

Enhancing Student Learning Report

September 2024

In Review of Year 4 of Strategic Plan 2021-2031



Approved by the Board of Education on September 24, 2024

Cover photo: Cheakamus Centre Reconciliation House Post

By Xwalacktun

To symbolize the change between what took place, what happened, and where we are going now, there is a butterfly on top. The butterfly symbolizes that change because it has four stages of change in its life cycle.

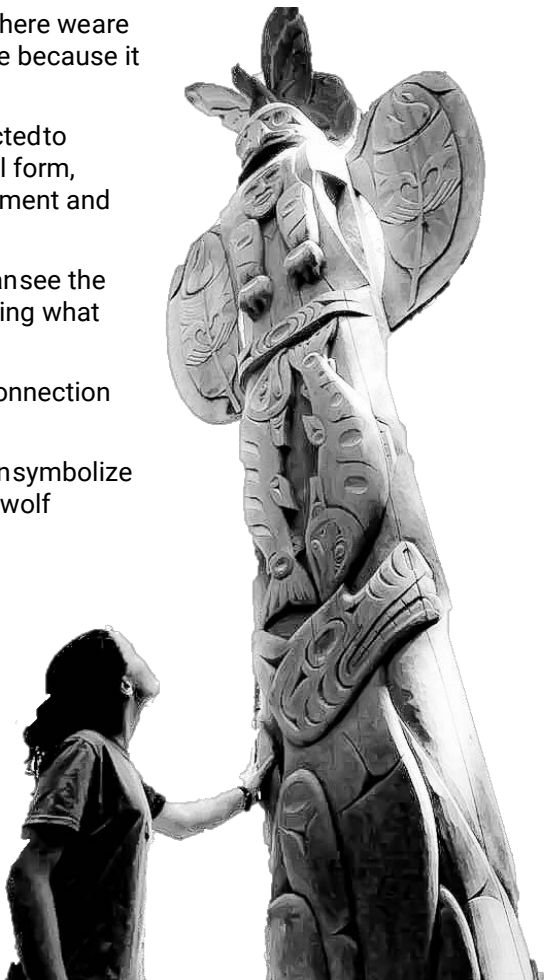
The eagle is there to remind us that we are being watched and it is connected to something greater than us. That is why the eagle's eyes are in the spiritual form, looking further than its normal vision. The eagle also symbolizes enlightenment and strength.

The person in the eagle ties this pole in with reconciliation because you can see the hands are up. This is showing the gesture of thank you for finally recognizing what took place.

In between the eagle and the salmon is the Coast Salish eye that shows connection to something greater than us.

To have that reconciliation, we need to find balance again. The two salmon symbolize that balance. With that balance, we become a whole family again and the wolf represents family.

The wolf is on the bottom feeling happy and well-fed in many different ways; through education, and food, and nurturing.



Moving Forward

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Planning and Adjusting for Continuous Improvement

Introduction: District Context

The North Vancouver School District (NVSD) is deeply connected to the land it inhabits, from the stunning [Cheakamus Centre](#), [Outdoor School](#) and [Skw'une-was program](#) in Paradise Valley to [schools](#) nestled on the North Shore. NVSD is truly the natural place to learn, share, grow, and thrive. We respectfully acknowledge and thank the Coast Salish people, whose traditional territories are home to the district. With deep gratitude, we honor the [Skwxwú7mesh Nation](#) and [səlilwətał Nation](#), and we value the opportunity to learn, live, and share educational experiences on this ancestral land.

NVSD provides world-class instruction and a rich diversity of engaging programs, inspiring success for every student and fostering community connections. Through 25 elementary schools, 7 secondary schools, [North Vancouver Online Learning](#), and partnership with [Eslha7an](#) Learning Centre more than 2,600 staff serve over 17,000 learners, all within a welcoming, safe, and inclusive culture. The learning environment is built on shared values of trust, respect, responsibility, and collaboration.

The district's diverse student body includes approximately 3% (585) self-identified Indigenous students, including 94 Métis students, 15% (2,500) students with disabilities and diverse abilities, as per the Ministry of Education and Child Care policy and guidelines and 11% (1,375) English Language Learners (ELL). Additionally, 0.1% (32) Children and Youth in Care (CYIC) are supported within schools. We greatly value the rich diversity of the North Vancouver School District, where 25% of students hail from 120 different countries, and speak multiple languages at home.

The North Vancouver School District has consistently embraced a comprehensive planning process that aligns with the values and strategic goals. The Enhancing Student Learning Framework serves as a vital tool, renewing our focus and driving commitment to continuous improvement. Through its thoughtful implementation, we foster meaningful relationships—whether with self, others, the land, or modern technology—creating a holistic approach to student learning and well-being. We understand that true, sustained change requires patience, time, and authentic consultation. As symbolized by the kílila (butterfly) in Xwalacktun's Reconciliation House Post (p. 2), we embrace the stages of growth as we strive to improve student outcomes and strengthen system for the long term.

Current Strategic Plan Priorities

In May 2021, the North Vancouver Board of Education approved a refreshed Strategic Plan to guide district decision-making and actions aligned with the Intellectual, Human & Social, and Career Development goals of public education. This strategic plan is the result of extensive community-wide consultation, reflecting the

collective aspirations for the school district. The consultation process included meaningful engagement with the leadership of both the Skwxwú7mesh and Tsleil-Waututh Nations. The six key aspirational goals include:



- **Student-Centred Education:** Provide equity-based education that supports the learning needs of all students.
- **Innovative Instruction:** Enhance innovative and effective approaches and curriculum to develop educated citizens.
- **Welcoming and Inclusive Culture:** Enhance our welcoming, safe, and inclusive culture and learning environment.
- **Mental Health and Well-Being:** Promote mental health and well-being through social-emotional learning and trauma-informed practices.
- **Truth, Healing, and Reconciliation:** Champion truth, healing, reconciliation, and embed Indigenous ways of knowing.
- **Environmental Stewardship:** Lead on sustainable practices and nature-based learning to address environmental challenges.

Looking Back on the Year: Effectiveness of Implemented Strategies

The objectives and strategies up to and including the 2023-24 school year have informed and shaped the data results presented in the Appendix of this report. Below are *brief summaries* of the actions and initiatives across key areas during the past year—including Curriculum & Assessment, Indigenous Education, Social Emotional Learning (SEL), Inclusive Education, Arts Education, Career Education, Outdoor Place-based Learning — that have collectively been instrumental in improving learning outcomes for students. They are presented in the three categories of the [Mandate for the School System in the Province of BC](#): Intellectual, Human & Social, and Career development, with a highlight or two shared in each focus area. More detailed plans are developed by each District Principal as part of the collaborative annual planning process.

Intellectual Development

Literacy

Strategies aimed at enhancing literacy instruction for K–3 students include targeted professional development for teachers and a Structured Literacy series that focuses on the Science of Reading and phonics-based techniques.

Specialized assistance was offered to French Immersion teachers through the implementation of the Early Literacy Assessment (ELA) for primary years. Additionally, enhanced literacy resources were provided to Indigenous learners, emphasizing the adoption of trauma-informed, equity-centered curriculum to foster inclusive and effective literacy outcomes.

Effectiveness

- After intensive literacy intervention was provided to 11% of kindergarten students who scored below the baseline on the ELA, 9% met the threshold.
- Over 100 primary educators actively engaged in multiple professional development opportunities focused on Structured Literacy and the Science of Reading with each of the 25 elementary schools receiving University of Florida Institute (UFLI) Foundations to support literacy instruction for all learners.
- Targeted literacy training was provided to teams (including LST, AAC, SLP, FOS Leaders, District Principal) supporting students with individualized communication needs, and targeted literacy intervention was provided to support Indigenous students at eight schools.
- Approximately 250 new ELL assessments were provided to students in 17 elementary schools as part of a pilot to better meet the literacy needs of the growing population of ELL students.
- 60 translation devices were provided to elementary English Language Learners to enhance communication.

Numeracy

To enhance numeracy instruction, the district focused on providing targeted support to teachers to improve their instructional practices and deepen their understanding of the mathematics curriculum. While still in the early stages of implementation, efforts have concentrated on reviewing and refining numeracy assessments, analyzing Foundation Skills Assessment (FSA) results to inform professional development, and increasing support for Indigenous learners through the continued development of an Indigenous Numeracy Network and curriculum.

Effectiveness

- 30% of educator requests for Teacher Leader/Facilitator support were made to Numeracy Teacher Facilitators to engage in opportunities focused on Julia Robinson’s Math Festival; many educators then shared their knowledge with students and families by engaging their learning communities in school-based Math Festivals
- To prepare for the upcoming school year, a Numeracy pilot (with 24 lead teachers) was launched in June 2024 with one school from each Family of Schools focused on trialing a Numeracy Framework and a variety of resources to shift their practice
- 2 Indigenous Literacy / Numeracy teachers are members of Indigenous Numeracy Network with the Indigenous Cultural Community for Math Education with Dr. Joanne Archibald through UBC with a goal of responding to low numeracy levels across the province. The teachers are tracking student engagement and note an increase from November 2024 to June 2024. Data will be monitored for outcome impact.

Comprehensive Curriculum Enhancement and Educator Support

Learning Services leadership focused on enhancing intellectual development by strengthening curriculum in key areas such as Indigenous education, outdoor and environmental awareness, and arts and music education.

Emphasis was placed on supporting educators through professional development strategies like Universal Design for Learning (UDL), increasing collaboration opportunities, and refining assessment practices, all while fostering student engagement and cultural awareness.

Effectiveness

- Teacher Leaders, Family of Schools Leaders, and administrators led the New Reporting Order professional development series which included a focus on inclusive assessment practices that over 30 educators attended
- 63 grade K-7 teachers participated in Outdoor Place-based Mentoring sessions
- Approximately 10,000 students and 170 educators participated in 7 District Arts Festivals / Exhibits focused on connection and community building
- Networks and mentorship programs were expanded to build educator capacity in Communicating Student Learning practices and Universal Design for Learning, involving the Artists for Kids' Gallery Cohort (10 educators), Elementary Music Educators' Network (25 educators), District Orff Network (30 educators), and District Festival Teams (10 members).
- 60-70 educators (including Early Childhood Educators, community partners, Strong Start facilitators, kindergarten- grade 3 Teachers) attended 3 sessions focused on the BC Early Learning Framework: topics integrated early learning with Indigenous education, place-based / outdoor learning, and social-emotional learning.

