

Enhancing Student Learning Report



GULF ISLANDS
SCHOOL
DISTRICT 64

Board Approval: September 13, 2023

Board Chair:

A handwritten signature in blue ink, appearing to read 'T. Boulter', is written over a horizontal line.

Tisha Boulter

The following report communicates the Board of Education's commitment to student success, the goals of the [SD64 Strategic Plan: Inspire, Integrate, Involve](#), and the district's ongoing efforts to support SD64 learners as they journey through the British Columbia public school system.

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 2021/2022 - 2023/2024](#).

References:

- * [Enhancing Student Learning Data - Ministry of Education](#)
- * [SD64 Strategic Plan: Inspire, Integrate, Involve](#)
- * [SD64 School Plans](#)
- * [SD64 Indigenous Education Enhancement Agreement](#)
- * [SD64 Framework for Operations Planning](#)
- * [SD64 Continuous Improvement Review Cycle \(Appendix B\)](#)
- * [Education Community Engagement Summary](#)

All related documents that support the district's Framework for Enhancing Student Learning, including this report, are available to the public on the district website at: <https://sd64.bc.ca/page/399/sd64-strategic-planning-and-direction>

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Introduction: District Context

We gratefully acknowledge that we are on the traditional territory of the Coast Salish People. Indigenous Education in School District No. 64 (SD64) is 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 ten schools.

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 for all stakeholders to ensure the long-term sustainability of operations and student success. Demographically, 11.9% of Gulf Islands students identify as Indigenous, 13.0% 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 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.

Section A: Reflecting Back 2022–23 Student Learning Outcomes

Notably, the current SD64 student population does not include students captured by the BC Tripartite Agreement and all our children and youth in care populations are below the masking threshold, therefore visual representations of those categories will be omitted.

Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Figure 1

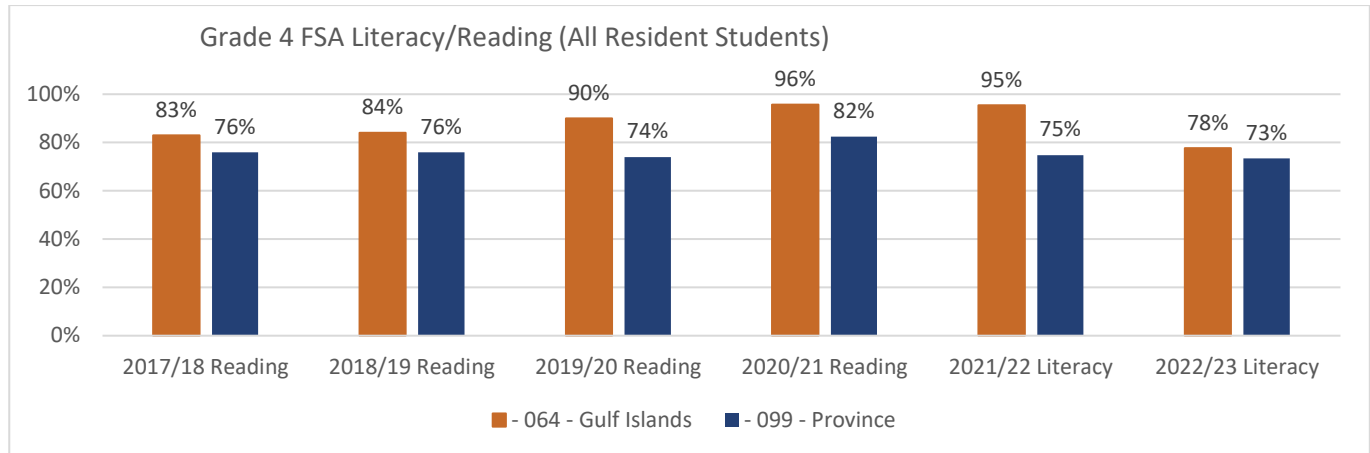


Figure 2

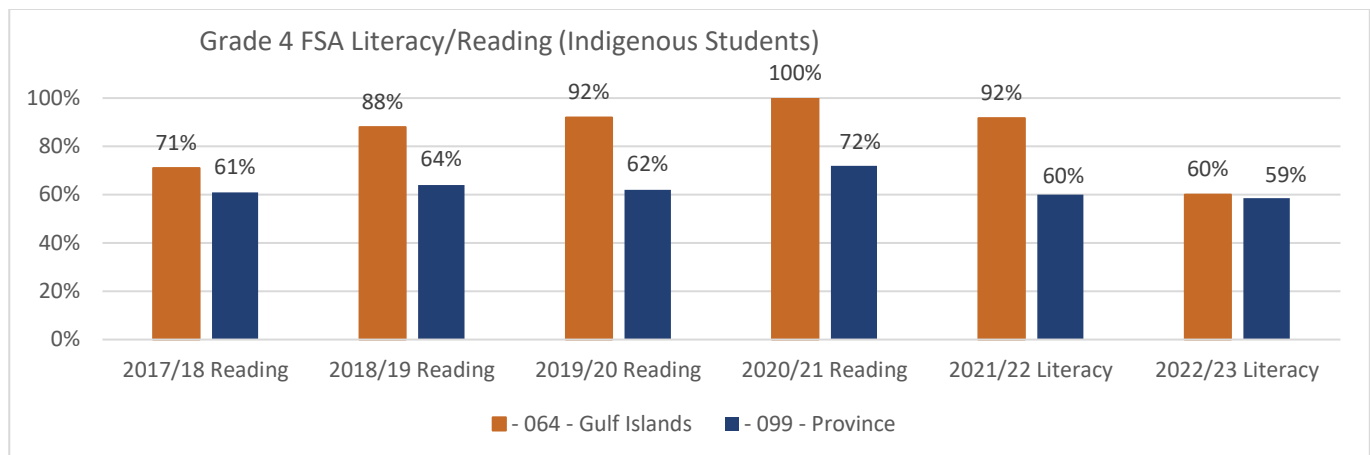
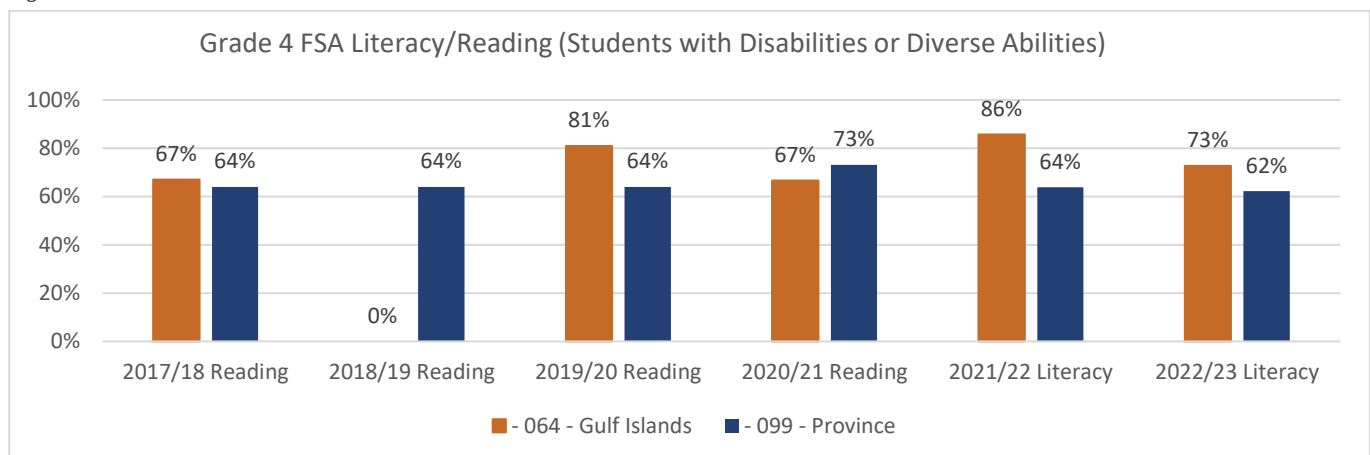


Figure 3



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

Figure 4

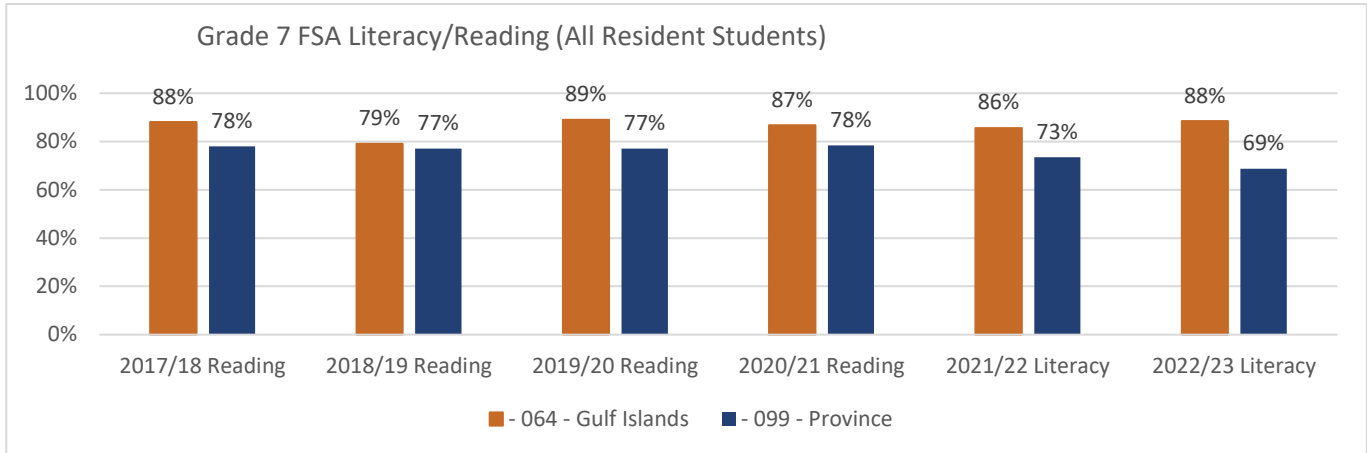


Figure 5

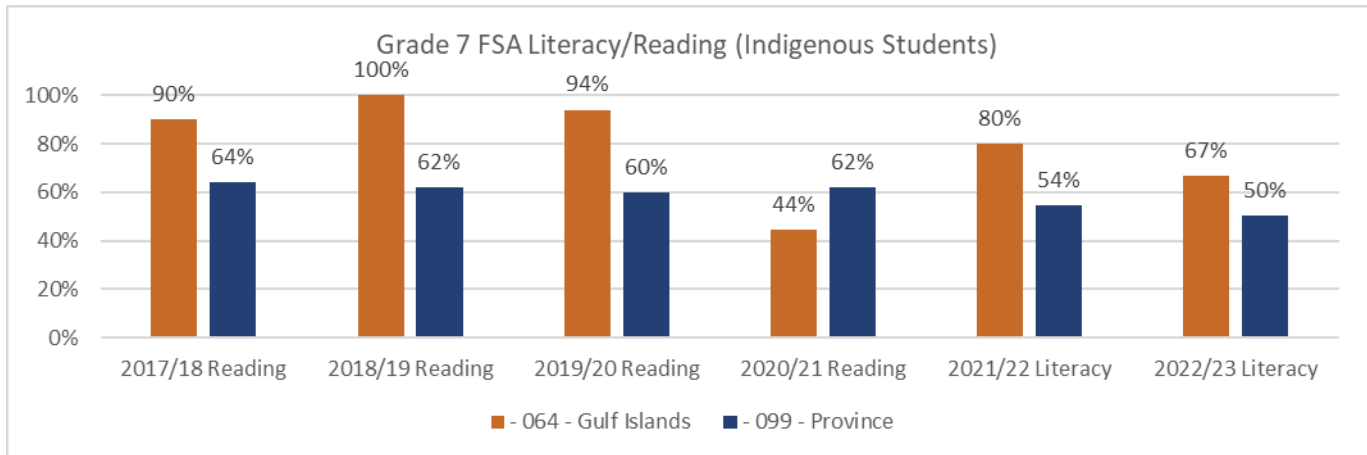
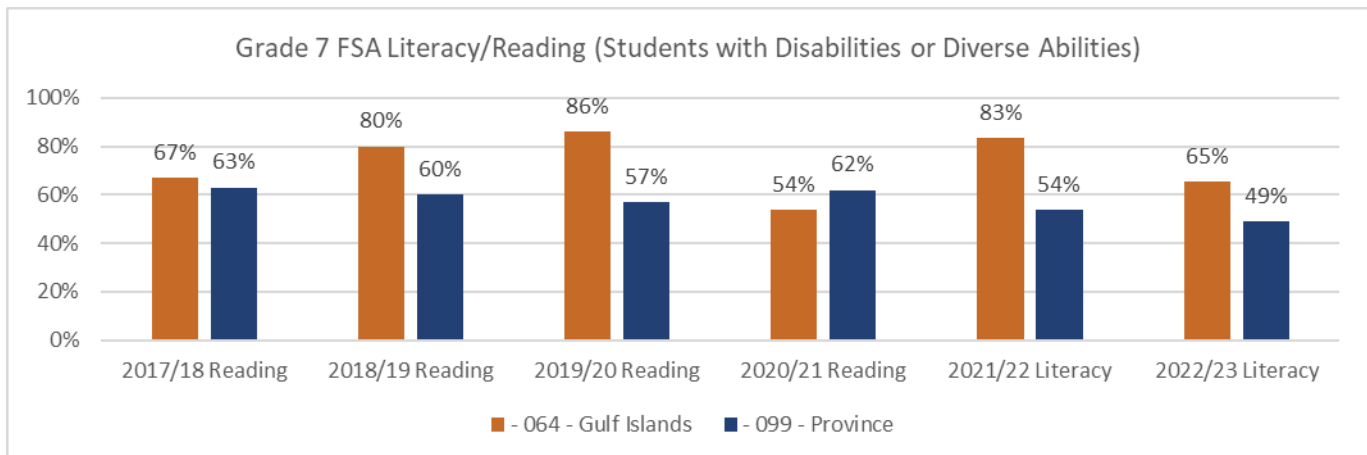


