

Haida Gwaii

ADDITIONS & ATTACHMENTS of the REGULAR MEETING of the Board of Education School District No. 50 (Haida Gwaii)

Location: District Administration Office, Daajing Giids
Date: September 13, 2022
Time: 6:00 PM
Use TEAMS link: Link in email – Also available on the SD50 website

Distribution List:

Board of Education	SD50 All staff
CUPE Local 2020	Haida Gwaii Principals & Vice Principals Association
Haida Gwaii Teachers' Association	Old Massett Village Council
Skidegate Band Council	Skidegate Haida Immersion Program
Haida Gwaii Observer	School District No. 50 Website
Parent Advisory Councils	Village of Daajing Giids
Village of Port Clements	Village of Masset
Area D Director	Ernie Gladstone
Jennifer White	Jason Alsop
Erica Reid, Tasha Samuels	Student Trustees

ADDITIONS & ATTACHMENTS:

- 9.1 Superintendent's Update (Attachment)
- 9.3 Ministry Framework for Enhanced Student Learning (Attachment)
- 9.3 SD50 21-22 FESL Submission (Attachment)
- 9.3 Ministry Feedback to SD50 FESL Submission (Attachment)



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 9.1</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	September 13, 2022
Topic:	Superintendent's Update		
Background/Discussion: Superintendent's Report			
Recommended Action: Information			
Presented by: Interim Superintendent			



WELCOME TO THE 22 – 23 SCHOOL YEAR!

You only had to be near a school bus, a playground, or a classroom last week to get a sense of back-to-school excitement across Haida Gwaii. I'm sure parents were equally excited to see their children return to school following a summer full of adventures.

Thankfully we are beginning this year far closer to an average September than we have for the previous two COVID years. The [K-12 Communicable Disease Guidelines](#) have been updated. Although COVID-19 will continue to circulate in our communities, high rates of vaccination combined with other measures means that the 22 – 23 school measures support the reduced risk of communicable disease in school settings.

As most of us return to shiny schools in September, we have a group of employees concluding hectic summer projects and finishing the deep cleaning at each of our schools. **A very big THANK YOU to all in this group, which includes staff from facilities, technology, custodial, transportation and business operations.** Your hard work is recognized and appreciated by all of us as we return to great-looking buildings!

Haawa to the many SD50 staff and locals within your communities who welcomed me warmly during my first visit to Haida Gwaii.



SD50 WELCOMES SOME NEW FACES & OLD FACES TO NEW ROLES

Although we are beginning to experience the anxiety associated with not being able to hire enough staff for a few of our positions, we are excited to welcome:

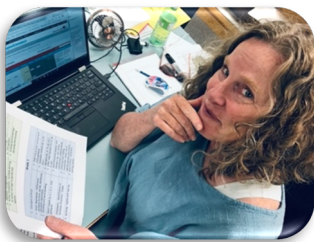
- **Colin Orchyk** - Gidgalang Kuuyas Naay Teacher
- **Rhea Botel** - Gidgalang Kuuyas Naay Teacher
- **Lia Hetherington** - Tahayghen Teacher
- **Solomon Mensah** - Gudangaay Tlaats'gaa Naay Teacher

We are also happy to welcome local experts who are teaching under 'letters of permission' for us which is very helpful given our current recruiting challenge. Thank

you to:

- **Ian McLean** - Gudangaay Tlaats'gaa Naay Teacher
- **Marjorie Fregin** - Gudangaay Tlaats'gaa Naay Teacher

Finally, a warm welcome to **Behn Cochrane**, who joins the SD50 leadership team as principal at Tahayghen Elementary School.



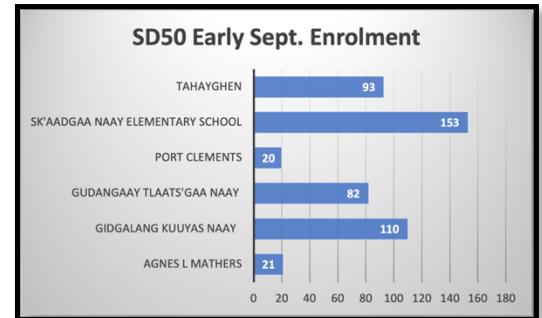
SD50 LEARNS WITH CHRISTINE FRASER

We are excited to be working with Christine Fraser, an Elementary Literacy specialist with Campbell River School District, for the 3rd year in a row. Christine will make three trips to Haida Gwaii this school year to work with interested elementary teachers on early literacy intervention strategies.

I will look forward to sharing stories from this learning throughout this year.

**SCHOOL ENROLMENT**

Like other rural and remote school districts across the province, Haida Gwaii has seen a steady decline in student enrolment over the last several years. This year we have 479 students enrolled, just slightly above the previous year's total. This may change somewhat between now and the end of Sept.

**GUDANGAAY TLAATS'GAA NAAY FIRST WEEK****WORLD CLASS FOOD PROGRAM**

It is rare in British Columbia, if not Canada, to see a food program such as the one at Gudangaay Tlaats'gaa Naay Secondary. Principal **Ian Keir** shared,

"GTN is well known for its school food program, and this year, we got off to a great start with foods classes making

*lunches for everyone on the first and second days of school. Under the guidance of **Marjorie Fregin**, a Red Seal Chef and our Food Studies teacher this year, students enjoyed baked macaroni and cheese as well as beef fried rice. It is exceptional that we can offer such delicious meals to start the school year, and our foods team is committed to daily lunches. I'm happy to report that we have two very generous sponsors of our program.*

***Langara Fishing Lodge** recently donated \$12 000 to assist with the coordination of our program. This is the fourth year that the lodge has supported our program. **The Northern Haida Gwaii Medical Staff Association** is also sponsoring our food programs for a second consecutive year. The association, comprised of the doctors and midwives who work out of the hospital in Masset, supports our program from their chronic disease fund and generously gave \$10 000. This funding ensures that good healthy food will be present in our school this year. Haa'wa to our donors and all the student chefs who work to make this amazing program happen."*

THERE IS STRENGTH IN SMALL SCHOOLS

Being a small high school means a combination of grades in both core and elective courses. Our school's combined PE 10 and Fitness & Conditioning 11/12 class is an excellent example of this working well. As per Principal **Ian Keir**,

*"These basketball-focused PE classes allow students to focus on a sport they love and receive additional coaching and learning opportunities. The first few classes happened this week and were a huge success. Haa'wa to **Cal Westbrook** for taking on this class."*

Similarly, Gudangaay Tlaats'gaa Naay offers a Contemporary Music 10 – 12 class focusing on Haida singing and drumming.

*"This is a new course offering, so our small group is excited to learn together, and they have already written their first song. Haa'wa to **Jaskwaan Bedard**, **Nonnie Louise**, and **Diane York** for their leadership in this class."*

Thanks for sharing how your school's first week has gone, Ian!

**SK'AADGAA NAAY ELEMENTARY FIRST WEEK**

It was a busy first week at all our schools, but I was able to get to Sk'aadgaa Naay Elementary for a quick visit on Thursday, Sept. 8th. We were greeted by the excitement of baby animals arriving at a school. Sk'aadgaa Naay teacher **David Wahl** had brought in two piglets from his farm, and the kids, adults, and truthfully, myself, were pretty excited to have a little visit with both Manuka and Raglan.

I then had a chance to join the youngest learners in the school in singing Sing'gaa Laa in **Mrs. Peerless's** classroom, what fun!

Unlike previous years, Sk'aadgaa Naay hosted a 'Welcome back to school' pancake breakfast on Friday, Sept. 9th, which was well attended. Principal **Leighann Rodger** shared, *"It was so nice to have parents back at our schools as we hadn't been able to do this for the last two years."*

AGNES L. MATHERS ELEMENTARY FIRST WEEK

Principal Will Bedard shared the following:

"Our first week went well. It was great to see the students again and feel their energy."

On Thursday, my class had our first Gud GAA iis (gathering) and talking

circle, then drumming and singing.

Both classes got into the greenhouse and did some work, harvesting and tidying.

We had a beach morning on Friday, where we explored and did station work (paint a landscape, paint name on a rock, Xaayda Kil, (beach and ocean words), tide math lesson, etc.)"



It sounds like a great first week Will; thanks for sharing!

IPADS FOR ELDERS

We are pleased to continue our partnership with the **Council of the Haida Nation** on their iPads for Elders project. The project is intended to help Elders across the Island with little or no online access to connect with others. Steve Goffic, SD50's IT Manager, has assisted the CHN with purchasing and maintaining the iPads for the last two years and recently renewed SD50's commitment to the partnership for the coming two years.



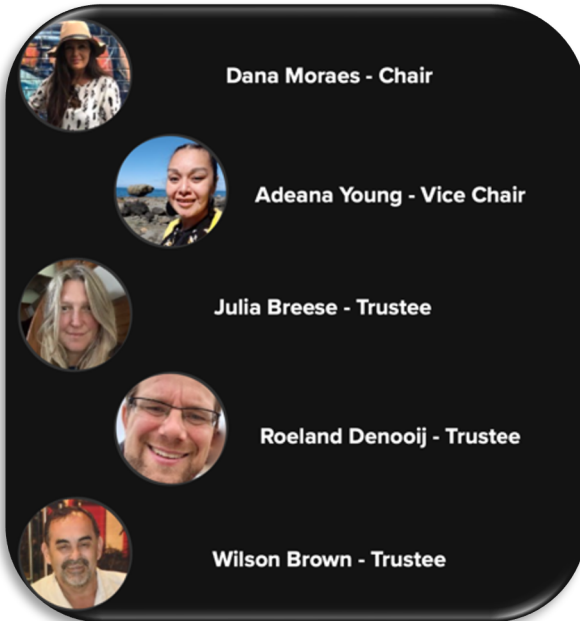
School District No. 50

Haida Gwaii

SUPERINTENDENT'S REPORT TO THE BOARD

Regular Meeting of Sept. 13th, 2022

HAWAA / HAW'AA SD50 TRUSTEES



Finally, I would be remiss not to acknowledge and thank current SD50 trustees for their hard work and determination in helping to govern a public school system over the last four years, much of which was taken up by helping to keep schools open within the context of a world pandemic.

Although **Adeana Young, Wilson Brown, Roeland Denooij** and **Dana Moraes** have put their names forward to be considered as trustees for the coming four years, SD50 is saying goodbye to trustee **Julia Breese**. **Julia, thank you for all you have contributed to SD50 and our Board of Education.**

Please encourage your friends and family to vote on Oct. 15th, as the role of a committed Board of Education is vitally important in helping to support public schools.

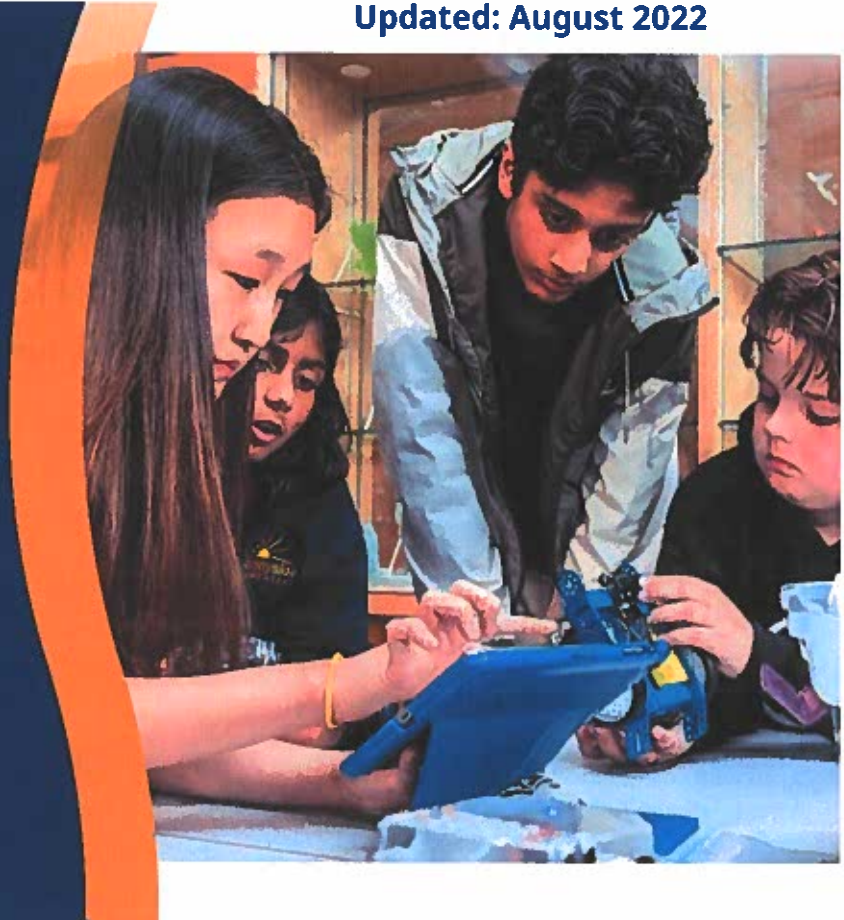


**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 9.3</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	September 13, 2022
Topic:	Framework for Enhanced Student Learning		
Background/Discussion: Attachments for Agenda item 9.3: <ul style="list-style-type: none">- Ministry Framework for Enhanced Student Learning- SD50 21-22 FESL Submission- Ministry Feedback to SD50 FESL Submission			
Recommended Action: Information			
Presented by: Interim Superintendent			

Updated: August 2022

Guide to Effective Strategic Planning and Reporting for Continuous Improvement



The planning and reporting processes that school districts use are integral to improving educational outcomes, creating public assurance, and demonstrating accountability. This guide is intended to share sector-proven practices to support boards of education as they:

- Develop district strategic plans
- Align district operational plans
- Create an Enhancing Student Learning report

Additional resources are available on the [Framework website](#).

