

# Enhancing Student Learning Report 2022-2023

In Review of Strategic Plan 2021-2031

Year 2 of 10

School District 44 – North Vancouver

Approved by Board on: **September 20, 2022**

## District Context

We acknowledge and thank the Coast Salish people, upon whose traditional territory the North Vancouver School District resides. We express our gratitude to the Skwxwú7mesh Nation and Tsleil-Waututh Nation, and we value the opportunity to learn, live and share educational experiences on this traditional territory.

The North Vancouver School District provides 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.

Through 25 elementary schools, 7 secondary schools and North Vancouver Online Learning, we offer over 15,000 students and 2,600 staff a welcoming, safe and inclusive culture, and a learning environment based on shared values of trust, respect, responsibility and collaboration. The North Vancouver School District's student population includes approximately 640 self-identified Indigenous students; 1,000 English Language Learners; and 2,464 students with special needs in accordance with the Ministry of Education and Child Care Policy and Guidelines. With our focus on creating Vibrant Learning Communities, a progressive approach to instruction and assessment, a firm belief in inclusive education, advocacy for Indigenizing learning, and an emphasis on social emotional learning, the North Vancouver School District is the natural place to learn, share, grow and thrive.

## Current Strategic Plan Priorities

In May 2021, the North Vancouver Board of Education approved a refreshed strategic plan to inform approaches to district decision-making and actions towards the Intellectual, Human and Social, and Career Development goals of public schooling. The strategic plan is the culmination of community-wide consultation and captures key aspirational goals for our school district. The consultation process included specific and intentional work 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 and reconciliation, and embed Indigenous ways of knowing.
- **Environmental Stewardship:** Lead on sustainable practices and nature-based learning to address environmental challenges.

## District Successes

Translating ideology to action, the North Vancouver School District implements the Board of Education's strategic vision and aspirational goals through key educational priority areas. The school district's priority educational areas are Inclusive Education, Career Development, Innovative Instruction, Social Emotional Learning, and Indigenous Education.

A district principal, support staff, and capacity-building resources in alignment with the respective annual strategic plan, support each educational priority area. Area budgets are reviewed annually. Each September, the Board of Education holds an Education Standing Committee meeting to highlight these priority areas, review the past year's actions, and receive additional input on the present school year's direction.

The district principals assigned to each priority area create action plans in consultation with district and school personnel, and in consideration of educational research, stakeholder input, student data, and school plans. In accordance with the Ministry of Education and Child Care's Framework for Enhancing Student Learning, the school district has identified specific objectives and action items in alignment with the goals of public schooling: Intellectual, Human and Social, and Career Development. The district's intentional efforts in each priority area are intended to meet the Ministry of Education and Child Care's requirement, as well as create measurable progress in the school district's vision and strategic plan.

### Literacy

One of the school district's recent successes is the creation of an Early Literacy Assessment (ELA) Framework, which is a comprehensive student assessment portfolio from Kindergarten to Grade 3. The assessment framework helps teachers and students know where they are in the reading development process, and it also guides instruction. Presently, the framework is partially implemented in schools and classrooms across the school district, and the goal is to have it fully implemented by June 2023. The full implementation across primary grades will require a coordinated effort, resource support, and professional development for educators.

### Social Emotional Learning (SEL)

Another area of success is the NVSD 44 Continuum of SEL. This comprehensive framework, collaboratively developed with educators and experts, guides classrooms and schools in ensuring a sense of belonging, teaching of SEL skills, building awareness of the language of mental health, and



providing coordinated mental health support. The continuum guides school and district practices such as the implementation of the Second Step program in all elementary schools, and building capacity in the areas of trauma-informed practice, collaborative problem solving, and mental health awareness. The school district has a particular focus on students with diverse abilities and the intentional use of Universal, Targeted, and Intensive SEL/mental health strategies that promote a sense of belonging and well-being. In addition, significant work has been undertaken to expand SOGI inclusive practices, as well as understand and address systemic racism.

## Indigenous Education

A third area of success is Indigenous Education. Indigenous ways of knowing are central in our work across all priority areas. A significant amount of work has been done over the last six years, and continues to be done, to support the Indigenization of teaching and learning. Key to this work is our assessment of where we are in our learning process of truth, and ultimately, how we continue to understand and move towards healing and reconciliation. The Go Forward with Courage Assessment Rubric helps educators and students reflect on their learning journey and provides a formative assessment tool to help guide personal and professional practice.

The North Vancouver School District has committed to three pathways that guide our actions: Students, Educators, and Community.

The **Student Pathway** embeds the First Peoples Principles of Learning into each learning environment. Through this pathway, students are provided the opportunity to enhance their learning through authentic experiences that include an understanding of place, history, and belonging.

The **Educator Pathway** ensures staff are provided the tools to support school and community learning and development. Staff development includes activities that enable shared understanding, cultural competence, and a history of local knowledge to support authentic Indigenous experiences within the school community. Key to staff development is engagement and connection with local Indigenous communities.

The **Community Pathway** highlights and informs our community on Canadian history and the reality of Indigenous peoples in Canada. This focus intends to build an appreciation of Indigenous culture, local customs, and traditional ways of being. Essential to the community pathway is the recognition and appreciation that we are one learning community.

## Strategic Engagement

The following consultations took place in each of the goal areas:

### Literacy

- Early Literacy teacher facilitators met weekly from November 2021 to June 2022 to discuss progress with the Early Literacy Assessment (ELA) and possible actions to support.
- FoS primary teacher teams (Primary Instruction Network) provided feedback on the ELA five times in the 2021-2022 school year.
- Discussions were held twice with the NVTA executive around the intent and positive impact of the ELA on teacher instructional practice in the 2021-2022 school year.



- ELA information was shared with NVSD administrators through the PVP Update and Microsoft Teams six times in the 2021-2022 school year.
- Full Primary teams met at 5 elementary schools (Cleveland, Dorothy Lynas, Boundary, Larson, and Lynn Valley).
- Learning Services Teacher (LST) networking sessions discussed the transition from TOPA to ELA as a district measure of literacy and communicated a process for school teams to identify students needing targeted literacy instruction.
- School psychologists presented to all LST's on Curriculum Based Assessments to identify baseline skills and instructional targets.

## Numeracy

- NVSD Early Numeracy working group met 6 times throughout the 2021-2022 school year.
- NVSD working group met with Chilliwack Assistant Superintendent and their numeracy team to support our development of the NVSD version of SNAP math assessment. This occurred 3 times throughout the school year.

## Equity of Outcomes for All Learners

- Secondary LST networking meetings included sharing of the updated Transition Handbook, and planning for student transitions tools/resources and home/school collaboration.
- The Board approved Policy 213 – School Completion Certificate and developed Administrative Procedures, including guidelines for placing students on a modified program.
- The Transition Handbook was updated in consultation with secondary LST's, parents/caregivers and community providers. This resource is used in schools with families preparing for students to transition post high school.
- Intellectual Disabilities and Autism Sub-Committee. This group met once in the 2021-2022 school year and will continue with 3 scheduled meetings in the 2022-2023 school year.

## Equity of Outcomes for Indigenous Learners

- The SEL team consulted with the Indigenous Support team to infuse Skwxwú7mesh and Tsleil-Waututh languages into SEL training.
- The Indigenous Design Network of 40+ secondary educators met in June and will meet again starting in September of the new school year. A subsection developed and wrote curriculum over the summer for the new course being offered for the graduation requirement.
- LST networking meetings included communication of an Equity in Action document and Indigenous view of disability (Dinner and Dialogue meetings with Melanie Nelson).

## Sense of Belonging and Well-Being

- The district SEL team meets weekly.
- Elementary Counsellor Network meets monthly.
- NVPAC presentations occurred in January 2022.
- Administrator in-service occurred in November 2021 and February 2022.
- 500 staff engaged in after-school or professional development day offerings from the SEL team.
- 100 staff engaged in Adult Well Being book clubs.

## Mental Health and Well-Being

- Monthly Secondary Wellness Network meetings.
- Monthly HPE 8-10 consultation and collaboration team meeting.



- Trauma-Informed Practice and SEL presentations at all secondary schools.
- Secondary Counsellor Network met monthly with SEL team support.
- English teacher group met 4 times during the year to discuss connections to SEL and mental health.
- North Shore Sports and Athletics consulted with the Buddy Check program to implement support for coaches to discuss mental health with teams.
- District Student Leadership Council created a Mental Health working group to support school-based, student-led initiatives.

## Career Education

- The district principal met with each FoS to describe K-12 approach and offer opportunities for engagement.
- The focus of the Elementary and Secondary Principals meeting on April 28, 2022 was the Re-imagination of Careers Education in North Vancouver schools as 21<sup>st</sup> Century Skills.
- Working with local company Code Ninjas to offer Grade 4 and 5 coding opportunities across the school district.
- Holding conversations with IBM to offer pilot programming discussions in schools.
- Organized three career fairs at the Education Services Centre: A Day in the Life of the RCMP, Film and Television, and Journalism.
- The district career coordinator is working with Skwxwú7mesh Nation to offer a trades fair (Try a Trade) with Squamish Trades Centre.
- Canada Welding Bureau/BCIT Train-the-Trainer Welding professional development.
- Canada Welding Bureau capital infrastructure project grants at Carson Graham and Handsworth Secondary Schools.
- Preliminary consultation on Culinary Academy/program.
- Washington Kids Foundation and Seaspan discussions to connect students and staff with trades opportunities at Seaspan. Staff tour will be offered in spring 2023.
- Secondary students attended the National Skills Competition and Conference at Canada Place.
- The Inclusive WEX facilitator is building a network of inclusive employers across the North Shore through community partnerships and networking.
- Community Based Instruction. The district career coordinator is working with community partners to provide opportunities for students including music therapy and swimming.
- Careers Network Meetings reignited (Careers teachers, counsellors, WEX facilitators).
- ITA workshops were held with all secondary school counsellors.
- Information to principals at April and May Principal meetings, as well as at FoS meetings.
- Many meetings were held with Capilano University looking for connections and opportunities to work together.
- Capilano University reviewed their Employment and Education Access Program and Discover Employability program to improve inclusive opportunities for all students to access post-secondary education.
- Secondary LST Networks held a meeting to build awareness of post-graduation opportunities for all learners to be shared with students and families.
- The Communications department shared inclusive community opportunities for students.



