

# **Greater Victoria School District**

## **SD61**

# **Enhancing Student Learning Report September 2025**

## **Part 2a: Respond to Results**

In Review of Year 2024-2025 of Strategic Plan 2020-2028

Approved by Board on September 15, 2025

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# District Context for Continuous Improvement



## Territorial Acknowledgement and District Context

The Greater Victoria School District (the District) wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work. The District is advised by the Indigenous Education Council (IEC) to support the work of Indigenous Education and all Indigenous students within the District. The IEC represents Four Indigenous Houses that advise the District, which are the Esquimalt First Nation, the Songhees First Nation, the Métis Nation of Greater Victoria, and the Urban Peoples' House Indigenous Advisory.

The District is the largest of three school districts on lower Vancouver Island and spans the municipalities of Esquimalt, Oak Bay, Victoria, and portions of the Highlands, Saanich, and View Royal. The District provides quality education to 20,109 students within 28 elementary schools, ten middle schools, and seven secondary schools, as well as two alternative sites. The District strives to improve learning outcomes for all students, with a focus on the following groups (also known in this report as priority students):

- 1,482 self-identified Indigenous students (7.02% of enrolled students)\*
  - Of these Indigenous students, 47 are Esquimalt Nation, 57 Songhees Nation, 421 are Métis, 950 UPHIA, and 7 are Inuit
- 3,273 students with diverse abilities and a Ministry designation (15.5% of enrolled students)\*
- 86 students in care, referred to as Children and Youth in Care (CYIC) in this report\*\*

Additionally, the District has 20 child care centers operating on school grounds, serving children ages zero to five, as well as six StrongStart BC centers. Each year, the District is also proud to host 1736\*\*\* International Students supported by our International Education Program at their Uplands Campus, and 150 adult learners through the Continuing Education Program. The District also offers a variety of Programs of Choice, including French Immersion.

\*As per the Ministry of Education & Child Care's (MoECC) 2024/25 September 30, 2024 1701 verification report

\*\*As per District CYIC tracking, September 30, 2024

\*\*\*Headcount of international students throughout the year including 1,082 students captured in the MoECC's 2024/25 September and February 1701 verification reports as well as 654 short-term students not captured within the 1701 reports

## Current Strategic Plan Priorities

The District is guided by its 2020-2028 Strategic Plan, as detailed on the district website here: [sd61.bc.ca/our-district/plans](https://sd61.bc.ca/our-district/plans). The three main goals of the Strategic Plan are:

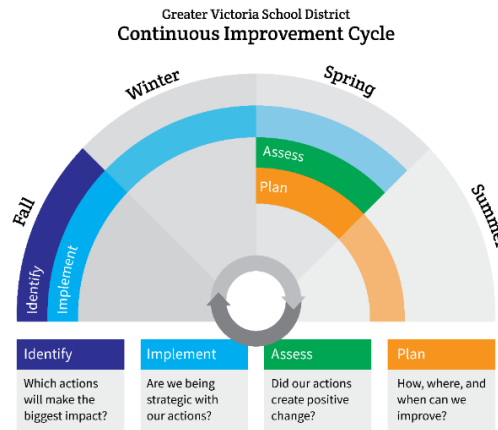
- **Goal 1:** Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.
- **Goal 2:** Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

- **Goal 3:** Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

### Continuous Improvement Cycle/Approach

The District is committed to continuous improvement and recognizes that such efforts have a direct impact on student potential and achievement. **Figure 1** helps visualize our approach to continuous improvement as it relates to the school year cycle.

The continuous improvement cycle outlines the need to *Identify* strategic actions during the fall and winter months that will make the biggest positive impact. The cycle also highlights when to *Implement* strategic actions to address gaps. We make an effort to intentionally monitor these actions throughout the school year through data collection, anecdotal feedback, and intentional engagement with various stakeholders in our learning community.



**Figure 1:** Continuous Improvement Cycle

We Assess actions in the spring by reviewing outcomes in comparison to goals and strategies. During the summer we then Plan to continue, introduce, adapt, or discontinue actions based on resources, needs, and alignment to school goals, our Strategic Plan, and Operational Plans.