Human and Social Development

Enhancing Belonging, Safety, and Well-being for Staff and Students

The strategies were designed to foster welcoming, safe, and inclusive environments by deepening understanding of diversity, including disabilities, neurodivergences, SOGI, ethnic diversity, and Indigenous culture. Key initiatives included fostering connections and friendships among students of all abilities, implementing a district-wide Code of Conduct, and promoting inclusion through Policy 409 Anti-Racism with enhanced systems for reporting incidents. Additional efforts focused on expanding wellness networks, increasing Compassionate Systems Leadership training, and collaborating with Human Resources to enhance staff wellness.

Effectiveness

- All administrators, teachers and support staff in 25 elementary schools and 6 secondary schools participated in a presentation on Understanding Neurodiversity and Disability Awareness.
- Training was provided to administrators and teachers to build capacity and understanding in creating welcoming and inclusive cultures for all (e.g. Compassionate Systems Leadership, PBIS, SEL programs). This work helped to address the complex and interconnected challenges that educators, students, and communities face. YDI data indicates that there was positive 2% increase in student sense of belonging from 2023 to 2024.
- Over 1200 grade 8 students supported by 310 senior student leaders, participated in a series of day / overnight retreats at Cheakamus Centre focused on building community and connection to self, others and place.
- Diverse student groups, including the DSLC, SOGI Clubs, and the Student Inclusive Education Sub-Committee, offered platforms for sharing personal experiences and connecting over shared backgrounds. Programs like the Alternative and Augmentative Communication Gallery and gatherings for Deaf and Hard of Hearing students further enriched these connections.
- The Gordon Smith Gallery played a pivotal role by hosting exhibits and providing studio space that engaged over 5,000 children, youth, and educators, facilitating the exchange of diverse stories. Through these initiatives, students have strengthened ties, embraced various aspects of identity including disabilities, neurodivergence, SOGI, ethnic backgrounds, and Indigenous cultures, fostering a deep understanding and appreciation of diversity. Awareness has increased of the need for intentional tracking of data to measure impact.

- Implementation of the first full year of NVSD's 3-year Accessibility plan resulted in:
 - Enhanced awareness of both visible and invisible disabilities through ongoing in-service and training initiatives at both school and district levels. This included understanding neurodiversity, applying UDL, Celebrating AccessAbility Week, and adopting inclusive assessment practices in line with the updated [Ministry Reporting Policy](#).
 - Evaluation of library resources through the perspectives of disability and anti-ableism to enrich representation of people with disabilities. This included allocating targeted Community LINK funds to augment resources and develop library collections focusing on these perspectives, with \$2000 allocated for the 2023-2024 school year and \$10,000 targeted for the 2024-2025 school year.
- Four new Indigenous support workers were hired to enable implementation of the FOS Indigenous support worker model across all six secondary schools and 25 elementary schools. This initiative aims to foster stronger connections between Indigenous students and significant adults, enhancing their sense of belonging and providing greater access to distinctions-based learning opportunities.
- 16 newcomer students and their families participated in the Elementary Transition Program at Braemar Elementary this June 2024 which welcomed new families to North Vancouver School District and included sharing of resources by community partners (Impact North Shore and North Shore Community Resources)

Promoting Health, Wellness and Social Emotional Learning

A comprehensive approach was taken to promoting health, wellness, and social-emotional learning (SEL) across the district. This included implementing programs such as the Second Step SEL Program and expanding the SEL Open Parachute initiative. Professional development for staff was a priority, with ongoing in-service training provided by the SEL Team. Efforts further focused on enhancing health education in Physical and Health Education classes, improving substance prevention and sexual health education, and integrating digital literacy. Additional initiatives, funded by Feeding Futures, targeted food security with enhanced programs implemented in all schools, as well as the expansion of physical literacy and extra-curricular athletics.

Effectiveness

- According to the BC Adolescent Health Survey, most youths first try alcohol between age 13-15, with an increasing number before age 13. In response, the District SEL Team collaborated with Vancouver Coastal Health (VCH) to develop and implement a substance use prevention curriculum for grades 8-10. All Physical and Health Education teachers across the six secondary schools were trained in this curriculum, which focuses on assessing risk factors, making positive decisions, and exploring harm reduction strategies to enhance student well-being. Impact will be tracked in collaboration with VCH
- Local fruit, vegetables, and fresh breakfasts, snacks and lunches have been made available at all 32 schools
- Food preparation equipment as well as regular supply of food is provided to Eslha'7an
- Targeted food access program is available to families in need; multiple community partners are working closely with the school district to support food insecurity. A sustainable food access program has been established with the Squamish Nation to ensure food availability over holidays and times when school is not in session.
- A new initiative has been sparked to identify ways to strengthen staff wellness through initiatives targeting both individual and collective health. A goal will be providing them with necessary tools and practices to support themselves and effectively assist their students.
- The district has introduced a comprehensive Mental Health and Social Emotional Learning (SEL) curriculum across six secondary and 25 elementary schools. Programs include Second Step, Open Parachute, and initiatives like the Secondary English Teacher Network, along with exploitation education and online safety training.

Career Development

Expanding Career Pathways and Post-Secondary Success

In 2023-24, the district significantly increased its focus on Career Development by implementing strategies to boost graduation and post-secondary transition rates, with a strong emphasis on improving equity of outcomes for all students. Efforts included expanding career fairs, work experience placements, and SkilledTradesBC program participation, with particular attention to supporting students with disabilities and diverse abilities. Additionally, the district worked to enhance career education through professional development, communication tools, and improved facilities, while also promoting awareness of green, low-carbon career opportunities.

Effectiveness

- In collaboration with the Squamish Training and Trades Center, 25 students experienced four trades workstations (Electrical, Plumbing, Framing and Arts). A Squamish Hereditary Chief opened the day with words inspiring their pathways. Four students continued with Youth Train in Trades programs.
- The school district worked with First Nations Emergency Service Society, in collaboration with the WVFD and CNVFD and DNVFD, to host a fire prevention and firefighting awareness program with the goal of inspiring indigenous youth to become firefighters. 17 students participated in the two-day bootcamp where they were exposed to teamwork, problem-solving and tough fire skills.
- 223 grade 10-12 students completed an intensive 3-day leadership training workshop in preparation for volunteering as counsellors at the Outdoor School Program. Ten students used this training to obtain paid summer employment at AFK Summer Camp.
- The school district, with the support of local businesses and community partners, hosted six career fairs including 'RCMP for a day' and 'Careers in the Arts', welcoming students to explore multiple career options.
- 833 grade 10 students completed a free CPR certification training program through the District and North Vancouver Community firefighter outreach programs organized by the school district
- 28 students were supported through Inclusive Work Experience placements in addition to students who were supported through school-based placements. We have expanded the network of Inclusive Employers across the North Shore to 25 businesses.

Existing and/or Emerging Areas for Growth

As we move into the 2024-25 school year, it is beneficial for NVSD to maintain an approach that creates the most direct connection between the disaggregated data (Section A) and the objectives that will assist in closing the outcome gap. The multiple approaches summarized above provide a comprehensive and targeted response to the diverse needs identified through data analysis. By continuing to align objectives with the disaggregated data and leveraging the insights gained through collaboration with local rights holders and district partner groups, we ensure that strategies are directly responsive to the realities within the district.

The varied approaches—encompassing Curriculum and Assessment, Indigenous Education, Social Emotional Learning (SEL), Inclusive Education, Arts Education, Outdoor Place-based Learning —reflect the NVSD's commitment to a holistic educational experience. Grounded in a logic model, these strategies enable Learning Services leaders to connect resources, initiatives and activities to specific outputs and outcomes, allowing for ongoing assessment and refinement, as well as a deeper understanding of cycles of improvement. This ensures that work remains aligned, focused, effective, meaningful and capable of driving the sustained progress needed to meet long-term goals, and ultimately system change. Indeed, it has been through this approach that collectively and individually, educators and partner groups have identified shared responsibility to more intentionally consider equity and accessibility in each initiative.

This year, using a data-informed approach, there will be increased focus on outcomes for Indigenous students, Children and Youth in Care, English Language Learners and Students with Disabilities and Diverse Abilities in each developmental area of the Mandate for Public Education. Specifically, areas targeted for improvement include:

Literacy

- 11% of kindergarten students did not score above the baseline of 25 and required further intervention. After intervention, this decreased to approximately 2% not scoring above the baseline of 25 by end of June
 - 79% of grade 4 students and 94% of grade 7 of all students were On Track or Extending on the literacy component of the FSA, while comparatively, 59% of grade 4 students and 64% of grade 7 students with disabilities were On Track or Extending

Numeracy

- 72% of grade 4 students and 94% of grade 7 of all students were On Track or Extending on the numeracy component of the FSA, while comparatively
- 57% of grade 4 students and 58% of grade 7 students with disabilities were On Track or Extending on the numeracy component of the FSA.

Career Education

- 23 students successfully completed their Skilled Trades BC opportunity in 2023/24 within the semester scheduling model. As we shift to a linear model, BCSkilledTrades will adapt opportunities to student schedule
- In 2023/24, the district increased the number of locally developed career fairs and events by 114% and saw a 161% increase in student involvement. These expansions and gains dramatically increased opportunities for student engagement in exploring career pathways outside the classroom.
- Five-year completion rate for Indigenous students increased from 59-71% compared to 97% for all resident students
- Six-year completion rate for students graduating with a Dogwood or Adult Grad Certificate in 2022/2023 was 99% for all resident students, 86% for students with disabilities (data does not reflect students graduating with an Evergreen Certificate) and 82% for Indigenous students.

