



Enhancing Student Learning Report 2022-2023

**In Review of Board of Education of School District
No. 59 (PRS) Strategic Plan 2020-2024
(Year 3 of 4)**





District Context

School District No. 59 (Peace River South) is located in northeastern British Columbia, and consists of Dawson Creek, Chetwynd, Tumbler Ridge, and Pouce Coupe municipalities along with rural areas spanning from the BC/Alberta border north to the Peace River and west to the Pine Pass. The district has approximately 3600 students, of which 1135 identify as being Indigenous. The district works closely with Sauleau First Nations and West Moberly First Nations, our strong Metis community, and our urban Indigenous population from First Nations across Canada.

In 2020-21, student learning was impacted by a number of factors that created many challenges for the district, the most significant being the pandemic. More challenges were faced in 2021-22 due to the pandemic than compared to the first year of the pandemic.

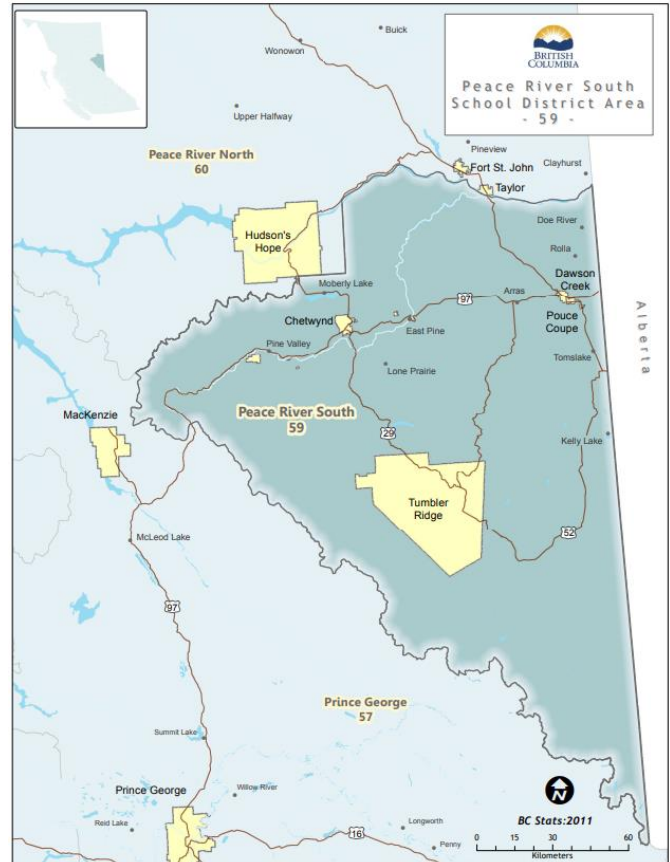
The district started the year with many unfilled positions due to recruitment issues in the north. We hired our largest number of uncertified teachers to date to fill classroom teacher roles. As the year progressed, the district had many situations where positions were posted and due to the shortage of teachers and teachers on call, the leaves were not filled. This meant there were rotating substitute teachers (who are also not certified) or the principal was called away from their position to take over the teaching of those classrooms.

There were also many Educational Assistant positions that went unfilled throughout the year, this included positions in the Indigenous Education Department. Positions were posted all year with no applications submitted.

Other data that made our strive for equity challenging was student attendance due to the pandemic. On average, **23.93%** of the student population was absent on any given day; mathematically, that means **866** students were not in our schools on any regular school day. This data is even more significant when you factor in non-bus days which typically sees a substantial decrease in the student population across the district. At certain times throughout the year, our student absentee rate topped 35%.

Layering the student absence data on top of the staffing challenges the district faced, (an average of 25 to 30% of our workforce was also away on any given day), the district was constantly being creative to keep schools and classrooms open. The district often did not have TTOC's, TOC's or casual employees to cover the number of vacant positions that were open on a daily basis. These challenges layered together made it hard to have successes and gains consistently through the year.

The district is trying many strategies to overcome some of the recruitment and retention challenges that continually face our district year after year. While the district has had uncertified teachers in the past, the ratio has increased in recent years. Increasing student attendance will be a focus in the coming year that will encompass strategies that involve connecting with families and students to determine barriers and obstacles that are keeping students from attending school.





Current Strategic Plan Priorities

The Board of Education of School District No.59 (PRS) is guided by practices that challenge all to learn, work and lead together in equitable and effective ways. The Board values inclusion, equity, effective communication, and positive culture within school communities that focus on student learning. We look forward to advancing our plan to ensure the success of each learner in School District No.59 (PRS).



The three areas of focus for the 2020-2024 Strategic Plan are:

1. Equity
2. Foundational Skills and Core Competencies
3. Sustainable Use of Resources

District Successes

As a result of the Strategic Plan engagement, five key areas of strength in the district were highlighted:

- opportunities for professional development and building capacity
- strong foundational skills in primary literacy
- strong Indigenous Education program striving for equity
- access and availability of supports and resources that allow for differentiation and inclusion
- strong new teacher mentorship program, a leadership academy, and growth in creating a framework for Kindergarten to grade 3 numeracy (which has been implemented and will impact future student achievement in numeracy)

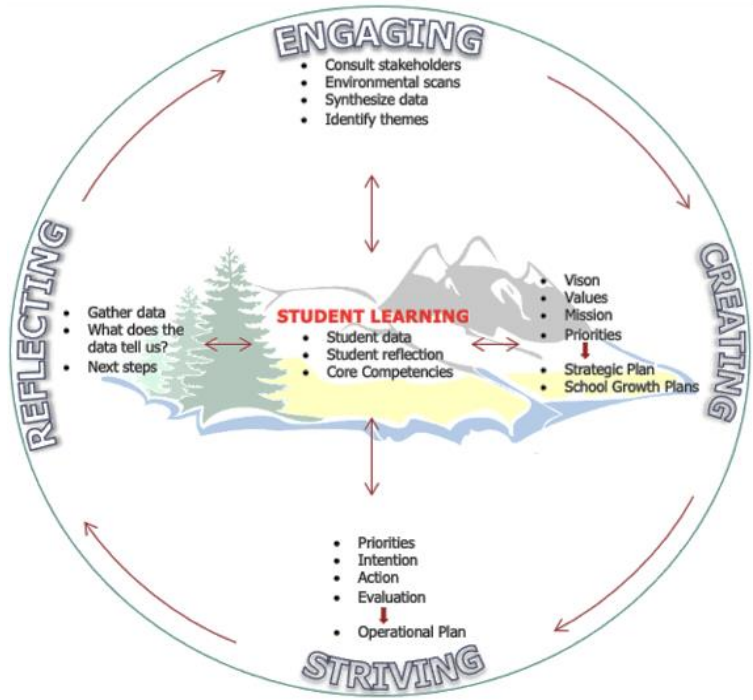
While not focused on as much in this report, the district also had success within Priority 3 – Sustainable Use of Resources. In 2021-22 the following goals were addressed: completed our technology inventory of the district, completed a capacity review of each school, created a Long-Range Facility Plan, continued to plan for infrastructure needs in buildings that are over capacity, and created a multi-year expenditure plan that supports the Strategic Plan and the framework for Enhancing Student Learning. The third cohort of the 18-month leadership program also successfully completed their journey.



Strategic Engagement

To create the Strategic Plan, an environmental scan was done with all employees in the district that allowed them to share their voice in the process. Both Indigenous Education Advisory Councils were included, DPAC, the Board of Education and the principal and vice-principal groups participated as well. In these meetings strength, weaknesses, opportunities, and challenges to learning in SD 59 were voiced and recorded. Themes were then identified, and they become priorities.

Each year, both Indigenous Education Advisory Councils in Chetwynd and Dawson Creek, meet with all principals and coach mentors to look at each school’s data for Indigenous students. With a council member, each school then creates a goal they have identified to work on; each school presents their data back to the council in May of that school year. The goals are linked to the Enhancement Agreement goals. The district has been using this cycle for the last 8 years and it is effective in building relationships of trust and creating change within each school.



Each year, as soon as the Ministry of Education and Child Care produces that year’s “Aboriginal Education – How Are We Doing Report,” it is shared with the Board of Education, the principals and vice-principals, both Indigenous Education advisory councils, and the Indigenous Education department. Principals also use this data, when working with staff to create their school growth plans.

Student Performance Data Analysis & Interpretation

Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

As you can see in the following graphs, we have had a substantial drop in our Grade 4 FSA results, which are currently our grade 5’s. We will use a response to intervention approach through our intermediate literacy Professional Learning Community (PLC), and our Learning Resource teachers to address what gaps the current grade 5’s have that are affecting their reading. Assessment will be done on sight words, fluency and comprehension to provide the right intervention.



Foundation Skills Assessment (FSA) Literacy/Reading - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

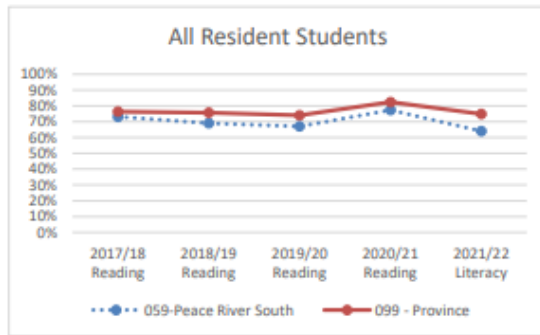


Figure 1: FSA Grade 4 Literacy/Reading - All Resident Students

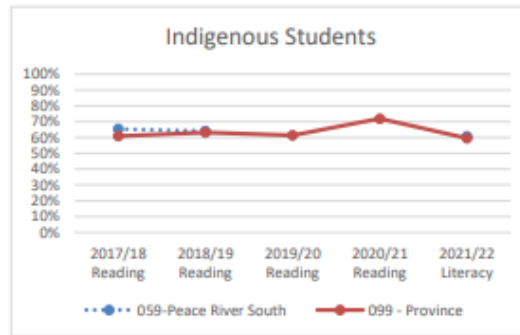


Figure 2: FSA Grade 4 Literacy/Reading - Indigenous Students

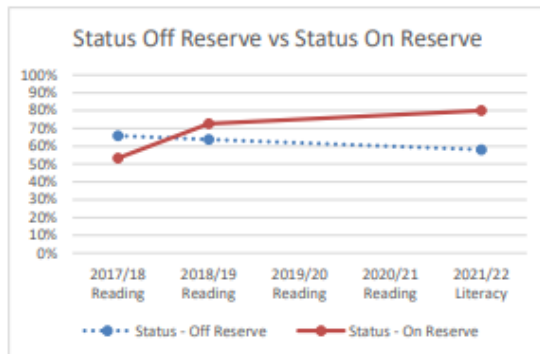


Figure 3: FSA Grade 4 Literacy/Reading - Status - Off Reserve and Status - On Reserve

