



School District 8
Kootenay Lake

LITERACY CONTINUOUS LEARNING REPORT 2022–2023

Prepared February 14, 2022



ACKNOWLEDGEMENT

We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District No. 8.



CONTENTS

ACKNOWLEDGEMENT	i
EXECUTIVE SUMMARY	iii
INTRODUCTION	1
EVIDENCE OF LEARNING	3
CONCLUSION	14



EXECUTIVE SUMMARY

School District No. 8 (Kootenay Lake) (SD8) has an overall goal that all learners graduate from high school with dignity, purpose and options for their future. In addition, in recent years, school districts have also been tasked provincially with looking beyond the K-12 model to ensure that the needs of children aged birth to pre-kindergarten are also being met.

The 2022-2023 Literacy Continuous Learning Report reflects SD8's strategic priorities for all learners. These priorities are guided by the district's vision and values and supported by school learning plans. Priorities outlined in the [SD8 Enhancing Student Learning \(ESL\)](#) report are reflected within the goals and action items in the SD8 Literacy Continuous Learning plan.

SD8's strategic goals are literacy, numeracy, inclusion and Indigenization. The district's vision focuses on excellence for all learners in a nurturing environment. These goals and vision align with the goals of the [Ministry of Education and Child Care's "Service Plan 2022-2025."](#)

SD8 recognizes that equity is the foundation for improving learner achievement; it is central to the learner's experience and engagement. Linking learner achievement to equity, inclusion and diversity will increase a learner's well-being, engagement and connection to others and to school.

The items in the Literacy Continuous Learning Report's action plan will be given high priority for the 2022-23 school year. SD8 continually monitors these priorities to ensure continuous improvement for all learners, including Indigenous learners, learners with diverse abilities, children and youth in care, and English language learners.

SD8 continues to look for ways to build on strengths and celebrate learner success. By referring to data that informs decision-making, planning and practices, and by working with education partners, the district can make a difference for all SD8 learners.

The Literacy Continuous Learning Report supports the priorities outlined in SD8's strategic plan. These priorities are central to the district's vision, which is:

We focus on excellence for all learners in a nurturing environment.

It is vital to ensure the district addresses how each individual's potential connects to SD8's mission, which is:

Focus. Learn. Excel.

This report outlines how SD8 supports learner success in kindergarten to Grade 12 literacy.

Focus. Learn. Excel.

LITERACY ACTION PLAN 2022-2023

1. Support elementary school staff with the implementation of the Early Learning Profile for Literacy (ELP) in grades K-3 and in using school literacy data to support student learning.
2. Pilot an Intermediate Literacy Assessment tool for district-wide implementation in the 2023-2024 school year.
3. Support elementary and middle schools in maintaining high participation rates for provincial assessments and Student Learning Surveys.
4. Facilitate bi-annual primary success meetings with elementary school principals to support all grade K-3 learners.
5. Facilitate end of year transition planning meetings with elementary and middle school teams to support student transitions, particularly focusing on Indigenous learners, learners with diverse abilities, English language learners, and children in care.
6. Facilitate bi-annual graduation transition planning meetings with secondary school Principals to equitably support all grade 10-12 learners and to ensure graduation for all learners.
7. Support K-12 school teams in developing objectives and strategies to support their school literacy goal within the context of their School Learning Plan.





INTRODUCTION

Literacy in SD8

School District No.8 (Kootenay Lake) is guided by its vision and core values. All resources and district initiatives are aligned with Ministry of Education and Child Care goals. School Learning Plans also support the commitment to the “Educated Citizen” mandate that focuses on the intellectual, human and social and career development of every student.

SD8 is a learning organization committed to continuously reviewing, refining and reflecting upon its practice to support the best possible outcomes for learners. SD8 has one literacy goal for all students from Kindergarten through grade 12:

“Improve literacy proficiency for all learners”

Literacy encompasses the ability to analyze critically, to reason, to think independently, and to acquire important skills and bodies of knowledge. Being literate is “the road to human progress and the means through which every person can realize their full potential” (Kofi Annan). The Literacy Continuous Learning Report looks at student literacy trends in district data and provides a description of supports, resources and goals. Develop a repository of primary data sets for school teams and district staff to better understand early learners’ developmental and academic needs.

Over the next three years SD8 will strengthen data retrieval systems, using the available data to plan for system improvement. In addition, SD8 will continue to play a lead role in provincial, regional and community partnerships.