Comprehensive Curriculum Enhancement and Educator Support

- Secondary enrolment in music education decreases from grade 8-12, which is a lost opportunity for many students to experience engagement in ensembles that can foster identity, voice and belonging

Belonging and Well-being

- Approximately 180 new English Language Learners identified September 2023 to February 2024; approximately 23% were early learners in kindergarten and grade 1.
- Students with disabilities generally report a lower rate of feeling a sense of belonging at school – this data was extracted through a review of Provincial YDI data by Dr. Hasina Samji looking at the disparate mental health and well-being data among secondary students in BC

Ongoing Strategic Engagement (Qualitative Data)

For the 2024-25 school year, the NVSD will continue to expand well-established engagement strategies, ensuring structured, targeted, and meaningful consultation across various areas including early literacy, numeracy, Indigenous education, arts, and career development. Efforts to include student voice will be a primary focus in all areas, fostering deeper engagement and representation. Ongoing consultation with key partner groups such as the North Vancouver Parent Advisory Council (NVPAC), local nations through the Indigenous Education Council, the District Student Leadership Council, and committees like Inclusion and Accessibility will be integral to ensuring diverse perspectives are represented. Meetings with teacher leaders, working groups, and networks will occur monthly and quarterly to enhance collaboration around social-emotional learning, sustainability, and student leadership, thus supporting comprehensive development across all levels of intellectual and human-social spheres. These engagement efforts will be systematically incorporated into annual portfolio plans, with their effectiveness regularly reviewed, revised, and assessed by the FESL Leadership Team of District Principals during their monthly meetings, and reported to the Board of Education at scheduled intervals. Reflection and communication of progress toward goals will be regular and ongoing, with a new addition this year of monthly pedagogical narration sharing sessions within the team. This will be replicated, in scale, in the school planning process.

Adjustment and Adaptations: Next Steps

As we continue to refine our approach for the 2024-25 school year, the NVSD is dedicated to aligning strategies more closely with the disaggregated data from Section A, ensuring objectives are sharply focused on closing the outcome gap. This year, enhanced efforts will specifically target improving outcomes for Indigenous students, Children and Youth in Care, English Language Learners and Students with Disabilities and Diverse Abilities across key areas such as Numeracy, Career Education, Literacy, and Belonging & Well-being. The list of objectives and strategies on p.9 includes a blend of successful strategies that have been maintained, adjusted approaches, and newly introduced initiatives—all designed to improve learning outcomes. These determinations are the result of regular and ongoing consultations with networks, working Board standing committees, budget priority process feedback, and insights from District Student Leadership.

Next Steps

	Intellectual	Human & Social	Career
	Literacy, Numeracy, Curriculum Enhancement	Health & Well-being, Safety, Belonging	Expanding career pathways, Post-Secondary Transition
Maintain	<ul style="list-style-type: none"> - Continued professional development focused on enhancing literacy instruction / assessment in alignment with the Science of Reading - Continue Numeracy Pilot focused on exploring a numeracy framework and resources - Continue to increase opportunities to develop professional learning communities through networks - Continue supporting transition for early learners, English Language Learners, and newcomers through collaborative opportunities that involve community partners 	<ul style="list-style-type: none"> - Training and implementation of Compassionate Systems Leadership framework - Integrating community partners as an extension of the NVSD service delivery model - Staff Wellness initiatives - Promote and support inclusion, equity and belonging through increasing opportunities for student perspectives - Focus on the value of physical activity and physical literacy in promoting mental health and self-regulation 	<ul style="list-style-type: none"> - Focus on providing opportunities for exploration for all secondary students through Career Fairs. Popular RCMP for a day, and Parent and Student Trades night will return. - Free CPR certification training for all grade 10 students in district - Take Our Kids to Work Day for all grade 9 students - First Nations Emergency Service Society Firefighting bootcamp - Career network and K-12 Career teacher support
Adapt	<ul style="list-style-type: none"> - Review the Early Literacy Assessment to align with the Science of Reading and continue to expand structured literacy implementation support to English and French Immersion primary teachers - Review the efficacy of the existing K Numeracy assessment; explore other assessments to inform teacher practice - Continue to increase understanding of new assessment and Communicating Student Learning practices related to the new Reporting Order. 	<ul style="list-style-type: none"> - Expand secondary wellness network to include elementary - Expand Secondary teacher Mental Health Curriculum Network to include expanded healthy living topics - Increase student opportunities to share their perspectives and to make connections with others who share similar lived experiences - Develop alternative approaches to communicating unique student learning opportunities (ie. Skw'unc was longhouse program) to increase comfort for newcomer families 	<ul style="list-style-type: none"> - Inclusive WEX facilitator working to provide all students with increased opportunities outside the classroom - District STEAM trade fair - TV, Film, and Broadcasting Trade Fair returns with a different more engaging approach - SkillTradesBC to develop flexible options adaptable to student schedules - Grade 4/5 Robotics competition with VEX kits with changed partnership to altered NVSD robotics academy
New	<ul style="list-style-type: none"> - Increase training and mentorship for specialist staff on targeted and intensive literacy intervention, assessment and instructional practices for all learners - Increase knowledge, understanding and implementation of Universal Design for Learning through professional development opportunities, networks and cohorts - Identify district wide baseline assessments to identify skill gap areas to inform numeracy instruction and supports - Review and update Learning Services Teacher and Learning Support Worker early intervention process in alignment with the ELA - Increase Indigenous oral literacy, land-based, distinctions-based learning of story and contextual understanding. - Expand teacher mentorship opportunities for Outdoor Learning 	<ul style="list-style-type: none"> - Secondary counselling model review - Collaborate with community partners to provide counselling supports in NVSD satellite spaces - Provide threat assessment training to all administrators - Implementation of targeted funding to increase resources and build library collections through the lens of disability and accessibility - Inservice and training focused on disability awareness provided by people with disabilities - Training for LST's, Choices staff, Counselors and District Level IV Team: ASUR Counselling - Neuro-affirming Care for Diverse Learners: Becoming an ally for the neurodivergent community - Increase local cultural resources through the Gordon Smith Gallery (GSG) via the Speakers' Series and GSG Programming 	<ul style="list-style-type: none"> - Grade Six Health Care Career Exploration program – 50 students exploring careers in Health Care with one field trip a month to venues such as UBC medicine, and Lions Gate hospital. - Sauder School of Business and NVSD working with grade 10-12 Indigenous students inspiring students to complete Dogwood and consider Business PSI's - Junior Achievement BC and NVSD working to indigenize careers courses CLE 10 and CLC 12 - New FOS model of outreach support that will have five district Indigenous Teachers running targeted grade 12 programs at three schools

Alignment for Successful Implementation

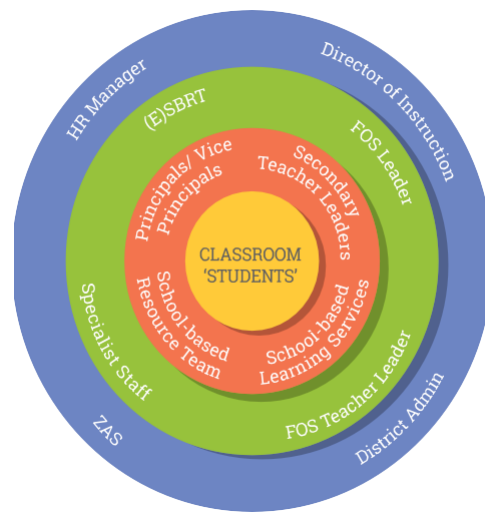
This report highlights deliberate efforts to establish and embed clarity, coherence, and alignment within systems across the school district. The specific and measurable objectives detailed in the previous section have shaped the 2024/2025 Operational Plan which in turn, will inform the budget process for the 2025/2026 school year. These objectives will be closely monitored by Learning Services district staff who plan collectively and reflect collaboratively through the year using a logic model framework. Progress is reviewed monthly and reported to the Framework for Enhancing Student Learning Steering Group three times throughout the school year. Regular community engagement will also be sought to provide ongoing feedback.

The Family of Schools (FoS) Model is the NVSD Learning Services structure designed to support school development and professional capacity building. The FoS framework enables a holistic understanding of school-based priorities, professional in-service needs, and a targeted focus on school and educator development at both the school and classroom levels.

Each FoS encompasses the full continuum of schools, from elementary through to their community secondary school. Each FoS is supported by an assistant superintendent, a director of instruction, a human resources manager, a FoS leader, a FoS teacher leader, district administrators, and itinerant specialist staff. The FoS team meets regularly throughout the school year with the respective director of instruction, principals, and vice principals to determine priorities and support plans. District educational priorities are channeled through the FoS model, allowing for greater oversight, responsiveness to school-specific needs, and timely support.

To create alignment within and across schools, the school planning process integrates the priorities of the school district and the individual school and mimics the district process. The intended outcomes of school planning are twofold:

- Understanding of the school's health in relation to the "[Attributes of a Vibrant Learning Community](#)."
- A review of focus areas for "Enhancing Student Learning."



School planning is a vital tool for building community and aligning actions with student learning and educational development. Planning teams include representatives from partner groups, including students, teachers, educational assistants, parents/caregivers, principals, and vice principals. A web-based toolkit supports teams in the School Planning Vision to Action Process. Family of Schools (FoS) directors of instruction host two guided "Dinner and Dialogue" planning sessions annually to ensure FoS alignment and continuous development.



School goals reflect collaboratively identified areas for cultural and academic development, aligned with district-wide educational priorities. School Plans are published on the school district's School Planning web page and are considered living documents, articulating the shared priorities of the school community for Enhancing Student Learning. From there, school leaders guide teachers through the creation, evolution and implementation of annual instructional plans

to meet specific class and student needs. In the upcoming year, work will begin on increasing familiarity with logic models as a means of shaping the school planning process.

The North Vancouver School District also employs four additional capacity-building approaches:

- School-to-School Learning Rounds: This process pairs two schools in an appreciative inquiry designed to build teams, focus learning, and highlight best practices.
- FoS Networks of Practice: These networks are organized around a core or functional area (e.g., Early Literacy, Secondary Instruction, Learning Support) and include teacher leaders from each school within the FoS. They are designed to disseminate best practices, build collegial capacity, and support the implementation process.
- Collaborative Inquiry Grants: These grants are awarded to practitioners within the same school to foster curiosity, exploration, and the development of new practices.
- Teacher and EA Mentorship: 2024-25 will be a review and revamp year as new strategies are considered for building collective efficacy of teaching and support staff.



Conclusion

The increasing sophistication of integrated systems thinking in NVSD is evident in growing clarity across all departments and organizational levels, mirroring the natural evolution observed in successful ecosystems. Our approach continues to adapt and strengthen through practices such as expanded year-round budget priority meetings, now involving both individual and collective consultations with portfolio managers. Furthermore, ongoing engagement with the public and rights holder groups throughout the year ensures that decisions are informed by diverse perspectives, enhancing the alignment of resources, strategic goals, and community needs.



Reconciliation House Post, carved by Xwalacktun

During the 2023-24 school year, the Student Support Review team met bi-weekly to monitor, assess, and refine key aspects of EA allocation and service delivery. These efforts will continue to evolve and respond. Feedback from various engagement processes has underscored the need for further adjustments to consistently prioritize accessibility and equity in student outcomes.

