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I  Introduction

The North Vancouver Board of Education recognizes the significant role that we play in the education of people of all ages within our community. The District Literacy Plan is a statement of our commitment to work collaboratively with key community stakeholders to improve literacy for all residents of the North Shore. Through the process of developing this District Literacy Plan, our school district acknowledges and engages with the various perspectives on literacy throughout the community.

Dialogue, positive working relationships and consensus building with our community partners over the past six years have enabled the school district to identify specific needs and priorities that are reflected in the goals we have established for each of the pillars of literacy, and to enhance the delivery of services that support literacy development for children and families on the North Shore. The District Literacy Plan is a powerful example of the North Vancouver School District’s 2011-2021 Strategic Plan Goal to: “Strengthen and expand reciprocal community relations.”

This 2014 North Vancouver School District Literacy Plan provides an update to the plan developed and submitted to the Ministry in July 2013. Literacy planning is an on-going annual process that includes processes of reflection, evaluation and the thoughtful planning of future literacy initiatives based on the changing needs of the community.

II  District and Community Context and Demographics

North Vancouver covers an area of over 172 km² and encompasses the municipalities of the City and District of North Vancouver. This area also includes the traditional lands of the Tsleil-Waututh and Skwxwú7mesh Nations.

According to 2011 Census data, North Vancouver (City) had a population of 48,196, representing a percentage change of 6.7% from 2006. North Vancouver (District municipality) had a population of 84,412, representing a percentage change of 2.2% from 2006¹.

Beyond the rates of population growth, other differences between the City and the District of North Vancouver are notable. The District of North Vancouver, by far the larger of the two municipalities, sprawls in an east-west direction and is primarily made up of single-family residential housing. The City of North Vancouver, referred to by regional planners as the “downtown” area, is home to the majority of the North Shore’s high-rise buildings, rental properties and commercial operations. While the City and District of North Vancouver are separate entities, they share one school district.

The two municipalities also share a network of non-profit community organizations that form the backbone of civil society in our communities. This network includes a multicultural society, a university, a neighbourhood house, recreation centres, early childhood education programs, seniors’ programs, organizations serving people with disabilities, homeless shelters, community food programs, women’s organizations, public libraries, First Nations organizations, and health services. North Vancouver School District works with this network to support a continuum of literacy opportunities for all ages.

Approximately 1700 North Vancouver residents are identified as Aboriginal, according to the 2006 Statistics Canada Census. Over the past few years, North Vancouver’s immigrant population has been growing faster than its non-immigrant population; however, among cities located in Metro Vancouver, North Vancouver still has the lowest proportion of immigrants who speak languages other than English at home. According to the 2006 Census, Farsi was the most common non-English language spoken at home in North Vancouver, followed by Chinese, Korean, and Tagalog\(^2\).

The North Vancouver School District enrols 16,799\(^3\) students and offers a comprehensive Kindergarten to Grade 12 education. The School District’s elementary and secondary schools offer a variety of programs and services including: International Baccalaureate, French Immersion, Environmental Education, Distributed Learning, English Language Learning (ELL), Summer School (Grades 10-12), and services for students with exceptional learning needs.

The shared vision of the North Vancouver School District is to provide world-class instruction and a rich diversity of engaging programs to inspire success for every student and bring communities together to learn, share and grow. Programs offered by the North Vancouver School District are designed to provide all students with the courses necessary to enter university, college, or other post-secondary institutions, as well as the skills and training necessary to pursue career and vocational opportunities.

### III Alignment with the District Achievement Contract

The North Vancouver School District Achievement Contract 2011 - 2014 identifies literacy as a main focus at both the elementary and secondary levels. It specifically targets, in its goals and objectives, many of the same goals identified in the District Literacy Plan.

#### Early Literacy Success for Young Children

The School District Achievement Contract recognizes the importance of early literacy screening and intervention for Kindergarten students in order to build strong foundation skills for literacy development in the later grades. Early learning programs, developed in partnership with government agencies and community organizations, and identified in this District Literacy Plan, help ensure that more students enter Kindergarten with the skills that will help them be successful in school. These early learning programs include Early Learning Foundations (ELF) preschool and childcare facilities, StrongStart centres, a Farsi and Korean Immigrant PALS (Parents as Literacy Supporters) program, and Ready, Set, Learn initiatives.

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\(^3\) Based on 1701 data from February 2014 (total does not include International Students)
Reading Success in Schools

The District Achievement Contract identifies goals and objectives specific to the development of literacy skills for all students K-12. Particular emphasis in the Achievement Contract is focused on intervention strategies and structures for students not yet meeting expectations in oral language, reading and writing. Strategies and structures supporting both the District Achievement Contract and the District Literacy Plan include locally developed literacy programs, literacy assessments, as well as an array of commercial intervention programs, strategies, initiatives, and software.

Reading Success for Aboriginal People

Both the District Achievement Contract and the Aboriginal Education Enhancement Agreement identify literacy as a key factor in meeting the goals of improving academic achievement and increasing completion/graduation rates for students of Aboriginal ancestry. The collaborative process of reviewing District Literacy Plan and Aboriginal Education Enhancement Agreement goals each year helps ensure that new literacy programs and initiatives are successful in meeting the needs of these students.

IV Alignment with the North Shore Community Literacy Plan

District Literacy planning is intended to build on the Community Literacy Planning Process. Since June 2007, the North Vancouver School District has supported the Literacy Now North Shore Task Group. The members of the Task Group, representing community-based literacy programs and services meet 3 - 4 times per year to review and update the Community Literacy Plan and to plan and implement collaborative activities. The most recent Community Literacy Plan, North Shore Learns: Literacy for All, Plan for Universal Access 2012-2015, was published in January 2012. The Literacy Now North Shore Task Group has made significant strides in 2013/2014 toward completing the strategies outlined in the Community Literacy Plan.

There exists a common vision of literacy, as described in the Community Literacy Plan, and the North Vancouver and West Vancouver School District Literacy Plans, that spans literacy programs from early childhood to adulthood. By building on current community partnerships, and extending those that will support new literacy initiatives, we expect to enhance our ability to more broadly affect literacy in the community. Through our alliance with the North Shore Literacy Outreach Coordinator (LOC), the North Vancouver School District continues to develop and strengthen networks and partnerships with community agencies that contribute to literacy development.
V  Process for Consultation with Literacy Stakeholders

The North Vancouver School District Literacy Plan was developed through a consultative process that has evolved over the past five years, with a number of different partner groups and committees. This year, consultation and updates to the District Literacy Plan were provided by the following groups:

1.  The North Vancouver School District Literacy Plan Committee
2.  The Literacy Now North Shore Task Group


The 2013 District Literacy Plan outlined three key goals to improve literacy locally.

