

Vancouver Island West School District #84
Framework for Enhancing Student Learning Report

*Approved by a motion of the Board of Education for S.D. #84 on **Sept. 13, 2021.***

School District 84 is in Year One of our five-year strategic plan.

Link to SD84 Strategic Plan: <http://www.sd84.bc.ca/about-sd84/strategic-plan>

Acknowledgement of Nuu-chah-nulth Territory

The Vancouver Island West School District acknowledges and gives thanks that we work, play and live on the traditional territory of the Nuu-chah-nulth peoples, specifically the Ehattesaht, Ka:'yu:'k't'h/ Che:k'tles7et'h', Mowachaht/Muchalaht, and Nuchatlant Nations. We honour our relationship with these Nations and with all other First Nations, Metis, and Inuit peoples who reside in the territories we serve.

District Context

Vancouver Island West School District 84 is composed of five small schools in the communities of Gold River, Kyuquot, Tahsis, and Zeballos, and a district Continuing Education program. We are a rural, remote district with a student population of approximately 300 students, two-thirds of whom identify as Indigenous.

The district has seen a significant decline in student population at the end of the 2020-21 school year, as our Nisaika Kumtuks elementary program and Tsawalk alternate program have transitioned to School District 68. As a result of this transition, SD84 no longer has any students enrolled in alternate programs (which previously accounted for about 15% of our student population overall, and more than 30% of our student population in the graduation program years). This shift in demographics is expected to have a noticeable impact on district learning data and graduation rates in coming years.

Strategic Planning Process

School District 84 Vancouver Island West has just completed year one of a five-year cycle in our [strategic plan](#). Our process for strategic planning reflects the Board's commitment to work in partnership with stakeholders, communities, and Indigenous rights-holders in a process of continuous improvement. Our focus in year one has been the development of the [strategic plan](#) and implementation of initial strategies to address our identified needs.

[S.D.84's strategic plan](#) has evolved from our previous Education Plan to ensure that the district's strategic plan is in alignment with the [Ministry of Education's Service Plan](#) and the requirements of the [Framework for Enhancing Student Learning](#) policy. Goals for the strategic plan were determined in consultation with education partners and Indigenous rights-holders through an examination of district and school achievement data. Existing school plans underwent review and revision to ensure they were focused on student learning data and alignment between school plans and district strategic plan.

School District 84's Cycle for Continuous Improvement:

School District 84's [strategic plan](#) sets ambitious targets for student learning, with a focus on closing the equity gap between Indigenous learners and their non-Indigenous peers. The plan aligns closely with the district's Enhancement Agreement and Local Education Agreement, with many goals and strategies overlapping between documents. Goals are set through ongoing consultation with Indigenous rights-holders and district stakeholders around evidence of student learning.

School Plans are developed and revised each year – these plans both inform, and are informed by, the district's strategic plan. School plans are submitted to the Board of Education each spring for approval. Operational budgets, Human Resources, and facilities plans are developed in alignment with the strategic plan, providing both the human resources and operational budgets necessary to carry out the strategies outlined in the strategic plan to improve equity. Throughout the school year, the district provides support to build the capacity within each of our schools to support both district and school goals. Ongoing monitoring of the effectiveness of the district and school plans, through both regular informal and quarterly formal check-ins, ensure that progress is being made and allows for strategies to be adjusted as necessary. At the end of each school year, the district engages in a review of results and a formal reporting-out process. The Framework for Enhancing Student Learning report to the Minister (this report) is submitted and made available to the public, and a meeting to report results is held with Indigenous rights-holders through the First Nations Education Liason Committee. Results of provincial and local assessment and learning data are analyzed, existing strategies are adjusted, and new strategies are implemented in light of new evidence.

Results Reporting

As we examine student learning and achievement results from both provincial and local assessments, it is important to keep in mind the very small population of each cohort. With fewer than 25 students at any grade level, results from year to year can show significant swings (as each individual student can affect the aggregated results significantly). Given our small cohort sizes, multi-year trends in the data are more significant than individual yearly numbers.

