

Nanaimo Ladysmith Public Schools SD #68

Enhancing Student Learning Report September 2024

In Review of Year Four of the NLPS Strategic Plan 2019-2023



Approved by NLPS Board of Education on September 25, 2024

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Section B: Moving Forward

Planning and Adjusting for Continuous Improvement

Introduction: District Context

Nanaimo Ladysmith Public Schools (NLPS) resides within the traditional territories of the Snuneymuxw, Snaw Naw As and Stz'uminus First Nations. NLPS also partners with the Tillicum Lelum Aboriginal Friendship Centre and the Mid-Island Metis Nation.

The district supports 15,648 learners, of whom 17% (2703) identify as Indigenous and 9% (1471) with recognized disabilities and diverse abilities.

The district represents a population of 170,367 (2021 Census data), which includes the City of Nanaimo, the towns of Ladysmith and Lantzville, Gabriola Island, and the North Oyster and Cedar communities. The 2021 Census placed Nanaimo as one of the five fastest growing communities in Canada. The region has a lower unemployment rate (4.8%) than the provincial average, (5.2%) however, it is higher than the Vancouver Island Coastal Region's unemployment rate (4.2%).

Nanaimo is also home to Vancouver Island University, a public university that offers trades programs, bachelor's, and master's degree programs. However, on average, Nanaimo's population has a lower level of postsecondary education than the provincial average. As a result, Nanaimo's average annual household income is approximately \$20,000 lower than the BC average.

Following extensive community engagement and feedback, the NLPS Board of Education approved a new Strategic Plan in June 2024 for 2024-2028. This new Strategic Plan replaces the district's first-ever Strategic Plan which was active from 2019-2023. The new Strategic Plan will direct the actions, decisions, and direction of NLPS over the next four years.

Current Strategic Plan Priorities

NLPS concluded the final year of the district's [2019-2023 Strategic Plan](#) and began working with students, staff, Indigenous partners, and stakeholder groups to create a new [2024-2028 Strategic Plan](#).

The 2019-2023 Strategic Plan was NLPS' first ever strategic plan, and the district viewed the plan as the starting point to engage the community and stakeholders on the goals and vision for NLPS.

2019 – 2024 Strategic Plan			
Goals			
Continuous improvement in students with complex and unique abilities, Indigenous, and overall student population	Safe, Caring and Healthy Learning and Working Environment that is inclusive of diversity of our entire learning community	To be a leader in Environmental Stewardship and Sustainability	Truth & Reconciliation
Objectives			
<ul style="list-style-type: none"> Continuous improvement in Special Needs, Indigenous and overall student population on student achievement. Continue providing collaborative opportunities for employees to work 	<ul style="list-style-type: none"> Increase the number of students who feel welcomed, safe, connected, and have a sense of belonging in their school. Increasing awareness and capacity in supporting children and youth in care. 	<ul style="list-style-type: none"> Establish a Board Environmental Stewardship and Sustainability Committee. Increase learning opportunities for students and staff on climate change and sustainability Implement a food 	<ul style="list-style-type: none"> Implementation of the Syeyutsus Reconciliation Framework in the school community. Support innovative Indigenous educational and community partnerships. Implement Truth and Reconciliation

<p>toward full implementation of the new curriculum.</p> <ul style="list-style-type: none"> • Improve opportunities for early intervention and learning Increase leadership capacity and excellence. 	<ul style="list-style-type: none"> • Increase the number of students who feel there are two or more adults at their school who care about them. • Increasing awareness and capacity in addressing mental health and wellness. • Accelerate seismic upgrades and upgrade aging facilities Increase employee engagement. 	<p>security initiative that includes community partners.</p> <ul style="list-style-type: none"> • Supply and support infrastructure for sorting, composting and recycling at all educational facilities. • Increase opportunities for outdoor education and programming in the district. 	<p>Commission Calls to Action #57 “Promote land and hul’qumi’num language-based learning programs.”</p>
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The [NLPS Strategic Plan 2024- 2028](#) includes voices from our community and aligns with the Ministry’s FESL. The plan sets the direction for the district across three overarching priority goals: Student Success, Student and Employee Wellness, and Truth and Reconciliation. It includes metrics that will gauge the district’s progress towards the plan’s goals and objectives which will also allow for refinement based on yearly data.

2024 – 2028 Strategic Plan		
Guided by Pillars of: Justice, Equity, Diversity, Inclusion, the Syeyutsus Reconciliation Framework, & Environmental Stewardship		
Goals		
Student Success	Student and Employee Wellness	Truth & Reconciliation
Objectives		
<ul style="list-style-type: none"> • Increase literacy rates for all students. • Increase numeracy rates for all students. • Increase graduation rates for students who are Indigenous, who have disabilities/and or diverse abilities and/or who are Children in Care. 	<ul style="list-style-type: none"> • Increase the number of students who feel welcome, safe and have a sense of belonging in their school. • Increase the number of employees who feel valued and engaged. 	<ul style="list-style-type: none"> • Increase awareness of and access to resources available to support hul’qumi’num language learning. • Create and share district wide, Syeyutsus Principles of Teaching and Learning.
Metrics		
<ul style="list-style-type: none"> • Report cards K-12 • FSA (Grades 4 & 7) • Grade 10 Literacy and Numeracy Assessments • Grade 12 Literacy Assessments • Graduation Rates 	<ul style="list-style-type: none"> • Student Learning Survey (Grades 4, 7, 10, 12) • Annual Employee Engagement Survey 	<ul style="list-style-type: none"> • The number of educators who are aware of the resources available. • The frequency of access to these resources

Continuous improvement

[The district’s Continuous Improvement of Instruction and Assessment Policy](#) values and supports cycles of inquiry. Each school year, we move through a process that includes Planning, Acting, Observing and Reflecting at both the district and school level. (See *graphic below and Appendix A: Strategic Planning Cycle*)

NLPS Continuous Improvement Cycle



Looking Back on the Year: Effectiveness of Implemented Strategies

The Department of Learning Services (DLS) developed strategies and high-level actions to deliver on the final year of the 2019-2023 Strategic Plan. The DLS Operations plan 2023-2024 focused on a realistic path with guidance from the Syeyutsus Reconciliation Policy and the Framework for Ministry of Education and Child Care's Vision and Mandates which includes the Framework for Enhancing Student Learning.

2023-2024 DLS Operations Plan			
Objectives			
<ul style="list-style-type: none"> Continue providing collaborative opportunities for employees to work toward full implementation of the new curriculum. Improve opportunities for early intervention and learning. Increase leadership opportunities for early intervention and learning. 	<ul style="list-style-type: none"> Increase the number of students who feel welcomed, safe, and have a sense of belonging. Increasing awareness and capacity for supporting Children and Youth in Care. Increasing awareness and capacity in addressing mental health and wellness. Increase employee engagement. 	<ul style="list-style-type: none"> Annually reduce district greenhouse gas emissions. Increase learning opportunities for students and staff on climate change and sustainability. Supply and support infrastructure for sorting, composting, and recycling at all educational facilities. Increase opportunities for outdoor education 	<ul style="list-style-type: none"> Implementation of the Syeyutsus Framework. Reconciliation Framework in the school community. Support innovative Indigenous educational and community partnerships. Implement Truth and Reconciliation Commission Calls to Action #57. Promote land and hul'q'umi'num language-based learning programs.

		and programming in the district.	
Implemented Strategies			
<ul style="list-style-type: none"> Implemented components of the Early Learning Framework. Continue to build leadership capacity for Educational Leaders with a focus on JEDI. Continue to promote and facilitate the Educational Leadership growth plan and evaluation process. Create professional learning structures and opportunities to support teachers with the implementation of tier 1 systems in supports. 	<ul style="list-style-type: none"> Enhanced and refined tier 3 referral pathways for specialized services and supports. Continue to build capacity regarding mental health and wellness. Continue to build capacity regarding supportive planning for student safety across the system. Create a data dashboard to support adaptive and responsive decision making towards improved student success. 	<ul style="list-style-type: none"> Continue to support schools with the Zero Waste Initiative and RDN Inquiries focusing on environmental stewardship. Explore learning opportunities for food sustainability and food security. Continue building learning opportunities that support outdoor education and land-based learning. Support the implementation of the Indigenous focus grad requirements. 	<ul style="list-style-type: none"> Create a district structure to support Transformative Reconciliation at the secondary level. Enhance implementation of the Indigenous focus grad requirements. Continue to increase hul'q'umi'num teaching time at schools across the district. Develop more opportunities for land and language-based programming at schools with on-reserve student populations. Strengthen and formalize relationship with Kw'umut Lelum.

Strategy successes 2023/24			
<ul style="list-style-type: none"> K/1 teachers were provided with professional learning opportunities to implement components of the Early Learning Framework. The Educational Leadership growth plan and evaluation review process allowed PVP to feel supportive and proactively addressed issues. Successful learning structures included: Numeracy series in three schools, literacy series for Grade 8/9 teachers. An Intermediate Reading Screener was piloted and positively received and will be implemented district-wide in 2024-25. 	<ul style="list-style-type: none"> Created Learning Services Support Team (District-level 'School-based Team). Brought alignment to referrals which resulted in 114 referrals, 14 outreach, 26 inclusions for elementary and 50 referrals, 5 outreach and 7 for secondary. Piloted Tier 1 program (Open Parachute) which received positive teacher feedback. This will be extended throughout the full district in 2024-25. Professional learning opportunities and consultations for building capacity to support student safety across the system. 	<ul style="list-style-type: none"> Zero waste initiative continues to be adopted and implemented in schools. Outdoor education and land-based programs were established at 6 of 8 secondary schools and 20/28 elementary schools and work continues to implement at all schools. English First Peoples 10 and 12 have been made mandatory in the district. English 12 is no longer offered. 	<ul style="list-style-type: none"> PVP and teacher leaders attended regular learning sessions which had a great impact for PVPs. Teacher learning opportunities were supported to enhance the implementation of the Indigenous focus graduation requirements. A formal information sharing agreement was signed with Kw'umut Lelum. The relationship with Kw'umut Lelum was reorganized and is now shared with both the Indigenous Education Lead and the Inclusive Education Lead.

