



District Achievement Contract 2011-2014

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Introduction

We provide world-class instruction and a rich diversity of engaging programs to inspire success for every student and bring communities together to learn, share and grow.

The North Vancouver School District 2011-2014 Achievement Contract is a public statement of our on-going commitment to providing world-class instruction and improving success for each and every student in our school district.

Our 2011-2014 District Achievement Contract represents a 3-year plan for improving achievement. Developed collaboratively from an evidence-based assessment of the needs and priorities of the students in our school district, the District Achievement Contract identifies standards for student performance and establishes plans for continuous improvement in three key areas:

1. Literacy
2. Numeracy
3. Graduation and Completion Rates

Each area of focus includes clear educational goals, objectives and specific performance targets for the continuous improvement of student achievement K-12. Goals and objectives in the Achievement Contract are aligned with the Early Learning and K-12 goals outlined in individual school plans and in other district statements of commitment including:

- The School District's Vision Statements
- The Superintendent's Report on Achievement
- The District Literacy Plan
- The Aboriginal Education Enhancement Agreement

The 2011-2014 Achievement Contract also includes strategic action plans for each objective. These action plans are closely aligned with the common vision, values and goals reflected in the new North Vancouver School District 10 Year Strategic Plan.

The 2011-2014 Achievement Contract will be updated regularly through careful monitoring and reviewing of data in relation to established goals and objectives, strategic action plans, and emerging needs. The Achievement Contract will be reported to the Board of Education and submitted to the Ministry of Education on an annual basis.

North Vancouver School District Context

The North Vancouver School District is an urban school district with boundaries that encompass both the City of North Vancouver and the District of North Vancouver municipalities. We offer a comprehensive K-12 education program consisting of over 200 provincial and locally developed educational programs. Over 16, 000 students are enrolled in 25 elementary, 6 secondary and 1 secondary alternate programs in our school district.

Student	Male	Female	Special Ed	ESL	Aboriginal
Demographics	52%	48%	12%	6%	4%

Languages	English	Farsi	Korean	Tagalog	Spanish
	79.7%	5%	4.7%	1.6%	1.2%

Unique Features of the North Vancouver School District

PROGRAM DIVERSITY

We provide a diverse range of programs that reflect the values and interests of our community.

The North Vancouver School District offers a broad selection of courses and programs to meet the diverse learning needs and interests of students. Programs of choice include:

- French Immersion programs enrolling over 2300 students
- An International Baccalaureate (IB) Program offering Primary Years, Middle Years and Diploma Programs
- Academies of Learning (Digital Media, Hockey Skills, Soccer, Volleyball and Artists for Kids Studio Art)
- A nationally recognized Band and Strings Program
- A Distributed Learning (DL) Program offering a variety of online learning courses
- An International program attracting over 600 students from around the world
- Integrated Career programs from grades 10-12 including work experience, Secondary School Apprenticeship (SSA) and ACE-IT programs

Artists for Kids

The **Artists for Kids Trust** is home to an amazing teaching collection of significant contemporary Canadian art created by our artist patrons. The Artists for Kids Gallery provides award winning fine arts enrichment programming and scholarships. The Artists for Kids Trust also provides curriculum development, mentorship and in-service opportunities for educators, students and the community.

Environmental Education

The North Vancouver School District is proud to be “*the natural place to learn*” with unique environmental education opportunities. The North Vancouver Outdoor School, located near Squamish, BC, offers experiential-based learning in natural and cultural history programs. North Vancouver School District’s Green Team, and the new Environmental Learning Centre (ELC), will continue to build capacity among staff, parents and students to contribute to an environmentally sustainable future.

INSTRUCTIONAL PRACTICE

We provide meaningful assessment and relevant instruction to support the success of every student and, to ensure this outcome, encourage professional growth for all staff.

Instructional Intelligence

The North Vancouver School District is committed to providing on-going professional growth opportunities for all staff. The school district is committed to a consolidated approach to in-service that promotes best practices in instruction and assessment, and enhances our ability to sustain positive, systemic change throughout the school district. Universal Design for Learning, Teaching to Diversity and Social Emotional Learning are key organizers for the delivery of a diverse range of in-service opportunities and initiatives.

Collegial Conferencing and Action Research

Collegial conferencing and action research projects have been highly successful in furthering the aims of the Instructional Institute, and in integrating goals and priorities established in school plans and the District Achievement Contract. School and district-based collegial conferencing and action research projects have created powerful learning communities that engage educators in on-going, collaborative, and reflective dialogue aimed at enhancing the learning experiences and success of our students.

Educational Resources and Innovations

The North Vancouver School District has a long history of facilitating the development of quality educational resources. Since the publication of *Reading 44*, our school district has established itself as a curriculum leader on a global scale in the development of practical and effective teaching resources that reflect the principles of Instructional Intelligence and sound educational research. Resources such as *Our Turn to Talk*, *Firm Foundations*, *Math 44*, *Writing 44*, and *Inclusive Education 44* illustrate best practices, inform instruction, and represent the collective expertise of our educators in improving student achievement.

Assessment For, As and Of Learning

The enthusiasm and growing expertise among educators in North Vancouver, with respect to assessment for, as and of learning practices, have contributed to the collaborative development in our school district of unique on-line programs including: *Report Central*, *IEP Central*, *ESL Central* and the new *Rubric Central*. These programs use current technologies to enhance formative assessment and reporting practices.

BC Education Plan

Collegial conferencing and action research projects in North Vancouver illustrate the variety of ways that educators in our school district are infusing key elements of the BC Ed Plan (e.g. personalized learning and innovative technologies) into their classroom practices. Providing students with the skills needed to participate in a 'knowledge-based society', and creating flexible pathways that are aligned with students' interests, abilities, learning styles and talents, are key areas of focus for our school district.

Areas of Strength

Student achievement within the North Vancouver School District continues to be very strong, with school district averages meeting or exceeding the provincial averages for reading, writing and numeracy, as evidenced by grade 4 and 7 Foundation Skill Assessments and secondary provincial exam results. Provincial exam results in English and Communications 12 have improved significantly over the past year.

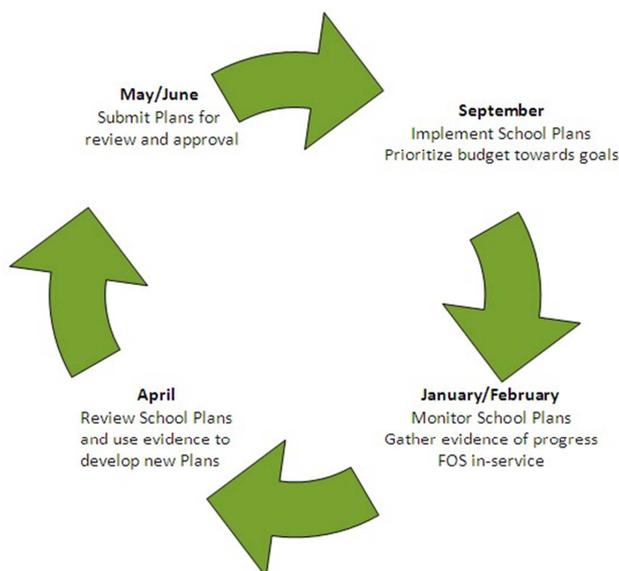
Completion rates also continue to improve, with the Seven-Year Completion rate for all students increasing from 87% to 89% in the past year. Eligible Grade 12 Graduation rates increased from 87% to 90%. Improvement has also been made with respect to Six-Year Completion rates for students with special needs (58-60%). While overall Six-Year Completion rates have dropped slightly (87-86%), our school district results remain above the provincial average of 80%. Our school district continues to monitor Six-Year Completion and Graduation results for students of Aboriginal Ancestry. Goals and strategies outlined in our District Achievement Contract and Aboriginal Education Enhancement Agreement are specifically designed to help improve these results.

Our committed educators, unique programs and extracurricular opportunities enable students in the North Vancouver School District to attain high levels of achievement and leadership in the fine arts, athletics, and a variety of local and global outreach initiatives.

District and School Connections

School Plans

Individual school plans are developed annually through a consultative process that includes the School Planning Councils (SPCs) and the district's Curriculum Leadership Committee (CLC).



The Curriculum Leadership Committee, comprised of school principals, directors of instruction and administrators from the Learning Services Department, and assistant superintendents, provides on-going support to School Planning Councils in the development

and review of school plans. As an outcome of annual School Plan reviews, the Curriculum Leadership Committee organizes annual School Planning Council in-service sessions within each Family of Schools. In addition, members of the CLC consult regularly with schools in matters relating to school plan goals, key performance measures, objectives and strategies. A School Planning Council Survey, completed by each school in May, provides further input to the Curriculum Leadership Committee and the SPC Advisory with respect to future support and in-service for School Planning Councils.

In addition to on-going dialogue with schools, School Plans are formally reviewed each spring by the CLC to determine overall trends in student achievement across the district. District-wide data on goals, objectives, performance indicators, and strategies are examined each year for inclusion in the District Achievement Contract.

