



# 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 school plans and in district statements of commitment including:

- The School District's Ten Year Strategic Plan
- 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 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 and 7 secondary programs in our school district.

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

Languages	English	Farsi	Korean	Tagalog	Mandarin
	79.3%	4.8%	3.3%	1.8%	1.3%

## 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 2400 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 new Environmental Learning Centre (ELC), and school-based initiatives in nature-based learning and outdoor classrooms, will continue to build capacity among staff, parents, students, and community members 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.*

### **Four Pillars of Educational Practice**

The North Vancouver School District is committed to providing on-going professional growth opportunities for all staff. A coordinated approach to district Family of Schools and school-based professional growth, highlighting a continuum of support and promoting best practices in the four pillars of Curriculum Design, Instruction, Assessment and Social Emotional Learning, enhances our ability to align services, build capacity, and sustain positive, systemic change throughout the school district.

### **Collegial Conferencing**

Collegial Conferencing projects have been highly successful in enhancing the instructional practices of school teams, and in aligning our efforts to achieve goals and priorities established in school plans and the District Achievement Contract. Collegial conferencing 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*, *Inclusive Education 44* and the new *Literacy 44 e-Book* 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, regarding assessment for, as and of learning practices, have contributed to the collaborative development of unique on-line programs including: *Report Central*, *IEP Central*, *ESL Central* and *Rubric Central* that use current technologies to enhance formative assessment and reporting practices. In addition, a variety of in-service and supports, including a new Assessment Service Delivery Model are currently in place to align assessment practices across the school district.

### **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. inquiry-based 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.

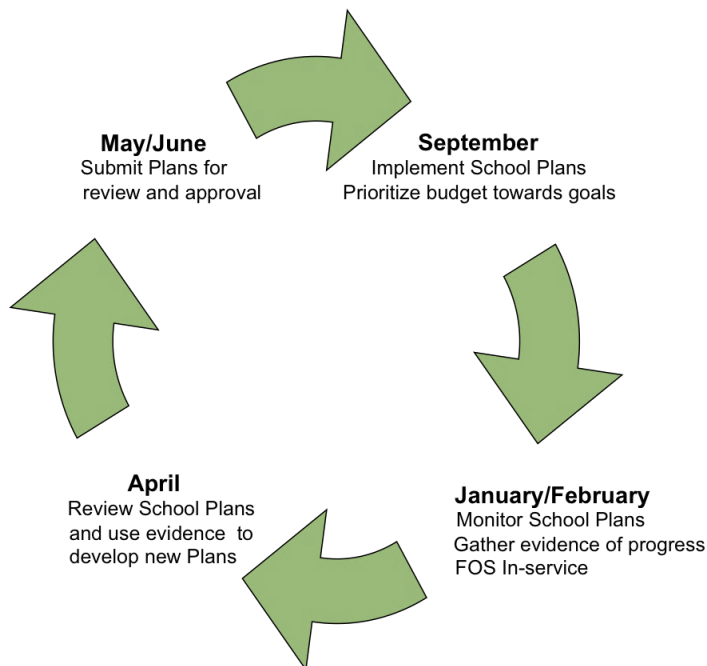
Completion rates continue to improve, as noted in the Superintendent's Report on Achievement (December 2012). Six-year completion rates for students of aboriginal descent improved from 49-61%. Improvement for students with special needs also continue to improve (from 60-62%). Eligible Grade 12 Graduation rates increased from 91% to 93%. While overall Six-Year Completion rates have dropped slightly (86-84%), our school district results remain above the provincial average of 80%.

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 Educational Steering Committee (DESC).



The District Educational Steering Committee, comprised of School Principals, Directors of Instruction, 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 and in the design of in-service sessions within each Family of Schools. In addition, Directors of Instruction consult regularly with school administrators in matters relating to school growth planning.

### **Aboriginal Education Enhancement Agreement**

The 2011-2016 Aboriginal Education Enhancement Agreement celebrates our collaborative partnership with the Squamish, Tseil-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 of 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. Our annual Early Learning Dialogue session provides a unique opportunity for networking and professional growth among primary teachers and our early learning partners.

## GOALS AND OBJECTIVES FOR STUDENT ACHIEVEMENT

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

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

The following section provides information regarding the goals and objectives outlined in the **2011-2014 District Achievement Contract**. A progress analysis, based on trend data from 2011-2013, and achievement targets for 2013-2014 are provided for each objective.

### Goal #1: Improve Students' Achievement in Literacy

#### Rationale:

Some students' performance profiles display uneven development in the various components of literacy, including pre-literacy skills, oral language development, reading and writing. The school district continues 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><b>Goal 1:</b> To increase the number of children who enter school ready for Kindergarten</p> <p><b>Goal 2:</b> To increase the literacy skills of students K-12</p>
Aboriginal Enhancement Agreement	<b>Goal 3:</b> To increase the academic success of students of Aboriginal ancestry
School Plans	30/33 School Plans include specific Literacy Goals
10 Year Strategic Plan	<ul style="list-style-type: none"> <li>• Develop and promote innovative and sustainable programs</li> <li>• Expand the availability of best instructional practices and enriched curriculum</li> <li>• Encourage the growth of collaborative, adaptive and personalized learning environments</li> <li>• Strengthen and expand reciprocal community relations</li> </ul>

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

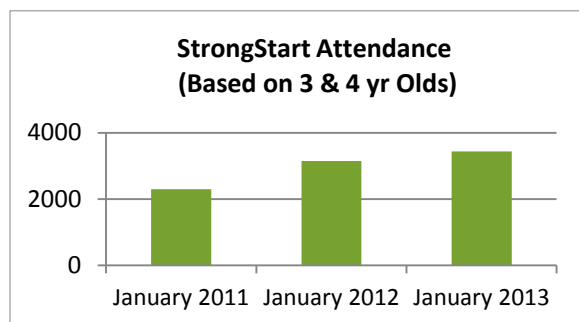
#### Rationale:

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.



