



SCHOOL DISTRICT 5

S O U T H E A S T K O O T E N A Y

Vision:

Students love to learn here, staff love to work here, families love to gather here.



Mission:

Our students will graduate with dignity, purpose, and options.

Values:

Respect, Vision, Fairness, Collaboration, Integrity, Inclusion.



Framework for Enhancing Student Learning

Educational Outcomes:

Outcome 1:

Students will meet or exceed literacy expectations for each grade level.

Outcome 2:

Students will meet or exceed numeracy expectations for each grade level.

Outcome 3:

Students will feel they have a place to belong in our schools and our society.

Outcome 4:

Students will graduate with confidence, purpose, and options.



School District 5 (Southeast Kootenay) (the District) endeavours to maintain high and measurable standards, with a focus on intellectual development, human and social development, and career development, to offer each student the best opportunity to succeed in life. By increasing student-centred learning opportunities that prepare

learners to achieve their career and life goals, we aim to improve outcomes and enhance education experiences for all students, no matter their background or where they live.

Our Framework for Enhancing Student Learning (Framework) is reflective of the commitment our staff and community partners have in ensuring student success. In numerous meetings with our partner groups and district staff we looked at data around student success and created a plan to improve student learning. Through this process we determined our Framework outcomes. This document will be revisited at the end of each school year, to determine if the plan is improving student learning and to evaluate if what we are doing is working for our students.

Throughout the Framework we show evidence-based decision making and have set high targets and expectations for our students. We will be focusing on using quantitative and qualitative data to support the needs of our students.

While the District has successful graduation rates, our Framework will focus on the quality of the Dogwood certificates and how we can support students to ensure they receive the best education for their future career goals. In the areas of literacy and numeracy, we have work to do to support our students and we are committed to ensuring our children are literate and numerate. Our transition data for our students is holding steady, however there is room for improvement, and we will be working on students feeling connected to the school and community which is also an important factor in the transitioning from grade to grade.

Process for Creating our Framework for Enhancing Student Learning

The following timeline outlines the process for the creation of the District's Framework:

Fall 2020: the District staff worked with the Framework documents from the Ministry, gathered data from a variety of sources on student success and needs of our students. [Click here for data sets](#)

December 2020: Invited all partner groups including students, parents, teachers, union presidents, Indigenous community members, Community partners and senior staff to be a part of our Framework advisory group.

December 2020: sent [survey](#) to all partner groups.

February 2021: met with partner groups to discuss and get feedback. ([Results](#))

Working session with the Ministry of Education Analytics Department looking at our student success ([Enhancing Student Learning Report](#)) where we looked at areas we needed to potentially focus our Framework.

Numerous meetings with Board, partner groups, public committee board meetings, Principals and Vice Principals, sharing the Framework document, incorporating suggestions to the document after each meeting ([Presentation](#))

May 2021: [professional learning survey](#) went out to staff asking what professional learning they would like to support students).

June 2021: Created a working group consisting of principals, vice principals, unions, teachers looking at data and the survey from staff, and the Framework's action plans and how we support our staff and students with professional learning.

Ongoing: Framework and data/surveys will be reviewed in the spring of each year of the 4-year plan to determine if what we are doing is working for our students and next steps.

Indigenous history, perspective, and learning approaches embedded within our district planning and practices:

Within our Framework, we will continue to strive to implement the Truth and Reconciliation Calls to Action as they relate to education. We will also continue to deepen the understanding of the First Peoples' Principles of Learning and continue to offer authentic learning opportunities and resources to enhance our understanding of Indigenous culture and history. Students should see themselves in our resources and in the literature that we use in our classes. Assessments also need to be culturally safe. Our updated Local Education Agreement and Aboriginal

Education Enhancement Agreement will also be reflected in our success plans for students. We are committed to ensuring all students have equitable access to education. Measurement of achievement for Indigenous students should include culturally appropriate measures.

Framework Timelines and Implementation:

Our Framework for Enhancing Student Learning is a four (4) year plan with a review in the spring of each year. Meeting with stakeholders and partner groups will be key to the review. The review will look at successes as well as ways in which we will adjust our Framework to support student successes.

