

School District No. 5
[Southeast Kootenay]



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

Enhancing Student Learning Report

September 2023



Approved by Board of Education on September 25, 2023

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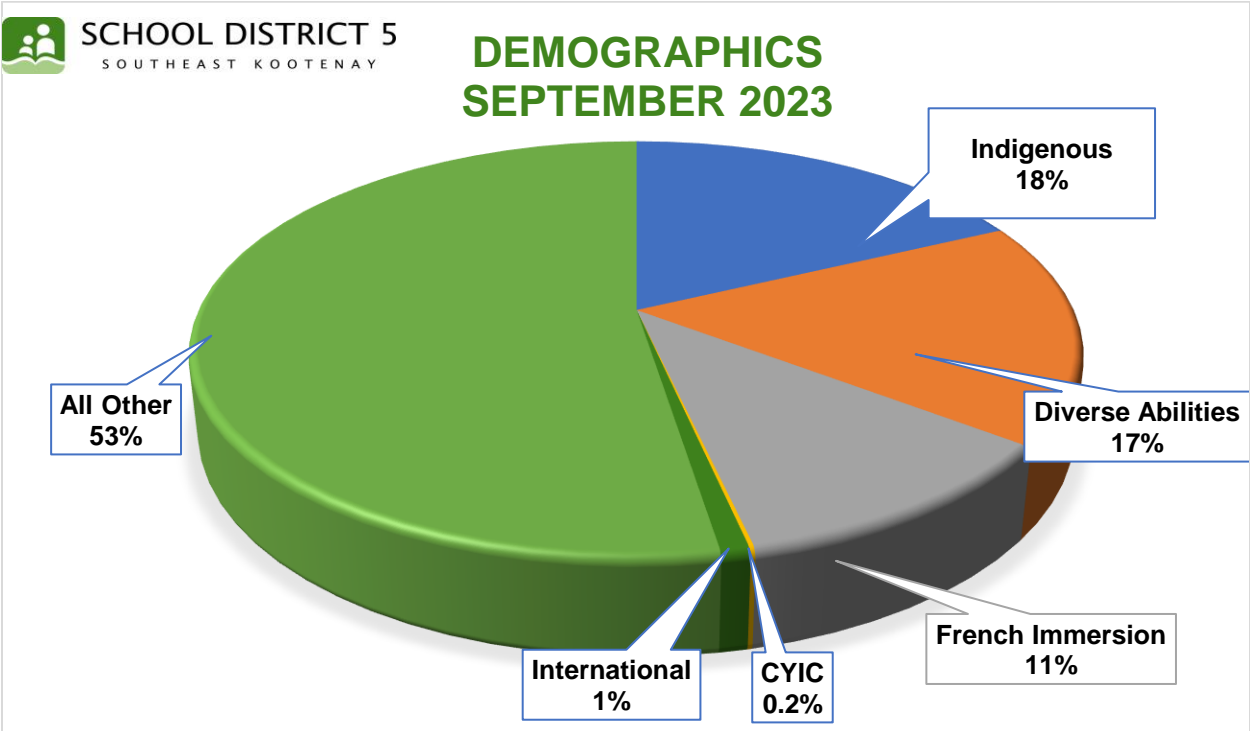
Introduction: District Context

School District No. 5 (Southeast Kootenay) respectfully honours and acknowledges that we live, work, and learn on the unceded traditional territories of the Ktunaxa peoples and the chosen home of the Rocky Mountain Métis. The footprint of our School District is fully contained within the Ktunaxa Nation, including the communities of ʔaq'am and Yaqit ʔa·knuq̓i'it.

School District No. 5 (Southeast Kootenay) (the District) is located in the southeast corner of the province of British Columbia. Our region features spectacular mountain scenery, clean lakes, forested hillsides, and an abundance of wildlife. With an approximate population of 36,000, most people live in the communities of Cranbrook, South Country (Baynes Lake, Grasmere, Elko, Galloway and Jaffray), Fernie, Sparwood and Elkford.

The District serves approximately 6,000 students in 17 neighborhood schools (11 elementary schools, 2 middle schools, and 4 secondary schools); Kootenay Discovery School (KDS); Kootenay Education Services (KES); and the Kootenay Learning Campus (KLC), the Continuing Education program. The District facilities provide student-centred learning opportunities that are welcoming and safe and that prepare learners to achieve their career and life goals.

We have approximately 6,000 students, 1,600 employees (including casuals), and nine members of the Board of Education to guide and support District initiatives.



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.

As the District reflects on the forest fires of 2023 and the affordability crisis, we recognize the challenges ahead for our staff and students. We will continue to celebrate our achievements and look forward to continuous improvement through dedication to the goals set out in the Framework for Enhancing Student Learning.

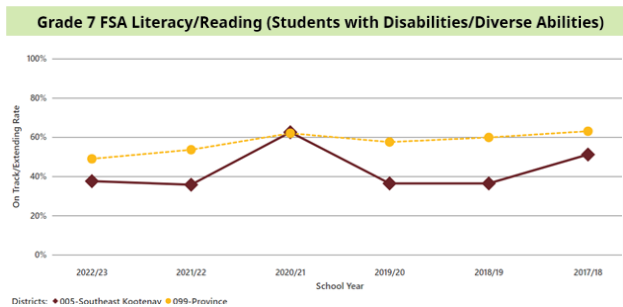
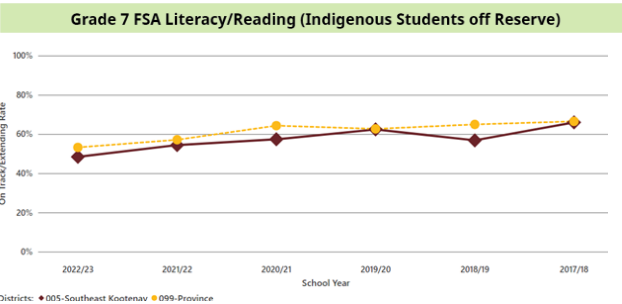
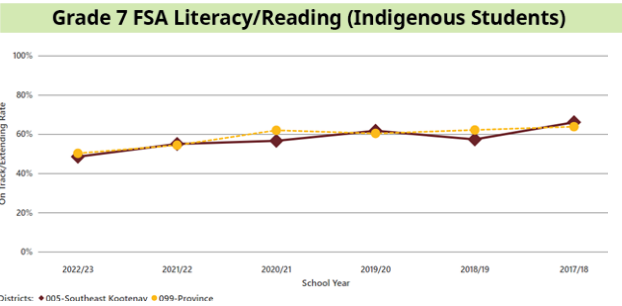
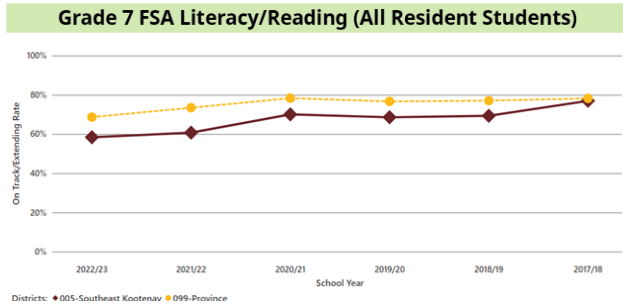
Section A: Reflecting Back 2022-23 Student Learning Outcomes

Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations





Measure 1.2: Grade 10 Literacy Expectations



Relevant Additional/Local Data and Evidence

The Foundational Skills Assessment (FSA) is a provincial exam completed in the fall by grades 4 and 7 students. The Graduation Assessment in Literacy/Numeracy is a requirement for graduation that can be written in grade 10 (and rewritten) prior to graduation. Below is a summary of the data trends of these provincial assessments separated by grade and categories in Literacy. Please note, that Indigenous on Reserve student data and Children/Youth in Care have been difficult to interpret as the sample sizes are small and significantly fluctuate with participation rates. As such, the District tracks individual student data as it is more accurate.

Analysis and Interpretation

Grade 4 Literacy:

The District's participation rate for grade 4 students is above provincial average sitting at 82% which is 10% higher than the provincial average. Of the general population, 57% of

students are meeting or exceeding, which is down from previous years. This decrease mirrors the slight provincial dip. Of the students with Disabilities/Diverse Abilities, 32% are meeting or exceeding expectations; however, Indigenous students in grade 4 are at 41%.

There is still a significant gap between Indigenous and Non-Indigenous student achievement which is mirrored provincially. Small sample sizes of Children/Youth in Care make provincial level tracking more difficult. This is where the schools need to monitor and engage individual students as the macro level data does not tell the story. With fewer students with diverse needs being excluded from the FSA, the District participation rate with this group increased to 60% which is 11% higher than the provincial average. As the District has more students writing the grade 4 FSA, it is only one measure of student achievement and it does not tell the whole story.

Grade 7 Literacy:

The participation rate for grade 7 students was 18% higher than the provincial average at 88% overall writing. The District mirrors provincial trends; however, is below average with 58% of students meeting or exceeding grade level expectations. Of the students with diverse needs 36% are meeting or exceeding. Indigenous students in grade 7 mirror the provincial average at 48%, but this is still 10% lower than the general population. As the population of Children/Youth in Care is so low, the data is masked (MSK) therefore not included.

Grade 10 Grad Assessment Literacy:

The Graduation Assessment in Literacy is on par with the provincial participation rates. Please note that the graphs included for the graduation assessment show the data in ascending order (oldest to newest) which is opposite to how the FSA data is presented; and only has data from 2019-2020 to 2021-2022. Based on the available data, over the three years the District has ranged from 61% to 58% of all students being proficient or extending on the graduation assessment. Indigenous students are on par with the provincial average ranging from 55% to 48%. Students with Disabilities/Diverse Abilities are well below provincial average ranging from 16% to 38% and the data for Children/Youth in Care is unable to be analyzed due to masked data (100% to 0%).