# Student Performance Data Analysis & Interpretation

## Intellectual Development

### Educational Outcome 1: Literacy

#### Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

##### Foundation Skills Assessment (FSA) Literacy/Reading - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

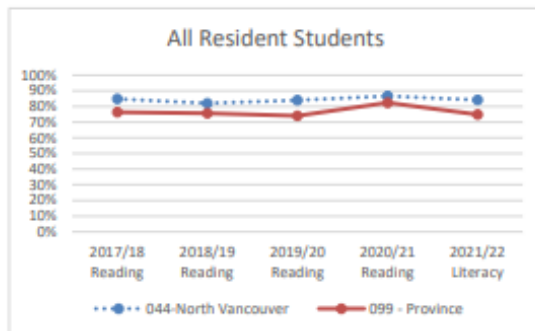


Figure 1: FSA Grade 4 Literacy/Reading - All Resident Students

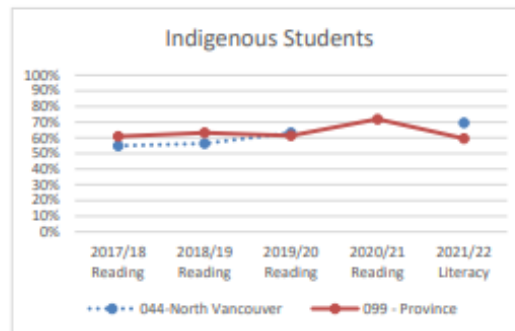


Figure 2: FSA Grade 4 Literacy/Reading - Indigenous Students

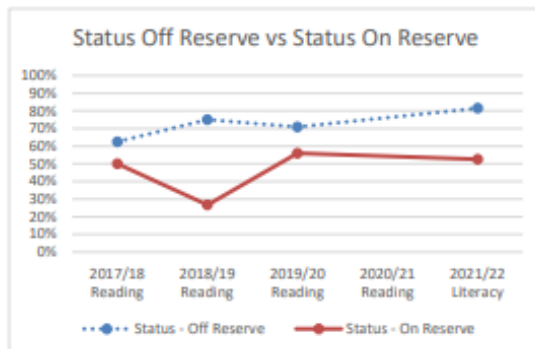


Figure 3: FSA Grade 4 Literacy/Reading - Status - Off Reserve and Status - On Reserve

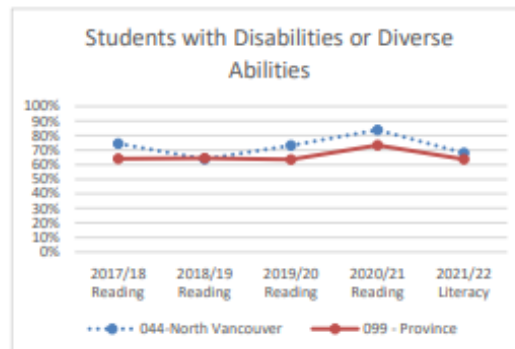


Figure 4: FSA Grade 4 Literacy/Reading - Students with Disabilities or Diverse Abilities

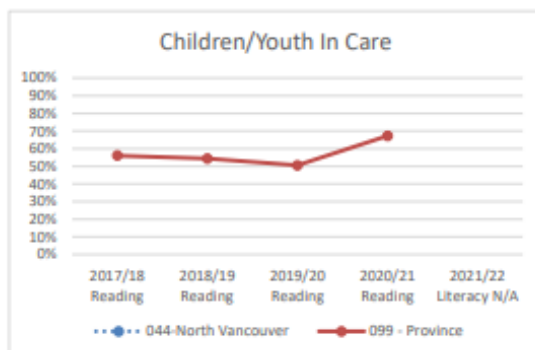


Figure 5: FSA Grade 4 Literacy/Reading - Children/Youth In Care



## Foundation Skills Assessment (FSA) Literacy/Reading - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

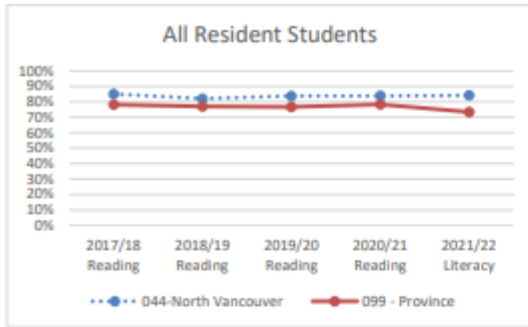


Figure 6: FSA Grade 7 Literacy/Reading - All Resident Students

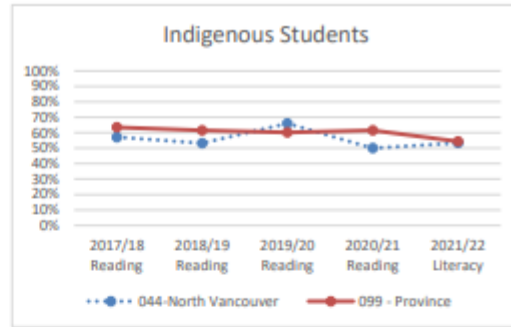


Figure 7: FSA Grade 7 Literacy/Reading - Indigenous Students

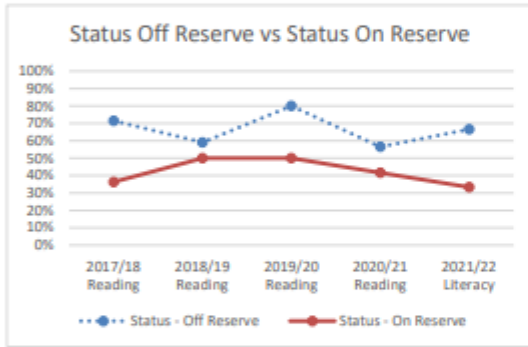


Figure 8: FSA Grade 7 Literacy/Reading - Status - Off Reserve and Status - On Reserve

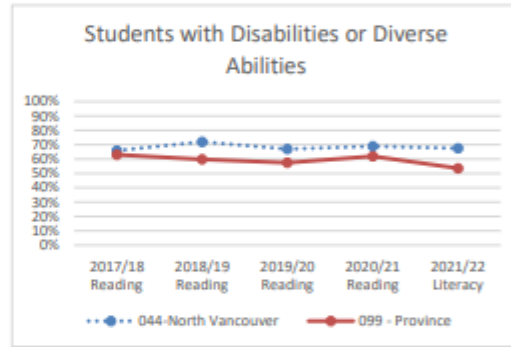


Figure 9: FSA Grade 7 Literacy/Reading - Students with Disabilities or Diverse Abilities

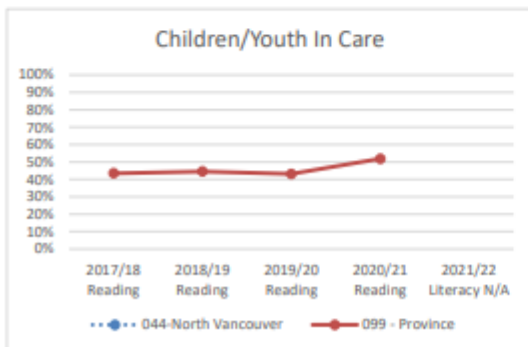


Figure 10: FSA Grade 7 Literacy/Reading - Children/Youth In Care



## Foundation Skills Assessment (FSA) Literacy/Reading - Grade 4

(Percentage of Literacy/Reading selected response questions that students in grade 4 answered correctly)

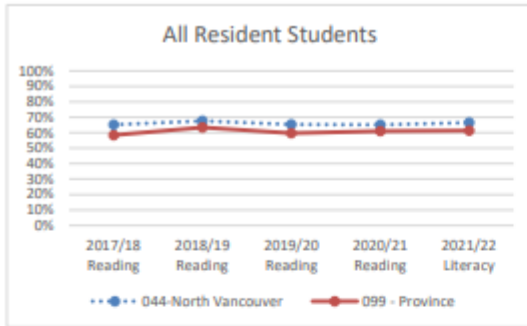


Figure 11: FSA Grade 4 Reading - All Resident Students

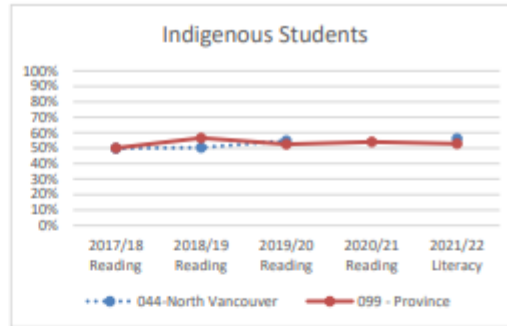


Figure 12: FSA Grade 4 Reading - Indigenous Students

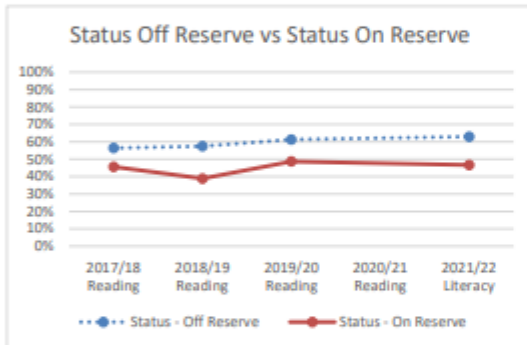


Figure 13: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

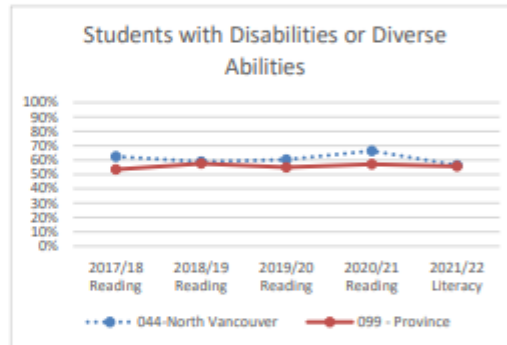


Figure 14: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

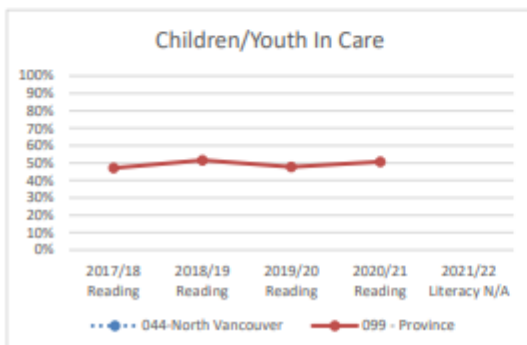


Figure 15: FSA Grade 4 Reading - Children/Youth In Care





## Foundation Skills Assessment (FSA) Literacy/Reading - Grade 7

(Percentage of Literacy/Reading selected response questions that students in grade 7 answered correctly)