By continually focusing on improving results and striving for equity for all learners, the Ministry of Education and Child Care places student success and well-being at the centre of its mandate. As specified in the [“Statement of Education Policy Order,”](#) the Ministry’s mandate is to develop the “Educated Citizen,” which is defined as the intellectual, human, social, and career development of students.

The Ministry’s ultimate goal is that children achieve their individual potential and become independent adults who have a lifelong appreciation for learning, a curiosity about the world around them, and a capacity for creative thought and expression through compassionate and empathetic worldviews.





EVIDENCE OF LEARNING

SD8's work in the areas of early learning reflect the goals and objectives of the [Ministry of Education and Child Care \(MOECC\) "Service Plan 2022-2025"](#) as follows:

Goal 1: All Students Become Educated Citizens

Objective 1.2: Establish and Maintain High and Measurable Standards

Key strategy: *Provide teachers and students with access to updated learning and teaching resources to support ongoing instruction and assessment across the redesigned K-12 curriculum.*

Goal 2: Learning Environments Foster Healthy and Effective Learning

Objective 2.1: Implement High Yield Strategies to Support Student Growth and Achievement

Key strategy:

- *Improve access to quality early learning opportunities for young children and support transitions into the K-12 education system.*
- *Enhance equity for all learners, including Indigenous learners, learners with diverse abilities, children and youth in care, and English language learners.*

Educational Outcomes: *Learners will meet or exceed literacy expectations.*



Literacy K-3

With the overarching belief that literacy is fundamental to learning and to learner success in school and beyond, and consistent with the Ministry’s “Service Plan 2022-2025,” SD8 has set a goal of improving literacy proficiency for all learners. To that end, SD8 continues to support district and school-wide literacy initiatives.

In 2020, SD8 implemented a three year literacy plan for primary (Kindergarten to grade three). The literacy plan entailed a philosophical and pedagogical shift in practice in SD8. By engaging the expertise of early years literacy consultant Dr. Donna Kozak, SD8 created a series of targeted professional development opportunities for K-3 teachers and Inclusion Support Teachers (ISTs) in addition to utilizing the professional capacities of district support staff. In addition, a district Literacy assessment tool, called the Early Literacy Profile (ELP) was implemented. The Primary Literacy Coherence 3 year plan focuses on the following areas:

- Professional development workshops for Kindergarten to grade three teachers focused on a responsive literacy program designed to meet the needs of all learners
- Community of Practice (C.O.P.) model for teacher collaboration
- Teacher professional resources
- Classroom literacy resources
- An online literacy resource database
- District Literacy K-grade 3 Assessment tool (ELP)
- District Literacy Data platform (CLEVr)
- Targeted classroom support at the primary grade level
- Focus on school primary teams in a Community of Practice (C.O.P.) model
- Bi-annual Primary Success Meetings for Principals and district staff

The following data tables provide literacy information for SD8 Kindergarten to Grade 2 learners from the SD8 Early Literacy Profile (ELP). Data is reported as the percentage of students achieving “Mastery” (proficient/meeting grade level expectations) in a specific literacy subset.



Kindergarten Literacy Data 2021–2022

Skill Subset	Winter 2022 (Jan/Feb)	Spring 2022 (May)
Rhyming Production	63%	72%
Correct Sound	32 %	74 %
High Frequency Words	7 %	71 %
Writing	3 %	75 %

Grade 1 Literacy Data 2021–2022

Skill Subset	Winter 2022 (Jan/Feb)	Spring 2022 (May)
Rhyming Production	53 %	66 %
Segmenting Phonemes	27%	45%
Correct Sound	41%	84%
High Frequency Words	14 %	57 %
Overall Reading	7%	67%
Overall Writing	4 %	79 %

Grade 2 Literacy Data 2021–2022

Skill Subset	Winter 2022 (Jan/Feb)	Spring 2022 (May)
Rhyming Production	35 %	67 %
Segmenting Phonemes	22 %	43 %
High Frequency Words	32 %	82 %
Overall Reading	6 %	55 %
Overall Writing	6 %	61 %

Summary of Key Findings

- A continued focus on primary learner's reading and writing skills is required.
- A continued focus on school primary teams working together to meet the needs of all learners is desired.
- A district-wide K–3 assessment tool enables staff to track literacy data in the primary years in order to respond in a timely and responsive manner and to allocate resources and supports where needed.

