



SCHOOL DISTRICT 46  
SUNSHINE COAST

# EDUCATION COMMITTEE

Tuesday, October 27, 2020

Patrick Bocking / Kirsten Deasey

Strategic Plan Report

**1 B) Our students will be literate. They will be effective communicators, critical thinkers, and engaged citizens.**



## **Strategic Plan Goal 2019-2023: 1 B) Our students will be literate. They will be effective communicators, critical thinkers, and engaged citizens.**

Other relevant goals include:

### STUDENTS WILL

- 1 A) Have Student Voice
- 1 B) Thrive in Early Years
- 1 C) Engage with Core competencies
- 1 D) Be Numerate
- 1 H) Consider Indigenous and Diversity of Cultures
- 1 I) Consider Care of the Planet & it's Changing Climate
- 1 J) Be Digitally Literate
- 1 L) Graduate

### STAFF WILL BE

- 2 A) A Healthy & Inspired Team
- 2 B) Fully Supported in Professional Development
- 2 C) Inclusive
- 2 D) Leaders
- 2 E) Engaged in Positive Partnerships

### WITH OUR COMMUNITY, WE WILL ENGAGE IN EFFECTIVE

- 3 A) Communication
- 3 B) Vision & Planning
- 3 C) Collaboration & Deepened Partnerships