Technology to Support Student Learning:

The current district [technology plan](#) is reaching the end of the five (5) year cycle and will be updated in the 2021/2022 school year to align with our Framework. The technology plan will focus on all aspects and components of educational technology including stable, secure and supportive infrastructure that will contribute and directly connect to teaching and learning. It will be important to continue to focus on equitable access to technology for all students and to provide tools and professional learning to staff and students to enhance student learning.

School Growth Plans:

School staff will work with their school community to choose an improvement goal of either literacy or numeracy dependent on their data and focus area. They will use both pre-data and post-data and will work on a continued cycle of improvement. School budgets should align with the school growth plans. The school growth plans will be presented to district management in June and reviewed yearly with staff. School growth plans will be submitted to the Board yearly by October 31. The Board is committed to supporting professional learning based on school growth plan literacy and numeracy goals.

Strategic Priorities:

Data Supporting our Framework:

[Framework for Enhancing Student Learning Report](#)

[Aboriginal How Are We Doing Report 2015/2016-2019/2020](#)

[Data Sets from FSA, Satisfaction Survey and Report Card Data](#)

Work Plan: (to be reviewed each year)

Intellectual Development:

To develop the ability of students to analyze critically, reason and think independently and acquire basic learning skills of bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression.

Educational Outcome 1:

Students will meet or exceed literacy expectations for each grade level

- ✓ The ability to seek out and understand information gives us independence to make choices, to advocate for ourselves and to learn about our community and the world. People who are literate and numerate have a greater chance of success. Literacy and numeracy lead to greater self-reliance and social engagement.

Objective 1:	To improve students’ ability to be literate at each grade level with an initial focus on the primary years
	Possessing proficient literacy skills gives students the ability to communicate clearly and effectively. Lacking these skills places students at a tremendous disadvantage. Literacy creates opportunities for people to develop skills that will help them provide for themselves and their family as well as becoming positive contributors to society. Literacy is essential to developing a strong sense of well-being and citizenship. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees.
Target 1:	Students in grade two will improve their literacy skills by 4%.

Rationale (linking performance measures to objectives):

Grade 2 Report Card Data:

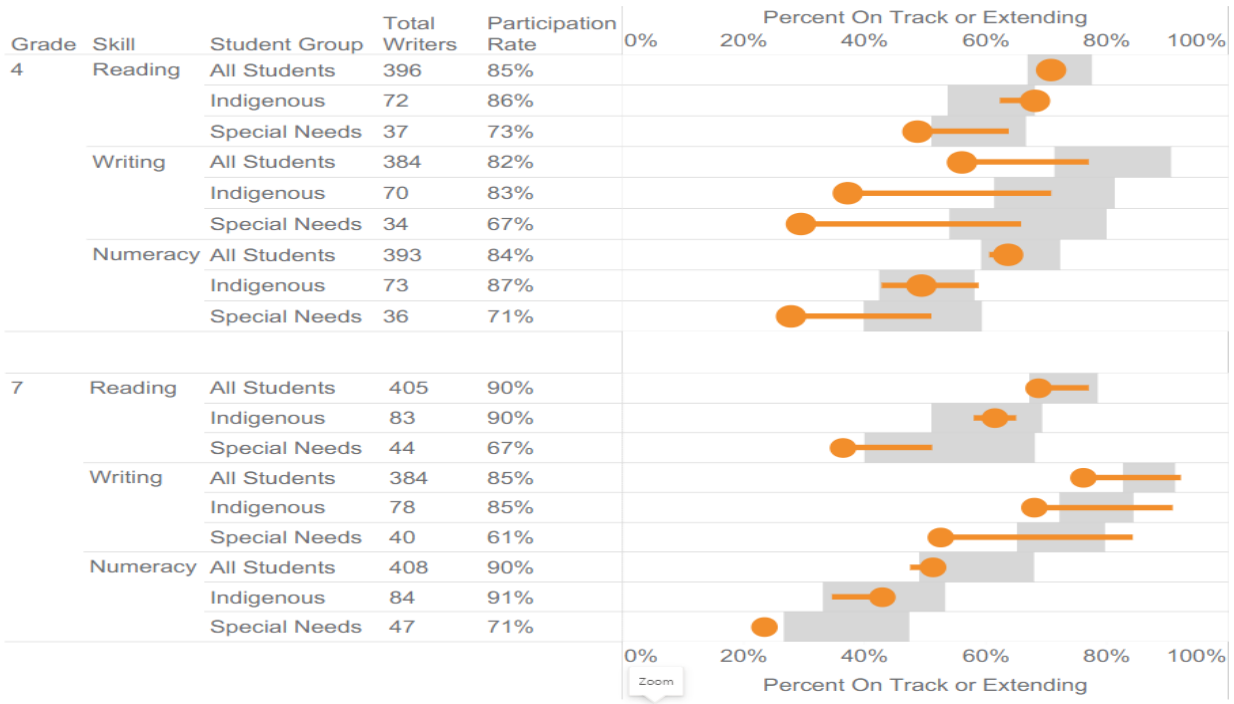
Educational Outcome 1 Students will meet or exceed literacy expectations for each grade level

