

# Enhancing Student Learning Report

## 2022-2023



**In Review of Board of Education of School District  
No. 59 (PRS) Strategic Plan 2020-2024  
(Year 4 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 3650 students, of which 1191 identify as being Indigenous. The district works closely with Saulteau First Nations and West Moberly First Nations, our strong Metis community, and our urban Indigenous population from First Nations across Canada.

In 2022-23, student learning was impacted by a number of factors that created many challenges for the district. The district continued to work on closing learning gaps that emerged post pandemic.

The district continued to face teacher recruitment and retention issues in the north. We hired our largest number of uncertified teachers to date to fill classroom teacher roles which comprised 18% of our teaching population. 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. Over the course of the year, there were 691 unfilled teacher absences in the 2022-2023.

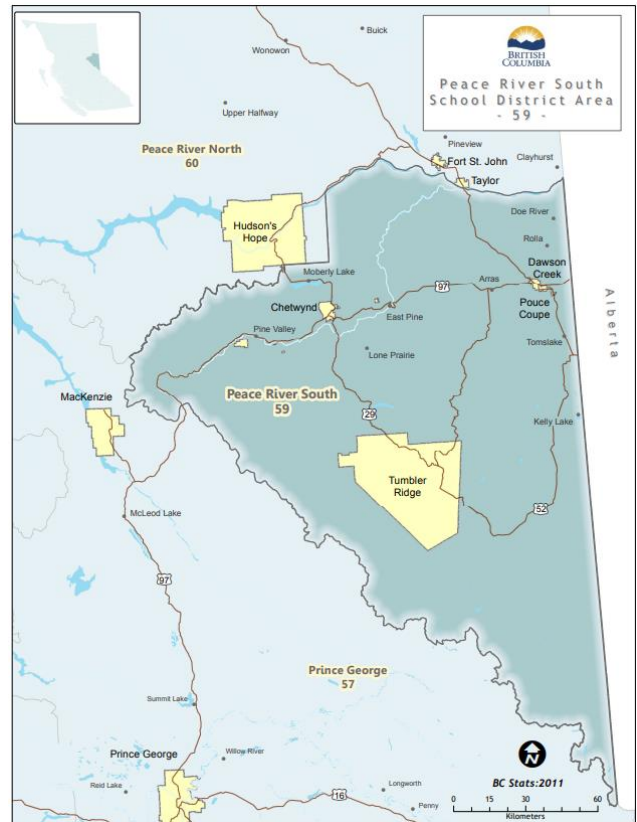
Staff including principals, educational assistants, specialty teachers, worked together to cover these absences in order to keep classes running and schools open.

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. Additionally, approximately 333 days unfilled absences occurred amongst this staff resulting in unfilled positions daily in schools.

Other data that continues to make our strive for equity challenging is student attendance. On average, **23.5%** of the student population was absent on any given day; mathematically, that means **849** 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 TTC's, TOC's or casual employees to cover the number of vacant positions that were open on a daily basis. Even with these challenges the district was still able to improve learning for students; however, there are still many areas of growth needed.

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 continue to 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 (PR) 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 (PR). We are currently in our fourth year of the four-year plan.



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, building capacity, and leadership: new teacher mentorship program, leadership academy, professional learning communities, compassionate systems training, and universal design for learning
- 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 foundational skills in primary numeracy - implementation of K-3 numeracy framework

The district also had success within Priority 3 – Sustainable Use of Resources. In 2022-23 the following goals were addressed: assessment and replacement of technology, purchase of technology to support learning and communication for student with diverse abilities, upgrading our outdoor education facility at Gwillim Lake Provincial Park, continued to plan for infrastructure needs in buildings that are over capacity, and continued with the multi-year expenditure plan that supports the Strategic Plan and the framework for Enhancing Student Learning. In addition, the fourth cohort of the 18-month leadership program began their journey. Three new vice-principal positions were created and filled to support growing elementary school populations.



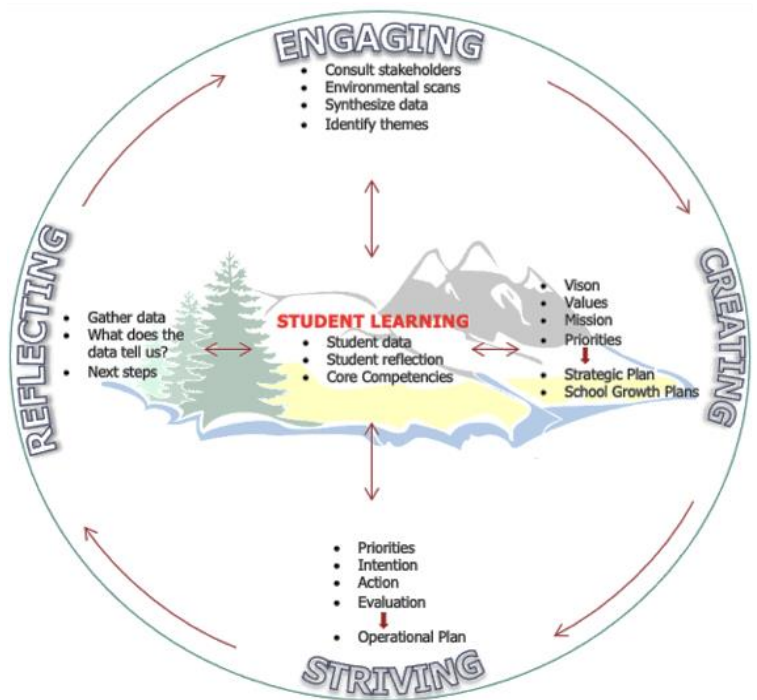


Strategic Engagement

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, the 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