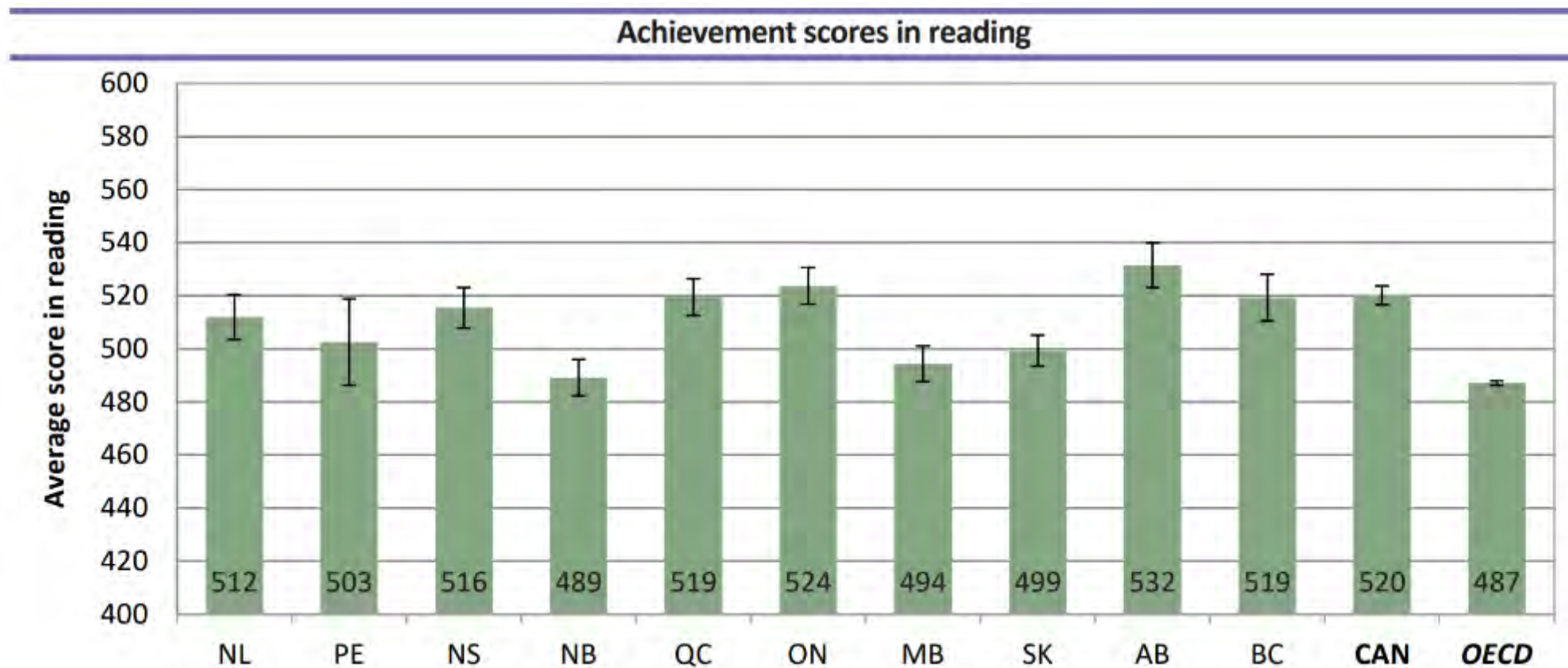


# PISA READING RESULTS TOP COUNTRIES 2018 (PROGRAM FOR INTERNATIONAL ASSESSMENT)

Achievement scores in reading			
Country or province	Average score	95% confidence interval	Countries or provinces whose mean score is not significantly different from the comparison country or province
B-S-J-Z (China)	555	550-561	Singapore
Singapore	549	546-553	B-S-J-Z (China)
Alberta	532	523-540	Macao (China), Hong Kong (China), Ontario, Estonia
Macao (China)	525	523-528	Alberta, Hong Kong (China), Ontario, Estonia, Finland, Quebec, British Columbia
Hong Kong (China)	524	519-530	Alberta, Macao (China), Ontario, Estonia, Canada, Finland, Quebec, British Columbia, Ireland, Nova Scotia
Ontario	524	517-531	Alberta, Macao (China), Hong Kong (China), Estonia, Canada, Finland, Quebec, British Columbia, Ireland, Nova Scotia
Estonia	523	519-527	Alberta, Macao (China), Hong Kong (China), Ontario, Canada, Finland, Quebec, British Columbia, Ireland, Nova Scotia
CANADA	520	517-524	Hong Kong (China), Ontario, Estonia, Finland, Quebec, British Columbia, Ireland, Nova Scotia, Korea, Newfoundland and Labrador
Finland	520	516-525	Macao (China), Hong Kong (China), Ontario, Estonia, Canada, Quebec, British Columbia, Ireland, Nova Scotia, Korea, Newfoundland and Labrador
Quebec	519	513-526	Macao (China), Hong Kong (China), Ontario, Estonia, Canada, Finland, British Columbia, Ireland, Nova Scotia, Korea, Newfoundland and Labrador, Poland, Prince Edward Island
British Columbia	519	511-528	Macao (China), Hong Kong (China), Ontario, Estonia, Canada, Finland, Quebec, Ireland, Nova Scotia, Korea, Newfoundland and Labrador, Poland, Prince Edward Island
Ireland	518	514-522	Hong Kong (China), Ontario, Estonia, Canada, Finland, Quebec, British Columbia, Nova Scotia, Korea, Newfoundland and Labrador, Poland, Prince Edward Island
Nova Scotia	516	508-523	Hong Kong (China), Ontario, Estonia, Canada, Finland, Quebec, British Columbia, Ireland, Korea, Newfoundland and Labrador, Poland, United States, Prince Edward Island
Korea	514	508-520	Canada, Finland, Quebec, British Columbia, Ireland, Nova Scotia, Korea, Poland, Sweden, New Zealand, United States, Prince Edward Island
Newfoundland and Labrador	512	503-520	Canada, Finland, Quebec, British Columbia, Ireland, Nova Scotia, Korea, Poland, Sweden, New Zealand, United States, United Kingdom, Japan, Chinese Taipei, Prince Edward Island
Poland	512	507-517	Quebec, British Columbia, Ireland, Nova Scotia, Korea, Newfoundland and Labrador, Sweden, New Zealand, United States, Prince Edward Island
Sweden	506	500-512	Korea, Newfoundland and Labrador, Poland, New Zealand, United States, United Kingdom, Japan, Australia, Chinese Taipei, Prince Edward Island, Denmark, Norway, Saskatchewan, Germany
New Zealand	506	502-510	Newfoundland and Labrador, Poland, Sweden, United States, United Kingdom, Japan, Australia, Chinese Taipei, Prince Edward Island, Denmark, Saskatchewan
United States	505	498-512	Nova Scotia, Korea, Newfoundland and Labrador, Poland, Sweden, New Zealand, United Kingdom, Japan, Australia, Chinese Taipei, Prince Edward Island, Denmark, Norway, Saskatchewan, Germany
United Kingdom	504	499-509	Newfoundland and Labrador, Sweden, New Zealand, United States, Japan, Australia, Chinese Taipei, Prince Edward Island, Denmark, Norway, Saskatchewan, Germany
Japan	504	499-509	Newfoundland and Labrador, Sweden, New Zealand, United States, United Kingdom, Australia, Chinese Taipei, Prince Edward Island, Denmark, Norway, Saskatchewan, Germany
Australia	503	499-506	Sweden, New Zealand, United States, United Kingdom, Japan, Chinese Taipei, Prince Edward Island, Denmark, Norway, Saskatchewan, Germany
Chinese Taipei	503	497-508	Newfoundland and Labrador, Sweden, New Zealand, United States, United Kingdom, Japan, Australia, Prince Edward Island, Denmark, Norway, Saskatchewan, Germany, Manitoba
Prince Edward Island	503	486-519	Quebec, British Columbia, Ireland, Nova Scotia, Korea, Newfoundland and Labrador, Poland, Sweden, New Zealand, United States, United Kingdom, Japan, Australia, Chinese Taipei, Denmark, Norway, Saskatchewan, Germany, Slovenia, Manitoba, Belgium, France, Portugal, Czech Republic, New Brunswick