### Ongoing Engagement Specific to Student Learning

Our district is committed to fostering inclusive, transparent, and purposeful engagement with Rightsholders and stakeholders to support student learning. We recognize that meaningful consultation is foundational to culturally responsive and equitable education systems. Most recently, we have deepened our commitment to surfacing student voice across our data sets to better ensure that learners' perspectives inform decision-making and improvement planning.

We engage staff through structured committees and surveys, and parents through representation on school-based Parent Advisory Councils (PACs) and district-level committees. These platforms provide opportunities for dialogue, feedback, and shared responsibility in shaping educational experiences. While these efforts have laid a strong foundation, we acknowledge that aligning and deepening our engagement strategies remains a growth area. We are actively working to ensure that our initiatives are more intentional, coordinated, and reflective of the diverse voices within our learning community.

Below are examples of recent engagement strategies:

What	Who	How
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Indigenous Education Council (IEC)	Superintendent of Schools Director of Indigenous Education, Songhees Nation (2) Representatives, Esquimalt Nation (2) Representatives, Metis Nation (1) Representative, UPHIA (1) Representative, Elders and Youth Representatives.	The Indigenous Education Council is guided by their Terms of Reference and the School Act. The IEC meets eight times per school year. The IEC honours the living Coast Salish Teachings of Eyē? Sqâ'lewen and Na'tsa'maht by working together with good hearts, good minds, and good feelings. Guided by these teachings the IEC honour the Ancestors and offer thoughtful guidance and support that uphold Indigenous worldviews and prioritizes the success and well-being of all Indigenous students within our district.
Partners Table	Official Trustee, senior leaders, IED, CUPE 382, CUPE 947, GVTA, Student Trustee Rep, VCPAC, Esquimalt Nation, Songhees Nation, Metis Nation Greater Victoria, Urban Peoples' House Indigenous Advisory and VPVPA.	An informal meeting structure with the official trustee, Rightsholders and stakeholders where education topics are discussed with a focus on student learning and achievement. Topics vary and connect to budget, educational programming, policy and governance.
Equity, Diversity, and Inclusion (EDI) Forum	Superintendent of Schools, senior leaders, students in secondary and middle schools, students of colour, Indigenous students, minority students, school-based staff accompanying students (many being Principals or Vice Principals, staff members involved in inclusive school-based clubs and/or initiatives).	The EDI Forum provides a purposeful space for students to voice concerns regarding racism, accessibility, and feelings of belonging (among other EDI topics), to offer strategies for effective inclusive spaces, and share their experiences both positive and negative. School and district-based staff can then connect with individual students or school groups to address concerns and provide support.
Local Education Agreements (LEA) Implementation Table	Superintendent of Schools Director of Indigenous Education, Songhees Nation Senior Leader and Director of Education, Esquimalt Nation Senior Leader and Education Director. District IED VPs and LEA School Based PVPs.	The LEAs have an annual Workplan that involves School Based Teams, District Leadership Teams, and each of the local Nations; Songhees and Esquimalt Nations on the intentional and ongoing implementation of each of our LEAs and the collective and shared responsibility we have in moving them forward together. We have regular monthly LEA School Based Meetings and Quarterly LEA Implementation Team Meetings.
Elders Advisory Council	Director of Indigenous Education, District VPs of Indigenous Education, Elders from the Four Houses;	The Elders Advisory Council meets monthly throughout the school year to support the work of the Indigenous Education Council, the Indigenous Education Department and the schools within our district.

