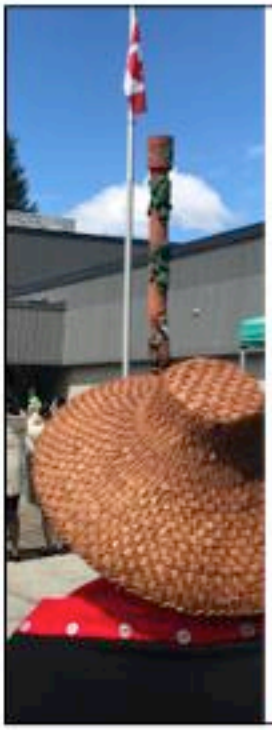
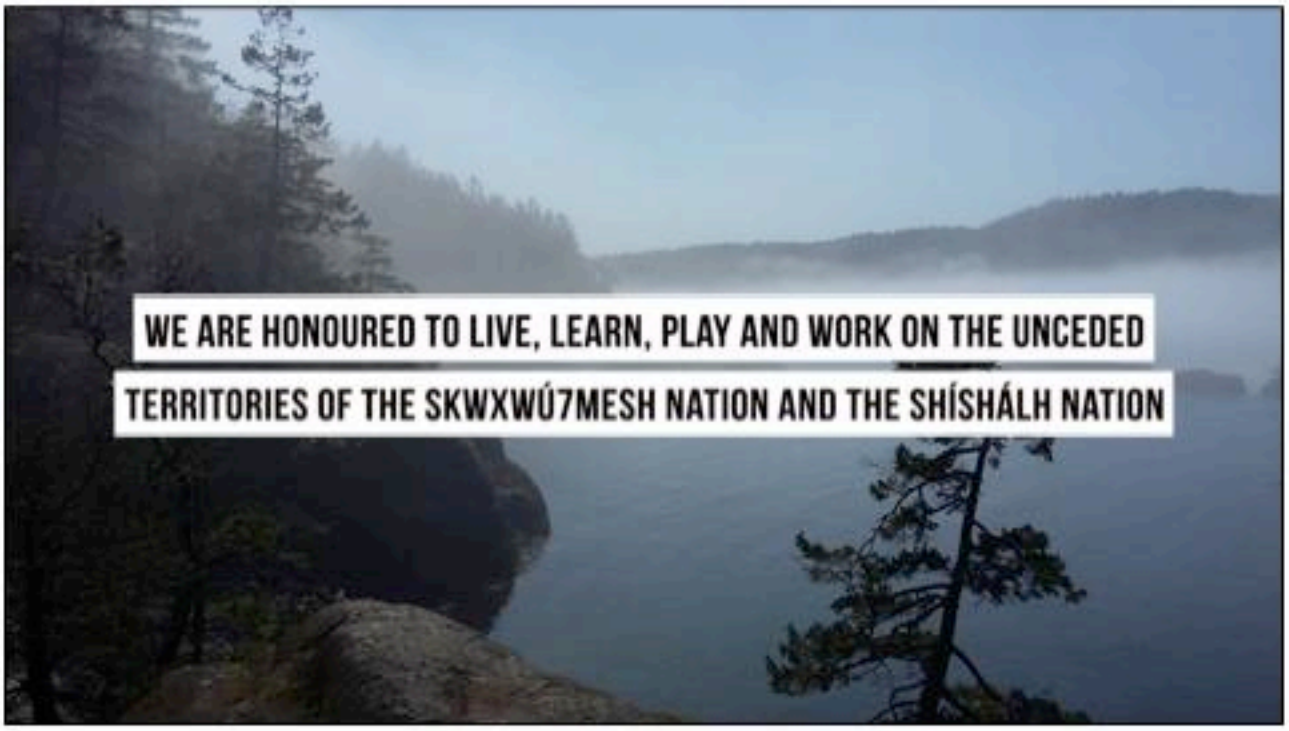


SCHOOL DISTRICT 46
SUNSHINE COAST

LITERACY IN SCHOOL DISTRICT 46

Education Committee Oct. 22, 2019



DEFINITION OF LITERACY

Literacy is the ability to make **meaning** from text and express oneself in a variety of modes and for a variety of purposes. This includes making connections, analyzing critically, comprehending, creating, and communicating.

....more than skills and content!

> *The shift to literacy and numeracy opens the possibilities of creating more cross-curricular, flexible and relevant learning opportunities.*

LITERACY ASSESSMENTS - OVERVIEW

- EDI - **Early Development Instrument - EDI**
- Kindergarten Survey - **Kindergarten**
- Phonological Foundations – **Kindergarten to grade 2**
- EPRA -**Early Primary Reading Assessment - Kindergarten – Grade 2**
- PM Benchmark - **Primary**
- DART - **District Assessment of Reading Team – Grades 3 – 9**
- Performance Standards – **Ongoing Data Collection to Inform Teaching.**
  - **Summative data collection in June**
- Provincial Graduation Literacy Assessments
  - **Grade 10 in 2019/20 & Grade 12 in 2020/21**
- How Are We Doing? – **Indigenous – Grades 4, 7, 10 – 12**
- FSA - **Foundations Skills Assessment – Grades 4 & 7**

Foundation skills assessment (FSA)

- Annual, province-wide assessment of reading, writing & numeracy
- Information on student progress for parents, teachers, schools, districts and the Ministry of Education

Foundation skills assessment (FSA)

- Grades 4 & 7
- 4.5 hours to complete all sections
- Administered in the fall:
  Sept. 30 – Nov. 8, 2019

All students take part in a group collaboration activity; respond to reading, writing, and numeracy questions in a paper student booklet; and answer a variety of interactive questions on a computer.

Let's try it!

Focus on the 'Take it Along' section

Take the item out of the backpack that does not belong. Put it back on the shelf.

MINI HIKES

Who said hikes have to be long, or even on foot? Take a mini-hike and give your feet a rest. Try crawling around on your hands and knees, taking time to really look at the ground for those well-hidden bugs. Or, let your fingers do the walking. Find a rotting log and gently probe and poke your way through it with your hands and a pair of tweezers. Take a mini-hike on a tree. Start at ground level and work your way up, checking in the grooves of bark, under loose bark, in holes, in buds, on and under leaves, and in blossoms, seeds, cones, or nuts. You can hike for hours and never get sore feet!

Take it Along

What will you need for your hike? Go over this checklist to make sure you're prepared, and make sure someone knows where you are going!

Checklist ✔

- ❍ a magnifying glass
- ❍ a notepad
- ❍ a hat to keep the sun off
- ❍ a snack if you're going to be gone awhile
- ❍ boots if you're investigating a wet area
- ❍ long sleeves and pants if you're checking out wooded areas

What does the author mean by 'You can hike for hours and never get sore feet!' Check two correct answers:

- ☐ Let your fingers do all the work.
- ☐ Crawl around instead of walking.
- ☐ Wearing great shoes is important.
- ☐ Only look at one or two insects at a time.

MINI HIKES

Who said hikes have to be long, or even on foot? Take a mini-hike and give your feet a rest. Try crawling around on your hands and knees, taking time to really look at the ground for those well-hidden bugs. Or, let your fingers do the walking. Find a rotting log and gently probe and poke your way through it with your hands and a pair of tweezers. Take a mini-hike on a tree. Start at ground level and work your way up, checking in the grooves of bark, under loose bark, in holes, in buds, on and under leaves, and in blossoms, seeds, cones, or nuts. You can hike for hours and never get sore feet!