Not all strategies implemented in 2023-2024 saw success. For example, for Learning Services Support Team referrals, there were considerably fewer secondary referrals than elementary referrals. As a result, the district will put systems in place to increase the number of secondary referrals. Additionally, the district is currently limited by the number of language teachers available to teach hul'qumi'num. Moving forward, this will be addressed by emphasizing Core language instruction by classroom teachers and partnerships with local nations and institutions of higher education to recruit and retain local language speakers. (See Appendix B)

Existing and/or Emerging Areas for Growth

Currently we are using Ministry data, reflective conversations with school leaders and individualized supportive plan data (such as IEPs, part-time programs, regulation support plans and outreach tracking), as part of our improvement cycle. The lack of local data to identify struggling student populations and implement effective strategies is the most significant area of growth for the district.

Ministry data identifies a downward district trend in both literacy and numeracy. However, the district has a low FSA participation rate and, to provide accurate and timely assessment of progress towards the above goals, it is necessary for the district to identify, implement and successfully engage with learners to produce local data on literacy and numeracy. The district does not currently have local data to evaluate the Strategic Plan Board Goal of Student Success other than report cards.

In the area of students feeling safe and welcome in their schools, NLPS is on par with the provincial average, and this is an area where the district does have its own additional data which includes the student survey on washroom safety and vaping, Suicide Risk Assessments, Behavioural and Digital Threat Assessments, Violent Incident Reports, ERASE Bullying Reports, BC Adolescent Health Survey, and the Youth Developmental Index. These additional sources of local data indicate that human and social development need to remain an area of focus for NLPS. There is also a need to triangulate and disaggregate this data formally, so that it is more useful to the district in identifying student populations and appropriate strategies.

Of the three Board goals in the 2024-2028 Strategic Plan, NLPS has identified literacy and numeracy as the two primary focus areas for student success. Student wellness a board goal that the district will continue to measure and report through four key questions in the Student Learning Survey.

Areas for growth

The district has identified the following actions and activities to access and curate local data that can be compared with FSA data to provide a more accurate assessment of progress and effectiveness of implemented strategies and the Strategic Plan:

- Creating and implementing district-wide writing and reading snapshot assessments.
- Creating and implementing a district-wide numeracy assessment.
 - Require schools to collect and use this data to inform school-based decisions and inform school plans.
- Disaggregating all Priority Population data and articulating strategies for improvement.
- Take NLPS PowerBI data dashboard to the next level and make this data available to schools to inform the teaching and learning and progress of learners.
- Much of the provincial data for priority populations is unavailable and/or masked due to the small sample size. To address this, the district will:
 - Disaggregate the newly developed assessment data; identify gaps where the Priority Populations are not completing the assessment.

- Ensure Priority Populations complete the assessment or differentiate our assessment approach to get this information.
- The district will continue to monitor graduation rates and the transition to post-secondary. The 2024-28 Strategic Plan engagement offered good suggestions on how we can increase the number of students actively engaged in their learning. Incorporating and building JEDI principles throughout teaching and learning, in addition to the introduction of high-interest courses are suggestions from the Strategic Plan engagement process (which included Indigenous partners as well as students).

Ongoing Strategic Engagement (Qualitative Data)

NLPS approaches Strategic Engagement opportunities with the goal of being student-centered while taking direction from the Syeyutsus Framework as outlined in the district's Public Participation policy. The Syeyutsus Framework was incorporated into the 2019-2023 Strategic Plan and is guiding wisdom for the 2024-2028 Strategic Plan.

The district is committed to honouring the land and using the Syeyutsus Framework to guide and inform by:

1. Working with our students, staff, Indigenous Knowledge Keepers, and community partner groups in a spirit of respect, courage and vulnerability to bridge together different views and beliefs, in a restorative and caring way.
2. Providing ongoing and meaningful learning opportunities for all students, staff, and community partner groups. With every engagement opportunity, the district will value:
 - **Transparency and accountability.**
 - a. It will clearly communicate engagement opportunities, the process it intends to follow and will share the results and outcome of its decision-making process.
 - **Inclusivity.**
 - a. With direction from the Inclusion Policy, engagement opportunities are based on the principles of respect, acceptance, safety and equity.
 - **Authenticity.**
 - a. The community will be given the opportunity to participate in a variety of avenues. The district will discern all respectful and authentic feedback during the decision-making process.
 - **Relevance.**
 - a. All engagement, no matter in-person or electronic, will be received and considered, provided it is relevant to the respective engagement process.

2023- 2024 NLPS Strategic Plan Engagement (approved June 2024)

In 2023-2024, NLPS embarked on an eight-month engagement process with students, employees, local First Nations, partner organizations and the community, to draft, refine and finalize the 2024-2028 NLPS Strategic Plan.

The district employed a full engagement process for the Strategic Plan which included in-person and online engagement opportunities, numerous meetings with Indigenous and community partners, as well as students and staff.

Due to the large number of engagement opportunities offered, there was significant diversity in the feedback received. Emerging themes included: the need for improved school facilities, better student engagement processes, support to address bullying, more effective teaching practices (especially for students with diverse abilities), additional JEDI resources, increased mental health supports, more

emphasis on environmental stewardship education, and the need for better collaboration amongst school staff.

Participants were provided with all the engagement feedback through reports to the Board of Education which were publicly available as part of the agenda packages for board meetings.

The district is satisfied with the strong level of engagement from students, families, and Indigenous and community partner groups, especially for online modalities. However, we continue to face challenges with in-person engagement, especially when it comes to engaging with district families. Providing multiple opportunities, including evenings and/or daytime engagement sessions that are school based are avenues we can consider going forward but will have to be balanced against district staffing and resources.

Continuous Engagement Strategies

Leaders for Learning: Indigenous Education Council/Indigenous Staff Survey

Through meetings and a survey of staff who identify as Indigenous, it was shared that there are several areas where there could be an improvement in Indigenous Education, including having Indigenous staff feel more valued and culturally safe. Additionally, it was shared that there are improvements needed in district leadership regarding the role of Indigenous Education in schools and the need for an audit criterion to be put in place. All feedback was shared with Indigenous Education staff, Department of Learning Services and Principals/Vice-Principals.

Learning Support Services Team (LSST)

The LSST is part of the Department of Learning Services and works with school teams to identify strategies/solutions and provide program referrals. Feedback included the lack of resources to address the increasing complexity of students, more violence in younger grades, increased mental health issues, and effective resource allocation. This information was used to inform many systems, structures and services such as the creation of a district inclusion support team and piloting a Tier 1 mental health support program that will be made available throughout the district next year.

Employee Engagement Survey

Feedback from a district-wide staff survey included the need for strategic direction, organizational commitment, strong relationships, work on JEDI, employee wellbeing and communications. This information was shared back to all employees and areas for improvement were highlighted and communicated. This information is being used to create strategies to address these issues. The Strategic Plan includes employee wellness as a focus area, as it impacts students' wellness and success.

Student Voice Circle

The Student Voice Circle was created following a district policy that requires annual opportunities for students to provide ideas and feedback on school and educational issues. The students highlighted the need for more mental health supports and for strategies to address vaping and washroom safety. These were discussion-based feedback sessions, so students listened to all feedback provided to senior staff and trustees at the discussions.

School Engagement

The Department of Learning Services created a tool that guides PVP through a variety of equity informed questions, as they plan for parent/caregiver engagement opportunities and/or school events, in response to concerns around the idea that a lack of a JEDI focus could possibly be contributing to low caregiver engagement. Schools are reflecting on this feedback to inform how they provide engagement opportunities at their schools (Ex. Open house, IEP meeting structure, etc.) and how they could possibly provide these opportunities differently.

District/Parent Advisory Councils

Principals and vice-principals meet monthly with school Parent Advisory Councils to discuss issues and work collaboratively on solutions at the school level. The PACs keep minutes which are used to inform future meeting agendas. In addition, Board and Senior Staff attend monthly District PAC meetings.

Regular senior staff/internal partner meetings

Senior district staff meet 1-2 times a month with leadership of the Nanaimo District Teachers' Association, CUPE, Principal/Vice-Principal Association, District Parent Advisory Council Executive to discuss issues and build relationships to facilitate collaboration. All these groups had formal consultation opportunities around the Strategic Plan but were also able to regularly provide thoughts and feedback as the plan progressed which helped shape the final goals and strategies of the Strategic Plan.

Alignment for Successful Implementation and Adjustment and Adaptations: Next Steps

The 2019-2023 Strategic Plan was NLPS' first ever Strategic Plan and introduced the district system to strategic planning as a process. Since it was drafted and shared district-wide there have been valuable learnings, including the need for realistic and attainable strategies and outcomes in addition to the need to have local data to track progress as we move forward. New to the process is the ESL Reporting Order, which did not exist when the first Strategic Plan was drafted.