Our analysis of student learning results references both publicly available unmasked data (see Appendix 1), as well as masked results made available by the Ministry of Education to the district. The masked results are not able to be published publicly in order to protect student privacy due to the small number of students involved in the data sets. The analysis will examine the data for equity gaps, looking for areas where there is a difference in results for identified populations (Indigenous students, Indigenous students living off reserve, Indigenous students living on reserve, students with disabilities or diverse abilities, and children and youth in care). Student population numbers for identified populations are often very small, and as a result should be interpreted with caution.

This section of the report presents an analysis of our results with brief commentary. More detailed analysis of the trends in the data, as well as our strategies for improvement, follow this section.

Reading Results:

The primary goal identified in SD84's [strategic plan](#) is building a strong foundation of literacy for all students. Learners require a solid foundation of literacy to achieve success in school and beyond.

Overall, students in SD84 are not achieving at provincial average on provincial measures of reading (see pages 2-4 of Appendix 1). While S.D.84 is still striving to reach provincial averages, our reading results do show a steady gradual increase in the percentage of Indigenous and non-Indigenous

students achieving proficiency on the FSA 4 Reading assessment (year over year increases from 2016-17 to 2019-20). The district has invested in primary literacy supports in that time period, including the addition of a literacy support teacher position and ongoing collaborative professional learning groups for primary teachers, and that investment appears to have had an overall positive impact on student literacy in the primary grades.

Provincial FSA 4 Reading results show that in 2019-20 there was an equity gap in on-track/extending rates between Indigenous and non-Indigenous students (-21%). An analysis of masked data shows that there is a significant equity gap between Indigenous students living on reserve and non-Indigenous students (-60%), while Indigenous students living off reserve achieved at a higher rate than non-Indigenous peers (+25%). Students with disabilities and diverse abilities achieved at a higher rate than non-disabled peers (+9%). There were no results for children and youth in care in 2019-20.

At the grade 7 level there is a more significant discrepancy in achievement between students in SD84 and their provincial peers. There is no trend of improving results in grade 7, and the gap between students in SD84 and their peers across the province is very significant; the significant achievement discrepancy is also visible on the grade 10 literacy assessment. For older students, an analysis of the masked data for FSA Reading 7 and the Literacy 10 graduation assessment identifies significant equity gaps in the on-track/extending rates between Indigenous and non-Indigenous students (-38% in grade 7, -41% in grade 10), Indigenous students living on-reserve and non-Indigenous students (-38% in grade 7, -13% in grade 10), and Indigenous student living off reserve and non-Indigenous students (-38% in grade 7, -49% in grade 10). There are also significant equity gaps on FSA Reading 7 between students with disabilities and diverse abilities and non-disabled students (-27% in grade 7, -57% in grade 10) and between children and youth in care (CYIC) and non-CYIC students (-20% in grade 7, -50% in grade 10).

The evidence shows us that we have much work to do to meet our target of building a strong foundation of literacy for all learners. It is evident in the data that while equity gaps for identified populations are small and shrinking in the early elementary years, the gaps become significant by middle years and secondary. While we have made progress in the early grades, increased support must be targeted to ensure that students in intermediate and middle years, particularly students from identified populations, are provided the necessary supports to be successful readers and independent learners.

Numeracy Results:

Provincial numeracy assessment data (see pages 5-7 in Appendix 1) shows that student in School District 84 are not achieving at the same level as students across the province. The discrepancy in achievement grows larger between grades four and seven, as only about a quarter of students are “on track” or better on the FSA Numeracy 7 compared to approximately 50% of students “on track” or better on FSA Numeracy 4.

