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Section One – West Vancouver Schools Context

We acknowledge and are thankful to live, learn, and work on the territory of the Coast Salish people, specifically the Skwxwú7mesh (Squamish) Nation, on whose territory West Vancouver Schools resides.

School District #45, West Vancouver Schools, resides on the Traditional Territories of the Squamish Nation and includes the District of West Vancouver, the Village of Lions Bay, and Bowen Island. It also attracts students from other Metro Vancouver regions and from around the world. The current enrolment is approximately 7,200 students, drawing from a combined population of approximately 45,000 people. Less than 1.7% of the student population self identifies as Indigenous and approximately 11% of the student population has a MoECC designation.

West Vancouver Schools has 18 different school sites: four secondary schools (including one alternate school); 11 elementary schools; one Montessori Kindergarten - grade 5 school; and two primary (Kindergarten - grade 3) schools.

The school district offers a wide array of optional and integrated programming including International Baccalaureate (PYP, MYP, and Diploma), single-track Early and Late French Immersion, Advanced Placement (AP), Montessori, Youth Train in Trades, a variety of secondary-level Premier Academies (Robotics, Fencing, Basketball, etc.), and district Premier Programs (Honour Choir, First Aid Swim Training, Entrepreneurship, etc.). The school district is also proud of the many co-curricular opportunities available to students to help enhance their student life experience.

The achievements of West Vancouver Schools students are due in no small measure to the continuous dialogue between staff, parents, and a broad range of community, cultural, and business organizations within West Vancouver, the Squamish Nation, Lions Bay, and Bowen Island. Examples include community centres, public libraries, the Kay Meek Arts Centre, the District of West Vancouver, and local-provincial emergency response organizations.

Schools in our district have a strong reputation for academic excellence that matches or exceeds independent schools and provincial results.

Section Two – West Vancouver Schools Strategic Plan

The West Vancouver Board of Education has a brand-new Strategic Plan which outlines the school district's direction for the next five years. The Boards' vision continues to be "to aspire to provide our students with the finest educational experience in the country and embrace the community values that make it possible: excellence, inclusivity, accountability, authenticity, innovation, community engagement, and happiness." The Strategic Plan outlines three goals that encompass a wide range of initiatives designed to enrich the learning experience and to prepare students to thrive in the world in which they will live, work, and play.

The Board has adopted the goal of Educational Excellence to provide a comprehensive learning experience in academics, arts, athletics, and business that builds on natural curiosity. The Board also identified the need for Visionary Leadership to build community connections and pave the way for strong advocacy in education. The Board also seeks to support students by ensuring Successful Transitions as they move through their learning journey.

In West Vancouver, the graphic of the lighthouse is more than a logo; it represents the beacon that we know each child needs on their path to guide them towards a bright future.

Section Three – Current Goals - Measures of Success and Progress

Over the past three years, West Vancouver Schools has focused on three specific goals related to improving a sense of belonging for all students, improving numeracy results for Indigenous students, and improving career preparation satisfaction for Grade 10 students. As part of the continuous improvement cycle, West Vancouver Schools focused on specific data points related to each of the three current FESL goals. The data in the appendix has been updated to include the data available to school districts at the end of the 2022/23 school year. It is important to note; however, that some of the data sets, specifically those related to our numeracy goal, are very small and subject to significant year-to-year fluctuations based on individual students.

HUMAN AND SOCIAL DEVELOPMENT: Increase the number and percentage of students in grades 4, 7 and 10 reporting a sense of belonging on the Student Learning Survey within two years.

The current data set is comprised of Student Learning Survey results collected during the last five years. Please note that the student learning survey data is lagging one year behind and represents 2017/18 to 2021/22. This means that the impact of this goal is difficult to fully assess. The data set shows that the new five-year averages are fairly similar to the previous four and five-year averages, with some results being slightly higher, some aligning, and some being lower. Further to this, the West Vancouver Schools data for 2021/22 is now higher than the provincial average (approximately 7% for each question) whereas three years ago, the data was on par with the province, showing improvement in relation to the Sense of Belonging responses.

In addition to the qualitative data, West Vancouver Schools has heard from all stakeholders that the focus on Sense of Belonging is relevant and a priority. Feeling safe and welcome in school is foundational to creating the conditions for academic excellence and optimal learning. Focusing on nurturing a sense of belonging for all students will enhance student performance, engagement, resiliency, and well-being in our schools.

INTELLECTUAL DEVELOPMENT: Increase the number and percentage of Indigenous students in grades 4, 7, and 10 who are on-track or extending in specified numeracy assessments (FSA and GNA 10) within two years.