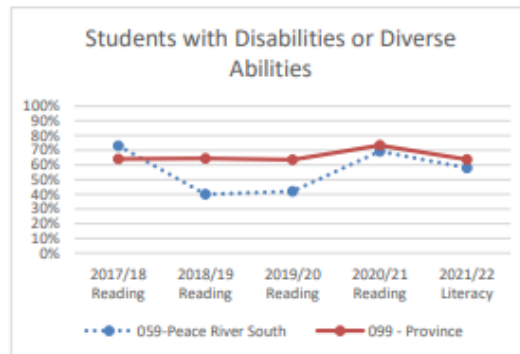


Figure 4: FSA Grade 4 Literacy/Reading - Students with Disabilities or Diverse Abilities

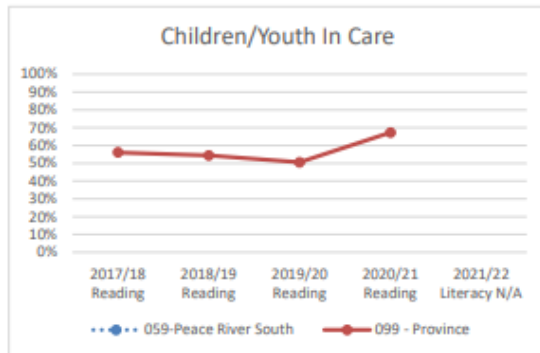


Figure 5: FSA Grade 4 Literacy/Reading - Children/Youth In Care



Foundation Skills Assessment (FSA) Literacy/Reading - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

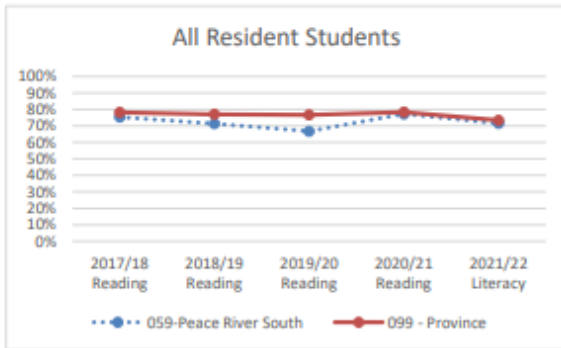


Figure 6: FSA Grade 7 Literacy/Reading - All Resident Students

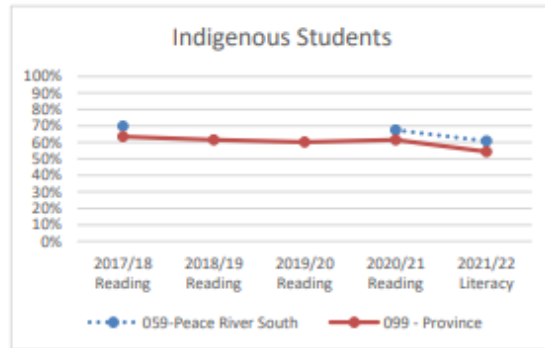


Figure 7: FSA Grade 7 Literacy/Reading - Indigenous Students

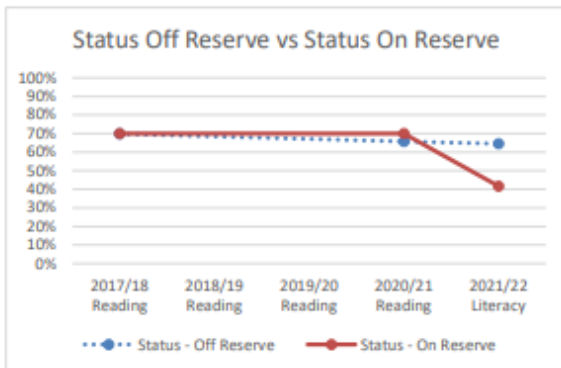


Figure 8: FSA Grade 7 Literacy/Reading - Status - Off Reserve and Status - On Reserve

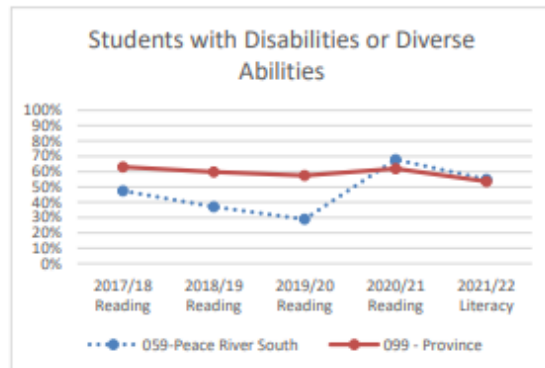


Figure 9: FSA Grade 7 Literacy/Reading - Students with Disabilities or Diverse Abilities

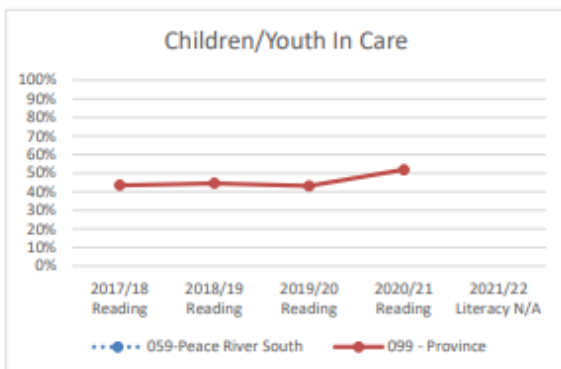


Figure 10: FSA Grade 7 Literacy/Reading - Children/Youth In Care



Foundation Skills Assessment (FSA) Literacy/Reading - Grade 4

(Percentage of Literacy/Reading selected response questions that students in grade 4 answered correctly)

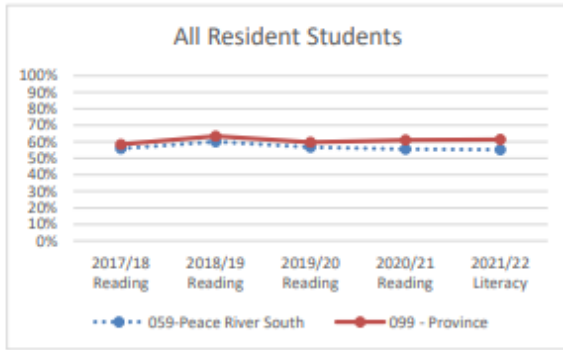


Figure 11: FSA Grade 4 Reading - All Resident Students

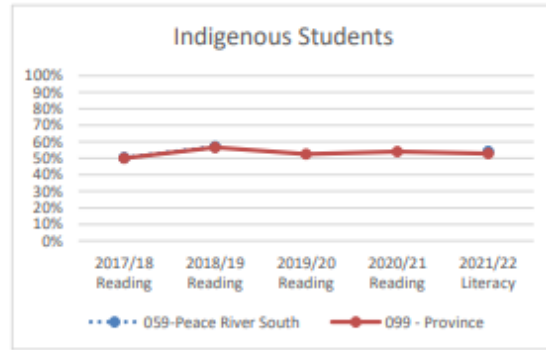


Figure 12: FSA Grade 4 Reading - Indigenous Students

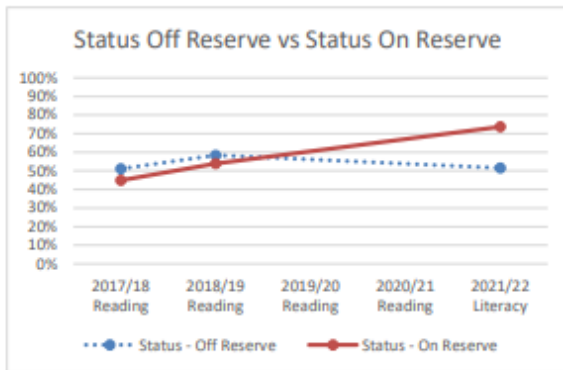


Figure 13: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

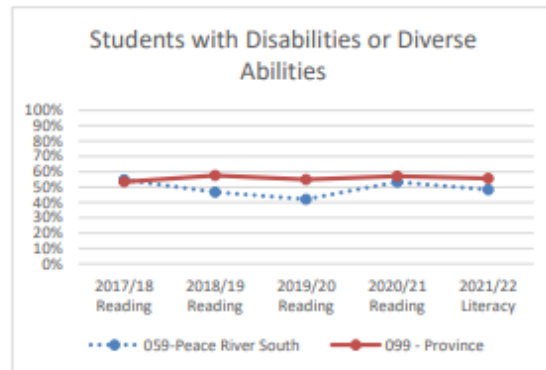


Figure 14: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

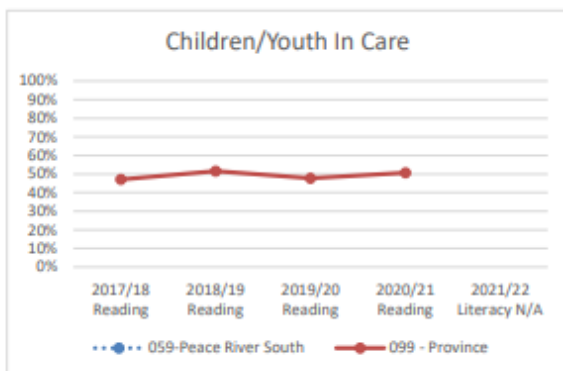


Figure 15: FSA Grade 4 Reading - Children/Youth In Care



Foundation Skills Assessment (FSA) Literacy/Reading - Grade 7

(Percentage of Literacy/Reading selected response questions that students in grade 7 answered correctly)

