

2023-2024

FRAMEWORK FOR ENHANCING STUDENT LEARNING REPORT

School District 75 (Mission)
Angus Wilson, Superintendent of Schools
Email: angus.wilson@mpsd.ca
33046 Fourth Avenue, Mission, BC

In review of the Strategic Plan 2023-2026, Year 1 of 3
Approved by the Board on: September 26, 2023

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Acknowledgment

We begin our Framework for Enhancing Student Learning **acknowledging and honouring** the traditional lands and history of the Stó:lō people.

We acknowledge and honour the traditional territories of the First Nation communities we operate within:



Mission Public School District is located on the Traditional, Ancestral, Unsurrendered, and Shared territories of Stó:lō people, of Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets and Qwó:ltl'el First Nations, stewards of this land since time immemorial.

Halq'eméylem is the language of this land and of Stó:lō ancestors. The place from where *Halq'eméylem* (Upriver dialect) originates is Leq'á:mel. The language comes from the land, and it has been this way since time immemorial.

Mission Public School District appreciates the vital role of All First Nations, Inuit, and Metis peoples, groups, and associations, residing within the school district. We acknowledge the traditional teachings of the Elders and the wisdom of their Indigenous Cultures.

Committed to Equity



Artist: Ovila Mailhot

District Context

Mission Public Schools ('MPSD' or 'SD75') is a medium-sized district of over 6500 students in a growing community. In addition to the City of Mission, SD75 serves the north Fraser region from Lake Errock in the east to Stave Falls and Silverdale in the west, over 40 km by road apart. MPSD has thirteen Elementary Schools, two 7-9 Middle Schools, an Alternate School, a Senior Secondary, an Online School 7-12, and a Vocation Focused College. Just under 20% of students are of Indigenous ancestry. The last four years have seen a significant increase in students arriving in the district with disabilities and/or diverse abilities as we continue to grow.

Strategic Plan

The school district's strategic plan focuses on the Board's objectives to:

- Support Honouring Culture and Territory
- Focus on being Future-Oriented
- Promote Student-Centred Learning
- Create Effective Learning Environments
- Build Quality Teaching and Leadership

The Board continues to advocate for enhanced public education, ensuring that the School District needs are held paramount as mandated by the School Act. It further describes our Vision, Mission, and Values.

The Strategic Plan can be found in whole at: <https://www.mpsd.ca/Board/Trustees>



Our Vision

Mission Public School students are prepared for their future as educated global citizens who embrace equity, diversity, and inclusion.

Our Mission

Mission Public School District is committed to a **safe, equitable, and inclusive educational system** for ALL students. Mission students benefit from our diverse community, skilled staff, natural environment, and local history.

We are dedicated to honouring student voice and empowering our students to reach their potential.

Our Values



- ◆ *Working Together*
- ◆ *Lifelong Learning*
- ◆ *Thinking Beyond Today*
- ◆ *Doing the Right Thing*

Enhancing Student Learning Report

Process

Like most districts, MPSD evaluates data from the previous year to inform plans for the coming year. In the winter and spring, decisions are made considering funding, strategic priorities, and overall enrolment. The Implementation of plans occurs via annual staffing and resource allocations. The Budget Cycle also involves numerous Committee of the Whole meetings with public and stakeholder engagement.

District Successes

While MPSD has many challenges, we see many positive results, especially with our commitment to Equity. The Indigenous and Designated Student completion rates have all improved this last year.



6 Year - Completion Rate



Local data suggests teachers are successfully moving many students above the 'developing' proficiency in Language Arts and Math from the primary to the intermediate grades. The use of success coaches in Middle and Secondary may be a factor too. MPSD students do seem to benefit from extra time – the 6-year completion rate is significantly higher than the 5-year rate, especially for Indigenous students. This suggests that the alternative and equity-seeking structures are helping students succeed.

Strategic Engagement

Culturally, MPSD's goal is for the system to be safe for students and staff while accepting input into how things happen. Transparency and consultation are important building blocks to a positive organizational culture. MPSD holds monthly Committee of the Whole ('CotW') meetings that encourage participation from partners and the general public. Regular meetings with the accessibility committee focuses work on inclusion. MPSD also meets with both Siwal Si'wes and First Nations communities to embed First Nations perspectives in the School District's plans, and to ensure that Indigenous students' needs are being met. In addition to the formal structures, open communication to the Principal of Indigenous Education, Superintendent, Secretary-Treasurer, and the Board of Education are encouraged. MPSD also initiated additional public engagement through the www.engage.mpsd.ca portal.

At least annually, the Superintendent consults with students at the Middle and Secondary levels on topics of importance to them, including student safety, disciplinary procedures, equity, and budget development. However, these processes have not been formalized and the District is looking to develop a District level student structure that provides more student agency in the system. This will in part acknowledge our Mediative Question from Focus Area 2 of our 2021 Report, which asked for increased communication to our community, and more formalized outreach to students, Indigenous communities, disability community, and other stakeholders so we capture the breadth and diversity of perspectives in MPSD. During the 2022/23 year staff created a series of student forums to gather input on a variety of topics, but especially student safety. Plans are underway for a district student council to further support student learning and social / emotional well being. Finally, the hiring of a Communications Coordinator enhances student and community engagement.

A “difficult to measure” source of support is by working closely with our colleagues from other school districts in both *school to school* and *district to district* dialogues, primarily with Fraser Valley school districts. There are mutual benefits for all, but from an equity perspective, accessing resources and wisdom from larger school districts is a considerable asset for MPSD.

Looking Back

To that MPSD focuses on the “right work” it is imperative that we understand the past, so that we budget and plan to work in the areas that really need extra work. This section reviews the data and other information to understand students' successes and challenges.

Student Performance Data Analysis & Interpretation

Historically, MPSD results are moderately lower than the more western areas of the Lower Mainland/Fraser Valley. The June 2020 Covid results skewed some statistics, particularly graduation rates artificially higher than normal. We note that data for groups with *barriers to equity* is masked; even when not masked the numbers can be quite small.

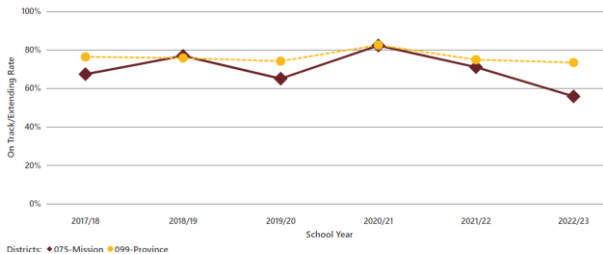
Intellectual Development

Educational Outcome 1: Literacy

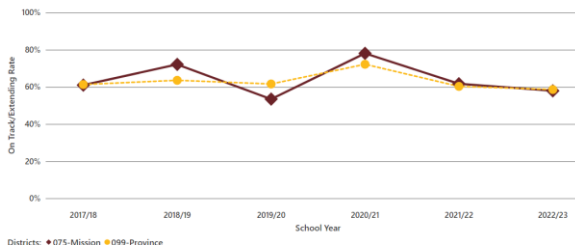
Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Provincial and local literacy results show a concerning decline over the past few years. While Mission has generally positive Indigenous and marginalized group results, they are still low and close to mirroring provincial trends. A further comment is the generally low participation rates make full assessment challenging. A major part of our overall approach is targeting early primary with Joyful Literacy for long term improvements, as well as ‘catch up’ in Middle years through grade 10.