The Foundation Skills Assessment and Graduation Numeracy Assessment data is masked due to the small Indigenous population within our district, so specific data cannot be made public. The data set for both the FSA and the Grade 10 Numeracy Assessment show a slight trend upward when compared to the results for All West

Vancouver Schools students. Regardless of the small data sample, this is an area of critical focus in West Vancouver Schools as we commit to ensuring equitable, high-quality instruction for all students.

CAREER DEVELOPMENT: Increase the level of satisfaction that grade 10 students report regarding how school is preparing them for their career and life goals.

The current data set is comprised of survey results collected during the last five years. Please note that the student learning survey data is lagging one year behind and represents 2017/18 to 2021/22. This means that the full impact of this goal is difficult to fully assess; however, the data does show that the new five-year averages show improvement compared to the previous four and five-year averages.

In addition to the qualitative data, West Vancouver Schools has heard from all stakeholders that student satisfaction in relation to Career Development has improved in the areas of career learning, future planning, and preparation for post-secondary.

Section Four - Improvement Cycle

With the previous Strategic Plan and Framework for Enhancing Student Learning (FESL) cycle culminating at the end of the 22/23 school year, a new improvement cycle was developed to incorporate both the new Strategic Plan and the new FESL.

West Vancouver Schools has long-standing, trusted, and well-developed processes in place to gather stakeholder feedback and input. Throughout the FESL, consultation with all stakeholder groups occurred.

The new FESL cycle began in January of 2023 when provincial and local data, along with emerging district themes were identified for stakeholder groups to consider and evaluate.

Stakeholder consultations included meetings with the West Vancouver Indigenous Education Council (WVIEC), Squamish Nation Education Department, the West Vancouver Board of Education, District Leadership Team, District Parent Advisory Council representatives, West Vancouver Teacher Association representatives, West Vancouver Municipal Employee Association representatives, various student focus groups, and all West Vancouver Schools administrators. These consultations provided space for ongoing feedback, input, and refinement of the district direction and goals.

These stakeholder consultations provided the opportunity to view the data related to the current FESL, as well as the most recent data related to Intellectual Development, Human and Social Development, and Career Development results. Stakeholders were provided the opportunity to provide feedback and direction for the next iteration of the FESL goals.

The District FESL team took all the feedback from these strategic engagement sessions and determined three potential FESL goals for the upcoming cycle. These goals were once again shared with stakeholder groups for further collaboration and input.

At the same time, the West Vancouver Schools Board of Education was also engaging in their own processes related to the new Strategic Plan. With intention, the Strategic Plan and the FESL influenced each other and were developed in parallel. The new Strategic Plan is being finalized and will be approved and made public in October 2023.

Section Five – Data Analysis

Each year, The West Vancouver Schools FESL team undertakes an in-depth analysis of the un-masked data. This includes the analysis of information about Indigenous students, Children/Youth in Care, and students with diverse abilities and/or learning differences. In addition to the Foundation Skills Assessment, Graduation Numeracy Assessment, Student Learning Survey, five-year completion rates, grade-to-grade transitions, and post-secondary transition rates, the district examined results from previously completed surveys. This year the additional data included the Youth Development Instrument (YDI) results. The How You Are Doing Report was also used to gather additional data specific to our Indigenous students. Many graduates of West Vancouver Schools attend post-secondary institutions outside British Columbia and Canada. As such, post-secondary transition information from non-BC institutions was also analyzed, as the BC-only lens did not accurately capture the post-secondary transitions and trends in the district. All required data can be found in the Data Appendix.

Current Data

1. Intellectual Development Data Trends

During the last five years, West Vancouver Schools had very high participation rates in the Foundation Skills Assessment (FSA) in both Grades 4 and 7. The results for students in both grades indicate that they exceed the provincial average in both literacy and numeracy. Results for students with diverse abilities and/or learning differences exceed or align with the provincial average and are lower than the disaggregated data for the general West Vancouver Schools population. When looking at the disaggregated Indigenous and Child/Youth in Care student population results, there were trends that cannot be included in this report due to the protection of personal information. The West Vancouver Schools grade-to-grade (G2G) transitions rates for K-11 and the 5-year Completion rate has consistently been above 97% for the past 5 years. The disaggregated data for both the G2G and 5-year Completion did not show any significant outliers.

