



School District #45 (West Vancouver)

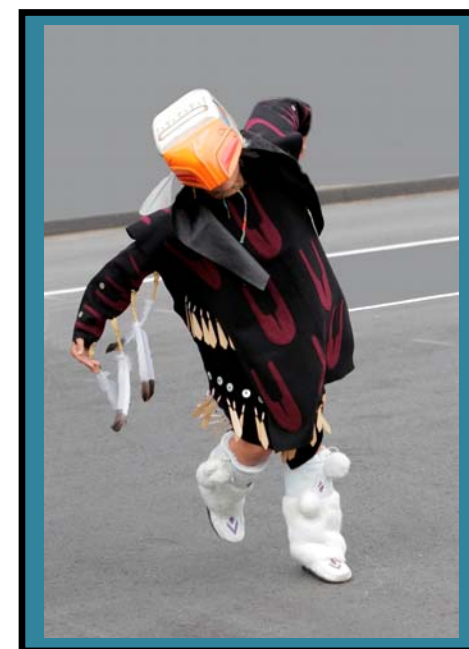
DISTRICT LITERACY PLAN



June 2013

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SECTION 1: Introduction

The purpose of the *District Literacy Plan* is to provide a framework to support the literacy development of people of all ages within our community. This commitment by the West Vancouver Board of Education ensures that the school district continues to work with community partners, in a community-wide process to create a literacy plan that outlines progress and opportunities. The *West Vancouver District Literacy Plan* is essentially a community literacy plan created to support learners across all age groups, cultures and socio-economic groups in both West Vancouver and the North Shore. Building positive relationships and continuing dialogue with our community partners has allowed us to determine specific literacy goals relevant to these learners. This document is intended to be a living document which will guide the district and community-based work that leads literacy development in our community.

SECTION 2: District/Community Context and Demographics

The West Vancouver School District includes the District of West Vancouver, the Capilano 5 Reserve, the village of Lions Bay and Bowen Island – an area of 18.5 kilometres stretching east of the Capilano River to Howe Sound. West Vancouver is located on the traditional lands of the Squamish Nation. The district has three secondary schools, two primary schools, and twelve elementary schools, including two, single-track French Immersion elementary schools.

An important part of the *West Vancouver District Literacy Plan* includes our adult learners in the community. There are over 47,000 people living in West Vancouver, Bowen Island and Lions Bay. In 2006, 15,455 of those residents were immigrants to Canada. The identified Aboriginal population of the area west of the Capilano 5 Reserve is less than 200. Within the *West Vancouver Local Health Area* (WVLHA) 85 per cent of the population lives in West Vancouver, 5 per cent on the Capilano 5 Reserve, 7 per cent on Bowen Island and the remaining 3 per cent in Lions Bay Village.

The West Vancouver demographics remain relatively stable, with an aging population, declining birth rates and slower population growth than most Coast Metro districts. However, with increased numbers of immigrant families moving to West Vancouver and a much improved understanding and focus on our First Nations community members in the district, we have a commitment to improving the adult literacy programs throughout the district over the next few years.

SECTION 3: Process for Consultation

West Vancouver's District Literacy Committee includes our Early Learning District Principal, District Administrator for Student Support Services and a Director of Instruction. The DLC works closely with the *North Shore Literacy Task Group* throughout the year and this work informs the plans for Literacy programs in the School District. The literacy coordinators also represent our interests at the ELL subcommittee and First Nations subcommittee. Consultation also involves information sharing with community partners and district personnel involved in literacy programming/assessment; and presenting the updated *District Literacy Plan* to the West Vancouver School District Board of Education in June 2013 for approval.

SECTION 4: Alignment with the West Vancouver School District Achievement Contract

The West Vancouver School [District Achievement Contract for 2013/2014](#) identifies literacy as a main focus for all schools for students primarily in K to Grade 9. This aligns closely to the Ministry of Education goal for elementary and early secondary learners in the province. For 2013-2014, eight of 14 elementary schools indicated they are working to improve literacy skills. Literacy skills continue to be an important focus for our teachers and they connect directly to the District Literacy Goal. It is important to note that schools have tracked student literacy skills over several years and have reported steady progress in many areas.

Reading Comprehension

The *District Achievement Contract* outlines the importance of reading comprehension of all students. Performance Indicators include the K/1 Screener, FSA results, DART (District Assessment for Reading Tool), Satisfaction Surveys and English 10 Government Program exams. Early learning programs such as *StrongStart* centres, *Ready, Set, Learn, Welcome to Kindergarten* and the Montessori preschool and primary programs ensure that our youngest students are well prepared for school.