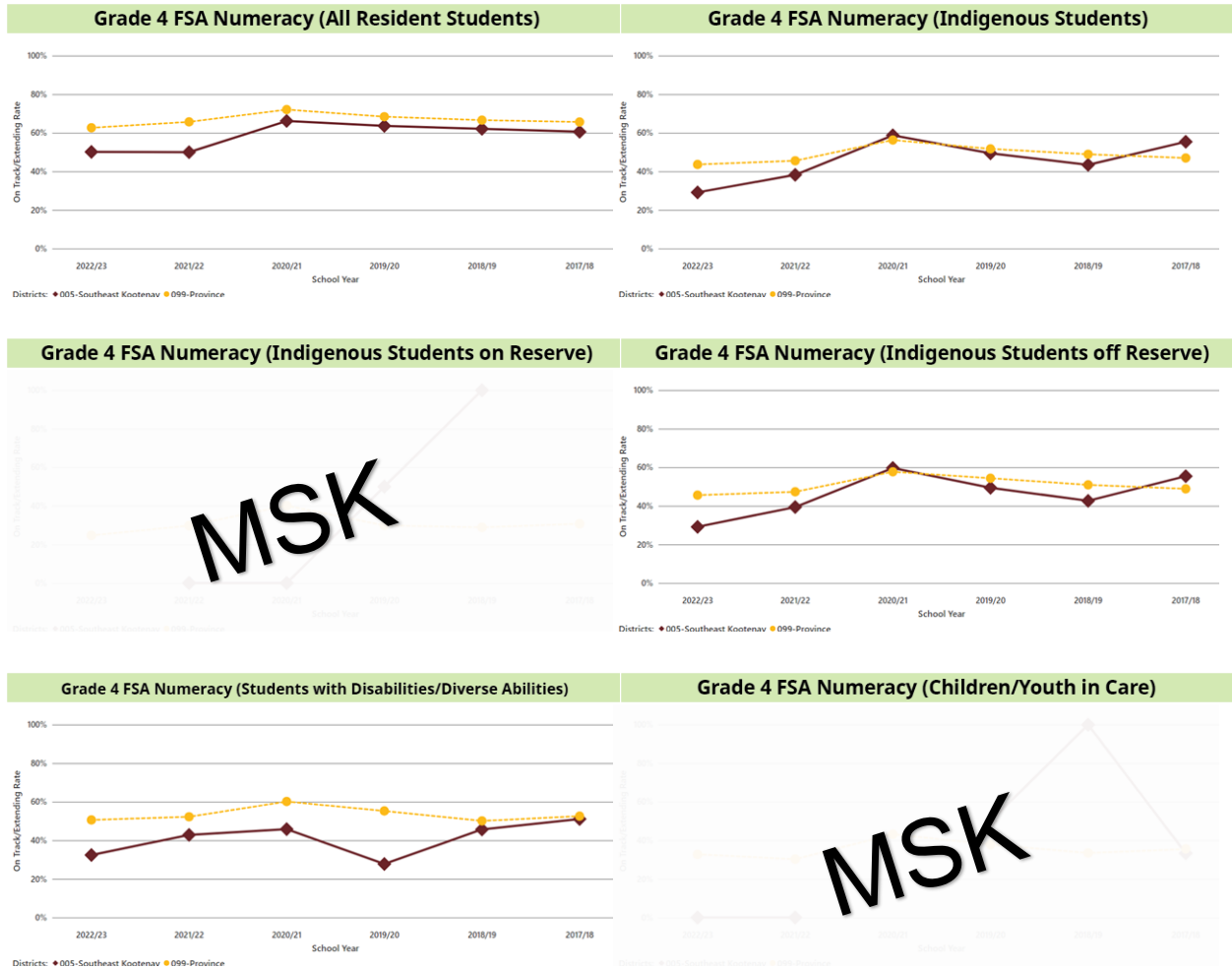
Additional Measures in Literacy:

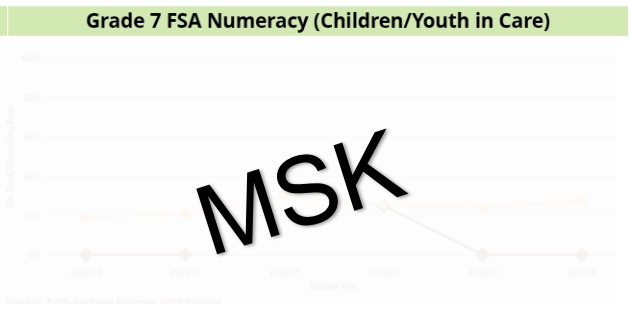
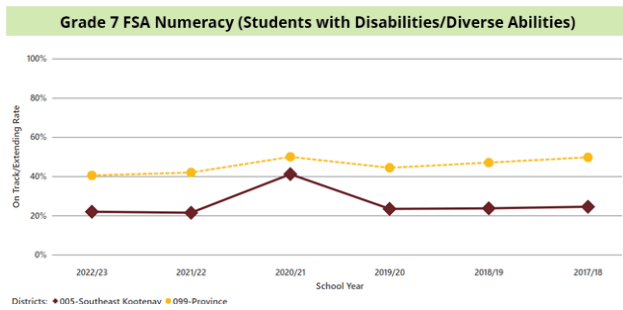
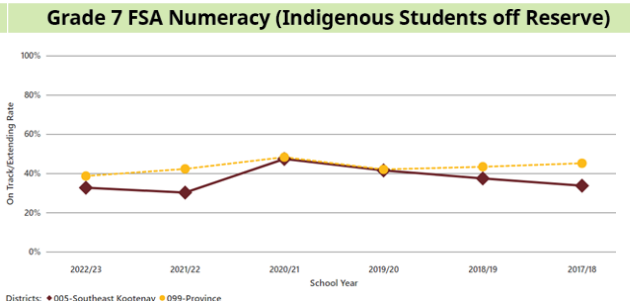
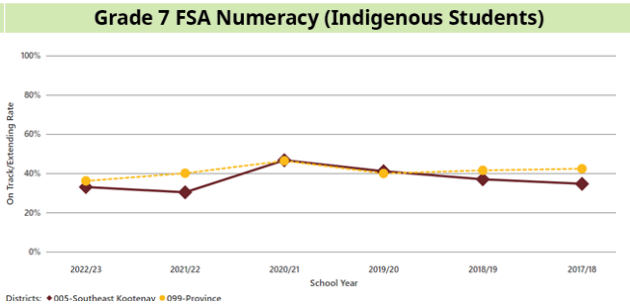
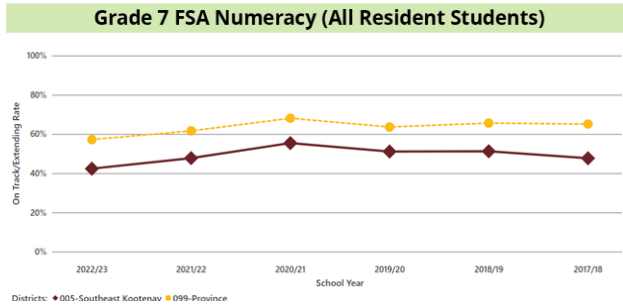
The District has been gathering school and district-level data on primary students with respect to the literacy priority. Historically, schools relied on the Fountas and Pinnel or the PM Benchmark reading assessments. With the addition of the District Literacy teacher, the District has discovered that the data does not align well with the BC curriculum. The data from the schools and classrooms were random when it came to interpreting the time-consuming testing and results. As a result of the work from the

Literacy lead, the District is pivoting to a norm referenced assessment that identifies where a learner is struggling ([Literacy Goals and Strategies](#)).