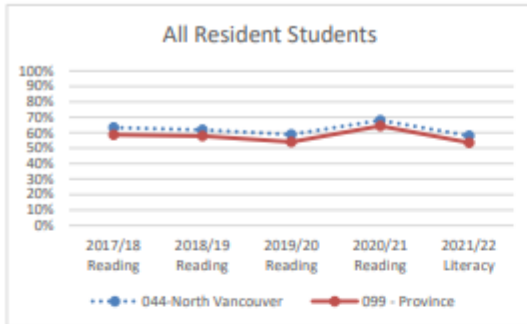


Figure 16: FSA Grade 7 Reading - All Resident Students

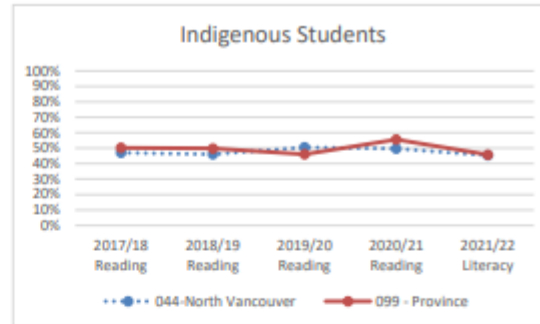


Figure 17: FSA Grade 7 Reading - Indigenous Students

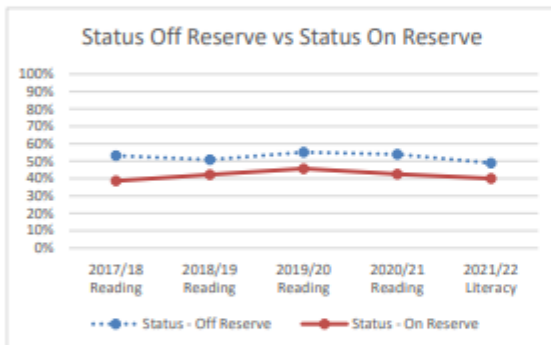


Figure 18: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

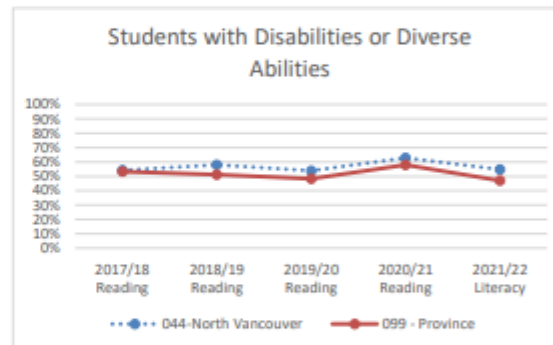


Figure 19: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

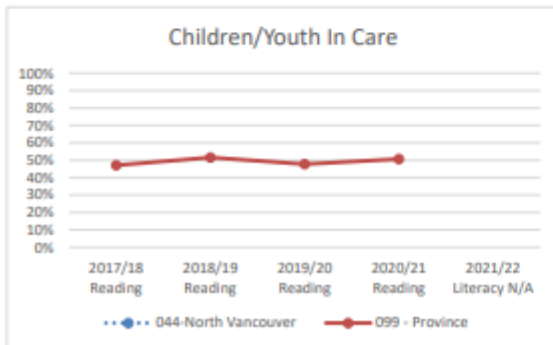


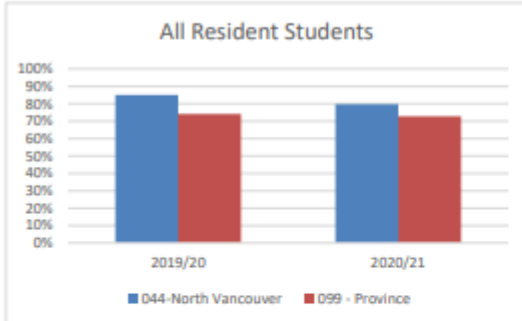
Figure 20: Grade 7 Reading - Children/Youth In Care



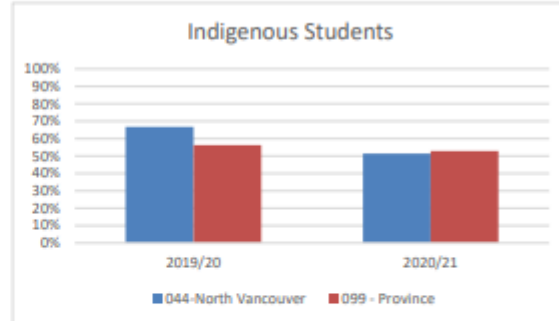
## Measure 1.2: Grade 10 Literacy Expectations

### Graduation Assessment - Literacy 10

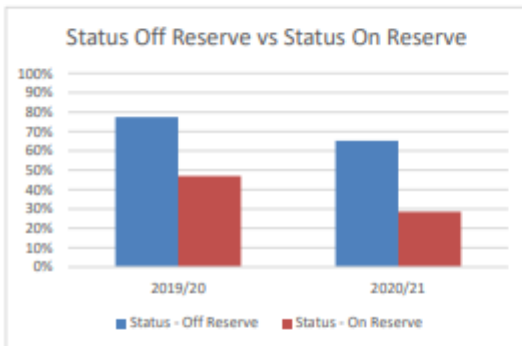
(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Literacy 10 Assessment)



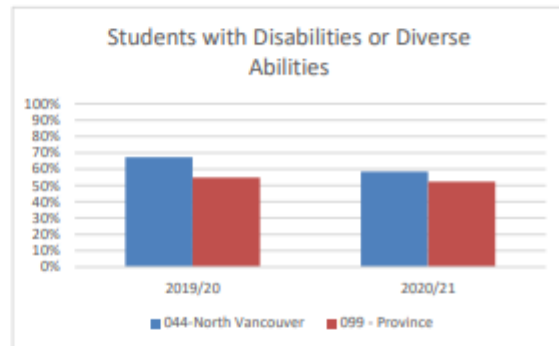
**Figure 21: Graduation Assessment Grade 10 Literacy - All Resident Students**



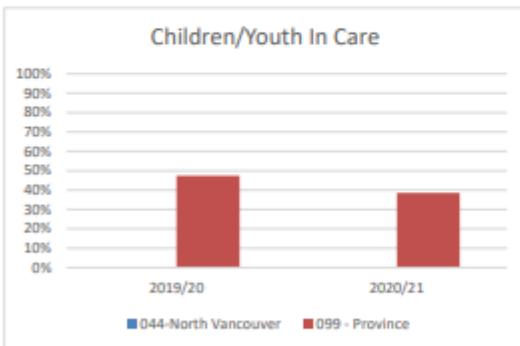
**Figure 22: Graduation Assessment Grade 10 Literacy - Indigenous Students**



**Figure 23: Graduation Assessment Grade 10 Literacy - Status - Off Reserve and Status - On Reserve**



**Figure 24: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities**



**Figure 25: Graduation Assessment Grade 10 Literacy - Children/Youth In Care**



**Goal #1:** To improve literacy outcomes. (District Priorities: Innovative Instruction, Indigenous Education, Inclusive Education)

**Key Action:** The implementation of the NVSD 44 Early Literacy Assessment (ELA) Framework across all 25 elementary schools by June 2023.

2021-2022 Actions:

- ELA was implemented in Kindergarten in all 25 elementary schools.
- Development of the Primary Instruction Network to enhance collaboration and teacher instructional practice.
- Universal and targeted professional development was offered to support literacy instruction K-3.
- Early Learning teacher facilitators were hired temporarily to support literacy instruction K-3.

**Data Target:** 95% of Grade 4 students at 'meeting expectations' on the Foundation Skills Assessment (FSA).

**Interpretation:** The 2021 FSA results show 84% of ALL students were at or above grade level for literacy. The results of the 2021 FSA were not unexpected due to the impact of COVID-19. The positive impact of the implementation of the ELA will take several years to show in the Grade 4 data; the 2023-2024 school year should see the largest increase, as it will be following the first year that Grade 3 students will have participated in the assessment framework.  
We expect to see improved scores in Grades 4 and 7 year-over-year.

**Adjustment:** All 2021-2022 Actions will continue.  
The 2022-2023 school year will include a 3-person Early Learning team to support all schools' universal, targeted and intensive needs with regards to literacy (including French Immersion, which is implementing the ELA in K).  
Increased collaboration with Indigenous Education to target Indigenous learners and literacy development.



## Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

### Foundation Skills Assessment (FSA) Numeracy - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

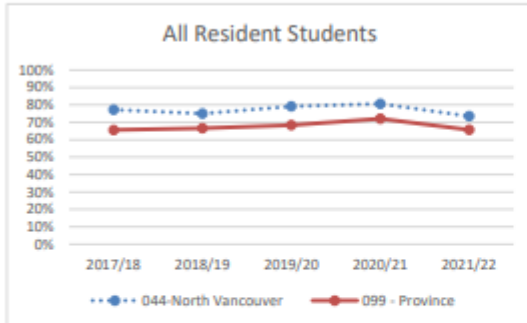


Figure 26: FSA Grade 4 Numeracy - All Resident Students

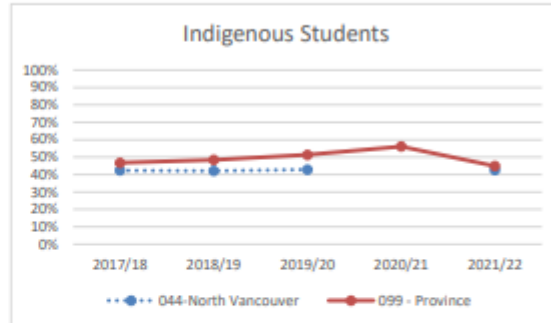


Figure 27: FSA Grade 4 Numeracy - Indigenous Students

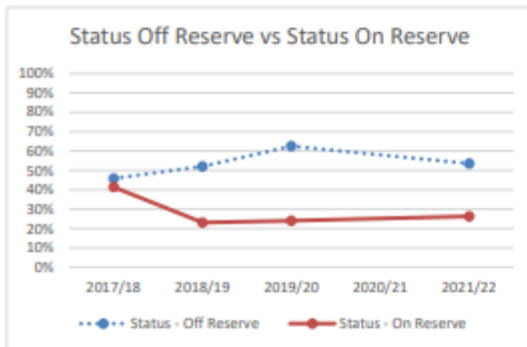


Figure 28: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve

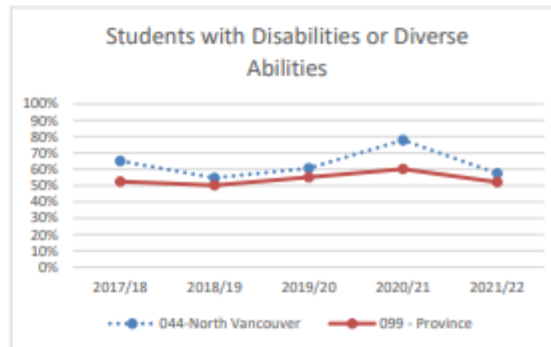


Figure 29: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

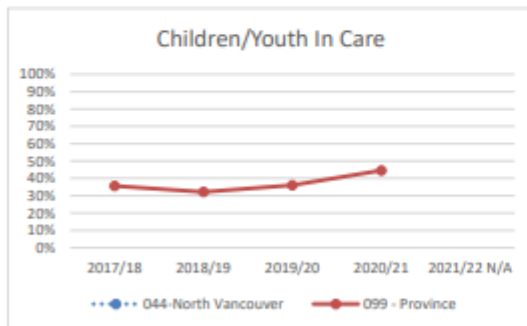


Figure 30: FSA Grade 4 Numeracy - Children/Youth In Care



## Foundation Skills Assessment (FSA) Numeracy - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

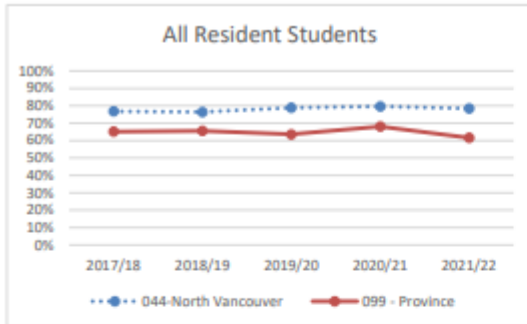


Figure 31: FSA Grade 7 Numeracy - All Resident Students

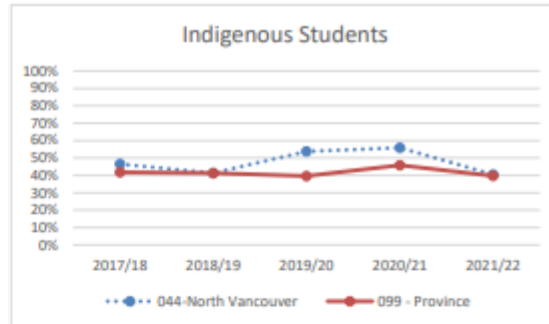


Figure 32: FSA Grade 7 Numeracy - Indigenous Students

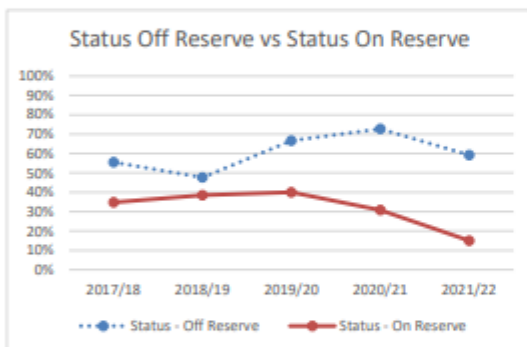


Figure 33: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

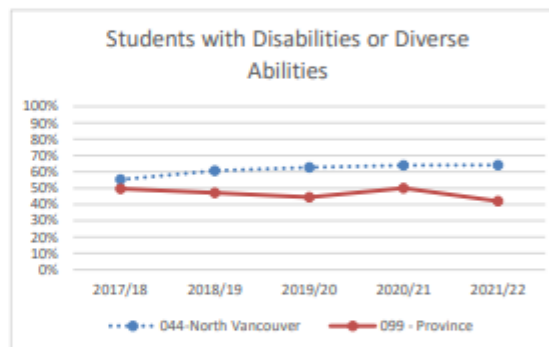


Figure 34: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

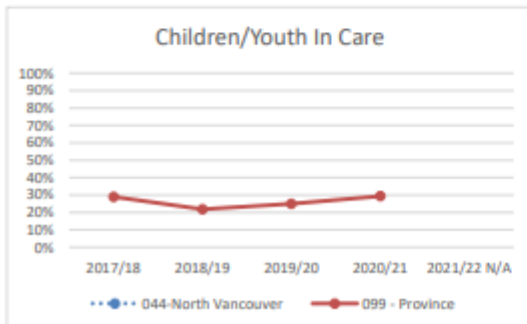


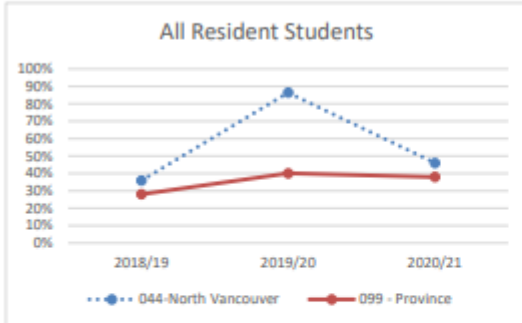
Figure 35: FSA Grade 7 Numeracy - Children/Youth In Care



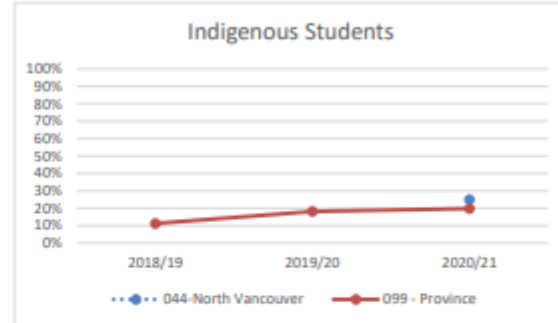
## Measure 2.2: Grade 10 Numeracy Expectations

### Graduation Assessment - Numeracy 10

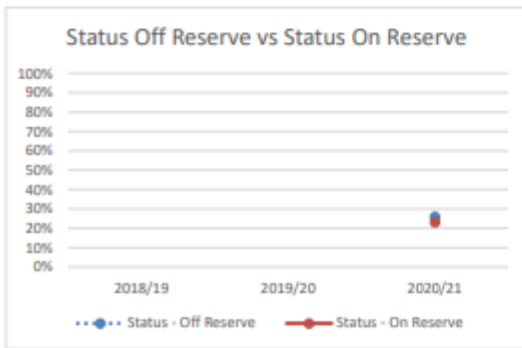
(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Numeracy 10 Assessment)



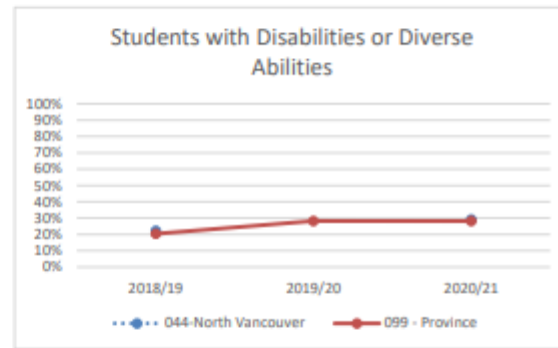
**Figure 36: Graduation Assessment Grade 10 Numeracy - All Resident Students**



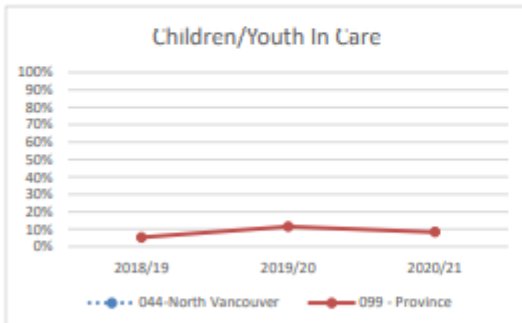
**Figure 37: Graduation Assessment Grade 10 Numeracy - Indigenous Students**



**Figure 38: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve**



**Figure 39: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities**



**Figure 40: Graduation Assessment Grade 10 Numeracy - Children/Youth In Care**



**Goal #2:** To improve foundational numeracy skills. (District Priorities: Innovative Instruction, Indigenous Education, Inclusive Education)

Key Action: To collaboratively develop and pilot an NVSD 44 Early Numeracy Framework.

2021-2022 Actions:

- Developed an Early Numeracy working group to explore and develop an Early Numeracy Framework K-3.
- Developed the Primary Instruction Network to enhance collaboration and teacher instructional practice.

Data Target: Pilot and implementation in 8 elementary schools by June 2023.

Interpretation: FSA scores in numeracy are lower than literacy and require some attention (73% at or above grade level in Grade 4 2021-2022)

Adjustment: The 2022-2023 DRAFT Numeracy Assessment will be piloted in 8-10 schools. Provide a train-the-trainer model to train our Early Numeracy district team. Train all pilot schools with the Early Numeracy district team. Pilot schools will provide feedback for the school district to make any necessary changes and adjustments to the framework.