Provincial FSA 4 Numeracy results show that in 2019-20 there was little equity gap in on-track/extending rates for most identified student populations. Indigenous students on-track/extending rates were somewhat higher than non-Indigenous students (+14%); Indigenous students living off reserve had on-track/extending rates significantly higher than non-Indigenous students (+44%). There was a slight equity gap between Indigenous students living on reserve and non-Indigenous students (-13%). Students with disabilities or diverse abilities had higher on-track/extending rates than non-disabled students (+21%). There were no results for children and youth in care in 2019-20. On FSA Numeracy 7, an analysis of the 2019-20 masked data identifies an equity gap in the on-track/extending rates between Indigenous and non-Indigenous students (-11%), and between

Indigenous student living on reserve and non-Indigenous students (-25%). Indigenous students living off reserve had higher on-track/extending rates than non-Indigenous students (+25%). There are also significant equity gaps on FSA Numeracy 7 between students with disabilities and diverse abilities and non-disabled students (-27%) and between children and youth in care (CYIC) and non-CYIC students (-21%). Results of the Numeracy graduation assessment similarly show significant equity gaps for all identified populations. Most eligible students did not write the Numeracy graduation assessment in 2019-20 due to the level of concerns in our communities about the Covid-19 pandemic, but results in 2018-19 showed significant equity gaps for Indigenous students (including student living both on and off reserve), students with disabilities or diverse abilities, and children and youth in care.

Grade to Grade Transition:

Grade to grade transition results (see pages 8-9 of Appendix 1) show a rapid decline in the percentage of students successfully transitioning from grade 10 to grade 11, and from grade 11 to grade 12 between the 2018-19 and 2019-20 school years. SD84's strategic plan addresses grade to grade transition through its objectives targeting school engagement, connectedness, and preparation for the future.

An analysis of the masked grade 10 transition rates for 2019-20 reveals equity gaps for all identified populations. In comparison to non-Indigenous students, Indigenous students had lower transition rates (-29%), as did Indigenous students living on reserve (-17%) and Indigenous students living off reserve (-41%). Students with disabilities and diverse abilities had lower transition rates than non-disabled peers (-14%) and children and youth in care had lower transition rates than non-CYIC (-20%). Similarly, an analysis of the masked grade 11 transition rates for 2019-20 reveals equity gaps for most identified populations. Students with disabilities and diverse abilities had higher rates of successful transition (+27%). Indigenous students had lower transition rates (-28%), as did Indigenous students living on reserve (-19%) and Indigenous students living off reserve (-44%). Children and youth in care had significantly lower transition rates than non-CYIC (-66%).

It is expected that almost all students would successfully transition from grade to grade; such a marked difference from expectations indicates that further investigation is required. In examining internal grade to grade transition results, it is clear that the sharp decline is a result of students enrolled in alternate programs not successfully transitioning in the 2019-20 school year, the vast majority of students who did not successfully transition from grade to grade were registered as alternate students.

Students feeling safe, welcome, sense of belonging, and presence of caring adults:

In most measures of student's feelings of safety and belonging in school (see pages 10-13 in Appendix 1), students in School District 84 are slightly less likely to report feeling safe, feeling welcome, feeling like they belong, and feeling that adults care about them than the average for students across the province. We have seen a gradual decline in the percentage of students who feel welcome and who feel they belong in school.

An analysis of masked Student Learning Survey data from 2019-20 reveals a significant equity gap for children and youth in care. The rates of positive responses from children and youth in care were lower than positive response rates for non-CYIC when asked if they feel welcome at school (-17%); children and youth in care were significantly less likely to report feeling that they belong at school (-40%) and identify two or more adults who care about them at school (-64%) than non-CYIC students. There is no apparent equity gap on the masked Student Learning Survey data for Indigenous students, including both Indigenous students living on reserve and Indigenous students living off reserve. Rates of

positive response to the question of schools feeling welcome show that Indigenous students (+5%), Indigenous students living off reserve (0%), and Indigenous students living on reserve (+10%) had higher positive response rates than non-Indigenous students. Similarly, on the question of school belonging, Indigenous students had a higher positive response rate (+5%) than non-Indigenous students (note: no data is available for Indigenous students living off reserve or Indigenous students living on reserve). Finally, Indigenous students (+9%), Indigenous students living off reserve (+9%), and Indigenous students living on reserve (+9%) all had more positive response rates to the question asking if adults care about them at school than non-Indigenous students.