Figure 6



Measure 1.2: Grade 10 Literacy Expectations

Figure 7

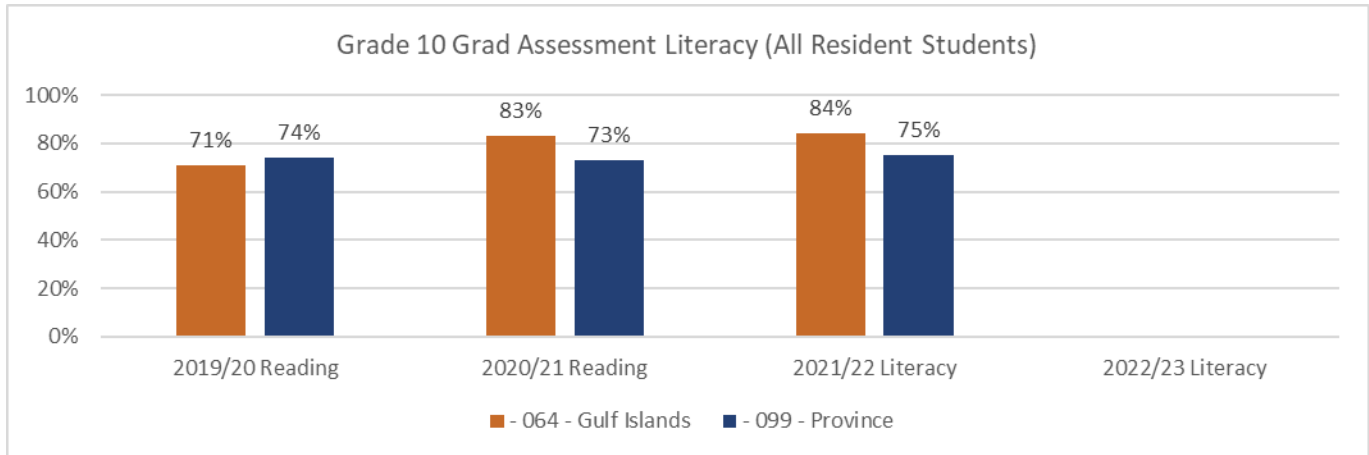


Figure 8

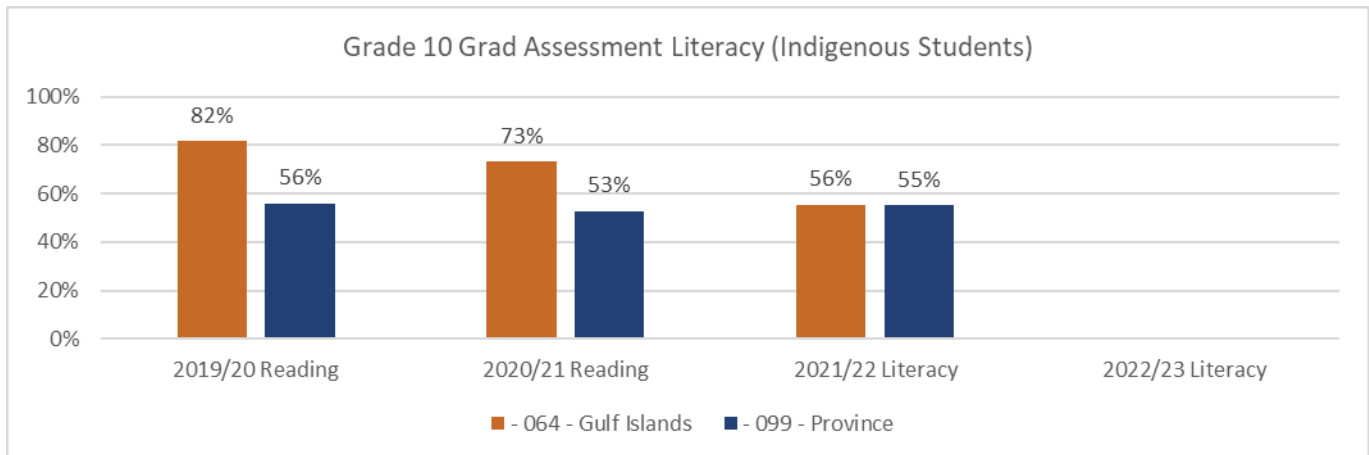
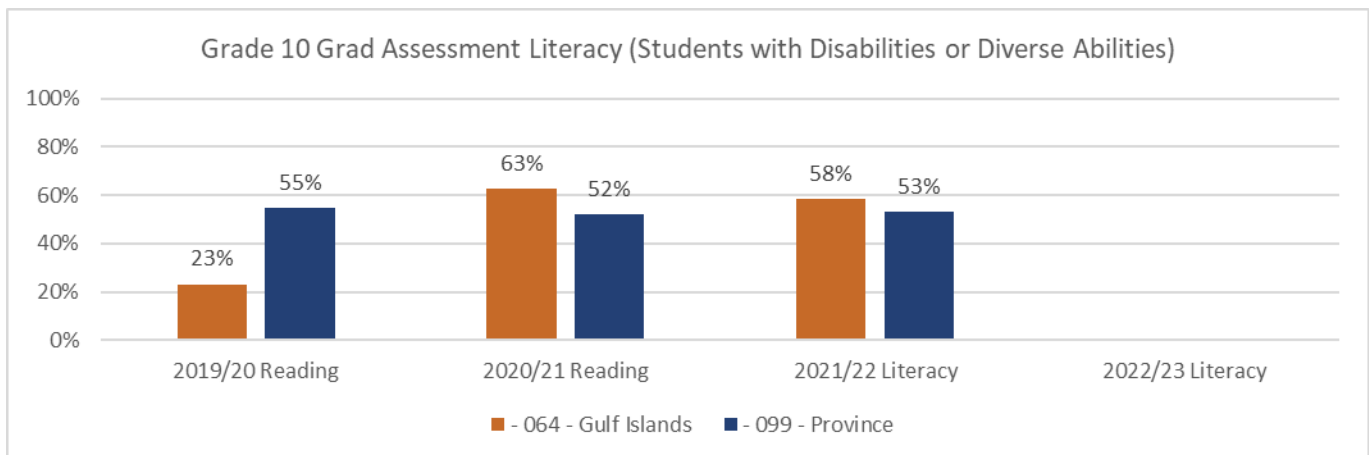


Figure 9



Data for the 2022/23 Grade 10 Graduation Assessment was not available at the time of publishing this report.

Relevant Additional/Local Data and Evidence

SD64 has developed and implemented a K-7 tool for tracking student achievement data called Integrated Performance Assessment for Student Success (IPass). Teachers track students' skills in reading, writing, and numeracy as exceeding expectations (EE), meeting expectations (ME), approaching expectations (AE) and not yet meeting expectations (NY).

Figure 10

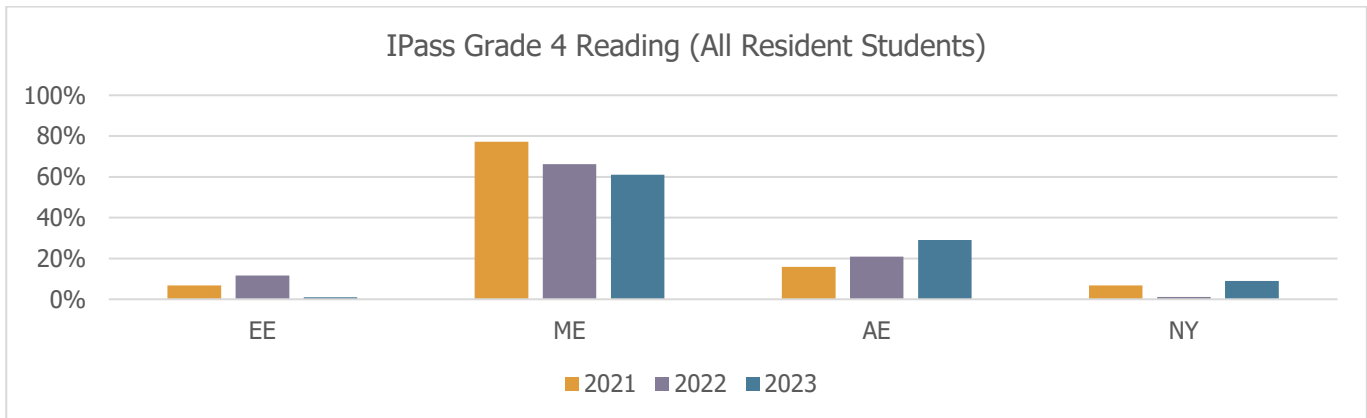


Figure 11

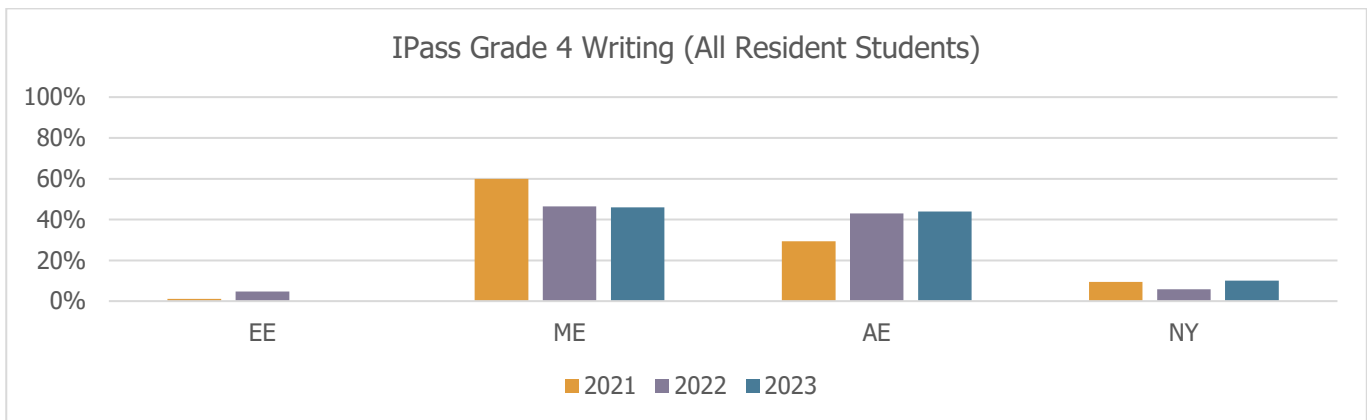
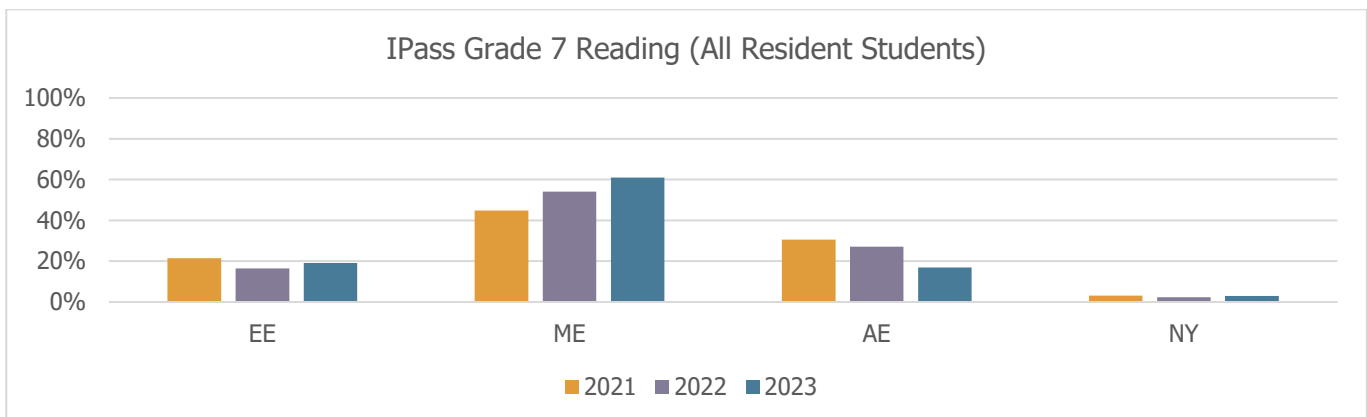
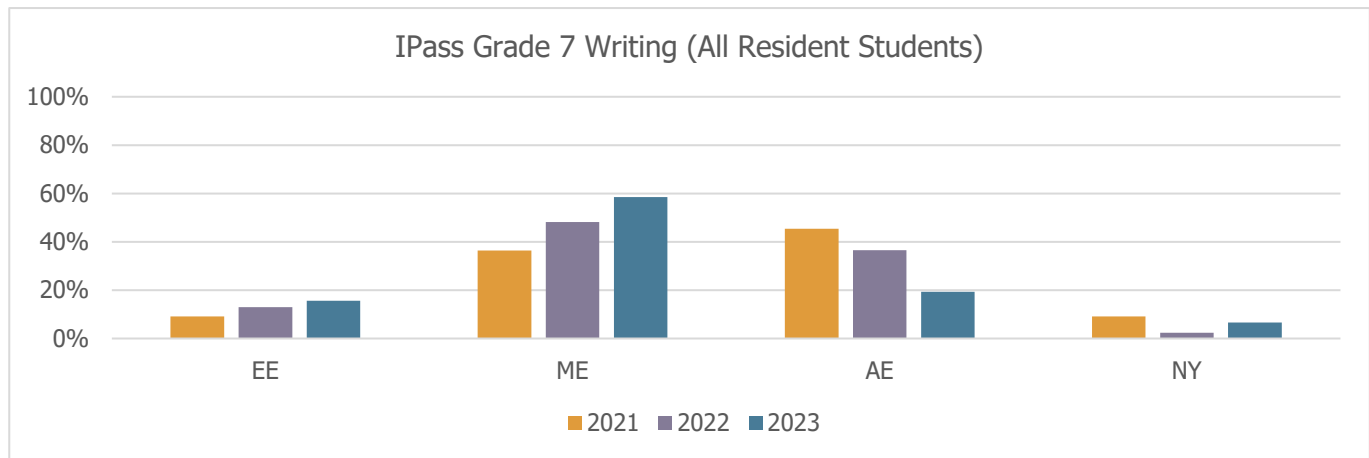


Figure 12



Relevant Additional/Local Data and Evidence – continued

Figure 13



Analysis and Interpretation: What Does this Mean?

Educational Outcome 1: Literacy

First and foremost, it is notable to mention that SD64 Foundational Skills Assessment (FSA) participation rates have more than doubled since 2019/2020 and continue to be well above the provincial average, with 93% of all students participating in the process in 2022/2023. Three years of high participation begin to set a reasonable indication of a trend.

The number and percentage of students on track or extending in Grade 4 & 7 Literacy Expectations is above the provincial average for all student groups. However, SD64 is seeing a drop in Literacy Expectation results across the board in comparison to the district's previous year's assessments.

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

Grade 4 Literacy Expectation for all students dropped 18 points (95% to 78%), Indigenous students dropped the most significantly at 32 points (92% to 60%), however students with disabilities and diverse abilities were least affected at 13 points, (86% to 73%).

Grade 7 Literacy Expectation for all students increased by 2 points (86% to 88%), however, Indigenous students dropped 13 points (80% to 67%), and students with disabilities and diverse abilities were most affected dropping 18 points (83% to 65%).

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.

These significant changes in literacy, particularly in the Grade 4 population, are a direct correlation to the effects of the pandemic. This population would have been in a very critical stage of literacy learning during the early years of the pandemic when education was most disrupted.

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

With 2022/23 results not yet available, our analysis is limited to the data from 2019 to 2022. What we have observed over the last few years is a slight but steady increase in Grade 10 Graduation Literacy Assessments for All Students (71%, 83%, 84%). However, the inverse is true for Indigenous Students (82%, 73%, 56%). Students with Disabilities and Diverse Abilities remain constant at around 54%.









