

Report Title Page

Enhancing Student Learning Report 2022-2023
In Review of the Delta School District Strategic Plan 2021-2024
Year of 1 of 3 (2021-2022)
School District **037**
Approved by The Board of Education on: **September 27, 2022**

District Context

We would like to acknowledge the traditional territory of the Tsawwassen First Nation (TFN) and Musqueam Indian Band (Musqueam), and of all the Hun'qumi'num speaking people who have been stewards of this land since time immemorial. We would also like to offer our respect to all the Elders who have gone before us and to all Canadians who are on the journey of Reconciliation.

The Delta School District has 24 Elementary Schools and 7 Secondary schools, which are spread across the communities of Ladner, North Delta, Tsawwassen and TFN. Currently, the district has almost 16,000 students, with approximately 660 students identifying as having Indigenous ancestry and more than 1,400 students with disabilities or diverse abilities that require varying levels of support. The district employs more than 2,860 staff and had an amended [annual operating budget of \\$176.2 million](#) for the 2021/2022 school year. We are proud to provide safe, culturally diverse and nurturing learning environments from kindergarten through Grade 12 to meet unique learning needs. The district offers a wide variety of quality programs including traditional schools, International Baccalaureate and French Immersion programs, Distributed Learning programs (Home Quest and *DeltaAccess*), an International Student Program, and a wide range of continuing education programs (Delta Community College) to engage students in stimulating

and relevant educational experiences. In addition, our dedication to social responsibility teaches our students to respect themselves, their environment and each other, and encourages them to find ways to give back to their local communities.



Ranking highly in student and parent satisfaction surveys, we constantly strive to build and deliver the best education, experiences and opportunities for our students, including giving them voice and choice. We do this by ensuring that our educators have a solid knowledge and understanding of the curriculum, pedagogical approaches and assessment for learning. Currently, our graduation rates are among the highest in British Columbia and our students frequently gain recognition for their academic successes, leadership abilities and contributions to the school, local and global

communities. All of these accomplishments are due to the dedication and hard work of students working in close collaboration with committed and supportive teachers, district staff, parents and caregivers.

Current Strategic Plan Priorities

Our [Strategic Plan](#) sets out five goals that will guide our actions over the next three years and drive progress towards achieving our Vision 2030.

1. **Graduation for All:** All Delta students will graduate with dignity, purpose, and options, and will leave school more confident and curious than when they entered.

2. **Powerful and Inspiring Learning Environments:** Learning in Delta will provide all students with opportunities and experiences to thrive and flourish.
3. **Strong Foundation in Literacy and Numeracy:** All Delta students will have the literacy and numeracy knowledge and skills to thrive in a global society.
4. **Engaged, Empowered and Healthy Workforce:** Nurturing our workforce will enable employees to thrive and reach their highest potential, which in turn will ensure our students receive the best education possible.
5. **Strong Governance and Stewardship of Resources:** Maximizing the availability of the district’s resources will support the delivery of our strategic goals and ensure long-term sustainability.

Our work will be grounded in compassion and the following six guiding principles will be deeply embedded in each of our strategic goal areas:

Equity	Diversity	Well-being and connectedness
Indigenous Worldviews and Knowledge	Universal and Inclusive Approaches/Practices	Core Competencies (Thinking, Communication, Personal and Social)

District Successes

As we reflect on our five strategic goals, there are a significant number of initiatives that have proven to be successful. Here are a few highlights:

- District Vision 2030 Engagement Process: Over 10,000 data points collected from all stakeholders and rightsholders over an extensive consultation period
- Budget Public Engagement Process
- Successful collaboration and partnership with TFN, including establishing an educational program for 24 students on TFN lands
- Math Minds Pilot Project: 8 of 24 elementary schools are now piloting the numeracy program

Strategic Engagement

Over the course of 2021/22, the Delta School District embarked on a few very significant strategic engagement initiatives. First, the district led a significant engagement campaign with all stakeholders and rights-holders (including staff, students, education partners such as CUPE 1091, Delta Teachers’ Association, Delta District Parent Advisory Council, Delta Principals and Vice Principals Association, the Delta Board of Education, and TFN and Musqueam) to develop and launch our new district vision, [Vision 2030](#). The previous Vision had served the district extremely well for the past decade and provided a solid foundation to boldly envision the growth and direction of the district for the next ten years. Over several months, through Zoom meetings, online surveys, collaborative whiteboard spaces, and breakout conversations, we engaged with our key stakeholders and rights-holders and asked them to share their wishes and desires for the future direction of the school district. The totality of the engagement work yielded more than 10,000 individual data points. During the summer of 2021, this data was analyzed to identify key themes, and through this process the collective feedback has been captured in the Vision 2030 graphic.