There is also no apparent equity gap in positive response rates on the Student Learning Survey for students with disabilities or diverse abilities. Students with disabilities or diverse abilities had higher positive response rates than students without disabilities on the questions of school feeling welcome (+5%), feeling that they belong at school (+1%), and feeling that adults at school care about them (+8%).

One of the key strategies in the district's strategic plan to address student's feelings of safety, belonging, and connection to caring adults has been building the capacity of our staff as trauma-informed practitioners. Moving forward, the assignment of a staff champion and advocate for every child and youth in care will help close the equity gap apparent in our results (see Trends and Strategies sections below).

Graduation

Five-year completion rates (see page 14 in Appendix 1) in School District 84 are an area of significant concern, and School District 84 has identified increasing Indigenous graduation rates as an important objective in our strategic plan. An analysis of the five-year completion rate for 2019-20 reveals a significant equity gap for all identified populations. Five-year completion rates for Indigenous students (-33%), Indigenous students living off reserve (-57%), and Indigenous students living on reserve (-17%) were all lower than completion rates for non-Indigenous students. Similarly, students with disabilities or diverse abilities were significantly less likely (-31%) than their peers to graduate after five years, and children and youth in care were less likely (-29%) to graduate than non-CYIC students.

While five-year graduation rates have been very low, a number of students in School District 84 are able to graduate successfully with additional time. Six-year and seven-year graduation rates demonstrate that a number of students in SD84 are able to successfully complete a Dogwood diploma with additional time – for example, the seven-year graduation rate for the 2018-19 cohort increases from 30% to 52% between year five and year seven. While there is still much work to do to increase graduation rates in SD84, the longer-term graduation measures demonstrate that continued support and encouragement to graduate after five years can pay dividends.

The district strategic plan targets increased graduation rates for Indigenous students as an important objective. A significant strategy to be introduced in the 2021-22 school year includes district participation in an Equity Scan, a process designed to identify systemic barriers to equitable student success, as well as the renewal of the Aboriginal Enhancement Agreement. Our target is to increase graduation rates so that Indigenous students in SD84 successfully graduate within five years at the same rate as all students in the province.

Transition to Post-Secondary Institutions:

While the number of students who immediately transition from graduation to post-secondary institutions in BC is masked, the number of students who transition to BC post-secondary institutions

within three years of graduation is on par with provincial averages (see pages 15-16 in Appendix 1). Though post-secondary transition rates for SD84 graduates are at provincial average, the district has identified post-secondary and career readiness as a key objective in the strategic plan. Local data in this area points to a need for improvement, as less than half of students in grades 10-12 report feeling prepared for post-secondary education and careers.

An analysis of masked data for immediate post-secondary transition for the 2018-19 graduation cohort reveals an equity gap for students with disabilities or diverse abilities. Students with disabilities or diverse abilities had a lower immediate transition rate to BC post-secondary institutions than non-disabled students (-27%). Other identified populations did not have an equity gap in immediate post-secondary transitions. Indigenous students (+7%) and Indigenous students living on reserve (+7%) had higher immediate post-secondary transition rates than non-Indigenous students (note: data is unavailable for Indigenous students living off reserve). Children and youth in care also had a higher immediate post-secondary transition rate (+50%) than non-CYIC students.