SD64 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. 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 achieved. Alongside provincial FSA, the IPass program creates robust support across the district during the elementary years leading to the transition to secondary programs at grade 8. The Early Development Instrument (EDI) and Middle Years Development Instrument (MDI) data informs schools and the district about student characteristics and broader needs.

SD64 enjoys a favourable position of exceeding provincial rates in all measures of FSA and is concerned about the noted decreases in some measures during the 2022/2023 school year. The district has responded within the resourcing and budgetary process to address concerns about the impacts of the pandemic on early learning. Data from future FSA testing will establish whether a trend is developing.

Analysis & Trends	Social-Emotional	Intellectual Development	Organizational Structures
While still above provincial averages in all measures, we see a slight downward trend in FSA results.	SD64 has a higher incidence of anxiety-related vulnerability according to EDI and MDI results. Mental Health Grant focuses on student wellness and supports, to address the higher rates of anxiety.	Locally developed literacy and numeracy frameworks for consistent instruction and tracking.	EPIC School planning focuses on 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 supports.	IPass technological supports for instruction across the district are 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 and processing/analysis, there is an opportunity to increase student proficiency.	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.	Analysis of Grade 7 Literacy confirms school planning and district directions to enhance literacy instruction and achievement particularly where comprehension and complex analysis skills are required.

Literacy Suggestions for Action 2022-2025

Suggestions for Action	Comment	Rating
Improve communication (student goals and achievement)	New websites, app, Regular spotlights, annualized staff reports,	
Grow capacity for early intervention (professional development)	Frameworks literacy and numeracy, instructional leadership development PVPA, EA learning modules, inclusive ed, and behavioral intervention support series, complex behavior, focus on school-based team capacity building a hub of early intervention	
Refresh/resource reading programs	EPIC achievement grants,	
Review the efficacy of programs and resources	Signal for future work, grow our capacity for triangulating data	
Ensure consistent Student Learning Plan delivery in each school	IPass and CBIEP, regular visits to school-based team meetings ensure implementation	
Differentiate instruction to ensure learning needs are met – ensure RTI is fully understood/implemented	In progress	
Utilize a locally developed tracking system for at-risk students to monitor progress	Blending IPass with MDI, EDI, learning surveys, and report card data	
Assess the impact of supports and interventions	EPIC achievement grants, learning sprints	

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Figure 14

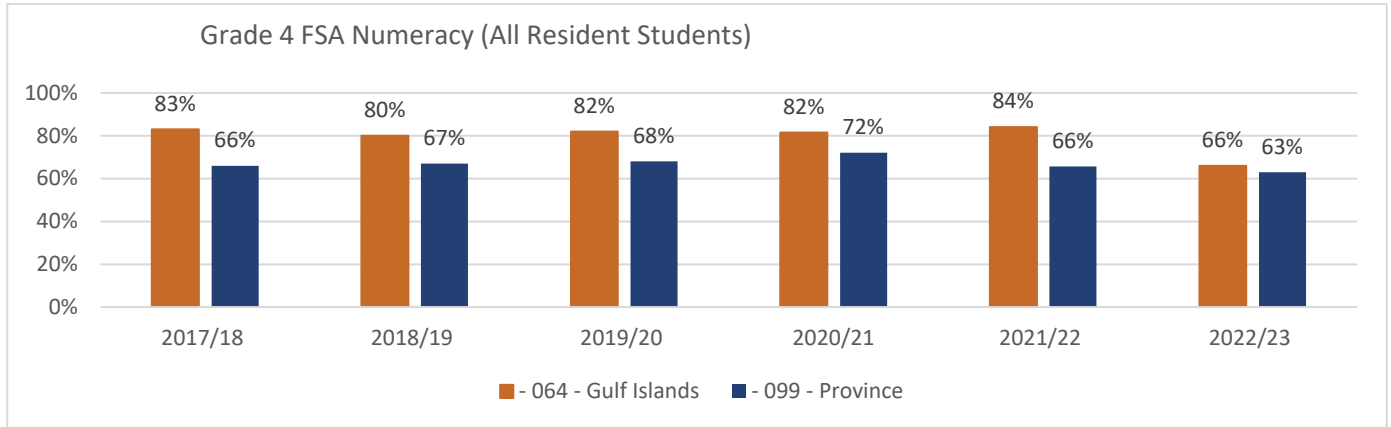


Figure 15

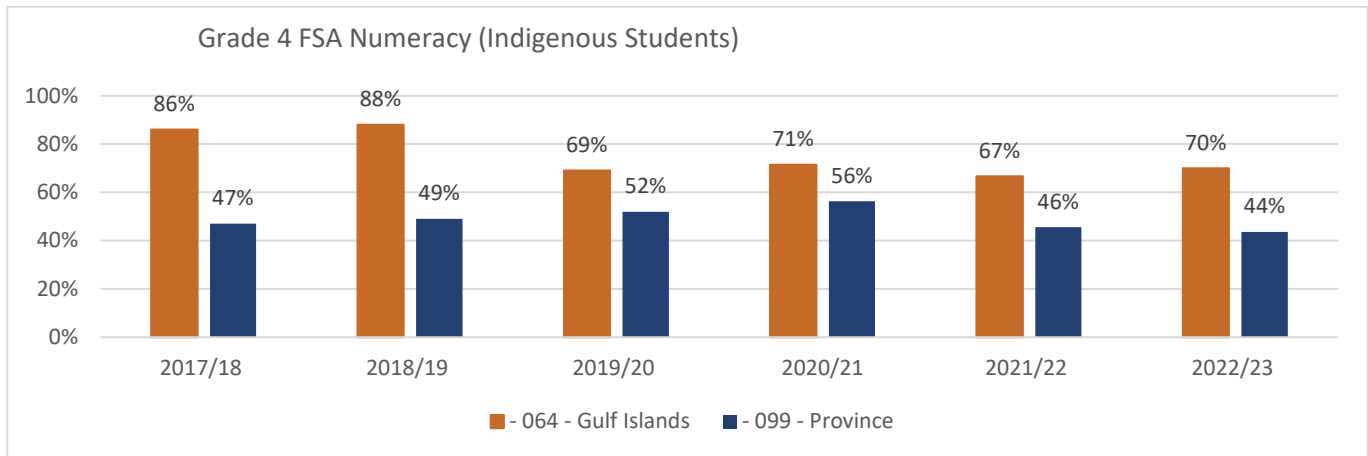
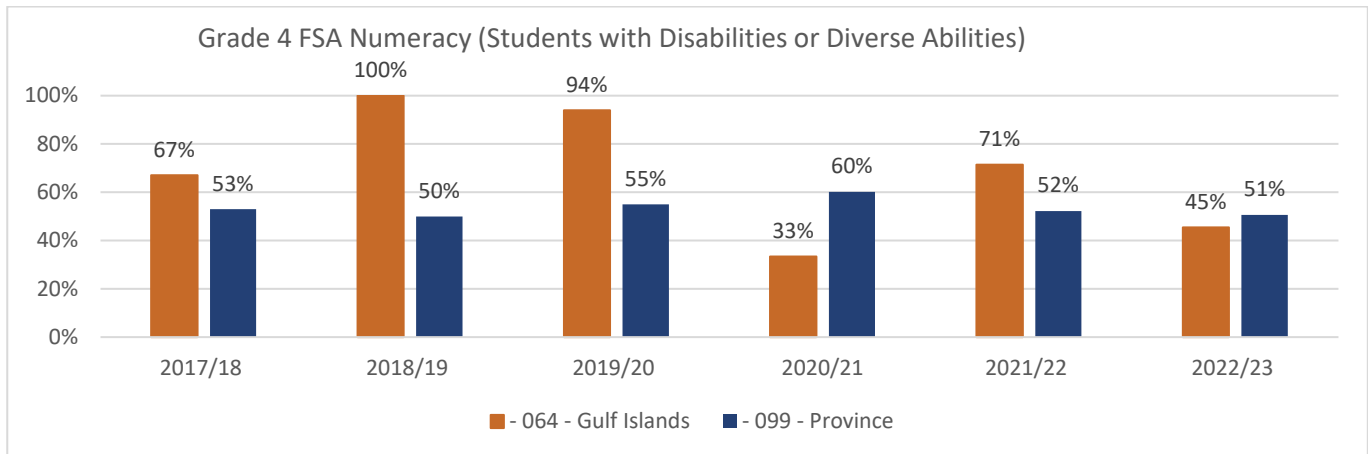


Figure 16



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

Figure 17

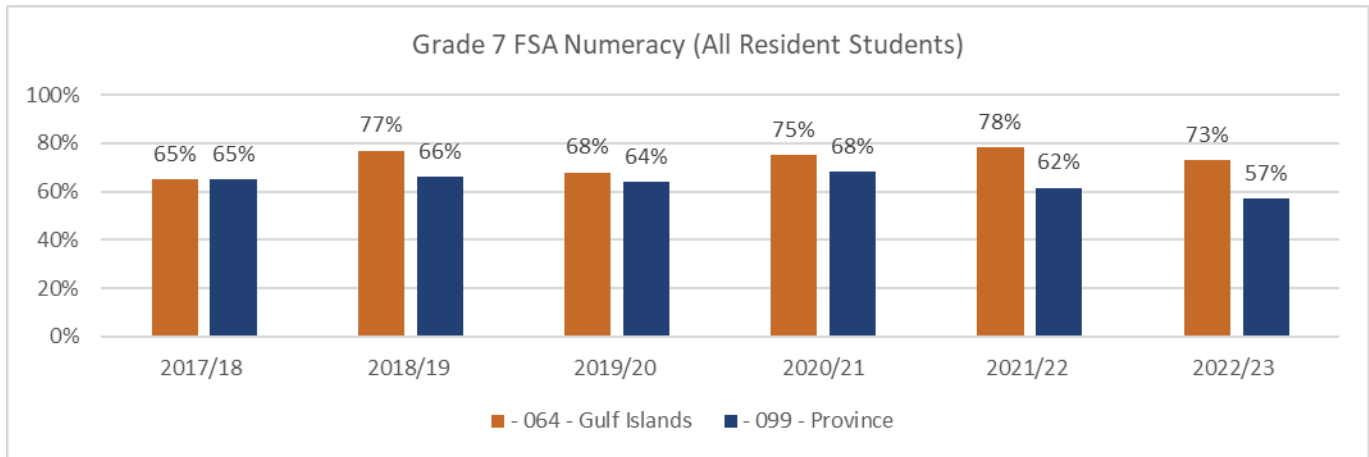


Figure 18

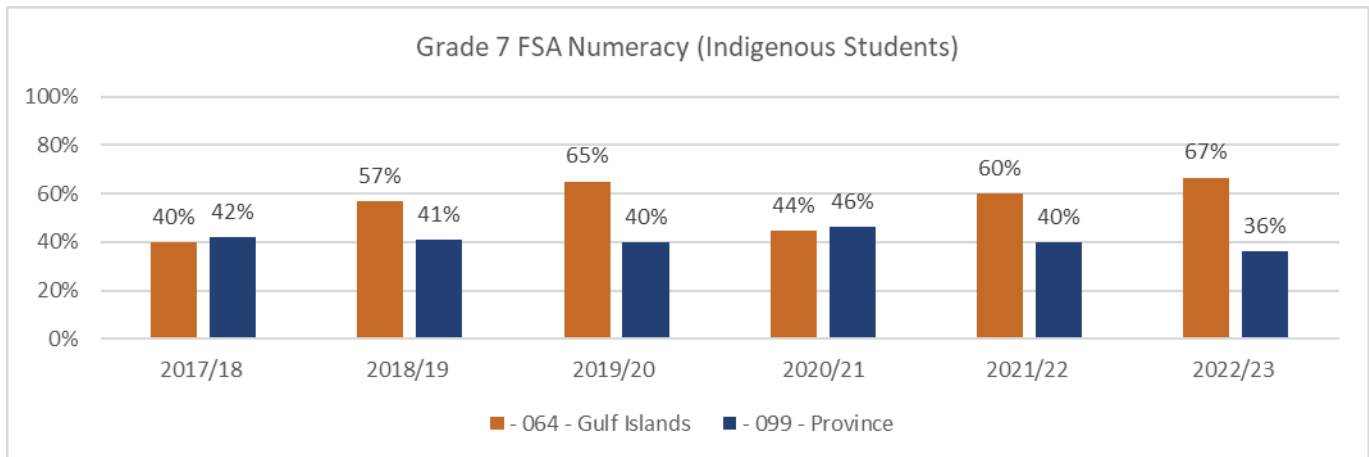
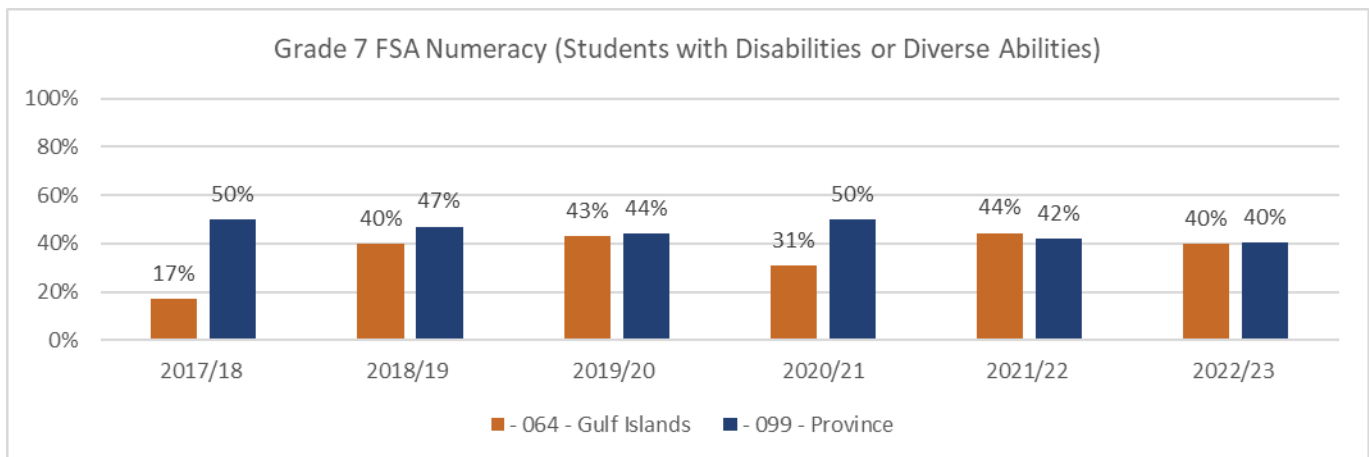


