SD60 Framework For Enhancing Student Learning

Board Goals: District Framework for Enhancing Student Learning

1. **Intellectual Development**
   a. All students will make progress and reach their potential
   b. A student's education will be a rich and well-rounded experience
   c. Students will have flexibility and choice in their learning
   d. Learning will take place in an environment of innovation, inquiry and creativity

2. **SEL (Social-Emotional Learning)**
   a. School communities will develop and maintain a positive school culture
   b. School communities will develop strategies for emotion regulation in the classroom and school-wide
   c. School communities will value diversity

3. **Career and skill Development**
   a. Career programs will enhance career and life opportunities for all students
   b. Provide both knowledge and opportunities to students so they can successfully transition from high school to work and/or post secondary pursuits
   c. Students will learn skills to prepare them for the digital world
   d. Students will learn through authentic, relevant and meaningful learning experiences

SD60 Framework For Enhancing Student Learning: Operational Plan: 2018-2020

1. Intellectual Development				
Goal	**Evidence**	**Target**	**Supporting educational programs, personnel, strategies and structures**	**Relevant staff capacity-building to support goal**
Increase Dogwood completion rates for all students	* ministry grad rate reports for all students, indigenous, special ed, male, female, ELL * C+ or better rates for grade 10 English and Math * Indigenous students transition/withdrawal rate * Transition / withdrawal rates from grades 10-12 * Dogwood completion rates on the 6, 7, etc schedule	* Rates to be at or above provincial averages * Establish a trend of improvement, particularly at the grade 7-10 level - numeracy and comprehension * Establish trend of improvement for withdrawal rate	*Middle/High school Aboriginal Support teachers * ABED Transition Coach Program * Carry out numeracy MAP initiative (grades 4-10) 2018-2022 * better define parameters and reasons around withdrawal rate *Connect students who have left the	* Ongoing training, support and collaboration around new curriculum implementation * district-wide training around MAP (Math Assessment & Practice)

			school system through NBCDES, Work Experience, Youth in Trades * School based strategies to deal with attendance issues - procedures in schools * Use of Assess to monitor and plan for individual progress	
Improve reading comprehension success in grades 5-9	* District reading assessments K-9 (K phonological, PMB, QCA, RAD) * Provincial standards assessment in grades 4, 7 (new FSA) * final report card mark for Language Arts/English 7-9 * tracking data on coaching / collaboration grants.	* Establish a trend of improved reading comprehension results for grades 5-9	* coaching and collaboration - grants - AFL, UDL, * district-wide use of proven resources and strategies that reflect teaching of reading comprehension * Teacher mentorship program - matching veteran teachers with new ones. * Literacy initiative - including student input - student profiles/ voice	* coaching and collaboration grants for new curriculum implementation * literacy coaching support * Pro-d and inservice - ie. Adrienne Gear * ongoing support for Assess tool

			* School based strategies to deal with attendance issues	
Ensure successful transitions: Elementary - Middle - Secondary	* Pass/fail rates for grade 9 for core courses * District reading assessment results in grades 6,7,9 * District Numeracy Assessment in grades 6 & 9 * provincial numeracy assessment in secondary * IEP success rates	* improving trend of results for grade 9 core courses, grade 6, 7, 9 district reading assessments, district numeracy assessments	* process/plan around incoming grade 10 students who were unsuccessful in grade 9. Ie. bridging classes - * Transition profiles of students needing support (Assess) *Transition Visitations for groups of Grade 6 and Grade 9 students * School based strategies to deal with attendance issues	* ongoing support and attention to filling out transition information in Assess
Improve academic achievement in numeracy in grades 4-12	* Number sense MAP (grades 5,6,8,9,10) * Provincial standards numeracy assessment grades 4,7, secondary (new FSA and secondary assessments) * C+ and better rates on	* establish district baseline in the 2019-20 school year (Fall and Spring) * be at or above provincial level for FSA (new assessment)	* DNA under revision * School based strategies to deal with attendance issues * continued rollout of MAP - number sense * 2 district numeracy coaches - demo	* pro-d and inservice * ongoing training of numeracy coaches * research into numeracy strategies by numeracy coaches and other teachers * collaboration grants at the school level

	final report card for math 10 * Grade 10 numeracy assessment - looking at the exemplars	* establish improving trend for C+ and better rates for math 10 courses.	teaching and modeling of effective strategies for numeracy * working with grade 10 teachers in 20/21 school year - assessment of curricular competencies * Supply of and review of key numeracy resources - ie. mathletics, manipulatives - district inventory	* ongoing pro-d with admin group * FESL grants *
Increase the use of the Class Review Process to enable strength-based planning for meaningful, inclusive learning.	Class Reviews online through ASSESS Evidence of how the Class Review has informed service to students	At least 75% of all classes in elementary school will complete a fall Class Review conversation Middle and Secondary level will target "red zone" classes	Class Review Protocol ASSESS District Assessment	All school staffs in conjunction with LS Staff.
Schools will explore a	Examples of eportfolios, Freshgrade, report cards	Examples from each Middle school for	Collaboration Groups	Tech Inservices: e-portfolios, CWT,