2. Human and Social Development Data Trends

In the examination of the Student Learning Survey results, West Vancouver Schools are slightly above the provincial averages in the areas of feeling welcome, overall sense of belonging, and recognizing the number of adults who care about their well-being in our schools. There were no significant outliers in the data. When looking at the disaggregated data or designated students, the results are similar to the overall population. The results for Indigenous students are varied depending on the specific question, again keeping in mind that this is a very small percentage of the West Vancouver Schools population.

3. Career Development Data Trends

Historically, the Five-Year graduation rates have consistently exceeded the provincial average. This trend is also evident within the disaggregated student populations. The BC Post Secondary transition rates, as reported in the Ministry Data, are in line with the provincial average. When BC Post-Secondary Transition rates are combined with Post-Secondary Out-of-Province and Out-of-Country rates; however, they are excellent.

Section Six – New Goals

Using the cycle of improvement described in section four, three new FESL goals have been developed for the 2023/24 –2026/27 years. The goals build off the success of the previous FESL goals and support the district's commitment to continuous improvement.

CAREER DEVELOPMENT

Ensure successful and meaningful transitions with a focus on early learning, Grade 7 to 8, and post-secondary.

Rationale: Excellence in Education has always been a key driver for West Vancouver Schools. Our ability to ensure successful and meaningful transitions for students at all levels of their educational journey is critical to our focus on excellence. With the addition of Early Learning and Child Care to the Board's mandate, alongside of our continued focus on the importance of successful post-secondary transitions into universities and other post-secondary programs, transitions have become a major area of focus for all our schools. The importance of successful transitions also resonated strongly throughout all stakeholder input sessions.

Measure of Success: Transition data for early learning and Grade 7 to 8 is not specifically identified throughout the current data sets available. Furthermore, post-secondary transition data relies primarily on district graduation rates within BC, which do not necessarily tell the full story when it comes to successful and meaningful transitions for students. Therefore, indicators of success for this goal will need to take many different measures including kindergarten enrolment data and post-secondary transitions data. Moving forward, three-year data trends for this area will be tracked and indicators of success will be improved.

Further to collecting the above quantitative evidence, each year we will ensure that qualitative information from all stakeholders is collected and shared. The inclusion of stakeholder voice will be an additional and important measure of successful transitions related to all three key areas (early learning, Grade 7 to 8 transitions, and post-secondary) of this goal.

INTELLECTUAL DEVELOPMENT

Strengthen numeracy competencies and numeracy provincial assessment results.

Numeracy is the ability to interpret information, apply mathematical understandings, solve problems and analyze and communicate solutions

Rationale: Grade 4 and 7 provincial FSA and Grade 10 Numeracy results significantly exceed provincial averages both with the general student population as well as within the disaggregated populations (Indigenous students, students with diverse abilities and/or learning differences, etc.). Interestingly, when the West Vancouver Schools data is further examined, district results for Grade 4, 7, and 10 students with diverse abilities and/or learning differences are approximately 10% less than the overall West Vancouver Schools population. Furthermore, student results for Grade 4 Indigenous students are also lower than our overall population. In addition, numeracy results for West Vancouver Schools students in Grades 4, 7 and 10 are lower than the literacy results (less students who are proficient or extending). There is a noticeable 19% difference between literacy and numeracy results in the Grade 10 Provincial Assessments.

Measure of Success: The three-year data trend for the Foundation Skills Assessment (Grade 4 and 7) and Graduation Numeracy Assessment will be tracked and an indicator of success will be an improved three-year trend each year.

Human And Social Development

Improve sense of belonging to enhance student success and positive mental health.

Rationale: West Vancouver Schools student results for the Student Learning Survey are slightly above the provincial average, with disaggregated data being generally comparable. Further data from the Youth Development Index also suggests that there are areas of opportunity related to increasing connections to

supportive adults within the community, sleep hygiene, and general mental health. The data suggests an opportunity for improvement in the area of sense of belonging in order to enhance student success and positive mental health.

Measures of Success: Intellectual data related to numeracy and literacy (FSA Literacy, FSA Numeracy, GNA and GNL) will be collected, as well as specific questions from the Student Learning Survey. The three-year trends will be tracked, and an indicator of success will be an improved trend year over year.

Further to the quantitative evidence that will be collected, each year we will ensure qualitative information from all stakeholders will be collected and shared. Stakeholder voice will be an additional measure of success related to this goal, specifically how focusing on a sense of belonging enhances student success and positive mental health.

Section Seven – Goal Strategies

The FESL goal strategies were developed based on the input and feedback collected during the stakeholder sessions in the spring of 2023. The District FESL Team synthesized, collated, and refined the strategies to work within the final plan.