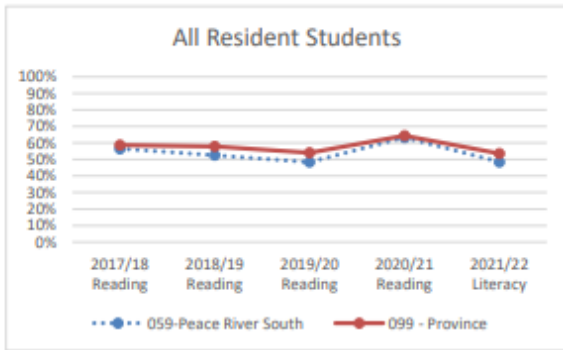


Figure 16: FSA Grade 7 Reading - All Resident Students

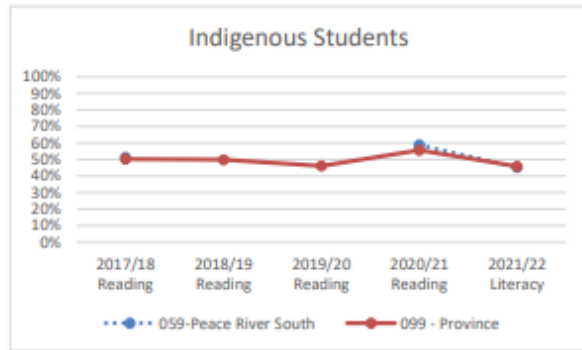


Figure 17: FSA Grade 7 Reading - Indigenous Students

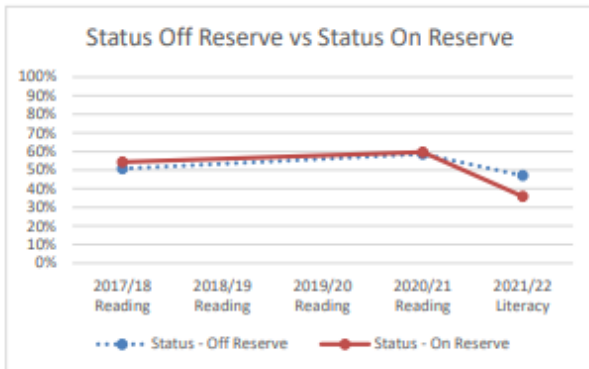


Figure 18: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

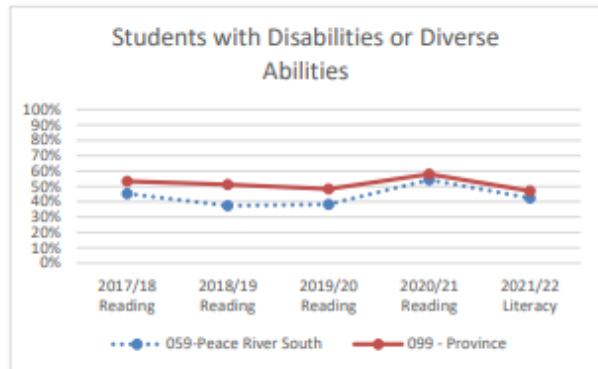


Figure 19: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

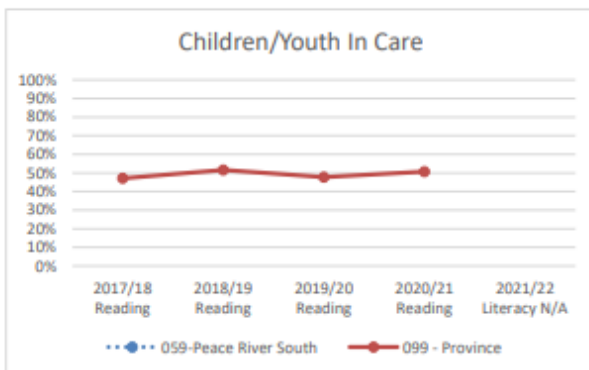
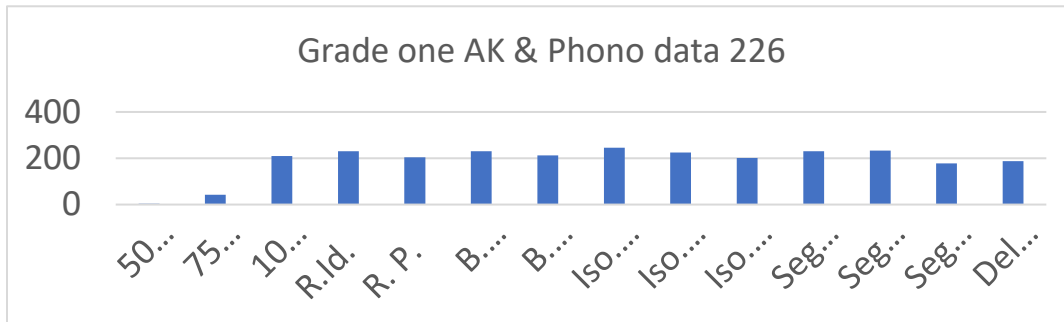
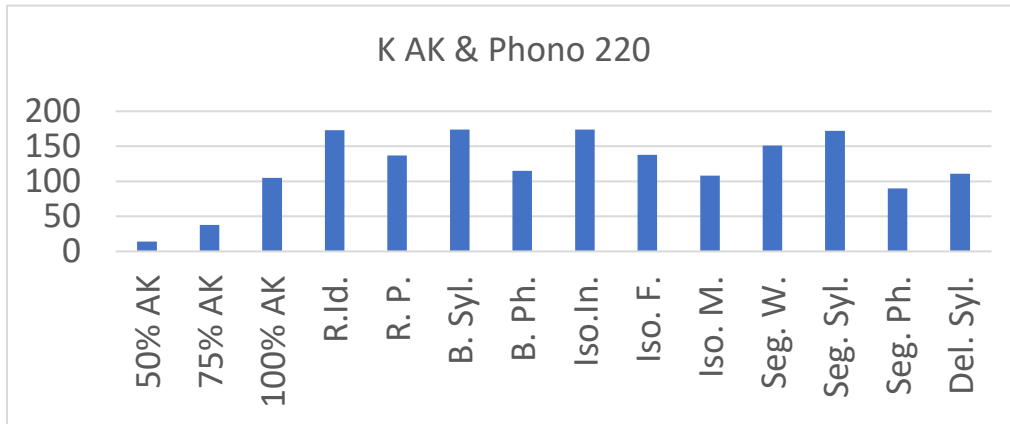


Figure 20: Grade 7 Reading - Children/Youth In Care

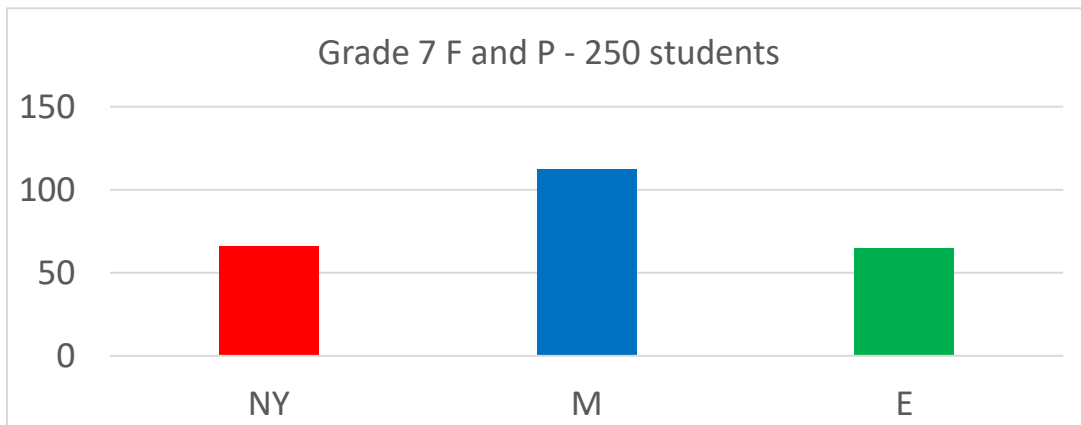
Decreases were identified in every area last year, except for the Grade 7 FSA's. They continue to be in-line with provincial results. The rest of our data seems to correlate with our absence data of last year where 20 to 30% of the student population was absent each day. The district is re-engaging with teachers through our district primary and intermediate literacy programs. The data will be reviewed through a response to intervention approach to determine what intervention struggling reader's need, and then provide strategies to close those skill-based gaps. However, with our in-district data for Kindergarten to grade 3, the district is still on track with previous years.



From Kindergarten to grade 3, data is collected on alphabet knowledge (knowing each letter four ways) and phonological/phonemic awareness skills which are the foundational skills for literacy. The district wide data is presented below.



Another highlight is our in district grade 7 Fountas and Pinnell scores for students meeting or exceeding at grade level as shown below.





Measure 1.2: Grade 10 Literacy Expectations

Graduation Assessment - Literacy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Literacy 10 Assessment)

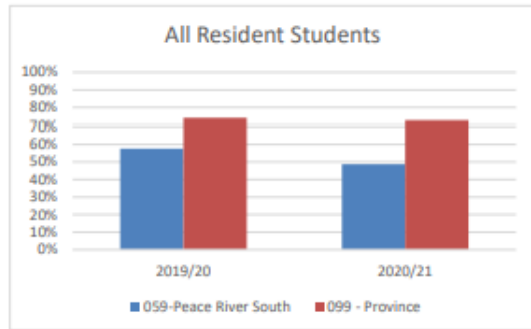


Figure 21: Graduation Assessment Grade 10 Literacy - All Resident Students

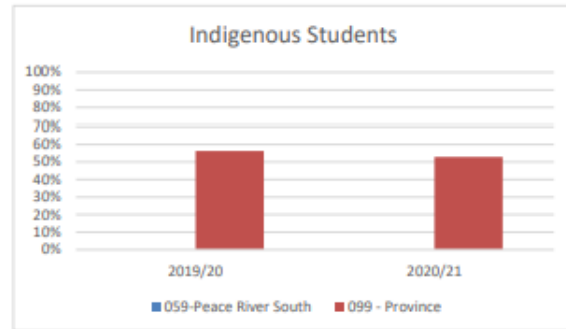


Figure 22: Graduation Assessment Grade 10 Literacy - Indigenous Students

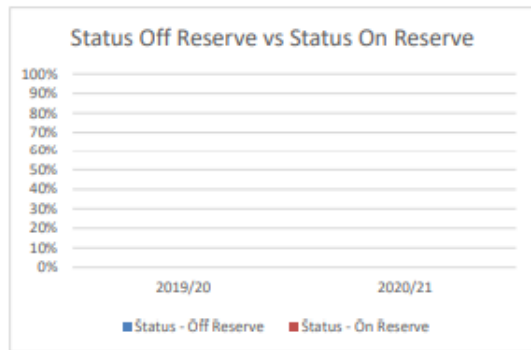


Figure 23: Graduation Assessment Grade 10 Literacy - Status - Off Reserve and Status - On Reserve

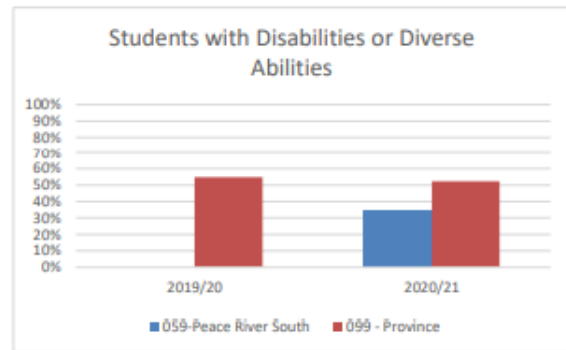


Figure 24: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

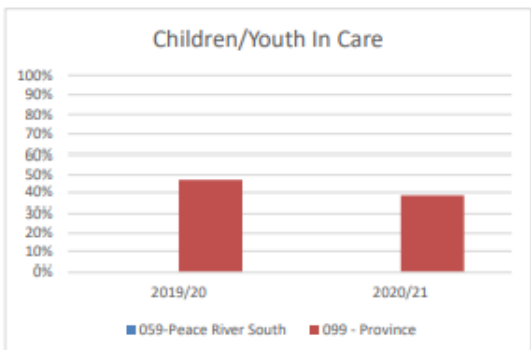


Figure 25: Graduation Assessment Grade 10 Literacy - Children/Youth In Care

For this assessment we would like to see an increase in achievement. Our Learning Resource teachers will work with each high schools' English departments to identify areas that need to be addressed, and to analyze the data to find out what story it is telling. Appropriate interventions will be put in place based on the findings. The district will also be looking at the number of times students have to write the grade 10 literacy assessment and what is happening in-between those times to address any gaps students have.



