



GULF ISLANDS
SCHOOL
DISTRICT 64

Enhancing Student Learning Report September 2024



Approved by the Board on September 11, 2024

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Introduction: District Context

We gratefully acknowledge that we are on the traditional territory of the Coast Salish People specifically the Hul'q'umi'num', SENĆOTEN, and Lummi speaking people. We are dedicated to supporting the success of Indigenous learners in our school district, as well as promoting a deep awareness of Indigenous culture and history among all students.

Gulf Islands School District is geographically and culturally diverse, drawing from five island communities averaging 1500 learners a year (including international students) in nine schools.

Two years ago, the district undertook a reconfiguration process to successfully overcome a significant structural deficit and lag in student achievement. The Board of Education has designed a high-quality education system that prioritizes access, relevance, equity, and accountability to ensure the long-term sustainability of operations and student achievement. Demographically, 11% of Gulf Islands students identify as having Indigenous ancestry, 13% of students have Inclusive Education designations, and 27 students are children in care.

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

Section A: Reflecting on Student Learning Outcomes

The current Gulf Islands student population does not include students captured by the BC Tripartite Agreement. Our children and youth in care populations are below the masking threshold, therefore visual representations of those categories will be omitted. However, we will include observations on how this group of students is doing.

Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

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

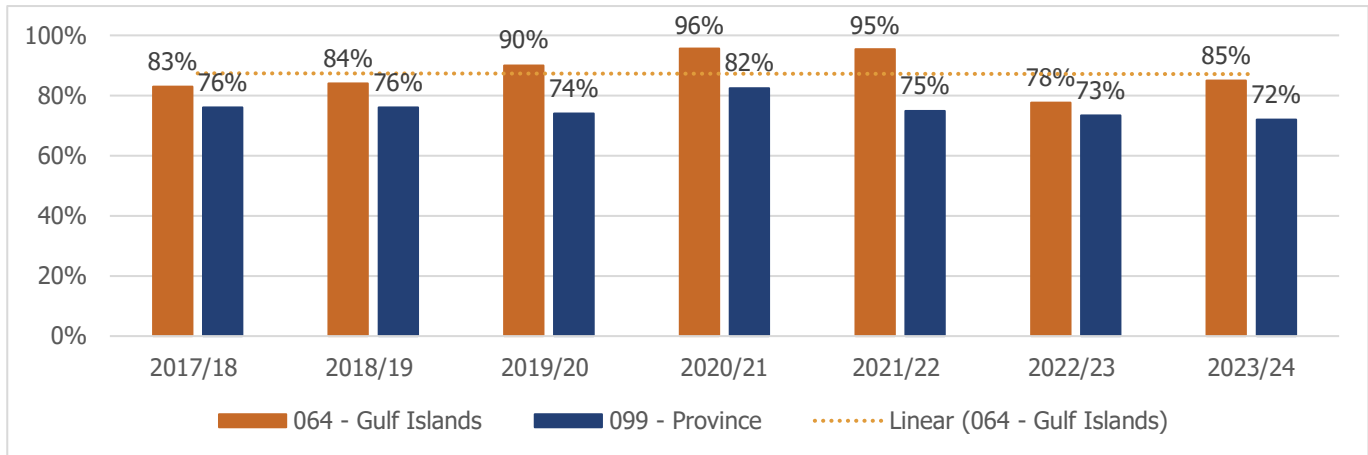


Figure 2: Grade 4 FSA Literacy (Indigenous Students)

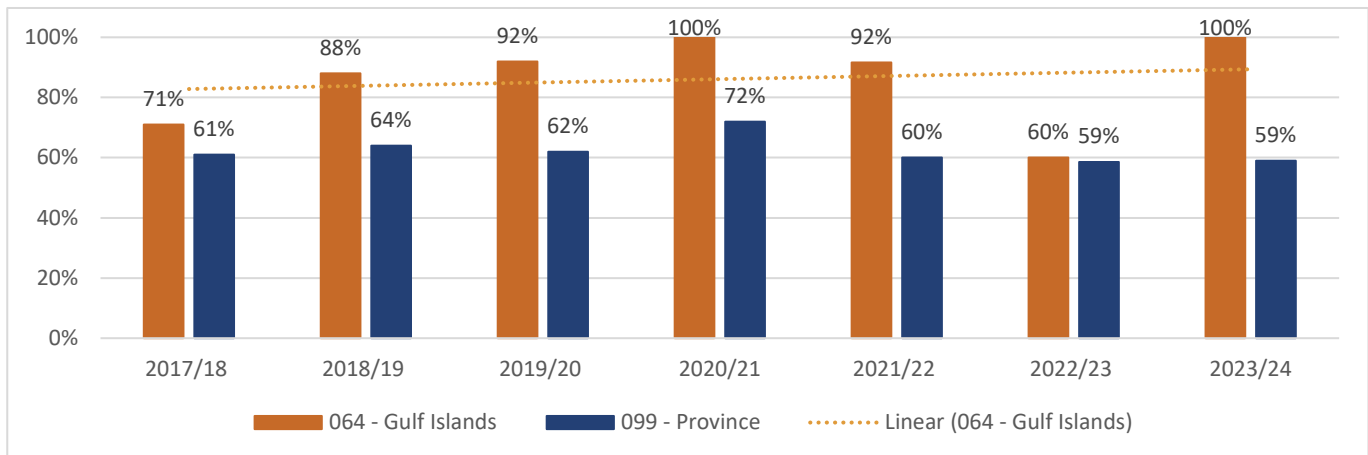
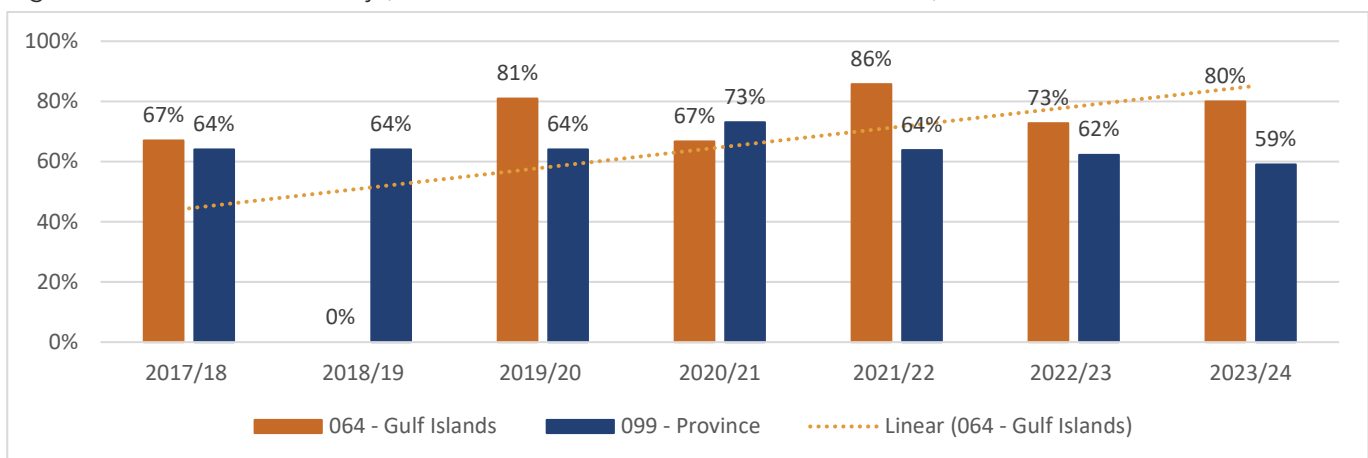


Figure 3: Grade 4 FSA Literacy (Students with Disabilities or Diverse Abilities)



Measure 1.1: Grade 4 & Grade 7 Literacy Expectations - continued

Figure 4: Grade 7 FSA Literacy (All Resident Students)

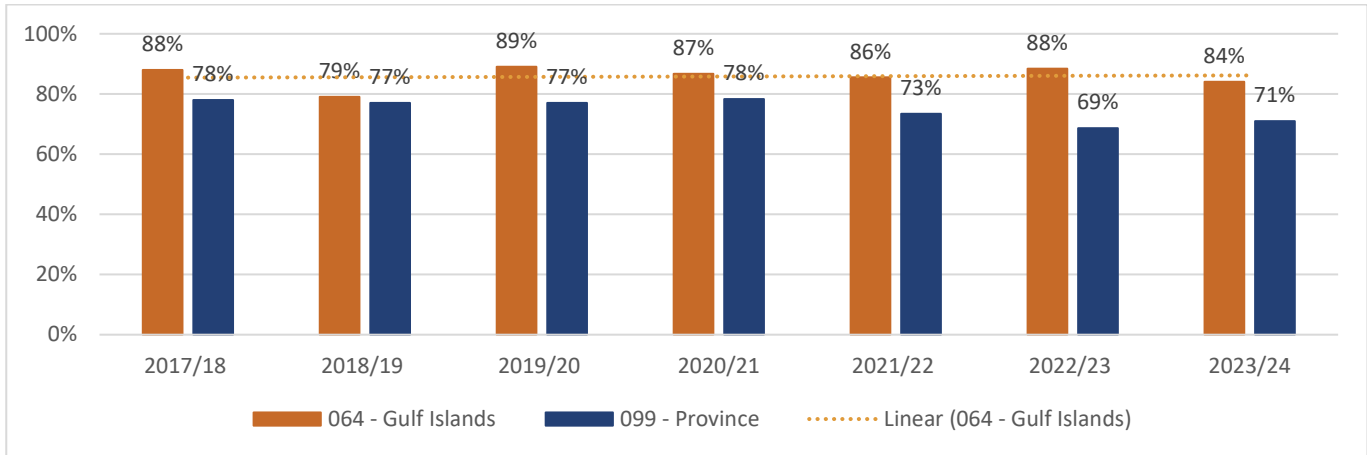


Figure 5: Grade 7 FSA Literacy (Indigenous Students)

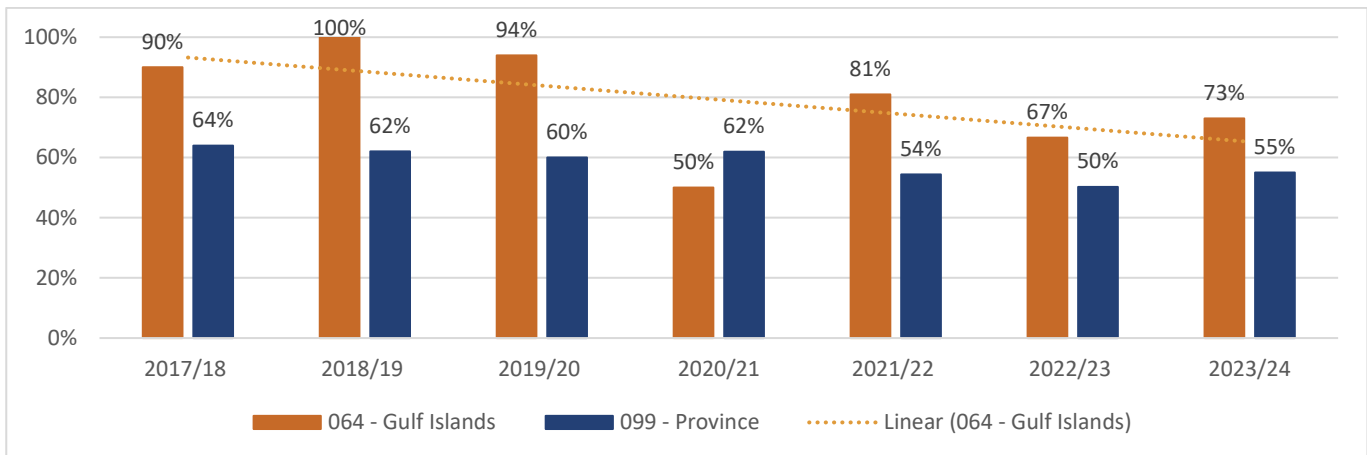
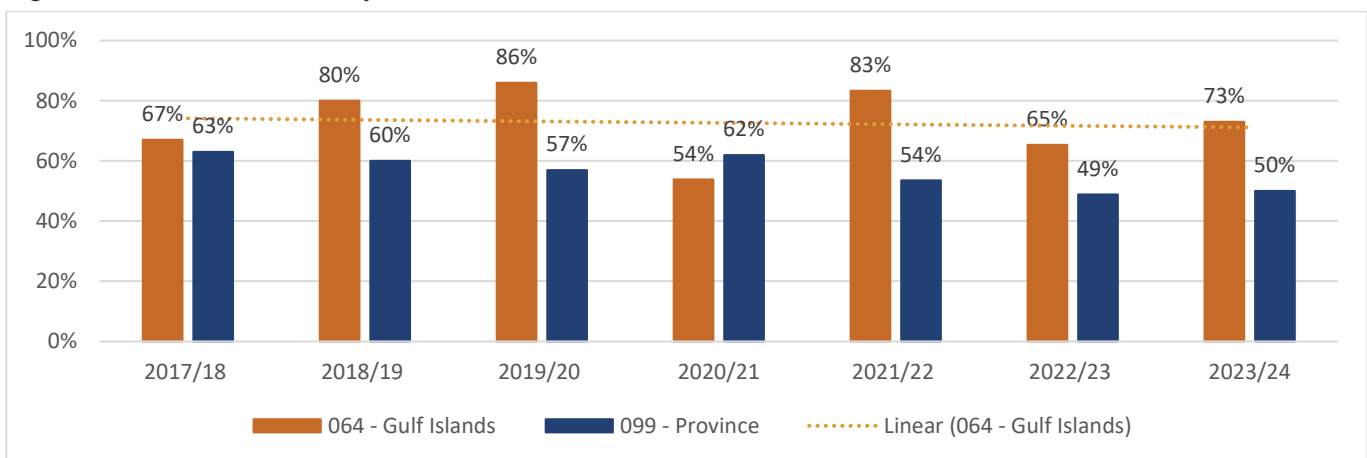


Figure 6: Grade 7 FSA Literacy (Students with Disabilities or Diverse Abilities)



Measure 1.2: Grade 10 Literacy Expectations

Figure 7: Grade 10 Grad Assessment Literacy (All Resident Students)

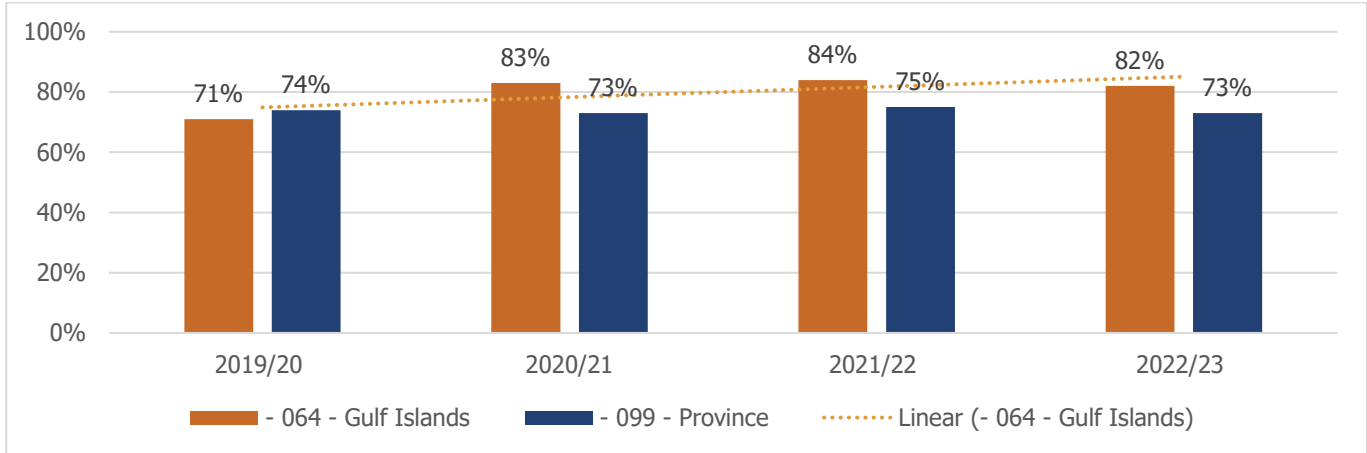


Figure 8: Grade 10 Grad Assessment Literacy (Indigenous Students)

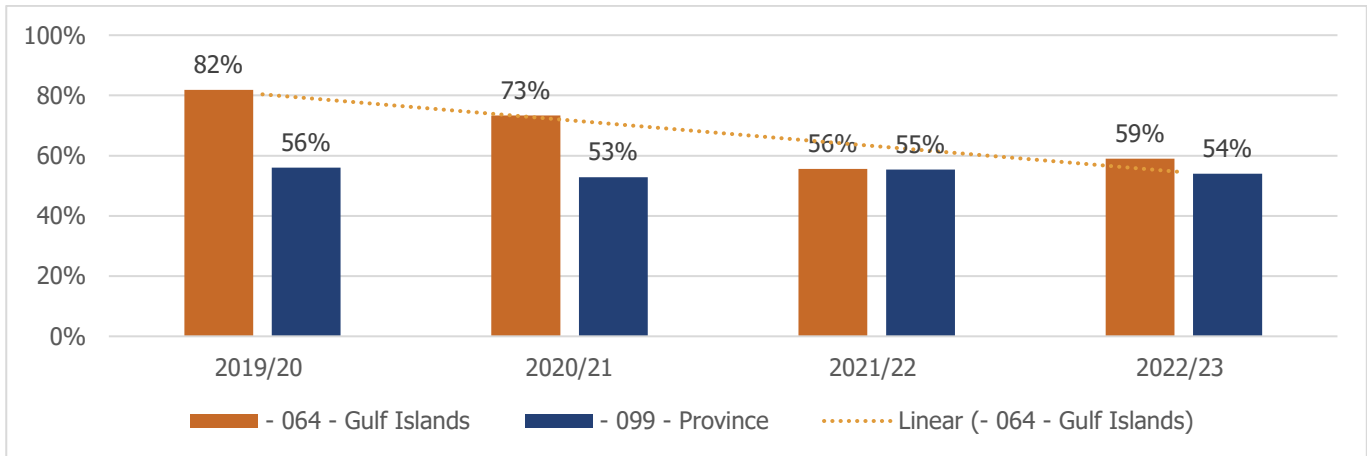
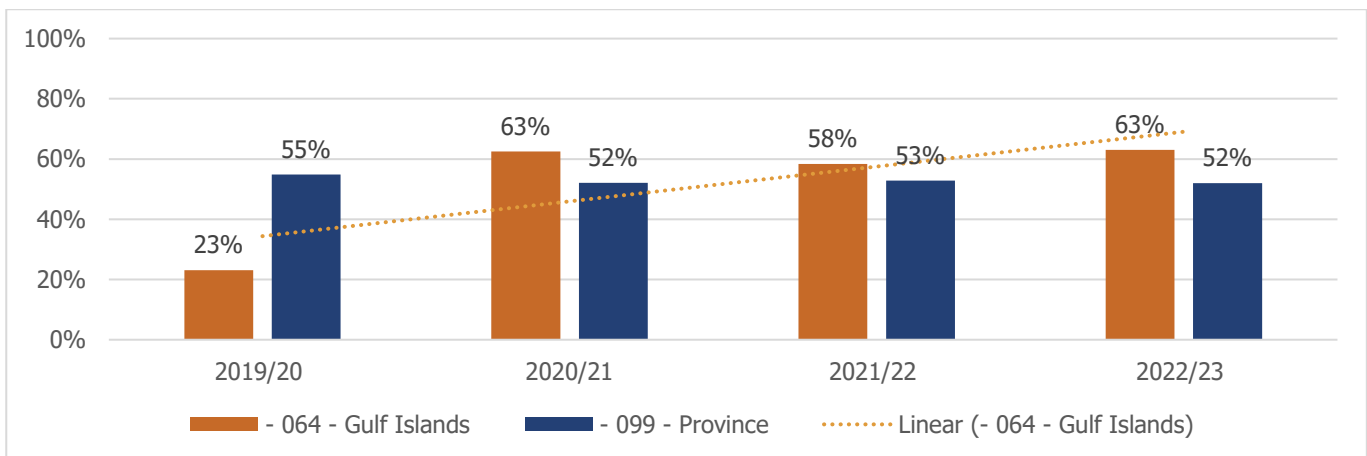


Figure 9: Grade 10 Grad Assessment Literacy (Students with Disabilities or Diverse Abilities)



Relevant Additional/Local Data and Evidence | Grade 4 & Grade 7 Literacy

Gulf Islands School District has developed and implemented a K-7 tool for tracking student achievement data, the Integrated Performance Assessment for Student Success (IPass) which we identify as our **Equity Tool**. Teachers track students' skills in reading, writing, and numeracy as extending (EXT), proficient (PRF), developing (DEV) and emerging (EMG).

