

# SCHOOL DISTRICT 47

SCHOOL DISTRICT 47



## Enhancing Student Learning Report *September 2023*

**In Review of Year 4 of School District 47's  
*Strategic Plan 2019-2023.***

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# Introduction

## *District Context*

### Territorial Acknowledgement

*We would like to acknowledge and thank the Coast Salish peoples, specifically the ʔaʔamin Nation whose traditional territory School District 47 resides on. We are grateful to carry out our work on these lands and appreciate the opportunity to learn from the original keepers of this land about relationships of care and interdependence. We recognize the ongoing impacts of colonialism and are committed to our own learning and unlearning while courageously working towards decolonization and Indigenization through truth, healing, celebration, and reconciliation.*

### District Profile

School District 47 is situated in a beautiful coastal community on the Upper Sunshine Coast surrounded by the qathet Regional District and on the traditional territory of the Tla'amin Nation. Just over 130 km from Vancouver, SD 47 is surrounded by forest, mountains, and many freshwater bodies of water and is part of the coastal mountain range. With the Pacific Ocean to its west, the region enjoys a temperate climate. The qathet Regional District currently has a population of 20,070 (Statistics Canada: 2016 Census).

School District 47 serves approximately 3,200 students in five elementary schools, one remote island elementary school, one online learning school, an alternate school , and one secondary school. We provide several additional programs, including the following:

- ʔayʔaʔuθəm Language Program K-12
- Before and After School Program
- Digital Film Program
- Dual Credit Academics and Trades
- Early French Immersion Program K- 12
- Elementary Literacy Intervention
- Guided Indigenized Journey to
- Excellence (GIJE) formally Traditional Skill Builder Program
- International Education Program
- Powell Lake Ecological and Outdoor Learning Centre
- Provincial Auditory Outreach Program
- Strong Start Programs (four locations)
- Summer Learning Program



Like other rural districts, we have had some challenges finding and retaining educators with certain specializations: school counsellors, senior math and science teachers, music teachers, alternate education teachers, Indigenous educators, and French Immersion teachers. We have also experienced difficulty finding and retaining qualified Education Assistants. Fortunately, we have been successful in maintaining a healthy Teacher Teaching on Call (TTOC) list, even while drawing on the list of TTOCs for various teaching positions throughout the year.

## Student Enrollment

The table below lists demographic information by student group.

School Year	All Students	Indigenous	On Reserve	Designation	CYIC	ELL	French Immersion
2022/2023	3,216	466	91	620	14	19	207
2021/2022	3,097	421	77	603	25	12	215
2020/2021	3,116	403	74	560	26	18	194
2019/2020	2,701	379	100	464	40	26	196

## Focusing Our Work

### Foundational Guides

In British Columbia's education system, we share the common goal of continuously improving the quality of public education for all students. Over the past several years, the Ministry of Education and Child Care has broadened its approach to continuous improvement, which is reflected in the [Framework for Enhancing Student Learning Policy](#).

School District 47 uses the Framework for Enhancing Student Learning (the Framework) in addition to other existing foundational guides and plans to ensure that we continue to improve student success and equity of outcomes, with a focus on Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

Some of the foundational guides and plans that inform our Strategic Planning and commitment to continuous improvement include the following:

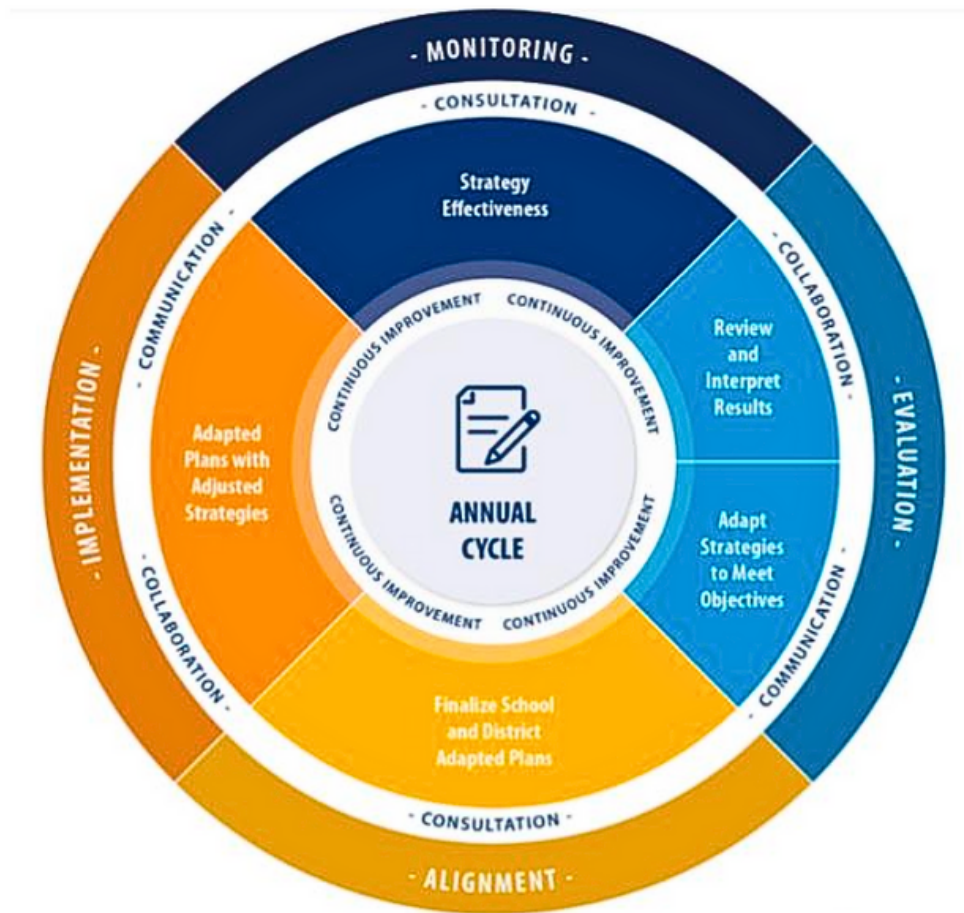
- [The Educated Citizen](#)
- [The First Peoples Principles of Learning](#)
- [BC Tripartite Education Agreement \(BCTEA\)](#)
- Equity Action Plans
- [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#)
- [Truth and Reconciliation Commission Calls to Action](#)
- [BC's Declaration on the Rights of Indigenous Peoples Act \(DRIPA\)](#)
- Tla'amin Education Agreement
- [Tla'amin Final Agreement](#)
- [OECD Education Strategy](#)

### Strategic Plan

The Board's [Strategic Plan](#) 2019-2023 acknowledged provincial goals and priorities for district and school improvement actions and initiatives. Three themes (Learner Success, Engagement and Connections, and Organizational Stability) supported by several goals and objectives, were used by schools and district departments in a multi-year collaborative planning process.

The Board’s mission from 2019-2023 was to prepare students, within, a safe, inclusive, and dynamic environment, to face a changing world as lifelong learners and informed, responsible citizens.

## Continuous Improvement Cycle



The Board is committed to both long-term and short-term school and district planning. The concept of continuous and quality improvement is embedded into the daily activities and tasks of individuals within a school district system. Checkpoints for status updates and opportunities for feedback and revision are included in all district and school improvement initiatives.

Operational and School Growth Plans are aligned to the Strategic Plan and follow the same continuous improvement cycle.



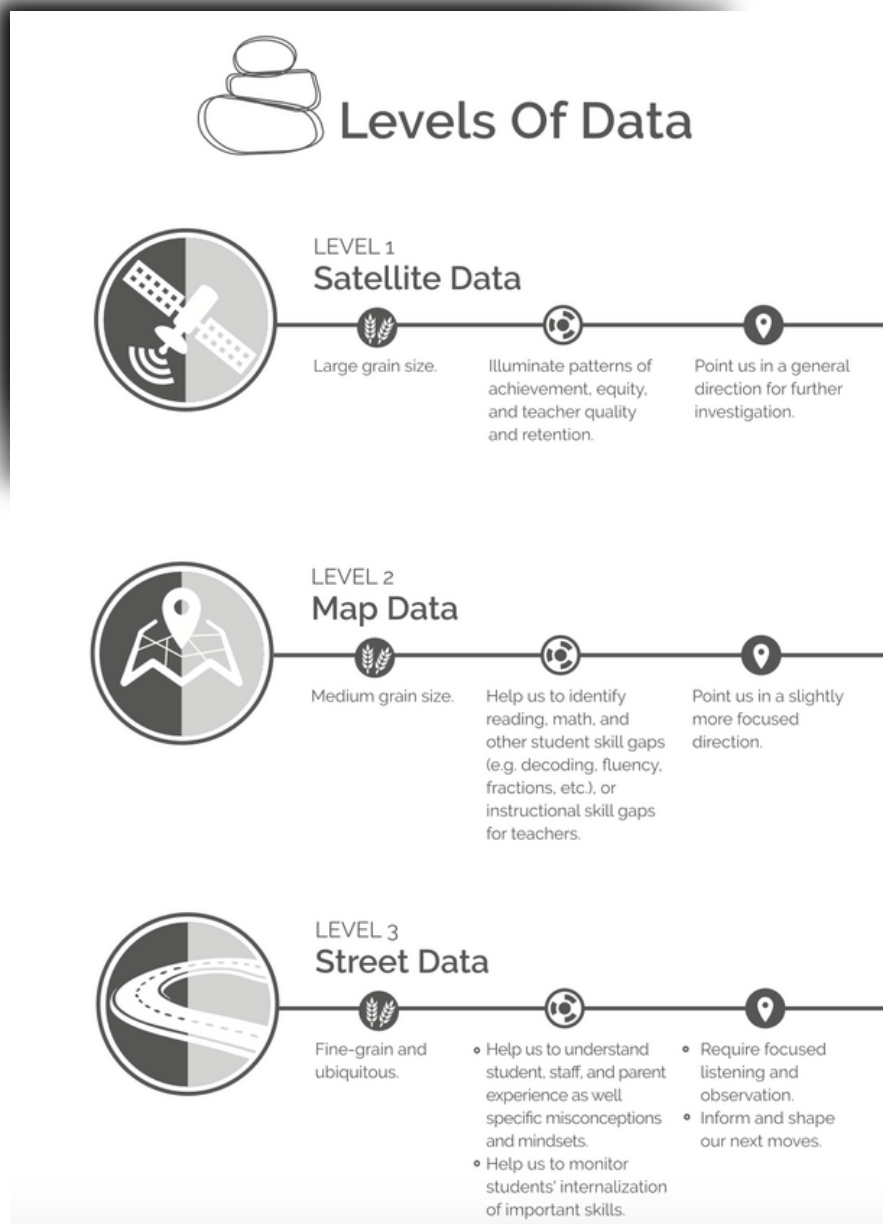
## Section A: Reflecting Back

### 2022-23 Student Learning Outcomes

#### Data

The Ministry of Education and Child Care provides both masked and unmasked data to school districts to facilitate the preparation of the Enhancing Student Learning Report. As the report is a public document, only data from unmasked data sets have been used in this report.

Data has been drawn from both provincial and local sources, including satellite, map, and street data which are all used to analyze and interpret results, strategies, and approaches for student learning.



