



Framework for Enhancing Student Learning: Enhancing Student Learning Report

SD75 Mission, 2021-2022

Angus Wilson

Superintendent

School District No.75 (Mission)
Email: angus.wilson@mpsd.ca

Tel: 604-814-3701
33046 Fourth Avenue,
Mission, BC V2V 1S5

CONTENTS

Acknowledgement _____	2
District Context _____	2
Strategic Plan _____	2
Our Vision _____	3
Our Mission _____	3
Our Values _____	3
Framework for Enhancing Student Learning _____	4
The Enhancing Student Learning Report _____	4
Analysis _____	5
Implementation of Strategic Plan _____	6
Equity _____	9
Conclusions _____	10
Appendix _____	11
Safety and Sense of Belonging _____	11
Student Learning Survey _____	12
Foundation Skills Assessments (FSA) _____	13
Grade to Grade Transition _____	16
% Grade 10 Absenteeism _____	18
Graduation Assessment _____	19
Completion Rates _____	20
Post Secondary Transitions _____	21

ACKNOWLEDGEMENT

*We begin our Framework for Enhancing Student Learning by **acknowledging and honouring** the traditional territory and history of the Stó:lō people. **We acknowledge and honour** the four traditional territories of the following First Nation communities:*

Leq'á:mel First Nation

Matheqwí First Nation

Qwó:ltl'el First Nation

Sq'éwlets

*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.***

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 Stave Falls and Silverdale in the west to Lake Errock in the east. Mission has 13 Elementary Schools, 2 7-9 Middle Schools, an Alternate School, a Senior Secondary, and a Vocation Focussed College. Just under 20% of students are of Indigenous ancestry. The last three years have seen a significant increase in students arriving in the district with diverse needs as we continue to grow.

Strategic Plan

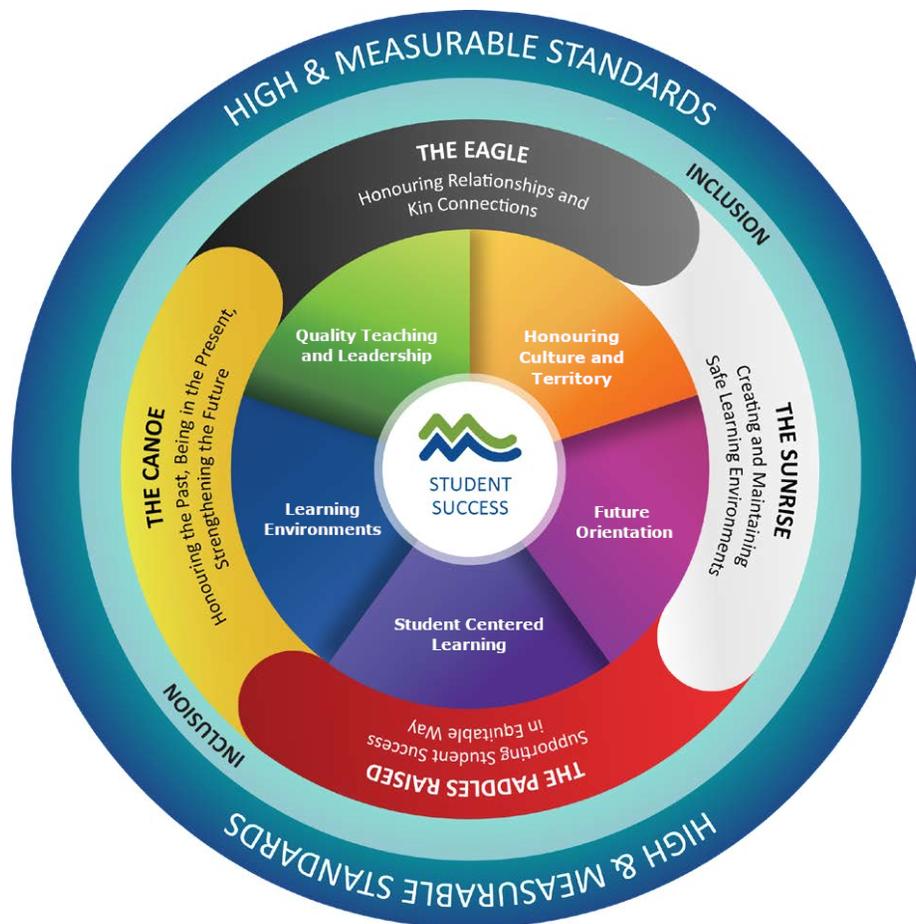
This document details the Board's objectives for Mission Public Schools to:

- 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 will also continue to advocate for enhanced public education in Mission, 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:

<http://www.mpsd.ca/Board/Trustees/Pages/default.aspx#/=>



Our Vision

Mission Public School students are educated global citizens who embrace diversity and are prepared for the future.

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

FRAMEWORK FOR ENHANCING STUDENT LEARNING

The Enhancing Student Learning Report

Like most districts, MPSD evaluates data in the fall from the previous year to assist in adjusting current implementation and in adjusting plans for the coming year. In the winter and spring, decisions are made based on available funding, Strategic Plan priorities, and overall enrolment. Implementation occurs via staffing and resource allocations in the late spring through September. The Budget Cycle requires numerous Special Committee of the Whole meetings - open to the public as well as stakeholders and can vary in number depending on implementation needs and budgetary constraints.



In addition to regular meetings for the Board, MPSD has both Siwal Si'wes and ongoing meetings directly with First Nations to ensure their needs are being met and their ideas and wisdom added to plans for the School District. In addition to these formal structures, open communication to the Principal of Indigenous Education, Superintendent, and Board of Education are encouraged.

Data is provided in an appendix at the end of this report. Several overarching comments should be made. First, data is not perfect. Several key measures, such as Foundation Skills Assessments, are deeply flawed at the macro level as our participation rates are generally low and only about 50% of students participated this pandemic year. The pandemic has altered a number of statistics in real and artificial ways (student attendance, direction to pass students, etc) that may not reflect other 'normal' years. There is also the question of which students complete surveys and under what conditions. Finally, Data is only part of the information required to plan and implement new initiatives - or continue with old ones. Much of the work for both schools and the district is determining what the story is behind the numbers for individual students and cohorts.

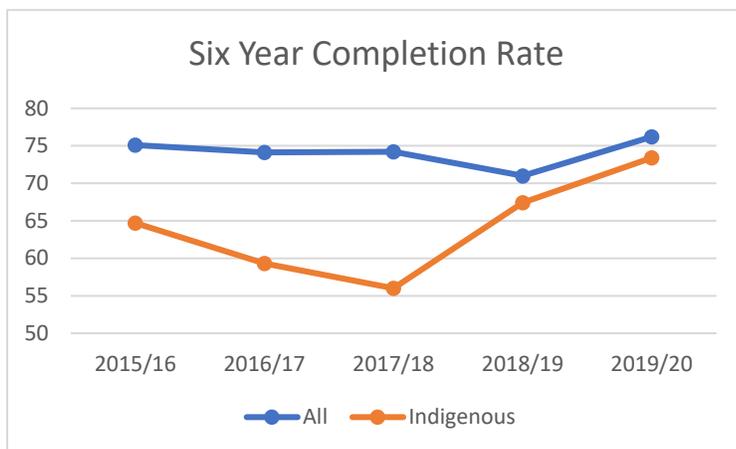
Adequate data is only one aspect of evaluating the system and improving it. Much of the work of teachers, schools, and school districts is rooted in the belief in ongoing improvement; this does not necessarily mean continuous increases in specific results, but also adaptation to changing learning environments and learners - what worked in 1995 might not work today. Ongoing evaluation of learning and pedagogical practice is part of professional educators' core work, but it is also about sharing, honest reflection, and providing support for others. Mission Public Schools is committed to the exchange of ideas both inside and outside of the organization, and providing opportunities and safe spaces for teachers to learn about new methods and resources. Throughout the year, senior staff review hard data results and more anecdotal evidence to help make recommendations to the Board for future budget considerations. Often staff at a variety of levels help develop procedures that work to achieve the intent of Board direction. In turn, when the Board creates policy there is an effort to align resources with the intent of the policy. In practical terms, this means a variety of afterschool workshops, in services, and physical assets are provided to staff to accomplish the goals of the District.

