

Enhancing Student Learning Report September 2023

In Review of Year 3 of Strategic Plan 2021-2031



Approved by the Board of Education (September 26, 2023)



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Introduction: District Context

The North Vancouver School District (NVSD) 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 16,000 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 NVSD's student population includes approximately 640 self-identified Indigenous students; 1,000 English Language Learners; and 2,500 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 teaching and learning, and an emphasis on social emotional learning, the NVSD is the natural place to learn, share, grow and thrive.

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.



According to the Skwxwú7mesh, the Twin Sisters look over the North Shore at all times, providing protection to the people.



Section A: Reflecting Back

2022-23 Student Learning Outcomes

Intellectual Development

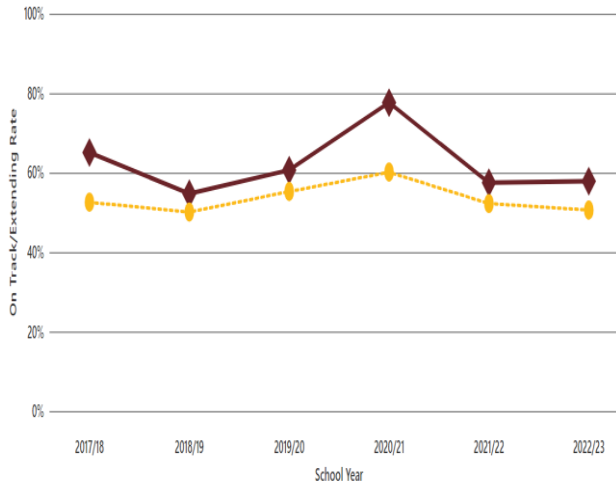
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations



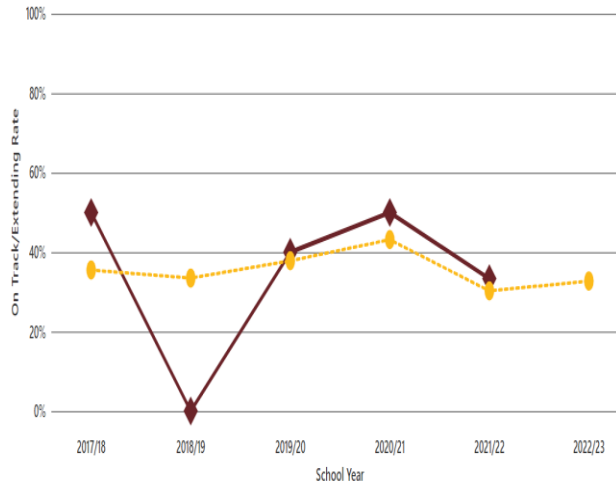


**Grade 4 FSA Literacy/Reading
(Students with Disabilities/Diverse Abilities)**



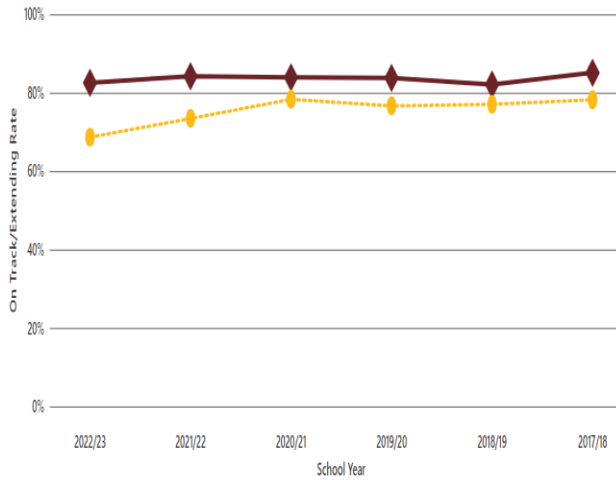
Districts: 044-North Vancouver 099-Province

**Grade 4 FSA Literacy/Reading
(Children/Youth in Care)**



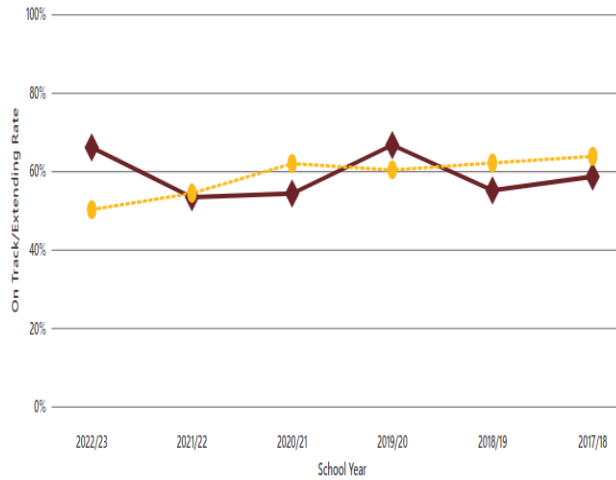
Districts: 044-North Vancouver 099-Province

Grade 7 FSA Literacy/Reading (All Resident Students)



Districts: 044-North Vancouver 099-Province

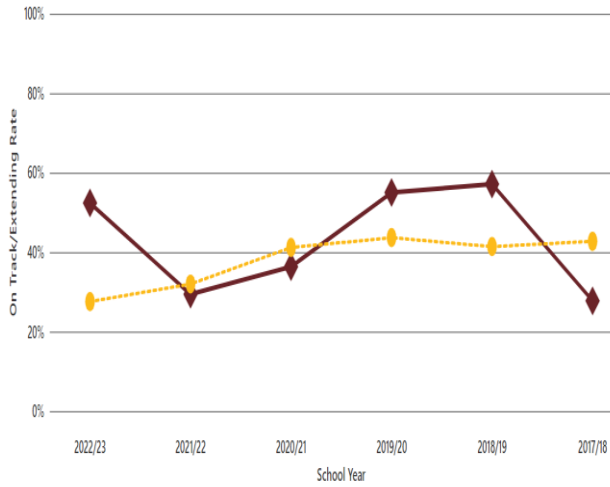
Grade 7 FSA Literacy/Reading (Indigenous Students)



Districts: 044-North Vancouver 099-Province

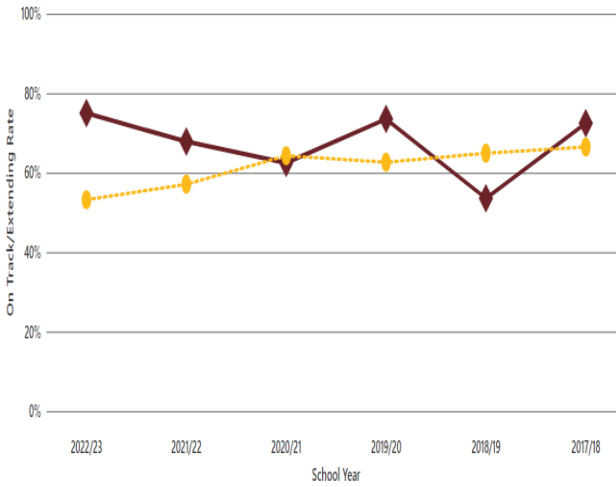


Grade 7 FSA Literacy/Reading
(Indigenous Students on Reserve)



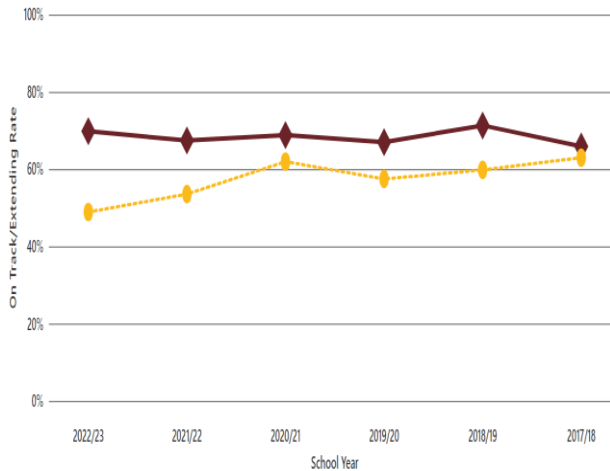
Districts: 044-North Vancouver 099-Province

Grade 7 FSA Literacy/Reading
(Indigenous Students off Reserve)



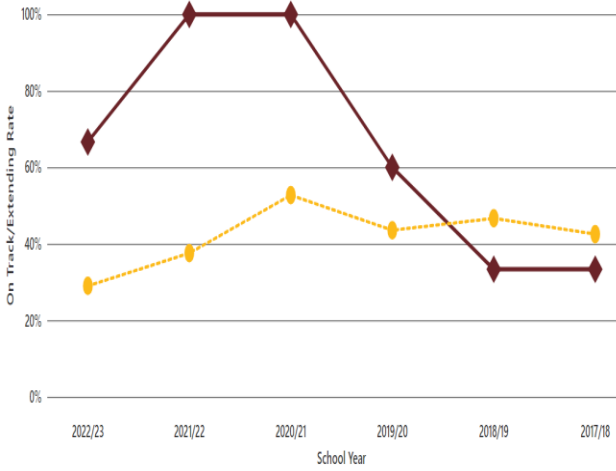
Districts: 044-North Vancouver 099-Province

Grade 7 FSA Literacy/Reading
(Students with Disabilities/Diverse Abilities)



Districts: 044-North Vancouver 099-Province

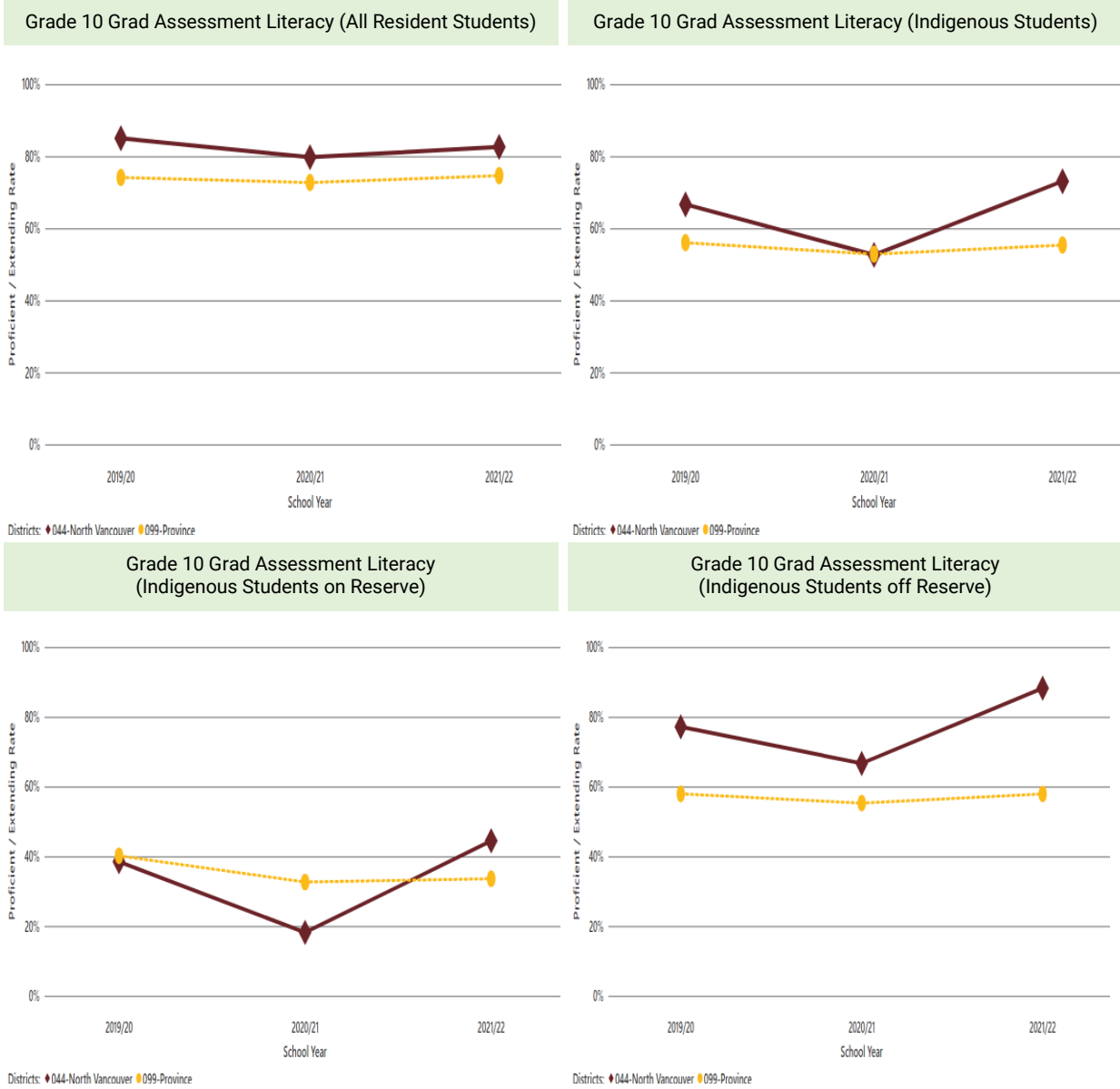
Grade 7 FSA Literacy/Reading
(Children/Youth in Care)