Pillar #1: Early Literacy Success for Young Children

Goal 1: To increase the number of children who enter school ready for Kindergarten

A priority we established in the 2008 District Literacy Plan was to strengthen the school district’s relationship and collaboration with early learning educators in the community. With the expansion of the popular StrongStart program to seven centres in September 2009, and the on-going partnership with Early Learning Foundations (ELF) preschools and childcare facilities, the natural inclusion and integration of early learning in our schools is the norm. The School District has also taken a leadership role in creating opportunities for networking and professional development among early childhood educators in the community, including StrongStart facilitators, ELF preschool and childcare providers, and Kindergarten teachers. Collaborative learning, consultation, and support for early childhood instructional practices has continued to be a school district focus with the long-term vision of creating a ‘seamless’ continuum of early care and learning. We continue to work in partnership with the WECAN community table, local libraries, non-profit agencies, and the Literacy Now Task Group to provide on-going support for early and family literacy initiatives.

Pillar #2: Reading Success in Schools

Goal 2: To increase the literacy skills of students K-12

The North Vancouver School District continues to focus on student achievement in literacy as a priority, as outlined in the District Achievement Contract and individual School Plans. Assessment tools such as the TOPA (Test of Phonological Awareness), the DIBELS (Dynamic Indicators of Basic Early Literacy Skills), and the RAD (Reading Assessment Device) and other assessment tools, help to identify our most vulnerable students in the area of literacy. Support to students at risk is provided through a variety of literacy intervention programs, initiatives, and programs that are reviewed and evaluated on a yearly basis by school and district staff.
Pillar #3: Reading Success for Adults

Goal 3: To increase awareness in the community of adult literacy programs

We continue to work together through our District Literacy Plan Committee and the Literacy Outreach Coordinator to increase awareness of specific literacy needs among adults living on the North Shore, and of the services and programs available in the community. Through this committee, our community accesses Raise a Reader funding to support parent and child literacy programs such as the Queen Mary Literacy Program for parents and Learning Together offered for young mothers. Updates on the community-based adult literacy initiatives are included in the North Shore Learns: Literacy for All, Plan for Universal Access 2012-2015.

VII Goals and Objectives to Improve Literacy Locally

Pillar #1: Early Literacy Success for Young Children

Goal 1: To increase the number of children who enter school ready for Kindergarten

Rationale:

The North Vancouver School District (44) has participated in all five waves of EDI data collection. Wave 5 results were collected in 2011/12-2012/13 from 25 schools in 9 neighbourhoods. A total of 1098 kindergarten children participated in North Vancouver in Wave 5. EDI results are mapped based on children's neighbourhood of residence, not where they attend school.

Measuring children's development at school entry is important because it reflects children's early experiences and it can predict their performance in literacy tasks in later years. Results from the Early Development Instrument (EDI) 2011/12-2012/2013 (Wave 5) indicate that just over 29% of children living in North Vancouver are vulnerable on at least one scale of early development. This is an increase from Wave 4 EDI results which indicated a 20% vulnerability rate. There are increased numbers of children in North Vancouver who are considered vulnerable in the areas of Physical Health and Well-Being (14%); however vulnerability was lowest on the Language and Cognitive Development scale (5% down from 7% in Wave 4). This may be an indication of the supports and services that have been put in place on the North Shore to provide meaningful early learning programs for children and families.

The School District acknowledges the importance of early learning opportunities that prepare young children to be successful in school. We have been proactive in developing partnerships with the early learning community on the North Shore, and we will continue to collaborate with preschool and childcare providers, libraries, community organizations, and Ministry initiatives to develop and expand effective early literacy programs in our community. An extensive number of early learning programs and initiatives are taking place in our schools and across the community. The following list of strategies and structures feature both school district-based and community-based early learning initiatives that will enhance school readiness in young children and improve their transition from early care settings to Kindergarten:
Current/On-Going Strategies/Structures:

- Continue to work in collaboration with Kindergarten teachers and our early learning partners to plan and host the annual Kindergarten Parent Information Meeting event
- Meet annually with community partners to support the transition from preschool to Kindergarten for children with special needs and to host a Kindergarten information session for parents
- Continue to support and coordinate school-based Kindergarten parent tours and student orientation meetings
- Continue to collaborate with our early learning partners to advance our vision for a seamless continuum of early care and learning in North Vancouver and enhance students’ readiness for Kindergarten
- Continue to promote communication and understanding between the early learning providers and Kindergarten teachers through participation in WECAN and other ECE committees on the North Shore
- Continue to provide opportunities for teachers, support staff, parents and early learning partners to participate in dialogue and professional development on topics related to early childhood development and pre-literacy skills: oral language development, social-emotional learning, emergent curriculum, play-based/project-based/nature-based learning, self-regulation, language and literacy, etc. Continue to host the Early Learning Dialogue sessions with guest speakers
- Maintain our support and guidance for seven StrongStart drop-in programs at schools throughout the School District
- Maintain our involvement in the Human Early Learning Partnership (HELP) to support and review the Early Development Instrument (EDI) mapping
- Collaborate with ELF (Early Learning Foundations) providers to develop quality, play-based preschool and childcare programs in our school district
- Continue to provide district support for the annual Ready, Set, Learn events in schools through the provision of RSL theme-based bags and coordination of a district wide theme
- Continue to promote the Parent Child Mother Goose Program offered by the community agencies to parents and children age 0-3 years
- Help to increase awareness of I hope family centre, a drop in program focused on learning through play, offered at two locations by Family Services of the North Shore
- Continue to increase awareness of the early learning drop-in programs offered at JBCC The Family Centre, including Grandparent Connection and Daddy and Me
- Continue the SummerStart program at Capilano Little Ones, a successful multi-agency collaboration modelled after the StrongStart program. The program was jointly facilitated by a NVSD StrongStart Facilitator and an ECE teacher from the Skwxwú7mesh Úxwumixw and serviced children aged 2-6 and their caregivers
- Continue to partner with So-Sah-Latch Health and Family Centre in their various early intervention programs
- Support the WHEELS (community van) program to promote literacy and school readiness in communities across the North Shore
- Continue to collaborate with the North Shore Multicultural Society and North Vancouver District Library to provide an Immigrant PALS program including visits by the librarian and to the library
- Support public librarian visits to preschools, daycares and StrongStart centres and participation in Ready Set Learn and Immigrant PALS programs
• Help provide awareness of regular story times held at North Vancouver libraries for babies, toddlers and preschoolers; present to preschool parents the importance of reading through RSL and other events