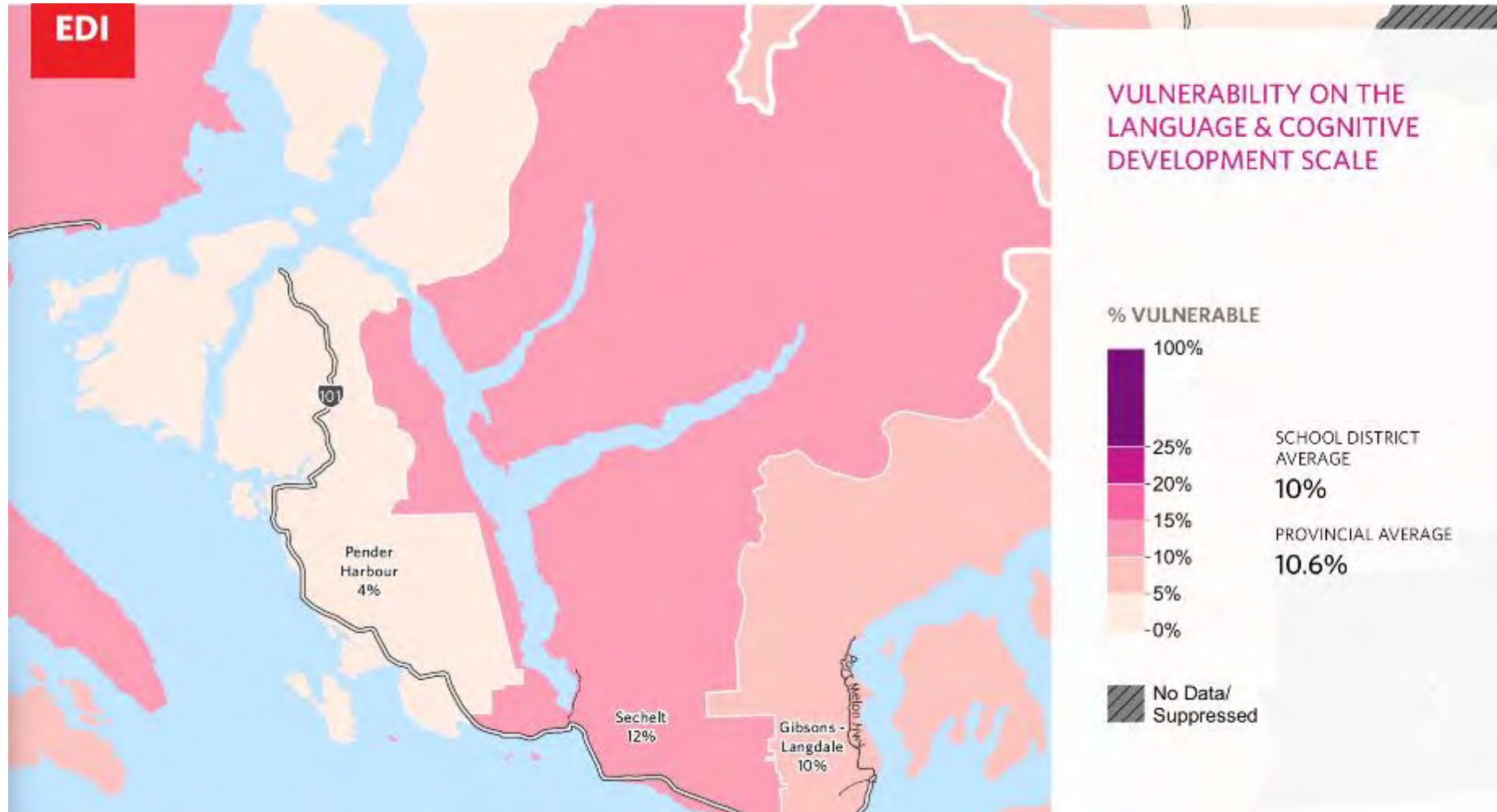
# PISA READING RESULTS: PROVINCES







# WAVE 7 EDI (2016-2019)









# SD46 LITERACY COMMITTEE

- Meets monthly
- Diverse Membership
- Developed Goals & Action Plans in 4 Areas:
  - Assessment
  - Professional Culture to improve literacy results
  - Community Connections
  - Joy!





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## GOAL #1:

To improve our ability to understand, support and communicate student literacy skills by supporting teachers in the use of common assessment tools.

### **Actions:**

#### **Assessment – Review & Plan support for Assessment Tools**

- EDI
- K Survey
- Phonological Foundations Tool
- Early Primary Reading Assessment (EPRA)
- PM Benchmark
- DART
- FSA
- How Are We Doing
- Performance Standards Based School Assessment Data

#### **Phonological Foundations Assessment Tool**

This assessment tool was introduced with training & implementation support for Kindergarten teachers. Assessment takes place in January, to provide intervention, as needed, February to June.

#### **Working closely with School CARE Teams:**

The Literacy Committee will stay in communication about Reading Assessments through CARE Project meetings. The 'Literacy Planning Tools for Schools' will be highlighted and used regularly. Connect with principals and school staff to support a cycle of literacy planning, assessment, teaching and re-assessment. The 'Literacy Planning Tool for Schools' will be used as a living document at CARE Project Team meetings. Student-centred Planning Charts will also be utilized.

#### **Literacy Committee-2-Go**

The literacy committee will offer support for teachers through the 'Literacy Committee-2-Go' strategy – where committee members will provide support as needed.

#### **Extra Support for Special Groups**

Information sharing on assessment for the following groups will be organized, as needed:

- Principals
- Reading teachers
- Classroom teachers – Elementary/Secondary
- Inclusion Support Services teachers
- Volunteer Readers
- Parents
- Early Years Educators
- Teacher Librarians
- New Teachers



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## GOAL #2:

Continue to build a professional culture intensely focused on improving literacy results for all students.

### Actions:

- 1. On-Going Professional Learning Opportunities**
  - **CARE:** The CARE Project will continue – and will bring together school teams, including: One primary teacher, one intermediate teacher, Teacher Librarians and Principal. Reading Teacher, ISS teachers, Indigenous Ed teachers are also invited.
    - **CARE Project: Adrienne Gear** Adrienne Gear - Thurs, Sept. 24, 2020; Mon, Nov. 30, 2020; Mon, Feb. 8<sup>th</sup>, 2021
  - **Literacy in Secondary Teaching 'LIST' - Secondary - Faye Brownlie:** November 19, 2020; Feb. 1, 2021
  - **Annual Cycles of Workshops and other Professional Learning Opportunities** are organized to support reading throughout the year.
    - Summer Institutes for Primary & Intermediate Teachers – Aug 2020
    - Adrienne Gear – 3 part series
    - Faye Brownlie
    - POPEY – After School Specials
    - Literacy Foundations/ Strategies Fair for Early Years and Kindergarten Teachers
    - Partnerships with CABC & Authors in Residence.
    - Inclusion focus (Shelley Moore) will support teachers in differentiation of literacy instruction.
- 2. Collaboration** – Effective professional learning rests on cycles where teachers have opportunities to learn, collaborate, implement & reflect. One full day per month of release time will be given to each CARE team in order to support collaborative literacy efforts
- 3. Curriculum** – we will continue to support teachers in their investigations of literacy within the curriculum. (All of the workshops listed above will meet curricular objectives)
- 4. Supporting New Teachers** – Mentorship of new teachers or teachers new to their area/grade/strategy of literacy support will be encouraged. Strategies to support New Teachers in reading include: Summer Institutes; CARE Reps; Literacy Committee-2-Go & Provincial Outreach for the Early Years (POPEY). We will encourage schools to use CARE collaboration time to support their new teachers.
- 5. LLI Levelled Literacy Intervention** – has been extremely well received by teachers and students. We will explore offering LLI support – perhaps visits for teachers new to LLI to observe experienced teachers in action. Training opportunities are available. Zoom session/support took place last Spring.
- 6. 'Literacy Committee-2-Go'** – This can be a helpful way to support new teachers and assessment. Having someone work 'elbow-to-elbow', or provide support as needed is invaluable.