## Measure 2.3: Grade to Grade Transitions

### Grade to Grade Transition - Grade 10

(Portion of Grade 10 resident students who made the transition to Grade 11 in the next school year)

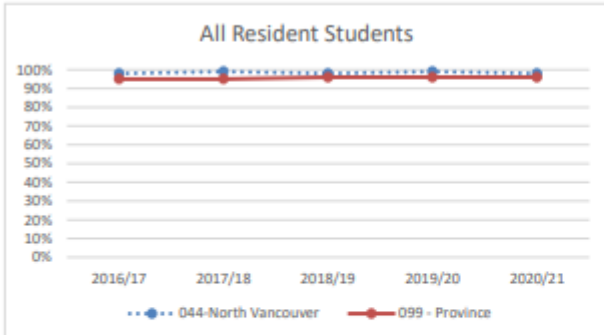


Figure 41: Transition Grade 10 to 11 - All Resident Students

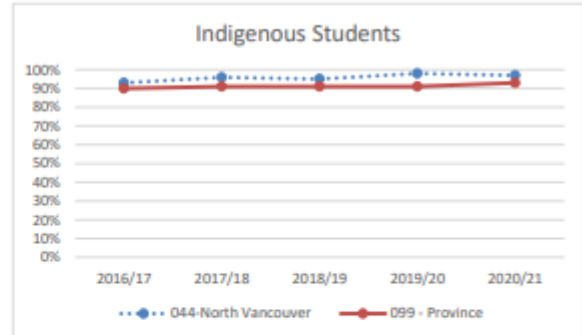


Figure 42: Transition Grade 10 to 11 - Indigenous Students

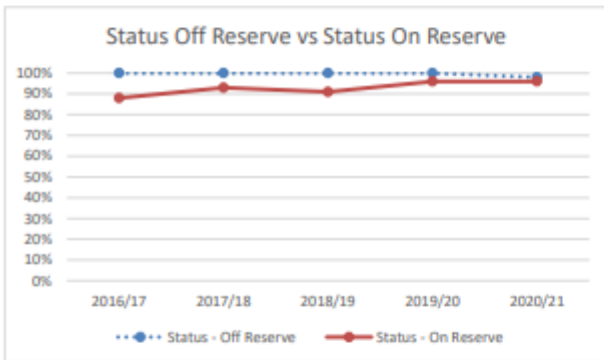


Figure 43: Transition Grade 10 to 11 - Status - Off Reserve and Status - On Reserve

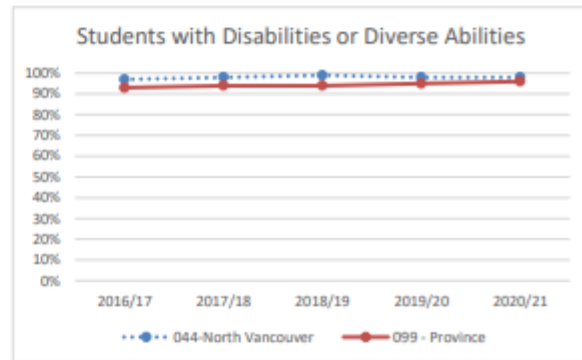


Figure 44: Transition Grade 10 to 11 - Students with Disabilities or Diverse Abilities

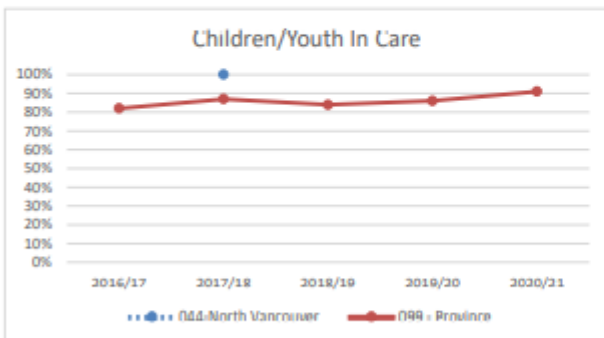


Figure 45: Transition Grade 10 to 11 - Children/Youth In Care





### Grade to Grade Transition - Grade 11

(Portion of Grade 11 resident students who made the transition to Grade 12 in the next school year)

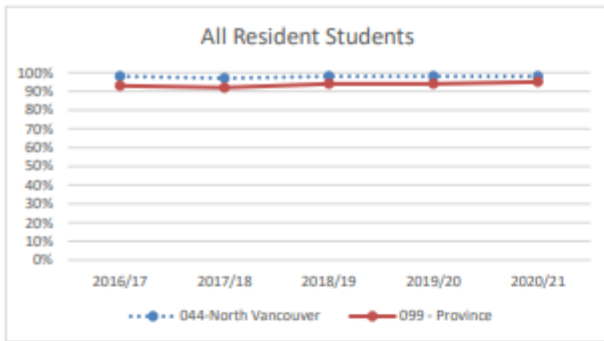


Figure 46: Transition Grade 11 to 12 - All Resident Students

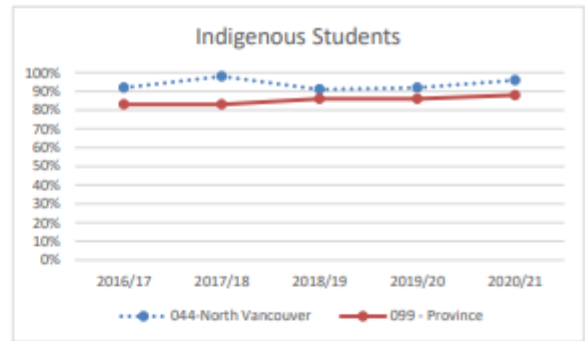


Figure 47: Transition Grade 11 to 12 - Indigenous Students

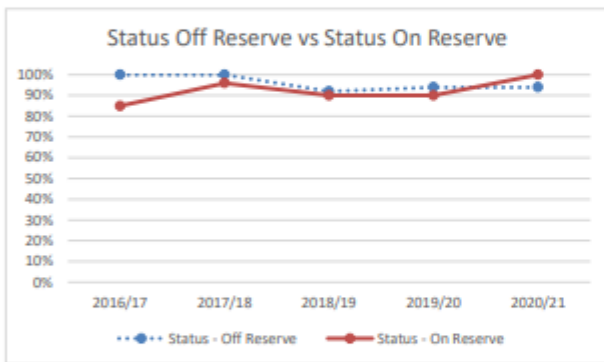


Figure 48: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

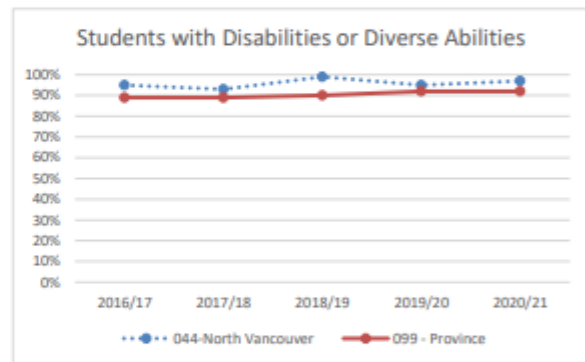


Figure 49: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

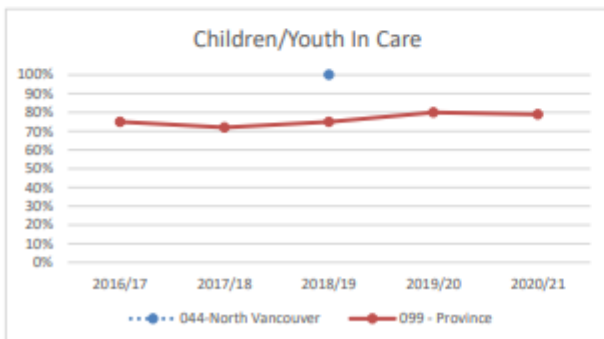


Figure 50: Transition Grade 11 to 12 - Children/Youth In Care



**Goal #3:** To improve equity of outcomes for all students. (District Priorities: Innovative Instruction, Indigenous Education, Inclusive Education)

**Key Action:** To increase the use of design thinking and differentiation of curriculum, instruction and assessment strategies to address Equity of Outcomes for students.

2021-2022 Actions:

- Shelley Moore Design Series: 4 schools participated in 3 direct coaching and planning sessions with Shelley Moore to plan curriculum and instruction to meet the needs of all learners in the classroom.

**Data Target:** To increase the five-year graduation rate and transition rates for all students.

**Interpretation:** Transition rates and graduation rates have continued to remain steady or improve for Indigenous students, and students with disabilities or diverse abilities; Status off Reserve and on Reserve transition rates and graduation rates saw a decrease from 2019-2020 to 2020-2021.

In 2020-2021:

- 98% of all Grade 10 students transitioned to Grade 1.1
- 98% of all Grade 11 students transitioned to Grade 12.
- Transition rates for students with disabilities or diverse abilities are the same as those for all students.
- 98% of students graduated with a Dogwood or Adult Dogwood.
- 80% of students with disabilities or diverse abilities graduated with a Dogwood or Adult Dogwood.

**Adjustment:** Widen the Design Series to include secondary schools to build capacity around planning curriculum and instruction for all learners at the classroom level.  
Build capacity across the system with the Universal Design for Learning working group.