• Continue to support Ridgeway School’s Neighbourhood of Learning program in partnership with North Shore Neighbourhood House, which provides child care and other services to families in the community. In partnership with North Shore Multicultural Society and Mosaic Language Services, NSNH provides a free preschool program to children of adult English Language Learners new to Canada

• Continue to promote the Supported Child Development Program (SCDP); assisting families of children with extra support needs to access inclusive child care. The program, funded by the Ministry of Children and Families and hosted by the NSNH, is intended to serve children from birth to 12 years

2013-2014 New Initiatives:

• Continued the theme-based model for Ready, Set, Learn school events, inspired by the Kindergarten play-based model of instruction and the school district’s collection of early learning Play Posters; this year’s theme was “Outdoor Play”

• Provided mini iPads to all StrongStart facilitators to promote pedagogical narration and other innovative literacy practices among StrongStart facilitators to enhance the development of children attending StrongStart

• Supported the participation of all StrongStart facilitators in District-based, collaborative professional development and regional Ministry in-service sessions

Looking Ahead to 2014-2015:

• Develop the new theme of “Clay Play” and promote effective, collaborative strategies for planning, implementing and hosting the annual Ready Set Learn events at schools; investigate the possibility of having local librarians, StrongStart facilitators and ELF providers participate in RSL events; explore options for increasing attendance levels at RSL events (FOS models, Saturday sessions, ECE fairs)

• Increase efforts to promote, provide outreach, and coordinate community support for StrongStart centres; during the first week of September StrongStart facilitators will promote the StrongStart program by visiting and connecting with community service providers (e.g. public health nurse, family counselling, North Shore Multicultural Society)

• North Vancouver School District has provided support for Family Services of the North Shore to propose a Service Expert Consultant position through the BC Early Years Centre RFP process, which will enable early learning providers to make community linkages and access support for families of children aged 0-6 in North Vancouver. Access will include those enrolled in StrongStart and Early Learning Foundations (ELF) preschool and childcare programs.
Pillar #2: Reading Success in Schools

Goal 2: To increase the literacy skills of students K-12

Rationale:
While most North Vancouver students demonstrate strong literacy skills overall, provincial test scores, report card results, and classroom assessments indicate that some students at each grade level struggle with oral language development, reading fluency and comprehension, and writing skills.

The North Vancouver School District recognizes the importance of ensuring that sound assessment and instructional practices, and appropriate intervention strategies, are in place at every grade level for students with literacy challenges. We have committed a significant portion of our efforts toward implementing specific strategies, programs, district initiatives, and alternative programs that address literacy goals. The following strategies and structures provide literacy support for students from K-12:

Current/On-Going Strategies/Structures:
- Facilitate and support the successful use of early literacy development programs such as Our Turn to Talk and Firm Foundations in Kindergarten and early primary classrooms
- Facilitate and support successful classroom use of locally developed literacy programs (Reading 44, Writing 44), Literacy 44 eBook at all grade levels
- Provide in-service opportunities throughout the year to support kindergarten teachers in developing a curriculum for oral language and phonological awareness
- Provide in-service and support at individual school sites on professional development days in the areas of Reading 44 and Writing 44 & Differentiated Writing workshops, Literacy 44 eBook
- Continue to provide district in-service and opportunities for collegial dialogue, including in-service on locally developed resources, presentations from guest experts in literacy instruction, and sessions dedicated to exploring literacy through integrated technology
- Support school and district initiatives aimed at increasing the use of technology in literacy instruction (e.g. iPads, collegial conference projects, Smart boards, class and student blogs, distributed and online learning etc.)
- Continue to provide learning assistance that focuses on early identification, intervention and classroom support for students with learning difficulties/disabilities, using a variety of reading approaches/methods and intervention strategies; promote a collaborative and team-based approach to intervention
- Continue to provide multiple resources and Learning Services support to School Learning Assistance Centres at elementary, regular meetings and promote the Inclusive Education Handbook and Learning Assistance Handbook
- Continue to provide, where resources permit, computer assisted learning support for students with learning difficulties (e.g. Clicker 6, Dragon Dictation, Lexia, Kurzweil, keyboarding laptops, interactive reading programs, and iPads)
- Continue to provide Speech and Language Therapists for assessment and intervention services and assistance with more formal language and literacy instruction
- Provide on-going support and training to Learning Assistance and Learning Support Teachers, via network learning series, to look at fundamentals of reading instruction and intervention, executive functioning, and mentorship for teachers new to special education
• Support the development of language and literacy for students with complex learning needs; enhance the capacity of teachers and support staff to provide explicit literacy instruction and intervention for students with language communication difficulty; provide materials that are both age-level and reading-level appropriate

• Continue to administer the **Test of Phonological Awareness (TOPA)** assessment annually to all Kindergarten students across the district; provide intervention to those students considered at risk for reading readiness; provide support, and training to teachers for the administration of the TOPA and subsequent intervention strategies

• Continue to support the district-wide administration of the **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** in the primary grades to monitor student progress

• Continue to support and encourage implementation of the **Reading Assessment Device (RAD)** from grades 1-9 and locally developed reading assessments

• Continue to support **Insight**, a new assessment tool to identify and profile high ability students

• Continue to screen and provide enrichment in school (multi-grade) and across the district for high ability and gifted language learners (e.g. visual journaling, creative writing)

• **Offer Level B assessment Training** using the Woodcock Johnson III, Test of Achievement

• Continue to provide support to schools in the implementation and assessment of **School-Wide Writes**

• Continue to provide support for school-based reading and writing initiatives (e.g. author visits, literacy celebrations, writers-in-residence programs, technology projects etc.)