Figure 10: IPass Grade 4 Reading (All Resident Students)

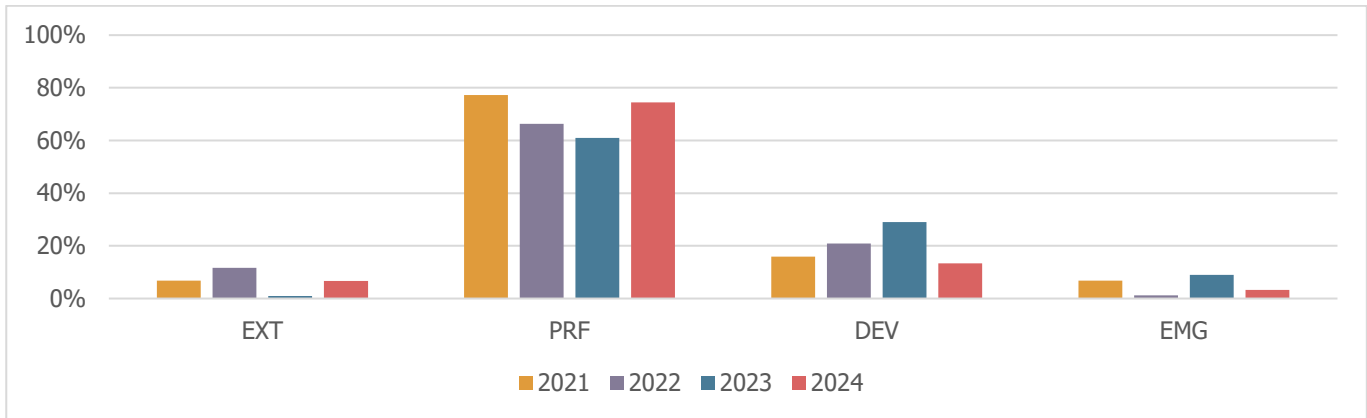


Figure 11: IPass Grade 4 Writing (All Resident Students)

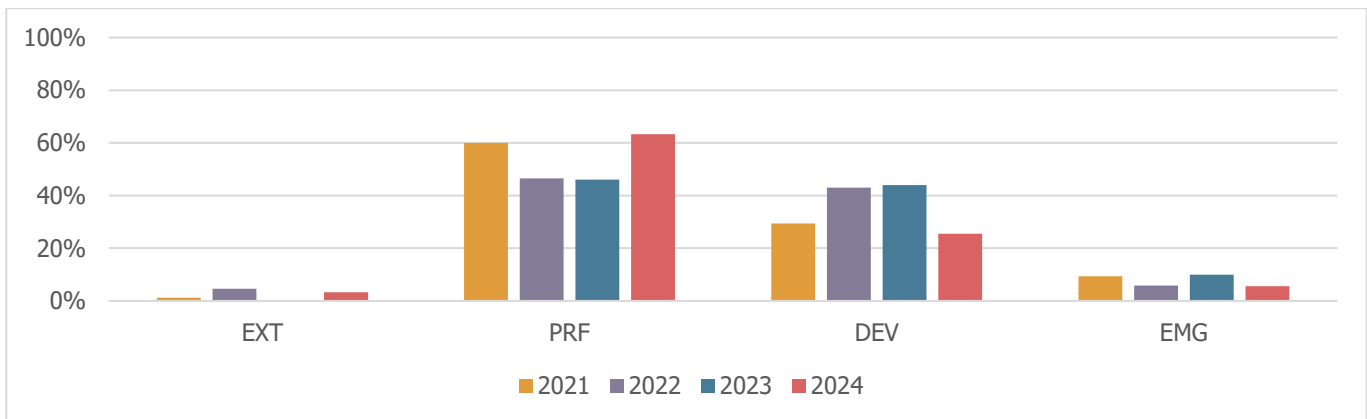
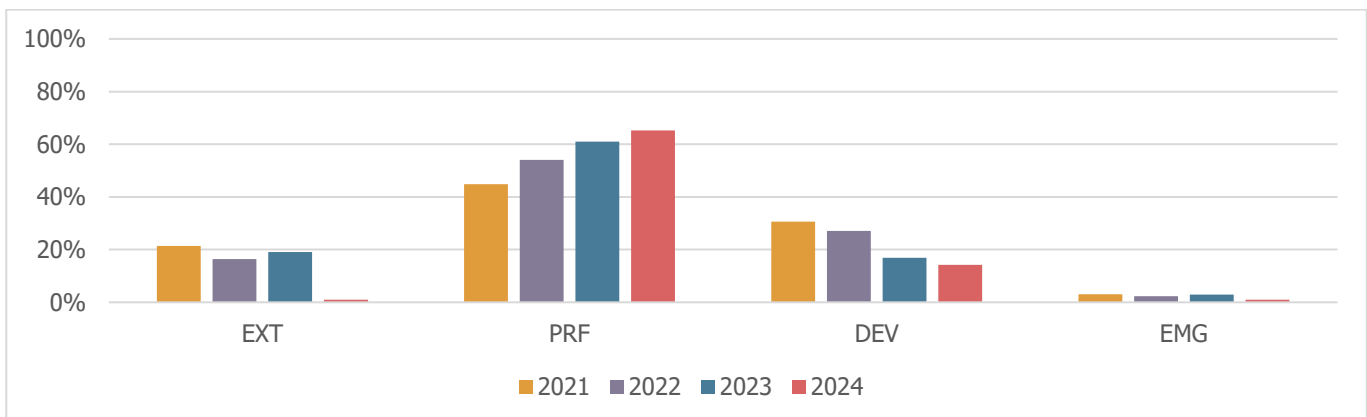
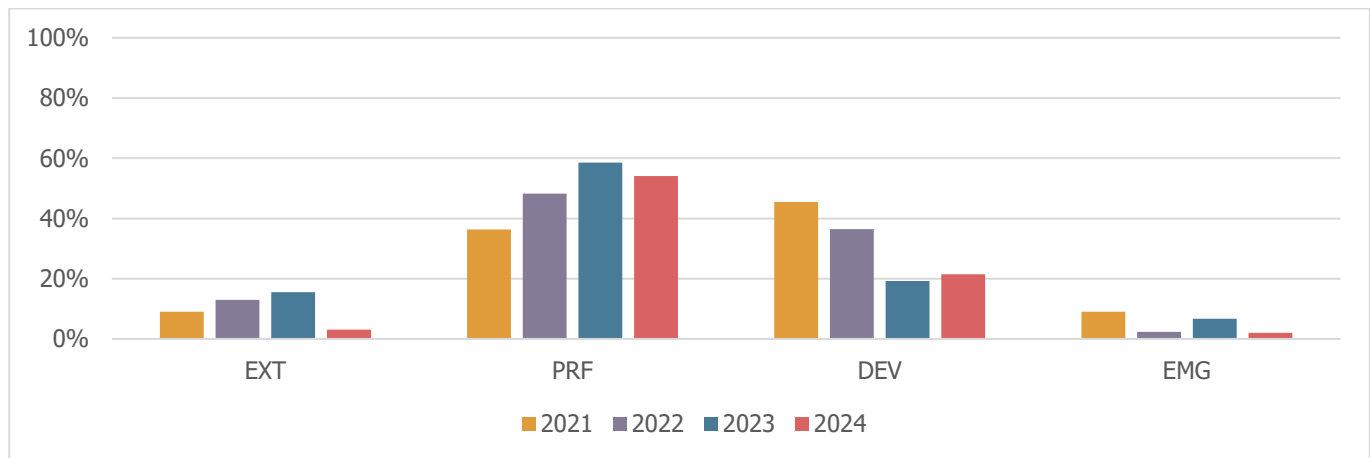


Figure 12: IPass Grade 7 Reading (All Resident Students)



Relevant Additional/Local Data and Evidence | Grade 4 & Grade 7 Literacy - continued

Figure 13: IPass Grade 7 Writing (All Resident Students)



Analysis and Interpretation

Outcome 1: Literacy

SD64 Foundational Skills Assessment (FSA) participation rates continue to be high and continue to be well above the provincial average, with 97% of Grade 4 students and 99% of Grade 7 students participating in the assessment in 2023/2024. Four years of high participation allow for the identification of trends.

The number and percentage of students on track or extending in Grade 4 & 7 Literacy continues to be above the provincial average for all student groups. We saw overall increases across all groups, with significant improvement in Grade 4 Literacy for Indigenous students and those with designations. We did see a drop in results at Grade 7 for all students, however, there was a notable increase for those with designations.

We use our Equity tool for tracking K-7 student achievement and well-being, providing a fulsome account of how each student is doing. Teachers track students' skills in reading, writing, and numeracy as extending (EXT), proficient (PRF), developing (DEV) and emerging (EMG). We have made learning visible and always accessible to teachers, principals and district staff by consistently using this tool. We engage in monthly reviews of Indigenous students' performance, achievement, and overall well-being.

School-based team meetings occur weekly with a monthly review of students who are, or may potentially be, at risk of being off track. Students with designations have CBIEPs which have ongoing tracking and regular monthly reviews. We have a comprehensive high school tracking system for students with disabilities or diverse abilities and targeted literacy supports to help prepare them for task-oriented questions.

Students continue to do well overall.

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations | Figures 1 - 6, 10 - 13

Grade 4 Literacy Expectation for all students increased by 7.5% overall with 14.8% of students emerging. All Indigenous students were on-track (76.9%) or extending (23.1%).

Grade 7 Literacy Expectation for all students decreased by 4% overall with only 1-2 % of students emerging.

Data from the children and youth in care population is masked however looking at provincial population trends a consistent story arises. More effort is needed to support teaching and learning in marginalized populations because when a trend dips downward those populations are most adversely affected.

Measure 1.2: Grade 10 Literacy Expectations | Figures 7 - 9

What we have observed over the last few years is a leveling of results in Grade 10 Graduation Literacy Assessments for All Students (71%, 83%, 84%, 82%). However, the inverse is true for Indigenous Students (82%, 73%, 56%, 59%). Students with Disabilities and Diverse Abilities saw slight gains at 63% which is 11% above provincial average. The trend of improved results for this group of students can be attributed to the efforts of our Inclusive Education team.










Gulf Islands School District commits to incorporating multiple sources of data to inform analysis (triangulation) whenever and wherever possible. The most promising source of data is the in-house and locally developed platform IPass - our Equity Tool. This tool puts the most recent learning data from classroom and district assessments in the proximity of teachers such that in-time adjustments to instruction can be tracked and achievement monitored. Alongside provincial assessments, the Equity Tool creates robust information across the district during the elementary years leading to the transition to secondary programs at grade 8. The Early Development Instrument (EDI) informs schools and the district about student vulnerabilities, characteristics and broader needs as students enter the K-12 system.

SD64 exceeds provincial rates in all measures of provincial literacy assessment. (It is important to note that Grade 10 results are for the 2022/2023 school year while Grades 4 & 7 are for the 2023/2024 school year.)

Analysis & Trends	Social-Emotional	Intellectual Development	Organizational Structures
SD64 continues to perform above provincial average.	SD64 has a higher incidence of anxiety-related vulnerability according to EDI results. Mental Health Grant focuses on student wellness and support, to address the higher rates of anxiety.	Locally developed literacy and numeracy frameworks for consistent instruction and tracking.	School planning is data-driven and focuses on social-emotional literacy and foundational skills across the district.
Maintaining performance above expectations.	Population-based risk factors for SD64 indicate that the above results are particularly promising and community-based partnership through Community Link funds will continue to focus on student support.	IPass technological support for instruction across the district is essential to success. Teachers proximal to current information about learning enable in-time differentiation of instruction and School Based Team (SBT) adjustments to programming.	SD64 maintains a 1.0 FTE teacher to support colleagues with the availability of information about learning through the IPass system.

FSA	Literacy	Analysis
Grade 4 Item Analysis	In the areas of comprehension, processing and recall, there is an opportunity to increase student proficiency. Students were able to think strategically and apply knowledge to go beyond the text to explain, generate, or connect ideas.	Analysis of Grades 4 Literacy confirms school planning and district directions to enhance literacy instruction and achievement particularly where comprehension and recall skills are required.
Grade 7 Item Analysis	In the areas of comprehension and processing/analysis, there is an opportunity to increase student proficiency. Students did better with recall and strategic thinking.	Analysis of Grade 7 Literacy confirms school planning and district directions to enhance literacy instruction and achievement particularly where comprehension and processing of text are required.

Literacy Suggestions for Action 2024 - 2028

Suggestions for Action	Comment	Rating
Improve communication of student learning (student goals and achievement).	Monthly reviews, communicating student learning. Student self-assessment and reflection on growth.	
Grow capacity for early intervention (professional development).	Framework for literacy, instructional leadership development PVP, EA learning modules, inclusive ed, and behavioral intervention support series, complex behavior training, focus on school-based team capacity building a hub of early intervention.	
Review the efficacy of programs and resources.	Signal for future work, grow our capacity for triangulating and effectively applying data.	
Ensure consistent Student Learning Support Plan delivery in each school.	IPass/Equity Tool and CBIEP, regular visits to school-based team meetings ensure implementation.	
Differentiate instruction to ensure learning needs are met - ensure UDL and RTI is fully understood/implemented.	In progress. Through SBT's continuous documentation of interventions, strategies, and supports we make UDL and RTI visible.	
Utilize a locally developed tracking system for at-risk students to monitor progress.	Blending IPass Equity Tool with EDI, learning surveys, McCreary data, and report card data.	
Assess the impact of support and intervention.	Learning sprint cycle, regular review dates. We have locally developed SEL supports, SEL needs survey, and will be doing an SEL environmental scan.	
Regular item on ELT meeting agendas.	Feedback from PVPs on effectiveness. We will follow up on the environmental scan.	
Continue to update literacy framework and use proficiency scale - more accurate district and school-based assessment.	Equity tool support for staff; learning tools SharePoint; school leads in literacy.	

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Figure 14: Grade 4 FSA Numeracy (All Resident Students)

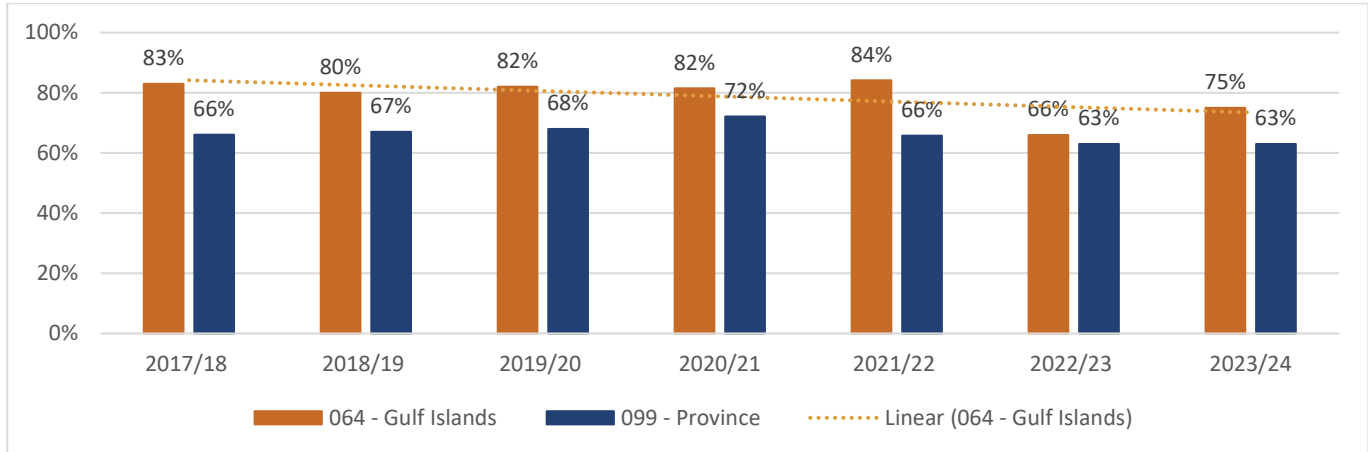


Figure 15: Grade 4 FSA Numeracy (Indigenous Students)