In addition, we are planning to revise our school literacy programs for 2013/2014 to better provide support for vulnerable learners. In consultation with teachers and administrators, the DLC will develop or adopt a new district reading assessment tool for 2013/2014 with non-fiction reading samples. This will replace the DART tool in the next year. The district will provide a new *Literacy Touchback Series* for teachers to focus on specific literacy strands of learning and will also establish a team of site-based Literacy Coaches for each elementary school. These Literacy Coaches will facilitate and develop school wide literacy programs with support from the District Literacy Committee. The focus on a revised secondary literacy strategy at Grades 8 and 10 will be developed based on teacher feedback and data collected next year.

English Language Learners

Our demographics continue to change. From September 2010 to February 2013, our ELL numbers have increased 42 per cent in elementary and secondary combined, with an increase of 17 per cent in the last year. Three elementary schools have ELL populations in excess of 100 students. In February 2013, we recorded 825 ELL students, up from 735 in February 2012. ELL students comprise 12 per cent of the district population and there are approximately 1,280 students who are either ELL or International learners.

The District Achievement Contract outlines an objective to increase the reading and writing proficiency of English Language learners (ELL) in the West Vancouver School District. This objective is inclusive of ELL and International students. While the objective speaks to all ELL, there is a more noticeable impact for student achievement at the secondary level.

The focus of the *North Shore Community Literacy Plan* is on ELL of all ages within the community. Over the years, there has been an overall improvement in pass rates in a range of core areas for ELL students, including English 10, Science 10, Social Studies 11, Communications 12 and English 12, but their achievements are still generally lower than the non-ELL population. Previous ELL targets which focused on success rates in secondary school core academic courses have been met, and now more challenging targets have been set.

Digital Literacy

Digital literacy has evolved to encompass digital learning: improving student engagement, learning relevancy and rigor through digital opportunities. Digital Learning is supporting a district-wide focus on inquiry and self-regulation and is becoming a cornerstone of learning across all grades and curriculum.

The *District Achievement Contract* includes a goal to improve the digital literacy of all students. The district provides ongoing support for blended learning opportunities for teachers and classrooms. There has been an increase in classroom adoption of laptop programs in our elementary schools. The Digital Literacy Committee has created a K to 7 Digital Literacy Framework for student outcomes at each key stage of development. Professional development opportunities continue to be provided to those teachers working to develop their digital literacy instructional skills.

SECTION 5: West Vancouver School District 45 – Literacy Highlights in our Public Schools

District-wide literacy events:

- Booktopia
- Student Dashboards – Grades 4 to 9
- Squamish Nation Oral Storytelling
- Fall Into First Nations Literature
- West Vancouver Legion Writing Awards
- MP Awards – Canadian Content
- District Blog-a-Thon 2013 - Intermediate Grades
- Tier One Literacy Interventions

School events:

Secondary Schools

ROCKRIDGE, SENTINEL, WEST VANCOUVER SECONDARY

Digital Literacy, Secondary Futures, ELL Literacy Outreach, Squamish Nation History and Oral Language, Capilano University Welcoming Communities Forum, Middle Years Matters – Social Media Workshops

Elementary Schools

BICS – Changing Results for Young Readers; Tier 1 Early Literacy Intervention; Words Their Way; Daily 5; Raz – Kids; Pictello; Dashboard Blogging

CAULFEILD – Digital Literacy: Six Traits Program - Literacy connections; Tier 1 Early Literacy Intervention; Writing Inquiry Model; Buddy Reading – Primary/Intermediate

CEDARDALE – Afternoon of the Notables; Tier 1 Early Literacy Intervention; Parents as Partners - Primary Home Reading Program;

CHARTWELL – Rights Respecting Schools; First Nations Literacy Projects; Grades 4 to 7 Blogging and Vlogging; Tier 1 Early Literacy Intervention; Buddy Reading

CYPRESS PARK – Adrienne Gears Writing Power; Tier 1 Early Literacy Intervention; Digital Literacy; language for literacy across the grades;

EAGLE HARBOUR – Digital Literacy focus on Keynote, iMovie, Tier 1 Early Literacy Intervention; Writing Power; Oral Storytelling – First Nations focus;