**Key Performance Measure:** BC Ministry of Education StrongStart attendance (3 & 4 yr olds)

**Trend Data Analysis 2011-2013:**



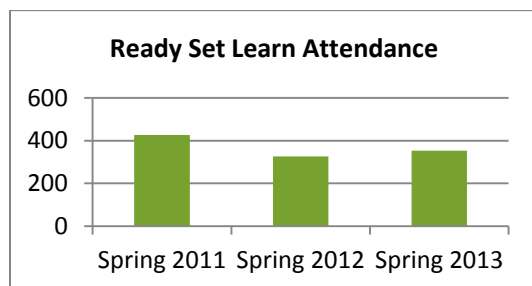
*Total attendance in StrongStart programs has increased steadily over the past three years in all of our centres. Total attendance reached 3341 in January 2013, very close to the target of 3500 we established in 2012. Of note are the infants and toddlers under the age of 3 who are now attending StrongStart in increasing numbers and whose attendance is not included in this data. We will continue to monitor StrongStart attendance as a strategy for improving children’s school readiness.*

**Performance Target 2013-2014:**

Baseline	Target
3341 total StrongStart Attendance 2013	3500 total StrongStart Attendance 2014

**Key Performance Measure:** Attendance at School-Based Ready Set Learn events

**Trend Data Analysis 2011-2013:**



*We continue to improve our efforts at designing and promoting Ready Set Learn to enhance children’s readiness for Kindergarten. However, with many parents working, and increasing numbers of preschool children in our community enrolled in childcare and preschool programs, it has been challenging to increase our total attendance at Ready, Set, Learn events, particularly when they are scheduled during the school day. Various strategies are now in place to bring in more families, including better communication of dates and venues, consolidation of school events within the Family of Schools, and Saturday morning sessions. We will continue to monitor progress for this objective.*

### Performance Target 2013-2014:

Baseline	Target
353 total Ready Set Learn Attendance 2013	400 total Ready Set Learn Attendance 2014

### Objective 1.2: To improve the literacy achievement of primary students

#### 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 to all Kindergarten students. Students who score below the 25<sup>th</sup> 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 is established, which includes appropriate literacy supports and interventions, and on-going assessments (using the DIBELS) to monitor progress throughout the primary grades.

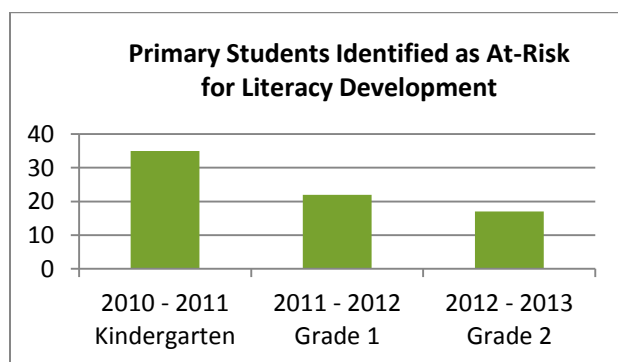
#### Key Performance Measures:

Test of Phonological Awareness (TOPA) – Kindergarten Assessment

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessments (Grades 1-3)

#### Trend Data Analysis 2011-2013:

*Performance Targets for this objective track the original 2011 cohort of at risk Kindergarten students (those who scored below the 25<sup>th</sup> percentile on the second TOPA assessment) over a 3-year period from June 2011 to June 2014. DIBELS is used in all schools to assess the progress of this cohort in the primary grades.*



*The original cohort of 35 at risk Kindergarten students (2011) was reduced to 28 (2012) and then 27 (2013) due to a variety of factors, including moves out of the district. Targeted and intensive literacy support and intervention for the cohort has continued in grades 1-2, and the total number of students identified as at risk based on the DIBELS assessments in grades 1-2 is slowly decreasing. 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. We will continue to monitor this cohort as they move into grade 3 next year.*

**Performance Target 2013-2014:**

Baseline	Target
17 of grade two students identified as at risk in for literacy development (June 2013)	10 of grade three students identified as at risk for literacy development (June 2014)

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

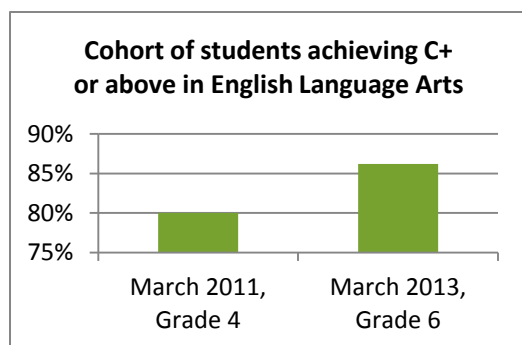
**Rationale:**

While most students in our school district meet expectations for oral language, reading and writing by grade 4, report card data from 2011 indicated that about 20% of students were not yet 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.

**Key Performance Measure:** Report Card marks (Grades 4-7)

**Trend Data Analysis 2011-2013:**

*Performance Targets for this objective track a single cohort of students over a 3-year period from grade 4 (March 2011) to grade 7 (March 2014).*



*Data was not available for the grade 5 year in 2012 due to job action; however, results from the March 2013 report cards indicate that there has been improvement in students' literacy skills (from 80-86%). A new target has been set for these students as they enter grade 7 next year.*

**Performance Target 2013-2014:**

Baseline	Target
86% of students achieving C+ or above in English Language Arts Grade 6 - March 2013	90% of students achieving C+ or above in English Language Arts Grade 7 – March 2014

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

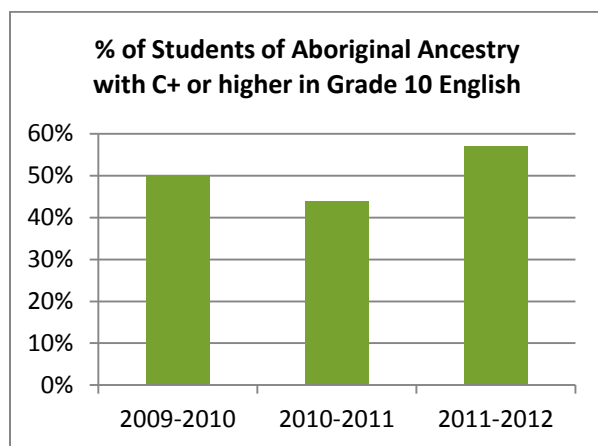
**Rationale:**

English 10 results for our students of Aboriginal ancestry remain below the district results for non-Aboriginal students. The School District is committed to providing support to improve literacy achievement for these students.

