

Enhancing Student Learning Report



Board Approval: September 15, 2021

Board Chair: _____

Tisha Boulter

The following report, approved at the September 15, 2021 Regular Public Meeting, communicates the Board of Education's commitment to student success, the goals of the Strategic Plan and the district's ongoing efforts to support SD64 learners as they journey through the British Columbia public school system - K to 12 and beyond.

A deeper insight into the educational services plan for supporting student outcomes for all Gulf Islands' learners is articulated within the SD64 Framework for Operational Planning.

References:

- * Enhancing Student Learning Data – Ministry of Education
- * SD 64 Strategic Plan
- * SD 64 School Plans
- * SD 64 Indigenous Education Enhancement Agreement
- * SD 64 Framework for Operations Planning
- * SD 64 Continuous Improvement Review Cycle
- * Education Community Engagement (and summary)

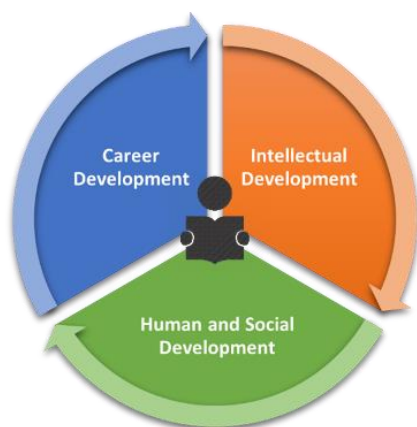
All related documents that support the district's Framework for Enhancing Student Learning, including this report, are available to the public at on the district website at: <https://sd64.bc.ca/strategic-plan/>.

Process and Structures

This Enhancing Student Learning Report demonstrates our knowledge, commitment, and capacity to understand the system and what it is designed to do – support, enhance, and improve educational outcomes for each and every student.

Upon examination of provincial, district, and school educational outcomes, and working collaboratively with the Ministry of Education, staff, and partner groups, the data compiled below articulates student progress in relation to local and provincial measures. A consistent orientation toward improved student success is demonstrated through intentional and focused strategic planning, review, and response.

Outcomes, Trends, and Insights



The district has established equity targets for all vulnerable student groups - parity of achievement results for all learners and specifically for:

- * Indigenous students on/off reserve
- * children and youth in care
- * students with disabilities or diverse abilities (Inclusive Education)

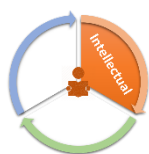
Note: data masked due to cohort numbers below privacy thresholds.

Goals and Outcomes

Area: Intellectual Development

Outcome #1: Students will meet or exceed literacy expectations for each grade level.

Strategic Alignment:



- Strategic Plan Objective 1.1: Facilitate the engagement of students in relevant and inspiring experiences that promote the acquisition of foundational skills and a life-long love of learning
- Vision: Ignite a passion for learning; Values: Responsibility
- Enhancement Agreement Goal 4: Success

Current Data/Insights: (ref. Ministry Enhancing Student Learning Report Data, Figures 1-15). The three-year trend is not a valid indicator due to previous low participation. The district has seen a dramatic increase in FSA participation rates since 2019/20 with over 92% of students participating in the grade 4 and 7 FSAs (more than twice that of the previous year).

The number and percentage of students on track or extending in Grade 4/7 reading and Grade 4 writing is well above the provincial average for all student groups, and the highest for Indigenous Students, with the exception of Inclusive Education students (-4.4%). Students on track or extending for grade 7 writing in all categories fall below the comparative provincial averages, with the greatest discrepancy for Inclusive Education students. Similarly, All Resident Students performed similar to the provincial average for proficient or extending on the 2019/20 Literacy

10 Assessment, with Indigenous Students significantly exceeding the comparative provincial average and Inclusive Education Students falling well below the comparative provincial average.

Gr. 4 Read	Current	Short	Long
All	89.5%	90%+	100%
Indigenous	100%	100%	100%
Inclusive Ed	81%	90%	100%
Gr. 7 Read	Current	Short	Long
All	88.7%	90%	100%
Indigenous	93.8%	100%	100%
Inclusive Ed	85.7%	90%	100%
Gr. 4 Write	Current	Short	Long
All	85.2%	90%	95%+
Indigenous	90%	95%	100%
Inclusive Ed	68.8%	70%	80%
Gr. 7 Write	Current	Short	Long
All	82.6%	90%	95%+
Indigenous	68.8%	70%	80%
Inclusive Ed	53.8%	70%	80%
Gr. 10	Current	Short	Long
All	70.6%	80%	90%
Indigenous	83.3%	90%	100%
Inclusive Ed	Msk	55%	65%

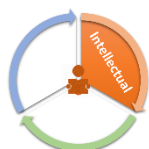
Target: Provincial parity for Inclusive Education students.