As part of a continuous improvement review cycle, the Ministry will update this document annually to include promising practices and adapted strategies collected from the sector.

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Section A: Background

Policy Vision

British Columbia's education system continues to evolve by using evidence-based practices to improve - and build public trust in - the quality of public education. Over the past several years, the Ministry of Education and Child Care has been working with Indigenous rightsholders, Indigenous peoples, and provincial education partners within the context of system improvement, and through this work our approach to continuous improvement has broadened. This broader approach, reflected in the [Framework Policy](#), focuses on aligning system-wide efforts based on common values and the following shared commitments:

- **a shared commitment to improve student success**
- **a shared commitment to improve equity of student outcomes, with a particular focus on Indigenous students, children and youth in care, and students with disabilities or diverse abilities**

The Framework for Enhancing Student Learning (The Framework), which was developed collaboratively with Indigenous rightsholders, Indigenous peoples, and provincial education partners, provides the structure necessary to ensure that the BC education system continues to improve. Using multi-year district and school plans, this structure provides an opportunity to build on and enhance existing planning and reporting practices, and to make improvements based on sector experiences, promising practices and Indigenous ways of knowing.

The Framework is a collective approach that recognizes and fosters diversity, acknowledges and respects Indigenous ways of knowing, relies on evidence-informed decision making, and responds to the various needs of students while honoring student, family, and community agency and respecting local autonomy to deliver educational programs.

The Framework itself will also evolve and continuously improve through the ongoing commitment of school districts, the Ministry of Education and Child Care, Indigenous rightsholders, Indigenous peoples, and provincial education partners.

Framework Guiding Principles

The Framework for Enhancing Student Learning:

1. creates a system-wide focus on individual student learning to ensure all students in BC achieve their full potential
2. continues to build public trust and confidence in BC's education system by ensuring that all students are provided a high-quality learning experience
3. provides a structure to ensure that what is measured and reported is consistent with the focus on student success and in keeping with the goals of education in the province of British Columbia
4. ensures the capacity building and a system-wide commitment to continuous improvement and lifelong learning
5. recognizes that all education partners and Indigenous rightsholders and Indigenous peoples, each with unique contributions, share responsibility for student learning
6. recognizes the individual learning needs of students and fosters equitable and inclusive learning environments
7. focuses on intellectual, career, human and social development, including exploration of one's identity
8. facilitates communication and ongoing authentic engagement of Indigenous peoples and Indigenous rightsholders in respectful collaborative action
9. facilitates communication and ongoing authentic engagement of education partners in respectful collaborative action
10. reflects local contexts, enabling innovative and flexible responses in classrooms, schools, and districts with necessary support from the government
11. supports growth and achievement among particular groups of students, most notably Indigenous students, children and youth in care, and students with disabilities and diverse abilities
12. consistently uses evidence from a variety of sources to ensure a responsive and transparent decision-making process
13. commits to demonstrating fiscal responsibility and effective stewardship of resources in supporting both system and student outcomes.

Section B: Building System-wide Coherence through Alignment with Legislation

The Framework policy was developed under the authority of the [School Act](#) and draws from and aligns with the following pre-existing legislation:

- [BC Tripartite Education Agreement \(BCTEA\)](#)
- [Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples](#)
- [Truth and Reconciliation Commission Calls to Action](#)
- [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#)
- [BC's Declaration on the Rights of Indigenous Peoples Act \(DRIPA\)](#)
- [Statement of Education Policy Order \(Mandate for Public Education\)](#)
- [Policy for Student Success](#)

Similarly, provincial, district and school educational plans and outcomes should align with pre-existing legislation, policy, declarations, agreements, and reports.

To ensure system-wide coherence and alignment, district planning and reporting processes should also reflect the Policy for Student Success, as well as the Educated Citizen and Goals of Education outlined in the Statement of Education Policy order (mandate for public education). School plans should then align with district plans.

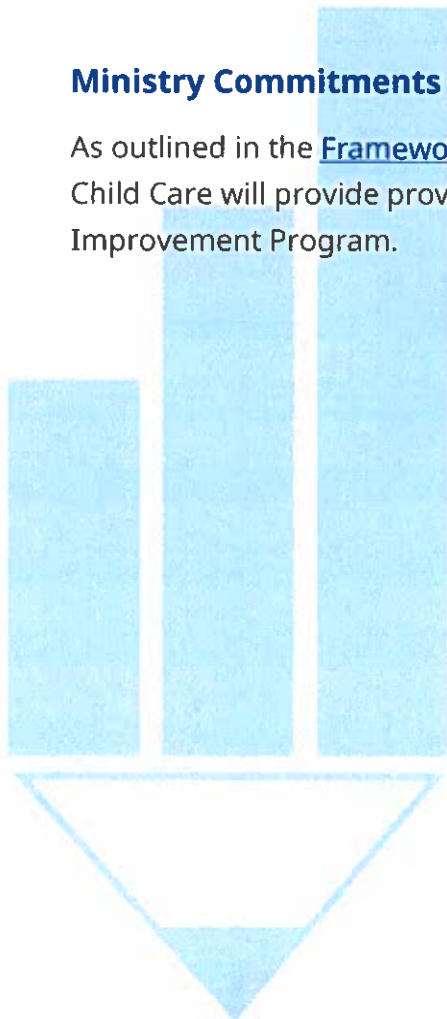
Section C: Commitment to Continuous Improvement

Continuous improvement in the education system occurs through a collective approach, which includes the following community members in addition to the Ministry and boards of education:

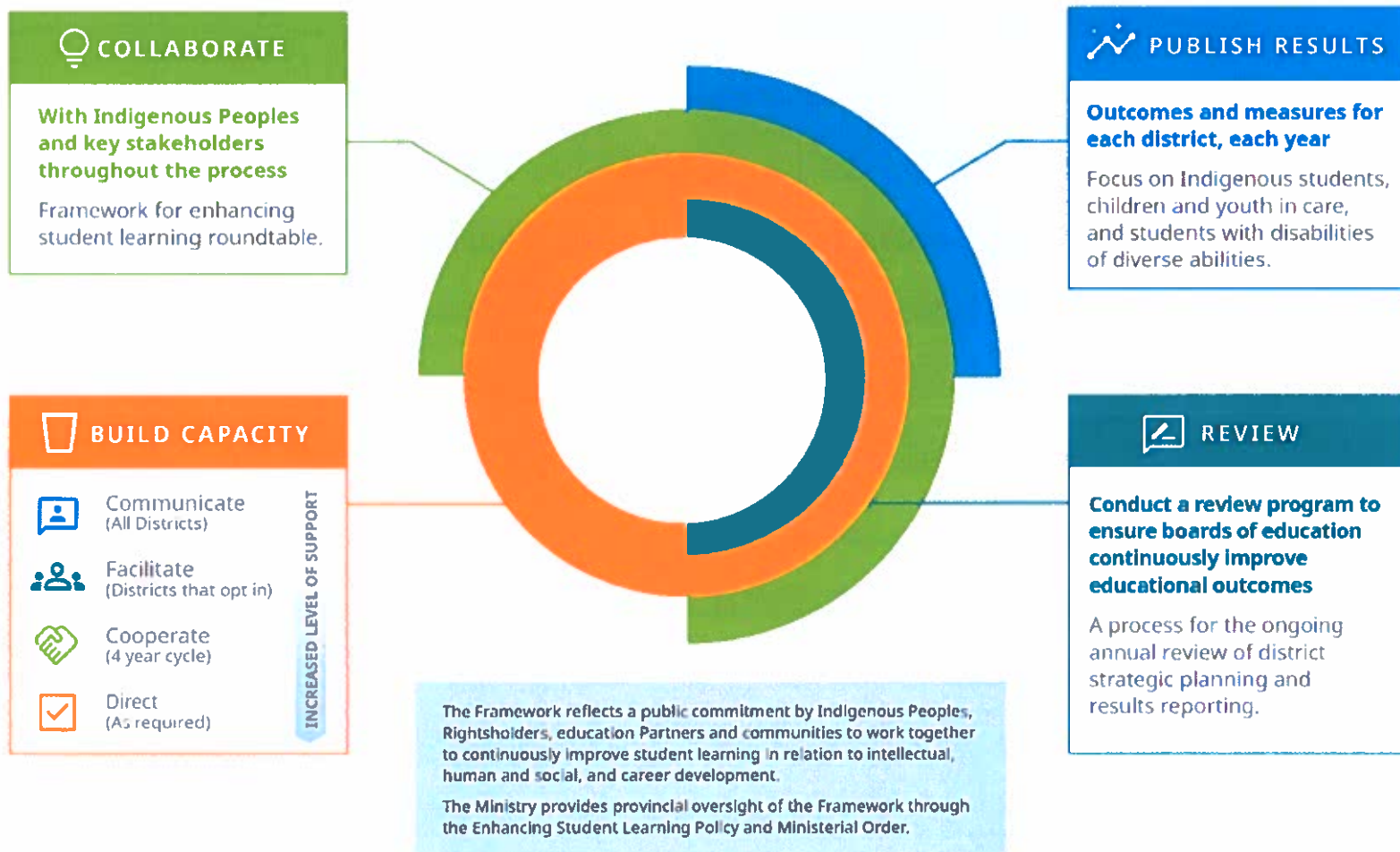
- Students
- Parents and guardians
- Indigenous rightsholders and Indigenous peoples
- Education partners

Ministry Commitments

As outlined in the [Framework Policy](#) and depicted below, the Ministry of Education and Child Care will provide provincial oversight through the Framework Continuous Improvement Program.



Framework Continuous Improvement Program



The Ministry of Education and Child Care will also work with boards of education to build capacity along a continuum of supports using provincial and local information as shown below:



COMMUNICATE (ALL DISTRICTS)

To provide leadership, share promising practices and lessons learned, and offer support for achieving provincial goals, district and school goals and objectives as identified by provincial and local information.

- **Feedback from review approach**
- **Pod networking**
- **Learning series**
- **Resources and tools**



COOPERATE (4-YEAR CYCLE OF ALL DISTRICTS)

To assist and support school districts in addressing challenges arising from a continuous improvement review program or other means and may involve completing in-depth reviews, action planning, providing training and professional learning opportunities, etc.

- **Comprehensive approach for a dedicated cohort**



FACILITATE (DISTRICTS THAT OPT IN)

Teams will be formed based on the areas of focus as identified by provincial and local information to achieve district and school goals and objectives.

- **Communities of Practice**
- **Mentorship/coaching**



DIRECT (AS REQUIRED)

The minister may issue administrative directives if a board is not meeting its obligations under the school act or if it is in the public interest to do so.

