

Richmond School District

# **Enhanced Student Learning Report** September 2025

## **Part 1 – Review Data and Evidence** Pre-Populated Provincial Template

In Review of Year 5 of Richmond School District Strategic Plan  
2020-2025

*Approved by Board on September 24, 2025*

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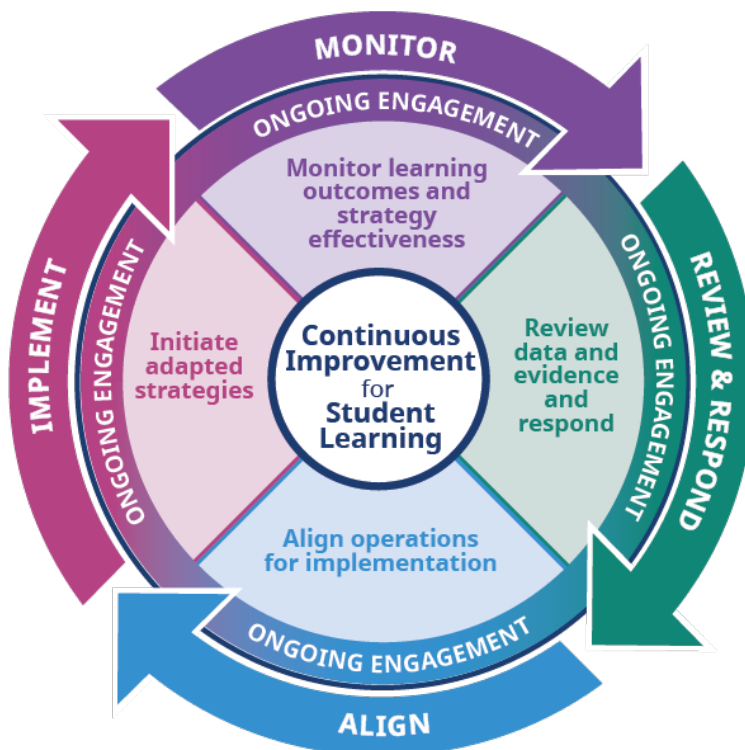
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# Enhancing Student Learning Report:

## Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

**The Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:**



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

## Review and Respond Cycle:



### For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga’a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board’s Strategic Plan within the district is referred to as an “implementation plan”. The name of this plan may vary between districts, with other names such as an operational plan or action plan.

# Review Data and Evidence

## Part 1



### Review Data and Evidence Provides:

- **Visuals** of the provincial data required by the Enhancing Student Learning Reporting Order
- **A summary** of the district team's:
  - 1. Analysis** (What patterns emerge?)
  - 2. Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

### A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

**Please note:** As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

# Intellectual Development

## Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD038 - Grade 4 FSA Literacy - On Track / Extending Rate



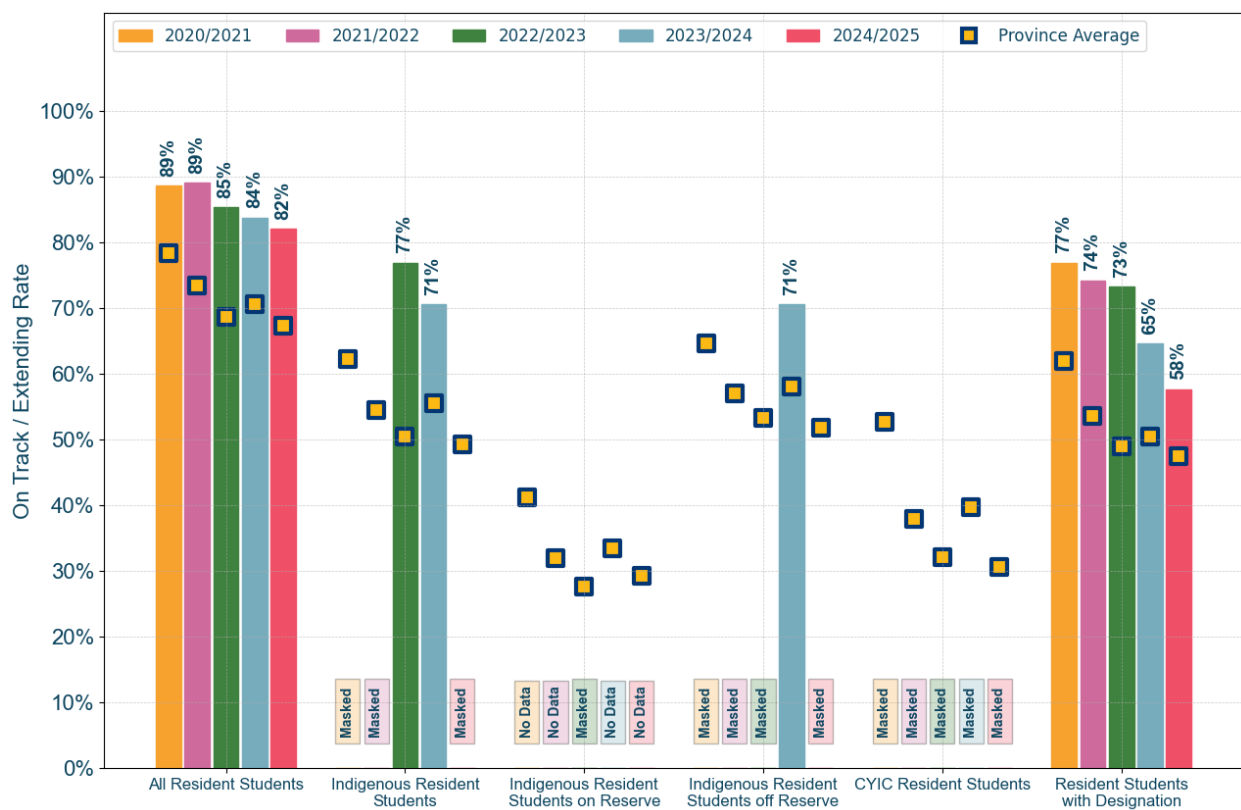
SD038 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1405   59%	1591   83%	1588   80%	1755   84%	1670   85%
Indigenous Resident Students	32   41%	Masked	24   50%	19   63%	16   75%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	32   41%	Masked	24   50%	19   63%	16   75%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	121   22%	153   32%	140   36%	141   36%	165   47%

## SD038 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1486   67%	1506   83%	1476   82%	1602   87%	1870   89%
Indigenous Resident Students	27   37%	Masked	22   59%	22   77%	Masked
Indigenous Resident Students on Reserve	0	0	Masked	0	0
Indigenous Resident Students off Reserve	27   37%	Masked	Masked	22   77%	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	174   30%	188   35%	210   43%	180   53%	250   62%

## SD038 - Grade 7 FSA Literacy - On Track / Extending Rate

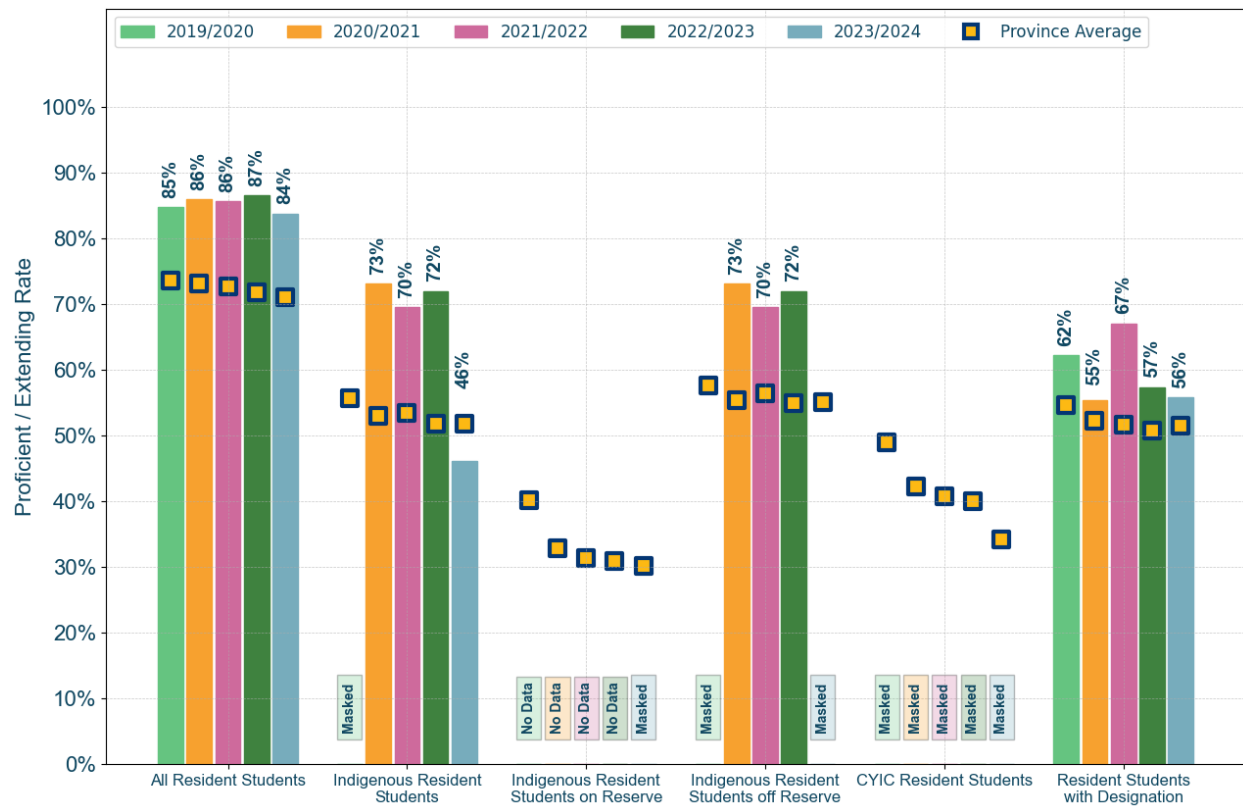


## Measure 1.2: Grade 10 Literacy Expectations

### SD038 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

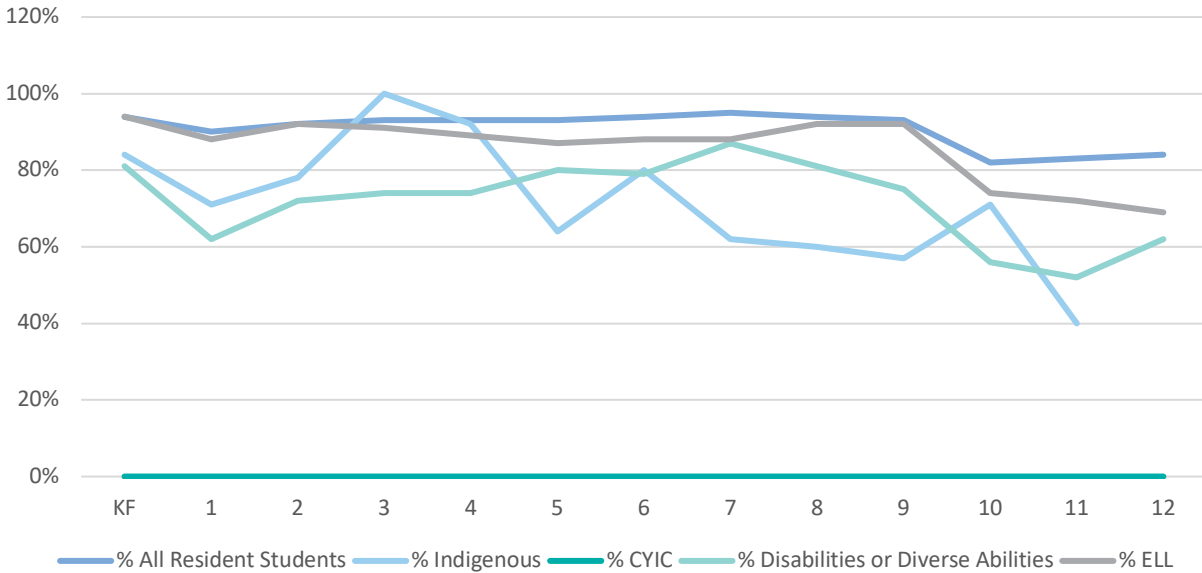
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1647   37%	1620   88%	1627   89%	1773   95%	1768   94%
Indigenous Resident Students	Masked	25   68%	26   50%	23   78%	29   66%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	25   68%	26   50%	23   78%	29   66%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	176   26%	196   77%	188   70%	183   83%	188   77%

### SD038 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate

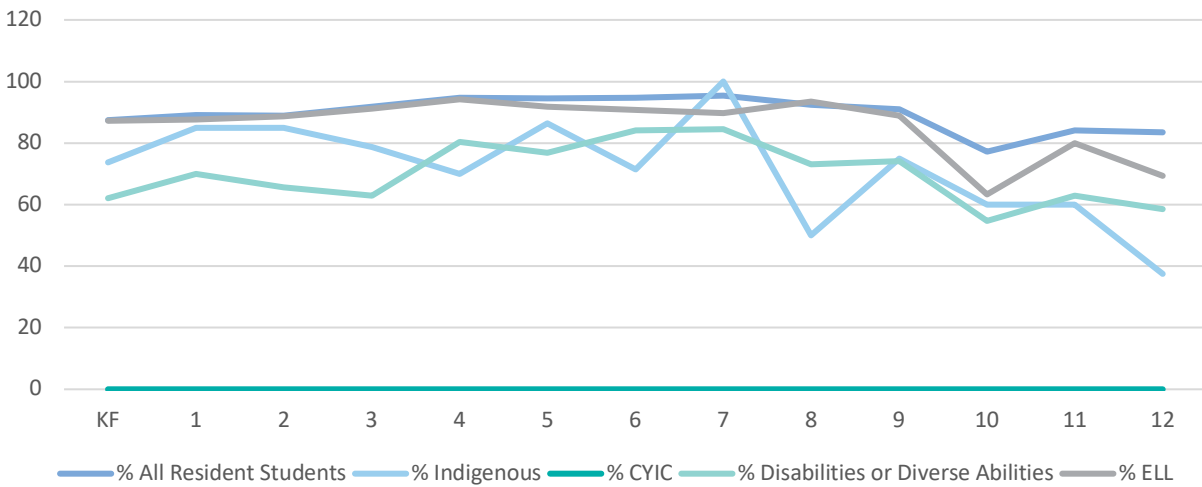




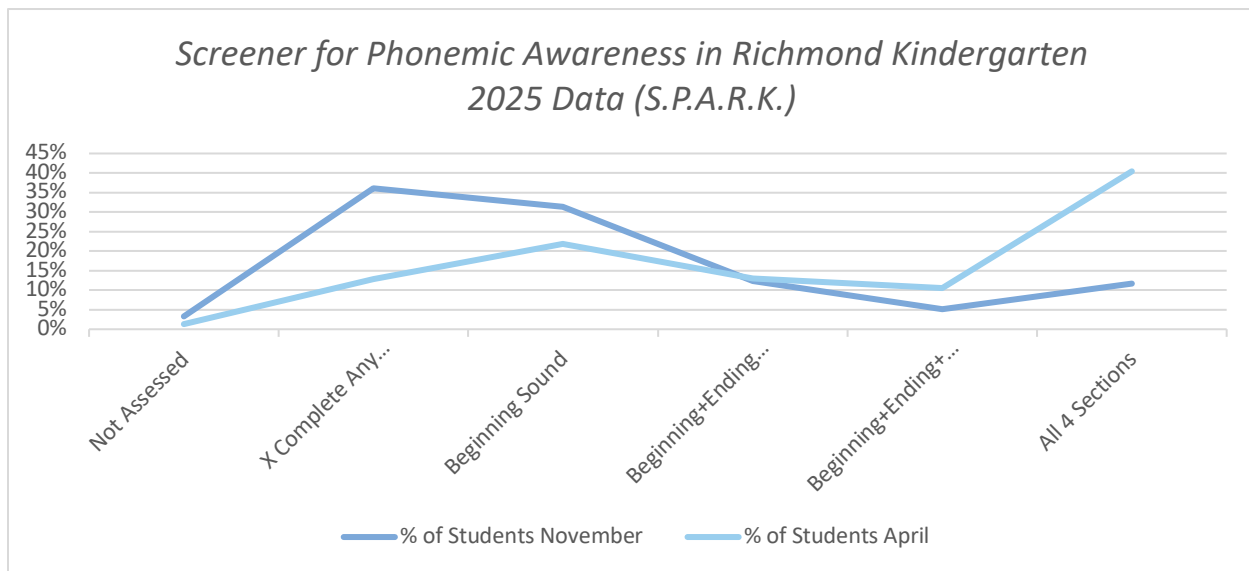
Report Card Data as of June 2025  
English Language Arts % of students  
developing/proficient/extending K-9 and C+/B/A Gr 10-12