Educational Outcome 2: Numeracy

Based on our data, numeracy is an area we must continue to work on improving. While the grade 7 students had slight gains, the grade 4's had their lowest on track score in a five-year trend.

Last year, a K-3 Primary Numeracy project was created and piloted on a small group of students in select schools. This year it will expand to all schools. This program is based on the foundational numeracy skills students need to know. Through formative assessment, when a skill is missing there will be a game type intervention to help students close that gap, to further have success in Numeracy.

Last year the district also created a SNAP 8/9 assessment tool that will be introduced to teachers in September. This tool will assist teachers in working with their students on number sense and operations at the middle years level. In the spring of 2023, the first round of data from this group will be collected to establish a baseline at the grade 8 and 9 level. The district is expecting achievement will be shown on the grade 10 numeracy assessment in the next 2 to five years.

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Foundation Skills Assessment (FSA) Numeracy - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

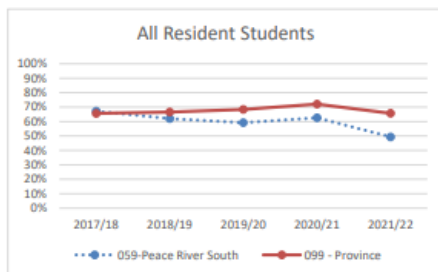


Figure 26: FSA Grade 4 Numeracy - All Resident Students

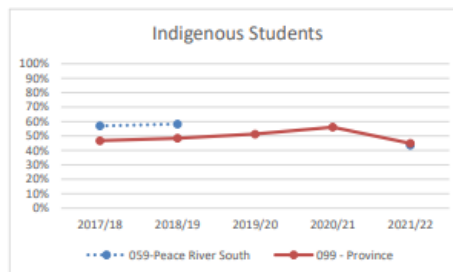


Figure 27: FSA Grade 4 Numeracy - Indigenous Students

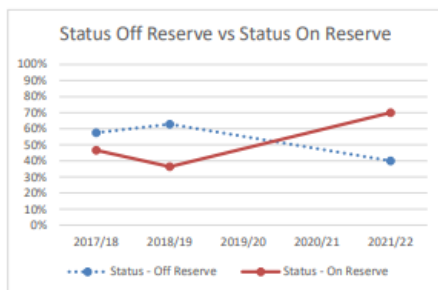


Figure 28: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve

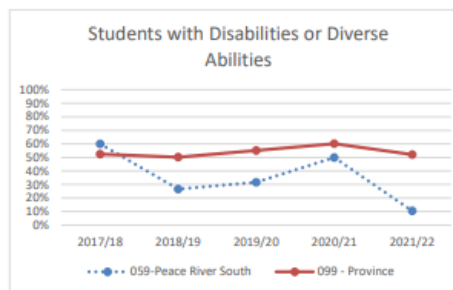


Figure 29: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

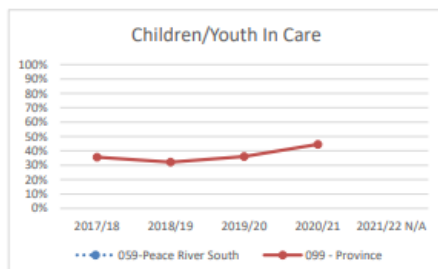


Figure 30: FSA Grade 4 Numeracy - Children/Youth In Care



Foundation Skills Assessment (FSA) Numeracy - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

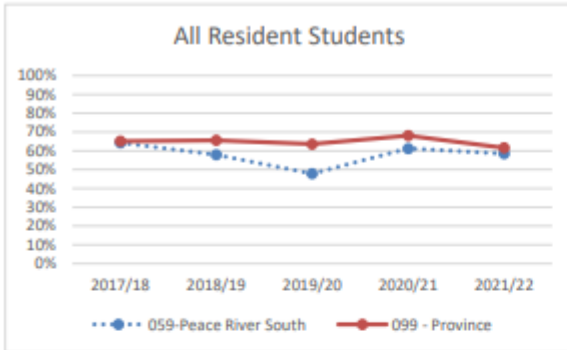


Figure 31: FSA Grade 7 Numeracy - All Resident Students

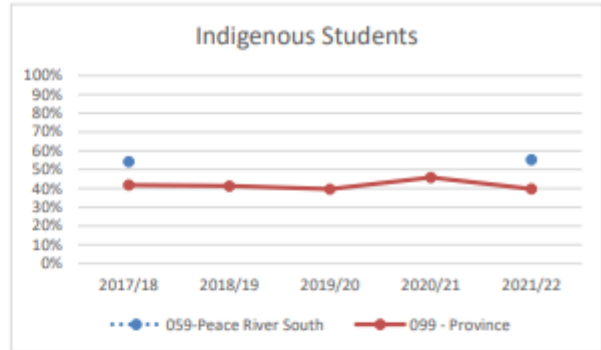


Figure 32: FSA Grade 7 Numeracy - Indigenous Students

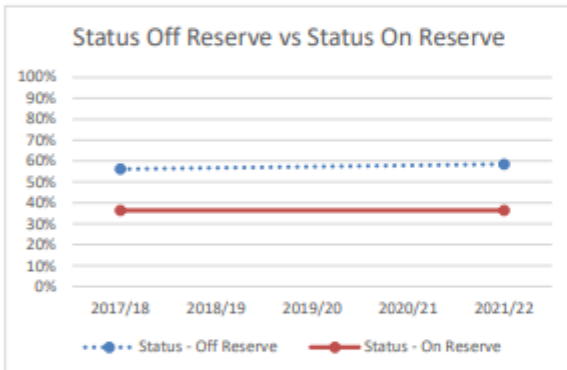


Figure 33: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

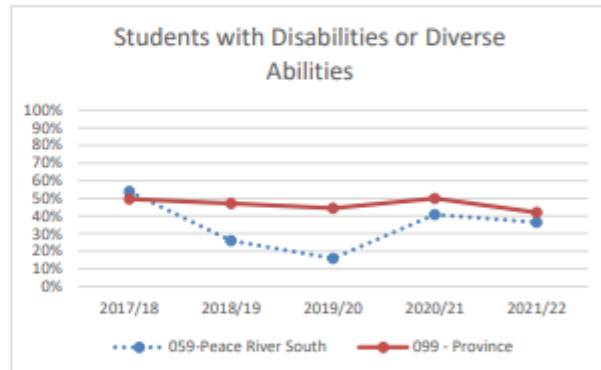


Figure 34: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

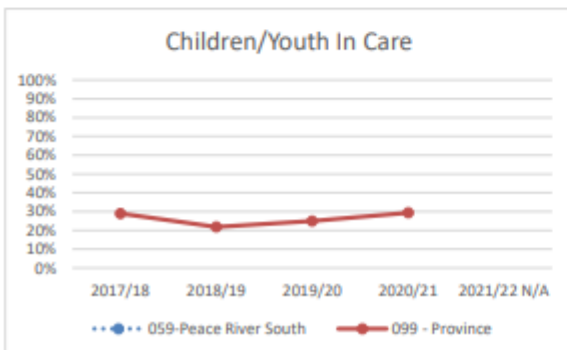


Figure 35: FSA Grade 7 Numeracy - Children/Youth In Care

In 2021-22, the district had small gains in numeracy at the grade 7 level. Over the last two years, the SNAP assessment was adapted to become more of a formative tool to help guide instruction. The district believes to see more significant increases in numeracy over the next 3 to 5 years.

The district is aware that more work still needs to be done at the grade 4/5 level to determine what skills students are lacking that attributes to declining scores on the Foundational Skills Assessment.



Measure 2.2: Grade 10 Numeracy Expectations

Graduation Assessment - Numeracy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Numeracy 10 Assessment)

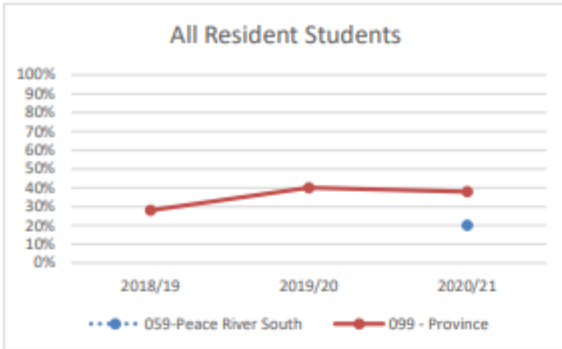


Figure 36: Graduation Assessment Grade 10 Numeracy - All Resident Students

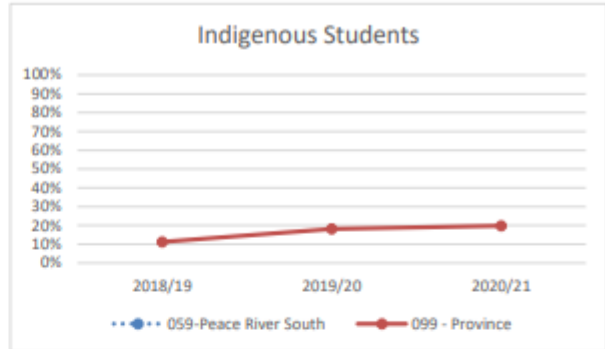


Figure 37: Graduation Assessment Grade 10 Numeracy - Indigenous Students

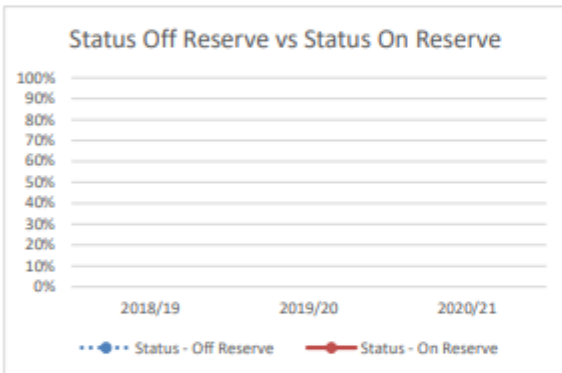


Figure 38: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve

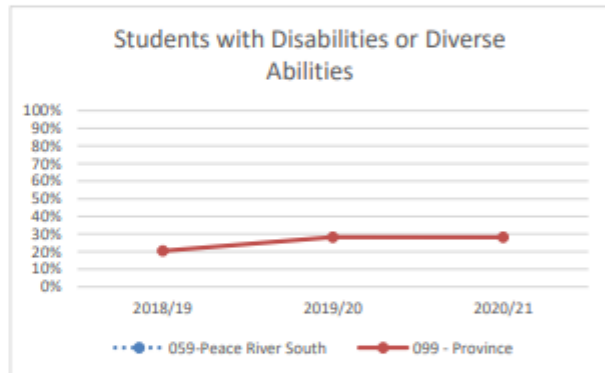


Figure 39: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

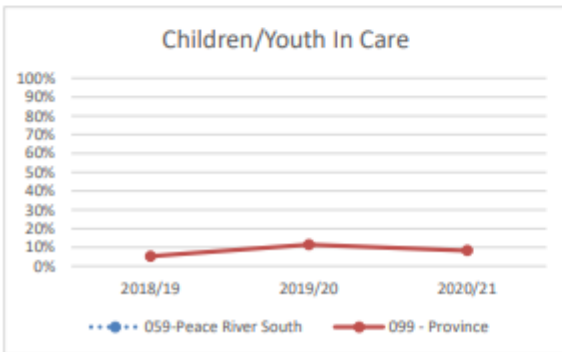


Figure 40: Graduation Assessment Grade 10 Numeracy - Children/Youth In Care

In this area our data is masked, and/or significantly below the province. We are anticipating that our collection of SNAP data in grades 8 and 9 this year will provide information to determine what specific skills need to be taught in a response to intervention model so that more students are having success on the Numeracy 10 assessment.