Performance Measure	Percent of students in grade 2 proficient or extending in English Language Arts 2									
Grade 2 final report card marks	2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
Students proficient or extending in English Language Arts	#	%	#	%	#	%	#	%	#	%
All students	233	58	219	58	209	58	192	57		
Indigenous students	29	47	30	51	34	56	24	43		
Diverse abilities	10	26	11	24	12	34	10	29		

- ✓ Our district report card data for grade 2 literacy in June 2021 shows 43% of our students are not proficient in English Language Arts and this has remained consistent since 2017. In 2020/2021, 57% of our Indigenous students are not meeting expectations and our students with diverse abilities show 71% approaching expectations.

Grades 4 – 7 FSA Data:

**in the chart below the orange bar represents only results in the redesigned FSA: 2017/18 - 2019/20 year range*



- ✓ As is reflected in the above graph, the District's grade 4 and grade 7 FSA reading results are slightly below that of the provincial average, and over the course of five (5) years, are trending slightly downwards.
- ✓ The reading results gap between the District and the province increases as we move to the higher grades (grade 7 FSA, Grade 10 Literacy Assessment).
- ✓ 29% of grade 4 students and 32% of our Indigenous students are not proficient in reading.
- ✓ 31% of grade 7 students and 39% of our Indigenous grade 7 students are not proficient in reading.
- ✓ 44% of grade 4 students and 63% of Indigenous grade 4 students are not proficient in writing.
- ✓ 24% of grade 7 students are not proficient in writing.
- ✓ Our Indigenous population results tend to be slightly below that of all students.
- ✓ The results for students with diverse abilities and disabilities are the lowest results we have for any subgroup.

Strategies:

Strategies:	Develop and implement a Kindergarten to Grade 12 literacy plan which will be not limited to but include the following:
	<ul style="list-style-type: none"> ✓ Common reading assessment (district wide) at the grade 2 level 2021/2022 ✓ Common reading assessment for all primary students ✓ Once students have the common assessment, continue to support and track students until proficient ✓ Additional focus and support for our Indigenous and our students with diverse abilities who are approaching grade level which will include schools following individual students not proficient, providing support through the grade levels until student is proficient ✓ Professional development in relation to common assessment being implemented ✓ Professional development in balanced literacy for primary teachers ✓ Learning resources targeted at improving the reading level of struggling readers at classroom, school and district levels ✓ Partnerships with Columbia Basin Alliance for Literacy (CBAL) in the delivery of parent programs in the primary years; Parents as Literacy Supporters (PALS), Come Read with Me ✓ Parent information and sharing sessions held through PAC and DPAC ✓ Review and alignment of provincial proficiency standards so they are utilized consistently across grades levels and schools ✓ Student access to digital resources and web tools to help supplement literacy goals supporting personalized learning plans at the appropriate reading level of the individual students ✓ Support for teaching literacy in all subject areas

Literacy Action Plan:

Year	2021/2022	2022/2023	2023/2024	2024/2025
Targets				
Action Plan	Develop and implement a literacy plan (K-12) which will include in-services on a common assessment tool and professional learning on balanced literacy to support the assessment			
Lead	Superintendent and Literacy Support Teacher			
Start and Due Dates	August 2021 August 2022			
Progress				
Results				
Budget Resources	Support for in-service and resources District literacy teacher			

Strategic Priorities: Educational Outcome 2:

Students will meet or exceed numeracy expectations for each grade level

- ✓ The ability to seek out and understand information gives us independence to make choices, to advocate for ourselves and to learn about our community and the world. People who are literate and numerate have a greater chance of success. Literacy and numeracy lead to greater self-reliance and social engagement.

