Qualicum School District

Interim Progress Report for the Enhancing Student Learning Report September 2025

Part 2b: Respond to Results

In Review of Year 2 of the Qualicum School District's Strategic Plan for 2023-2028

Approved by Board on September 23, 2025

Interim Progress Report for Enhancing Student Learning:

Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a 3-year cycle. In this 3-year cycle, a district team submits a full Enhancing Student Learning report once and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:
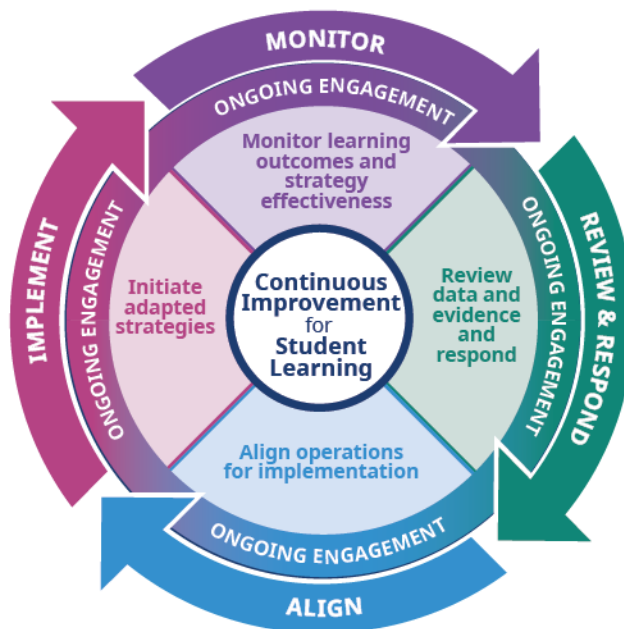
A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This "Review and Respond Cycle" is actioned within the "Review and Respond" portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:
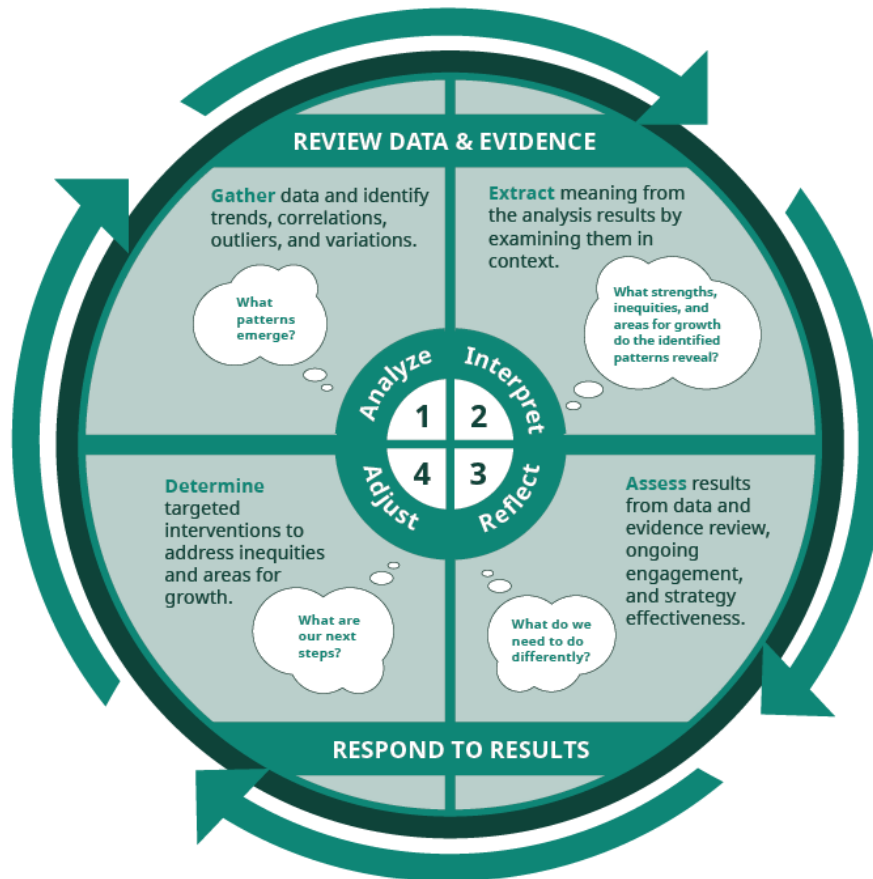
For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

"Indigenous students, children and youth in care, and students with disabilities or diverse abilities" are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board's Strategic Plan within the district is referred to as an "implementation plan". The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Interim Progress Report
Respond to Results
Part 2b

Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence (Part 1)** to complete **Respond to Results (Part 2b).**

Interim Progress Report Provides:

- **Continuous improvement information.** As per the Framework Policy and the Enhancing Student Learning Reporting Order, the Report must include information on the board's approach to continuous improvement of student achievement and equity of outcomes for all learners.