• **Support Reading Rounds** to connect elementary and secondary students

• Continue to enrol Secondary Learning Resource Centres with student support in the development of skills and the completion of course work using small group instruction and access to technology

• **Provide short-term specialist teaching** at two **District Literacy Centres**

• Maintain literacy instruction through a variety of **Grades 10-12 Distributed Learning courses**

• **Continue to provide more personalized literacy instruction** for students in alternate programs

• **Continue to support the use of Literacy Bins** for students with diverse needs and interests (Aboriginal, Safe and Caring, students with disabilities)

• **Continue to provide Aboriginal Literacy Support**, with staffing provided directly at the school level

• **Continue to provide district Aboriginal Success Teachers**, as outlined in the Aboriginal Education Enhancement Agreement, to work with students, teachers and parents to implement culturally relevant material into the classroom and home

• **Continue to provide support to teachers and First Nations support workers** in creating classroom and school-based programs that link cultural traditions to literacy initiatives (e.g. oral story telling, elementary cultural awareness literacy projects)

• **Continue to partner with the Eshia7an Aboriginal program** for youth and adults to provide high school completion, and First Nations culture classes

• **Continue use of Homework Clubs** after school to provide literacy support to students, in conjunction with **Skwxwú7mesh Úxwumíxw**
• Continue to support initial and annual assessments and literacy interventions for English Language Learners (ELLs)
• Continue to support instruction and assessment in-service for ELL teachers
• Continue to support primary and secondary librarians working together to enhance student access to literary opportunities; continue to have public librarians prepare teachers with book lists that are in alignment with BC Curriculum
• Continue to support the North Vancouver Public Library’s Cards for Kindergarten campaign, provincial Summer Reading Clubs and other school-based literacy events
• Maintain support of public librarian visits to schools - field trips to libraries and facilitate use of the North Vancouver Public Library website
• Help to increase awareness of programs offered through the North Shore Public Libraries, including the Red Cedar and Stellar Book Clubs, and school-based library initiatives
• Continue to work in partnership with Lynnmour School and North Vancouver District Public Library to offer book buddies at the North Van Boys and Girls Club

2013-2014 New Initiatives:
• Implemented and developed the Literacy 44 eBook - an interactive resource incorporating instructional activities for teachers K-12; an official launch was held in October 2013
• Provided a Leadership for Learning session to all NVSD administrators on indigenizing the delivery of literacy instruction across all subject areas K-12
• Revised and implemented the Learning Assistance Handbook
• Offered the Designs 2014 in-service series focusing on Assessment
• Hosted four Ed Camps exploring the use of technology in literacy instruction
• Implemented Year 2 of the Changing Results for Young Readers provincial initiative. Elementary and secondary teachers and support staff (including SLPs) were invited to participate in this initiative aimed at improving inclusive instruction for vulnerable readers through targeted inquiry
• Implemented ARC-BC - Digital and textbook library accessible to students with learning difficulties
• Supported the Making Connections Intervention (MCI) program to provide targeted literacy intervention for struggling readers in grade 8/9 students at Carson Graham
• Cove Cliff and Seymour Heights collaborated to implement a peer tutoring program with secondary students from the KEY program
• Cove Cliff Elementary School hosted Lily the reading dog to read with struggling readers, and primary students
Looking Ahead to 2014-2015:

- Continue (year 3) of Changing Results for Young Readers initiative to improve reading instruction for our most vulnerable students. In 2014-2015 a district wide, school teams (primary teachers and Learning Assistance Teachers) approach will be implemented to explore essential elements of literacy instruction, assessment, and interventions
- Continue to provide support and in-service for best practices in assessment and communicating student learning through the on-going implementation of the new Communicating Student Learning K-12 - Handbook of Assessment, Evaluation and Reporting and district and school-based in-service on the new student information system
- Continue to support collegial conferencing literacy projects in schools
- Continue to host (3-5) informal networking sessions with teacher librarians and district public librarians
- Continue to provide support for the implementation of the BC Education Plan and begin to align literacy instruction with the Ministry of Education draft curriculum and assessment framework
- Continue to develop and implement the Literacy 44 eBook to increase teachers capacity for effective literacy instruction.
- Continue to align district, Family of Schools and school-based professional growth opportunities to the Four Pillars of Educational practice: curriculum design, instruction, assessment and social emotional learning

Pillar #3: Reading Success for Adults

Goal 3: To increase awareness in the community of adult literacy programs

Rationale:
The Literacy Now North Shore Task Group continues to develop a community plan, build a committee structure, forge relationships and allocate resources to implement the plan.

The Task Group provides an opportunity for all groups with an interest in a continuum of literacy programs to work together to increase efficiency and relevance to the needs of our communities. The North Vancouver School District is playing a leadership role in working with its community partners to increase awareness of the quality programs and services available for adult learners on the North Shore through the following actions:

Current/On-Going Strategies/Structures:

- Continue to offer academic English courses through blended-model Distributed Learning (grades 10-12) to our adult population
- Continue to work in collaboration with the Literacy Now North Shore Task Group and other community partners, including business and industry, to expand access to community-based literacy programs
- Continue to work in collaboration with community partners to highlight general interest programs to adults in the community
- Help to increase awareness of ELL classes and transition-to-university programs offered free of charge through Capilano University, Vancouver Community College, and other post-secondary institutions
- Help to increase community awareness of the extensive free and low cost ELL classes for youth, adults, and seniors offered at various locations across North Vancouver by the North Shore Multicultural Society and other agencies
• Continue to increase awareness in the community of the Esh7an adult program, funded jointly by the school district and the Skwxwú7mesh Úxwumíxw
• Continue to work with community agencies to support learning centres and programs for teenage parents (e.g. Learning Together Program) with a focus on parental training in early literacy practices, and academic supports through Distributed Learning and Mountainside Secondary to allow the teen parents to meet grad requirements
• Continue to support the efforts of partners like the North Shore Multicultural Society in offering settlement services to immigrant families in our community
• Continue to encourage parents of ELL youth in our schools to access language acquisition programs both through Distributed Learning and through community programs
• Continue to collaborate with community organizations to increase awareness of Early Learning programs that also provide literacy support for parents and caregivers (e.g. Immigrant PALS, StrongStart, Parent-Child Mother Goose programs)
• Help to promote the Lower Lonsdale Literacy Drop-in Program at John Braithwaite Community Centre. The program is focused on meeting the needs of low-income and ELL learners in the community
• Help to increase awareness of the North Shore Welcome Action Committee, supporting collaboration among community organizations serving newcomers
• Continue to work with our partners to secure additional resources for literacy activities from Raise a Reader funding, Lower Lonsdale Legacy funding, BC Advanced Education, Innovation and Technology and HRSD Office of Literacy and Essential Skills.

