

Goal 1: TO IMPROVE READING AND WRITING SKILLS FOR ALL STUDENTS AT ALL GRADE LEVELS

Rationale: Analysis of FSA reading and writing results, DERAIT (District Early Reading Assessment Instrument) results, provincial examinations results, and satisfaction survey results indicates a lower than expected level of success.

Objective 1.1 To ensure that 90% of K-2 students meet and exceed grade-level standards, with 15% exceeding the acceptable standard.

Interim Report Long-term targets met for K-2 except for K letter sounds, grade one sight words, and grade one and two running records.

Performance Indicators	Performance Categories	2003/2004 Results		Summary of Progress
		All	Aboriginal	
DERAIT (Kindergarten)	<i>Letter Names (Meets)</i>	95%	90%	Met long-term improvement target at meets expectations for letter name recognition.
	<i>Letter Names (Exceeds)</i>	72%	58%	Exceeded long-term targets at exceeds expectations for letter name recognition.
	<i>Letter Sounds (Meets)</i>	90%	75%	Met short-term target at meets expectations for letter sound recognition.
	<i>Letter Sounds (Exceeds)</i>	64%	41%	Exceeded long-term target at exceeds expectations for letter sound recognition.
DERAIT (Grade One)	<i>Letter Names (Meets)</i>	97%	100%	Exceeded long-term target at meets expectations for letter name recognition.
	<i>Letter Names (Exceeds)</i>	n/a	n/a	Not collected at exceeds for letter name
	<i>Letter Sounds (Meets)</i>	99%	100%	Exceeded long-term target at meets expectations for letter sound recognition.
	<i>Letter Sounds (Exceeds)</i>	64%	67%	Met short-term target at exceeds expectations for letter sound recognition.
	<i>Sight Words (Meets)</i>	86%	91%	Baseline Data for sight words reflects not yet meeting long-term target.
	<i>Sight Words (Exceeds)</i>	45%	35%	Exceeded long-term target at exceeds expectations for sight words.
	<i>Running Records (Meets)</i>	81%	79%	Baseline Data for running records reflects not yet meeting long-term target.
	<i>Running Records (Exceeds)</i>	42%	28%	Exceeds long-term improvement target at exceeds expectations for running records.
DERAIT (Grade Two)	<i>Running Records (Meets)</i>	85%	80%	Baseline date for running records reflects not yet meeting long-term target.
	<i>Running Records (Exceeds)</i>	37%	23%	Exceeded our long-term target at exceeds expectations for running records.
DERAIT Targets	2004/2005: Year-over-Year Improvement			
	2005/2006: 90% meet 15% exceed			

Goal 1, Objective 1.1: Strategies and Structures

STRATEGIES:

Continue to:

- Support schools through professional development for district-wide implementation of guided reading, reading 44, and performance standards;
- Provide district-level coordination for the district-wide early school success committee;
- Support school-based early literacy teams in each school;
- Aggregate and analyze DERAIT results for K-2;
- Disaggregate First Nations student data on DERAIT;
- Aggregate report card data for reading and writing for K-2 students, and disaggregate Aboriginal student results;
- Collect and aggregate school data regarding percentage of students meeting and exceeding reading and writing goals on IEPs.
- Provide exposure to grade-level reading and writing resources; and,
- Report early literacy results to the board, the schools, the education committee, and the public.

Begin to:

- Initiate school participaton in two community-based outreach events per year with a focus on improving literacy and relationships.
- Implement a district-wide write for grade 2 in 2005/2006.
- Implement the Provincial Ready, Set, Learn program in all elementary schools.

STRUCTURES:

Continue to:

- Provide matching funds for literacy materials to support implementation of reading 44;
- Allocate from school PTR adjustments FTE supports for early literacy;
- Provide release time, TOC coverage, and/or other supports for school-based literacy teams;
- Provide release time, TOC coverage, and/or other supports for district literacy committee participants;
- Provide resources, information sharing, and communications for *Storytime in the Park Summer Reading Program*;
- Provide resources and coordination for the *Books for Babies* program in cooperation with the Fraser Valley Regional Library;
- Provide funding for school early literacy growth plan implementation.