Both the district Strategic Plan process, which is based on the continuous improvement cycle, and ESL reporting have established the following benefits: annual planning, prioritizing, system alignment, opportunities for the system to be united around a north star, and operational planning. It is clearly understood now that with four goals and twenty-four broad objectives, the 2019-2023 Strategic Plan lacked focus, cohesion, and prioritization. It also did not include agreed upon metrics. These aspects created challenges for departmental operational planning and reporting. As a result, it was difficult to measure continuous improvement and whether the district was successful in meeting the goals of the 2019-2023 Strategic Plan.

NLPS has many strengths and successes. The 2019-2023 Strategic Plan, with its implicit complexities, and ESL Reporting requirements were not aligned, which has created complexities and led to a lack of reporting on some of the required areas.

Moving forward, the 2024 – 2028 Strategic Plan more closely aligns with the ESL Reporting requirements. In addition, it has clear metrics corresponding with all objectives. The district will be moving forward with processes and methods to gather more local data over the next four years to better track if the objectives are being met. A district practice has recently been established that requires that departmental operational plans that align with the Strategic Plan be created across the district; these will also be reviewed annually for progress. This is especially important for NLPS' annual process, as it will ensure that allocation of resources to achieve Strategic Plan goals is considered. Additionally, collaboration between department leaders will enhance alignment throughout the district and promote continued monitoring, development, and evaluation of operational plans to ensure they align with the goals and objectives of the Strategic Plan (guided by the wisdom of the Syeyutsus Framework, JEDI stance and environmental stewardship).

The NLPS 2024-2028 Strategic Plan has now been set as the overarching plan to guide the district's focus, goals, and decision-making. Operational plans flow into the Strategic Plan and outline how each department will align workflow to support the goals of the Strategic Plan. Similarly, School Plans will also flow into the district Strategic Plan. In this way, the plans remain aligned with each other, and the Strategic Plan informs all other district plans and processes.

Conclusion

Nanaimo Ladysmith Public Schools is focused on creating an inclusive and equitable learning environment where every individual flourishes. Through our new 2024-2028 Strategic Plan, we will support the Ministry's FESL and use both local and provincial data to inform our progress on the Board of Education's Goals in the Strategic Plan of: Student Success, Student and Employee Wellness, and Truth and Reconciliation.

NLPS is committed to multiple pathways and platforms to achieve these goals and contribute to successful outcomes for our learners. Our continuous improvement cycle will inform our district's planning and priorities and progress towards achieving the goals of the 2024- 2028 Strategic Plan.

We have identified the need for more local data for a more wholesome view of learner success and improvement. As this data is made available, it will inform the district of our progress in the key areas of literacy and numeracy and whether we are on track to meet the objectives of the district's Strategic Plan. The Syeyutsus Framework for Truth and Reconciliation, a Justice, Equity, Diversity, Inclusion (JEDI) Stance and Environmental Sustainability will provide the guiding wisdom for our actions and decision-making as we continue to navigate a dynamic and ever-changing educational landscape.

The NLPS Board of Education is committed to ensuring all employees, regardless of their role in the organization, understand the impact they have on student success and achieving the goals of the Strategic Plan.

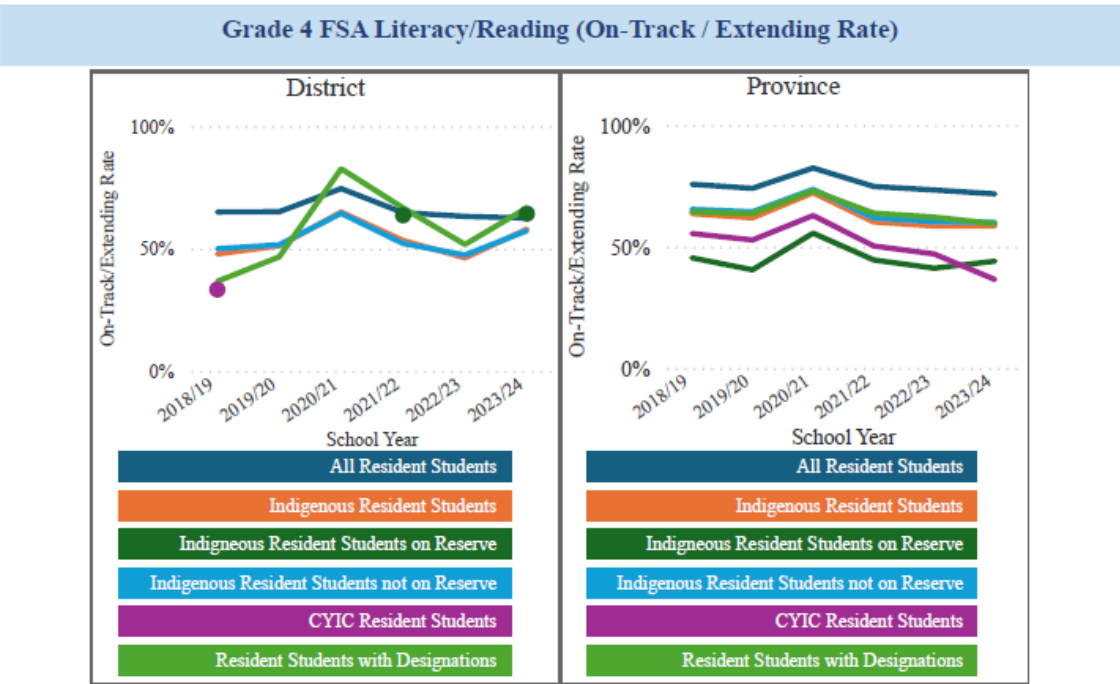
Section A:

Reflecting on Student Learning Outcomes

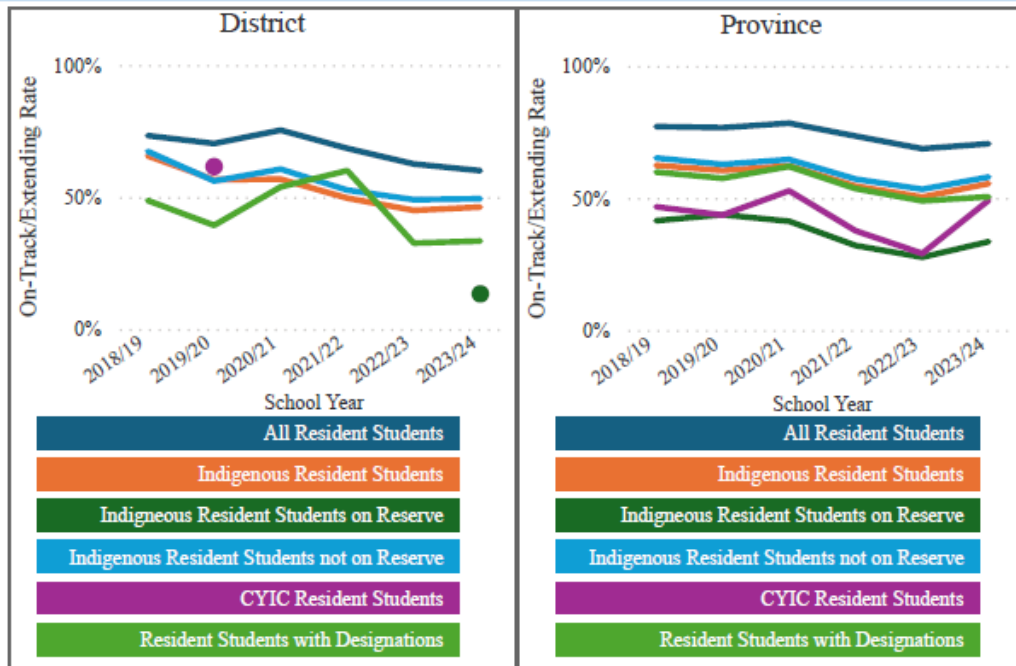
Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

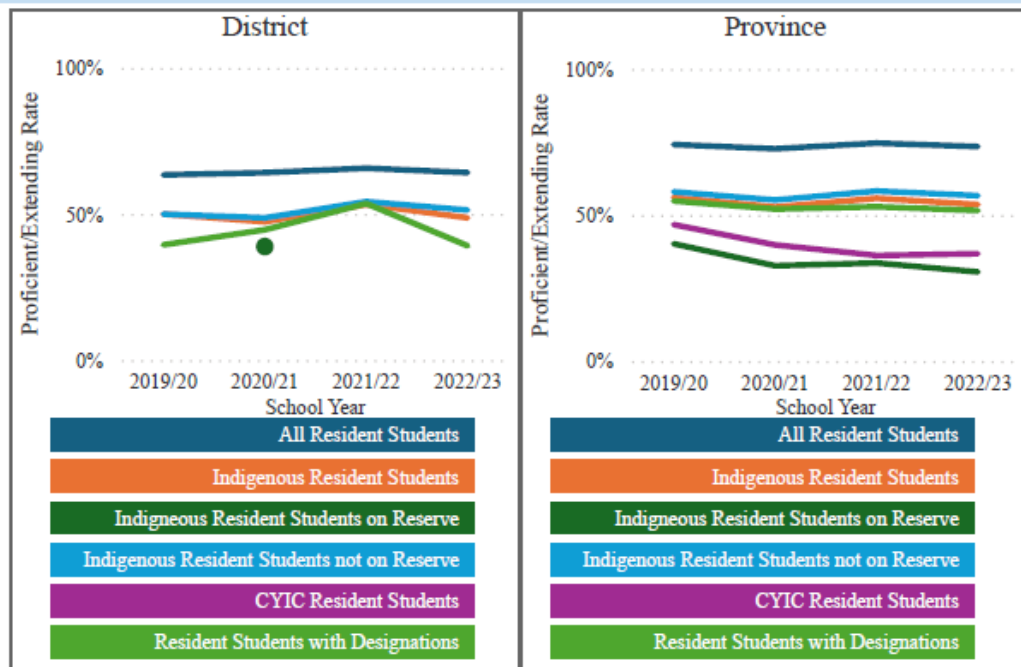


Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



Analysis and Interpretation

Outcome 1: Literacy

Overall, Grade 4 and Grade 7 FSA literacy data suggests NLPS students sit just below the provincial average and that it will be necessary for literacy to continue to be a significant area of focus for the district. There has been a slight downward trend for all students from 2020-2021, however, priority populations show an overall upward trend. It will be important going forward to look at local data and contextual factors to determine what may be contributing to these trends.

