



Enhancing Student Learning Report

September 2024

In review of Year 2 of Haida Gwaii Strategic Plan 2022 - 2026



School District No. 50
Haida Gwaii



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Recognition

The Haida Gwaii School District respectfully acknowledges that we serve island communities located on the traditional and unceded lands of the Haida people, who have lived on Haida Gwaii's lands and waters since time immemorial.

Framework for Enhancing Student Learning

The [Framework for Enhancing Student Learning](#) establishes a structured approach for BC school districts to engage in continuous improvement. This Ministry of Education policy seeks to align the vision, legislated mandate, and efforts of all boards of education and independent school authorities to promote student success. The [mandate](#) of BC's K-12 education system is to cultivate the Educated Citizen, focusing on intellectual, social, and career development, while prioritizing improved equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

District Context

Haida Gwaii is an archipelago situated 130 kilometres off the northwest coast of British Columbia. It is renowned for its ancient and remote rainforests, breathtaking coastlines, rich biodiversity, and the vibrant culture and heritage of the Haida people.

Our staff, students, and families benefit from Haida Gwaii's distinctiveness, including its history and cultural traditions. Our work as a school district is guided by the Haida Laws, which are proudly contained within our [2022-2026 Strategic Plan](#).

Our five schools, distributed across the island communities of Haida Gwaii, serve just over 490 students, with nearly 70% identifying as Indigenous, including Inuit and Métis, with the majority being of Haida descent. Over the past two decades, the school district has experienced a steady decline in student enrollment, which once exceeded 1,000 students at the start of the 21st century. This decline aligns with the overall population decrease in Haida Gwaii communities, primarily due to the contraction of the resource sector. However, in the last two years, we've seen a slight increase in enrollment, including some recent immigrants to Canada.

Approximately 50% of Haida Gwaii's population, approximately 2,500 individuals, identify as Haida. Roughly 1,500 Haida reside in the villages of [HlGaagilda](#) (Skidegate) and [Gaw Tlagée](#) (Old Massett).

We are proud to serve the families and communities of Haida Gwaii in the context of the historic [Gaayhllxid/Giihlagalgang 'Rising Tide' Haida Title Lands Agreement](#) with British Columbia. This agreement affirms the Haida Nation's rightful authority over the land of Haida Gwaii. It includes a plan for governing the territory, beginning with a two-year transitional period focused on land resource decision-making, beginning in areas such as protected lands, fishing lodges, and forestry.

Like many other rural and remote school districts, we face challenges in recruiting and retaining staff. While recent initiatives by the Ministry of Education and Child Care have helped improve teacher recruitment, we continue to struggle to fill various support staff roles.

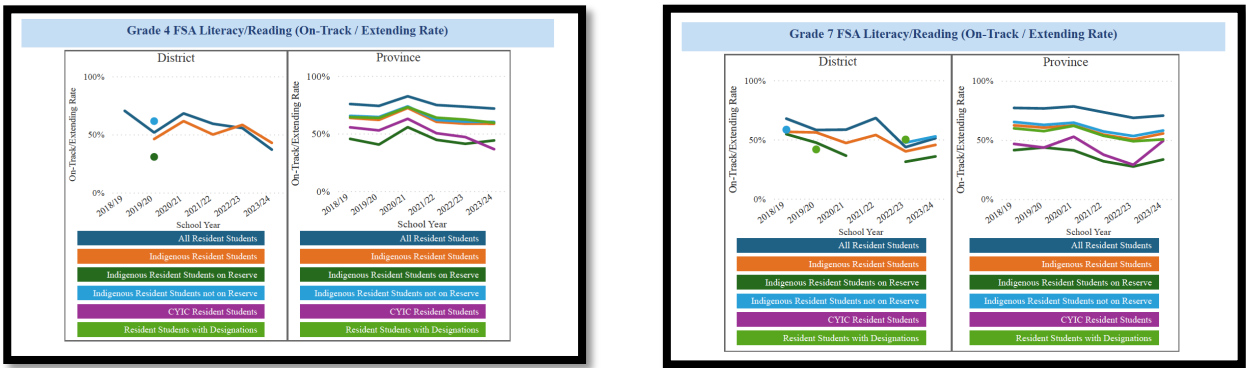
Section A: Reflecting on Student Learning Outcomes

Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

The following FSA literacy data shows the number of students who are ‘on track’¹ and or ‘extending’² which is captured in the following graphics:



Over the last two years, Haida Gwaii School District has experienced an increase in grade 4 and 7 FSA participation rates, averaging above provincial averages in most FSA skill areas. The increase in participation lends a greater validity to the fact that our trend line for grade 4 literacy is concerning, with a decline from 22/23 to 23/24, with only 37% of our participating grade 4 students demonstrating proficiency (on track or extending) in literacy. Our gap with provincial data has grown from 17% in 2022/23 to 35% in 2023/24.

Grade 7 2023/24 data has slightly improved as our gap with provincial results has decreased from 25% to 20%. Although the gap has declined somewhat, it is concerning that just 51% of our grade 7 students demonstrate proficiency in literacy.



Although much of our sub-group data is masked in this public-facing data set, given the size of the Haida Gwaii School District, district and school staff review unmasked data to determine sub-group trends. The data trend for

¹ Means your child mostly understands the expected concepts
² Means your child is able to apply their learning in new and different ways

Indigenous resident students mirrors our all-resident student data, and the trend of Indigenous students living on-reserve being our lowest-performing sub-group continues.

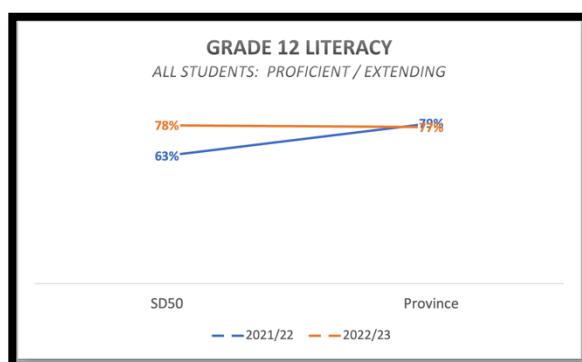
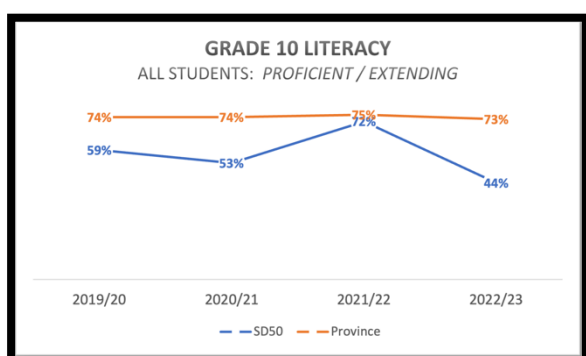
Measure 1.2: Grade 10 & 12 Literacy Assessments

The Grade 10 and 12 Literacy Assessments are provincial assessments that measure student proficiency in literacy. Both assessments are graduation requirements. The assessments are described by the Ministry of Education and Child Care as follows:

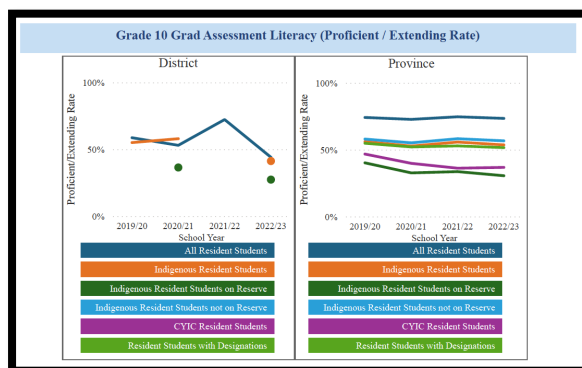
"The Grade 10 Literacy Assessment assesses student ability to use critical thinking and analysis to make meaning from diverse texts. It also assesses the ability of students to communicate their ideas.