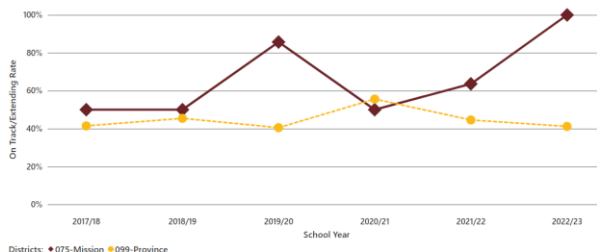
Grade 4 Literacy FSA



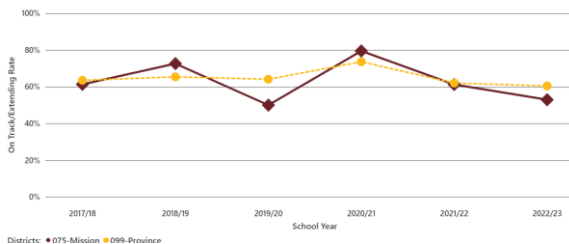
Grade 4 Indigenous Literacy FSA



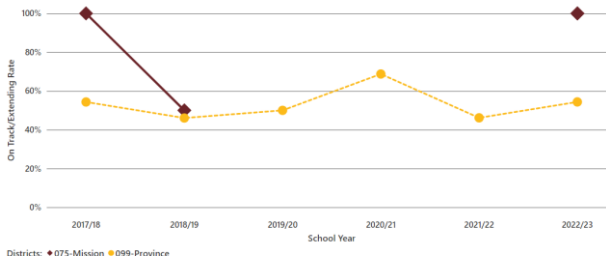
Grade 4 On Reserve Literacy FSA



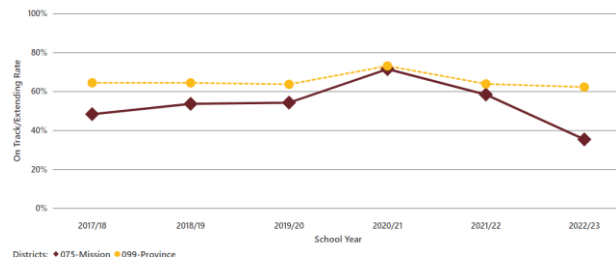
Grade 4 Off Reserv Literacy FSA



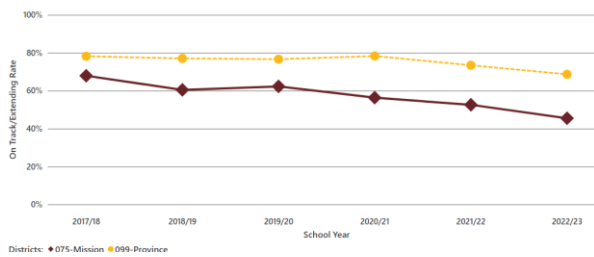
Grade 4 CYIC Literacy FSA



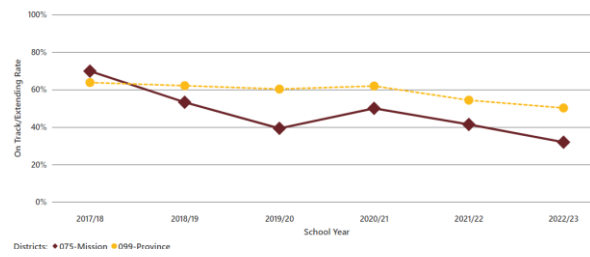
Grade 4 Designation Literacy FSA



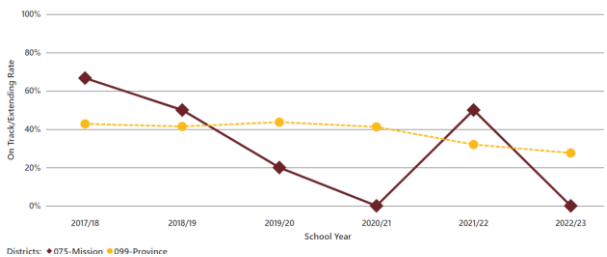
Grade 7 Literacy



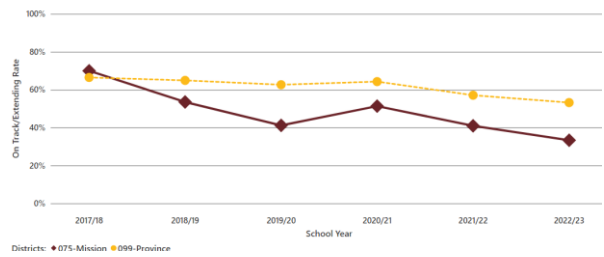
Grade 7 Indigenous Literacy FSA



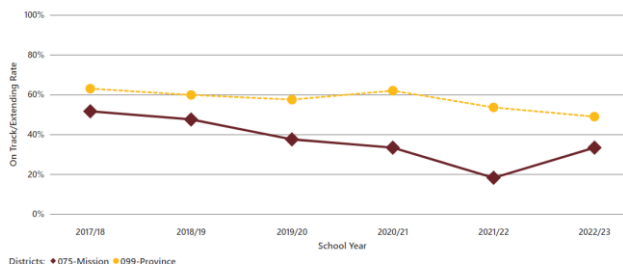
Grade 7 On Reserve Literacy FSA



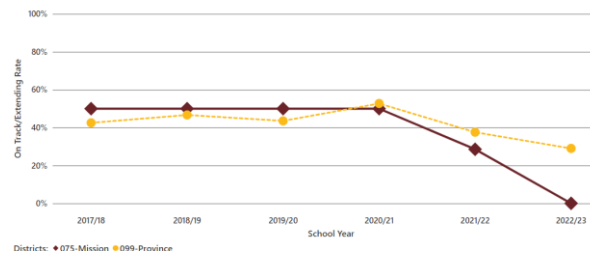
Grade 7 Off Reserve Literacy FSA



Grade 7 Designation Literacy FSA



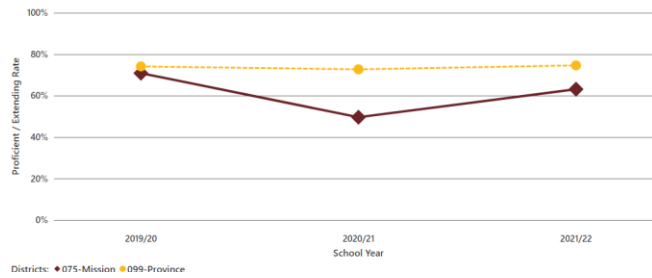
Grade 7 CYIC Literacy FSA



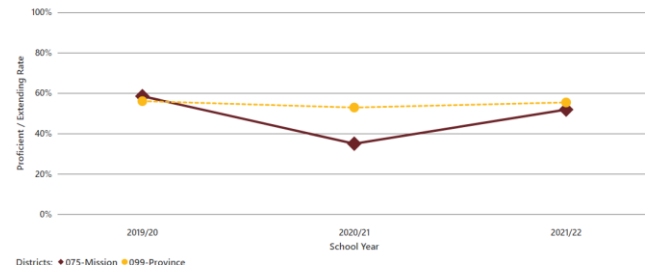
Measure 1.2: Grade 10 Literacy Expectations

The Foundation Skills Assessment participation rate is about 50%, which brings their validity into question, with results slightly below the provincial averages, and we note a similar downward trend both provincially and locally in results. We are concerned with the results for students with disabilities and/or diverse abilities, while we see more positive results with Children and Youth in Care. The work we are doing through the Children and Youth in Care Advocate has been highlighted at the provincial level as a model for other districts. The moderate improvement in Grade 10 assessments should be taken with the recognition that it too has limited validity, and local inventories at Grade 10 provide more insight.

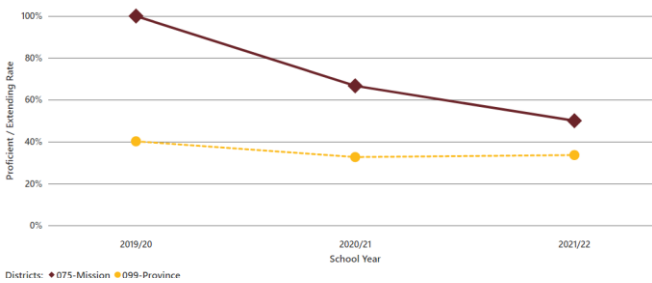
Grade 10 Literacy



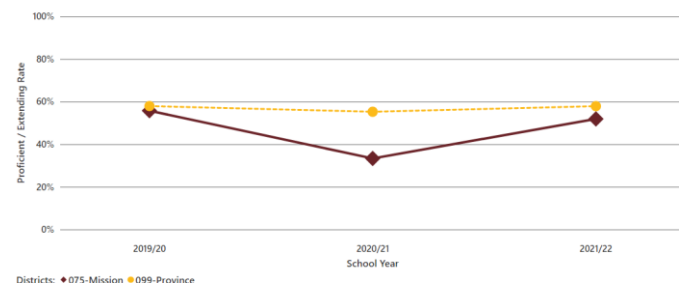
Grade 10 Indigenous Literacy



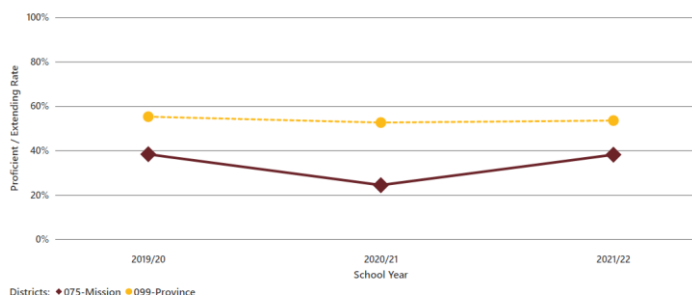
Grade 10 On Reserve Literacy



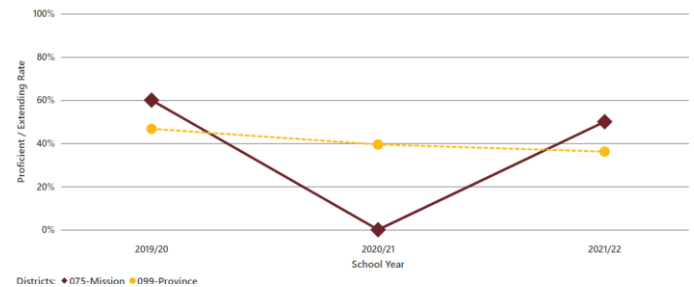
Grade 10 Off Reserve Literacy



Grade 10 Designation Literacy



Grade CYIC Literacy



The Joyful Literacy program (primary grades) is focused on providing students with a greater vocabulary and stronger reading skills. The program is expected to ensure all students have foundational literacy skills, which will eventually mean stronger grade 10 assessments. We plan to analyze and address the literacy gap in secondary students next year.

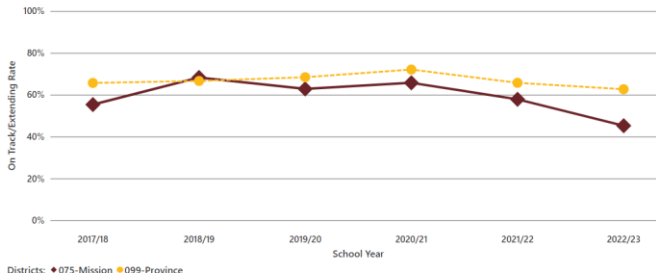
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

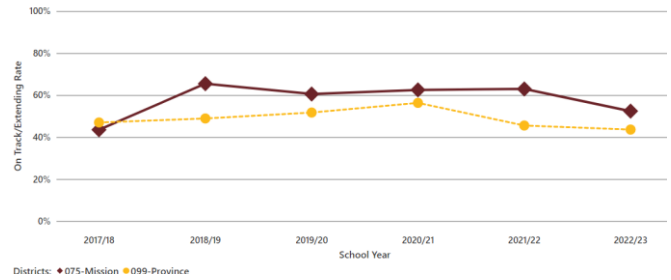
We have significant concerns with numeracy and the evidence of a knowledge decline relative to provincial performance. The District's Math Mentor teacher is focused on early learning and the middle years, supporting teachers to teach the foundational aspects of mathematics, which provides the basis for improved numeracy across the curriculum areas.

As mentioned previously, the numbers of students, especially Indigenous students, taking the FSA is small and extrapolating from this data is flawed. Work continues on developing local data sets to help paint a picture for numeracy across the intermediate years. We continue demonstrating the engaging aspects of Thinking Classrooms and are piloting new math resources in K-6 (Mathology and MathUp).