**Key Performance Measure:** Final Grade 10 English Marks (includes report card and provincial exam marks)

**Trend Data Analysis 2011-2013:**

*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.*



*Results in English 10 for students of Aboriginal ancestry have been inconsistent over the past three years. Fluctuations in the data may be attributed to differences in these small cohort groups. However, improvement has been noted between results of the 2011 cohort (44%) and the 2012 cohort (57%). We will continue to monitor this data for students of Aboriginal Ancestry, observing trends in progress, developing student learning plans, and providing support to enhance achievement.*

**Performance Target 2013-2014:**

Baseline	Target
57% of students of Aboriginal ancestry with C+ (good) or better –2011-2012	70% of students of Aboriginal ancestry with C+ (good) or better –2012-2013

**Actions – Goal #1: Improving Students’ Achievement in Literacy**

The following actions, which align with the North Vancouver School District’s Ten Year Strategic Plan, will enhance our ability to meet the targets identified for improving students’ achievement in literacy

10 YEAR STRATEGIC PLAN	ACTIONS
<i>Develop and promote innovative and sustainable programs</i> Promote greater awareness of the	Actively promote early learning programs through: <ul style="list-style-type: none"> <li>• Flyers, posters and electronic brochures</li> <li>• Advertisements in local newspapers</li> </ul>

<p>specialty program opportunities</p>	<ul style="list-style-type: none"> <li>• District and school websites</li> <li>• Community early learning newsletters</li> <li>• Preschool fairs</li> <li>• Kindergarten Parent Information meeting</li> </ul>
<p><b><i>Expand the availability of best instructional practices and enriched curriculum</i></b></p> <ul style="list-style-type: none"> <li>• Ensure best instructional practices are provided to all students through skilled staff and ongoing professional growth</li> </ul>	<p>Promote best practices in early intervention and literacy instruction through:</p> <ul style="list-style-type: none"> <li>• In-service and networking sessions for early childhood educators (StrongStart, preschool)</li> <li>• In-service and support to elementary Learning Assistance and Learning Support Teachers for the consistent administration of the TOPA (Kindergarten) and DIBELS assessments</li> <li>• In-service and classroom support for the district-wide use of <i>Our Turn to Talk</i>, <i>Firm Foundations</i>, <i>Reading 44</i> and <i>Writing 44</i></li> <li>• In-service in Universal Design for Learning and differentiated literacy instruction/assessment practices</li> <li>• 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</li> <li>• In-service and support for the implementation of engaging, effective and culturally appropriate teaching and learning strategies for students of Aboriginal ancestry</li> <li>• Increased opportunities for personalized learning, the use of technology and the development of 21<sup>st</sup> century literacy skills</li> </ul>
<ul style="list-style-type: none"> <li>• Improve student engagement and support all learners through the development and integration of enhanced curriculum and assessment methods</li> </ul>	<p>Continue to promote the use of enhanced literacy assessment and intervention through:</p> <ul style="list-style-type: none"> <li>• The systemic use of BC Performance Standards for oral language, reading and writing</li> <li>• The <i>Reading Assessment Device (RAD)</i> and other formative reading assessments</li> <li>• Embedded technology</li> <li>• Implementation of the <i>Rubric Central</i> program</li> <li>• On-going enhancement of the <i>Report Central</i>, <i>IEP Central</i>, and <i>ELL Central</i> online programs</li> <li>• The implementation and collaborative assessment of school-wide writes</li> </ul> <p>Continue to develop, in collaboration with First Nations communities, culturally appropriate literacy</p>

	<p>resources (e.g. Aboriginal resources, language courses)          Provide literacy instruction through a variety of Grades 10-12 Distributed Learning courses</p>
<p><b><i>Encourage the growth of collaborative, adaptive and personalized learning environments</i></b></p> <ul style="list-style-type: none"> <li>• Provide increased opportunities for personalized learning</li> <li>• Enhance collaboration among all students, parents, partners, and educators to create relevant learning opportunities</li> </ul>	<p>Continue to support collaboration among primary teachers, administrators, support staff, parents and community partners through:</p> <ul style="list-style-type: none"> <li>• The Changing Results for Young Readers (CR4YR) Initiative (Year 2)</li> <li>• Kindergarten Network meetings</li> <li>• The Aboriginal Advisory Committee</li> </ul> <p>Continue to expand site-based literacy leadership among educators through:</p> <ul style="list-style-type: none"> <li>• Literacy Collegial Conferencing projects</li> <li>• Literacy 44 seminars and eBook development</li> </ul> <p>Continue to support collaboration among intermediate teachers, administrators, support staff, parents and community partners through:</p> <ul style="list-style-type: none"> <li>• Aboriginal Advisory Committee</li> <li>• Literacy Collegial Conferencing projects</li> </ul> <p>Continue to work collaboratively with First Nations communities to enhance the success of students of Aboriginal ancestry in the secondary grades through:</p> <ul style="list-style-type: none"> <li>• Initiatives that highlight Aboriginal literacy role models including: author visits, writers-in-residence, buddy reading programs, story-telling events</li> <li>• Increased use of Aboriginal literacy resources</li> </ul>
<p><b><i>Strengthen and expand reciprocal community relations</i></b></p> <ul style="list-style-type: none"> <li>• Strengthen the delivery of services to support children and families through closer connections with the community</li> <li>• Provide seamless transitions</li> </ul>	<p>Continue to work towards a ‘seamless continuum of early learning and care’ in our schools through the enhancement of school-based early learning programs</p> <p>Continue to work collaboratively with community partners to enhance student success</p> <ul style="list-style-type: none"> <li>• WECAN</li> <li>• Middle Years</li> <li>• Supported Child Care Development</li> <li>• North Shore Multicultural Society</li> <li>• First Nations communities</li> </ul>
<p><b><i>Encourage the growth of collaborative, adaptive and personalized learning environments</i></b></p> <ul style="list-style-type: none"> <li>• Strengthen engagement and connection for all learners</li> <li>• Provide increased opportunities for personalized</li> </ul>	<p>Continue to support collaboration among secondary teachers, administrators, support staff, parents and community partners through:</p> <ul style="list-style-type: none"> <li>• Literacy conference sites</li> <li>• Aboriginal Advisory Committee</li> <li>• Literacy Collegial Conferencing projects</li> </ul>

learning

- Enhance collaboration among all students, parents, partners, and educators to create relevant learning opportunities