A second key engagement initiative was our new [Budget Public Engagement Process](#) which resulted in extensive consultation opportunities with the public, key stakeholders, and rights-holders. This included a budget webinar for the public to explain the budget process and provide an overview of district departments and their priorities, and a budget public engagement session to encourage discussion and gather important feedback on stakeholders’ funding priorities. This ties in with numerous initiatives supporting our fifth Strategic Plan goal: Strong Governance and Stewardship of Resources, including training for newly appointed trustees on policy and governance issues, Audit Committee work related to financial reporting and increased accountability, and further alignment of spending any operating surplus on key priorities in the Strategic Plan.

A third initiative focused on supporting the goal of creating an engaged, empowered and healthy workforce. In May 2021, staff were invited to participate in district-wide focus groups to discuss the challenges they faced before and during the COVID-19 pandemic, and the factors that contribute to their wellbeing at work. Three themes emerged:

- SELF: The importance of being a healthy individual
- SITE: Being welcomed into a purposeful and collaborative workplace
- SYSTEM: Having the resources and support to give the best to their job

Subsequently, the district created an Employee Wellness website as a resource to promote mental and physical health and fitness and worked with its union partners on mentorship and support programs for employees. Then, using the SELF/SITE/SYSTEM themes, a district-wide employee mental health and well-being survey was developed to gather baseline data. The results will help determine the priorities for supporting employee wellbeing moving forward.

Student Performance Data Analysis & Interpretation

Intellectual Development

Goal: Strong Foundations in Literacy and Numeracy

Focus: Literacy

Grade 4 & Grade 7 Literacy Expectations

For the past several years, we have been met with challenges in some of our schools to raise student participation rates in the FSA (Foundation Skills Assessment). Delta’s participation in FSA overall has been consistently lower than the Provincial Average (see Appendix E). Despite information campaigns and attempts at engaging parents with information on how the data from the FSA is used by schools and districts, we still struggle to see a level of participation we are satisfied with.

At the district level, our FSA results have been fluctuating slightly over time, without any clear trends up or down. Despite this, we continue to feel that ‘hovering’ between 70% and 80% of students On Track or Exceeding in both Grade 4 and Grade 7 Reading is not demonstrating an achievement level reflective of our goals in this area. Our target over the next two years of our Strategic Plan would be to see closer to 85% of students On Track or Exceeding in Grade 4 and Grade 7 Reading. The value and significance of the FSA data as an important student performance indicator has been underscored by The First Nations Leadership Council and FNESC (First Nations Education Steering Committee) as “legal commitments” to the pursuit of equity as we work toward seeing the achievement of students of Indigenous ancestry at parity with non-Indigenous peers. As a school district, we are committed to improving our participation rates, and will be working with our partner groups and parents and caregivers to emphasize the importance of the FSA.

Grade 4 and 7 FSA Results in Reading

Reading	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Grade 4: On Track or Extending	79%	77%	73%	74%	80%	71%
Grade 7: On Track or Extending	75%	78%	81%	75%	82%	73%

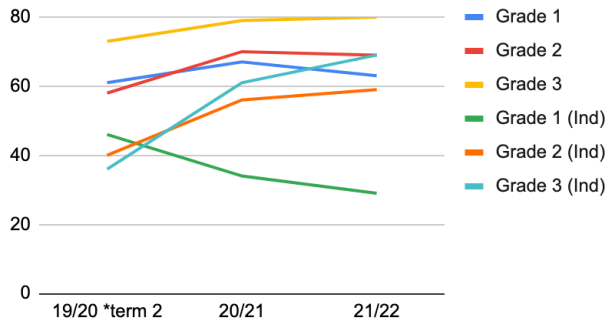
Action Highlights for 2021/22

The district has formed a Multi-department Elementary Literacy Committee to create cohesion and alignment between different Learning Services Departments. The emphasis has been on developing a framework and supportive resources focused on foundational proficiencies (e.g., phonics, phonemic awareness, etc.) in reading, as well as establishing different ways to engage classroom teachers. A range of workshops was offered on foundational proficiencies and accompanying resources (e.g., district wide deployment of decodable books). This emphasis was mirrored in our French Immersion program, with a range of new professional learning offerings and district-developed resources provided to teachers.

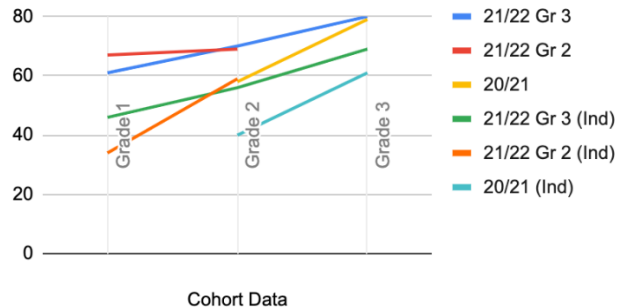
We are encouraged by the work to date and are continuing to see positive trends with reading outcomes for students in Grades 1-3. Specifically, we have collected *Reading Benchmarks* data consistently for the past three years with almost all primary classrooms (Gr.1-3) participating. With a strong focus on literacy, we needed to establish a set of metrics that better reflects student achievement on classroom-based reading instruction, and work continues in 2022/23.