- **Special Advisors**
- **Ministry initiatives**

Board of Education Commitments

As outlined in the [Framework Policy](#), boards of education will:

- develop and implement a multi-year district strategic plan and individual school plans and publish these annually, on or before September 30
- use the district strategic and individual school plans to align all district annual operational plans, including but not limited to financial, human resources, Information Technology, engagement, and communications, and long-range facilities plans, with the educational objectives from the district strategic plan; and
- participate in a continuous improvement review program, including:
 - ✓ reviewing the alignment of the school district strategic plan and the results of the educational outcomes for the school district to address student outcome deficiencies and inequities
 - ✓ acting on findings coming out of the continuous improvement review
 - ✓ collaborating with Indigenous peoples and key education stakeholders throughout the process
- submit an annual report to the minister in accordance with the requirements of the [Enhancing Student Learning Reporting Order](#)

Shared Commitments

Along with boards of education and the Ministry of Education and Child Care, community members are encouraged to:

- provide guidance for continuous improvement
- Provide guidance on accountability, implementation, and capacity building in the education sector
- continue to approach issues collaboratively with an objective, open and collegial intent to problem-solving, advising, and decision making
- support opportunities to enhance student learning through greater equity
- recognize different perspectives and experiences

Section D: Planning for Improvement

School districts and public schools are expected to develop multi-year strategic plans for student learning which reflect the Framework's guiding principles and to update these plans annually at a time determined by each school district.

School districts are also expected to align all operational plans to successfully implement their strategic plan, and to engage in a continuous improvement cycle to ensure the efficacy of operations and strategies.

Effective Strategic Planning

Working Toward Equity

Educational outcomes for Indigenous students, children and youth in care, and students with disabilities or diverse abilities vary significantly, and numerous factors contribute to the level of educational success they experience. Additional efforts are necessary to improve educational outcomes for these students, and these efforts should be reflected in the district and school strategic plans.

For example, a district plan that ensures consistent and relevant support for Indigenous students would:

- reflect commitments in existing agreements with local First Nations, Métis Chartered communities, and Indigenous communities, including Aboriginal Education Enhancement Agreements, Equity Action Plans and Local Education Agreements.
- show that educational strategies focused on Indigenous students have been jointly determined between the board of education and Indigenous Education Councils

Dive Deeper with Sector Talk Videos:

- [*Improving Outcomes for Indigenous Students*](#) with Jo Chrona
- [*Advocating for Children and Youth in Care*](#) with Carolynn Schmor and Jody Shaw
- [*Inclusive Education Best Practices*](#) with Shaune Gowe



Establishing a Clear Focus on Student Outcomes

The strategic plan should lead to stronger outcomes for students, with an emphasis on students with learning support needs.

To ensure a clear focus on student outcomes, district strategic plans should:

- build on the goals in the [Policy for Student Success](#) by aiming to support students in the following areas:
 - ✓ Intellectual development
 - ✓ Human and social development
 - ✓ Career development (including skills development and transitions to post-secondary education)
- focus on achieving student success and educational outcomes for all students regardless of residence in the province
- focus on achieving equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities
- expand focus on achieving equity for students regardless of diverse abilities, medical diagnosis, race, colour, ancestry, place of origin, religion, physical or mental disability, academic ability, family status, sex, sexual orientation, gender identity or expression
- consider evidence-informed information that will enhance learning and success for each student



Dive Deeper with Sector Talk Videos:

- [*Adapting Systems for All Student Outcomes*](#) with Lisa McCullough
- [*Learning and Teaching in an Indigenous World*](#) With Lorna Wanosts'a7 Williams

Engaging with Indigenous Peoples, Rightsholders, and Education Partners

Setting district priorities incorporates engagement with Indigenous peoples and Indigenous rightsholders and input based on authentic engagement with education partners at various points throughout the development process to ensure commitment and relevance.



Relevant Descriptive Statements:

- ✓ ***Develop and Activate Engagement Strategy***
- ✓ ***Develop Communication Plan***

District strategic plans should:

- be developed in collaboration with Indigenous rightsholders and Indigenous peoples through Indigenous Education Councils, First Nation Education Councils, Métis Chartered communities, and other existing committee structures
- reflect existing Local Education Agreements, Equity Action Plans, or Aboriginal Education Enhancement Agreements to ensure consistent and meaningful support of Indigenous students
- be developed with education stakeholders, such as District Education Committees, District Parent Advisory Councils, community forums, and other existing committee structures
- proactively attend to unique local contexts
- be developed with careful consideration of provincial goals and the local context. Care should be taken to communicate this information in meaningful and effective ways, enabling members of the local community to understand the value of this information and how it is being used to enhance student learning.

Boards should also publicly communicate their process for strategically engaging Indigenous peoples, Indigenous rightsholders and local education partners, including Indigenous Education Councils and District Parent Advisory Councils.



Dive Deeper with Sector Talk Videos:

- ***Engagement in an Urban Setting*** with Val Windsor

Aligning with BC's Vision for Education

District priorities will demonstrate clear alignment with the [Educated Citizen](#).

District strategic plans should:

- provide a system-wide focus for enhancing student learning, helping to facilitate increased coherence to province-wide educational planning and continuous improvement efforts at the provincial, district, school and student levels
- align with school plans and with the broader provincial priorities
- reflect other key commitments in place to establish coherence, such as Aboriginal Education Enhancement Agreements, Equity in Action Plans, and Local Education Agreements.

Using Evidence to Inform Planning

Boards are expected to use evidence to define the current state, determine desired state, and identify relevant priorities, objectives, strategies, and success measures.



Relevant [Descriptive Statements](#):

- ✓ *Scan Multiple Sources of Evidence*

Strategic plans should:

- use meaningful evidence to inform district and school objectives and strategies with respect to students' intellectual, human and social, and career development. This includes but is not limited to:
 - ✓ results for Indigenous students both on and off reserve
 - ✓ a comparative review of graduation quality data, including:
 - Dogwood Certificates, Adult Dogwood Certificates, and Evergreen Certificates
 - Students requiring skill and course upgrading for post-secondary institution admissions
- include a comparative review of disaggregated data for diverse cohorts of students, including data sets on Indigenous students, children and youth in care, and students with disabilities or diverse abilities
- mask information and data according to the Ministry's [Protection of Personal Information when Reporting on Small Populations](#) policy
- draw from provided district data in conjunction with locally collected evidence to inform local planning efforts and decision-making (district data is available using the Reporting SharePoint for School Districts site, see [Q&A Document](#))

- consider research-based, high yield/impact strategies to achieve priorities and objectives
- consider results from high-quality formative and summative assessment practices
- consider diverse research that describes characteristics of highly effective school districts and schools
- include an analysis of triangulated evidence with multiple sources, both provincial and local, as well as trends over time
- include the review and analysis of a variety of examples of local evidence, such as:
 - ✓ disaggregated attendance data
 - ✓ enhanced student, parent, teacher, and community surveys
 - ✓ competency-based student assessment tools
 - ✓ school portfolios that communicate evidence in a variety of ways and can be readily updated as new information becomes available
 - ✓ locally developed assessments.



Dive Deeper with Sector Talk Videos:

- [***Authentic Voice as Evidence***](#) with Leona Price
- [***Alignment Across the System \(Data Triangulation\)***](#) with Sandra Herbst
- [***Applying Research to Identify High-Yield Strategies***](#) with Stephen Petrucci
- [***Research Foundations***](#) with Linda Kaser

Setting Aspirational Priorities and Measurable Objectives

Districts are expected to build their strategic plan to include identified priorities, clear and attainable objectives using effective strategies. Priorities should guide the district's direction for the cycle of the strategic plan and act as high standards to strive towards, while objectives should be more specific steps or milestones that will enable districts to achieve these priorities. Objectives may evolve year to year based on a district's continuous improvement cycle.



Relevant [Descriptive Statements](#):

- ✓ [***Set Learning Priorities and Objectives***](#)

Priorities should:

- align with the [Educated Citizen](#) and [Policy for Student Success](#)
- align with the [First Peoples Principles of Learning](#)
- aim to create momentum and a future planning mindset
- be evidence-informed using a cycle of improvement

Objectives should:

- be specific, attainable, and measurable
- be designed to achieve the district priorities set out in the strategic plan
- include measures pertaining to student success at district and school levels



Dive Deeper with Sector Talk Videos:

- [Setting Meaningful Goals](#) With Lisa Carson

Developing and Implementing Effective Strategies

To meet the objectives listed in the strategic plan, districts must identify effective strategies to be implemented and monitored for the cycle of the strategic plan.



Relevant [Descriptive Statements](#):

- ✓ ***Establish Strategies and Measures***

School districts should select strategies that:

- are research-based and demonstrate effectiveness in improving student outcomes
- address biases through an equity lens (e.g., [Gender-Based Analysis Plus](#))
- target specific students to ensure equitable opportunities for success (e.g., [Indigenous Education Targeted Funding Policy](#), [Special Education Target Funding Policy](#))
- are jointly determined with Indigenous rightsholders and Indigenous Education Councils specifically for Indigenous students
- target existing and/or emerging areas of need as determined through evidence-informed planning
- are annually reviewed and adapted using an evidence-informed approach to improve learning and the quality and effectiveness of educational programs in the district

- develop capacity building at district and school levels using existing and newly developed networks, cross-district teams, and professional learning opportunities and practices
- are shared annually with the public and the Ministry as part of the Enhancing Student Learning Report



Dive Deeper with Sector Talk Videos:

- [***Strategic Planning Cycles***](#) with Korleen Carreas

Using Resources Strategically

Objectives and strategies should be practical in terms of what resources are available to achieve success.



Relevant [Descriptive Statements](#):

- ✓ ***Establish Robust Implementation Plan***

The District Strategic Plan should:

- identify appropriate resources to implement strategies to meet district objectives
- adhere to existing Ministry and district policies
- include evidence of financial and other operational planning to support resourcing of strategies
- leverage existing resources which may require re-allocation
- target specific students to ensure equitable opportunities for success (e.g., [Indigenous Education Targeted Funding Policy](#), [Special Education Target Funding Policy](#))

Establishing Timelines

Timelines should be reasonable and in line with the scope of the district's overall planning and reporting cycle.

Districts are required to establish timelines for:

- the multi-year [strategic plan](#) (priorities, objectives, and strategies) with the Board of Education

- the district's annual results review process as part of a [continuous improvement cycle](#)

Writing and Publishing for Accessibility

Strategic plans are public documents, and each school year every board of education in British Columbia will publish their district and school strategic plans. **These plans should be made easily accessible to all local communities.**

Language should be respectful, consider local context, and clearly describe what the district has prioritized for the cycle of the plan.



Relevant [Descriptive Statements](#):

- ✓ **Develop Communication Plan**

The published strategic plan should:

- acknowledge the traditional territories on which the district and schools operate
- provide for accessibility and sharing using a variety of platforms
- consider incorporating elements such as white space, graphics, bullet points, etc. for ease of readability
- be provided in the languages common in the community
- consider literacy levels of community members
- demonstrate coherence in the district by aligning all key documents to the strategic plan
- outline an engagement plan that clearly articulates the monitoring and communication process, including further engagement opportunities with Indigenous rightsholders, education stakeholders, and distinct Indigenous peoples and communities

Effective Operational Planning and Alignment

Planning for the Future

Long-term planning is an essential component of achieving and sustaining strategic alignment.

School districts should consider creating the following long-term plans together with the strategic plan:

- Strategic Facilities Plan (Long Term Facilities Plan or Long-Range Facilities Plan)
- Information Technology Plan (IT Plan)

- Human Capital Plan

Aligning Strategic and Operational Plans



Relevant Descriptive Statements:

- ✓ *Establish Robust Implementation Plan*

District Operational plans should:

- reflect and support the implementation of priorities, objectives, and strategies of the strategic plan
- support principles of equity and inclusivity supporting individual students' needs, cultures, and experiences
- be reviewed as part of the annual Framework for Enhancing Student Learning reporting process for continuous improvement
- be evaluated annually for relevance, effectiveness, impact, and sustainability
- show a priority-focussed budgeting process, including
 - ✓ the evaluation of the effectiveness of targeted funding allocations (e.g., Indigenous Education Targeted Funding Policy, Special Education Targeted Funding Policy);
 - ✓ joint sign off with Indigenous Education Councils on targeted funding for Indigenous students
 - ✓ a focus on improving education outcomes for Indigenous students, children and youth in care, and students with disabilities or diverse abilities
- leverage existing resources in the most efficient and effective manner to support the success of the strategic plan
- be recalibrated annually
- demonstrate innovative and creative solutions in the re-allocation of resources
- be realistic in terms of what resources are available to achieve success.

