

**NORTH VANCOUVER SCHOOL DISTRICT**

**2007-2008**  
**ACCOUNTABILITY**  
**CONTRACT:**  
***TRANSITION PLAN***



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# School District Context

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## INTRODUCTION

The North Vancouver School District is an urban school district with a student population of approximately 16,700 Kindergarten to Grade 12 students. The school district boundaries encompass both the City of North Vancouver and the District of North Vancouver municipalities.

Escalating home prices and a low inventory of existing affordable housing, with little prospect of affordable development in the near future, have combined to compound the local effects of a provincial declining birth rate and have resulted in significant levels of declining enrollment in our school district. Over the past 5 years, enrollment in North Vancouver schools has decreased by 8% and is projected to continue to decline by a further 8% over the next five years.

Despite the fiscal challenges presented by a decreasing student population and an aging infrastructure, the North Vancouver School District continues to improve learning opportunities and supports for students in the advancement of key areas of literacy, numeracy, social responsibility, safe and caring schools, health and physical fitness, early school success, and applications of information technology. In support of our Aboriginal Learners, we continue to implement our *Aboriginal Education Enhancement Agreement* signed late in the 2005/06 school year. Under the Agreement, the Squamish and Tsleil-Waututh Nations, the North Vancouver School District, and the Ministry of Education will collaborate to meet our Aboriginal students' educational needs.

## SNAPSHOT OF THE NORTH VANCOUVER SCHOOL DISTRICT

- 16,715 students enrolled in Kindergarten to Grade 12
- Major community groups: ESL 5.8%, Aboriginal 3.3%, Special Needs 11.5%
- \$139 million operating budget for 2007-08
- \$37 million capital budget for new construction, renovation and improvements
- 2,283 employees (full time and part-time) – teachers, support staff, administrators/managers
- A comprehensive K-12 education program consisting of over 200 provincial and locally developed educational programs and services in the Humanities, Mathematics/Sciences, Physical Education, Fine Arts and Applied Skills
- Early French Immersion, Late French Immersion and Secondary Bilingual Programs
- Proceeding with the application process for the implementation of the International Baccalaureate Program at Balmoral and Carson Graham schools
- Introduction of Distributed Learning School offering 5 courses in its first year
- Piloting a High Performance Student Program for grades 6-9

## School District Context

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- Nationally recognized local programs, including *Band and Strings*, *Reading 44*, *Firm Foundations*, *Inspirations 44*, *Math 44* and *Early Learning Foundations*
- Summer School providing comprehensive programming in remediation, enrichment, fine arts, full credit senior secondary school courses, and integrated ESL and International Programs
- A variety of specialized support services for students with exceptional learning needs
- Short and long term International Educational Programs, attracting over 700 learners from around the world
- Continuing and adult education programs, providing a full complement of high school completion courses, adult education and academic upgrading classes, short-term international programs, vocational and employment training programs, and general interest and community programs
- The Artists for Kids Trust housing a collection of contemporary Canadian art and providing award winning fine arts enrichment programming and scholarships
- 28 elementary schools and 7 secondary schools
- 2 alternate schools/programs (KLASS and Windsor House)
- A residential outdoor education center, called the North Vancouver Outdoor School, located near Squamish, BC
- The *Instructional Institute*, a research-based program to provide high quality, leading edge instructional development for all teachers in the School District over a five-year period.

Our School District continues its commitment to enhancing the learning experience of students through the improvement of instructional practices through the *Instructional Institute*. Now in its fifth year, the *Instructional Institute* will continue to support development in the areas of assessment for learning, collegial conferencing, action research, instructional strategies and instructional organizers. The 2007-08 school year will emphasize the consolidation of the *Instructional Institute* through the continued involvement of teacher leaders, department heads, and principals and vice principals and the development of a plan for sustainability in the future.

We encourage each of our students to be engaged in all of the opportunities available to them in their educational program. We also encourage our parents to take an active interest in their child's education and to stay involved in their school. Active School Planning Councils in each school during 2007-08 will formalize the participation and consultation process of parents and employees in the development of annual school plans to improve student achievement.

So that students may take full advantage of the School District's rich program offerings, teachers, principals, vice-principals, support staff and parents will be encouraged at each and every school to continue to work together to increase student engagement and to foster and maintain high student achievement levels and safe and caring learning environments in schools.

# **Connections: School, District and Enhancement Agreement**

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## ALIGNMENT OF SCHOOL PLANS WITH DISTRICT PLAN

With respect to the alignment of school plans, the first District Performance Plan (Accountability Contract) prepared in 2001-2002 preceded the formation of School Planning Councils and their engagement in creating School Plans. Therefore, the initial District Performance Plan was a major resource in the initial School Planning process and provided general guidance to School Planning Councils in the development of school improvement plans. At that time, School Planning Councils were advised that they should address the same four goal areas as were addressed in the first District Plan, in ways that were appropriate to the needs of their students, determined by and based upon the available data. School Planning Councils were advised, however, of the liberty to develop additional goals based upon their unique school profiles.

The District School Services Leadership Committee, on a yearly basis, would collate promising practices identified in the individual School Plans submitted to the Assistant Superintendents each year in May. Additionally, the School Services Leadership team and the District School Planning Council Steering Committee would analyze survey information obtained from every School Planning Council on a yearly basis. These two sources would provide the impetus for updating and upgrading the following October's District Performance Plan. Incrementally, over the years, the District Performance Plan became a menu of instructional best practices to be mined by School Planning Councils as they selected appropriate "strategies" for the completion of their current year's Plan. In addition to district workshops, the District provided in-service at the school level specific to the implementation of the selected strategies.

This continuing cycle of the District's October Plan signaling the schools' May plans, signaling the District's October Plan was maintained through to the 2006-2007 school year. In 2007-2008, the District will interrupt the October-May cycle and, with schools and School Planning Council participation, will co-construct the Achievement Contract, which will be submitted to the Ministry in July 2008.

## ENHANCEMENT AGREEMENT CONNECTIONS

The goals of the Aboriginal Education Enhancement Agreement were agreed upon by a committee of all stakeholders during the 2005-2006 school year. These goals are as follows:

1. To Improve Academic Achievement of Aboriginal Students
2. To Improve School Completion and Dogwood Graduation Rates For Aboriginal Students

## **Connections: School, District and Enhancement Agreement**

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3. To Improve Aboriginal Students' Sense of Belonging in the Public School System by Honoring and Supporting the History, Traditions, and Culture of Those First Nations Communities Whose Traditional Territories are Served by School District #44 North Vancouver, B.C.

Goal 1 subdivides into the following areas: improving students' readiness to learn and improving their proficiency in reading and numeracy (mathematics).

At the time of the development of the Aboriginal Education Enhancement Agreement, North Vancouver School District had included an Aboriginal Education Goal in its Accountability Contract for four consecutive years. The existing Accountability Contract was thus taken into account during the development of the Goals of the Enhancement Agreement.

Subsequent to the signing of the Enhancement Agreement, the School District has taken special care to ensure that all of the goal areas of the Enhancement Agreement have been reflected in the Accountability Contract and in school plans. This approach will continue into the development process for the submission of the first Achievement Contract on July 15, 2008.

# **A Transition Plan Response To District Review 2007**

A Ministry External District Review team visited the North Vancouver School District April 29-May 2, 2007. Their District Review Report was presented to the North Vancouver Board of Education on September 25, 2007.

The Review Team, chaired by Dr. Keven Elder, Superintendent School District No. 63 (Saanich), visited six elementary schools and three secondary schools and met with district and school staff as well as representative groups of our educational community.

Essentially, the recommendations presented by the Review Team address four areas of focus:

- Planning
- Students At Risk
- Authentic Assessment
- Literacy

Many current district initiatives and actions, and others in the early stages of design or implementation, will be animated by the recommendations of the Review Team.

## PLANNING PROCESS

<i><b>District Review Recommendations:</b></i>	<i><b>NVSD Approach:</b></i>
<ul style="list-style-type: none"> <li>- Simplify planning documents so all can understand and own</li> <li>- Simplify school and district plans (reader friendly)</li> <li>- Have school planning drive district planning</li> <li>- Increase school responsibility for decision making</li> <li>- Expect meaningful involvement of parents in all schools, including having SPCs involved with staffs</li> <li>- Engage parents and students in planning</li> <li>- Integrate the work of district leaders</li> <li>- Investigate programs of choice, alternate programs</li> <li>- Celebrate successes of all schools from all regions</li> </ul>	<p>During this transitional year, to approach these recommendations, the North Vancouver School District will:</p> <ul style="list-style-type: none"> <li>- Engage key participants from the school community level in the development and implementation of a revised, school-centred planning cycle</li> <li>- These participants will included district and school community members such as: Curriculum Leadership Team, NVTA Executive, District Sustaining Schools Committee, PAC/SPC members, Family of Schools (FOS) teams, school-based administration, teachers, and student councils</li> <li>- All school-based planning will begin with a school learners' profile filtered through the Ministry target areas of Literacy (K-12), completion rates and Aboriginal student improvement</li> </ul>

## ***A Transition Plan Response To District Review 2007***

### STUDENTS AT RISK

<i>District Review Recommendations:</i>	<i>NVSD Approach:</i>
<ul style="list-style-type: none"> <li>- Focus on improving transitions for First Nations students from grade 10 to grade 11</li> <li>- Build capacity to support needs of every child, especially the most vulnerable, and every school</li> <li>- Build a culture of continuous improvement for all students</li> <li>- Work with the community to explore “what matters most” for vulnerable students and for First Nations learners. Consider a balance approach to the base of evidence</li> <li>- Challenge high achieving schools to meet all needs</li> <li>- Distribute resources to support the most needy children</li> </ul>	<p>During this transitional year, to approach these recommendations, the North Vancouver School District will:</p> <ul style="list-style-type: none"> <li>- Continue to track students at risk, optimizing teacher professional judgment and quality instructional interventions</li> <li>- In addition, maintain continued dialogue with community agencies and supports such as the Community Special Education Advisory Committee, the Gifted Program Advisory Committee and the Aboriginal Education Advisory Council. The Curriculum Leadership Committee, working with the school communities, will develop school profiles and learner profiles</li> <li>- The learner profiles and school profiles will assist in the possible redistribution of district and school supports for students. These supports include time and human resources such as SEA/LAC time, FOS support team members (LSW/ASW/BSW) and FNSWs</li> </ul>