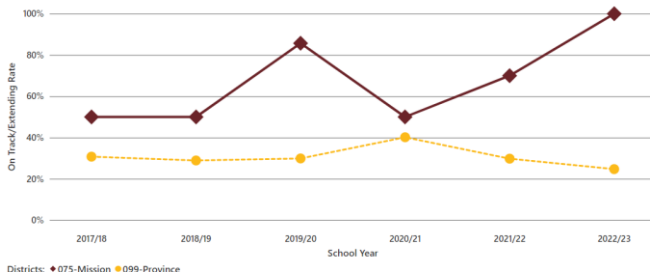
Grade 4 Numeracy FSA



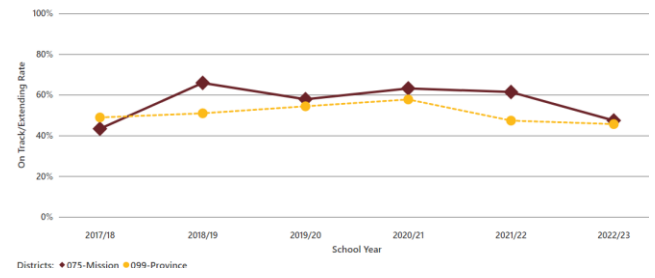
Grade 4 Indigenous Numeracy FSA



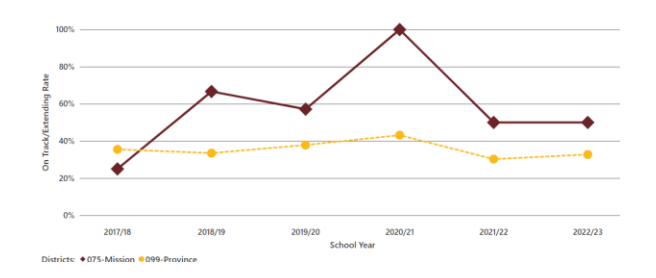
Grade 4 On Reserve Numeracy FSA



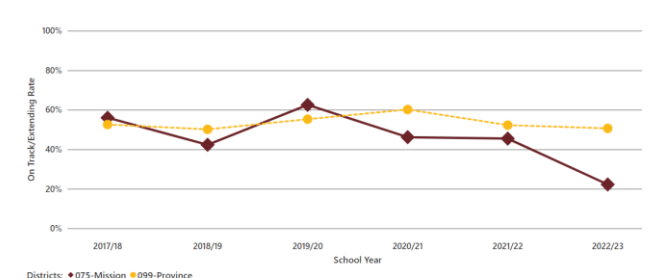
Grade 4 Off Reserve Numeracy FSA



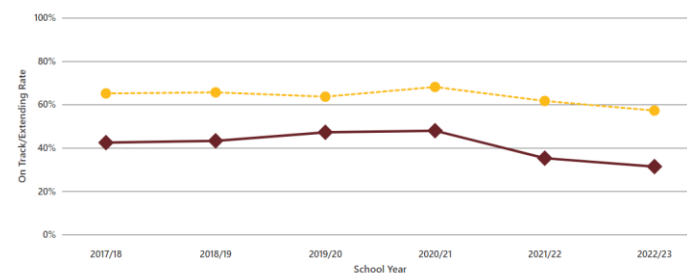
Grade 4 CYIC Numeracy FSA



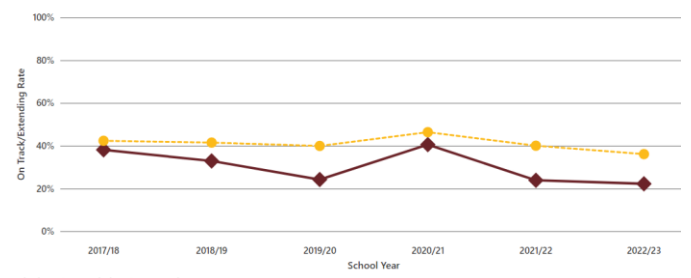
Grade 4 Designated Student Numeracy FSA



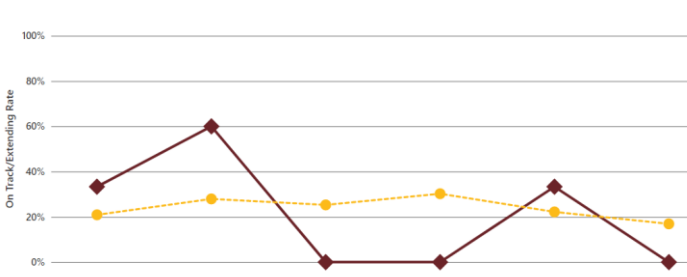
Grade 7 Numeracy FSA



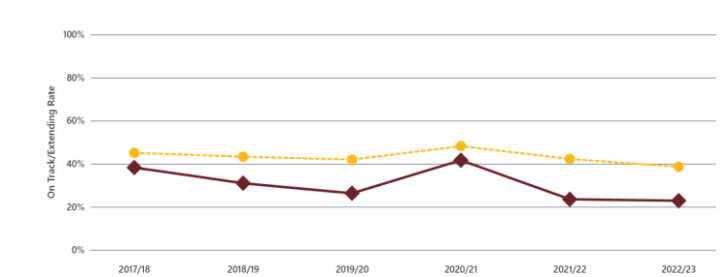
Grade 7 Indigenous Numeracy



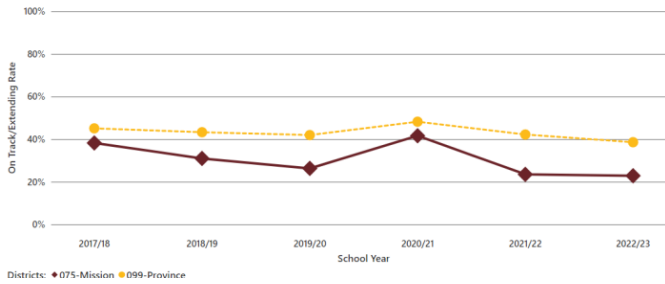
Grade 7 On Reserve FSA



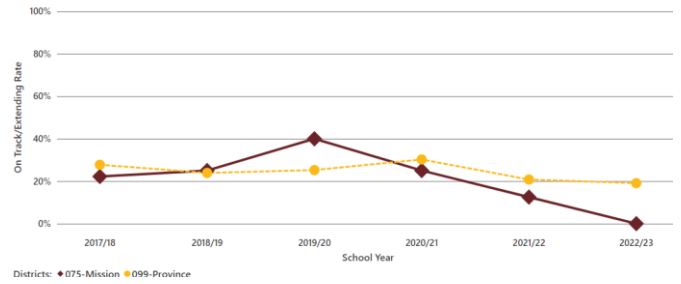
Grade 7 Off Reserve FSA



Grade 7 Designation FSA



Grade 7 CYIC Numeracy FSA

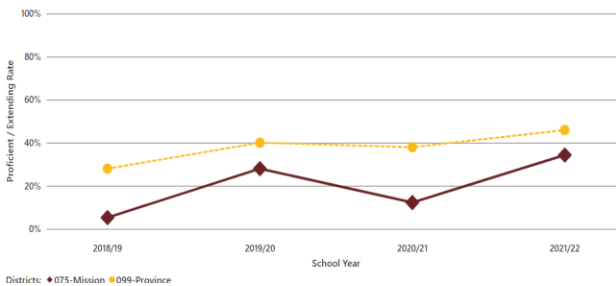


Measure 2.2: Grade 10 Numeracy Expectations

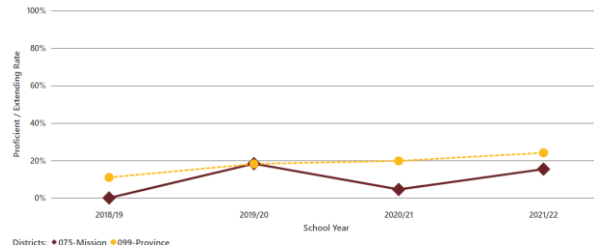
Through our grade ten math inventory, we identified gaps in understanding that are being addressed by re-teaching fundamental skills (ie number sense). Mathematics upgrading over the summer is now possible via Mission Online in the Secondary years for students that require additional time. Additionally, we note that performance on all these indicators are declining globally, and may require further consideration at the provincial level and beyond.

While relatively close to provincial averages, we note a gap, although this has been improved 2% last year. We suspect this is connected to disengagement during the pandemic. We are reviewing additional support at the secondary school to address this gap. An overall review of students disengaging from school from grade 7-11 has also been undertaken, in part in response to after-effects of the pandemic.

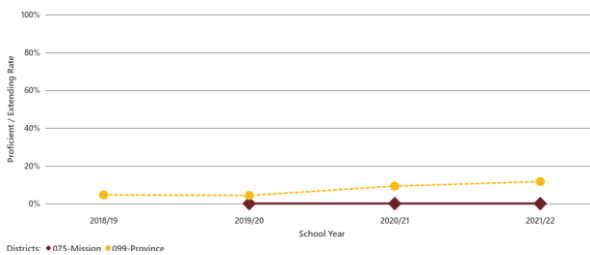
Grade 10 Numeracy



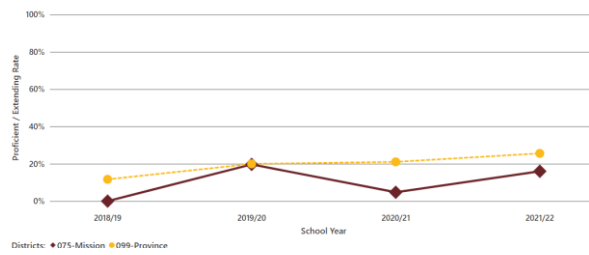
Grade 10 Numeracy Indigenous



Grade 10 On Reserve Numeracy

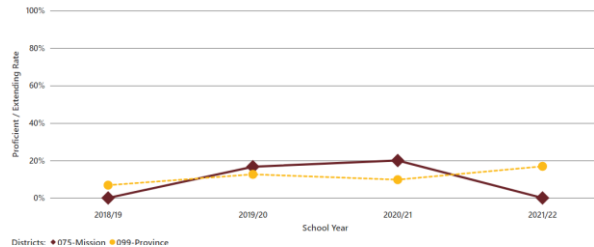
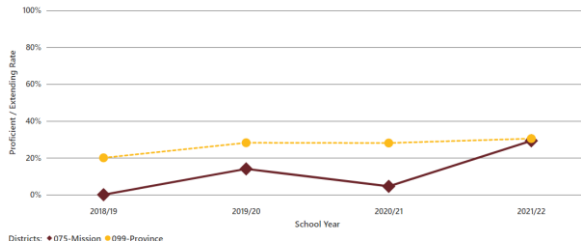


Grade 10 Off Reserve Numeracy



Grade 10 Designation Numeracy

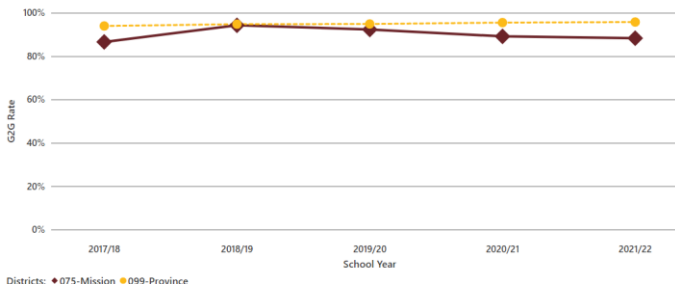
Grade 10 CYIC Numeracy



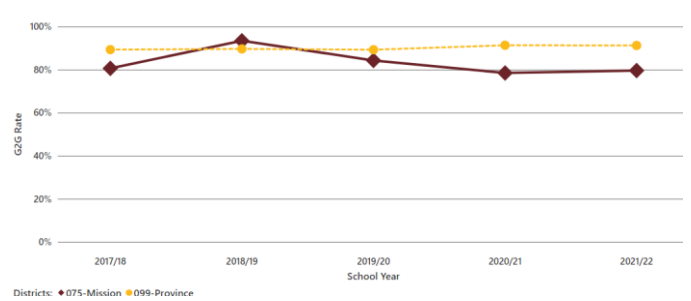
Measure 2.3: Grade to Grade Transitions

Grade to Grade transitions are a future area to watch. While roughly in line with provincial averages, some areas are trending downwards and will need to be addressed. We believe our approach with CYIC may need some replication for other at-risk students to help them successfully get to grade 12. As noted elsewhere, the ‘sixth year’ additional time seems to benefit many students.