The Grade 12 Literacy Assessment assesses students' ability to use critical and reflective thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas, or those found in the texts."

Both assessments are "not based on a particular course or subject matter, but rather on learning across multiple subjects, from kindergarten to Grade 10/12."



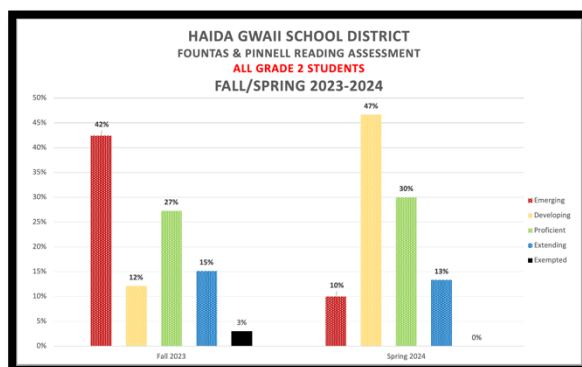
Given the student population of the Haida Gwaii School District, the four years of the Grade 10 Literacy Assessment and the two years of the Grade 12 Assessment would be challenging to interpret as a trend rather than being specifically cohort-dependent. However, if we compare district vs provincial average data, we would conclude that our grade 10 students performed about 15% below the provincial average, with our grade 12 students being 7% below the provincial average.



Measure 1.3: Grade 2 Fountas & Pinnell District Reading Assessment

The School District has recently started to utilize the Fountas and Pinnell Reading Assessment as a district tool to support literacy. In the 2023-24 school year, a fall and spring data collection of F&P results was gathered for all grade 2 students within the district as shown below.

In addition to the data above, which shows that 43% of AL grade 2 students are either proficient or extending in reading by the Spring of grade 2, we found relatively minor gaps for Indigenous students, including those living on reserve. The data also showed significant growth for all students from the 'emerging' to 'developing' scale from Fall to Spring.



For the 2024 - 25 school year, there are three distinct literacy-focused strategic objectives specific to the Board's strategic goals of Student Well Being and Embracing Unique Culture and Territory:

i) Focus on Literacy

- Continued opportunities for schools and teachers to work with a Literacy Helping coach.
- Share the opportunity to continue with Surrey School District Literacy book study in 2024-25.
- Sharing, reviewing and editing the DRAFT Haida Gwaii School District Literacy Framework document with interested teachers (Fall 2024).
- Partnership with POPEY (Provincial Outreach Program for Early Years) and SD50 interested primary teachers to strengthen and support instructional strategies focused on writing.
- Support K-1 teachers with the purchase of decodable materials and PM-levelled readers for classrooms.
- Continued support for the use of UFLI (University of Florida Literacy Initiative) resources for primary teachers.