As we implement Bill 40 in the 2024-25 school year—including the revisioning of the Indigenous Education Council and the potential development of new Local Education Agreements—focus will be on achieving equitable learning outcomes for Indigenous students.

Additionally, student voice will be amplified through adjustments to the structure of the District Student Leadership Council, and a concerted effort to honor and incorporate diverse student perspectives.

What is beneficial for one student can ignite pathways to success for many others. By tailoring interventions to meet individual needs, we not only support specific students but also refine our broader educational strategies, enhancing learning across the district. This approach ensures that every student benefits from an educational environment that is inclusive, responsive, and continually evolving.

Evidence Appendix:

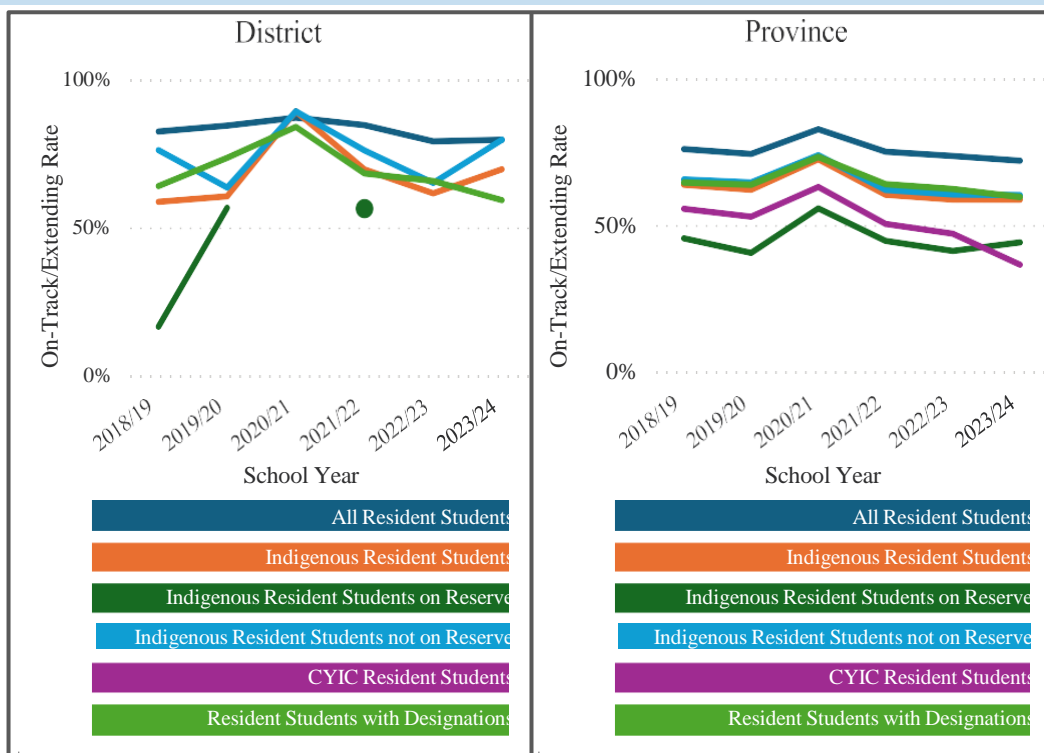
Reflecting on Student Learning Outcomes

Intellectual Development

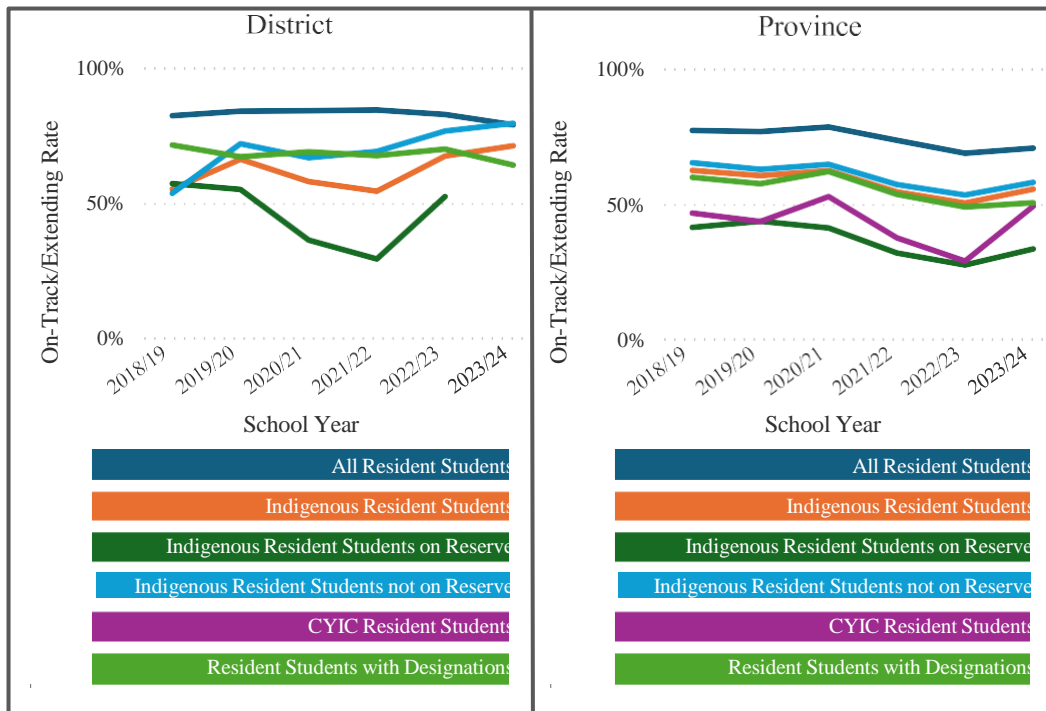
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy/Reading (On-Track / Extending Rate)

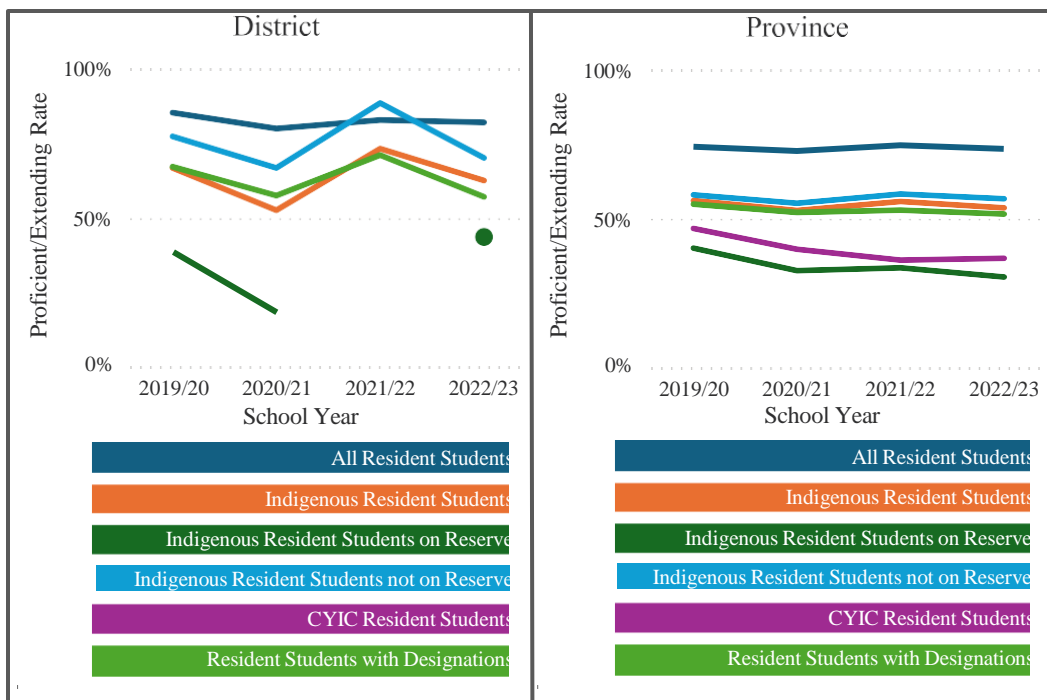


Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



Analysis and Interpretation:

Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Measure 1.2: Grade 10 Literacy Expectations

Analysis:

The data indicates that overall literacy rates for all resident students in the district are above the provincial average. However, a detailed examination of the disaggregated data uncovers significant inequities that align with the provincial trend. Specifically, literacy rates for Indigenous students (both on and off reserve), students with disabilities and diverse abilities, and children and youth in care (CYIC) are notably lower.

It is important to note that the small sample sizes of Indigenous students per grade in the NVSD (approximately 50), coupled with low numbers of CYIC, often lead to data obfuscation and masking, complicating accurate trend analysis for these groups.

Interpretation:

The observed variability and lower performance among these Ministry identified groups underscore the persistent challenges in achieving equitable literacy outcomes. The district has introduced universal support structures, such as the Early Literacy Assessment (ELA), and targeted interventions, including the employment of Learning Support Workers and Indigenous District Literacy Teachers. These initiatives are starting to show positive results, as evidenced by the improvements in Grade 4 literacy scores.

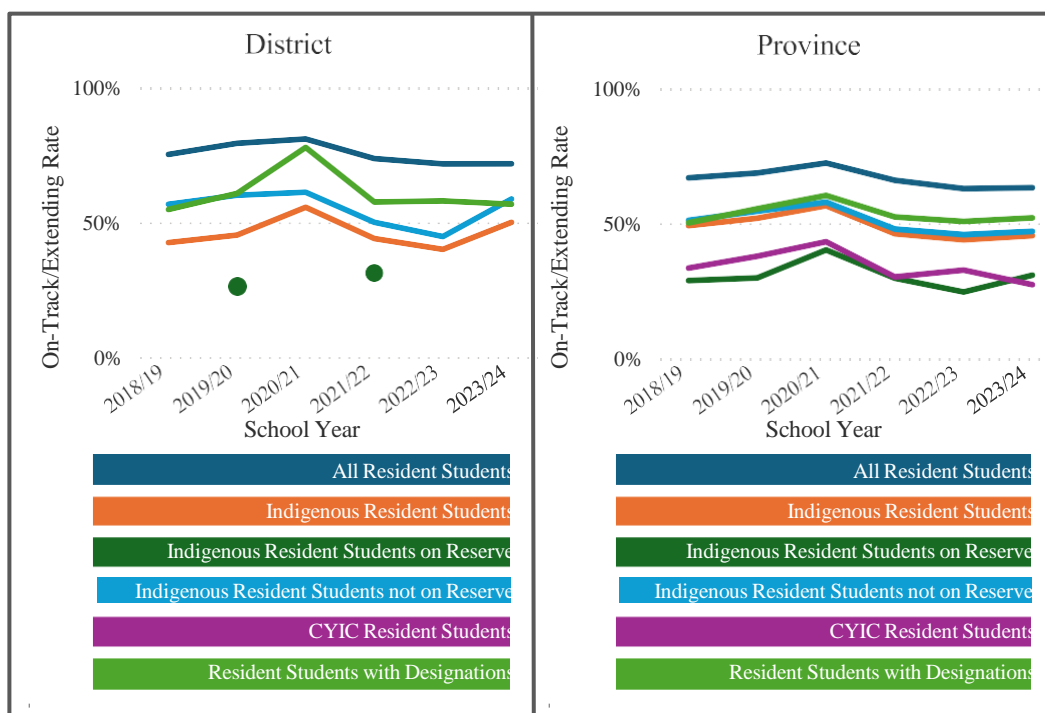
Recent enhancements in the performance of Indigenous students off-reserve can be attributed to the increased targeted resources deployed in the last two years.