	Songhees Nations, Esquimalt Nation, MNGV, and UPHIA.	
Middle and Secondary Student Input Sessions	Official Trustee, senior leaders, VPVPA, students	A focus on hearing student voices through 18 meetings with each middle school and high school, discussing issues and concerns related to students. Examples include health and safety, academic support and opportunities, facilities, support in school, and priority areas for funds to be allocated.
District Equity Working Group	Official Trustee, senior leaders, CUPE 382, CUPE 947, GVTA, Student Trustee Rep, VCPAC, IEC or IED rep, and VPVPA	Examines the practices of our District to determine the extent to which justice, equity, diversity, inclusive (JEDI) and accessible policies, practices, and culture opportunities are being provided for students and staff.
VCPAC (Victoria Confederation Parent Advisory Councils)	VCPAC executive, senior leaders and department admin	Communication and consultation related to emerging issues such as accessibility and supports for students with disabilities and diverse abilities, social-emotional learning and reframing behaviour as communication, and literacy plans.
CYIC Annual Event	MCFD partners, SD61 staff, Indigenous Education Dept	Annual event to engage in collaborative discussion and learning together, showcase student success including student voice, reflect on standard of practice to shift/change/improve

## Reflect and Adjust



After analyzing and interpreting data, the district has identified existing and new areas for growth with targeted strategies to address inequities for specific cohorts of learners. These are detailed in the Reflect and Adjust chart on the following pages.

## Reflect and Adjust Chart

<p><b>Strategic Plan Goal 1:</b> Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.</p> <ul style="list-style-type: none"> <li>• <b>Strategy 1:</b> Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.</li> <li>• <b>Strategy 2:</b> Engage and collaborate with students, families and staff to provide an inclusive learning environment that will enhance and support student learning, identities and well-being.</li> <li>• <b>Strategy 3:</b> Address the inequity of outcomes for students with a disability or diverse ability in literacy, numeracy engagement and completion rates.</li> </ul>			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> <li>• Continue?</li> <li>• Discontinue?</li> <li>• Adapt?</li> <li>• Introduce and implement?</li> </ul>
Supporting 10 priority elementary schools through the Early Literacy Collaborative Teacher (ELCT) initiative to strengthen early literacy instruction and intervention practices through collaboration, data-informed planning, and instructional coaching.	Historical and current literacy gaps in early years, especially for priority populations. Specifically, Indigenous Students and Students with Designations consistently score 10–20 percentage points below district averages in literacy. Literacy rates for CYIC Resident Students also remain below provincial averages.	<p>There is a growing sense of enthusiasm and confidence among educators.</p> <p>Student self-reflections indicate a positive shift in how learners perceive themselves as readers and writers.</p> <p>School and classroom data continues to reflect the positive impact of this approach.</p> <p>Equity gaps persist for priority populations, especially for Indigenous Students on Reserve.</p>	<p><b>Continue:</b> 5.0 teacher FTE supporting James Bay, South Park, Oaklands, George Jay, Quadra, Cloverdale, Northridge, Craigflower, Vic West, Macaulay and Tillicum.</p> <p><b>Adapt:</b> Increase allocated teacher time (0.5 FTE) to support both Craigflower Elementary and Shoreline Middle, focused on culturally responsive literacy instruction and intervention for Indigenous students.</p> <p><b>Introduce and Implement:</b> Develop and implement inclusive, classroom-based early literacy screening tools to ensure all learners are accurately and equitably assessed within the context of everyday instruction. 2025/2026 will focus on Kindergarten, expanding to Grades 1-3 in subsequent years.</p> <p>Launch a 5-session learning round for Kindergarten to Grade 8 teachers, focused on Universal Design for Learning (UDL) to better address the needs of</p>