Utilizing Continuous Improvement Cycles

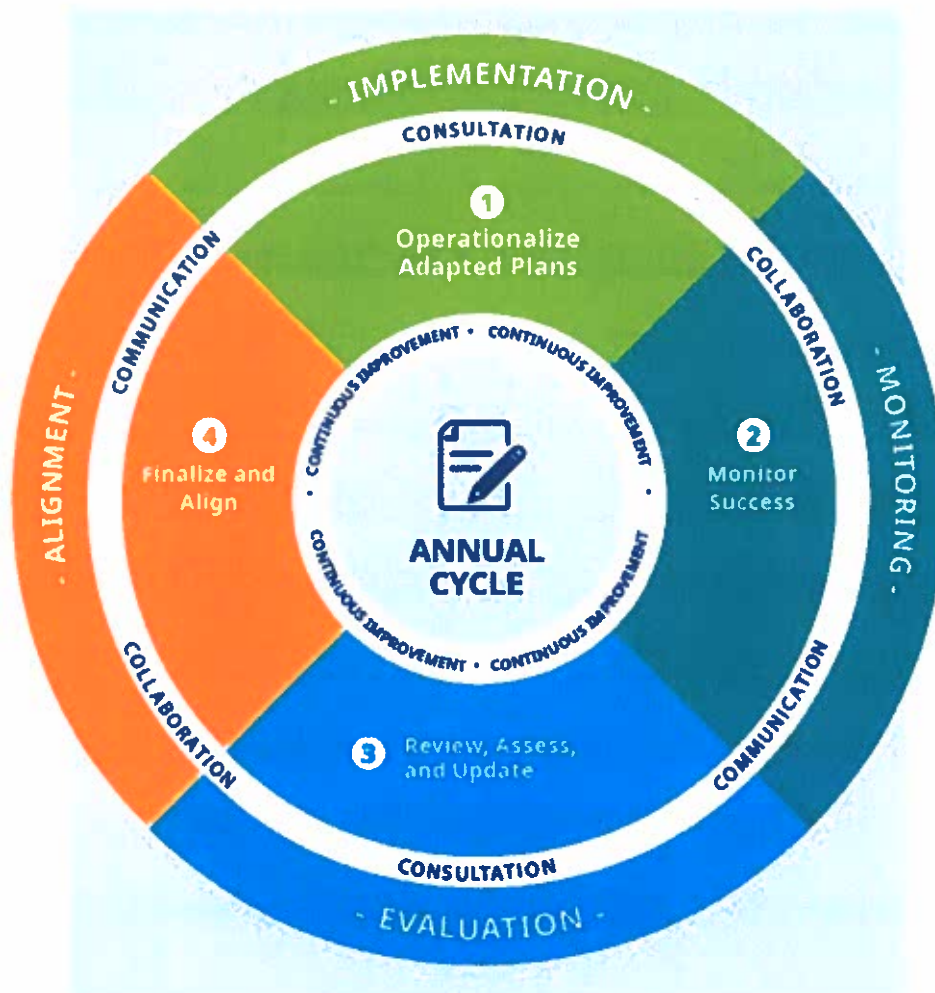
Districts' participation in a [continuous improvement cycle](#) is a critical part of the ongoing commitment to raising system performance and will ensure that each district is focused on the educational success of all students and that school district operations are effective and efficient.

A comprehensive approach to a continuous improvement cycle includes:

- analyzing a district's alignment of strategic plan priorities and objectives given the results of both the district's provincially and locally identified educational outcomes intended to address inequities in student learning
- acting on findings coming out of a continuous improvement cycle

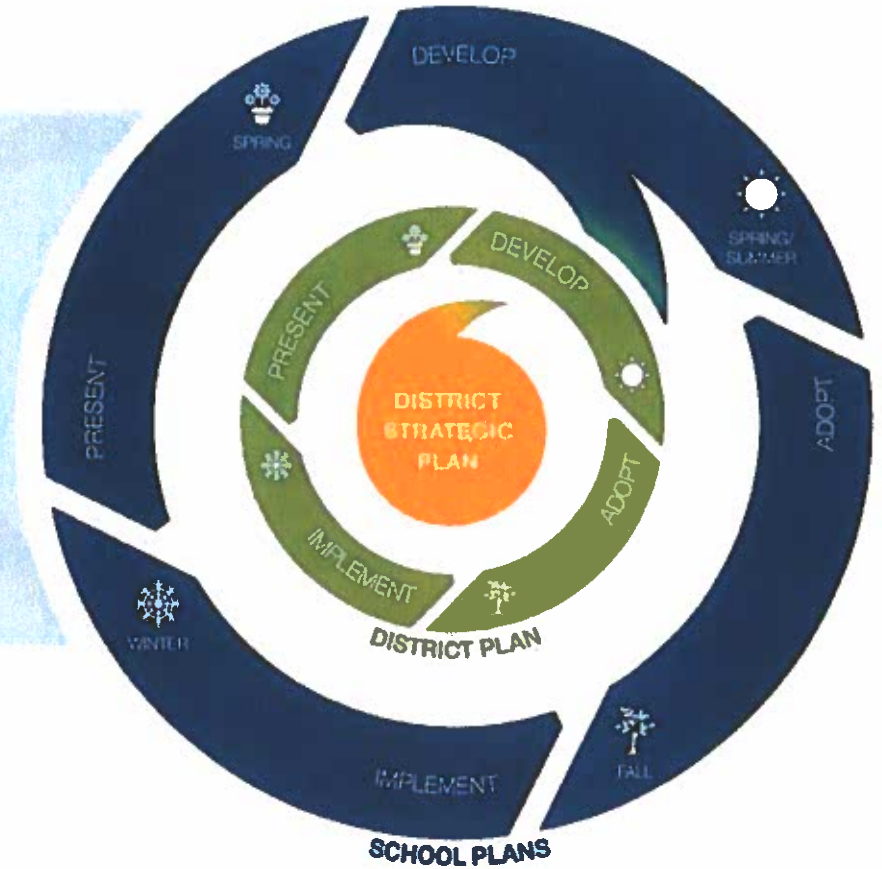
Examples of Continuous Improvement Cycles:

Please note that most of the following examples were gathered from district Enhancing Student Learning Reports.

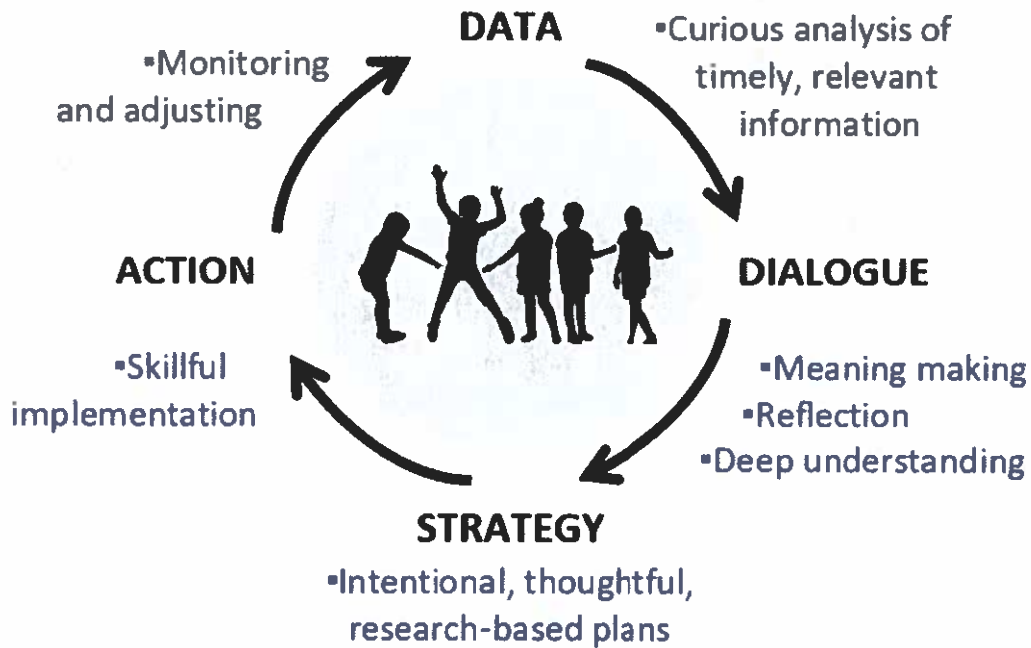


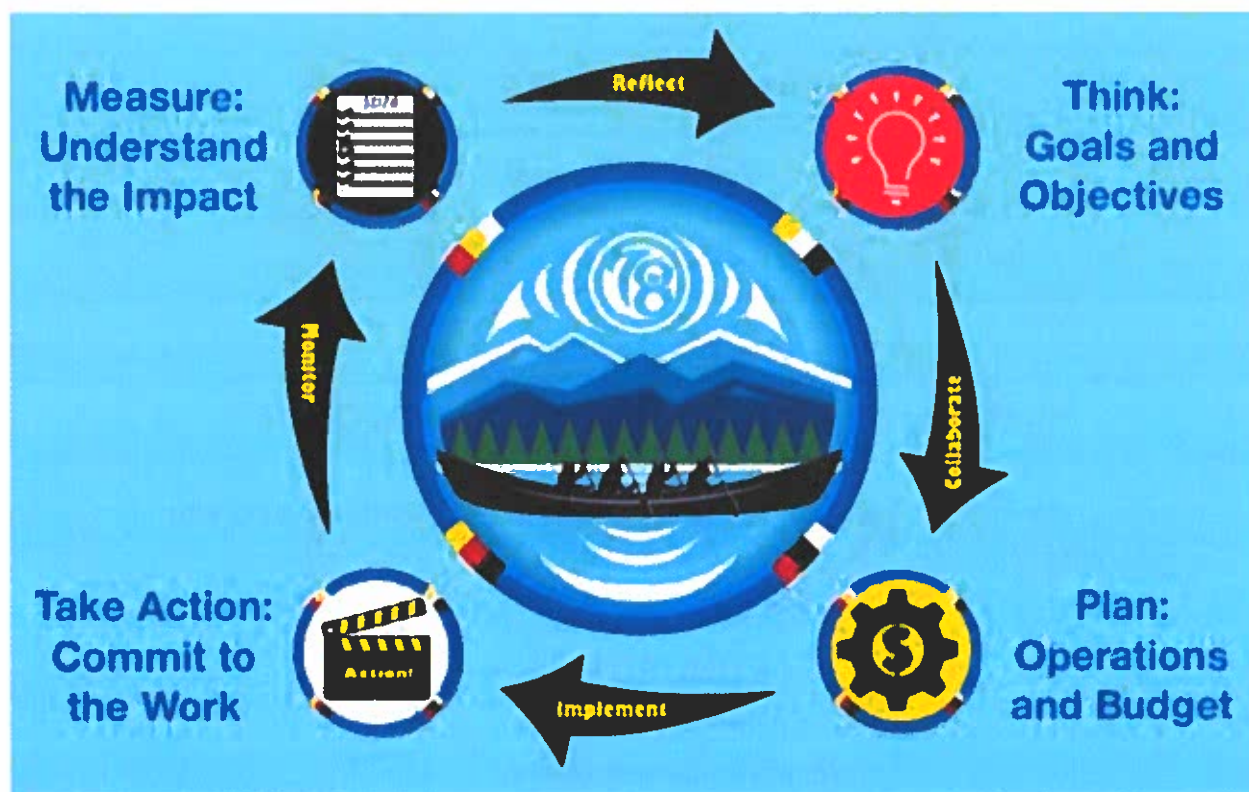
Continuous Improvement Cycle

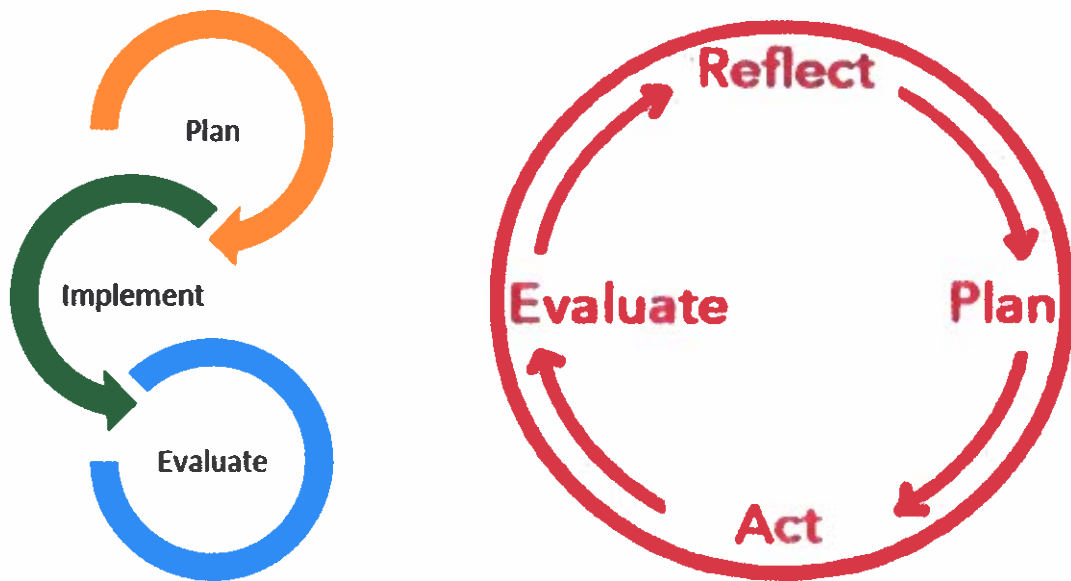
- a system-wide focus
- multi-year district and school plans
- meaningful and effective evidence
- system-wide capacity building
- student, family, and community agency



PLANNING CYCLE







Dive Deeper with Sector Talk Videos:

- [*The Spiral of Inquiry*](#) with Judy Halbert

Section E: Reporting for Public Assurance and Accountability

To keep communities informed and engaged, districts will publish and submit an annual report to the Minister between June 30th and September 30th. Additional information on the report and its requirements can be found in the [Reporting Guidelines](#).