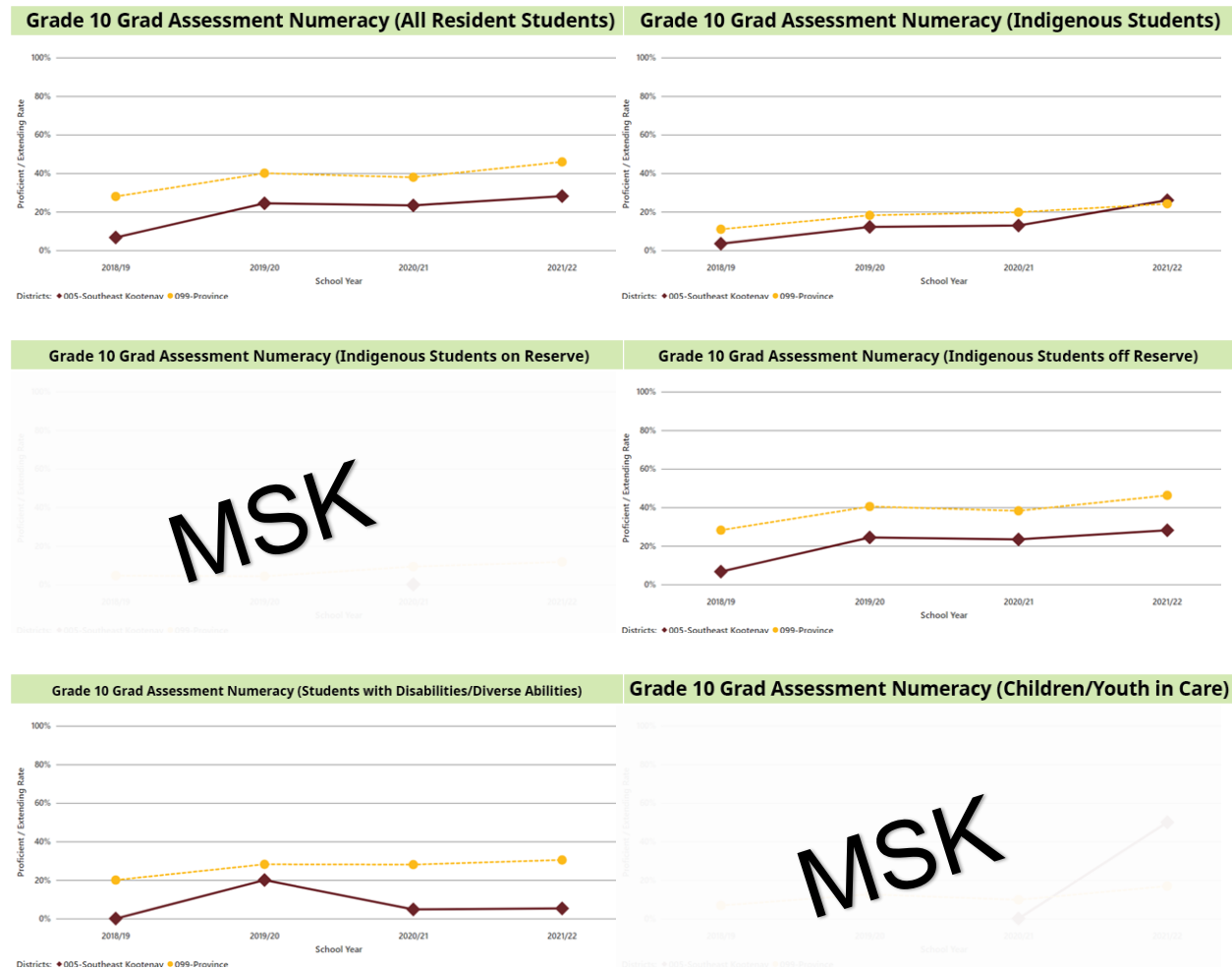
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations





Measure 2.2: Grade 10 Numeracy Expectations



Relevant Additional/Local Data and Evidence

The summary of the data trends of the provincial assessments are separated by grade and categories at all levels in Numeracy. Please note, that Indigenous on Reserve student data and Children/Youth in Care have been difficult to interpret as the sample sizes are small and significantly fluctuate with participation rates. As such, individual student data is tracked as this is more accurate.

Analysis and Interpretation

Grade 4 Numeracy:

The participation rate for grade 4 students in numeracy is above the provincial average at 82%. This is 10% higher than the provincial average. Of the general population, 50% of students in the District are meeting or exceeding expectations. This data is the same as last year and follows the similar provincial trajectory. For students with Disabilities/Diverse Abilities, 32% are meeting or exceeding expectations which is a

decrease from the previous year's 43% of students meeting or exceeding expectations. Indigenous students meeting or exceeding expectations in grade 4 numeracy are at 29%. This is a decrease from 38% the previous year.

There is still a significant gap between Indigenous and Non-Indigenous student achievement which is mirrored provincially. Small sample sizes of Children/Youth in Care make provincial level tracking more difficult. This is where schools need to monitor and engage individual students as macro level data does not tell the story. With fewer students with Disabilities/Diverse Abilities being excluded from the FSA the District participation rate with this group went up to 64% which is 15% higher than the provincial average. As the District has more students writing the grade 4 FSA it is only one measure of student achievement, and it does not tell the whole story.

Grade 7 Numeracy:

The participation rate for grade 7 students was 19% higher than the provincial average at 88% overall writing. The District mirrors provincial trends; however, is below average with 42% of students meeting or exceeding grade level expectations compared to the 57% provincial average. Of the students with Disabilities/Diverse Abilities, 22% are meeting or exceeding expectations. This is by far the District's lowest group. Indigenous students in grade 7 mirror the provincial average at 33%, but this is still 9% lower than the District's general population. The population of Children/Youth in Care is so low in the District that the data is masked (not included).

Grade 10 Grad Assessment Numeracy:

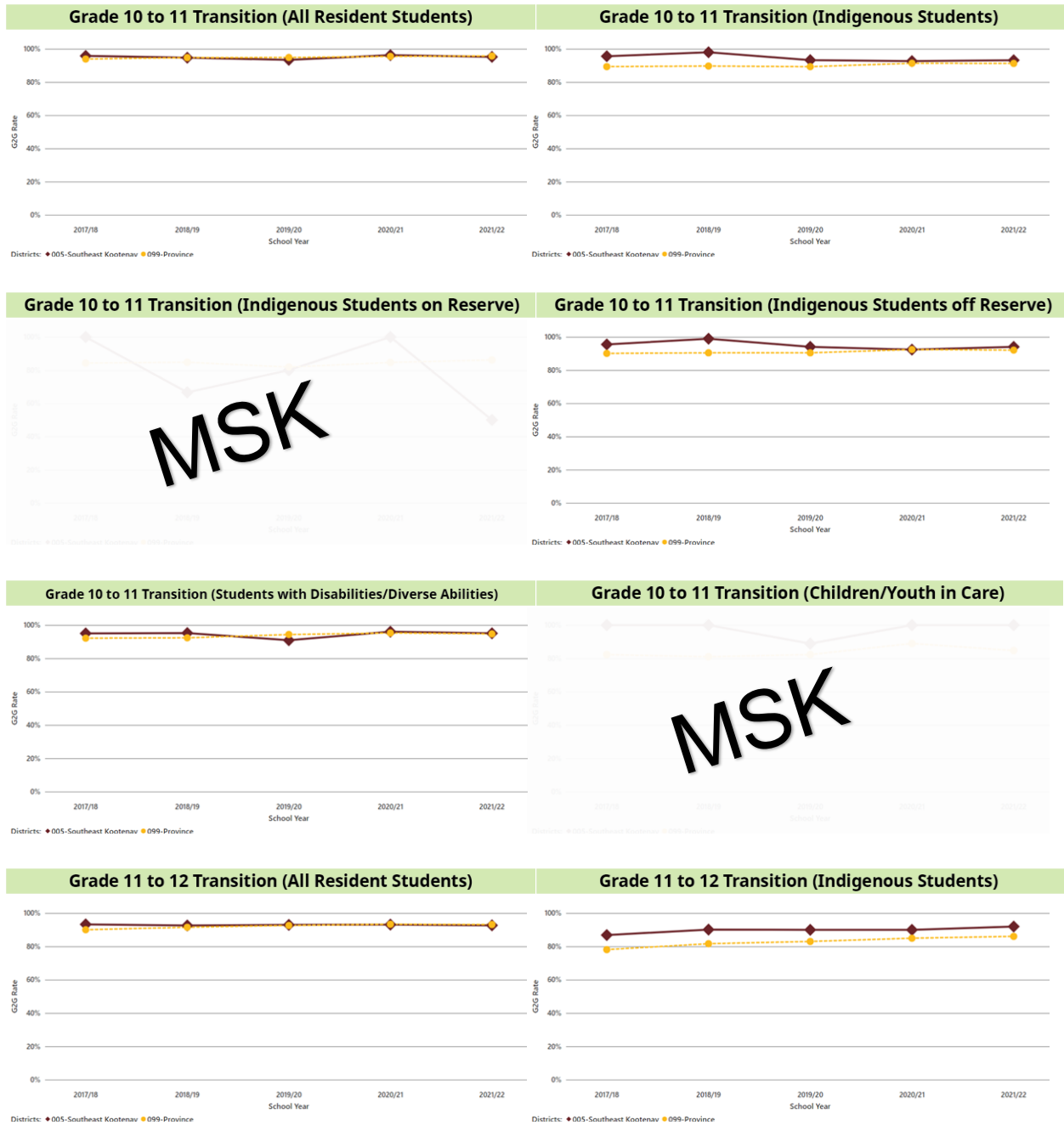
The Graduation Assessment in Numeracy is aligned with the provincial participation rates. Please note that the graphs included for the graduation assessment show data in ascending order (oldest to newest) which is opposite to how the FSA data is presented. Only graduation assessment data from 2018/2019 to 2021-2022 is available at this time. Over the four years that the data is available, the District has ranged from 7% to 28% of all students being proficient or extending on the graduation assessment. Indigenous students are on par with the provincial average ranging from 3% to 26%. Data from students with Disabilities/Diverse Abilities is inconsistent ranging from 0% to 20%. Children/Youth in Care data is 0% to 50%. Both of these groups represent masked data which makes interpretation difficult.