Career Development

Ensure successful and meaningful transitions with a focus on early learning, Grade 7 to 8 and post-secondary-

Strategies

- Creation of structures to support teacher sharing, collaboration and structured networking opportunities across the district related to each transition area (e.g., early learning, Gr. 7 to 8 and post-secondary)
- Organization of strategic administration meetings focused on all levels of transitions to ensure cross-district continuity and consistency
- Creation of specific opportunities and information for Indigenous families and students at key transition times (e.g., early learning, Gr. 7 to 8, and post-secondary)
- Creation of student focus groups to gather more information related to successful and meaningful transitions.
- Creation of a district transition action plan based on the student feedback to be developed and implemented as appropriate
- Continued follow up related to transition-based suggestions highlighted in the 2022 West Vancouver School District French Immersion external review
- Continued expansion and creation of community-based transitional offerings for families prior to the start of kindergarten (e.g., parent/caregiver learning opportunities, MoECC Ready, Set, Learn events, and other pre-kindergarten programming)
- Expansion of community-based partnerships with early childhood childcare providers to support children ages 0-6 years with access to appropriate resources and support structures prior to start of kindergarten
- Expansion of community-based and individualized strategies to support students with diverse abilities and/or learning differences with appropriate transition to adulthood opportunities (e.g., establishment of expanded work experience opportunities and individualized partnerships with CLBC etc.)
- Initiation of the *Take-A-Hike* educational program at Inglewood Secondary as a structured means to support healthy life transitions, pro-social community-based engagement, and opportunities for students at our district-based alternative school

Specific Early Learning Strategies

- Continued implementation of West Vancouver Schools District Early Learning Strategy with an expanded focus on children's transition into kindergarten, alongside of coordinated school district/community-based resources for parents/guardians
- Participation in the Indigenous Early Learning Equity in Action initiatives
- Participation in the MoECC Integration Inquiry Project focusing on the expansion of childcare spaces to meet increasing community needs. This project will directly focus on supporting families with key transitions in the early years (e.g., infant/toddler programming and preschool programming into school aged care).
- Partnership with community-based early learning specialized resource teams to ensure transitions for children with diverse abilities and learning differences are targeted, individualized and organized
- Continued participation in IPALS (DECODA - Immigrant Parents as Literacy Supporters) as a targeted program to assist newcomer families with literacy and language development to assist with transitioning into kindergarten
- Participation in AbPALS (DECODA – Aboriginal Parents as Literacy Supporters) as a culturally sensitive inclusive program for indigenous families to participate in early literacy learning activities to assist with transitioning into kindergarten
- Continuation of West Vancouver Schools District pre-kindergarten summer connection program for incoming students with diverse abilities and/or learning differences
- Establishment of West Vancouver Schools District Just B4 early learning preschool program to support transition into kindergarten for 4-year-olds prior to the start of school

Specific Grade 7-8 Strategies

- Provide bridging activities and opportunities to Grade 7 students as part of their transition to secondary
- Focus on the Grade 8 experience to include special events and opportunities to assist students transitioning into secondary school from the elementary setting
- Continue district-based innovative programming (e.g., Artful Transitions) to provide students with diverse abilities and/or learning differences extended and individualized transitional opportunities in grade 6-7 prior to grade 8
- Continue parent/guardian grade 8 information sessions and visits to assist with home-school connections and supportive transitions from elementary to secondary schools
- Continuation and expansion of individualized school visits and extended transition programming for students with diverse abilities and/or learning differences in grade 7
- Expanded partnerships with District of West Vancouver Child and Youth Hubs to create safe after school activities for grade 6-7-8 students, including wrap around community-based supports focusing on healthy adolescence transitions

Specific Post-Secondary Strategies

- Ensure students and families are provided with supports, resources, and opportunities to learn about post-secondary education
- Provide all secondary schools with access to the district Career Program Advisor
- Provide all secondary schools with staffing to support WEX (Work Experience), Youth Train in Trades and Youth Work in Trades
- Creation of a new comprehensive Work Experience (WEX) program for students with diverse abilities and/or learning differences in grades 8-12 focusing on skill development and community-based placements supporting their transition into adult life post-graduation
- Continued utilization and development of Education Assistant District Led structures to expand WEX transitional connections for students with diverse abilities and/or learning differences moving into post-secondary settings

Strengthen numeracy competencies and numeracy provincial assessment results.