Staff, Student, and Parent Engagement - Suggestions for Action:

- Improve communication (student goals and achievement)
- Grow capacity for early intervention (professional development)
- Refresh/resource reading programs
- Continue EPIC Achievement Grants
- Review efficacy of programs and resources
- Ensure consistent Student Learning Plan delivery in each school
- Refresh/resource district assessments for reading and writing
- Differentiate instruction to ensure learning needs are met – ensure RTI is fully understood/implemented
- Utilize locally developed tracking system for at-risk students to monitor progress
- Assess for impact of supports and interventions

Outcome #2: Students will meet or exceed numeracy expectations for each grade level.

Strategic Alignment:



- Strategic Plan Objective 1.1: Facilitate the engagement of students in relevant and inspiring experiences that promote the acquisition of foundational skills and a life-long love of learning
- Vision: Ignite a passion for learning; Value: Responsibility
- Enhancement Agreement Goal 4: Success

Current Data/Insights: (ref: Ministry Enhancing Student Learning Report Data, Figures 16-30). All Resident Students in Grades 4 and 7 are on track/exceeding or proficient in Numeracy above the provincial average. Of note, Indigenous Students performed significantly higher comparative provincially in both Numeracy FSA 4 and 7. Inclusive Education Students on track/extending outperformed the comparative provincial group as well as district and provincial All Resident Students groups in FSA 4 but fell slightly to provincial comparative in Grade 7.

Current Numeracy 10 assessment data for SD64 is unavailable. Grade to grade transition rates remain constant at or just below 100% at all grade levels for All Resident Students.

Gr. 4	Current	Short	Long
All	82%	90%	95%+
Indigenous	70%	80%	90%
Inclusive Ed	93.8%	95%	95+%
Gr. 7	Current	Short	Long
All	67.7%	70%	80%
Indigenous	62.5%	70%	70%
Inclusive Ed	42.9%	60%	70%
Gr. 10	Current	Short	Long
All	n/a	70%	80%
Indigenous	n/a	70%	70%
Inclusive Ed	n/a	60%	70%

Target: Maintain specific attention on at-risk students to ensure successful transition through to graduation and beyond to post-secondary.

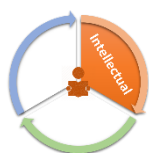
Staff, Student, and Parent Engagement - Suggestions for Action:

- Create engaging learning environments (games, keep math fun, hands-on)
- Grow capacity in UDL Framework to optimize learning opportunities for all students to succeed
- Continue EPIC Achievement Grants
- Refresh resources i.e. manipulatives
- Create/adopt a district scope and sequence to focus deeper learning
- Focus on STEAM events and pedagogies (bridging science and math)

- Grow capacity in mathematical training and expertise
- Standardize district numeracy assessment(s)
- Promote research-based mathematical metacognitive approach (model problem-solving)
- Increase visibility of math learning in the classroom/school
- Use of math journals
- Know exactly where students are: IPASS, assessments, SBTs / utilize tracking system to monitor progress

District Outcome A: Students will experience joy and exhibit confidence in reading, writing and numeracy foundational skills.

Strategic Alignment:



- Strategic Plan Objective 1.1: Facilitate the engagement of students in relevant and inspiring experiences that promote the acquisition of foundational skills and a life-long love of learning
- Mission: Providing learners with diverse and engaging opportunities leading to a future of fulfillment, joy and purpose; Vision: Ignite a passion for learning; Value: Opportunity
- Enhancement Agreement Goal 4: Success

Current Data/Insights: Moving forward, schools will implement student self-assessment surveys.

Target: Baseline measures will determine future targets.

Staff, Student, and Parent Engagement - Suggestions for Action:

- Enhance use of IPASS across the district
- Continue identification of intellectual development goals(s) in school growth plans
- Implement Power BI to access district data to inform decision making for improving learning opportunities
- Utilize EDI and MDI data for future school growth plans and district initiatives

Areas: Human and Social Development

Outcome #3: Students will feel welcome, safe & connected to their school.

Strategic Alignment:



- Strategic Plan Objective 3.1: Cultivate connections that enhance intellectual, human & social, and career development
- Values: Opportunity, Collaboration, and Diversity
- EA Goal 1: Belonging

Current Data/Insights: (ref: Ministry Enhancing Student Learning Report Data, Figures 41-56). Although on par with provincial average for all student groups, sense of welcome, safety and belonging are low at all grade levels. Of specific concern: Grade 7 student reported lower than other grades and provincial average in all areas measured, lowest in feeling safe. Interesting, that Grade 7s report higher than the provincial average that two or more adults at their school who care about them.

