

# September 2023

## In Review of Year 2 of the Delta School District's Strategic Plan 2021-2024



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# INTRODUCTION

Our schools and District offices are located on the traditional territories of the Tsawwassen First Nation (TFN) and Musqueam Indian Band. The district offers its respect to the Knowledge Keepers and all First Peoples who have been on these lands since time immemorial.

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 more than 16,000 students, with approximately 600 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 2,600 staff and had an amended annual operating budget of just over \$210 million for the 2023/2024 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 International Baccalaureate, French Immersion programs, Distributed Learning programs (Home Quest and Delta Access), traditional schools, a world-class 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.

## Overview of Current Strategic Plan Priorities - Strategic Plan 2021-2024

As the Delta School District is in the third year of its current Strategic Plan, the key foundational priorities highlighted in our plan remain amplified in each of the district's goal areas. All our efforts to improve educational, social and emotional outcomes for students are deeply rooted in the following six guiding principles that are embedded in each of our strategic goal areas: *Diversity, Equity, Universal and Inclusive Approaches and Practices, Well-being and*

*Connectedness, and Core Competencies (Thinking, Communication, Personal and Social).*

Our [Strategic Plan](#) sets out five goals that focus our priorities and actions over the next year 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 Foundations 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.

Driving our district's collective work to successfully achieve these goals is Delta's Vision 2030. The process for establishing our shared vision began in April 2021. An Advisory Committee comprised of representatives from staff, students, education partners (CUPE 1091, Delta Teachers' Association, Delta District Parent Advisory Council, and Delta Principals and Vice Principals Association), the Delta Board of Education and local First Nation Peoples – Musqueam Indian Band and Tsawwassen First Nation – guided this visioning process.

Through a variety of conversations and activities including Zoom calls, online surveys, whiteboard spaces and photo murals, we engaged with our key stakeholders and asked them to share their wishes and desires for the future direction of the school district. In

total, the voices of almost 3,000 individuals were heard between April to June 2021, including staff from all schools and district sites. Over the summer, this data was analyzed to identify key themes. In the fall of 2021, the collective feedback and wisdom of these individuals was captured by a graphic artist to create Vision 2030.

Highlights of all the key work of the district toward the Strategic Plan Goals will be presented in detail in Section B of this report.



# SECTION A: REFLECTING BACK

## 2022-23 STUDENT LEARNING OUTCOMES

### Intellectual Development

#### Educational Outcome 1: Literacy

##### *District Goal*

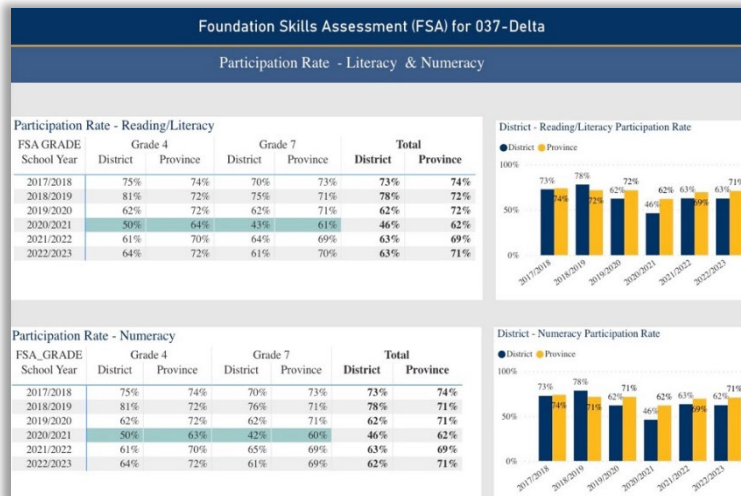
**Strong Foundations in Literacy and Numeracy:** All Delta students will have the literacy and numeracy knowledge and skills to thrive in a global society.

##### *Foundation Skills Assessment: Literacy*

The Foundation Skills Assessment (FSA) is an annual province-wide assessment of all British Columbia students in Grade 4 and Grade 7. The FSA is a curriculum-based assessment that provides schools and districts with an important snapshot of students' skills in Reading, Writing and Numeracy. These assessments take place in the fall of each school year and schools receive the data in time to make instructional decisions and coordinate supports as appropriate.

For the past several years, we have been met with challenges in many of our schools to substantially increase student participation rates in the FSA. As a district, we continue to provide clear information to engage parents and teachers, and answer questions regarding how the data from the FSA is used by schools and districts. Despite these efforts, we continue to struggle to see a level of participation we are satisfied with.

##### *FSA Participation Rates 2017-18 to 2022-23 (District and Province)*



**Foundation Skills Assessment (FSA) for 037-Delta**

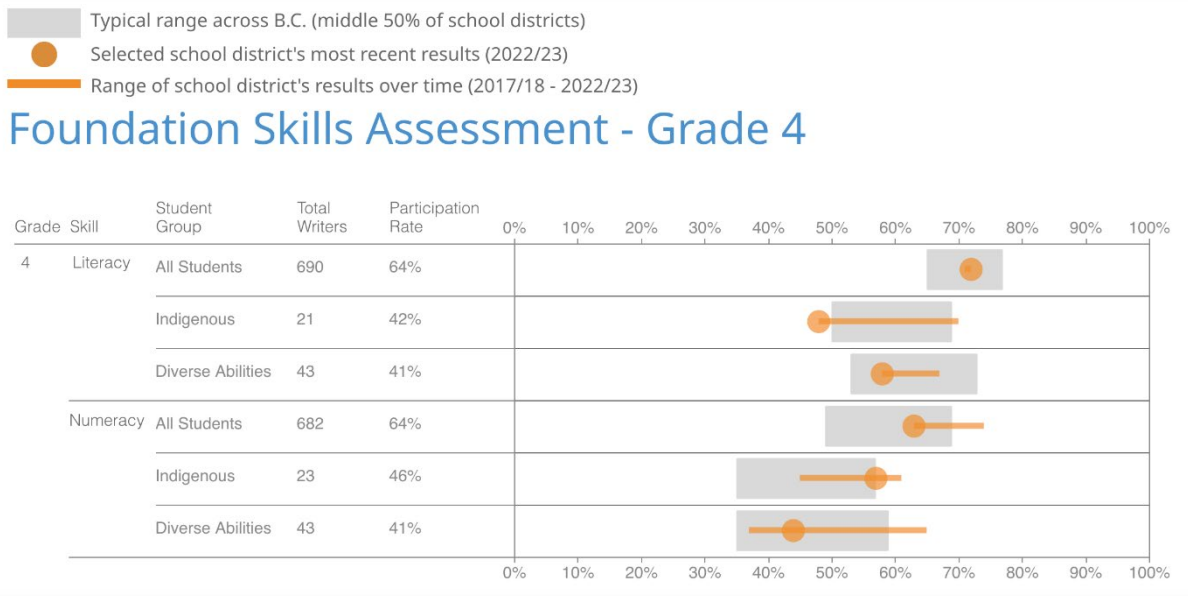
**FSA Reading/Literacy Results**

District				Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	833	189	23%	533	64%	111	13%		
2018/2019	890	239	27%	559	63%	92	10%		
2019/2020	706	185	26%	440	62%	81	11%		
2020/2021	558	109	20%	385	69%	64	11%		
2021/2022	664	190	29%	403	61%	71	11%		
2022/2023	690	196	28%	411	60%	83	12%		

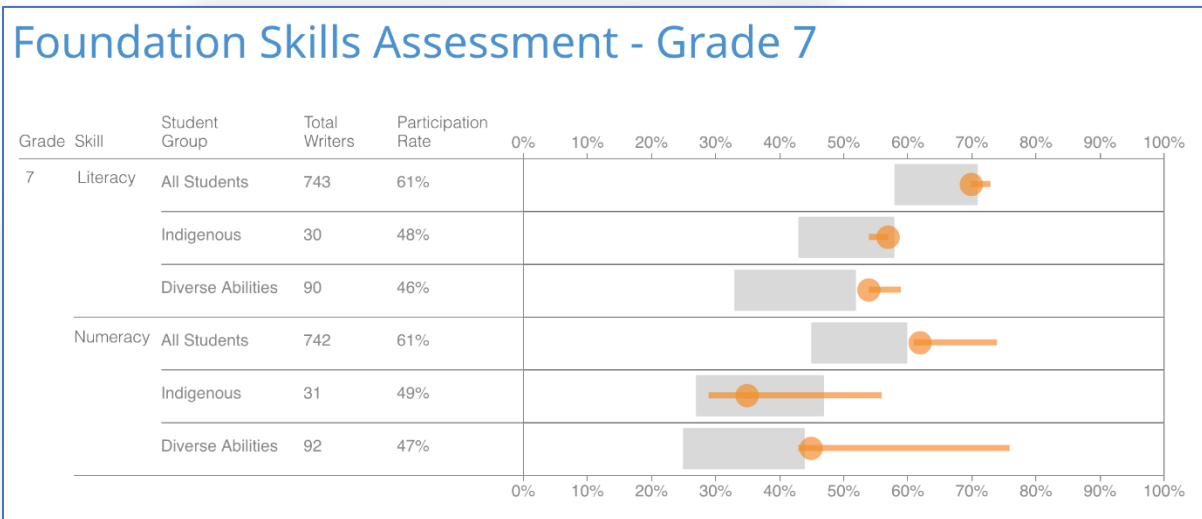
  

Province				Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	30,689	7,274	24%	19,361	63%	4,054	13%		
2018/2019	30,409	7,388	24%	19,354	64%	3,667	12%		
2019/2020	29,633	7,688	26%	18,559	63%	3,386	11%		
2020/2021	26,563	4,668	18%	18,023	68%	3,872	15%		
2021/2022	29,325	7,386	25%	18,403	63%	3,536	12%		
2022/2023	30,491	8,123	27%	18,845	62%	3,523	12%		





## FOUNDATION SKILLS ASSESSMENT GRADE 4 & 7



## Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

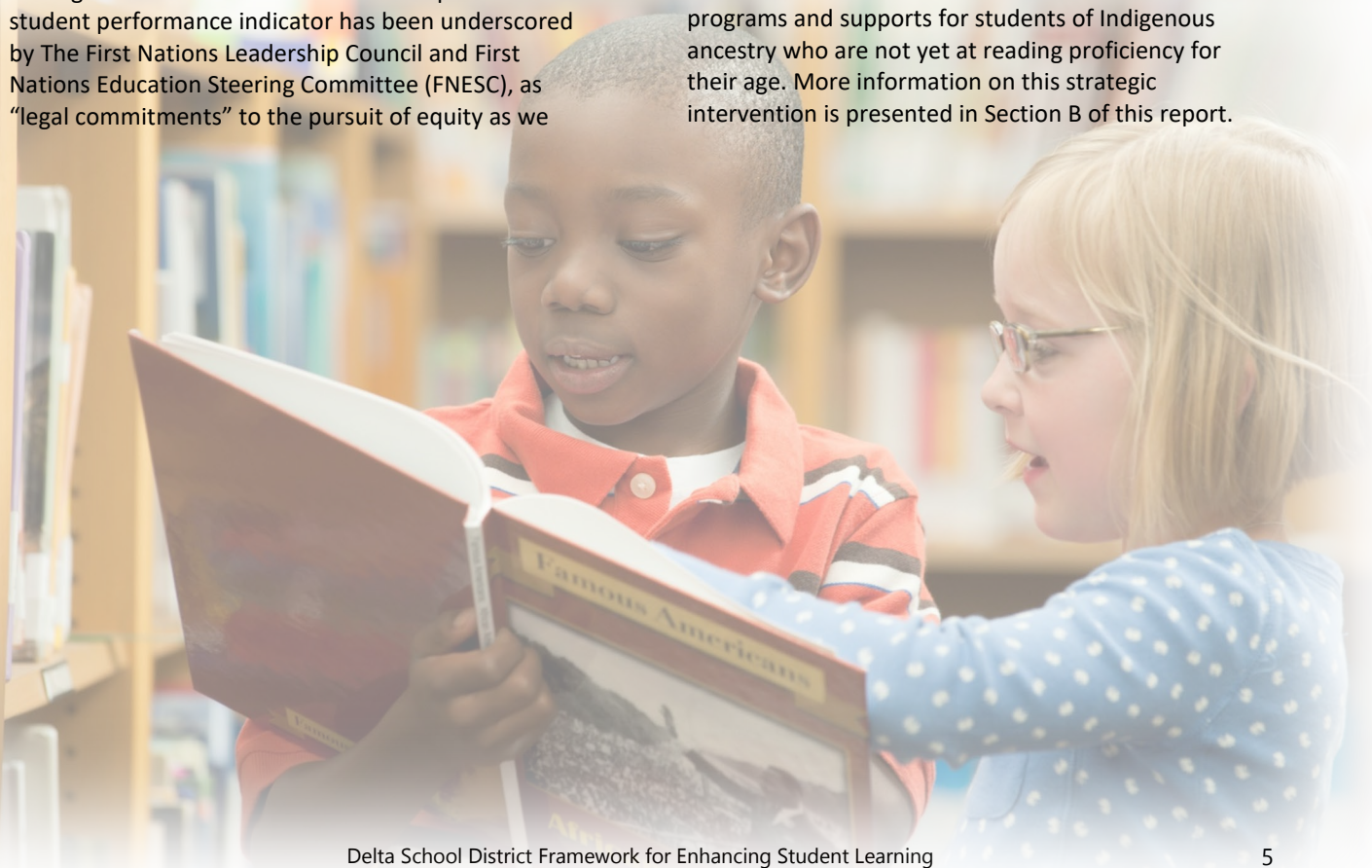
At the district level, our FSA Literacy results have been fluctuating slightly by cohort over time, without any clear trends up or down and typically have been at, or slightly above, the provincial average. Despite this, we continue to feel that it is not acceptable to have only between 70% and 80% of students *On Track* or *Exceeding* in both Grade 4 and Grade 7 Reading.