Measure 2.3: Grade to Grade Transitions

Grade to Grade Transition - Grade 10

(Portion of Grade 10 resident students who made the transition to Grade 11 in the next school year)

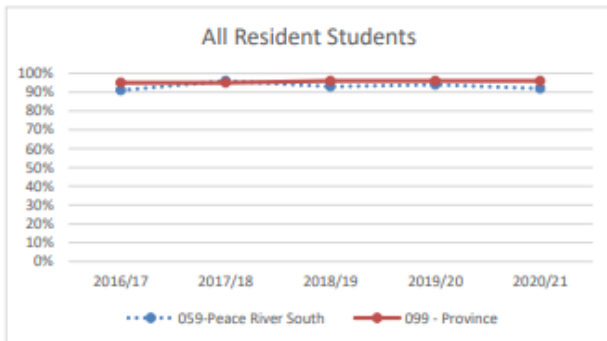


Figure 41: Transition Grade 10 to 11 - All Resident Students

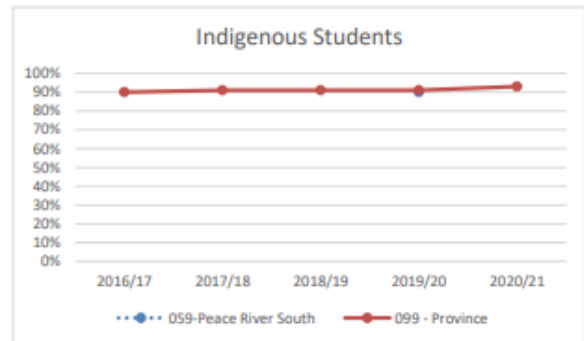


Figure 42: Transition Grade 10 to 11 - Indigenous Students

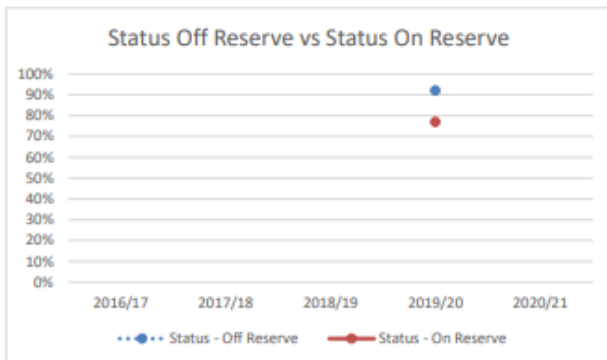


Figure 43: Transition Grade 10 to 11 - Status - Off Reserve and Status - On Reserve

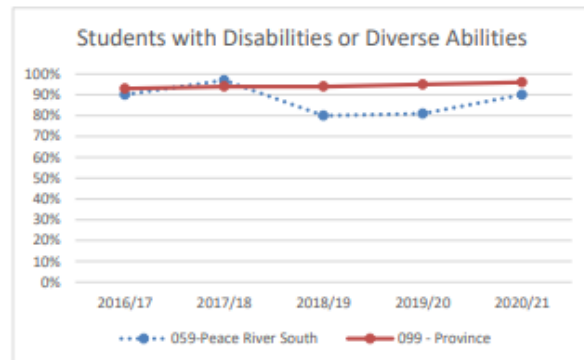


Figure 44: Transition Grade 10 to 11 - Students with Disabilities or Diverse Abilities

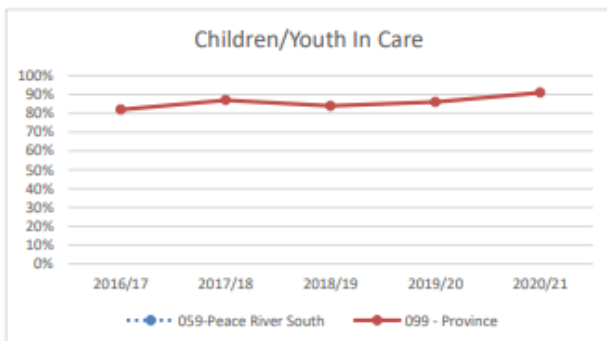


Figure 45: Transition Grade 10 to 11 - Children/Youth In Care



Grade to Grade Transition - Grade 11

(Portion of Grade 11 resident students who made the transition to Grade 12 in the next school year)

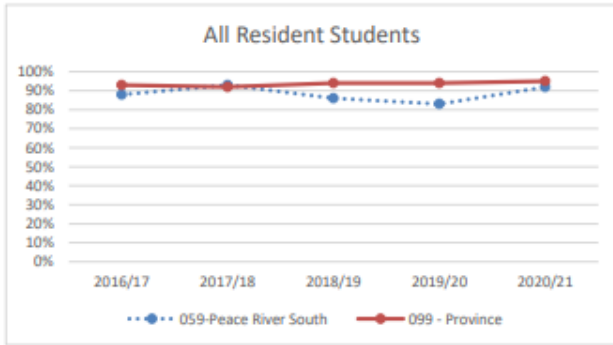


Figure 46: Transition Grade 11 to 12 - All Resident Students

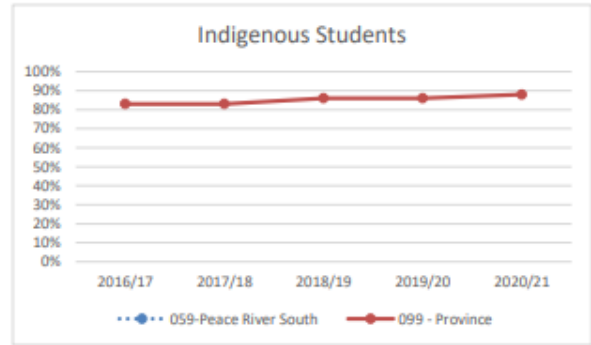


Figure 47: Transition Grade 11 to 12 - Indigenous Students

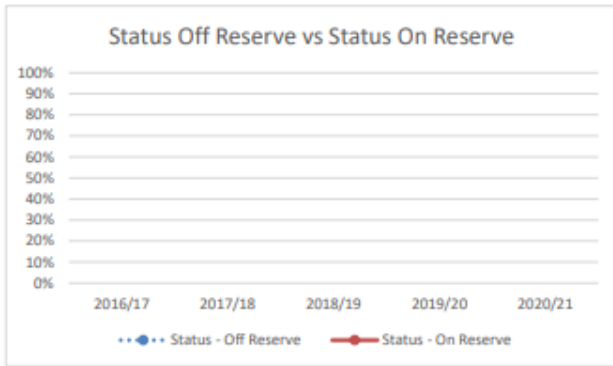


Figure 48: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

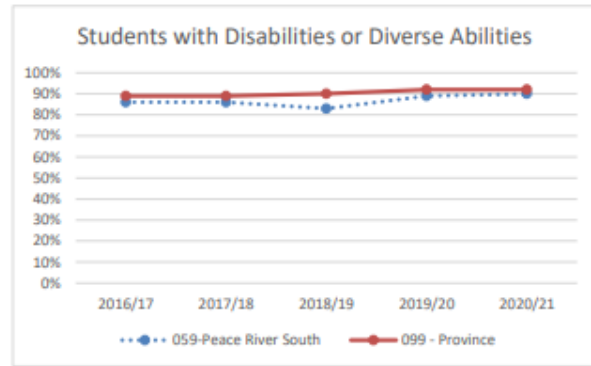


Figure 49: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

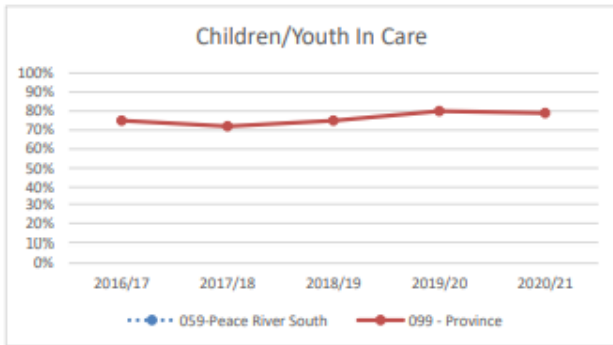


Figure 50: Transition Grade 11 to 12 - Children/Youth In Care

There is relative consistency across the grades for transitions from grade-to-grade for students in grades 1 through grade 8 with regular transitions in the mid-90s% to high 90s%. Percentages less than 100% often represent students who have left the district.

The grade-to-grade regular transitions in grades 9, 10 and 11 dropped slightly below this average:

- Grade 9s - 90%,
- Grade 10s - 88%
- Grade 11s - 86%

In addition, the transition rate for grades 8-10 are trending downwards.



The district will look at specific transition planning for these grades through School-Based Teams and by specific intentional planning for students transitioning between schools, especially in the transition to high school. Within the grade-to-grade transitions, the district needs to continue to focus on supporting our Indigenous students by working with them to set meaningful academic goals, collaborating with classroom teachers to create class profiles and through building relationships so each student can identify a minimum two adults in school who care about them. In addition, when a grade-to-grade transition involves changing schools, the district will work to establish connections between students and adults in the next building through specific transition planning.

Human and Social Development

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

Measure 3.1: Student Sense of Belonging

This is a measure where the district is falling below the provincial average. Although sense of belonging in school is on the decline across the province, our data shows that less than 50% of our students feel a strong sense of belonging in their schools.

