

REPORT TO THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO.46 (SUNSHINE COAST)

STRATEGIC PLAN REPORT: LITERACY

Submitted by District Principal Kirsten Deasey
November 16, 2022

Goal 1d: Our students will be **literate**. They will be effective communicators, critical thinkers, and engaged citizens.

Overview:

Literacy is the ability to make meaning from a diverse array of texts and express oneself in a variety of modes. This includes comprehending, making connections, critically analysing, and creating and communicating for a variety of purposes. Literacy plays a critical role in our work as a district in 'Ensouling Our Schools' as it is a key mechanism for 'Transformative Learning.' This strand of the braid celebrates our students as Story Keepers – full of strengths and competencies that we surface and celebrate in our work in Literacy and Learning. Through creating, listening and reflecting on their own and other stories students understand and make meaning of their own worlds and the world in which we live.

Synopsis of this Year's Initiatives:

The district supports the elementary and secondary literacy committees to meet regularly to focus on enacting the literacy goal outlined in the Strategic Plan. Regular meetings with Teacher Librarians, Reading Support Teachers and CARE ('Collaborating About Reading Engagement') teams complement and enhance the work of these committees.

Action Plans have been developed by District Literacy Committees in the following four areas:

1. Assessment & Communicating Student Learning
2. Building a Professional Culture Focused on Improving Literacy Results
3. Community Literacy Connections
4. Joy in Literacy

Actions include:

Assessment & Communicating Student Learning

- A professional learning in-service series has been designed for K – 12 teachers to support their understanding of the Draft K – 12 Reporting Policy that is scheduled for implementation in the next (2023-24) school year. The foundational role that literacy plays in activating the curricular competencies when using standards-based assessment is highlighted and explored throughout the series.

A model that includes two After School Sessions along with a travelling team who provide in-school support for teachers in all schools has been designed and implemented. The after-school sessions are facilitated by provincial experts and educational leads from SD46. The in-school sessions are provided by Literacy Committee teachers and administrators who travel to every school to work collaboratively with Primary, Intermediate and Secondary educators. After school sessions establish the foundation for working together during in-school time, through the support of experts, examples and resources. In-School sessions focus on co-creating and practicing the process of assigning proficiency, and creating descriptive feedback, student generated goals and self-assessments of the core competencies. This model of providing after school sessions that complement the in-services offered during the day will be offered in the fall, winter and spring.

Professional Culture to Improve Literacy Results

- School District No. 46 is working with Adrienne Gear, a provincial literacy expert, to support K – Grade 8 teachers through the ‘Collaborating About Reading Engagement (‘CARE’) Project. Two (primary/intermediate) teacher representatives, Literacy Support Teachers and the teacher librarians from each school lead their teams through this 3-part series focused on ‘Powerful Poetry.’
- Due to popular demand, another Story Workshop Series is offered for 2022-23 to support educators in deepening their practice in Story Workshop. Story Workshop will also be explored through the lens of Communicating Student Learning this year.
- Reading Support Teachers are meeting regularly to share strategies and resources for their work in reading intervention. They are participating in a book club on ‘Shifting the Balance’ to look closely at the research, evaluate current practices and explore new possibilities for an even stronger enactment of balanced literacy.
- The Secondary Literacy Committee is spearheading a Graphic Novel initiative to support reluctant readers. Professional learning will be supported by the Secondary Literacy Committee teachers for educators across the district. Sets of new graphic novels are available for teachers across the district to borrow.

Community Literacy Connections

- The Imagination Library continues to support literacy during the critical early years of child development. This program mails books to the homes of families with children under five, and the SPARK! Program provides support for enhancing read aloud and literacy experiences.
- A district lending library has been created with books, materials and loose parts to resource educators. Story Bins have been created, photographed and catalogued using the Destiny Library System, and can be borrowed by educators and families across the Sunshine Coast.
- The WonderWheels Bookmobile Bus brings books to students across the coast through weekly summertime visits. This summer saw 464 visits by children, and 784 books borrowed.
- StrongStart Outreach is supporting community literacy connections throughout the year with the ‘Tales & Tales’ program. Families enjoy facilitated opportunities for story times and the exploration of community resources such as parks and the Nicholas Sonntag Marine Centre.
- The District works closely with community partners as part of the Sunshine Coast Literacy Coalition. Events such as the Family Literacy Day Concert with Rick Scott at

the Roberts Creek Hall invite the community to engage in joyful literacy experiences throughout the year.

- Thousands of students engage with authors through our partnership with the Festival of the Written Arts and the 'Celebrating Authors, Books and Community' initiative. Family Literacy Week is the focal point for elementary author visits and events for secondary students take place throughout the year.

Joy in Literacy

All of the initiatives outlined above celebrate Joy in Literacy as a central value of the district. The importance of this value is fundamental in guiding practices in literacy and learning throughout the district.

In addition to the initiatives outlined above:

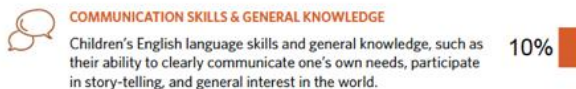
- This year students from every school were published in the Coastal Voices Writers Anthology. Hundreds of students were published in the anthology and families from all communities gathered to celebrate their achievement in the June Coastal Voices Celebration Event.

'Coast Reads' continues to be a strongly embraced initiative in the district. Books selected by Teacher Librarians are selected and sets provided for every school library. Students and teachers engage with these books throughout the year, creating a shared coast-wide literacy experience for students.