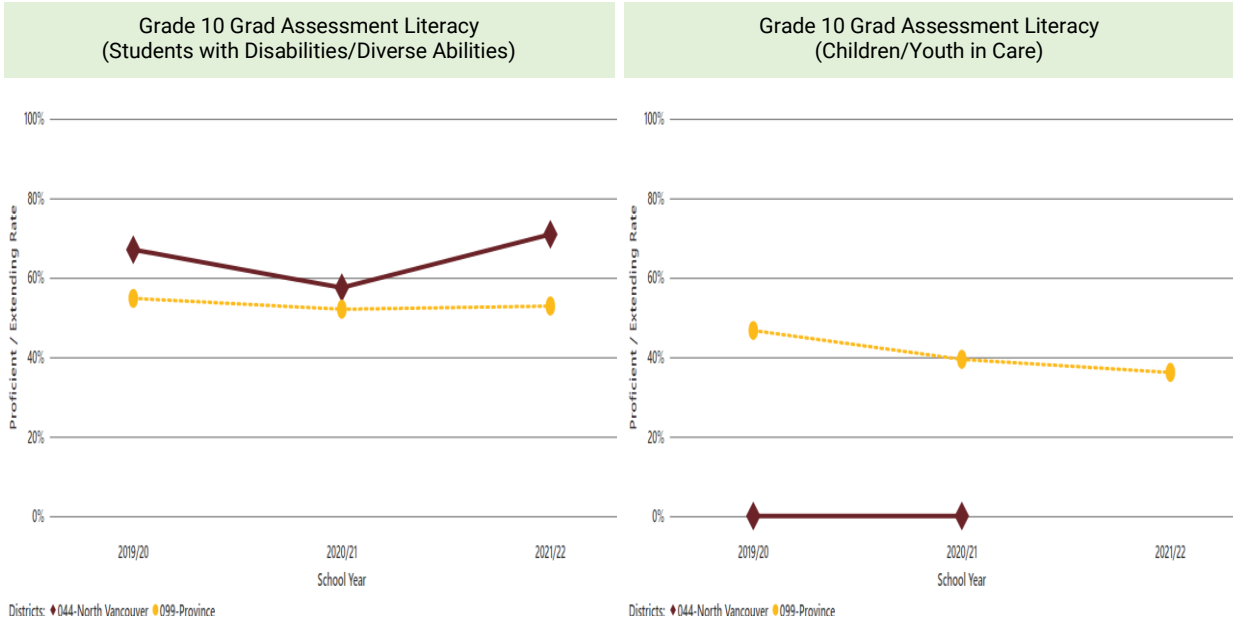


Districts: 044-North Vancouver 099-Province



Measure 1.2: Grade 10 Literacy Expectations





Relevant Additional/Local Data and Evidence

In addition to the Foundational Skills Assessment (FSA), the NVSD’s Early Literacy Assessment (ELA) provides literacy data on all students, in English and French Immersion, from Kindergarten to Grade 3. The ELA assesses the foundational skills required for literacy and provides the teacher with resources to remediate the skill areas needing support. ELA information also helps to inform referrals to School Based Resource Teams and school-based targeted reading intervention supports. The ELA booklet follows the student through the first four years of elementary school.

In 2022/2023:

- 88% of Kindergarten students scored above the baseline score of 25 in January
- 99% of Kindergarten students, after further intervention, met the baseline in June

This data is consistent with the FSA data presented in the previous section.

Analysis and Interpretation: What Does this Mean?

The NVSD literacy results are consistently at or above provincial averages. It would be easy to celebrate these results and rest on this success. However, many students are not performing at grade level. To highlight areas needing added focus, we have further disaggregated the data and rewritten some of the most informative results in terms of who IS NOT performing at grade level. These data will illuminate the inequities of learning outcomes for some students.

In the 2022/2023 Foundational Skills Assessment (FSA) literacy assessment:

- 17% of all Grade 4 students were not at or above grade level in January



- 34% of Grade 4 students with disabilities or diverse abilities were not On Track or Extending
- 30% of Grade 7 students with disabilities or diverse abilities were not On Track or Extending
- 39% of Indigenous Grade 4 students were not at or above grade level
- 34% of Indigenous Grade 7 students were not at or above grade level

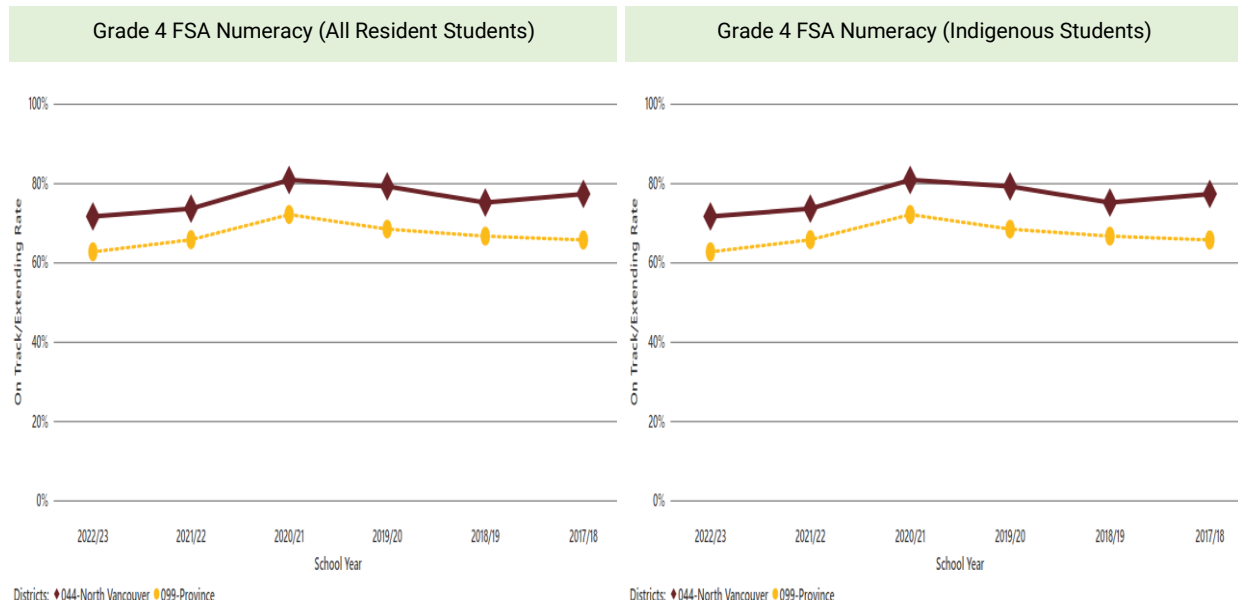
In the 2022/2023 Early Literacy Assessment (ELA):

- 12% of Kindergarten students scored above the baseline score of 25 in January, and required further intervention.
- 1% of Kindergarten students met the baseline in June, after further intervention

Clearly, more targeted work needs to be done to improve literacy results for students with disabilities or diverse abilities, and for Indigenous learners.

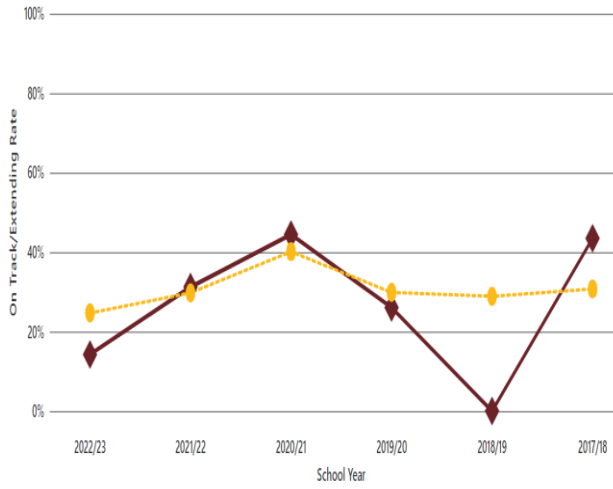
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations



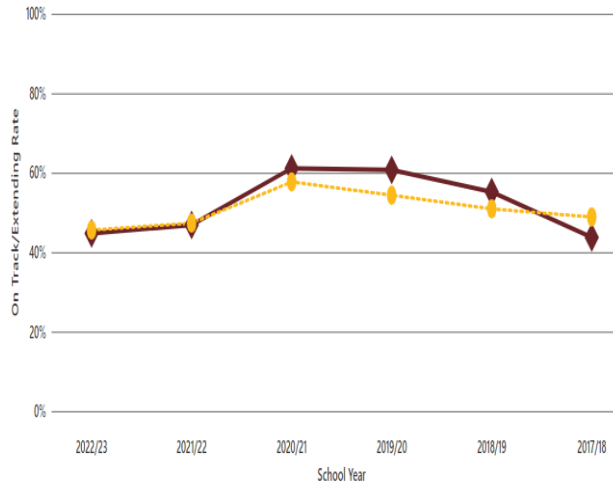


Grade 4 FSA Numeracy (Indigenous Students on Reserve)



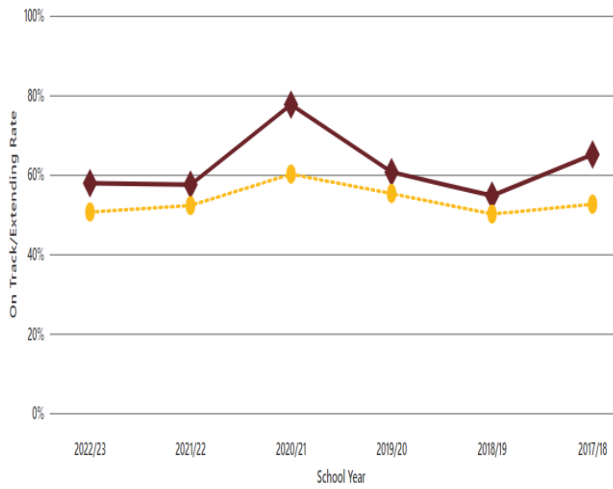
Districts: 044-North Vancouver 099-Province

Grade 4 FSA Numeracy (Indigenous Students off Reserve)



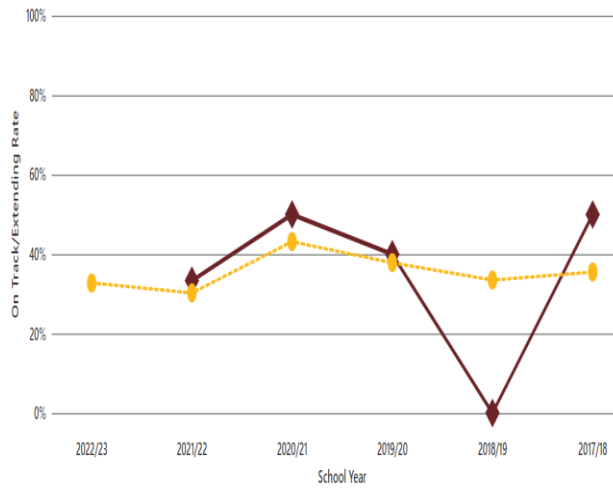
Districts: 044-North Vancouver 099-Province

Grade 4 FSA Numeracy (Students with Disabilities/Diverse Abilities)



Districts: 044-North Vancouver 099-Province

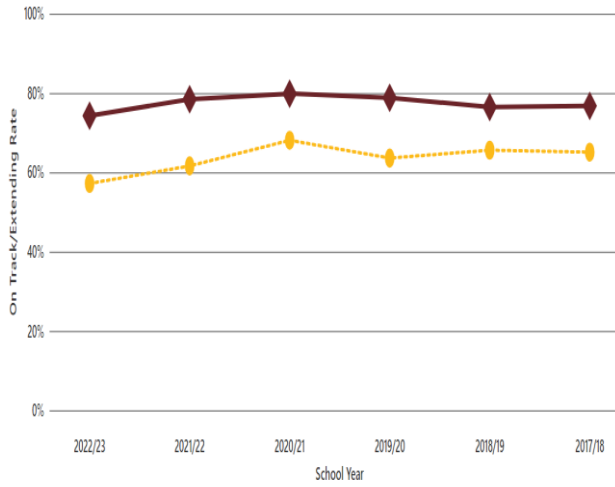
Grade 4 FSA Numeracy (Children/Youth in Care)



Districts: 044-North Vancouver 099-Province

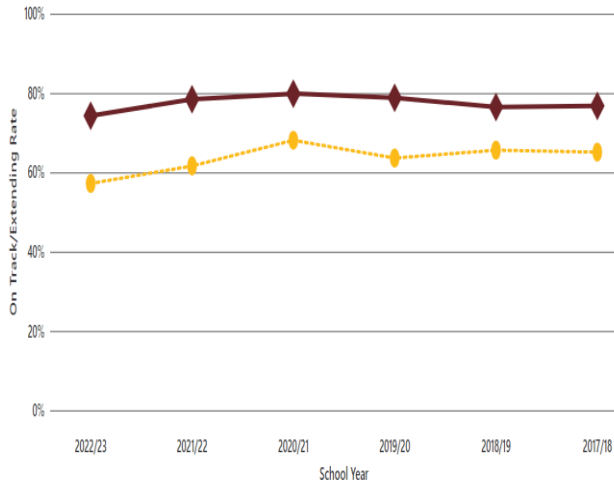


Grade 7 FSA Numeracy (All Resident Students)



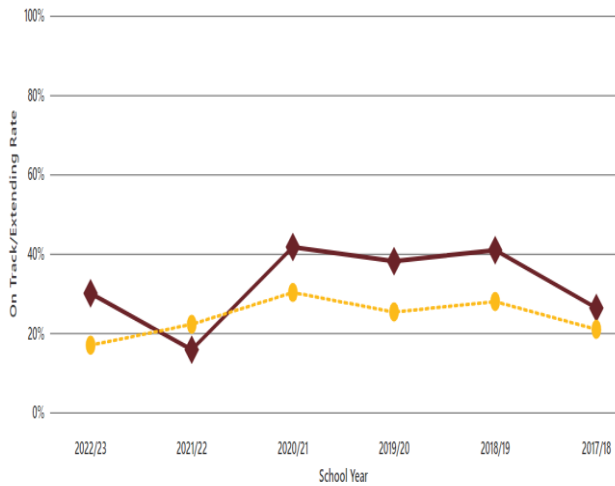
Districts: 044-North Vancouver 099-Province

Grade 7 FSA Numeracy (Indigenous Students)