The *Reading Benchmarks* data is showing some encouraging trends as we see cohorts of students move through grades 1-3. However, despite the positive gains we are observing overall, we are still seeing students of Indigenous ancestry, as a sub-population, not achieving at the parity with non-Indigenous peers. Continued targeted work to identify and provide focused instructional support to students of Indigenous ancestry who are not meeting expectations in reading will also continue for 2022/23.

Year End Reading Benchmarks



Reading Benchmarks by Cohort



2022/23 Plans:

We are implementing a number of professional learning structures and networks to roll out the foundational proficiencies framework in primary grades. This includes a network of teacher champions to test and revise in-classroom tools and resources. We will continue to collect *Reading Benchmarks* data in grades 1-3 (three times a year) with a renewed focus on data-usage at the school and classroom level. This had been on pause due to COVID-19.

We are also finalizing an intermediate framework (grades 4-7) for literacy built around a core collection of instruction routines in reading, writing and word work. We have a few schools that will pilot this resource over the year. We also have one secondary school interested in trialing some of these routines in grades 8/9.

In 2022/23 we established our first Secondary Literacy Committee with the goal of increasing reading success in grades 8-12. This committee will draw from different Learning Services departments, as we hope to align classroom practices with various support models currently happening in our secondary schools. *See Appendix A for Grade 10 Literacy Expectations*
 The introduction of the Grade 10 Literacy Assessment in 2019/20 saw largely a cohort of Grade 11 and Grade 12 students write the Assessment, and, thus, only a small number of students in Grade 10 were captured in the data shown here for that particular year. The 2020/21 results show only 68% of students at the Proficient or Exceeding Rate. As with other results from Provincial Assessments, we will continue to focus on sharing the importance of authentic student participation in these assessments with students and parents/caregivers.

Goal: Strong Foundations in Literacy and Numeracy

Focus: Numeracy

Grade 4 and 7 FSA Results: Numeracy

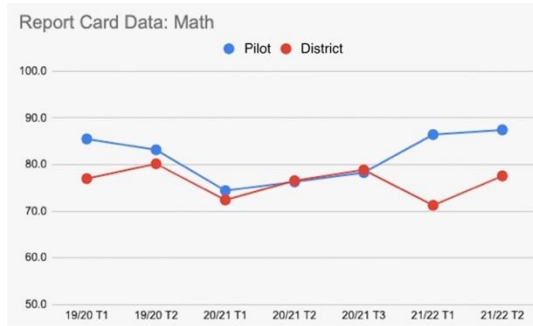
Numeracy	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Grade 4: On Track or Extending	67%	68%	68%	74%	68%
Grade 7: On Track or Extending	67%	70%	68%	74%	61%

As with our analysis of the FSA Literacy data, we have seen fluctuations that don't reveal any clear trend lines. Despite this, we are not satisfied with our participation rates or our overall achievement results. Our district targets for both Grades 4 and 7 Numeracy

are to see 75% of students achieving On Track or Extending. Significant work is being done over the next two school years.

Action Highlights for 2021/22

This past year, we engaged in a pilot project (MathMinds) at one elementary school. This initiative has demonstrated significant impact on both student learning and teacher engagement. (See Appendix B)



During the pilot year we paid particular attention to vulnerable learners in Mathematics. Overall, we saw a positive growth, with the CTBS data showing a number of students gaining two to three years of math learning in one year of the program. This positive impact was corroborated through discussion with LST from the pilot school.

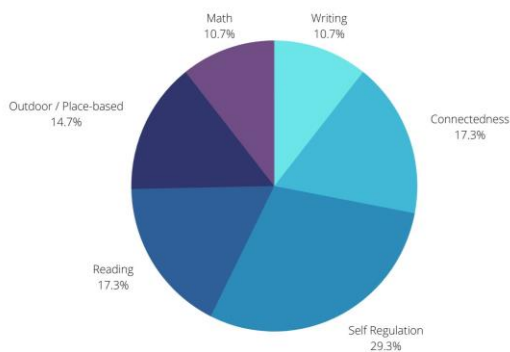
Teacher response to using MathMinds during pilot year was also positive. 14 teachers piloted the program as their entire math program. All 14 expressed a desire to use the program again, 13 out of 14 saying it will continue to be most or all (75 - 100%) of their math program moving forward. (See Appendix C)

In grades 8 & 9 math we developed a set of performance standards and supporting documents. These were designed to help strengthen classroom assessment and evaluation, as well as support math teachers in the transition to the upcoming revised Reporting Order.