We have also observed slight downward fluctuations in the number of Priority Learners *On Track* or *Extending* for 2022/23 (Grade 4 Indigenous - 48% [Prov. 59]), (Grade 4 Diverse Abilities – 58% [62% Province]). This drop is a concern we are paying close attention to, and we are tracking individual students who have struggled to achieve at the *On Track* or *Extending* level. When we disaggregate results by school, there continues to be a wide range of variability which is an ongoing area of focus for local discussions with school Principals and teachers. More information on specific literacy initiatives across schools is outlined in Section B of this report.

Our target over the remaining year of our Strategic Plan is 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 First Nations Education Steering Committee (FNESC), as “legal commitments” to the pursuit of equity as we

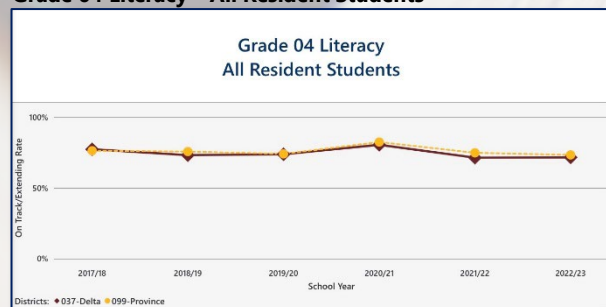
work to ensure all students with Indigenous Ancestry achieve parity with non-Indigenous peers. As a school district, we remain steadfast to improving our participation rates, and will be working with our partner groups and parents and caregivers to emphasize the importance of the FSA in helping us coordinate resources and provide the necessary resources to student sub-populations (Priority Learners) who are not experiencing success and achieving to their full potential. Some of the trend data in the Priority Learner sub-populations shows some large fluctuations year-over-year due to both small and less predictable cohort sizes. However, it is persistently observed that the participation rates for priority learner sub-populations is approximately 20% lower than the general student population. Given this challenge, It is a priority for the Delta School District to strengthen our commitment to collecting strong data sets that fully represent the progress (learning & needs) in all learners, particularly those priority sub-populations we have not typically had consistent data on. Having more robust data sets will allow us to guide targeted interventions and supports to improve the outcomes for all students.

As a district, we have implemented targeted literacy programs and supports for students of Indigenous ancestry who are not yet at reading proficiency for their age. More information on this strategic intervention is presented in Section B of this report.

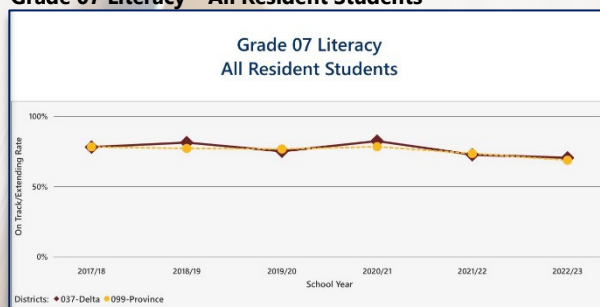


# FSA Literacy

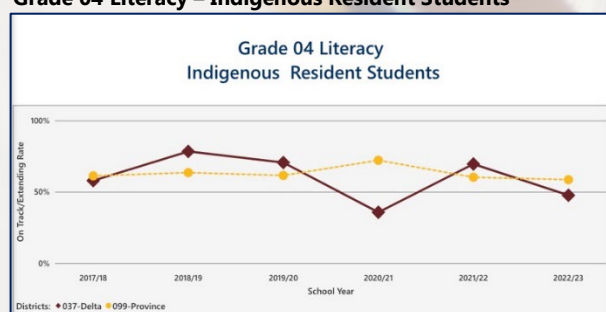
**Grade 04 Literacy – All Resident Students**



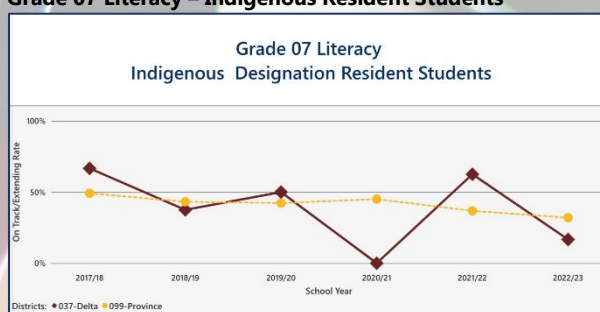
**Grade 07 Literacy – All Resident Students**



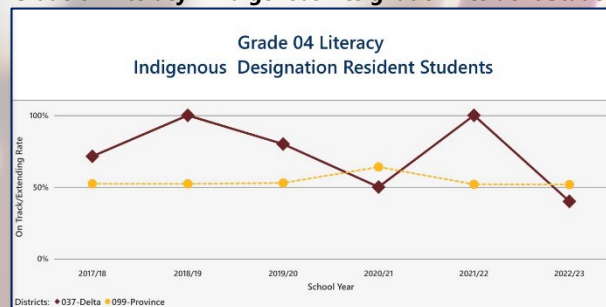
**Grade 04 Literacy – Indigenous Resident Students**



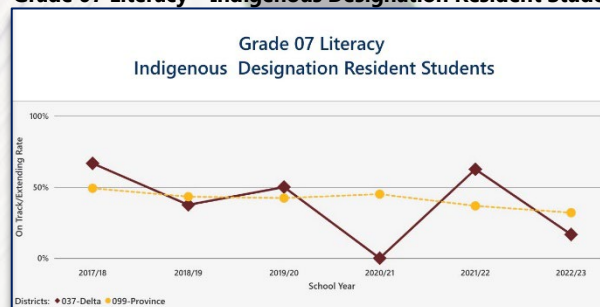
**Grade 07 Literacy – Indigenous Resident Students**



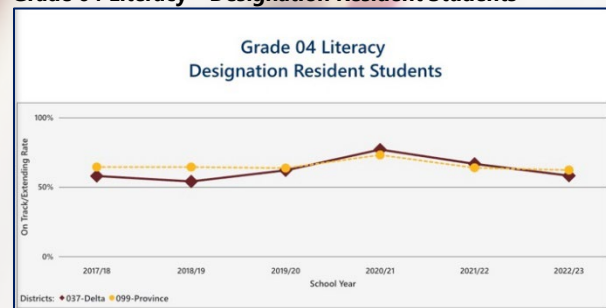
**Grade 04 Literacy – Indigenous Designation Resident Students**



**Grade 07 Literacy – Indigenous Designation Resident Students**



**Grade 04 Literacy – Designation Resident Students**





## Relevant Additional/Local Data and Evidence

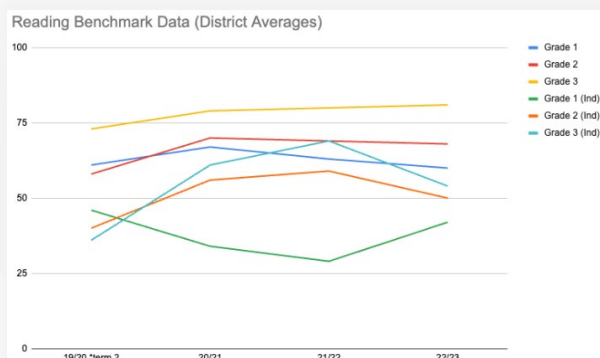
### Reading Benchmarks – Local School Data

We are encouraged by ongoing, school-based focus on literacy at the primary level (Gr.1-3) using the [PM Benchmarks](#) resources. Not only has this work generated significant professional learning and dialogue across school teams, it has also provided local data that is being used to guide instruction and targeted interventions. In the 2022/23 school year, we continued to see positive trends with reading outcomes for students in Grades 1-3. *Reading Benchmarks* data has been collected 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 this work continues in 2022/23.

#### District Wide Benchmarks at each grade:

- Last year's Grade 3 students were the highest we've had by a slight margin (81% vs 80% the year before)
- Most of the other grade areas dropped last year. (Even though most improved as cohorts)

#### Reading Benchmark Data (District Averages)

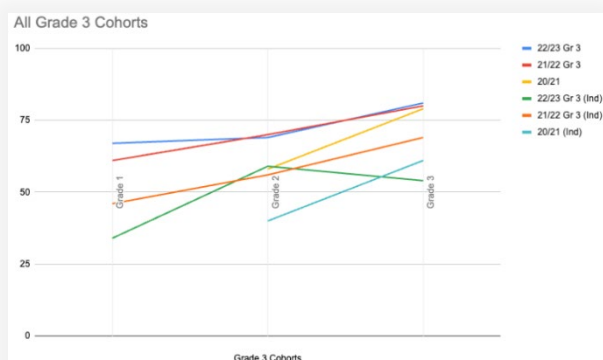


The *Reading Benchmark* data is showing some encouraging trends as we see cohorts of students move through Grades 1-3. However, despite the positive gains we are observing overall, we are still seeing students of Indigenous ancestry, as a sub-population, not achieving at the parity with non-Indigenous 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.

#### Cohort Data:

- We can look back at three cohorts of students who have completed at least Grade 2 and 3.
- All cohorts improved year over year (% of students at/above grade level) except the 2022/23 Indigenous cohort. They dropped in Grade 3.

#### All Grade 3 Cohorts



## Measure 1.2: Grade 10 Literacy Expectations

The Grade 10 Literacy Assessment assesses students' ability to use critical thinking and analysis to make sense of a diverse array of texts, as well as their ability to communicate ideas. The assessment is not based on a specific course, but on literacy learning across multiple subjects. The Grade 10 Literacy Assessment is a graduation requirement and is written by all students.

In the 2021/22 school year, 90% of eligible Delta students wrote the exam, compared to a provincial rate of 80.6%. 60.9% of Delta Students of Indigenous ancestry wrote the assessment, which was just slightly lower than the provincial rate of 61.7. Furthermore, 70.9% of Delta students with diverse abilities completed the assessment in Grade 10, compared to the provincial rate of 64.6%.

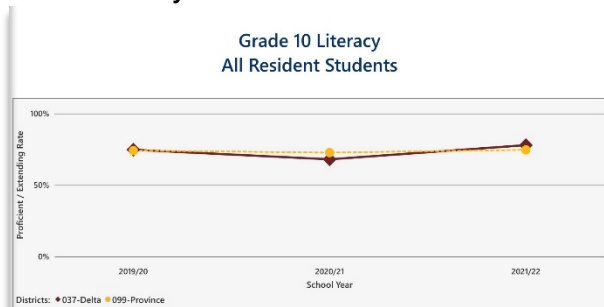
In examining the results, 78% of Grade 10 students in Delta demonstrated understanding of the readings and tasks outlined in the assessment, slightly surpassing the provincial average (75%).

Approximately 55% of students with Indigenous ancestry reported an *On Track* or *Extending* rate, which was identical to the provincial average (55%).