**Evaluating Actions for Effectiveness:**

- Continued examination and monitoring of early learning program attendance
- On-going feedback and communication with early learning partners
- 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 and Families of Schools regarding the 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	<b>Goal 3:</b> To increase the academic success of students of Aboriginal ancestry
School Plans	<ul style="list-style-type: none"> <li>20/33 School Plans include Math or Numeracy Goals</li> </ul>
10 Year Strategic Plan	<ul style="list-style-type: none"> <li>Expand the availability of best instructional practices and enriched curriculum</li> <li>Encourage the growth of collaborative, adaptive and personalized learning environments</li> </ul>

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

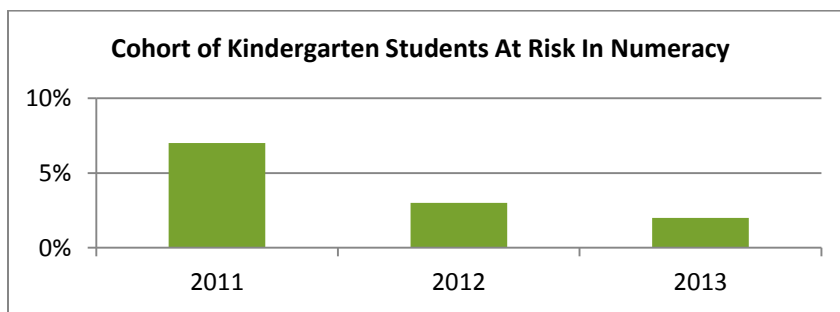
### Rationale:

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 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.

**Key Performance Measures:** District Numeracy Assessments (K – 3)

### Trend Data Analysis 2011-2013:

*Performance Targets for this objective track the original 2011 cohort of at risk Kindergarten students (those who scored below 16/20 on the K Numeracy assessment) over a 3-year period from June 2011 to June 2014. District Numeracy Assessments are used to track their progress as they move through the primary grades.*





*There is improvement noted for this objective. The percentage of students at risk for numeracy among the original cohort of 34 Kindergarten students (2011) was 7%. This number was decreased to 3% at the end of grade 1 (2012). Targeted and intensive numeracy support and intervention for this cohort has continued for these students in grade 2, and the total number of students identified as at risk in 2013 is 14 or 2%. It is worth noting that a small number of these students have complex special needs and that their progress will be slower than other students in the same age range. We will continue to monitor this cohort as they move into grade 3 next year.*

**Performance Target 2013-2014:**

Baseline	Target
2% of students not yet meeting expectations on Grade 2 Numeracy Assessment - 2013	1% of students not yet meeting expectations on Grade 3 Numeracy Assessment - 2014

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

**Rationale:**

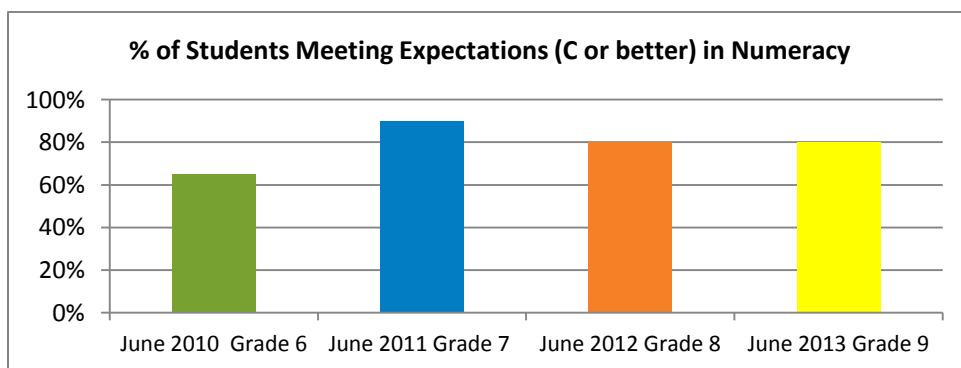
The district average on the District Grade 6 Math Assessment is 58%. This data indicates that some students are not yet meeting expectations for numeracy in the upper intermediate grades. Careful monitoring and appropriate interventions are required for these students to make a successful transition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

**Key Performance Measures:**

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

**Trend Data Analysis 2011-2013:**

*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).*



*Trend data for this objective has fluctuated somewhat; however, there has been improvement in the results for this cohort based on District Numeracy Assessments in 2010 (65%) and 2012- 2013 (80%). While our data collection for this objective is now complete, we will continue to monitor progress for this group of students as they enter grade 10 next year.*

**Performance Target 2013-2014:**

Baseline	Target
80% of students meeting expectations (C or better) on Grade 8 Math Assessment – 2012	85% of students meeting expectations (C or better) on Grade 9 Report Cards - 2013

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

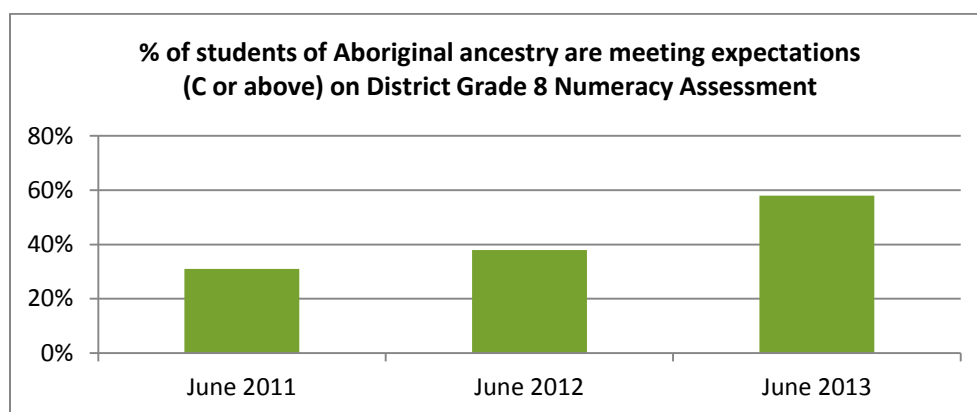
Report card data indicates that some students of Aboriginal ancestry do not meet expectations for numeracy in grade 8. The school district is committed to ensuring that more effective grade 7-8 transitions and appropriate interventions are in place to ensure these students experience greater success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