2022/23 Plans:

We have expanded the MathMinds program into 7 of our 24 elementary schools, with Learning Services staff continuing to support this implementation. We are also exploring the model with a transition/support block in one secondary school.

See Appendix D for Grade 10 Numeracy Expectations



Our district staff and secondary school teams have struggled to find comparative utility in the Grade 10 numeracy data, other than to state the obvious that we are not satisfied with the percentage of students year over year, demonstrating “Proficient / Extending” rates. Secondary school teams have tried to compare results and have meaningful discussions when compared to report card achievement levels. However, it has been difficult and inconsistent to establish any plausible correlations both trending over time, or among cohorts. For 2022/23, we have been strategizing ways we can better prepare students to give their best effort on the assessment and will continue to explore ways we can bolster participation in the grade 10 year to establish more consistent cohorts year-over-year in the data set.

Goal: Powerful and Inspiring Learning Environments: Learning in Delta will provide all students with opportunities and experiences to thrive and flourish.

Focus: Human and Social Development

Since working with schools in developing the goal areas for the district Strategic Plan, there has been a continued and amplified engagement around student connectedness and ensuring that every student feels a sense of belonging and engagement in their school. We continue to work with school teams and the Student Learning Survey data to deepen school-level inquiry in this regard. This work will support the development of schools into learning environments where all learners thrive and include: (a) working to help students develop and exercise increase agency in their lives and in their learning, (b) connecting students with place and community through and beyond curriculum, (c) evolving into an increasingly welcoming and warm community where students see themselves represented and feel a sense of belonging, (d) designing learning to engage learners’ hearts, minds, and brains. In the past year we surveyed students as to the number of adults they could identify as believing they will be a success in life.

Moving forward with this data, Delta schools are working on a range of initiatives to increase student connectedness. This includes:

- Inquiring into ways to ensure every student has at least two adults that believe they will be a success in life.
- District and school teams working with schools to become antiracist in their approach and environment.

- Secondary schools working with their elementary feeder schools to support smooth transitions into Grade 8.
- Secondary Indigenous students being invited to participate in tours and activities around post-secondary pathways.
- Schools all tracking attendance data and regularly connecting with those individual students struggling to attend consistently.

NQ16 – Do you feel welcome in your school?			Q22 – Do you feel safe at school?	
Grade Level	All Students	Indigenous	All Students	Indigenous
4	79%	74%	81%	Masked
7	74%	48%	80%	Masked
10	71%	59%	81%	Masked
12	68%	46%	84%	Masked
Q26A – How many adults do you think care about you at school?			S81 – Is school a place where you feel like you belong?	
Grade Level	All Students	Indigenous	All Students	Indigenous
4	69%	44%	64%	56%
7	63%	56%	69%	35%
10	64%	63%	67%	64%
12	71%	72%	54%	46%

**Percentages relate to the number of students who responded ‘positive’ compared to neutral, negative and don’t know*

Action Highlights for 2021/22 to support student engagement, belonging and connectedness:

Coordinators of Inquiry (COIs) have led a number of inquiries to support work in this area:

- A growing number of teachers and [school leaders](#) are designing learning to build student agency through learning decision making skills while developing a deep understanding of the content and curricular competencies of specific courses. [Here is a slide deck that highlights some of these efforts and impacts.](#)
- Many inquiry teams have spent time learning about place-based pedagogy which resulted in many classroom and school based initiatives including [story strolls](#), collecting data in [real time outdoors](#), co-teaching in nearby nature areas, and [community engagement around issues of accessibility](#) and [climate change](#). Some of this learning has also resulted in an in-situ cohort from the University of British Columbia that will spend time in one of our elementary schools and [engage in reciprocal learning with the staff](#) - a staff who was inspired to use place-based pedagogy after hearing about the collaborative inquiry team’s learning. The District has supported this engagement with place-based learning in many ways including: (1) distributing outdoor learning wagons to each elementary school containing a variety of learning materials to help teachers teach outdoors and engage in place, (2) supporting field trips to the House of Learning by the Sea, a district site at which teacher coordinators engage whole classes and their teachers in learning about and on the land from an Indigenous lens, (3) supporting this line of inquiry with the Coordinator of Inquiry program, and (4) funding First Peoples courses specifically to lower barriers to learning on and from the land. [Currently the French Immersion Teacher Coordinator is developing a network of secondary students trained in leading field trips so elementary teachers can take their students out to experience learning on the land from a knowledgeable, French-speaking guide.](#)
- Over the past few years, the District has supported teachers in building their knowledge base and efficacy to help them confidently teach English First Peoples (EFP). The district went from zero blocks of EFP to four in the first year of this effort. This year, there are 25 enrolling blocks of EFP and four blocks of BC First Peoples (BCFP) 12. To support these teachers, one teacher coordinator from Indigenous Education Department and one teacher coordinator from Curriculum, Instruction, and Assessment are providing ongoing in-service professional learning.
- Teacher Librarians have engaged in a collaborative inquiry around how to develop antiracist libraries where all students feel safe and included. This resulted in thousands of inauthentic or outright racist texts being replaced with titles that better represent the schools’ communities.
- The District Antiracism Committee supported student teams (with funding from the Ministry of Multiculturalism) in creating a series of videos, to be shared with schools and community, that gave them a platform to speak their truths and to provoke conversation. Student members of the District Antiracism Committee have presented their message to over five