Aboriginal Education Enhancement Agreement

The 2011-2016 Aboriginal Education Enhancement Agreement celebrates our collaborative partnership with the Squamish, Tsleil-Waututh, and all other North Vancouver Aboriginal peoples to increase the success of students of Aboriginal ancestry. The goals and objectives included in the Aboriginal Education Enhancement Agreement are carefully reviewed each year and aligned with the development of the annual District Achievement Contract (see *Connections to Other District Improvement Initiatives*). Specific objectives and performance targets for students of Aboriginal ancestry are embedded within each of the broader District Achievement Contract goals.

District Literacy Plan

The District Literacy Plan is a statement of our commitment to work collaboratively with key community stakeholders to improve literacy for all residents of the North Shore. Dialogue, positive working relationships and consensus building with our community partners over the past three years have enabled the school district to identify specific needs and priorities that are reflected in the literacy goals we have established for the District Literacy Plan. Goals relating to K-12 literacy were carefully reviewed and considered in the development of the District Achievement Contract (see *Connections to Other District Improvement Initiatives*).

Early Learning

We thrive on bringing people together through collaboration and responsive partnerships that strengthen communities and contribute to the needs of students and society.

The North Vancouver School District is proud of its efforts to support a “seamless continuum of care and learning” for young children in our community. We continue to expand opportunities for quality early learning opportunities through our ELF (Early Learning Foundations) affiliation of preschools and childcare programs, our seven StrongStart centres, Ready Set Learn events, and a highly collaborative working relationship with our early learning partners on the WECAN (North Shore Early Childhood Network) committee and the District Kindergarten Working Group. Our annual Early Learning Dinner and Dialogue provides a unique opportunity for dialogue, networking and professional growth among primary teachers and our early learning partners.

Goals and Expectations - District Achievement Contract 2011-2014

The 2011-2014 District Achievement Contract includes the following three goals:

1. *Improve Students' Achievement in Literacy*
2. *Improve Students' Achievement in Numeracy*
3. *Improve Graduation and Six-Year Completion Rates*

Respond and Adjust (Progress Analysis of Student Performance):

In reviewing progress in relation to the three goals stated above, the following areas of improvement and challenge have been noted with respect to progress towards achievement of performance targets in the **2010-2011 District Achievement Contract**.

Goal #1: Improve Students' Achievement in Literacy

Objective 1.1: *To increase the number of children who enter school ready for Kindergarten*

Performance Targets:

Baseline	Target	Actual
2296 total StrongStart Attendance* - January 2011	2500 total StrongStart Attendance – January 2012	3152 total StrongStart Attendance – January 2012

*Based on 3 and 4 year old attendance

Target met: Total attendance in StrongStart programs has increased significantly over the past year, well past the target established in 2011. We will continue to monitor StrongStart attendance as a strategy for improving students' school readiness; however, we recognize that attendance in the program may not be the best performance measure for this particular objective. Our plan to implement a new *Kindergarten Readiness Assessment* in 2011-2012 was postponed due to BCTF job action. We will continue to work on the implementation of the K Readiness Assessment in 2012-2013.

Baseline	Target	Actual
426 children attended school-based RSL events– Spring 2011	500 children will attend school-based RSL events– Spring 2012	Ready Set Learn 2012 - total students attended: 326

Target not met: Attendance at Ready Set Learn events was lower than in 2011. This may be due to the BCTF job action that prevented the participation of Kindergarten teachers in some schools. The district will retain this goal and begin exploring ways of increasing attendance by offering a Family of Schools model for Ready Set Learn events in 2012-2013

Objective 1.2: *To improve the literacy achievement of primary students identified as at risk (below the 25th percentile) on the June 2011 Kindergarten TOPA assessment*

Performance Targets:

Baseline	Target	Actual
35 students below the 25 th percentile on TOPA reassessment June 2011	86% (30/35) of identified students will meet expectations by the end of grade 1 – June 2012 DIBELS	6/28* students meeting expectations on June 2012 DIBELS assessment

*The original cohort of 35 at risk students was reduced to 28 due to a variety of factors (retention in kindergarten for a second year, moves away from the district, etc.). Results for the 28 students are lower than the targeted 86%; however, it is worth noting that many of these students have complex special needs and that their progress will be slower than other students in the same age range. All students are now receiving intensive literacy intervention and support and will continue to make progress. We will continue to monitor this cohort as they move through the primary grades.

Objective 1.3: *To improve the literacy achievement of intermediate students, beginning in grade 4*

Performance Targets:

Baseline	Target	Actual
80% of students achieving C+ or above in English Language Arts - March 2011 Grade 4 Report Card	90% of students achieving C+ or above in English Language Arts - March 2012 Grade 5 Report Card	N/A

Data not available due to BCTF job action

Objective 1.4: *To improve the literacy achievement of secondary students of Aboriginal ancestry*

Performance Targets (Final Grade 10 English (Blended) Marks):

Baseline	Target	Actual
50 % of students of Aboriginal ancestry with C+ (good) or better – 2009-2010	75% of students of Aboriginal ancestry with C+ (good) or better – 2010-2011	44% of students of Aboriginal ancestry with C+ (good) or better – 2010-2011

Target not met: Results in English 10 for students of Aboriginal ancestry remain much lower than the results for non-Aboriginal students (73% with C+ or better). We will continue to monitor this small cohort of students of Aboriginal Ancestry (41 total), observing trends in progress, developing student learning plans, and providing support to enhance achievement.

Goal #2: Improve Students' Achievement in Numeracy

Objective 2.1: *To improve numeracy skills of primary students identified as not yet meeting expectations (16 or below) on the Kindergarten Numeracy Assessment*

Performance Targets:

Baseline	Target	Actual
81 students not yet meeting expectations on K Numeracy Assessment - June 2011	86% (70/81) of identified students will meet expectations - Grade 1 Assessment June 2012	N/A

Data not available due to BCTF job action.

Objective 2.2: *To improve achievement in numeracy of students during the transition from intermediate to secondary grades*

Performance Targets:

Baseline	Target	Actual
65% of students meeting expectations (C or better) on Grade 6 Math Assessment – June 2010	85% of students achieving C or above in Math on Grade 7 Report Card – June 2011	89.7% of our grade 7 students received a "C" or better as a final mark in June of 2011.

Target met. We will continue to monitor progress for this objective.

Objective 2.3: *To improve achievement in numeracy of students of Aboriginal ancestry*

Performance Targets:

Baseline	Target	Actual
31% of students of Aboriginal ancestry are meeting expectations (C or above) on District Grade 8 Math Assessment – June 2011	50% of students of Aboriginal ancestry will meet expectations (C or above) on District Grade 8 Math Assessment – June 2012	44% of students of Aboriginal ancestry meeting expectations (C or above)*

*District Grade 8 Math Assessment was not available from all schools this year due to job action. The actual data represents a blend of the District Math Assessment and report card marks. Based on this information, our results in this area have improved, but our target was not met. We will continue to monitor this small cohort of students of Aboriginal Ancestry, observing trends in progress, developing student learning plans, and providing support to enhance achievement.

Objective 2:4: *To improve achievement in numeracy of secondary students*

Performance Targets:

Baseline	Target	Actual
60% of students with C or better in Grade 10 Apprenticeship and Work Place Mathematics 2010-2011	75% of students with C or better in Grade 11 Apprenticeship and Work Place Mathematics 2011-2012	N/A
80% of students with C or better in Grade 10 Foundations and Pre-Calculus Mathematics 2010-2011	90% of students with C or better in Grade 11 Foundations and Pre-Calculus Mathematics 2011-2012	N/A

Baselines are now established for this objective. Data will be available in July or August.

Goal #3: Improve Graduation and Six-Year Completion Rates

Objective 3:1: To increase the number of students who report feeling a sense of belonging and connectedness to their school

Performance Targets:

Baseline	Target	Actual
64% of elementary students answered <i>many times or all the time</i> to Question # 19– Social Responsibility Survey Fall 2010	80 % of elementary students will answer <i>many times or all the time</i> to Question # 19– Social Responsibility Survey - Fall 2011	N/A
67% of elementary students answered <i>many times or all the time</i> to Question # 22– Social Responsibility Survey Fall 2010	80% of elementary students will answer <i>many times or all the time</i> to Question # 22– Social Responsibility Survey - Fall 2011	N/A
87% of secondary students answered <i>many times or all the time</i> to Question # 14– Social Responsibility Survey Fall 2010	100% of secondary students will answer <i>many times or all the time</i> to Question # 14– Social Responsibility Survey Fall 2011	N/A
73% of secondary students answered <i>many times or all the time</i> to Question # 15– Social Responsibility Survey Fall 2010	90% of secondary students will answer <i>many times or all the time</i> to Question # 15– Social Responsibility Survey Fall 2011	N/A

Data not available due to BCTF job action

Objective 3.2: *To increase first-time grade 12 graduation and six-year completion rates for students of Aboriginal ancestry*

Performance Targets:

Baseline	Target	Actual
First-time Grade 12 Graduation Rate for students of Aboriginal ancestry 2009-2010: 66%	First-time Grade 12 Graduation Rate for students of Aboriginal ancestry 2010-2011: 80%	First-time Grade 12 Graduation Rate for students of Aboriginal ancestry 2010-2011: 63%
Six-year Completion Rate for students of Aboriginal ancestry 2009-2010: 52%	Six-year Completion Rate for students of Aboriginal ancestry 2010-2011: 70%	Six-year Completion Rate for students of Aboriginal ancestry 2010-2011: 49%

Target not met: Graduation rates for students of Aboriginal ancestry remain lower than the results for non-Aboriginal students (85%). We will review supports for students of Aboriginal Ancestry.