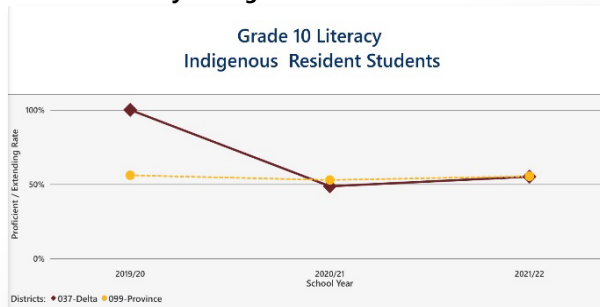
For Students with Diverse Abilities in Delta, 49% were *On Track* or *Extending*, compared to the provincial average of 53%. Furthermore, students identified as Children and Youth in Care (CYIC) were at 33% with the provincial average at 36%. With the small size of this student population, combined with the individual complexity of students, it has been difficult to establish useful trend data to date. A continued focus on individual wrap-around case management for all CYIC will remain a high priority for all Delta school teams.

Of note, for all resident students writing the assessment, 85% of female students were *On Track* or *Extending*, compared to male students who were only slightly above the provincial average at 71%.

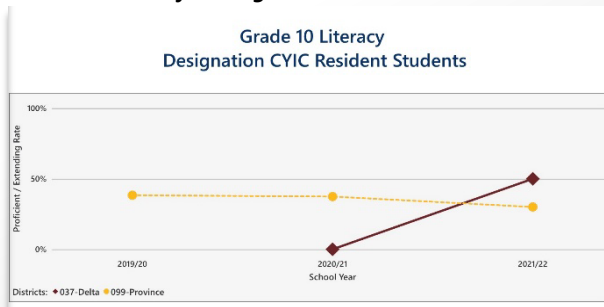
Grade 10 Literacy – All Resident Students



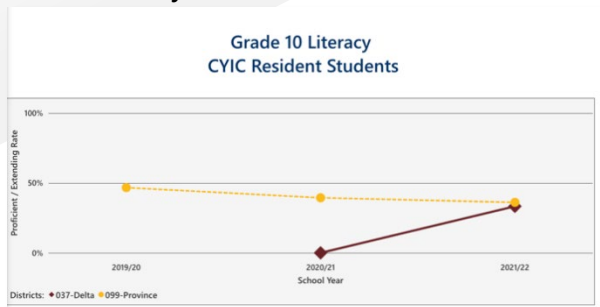
Grade 10 Literacy – Indigenous Resident Students



Grade 10 Literacy – Designation CYIC Resident Students



Grade 10 Literacy – CYIC Resident Students



## Educational Outcome 2: Numeracy

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

#### *District Goal:*

**Strong Foundations in Literacy and Numeracy:** All Delta students will have the literacy and numeracy knowledge and skills to thrive in a global society.

#### *Foundation Skills Assessment: Numeracy*

Overall, as a school district, we are not satisfied with our participation rates or our overall achievement results on the breadth of Provincial Assessments (FSA and Graduation Assessments). 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 in the 2023/24 school year to strategically improve student achievement in Numeracy and more details of these initiatives are provided in Section B of this report.

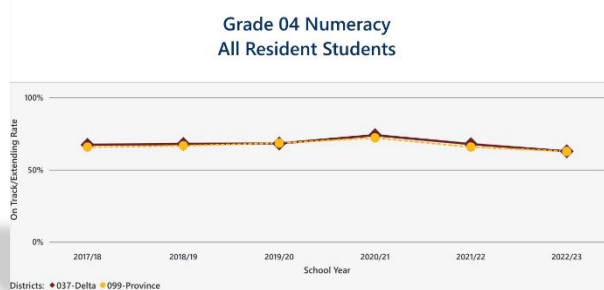
The results of the 2022/23 FSA Numeracy, saw 63% of Grade 4 Delta students achieving *On Track* or *Extending*, which was the same as the provincial average. For students in Grade 7, 62% of students were *On Track* or *Extending*, which was above the provincial average of 57%.

Students of Indigenous ancestry in Grade 4 achieved slightly above the provincial average at 57% (province 44%), while students in Grade 7 were slightly lower than the provincial average at 35% (province 36%).

Of Students with Diverse Abilities at the Grade 4 level, 44% were *On Track* or *Extending* (province 51%), and at Grade 7, 45% of students achieved at this level (province 40%).

The population of Children and Youth in Care in Delta at these grade levels is so small we are not sharing details in this report to ensure student confidentiality. Despite this, the district is continuously focused on individual, wrap-around support to ensure improved outcomes for all students who are identified as Children and Youth in Care.

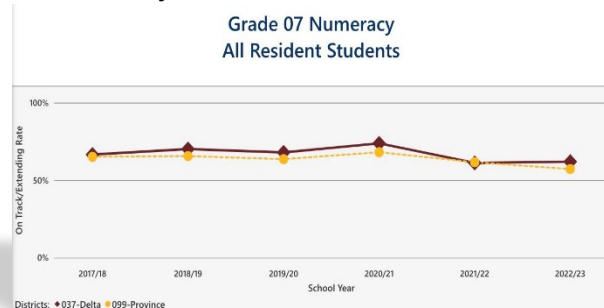
#### Grade 04 Numeracy – All Resident Students



#### Grade 04 Numeracy All Resident Students

School Year	District	Expected Count	Writer Count	Participation Rate	On Track/Extending Rate
2017/18	037-Delta	1,109	828	75%	67%
2017/18	099-Province	41,305	30,653	74%	66%
2018/19	037-Delta	1,104	890	81%	68%
2018/19	099-Province	42,070	30,294	72%	67%
2019/20	037-Delta	1,134	700	62%	68%
2019/20	099-Province	41,202	29,548	72%	68%
2020/21	037-Delta	1,113	556	50%	74%
2020/21	099-Province	41,728	26,424	63%	72%
2021/22	037-Delta	1,085	664	61%	68%
2021/22	099-Province	41,760	29,246	70%	66%
2022/23	037-Delta	1,072	682	64%	63%
2022/23	099-Province	42,407	30,475	72%	63%

#### Grade 07 Numeracy – All Resident Students

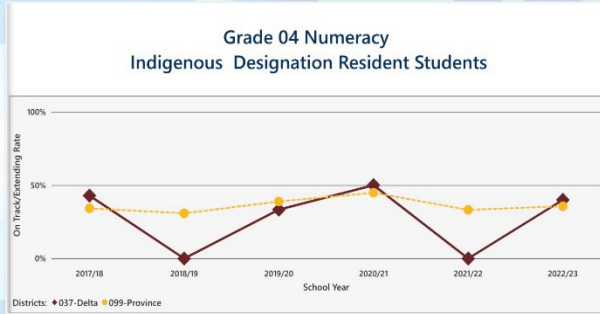


#### Grade 07 Numeracy All Resident Students

School Year	District	Expected Count	Writer Count	Participation Rate	On Track/Extending Rate
2017/18	037-Delta	1,097	772	70%	67%
2017/18	099-Province	39,771	29,105	73%	65%
2018/19	037-Delta	1,151	877	76%	70%
2018/19	099-Province	40,615	28,765	71%	66%
2019/20	037-Delta	1,218	755	62%	68%
2019/20	099-Province	42,843	30,437	71%	64%
2020/21	037-Delta	1,211	511	42%	74%
2020/21	099-Province	43,443	26,192	60%	68%
2021/22	037-Delta	1,182	770	65%	61%
2021/22	099-Province	43,354	29,756	69%	62%
2022/23	037-Delta	1,220	742	61%	62%
2022/23	099-Province	42,911	29,772	69%	57%

## FSA Numeracy

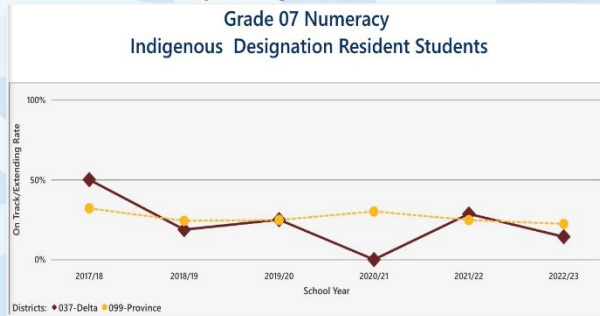
### Grade 04 Numeracy – Indigenous Resident Students



**Grade 04 Numeracy**  
Indigenous Resident Students

School Year	District	Expected Count	Writer Count	Participation Rate	On Track/Extending Rate
2017/18	037-Delta	56	38	68%	45%
2017/18	099-Province	5,838	4,354	75%	47%
2018/19	037-Delta	56	38	68%	61%
2018/19	099-Province	5,788	4,212	73%	49%
2019/20	037-Delta	65	36	55%	47%
2019/20	099-Province	5,588	4,050	72%	52%
2020/21	037-Delta	50	15	30%	47%
2020/21	099-Province	5,299	3,279	62%	56%
2021/22	037-Delta	53	24	45%	50%
2021/22	099-Province	5,014	3,539	71%	46%
2022/23	037-Delta	50	23	46%	57%
2022/23	099-Province	5,083	3,744	74%	44%

### Grade 07 Numeracy – Indigenous Resident Students



**Grade 07 Numeracy**  
Indigenous Resident Students

School Year	District	Expected Count	Writer Count	Participation Rate	On Track/Extending Rate
2017/18	037-Delta	55	32	58%	56%
2017/18	099-Province	5,536	3,992	72%	42%
2018/19	037-Delta	69	48	70%	35%
2018/19	099-Province	5,604	3,967	71%	41%
2019/20	037-Delta	71	31	44%	29%
2019/20	099-Province	5,885	4,253	72%	40%
2020/21	037-Delta	55	12	22%	42%
2020/21	099-Province	5,922	3,418	58%	46%
2021/22	037-Delta	57	35	61%	34%
2021/22	099-Province	5,762	4,057	70%	40%
2022/23	037-Delta	63	31	49%	35%
2022/23	099-Province	5,541	3,978	72%	36%

### Grade 07 Numeracy – Designation Resident Students

**Grade 04 Numeracy**  
Designation Resident Students

School Year	District	Expected Count	Writer Count	Participation Rate	On Track/Extending Rate
2017/18	037-Delta	109	57	53%	49%
2017/18	099-Province	4,269	2,098	49%	53%
2018/19	037-Delta	127	63	50%	37%
2018/19	099-Province	4,521	2,111	47%	50%
2019/20	037-Delta	141	51	36%	53%
2019/20	099-Province	4,651	2,189	47%	55%
2020/21	037-Delta	112	26	23%	65%
2020/21	099-Province	4,849	2,003	41%	60%
2021/22	037-Delta	105	35	33%	60%
2021/22	099-Province	4,490	2,055	46%	52%
2022/23	037-Delta	104	43	41%	44%
2022/23	099-Province	4,681	2,282	49%	51%

**Grade 07 Numeracy**  
Designation Resident Students

School Year	District	Expected Count	Writer Count	Participation Rate	On Track/Extending Rate
2017/18	037-Delta	229	125	55%	69%
2017/18	099-Province	5,761	3,079	53%	50%
2018/19	037-Delta	219	142	65%	63%
2018/19	099-Province	6,034	3,202	53%	47%
2019/20	037-Delta	276	136	49%	62%
2019/20	099-Province	6,883	3,683	54%	44%
2020/21	037-Delta	209	58	28%	76%
2020/21	099-Province	7,143	3,124	44%	50%
2021/22	037-Delta	226	124	55%	43%
2021/22	099-Province	7,179	3,761	52%	42%
2022/23	037-Delta	196	92	47%	45%
2022/23	099-Province	7,241	3,872	53%	40%



Relevant Additional/Local Data and Evidence

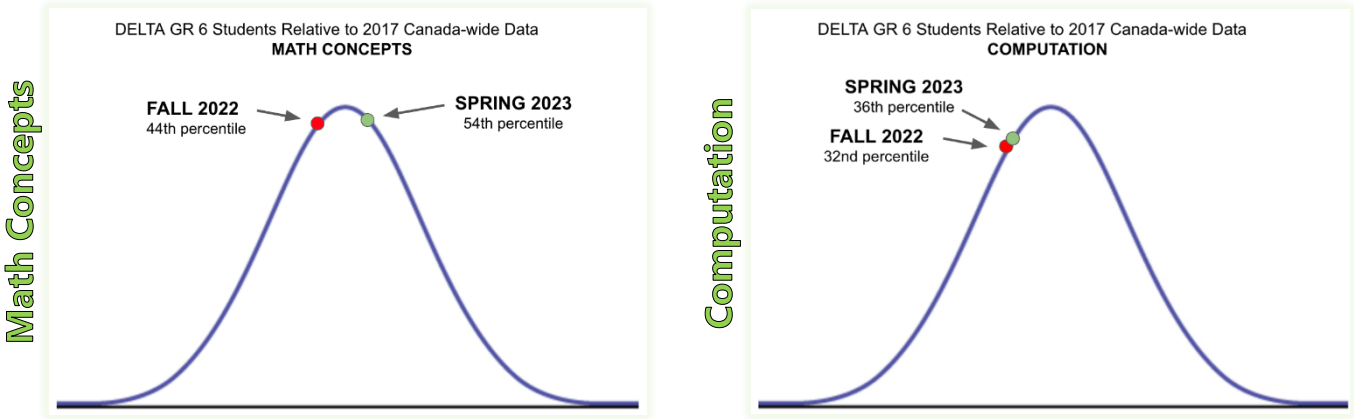
Math Minds Program (Elementary)

In 2021/22 we expanded the Math Minds program from one pilot school to eight elementary schools. In each of these schools, most (+70%) of teachers participated and used Math Minds for the core of their math program.