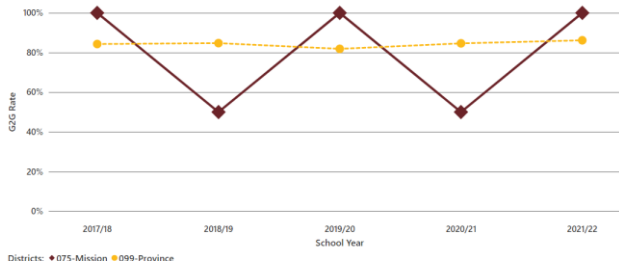
Grade 10 to 11 Transition ‘G2G 10’



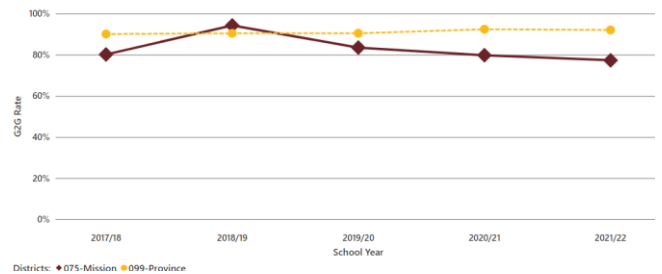
GRG 10 Indigenous



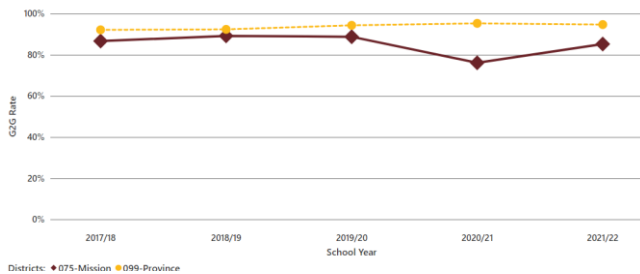
G2G 10 On Reserve



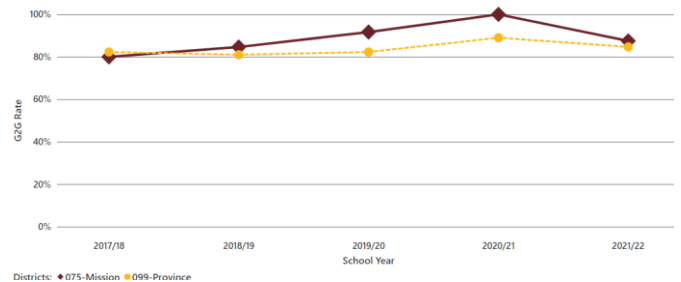
G2G 10 Off Reserve



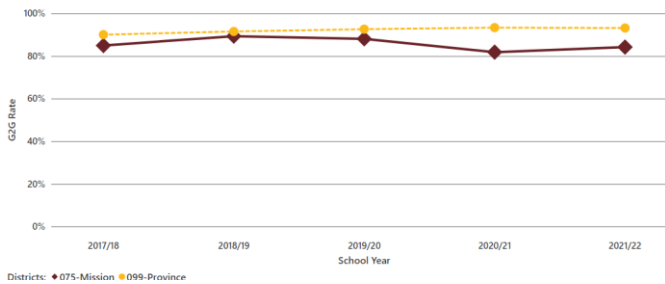
G2G 10 Designated



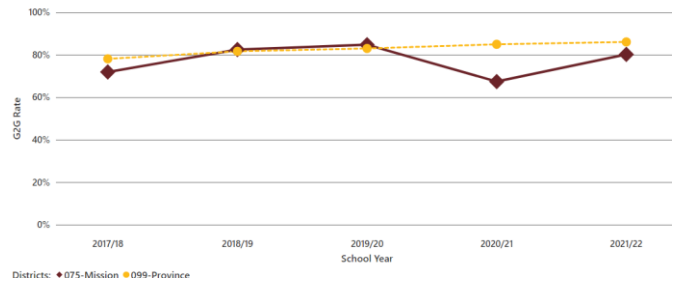
Grade 10 CYIC



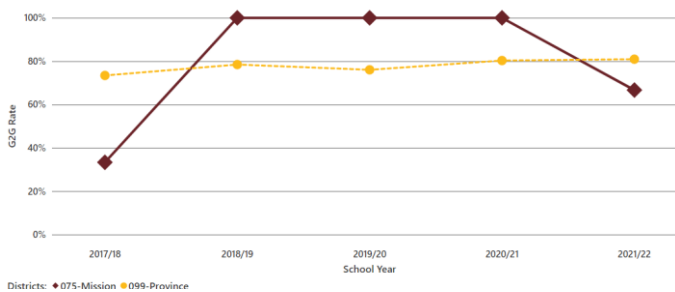
Grade 11 to 12 Transition G2G 11



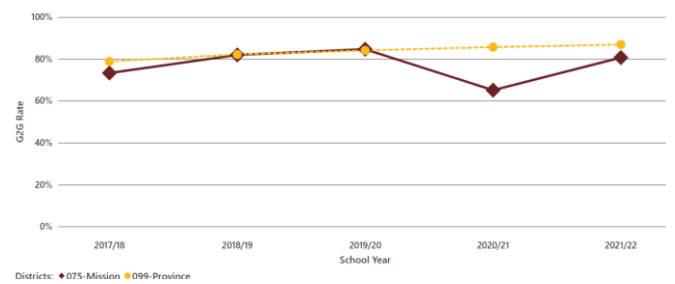
G2G 11 Indigenous



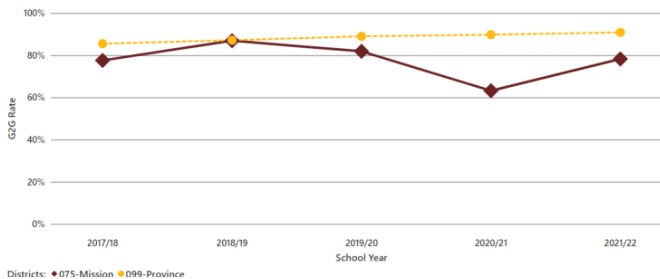
G2G 11 On Reserve



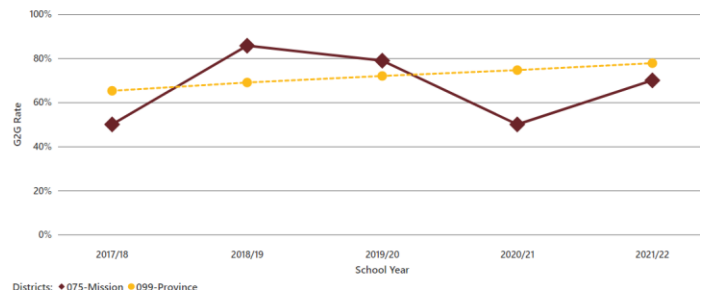
G2G 11 Off Reserve



G2G 11 Designation



G2G 11 CYIC



Human and Social Development

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

Measure 3.1: Student Sense of Belonging

Several social-emotional data sets show that MPSD students experience positive learning environments, at or above provincial averages. This is still a critical area of focus, particularly with the post-pandemic recovery period.

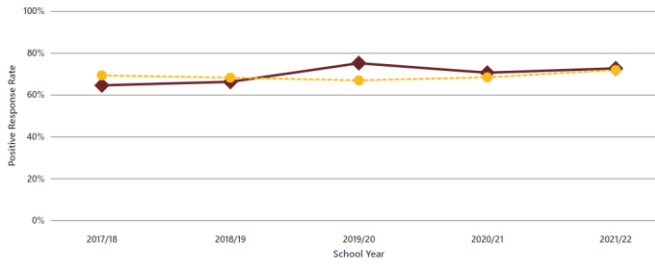
MDI data as well as anecdotal reports from administrators and teachers indicate that our students are feeling less connected to school and community. Some of the Social and Emotional Learning ('SEL') results for our students are concerning.

In January 2021 we hired a new District Principal to oversee systemic work to support social and emotional learning in K-12. Each school has an SEL school lead and various initiatives are underway.

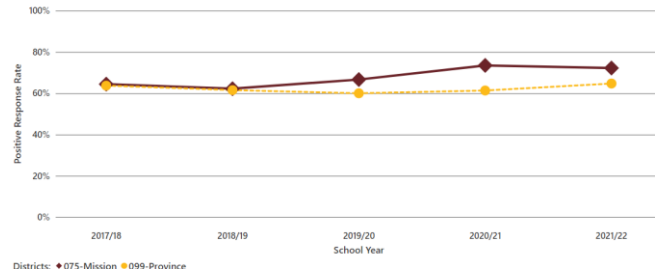
During the 2022-23 school year we interviewed staff, students, and parents to determine a baseline of the current understanding of SEL and use that information to thoughtfully plan short, medium, and long-term goals.

It is worth celebrating that our results in this section from all equity seeking groups are above provincial averages, and in some cases double the provincial rates.