Objective 3.3: *To increase completion rates for students enrolled in alternative programs*

Performance Targets:

Baseline	Target	Actual
Graduation Rate for students enrolled in Alternate programs 2009-2010: 30%	Graduation Rate for students enrolled in Alternate programs 2010-2011: 50%	Graduation Rate for students in Alternate programs 2011-2012: 33%

As of September 2012 the Alternate programs have been consolidated into the new CLP. New targets will be established for 2012-2013.

Baseline	Target	Actual
School Completion (Evergreen) Certificates: 31 students from 5/7 schools – June 2011	School Completion (Evergreen) Certificates: 40 students from 7/7 schools – June 2012	School Completion (Evergreen) Certificates: 26 students from 5/7 schools – June 2012

Target not met. We will continue to monitor progress and provide support as required.

Baseline	Target	Actual
Course Completion Rates for Distributed Learning students: 65% - June 2011	Course Completion Rates for Distributed Learning students: 80% - June 2012	Course Completion Rates for Distributed Learning students: 72% - June 2012

Target not met. While we did not meet the target established, we have seen improvement in this area since last year. We will continue to monitor progress regarding completion rates for DL as the program expands and develops in the future.

Forecasting Student Achievement through Connected Supports

The following section outlines goals and expectations for the 2012-2013 school year

Goal #1: Improve Students' Achievement in Literacy

Rationale:

Some students' performance profiles display uneven development in the various components of literacy, including oral language, reading and writing. The school district will continue in its efforts to identify these students early, support meaningful interventions, and monitor the effectiveness of the interventions selected.

CONNECTIONS TO OTHER DISTRICT IMPROVEMENT INITIATIVES:	
District Literacy Plan	<p>Goal 1: To increase the number of children who enter school ready for Kindergarten</p> <p>Goal 2: To increase the literacy skills of students K-12</p>
Aboriginal Enhancement Agreement	<p>Goal 3: To increase the academic success of students of Aboriginal ancestry</p>
School Plans	31/34 School Plans include specific Literacy Goals
10 Year Strategic Plan	<ul style="list-style-type: none"> • Develop and promote innovative and sustainable programs • Expand the availability of best instructional practices and enriched curriculum • Encourage the growth of collaborative, adaptive and personalized learning environments • Strengthen and expand reciprocal community relations
Superintendent's Report	<ul style="list-style-type: none"> • To continue to improve student achievement, most notably for those students who are not yet meeting expectations for reading, writing, listening, and/or speaking • To provide academic support for our students of Aboriginal ancestry, particularly in the area of literacy

Objective 1.1: To increase the number of children who enter school ready for Kindergarten

Rationale:

Quality early learning experiences help children develop physically, socially, intellectually, and emotionally. Play-based early learning programs and initiatives, such as StrongStart BC and Ready Set Learn, model for parents and caregivers how they can help their children develop the communication and pre-literacy skills that will prepare them for success in Kindergarten.

Performance Indicators:

BC Ministry of Education StrongStart Attendance Summary – 3 and 4 year olds only
 Ready Set Learn School Events attendance (3 year olds)

Performance Targets:

Baseline	Target
3152 total StrongStart Attendance (3 and 4 year olds)- January 2012	3500 total StrongStart Attendance – January 2013
326 children attended school-based RSL events– Spring 2012	400 children will attend school-based RSL events– Spring 2013

Performance Targets for this objective track three different cohorts of preschool students from June 2011 to June 2014. A new Kindergarten Readiness Assessment will be implemented during the 2012-2013 school year, and will be added to the Performance Indicators in 2013.

Engage and Act (Actions):

The following actions (right-hand column) are specifically aligned with Objective 1.1 and with the North Vancouver School District 10 Year Strategic Plan (indicated in green).

10 YEAR STRATEGIC PLAN	ACTIONS
<p><i>Develop and promote innovative and sustainable programs</i></p> <ul style="list-style-type: none"> • Increase access to existing and future specialty programs • Promote greater awareness of the specialty program opportunities and quality of instruction available to students 	<p>Actively promote early learning programs (StrongStart, ELF, and Ready Set Learn) through:</p> <ul style="list-style-type: none"> • Flyers, posters and electronic brochures • Advertisements in local newspapers • District and school websites • Community early learning newsletters • Preschool fairs • Kindergarten Parent Information meeting <p>Continue to partner with the North Shore Multicultural Society to promote Immigrant PALS</p>
<p><i>Expand the availability of best instructional practices and enriched curriculum</i></p> <ul style="list-style-type: none"> • Ensure best instructional practices are provided to all students through skilled staff and ongoing professional growth 	<p>Support and/or facilitate in-service for early learning providers in a variety of topics:</p> <ul style="list-style-type: none"> • Project/Play and Nature-Based Learning • Self-Regulation • Early Literacy • Pedagogical Narration • Ministry’s <i>Early Learning Framework</i> <p>Support opportunities for professional growth and collaboration through participation in:</p> <ul style="list-style-type: none"> • Ministry StrongStart workshops • Early Learning webcasts
<p><i>Strengthen and expand reciprocal community relations</i></p> <ul style="list-style-type: none"> • Strengthen the delivery of services to support children and families through closer connections with the community 	<p>Foster dialogue and a sense of community among early learning partners and our school district through:</p> <ul style="list-style-type: none"> • Visits to ELF sites • Electronic networks (ELF, StrongStart) • Early Learning Dialogue Sessions • WECAN community planning table • Kindergarten Working Group

<ul style="list-style-type: none"> • Provide seamless transitions for all students at each stage of their growth and development 	<p>Continue to work towards a ‘seamless continuum of early learning and care’ in our schools through:</p> <ul style="list-style-type: none"> • On-going partnership with ELF providers • The enhancement of school-based early learning programs (StrongStart, RSL) <p>Enhance the transition to Kindergarten through the development of:</p> <ul style="list-style-type: none"> • Revised transition forms for use by early learning educators (e.g. ELF, StrongStart) • A new Kindergarten Readiness District Assessment (development in 2011-2012)
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Evaluating Actions for Effectiveness:

- Continued examination and monitoring of early learning program attendance
- Surveys to determine effectiveness of promotional materials
- Feedback from early learning educators regarding in-service opportunities
- On-going feedback and communication with early learning partners
- Continued participation in EDI assessments and analysis of results

Objective 1.2: To improve the literacy achievement of primary students, identified as at risk (below the 25th percentile) on the June Kindergarten TOPA re-assessment

Rationale:

The North Vancouver School District is committed to universal screening to identify students who may be at risk for learning to read. The Test of Phonological Awareness (TOPA) is a pre-literacy diagnostic tool that is administered every January to all Kindergarten students. Students who score below the 25th percentile on the TOPA receive intervention during the spring. When the TOPA is re-administered to those students later in the year, most of them have developed the expected pre-literacy skills. However, for students still not yet meeting expectations, a transition plan, which includes appropriate supports, is put in place in order for them to meet expectations for reading by the end of grade 1.

Performance Indicators:

TOPA – Kindergarten Assessment
 DIBELS Assessments (Grade 1-3)

Performance Targets:

Baseline	Target
6/28 students not yet meeting expectations	14/28 of identified students will meet expectations by the end of grade 2 – June 2013 DIBELS

Performance Targets for this objective will track the original 2011 cohort of at risk Kindergarten students (those who scored below the 25th percentile on the second TOPA

assessment) over a 3-year period from June 2011 to June 2014. DIBELS will be used in all schools to assess the progress of this cohort between Kindergarten and grade 3.

Engage and Act (Actions):

The following actions (right-hand column) are specifically aligned with Objective 1.2 and with the North Vancouver School District 10 Year Strategic Plan (indicated in green).