Grade 4

While data is incomplete over time, it indicates Indigenous and off-reserve students are below the district average in Grade 4, however, there is an overall upward trend which is positive. Data for Indigenous students on-reserve is also incomplete but shows 2021-2022 and 2023-2024 on par with the district average. Children and Youth in Care (CYIC) data is also incomplete over time, with the only data point from 2018-2019. Data for students with diverse abilities and disabilities is complete, however, this data fluctuates more than all other measures. Currently, students with diverse abilities and disabilities are close to the district average and are trending upward.

Grade 7

Data for Grade 7 Indigenous students/off-reserve is below the district average and shows a downward trend. The data for Indigenous students on-reserve is incomplete. The only data is for 2023-2024 and shows students are well below the district average, though still above all other priority populations. The data for students with diverse abilities and disabilities is complete but remains below all other measures and fluctuates over time.

Grade 10

For Grade 10, the district average is flat and just below the provincial average. This needs to be an area of focus for the district moving forward. For Indigenous students/off-reserve, the data also shows a flat line that is below the district average, but on par with the provincial average. The data for Indigenous students on-reserve is incomplete over time with the only data point being for 2020-2021, where it is below all other measures. There is no data for CYIC students. The data for students with diverse abilities and disabilities is complete, however, it is below all other measures and is trending downward. This needs to be addressed and will be an area of focus for the district moving forward. The district average is a flat line just below the provincial average and needs to be an area of focus in the future.

Analysis and Interpretation

Work needs to be done to determine why Indigenous students on-reserve are on par with the district average in Grade 4 but drop well below the average in Grade 7. We need to examine local data to determine whether this is a trend seen across all schools and to look at what factors are changing for students between Grade 4 and Grade 7.

Due to masking, we are not able to review Grade 10 Literacy Assessment data for our CYIC. Part of our focus and process moving forward will include refining our tracking of CYIC to include their academic progress markers at the district level. To help us better understand this population, we have monthly information sharing regarding CYIC between the District, MCFD and Kwumut Lelum. We work to ensure our partners know who the key contact is for each CYIC at the school level. For Indigenous CYIC, academic data is also shared. Our local data base for tracking CYIC is updated bi-monthly.

As educators, we have deep knowledge and understanding of the foundations of literacy, however, we are unable to determine if these foundations are present in all our classrooms. The data suggests that these foundations are not present, at least on a consistent basis. Schools are relying on their school-based data to inform their decisions and we, at the district, are reflecting on this data in a more qualitative manner, along with deep conversations with school leaders. We recognize that this qualitative data needs to be triangulated

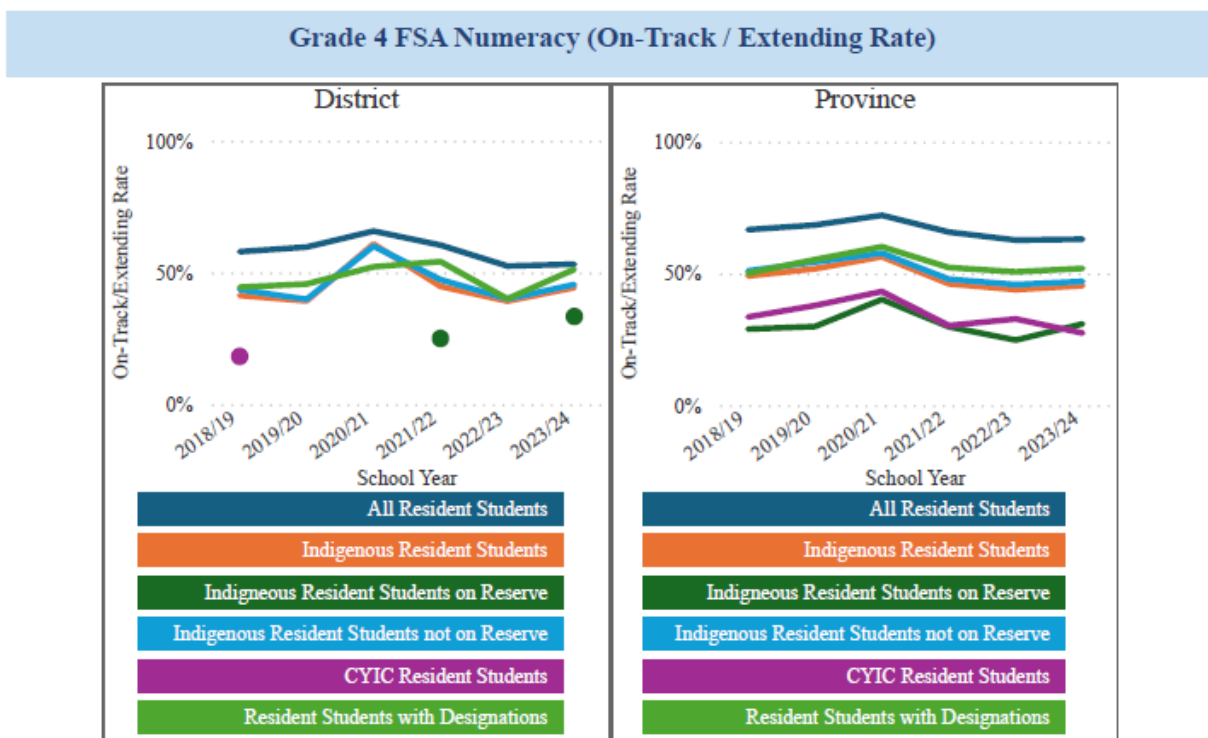
with other data, especially local data. The development of a localized student information system will provide insight and the ability to monitor data as needed.

Beyond our Elementary Focus Schools Initiative (determined through analysis of EDI, report card marks, child poverty map, and percentage of Indigenous students both on and off reserve), we are not disaggregating our data at the district level to look at our priority populations, and as a result, we are not strategizing in this regard. Over the past three years, we have worked to refresh our locally developed formative assessment literacy screening tool for kindergarten to grade seven students, including a digital data platform that generates a profile for individual students and provides classroom-wide snapshots.

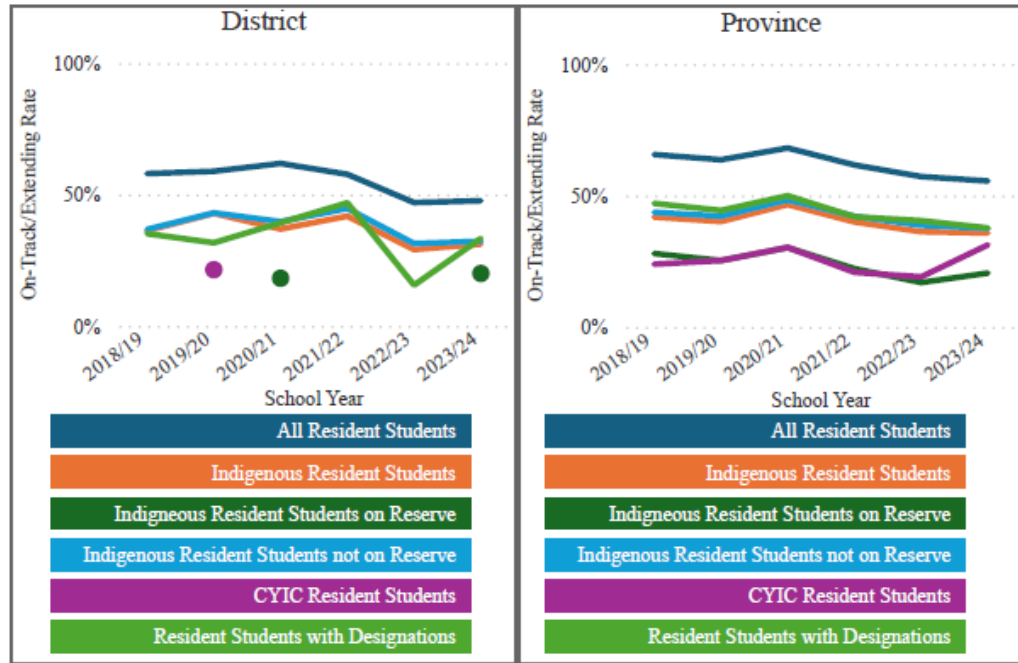
The district is in the process of creating a Literacy Framework, which will provide cohesion, direction, standards, and a structure that will allow us to refine the implementation of our locally developed formative assessment tool and determine district-wide summative assessment tools to help us triangulate the data moving forward.

