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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 land 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 7,400 students, drawn from a total population of approximately 47,000 people. Of the student population, 1.6% self-identifies as Indigenous, while approximately 12% has a Ministry of Education and Child Care (MOECC) designation and 21% of students are receiving English Language Learning support.

West Vancouver Schools has 18 different school sites: 4 secondary schools (including one alternate school); 11 elementary schools; 1 Montessori Kindergarten to grade 5 school; and 2 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 (e.g. Robotics, Fencing, Basketball, etc.), and district Premier Programs (e.g. 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 five-year Strategic Plan that outlines the school district's direction. The Board's 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, 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 three main goals:

1. **Educational Excellence:** to provide a comprehensive learning experience in academics, arts, athletics, and business that builds on natural curiosity.
2. **Visionary Leadership:** to build community connections and pave the way for strong advocacy in education.
3. **Successful Transitions:** to support students as they move through their learning journey.

## Section Three – Improvement Cycle

West Vancouver Schools improvement cycle incorporates the Board’s Strategic Plan and the Framework for Enhancing Student Learning (FESL) goals. The Strategic Plan and the FESL influence each other and are aligned in vision and practice.

The improvement cycle is based on the district's long-standing, trusted, and well-developed processes that focus on stakeholder feedback, input, and collaboration with all stakeholder groups.

The improvement cycle is ongoing and includes the following components:

### 1. Review and Analysis of Data and Evidence

- Ongoing review and analysis of provincial and local data and evidence to determine areas of strength and challenges, and emerging trends.
- Review and analysis of qualitative evidence gathered during stakeholder focus groups and collaborative opportunities.

### 2. Stakeholder Collaboration

- Active collaboration and dialogue with stakeholders to share information and gather feedback, input, and refine the direction and goals. Stakeholder groups include:
  - West Vancouver Indigenous Education Council (WVIEC)
  - Squamish Nation Education Department
  - West Vancouver Board of Education
  - District Leadership Team
  - District Parent Advisory Council representatives
  - West Vancouver Teacher Association representatives
  - West Vancouver Municipal Employee Association representatives
  - Equity in Action Committee
  - Various student focus groups
  - West Vancouver Schools administrators

### 3. Action Plan Implementation

- The district FESL team continually monitors, reflects, and refines the FESL action plan to address the success of the current strategies and incorporates feedback and input from stakeholders. This included the refinement of strategies and directions to ensure success of our goals. The feedback from the MOECC's Annual review of the Enhancing Student Learning Report was also reviewed and evaluated. The considerations from the report were incorporated into this year's action plan.

## Section Four – Data Analysis

Each year, The West Vancouver Schools FESL team undertakes an in-depth analysis of unmasked data. This includes the analysis of information about Indigenous students, Children and Youth in Care, and students with diverse abilities and/or learning differences. In addition to the Foundation Skills Assessment, Graduation Numeracy and Literacy Assessments, Student Learning Survey, five-year completion rates, grade-to-grade transitions, and post-secondary transition rates, the district examined results from previously completed surveys.

As data becomes available, it is examined and incorporated into our FESL plan of action. For example, last year, data included the Youth Development Instrument (YDI) results, while this year we had new information from the 2023 BC Adolescent Health Survey to learn from.

The *How You Are Doing Report* is also used to gather additional data specific to our Indigenous students. This year we also used survey results from the West Vancouver Schools Equity in Action survey for Indigenous students and parents.

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 reviewed, as the BC-only lens did not accurately capture the post-secondary transitions and trends in the district.

We are also trying to better understand the data and information related to Children and Youth in Care, as we have realized that the information we currently have is not as accurate or up-to-date as it could be. Recognizing the limitations in our data information system, we have begun to implement new processes to better review and understand who the children and youth in care are and track them individually to ensure their success. These new systems will provide more accurate and timely data, enabling us to monitor and support the children and youth more effectively. By improving our data accuracy, we aim to enhance the overall quality of care and outcomes for this priority population.

With respect to qualitative data, information and feedback are consistently collected and analyzed during meetings, discussions, and collaborative opportunities with all the stakeholder groups listed in section three. This year we were very intentional to collect student voice from secondary and Indigenous student focus groups.

All required data can be found in the Data Appendix.