10 YEAR STRATEGIC PLAN	ACTIONS
<p><i>Expand the availability of best instructional practices and enriched curriculum</i></p> <ul style="list-style-type: none"> • Ensure best instructional practices are provided to all students through skilled staff and ongoing professional growth 	<p>Promote best practices in literacy instruction and early intervention in the primary grades through:</p> <ul style="list-style-type: none"> • In-service and support to Learning Assistance and Learning Support Teachers for the consistent administration of the TOPA (Kindergarten) and DIBELS (Grade 1) district assessments • In-service and classroom support for the successful implementation of <i>Our Turn to Talk</i>, <i>Firm Foundations</i>, <i>Inspirations 44</i>, <i>Reading 44</i> and <i>Writing 44</i> in all primary classrooms • In-service in Universal Design for Learning and differentiated literacy instruction/assessment practices, including connections to Fine Arts • On-going in-service for literacy support staff including: Learning Support Teachers, Special Education Assistants, Learning Support Workers, First Nations Support Teachers, and Workers, Speech and Language Pathologists
<ul style="list-style-type: none"> • Improve student engagement and support all learners through the development and integration of enhanced curriculum and assessment methods 	<p>Continue to promote the use of enhanced literacy assessment and intervention through:</p> <ul style="list-style-type: none"> • The district-wide use of <i>Our Turn to Talk</i> and <i>Firm Foundations</i> assessment and intervention components • The systemic use of BC Performance Standards for oral language, reading and writing • Implementation of the Rubric Central program • On-going enhancement of the <i>Report Central</i>, <i>IEP Central</i>, and <i>ESL Central</i> online programs <p>Continue to provide in-service and support in:</p> <ul style="list-style-type: none"> • The <i>Reading Assessment Device</i> and other formative reading assessments • The implementation and assessment of school-wide writes
<p><i>Encourage the growth of collaborative, adaptive and personalized learning</i></p>	<p>Continue to support collaboration among primary teachers, administrators, support staff, parents and community partners through:</p>

<p>environments</p> <ul style="list-style-type: none"> • Strengthen engagement and connection for all learners • Provide increased opportunities for personalized learning • Enhance collaboration among all students, parents, partners, and educators to create relevant learning opportunities 	<ul style="list-style-type: none"> • The Early Learning Dinner and Dialogue • Kindergarten Network meetings • NovaCom literacy conference sites • The Aboriginal Advisory Committee <p>Continue to expand site-based literacy leadership among educators through:</p> <ul style="list-style-type: none"> • Literacy Collegial Conferencing projects and Action Research • Literacy 44 Train the Trainer seminars <p>Increase opportunities for personalized learning, the use of technology and the development of 21st century literacy skills</p>
<p>Strengthen and expand reciprocal community relations</p> <ul style="list-style-type: none"> • Strengthen the delivery of services to support children and families through closer connections with the community • Provide seamless transitions for all students by expanding and integrating school and community services 	<p>Continue to work collaboratively with community partners to enhance student success in Full Day Kindergarten and throughout the primary grades:</p> <ul style="list-style-type: none"> • WECAN • Supported Child Care Development • North Shore Multicultural Society • First Nations communities <p>Continue to work collaboratively at the level of the School-Based Resource Team to provide the necessary supports, interventions, and resources for the successful transition and monitoring of at-risk primary students</p>

Evaluating Actions for Effectiveness:

- Annual review of the Learning Services In-Service calendar to monitor effectiveness of in-service initiatives and effectively plan for the future
- Feedback (on-going) from educators on effectiveness of in-service and networking

Objective 1.3: To improve the literacy achievement of intermediate students, beginning in grade 4

Rationale:

While most students in our school district meet expectations for oral language, reading and writing by grade 4, report card data indicates that about 20% of students are not meeting expectations for literacy achievement. Appropriate supports, interventions and differentiated literacy instruction and assessment practices throughout the intermediate grades will help improve the literacy achievement of these students.

Performance Indicators:

Report Card Data (Grades 4-7)

Performance Targets:

Baseline	Target
80% of students achieving C+ or above in English Language Arts - March 2011 Grade 4 Report Card	90% of students achieving C+ or above in English Language Arts - March 2013 Grade 6 Report Card

Performance Targets for this objective track a single cohort of students over a 3-year period from grade 4 (June 2011) to grade 7 (June 2014). Data was not available for the grade 5 year in 2012, therefore the target is based on grade 6 performance in 2013.

Engage and Act (Actions):

The following actions (right-hand column) are specifically aligned with Objective 1.3 and with the North Vancouver School District 10 Year Strategic Plan (indicated in green).

10 YEAR STRATEGIC PLAN	ACTIONS
<p><i>Expand the availability of best instructional practices and enriched curriculum</i></p> <ul style="list-style-type: none"> Ensure best instructional practices are provided to all students through skilled staff and ongoing professional growth 	<p>Promote best practices in literacy instruction and intervention in the intermediate grades through:</p> <ul style="list-style-type: none"> In-service and classroom support for <i>Reading 44 and Writing 44</i> In-service in differentiated literacy instruction and assessment practices, including connections to Fine Arts On-going in-service for literacy support staff including: Learning Assistance and Learning Support Teachers, Special Education Assistants, Learning Support Workers, First Nations Support Teachers and Workers Increased opportunities for personalized learning, the use of technology and the development of 21st century literacy skills
<ul style="list-style-type: none"> Improve student engagement and support all learners through the development and integration of enhanced curriculum and assessment methods 	<p>Continue to promote the use of enhanced literacy assessment and intervention through:</p> <ul style="list-style-type: none"> The systemic use of BC Performance Standards for oral language, reading and writing Implementation of the <i>Rubric Central</i> program Implementation of the <i>Clinical Assessment of Writing (CAWS)</i> at the intermediate level On-going enhancement of the <i>Report Central, IEP Central, and ESL Central</i> online programs <p>Continue to provide in-service and support in:</p> <ul style="list-style-type: none"> The <i>Reading Assessment Device</i> and other formative reading assessments

	<ul style="list-style-type: none"> The implementation and collaborative assessment of school-wide writes
<p>Encourage the growth of collaborative, adaptive and personalized learning environments</p> <ul style="list-style-type: none"> Strengthen engagement and connection for all learners Provide increased opportunities for personalized learning 	<p>Continue to support collaboration among intermediate teachers, administrators, support staff, parents and community partners through:</p> <ul style="list-style-type: none"> NovaCom literacy conference sites Aboriginal Advisory Committee <p>Continue to expand site-based literacy leadership capacity through:</p> <ul style="list-style-type: none"> Literacy Collegial Conferencing projects and Action Research Literacy 44 Train the Trainer seminars
<p>Strengthen and expand reciprocal community relations</p>	<p>Continue to work collaboratively with community partners (Middle Childhood Matters, North Shore Multicultural Society, First Nations communities) to enhance student success in the intermediate grades</p>

Evaluating Actions for Effectiveness:

- Annual review of the Learning Services In-Service calendar to monitor effectiveness of in-service initiatives and effectively plan for the future
- Feedback (on-going) from educators on effectiveness of in-service and networking opportunities

Objective 1.4: To improve the literacy achievement of secondary students of Aboriginal ancestry

Rationale:

English 10 results for our students of Aboriginal ancestry (44% at C+ or better) remain below the district results for non-Aboriginal students (73%).

Performance Indicators:

Final Grade 10 English Marks (includes report card and provincial exam marks)

Performance Targets:

Baseline	Target
44% of students of Aboriginal ancestry with C+ (good) or better – 2010-2011	60% of students of Aboriginal ancestry with C+ (good) or better – 2011-2012

Performance Targets for this objective track three different cohorts of students of Aboriginal ancestry over a 3-year period using provincial data from June 2009-2010 to June 2012-2013.

Engage and Act (Actions):

The following actions (right-hand column) are specifically aligned with Objective 1.4 and with the North Vancouver School District 10 Year Strategic Plan (indicated in green).

10 YEAR STRATEGIC PLAN	ACTIONS
<p><i>Expand the availability of best instructional practices and enriched curriculum</i></p> <ul style="list-style-type: none"> • Ensure best instructional practices are provided to all students through skilled staff and ongoing professional growth 	<p>Promote best practices in literacy instruction and intervention in the secondary grades through:</p> <ul style="list-style-type: none"> • In-service and support to classroom teachers, First Nations Support Teachers and Learning Assistance Teachers • In-service and classroom support for <i>Reading 44 and Writing 44</i> • In-service in differentiated literacy instruction and assessment practices, including connections to Fine Arts • On-going in-service for literacy support staff including: Learning Assistance and Learning Support Teachers, Special Education Assistants, First Nations Support Teachers and Workers • In-service and support for the implementation of engaging, effective and culturally appropriate teaching and learning strategies for students of Aboriginal ancestry
<ul style="list-style-type: none"> • Improve student engagement and support all learners through the development and integration of enhanced curriculum and assessment methods 	<ul style="list-style-type: none"> • Continue to develop, in collaboration with First Nations communities, culturally appropriate literacy resources (e.g. Aboriginal book bins, language courses, literacy resources, resource guide to local Aboriginal curriculum experts) • Continue to promote the use of the BC Performance Standards and the implementation of the new Rubric Central online program • Provide literacy instruction through a variety of Grades 10-12 Distributed Learning courses • Continue to support the use of the <i>Reading Assessment Device</i> and other formative reading assessments by secondary classroom teachers
<p><i>Encourage the growth of collaborative, adaptive and personalized learning environments</i></p> <ul style="list-style-type: none"> • Strengthen engagement and connection for all learners • Provide increased opportunities for personalized learning • Enhance collaboration among all students, parents, 	<p>Continue to support collaboration among secondary teachers, administrators, support staff, parents and community partners through:</p> <ul style="list-style-type: none"> • NovaCom literacy conference sites • Aboriginal Advisory Committee <p>Continue to expand site-based literacy leadership among educators through:</p> <ul style="list-style-type: none"> • Literacy Collegial Conferencing projects and Action Research • Literacy 44 Train the Trainer seminars – focus on 21st century literacy skills <p>Continue to work collaboratively with First Nations</p>

partners, and educators to create relevant learning opportunities	communities to enhance the success of students of Aboriginal ancestry in the secondary grades through: <ul style="list-style-type: none"> Initiatives that highlight Aboriginal literacy role models including: author visits, writers-in-residence, buddy reading programs, story-telling events Increased use of Aboriginal literacy resources
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Evaluating Actions for Effectiveness:

- On-going discussions and feedback at Aboriginal Advisory Committee and Aboriginal Principals' meetings
- Annual review of the Learning Services In-Service calendar to monitor effectiveness of in-service initiatives and effectively plan for the future
- Feedback (on-going) from educators on effectiveness of in-service and networking opportunities
- Feedback from educators on effectiveness of Aboriginal materials, resources, etc.