			<p>learners requiring adaptations and targeted interventions.</p> <p>Design and implement a secondary literacy program to support students working toward developing foundational literacy skills, ensuring continuity of support beyond elementary and middle years. This will be hosted at Victoria High School.</p>
<p>Numeracy support in the early years: offering a range of professional development for teachers, with a focus on (1) Indigenous approaches to numeracy K-3, and (2) curating and sharing resources &amp; assessment tools, and (3) learning sessions on multiplication and multiplicative thinking.</p>	<p>Historical and current numeracy gaps in early years, especially for priority populations. Disaggregated data reveals that Indigenous Students and Resident Students with Designations are performing more than 10 percentage points below the district average.</p> <p>Grade 7 numeracy results show an overall decline compared to Grade 4. Disaggregated data for Grade 7 priority populations reveals that Indigenous students and those with designations are performing more than</p>	<p>Numeracy data indicates this is an area of need, especially in the middle years, and more specifically for Indigenous Students and Students with Designations.</p>	<p><b>Continue:</b> Consultant fees, 0.1 FTE, and collaboration funds to support numeracy work in elementary schools.</p> <p><b>Introduce and Implement:</b> A new targeted numeracy strategy with a 4-part learning series for Grade 6 teachers in all middle schools that supports students in developing a deeper understanding of numeracy concepts and the ability to apply them in multi-step, real-world contexts.</p> <p>Work with secondary schools to encourage earlier completion of Numeracy 10 Graduation Assessment.</p>

	20 percent points below the district average.		
<p>Using UDL as a foundational pillar for inclusive design and school goals.</p> <p>Enriching play pedagogy in early years classrooms.</p> <p>Engaging school administrators in UDL Guidelines for school planning and professional learning.</p>	<p>Enhance educator capacity for differentiated instructional design with a focus on disparity of outcomes for priority populations.</p>	<p>Successful introduction with school administrators and through literacy strategies above.</p> <p>Early years sessions feedback requested more of this content and support.</p>	<p><b>Adapt:</b> Promote inclusive and culturally responsive practices through a more focused implementation of <a href="#">UDL 3.0 Guidelines</a> with existing District documents (<a href="#">Assessment Principles</a>, <a href="#">Inclusive Learning Guiding Principles</a>, <a href="#">Spirit of Alliances Wellness Framework</a>).</p> <p>Weave UDL Guidelines into all offerings and district-based supports.</p> <p>Include professional learning on UDL and play pedagogy in district offerings for professional development days.</p>
<p>Providing meaningful career and transition opportunities adapted for grade levels such as exposure to career exploration activities from Kindergarten to Grade 8 and introduction to programs, courses,</p>	<p>Historical and current gaps in graduation and transition rates, especially for priority populations.</p> <p>Student voice suggests an area of need.</p>	<p>Growing participation in dual credit courses, for which over 85% of participating students earned a mark of 70% or higher in 2023/2024.</p> <p>2023/2024 Student Learning Survey results indicate that 88% of students have a plan after high school (employment, education or training) and 88% of Grade 12 students</p>	<p><b>Adapt:</b> Prioritize use of grant funding to expand inclusive pathways for priority populations.</p> <p>Partner with Camosun and South Island Partnership to offer support that increases the number of students with disabilities and diverse abilities taking dual credit programs and courses.</p>

and events for Grades 9-12.		plan to attend college or university.	
Summer programming for priority learners in middle years, strengthening foundational skills	<p>Priority learner lagging results in literacy and numeracy.</p> <p>Equity of access to summer opportunities and programming.</p> <p>Continuity of literacy and numeracy learning to bridge the summer learning gap, through inquiry and exploration.</p>	85 students participated: 40 students with designations, 9 students of Indigenous ancestry	<p><b>Continue:</b></p> <p>Offer summer programming again in July 2026, with a more concerted effort to increase participation of Indigenous students, through focused engagement of parents/families using staff relationships and communication structures with the Four Houses.</p>
<p>Create two Director of Instruction positions (repurpose two District Principal roles)</p> <p>AND</p> <p>Require all schools to create a literacy goal, with an expectation to integrate equity targets for priority student</p>	Operational oversight for Goal 1; the existing structure was not supporting effective operational planning and implementation of strategies.	No evidence yet as these strategies are new.	<p><b>Implement:</b></p> <p>Alignment with Director of Indigenous Education and Director of International Education</p> <p>Enhance data-driven decision making, including deeper analysis of distinctions-based and intersectional data for Indigenous students.</p> <p>Focus on literacy achievement data, including student voice.</p>