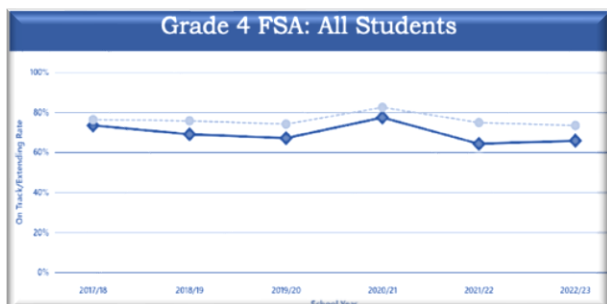
Intellectual Development

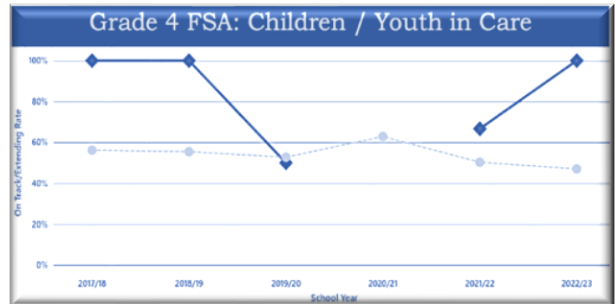
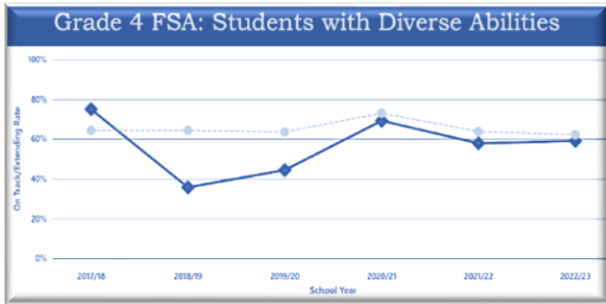
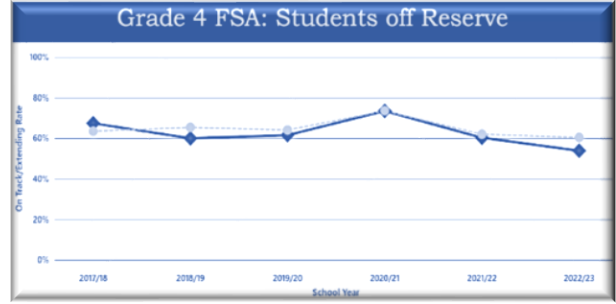
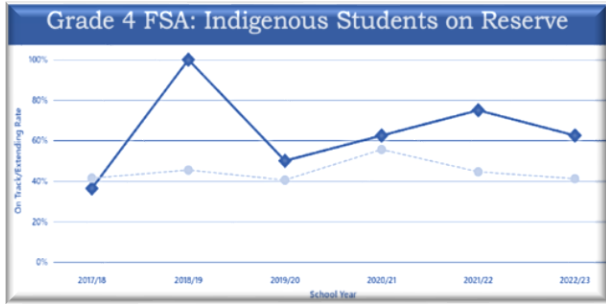
**Educational Outcome 1: Literacy**

Measure 1.1: Grade 4 FSA Literacy/ Reading Assessment

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

◆ School District 59 Peace River South    ● Provincial Average



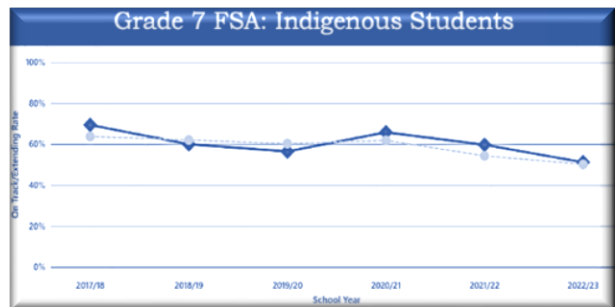
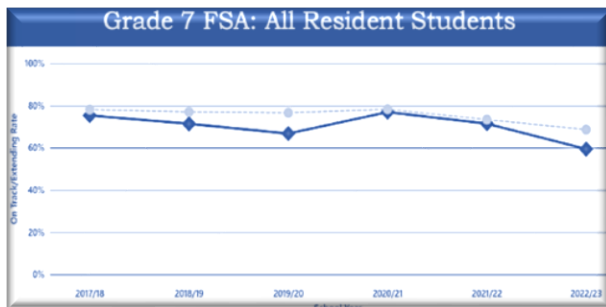


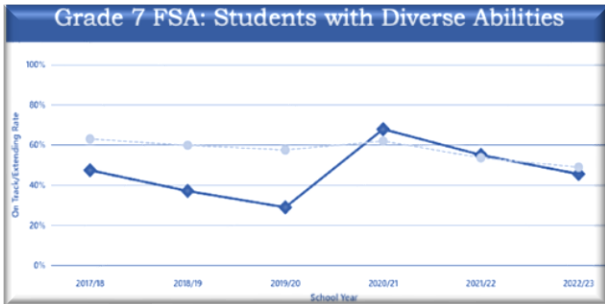
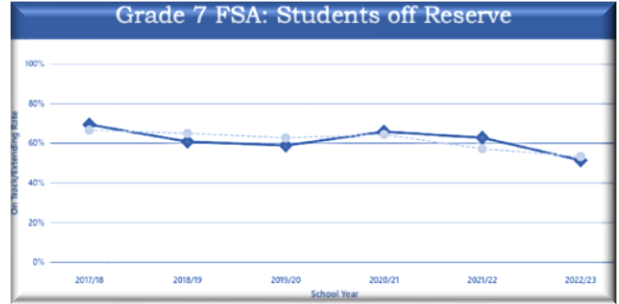
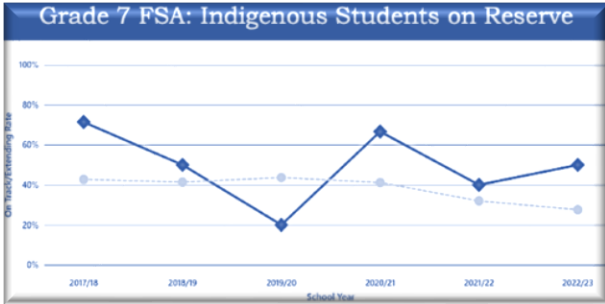
As you can see from the above graphs, we had a slight improvement in our Grade 4 FSA results, who are currently our grade 5's. We will continue to use a response to intervention approach through our intermediate literacy Professional Learning Community (PLC), and our Learning Resource teachers to address what gaps the current grade 5's have that are affecting their reading. The focus of the PLC this year will be on research-based reading interventions for intermediate grades. Assessment will continue to focus on sight words, decoding, fluency, and comprehension to provide the right intervention.