Action Items

- Support elementary school staff with the implementation of the Early Learning Profile for Literacy (ELP) in grades K-3 and in using school literacy data to support student learning.
- Facilitate bi-annual primary success meetings with elementary school Principals to support all grade K-3 learners.
- Support elementary school teams in developing objectives and strategies to support their school literacy goal within the context of their School Learning Plan.

SD8 district and school staff will continue to focus on the literacy goal of all students finishing Grade 3 proficient in their oral language, reading and writing skills. The K-3 district literacy plan, including the implementation of a district-wide literacy formative assessment tool, along with regular learning updates with school primary teams, and ongoing tracking of primary learners, will ensure that SD8 is on track to achieve the literacy goal, with 80% overall literacy mastery achievement for the spring 2023.

Literacy 4-12

To ensure that all learners improve in their literacy proficiency, SD8 focuses on ongoing collaboration with all education partners, including school staffs, Aboriginal Education staff, and district itinerant staff. The 3-year district literacy plan for grades 4-12 includes a focus on data analysis and improving student participation rates; developing sustainable, collaborative communities of practice focused on literacy tools and assessment strategies; and ensuring that inclusive literacy resources are available to schools and students.

Intermediate and Middle Years

Literacy in the intermediate (grades 4-6) and middle years (grades 7 and 8) focuses on teaching learners to think critically, creatively and reflectively by exploring ideas within and beyond texts. Reading instruction focuses on text comprehension and analysis, and building new understanding by applying the ideas learned to new contexts. Learners gain skills in accessing information and ideas for diverse purposes and from a variety of sources as well as evaluating their relevance, accuracy and reliability. Writing for a variety of purposes including expository, narrative, comparison and contrast, and persuasive formats are taught.

Reference: [BC Curriculum, English Language Arts](#)

Data

SD8 uses the following provincial data in order to inform decisions for supporting learners in literacy:

- Foundation Skills Assessment (FSA), Grades 4 and 7
- Student Learning Surveys (SLS), Grades 4 and 7

The Foundation Skills Assessment is an annual province-wide assessment of students' academic literacy skills in grades 4 and 7. FSA data provides the district and the Ministry of Education and Child Care with valuable information on how well students are progressing in reading comprehension and writing.

Reference: [Foundation Skills Assessment](#)

The Student Learning Survey is an annual province-wide census of grades 4, 7, 10 and 12 students, their parents, and teachers. The questions have been developed with input from partner groups, teachers, and education experts. The Student Learning Survey is a method of obtaining students' opinions about their school experience including questions about the curriculum, school climate, and classroom assessment.

Reference: [BC Student Learning Survey](#)

The following data tables provide information about student academic achievement in literacy (reading comprehension and writing), based on 2021-2022 FSA data. In addition, the tables include Student Learning Survey data reported by students about their reading and writing progress. Participation rates for both the FSA's and Student Learning Surveys is included.

Grade 4 Foundation Skills Assessment (FSA) and Student Learning Survey (SLS) Literacy Data 2021-2022

FSA Literacy	Participation Rate	Meeting Grade Level Expectations
All Students	79 %	72 %
Indigenous Students	78 %	77 %
Students with Diverse Abilities	64 %	44 %

Student Learning Survey: "I continue to get better at reading"	Participation Rate	Students who Agree/Strongly Agree
All Students	85 %	87 %
Indigenous Students	90 %	86 %
Students with Diverse Abilities	78 %	95 %

Student Learning Survey: "I continue to get better at writing"	Participation Rate	Students who Agree/Strongly Agree
All Students	85 %	83 %
Indigenous Students	90 %	85 %
Students with Diverse Abilities	78 %	76 %

Summary of Key Findings

- Student participation rates in FSA Grade 4 Literacy was 10% higher and on the Student Learning Surveys was 20% higher compared to last year.
- Higher student participation rates will ensure more reliable data at the grade 4 level.
- Student Learning Survey data shows that the majority of grade 4 students believe they are getting better at reading and at writing.
- In FSA Literacy, Indigenous students achieved 5% higher than all students.