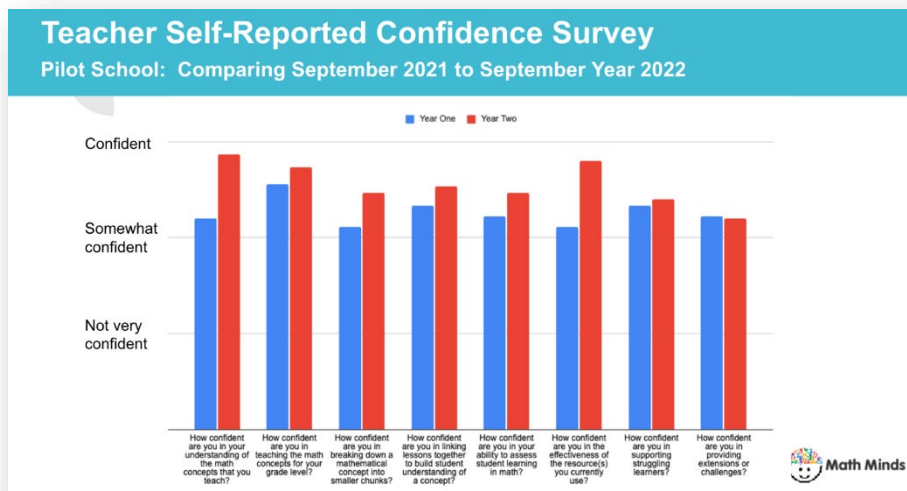
Like year one (2020/21), we did a pre- and post-test of students using the Canadian Test of Basic Skills (CTBS). This involved Grade 6 students from four of the eight schools. We looked at the national percentile ranking to check the growth of students over the year. This year, we also had some support from a data analyst to help us be more rigorous in our examination of the data.

Overall, Grade 6 students moved up 10 percentile points in the national ranking in their understanding of mathematical concepts. This is over the expected growth that students demonstrate between the fall and spring writing of the CTBS.

Math Minds Schools	Concepts	Computation	# of Gr 6
Overall	43.7 --> 53.3	31.8 --> 36.2	117

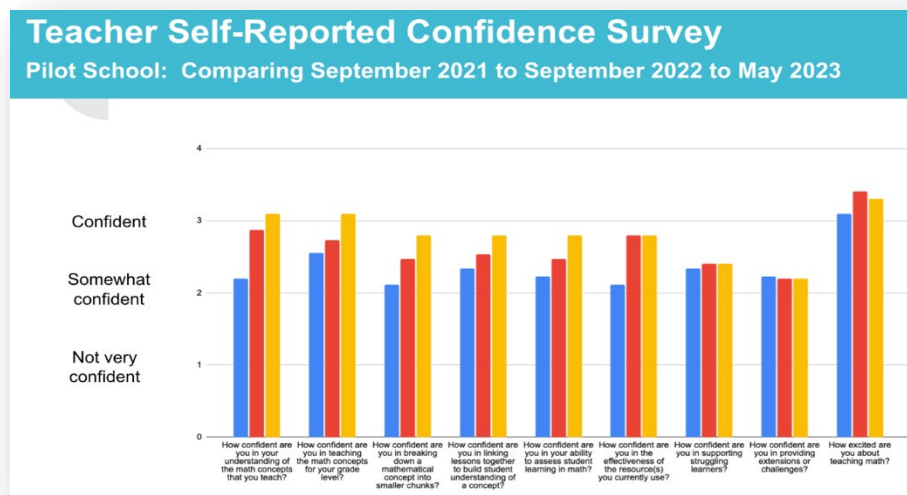


We have also asked for teacher feedback on the program – at the beginning and end of each school year.



Data shows growth in seven out of eight areas (all except Confidence in Providing Extensions or Challenges). This is an area we are attempting to support in our Math Minds professional learning sessions this year.

The largest area of growth is in teacher confidence in understanding the math that they teach, followed by confidence in the resource(s) they are using.



The team also completed this beginning and end of year survey with our Pilot school as they finished their school year of using Math Minds. Again, almost all the measures increased in year two, except Confidence in Providing Extensions or Challenges. We were pleased to see that teachers continue to see increased in confidence in their second year of using the program.

## Measure 2.2: Grade 10 Numeracy Expectations

The Grade 10 Numeracy Assessment is a graduation requirement for all students. The assessment focuses on the application of mathematical concepts learned across multiple subjects from kindergarten to Grade 10. Students are asked to solve problems by using five numeracy processes (different ways of thinking and working): interpret, apply, solve, analyze, and communicate. Ultimately, students demonstrate their ability to interpret and apply mathematical skills and concepts to solve problems in real-world scenarios. It is not a measure of students' basic mathematical skills or course-specific content.

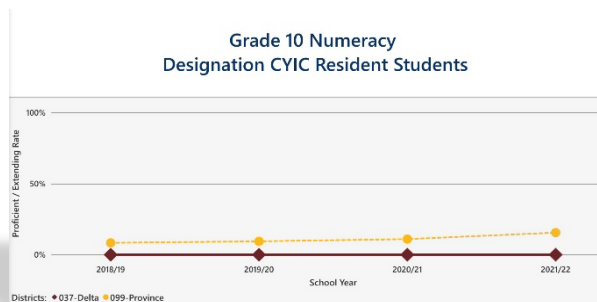
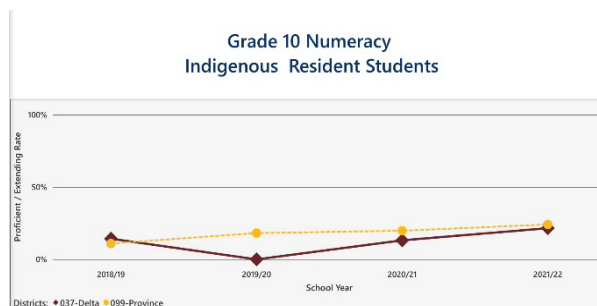
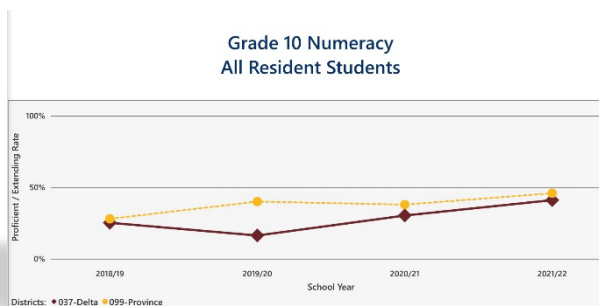
In the 2021/22 school year, 89.8% of eligible Delta students wrote the exam, compared to a provincial rate of 75.3%. 65.2% of Delta Students of Indigenous ancestry wrote the assessment, which was above the provincial rate of 55.9%. Furthermore, 66.4% of students with diverse abilities in Delta wrote the assessment, compared to 60.4% provincially.

In the 2021/22 academic year, the Grade 10 Numeracy Assessment results for Delta exhibited a lower proportion of Grade 10 students who were deemed *On Track* or *Extending*, standing at 41%, as opposed to the provincial average of 46%. It's important to highlight that this trend of lower achievement compared to the provincial average has persisted for Delta students since the introduction of the Numeracy Assessment in the 2018/19 school year. As a district, we are very

concerned with the current trend, and we are working with schools to better understand what factors may be contributing to these results. We are deeply committed to 'Equity and Inclusion' for all learners in Delta and ensuring the results of this assessment guide our strategic interventions to guide improvement, remains continues to be a district priority.

Upon dissecting the results for students of Indigenous ancestry in Delta, the figures paint a similar picture, with only 22% deemed *On Track* or *Extending*, again falling short of the provincial average of 24%. In the case of Students with Diverse Abilities, the achievement rate stood at 24%, trailing behind the provincial average of 30%. The achievement gap this data continues to expose is significant to the work outlined in the district's Strategic Plan. We are steadfast in our commitment to see this gap closed and to see equity for all learners in Delta.

For the 2021/22 school year, the sub-population of Children and Youth in Care was extremely small, with only three students eligible to write. As a result, we refrain from discussing these results to ensure the confidentiality of these students. Nevertheless, it's essential to underscore the critical importance of focusing sustained attention on Children and Youth in Care.



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

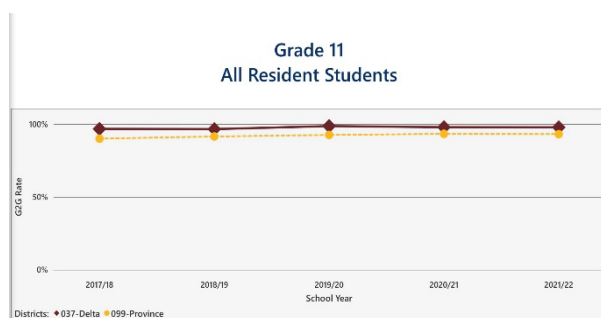
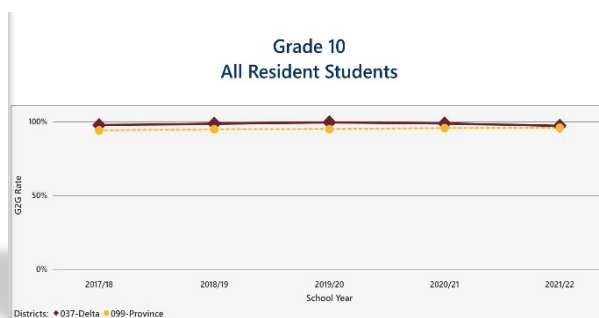
To support students who may be at risk of not successfully transitioning between grade levels, the Delta School District supports each secondary school with Learning Services staff (District Principals and Coordinators) to help school teams establish and implement a team-oriented, wraparound response to support students with complex needs. Schools track both student successes and supports offered, with an intentional focus on Priority Learners (Students of Indigenous ancestry, Children and Youth in Care, and Students with Diverse Abilities). Grade 9 students in Delta transitioned into Grade 10 at the end of the 2021/22 school year at a greater rate (97%) than the provincial rate (96%). Overall, Delta students have had grade-to-grade transition rates that have exceeded the provincial rate every year for the past five years. This positive trend continues as we examine students transitioning from Grade 10 to Grade 11. In the 2021/22 school year, the transition rate of Delta students into Grade 11 was 98%, compared to the provincial rate of 93%.

As we consider priority learner sub-populations, the transition rates in Delta for both Grade 10 and Grade 11 students have trended higher than the provincial rates in most given years. However, for 2021/22, we

saw a decline in the number of students of Indigenous ancestry transition from Grade 9 to Grade 10 (90%). This was slightly lower than the provincial rate of 91%. For students of Indigenous ancestry transitioning from Grade 10 to Grade 11, we saw more a more encouraging rate of 97% in Delta, compared to the provincial rate of 86%.

Students with Diverse Abilities transitioning to Grade 10 have done so at a rate higher than the provincial rate, year-over-year. However, in 2021/22, we observed a 95% transition rate for this population of students in Delta, which is the same as the provincial rate. For students with Diverse Abilities transitioning to Grade 11, the district rate has exceeded the provincial rate year-over-year and for 2021/22 it was 96% (province 91%).

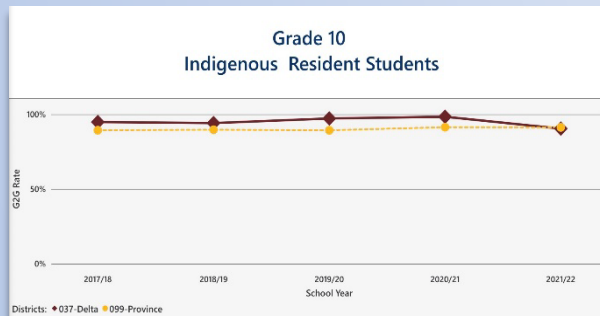
The transition rates for Children and Youth in Care in Delta have remained consistently high over the past five years. In 2021/22, 100% of CYIC in Delta transitioned to Grade 10 and Grade 11. However, the individual circumstances and contextual factors for each child in this sub-population can vary drastically in any given year.