# Human and Social Development

## Educational Outcome 3: Students Feel Welcome, Safe, and Connected

### Measure 3.1: Student Sense of Belonging

#### Student Learning Survey (SLS) - Feel Welcome

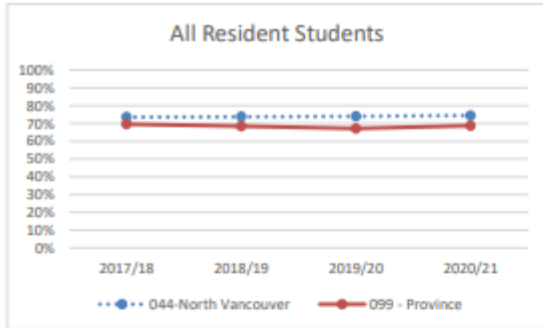


Figure 51: SLS - Feel Welcome - All Resident Students

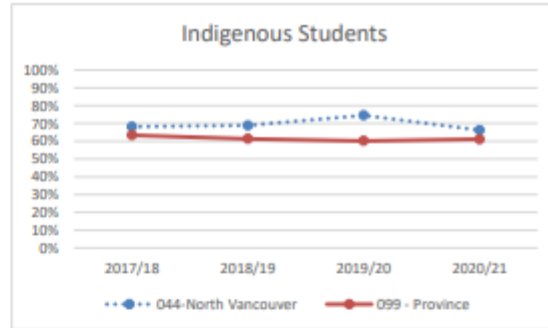


Figure 52: SLS - Feel Welcome - Indigenous Students

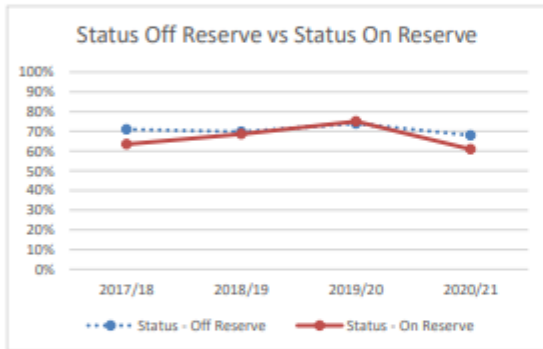


Figure 53: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve

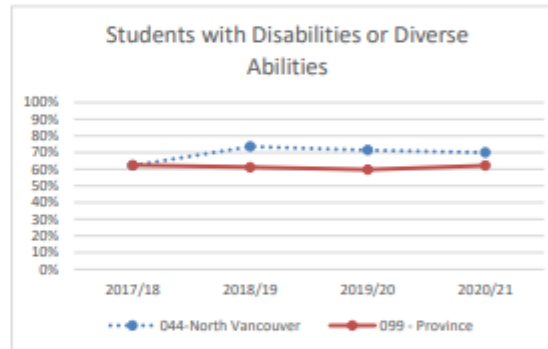


Figure 54: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

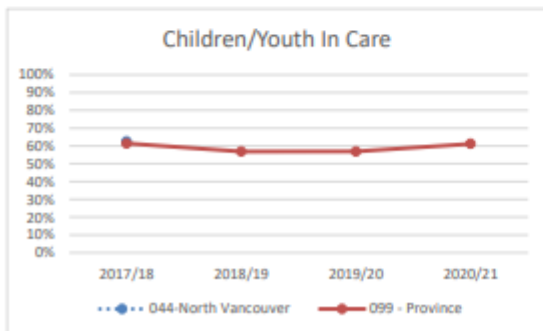


Figure 55: SLS - Feel Welcome - Children/Youth In Care

#### Student Learning Survey (SLS) - Feel Safe

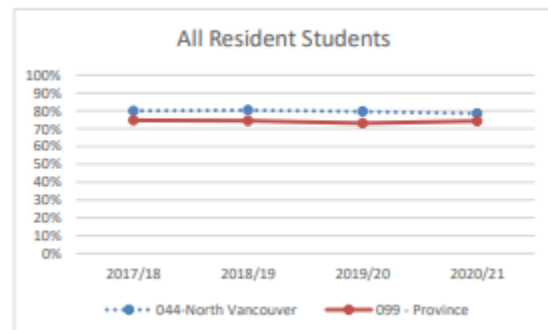
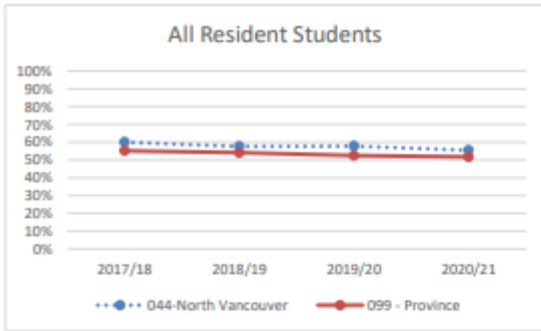


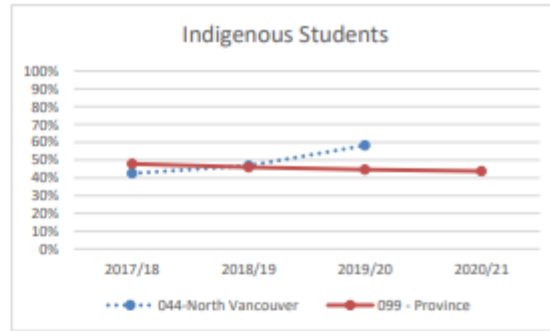
Figure 56: SLS - Feel Safe - All Resident Students



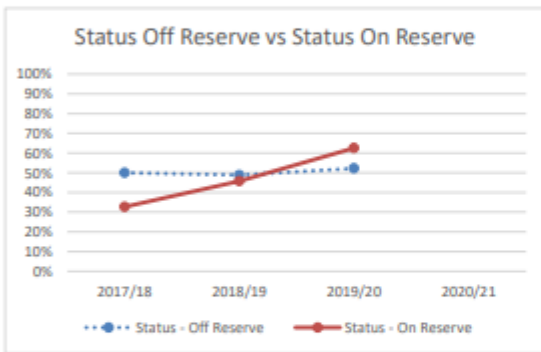
**Student Learning Survey (SLS) - School Belong**



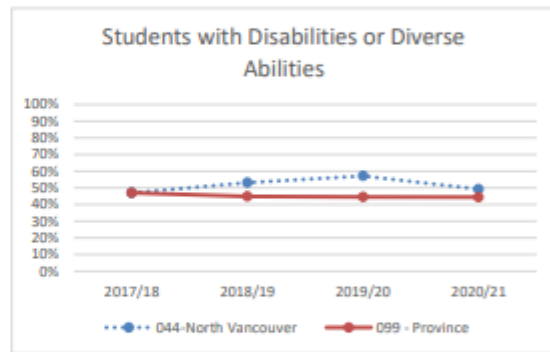
**Figure 57: SLS - School Belong - All Resident Students**



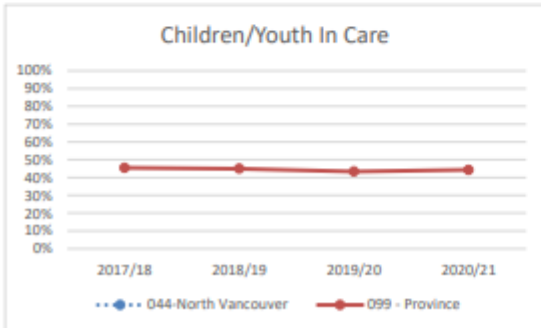
**Figure 58: SLS - School Belong - Indigenous Students**



**Figure 59: SLS - School Belong - Status - Off Reserve and Status - On Reserve**



**Figure 60: SLS - School Belong - Students with Disabilities or Diverse Abilities**

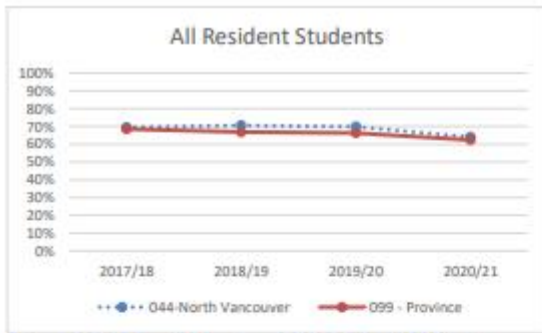


**Figure 61: SLS - School Belong - Children/Youth In Care**

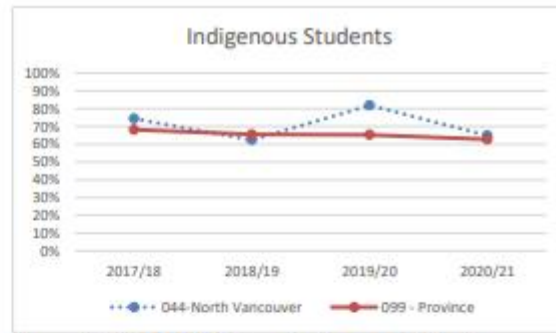


Measure 3.2: Two or More Adults who Care About Them

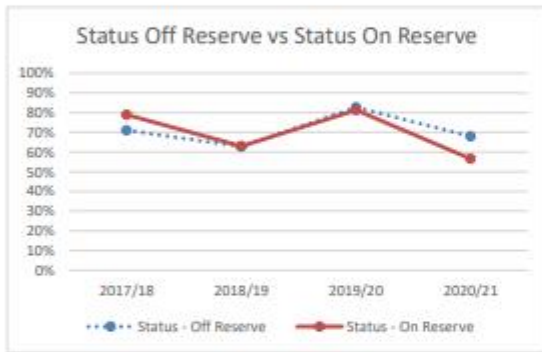
**Student Learning Survey (SLS) - Adults Care**



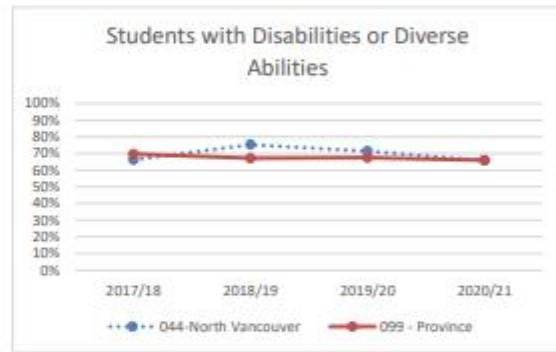
**Figure 62: SLS - Adults Care - All Resident Students**



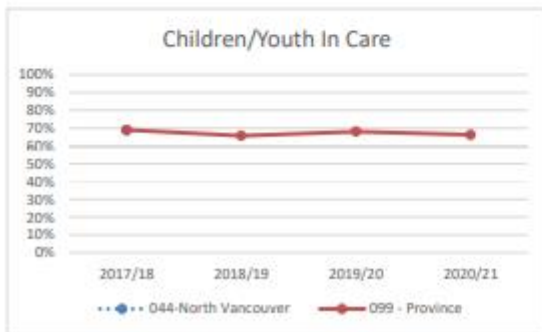
**Figure 63: SLS - Adults Care - Indigenous Students**



**Figure 64: SLS - Adults Care - Status - Off Reserve and Status - On Reserve**



**Figure 65: SLS - Adults Care - Students with Disabilities or Diverse Abilities**



**Figure 66: SLS - Adults Care - Children/Youth In Care**



**Goal #4:** To improve students' sense of belonging and well-being. (District Priorities: Social Emotional Learning, Indigenous Education, Inclusive Education)

Key Actions: Implement the NVSD 44 Continuum of SEL in all schools by June 2023.

- Ongoing professional development, in-service, and school-based offerings from SEL team.
- Focus on Trauma-Informed Practice with administrators, staff, and parents/caregivers.
- School-wide implementation of the Second Step SEL program in all elementary schools.

Data Target: 95% of students report a strong sense of belonging in their school.

Interpretation: Student Learning Survey (SLS) data indicate 58% of all students felt high levels of school belonging.  
SLS data would indicate 68% of respondents felt as though they had two or more adults who care about them at school.

Adjustment: Use MDI and YDI assessments to capture students' level of engagement and impact of mental health initiatives more accurately.  
Expand Well-Being Network to elementary schools.  
Intellectual Disabilities and Autism Sub-Committee will continue with 3 scheduled meetings in the 2022-2023 school year, centring student voice to improve sense of belonging.