2013-2014 New Initiatives:
The Literacy Now North Shore Task Group has provided implementation funding for a number of new initiatives in the community; priority was given to expand on-going adult literacy programs on the North Shore, or to support new programs based on identified needs in the community. New actions mentioned in the North Shore Learns: Literacy for All, Plan for Universal Access 2012-2015 include:
• The North Vancouver School District and North Vancouver District Public Library co-hosted an EdCamp on “Digital Literacy” at Lynn Valley Library
• In collaboration with Queen Mary School, offered weekly literacy sessions to 15 parents supported by 8 volunteer tutors
• Research on ELL needs in the community and expansion of information sharing amongst ELL providers
• Collaborated with Skwxwú7mesh Úxwumíxw to provide weekly health literacy and leadership training
• Facilitated a Literacy Forum to explore what literacy means in the 21st Century, focusing on health, technology, financial, English language and workplace literacies
• Supported four First Nations women to participate in an accredited Community Capacity Building Citation program at Capilano University
• Completed a First Nation health literacy video, curriculum and instructor guide entitled “Walking a Balanced Path”
• Coordinated Women’s Leadership Sacred Teachings Program offered in collaboration with the Skwxwú7mesh Úxwumíxw
• Completed Lower Lonsdale Voices Volume 11, an anthology of stories of adult literacy students at Queen Mary School
• Completed “Walking a Balanced Path” a First Nations health and wellness curriculum
Looking Ahead to 2014-2015:

- Assess changes that have occurred as a result of the collaborative activities of the Literacy Now North Shore Task Group
- Complete Planning for Literacy for All 2014-2017
- Hold Literacy Forum to explore what literacy means in the 21st Century and the importance of diverse ‘literacies’ for vibrant communities
- Promote parent information evenings that focus on the importance of being a literate community; expand family literacy programs in key areas
- Facilitate partnerships and coordinate access to financial literacy programs
- Explore opportunities for First Nations family literacy programs based on cultural traditions
- Expand health literacy, family literacy and technology literacy programs in collaboration with First Nations organizations
- Work with Vancouver Coastal Health and other partners to embed health literacy in all literacy programs; address health literacy issues through the community
- Review health literacy needs of those with chronic illness and explore programs to address these needs
- Continue the family literacy program for parents and grandparents at Queen Mary School
- Deliver programs that target parents/caregivers and children in collaboration with community organizations and school districts
- Facilitate accessible technology literacy for seniors
- Monitor and respond to changes in literacy and ESL Programs and funding
- Facilitate partnerships to address gaps in English as a Second language programming

VIII  Process for Approval of the District Literacy Plan

The British Columbia School Act (81.1) states that a Board of Education must, on or before July 15th of a school year, establish and make available to the public, a District Literacy Plan for the school year, setting out the plan for improving literacy in the geographic area of the school district.

The North Vancouver District Literacy Plan will be submitted to the Board of Education for approval in June 2014. The new District Literacy Plan will be shared with the community during the 2014-2015 year. The community will also have the opportunity to review the District Literacy Plan on the North Vancouver School District website and provide comments and feedback on its direction during the year.
### IX Committee Membership

#### North Vancouver School District Literacy Committee:

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<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Joanne Robertson</td>
<td>Director of Instruction, Learning Services (Chair and Ministry Literacy Plan Contact)</td>
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<td>Brad Baker</td>
<td>District Administrator, Learning Services</td>
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<td>Brenda Bell</td>
<td>Principal, Cove Cliff Elementary School (Chair 2014)</td>
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<td>Alison Campbell</td>
<td>North Vancouver District Public Library</td>
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<tr>
<td>Ann Copp</td>
<td>Vice Principal, Seymour Heights Elementary School</td>
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<tr>
<td>Kathy Coyne</td>
<td>North Shore Literacy Outreach Coordinator</td>
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<tr>
<td>Marcia Garries</td>
<td>District Administrator, Learning Services</td>
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<tr>
<td>Fran Jones</td>
<td>Community Early and Middle Years Coordinator</td>
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<tr>
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#### Literacy Now North Shore Task Group:

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<tr>
<td>Jane Watkins</td>
<td>North Vancouver City Library</td>
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X Glossary of District Literacy Plan

Aboriginal Literacy Bins
The Aboriginal Literacy Bins are a collection of print and non-print teaching materials with a focus on Aboriginal content. Both elementary and secondary bins were created to provide teachers with resources for planning lessons or units based on Aboriginal culture and themes.

ARC-BC Project
ARC-BC is an Accessible Resource Centre that contains a repository of online collections of downloadable resources to support students with perceptual disabilities.

Assessment for Learning
Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. Assessment for Learning is a natural, integral and essential part of effective learning and teaching and is a key element of personalised learning. The goal of Assessment for Learning is to provide feedback, which teachers and students can use to adapt or adjust their teaching/learning needs.

BC Education Plan
BC’s new Education Plan is based on a simple principle: every learner will realize his or her full potential and contribute to the well-being of our province. According to the Ministry of Education, the BC Ed Plan has five key elements:
1. Personalized learning for every student
2. Quality teaching and learning
3. Flexibility and choice
4. High standards
5. Learning empowered by technology

BC Ministry of Education Draft Curriculum (Core Competencies)
Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deeper learning. The core competencies of thinking, communication and social and personal competencies support lifelong learning. The redesign of curriculum and assessment focuses on the competencies at the core of our knowledge-based society.

Capilano Little Ones
Xweme’ch'stn Extimxwawtxw Capilano Little Ones School provides pre-school for 4 year olds, Kindergarten, and Grade 1 programs to children of the Squamish Nation. The school provides an enriched cultural setting for developing early numeracy and literacy skills, including a foundation in both English and the Squamish language.

Clicker 5 and 6
Clicker 5 and 6 is a writing support and multimedia tool for children of all abilities.

Communicating Student Learning K-12 - Handbook for Assessment, Evaluation and Reporting
A handbook is designed to complement and reinforce provincial and local policies by providing Kindergarten to Grade 12 educators in the North Vancouver School District with recommended guidelines and classroom practices for assessment of student progress that is clear, consistent, and well aligned across schools.
Daddy and Me
Daddy and Me is a drop in program at John Braithwaite Community Centre for preschool aged children and their dads. The program focuses on early learning and literacy activities.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
DIBELS is a formative early literacy assessment that can be used to identify students who may be at risk of reading difficulty, and to monitor student progress and guide instruction. DIBELS measures: recognizing initial sounds, naming the letters of the alphabet, segmenting the phonemes in a word, reading nonsense words, oral reading of a passage, retelling and word use.

Differentiated Instruction
Differentiated Instruction refers to a systematic approach to planning curriculum and instruction for academically diverse learners. Differentiated instruction (or differentiated learning) involves modifying content, process, products, affect, or learning environments to honour students’ learning needs and maximize their learning capacity.

Distributed Learning
The Distributed Learning program offers North Vancouver students the opportunity to complete many of their high school graduation courses online.

District Literacy Centres
The District Literacy Centres are district-based literacy programs designed to provide intense intervention for students in Grade 3 who have significant difficulties with reading and writing skills. Students are admitted for a one-time, three month (approximate) enrolment.