Figure 19



Measure 2.2: Grade 10 Numeracy Expectations

Figure 20

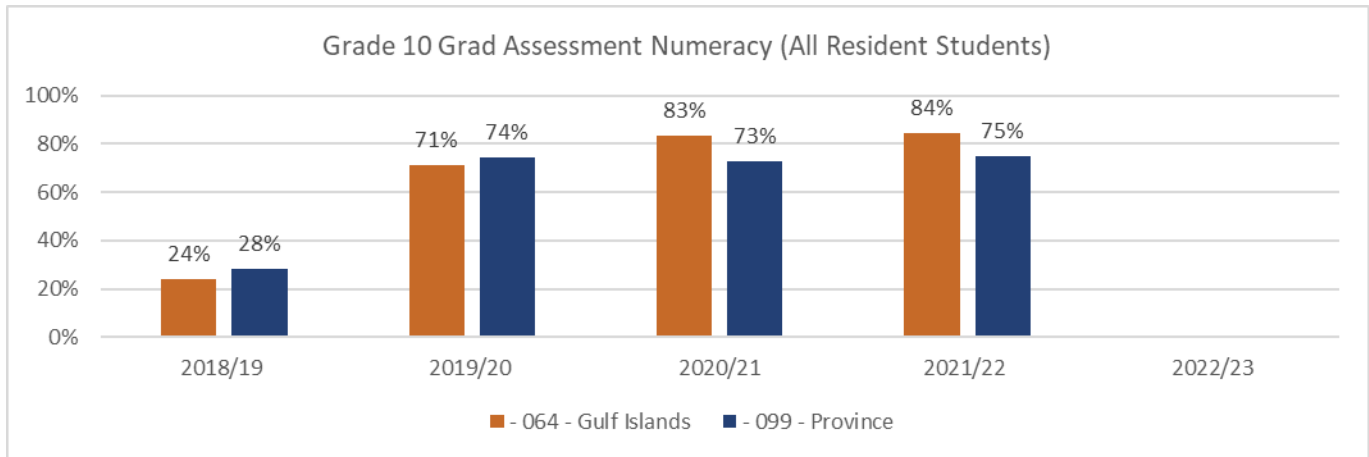


Figure 21

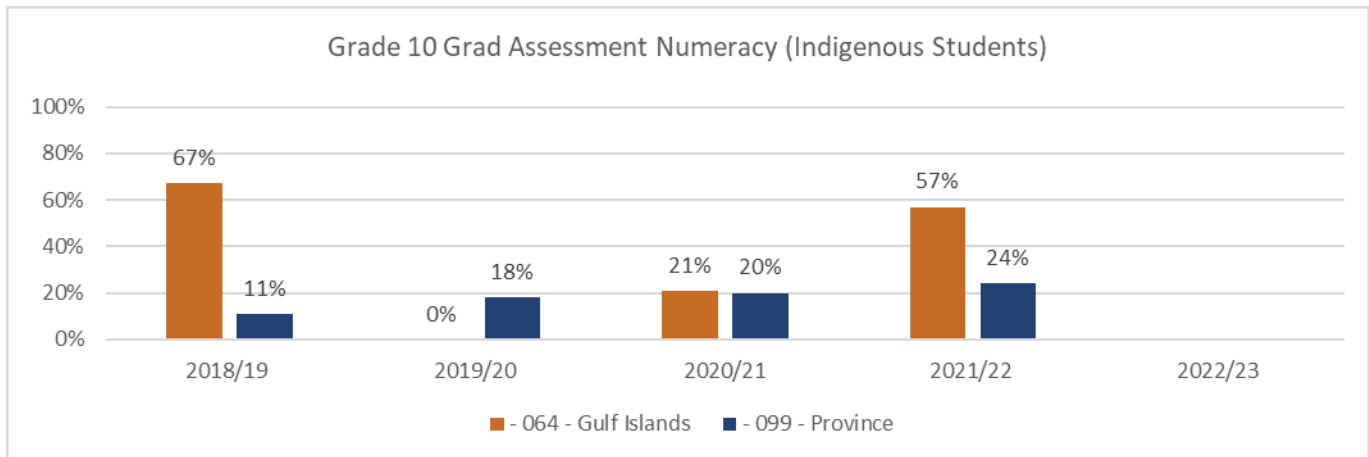
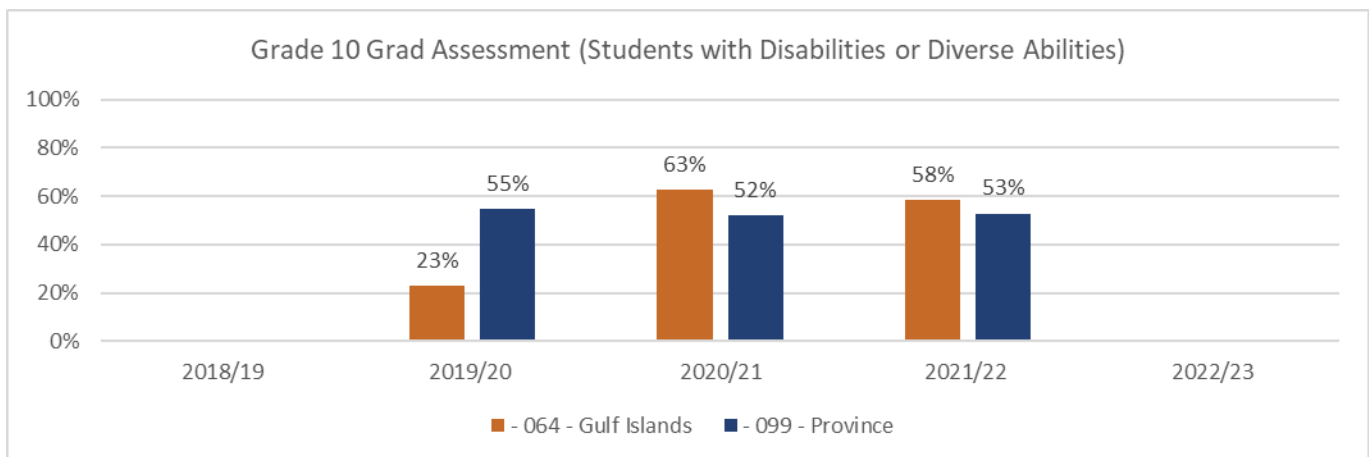


Figure 22



Data for the 2022/23 Grade 10 Graduation Assessment was not available at the time of publishing this report.

Relevant Additional/Local Data and Evidence

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Figure 23

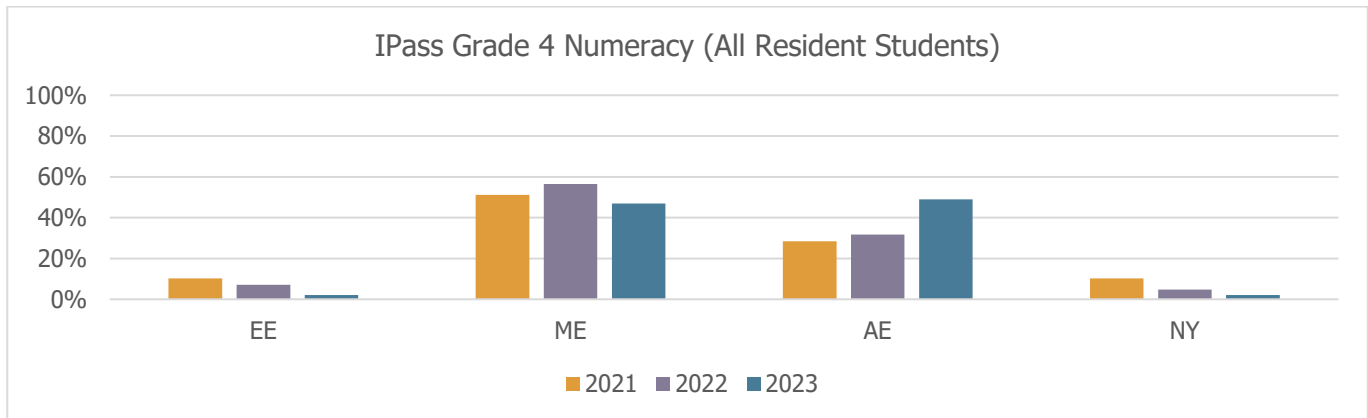
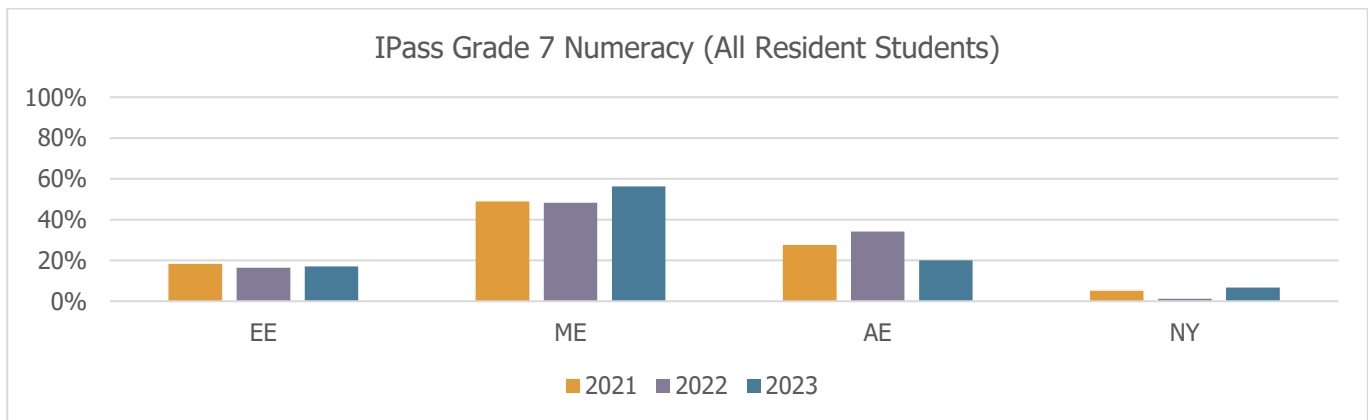


Figure 24



Analysis and Interpretation: What Does this Mean?

Educational Outcome 2: Numeracy

The number and percentage of students on track or extending in Grade 4 has dropped, nearing the provincial average for the first time in 6 years. Grade 7 Numeracy Expectations remain significantly above the provincial average.

Measure 1.1: Grade 4 & Grade 7 Numeracy Expectations | Figures 14 – 19

Grade 4 Numeracy Expectations for all students dropped by 18 points (84% to 66%), to almost meet the provincial average of 63%. However Indigenous students increased their numeracy expectation by 3 points (67% to 70%) and remained well above the provincial average of 44%. Students with Disabilities and Diverse Abilities were most affected, dropping 26 points (71% to 45%).





Grade 7 Numeracy Expectations for all students decreased slightly by 5 points (78% to 73%), in line with the provincial trend. However, Indigenous student Numeracy Expectations increased by 7 points (60% to 67%) contrary to what occurred province-wide. Students with Disabilities and Diverse Abilities stayed most consistent, dropping only 4 points (44% to 40%).






Data from the children and youth in care population is masked, however, looking at provincial population trends a consistent story of a downward tendency.

Elementary numeracy is an area of concern. While recent successes have indicated strengths, last year's declines raise important questions about whether there is a developing trend of decline. The district sees the recent results on FSA and has noticed some key areas of concern at the item level within those results.

	Numeracy	Analysis
Grade 4 Item Analysis	Numeracy challenges mirror those in literacy. Data shows that comprehension and analysis challenges.	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.
Grade 7 Item Analysis	Generalized challenges across all skill levels.	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.

Numeracy Suggestions for Action 2022-2025

Suggestions for Action	Comment	Rating
Create engaging learning environments (games, keep math fun, hands-on)	School plans, anticipated staffing 2023-24 math specialists	
Grow capacity in UDL Framework to optimize learning opportunities for all students to succeed	Ongoing professional growth	
Continue EPIC Achievement Grants	Ongoing habit of practice	
Refresh resources i.e., manipulatives	EPIC achievement grants	
Create/adopt a district scope and sequence to focus deeper learning	Numeracy and learning framework developed and implemented September 2023	

Focus on STEAM events and pedagogies (bridging science and math)	Need to identify a champion	
Grow capacity in mathematical training and expertise	EPIC school plan and numeracy coordinator	
Standardize district numeracy assessment(s)	IPass, Island numeracy network, ministry proficiency compatible	
Increase the visibility of math learning in the classroom/school	School planning, district investment numeracy coordinator	
Know exactly where students are: IPASS, assessments, SBTs / utilize tracking system to monitor progress	Ongoing	