## Grade-to-Grade Transition Rates

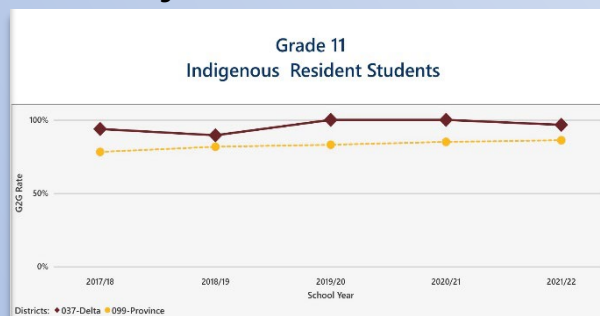
### Grade 10– Indigenous Resident Students



### Grade 10 Indigenous Resident Students

School Year	District	Enrollment Count	Success Count	G2G Rate
2017/18	037-Delta	58	55	95%
2017/18	099-Province	5,650	5,048	89%
2018/19	037-Delta	68	64	94%
2018/19	099-Province	5,726	5,135	90%
2019/20	037-Delta	72	70	97%
2019/20	099-Province	5,720	5,108	89%
2020/21	037-Delta	61	60	98%
2020/21	099-Province	5,678	5,188	91%
2021/22	037-Delta	73	66	90%
2021/22	099-Province	5,850	5,339	91%

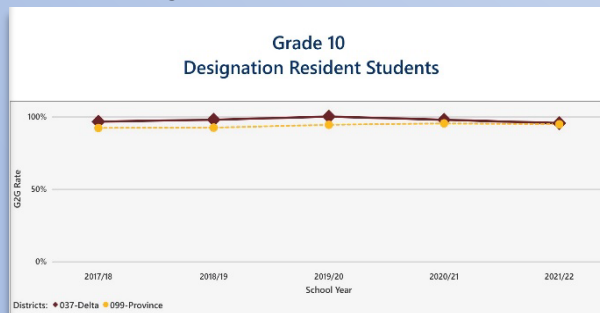
### Grade 11– Indigenous Resident Students



### Grade 11 Indigenous Resident Students

School Year	District	Enrollment Count	Success Count	G2G Rate
2017/18	037-Delta	64	60	94%
2017/18	099-Province	5,680	4,437	78%
2018/19	037-Delta	57	51	89%
2018/19	099-Province	5,749	4,694	82%
2019/20	037-Delta	64	64	100%
2019/20	099-Province	5,724	4,751	83%
2020/21	037-Delta	73	73	100%
2020/21	099-Province	5,605	4,762	85%
2021/22	037-Delta	59	57	97%
2021/22	099-Province	5,877	5,058	86%

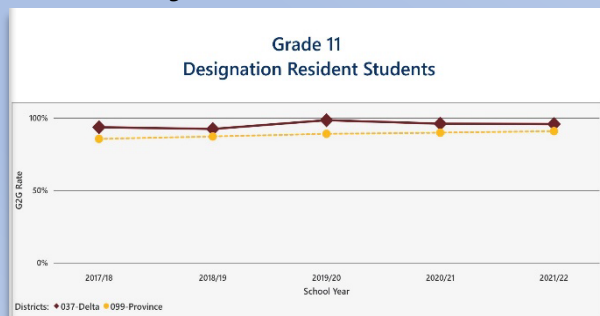
### Grade 10– Designation Resident Students



### Grade 10 Designation Resident Students

School Year	District	Enrollment Count	Success Count	G2G Rate
2017/18	037-Delta	230	222	97%
2017/18	099-Province	6,391	5,889	92%
2018/19	037-Delta	231	226	98%
2018/19	099-Province	6,527	6,029	92%
2019/20	037-Delta	202	202	100%
2019/20	099-Province	6,814	6,428	94%
2020/21	037-Delta	227	222	98%
2020/21	099-Province	6,889	6,565	95%
2021/22	037-Delta	220	210	95%
2021/22	099-Province	7,363	6,973	95%

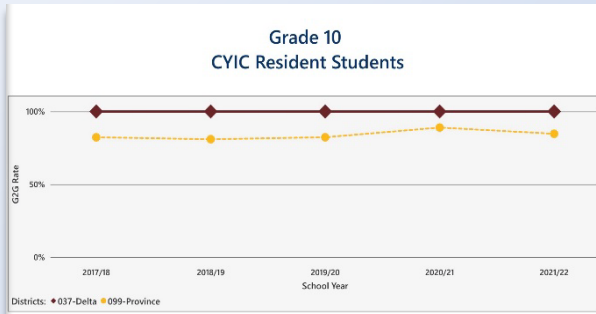
### Grade 11– Designation Resident Students



### Grade 11 Designation Resident Students

School Year	District	Enrollment Count	Success Count	G2G Rate
2017/18	037-Delta	250	234	94%
2017/18	099-Province	6,417	5,490	86%
2018/19	037-Delta	223	206	92%
2018/19	099-Province	6,602	5,757	87%
2019/20	037-Delta	256	252	98%
2019/20	099-Province	6,805	6,059	89%
2020/21	037-Delta	227	218	96%
2020/21	099-Province	7,064	6,345	90%
2021/22	037-Delta	236	226	96%
2021/22	099-Province	7,447	6,769	91%

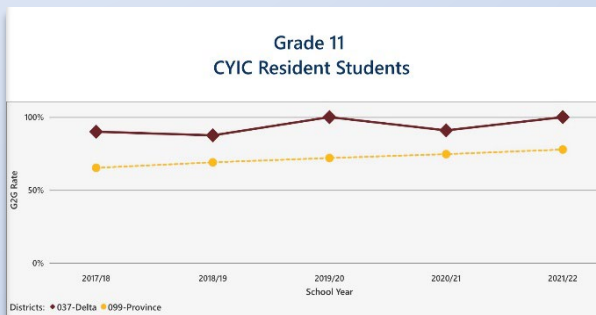
### Grade 10– CYIC Resident Students



### Grade 10 CYIC Resident Students

School Year	District	Enrolment Count	Success Count	G2G Rate
2017/18	037-Delta	Msk	Msk	100%
2017/18	099-Province	598	492	82%
2018/19	037-Delta	10	10	100%
2018/19	099-Province	489	396	81%
2019/20	037-Delta	Msk	Msk	100%
2019/20	099-Province	497	409	82%
2020/21	037-Delta	Msk	Msk	100%
2020/21	099-Province	472	420	89%
2021/22	037-Delta	Msk	Msk	100%
2021/22	099-Province	425	360	85%

### Grade 10– CYIC Resident Students



### Grade 11 CYIC Resident Students

School Year	District	Enrolment Count	Success Count	G2G Rate
2017/18	037-Delta	Msk	Msk	90%
2017/18	099-Province	708	462	65%
2018/19	037-Delta	Msk	Msk	88%
2018/19	099-Province	723	499	69%
2019/20	037-Delta	12	12	100%
2019/20	099-Province	607	437	72%
2020/21	037-Delta	11	10	91%
2020/21	099-Province	560	418	75%
2021/22	037-Delta	Msk	Msk	100%
2021/22	099-Province	626	487	78%

## Human and Social Development

### DISTRICT GOAL

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

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

The Student Learning Survey (SLS) is an annual provincial survey designed to assess various aspects of student development and well-being. It aims to identify students' perceptions of safety within their school environment, their sense of belonging, and their feelings about the level of care and connection they receive from adults at school.

In the 2021/22 school year, the survey revealed that overall, 73% of Delta students (Gr.4,7,10,12) reported feeling welcome at school, while over half of Delta students (59%) expressed a sense of belonging. Both these results were slightly above the provincial average. Similarly, among Students with Diverse Abilities within the district, there was a positive shift in the 2021/22 year, with 67% feeling welcome at school, compared to 61% the previous year. Furthermore, 48% of Students with Diverse Abilities reported experiencing a sense of belonging at school, compared to 41% the previous year. For students of Indigenous ancestry, we observed a slight decline in positive

responses to feeling welcome at school with students reporting 58% feeling welcome in 2021/22, compared to 59% the previous year. For students of Indigenous ancestry expressing a sense of belonging, 2021/22 saw an increase at 49%, compared to 41% responding positively the previous year. For Children and Youth in Care (CYIC), we observed a slight increase in those students reporting feeling welcome at school, from 57% the previous year to 60% in 2021/22. As with much of the data observed for Children and Youth in Care, the cohorts of students in this sub-population are very small and diverse. When considering those CYIC who responded positively to feeling a sense of belonging, we see 100% in 2021/22 and only 14% in the previous year. This drastic fluctuation illustrates both the diversity and vulnerability within this sub-population of students, underscoring the need for highly individualized and targeted supports and educational planning. Ongoing efforts to bolster connections with all priority learners in Delta schools remains a significant priority.

### Summary of 2021/22 Survey Data for Highlighted Questions by Grade Level

Do you feel welcome in your school?		
Grade Level	All Students	Indigenous
4	79%	72%
7	74%	48%
10	70%	61%
12	68%	46%

Do you feel safe in your school?	
All Students	Indigenous
80%	Masked
82%	Masked
81%	Masked
85%	Masked

Adults Care		
Grade Level	All Students	Indigenous
4	68%	46%
7	64%	56%
10	64%	65%
12	72%	73%

Is school a place where you feel like you belong?	
All Students	Indigenous
64%	54%
60%	35%
57%	61%
53%	46%

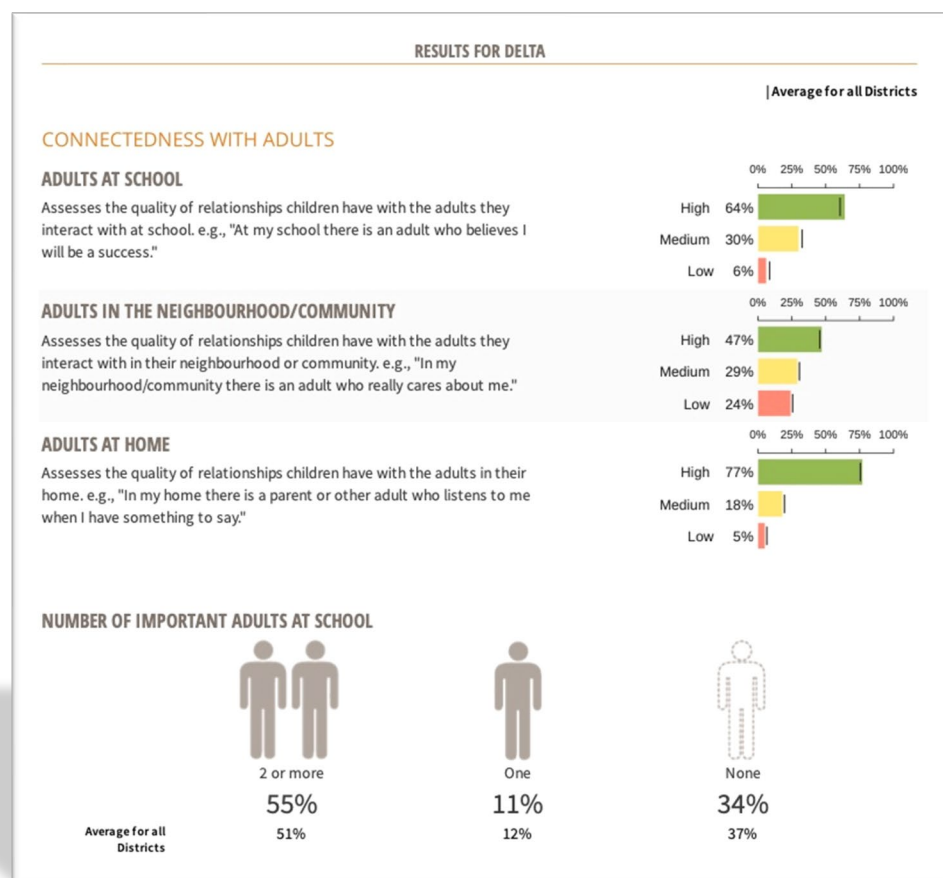
\* Percentages relate to the number of students who responded 'positive' compared to neutral, negative and don't know

## Relevant Additional/Local Data and Evidence

### Student Connectedness:

Since 2016, Delta teachers and support staff have sustained a strong commitment to nurturing student connectedness and ensuring that each student experiences a sense of belonging and engagement in school. One priority of Vision 2030 is that 'learners feel deeply engaged and connected', a theme that resonated strongly across all stakeholder groups during our engagement sessions. School teams have used both the Student Learning Survey and the Middle Years

Development Instrument (MDI) to better understand student perspectives on their connections to significant adults and the sense of belonging they experience at school. The MDI is a self-report questionnaire that asks children in Grade 4 to Grade 8 about their thoughts, feelings, and experiences in school and in the community. One of the measures is student connectedness. For this measure we see Delta students responding slightly more positively for "connections to adults at school" than the average for all districts.