5. Complete the checklist by adding the item you will need when going on

MINI HIKES

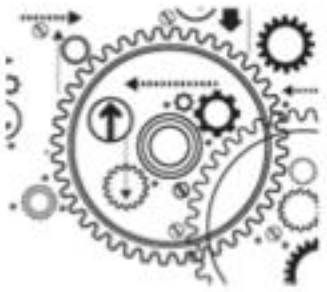
MINI HIKES

Who said hikes have to be long, or even on foot? Take a mini-hike and give your feet a rest. Try crawling around on your hands and knees, taking time to really look at the ground for those well-hidden bugs. Or, let your fingers do the walking. Find a rotting log and gently probe and poke your way through it with your hands and a pair of tweezers. Take a mini-hike on a tree. Start at ground level and work your way up, checking in the grooves of bark, under loose bark, in holes, in buds, on and under leaves, and in blossoms, seeds, cones, or nuts. You can hike for hours and never get sore feet!

Markers assess:

Are students using their own ideas and information from the text to show their thinking?

- Introductory & concluding sentences?
- Run on sentences?
- Correct punctuation?
- Proof-read?



❖ Our results inform our practice!

❖ Lori Jamison in a CARE series focused on writing

STRATEGIC PLAN – LITERACY GOAL

1 B) Our students will be literate. They will be effective communicators, critical thinkers, and engaged citizens.

Many of the goals in the Strategic Plan directly relate to literacy…

Literacy is foundational and relates to many other Strategic Plan goals:

Students will
1 A) Have student voice
1 B) Thrive in early years and throughout their education – inspiring learning, respect, & connection
1 C) Engage with Core competencies; ongoing reflection, experiential learning and personalized inquiry
1 D) Be numerate
1 H) Consider Indigenous and diversity of cultures
1 I) Consider care of the Planet & its Changing Climate
1 J) Be Digitally Literate
1 L) Graduate

Staff will be
2 A) A healthy & inspired team
2 B) Fully supported in Professional Development
2 C) Inclusive
2 D) Leaders
2 E) Engaged in positive partnerships

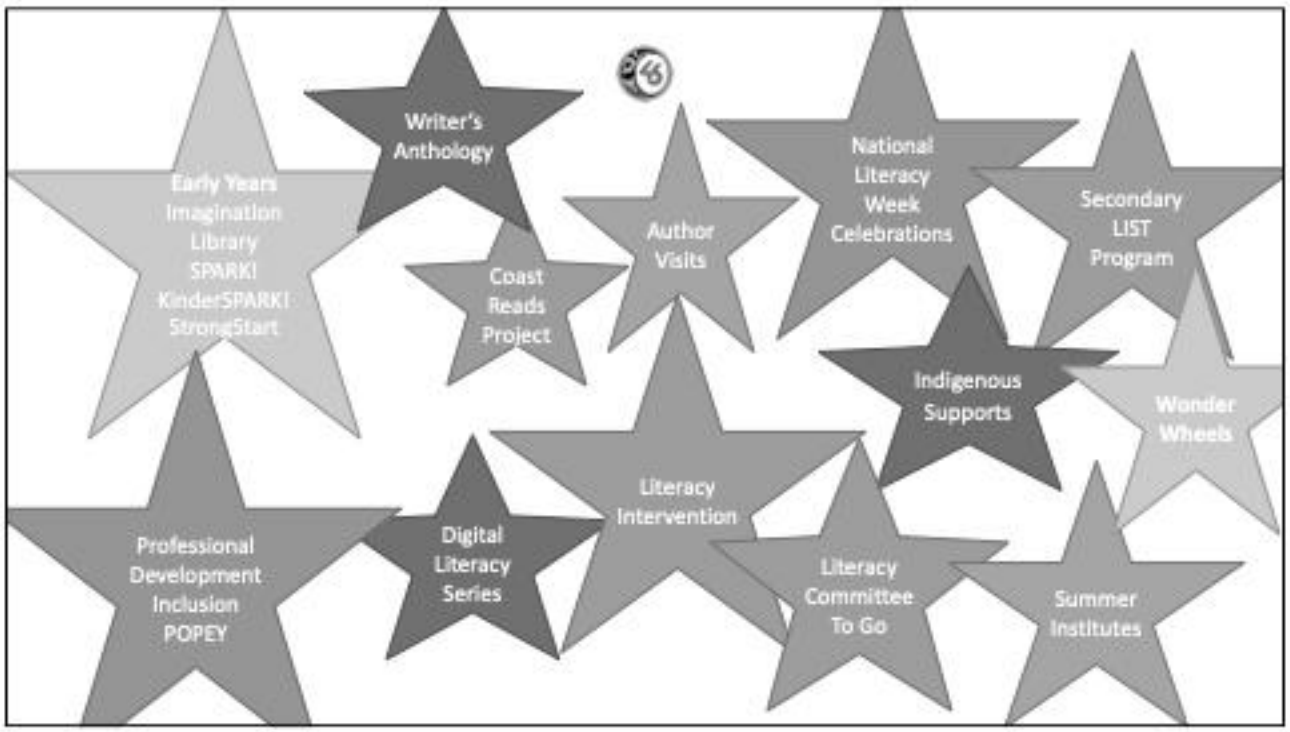
With our Community, we will engage in effective
3 A) Communication
3 B) Vision & Planning
3 C) Collaboration & Deepened Partnerships

Literacy Committee 2019-2020

Goals:

1. **Increase the number of students that experience the joy of reading & writing.**
2. **Continue to build a professional culture intensely focused on improving literacy results for all children**
3. **Explore ways to extend reading & writing opportunities in the broader community and to consider and support successful transitions.**
4. **To improve our ability to understand, support and communicate student literacy skills. (Assessment)**

For each goal we have many Actions!



COLLABORATING ABOUT READING ENGAGEMENT – 'CARE' PROJECT

ADRIENNE GEAR!

FOR ALL TEACHERS K - 7

The first of three sessions for our 2019-20 CARE series is fast approaching!

Adrienne Gear's book 'Powerful Understandings' explores effective ways to build social emotional skills and help students make connections, question what they read, and transform their thinking as they develop into stronger readers and learners. Teachers are invited to attend this session, or all three sessions in the series for a deeper dive into developing critical thinking, communication skills and engaged citizens.

All K – 7 teachers are invited to attend Adrienne Gear's workshop

Attend either session:
12:45 – 3:15 pm: for non-enrolling and CARE teachers (depending on TTOC availability)

OR

3:45 – 6:15 pm Dinner Session – All Teachers Welcome!

Monday, October 7, 2019 at the Sechelt Learning Centre

TO REGISTER:
Contact Emily Bachand by Oct. 3rd ebachand@sd46.bc.ca / 604-885-6782

● Questions?

POWERFUL UNDERSTANDINGS

A deep dive into developing critical thinking, communication skills and engaged citizens.

Sounds good…but how?

WHAT? - SUMMARIZING FACTS

WHAT? Here's what the text says so far...
• Starfish arms grow back if they get cut off. • Process called ***"re-generation"***

WHAT? SO WHAT?
ADD YOUR THINKING TO THE FACTS

WHAT? Here's what the text says so far...	SO WHAT? (Critical Thinking) Here's what I'm thinking...
• Starfish arms grow back if they get cut off. • Process called ***"re-generation"*** 	*•How long does it take for the arm to grow back?*

WHAT? SO WHAT?

WHAT? Here's what the text says so far…	SO WHAT? Here's what I'm thinking…
• Starfish arms grow back if they get cut off. • Process called ***"re-generation"*** 	• *How long does that take for the arm to grow back?* • *Does it only happen once for each leg and then they're out of luck?*

WHAT? SO WHAT?