Report Card Data as of June 2024  
English Language Arts % of students developing/proficient/extending K-9  
and C+/B/A Gr 10-12



Spring Snapshot Reading Proficiency K-7 % of students Emerging 2021-2025									
		K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
2021-2022	% NYM or Emerging	8	14	12	8	4	3	2	3
2022-2023	% NYM or Emerging	10	14	11	7	8	6	4	4
2023-2024	% Emerging	14	15	15	10	9	10	8	7
2024-2025	% Emerging	11	13	11	10	8	9	7	6



The SPARK measures a student's ability in phonemic awareness. All students in Kindergarten participate in the SPARK. The chart represents the number of students who were: not assessed, who assessed but could not complete any section, who can identify beginning sounds only, who can identify beginning and ending sounds, who can identify beginning, ending sounds as well as blend sounds, and finally those who can do all three of those skills plus segment sounds. The blue line represents the number of Kindergarten students achieving each level of mastery of phonemic awareness skills in November of the academic year. The orange line is the number of students and their skill level in the spring. Students are expected to have achieved three of the four skills by the end of Kindergarten.

## Analysis:

### Outcome 1 - Literacy



#### Grade 4, 7, and 10 Literacy Expectations

## #1: Key Context

### GRADE 4:

- **Data limitations:**
  - 15% of Grade 4 students did not write the FSA in 2024/25. Although SD38 has a high participation rate, some students do not write the FSA due to reasons other than language or learning limitations.
- **Note on Masked Data:**
  - Due to low cohort numbers CYIC and Indigenous student results are masked. There is a performance gap for students in both of these cohorts.
- **Note on ELL students:**
  - While the ESLR doesn't require districts to report on ELL results, ELL learners make up a significant portion of the population in SD38. In the Grade 4 FSA, 77% of ELL students are on track or extending.

### GRADE 7:

- **Data limitations:**
  - 11% of Grade 7 students did not write the FSA in 2024/25. Although SD38 has a high participation rate, some students do not write the FSA due to reasons other than language or learning limitations.
- **Note on Masked Data:**
  - Due to low cohort numbers CYIC and Indigenous student results are masked. There is a performance gap for students in both of these cohorts.
- **Note on ELL students:**
  - While the ESLR doesn't require districts to report on ELL results, ELL learners make up a significant portion of the population in SD38. In the Grade 7 FSA, 68% of ELL students are on track or extending.

### GRADE 10:

- **Data limitations:**
  - The GLA data represents the 23/24 cohort of learners whereas report card data is a reflection of the 24/25 cohort of learners.
  - Of the Indigenous students that wrote the GLA in 2023, 43% received proficient or extending.

- **Note on Masked Data:**
  - Due to low cohort numbers CYIC student results are masked. There is a performance gap for CYIC students.
- **Note on ELL students:**
  - While the ESLR doesn't require districts to report on ELL results, ELL learners make up a significant portion of the population in SD38. In the Grade 10 GLA, 62% of ELL students are proficient or extending.

## #2: Trends

### FSA Grade 4:

FSA literacy scores have been declining in the district and provincially, although the district consistently performs above the provincial average. Possible reasons include:

- A need to focus literacy instruction on curricular outcomes
- Formative period of missed schooling due to the COVID-19 pandemic
- Change of timing of the assessment from spring of Grade 4 to fall of Grade 4

While the provincial average dropped considerably this year, the relative drop in Richmond was proportionately small.

Students in all priority populations perform at a lower rate than the total student population.

### FSA Grade 7:

FSA literacy scores have been declining slightly for three years in the district, although the district consistently performs above the provincial average. Possible reasons include:

- A need to focus literacy instruction on curricular outcomes
- Formative period of missed schooling due to the COVID-19 pandemic
- Change of timing of the assessment from spring of Grade 7 to fall of Grade 7

Students in all priority populations perform at a lower rate than the total student population.

### GLA Grade 10:

- GLA literacy scores have fluctuated slightly for three years in the district remaining at 84% or above. The district consistently performs above the provincial average.
- Students in all priority populations perform at a lower rate than the total student population.

### Report Card Data:

**\*\*Note:** In both sets of report card data CYIC is masked due to a low population of one to five students per grade cohort.

#### **Grade 4:**

- Grade 4 report card data for ELA shows 93% of students as developing/proficient/extending. Report card data also shows that 37% of students are developing in ELA, therefore, moving forward this will be an area of focus to move these students towards greater proficiency.

#### **Grade 7:**

- Grade 7 report card data for ELA shows 95% of students as developing/proficient/extending. Report card data also shows that 30% of students are developing in ELA, therefore, moving forward this will be an area of focus to move these students towards greater proficiency.

#### **Grade 10:**

- Grade 10 report card data demonstrates slight improvement over last year for all resident students in English Language Arts. In 2025 82% of students had a standing in the C+/B/A range over the 2024 rate of 78%. There continues to be a dip in performance from Grade 9, where assessment is done by proficiency indicators to Grade 10 when students enter the graduation program and move to percentages and letter grades.

#### **SPARK Data:**

SPARK is a Kindergarten screener for phonemic awareness in which all students participate. The data indicates that over the year the majority of students have progressed from not having any of the assessed skills to having some or all of the skills. Some possible reasons for not all students achieving all skills include:

- 100% participation includes all students regardless of their ability or English language level
- Developmental readiness of individual students
- A need to focus on early literacy intervention strategies

#### **Reading Snapshot Data:**

- The spring reading snapshot data shows that student reading is improving both from last year to this year and by grade cohort.
- The success rate on the spring snapshot is over 10% higher than the fall FSA snapshot, indicating that student reading has improved over the course of the year.

### **#3: Comparisons**

#### **Report Card Data:**

##### **Grade 4:**

- Grade 4 report card data for ELA shows 93% of students as developing/proficient/extending. With close to 7% of students emerging in ELA, this data is in alignment with the district reading data collected in the spring. This further demonstrates growth as compared with fall FSA data.

### Grade 7:

- Grade 7 report card data for ELA shows 95% of students as developing/proficient/extending. With close to 5% of students emerging in ELA, this data is in alignment with the district reading data collected in the spring. This further demonstrates growth as compared with fall FSA data.

### Grade 10:

- Grade 10 report card data for ELA shows 82% of students with a C+/B/A standing. This is in alignment with the 23/24 GLA data. Note there is a small decline in performance from the prior three years.

### Reading Assessment Data:

- A limitation in comparison exists in that ELL level 1 and 2 do not write the FSA but are assessed as part of the spring reading snapshot.

## Interpretation:

### Outcome 1 - Literacy

#### *Grade 4, 7, and 10 Literacy Expectations*



Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

#### 1. What new information emerged when comparing the provincial data with relevant local data?

- Students have shown growth throughout the year as compared with the fall FSA assessment.
- Report card data represents multiple opportunities for students to show their learning, whereas FSA data is more of a snapshot
- The number of students who are developing in ELA should be addressed to move them towards proficiency

#### 2. What strengths and areas for growth were uncovered?

- The literacy data and evidence reveals that focused attention on literacy is required. Typically, Richmond learners perform highly in literacy, and although this is true overall and the downward trends mirror the provincial downward trend, there is a need to support learners in their literacy development to swing the trend back to an upwards one. The district's Pillars of Literacy framework and focused implementation plan will be attended to this coming school year with monitoring of its success.
- ELL students show a larger achievement gap when compared to non-ELL students in literacy, particularly in the senior grades.
- As evidenced by the S.P.A.R.K. data there are a number of students who do not demonstrate mastery of all early literacy skills in Kindergarten. The data from this assessment supports teachers to tailor instruction and intervention to student needs.

- S.P.A.R.K. results indicate the need for a grade 1 phonemic awareness and foundational literacy assessment. This will be put into effect in the fall of 2025.
- To grow consistency, District reading assessments will be done by all teachers using the same proficiency scale rubric for K-9.

### **3. How do the results from the analysis inform the district's commitments to improving equity for all priority populations?**

The district is committed to improving equity for all priority populations. The results demonstrate that this is a required area of focus as there are persistent performance gaps.

Students with disabilities and diverse abilities perform at a lower level than their peers. A deeper dive into student achievement and potential is required to determine if these students are performing at their capacity as per their CB-IEPs and learning plans, or if additional strategies can be employed to narrow the achievement gap for these students.

Indigenous students also perform at a lower level than their peers. The district is committed to narrowing this achievement gap with increasing the connection time between the elementary Indigenous Success Team and the students they support from bi-weekly to weekly, adding an Indigenous Graduation Coach to all secondary schools and carefully monitoring attendance of Indigenous students to intervene early and provide supports.

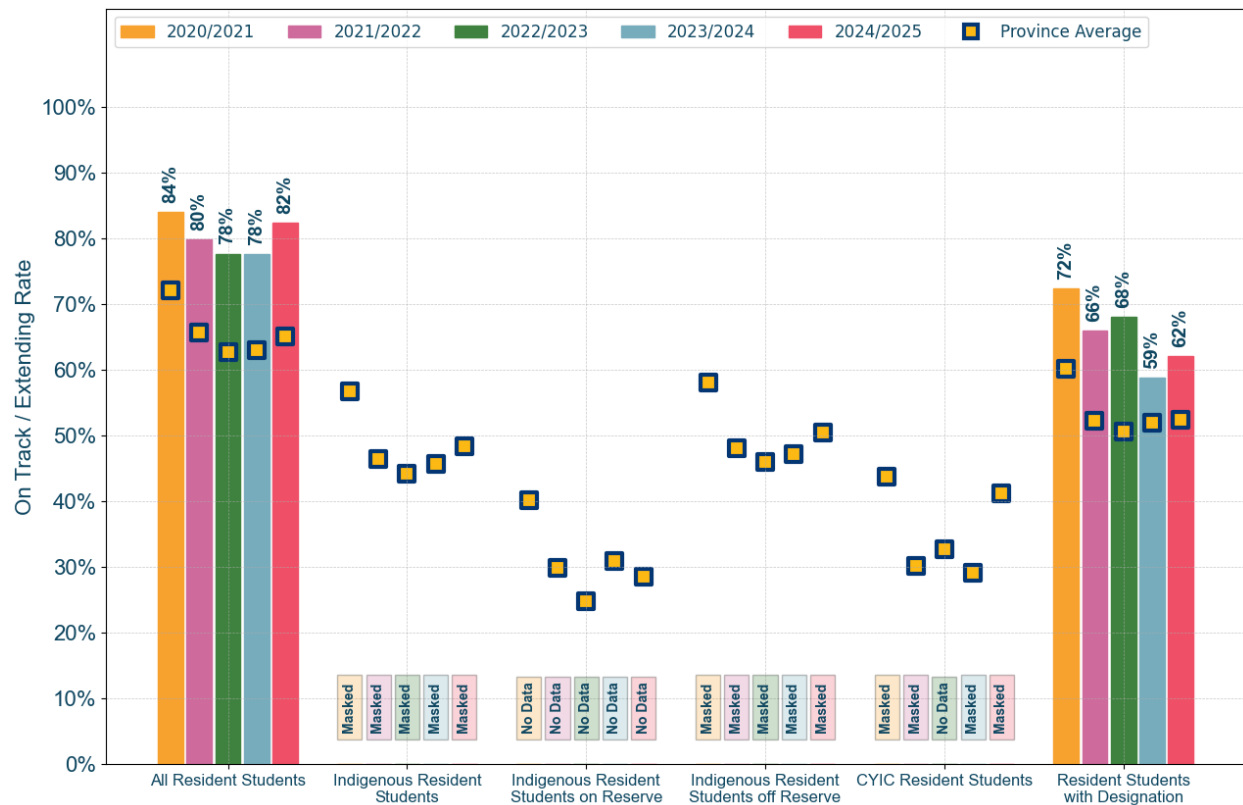
## Educational Outcome 2: Numeracy

### Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

#### SD038 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1405   59%	1591   83%	1588   80%	1755   84%	1670   85%
Indigenous Resident Students	32   41%	Masked	24   50%	19   63%	16   75%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	32   41%	Masked	24   50%	19   63%	16   75%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	121   24%	153   33%	140   36%	141   36%	165   48%