Numeracy is the ability to interpret information, apply mathematical understandings, solve problems and analyze and communicate solutions

- Provide numeracy professional development opportunities for K-12 teachers
- Elementary Enhancement teacher focused on Numeracy to support students and teachers across the district
- Elementary Math Team to support ongoing numeracy related initiatives, events, and resources
- Monthly Elementary Numeracy Network meetings to support teachers
- Improved focus on elementary numeracy resources
 - Mathematics core resource pilot with 20+ teachers
 - *Open Questions* resource provided to all schools along with
- Secondary Math Department cross district collaboration meetings
- Formally track and monitor Indigenous student numeracy results using FSA, GNA, and report cards and implement supports where needed

Improve sense of belonging to enhance student success and positive mental health.

- Continued implementation of the West Vancouver Schools District Mental Health Framework, including a 2023-24 modernization of the framework
- Continued establishment of school based 'Mental Health Champions' to lead meetings, teacher learning, and school-based initiatives to support student wellbeing and sense of belonging
- Provision of numerous training and professional development opportunities for staff related to understanding mental health, wellness, social emotional learning, and connectedness in schools
- Provide parent learning opportunities (e.g., DPAC presentations and special community learning events) to enhance understanding of mental health, wellness, and knowledge of local support systems for families
- Use of mental health resources and educational programming such as *Open Parachute* for Grade 6 – 9, *Second Step* program, *Children of the Street* – PLEA community support services of BC, etc.
- Continued school district focus on Equity, Diversity and Inclusivity in strategic planning and development of school-based/district offered professional learning opportunities for staff related to mental wellness, healthy human connections, and sense of belonging for all
- Continued implementation of West Vancouver Schools District Early Learning Strategy with a specific focus on creating nurturing, play-based early learning environments as pivotal to students' sense of belonging
- Increase Indigenous student sense of belonging by implementing the [WVS Equity in Action Plan](#) and [Indigenous Education School Plans](#)
- Conduct an external discovery/review process of the WVS Secondary Connect Program for the purpose of creating cross-district consistencies and resourcing to support students' mental well-being at Rockridge, Sentinel and West Vancouver Secondary.
- Establishment of *Take a Hike* program at Inglewood Secondary alternative school focusing on improving student social networks, community connections, healthy goal setting, and improving mental health and well-being

Section Eight – Financial and Operational Plan Alignment

As part of the FESL process, West Vancouver Schools has realigned and refocused financial and operational resources to address the district FESL goals.

The financial considerations include the following:

- In collaboration with Indigenous partners, targeted funds for the 2023-2024 school year will continue to focus on the FESL goals by increasing Indigenous Success Teacher staffing. This staffing will be maintained during the 2023-24 school year.
- District Enhancement teacher positions are continuing for the 2023 -24 school year at both the elementary and secondary level. These teachers will continue to lead, support, and realize the FESL goals wherever possible. The elementary Enhancement teacher is fully dedicated to the area of numeracy.
- Dedicate funds to support new elementary numeracy resources.
- West Vancouver Schools has committed funds to support Equity, Diversity, and Inclusion. This includes working with EDI specialists, providing targeted professional development, staff training, parent education sessions, student focus groups, and guest speakers.
- West Vancouver Schools will strategically allocate funds from the Mental Health in Schools Grant to support and align with all three FESL goals.
- Fund training, professional development, and related resources (e.g., Telus Health, Open Parachute, etc.) to support positive mental health.
- The District Career Program Advisor for the secondary sites position will continue for the 2023--24 school year. This position focuses on collating and communicating post-secondary opportunities to schools, students, and families and provides a central post-secondary resource hub for school counsellors and careers teachers.
- Funding for Secondary Careers Coordinator to support WEX, Youth Train in Trades, and Youth Work in Trades.
- Staff development funds during the 2023-24 school years will prioritize FESL goal areas. This will include learning opportunities, meetings and special events related to transitions, numeracy, and sense of belonging.
- West Vancouver Schools is one of three school districts selected to be part of the MoECC Integration Inquiry Project (IIP). The IIP is a three-year funded pilot project whereby our school district will be engaging in the process of creating, opening, and operating a new childcare centre.
- Prioritize staff and support initiatives related to Early Learning including the addition of two new District Vice Principals of Early Learning and Child Care
- Engage in an external review/discovery process to improve district consistency and equity in relation to the secondary Connect program. Connect is a secondary social emotional support program where students needing additional attention related to mental wellness may attend to receive small group and/or one-on-one support.
- Restructuring of Inglewood Secondary alternative program to include two tier 3 instructional cohorts: RISE (Responsive Inclusive Secondary Education) and the Take a Hike program. Each cohort will include individualized programming focusing on improved academic success, social emotional- attitudes, healthy transitions and decision making, and physical and mental well-being. This restructuring will include prioritizing district specialists and community-based experts to ensure equitable access to high quality, meaningful learning for students in our secondary alternative program.
- Expansion of the District EA Lead role to encompass district focus on healthy transitions (early learning, grades 7-8 and grade 12-adult life) and community/work-based learning experiences for students with diverse abilities and/or learning differences.
- Expansion of BCBA positions to maintain expertise and specialist services to focus on student well-being and emotional regulation in the classroom setting, targeted strategies, and transitional supports for students with diverse abilities and/or learning differences.
- Use of the 2023/24 Federal French Immersion Grant to increase learning support services and counselling to support French Immersion specific transitions, student wellness and success, and retention in both elementary and secondary levels.