### Current Data

#### 1. Intellectual Development Data Trends

Foundation Skills Assessment (FSA) for grades 4 and 7 and the Grade 10 Literacy and Numeracy assessment participation results remain very high for West Vancouver Schools. The results for students in all grades indicate they exceed the provincial average in literacy and numeracy. Results for students with diverse abilities and/or learning differences exceed provincial averages. Grade 4 students with diverse abilities and/or learning differences results are slightly higher than the general population and Grade 7 and 10 results are slightly lower than the disaggregated data for the general West Vancouver Schools population. When examining the disaggregated results of Indigenous students and Child/Youth in Care from the FSA and Literacy and Numeracy Grad Assessments, we observed trends that cannot be included in this report due to the need to protect personal information.

The West Vancouver Schools grade-to-grade (G2G) transitions rates for 10-11 and 11–12 have been consistently high for the past 5 years. The disaggregated data for the G2G transitions 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, feeling safe, 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, including students with diverse abilities and/or learning differences, the results are similar to those of the overall population. This past year, Indigenous student results have trended upward in the four-core human and social development questions; however, it is important to note that WVS Indigenous student population is very small, and results fluctuate year-to-year.

## **3. Career Development Data Trends**

The Five-Year completion rates for both the general and disaggregated student population continues to exceed provincial averages.

The BC Post Secondary transition rates, as reported in the Ministry Data, are in line with the provincial average. The BC Post-Secondary Transition rates, combined with the anecdotal Post-Secondary Out-of-Province and Out-of-Country rates are excellent. While the exact number is difficult to track, evidence suggests that this year approximately 95% of West Vancouver School students attend post-secondary schools within a year of graduation. This year, over 70 post-secondary institutions from across Canada and the world have offered acceptance to West Vancouver Schools students.

# **Section Five – Goals - Measures of Success and Progress**

## **1. CAREER DEVELOPMENT**

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

The current quantitative data set for this goal is minimal as kindergarten enrolment numbers, five-year completion rates, and BC Public PSI Transition Rates for the province do not provide the full story when it comes to successful and meaningful transitions. The 2023 kindergarten enrolment numbers are down from previous years due to overall enrolment pressures this year, which limited our ability to accept Out-of-District students. However, Kindergarten applications for 2023 are up slightly from previous years. The five-year completion rates and PSI Transition rates from 2022/23 remain stable compared to previous years.

Qualitative information about the success of these goals was collected from all stakeholder groups through meetings, conversations, and focus groups at the end of the 2023/24 school year. Most of the specific feedback came from the student focus groups which included a focus group from each of our secondary schools and a specific Indigenous-focused student group. Anecdotal feedback was very positive related to transitions for early learning, Grade 7-8, and post-secondary. Student feedback included concrete suggestions for improvement.

## **2. 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.*

The current data set is comprised of grade 4 and 7 FSA and Graduation Numeracy Assessment results. The 2023/24 Grade 4 and 7 FSA results are very stable for all West Vancouver Schools students, but there was a slight decrease in results for students with diverse needs. The 2022/23 Graduation Numeracy Assessment data also remains stable year over year with a very slight increase for students with designations. These data sets do not accurately reflect this goal area, as the data is from early in the current school year (FSAs) or from the previous school year (Graduation Numeracy Assessment), prior to full implementation of the numeracy action plan.

Qualitative information was collected from all stakeholder groups through meetings, conversations, and focus groups at the end of the 2023/24 school year. Feedback was positive, with individuals beginning to recognize some of the changes in support for teachers and students regarding instruction and resources. Student comments from the focus groups were positive, but students expressed a need for more direct instruction, assessment preparation, and real-life numeracy connections.

### 3. HUMAN AND SOCIAL DEVELOPMENT

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

The data set collected to measure this goal's success is diverse and includes numeracy and literacy (FSA Literacy, FSA Numeracy, GNA and GNL) data, as well as data from specific questions from the Student Learning Survey and Equity in Action parent and student survey.

Literacy and Numeracy FSA, Literacy and Numeracy Grad Assessments, and Student Learning Survey result are consistent, with very little variance for all population groups. It is important to note that these assessments were completed before or during the implementation of these goals. As a result, the data does not yet measure effectiveness in this goal area. Equity in Action data, although limited, shows a positive trend for sense of belonging improvement for Indigenous students and families.