Grade 7 Foundation Skills Assessment (FSA) and Student Learning Survey (SLS) Literacy Data 2021–2022

FSA Literacy	Participation Rate	Meeting Grade Level Expectations
All Students	81 %	63 %
Indigenous Students	76 %	59 %
Students with Diverse Abilities	71 %	34 %

Student Learning Survey: “I continue to get better at reading”	Participation Rate	Students who Agree/Strongly Agree
All Students	87 %	82 %
Indigenous Students	88 %	80 %
Students with Diverse Abilities	77 %	65 %

Student Learning Survey: “I continue to get better at writing”	Participation Rate	Students who Agree/Strongly Agree
All Students	87 %	82 %
Indigenous Students	88 %	85 %
Students with Diverse Abilities	77 %	68 %

Summary of Key Findings

- Student participation rates in both FSA Grade 7 Literacy and Student Learning Surveys significantly increased compared to last year.
- Higher student participation rates will ensure more reliable data at the grade 7 level.
- Student Learning Survey data shows that the majority of grade 7 students believe they are getting better at reading and at writing.
- In FSA Literacy, Indigenous students achieved 4% lower than all students.
- Students with diverse abilities achieved 29% lower than all students.
- While grade 7 learners have a strong belief that they continue to get better in reading and writing, their FSA literacy results indicate that literacy needs to be an area of focus.

Action Items Intermediate and Middle Years

- Support elementary and middle schools in maintaining high participation rates for provincial assessments and Student Learning Surveys.
- Pilot an Intermediate Literacy Assessment tool in grades 4–6 for district-wide implementation in the 2023–2024 school year.
- Facilitate end of year transition planning meetings with elementary and middle school teams to support student transitions, particularly focusing on Indigenous learners, learners with diverse abilities, English language learners, and children in care.
- Support school teams in developing objectives and strategies to support their school literacy goal within the context of their School Learning Plan.

SD8 district and school staff will continue to focus on the literacy goal of all students finishing Grade 8 proficient in their reading comprehension and writing skills. The grades 4–8 district literacy plan, which includes piloting a district-wide formative assessment literacy tool, regular learning updates with school intermediate teams, and ongoing tracking of learners as they transition from one grade to the next and from elementary to middle school, will ensure that SD8 is on track to achieve the literacy goal, with 80% of grades 4–8 learners proficient in literacy by the spring 2023.



Graduation Program

The graduation program in the secondary years (grades 10–12) prepares students for graduation and for post-secondary transitions. Students begin collecting credit for courses that go on their high school transcript. They also make course choices based on their Three-Year Graduation Plan. Students may choose from several courses in grades 10–12 in the English Language Arts (ELA) program, with an option for English First Peoples courses. English Studies 12 or English First Peoples 12 are the culminating courses that support the transition to post-secondary institutions.

English Language Arts programming at the graduation program level ensures students are literate citizens as they graduate from secondary school.

Reference: [BC Curriculum, English Language Arts](#)

Data

SD8 uses the following provincial data in order to inform decisions for supporting learners in literacy:

- Graduation Literacy Assessment, Grades 10 and 12
- Student Learning Surveys (SLS), Grades 10 and 12

The **Grade 10 Literacy Assessment** is a provincial assessment that assesses student proficiency in literacy. It is a graduation requirement written by students in their Grade 10 year. The Grade 10 Literacy Assessment assesses students' ability to use critical thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas. The Grade 10 Literacy Assessment is based on learning across multiple subjects, from kindergarten to Grade 10. Students have up to three times to write the assessment prior to graduating. The assessment is based on a proficiency scale, rather than percentages or letter grades. It is not part of the student's course marks.

Reference: [BC Graduation Literacy Assessment 10](#)

The **Grade 12 Literacy Assessment** is a provincial assessment that assesses students' proficiency in literacy. It is a graduation requirement and completed during students' grade 12 year. The Grade 12 Literacy Assessment assesses students' ability to use critical and reflective thinking and analysis to make meaning from a diverse array of texts. It also assesses students' ability to communicate their ideas and the ideas found in texts. The Grade 12 Literacy Assessment is not based on a particular subject or course; rather it is based on learning across multiple subjects. Students are able to write the Grade 12 Literacy Assessment up to three times if they choose. The assessment is based on a provincial proficiency scale, and is not counted towards post-secondary institution admissions. The student's best mark is recorded on their high school transcript.

Reference: [BC Graduation Literacy Assessment 12](#)

The **Student Learning Survey** is an annual province-wide census of grades 4, 7, 10 and 12 students, their parents, and teachers. The questions have been developed with input from partner groups, teachers, and education experts. The Student Learning Survey is a method of obtaining students' opinions about their school experience including questions about the curriculum, school climate, and classroom assessment.