Objective 1.2 To ensure that 85% of grade 3-7 students meet and exceed grade-level standards, with 15% exceeding the acceptable standard.

Interim Report Year-over-year improvement target for FSA results met for all performance categories except for grade 4 writing and grade 7 reading. Report card marks have been baseline and compared to long term targets. Satisfaction survey short-term targets met.

Performance Indicators	Performance Categories	2003/2004 Results		Summary of Progress
		All	Aboriginal	<i>Report Card Data has been collected for K-11</i>
Report Card Mark (K-3)	<i>Meets/Exceeds</i>	87%	82%	Long-term target not met for Aboriginal Students at meets and exceeds.
	<i>Exceeds</i>	18%	14%	Long-term target not met for Aboriginal Students at exceeds.
Report Card Mark (4-7)	<i>Meets/Exceeds</i>	94%	98%	Long-term target has been met for all and Aboriginal students at meets/exceeds.
	<i>Exceeds</i>	15%	1%	Long-term target has not been met for Aboriginal students at exceeds.
FSA Results Grade 4 Reading	<i>Meets/Exceeds</i>	79%	63%	Target for continuous improvement over time met.
	<i>Exceeds</i>	5%	0%	Long-term target not met.
FSA Results Grade 4 Writing	<i>Meets/Exceeds</i>	84%	81%	Target for continuous improvement not met
	<i>Exceeds</i>	1%	0%	Long-term target not met.
FSA Results Grade 7 Reading	<i>Meets/Exceeds</i>	71%	49%	Target for continuous improvement not met
	<i>Exceeds</i>	4%	0%	Long-term target not met.
FSA Results Grade 7 Writing	<i>Meets/Exceeds</i>	79%	72%	Met target for continuous improvement
	<i>Exceeds</i>	1%	3%	Long-term target not met.
FSA Targets	2004/2005: Year-over-Year Improvement			
	2005/2006: 85% meet/exceed 15% exceed			

Satisfaction Survey Results	<i>Grade 4 student self-assessment</i>	92%	N/A	Long-term target met regarding students indicating improvement in reading.
	<i>Grade 7 student self-assessment</i>	77%	N/A	Met target for continuous improvement
	2004/2005: Year-over-Year Improvement			
	2005/2006: 90% of students indicate reading improvement.			

Goal 1, Objective 1.2: Strategies and Structures

STRATEGIES:

Continue to:

- Support schools through professional development for district-wide implementation of reading 44 and performance standards;
- Provide district-level coordination for the district middle literacy committee;
- Aggregate report card data for reading and writing at grade 3, and for Language Arts at grades 4-7
- Disaggregate Aboriginal student results;
- Aggregate district data on the percentage of students meeting and exceeding reading and writing goals on IEPs.
- Provide exposure to grade-level reading and writing resources; and,
- Report middle literacy results to the board, the schools, the education committee, and the public.

Begin to:

- Implement DART for grade 3 –7 students;
- Aggregate and analyze DART results for 3-7;
- Disaggregate Aboriginal student data on DART;
- Implement a district-wide write program for grades 3-7 in 2005/2006;
- Review school annual reports on the literacy interventions that are in place for children NYME.
- Schools will participate in two community-based outreach events per year with a focus on improving literacy and relationships.

Structures:

Continue to:

- Provide matching funds for literacy materials to support implementation of reading 44;
- Provide release time and TOC coverage for district literacy committee participants;
- Support the AEC in providing tutoring programs for off-reserve Aboriginal students;
- Include Aboriginal student achievement results in the AEC year-end reports and report these results to the school board;
- Provide district-wide Pro-D on inclusive learning environments and diverse student learning needs;

- Host collaborative meeting between the AEC, Trustees, FNSWs, school-based administrators and district administration focused on achievement

-Being to:

- Provide full-day kindergarten programs for Aboriginal students as requested by school communities.