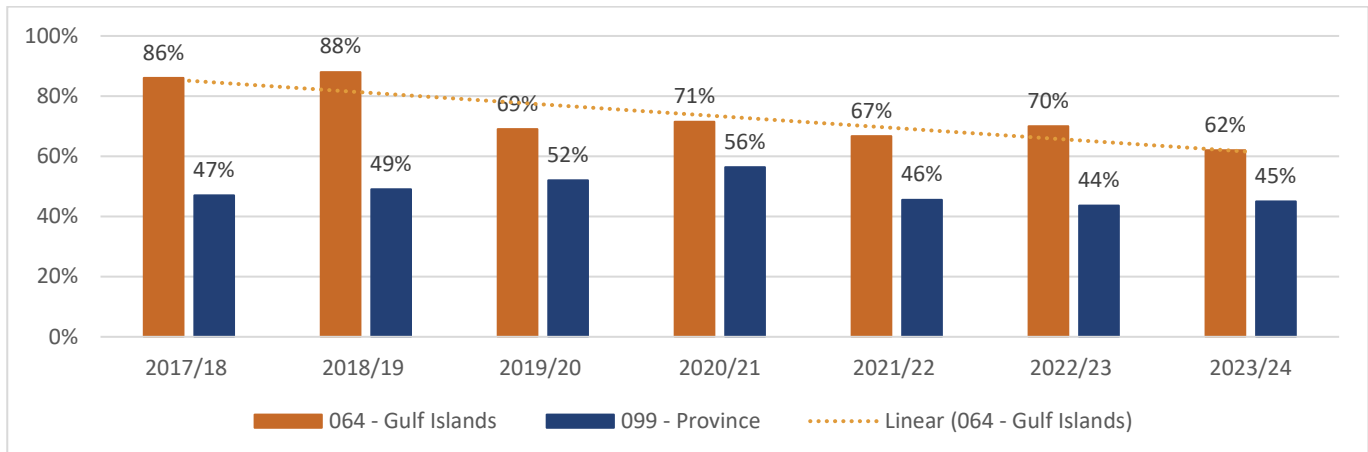
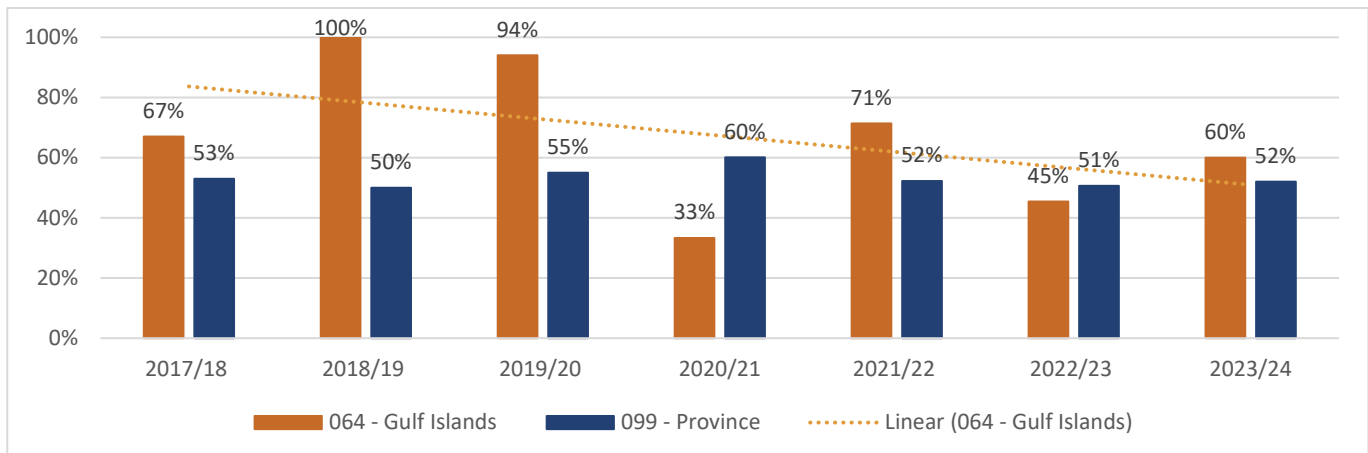


Figure 16: Grade 4 FSA Numeracy (Students with Disabilities or Diverse Abilities)



Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations - continued

Figure 17: Grade 7 FSA Numeracy (All Resident Students)

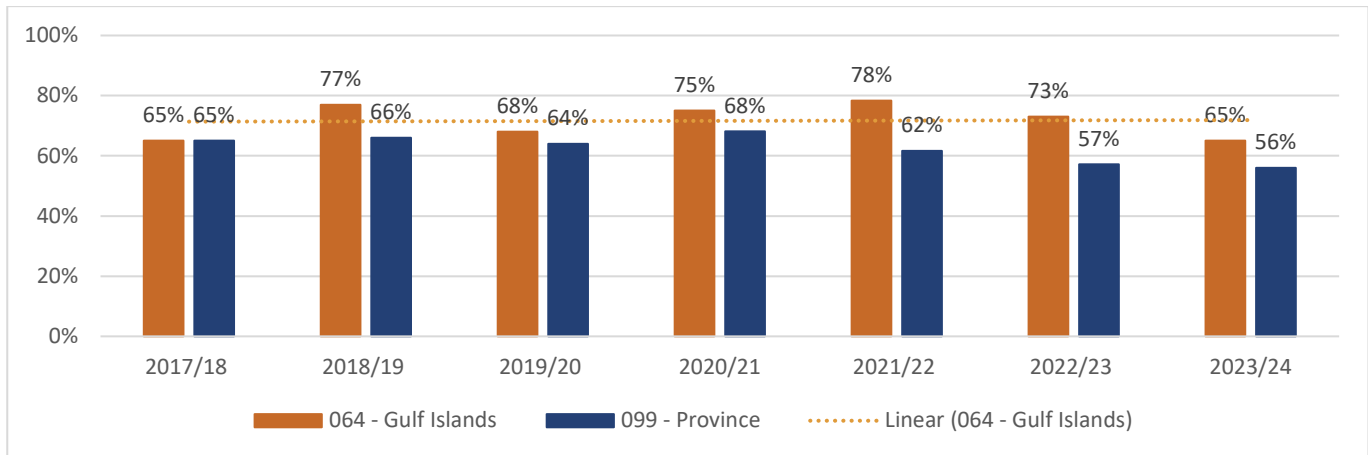


Figure 18: Grade 7 FSA Numeracy (Indigenous Students)

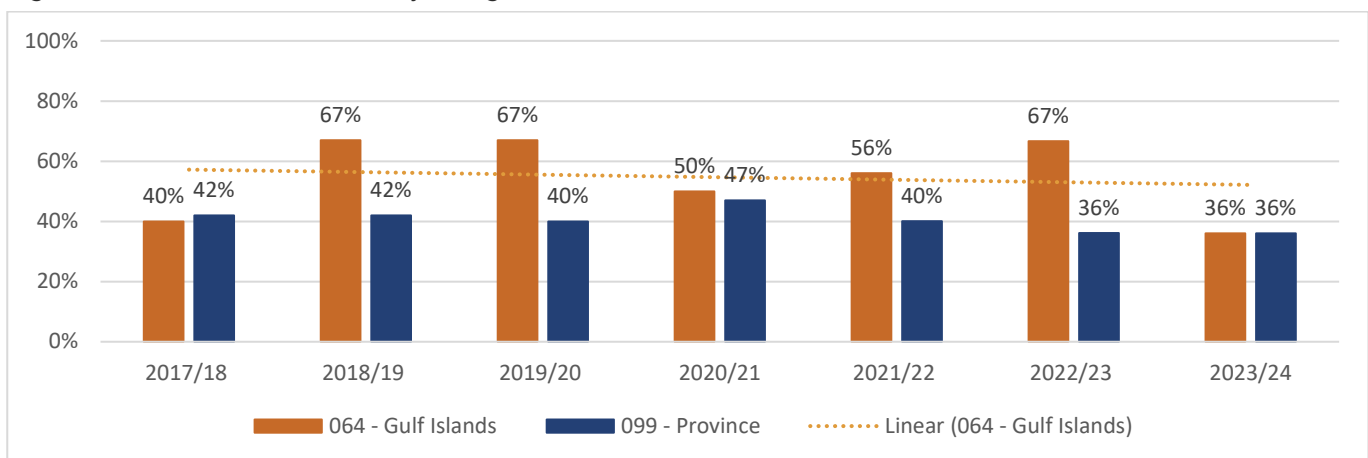
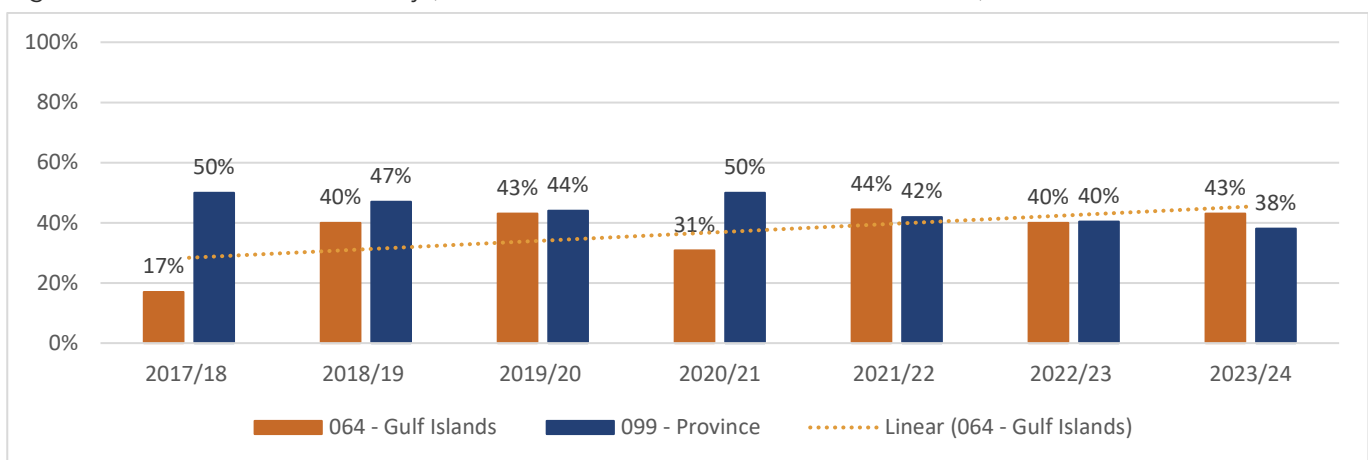


Figure 19: Grade 7 FSA Numeracy (Students with Disabilities or Diverse Abilities)



Measure 2.2: Grade 10 Numeracy Expectations

Figure 20: Grade 10 Grad Assessment Numeracy (All Resident Students)

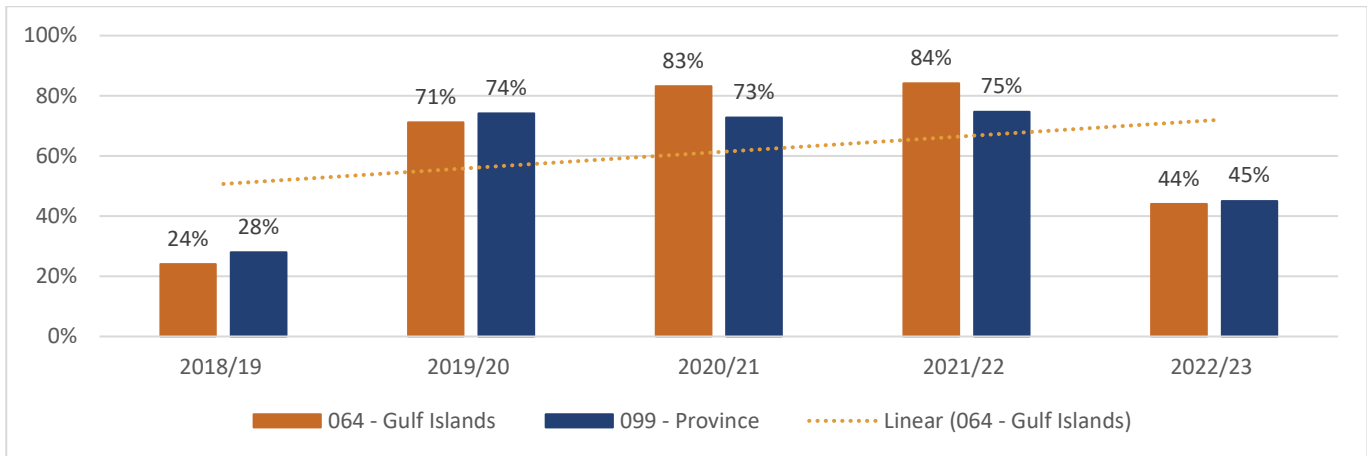


Figure 21: Grade 10 Grad Assessment Numeracy (Indigenous Students)

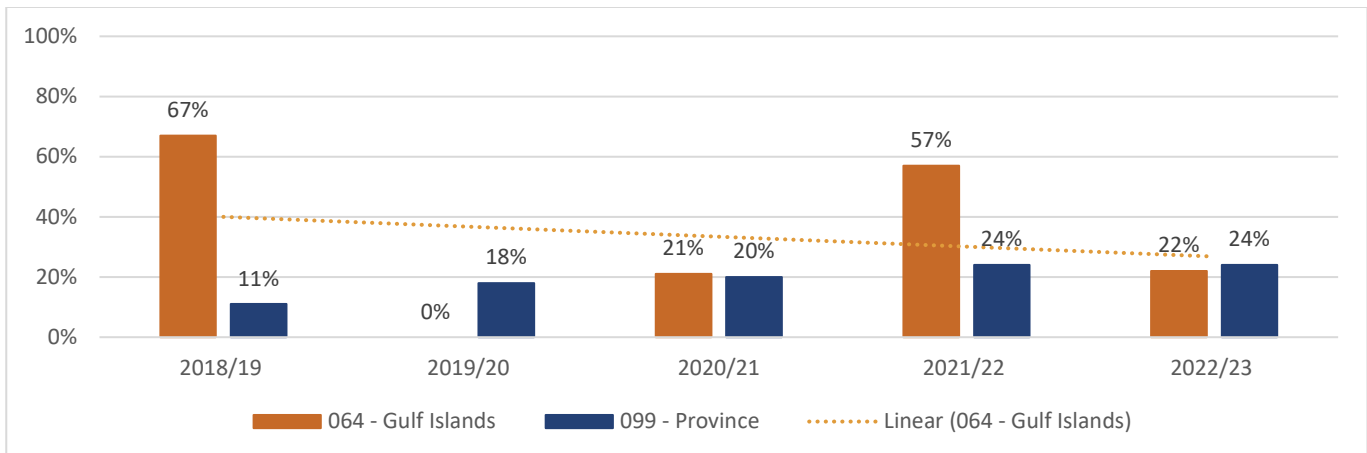
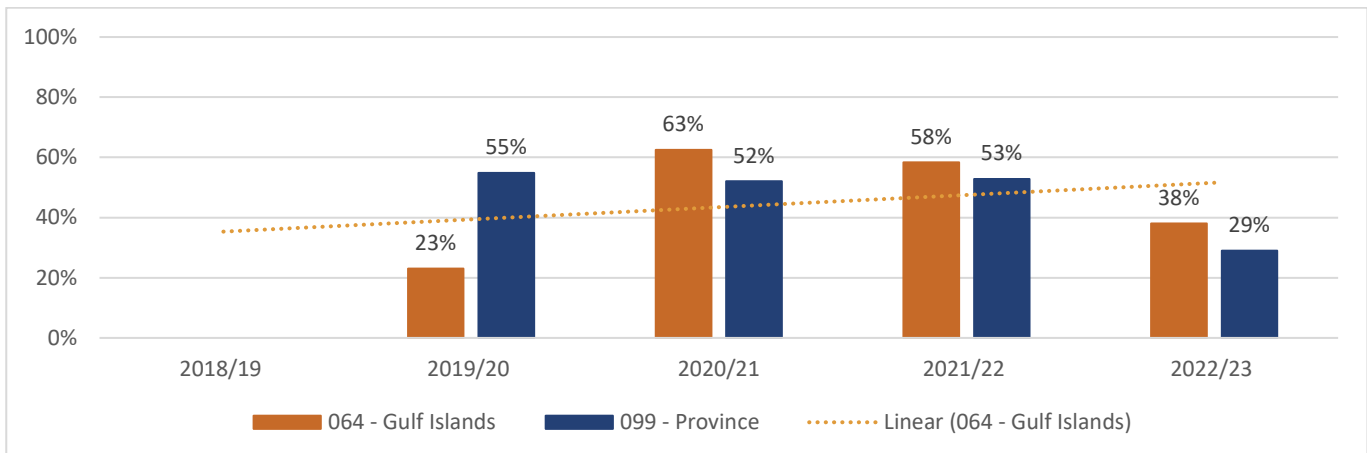


Figure 22: Grade 10 Grad Assessment (Students with Disabilities or Diverse Abilities)



Relevant Additional/Local Data and Evidence | Grade 4 & Grade 7 Numeracy

Gulf Islands School District has developed and implemented a K-7 tool for tracking student achievement data called Integrated Performance Assessment for Student Success (IPass), our **Equity Tool**. Teachers track students' skills in reading, writing, and numeracy as extending (EXT), proficient (PRF), developing (DEV) and emerging (EMG).

Figure 23: IPass Grade 4 Numeracy (All Resident Students)

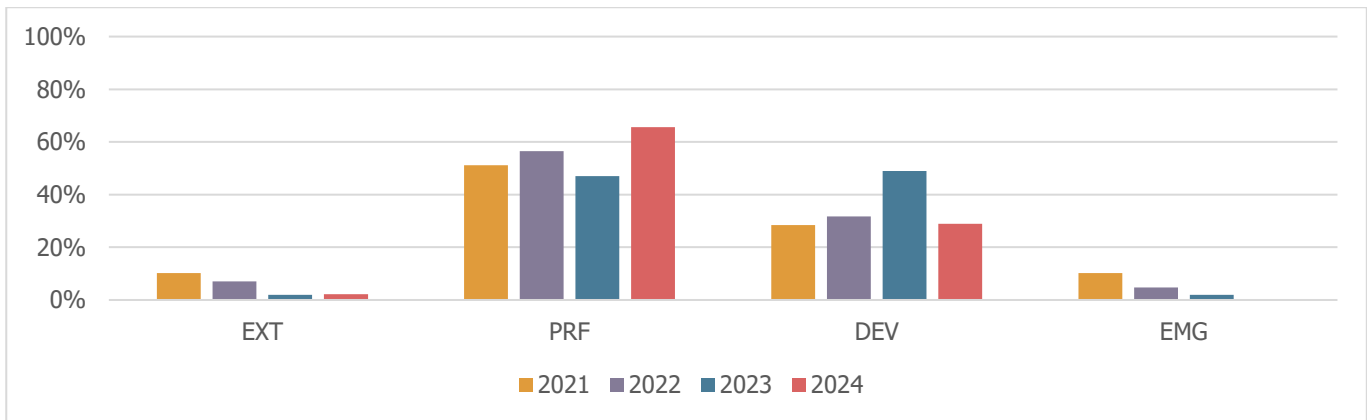
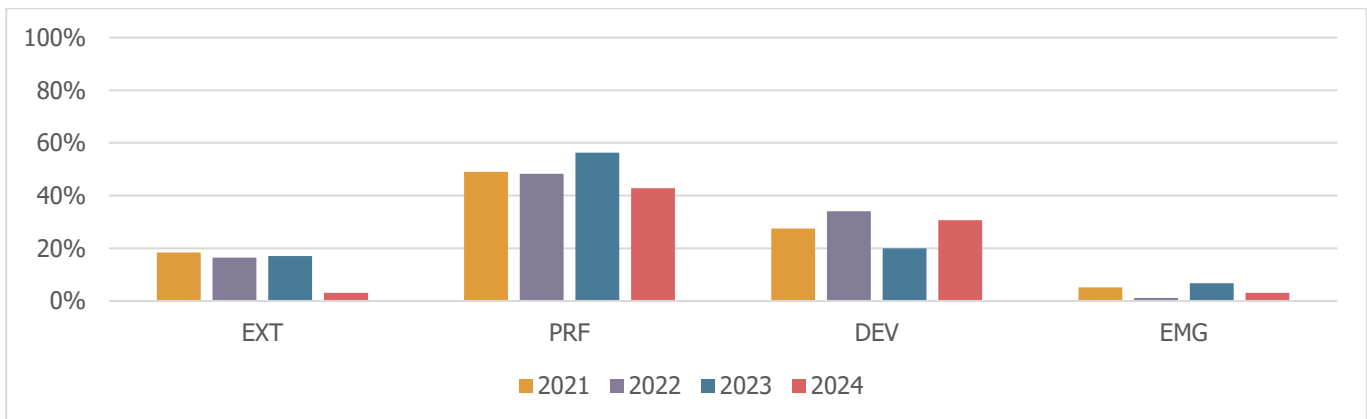


Figure 24: IPass Grade 7 Numeracy (All Resident Students)



Analysis and Interpretation

Educational Outcome 2: Numeracy

The number and percentage of students on track or extending in Grade 4 increased, while Grade 7 and 10 have dropped. (It is important to note that Grade 10 results are for the 2022/2023 school year while Grades 4 & 7 are for the 2023/2024 school year.)