achievement in the goal and strategies.			
<b>Strategic Plan Goal 2:</b> Create an inclusive and culturally responsive learning environment that will support Indigenous learners' personal and academic success. <ul style="list-style-type: none"> <li>• <b>Strategy 1:</b> Critically examine personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories, and perspectives.</li> <li>• <b>Strategy 2:</b> Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.</li> <li>• <b>Strategy 3:</b> Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.</li> </ul>			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
The Indigenous Education Department will continue to support the implementation of the Campus Cousins Program at the Secondary level to promote leadership skills, connection and belonging for Indigenous students at the secondary level.	<p>The Indigenous Education Department will continue to work on ongoing recruitment for Campus Cousin Guardians and Campus Cousins in the the grades 10-12 with a priority focus on Gr. 11 Indigenous students.</p> <p>Gaps exist for in Indigenous students in transitions throughout middle, secondary and post-secondary</p>	<p>Indigenous students had a high engagement rate across secondary schools and from the four houses, Campus Cousins and Campus Cousin Guardians provided ongoing positive feedback throughout the school year and recommended areas for growth.</p> <p>Secondary school staff, parents, guardians and students provided positive feedback and gratitude for the creation of the program and the clarity that this program would continue in the 2025/2026 school year.</p>	<p>Examine a more effective communication tool for the program.</p> <p>Enhancing our training program for Campus Cousins and Campus Cousin Guardians.</p>

	years within our school district.		
The Indigenous Education Department will continue to offer the Indigenous Education Focused Day of Learning. This day of learning will be informed by the Indigenous Education Council, the Elders Advisory Council and the Indigenous Education Department.	An area for growth is the advanced support from all departments and schools within the school district.	<p>The 2025/2026 School year will be the 5<sup>th</sup> Annual Indigenous Focused Day of Learning which is known as our '<i>Indigenous Storytelling Festival</i>' this annual event continues to see active participation and growing participation from all schools and levels within our school district.</p> <p>The Indigenous Education Council, the Elders Advisory Council and the Indigenous Community continue to celebrate the growth this annual event has and the impact that it is having on school communities across our school district.</p>	Continue to work on the alignment of the various offerings provided on this day to support the work of Indigenous worldviews, cultural safety, intentional focused literacy and numeracy support strategies for Indigenous learners.
Pathways and Partnership Dept to further develop purposeful and culturally responsive career events and personalized	Gaps in completion rates and post-secondary transition rates for Indigenous learners.	<p><b>Continue:</b></p> <p>Offer three events for Indigenous students (secondary), and Camosun tours.</p>	<p><b>Continue:</b></p> <p>The Pathways and Partnerships Department will work with the Indigenous Education Department to offer (3) events for Indigenous Students at the Secondary level and will also continue to support Camosun and UVIC Tours.</p>

opportunities for Indigenous learners within our district that is informed by the Indigenous Education Dept and the IEC		Grades 3-8 resource development connecting careers to the Spirit of Alliances Wellness Framework	<p>The Pathways and Partnerships Department will continue to support resource development connecting careers to the Spirit of Alliances Wellness Framework</p> <p>The Indigenous Education Department will work with the Pathways and Partnerships Department on the Indigenous Students Graduation Profile Booklet.</p>
Partnership with Human Nature Counseling to deliver the Guam Guam Specums ( <b>Strong Flowers</b> in the Lekwungen Language) program which aims to support mostly Indigenous students' social and emotional well-being and engagement in the school environment. Target schools are Craigflower Elementary, Shoreline Middle and Rockheights Middle.	Improving Indigenous student sense of belonging.	<p>70 students supported</p> <p>96% of students surveyed reported agree or strongly agree that they enjoyed the program.</p> <p>Staff noted positive changes to group dynamics, interpersonal connections not typically seen in the classroom setting.</p>	<p><b>Continue:</b></p> <p>Continue for 2025-26 and expand to include Esquimalt High.</p> <p><b>Adapt:</b></p> <p>Explore accessible ways to involve Elders and Knowledge keepers within the program.</p> <p>Design and offer professional learning for SD61 educators on land-based learning through a trauma-informed lens.</p>
Creation of two Vice Principals of Indigenous Education (Early Year – Middle Years and Middle		No data to review yet as this is a new strategy	