"I did then what I knew how to do. Now that I know better, I do better."

– Maya Angelou

Analysis

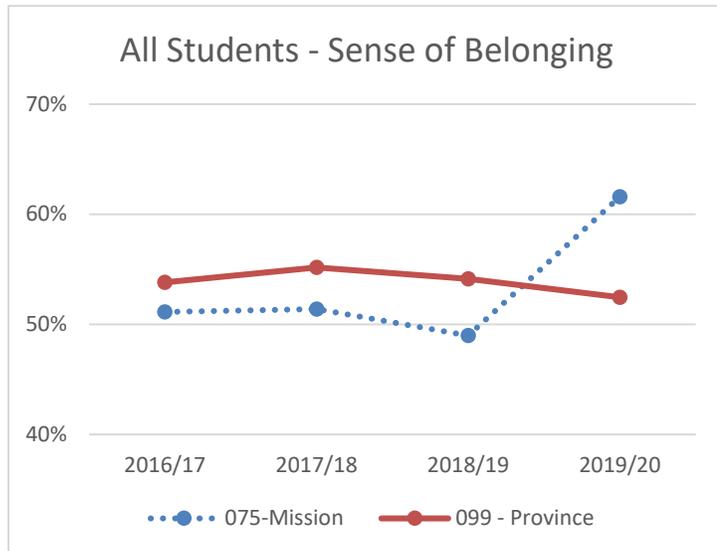
Mission Public Schools is a medium sized district in the Fraser Valley that operates as an exurb to larger municipalities in the Lower Mainland and Fraser Valley. Historically, Mission has had results moderately lower than the more western areas of the Lower Mainland/Fraser Valley. While overall results are up, we are aware this is linked to the June 2020 expectation that all students that could potentially graduate be granted completion.



It is notable that the trend was upwards and narrowing ahead of Covid, but the data needs to be taken as limited in nature. This is a common theme in all 2020 data. The Foundation Skills Assessment has a low participation rate - about 50% - but results here are slightly below provincial averages. Of particular concern is the results for students with diverse abilities - in many categories they are below provincial averages. We believe our positive results with Children

and Youth in Care may be connected to the work our district team does in this area with our Children and Youth in Care Advocate -- this work has been highlighted at the provincial level and is an excellent model to follow. An area that has had some improvement is in post-secondary engagement, however it continues to be below provincial averages, especially over longer periods of time. Just slightly more than half of Mission students begin at a PSI in a timely manner.

Several social-emotional data sets show that Mission students experience positive learning environments, at or above provincial averages. This is still an important area of focus, particularly in relation to the post-pandemic recovery period. Further, please note we lack data on some specific subsets, eg Indigenous students, in relation to social-emotional data sets. MDI data indicates that our students are feeling less connected to school and community at this time. The results for our students in some areas of Social and Emotional Learning are concerning. Based on this information, we are planning a community-wide Mental Health Day conference. Schools are using this information to explore strategies for student connectedness and well-being. Principals and Vice Principals have also attended professional development on safe schools and school climate over the 2021 summer.



An interesting example of a traditional area of concern that was significantly impacted by Covid was attendance. At Albert McMahon Elementary, for example, a typical year may see 70 students out of just over 400 missing in excess of 20 days of school. The 20-day benchmark can be misleading as some students are travelling or involved with other family events, but nonetheless, it is a useful measure of students disengaging from school life. In the 2020-21 school year, the number was 143, with slightly lower enrolment. This means a more than double chronic absenteeism rate. More interestingly, these numbers varied from site to site - one middle school actually had improved attendance, for example.

Implementation of Strategic Plan

Below, in each objective priority area of the Strategic Plan, is a sampling of current initiatives.

Honouring Culture and Territory

- ◆ **GOAL:** Achieve equitable education outcomes for all Indigenous students in MPSD
 - ⊕ **Identified Need:** Some Indigenous students attended MPSD Band Outreach schools part-time last year and others did not attend school at all, creating learning gaps. We need to ensure student transition back to school is supported emotionally and socially.
 - ⊕ **Plan for Support:** Indigenous Transition Teacher (0.4 FTE)
 - Indigenous students K-12 and Students living in care
 - Cost:** \$45,000 **Funding:** Addressing Learning Impacts Reserve
 - ⊕ **Additional Initiatives to support Honouring Culture and Territory**
 - Mentor Teacher & SWSW Teacher Librarian Positions
 - Stó:lō History, Halq'emeylem Language, Story & Culture Teacher

- Band Outreach Teacher/Support Worker (Covid)—becomes Indigenous Student Transitions Teacher (Fall 2021)
- Policy additions/adjustments
- Regular and ongoing meetings with Nation Education Coordinators for students living on Reserve
- Ongoing consultation with local First Nations and Siwal Si'wes Indigenous Education Advisory Council
- Elementary (new), Middle, and Secondary Indigenous Success Coaches

Future Orientation

- ◆ **GOAL:** Strengthen support and services for learners to address shifting learning requirements
 - ⊕ **Identified Need:** Some students with diverse needs have had assessments and diagnoses delayed because of COVID. As a result, they do not have designations but require support to fully access educational opportunities. As well, since COVID, there are more students with diverse needs living in care.
 - ⊕ **Plan for Support: 8.5 EAs**
 - Work directly with students who have assessments pending but require support in order to participate in school.
 - 51 students with diverse needs K-12 with pending designations - 4 in care and 10 Indigenous students

Cost: \$300,000 **Funding;** \$160,000 Addressing Learning Impacts Reserve
Funding; \$140,000 from Strategic Initiatives Reserve
 - ⊕ **Additional Initiatives to support Future Orientation**
 - Resources, workshops, support to embed 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 learning gaps due to COVID (absences, restructured format). We also have new data from all grade 10 students showing missing elements in their mathematical understanding. The gaps are not solely due to COVID. The Math mentor and MSS mentor teacher are working on strategies. We require a Literacy Mentor Teacher, with expertise in reading development, to support the work in literacy.

- ⊕ **Plan for Support:** Literacy Mentor Teacher position
 - Build teacher capacity across grades to support literacy development (Tier 1 support), including working alongside teachers in classrooms to implement strategies (similar to numeracy mentor teacher role). Collaboration with LSTs, SLPs to align with Tier 2 and Tier 3 support.