Despite ongoing efforts to build a sense of connectedness with adults at school, we continue to have concerns around the students who are not feeling connected to any significant adults. Building upon this data, Delta schools are embarking on a series of initiatives aimed at strengthening student connectedness. These initiatives include:

- **Ensuring Belief in Every Student:** We are actively exploring strategies to ensure that every student has at least two adults who firmly believe in their potential for success in life.
- **Antiracist Approach and Environment:** District and school teams are collaborating with schools to foster an antiracist approach and environment, promoting inclusivity and equity.



- **Smooth Transitions into Grade 8:** Secondary schools are partnering with their elementary family of schools to facilitate seamless transitions for students entering Grade 8.
- **Post-Secondary Pathway Exploration:** Secondary students of Indigenous ancestry are invited to participate in tours and activities related to post-secondary pathways, offering them valuable insights into their educational future.
- **Attendance Monitoring and Support:** Schools are diligently tracking attendance data and proactively connecting with individual students facing challenges in attending consistently.



## Career Development

### Educational Outcome 4: Students will Graduate

#### *District 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.

#### **Measure 4.1: Achieved Dogwood Within 5 Years**

Continuous improvement in the 5-year graduation rates within the Delta School District has remained a steadfast priority and overarching goal since 2011. This commitment to enhancing educational outcomes has seen steady and encouraging progress since the launch of Vision 2020 (before Vision 2030). Notably, we've witnessed consistent upward trajectories in the 5-year and 6-year graduation rates across three distinct groups: resident students, students with Indigenous ancestry, and Students with Diverse Abilities. Encouragingly, these sub-populations have consistently outperformed provincial 5 and 6-year graduation rates year after year. Despite this positive trend, certain concerning indicators persist, necessitating focused strategic initiatives and ongoing interventions to ensure every Delta student graduates with dignity, purpose and options.

In the 2021/22 academic year, the 5-year graduation rate for all resident students held steady at 94%, matching the previous year's achievement. Over the past five years, Delta's 5-year graduation rates have shown an upward trajectory, consistently surpassing the provincial average (province 2021/22 = 86%). Our continuous monitoring of graduation rates for Priority Learners reveals modest yet promising trends. Among Delta students of Indigenous ancestry, the 5-year graduation rate for 2021/22 stood at 73%, notably higher than the provincial rate of 60%. Similarly, for students with Diverse Abilities, Delta students achieved an 85% graduation rate compared to the provincial rate of 65%. As for students identified as Children and Youth in Care (CYIC), the 5-year rate in Delta reached 48%, while the provincial rate remained at 31%. It's important to note that the CYIC population in Delta remains relatively small and experiences unpredictable

fluctuations from year to year. Consequently, we conduct individualized analyses of each student's unique circumstances to evaluate the efficacy of interventions and supports. Given the challenges associated with tracking CYIC movements at the macro level, our approach prioritizes school-based case management within a comprehensive wrap-around support framework.

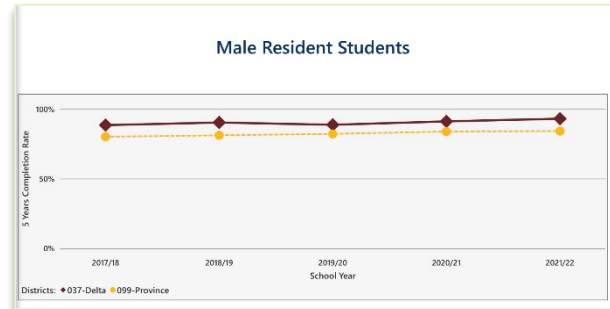
A persistent area of concern revolves around students categorized as "non-graduates." Over the past five years, while closely monitoring the graduation rates for Priority Learners, we've observed a higher proportion of non-graduates among males. However, in the 2021/22 academic year, there were slight shifts in this trend. Overall, during that year, 51 male students did not graduate in 5 years, compared to 41 female students. When we disaggregate the data for students of Indigenous ancestry, it becomes evident that while 73% of all students in this group graduated (compared to the provincial rate of 60%), there's a gender disparity for this particular cohort. Specifically, only 56% of female students of Indigenous ancestry graduated, compared to 88% of their male counterparts. It's important to note that the cohort sizes for these student groups are relatively small (<50), leading to annual variations. Historically, there has been an overrepresentation of male students in the "non-graduates" category. Our Learning Services and School-Based Teams remain vigilant in monitoring Priority Learners at risk of not graduating within the 5-year timeframe.

A more detailed overview of the strategies and initiatives focused on ensuring all students graduate, is outlined in Section B.

## 5-Year Completion Rates

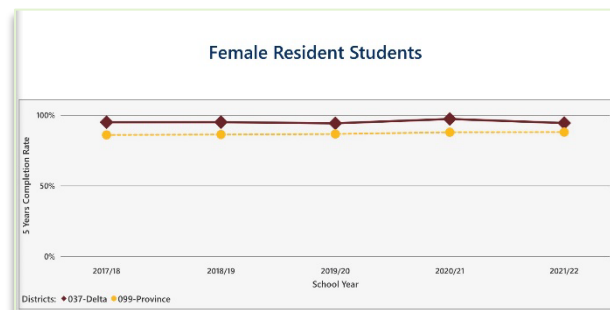
### Male Resident Students

School Year	District	Cohort Count	Completion Rate
2017/18	037-Delta	709	89%
2017/18	099-Province	23,164	80%
2018/19	037-Delta	685	90%
2018/19	099-Province	22,923	81%
2019/20	037-Delta	722	89%
2019/20	099-Province	23,089	82%
2020/21	037-Delta	735	91%
2020/21	099-Province	23,113	84%
2021/22	037-Delta	730	93%
2021/22	099-Province	23,276	84%

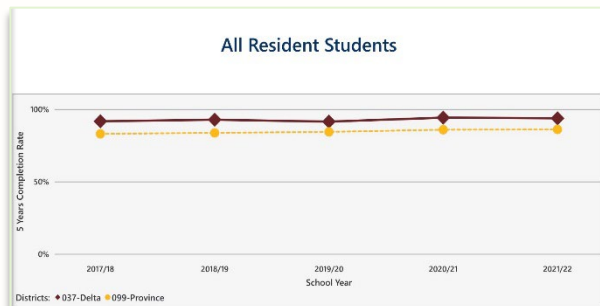


### Female Resident Students

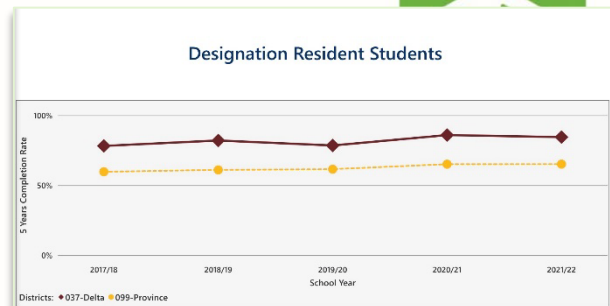
School Year	District	Cohort Count	Completion Rate
2017/18	037-Delta	668	95%
2017/18	099-Province	21,629	86%
2018/19	037-Delta	693	95%
2018/19	099-Province	21,649	86%
2019/20	037-Delta	689	94%
2019/20	099-Province	21,404	87%
2020/21	037-Delta	706	97%
2020/21	099-Province	21,720	88%
2021/22	037-Delta	681	94%
2021/22	099-Province	21,810	88%



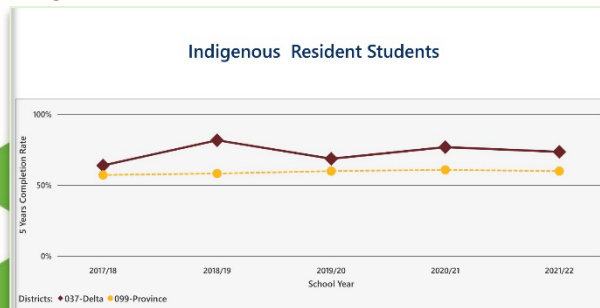
### All Resident Students



### Designation Resident Students



### Indigenous Resident Students



### CYIC Resident Students

**CYIC Resident Students**

School Year	District	Cohort Count	Completion Rate
2017/18	037-Delta	Msk	35%
2017/18	099-Province	870	27%
2018/19	037-Delta	Msk	38%
2018/19	099-Province	814	30%
2019/20	037-Delta	Msk	55%
2019/20	099-Province	840	31%
2020/21	037-Delta	Msk	39%
2020/21	099-Province	742	33%
2021/22	037-Delta	Msk	48%
2021/22	099-Province	682	31%

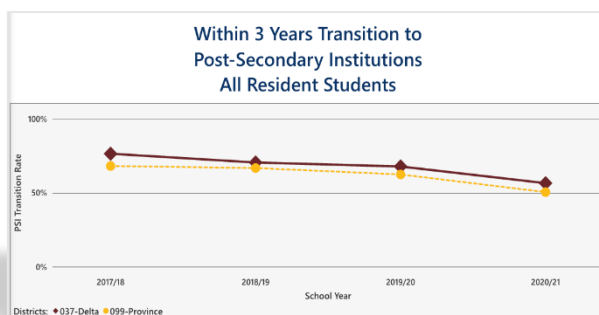
## Educational Outcome 5: Life and Career Core Competencies

### Measure 5.1: Transitioning to Post-Secondary

Over the past five years, Delta students have consistently transitioned to post-Secondary institutions, within three years, at a higher rate than students provincially. The Transition rates outlined in the data below represent student transitions to post-secondary institutions in British Columbia only. Although the data lags somewhat, our district does monitor the post-secondary transition rate for Delta students to other institutions across Canada and around the world. Based on Government of Canada (Statistics Canada) historic data, the rate of Delta students immediately transitioning to an out-of-province institution has been on the rise; From 6% in 2012 to 8.1% in 2018.

The rate for 2020/21 for Delta students transitioning immediately to a post-secondary institution in BC was 57%, and provincially it was 51%. Both the district and the provincial transition rates in this particular year were almost 10 percentage points lower than previous years. This unusual drop in the transition rate may be the result of the COVID-19 pandemic, potentially seeing more students in this timeframe postponing post-secondary plans for a variety of personal reasons.

When we examine the data for Priority Learner sub-populations, the cohorts are lower than 50 students and remain masked for the purpose of this report.



**Within 3 Years Transition to Post-Secondary Institutions All Resident Students**

School Year	District	Cohort Count	PSI Transition Count	PSI Transition Rate
2017/18	037-Delta	1,195	914	76%
2017/18	099-Province	35,318	24,073	68%
2018/19	037-Delta	1,195	843	71%
2018/19	099-Province	35,336	23,604	67%
2019/20	037-Delta	1,213	823	68%
2019/20	099-Province	35,523	22,189	62%
2020/21	037-Delta	1,275	721	57%
2020/21	099-Province	36,179	18,271	51%

**Within 3 Years Transition to Post-Secondary Institutions Designation Resident Students**

School Year	District	Cohort Count	PSI Transition Count	PSI Transition Rate
2017/18	037-Delta	145	72	50%
2017/18	099-Province	3,697	2,101	57%
2018/19	037-Delta	193	92	48%
2018/19	099-Province	3,906	2,152	55%
2019/20	037-Delta	158	68	43%
2019/20	099-Province	3,998	2,000	50%
2020/21	037-Delta	201	58	29%
2020/21	099-Province	4,356	1,680	39%
2021/22	037-Delta	Msk	Msk	Msk
2021/22	099-Province	Msk	Msk	Msk
2022/23	037-Delta	Msk	Msk	Msk
2022/23	099-Province	Msk	Msk	Msk

**Within 3 Years Transition to Post-Secondary Institutions Indigenous Resident Students**

School Year	District	Cohort Count	PSI Transition Count	PSI Transition Rate
2017/18	037-Delta	36	17	47%
2017/18	099-Province	3,147	1,734	55%
2018/19	037-Delta	44	25	52%
2018/19	099-Province	3,193	1,662	52%
2019/20	037-Delta	35	14	40%
2019/20	099-Province	3,360	1,520	45%
2020/21	037-Delta	50	17	34%
2020/21	099-Province	3,435	1,241	36%
2021/22	037-Delta	Msk	Msk	Msk
2021/22	099-Province	Msk	Msk	Msk
2022/23	037-Delta	Msk	Msk	Msk
2022/23	099-Province	Msk	Msk	Msk

## SECTION B: MOVING FORWARD

### *PLANNING AND ADJUSTING FOR CONTINUOUS IMPROVEMENT*

#### Current Strategic Plan Priorities

##### 2021-2024 Strategic Plan

In 2021, the district engaged schools in a planning process to identify key school and district goals under the Ministry of Education and Child Care's Framework for Enhancing Student Learning (FESL). Our analysis of these resulted in a new [2021-2024 Strategic Plan](#) for the district. The Strategic Plan guides district decision making and actions, and builds on the achievements from the previous 2018-2021 three-year Strategic Plan.