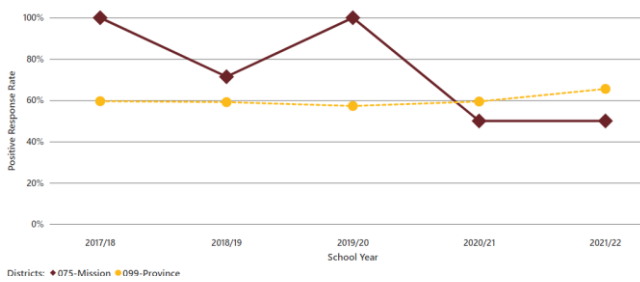
Feel Welcome



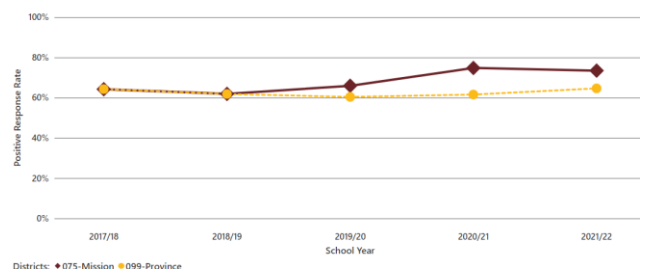
Feel Welcome Indigenous



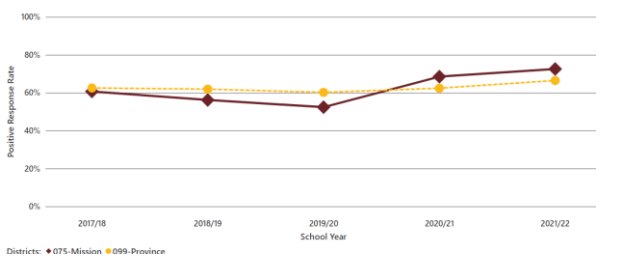
Feel Welcome On Reserve



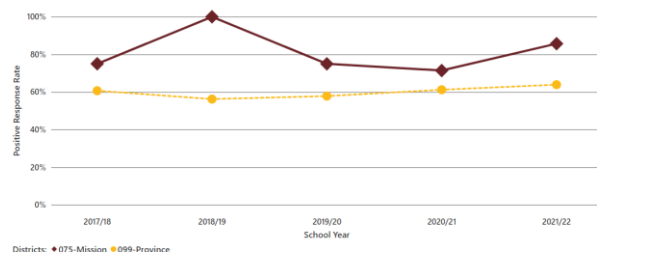
Feel Welcome Off Reserve



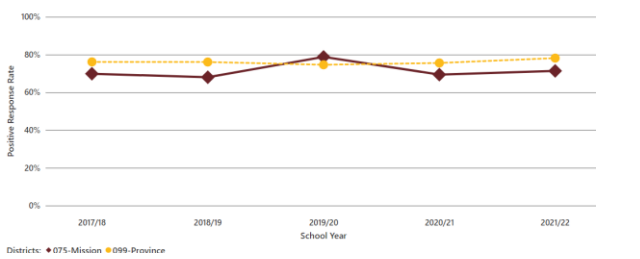
Feel Welcome Desination



Feel Welcome CYIC

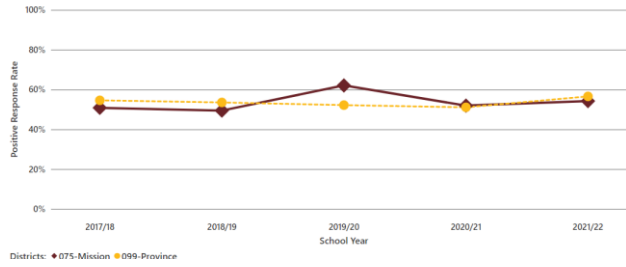


Feel Safe

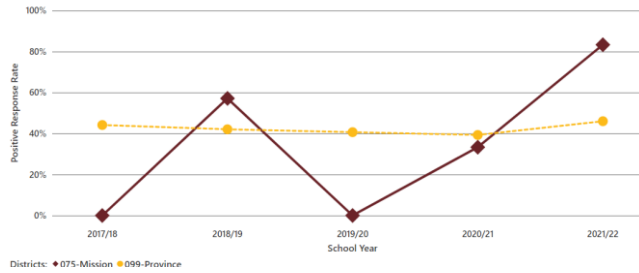


Sense of Belonging

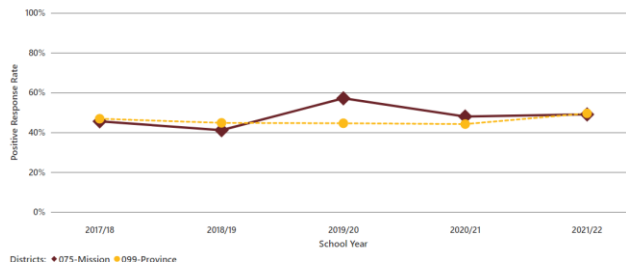
Belonging Indigenous



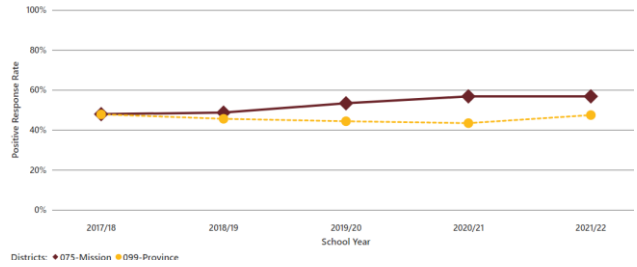
Belonging On Reserve



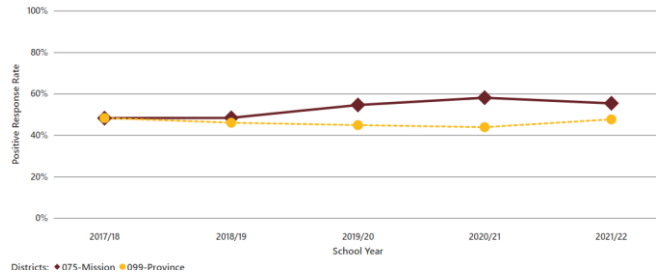
Belonging Designation



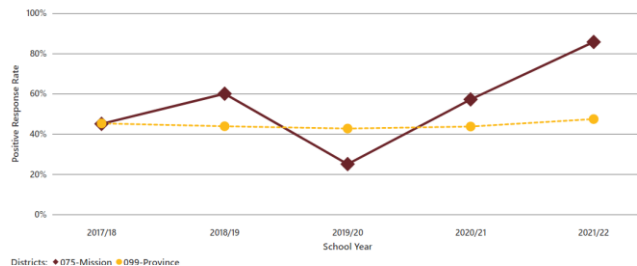
Districts: 075-Mission 099-Province



Belonging Off Reserve



Belonging CYIC

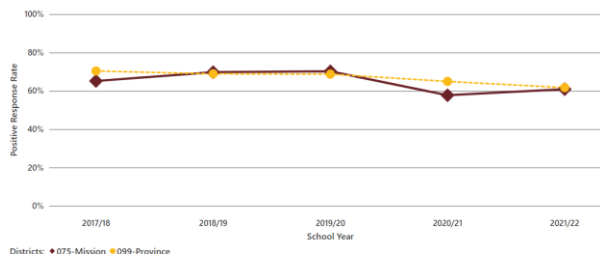


Districts: 075-Mission 099-Province

Measure 3.2: Two or More Adults who Care About Them

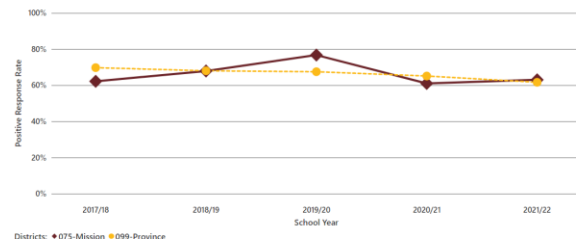
While closely connected to provincial rates, it is widely recognized that this indicator is particularly important to overall student engagement and success. We note that this number was in decline last year, not a surprise due to the pandemic and its various impacts on human interactions.

Adults Care (AC)



Districts: 075-Mission 099-Province

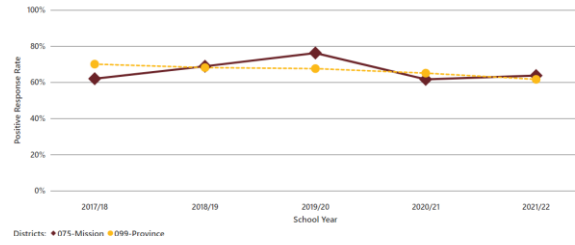
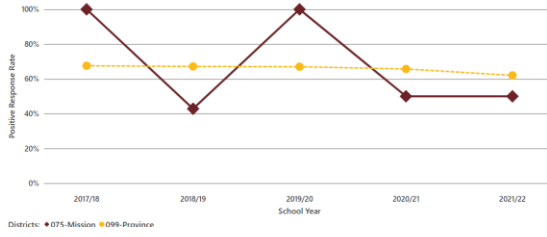
AC Indigenous



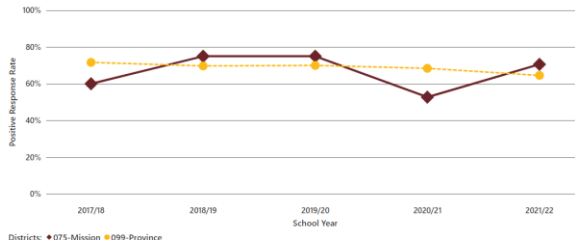
Districts: 075-Mission 099-Province

AC On Reserve

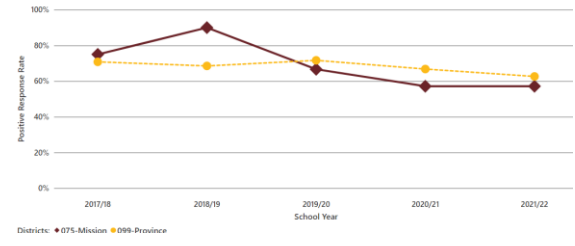
AC Off Reserve



AC Designation



AC CYIC



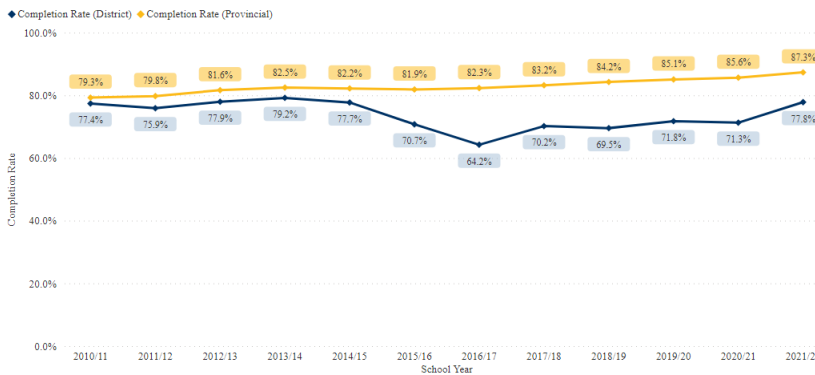
Career Development

Educational Outcome 4: Students Will Graduate

Measure 4.1: Achieved Dogwood Within 5 Years

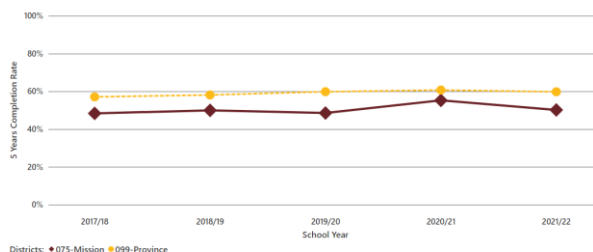
Overall completion rates are improving in MPSD, and the number of Adult Dogwoods issued is declining, but we do note they are still disproportionately granted to Indigenous students. The percentage of Indigenous students graduating with Adult Dogwoods is also decreasing, but, at the same time, the Adult Dogwood can provide an opportunity for some students to remain in the system with a positive outcome.

5 Year - Completion Rate

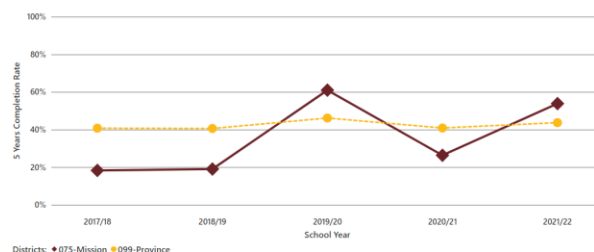


A further comment is that our Six Year completion is actually above the provincial average. We note again the benefit MPSD students encounter with the 'sixth year', especially for students with Diverse needs and Indigenous students, but also recognize the value of graduating on time for all students. Once in grade 12, our overall performance is similar to the provinces, but our Indigenous success rate is higher.