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations | Figures 14 - 19, 23 - 24

Grade 4 Numeracy Expectations for all students increased to 75%, well above the provincial average of 63%. Indigenous students' outcomes decreased from 70% to 62% but remained well above the provincial average of 45%. Students with Disabilities and Diverse Abilities shows an inconsistent trend

over the past three years going from 71% to 45% to 60%. They are still above provincial average which is 52%.

Grade 7 Numeracy Expectations for all students is trending downward over the last three years from 78% to 73% to 65%, in line with the provincial trend. Indigenous student Numeracy Expectations are on par with the province at 36%. This is a notable and problematic decrease in our district. Outcomes for Students with Disabilities and Diverse Abilities continue to be relatively consistent over the last three years, moving from 44% to 40% to 43%. This is only slightly above the provincial average of 38%.

Data from the children and youth in care population is masked. While there is a provincial downward trend, the CYICs in our district are proficient or extending.




Measure 2.2: Grade 10 Numeracy Expectations | Figures 20 - 22

Grade 10 Numeracy results are troubling. Overall, our students are performing similarly to students across the province. 44% of SD64 grade 10 students are on-track compared to 45% provincially. Only 22% of SD64 Indigenous students are on-track compared to 24% provincially. Of note, 38% of SD64 students with disabilities or diverse abilities are on-track compared to 29% provincially. While we are achieving above provincial rates (thanks to our Inclusive Education team’s consistent efforts). Our results are insufficient. We need to do better across the district with numeracy outcomes.

Elementary and secondary numeracy emerge as an area of notable concern.

FSA	Numeracy	Analysis
Grade 4 Item Analysis	Students did better with recall than with demonstrating conceptual understanding. Most significantly, students were unable to solve problems and explain their thinking by reasoning, planning, and using evidence.	Analysis of Grade 4 Numeracy confirms school planning and district directions to enhance numeracy instruction and achievement particularly where comprehension and analytical skills are required. Students need to develop number sense.
Grade 7 Item Analysis	Generalized challenges across all skill levels though most significantly with the ability to solve a problem and explain thinking by reasoning, planning and using evidence. Recall was the strongest area though still notably low.	Analysis of Grade 7 Numeracy confirms school planning and district directions to enhance numeracy instruction and achievement particularly where comprehension and analytical skills are required. Students need to develop number sense.

Numeracy Suggestions for Action 2024 - 2028

Suggestions for Action	Comment	Rating
Create engaging learning environments (games, keep math fun, hands-on) to grow thinking classrooms where students LOVE math; grow capacity in mathematical training, mindsets and expertise	School plans, numeracy coordinator, professional growth, PVPs	
Grow capacity in UDL Framework to optimize learning opportunities for all students to succeed	Ongoing professional growth with SBTs about targeted strategies and interventions.	
Differentiate instruction to ensure learning needs are met - ensure UDL and RTI are fully understood/implemented	Ongoing professional growth SBTs and inclusive education supports	

Regular items as part of ELT meetings to ensure PVPs are confident about instructional supervision of numeracy	District numeracy framework SBT and inclusive education supports	🟡
Assess the quality and use of math resources i.e., manipulatives	Ongoing development of instructional practice Numeracy coordinator	🟡
Implement a district scope and sequence to focus on deepening learning	Numeracy and learning framework	🟡
Standardize district numeracy assessment(s)	Equity Tool, Island numeracy network, ministry proficiency compatible	🟡
Increase the visibility of math learning in the classroom/school	School planning, district investment numeracy coordinator, PVPs	🟡
Know exactly where students are: Equity Tool, assessments, SBTs / utilize tracking system to monitor progress	Ongoing. Targeted focus on the quality of data	🟡

Measure 2.3: Grade-to-Grade Transitions

Figure 25: Grade 10 to 11 Transition (All Resident Students)

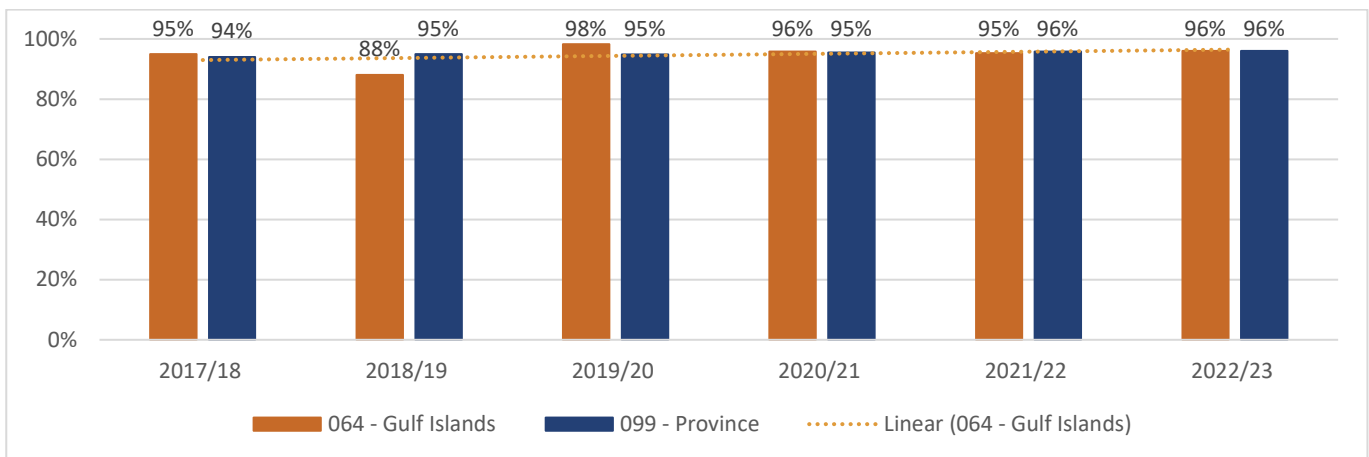
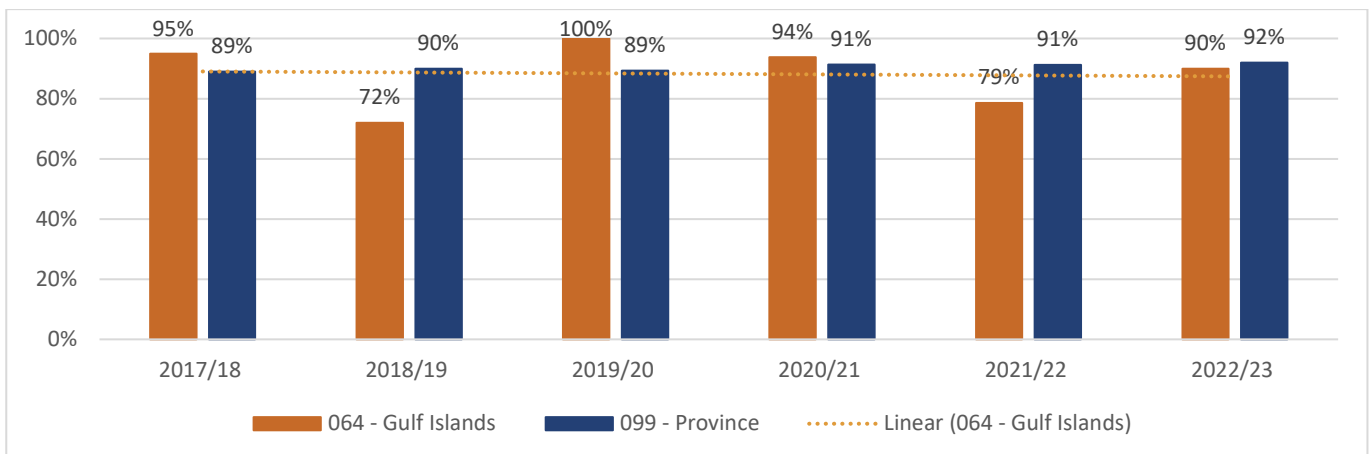


Figure 26: Grade 10 to 11 Transition (Indigenous Students)



Measure 2.3: Grade-to-Grade Transitions - continued

Figure 27: Grade 10 to 11 Transition (Students with Disabilities or Diverse Abilities)

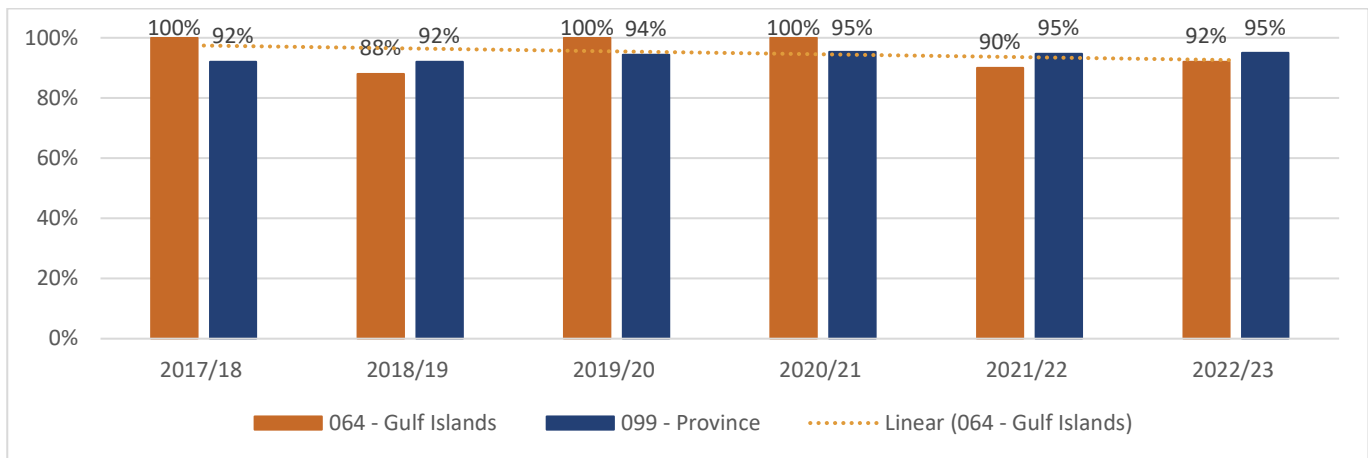


Figure 28: Grade 11 to 12 Transition (All Resident Students)

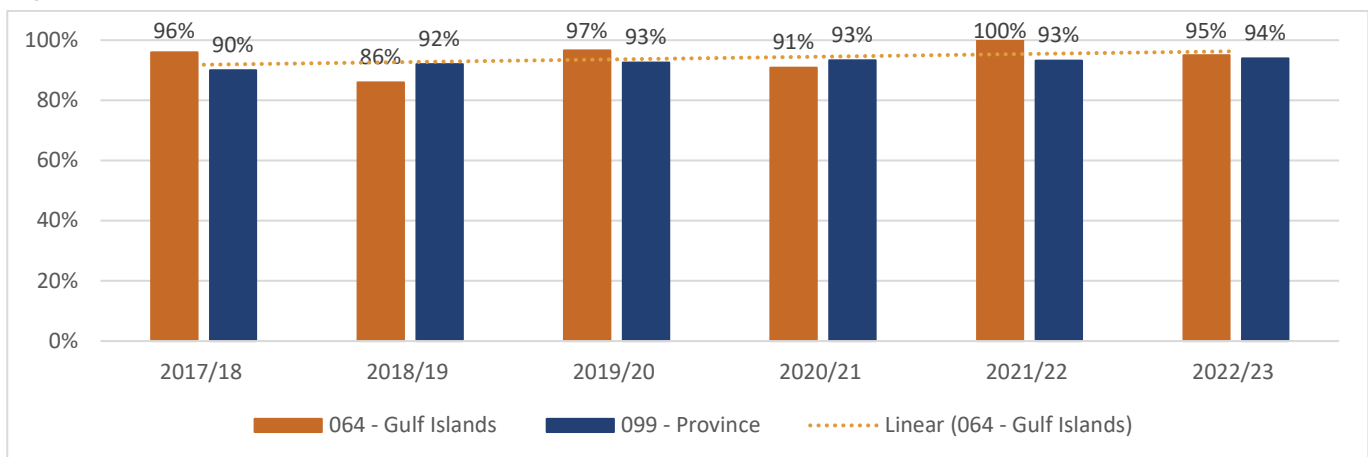
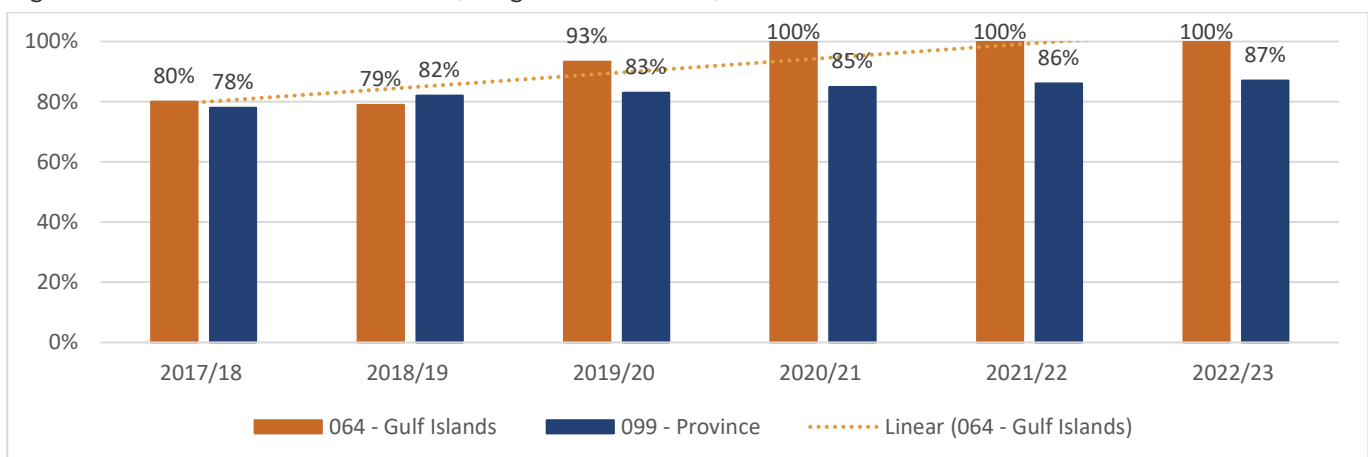
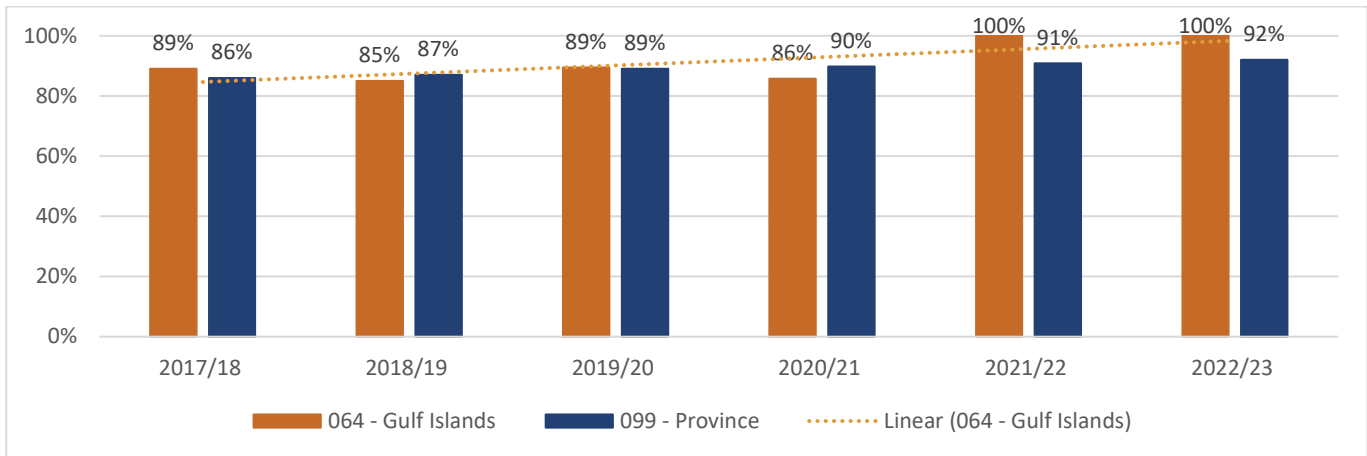


Figure 29: Grade 11 to 12 Transition (Indigenous Students)



Measure 2.3: Grade-to-Grade Transitions - continued

Figure 30: Grade 11 to 12 Transition (Students with Disabilities or Diverse Abilities)



Analysis and Interpretation

Measure 2.3: Grade-to-Grade Transitions | Figures 25 - 30

Grade 10 to Grade 11 transitions for all resident students remain on par with the provincial average. There was a 15-point drop in Grade 10 to 11 transition for Indigenous students from 94% to 79% and a 10-point drop for students with disabilities or diverse abilities.

Grade 11 to 12 transition rates were 100% for all students which is 7 points above the provincial average, 14 points above the average for Indigenous students, and 9 points above the provincial average for students with disabilities and diverse abilities.

As with other smaller districts, small populations create results volatility year over year. The district is stable on transition rates over time. Of note, grade 10-11 Indigenous transition rates raise questions and will be monitored.

Analysis & Trends	Social-Emotional	Intellectual Development	Organizational Structures
Declining grade 10-11 transition rates for Indigenous students	Dedicated additional staffing - Indigenous support and anti-racism	Additional intervention supports, CYCW, and a district numeracy coordinator	Realignment of School-Based Team responsibility and school-based cooperation across the staff

Intellectual Development Summary

Overall, Gulf Islands School District is doing well in Intellectual Development and exceeds provincial averages in literacy. In numeracy, we exceed or are close to on par with provincial averages. Our success with Intellectual Development can be attributed in part to consistency in the use of our Equity Tool and the collaborative culture we are creating around School-Based Teams.