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

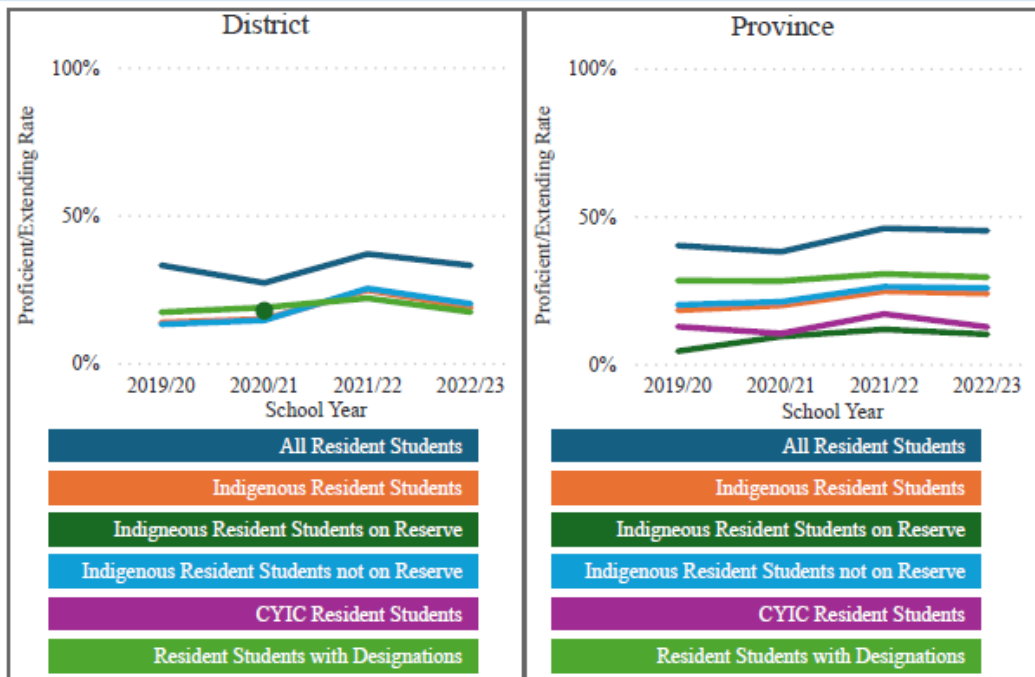


Grade 7 FSA Numeracy (On-Track / Extending Rate)



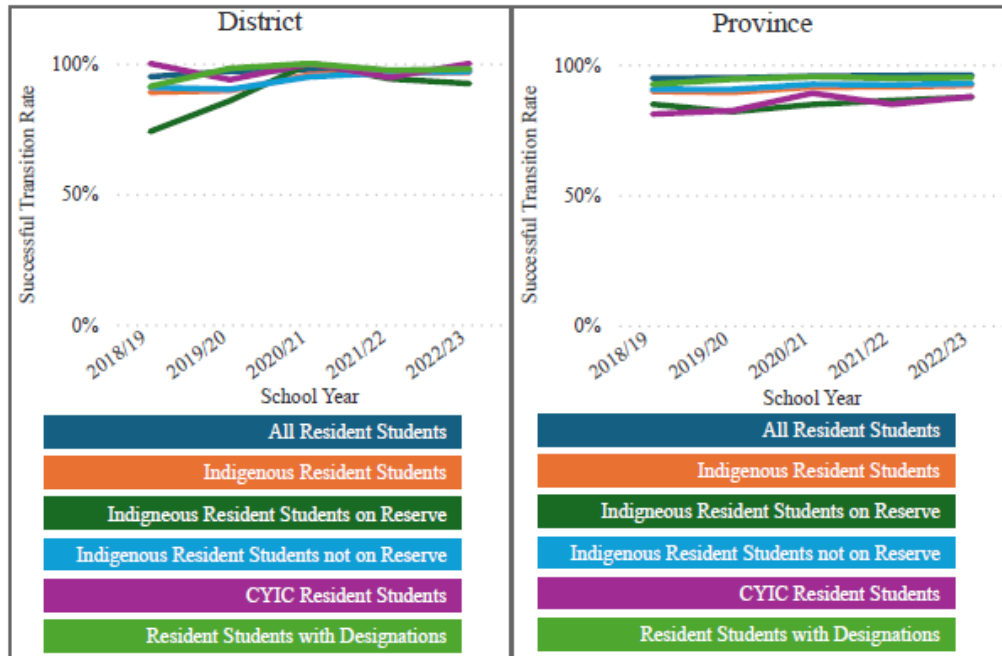
Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

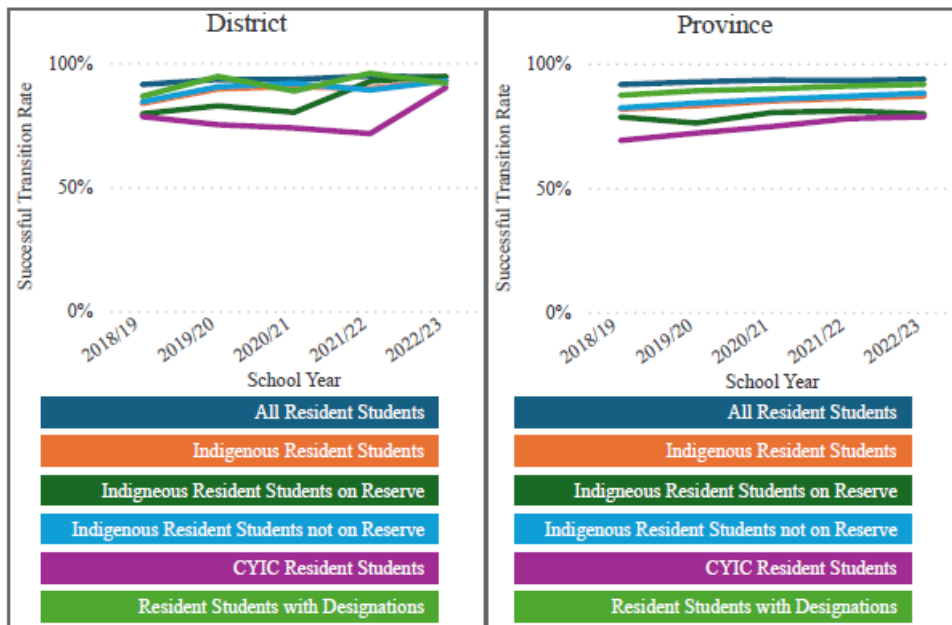


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition Rate



Grade 11 to 12 Transition Rate



Analysis and Interpretation

Outcome 2: Numeracy

Overall, Grades 4 and Grade 7 FSA Numeracy data sits just below the provincial average and as a result, will continue to be a significant area of focus for the district. While our participation rates have increased, we acknowledge that due to complex district contextual factors, the data is not yet as valid as we would hope.

Grade 4

Data for Indigenous students/off-reserve in Grade 4 is below the district average, however, it shows that results are trending upward. Data for on-reserve students is incomplete. The data for 2021-2022 and 2023-2024 shows that on-reserve students are well below the district average. CYIC data is also incomplete. The only CYIC data is for 2018-2019 and is the lowest data point for all measures. There is complete data for students with diverse abilities and disabilities and it shows an upward trend.

Grade 7

For Grade 7, Indigenous students/off-reserve data is below the district average and is trending downward. Data for Indigenous students on-reserve is incomplete over time, with data points for only 2021-2022 and 2023-2024, well below the district average. Data for CYIC is also incomplete, with the only data point from 2019-2020 and this shows CYIC well below the district average. The data for students with diverse abilities is complete over time and is trending upward.

Grade 10

For Grade 10, the district average for numeracy is just below the provincial average and will continue to be an area of focus. Data for Indigenous students/off-reserve shows students are consistently below the district average, and the most recent data shows a downward trend. Data for Indigenous students on-reserve is incomplete and there is only data for 2020-2021. There is no data for CYIC. Data for students with diverse abilities and disabilities is trending downward.

Analysis and Interpretation

Our district data trends are very close to the provincial data averages; however, this data demonstrates that more focus and more resources are required to increase numeracy rates. The data presented for Indigenous students on-reserve and CYIC is significantly lower than all other measures. Numeracy data highlights the vulnerability of these two populations.

As a district, we have small pockets of deep knowledge and understanding of the foundations of numeracy, however, the data demonstrates that overall, this knowledge is not present in all our classrooms.

For the 2021-2022 school year, the district developed indicators of proficiency for mathematics at the elementary level, but these are not yet broadly used in classrooms. Moving forward, we will be developing a numeracy framework to assist us in surfacing evidence-based instructional practices. The district is currently developing a local assessment tool for classroom teachers to formatively assess students' skills in the various curricular areas. We believe that a renewed emphasis on evidence-based practices through collaborative teacher dialogue will support us to better address numeracy rates and provide tools and strategies to improve numeracy for all students and especially priority populations.

Transition Rates

Grade 10 to 11

Data for all student groups are on par with provincial averages, including Indigenous students on-reserve which was below all other measures until 2020-2021.

Grade 11 to 12

The data for the district average, Indigenous students/off-reserve and students with diverse abilities and disabilities are on par with the provincial average. However, data for Indigenous students on-reserve and CYIC is below other measures. The exception is 2022-2023 where it is on par with other measures.

Analysis and Interpretation

Transition rates are not necessarily indicative of future graduation rates. Our secondary schools have developed mechanisms for tracking students at risk for non-graduation. These include having school teams regularly review Grad Transition Reports for individual students and then working to connect them to outreach or other supportive opportunities where there are indications of risk. Several of our high schools have developed supportive cohort-based environments and flexible programming for students who are particularly struggling with the typical four-class model.

Intellectual Development Summary

Overall

The available data highlights that students in the district are below the provincial averages. Additionally, data for priority populations is below district counterparts in all areas. Indigenous students on-reserve and CYIC are two priority populations that are identified as requiring additional focus and resources.