The district FESL goals and strategies will continue to guide and inform the direction of West Vancouver Schools over the next four years. The FESL goals are an operational roadmap to set priorities and resources. There are also specific operational shifts across the district including:

- All schools within West Vancouver Schools have robust FESL plans. Each school's individual plan identifies a specific school-based goal and the associated plan of action to achieve this goal. To ensure that school plans are more aligned with the district FESL process and goals, individual school plans will identify goals based on data from their own sites and will be linked to one of the identified district goals.

- One of the goals outlined in the West Vancouver Indigenous Education Council [Enhancement Agreement](#) is focused on developing a sense of belonging for Indigenous students that is inclusive to all. The sense of belonging FESL goal aligns with the Enhancement Agreement and honours the work that was done to develop this goal.
- West Vancouver Schools is participating in the Ministry of Education Equity in Action Project to support Indigenous learners.
- West Vancouver Schools is one of three selected BC public-school districts to operationalize the Integration Inquiry Project (IIP). This will require a continued, strategic focus on initiating and sustaining early intervention and family support services, integrating childcare into the school system, and increasing access to universal, culturally sensitive, and barrier-free childcare for parents/guardians.
- Develop and will implement a district-wide improvement cycle focused on the new FESL goals. This includes dedicated time for administrators at leadership meetings, training, resources, and financial support.
- Continue to establish competency-based IEPs where students' strengths are positioned as key drivers in accessibility, instructional programming, and individualization of curriculum.
- Work closely with community-based interagency partners to ensure that models of wrap-around support and care are established to support the healthy growth and development of all students.

Section Nine – Communication Plan

West Vancouver Schools is committed to achieving the goals outlined in this FESL plan. Stakeholder involvement and ownership continues to be vital to the implementation and realization of this plan. Over the last few years, a collective responsibility from all stakeholders has been developed with the FESL cycle and this will continue as we transition to three new goals.

As part of our FESL Communication Plan, there are multiple formal and informal opportunities for all stakeholders to learn more about and engage in our FESL goals and action plan. This has included presentations and engagement with the West Vancouver Schools Board of Education, the WVIEC, Squamish Nation Education Department, District Parent Advisory Council, teachers, support staff, and all West Vancouver Schools administrators. Students also participated and contributed through focus groups in the review of the previous FESL goals and with the input and guidance of the development of the new goals. It is important to highlight that West Vancouver Schools has excellent working relationships and engagement with all stakeholders.

Section Ten – Next Steps

Over the past three years, the West Vancouver Schools district FESL has unified the district's direction and vision by providing greater clarity, understanding and alignment through the creation of three distinct and achievable goals and the associated strategies.

The FESL improvement cycle ensures continuous improvement to support all students so that they can thrive and be successful in their educational journey. The new goals and strategies will be implemented over four years and will be monitored for effectiveness and updated as necessary.

WEST VANCOUVER SCHOOLS FESL DATA APPENDIX

Included

1. Current FESL Goal Data
2. Required FESL Data
3. Additional Goal Data

1. Current FESL Goal Data

Human and Social Development Goal: Increase the number and percentage of students in grades 4, 7, and 10 reporting a sense of belonging on the Student Learning Survey within two years.

	Grade 4			Grade 7			Grade 10		
Student Learning Survey Questions	Year One Data Four Year Average	Year Two Data Five Year Average	Year Three Data Five Year Average	Year One Data Four Year Average	Year Two Data Five Year Average	Year Three Data Five Year Average	Year One Data Four Year Average	Year Two Data Five Year Average	Year Three Data Five Year Average
	16-/17 - 19/20	16/17 – 20/21	17/18 – 21/22	16-/17 - 19/20	16/17 – 20/21	17/18 – 21/22	16-/17 - 19/20	16/17 – 20/21	17/18 – 21/22
Do students feel welcome at their school? (Students reporting many times or always)	78%	79%	80%	75%	74%	74%	66%	66%	68%
Is school a place where students feel they belong? (Students reporting many times or always)	63%	64%	65%	66.8%	66%	64%	51%	51%	53%
Do students have more than two adults who care about them? (Students reporting two adults or more)	76%	75%	74%	71%	71%	68%	64%	64%	63%

Intellectual Development Goal: Increase the number and percentage of Indigenous students in grades 4, 7, and 10 who are on-track or extending in specified numeracy assessments (FSA and GNA 10) within two years.