Gr.4	Current	Short	Long
Welcome	83.3%	90%	100%
Safe	80%	90%	100%
Belonging	59%	80%	100%
2 Adults who Care	70%	80%	100%
Gr.7	Current	Short	Long
Welcome	63%	70%	100%
Safe	64%	70%	100%
Belonging	45%	70%	100%
2 Adults who Care	76%	80%	100%
Gr.10	Current	Short	Long
Welcome	55%	70%	100%
Safe	79%	80%	100%
Belonging	47%	70%	100%
2 Adults who Care	79%	80%	100%

Target: Meet and exceed provincial parity on Student Satisfaction Survey. Maintain specific attention to students in Grade 7.

Staff, Student, and Parent Engagement - Suggestions for Action:

- Ensure classroom environments are friendly, warm and inviting
- Create school-based check-ins for struggling and vulnerable students
- Require teaching that ensures inclusivity
- Support CYCW and counselling
- Grow professional development in social/emotional learning
- Instruct/model school codes of conducts
- Gather student voice through student centered groups
- Use EDI/MDI to inform decision-making

District Outcome B: Students will experience a district free of racism.

Strategic Alignment:



- Strategic Plan Objective 3.1: Cultivate connections that enhance intellectual, human & social, and career development
- Values: Opportunity, Collaboration, and Diversity
- EA Goal 1: Belonging

Current Data/Insights: Relevant questions will be added at the district-level to the Student Learning Survey. Implement district-wide survey.

Target: Baseline measures will determine future targets.

Staff, Student, and Parent Engagement - Suggestions for Action:

- Maintain district professional growth
- Teach students about difficult histories/stories
- Practice looking through cultural lenses/perspectives
- Raise awareness and experience genuine connections to the diversity within our community
- Acquire a baseline of current levels of anti-racism awareness and competencies
- Implement a clear process to address incidents of racism
- Create safe spaces in schools for BIPOC students
- Develop capacity in anti-racism in school staff and students
- Create supports and learning opportunities for staff and students

District Outcome C: Students will experience a district that supports diversity (multi-culturalism, gender identity, gender expression, and sexual orientation.)

Strategic Alignment:



- Strategic Plan Objective 3.1: Cultivate connections that enhance intellectual, human & social, and career development
- Values: Opportunity, Collaboration, and Diversity
- EA Goal 1: Belonging

Current Data/Insights: Relevant question will be added at the district-level to the Student Learning Survey.

Target: Baseline measures will determine future targets.

Staff, Student, and Parent Engagement - Suggestions for Action:

- Establish SOGI/diversity school lead in each school
- Encourage SOGI/diversity club in each school
- Facilitate district meetings with all school leads

District Outcome D: Students will gain the regulation skills to focus intentionally on learning.

Strategic Alignment:



- Strategic Plan Objective 3.1: Cultivate connections that enhance intellectual, human & social, and career development
- Values: Responsibility, Opportunity
- EA Goal 4: Success

Current Data/Insights: Relevant question will be added at the district-level to the Student Learning Survey.

Target: Baseline measures will determine future targets.

Staff, Student, and Parent Engagement - Suggestions for Action:

- Refresh/resource social emotional learning resources
- Implement locally developed program for Grades 4,5, and 6 (Real Tools) for mental wellness and social/emotional development
- Update REAL 8/9 program
- Utilize MDI data to guide planning

District Outcome E: Students will identify their personal strengths and abilities to self-advocate for their learning.

Strategic Alignment:



- Strategic Plan Objective 1.1: Facilitate the engagement of students in relevant and inspiring experiences that promote the acquisition of foundational skills and a life-long love of learning
- Strategic Plan Objective 3.1: Cultivate connections that enhance intellectual, human & social, and career development
- Vision: Ignite a passion for learning
- EA Goal 4: Success

Current Data/Insights: SD64 will participate in the MDI for the first time in January 2022. Moving forward, schools will administer student self-assessment surveys.

Target: Baseline measures will determine future targets.

Staff, Student, and Parent Engagement - Suggestions for Action:

- Implement/participate in the Middle Years Diagnostic Inventory (MDI)
- Continue work to develop student engagement practices in school growth plans (including school-wide self-reflection survey development)
- Support professional development on core competencies in the curriculum
- Implement locally developed program for Grades 4,5, and 6 (Real Tools) to support mental wellness and social/emotional learning, resilience, and self regulation

Area: Career Development

Outcome #4: Students will graduate.