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## GOAL #3:

Explore ways to extend reading & writing opportunities in the educational & the broader community

### Actions:

1. Implement the following strategies to engage:

- a. Families
  - a. Writer's Anthology Celebration Event
  - b. The Early Years – will continue to engage parents in literacy. SPARK!, KinderSPARK!, & Imagination Library
  - c. Option 2 Transitions Supported Families with Literacy Choice Boards
- b. Teacher Librarians
  - a. Monthly Meetings
  - b. CARE involvement
  - c. Coast Reads
  - d. CABC – Author visits
- c. Public Librarians
  - a. CABC connections
  - b. Coast Reads – connections with Public Libraries
  - c. Literacy Week
  - d. Early Years Fair
  - e. Connections to Teacher Librarians
- d. Community Schools
  - a. Summer Literacy Supports
  - b. Volunteer Readers Sessions
  - c. Family Book Clubs
- e. Community Members
  - a. CABC Author Visits & Jane Davidson
  - b. Coast Reads
  - c. Early Years Fair
  - d. SPARK! 10 – a great example of multi-generational connections & celebrating literacy
- f. Seniors
  - a. Early Years Fair
  - b. Volunteer readers
  - c. Copies of the Writer's Anthology in the Seniors Centres
- g. Indigenous Supports
  - a. Coast Reads
  - b. Strong Nations/Kidsbooks Joy event
  - c. CARE to involve Indigenous Education Support Teachers
  - d. Culture Baskets -encourage story telling
- h. Technology
  - a. Destiny
  - b. Sora
  - c. Databases
- i. Support Services and English Language Learning Teachers
  - a. CARE to involve ISS Teacher's
  - b. SET BC to involve ISS Teacher's
  - c. LIST – Literacy in Secondary Teaching series has a focus on SSTs supporting literacy

2. Explore Summer Reading Supports – The committee may focus on ideas to support summer reading in 2021. Ideas: Summer LLI 'Rec & Read' program



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## GOAL #4:

Increase the number of children that experience the joy of reading & writing.

### Actions:

1. CARE – focus will be on engaging & inspiring students in their literacy journey. They will be effective communicators, critical thinkers, and engaged citizens.
2. Story Walks – in Elementary schools, Winter Celebrations and Special Events highlight the joy of reading stories together
3. Staff Meeting Spotlights – Fliers/Posters will be sent out to principals and CARE Project participants throughout the year to share with their staff in order to keep excitement high about literacy. Ideas include:
  - a. October: CARE Project, Writers Anthology, Author Visits
  - b. November: Promote: POPEY; Family Literacy Week; Author Visits
  - c. January: Promote: Literacy Week & Coast Reads; literacy committee-2-Go
  - d. February: Anthology, Early Years Fair?
  - e. March: Spring Break
  - f. April: May PD day – Kidsbooks/Strong Nations?
  - g. May: Coastal Voices Celebration
  - h. June: Summer Reading Supports
4. The 'Coast Reads' project will be used to highlight reading for enjoyment
5. Family Literacy Day celebrations – school-wide & coast-wide focus on JOY
6. Early Years Fair – based on a book, with community activities highlighting community connections and joy
7. WonderWheels Bookmobile – highlights reading for enjoyment – paired with freezies!
8. SPARK! & the Imagination Library – inspiring and resourcing families to experience the joy of reading
9. Strategies such as 'buddying' & 'Rec & Read' promote reading for enjoyment & set them up for success in their future endeavors.
10. Vancouver Kidsbooks / Strong Nations – JOY event – planned for the spring – to inform next year's coast reads and the WW Bookmobile books. Participants will be encouraged to bring a book to share!
11. Writer's Anthology Share Out – look for opportunities to read these submissions – i.e. at Board Meetings, CARE, etc.
12. Promote Strategies for engagement – the very best way to engage kids with reading is to connect them with GREAT books. Strategies to do this will be to: focus on how to build classroom libraries; how to do book talks; Book 'Frenzies'; 'Genrification' of libraries; websites to post book reviews; distributing book lists of titles, etc.
13. Strategies to Highlight New Books– focused on professional reading or reading children's books and sharing perspectives, strategies and ideas. I.e. Adrienne Gear book talks, Vancouver Kidsbooks book talks & Collections – i.e. Outdoor Learning; Math





# Books as Teaching Tools ~

There's a book for everything...



Literacy & More...  
What is the other domain  
these books address?

Why might books be a good  
tool?





## NEXT STEPS:

- The committee meets every month to review our goals & action plans.
- Implementation of the action plan is on-going.
- Questions?



# THANK YOU





SCHOOL DISTRICT 46  
SUNSHINE COAST

# MDI AND SOCIAL EMOTIONAL LEARNING

Data and Story – October 27, 2020



# WHAT IS MIDDLE YEARS DEVELOPMENT INSTRUMENT?

## What is the MDI?

The Middle Years Development Instrument (MDI) is a self-report questionnaire that asks children in Grade 4 and Grade 7 about their thoughts, feelings and experiences in school and in the community. The MDI is not an assessment for individual children. Instead, it is a unique and comprehensive population-based measure that helps us gain a deeper understanding of children's health and well-being during middle childhood.