**Key Performance Measure:**

District Grade 8 Math Assessment

**Trend Data Analysis 2011-2013:**

*Performance Targets for this objective track three different cohorts of students of Aboriginal ancestry over a 3-year period from June 2011 to June 2014.*



*Our results in this area have improved slightly (from 31% in 2011 to 38% in 2012 to 58% in 2013), but our targets have not been met. We will continue to monitor these small cohorts of students, observing trends in progress, developing student learning plans, and providing support to enhance achievement.*

**Performance Target 2013-2014:**

Baseline	Target
58% of students of Aboriginal ancestry are meeting expectations (C or above) on District Grade 8 Numeracy Assessment – June 2013	65% of students of Aboriginal ancestry are meeting expectations (C or above) on District Grade 8 Numeracy Assessment – June 2014

**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 school. Careful monitoring and appropriate interventions are required to strengthen the performance of these students in the math courses they choose for graduation.

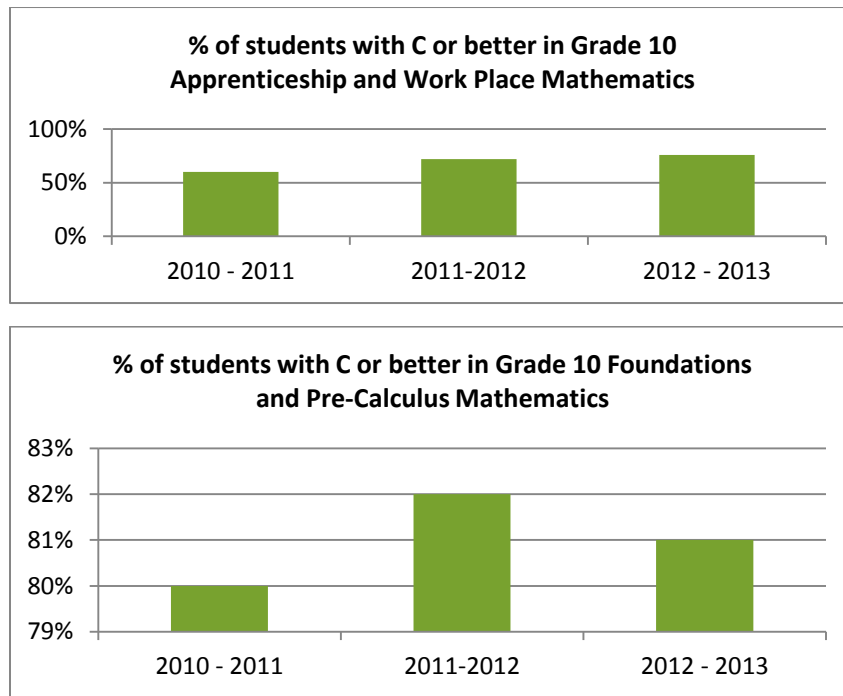
**Key Performance Measures:**

Grade 10 Report Card Marks in *Apprenticeship and Work Place Mathematics*

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

**Trend Data Analysis 2011-2013:**

*Performance Targets for this objective track three different cohorts of grade 10 students over a 3-year period from June 2011 to June 2014. Grade 10 marks for two Math courses will be used as performance indicators.*



*Trend data indicates that there has been improvement in students' overall achievement in Grade 10 Math. Results for Apprenticeship and Workplace Mathematics increased from 60-76% between 2011 and 2013. Results for Foundations and Pre-Calculus Mathematics increased slightly from 80-82% between 2011 and 2012 and decreased slightly to 81% in 2013.*

**Performance Targets 2012-2013:**

Baseline	Target
76 % of students with C or better in Grade 10 Apprenticeship and Work Place Mathematics 2012-2013	80% of students with C or better in Grade 10 Apprenticeship and Work Place Mathematics 2013-2014
81 % of students with C or better in Grade 10 Foundations and Pre-Calculus	85 % of students with C or better in Grade 10 Foundations and Pre-Calculus Mathematics

**Actions – Goal #2: Improving Students' Achievement in Numeracy**

The following actions, which align with the North Vancouver School District's Ten Year Strategic Plan, will enhance our ability to meet the targets identified for improving students' achievement in numeracy.

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"> <li>Ensure best instructional practices are provided to all students through skilled staff and ongoing professional growth</li> </ul>	<p>Promote best practices in numeracy instruction and intervention through:</p> <ul style="list-style-type: none"> <li>In-service and classroom support for the consistent implementation of the District Math assessments and classroom interventions</li> <li>In-service and classroom support for <i>Math 44</i></li> <li>In-service in differentiated math instruction and assessment practices for all staff including: Learning Assistance and Learning Support Teachers, Special Education Assistants, Learning Support Workers, First Nations Support Workers</li> <li>Increased opportunities for personalized learning, the use of technology and the development of 21<sup>st</sup> century numeracy skills</li> <li>Improved grade 7-8 transition processes within each Family of Schools</li> <li>In-service and support for the implementation of engaging, effective and culturally appropriate teaching and learning strategies for students of Aboriginal ancestry</li> </ul>
<ul style="list-style-type: none"> <li>Improve student engagement and support all learners through the development and integration of enhanced curriculum and assessment methods</li> </ul>	<p>Continue to promote the use of enhanced numeracy assessment, intervention and instruction through:</p> <ul style="list-style-type: none"> <li>The implementation of new District numeracy assessments in the primary grades</li> <li>The systemic use of BC Performance Standards</li> </ul>
<p><i>Encourage the growth of collaborative, adaptive and personalized learning environments</i></p> <ul style="list-style-type: none"> <li>Enhance collaboration among all students, parents, partners, and educators to create relevant learning opportunities</li> </ul>	<p>Continue to support collaboration among intermediate teachers, administrators, support staff, parents and community partners through:</p> <ul style="list-style-type: none"> <li>Online Math conferences</li> </ul> <p>Expand site-based teacher leadership through:</p> <ul style="list-style-type: none"> <li>Math Collegial Conferencing projects</li> <li>District support for common math goal initiatives with the Families of Schools</li> <li>Aboriginal Advisory Committee</li> <li>University partnerships</li> </ul>