Cost: \$90,000 **Funding:** Strategic Initiatives Reserve
- ⊕ **Additional Initiatives to support Student Centred Learning**
 - Expansion of Online opportunities for students
 - Joyful Literacy, MPSD Joyful Math to support Primary years
 - Assessment pilot and revised policy
 - Thinking Classrooms
 - Choice of electives at Secondary
 - Access to music, ADST in elementary
 - Schools, programmes of choice
 - Expanded Mental Health Literacy Curriculum
 - District Principal to support Trauma Informed Practice

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. Families are living in stressed situations due to COVID. Serious behaviours being exhibited in schools have started earlier than usual at a time when many staff members are already feeling stretched and exhausted as they begin the year.
 - ⊕ **Plan for Support:** Social and Emotional Mentor Teacher position
 - Build classroom teacher capacity to implement strategies to build SEL competencies in classrooms. This is Tier 1 support for all students, K-12. (SEL competencies are: self-awareness, self-management, social awareness, relationship skills, responsible decision-making).
 - Support staff in developing personal social and emotional skills and well-being.

Cost: \$90,000 **Funding:** Strategic Initiatives Reserve
- ◆ **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:** See information regarding the need for additional EAs. As well, we have teacher ratios that need to be met.
 - ⊕ **Plan for Support:**
 - 2 IPS positions: Elementary - Increased needs at Cherry Hill, Dewdney, and Silverdale cannot be met with EA staffing; Secondary - Numerous WorkSafe claims at MSS; this position would allow stabilization at that site

Cost: \$180,000 **Funding:** Strategic Initiatives Reserve

→ Special Education Equipment Request - Several students need accessibility accommodations such as high low change tables, adjustable desks, and other items. Students who are new to the district, or recently experiencing barriers, have not been in the planning process for budget; therefore, a special education equipment budget would allow responsive programming.

Cost: \$25,000 **Funding:** Local Capital Reserve

⊕ ***Additional Initiatives to support Effective Learning Environments***

- Accessibility Improvements (for example EVAC chairs, adjustable desks, additional ramps, inclusive technology, etc)
- Expansion of Inclusive Playgrounds
- Resources available through Learn75 Curriculum Connections
<https://sd75curriculum.com/>
- District Wide Mental Health Strategy (including Complex Care & Intervention 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:** Teachers need support in understanding and implementing effective literacy, numeracy, and social and emotional competencies. With support from a Literacy Mentor Teacher and a Social and Emotional Learning Mentor Teacher, we can use existing curriculum budget and Mental Health Grant to build capacity. As well, the existing curriculum budget will also support professional learning for CBIEP implementation and Tier 2 and 3 literacy instruction.

⊕ **Planfor Support:**

→ Professional learning is planned for CUPE staff to support understanding of trauma informed practice and ways to de-escalate behaviour, supported through existing budgets.

Cost: no additional costs - planned from existing budgets

⊕ ***Additional Initiatives to support Quality Teaching and Leadership***

- Curriculum support teachers
- Literacy/Numeracy teachers
- Special Program from the Office of BC Human Rights for hiring/staffing
- Ongoing use of Growth Plans for leaders, School Plans, departmental plans
- Afterschool workshops offered to all staff in addition to professional development
- Collaboration and mentoring opportunities
- Racial Equity training for all staff

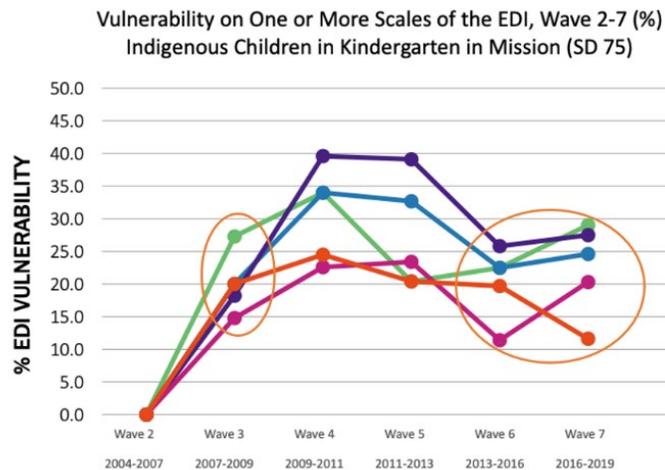
Equity

Mission initiated the Equity Scan in the second wave in 2019. Covid-19 revealed the reality that there are equity issues in Mission. Over 100 devices were lent out to students during the initial

shutdown in the spring of 2020, and dozens of families received low-cost internet through Telus. Over 100 students and their families received food support during this time.

Equity work has shifted from policy structure and planning to implementation, with several key teacher positions based on supporting students. We are also beginning a special program to increase representative employment to better reflect the community and its needs.

Provincially, 43% of teachers feel that their students' social-emotional needs were not being met this year. Support for student and staff mental health has been vital in the last year and will



continue to be so moving forward. With SRA up over 50% from pre-pandemic levels, the need for counselling, especially at the elementary level, has been emphasized. A recent connection with UFV will allow some additional external support for students in this area. EDI data also confirms the vulnerability of Mission kindergarten students, with Indigenous students rating slightly higher than others.

A further example of the impact of marginalization may be seen in attendance. Mission Senior Secondary, for example, had an unusual model with students attending in person part-time. While this successfully controlled covid exposures and allowed electives to continue, it did have an entropic effect on students that were already having trouble attending. In MSS grade ten English, the overall number of students missing 20+ classes was 18%. For students with designations, it was 24%, and for Indigenous students, it was 34%, almost double the overall average. Math results were more positive, however.

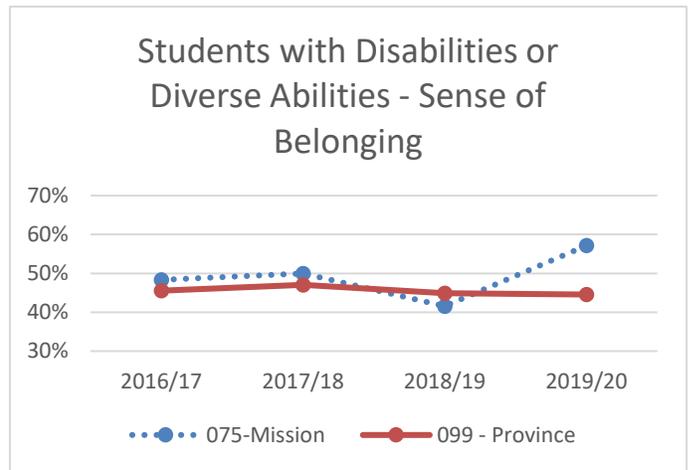
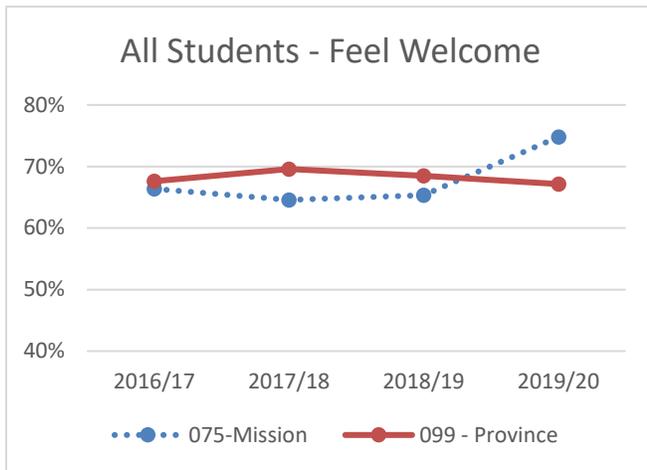
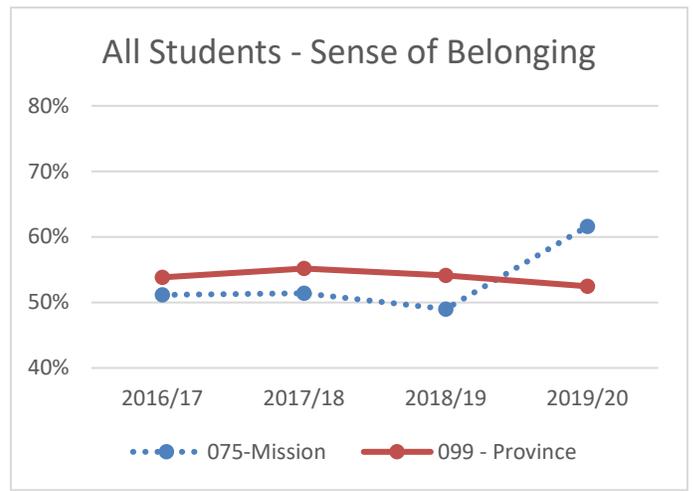
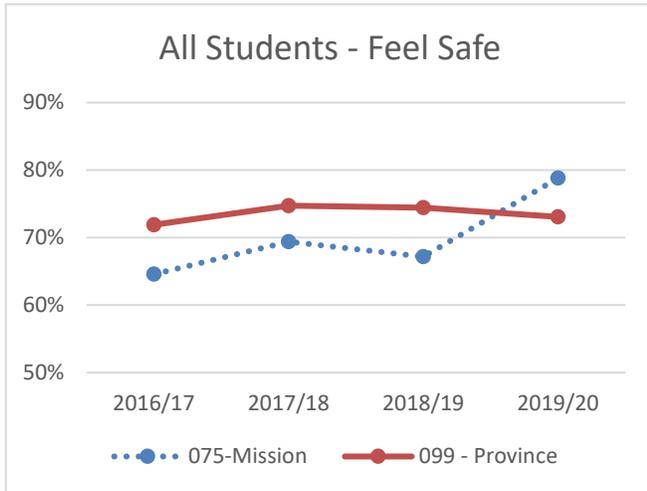
Conclusions