GLENEAGLES – Trinity Guildhall Program; Fast ForWord; Step up to Writing; Tier 1 Early Literacy Intervention; Squamish Nation Oral and Written Storytelling; Parents as Partners Home Reading Program; Buddy Reading - Primary

HOLLYBURN – Blogging – intermediate Grades; Music Literacy K to 7; Tier 1 Early Literacy Intervention; First Nations Storytelling/Talking Stick; ELL – focus on oral language

IRWIN PARK – Changing Results for Young Readers; Tier 1 Early Literacy Intervention; Parents as Partners Home Reading Program K to 5; District Blog-a-Thon – Grade 6 to 7; Step up to Writing K to 7;

LIONS BAY – Daily Five; Tier 1 Early Literacy Intervention; Writing Power; Reading Power; Step Up to Writing; Squamish Nation Oral Storytelling; Peer coaching with Reading – Glow and Grow; Writing Circles Daily 5; Assemblies – Monthly sharing of student writing, Peer Editing; Writing and Research Open Houses;

PAULINE JOHNSON – Changing Results for Young Readers; Capilano University Communications Dept – Grade 6 to 7; Grade 6 to 7 Blogging; Tier 1 Early Literacy Intervention; Buddy Reading – Intermediate and Primary

RIDGEVIEW - Author visits; Emma the Reading dog (outreach dog through St John's ambulance for reluctant readers); Tier 1 Early Literacy Intervention; Readers Theatre; Grade 2, 4, 7; Parents as Partners in reading; buddy reading across the grades; Shakespeare plays in Grade 3; Greek Mythology Plays in Grade 7; Storybird for all primary students;

WEST BAY - Author Visits; Digital Literacy Workshops; Tier 1 Early Literacy Intervention; Community presentations of final projects – Oral Language

WESTCOT – Author Visits; Fast ForWord; Tier 1 Early Literacy Intervention; Buddy Reading; Reading Power – Primary; Storytelling through iMovie; Grade 6 to 7 blogging

SECTION 6: Alignment with the North Shore Community Literacy Plan

District Literacy planning is intended to build on the Community Literacy planning process. The West Vancouver school district has been a stakeholder member of the *North Shore Community Literacy* Task Force since June 2007, and participates in regular meetings to review, plan, and implement literacy programming on the North Shore (see Appendix A for *Committee Membership*).

The *North Shore Literacy Now Task Force* continues to focus on the strategies outlined in the *Community Literacy Plan* (see Appendix B for the *North Shore Literacy Now Report*). This report incorporates the vision of literacy that is common to both the West Vancouver and North Vancouver school districts' literacy plans including goals for all learners.

Our community partnerships have enabled us to connect to successful literacy initiatives and programs across the North Shore this year including:

- **Middle Years Literacy** – partnership between North Shore libraries and North Shore Multicultural Society
- **Literacy Outreach** – coordination through Literacy Now North Shore Task Group
- **The Laugh and Learn Nannies’ Course** – 10-week course through Literacy Outreach Coordinator – adult/child education series
- **Daddy and Me** – coordinated through Literacy Now North Shore Task Group – supporting families on the North Shore
- **Senior’s Project** – North and West Vancouver – digital literacy training for seniors. Coordinated through NSLN
- **Squamish Elders** – Drop in program for digital literacy offered to First Nations families with a focus on parent education
- **Immigrant PALS** (Parents as Literacy Supporters) program – scaffolding English Language acquisition for Farsi and Korean parents and caregivers through our SWIS Workers
- **MP Writing Award contest** – Grade 6 to 7 students focusing on a Canadian-themed topic to present to a public audience
- **Mother Goose Programs** – supporting parents and infants from Woodcroft and the Squamish Nation
- **The Friendship Circle** - supported by the West Vancouver HUB partnership
- **The Rights of the Child Program** – including student awareness programs in schools and a major NS Community event with West Vancouver student representatives sharing their work from the *Me to We* campaign
- **Eslha7an Aboriginal program for youth and adults** – Literacy and Health support for First Nations families
- **English Language Learners** - classes for youth, adults and seniors – offered across the North Shore by the *NS Multicultural Society*
- **Sacred Teachings** – Women’s Leadership training program, a collaboration between Capilano University and Ayas Men Men
- **Family Literacy Community Kitchens** – once a month event, a collaboration between Capilano University and Ayas Men Men

SECTION 7: Reflections on 2012/2013 District Literacy Plan

The ongoing work with our four community pillars for literacy development by the *North Shore Literacy Task Force* is outlined in Table 1. The four community pillars are:

Four Pillars for Success



Table 1: 2012/2013 Reflections on District Literacy Plan

PILLAR 1 Early Success for Young Children	PILLAR 2 Reading Success in Schools	PILLAR 3 Reading Success for Adults	PILLAR 4 Reading Success for Aboriginal People
<ul style="list-style-type: none"> • Changing Results for Young Readers (CR4YR) • Tier 1 Literacy Intervention Program • Aligning preschool literacy goals with Ministry of Education Early Learning guidelines • Continued implementation of the BC Ed Plan for early learners • Hollyburn <i>StrongStart</i> • Eagle Harbour StrongStart • West Vancouver Child and Family Hub partnership • Collaborative working and planning relationships with Bowen Island child care community partners • WECAN-MYM-WVSD community partnership WECAN Mother Goose programming at West Vancouver Learning Mall at Park Royal • <i>Ready, Set, Learn</i> 2013 • Welcome to Kindergarten program in all WVSD schools • Developing programs for digital literacy in the early years • Continuing to build collaborative relationships with school-based preschool providers 	<ul style="list-style-type: none"> • Daily 5 Program development • Continuum of literacy assessment practices from K to 12 • Strong partnerships between West Vancouver Memorial Library and Bowen Island Public Library • Student Dashboards Gr 4 to 9 • Implementation of Digital Literacy Framework for learning • Continuation of Secondary Futures work • MP Writing Award contest • Booktopia • Writers in Residence programs • Family Literacy events • Ongoing school-based parent literacy education opportunities • Ongoing intensive and expanded WVSD - ELL & WVSD - Student Support Services programming both in schools and community • SWIS Workers in collaboration with the NS Multicultural Society • Continued implementation of the BC Ed Plan for literacy skills 	<ul style="list-style-type: none"> • Senior's Project – Digital Literacy support - North and West Vancouver • Daddy and Me – interactive literacy sessions • Family Literacy – developing connections to school and community • Nannies Project – adult/child education • Working with Settlement workers in schools (SWIS) to identify literacy activities needed • Delivery of technology literacy and health literacy programming at a community kitchen and Elder's Centre on Squamish Nation • Sacred Teachings – Women's Leadership training program, a collaboration between Capilano University and Ayas Men Men • Family Literacy Community Kitchens – once a month event, a collaboration between Capilano University and Ayas Men Men 	<ul style="list-style-type: none"> • New database to track Aboriginal students' academic progress K to 12 • Aboriginal Family Night – connecting with First Nations families to develop plans for academic success • School-based units of Aboriginal inquiry created and ongoing in select schools • Aboriginal legends, myths, storytelling -- ongoing units of study in all schools • School-based teacher librarians development of Squamish and Coast Salish literary collections in elementary school libraries • Squamish Elders – oral storytelling • Readers theatre focusing on Coast Salish traditions in several elementary schools • School-based cultural events – learning First Nations protocols and connecting to local lore/oral story telling • Continued development of a literacy program at Eslha7an Community Kitchen and Community Garden • Arrowmight Literacy Program – through Eslha7an Education Centre

SECTION 8: Thinking Ahead to 2013/2014 District Literacy Plan

The *North Shore Literacy Task Force* and its subcommittees will continue to work effectively to address issues as they emerge and collaboratively problem solve as issues surface.

Areas of focus for next year include:

- Develop a North Shore Literacies Forum with Literacy Now North Shore Task Group to explore different literacies and create a needs assessment for program planning
- Improve ELL support for digital literacy in partnership with North Shore Multicultural Services Society and District Libraries
- Increase Aboriginal Adult Literacy programs in partnership with Esliha7an – focus on Arrowmighit Literacy Program for secondary students and families
- Continue to develop understanding of Health Literacy in our schools through partnership with DASH BC and Ministry of Health Services
- Improve opportunities for Literacy programming for adults and children in the British Properties area as informed by EDI 2013
- Expand Fast ForWord and other literacy support programs where needed for our more vulnerable students
- Improve the use of Student Dashboards for secondary students
- Provide increased Parent Education programs in digital literacy
- Provide more access to ‘free’ programming where needed, ie: ELL adult learning programs.
- Continue to support digital literacy skills and resources for the seniors at the *Squamish Elder’s Centre*
- Improve communication with isolated caregivers in West Vancouver
- Connect with the Squamish Nation Education Department to improve family literacy programs specific to the needs of our First Nations community
- Develop a plan to find more funding opportunities for our partner associations as needed