Section F: Glossary

The following definitions are for the purpose of implementing the [Framework for Enhancing Student Learning Policy](#) and the [Enhancing Student Learning Reporting Order](#).

Accountability

Processes, mechanisms and/or instruments that support institutions (but also individuals and groups within institutions) in meeting their obligations and being responsive to the public (Verger & Parcerisa, 2017).

Assurance

Collaboratively nurturing and sustaining a professional culture of continuous improvement and collective responsibility through transparency and engagement, demonstrating to the public that the education system is meeting the needs of students and societal expectations.

Board of Education

Definition in [School Act](#): "board" or "board of education" means a board of school trustees constituted under this Act or a former Act.

Collaborate

Working directly with the public throughout the process to ensure goals and concerns are understood and considered. Public promise is to seek advice and innovative solutions and will attempt to incorporate public advice and recommendations to the maximum extent possible (Developed by the International Association for Public Participation – IAP2).

Community

Community members who have an interest in education and the school, including Métis Chartered communities, First Nations and other members of the public.

Completion Rate

Portion of students who graduate with a Dogwood or Adult Dogwood within a certain number of years from the first time they enroll in grade 8, adjusted for outmigration.

Consult

Obtaining public feedback on analysis, alternatives and/or decisions. Public promise is to inform, listen and acknowledge public goals and concerns and provide feedback on how input influenced the decision (Developed by the International Association for Public Participation – IAP2).

Desired State

A specific, measurable and achievable outcome that, if demonstrated consistently, will provide assurance.

District Parent Advisory Councils / Parent Advisory Councils

The [*School Act*](#)-recognizes parent voice at the school district level, representing the collective views of school Parent Advisory Councils in a school district.

Diversity

Variability of people and ideas within an organization according to legally protected differences such as race, age, disability, sexual orientation and gender identify and expression as well as 'nonvisible' qualities such as differences in thought, perspectives, education, socio-economic status and life experiences.

Education Partners

Organizations and associations recognized by the Ministry as actively working together in the interests of the education system to ensure student learning needs are met in the K-12 education.

Education Rightsholders

Individuals or organizations with the legal rights to act and be accountable for education initiatives – e.g.: representatives of Indigenous peoples (Article 14 of [*UNDRIP*](#) and [*DRIPA*](#)), minority language (Section 23 of *Canadian Charter of Rights and Freedoms*) and children ([*School Act*](#), Article 28 and 29 of [*OHCHR*](#) and Article 24 of [*UNCRC*](#)).

Evidence-Informed

Refers to the practices and processes associated with collecting and interpreting information to provide insight into performance, to summarize performance for information purposes and for informing appropriate decisions.

Governor

An elected official, part of a group of representatives, whose role is to provide oversight for the leadership of a public institution.

Graduation Quality

Portion of resident students

- 18 years of age or younger who received Adult Dogwood; and/or
- with no diverse need designation who received Evergreen Certificate; and/or
- who received Evergreen Certificate and subsequently received Adult Dogwood of Dogwood

Inclusion

Creation of welcoming, respectful and engaging environments where diverse experiences, skills and talents are leveraged and individual ideas, backgrounds and perspectives are encouraged.

Indigenous Education Councils

The Ministry will work with FNEESC, MNBC and BCSTA as co-governors of the public K-12 education system to co-develop an agreement on the process and guidelines for Indigenous Education Councils.

Indigenous Peoples

Has the same meaning as "aboriginal peoples of Canada", as defined in section 35 of the *Constitution Act*, 1982. The Province recognizes First Nations, The Métis Nation and Inuit as the Indigenous peoples of Canada, consisting of distinct, rights-bearing communities with their own histories, including with the Crown.

Indigenous Students

Individuals who self-identify as a member of a First Nation, the Métis Nation, the Inuit and is of school age and meets the definition of student under section 1 of the [School Act](#).

Inform

Providing balanced and objective information to the public to aid them with understanding the problem, alternatives and/or solutions. Public promise is to keep the public informed. (Developed by the International Association for Public Participation – IAP2).

Involve

Working directly with the public throughout the process to ensure that their goals and concerns are consistently understood and considered. Public promise is to ensure that public input is directly reflected in the process and show how input has influenced the decision (Developed by the International Association for Public Participation – IAP2).

Parent

As identified in the [School Act](#): "parent" means, in respect of a student or of a child registered under section 13,

- (a) a parent or other person who has guardianship or custody of the student or child, other than a parent or person who, under an agreement or order made

under the [Family Law Act](#) that allocates parental responsibilities, does not have parental responsibilities in relation to the student's or child's education, or

(b) a person who usually has the care and control of the student or child.

Post-Secondary Institution (PSI) Transition Rate

Portion of resident students in a completion cohort who have transitioned to a BC public PSI program within a certain number of years after graduation.

Professional Standards

Describes the conduct and competence requirements for an individual to be issued and to maintain a BC teaching certificate of qualification.

Public

Stakeholders whose roles are not central to decision-making processes and who want assurance about the quality of the education system.

Reconciliation

The process and goal of creating societal change through a fundamental shift in thinking and attitudes, increasing inter-cultural understanding to build a better society through learning about First Nations, Métis and Inuit perspectives and experiences, including residential schools and treaties.

Reserve

A reserve as defined in the [Indian Act](#), R.S.C. 1985, c. I-5

School District

An area created or constituted as a school district under the [School Act](#) or a former Act.

School Community

Students, teachers and other school staff members, families and school council members.

Staff

Individuals employed by the board, including certificate holders and others, who provide educational and support services to students.

Student

A person enrolled in an educational program provided by a board or Provincial school.

Teacher

The term teacher is defined as a person holding a certificate of qualification who is employed by a board to provide an educational program to students in a school.

A shared commitment to improve student
success and equity of learning outcomes
for every student in British Columbia

Framework for Enhancing Student Learning



FRAMEWORK FOR ENHANCING STUDENT LEARNING

INTRODUCTION

The Board of Education of School District 50 Haida Gwaii envisions our island communities working together to support student success. School District 50 is one of the smallest districts in BC, with fewer than 500 students, which is located on the west coast of British Columbia on the unceded territory of the Haida Nation.

BACKGROUND

[The Framework For Enhancing Student Success \(FESL\)](#) is set out by [Ministerial Order](#). The FESL is a guide to support school districts' planning for continuous improvement. The FESL represents a shared commitment to improving success, equity, and inclusivity of learning outcomes for all students. The FESL information in this report measures student data from our district and correlates to the provincial data. This means Indigenous students and non-indigenous students are compared to other provincial data and are not compared against each other within the district.

We need to keep in mind that results from small groups of students are masked for privacy and will not show up in the data provided. This framework will help set up specific goals and measures in the following development areas: intellectual, human and social, and career. We will be aligning our attention, efforts, financial, and human resources to reflect the priorities at the district and school community levels.

In the 2021-2022 school year, our district will be engaging in the [BC Equity In Action](#) initiative to explore practices and policies that may be creating obstacles for Indigenous learners. Important themes include relationships with parents and community, Indigenous focus for all, focus on literacy, student voice, acknowledgement of racism, communication and collaboration, alignment of resources, and a focus on transitions.

MAKING SENSE OF THE DATA

The FESL measures a variety of data sets available for all students in BC including:

1. Provincial Assessments,
2. Provincial Learning Survey,
3. Grade to Grade Transition and,
4. Grad Rates

The student data in this report reflects partial student engagement as smaller group student data are masked for privacy. This report will only share and discuss student groups outlined from the Ministry of Education district student data. Other data such as success on report cards, attendance, and Haida Language and Culture do not have provincial comparators. For 2021/22, there will be numerous local sources of information being explored such as attendance, students academically on-track, and district literacy and numeracy assessments at both the elementary and secondary levels. We will also explore ways to provide full sets of student data information at the start of each year for the Public and the District. For further discussion, district teams will examine the data in this report. The target groups are Indigenous and Non-Indigenous Learner groups. It is paramount that the district teams classify the two groups as **All Learners**.

The District Demographics:

Student Projection Overtime

Demographics						
Aggregate	School Year	Measure	Total Students	Indigenous	Status On Reserve	Non Indigenous
Province	2020/2021	BC Public Schools	568,271	66,397	7,767	501,874
District	2011/2012	Haida Gwaii	655	439	251	216
	2012/2013	Haida Gwaii	624	433	243	191
	2013/2014	Haida Gwaii	616	427	248	189
	2014/2015	Haida Gwaii	564	383	224	181
	2015/2016	Haida Gwaii	554	376	227	178
	2016/2017	Haida Gwaii	543	355	188	188
	2017/2018	Haida Gwaii	544	357	192	187
	2018/2019	Haida Gwaii	476	316	174	160
	2019/2020	Haida Gwaii	467	319	181	148
	2020/2021	Haida Gwaii	444	299	163	145
School	2020/2021	Agnes L Mathers Elementary Sec..	20	11	0	9
		Gidgalang Kuuyas Naay	128	83	49	45
		Gudangaay Tlaats'gaa Naay	73	62	35	11
		Port Clements Elementary	19	12	0	7
		SD 50 Distributed Learning Progra..	5	3	2	2
		Sk'aadgaa Naay Elementary	132	93	61	39
		Tahayghen Elementary	67	35	16	32

Over the past several years, SD50 faced declining student enrolment.

STUDENT ACHIEVEMENT RESULTS ON FESL MEASURER

Provincial Assessment

Foundation Skills Assessment Grades 4 and 7

[Foundation Skills Assessment \(FSA\)](#) is a provincial curriculum assessment done in Grades 4 and 7 for Reading, Writing and Numeracy. It is not part of a student's school mark, but when the FSA and the report card results align with one another, we will have a clear picture of how well students are doing in these areas.

The tables below are results of the FSAs. A few areas are lower than the provincial average. There are three student learner groups: Indigenous students, non-Indigenous students, and all students.

At a glance, in the tables, the Extending Percentage of Non-Indigenous and Indigenous student learners from the FESL data will be a partial element in the District Strategic Plan. These tables are open for further discussion with our local teams while reviewing the student assessments.