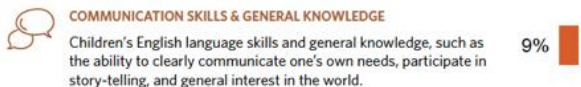
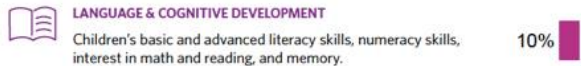
Data Analysis and Review:

Early Development Instrument ('EDI')

2019-2020 Results



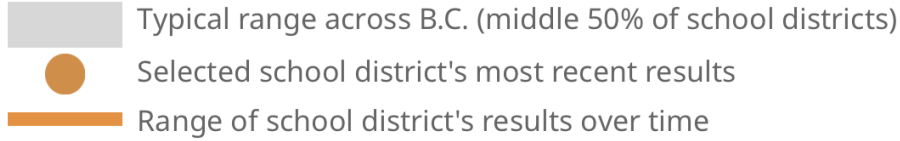
2020-2021 Results



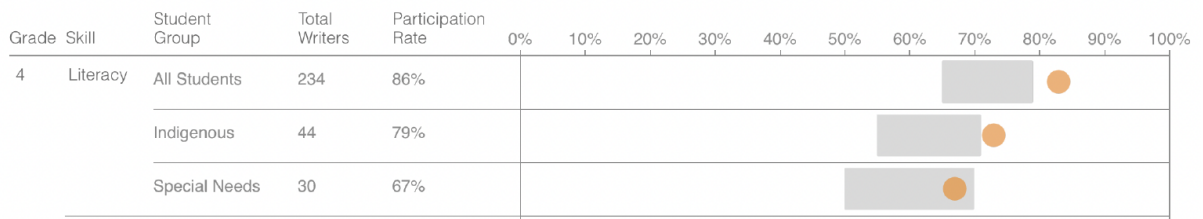
EDI results remain stable in the Communication and Language & Cognitive Development domains of the EDI. These continue to be domains where Sunshine Coast children do very well.

We are scheduled to participate in the Early Development Instrument research in the next (2022-23) school year.

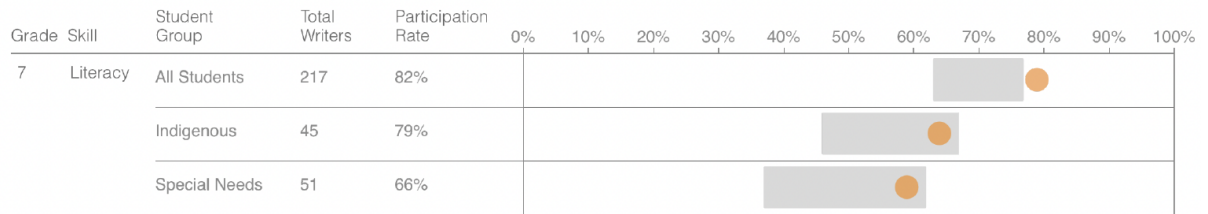
Foundation Skills Assessment - Reading:



Foundation Skills Assessment - Grade 4



Foundation Skills Assessment - Grade 7



Current FSA results reveal that Sunshine Coast Students do better than provincial averages in literacy in both grades 4 & 7.

Graduation Assessment



Sunshine Coast students are slightly higher the provincial average in the Graduation Assessment – Literacy 10.

Resources/Budget:

CARE project series

- Hiring the presenter: Adrienne Gear
- Support for the participation of the CARE teams in each elementary school, comprised of a primary & intermediate teacher, reading support teacher & the librarian.
- Support for school teams to collaborate through ‘CARE Collaboration Time.’
- Resources for participating teachers

WonderWheels Bookmobile

- Books for the summer bookmobile
- Destiny Library System & cataloguing

Release for teachers to participate in District Literacy Committees, In-Services, collaborative learning opportunities and trainings. This includes the professional learning after school sessions offered for primary, intermediate and secondary in the Fall, Winter & Spring. Also included is the daytime in-services offered for all K – 9 classroom teachers on the new reporting policy in the Fall, Winter & Spring.

Expertise and resources to support literacy learning – including access to Canadian Authors, Coastal Voices Writer’s Anthology, the Coast Reads initiative, and many other initiatives as outlined above.

Emerging Areas of Need:

- Supporting our teachers in the implementation of Assessment & Communication Student Learning practices outlined in the K – 12 Draft Reporting Policy in anticipation of it being implemented for the 2022-23 school year.
- Supporting teachers to practice teaching and assessing curricular competencies in the classroom.
- Enhancing student engagement and empowerment through practices that involve students in the entire learning cycle.
- Strategizing to support Secondary Literacy across the district.
- The decolonization of the work we do in schools and the role literacy plays in the 94 Calls to Action in moving us forward in Truth & Reconciliation.
- Strengthening of the Ensouling Our Schools braid of ‘Transformative Learning’ that incorporates all of the above and weaves Indigenous knowledge and perspectives and First People’s Principles of Learning into all of the work we do in Literacy and Learning.

Adaptations/Next Steps:

- The next few years will focus on supporting teachers across our district to use current best practices in literacy assessment and communication of student learning in anticipation of the new Ministry Reporting Policy.

- A series on 'Story Workshop' and writing through the 'Powerful Poetry' series will support educators to be responsive and student-centred in their literacy practices.
- Literacy practices that incorporate Indigenous Ways of Knowing and Being, as a fundamental braid woven into the district-wide Ensouling Our Schools series.
- A continued focus on Joy in Literacy.