#### SD038 - Grade 4 FSA Numeracy - On Track / Extending Rate

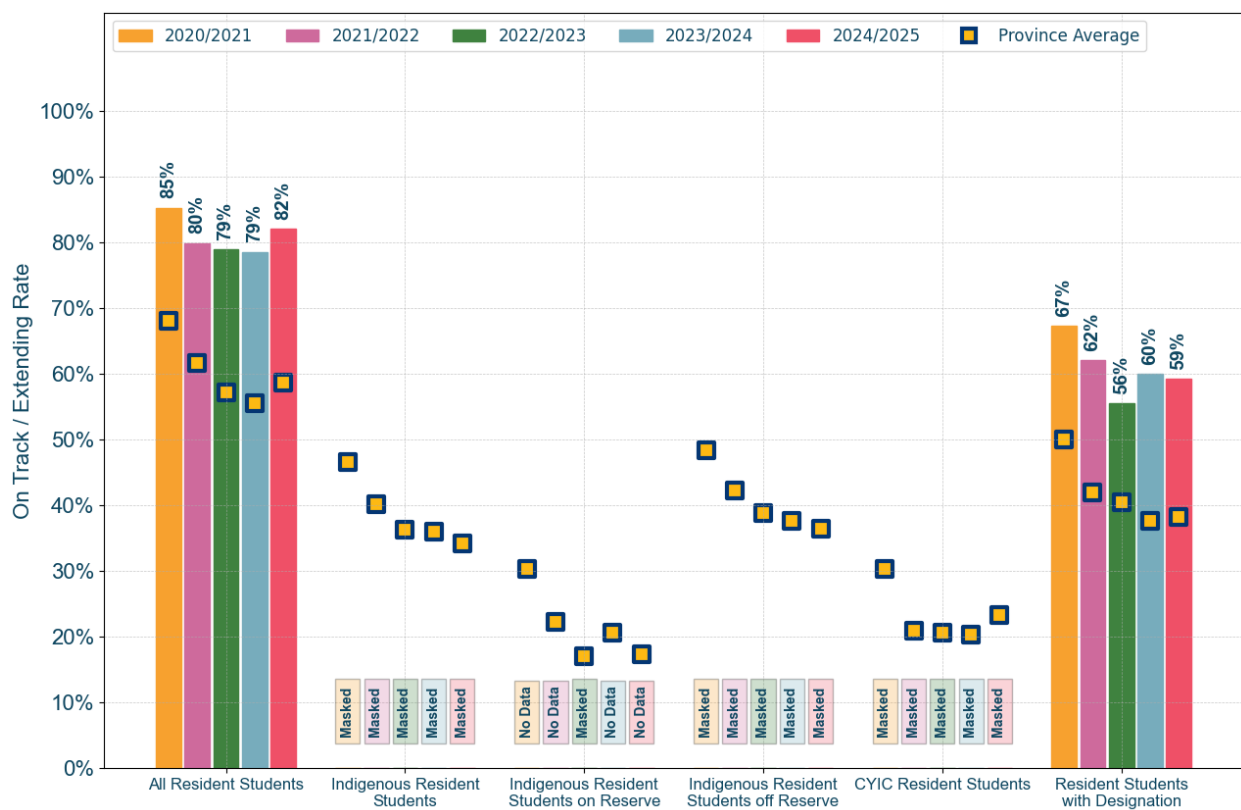




### SD038 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1486   66%	1506   83%	1476   82%	1602   87%	1870   89%
Indigenous Resident Students	27   41%	Masked	22   59%	22   82%	Masked
Indigenous Resident Students on Reserve	0	0	Masked	0	0
Indigenous Resident Students off Reserve	27   41%	Masked	Masked	22   82%	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	174   30%	188   35%	210   43%	180   53%	250   61%

### SD038 - Grade 7 FSA Numeracy - On Track / Extending Rate

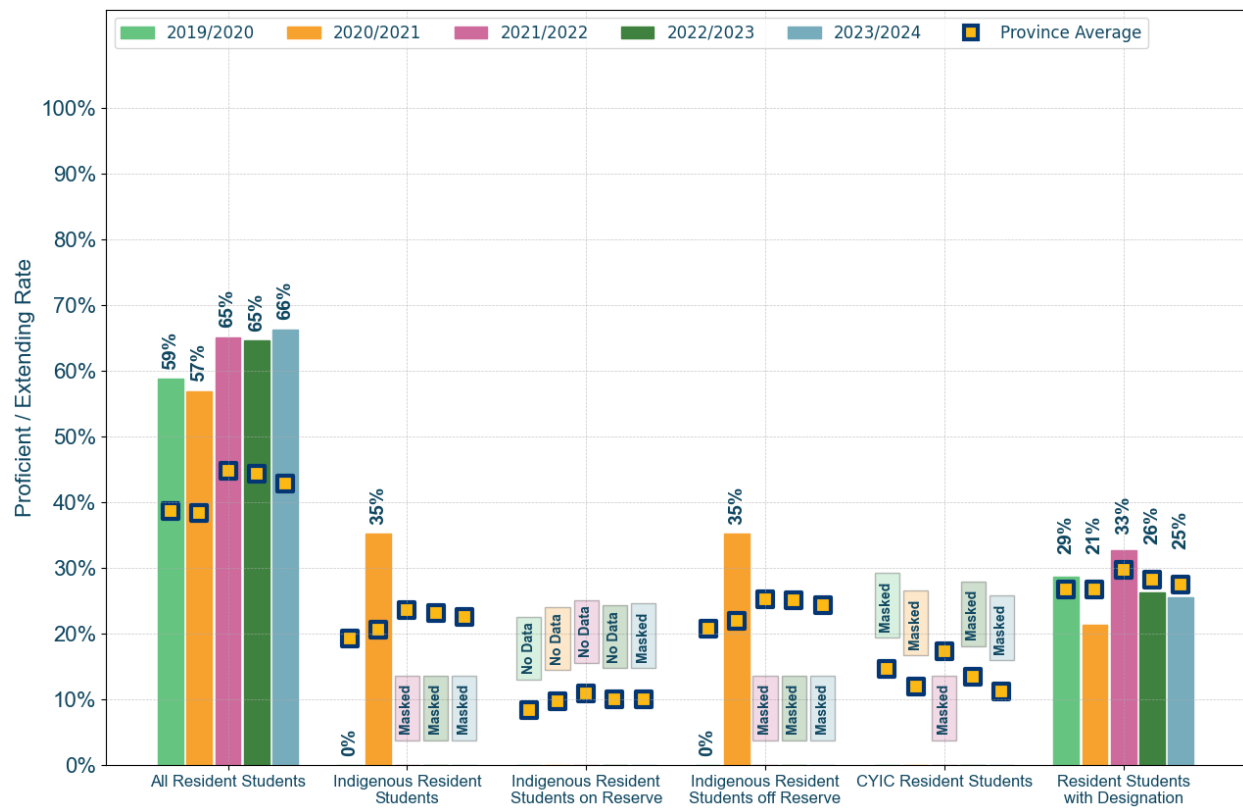


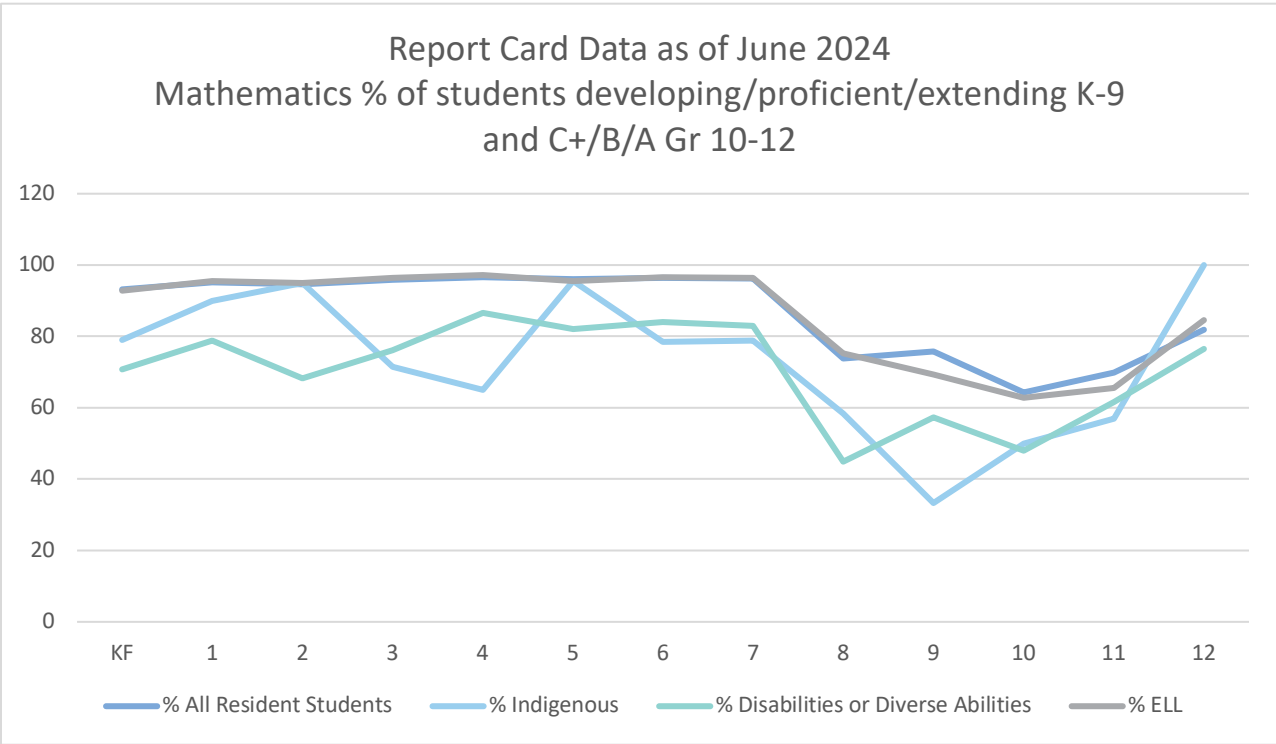
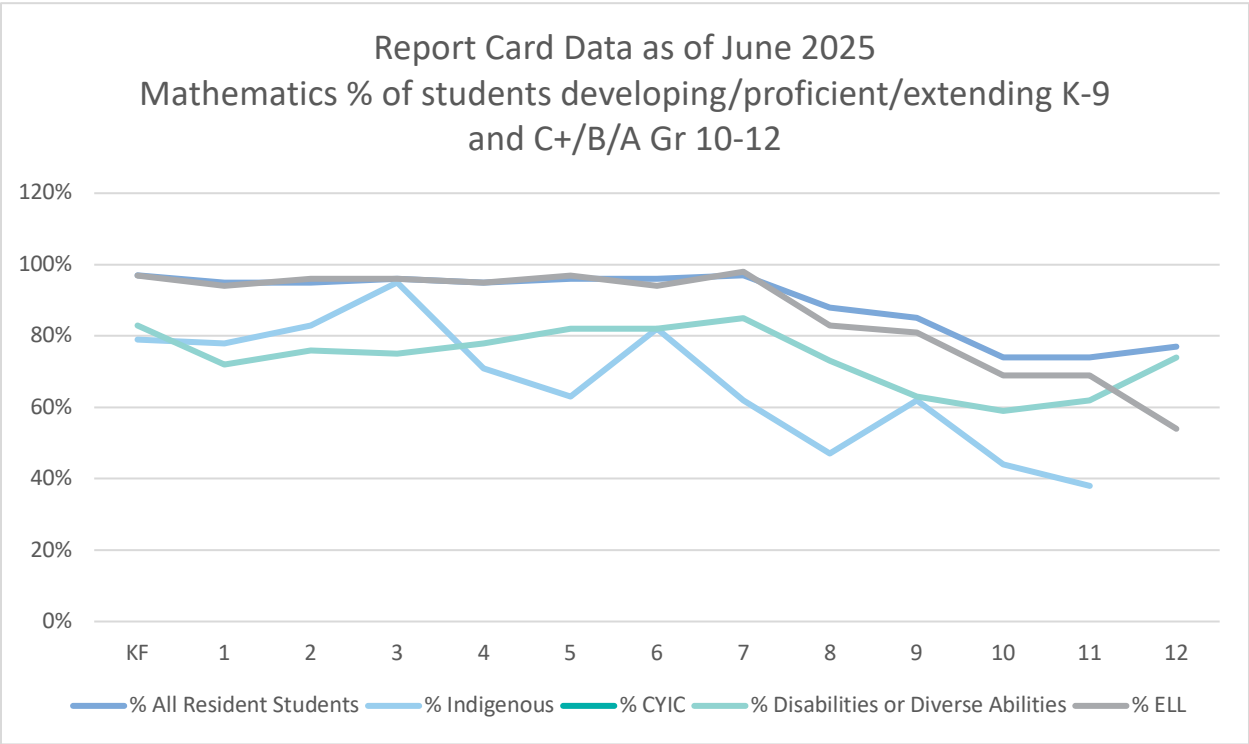
## Measure 2.2: Grade 10 Numeracy Expectations

### SD038 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1639   65%	1619   88%	1629   95%	1773   94%	1773   94%
Indigenous Resident Students	Masked	26   77%	26   77%	23   78%	30   70%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	26   77%	26   77%	23   78%	30   70%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	174   49%	197   74%	187   78%	183   80%	189   78%

### SD038 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate



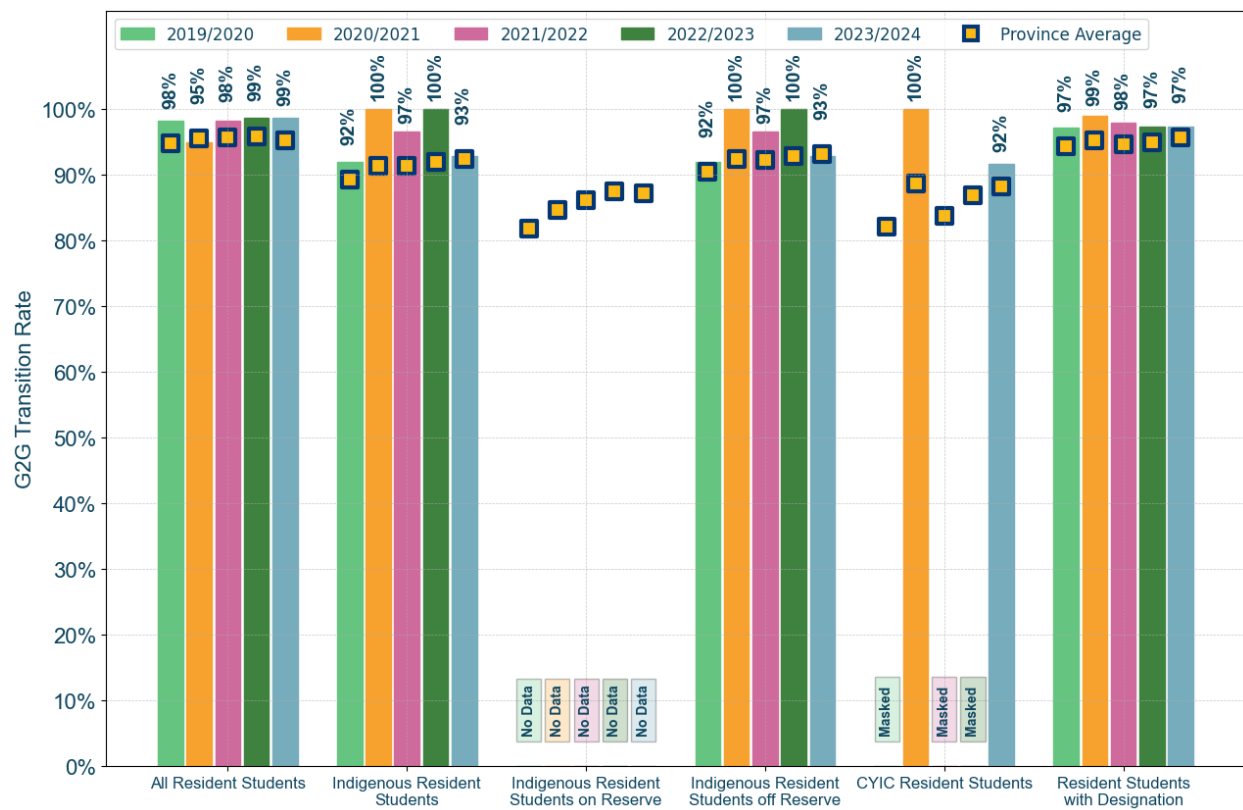


### Measure 2.3: Grade-to-Grade Transitions

#### SD038 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1643	1621	1637	1773	1769
Indigenous Resident Students	25	26	29	22	28
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	25	26	29	22	28
CYIC Resident Students	Masked	11	Masked	Masked	12
Resident Students with Designation	175	197	193	183	188

#### SD038 - Grade 10 to 11 Transition Rate



### SD038 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1612	1615	1566	1706	1859
Indigenous Resident Students	26	21	26	30	20
Indigenous Resident Students on Reserve	0	0	0	Masked	Masked
Indigenous Resident Students off Reserve	26	21	26	Masked	Masked
CYIC Resident Students	11	Masked	Masked	Masked	Masked
Resident Students with Designation	153	165	219	198	193

### SD038 - Grade 11 to 12 Transition Rate



## Analysis:

### Outcome 2 - Numeracy



#### *Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions*

## #1: Key Context

### GRADE 4:

- **Data limitations:**
  - 15% of Grade 4 students did not write the FSA in 2024/25. Although SD38 has a high participation rate, some students do not write the FSA due to reasons other than language or learning limitations.
- **Note on Masked Data:**
  - Due to low cohort numbers CYIC and Indigenous student results are masked. There is a slight performance gap for Indigenous students but not for CYIC.
- **Note on ELL students:**
  - While the ESLR doesn't require districts to report on ELL results, ELL learners make up a significant portion of the population in SD38. In the Grade 4 Numeracy FSA, 84% of ELL students are on track or extending.