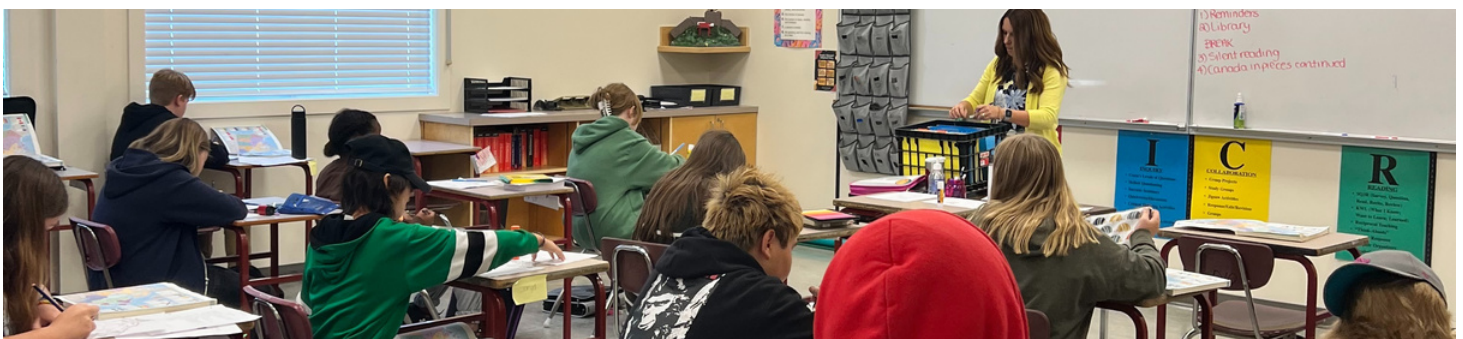
#### Levels of Data

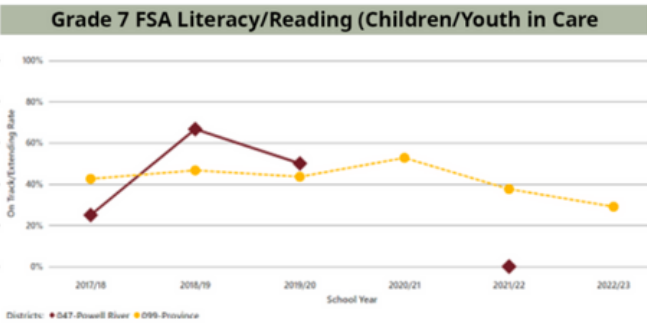
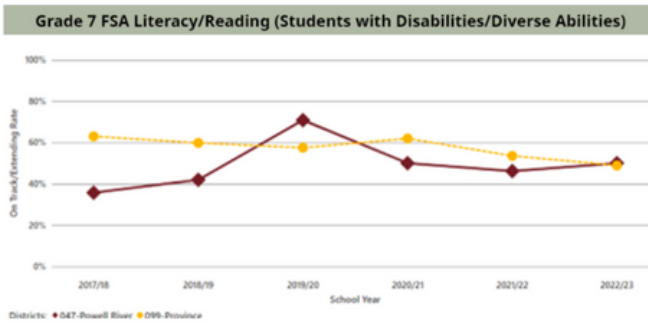
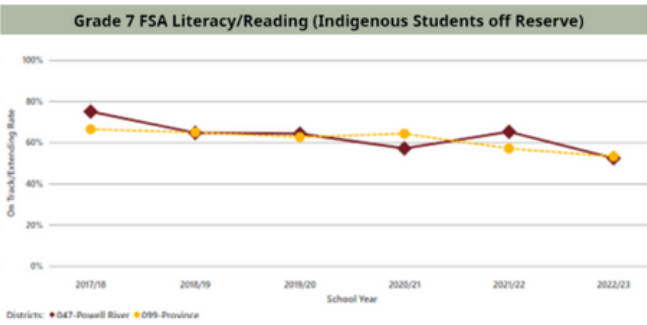
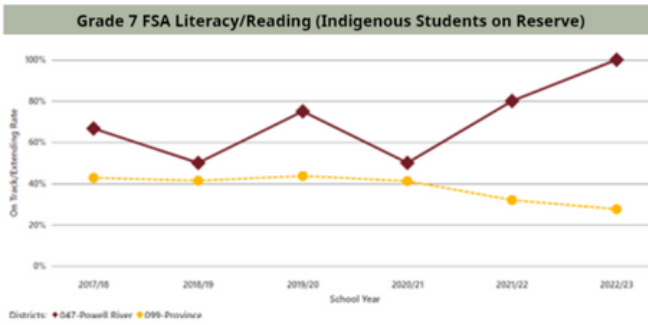
Shane Safir: The Learning Leader, Jossey-Bass, 2017

# Intellectual Development

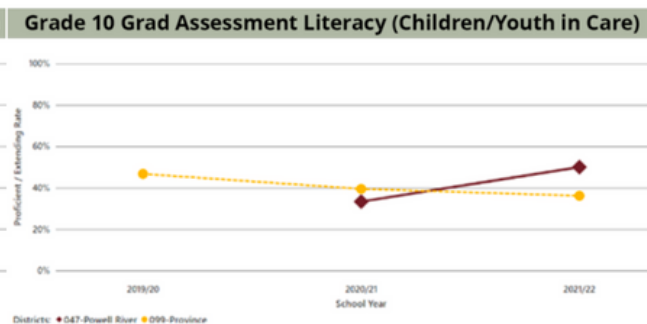
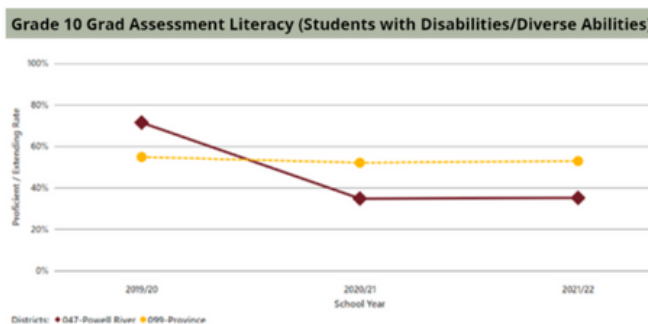
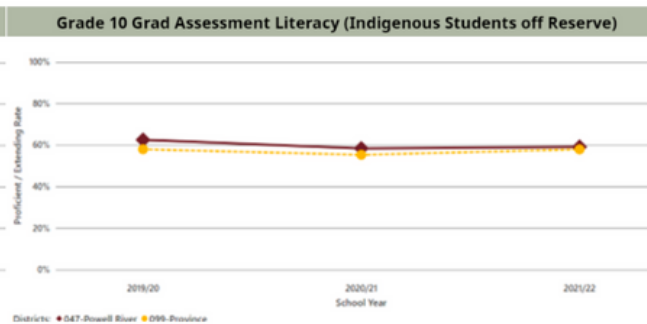
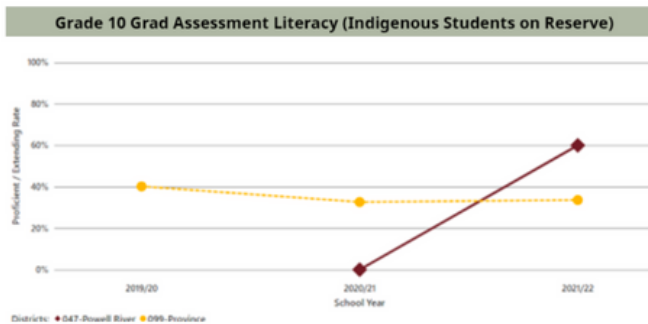
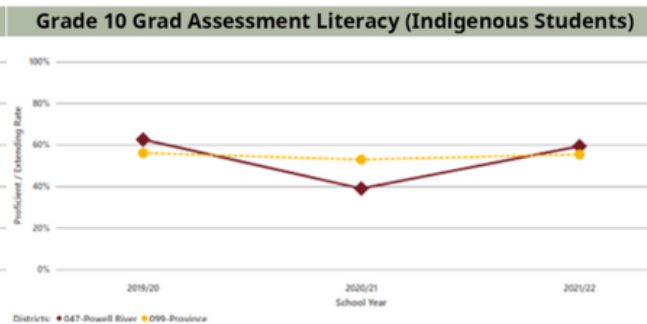
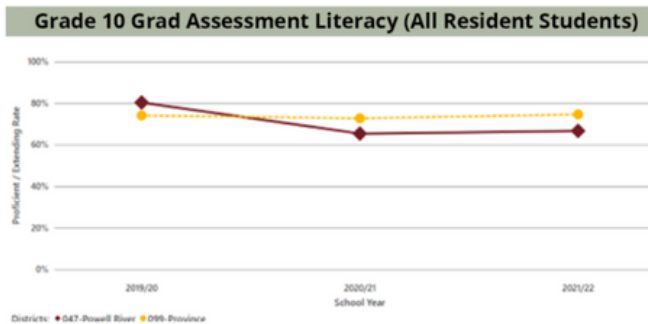
## Educational Outcome 1: Literacy

### Measure 1.1: Grade 4 & Grade 7 Literacy Expectations





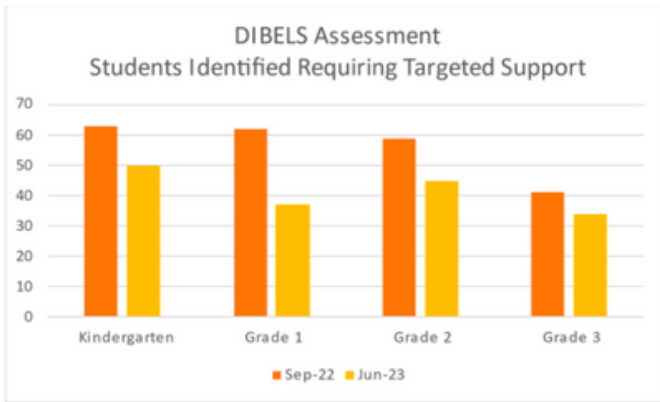
## Measure 1.2: Grade 10 Literacy Expectations



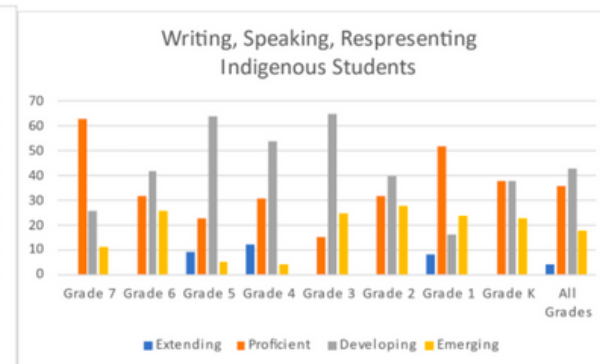
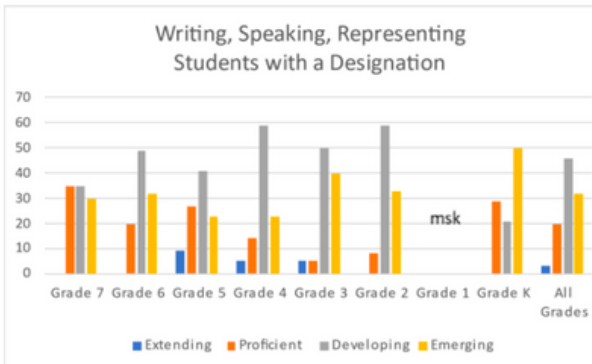
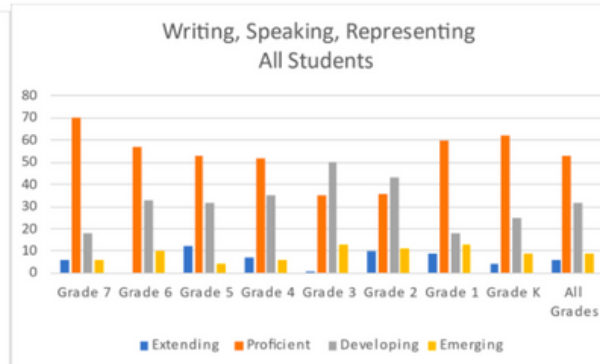
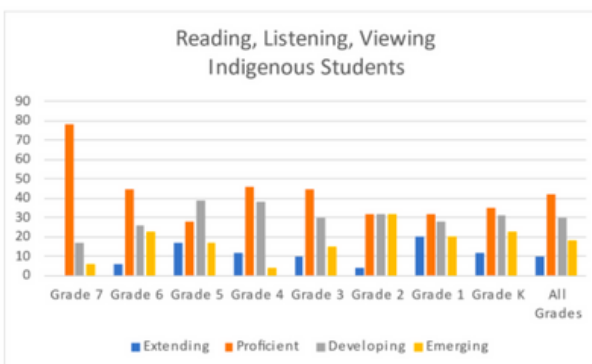
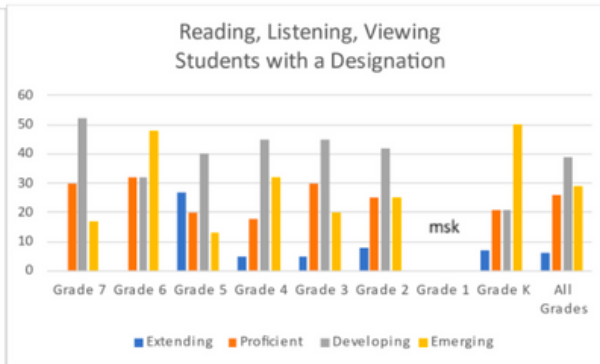
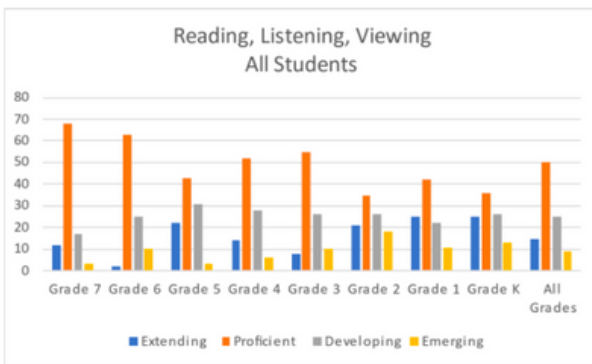