Reference: [BC Student Learning Survey](#)

Grade 10 Graduation Literacy Assessment and Student Learning Survey (SLS) Literacy Data 2021-2022

Graduation Literacy Assessment (GLA)	Participation Rate	Meeting Grade Level Expectations
All Students	n/a	67 %
Indigenous Students	n/a	79 %
Students with Diverse Abilities	n/a	51 %

Student Learning Survey: “I continue to get better at reading”	Participation Rate	Students who Agree/Strongly Agree
All Students	60 %	84 %
Indigenous Students	57 %	93 %
Students with Diverse Abilities	62 %	76 %

Student Learning Survey: “I continue to get better at writing”	Participation Rate	Students who Agree/Strongly Agree
All Students	60 %	86 %
Indigenous Students	57 %	84 %
Students with Diverse Abilities	62 %	76 %

Summary of Key Findings

- Grade 10 Indigenous and diverse learner Student Learning Survey participation significantly increased compared to last year.
- Higher student participation rates help to ensure more reliable data at the Grade 10 level.
- Student Learning Survey data shows that the majority of Grade 10 students believe they are getting better at reading and at writing.
- In Grade 10 Literacy, Indigenous students achieved 12% higher than all students.
- Students with diverse abilities achieved 16% lower than all students.
- While Grade 10 learners have a strong belief that they continue to get better in reading and writing, their GLA literacy results indicate that literacy needs to be an area of focus.

Grade 12 Graduation Literacy Assessment and Student Learning Survey (SLS) Literacy Data 2021-2022

Graduation Literacy Assessment (GLA)	Participation Rate	Meeting Grade Level Expectations
All Students	n/a	98 %
Indigenous Students	n/a	100 %
Students with Diverse Abilities	n/a	masked

Student Learning Survey: “I continue to get better at reading”	Participation Rate	Students who Agree/Strongly Agree
All Students	50 %	84 %
Indigenous Students	43%	80 %
Students with Diverse Abilities	48 %	77 %

Student Learning Survey: “I continue to get better at writing”	Participation Rate	Students who Agree/Strongly Agree
All Students	50 %	87 %
Indigenous Students	43 %	84 %
Students with Diverse Abilities	48 %	69 %

Summary of Key Findings

- Grade 12 participation rates on the Student Learning Survey is desired.
- 100% of Grade 12 Indigenous learners achieved proficiency on the Graduation Literacy Assessment.

Action Items Graduation Program

- Support secondary schools in improving participation rates for Student Learning Surveys.
- Facilitate bi-annual graduation transition planning meetings with secondary school principals to equitably support all grade 10-12 learners in order to ensure graduation for all learners.
- Support secondary school teams in developing objectives and strategies to support their school literacy goal within the context of their School Learning Plan.