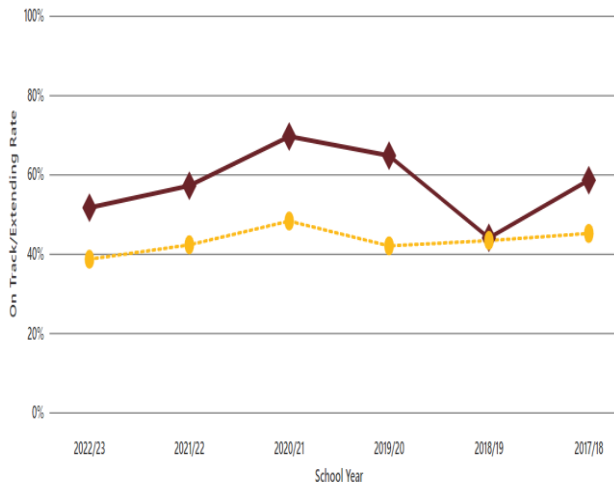
Districts: 044-North Vancouver 099-Province

Grade 7 FSA Numeracy (Indigenous Students on Reserve)



Districts: 044-North Vancouver 099-Province

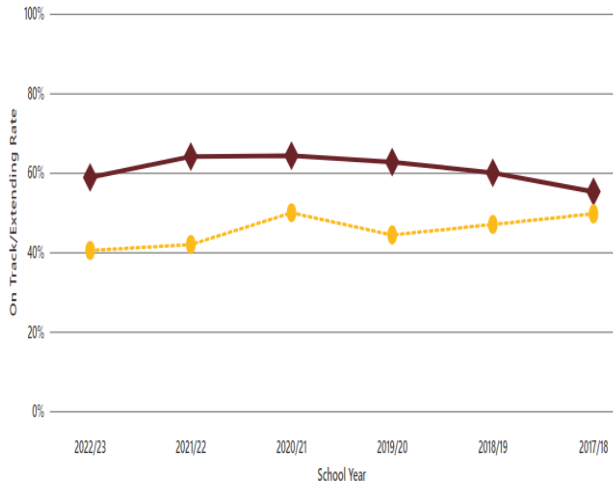
Grade 7 FSA Numeracy (Indigenous Students off Reserve)



Districts: 044-North Vancouver 099-Province

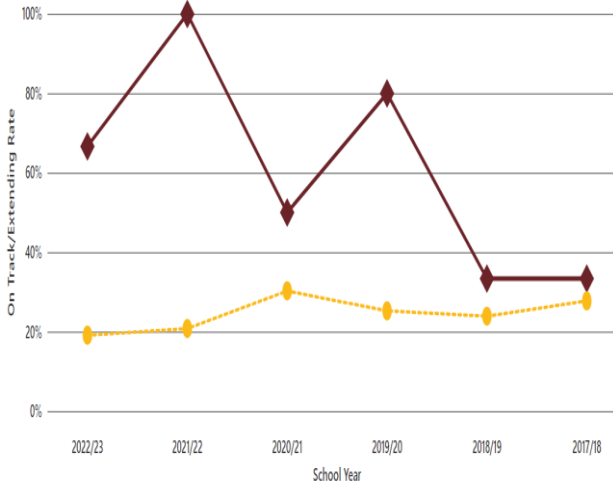


**Grade 7 FSA Numeracy
(Students with Disabilities/Diverse Abilities)**



Districts: 044-North Vancouver 099-Province

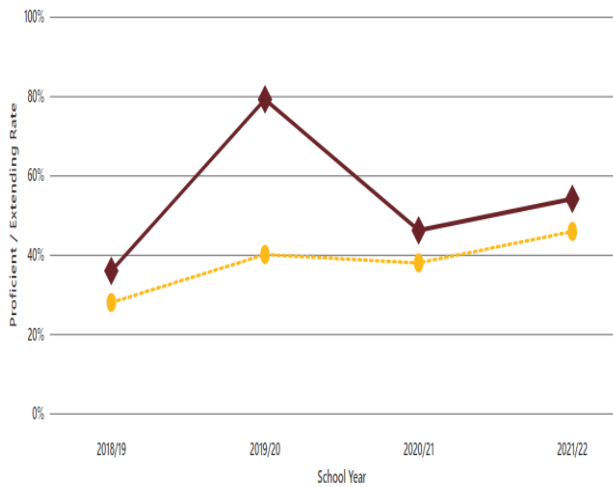
**Grade 7 FSA Numeracy
(Children/Youth in Care)**



Districts: 044-North Vancouver 099-Province

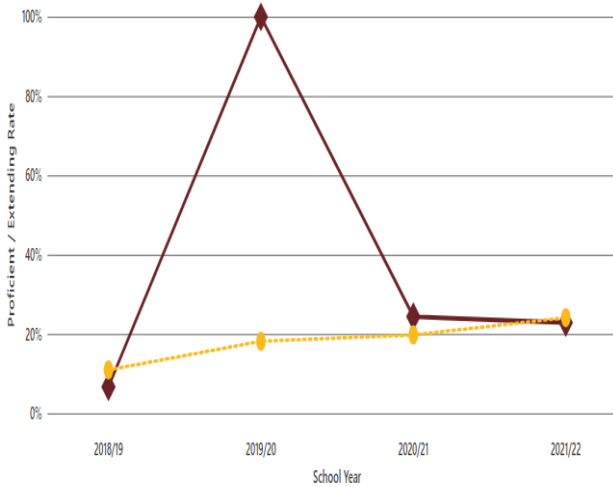
Measure 2.2: Grade 10 Numeracy Expectations

**Grade 10 Grad Assessment Numeracy
(All Resident Students)**



Districts: 044-North Vancouver 099-Province

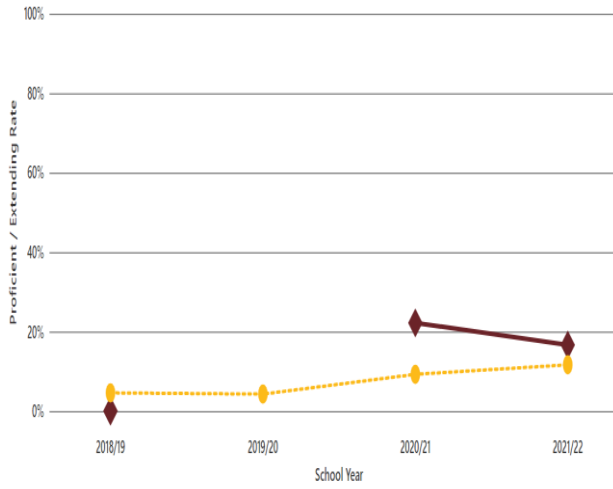
**Grade 10 Grad Assessment Numeracy
(Indigenous Students)**



Districts: 044-North Vancouver 099-Province

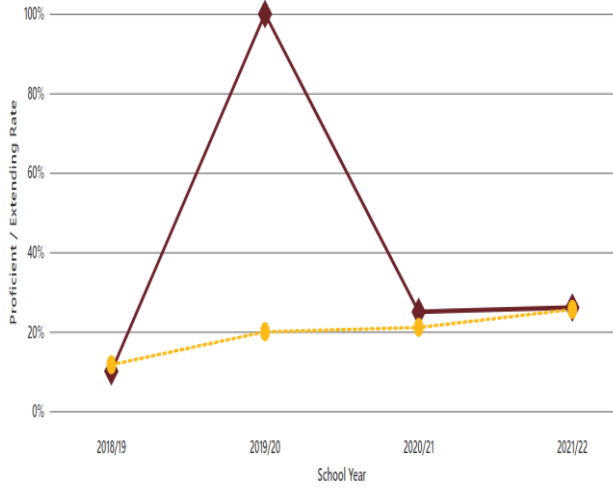


Grade 10 Grad Assessment Numeracy (Indigenous Students on Reserve)



Districts: 044-North Vancouver 099-Province

Grade 10 Grad Assessment Numeracy (Indigenous Students off Reserve)



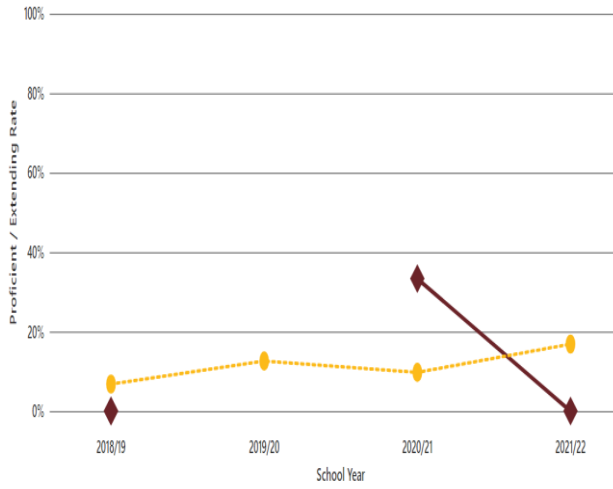
Districts: 044-North Vancouver 099-Province

Grade 10 Grad Assessment Numeracy (Students with Disabilities/Diverse Abilities)



Districts: 044-North Vancouver 099-Province

Grade 10 Grad Assessment Numeracy (Children/Youth in Care)



Districts: 044-North Vancouver 099-Province

Analysis and Interpretation: What Does this Mean?

As the literacy results, the NVSD numeracy results are at or above provincial averages. Again, it would be easy to celebrate these results and rest on this success. However, many students are not performing at grade level. In order to highlight areas needing added focus, we have further disaggregated the data and rewritten the results in terms of who IS NOT performing at grade level to illuminate the inequities of learning outcomes.

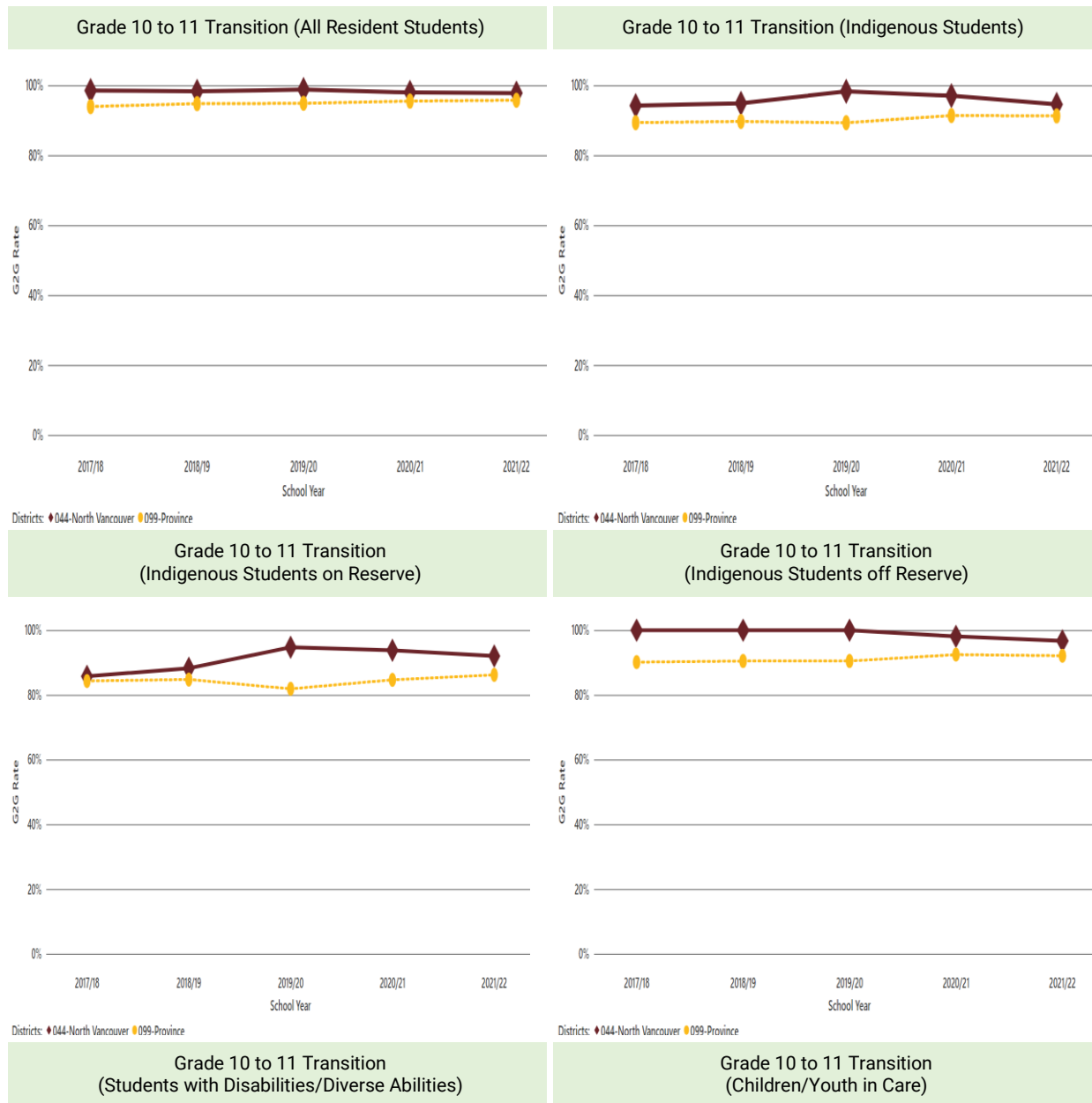
In the 2022/2023 Foundational Skills Assessment (FSA) numeracy assessment:

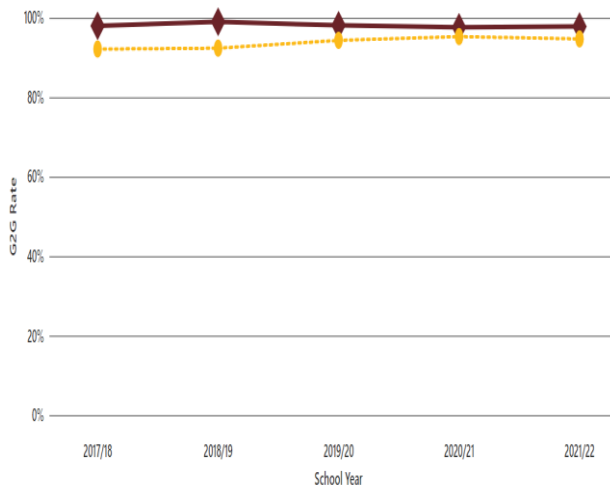


- 28% of all Grade 4 students are not at or above grade level
- 26% of all Grade 7 students are not at or above grade level
- 42% of Grade 4 students with disabilities or diverse abilities are not at or above grade level
- 41% of Grade 7 students with disabilities or diverse abilities are not at or above grade level
- 60% of Grade 4 Indigenous students were not at or above grade level
- 57% of Grade 7 Indigenous students were not at or above grade level

Clearly, more targeted work needs to be done to improve numeracy results for students with disabilities or diverse abilities, and for Indigenous learners.