In SD68, we have minimal local, district-wide, quantitative data sources. This limits the district's ability to localize strategies for improvement. Going forward, the district is prioritizing the collection of local data. The district's new Strategic Plan (2024-2028), which aligns with the ESL requirements for Intellectual Development, is smaller in scope than the previous plan (2019-2023) and has clear and measurable metrics. This new Strategic Plan will inform department operational plans and school plans which will enable district and school teams to focus on the same priorities.

Historically, and including the 2023-2024 school year, the district has based resourcing decisions on data from principal's anecdotal reports regarding complex students. Following the pandemic, these resourcing requests increased significantly. As a result, the district has now developed, and has in place, robust support structures that are successful in supporting students directly but are also supporting school teams' capacity building.

The district has a robust, evidence-based, and locally created reading screener, with an accompanying data portal that is in use in every elementary school. It is a formative assessment intended to support reading instruction in classrooms that has been in place for several years. However, there is an evidence gap between the availability of student data and resulting instructional practices that respond to this data. The district recognizes that completing a reading assessment does not increase student reading abilities. The data must result in follow up actions and strategies. A challenge for the district is a lack of local data that evaluates the effectiveness of strategies. A continued evidence-based evaluation of strategies is required going forward.

The district relies on FSA/provincial assessment data to inform our work. Participation rates in FSAs in NLPS are historically low. Essentially, the district only has one leg in what should be a triangulated, three-legged stool. Our goal is improving Intellectual Development, but the district currently lacks robust, district-wide student data. With this knowledge, the district will be focusing on the following areas for growth.

Areas for Growth

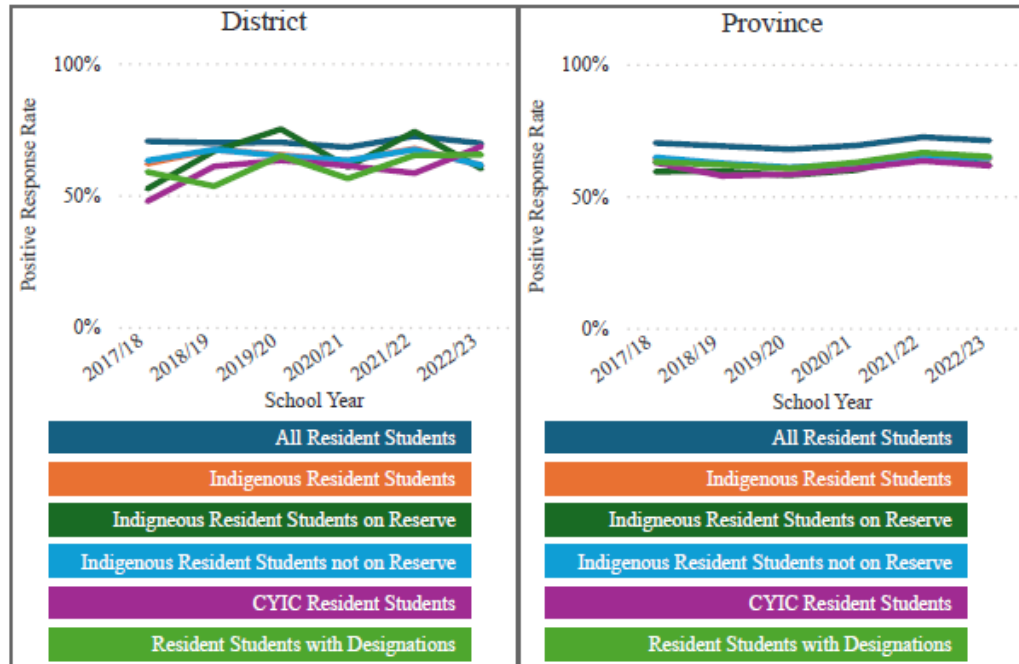
Envisioning our approach to continuous improvement as a sturdy, three-legged stool, the district's major focus areas moving forward will be:

- Creating and implementing district-wide writing and reading snapshot assessments.
- Creating and implementing district-wide numeracy assessments.
- Requiring schools to collect data from district wide assessments.
- Making student data available to schools and require schools to use this data to inform school-based decisions and school plans.
- Priority Populations are underperforming and as a district, we are underinformed as to how these students are doing. With little provincial data available/masked, and little district data available, the district will disaggregate all Priority Population data and articulate strategies for improvement by:
 - Disaggregating the data from newly developed summative assessment tools.
 - Identifying gaps where specific students with the Priority Populations are not completing the assessment.
 - Ensuring these Priority Populations are completing assessments or differentiate our assessment approaches to obtain this information.
- Implementing both Literacy and Numeracy Frameworks, supported by collaborative professional learning opportunities, to enhance teacher understanding of evidence-based instructional and assessment practices, with a clear focus on foundational Tier 1 approaches.

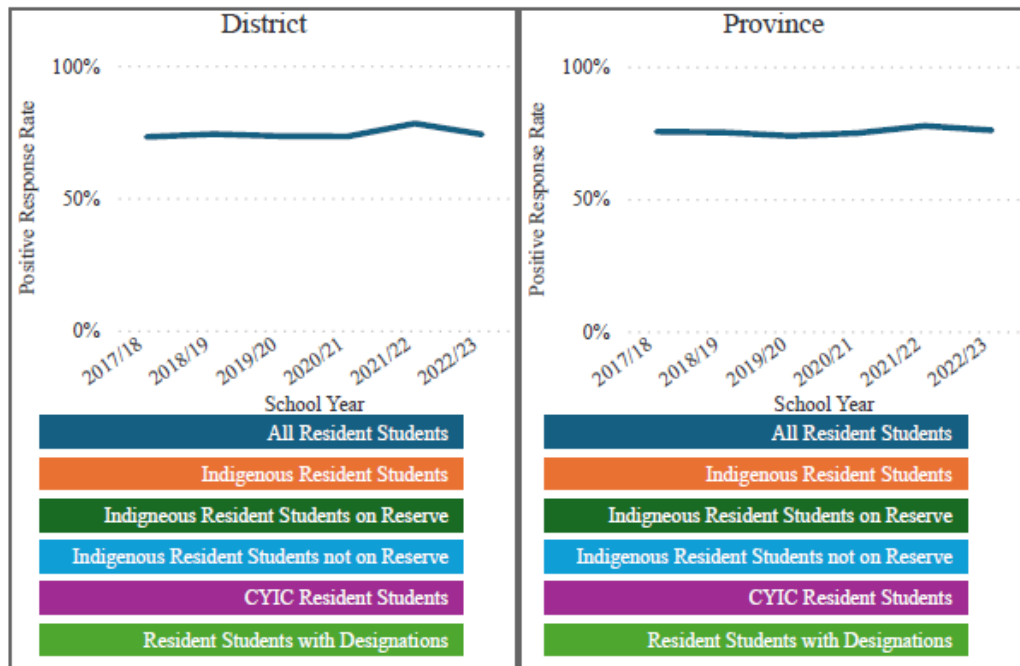
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

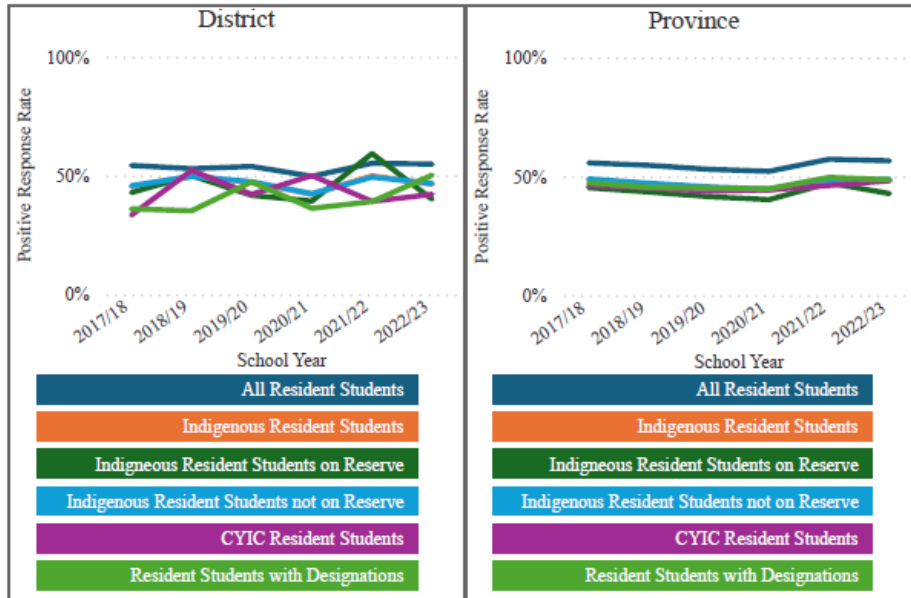
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



Feel Safe (Positive Response Rate for Grades 4, 7, and 10)