Another dynamic this data highlights is that many Grade 4 Indigenous students on-reserve attend the Squamish Nation Little Ones School from Kindergarten through Grade 3 and only start attending NVSD schools in Grade 4. This transition poses a challenge in continuity of supporting literacy skills during the foundational primary years and into the intermediate years. This will be raised for consideration with the Indigenous Education Council, and through regular ongoing connection between the school district and local nations.

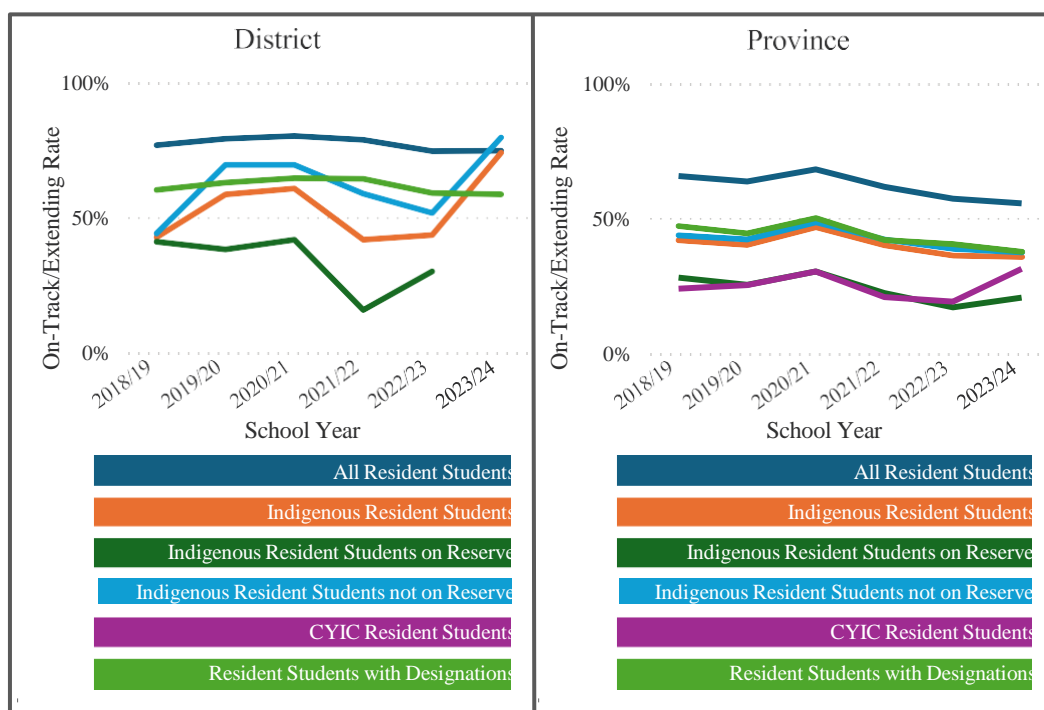
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy (On-Track / Extending Rate)

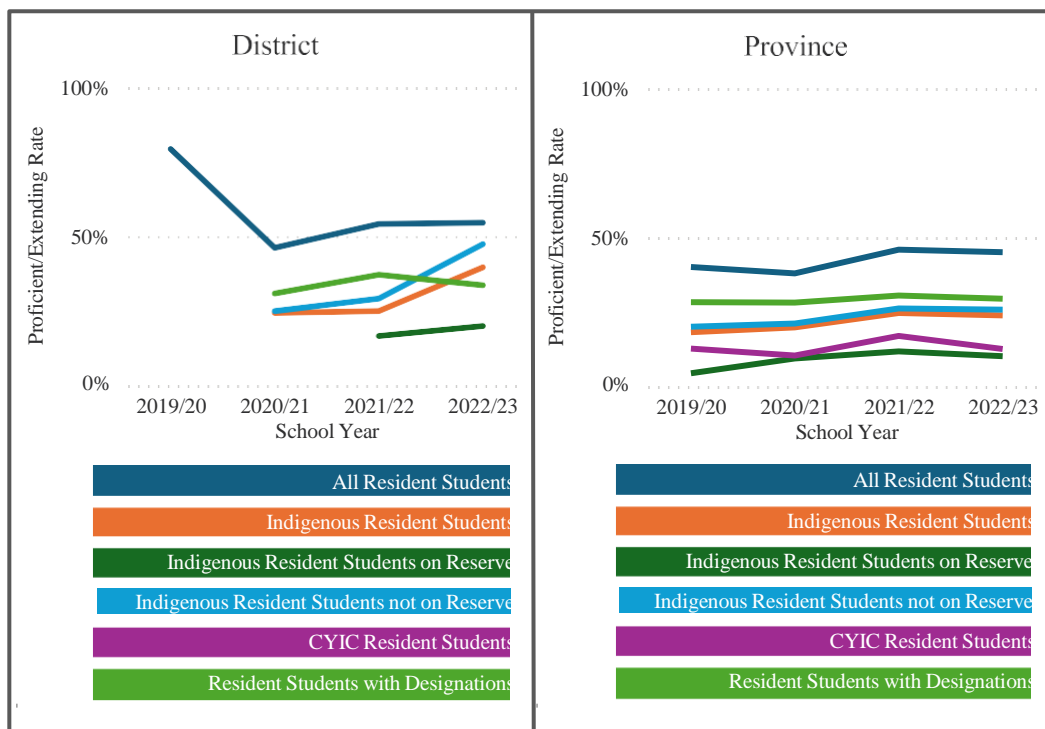


Grade 7 FSA Numeracy (On-Track / Extending Rate)



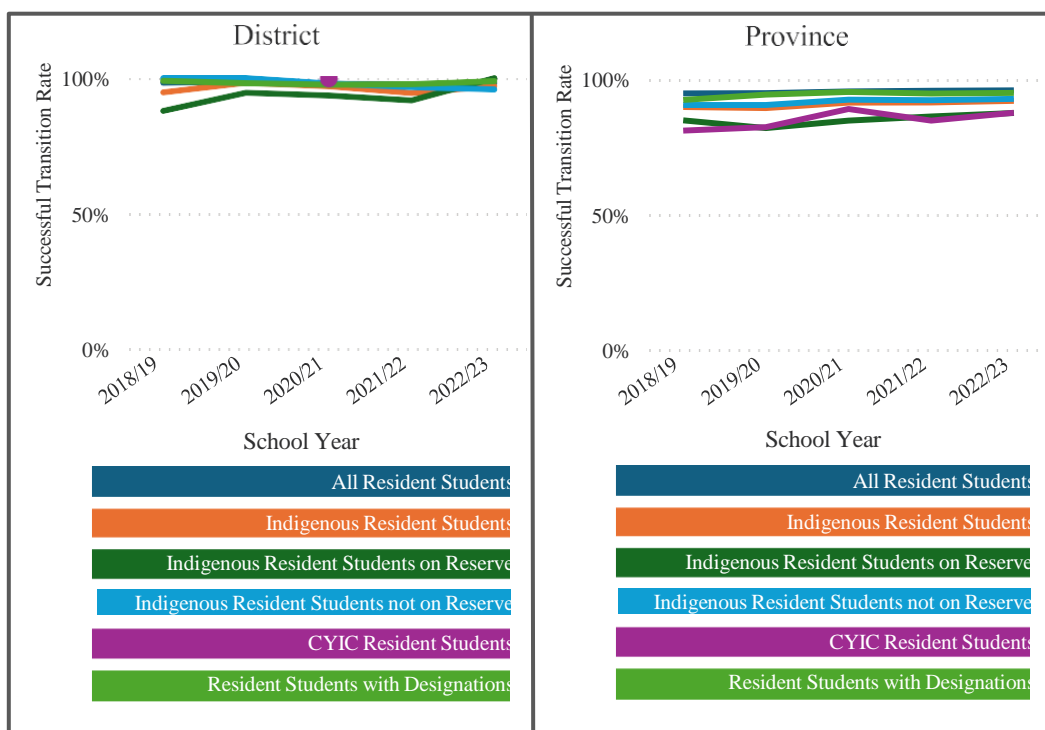
Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