It includes the following five goals:

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 and experiences 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.



### The District's Guiding Principles:

Through the review of our previous FESL goals and the visioning process, six key priorities emerged. These priorities form the guiding principles of the Strategic Plan and are embedded across the district's goals.



## Celebrating our Successes for the Past Year

Reflecting on all the initiatives related to each of the district goals in the Strategic Plan, there are some key highlights to note, as well as important areas for growth in 2023/24. This section of the report will highlight key district initiatives related to each goal in the Strategic Plan. There will also be a discussion of emerging areas of growth in the goal area, strategic engagement of all stakeholders, relevant adjustments and adaptations being planned, and ways we are ensuring system alignment. As 2023/24 is the third year of the current Strategic Plan, a comprehensive review and engagement process will be initiated to update and revise the Strategic Plan for 2024-2028.

Before sharing details about each goal area of the Strategic Plan, it is important to highlight a significant organizational alignment change that has been made for the 2023/24 year at the district level. The Learning Services Department historically housed several smaller departments that had remained organizationally siloed. Since the introduction of the current Strategic Plan, efforts have been made to align the work and resources (staff and budget) of Learning Services to build multi-disciplinary teams of District Principals and Teacher/Coordinators. These teams of resource personnel endeavor to support schools directly across all areas of Curriculum, Instruction and Assessment, Inclusion, Indigenous Education, SEL / Mental Health Education, and Child Care. The goal of this amalgamation of departments is multi-pronged and aims to:

- Build more robust interdependent relationships between district specialist staff and school teams.
- Provide consistent resource personnel to support school teams with the goal of building a deep shared understanding of the school context and the needs of the diverse learners in the school.
- Work directly with school teams to collect, monitor, and reflect on data and evidence of student learning.
- Build professional capacity across district teams both within areas of expertise and areas of new learning.
- Strengthen the priority of ensuring Equity and Inclusion are the norm and part of everyone's responsibility in ensuring the best possible educational experience for every student in Delta.
- Enhance coordination of training and professional learning that is tailored to the priorities and goals of each school and the district.

We are very optimistic and excited about the potential of this restructuring to truly enhance the work of the district in support of schools. We are looking forward to providing a fulsome update on the progress we make this year in the 2024/25 Enhancing Student Learning Report.

## Review of the Strategic Plan 2021-2024

### Goal 1: Graduation for All

The district's vision is that all Delta students will graduate with dignity, purpose, and options, leaving school more confident and curious than when they entered.

### Highlighted Initiatives (2022/23)

#### Indigenous Education

- District Indigenous Success Coordinators have been assigned oversight to monitor the grade-to-grade transitions, attendance, and educational programming of all students of Indigenous ancestry at each secondary school. Working closely with school personnel, the Success Coordinators focus attention on post-graduate opportunities by engaging students in post-secondary visits (at UBC, SFU, KPU Trades and KPU: 15-30 students participated across each of the events last year), reviewing and monitoring the completion of graduation requirements, helping with scholarship applications, and supporting applications to the various post-secondary institutions. The coordinators also contact counsellors and administrators to coordinate wrap-around supports to any student who may not be on a solid graduation path. Extra attention and support are then provided so that all students may achieve success.

- The Indigenous Education Team continues to provide professional learning opportunities to teachers in class and on Professional Learning Days throughout the year. Support was provided by the Indigenous Success Coordinator and a Curricular Coordinator for six out of the seven Secondary schools who were teaching either EFP or BCFP12.
- The annual Indigenous Recognition Ceremony, held at the School Board Office, pays tribute to Indigenous students who are “graduating” either from Grade 7 to 8, or finishing Grade 12. At the Ceremony, students are accompanied by their parents/guardians and are blanketed by Elders. Traditional Indigenous songs and dances are performed as part of the celebration and a professional family photo in front of the Reconciliation Post in the Board Office is taken. After hearing a video message from the Superintendent and Board Chair, families are offered food and entertainment outdoors.
- The department has Social Emotional specialists who work with students experiencing challenges. Elders have been able 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. This has resulted in excellent feedback from students saying they felt heard and understood.
- The district hosted family gathering evening events with a focus on First Nation and Metis cultural teachings. Our Journey Canoe program started this year, and it began with official ceremonies to name and “wake up” the canoe. Summer programming for students included canoeing at Deas Island Park and learning traditional teachings related to the Journey Canoe.



### **Inclusive Education**

- Extensive work is being implemented through our Learning Services department to strengthen the effectiveness and cross-district consistency of procedures for School-Based Teams. The School-Based Team is a multi-disciplinary team at each school that monitors the progress and educational planning and interventions for students who are experiencing challenges at school or requiring a specialized assessment, educational planning and/or a range of interventions to experience success in school. This work will involve district-wide training for teams and a manual of procedures and guidelines aimed at ensuring evidence-informed practices are fully utilized at each school.

### **Career Development**

- In partnership with the Delta Fire Department, the district established a Junior Firefighter Program last year. This program gave students a true understanding of the basic components, both physical and educational, of Delta Fire/Rescue’s basic training for new recruits. There are plans to continue this program in the 2023/24 school year.
- 26 students successfully completed their Youth Train in Trades program (electrical, welding, auto service tech, metal fabrication, millwright, carpentry) and received their level 1 apprenticeship training.

- 12 students each received \$1,000 for completing the Youth Work in Trades program, while there are more currently completing the Youth Work in Trades program and receiving an income as an apprentice while also earning high school credits.
- There were field trips for career exploration at all schools: SFU, UBC, Justice Institute, Apprentice Expo and Skills BC for all interested students to attend. In addition, most schools ran an in-school, post-secondary day for all students to participate.
- The district offered two non-trades dual credit programs: The Early Childhood Education program successfully ran this summer with 11 students participating and learning what life is like as an early childhood educator. The CADD (Drafting program) only had one participant this year but is expected to have more in 2023-2024.
- The first Delta/WorkBC Career and Hiring Fair took place. There were approximately 1,000 participants from the Delta community with a strong presence from 600 Delta students.
- A Transition *Spiral of Inquiry* continued with a focus on increasing families' awareness of career and post-secondary options and will be moving to action this year.
- Learning Services established a new position for a Secondary Literacy Coordinator for secondary schools to support reading instruction.
- The district hired three Delta students to start youth work this summer as a painter, electrician, and carpenter. Two of the three will build some work into their timetable this year and the third will go back to complete his 900 hours after he finishes the BCIT electrical program.
- Students attended BCIT's Women in Trades Day. This was a full day of activities inspiring young women in Grades 9-12 to pursue education and careers in the skilled trades and/or technology. This day-long event was led by female mentors to help young women develop a better understanding of the potential of skilled trades careers. Students participated in hands-on-in-the-shop activities, seminars, and industry connections.
- There were numerous parent information sessions. Highlights include Parents as Career Allies, EducationPlannerBC and High School Career Programs Information sessions. In addition, a monthly Career Newsletter was sent to parents outlining a wide variety of post-secondary information and opportunities.

#### **Emerging Areas of Growth (2023/24):**

- Enhancing parent and student engagement around career options and opportunities through the Transition *Spiral of Inquiry* to ensure they are fully informed about graduation paths and post-secondary options.
- Hosting family information nights for families with Indigenous ancestry to inform them of career options.
- Expanding post-secondary tour opportunities for younger Indigenous students.
- Strengthening the role of secondary teachers in promoting reading proficiency.

#### **Strategic Engagement:**

- Collaboration with FNEC (Career Journeys).
- Emphasis on post-secondary tour opportunities.
- Parents as Career Allies program.
- Ongoing Indigenous Parent Gatherings.
- A panel for students with disabilities to ensure all voices are heard (sharing their experiences throughout their educational journey - some who have graduated and some currently still in the system).
- A review of high school programs used to support students with diverse needs.

#### **Adjustments and Adaptations:**

- Developing a coherent approach to engaging parents and caregivers.
- Ensuring equitable access to scholarships and financial aid.

#### **System Alignment:**

- Alignment of scholarship processes for greater equity.
- Continued development of the Transition *Spiral of Inquiry*.



## Goal 2: Powerful and Inspiring Learning Environments

The district aims to provide all students with opportunities and experiences to thrive and flourish.

### Initiatives and Results (2022/23):

- Every Monday, hundreds of Delta classrooms participate in weekly Land Acknowledgements and Indigenous Education staff visits hosted by the Indigenous Education staff over Zoom. There are various guests that also attend and each week there is new learning highlighted. These weekly sessions last 10-15 minutes and have been growing in popularity across the entire district. This important work will continue in 2023/24.
- Indigenous Education Success Coordinators monitored student progress and attendance in collaboration with school teams.
- Targeted learning for leaders around inclusive environments: Inclusive Learning will continue to work with school leaders to build their capacity and understanding of Universal Design for Learning and Inclusive Education.
- Baseline data collection for inclusive access and funding models: Significant work is being done at each school site to ensure all schools / classrooms are accessible and that all students have access to all learning environments. Collaboration on this work will continue between the Inclusive Education Department and the Facilities Department. For 2023/24, the district has struck a committee to bring strategic focus to the work.
- During the pandemic, we partnered with TFN to create a satellite educational program for students who preferred to work in smaller, more personalized learning environments. This provided an opportunity to engage with parents on various programs and initiatives. Many students supported through this program during the pandemic have returned to their schools now. However, a small number of students continue to be supported through this highly individualized program.
- Mindfully Structured Pre-Departure and Arrival Orientations continued for all International Students.
- Processes promoting transparent and equitable resource management and staffing in schools continued to be a focus. School leaders are working closely with Learning Services to fine tune and improve resource allocation across schools to ensure the best possible use of resources to support students.

### Emerging Areas of Growth (2023/24):

- Aligning learning services to meet school needs.
- Utilizing collected baseline data for improvements.
- Focusing on individual classrooms and teacher practices.
- Defining and articulating powerful and inspiring learning environments.

### Strategic Engagement:

- Gather feedback from international students and parents.
- Leadership series and professional development.
- Student voice inclusion, particularly focusing on students with disabilities.

### Adjustments and Adaptations:

- Ongoing review and improvement of existing initiatives.

### System Alignment:

- Common language and alignment through learning services.
- Enhanced data analysis and partnerships with schools.



### Goal 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.

#### Initiatives and Results (2022/23):

- Expanded the Math Minds program to eight schools for 2022/23.
- Developed and shared the Elementary Literacy Framework/Website: The site is a comprehensive resource for teachers that includes classroom routines focused on literacy, assessments and other resources based on current research.
- Created the Literacy Learning Lab: Through the Lab, 24 expert primary teachers met 10 times throughout the year to trial and improve new district-developed resources and assessments.
- Hosted Delta Literacy Day: On our February Professional Development Day, this full day event brought together 450 teachers (K-7) to learn about all the new district Literacy resources. The day was a mix of keynote speakers and breakout sessions hosted by Delta teachers.