Grade 4 Reading Data Set:

Table 1 Grade 4 Learners

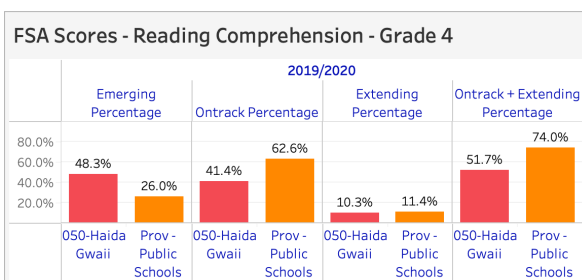


Table 2 Indigenous Learners

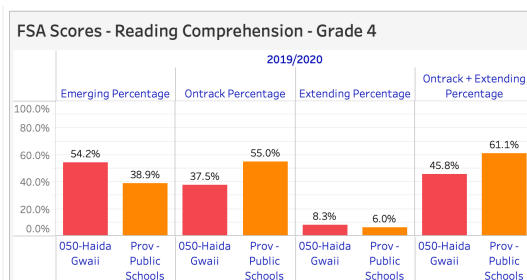
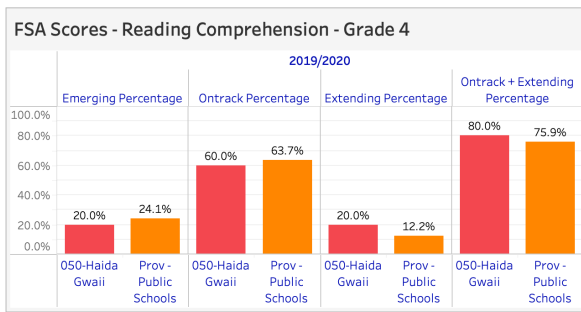


Table 3 Non-Indigenous Learners



Grade 4 Numeracy Data Set:

Table 4 Grade 4 Learners

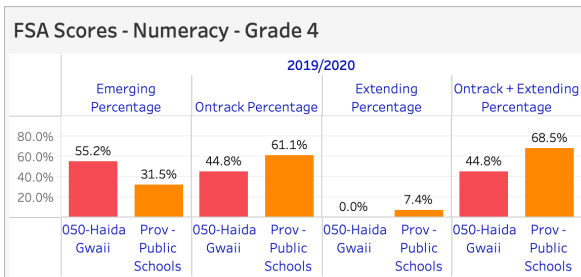


Table 5 Indigenous Learners

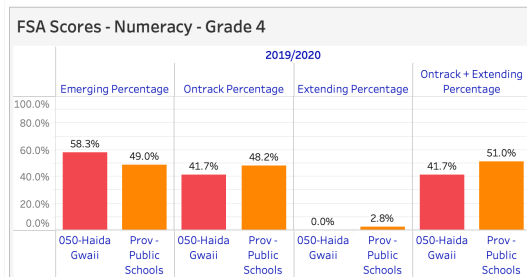
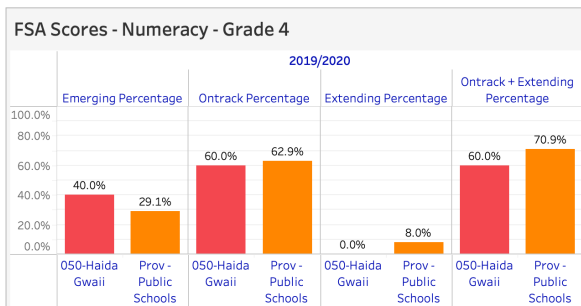


Table 6 Non-Indigenous Learner



Grade 4 Writing Data Set:

Table 7 Grade 4 Learners

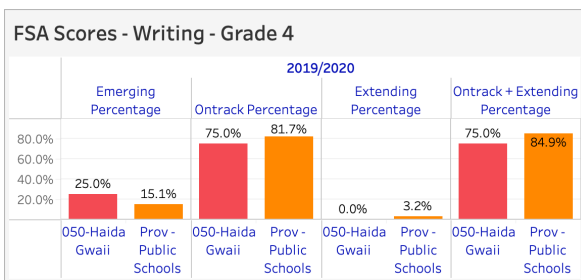


Table 8 Indigenous Learner

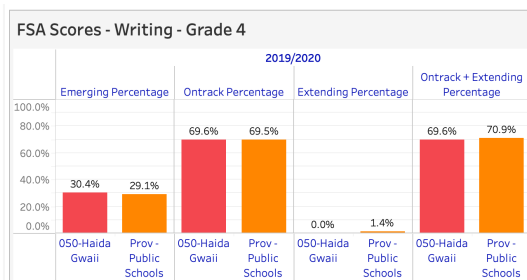
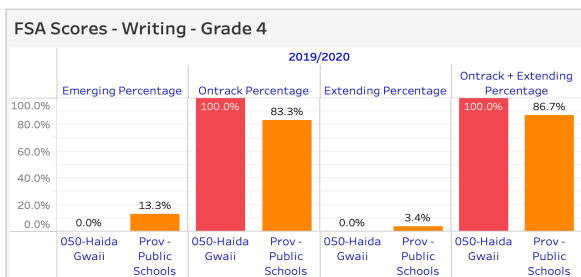


Table 9 Non-Indigenous Learners



Grade 7 Reading Data Set:

Table 10 Grade 7 Learners

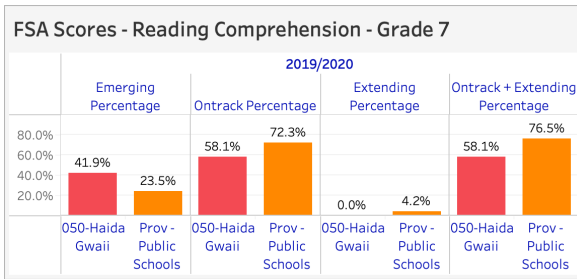


Table 11 Indigenous Learners

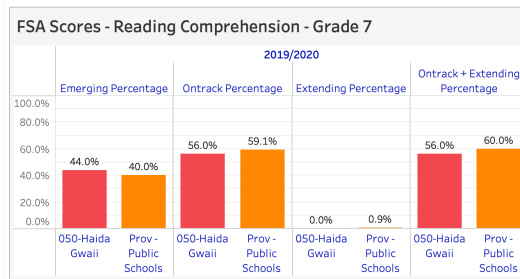
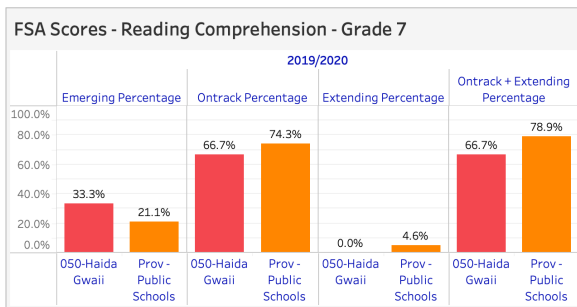


Table 12 Non-Indigenous Learners



Grade 7 Numeracy Data Set:

Table 13 Grade 7 Learners

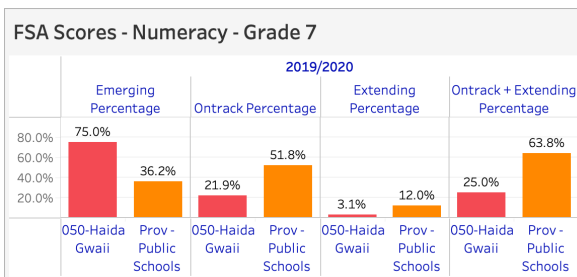


Table 14 Indigenous Learners

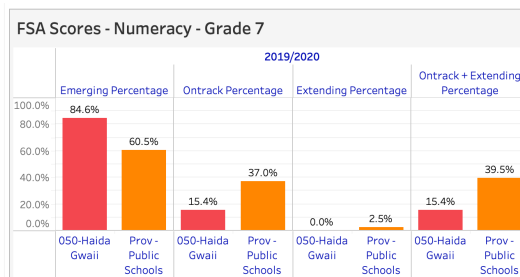
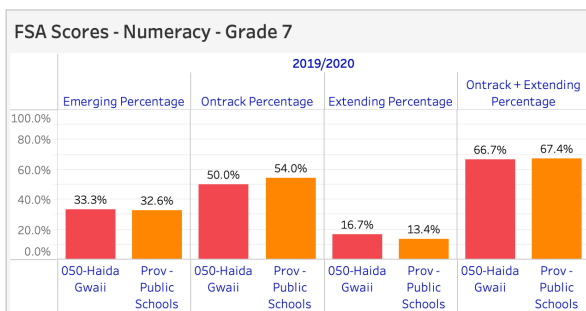


Table 15 Non-Indigenous Learners



Grade 7 Writing Data Set:

Table 16 Grade 7 Learners

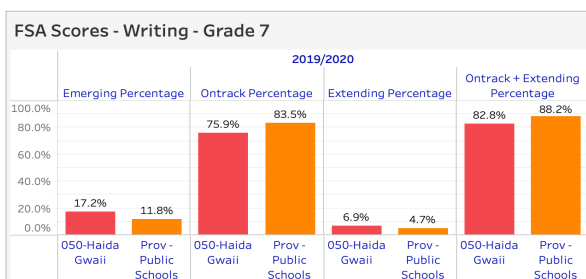


Table 17 Indigenous Learners

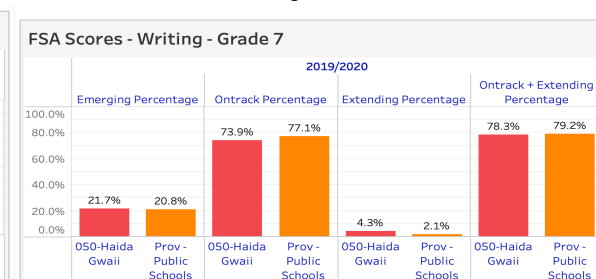
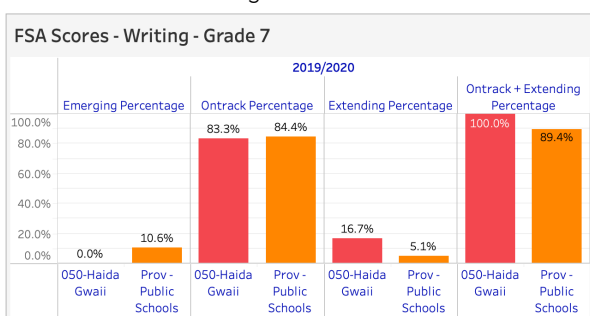


Table 18 Non-Indigenous Learners



Grade 10 Literacy & Numeracy

The Grade 10 Literacy & Numeracy Assessment is a provincial assessment that assesses student proficiency. It is a graduation requirement and students complete the assessment in their Grade 10 year.

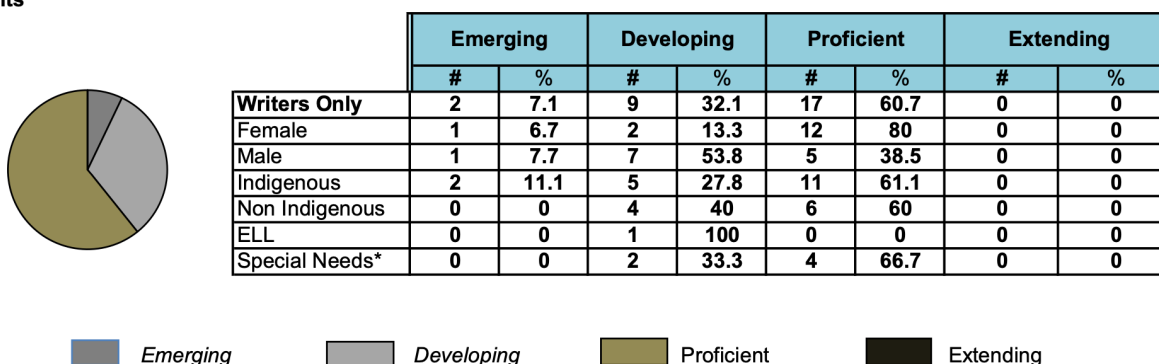
Student Performance Scale:

Emerging	Students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning.
Developing	Students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning.
Proficient	Students demonstrate a complete understanding of the concepts and competencies relevant to the expected learning.
Extending	Students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Graduation Literacy Assessment (GLA) at Grade 10.

Table 19 Secondary Literacy Assessment

Results

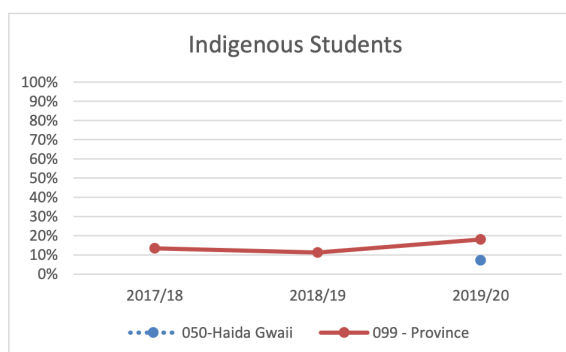
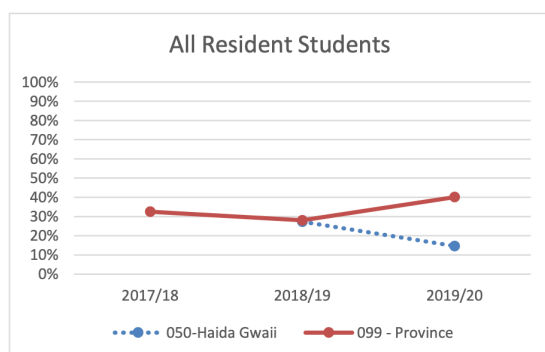


Graduation Numeracy Assessment at Grade 10.