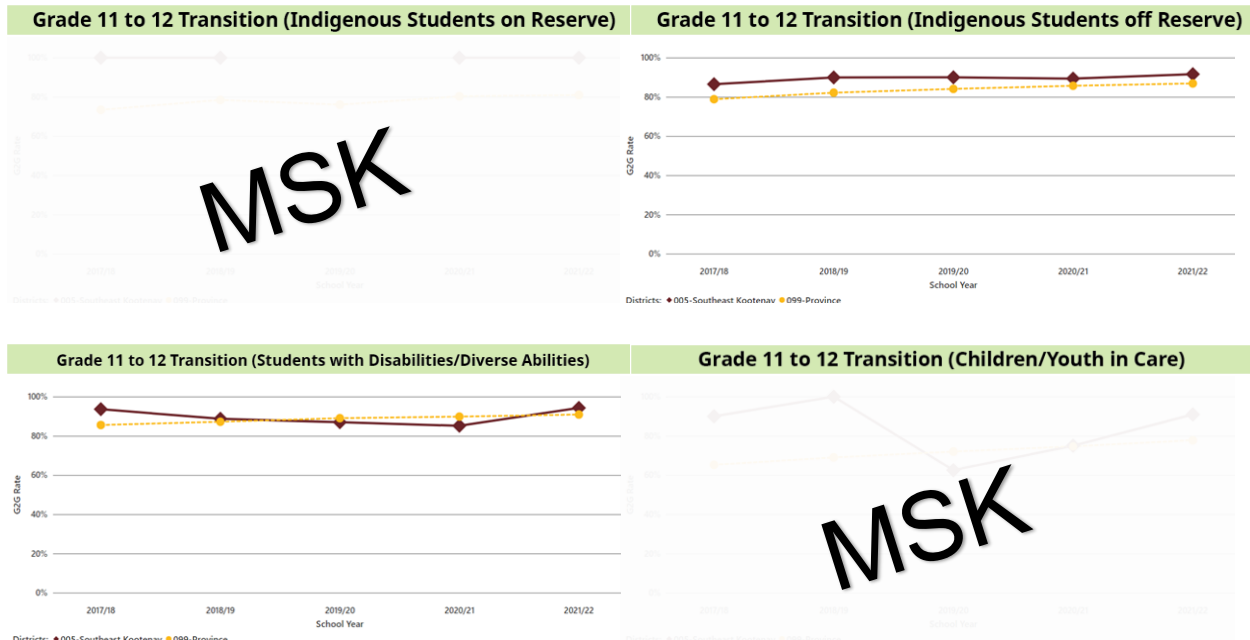
Additional Measures in Numeracy:

The District has been gathering school and district data on intermediate students with respect to the numeracy priority. With the addition of the District Numeracy teacher during the 2022-2023 school year, the District has been researching an assessment for the intermediate grades that will allow for better triangulation of provincial, district and school-based data ([Numeracy Goals and Strategies](#)).

The District Numeracy teacher has worked mostly in elementary schools. It was quickly realized that the intermediate grades were the target age group. Establishing trust with teachers was important as many are more self-conscious about getting support in Numeracy compared to Literacy.

Measure 2.3: Grade-to-Grade Transitions





Relevant Additional/Local Data and Evidence

Grade to Grade Transition:

When we look at the data for grade to grade transitions, it mirrors the provincial average and is, at times, above. The biggest exception was with on reserve Indigenous students during 2021-2022 when there was a significant decline. Again, this is amplified due to small numbers, but it resulted in student success meeting with ʔaq'am education leaders to inform and develop a plan for all ʔaq'amnik students in grades 9-12. This work is on-going and with the expansion of the Elders in Residence program it allows for more intimate meetings to discuss specific student needs and supports. The District's goals are aligned with the Aboriginal Education Enhancement Agreement with the newest version being signed this year at a ceremony hosted at the College of the Rockies (COTR).

Analysis and Interpretation: What Does this Mean?

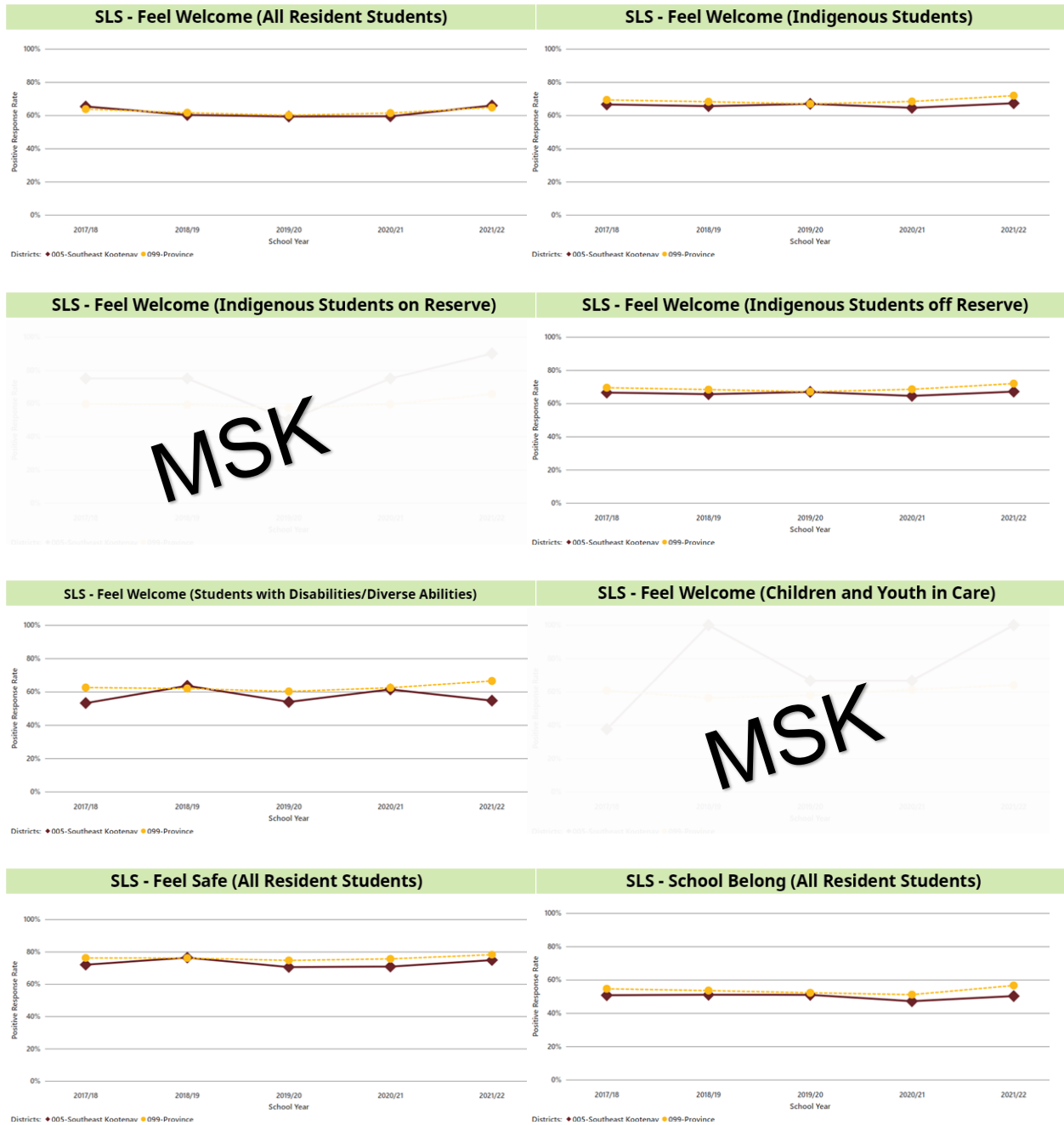
The District also tracks Indigenous students from grades 10-12 in academic subjects (looking for marks at a C+ or better), to ensure that students graduate with dignity, purpose and options. The benchmark for admission is a C+ in English 12. We believe that merely graduating without the option for post secondary is not good enough. Our Indigenous Education Support Workers along with the District's Indigenous Education Coordinators, Elders and Indigenous Council, work closely with students (both on and off reserve) to ensure success. This includes, but is not limited to, tutoring, cultural events, gathering spaces in every school and drumming. The data suggests that the District keeps students in schools; however, there is a need to ensure post secondary and career development is being supported as the students move through the system. For the first time, we engaged COTR as part of the Aboriginal Education Enhancement Agreement.

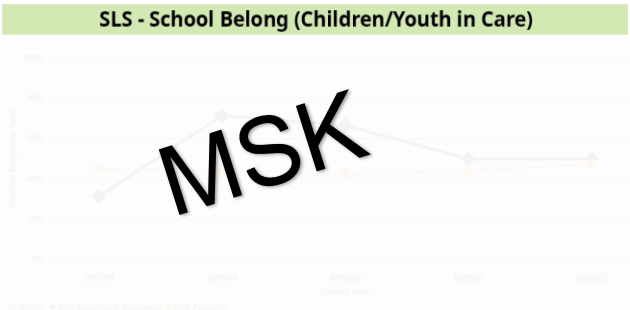
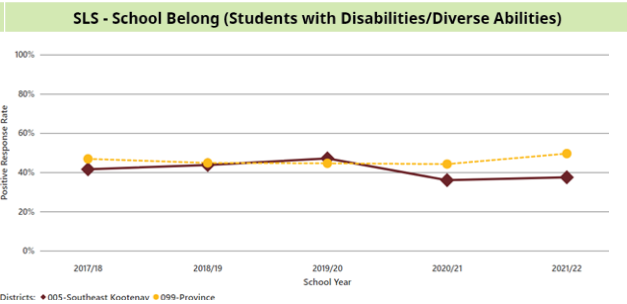
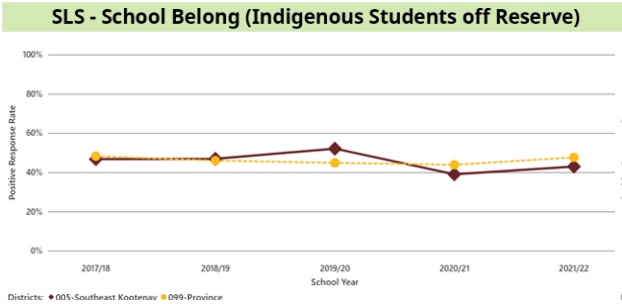
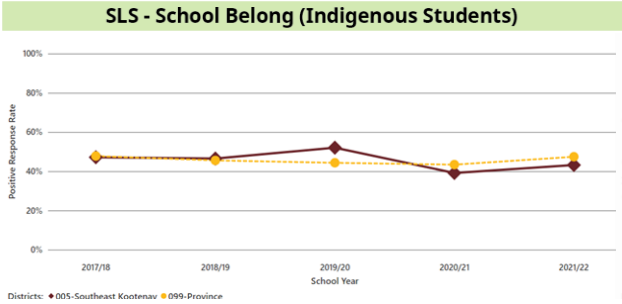
This will strengthen transitions and options to post secondary education for Indigenous students.