variety of ways to communicate student learning.	for 'gradeless' reporting, rubrics, self assessments, artifacts, etc. Uploading examples of artifacts to MyBlueprint - for parents to view (Kearney)	electives with alternate reporting to parents **2019-20 Reporting Pilot with Ministry of Education (4 schools) - AH, DC, Taylor, UH** Artifacts using a variety of modes to demonstrate learning, including leveraging technology	E-Portfolio work Curriculum With Technology Program - year 3 of 3. Google Classroom, Google Platform, Learn60 Accounts SET-BC Tier 3, Tier 2 projects	Google Platform Instructional Tech Coaches Learning Services Itinerants POR group inservices: Formative Assessment

2. SEL (Social-Emotional Learning)

Goal	Evidence	Target	Supporting educational programs, strategies and structures	Relevant staff capacity-building to support goal
The school	* ABED sense of	* positive trend in	* CASEL SEL	* School-based

community will feel connected to their school through Positive School Culture.	belonging survey * Behaviour Incident reports for 0-1. 2-5, 6+ * school connectedness surveys * Community Links survey for specific schools * MDI	results from surveys * positive trend in behaviour incidents * positive trend in results of school connectedness survey (5 common questions across district)	Framework; the school community will continue to increase their understanding and ability to plan, implement and teach the 5 domains * SEL coach * Arts programming and performances / assemblies * School connections with NEAT * Assess tool * Evidence-Based SEL strategies & programs * liaison with partner agencies * Heart & MInd Online * Snapshot of Current SEL Programming /iniatives (shared at May 16th Positive School Culture Celebration) * Indigenous transition coaches	Positive School Culture teams that participate in district workshops and work with school colleagues as well as district coach * Admin pro-d on SEL framework, systems leadership tools and initiatives
School communities will value diversity.	* Personal Social Core Competency - Valuing Diversity Artifact - self-	* trend of improving results for number of discipline referrals	* CASEL SEL Framework * Evidence-Based	* collaboration around core competencies * ongoing school rep

	assessment * school connectedness survey * pictures, videos, exemplars *MDI - grade 7	* students feel they belong at school - according to survey * positive trends on MDI indicators	SEL strategies & programs * Ongoing implementation core competencies * SOGI network * parent education	& district support for student self-assessment of core competencies
The school community will become more literate around Mental Health and Wellbeing. 	* Artifacts and interviews/stories * Pre & Post-Surveys of students to determine mental health literacy (teenmentalhealth.org) * MDI * evident in school-based frameworks * counselor referrals - quantity, etc.	* All Grade 9 Students will have at least one qualitative example of this teaching/learning in action * students will demonstrate an understanding of Mental Health Awareness & Literacy in the post-survey * Review and unpack MDI results	* CASEL Framework; 5 domains * Evidence-Based SEL strategies & programs such as HeartMindOnline * Mental Health Resources such as Teen Mental Health.org *EASE (will hold a future training session for staff K-3 & 4-7) * parent sessions by Counselor * SEL coach https://sel.prn.bc.ca	* Training through teenmentalhealth.org * Middle school teams - administration, counselors, PHE/Careers Teachers & District Coach * "Go-To" teachers at each middle school * Establish district SEL team * staff wellness initatives * trauma-informed practice workshops

3. Career Connections

Goal	Evidence	Target	Supporting educational programs, strategies and structures	Relevant staff capacity-building to support goal
Increase the number of students participating in Career and Applied Design Skills Technology Activities(ADST)	Participation rates Artifacts	increasing numbers of participants in: ● Maker Day ● Coding ● Skills Canada Events ● Robotics Every school hosts at least one event in ADST/Careers Curriculum	-Maker Learning Opportunities - Skills Canada - Hour of Code - Find Your Fit	- Professional Development for the Career and ADST reps. - Classroom teachers attend industry/college tours and events
Increase the number of Aboriginal students in Work Experience, Dual Credit, & Youth in Trades	# Aboriginal Students participating in WEX,Safety Training, Dual Credit and Youth in Trades # Aboriginal Students gaining credentials in Dual Credit	Positive trend in numbers of Aboriginal participants	- Work Experience - Youth in Trades - Dual Credit - Aboriginal College Tours	-Parents as Career Coaches