ii) District Literacy Assessments

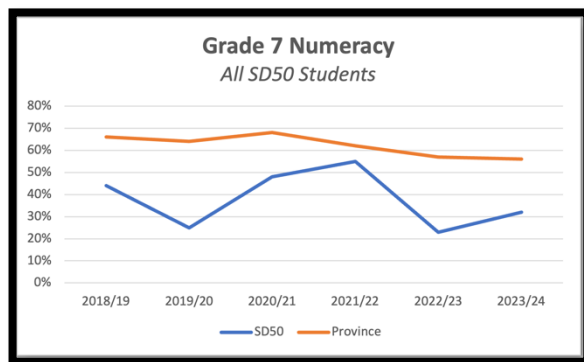
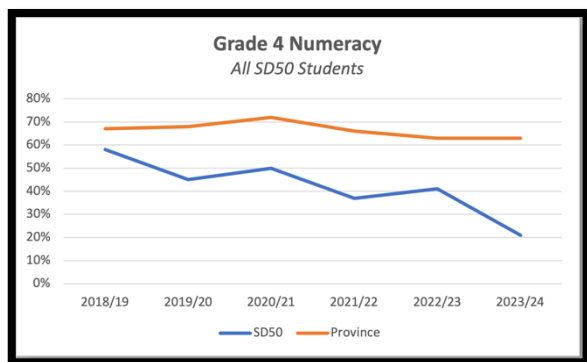
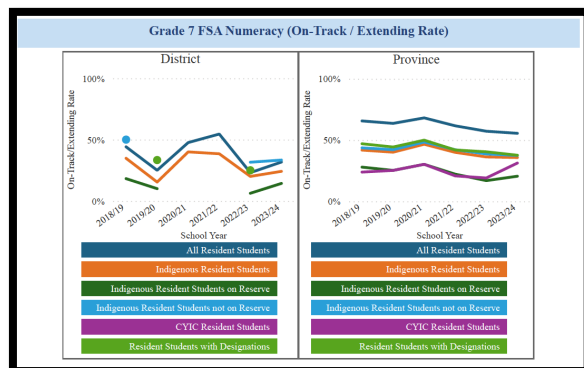
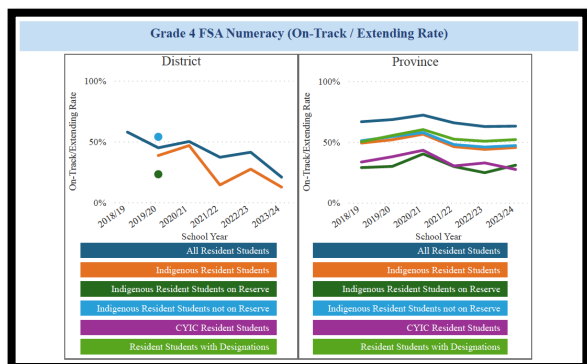
- Continued Fountas & Pinnell Assessment support for teachers, including assistance with analysis and literacy intervention support.
- Expand district collection of literacy data from grade 2 in 2023-24 to grades 2-4 in 2024-25. Teachers in multi-grade classrooms will be asked to include all students. Collection will occur in the Fall and Spring of the school year.
- Increasing capacity for a Haida Gwaii educator to gain expertise in literacy coaching.

iii) Localizing our Practice

- Increase staff fluency and understanding related to the Sk'ad'a Principles through professional learning with Dr. Sara Davidson and Dr. Nikki Yee in 2024-25

Educational Outcome 2: Numeracy / Grade to Grade Transitions

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

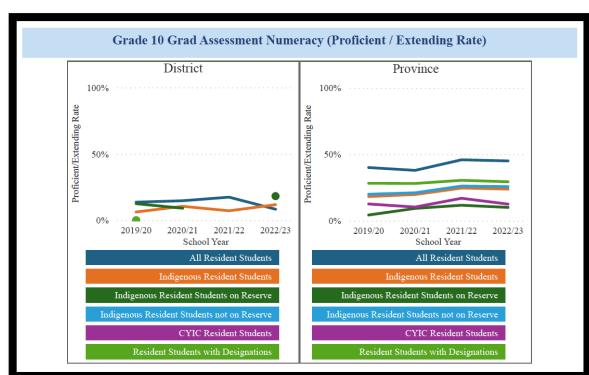


Grade 4 and 7 numeracy results, as per the FSA, are concerning as our gap with average provincial results continues to widen.

Although most Haida Gwaii schools have goals related to numeracy, we continue to contemplate and pursue district-wide strategies to support numeracy, some of which are described below from our 2024-25 strategic objectives: A strategic object under the goal of ‘Student Wellness’ is to continue a district **Focus On Numeracy** with the following key objectives:

- Continued opportunity for teachers to participate in Peter Lilljedahl's ‘Thinking Classrooms’ strategies with a numeracy helping teacher
- Pilot a district-wide numeracy assessment with interested teachers at various grade levels. Gather feedback from this assessment pilot to inform a district numeracy assessment plan for the 2025-26 school year.
- Establish a professional learning group to work through *Thluuwaay ‘Waadluxan – Mathematical Adventures* resource, edited by Dr. Cynthia Nichol of UBC and our District Principal of Indigenous Education, Joanne Yovanovich.