Human and Social Development

Educational Outcome 3: Students Feel Welcome, Safe, and Connected

Measure 3.1: Student Sense of Belonging





Measure 3.2: Two or More Adults who Care About Them



Relevant Additional/Local Data and Evidence

The District's Student Learning Data follows close alignment with provincial trends except for Indigenous on Reserve students and Children/Youth in Care. As the student numbers are smaller and often masked it quickly creates volatile trends. Regardless, it is understood that these students are the most at-risk and vulnerable; therefore, it becomes critically important to focus on their needs. With the addition of a district Emotional Learning teacher and an Indigenous counselling position, the District has increased the level of support. There has been a focus on building capacity in all our buildings with Trauma Informed Schools and Compassionate Systems Leadership. This has been a focus area for Principal and Vice Principal professional development for the last year and will continue into 2023-2024.

The District was also fortunate enough to participate in the community of practice with the book, *Street Data: A Next-Generation Model for Equity, Pedagogy, and School*

Transformation (Safir and Dugan). This will be expanded to all of the schools in the District this year.

The District has participated in the Childhood Health Experiences Questionnaire (CHEQ), the Early Learning Instrument (EDI) and the Middle Years Development Instrument (MDI) and will continue to do so as this data provides another measure of student wellbeing.

Schools like the user-friendly reports from the CHEQ, EDI, MDI and use the data to support Social Emotional Learning (SEL) goals at the school level with the Student Learning Survey data.

Well-being index for grade 5 students (2022-2023)



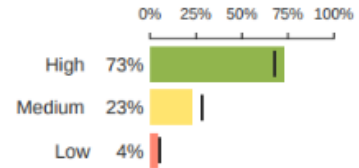
RESULTS FOR SOUTHEAST KOOTENAY

| Average for all Districts

CONNECTEDNESS WITH ADULTS

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



NUMBER OF IMPORTANT ADULTS AT SCHOOL

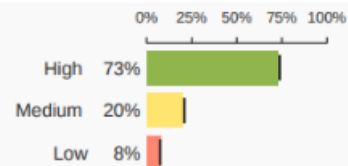


RESULTS FOR SOUTHEAST KOOTENAY

| Average for all Districts

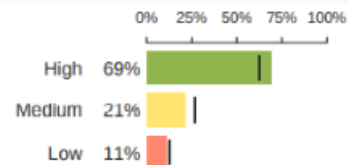
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



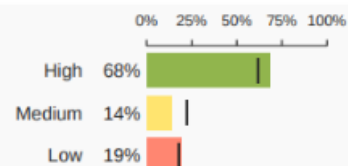
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



Well-being index for grade 8 students (2022-2023)

WELL-BEING INDEX

The Well-being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

MEASURES
 Optimism
 Happiness
 Self-Esteem
 Absence of Sadness
 General Health



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.

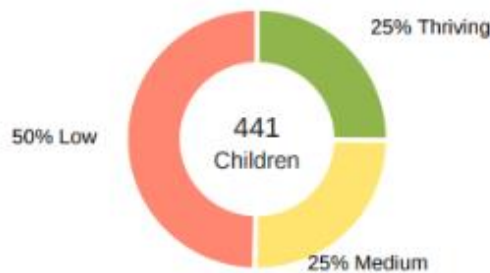


Medium Well-being
 Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

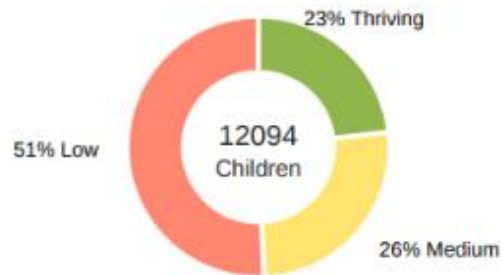


Low Well-being
 Children who score in the low range on at least 1 of the 5 measures of well-being.

SOUTHEAST KOOTENAY



ALL PARTICIPATING DISTRICTS



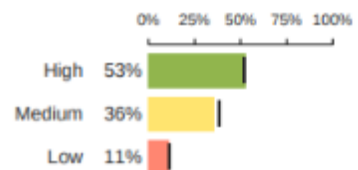
RESULTS FOR SOUTHEAST KOOTENAY

| Average for all Districts

CONNECTEDNESS WITH ADULTS

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



NUMBER OF IMPORTANT ADULTS AT SCHOOL



RESULTS FOR SOUTHEAST KOOTENAY

| Average for all Districts

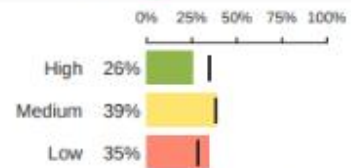
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



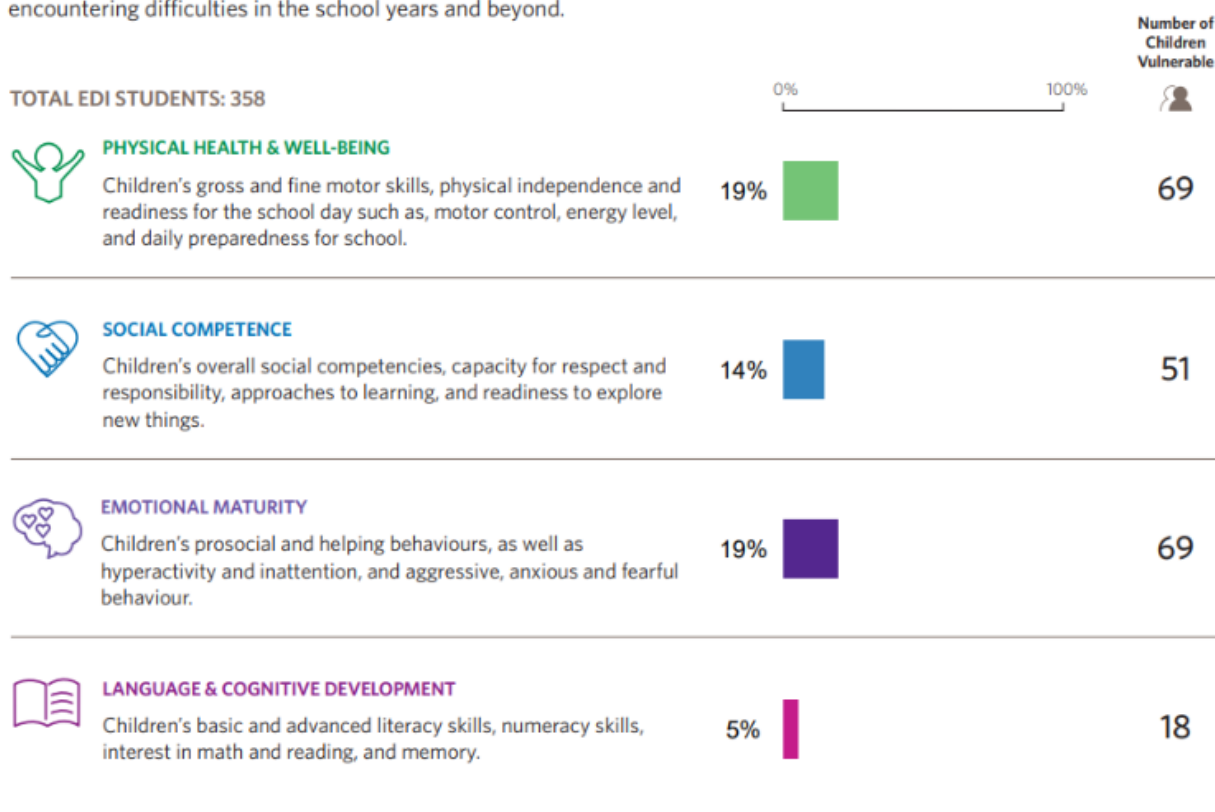
SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



EDI vulnerability scale (2022-2023)

Without additional support or care, children who are vulnerable on the EDI have, on average, an increased risk of encountering difficulties in the school years and beyond.



Analysis and Interpretation: What Does this Mean?