Objective 1:	To improve students' skill and confidence in numeracy
	Numeracy is necessary for everyday living. From daily activities like telling the time, baking and playing cards, to more difficult tasks such as understanding budgeting, planning a trip, reading a map and understanding timetables. Numeracy is important for individuals to develop logical thinking and reasoning strategies in their everyday activities as well as different career opportunities. We need numeracy to solve problems and make sense of numbers, time, patterns, and shapes for activities like cooking, reading receipts, reading instructions, and even playing sports.
Target 1:	Students in grade four will improve their numeracy skills by 2%.



Rationale (linking performance measures to objectives):

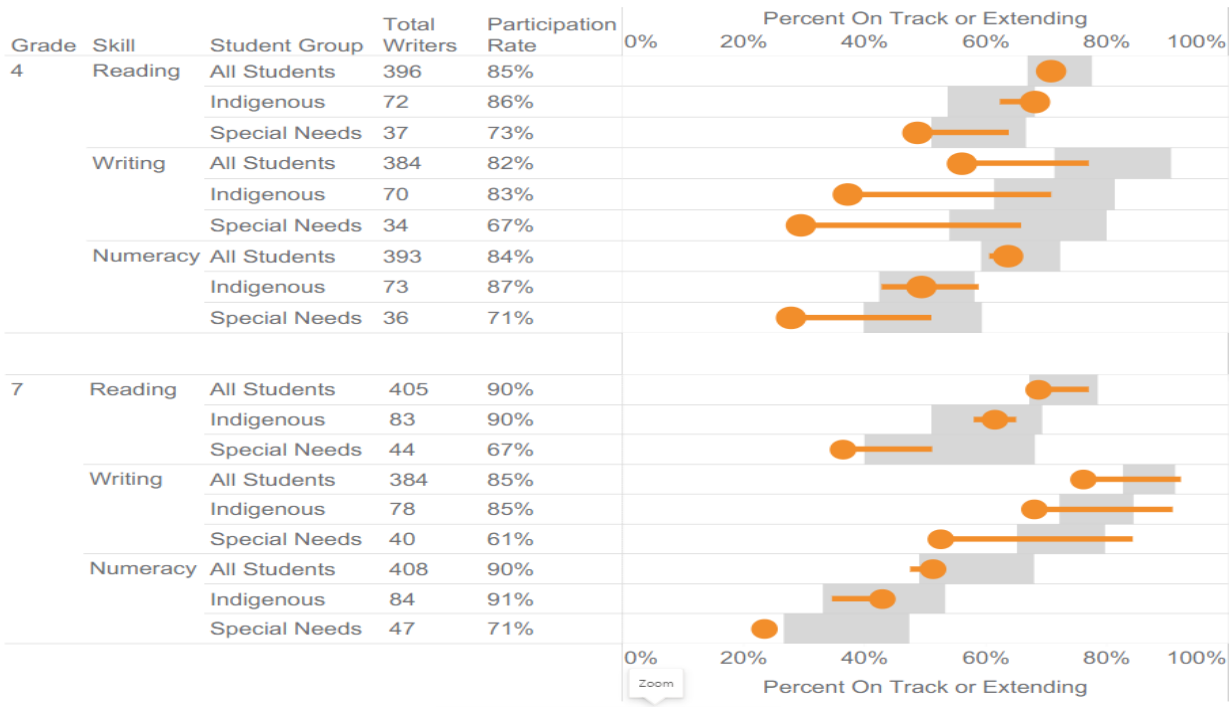
Grade 2 Report Card Data:

Educational Outcome 2 Students will meet or exceed numeracy expectations for each grade level

Performance Measure	Number and percentage of students in grade 2 proficient or extending in Mathematics 2									
Grade 2 final report card marks	2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
	#	%	#	%	#	%	#	%	#	%
Students proficient or extending in Mathematics										
All students	296	74	276	74	270	74	272	76		
Indigenous students	44	71	65	68	40	66	44	72		
Diverse abilities	19	49	20	45	19	54	15	43		