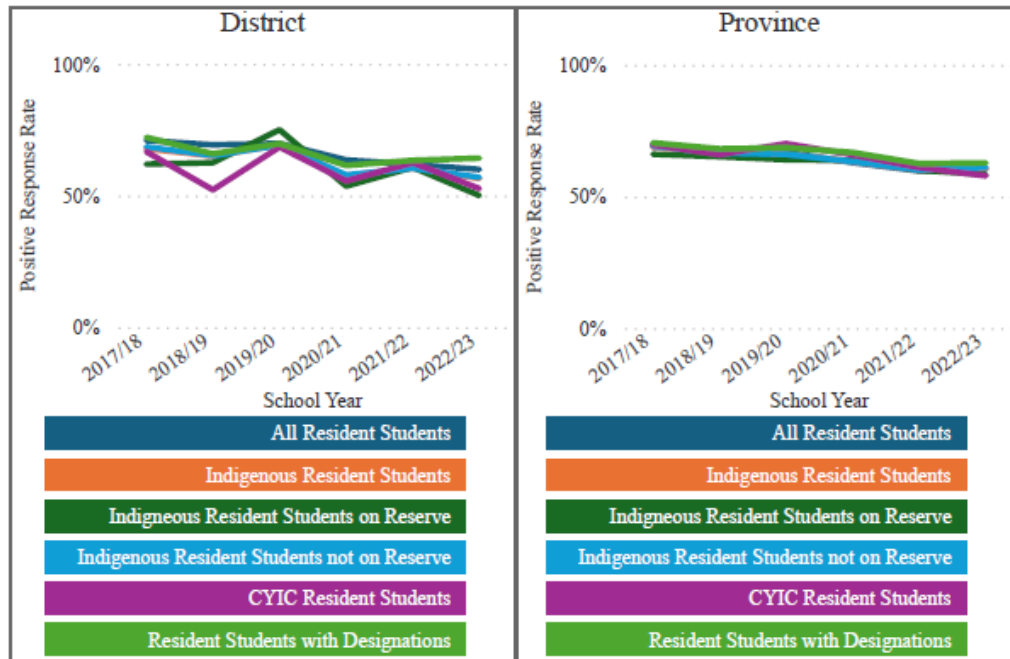


Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



Measure 3.2: Students Feel that Adults Care About Them at School

2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)



Analysis and Interpretation

Outcome 3: Students Feel Welcome, Safe, and Connected

Students who feel welcome at school

Overall, 70% of students feel welcome in NLPS schools. Data for the district average and priority populations are close together and on par with the provincial average, with a bit more fluctuation. Our highest data points are for Indigenous students on-reserve and our lowest data points are for students with diverse abilities and disabilities. Overall, this data is stable.

Students who feel safe at school

Overall, 70% of students feel safe at school. The overall results are consistent over time.

Students who feel connected

Fewer than 50% of students feel a sense of belonging at our schools. This is on par with the provincial average for the district and priority populations. The highest data point for sense of belonging is for Indigenous Students on-reserve. The overall trajectory is a flat line.

65% of students report that two or more adults care about them at school. This is on par with the provincial average for the district average and priority populations data, with a bit more fluctuation. Our highest data point is for Indigenous students on-reserve and our lowest point is for CYIC. The overall trajectory for the district is trending slightly downward overtime.

We believe the Student Learning Survey data to be rich data in our district, because of very high participation rates. All population groups responded similarly to all questions, therefore there are not significant gaps between the district average and our priority populations. For example, in some years, Indigenous students on-reserve report feeling more welcome and more connected than all other students. Overall, however, the district recognizes that the number of students who feel welcome, safe and connected is far too low and we are committed to improving and resourcing this area moving forward.

Human and Social Development Summary

Overall Trends

The district is committed to improving responses across all our student populations. However, as highlighted in other sections, the district can utilize little to no local, district-wide quantitative data. The district is currently working on strategies to cultivate this data. In addition, the new Strategic Plan (2024-2028) aligns with the ESL requirements for Human and Social Development and is smaller in scope with clear goals and metrics. Specifically, the newly created goal of Student *[and Employee]* Wellness aims to increase the number of students who feel welcome, safe and have a sense of belonging in their school. These changes will allow both district and school teams to focus together on the same priorities.

Moving forward, an area of focus for the district will be triangulating and disaggregating data from sources such as the Student Voice Circle, Student Survey on Washroom Safety and Vaping, Suicide Risk Assessments, Behavioural and Digital Threat Assessments, Violent Incident Reports, ERASE Bullying Reports and BC Adolescent Health Survey and Youth Developmental Index. These sources tell us that Human and Social Development needs to be an area of focus to maximize the usefulness of this data. The district will focus on ways to have better insight and data into the relationship between Intellectual Development and Human/Social Development.

Areas for Growth

Our major focus areas moving forward will be:

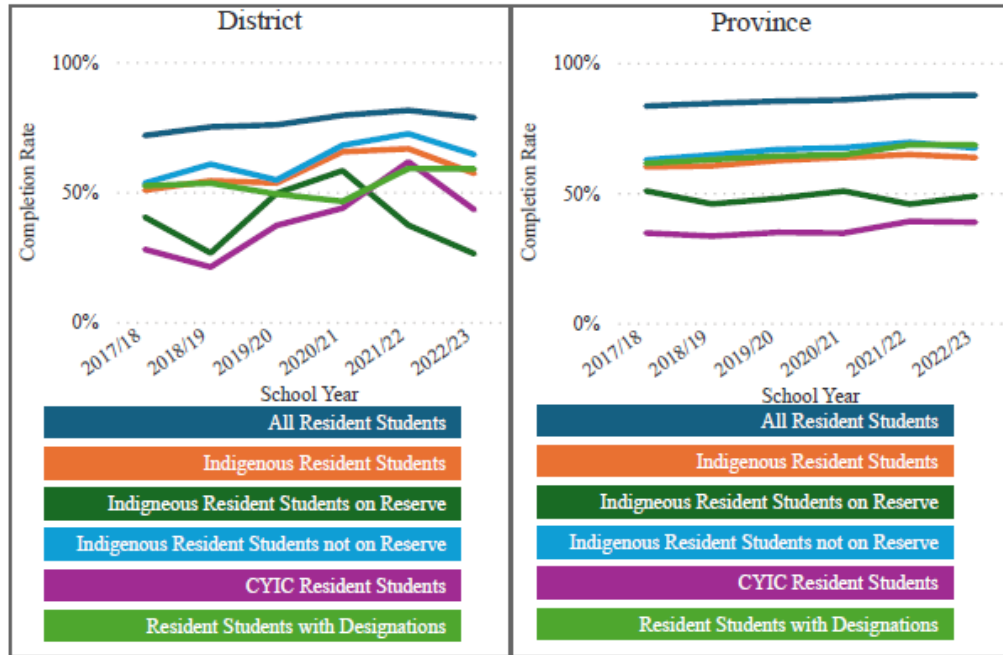
- Creating and implementing a district-wide, tiered framework to student wellness (welcome, safe, belonging, 2 or more adults who care).
- Schools/District: collect and use Student Learning Survey data and other sources of data to inform school-based decisions and inform school plans.
- Schools/District: disaggregate all Priority Population data and articulate strategies for improvement.
- Grow the Red/Yellow/Green data snapshot practice to include all students (currently only Indigenous students).
 - Build consistent criteria and a consistent process to be implemented in all schools.
 - Ensure there is a clear data collection mechanism to track cohorts and individual students over time.
- Operationalize our District data dashboard.
 - Currently, it has provincial data, report card marks, MyEd information.
 - Will include newly created locally developed assessment data.
- Continue to develop a collective understanding of Justice, Equity, Diversity, and Inclusion (JEDI) across all employee groups.
- Continue to build capacity regarding supportive planning for student safety across the system.
- Enhance and refine Tier 3 referral pathways for specialized services and supports.

Career Development

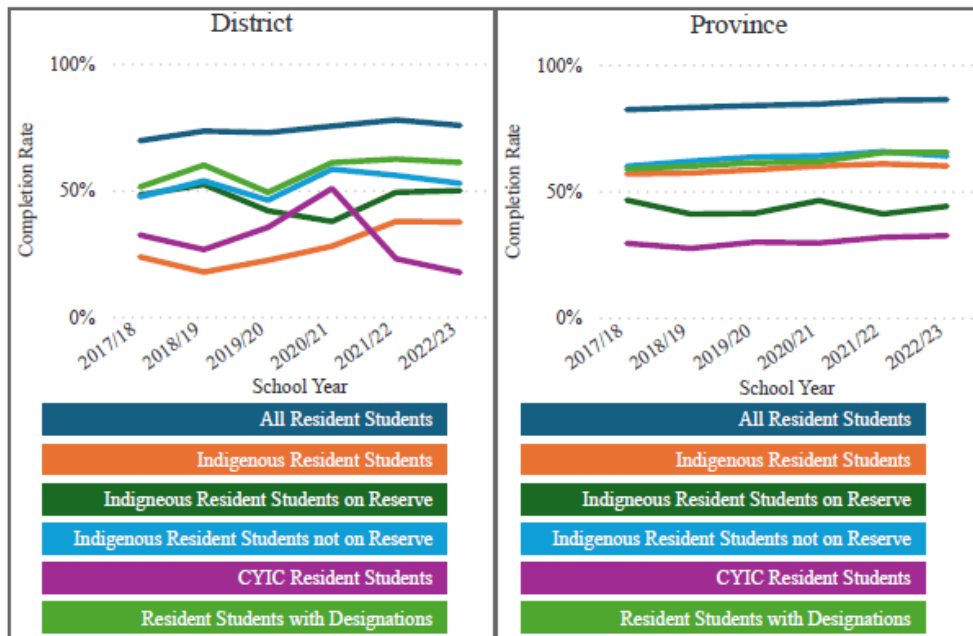
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)



5-Year Completion Rate (Dogwood Only)



Analysis and Interpretation

Outcome 4: Graduation

5-Year Dogwood & Adult

Overall, completion rates for the district are just below the provincial average.

Data for Indigenous students/off-reserve is below the district/provincial average and is trending downward. Indigenous student on-reserve data is well-below the district/provincial average and has been trending downward significantly since 2020-2021. CYIC data is also well below the district/provincial average and has also been trending downward significantly since 2021-2022. Data for students with diverse abilities and disabilities is trending slightly upward.