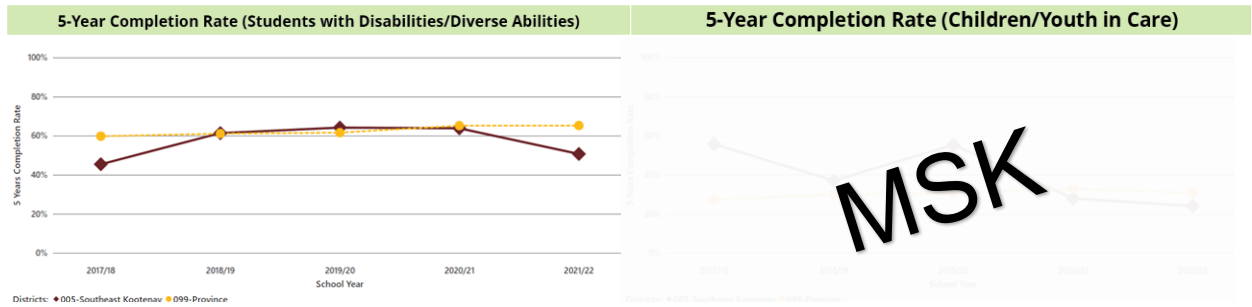
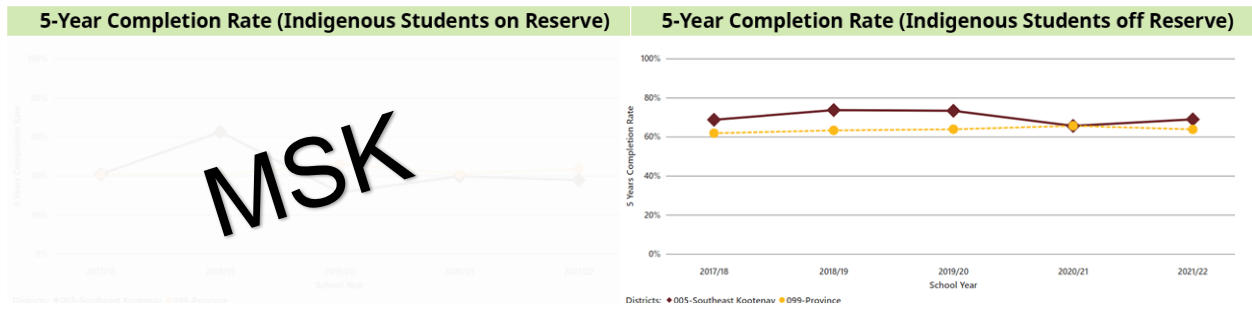
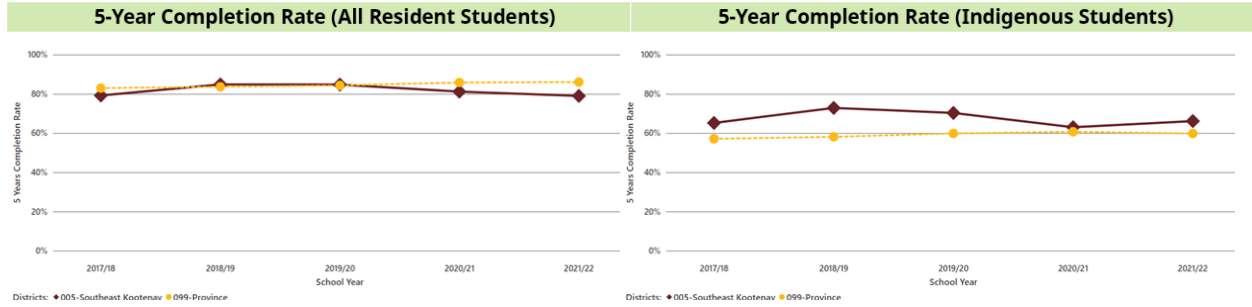
Student Learning Survey All Students (grades 4, 7, 10, 12):

The Student Learning Survey (SLS) is a Ministry survey that covers a range of topics, providing a comprehensive picture of the educational experience in British Columbia's public schools. The questions were developed with input from partner groups, teachers and experts in educational measurement and special education. The survey aims to provide a snapshot of the social and emotional wellbeing of students in grades 4, 7, 10 and 12.

Career Development

Educational Outcome 4: Students will Graduate

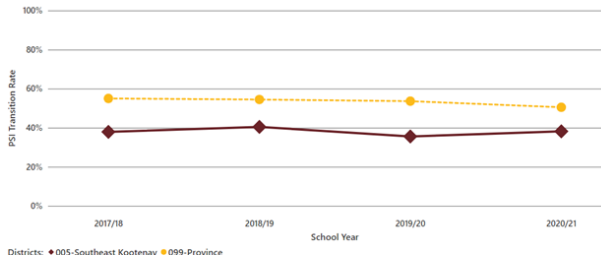
Measure 4.1: Achieved Dogwood Within 5 Years



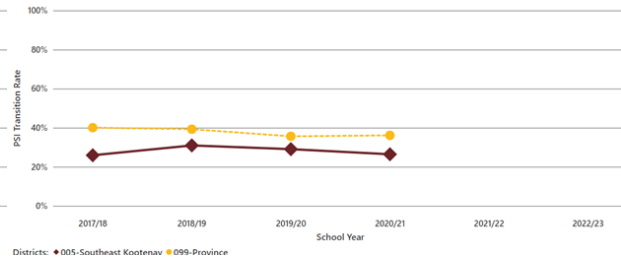
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Transitioning to Post-Secondary

Post Secondary Transition - Immediate (All Resident Students)



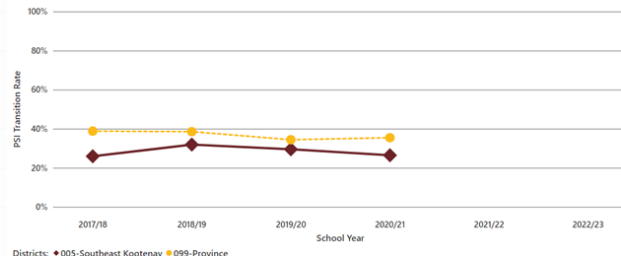
Post Secondary Transition - Immediate (Indigenous Students)



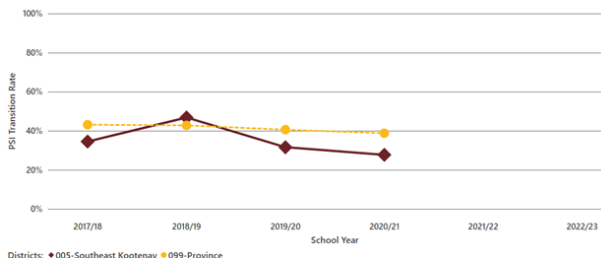
Post Secondary Transition - Immediate (Indigenous Students on Reserve)



Post Secondary Transition - Immediate (Indigenous Students off Reserve)



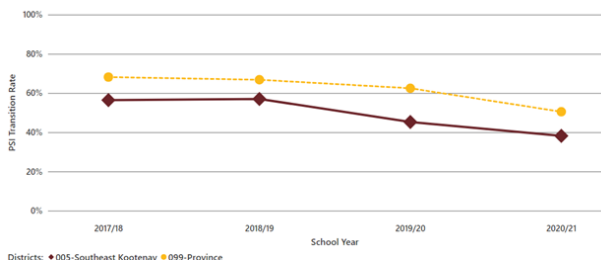
Post Secondary Transition - Immediate (Students with Disabilities/Diverse Abilities)



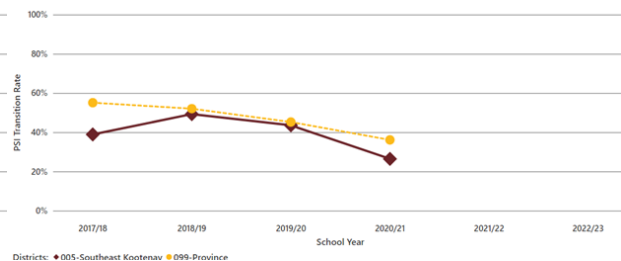
Post Secondary Transition - Immediate (Children/Youth in Care)

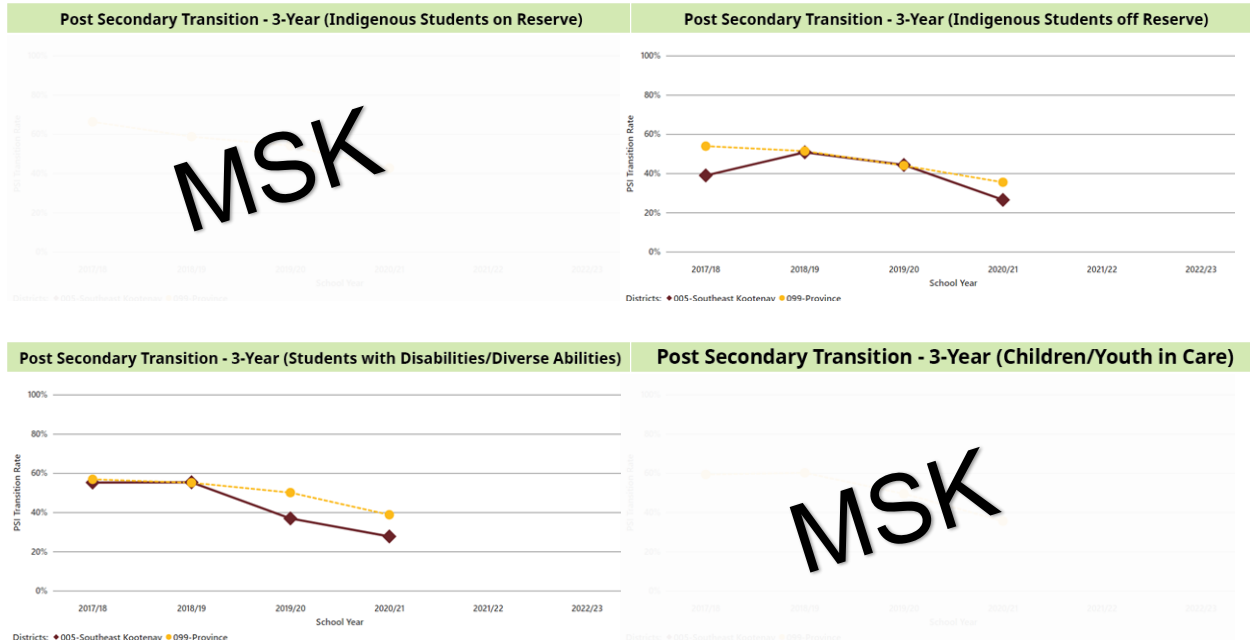


Post Secondary Transition - 3-Year (All Resident Students)



Post Secondary Transition - 3-Year (Indigenous Students)





Relevant Additional/Local Data and Evidence

Over the last few years, there has been a slight decline with the 5-Year completion rates as the District has dipped just below the provincial average. In 2021-2022 the District was at 79% completion compared to the province’s 86% for all students. Interestingly, the District’s Indigenous student completion rate, at that time, was slightly better than the provincial average; however, when looking at the *How Are We Doing* report this is no longer the case (2022-2023). Students with Disabilities/Diverse Abilities and Children/Youth in Care are also below the provincial average. The District recognizes that some students need more time to complete the graduation requirements and many students do return for an extra semester if needed. Dogwood Diplomas are the preference; however, some students, once they turn 18, have opted for the Adult Graduation program. This happens particularly in our alternative program. Covid 19 also had an impact on students’ mental wellbeing, stamina and resilience which has played a factor everywhere. ([Indigenous Student Data](#)).