## Relevant Additional/Local Data and Evidence

### Measure 1.3: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Data



### Measure 1.4: Grade K-7 Report Card Data



### Analysis and Interpretation: What Does this Mean?

*Literacy: Grades K-7*

The school district team analyzed the FSA literacy results, the DIBELS assessment results, and school report card results in English Language Arts. Each of the sources of data were looked at from a district perspective, school perspective, classroom perspective, and sometimes individual results to identify trends, areas of strength, and challenges. One of the trends that were identified is that students entering kindergarten in our community indicate high vulnerability which translates into lower-than-average scores in the DIBELS assessment. This requires significant interventions in the early grades to develop the skills a more typical student might exhibit. The DIBELS data also indicates that students from kindergarten to grade three are improving their decoding and comprehension skills. The strategies implemented in these grades are beginning to indicate improvement. However, there is much work that needs to be done in grades four through seven. This is clearly indicated in the FSA results which show that students are having difficulties demonstrating the comprehension skills necessary to become critical thinkers in terms of literacy. Classroom teachers and principals have also indicated anecdotally and through report card data that writing to express thinking is an additional literacy challenge for elementary students.

The only masked data was the data for children in care and each of those students were analyzed individually. Much of the evidence indicated that equity of learning for Indigenous students and children/youth in care was slightly below the results of all students except for Indigenous students on reserve which was significantly lower in grade four and significantly higher in grade seven.



### *Literacy: Grades 10-12*

The Grade 10 Literacy Assessment is a provincial assessment that assesses student ability to use critical thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas. It is not based on a particular course, but on learning across multiple subjects, from kindergarten to Grade 10.

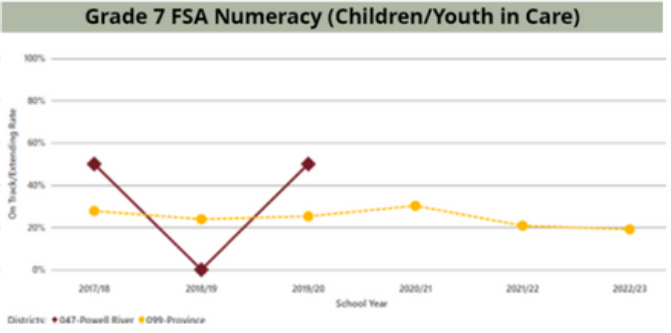
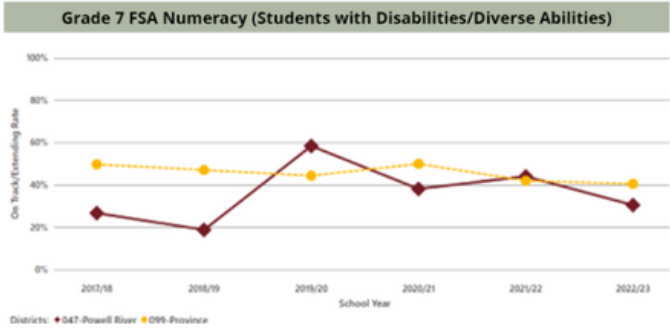
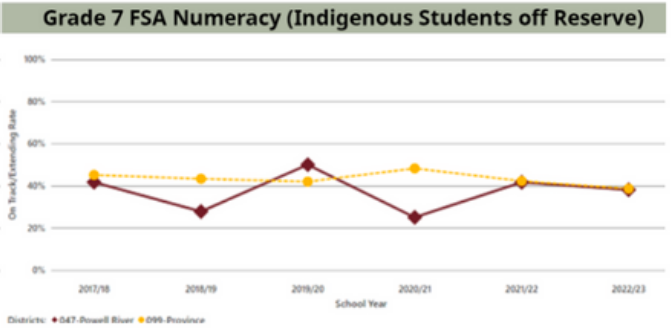
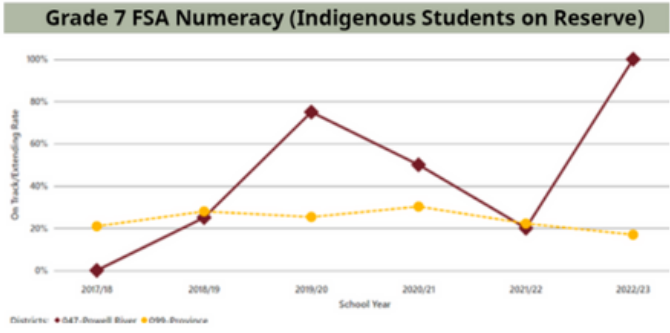
The Grade 10 Literacy Assessment data shows that in the 2021/2022 year, results for all resident students and diverse students were below the provincial average. However, results for Indigenous students and for children/youth in care were above the 2021/2022 provincial average. While the data shows improving Grade 10 Literacy Assessment results for students over the last three years, increased achievement for all students, but particularly for Indigenous students, students with disabilities/diverse abilities and children/youth in care, is desired.

It is important to note, the Grade 10 Literacy Assessment is still a relatively new assessment, and the first two years of results were during the height of COVID-19. As such, identifying patterns and trends should be done cautiously. The addition of Grade 12 Literacy Assessment data in the future should provide valuable information about achievement and improvements made in the final years of the graduation program.

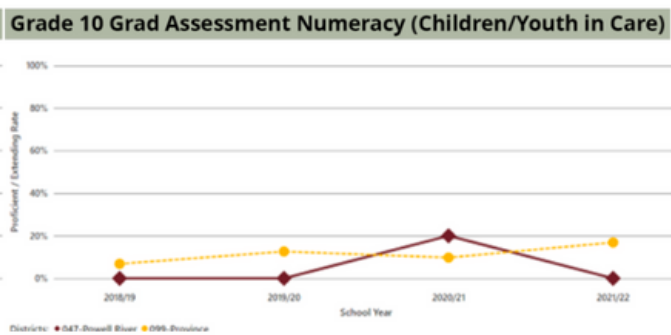
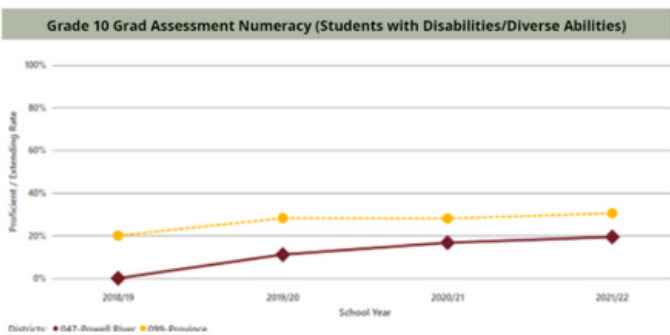
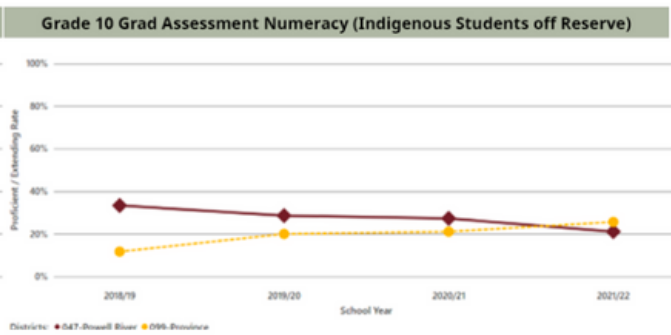
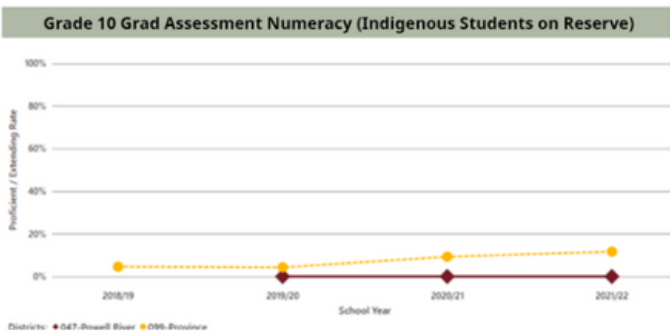
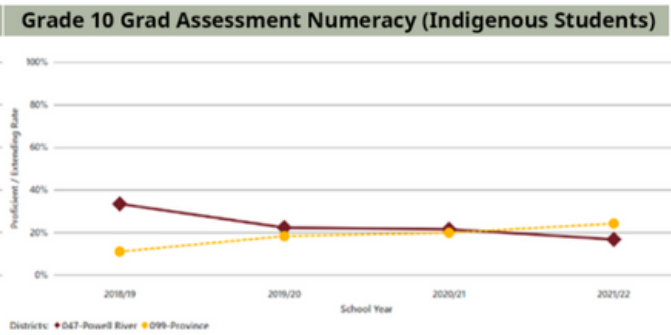
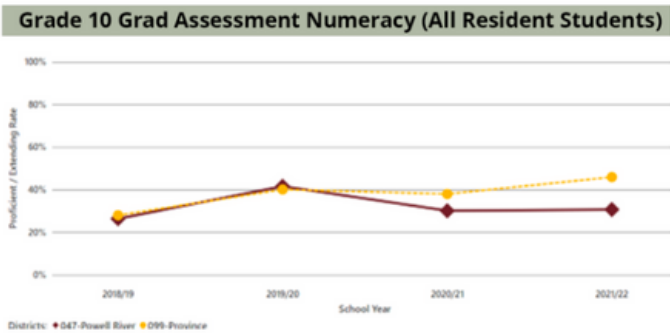
## Educational Outcome 2: Numeracy

### Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations



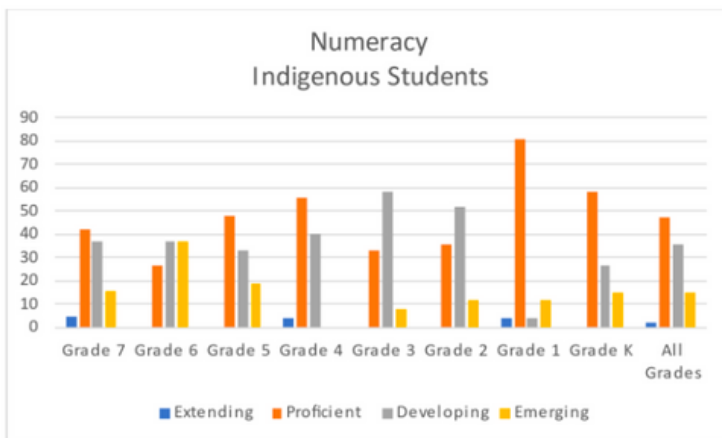
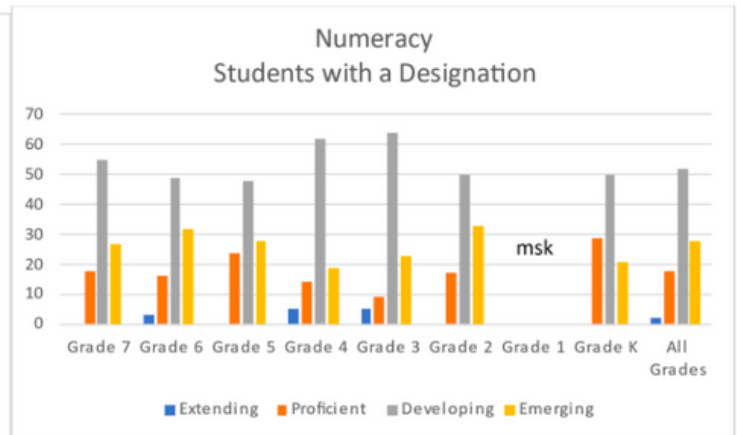
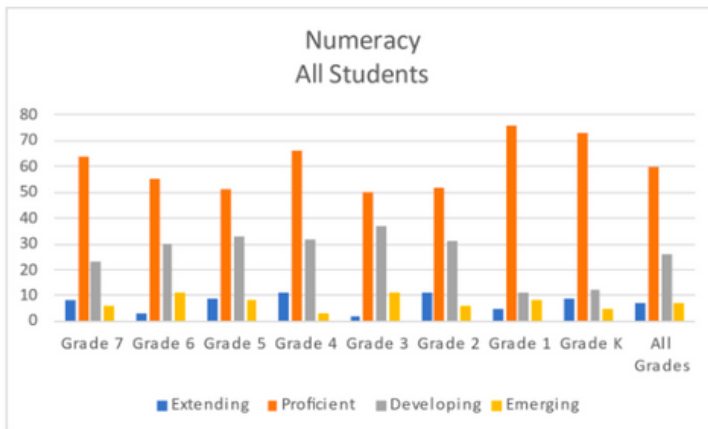


## Measure 2.2: Grade 10 Numeracy Expectations



## Relevant Additional/Local Data and Evidence

### Measure 2.3: Grade K-7 Report Card Data



### Measure 2.4: Student Learning Survey Data

#### Student Learning Survey:

Percentage of students indicating a positive response to the statement, "I continue to get better at math"

School District 47	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
<b>Grade 10</b>					
All Resident Students	51%	58%	46%	43%	54%
Indigenous Students	45%	50%	55%	20%	57%
Students with Diverse Abilities	53%	50%	47%	13%	45%
<b>Grade 12</b>					
All Resident Students	40%	51%	47%	52%	56%
Indigenous Students	57%	40%	48%	55%	71%
Students with Diverse Abilities	42%	msk	37%	57%	40%
<b>Province</b>					
<b>Grade 10</b>					
All Resident Students	60%	59%	62%	60%	62%
Indigenous Students	52%	53%	51%	50%	50%
Students with Diverse Abilities	52%	53%	55%	52%	53%
<b>Grade 12</b>					
All Resident Students	54%	53%	55%	55%	53%

Indigenous Students	45%	45%	44%	45%	41%
Students with Diverse Abilities	47%	46%	47%	48%	45%

## Analysis and Interpretation: What Does this Mean?

### *Numeracy: Grades K-7*

The school district team analyzed the FSA numeracy results, school report card results, and anecdotal information from teachers and principals in numeracy. Both of the sources of data were looked at from a district perspective, school perspective, classroom perspective, and sometimes individual results to identify trends, areas of strength, and challenges. Although grade 7 students demonstrate near last year's results and the provincial average, grade 4 students fall below in both categories. This trend is also reflected when analyzing Indigenous students both on and off reserve and students with diverse abilities being near last year's results and the provincial results for grade 7 but falling below in grade 4.

The only masked data was the data for children in care and each of those students were analyzed individually. Much of the evidence indicated that equity of learning for Indigenous students and students with diverse abilities was below the results of all students except for Indigenous students on reserve which was significantly higher in grade seven.

Interestingly, the report card data does not reflect similar results to the FSA data. The FSA data is considerably lower than the report card data which indicates that there is some inconsistency in how or what teachers are reporting on.

### *Numeracy: Grades 10-12*

The Grade 10 Numeracy Assessment is a provincial assessment that assesses student proficiency in numeracy. It focuses on the application of mathematical concepts learned across multiple subjects from kindergarten to Grade 10, primarily students' ability to interpret, apply, solve, analyze and communicate.

The last four years of Grade 10 Numeracy Assessment data indicates that we have been at or below the provincial average, and results continue to decline for Indigenous students, locally. There was a slight improvement in achievement for diverse students over the last year, but not a statistically significant one. Data for Indigenous students and children/youth in care continues to be masked to protect the privacy of individuals.

The Grade 10 Numeracy Assessment data shows that locally and provincially, students have consistently demonstrated low levels of proficiency in numeracy. As this has been an ongoing pattern since the Grade 10 Numeracy Assessment was introduced, we have committed to working with all Grades 8-10 teachers to learn more about the specifications, tasks, and evaluation procedures associated with the provincial assessment and how this connects to the redesigned curriculum.

Student Learning Survey data shows that, locally, more students feel more confident in their ability to get better at math in the last year than was recorded the previous year. In addition, Indigenous students in both Grade 10 and Grade 12 showed significant increases in the percentage of students indicating a positive response to the statement in the last year. Whether this observation is true for just one cohort of students or becomes a pattern remains to be seen. Overall, year after year, fewer students in almost every sub-population examined indicated confidence in their ability to get better at math, locally, than they indicated provincially.

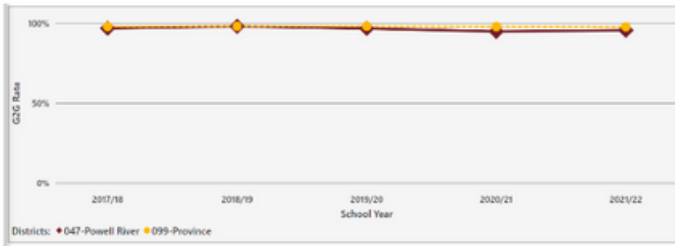
## Measure 2.5: Grade-to-Grade Transitions



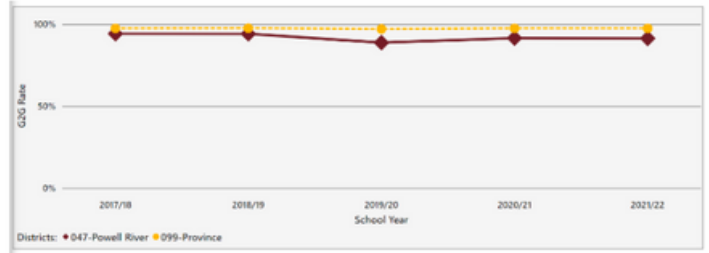
## Relevant Additional/Local Data and Evidence

### Measure 2.6: Grade-to-Grade Transitions (Grade 8-10)

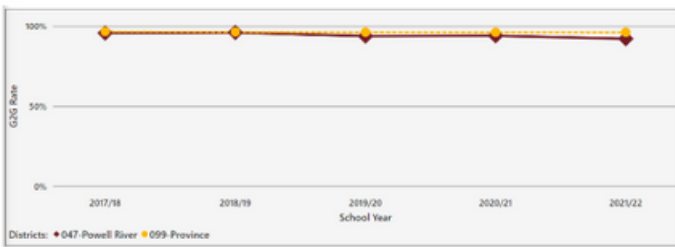
Grade 8 to 9 (All Resident Students)



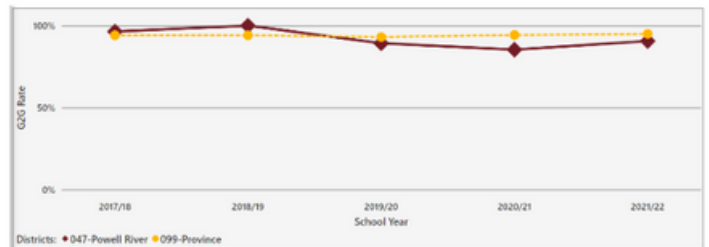
Grade 9 to 10 (All Resident Students)



Grade 8 to 9 (Indigenous Students)

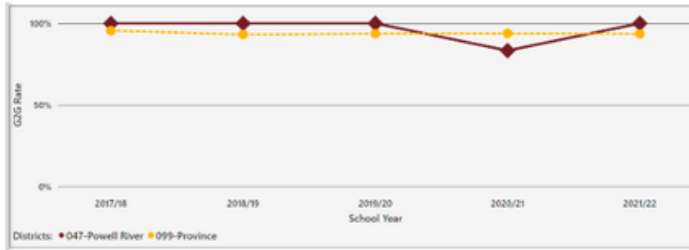


Grade 9 to 10 (Indigenous Students)

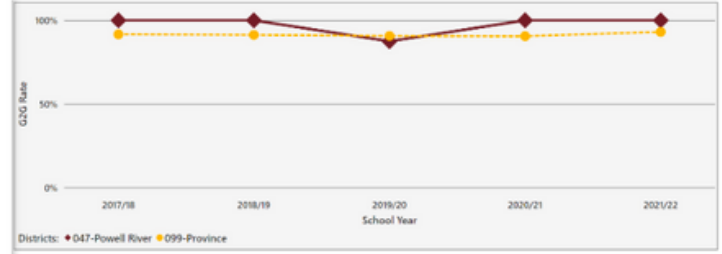




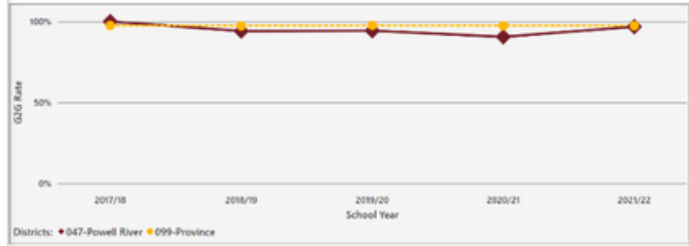
### Grade 8 to 9 (Indigenous Students – On Reserve)



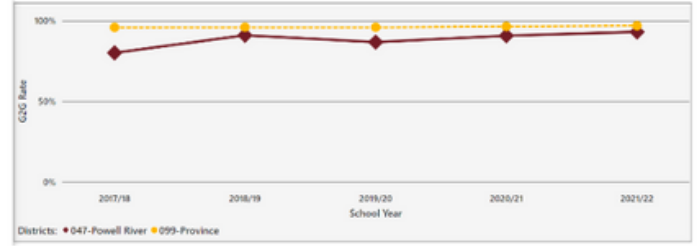
### Grade 9 to 10 (Indigenous Students – On Reserve)