Reflection and Adjustment Process

This Interim Progress Report reflects the Qualicum School District's ongoing commitment to using evidence, professional judgment, and stakeholder feedback to strengthen student learning. As part of Year 2 of the district's Strategic Plan, district and school teams reviewed available achievement data, engagement indicators, and feedback from educators and communities to identify areas of strength and areas requiring further refinement.

The strategies outlined below represent a focused response to this review. They emphasize instructional consistency, student engagement and belonging, continuity during key transition points, and equitable access to supports for priority learners. While early evidence indicates positive movement in several areas, the district recognizes that implementation has been uneven and that sustained attention is required to achieve consistent outcomes for all students.

As a result, the district is continuing effective practices while adapting and strengthening others to improve coherence, clarity, and impact. These adjustments reflect a commitment to continuous improvement and to ensuring that all students have meaningful access to high-quality learning experiences.

Strategic Plan Priority: *To Learn*
Strategic Plan Objective: Strengthen instructional confidence, assessment practices, and student outcomes in literacy and numeracy, with an initial emphasis on secondary numeracy.

Strategy

Strengthening secondary numeracy instruction through focused professional learning, increased use of common assessment practices, and greater access to student achievement data to support instructional decision-making.

Area for Growth

District and school-level data indicate that a significant proportion of students in **Grades 8–10** are not yet consistently demonstrating proficiency in numeracy. While effective practices are evident in some classrooms, instructional approaches and assessment practices are not yet consistently aligned across schools and teams. This has resulted in variable student experiences and outcomes, particularly for students who require additional support to build confidence and conceptual understanding in numeracy.

This strategy was selected to address the identified problem of practice related to **instructional consistency and educator confidence** in secondary numeracy, as these factors have the greatest potential to positively influence student learning outcomes at scale.

Strategy Effectiveness

Early evidence suggests that this strategy is having a **positive but uneven impact**. Educators report increased confidence in discussing numeracy instruction and assessment, and schools have begun to engage more regularly with available achievement data to inform instructional planning. Some classrooms and teams are demonstrating improved alignment in instructional approaches and assessment expectations.

However, the effectiveness of the strategy has varied across schools and cohorts, and improvements in student achievement data are **emerging rather than yet fully realized**. This indicates that while the direction of the work is sound, further refinement and sustained implementation are required to achieve consistent improvements in student numeracy outcomes across the district.

Adjustments and Adaptations
Continue:
- Ongoing professional learning focused on secondary numeracy instruction and assessment.

- Use of common language and shared understanding of numeracy competencies across secondary schools.

Adapt:
- Strengthen alignment between professional learning, classroom practice, and assessment by increasing opportunities for collaborative planning and moderation among secondary educators.
- Improve timely access to and use of student achievement data to better inform instructional adjustments for students not yet meeting expectations.

Introduce and Implement:
- More targeted supports for students in Grades 8–10 who are demonstrating persistent difficulties in numeracy, including earlier identification and coordinated intervention strategies.
- Increased instructional leadership support to ensure greater consistency and sustainability of numeracy practices across schools.

Strategic Plan Priority: *To Give* **(supporting** *To Learn***)**
Strategic Plan Objective: Reduce systemic barriers and improve learning conditions for students who experience disproportionate challenges in accessing and benefiting from education.

Strategy
Advancing equity through targeted, data-informed supports and culturally responsive practices designed to improve learning conditions and outcomes for priority learners.

Area for Growth
District data and school-based evidence indicate that some groups of students—including **Indigenous learners**, students requiring **additional learning or behavioural supports**, and students from **lower-income households**—are more likely to experience barriers that impact engagement, attendance, and academic success. While supports are in place across the district, access to and effectiveness of these supports are not always consistent or well-coordinated.

This strategy was selected to address the problem of practice related to **equitable access to supports and learning opportunities**, recognizing that improving outcomes for all students requires intentional attention to those who are disproportionately impacted by systemic barriers.

Strategy Effectiveness
Schools and district teams have increased their focus on equity-informed practices, including greater attention to culturally responsive approaches, student voice, and targeted supports. In

some contexts, this has contributed to improved relationships, engagement, and responsiveness to student needs.

However, the impact of these efforts has been **uneven**, and limitations in available data make it challenging to fully assess outcomes for all priority learners. This highlights the need for improved data access and triangulation, as well as greater consistency in how equity-focused strategies are implemented and monitored across the district.