Data is masked

Career Development Goal: Increase the level of satisfaction that grade 10 students report regarding how school is preparing them for their career and life goals.

	Grade 10		
Student Learning Survey Questions	Year One Data Four Year Average 16-/17 -19/20	Year Two Data Five Year Average 16/17 -20/21	Year Three Data Five Year Average 17/18 -21/22
Are students satisfied that school is preparing them for post-secondary education? (Students reporting many times or always)	41%	40%	42% (21/22 data is now higher than provincial average)
Are students satisfied that school is preparing them for a job for the future? (Students reporting many times or always)	24%	23%	26% 21/22 data is now higher than provincial average)

2. Required FESL Data

The following data set includes the required FESL data. For clarity, each data set related to the specific WVS goals has been labeled (Goal #1, Goal #2, Goal #3) where appropriate.

Goal #1 	Goal #2 	Goal #3 
Ensure successful and meaningful transitions with a focus on early learning, Grade 7 to 8 and post-secondary	Strengthen numeracy competencies and numeracy provincial assessment results.	Improve sense of belonging to enhance student success and positive mental health.
<ul style="list-style-type: none"> • K enrollment numbers • 5 Year Completion Rates • BC Public PSI Transition Rates for Province 	<ul style="list-style-type: none"> • Grade 4 and 7 Numeracy FSA • Grade 10 Numeracy Assessment 	<ul style="list-style-type: none"> • Grade 4 and 7 Numeracy FSA • Grade 4 and 7 Literacy FSA • Grade 10 Numeracy and Literacy Assessments • SLS Questions • Student belonging (all) • Adults who care (all) • Emotions (Grade 10 and 12) • Mental health (all)

Questions from Student Learning Survey to be tracked

- *Do students have more than two adults who care about them? (Students reporting two adults or more)*
- *Is school a place where students feel they belong? (Students reporting many times or always)*
- *I am satisfied that in school I learn to express emotion, and deal with emotional problems that I may face in the future (for example self-regulation, empathy, and compassion) Grade 10 and 12*
- *At school, I am learning how to care for my mental health (for example, anxiety, stress management, anger management, relationship skills) All Grades*

Intellectual Data



Grade 4 FSA Literacy (Goal #3)

	2020/21	2021/22	2022/23	3 Year Trend
All Resident Students On Track/Extending Rate	99%	97%	94%	97%
Designation Resident Students On Track/Extending Rate	97%	95%	96%	96%
Indigenous Resident Students On Track/Extending Rate	MSK	MSK	MSK	MSK
CYIC Resident Students On Track/Extending Rate	MSK	MSK	MSK	MSK



Grade 4 FSA Numeracy (Goal # 2 and 3)

	2020/21	2021/22	2022/23	3 Year Trend
All Resident Students On Track/Extending Rate	97%	93%	93%	94%
Designation Resident Students On Track/Extending Rate	97%	85%	96%	93%
Indigenous Resident Students On Track/Extending Rate	MSK	MSK	MSK	MSK
CYIC Resident Students On Track/Extending Rate	MSK	MSK	MSK	MSK



Grade 7 FSA Literacy (Goal #3)

	2020/21	2021/22	2022/23	3 Year Trend
All Resident Students On Track/Extending Rate	98%	97%	95%	97%
Designation Resident Students On Track/Extending Rate	98%	93%	91%	94%
Indigenous Resident Students On Track/Extending Rate	MSK	MSK	MSK	MSK
CYIC Resident Students On Track/Extending Rate	MSK	MSK	MSK	MSK



Grade 7 FSA Numeracy (Goal # 2 and 3)

	2020/21	2021/22	2022/23	3 Year Trend
All Resident Students On Track/Extending Rate	95%	94%	92%	94%
Designation Resident Students On Track/Extending Rate	94%	83%	87%	88%
Indigenous Resident Students On Track/Extending Rate	MSK	MSK	MSK	MSK
CYIC Resident Students On Track/Extending Rate	MSK	MSK	MSK	MSK