WHAT? Here's what the text says so far…	SO WHAT? Here's what I'm thinking…
• Starfish arms grow back if they get cut off. • Process called ***"re-generation"*** 	• *How long does it take for the arm to grow back?* • *Does it only happen once for each leg and then they're out of luck?*

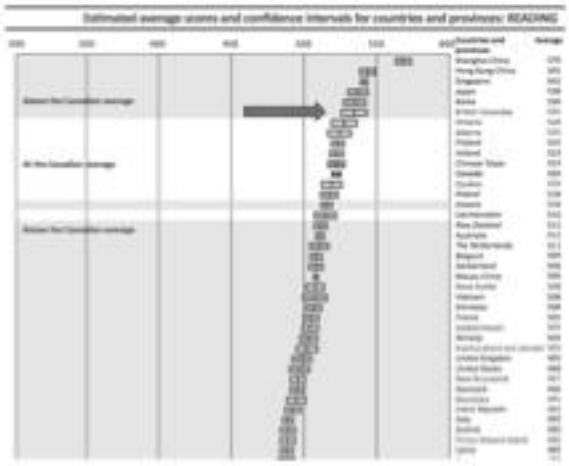
WHAT? SO WHAT? NOW WHAT?

WHAT? Here's what the text says so far…	SO WHAT? Here's what I'm thinking…	NOW WHAT? Here's how my thinking has shifted.

WHAT? SO WHAT? NOW WHAT?

WHAT? Here's what the text says so far…	SO WHAT? Here's what I'm thinking…	NOW WHAT? (Engaged Citizens) Here's what I'm thinking now that I hadn't thought of before…
• Starfish arms grow back if they get cut off. • Process called ***"re-generation"*** 	• *How long does it take for the arm to grow back?* • *Does it only happen once for each leg and then they're out of luck?* • *That reminds me of worms cuz when you cut them in half they grow again.*	• *Too bad that doesn't happen to soldiers. If it did, I bet soldiers wouldn't be so scared to go to war.*

HOW ARE WE DOING? INTERNATIONAL READING



PROVINCIAL RESEARCH

Early Development Instrument
(EDI)
Provincial Research

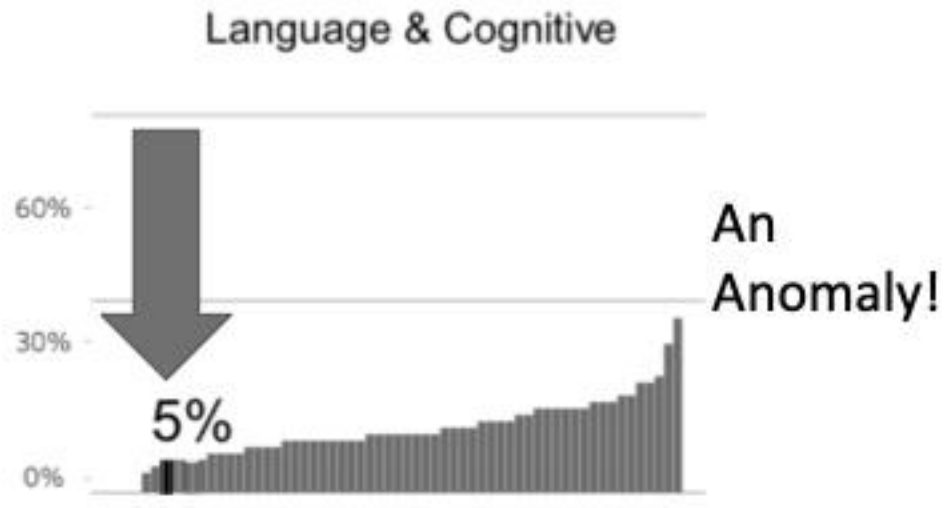
All Kindergarten Teachers in the province

PROVINCIAL RESEARCH

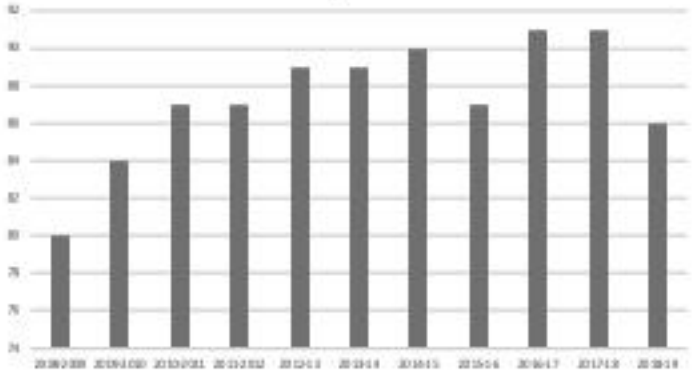
School District No. 46
(Sunshine Coast) is

A LEADER THE PROVINCE

PROVINCIAL RESEARCH



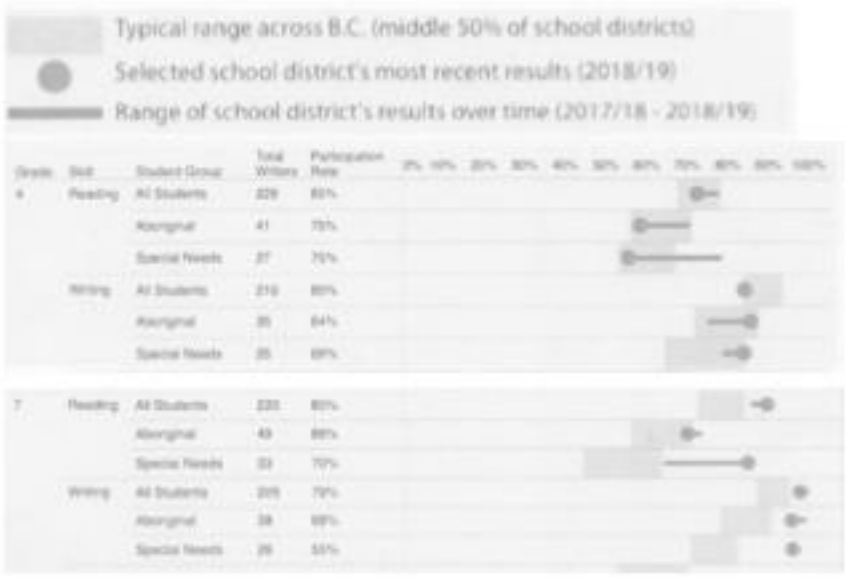
Kindergarten Survey Literacy Results



44/100 in September
to 86/100 in June

Foundation Skills Assessment (FSA)

Grade 7 - above average



Performance Standards Based Assessments

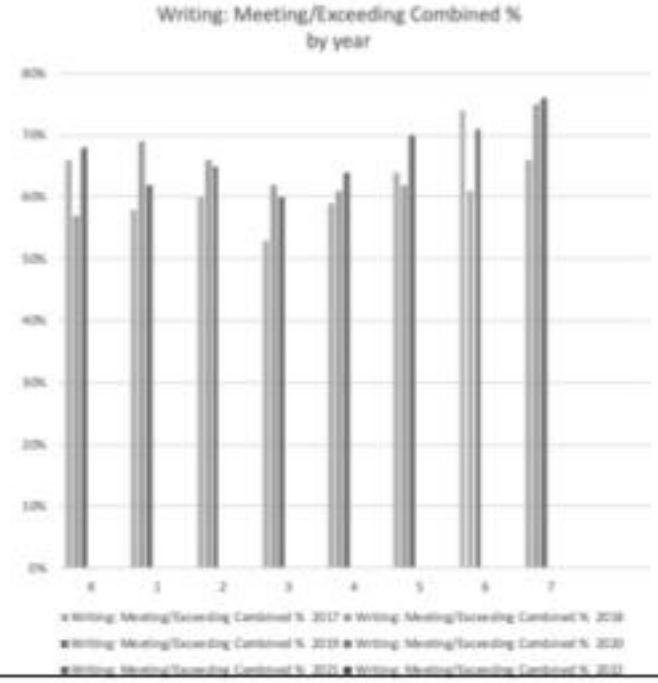
For Years:

- 2017
- 2018
- 2019

Performance Standards Based Assessments

For Years:

- 2017
- 2018
- 2019



Aboriginal Report – How Are We Doing (Nov. 2018)