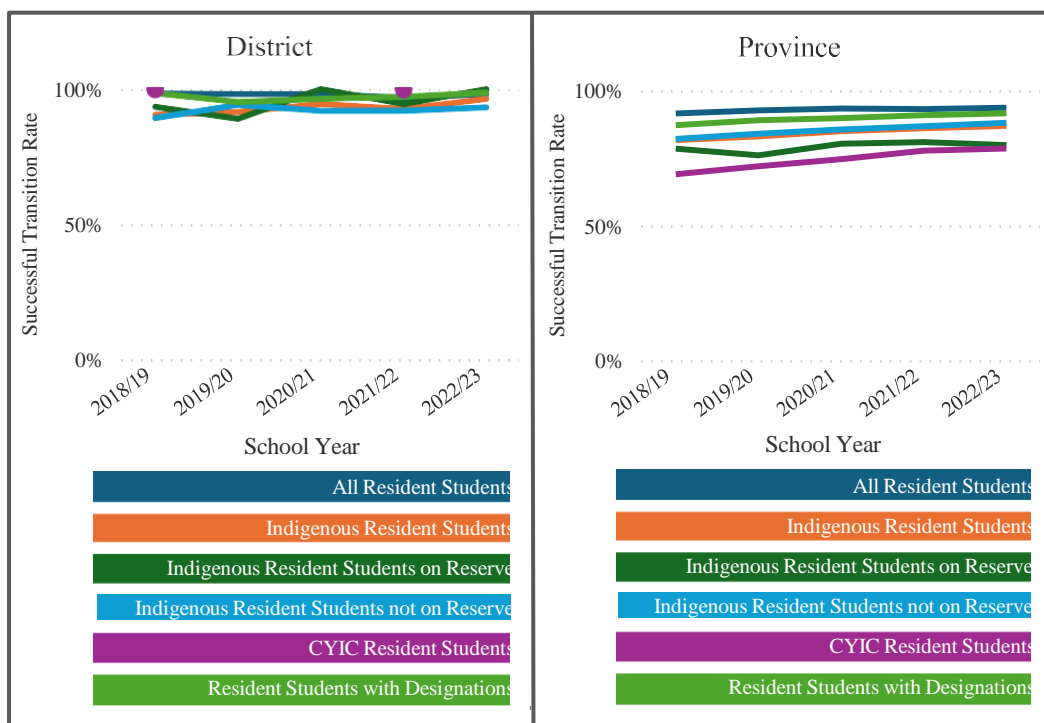


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition Rate



Grade 11 to 12 Transition Rate



Analysis and Interpretation

Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Measure 2.2: Grade 10 Numeracy Expectations

Analysis:

Like literacy, numeracy outcomes for all resident students in the North Vancouver School District are above provincial averages. However, Indigenous students, particularly those on reserve, and students with disabilities, continue to lag unacceptably behind their peers.

Despite recent improvements in numeracy outcomes for these groups at the grade 7 level, overall performance remains concerning.

Interpretation:

Following on the success of the NVSD ELA, the district has created a universal support structure for numeracy that includes Primary Numeracy Teacher Facilitators. The exploration of the Coast Metro Numeracy Framework is an indication of commitment to enhancing numeracy instruction. Targeted interventions, including the development of a district baseline assessment for numeracy are crucial in identifying and addressing skill gaps, particularly for Indigenous students on-reserve, students with disabilities and diverse abilities, and children and youth in care.

By grade 10, Indigenous students, students with disabilities and diverse abilities, and children in care continue performing above provincial rates, but below district averages. Some grade 10 Numeracy Assessment data is masked over the past few years as numbers of students at the grade have been few enough to risk identification; however, there is a difference of approximately 25% between on-reserve Indigenous students achieving at proficient or extending, and off-reserve, and an additional 5-8% lag behind non-Indigenous students. Although the performance gap between all resident students and Indigenous students off-reserve is narrowing, the disparity between on-reserve and off-reserve students is expanding at a very concerning rate and requires intensive focus and monitoring. This will be reviewed with Indigenous Education Council, and through ongoing dialogue with both nations. Likewise, students with Ministry designations are generally achieving at lower rates. There is a need to refine approaches continuously to ensure equitable numeracy outcomes for all students. It is necessary to develop targeted supports for students with disabilities and establish a district baseline assessment to identify skill gaps in numeracy, which will inform targeted interventions.

Intellectual Development Summary

The NVSD's significant investment in UDL and targeted support structures for literacy and numeracy is beginning to yield positive results. However, inequities in outcomes for Indigenous students, children and youth in care, and students with disabilities persist. The district must continue to refine its approaches, particularly in early intervention and targeted support, to close these gaps.

To address the inequities in student outcomes, the NVSD has made a substantial investment in the universal adoption of Understanding by Design (UbD) to enhance design thinking among staff and to improve differentiation in curriculum, instruction, and assessment. This initiative has included workshops for all school administrators, specialized training with Katie Novak for Family of Schools Teacher Leaders, and the creation of both a Primary Instruction Network and an Intermediate Instruction Network to elevate classroom practices across the district.

Additionally, the NVSD has established a comprehensive, universal literacy support structure for primary grades. Now in its fourth year, this initiative, which spans kindergarten through grade 3, is expected to yield improvements in FSA literacy data for all students. Targeted support structures are also being refined to address emerging trends in student needs.

The district aims to replicate this successful structure for numeracy instruction, ensuring that all students benefit from high-quality, consistent practices across schools. Both the literacy and numeracy networks effectively leverage district-wide expertise to support these goals.

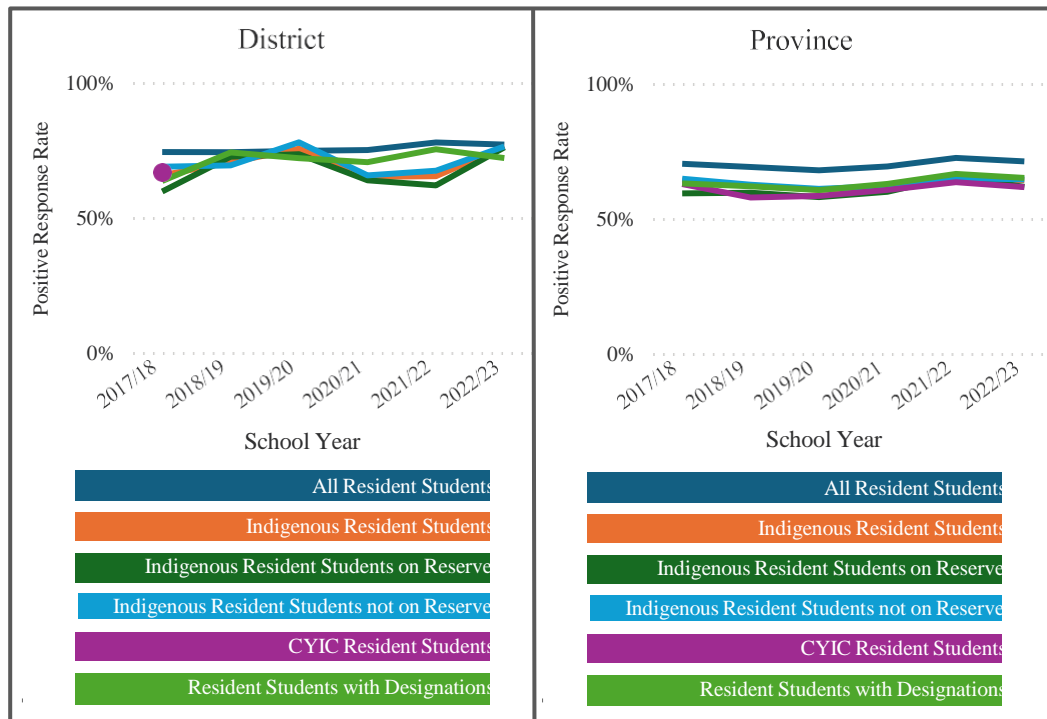
Recognizing that there is still work to be done, the NVSD plans to enhance training for Learning Support Teachers (LSTs) in the coming year, focusing on targeted and intensive literacy interventions as well as instructional and assessment practices for all learners. The district will also review the LST role in providing early interventions, guided by data from the Early Literacy Assessment (ELA). Further, availability of Childhood Experiences Questionnaire (CHEQ) data in coming years will enhance educators' understanding of school readiness and literacy interventions required.

Human and Social Development

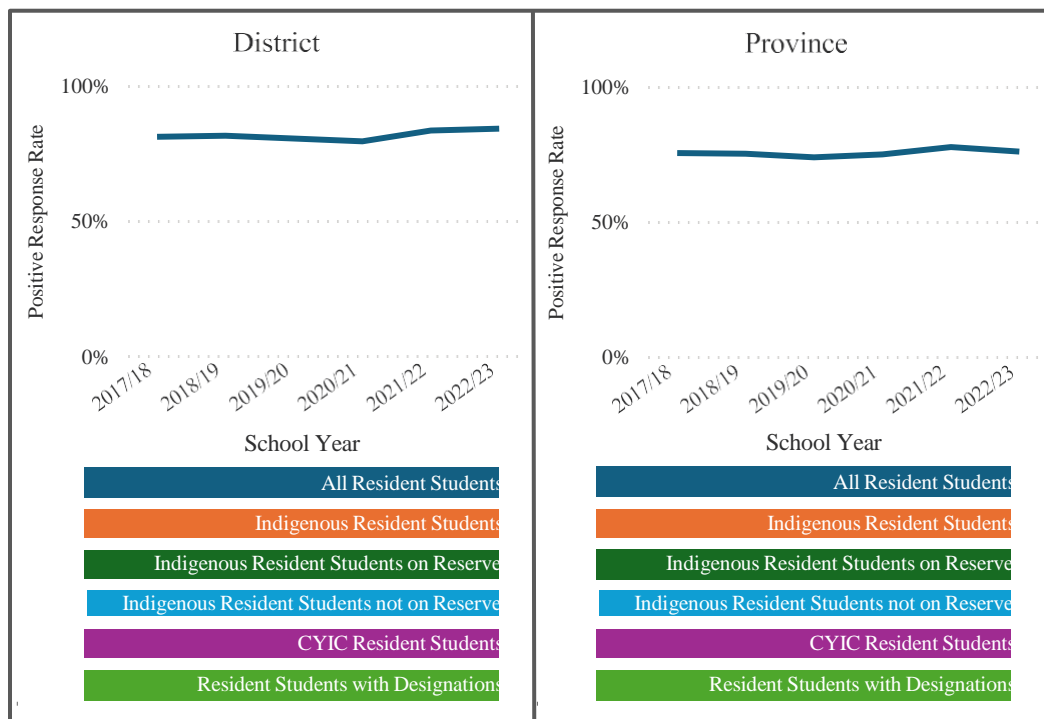
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