Dragon Dictation
Dragon is speech recognition software which turns your talk into text and can make virtually any computer task easier and faster. From capturing ideas and creating documents, to email and searching the web, to using simple voice commands to control many of the popular programs you use every day at home, work – and beyond.

Early Development Instrument (EDI)
The EDI is a research tool that assesses the state of children’s development in Kindergarten. Kindergarten teachers complete the EDI checklist for each child in their class after they have known their students for several months. The EDI measures a child’s development in five domains: physical health and well being, social competence, emotional maturity, language and cognitive development, and communication and general knowledge.

Early Learning Dialogue Session
The Early Learning Dinner and Dialogue is an annual event that brings ELF Providers, StrongStart Facilitators, Kindergarten Teachers and Administrators together, in hopes of establishing a seamless continuum of early care and learning within the North Vancouver School District.

Early Learning Foundations (ELF)
Early Learning Foundations are play-based preschool programs designed to give children positive and constructive learning experiences that nurture their individuality while preparing them for school learning experiences. Early Learning Foundations preschools are uniquely located within North Vancouver elementary school environments, allowing preschools access to a wide array of school-based resources.
Early Learning Framework
The Early Learning Framework describes the vision, pedagogical principles, and key areas of learning for children birth to five years (before school entry). The framework was developed in partnership with the Ministries of Children and Family Development, Healthy Living and Sport, and Education.

ELL
English Language Learner or English Language Learning.

ELL Central
ELL Central is a district on-line program that supports Ministry-mandated ELL reporting and documentation processes, including the development of an Annual Instructional Plan (AIP).

Essential Skills
Essential Skills is a software program comprised of activities for auditory, visual, and tactile learners to support skill development in reading, writing, and math.

Family Centre
The Family Centre is located in the John Braithwaite Community Centre and offers a variety of early learning drop-in programs and resources for North Vancouver parents, children and grandparents.

Firm Foundations
This document provides the learning continuum that early primary teachers need to facilitate their students’ acquisitions of early literacy skills, in a play-based and socially interactive classroom. Key components of Firm Foundations are the instructional timeline, the materials, and the assessments for the teaching, practicing and mastery of early literacy and phonological awareness skills such as rhyming, segmenting and blending, concept of print, and letter sound mastery.

Grandparent Connection
The Grandparent Connection program is offered at the John Braithwaite Community Centre and the North Shore Neighbourhood House. The program aims to promote social connections between grandparent caregivers; early literacy skills development is provided by an ECE facilitator.

Immigrant PALS (Parents as Literacy Supporters) Program
Parents as Literacy Supporters (e.g. Farsi or Korean PALS) is a culturally responsive family literacy program for immigrant parents and their preschool/Kindergarten children. PALS provides an accessible, welcoming, and joyful learning environment to develop language and literacy abilities and to support integration into the community.

Inclusive Education 44 Handbook
This document articulates that British Columbia, more specifically the North Vancouver School District, promotes an inclusive education system in which students with special needs are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms, and goes beyond placement to include meaningful participation and interaction with others.

Kurzweil
Kurzweil is a comprehensive reading, writing, and learning software solution for struggling readers.
Learning Assistance Handbook
This handbook outlines Learning Assistance Services for North Vancouver Schools. Learning assistance provides a coordinated and integrated set of support services that include school based consultation, collaborative planning and coordination with the school based team and instruction. Members of the school based team typically help to organize, maintain, and integrate services in the school as well as provide the major link with support services available at the district level.

Learning Together Program
The LTP facilitates high-school completion for pregnant and parenting youth. It also provides the option of inclusive and nurturing childcare services to young parents enrolled in the program and enhances students’ parenting knowledge and skills in a supportive environment.

Lexia
Lexia Reading Core5 provides personalized learning on foundational reading skills for students of all abilities in grades pre-K–5 and delivers norm-referenced performance data without interrupting the flow of instruction to administer a test.

Literacy 44 eBook
The Literacy 44 ebook brings together reading strategies, writing skills and the best classroom technology to develop excellent literacy skills with the students and teachers of NVSD44.

Lower Lonsdale Literacy Drop-in Program
The Lower Lonsdale Literacy Drop-in program operates out of John Braithwaite Community Centre and is run through Capilano University. The program focuses on meeting the needs of low-income and ELL learners in the community.

Making Connections Intervention (MCI)
A unique blended learning solution that provides targeted literacy intervention for struggling readers in high school. The blended model integrates the best of teacher-led, face-to-face instruction with engaging, individualized online instruction to maximize the depth, intensity, and effectiveness of the intervention.

North Shore Welcome Action Committee
The North Shore Welcome Action Committee Initiative is a program focused on facilitating the integration of new immigrants and refugees through different training opportunities and services. The program supports the development of welcoming and inclusive communities.

North Shore Writer’s Festival
The North Shore Writer’s Festival is cooperatively planned by the three North Shore libraries to introduce local and nationally renowned authors to the local community.

North Vancouver School District’s 2011-2021 Strategic Plan
In 2010-11, the North Vancouver Board of Education embarked upon a consultative process to develop a 10-Year Strategic Plan for the School District. The Plan supports the over-arching vision of the School District and our priorities in pursuit of the highest level of service we can provide to students and the community. The 3-Year Operating Plan 2011-2014 is a ‘companion’ document to the 10-Year Strategic Plan. It provides strategies for achieving specific objectives that are identified within the 2011-2021 Strategic Plan’s Goals. Together, the Operating Plan and Strategic Plan serve as reference points for the future direction of the North Vancouver School District.
Our Turn to Talk
This oral language resource supports early primary educators in their efforts to increase the expressive language fluency of all young learners. The classroom component of the document provides strategies and activities to support oral language development. The intervention component is a developmental series of interactive small group sessions designed for students with specific language needs.

Parent-Child Mother Goose Program
The Parent-Child Mother Goose Program is a group experience for parents and their babies and young children. It focuses on the pleasure and power of using rhymes, songs, and stories together. Parents gain skills and confidence which can enable them to create positive family patterns during their children’s crucial early years, and give their children healthy early experiences with language and communication.

Personalized Learning for the 21st Century
Personalized Learning for the 21st Century is the tailoring of pedagogy, curriculum and learning support to meet the needs of individual learners.

Primary Program
The Primary Program is a guide to effective practices for primary educators developed by the BC Ministry of Education. The program provides a comprehensive, general overview for K-3 teachers and integrates current knowledge and research. For more information go to: http://www.bced.gov.bc.ca/primary_program/

Reading 44
Reading 44 is a classroom program written by the teachers of the North Vancouver School District. This resource outlines an explicit classroom reading program for all students K-10. The heart of the Reading 44 program lies in the “Daily Dozen,” twelve reading strategies that good readers use. Instructional activities and graphic organizers are included in the document to encourage diverse learners to recognize, learn and practice these twelve strategies in order to become effective, critical readers.