Measure 1.2: Grade 7 FSA Literacy/ Reading Assessment

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

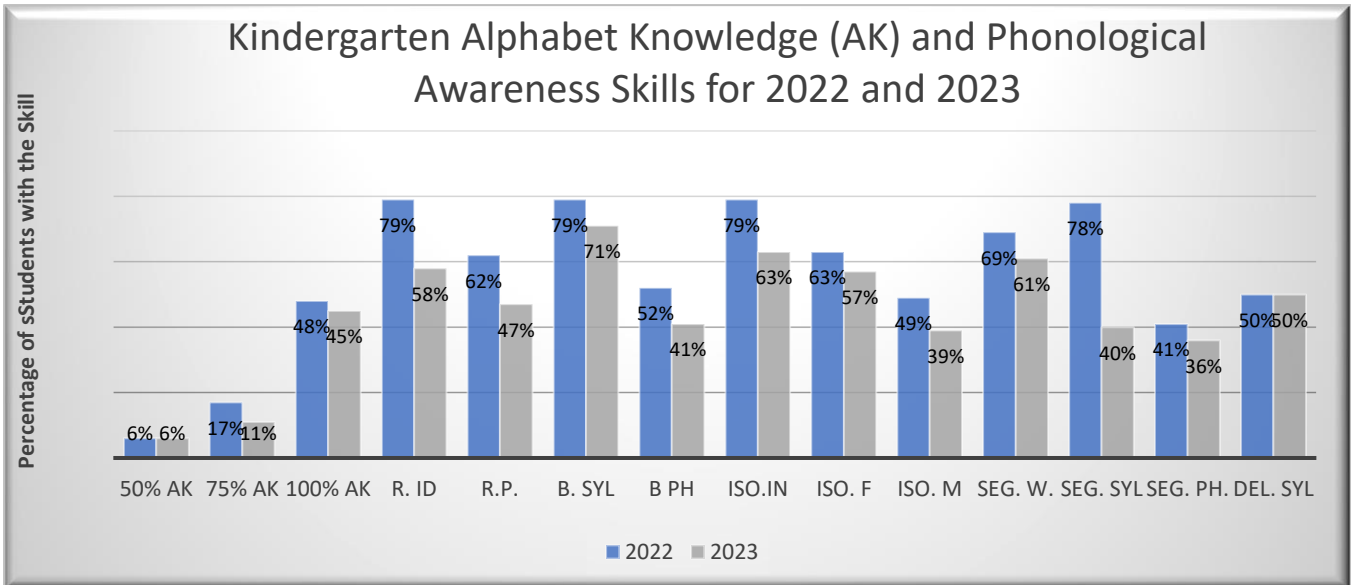
◆ School District 59 Peace River South    ● Provincial Average

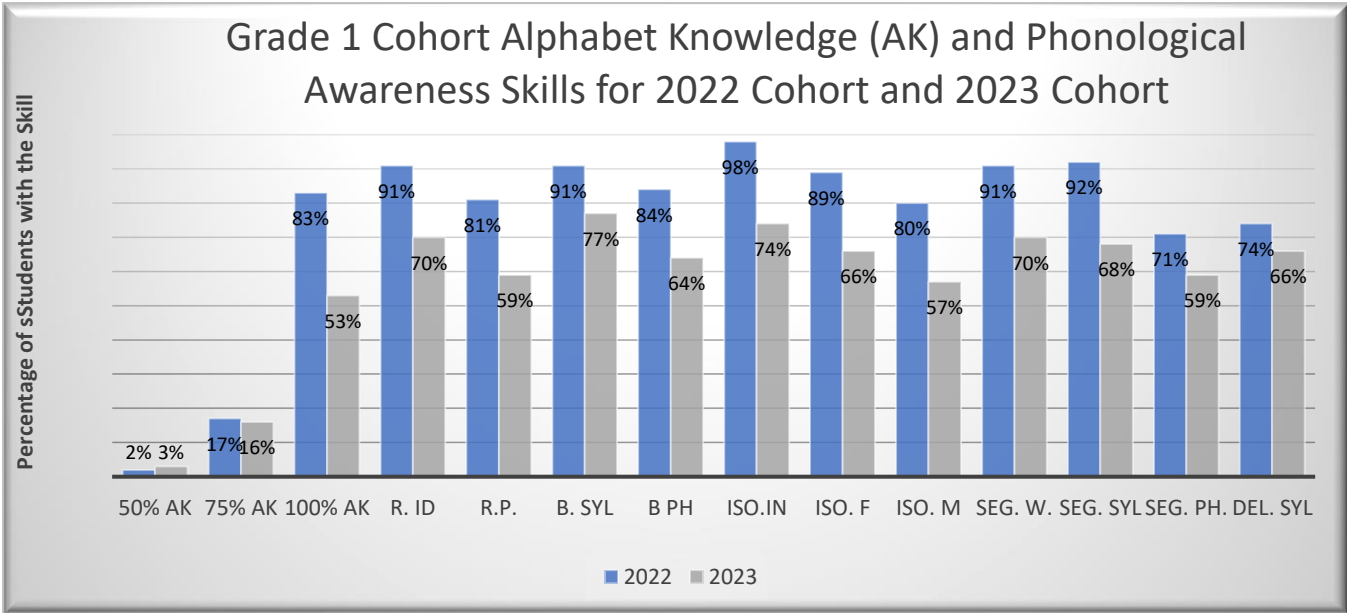




As you can see in the above graphs, our grade 7 FSAs dropped slightly and were below the provincial average. Of note, our priority populations (excluding Children and Youth in Care) were in line with or above the provincial average. The district continues to engage with teachers through our district primary and intermediate literacy programs. There will be an increased focus on research-based reading interventions in the intermediate grades. The data will be reviewed through a response to intervention approach to identify and implement appropriate interventions based on readers' needs.

Measure 1.3: Primary (Kindergarten and Grade 1) Local Literacy Assessments

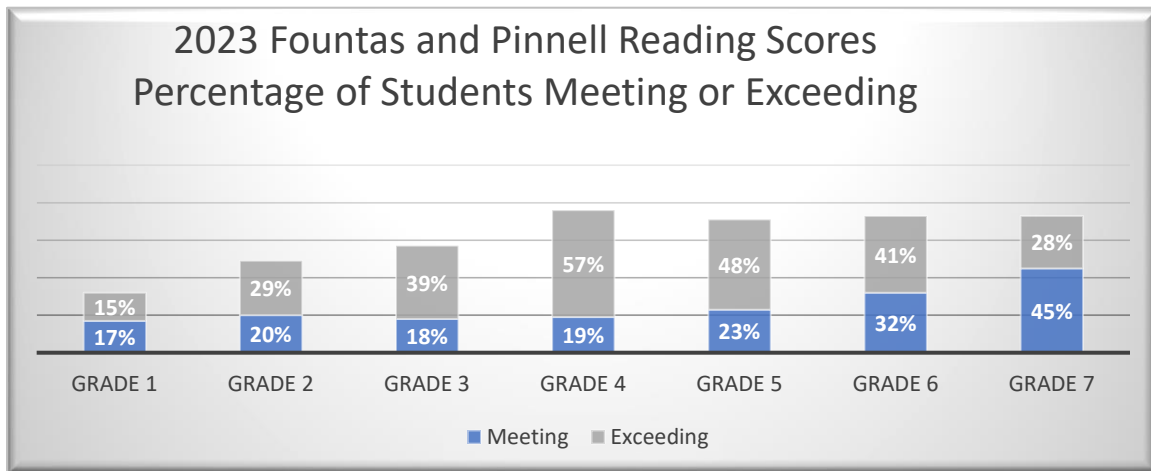




From Kindergarten to grade 3, data is collected on alphabet knowledge (knowing each letter four ways) and phonological/phonemic awareness skills which are the foundational skills for literacy. The district wide data is presented above with two cohorts represented. Although there is a distinctive difference in the skill set of the two years, the cohorts themselves have gained skills. The kindergartens from the first graph in 2022 would be the grade 1 students in 2023. An example of gained skills is on the kindergarten graph for Alphabet Knowledge 100% (AK 100%) 48% of students had the skill. In grade 1, that same cohort increased to 53%. Similar gains are apparent in phonological/phonemic awareness skills.