An analysis of masked data for three-year post-secondary transition rates for the 2016-17 graduation cohort reveals some equity gaps. Students with disabilities or diverse abilities had a significantly lower transition rate (-63%) than students without disabilities. Indigenous students living on reserve had a lower transition rate (-17%) than non-Indigenous students. Indigenous students living off reserve had a higher transition rate (+50%) than non-Indigenous students, while Indigenous students overall had an even transition rate (0%) compared to non-Indigenous peers.

Strategies from the strategic plan that address post-secondary and career readiness include tripartite partnerships between School District 84, Nuu-chah-nulth Tribal Council, and Vancouver Island University, as well as planned opportunities to connect secondary students to local post-secondary institutions, such as the Haahuupa camp. Moving forward, our updated strategies include the appointment of an administrator to oversee capstone projects, work experience, and post-secondary transitions, as well as the resumption of previously planned opportunities.

Trends and Analysis of Provincial and Local Data

This section of the report will outline larger trends uncovered through an examination of unmasked provincial results, masked provincial results, and local data. Significant trends are described, along with current strategies in place for improvement and new and adapted strategies for 2021-22.

Trend #1: There are equity gaps in achievement for Indigenous learners (those living both on and off reserve), students with disabilities and diverse abilities, and children and youth in care in School District 84. The equity gaps are less apparent in grade 4, but become readily apparent by grade 7, grade 10, and graduation and transitions.

Evidence to support the trend: While reading and numeracy results at the grade 4 level show little disparity in achievement for identified populations, a significant equity gap exists for all identified populations on learning measures in grade 7, grade 10, grade to grade transition, school completion and post-secondary transitions.

Local Context: The district's strategic plan has been designed with a focus on equity, with a strong focus on Indigenous student success and closing the equity gaps that are evident in our district. School District 84 has been working with Indigenous rights-holders to increase success rates for Indigenous students and decolonize our education system through the Enhancement Agreement.

Current strategies from the strategic plan that address this trend:

- Implementation of Pathways program and personalized learning plans
- Partnering with Nuu-chah-nulth Tribal Council and Vancouver Island University to provide Nuu-chah-nulth cultural history courses for teachers and support staff
- Co-construction of interdisciplinary Nuu-chah-nulth curriculum with First Nations communities

Updated strategies for 2021-22 based on our results:

- Participation in Equity Scan project beginning in 2021-22
- Creation of District Indigenous Learning Support Teacher position
- Curriculum Implementation Day focused on decolonizing education
- Building the capacity of school-based teams to design, select, implement, and monitor targeted interventions for learners requiring extra support

Trend #2: School District 84 is making progress towards the goal of ensuring that all students have built a solid foundation of literacy by the end of grade three; much more work is needed to support literacy development in intermediate and secondary grades.

Evidence to support the trend: Provincial assessments (FSA Grade 4 Reading) show a steadily increasing percentage of students achieving proficiency in reading over multiple years, with both Indigenous and non-Indigenous students nearing provincial averages. Success on FSA 4 Reading indicates that more students are leaving the primary grades equipped as proficient readers. However, success rates on FSA Reading 7 and the graduation literacy assessment are poor.

Local Context: The steady increase in students achieving proficiency in reading on the grade 4 FSA appears to coincide with the district's creation of a District Literacy Support Teacher position. The District Literacy Support Teacher works with primary classroom teachers across the district to promote evidence-based practices in primary reading including the adoption of the district's Early Reading Profile, a district-wide assessment tool used to screen for reading difficulties. Given the increasing equity gap in later years (see Trend #1), the district will provide increased support for intermediate and secondary years, built upon our successful model for primary support.

Current strategies from the strategic plan that address this trend:

- Creation of District Literacy Support Teacher position
- Ongoing collaborative professional inquiry group for primary teachers
- Adoption of district-wide Early Reading Profile assessment tool
- Investment in classroom libraries

Updated strategies for 2021-22 based on our results:

- Creation of District Principal position to support building teacher capacity in intermediate and secondary grades
- Coordinated district learning support team (district principal, literacy support teacher, Indigenous learning support teacher) to assist teachers in creating culturally responsive literacy instruction
- Adoption and implementation of common assessment framework
- Creation of common collaborative time to allow regular, ongoing collaborative learning communities district-wide

Trend #3: A significant number of students have very high rates of absenteeism, negatively impacting students learning and achievement.