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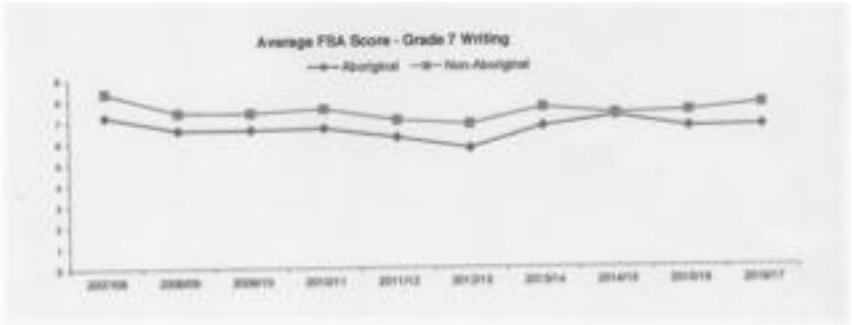

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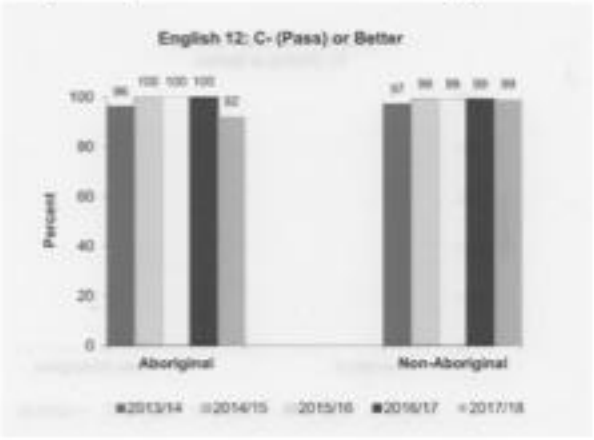


SCHOOL DISTRICT 46
SUNSHINE COAST

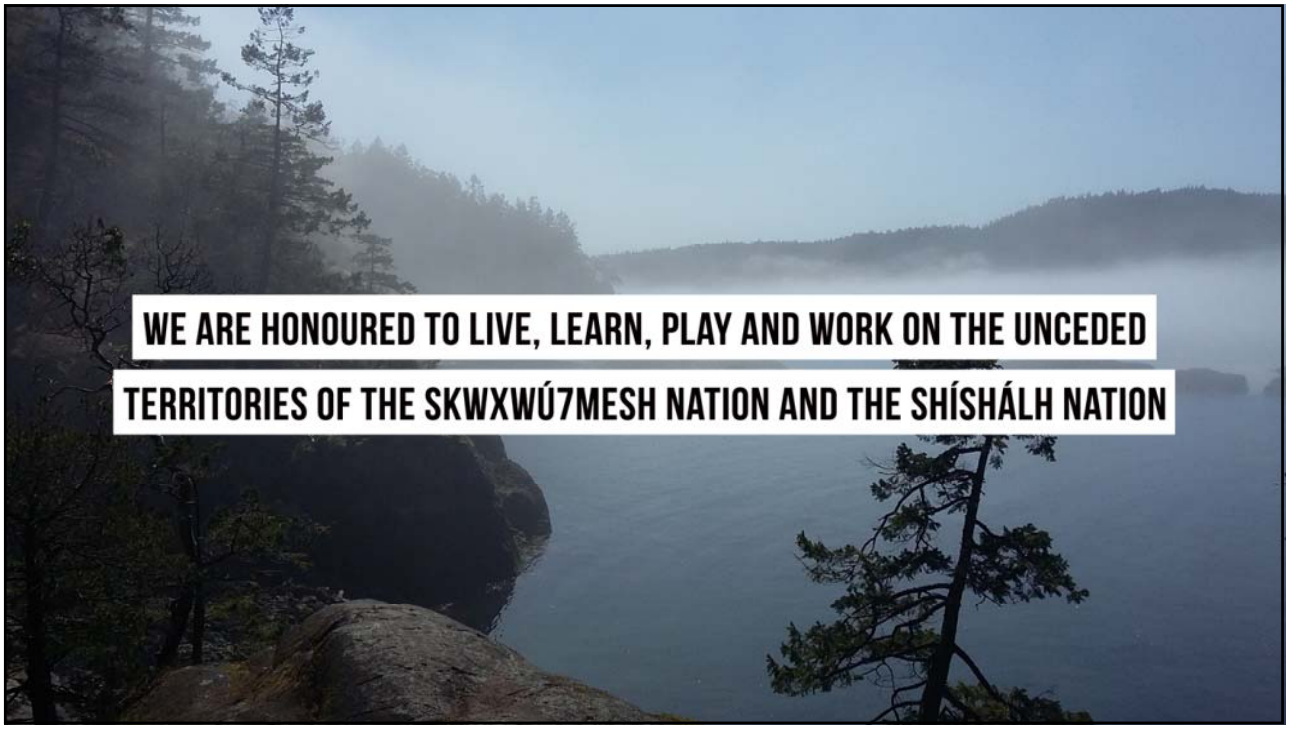
THANK YOU!

QUESTIONS?

SCHOOL DISTRICT 46
SUNSHINE COAST

MDI

Data and Story



WHAT IS MIDDLE YEARS DEVELOPMENT INSTRUMENT?

What is the MDI?

The Middle Years Development Instrument (MDI) is a self-report questionnaire that asks children in Grade 4 and Grade 7 about their thoughts, feelings and experiences in school and in the community. The MDI is not an assessment for individual children. Instead, it is a unique and comprehensive population-based measure that helps us gain a deeper understanding of children's health and well-being during middle childhood.

MDI 101

HOW DOES THE MDI LINK TO THE CORE COMPETENCIES?

factsheet

Did you know that the MDI asks children questions related to **Personal and Social Competencies**?

Your MDI data provide a unique approach to understanding children's social and emotional development and well-being in relation to the **BC Ministry of Education's Personal and Social Competencies**. MDI data do not provide an individual assessment of children. Instead, these data provide a snapshot of how groups of children are doing across important areas of development in our schools and communities.

As illustrated below, areas measured by the MDI reflect facets of children's Personal and Social Competencies, providing valuable context for understanding children's growth and progress on the core competencies.

CORE COMPETENCIES CONTINUED

PERSONAL & SOCIAL COMPETENCIES

Positive Personal & Cultural Identity

Related MDI Measures:

- Connectedness to Adults at Home, School and Community
- Peer Belonging
- Friendship Intimacy
- Empathy
- School Belonging
- School Climate
- Self-Esteem
- Academic Self-Concept
- Importance of Grades
- Friends & Learning
- Self-Awareness
- Perseverance
- Responsible Decision-Making

Personal Awareness & Responsibility

Related MDI Measures:

- Academic Self-Concept
- Self-Esteem
- Self-Regulation
- General Health
- Optimism
- Self-Awareness
- Perseverance
- Responsible Decision-Making
- Assertiveness
- Use of After-School Time

Social Responsibility

Related MDI Measures:

- Citizenship and Social Responsibility
- Prosocial Behaviour
- Empathy
- School Climate
- Connectedness to Adults at School
- Connectedness to Peers
- Self-Regulation
- Assertiveness

CONNECTION TO THE STRATEGIC PLAN

- 1c. Our students will engage in ongoing reflection, experiential learning and personalized inquiry through the application of the Core Competencies.
- 1f. Our students will develop and apply social and emotional skills to successfully live, work, and play together. They will have the resilience and attitude to deal with life's challenges and to manage their mental health.
- Our students will develop and apply skills and habits to support their physical health.

EXPLORING THE DATA

MDI EXPLORING THE DATA - 2/2

What do you see?

Strengths	Challenges	I don't understand/ I want to learn more about...

STORY OF OUR GRADE 7S

2018/2019 RESULTS FOR SUNSHINE COAST

DEMOGRAPHICS

Population		Gender Identity	
Total Sample	197	Boys	51%
Participation Rate	75%	Girls	47%
		In another way	3%

A note on how we are asking about gender identity
In the 2017/18 school year, for the first time, children were able to describe *themselves* through choices that included: "boy," "girl" or "in another way."