Measure 2.3: Grade-to-Grade Transitions

Figure 25

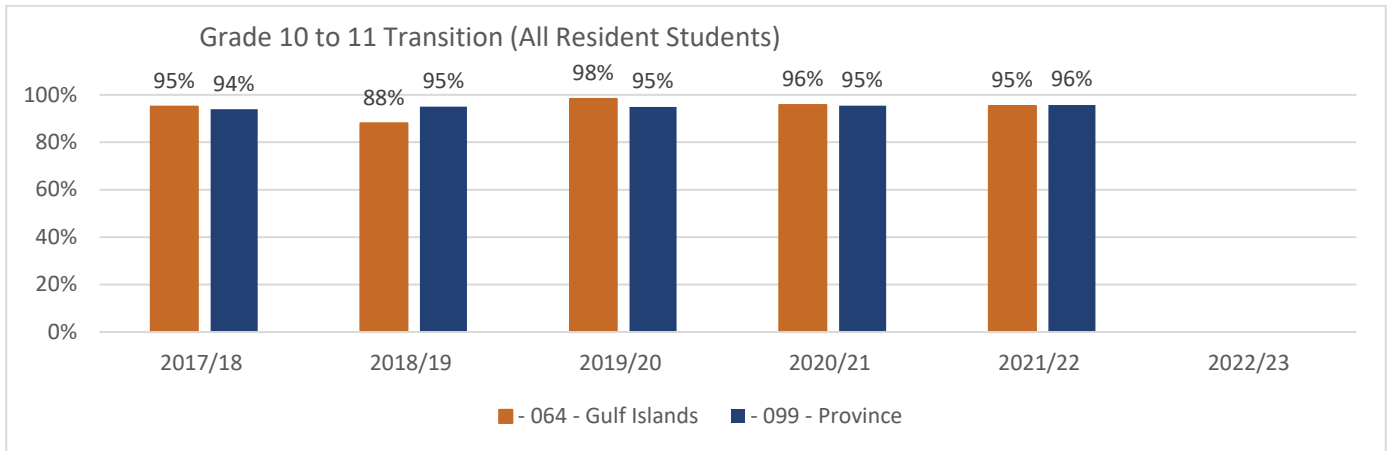


Figure 26

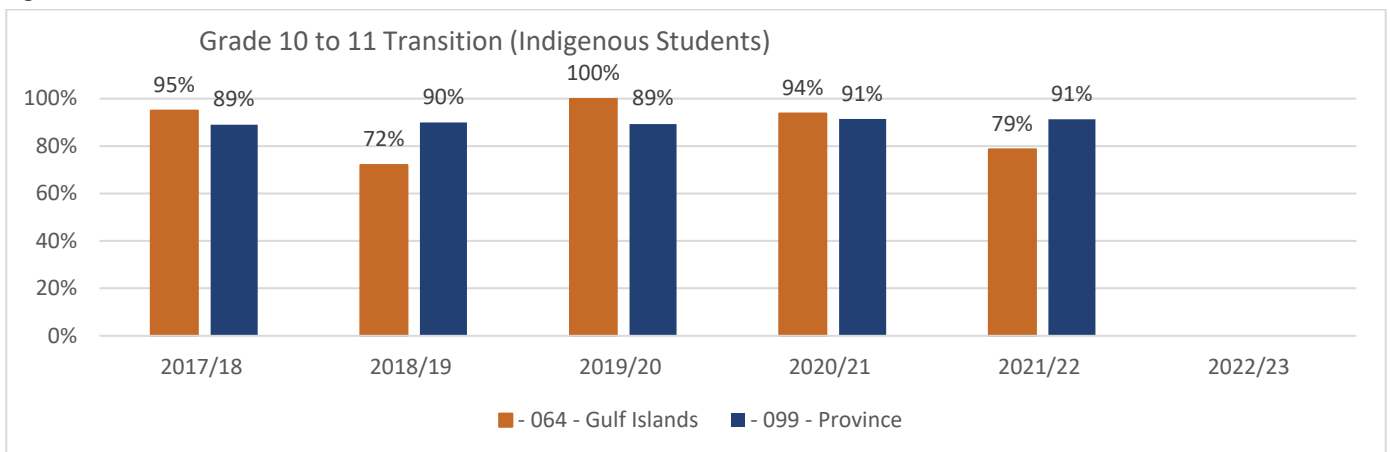
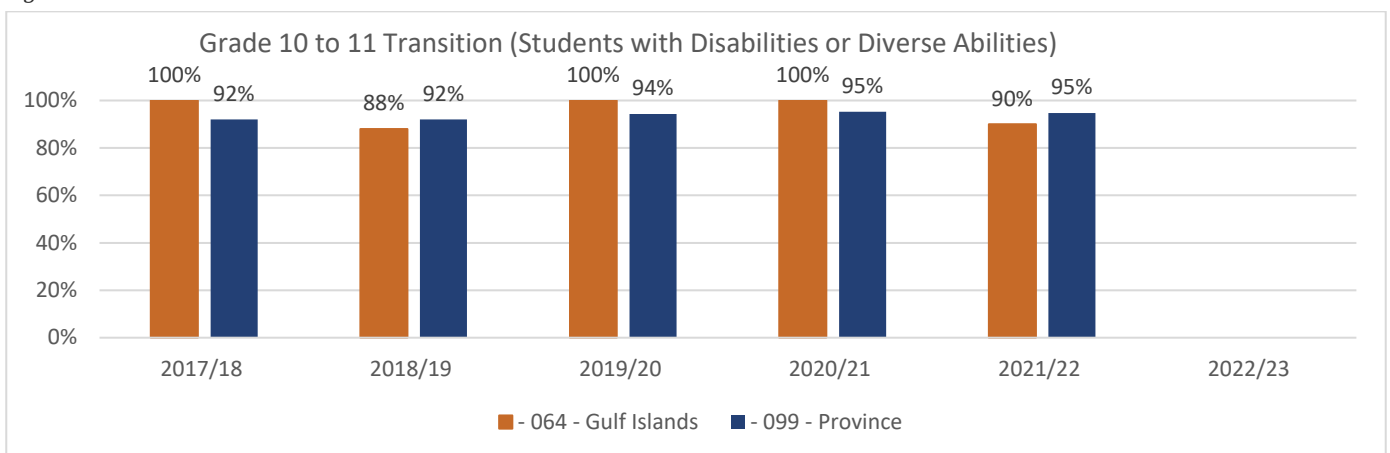


Figure 27



Data for the 2022/23 Grade to-Grade Transitions was not available at the time of publishing this report.

Measure 2.3: Grade-to-Grade Transitions – continued

Figure 28

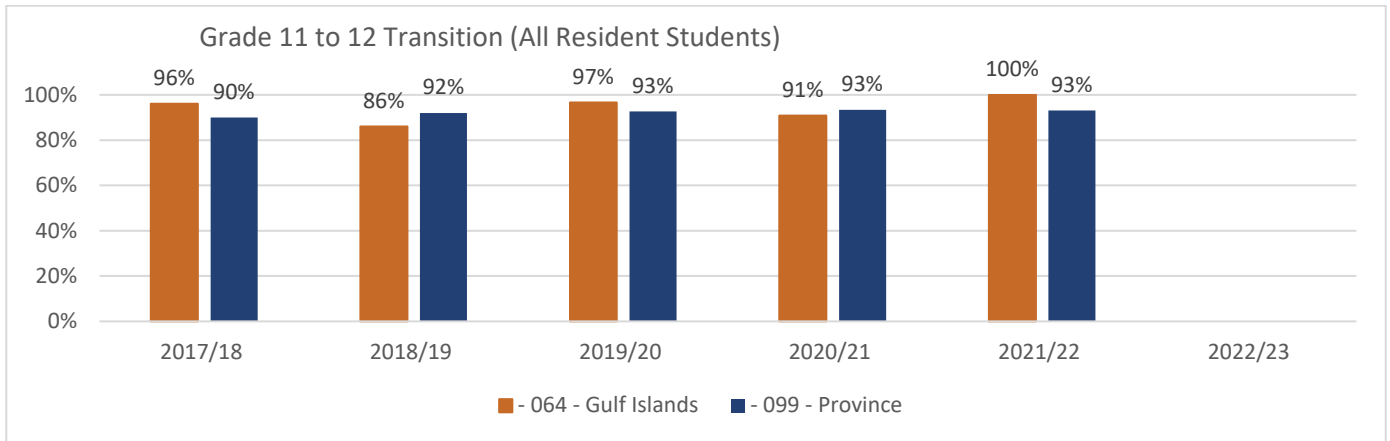


Figure 29

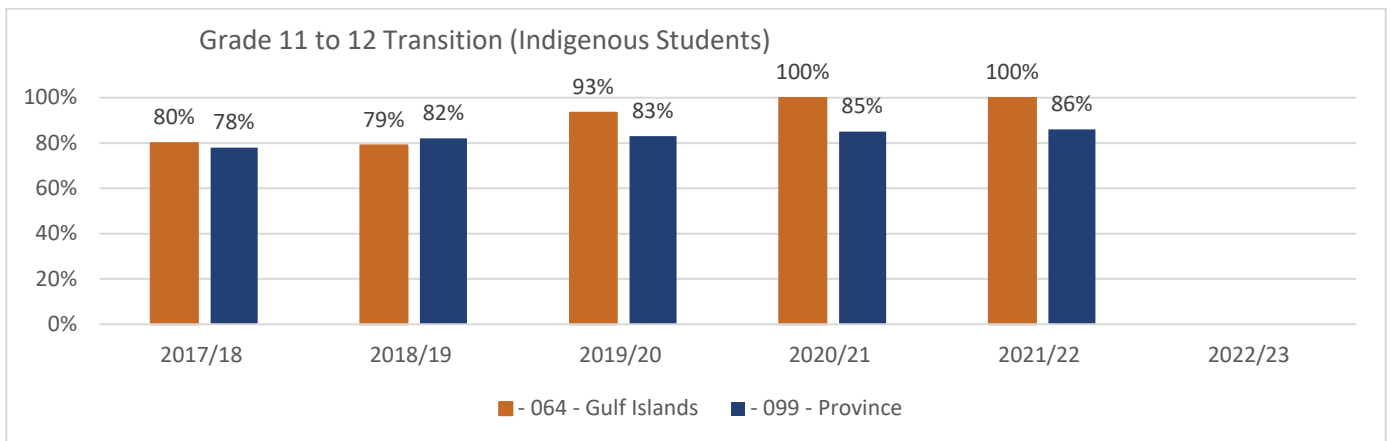
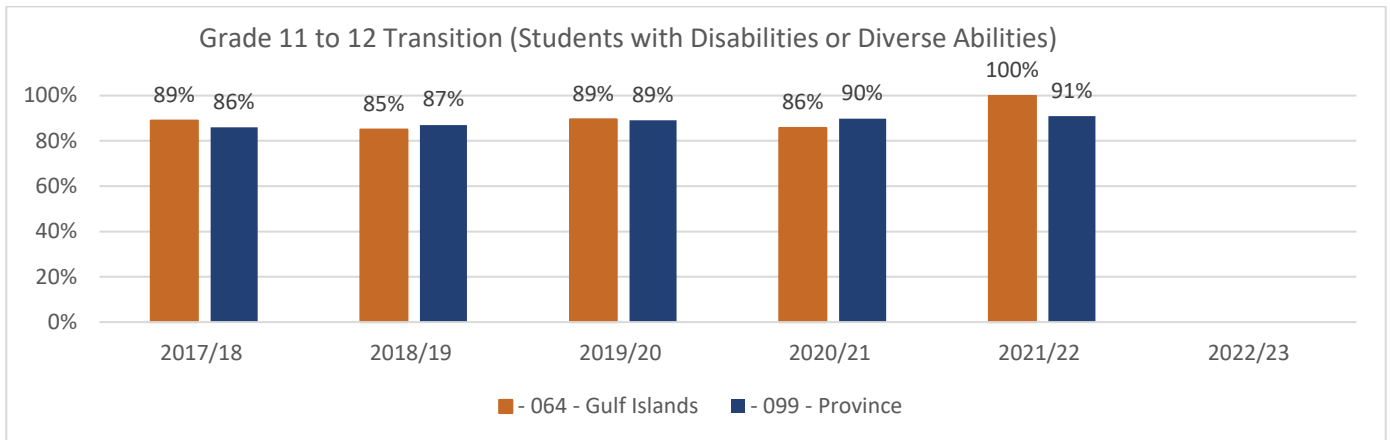


Figure 30



Data for the 2022/23 Grade to-Grade Transitions was not available at the time of publishing this report.

Analysis and Interpretation: What Does this Mean?

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 demand monitoring.

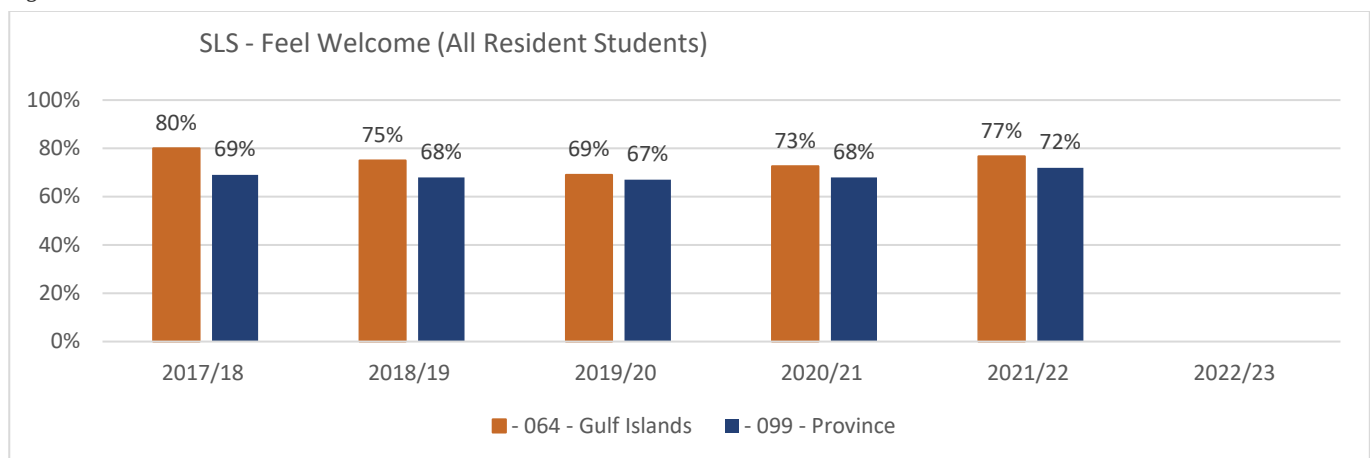
Analysis & Trends	Social-Emotional	Intellectual Development	Organizational Structures
Declining grade 10-11 transition rates for Indigenous students	Dedicated additional staffing – Indigenous support and anti-racism	Additional intervention supports, CYCW, and a district numeracy coordinator	Realignment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

Human and Social Development

Educational Outcome 3: Students Feel Welcome, Safe, and Connected

Measure 3.1: Student Sense of Belonging

Figure 31



Data from the 2022/23 Student Learning Surveys was not available at the time of publishing this report.