#### Emerging Areas of Growth (2023/24):

- Piloting new resources for foundational reading skills: We have 50 Grade 1 teachers piloting a new comprehensive resource for teaching foundational reading skills (UFLI). These teachers came together with two of our Literacy Coordinators for an afternoon of Professional Learning during the last week of August. Also, two elementary schools are piloting new reading assessments (as a replacement for the current reading benchmarks that we collect). Learning Services staff will be working closely with these schools to get feedback on these new data sources.
- Expanding the Math Minds program to six additional schools for 2023/24 for a total of 14 schools. More than half our elementary school students are now experiencing the Math Minds Program. Learning Services staff led five workshops to a total of nine schools during the last week of August. This was a mix of new and existing Math Minds schools.
- Investigating literacy success in secondary schools with expanded school literacy teams working with Learning Services coordinators.
- Creating an Inclusive Literacy Practices Coordinator position. This will be a new position for 2023/24.
- Continued funding of the Indigenous Literacy Initiative (a 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 at the school and other targeted school interventions.
- Implementing reading assessments in secondary schools with the goal of establishing local baseline data.

#### Strategic Engagement:

- Collaboration and feedback from teachers, schools, and students across all school teams.
- Involvement of learning services staff in facilitating pilot programs.

#### Adjustments and Adaptations:

- Continuous review and improvement of resources and assessments being recommended.

#### System Alignment:

- Collaboration and data sharing between learning services departments.
- Focusing on improving district and school/classroom-level data sources.

## Goal 4: Engaged, Empowered, and Healthy Workforce

Nurturing the workforce to enable employees to thrive and ensure students receive the best education.

### Initiatives and Results (2022/23):

- Implemented Peer Support programs for teachers and support staff: The team of teacher peer support facilitators has supported over 60 teachers and 86 EAs during the 2022-2023 school year. The focus was to work one-on-one to support those new to the career, those working in a new context, and those that are facing some challenges in their work. This initiative has been very well received by partner groups. The newest addition to the peer support team began in March 2023 and is working specifically on supporting clerical staff in a similar way.
- Provided targeted professional development opportunities: mentorship, orientation (on-boarding of new staff), and safety training. Multiple sessions took place across various employee groups over the course of 2022/23, supporting over 1,500 employees.
- Enhanced the Employee Family Assistance Program (EFAP) - all employees have been, or are in process of being, oriented to understand the comprehensive range of resources available to them through EFAP. As one of the goals is to normalize the utilization of services for mental health as much as physical health, we have seen a slight increase in the usage of our EFAP program. EFAP utilization: 2020-2021 6.12%, 2022-2023 - 7.80%
- A multi-prong recruitment and retention program has been established to ensure the realization of improved diversity, equity, and inclusion across Delta's workforce.
- Provided enhanced training opportunities for Administrative Assistants and Education Assistants, that are co-designed with partner groups, to ensure a baseline of skills across all sites.

### Emerging Areas of Growth (2023/24):

- Implementing cultural surveys of sites: We will continue to survey all employees on working conditions and employee engagement and wellbeing.
- Continuing with the enhanced recruitment and retention strategy in 2023/24.
- Providing site-specific professional learning for healthy leadership: We have established a series of workshops for school leaders (Principals and Vice-Principals), with a focus on leading the wellbeing of staff at their school sites. This work is grounded in the resource Beyond Self-Care, by Gail Markin.

### Strategic Engagement:

- Inclusion of all employee groups in professional development opportunities. The District Wellbeing Committee has representatives from all employee groups and continues to provide input and direction to the overall district strategy, including joint planning of initiatives and training opportunities.

### Adjustments and Adaptations:

- Reviewing and investigating illness data: Looking at five-year data for various employee groups and investigating further where we are seeing an increase in illness rates.
- Completing an updated Employee Health and Wellbeing Survey: Baseline data was collected in 2021.
- Implementing online leave processes: This strategic action will streamline the process to make a leave and has been a long-standing request to help employees.

### System Alignment:

- Regular meetings and collaboration with employee stakeholder groups

## Goal 5: Strong Governance and Stewardship of Resources

Maximizing the availability of the district's resources to support the delivery of our strategic goals and ensure long-term sustainability.

### Initiatives and Results (2022/23):

- We are continuously improving the efficiency and effectiveness of common processes, practices, and systems to ensure alignment with our strategic priorities and support sustainability. This has involved developing a deep understanding of the various needs across the district, particularly school administrators, through a Spiral of Inquiry, creating easily accessible and effective business and risk management tools, and safeguarding district resources to ensure their most effective, innovative, and strategically aligned use.
- Developed budgets in strategically aligned groups 'Collaborative Budget Conversations' rather than a more siloed approach, which has led to the budget team better understanding available resources.
- Initiated a new process for district departments to submit proposals for Reserve-funded initiatives involving increased accountability which ensures that a continuation of funding is dependent on successful initiative outcomes.
- Continued to share the district's financial story in the most transparent and clear manner to help improve the budget engagement process and increase stakeholder understanding and insight into the district's financial resources. This has involved ensuring that all stakeholder groups are invited to get involved in the budget process, providing opportunities to facilitate two-way conversation allowing for more informed input. This has included refining a townhall approach to obtaining budget input from individual members of stakeholder groups, including parent and community groups.
- Started work on a plain language 'How to/Best Practices' manual to support schools in making efficient business and financial decisions. This has had the added benefit of increasing the knowledge of Finance and Management Services staff, resulting in more consistent and helpful responses when departments submit inquiries.

### Emerging Areas of Growth (2023/2024)

- Continuing to evolve the accountability process for reserve funded initiatives.
- Incorporating an even more synergistic approach in the areas of resource governance and strategic alignment, like what we have introduced with the Collaborative Budget Conversations process.
- Deepening engagement with our local First Nations to ensure the district budget better reflects the priorities of Indigenous Peoples.
- Developing ways to extend the reach of the budget engagement process, so that more people across our district (perhaps by school or family of schools) are encouraged to provide input into the budget process. Currently, the main engagement is from individuals with a specific concern related to sufficiency of Inclusive Learning Services.
- Holding an in-person Pro-D session on financial procedures for administrators this fall to help ensure the processes are better understood and become more intuitive.
- Continuing work on the plain language 'How to/Best Practices' manual.

### Strategic Engagement

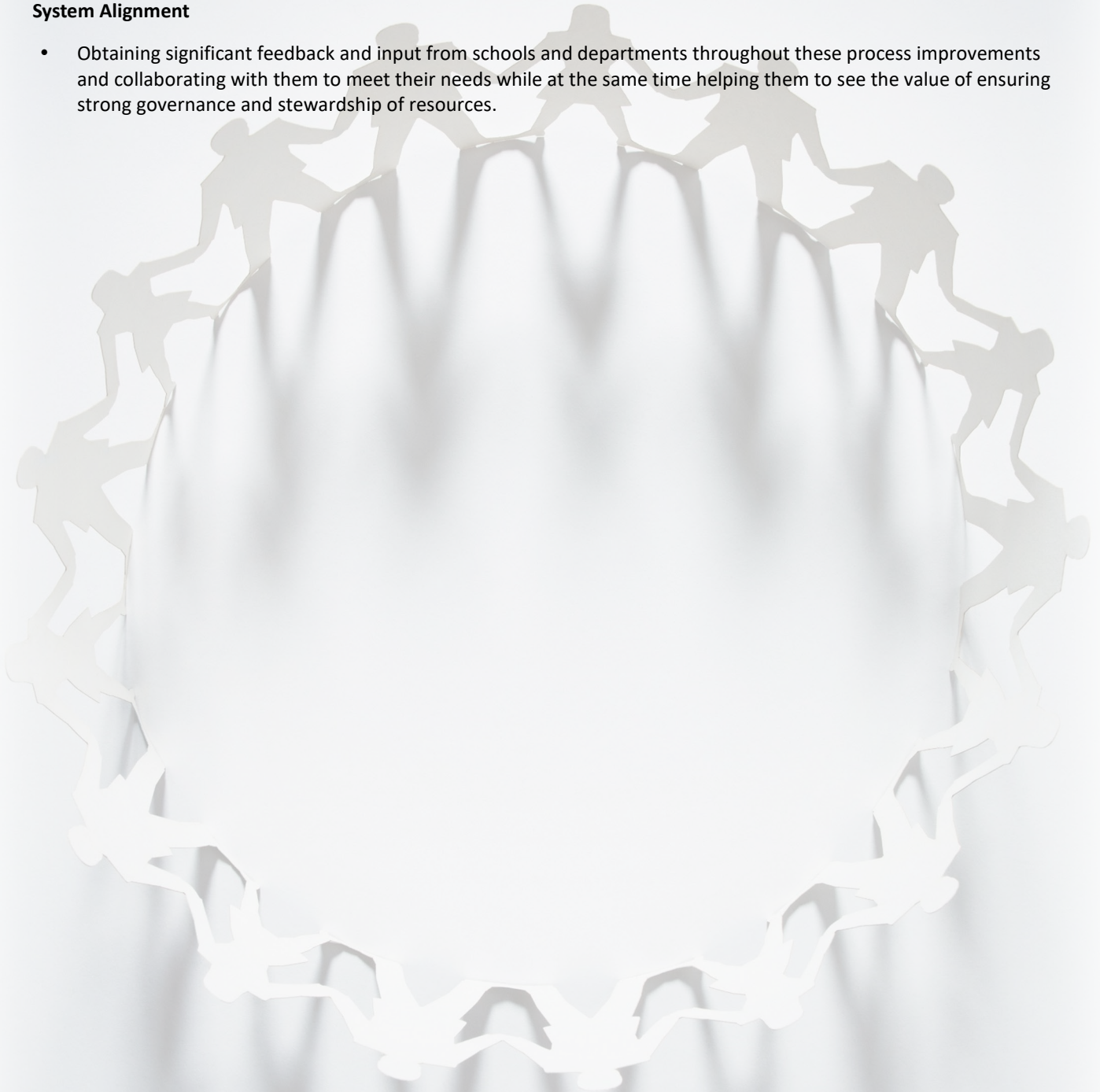
- Further synergistic collaboration across departments, including involving school administrators to ensure that school needs are better identified and considered.
- Hold meetings with DPVPA, DTA, CUPE, TFN/Musqueam and invite parents and community members to an in-person engagement evening.
- Continue the Spiral of Inquiry engaging with school and district administrators and administrative assistants to maintain a deep understanding of their needs and ensure a continuous improvement mindset going forward.

### Adjustments and Adaptations

- Investigating the possibility of more flexible budgets (both in terms of timing of available funds and in cross-department funding flexibility). We anticipate this is being an evolving process that will improve with time.
- Increasing the involvement of administrators in engaging with their school community groups to get more budget input. Work on creating the tools and forum to assist with this will take place in 2023/2024.
- Moving from a finance-oriented approach to a focus on providing clear and efficient business processes, including re-evaluating processes from both an efficiency and necessity perspective and working with a plain language expert and an education expert, and adapting processes as required.

#### **System Alignment**

- Obtaining significant feedback and input from schools and departments throughout these process improvements and collaborating with them to meet their needs while at the same time helping them to see the value of ensuring strong governance and stewardship of resources.





## CONCLUSION

This report serves as a summary of the progress the Delta School District is making toward its goals in the Strategic Plan and reflects the significant work of many educators, support staff and key partners. Both Vision 2030 and the Strategic Plan 2021-2024 have provided the Delta School District with a clear focus and direction over the past two years, and we are confident that the work continuing in 2023/24 will further improve the learning experiences for all Delta students. As we consider areas for further work, as a district, we need to ensure the following:

- Continued focus on ensuring success for all priority learner sub-populations across all goal areas.
- Improving our collective understanding of how our engagement processes with stakeholders are resulting in key decisions being made, both in pedagogy and in establishing the budget priorities for the school district.
- Significant improvement in FSA participation rates.
- Strengthen the use of multiple forms of data and evidence to guide our work as a district as we move to ensure “equity and inclusion become the norm.”
- Work to improve communication, both internally and externally, with respect to how the district communicates ways in which resources are being allocated and adjusted based on stakeholder input and rationales for implementation of changes in alignment with strategic goals.
- Conduct a deeper, more systemic review of numeracy results and achievement levels for students. Our data is showing there are gaps that need to be addressed and, collectively, we need a better understanding of what is going on for students.
- The collaborative establishment of an Indigenous Education Council remains a significant priority for 2023/24.

As a district we are very proud of the successes and outcomes for Delta students we have seen to date. Despite our successes, we remain laser-focused on the gaps that still exist for many students in our system. Our continued support and engagement from all education partners and stakeholders is deeply appreciated and essential to Delta achieving Vision 2030. As the report concludes, we would like to acknowledge the dedicated and passionate work of our teachers, support staff, school Principals and Vice-Principals, and district staff, as we continue to inspire and nurture thriving, future-ready learners.







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