- ✓ There are 24% of all grade 2 students and 28% of grade 2 Indigenous students who are not proficient in numeracy, as well as 57% with diverse abilities and disabilities are not proficient. Grades 4 – 7 FSA Data:

*in the chart below the orange bar represents only results in the redesigned FSA: 2017/18 - 2019/20 year range



- ✓ Our district results are below the provincial average in numeracy starting at the grade 4 FSA level and the gap widens significantly in grade 7 FSA level.
- ✓ The data is showing that over the past five (5) years in grade 4, our students are performing 4% lower than other students in the province.
- ✓ 36% of our grade 4 and 49% of our grade 7 students are not proficient in numeracy.
- ✓ 76% of all our grade 10 students who wrote the numeracy assessment are not proficient in numeracy.
- ✓ Our Indigenous population results tend to be slightly below that of district all students and are showing a significant gap in grade 10 with 90% of our grade 10 Indigenous students not proficient on the grade 10 numeracy assessment.
- ✓ The results for students with diverse abilities and disabilities are the lowest results we have for any subgroup and in 2020, our students with diverse abilities and disabilities performed 27% lower than the province.
- ✓ In grade 7 FSA our students performed 18% lower than the province over five (5) years.
- ✓ As we move to higher grade levels the percent of students proficient/extending becomes less (most of our subgroups find themselves in the emerging/developing scale).

Strategies:

Strategies:	Develop and implement a Kindergarten to Grade 12 numeracy plan which will be not limited to but include the following:
	<ul style="list-style-type: none"> ✓ Implement a common numeracy assessment ✓ Once students complete the common assessment, continue to support and track students until proficient ✓ Support of collaborative inquiry group in the search of an appropriate common assessment tool for numeracy directly linked with the provincial curriculum ✓ Professional development in relation to numeracy performance standards and the assessment and reporting that aligns with this ✓ Learning resources targeted at improving the numeracy at classroom, school and district levels ✓ Parent information and sharing sessions held through PAC and DPAC to address the stigmas and struggles associated with numeracy (activities, games and problems of the week) ✓ Review and alignment of provincial proficiency standards so they are utilized consistently across grades levels and schools ✓ Provide students access to digital resources, software and web-tools that help supplement numeracy learning goals providing the opportunity to personalize learning plans that are at an appropriate level of individual students ✓ Provide students with access to technology that provide hands-on learning activities to support numeracy ✓ Support for teaching numeracy in all subject areas ✓ Support students with the provincial numeracy assessment, what skills do they need to write the assessment?

Numeracy Action Plan:



Year	2021/2022	2022/2023	2023/2024	2024/2025
Targets				
Action Plan	Develop and implement a numeracy plan (K-12) which will include in-service on a common assessment tool and professional learning on teaching numeracy to support the assessment.			
Lead	Director of Student Learning and Innovation			
Start and Due Dates	August 2021 August 2022			
Progress				
Results				
Budget Resources	Support for in-service and resources			

Strategic Priorities:



Human and Social Development

The human species is a social creature. Our socialization is facilitated through initiating and sustaining relationships with others. In education, the most important relationship is that between the classroom teacher and each student in the classroom community. We need to foster the development of the whole students in classrooms and school communities.

Educational Outcome 3:

Students will feel they have a place to belong in our schools and our society.

Objective 1:	To improve the quality of student's feeling welcome, safe and connected to their school community
	Maslow's Hierarchy of Needs, states basic needs must be met before humans can feel safe and secure. Those humans need to feel safe and secure before they can trust relationships and love that strengthens the sense of belonging. Belonging is essential before a person develops enough self-esteem and worth to create a feeling of accomplishment. All these need to be in place to achieve one's full potential.
Target 1:	To increase the sense of belonging for all students in grade 7 by 2% and to increase this for Indigenous students by 5% in the same grade.

Objective 2:	To improve the percentage of students who feel there are two or more adults in their school who care about them
	Young people need to be surrounded by people who love, care for, appreciate and accept them. Other adult relationships are one of the positive supports that young people need to succeed. A resiliency is fostered when the young person receives support from three or more non-parent adults..
Target 2:	To increase the number of students in Grade 7 who report they feel there are two or more adults at their school who care about them by 2%.