Student Learning Survey (SLS) - Feel Welcome

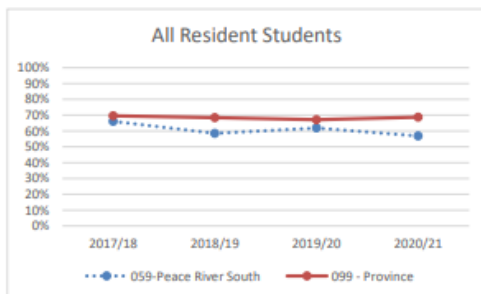


Figure 51: SLS - Feel Welcome - All Resident Students

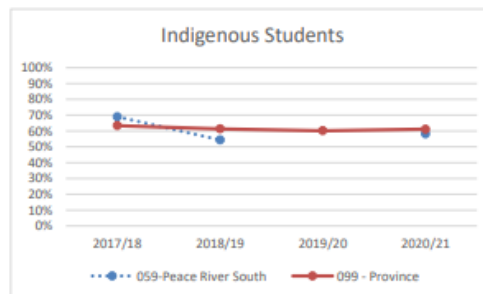


Figure 52: SLS - Feel Welcome - Indigenous Students

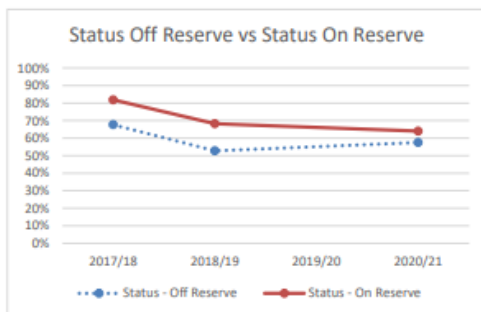


Figure 53: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve

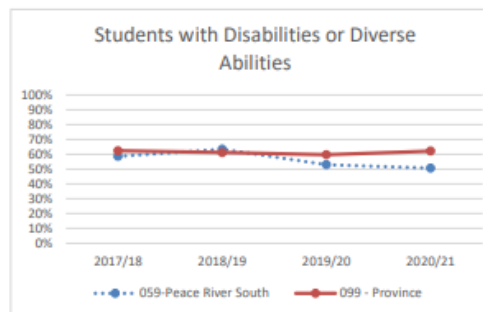


Figure 54: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

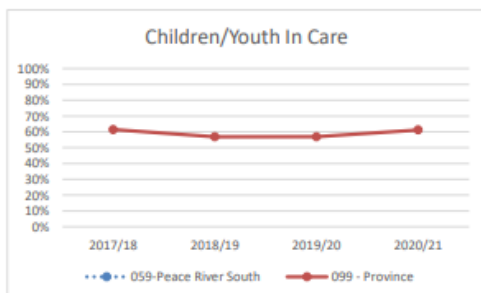


Figure 55: SLS - Feel Welcome - Children/Youth In Care



Student Learning Survey (SLS) - Feel Safe

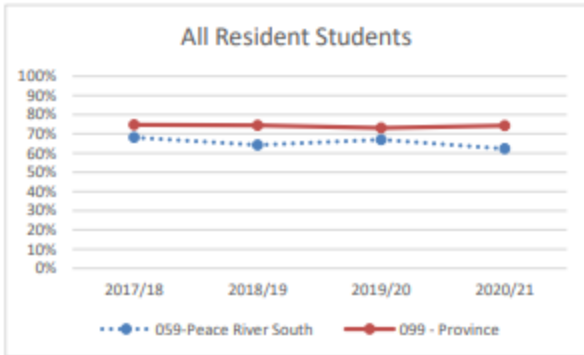


Figure 56: SLS - Feel Safe - All Resident Students

Student Learning Survey (SLS) - School Belong

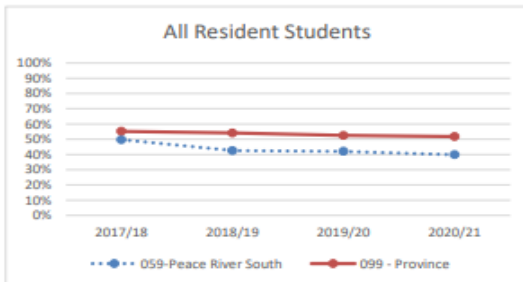


Figure 57: SLS - School Belong - All Resident Students

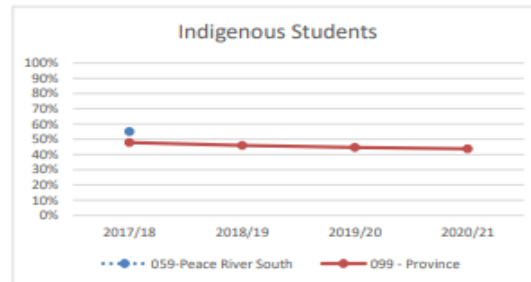


Figure 58: SLS - School Belong - Indigenous Students

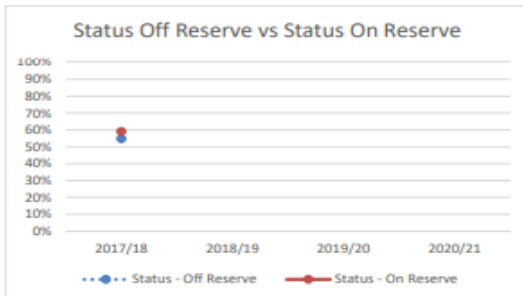


Figure 59: SLS - School Belong - Status - Off Reserve and Status - On Reserve

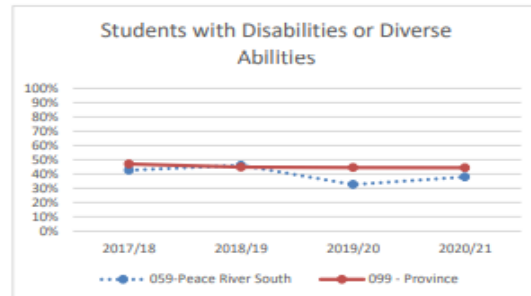


Figure 60: SLS - School Belong - Students with Disabilities or Diverse Abilities

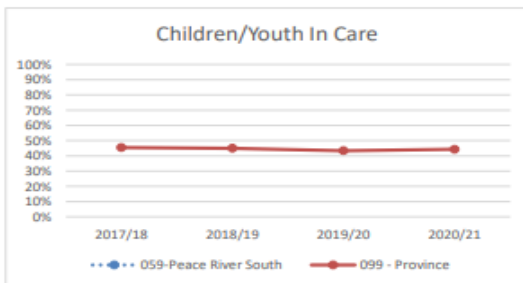


Figure 61: SLS - School Belong - Children/Youth In Care



Measure 3.2: Two or More Adults who Care About Them

Student Learning Survey (SLS) - Adults Care

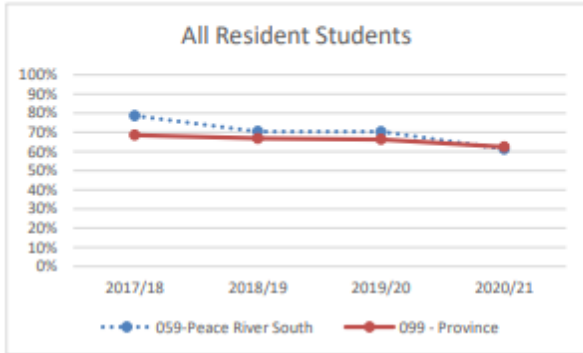


Figure 62: SLS - Adults Care - All Resident Students

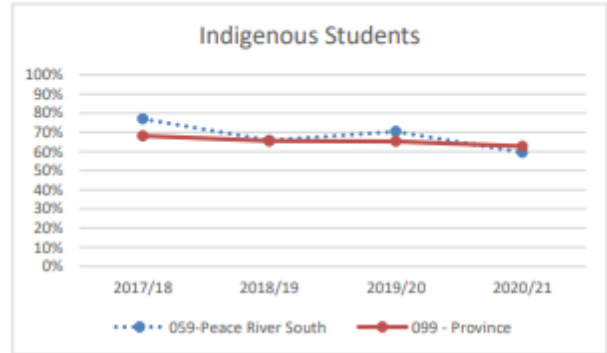


Figure 63: SLS - Adults Care - Indigenous Students

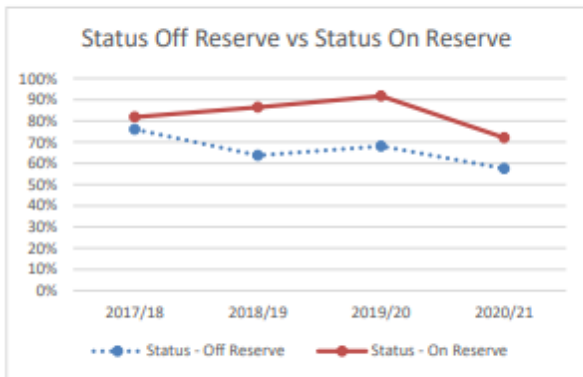


Figure 64: SLS - Adults Care - Status - Off Reserve and Status - On Reserve

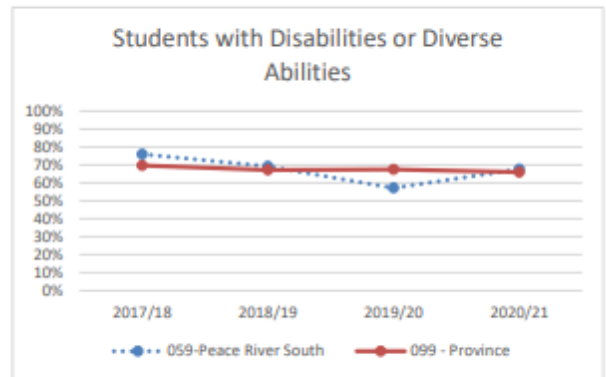


Figure 65: SLS - Adults Care - Students with Disabilities or Diverse Abilities

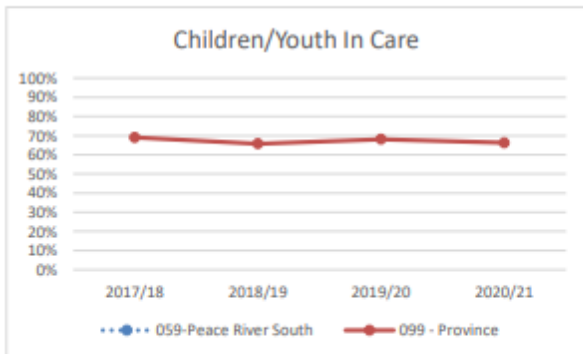


Figure 66: SLS - Adults Care - Children/Youth In Care

The Student Learning Survey question asking students if they have two or more adults who care about them in the school is showing a similar trend to what is being seen provincially. Part of the decline may be due to the frequent staff turnover that is occurring in SD 59. The district has been experiencing a 15 – 20% turnover in teaching staff over the past few years, as well as staff absenteeism (noted above), which may be contributing factors to student’s feelings about adults caring for them.



In 2022-23, the district will be implementing the MDI (Middle Years Development Instrument), and the YDI (Youth Development Instrument) with the intent of gathering more data about these two specific age groups. The MDI will be surveying grade 6 and 8 students, while the YDI focusses on those students in grade 11. Additionally, SD 59 will be taking part in the McCreary 2023 BC Adolescent Health Survey (BC AHS). Again, the district hopes to gather insights into which areas of adolescent health need to be prioritized.