Analysis and Interpretation: What Does this Mean?

The data for post-secondary transitioning only reflects students entering post-secondary institutions in British Columbia. With the District’s proximity to the Alberta border many students leave the province. This year, the District has worked closely with the local community college (College of the Rockies) to bring in the Steps program for students with intellectual disabilities which has been well received by the community. Lastly, Indigenous Students on Reserve, Children/Youth In Care and students with Disabilities/Diverse Abilities are being looked at as many graduate but do not have the grade requirements to enter into programs.

The three-year analysis still has our students at a lower transition rate to post-secondary institutions. Again, it is difficult to gauge who has gone out of province. Our vulnerable student data is masked (not included) but we are keenly aware that these students are not transitioning to post-secondary at the same rate as our general population. As we look at wrap around supports and how we can better prepare all students to transition to careers and post-secondary options speaking directly with our marginalized populations will be essential in moving forward.

Section B: Moving Forward Planning and Adjusting for Continuous Improvement

Current Strategic Plan Priorities

The [current strategic plan](#) will be reviewed in the 2023/2024 school year as there is a new Superintendent, Secretary Treasurer and Board of Education.



The District believes that to inspire every student to reach their full potential, every employee has a responsibility to model lifelong learning and strive to continuously improve to allow the system to be responsive to the ever-changing needs of its students.

The current priorities are summarized with the vision that students love to learn here, staff love to work here, families love to gather here. The mission that our students will graduate with dignity, purpose and options is reflected in the foundation of the Framework for Enhancing Student Learning plan. Our values are entrenched in our current priorities and goals around respect, vision, fairness, collaboration, integrity and inclusion.

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:

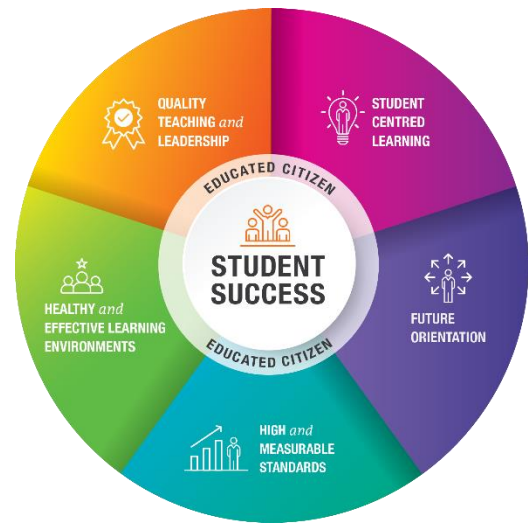
Respect, Vision, Fairness, Collaboration, Integrity, Inclusion

The Foundational Statements of the Board of Education of School District No. 5 (Southeast Kootenay) are found within [Policy 1](#) in the Board Policy Handbook.

In alignment with the vision for student success from the BC Ministry of Education and Child Care', the District continues to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

The District is currently in year three of the three-year plan for the Framework for Enhancing Student Learning.

The Framework is reviewed in the spring of each year. This review process examines the success as well as continued areas of improvement. The District adjusts the Framework to support students while focusing on educational equity and our priority groups.



Ultimately, the District's goal is to increase students' career and life goals by enhancing educational experiences for all students. With this focus on priority groups, all students will benefit.

The Framework is reflective of the District's commitment to ensure student success by engaging staff and community partners. Data is reviewed and, through meaningful collaboration, the plan to improve student learning is adjusted. This continuous improvement cycle frames the District's priorities and outcomes. This evidence-based approach sets high targets and expectations for students. The District uses quantitative and qualitative data to support the needs of its students.

Indigenous community leaders and staff have been active participants in the conception of the District priorities. Both ʔaq'am and Yaqit ʔa·knuqʔi'it education coordinators have been part of the planning since the formation of the Framework. Based on this involvement, the goals of the Framework have been created in alignment with the Aboriginal Education Enhancement Agreement (AEEA). The AEEA review committee has also been an active voice in the feedback process. This includes representation from both First Nations, Métis Associations, District Elders and students.

Within the Framework, the District will continue to strive to implement Truth and Reconciliation and the 94 calls to Action as they relate to education. Continuing to deepen the understanding of First Peoples' Principles of Learning and offering authentic learning opportunities and resources to enhance the understanding of Indigenous culture and history are important ongoing priorities. The District wants all students to see themselves in the resources and in the literature that are used in our classes. Assessment also needs to be culturally safe. The updated Local Education Agreement and Aboriginal Education

Enhancement Agreement are reflected in the success plan for students. The District is committed to ensuring all students have equitable access to education.

Celebrating our Successes for the Past Year

The 2022-2023 year introduced some changes with a new Superintendent and the addition of a Numeracy lead teacher to join the Framework team. The team currently has one itinerant teacher for each of the following: Literacy, Numeracy, and French Immersion. There are also two [Transformative Learning](#) teachers and a Social Emotional Learning teacher (see focused summaries in the data section). The itinerant team's two areas of focus are supporting school growth plans and building capacity in all schools with respect to the District priorities and goals.

The District was chosen to be one of nine Districts that participate in the community of practice *Street Data A Next-Generation Model for Equity, Pedagogy, and School Transformation* (Safir and Dugan) which really helped shift focus from satellite level data to a balanced mix of macro (provincial data) and micro (district and school level data) to truly understand the needs at all levels. Understanding that when we listen to the margins, all students will benefit. This has been a paradigm shift. This work will continue into the current school year as all school administrators will be participating in a Street Data book study.

Compassionate Systems Leadership (CSL) was embraced in the District this past year. The initial group included principals, vice principals, counsellors, Indigenous Coordinators and the District Social Emotional Support teacher. The CSL five values of self-awareness, social awareness, responsible decision-making, self-management and relationship skills will continue to inspire transformation and instructional best practices that will support the well-being of our students.

Last, year the administrators collectively did professional development on Trauma Informed Schools and Spirit Work and the Science of Collaboration (Fullen and Ewards). The alignment of professional development with school growth plans and the Framework priorities has a multiplying effect that positively impact student learning.

The District has also hired a new Vice Principal of Human Resources and Health and Safety whose focus is largely on retention and recruitment of staff (as Southeast Kootenay School District has several difficult to fill positions due to its rural location). The position will also focus on how to equip staff with the knowledge, skills, and abilities to thrive in a post-Covid 19 workplace with a focus on staff wellness and support. In order to overcome the labour market shortage, the District is investing in retention and recruitment strategies to make the District an employer of choice at all levels.

Over the summer, the District was also successful in hiring a District Principal of Early Learning and Child Care who will focus on children ages 0-8 and moving our Child Care

portfolio forward. The 2022-2023 school year was used to complete an intensive environmental scan to determine the needs in all five of the District's communities.

Existing and/or Emerging Areas for Growth

As the District continues to drill deeper into data, it is necessary to continue to involve student voice. The District Student Advisory Council has been in existence for years, but the leadership students that volunteer for this work tend to be quite homogenous and do not represent voices from the margins. This will be a priority in the upcoming year as the District strives to include more students from the vulnerable sector to better understand how it can meet all the needs of all students.

Equity means fair, not equal. This lens means that different learnings come from different starting places, with different contexts and supports. As such, the District has shifted from ratio-based funding to allocating resources to meet the needs of every student and to ensure access to opportunities for all learners.




The District will continue to focus on relationships and will explore how to support the social emotional competencies of students and families. It takes one safe, committed adult to help a child heal and build resilience. Classroom support will include implementation of a framework for developing mindful, self-regulation.

Strategic Engagement

Last fall, with a new Superintendent starting, the District hosted an on-line open house and invited our community partners, staff, parents, local First Nations, the Ministry of Children and Family Development, Ktunaxa Kinbasket Child and Family Services Society, Child and Youth Mental Health, Interior Health and RCMP. This was used as an opportunity to review the current Framework and take feedback to ensure our partners had voice and that the priorities reflect community needs.

Students were also engaged through the District Student Advisory Council. This was the District's first engagement session that led to five engagement nights that were face-to-face in all of the District communities. These events had student led discussions, a District Framework presentation as well as school growth plan presentations.