### AUTHENTIC ASSESSMENT (Leading to Authentic Instruction)

<i>District Review Recommendations:</i>	<i>NVSD Approach:</i>
<ul style="list-style-type: none"> <li>- Build capacity for authentic assessment for all planning</li> <li>- Remove extraneous data from the district plan</li> <li>- Base planning on authentic assessment, collaborative inquiry and school-level priorities</li> <li>- Develop software for storage and analysis of evidence</li> <li>- Create a base of authentic assessment evidence from which to make school and district plans on a wide array of indicators tracked over time</li> </ul>	<p>During this transitional year, to approach these recommendations, the North Vancouver School District will:</p> <ul style="list-style-type: none"> <li>- Within its school communities, develop and implement learner profiles, while emphasizing high quality instructional choices</li> <li>- Using IEP Central and Report Central, the Curriculum Leadership Committee will pilot a Student At Risk Profile software program to track students and support interventions</li> <li>- Within the Instructional Institute, provide in-service on assessment for learning, authentic assessment and literacy assessment. Coupled with this will be the continuation of school-based Action Research and Collegial Conferencing projects to advance dialogue</li> </ul>

## ***A Transition Plan Response To District Review 2007***

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### AUTHENTIC ASSESSMENT (Leading to Authentic Instruction)

<i>District Review Recommendations:</i>	<i>NVSD Approach:</i>
<ul style="list-style-type: none"> <li>- Develop common, authentic district-wide assessment</li> <li>- Engage teachers in deep dialogue regarding the best ways to have authentic assessment inform planning</li> </ul>	<p>on authentic assessment, leading to authentic instructional choices at the school and classroom levels</p> <ul style="list-style-type: none"> <li>- Continue to evaluate and monitor our locally developed NVRA (North Vancouver Reading Assessment), TOPA (Test of Phonological Awareness), K-Numeracy assessments, and Grade 6 and 8 Math assessments</li> <li>- Continue to monitor instructional interventions for students determined to be at risk at the school and classroom levels</li> </ul>

### LITERACY

<i>District Review Recommendations:</i>	<i>NVSD Approach:</i>
<ul style="list-style-type: none"> <li>- Broaden the district's examination of best practices in support of the 44s, for example, in balanced literacy, leveled texts and school-wide guided reading</li> <li>- Build assessment literacy and implement practices (British Columbia Performance Standards)</li> </ul>	<p>During this transitional year, to approach these recommendations, the North Vancouver School District will:</p> <ul style="list-style-type: none"> <li>- Continue to incorporate a broader approach to best practices in literacy instruction within the strategies, tactics and skills in-serviced through the Instructional Institute</li> <li>- Provide in-service on Performance Standards as linked to report cards and Report Central (on-line report card system)</li> <li>- Provide in-service on Writing 44 and continue to provide in-service on Reading 44 linked to the use of provincial Writing and Reading Performance Standards in the assessment of student work</li> </ul>

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**PROGRESS RESULTS FOR 2006-2007**

<b>School District Goal 1: <u>To Improve Reading Proficiency in Students</u></b>		
<b>Objective</b>	<b>Strategies</b>	<b>Key Performance Measures</b>
1.1 Improve the reading readiness of students in Kindergarten and the reading proficiency of students in Grades K-10	<ul style="list-style-type: none"> <li>▪ Continue to implement instruction and intervention programs as detailed in the reading policy document, <i>A Comprehensive and Balanced Approach to the Teaching of Reading</i>, including:               <ul style="list-style-type: none"> <li>- <i>Firm Foundations: Early Literacy Teaching and Learning</i></li> <li>- <i>Firm Foundations: L'éveil à la lecture chez les petits</i></li> <li>- <i>Reading 44: A Core Reading Framework</i> (Primary, Intermediate and Secondary Programs)</li> <li>- <i>Reading 44: Trousse pour enseigner la lecture (Primaire, Intermédiaire, Secondaire)</i></li> <li>- <i>Our Turn To Talk: A Kindergarten Language Development Program</i></li> </ul> </li> <li>▪ Phase in implementation of all thirteen recommendations of the <i>Reading 44 Review Team Report</i>, over a two year period</li> <li>▪ Continue to provide introductory workshops and other in-service to support new Kindergarten teachers in understanding and implementing <i>Firm Foundations</i> in their classrooms</li> <li>▪ Continue to provide introductory workshops and other in-service to support new elementary teachers in understanding and implementing <i>Reading 44</i> in their classrooms</li> <li>▪ Pilot and provide in-service to Kindergarten teachers for the new District oral language program: <i>Our Turn to Talk: A Kindergarten Language Development Program</i></li> <li>▪ Begin Year 2 of the instructional series <i>Focus on Reading</i>, emphasizing connections between the Twelve Reading Strategies ("The Daily Dozen"), the six points of intervention, and the district-wide 5 year <i>Instructional Institute</i></li> <li>▪ Support initiatives that explore the reading-writing connection. This includes the implementation of Year 2 of the <i>Focus on Reading</i> instructional series, as well as the establishment of a Collegial Study Group to pilot the 2<sup>nd</sup> Draft of <i>Writing 44: a Core Writing Program - Intermediate</i></li> <li>▪ Continue to support the district-wide use of formative assessment tools such as the locally developed <i>Classroom Reading for Information Assessment</i> (Grades 3-7 English Program) and <i>L'évaluation de la lecture: Textes informatifs</i> (Grades 2-7 French Immersion program)</li> <li>▪ Support a district-wide action research model for the successful implementation of the <i>Reading Assessment Device (R.A.D.)</i> at the Grade 2 and 8 levels (English Program only)</li> <li>▪ Continue to promote the use of grade level Literacy Conference Sites as educational tools for resource sharing and collegial conferencing among teachers</li> <li>▪ Develop Individual Education Plans (IEPs) as deemed to be appropriate by the School Based Resource Team with reference to Level 2 of <i>Inclusive Education 44</i>, the school district's Special Education Service Delivery Model. This includes monitoring student progress on individualized reading objectives</li> <li>▪ Provide individualized interventions that include <i>Phonographix</i>, <i>Orton Gillingham</i>, <i>Reading</i></li> </ul>	<b>Baseline:</b>
		See Key Performance Measures for Objectives 1.2 – 1.5
		<b>Target:</b>
		See Key Performance Measures for Objectives 1.2 – 1.5
<b>Actual:</b>		
See Key Performance Measures for Objectives 1.2 – 1.5		

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<b>School District Goal 1: <u>To Improve Reading Proficiency in Students</u></b>		
<b>Objective</b>	<b>Strategies</b>	<b>Key Performance Measures</b>
1.1 (cont'd)	<p><i>Recovery, Read Well</i></p> <ul style="list-style-type: none"> <li>▪ Provide support for classroom interventions with reference to the six points of intervention. Through discussions between the Student Services Department and School Based Resource Team: increase understanding of student learning profiles; select appropriate instructional materials; employ appropriate instructional organizers, strategies, tactics and skills; and, promote a model for learning assistance at the school level that integrates the specific learning needs of the child with the goals and objectives of the classroom teacher</li> <li>▪ Provide an early literacy support teacher to work with “at-risk” primary age Aboriginal students in schools</li> <li>▪ Provide in-service support to teachers’ networks three times a year with reference to district-wide 5 year <i>Instructional Institute</i>, e.g., employing appropriate instructional organizers (such as Gender, Ethnicity, Learning Disabilities, Learning Modalities, Learning Styles and Multiple Intelligences), instructional strategies (such as Cooperative Learning, Mind Mapping, Concept Mapping), tactics (such as Venn Diagrams, Fishbone, Concept Attainment), and skills (such as Framing Questions, Wait Time, Check for Understanding)</li> <li>▪ Establish networks to disseminate Cooperative Learning strategies such as the TRIBES® Four Agreements and Johnsons’ Five Basic Elements of Effective Group Work</li> <li>▪ Monitor levels of implementation of the above recommended strategies by means of school based action research projects and levels of use self-rating scales such as the <i>Concerns–Based Adoption Model (CBAM)</i></li> <li>▪ Track and report Grade 4 and Grade 7 FSA reading results and English 10 Final Exam results annually</li> <li>▪ Conduct facilitated Reading Goal feedback sessions to explore success stories regarding the use of effective reading/instructional strategies and assessment tools for the development of learner profiles</li> </ul>	
1.2 Increase the percentage of students who meet the expectations for reading readiness by the end of Kindergarten	<ul style="list-style-type: none"> <li>▪ Administer <i>Test of Phonological Awareness (TOPA)</i> screen in January to Kindergarten students</li> <li>▪ Revitalize implementation of the program <i>Firm Foundations: Early Literacy Teaching and Learning (Firm Foundations: L’éveil à la lecture chez les petits)</i> district-wide</li> <li>▪ Resource each new Kindergarten teacher with the <i>Firm Foundations</i> program document and related classroom material, and provide in-service for the successful classroom implementation of those resources</li> <li>▪ Resource each new Kindergarten teacher with the <i>Our Turn To Talk: A Kindergarten Language Development Program</i> document and related classroom material, and provide in-service for the successful classroom implementation of those resources</li> </ul>	<p><b>Baseline:</b></p> <p><b>January 2007:</b> Percent of Kindergarten students who meet reading readiness requirements as defined by TOPA</p> <ul style="list-style-type: none"> <li>• Reading readiness: <b>87.6%</b></li> </ul> <p><b>Target:</b></p> <p><b>June 2007:</b> <b>92%</b> of Kindergarten students will meet reading readiness requirements as defined by TOPA.</p>