Goal #2: Improve Students' Achievement in Numeracy

Rationale:

Many students' performance profiles display uneven development among the various aspects of numeracy. The School District is committed to identifying these students, supporting meaningful interventions, and monitoring the effectiveness of the interventions selected.

CONNECTIONS TO OTHER DISTRICT IMPROVEMENT INITIATIVES:	
Aboriginal Enhancement Agreement	Goal 3: To increase the academic success of students of Aboriginal ancestry
School Plans	<ul style="list-style-type: none"> 16/34 School Plans include Math or Numeracy Goals
10 Year Strategic Plan	<ul style="list-style-type: none"> Expand the availability of best instructional practices and enriched curriculum Encourage the growth of collaborative, adaptive and personalized learning environments
Superintendent's Report	<ul style="list-style-type: none"> To provide academic support for our students of Aboriginal ancestry

Objective 2.1: To improve numeracy skills of primary students, identified as not yet meeting expectations (16 or below) on the Kindergarten Numeracy Assessment

Rationale:

The North Vancouver School District is committed to universal screening to identify students who may be at risk for development in numeracy. The District Kindergarten Numeracy is assessment is administered annually. Students who score below 16 on the assessment receive intervention. When the K Numeracy is re-administered to students later in the year, most of them have developed the expected pre-numeracy skills. However, for students still

not yet meeting expectations, a transition plan, which includes appropriate supports, is put in place in order for them to meet expectations for numeracy by the end of grade 1.

Performance Indicators:

District Kindergarten Numeracy Assessment
 District Grade 1 Numeracy Assessment

Performance Targets:

Baseline	Target
81 students not yet meeting expectations on K Numeracy Assessment - June 2011	85% (70/81) of identified students will meet expectations for math - Grade 1 Numeracy Assessment June 2013

Performance Targets for this objective will track three different cohorts of Kindergarten students over a 3-year period from June 2011 to June 2014. Data is not available from June 2012. A new Grade 1 District Numeracy Assessment will be developed in 2011-2012.

Engage and Act (Actions):

The following actions (right-hand column) are specifically aligned with Objective 2.1 and with the North Vancouver School District 10 Year Strategic Plan (indicated in green).

10 YEAR STRATEGIC PLAN	ACTIONS
<p><i>Expand the availability of best instructional practices and enriched curriculum</i></p> <ul style="list-style-type: none"> Ensure best instructional practices are provided to all students through skilled staff and ongoing professional growth 	<p>Promote best practices in numeracy instruction and intervention in the primary grades through:</p> <ul style="list-style-type: none"> In-service and classroom support for the consistent implementation of the District K Numeracy assessment and interventions In-service and classroom support for <i>Math 44</i> In-service in differentiated math instruction and assessment practices On-going in-service support staff including: Learning Assistance and Learning Support Teachers, Special Education Assistants, Learning Support Workers, First Nations Support Teachers and Workers Increased opportunities for personalized learning, the use of technology and the development of 21st century numeracy skills
<ul style="list-style-type: none"> Improve student engagement and support all learners through the development and integration of enhanced curriculum and assessment methods 	<p>Continue to promote the use of enhanced numeracy assessment, intervention and instruction through:</p> <ul style="list-style-type: none"> The implementation of a new Grade 1 Numeracy Assessment in 2011-2012 The systemic use of BC Performance Standards Implementation of the <i>Rubric Central</i> program On-going enhancement of the <i>Report Central</i>,

	and <i>IEP Central</i> online programs
<p>Encourage the growth of collaborative, adaptive and personalized learning environments</p> <ul style="list-style-type: none"> Enhance collaboration among all students, parents, partners, and educators to create relevant learning opportunities 	<p>Continue to support collaboration among teachers, administrators, support staff, parents and community partners through:</p> <ul style="list-style-type: none"> K Networking Meetings NovaCom Math conference sites <p>Expand site-based teacher leadership through:</p> <ul style="list-style-type: none"> Math Collegial Conferencing projects and Action Research

Evaluating Actions for Effectiveness:

- Annual review of the Learning Services In-Service calendar to monitor effectiveness of in-service initiatives and effectively plan for the future
- Feedback from educators on effectiveness of in-service and networking opportunities
- Communication and support to schools regarding District K Numeracy Assessment results and intervention strategies

Objective 2.2: To improve achievement in numeracy of students during the transition from intermediate to secondary grades

Rationale:

The district average on the District Grade 6 Math Assessment is 58%. This data indicates that some students are not yet meeting expectations for numeracy in the upper intermediate grades. Careful monitoring and appropriate interventions are required for these students to make a successful transition to math courses at the secondary level.

Performance Indicators:

Grade 6 and 8 District Math Assessments
Report Card Marks (Grade 7 and 9)

Performance Targets:

Baseline	Target
65% of students meeting expectations (C or better) on Grade 6 Math Assessment – June 2010	85% of students achieving C or above in Math on Grade 8 Math Assessment – June 2012

Performance Targets for this objective will track a single cohort of students over a 3-year period from grade 6 (June 2010) to grade 9 (June 2013). Grade 8 assessment data will not be available until July 2012.

Engage and Act (Actions):

The following actions (right-hand column) are specifically aligned with Objective 2.2 and with the North Vancouver School District 10 Year Strategic Plan (indicated in green).

10 YEAR STRATEGIC PLAN	ACTIONS
<p><i>Expand the availability of best instructional practices and enriched curriculum</i></p> <ul style="list-style-type: none"> • Ensure best instructional practices are provided to all students through skilled staff and ongoing professional growth 	<p>Promote best practices in numeracy instruction and intervention in the elementary/secondary grades through:</p> <ul style="list-style-type: none"> • In-service and classroom support for the consistent implementation of the District Grade 6 and 8 Math assessments and classroom interventions • In-service and classroom support for the new <i>Math 44 8/9</i> document • Integration of Instructional Intelligence skills, tactics and strategies in math programs • In-service in differentiated math instruction and assessment practices • On-going in-service for support staff including: Learning Assistance and Learning Support Teachers, Special Education Assistants, Learning Support Workers, First Nations Support Workers • Increased opportunities for personalized learning, the use of technology and the development of 21st century numeracy skills
<ul style="list-style-type: none"> • Improve student engagement and support all learners through the development and integration of enhanced curriculum and assessment methods 	<p>Continue to promote the use of enhanced numeracy assessment, intervention and instruction through:</p> <ul style="list-style-type: none"> • The systemic use of BC Performance Standards • Implementation of the <i>Rubric Central</i> program • On-going enhancement of the <i>Report Central</i>, and <i>IEP Central</i> online programs
<p><i>Encourage the growth of collaborative, adaptive and personalized learning environments</i></p> <ul style="list-style-type: none"> • Enhance collaboration among all students, parents, partners, and educators to create relevant learning opportunities 	<p>Continue to support collaboration among intermediate teachers, administrators, support staff, parents and community partners through:</p> <ul style="list-style-type: none"> • NovaCom Math conference sites <p>Expand site-based teacher leadership through:</p> <ul style="list-style-type: none"> • Math Collegial Conferencing projects and Action Research • Math 44 Train the Trainer seminars • District support for common math goal initiatives with the families of schools
<ul style="list-style-type: none"> • Provide seamless transitions for all students at each stage of their growth and development 	<p>Enhance the transition processes for students moving from elementary to secondary math through:</p> <ul style="list-style-type: none"> • Increased opportunities for collegial dialogue among teachers in the families of schools • Revised procedures to enhance the process of transition and intervention strategies

Evaluating Actions for Effectiveness:

- Annual review of the Learning Services In-Service calendar to monitor effectiveness of in-service initiatives and effectively plan for the future
- Feedback (on-going) from educators on effectiveness of in-service and networking opportunities
- Communication and support to schools regarding District Math 6 and 8 Assessment results and intervention strategies

Objective 2.3: To improve achievement in numeracy of students of Aboriginal ancestry

Rationale:

Report card data indicates that some students of Aboriginal ancestry do not meet expectations for numeracy in grade 8. The school district is committed to ensuring that more effective grade 7-8 transitions and appropriate interventions are in place to ensure these students' experience greater success in secondary math courses.