Years-Secondary Years) these roles support the Programs, Staff and Services of the Indigenous Education Department and the Director of Indigenous Education.			
<p><b>Strategic Plan Goal 3:</b> Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.</p> <ul style="list-style-type: none"> <li>• <b>Strategy 1:</b> Continue to provide professional learning opportunities to all staff in K-12 to further support implementation of social emotional learning, physical literacy and mental health literacy that improves outcomes for students and classrooms.</li> <li>• <b>Strategy 2:</b> Work in collaboration with the Ministry of Children and Family Development to provide joint educational planning and support for children and youth in care that helps develop the child's personality, talents, and mental and physical abilities to the fullest for current and future success.</li> <li>• <b>Strategy 3:</b> Engage and collaborate with families to encourage awareness of and engagement in physical literacy and mental health literacy that improves outcomes for students in classrooms and at home.</li> <li>• <b>Strategy 4:</b> Address the inequity of outcomes for all learners to maximize physical health and mental well-being.</li> </ul>			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Offer professional learning opportunities for school teams comprised of Kindergarten Teachers, ECEs, and school-based team members to model alignment and to invite student-centered conversations around inclusive, culturally affirming welcoming	Improving priority students' sense of feeling welcome and early sense of belonging	School teams who participated in the September Pro-D continued to meet using the framework provided to find pathways of success for their Kindergarten students.	<p><b>Continue:</b> Maintain framework for Kindergarten transition.</p> <p><b>Adapt:</b> Expand to enhance and improve targeted welcoming practices for Grade 5-6 and 8-9 priority students transitioning in spring 2026.</p>

practices for children and families entering Kindergarten.			
Implement the Spirit of Alliances Wellness Framework (locally developed document)	<p>CHEQ, EDI and student learning survey results all indicate need for wellness-focused strategies.</p> <p>Need for a holistic and culturally appropriate framework and approach.</p> <p>Priority student sense of belonging gaps.</p>	<p>Anecdotes shared by school admin and school-based counsellors suggest strong potential in using the framework to help shift conversations and practices around wellness and social-emotional learning.</p> <p>District staff connected to support referrals have found success using the framework during collaborative planning with school teams.</p>	<p><b>Continue:</b> Explicitly connect this framework with other key district documents and use consistently with school admin, during sessions / offerings.</p> <p>Continue to offer professional development opportunities on trauma-informed and culturally responsive relationship-building.</p> <p><b>Adapt:</b> Align district social-emotional learning work and resources with the wellness framework.</p> <p>With school administrators and counsellors, revisit the school-wide strategy “2 by 10” that promotes consistent adult check-ins for priority students who are disengaged or disconnected. Identify target schools to review effectiveness of implementation.</p>
Student-led mental health and wellness grants targeting student voice and leadership	Gap in student voice initiatives	Grant showcase in May 2025 resulted in re-engaged students and confident staff who support them.	<p><b>Continue:</b> Support school grant teams to network and collaborate.</p>
Review of SD61 CYIC Standard of Practice	Review of impact on CYIC achievement and supports after 5	Over 60% of schools suggest the Standard of Practice is making a meaningful difference.	<p><b>Continue:</b> Maintain the implementation of a district standard of practice for supporting CYIC.</p> <p><b>Introduce and Implement:</b> Develop and implement a targeted strategy for</p>

