Education Community Engagement for Enhancing Student Learning

Feedback Summary (feedback in blue)

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

Measure 1.1	Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments.
Measure 1.2	Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments.

Suggestions for Action:
- Communicate better with parents (student goals and achievement)
- More support with early learners (professional development)
- Reading programs
- EPIC Achievement grants
- More learning/educational assistance
- Educational teams to investigate efficacy of resources.
- Consistent Student Learning Plan support in each school
- District assessments for reading and writing
- Differential instruction to ensure all needs are met
- Literacy Coordinator position

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

Measure 2.1	Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations as specified in provincial assessments.
Measure 2.2	Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments.
Measure 2.3	Number and percentage of students who are completing grade to grade transitions on time

Suggestions for Action:
- Math games – keep math fun, hands-on, engaging
- EPIC Achievement grants
- More learning/educational assistance
- More resources i.e. manipulatives
- Create/adopt a district scope and sequence to focus deeper learning
- Fund resources/classrooms for new teachers.
- Bridging science and math
- Teachers with mathematical training and expertise
- Standardized district numeracy assessment
- Research-based mathematical metacognitive approach to model all aspects of problem-solving
- Increase visibility of math learning in the classroom/school
- Use of math journals
- Knowing exactly where students are: IPASS, assessments, SBTs
- Work posted in Google classroom so families can support at home
- Numeracy coordinator position

Educational Outcome 3: Students will **feel welcome, safe and connected to their school**.

Measure 3.1	Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.
Measure 3.2	Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them.

Suggestions for Action:
- Classroom environment (ensure friendly, warm and inviting) – calm and accepting attitude
- Multiple person check-ins for struggling students
- Teaching that ensures inclusivity
- CYCW and counselling support
- Professional development in social/emotional learning (e.g. online training
- through CASEL)
- Instruction/modelling of schools' code of conducts
- Gather student voice through student centered groups

Educational Outcome 4: Students **will graduate**.

Measure 4.1	Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.

Suggestions for Action:
- Early intervention for students who fall behind (use of IPASS, sophisticated knowledge of where students are)
- Targeted interventions (FIT/Learning Services)

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

Measure 5.1	Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years 4

Suggestions for Action:
- Highlight diversity.
- Engage in real life problem-solving
- Develop shared understandings of community values/beliefs

District Outcome: Students will **experience a district free of racism**

Measure D1.1	Number and percentage of students in grades 4, 7, and 10 who do not experience racism in schools (added to Student Learning Survey)

Suggestions for Action:
- District Professional Growth
- Teach students about difficult histories/stories
- Practice looking through cultural lenses/perspectives
- Awareness, experience and genuine connections to the diversity within our community

District Outcomes: Students will **identify their personal strengths and abilities to self-advocate for their learning effectively.**

Measure	Number and percentage of students who indicate they can identify their personal strengths and self-advocacy results from - Learning Survey (grades 4, 7, 10) - School-wide student self-reflection survey - MDI data

Suggestions for Action:
- Implementation of MDI
- Continue work to develop student engagement practices in school growth plans (including school-wide self-reflection survey development)
- Professional development on core competency development

District Outcomes: Students will **experience joy and exhibit confidence in reading writing and numeracy foundational skills.**

Measure	Number and percentage of students who indicate they enjoy reading, writing and numeracy and feel confident in their skills from - Learning Survey (grades 4, 7, 10) - Schol-wide student self-reflection survey

Suggestions for Action:
- Use of IPASS
- Cont. identification of intellectual development goals(s) in school growth plans

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

Measure	Number and percentage of students who feel safe at school and do not experience prejudice because of culture, gender expression or sexual orientation. (added to Student Learning Survey)

Suggestions for Action:
- SOGI/Diversity school lead in each school
- SOGI/diversity club in each school
- District meetings with all school leads
- Small FTE for GOGI/diversity representative

District Outcomes: Students will **gain the regulation skills to focus intentionally on learning.**

Measures	1. Number and percentage of students who report they have self-regulations tool that help with emotions, focus, and motivation. 2. Number and percentage of students in grades who can name 3 self-regulation strategies. (Learning Survey (grades 4, 7, 10)

Suggestions for Action:
- Social emotional learning resources on district website