5 Year Indigenous

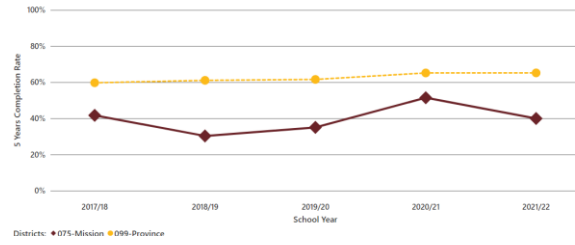
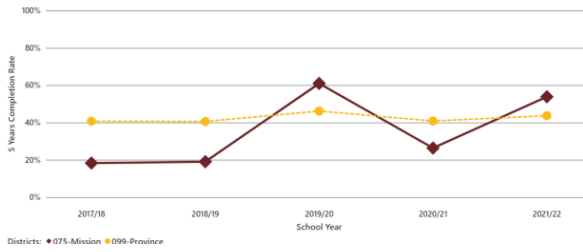


5 Year On Reserve

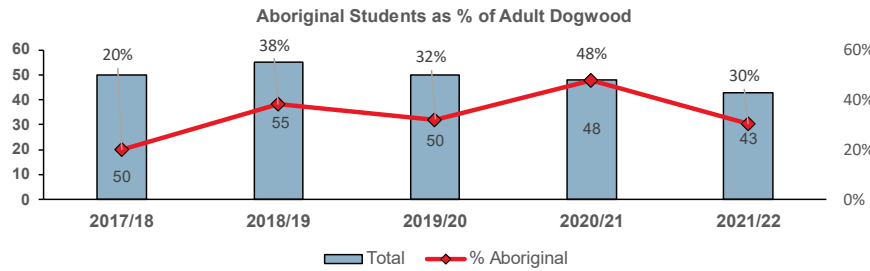
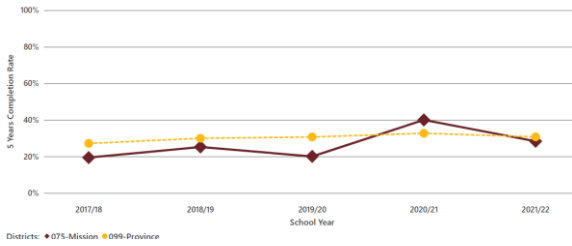


5 Year Off Reserve

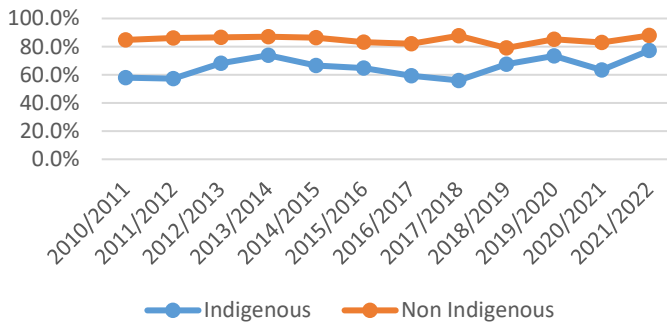
5 Year Designation



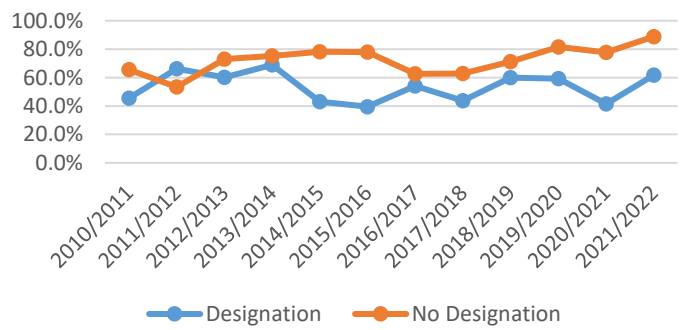
5 Year CYIC



Six Year Completion, Indigenous



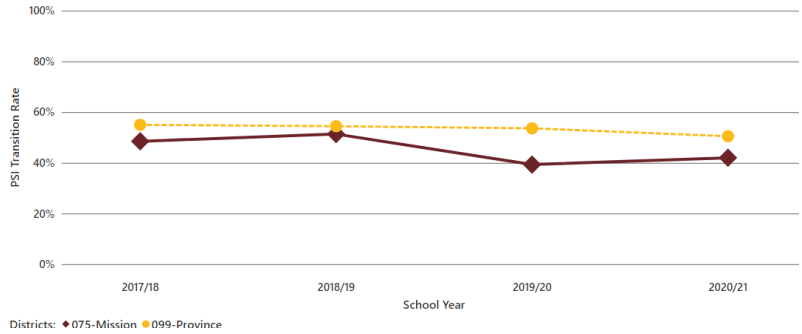
Six Year Completion Sp Ed



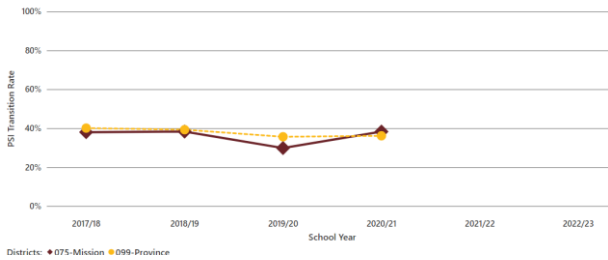
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Transitioning to Post-Secondary

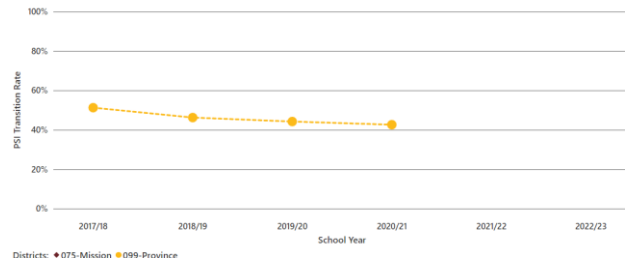
An area of concern - although improving in recent years - is post-secondary engagement. This continues to be below provincial averages, but has improved last year. Just slightly more than half of MPSD students begin at a PSI (Post-Secondary Institute) in a timely manner. Notably, our Indigenous rate has jumped to above provincial averages this year; 2020 was likely an outlier in low PSI rates related to the pandemic. At the same time, we are aware that provincially take up on PSI has declined marginally.



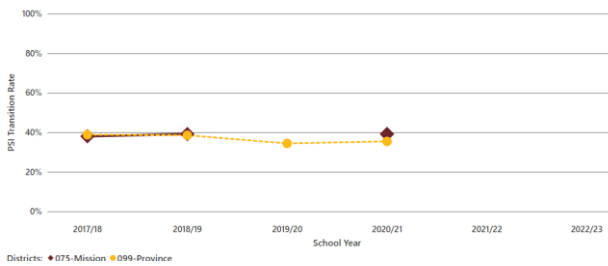
PSI Indigenous



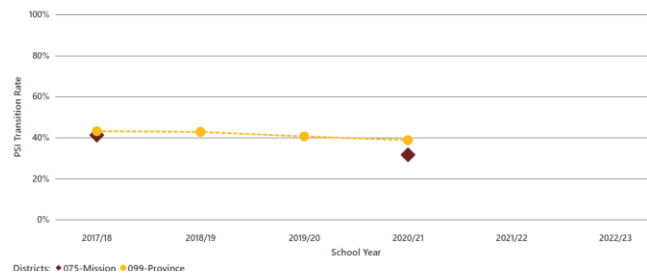
PSI On Rserve (Masked)



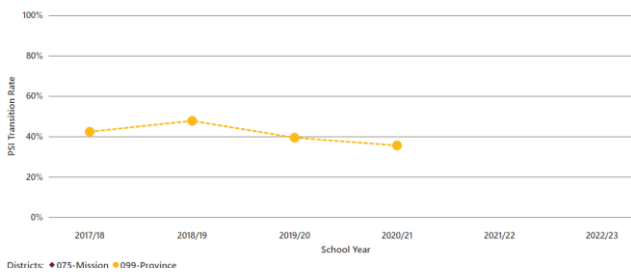
PSI Off Reserve

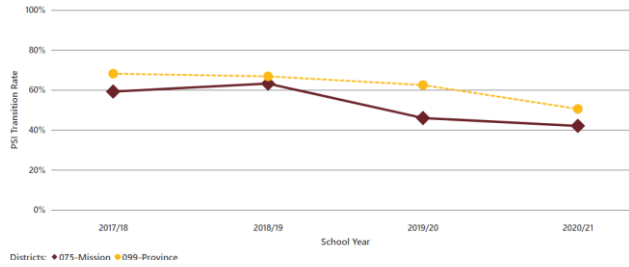


PSI Designated (Masked)

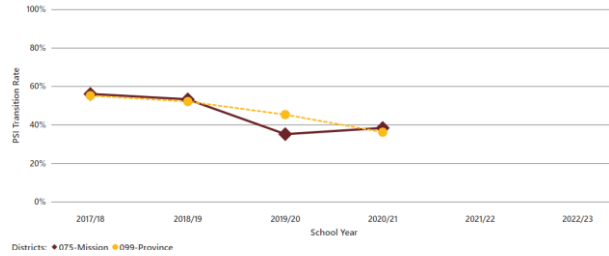


PSI CYIC (Masked)

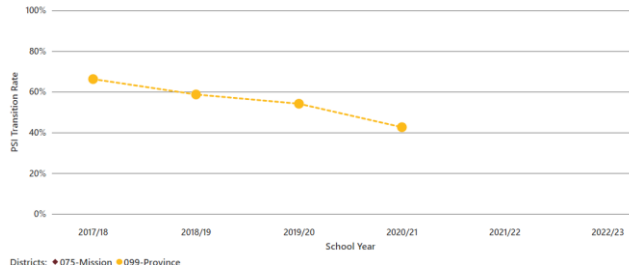




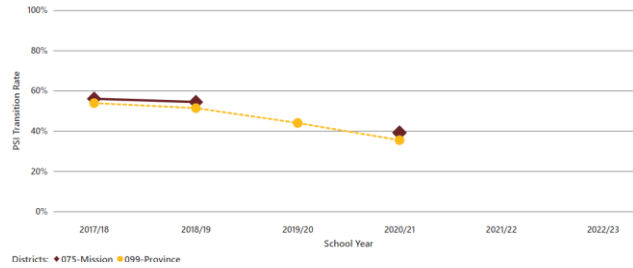
3 Year PSI On Reserve (Masked)



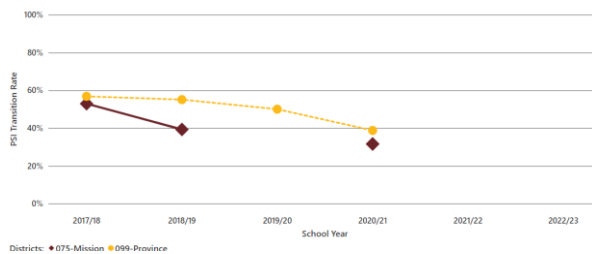
3 Year PSI Off Reserve (Masked)



3 Year PSI Designated (Masked)



3 Year PSI CYIC (Masked)



Measure 5.2 Attendance

Attendance rates have improved this year, presumably the absence of Covid protocols was a notable factor (see appendix). For example, the majority of grade 9s in MPSD missed at least 40 classes in 2021/22; this declined to about 30% in 22/23, but this is still a significant number. Whether excused or not, missing school can affect students’ educational experiences. At both Middles schools and MSS, over half of all Indigenous students missed 40 blocks or more during the year.

Middle schools are not alone in attendance concerns, although they vary by site. While there are many reasons a student may miss school, elementary schools are experiencing rates of 40-60% of students missing more than 20 days of school. The 20-day benchmark can be misleading as some students are travelling or involved with other family events, but it is a useful measure of students disengaging from school life.

The Siwal Si’wes Indigenous Education Department created a new position, Indigenous Student and Family Outreach Teacher to better serve Indigenous learners who experience barriers to school attendance. Over 70 Indigenous learners received enhanced service from the Outreach Teacher in 2022-2023.

Areas of Need

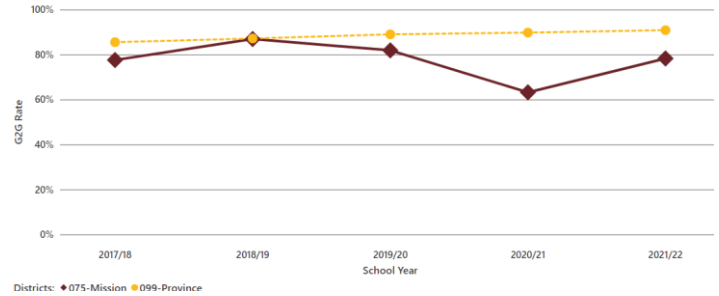
MPSD faces several challenges. Most fundamental are the lower-than-average school completion and Post-Secondary Institution rates.

