

# Framework for Enhancing Student Learning UPDATE

APRIL 2024

The Educated Citizen



Live a Good Life  
Make a Good Living

## Goals of Public Schooling

Intellectual  
Development



Human and  
Social Development



Career  
Development



## School District Priorities

Student-Centred Education

Innovative Instruction

Welcoming and Inclusive Culture

Mental Health and Well-Being

Truth, Healing and Reconciliation

Environmental Stewardship

# Cycle of Continuous Improvement



## MINISTRY DATA

- Foundation Skills Assessment
- Student Learning Survey
- Graduation Rates
- Transition Rates
- Indigenous Success Data

## NVSD DATA

- Early Literacy Assessment
- Early Numeracy Assessment
- EDI, MDI, YDI
- Attendance Data
- Performance Data

# Capacity Building



## Family of Schools Model

## School Planning

- Collaborative Inquiry Grants
- Networks of Professional Practice
- Learning Rounds

# Format of FESL Report



## Mandate for Public Education

- Intellectual Development
- Human and Social Development
- Career Development

# Intellectual Development



## Objective:

- Implement NVSD 44 Early Literacy Framework across all 25 elementary schools (including FI K - Grade 3).
- Enhance literacy instruction Kindergarten – Grade 3.

## Actions taken:

- Implemented Early Literacy Assessment: Kindergarten – Grade 3 English & French Immersion.
- Promoted University of Florida Institute Foundations – 2 books and resources for each Elementary School
- Provided Structured Literacy Series: 7 Mighty Moves.
- Established Primary Instruction Networks and Learning Rounds
- Completed Literacy Journey Project.
- Introduced Primary Literacy Teacher Facilitators.

## Outcome:

- 2022-2023: 12% of Kindergarten students did not score above the baseline of 25 and required further intervention in January 2023
  - After interventions, this shifted to only 1% still not scoring above the baseline of 25 by end of June
- 2023-2024: 11% of Kindergarten students did not score above the baseline of 25 and are requiring further intervention

# Intellectual Development



## Objective:

- To collaboratively develop and pilot a NVSD 44 Early Numeracy Framework

## Actions taken:

- Piloted K Snap June 2023
- Researching of Early Numeracy Framework and appropriate resources
- Increasing requests for Collaborative Inquiry grants focused on Numeracy
- Math Fairs and resources shared with elementary schools to increase the joy in math
- Introduced Numeracy Teacher Facilitators

## Outcome:

- 2022-2023 FSA: 28% of Grade 4 students and 26% of Grade 7 students are not at or above grade level on the numeracy FSA
- 2023-2024 FSA: 28% of Grade 4 students and 26% of Grade 7 students are not at or above grade level on the numeracy FSA

# Intellectual Development



**Objective:** Increase awareness of the NVSD's environmental impact by having schools regularly engage their energy consumption and print and copy data.

## Actions taken:

- Energy and carbon intensity of NVSD facilities is publicly disclosed through Benchmark BC.
- Developing enhanced energy and paper reports for school administrators.

**Outcome:** There is a varying level of engagement with the NVSD's resource consumption data in schools.

# Intellectual Development



**Objective:** Provide opportunities for student voice and perspective.

## Actions taken:

- Increasing opportunities for students to share their perspectives through district and school based committees.
- Student Inclusive Education Sub-Committee – ensuring that their voice has created action and change.
- Student driven Social Justice Groups.

## Outcome:

Through capturing student perspectives and experiences we can target meaningful change within district, school and classroom practises.

# Intellectual Development



## Objective:

Increase understanding of new assessment and communicating student learning practices related to the new reporting order.

## Actions taken:

- Building teacher understanding of Inclusive Assessment practices as guided by the Ministry Reporting Policy through school based team meetings, staff meetings, JEPIC, and in-service training.
- Targeted focus on understanding **Supports** and the responsibility of providing supports for all learners, especially where supports are outlined within an Individual Education Plan.

## Outcomes:

- Need for clarity regarding the implementation of the new reporting policy and guidelines.
- Opportunity to centre UDL, Inclusive Assessment Practises and build capacity and consistency through training.

# Intellectual Development



## Objectives:

**BUILD CONNECTION** Increase opportunities for arts educators to connect with each other and to innovate instruction for ALL learners

**BUILD COMMUNITY** Increase opportunities for students to learn and share outside of the classroom

**BUILD CURIOSITY** Foster networks for educators to continue to learn and design instruction and to promote personal journeys.

## Actions taken:

- Hosted Artists for Kids' Gallery Cohort: 6 meetings
- Arts educators attended UDL Workshop: Katie Kozak
- Hosted Elementary Music Teacher Network: 6 meetings
- Conducted District Orff Workshops: 4 full days /26 teachers
- Implemented District Festival Team: 12 meetings
- Implemented Arts Education NRO Network: 2 meetings
- Continued Arts Education Steering Committee: 3 meetings
- Hosted Secondary Jazz Festival: 12 secondary schools
- Hosted Secondary Choral Festival: 24 secondary schools
- Hosted Intermediate Music Festival: 15 elementary schools
- Hosted Primary Days of Music: schools participating TBD
- District Arts' Artist in Residence: 18 artists
- Continued Arts Education Steering Committee: 3 meetings

## Outcomes:

Through shared experiences and collaboration, that foster connection, community, and curiosity, we see increased, attendance / engagement / mentorship / relationships / confidence / belonging