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<b>School District Goal 1: <u>To Improve Reading Proficiency in Students</u></b>		
<b>Objective</b>	<b>Strategies</b>	<b>Key Performance Measures</b>
	<ul style="list-style-type: none"> <li>▪ Use intervention programs such as <i>Launch into Reading Success</i> to build phonological awareness for “at-risk” Kindergarten students identified on the TOPA</li> <li>▪ Re-administer the TOPA in June to “at-risk” Kindergarten students following intervention</li> </ul>	<p><b>Actual:</b>  <u>June 2007:</u> Percent of Kindergarten students who meet reading readiness requirements as defined by TOPA</p> <ul style="list-style-type: none"> <li>• Reading readiness: <b>97.3%</b></li> </ul>
<p>1.3            Increase the percentage of students who are meeting or exceeding expectations in reading at Grade 4</p>	<ul style="list-style-type: none"> <li>▪ Identify learning needs of Kindergarten students not meeting expectations in the June TOPA re-test and provide appropriate classroom instruction and intervention programs at the Grade 1 level, as detailed in the reading policy document <i>A Comprehensive and Balanced Approach to the Teaching of Reading</i></li> <li>▪ Develop Individual Education Plans (IEPs) as deemed to be appropriate by the School Based Resource Team with reference to Level 2 of <i>Inclusive Education 44</i>, the school district’s Special Education Service Delivery Model. This includes monitoring student progress on individualized reading objectives</li> <li>▪ Continue to support and encourage the use of classroom based programs such as <i>Reading 44</i>, and reading assessment tools such as the <i>Tool Kit (La Boîte à outils)</i>, <i>The Classroom Reading For Information Assessment (L'évaluation de la lecture: textes informatifs)</i>, and the <i>Reading Assessment Device (R.A.D.)</i> to monitor student progress on specific reading strategies and objectives</li> <li>▪ Provide technical support for the collection and interpretation of Report Card data with reference to reading proficiency</li> </ul>	<p><b>Baseline:</b>  <u>May 2002 FSA Reading:</u> Percent of Grade 4 students who meet or exceed expectations</p> <ul style="list-style-type: none"> <li>• Grade 4: <b>88%</b></li> </ul> <p><b>Target:</b>  <u>May 2003-May 2007 FSA Reading:</u> <b>90%</b> of Grade 4 students will meet or exceed expectations for at least 3 years in a 5 year period.</p> <p><b>Actual:</b>  <u>May 2003/2004/2005/2006/2007 FSA Reading:</u> Percent of students who meet or exceed expectations</p> <ul style="list-style-type: none"> <li>• Grade 4: <b>85%/89%/84%/86%/__%</b></li> </ul>
<p>1.4            Increase the percentage of students who are meeting or exceeding expectations in reading at Grade 7</p>	<ul style="list-style-type: none"> <li>▪ Identify learning needs of students not meeting expectations in Grade 4 FSA Reading</li> <li>▪ Develop Individual Education Plans (IEPs) as deemed to be appropriate by the School Based Resource Team with reference to Level 2 of the school district’s <i>Special Education Service Delivery Model</i>. This includes monitoring student progress on individualized reading objectives</li> <li>▪ Provide technical support for the collection and interpretation of Report Card data with reference to reading proficiency</li> <li>▪ Continue to support and encourage the use of classroom based programs such as <i>Reading 44</i>, and reading assessment tools such as the <i>Tool Kit (La Boîte à outils)</i>, <i>The Classroom Reading For Information Assessment (L'évaluation de la lecture: textes informatifs)</i>, and the <i>Reading Assessment Device (R.A.D.)</i> to monitor student progress on specific reading strategies and objectives</li> </ul>	<p><b>Baseline:</b>  <u>May 2002 FSA Reading:</u> Percent of students who meet or exceed expectations</p> <ul style="list-style-type: none"> <li>• Grade 7: <b>83%</b></li> </ul> <p><b>Target:</b>  <u>May 2003-2007 FSA Reading:</u> <b>87%</b> of Grade 7 students will meet or exceed expectations for at least 3 years in a 5 year period</p>

North Vancouver School District  
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**PROGRESS RESULTS FOR 2006-2007**

<b>School District Goal 1: <u>To Improve Reading Proficiency in Students</u></b>		
<b>Objective</b>	<b>Strategies</b>	<b>Key Performance Measures</b>
		<b>Actual:</b> <u>May 2003/2004/2005/2006/2007 FSA Reading:</u> Percent of students who meet or exceed expectations • Grade 7: 85%/89%/83%/80%/__%
1.5 Increase the percentage of students who are achieving success in reading at Grade 10	<ul style="list-style-type: none"> <li>▪ Identify learning needs of students not meeting expectations in Grade 7 FSA Reading</li> <li>▪ Develop Individual Education Plans (IEPs) as deemed to be appropriate by the School Based Resource Team with reference to Level 2 of the school district's <i>Special Education Service Delivery Model</i>. This includes monitoring student progress on individualized reading objectives</li> <li>▪ Phase in implementation of the recommendations of the <i>Reading 44 Review Team Report</i> which are specific to secondary schools and reading across the curriculum, over a two year period</li> <li>▪ Support an action research model for the successful implementation of the <i>Reading Assessment Device (R.A.D.)</i> at the Grade 8 level (English Program only)</li> <li>▪ Continue to develop peer tutoring programs in all secondary schools</li> <li>▪ Provide a literacy support teacher to work with "at-risk" Aboriginal students in secondary schools</li> <li>▪ Provide district support for the implementation of the newly developed teacher resource package for English 10 Essentials</li> <li>▪ Provide technical support for the collection and interpretation of Report Card data with reference to reading proficiency</li> </ul>	<b>Baseline:</b> <u>2004-05 Grade 10 English provincial examination:</u> Mean score of Grade 10 English exams: <b>71%</b>  <b>Target:</b> <u>2006-07 Grade 10 English provincial examination:</u> Mean score of Grade 10 English exams: <b>73%</b>  <b>Actual:</b> <u>2005-06/2006-07 Grade 10 English provincial examination:</u> Mean score of Grade 10 English exams: <b>73%/__%</b>

North Vancouver School District  
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**PROGRESS RESULTS FOR 2006-2007**

<b>School District Goal 2 <u>To Improve Student Success in Mathematics</u></b>		
<b>Objective</b>	<b>Strategies</b>	<b>Key Performance Measures</b>
2.1 Improve the numeracy proficiency of students in Grades K-12	<ul style="list-style-type: none"> <li>▪ Continue to develop and implement programs to support the teaching and learning of mathematics as outlined in <i>Math 44: Teaching for Proficiency (Math 44: L'enseignement de la compétence mathématique - Version française)</i></li> <li>▪ Revitalize math steering group and consider recommendations made by the group to guide best practices in developing, implementing and evaluating the use of <i>Math 44</i>, District Math Assessments, Intervention Packages and in-service of teachers</li> <li>▪ Develop Individual Education Plans (IEPs) as deemed to be appropriate by the School Based Resource Team with reference to Level 2 of <i>Inclusive Education 44</i>, the school district's <i>Special Education Service Delivery Model</i>. This includes monitoring student progress on individualized numeracy objectives</li> <li>▪ Provide support for classroom interventions with reference to six points of intervention. Through discussions between the Student Services Department and School Based Resource Team: increase understanding of student learning profiles; select appropriate instructional materials; and, employ appropriate instructional organizers, strategies, tactics and skills</li> <li>▪ Identify and develop instructional supports for the teaching of numeracy, emphasizing and making connections to the six points of intervention, and the district-wide 5 year <i>Instructional Institute</i></li> <li>▪ Provide in-service support to teachers' networks three times a year with reference to district-wide 5 year <i>Instructional Institute</i>, e.g., employing appropriate instructional organizers (such as Gender, Ethnicity, Learning Disabilities, Learning Modalities, Learning Styles and Multiple Intelligences), instructional strategies (such as Cooperative Learning, Mind Mapping, Concept Mapping), tactics (such as Venn Diagrams, Fishbone, Concept Attainment), and skills (such as Framing Questions, Wait Time, Check for Understanding)</li> <li>▪ Establish networks to disseminate Cooperative Learning strategies such as the TRIBES® Four Agreements and the Johnsons' Five Basic Elements of Effective Group Work</li> <li>▪ Monitor levels of implementation of the above recommended strategies by means of school based action research projects and levels of use self-rating scales such as the <i>Concerns-Based Adoption Model (CBAM)</i></li> <li>▪ Track and report Grade 4 and Grade 7 FSA Numeracy results and Math 10 final exam results annually</li> <li>▪ Conduct facilitated Math Goal feedback sessions to explore success stories regarding the use of effective math/instructional strategies and assessment tools for the development of learner profiles</li> </ul>	<b>Baseline:</b>
		See Key Performance Measures for Objectives 2.2 – 2.5
		<b>Target:</b>
		See Key Performance Measures for Objectives 2.2 – 2.5
<b>Actual:</b>		
		See Key Performance Measures for Objectives 2.2 – 2.5

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<b>School District Goal 2 <u>To Improve Student Success in Mathematics</u></b>		
<b>Objective</b>	<b>Strategies</b>	<b>Key Performance Measures</b>
<p>2.2            Increase the percentage of students who meet the expectations for numeracy readiness by the end of Kindergarten</p>	<ul style="list-style-type: none"> <li>▪ Assess all Kindergarten students in the district in January, using the North Vancouver Kindergarten Numeracy Assessment Package</li> <li>▪ For “at-risk” students, provide intervention and re-test in June to determine readiness for a mathematics program in September</li> <li>▪ Resource each Kindergarten class with:               <ul style="list-style-type: none"> <li>– <i>Math 44 Teaching for Proficiency (Math 44: L’enseignement de la compétence mathématique - Version française): Kindergarten</i></li> <li>– <i>Kindergarten Numeracy Assessment Package</i></li> <li>– <i>Mathematics Intervention Handbook: Kindergarten/Grade 1</i></li> </ul> </li> <li>▪ Provide in-service to Kindergarten teachers on numeracy activities related to student need</li> <li>▪ Provide in-service to Learning Assistance Teachers on <i>First Steps in Math</i>, a research based professional Development Resource to enhance professional judgment about teaching mathematics</li> <li>▪ Examine the TOPA/Kindergarten Numeracy Assessment February/June comparison of results and determine appropriate interventions for students not meeting expectations in both</li> <li>▪ Provide an early numeracy support teacher to work with “at-risk” primary age Aboriginal students in schools</li> </ul>	<p><b>Baseline:</b>  <u>January 2007:</u> Percent of Kindergarten students who meet numeracy readiness requirements as defined by the North Vancouver Kindergarten Numeracy Assessment Package            • Numeracy readiness: <b>75.7%</b></p> <p><b>Target:</b>  <u>June 2007:</u> <b>85%</b> of Kindergarten students will meet numeracy readiness requirements as defined by North Vancouver Kindergarten Numeracy Assessment Package</p> <p><b>Actual:</b>  <u>June 2007:</u> Percent of Kindergarten students who meet numeracy requirements as defined by North Vancouver Kindergarten Numeracy Assessment Package            • Numeracy readiness: <b>90.6%</b></p>
<p>2.3            Improve mathematics proficiency of students Grades 1-7</p>	<ul style="list-style-type: none"> <li>▪ Identify learning needs of students not meeting expectations in the June Numeracy re-test of Kindergarten students and provide appropriate classroom instruction and intervention programs at the Grade 1 level</li> <li>▪ Develop Individual Education Plans (IEPs) as deemed to be appropriate by the School Based Resource Team with reference to Level 2 of <i>Inclusive Education 44</i>, the school district’s Special Education Service Delivery Model. This includes monitoring student progress on individualized numeracy objectives</li> <li>▪ Continue to provide in-service and support the use of <i>Math 44: Teaching for Proficiency (Math 44: L’enseignement de la compétence mathématique - Version française)</i> resource document for teachers, aimed at enhancing their capacity to reduce the gap between the intended and attained curriculum</li> <li>▪ Focus on the use of consistent mathematics vocabulary and gaining a deeper understanding of mathematics through conversation and reflective thinking and writing</li> <li>▪ Provide on-site district support for individual teachers</li> <li>▪ Identify learning needs of students not meeting expectations in North Vancouver Grade 6</li> </ul>	<p><b>Baseline:</b>  <u>May 2002 FSA Numeracy:</u> Percent of students who meet or exceed expectations            ▪ Grade 4: <b>89%</b>            ▪ Grade 7: <b>89%</b></p> <p><b>2003 North Vancouver Mathematics Assessment Grade 6:</b>            School District mean percent score:            Overall: <b>57.7%</b></p> <p><b>Target:</b>  <u>May 2003-May 2007 FSA Numeracy:</u> <b>90%</b> of Grade 4 and Grade 7 students will meet or exceed expectations for at least 3 years in a 5 year period.</p>