**Goal #5:** To improve secondary students' mental health and well-being and related attendance and transition rates. (District Priorities: Social Emotional Learning, Indigenous Education, Inclusive Education)

Key Action: Establish and support Mental Health and Well-Being teams at each secondary school by June 2023 including:

- Secondary Wellness Network with representation from every secondary school.
- Health and Physical Education 8-10 representatives from each school or network to establish material in support of mental health teaching.
- Establish a District Student Leadership Council Mental Health working group.

Data Target: 90% attendance rates for all students.

Interpretation: No school or district attendance data for 2021-2022.  
Through Secondary Wellness Network, school administrators have reported an increase in frequency and quality of conversations with students, staff, and parents/caregivers regarding supporting and maintaining positive mental health, as well as navigating supports for any challenges.

Adjustment: Continue to build understanding of diversity including disabilities, neurodivergences, SOGI, ethnic diversity and Indigenous culture to foster belonging for all students.



Use both MDI and YDI assessments this year to capture students' levels of engagement and the impact of mental health initiatives more accurately.  
Focus on adult/staff well-being in the secondary school context.  
Expand network concept into elementary school settings.  
Engage the Intellectual Disabilities and Autism Sub-Committee to continue with 3 scheduled meetings in the 2022-2023 school year, centring student voice to improve sense of belonging.

**Goal #6:** To build equity for Indigenous learners by allowing the wisdom and knowledge of the First Peoples to come to the forefront. (District Priorities: Indigenous Education, Inclusive Education, Innovative Instruction)

**Key Actions:** Implement the Go Forward with Courage Assessment Rubric in all schools by June 2023.  
Enhance the Indigenous Design Network to develop and deliver the Indigenous graduation requirement.

**Data Targets:** 80% of NVSD staff implementing the Calls to Action, with an understanding of the influence of the BC Declaration on the Rights of Indigenous Peoples.  
All school staff developing plans for delivery of Indigenous graduation requirement.

**Interpretation:** There is no local or provincial data on the use of the Calls to Action or understanding of the BC Declaration on the Rights of Indigenous Peoples in North Vancouver schools.

**Adjustment:** Create a data source on the use of the Calls to Action or understanding of the BC Declaration on the Rights of Indigenous Peoples.  
Share the NVSD Equity in Action document with the Indigenous Design Network.  
Continue to connect the NVSD Indigenous Education department to Skwxwú7mesh and Tsleil-Waututh Knowledge Keepers.



# Career Development

## Educational Outcome 4: Students Will Graduate

### Measure 4.1: Achieved Dogwood within 5 Years

#### 5 Year Completion Rate

(Portion of students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8, adjusted for Outmigration)

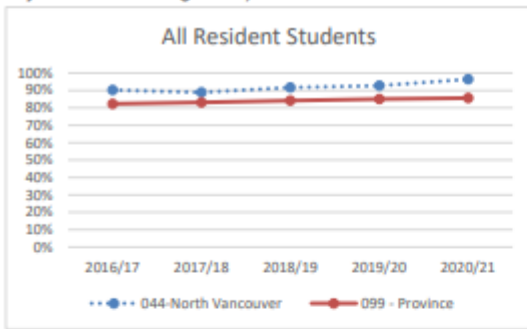


Figure 67: 5 Year Completion Rate - All Resident Students

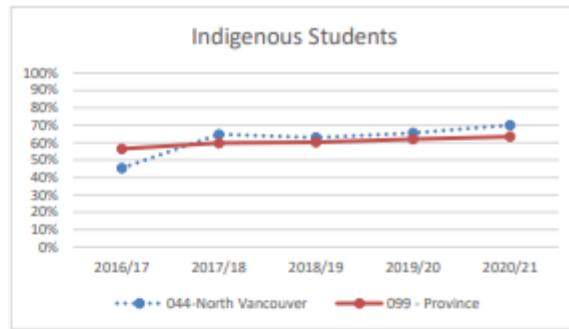


Figure 68: 5 Year Completion Rate - Indigenous Students

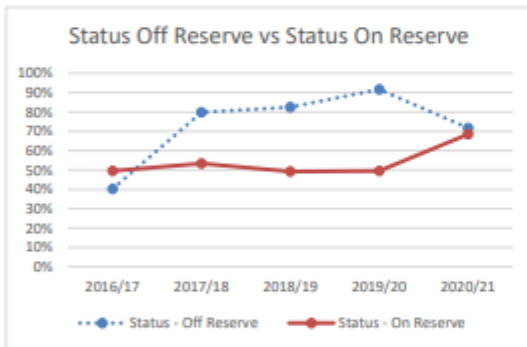


Figure 69: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

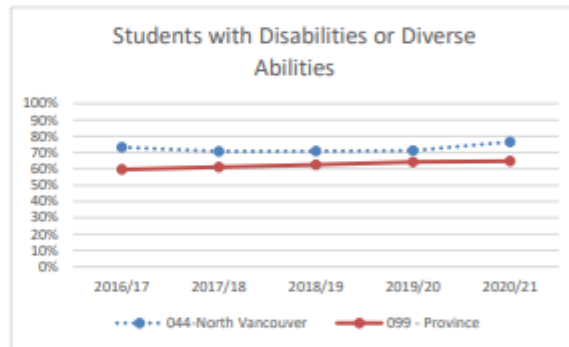


Figure 70: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

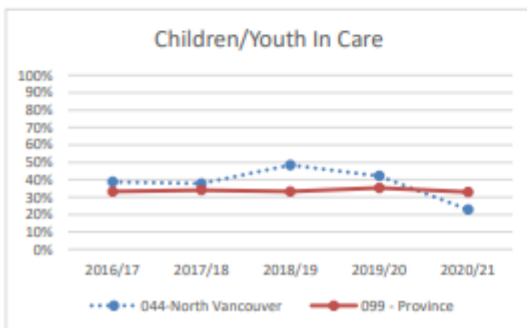


Figure 71: 5 Year Completion Rate - Children/Youth In Care





## Educational Outcome 5: Life and Career Core Competencies

### Measure 5.1: Transitioning to Post-Secondary

#### Post-Secondary Institute (PSI) Immediate Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program in the year following graduation)

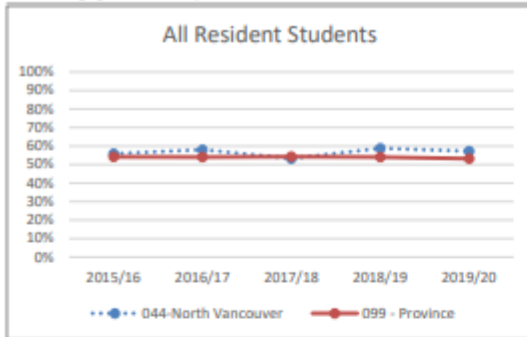


Figure 72: Post-Secondary Institute Transition - All Resident Students

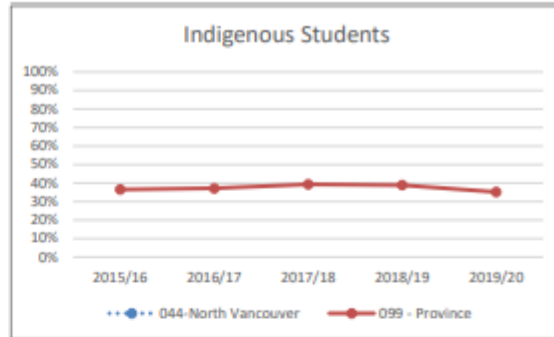


Figure 73: Post-Secondary Institute Transition - Indigenous Students

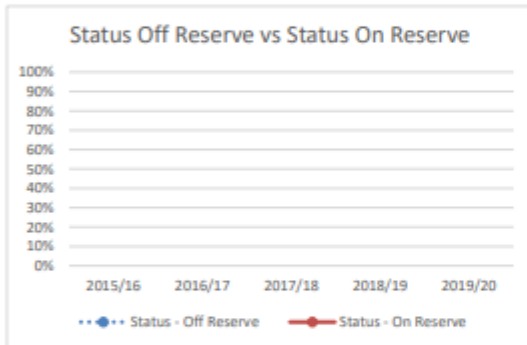


Figure 74: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

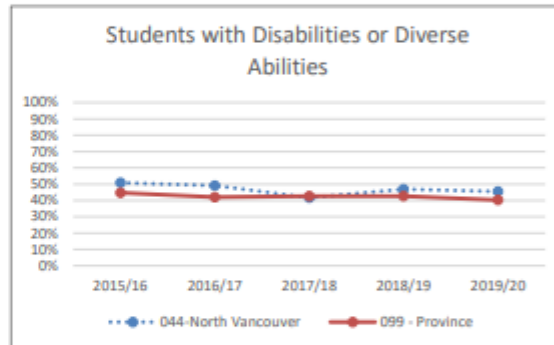


Figure 75: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

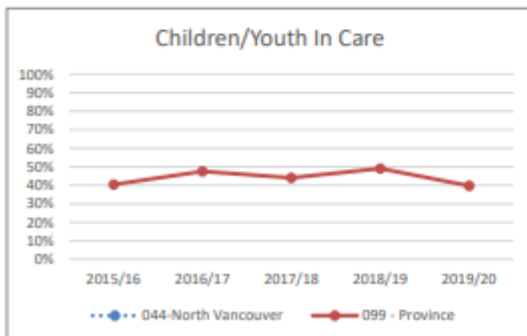
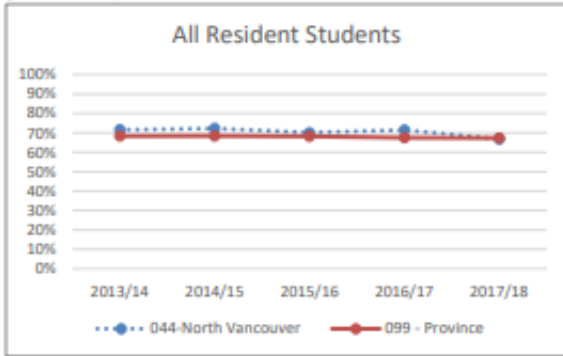


