

Reflect and Adjust Chart: Strategic Goal 1- Positive Culture



Context: This chart is also aligned with the Positive Culture goal of our 2025-2027 Implementation Plan, and the Human and Social Development pillar of the Ministry of Education and Childcare's Educated Citizen.

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: • Continue? • Discontinue? • Adapt? • Introduce and implement?
Strategic Plan Goal 1: Positive Culture (Human and Social Development)			
Objective: Create a culture in every school and building that honours diversity including race, sexual orientation, gender identity, and diverse abilities.			
Objective: Increase the number of learners who feel welcome, safe, and have a positive sense of belonging in their schools.			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Street Data Community of Practice for Staff (to continue to ensure student voice is informing any actions to make students feel welcome and safe)	Lower (compared to safety and adult connections) and declining positive response rates for students on SLS for belonging and feeling	Engagement in the staff community of practice was high and sustained throughout the 2024-25 year. We don't have enough data to establish a trend but students in all schools provided valuable insight into their experiences and	Community of practice from 2024-25 will be expanded to support both continuing teachers and new teachers in 2025-26. The resource <i>Pedagogies of Voice</i> will be used in addition to the book <i>Street Data</i> .

	welcome, including priority populations.	articulated their appreciation of having their voices heard. We are seeing the increased use of student voice from panels and empathy interviews to inform school plans and school decision making.	Expectation that evidence of Street Data is provided as part of all school plans in 2025-26.
Offer SAFER schools training and learning opportunities for staff, students and families	Consistently lower or declining positive responses for students to Student Learning Survey (belonging, feeling welcome). Rates for feeling safe were higher but it is always important to support any students who don't feel safe.	It is difficult to directly tie these supports to increased positive student responses about safety, but we know the training sessions are aligned with the challenges that are being reported in schools. Anecdotal evidence that students, families, and staff appreciate having these resources available for support.	SAFER Schools offers a variety of on-line training for staff, students and families. Schools continue to highlight opportunities for students and families throughout the year when they are available. PVP are encouraged to take part in training when they are available either in person regionally or virtually on an as needed basis. Continue with this practice in 2025-26.
Students across the district are made aware of the "Report It" Tool and are taught how to use it if they feel unsafe.	While in general students feel safe, there are always students who are not, and this tool gives them an option to feel safer.	It is difficult to connect data directly to this tool, but it's use addresses the issue of safety and students consistently use the "Report It" tool over the course of the year.	All schools teach their students how to access the "Report It" tool at the onset of the year. Continue with this practice in 2025-26.
Provide professional learning opportunities to support staff in culturally responsive pedagogy and in	Indigenous students' feelings of being welcome declined 14% in 2023-24 (after previous trends of	School based admin all participated in a learning session led by Jo Chrona focused on High Expectations Relationships: A Path	This strategy will continue in 2025-26 with a focus on supporting admin to provide support for staff during staff meetings on culturally responsive approaches for staff.

identifying and addressing systemic racism. - Continued pro-d for district admin team - Presentations at staff meetings - Sessions offered on provincial pro-d days and during after school sessions.	being above the provincial average). Indigenous students are also the lowest demographic for feelings of belonging in 2023-24. All three LEAs have an emphasis on supporting staff in creating culturally responsive environments.	Forward focused on creating equity for Indigenous Learners. Our two secondary schools with high Indigenous populations hosted guest presenters during staff meetings to support culturally responsive instruction. Feedback from staff who participated was very positive.	The District Indigenous Education Team will design an after school pro-d session on culturally responsive approaches for teachers and support staff.
Intentional focus on transition to secondary school Focus by both elementary schools and secondary schools Pedagogical approaches from secondary teachers	Both MDI and SLS show belonging and school climate indicators drop between elementary and secondary school. Students report fewer important adults in grade 8 than in grade 6.	While there have been many efforts and school-based plans to support students transitioning to secondary, we are going to have more intentional discussions at the district level and with school admin to emphasize this importance of this transition. This strategy has not been effective enough, so we need to be more intentional.	Increased focus in 2025-26.
Objective: Increase the number of learners who attend regularly.			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions

Focus on Attendance. We will collect attendance data at the school and district level including priority groups of students.	Preliminary data shows that there is some correlation between students with low attendance and low performance on other indicators measured by the FESL.	New this year. We know that student attendance is influenced by multiple complex factors.	N/A
Create a district communication plan focused on attendance that will involve all shareholders and stakeholders. Monitor attendance trends and gather more evidence about barriers to attendance.	Need to increase proficiency levels in literacy and numeracy Declining rates or proficiency levels and general attendance rates as students get older	New in 2025-26.	N/A
Objective: Create opportunities for all families to build connections with schools.			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Increase support for families to access the Spaces reporting platform. Increased communication through all parent communication channels.	Anecdotal evidence from families that they are struggling to access the platform Spaces data reveals low levels of parental access to the platform.	New in 2025-26.	N/A

Support sessions provided in-person for parents in Indigenous communities.			
Creation of an SD53 Positive Parent Communication Guide	Street data from parents demonstrates that some families are requesting support in effectively communicating their concerns about their children. A Positive Communications Guide has been created by the school district to help parents communicate their concerns in the most effective way possible so their needs can be met.	New in 2025-26.	N/A