Objective 1.3

To ensure that 85% of grade 8-12 students meet and exceed grade-level standards, with 15% exceeding the acceptable standard.

Interim Report

Report card data has been baselined and compared to long-term performance targets. Provincial examination results exceed long-term targets for English and Communications. Student self-assessment on satisfaction surveys has not met target for continuous improvement.

Performance Indicators	Performance Categories	2003/2004 Results		Summary of Progress
		All	Aboriginal	
Language Arts/English Report Card Grades 8-11	<i>Grade 8 Meets</i>	89%	78%	Baseline data that reflects not yet meeting long-term target for Aboriginal students at meets and exceeds expectations.
	<i>Grade 8 Exceeds</i>	12%	2%	Baseline data that reflects not yet meeting long-term target at exceeds expectations.
	<i>Grade 9 Meets</i>	86%	71%	Baseline data that reflects not yet meeting long-term target for Aboriginal students at meets and exceeds expectations.
	<i>Grade 9 Exceeds</i>	12%	2%	Baseline data that reflects not yet meeting long-term target at exceeds expectations
	<i>Grade 10 Meets</i>	85%	64%	Baseline data that reflects not yet meeting long-term target for Aboriginal students at meets and exceeds expectations.
	<i>Grade 10 Exceeds</i>	12%	3%	Baseline data that reflects not yet meeting long-term target at exceeds expectations
	<i>Com 11 Meets</i>	92%	83%	Baseline data that reflects not yet meeting long-term target for Aboriginal students at meets and exceeds expectations.
	<i>Com 11 Exceeds</i>	4%	6%	Baseline data that reflects not yet meeting long-term targets at exceeds expectations.
	<i>English 11 Meets</i>	92%	75%	Baseline data that reflects not yet meeting long-term target for Aboriginal students at meets and exceeds expectations.
	<i>English 11 Exceeds</i>	15%	0%	Baseline data that reflects not yet meeting long-term target for Aboriginal students at exceeds expectations.
Provincial Exam Results	<i>Com 12 Meets</i>	93%	NA	Exceeded long-term target at meets and exceeds expectations for all students.
	<i>Com 12 Exceeds</i>	24%	NA	Exceeds long-term target at exceeds expectations for all students.
	<i>English 12 Meets</i>	94%	NA	Exceeds long-term target at meets and exceeds expectations for All students.
	<i>English 12 Exceeds</i>	24%	NA	Exceeds long-term target at exceeds expectations for all students.
Satisfaction Survey Results and Targets	<i>Grade 10 Student Self-Assessment</i>	55%	NA	Not meeting target for continuous improvement
	<i>Grade 12 Student Self-Assessment</i>	57%	NA	Not meeting target for continuous improvement
	2004/2005: Year-over-Year Improvement			
	2005/2006: 90% indicate improvement			

Goal 1, Objective 1.3: Strategies and Structures

STRATEGIES:

'Continue to:

Begin to:

- Implement DART assessment for grades 8 and 9.
- In staff meetings, schools will focus on literacy across the curriculum, and P/VPs will discuss literacy strategies at their meetings.
- Support schools for district-wide implementation of performance standards for grades 10-12 as per the district's late literacy strategy.
- Provide district-level coordination for the district-wide late literacy steering committee for 2004/2005.
- Develop and implement a district-wide late-literacy plan.
- Develop a district-wide write program for grades 9 and 11.
- Provide exposure to grade-level reading and writing resources.
- Schools will establish buddy reading programs between elementary and secondary students to support literacy.

Structures:

- Report DART baseline data in Spring 2005
- Provide TOC release time and coverage for District Late Literacy Steering Committee Members