# THE PLATE







# HOW DOES THE MDI LINK TO THE CORE COMPETENCIES?

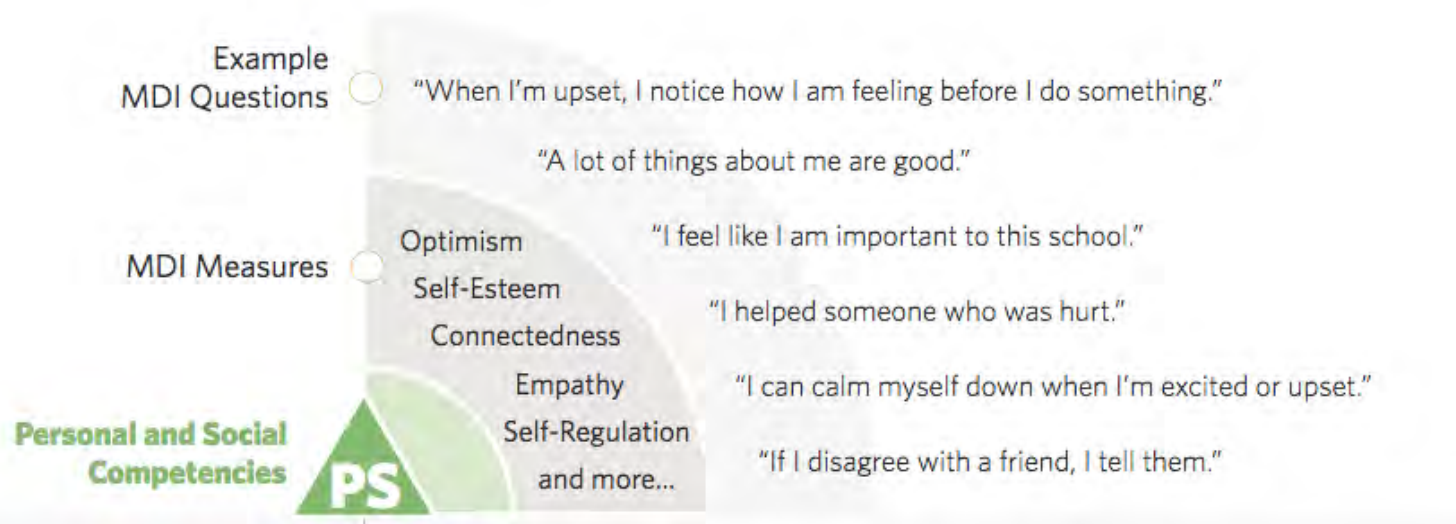
## “IT IS THE PLATE”

**Did you know** that the MDI asks children questions related to **Personal and Social Competencies**?

Your MDI data provide a unique approach to understanding children’s social and emotional development and well-being in relation to the **BC Ministry of Education’s Personal and Social Competencies**. MDI data do not provide an individual assessment of children. Instead, these data provide a snapshot of how groups of children are doing across important areas of development in our schools and communities.

As illustrated below, areas measured by the MDI reflect facets of children’s Personal and Social Competencies, providing valuable context for understanding children’s growth and progress on the core competencies.

factsheet





# CORE COMPETENCIES CONTINUED



## PERSONAL & SOCIAL COMPETENCIES

### Positive Personal & Cultural Identity

#### Related MDI Measures:

- Connectedness to Adults at Home, School and Community
- Peer Belonging
- Friendship Intimacy
- Empathy
- School Belonging
- School Climate
- Self-Esteem
- Academic Self-Concept
- Importance of Grades
- Friends & Learning
- Self-Awareness
- Perseverance
- Responsible Decision-Making

### Personal Awareness & Responsibility

#### Related MDI Measures:

- Academic Self-Concept
- Self-Esteem
- Self-Regulation
- General Health
- Optimism
- Self-Awareness
- Perseverance
- Responsible Decision-Making
- Assertiveness
- Use of After-School Time

### Social Responsibility

#### Related MDI Measures:

- Citizenship and Social Responsibility
- Prosocial Behaviour
- Empathy
- School Climate
- Connectedness to Adults at School
- Connectedness to Peers
- Self-Regulation
- Assertiveness



## CONNECTION TO THE STRATEGIC PLAN

- 1c. Our students will engage in ongoing reflection, experiential learning and personalized inquiry through the application of the Core Competencies.
- 1f. Our students will develop and apply social and emotional skills to successfully live, work, and play together. They will have the resilience and attitude to deal with life's challenges and to manage their mental health.
- 1g. Our students will develop and apply skills and habits to support their physical health.
- 2a. Our staff will be a healthy and inspired team in which everyone feels respected for their individual gifts, skills, and contributions.



## IT'S ABOUT THE CONVERSATIONS

- **“Data to be used as an opportunity to deepen relationships, and continuously improve support for students, families and staff”**





# OPERATIONAL USE OF MDI DATA

- Strategic Plan
  - Support District Initiatives (ie. Active Transport, Food in Schools, SEL for ALL)
- School Growth Plans/Initiatives
- Student Voice
- Community Schools
- Community Partners
- DPAC /PAC
- Data in classrooms for conversations with students
  - “Data to be used as an opportunity to deepen relationships, and continuously improve support for students, families and staff”**





## WHAT DOES THIS ALL MEAN? SCHOOL BASED TEAM REFLECTIONS

- February 2020
- What do you plan to do with your MDI Data in the Spring?
- Who would you like to share it with?
- How and when would you like to share it?
- What supports could you use for embedding your MDI Data in your school community conversations?



## DEEPENING OUR UNDERSTANDING

- Connection between student social emotional learning and well-being and adult social emotional learning and well being
- Staff Well Being Working Group (SCTA, CUPE, HR, SCPVPA, Gail Markin)