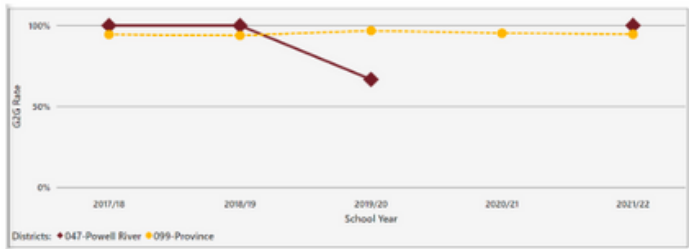
### Grade 8 to 9 (Students with Disabilities/ Diverse Abilities)



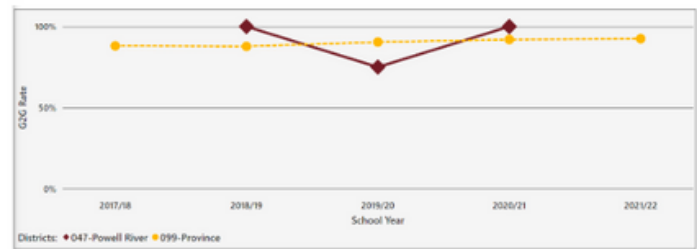
### Grade 9 to 10 (Students with Disabilities/ Diverse Abilities)



### Grade 8 to 9 (Children/Youth In Care)



### Grade 9 to 10 (Children/Youth In Care)



## Analysis and Interpretation: What Does this Mean?

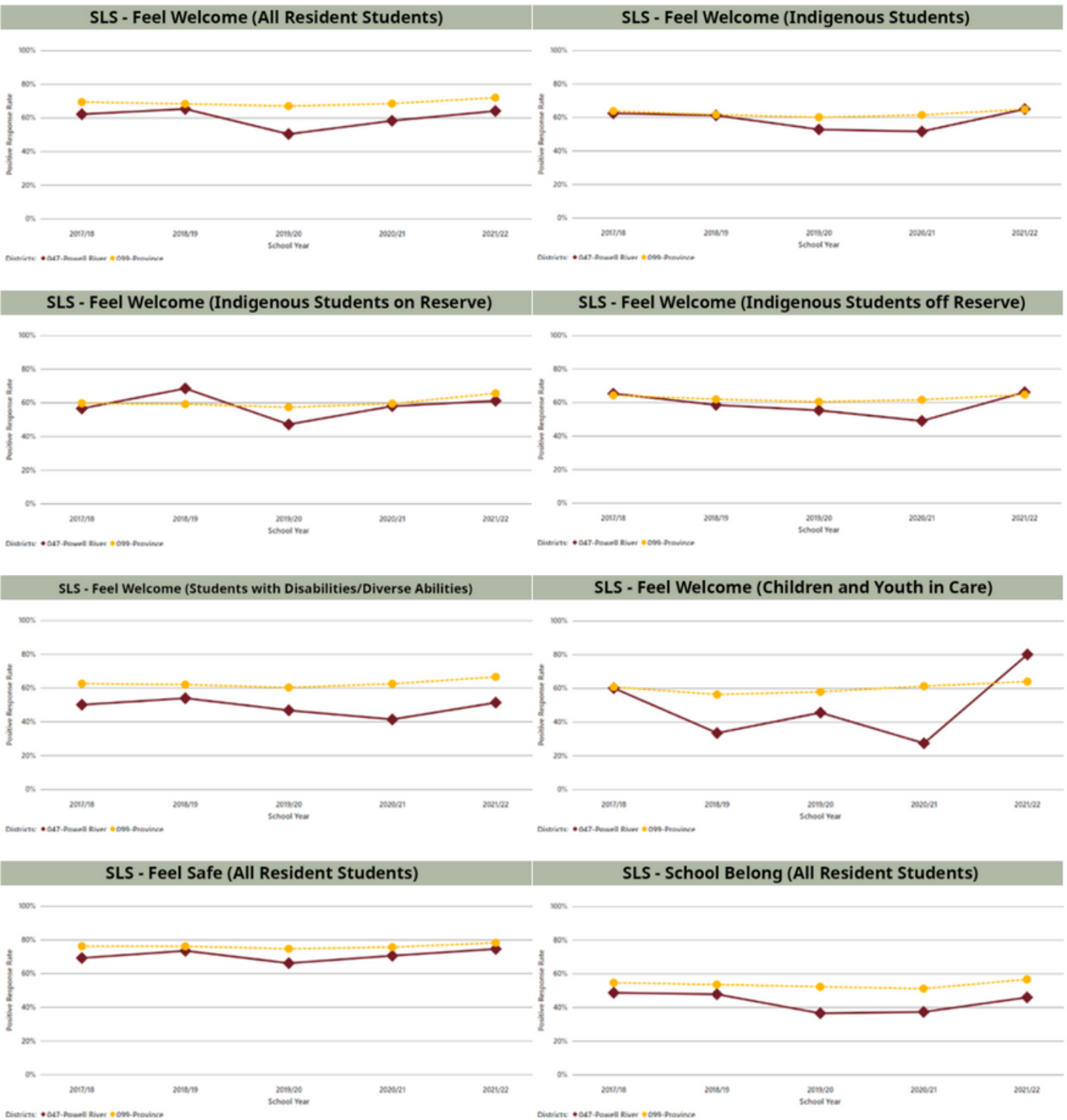
The Grade-to-Grade Transition Year Rate is the percentage of students who make a successful transition to a higher grade the following year. We continue to see strong and steady grade to grade transition rates. For the most part, Indigenous students (on reserve) continue to transition to the next grade at a higher rate than Indigenous students (on reserve), provincially, once in the graduation program. While not completely masked in all grades, the small number of children/youth in care in each cohort makes it difficult to establish clear trends and patterns. Continuing to support Indigenous students, diverse students, and children/youth in care to be successful in all areas of learning remains a priority to ensure program and course completion rates are on par with the general population.

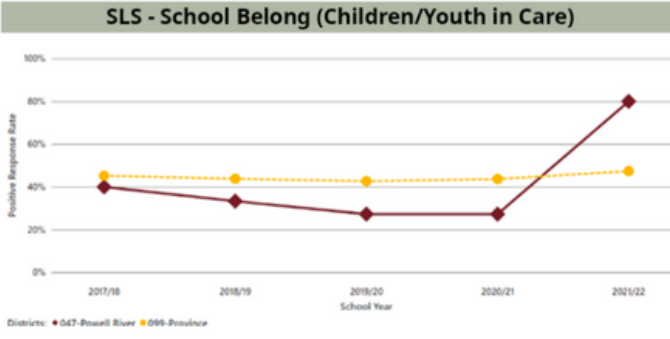
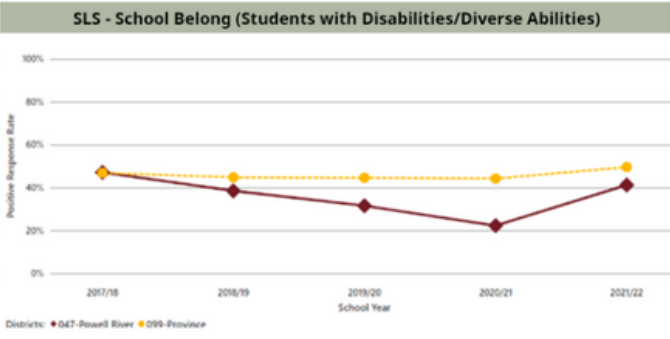
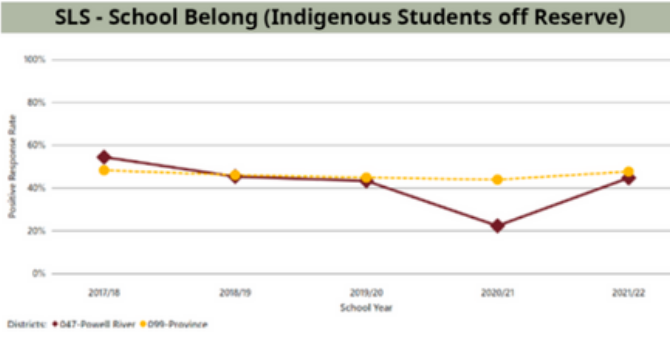
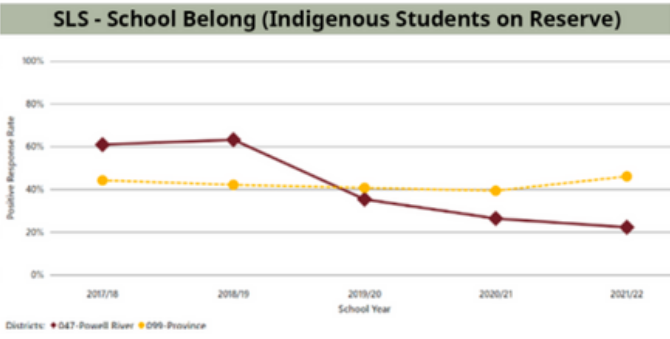
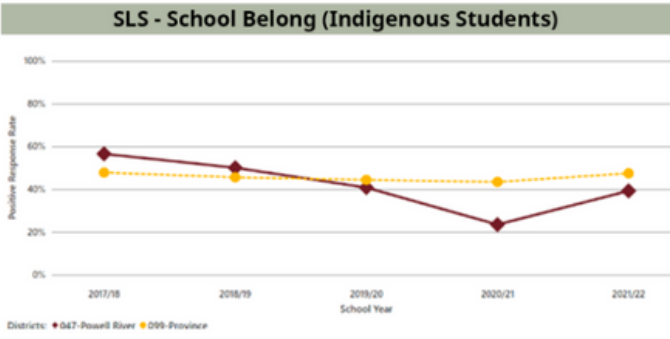


# Human and Social Development

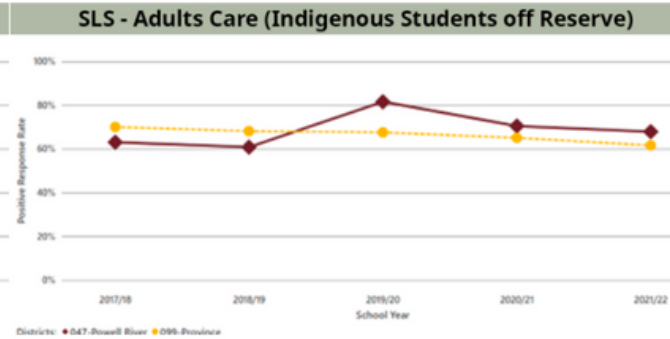
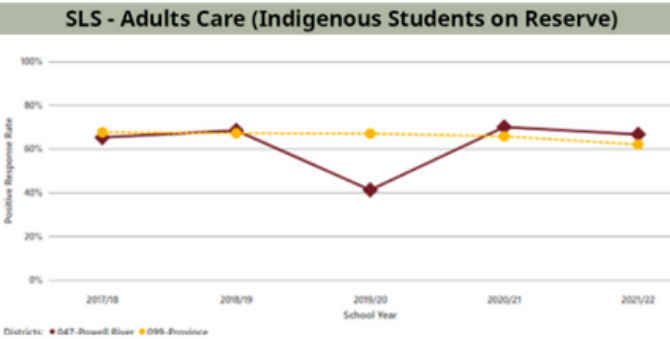
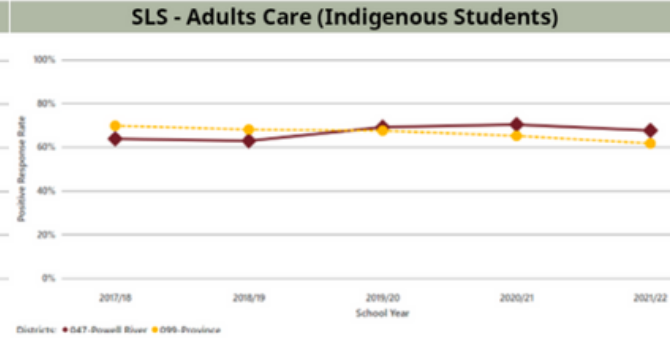
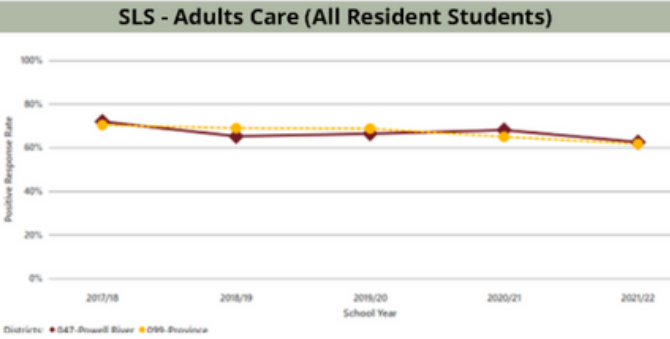
## Educational Outcome 3: Students Feel Welcome, Safe, and Connected