A summary of the vision for 2013/2014 continued literacy programming in our community is outlined in Table 2. Again, our objectives are summarized in the four pillars approach including:

1. Early Success for Young Children – School Readiness in Young Children
2. Reading Success in Schools
3. Reading Success for Adults
4. Reading Success for Aboriginal People



Table 2: 2013/2014 -- District Literacy Plan

PILLAR 1 Early Success for Young Children	PILLAR 2 Reading Success in Schools	PILLAR 3 Reading Success for Adults	PILLAR 4 Reading Success for Aboriginal People
<ul style="list-style-type: none"> • Year 2 – Changing Results for Young Readers (CR4YR) • Tier 1 and 2 – Early Literacy • Development of First Nations Early Literacy resources – Coast Salish Hollyburn <i>StrongStart</i> • Chartwell <i>StrongStart</i> • West Vancouver Child and Family Hub partnership • Collaborative working and planning relationships with Bowen Island childcare community partners • WECAN-MYM-WVSD community partnership and collaborative community work • <i>Ready, Set, Learn</i> 2014 –community-based format • Welcome to Kindergarten program in all WVSD schools • Formalizing collaborative working partnerships with school-based preschool providers • Joint StrongStart, Kindergarten & Grade 1 teachers’ participation in district PD sessions • Digital Literacy workshops to support the District Modernization Plan for early learners 	<ul style="list-style-type: none"> • Increased use of Daily 5 to intermediate grades • Development of district wide Literacy Program • Development/adoption of new District Literacy Assessment Tool to replace DART • Implementation of Literacy Coaches program in all elementary schools • Literacy Touchback Series offered to all K to 9 teachers • Increased opportunities to explore Health Literacy through the Comprehensive School Health Cte. • Increased use of Student Dashboards Grades 4 to10 • Development of Senior/Student Literacy programs • Increased use of Fast ForWord in elementary and secondary schools • Continued implementation of WVSD <i>Long Term Athletic Development Program</i> (LTAD) focusing on ‘physical literacy’ • Continuation of Secondary Futures work • MP Writing Award contest • Booktopia • Writers in Residence programs • Family Literacy events • Ongoing school-based parent literacy education opportunities • Expanded ELL and Student Support Services programming 	<ul style="list-style-type: none"> • Senior’s Project – Digital Literacy support - North and West Vancouver – continue to develop • Daddy and Me – interactive literacy sessions - continue • Family Literacy – developing connections to school and community • Adult/child education – increased support • Continue to align WVSD adult education activities with those of the North Shore Literacy Task Group • Update North Shore Literacy Plan • Continue to develop programs in partnership with the NS Multicultural Society - SWIS • Expand health literacy, family literacy and technology literacy programs in collaboration with First Nation organizations • Continue to support ELL program information sharing and partnerships • Develop North Shore Literacies Forum to explore different literacies • Support community develop training through Everything Present in the Seed Curriculum • Work with Hollyburn Family and Community Services to reach out to vulnerable youth and seniors 	<ul style="list-style-type: none"> • New electronic database to track Aboriginal students’ academic progress K to 12 • Continued tracking of Aboriginal student learning including a three-point checklist of student achievement • Safe and Caring Communities District Coordinator to focus on supporting First Nations students Focus on <i>Parents as Participants</i> • Creation of elder and peer support programs • PD – continued collaborative work with Squamish Education Department • Schools will be encouraged to join Provincial Network of Aboriginal Education (AEN) • Continued units of inquiry/study focusing on Aboriginal traditions and literature in our schools • Delivery of family literacy programming in collaboration with Squamish and Tsleil’Waututh Nation • Continued expansion of health literacy programming with Squamish Nation • Continued expansion of community garden and community kitchen literacy program in partnership with Eslha7an Society • Aboriginal Family Night in partnership with NS Lit Now • Development of <i>Arrowmight</i> Literacy program

Appendix A: Committee Membership

Literacy Now North Shore Task Group:

Pat Hodgson	Capilano University (Task Group Chair)
Beth Beeching	Literacy Outreach Coordinator
Kathy Coyne	Literacy Outreach Coordinator
Joanne Robertson	North Vancouver School District #44
Marcia Garries	North Vancouver School District #44
Lynne Tomlinson	West Vancouver School District #45
SandraLynn Shortall	West Vancouver School District #45
Faye Halls	Eslha7an Learning Centre Department Head
Elizabeth Jones	North Shore Multicultural Society
Tricia Andrew	North Shore Neighbourhood House and John Braithwaite Community Centre
Shannon Ozirney	West Vancouver Memorial Library
Allison Taylor McBryde	North Vancouver District Library
Breann Specht	Vancouver Coastal Health
Arleta Beckett	District of West Vancouver
Fran Jones	WECAN Committee Coordinator
Terry Byrnes	Executive Director, Harvest Project
Riva Nelson	Mgr, Education and Employment, Tsleil'Waututh Nation
Jane Watkins,	North Vancouver City Library
Yvonne McSkimming	Bowen Island Literacy Committee
Toni Stewart	Administrative Assistant, Capilano University

West Vancouver School District 45 District Literacy Plan Contributors:

Lynne Tomlinson	Director of Instruction, Learning Services
Beth Beeching	Literacy Outreach Coordinator
Kathy Coyne	Literacy Outreach Coordinator
Fran Jones	Community Early and Middle Years Coordinator
All Elementary and Secondary Administrators	West Vancouver School District
Shannon Ozirney	West Vancouver Memorial Library
Sahplek, Bob Baker	Squamish Nation Cultural Advisor

Appendix B: North Shore Literacy Now Report 2012-2015

North Shore Learns: Literacy for All

*Planning for Universal Access
2012-2015 North Shore Literacy Now Strategic Plan*

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.

North Shore Literacy Task Group includes representatives from:
Bowen Island Community School, Capilano University, the City of West Vancouver, the City of North Vancouver, District of West Vancouver Parks, North Shore Community Resources North Shore Multicultural Society, North Shore Neighbourhood House, North Vancouver City Library, North Vancouver District Public Library, North Vancouver School District, Squamish Nation, Tsleil-Wuatuth Nation, Vancouver Coastal Health, West Vancouver School District, West Vancouver Memorial Library

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 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 ELL 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 Three 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 welcome and supported)
- Respect for all people at all levels of literacy
- Openness to the voices of those who have been silenced by illiteracy, reaching out to include them at times and places that works for them
- Pride in everyone's accomplishments
- Awareness and sensitivity to the impacts of low literacy levels on individual and self-esteem, and the 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 understands 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 Literacy 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 ELL programs and supports for all ages and groups

Action:

- Support referrals to, and connections with, existing ELL programs
- Develop and implement community-based ELL 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 education organizations to achieve their educational goals

Action

- Explore opportunities for First Nation family literacy based on cultural traditions
- Work with First Nation education 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



CHALLENGES AND EMERGING NEEDS

Despite the gains made, there continues to be challenges and new, emerging needs. For a review of these issues please see page 9, Section 8: *Thinking Ahead to 2012/2013 District Literacy Plan*. In order to address the challenges and meet these needs in a way that builds on collaborative relationships forged to date, we need to maintain a consistent and coherent coordination model.

APPENDIX C: History of Development of District Literacy Plans

In 2007, the Ministry of Education introduced a requirement that school districts be responsible for submitting an annual *District Literacy Plan* that focused on *four pillars* of literacy:

1. Early literacy success for young children
2. Reading success in schools
3. Reading success for adults
4. Reading success for Aboriginal people

The district literacy planning process was intended to build upon the community literacy planning process.



Building on the Community Literacy Plan

In June 2008 the *North Shore Community Literacy Task Group* submitted its [Community Literacy Plan](#) for the North Shore which contained the following three-year goals:

- Community organizations work together in a collaborative way on literacy issues
- A continuum of literacy supports is available to all residents
- The literacy needs of marginalized groups are understood and acted upon
- Residents support each other in addressing literacy issues
- Individuals, children, youth and families are actively engaged in literacy in increasing numbers

Bowen Island submitted the [Bowen Island Community Literacy Plan](#) in January of 2009, which contains the following objectives:

- Create awareness of the existing resources and facilities on the island
- Ensure access to programs through improved transportation, subsidies for low-income residents, and adequate communication about availability of and access to programs
- Ensure sustainability for existing programs through adequate and long-term funding
- Support inter-generational learning and community building
- Strengthen links between organizations so opportunities for collaboration can arise

Literacy Outreach Coordinators

The *North Shore Literacy Task Group* has two literacy outreach coordinators, in a shared position, who focus on different aspects of community literacy development.

Bowen Island Literacy Task Group has hired a literacy outreach coordinator as of April 2010, to guide the facilitation process of its community plan.



THANK YOU!