Reading Assessment Device (RAD)
The RAD is a formative assessment tool that focuses on informational reading for grades 1 through 9. The RAD is designed to give teachers descriptive feedback in three aspects of reading described in the BC Performance Standards: strategies, comprehension and analysis. The primary purpose of the RAD is to help students learn more about themselves as readers and to help teachers plan for systematic reading comprehension instruction.

Reading Rounds
Reading Rounds is a cross-age reading initiative that pairs older students (who may struggle with reading) with younger, emergent readers from neighbouring schools. The older students gain the opportunity to examine and strengthen their reading comprehension strategies, build their competence as role models and develop confidence as a learner. The younger students benefit from small group instruction, explicit reading comprehension instruction and authentic, meaningful reading practice.

Ready, Set, Learn
Ready, Set, Learn is a provincial initiative that helps three-year olds get ready for school. It includes events in local elementary schools, free books for preschoolers and a booklet parents can use to help their child at home. For more information go to: http://www.bced.gov.bc.ca/early_learning/rsl/
Red Cedar and Stellar Book Clubs
Red Cedar and Stellar Book Clubs are book awards administered by the Young Readers’ Choice Awards in British Columbia. These provincial programs encourage students in Grades 4 - 6 (Red Cedar) and teens (Stellar) to read from a nominated list of Canadian titles. At the culmination of six months of reading and on-line reviewing - students are invited to vote for their favourite. The NVDPL consistently runs bi-weekly book clubs for Red Cedar and sponsors author readings with Red Cedar and Stellar nominees for children and teens.

Rubric Central
Rubric Central is an online program, developed by the North Vancouver School District, which provides teachers with an effective Assessment for/as/of Learning tool for use in planning and assessing their students’ learning. Rubric Central enables elementary and secondary teachers to access and use BC Performance Standards Quick Scales, as well as other Ministry of Education and NVSD developed rubrics, in reading/writing and oral language development.

Safe and Caring Literacy Bins
The Safe and Caring Literacy Bins are a collection of print materials with a focus on social responsibility. Created for elementary teachers and students, the bins include an array of picture books and novels that deal with friendship, feelings, anti-bullying, love, inclusion, relationships and more.

School-Wide Writes
The School Wide Write is a strategy used by many North Vancouver schools to improve student performance in writing. Teachers engage all students in the school in a fall write, which is used to identify trends in both strength and areas needing support and improvement. This Assessment For Learning enables teachers to plan instruction to address overall weaknesses in student writing throughout the year, and in the spring the second SWW is administered as a summative Assessment Of Learning tool, to measure progress.

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Squamish Nation

Strong Start
StrongStart BC is a free, drop-in early learning program for preschool aged children accompanied by a parent or caregiver. Qualified early childhood educators lead learning activities, including stories, music and art to help children get ready for success in Kindergarten. For more information and a list of StrongStart programs, go to http://www2.gov.bc.ca/gov/topic.page?id=7557B68DE3F14FB984F34A24418D7A4E&title=StrongStart

Summer Reading Clubs
Each summer, the North Shore Public Libraries offer summer reading clubs. Children at each branch sign up to read a minimum of fifteen minutes per day and gain rewards along the way. Story times, craft programs, author readings and other events are included.

SummerStart
The SummerStart program is a successful multi-agency collaboration modelled after the StrongStart program. It is offered during the month of July at Capilano Little Ones. The program is facilitated by an NVSD StrongStart Facilitator and an ECE teacher from the Squamish Nation. The program services First Nations children aged 2-6 and their caregivers.
Supported Child Development Program (SCDP)
The Supported Child Development Program (SCDP) assists families of children with special needs to access inclusive child care. The program, funded by the Ministry of Children and Families and hosted by the NSNH, is intended to serve children from birth to 12 years.

Test of Phonological Awareness (TOPA)
The Test of Phonological Awareness (TOPA) assesses young children’s phonological awareness. Because of its predictive relationship to reading acquisition, the TOPA is used as an early screening device in Kindergartens in the North Vancouver School District.

Understanding by Design
Understanding by Design (UbD) is a curriculum planning model that uses backward design principals to move beyond “activity focussed” or “coverage focussed” styles of teaching towards an inquiry-based, teaching for meaning model.

Universal Design for Learning
Universal Design for Learning is an approach to learning in which curriculum designers consider the scope of student abilities and learning styles.

WECAN
The WECAN Coalition supports the development, health and wellness of young children and their families on the North Shore. WECAN works to increase family access to community programs and services by addressing barriers such as language, culture, poverty, disability, and lack of awareness, and to collect and assess local research to guide and support community planning that enhances the lives of young children.

WHEELS
WHEELS is the WECAN outreach program, designed to transport resources, programs and community workers to hard-to-reach and vulnerable families with young children on the North Shore. WHEELS makes use of a large, colourful, well-equipped van to support this project, and to raise awareness of this community support initiative. The WHEELS coordinator organizes events and programs for parents and children across the North Shore, and attends resource fairs, community celebrations, food banks, drop-in centres and parks.

Writing 44
Writing 44, developed and published by the North Vancouver School District, provides teachers with a practical resource for the teaching of writing. The “Eight Skills of Writing”, which identify key elements in effective writing, and the accompanying instructional activities and graphic organizers, offer teachers creative ideas and suggestions for classroom writing instruction.
North Shore Learns: Literacy for All
Planning for Universal Access
2012-2015
Success
Maria is a beautiful, articulate and driven artist, teacher, and wife who could not read to her three year old. Since childhood Maria had struggled with learning to read and write. She had developed creative ways of coping, but when her young daughter began asking to have books read aloud, Maria knew it was time to find help. She wanted to be a role model for her daughter and share the joy of reading together.

Through one-on-one tutoring with the Lower Lonsdale Literacy Outreach program Maria is fulfilling her dream of reading out loud. She started out reading at a grade three level and now, after six months of hard work, Maria is reading at a grade six level, and thinking of continuing her education, something she had not thought possible.

This story is one of many successes that we see in our work on the North Shore. Challenges with literacy touches all ages, genders, income levels and cultures. In our outreach work we are trying to reach and teach anyone who has a need. Our goal is to make the North Shore a fully literate community that is inclusive of all, and to offer programming that is accessible to all.