community groups during the past year. The Committee also encouraged classrooms to participate in [virtual Black Excellence Day programming](#) from the Burnaby School District. The Committee continues to support teachers and staff in becoming antiracist, for example, through its Antiracism Procedure, the development of a new mandatory staff training program, and by following up on a survey into staff's experiences with racism and antiracism in the District.

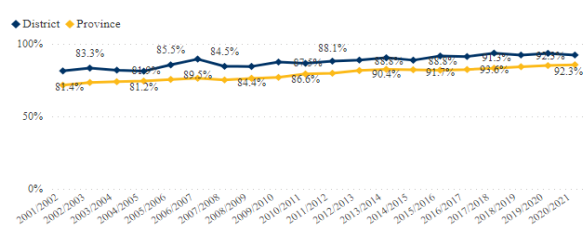
- District Staff in collaboration with a host of classroom teachers created [a resource](#) articulating how Indigenous Ways of Knowing and Being intersect with Assessment for Learning and Universal and Inclusive Design. Staff use this resource when working with teachers to support and reflect on increasingly powerful learning environments.

GRADUATION AND CAREER DEVELOPMENT

Goal: Graduation For All: All Delta students will graduate with dignity, purpose, and options, and will leave school more confident and curious than when they entered.

Focus: Students Achieving a Dogwood in Five Years

Completion Rate



Following the Vision 2030 engagement process and the work at the school and district level to establish strategic priorities, we continue to focus on graduation for all students with dignity, purpose and options as a significant district goal. We also believe our work is to inspire all students to be life-long learners and have them leave school more confident and curious than when they entered.

Despite very encouraging, positive trends in our five and six year graduation rates over the past decade, both in our overall rates and those

for students identified in vulnerable sub-populations, we are not seeing graduation parity for all students. The 2020/21 5 Year Completion Rate for the district took a very slight downward turn from 98% in 2019/20 to 96.4% in 2020/21. As a district we continue to remain, year over year, above the Provincial five year rate and are encouraged by the positive overall trendline as shown in the graph below for both the Province and the District. However, until every student graduates with dignity, purpose and options, this is an area we will continue to focus on.

5 Year Completion Rate - All Students (Resident)

The 2020/21 school year brought with it the additional challenges of the COVID-19 pandemic and compounded challenges for students already identified with learning vulnerabilities. Over this period, our Learning Services department and school-based teams enhanced existing support structures to track student success in grade-to-grade transitions in order to provide timely interventions to students not experiencing success.

All of our Secondary Schools have regular team meetings to identify and monitor any students not experiencing success or dealing with any potential barriers to success at school. Articulation and wrap-around support from district staff compliments the intensive efforts of school teams. Through these efforts, we are regularly providing individual student data to school and district teams to drill down and better understand students' unique circumstances and develop responsive, individualized interventions and supports. Also, although the Ministry of Education does not currently include students graduating with an Evergreen Certificate in the current five-year graduation rate data, we continue to ensure that students working toward an Evergreen are challenged and supported to graduate at their maximum potential and are counted in our local graduation data.

We have a number of key initiatives and actions that have been specifically designed to 'wrap around' and support students of Indigenous ancestry who are not experiencing success. For example:

- Continued funding of the ongoing Indigenous Literacy Initiative (Board of Education Initiative) is aimed at improving the reading of all Indigenous students from K - 3 with the goal of having them reading at grade level. This is reading intervention and support above and beyond, and in concert with, other supports, such as Learning Assistance and other targeted interventions.
- Since 2019, we have partnered with TFN to create a satellite educational program for students who prefer to work in smaller, more personalized learning environments, and to engage with parents on various programs and initiatives, including a 'meet and greet' with the new Secondary teacher.
- In addition to the TFN program, the district has hosted family gatherings with a focus on First Nations and Metis cultural teachings. Our Journey Canoe program has involved parents and students coming up with a name for the canoe and, over the

summer, Indigenous students were invited to take out canoes at Deas Island Park and to learn traditions related to the Journey Canoe.