The primary professional learning community continues to meet monthly with a large percent of our primary teachers in attendance. Based on our grade 1 phonological data the district is prioritizing teaching phonological awareness at a tier one and tier two level. Additionally, focus of intentional researched based interventions for other skills with a response to intervention lens continues across the district. Data collection to inform interventions and instruction continues to be embedded in our culture.

Measure 1.4: Reading Assessment Fountas and Pinnell

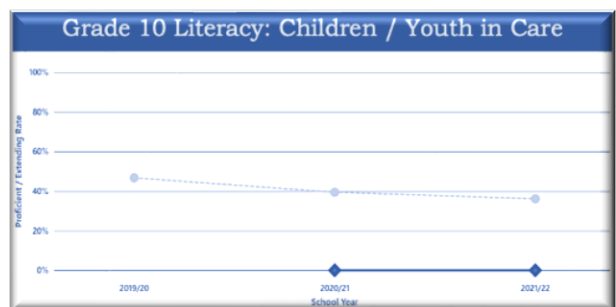
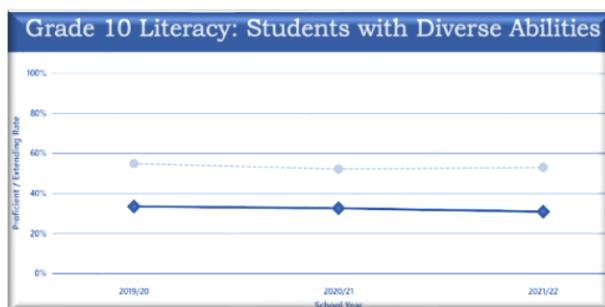
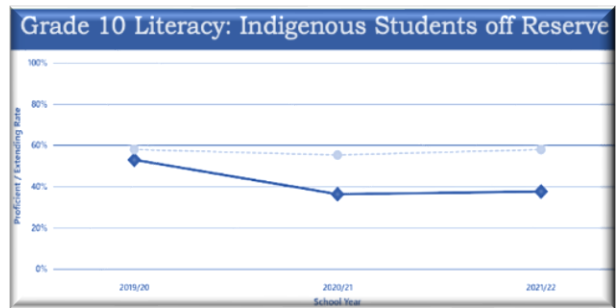
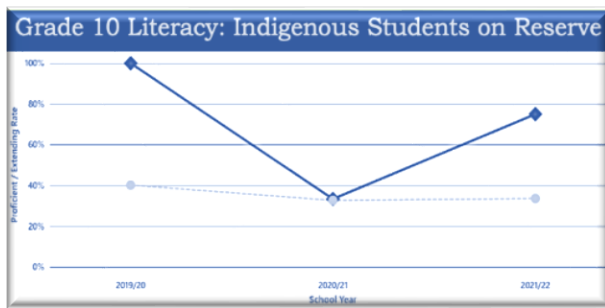
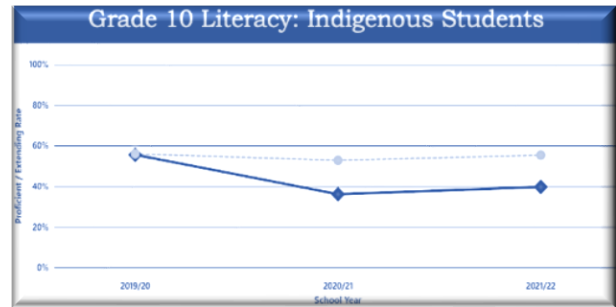
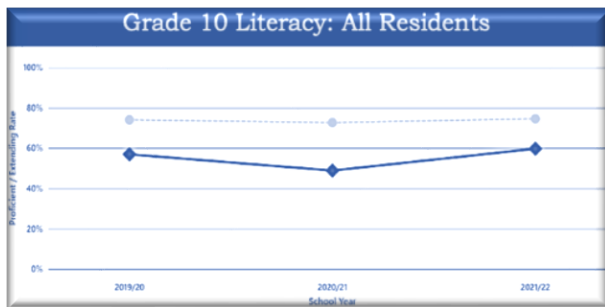




Another highlight is our in-district Fountas and Pinnell scores for students meeting or exceeding at grade level as shown above in grades K, 4, 5, 6, 7. Grade 1, 2 and 3 (now in grades 2, 3, and 4) emerged as an area of focus. The data will be reviewed through a response to intervention approach to determine what intervention struggling reader's need, and then provide strategies to close those skill-based gaps. Phonological awareness interventions at a primary level will target missing skills to improve reading scores.

### Measure 1.5: Grade 10 Graduation Literacy Assessment

◆ School District 59 Peace River South    ● Provincial Average



The 2022 -2023 Grade 10 literacy assessment demonstrates improved achievement although the results are still below the provincial average. High school English departments will identify areas that need to be addressed through analyzing the data to find out what story it is telling. School-Based teams and Learning Assistance Teachers will focus on the achievement of students with diverse abilities and CYIC. Appropriate interventions will be put in place based on the findings. The district will also continue to look 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. While still below the provincial average, we improved access to writing the literacy assessment in grade 10.