	years of implementation	<p>Schools report positive impacts on both educational and social-emotional outcomes.</p> <p>67% suggest the framework fosters collaboration and communication that supports students to achieve goals.</p> <p>60% suggest the practice actively nurtures a sense of belonging.</p>	students that fall within the intersection of CYIC and Indigenous ancestry.
Providing full-day transitional programing for K-12 newcomer students out of the Welcome Centre Classroom.	Many newcomer students face barriers and struggle with the transition to catchment schools, not always feeling a strong sense of belonging and/or feeling welcome.	<p>Provide transitional supports to catchment schools for 85 students</p> <p>After-school weekly programming options had between 25 and 50 participants.</p> <p>Students and families consistently shared positive feedback about the welcoming, safe, and supportive environment.</p>	<p><b>Continue:</b> Despite federal funding changes, continue vital partnerships with community agencies.</p> <p><b>Introduce and Implement:</b> Introduce a Grades 9-12 literacy program for students developing foundational literacy skills.</p>
Offer <a href="#">Be More Than a Bystander (BMTAB)</a> training to students in	Improving diversity and equity supports for work	This training has given students increased confidence and a sense of	<p><b>Continue:</b></p> <p>Training will continue to be offered annually to TASK students to equip students with every tool possible to</p>

the Trades Awareness, Skills, and Knowledge (TASK) program every year. The goal is to provide students with practical tools and strategies to intervene and disrupt cycles of bullying, harassment, and violence in the skilled trades industry.	experience in construction and related trades industries where gender-based and other forms of bullying, harassment, and violence remain prevalent.	<p>safety heading into their work placements.</p> <p>Helping students to learn tools to recognize and respond to harassment or unsafe dynamics made them feel more at ease in unfamiliar workplaces and in our schools.</p> <p>Since implementing this training for our TASK cohorts, we have seen a reduction in any bullying or harassment within the program.</p>	ensure they feel safe, respected, and empowered in any work environment.
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# Create Alignment to Enhancing Student Learning



**Aligned School Plans:** We have been purposeful in our ongoing meeting structures between Senior Leadership, Directors, district and school-based administrators, providing dedicated time for collaboration, reflection, and engagement to ensure that school goals are clearly aligned with the district's Strategic Plan. This has included a focused emphasis on supporting priority populations through intentional alignment of learning goals and actions.

To support this alignment, we have initiated capacity-building in distinctions-based data literacy by guiding schools through key reflective questions such as: *What patterns or trends are emerging in your data – successes and gaps? Which voices are underrepresented? What equity-seeking actions will you take?* This approach encourages evidence-informed planning and decision-making.

We have also been intentional in embedding a continuous improvement cycle across schools, supporting iterative planning, monitoring, and adjusting strategies to strengthen impact. This includes the introduction in 2024-25 of professional growth plans for all school and district administrators.

Moving forward for the 2025-26 school year and based on the District's literacy data, each school will have a literacy goal related to priority student success.

**Aligned Operational Plans:** The district has taken a strategic and integrated approach to aligning operational plans in support of new and adapted strategies:

- **District Team:** Each department (Indigenous Education, Early Learning, Learning Team, Inclusive Learning, Pathways and Partnerships) has identified its role in supporting priority students and aligning efforts across key areas. This alignment across departments not only clarifies shared responsibilities but also strengthens the district's ability to respond to the diverse needs of learners in a coordinated and sustainable way.
- **IT Plans:** We have prioritized the development and deployment of tools, resources, and training to support schools in accessing and analyzing data. This includes expanded use of Power BI dashboards and internal district-developed data applications to promote data-informed decision-making at the school level.
- **Financial Plans:** Funding has been purposefully allocated to align with strategic priorities, including targeted investments in early literacy initiatives, as well as additional resources and staffing to support priority schools and learners. The preparation of the annual budget and multi-year financial plan help to inform how resources can be re-allocated to best support strategies that positively impact students.

- **HR Plans:** In support of student success, we continue to support the *EA Bridge* program, an internal training pathway for prospective Educational Assistants. This initiative strengthens our capacity to serve priority populations by building a skilled, responsive support workforce across the district.

Within health and safety, we have also shifted from a purely safety-focused lens to one that emphasizes learning and support. Student behaviour is reframed as communication and an opportunity to understand, teach, and address lagging skills through collaborative problem-solving.

- **Facilities Plans:** The Facilities Department has identified targeted funding for inclusion and accessibility, and through intentional collaborative planning with the Inclusive Learning department, the team has prioritized projects that remove barriers and create equitable access for priority students with significant accessibility needs.