- The annual Indigenous Graduation Ceremony, held at the School Board Office, pays tribute to Indigenous students who are “graduating” either from K into Grade 1, from Grade 7 to 8, or from Grade 12. Students are blanketed by a District elder, witnessed by their parents/guardians, and traditional Indigenous songs and dances are performed.
- Within our schools, we have continued to hold weekly Land Acknowledgements. In addition, Indigenous Education staff visit K-12 classrooms with cultural teachings regularly, and six out of seven Secondary schools are teaching either EFP or BCFP12 this year.
- We have brought in district elders to meet with some students who have questions about their identity, their family dynamics, and other areas that cause anxiety and unrest for the student resulting in excellent feedback from students, saying they felt heard and understood.
- We have focused attention on post-graduate opportunities by engaging students and their families in post-secondary visits, graduation requirements, scholarships, and various cultural activities on campus
- District Indigenous Teacher Coordinators are assigned oversight of Indigenous students at the seven secondary schools. They contact counsellors and administrators in order to know which students are on a solid graduation path and which ones may need extra attention to achieve success.
- In addition, three Indigenous teachers provide professional learning opportunities in class and on Professional Learning Days.

As we examine the sub-populations of students who are not experiencing graduation parity, we are continuing to see positive trends, but also some fluctuations, or lack of significant improvement in specific groups with a small cohort size. However, the overall trend sees graduation rates for students with Indigenous ancestry increase by over 30% in the past decade. In 2019/20, we had a cohort of 64 students of Indigenous ancestry eligible for graduation and 83.3% were successful in attaining a Dogwood. In 2020/21, the cohort of eligible students was 58 and 74.1% received a Dogwood.

In our analysis of individual students who did not graduate within five years, district staff have worked with school personnel and families to determine the individual circumstances that transpired for the student, resulting in them not graduating within the five-year window. With a very small cohort graduating each year, the individual circumstances for each student vary widely and require very individualized plans and supports to see the student graduate. Over the past few school years, we are learning so much from the knowing the stories of individual students. We are also using school level transitions data and data like the “Future Grad Rate” to identify students who may be experiencing challenges as early as possible and ensure progress is monitored and necessary interventions implemented in a responsive manner.

We have also seen a positive trend in the five-year completion rate for students with disabilities or diverse abilities from 78% (2015/16) to 82.3% (2020/21). This is 18% above the Provincial rate, but still 10% less than the completion rate for all students in our district. Although the overall trend is positive, between 2019/20 and 2020/21, we observed a slight decrease from 84.2% to 82.3% respectively. In addition, for students who are identified as Children and Youth In Care (CYIC), we have seen a slight increase from 30% (2015/16) to 35.5% (2020/21). This is down slightly from the previous year but has highlighted a deep sense of urgency that the complex work with MCFD and other agencies supporting CYIC must be a top priority.

Another area of improvement has been in the number of students transitioning from Grade 11 to Grade 12. Historically, Delta has seen higher grade-to-grade transitions than neighbouring districts and our rates remain very high. Since 2015, we have observed a slight improvement from 97% to 99% (2020/21). Similarly, as we look at student sub-populations, we see the transition rates for students with disabilities or diverse abilities increasing from 91% (2015/16) to 99% (2019/20).

Although we continue to be encouraged by the positive trends observed in student graduation and transition rates, an unsettling achievement gap remains for students with Indigenous ancestry, students with disabilities or diverse abilities and CYIC despite a multi-year focus on improving outcomes in these sub-populations. We continue to focus on equity and allocate resources judiciously based on need, with the goal of having all of our students graduate from school with dignity, purpose and options.

Goal: Graduation For All: All Delta students will graduate with dignity, purpose, and options, and will leave school more confident and curious than when they entered.

Focus: Grade-to-grade and Career Transitions

As with many initiatives, the COVID-19 pandemic stifled some of the momentum the district was gaining toward expanding Career Development experiences and opportunities for students. Our Work Experience numbers were significantly down over the past two

years, as was enrolment in the Train-In-Trades programs. A significant focus coming out of the 2021/22 school year has been to jump-start a wide range of initiatives for students.

As we examine our Grade-to-Grade Transitions data, we see consistent trends in all sub-populations, except CYIC, approaching 100% up to Grade 9. Transitions from Grade 10 to 11, and Grade 11-12 we continue to see some fluctuations in sub-populations from year to year, but transition rates remain consistently above 97% for all students and above 95% for students of Indigenous ancestry, since 2015/16. In 2019/20 we observed 100% of Grade 11 students of Indigenous ancestry transition to Grade 12. A sub-population that is of most concern for us is the small number of CYIC we have in our district. Each year we have enrolled 5 to 10 students per cohort who are identified as CYIC, and transition rates since 2015/16 from Grade 11 to Grade 12, for students who are CYIC, has been consistently 75%-80%. In 2019/20 we had our largest cohort of students in many years (10), and 100% transitioned successfully from Grade 11 to Grade 12. We are encouraged by this trend in the short-term, but we also continue to see students who are identified as CYIC graduating at a significantly lower rate than the general student population.