Strategic Alignment:



- Strategic Plan Objective 1.1: Facilitate the engagement of students in relevant and inspiring experiences that promote the acquisition of foundational skills and a life-long love of learning
- Mission: Providing learners with diverse and engaging opportunities leading to a future of fulfillment, joy and purpose; Vision: Ignite a passion for learning
- EA Goal 4: Success

Current Data/Insights: (ref: Ministry Enhancing Student Learning Report Data, Figures 57-61: 5-year completion rates). District has seen a steady increase in graduation rates since 2016/2017, having increased 20% in the three-year period. Of special concern is rates for Inclusive Education students. Although all students with Individual Education Plans have lower rates of graduation than All Resident Students, this lower rate is attributed to students with behavioural designations. Female Inclusive Education students have the highest rates of Graduation (97.2% in 2019/20). Male students in all student groups have lower graduation rates than their female counterparts.

5-year rates	Current	Short	Long
All	79.6%	90%	100%
Indigenous	54.3%	75% +	100%
Inclusive Ed	53.8%	75% +	100%

Target: 100% All Resident Student completion. Maintain specific attention to at-risk students to ensure competition. Address success rates for students with behavioral designations.

Staff, Student, and Parent Engagement - Suggestions for Action:

- Improve/maintain early identification practices for targeted intervention (school-based and district referrals – FIT/Learning Services)
- Establish consistent protocols and practices to support and monitor student progress (IPASS, School-Based Team) to know where students are in their learning and ensure students are on track to graduate

Outcome #5: Students will have the core competencies to achieve their career and life goals.

Strategic Alignment:



- Strategic Plan Objective 1.1: Strategic Plan Objective 1.1: Facilitate the engagement of students in relevant and inspiring experiences that promote the acquisition of foundational skills and a life-long love of learning
- Mission: Providing learners with diverse and engaging opportunities leading to a future of fulfillment, joy and purpose; Vision: Ignite a passion for learning
- EA Goal 4: Success

Current Data/Insights: (ref: Ministry Enhancing Student Learning Report Data, Figures 62-71). The immediate transition to Post-Secondary Institute (PSI) rates for SD64 student groups lags behind the provincial average but are on par provincially within three years. Indigenous students and Inclusive Education students, although meeting provincial three-year transition rates, still fall below SD64 and provincial rates.

Targets: 10% improvement (recognizing that many SD64 students transition outside BC)

	All	Indigenous	SPED
No trans.	43%	42%	42%
1 year	41%	58%	50%
2 years	14%	0%	8%
3 years	2%	0%	0%

Target: Achieve provincial parity for All Resident Students

Staff, Student, and Parent Engagement - Suggestions for Action:

- Engage in real life problem-solving
- Develop shared understandings of community values/beliefs (career coordinator and district principal)
- Enhance district continuing education and career programs
- Participate in work-experience/trades to develop real life skills, competencies, and experience

Systemic Approach to Continuous Improvement: Strategic Planning, Review, and Adjustment

School District No. 64 has developed a Continuous Improvement Review Cycle calendar. This document below clearly demonstrates how operational plans, adaptations, and strategies, including the allocation of resources, support local and provincial outcomes and address emerging areas of need.

It should be noted that ministry release of data is subject to change as are ad-hoc/working committee meeting dates.

School District 64 Continuous Improvement Review Cycle

Area	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July/Aug	Sept.
EPIC/School Planning	School Visits				FSA Item Analysis books	EPIC feedback, progress, adjustment, growth		Development of next year school plans (templates)		School Plan Final Edits	School Plan Approvals
Student Learning and Achievement	District Assessments & IPASS entry	10/12 Prov. Assessments	Annual Assessment data release	10/12 Prov. Assessments			10/12 Prov. Assessments		Lit 12 Assessment		
		Mental Health Dashboard	Ab. Ed. "How Are We Doing" report	Equity in Action operational data	SPED "How are we Doing" report				Enhancing Student Learning Report Data	Student Learning Survey Results	
			Rates 6-yr Completion	G2G Transitions	MOE Educations Services Plan			Post-Sec. Transition data	Raw, unmask Framework data file		
				MDI & EDI administration			MDI & EDI data release		K-12 Summative Assessment	Enhancing Student Learning Report: Due Sept. 30	
	FSA administration			FSA Report	Student Learning Survey						
Governance and Engagement	Education, FAF, Policy, COW, HR	HR		FAF Anti-Racism	Education, FAF, Policy, COW		Education, FAF, Policy, COW, HR	Policy	HR		COW
	Anti-Racism	Anti-Racism			Anti-Racism		Anti-Racism	Anti-Racism	Anti-Racism		
	Ind. Ed.			Ind. Ed.				Ind. Ed.			
Staffing (HR)	Strategy-based review		Strategy-based realignment		Strategy-based evaluation		Strategy-based allocation				
	← On-going adjustments as needed to operationalize →										
Finance					Due: Enrolment Projections	Prelim. Operating Grants	Prelim budget planning (next year)		Due: Annual Budget		Due: Audited Financial Statements
Facilities	Climate Action		Climate Action			Climate Action	Catchment/Transportation Review		Water taxi planning – next year		
Comms	School and district initiatives Policy			6-yr completion	FSA results Policy	Cross Boundary / French Immersion Reg.		Celebration stories Policy	Year in review	Publication of Enhancing Student Learning Report (update supporting documents)	