Performance Indicators:

District Grade 8 Math Assessment

Performance Targets:

Baseline	Target
31% of students of Aboriginal ancestry are meeting expectations (C or above) on District Grade 8 Math Assessment – June 2011	60% of students of Aboriginal ancestry will meet expectations (C or above) on District Grade 8 Math Assessment – June 2013

Performance Targets for this objective will track three different cohorts of students of Aboriginal ancestry over a 3-year period from June 2011 to June 2014. Data was not complete in 2012, therefore the new target is based on performance in 2013.

Engage and Act (Actions):

The following actions (right-hand column) are specifically aligned with Objective 2.3 and with the North Vancouver School District 10 Year Strategic Plan (indicated in green).

10 YEAR STRATEGIC PLAN	ACTIONS
<i>Expand the availability of best instructional practices and enriched curriculum</i> <ul style="list-style-type: none">• Ensure best instructional practices are provided to all students through skilled staff and ongoing professional growth• Improve student engagement and support all learners through the	Promote best practices in numeracy instruction and intervention in the secondary grades through: <ul style="list-style-type: none">• In-service and classroom support for the new <i>Math 44 8/9</i> document• Improved grade 7-8 transition processes• In-service in differentiated math instruction and assessment practices• On-going in-service support for staff including: Learning Assistance and Learning Support Teachers, Special Education Assistants, Learning Support Workers, First Nations

<p>development and integration of enhanced curriculum and assessment methods</p>	<p>Support Teachers and Workers</p> <ul style="list-style-type: none"> • Increased opportunities for personalized learning, the use of technology and the development of 21st century numeracy skills • In-service and support for the implementation of engaging, effective and culturally appropriate teaching and learning strategies for students of Aboriginal ancestry
<p><i>Encourage the growth of collaborative, adaptive and personalized learning environments</i></p> <ul style="list-style-type: none"> • Enhance collaboration among all students, parents, partners, and educators to create relevant learning opportunities 	<p>Continue to support collaboration among intermediate teachers, administrators, support staff, parents and community partners through:</p> <ul style="list-style-type: none"> • NovaCom Math conference sites • Aboriginal Advisory Committee <p>Expand site-based teacher leadership through:</p> <ul style="list-style-type: none"> • Math Collegial Conferencing projects and Action Research • Math 44 Train the Trainer seminars • District support for common math goal initiatives with the families of schools • Continued development of the <i>Big Ideas in Math Assessment</i> Collegial Conferencing project with Secondary teachers

Evaluating Actions for Effectiveness:

- Annual review of the Learning Services In-Service calendar to monitor effectiveness of in-service initiatives and effectively plan for the future
- Feedback (on-going) from educators on effectiveness of in-service and networking opportunities
- On-going discussions at the level of the Aboriginal Advisory Committee

Objective 2.4: To improve achievement in numeracy of secondary students

Rationale:

Report card data indicates that some students do not meet expectations for numeracy in secondary. Careful monitoring and appropriate interventions are required to strengthen the performance of these students in the math courses they choose for graduation.

Performance Indicators:

Grade 10 Report Card Marks in *Apprenticeship and Work Place Mathematics*
Grade 10 Report Card Marks in *Foundations and Pre-Calculus Mathematics*

Performance Targets:

Baseline	Target
60 % of students with C or better in Grade 10 Apprenticeship and Work Place Mathematics 2010-2011	75% of students with C or better in Grade 11 Apprenticeship and Work Place Mathematics 2011-2012
80 % of students with C or better in Grade 10 Foundations and Pre-Calculus Mathematics 2010-2011	90% of students with C or better in Grade 11 Foundations and Pre-Calculus Mathematics 2011-2012

Performance Targets for this objective will track three different cohorts of grade 10 students over a 3-year period from June 2011 to June 2014. Baseline and target data will be completed when marks become available from the Ministry (fall 2012).

Engage and Act (Actions):

The following actions (right-hand column) are specifically aligned with Objective 2.4 and with the North Vancouver School District 10 Year Strategic Plan (indicated in green).

10 YEAR STRATEGIC PLAN	ACTIONS
<p><i>Expand the availability of best instructional practices and enriched curriculum</i></p> <ul style="list-style-type: none"> • Ensure best instructional practices are provided to all students through skilled staff and ongoing professional growth • Improve student engagement and support all learners through the development and integration of enhanced curriculum and assessment methods 	<p>Promote best practices in numeracy instruction and intervention in the secondary grades through:</p> <ul style="list-style-type: none"> • In-service and classroom support for the new Math 11 courses and resources • Integration of Instructional Intelligence skills, tactics and strategies in math programs • In-service in differentiated math instruction and assessment practices • On-going in-service for support staff including: Learning Assistance and Learning Support Teachers, Special Education Assistants, Learning Support Workers, First Nations Support Teachers and Workers • Increased opportunities for personalized learning, the use of technology and the development of 21st century numeracy skills
<p><i>Encourage the growth of collaborative, adaptive and personalized learning environments</i></p> <ul style="list-style-type: none"> • Enhance collaboration among all students, parents, partners, and educators to create relevant learning opportunities 	<p>Continue to support collaboration among intermediate teachers, administrators, support staff, parents and community partners through:</p> <ul style="list-style-type: none"> • NovaCom Math conference sites • Aboriginal Advisory Committee <p>Expand site-based teacher leadership through:</p> <ul style="list-style-type: none"> • Math Collegial Conferencing projects and Action Research • Math 44 Train the Trainer seminars • District support for common math goal

	<p>initiatives with the families of schools</p> <ul style="list-style-type: none"> Continued development of the <i>Big Ideas in Math Assessment</i> Collegial Conferencing project with Secondary teachers
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Evaluating Actions for Effectiveness:

- Feedback from educators on effectiveness of in-service and networking opportunities
- Feedback from educators on effectiveness of Aboriginal materials, resources, in-service, etc.

Goal #3: Improve Graduation and Six-Year Completion Rates

Rationale:

While the six-year completion rate for all students in North Vancouver is consistently above the provincial average and has been improving on a gradual basis, the level and pace of this improvement remains somewhat disappointing. Six-year completion rates for students of Aboriginal ancestry are above the provincial average for 2009/2010, but remain significantly lower than those for all students. The achievement levels attained by students following alternative programs have been significantly below the district average.

CONNECTIONS TO OTHER DISTRICT IMPROVEMENT INITIATIVES:	
District Literacy Plan	Goal 2: To increase the literacy skills of students K-12
Aboriginal Enhancement Agreement	<p>Goal 1: To improve the sense of belonging and presence of students of Aboriginal ancestry</p> <p>Goal 3: To increase the academic success of students of Aboriginal ancestry</p> <p>Goal 4: To increase the number of students of Aboriginal ancestry who graduate from secondary school motivated to further their education, realize their career goals and pursue their dreams.</p>
School Plans	20/34 School Plans include Goals related to students' sense of belonging/safety/engagement/connectedness
10 Year Strategic Plan	<ul style="list-style-type: none"> Expand the availability of best instructional practices and enriched curriculum Encourage the growth of collaborative, adaptive and personalized learning environments Develop and promote innovative and sustainable programs Strengthen and expand reciprocal community relations
Superintendent's Report	<ul style="list-style-type: none"> To improve completion rates for students, with a particular focus on graduation and six-year completion rates for students of Aboriginal ancestry

Objective 3.1: To increase the number of students who report feeling a sense of belonging and connectedness to their school

Rationale:

Research indicates that increasing students’ social emotional well being can positively impact their performance in school and ultimately their ability to graduate successfully. Our school district has developed a district-wide Social Responsibility Survey, administered annually, to carefully monitor students’ sense of belonging and connectedness to their school, and to implement appropriate interventions as needed.

Performance Indicators:

Elementary Social Responsibility Survey

Question #19: *I take an active role to help make the classroom and school a better place.*

Question #22: *There is an adult in my school that I can go to for support or advice or to talk to about problems or worries.*

Secondary Social Responsibility Survey

Question #14: *Do you feel welcome at your school?*

Question #15: *Do you feel adults at your school care about you?*

Performance Targets:

Baseline	Target
64% of elementary students answered <i>many times or all the time</i> to Question # 19– Social Responsibility Survey Fall 2010	80 % of elementary students will answer <i>many times or all the time</i> to Question # 19– Social Responsibility Survey - Fall 2012
67% of elementary students answered <i>many times or all the time</i> to Question # 22– Social Responsibility Survey Fall 2010	80% of elementary students will answer <i>many times or all the time</i> to Question # 22– Social Responsibility Survey - Fall 2012
87% of secondary students answered <i>many times or all the time</i> to Question # 14– Social Responsibility Survey Fall 2010	100% of secondary students will answer <i>many times or all the time</i> to Question # 14– Social Responsibility Survey Fall 2012
73% of secondary students answered <i>many times or all the time</i> to Question # 15– Social Responsibility Survey Fall 2010	90% of secondary students will answer <i>many times or all the time</i> to Question # 15– Social Responsibility Survey Fall 2012

Performance Targets for this objective will track a cohort of elementary and secondary students over a 3-year period from Fall 2010 to Fall 2013. Data was not available in 2011. New targets have been set for fall 2012.

