

Enhancing Student Learning Report



Board Approval: September 14, 2022

Board Chair: _____



Tisha Boulter

The following report, approved at the September 14, 2022 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/>.

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.

District Context

Gulf Islands School District is geographically and culturally diverse, drawing from five island communities averaging 1500 learners a year (including international students). The district recently undertook a reconfiguration process to successfully overcome a significant structural deficit and lag in student achievement. The Board of Education has designed to ensure long-term sustainability of operations and student success that best serve students and support a high-quality education system that prioritizes access, relevance, equity and accountability for all stakeholders. Demographically, 9.6% of Gulf Islands students identify as Indigenous, 15.2% of students have Inclusive Education designations, and 12 students are children in care.

Consultation and Engagement

The Board of Education engages through regular and on-going dialogue with partner groups, the Indigenous Education Advisory Committee, the Education Committee, and the Committee of the Whole. The 2022/23 school year has been identified by the Board as an opportunity for the new Board to confirm and adjust the Strategic Plan. It is notable that 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 neighbouring First Nations, and supports and is involved with Indigenous Education Committee.

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 is masked when cohort numbers fall below privacy thresholds.

The school district has implemented a variety of tools to track student progress and support students most at risk (and all students). IPass, Indigenous Education and At-Risk On/Off Tracking tools, Equity Scan dashboard, and district Power BI dashboards are used by district and school staff to gain insight into individual student academic progress and support early and targeted intervention(s) as needed.

It is the intent of Gulf Islands School District to have each learner achieving at or above grade level and to complete their graduation program on time.

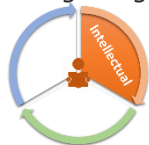


Goals and Outcomes

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: Enhancing Student Learning Report Data, Figures 1-26). The district FSA participation rates have more than doubled since 2019/20 with 91.6% of Grade 4s and 97.4% of Grade 7s participating last year. Two years of high participation begins to set a reasonable indication of trend.

The number and percentage of students on track or extending in Grade 4 and 7 FSA Literacy and Literacy 10 Assessment well above the provincial average for all student groups. Specific improvements this year seen for Inclusive Education students, which were below the provincial average in the grade 4/7/10 assessments in 2019/2020.

Long-term equity targets: 95%+		
Gr. 4	2021/22	Short
All	95.4%	95%+
Indigenous	90%	95%+
Inclusive Ed	85.8	95%+
Gr. 7	2021/22	Short
All	85.6%	90%
Indigenous	85.7	90%
Inclusive Ed	83.3	90%
Gr. 10	2020/21	Short
All	82.6%	85%
Indigenous	69.2%	85%
Inclusive Ed	62.5%	85%

Target: Maintaining high levels of achievement for all groups.

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 26-50). The number and percentage of Grades 4 and 7 on track/exceeding or proficient in Numeracy out-performed the provincial average in all groups. 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.

Grade to grade transition rates remain constant at or just below 100% at all grade levels for All Resident Students

*Data available for 2021/22 Grade 10 Numeracy Assessment show significant improvement for all groups (80.9% All Resident Students, 100% Indigenous Students, and 50% Inclusive Education Students).

Long-term equity targets: 95%+		
Gr. 4	2021/22	Short
All	83.9%	90%
Indigenous	60%	80%
Inclusive Ed	71.4%	80%
Gr. 7	2021/22	Short
All	78.4%	70%
Indigenous	57.1%	70%
Inclusive Ed	44.5%	60%
Gr. 10	2020/21	Short
All	39.2	70%
Indigenous	*16.7%	70%
Inclusive Ed	*23.1%	60%

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

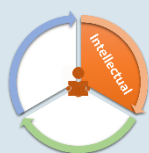
Staff, Student, and Parent Engagement - Suggestions for Action:

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

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 5166) The reported percentage for All Resident Students is on par with the provincial average in all areas measured (feel welcome, safe, a sense of school belonging, and adults care). Although also on par with provincial average, a low sense belonging for Inclusive Education Students is of particular concern. Indigenous Students report higher percentages in all areas compared to the provincial and school district averages for all other groups.

Long-term equity targets: 100%		
All	2020/21	Short
Welcome	71.4%	90%+
Safe	78.9%	90%
Belonging	57.6%	80%
2 Adults Care	73.1%	90%
Indigenous	2020/21	Short
Welcome	87.5%	90%+
Belonging	75%	80%
2 Adults Care	87.5%	90%
Inclusive Ed	2020/21	Short
Welcome	74.3%	90%+
Belonging	40%	80%
2 Adults Care	74.3%	90%

Target: Improvements in all measures for all student groups. Maintain specific attention to Inclusive Education.

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: Questions added to Student Learning Survey (not yet available). Implement district-wide survey.

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

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: Student Learning Survey (Grade 4 question added); not yet available.

Target: Baseline measures will determine future targets.

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

- Establish SOGI/diversity school lead in each school and 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: Student Learning Survey (Grade 4 question added – not yet available). Low percentage of secondary students report that they are satisfied that they are learning how to self-regulate and deal with emotional problems, the numbers are comparable to provincial norms for Grade 12 (1% below) and above the provincial average for Grade 10 (7% above).