MPSD has identified a number of 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 and mentoring positions, and extensive resources for Indigenous education are 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.

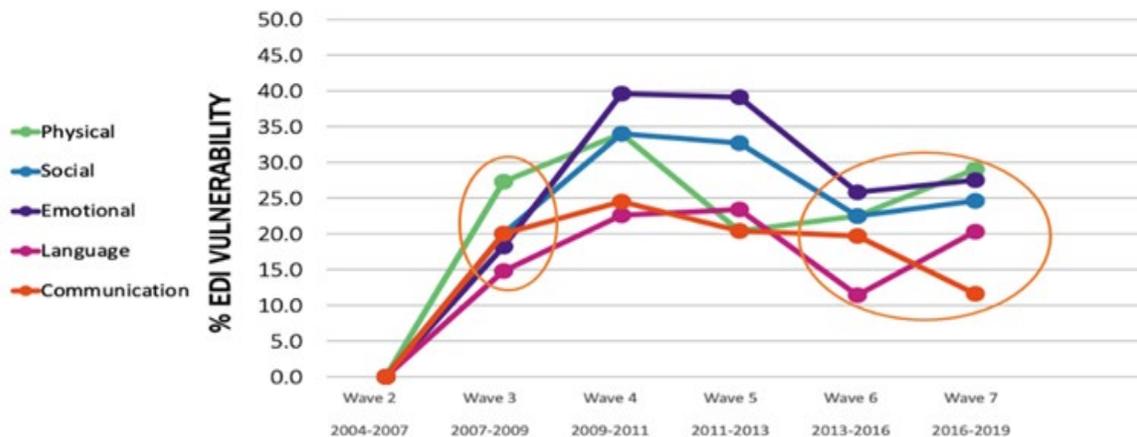
By continuing to focus on and align with our values of *Working Together*, *Lifelong Learning*, *Thinking Beyond Today*, and *Doing the Right Thing*, we are confident in building a better Mission for all our students.

APPENDIX

Safety and Sense of Belonging



Vulnerability on One or More Scales of the EDI, Wave 2-7 (%)
Indigenous Children in Kindergarten in Mission (SD 75)



Student Learning Survey

Student Learning Survey (SLS) - Adults Care

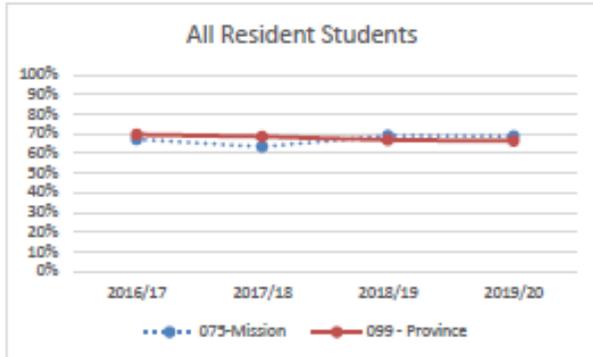


Figure 52: SLS - Adults Care - All Resident Students

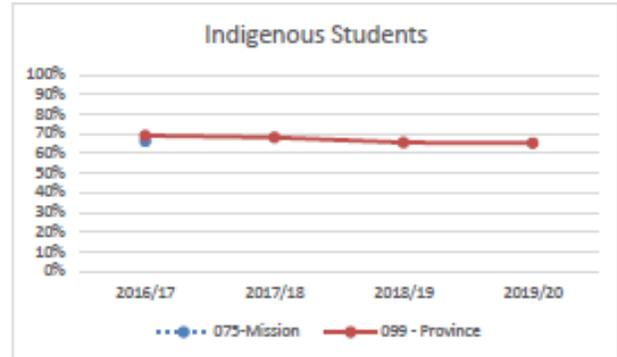


Figure 53: SLS - Adults Care - Indigenous Students

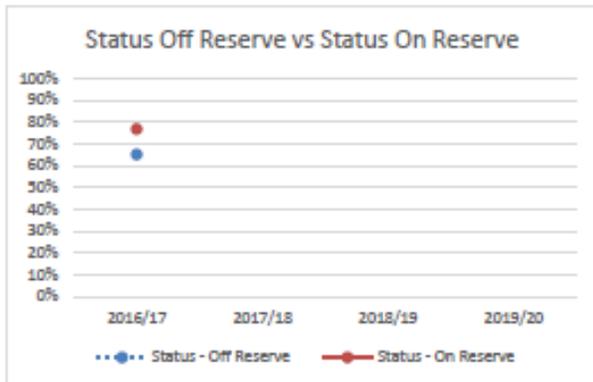


Figure 54: SLS - Adults Care - Status - Off Reserve and Status - On Reserve

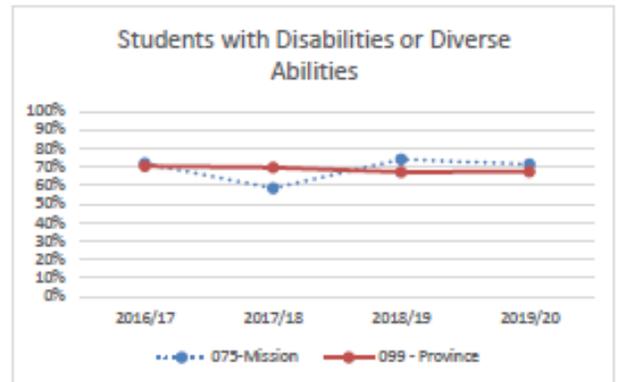


Figure 55: SLS - Adults Care - Students with Disabilities or Diverse Abilities

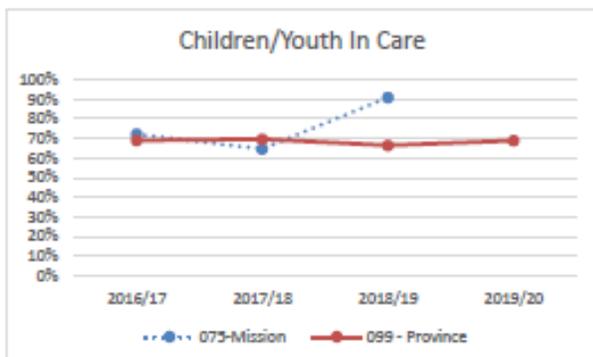


Figure 56: SLS - Adults Care - Children/Youth In Care

Foundation Skills Assessments (FSA)