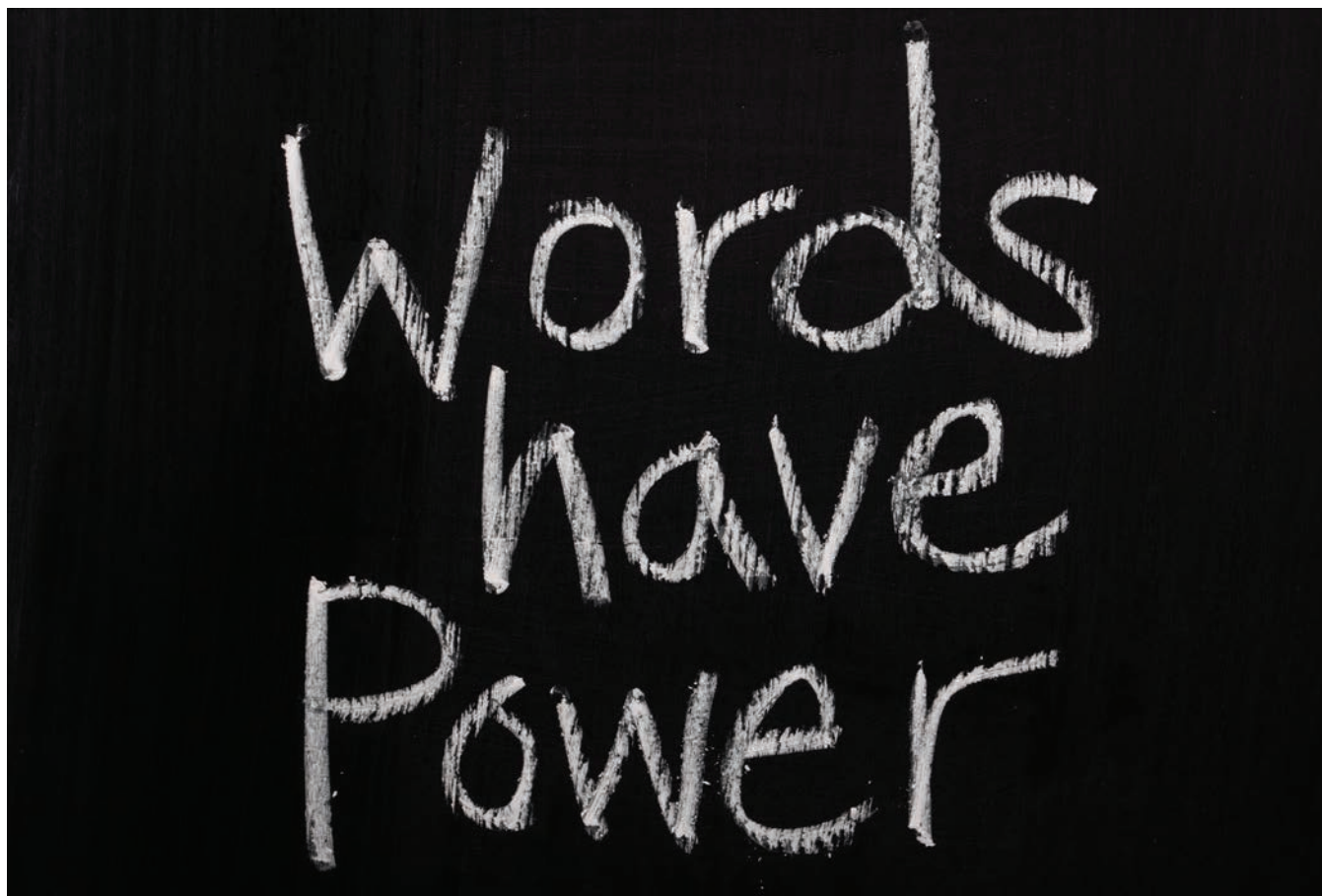
SD8 district and school staff will continue to focus on the literacy goal of all students graduating from Grade 12 proficient in their literacy skills. This will ensure that students graduate from high school with dignity, purpose, and options for their future.

District Priorities

SD8 Literacy focuses on 3 priority areas:

- Implementing and using data for school teams and district staff to better understand learners' literacy academic needs.
- Supporting all learners, including children and youth in care, Indigenous learners, diverse learners and English language learners.
- Improving literacy learning and assessment.

SD8 continues to look for ways to build on strengths and to celebrate student success. By using to data inform decision-making and planning and by working together with education partners, SD8 can make a difference in the education and life outcomes of Kootenay Lake learners. In addition, ongoing professional learning opportunities in literacy are provided through district and school-based professional development days, district workshops, and literacy communities of practice.





CONCLUSION

Supporting all students in achieving strong foundational literacy skills supports SD8's commitment to ensuring the success of all learners. Implementing inclusive and adaptable programs that allow every child to find success in programs is evident in the collaborative partnerships fostered between SD8 staff and communities as we weave together inclusive supports for all learners and their families. Through this process, SD8 continues to strengthen partnerships to enrich the ways that we lead, learn and work.

Strengthening partnerships throughout the District gives learners opportunities for learning inside and outside of the classroom. From the early years to post-secondary, the District has supports built throughout a student's learning journey. A focus on setting goals and developing action plans for continued growth in all areas is emphasized.

Studies confirm that effective teachers matter much more than specific curriculum materials, pedagogical approaches, or "proven programs" (Allington & Johnston, 2001). Therefore, it becomes ever apparent that by investing in targeted professional learning for our teachers we will positively impact student learning. A focus on fostering a student appetite for participating in provincial assessments and surveys across all grade levels is important for student success: the higher the rate of participation, the more confidence SD8 has in the data accurately reflecting the perceptions and achievements of all learners.

With the implementation of a district-wide literacy coherence model, SD8 is optimistic that all students will be set up for success throughout their K-12 school experience and beyond.