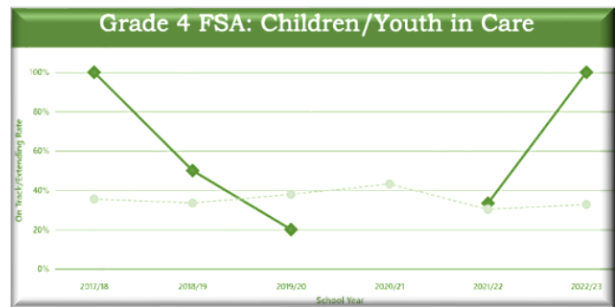
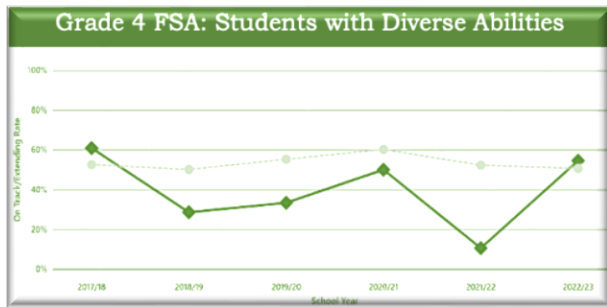
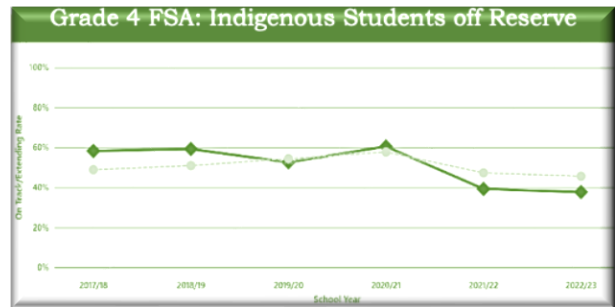
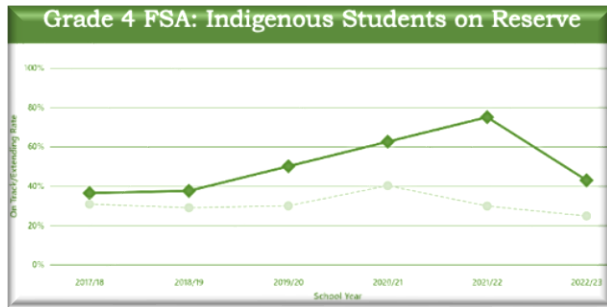
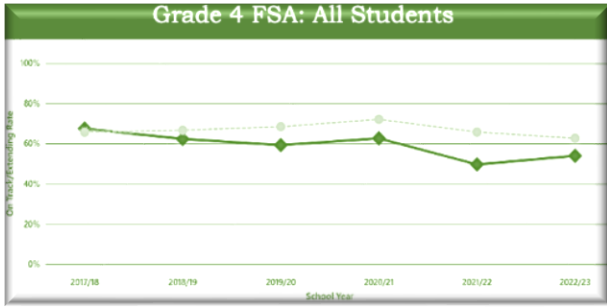


**Educational Outcome 2: Numeracy**

**Measure 2.1: Grade 4 Foundation Skills Assessment Numeracy**

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

◆ School District 59 Peace River South    ● Provincial Average



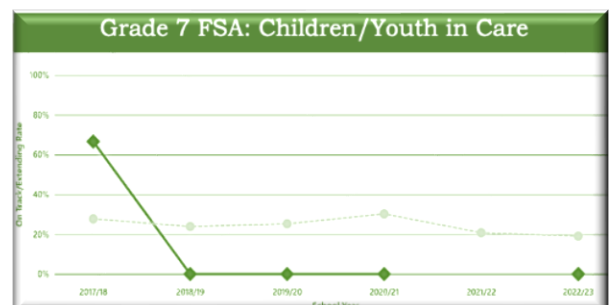
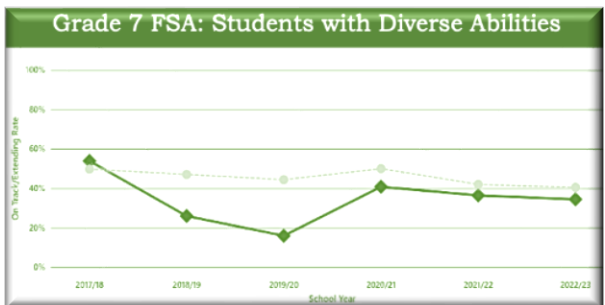
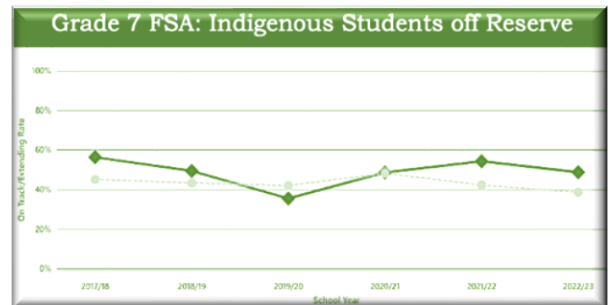
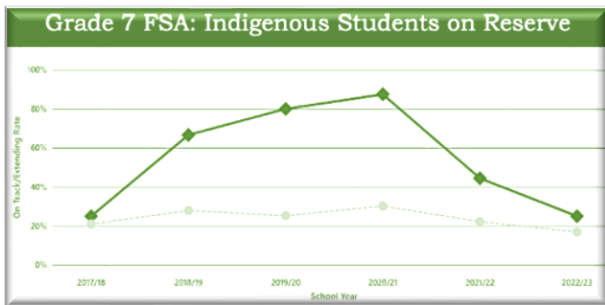
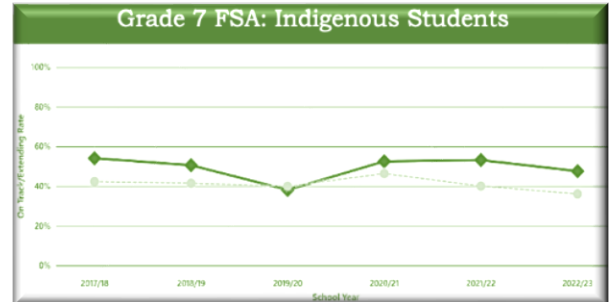
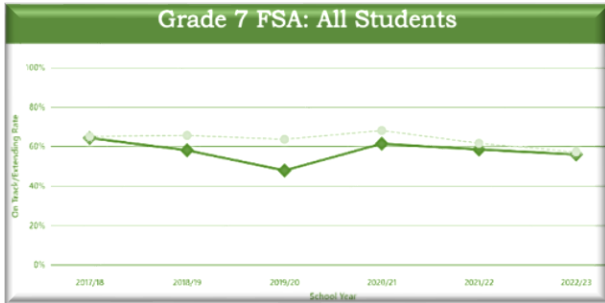
Our grade 4 FSA numeracy data, as shown above, shows a slight improvement of all students results. However, when looking at each group of students not all groups saw an increase. Some groups such as on reserve indigenous students and CYIC have a significant increase. Overall, we are still below provincial average. In all grades the district has continued its focus on thinking strategies and numeracy skills through the utilization of the SNAP (student numeracy assessment practice).