<ul style="list-style-type: none"> <li>• Provide seamless transitions for all students at each stage of their growth and development</li> </ul>	<p>Enhance the transition processes for students moving from elementary to secondary math through:</p> <ul style="list-style-type: none"> <li>• Increased opportunities for collegial dialogue among teachers in the Families of Schools</li> <li>• Revised procedures to enhance the process of transition and intervention strategies</li> </ul>
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**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 networking opportunities
- Communication and support to schools regarding District numeracy assessment results and intervention strategies

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

**Rationale:**

While the six-year completion rate for all students in North Vancouver (84%) is slightly above the provincial average (82%), the level and pace of improvement remain inconsistent from year to year. Six-year completion rates for students of Aboriginal ancestry have increased considerably (from 49 to 61%), but remain significantly lower than those for all students.

CONNECTIONS TO OTHER DISTRICT IMPROVEMENT INITIATIVES:	
District Literacy Plan	<b>Goal 2:</b> To increase the literacy skills of students K-12
Aboriginal Enhancement Agreement	<p><b>Goal 1:</b> To improve the sense of belonging and presence of students of Aboriginal ancestry</p> <p><b>Goal 3:</b> To increase the academic success of students of Aboriginal ancestry</p> <p><b>Goal 4:</b> 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	30/33 School Plans include Goals related to students' sense of belonging/safety/engagement/connectedness
10 Year Strategic Plan	<ul style="list-style-type: none"> <li>Expand the availability of best instructional practices and enriched curriculum</li> <li>Encourage the growth of collaborative, adaptive and personalized learning environments</li> <li>Develop and promote innovative and sustainable programs</li> <li>Strengthen and expand reciprocal community relations</li> </ul>

**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 implement appropriate interventions as needed.

**Key Performance Measure:** District Social Responsibility Survey

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.*

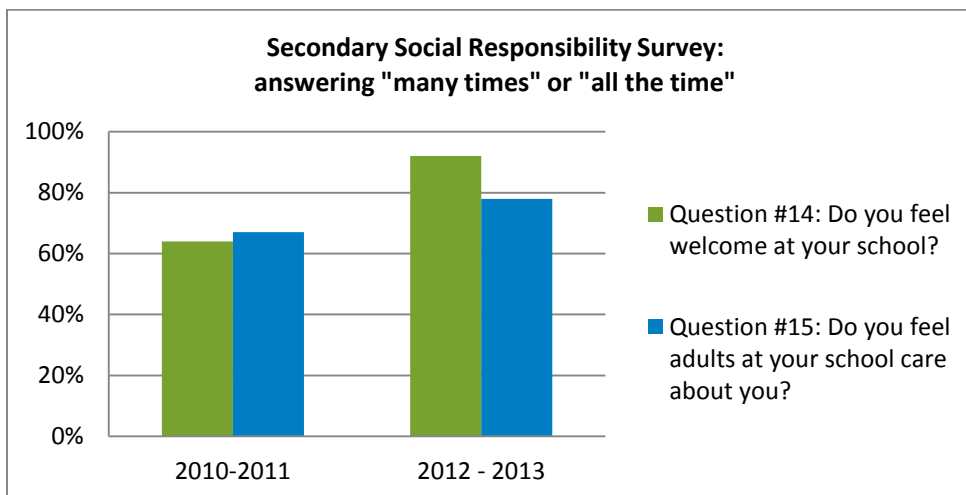
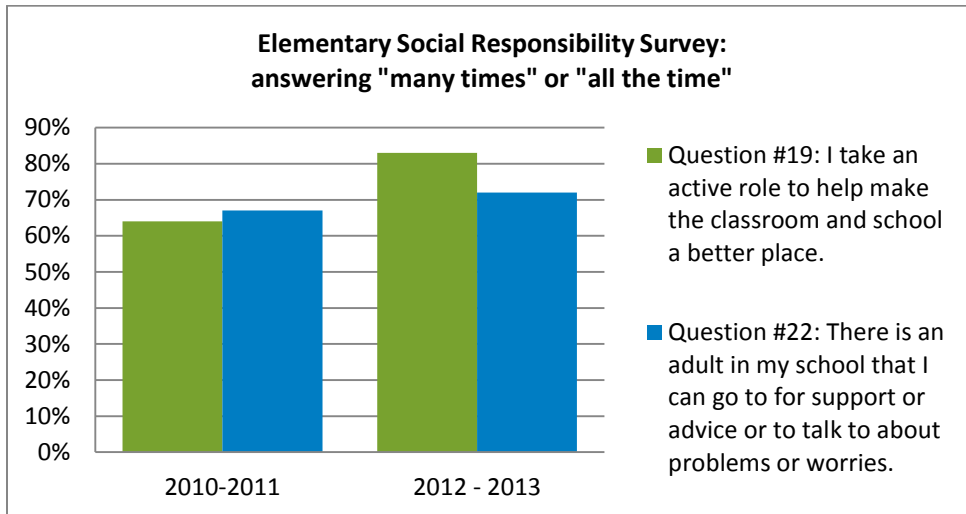
Secondary Social Responsibility Survey

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

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

**Trend Data Analysis 2011-2013:**

*Performance Targets for this objective tracks cohorts of elementary and secondary students over a 3-year period from Fall 2010 to Fall 2013.*



*Results for this objective indicate that there has been overall improvement in students' sense of belonging and connectedness to school. Responses for elementary questions increased between 2010 and 2012: #19 (64-83%) and # 22 (67-72%). Responses for secondary questions also increased during that time period: #14 (64-92%) and #15 (67-78%).*