The downward trend in numeracy, as seen with provincial and global data, is a concern and an area for continued growth across the district.

Indigenous students are not achieving as well in literacy and numeracy as non-Indigenous students, except for Grade 4 Literacy where 100% Indigenous students are on-track. Indigenous learners will be a priority in the coming year, as we think about intentional, targeted interventions and strategies that will better support them in their schooling journey.

Children and Youth in Care data is masked, but in analyzing the data, we know that these students are proficient and extending academically.

Human and Social Development

Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

Figure 31: SLS - Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)

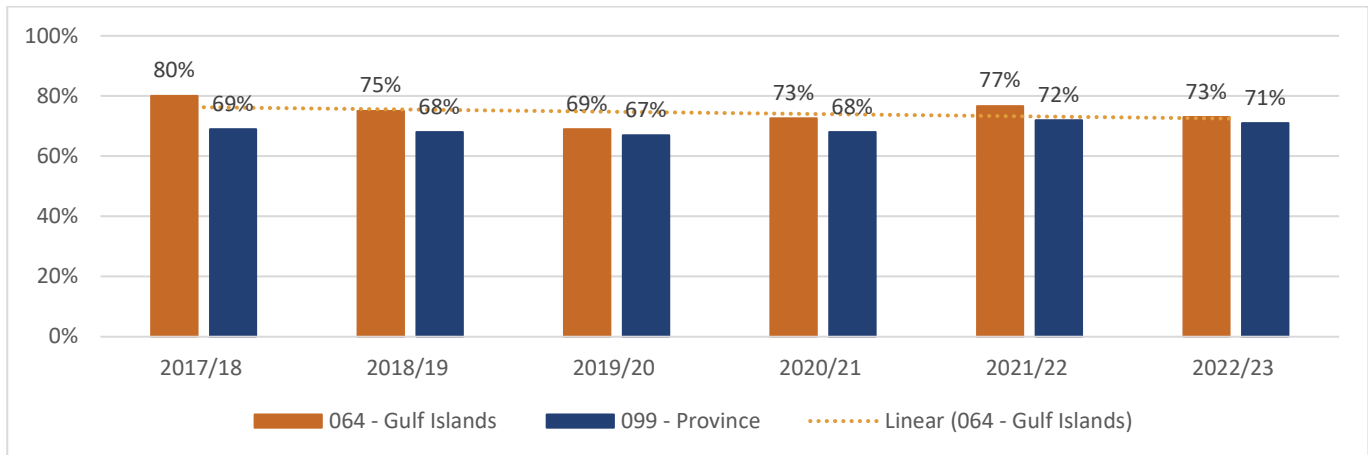


Figure 32: SLS - Feel Welcome (Indigenous Students)

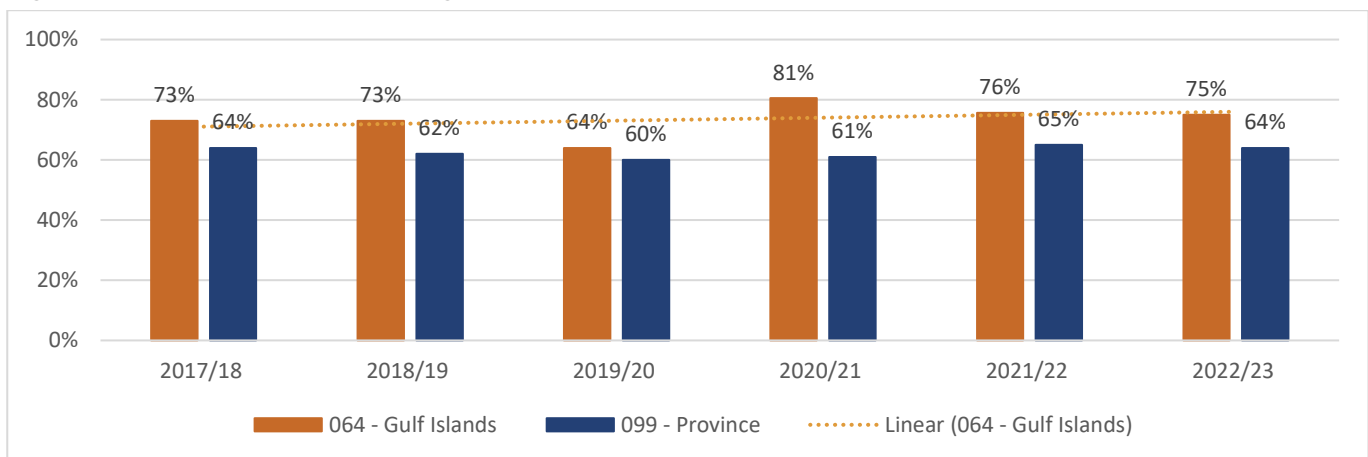
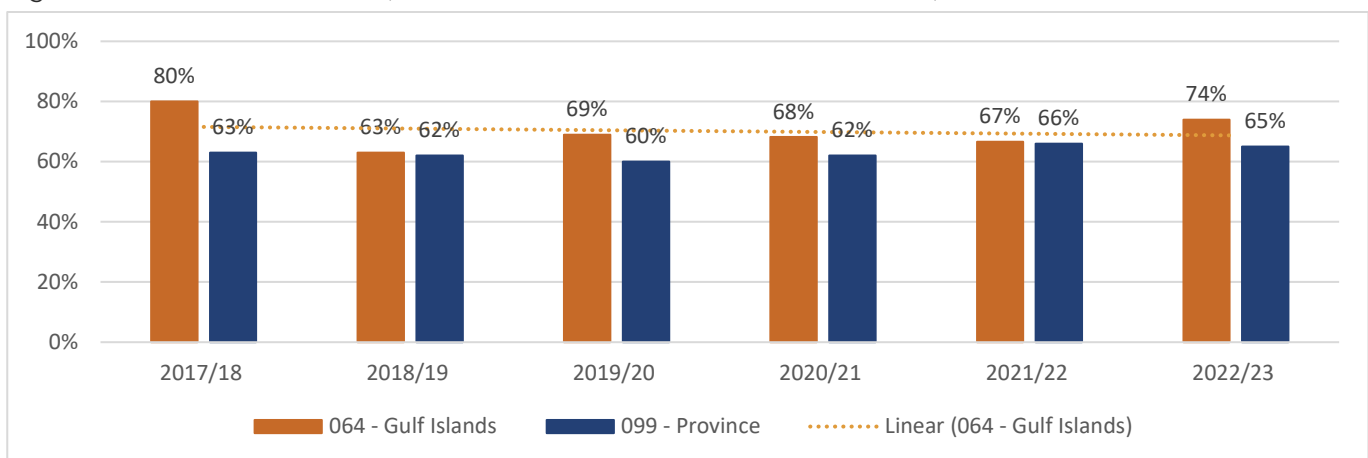


Figure 33: SLS - Feel Welcome (Students with Disabilities or Diverse Abilities)



Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School - continued

Figure 34: SLS - Feel Safe (All Resident Students)

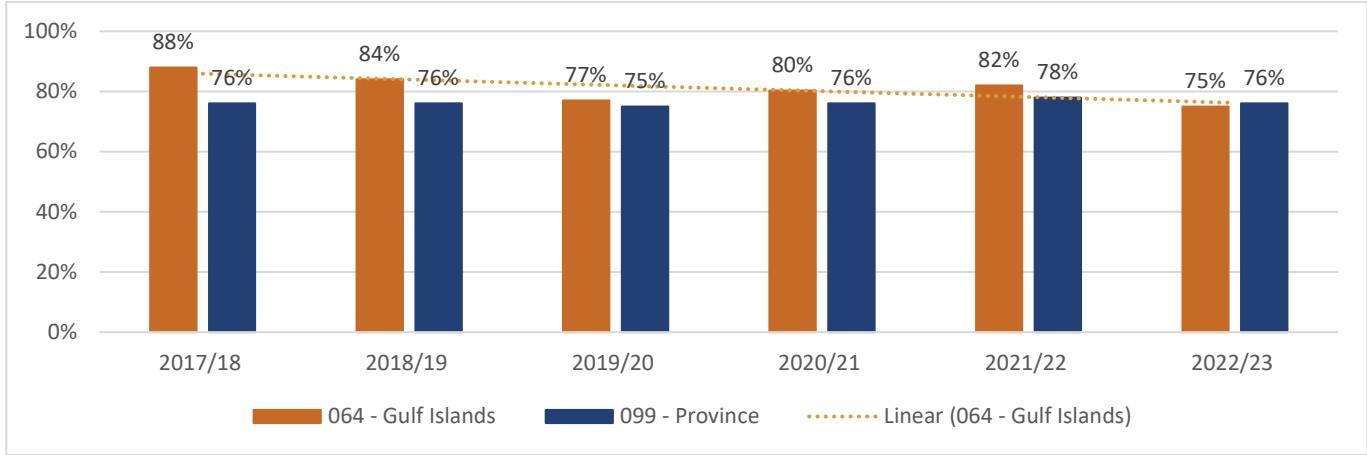


Figure 35: SLS - Belong (All Resident Students)

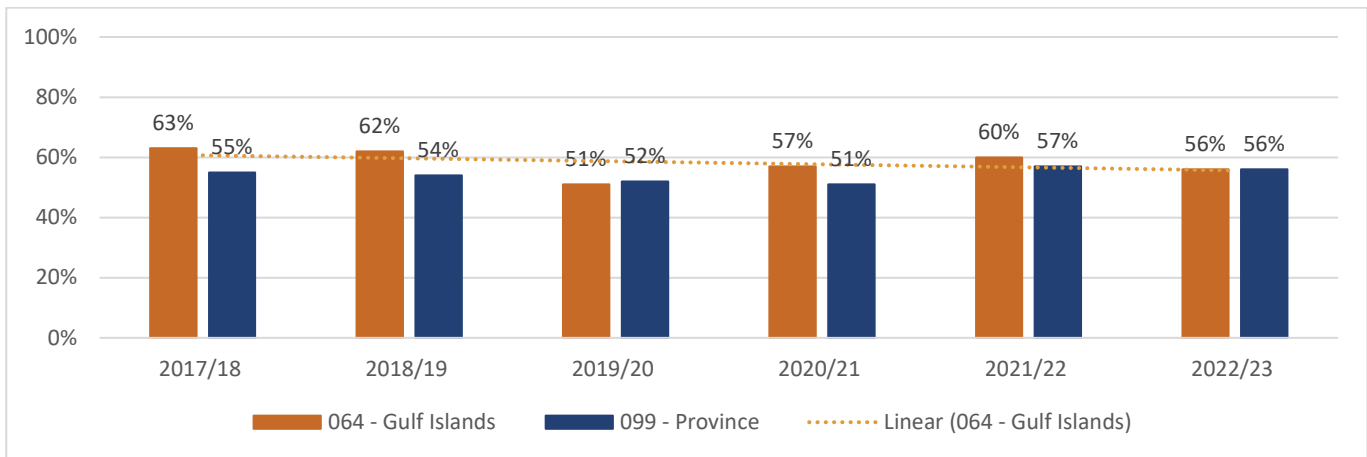
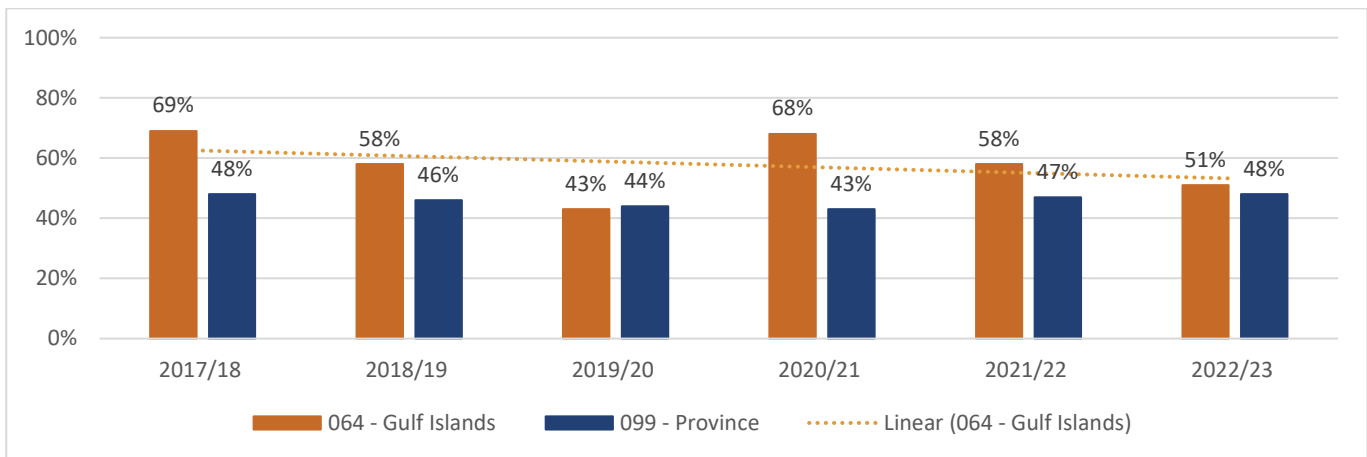
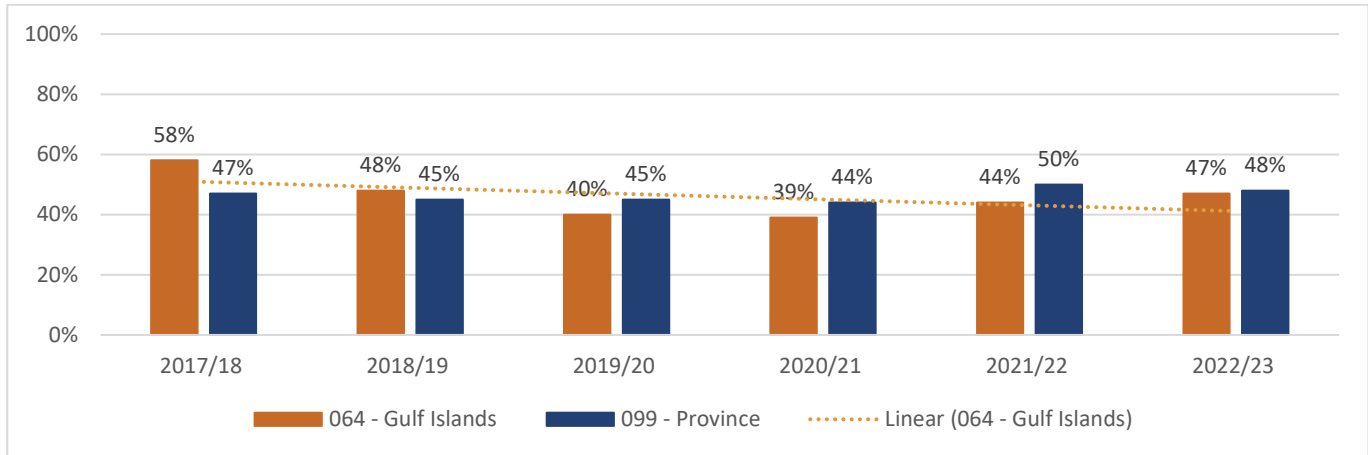


Figure 36: SLS - Belong (Indigenous Students)



Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School - continued

Figure 37: SLS - Belong (Students with Disabilities or Diverse Abilities)



Measure 3.2: Students Feel that Adults Care About Them at School

Figure 38: SLS - Adults Care (All Resident Students)

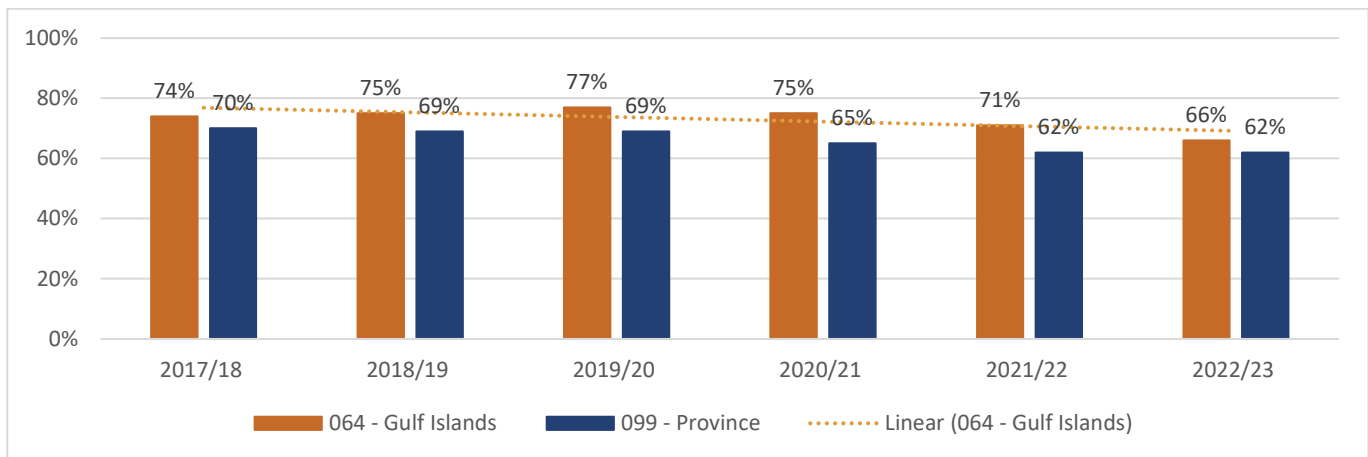
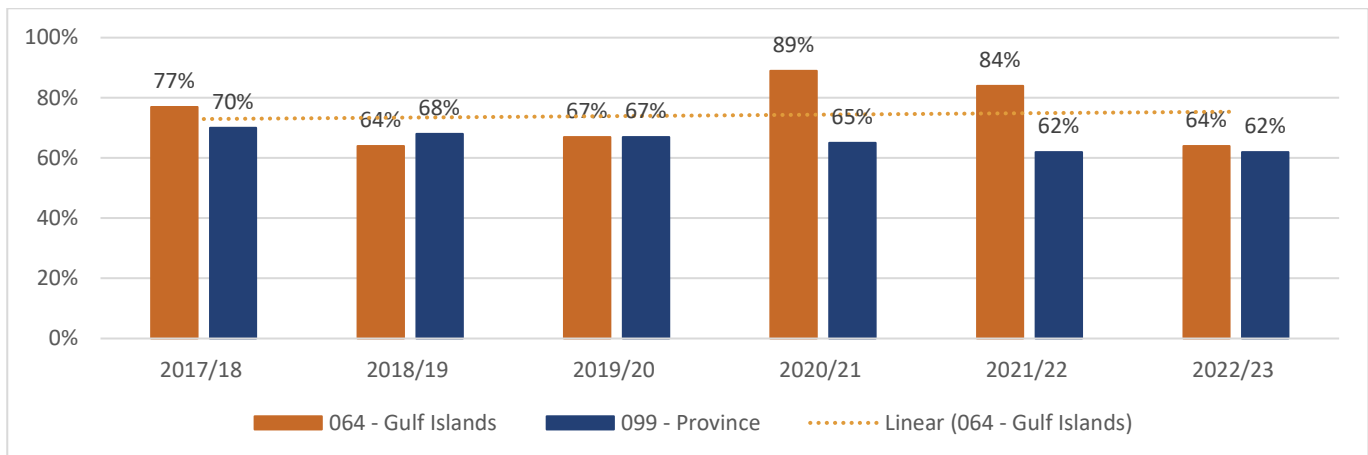
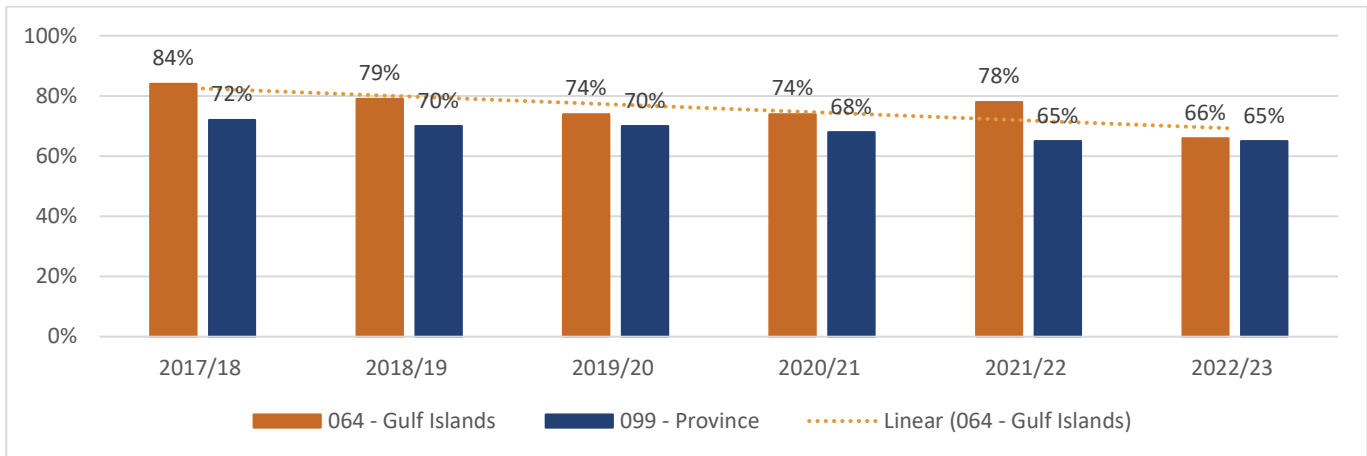