### GRADE 7:

- **Data limitations:**
  - 11% of Grade 7 students did not write the FSA in 2024/25. Although SD38 has a high participation rate, some students do not write the FSA due to reasons other than language or learning limitations.
- **Note on Masked Data:**
  - Due to low cohort numbers CYIC and Indigenous student results are masked. There is a performance gap for students in both cohorts.
- **Note on ELL students:**
  - While the ESLR doesn't require districts to report on ELL results, ELL learners make up a significant portion of the population in SD38. In the Grade 7 Numeracy FSA, 80% of ELL students are on track or extending.

### GRADE 10:

- **Data limitations:**
  - The GNA data represents the 23/24 cohort of learners whereas report card data reflects the 24/25 cohort of learners.
- **Note on Masked Data:**
  - Due to low cohort numbers CYIC and Indigenous student results are masked. There is a performance gap for students in both cohorts.

- **Note on ELL students:**
  - While the ESLR doesn't require districts to report on ELL results, ELL learners make up a significant portion of the population in SD38. In the Grade 10 GNA, 61% of ELL students are on track or extending.

## #2: Trends

### FSA Grade 4:

- FSA numeracy scores improved this year in the district after a decline in the previous two years. This will need to be monitored as it may speak to the particular cohort this year, and/or this year's assessment. The district consistently performs above the provincial average.
- Students in all priority populations perform at a lower rate than the total student population.

### FSA Grade 7:

- FSA numeracy scores improved this year in the district after a decline in the previous two years. This will need to be monitored as it may speak to the particular cohort this year, and/or this year's assessment. The district consistently performs above the provincial average.
- Students in all priority populations perform at a lower rate than the total student population.

### GNA Grade 10:

- GNA numeracy scores have fluctuated slightly for three years but are starting to increase. The district consistently performs above the provincial average.
- Students in all priority populations perform at a lower rate than the total student population.

### Report Card Data:

**\*\*Note:** In both sets of report card data CYIC is masked due to low population of one to five students per grade cohort.

### Grade 4:

- Grade 4 report card data for Math shows 95% of students are in the developing/proficient/extending range. Report card data also shows that 28% of students are developing in Math. Moving forward this will be an area of focus to move these students towards greater proficiency.

### Grade 7:

- Grade 7 report card data for Math shows 97% of students are in the developing/proficient/extending range. Report card data shows that 23% of students are developing in math. Moving forward this will be an area of focus to move these students towards greater proficiency.

#### **Grade 10:**

- Grade 10 report card data for Math in June 2025 shows that 75% of students are achieving letter grades of A, B, or C+. This represents a 10% increase over the June 2024 data. It is also worth noting that the steep decline in performance in 2024 from grade 7 to grade 8 is less pronounced in 2025, indicating that there is more alignment between elementary and secondary instruction and attention to supporting transition.

### **#3: Comparisons**

#### **Report Card Data:**

##### **Grade 4:**

- Grade 4 report card data for Math shows 95% of students are in the developing/proficient/extending range.

##### **Grade 7:**

- Grade 7 report card data for Math shows 97% of students are in the developing/proficient/extending range.

##### **Grade 10:**

- Grade 10 report card data for Math shows about 75% of students have a C+/B/A standing. This is an increase over the 2023/24 GNA data which shows about 66% of students in the proficient or extending range. It is worth noting that the 23/24 data shows Richmond students at about 20% higher than the provincial average for the GNA.



## Interpretation:

### Outcome 2 - Numeracy



#### *Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions*

Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

**1. What new information emerged when comparing the provincial data with relevant local data?**

Richmond continues to demonstrate strength in literacy and numeracy when compared to provincial data. Relative to their performance on the GLA, Richmond students demonstrate weaker performance on the GNA. This is consistent with the provincial trend.

**2. What strengths and areas for growth were uncovered?**

Most measures show that Richmond students perform better in literacy than in numeracy. This is most pronounced in the grade 10 graduation assessments. Students in secondary grades show a decline in their performance in numeracy as measured by the GNA and report cards. The gap in performance between ELL students and non-ELL students is relatively small in the area of numeracy.

**3. How do the results from the analysis inform the district's commitments to improving equity for all priority populations?**

The district is committed to improving equity for all priority populations. The results demonstrate that this is a required area of focus as there are persistent performance gaps.

Students with disabilities and diverse abilities perform at a lower level than their peers. A deeper dive into student achievement and potential is required to determine if these students are performing at their capacity as per their IEPs and learning plans, or if additional strategies can be employed to narrow the achievement gap for these students.

Indigenous students also perform at a lower level than their peers. The district is committed to narrowing this achievement gap with increasing the connection time between the elementary Indigenous Success Team and the students they support from bi-weekly to weekly, adding an Indigenous Graduation Coach to all secondary schools and carefully monitoring attendance of Indigenous students to intervene early and provide supports.

# Human and Social Development

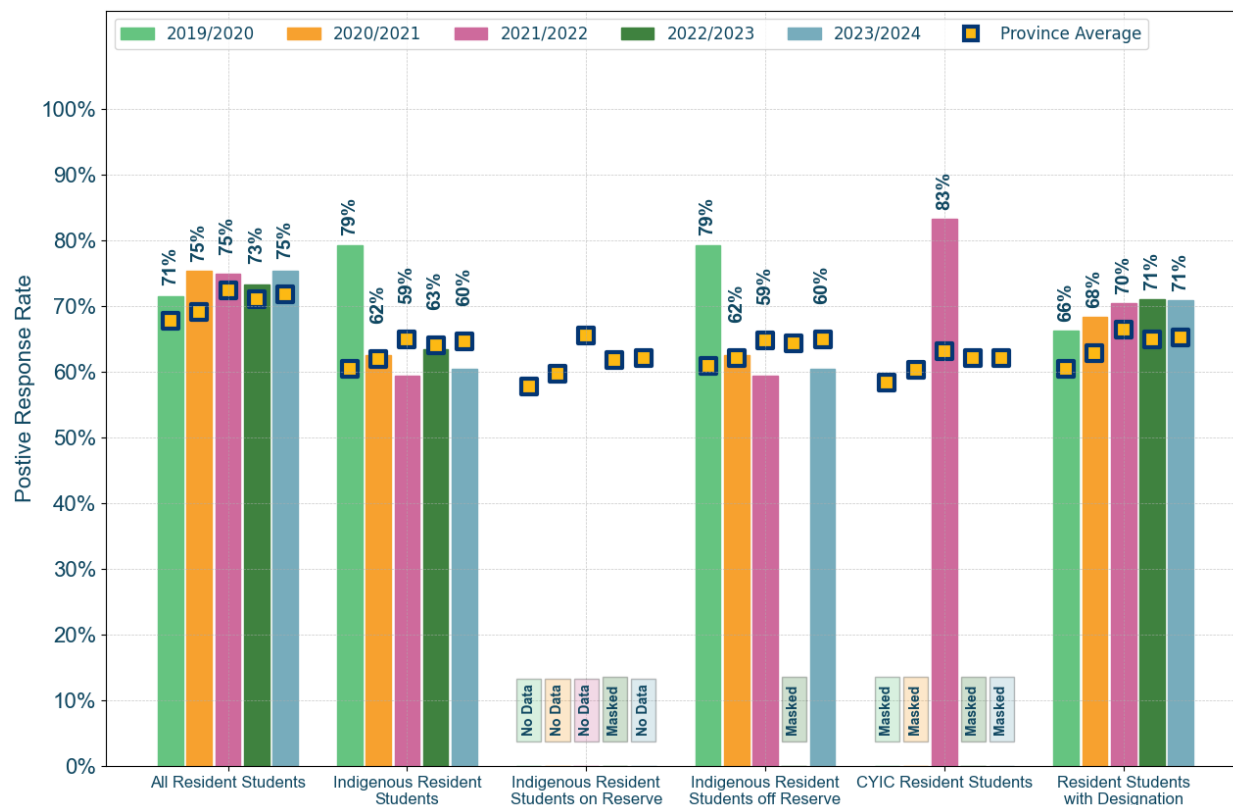
## Educational Outcome 3: Feel Welcome, Safe, and Connected

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

SD038 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	4560   63%	4387   71%	4709   82%	4828   84%	5115   82%
Indigenous Resident Students	75   39%	86   56%	63   59%	68   60%	69   61%
Indigenous Resident Students on Reserve	0	0	0	Masked	0
Indigenous Resident Students off Reserve	75   39%	86   56%	63   59%	Masked	69   61%
CYIC Resident Students	Masked	29   41%	21   57%	Masked	Masked
Resident Students with Designation	475   53%	466   58%	531   71%	533   73%	506   66%

SD038 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10

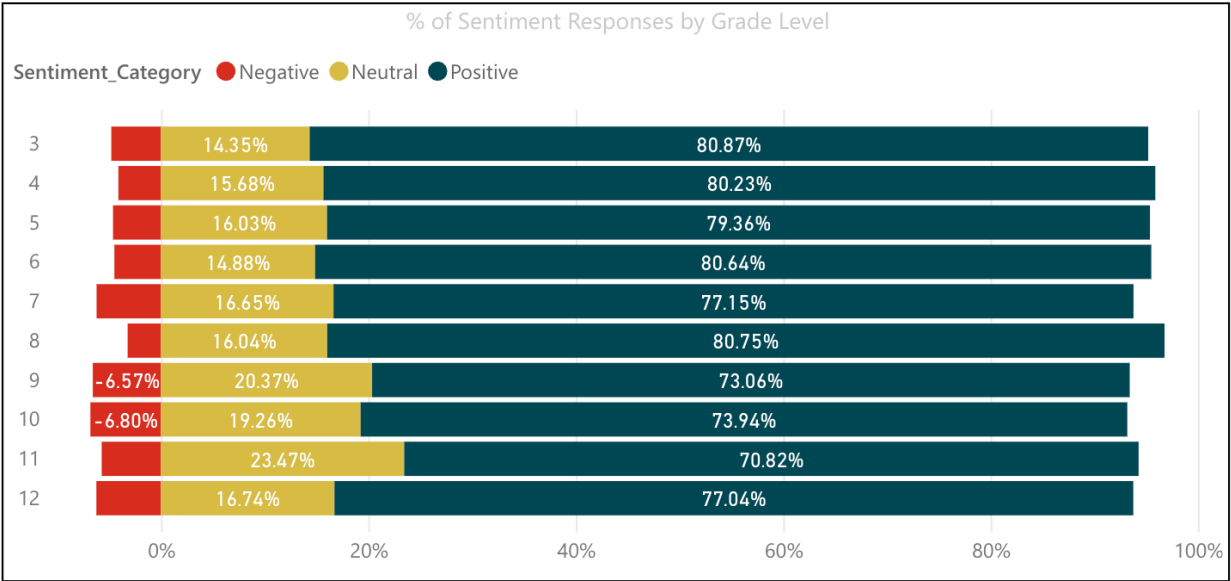


# Elementary District Belonging Survey Results by Grade: Feel Welcome

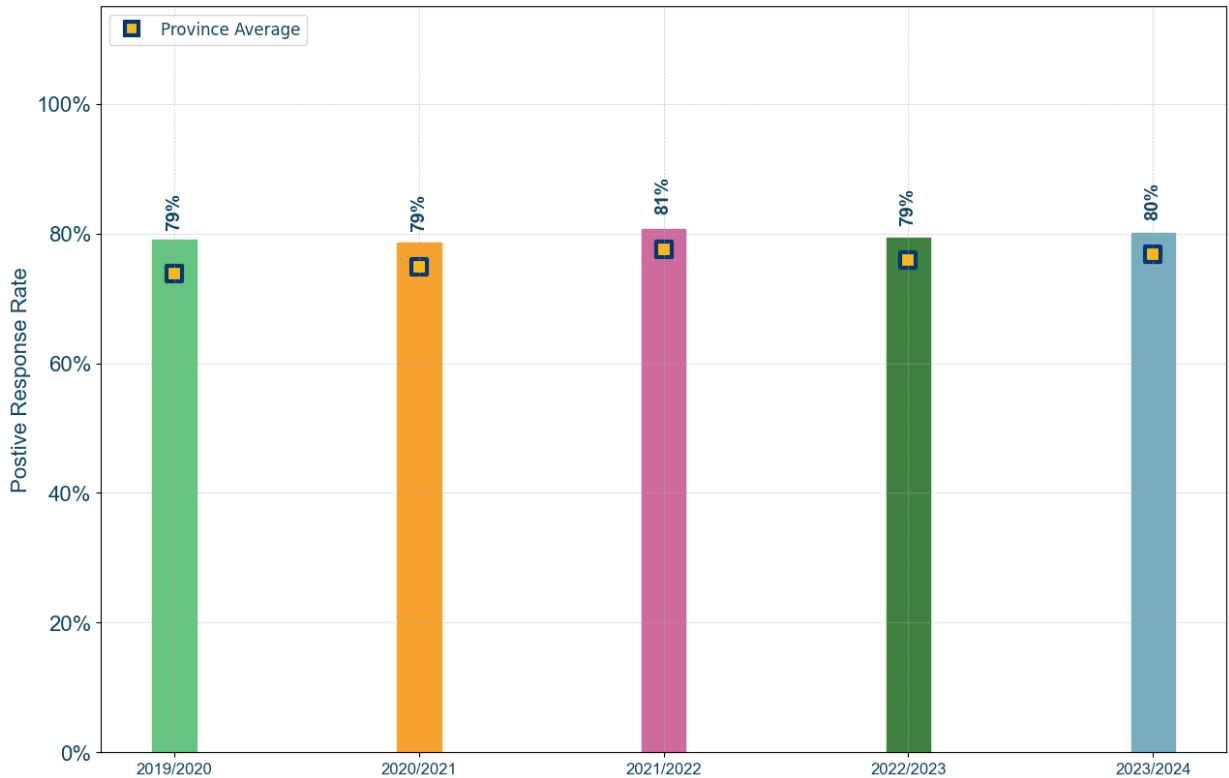
Question:

I feel welcome at school

Results by Grade:



SD038 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

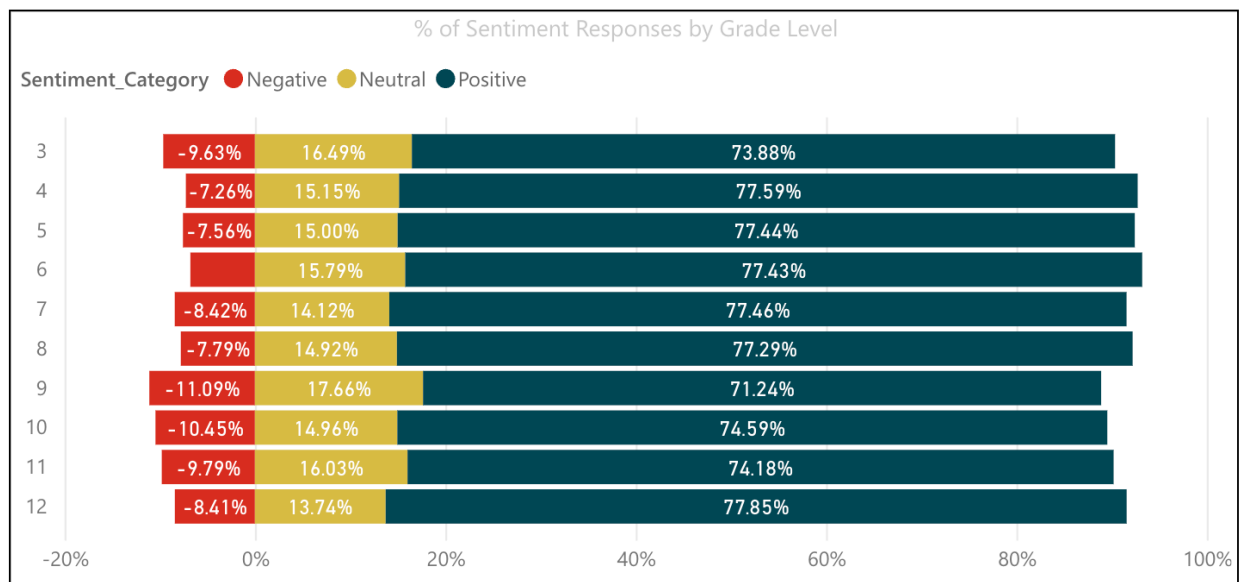


## District Belonging Survey Results: Safety

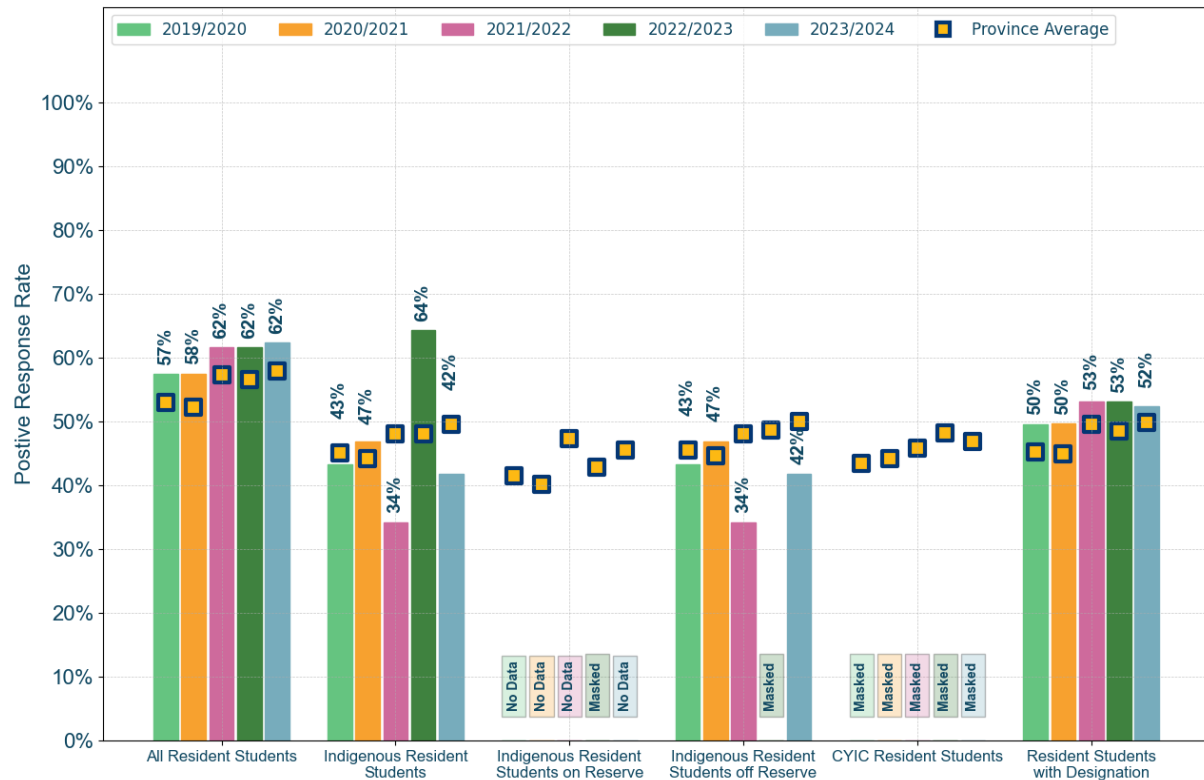
### Breakdown of Results by Question:

	Negative	Neutral	Positive	Unknown
I feel safe when I'm at school	4.15%	12.43%	82.86%	0.56%
How safe do you feel participating in Clubs/Teams?	7.60%	14.91%	74.83%	2.66%
How safe do you feel outside on school grounds?	7.38%	16.95%	75.17%	0.50%
How safe do you feel outside at recess and lunch?	9.11%	20.61%	69.63%	0.66%
How safe do you feel in the washroom?	20.25%	22.42%	56.74%	0.59%
How safe do you feel in the library?	3.82%	7.02%	88.55%	0.62%
How safe do you feel in the hallways?	7.59%	15.95%	75.83%	0.63%
How safe do you feel in the gym?	8.35%	17.18%	73.73%	0.74%
How safe do you feel in the classroom?	4.38%	10.02%	85.27%	0.33%
How safe do you feel in the change room?	18.05%	20.89%	59.74%	1.32%

### Summary of Results by Grade:



### SD038 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10

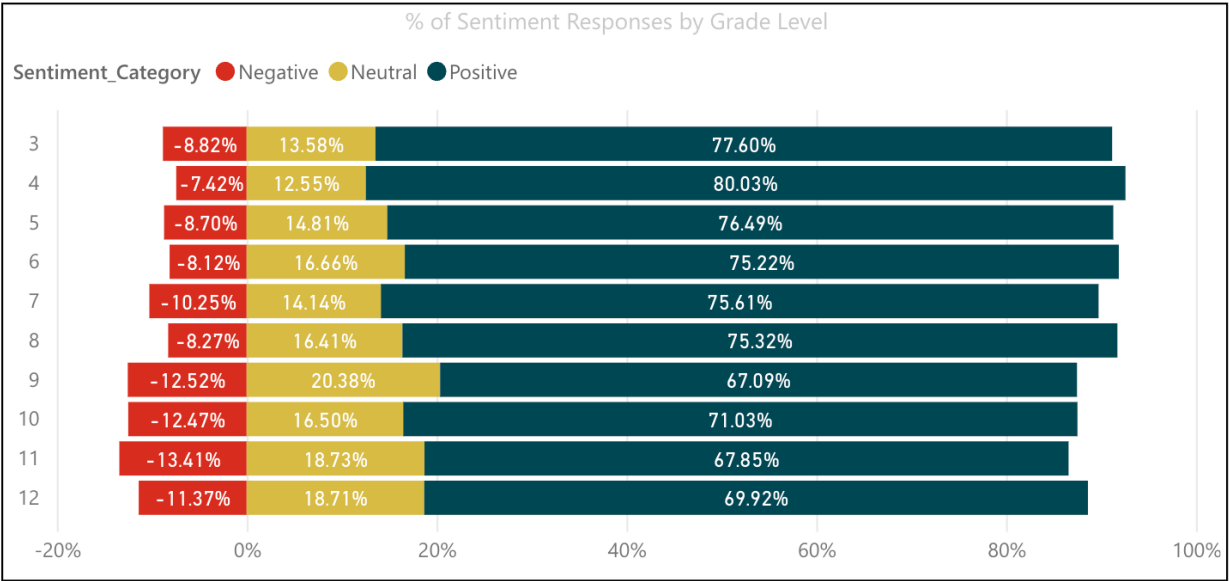


## District Belonging Survey Results: Belonging

### Breakdown of results by Question:

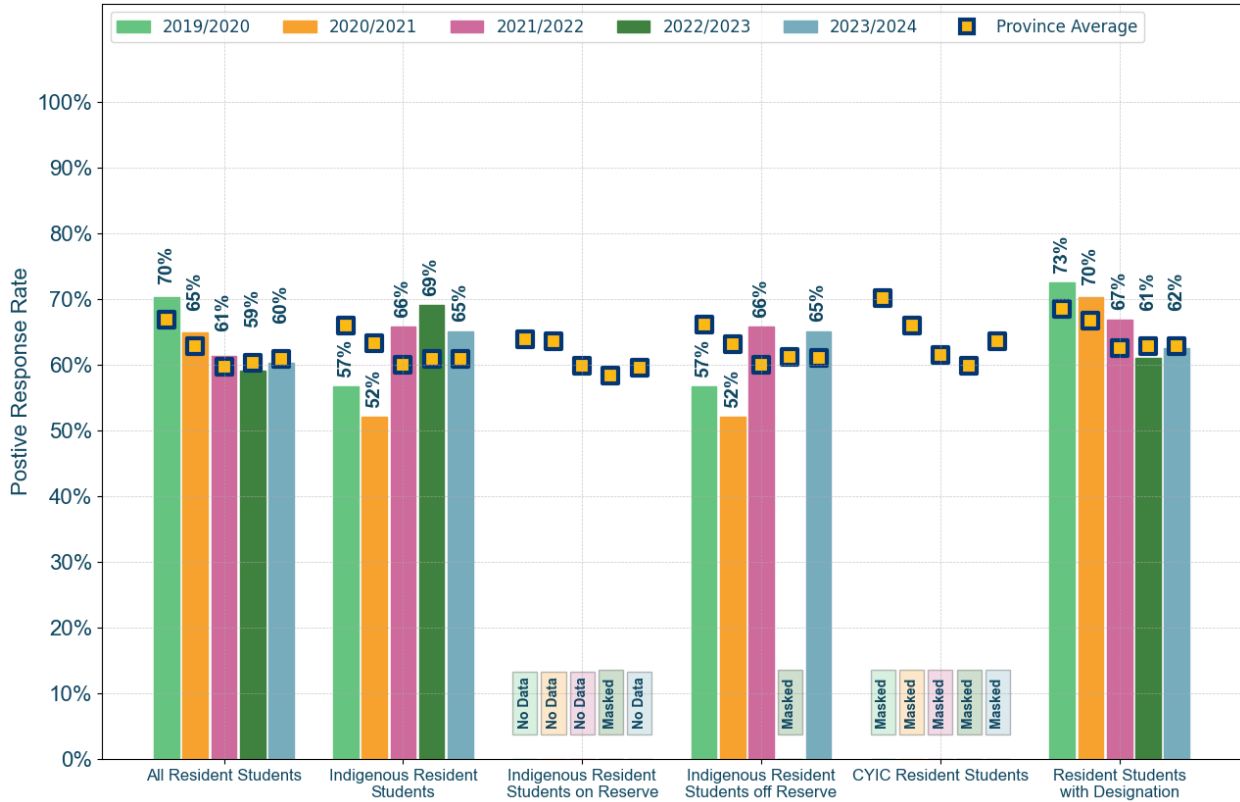
	Negative	Neutral	Positive	Unknown
I feel like I belong at my school	7.98%	19.93%	71.25%	0.84%
Do you feel like you belong outside on school grounds?	8.68%	16.29%	74.17%	0.86%
Do you feel like you belong outside at recess and lunch?	7.52%	13.12%	78.46%	0.91%
Do you feel like you belong in the library?	8.61%	13.24%	77.32%	0.83%
Do you feel like you belong in the hallways?	11.11%	17.20%	70.59%	1.10%
Do you feel like you belong in the gym?	12.13%	15.25%	71.53%	1.09%
Do you feel like you belong in the classroom?	8.00%	13.52%	77.72%	0.76%
Do you feel like you belong in Clubs/Teams?	13.16%	17.21%	67.02%	2.61%

Summary of Results by Grade:



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

SD038 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10

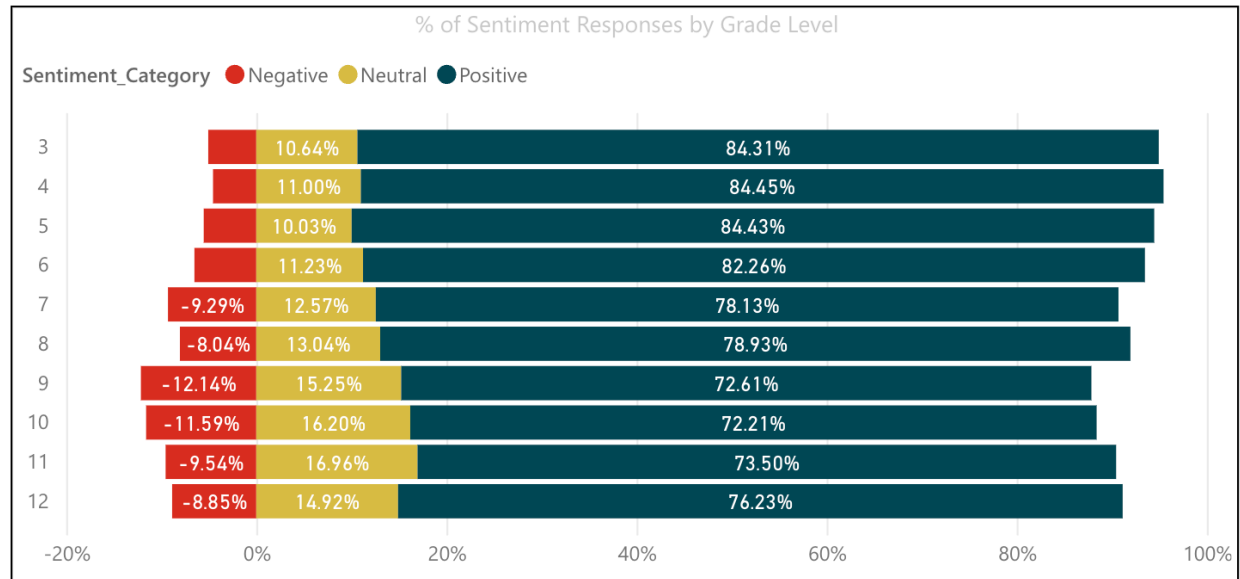


## District Belonging Survey Results: Adults Care

### Breakdown by Question:

Question_Text	Negative	Neutral	Positive	Unknown
There are at least two adults in my school that care about me and believe in me	12.07%		86.88%	1.05%
The adults in my school create a welcoming environment	6.04%	19.50%	73.25%	1.20%
The adults in my school are available to help me	5.58%	18.91%	74.79%	0.72%