### Measure 2.2 Grade 7 Foundation Skills Assessment Numeracy

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

◆ School District 59 Peace River South    ● Provincial Average

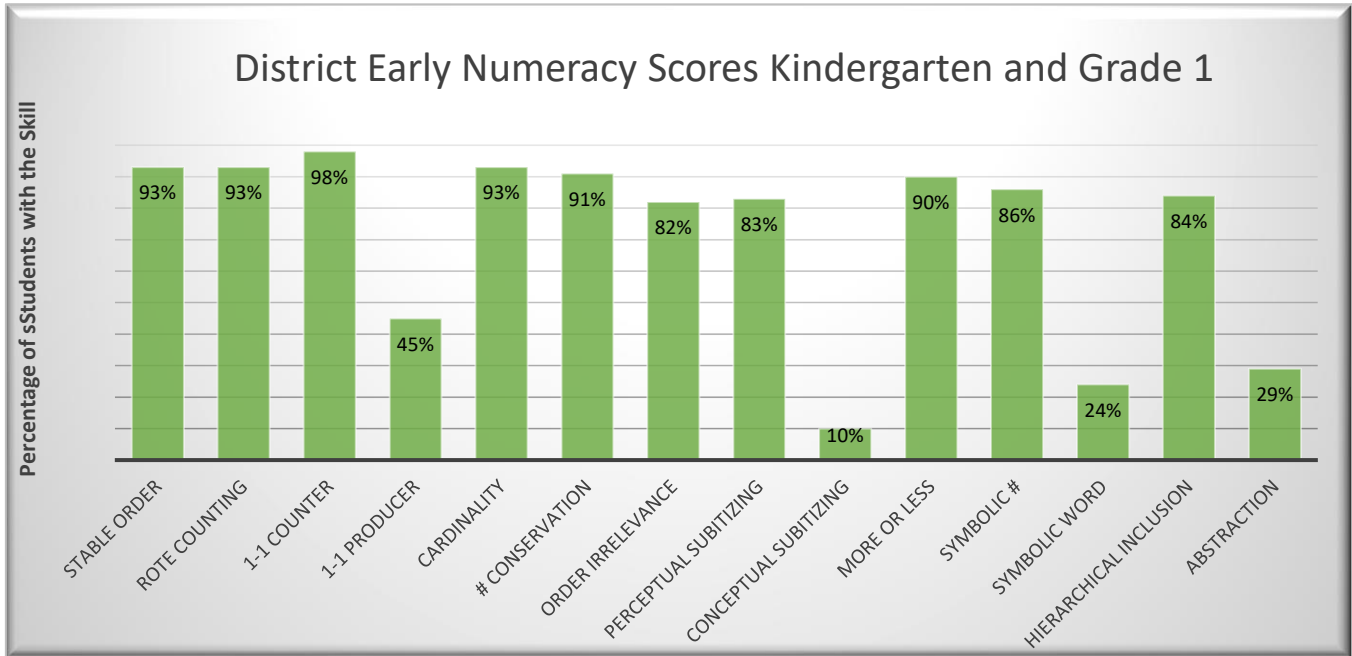


In 2022-2023, the district had a decline in numeracy at the grade 7 level; however, our indigenous students achieved above the provincial average. The district believes with the implementation of early numeracy skills assessments and interventions along with the continued use of the SNAP, numeracy skills will increase.

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 2.3: Early Numeracy Skills: Counting and Quantity Principles



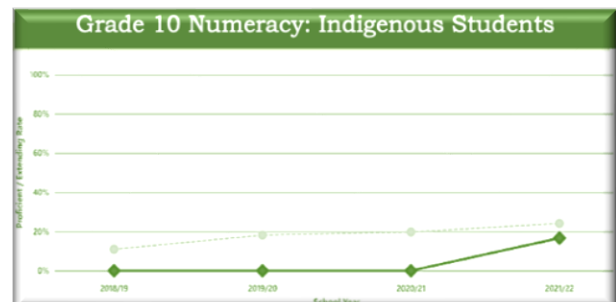
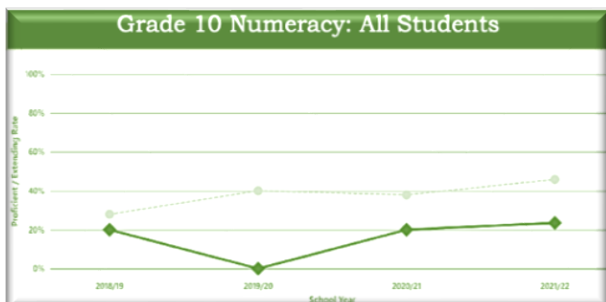
In the 2022-2023 school year all students in kindergarten and grade 1 were assessed on counting and quantity principals. The data from the assessment is shown above. The data shows that stable order, rote counting, one to one correspondence counter, cardinality, number consecration, and more or less are known principles and are understood by 90% or higher of the kindergartens and grade 1s. Work still needs to be done to close gaps with one-to-one correspondence producer, conceptual subitizing, symbolic word representation, and abstraction. Utilizing this data, numeracy resource teachers in the spring of 2023 targeted missing skills with play-based interventions.

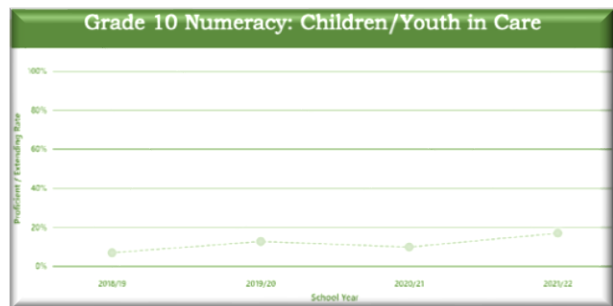
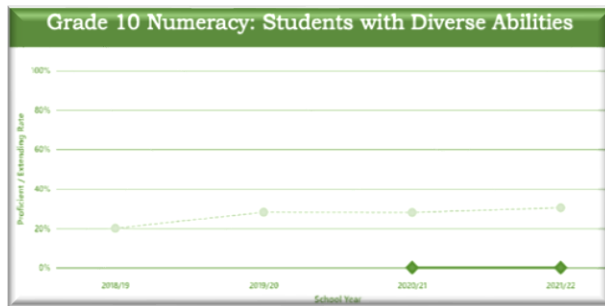
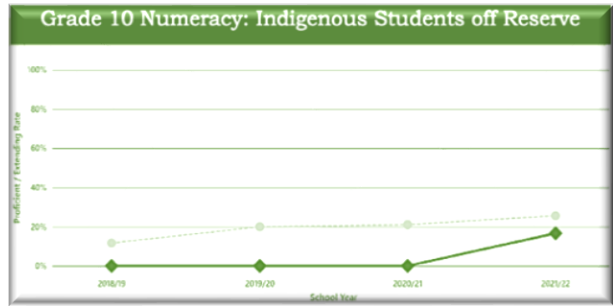
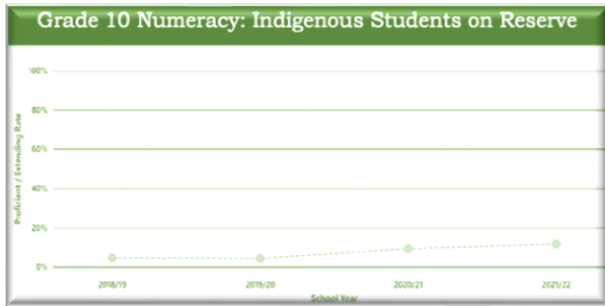
Research shows that these early numeracy skills and number understandings are needed to grow numerate, mathematical thinking students and form the foundation for all other mathematical understandings.