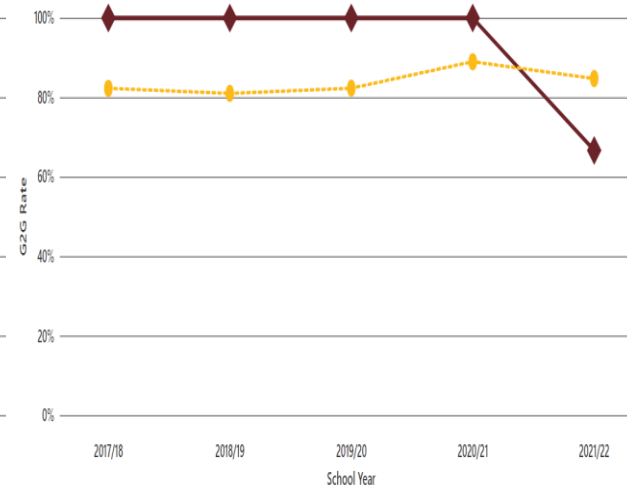
Measure 2.3: Grade-to-Grade Transitions





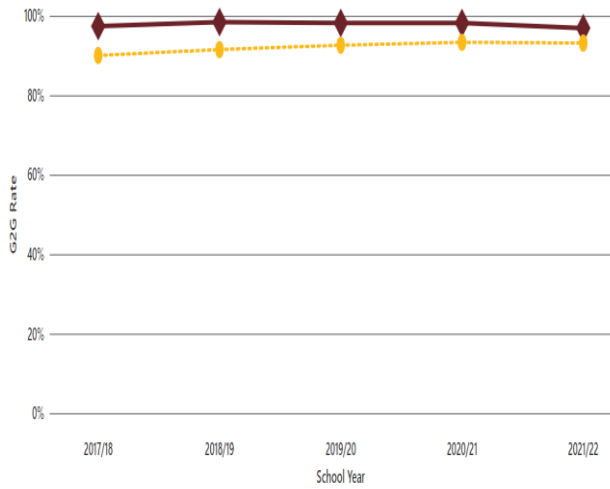
Districts: 044-North Vancouver 099-Province

Grade 11 to 12 Transition (All Resident Students)

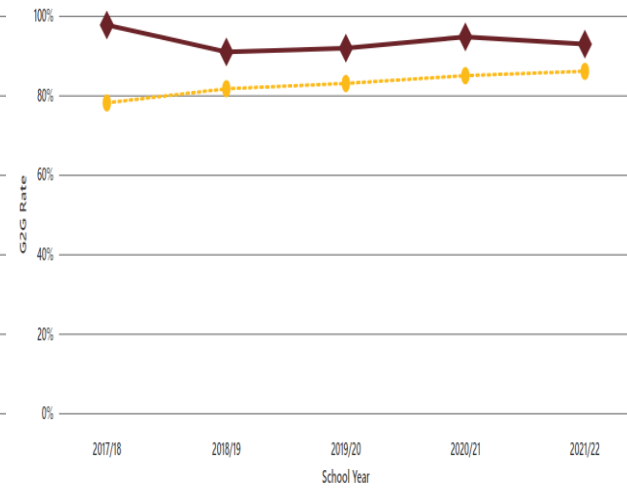


Districts: 044-North Vancouver 099-Province

Grade 11 to 12 Transition (Indigenous Students)



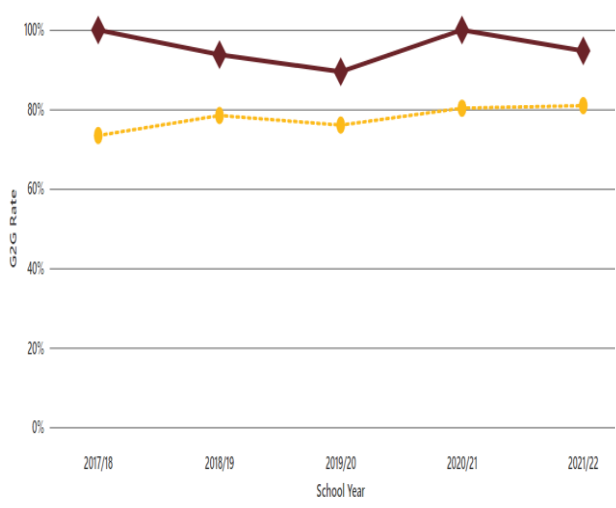
Districts: 044-North Vancouver 099-Province



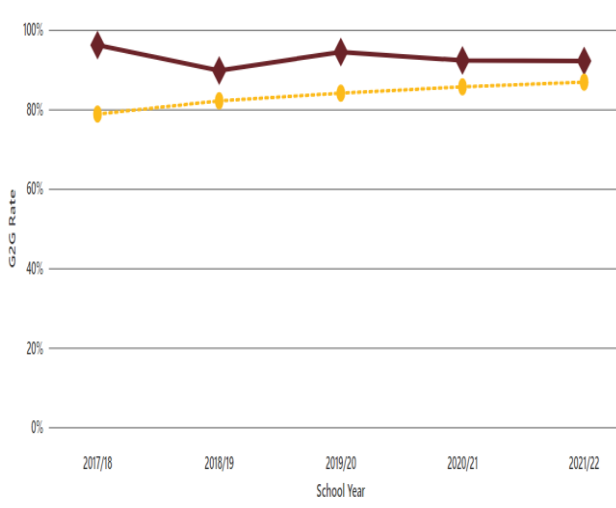
Districts: 044-North Vancouver 099-Province



Grade 11 to 12 Transition (Indigenous Students on Reserve)



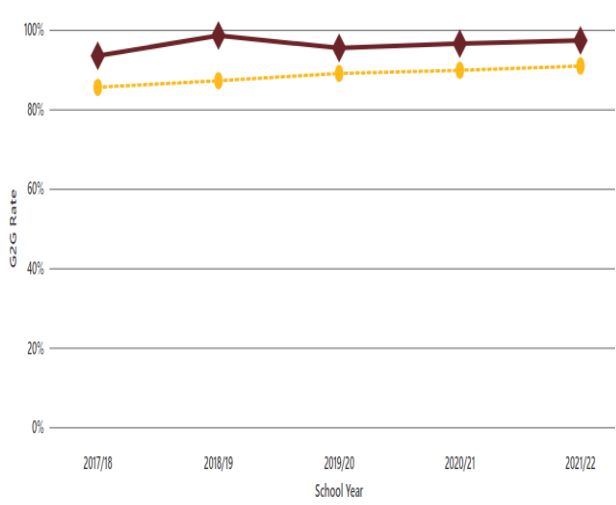
Grade 11 to 12 Transition (Indigenous Students off Reserve)



Districts: 044-North Vancouver 099-Province

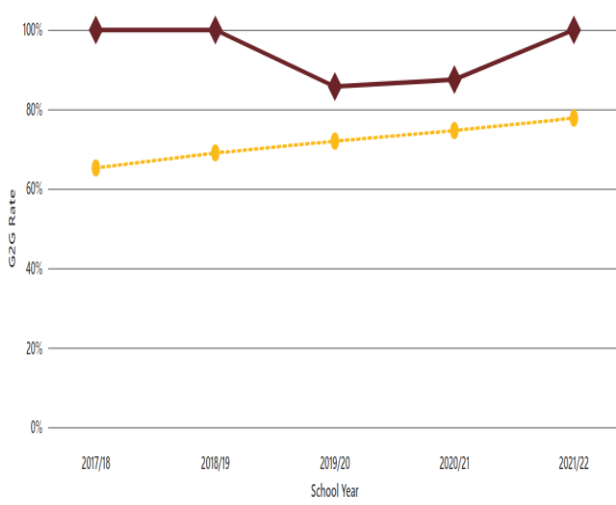
Districts: 044-North Vancouver 099-Province

Grade 11 to 12 Transition (Students with Disabilities/Diverse Abilities)



Districts: 044-North Vancouver 099-Province

Grade 11 to 12 Transition (Children/Youth in Care)



Districts: 044-North Vancouver 099-Province

Analysis and Interpretation: What Does this Mean?

All NVSD results for transition rates are at or above provincial averages, but there is still room for improvement.

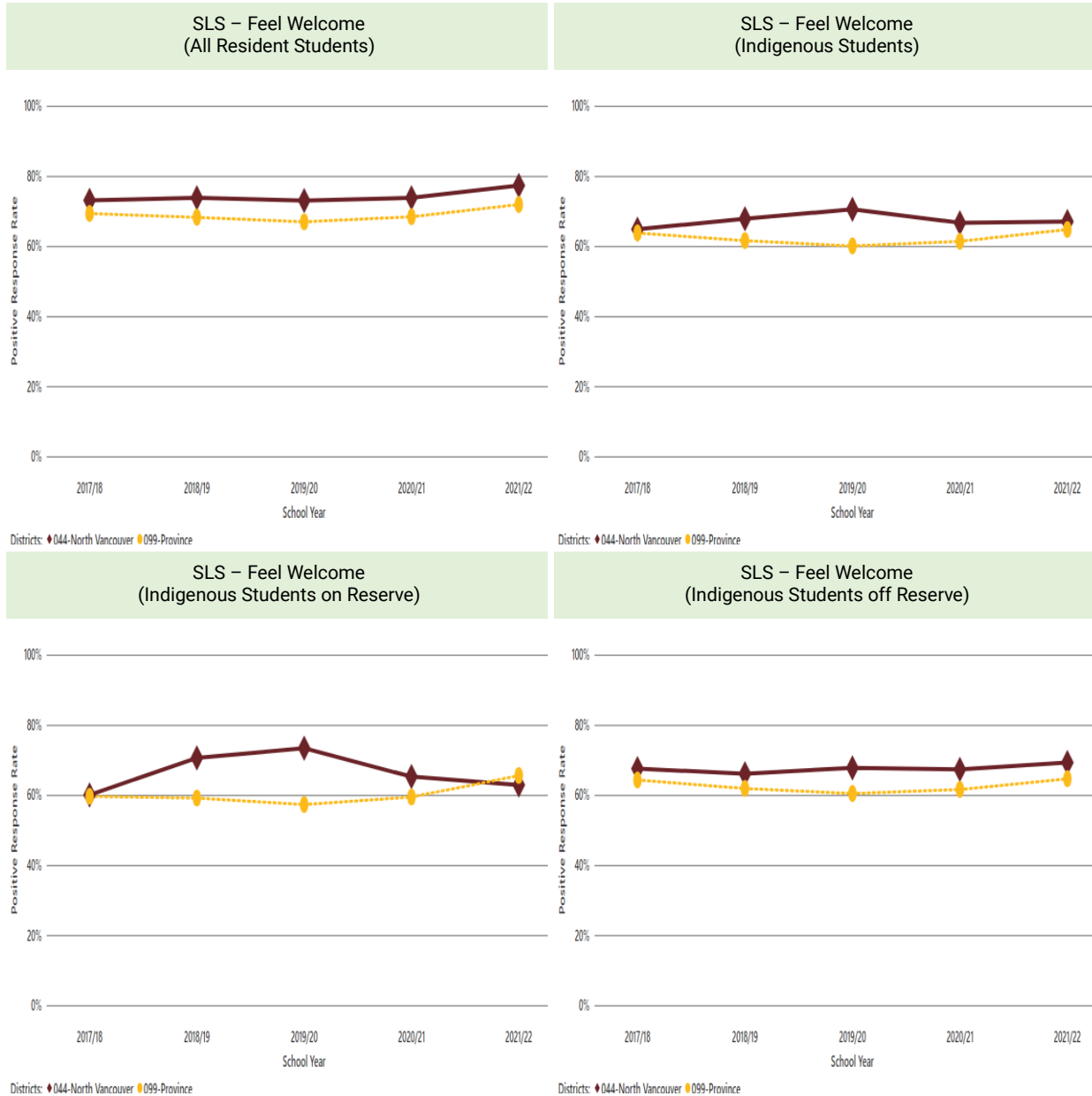
These results are a summative assessment of the performance of our students; it is the culmination and combination of many data points that assess many specific intentional initiatives and targeted resources. As such, the school district has put more attention on the indicators of success that contribute to, and ultimately result in, these transition rates, for example literacy and numeracy, and feeling safe, welcome, and a sense of belonging at school.