Adjustments and Adaptations
Continue:
- Relationship-based and culturally responsive practices that strengthen student connection, belonging, and trust.
- Intentional consideration of equity when designing and implementing district and school-level initiatives.

Adapt:
- Strengthen the use of available data to better identify gaps, monitor progress, and inform targeted supports for priority learners.
- Improve coordination among schools and district teams to ensure supports are accessible, timely, and responsive to student needs.

Introduce and Implement:
- More consistent district-level processes for identifying and supporting students who experience systemic barriers.
- Continued development of staff capacity to apply equity-informed practices in ways that positively impact student learning outcomes.

Strategic Plan Priority: *To Grow*
Strategic Plan Objective: Improve continuity of learning, engagement, and support for students during key transition points.

Strategy
Strengthening transitions for students through intentional planning, communication, and collaboration among schools, educators, and support staff to ensure continuity of learning and belonging during key transition periods.

Area for Growth
Data and school feedback indicate that some students experience challenges during key transition points, including the transition from Grade 7 to Grade 8, Grade 9 to Grade 10, and entry into alternate or flexible learning pathways. These transitions can disrupt continuity of learning,

impact student engagement, and increase the likelihood of academic or attendance difficulties if supports are not well coordinated.

This strategy was selected to address the problem of practice related to system coherence and predictability for students and families, recognizing that successful transitions depend on shared understanding, early planning, and strong communication across schools and programs.

Strategy Effectiveness
Schools have demonstrated increased awareness of the importance of transitions, and in some cases have implemented more intentional planning and information-sharing practices to support students during transition periods. Educators report improved collaboration within schools and, in some instances, between sending and receiving schools.

However, the effectiveness of these practices has been inconsistent, and student experiences during transitions continue to vary. This suggests that while effective transition practices exist, they are not yet embedded systematically across the district, and opportunities remain to strengthen consistency, clarity, and follow-through.

Adjustments and Adaptations
Continue:
- Intentional planning for key transitions that prioritizes student relationships, well-being, and continuity of learning.
- Collaboration among educators and support staff to share relevant information and strategies that support student success.

Adapt:
- Strengthen consistency across schools by clarifying district-level expectations for transition planning and communication.
- Improve coordination between schools and programs to reduce variability in student experiences during transitions.

Introduce and Implement:
- More structured transition frameworks for identified transition points, including shared timelines, common practices, and clearer roles.
- Targeted transition supports for students requiring additional assistance, including those entering alternate or flexible learning pathways.

Strategic Plan Priority: *To Belong* **(in service of** *To Learn***)**
Strategic Plan Objective: Strengthen student engagement, well-being, and relationships to support consistent access to learning.

Strategy
Improving student attendance and engagement through school-based strategies that emphasize relationships, early identification of attendance concerns, and coordinated supports for students and families.

Area for Growth
District attendance data indicate that a subset of students—particularly at the **middle and secondary levels**—experience **inconsistent attendance**, which limits their access to learning opportunities and negatively impacts academic progress, engagement, and connection to school.

While many schools have effective attendance practices in place, approaches are not yet consistently applied across the district, and early intervention is not always systematic.

This strategy was selected to address the problem of practice related to **early identification and coordinated response** for students with emerging or chronic attendance concerns, recognizing that regular attendance is a foundational condition for student learning and success.

Strategy Effectiveness
Evidence from school feedback and early data reviews suggests that increased attention to attendance has led to **greater awareness and more intentional conversations** among school teams regarding student engagement and attendance patterns. In some schools, strengthened relationships and proactive outreach have contributed to improved attendance for individual students.

However, overall progress has been **variable**, and district-level attendance patterns indicate that inconsistent attendance remains a challenge for a defined group of students. This suggests that while relationship-based strategies are essential, greater consistency, clarity of roles, and shared expectations are required to achieve sustained improvements across schools.

Adjustments and Adaptations
Continue:
- Relationship-focused approaches that prioritize connection, trust, and belonging as key drivers of student attendance and engagement.
- School-based monitoring of attendance patterns to support timely conversations with students and families.

Adapt:
- Increase consistency across schools by clarifying expectations for early identification and response to attendance concerns.
- Strengthen collaboration among school teams, district staff, and families to ensure supports are coordinated and responsive to individual student needs.

Introduce and Implement:
- More systematic district-level guidance and tools to support schools in addressing attendance challenges, including shared protocols and access to relevant data.
- Targeted strategies for students with persistent attendance difficulties, with a focus on re-engagement rather than complianc