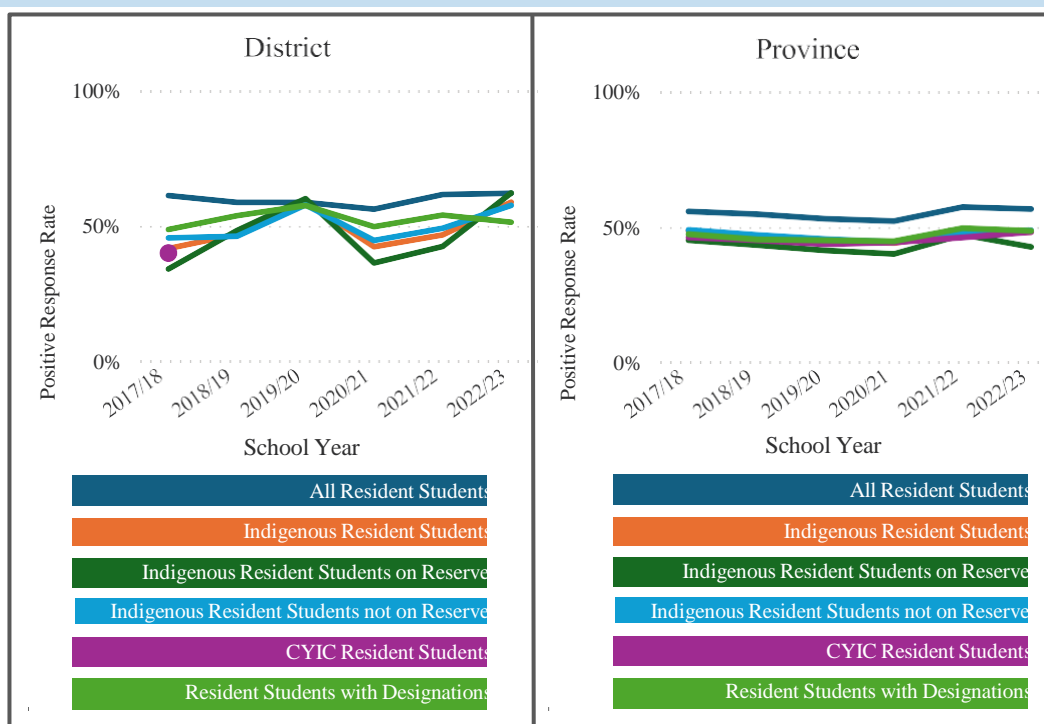
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



Feel Safe (Positive Response Rate for Grades 4, 7, and 10)

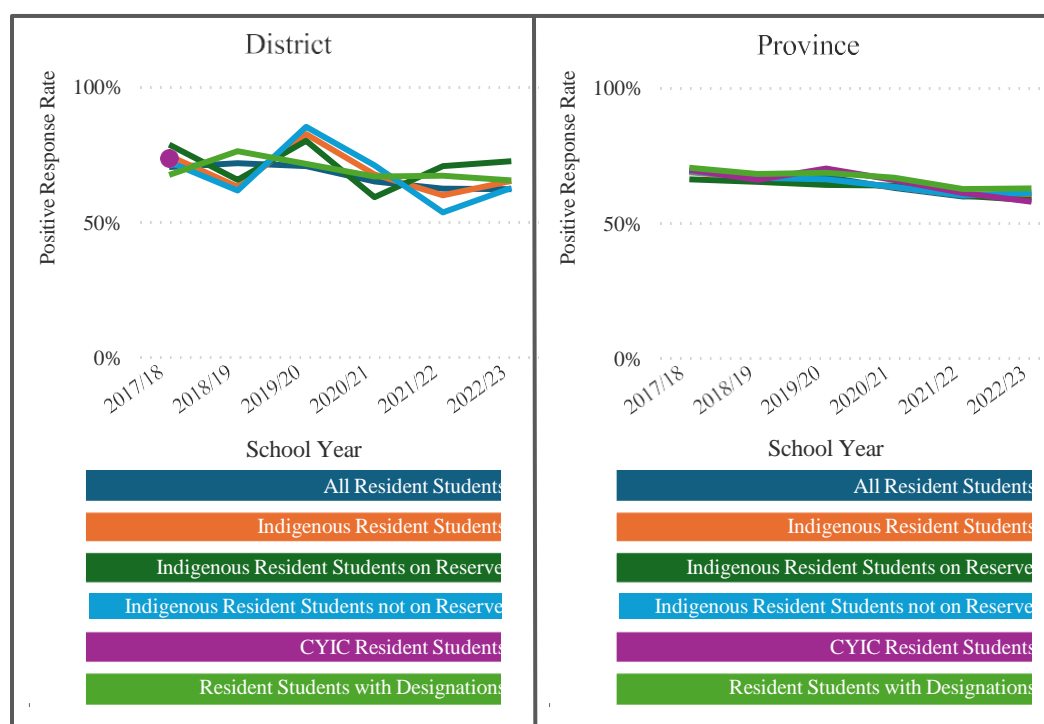


Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



Measure 3.2: Students Feel that Adults Care About Them at School

2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)



Analysis and Interpretation

Outcome 3: Students Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

Measure 3.2: Students Feel that Adults Care About Them at School

Analysis:

Data suggests that most students in the North Vancouver School District feel welcome, safe, and supported by adults at school. Interestingly, Indigenous students and students with disabilities and diverse abilities often report having 2 or more adults at school that care about them more frequently than All Residents. This indicates that despite lower performance data, Indigenous students on and off reserve, and students with designations feel that they have significant adults in the school who support them. However, Indigenous students and students with designations report lower levels of belonging and connectedness. The data from the Student Learning Survey (SLS), Middle Years Development Index (MDI), and Youth Development Index (YDI) corroborates these findings, suggesting need for improvement in fostering a sense of belonging among these groups.

There are approximately 50 Indigenous students per grade across the district so some data is masked when disaggregated to students on and off reserve. Likewise, the number of CYIC is very low, and is less than the minimum for masking.

Interpretation:

While the district has significantly invested in social-emotional learning (SEL) and mental health programs, disparities in students' sense of belonging persist, underscoring the necessity for more specialized interventions. Feedback from annual planning activities, including Board Standing Committee meetings, underscores the critical need to remain attentive to groups not specifically highlighted in the disaggregated data provided by the Ministry. This includes English Language Learners and students of diverse sexual orientation and gender identity. Initiatives like the Accessibility Plan, hiring Indigenous Support Workers, and expanded training in Compassionate Systems Leadership (CSL) and Positive Behavioral Interventions and Supports (PBIS) mark positive strides. Nonetheless, the district must persistently engage with diverse student voices and implement disability awareness training to foster a more inclusive and supportive environment for all students. Further, creative support mechanisms, such as appointing Youth Engagement Workers at the intermediate level, should be considered.

Human and Social Development Summary

The North Vancouver School District has long been committed to enhancing student wellbeing, dedicating significant resources to developing and implementing a comprehensive continuum of programs. Despite these efforts, disparities in student outcomes persist. As outlined in the Mandate for Public Education, Human and Social Development is a responsibility shared between the education system and the community. In response, NVSD plans to expand its mental health and social-emotional learning (SEL) initiatives in the coming year and will strengthen partnerships with community agencies to bolster these programs.

Given the complex factors influencing community mental health, achieving a 100% rate of students feeling safe and welcomed may not be immediately feasible. Nevertheless, NVSD is dedicated to working collaboratively with community agencies to enhance these outcomes for all students.

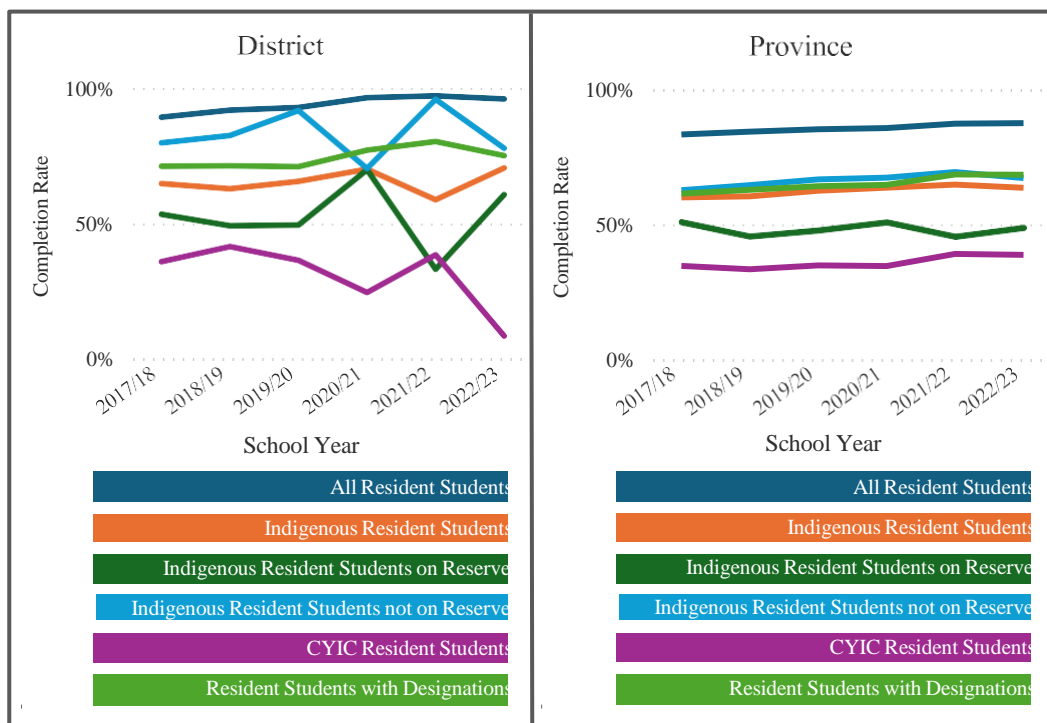
To further these goals, NVSD recognizes the importance of broadening mental health and SEL programs, soliciting more diverse student feedback to enhance feelings of safety and belonging, and deepening ties with community partners. Additionally, the district sees the need for disability awareness training, preferably led by individuals with firsthand experience of disabilities, to foster a more inclusive school environment.