Human and Social Development

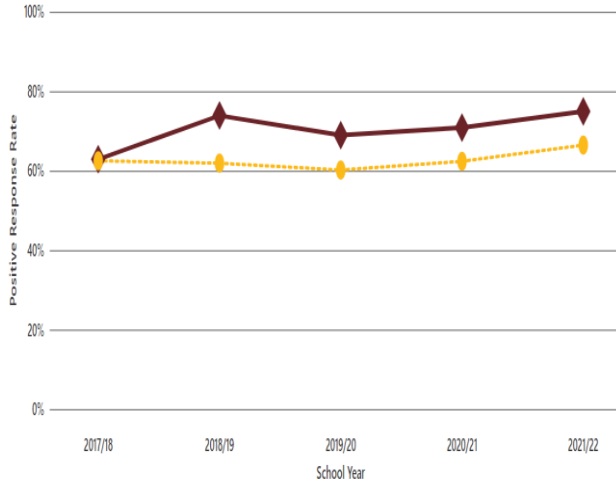
Educational Outcome 3: Students Feel Welcome, Safe, and Connected

Measure 3.1: Student Sense of Belonging



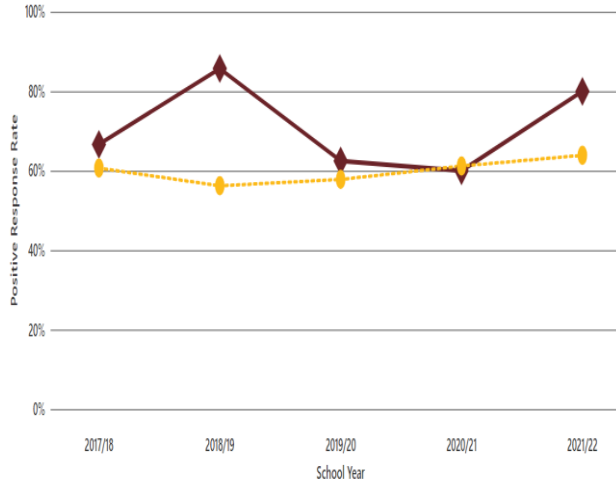


SLS – Feel Welcome (Students with Disabilities/Diverse Abilities)



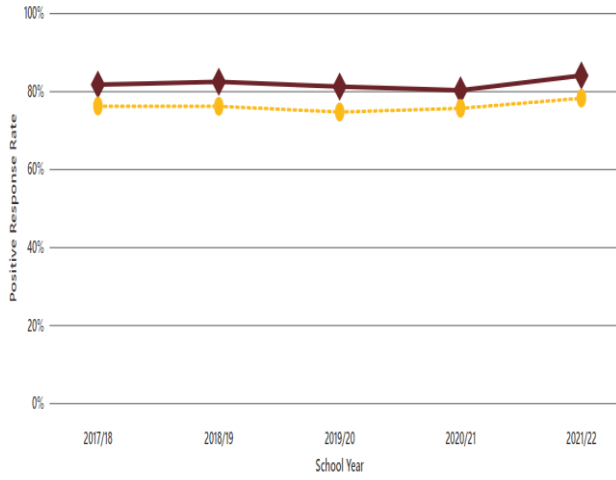
Districts: 044-North Vancouver 099-Province

SLS – Feel Welcome (Children/Youth in Care)



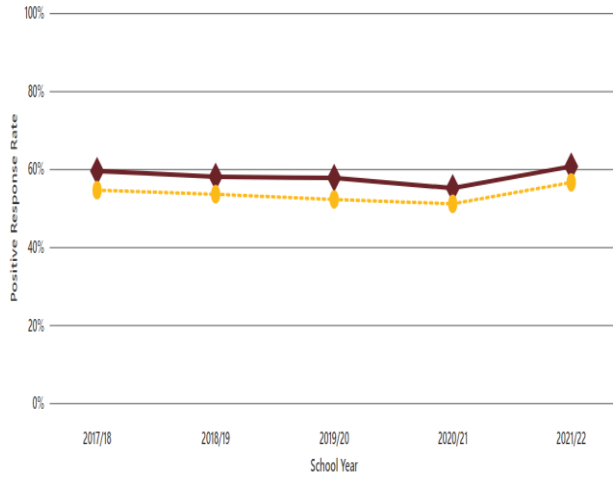
Districts: 044-North Vancouver 099-Province

SLS – Feel Safe (All Resident Students)



Districts: 044-North Vancouver 099-Province

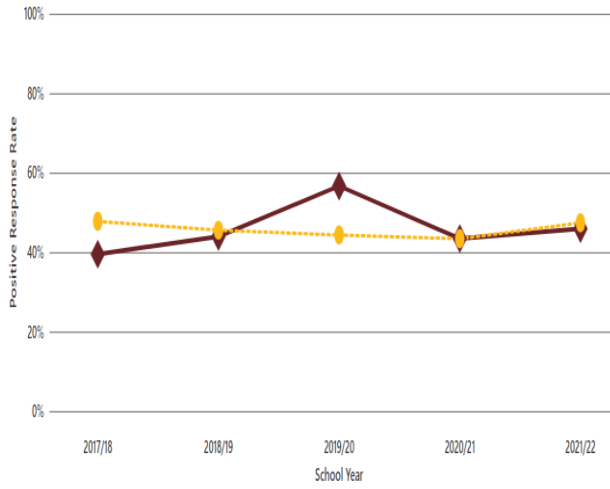
SLS – School Belong (All Resident Students)



Districts: 044-North Vancouver 099-Province

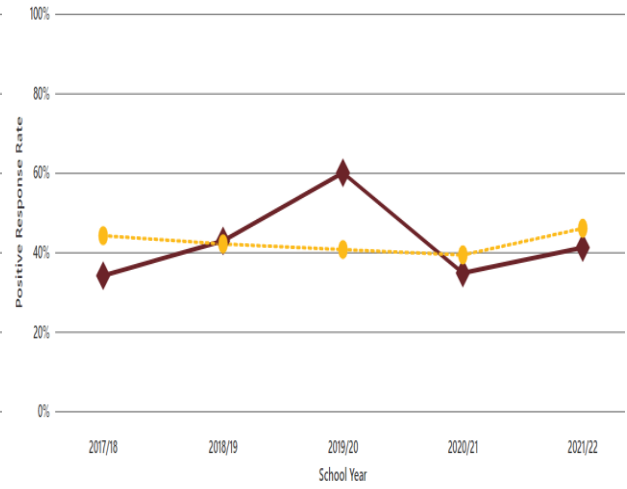


SLS – School Belong (Indigenous Students)



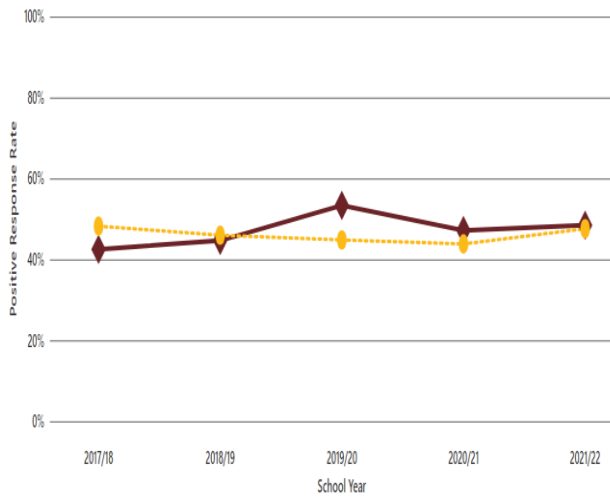
Districts: 044-North Vancouver 099-Province

SLS – School Belong (Indigenous Students on Reserve)



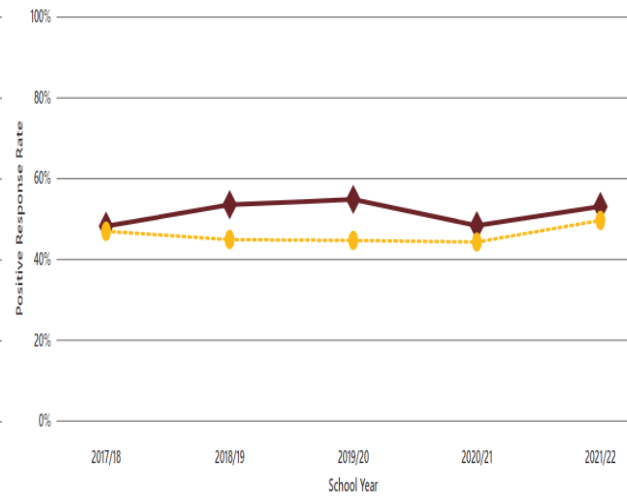
Districts: 044-North Vancouver 099-Province

SLS – School Belong (Indigenous Students off Reserve)

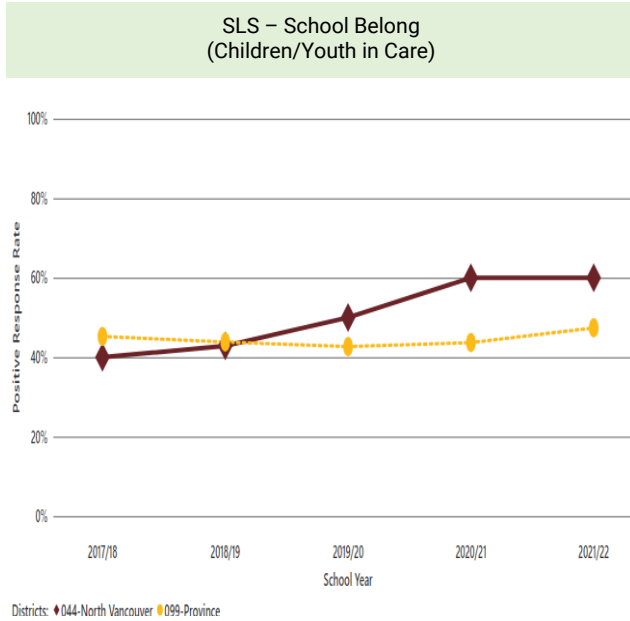


Districts: 044-North Vancouver 099-Province

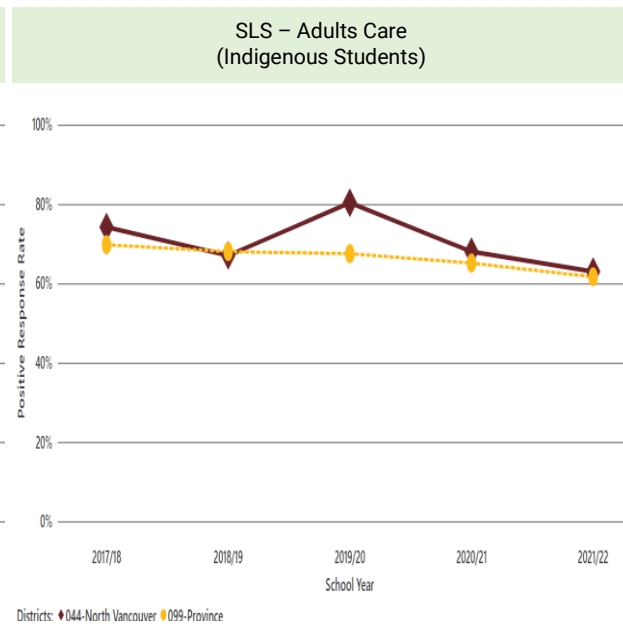
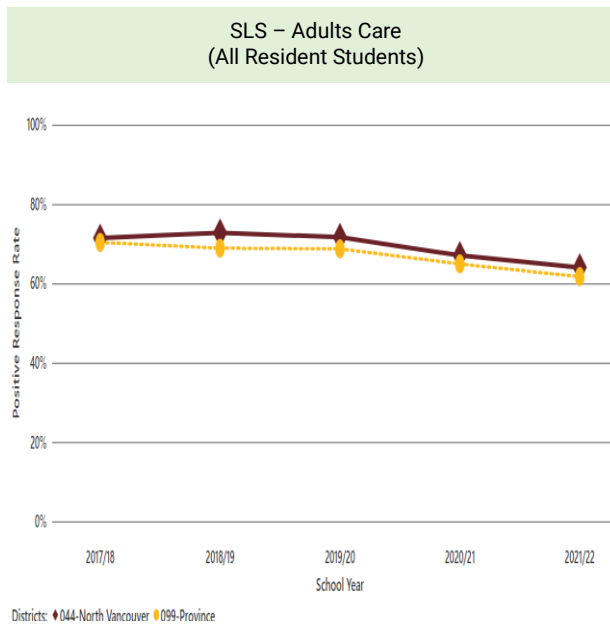
SLS – School Belong (Students with Disabilities/Diverse Abilities)



Districts: 044-North Vancouver 099-Province

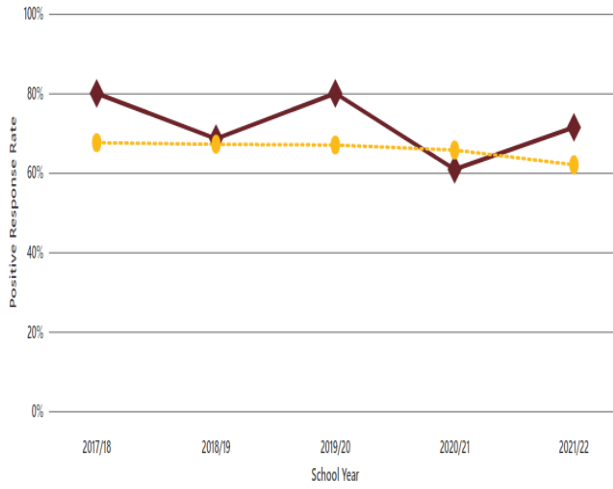


Measure 3.2: Two or More Adults who Care About Them



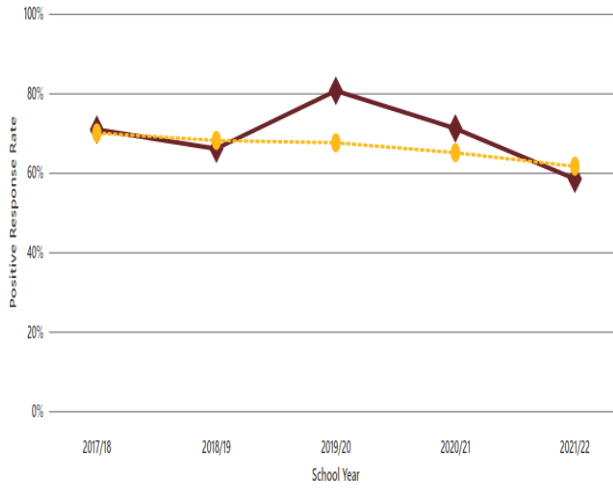


SLS – Adults Care
(Indigenous Students on Reserve)