Figure 39: SLS - Adults Care (Indigenous Students)



Measure 3.2: Students Feel that Adults Care About Them at School - continued

Figure 40: SLS - Adults Care (Students with Disabilities or Diverse Abilities)



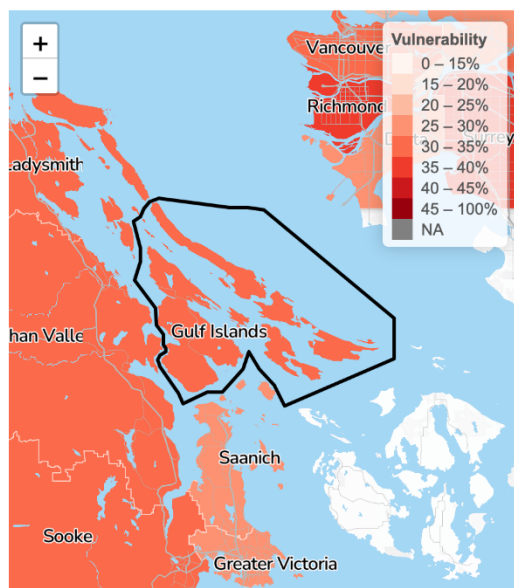
Relevant Additional/Local Data and Evidence | Human and Social Development

Data from the EDI Wave 8 (2019/20 and 2021/22)

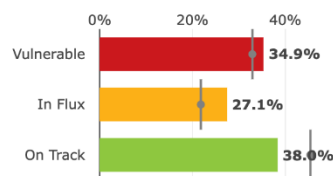
Overall Outcomes

34.9% or **58** kindergarten children in **Gulf Islands** were vulnerable on **One or More scales** of the EDI in **Wave 8**.

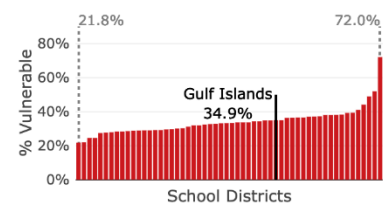
MAP OF OVERALL VULNERABILITY



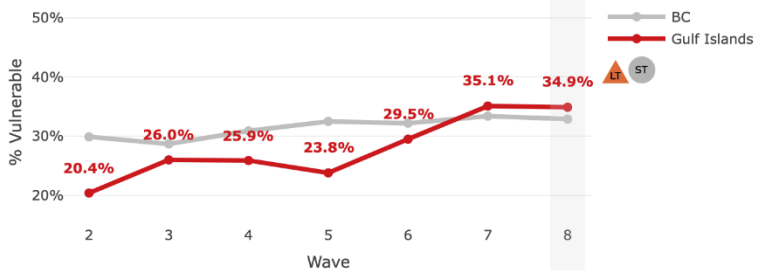
OVERALL OUTCOMES SUMMARY



RANGE IN VULNERABILITY



OVERALL TRENDS



Relevant Additional/Local Data and Evidence | Human and Social Development - continued

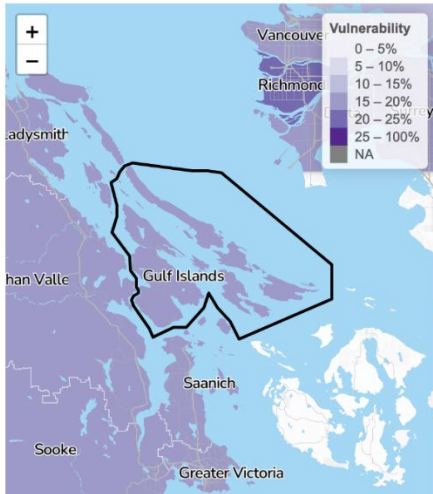
Data from the EDI Wave 8 (2019/20 and 2021/22)

Scale Outcomes

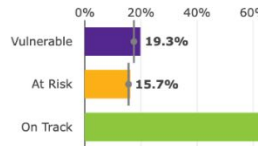
- Social
- Emotional**
- Physical
- Language
- Communication

19.3% or 32 kindergarten children in Gulf Islands were vulnerable on the Emotional Maturity scale of the EDI in Wave 8.

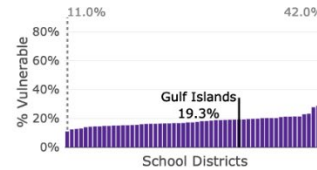
MAP OF SCALE VULNERABILITY



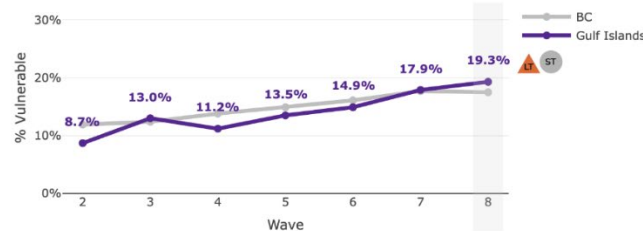
SCALE OUTCOMES SUMMARY



RANGE IN VULNERABILITY



SCALE TRENDS

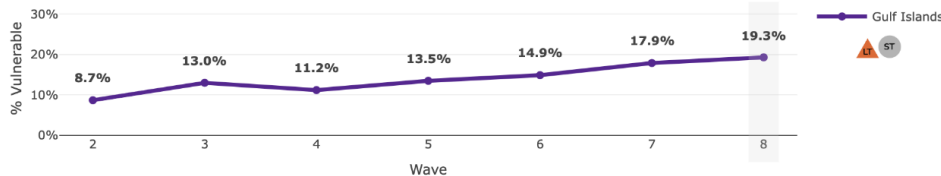


Subscales

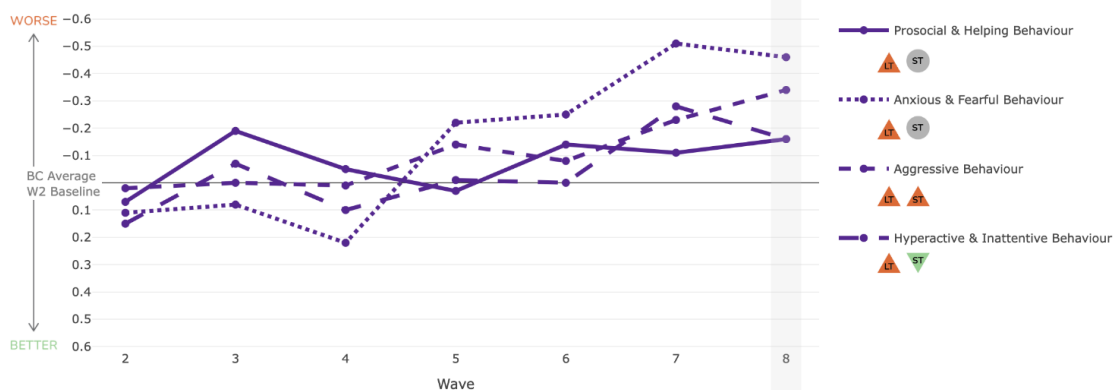
- Social
- Emotional**
- Physical
- Language
- Communication

EDI subscales can reveal which developmental areas are contributing to increases or decreases in scale-level vulnerability rates.

SCALE TRENDS



TRENDS



Analysis and Interpretation

Outcome 3: Feel Welcome, Safe, and Connected

The reported percentage for All Resident Students is on par or above the provincial average in all areas measured (feel welcome, safe, a sense of school belonging, and adults who care). Although on par with the provincial average, a low sense of belonging for all students is of particular concern. This is a district and provincial trend we need to address. Results of the Ministry Student Learning Survey align with the results from the McCreary. For example, 62% of students felt teachers cared about them (McCreary) comparable to 64% (SLS). Of note, in the McCreary the results indicated a higher sense of safety, perhaps because they break the question of safety down into specific sites (ie. classrooms, washrooms, hallways, etc.) Results in the McCreary around safety ranged from 74% (changerooms) to 92% (library).

56% of students felt like part of their school (McCreary) vs. 56% of students felt like they belong.

90% of students feel their life is going well.

Another interesting piece of information from the McCreary - we are the only district in the province that has had a decrease in students skipping school.

Target: Improvements in all measures for all student groups. Maintain specific attention to growing emotional literacy for all students.

EDI overall vulnerability results have decreased slightly though emotional vulnerability continues to steadily increase. We will continue to invest in CYCW positions and work to grow adult capacity through professional learning, specifically Compassionate Systems Awareness (one of the pillars of the provincial Mental Health in Schools Strategy).







Analysis & Trends	Social-Emotional	Intellectual Development	Organizational Structures
EDI and MDI vulnerability indicators show slight increases in emotional vulnerability	Mental Health and Well Being - Compassionate Systems Awareness training	SBT/CYCW responsibilities Through SBT for monitoring student success	Centralizing SBT as a responsible body for monitoring student success
Increased Indigenous student rates of satisfaction with belonging and adults who care	Youth on the Land, Indigenous CYCW Indigenous spaces in all schools	Early interventions and sustained attention to student programs and course completion	Structured investments in Youth on the Land Update our Enhancement Agreement

Human and Social Development Summary

Gulf Islands School District outcomes for human and social development are comparable to other districts in the province as evidenced by the student learning survey results. Most notably for us it that too few students feel welcome, and a sense of belonging in their schools. This is concerning. Children spend a significant amount of time in school, and it ought to be a place where they feel comfortable and connected. While we are doing well intellectually with our students, we need to simultaneously address their human capacities and serve the whole student. Our Equity Tool allows us to track

students’ well-being as well as academics, and our School-Based Teams are also focusing on how to support the whole student. We want students to know that adults care about them and their well-being. The results of the student learning survey align with the results we saw in the McCreary survey. As a district we will be continuing to think about and grow practices connected to well-being, mental health and emotional literacy for all our learners, with a particular focus on adult wellness. We want the adults working in our systems to have the tools, practices, and strategies available to them so they can effectively support students’ social emotional well-being.

Human and Social Development Suggestions for Action 2024 - 2028

Suggestions for Action	Comment	Rating
Ensure classroom environments are friendly, warm, and inviting.	School planning and supervision, moving towards SEL environmental scans led by PVPs, student learning surveys	
Create school-based check-ins for struggling and vulnerable students.	Formalized school-based teams, Indigenous CYCW across the district CYCWs	
Grow professional development in social/emotional learning.	LD Real Tools, District Mental Health Plan - Compassionate Systems Awareness training	
school codes of conduct.	Annually updated & reviewed	
Gather student voices through student-centered groups.	Growing practice around empowering student voice & agency	
Use EDI/MDI to inform decision-making.	Annual practice	

Career Development

Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

Figure 35: 5-Year Completion Rate (All Resident Students)

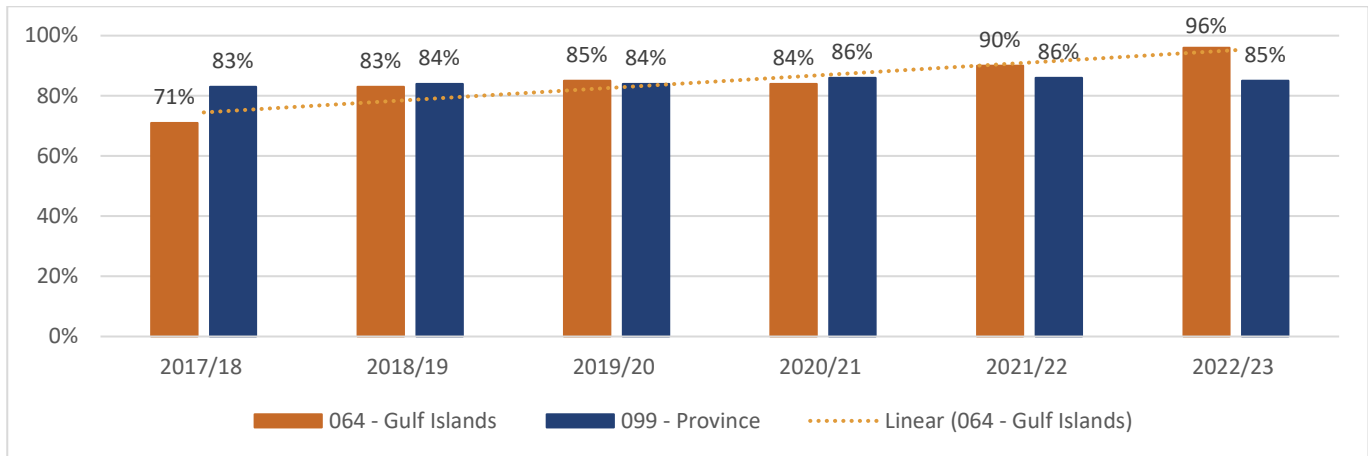


Figure 36: 5-Year Completion Rate (Indigenous Students)

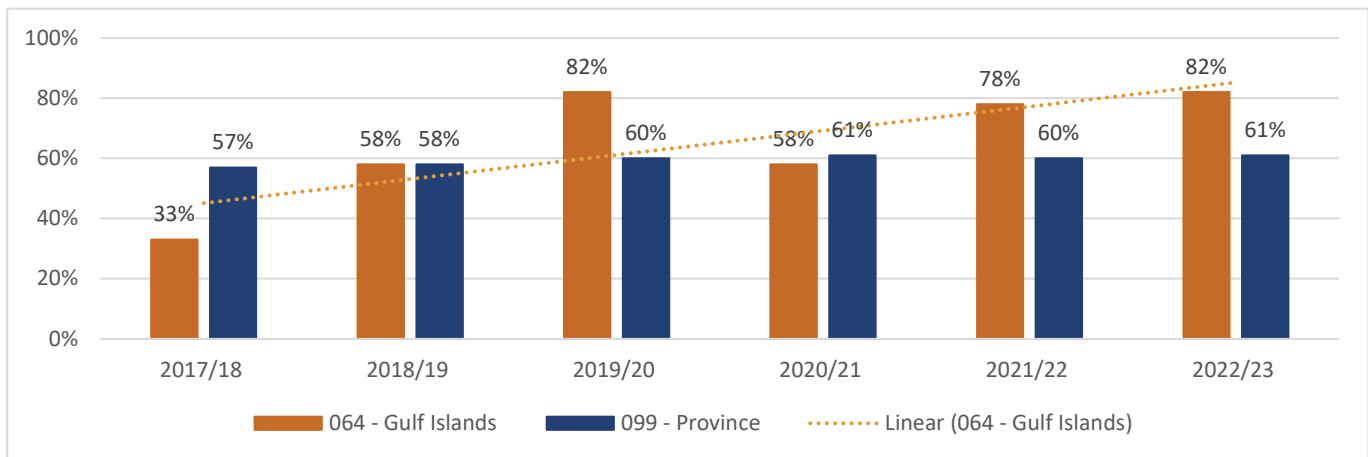
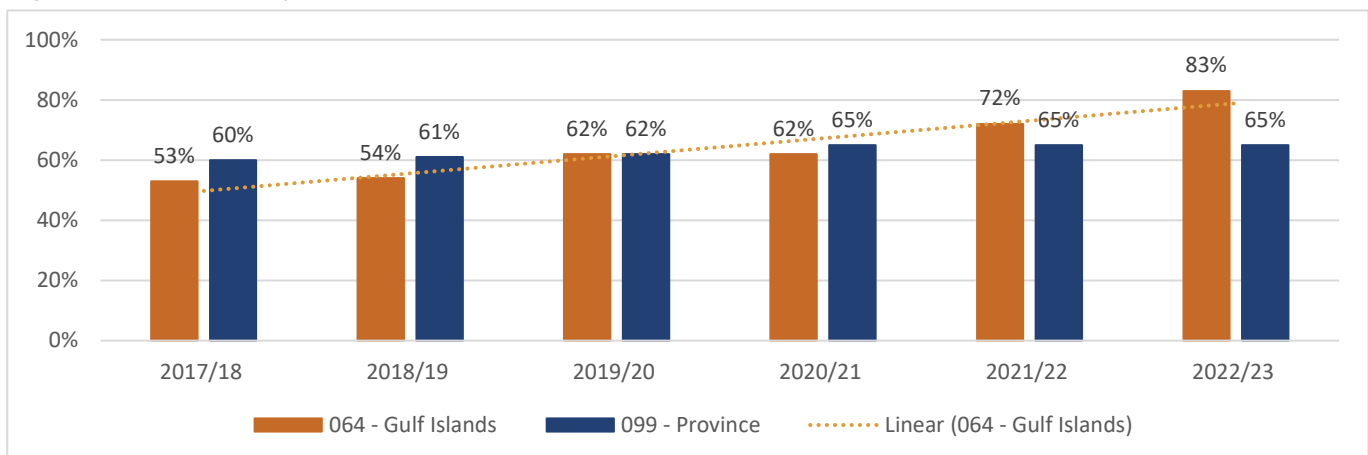


Figure 37: 5-Year Completion Rate (Students with Disabilities or Diverse Abilities)





Analysis and Interpretation

Outcome 4: Graduation

We have seen a steady improvement in our graduation rates over the last four years. Compared to the provincial average of 85% we have 96% of students graduating within five years of entering grade 8. We have 82% of Indigenous students graduating versus 61% provincially. We have 83% of students with disabilities or diverse abilities graduating versus 65% provincially.