1. Post-Secondary Access

One of the limitations for students connecting to Post Secondary Institutions is access. Mission is poorly connected with public transit to regional PSI and other economic opportunities. The Board continues to advocate for improved links and supports MPSD's Riverside College as a stepping stone for many students.

2. *Student Transitions*

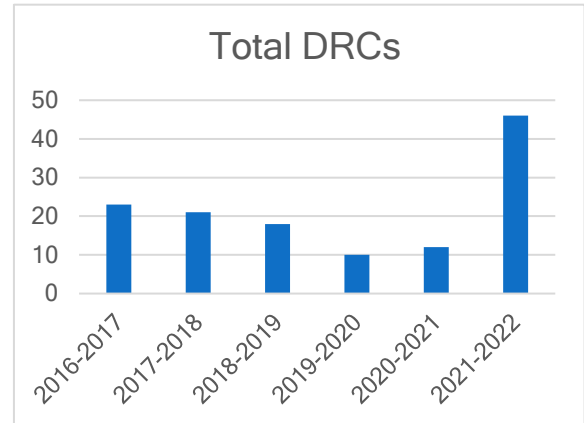
We are concerned with the transition to grade 12 by students with disabilities and/or diverse abilities. Early results in primary are encouraging, as it is improving, but we can see performance disparity grow through the intermediate grades. MPSD tends to keep students in grade 11 until they can successfully complete grade 12; this is especially true for students with complex backgrounds and needs. While this may help prevent the 'evergreening' of students capable of graduating with a complete Dogwood Diploma, the disparity is growing and will need to be addressed. In 2022, 28% of designated students immediately transitioned to a PSI.



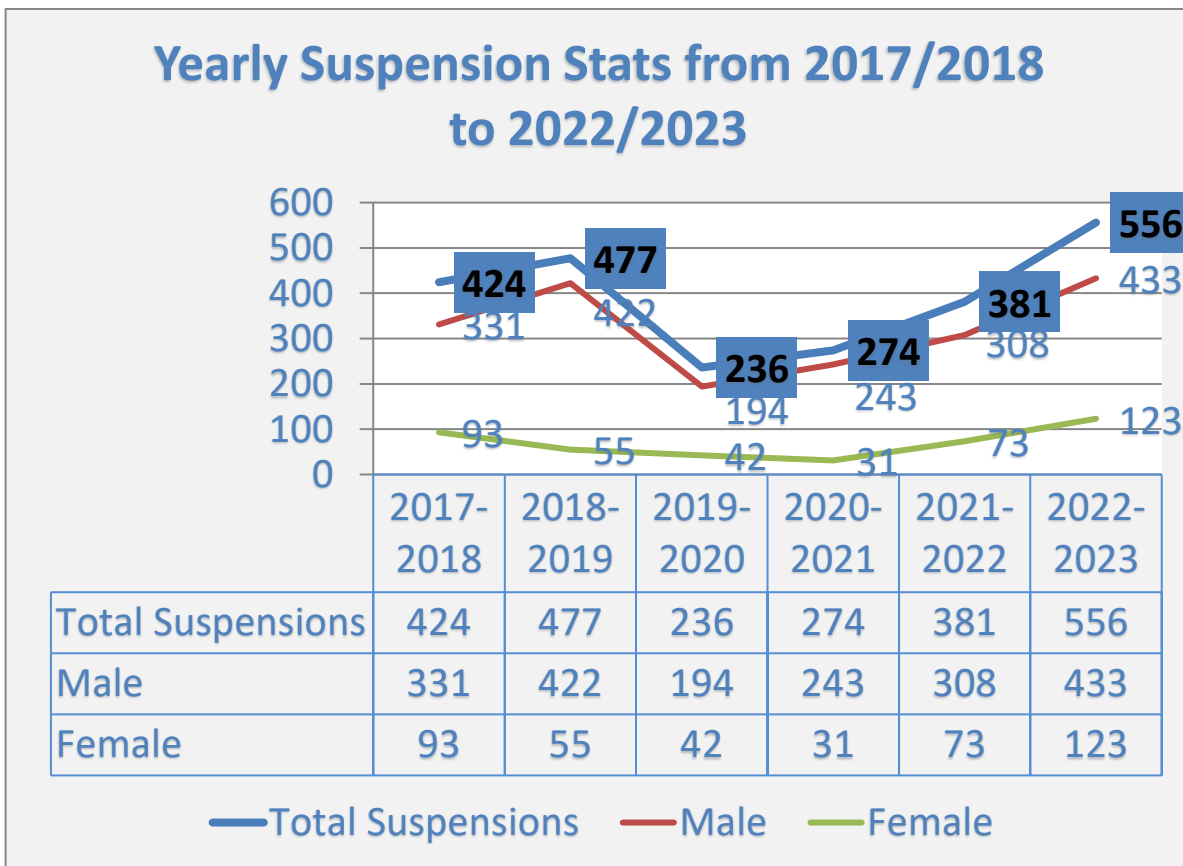
3. *Mental Health – Behaviour Impacts*

In the ‘post-Covid’ environment, we have seen a return to important social events like sports, theatre, and graduations, we have also noted significant concern around student and community incidents that reflect less than ideal mental health – vandalism, fights, disengagement, substance use, and other anti-social conduct.

Mental health support and community connections are vital for students right now. The Middle Schools continue to be our most significant source of disciplinary issues – suspensions, Discipline Review Committees (DRCs), safety concerns, attendance declines, and overall performance declines. We are considering restructuring Middle School classes and additional safety enhancements. We have hired a Safe School Liaison to assist with safety, substance abuse, and re-engaging students, as well as increased hall monitoring staff. Further, we continue to engage with external services to help support student safety and bullying prevention. Additionally, Siwal Si’wes increased staffing of Indigenous Liaison Workers for a total of 22 full-time Indigenous Liaison Workers.



We introduced a new Safe, Caring, and Respectful Schools Policy and Procedures to support prevention of incidents, responses that continue to educate, and the opportunity to repair mistakes. We understand the need to teach skills so students are equipped to make safer and healthier choices.



4. *Data*

To recognise challenges and address them early on, we are gathering local data. This was highlighted as a need in our 2021 FESL review Focus Area 1 as a Mediative Question. Local data include measures related to literacy and numeracy; disciplinary trends; and attendance information and processes. We are also seeking additional up-to-date external data on Social Services Indexing, so we can best allocate resources to schools based on local needs.

Looking Forward

In reviewing the data, programs, and areas of need that have been identified, the programs and services MPSD provides require adjustment, and changes. This section reviews some of these changes, and how MPSD will address the issue identified.

Adjustments and Adaptations

While the data sets are limited and impacted by Covid factors, it is clear that MPSD has significant challenges that begin to show in the intermediate years. While the focus on primary literacy is vital to long-term success, adjustments are needed in the Middle School years. The District and partners are exploring changes to the Middle School structure to improve the learning experience. The most fundamental change would be to group students in pods that support student and adult connectedness and enable earlier issue identification.

Early Childhood Education

Late 2022 saw the arrival of a new emphasis from the Ministry of Education and Childcare, which allowed the district to hire a District Principal of Early Learning. This role is complex and multifaceted, but holds the promise of improved outcomes for children within MPSDs jurisdiction in the long term. The trajectory we are able to set in Primary – and now, before primary – can assist with the long range success of our students. This is not the only work assigned to this position, nor is it the responsibility of just the District Principal, but it does help support a more unified approach to early learning in the District. The position has also assisted with conducting an environmental scan of the District, allowing us a better perspective on current services offered to children and where there is the most acute need. Some context on Mission:

- ◆ 10 elementary schools have school aged care after school
- ◆ 4 elementary schools have school aged care before school
- ◆ 4 child care partnerships offer infant/toddler and 3-5 care – 3 are for profit and 1 is not for profit
- ◆ All 4 child care centres operating in MPSD sites have waitlists – up to two years
- ◆ A not-for-profit Metis Nations Distinction Based Childcare project at West Heights will open early in 2024
- ◆ 1 child care centre (HP) participates in the Wage Enhancement and \$10/day initiatives
- ◆ 4 additional for profit child care centres offer drop off/pick up before and after school care at 7 elementary schools

While there is a range of service providers in Mission, and the school district is not highly integrated with the services, MPSD has long established relationships with the Early Learning community through Early Learning Tables and collaboration with StrongStart. These relationships have deepened as a result of the current Strengthening the Early Years to Kindergarten and Changing Possibilities for Young Learners initiatives. Early Years Navigators and StrongStart facilitators collaborate with community partners at community events such as the Riot of Reading during Family Literacy Week, United Way community building events, Mission Literacy in Motion outreach to families and early learning programs such as Super Duper Story Makers and Summer Playdates.

Staff have identified the need to develop stronger relationships between the childcare and early years programming with the Kindergarten and Primary grades. There is a division between the services and is an area of focus for improvement moving forward.

Alignment/Implementation of Strategic Plan

Below is a sampling of current budgeted initiatives in each objective priority area of the Strategic Plan. Our Mediative Question in Focus Area 3 (2022) proposed connections between our school growth plans and our District strategic plan – School plans are being prepared at present with this in mind. The second part of this Mediative question was to demonstrate alignment between student plans and our operational plans. This is outlined below but will be expanded over this year.

Honouring Culture and Territory

◆ **GOAL:** Achieve equitable education outcomes for all Indigenous students in MPSD

- ⊕ **Identified Needs:** Some Indigenous learners experience attendance barriers. Indigenous learners and families are also experiencing higher rates of mental health impacts.
- ⊕ **Preparation for Implementation of Indigenous Course Grad Requirement:** scheduled for September 2023. Co-created, with Local Nations, Leq'á:mel and Sq'éwlets, a new (Board/Authority Authorized) BAA course, *Téméxw te í: The Land of this Place*. Provide support for teachers to develop a greater understanding of Indigenous worldviews and perspectives.
- ⊕ **Plan for Support:**
 - Indigenous Student & Community Outreach Teacher (increase from .4 to 1.00 FTE)
Cost: \$60,000
 - Two additional Indigenous Liaison Workers (2.0 FTE)
Cost: \$130,000
 - Indigenous Liaison Worker – Pilot Project for 2022 2023 school year (focused on Animal Service (canine) for mental health services)
Cost: \$10,000
 - Ladders to Kindness training
Cost: \$5000.00 Funding: Mental Health Grant
- ⊕ **Additional Initiatives to support Honouring Culture and Territory**
 - Stó:lō History, Halq'eméylem Language, Story & Culture Teacher
 - Indigenous Mentor Teacher and Siwal Si'wes Teacher Librarian
 - Regular Policy and Administrative Procedure engagement with Siwal Si'wes Indigenous Education Advisory Council
 - Quarterly meetings with Nation Education Coordinators for students living on Reserve
 - Monthly consultation with local First Nations and Siwal Si'wes Indigenous Education Advisory Council
 - Indigenous Student and Family Outreach Teacher
 - Middle and Secondary Indigenous Student Success Advocates
 - Intentional bi-monthly cultural strengthening learning opportunities for Siwal Si'wes Staff

Future Orientation

◆ **GOAL:** Strengthen support and services for learners to address shifting learning requirements

- ⊕ **Identified Need:** There are more students with disabilities and/or diverse abilities living in care.
- ⊕ **Plan for Support:** additional 20 EAs, .2 Mentor Teacher, .3 Summer Assessments and 2.0 ISP teachers
 - An Educational Assistant Mentor teacher (0.2 FTE) to support EAs with ongoing training in assessment/therapy needs, emotional regulation, and conflict resolution.