Evidence to support the trend: Local attendance data indicates that significant numbers of students have very high rates of absenteeism (missing more than 20% of school days in a year). Absentee rates are somewhat higher for Indigenous students than non-Indigenous students. Masked data indicates that students with very high absentee rates in SD84 are twice as likely to not achieve proficiency on FSA 4 and 7, indicating that absence of school has a negative effect on learning.

Local Context: The remote rural geography of our district creates some barriers for attendance, as families have to travel to other communities, often hours at a time, for basic services and amenities. The increased rate of high absenteeism amongst Indigenous students compared to non-Indigenous peers indicates that cultural incongruity may be a factor in school absenteeism.

Current strategies from the strategic plan that address this trend:

- Daily monitoring of student attendance and follow-up on all absences
- Attendance intervention plans developed at each school
- Continued adoption of 9-day fortnight schedule to allow opportunities to travel without missing school

Updated strategies for 2021-22 based on our results:

- Collaborate with NTC and local communities to host parent and community education sessions to increase awareness of importance of regular consistent attendance
- Creation of Indigenous Learning Support Teacher position to assist teachers in supporting Indigenous student engagement by making classrooms and curriculum more culturally responsive

Trend #4: Five-year graduation rates for all students, and particularly Indigenous students, are low. Some students who do not graduate within five years are able to graduate with additional time.

Evidence to support this trend: Five-year graduation rates for all students in SD84 and especially Indigenous students, are below provincial averages. While six, seven, and eight-year graduation rates remain below provincial averages, results in SD84 get closer to parity with the province for longer-term graduation rates.

Local Context: Graduation rates can be seen as the culmination of many of the challenges previously identified in this report. Students with lower literacy levels, and who miss significant amounts of school (nearly a third of students in SD84 will have missed two full year's worth of school days by the time they reach grade 10) are significantly more likely to be at-risk for non-graduation. The inequity in graduation rates between Indigenous and non-Indigenous students in SD84 also highlights the need for more culturally responsive instruction.

Current strategies from the strategic plan that address this trend:

- Providing longer-term graduation options for students who require extra time
- Regular outreach by school principals with students who have disengaged from school
- Increased focus on attendance policies and procedures
- Haahuupa camp to encourage graduation and post-secondary transitions

Updated strategies for 2021-22 based on our results:

- VIU mentorship partnerships
- Creation of district position responsible for capstone projects, graduation and transitions
- Creation of Indigenous Learning Support Teacher position to assist teachers in making classrooms and curriculum more culturally responsive

Trend #5: Most students report feeling safe and welcome in our schools, and that two or more adults care for them at school; however, this is not the case for children and youth in care.

Evidence to Support the Trend: Provincial satisfaction survey results show that most students feel safe, feel welcome, and can identify two or more adults at school who care about them. Masked data indicates that Indigenous students are somewhat less likely to respond positively to these questions, and children and youth in care have significantly lower positive responses.

Local Context: The district has invested time and resources into creating more safe, welcoming, and caring schools in recent years. Our ongoing professional learning series focusing on trauma-informed practice has been one critical component of this work. While our results are similar to provincial averages, we want to see all of our students reporting that they feel safe, they feel welcome, that they belong at school, and can name two or more adults who care about them at school. Believing that positive, caring relationships create the feelings of student safety and belonging that are critical to learning, our strategic plan sets a target of 90% of students responding positively to these questions.