Following a review of the responses, this question was refined in the 2018/19 school year to instruct children to describe their *gender* as "boy," "girl" or, if they see themselves "in another way," to describe their gender using their own words. This question may continue to evolve.

WELL BEING INDEX- GRADE 7

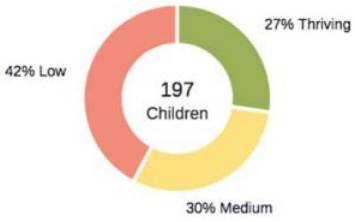
High Well-Being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

Medium Well-Being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

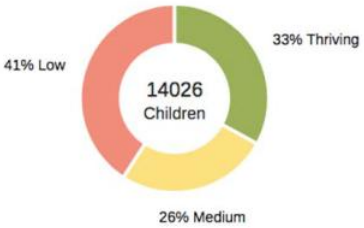
Low Well-Being
Children who score in the low range on at least 1 of the 5 measures of well-being.

MEASURES
Optimism
Happiness
Self-Esteem
Absence of Sadness
General Health

SUNSHINE COAST



ALL PARTICIPATING DISTRICTS



ASSETS INDEX-GRADE 7

ADULT RELATIONSHIPS
Adults at School
Adults in the Neighbourhood
Adults at Home

PEER RELATIONSHIPS
Peer Belonging
Friendship Intimacy

NUTRITION & SLEEP
Eating Breakfast
Meals with Adults at Home
Frequency of Good Sleep

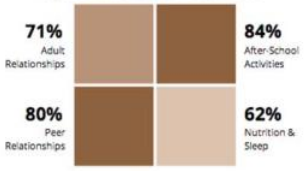
AFTER-SCHOOL ACTIVITIES
Organized Activities

Percentage of children reporting the presence of an asset

<70% 70-79% 80-89% 90%>

SUNSHINE COAST

ALL PARTICIPATING DISTRICTS



STORY OF OUR GRADE 4S

2018/2019 RESULTS FOR SUNSHINE COAST

DEMOGRAPHICS

Population		Gender Identity	
Total Sample	225	Boys	54%
Participation Rate	83%	Girls	47%
		In another way	<5 Children

A note on how we are asking about gender identity
In the 2017/18 school year, for the first time, children were able to describe *themselves* through choices that included: "boy," "girl" or "in another way."

Following a review of the responses, this question was refined in the 2018/19 school year to instruct children to describe their *gender* as "boy," "girl" or, if they see themselves "in another way," to describe their gender using their own words. This question may continue to evolve.

WELL BEING INDEX – GRADE 4

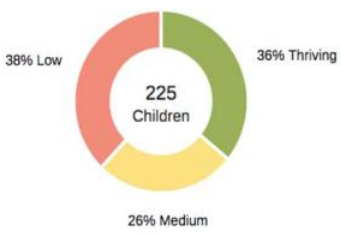
High Well-Being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

Medium Well-Being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

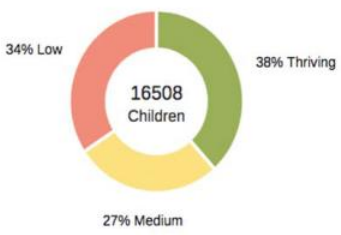
Low Well-Being
Children who score in the low range on at least 1 of the 5 measures of well-being.