**Performance Targets 2013-2014:**

Baseline	Target
83% of elementary students answered <i>many times or all the time</i> to Question # 19– Social	85% of elementary students will answer <i>many times or all the time</i> to Question # 19–

Responsibility Survey Fall 2012	Social Responsibility Survey Fall 2013
72% of elementary students answered <i>many times or all the time</i> to Question # 22– Social Responsibility Survey Fall 2012	85% of elementary students will answer <i>many times or all the time</i> to Question # 22– Social Responsibility Survey Fall 2013
92% of secondary students answered <i>many times or all the time</i> to Question # 14– Social Responsibility Survey Fall 2012	95% of secondary students will answer <i>many times or all the time</i> to Question # 14– Social Responsibility Survey Fall 2013
78% of secondary students answered <i>many times or all the time</i> to Question # 15– Social Responsibility Survey Fall 2012	85% of secondary students will answer <i>many times or all the time</i> to Question # 15– Social Responsibility Survey Fall 2013

**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 have improved, they are 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 year and work in collaboration with the Aboriginal Advisory Committee to ensure improved completion rates for our students of Aboriginal ancestry.

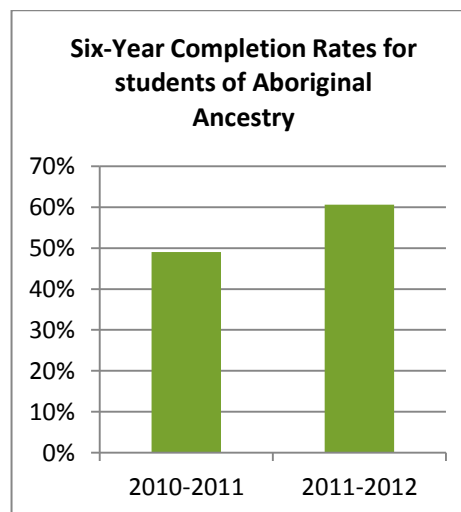
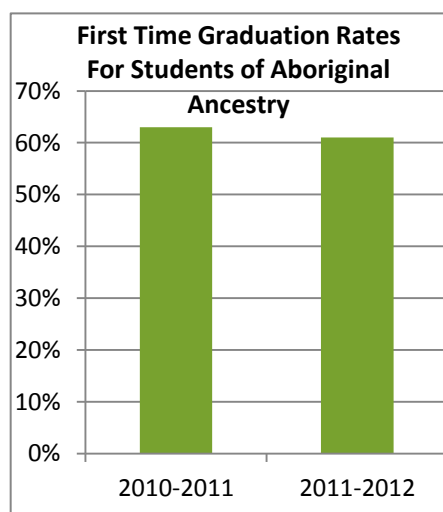
**Key Performance Measures:**

First Time Graduation Rates for students of Aboriginal ancestry

Six-Year Completion Rates for students of Aboriginal ancestry

**Trend Data Analysis 2011-2013:**

*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 2012-2013 will be available in the fall of 2013.*





First time graduation rates for students of Aboriginal ancestry decreased slightly from 63-61% between 2011 and 2012. However, six-year completion rates have increased from 49-61% in the same time period. We will continue to monitor these results over the coming years and review our supports for students of Aboriginal Ancestry.

**Performance Targets 2013-2014:**

Baseline	Target
First-time Grade 12 Graduation Rate for students of Aboriginal ancestry 2011-2012: 61%	First-time Grade 12 Graduation Rate for students of Aboriginal ancestry 2012-2013: 70%
Six-year Completion Rate for students of Aboriginal ancestry 2011-2012: 61%	Six-year Completion Rate for students of Aboriginal ancestry 2012-2013: 70 %

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

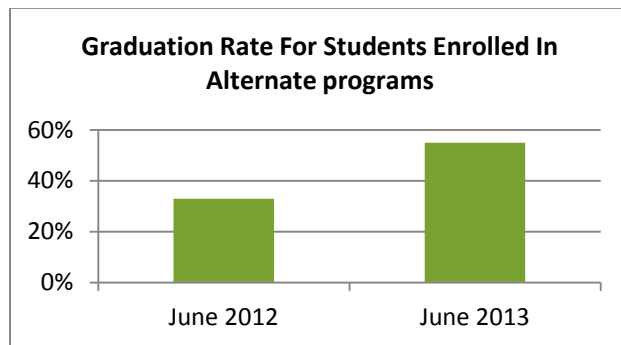
**Rationale:**

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. The establishment of the Choices Program in all secondary sites, the consolidation of alternate programs into Mountainside Secondary, and the expansion of our Distributed Learning course offerings will enhance completion rates for these students.

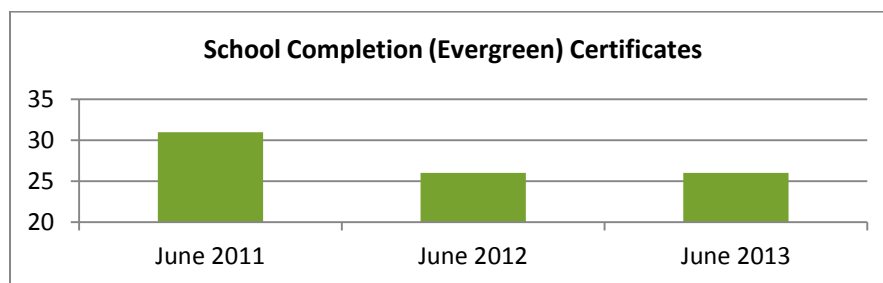
**Key Performance Measures:**

- 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

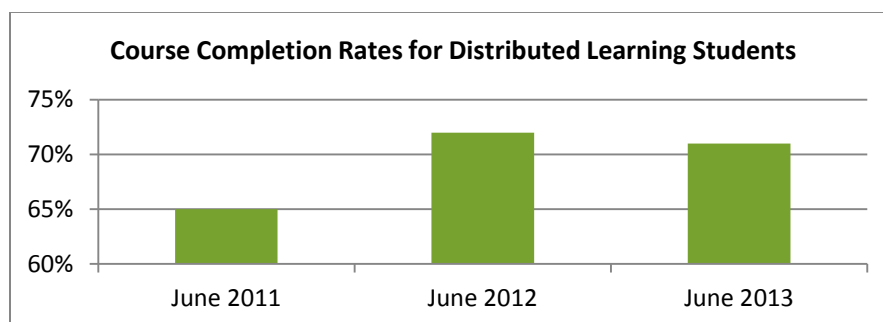
**Trend Data Analysis 2011-2013:**



Graduation rates for students enrolled in Alternate programs have increased between 2012 and 2013. (Preliminary data from Mountainside Secondary has been 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. The number of students receiving School Completion (Evergreen) Certificates has remained consistent over the past three years. Of note is the increased number of schools (7/7) awarding Evergreen Certificates.*