Rationale (linking performance measures to objectives):

Grades 4, 7, 10 Learning Survey Data:

Educational Outcome 3 Students will feel they have a place to belong in our schools and in our society

Performance Measure 3.1	Percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school				
Students reporting “many times” or “all of the time”	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Do you feel welcome at school?	%	%	%	%	%
Grade 4 All students	79	75	73	77	
Grade 7 All students	66	62	69	63	
Grade 10 All students	60	58	60	58	
Do you feel safe at school?	%	%	%	%	%
Grade 4 All students	80	81	77	76	
Grade 7 All students	66	69	65	64	
Grade 10 All students	70	76	66	70	
Is school a place where you feel like you belong?	%	%	%	%	%
Grade 4 All students	58	62	60	62	
Grade 7 All students	52	48	52	47	
Grade 10 All students	46	45	42	36	

- ✓ On feeling welcome, our students rank 3% lower than the provincial average over the last four (4) years. In 2019/2020, our students rated only 1% lower than the provincial average. Students, as they get older, feel less welcome at school with 40% of grade 10 students not feeling welcome at school.
- ✓ On feeling safe, our students rank 4% lower than the provincial average over the last four (4) years. In 2019/2020, our students also rated 4% lower than the provincial average; 35% of our grade 7 students and 34% of our grade 10 students feel less safe at school.
- ✓ On feeling a sense of belonging, our students rank 4% lower than the provincial average over the last four (4) years. In 2019/2020, our students rated only 1% lower than the provincial average. 40% of our grade 4 students do not have a sense of belonging, 48% of our grade 7 students and 58% of our grade 10 students do not have a sense of belonging at school.

Other Information

Public-level data often masks information on Indigenous students, students in care with the Ministry of Children and Families or our delegated Indigenous authority, and students with diverse abilities and disabilities due to the small numbers in these groups.

- ✓ In reviewing unmasked data, our Indigenous students feel welcome and safe at school at the same rate as all students, however, they feel less belonging to the school as they progress upward through the grade levels.
- ✓ In reviewing unmasked data, our students with diverse abilities and disabilities often feel less welcome at school than all students but have a sense of belonging at the same level as all students.
- ✓ Data for children and youth in care will need to be examined at an individual level once data is accessible from the Ministry.
- ✓ Data at Grade 4, 7 and 10 needs to be examined to determine how learning is connected to students’ local environment and community.

Rationale (linking performance measures to objectives):

Grades 4, 7, 10 Learning Survey Data

Educational Outcome 3 Students will feel they have a place to belong in our schools and in our society

Performance Measure 3.2	Percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them				
Students reporting “yes”	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Are there two or more adults at your school who care about you?	%	%	%	%	%
Grade 4 All students	71	65	62	72	
Grade 7 All students	58	46	45	64	
Grade 10 All students	54	50	50	58	

- ✓ We see a 9% decrease in grade 4 students over three (3) years and have 38% of our grade 4 students who do not feel there are two or more adults who care for them. There is a 13% decrease in feeling there are two or more adults who care for them for grade 7 students over the course of three (3) years, and 50% of grade 10 students did not feel that there were two or more adults who cared for them in 2019 and 2020.
- ✓ On feeling that two or more adults care about them at their school, our students rank 1% lower than the provincial average over the last four (4) years. In 2019/2020, our students rated 3% lower than the provincial average. Over the course of three (3) years, there appears to be less students satisfied with the number of adults who care for them.

Other Information

In reviewing unmasked data, our elementary Indigenous students have a comparable rate of feeling adults care for them to all students. In Grades 7 and 10 when compared to all students, Indigenous students report having two or more adults that care about them at a significantly lower rate.