## THIS YEAR

- 2019/2020 – Grade 4 and Grade 7
- 2020/2021 – Grade 5, Grade 7 and Grade 8



# EXPLORING THE DATA - CONVERSATION

**MDI**

EXPLORING THE DATA - 2/2

**What do you see?**

**Strengths**

**Challenges**

**I don't understand/ I want to learn more about...**



# MDI HIGHLIGHTS AND TRENDS 2019/2020

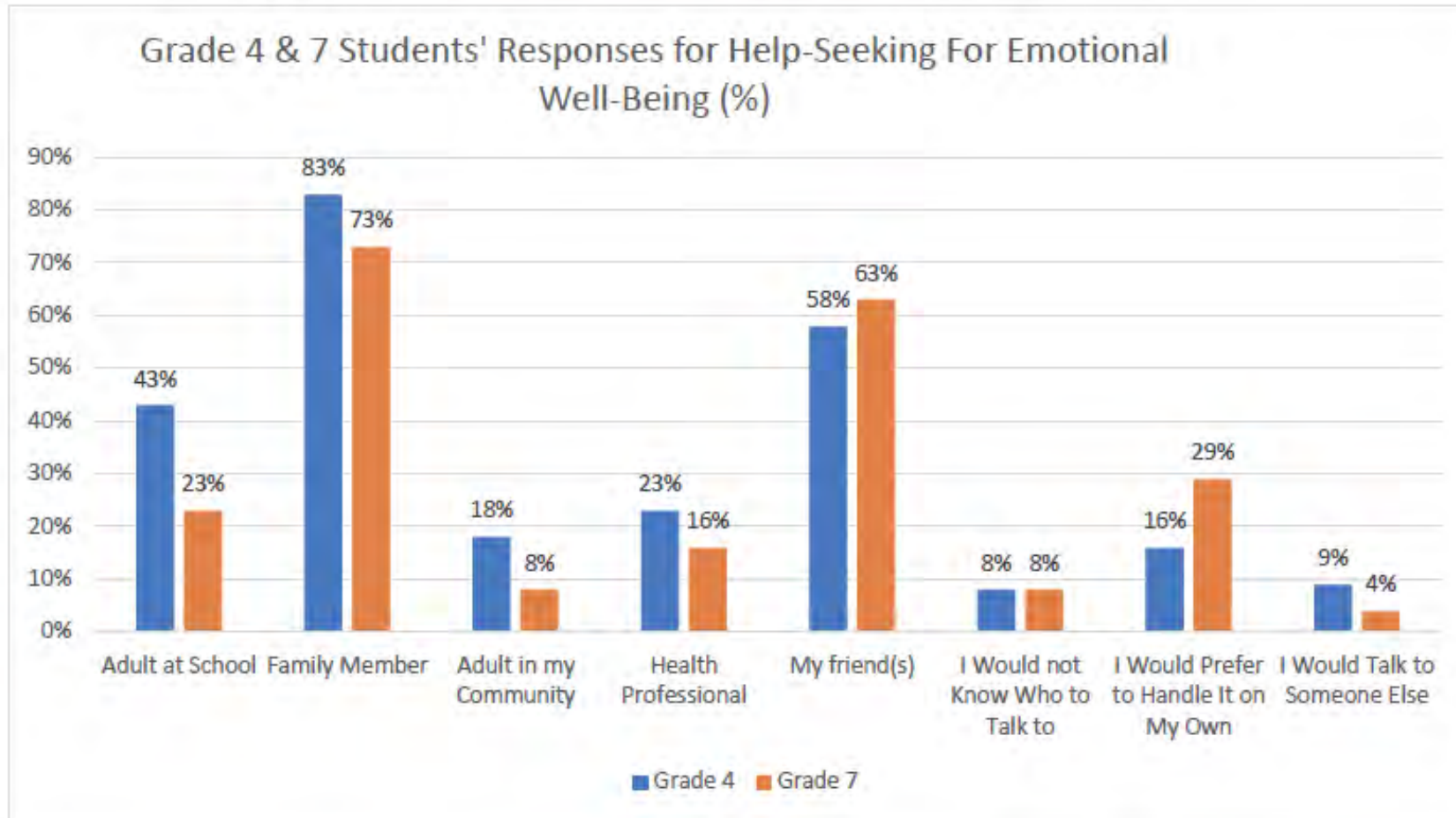
- 28 school districts participated
- Questions Updated
  - Question for help seeking behaviours for emotional well being and modes of transportation to and from school
  - Removed questions about body weight and body image





# HELP SEEKING BEHAVIOR FOR EMOTIONAL WELL BEING

Figure 2: Grade 4 & 7 Students' Responses for Help-Seeking for Emotional Well-Being (%)





# TRANSPORTATION TO AND FROM SCHOOL

- Questions added:
  - How do you usually get TO school?
  - How do you usually get home FROM school?
  - How would you WISH to get TO and FROM school?
    - Options: car, school bus, public transportation, walk, cycle/skateboard/scooter/rollerblade