MEASURES
Optimism
Happiness
Self-Esteem
Absence of Sadness
General Health

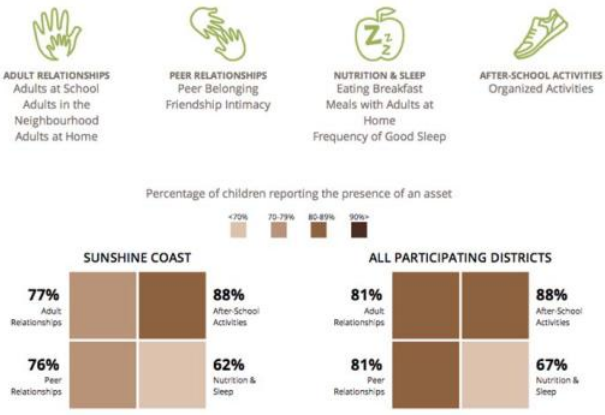
SUNSHINE COAST



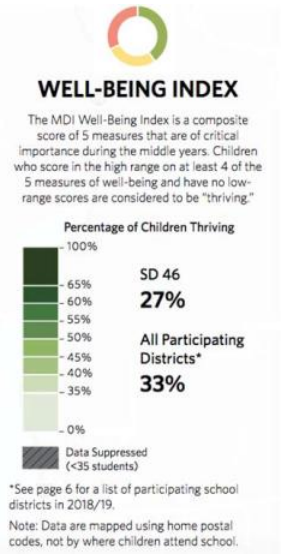
ALL PARTICIPATING DISTRICTS



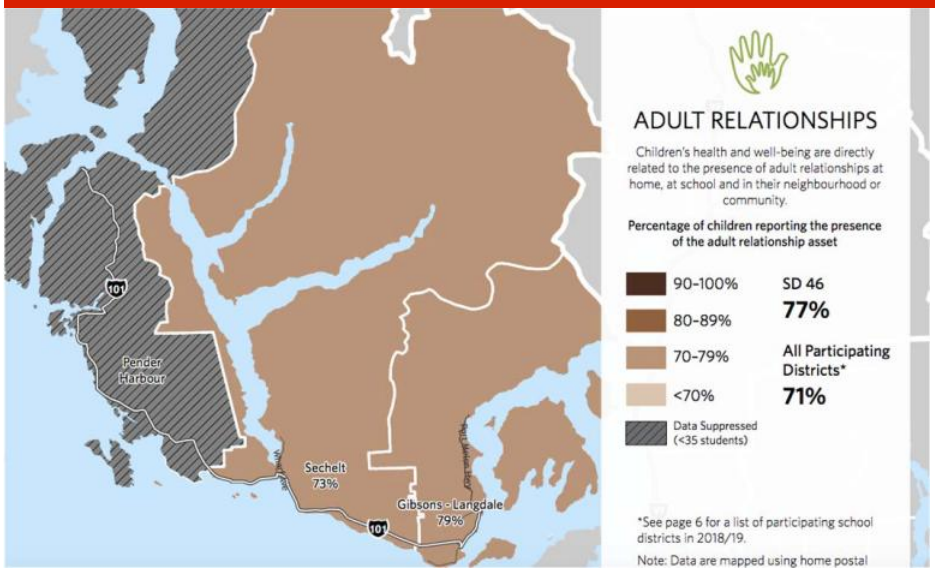
ASSETS INDEX - GRADE 4



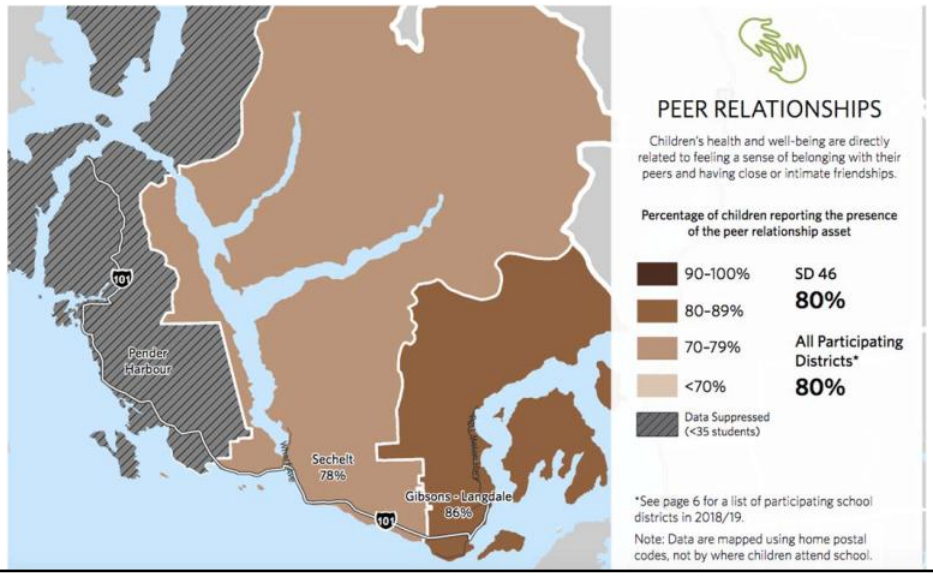
A TALE OF TWO "CITIES" – GRADE 7



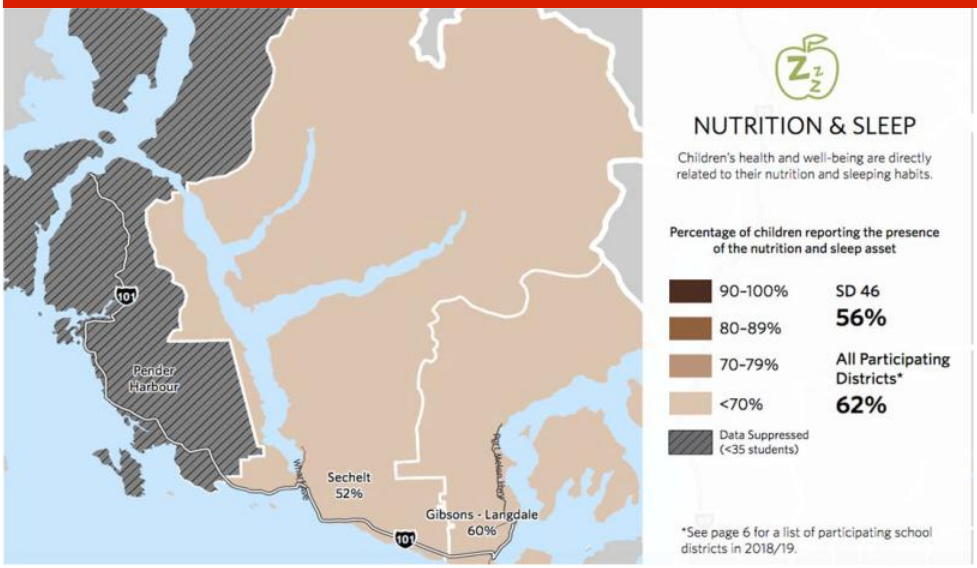
TALE OF TWO "CITIES" GRADE 7 CONTD.



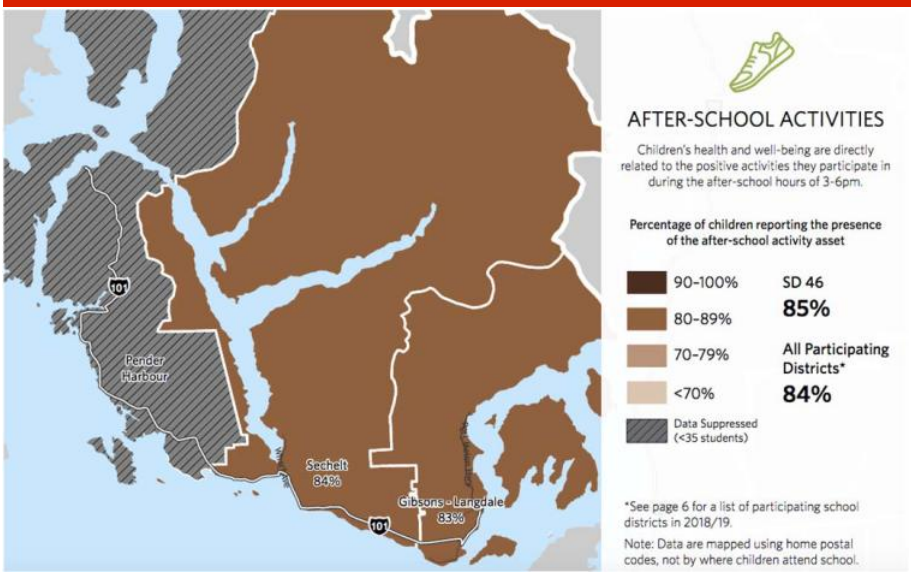
TALE OF TWO "CITIES" GRADE 7 CONTD.



TALE OF TWO "CITIES" GRADE 7 CONTD.



TALE OF TWO "CITIES" GRADE 7 CONTD.

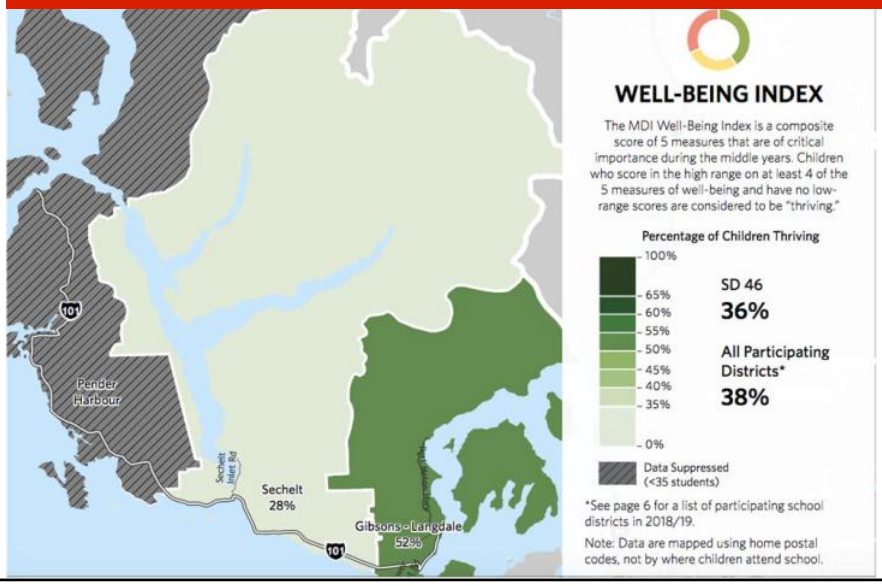


TALE OF TWO "CITIES" GRADE 7 CONTD.

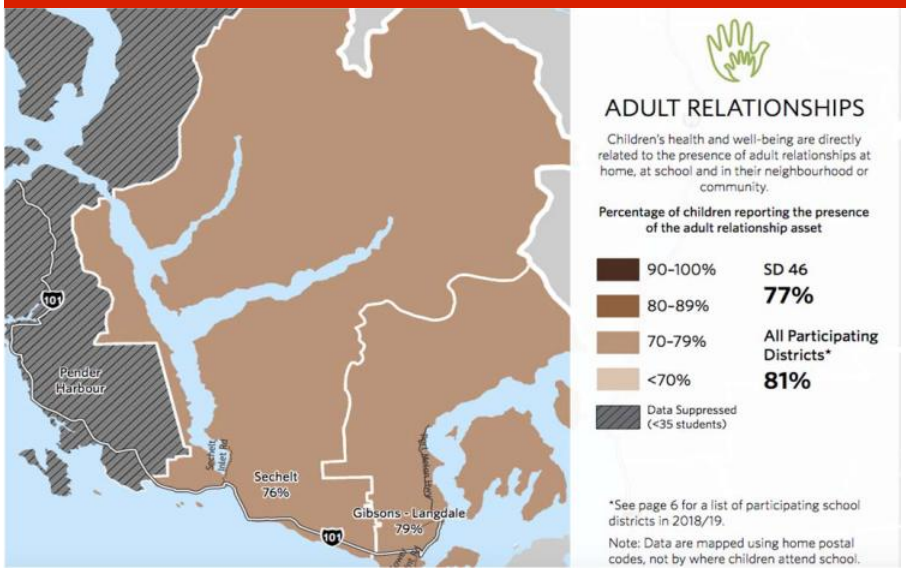
NEIGHBOURHOOD DATA TABLE

		WELL-BEING INDEX			ASSETS INDEX			
		Percentage of children experiencing:			Percentage of children reporting the presence of these assets in their lives:			
Neighbourhood	Number of Children	Thriving	Medium to High Well-Being	Low Well-Being	Adult Relationships	Peer Relationships	Nutrition & Sleep	After-School Activities
Gibsons - Langdale	83	36	29	35	79	86	60	83
Pender Harbour	29							
Sechelt	85	21	28	51	73	78	52	84
Sunshine Coast	**197**	**27**	**30**	**42**	**77**	**80**	**56**	**85**
All Participating Districts	**14,026**	**33**	**26**	**41**	**71**	**80**	**62**	**84**