### Summary of Results by Grade:

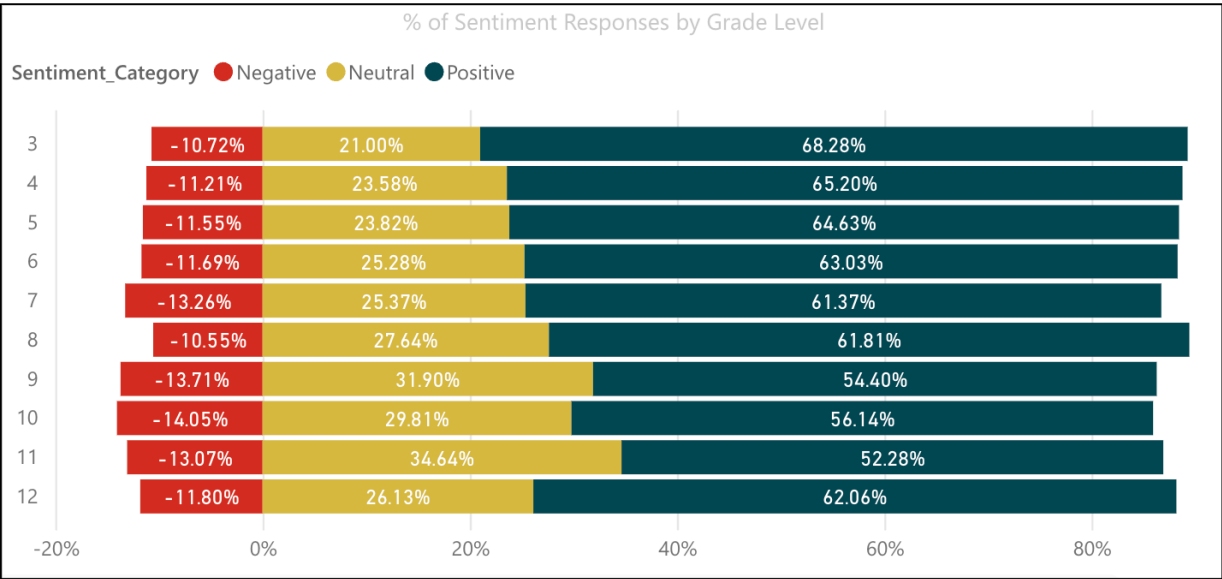


## District Belonging Survey Results: Identity

### Breakdown by Question:

Question_Text	Negative	Neutral	Positive	Unknown
I see myself and my identity reflected throughout the school	12.69%	26.46%	59.16%	1.69%
I see myself and my identity reflected throughout my school	13.94%	32.42%	52.81%	0.83%
I feel like I can be myself at school	10.80%	23.25%	64.76%	1.19%

Summary of Results by Grade:



Middle Years Development Instrument 2025 Results – Grade 5



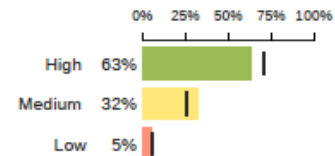


Average for all Schools

## CONNECTEDNESS WITH ADULTS

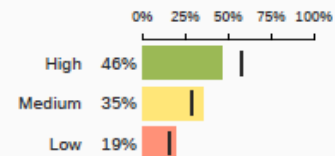
## ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



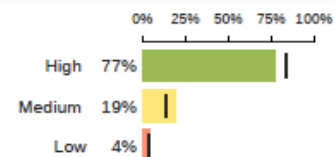
## ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."

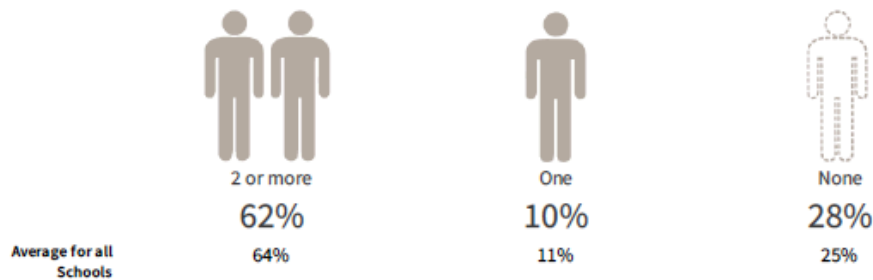


## ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."



## NUMBER OF IMPORTANT ADULTS AT SCHOOL



# Middle Years Development Instrument 2025 Results – GRADE 8

## WELL-BEING INDEX

The Well-being Index combines MDI measures relating to children’s physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children’s mental and physical health.

### MEASURES

- Optimism
- Happiness
- Self-Esteem
- Absence of Sadness
- General Health



**High Well-being (Thriving)**  
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

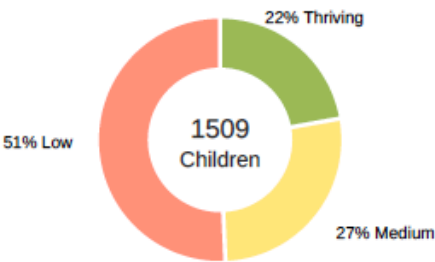


**Medium Well-being**  
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

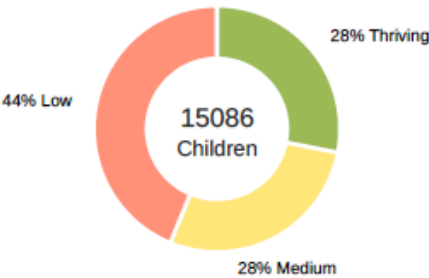


**Low Well-being**  
Children who score in the low range on at least 1 of the 5 measures of well-being.

**RICHMOND  
GRADE 8**



**ALL PARTICIPATING SCHOOLS  
GRADE 8**

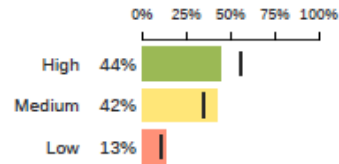


Average for all Schools

## CONNECTEDNESS WITH ADULTS

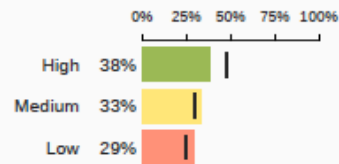
## ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



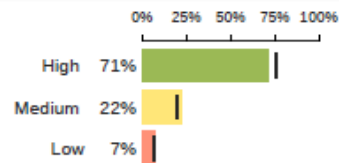
## ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."



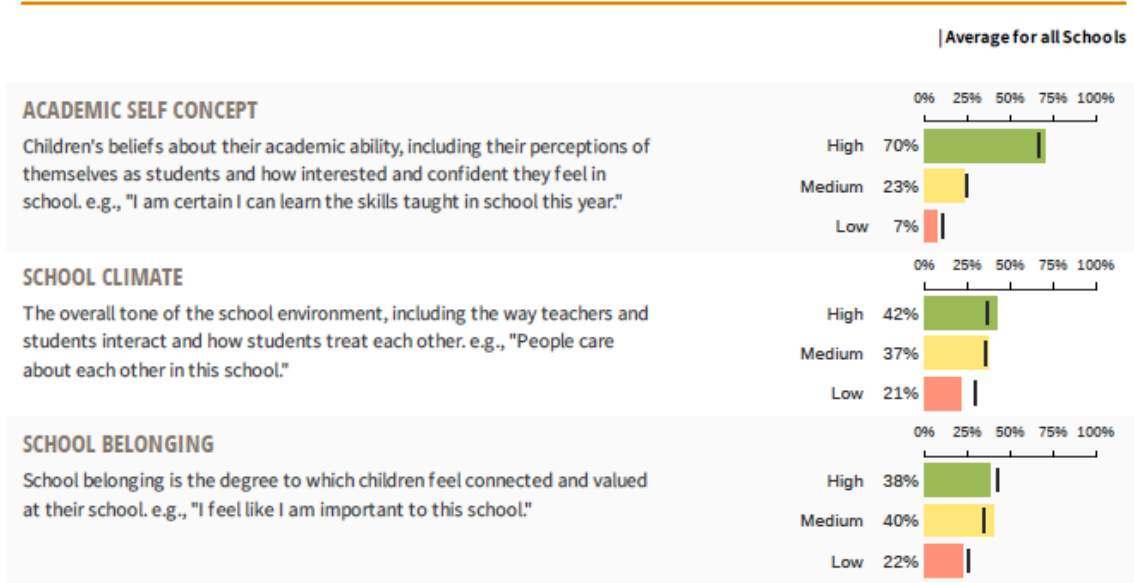
## ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."



## NUMBER OF IMPORTANT ADULTS AT SCHOOL





## Emerging Themes from 2024–2025 Student Voice Initiatives

**Focus Areas:** Welcome, Safe, Belonging, Adults Who Care, and Identity

### Table 38 & President's Council:

In the 2024–2025 school year, there were:

- **5 Table 38 sessions** (~100 students per session)
- **5 President's Council sessions** (~30 students per session)
- Students from all secondary schools across the district participated. Sessions were hosted at various high schools to promote inclusivity and shared leadership.

### Theme: Building a Sense of Belonging in Schools.

As leaders of their school's student governance structures, these students consistently explored what contributes to — or detracts from — a student's sense of belonging. They shared ideas and initiatives from their own schools aimed at supporting students who may feel excluded, with the goal of spreading best practices across the district

### Student Voice Forum February 2025:

This forum brought together a diverse group of ~110 students (Grades 9–11) who were not part of Table 38 or President's Council, along with 20 adult allies including district senior team members, Trustees, PVPs, and Learning Services staff.

The event was co-designed and planned by a Student Voice Planning Committee, made up of students from most of Richmond's secondary schools. Their leadership helped ensure that the day was relevant, meaningful, and inclusive of a wide range of student perspectives.

**Purpose:** To provide a safe and empowering space for students to share their lived experiences in school — both positive and challenging, express hopes for more inclusive, caring learning environments,

explore personal identity and the impact of storytelling on belonging, and work collaboratively in school-based teams (students and staff) to develop an action plan that strengthens a sense of belonging within their specific school context.

**Discussion Topics Included:** Transitions after High School, Mental Health and Wellbeing, Technology Use, Learning Opportunities in High School, Student Voice, and Creating Safer Spaces for Belonging.

## Analysis:

### Outcome 3 - Feel Welcome, Safe, and Connected



#### *Feel Welcome, Feel Safe, Sense of Belonging*

## #1: Key Context

- Indigenous student and students with disabilities participation in the SLS is lower than the district participation rate.
- The provincial SLS data is one year behind. The district belonging survey tool data was collected in Spring 2025.
- The district participates in the MDI administration every other year; prior to this year, the last MDI administration occurred in the 2022/23 school year.

### District Belonging Survey:

- This year district staff, in consultation with a school-based staff working group, developed a district belonging tool to provide more data about how students in Grades 3-12 feel about being welcome, safe, belonging, identity and how adults care about them.
- 5619 Students in Grades 3-7 participated in the elementary survey
- 3889 Students in Grades 8-12 participated in the secondary survey

### Data limitations of the survey:

- Information about student identity was not collected in a quantifiable way
- The survey included a “neutral” response which is difficult to interpret

## #2: Trends

The participation rate in the SLS is increasing, however it is lower than the participation rate in the FSA, GNA and GLA.

### Feel Welcome:

- Indigenous students indicate lower feelings of welcomeness than the provincial average and the rest of the student population.
- Students with disabilities indicate a slightly lower feeling of welcome than the rest of the student population.

- Three-year trends indicate a steady sense of welcome of all students and students with disabilities and diverse abilities as slightly higher than the provincial average.
- The district belonging survey indicates similar data to the provincial SLS.

### **Feel Safe:**

The feeling of safety has hovered around 80% on the provincial SLS for the last three years.

The district belonging survey data disaggregates for how safe students feel in different areas in the school.

- Students indicate a slightly higher feeling of safety overall than the provincial SLS (83% vs 80%)
- Students feel most safe in the classroom and library and the least safe in washrooms and change rooms

### **Sense of Belonging:**

- The feeling of belonging is lower than the sense of welcome and safety on the SLS.
- In 23/24 Indigenous students reported a very low sense of belonging.
- Students with disabilities have a three year trend of reporting a sense of belonging just above 50% which is lower than the overall student population.
- The district belonging student survey data indicates a higher sense of belonging (72% vs 62% on the SLS).
- Students feel the highest rate of belonging in their classrooms, and outside at breaks and lunch.

### **Adults Care:**

- On the SLS students report a low rate of feeling like adults care about them (60%).
- On the district belonging survey students indicate a much higher rate of feeling that adults care about them (86%).
- On the SLS students in priority populations indicate a higher rate of feeling that adults care about them than the general student population.

### **Identity:**

- The district belonging survey asked some questions about identity. Overall, questions about identity demonstrated lower overall positive responses.

## **#3: Comparisons**

Participation in the 2025 MDI administration (Grade 5 – 87%, Grade 8 – 86%) was in a similar range to the 2023 MDI administration (Grade 5 – 84%, Grade 8 – 87%). With respect to the Well-Being Index, the percentage of Grade 5 students (31%) and Grade 8 students (22%) that are considered to be ‘thriving’ was higher in 2025 than in 2023. The number of students in both grades that are considered to be ‘low’ also decreased from 2023.

### Sense of Belonging:

- On the MDI in 2025, students in both Grade 5 and Grade 8 indicate an increased level of school belonging compared with 2023.

### Adults Care:

- On the MDI in 2025, students in both Grade 5 and Grade 8 indicate higher rate of connectedness with adults at school compared with 2023.

## Interpretation:

### Outcome 3 - Feel Welcome, Safe, and Connected



#### *Feel Welcome, Feel Safe, Sense of Belonging*

Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

#### 1. What new information emerged when comparing the provincial data with relevant local data?

While some of the local data matches the results in the SLS, generally local data shows higher rates of students feeling welcome, safe, belonging and that adults care about them. Possible reasons for this are:

- The district survey collects data from grades 3-12 and therefore has a larger sample size.
- The district survey is short and focused, whereas the length of the SLS may contribute to survey fatigue for students.
- The district survey is conducted within the classroom context and may be therefore an environment that feels more safe and familiar contributing to more positive answers

However, both local and provincial sources of data indicate there is a need to focus on all areas of feeling welcome, safe and connected as there is room for improvement.

#### 2. What strengths and areas for growth were uncovered?

Classrooms in our district provide safe and connected learning environments where students feel like they belong.

#### 3. How do the results from the analysis inform the district's commitments to improving equity for all priority populations?

Students in priority populations indicate a greater connection to the adults who support them. This is likely due to specialist teachers and support staff who provide additional supports in smaller cohorts or individually.

However, students in priority populations, except in the area noted above, indicate lower feelings of safety and belonging and this will continue to be an area of focus to improve equity.