Foundation Skills Assessment (FSA) Literacy - Reading - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)

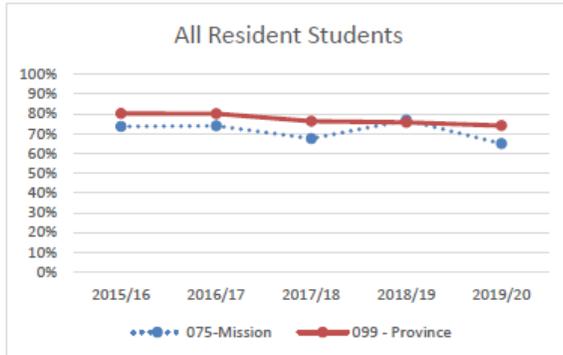


Figure 1: FSA Grade 4 Reading - All Resident Students

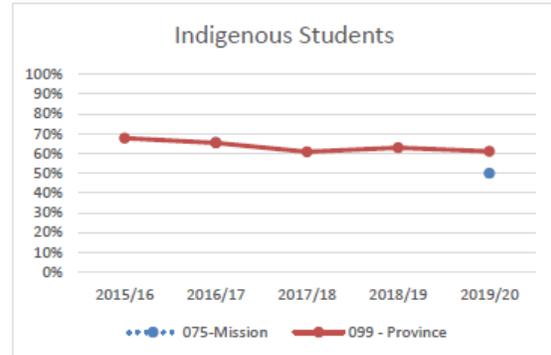


Figure 2: FSA Grade 4 Reading - Indigenous Students

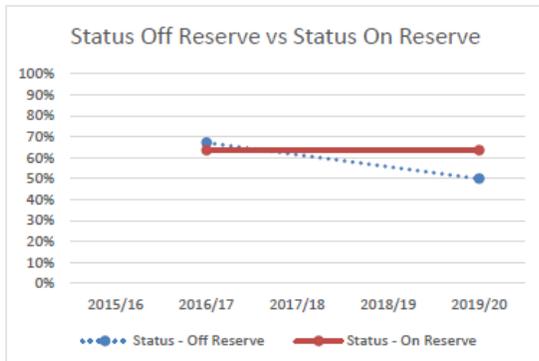


Figure 3: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

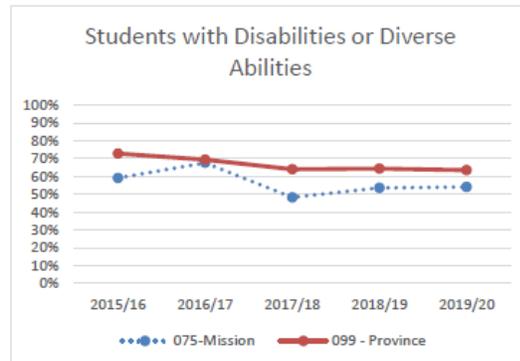


Figure 4: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

Foundation Skills Assessment (FSA) Literacy - Reading - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)

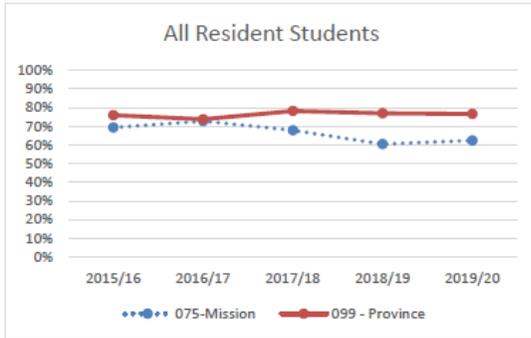


Figure 6: FSA Grade 7 Reading - All Resident Students

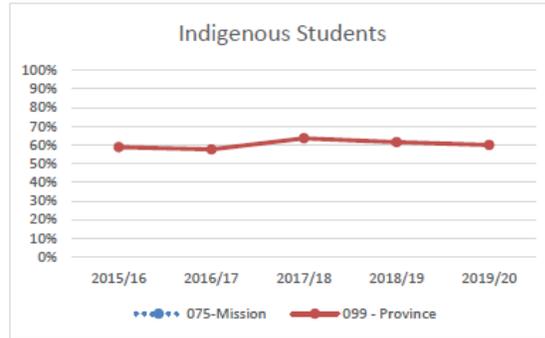


Figure 7: FSA Grade 7 Reading - Indigenous Students

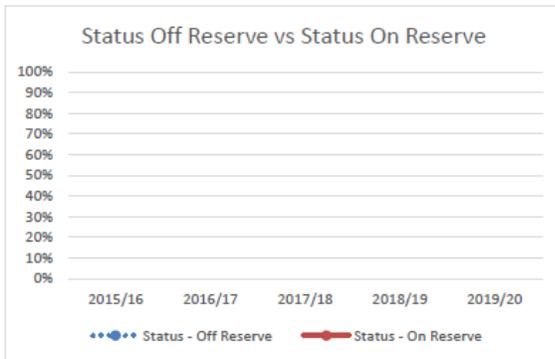


Figure 8: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

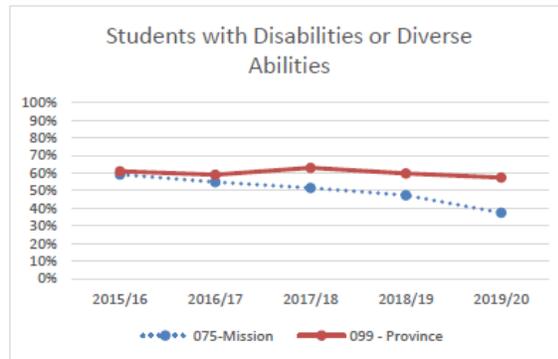


Figure 9: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

Foundation Skills Assessment (FSA) Numeracy - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Numeracy section)