Measure 2.2: Grade 10 Numeracy Assessments

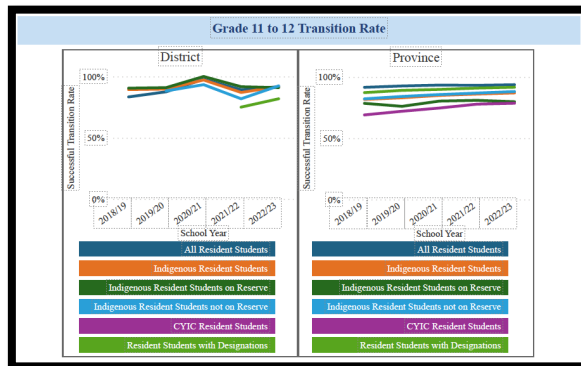
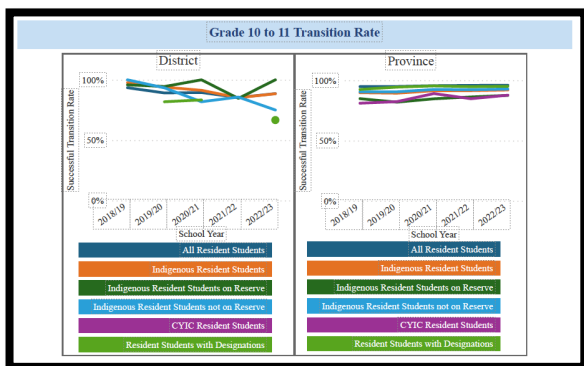


The Grade 10 Numeracy Assessment focuses on applying mathematical concepts learned across multiple subjects from kindergarten to Grade 10. It requires students to solve problems by using five numeracy processes (different ways of thinking and working): interpret, apply, solve, analyze, and communicate.

SD50 performance on the grade 10 numeracy assessment has remained consistent while the provincial average has incrementally increased. Our informal examination of the early 2023-24 Numeracy 10 results at one of our high schools is very promising over 2022-23 results and we look forward to confirming this in our 24-25 FESL report.

Measure 2.3: Grade to Grade Transitions

The Grade-to-Grade transition rate measures student progress toward graduation. It is expressed as a percentage of students in grades 10 and 11 who proceed to grades 11 and 12 in the subsequent school year.



Both the masked and unmasked data show that students are transitioning toward graduation at a high rate. Our data for all sub-groups shows a pattern of transitioning between grades occurring at high levels, which is encouraging.

Intellectual Development - Summary

Although we have articulated strategic objectives related to both literacy and numeracy for the coming year, prioritizing a district numeracy assessment is key for us. Implementing a district-wide numeracy assessment that will

assist in providing detailed information on numeracy sub-skills will help to inform next steps for the district and schools. Although we have started the work of creating district processes to review the specific achievement of children and youth in care, students with diverse abilities, and Indigenous students, we know that these processes require on-going monitoring and support.