Background of the Plan
The North Shore Community Literacy Plan was written in 2008 with data and information from an initial Needs Assessment. This was completed with the help of all of our community partners. Since this time the North Shore Literacy Task Group has developed new strengths and accomplished many of our goals. We now have coordinated connections across the North Shore with the presence of a Literacy Outreach Coordinator. The Literacy coordinator works in the community to keep the lens of literacy on community work and partnerships with community service providers are growing each year.
Accomplishments
In our literacy work on the North Shore we have developed new ways of reaching out to isolated seniors by connecting with groups that work directly with seniors.
The Linking Seniors Through Technology program in partnership with John Braithwaite Community Centre and the Elders Gathering Place on Squamish lands are both highly successful.

We are successfully addressing the needs of family literacy, early literacy and middle years. We have just begun a Family Literacy program in partnership with Queen Mary Community School, Capilano University, and St. John the Evangelist Anglican Church. Most of the volunteers for this program are from the church. This is a strong example of successful community partnership and engagement. These three groups are committed to working together to reduce isolation of parents and help families to develop strategies to becoming more literate and connected to the school and broader community.

We have delivered Volunteer Literacy Tutor Training workshops and now have a group of Literacy tutors working one-on-one with learners in the Lower Lonsdale area. These workshops are highly successful in engaging community members and inspiring them to become involved in the vision of making the North Shore a fully literate community.

Challenges
Through our work, we have become more aware of challenges. It is extremely time consuming to maintain partnerships because community stakeholders are stretched for time. Also the search for sustainable program funding is difficult for all partners.

The distinct districts of North and West Vancouver each present unique challenges with some areas requiring extra support. There are issues of isolation with some groups in parts of West Vancouver but the Lower Lonsdale area continues to be an area of great need.

There are challenges associated with connecting First Nations to the service sector and it is perceived that there is less need for literacy support on the North Shore. We continue to struggle to find ways to locate individual learners and need more community awareness and support.

It is also a challenge to develop and maintain a literacy continuum of sustainable programming due to funding constraints and lack of resources.

Emerging Needs
In working with community members on the North Shore gaps in service have been identified and we are always looking for new ways to reach out to people. These are some needs to be addressed:
• The number of people with ESL challenges continue to grow
• Parents in some North Shore schools have low literacy levels
• Isolated seniors are unable to access health information because of literacy issues
• Health information is complex and challenging for the average person to understand
• Practitioners are unable to deliver health information in plain language
• Many low income families have difficulty navigating the system
• First Nations literacy needs are only minimally met

A Community Literacy Vision

Residents of the North Shore are literate and work with community-based organizations to support their family members, friends and neighbours to achieve their literacy potential and feel included in all aspects of community life.

Our Vision Will Be Achieved When
All North shore residents are able to use and understand printed information in daily activities, at home, at work and in the community. First Nations have comparable literacy levels as the general population and newcomers are able to use English in everyday life. Reading is part of every child’s life supported by their families and community and anyone who wants to learn is able to and feels welcomed and supported.

Outcomes for the Next 3 Years
• First Nations know about and are a part of the literacy conversation
• Isolated seniors are able to access literacy supports
• Residents are able to organize and have increased capacity to support each other in addressing literacy issues; and
• Vulnerable individuals, children, youth and families are actively engaged in literacy in increasing numbers
• Youth who are not in school are inspired and feel welcomed to engage in learning
• Parents are literacy leaders for their children
• Residents of the North Shore are able to access and understand health information

Values that Guide the Plan
• Commitment to literacy for all (anyone who wants to learn is able to and feels welcomed and supported)
• Respect for all people with all levels of literacy
• Openness to the voices of those who have been silence by illiteracy, reaching out to include them at times and places that works for them
• Pride in everyone's accomplishments

North Shore Literacy Now Strategic Plan 2012-2015 4
• Awareness and sensitivity to the impacts of low literacy levels on individual and self esteem Hope that together we can create a community where no one is excluded because of literacy levels
• Recognition and appreciation of First Nation cultures and the challenges many First Nations communities have experienced in achieving literacy
• Inclusion and appreciation of all cultures in all that we do
• Family oriented and intergenerational approaches that support the role of families in fostering literacy for all ages
• Openness and transparency such that everyone understand each other’s roles and how to support learners to navigate the system
• Recognition that literacy affects all aspects of life and should be addressed at multiple levels; and
• Strategies that promote creating practical solutions to strengthen literacy for all
2012-2015 Lit Now Strategic Plan: Strategies

Strategy 1
Build active partnerships between community organizations, First Nations, educational institutions, libraries, hospitals, government agencies and the business community to increase the number and type of literacy opportunities in the community.

Action:
- Maintain and enhance community literacy table to implement and monitor the development of the plan
- Coordinate community specific literacy subcommittees as appropriate
- Continue partnerships for efficient use of existing space
- Continue relationship with Capilano University, School District 44 and School District 45 to foster community-based implementation of literacy programming
- Develop partnership with Vancouver Coastal Health for new health literacy initiatives
- Develop relationship with First Nations Health Hub

Strategy 2
Promote community awareness of literacy issues with community members as active participants in supporting literacy initiatives and programs.

Action
- Train community members to play an active volunteer role in supporting literacy
- Focus on all North Shore malls for special events and workshops
- Promote parent information evenings that focus on the importance of being a literate community
- Develop relationship with existing organizations to link food with literacy
- Continue computer literacy program for low-income residents, particularly families and seniors in collaboration with community groups
Strategy 3
Develop a continuum of community-based ESL programs and supports for all ages and groups

Action
- Support referrals to and connections with existing ESL programs
- Develop and implement community-based ESL classes in collaboration with community organizations

Strategy 4
Develop and implement a continuum of family literacy programs and support

Action
- Research needs for family literacy programs in collaboration with First Nations and multicultural organizations
- Work with schools and community programs to promote good food program for kids in need
- Develop programs that target parents/caregivers and the children in collaboration with community organizations and school districts
- Outreach to low-income, First Nation, and immigrant communities to support their involvement in family literacy

Strategy 5
Support First Nation educational organizations to achieve their educational goals

Action
- Explore opportunities for First Nation family literacy based on cultural traditions
- Work with First Nation educational organizations to promote opportunities for adult learners to participate in both on reserve and off reserve programs

Strategy 6
Monitor outcome achievement and sustainability and adapt plan as required

Action
- Develop monitoring plan in collaboration with committee
- Develop appropriate monitoring tools
• Write plans and reports, update as needed

• Collaborate with North and West Vancouver School Districts in writing district literacy plans

• Report outcome achievement annually

• Advocate for a diverse set of funding for sustainability