Career Development

Educational Outcome 4: Students Will Graduate

Measure 4.1: Achieved Dogwood Within 5 Years

5 Year Completion Rate

(Portion of students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8, adjusted for Outmigration)

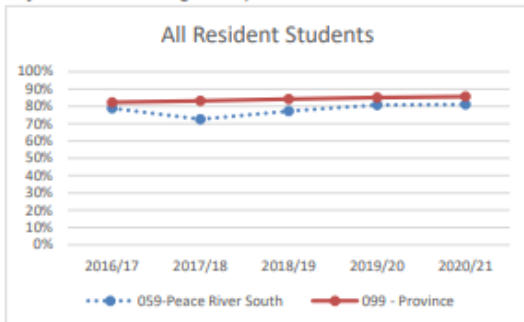


Figure 67: 5 Year Completion Rate - All Resident Students

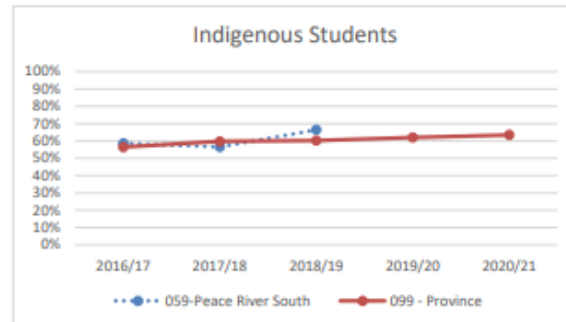


Figure 68: 5 Year Completion Rate - Indigenous Students

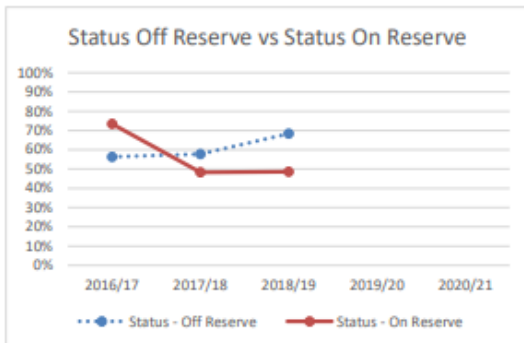


Figure 69: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

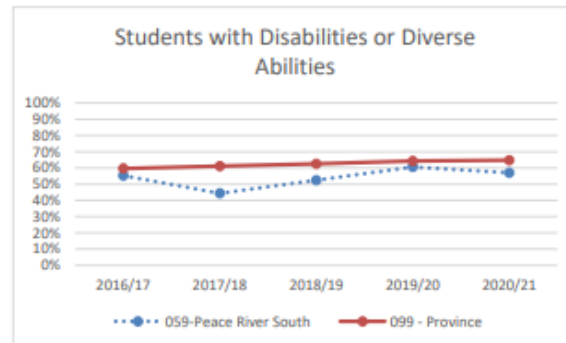


Figure 70: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

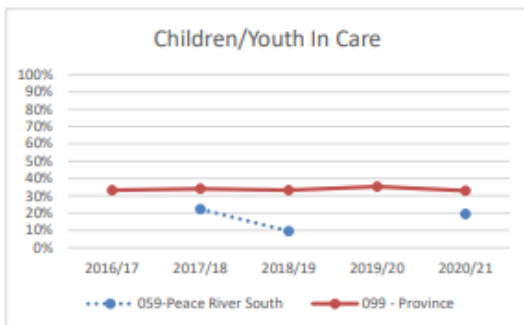
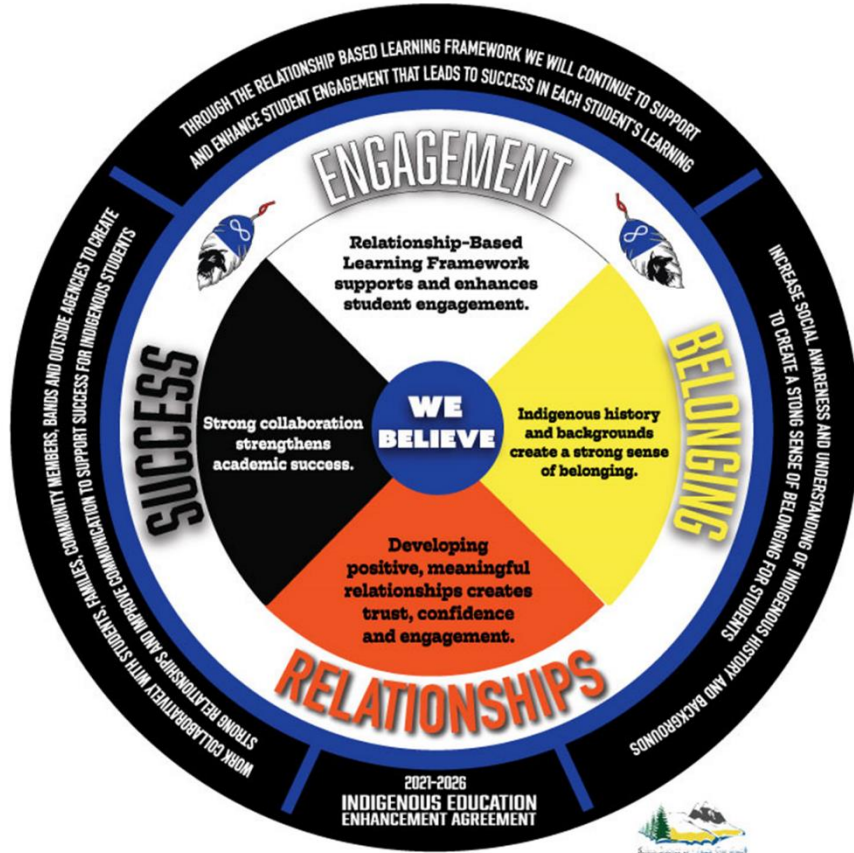


Figure 71: 5 Year Completion Rate - Children/Youth In Care



Framework for Enhancing Student Learning 2021-22 Report

While School District No. 59 (Peace River South) was pleased to see an improvement in the 5-year graduation rate over the previous 3 years, from 73% to 81%, our rates still fall a few points short of the provincial average and did not improve in the 2021-22 school year. The gap between the results for all students and the results for Indigenous students increased in 2021-22, which indicates that the district needs to continue to focus efforts in supporting Indigenous students to graduation. The district has identified that grade and grad coaching for Indigenous students makes a difference in these rates; therefore, the district is committed to continue to support students in this area. Additionally, our improved use of data to identify students at risk of not graduating is allowing for earlier timely interventions. As mentioned above, student absenteeism is having an impact on overall success rates for both Indigenous and non-Indigenous students.





Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Transitioning to Post-Secondary

Post-Secondary Institute (PSI) Immediate Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program in the year following graduation)

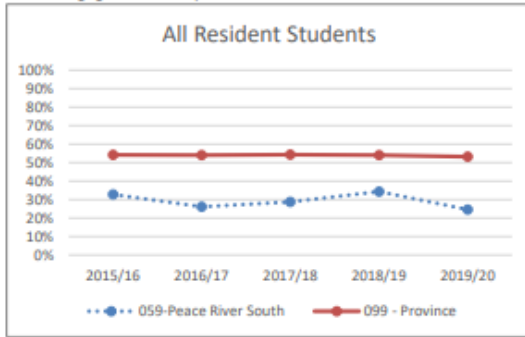


Figure 72: Post-Secondary Institute Transition - All Resident Students

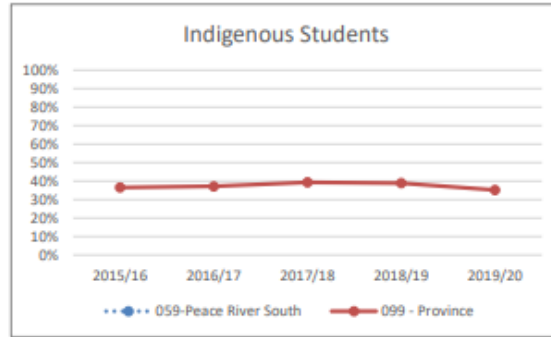


Figure 73: Post-Secondary Institute Transition - Indigenous Students

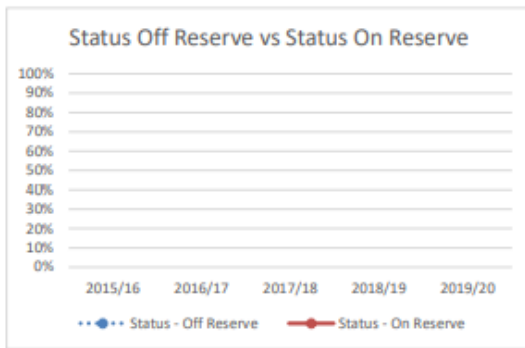


Figure 74: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

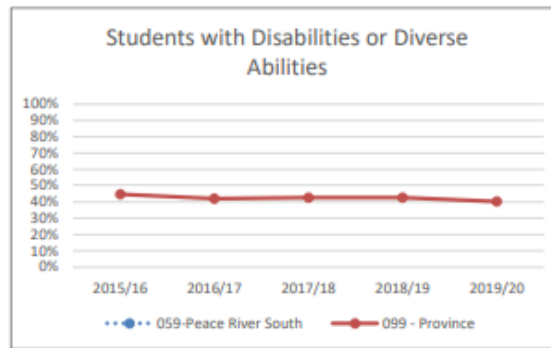


Figure 75: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

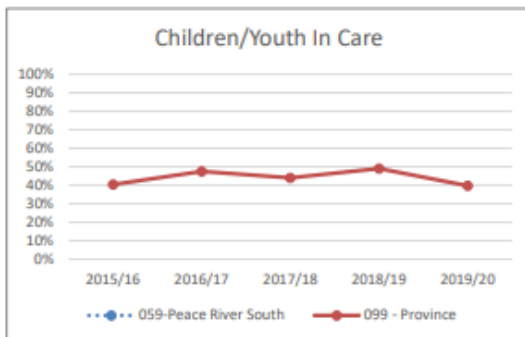


Figure 76: Post-Secondary Institute Transition - Children/Youth In Care



Post-Secondary Institute (PSI) 3 Year Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program within 3 years of graduation)