Measure 3.1: Student Sense of Belonging – continued

Figure 32

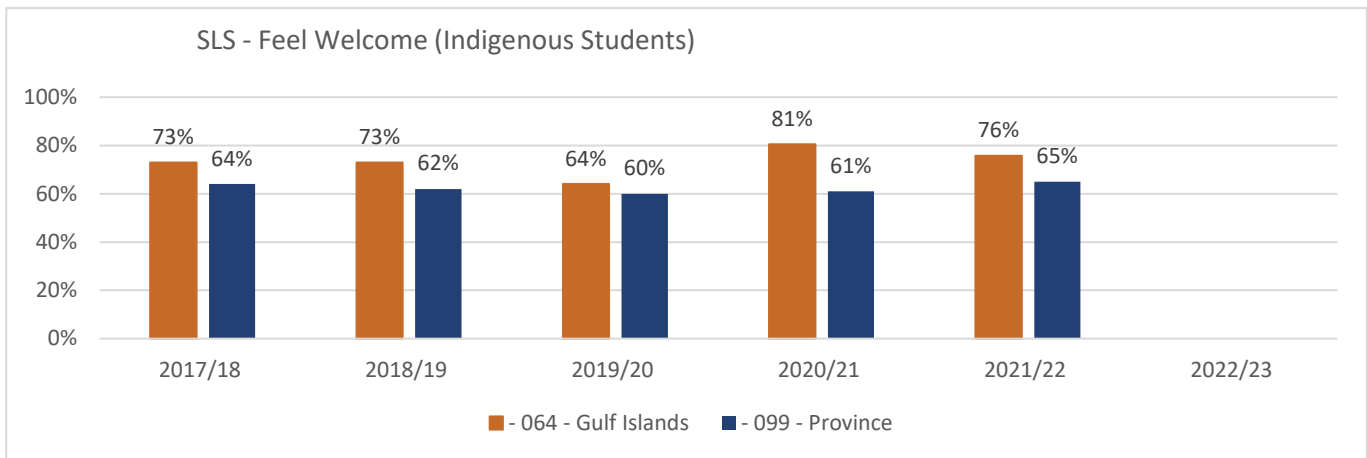


Figure 33

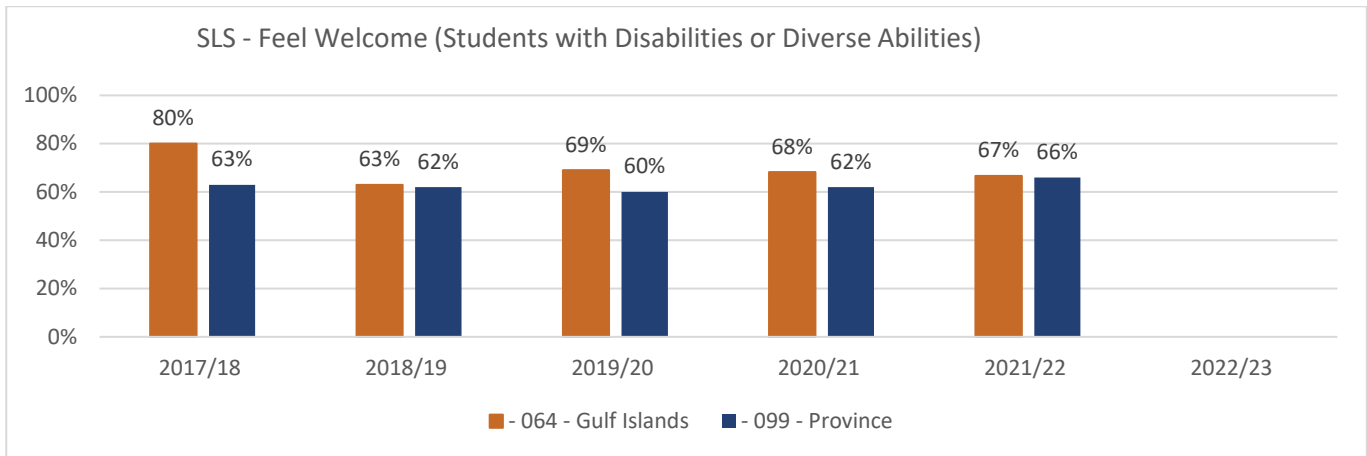
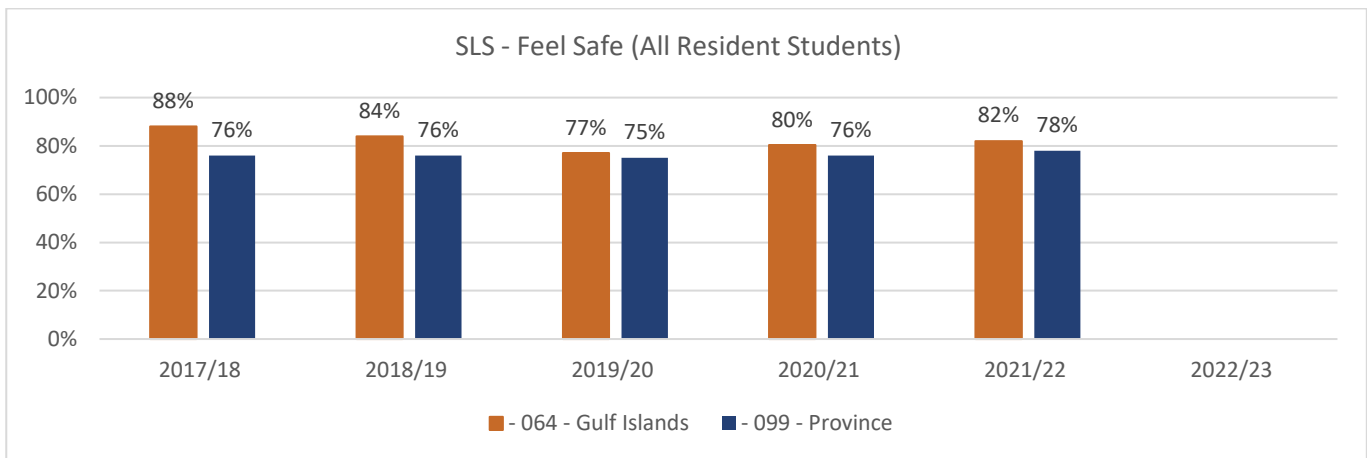


Figure 34



Data from the 2022/23 Student Learning Surveys was not available at the time of publishing this report.

Measure 3.1: Student Sense of Belonging – continued

Figure 35

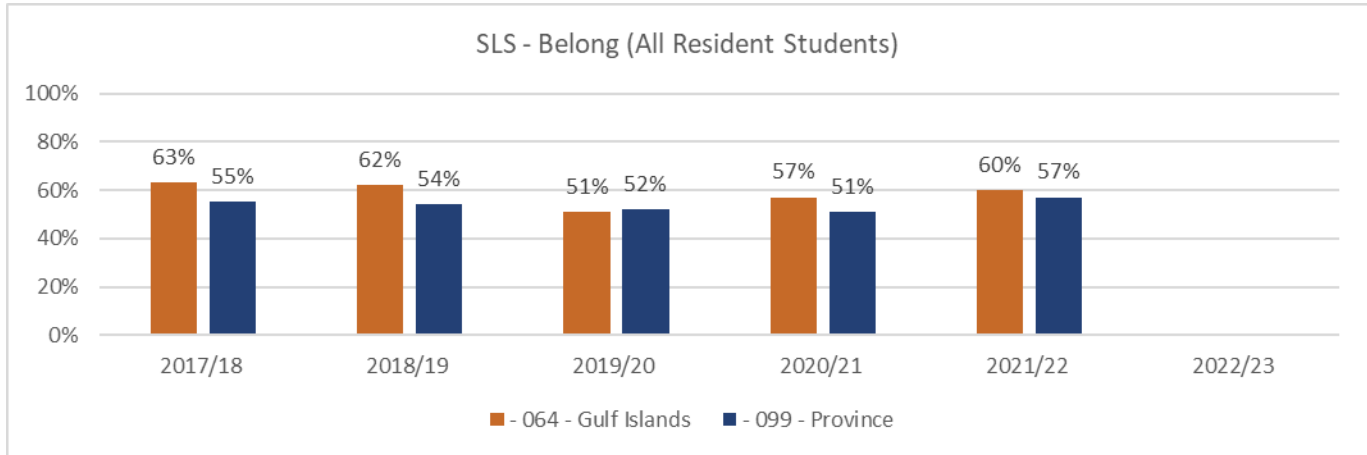


Figure 36

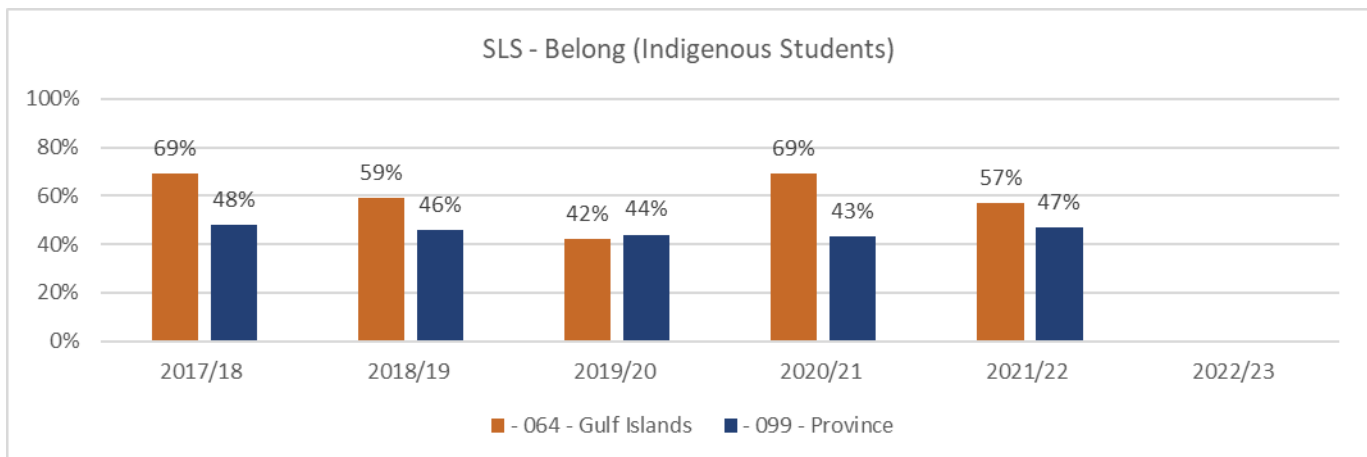
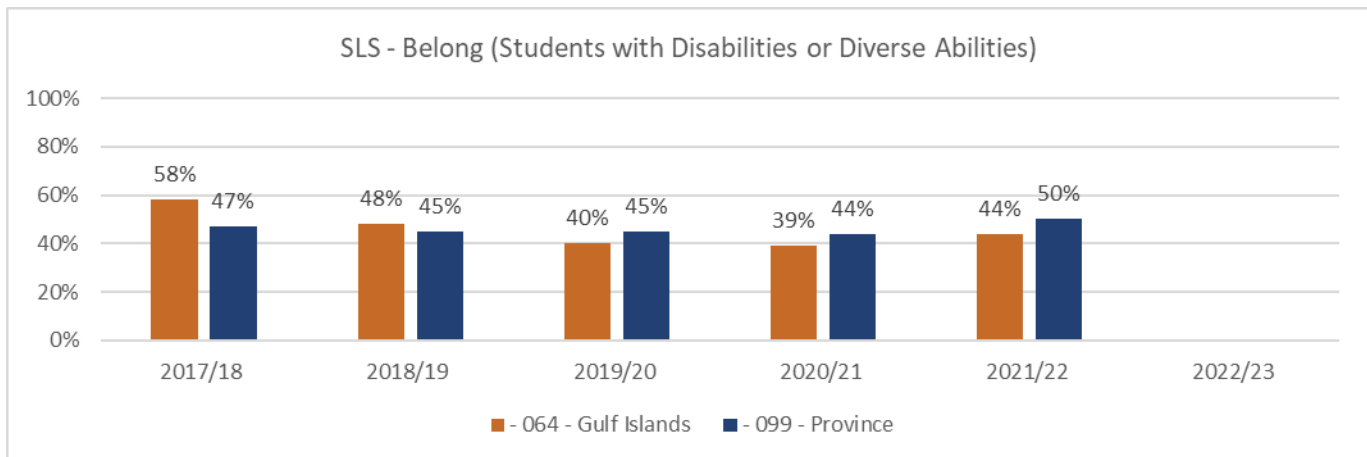


Figure 37



Data from the 2022/23 Student Learning Surveys was not available at the time of publishing this report.

Measure 3.2: Two or More Adults Who Care About Them

Figure 38

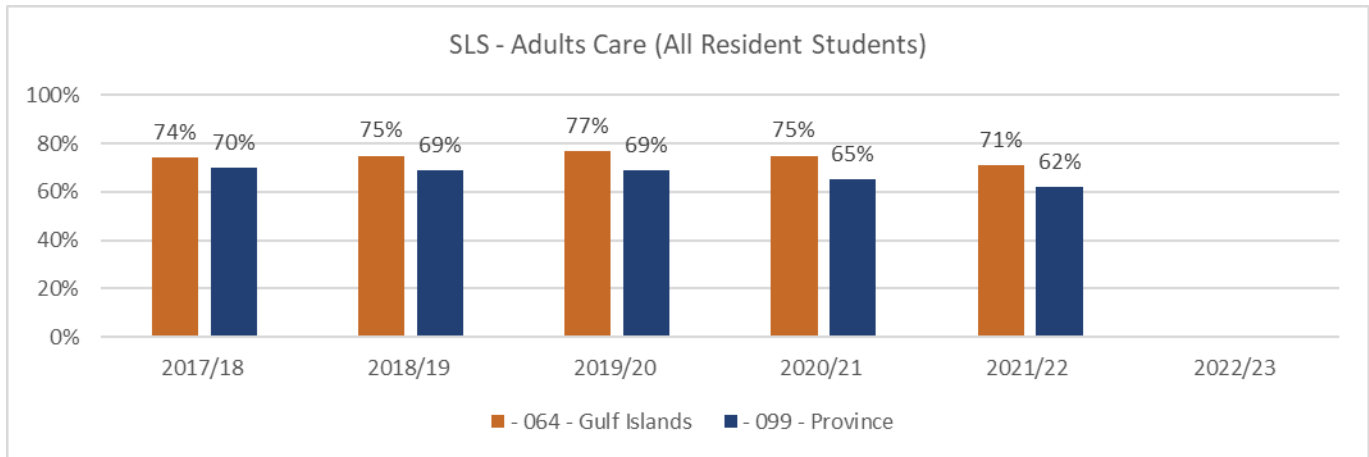


Figure 39

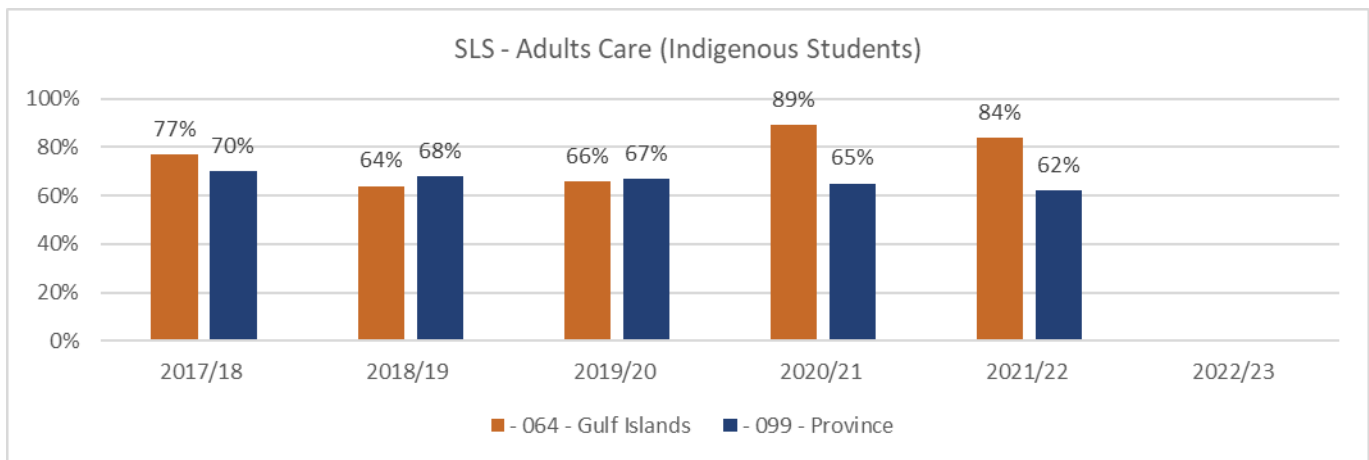
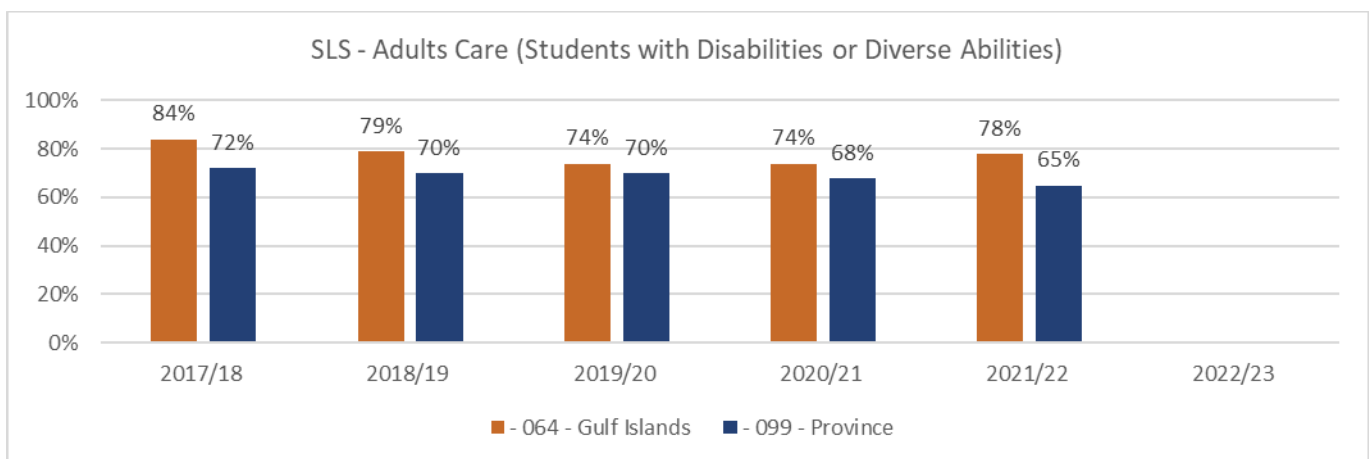