# GRADE 4 TRANSPORTATION

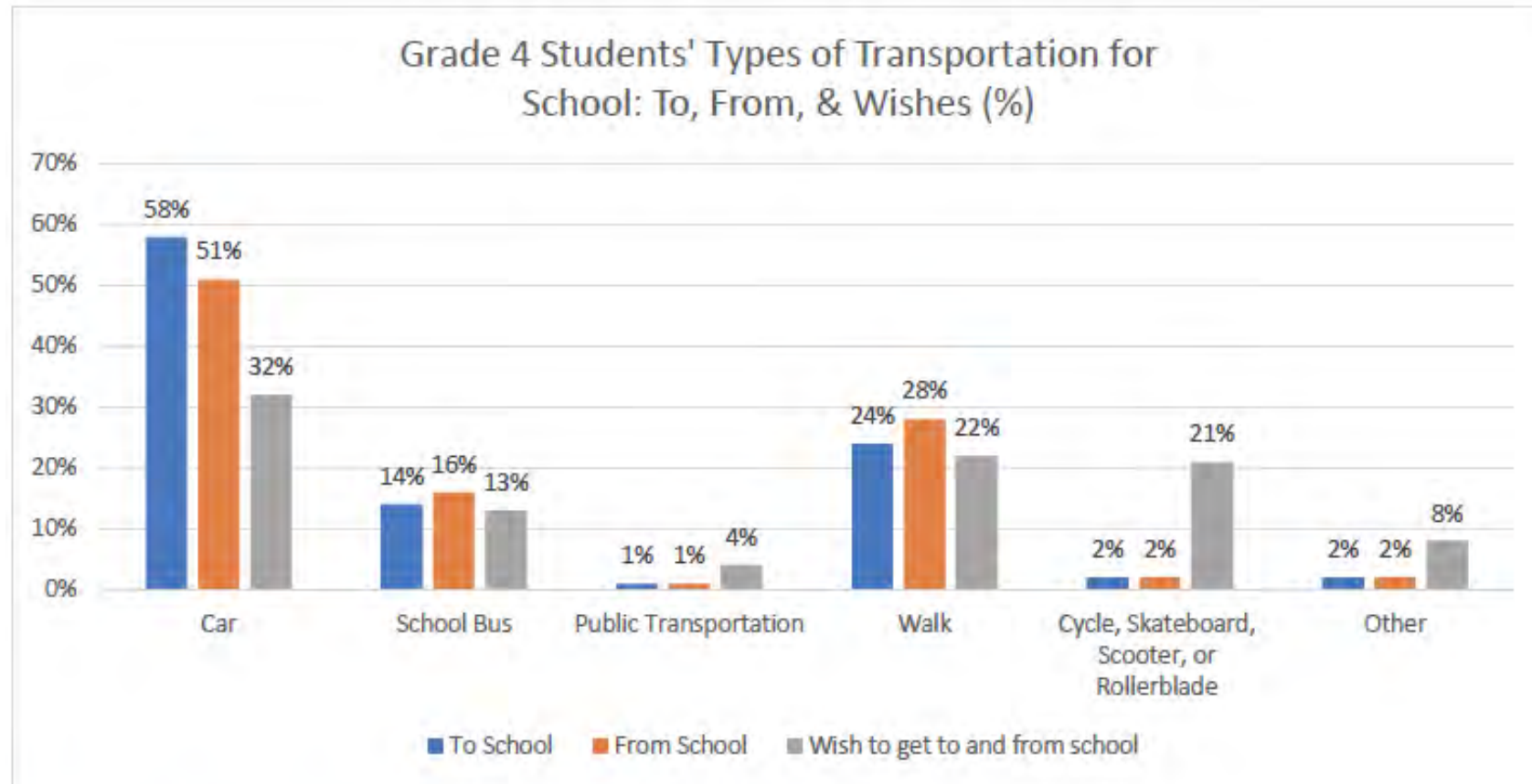
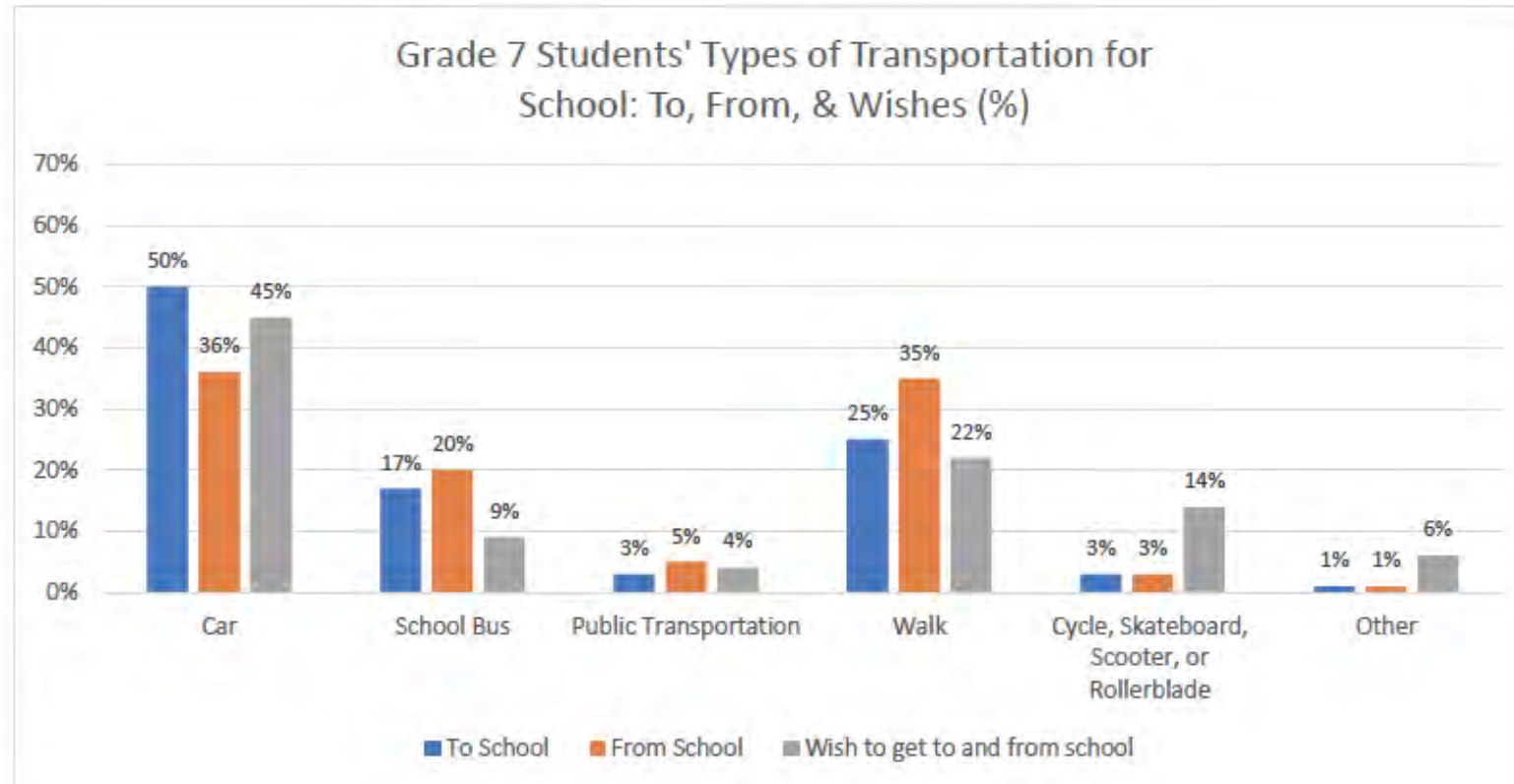


Figure 4: Grade 7 Students' Types of Transportation for School: To, From, & Wishes (%)