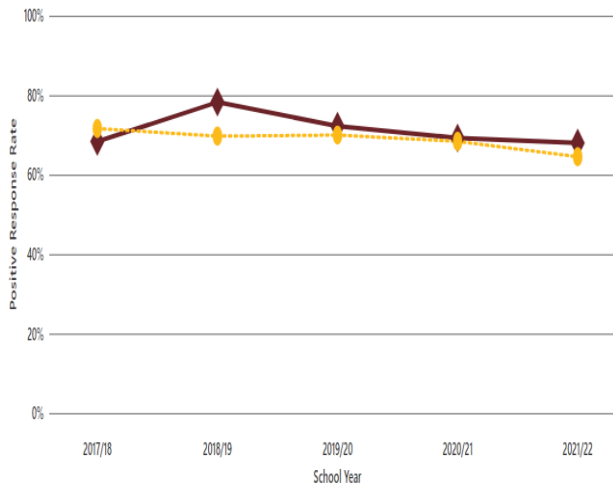
Districts: 044-North Vancouver 099-Province

SLS – Adults Care
(Indigenous Students off Reserve)



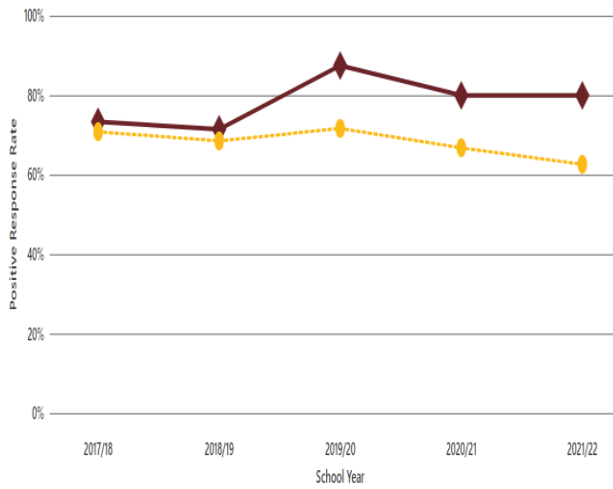
Districts: 044-North Vancouver 099-Province

SLS – Adults Care
(Students with Disabilities/Diverse Abilities)



Districts: 044-North Vancouver 099-Province

SLS – Adults Care
(Children/Youth in Care)



Districts: 044-North Vancouver 099-Province

Relevant Additional/Local Data and Evidence

The NVSD participates in the Middle Years Development (MDI) Index and Youth Development Index (YDI). In 2022/2023 these assessments collected the following data:

- 25% of MDI respondents indicated "low" school belonging (degree to which children feel connected and valued at their school).
- 23% of YDI respondents indicated they do not feel like they belong at their school.
- 14% of MDI respondents rate the quality of relationships they have with adults at school as "low."
- 25% of MDI respondents reported there were two important adults at their schools.



- 33% of YDI respondents had a low level of agreement with the statement, "At my school, there is an adult that really cares about me."
- 25% of YDI respondents reported their mental/emotional health as poor in the past two weeks.
- 35% of YDI respondents screened positive for moderate to severe depression (not a diagnosis).
- 41% of YDI respondents reported feeling the need for professional help for mental health concerns but did not seek help in the past 6 months.
- YDI respondents who rated their mental/emotional health as "poor" or "fair" before COVID-19 to after COVID-19 jumped from 15% to 22%.

These data seem consistent with the Student Learning Survey data presented above.

Analysis and Interpretation: What Does this Mean?

As with the findings for Intellectual Development, the NVSD Human and Social Development results are at or above provincial averages. Again, it would be easy to celebrate these results and rest on this success. In general, NVSD students feel safe, welcome and a sense of belonging at school. However, many students do not feel that way. To highlight areas needing added focus, we have disaggregated the data by grade and by specific groups of learners and rewritten the results in terms of who IS NOT feeling welcome, and a sense of belonging.

On the 2022/2023 Student Learning Survey (SLS) rating of feeling welcome at school:

- 3% of Grade 4 students with disabilities and diverse abilities rated a negative response; 15% of students provided a neutral response (defined as sometimes).
- 5% of Grade 7 students with disabilities and diverse abilities rated a negative response; 15% of students provided a neutral response.
- 4% of Grade 10 students with disabilities and diverse abilities rated a negative response; 20% of students provided a neutral response.
- 5% of Grade 12 students with disabilities and diverse abilities rated a negative response; 17% of students provided a neutral response.
- 6% of Grade 4 Indigenous students rated a negative response; 18% of students provided a neutral response.
- 9% of Grade 7 Indigenous students rated a negative response; 24% of students provided a neutral response.
- 9% of Grade 10 Indigenous students rated a negative response; 27% of students provided a neutral response.
- 8% of Grade 12 Indigenous students rated a negative response; 24% of students provided a neutral response.

On the 2022/2023 Student Learning Survey (SLS) rating of sense of belonging at school:

- 10% of Grade 4 students with disabilities and diverse abilities rated a negative response, with 24% providing a neutral response (defined as sometimes).



- 9% of Grade 7 students with disabilities and diverse abilities rated a negative response, with 23% providing a neutral response.
- 13% of Grade 10 students with disabilities and diverse abilities rated a negative response, with 23% providing a neutral response. The participation rate for these Grade 10 students was only 40%.
- 12% of Grade 12 students with disabilities and diverse abilities rated a negative response, with 28% providing a neutral response. The participation rate for Grade 12 students was only 30%.
- 13% of Grade 4 Indigenous students rated a negative response, with 26% providing a neutral response.
- 18% of Grade 7 Indigenous students rated a negative response, with 30% providing a neutral response.
- 22% of Grade 10 Indigenous students rated a negative response, with 30% providing a neutral response. The participation rate for these Grade 10 students was only 40%.
- 20% of Grade 12 Indigenous students rated a negative response, with 32% providing a neutral response.

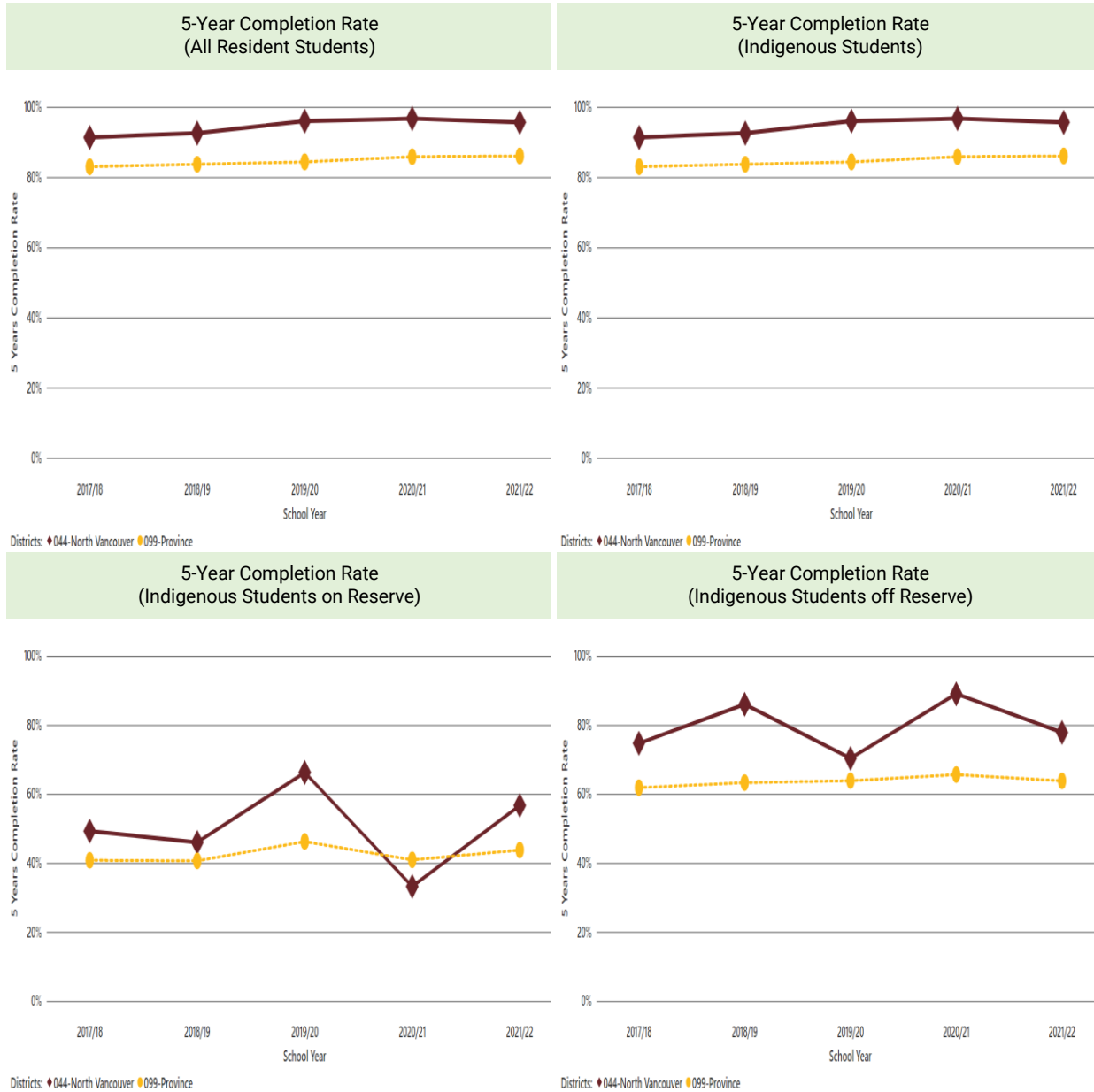
Clearly, more targeted work needs to be done to improve the sense of feeling safe, welcome, and a sense of belonging for students with disabilities or diverse abilities, and for Indigenous learners.



Career Development

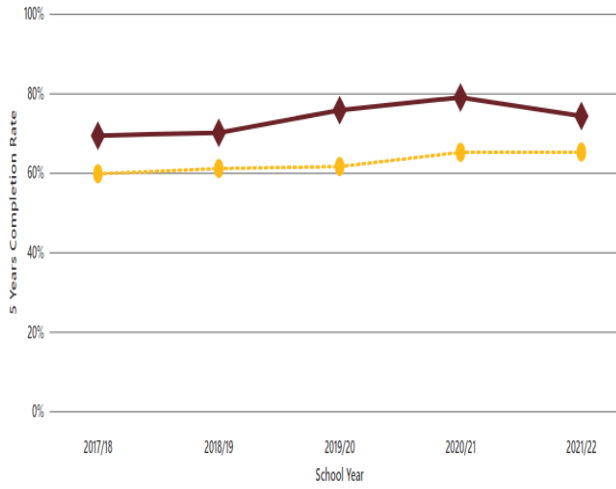
Educational Outcome 4: Students will Graduate

Measure 4.1: Achieved Dogwood within 5 Years



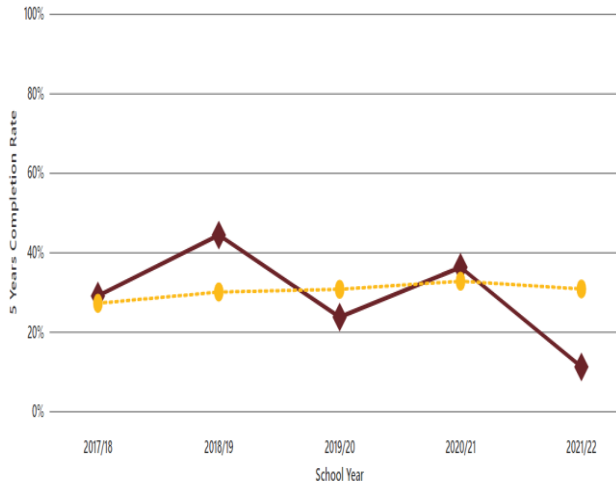


**5-Year Completion Rate
(Students with Disabilities/Diverse Abilities)**



Districts: 044-North Vancouver 099-Province

**5-Year Completion Rate
(Children/Youth in Care)**

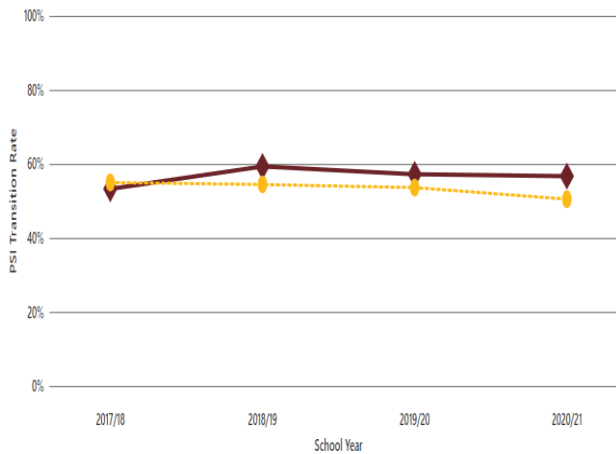


Districts: 044-North Vancouver 099-Province

Educational Outcome 5: Life and Career Core Competencies

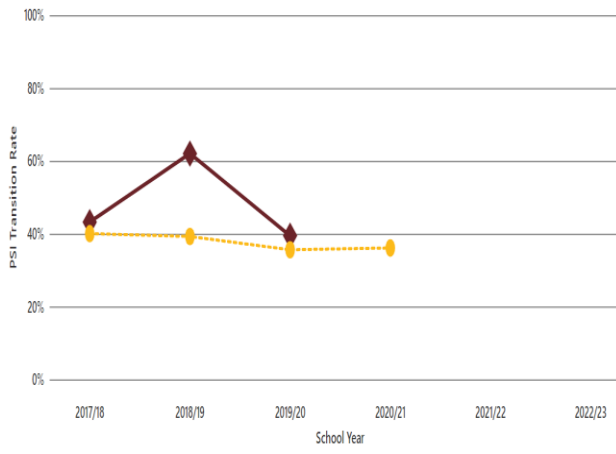
Measure 5.1: Transitioning to Post-Secondary