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<b>Objective</b>	<b>Strategies</b>	<b>Key Performance Measures</b>
2.3 (cont'd)	<p>Math Assessment</p> <ul style="list-style-type: none"> <li>▪ Provide a series of <i>Math 44</i> in-service sessions on teaching and learning mathematics for teachers of students in Grades 6-8</li> <li>▪ Continue to promote the alignment between <i>Math 44</i> instruction and student learning resources used in schools, such as: text books; manipulatives; professional resources; and children's math literature</li> <li>▪ Examine the progress of a cohort group using Grade 4 and Grade 7 numeracy data to identify problematic strands over time in order to address suitable teaching strategies</li> </ul>	<p><b><u>2007 North Vancouver Mathematics Assessment Grade 6</u></b>            School District mean percent score:            Overall: <b>61%</b></p> <hr/> <p><b>Actual:</b></p> <p><b><u>May 2003/2004/2005/2006/2007 FSA Numeracy:</u></b> Percent of students who meet or exceed expectations</p> <ul style="list-style-type: none"> <li>▪ Grade 4: <b>91%/93%/91%/91%/__%</b></li> <li>▪ Grade 7: <b>91%/92%/91%/91%/__%</b></li> </ul> <p><b><u>2004/2005/2006/2007 North Vancouver Mathematics Assessment Grade 6:</u></b>            School District mean percent score:            Overall: <b>57%/62%/70%/61%</b></p>
2.4 Increase the percentage of students who are achieving success in Mathematics at Grade 10	<ul style="list-style-type: none"> <li>▪ Identify learning needs of students not meeting expectations in Grade 7 FSA Numeracy, and on Grade 8 District Math Assessment</li> <li>▪ Examine cohort information to identify individual students who show a pattern of having difficulty with mathematics</li> <li>▪ Develop Individual Education Plans (IEPs) as deemed to be appropriate by the School Based Resource Team with reference to Level 2 of <i>Inclusive Education 44</i>, the school district's Special Education Service Delivery Model. This includes monitoring student progress on individualized numeracy objectives</li> <li>▪ Establish peer tutoring programs for assistance in mathematics in secondary schools</li> <li>▪ Provide technical support for the collection and interpretation of Report Card data with reference to mathematics proficiency</li> <li>▪ Provide <i>Math 44</i> in-service to teachers on the content of each course with emphasis on difficult and complex curriculum strands</li> <li>▪ Continue to promote a key learning outcomes approach to Math Essentials 10 for students who struggle with difficult and complex curriculum strands</li> <li>▪ Provide a secondary mathematics support teacher to work with "at-risk" Aboriginal students in secondary schools</li> </ul>	<p><b>Baseline:</b></p> <p><b><u>May 2002 FSA Numeracy:</u></b> Percent of students who meet or exceed expectations</p> <ul style="list-style-type: none"> <li>• Grade 7: <b>89%</b></li> </ul> <p><b><u>2003 North Vancouver Mathematics Assessment Grade 8:</u></b>            School District mean percent score:            Overall: <b>55.1%</b></p> <p><b><u>2004-05 Grade 10 Math provincial examination:</u></b> Overall mean score of all Grade 10 Math exams: 70%</p> <hr/> <p><b>Target:</b></p> <p><b><u>May 2003-May 2007 FSA Numeracy:</u></b> <b>90%</b> of Grade 7 students will meet or exceed expectations for at least 3 years in a 5 year period</p> <p><b><u>2007 North Vancouver Mathematics</u></b></p>

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<b>Objective</b>	<b>Strategies</b>	<b>Key Performance Measures</b>
2.4 (cont'd)		<p><b><u>Assessment Grade 8:</u></b> School District mean percent score: Overall: <b>70%</b></p> <p><b><u>2006-07 Grade 10 Math provincial examination:</u></b> Overall mean score of all Grade 10 Math exams: <b>72%</b></p> <p><b>Actual:</b></p> <p><b><u>May 2003/2004/2005/2006/2007 FSA Numeracy:</u></b> Percent of students who meet or exceed expectations            • Grade 7: <b>91%/92%/91%/91%/__%</b></p> <p><b><u>2004/2005/2006/2007 North Vancouver Mathematics Assessment Grade 8:</u></b> School District mean percent score: Overall: <b>65%/71%/68%/64%</b></p> <p><b><u>2005-06/2006-07 Grade 10 Math provincial examination:</u></b> Overall mean score of all Grade 10 Math exams: <b>68%/ __%</b></p>
2.5 Increase the student participation in all Grade 12 Mathematics courses	<ul style="list-style-type: none"> <li>▪ Provide <i>Math 44</i> style in-service to teachers on the content of each course with emphasis on difficult and complex curriculum strands</li> <li>▪ Work with counselors, administrators, and parents to clarify the knowledge and values of each course in preparing students for post secondary options</li> <li>▪ Establish a baseline set of data to reflect student enrollment in Applications 12, Principles 12 and Calculus 12</li> </ul>	<p><b>Baseline:</b></p> <p><b><u>June 2002</u></b> Participation rate in all Grade 12 Mathematics courses            • Participation rate: <b>46%</b></p> <p><b>Target:</b></p> <p><b><u>June 2003-2006</u></b> Increase by <b>5%</b> the participation rate in all Grade 12 Mathematics courses over a 4 year period</p>

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<b>Objective</b>	<b>Strategies</b>	<b>Key Performance Measures</b>
2.5 (cont'd)		<p><b>Actual:</b></p> <p><b><u>June 2003/2004/2005/2006/2007:</u></b>            Participation rate in all Grade 12 Mathematics courses:</p> <ul style="list-style-type: none"> <li>• Participation rate:  <b>45%/46%/45%/45%/__%</b></li> </ul>

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<b>School District Goal 3: <u>To Improve the Achievement of Aboriginal Students</u></b>		
<b>Objective</b>	<b>Strategies</b>	<b>Key Performance Measures</b>
<b>3.1</b> Implement Aboriginal Education Enhancement Agreement Goals: - to improve Academic Achievement - to improve school completion and Dogwood graduation rates - to improve Aboriginal students' sense of belonging in the public school system	<ul style="list-style-type: none"> <li>▪ Continue to collaborate with Squamish and Tsleil-Waututh Nations to implement specific Aboriginal Education Enhancement Agreement goals</li> <li>▪ Continue collaboration between the District and the Nations' Education teams to increase Aboriginal students' academic achievement</li> <li>▪ Embrace and promote cultural awareness throughout the school district</li> </ul>	<b>Baseline:</b>
		See Key Performance Measures for Objectives 3.2 – 3.9
		<b>Target:</b>
		See Key Performance Measures for Objectives 3.2 – 3.9
		<b>Actual:</b>
		See Key Performance Measures for Objectives 3.2 – 3.9
<b>3.2</b> Improve the reading proficiency of Aboriginal students in Grades K-12	<ul style="list-style-type: none"> <li>▪ Continue to support Aboriginal students through strategies outlined in School District Goal 1 (Reading) Objectives 1.1, 1.2, 1.3, 1.4, 1.5</li> <li>▪ Develop information regarding the cohort of Aboriginal students as related to the <i>Reading Assessment Device (R.A.D.)</i> which will be used as an alternative to Gates data previously collected</li> <li>▪ Provide in-service opportunities to promote cultural awareness for teachers, administrators and other district staff for better understanding of best teaching practices for Aboriginal learning</li> <li>▪ Provide Aboriginal Support Teacher for literacy programs to work with Aboriginal students in schools</li> <li>▪ Train and support teachers to develop comprehensive classroom reading programs that support Aboriginal students</li> <li>▪ Provide training for First Nations Support Workers (FNSW) in <i>Reading 44: A Core Reading Framework</i> and the Twelve Reading Strategies ("Daily Dozen")</li> <li>▪ Provide support and encourage parents to participate in home reading programs</li> <li>▪ Continue to develop school awareness of culturally sensitive reading materials through the Curriculum Resource Centre and school librarians</li> <li>▪ Encourage schools to purchase culturally appropriate reading materials</li> <li>▪ Support activities found in the following documents:                - <i>Improving Success Rates of Aboriginal Students Implementation Plan: January 2001</i></li> </ul>	<b>Baseline:</b>
		<b>May 2002 FSA Reading:</b> Percent of Aboriginal students meeting or exceeding expectations
		<ul style="list-style-type: none"> <li>• Grade 4: <b>74% (n=33)</b></li> <li>• Grade 7: <b>48% (n=33)</b></li> </ul>
		<b>Target:</b>
		<b>May 2003-2007 FSA Reading:</b> Increase the percent of Aboriginal students meeting or exceeding expectations by 10% over a 5 year period
		<ul style="list-style-type: none"> <li>• Grade 4: <b>74% to 81%</b></li> <li>• Grade 7: <b>48% to 53%</b></li> </ul>
		<b>Actual:</b>
		<b>May 2003/2004/2005/2006/2007 FSA Reading:</b> Percent of Aboriginal students who meet or exceed expectations:

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<b>Objective</b>	<b>Strategies</b>	<b>Key Performance Measures</b>
3.2 (cont'd)	<ul style="list-style-type: none"> <li>- <i>The Unbroken Circle: Reading for Lifelong Learning</i></li> <li>- <i>Shared Learnings</i></li> <li>▪ Provide direct intervention by school district reading specialists/Learning Assistance Teachers (LAT)/Learning Support Teachers (LST)/First Nations Support Workers and the school district Aboriginal Support Teachers</li> <li>▪ Track and report annually Grade 4 and Grade 7 FSA and the Grade 10 English Final exam reading results in "Meets and Exceeds Expectations" categories for the cohort group of Aboriginal Students</li> <li>▪ Provide opportunities for peer tutoring for Aboriginal students in both elementary and secondary schools</li> <li>▪ Promote positive teacher and student relationships as they refer to teaching and learning for Aboriginal students through consistent contact and in-service</li> <li>▪ Provide in-service training related to the First Nations Literacy Project at the elementary and secondary levels</li> <li>▪ Promote the use of the Reading Bundles/Book Bins as part of the First Nations Literacy Project</li> <li>▪ Utilize programs such as the <i>Academy of Reading</i> for Aboriginal students for augmentative skill development, as appropriate</li> <li>▪ Consult regularly, in relation to the reading proficiency of Aboriginal students, with the Aboriginal advisory body representing all Aboriginal people to support the implementation of the Aboriginal Education Enhancement Agreement</li> <li>▪ Conduct facilitated Aboriginal Goal feedback sessions to explore success stories regarding the use of effective instructional strategies and assessment tools for the development of learner profiles</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 4: <b>83%/60%/43%/71%/__%</b> <b>(n = 25/15/32/30/__)</b></li> <li>• Grade 7: <b>54%/61%/55%/56%/__%</b> <b>(n = 36/38/31/27/__)</b></li> </ul>
3.3 Increase the percentage of Aboriginal students who meet the expectations for reading readiness by the end of Kindergarten	<ul style="list-style-type: none"> <li>▪ Provide Aboriginal Support Teacher for early intervention to work with Aboriginal children enrolled in on-reserve early childhood programs in preparation for entry into elementary school</li> <li>▪ Administer <i>Test of Phonological Awareness (TOPA)</i> screen in January to Aboriginal Kindergarten students</li> <li>▪ Re-administer TOPA in June to "at-risk" Aboriginal Kindergarten students following intervention</li> <li>▪ Use intervention programs such as <i>Launch into Reading Success</i> to build phono-logical awareness for "at-risk" Aboriginal Kindergarten students identified on TOPA</li> <li>▪ Develop strategies to address individual student needs for intervention in the fall term of Grade 1 for the Aboriginal students identified as "at-risk" in the June re-test of TOPA</li> <li>▪ Revitalize implementation of the program <i>Firm Foundations: Early Literacy Teaching and Learning</i> district-wide</li> </ul>	<p><b>Baseline:</b></p> <p><b>January 2007:</b> Percent of Aboriginal Kindergarten students entering Grade 1 who meet reading readiness requirements as defined by TOPA</p> <ul style="list-style-type: none"> <li>▪ Reading readiness: <b>80%</b> <b>(n=15)</b></li> </ul> <p><b>Target:</b></p> <p><b>June 2007:</b> Percent of Aboriginal Kindergarten students will meet reading readiness requirements as defined by TOPA</p>

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<b>Objective</b>	<b>Strategies</b>	<b>Key Performance Measures</b>
	<ul style="list-style-type: none"> <li>▪ Resource each new Kindergarten teacher with <i>Firm Foundations</i> program document and related classroom material</li> <li>▪ Pilot and provide in-service to Kindergarten teachers for the new District oral language program: <i>Our Turn to Talk: A Kindergarten Language Development Program</i></li> <li>▪ Continue discussions with the school district's Aboriginal Advisory Committee parents and community members related to reading readiness and appropriate interventions for Aboriginal students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading readiness: <b>90%</b></li> </ul> <p><b>Actual:</b></p> <p><b>June 2007:</b> Percent of Aboriginal Kindergarten students who meet reading readiness requirements as defined by TOPA</p> <ul style="list-style-type: none"> <li>▪ Reading readiness: <b>87%</b> (n= 15)</li> </ul>
<p>3.4            Improve the numeracy proficiency of Aboriginal students in Grades K-12</p>	<ul style="list-style-type: none"> <li>▪ Continue to support Aboriginal students through strategies outlined in School District Goal 2 (Mathematics) Objectives 2.1, 2.2, 2.3, 2.4, 2.5</li> <li>▪ Provide Aboriginal Support Teachers for mathematics to work with Aboriginal students in elementary and secondary schools</li> <li>▪ Examine the progress of a cohort group of Aboriginal students Grade 4 and Grade 7 numeracy data to identify problematic strands over time in order to address suitable teaching strategies</li> <li>▪ Establish interventions to support Aboriginal students in acquiring mathematical concepts, as appropriate</li> <li>▪ Utilize programs such as <i>Academy of Math</i> for augmentative skill development to assist Aboriginal students</li> <li>▪ Continue discussions with the school district's Aboriginal Advisory Committee parents and community members related to numeracy and appropriate interventions for Aboriginal students</li> <li>▪ Set up and host a Coast Metro Regional Mathematics Symposium addressing needs of Aboriginal students</li> </ul>	<p><b>Baseline:</b></p> <p><b>January 2007:</b>            Percent of Aboriginal Kindergarten students who meet numeracy readiness requirements as defined by the North Vancouver Kindergarten Numeracy Assessment Package</p> <ul style="list-style-type: none"> <li>• <b>70% (n=10)</b></li> </ul> <p><b>May 2002 FSA Numeracy:</b> Percent of Aboriginal students who meet or exceed expectations</p> <ul style="list-style-type: none"> <li>▪ Grade 4: <b>73% (n=32)</b></li> <li>▪ Grade 7: <b>67% (n=32)</b></li> </ul> <p><b>Target:</b></p> <p><b>June 2007:</b> <b>70%</b> of Aboriginal Kindergarten students will meet numeracy readiness requirements as defined by North Vancouver Kindergarten Numeracy Assessment Package over a 5 year period (57% to 70%)</p> <p><b>May 2007 FSA Numeracy:</b> <b>90%</b> of Grade 4 and Grade 7 Aboriginal students will meet or exceed expectations for at least 3 years in a 5 year period.</p>

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<b>Objective</b>	<b>Strategies</b>	<b>Key Performance Measures</b>
3.4 (cont'd)		<p><b>Actual:</b></p> <p><b>June 2007:</b> Percent of Aboriginal Kindergarten students who meet numeracy readiness requirements as defined by the North Vancouver Kindergarten Numeracy Assessment Package</p> <ul style="list-style-type: none"> <li>• 80% (n=10)</li> </ul> <p><b>May 2003/2004/2005/2006/2007 FSA Numeracy:</b> Percent of Aboriginal students who meet or exceed expectations</p> <ul style="list-style-type: none"> <li>▪ Grade 4: 67%/77%/63%/73%/__% (n = 27/16/28/24/ __)</li> <li>▪ Grade 7: 67%/83%/67%/81%/__% (n = 37/36/31/27/ __)</li> </ul>
3.5 Increase Aboriginal student participation in secondary Mathematics courses	<ul style="list-style-type: none"> <li>▪ Provide Aboriginal Support Teacher for mathematics to work with Aboriginal secondary students in schools</li> <li>▪ Provide in-service to teachers on the content of each course with emphasis on curriculum strands</li> <li>▪ Work with counsellors, administrators, parents and the Aboriginal community to clarify the knowledge and value of each course</li> </ul>	<p><b>Baseline:</b></p> <p>Baseline to be established for Grade 8 participation</p> <p><b>June 2005</b> Participation rates in all Mathematics provincial examinations</p> <ul style="list-style-type: none"> <li>• Grade 10: 53% (n=33)</li> <li>• Grade 12: 2% (na)</li> </ul> <p><b>Target:</b></p> <p><b>June 2006-2010</b> Increase by 5% the participation rate in all Mathematics provincial examinations over a 5 year period</p> <p><b>Actual:</b></p> <p><b>June 2006/2007:</b> Participation rates in all Mathematics provincial examinations</p> <ul style="list-style-type: none"> <li>• Grade 10: 74%/__% (n=50/ __)</li> <li>• Grade 12: 2%/__% (na/ __)</li> </ul>

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<p>3.6</p> <p>Improve transition rates of Aboriginal students from Grade 8 to Grade 9 as a step toward increasing the graduation rates of Aboriginal students</p>	<ul style="list-style-type: none"> <li>▪ Track transition rates for Aboriginal students from Grade 8 to Grade 9</li> <li>▪ Establish supports to increase the number of Aboriginal students graduating</li> <li>▪ Monitor attendance of Grade 8 and 9 students using BCeSIS</li> <li>▪ Identify and implement supportive alternative program opportunities for Aboriginal students through LAT, FNSW and the community</li> <li>▪ Inform parents of new graduation requirements through FNSW, counsellors, parent information meetings</li> </ul>	<p><b>Baseline:</b></p> <p><b><u>Transition Rate from September 2000/2001:</u></b> Percent of Grade 8 Aboriginal students in North Vancouver School District going into Grade 9            2000/01 Transition Rate: <b>84%</b>            (n = unknown)</p> <p><b>Target:</b></p> <p><b><u>Transition Rates from September 2001/02 to 2005/06:</u></b> Increase the Grade 8-9 transition rates of Aboriginal students by <b>5%</b> averaged over a 5 year period.</p> <p><b>Actual:</b></p> <p><b><u>Transition rates from: 2001/2002 to 2006/2007:</u></b> Percent of Aboriginal students in North Vancouver School District going into Grade 9 from Grade 8 to higher grade            01/02 Transition Rate: <b>75%</b>            02/03 Transition Rate: <b>89%</b>            03/04 Transition Rate: <b>92%</b>            04/05 Transition Rate: <b>86%</b>            05/06 Transition Rate: <b>86%</b></p>
<p>3.7</p> <p>Improve the attendance rates for secondary Aboriginal students</p>	<ul style="list-style-type: none"> <li>▪ Identify needs and provide direct support to Aboriginal students in all secondary schools</li> <li>▪ Develop a monitoring system using BCeSIS to track aggregate attendance of secondary Aboriginal students</li> <li>▪ Continue to have individual secondary schools monitor and create intervention plans for Aboriginal students with attendance issues</li> <li>▪ Acknowledge Aboriginal students demonstrating good attendance</li> <li>▪ Provide support to counsellors to assist students on the selection of appropriate courses leading to graduation</li> <li>▪ Develop and promote alternate paths to graduation through career and trades exploration</li> </ul>	<p><b>Baseline:</b></p> <p><b><u>September 2003 to June 2004:</u></b> Attendance rates of Aboriginal students as measured by School district attendance records.            All: <b>87%</b>            Grade 8: <b>89%</b>            Grade 9: <b>84%</b>            Grade 10: <b>86%</b>            Grade 11: <b>88%</b>            Grade 12: <b>90%</b></p>