### Measure 3.1: Student Sense of Belonging

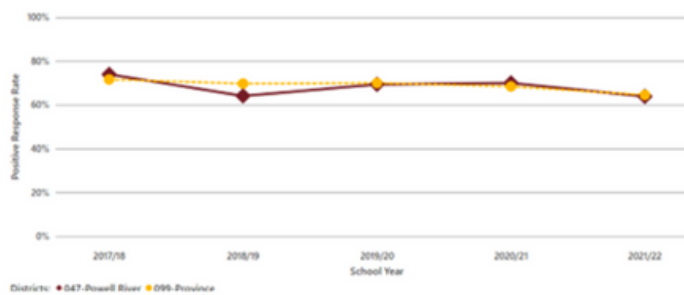




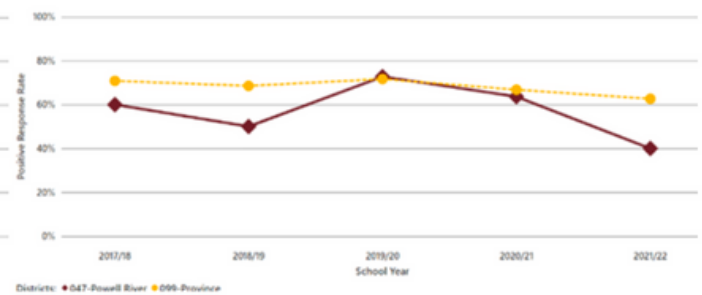
**Measure 3.2: Two or More Adults who Care About Them**



**SLS - Adults Care (Students with Disabilities/Diverse Abilities)**



**SLS - Adults Care (Children/Youth in Care)**



**Relevant Additional/Local Data and Evidence**

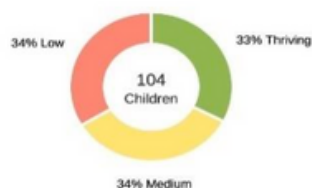
**Measure 3.3: Local Early Years Development Instrument (EDI) Data**

**EDI DATA FOR THE 5 SCALES OF THE EDI FOR NEIGHBOURHOODS IN POWELL RIVER SCHOOL DISTRICT - WAVE 2-8**

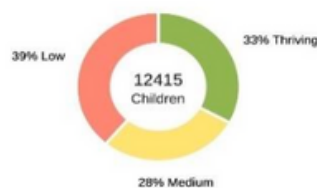
Scales of the EDI	Wave 2 2004-2007	Wave 3 2008-2009	Wave 4 2010-2011	Wave 5 2012-2013	Wave 6 2014-2016	Wave 7 2017-2019	Wave 8 2019-2022
Physical	11	7	10	21	20	18	14
Social	11	16	16	15	18	22	16.6
Emotional	16	18	21	19	18	22	12.4
Language	14	15	11	9	13	15	12.1
Communication	11	7	7	8	17	15	9.9
Vulnerable On One Or More Scales	28	28	31	34	36	37	29.2

**Measure 3.4: Local Middle Years Development Instrument (MDI) Data**

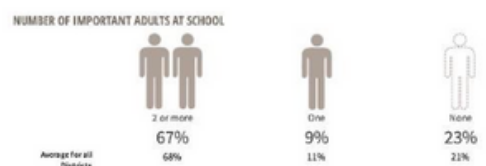
**Well, Being Assets  
POWELL RIVER**



**ALL PARTICIPATING DISTRICTS**



**Important Adults at School**



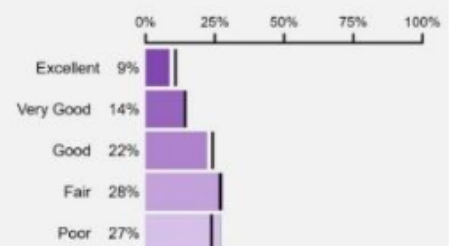
**Measure 3.5: Local Youth Development Instrument (YDI) Data**

**MENTAL AND EMOTIONAL WELL-BEING**

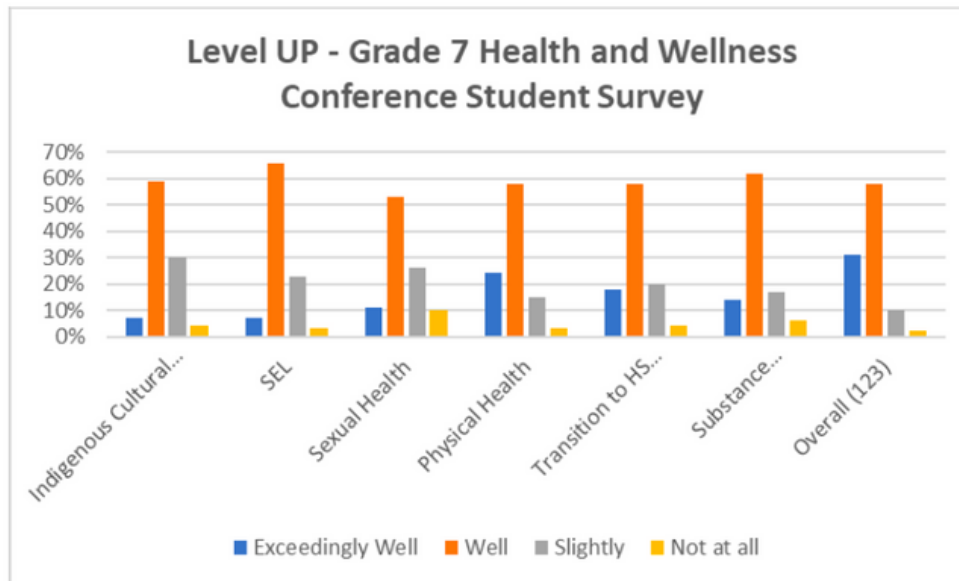
**GENERAL MENTAL HEALTH**

Youth's rating of their overall mental health.

"Overall, how would you rate your mental/emotional health in the past two weeks?"



### Measure 3.6: Grade 7 Health and Wellness Post Conference Student Survey Results: How well conference sessions prepared students for the transition to high school



#### Analysis and Interpretation: What Does this Mean?

Overall, Student Learning Survey data shows improved results for all students feeling welcome at school, with significant improvements noted for children/youth in care. While all categories demonstrate improved results, it is important to note that students with disabilities/diverse abilities are still below the province in terms of feeling welcome at school.

In the area of feeling safe at school, slight improvements were noted for all resident students, although the results are slightly below the rest of the province.

Sense of belonging survey data highlights a slight improvement for all resident students, although still below the rest of the province. Of note, fewer students living on reserve feel a sense of school belonging with a decrease noted over the past several years. An increased number of children/youth in care reported a sense of school belonging.

Student Learning Survey data regarding the identification of two or more adults who care shows a slight decline for all resident students and a significant decrease for children/youth in care.

The Early Years Development Instrument (EDI), a survey completed by kindergarten teachers, collects data on children's physical, emotional, social, and cognitive development. The EDI is used to measure trends and patterns in children's development across five core domains that are good predictors of adult health, education, and social outcomes. The core areas measured are physical health and wellbeing, social competence, emotional maturity, language and cognitive development, and communication skills. The data collected demonstrates trends over time and is useful for school, district, and community planning.

The most recent data results, Wave 8 (2019-2022) indicate that overall, we are performing better than all other participating districts in the province. The average, for all participating districts of students vulnerable on one or more scale is 32.9%. Powell River data highlights 29.2% of students as being vulnerable on one or more scale of the EDI. Previous data waves have shown that a higher percentage of SD 47 students have been vulnerable on one of more scales of the EDI. This change in data serves to reinforce the need to continue the valuable work with our community partners through the Early Years Planning Table, and ensure we work collaboratively to provide supports, programs and services for students and families during the early years. The Middle Years Development Instrument (MDI) assesses five areas of development that are known to support children's development in the middle years. These areas include social and emotional development, physical health and well-being, connectedness, use of after school time and school experiences. Most recent MDI data shows that SD 47 students' well-being index is similar or slightly higher than all other students in participating districts.

In previous years, MDI data has been collected for students in grade 4. In an effort to broaden our survey results beyond grade 4 students, this past school year, children in grade 5 participated in the MDI survey. Analysis of MDI survey data collected over the past three years notes that the presence of important adults at school has been relatively stable over time, with a slight decrease noted in 2020-2021.

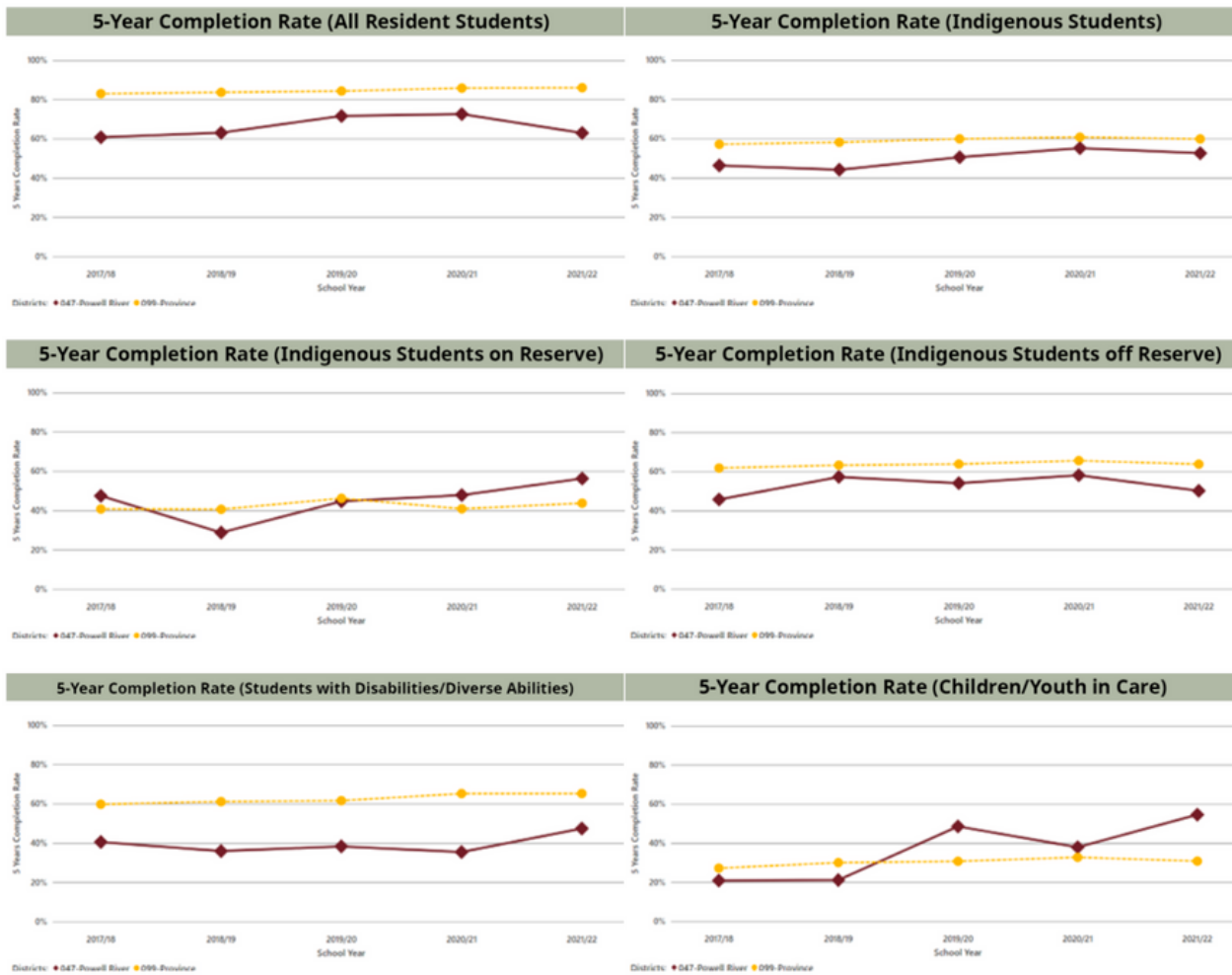
Recently SD 47 participated in data collection through the Youth Development Instrument (YDI). While the YDI is still in a pilot phase and trends cannot be established, survey results indicate students in grade 11 are experiencing challenges with their overall mental and emotional well - being. This observation was corroborated by qualitative data collected during a listening circle with secondary school students from the Brooks Secondary School Mental Health Advocacy Club. Themes from that data included students wanting more explicit information about mental health in Physical and Health Education (PHE) and other courses, information about resources for students when they or their friends are experiencing challenges, and professional learning for staff.