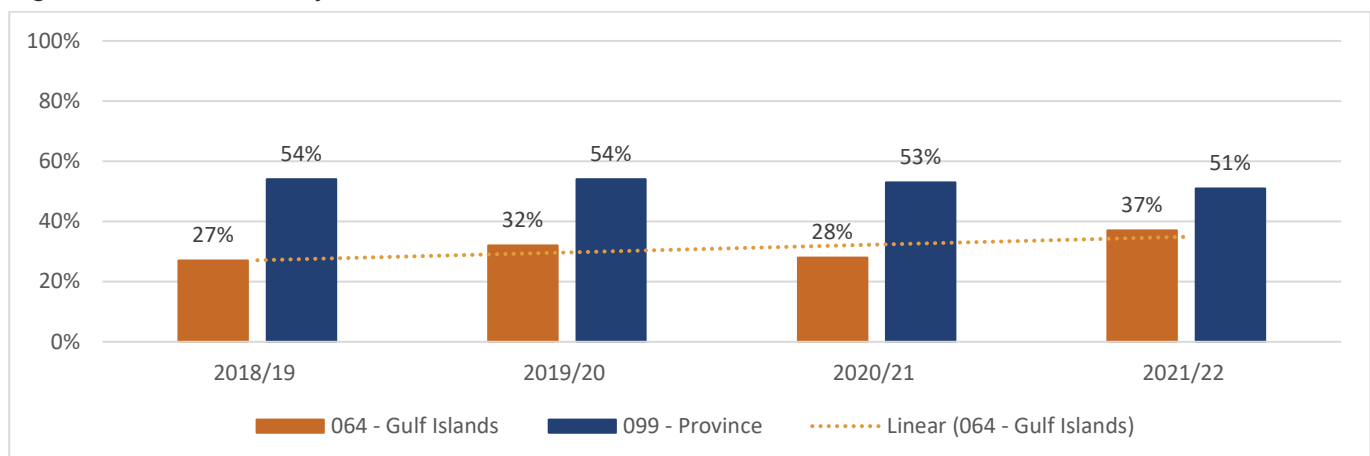
As mentioned previously, our steady growth in graduation rates is noted across all student demographics. To support students in graduating and being prepared to do what they choose after graduation, we will continue our close tracking of students to best meet their individual needs. We will also attend more intentionally to the whole child - mind, heart, body, and spirit - so that when they leave our system, they are confident in their identity (know who they are) and are prepared to participate and contribute to productively, thoughtfully, ethically to their community (locally and globally). Specifically, we will be seeking ways to better meet the needs of Indigenous students and students with disabilities and diverse abilities in our district.

Suggestions for Action 2024 - 2028	Comment	Rating
Improve/maintain early identification practices for targeted intervention (school-based and district referrals - FIT/Learning Services)	IPass transition between grades 7 and 8, centralized School Based Teams (SBT), enhanced numeracy staffing	
Closer tracking of Graduation Pathway progress	Regular communication with students & families	

Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Figure 38: Post Secondary Transition - Immediate (All Resident Students)



Measure 5.1: Post-Secondary Transitions - continued

Figure 39: Post Secondary Transition - Immediate (Indigenous Students)

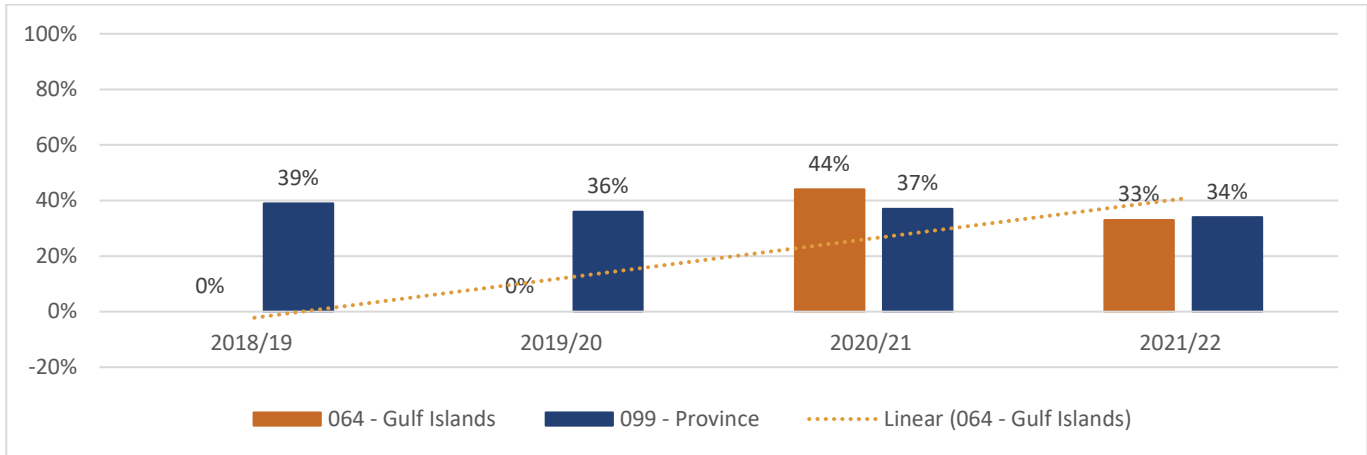
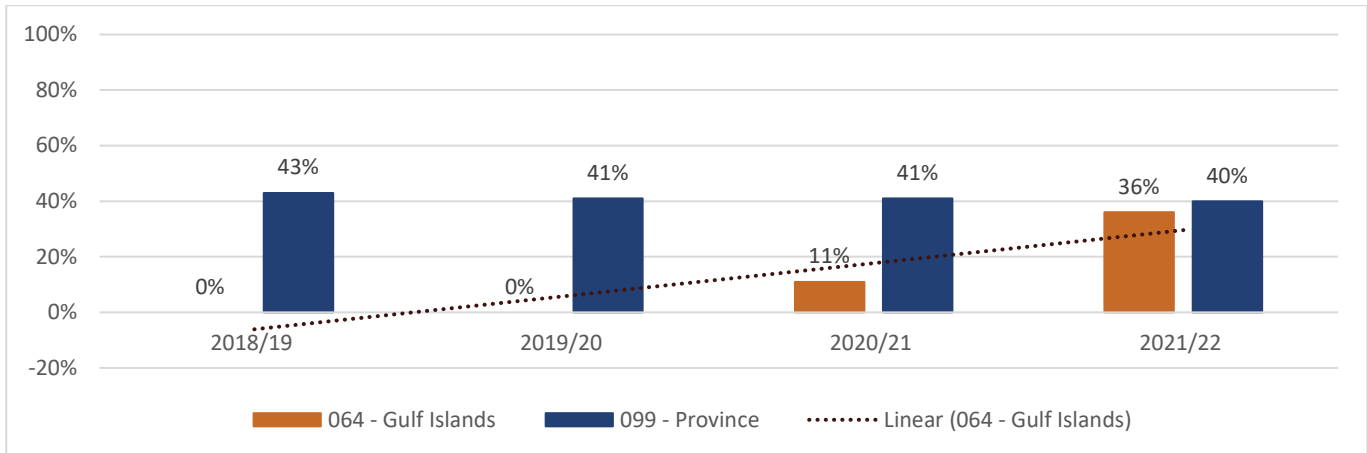


Figure 40: Post Secondary Transition - Immediate (Students with Disabilities or Diverse Abilities)



Analysis and Interpretation

Outcome 5: Post-Secondary Transitions

SD64 sees steady gains in completion rates across populations. There is a strong tradition of students leaving the province for universities and colleges in eastern Canada. Students are not able to live at home to attend and appear to choose out-of-province institutions.

Suggestions for Action 2024 - 2028	Comment	Rating
Enhance district continuing education	64GO continuing ed opportunities	🟡
Grow Career Education Programing throughout the district	Career program enhanced K-7	🟡
Participate in work experience/trades to develop real-life skills, competencies, and experience	Enhanced TASK and work experience programs.	🟡

Career Development Summary

Students in the Gulf Islands School District are successfully meeting the requirements outlined in the K-12 curriculum and graduation program. Our graduates are typically confident, goal-oriented, and well-prepared to continue their educational and career journeys. However, while students are meeting these program requirements, we recognize opportunities to further enhance the experiences we provide.

One area of focus will be evaluating the quality of the Dogwood Diploma and understanding how prepared students feel for life after grade 12. Additionally, we aim to explore new ways to enrich students' educational experiences.

We are also in the process of developing districtwide career programming that targets K-7 students, laying a strong foundation for their future growth.

As we navigate global challenges such as climate change, political instability, war, population displacement, resource depletion and exploitation, loneliness and disconnection, addiction, and the opioid crisis, it is clear that young people need skills beyond the foundational ones. They must become critical and creative thinkers, and compassionate citizens who understand our interconnectedness. How we choose to act—both locally and globally—matters deeply. As a district, we are committed to finding ways to deepen learning and cultivate the capacities needed to foster thoughtful, ethical, and compassionate human beings.

Section B: Moving Forward

Planning and Adjusting for Continuous Improvement

Current Strategic Plan Priorities

At the time of preparing this report, we are in between Strategic Plans. Our new plan was approved by the Board at the September meeting. Due to our in between-ness, we reference both plans.

Outgoing Plan | Inspire, Integrate, Involve 2016 - 2023

Strategic Goal 1 - Inspire Learning

Providing healthy, welcoming, and safe learning environments where all students flourish.

Objective 1.1 - Facilitate the engagement of students in relevant and inspiring experiences that promote curiosity, the acquisition of foundational skills, and a life-long love of learning.

Objective 1.2 - Expect learning environments and educational practices that reflect the British Columbia K to 12 curriculum core competencies and goals of the district's Indigenous Education Enhancement Agreement.

Strategic Goal 2 - Integrate Sustainability

Embracing and facilitating sustainable practices throughout the district.

Objective 2.1 - Encourage connection to and individual responsibility for the natural environment.

Objective 2.2 - Build and sustain a vibrant employee organizational community.

Objective 2.3 - Ensure the continuation of a healthy and stable financial environment.

Strategic Goal 3 - Involve community

Enhancing learning and community engagement by building relationships throughout our local and global communities.

Objective 3.1 - Cultivate connections that enhance intellectual, human & social, and career development for our students.

Objective 3.2 - Engage families and community in public education.

New Plan | Strategic Direction 2024 - 2028

Theme: Truths, Reparation, and Restoration

Aspirations:

1. Identify settler/colonial bias in policy and practice as we create awareness and work to decolonize systems that perpetuate inequity and racism (healing)
2. Achieve equitable educational outcomes for all Indigenous students in our district
3. Acknowledge, honour, and respect rights holders by building, strengthening, and sustaining productive and respectful relationships (reparation)
4. Embed Indigenous worldviews, ways of knowing and being, language, and culture throughout the District (restoration)
5.

Theme: Relationships and Belonging**Aspirations:**

1. Be a leader in cultivating well-being and championing social justice.
2. Strengthen and maintain relationships with community partners.

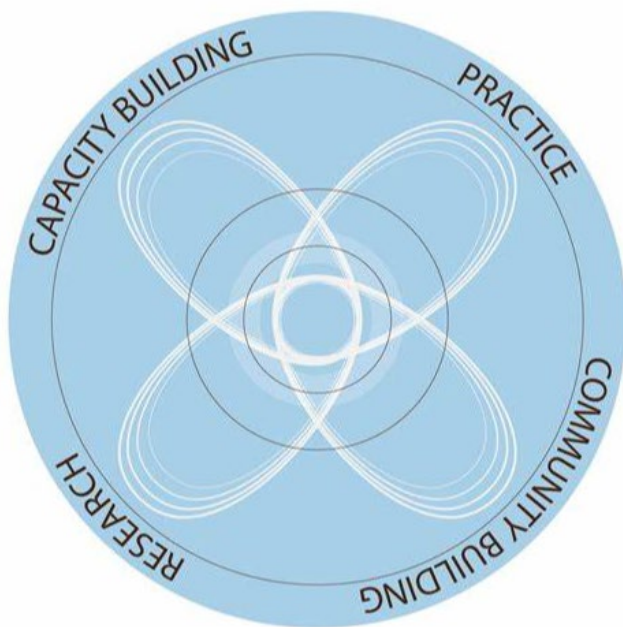
Theme: An Ethic of Learning**Aspirations:**

1. Empower student agency, engagement and voice.
2. Nurture curious, critical and creative learners so that every student is prepared and ready for the world beyond Pre-Kindergarten to grade 12.
3. Foster deeper learning experiences.

Theme: Integrity and Responsibility**Aspirations:**

1. Implement sustainable practices for alignment and coherence.
2. Be a leader in environmental stewardship and leadership

Gulf Islands School District hopes that each one of our students will feel love and acceptance, know peace and sense of self, experience quality instruction and programs, and master the skills and competencies necessary for fulfillment and well-being throughout their educational journey. We strive to use the resources available to us to grow and sustain a creative, healthy, and responsive system where every child thrives and flourishes.



The theory of growth we are using to guide our school and district planning is the mandala for systems change which focuses on capacity building, community building, practice, and research in an ongoing cycle. We use a planning cycle that starts with curiosity about data from a variety of sources. Through collaborative conversation, reflection, and research (using data), we generate knowledge that informs plans for action which we implement thoughtfully and monitor regularly. We use street, map, and satellite data to inform our plans, and continue to look for culturally appropriate data.






Looking Back on the Year: Effectiveness of Implemented Strategies

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.
- Ethic of Learning: Foster deeper learning experiences.
- Enhancement Agreement Goal 4: Success

Current Data/Insights: Individual schools will implement student self-assessment surveys and reflect results and targets in their school plans.

Suggestions for Action 2024 - 2028	Comment	Rating
Consistent and effective implementation of the district's Theory of Action <ul style="list-style-type: none"> • Equity Tool (IPass) (our tool) • SBTs (our culture) • Frameworks (our foundation) 	Continued focus, capacity building for integration.	
Increase student voice and agency.	In progress. Targeted efforts at schools to find ways to include more student voice.	
Continue identification of intellectual and human/social goals(s) in school growth plans.	Recognize the interconnectedness of learning and focus on flourishing of the whole.	
FSA item analysis.		
Implement Power BI to access district data to inform decision-making for improving learning opportunities.	Utilizing ministry Power BI dashboards more effectively.	



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.
- Relationships & Belonging: Be a leader in cultivating well-being and championing social justice
- Enhancement Agreement Goal 1: Belonging

Current Data/Insights: Questions added to the Student Learning Survey (not yet available). Implement district-wide survey.

Target: Baseline measures will determine future targets. A long-term target of a 100% racism-free district.

Suggestions for Action 2024 - 2028	Comment	Rating
Support staff and students in their anti-racism journey.	Learning modules for teachers and administrators, SharePoint (district developed) aligned with Ministry anti-racism work, ongoing capacity building.	
Teach students about difficult histories/stories.	Youth on the Land, modernizing investment in diverse resources in libraries, focus on Truths & Reparations.	

Respect diverse cultural lenses/perspectives.	Youth on the Land, EA and Equity Scan, Celebration of Inclusion promoting Days and Events.	
Acquire a baseline of current levels of anti-racism awareness and competencies.	2021, 2023, 2024 survey of teachers and administrators to establish baseline & target ongoing capacity building.	
Implement a clear process to address incidents of racism.	Renovated Policy and Procedures, Codes of Conduct, racism reporting tool (district), student voice.	
Create safe spaces in schools for BIPOC students.	The expectation that each school in its entirety is a safe space for all and create Indigenous specific spaces.	



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.
- Relationships & Belonging: Be a leader in cultivating well-being and championing social justice.
- Enhancement Agreement Goal 1: Belonging

Current Data/Insights: Student Learning Survey (Grade 4 question added); not yet available.

Target: Baseline measures will determine future targets.

Suggestions for Action 2024 - 2028	Comment	Rating
Establish SOGI/diversity school lead in each school and Encourage SOGI/diversity club in each school	Policy revision	
Establish a district-wide school culture of diversity and inclusion	In progress	



District Outcome D: Students will develop social-emotional literacy.


Strategic Alignment:

- Strategic Plan Objective 3.1: Cultivate connections that enhance intellectual, human & social, and career development.
- Ethic of Learning: Nurture curious, critical and creative learners so that every student is prepared and ready for the world beyond Pre-Kindergarten to 12.
- Enhancement Agreement Goal 4: Success

Current Data/Insights: Student Learning Survey - A low percentage of secondary students report that they are satisfied that they are learning how to self-regulate and deal with emotional problems.

Target: Increase emotional literacy and self-regulation for all grades with particular attention to students with vulnerabilities. Long-term equity targets of 90%+.

Suggestions for Action 2024 - 2028	Comment	Rating
Implement a locally developed program for Grades 4, 5, and 6 (Health Education Tools) for mental wellness and social/emotional development.	In progress	
District Mental Health team to support the growing capacity of educators.	school plans, PVPs	

Engage in Compassionate Systems Awareness training and utilize tools and practices.	ELT School plans	
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District Outcome E: Students will identify their personal strengths and abilities to self-advocate for their learning.

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.
- Strategic Plan Objective 3.1: Cultivate connections that enhance intellectual, human & social, and career development.
- Ethic of Learning: Nurture curious, critical and creative learners so that every student is prepared and ready for the world beyond Pre-Kindergarten to 12.
- Enhancement Agreement Goal 4: Success

Current Data/Insights: Students are developing the skills to identify strengths and advocate for their learning. As we work to develop social emotional literacy practices and strategies, we hope to give students the language to better understand their needs.

Target: Consistent with other equity goals, this new measure will target 90%+ for all students.