A TALE OF TWO "CITIES" – GRADE 4



A TALE OF TWO "CITIES" – GRADE 4



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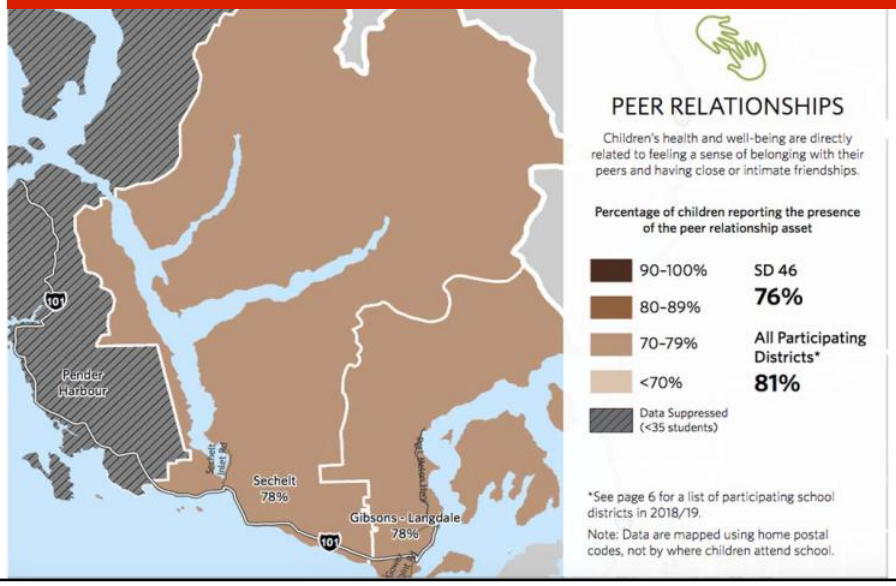

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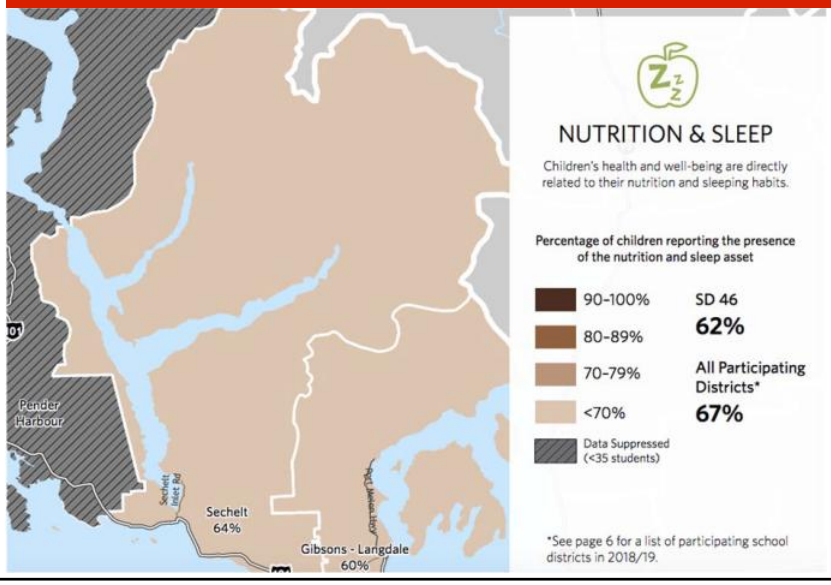

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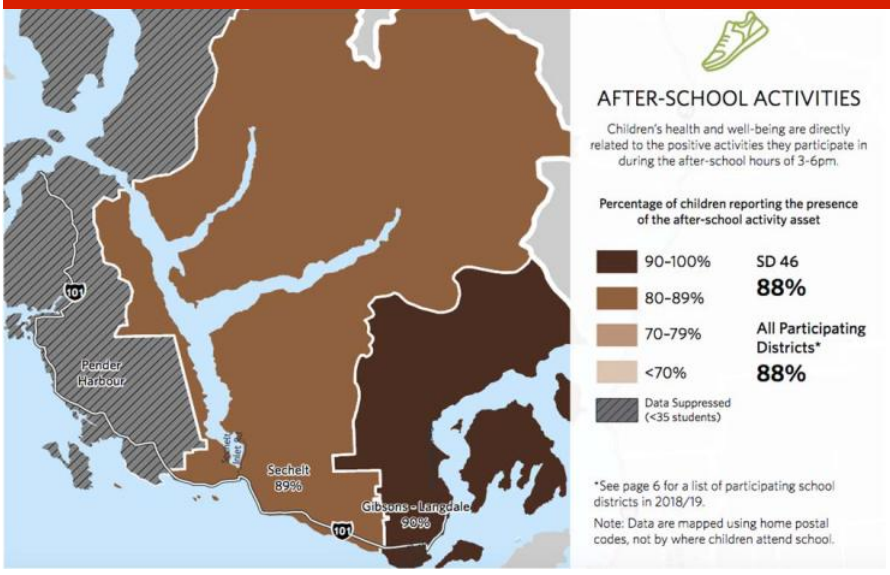


A TALE OF TWO "CITIES" – GRADE 4

NEIGHBOURHOOD DATA TABLE

		WELL-BEING INDEX			ASSETS INDEX			
		Percentage of children experiencing:			Percentage of children reporting the presence of these assets in their lives:			
Neighbourhood	Number of Children	Thriving	Medium to High Well-Being	Low Well-Being	Adult Relationships	Peer Relationships	Nutrition & Sleep	After-School Activities
Gibsons - Langdale	82	52	26	22	79	78	60	90
Pender Harbour	28							
Sechelt	115	28	28	44	76	78	64	89
Sunshine Coast	**225**	**36**	**26**	**38**	**77**	**76**	**62**	**88**
All Participating Districts	**16,508**	**38**	**27**	**34**	**81**	**81**	**67**	**88**

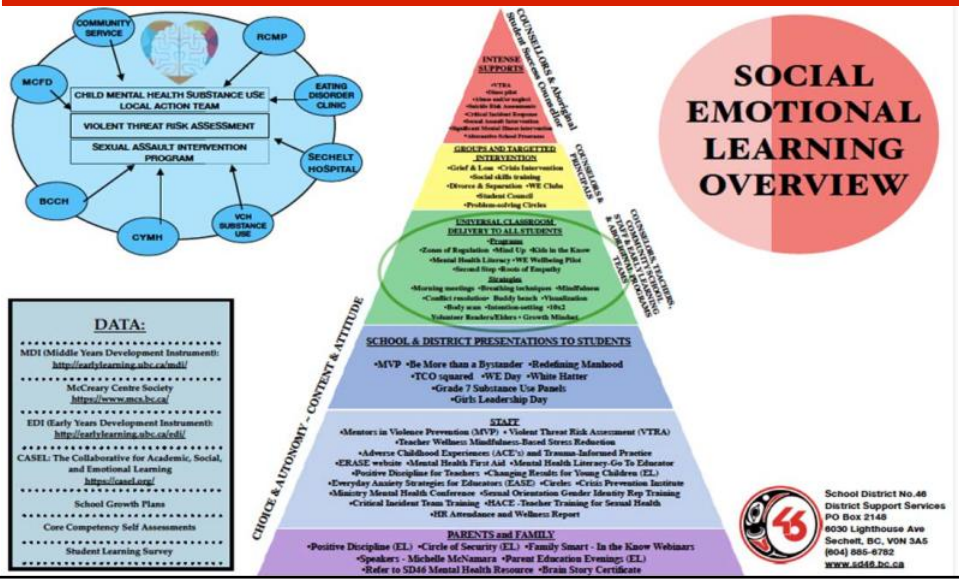
EXPLORING THE DATA - CONVERSATION

MDI EXPLORING THE DATA - 2/2

What do you see?