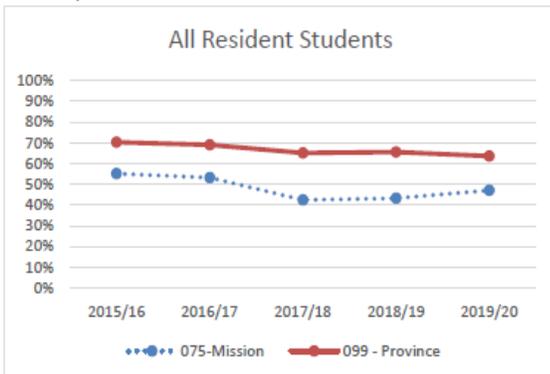


Figure 21: FSA Grade 7 Numeracy - All Resident Students

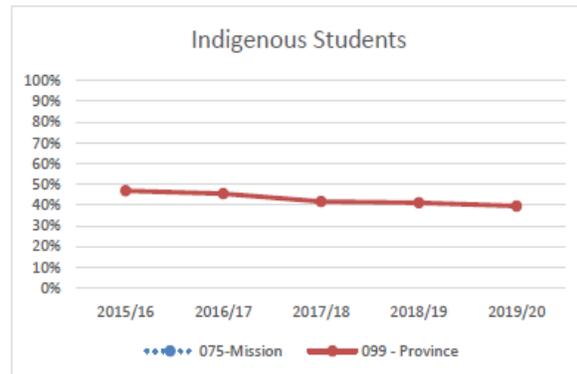


Figure 22: FSA Grade 7 Numeracy - Indigenous Students

Foundation Skills Assessment (FSA) Numeracy - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Numeracy section)

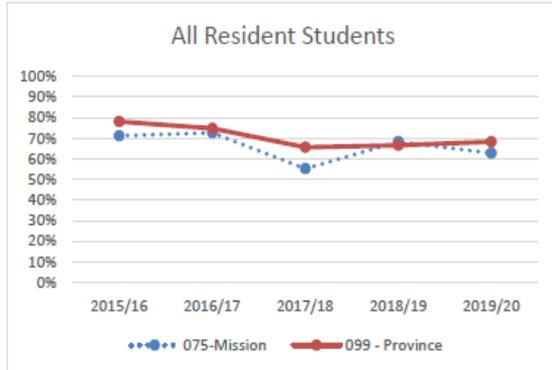


Figure 16: FSA Grade 4 Numeracy - All Resident Students

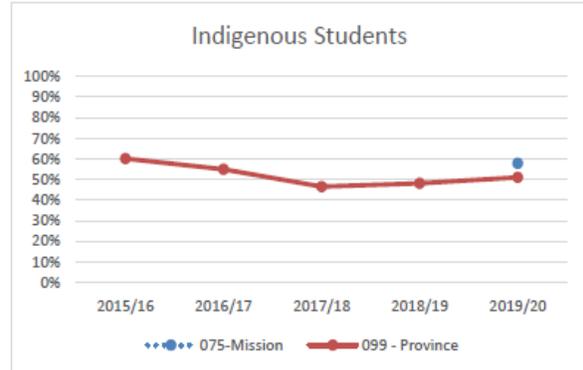


Figure 17: FSA Grade 4 Numeracy - Indigenous Students

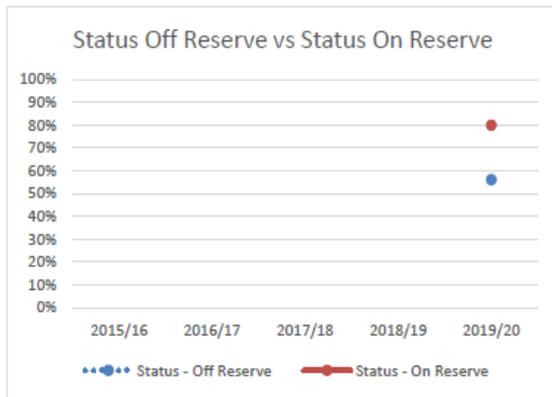


Figure 18: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve

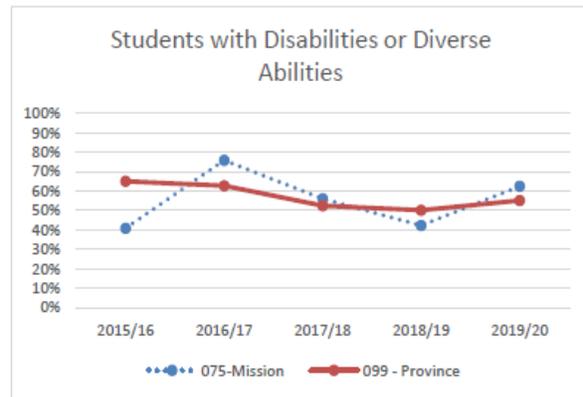


Figure 19: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

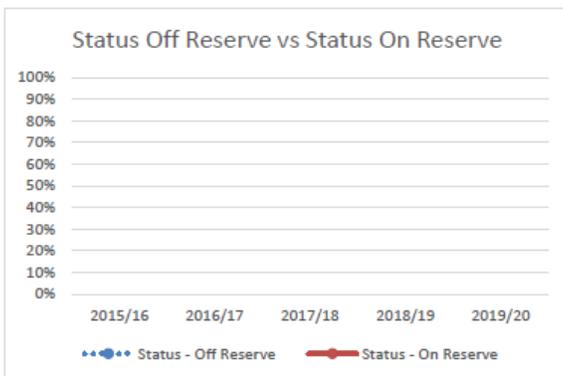


Figure 23: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

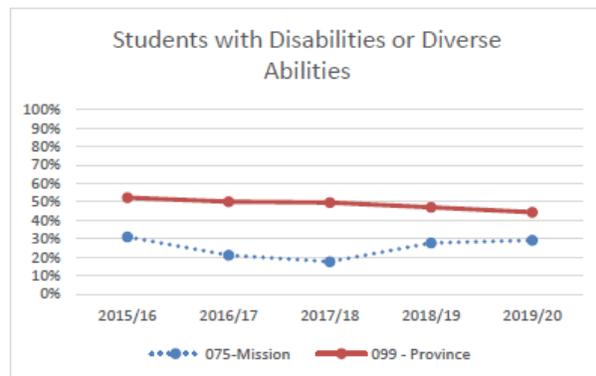


Figure 24: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

Grade to Grade Transition

Grade to Grade Transition - Grade 10

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

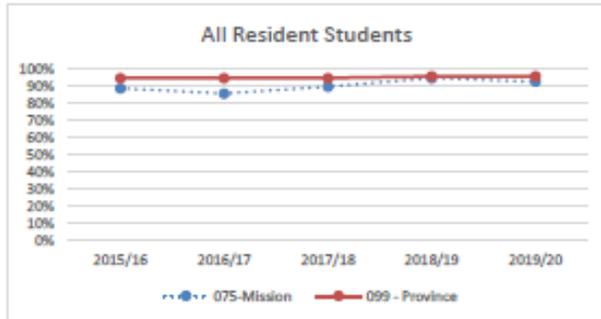


Figure 31: Transition Grade 10 to 11 - All Resident Students

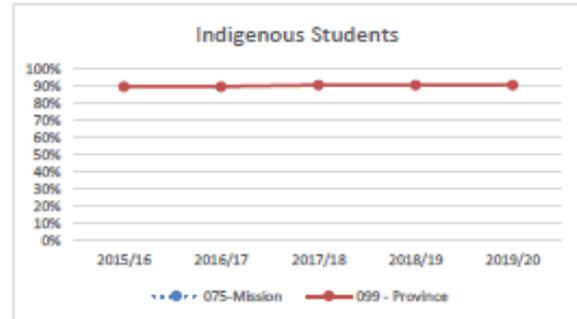


Figure 32: Transition Grade 10 to 11 - Indigenous Students

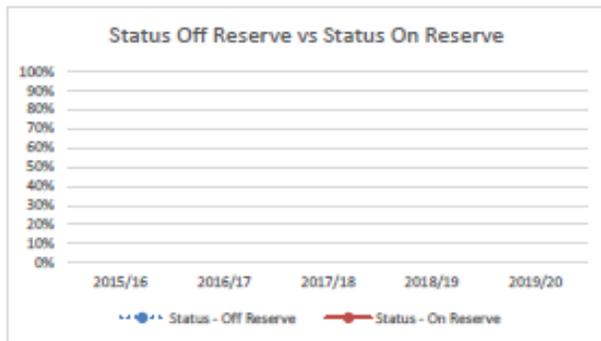


Figure 33: Transition Grade 10 to 11 - Status - Off Reserve and Status - On Reserve