Qualitative evidence from stakeholders is also positive. Many reports indicated a positive sense of belonging and provided suggestions for ongoing improvement in this area.

## Section Six – Goal Strategies

The FESL goal strategies are continually adjusted and refined based on the quantitative and qualitative feedback from all stakeholders. This ongoing process ensures that our strategies remain effective and responsive to the evolving needs of our student population, ultimately enhancing student success in our three goal areas.

### 1. CAREER DEVELOPMENT

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

General Strategies:

- **Aligned structures:** 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)
- **Strategic administration meetings:** Focus on all levels of transitions to ensure cross-district continuity and consistency.
- **Opportunities and information for Indigenous families and students:** Provided at key transition times (e.g., early learning, Gr. 7 to 8, and post-secondary)
- **Student focus groups:** Gather more information related to successful and meaningful transitions.

- **French immersion review suggestions:** Continue implementing transition-based suggestions highlighted in the 2022 West Vancouver School District French Immersion external review
- **Community-based transitional offerings:** Continue expanding and creating offerings for families before kindergarten starts, such as the Parent Engagement and Empowerment Series and the Baby Play Group.
- **Collaboration with Impact North Shore:** Provide cultural and translation services to better support our diverse population.

#### Specific Early Learning Strategies

- **West Vancouver Schools District Early Learning Strategy:** Continue implementation with an expanded focus on children’s transition into kindergarten, alongside of coordinated resources for parents/guardians.
- **Indigenous Early Learning Equity in Action initiatives:** Continue to provide targeted support during early learning transitions.
- **Integration Inquiry Project:** Focus on the expanding childcare spaces and supporting families with key transitions.
- **West Vancouver Schools Early Childcare Center:** Build and operate a new 110 space facility focused on children 0-5 years.
- **New Early Learning registration procedures:** Implement new software and processes.
- **Community-based early learning resource teams:** Partner with specialized teams focused on children with diverse abilities and learning differences.
- **IPALS (DECODA – Immigrant Parents as Literacy Supporters):** Continue participation to assist newcomer families with literacy and language development to help transition to kindergarten.
- **Participation in AbPALS (DECODA – Aboriginal Parents as Literacy Supporters):** Participate as a culturally sensitive inclusive program for Indigenous families to engage in early literacy learning activities.
- **Pre-kindergarten summer connection program:** Continue for incoming students with diverse abilities and/or learning differences.
- **Just B4 early learning preschool program:** Continue to support transition into kindergarten for 4-year-olds prior to the start of school.
- **Early childhood partnerships:** Expand 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.

#### Specific Grade 7-8 Strategies

- **Bridging activities:** Provide to Grade 7 students as part of their transition to secondary.
- **Grade 8 experience focus:** Include special events and opportunities to assist students transitioning from elementary to secondary school.
- **Innovative programming (e.g., Artful Transitions):** Continue to provide extended individualized transitional opportunities for students with diverse abilities and learning differences.
- **Parent/guardian grade 8 information sessions:** Continue to assist with home-school connections and supportive transitions from elementary to secondary schools.
- **Individualized school visits and transition programming:** Continue and expand for Grade 7 Indigenous students and students with diverse abilities and/or learning differences.
- **Partnerships with District of West Vancouver Child and Youth Hubs:** Expand to create safe after-school activities for grade 6 through 8 students, including wrap around community-based supports focusing on healthy adolescence transitions.

### Specific Post-Secondary Strategies

- **Support and resources for post-secondary education:** Ensure students and families have access to resources, information sessions and events to learn about post-secondary opportunities and careers.
- **District Career Program Advisor:** Provide access to all secondary schools.
- **Secondary School Careers Coordinators:** Support career and work experience goals and opportunities.
- **WEX (Work Experience), Youth Train in Trades and Youth Work in Trades Staffing:** Ensure students have access to career opportunities in all secondary schools.
- **New comprehensive Work Experience (WEX) program:** Provide for students with diverse abilities and/or learning differences in grades 8 through 12, focusing on skill development and community-based placements.
- **Education Assistant District Led structures:** Continue utilizing and refining to expand WEX transitional connections for students with diverse abilities and/or learning differences moving into post-secondary settings.
- **Support for students with diverse abilities and learning differences:** Expand community-based and individualized strategies to support appropriate transitions to adulthood opportunities (e.g., expanded work experience opportunities and individualized partnerships with CLBC etc.)
- **Take-A-Hike educational program:** refine 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.