# Human and Social Development



**Objective:** Provide basic training in sustainability to all staff.

## Actions taken:

- Developing sustainability training web
- Creating video content

**Outcome:** Some of the NVSD's sustainability-related achievements and ongoing efforts are not broadly communicated.

# Human and Social Development



**Objective:** Improve the sense of belonging and well-being for staff and students.

## Actions taken:

- Increasing understanding of disability and neurodiversity.
- Meaningful and intentional planning for inclusion of students in all activities – i.e. planning for all learners at Cheakamus, collaboration with the family, school team and district staff.
- Continuing to increase opportunities for all students to engage in meaningful work experience supported by job coaches when needed. Building community and business relationships for students with disabilities to work in areas of interest.
- Continue to build understanding of diversity including disabilities, neurodivergence, sexual orientation and gender identity (SOGI), ethnic diversity, and Indigenous culture.

## Outcome:

Individual and collective health, and success is improved through a sense of belonging and connection.

# Human and Social Development



**Objective:** Improve the sense of belonging and well-being for staff and students.

## Actions taken:

- Created a district-wide community agreement/Code of Conduct.
- Trained all school-based administrators in Compassionate Systems Leadership.
- Group of administrators attended PBIS conference and are implementing.
- Supporting student well-being and resiliency by supplying adults with the tools and practices to support their own well-being.
  - Safe & Healthy Schools and Human Resources (HR) are collaborating on a staff wellness plan.
  - Examining staff wellness practices, particularly around universal promotion.
  - Brainstorming with HR targeted and intensive supports, particularly after work-related injuries that may have a more significant emotional impact.
- Hosted Safer Schools Together- Basic Threat Assessment training.

## Outcome:

Individual and collective health, and success is improved through a sense of belonging and connection.

# Human and Social Development



**Objective:** Increase time spent on all health-related topics in the context of Physical and Health Education.

## Actions taken:

- All PHE 8-10 teachers attended in-service in December related to substance use prevention education and received resource developed with NVSD and VCH.
- Improved sexual health, safety and consent education for all students.
- Moving towards universal implementation of elementary Child Abuse Prevention Education Kids in the Know (Grades 4-7), and Safe Bodies Strong Kids (K-3).
- Promoting Flip the Script, an evidence-based gender violence prevention program in secondary settings.
- Integrating community partners as an extension of the NVSD's service delivery model.

**Outcome:** Increasing the time spent on health-related topics in the context of PHE is essential for promoting the overall health and well-being of students, empowering them to make healthy choices, and addressing broader public health challenges.

# Human and Social Development



**Objective:** Implement the NVSD 44 Continuum of Mental Health and Social Emotional Learning (SEL) in all schools.

## Actions taken:

- Second Step SEL Program is being implemented across all elementary schools.
- Implementation of SEL Open Parachute has widened and is being trialed in lower grades at 2 schools.
- SEL Team is offering ongoing professional development, in-service, and school-based offerings.
- Secondary English Teacher Network has met multiple times to support inclusion of mental health education delivery in their classrooms (e.g., Romeo and Juliet) and will share district-wide for 2024-2025 implementation.
- All grade students in grades 7-9 attended workshop from Exploitation Education Institute and grade 6 students are in midst of Safer Space Presentations on topic of online safety.

**Outcome:** A proactive approach in supporting the holistic development of students will create a healthier, more compassionate community.



# Human and Social Development



**Objective:** Increase sense of belonging by providing access to Indigenous staff and promoting distinctions-based learning.

## Actions taken:

- Hired four new Indigenous Support Workers.
- Created Family of Schools Indigenous Support Worker model.

## Outcome:

- Indigenous Support Worker time is scheduled at every school in the district.
- Provided an Indigenous reflection in the schools.
- Provided access to distinctions-based learning opportunities.

# Human and Social Development



**Objective:** Raise graduation rate in the district.

**Action taken:** Family of Schools Indigenous Support Workers and District Indigenous Teachers provided targeted support to grade 12's.

## Outcome:

- Improved attendance.
- Improved attitudes by accepting the additional help.

# Career Development



**Objective:** Increase the number and quality of career fairs, events and opportunities, as well as the total number of students exploring their career pathways.

## Action taken:

- Increased opportunities 114% from 2022/23 to 2023/24
- Increased number of students involved by 161% from 2022/23 to 2023/24
- Additionally Supported 12 External events for an additional 735 students.

**Outcome:** K-12 Students had significantly more opportunities to explore their Career pathways likely resulting in a greater transition into a post-secondary institution in their preferred area.

# Career Development



**Objective:** Increase awareness and perception of career post-secondary pathways.

**Action taken:** Created new Career Pathways 44 website which dramatically increased and simplified communication avenues.

**Outcome:** Students, families and educators now have a central website to visit and learn about the opportunities available to them. This has played a significant role in increasing our opportunities offered and students involved.

# Career Development



**Objective:** Increase in student participation in school Work Experience (WEX) and *SkilledTradesBC* Programs.

**Action taken:**

- Students in WEX increased 16%.
- Inclusive Placements increased 48%
- Students in *SkilledTradesBC* programs have increased 25%.

**Outcome:** Students involved in these programs is increasing and allowing students to extend their learning into the community. Students enrolled in these career programs allows for more meaningful exploration of possible future pathways.