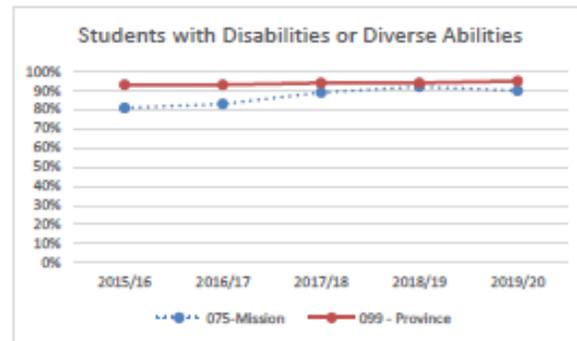


Figure 34: Transition Grade 10 to 11 - Students with Disabilities or Diverse Abilities

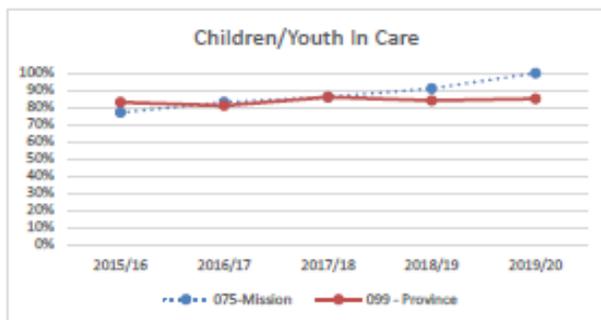


Figure 35: Transition Grade 10 to 11 - Children/Youth In Care

Grade to Grade Transition - Grade 11

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

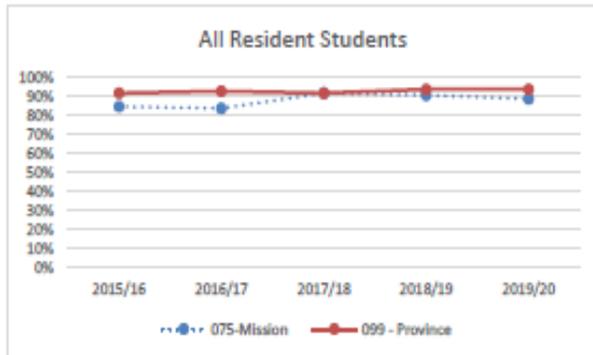


Figure 36: Transition Grade 11 to 12 - All Resident Students

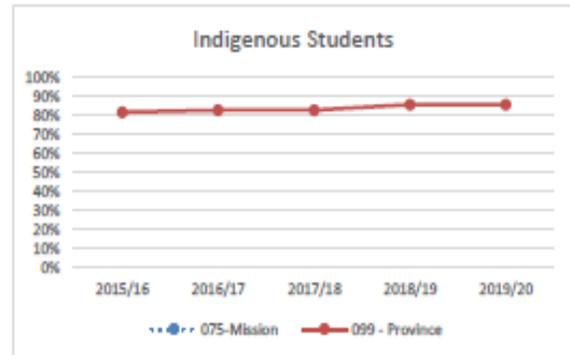


Figure 37: Transition Grade 11 to 12 - Indigenous Students

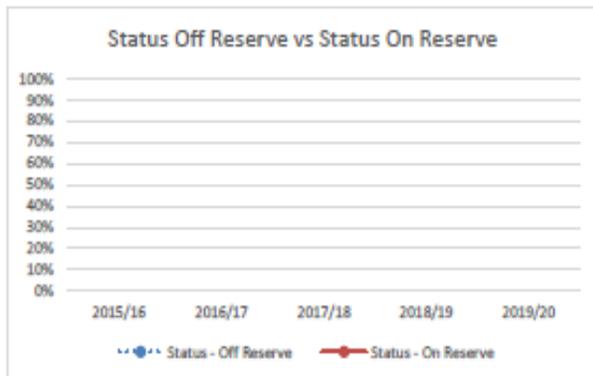


Figure 38: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

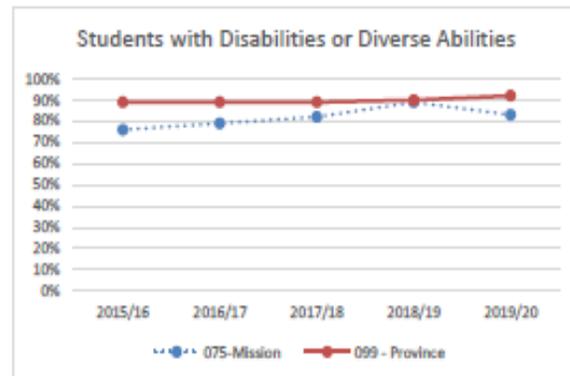


Figure 39: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

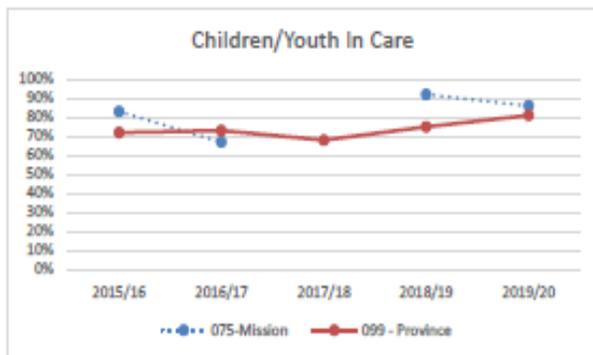


Figure 40: Transition Grade 11 to 12 - Children/Youth In Care

% Grade 10 Absenteeism

MISSION SECONDARY GRADE 10						
	2018-2019 School Year			2020-2021 School Year		
	Number of Students			Number of Students		
	Over 20 absences	Total Students	%	Over 20 absences	Total Students	%
ENGLISH 10 All	71	403	18	81	452	18
ENGLISH 10 Indigenous				25	73	34
ENGLISH 10 Designated				63	15	24
MATH 10 All	58	403	14	154	452	34
MATH 10 Indigenous				13	73	18
MATH 10 Designated				35	63	56