Grade 10 Numeracy Assessment (Goal #2 and 3)				
	2019/20	2020/21	2021/22	3 Year Trend
All Resident Students Proficient/Extending	62%	62%	73%	66%
Designation Resident Students Proficient/Extending	29%	24%	40%	31%
Indigenous Resident Students Proficient/Extending	MSK	MSK	MSK	MSK
CYIC Resident Students Proficient/Extending	MSK	MSK	MSK	MSK

Grade to Grade Transition Rates – Grade 10				
	2019/20	2020/21	2021/22	3 Year Trend
All Resident Students G2G Grade 10	98%	98%	99%	98%
Designation Resident Students G2G Grade 10	99%	99%	99%	99%
Indigenous Resident Students G2G Grade 10	MSK	MSK	MSK	MSK
CYIC Resident Students G2G Grade 10	MSK	MSK	MSK	MSK
Grade to Grade Transition – Grade 11	2019/20	2020/21	2021/22	3 Year Trend
All Resident Students G2G Grade 11	97%	97%	97%	97%
Designation Resident Students G2G Grade 11	90%	96%	96%	94%
Indigenous Resident Students G2G Grade 11	MSK	MSK	MSK	MSK
CYIC Resident Students G2G Grade 11	MSK	MSK	MSK	MSK

Human and Social Development



ADULTS CARE (Goal #3) % of Positive Responses	2019/20	2020/21	2021/22	3 Year Trend
All Grades -All Resident Students	72%	69%	68%	70%
All Grade 4	77%	69%	72%	73%
All Grade 7	70%	70%	64%	68%
All Grade 10	66%	60%	57%	61%
Designation Resident Students All Grades	70%	75%	69%	71%
Indigenous Resident Students All Grades	MSK	MSK	MSK	MSK
CYIC Resident Students All Grades	MSK	MSK	MSK	MSK
FEEL WELCOME Positive Responses	2019/20	2020/21	2021/22	3 Year Trend

All Grades All Resident Students	71%	73%	78%	74%
Designation Resident Students All Grades	63%	67%	76%	69%
Indigenous Resident Students All Grades	MSK	MSK	MSK	MSK
CYIC Resident Students All Grades	MSK	MSK	MSK	MSK
SCHOOL BELONG (Goal #3) % of Positive Responses	2019/20	2020/21	2021/22	3 Year Trend
All Grades (All Resident Students)	59%	59%	65%	61%
All Grade 4	63%	65%	68%	65%
All Grade 7	64%	61%	67%	64%
All Grade 10	55%	48%	61%	55%
Designation Resident Students All Grades	44%	48%	55%	49%
Indigenous Resident Students All Grades	MSK	MSK	MSK	MSK
CYIC Resident Students All Grades	MSK	MSK	MSK	MSK

Career Development

5 Year Completion Rates (Goal #3)				
	2019/20	2020/21	2021/22	3 Year Trend
All Resident Students	100%	100%	100%	100%
Designation Resident Students	85%	96%	100%	94%
Indigenous Resident Students	MSK	MSK	MSK	MSK
CYIC Resident Students	MSK	MSK	MSK	MSK

BC Public PSI Transition Rates for Province (Goal #3)				
	2019/20	2020/21	2021/22	3 Year Trend
All Resident Students	54%	49%	54%	52%
Designation Resident Students	49%	37%	59%	48%
Indigenous Resident Students	MSK	MSK	MSK	MSK
CYIC Resident Students	MSK	MSK	MSK	MSK

* A significant portion of West Vancouver Schools graduates transition to Post Secondary Institutions outside of BC. These transitions are not captured in this data set.

3. Additional Data not covered within the required data

Kindergarten Enrollment Data (Goal #1)			
	2020	2021	2022
# of Kindergarten Students reported in the 1701	390	414	418

SLS Questions



I am satisfied that in school I learn to express emotion, and deal with emotional problems that I may face in the future (for example self-regulation, empathy, and compassion)

Goal #3

% of Positive Responses	2019/2020	2020/2021	2021/22	3 Year Trend
Grade 10	36%	33%	31%	33%
Grade 12	37%	34%	32%	34%



S7 At school, I am learning how to care for my mental health (for example, anxiety, stress management, anger management, relationship skills)

Goal #3

% of Positive Responses	2019/2020	2020/2021	2021/22	3 Year Trend
Grade 4	36%	44%	42%	41%
Grade 7	49%	48%	59%	52%
Grade 10	32%	27%	28%	29%
Grade 12	24%	30%	32%	29%