# Career Development

## Educational Outcome 4: Students will Graduate

### Measure 4.1: Achieved Dogwood Within 5 Years



### Measure 4.2: Achieved Dogwood Within 6 Years

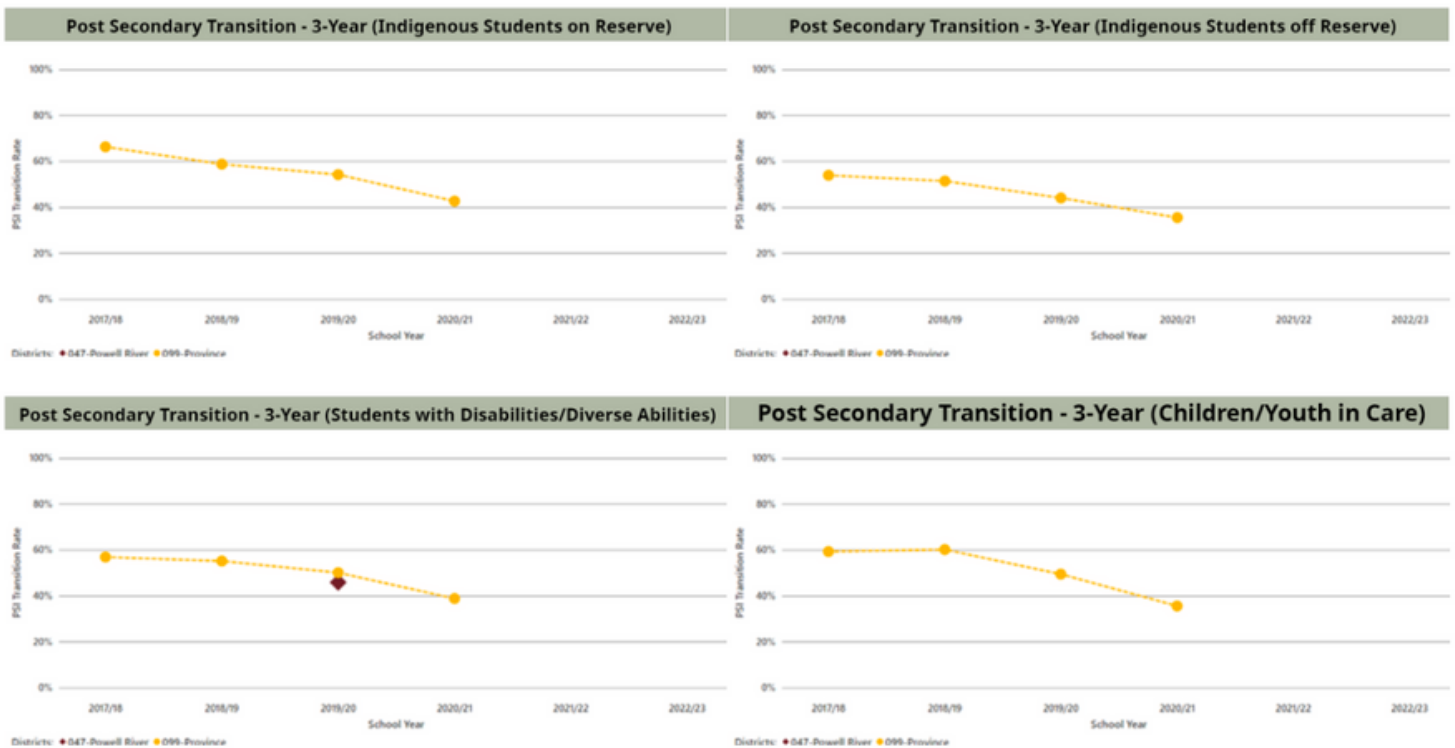
	All Residents	Indigenous Students	On-Reserve Students	Off-Reserve Students	Diverse Students	Children/Youth In Care
<b>2021/2022</b>						
Province	91.4%	75%	61.9%	78.2%	77.3%	54%
District	82.9%	67.4%	msk	72.2%	57.7%	msk
<b>2020/2021</b>						
Province	90.1%	72.5%	62.1%	75.5%	73.9%	52.6%
District	78.5%	65.5%	57.6%	70.6%	51.2%	63.1%
<b>2019/2020</b>						
Province	89.0%	71.1%	60.7%	74.2%	73.6%	50.1%
District	80.2%	65.4%	57.8%	71%	67.2%	msk
<b>2018/2019</b>						
Province	86.5%	69.5%	58.4%	72.7%	71.4%	46.9%
District	71.3%	58%	47.3%	63.5%	47.4%	msk
<b>2017/2018</b>						
Province	88.5%	69.6%	62.7%	71.6%	71.0%	48.7%
District	69.7%	14%	msk	msk	46.3%	msk

## Educational Outcome 5: Life and Career Core Competencies

### Measure 5.1: Transitioning to Post-Secondary







### Analysis and Interpretation: What Does this Mean?

The Five-year and Six-year Completion Rate is the percentage of students who graduate with a Certificate of Graduation or an Adult Dogwood Diploma, within five and six years from the first time they enroll in Grade 8. Results are adjusted for student migration in and out of British Columbia.

We've seen some improvements over the last few years in the Five-year Completion Rate, but in almost all populations, we remain below the provincial average. The rate for Indigenous students (on reserve) continues to improve; however, the rate is still well below the provincial average rates of the general population.

Given an additional year to meet graduation requirements, the rates significantly improve. The Six-year Completion Rate itself has also increased over the last five years. Indigenous students, diverse students, and children/youth in care continue to be a priority of focus to reach equity of learning and outcomes.

The Post-Secondary Institute (PSI) rate is the percentage of students transitioning to post-secondary institutions in British Columbia within one and three years. While most of the data is masked and slight variations exist from year to year, students from our district transitioning to a post-secondary institution remains fairly consistent and below the provincial rates for all local populations.



## Section B: Moving Forward

*Planning and Adjusting for Continuous Improvement*

### Current Strategic Plan Priorities

It is with great optimism that the Board has published the [Strategic Plan for 2023-2028](#). All decisions made by School District 47 during the development of this strategic plan were guided by its vision and core values based on research and consultation. The strategic plan is based on six priorities and is supported by a number of goals and objectives.

#### **Cultivating an Ethic of Learning (tituwšem taʔow)**

*Ensure early learners and students have the best possible learning experience.*

#### **Cultivating Curiosity (gagayεłtən)**

*Transform our learning environments into places of innovation.*

#### **Cultivating Connection (ʔaʔaθəm)**

*Prioritize mental health, community connections, and social-emotional learning.*

#### **Supporting Self-Determination (†əgameθot)**

*Ensure holistic Indigenous student success.*

#### **Cultivating Truth and Reconciliation**

*Honour Truth and reconciliation.*

#### **Cultivating Integrity/Responsibility (tiyhεgən mεtəm)**

*Prioritize climate change, organizational health and sustainability.*

## Celebrating our Successes for the Past Year



### **†aʔamɩn Education Agreement (TEA)**

The district has been collaborating with Tla'amin Nation staff to work towards a new Local Education Agreement. Since our district is uniquely situated on the traditional and treaty territory of one Nation, it is being referred to here as the TEA (†aʔamɩn (Tla'amin) Education Agreement). The agreement was signed this last fall and guides the work for ensuring Indigenous students receive the best possible opportunities and leads the way for the district in their work towards truth and reconciliation.

### **Equity in Action Project—Year 3**

The district completed year three of the **Equity in Action Report** and project. This work was supported by a close working relationship with newly hired Education staff for Tla'amin Nation.

The partnership between the District Principal and the Director of Education for Tla'amin Nation has been paramount in creating trust and support within community and serving the needs of Indigenous students, staff, and the community.

### **Commitment to a Name Change**

Board of Trustees agreed to change the name of the school district after a request from Tla'amin Nation (new name to be announced in the 2023-2024 school year).

### **Traditional Skill Builder (Now, Guided Indigenized Journey to Excellence) (GIJE)**

The Traditional Skill Builder Program is a land-based, experiential, and culturally immersive program. It honours Indigenous knowledge and ways of being and doing to provide students with a safe, holistic, and identity affirming education while offering credits towards their graduation. This is achieved through engaging and relevant learning opportunities. The course provides a strengths-based approach with exposure to broad experiences while creating space for individual student gifts, interests, and mastery as a way to build students sense of belonging, identity, and success.

### **Indigenous Education Professional Learning**

Kevin Lamoureux was the keynote for our planning day this June. We offered a year long decolonizing education learning circle where all staff were welcomed to attend. Our senior leadership team also participated in a book study of *White Fragility*. Staff in our PIE program, and a couple of our elementary schools participated in the Blanket Exercise with Indigenous Education staff, and Tla'amin Nation elders and residential school survivors.

### **Additional Indigenous Education Staff**

We created two new Indigenous Success Teacher positions, one that supports all elementary schools, and the other that supported our Provincial Online learning school. This year we have also piloted an Elder in Residence that we hope to expand to all schools in the future.

### **Elementary Reading Assessment and Interventions**

The school district continues to utilize the DIBELS assessment to identify students who have not acquired some of the skills required to learn to read. By assessing all K-7 students in the beginning, middle, and end of the year, we have been able to identify students who may need additional support. The data from 2022/2023 indicates that the interventions put into place for primary children have been effective at helping students acquire those skills.

### **Early Learning Programs**

With data such as EDI indicating a high vulnerability of students entering kindergarten, the district implemented several new early learning programs in 2022/2023.

JustB4 preschool programs were opened in two elementary schools, a Seamless Kindergarten Program was opened in a third elementary school and a Strengthening Early Years to Kindergarten committee was established and had several key initiatives to engage with the community and families to determine what would help ease the transition to kindergarten.

### **Grade 7 Health and Wellness Conference**

A Grade 7 Health and Wellness Conference was held in consultation with district staff, the District Principal of Indigenous Education, school counsellors, and community partners. A full day conference was organized with sessions on Indigenous cultural and spiritual wellness, social/emotional learning, sexual health, substance use, physical health, and a student panel on transitioning to high school. As indicated in Measure 3.6, the post conference student survey results indicated that 89% felt that the conference helped them feel prepared for transitioning to high school.