Graduation Assessment

Graduation Assessment - Numeracy 10

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

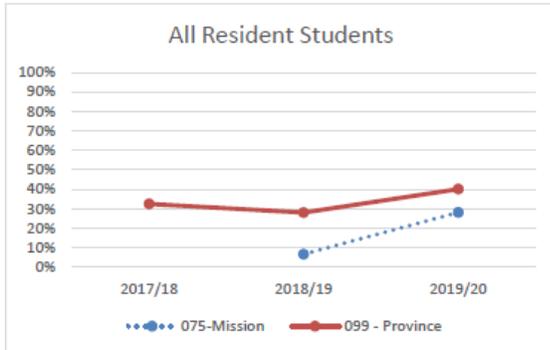


Figure 26: Graduation Assessment Grade 10 Numeracy - All Resident Students

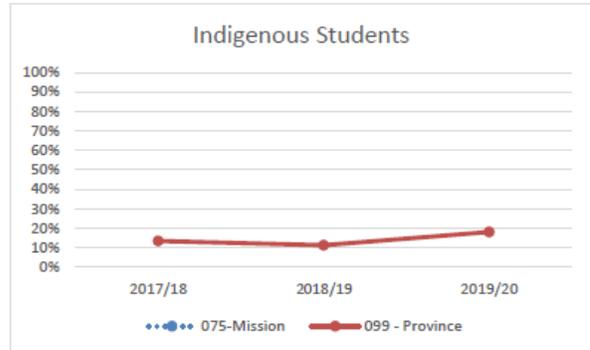


Figure 27: Graduation Assessment Grade 10 Numeracy - Indigenous Students

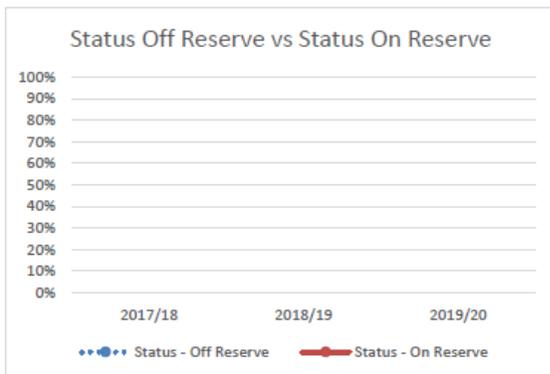


Figure 28: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve

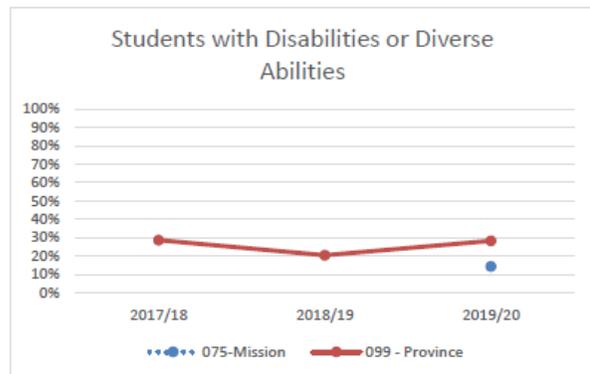


Figure 29: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

Completion Rates

5 Year Completion Rate

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

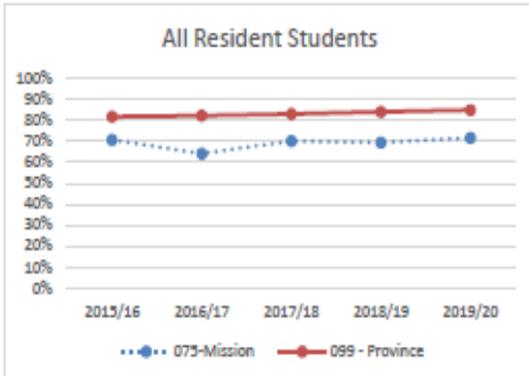


Figure 57: 5 Year Completion Rate - All Resident Students

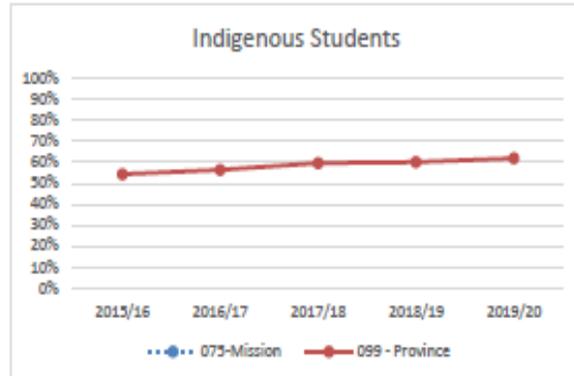


Figure 58: 5 Year Completion Rate - Indigenous Students

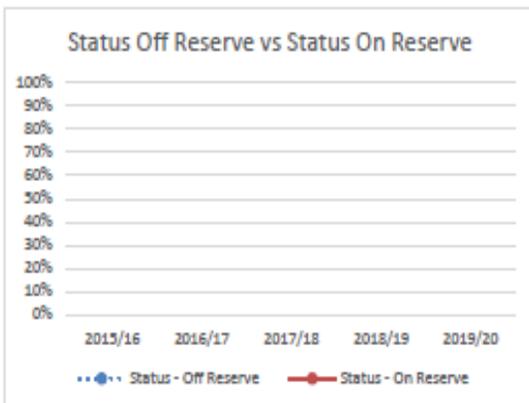


Figure 59: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

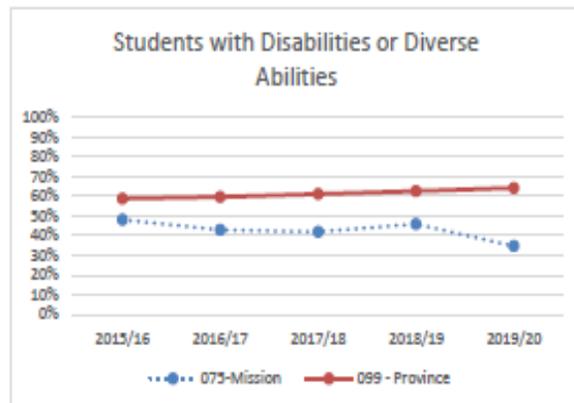


Figure 60: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

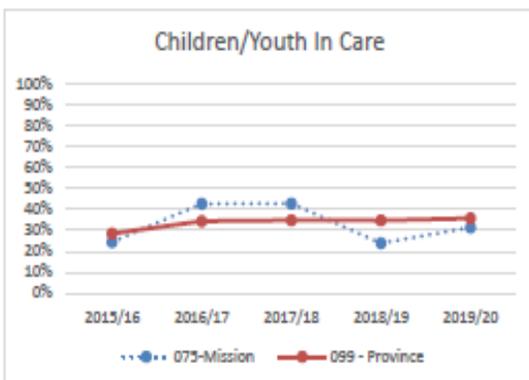
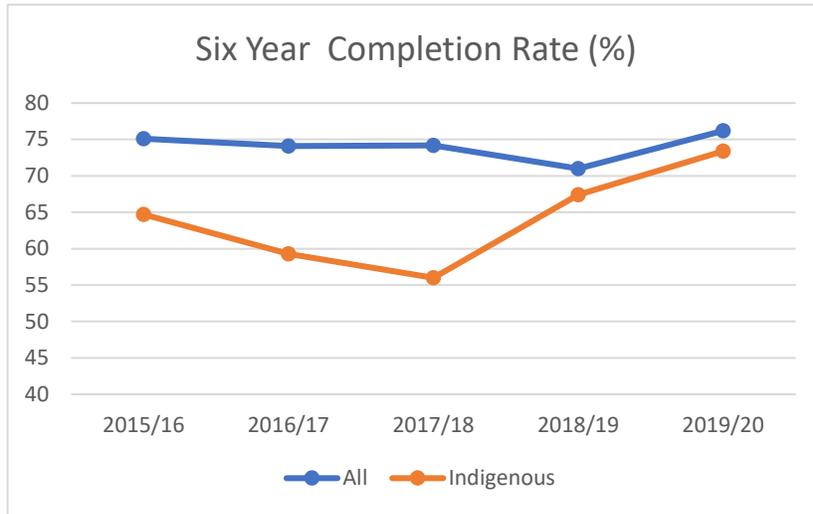


Figure 61: 5 Year Completion Rate - Children/Youth In Care



Post Secondary Transitions