5-Year Dogwood

Overall, completion rates are just below the provincial average.

Data for Indigenous students/off-reserve is well below the district average, however, it is trending slightly upward. Both Indigenous students off-reserve and students with diverse abilities and disabilities are below the district average, and the data is static. CYIC data is well below the district average at and has been trending downward significantly since 2021-2022.

Analysis and Interpretation

This is the first data set where Indigenous students/off-reserve data is not matched with the provincial data. The district's priority populations echo the provincial data with the district average data highest, followed by students with diverse and disabilities data second, and Indigenous/off-reserve data a close third. However, the provincial Indigenous students/off-reserve data is a very close fourth, whereas our data for Indigenous students/off-reserve is the lowest reported data, except for the 2022-2023 year, where CYIC dropped to the lowest. CYIC data peaked in 2020-2021, but since then has been trending significantly downward.

Graduation is a significant life milestone and core piece of data that we do have access to at the local level. In 2024-2025, the district will be looking at what strategies we can employ to improve graduation rates for all our student populations but especially the graduation rates for Indigenous/off-reserve students.

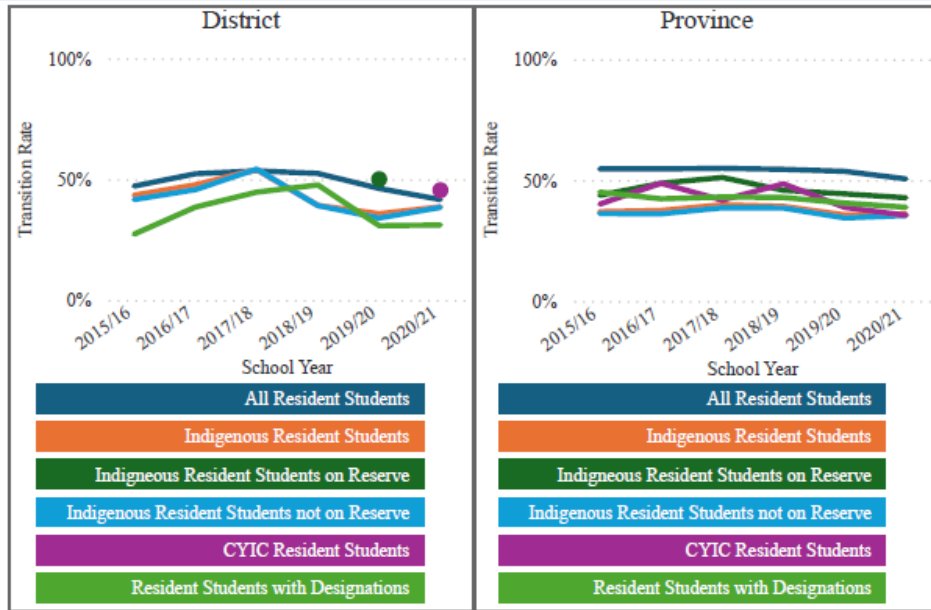
Our goal is for all students to graduate NLPS with dignity, purpose, and options. Anything less than, is unacceptable. Our current focus needs to be on priority populations, which will positively impact the district's overall graduation rate.

NLPS secondary schools have developed mechanisms for tracking students at risk for non-graduation. School teams regularly review pathways to graduation for individual students and connect them to outreach or other supportive opportunities where there are indications of risk. Several of our high schools have developed supportive cohort-based environments for students who are particularly struggling with the more typical four-class model. Each year, the Indigenous Learning Team creates a non-graduating list with individual stories, student photos, and the plans for their return the next school year to complete and graduate. Having this information earlier in each student's academic journey would be very useful to better support students. Moving forward, the district will require schools to create this list for students transitioning from Grade 9 to 10, which is when they enter the graduation program.

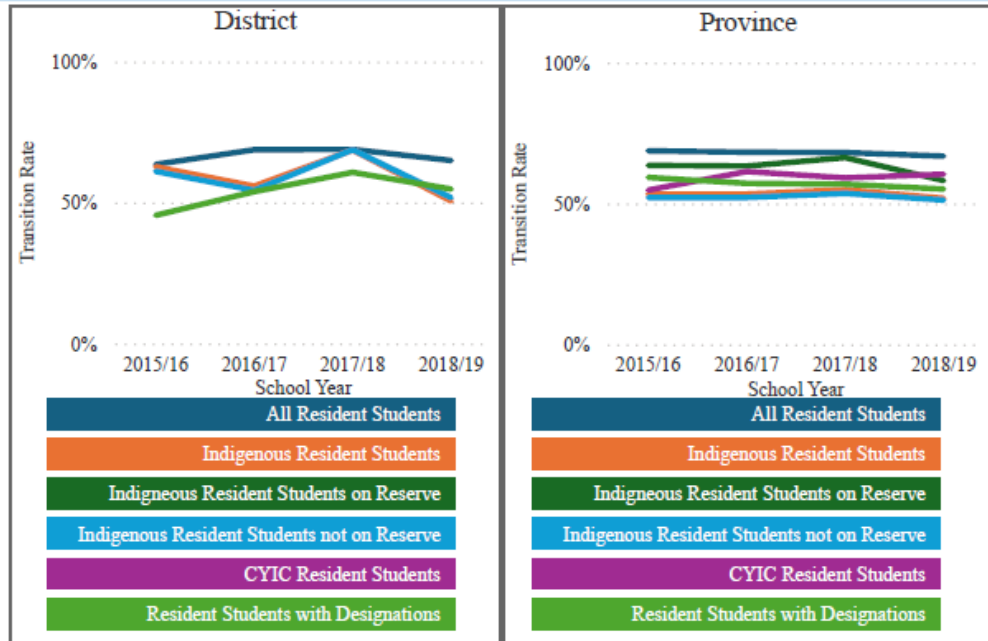
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition Rate to BC Public PSI (Immediate)



Transition Rate to BC Public PSI (Within 3 Years)



Analysis and Interpretation

Outcome 5: Post-Secondary Transitions

Overall

The district average is generally on par with the provincial average.

Immediate

Data for Indigenous/off-reserve students is slightly below the district average and had been trending downward until 2019-2020 where they begin to trend upward slightly. For Indigenous students on-reserve, the data is incomplete over time, however, in 2019-2020 the data sits slightly above the district average. CYIC data is incomplete over time, with a single data point in 2020-2021 that sits slightly above the district average. For students with diverse abilities and disabilities, the data is below the district average and has been trending downward since 2018-2019.

Within 3 Years

Data for Indigenous/off-reserve students is slightly below the district average and has been trending downward since 2017-2018. There is no data for Indigenous students on-reserve or CYIC students. The data for students with diverse abilities and disabilities is below the district average.

Analysis and Interpretation

Overall, more students transition to postsecondary within three years of graduating. There are a small number of Indigenous/on-reserve and CYIC students who transition to postsecondary immediately after graduation, however, only very small number transition within the first three years after graduation. In September 2023, the province announced that it had changed the criteria to waive tuition for children in care from requiring 24 months in care to any youth who has turned 19 in the care of the BC Children and Family Development Ministry or Indigenous Child and Family Service Agency, regardless of their time in care. With this change, it is hopeful for more CYIC learners to access postsecondary immediately after graduation or within the next three years. Overall, however, there is still a global trend that is seeing fewer students choosing to attend postsecondary. Here in the district, Vancouver Island University has seen a continued decline in enrollment since 2018 because of this trend. A strong local job market, a decline in overall affordability, and mental health impacts from COVID-19 are all additional factors that impact the choice to pursue a postsecondary education. The district has strong partnerships with local post-secondary institutions and specific strategies to support Indigenous students to continue their studies beyond K-12.

The district will continue to explore opportunities and strategies to support students to continue studies beyond K-12.

Current strategies include:

- Counsellors working with students to increase awareness of post-secondary opportunities.
- Increase communication through our Career and Technical Centre staff to increase staff awareness of post-secondary/trade opportunities.
- Work with community partners to encourage and support students in our Priority Populations to access training opportunities.
- Engage upper intermediate students in opportunities to engage with trades and potential post-secondary programs.

Career Development Summary

Overall trends

District graduation rates and transition rates are on par with provincial rates. The data for Indigenous students on-reserve and CYIC data fluctuates significantly compared to the other priority populations and the district average.

Areas for Growth

Graduation results are truly the marker of our success as a district. Each year, we are striving to facilitate growth towards healthy, competent, educated citizens. Although district results echo those of the province, we should continue to strive for as close to 100% as possible. However, graduation measures for all students are either maintaining or trending downward. Establishing clear priorities and metrics for intellectual, human, and social, and career development will support higher graduation rates. The district also needs a direct focus on graduation rates as a priority moving forward.

The district continues to close the gap with the province on graduation rates, overall, and for our priority populations. We will look to focus on early interventions and supports to ensure students remain on a path to a Dogwood Diploma and not shift to an Adult Dogwood. This is particularly important for our priority populations, who are overrepresented in our Adult Dogwood completion rates. Specific strategies to support successful completion of a Dogwood Diploma with options to transition to post-secondary will be implemented for:

- On-reserve students
- CYIC
- Students attending our Learning Alternatives programs.

Moving forward, we will expand our Indigenous Non-Grad report to include Indigenous student transition trends from Grade 9 to 10, Grade 10 to 11, and Grade 11 to 12 to ensure they are on track to graduate and supports are in place where needed prior to their Grade 12 year.