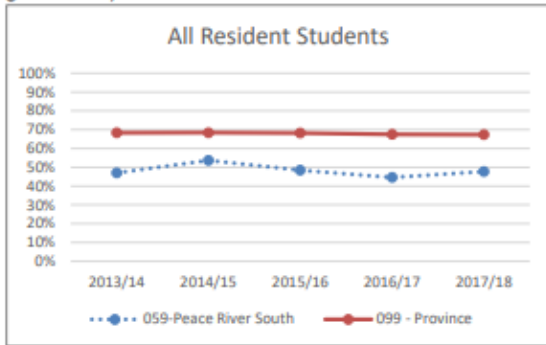


Figure 77: Post-Secondary Institute Transition - All Resident Students

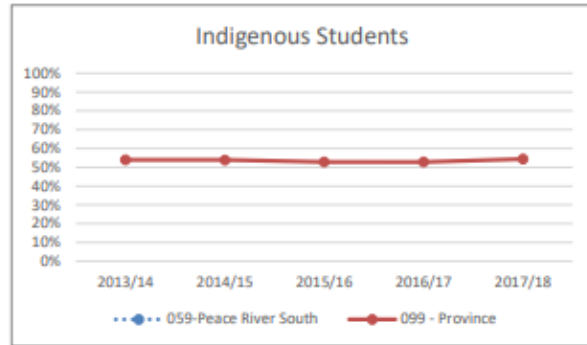


Figure 78: Post-Secondary Institute Transition - Indigenous Students

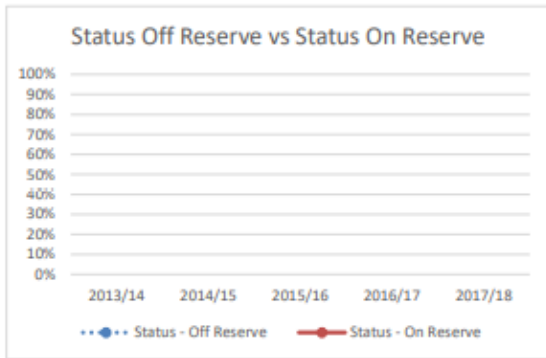


Figure 79: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

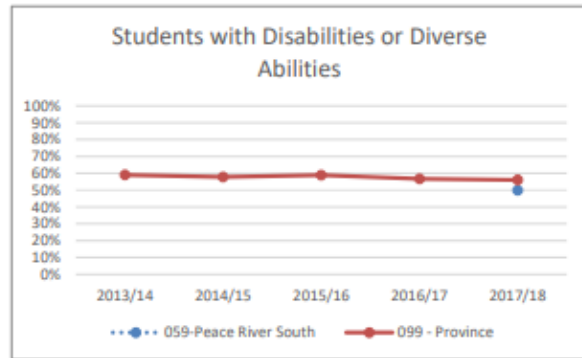


Figure 80: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

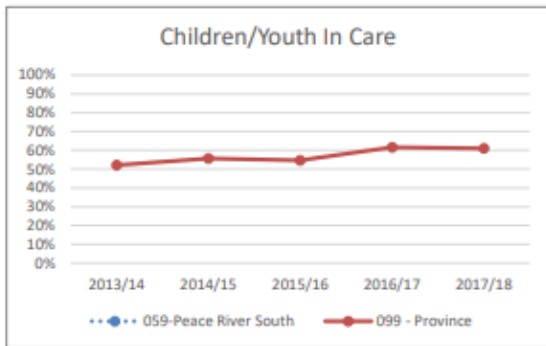


Figure 81: Post-Secondary Institute Transition - Children/Youth In Care

School District No. 59 appears to have a much lower percentage of students transitioning to post-secondary institutions than the provincial average (25% district average versus 54% provincial average transition within 1 year; 48% vs 68% respectively within 3 years). However, SD 59’s close proximity to the Alberta border, the distance from most of the major post-secondary institutions in British Columbia, and anecdotal information suggests that a large number of our students are heading to post-secondary institutions in Alberta. In the transition at the end of the 2021-2022 school year, 40 students were confirmed to have transitioned to post-secondary institutions in Alberta. This puts the transition to post-secondary rate at closer to 45%. Additionally, several students complete dual credit trades and vocational programs with Northern Lights College, while still in their grade 12 year. This is an additional 20 to 30 students each year who transition to post-secondary who may not be counted in the Ministry’s data.



One item to note regarding a dip in the transition rate to post-secondary is that during the COVID-19 pandemic, many post-secondary institutions chose to go online or switch to a hybrid model. For students and for families, the uncertainty over the method of course delivery may have led to a decline in student transitions. Anecdotally, counselors and career education teachers are noticing that there is increased uncertainty in students and more students are reluctant to make career or post-secondary decisions over the last two years.

Existing and/or Emerging Areas of Need

While equity used to be an area of strength for the district, the data is showing that there is an equity gap which the district is relating to recruitment and retention factors and attendance of both students and staff due to the pandemic.

Working with our senior administrative team and our principals and vice-principals, a district wide initiative will be implemented that will focus on connecting with families to help them re-engage with the school system and understand what the barriers they may be facing and to determine how the district can assist in overcoming the identified barriers. This connection should also help address attendance issues. Staffing positions for student outreach have been created to connect with students and families to goal set and plan on re-connecting to school.

Children and Youth in Care (CYIC)

When reflecting on the data for the different measures in the SD 59 FESL, one of the areas the district prioritizes in its Strategic Plan is supporting Children and Youth in Care (CYIC). The following data reflections is for students who have been identified to SD 59 as in care by the Ministry of Children and Families as of the 2021/2022 school year.

District wide data is reflective of the small number of CYIC in SD 59. As a result, there is limited unmasked data on CYIC in SD 59 so much of the data referenced below is collected at a school level. Although it is important to keep in mind that this data reflects a small group of students, when connecting the school data with the measures identified in the SD 59 FESL, key themes immerge.

CYIC K-7 themes:

- The majority of CYIC in grades 4 and 7 were on-track or extending in the FSA Literacy assessment during 2021/2022.
- Half of CYIC in grades 4 and 7 were not yet meeting or approaching expectations in the FSA numeracy assessment during 2021/2022.
- The majority of CYIC are approaching or meeting all grade level outcomes
- All K-7 students in care are completing grade to grade transitions on time

A particular area of concern within the CYIC K-7 data is the numeracy data which is reflective of the district's overall data. Based on district data, numeracy is an area that needs improvement. The expansion of the K-3 Primary Numeracy project, as mentioned earlier in this report, will also support our CYIC. This program is based on the foundational numeracy skills students need to know. Through formative assessment, when a skill is missing there will be a game type intervention to help students close that gap, to further have success in numeracy.

CYIC 8-12 themes:

- The majority of CYIC in grades 8-12 have more than 20 absences
- The majority of CYIC in grades 8-9 are not consistently meeting grade level outcomes
- Half of CYIC in grades 10-12 are considered on track to graduate (have sufficient credits)
- Overall, grade-to-grade transitions decline in grades 8-12.

Areas of concern for CYIC in grades 8-12 include: number of absences, grade-to-grade transitions and the number of students not meeting grade level outcomes or not on track to graduate. There is also a large difference between the overall success with K-7 CYIC and the 8-12 students. The district will take the following steps to address these concerns:



- Review the current Children in Care planning document and create a document that address the needs of our grade 8-12 CYIC
- Create targeted action plans with the district’s middle school and high schools for our CYIC in 8-12 including:
 - Use the School Based Team to collect and monitor data on CYIC
- Establish and implement regular process for reviewing progress of CYIC through School-Based Team including:
 - Monitoring academic progress and implementing supports
 - Establishing regular check-ins with students and their support systems
 - Monitoring attendance and implementing supports

Students with Diversabilities/Disabilities (SWD)

When reflecting on the data for the different measures in the SD 59 FESL, one of the areas the district prioritizes in its Strategic Plan is supporting Students with Diversabilities/Disabilities (SWD). The following data reflects students in all designations as of the 2021/2022 school year. When looking at the variety of measures in the FESL, a number of themes for SWD emerged:

- District Foundational Skills Assessment (FSA) literacy data reflected provincial FSA literacy data for SWD in both grades 4 and 7 with a slight decrease in the number of students meeting or exceeding expectations
- The number of SWD meeting or exceeding expectations on the grade 4 FSA Numeracy assessment was significantly lower than the province at 10%
- The number of SWD meeting or exceeding expectations on the grade 7 FSA Numeracy assessment was similar to the province (40%), but still low at 39%
- Limited data on the grade 10 literacy and numeracy assessments for SWD
- When looking into school-based data on grade-to-grade transitions, most SWD are consistently doing well; however, the data shows that students with learning disabilities and students needing behaviour supports are needing additional supports with grade-to-grade transitions
- The majority of SWD identified that they feel safe in schools and have adults at school who care about them, but struggle with feeling like they belong

Adjustments and Adaptations

The district will take the following steps to address the above-mentioned areas:

- The use of the inclusive and competency-based individual education plan (ICBIEP) on MyEducation BC will now be expanded to all elementary schools with the expansion continuing to grade 8-12 in 2023.
- The ICBIEP meaningfully incorporates student and family voice. It also allows for teachers to focus on curricular competencies for literacy and numeracy.
- In the past school year, the district trained 25 “train-the-trainers” in the 3 Block Model of Universal Design for Learning with Dr. Jennifer Katz. These trainers will continue to work with Dr. Katz this year, as well as, working with teachers in their own schools to differentiate instruction to support all learners.
- Review the impact of the essential supports and interventions for literacy and numeracy for SWD. Essential supports for SWD K-7 will now be listed in MY ED
- The expansion of the Primary Numeracy Project as well as the SNAP 8/9 will provide tier 2 supports in numeracy to all students.

Alignment for Successful Implementation



While the district has encountered a number of obstacles this last year, we are still on track with year 3 of our Strategic Plan, with some adjustments to the timelines in the operational plan. While there were no large gains in student achievement, the district felt it did still have successes and is committed to identifying the opportunities for growth. One key factor is ensuring school growth plans align with the district's Strategic Plan. The district is looking to begin our next steps to create our timeline for developing our new strategic plan in the 2023-24 school year. This will once again consist of an environmental scan of everyone in our district so that their voice is heard.

Conclusion

The district will continue to strive for equity for students so that all opportunities are available to them which correlates to success throughout life. Reviewing and monitoring student achievement data will be an ongoing process to ensure student achievement and equity is tracked and reported. It is important to implement strategies early to meet the needs of all learners. This year the district will begin steps to create a timeline for developing a new strategic plan in the 2023-24 school year. This will once again consist of an environmental scan that includes all employee groups, parents, students, and community stakeholders to ensure all voices are heard and to identify over-arching themes.

LINKS

- **Strategic Plan**
<https://www.sd59.bc.ca/sites/default/files/2021-03/Strategic%20Plan-2020-2024-FINAL.pdf>
- **Operational Plan**
<https://www.sd59.bc.ca/sites/default/files/2021-03/Operational%20Plan%202020-2024%20Final.pdf>
- **Enhancement Agreement**
<https://www.sd59.bc.ca/sites/default/files/2021-10/Indigenous%20Education%20Enhancement%20Agreement-2021-2026.pdf>
- **Previous Framework for Enhancing Student Learning**
https://www.sd59.bc.ca/sites/default/files/2021-09/Framework%20For%20Enhanced%20Student%20Learning-2021_1.pdf
- **Local LEA's with Saulteau First Nations and West Moberly First Nations**
<https://www.sd59.bc.ca/sites/default/files/2022-04/LEA-Saulteau-2020-25-SIGNED.pdf>
<https://www.sd59.bc.ca/sites/default/files/2022-04/LEA-WestMoberly-2020-25-SIGNED.pdf>
- **Long Range Facility Plan-DRAFT**
<https://www.sd59.bc.ca/sites/default/files/2022-09/Long%20Range%20Facility%20Plan-DRAFT.pdf>