Strengths	Challenges	I don't understand/ I want to learn more about...

SOCIAL EMOTIONAL LEARNING OVERVIEW



WHAT ARE WE DOING?

- Roots of Empathy
- Mental Health First Aid
- Positive Discipline – school wide focuses
- Mental Health Literacy
- Substance Use Panels for Grade 7s
- Me to We Programs
- Kids in the Know
- Zones of Regulation
- Leadership Structures/Opportunities for Youth
- Volunteer Opportunities
- Adverse Childhood Experiences Training
- Trauma Informed Practice for Staffs
- Mentors in Violence Prevention
- SOGI Curriculum
- Core Competencies
- Crisis Prevention Intervention Training for Staff
- Community Schools Partnership
- Outside Agency Partnerships (SN, SCRD, VCH, MCFD, CYMH, SCCL)

SCHOOL DISTRICT 46
SUNSHINE COAST

Digital Literacy

Education Committee Oct 22, 2019

Strategic Plan

- Our students will have the digital literacy skills to enhance and communicate their learning, and responsibly navigate technology

Digital Literacy

Digital Literacy is the interest, attitude and ability of individuals to use digital technology and communication tools appropriately to access, manage, integrate, analyze and evaluate information, construct new knowledge, and create and communicate with others.

SCHOOL DISTRICT 46 - SUNSHINE COAST

Excellence in all we do!

Supporting our Staff

- Accessibility Workshops for EA's Teachers & Teacher Librarians
- TETT Project
- SET BC

SCHOOL DISTRICT 46 - SUNSHINE COAST

Excellence in all we do!

Engage Site

ADST

Applied Design, Skills, and Technologies

- Engage as Central Repository for Digital Literacy resources

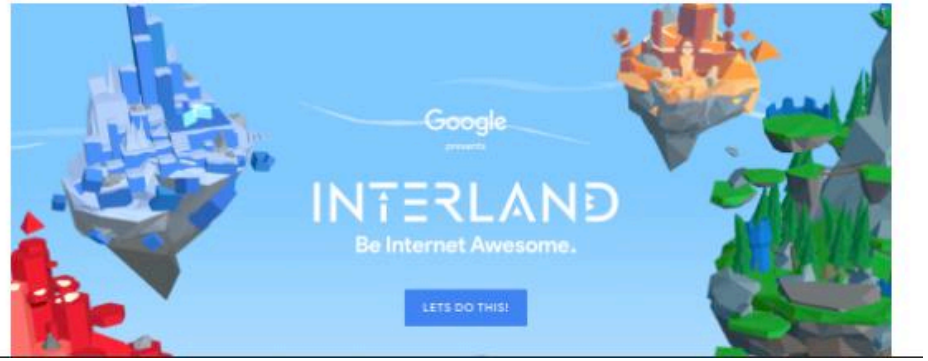
Applied Design, Skills, and Technologies

Interland Virtual Game Grade 5-9

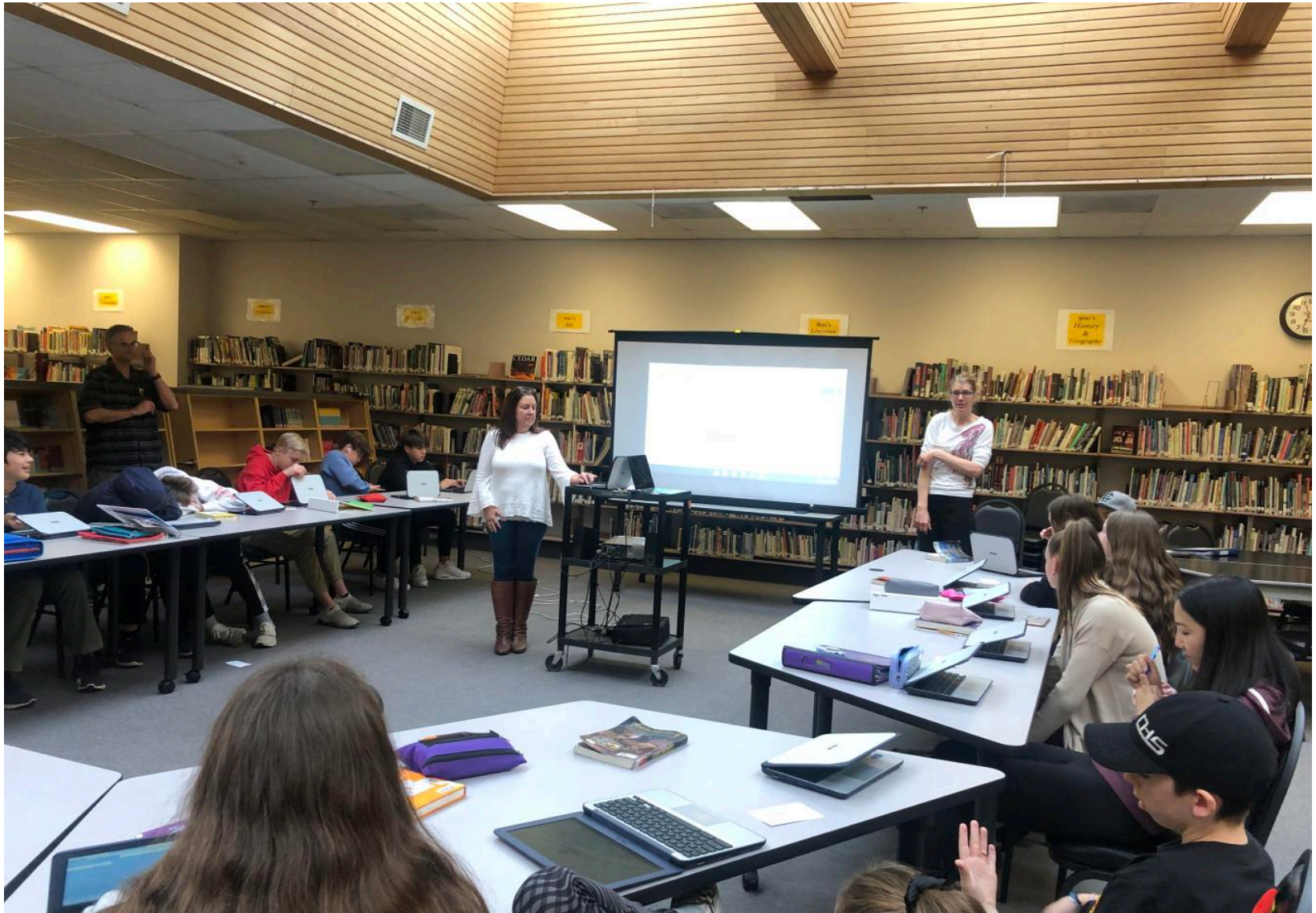
Wednesday, October 16, 2019

Be Internet Awesome is Google's Internet Safety Curriculum. It features a game called Interland, where students can navigate a virtual world and learn about Internet safety.

Ages: Intermediate grades



Read and Write is a Universal Support



read&write for Google Chrome™

Let’s Try It!