*Completion data for DL students reflects the number of students who register, complete a substantive assignment, and finish the course by June 30 of the current school year. Trend data for course completion rates has improved since 2011. We will continue to monitor progress regarding completion rates for DL as the program expands and develops in the future.*

**Performance Targets for 2013-2014:**

Baseline	Target
55% Graduation Rate for students enrolled in Alternate programs 2012-2013	70% Graduation Rate for students enrolled in Alternate programs 2013-2014
School Completion (Evergreen) Certificates: 26 students from 7/7 schools – June 2013	School Completion (Evergreen) Certificates: 30 students from 7/7 schools – June 2014
Course Completion Rates for Distributed Learning students: 71% - June 2013	Course Completion Rates for Distributed Learning students: 75% - June 2014

**Actions – Goal #3: Improving Students’ Graduation and Six-Year Completion Rates**

The following actions, which align with the North Vancouver School District’s Ten Year Strategic Plan, will enhance our ability to meet the targets identified for improving students’ graduation and completion rates.

10 YEAR STRATEGIC PLAN	ACTIONS
<i>Encourage the growth of collaborative, adaptive and personalized learning</i>	Administer the annual NVSD <i>Social Responsibility Survey</i> in all schools to gauge students’ social emotional well-being and understanding of social

## *environments*

- 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

## responsibilities

Provide in-service and support for social emotional learning initiatives including:

- Choices program at all secondary schools
- Tribes and cooperative learning strategies
- Implementation of BC Performance Standards for Social Responsibility
- Health and Career Programs and resources (e.g. *Roots of Empathy*, *C.A.R.E.*, *Friends, Kids in the Know*)
- The implementation of Positive Behaviour Support (PBS) programs in schools
- Staff Threat Assessment Training
- Parent in-service series and information

Continue to expand student leadership opportunities including:

- Participation in school-based sports teams, clubs, committees and social/global initiatives
- Membership on district committees (e.g. Student Leadership Council, etc.)
- Participation in goal-setting and visioning opportunities (e.g. community forums, etc.)

Increase counselling psychology allocation to secondary schools

Implement the *Four House Posts* indicated in the 2011 Aboriginal Education Enhancement Agreement:

1. **Implementing** strategies that allow school staff to improve the success of students of Aboriginal ancestry
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

Continue to expand leadership and mentorship opportunities for students of Aboriginal Ancestry through school and district-based initiatives outlined in the Aboriginal Education Enhancement Agreement

Increased opportunities for personalized learning, the use of technology and the development of 21<sup>st</sup> century skills

- Enhanced differentiated/personalized learning opportunities
- Expansion of Academy programs

	Standardized processes for student transitions (increasing capacity for students to attend their own mainstream school)
<p><b><i>Develop and promote innovative and sustainable programs</i></b></p> <ul style="list-style-type: none"> <li>• Increase access to existing and future specialty programs</li> <li>• Expand online course offerings provided through Distributed Learning</li> </ul>	<p>Increase awareness of career opportunities through:</p> <ul style="list-style-type: none"> <li>• Promotion of work experience and career education courses and programs</li> <li>• Initiatives that provide career education opportunities</li> <li>• Partnerships and with post-secondary institutions</li> <li>• Promotion of courses available through Distributed Learning</li> </ul>
<p><b><i>Strengthen and expand reciprocal community relations</i></b></p> <ul style="list-style-type: none"> <li>• Strengthen the delivery of services to support children and families through closer connections with the community</li> <li>• Provide seamless transitions for all students by expanding and integrating school and community services</li> </ul>	<p>Increase community resources/staff working collaboratively on school sites including:</p> <ul style="list-style-type: none"> <li>• Behaviour Support Workers</li> <li>• Youth Outreach Workers</li> <li>• Youth Engagement Workers</li> <li>• Recreation Commission Staff</li> </ul> <p>Expand and enhance community partnerships to develop new opportunities for:</p> <ul style="list-style-type: none"> <li>• Early Learning Programs</li> <li>• Middle Years after-school programs</li> <li>• Youth Services</li> </ul> <p>Increase awareness of career opportunities among students of Aboriginal ancestry through:</p> <ul style="list-style-type: none"> <li>• Promotion of work experience and career education courses and programs</li> <li>• Initiatives that provide career education opportunities</li> <li>• Partnerships with post-secondary institutions</li> </ul>

**Evaluating Actions for Effectiveness:**

- On-going monitoring of Social Responsibility Survey results
- Feedback from educators on effectiveness of in-service and training opportunities
- 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.
- On-going review of effectiveness of school and district-based support services for students in Alternate and Distributed Learning program

## **Appendix A: Committee Membership**

### **District Educational Steering Committee (DESC) Members 2012-2013**

Brad Baker	District Administrator, Learning Services
Monty Bell	Director of Instruction, Learning Services
Joe Campbell	Principal, Sherwood Park Elementary School
Karim Hachlaf	Principal, Carson Graham Secondary School
Mark James	Principal, Handsworth Secondary School
Mark Jefferson	Assistant Superintendent
Arlene Martin	Principal, Brooksbank Elementary School
Julie Parker	Director of Instruction, Learning Services
Joanne Robertson	Director of Instruction, Learning Services
Pius Ryan	Assistant Superintendent
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.

### **Differentiated Instruction**

Differentiated 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 21<sup>st</sup> Century**

Personalized Learning for the 21<sup>st</sup> 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.