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3.7 (cont'd)	<ul style="list-style-type: none"> <li>▪ Provide career counselling specific to Aboriginal youth</li> <li>▪ Provide access to peer tutoring</li> </ul>	<p><b>Target:</b>  <u>September 2004 to June 2008:</u> At least <b>2%</b> annual improvement in attendance rate by grade over a 4 year period.</p> <p><b>Actual:</b>  <u>Sept-June 2004-05/2005-06/2006-07</u>  Attendance rates of Aboriginal students as measured by school district attendance records  All: <b>88%/82%/80%</b>  Grade 8: <b>88%/79%/91%</b>  Grade 9: <b>89%/86%/79%</b>  Grade 10: <b>86%/83%/76%</b>  Grade 11: <b>89%/84%/84%</b>  Grade 12: <b>87%/87%/74%</b></p>
3.8 Improve the school attendance rates for elementary Aboriginal students	<ul style="list-style-type: none"> <li>▪ Develop a monitoring system using BCeSIS to track aggregate morning and afternoon attendance of elementary Aboriginal students</li> <li>▪ Continue to have individual elementary schools monitor and create intervention plans for Aboriginal students with attendance issues</li> <li>▪ Acknowledge Aboriginal students demonstrating good attendance</li> <li>▪ Provide support to counsellors to assist First Nations students in making the transition to secondary school</li> </ul>	<p><b>Baseline:</b>  <u>September 2003 to June 2004:</u> School attendance record for elementary Aboriginal students  <ul style="list-style-type: none"> <li>▪ Attendance rate: <b>90%</b></li> </ul> </p> <p><b>Target:</b>  <u>September 2004 to June 2008:</u>  At least <b>2%</b> annual improvement in attendance rate by grade over a 4 year period</p> <p><b>Actual:</b>  <u>Sept-June 2004-05/2005-06/2006-07:</u>  Attendance rates of elementary Aboriginal students as measured by School District attendance records  <ul style="list-style-type: none"> <li>▪ Attendance rate: <b>90%/90%/90%</b></li> </ul> </p>

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<b>School District Goal 3: <u>To Improve the Achievement of Aboriginal Students</u></b>		
<b>Objective</b>	<b>Strategies</b>	<b>Key Performance Measures</b>
<p>3.9            Improve Aboriginal students' sense of belonging by honouring and supporting the history, traditions and culture of those First Nations Communities whose traditional territories are served by the North Vancouver School District</p>	<ul style="list-style-type: none"> <li>▪ Continue to develop the role of the school district's Aboriginal Advisory Council in relation to implementation of the Aboriginal Education Enhancement Agreement</li> <li>▪ Establish avenues for communication related to culture and history and provide opportunities through school events such as Aboriginal theme for June, National Aboriginal Day</li> <li>▪ Familiarize schools, the school district and community with the Enhancement Agreement goals</li> <li>▪ Provide cultural awareness through workshops, First Nations conferences and interaction with teachers and administrators</li> <li>▪ Encourage the implementation and use of West Coast Grade 4 multi-media curriculum Fishing, Hunting and Plant Gathering</li> <li>▪ Encourage the development of local Aboriginal curriculum</li> <li>▪ Promote and support development of a district Aboriginal student leadership group and encourage collaboration with other student leadership groups</li> <li>▪ Encourage cultural awareness implementation into required curriculum by using local Aboriginal resource people in the classroom</li> <li>▪ Increase schools' awareness of First Nation cultural curriculum opportunities such as the North Vancouver Outdoor School, Longhouse, local and West Coast Aboriginal resources</li> </ul>	<p><b><i>Baseline:</i></b></p> <p><b><i>June 2006:</i></b> Number of schools including Aboriginal cultural awareness objectives in their school plan  <b>n = 6 schools</b></p> <p><b><i>Target:</i></b></p> <p><b><i>June 2007-2009:</i></b> All schools will include Aboriginal cultural awareness objectives in their school plan over a 3 year period</p> <p><b><i>Actual:</i></b></p> <p><b><i>June 2007:</i></b> Number of schools including Aboriginal cultural awareness objectives in their school plan  <b>n = 20</b></p>

North Vancouver School District  
**PERFORMANCE PLAN (ACCOUNTABILITY CONTRACT) FOR 2006/2010**  
**PROGRESS RESULTS FOR 2006-2007**

<b>School District Goal 4 <u>To Provide Safe And Caring School Learning Environments</u></b>		
<b>Objective</b>	<b>Strategies</b>	<b>Key Performance Measures</b>
<p>4.1            Maintain a Safe School Growth Plan in every school based on <i>Safe and Caring Schools: A Guide for Schools</i></p>	<ul style="list-style-type: none"> <li>▪ Use school self-evaluation tools Safe and Caring Schools Audit and the Safe Schools and Social Responsibility Survey to measure components inherent in a safe and caring learning environment</li> <li>▪ Provide annual early dismissal time for the Safe and Caring Schools Audit</li> <li>▪ Provide in-service on developing a Safe School Growth Plan</li> <li>▪ Provide in-service on identified areas of focus found in the Safe School Growth Plan</li> <li>▪ Review current Safe School Growth Plan and, with input from staff, students and parents, maintain/revise goals, strategies, targets on an annual basis</li> <li>▪ Provide in-service to new employees on <i>Safe and Caring Schools: A Guide for Schools</i></li> <li>▪ Continue to support schools that have identified Positive School Climate, School Code of Conduct and Crisis Management in their Safe School Growth Plan based on their own school data</li> <li>▪ Conduct facilitated Safe and Caring Goal feedback sessions to explore success stories regarding the use of effective instructional strategies and assessment tools for the development of learner profiles within Safe and Caring Schools initiatives</li> <li>▪ Provide in-service for schools teams on interpreting the data each school will receive from the Safe Schools and Social Responsibility Survey</li> <li>▪ Assist schools to identify resources and programs to address issues identified by data from the Safe Schools and Social Responsibility Survey</li> </ul>	<p><b>Baseline:</b></p> <p><b><u>October 2002 Safe and Caring Schools Audit:</u></b> 100% of North Vancouver Schools have established a Safe School Growth Plan</p> <p><b><u>Spring 2006 Safe Schools and Social Responsibility Survey:</u></b> Percent of North Vancouver Schools that participated in the survey:            Elementary: <b>93%</b>            Secondary: <b>100%</b></p> <p><b>Target:</b></p> <p><b><u>April 2007 Safe and Caring Schools Audit:</u></b> Maintain the <b>100%</b> of schools that review and refine a Safe School Growth Plan</p> <p><b><u>Spring 2008 Safe Schools and Social Responsibility Survey:</u></b> 100% of North Vancouver Schools that will participate in the survey</p> <p><b>Actual:</b></p> <p><b><u>October 2003/2004/2005/May 2007 Safe and Caring Schools Audit:</u></b> Percent of schools that have a reviewed and refined Safe School Growth Plan using the Safe and Caring Schools Audit: <b>100% /100% /100%/100%</b></p> <p><b><u>Spring 2008 Safe Schools and Social Responsibility Survey:</u></b> Percent of schools that have participated in the survey:            ___%</p>
<p>4.2            Demonstrate growth in the aspect: Violence Prevention</p>	<ul style="list-style-type: none"> <li>▪ Encourage staff/student/parent discussion on strategies to improve school's baseline assessment results</li> <li>▪ Determine a District baseline in the aspect Violence Prevention and provide resources for</li> </ul>	<p><b>Baseline:</b></p> <p><b><u>September 2005 Safe and Caring Schools Audit:</u></b> 45.6% of North Vancouver Schools fully meet or exceed expectations in the</p>

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<b>School District Goal 4 <u>To Provide Safe And Caring School Learning Environments</u></b>		
<b>Objective</b>	<b>Strategies</b>	<b>Key Performance Measures</b>
4.2 (cont'd)	<p>schools such as <i>let's talk about touching, c.a.r.e., Second Step, FRIENDS, Roots of Empathy, Focus on Bullying, Focus on Harassment and Intimidation</i>. These resources will target violence, both verbal and physical, directly. In addition, they will respond to bullying, child abuse and internet safety</p> <ul style="list-style-type: none"> <li>▪ Encourage the use of other available resources such as <i>Safeteen</i>, locally developed resources on internet safety, and other resources recommended for Planning 10 or CAPP</li> <li>▪ Offer in-service and training on violence prevention resources</li> <li>▪ Provide training for all new school employees on the document <i>Responsibilities and Procedures for Reporting Suspected Child Abuse and Neglect, North Vancouver School District</i></li> <li>▪ Provide in-service on supporting students with behaviour challenges and safety planning for employees</li> <li>▪ Begin planning for in-service to implement a Threat Assessment Program</li> <li>▪ Implement cyber bullying prevention measures such as Web in the Classroom, Acceptable Information Communication Technology Use policies, District-sponsored parent presentations, and RCMP Liaison Officer presentations</li> </ul>	<p>aspect Violence Prevention as measured by the Safe and Caring Schools Audit</p> <p><b><u>Spring 2006 Safe Schools and Social Responsibility Survey:</u></b> Percent of students responding that once a month or more, they have experienced:</p> <p><b>Verbal bullying:</b> Elementary: <b>28%</b> Secondary: <b>15%</b></p> <p><b>Social bullying:</b> Elementary: <b>20%</b> Secondary: <b>12%</b></p> <p><b>Cyber bullying:</b> Elementary: <b>2%</b> Secondary: <b>3%</b></p> <p><b>Sexual Harassment:</b> Not measured in Elementary survey Secondary: <b>11%</b></p> <p><b>Target:</b></p> <p><b><u>April 2007 Safe and Caring Schools Audit:</u></b> <b>50%</b> of North Vancouver schools will fully meet or exceed expectations in the aspect Violence Prevention</p> <p><b><u>Spring 2008 Safe Schools and Social Responsibility Survey:</u></b> Decrease each of the identified survey measure responses by <b>2%</b></p> <p><b>Actual:</b></p> <p><b><u>April 2007 Safe and Caring Schools Audit:</u></b> Percent of schools fully meet or exceed expectations in the aspect Violence Prevention <b>54.5%</b></p>