Table 20 Secondary Numeracy Assessment

Graduation Assessment - Numeracy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Numeracy 10 Assessment)



Student Learning Survey for Grades 4, 7, 10 and 12

Responses to BC [Student Learning Survey \(SLS\)](#) questions about feeling welcome, belonging, and safe at schools are illustrated in the data set below. They are samples from the survey. The provincial student learning surveys measured grades 4, 7, 10, and 12. School District 50 surveyed students in grades 5, 6, 8, and 9 with similar survey questions.

Student Learning Survey - 2020/21 050 - Haida Gwaii

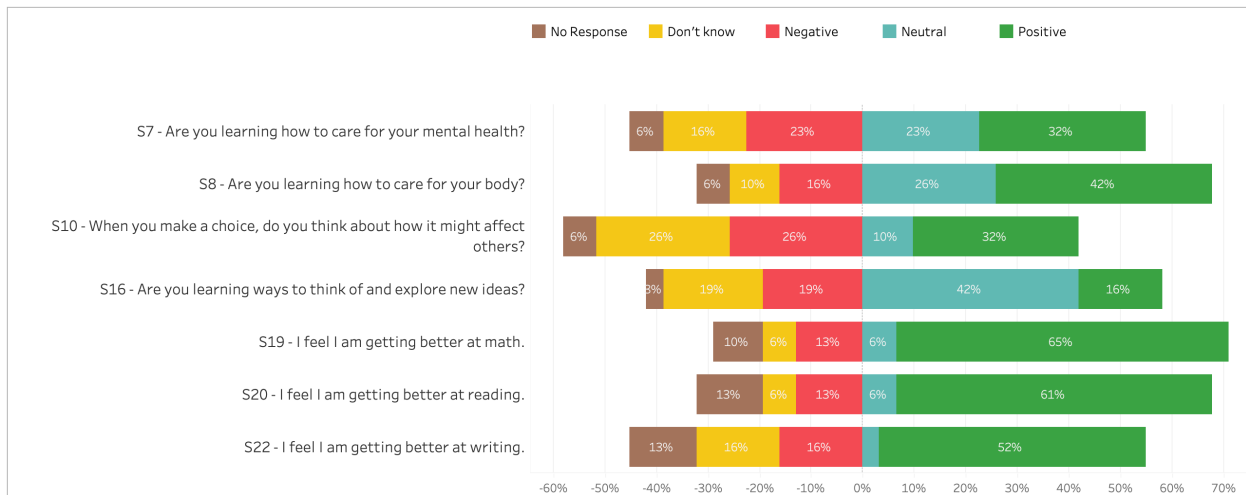
All Respondents (standard public schools only)

Respondent Counts by Respondent Group

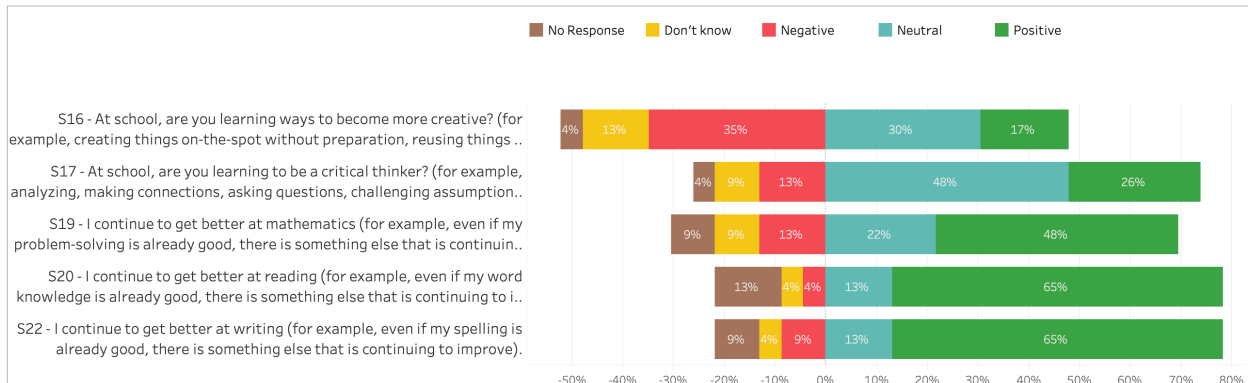
School Year	Grade 3/4 Students (#)	Grade 7 Students (#)	Grade 10 Students (#)	Grade 12 Students (#)	Elementary Parents (#)	Secondary Parents (#)	Staff (#)
Count of Respondents	* indicates no respondents expected. '0' indicates no respondents when some were expected.						
2016/17	17	34	24	10	9	4	30
2017/18	31	36	18	26	9	8	14
2018/19	20	27	46	26	7	12	14
2019/20	31	23	12	8	3	2	4
2020/21	30	30	5	40	6	15	20

Human Development & Intellectual Development

2019/2020 - 050-Haida Gwaii - Grade 3 & 4 Students Category - Human Development & Intellectual Development

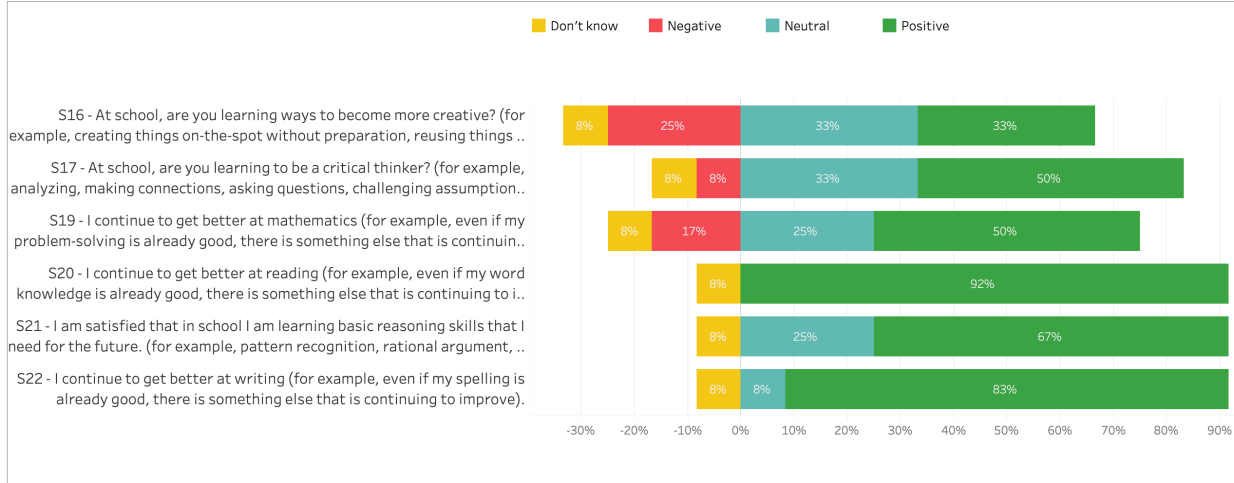


2019/2020 - 050-Haida Gwaii - Grade 7 Students Category - Intellectual Development



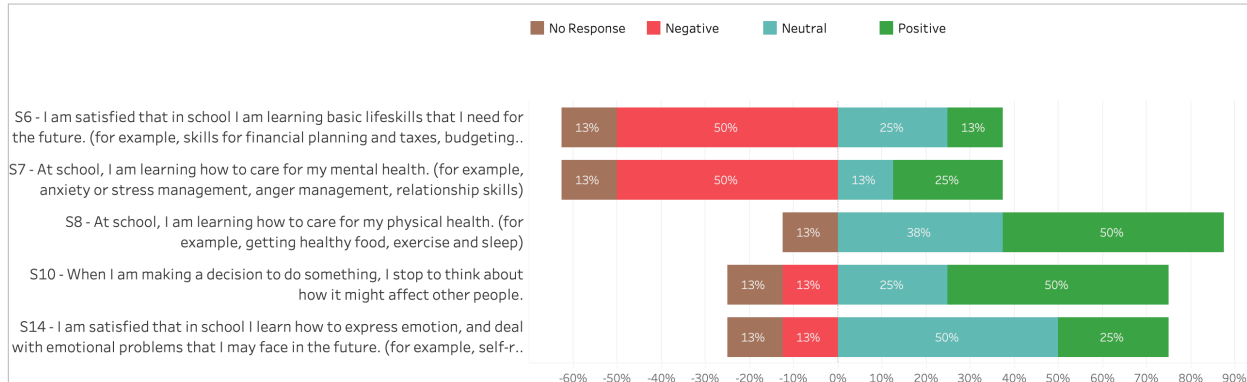
2019/2020 - 050-Haida Gwaii - Grade 10 Students

Category - Intellectual Development



2019/2020 - 050-Haida Gwaii - Grade 12 Students

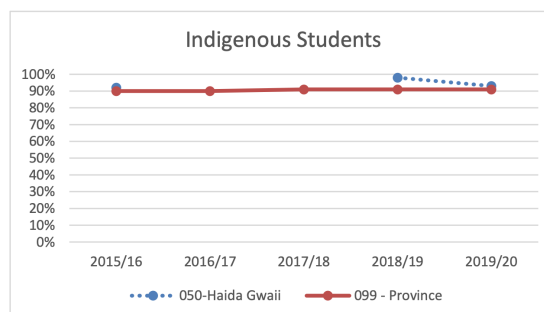
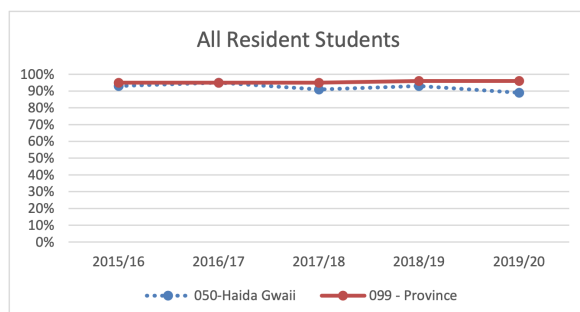
Category - Human Development



Grade to Grade Transition

Grade to Grade Transition - Grade 10

(Portion of Grade 10 resident students who made the transition to Grade 11 in the next school year)



Grade to Grade Transition - Grade 11

(Portion of Grade 11 resident students who made the transition to Grade 12 in the next school year)

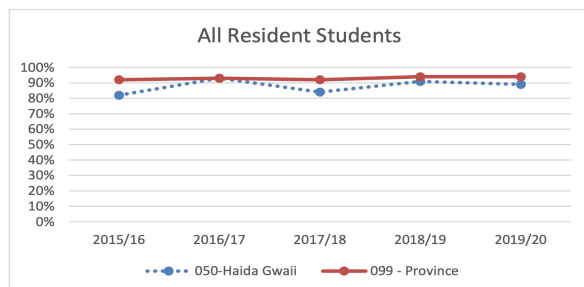


Figure 36: Transition Grade 11 to 12 - All Resident Students

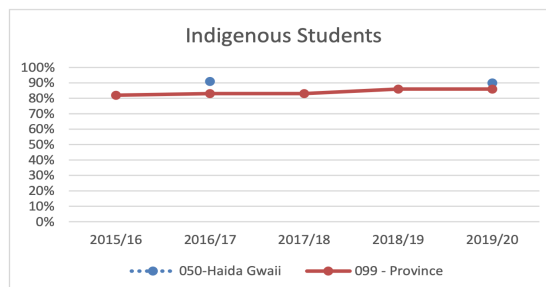


Figure 37: Transition Grade 11 to 12 - Indigenous Students

Graduation Rate

5 Year Completion Rate

(Portion of students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8, adjusted for Outmigration)