# Career Development

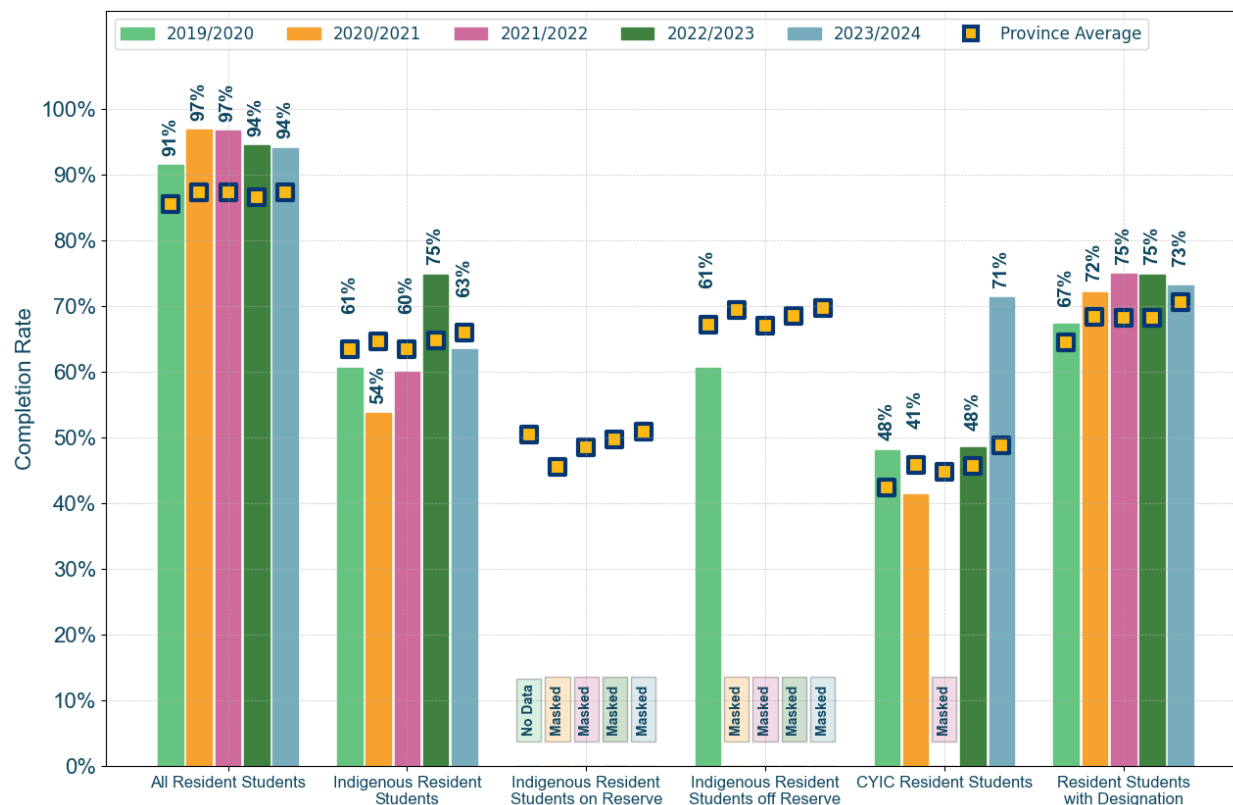
## Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

SD038 - Completion Rate - Cohort Count | Outmigration Estimation

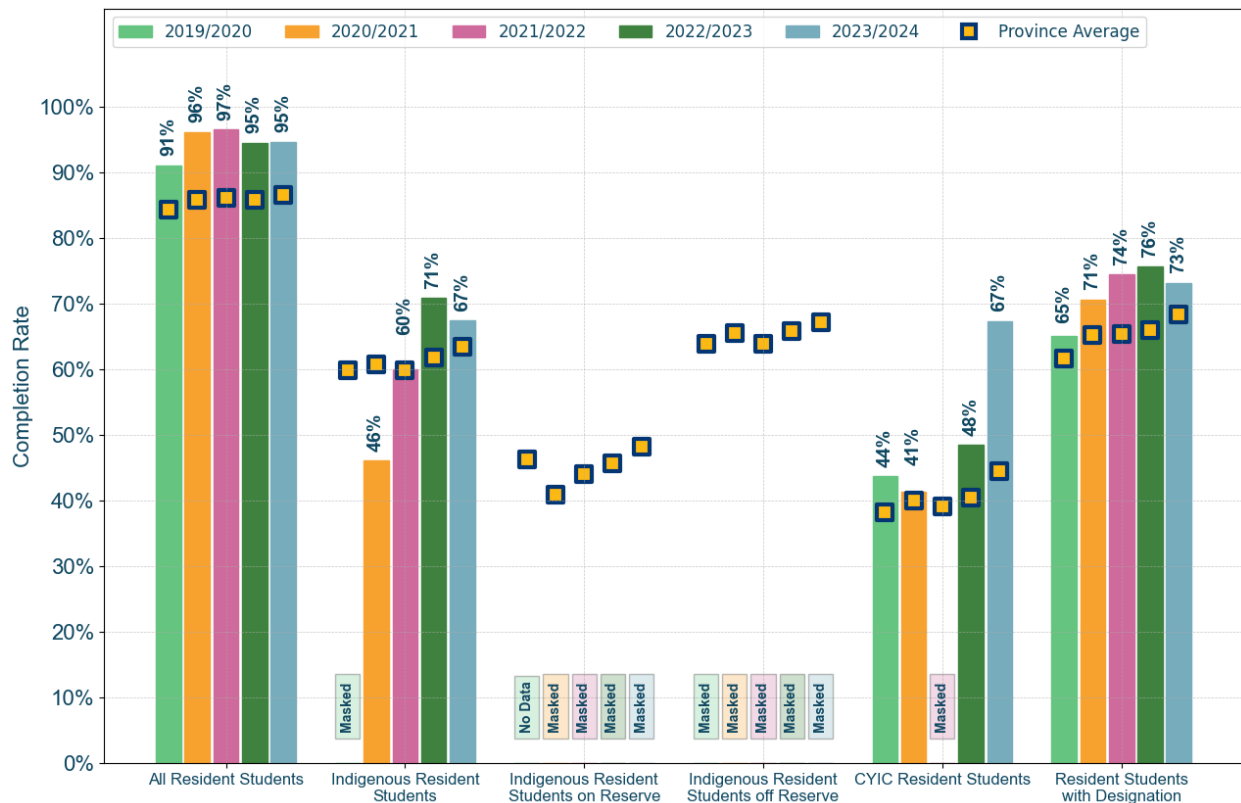
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1682   141	1636   172	1719   161	1669   157	1787   175
Indigenous Resident Students	18   2	29   3	24   2	28   3	28   3
Indigenous Resident Students on Reserve	0	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	18   2	Masked	Masked	Masked	Masked
CYIC Resident Students	25   2	27   3	Masked	25   2	28   3
Resident Students with Designation	247   20	228   23	253   23	268   25	240   23

SD038 - 5-Year Completion Rate - Dogwood + Adult Dogwood





SD038 - 5-Year Completion Rate - Dogwood



## Analysis:

### Outcome 4 - Graduation

*Achieved Dogwood Within 5 Years*



## #1: Key Context

- Small cohort sizes can result in large fluctuations in data year over year as one student represents a higher percentage in a small cohort.
- The graduation rate for priority populations is below the overall student graduation rate.

## #2: Trends and Comparisons

- Graduation rates are 95% or higher in the last three years.
- Graduation rates for students with disabilities and diverse abilities is lower than the overall student population, higher than the provincial average and remains in the low to mid 70% range.
- Graduation rates for Indigenous and CYIC remains below the overall student population and fluctuates quite a bit due to low cohort sizes.

## Interpretation:

### Outcome 4 - Graduation



#### *Achieved Dogwood Within 5 Years*

Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

1. What new information emerged when comparing the provincial data with relevant local data?

N/A

2. What strengths and areas for growth were uncovered?

SD38 continues to have a very high graduation rate.

There is an inequity in the graduation rate between the overall student population and all priority populations.

Although there is a gap, there is an upward trend overall in the data, indicating that the strategies being employed by district support and school teams taking a personalized approach to learners in these priority populations may be taking effect. Close monitoring of this trend will be required to determine how current strategies continue to work, as the small populations can greatly affect the data trends.

3. How do the results from the analysis inform the district's commitments to improving equity for all priority populations?

There is a need to focus on narrowing the graduation gap for priority populations.

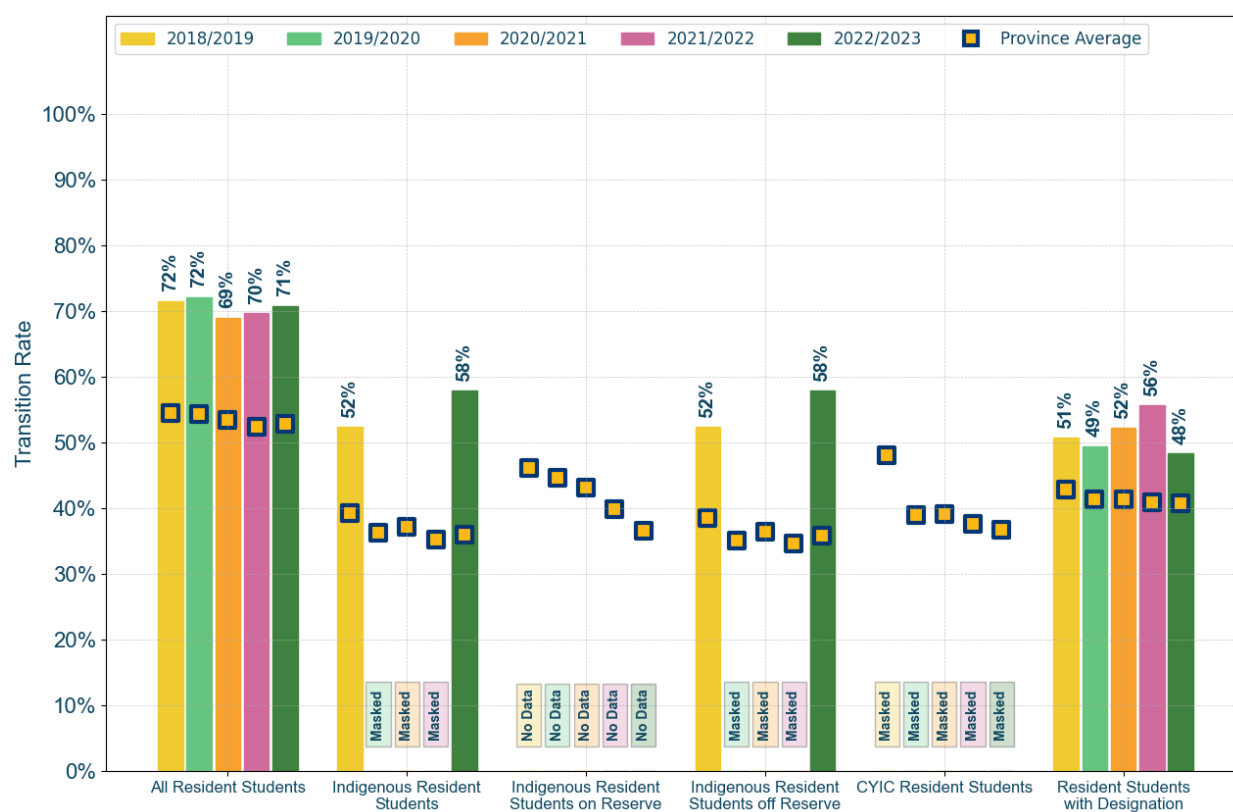
## Educational Outcome 5: Life and Career Core Competencies

### Measure 5.1: Post-Secondary Transitions

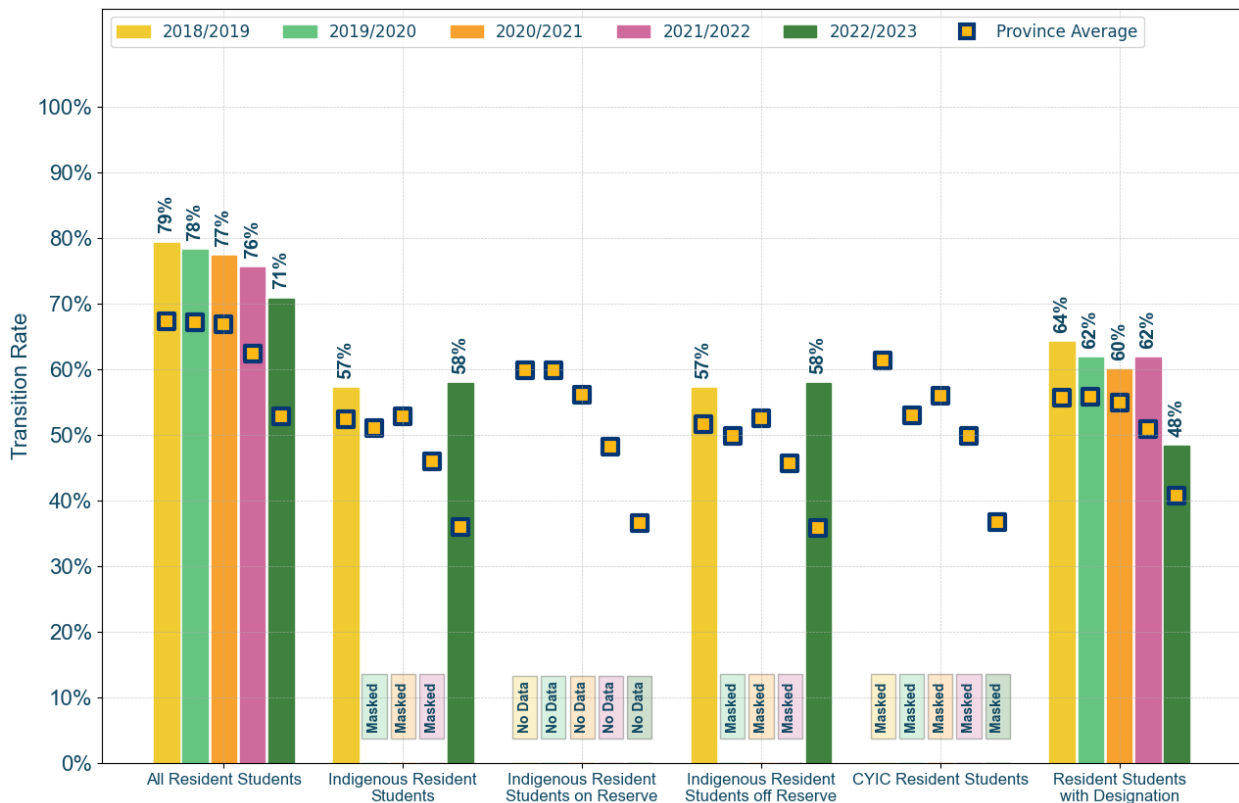
#### SD038 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	1547	1418	1460	1533	1453
Indigenous Resident Students	21	Masked	Masked	Masked	19
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	21	Masked	Masked	Masked	19
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	67	89	90	115	147

#### SD038 - Immediate Transition to Post-Secondary



### SD038 - Within 3 Years Transition to Post-Secondary



The district continues to augment the number of Dual Credit career program offerings that are available to students. In 2024/25, the district launched a new Health Career Dual Credit program opportunity in partnership with Kwantlen Polytechnic University (KPU). The program will run from February - June, 2026 and supports degrees in Health Science, Nursing/Psychiatric Nursing, and Biotechnology.