North Vancouver School District  
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<b>School District Goal 4 <u>To Provide Safe And Caring School Learning Environments</u></b>		
<b>Objective</b>	<b>Strategies</b>	<b>Key Performance Measures</b>
4.2 (cont'd)		<p><b><u>Spring 2008 Safe Schools and Social Responsibility Survey:</u></b> Percent of students responding that once a month or more, they have experienced:</p> <p><b>Verbal bullying:</b> Elementary: ___% Secondary: ___%</p> <p><b>Social bullying:</b> Elementary: ___% Secondary: ___%</p> <p><b>Cyber bullying:</b> Elementary: ___% Secondary: ___%</p> <p><b>Sexual Harassment:</b> Not measured in Elementary survey Secondary: ___%</p>
4.3 Increase student sense of safety in North Vancouver schools	<ul style="list-style-type: none"> <li>▪ Complete revisions to <i>Safe and Caring Schools: A Guide for Schools</i> and provide in-service on its use to teachers and administrators</li> <li>▪ Continue in-service of <i>Ministry of Education: Focus on Harassment and Intimidation: Responding to Bullying in Secondary School Communities</i></li> <li>▪ Encourage Planning 10 and CAPP teachers to utilize and incorporate the principles within violence prevention resources such as <i>Safeteen, Focus on Harassment and Intimidation</i> and other recommended resources listed in curriculum guides for those courses</li> <li>▪ Use baseline data from Safe Schools and Social Responsibility Surveys (Grades 4-7 and 8-12) to guide schools in their decisions regarding strategies and goals to be used in Safe School Growth Plans</li> <li>▪ Continue to support schools on the aspects of School Code of Conduct, Positive School Climate and Crisis Management in 2006-07</li> <li>▪ Increase inclusion of students and parents in <i>Safe and Caring Schools</i> planning and initiatives</li> <li>▪ Encourage schools to continue to familiarize their school community with the school site documents for Crisis Management and associated procedures</li> </ul>	<p><b>Baseline:</b></p> <p><b><u>Spring 2006 Safe Schools and Social Responsibility Survey:</u></b> Percent of students who feel safe at school always or most of the time: Elementary: <b>86%</b> Secondary: <b>85%</b></p> <p><b>Target:</b></p> <p><b><u>Spring 2008 Safe Schools and Social Responsibility Survey:</u></b> Increase the percent of students feeling safe in schools always or most of the time by <b>2%</b> for both elementary and secondary students</p> <p><b>Actual:</b></p> <p><b><u>Spring 2008 Safe Schools and Social Responsibility Survey:</u></b> Percent of students who feel safe at school always or most of the time:</p>

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<b>School District Goal 4 <u>To Provide Safe And Caring School Learning Environments</u></b>		
<b>Objective</b>	<b>Strategies</b>	<b>Key Performance Measures</b>
4.3 (cont'd)		Elementary: ___% Secondary: ___%
4.4 Increase student feelings of engagement and belonging at school	<ul style="list-style-type: none"> <li>▪ Continue to promote student leadership programs such as Peer Counselling, Peer Mediation, the District Student Leadership Council and, when established, the district Aboriginal student leadership group</li> <li>▪ Continue the Instructional Institute initiatives such as TRIBES®, Cooperative Learning and approaches to classroom management recommended by Barrie Bennett</li> <li>▪ Develop awareness of the need for trades, and promote trades as a viable career opportunity</li> <li>▪ Support implementation of Board Authorized Courses such as Planning 11, Transition Planning 12, BC Culture 10, First Nations 10, 11, and 12</li> <li>▪ Begin planning for in-service to implement a Threat Assessment Program to train school personnel in identifying and assisting alienated students</li> <li>▪ Increase opportunities for work experience and/or volunteer hours</li> <li>▪ Increase school and community service opportunities for Grade 8 and 9 students</li> <li>▪ Encourage staff to review the school Code of Conduct with students on a regular basis</li> </ul>	<p><b>Baseline:</b>  <u><i>Spring 2006 Safe Schools and Social Responsibility Survey:</i></u> Percent of students indicating "agree" or "strongly agree" in response to the following questions:</p> <p><i>At my school:</i></p> <p>Students work together to solve problems:            Elementary: <b>52%</b> Secondary: <b>41%</b></p> <p>Students have a say:            Elementary: <b>46%</b> Secondary: <b>42%</b></p> <p>I know my school's Code of Conduct:            Elementary: <b>84%</b> Secondary: <b>53%</b></p> <p>I feel like I belong:            Elementary: <b>71%</b> Secondary: <b>63%</b></p> <p>Other students accept me as I am:            Elementary: <b>82%</b> Secondary: <b>80%</b></p> <p>There are students who will help me:            Elementary: <b>72%</b> Secondary: <b>75%</b></p> <p>Students really care about each other:            Elementary: <b>55%</b> Secondary: <b>38%</b></p> <p><u>Elementary only:</u>            Students take an active role in improving the classroom and the school: <b>47%</b></p> <p><u>Secondary only:</u>            Percent of students indicating "always" or "most of the time" in response to the following</p>

North Vancouver School District  
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<b>School District Goal 4 <u>To Provide Safe And Caring School Learning Environments</u></b>		
<b>Objective</b>	<b>Strategies</b>	<b>Key Performance Measures</b>
4.4 (cont'd)		<p>question:</p> <p>“How often have you...</p> <ul style="list-style-type: none"> <li>- participated in a group to make school a better place” <b>18%</b></li> <li>- participated in a group to make your community a better place” <b>18%</b></li> <li>- led or organized an activity at your school” <b>12%</b></li> </ul> <p><b>Target:</b></p> <p><b><u>Spring 2008 Safe Schools and Social Responsibility Survey:</u></b> Increase the response percent on each of the identified survey measures by <b>2%</b></p> <p><b>Actual:</b></p> <p><b><u>Spring 2008 Safe Schools and Social Responsibility Survey:</u></b> Percent of students indicating “agree” or “strongly agree” in response to the following questions:</p> <p><i>At my school:</i></p> <p>Students work together to solve problems:            Elementary: ___% Secondary: ___%</p> <p>Students have a say:            Elementary: ___% Secondary: ___%</p> <p>I know my school’s Code of Conduct:            Elementary: ___% Secondary: ___%</p> <p>I feel like I belong:            Elementary: ___% Secondary: ___%</p> <p>Other students accept me as I am:            Elementary: ___% Secondary: ___%</p>

North Vancouver School District  
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**PROGRESS RESULTS FOR 2006-2007**

<b>School District Goal 4 <u>To Provide Safe And Caring School Learning Environments</u></b>		
<b>Objective</b>	<b>Strategies</b>	<b>Key Performance Measures</b>
4.4 (cont'd)		<p>There are students who will help me:            Elementary: ___% Secondary: ___%</p> <p>Students really care about each other:            Elementary: ___% Secondary: ___%</p> <p><u>Elementary only:</u>            Students take an active role in improving the classroom and the school: ___%</p> <p><u>Secondary only:</u>            Percent of students indicating "always" or "most of the time" in response to the following question:</p> <p>"How often have you...</p> <ul style="list-style-type: none"> <li>- participated in a group to make school a better place" ___%</li> <li>- participated in a group to make your community a better place" ___%</li> <li>- led or organized an activity at your school" ___%</li> </ul>

# ***Rationale for Goal Selection***

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## RATIONALE FOR SELECTION OF EACH GOAL

In 2001, during a meeting between the Superintendent and the Deputy Minister, the four goal areas for the North Vancouver School District Accountability Contract were initially determined. They were Reading, Numeracy (Mathematics), Aboriginal Education, and Safe and Caring Schools. The District Performance Plan (Accountability Contract) went through two External District Reviews, the first in 2004 and the most recent in May 2007. The rationale for maintaining these four goal areas has remained consistent for the six years of the Accountability Contract. In anticipation of the District's initial submission of an Achievement Contract on July 15, 2008, the four goal areas will undergo comprehensive reexamination at both school and district levels.

### GOAL 1: TO IMPROVE READING PROFICIENCY IN STUDENTS

Success in reading, as supported by research, has been seen as essential for the success of individual students in school. Early intervention with respect to the phonological awareness of individual students has been seen as an essential element in ensuring that all students achieve success in reading. Additional stress points along the individual student's pathway to reading success have been identified at the grade 3-4 transition, the grade 7-8 transition and the grade 10-11 transition. Accordingly, district objectives for student success in reading have been selected to ensure successful student transitions at these stress points.

### GOAL 2: TO IMPROVE STUDENT SUCCESS IN MATHEMATICS

Assumptions about the learning of Mathematics abound. Often students inherit images of themselves as being "not good at math." Parents and teachers often reinforce the negative self-images of students in Math. Early success in Mathematics has been seen as essential to the development of healthy Math attitudes in individual learners. The grade 7-8 transition has been seen as a crucial stress point in the progress of the individual math student. The number of students voluntarily enrolling in a Math course at the grade 12 level has been seen as a key indicator of gains in healthy Math attitudes among students.

## ***Rationale for Goal Selection***

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### **GOAL 3: TO IMPROVE THE ACHIEVEMENT OF ABORIGINAL STUDENTS**

The success of individual students of First Nations and Aboriginal ancestry has been seen as a priority goal for the school district during the six years of the Accountability Contract. Academic success for First Nations and Aboriginal students in the areas of Reading and Math has been seen as a crucial element in the coherence of the overall district plan. Additional areas of concern have been transition rates, particularly at the secondary level, and completion rates. Data in each of these areas has continued to support the need for intensification of conscious effort on the part of all stakeholders.

### **GOAL 4: TO PROVIDE SAFE & CARING SCHOOL LEARNING ENVIRONMENTS**

The goal area of Safe and Caring Schools has been seen as the glue that binds all of the goal areas together. Positive atmospheres in classrooms and in schools have been seen as essential to student success in all goal areas. Concentration, over the years, on codes of conduct, student empowerment, and students' sense of belonging has emphasized that students' perceptions of personal safety and emotional security have a large impact on their abilities to learn. The Safe and Caring Schools goal has thus been seen as central to the North Vancouver School District Accountability Contract.

# Statement of Progress

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## OVERVIEW

There has been progress both in refinement of targets and in achievement of targets, though not with absolute consistency. Overall trends have indicated progress in achieving targets. Some years, however, individual grade level student cohorts have gone against overall trends.

Some key performance measures are better attuned than others to producing important changes within areas of practice. For instance, the thorough institutionalization of the TOPA and the K-Math assessments at the Kindergarten level has been instrumental in shifting the practice of Kindergarten teachers toward “assessment for learning” and selection of appropriate instructional interventions.