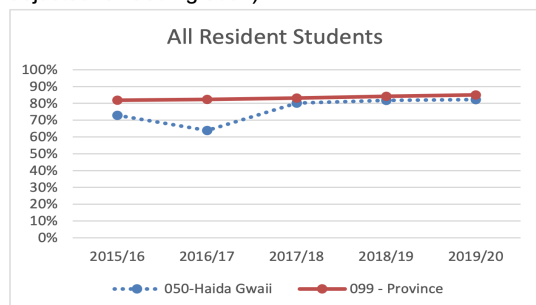


Figure 57: 5 Year Completion Rate - All Resident Students

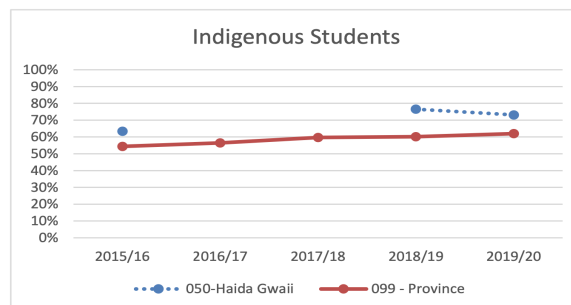


Figure 58: 5 Year Completion Rate - Indigenous Students

How Are We Doing Report SD50

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2014

Aboriginal					Non-Aboriginal		
School Year	Year	All Students %	Female %	Male %	All Students %	Female %	Male %
2014/15	Grade 8	100	100	100	100	100	100
	Grade 9	100	97	100	100	100	100
	Grade 10	100	97	100	100	100	100
	Grade 11	95	97	93	100	100	100
	Grade 12	85	88	83	100	100	91
2019/20	Completion	72	73	71	100	100	100

FOCUS AREAS FOR GROWTH

We will look at student achievement levels, student school experiences, and parent survey responses:

- Reflect on the findings and recommendations from the Equity in Action,
- Community input,
- Examine our internal processes and practices and try to capture what is essential in key focus areas for growth, such as:
 - **Collective responsibility** (We will be more effective when we are working collaboratively and seamlessly to support student needs)
 - **Instructional capacity** (Educational improvement efforts will be development by staff leadership capacity)
 - **Leadership capacity** (Support staff at all levels with knowledge and skills to take action to improve our system and success for students)

- **Systems thinking** (Setup a system where the district planning is based on the big picture and how all the pieces fit together)
- **Indigenous learning and culture** (We will focus on Indigenous student key measures of student success. We will continue working on strengthening our relationships with Massett and Skidegate communities and community partners)
- **Inclusive learning communities** (Share a system-wide understanding and capacity that all students are members of classrooms that are inclusive learning communities)
- **Place-based learning** (Promote district-wide teaching objectives of the curriculum by learning the use of local community and environment as the starting point from outdoor learning)

Feedback from staff, parents, and students are important factors. We will look at the ideas or themes that were addressed in the surveys before confirming our focus areas for planning.

THE DISTRICT PLAN FOR LEARNER SUCCESS

These documents are guiding a district plan for learner success:

- Strategic Planning for Student Success BCSTA
- [BC Equity in Action](#)
- [BC Tripartite Education Agreement](#)
- Ministry of Education Provincial Student Data
- [Framework for Enhancing Student Learning](#)
- [Declaration on the Rights of Indigenous Peoples Act](#)

Framework for Enhancing Student Learning Potential Outcomes and Measures

Foundational Skills Assessments - Intellectual Development

Education Outcomes:

- Students will meet or exceed Literacy and Numeracy expectations for each student grade level.

Measures:

- Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy and Numeracy expectations as specified in provincial assessments.

Grade 10 Literacy and Numeracy Assessments - Intellectual Development

Education Outcomes:

- Students will meet or exceed Literacy and Numeracy expectations for each student grade level.

Measures:

- Current year and 3-year trend for the number and percentage of students proficient or exceeding Literacy and Numeracy expectations as specified in the Grade 10 assessments.

Grade to Grade Transition - Intellectual Development

Education Outcomes:

- Students will meet or exceed Literacy and Numeracy expectations for each student grade level.

Measures:

- Number and percentage of students who are completing grade to grade transitions on time.

Student Learning Survey - Human and Social Development

Education Outcomes:

- Students will feel welcome, safe and connected to their school.

Measures:

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

Graduation - Career Development

Education Outcomes:

- Students will graduate

Measures:

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

Post-Secondary Institution Transitions - Career Development

Education Outcomes:

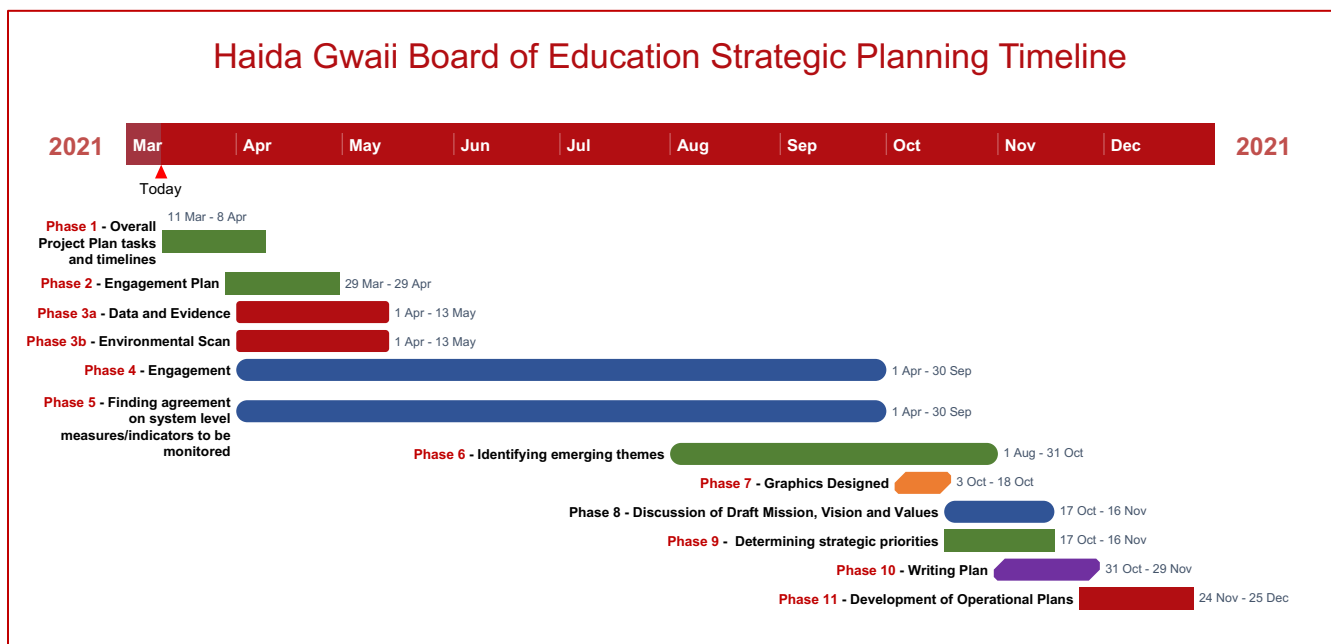
- Students will have the core competencies to achieve their career and life goals.

Measures:

- Number and percentage of students transitioning to British Columbia post-secondary institutions within one to three years.

STRATEGIC PLAN:

In the spring, a comprehensive timeline for development of the district strategic plan was approved by the Board. The plan timelines have since been adjusted; however, the specific elements of the plan's development are described below.



Subsequently, an engagement plan, review of data and evidence and initial engagement with staff, partners and rightsholders has been undertaken. Currently, work is proceeding in phases 4 and 5.

Working sessions are scheduled for this fall to develop strategic priorities, review the currency of the district mission, vision and values statements, and determine how the plan will be shared and communicated throughout Haida Gwaii. Operational plans will be developed this winter.



SCHOOL DISTRICT NO. 50 (HAIDA GWAI)

BOARD CHAIRPERSON: Dana Moraes

SUPERINTENDENT: Mitchell Stewart

The information below was gathered through a peer review process and is intended to provide feedback to your district **in relation to three key areas of continuous improvement planning**. This feedback affirms the good work that is happening in your district as well as outlines some specific considerations and questions for your reflection, to help inform your work to support successful outcomes and improve equity of outcomes for all students.

FOCUS AREA 1

Reviewed, analyzed, and interpreted classroom, school, district, and provincial data (including the Framework required data set) to illuminate emerging areas of need and inequities of student learning outcomes and to determine progress being made.

DISTRICT STRENGTH: The Enhancing Student Learning Report utilizes a variety of data sets including Provincial and district performance metrics, the student learning survey, and the How Are We Doing? Report.

SUPPORTING EVIDENCE: Analysis of student performance in the Enhancing Student Learning Report.

ADDITIONAL DISTRICT STRENGTH: We noticed that the district's Plan for Learner Success includes reference to key Provincial priorities related to Indigenous education, including the BC Tripartite Education Agreement, the BC Declaration on the Rights of Indigenous Peoples Act, and the Equity in Action Project.



ADDITIONAL SUPPORTING EVIDENCE: District Plan for Learner Success (pg. 9, Enhancing Student Learning Report).

CONSIDERATION: The district may consider including feedback heard directly from local First Nations, given the overall composition of the student population.

SUPPORTING EVIDENCE: The district notes that there will be a focus on "Indigenous student key measures of student success". The district further notes that "We will continue working on strengthening our relationships with Massett and Skidegate communities and community partners". Feedback from these communities may inform strategies for improving the success of Indigenous learners where inequities may exist (i.e., numeracy results).

MEDIATIVE QUESTION: *How might qualitative information collected in partnership with local First Nations inform the development of specific strategies for improving student success? How might the district use information from local First Nations to evaluate progress toward district goals?*

FOCUS AREA 2

Activated an effective strategic engagement process, with a priority on engaging Indigenous peoples and communities, First Nation communities, and other equity seeking groups.

DISTRICT STRENGTH: The Enhancing Student Learning Report indicates a clear intention moving forward to place more emphasis on engagement.

SUPPORTING EVIDENCE: The district identifies "Focus Areas for Growth" that includes looking at student school experiences, parent survey responses, community input, and strengthening relationships with local Indigenous communities.

ADDITIONAL DISTRICT STRENGTH: The district has considered local and cultural contexts in their planning processes.



ADDITIONAL SUPPORTING EVIDENCE: “Culturally Responsive Education”. Board goals have a focus on embedding and enhancing local First Nation (Haida) culture and language into school curriculum.

CONSIDERATION: The district might consider clearly demonstrating how they are consulting, collaborating, and communicating with all local First Nation communities, the school community, students, equity seeking groups, families, and community partners throughout the continuous improvement cycle.

SUPPORTING EVIDENCE: The Strategic Plan indicates that it was created “with your input” but it is not clear who provided input.

ADDITIONAL CONSIDERATION: The District may wish to consider documenting a clear and transparent engagement process to demonstrate how input from Indigenous communities, students and other community members will be used to form and revise the Strategic Plan.

ADDITIONAL SUPPORTING EVIDENCE: The Strategic Plan states that it has been created “with your input” but it is unclear how widespread this input has been or who exactly was involved.

MEDIATIVE QUESTION: *How might the district show a clear alignment between Local Education and Enhancement Agreements, and the Strategic Plan?*

FOCUS AREA 3

Adjusted their District Operational Plans to align with their student learning goal(s) as articulated within the Board’s Strategic Plan.

DISTRICT STRENGTH: The district has engaged the local community to develop a responsive vision for learning supported by specific goals, intended to bring alignment across all schools in Haida Gwaii.



SUPPORTING EVIDENCE: "The Board of Education of School District 50 envisions our island community working together to support student success in all our schools and communities. There is great work happening in School District 50, and much more to come! Accompanying this document is our Operational Plan, an extensive look at our specific plans for our schools, our budget process, our policy manual, and other important items."

CONSIDERATION: As the district continues the work of developing the Operational Plan to achieve their goals, you might consider designing a continuous improvement review cycle that engages members of the Haida Nation and local community.

SUPPORTING EVIDENCE: The Operational Plan was not available on the district website for review.

MEDIATIVE QUESTION: *How might the district support schools to develop school learning plans that align with the vision and goals indicated in the Board's Strategic Plan?*

We would like to acknowledge and thank you for your diligence in creating your district's inaugural Enhancing Student Learning Report. As you know, this is our first year of full implementation of the Framework for Enhancing Student Learning, and our goal throughout this process has been to create opportunities for reciprocal peer-based learning, where we collectively build capacity within the education system and continuously improve strategic and continuous improvement planning processes to enable better outcomes for all students in BC.

If there are any questions regarding this report, please email: educ.framework@gov.bc.ca