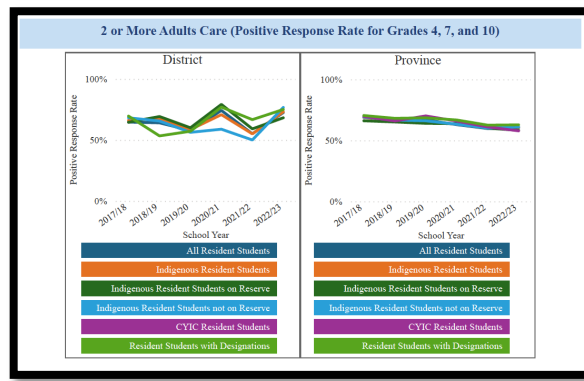
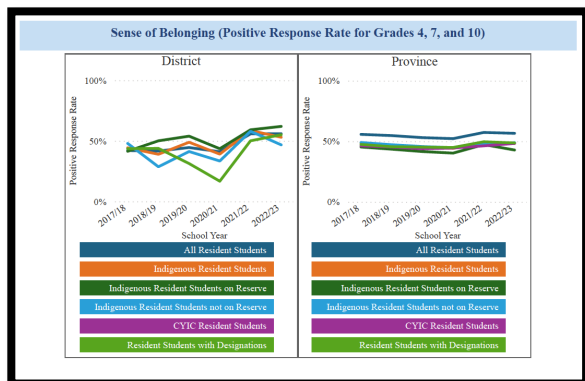
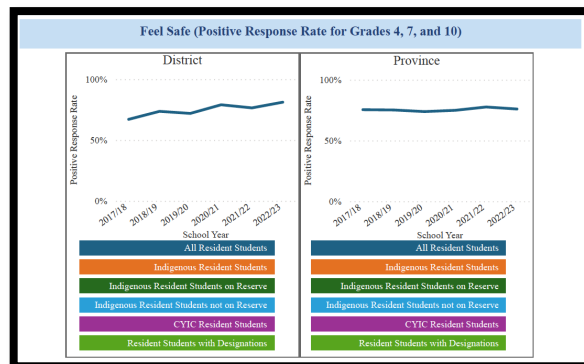
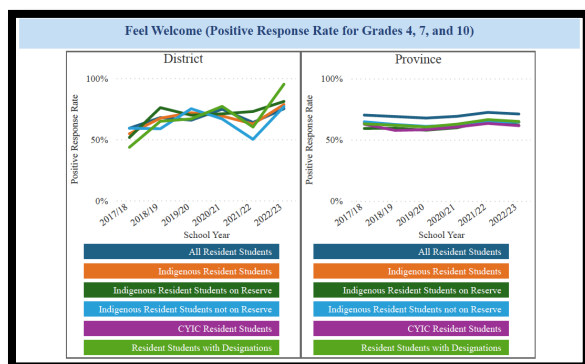
Our ongoing efforts toward the broader strategic goal of 'Working Together' have enabled us to strengthen collaborative relationships with both local organizations in Haida Gwaii and provincial partners. These partnerships assist us in supporting students and families, as well as in developing and implementing annual objectives related to Intellectual Development.

Human and Social Development

Educational Outcome 3: Feel Welcome, Safe and Connected

The annual Student Learning Survey is an extensive survey of students' perceptions about school and learning. The survey includes several questions about school factors underpinning students' ability to learn and succeed. Factors such as *feeling safe*, *a sense of belonging*, *feeling welcomed* and *knowing that there are adults who care about them* are critical factors tracked year to year as per the data sets below. This data is collected in response to the following questions on the survey:

- Do you feel safe at school?
- Is school a place where you feel like you belong?
- Do you feel welcome at school?
- At your school, how many adults do you feel care about you? (For example, teachers, counsellors, teacher helpers)



Overall, this data for all subgroups continues to trend upward towards parity or surpassing provincial data. In addition, our principals and vice principals observed that this set of data correlates and aligns with local data from the 2023 McCreary Adolescent Health Survey and the localized Haida Gwaii Adolescent Health Survey completed by student leaders last school year, in partnership with colleagues from McCreary.

Over the last year, Haida Gwaii School District began a partnership with Kelty Mental Health staff to review and implement priorities related to school district mental health objectives. This work is expected to support our schools in the areas measured above. We have established the following three priorities that we will work on over the coming school year.