## 2. 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.*

- **Lighthouse Learning Professional Development Opportunities:** Monthly targeted professional learning opportunities for teachers to enhance numeracy instruction and assessment skills.
- **Elementary Enhancement teachers:** Focus on Numeracy to support students and teachers across the district.
- **School Numeracy Leads:** School based numeracy leads
- **Elementary Math Team:** Support teacher instruction and assessment.
- **Monthly Elementary Numeracy Network meetings:** Facilitate meetings to support teachers with Numeracy Instruction and Assessment
- **Updated elementary numeracy resources:** Ensure all elementary sites have access to updated teaching materials, including a new core Mathematics resource and both supplemental classroom and online resources.
- **Secondary Math Department collaboration:** Hold cross district meetings focused on instruction and assessment to share best practices and improve numeracy instruction and assessment.
- **Monitoring and support for Indigenous students:** Formally track and monitor numeracy results using FSA, GNA, and report cards and implement supports where needed. Provide dedicated Indigenous Elementary Success teacher time to specifically target numeracy improvements in alignment with the Equity in Action Numeracy Goal.
- Understanding that literacy and numeracy are interrelated, we are also focusing on **increasing literacy skills and competencies**. This includes the development of a West Vancouver Schools literacy plan and professional learning opportunities for staff.



### 3. HUMAN AND SOCIAL DEVELOPMENT

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

- **Continued implementation of the West Vancouver Schools District Mental Health Framework**
- **Establishment of school based ‘Mental Health Champions’:** Lead meetings, teacher learning, and school-based initiatives to support student well-being and sense of belonging.
- **Healthy Schools Table participation:** Engage and collaborate with Vancouver Coastal Health on health-related issues.
- **Provision of training and professional development opportunities:** Offer numerous training sessions for staff to enhance understanding of mental health, wellness, social emotional learning, and connectedness in schools.
- **Connection to community resources:** Link teachers/staff to community experts for additional support and resources
- **Parent/guardian learning opportunities:** Provide educational sessions to help families understand mental health, wellness, and local support systems.
- **Mental health resources and educational programming:** Continue use of programs such as *Open Parachute* for Grade 6 – 9, *Second Step* program, *Children of the Street* – PLEA community support services of BC, etc.
- **Focus on Equity, Diversity, and Inclusivity:** Continue strategic planning and development of professional learning opportunities for staff related to mental wellness, healthy human connections, and sense of belonging for all.
- **Implementation of West Vancouver Schools District Early Learning Strategy:** Create nurturing, play-based early learning environments to foster sense of belonging.
- **Increase Indigenous student sense of belonging:** Implementing the WVS Equity in Action plan and Indigenous Education School Plans focused on increasing sense of belonging.
- **WVS Secondary Connect Program Discovery Process:** Review and implement, where appropriate, the suggestions highlighted in the 2023 Connect Discovery report.
- **Take a Hike program at Inglewood Secondary:** Continue focusing on improving student social networks, community connections, healthy goal setting, and improving mental health and well-being.
- **SPACES EDU Resource:** Provide a multimedia e-portfolio tool for K-7 students to curate and reflect on their learning and home school communication.
- Understanding the direct correlation between mental health and student success, we are focusing on **improving both literacy and numeracy competencies**. This includes developing a West Vancouver Schools literacy plan, professional learning opportunities for staff, and the strategies within our numeracy goal.

## Section Seven – Financial and Operational Plan Alignment

As part of the FESL process, West Vancouver Schools continues to realign and refocus financial and operational resources to address the district’s FESL goals. To ensure horizontal and vertical alignment, all departments, including Human Resources, Facilities, Finance, and Information Technology etc. discuss and prioritize decisions based on the FESL goals and directions.

The financial and operational considerations include the following:

#### ALL

- Each school has a school based FESL plan. These plans are aligned with one or more of the district’s FESL goals.
- Indigenous Success staffing exceeds targeted funding allocation for Indigenous students.
- Each school has an Indigenous Education Plan focused on support for Indigenous students in alignment with the FESL goals
- Equity in Action goals that are aligned with FESL goals and are targeted to support Indigenous learners.