Figure 40



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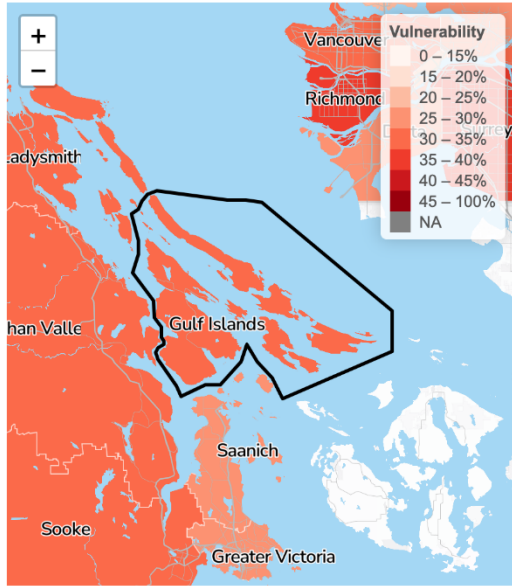
Relevant Additional/Local Data and Evidence

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

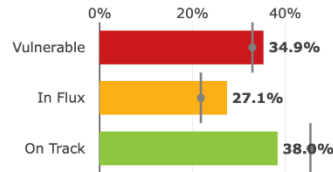
Overall Outcomes

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

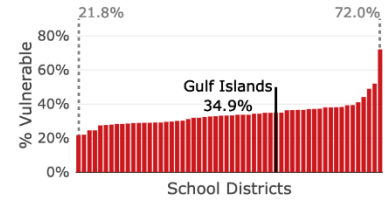
MAP OF OVERALL VULNERABILITY



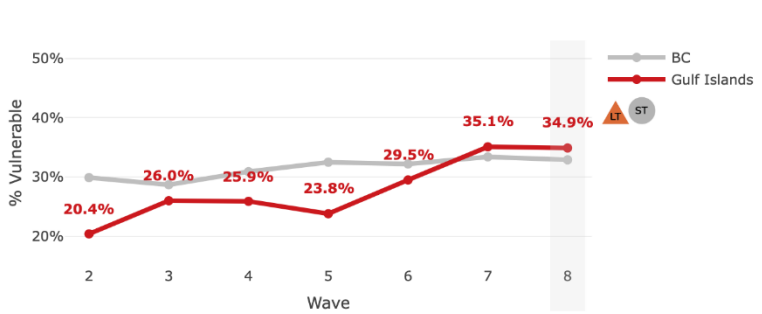
OVERALL OUTCOMES SUMMARY



RANGE IN VULNERABILITY



OVERALL TRENDS

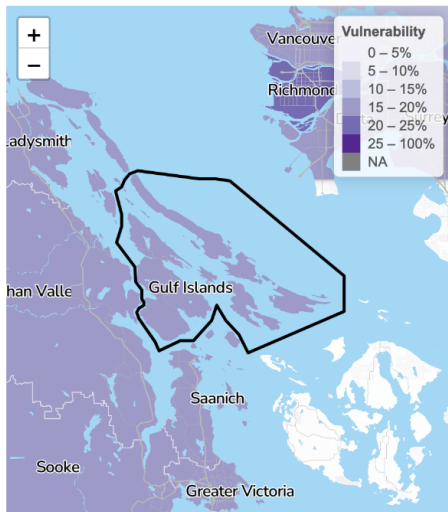


Scale Outcomes

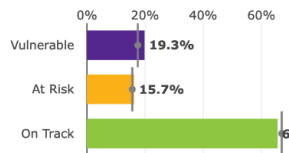
- Social
- Emotional**
- Physical
- Language
- Communication

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

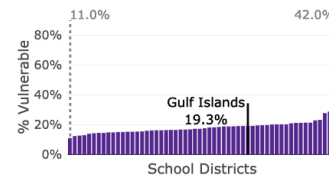
MAP OF SCALE VULNERABILITY



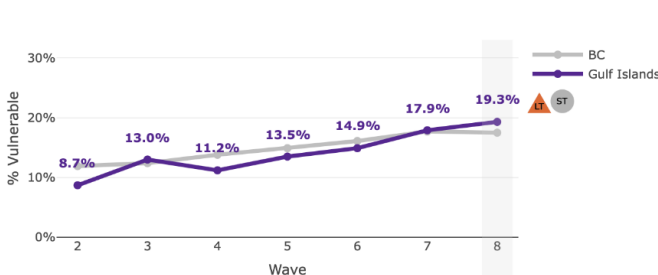
SCALE OUTCOMES SUMMARY



RANGE IN VULNERABILITY



SCALE TRENDS



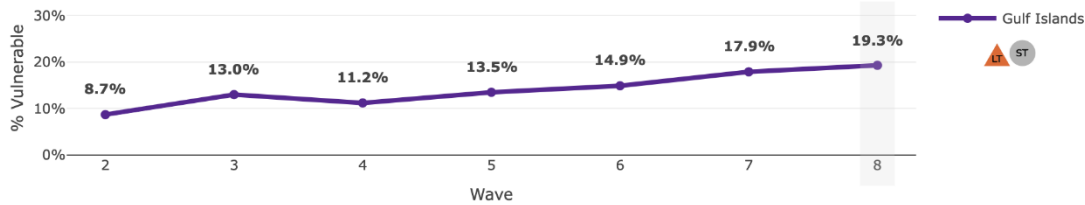
Data from the EDI Wave 8 (2019/20 and 2021/22)

Subscales

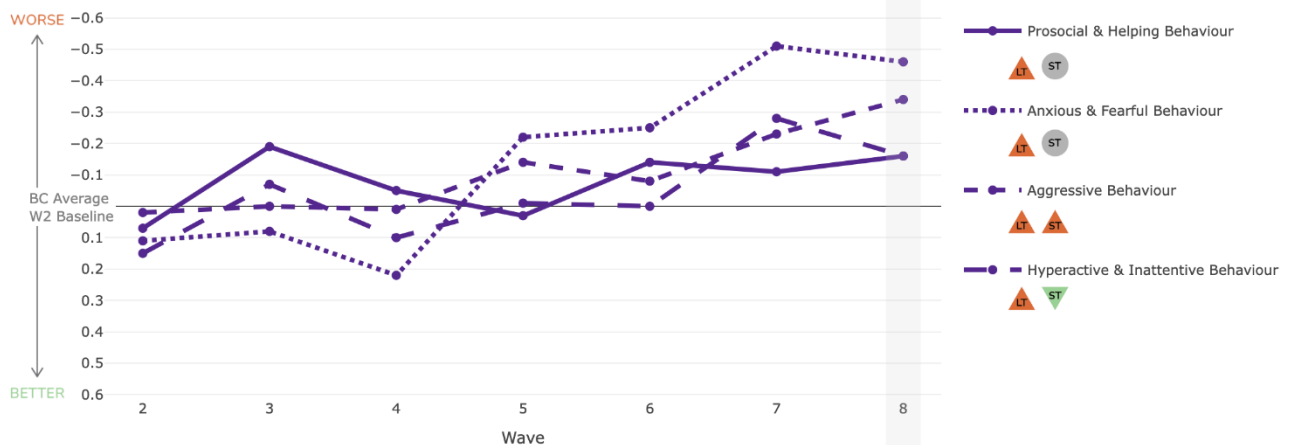
Social
Emotional
Physical
Language
Communication

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

SCALE
TRENDS



TRENDS



Analysis and Interpretation: What Does this Mean?

Educational 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: Figures 31-40) 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 who care). Although also on par with the provincial average, a low sense of 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.







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

Results from the provincial Student Learning Survey indicate district parity with the province on most indicators. The district is pleased to see increases in Caring Adults for Indigenous students as this has been a

recent focus and investment (see Appendix A). While results remain relatively constant, we observe a concerning trend in both EDI and MDI results. Recent investment in CYCW positions has promise and continued investment in professional growth across service levels is required.

Analysis & Trends	Social-Emotional	Intellectual Development	Organizational Structures
EDI and MDI increased vulnerability indicators	Mental Health and Well Being	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	Early interventions and sustained attention to student programs and course completion	Structured investments in Youth on the Land and Equity Scan dimensions of Policy and Governance, Learning Profile, Learning Environment, and Pedagogical Core

Human and Social Development Suggestions for Action 2022-2025

Suggestions for Action	Comment	Rating
Ensure classroom environments are friendly, warm, and inviting.	School planning and supervision, moving towards environmental scans led by mental health team, student learning surveys	
Create school-based check-ins for struggling and vulnerable students.	Formalized school-based teams, Indigenous CYCW across the district, new position Jan 2022, at-risk community support worker	
Grow professional development in social/emotional learning.	LD Real Tools, District Mental Health Plan	
Instruct/model school codes of conduct.	Annually updated	
Gather student voices through student-centered groups.	Growing practice (Anti Racism Coordinator)	
Use EDI/MDI to inform decision-making.	Annual practice	

Career Development

Educational Outcome 4: Students will Graduate

Measure 4.1: Achieved Dogwood Within 5 Years

Figure 35

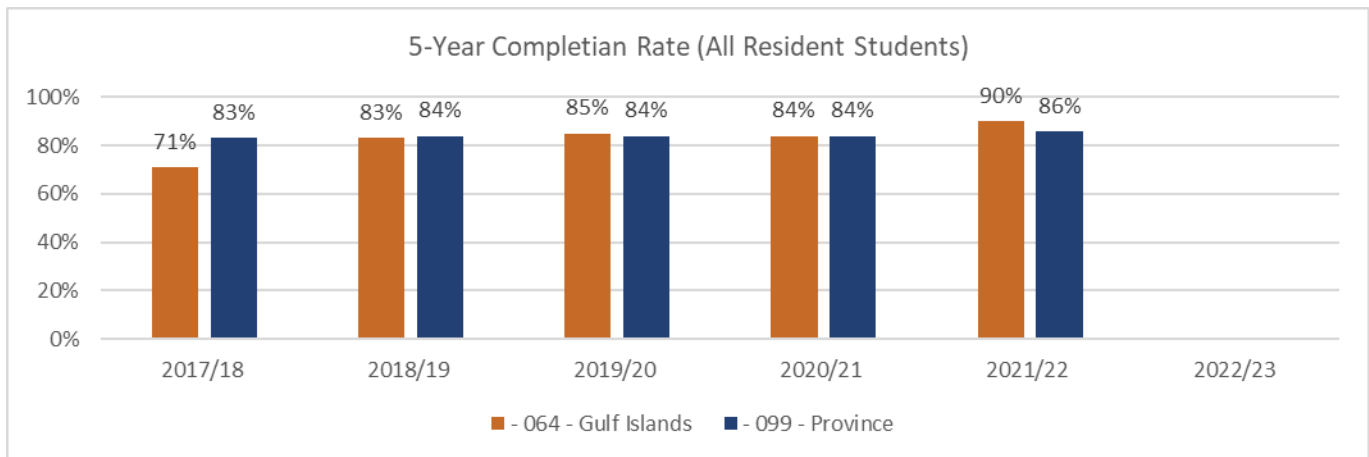


Figure 36

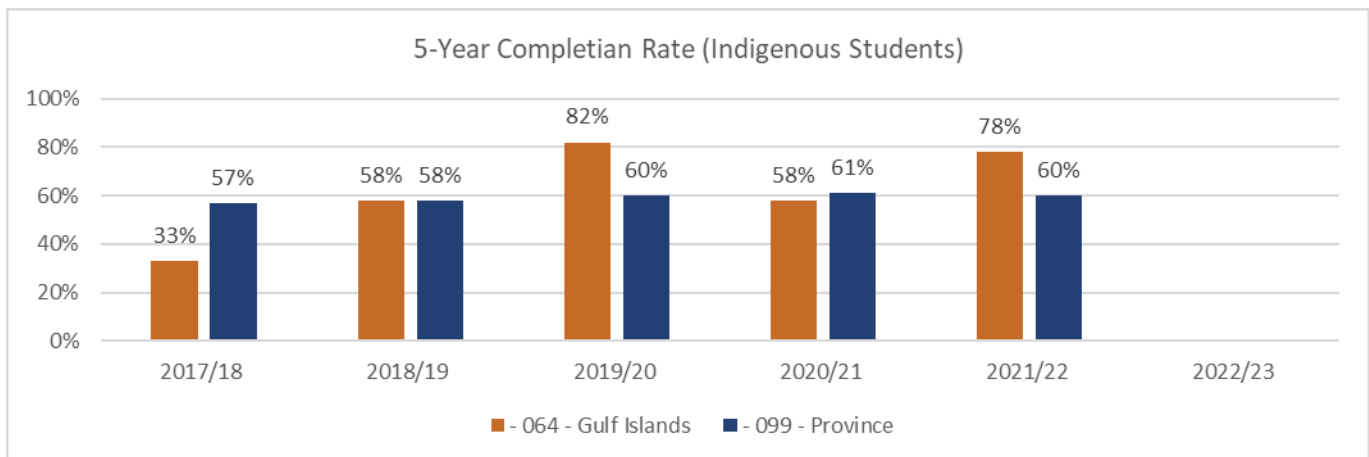
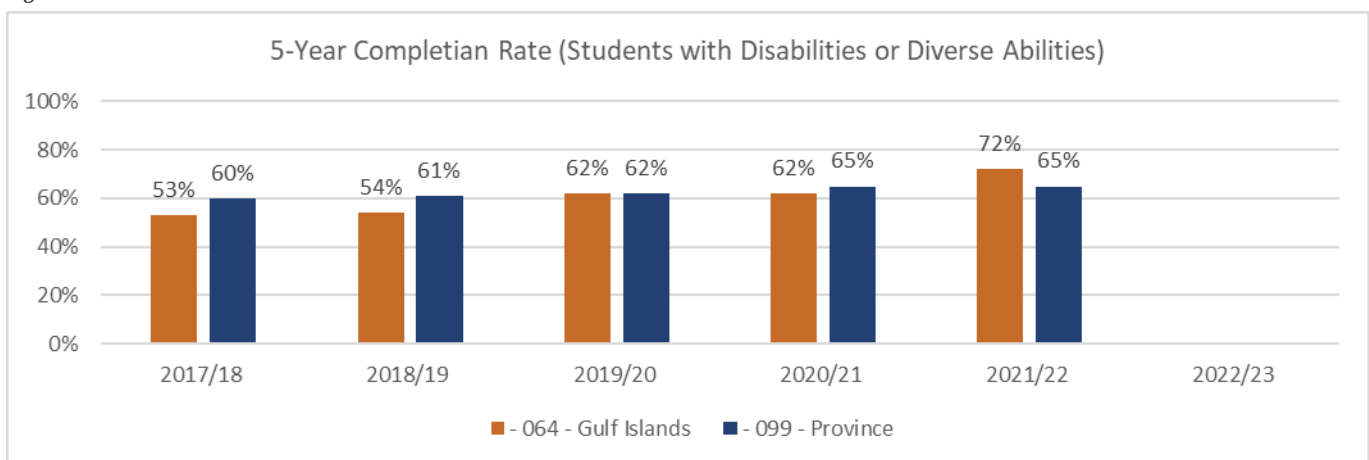


Figure 37



Data for the 2022/23 5-Year Completion Rate was not available at the time of publishing this report.

Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Transitioning to Post-Secondary

Figure 38

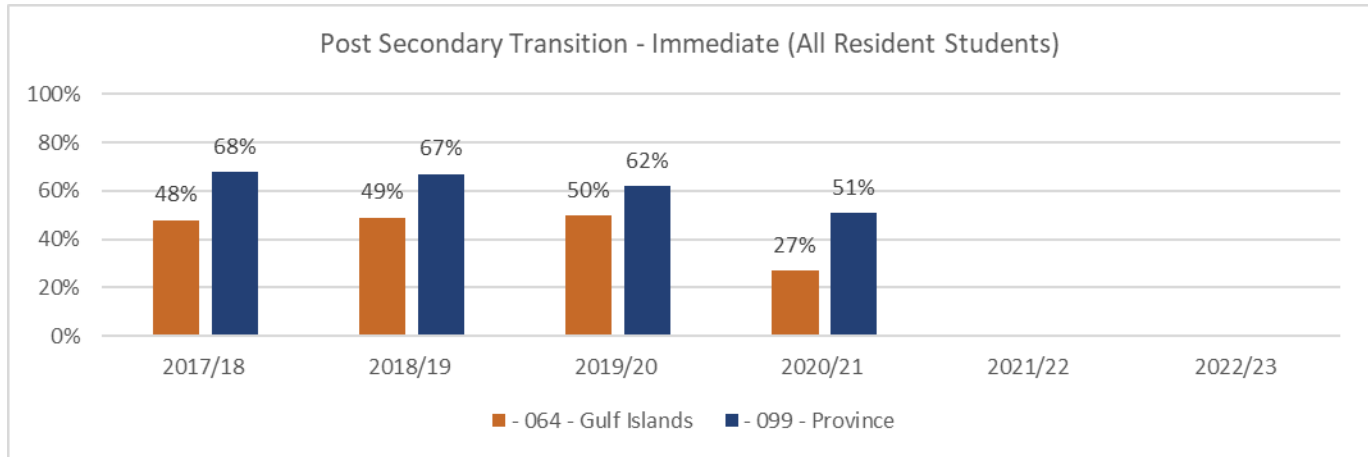
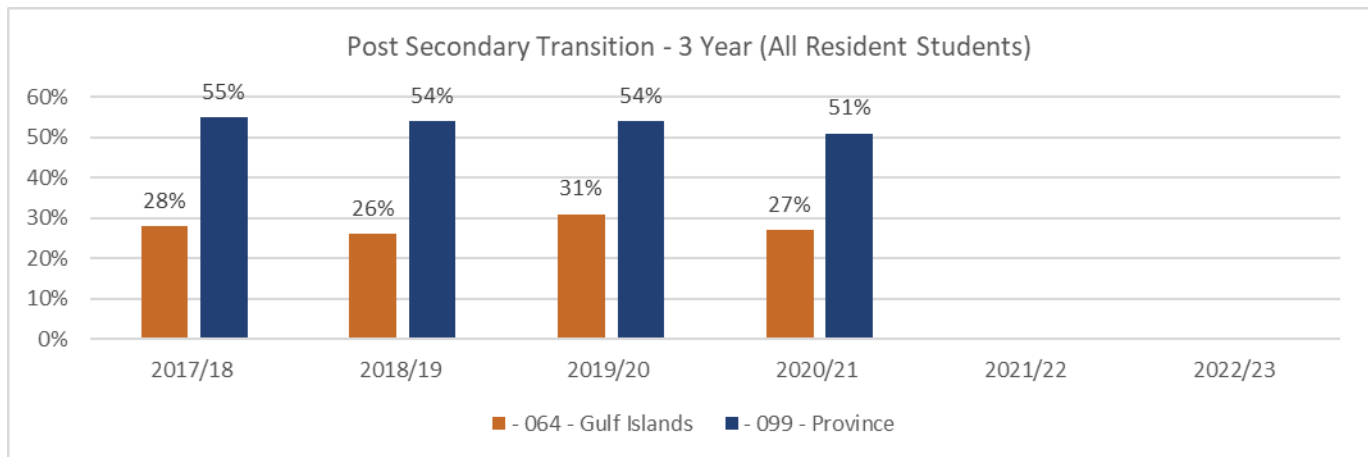


Figure 39



Data for the 2021/22 and 2022/23 Transitioning to Post-Secondary was not available at the time of publishing this report.

Analysis and Interpretation: What Does this Mean?

Outcome 4: Students will Graduate

Strategic Alignment:




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

Current Data/Insights: (ref: Figures 35-37: 5-year completion rates). SD64 has seen a steady increase in graduation rates since 2016/2017, having increased more than 25% in four years, and is now above the provincial average for all resident students. Significant improvement in Indigenous Student 5-year completion

is seen. Inclusive Education Students still represent lower than district All Resident Students although above the comparative group provincially.

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

Suggestions for Action 2022-2025	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	

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 lifelong 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: 38-39). The immediate and three-year transition to Post-Secondary Institute (PSI) rates for SD64 student groups lag behind the provincial average, except for the three-year rate for Inclusive Education students.

Target: Achieve provincial parity for All Resident Students

Suggestions for Action 2022-2025	Comment	Rating
Enhance district continuing education	64GO continuing ed opportunities	
Participate in work experience/trades to develop real-life skills, competencies, and experience	Enhanced TASK and work experience programs, locally developed grant-supported BAA course for health services	

SD64 sees steady gains in completion rates across populations. SD64 was particularly impacted by the pandemic concerning post-secondary transitions and looks forward to the ability to track out-of-province and international post-secondary transitions. 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.

Analysis & Trends	Social-Emotional	Intellectual Development	Organizational Structures
Continued gains in Completion Rates	The emerging culture of success in SD64 positively impacts completion rates and levels of confidence	Student by Student monitoring of credits and course successes	“Red, Yellow, Green” indicators for identifying student needs and concerns

Section B: Moving Forward

Planning and Adjusting for Continuous Improvement

Current Strategic Plan Priorities

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.

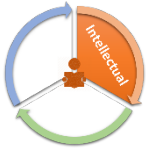
Objective 3.1 – Cultivate connections that enhance intellectual, human & social, and career development for our students.

Objective 3.2 – Engage families and community in public education.

Celebrating our Successes for the Past Year

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.

Suggestions for Action 2022-2025	Comment	Rating
Enhance the use of IPASS across the district.	Continued Focus	
Continue identification of intellectual development goals(s) in school growth plans	Continue Focus	
Implement Power BI to access district data to inform decision-making for improving learning opportunities	Utilizing ministry Power BI dashboards	

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 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 2022-2025	Comment	Rating
Develop capacity in anti-racism in school staff and students	Learning modules for teachers and administrators	
Teach students about difficult histories/stories	Youth on the Land, Modernizing investment in diverse resources in libraries	
Practice looking through 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 and 2023 survey of teachers and administrators, students added in 2024	
Implement a clear process to address incidents of racism	Renovated Policy and Procedures, Codes of Conduct,	
Create safe spaces in schools for BIPOC students	The expectation that each school in its entirety is a safe space for all	

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.

Suggestions for Action 2022-2025	Comment	Rating
Establish SOGI/diversity school lead in each school and Encourage SOGI/diversity club in each school	2023-2024 review and Policy revision	
Establish a district-wide school culture of diversity and inclusion	In progress	

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). A 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).

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

Suggestions for Action 2022-2025	Comment	Rating
Implement a locally developed program for Grades 4, 5, and 6 (Real Tools) for mental wellness and social/emotional development	Full Implementation Sep 2023	

Refresh/resource social-emotional learning resources	EPIC 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: 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 and the YDI in 2023. 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.

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

Suggestions for Action 2022-2005	Comment	Rating
Participate in the Middle Years Diagnostic Inventory (MDI)	Full participation	
Continue work to develop student engagement practices in school growth plans (including school-wide self-reflection survey development)	School-based practice	
Support professional development on core competencies in the curriculum	New K-12 reporting order implementation, locally developed implementation plan with partner groups	

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.

Strategic Engagement

The Board of Education engages through regular and ongoing dialogue with partner groups, 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 neighbouring First Nations and supports and is involved with Indigenous Education Committee.

Through the EPIC School Planning process, planning and support for school improvement is informed by a “bottom-up” approach. School administrators meet with and discuss plans with the PACs, staff, and students. The “bottom-up” approach is valuable and 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 3 years and much of the recent successes in the district are linked to the annual EPIC planning.

Adjustment and Adaptations: Next Steps

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

Alignment for Successful Implementation



Please see Appendix B – School District 64 Continuous Improvement Review Cycle.




Appendix A – 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 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 strategies and initiatives are further explained in the SD64 Framework for Operational Planning.

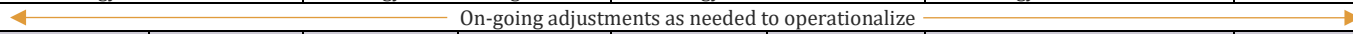
Strategic Focus	Outcome Link	Description	Resources / Allocations (2022/2023)	Evaluation	Impact/ Adjustments (2023/2024)
IPass Social/ Emotional Intellectual Career	#1, #2, #4	Developed for/by SD64 educators. 1-stop-shop for student learning information (K-7) Updated in real-time	Continued to invest 1.0 FTE teacher. Continue 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 a school-based team.
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.

Strategic Focus	Outcome Link	Description	Resources / Allocations (2022/2023)	Evaluation	Impact/ Adjustments (2023/2024)
Numeracy	#2	Focused capacity building in numeracy instruction	1.0 FTE Numeracy Coordinator(s)	 New this year	Targeted to improve numeracy outcomes in direct response to a drop in FSA numeracy achievement results
EPIC Achievement Grants	All	Annual grant to support school goals for student achievement. Utilization of funding protection funds	\$140 per student	 Enthusiasm from schools re: approach Enhanced learning stories/videos Promoted collaborative practice	Achievement grants have been incorporated directly into individual school plans \$105 per student
Diversity and Anti-Racism Initiatives	B, C	Physical resources to support equity and diversity	\$6,000 Admin ProD Survey administration (admin, students, parents). Continued use of online reflection tool FocusEd/Ministry Resources \$50,000 library enhancement	 GISS Anti-Racism work District-level questions added to SLS School-based surveys Improved curriculum use in classrooms	\$30,000 – 3 Year commitment to teaching and training/resources/surveys 1.0 FTE Racial Equity and Anti-Racism Coordinator Position Modified the school survey and implemented the new principals district survey, FocusEd resources, and MoECC K-12 Antiracism Action Plan to build capacity and inform practice \$125,000 investment in partnership with Stqeeye’ Learning Society to build an outdoor learning space for Youth on the Land

Strategic Focus	Outcome Link	Description	Resources / Allocations (2022/2023)	Evaluation	Impact/ Adjustments (2023/2024)
Indigenous Learning Supports	B, C	Providing role-model and support for Indigenous students concerning academic, social-emotional, and cultural growth and development	Maintain Indigenous Ed. CYCW Increase Indigenous Ed. Principal (0.55 FTE) \$50,000 program development/partnership with Cowichan First Nation Functional Behaviour Supports Training	 Improved achievement for Indigenous students (graduation rates) Improvement in Equity Scan data	Targeted Indigenous student numeracy outcomes through numeracy coordinator (see Strategic Focus: Numeracy above)
CYCWs	All	Classroom-based support (liaison) focused on positive social/emotional skills to facilitate academic success	Budgeted for 3 positions (2.5 FTE) staffing shortage resulted in 2.0 FTE	 Improved achievement data Reduced violent incidents/behaviour referrals Challenges in securing a trainer	Working towards securing a trainer Functional Behaviour Supports Training
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 .2857 FTE Intervention Teacher

Strategic Focus	Outcome Link	Description	Resources / Allocations (2022/2023)	Evaluation	Impact/ Adjustments (2023/2024)
At-Risk Tracking Tool	#1, #2, #4, #5	Progress tracking tool by cohort. 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. Streamlined process
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	 FSA participation / % improvement Staff engagement and responsible use of data	Maintain, monitor, and resource areas of concern Increased access at the school level
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 Continuous Improvement Review Cycle

Area	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL/AUG	SEPT
EPIC/School Planning	School Visits				FSA Item Analysis	EPIC feedback, progress, adjustment, growth		Development of next year's 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			EDI, MDI & YDI administration		EDI, MDI & YDI data release		K-12 Summative Assessment	Enhancing Student Learning Report: Due Sept. 30		
Governance and Engagement	Education, Policy	Policy	Policy	FAF	COW, Policy		FAF, Policy	FAF, Policy	Education		COW, Policy
		Accessibility			Accessibility		Accessibility	Accessibility			
	Ind. Ed.			Ind. Ed.			Date Review	Ind. Ed.			
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)	

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

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

Indigenous Education (Ind. Ed.) Education (Ed.)
Finance, Audit, and Facilities (FAF) Committee of the Whole (COW)
Policy
Accessibility Advisory Group: Diversity, Equity and Inclusion

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