Suggestions for Action 2024 - 2028	Comment	Rating
Participate in the, McCreary, Equity Tool self-reflection,	Full participation	
Continue work to develop student engagement practices in school growth plans (including school-wide self-reflection survey development)	School-based practice. Competency Based Individual Education Plans (CBIEPs)	
Support professional development on core competencies in the curriculum	K-12 reporting order implementation, locally developed implementation plan with partner groups, capacity building to infuse reflection on these competencies in all learning across the curriculum	
Compassionate Systems and Mental Health in Schools Strategies	In progress. Encourage regular, ongoing self-reflection and reflective conversations amongst students and staff	

We have seen marked improvements in outcomes for students with disabilities and diverse abilities due to intentional, focused efforts by our inclusive education team. Through continuous improvements in structures and processes, our educators are able to better meet the needs of individual students through accessible and measurable quality CBIEPs; greater collection/triangulation of data; detailed tracking and assessments of the impact of supports, interventions, and/or services; and collaborative, focused evidence-driven discussions on the responsibilities of adults to support students. All of this is made visible to ensure that the students educational experience is documented, reviewed, and adjusted to ensure that students are on-track to graduation.

Indigenous learning offers a transformative approach to education by incorporating the rich cultural heritage and traditional practices. Of note, our Indigenous students are not feeling as connected to and engaged with their learning as we would like. Supporting students effectively requires a

multifaceted approach that encompasses encouragement, highlighting the importance of education (which happens everywhere), and addressing biases. It is crucial to foster an environment where students receive continuous encouragement, emphasizing the long-term benefits of education and graduation. Overcoming the bias of low expectations involves believing in the potential of every student and providing them with the support needed to succeed. Schools need to be safe places where students can experience failure without fear, understanding that failure is a natural part of the learning process. Additionally, addressing the prevalent stress associated with exams, classes, and extracurricular activities is essential. Teaching students effective stress management and social-emotional well-being strategies and tools can help them navigate academic pressures and maintain their overall well-being. Encouraging land-based learning and recognizing the value and benefits of Indigenous knowledge, worldviews and ways of being as relevant, useful, and essential, will support Indigenous learners in our district.

- Include more language, culture and land-based learning (Coordinator language and culture position)
- Be more flexible in graduation pathways
- Remember that:
 - Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
 - Learning requires exploration of one's identity.
 - Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Policy and Governance - currently updating district Policy and Administrative Practices with attention given to systemic racism and bias.

Learning Environment - we still have work to do on addressing implicit bias and privilege awareness and are addressing this in our new strategic priorities; we are working to ensure we have high and motivating expectations for all students with particular focus on Indigenous students, students with diverse-abilities and disabilities, and children and youth in care; nurturing confident learners with a sense of belonging and identity is also part of our new strategic priorities.

Pedagogical Core - working to be more inclusive of Indigenous worldviews and perspectives and culturally relevant (also part of our new strategic priorities).

Learning Profile - we have made gains personalized and evidence informed practices, providing timely supports and responses through regular student tracking systems; we recognize a need to build cultures of reflective practices.

The Indigenous graduation ceremony is a way we connect with families and honour Indigenous students.

We are working to increase community awareness of Indigenous worldviews and perspectives through specific events, such as the day for Truth and Reconciliation, our district framework day, MMIWG event, Pender School salmon cook with local Elders.



Existing and/or Emerging Areas for Growth

How can the district also engage with Indigenous communities, including Métis and Inuit, to identify and access additional approaches toward Indigenous student success?

The district is improving year over year in areas of equity and parity among and across all population groups. Inter-agency cooperation, the five unique islands, and the local services to communities and families are identified areas for growth and will be necessary in the coming years. Childcare, mental health, and student safety must be central to regional discussions.

A primary way to support improved outcomes for Indigenous students will be to create more local courses (including language) and ensure they are getting credit for things like Youth on the Land. Youth on the Land has been an initiative that has supported students in experiencing a sense of belonging, cultural and personal safety, and connection to the learning environment. It is learning they look forward to and that has significant social, emotional, and intellectual benefits. It improves engagement.

Part of our new strategic plan is a focus on Truths and actions we can take to foster reparation and restoration of Indigenous ways of knowing and being. By embracing and infusing Indigenous worldviews, perspectives, and ways of being, we create safer, more welcoming spaces for Indigenous learners in our district. We are continually working to be better at identifying barriers for our Indigenous students so we can minimize and/or remove these barriers, clearing a path for personal success and fulfillment.

Ongoing Strategic Engagement (Qualitative Data)

The Board of Education engages in regular and ongoing dialogue with partner groups, including the Indigenous Education Advisory Committee, the Education Committee, and the Committee of the Whole. Notably, the current SD64 student population does not include students captured by the BC Tripartite Agreement. The Board invests in establishing relationships and building trust with local First Nations and supports and participates with Indigenous Education Committee.

Through the School Plan process, planning and support for school growth is informed by a “bottom-up” approach that engages school communities. Principals and vice principals meet with and discuss plans with the PACs, staff, and students. The “bottom-up” approach is essential for our unique and diverse geographical reality in SD64. The district investment of \$105.00 per student to support the initiatives identified in school plans represents a meaningful influx of staffing, resourcing, and program support. The approach has been operational for the past 4 years and much of the recent successes in the district are linked to the annual planning. The intent of this investment has been to build staff capacity. In the coming year, the district will be engaging a numeracy coordinator. This targeted support is intended to grow instructional capacity in teaching math in a sustainable way. After this year, there will no longer be funding available. Budgets are getting tighter as funding has not kept pace with inflationary costs.

Through **engagement with staff**, we aim to create spaces of adult learning, collaboration, support, and well-being.

Through **engagement with families**, we aim to improve communication and ongoing relationships so that we may best serve students by meeting individual needs. We continue to deepen our collaborative relationships with families by engaging them in their child’s CBIEP development and progress; providing access to their child’s data to understand with greater accuracy their child’s learning progression; and making visible the processes to provide greater ease of access to supports and services.

Through **engagement with local nations**, we aim to listen and learn how we can be of service to the nations and to the students in our district.

Through **engagement with the community**, we aim to build partnerships and relationships that benefit students. CYIC and diverse and disabilities.

We find that the most effective engagement strategy is to connect face-to-face, to sit together, and to listen. When we understand our interconnectedness, we are better able to understand each other and collaborate for the benefit of all. Schools are looking at ways to empower student voice and agency for ongoing involvement and feedback to guide practice.

Through **engagement with students**, we aim to improve their experiences in school to deepen learning and make it more relevant and engaging. In the spring, we engaged students from across the district.

What do you like about school?

When asked what they enjoyed about school, K-9 students overwhelmingly highlighted the importance of friends, field trips, physical education, art, and socializing. Engaging in physical and playful activities like sports, recess, and gym class were high on their list, along with going on exciting field trips. Discovering interesting subjects through open-ended projects, math-based challenges, and self-

directed reading also ranked highly. Additionally, students appreciated the opportunity to express themselves through art and music and being supported by kind teachers. Unique responses included an appreciation for the school library, the garden, making things, solving puzzles, and the chance to connect with nature. Students also valued the sense of structure and routine, having choices, independent and team-building projects, and feeling safe at school. They enjoyed feeling trusted by teachers, learning advanced material, and participating in project-based and interactive assignments.

What do you dislike about school?

Many students (K-9) expressed discontent with math, particularly due to difficulties understanding concepts and insufficient support. Math was the only academic subject mentioned repeatedly and across the district. Bullying and interpersonal drama were significant issues, leading to feelings of not fitting in and anxiety. Students also disliked being forced outside in bad weather and waking up early for school. They mentioned feeling unsupported and rushed in their learning, experiencing frustration with certain teachers who were perceived as mean or unhelpful, and dealing with teachers who showed favoritism or took out their frustrations on students. Public speaking and competitive sports also caused anxiety for some students. Additionally, they found the lengthy and repetitive school days, excessive monitoring, and lack of engaging activities or sufficient field trips frustrating. The discomfort of sitting in chairs for long periods and the hierarchical imbalance between teachers and students were also common complaints.

How could we improve your school experience?

Learning and Curriculum

1. More one-on-one work to understand concepts
2. Incorporate real-world, practical learning (life skills)
3. Introduce more open-ended and interactive projects
4. Implement a more challenging math curriculum
5. Increase field trips and outdoor learning opportunities
6. Expand recess time and gym sessions
7. Offer more extracurricular classes (drama, dance, sports)
8. Reduce the pace and complexity of math
9. Allow for more breaks between classes

Physical Space and Facilities

1. Cleaner bathrooms and overall school environment
2. More comfortable chairs and better seating
3. Nicer classrooms with improved aesthetics
4. Provide locks on lockers
5. Install vending machines
6. Expand and improve art programs

Resources and Equipment

1. Higher quality technology (e.g., 3D printer)
2. Better sports equipment and facilities
3. More hot lunch options
4. Accessible snacks and breakfast for all students

Interpersonal and Social Environment

1. Reduce bullying and ensure a sense of safety for all
2. Promote kinder and less strict teachers
3. Encourage inclusivity and reduce cliques
4. Increase opportunities for student autonomy and decision-making

Extracurricular and Enrichment Activities

1. Increase career-focused opportunities
2. Introduce inclusive school-wide events and collaborations with other schools
3. Organize an annual school dance
4. Offer end-of-day activities to set the stage for the next day's learning

Additional Suggestions

1. Spread out project deadlines to reduce stress
2. Expand counseling services for students
3. Introduce a class pet
4. Facilitate knitting clubs and other niche interests
5. Allow listening to music or wearing noise-cancelling headphones during appropriate times

Grades ten and eleven suggestions on how to improve school.

Students articulated various improvements to enhance their school experience. They advocated for more internships, individualized support, and flexibility, particularly for students with anxiety and other conditions. Practical experience through trades programs, education on political and current events, and financial literacy were emphasized. They also stressed the need for teachers to accommodate different learning styles, teach effective learning strategies, and instill basic manners and real-life skills. Students called for shorter school days, more breaks, and better accessibility to food. They suggested buddy systems for smoother transitions and respecting Individualized Education Programs (IEPs). Enforcing consequences for misconduct, supporting students lacking parental assistance, and teaching study and note-taking skills were also highlighted. They recommended increased discipline for tardiness, hiring more support staff, and preparing students for the transition from elementary to secondary school. Students advocated for more career path opportunities, a wider selection of elective courses, personalized one-on-one learning, hands-on experiences with First Nations culture, and practical work opportunities. They emphasized being informed about current events, offering physical education classes every semester, fostering peer connections, and implementing discipline education. Additionally, they suggested longer lunch breaks and designated breaks to release energy. To

improve services and accessibility, they called for a respectful and happy environment, increased access to counseling and support for learning disabilities, and better support systems for consistent school attendance. Addressing racism and transphobia and implementing safety-related consequences were also prioritized. Finally, students suggested better scheduling flexibility to accommodate diverse needs.

The primary issue that surfaced as part of the engagement process this year, was a need to focus on well-being and a sense of belonging. There was a feeling that there needs to be some building of relationships. All the information received from the engagement process has informed the creation of our district aspirations, as outlined in our strategic plan. Moving forward, we will work on implementing cyclical structures and strategies to ensure we have meaningful, ongoing engagement and a process for reviewing and assessing the quality of our engagement.

Adjustment and Adaptations: Next Steps

See Appendix A - Page 41

Alignment for Successful Implementation

See Appendix B - Page 44

Conclusion

We have had a year of significant transition with turnover in our senior district staff, including having our secretary-treasurer on leave and hiring a new superintendent mid-year. At the same time, we have engaged in the process of visioning and creating a new strategic direction. In the face of these changes, we have been able to rely on the commitment of our board and the strong moral imperative and educational values of staff, students, families for continuity, stability, and a continued focus on well-being, belonging and learning.

The district has strong roots, assisted by the recent development of the district's **Theory of Action** which includes the creation of Literacy and Numeracy Frameworks, the continuous real-time tracking of all students which allows us to provide the supports, strategies and interventions needed to ensure individual student flourishing using our Equity Tool, and an intentional focus on growing a collaborative, adult learning culture through regular school-based team meetings, and the nurturing of capacity of principals and vice principals as lead learners.




Thanks to the work of past and current staff, Gulf Islands School District is on a good path, seeing a positive trends in most of our data. Understanding that identity and belonging are key, we continue to explore how we can stretch and deepen our personal and collective learning so that every learner can thrive and flourish.





"What gives humans meaning in life is: a strong sense of identity around a purpose or passion; creativity and mastery in relation to a valued pursuit; and connectedness with the world and others." (Fullan, Quinn, & McEachen)





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

School District No. 64 has developed a Cycle to Review Growth. This document 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 the ministry's release of data is subject to change as are ad-hoc/working committee meetings.

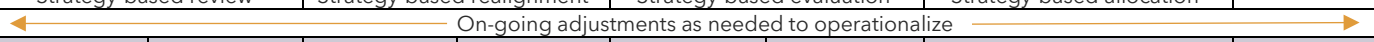
Alignment and Allocation of Resources: Interventions and Supports (Technological, Human, and Financial)

Strategic Focus	Outcome Link	Description	Resources / Allocations (2023/2024)	Evaluation	Impact/ Adjustments (2024/2025)
Equity Tool (IPass) Social/Emotional Intellectual Career	#1, #2, #4	Developed for/by SD64 educators. 1-stop-shop for student learning information (K-7) Updated in real-time	Continued to invest 1.0 FTE teacher. Continued to provide devices for all teachers. Human resource (time) collaboration with sector leaders in tool development and best practices for data use	 Increased user engagement Improved user-friendliness Highly visible tool - student achievement evidence	Operationalize on-track statement. Align with provincial assessment proficiency scales. Item analysis platform Operationalized in school-based teams.
64 Power BI Dashboards	#1, #2, #4	District-designed dashboards for K-12 student data. Demographic, course, and assessment data from MyEd BC and Ministry, (reporting data Gr. 8-12) Updated weekly	Human resource (time)	 Initial evaluation/use by sec. school P/VP and Sr. admin	Increased use and professional proficiency Standardize practice across district re: school set-up and data entry.
Numeracy	#2	Focused capacity building in numeracy instruction	1.0 FTE Numeracy Coordinator(s)		Targeted to improve numeracy outcomes particularly strategic thinking; building instructional capacity

Strategic Focus	Outcome Link	Description	Resources / Allocations (2023/2024)	Evaluation	Impact/ Adjustments (2024/2025)
School Plan Achievement Grants	All	Annual grant to support school goals for student achievement. Utilization of funding protection funds	\$100 per student	 Enthusiasm from schools re: approach Enhanced learning stories/videos Promoted collaborative practice	Due to funding challenges this will be the last year we have this money available. We are using the money to support capacity building in numeracy across the district.
Diversity and Anti-Racism Initiatives	B, C	Physical resources to support equity and diversity	Survey administration (admin, students, parents). Continued use of online reflection tool Anti-racism coordinator \$125,000 investment in partnership with Stqeeey' Learning Society to build an outdoor learning space for Youth on the Land	 GISS Anti-Racism work District-level questions added to SLS School-based surveys Improved curriculum use in classrooms	Plan to build capacity to inform practice with ELT focus on anti-racism. Anti-racism SharePoint to house resources for staff.
Indigenous Learning Supports	B, C	Providing youth mentor and support for Indigenous students concerning academic, social-emotional, and cultural growth and development	Maintain Indigenous Ed. CYCW Targeted Indigenous student numeracy outcomes through numeracy coordinator (see Strategic Focus: Numeracy above)	 Improved achievement for Indigenous students (graduation rates)	Maintain Indigenous CYCW New position - District Coordinator Indigenous language and culture
CYCWs	All	Classroom-based support (liaison) focused on positive social/emotional skills	Budgeted for 3 positions (2.5 FTE) staffing shortage resulted in 2.0 FTE	 Improved achievement data	Compassionate Systems Awareness training - use of tools and practices Maintain CYCWs

Strategic Focus	Outcome Link	Description	Resources / Allocations (2023/2024)	Evaluation	Impact/ Adjustments (2024/2025)
		to facilitate academic success		Reduced violent incidents/ behaviour referrals	
At-Risk Student Support Worker	All	Contract position to engage and support vulnerable youth who are not/no longer attending	Funds received through an external grant for human resources.	 Target improved attendance, academic success, and student wellness	Plan to maintain the support worker position dependent on successful grant application. Worker provides mentorship to at-risk students through outreach supports.
At-Risk Tracking Tool	#1, #2, #4, #5	Progress tracking tool by cohort 8 -12. Used to identify students at risk of non-completion	Improved graduation rates for all students	 Essential tracking for completion rates	Broadened the scope from grades 10-12 to include grades 8 and 9. Improve access and usability.
FSA Item Analysis	#1, #2, #4, #5, A	Provided to each school and containing school and district level FSA data results and item analysis	\$10,000 investment Maintain, monitor, and resource areas of concern Increased access at the school level	 FSA participation / % improvement Staff engagement and responsible use of data	Investigate training for PVPs/teachers on item analysis
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 Trades Coordinator Clerical position District Principal Investment in dedicated trades workspace (SD64HUB)	 Increased work placement and apprenticeships	Maintain, monitor, and resource as needed

Appendix B - School District 64 Cycle for Growth

Area	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL/AUG	SEPT
School Planning	Plan approval				FSA Item Analysis	feedback, progress, adjustment, growth		Celebration & draft next year's school plan		School Plan drafts	School Plans Final edits
Student Learning and Achievement	District Assessments & Equity Tool entry	10/12 Prov. Assessments	Annual Assessment data release	10/12 Prov. Assessments			10/12 Prov. Assessments	District Assessments & Equity Tool entry	Lit 12 Assessment		
		Mental Health Dashboard	District SEL Survey		"How are we Doing" report			Anti-racism survey for educators	Enhancing Student Learning Report Data	Enhancing Student Learning Report Data	District Mental Health SharePoint
			Rates 6-yr Completion	G2G Transitions	MOE Education Services Plan		Post-Sec. Transition data		Raw, unmasked Framework data review		
					EDI administration		EDI data release		K-12 Summative Assessment	Enhancing Student Learning Report: Due Sept. 30	
	FSA administration			FSA Report	Student Learning Survey						
Governance and Engagement	COW & Policy	Policy		Policy	Policy		COW & Policy	Education & Policy	Education		Education & Policy
	In-service			FAF					Program review		In-service
	Ind. Ed.			Ind. Ed.			In-service	In-service	In-service		
Staffing (HR)	Strategy-based review		Strategy-based realignment	Strategy-based evaluation		Strategy-based allocation					
											
Finance					Due: Enrolment Projections	Prelim. Operating Grants	Prelim budget planning (next year)		Due: Annual Budget		Due: Audited Financial Statements
Facilities							Catchment/Transportation Review		Water taxi planning - next year		
Comms	School and district initiatives	Policy		6-yr completion	FSA Results Cross-Boundary / French Immersion Reg.		Policy	Celebration stories Policy	Year in review	Publication of Enhancing Student Learning Report (update documents)	

Board, Standing, and Working Committees (Governance/Engagement)
 Indigenous Education Council (Ind. Ed.) Education (Ed.)
 Finance, Audit, and Facilities (FAF) Committee of the Whole (COW)
 Policy
 Accessibility Advisory Group

5-Year Strategic Planning Cycle	
2023/24	* Engagement process for new strategic plan
2024/25	* Approval and implementation
2025/26	* Continued implementation
2026/27	* Continued implementation
2027/28	* Final year - engagement for new cycle begins