- ✓ In reviewing unmasked data, our students with diverse abilities and disabilities report more often they feel two or more adults who care for them at school at elementary and middle years level.
- ✓ Data for children and youth in care will need to be examined at an individual level

Strategies:

Strategies:	Develop and implement a Kindergarten to Grade 12 plan for ensuring students will feel welcome, safe and connected to their school which will not be limited to, but will include, the following:
	<ul style="list-style-type: none"> ✓ Gather human and social developmental profiles demonstrating the full range of developmental skills in academics, practical skills, physical skills, language development, effort and motivation, social and emotional development, and behavioural development. ✓ Share and present to educators appropriate range of developmental skills for each grade level. Put strategies in place that improve the classroom teacher and student relationship. ✓ Offer in-service on structures and strategies around classroom management to further build on classroom teacher and student relationships. ✓ Survey and engage students in identifying unsafe locations in the school. Schools can use this information to improve physical and emotional safety. ✓ Support Aboriginal Education Support Workers and Youth Care Workers in building welcomeness and sense of belonging to school communities. ✓ Identify resources and programs currently utilized in the whole child and social emotional learning. ✓ Identify and support youth at risk. ✓ Support inclusive peer relationships at the middle and secondary levels. ✓ Foster connectedness to local environment and community. ✓ Utilize place conscious learning in field experiences. ✓ Create belonging and inclusion based on student interest.

Human and Social Development Action Plan:

Year	2021/2022	2022/2023	2023/2024	2024/2025
Targets				
Action Plan	Develop and implement a Human and Social Development Plan (K-12)			
Lead	District Principal of Student Services			
Start and Due Dates	August 2021 August 2022			
Progress				
Results				
Budget Resources				

Strategic Priorities:



Career Development

A successful graduation is important to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

Educational Outcome 4:

Our students will graduate with confidence, purpose, and options

Objective 1:	Students will successfully graduate with BC Graduation certificates (Dogwood) that will better lead to attaining career and occupational objectives.
	Student completion of the Graduation program with a Dogwood certificate is a necessary and vital prerequisite to a successful transition to post-secondary programs or to viable employment. A successful graduation is important to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.
Target 1:	Students graduating with an Adult Dogwood in comparison to a standard Dogwood will decrease by 4%.

Rationale (linking performance measures to objectives):

Student Achievement in Grade 10 directly affects student's academic elective choices in Grades 11 and 12

- ✓ 30% of all grade 10 students and 47% of Indigenous students get less than a C+ in Foundations/Pre-Calculus.
- ✓ 53% of all grade 10 students and 47% of all Indigenous students get less than a C+ in Workplace Math.
- ✓ 36% of all grade 10 students and 56% of all Indigenous students get less than a C+ in Science 10.
- ✓ 34% of all grade 10 students and 41% of all Indigenous grade 10 students get less than a C+ in English 10.

Strategies:

Strategies:	Develop and implement a plan which will not be limited to but include the following that will support students in receiving a BC Graduation certificate (Dogwood) will better lead to attaining career and occupational objectives.
	<ul style="list-style-type: none"> ✓ Establish a 'blended' Distributed Learning and Continuing Education program in Secondary Schools to facilitate Dogwood Graduation within five (5) years ✓ Expand Dual Credit program offerings to better meet students needs for successful transition to College of the Rockies ✓ Dedicate targeted primary and secondary (textual) resources to schools to better meet the needs of Indigenous Learners ✓ Create focussed literacy and numeracy support for Indigenous Learners including non-enrolling support ✓ Expand the Elders in Residence Programs to meet the needs of Indigenous Learners in all our communities ✓ Create a Technology bank to better equip Indigenous Learners who choose Distributed Learning options ✓ Track individual at risk grade 9 students and ensure support is in place for each student

Graduation Action Plan:

Year	2021/2022	2022/2023	2023/2024	2024/2025
Targets	4% decrease in students who graduate with an Adult Dogwood in comparison to a standard Dogwood 4% increase in Indigenous students completing Language Arts 12 at C+ or better 4% increase in percentage of Indigenous students completing Pre- Calculus 10.			
Action Plan	Develop and implement a plan to support students in receiving a BC Graduation certificates (Dogwood) that will better lead to attaining career and occupational objectives			
Lead	Director of Student Learning and Aboriginal Education			
Start and Due Dates	August 2021 August 2022			
Progress				
Results				

Operations:

Links to [Capital Plan](#) and [School District Budgets](#)

Signature Page



SCHOOL DISTRICT 5
S O U T H E A S T K O O T E N A Y

Silke Yardley
Superintendent

Alan Rice
Secretary Treasurer

Frank Lento
Chairperson