During the spring the District also sent out an online survey to capture a wider audience to receive specific feedback on:

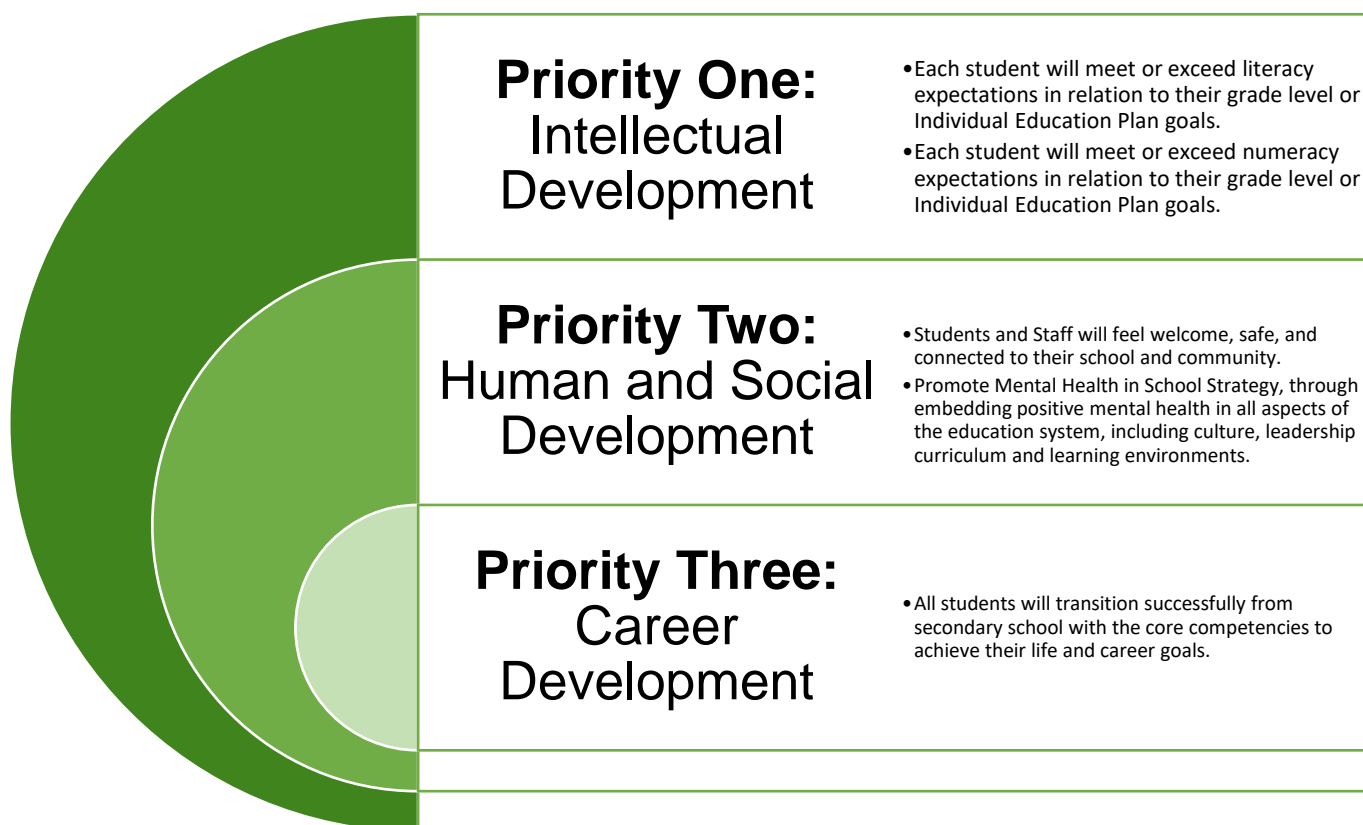
-  What attributes does the school District have that you appreciate most?
-  What attributes do you think the school District is Missing?
-  What does the ideal school District look like?

Results from Engagement Process

This feedback was shared with trustees, district management leaders and schools to assist in the priorities moving forward.

The Indigenous Education Department was also part of the engagement process with the two district Indigenous Education Coordinators, Elders and education Council. After working through Equity in Action, the next step will be to work with schools around an anti-racism action plan that includes the six priority areas of action (community voice, removing barriers, raising awareness, collaborative change, capacity building and school support).

Adjustment and Adaptations: Next Steps







Priority 1: Intellectual Development

To develop students’ ability to analyze critically, reason and think independently and acquire knowledge from a culturally appropriate lens; to develop a lifelong appreciation of learning and curiosity about the world around them.

Goal 1: Each student will meet or exceed literacy expectations in relation to their grade level or Individual Education Plan goals.

Goal 2: Each student will meet or exceed numeracy expectations in relation to their grade level or Individual Education Plan goals.

Strategies:

-  Improve foundational literacy skills at the primary level.
-  Establish a district-wide numeracy assessment.
-  Develop and implement a K-12 numeracy plan.
-  Develop a district-wide professional learning strategy focused on Literacy and Numeracy.

Priority 2: Human and Social Development







To develop students' ability to foster positive relationships while developing the whole student to be a socially responsible citizen who respects the diversity of all people and the rights of others.

Goal 1: Students and Staff will feel welcome, safe, and connected to their school and community.

Goal 2: Promote Mental Health in Schools' Strategy, through embedding positive mental health in all aspects of the education system, including culture, leadership curriculum and learning environments.

Strategies:

-  Improve the quality of students feeling welcome, safe, and connected to the school and community.
-  Improve the percentage of students who feel there are two or more adults in their school who care about them.
-  Focus on barriers to equity with our Indigenous, Children/Youth in Care and students with Disabilities/Diverse Abilities.
-  Develop a K-12 plan for ensuring students feel safe, welcome and connected to their school and community.






Priority 3: Career Development



To develop the confidence and competencies to prepare students for their career and occupational objectives; to assist in the development of effective work habits and flexibility to deal with an ever-changing workplace and society.




Goal: All students will transition successfully from secondary school with the core competencies to achieve their life and career goals.

Strategies:

-  Develop a grade-to-grade transition plan to support students in obtaining a Dogwood certificate.
-  Offer flexible programs across the District.
-  Expand the Elders in Residence program throughout the District.
-  Continue student success meetings for grades 9-12 ʔaq'am and Yaqit ʔa·knuqti'it students.
-  Remove barriers to allow fulsome grade to grade conversations with District Indigenous partners.

Alignment for Successful Implementation

See the aligned operational goals of the Finance, Human Resources, and Information Technology departments here.

	<u>Finance, Operations and Transportation</u> The District operates on a budget of approximately \$86 million dollars annually. The utilization of these funds are prioritized to ensure equity and transparency.
	<u>Human Resources</u> Human Resources aligns with the Framework through equity and inclusion and prioritizing success for each learner.
	<u>Technology to Support Student Learning</u> The District technology plan aligns with the Framework through focusing on all aspects of educational technology.

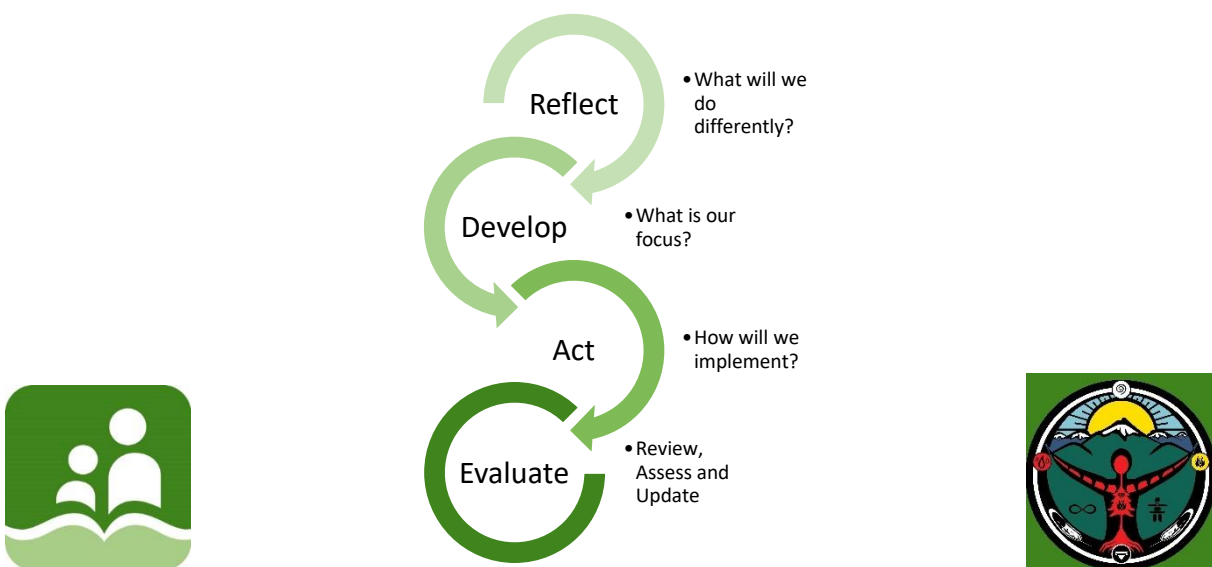


Figure 1 - Continuous Improvement Cycle

School Growth Plans

Schools will work with their school communities to choose an improvement goal of either literacy or numeracy dependent on their data and focus area. These will be available on the [website](#).

Conclusion

The District is in year three of the Framework for Enhancing Student Learning. The District strategies have been modified to be more inclusive. As a commitment to continuous improvement, the District has moved toward greater alignment of District and school growth plans. The District will also be developing a new Strategic Plan this fall.

Stakeholder engagement was a focus in 2022-2023, providing multiple opportunities for community, partners, students and staff to engage. We are certainly keenly aware that the data shows that priority groups (Indigenous, Students with Disabilities/Diverse Abilities and Children/Youth in Care) are below the provincial and district average, and we will continue to work to narrow this achievement gap. The long-standing Elders in Residence program is being expanded; however, our Equity in Action work shows that there is a need to address the pedagogy and the underlying biases to be able to dismantle systemic racism and inequity in our system.

In conclusion, if we shift the efforts of the District to effectively impact those who need it most and to include student voice by focusing on our most vulnerable, we should experience positive gains.

We use the term 'our' when referencing students not from the colonial lens of possession but as valued members belonging in our school communities where we have a collective responsibility to ensure that the needs of all students are being met from a place of understanding, caring and compassion which includes decolonization and a commitment to Truth and Reconciliation and the 94 Calls to Action.