



**NANAIMO LADYSMITH PUBLIC SCHOOLS  
STRATEGIC DIRECTIONS COMMITTEE  
PUBLIC MEETING  
INFORMATION SHEET**

DATE: November 12, 2025  
TO: Strategic Directions Committee  
FROM: Jacquie Poulin (Assistant Superintendent – Elementary)  
Margaret Olsen (Assistant Superintendent – Secondary)  
SUBJECT: Literacy Framework Update

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### **Background**

Guided by the Board's Strategic Plan and its goal of student success, the district continues to work towards increasing literacy success rates for all students by developing a learning framework focused on literacy. District staff have developed a literacy framework that addresses the cognitive, social, and cultural aspects of literacy instruction, fostering a well-rounded and thoughtful approach to teaching and learning, while acknowledging and elevating local Indigenous ways of knowing and learning.

### **Discussion**

#### **K-7 Literacy Framework**

District staff have developed a Literacy Framework that includes:

- Pre-K to Grade 9 learning progressions in reading, writing, and oral language
- locally developed common formative assessments for K-7
- promising instructional practices grounded in research
- deep and meaningful connections to the BC Curriculum

Through this process, we have ensured the framework is embedded and interwoven with Indigenous understandings, connected to our place, values, and beliefs, child-centered, relationship-focused, and embraces Two Worlds thinking by:

- Engaging communities in meaningful, authentic, and respectful ways
- Tapping into the expertise and wisdom that exists within our school district
- Creating a framework that invites educators and leaders in and provides opportunities for reflection and professional growth
- Analyzing data to provide quality information that informs instructional practices and ultimately supports each child in their learning journey

A companion Framework for Secondary is in development to reflect adolescent reading skills, instructional strategies and interventions. The Secondary Framework includes universal screeners and guiding practice to respond meaningfully to screener data.

## Current Status

### Reading:

- Pre-K to Grade 9 Learning Continuum complete
- K-3 Reading Common Formative Assessment updated to meet Ministry Reading Screener Component Criteria and implemented across the system
- 4-7 Reading Common Formative Assessment updated and streamlined for ease of classroom teacher use
- 8-9 Reading Screener tools piloted in all schools
- K-3 Reading Common Formative Assessment – French Immersion being updated to meet Ministry Reading Screener Component Criteria
- 4-7 Reading Common Formative Assessment – French Immersion in development

### Writing:

- Pre-K to Grade 9 Learning Continuum complete
- K-7 Common Formative Assessment ready for implementation in all schools

### Oral Language

- Pre-K to Grade 9 Learning Continuum complete
- Oral Language program deployed to all school sites (K-1) with training underway
- Pilot of Oral Language program is established at Fairview

### eAssess

- New database platform developed and implemented in all elementary schools to store and analyse literacy assessment data for classroom and school use

## Capacity Building Overview

With the Ministry of Education & Child Care's Literacy Professional Learning Grant, district staff have engaged the broader school community with the following Literacy focused initiatives:

- K-Inservice & K-K/1 Oral Language Sessions
- Playful Literacy Series (Early Years)
- Literacy Leads Series (Primary & Intermediate)
- FRIMM CFA Reading Intermediate Sessions
- FRIMM CFA Reading Primary Review Team
- Literacy Learning Series for New Teachers
- Teacher-Librarians as Literacy Leaders Series
- Co-Teacher Collaboration Sessions
- EA Literacy Blitz (early dismissal week)
- BEAM Literacy Sessions
- Secondary Literacy Lead series
- Secondary Inclusion Support Teacher series
- Secondary PLC Guided Screener sessions

These literacy initiatives represent the capacity-building efforts of our team that were initiated this year and are planned to extend into the 2026-27 school year. Our focus continues to be on engaging educators in supporting the use and analysis of literacy data and implementing instructional practices that support all students' learning.