**Post Secondary Transition – Immediate
(All Resident Students)**

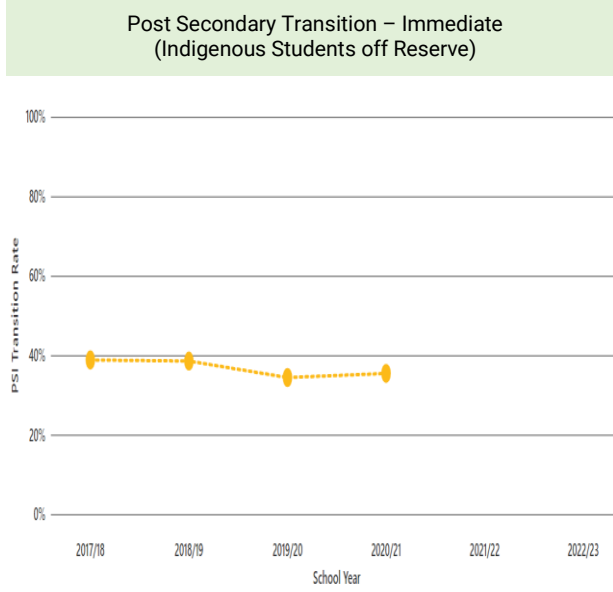
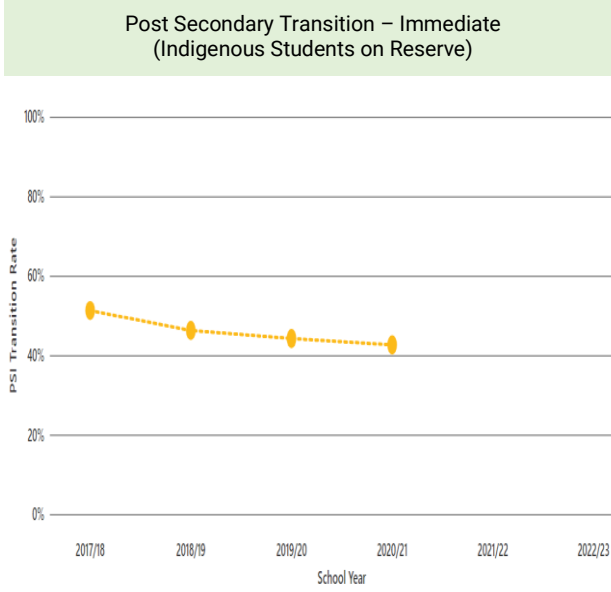


Districts: 044-North Vancouver 099-Province

**Post Secondary Transition – Immediate
(Indigenous Students)**

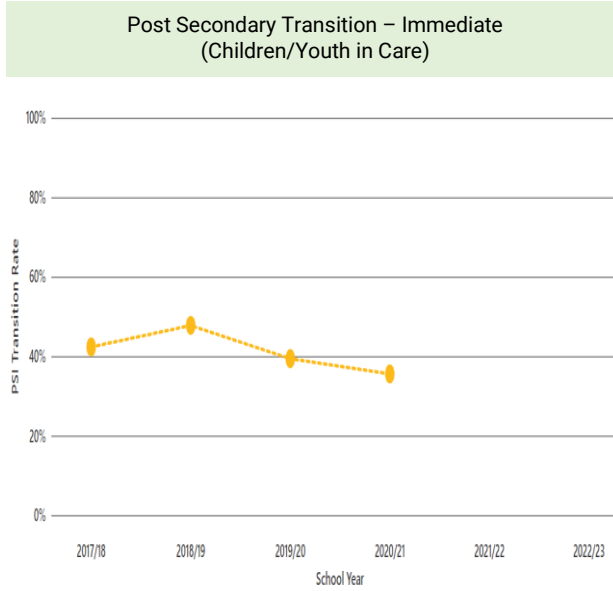
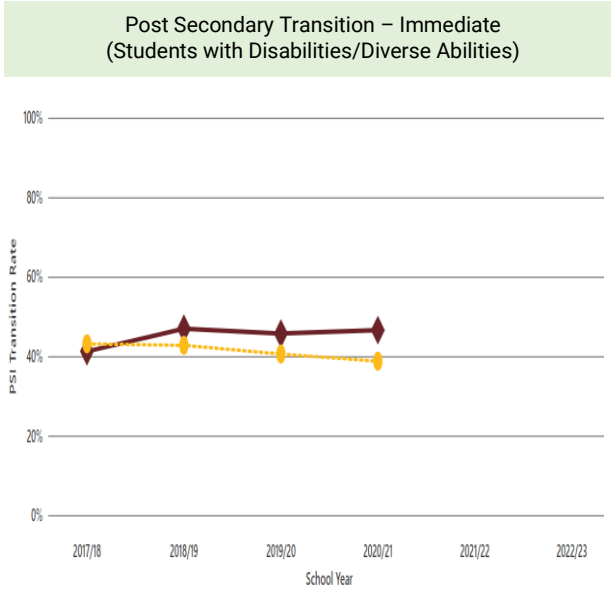


Districts: 044-North Vancouver 099-Province



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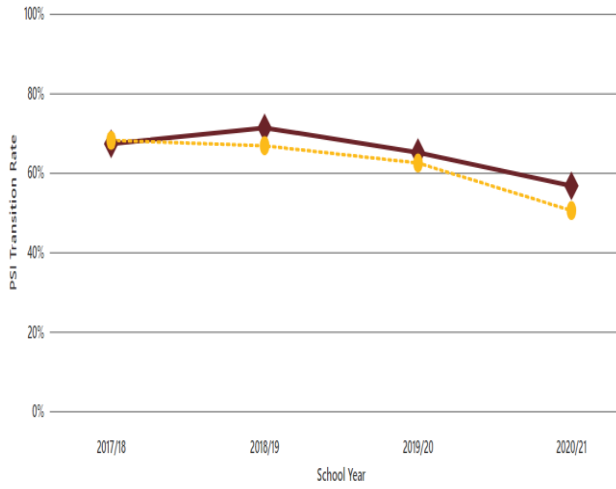


Districts: 044-North Vancouver 099-Province

Districts: 044-North Vancouver 099-Province

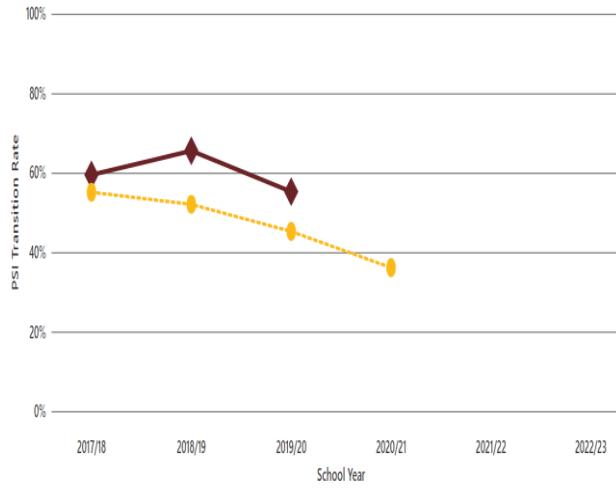


Post Secondary Transition – 3-Year (All Resident Students)



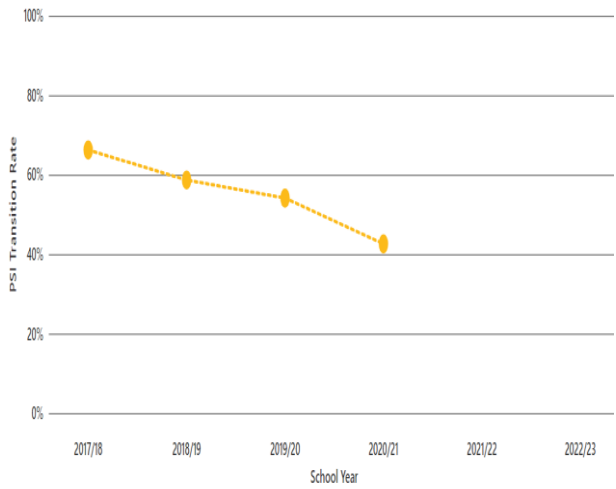
Districts: 044-North Vancouver 099-Province

Post Secondary Transition – 3-Year (Indigenous Students)



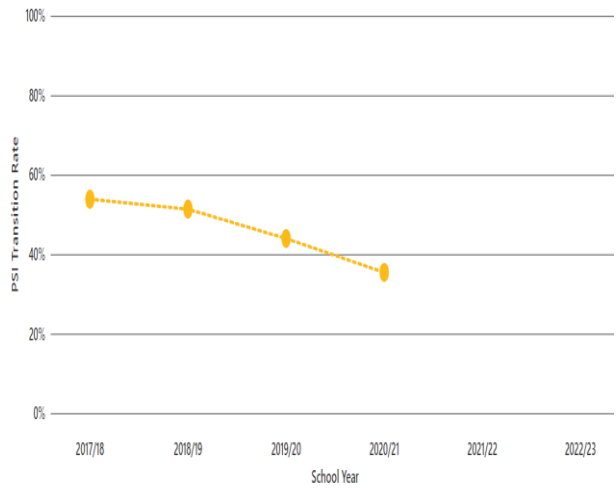
Districts: 044-North Vancouver 099-Province

Post Secondary Transition – 3-Year (Indigenous Students on Reserve)



Districts: 044-North Vancouver 099-Province

Post Secondary Transition – 3-Year (Indigenous Students off Reserve)



Districts: 044-North Vancouver 099-Province



Analysis and Interpretation: What Does this Mean?

This is the only section that included data that was either masked or unavailable. The data that was unavailable was for our most vulnerable learners: Indigenous learners and Children and Youth in Care. The NVSD is committed to exploring and analyzing this data more closely.



Section B: Moving Forward | Planning and Adjusting for Continuous Improvement

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.

The NVSD Strategic Plan can be found by visiting the [Strategic Plan 2021-2031](#) web page.

Celebrating our Successes for the Past Year

Data informed decision making

One of the successes in the past year has been adding an aptitude, skillset, and added responsibilities around the use of data to the existing District Principal of Administrative Services. This role, in addition to guiding the centralized registration and organization of all schools and academies, district enrolment projections, audit preparation, and records management, has been building capacity for the district principals of Learning Services to access, interpret, and use data to inform decision-making. This work will continue throughout this year, with the intention to strengthen the link between district data and the district Operational Plan, and ultimately, the creation of the district budget.



Networks

Another area of success has been the use of networks to lead some of the specific initiatives in the Operational Plan. The list of networks includes the Primary Literacy Network, the Numeracy Network, the Intermediate Years Network, the Secondary School Teacher Leader Network, and the Indigenous Graduation Requirement Network. The network structure has proven to be a very effective and efficient framework to leverage local expertise across the district and in specific schools. Networks have contributed to identifying and developing leaders in our system and have increased the commitment and engagement of school staff to implement new practices.

Local Education Agreement

A third area of success has been the collaboration between the senior leadership team of the NVSD and the Education Department of the Tsleil-Waututh Nation to co-create a Local Education Agreement. The process of working together towards this common goal has brought all participants closer together and has developed a deeper personal relationship, as well as a better professional understanding, between the two organizations. Through this work, many NVSD procedures were reviewed and analyzed for effectiveness and other unintended consequences. The final product will hopefully be approved by the Board of Education and Chief and Council; regardless, the process has created improved understanding of the school district and the Nation. Obviously, the objective of these efforts is to improve outcomes for Tsleil-Waututh Nation students and for all local First Nations students.

Existing and/or Emerging Areas for Growth

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

Numeracy

There is a need for primary educators to have a consistent and developmentally appropriate assessment framework for numeracy, which will support teachers in educational planning and identifying areas of instructional focus, much like the NVSD's Early Literacy Assessment. Last year, the Numeracy Network piloted a formative numeracy assessment tool with mixed results. This year will see a pilot of a new assessment tool, more suited to the assessment of broader numeracy skills, rather than more specific skills in mathematics. The objective is to improve numeracy results for all students.

Career Education

Career Education in the NVSD continues to require greater exposure, clarity, and alignment across K-12. Last year saw a tremendous increase in the number and type of high-quality opportunities and events that highlight the transition to the post-secondary years. This year, the NVSD increased the investment in the Career Coordinator staffing level to continue this expansion. The rebranding of Career Education to create greater coherence and shared understanding, and describe "pathways" for all students, will continue this year. This will include providing



professional development opportunities for educators in embedding career education into curriculum at all levels.

Universal Design for Learning (UDL)

In the last year, the NVSD has created a working group of principals and vice principals to build the capacity of teachers in UDL. The first step was for the working group to run two workshops for principals and vice principals (PVPs). The first focused on creating a deeper understanding of UDL, and the second workshop provided materials for PVPs to facilitate building capacity of teachers at the school level. This work will continue this year with both the elementary school Family of Schools teacher leaders and secondary school teacher leaders supporting teachers in their classes. The objective is to improve the differentiation of instruction in classes and ultimately, improve outcomes for all students.

Strategic Engagement

Structured, targeted, and meaningful consultation in all the specific objective areas has been planned and will be reviewed throughout the year by the Framework for Enhancing Student Learning Steering Group. Consideration has been given to consulting with governance and operational personnel, with rights holders and community stakeholder organizations. Particular attention will be given to including student voice, a group that has had relatively little input in the past.