→ Summer Psychology Assessments (0.3 FTE) to manage growth in assessment needs and to focus on Transitions -- to improve transition rates from school to school, grade to grade, and into adulthood.

⊕ **Identified Need:** Implement the new reporting policy. Many teachers will need support to implement significant changes in the use of the proficiency scale, as well as increasing student voice and ownership of learning, especially through the Core Competencies.

⊕ **Plan for Support:** School Assessment Leads and Release Time

→ Monthly release for school leads to receive training so they can share information at regular staff meetings

Cost: 17 teachers x \$383 x 8 months = \$52,088

Funding: Curriculum budget

⊕ **Additional Initiatives to support Future Orientation**

- Resources and workshops that support embedding Indigenous world views in decision-making and pedagogical practice
- Ongoing refresh of technology
- Mental Health First Aid for Frontline Workers
- Collaboration with Children & Youth Committee (Mental Health Training and Workshops)
- Math and Technology Mentor Teacher positions

Student Centred Learning

◆ **GOAL:** Create positive learning experiences that support literate and numerate students

⊕ **Identified Need:** Students have experienced academic unfinished learning. New data from grade 10 students shows missing elements in their mathematical understanding. The Math mentor and Secondary mentor teacher continue to work on strategies (including pre and post-assessments in elementary, middle, and secondary).

⊕ **Plan for Support:** Literacy Mentor Teacher position

→ Build teacher capacity to support literacy development (Tier 1 support), and implement strategies (similar to numeracy mentor teacher role). Collaboration with LSTs, and SLPs to align with Tier 2 and Tier 3 support. Continue to look for ways to support literacy development. (Currently on hold while we assess staffing shortages.)

Cost: \$90,000

Funding: Budgeted

⊕ **Additional Initiatives to support Student Centred Learning**

- Joyful Literacy, MPSD Joyful Math to support Primary years
- Novel Approach refresher training available for teachers teaching gr. 4-9
- Assessment pilot and revised district policy
- Thinking Classrooms
- Choice of electives at Secondary
- Access to music, Applied Design, Skills and Technologies (ADST) in elementary
- Schools, programmes of choice
- Expanded Mental Health Literacy Curriculum

Effective Learning Environments

◆ **GOAL:** Maintain welcoming, modern, healthy, safe, and inclusive working and learning environments

⊕ **Identified Need:** Students are experiencing increased anxiety, stress, and depression and are exhibiting heightened levels of emotion and decreased resiliency. Students have demonstrated serious behaviours and increased difficulty dealing with emotions.

- ⊕ **Plan for Support:** District Principal to continue to lead social and emotional learning and trauma-informed practices in schools.
 - Build school-wide classroom teacher and administrator capacity to build SEL competencies in classrooms and schools. This is Tier 1 support for all students, K-12.
 - Implement MP2SD: 'Making Preventative Practice Safety Decisions'
 - Collect information from students, educators, and parents about knowledge of SEL to build a baseline of current understanding.
 - Support adult social and emotional skills and well-being.
- ◆ **GOAL²:** Recognize that diversity in the school community benefits all and ensure students are meaningfully included in the learning environment.
- ◆ **GOAL²:** Ensure every school is accessible so that full participation is possible.
 - ⊕ **Identified Need:** Implement suggestions from Accessibility Plan
 - ⊕ **Plan for Support:**
 - Special Education Equipment Request - Several students need accessibility accommodations. A special education equipment budget would allow responsive programming.
 - Cost:** \$25,000 **Funding:** Local Capital
 - ⊕ **Additional Initiatives to support Effective Learning Environments**
 - Accessibility Improvements (for example EVAC chairs, adjustable desks, additional ramps, inclusive technology, etc)
 - Expansion of Inclusive Playgrounds
 - District Wide Mental Health Strategy (including Complex Care & Intervention – CCI - Team)
 - Staff training schedules for new technology or initiatives

Quality Teaching and Leadership

- ◆ **GOAL:** Support all staff to adapt to the rapidly changing educational environment and students' needs
 - ⊕ **Identified Need:** Build capacity and understanding by implementing effective literacy, numeracy, and social and emotional competencies. The existing curriculum budget will support professional learning in these areas.
 - ⊕ **Plan for Support:**
 - Professional learning to support understanding of the trauma-informed practice and ways to de-escalate behaviour.
 - Cost:** no additional costs – planned from existing budgets
 - ⊕ **Additional Initiatives to support Quality Teaching and Leadership**
 - Curriculum support Mentor Teachers
 - Special Program from the Office of BC Human Rights for hiring/staffing
 - Ongoing use of Growth Plans for leaders, School Plans, and departmental plans
 - Afterschool workshops offered to all staff in addition to professional development
 - Training for extended staff in school for SEL and TIP (clerical, bus drivers, EAs, YCWs, etc.)
 - Collaboration and mentoring opportunities
 - Racial Equity training for all staff

Equity

SD75 completed the fourth year of the Equity Scan. The vision of this work is to identify promising practices as well as address barriers impacting Indigenous student achievement and success.

- ◆ **Identified Need:** Systemic barriers, inequities, and discrepancies are (but are not limited to) attendance, transportation, food security, housing, employment, access to education, access to extra-curricular and community activities, access to healthcare and mental health supports, suspension rates, graduation rates, etc.
- ⊕ **Plan for Support:** additional staff; created unique positions to better support Indigenous learners.
- ⊕ **Plan for Support:** complete *Equity PATH* in the next two years; engage with Indigenous rightsholders, and SD75 departments/employee groups.
- ⊕ **Plan for Support:** *Learning Opportunities* on equity, anti-racism, reconciliation, and Indigenous-specific trauma. With the current investigation of potential unmarked graves at the former St. Mary's Residential School, we will need to be mindful of the impacts this may have on Indigenous learners, families and community members, and Siwal Si'wes Staff.
- ⊕ **Plan for Support:** Support for student and staff mental health has been vital in the last year and will continue to be so moving forward

Conclusion

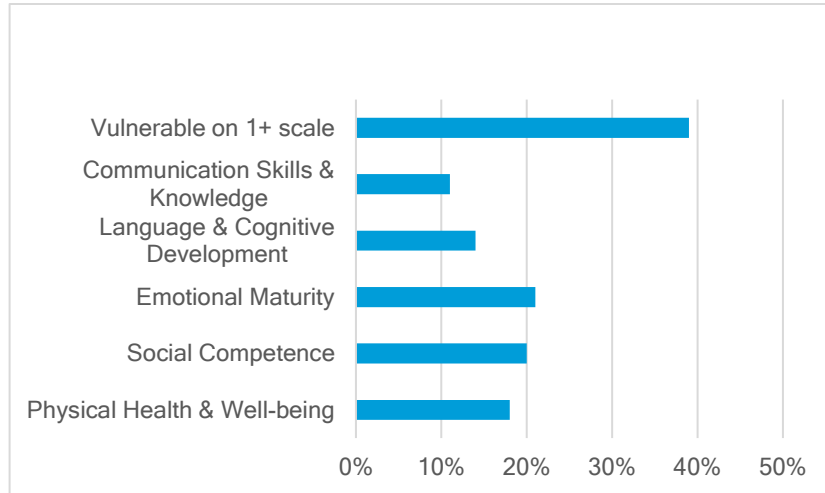
MPSD has identified several challenges to work on to continue to improve outcomes for all students, especially those experiencing systemic barriers. Our ongoing work in supporting excellent teaching practice, curriculum, mentoring positions, and extensive resources for Indigenous education is vital. Perhaps more importantly as we recover from the pandemic, is our work on mental health for students, and expanding resources for teachers and schools in this area. The next several years can be seen as a sort of catch-up for not just the learning loss of the pandemic era, but also the significant impacts on social and emotional conditions for students. Larger structural challenges will continue, as we work with community organizations and post-secondary institutions to support our students' work and transition to successful and dignified lives after school. Work on expanding locally developed data will continue to assist us in allocating resources as effectively as possible to ensure the most successful and equitable outcomes for all our students.

By continuing to focus on and align with our values of *Working Together*, *Lifelong Learning*, *Thinking Beyond Today*, and *Doing the Right Thing*, we are confident in building a better learning environment for all our students.

Appendix

Non Provincial Data

EDI 2022



% Absenteeism Trends – 2022-2023 School Year

	All Absences	%	Unexcused	%	Total Population
MSS 40+ BLOCKS GRADE 10					
All Students	376	80.5%	195	41.8%	467
Indigenous	72	92.3%	52	66.7%	78
Designated	88	87.1%	58	57.4%	101
HPMS 40+ BLOCKS GRADE 9					
All Students	192	87.3%	78	35.5%	220
Indigenous	39	100.0%	26	66.7%	39
Designated	36	90.0%	19	47.5%	40
HMS 40+ BLOCKS GRADE 9					
All Students	197	82.1%	61	25.4%	240
Indigenous	39	95.1%	20	48.8%	41
Designated	40	90.9%	22	50.0%	44

Elementary Absences – June 2023

	20+ Days Absent	%	Total Population		20+ Days Absent	%	Total Population
ALBERT MCMAHON				HATIZIC ELEMENTARY			
All Students	196	44.7%	438	All Students	115	42.1%	273
Indigenous	29	61.7%	47	Indigenous	25	59.5%	42
Designated	35	59.3%	59	Designated	23	63.9%	36
CHERRY HILL				HILLSIDE			
All Students	146	51.0%	286	All Students	127	30.0%	423
Indigenous	27	58.7%	46	Indigenous	9	45.0%	20
Designated	21	65.6%	32	Designated	9	36.0%	25
CHRISTINE MORRISON				MISSION CENTRAL			
All Students	141	40.1%	352	All Students	143	41.1%	348
Indigenous	41	53.9%	76	Indigenous	51	67.1%	76
Designated	21	52.5%	40	Designated	25	54.3%	46
DEROCHE				SILVERDALE			
All Students	47	49.0%	96	All Students	77	60.6%	127
Indigenous	28	59.6%	47	Indigenous	17	73.9%	23
Designated	7	70.0%	10	Designated	10	90.9%	11
DEWDNEY				STAVE FALLS			
All Students	71	46.7%	152	All Students	49	50.5%	97
Indigenous	15	46.9%	32	Indigenous	9	75.0%	12
Designated	10	52.6%	19	Designated	6	46.2%	13
ESR				WEST HEIGHTS			
All Students	144	38.3%	376	All Students	119	48.0%	248
Indigenous	27	48.2%	56	Indigenous	40	59.7%	67
Designated	28	77.8%	36	Designated	24	80.0%	30

Indigenous 5 Year

5 Year - Completion Rate