The district continues to provide professional development during PLC sessions on early numeracy skills and research based instructional strategies to teachers.

Measure 2.4: Grade 10 Graduation Assessment Numeracy

◆ School District 59 Peace River South    
 ● Provincial Average

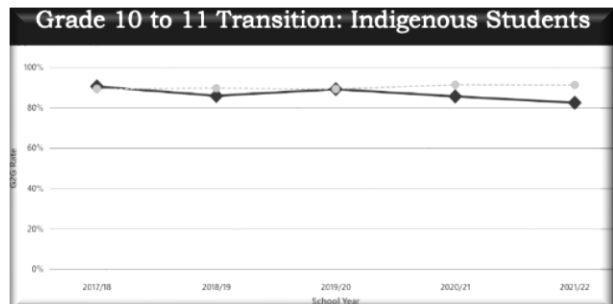
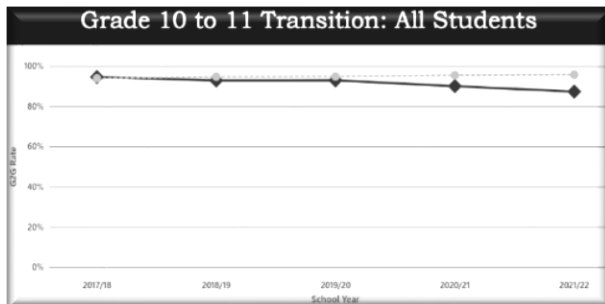


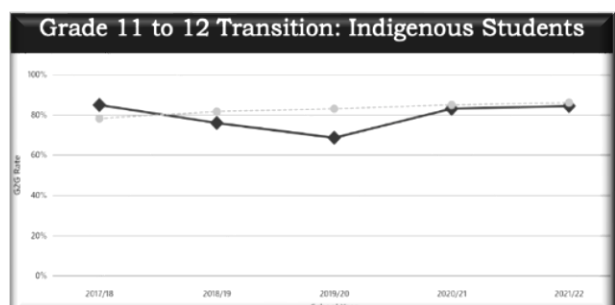
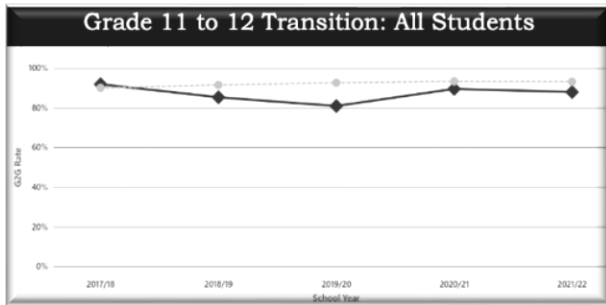
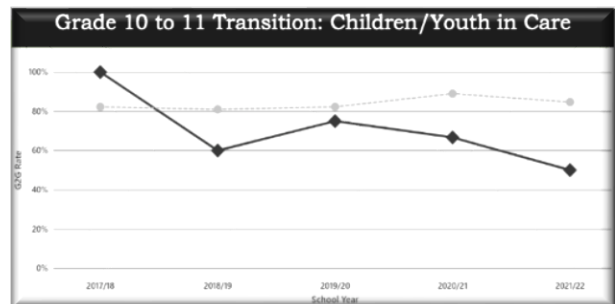
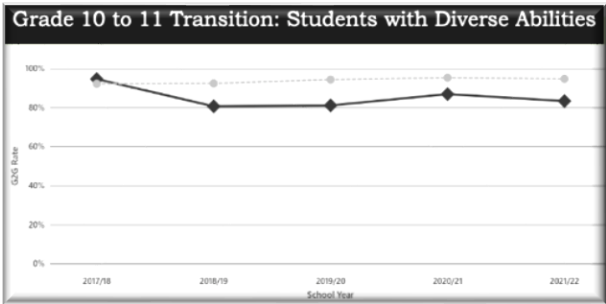
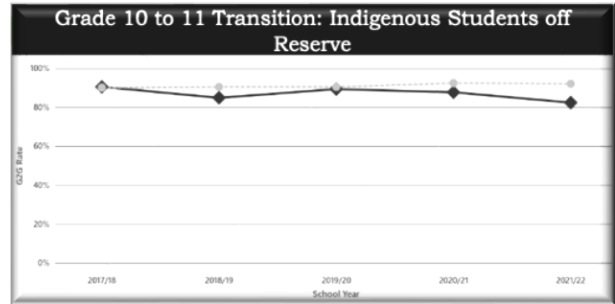
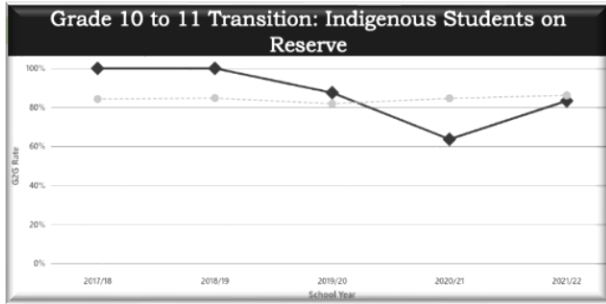


Last year was the first year of the implementation of the SNAP 8/9 district wide. This tool will assist teachers in working with their students on number sense and operations at the middle years level. The spring of 2023, the first round of data from this group was collected to establish a baseline at 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.