The following engagement has been planned for the 2023/2024 school year:

Intellectual Development

- Early Literacy teacher facilitators will meet monthly to discuss progress with the Early Learning Assessment (ELA) and actions to support, and areas of need and action required to address instructional strategies to enhance literacy instruction in K-3.
- The Early Numeracy Working Group will meet monthly to review possible research-based numeracy assessments for K-7.
- Teacher leaders will meet monthly to discuss areas of need: Universal, Targeted and Intensive in areas of curriculum and assessment for K-7.
- The Indigenous Cultural Community Mathematics Education (ICCME) group will meet monthly to incorporate Indigenous culture into mathematics instruction.
- The Indigenous Education Council will meet 4 times to discuss collaboration between the NVSD and local Nations.
- Skwxwú7mesh Nation and Tsleil-Waututh Nation will meet with the District Principal of Indigenous Education 10 times to review the progress of Indigenous learners.
- The Intellectual Disabilities and Autism Sub-Committee will meet 4 times to hear student voice on how to reduce barriers for students with disabilities and diverse abilities.
- The Indigenous Design Network of 40+ secondary educators will meet 6 times to collaborate on the design of the Indigenous graduation requirement courses.



- The Provincial Indigenous Leads monthly meeting will meet 10 times to discuss Equity in Action and the How Are We Doing report.
- Elementary Music Network will meet 6 times to share best practices for music instruction.
- The K-12 Gallery Team will meet 3 times to discuss mentorship opportunities for art educators.
- The District Festival Team will meet throughout the year to plan 6 district arts festivals.
- The Arts Education Steering Committee will meet 3 times to discuss strategic planning in Arts Education.
- Arts Education New Reporting Order Network will meet 2 times to share best practices.
- All teachers will have the opportunity to complete a 4-day Kodaly Orff certified introductory course.
- The Secondary Teacher Leader Network will meet 6 times to share ideas about the implementation of the new reporting order and Universal Design for Learning.
- The District Student Leadership Council and its executive will meet 15 times to provide student voice and perspective on the learning in schools.

Human and Social Development

- The Secondary Wellness Network will meet 6 times to discuss implementation of social emotional learning programs.
- The Health and Physical Education 8-10 group will meet monthly to discuss strategies for delivering health curriculum in physical education classes.
- The Health and Safety Committee will meet quarterly in support of the well-being of all communities in the North Vancouver School District.
- Trauma-Informed Practice and SEL presentations will be delivered at all secondary schools.
- The Secondary Counsellor Network will meet monthly with the SEL Team to discuss delivery of social emotional learning programs.
- The District SEL Team will meet weekly to review strategic planning of all SEL initiatives.
- The Elementary Counsellor Network will meet monthly to review delivery of counselling services.
- The District Principal of Safe and Healthy Schools will meet monthly with the Human Resources Department to pilot universal, targeted and intensive supports surrounding staff wellness.
- The NVSD Sustainability Committee will meet quarterly to review and provide advice on major sustainability initiatives, projects and practices. The committee will also meet twice per year to strategically plan student initiatives.
- The NVSD will participate in the BC Public Sector Risk and Resilience Community of Practice which meets twice per year to plan for climate emergencies.
- The NVSD will participate in the BC Hydro Energy and Sustainability Roundtables and Energy Wise Network Summits, which meet twice per year to collaborate with other school districts and explore energy saving strategies.



- The BC Hydro Energy Wise Network Summits and Energy Manager Forums meet twice per year to share best practices on energy saving.
- NVSD staff will meet throughout the year with the North Shore Secondary School Athletic Association, the North Vancouver Elementary Athletics Association, and the Vancouver Sea to Sky Zone to facilitate extra-curricular athletics opportunities for student-athletes.
- FoS Leaders and District Level IV Team will meet monthly to consult and collaborate on proactive supports for schools and students.
- The District FoS Leader Team will meet bi-weekly to support implementation of service delivery across all schools.
- The District Level IV Team will meet bi-weekly to support implementation of supports across the school district.

Career Development

- The District Principal will meet with each FoS to describe K-12 approach to career education and offer opportunities for student engagement outside the classroom.
- The Careers Network, composed of Career Education teachers, counsellors and work experience (WEX) facilitators, will meet at least 3 times to share ideas about providing students with meaningful opportunities both inside and outside of the schools, as well as to develop effective communication pathways for students and parents/guardians to be aware of those opportunities.
- The Inclusive WEX Facilitator will continue to build a network of inclusive employers across the North Shore through community partnerships and networking.
- Arts Education will meet with the career coordinator to host an Arts Career Fair.
- Careers staff will meet with NVSD facilities and school-based leaders to discuss infrastructure upgrades (e.g., welding upgrades) that will facilitate career opportunities in the trades.

Adjustment and Adaptations: Next Steps

This report is intentionally written in a remarkably simple format. Last year, the NVSD had three goals in each developmental area of the Mandate for Public Education. These goals aligned with the five NVSD District Priorities as well as the Strategic Plan, and for each of these goals there was a key action, a data target, an interpretation, and an adjustment. This proved particularly challenging to operationalize. NVSD district principals responsible for these portfolios struggled to find coherence and alignment between the specific and measurable objectives, and relevant data to inform these efforts. Looking back, it must also have been extremely difficult for the public to follow.

This year, the NVSD is creating the straightest line and shortest distance between the disaggregated data and the objectives that will direct the school district's work. The data has been presented in Section A of this report. The individual objectives have been created as a result of many meetings with local rights holders and stakeholders. These objectives have been studied



and considered by the Learning Services team as they formed the school district's Operational Plan. The objectives have been, and will continue to be, co-led and implemented by networks of district and school staff.

The NVSD objectives for the 2023/2024 school year provide multiple approaches into each of the findings presented in Section A of this report including Curriculum and Assessment, Indigenous Education, Social Emotional Learning (SEL), Inclusive Education, Arts Education, Outdoor Education, and Environmental Education.

Intellectual Development

- Enhance literacy instruction in Grades K–3.
 - Provide support for literacy instruction from FoS teacher leaders to K-3 teachers.
 - Offer 4-part Structured Literacy series on the Science of Reading to all teachers of primary grades.
 - Provide ELA implementation support to French Immersion Grade 1 teachers.
 - Conduct a series of workshops with learning support teachers (LSTs) to support phonics instruction and evidence-based literacy intervention strategies.
 - Increase literacy supports for Indigenous learners.
 - Implement Indigenous trauma-informed equity-centred curriculum.
- Enhance numeracy instruction.
 - Provide supports to teachers to enhance instructional practice and understanding of the mathematics curriculum.
 - Review the efficacy of the existing K numeracy assessment and explore other assessments to inform teacher practice.
 - Review FSA results from the last three years to plan professional development opportunities. Baseline data from 2022-2023 will serve as a starting point to track progress in Grade 4 and 7 Foundation Skills Assessments moving forward.
 - Increase numeracy supports for Indigenous learners.
 - Create an Indigenous Numeracy Network with Indigenous curriculum.
- Develop curriculum for the Indigenous graduation requirement courses.
- Implement Indigenous curriculum opportunities for all grades.
- Enhance the understanding of Universal Design for Learning (UDL) in principals, vice principals and classroom teachers.
- Increase implementation of UDL in classrooms.
- Connect more students with nature by increasing the amount of outdoor learning.
- Increase awareness of the impact of humans on the environment by having schools regularly engage their energy consumption and print and copy data.
- Increase participation in Climate Action Month activities.
- Enhance Music Education literacy for all educators.
- Enhance K-12 Arts Education Networks.
- Increase understanding of new assessment and communicating student learning practices related to the new reporting order.
- Increase cooperation and collaboration opportunities for teachers through networks.



- Provide opportunities for student voice and perspective.
- Increase cultural opportunities for French Immersion students.

Human and Social Development

- Increase the number of students in Grades 4, 7, 10 and 12 who feel welcome, safe and a sense of belonging at school.
 - Increase opportunities to bring students together who share common experiences with other students to build community and connection within schools and across the school district.
 - Continue to focus on representation through curriculum, instruction and within resources for all students.
 - Deliver Understanding Neurodiversity and Disability Awareness presentation for all staff.
 - Promote significant dates within the disability community; e.g., National Access/Ability Week.
 - Increase the number of students in Artist for Kids community programs that feel welcome, safe and have a sense of belonging.
 - Increase accessible communication on website.
 - Improve articulation upon registration.
 - Collaborate with community partners to build capacity.
- Improve the sense of belonging and well-being for staff and students.
 - Continue to build understanding of diversity including disabilities, neurodivergences, Sexual Orientation and Gender Identity (SOGI), ethnic diversity, and Indigenous culture
 - Teach the skills to create friendships among students of all abilities, disabilities, and diverse abilities.
 - Create a district-wide community agreement/Code of Conduct for all schools to use that promotes a sense of belonging.
 - Promote and support inclusion and sense of belonging as it relates to Policy 409 Anti-Racism and provide a system for reporting racial incidents (e.g., conduct incidents in Student Information System).
 - Expand the Secondary Wellness Network to incorporate the elementary level.
 - Increase the number of staff trained in Compassionate Systems Leadership.
 - Work with Human Resources (HR) to examine staff wellness practices, particularly around universal promotion.
 - Pilot/brainstorm with HR targeted and intensive supports, particularly after work-related injuries (or near misses) that may have a more significant emotional impact.
 - Support student well-being and resiliency by supplying adults with the tools and practices to support their own well-being.
- Implement the NVSD 44 Continuum of Mental Health and Social Emotional Learning (SEL) in all schools.



- Implement the Second Step SEL Program across all elementary schools.
- Widen implementation of SEL Open Parachute.
- Offer ongoing professional development, in-service, and school based offerings from the SEL Team.
- Increase the number of secondary schools using PreVenture (evidence-based prevention program that uses personality-focused interventions to promote mental health and delay substance use among teens).
- Continue to work with the Secondary English Teacher Network to support implementation of mental health education delivery in their classrooms (e.g., Romeo and Juliet).
- Increase time spent on health-related topics in the context of Physical and Health Education.
- Enhance Second Step SEL program in AFK Gordon Smith Gallery Program for all Grade 5 students.
- Enhance AFK curricular resources to embed SEL programs.
- Increase time spent on all health-related topics in the context of Physical and Health Education.
 - Examine opportunities to increase digital literacy.
 - Move towards universal implementation of elementary Child Abuse Prevention Education Kids in the Know (Grades 4-7), and Safe Bodies Strong Kids (K-3).
 - Improve substance prevention education with resource development and in-service.
 - Improve sexual health, safety and consent education for 2023/24 Grade 6/7 and Grade 8/9 students.
 - Promote Flip the Script, an evidence-based gender violence prevention program in secondary settings.
 - Integrate community partners as an extension of the NVSD's service delivery model.
- Implement food security programs in all schools.
 - Hire a Healthy Futures Vice Principal.
 - Provide food vouchers for secondary school students in need.
 - Ensure all schools are registered for the food program through the BC Agriculture in the Classroom Foundation.
 - Provide primary or supplementary food for all students while at school and work with families to secure food access during non-school time.
- Increase the number of opportunities and enhance experience in extra-curricular athletics.
- Expand physical literacy programs to all schools.
- Embed social emotional learning practices in Arts Education programs.
- Provide basic training in sustainability to all staff.
- Renew Protocol Agreement with the Skwxwú7mesh Nation.
- Co-create a Local Education Agreement with the Tsleil-Waututh Nation.
- Conduct Equity Centred Trauma-Informed workshop series.



Career Development

- Increase graduation rates.
- Increase transition rates to post-secondary institutions.
- Improve equity of outcomes for students as is measured through graduation rates.
 - Continue to review, identify and implement adjustments within learning support services to meet the needs of students with disabilities and diverse abilities.
- Work in collaboration with community and Ministry partners to enhance educational services for students with disabilities.
- Increase the number of career fairs, events and opportunities and the number of students participating.
- Increase the total number of students in work experience placements.
- Increase work experience placements for learners with disabilities and diverse abilities.
- Increase the total number of students in SkilledTradesBC programs.
- Increase awareness and perception of career post-secondary pathways.
 - Increase the number of parents/guardians and students attending the information night.
 - Develop career communication tools (e.g., website and blog).
 - Continue providing professional development opportunities for PVP and teachers in Career Education.
- Increase student satisfaction with career education courses and classroom learning opportunities for K-12.
- Develop school facilities to support innovative Career Education learning.
- Host an Arts Education Career Fair.
- Highlight career opportunities in the green, low-carbon community.

Alignment for Successful Implementation

This report describes the intentional efforts to create clarity, coherence, and alignment across the school district. The specific and measurable objectives described in the previous section will form the 2023/2024 Operational Plan and will inform the budget process for the 2024/2025 school year. These objectives will be monitored by Learning Services district staff, and progress will be reported to the Framework for Enhancing Student Learning Steering Group three times in the school year. Feedback will be sought from regular community engagement.

The Family of Schools (FoS) Model is the NVSD Learning Services structure to support school development and professional capacity building. 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, an human resource manager, a FoS leader, a FoS teacher leader, district administrators, and itinerant specialist staff. The FoS team



meets regularly throughout the school year with the respective director of instruction, principals and vice principals to determine priorities and plans of support. District educational priorities are focused through the FoS model enabling greater oversight and responsiveness to school-specific needs, and timely support.

To create alignment in schools, 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 and 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 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 and exploration, and spirit new practices.



Conclusion

This report is intentionally written in a simplified format. Existing robust and revealing data has been disaggregated in areas that require more targeted attention. A wide range of new objectives from a variety of perspectives will be implemented to improve learning outcomes for all students; these objectives also form the school district's Operational Plan. New data will be collected on these specific and measurable objectives, and adjustments will be made accordingly. This report will also inform the school district's budget process in the spring of 2024.