# GRADE 7 TRANSPORTATION







# WELL BEING INDEX- GRADE 7 2018/2019



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



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

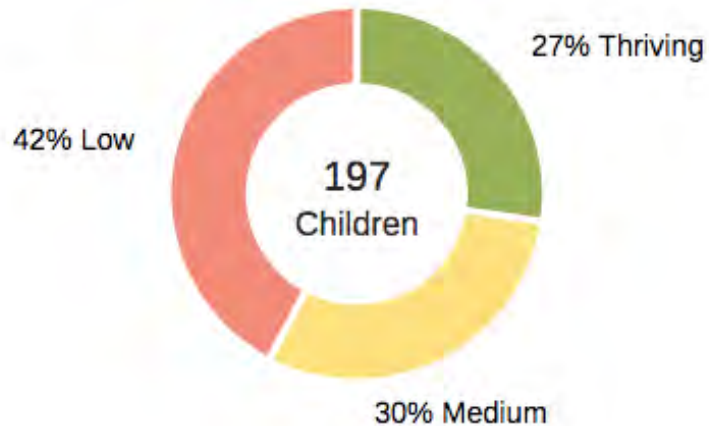


**Low Well-Being**  
Children who score in the low range on at least 1 of the 5 measures of well-being.

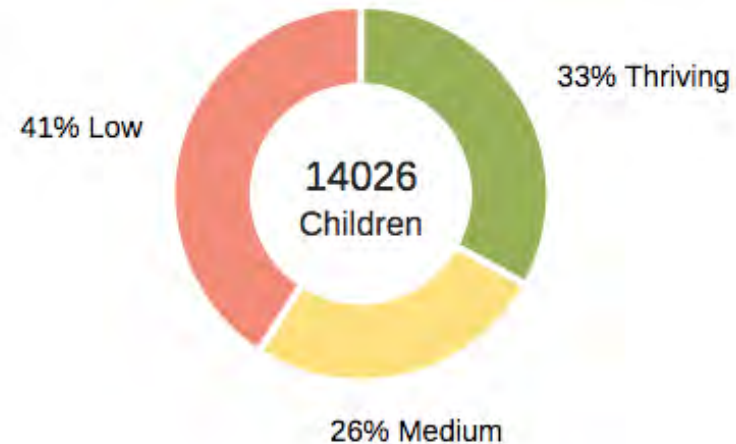
## MEASURES

Optimism  
Happiness  
Self-Esteem  
Absence of Sadness  
General Health

### SUNSHINE COAST



### ALL PARTICIPATING DISTRICTS





# WELL BEING INDEX- GRADE 7 2019/2020



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

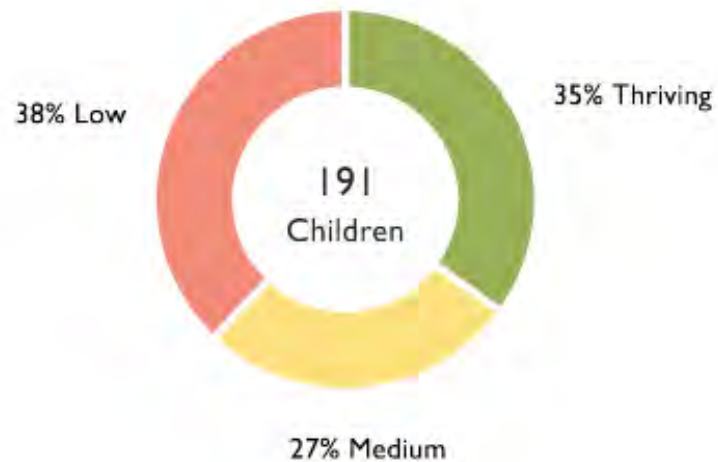


**Medium Well-Being**  
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

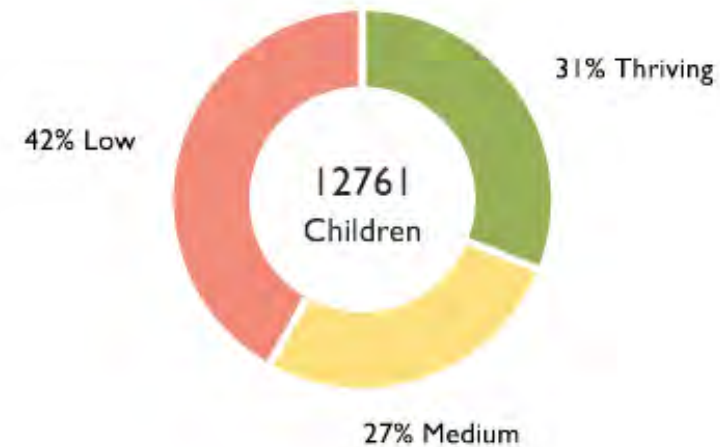


**Low Well-Being**  
Children who score in the low range on at least 1 of the 5 measures of well-being.

**SUNSHINE COAST**



**ALL PARTICIPATING DISTRICTS**





# ASSETS INDEX-GRADE 7 2018/2019



**ADULT RELATIONSHIPS**  
Adults at School  
Adults in the  
Neighbourhood  
Adults at Home



**PEER RELATIONSHIPS**  
Peer Belonging  
Friendship Intimacy



**NUTRITION & SLEEP**  
Eating Breakfast  
Meals with Adults at  
Home  
Frequency of Good Sleep



**AFTER-SCHOOL ACTIVITIES**  
Organized Activities

Percentage of children reporting the presence of an asset



## SUNSHINE COAST

**77%**  
Adult  
Relationships



**85%**  
After-School  
Activities

**80%**  
Peer  
Relationships



**56%**  
Nutrition &  
Sleep

## ALL PARTICIPATING DISTRICTS

**71%**  
Adult  
Relationships



**84%**  
After-School  
Activities

**80%**  
Peer  
Relationships



**62%**  
Nutrition &  
Sleep



# ASSETS INDEX-GRADE 7 2019/2020



## ADULT RELATIONSHIPS

Adults at School  
Adults in the Neighbourhood  
Adults at Home



## PEER RELATIONSHIPS

Peer Belonging  
Friendship Intimacy



## NUTRITION & SLEEP

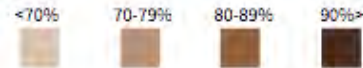
Eating Breakfast  
Meals at Home with Your Family  
Frequency of Good Sleep



## AFTER-SCHOOL ACTIVITIES

Organized Activities

Percentage of children reporting the presence of an asset



### SUNSHINE COAST

**79%**  
Adult Relationships



**87%**  
After-School Activities

**81%**  
Peer Relationships



**60%**  
Nutrition & Sleep

### ALL PARTICIPATING DISTRICTS

**72%**  
Adult Relationships



**82%**  
After-School Activities

**79%**  
Peer Relationships



**58%**  
Nutrition & Sleep