Career Development

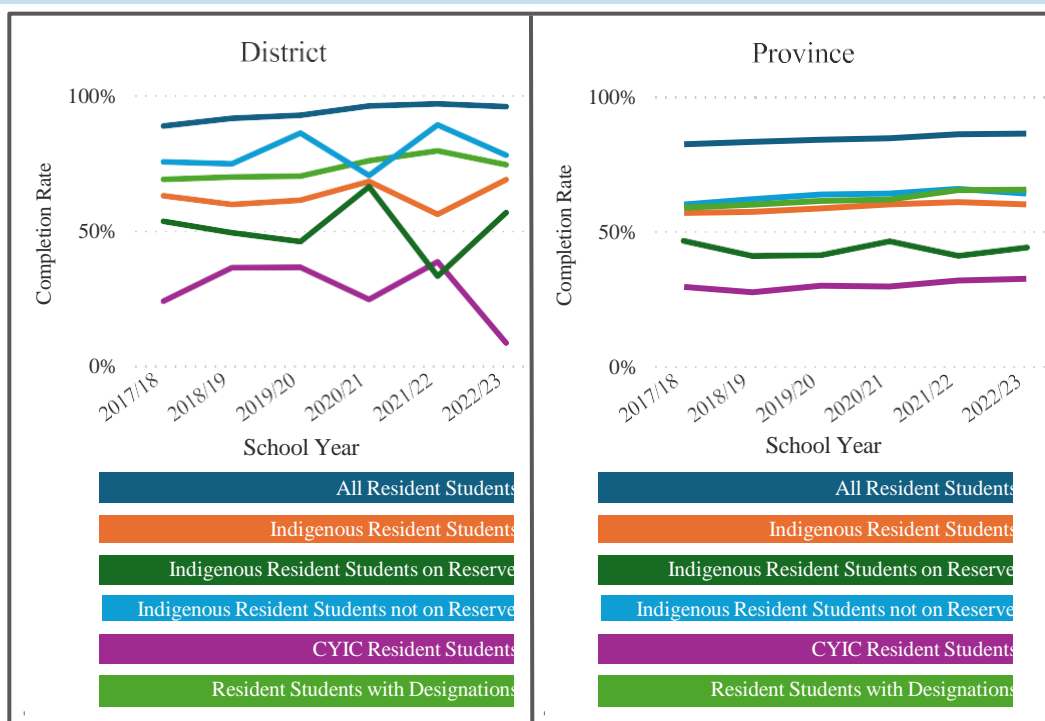
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)



5-Year Completion Rate (Dogwood Only)



Analysis and Interpretation

Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

Analysis:

Graduation results, and Transition Rates mentioned in the Intellectual Development section, for All Residents are above provincial averages. However, with a few exceptions, results are unacceptably lower for Indigenous students both on and off reserve, and for students with Ministry designations. There are approximately 50 Indigenous students per grade across the district, so some data is masked when disaggregated to students on and off reserve. Likewise, the number of CYIC is very low, and is less than the minimum for masking. This contributes to the high degree of variability in these disaggregated groups.

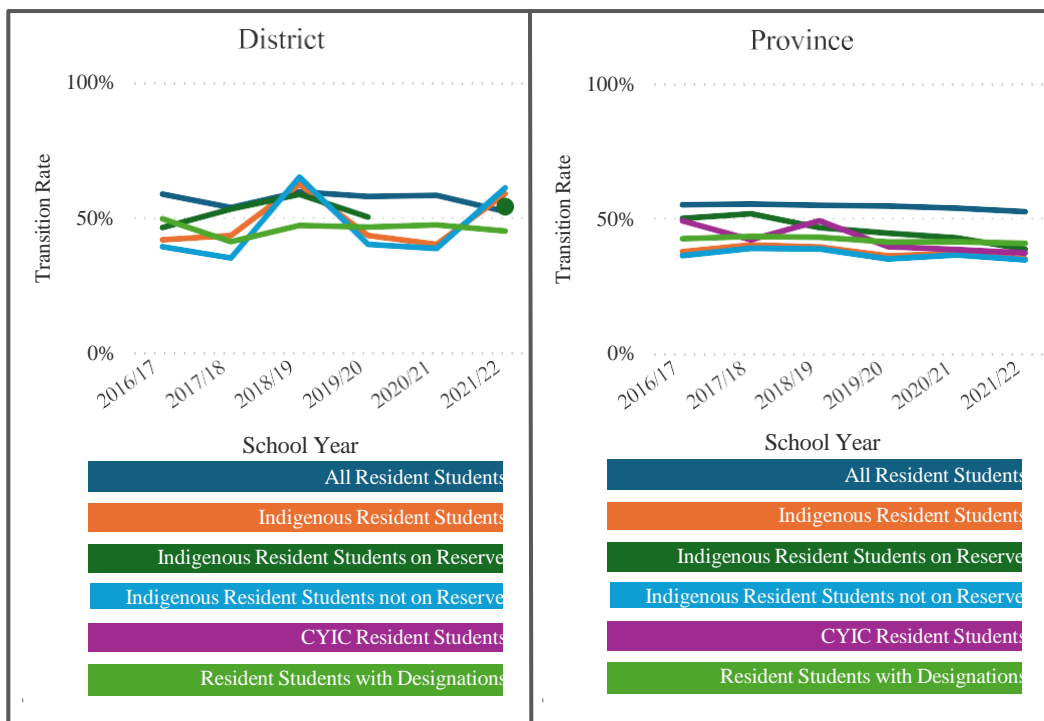
Interpretation:

The graduation rate is summative data, the result of many universal initiatives across the system, and targeted and intensive interventions with students. As written in the Intellectual Development section, the NVSD has focused on Universal Design for Learning across the district to improve equity of outcomes for all students. Additionally, there is a targeted approach to goal setting, supports, and transition plans for Indigenous students on and off reserve, and students with designations. The Inclusive Education department continues to train teachers on how to improve competency-based IEP's.

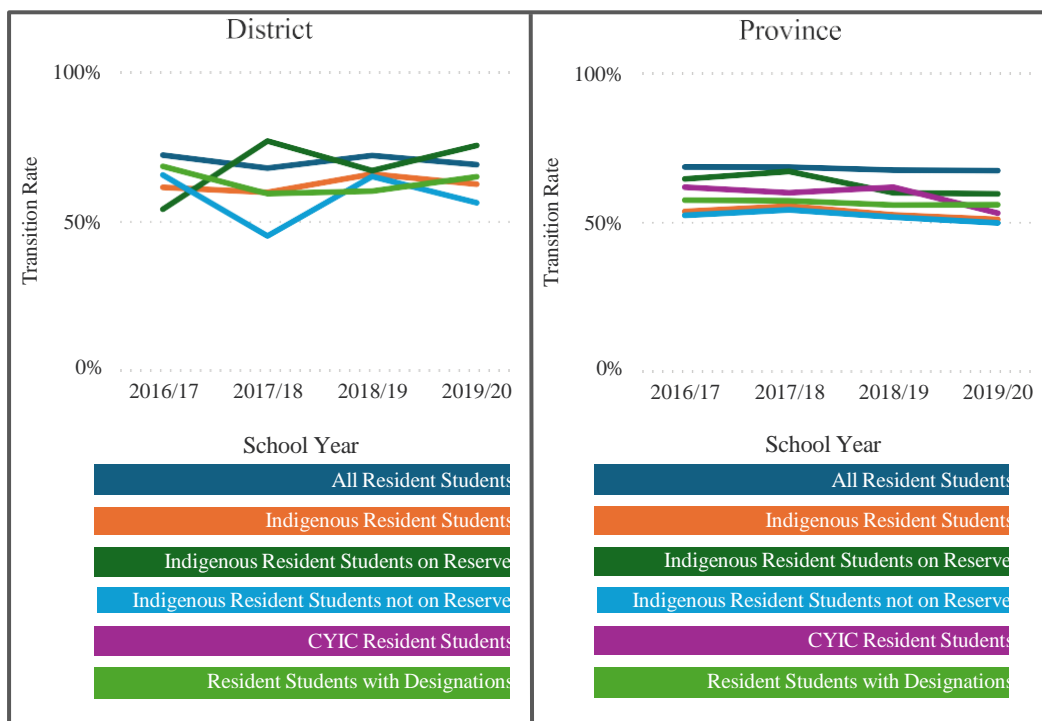
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition Rate to BC Public PSI (Intermediate)



Transition Rate to BC Public PSI (Within 3 Years)



Analysis and Interpretation

Outcome 5: Post-Secondary Transitions

Measure 5.1: Post-Secondary Transition Rates

Analysis:

Post-secondary transition rates for all resident students in the district exceed provincial averages. However, with few exceptions, transition rates for Indigenous students (both on and off-reserve) and students with designations remain unacceptably lower. Due to the relatively small number of Indigenous students in each grade (approximately 50 per grade), data is often masked when disaggregated for on- and off-reserve students. Similarly, the number of Children and Youth in Care (CYIC) is very low, falling below the minimum threshold for masking, contributing to significant variability in these disaggregated groups.

Notably, for the first time, immediate transition rates for Indigenous students on-reserve were higher than the district average in two of the six measured data points. Additionally, outcomes for students with designations have generally shown slight improvement over the six-year period.

For the three-year transition rate to BC Public post-secondary institutions (PSI), results for Indigenous students off-reserve consistently fall below the district average. However, Indigenous students on-reserve outperformed the district average in two of the six data points. Similarly, students with designations have seen slight improvements over the four-year period.

Interpretation:

The NVSD is implementing various universal and targeted initiatives aimed at improving transition rates. Career Education staff at both the district and school levels are working within a network structure, meeting regularly to foster discussion and continually develop resources for the K-12 Career Curriculum.

Feedback from students, parents, and Career Education staff highlighted challenges with the communication of Career Education opportunities, which may have contributed to the observed disparities. In response, NVSD launched a streamlined district website, 'Career Pathways 44,' which has significantly simplified navigation and improved communication of available Career Education experiences to students, families, and staff.

Concurrently, the district increased the number of Career Fairs and Community Events by 116%, with a deliberate focus on enhancing the quality of these events. As a result, student participation in these events rose by 161%. This increased engagement is expected to lead to a better understanding of available opportunities, more informed choices of preferred pathways, and ultimately, higher transition rates to post-secondary institutions.

At the secondary school level, efforts are concentrated on boosting participation in Work Experience and Skilled Trades BC programs. This year, participation in Work Experience increased by 16%, Skilled Trades BC program participation rose by 25%, and placements for students with designations saw a 46% increase. The next critical area of focus will be targeted interventions with Indigenous students and their families to improve equitable access to post-secondary opportunities.

Career Development Summary

In North Vancouver, there is a prevailing narrative that students feel an expectation to graduate from secondary school and immediately enter university. However, transition data indicates that this perception does not reflect the actual choices students are making. The belief that university is the only acceptable post-secondary path may have historically contributed to lower participation rates in career programs that explore alternative pathways. To address this, the school district is actively investing in expanding career exploration events to shift this cultural mindset and increase transition rates across all post-secondary institutions.

Although overall transition rates are strong, disparities among Indigenous students and students with designations underscore the need for enhanced support and communication in career education. While the district's initiatives to improve career education and work experience opportunities show promise, maintaining a strong K-12 focus on these vulnerable groups remains crucial.