- (i) Clarify District Direction for Mental Health
- (ii) Support Student Wellness
- (iii) Support Staff Wellness

Human and Social Development - *Summary*

Although our data from the four key student learning survey questions suggests that the culture within our schools supports student success, we recognize the importance of maintaining a continued focus on ensuring that schools are welcoming and engaging environments for all students. This year's strategic objectives related to human and social development include the following:

- (i) Continued partnership with Kelty Mental Health to begin implementation of Haida Gwaii School District Mental Health Plan priorities and goal areas (please refer to Feb. 2024 Superintendent Report – p. 5)
 - a. Two Day +Compassionate Systems Leadership + – Spring 2025 – Joanne Schroeder (UBC)
 - b. Trauma Informed Practice – Professional Learning Series
 - c. All grade 8 students will participate in the PreVenture program.
 - d. District staff to review ‘lessons learned’ from 2023-24 PreVenture programming in schools through conversations with PreVenture facilitators, principals and students.
 - e. Participate in the Early Years Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) in 2024 – 25.
 - f. Continued partnership with McCreary Center and local high school students to examine adolescent Health issues specific to Haida Gwaii as per 2024 Haida Gwaii Adolescent Health Survey.
 - g. Continued use of Tiny Eye Counselling Services
 - h. Monthly check-ins for district counselling staff with Northern Health Early Psychosis Intervention staff
- (ii) Continued focus on ensuring ‘Safe, Welcoming and Inclusive’ schools.

Career Development

Educational Outcome 4: Graduation

Measure 4.1: Completion Rates

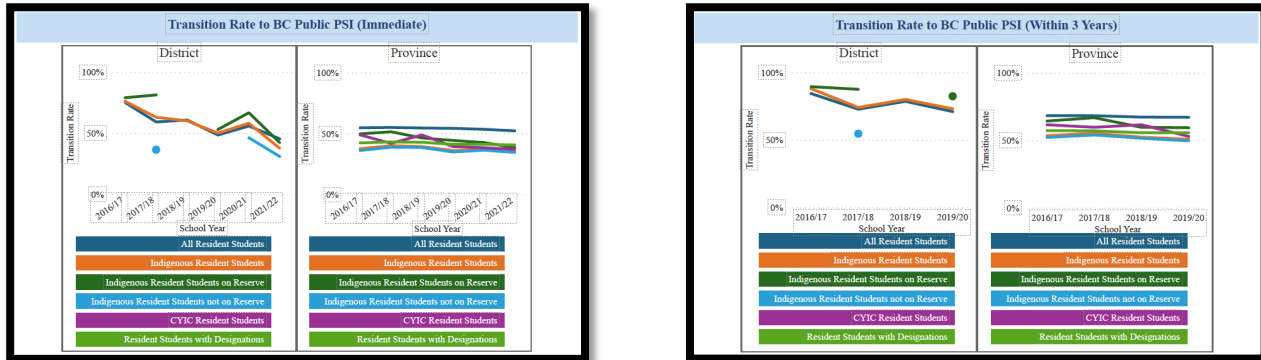
Below is the five-year completion rate for both the Dogwood certificate as well as the Adult Dogwood. The five-year completion rate is frequently referenced as a measure of system performance.



Our data for all subgroups shows us trending towards parity or surpassing provincial average graduation results. Over the last 6 years, we have seen a steady increase in 5-year completion rates in Haida Gwaii School District.

Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions



The Ministry of Education and Child Care utilizes Personal Education Numbers (PENs) to track and provide school districts with data on post-secondary transitions, which assists us in reflecting on and supporting students with this important transition.

Supporting our students in exploring post-secondary options is a key focus in both Haida Gwaii high schools. Students are provided the opportunity to explore various career options, with nearly all of our graduates having participated in opportunities to visit a variety of BC post-secondary institutions, thanks in part to the generous support of Gwaii Trust.

Although our 'immediate' PSI transition rate is trending downward, it has continued to be above or at par with provincial data PSI transition trends. Similarly, our post-secondary transition data within three years of graduation is above provincial data trends but shows a recent downward trend.

Section B: Moving Forward - Continuous Improvement

Our work as a school district is guided by the [2022 - 2026 Strategic Plan](#), which was finalized and published in the Spring of 2023. Our Board of Education worked hard to ensure that our unique Haida Gwaii was respected and recognized by including the Haida Laws within the school district's strategic direction. The broad goals identified in our strategic plan are:

- Working Together
- Student Well Being
- Embracing Unique Culture and Territory

The plan is supported by an annual [Strategic Operational Plan](#) to ensure a continued focus on strategic priorities. In addition, we have focused on adding coherence and alignment with the Board's priorities through our school's annual plans to support student success.