- Funding to support a new secondary Teacher Leader model.
- Committed funds to support Equity, Diversity, and Inclusion. (Specialists, professional development, staff training, parent education sessions, student focus groups, and guest speakers, etc.)
- Staff development funds for 24/25 that prioritize FESL goal areas, including learning opportunities, meetings, and special events.
- Continuation of elementary and secondary enhancement teachers in schools.
- Inglewood Secondary alternative programs: RISE (Responsive Inclusive Secondary Education) and the Take a Hike program.
- The Federal French Immersion Growth Grant (used to increase student supports and student and staff retention). Unfortunately, this grant is not available for the 2024-25 School Year.)
- Participation in the Harvard Deeper Learning Dozen Program focusing on system-wide improvement through the lens of equity, leadership and change management.
- Continued collaboration with the Squamish Nation to support the teacher secondment program that provides an opportunity for a West Vancouver Schools teacher to teach at Capilano Little Ones School with the Squamish Nation.
- District Education Assistant Lead positions that support all transitions.
- Co-creation of a University of British Columbia course supporting teacher literacy instruction.
- District-wide improvement cycle focused on including dedicated time for administrators at leadership meetings, training, and resources.
- Implementation of competency-based (Individualized Education Plan) IEPs.
- Partnerships with community-based inter-agency partners to ensure models of wrap-around support and care.
- Secondary collaboration time focused on core competencies and assessment.
- Secondary Flexible Instruction Time focused on supporting student success.
- Dedicated funding and commitment to the development of foundational skills in numeracy and literacy.

### **Transitions**

- Continued funding the Secondary District Career Program Advisor, focusing on collating, communicating, providing a central resource hub of post-secondary information.
- Funding for Secondary Careers Coordinator to support WEX, Youth Train in Trades, and Youth Work in Trades. Roles and responsibilities for both the secondary Career Coordinator and school Careers Coordinators were clarified and updated.
- Participation in the MoECC Integration Inquiry Project (IIP). West Vancouver Schools will be building, creating, opening, and operating a new early childcare facility with over 100 spaces within the next year. This project also focuses 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.
- Investment in tools and resources, such as Lalilo, to support early learning programs and systems.
- Prioritize staff and support initiatives related to Early Learning, including the continuation of two District Vice Principals of Early Learning and Child Care.
- Operated various early learning programs including Strong Start, Seamless Day, Just B4 and Baby Play group.

## Numeracy

- Increase of FTE for Elementary enhancement teachers (numeracy focused.)
- Dedicated funds to support the purchase of a new core Grade 2-7 numeracy resource and supplemental classroom and online resources for all grades.
- Release time for teacher collaboration and curriculum and assessment development.
- Focused professional learning opportunities to support numeracy at all grade levels.

## Sense of Belonging

- Strategically allocate funds from the Mental Health in Schools Grant to support students and staff well-being.
- Focused training and professional development opportunities to support positive mental health and well-being.
- Ongoing funding to support mental health resources.
- Board Certified Behavior Analyst positions to maintain expertise and specialist services.
- Continuing the Equity in Action commitments focused on improving Indigenous Sense of Belonging.
- West Vancouver Indigenous Education Council Enhancement Agreement is focused on developing a sense of belonging for Indigenous students that is inclusive to all.
- Successful signing of a Protocol Agreement which highlights our partnership with the Squamish Nation
- Review and implement the suggestions in the Connect Program external review/discovery process.
- Establishment of lead roles in specific areas within schools. Leads include: SOGI, UDL, mental health, etc.

## Section Eight – 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.

As part of our FESL Communication Plan, there are multiple formal and informal opportunities for all stakeholders to learn more about and engage in the FESL goals and action plan. This 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. This year we hosted student focus groups aimed at collecting feedback and input. It is important to highlight that West Vancouver Schools has excellent working relationships and engagement with all stakeholders.




## Section Nine – Next Steps

The West Vancouver Schools FESL plan continues to unify the district's direction and vision by providing greater clarity, understanding, and alignment through the three distinct and achievable goals and their associated strategies.