Current strategies from the strategic plan that address this trend:

- Ongoing professional capacity building in trauma informed practice
- Implementation of Mental Health in Schools curriculum
- Supporting work of district SOGI committee

Updated strategies for 2021-22 based on our results:

- Assigning staff champion for each child or youth in care

Adaptation of the strategic plan for 2021-22:

The strategic plan sets the focus and direction of the work of the district over the span of five years. As we continue to learn and grow as a district, our strategies to achieve our goal and objectives will evolve to fit new evidence. While this list is not exhaustive, the strategies below outline the most significant adaptations to our district strategies for the 2021-22 school year; these strategies connect to multiple trends outlined above and are intended to address multiple areas for improvement.

a) Engaging in an Equity Scan

What is an Equity Scan? The Equity in Action Project is an effort to address systemic barriers to Indigenous student achievement. It involves a review of practices and policies that may be creating obstacles for Indigenous learners in our school district.

Why does it matter? Our achievement results show that there is a critical disparity in outcomes for Indigenous learners in our district. With our belief that all students can learn, and our commitments to equity and success for all learners, as a district we must engage in a process of identifying and addressing any systemic barriers that exist for Indigenous learners.

b) Renewing the district's Enhancement Agreement with Indigenous rights-holders.

What is the Enhancement Agreement? An Indigenous Education Enhancement Agreement (EA) is a working agreement between the school district and local Indigenous rights-holders to enhance the learning and achievement of Indigenous students.

Why does it matter? The EA confirms a collaborative partnership and shared decision-making to meet the needs of Indigenous learners. The EA is designed to continuously improve outcomes for Indigenous learners, including an emphasis on the importance of Indigenous language and culture for student

success. The collaborative relationship of the EA provides Indigenous rights-holders and the school district greater autonomy to find solutions that work in our local context.

c) Implementation of a district-wide Common Assessment Framework

What is the Common Assessment Framework? The common assessment framework is a set of formative assessment tools that will be implemented across the district in the areas of reading, writing, and numeracy.

Why does it matter? Implementation of the common assessment framework will give teachers quality formative assessment tools that can be used to monitor student learning and to guide instruction and target interventions for those that need additional support. The common assessment framework will provide a common language across the district for student learning, which will support the work of the district's collaborative learning teams.

d) Providing common time and support for district-wide collaborative learning teams.

What are collaborative learning teams? Collaborative learning teams are groups of educators who meet regularly to examine evidence of student learning and plan instruction based on that evidence. The district has created common collaborative time and staffed first-call TTOC positions in each school to allow educators to meet with colleagues across the district, as well as providing facilitators for collaborative learning teams to help guide the work.

Why does it matter? Meeting the diverse needs of all students is a complex challenge and complex challenges require collaboration between professionals. By focusing on key questions of what we want students to learn, how we know if they've learned it, and how we respond to those who have or haven't learned it, collaborative learning teams work together to tackle complex challenges of ensuring that all students are learning.

e) Creating additional district learning support positions to support teachers in better meeting the needs of their students.

What are the new district learning support positions? The district has created an Indigenous Learning Support Teacher and a district principal responsible for literacy development.

Why do they matter? Building on the successes we have seen through the creation of the district's Literacy Support Teacher, these new positions will expand the amount of support available to teachers and school teams to support students needs. In literacy, our previous focus on primary literacy development will be expanded to provide additional support in the intermediate and secondary years. The Indigenous Learning Support Teacher will provide support to teachers and schools in making classrooms and curriculum more culturally responsive to better meet the needs of Indigenous learners.

f) Engaging schools in quarterly student learning reviews.

What is a student learning review? School leadership will meet with district support teams four times per year to review evidence of student learning and adjust interventions as warranted.

Why do they matter? Evidence of student learning is a powerful tool to inform practice and ensure that supports and interventions are targeted where they are needed most. Regular reviews of student learning allow schools to monitor the effectiveness of our interventions and make adjustments as necessary in order to better support learners needs; these reviews also allow the district to be responsive to school needs and adjust supports provided to schools in a timely fashion.