The [2024–25 Operational Plan](#) focuses on strategic objectives related to student learning, district facilities, and Board governance. This document is part of our commitment to a continuous improvement cycle, with updates and reflective reviews guiding future actions.

Our trustees, the public, and Haida Education Council representatives are regularly updated on the various operational objectives through regular Superintendent updates. During the May 2023 Board of Education meeting, a [year-end update was provided on the 2023-24 Strategic Operational Plan](#).

We have worked to align our [financial resources](#) to our strategic priorities through consultation with the public and staff.

We are working towards adding other district data sets to help inform our knowledge of student performance beyond the existing provincial assessments. In the 2023-24 school year, we will collect district-wide literacy data on all our grade 2 students using the Fountas and Pinnell literacy assessment and will be expanding that collection to grades 3 and 4 in the coming school year.

We have started the preliminary work of thinking about and collaborating on supports for numeracy instruction and assessment.

Due to the small number of students enrolled in our district, determining trends in our sub-groups data (ie. students with diverse abilities and children or youth in care) can be challenging given that a single student's performance can significantly impact the data. However, we are improving our internal procedures to check on the progress of these students regularly. We have established an internal tracking system for children and youth in care and will use that to monitor attendance, engagement, and achievement. District staff are involved in the review of IEP goals and supports specific to students with diverse abilities. Our provincial literacy and numeracy assessment data for grades 4, 7 and 10 seem to be consistently below the provincial average, which continues to be a strategic focus for us. However, our 5-year graduation data and our student transition to post-secondary data have been consistently above provincial averages.

Promising Practices and Areas of Continued Focus

Focus on Literacy / District Reading Assessment

This is Haida Gwaii School District's first Enhancing Student Learning Report, to which we have been able to add local district student achievement literacy data. The process of supporting teachers in completing these assessments was well received and resulted in several conversations with teachers about how to interpret and use the data to support instruction and student support.

Expanding these assessments into grades 3 and 4 will give us a greater glimpse into our primary reading achievement and allow us to reflect on district approaches to supporting early reading.

We have committed to supporting our primary teachers with levelled reading materials in each of our primary classrooms to support reading instruction.

Numeracy

A key priority for us this school year is to find and pilot a numeracy assessment. Our results indicate that we need to focus on instructional interventions related to numeracy. Given conversations and strategies implemented at our high schools, we look forward to seeing the 2023-24 Grade 10 Numeracy Assessment results.

Localizing our Practice

During 2023 – 24, our school leaders were fortunate to be involved in a professional learning journey with Dr. Sara Davidson on the Sk'ad'a Principles, as described in her book *Potlatch as Pedagogy*. As a continuation of that work, Dr. Sara Davidson and Dr. Nikki Yee visited Haida Gwaii in late August to kick off a professional learning opportunity for all Haida Gwaii educators on the Sk'ad'a Principles. We see this as a promising practice in our continued focus on decolonizing our practices.

Student Engagement and Representation

We were fortunate to work with Dr. Annie Smith and staff from the McCreary Centre on a project that allowed Haida Gwaii youth to research specific Adolescent Health Outcomes specific to Haida Gwaii. This unique opportunity produced an outstanding youth-generated report with recommendations that have influenced school plans and our annual strategic objectives.

Many of the youth involved were and will be involved as student voice leaders interacting directly with our Board of Education.

Kelty Mental Health Coaching

We have benefitted from working directly with staff from Kelty Mental Health to review district direction in relation to mental health. Following a year of reviewing district programs and presenting to staff, we have narrowed our focus for the coming year on programs and initiatives to support student and staff mental health while creating a Mental Health framework for the school district. A variety of strategic objectives towards these goals are outlined in the [2024-25 Operational Plan](#).