Long-term equity targets: 90%+		
	Current	Short
Grade 4	n/a	tbd
Grade 10	40% (+7)	+10%
Grade 12	33% (-1)	+10%

Target: Increase overall rates for all grades with particular attention to students most at risk. Long-term equity targets of 90%+

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

- Implement locally developed program for Grades 4,5, and 6 (Real Tools) for mental wellness and social/emotional development
- Refresh/resource social emotional learning resources
- 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: 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 participated in the MDI for the first time in January 2022. Academic Self-Concept results for the district combining grades 5 and 8, as well as school-level data broken down by grade, are comparable to provincial averages and demonstrate students strongly believe in their academic ability and perceptions of themselves as learners.

Long-term equity targets: 90%+		
Grades 5/8	2021/22	Short
High	73%	80%+
Medium	19%	20%-
Low	8%	0%

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

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

- 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: 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 67-71: 5-year completion rates). District has seen a steady increase in graduation rates since 2016/2017, having increased more than 20% in the four-year period and now at par with the provincial average. Significant improvement in Indigenous Student 5-year completion is seen. Inclusive Education Students still represent lower than district All Resident Students although on par with the comparative group provincially.

Long-term equity targets: 100%		
Short Term equity targets: 85%+		
5-year rates	2019/20	2020/21
All	79.6%	82.7%
Indigenous	54.3%	76% %
Inclusive Ed	53.8%	61.2%

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 72-81). The immediate and three-year transition to Post-Secondary Institute (PSI) rates for SD64 student groups lags behind the provincial average, with the exception of the three-year rate for Inclusive Education students.

Targets: 10% improvement (recognizing that many SD64 students transition outside BC)			
	All	Indigenous	Inclusive
1 year	31.1%	27.3%	27.3%
3 years	47.6%	40%	61.5%

Target: Achieve provincial parity for All Resident Students

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

- Develop shared understandings of community values/beliefs (career coordinator and district principal)
- Engage in real life problem-solving
- 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 meetings.

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 (2021/2022)	Evaluation	Impact/ Adjustments (2022/2023)
IPASS	#1, #2, #4	Developed for/by SD64 educators. 1-stop-shop for student learning information (K-7) 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	Operationalize on-track statement Align with provincial assessment performance assessment scales
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	\$6,000 set-up Human resource (time)	Initial evaluation/use by sec. school p/vp and sr. admin	Standardize practice across district re: school set-up and data entry Increase/expand access to all p/vp and district teams
EPIC Achievement Grants	All	Annual grant to support school goals for student achievement. Utilization of funding protection funds	\$150 per student	Enthusiasm from schools re: approach Enhanced learning stories/videos Promoted collaborative practice	\$140 per student

Strategic Focus	Outcome Link	Description	Resources / Allocations (2021/2022)	Evaluation	Impact/ Adjustments (2022/2023)
Diversity and Anti-Racism Initiatives	B, C	Physical resources to support equity and diversity	Established Anti-Racism working group Human resource (time) Admin ProD - \$6,000 \$50,000 library enhancements Collaboration with AMES (\$ survey administration and online reflection tool)	Influenced policy development GISS Anti-Racism work District level questions added to SLS School-based surveys	\$6,000 ongoing Admin ProD Survey administration (admin, students, parents). Continued use of online reflection tool Complete library enhancements (\$50,000 original budget) FocusEd/Ministry resources
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 0.50 FTE Indigenous Ed. Principal 1.0 FTE Aboriginal Artist and Cultural Advisor InEd tracking tool	Improved achievement for Indigenous students (graduation rates) Improvement in Equity Scan data	Maintain Indigenous Ed. CYCW Increase Indigenous Ed. Principal (0.55 FTE) \$50,000 program development/partnership with Cowichan First Nation Functional Behaviour Supports Training
CYCWs	All	Classroom-based support (liaison) focused on positive social/emotional skills to facilitate academic success	3 positions (2.5 FTE total) Reallocated use of Community Link funding	Improved achievement data Reduced violent incidents/behaviour referrals	Additional 0.50 FTE position (Mayne/Galiano/Saturna/Pender) Functional Behaviour Supports Training
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
At-Risk Student Support Worker	All	Contract position to engage and support vulnerable youth who are not/no longer attending	1.0 FTE position	New for 2021/22 Target improved attendance, academic success, and student wellness	

Strategic Focus	Outcome Link	Description	Resources / Allocations (2021/2022)	Evaluation	Impact/ Adjustments (2022/2023)
FSA Item Analysis	#1, #2, #4, #5, A	Provided to each school and containing school and district level FSA data results and item analysis	Human resource (time) Sr. Education Management school-based visits	FSA participation / % improvement Staff engagement and responsible use of data	Maintain, monitor, and resource areas of concern
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 District Principal	Increased work-placement and apprenticeships	Maintain, monitor and resource as needed
64 Hub	#1, #2, #4	Infrastructure development for district programs to support learning services, and engage families and learners who desire remote learning options		New for 2021/22	Maintain, monitor and resource areas of need

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	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 Education Services Plan			Post-Sec. Transition data	Raw, unmask Framework data file		
	FSA administration			MDI & EDI administration		MDI & EDI data release			K-12 Summative Assessment	Enhancing Student Learning Report: Due Sept. 30	
Governance and Engagement		Education, FAF, Policy, COW, HR	HR	FAF	Education, FAF, Policy, COW, HR		Education, FAF, Policy, COW, HR	Policy		FAF	COW
	Anti-Racism Ind. Ed.	Anti-Racism		Anti-Racism	Anti-Racism		Anti-Racism	Anti-Racism	Anti-Racism		
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.	Policy	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, GIPVA

5-Year Strategic Planning Cycle

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	* Continued implementation
2026/27	* Continued implementation
2027/28	* Final year /new cycle begins