## Analysis:

### Outcome 5 - Life and Career Core Competencies

#### Post-Secondary Transitions

Analyze  
1

## #1: Key Context

- Learners in SD38 transition to post-secondary at a rate higher than the provincial average, which is in line with high graduation rates and overall high achievement. There are, however, persistent gaps between the overall student population and priority populations.

### Data Limitations

- Post-secondary transition data is limited as it only reflects BC post secondary institutions (PSI). Many students attend post-secondary institutions out-of-province or country, and this is not reflected in the data. Additionally, some students transition into work-site trades training not

associated with a PSI, transition directly to the world of work or to community living. These pathways are equally as valuable as PSI attendance and are not captured in the data. Also, PSI data tracks first-year entry only, and not program completion or outcomes.

## #2: Trends

- There is an overall decline in the district and provincially in post-secondary transition rates.

## #3: Comparisons

- There are persistent gaps between the overall student population and the priority populations.

### Interpretation:

#### Outcome 5 - Life and Career Core Competencies

##### *Post-Secondary Transitions*



Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

1. **What new information emerged when comparing the provincial data with relevant local data?**

N/A

2. **What strengths and areas for growth were uncovered?**

With Ministry guidance through participation in monthly Dual Credit Community of Practice meetings, the district is committed to enhancing the number of viable Dual Credit program opportunities available to students. A strength is that there is expressed interest in participating in these opportunities from students across the district as reflected in enrolment in dual credit programs. An area of growth is to continue exploring possible Dual Credit program partnerships with local post-secondary institutions.

3. **How do the results from the analysis inform the district's commitments to improving equity for all priority populations?**

There is regular, ongoing communication between Career Programs staff and secondary schools, as well as a deliberate connection with the Indigenous Education department and secondary alternate program staff, to ensure these program offerings are communicated as well as available to priority populations. The district has been able to provide specific opportunities (i.e. Kwantlen Polytechnic University's Strive program) for a number of years that is specifically geared towards equity-seeking groups.

Richmond School District

# **Interim Progress Report for the Enhancing Student Learning Report September 2025**

## **Part 2 – Respond to Results**

In Review of Year 5 of Strategic Plan 2020-2025

*Approved by Board on [date]*

# Interim Progress Report for Enhancing Student Learning:

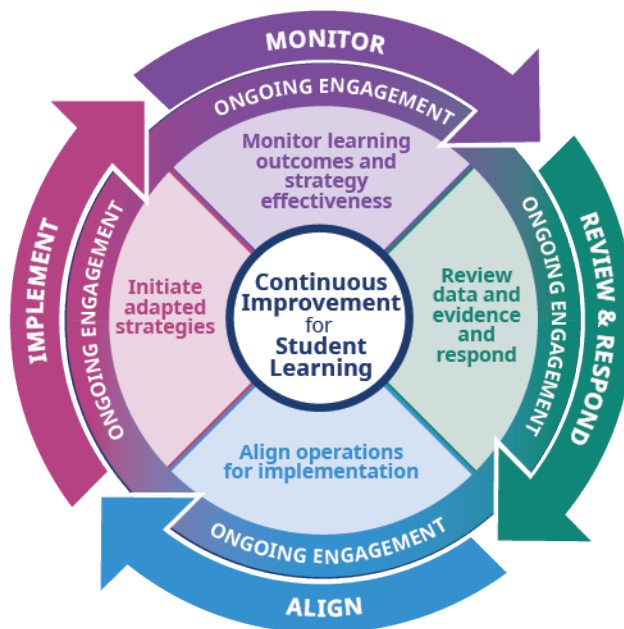
## Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a 3-year cycle. In this 3-year cycle, a district team submits a full Enhancing Student Learning report once and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

**The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:**



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

## Review and Respond Cycle:



### For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

"Indigenous students, children and youth in care, and students with disabilities or diverse abilities" are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board's Strategic Plan within the district is referred to as an "implementation plan". The name of this plan may vary between districts, with other names such as an operational plan or action plan.



# Interim Progress Report

## Respond to Results



### Part 2b

Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence (Part 1)** to complete **Respond to Results (Part 2b)**.

### Interim Progress Report Provides:

- **Continuous improvement information.** As per the Framework Policy and the Enhancing Student Learning Reporting Order, the Report must include information on the board's approach to continuous improvement of student achievement and equity of outcomes for all learners.

## Reflect and Adjust Chart



Intellectual Development			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Capacity building through the creation of a comprehensive reference package for schools to effectively support priority populations.	Narrow the gaps between priority populations (CYIC, Indigenous, Disabilities). and all learners	A review of data indicated the need to support schools in the identification and implementation of targeted and intensive supports for priority populations. This resource is intended to assist in the development of support plans to ensure positive academic outcomes for students.	This resource is being completed during summer 2025 and will be in the introduce and implement stage in 2025/26.
Literacy and Numeracy support blocks in secondary and TTOC release time in elementary to build teacher capacity	Improve achievement in literacy and numeracy K-12	In secondary the focus has been mostly on supporting grade 8s and a much more pronounced focus on literacy than numeracy. In elementary the focus was on building teacher capacity through professional learning, and we did see strong results in ELA and Math across elementary schools. Leadership engagement and professional learning for leaders is a factor in the success of this model.	<p>As literacy requires a greater focus, the secondary support blocks are being continued for literacy in 2025/26.</p> <p>There will be a follow up opportunity for teachers to access release time with the support of Learning Services to continue the focus on literacy and numeracy and enhance their professional learning.</p> <p>Teacher consultants are assigned to a group of schools to support teachers with literacy and</p>

			numeracy pedagogy
Expansion of SPARK screener to Grade 1	Improve elementary literacy, targeted to early literacy and interventions.	The SPARK screening tool allows for targeted interventions around specific skills needed for students. Our data shows students improving in literacy over the course of a year.	This is a new strategy that will be in the introduce and implement phase in 2025/26
District Reading assessments in all elementary schools	Improve reading proficiency in elementary	Overall, the reading data showed small gains K-7 across the district.	A district wide proficiency rubric for all students will be used to assess reading twice a year K-9.
Grow educator understanding of proficiency descriptors in reading, writing, and numeracy	Grow consistency of assessment and instruction with proficiency as a target.	This was a new goal for this year and is in the beginning stages of effectiveness. Moving to a common tool for assessment and linking proficiency indicators to reporting will help grow the effectiveness of this goal.	Using common proficiency rubrics for assessment across Language Arts and Math courses to grow consistency of practice and effectiveness of instruction.
Review teacher timetables for literacy and numeracy instruction and for inclusive practice at Tier 1 and 2	Improve literacy and numeracy achievement  Improve achievement gaps for students with disabilities and diverse abilities and students of Indigenous ancestry	This process has highlighted where literacy and numeracy instruction requires more attention during the instructional day. Guidelines and sample schedules have been shared with all teachers.  Data from the 2024-2025 school year has indicated the need for a more strategic approach to scheduling support provided by the Indigenous Success Team. As a result, elementary Indigenous Success teachers will meet with	This strategy will be continued in 2025/26.

		<p>students at each school on a weekly basis in the 2025-2026 school year and Indigenous graduation coach time has been added to all secondary schools.</p> <p>All support schedules for students with diverse abilities and disabilities will be reviewed by school principals and district staff. Feedback will be offered to ensure a strategic approach to student support and success.</p>	
Full implementation of Pillars of Literacy and Numeracy Foundations	Improve literacy and numeracy achievement	Numeracy achievement is improving, and literacy achievement is starting to catch up	The strategy will be continued in 2025/26.
School Learning Plans focused on Literacy and/or Numeracy and/or student wellbeing that are evidenced by school-based, district-based and provincial level data	Improve literacy and numeracy achievement focused on individual school needs	Schools are transitioning their school learning plans for 2025/26 to include a focus on literacy and/or numeracy.	This strategy will be implemented in 2025/26
	Comprehensive district mental health plan which includes focus on student wellbeing is in the process of being finalized and informed by a range of data sources.	District mental health plan currently in the process of being finalized will be tweaked to align with Strategic Plan 2026 – 2030.	
The Indigenous Success Team together with school staffs will investigate some of the reasons	Narrow achievement gaps for Indigenous Learners	Review of data has indicated the need for Indigenous Success Team (IST) staff to be actively	This strategy will be monitored for its success in 2025/26

<p>for inequities, and work with school staffs to enact strategies based on the data gathered from Indigenous learners and their families to narrow the achievement gap in literacy. This achievement gap will also be highlighted to all school leaders so they can focus on strategies to support Indigenous learners with their staff.</p>		<p>engaged in direct student support throughout the school year to ensure that students of Indigenous ancestry are engaged ongoing in cultural learning and experiences.</p> <p>Examples include post-secondary visits, engagement with elders, time spent in Indigenous Gathering Spaces, art projects, land-based learning, and community connections.</p> <p>Further to the findings of the Ministry of Education and Child Care HAWD Report, there is an identified need for conversations among schools and district staff around supporting the success of Indigenous learners ongoing. The two key components of the dialogue and planning will focus on supporting engagement in cultural experiences and the connection and prioritization of academic success. As a result, the collaborative work to support literacy outcomes for Indigenous learners will include the coordinated involvement of school-based resource teachers, curricular content teachers, enrolling classroom teachers, Indigenous Grad Coaches, the</p>	
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		Indigenous Success Team, Indigenous Teacher Consultants, and other District staff.	
A deeper dive into achievement and potential of students with disabilities and diverse abilities is required to determine if these students are performing at their capacity as per their CB-IEPs and learning plans, or if additional strategies can be employed to narrow the achievement gap for these students.	Narrow achievement gaps for students with disabilities and diverse abilities	<p>Data collected at school visits have contributed to a culture of ongoing dialogue and collaboration around student support and planning with the intention of ensuring student success. Support for school teams is ongoing around all matters relating to the meaningful inclusion of all students with disabilities and diverse abilities. School visits and collected data have also highlighted the need for information-sharing among applicable staff around the unique learning profiles of each of their students with diverse abilities and how supports can be best structured to ensure that every student is reaching their full potential.</p> <p>Capacity-building around these areas has included strategic use of material and personnel resources so that they are being effectively utilized to ensure positive academic outcomes for students.</p> <p>Resulting support for schools has</p>	These strategies will be continued in 2025/26

		<p>included conversations with PVP, information sharing and Q&amp;As at PVP meetings, workshops for teachers, in-service sessions, and resource teacher training.</p> <p>In addition, parent meetings and parent conversations have yielded feedback around student support and have helped to inform where capacity-building opportunities may exist within the district.</p>	
<p>Focused attention from district and school-based staff to set up learning plans and check ins with CYIC, their teachers and their support teams to help CYIC reach their full potential.</p>	<p>CYIC may experience a lack of connection to supportive adults in school communities.</p> <p>This strategy was chosen in order to designate someone in the building as responsible for targeted support.</p>	<p>This strategy has assisted the district in tracking and addressing issues, such as regular attendance, social emotional learning, and academic supports.</p>	<p>This strategy will continue for 2025/26.</p>
<p>Secondary ELL Student Survey January 2025 resulted in focus groups that elicited feedback from students around opportunities and barriers that exist in our schools for English language learning.</p> <p>Examination of the structures of English language support services in our district has included a deep dive comparing basic allocation services to supplemental services for English Language Learners to</p>	<p>ELL learners perform very closely to the overall student population until the graduation years when the performance drops somewhat. This could be due to many factors including the level of English in senior courses, however, it bears investigating further to ensure there are no other factors contributing to this inequity.</p>	<p>Data collected regarding the experiences of secondary ELL was utilized to examine the ways in which ELL service delivery in schools could be improved to enhance student engagement and academic performance and to increase opportunities for ELL within our secondary schools.</p>	<p>Feedback from students regarding barriers and data regarding academic supports and progress will be used to continue to examine ELL support structures in secondary schools in the 2025-2026 year</p>

ensure that services are being optimally provided and are in alignment with Ministry guidelines and best practice.			
The district aligns resource allocation with the board's mandate and strategic priorities.	Be more explicit connecting the alignment between district departments and student outcomes.	A new strategic plan is in development for 2026-2030 and will include goals, objectives and measures of success.	Prioritize the allocation of resources to support the priorities in the new strategic plan to improve outcomes for all learners.

Human and Social Development			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Development of a district belonging survey tool to measure belonging, safety and connectedness Gr 3-12.	SLS survey results show lower than expected results. This strategy was chosen to gather data from a wider student sample with a shorter survey.	This strategy has given us more detailed information on areas to target next year. It also provides schools specific information about their own data in order to take action as needed.	This strategy will be continued annually with the addition of demographic and cultural data to further examine where adjustments are needed.
Targeted wrap- around planning and case management for CYIC and Indigenous learners with a focus on narrowing the gaps and leveraging increased feelings of belonging to positively affect academic achievement	Students in these priority populations feel less safe, welcome and connected than the overall student population	We are seeing improvements in students in these priority populations feeling connected to adults.  Indigenous Gathering Spaces play a big role in improving feelings of connectedness.	This strategy will be continued
Intersectional collaboration is ongoing in the form of District Based Team, including monthly meetings to discuss how best to	Narrow the wellbeing gaps for students in priority populations	We hope this strategy will show results in 2025/26	This strategy will continue to be implemented in 2025/26.



support students referred by schools. DBT is comprised of a group of staff specialists who develop recommendations for schools that, are in turn, communicated to school teams as a part of an actionable student support plan.			
Gather data on the efficacy of the Indigenous Gathering spaces to determine if they are supporting students to feel connected to school and community	Narrow the wellbeing gaps for Indigenous students	<p>Data indicates that regular usage has greatly increased of the four Indigenous Gathering Spaces in the district. The Indigenous Gathering Spaces are situated geographically across the district to ensure that each is accessible to the community in each quadrant of the district. Use includes gathering for the purpose of cultural engagement, such as food preparation and sharing, and cultural programming, often around the performing and visual arts. Indigenous Elders and Knowledge-Keepers are often invited into these spaces to connect with students and share Indigenous Teachings.</p> <p>Student feedback reflects that the spaces provide a sense of belonging, safety, and joy. The existence of the spaces enhances pride and demonstrates the</p>	This strategy will continue to be implemented in 2025/26.

		district commitment to de-colonizing and highlighting Indigenous Success as a priority.	
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Career Development			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Secondary graduation coaches	Narrow the graduation gap for Indigenous students	Following a very successful year at the pilot secondary school, the Indigenous Grad Coach Pilot has concluded on June 30.	The Grad Coach model is being expanded for implementation in every secondary school in the district. An Indigenous Grad Coach has been identified at all 10 secondary schools, each with a dedicated block for supporting Indigenous students. The focus of the Grad Coaches is academic support with the mandate of improving graduation rates for Indigenous students, in alignment with the Ministry of Education and Child Care Framework for Enhancing Student Learning. Onboarding of the new Grad Coaches will begin in September.
Continue exploring possible Dual Credit program partnerships with local post-secondary institutions	Expand dual credit options for students to enable bridging to post-secondary options.	We are in the initial stages of expanding opportunities with partners. A strength is that there is expressed interest in participating in these opportunities from students across the district as reflected in	With Ministry guidance through participation in monthly Dual Credit Community of Practice meetings, the district is committed to enhancing the number of viable Dual Credit program opportunities available

		enrolment in dual credit programs.	to students.
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