Engage and Act (Actions):

The following actions (right-hand column) are specifically aligned with Objective 3.1 and with the North Vancouver School District 10 Year Strategic Plan (indicated in green).

10 YEAR STRATEGIC PLAN	ACTIONS
<p>Encourage the growth of collaborative, adaptive and personalized learning environments</p> <ul style="list-style-type: none"> • Strengthen engagement and connection for all learners • Provide increased and unique opportunities for personalized learning • Enhance collaboration among all students, parents, partners, and educators to create relevant learning opportunities 	<p>Administer the annual NVSD <i>Social Responsibility Survey</i> in all schools to gauge students' social emotional well-being and understanding of social responsibilities; ensure that elementary students are supported in understanding the survey questions</p> <p>Provide in-service and support for social emotional learning initiatives including:</p> <ul style="list-style-type: none"> • Implementation of choices program at all secondary schools • Tribes and cooperative learning strategies • The implementation of BC Performance Standards for Social Responsibility • Health and Career Programs and resources including (e.g. <i>Roots of Empathy, C.A.R.E., Friends, Kids in the Know</i>) • The implementation of Positive Behaviour Support (PBS) programs in schools • Staff Threat Assessment Training • Parent in-service series and information • Increased opportunities for personalized learning, the use of technology and the development of 21st century skills <p>Continue to expand student leadership opportunities including:</p> <ul style="list-style-type: none"> • Participation in school-based sports teams, clubs, committees and social/global initiatives • Membership on district committees (e.g. Student Leadership Council, District Literacy Committee, etc.) • Participation in goal-setting and visioning opportunities: School Planning Councils, Community Forums, etc. <p>Increase counselling psychology allocation to secondary schools</p>
<p>Strengthen and expand reciprocal community relations</p> <ul style="list-style-type: none"> • Strengthen the delivery of services to support children and families through closer connections with the community • Provide seamless transitions for all students by 	<p>Increase community resources/staff working collaboratively on school sites including:</p> <ul style="list-style-type: none"> • Behaviour Support Workers • Youth Outreach Workers • Youth Engagement Workers • Recreation Commission Staff <p>Expand and enhance community partnerships to develop new opportunities for:</p> <ul style="list-style-type: none"> • Early Learning Programs

expanding and integrating school and community services

- Middle Years after-school programs
- Youth Services

Evaluating Actions for Effectiveness:

- On-going monitoring of Social Responsibility Survey
- Feedback from educators on effectiveness of in-service and training opportunities

Objective 3.2: To increase first-time grade 12 graduation and six-year completion rates for students of Aboriginal ancestry

Rationale:

An analysis of trend data indicates improved completion rates for students of Aboriginal ancestry in both the First-time Grade 12 Graduation Rate and in the Six-Year Completion Rates. While the six-year completion rates for students of Aboriginal ancestry were above the provincial average for 2009/2010, they were significantly lower than those for all students in North Vancouver. These results are subject to significant shifts for different cohorts of students. We will continue to monitor the available data over the next three years and work in collaboration with the Aboriginal Advisory Committee to ensure improved completion rates for our students of Aboriginal ancestry.

Performance Indicators:

First Time Graduation Rates for students of Aboriginal ancestry

Six-Year Completion Rates for students of Aboriginal ancestry

Performance Targets:

Baseline	Target
First-time Grade 12 Graduation Rate for students of Aboriginal ancestry 2010-2011: 63%	First-time Grade 12 Graduation Rate for students of Aboriginal ancestry 2011-2012: 70%
Six-year Completion Rate for students of Aboriginal ancestry 2010-2011: 49%	Six-year Completion Rate for students of Aboriginal ancestry 2011-2012: 60%

Performance Targets for this objective will track three different cohorts of students of Aboriginal ancestry over a 3-year period from 2010 to June 2013. Results for 2011-2012 will be available in the fall of 2012.

Engage and Act (Actions):

The following actions (right-hand column) are specifically aligned with Objective 3.2 and with the North Vancouver School District 10 Year Strategic Plan (indicated in green).

10 YEAR STRATEGIC PLAN	ACTIONS
<i>Encourage the growth of collaborative, adaptive and personalized learning</i>	Implement the <i>Four House Posts</i> indicated in the 2011 Aboriginal Education Enhancement Agreement: 1. Implementing strategies that allow school staff to

<p>environments</p> <ul style="list-style-type: none"> • Strengthen engagement and connection for all learners • Provide increased and unique opportunities for personalized learning • Enhance collaboration among all students, parents, partners, and educators to create relevant learning opportunities 	<p>improve the success of students of Aboriginal ancestry</p> <ol style="list-style-type: none"> 2. Enhancing all students' understanding of and respect for Aboriginal culture, history, and language 3. Strengthening Aboriginal students' sense of belonging in school and boosting each student's belief that he or she can be successful in school 4. Engaging Aboriginal communities, parents, and elders to participate in reaching the goals identified in this Agreement <p>Continue to expand leadership and mentorship opportunities for students of Aboriginal Ancestry through:</p> <ul style="list-style-type: none"> • School and district-based initiatives outlined in the Aboriginal Education Enhancement Agreement
<p>Develop and promote innovative and sustainable programs</p> <ul style="list-style-type: none"> • Increase access to existing and future specialty programs • Expand online course offerings provided through Distributed Learning • Develop and implement a consolidated alternate program (Community Learning Program) to meet a diverse range of student needs 	<p>Enhance opportunities for flexible learning pathways for students of Aboriginal ancestry by:</p> <ul style="list-style-type: none"> • Increasing opportunities for distributed learning and blended course offerings • Providing career courses and counselling • Continuing to partner with the Eslha7an Aboriginal program for youth <p>Strengthen school-based instruction and support for students of Aboriginal ancestry through:</p> <ul style="list-style-type: none"> • In-service to teaching and support staff in differentiated instruction and assessment • In-service and support for the implementation of engaging, effective and culturally appropriate teaching and learning strategies <p>Work in collaboration with the First Nations communities to celebrate the success stories of students of Aboriginal ancestry (graduation and post-graduation)</p>
<ul style="list-style-type: none"> • Build connections and partnerships with other educational organizations to support and strengthen our own instructional practice and to stay current with educational research 	<p>Increase awareness of career opportunities among students of Aboriginal ancestry through:</p> <ul style="list-style-type: none"> • Promotion of work experience and career education courses and programs • Initiatives that provide career education opportunities • Partnerships and with post-secondary institutions

Evaluating Actions for Effectiveness:

- On-going review of graduation and completion rates
- On-going discussions and feedback at Aboriginal Advisory Committee and Aboriginal Principals' meetings
- Feedback from educators on effectiveness of Aboriginal materials, resources, etc.

Objective 3.3: To increase completion rates for students enrolled in alternative programs

Rationale:

While the completion rate for all students in North Vancouver is consistently above the provincial average and has been improving on a gradual basis, achievement levels attained by students following alternative, personalized, or adapted pathways towards graduation have been significantly below the district average. With plans in place for consolidating existing Alternate programs into a new Community Learning Program, and the expansion of our Distributed Learning course offerings, we are committed to improving completion rates for these students.

Performance Indicators:

First Time Graduation Rates for students enrolled in Alternate Programs
 School Completion (Evergreen) Certificates for all Secondary Schools
 Course Completion Rates for Distributed Learning Students

Performance Targets:

Baseline	Target
33% Graduation Rate for students enrolled in Alternate programs 2011-2012	60% Graduation Rate for students enrolled in new Community Learning Program (CLP) 2013-2014
School Completion (Evergreen) Certificates: 26 students from 5/7 schools – June 2012	School Completion (Evergreen) Certificates: 40 students from 7/7 schools – June 2013
Course Completion Rates for Distributed Learning students: 72% - June 2012	Course Completion Rates for Distributed Learning students: 80% - June 2012

Data from the new Community Learning Program will be used to monitor progress in this area beginning in 2012-2013. School Completion (Evergreen) Certificates are awarded to students on modified or modified/adapted courses. Completion data for DL students reflects the number of students who register, complete the substantive assignment, and finish the course by June 30 of the current school year.

Engage and Act (Actions):

The following actions (right-hand column) are specifically aligned with Objective 3.3 and with the North Vancouver School District 10 Year Strategic Plan (indicated in green).