As we move into the second year of this goal cycle, the FESL improvement cycle continues to ensure improvement to support all students, enabling them to thrive and be successful in their educational journey. The goals and strategies will be monitored for effectiveness and updated as necessary, with a focus on sustaining momentum and building upon the successes of the previous year.

## DATA APPENDIX

The following data set includes the required FESL data, as well as the data needed to track and monitor each of our district goals. For clarity, the chart below identifies the data related to the specific WVS goals and the data has been labeled (Goal #1, Goal #2, Goal #3) where appropriate.

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

\* Questions from Student Learning Survey to be tracked:

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

### Intellectual Data



Grade 4 FSA Literacy (Goal #3)				
	2020/21	2021/22	2022/23	2023/24
All Resident Students On Track/Extending Rate	99%	97%	94%	96%
Designation Resident Students On Track/Extending Rate	97%	95%	96%	100%
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	2023/24
All Resident Students On Track/Extending Rate	97%	93%	93%	93%
Designation Resident Students	97%	85%	96%	88%



On Track/Extending Rate				
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	2023/24
All Resident Students On Track/Extending Rate	98%	97%	95%	95%
Designation Resident Students On Track/Extending Rate	98%	93%	91%	84%
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	2023/24
All Resident Students On Track/Extending Rate	95%	94%	92%	91%
Designation Resident Students On Track/Extending Rate	94%	83%	87%	84%
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	2023/24
All Resident Students Proficient/Extending	62%	62%	73%	71%
Designation Resident Students Proficient/Extending	29%	24%	40%	45%
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	2022/23
All Resident Students G2G Grade 10	98%	98%	99%	99%
Designation Resident Students G2G Grade 10	99%	99%	99%	100%
Indigenous Resident Students G2G Grade 10	MSK	MSK	MSK	MSK
CYIC Resident Students G2G Grade 10	MSK	MSK	MSK	MSK

<b>GRADE 11</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
All Resident Students G2G Grade 11	97%	97%	97%	98%
Designation Resident Students G2G Grade 11	90%	96%	96%	99%
Indigenous Resident Students G2G Grade 11	MSK	MSK	MSK	MSK
CYIC Resident Students G2G Grade 11	MSK	MSK	MSK	MSK

## Human and Social Development

<b>Student Learning Survey Questions</b>				
 <b>ADULTS CARE (Goal #3)</b> <b>% of Positive Responses</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
All Grades -All Resident Students	72%	69%	68%	67%
All Grade 4	77%	69%	72%	74%
All Grade 7	70%	70%	64%	63%
All Grade 10	66%	60%	57%	62%
Designation Resident Students All Grades	70%	75%	69%	67%
Indigenous Resident Students All Grades	MSK	MSK	MSK	MSK
CYIC Resident Students All Grades	MSK	MSK	MSK	MSK
<b>FEEL WELCOME</b> <b>Positive Responses</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
All Grades All Resident Students	71%	73%	78%	76%
All Grade 4	79%	80%	79%	76%
All Grade 7	74%	71%	79%	74%
All Grade 10	71%	68%	78%	76%
Designation Resident Students All Grades	63%	67%	76%	68%
Indigenous Resident Students All Grades	MSK	MSK	MSK	MSK
CYIC Resident Students All Grades	MSK	MSK	MSK	MSK
 <b>SCHOOL BELONG (Goal #3)</b> <b>% of Positive Responses</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
All Grades (All Resident Students)	59%	59%	65%	62%
All Grade 4	63%	65%	68%	63%
All Grade 7	64%	61%	67%	63%
All Grade 10	55%	48%	61%	59%
Designation Resident Students All Grades	44%	48%	55%	51%
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	2022/23
All Resident Students	100%	100%	100%	100%
Designation Resident Students	85%	96%	100%	100%
Indigenous Resident Students	MSK	MSK	MSK	MSK
CYIC Resident Students	MSK	MSK	MSK	MSK



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



Kindergarten Enrollment Data (Goal #1)				
	2020	2021	2022	2023
# of Kindergarten Students reported in the 1701	390	414	418	386

## 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	2022/23
Grade 10	36%	33%	31%	43%
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	2022/23
Grade 4	36%	44%	42%	50%
Grade 7	49%	48%	59%	55%
Grade 10	32%	27%	28%	33%
Grade 12	24%	30%	32%	26%