### **Dual Credit and Skilled Trades BC Programs and Partnerships**

The number of program offerings and students participating in dual credit (academic and trades) and Skills Trades BC Programs continues to grow and help students gain valuable exposure to trades and post-secondary institution courses and programs. Programs also lead to course credit for graduation requirements. The addition of two Skills Trades BC Youth Programs (Skills X and Trades Sampler) allowed 30 students to explore skilled trades career paths. In addition to long-standing dual credit trades offerings, expanded academic offerings in partnership with Vancouver Island University and North Island College have also allowed students who meet criteria to enroll in first year academic courses that lead to a credential, as well as the Health Care Assistant, Early Childhood Education and Care, and the Educational Assistant and Community Support Worker programs.

### **Compassionate Systems Leadership**

Building on the work we have done provincially with the BC Compassionate Systems Leadership Network, we took part in a professional learning series designed for district Principals, Vice- Principals, and senior staff with the support of a Human Early Learning Partnership grants. Leadership staff were introduced to tools and practices within each of the interconnected domains of the framework (self leadership, relational leadership, and systems thinking).

### **Coordinators and Teacher Support**

The maintenance and creation of other teacher coordinators and supports allowed for increased collaboration and professional learning for educators. This included support for literacy, numeracy, mental health literacy, food literacy, active living, sexual health education, outdoor learning, ADST, and career education.

## Existing and/or Emerging Areas for Growth with Next Steps

- Improve outcomes for Indigenous students, students with disabilities/diverse abilities, and children/youth in care:
  - Continue to improve processes to analyze local and provincial disaggregated data to improving outcomes for Indigenous students.
  - Create and use structures in local data systems to filter data for Tla'amin students.
- Continue to focus on inclusion, cultural safety, and anti-racism training and expand opportunities to staff and students:
  - Support the K-12 Anti Racism Action Plan.
  - Support educators to connect anti-racism work to Core Competencies and Curricular Competencies
  - Develop and implement a district JEDI (Justice, Equity, Diversity, and Inclusion)
    - Committee will be a structure to support students with disabilities/diverse abilities, Indigenous students, and children/youth in care and to identify students who do not feel welcome, safe, or a sense of belonging.
  - Continue to improve access to Indigenous focused cultural and curricular learning opportunities.
- Support the social emotional needs of students entering kindergarten:
  - Continue to develop existing early learning programs such as JustB4 and Seamless Kindergarten.
  - Continue to work with the families and the community through SEY2KT and Early Years Planning Table.
  - Find additional ways to support children and their families before they enter kindergarten.
  - Continue to work collaboratively with community service providers to ensure successful transition to kindergarten and strengthen current information sharing systems.
- Improve proficiency in literacy K-12:
  - Create opportunities for elementary teachers to continue to develop assessment strategies for literacy.
  - Continue to work with literacy team including intervention teachers and Literacy Coordinator.
  - Continue to focus on early literacy foundational skills.
  - Create opportunities for grade 4-7 teachers to learn more about literacy skills for intermediate students.
  - Create opportunities for grade 8-12 teachers to learn more about adolescent literacy skills and disciplinary literacy.
  - Collaboratively create a K-7 Literacy Framework that clearly articulates what components are required to create a rich literacy environment for all students.
  - Continue to focus on ensuring that Indigenous students, children/youth in care, and students with disabilities/diverse abilities show growth that is consistent with students in the general population by finding ways to eliminate the inequities in classrooms and schools.

- Improve proficiency in numeracy K-12:
  - Create opportunities for grade K-7 teachers to learn more about developing numeracy for K-7 students.
  - Select, pilot, and implement an elementary numeracy assessment that can be used across the district to determine where to focus improvement efforts.
  - Collaboratively create a K-7 Numeracy Framework that clearly articulates what components are required to create a rich numeracy environment for all students.
  - Continue to focus on ensuring that Indigenous students, children/youth in care, and students with disabilities/diverse abilities show growth that is consistent with students in the general population by finding ways to eliminate the inequities in classrooms and schools.
  - Create opportunities for elementary teachers to continue to develop assessment strategies for numeracy.
  
- Improve Literacy and Numeracy Graduation Assessment results:
  - Provide information sessions for students and parents about each of the assessments.
  - Create practice sessions for students leading up to each assessment.
  - Create opportunities for Grade 8-12 teachers to learn more about the specifications, tasks, and evaluation procedures associated with the graduation assessments and how this connects to the redesigned curriculum.
  
- Support staff and student wellbeing and mental health:
  - Continue to support the staff and the Health and Wellness Committee's efforts to promote and prioritize organizational wellness.
  - Provide ongoing opportunities for mental health literacy training for staff.
  - Continue to work with the PHE department to implement Mental Health Literacy Curriculum.
  - Continue to fund additional staffing such as an elementary Mental Health Coordinator, Sexual Health Coordinator, and an additional Family School Liaison Worker.
  - Implementation of the Integrated Child and Youth Team to provide wraparound supports and services for children and youth within the community.
  
- Increase student voice, engagement, and feedback regarding Student Learning Survey/MDI results
  - Continue to develop and expand the Grade 7 leadership program.
  - Invite student participation at relevant district committee meetings.
  - Continue to provide opportunities for listening circles or focus group to gather feedback.
  - Begin an equity transformation cycle with a cohort of Indigenous students.

- Prepare for full participation in the Accountability and Quality Assurance (AQA) Process for all Provincial Online Learning Schools (POLS):
  - Increase the number of students participating in the Foundation Skills Assessment (FSA).
  - Continue to integrate Indigenous perspectives and world views into online and blended curriculum and spaces.
  - Continue implementation of supports for Indigenous students, children/youth in care, and students with disabilities and diverse abilities.
  - Create continuous improvement cycle discussions around local and provincial disaggregated data for improving outcomes for online students.

## Existing and/or Emerging Areas for Growth with Next Steps

### Strategic Engagement

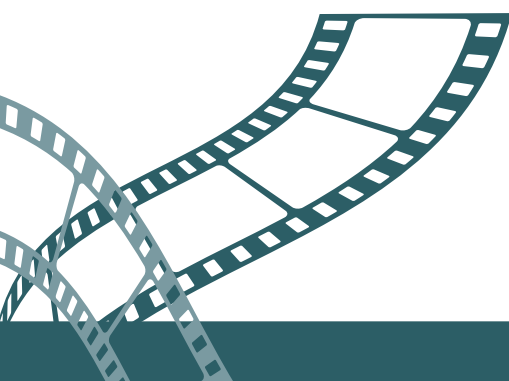
The Board uses a multi-year collaborative process to monitor progress and allow for ongoing engagement and feedback from education stakeholders and Indigenous rightsholders.

During the 2022-2023 school year, the Board engaged in creating a new strategic plan. This involved extensive community engagement with many different rightsholders and stakeholders including the administration team, teachers, CUPE, PRDTA, Brooks students, grade 7 students, DPAC and PAC parents, Tla’amin team, the Early Years Planning Table, and various other community organizations.

Ongoing engagement with education partners is essential to the cycle of continuous improvement. The District uses our website, email, newsletters, and social media to keep people informed of improvement plans and progress. Consultation, collaboration, and feedback occurs through regular meetings, committees, engagement sessions, surveys, and through PACs and DPAC. When possible, student voice has been included in plans through survey results, focus groups, and leadership meetings.

### School Growth Plan Videos

At the end of the school year, the principal of each school in the district was invited to film [School Growth Plan Videos](#) highlighting some of the successes connected to their school growth plans. These videos provided an opportunity for sharing actions, strategies, and successes being used to meet school goals.



## Signing of ʔaʔamin Education Agreement (TEA)

The district has been collaborating with Tlaʔamin Nation staff to work towards a new Local Education Agreement. Since our district is uniquely situated on the traditional and treaty territory of one Nation, it is being referred to here as the TEA (ʔaʔamin (Tlaʔamin) Education Agreement). The agreement was signed this last fall and guides the work for ensuring Indigenous students receive the best possible opportunities and leads the way for the district in their work towards truth and reconciliation.

## ʔayʔajuθəm Local Immersion Program

The Tlaʔamin Nation will be offering an afternoon kindergarten and grade one ʔayʔajuθəm Immersion Program in 2023/2024. The planning for this program involved partnerships between the Tlaʔamin Nation and SD47. This District Principal of Indigenous Education and the Tlaʔamin Director of Education worked extensively by meeting with families, teachers, administrators, elders, and Tlaʔamin community members to create an essential multi-generational opportunity to help restore the ʔayʔajuθəm language.



## Alignment for Successful Implementation

The Board is committed to both long-term and short-term school and district planning. [Administrative Procedure 100](#) supports a multi-year collaborative planning process as the means to improvement in instruction and effective fiscal planning and decision-making.

The concept of continuous and quality improvement is embedded into the daily activities and tasks of individuals within a school district system and checkpoints for status updates and opportunities for feedback and revision are included in all district and school improvement initiatives.

The new Strategic Plan and its six priorities are used to inform all district and school planning. Schools and district departments complete School Growth Plans and Operational Plans each year that directly align to the Strategic Plan. These plans also inform the budgeting process when making financial decisions.



# Continuous Improvement Review Cycle

AREA	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	
<b>Learning &amp; Student Services</b>	Update School Growth Plans	Review Growth Plans		Monitor Annual Plans			Interim Reporting	Monitor Annual Plans				Planning Day	
						10/12 Provincial Assessments	Annual Assessment Data Released	10/12 Provincial Assessments			10/12 Provincial Assessments	10/12 Provincial Assessments	
				FSA Administration Period			Grade to Grade Transition Date Released	FSA Report Released	PSI Transition Data Released				
			District DIBELS Assessments			Completion Rates Released		District DIBELS Assessments					District DIBELS Assessments
	Student Learning Survey Data Released				Mental Health Dashboard		"How Are We Doing Report?" Released	Student Learning Survey Administration Period				Equity in Action Report	
			EDI/MDI/YDI Administration Period							EDI/MDI/YDI Data Released			
<b>Governance</b>			Adopt Annual FESL Report				Receive Interim Strategic & Growth Plans Reports	Adopt Local School Calendar				Review Annual Facility Plans	Adopt Capital Plan
	Review Monthly Budget to Actual Spending Reports												
			Adopt Annual Financial Statements	Review Executive Compensation		Trustee Appointments to Committees & Community Liaison Groups		Adopt Amended Budget	Approve Budget Process	Review Operating Grants	Develop Board Work Plan	Adopt Annual Budget	
<b>Communication &amp; Engagement</b>	Website Maintenance	Back to School Messaging	Ongoing Support of School & Departments in the Development, Promotion & Communication of Good News Stories & Stories of Student Learning										
<b>Human Resources</b>	Exempt Staff Evaluations	Staffing	Ongoing Support for Principals & Managers							Staffing			
<b>Finance</b>	Complete Financial Year End	Identification & Deployment of Any additional Resources in Support of Learning				Develop Amended Budget		Review Anticipated Enrolment	Review Operating Grants	Develop Preliminary Budget			
	Monitor School & Department Spending												
<b>Technology</b>	Deployment of New Equipment	Ongoing Support of Schools & Departments						Technology Planning					
<b>Facilities</b>	Implement Facility Improvements	Ongoing Support of Schools & Departments								Implement Facility Improvements			
								Develop Capital Plans					
<b>Transportation</b>		Finalize Routing & Distribution of Annual Passes								Process Student Bus Applications			
	Fleet Maintenance	Ongoing Conveyancing of Students Including Support of Field Trips & Extra Curricular Events											



SCHOOL DISTRICT 47