Though less measurable, shifts have also occurred in the cultures of School Planning Councils, due to ongoing focused conversations that include school administrators, district administrators, representatives of Parent Advisory Councils, students and teachers.

Ongoing implementation of two unique approaches to collaborative instructional practice will continue to promote progress. North Vancouver School District's *Special Education Service Delivery Model*, with its six points of intervention, addresses the processes and procedures through which schools can work effectively on behalf of students at risk. Also, the District's ongoing *Instructional Institute* enables authentic conversations to take place among school staff members on such topics as assessment for learning, deep knowledge of the learners, and appropriate instructional choices.

## GOAL 1: TO IMPROVE READING PROFICIENCY IN STUDENTS

The School District is proud of its consolidation of assessment for learning practices at the Kindergarten level. Targets projected for the TOPA assessment have been met consistently. Good progress has also been made in the last year and a half toward the use by whole schools of the North Vancouver adaptation of the Reading Assessment Device (RAD). There is growing coherence among the various proponents of pro-literacy programs within the school district, as a result of the efforts of two district literacy teachers who offer input and in-service for teachers and schools.

## Statement of Progress

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### GOAL 2: TO IMPROVE STUDENT SUCCESS IN MATHEMATICS

Targets projected for the K-Math assessment have been met consistently. There is a growing recognition of students at risk and their needs for appropriate interventions during the early grades. There is also a growing recognition among teachers of Math at grade 6 and grade 8 that their input into the revision of the district math assessments will result in better quality insights into the instructional needs of their students. The work of a District Math teacher has resulted in an ongoing shift in attitudes among teachers in the School District toward math instruction, measures of student progress in Mathematics, and appropriate instructional interventions.

### GOAL 3: TO IMPROVE THE ACHIEVEMENT OF ABORIGINAL STUDENTS

The School District took a big step with the signing of an Aboriginal Education Enhancement Agreement in June 2006. Since that time, a First Nations and Aboriginal Education Advisory Committee has been actively informing the implementation of the goals of the Enhancement Agreement. A majority of schools now have cultural goals, which acknowledge their presence on the traditional lands of the Squamish Nation or Tsleil-Waututh Nation. Progress in the area of grade 8 to grade 9 transition rates has become evident in the longitudinal data. Students' sense of belonging in school has emerged as an area in need of immediate attention.

### GOAL 4: TO PROVIDE SAFE & CARING SCHOOL LEARNING ENVIRONMENTS

Institutionalizing the *Safe and Caring Schools Audit* practices, at the school level, has led to major progress for the School District. These practices, originally implemented on a yearly basis but now conducted every second year, have resulted in progress toward greater consistency across the district regarding codes of conduct, positive school climate, crisis management and violence prevention. The Audit now occurs in alternate years to the *Safe Schools and Social Responsibility Survey*, which has recently surfaced students' sense of belonging as an area to be addressed in individual school plans. School-based dialogue among all stakeholders, during the *Safe and Caring Schools Audit*, and whole school participation in the *Safe Schools and Social Responsibility Survey* have provided highly suggestive models for the collection of the type of data that proves useful for planning purposes.

## **REPORT OF THE NORTH VANCOUVER ABORIGINAL- FIRST NATIONS EDUCATION COUNCIL**

**Bea Silver**  
**District Administrator Aboriginal Education**  
**North Vancouver School District**

**September 28, 2007**

### **Aboriginal - First Nations Education Council:**

The School District Aboriginal-First Nations Education Council is made up of representatives and elders from the Squamish and Tseil–Waututh Nations, Non-affiliated representatives, and teachers and leadership staff from North Vancouver School District. The Council has sixteen (16) members. The role of the Council is to advise on and support the implementation of the Aboriginal Education Enhancement Agreement.

The Council meets once per month to ensure that the Enhancement Agreement goals are being addressed consistently and to strengthen partnerships. This year (2007-2008) the Aboriginal First Nations Education Council will promote and guide several projects /events:

- Host a grand celebration feast for students and parents on November 8<sup>th</sup> at the Joe Mathias Centre
- Form an active subcommittee to plan community events
- Work with community and support staff to display students projects for parents and community to enjoy
- Continue to collaborate with First Nations communities and other groups that affect North Vancouver First Nation students
- Support and encourage First Nations students, communities, and the School District
- Assist in the development of the July 15, 2008 District Achievement Contract in ways that are consistent with the goals of the Aboriginal Education Enhancement Agreement

### **Aboriginal Education Enhancement Agreement Goals:**

1. To Improve Academic Achievement of Aboriginal Students
2. To Improve School Completion and Dogwood Graduation Rates For Aboriginal Students
3. To Improve Aboriginal Students' Sense of Belonging in the Public School System by Honoring and Supporting the History, Traditions, and Culture of Those First Nations Communities Whose Traditional Territories are Served by School District #44 North Vancouver, B.C.

## **APPENDIX A**

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### **REPORT OF THE NORTH VANCOUVER ABORIGINAL-FIRST NATIONS EDUCATION COUNCIL - September 28, 2007**

#### **Resources in Place:**

District Support Teachers are in place to assist with students' academic growth in the following areas:

- Math
- Literacy – Reading, writing, listening, speaking, feeling
- Early Intervention, Early Childhood

Each Support Teacher is charged with developing school year plans. These plans are to include First Nations community contacts. In addition to providing educational resources, Support Teachers are to have consistent connections with School Principals and District Administrator of Aboriginal Education.

- Eleven First Nations Support Workers serve the District and Aboriginal-First Nations communities.

First Nations support workers both assist in the classroom and initiate cultural program and projects at the school and district levels.

#### **Actions and Objectives Successfully Carried Out in 2006-2007:**

- Ten FNSW assigned to schools with high First Nations enrolment
- Three FNSW assigned to entire School District. They also serve schools with five and under First Nations enrolment. This is to ensure that all First Nations students are served as well to share First Nations culture to all district students.
- Four Aboriginal support teachers serve schools that require academic support for First Nations students. Math, early intervention and literacy are the main focus. The middle grades literacy teacher is a .5 support.
- Several schools worked to fulfill the Sense of Belonging goal of the Enhancement Agreement:
  - School wide Pow wow at Sherwood Park Elementary
  - Welcome house post carved by Carson Graham Secondary students and a local artist
  - The welcome house post was presented to Westview Elementary new school
  - A district wide new school ceremony and pole raising was celebrated at Westview Elementary School
  - Norgate Elementary held several parent dinner nights with education topics such as “ Stories your child will enjoy” workshops

## **APPENDIX A**

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### **REPORT OF THE NORTH VANCOUVER ABORIGINAL-FIRST NATIONS EDUCATION COUNCIL - September 28, 2007**

- Queen Mary Elementary studied then painted the First Nations animal kingdom; which ended with a ceremony. The paintings will adorn all classroom doors
- Lynnmour Elementary School involved students in a mural painting which welcomes people at the school hallway entrance
- Keith Lynn Alternate School made and painted 12 drums for the school entrance way. Students are learning songs and dances using the drums
- Norgate Elementary School is doing a Robert Bateman school project with a first Nations artist
- A regional FNSW conference focusing on academic support was hosted in North Vancouver at Esliha7an Education and Training centre.
- Throughout the school district there were several guest speakers, singers and dancers invited to schools

#### **Action Plan To Implement Enhancement Agreement (2007-2008):**

- Parent gatherings with support staff, how we can connect communities and schools information and support, early childhood, reading, math, home work and attendance
- Parent Workshops Assisting children in Education
- Plan with Squamish and Tsleil-Waututh E.A. honor celebration
- Pilot Grades three and four West Coast First Nations Curriculum 3 complete Units - Fishing, Hunting Plants / Gathering / Preparation
- Promote elementary and secondary schools connection- bridging the gap for smoother transition for First Nations students and parents
- Provide First Nations Education In-Service for Administrators, teachers and other district staff
- Provide in-service for First Nations support staff
- Collaborate with district Safe and Caring Schools and Literacy initiatives
- Work consistently with B.C. and Federal First Nations education organizations to be aware of and participate in relevant education goals and movements which affect North Vancouver School District
- Plan an Aboriginal Facilitators Program for elementary and secondary schools, using First Nations community people and resources throughout programs as part of the curriculum
- Set up series of First Nations education guest speakers and/or symposium for the District

## **APPENDIX A**

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### **REPORT OF THE NORTH VANCOUVER ABORIGINAL-FIRST NATIONS EDUCATION COUNCIL - September 28, 2007**

- Promote attendance to outside conferences concerning Aboriginal education or relevant topics such as health or social development– mental health, children and families

#### **Over-Arching Goals:**

- Evaluate Enhancement Agreement Goals
- Continue to assist district leadership, communities and teachers in examining and promoting ways to increase academic achievement
- Continue to work toward increasing graduation rates
- Work toward hiring a team of First Nations curriculum people and teachers for the Development of First Nations Curriculum and other resources for elementary and secondary levels.

#### **Stretch Goals:**

- Partner with First Nations in planning and building a Resource Centre- a First Nations Long House concept – Indigenous education within the District
- The above indigenous education concept would resemble an Interpretive Centre but offer more to the school district and communities; it would house the materials and work in progress for use of teachers, students and neighboring communities

NVSD Aboriginal Education Council will continue to meet monthly. The October 2007 meeting will be a planning session where short term and over-arching goals, including actions, will be examined carefully. A working plan and implementation schedule will be laid out accordingly.

**APPENDIX B**

**Addendum  
2007-2008 Accountability Contract: Transition Plan**

	Yes	No
There is a plan in place to develop and implement codes of conduct that meet the provincial standards.		
There is a process to implement, monitor and annually review the code of conduct at each school in the district.		
There is a plan in place to implement daily physical activity in all schools for all students.		
Tobacco free schools legislation is implemented with a monitoring process in place.		
There is a policy for monitoring and responding to anaphylaxis emergencies at each school in the district.		
The 2005 <i>Guidelines for Food and Beverage Sales In BC Schools</i> are fully implemented.		
There is a plan in place to implement the September 2007 <i>Revised Guidelines for Food and Beverage Sales in BC Schools</i> .		
A School Planning Council is in place and functioning in each school.		
The Board of Education has reviewed school fees for compliance with legislation.		
The Board of Education has reviewed their appeals bylaws and procedures for compliance with section 11 of the <i>School Act</i> .		

\_\_\_\_\_ Date

\_\_\_\_\_  
Superintendent of Schools  
North Vancouver School District No. 44

\_\_\_\_\_  
Board Chair  
North Vancouver School District No. 44