Board, Standing, and Working Committees (Governance/Engagement)

Indigenous Education (Ind. Ed.)	Education (Ed.)
Finance, Audit and Facilities (FAF)	Human Resources (HR)
Policy	Committee of the Whole (COW)
Climate Action Working Group	Anti-Racism Advocacy Working Group

Membership: Trustees, senior management, CUPE, GITA, DPAC, GIPVPA

3-Year Strategic Planning Cycle

2021/22	* Continued implementation
2022/23	* Final year of current strategic plan * Stakeholder engagement /new plan development
2023/24	* Implement new strategic plan
2024/25	* Continued implementation
2025/26	* Final year /new cycle begins

Alignment and Allocation of Resources: Interventions and Supports (Technological, Human, and Financial)

Strategic Focus strategies and initiatives are further explained in the SD64 Framework for Operational Planning (posted on the district website at: <https://sd64.bc.ca/strategic-plan/>).

Strategic Focus	Outcome Link	Description	Resources / Allocations (2020/2021)	Evaluation	Impact/ Adjustments (2021/2022)
IPASS	#1, #2, #4,	Developed for/by SD64 educators. 1-stop-shop for student learning information Updated in real time	1.0 FTE teacher Devices for all teachers (approx. \$20,000 tech)	Increased user engagement Improved user-friendliness Visible tool - student achievement evidence	Add on-track statement Align with provincial assessment performance assessment scales
EPIC Achievement Grants	All	Annual grant to support school goals for student achievement. Utilization of prov./fed. Learning Recovery Grants	\$173 per student	Enthusiasm from schools re: approach Enhanced learning stories/videos Promoted collaborative practice	\$150 per student Blend of funding protection and prov. Learning Recovery Grant (accumulated surplus)
Diversity and Anti-Racism Initiatives	B, C	Physical resources to support equity and diversity	Formation of Anti-Racism working group Human resource (time) Admin ProD - \$18,000	Influenced policy development GISS Anti-Racism work District level questions added to SLS School-based surveys	\$50,000 library enhancement \$6,000 on-going Admin ProD Collaboration with AMES (\$ survey administration and online reflection tool)
Indigenous Learning Supports	B, C	Providing role-model and support for Indigenous students with respect to academic, social-emotional, and cultural growth and development	1.0 FTE Indigenous Ed. CYCW EAs in each school tracking contact/services (total FTE ?) 0.50 FTE Indigenous Ed. Principal	Improved achievement for Indigenous students (graduation rates) Improvement in Equity Scan data	Maintain Indigenous Ed. CYCW Functional Behaviour Supports Training

Strategic Focus	Outcome Link	Description	Resources / Allocations (2020/2021)	Evaluation	Impact/ Adjustments (2021/2022)
			1.0 FTE Aboriginal Artist and Cultural Advisor Red/Yellow Green path to graduation project		
CYCWs	All	Classroom-based support (liaison) focused on positive social/emotional skills to facilitate academic success	3 positions (1.3 FTE total) Reallocated use of Community Link funding	New for 2020/21	Functional Behaviour Supports Training Increase CYCW to 2.5 FTE
At-Risk Tracking Tool	#1, #2, #4, #5	Progress tracking tool by cohort (gr 10-12). Used to identify students at risk of non-completion	Human resource (time)	Essential tracking for completion rates	Improved graduation rates for all students
FSA Item Analysis Booklets	#1, #2, #4, #5, A	Provided to each school and containing school and district level FSA data results and item analysis	Human resource (time) Booklets and school-based visits	FSA participation / % improvement Staff engagement and responsible use of data	Maintain and monitor all
Career/ Trades Coordinator	#4, #5, E	Contract position to oversee programs and inter-organizational relationships that promote career development and school/community connection	1.0 FTE position Clerical support	Increased work-placement and apprenticeships	0.5 FTE Careers / 0.5 FTE WEX and district principal