Grade to Grade Transitions and Career Development Action Highlights 2021/22:

One of the strategies we are hoping to enhance to improve transitions is targeted career development opportunities for students in Grades 10-12. We hope many of these opportunities increase engagement to help increase our Grade-to-Grade Transitions to be closer to 100% for all sub-groups. Here are some highlighted initiatives and actions in support of our improvement efforts:

- Over the past three years, the district has worked on a collaborative inquiry, *Transition Spiral, from high school to beyond*, led by a team comprised of district staff, school leaders, and teachers across multiple sites which addressed several key foci to better support students in making purposeful and meaningful transitions into their post-secondary lives: student leadership, career awareness, and parent awareness.
- Student leadership: This initiative aimed to increase students' sense of leadership and agency. To support this within Indigenous students specifically, members of the team created a leadership program which currently runs outside of the timetable but which they hope to move into regular programming. This program focuses on helping students explore their leadership through Indigenous ontologies and epistemologies. Because nurturing a healthy transition to post-secondary begins much earlier than Grade 12, another group has focused on increasing opportunities for students in [Grade 6 and 7 to learn leadership skills](#) they can bring with them into Grade 8 as they transition to secondary. French Immersion students in secondary school have the opportunity to lead elementary classes on outdoor learning excursions, in French. [And finally, the district manager of prevention has continued to offer a Leadership Conference that connects students with community leaders.](#)
- Career Awareness: Led by the Teacher Coordinator of Student Options and Opportunities this effort includes hosting in-person career panels and offering new career pathways to better demonstrate the many post-secondary options for students Gr.8-12.
- 2022 marks the first cohort of the [Early Childhood Education dual credit program in Delta](#). 14 students participated in the initial cohort. Graduates will earn post-secondary credits and complete a practicum towards earning their Early Childhood Education credential.
- The Spring of 2023 will see the first Firefighter Work Experience program in Delta, with participants spending time over Spring Break learning from firefighters and engaging in course work to help them learn about career paths in this field.
- [The District continued to partner with Fresh Roots in providing an opportunity for students to be paid over the summer while learning about career pathways in the food system.](#)
- Parent Awareness and Engagement: District staff have developed an action plan for increasing parental awareness of post-secondary programs and scholarships.
- For the past two years, the district's Facilities department has created a Train In Trades program for two Delta students entering an apprenticeship. This program has been supported by the Board of Education and union partners.

Existing and/or Emerging Areas of Need

We continue to use our District priorities as transversal areas of focus across each of the key goal areas to ensure we are maintaining a focus on aspects of inequity and vulnerability in our system. Given we are reflecting on the past year where our district continues to feel the impact of the COVID-19 pandemic, we continue to pay particular attention to students with Ministry designations and students who are of Indigenous ancestry, as there continues to be an observable achievement gap, and amplified areas of need, when compared to the overall student population.

Over the course of 2022/23 we have a great deal of work to do in creating a data-literate culture both in our district and school

teams. We are alive to the fact we need to explore how to better involve student, parent, stakeholder, and rightsholder voice into our data collection and review process. This is a key area for further growth and development for our schools and district teams. In our examination of student learning evidence, we continue to focus on specific sub-populations of students and are using the available data in the checking phase of the spiral of inquiry to determine any adjustments we need to make to our strategies. As highlighted several times throughout this report, we continue to see Students of Indigenous ancestry not graduating and transitioning to post-secondary at the same rate as their non-Indigenous peers. As we examine students who are identified in multiple sub-populations we see the achievement gap continue to be wider. Despite some small but encouraging trends that show improvement in the graduation rates for identified students, we will continue to focus intensely on better identifying and meeting the educational, social-emotional, and cultural needs of students identified in these key sub-populations.

Literacy initiatives are seeing positive gains in year-over-year school-level data. FSA results have not indicated the same level of success as we struggle with participation rates and a consistent culture of significance and importance toward these assessments. As our district transitions to new reporting guidelines and practices, we will need to establish report card data indicators that also begin to be tracked with intention over time. This will be important work that will carry through 2022/23.

Adjustments and Adaptations

In developing the strategies and professional learning related to both the literacy and numeracy initiatives lead by the Learning Services team, an extensive review of current literature and consultation with experts is part of the on-going work. The challenge over the course of the 2019/20 and 2020/21 school years has been maintaining opportunities to engage teachers in focused and sustained professional learning under the stressful, and often shifting context of the COVID-19 pandemic. The 2022/23 school year will see a full return to robust professional learning for teachers and support staff focused on both school and district aligned goal areas.