10 YEAR STRATEGIC PLAN	ACTIONS
<p><i>Encourage the growth of collaborative, adaptive and personalized learning environments</i></p> <ul style="list-style-type: none"> Strengthen engagement and connection for all learners Provide increased and 	<p>Strengthen school-based support services to students through:</p> <ul style="list-style-type: none"> Increased opportunities for personalized learning, the use of technology and the development of 21st century skills Enhanced differentiated/personalized learning opportunities Expansion of Academy programs

<p>unique opportunities for personalized learning</p>	<ul style="list-style-type: none"> • Increased counselling psychology allocation to secondary schools • Standardized processes for student transitions (increasing capacity for students to attend their own mainstream school)
<p><i>Develop and promote innovative and sustainable programs</i></p> <ul style="list-style-type: none"> • Increase access to existing and future specialty programs • Expand online course offerings provided through Distributed Learning • Develop and implement a consolidated alternate program (Community Learning Program) to meet a diverse range of student needs 	<p>Increase opportunities for flexible learning pathways for students through the expansion of Distributed Learning including:</p> <ul style="list-style-type: none"> • Enhanced selection of DL courses • Increased opportunities for students to participate in blended course models of instruction • Enhanced partnership between DL and mainstream schools; using embedded DL teachers and DL support blocks in schools to enhance the blended model of DL delivery
<p><i>Expand the availability of best instructional practices and enriched curriculum</i></p> <ul style="list-style-type: none"> • Build connections and partnerships with other educational organizations to support and strengthen our own instructional practice and to stay current with educational research 	<p>Increase awareness of career opportunities through:</p> <ul style="list-style-type: none"> • Promotion of work experience and career education courses and programs • Initiatives that provide career education opportunities • Partnerships and with post-secondary institutions
<p><i>Strengthen and expand reciprocal community relations</i></p> <ul style="list-style-type: none"> • Provide seamless transitions for all students by expanding and integrating school and community services 	<p>Increase community resources/staff working collaboratively on school sites including:</p> <ul style="list-style-type: none"> • Behaviour Support Workers • Youth Outreach Workers (YOW) • Youth Engagement Worker (YEW) • Education Assistant (EA) • Counselor • Work Experience Worker (WEX) <p>Expand and enhance community partnerships to develop new opportunities for:</p> <ul style="list-style-type: none"> • Youth programs

Evaluating Actions for Effectiveness:

- On-going review of graduation and completion rates
- On-going review of effectiveness of school and district-based support services for students in Alternate and Distributed Learning program

Appendix A: Committee Membership

Curriculum Leadership Committee Members 2010-2011

Brad Baker	District Vice-Principal, Learning Services
Monty Bell	Director of Instruction, Learning Services
Karim Hachlaf	Principal, Seycove Secondary School
Mark Jefferson	Assistant Superintendent
Julie Parker	Director of Instruction, Learning Services
Bryn Roberts	Assistant Superintendent
Joanne Robertson	Director of Instruction, Learning Services
Arlie Thompson	Principal, Highlands Elementary School

Appendix B: Glossary

Assessment for Learning

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

BC Performance Standards

The BC Performance Standards describe and illustrate four levels of student performance in terms of prescribed learning outcomes relevant to the key areas of reading, writing, numeracy, social responsibility and information and communication technology.

Choices

This new flexible support setting is designed to provide wrap around assistance to adolescent students who are finding challenges in their home school stemming from social and/or emotional challenges. The Choices program is available in every NVSD Secondary School and is staffed with a teacher and a Youth Engagement Worker. It is part of the student support system for the new school district model for alternate programs. Research has shown that students predominantly want to attend their catchment area schools for their educational programs. The Choices setting provides an alternative to a student exiting his/her school while providing the social and emotional support needed to ensure their continued connectedness to their learning environment.

Community Learning Plan

The Community Learning Program is the North Vancouver School District's Alternate Program for students in grades 9-12. The Community Learning Program complies with the Ministry of Education's Alternate Education School Program Policy. Students attending this program are often students who are the most "at-risk", vulnerable students in the mainstream secondary school setting. These students struggle with social, emotional and behavioral issues, which manifest themselves in ways that keep the students from being able to continue their educational program at the mainstream secondary school setting. Facets of alternate education include personalized pathways with flexibility towards graduation, while having access to "wrap-around" support services such as Vancouver Coastal Health, the Ministry of Children and Families, community youth supports and various other support agencies.

Differentiated Instruction

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

Distributed Learning

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

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

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

Early Development Instrument (EDI)

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

Early Learning Foundations (ELF)

Early Learning Foundations are play-based preschool programs designed to give children positive and constructive learning experiences that nurture their individuality while preparing them for school learning experiences. Early Learning Foundations preschools are uniquely located within North Vancouver elementary school environments, allowing preschools access to a wide array of school-based resources.

Early Learning Framework

The Early Learning Framework describes the vision, pedagogical principles, and key areas of learning for children birth to five years (before school entry). The framework was developed in partnership with the Ministries of Children and Family Development, Healthy Living and Sport, and Education.

ELL Central

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

IEP Central

IEP Central is an online program, developed by the North Vancouver School District, used by teachers in developing students' Individual Education Plans (IEPs). IEP Central includes strategies and interventions to support learners who require differentiated instruction and assessment, and/or program adaptations.

Immigrant PALS (Parents as Literacy Supporters) Program

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

Firm Foundations

This document provides the learning continuum that early primary teachers need to facilitate their students' acquisitions of early literacy skills, in a play-based and socially interactive

classroom. Key components of Firm Foundations are the instructional timeline, the materials, and the assessments for the teaching, practicing and mastery of early literacy skills such as rhyming, segmenting and blending, concept of print, and letter sound mastery.

Learning Services

Schools have access to a range of additional support services that promote successful learning and Inclusive Education. Students with significant learning differences have an Individual Education Plan (IEP) outlining specific learning goals, objectives and strategies for differentiated instruction. Learning Assistance, Learning Support, and Learning Resource teachers (LATs/LSTs/LRTs) are typically responsible for writing IEPs. Special Education Assistants (SEAs) work under the direction of these specialist teachers to support student learning. Specialist SEAs, who support specific student populations and/or students with specific learning or behavioural challenges, include: Learning Support Workers (LSWs), Behaviour Support Workers (BSWs), First Nations Support Workers (FNSWs) and Settlement Workers in Schools (SWIS).

Literacy 44 Train the Trainer

Literacy 44 Train the Trainer Elementary and Secondary seminars were developed in June 2011 to increase the capacity of classroom teachers and support staff to provide effective literacy leadership at the school or district level. The seminars focused on research and best practices in literacy instruction, using Reading 44 and Writing 44 as the key resources. The school district will continue to use this model of distributed leadership in the future for both literacy and numeracy in-service.

Math 44

Math 44 is a teaching resource for elementary and secondary teachers, that incorporates best practices in the teaching of mathematics, as well as activities to support the learning process. Math 44 focuses on 10 proficiency standards that students must have in order to be successful learners of mathematics.

Our Turn to Talk

This oral language resource supports early primary educators in their efforts to increase the expressive language fluency of all young learners. The classroom component of the document provides strategies and activities to support oral language development. The intervention component is a developmental series of interactive small group sessions designed for students with specific language needs.

Personalized Learning for the 21st Century

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

Reading 44

Reading 44 is a classroom program written by the teachers of the North Vancouver School District. This resource outlines an explicit classroom reading program for all students K-10 that is based on twelve reading strategies that good readers use. Instructional activities and

graphic organizers are included in the document to encourage diverse learners to practise these twelve strategies in order to become effective, critical readers.

Reading Assessment Device (RAD)

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

Ready, Set, Learn

Ready, Set, Learn is a provincial initiative that helps three-year olds get ready for school. It includes events in local elementary schools, free books for preschoolers and a booklet parents can use to help their child at home.

Report Central

Report Central is an online program, developed by the North Vancouver School District, which is used for summative assessment and reporting in the elementary grades.

Rubric Central

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

School Planning Councils

Principals, parents (and secondary students) work together on School Planning Councils (SPCs) to develop school plans to improve student achievement.

Strong Start

StrongStart BC is a free, drop-in early learning program for preschool-aged children accompanied by a parent or caregiver. Qualified early childhood educators lead learning activities, including stories, music and art to help children get ready for success in kindergarten.

SummerStart

The SummerStart program is a successful multi-agency collaboration modelled after the StrongStart program. It is offered during the month of July at Capilano Little Ones. The program is facilitated by an NVSD StrongStart Facilitator and an ECE teacher from the Squamish Nation. The program services First Nations children aged 2-6 and their caregivers.

Supported Child Development Program (SCDP)

The Supported Child Development Program (SCDP) assists families of children with special needs to access inclusive child care. The program, funded by the Ministry of Children and Families and hosted by the NSNH, is intended to serve children from birth to 12.

Test of Phonological Awareness (TOPA)

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

Writing 44

Writing 44, developed and published by the North Vancouver School District, provides teachers with a practical resource for the teaching of writing. The "Eight Skills of Writing", which identify key elements in effective writing, and the accompanying instructional activities and graphic organizers, offer teachers creative ideas and suggestions for classroom writing instruction.