Figure 76: Post-Secondary Institute Transition - Children/Youth In Care

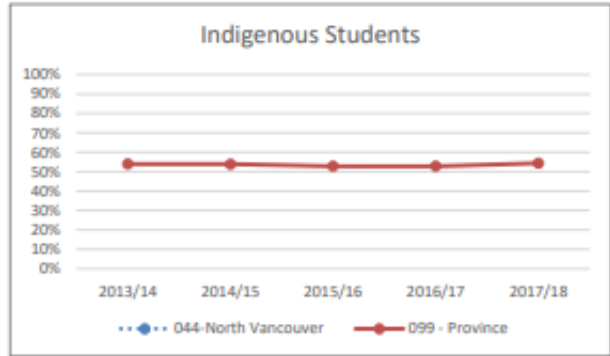


**Post-Secondary Institute (PSI) 3 Year Transition Rate**

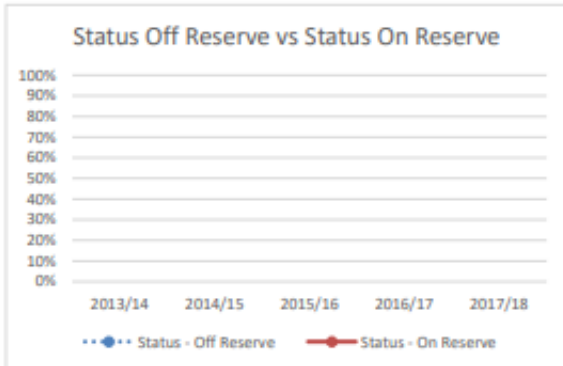
(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program within 3 years of graduation)



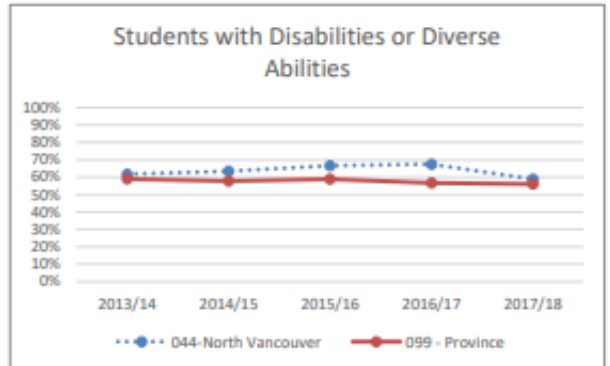
**Figure 77: Post-Secondary Institute Transition - All Resident Students**



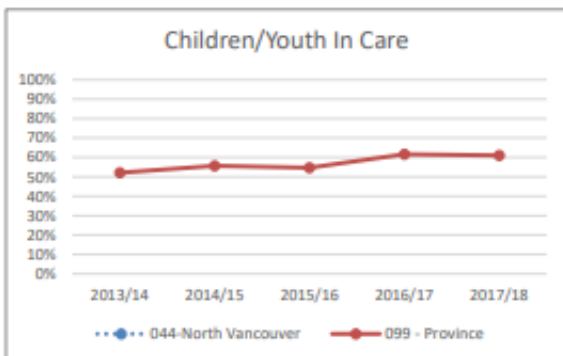
**Figure 78: Post-Secondary Institute Transition - Indigenous Students**



**Figure 79: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve**



**Figure 80: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities**



**Figure 81: Post-Secondary Institute Transition - Children/Youth In Care**



**Goal #7:** To make Career Education relevant and meaningful for students in Kindergarten through Grade 12. (District Priority: Career Education)

**Key Action:** Review and redesign Career Education with an interdisciplinary and K-12 continuum approach to learning.

**Data Target:** Establish a baseline for student awareness and engagement in Career and Life Planning.

**Interpretation:** There is currently no district or provincial data on this goal.

**Adjustment:** Create a data source to measure progress on this goal.  
Build on reframing of Career Education started at the May 2022 Principals meeting.  
Create elementary school “careers champions.”  
Invite the career coordinator to meetings with each FoS.  
Continue to increase the time allocated to the career coordinator in order to make an increasing positive impact.

**Goal #8:** To extend student learning into the community (District Priority: Career Education).

**Key Action:** Create more interdisciplinary learning experiences with community partners to connect classroom skills, knowledge, student interests and attitudes necessary for success in the workplace.  
Inclusive Education WEX facilitator will target students in Grades 11 and 12+ who benefit from additional planning, job coaching and support to be successful in job placements based on areas of interest.  
Increase participation of community-based instruction programs such as music therapy and swimming that have been maintained throughout COVID.

**Data Target:** Increase participation rates for learning experiences beyond the classroom (e.g., Work Experience (WEX), Work in Trades, day field trips, virtual experience, tours etc.).  
Improve on the data from 2021-2022:

- 19 North Shore employers supporting Inclusive Work Experience Placements.
- 27 Grade 11/12 students in Inclusive Work Experience Placements.

**Interpretation:** The Network of Inclusive Employers across the North Shore has grown significantly, increasing opportunities for students who wish to explore areas of interest including culinary arts and automotive careers.

**Adjustment:** Develop a full complement of trade fairs (one per month) for the 2022-2023 school year.  
Develop a 3-day Firefighting boot camp for Indigenous Youth (Grades 9/10) with FNESS, WVSD, DNV and CNV FF, to coordinate and plan in 2022-2023.  
Co-develop a Robotics competition for elementary students/classes with Robotics Academy.  
Reinstate previous programs including hiking and the North Vancouver Recreation Community Access Program that were reduced during COVID.



**Goal #9:** To help students build awareness of the variety of careers available, the skills and competencies needed to be successful, and the post-secondary education required (District Priority: Career Education)

**Key Action:** Strategically build the school district's relationship with local post-secondary institutions.

**Data Target:** Increase student secondary to post-secondary transition rates.

**Interpretation:** Secondary opportunities are more established, but there is still much room for awareness and development. Elementary opportunities are underdeveloped and inconsistent.

**Adjustment:** Continue to develop the Career Network to align and build on previous successes. Revisit the opportunity to host an Inclusive Transition Fair through the North Shore Transition Committee.

## Existing and/or Emerging Areas of Need

The NVSD recognizes the need for improvement in the following areas:

### Numeracy

There is a recognized need for primary educators to have a consistent and developmentally-appropriate assessment framework for numeracy. Using a collaborative design process, the district will bring together early primary teachers to explore and design a formative numeracy assessment tool, which will support teachers in educational planning and identifying areas of instructional focus.

### Career Education

Overall, Career Education in North Vancouver requires greater clarity and alignment across K-12. There are a tremendous number of innovative practices, but as a school district, we need greater coherence and shared understanding to Career Education. Part of this process includes the creation of a K-12 working group to provide Career Education leadership, and enhance teacher networks that can facilitate, expand, and create interdisciplinary approaches to the K-12 Career Education curriculum.

Another part of this process is to expand the number of community partnerships that provide high-quality career exploration experiences for students. Key to student awareness is seeing and experiencing what is in their metaphorical back yard. The NVSD is committed to providing educators and students with opportunities to explore local places of work. This includes the creation and support of Career/Education Fairs at the school and district level and providing professional development opportunities for educators in embedding careers into curriculum at all levels.



## Adjustments and Adaptations

The NVSD recognizes adjustments need to be made in the following areas:

### Equity

The classrooms of today are diverse and inclusive. The complexity of teaching and designing instruction that honours and supports student diversity in the classroom requires ongoing attention. Enabling and empowering educators to design and deliver student-centred differentiated approaches to teaching and learning is required in all school districts.

The NVSD is committed to supporting educators through a continuum of professional development including mentorship, collaborative inquiry, networks, and small- to large-scale professional development opportunities. The school district will create a Universal Design for Learning (UDL) working group to assess the current state of UDL in the district and make recommendations to senior executive on how to increase the understanding and use of blended approaches to learning in classrooms. This will include working closely with educational leaders such as Shelly Moore, with Indigenous Knowledge Keepers to gain a stronger understanding of Indigenous ways of knowing, and investing in the Harvard Making Thinking Visible project.

### Data-Driven Decision Making

The NVSD recognizes there is an opportunity to enhance the use of data to inform district direction and resourcing. The NVSD is committed to expanding the current role of district principal of administrative services in the 2022-2023 school year to better access, collect, analyze, and share available data with district principals, directors of instruction, and senior executive.

## Alignment for Successful Implementation

In the North Vancouver School District, the school planning process aligns the priorities of the school district and of the school. The intended outcomes of school planning are twofold:

1. An assessment of the health of the school with respect to the 'Attributes of a Vibrant Learning Community,' and
2. A review of areas of focus for 'Enhancing Student Learning.'

School planning is a valuable tool in building community, as well as for aligning actions on student learning and educational development. Planning teams include a representation of local stakeholders including students, teachers, educational assistants, parents/caregivers, principals and vice-principals. A web-based toolkit helps teams support the School Planning Vision to Action Process. Family of Schools (FoS) directors of instruction host two guided "Dinner and Dialogue" planning sessions each year to ensure FoS alignment and continual development.

School goals are a reflection of collaboratively determined areas for development both culturally and academically, with respect to 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.



The Family of Schools (FoS) Model is the District Learning Services structure to support school development and professional capacity building in the North Vancouver School District. The FoS structure enables a more holistic understanding of school-based priorities, professional in-service needs, as well as a focus on school and educator development at the school and classroom level.

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

In alignment with our FoS model, the North Vancouver School District has three additional capacity-building approaches:

- 1) School-to-School Learning Rounds
- 2) FoS Networks of Practice
- 3) Collaborative Inquiry Grants

*School-to-School Learning Rounds* is a process of pairing up two schools for a school-to-school appreciative inquiry process designed to build team, focus learning, and highlight practice.

*Networks of Practice* are designed around a core or functional area (e.g., Early Literacy) and have a teacher leader from each school in the FoS designed to disseminate best practice, build collegial capacity, and enable the implementation process.

*Collaborative Inquiry Grants* are grants awarded to practitioners in the same school and are designed to enable curiosity, exploration, and spirit new practices.

## Conclusion

This report is an accurate reflection of the intentional work undertaken by the North Vancouver School District to improve the outcomes and the equity of outcomes for students. The body of this report is written with big educational themes in mind in an attempt to describe the interdependency of the underlying portfolios that make up a very complex educational system. The NVSD has deliberately and thoughtfully resourced these portfolios and built collaborative structures to leverage the considerable expertise in these positions.

The outcomes of the intentional work is less clear at this point. At the end of the first year of the FESL process, the specific data used to illustrate the results of the work in each goal area is mixed. Some data provide clear indicators of successes or areas of growth, while other goal areas require the NVSD to create new data sources. The fit between these broad goals and the available useful data will improve as the FESL process is repeated each year.