Requests for deepening, on-going consultation and engagement with Indigenous rightsholders, especially TFN and Musqueam, will continue. There has been some feedback provided in our Vision 2030 process from Elders and formal representatives of TFN and Musqueam that has been incorporated into the development of the Strategic Plan. However, more opportunities to engage with our partner groups and Indigenous rightsholders will take place moving forward.

Alignment for Successful Implementation

The Learning Services Department is responsible for a wide-range of work focused entirely on aligning supports and resources toward supporting the district goals and school goals. For 2022/23, a robust offering of professional learning focused on literacy, numeracy, human and social development, and equity is being regularly offered. The types of offerings have been differentiated to reach teachers and support staff in a variety of ways. Some of the professional learning will include job-embedded learning with support from learning services, while others may be more workshop and training focused. We continue to have a robust team of Coordinators of Inquiry working at school sites to support teacher inquiry into a range of projects addressing the identified needs of students within a classroom or group. A full range of resources and professional learning opportunities can be found at <https://deltalearns.ca/>. The Board of Education and Finance Department have thoughtfully aligned resources to target financial resources in support of the goals outlined in the Strategic Plan.

Conclusion

As a district, it is our mission to inspire and nurture thriving, future-ready learners. As we reflect on the 2021/22 school year, we have made some observable gains in student outcomes that are encouraging. With Vision 2030 and our 2021-24 Strategic Plan now in place, we continue to strive to see every single student in Delta reach their full potential and graduate with dignity, purpose and options, and leave school more curious than when they entered. To realize this goal, there is a significant challenge in front of us to improve outcomes for students with identified vulnerabilities and students of Indigenous ancestry that are not experiencing success in school. The work in 2022/23 will continue to involve aligning resources and supports to school teams so we can work collaboratively across all levels of the system to improve outcomes for all students and work toward each goal outlined in the district's Strategic Plan.

APPENDICES

Appendix A: Grade 10 Literacy Expectations

037-Delta

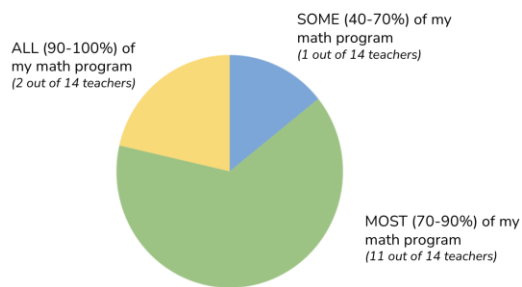
School Year	District No	District Name	Grad Assessment Requirement Group	Subpop	Expected Count	Writer Count	Participation Rate	Proficient Extending Count	Proficient Extending Rate
2019/20	037	Delta	LIT10	ALL STUDENTS	1,353	80	6%	59	74%
2020/21	037	Delta	LIT10	ALL STUDENTS	1,342	1,206	90%	820	68%

Appendix B: Growth in student learning: (Percentage of year's growth in math learning as compared to national average: Canadian Test of Basic Skills)

	Grade 2	Grade 3	Grade 6
Math Concepts	1.08 (108%)	1.54 (154%)	1.38 (138%)
Computation	1.38 (138%)	1.08 (108%)	0.77 (77%)
TOTAL	1.23 (123%)	1.38 (138%)	1.23 (123%)

Appendix C: Expected Future Use of MathMinds

Now that you've piloted MathMinds, how much do you see yourself using it next year?



Appendix D: Grade 10 Numeracy Expectations

037-Delta

School Year	District No	District Name	Grad Assessment Requirement Group	Subpop	Expected Count	Writer Count	Participation Rate	Proficient Extending Count	Proficient Extending Rate
2017/18	037	Delta	NUM10	ALL STUDENTS	1,367	877	64%	243	28%
2018/19	037	Delta	NUM10	ALL STUDENTS	1,375	960	70%	242	25%
2019/20	037	Delta	NUM10	ALL STUDENTS	1,355	45	3%	6	13%
2020/21	037	Delta	NUM10	ALL STUDENTS	1,342	1,215	91%	366	30%

Appendix E: FSA Participation Rates

FSA GRADE School Year	Grade 4		Grade 7		Total	
	District	Province	District	Province	District	Province
2017/2018	76%	75%	71%	74%	73%	75%
2018/2019	81%	73%	76%	72%	79%	73%
2019/2020	63%	73%	63%	72%	63%	72%
2020/2021	51%	64%	43%	61%	47%	63%
2021/2022	61%	70%	64%	69%	63%	70%