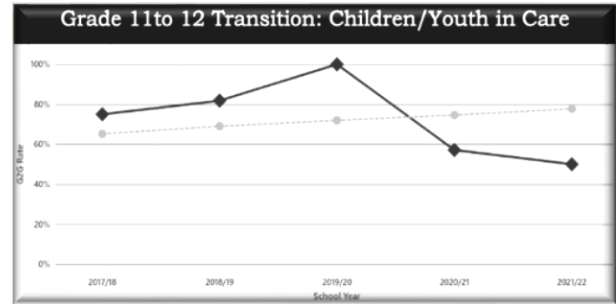
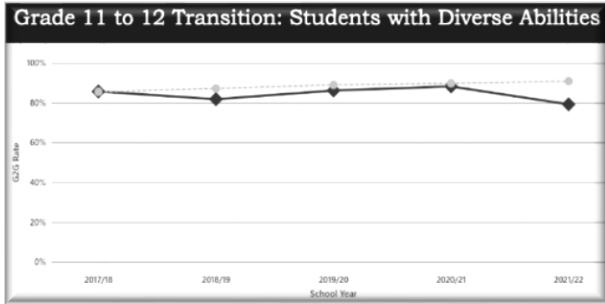
#### Measure 2.4: Grade-to-Grade Transitions

School District 59 Peace River South    
 Provincial Average









When looking at district wide data, there is relative consistency across the grades for transitions for students in grades 1 through 9 with regular transitions in the high 90s%. Percentages less than 100% often represent students who have left the district. A further challenge in our area is that grade 11 and 12 students who leave school early to join the work force full time.

Of note when looking 1701 data, grade to grade transitions for grade 9 to 10 improved from 90% in 2021 to 96% in 2022. Specific actions were taken to connect grade 9s from our middle school to the high school through outreach and visitations. This included early course scheduling with the grade 9s allowing them to see their classrooms at high school prior to the end of the year.

The grade-to-grade regular transitions in grades 10 and 11 drop down slightly below this average; however, the grade 11 to 12 transition showed a slight increase from the previous year.

- Grade 10 to 11 - 88%
- Grade 11 to 12 - 88% (86% for 2021)

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. The district needs to increase its focus on students with diverse abilities and CYIC to ensure they have the supports and plans in place to successfully transition between grades on the path to graduation.

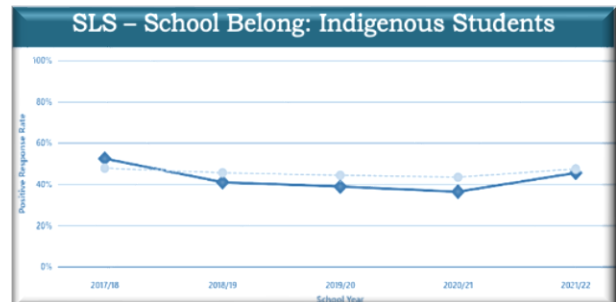
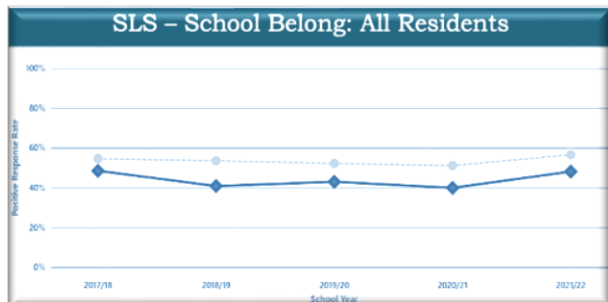
In addition, when a grade-to-grade transition involves changing schools, the district will continue to work to establish connections between students and adults in the next building through specific transition planning.

### Human and Social Development

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

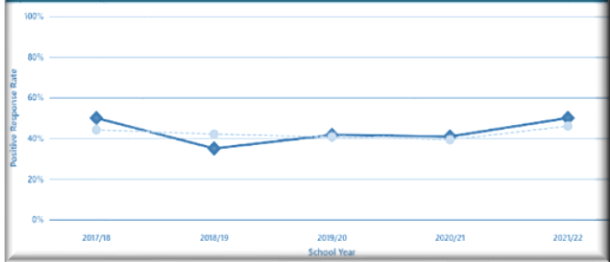
##### Measure 3.1: Student Sense of Belonging

◆ School District 59 Peace River South      ● Provincial Average

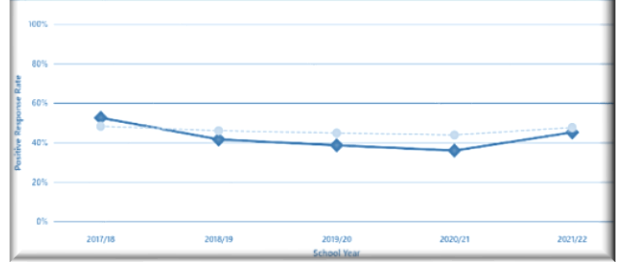




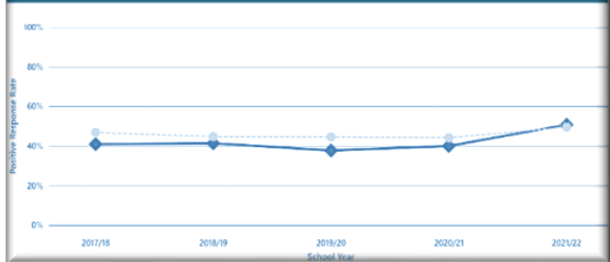
SLS–School Belong: Indigenous Students on Reserve



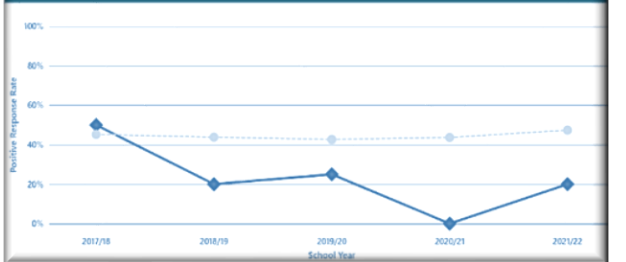
SLS–School Belong: Indigenous Students off Reserve



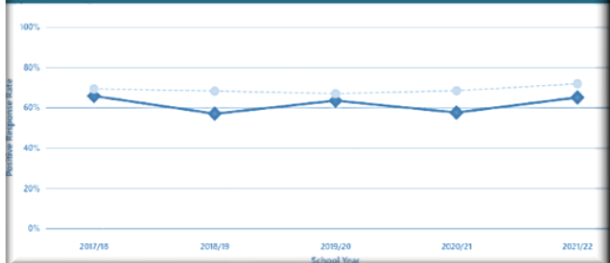
SLS–School Belong: Students with Diverse Abilities



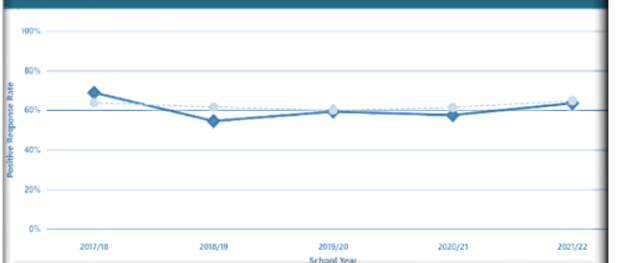
SLS–School Belong: Children/Youth in Care



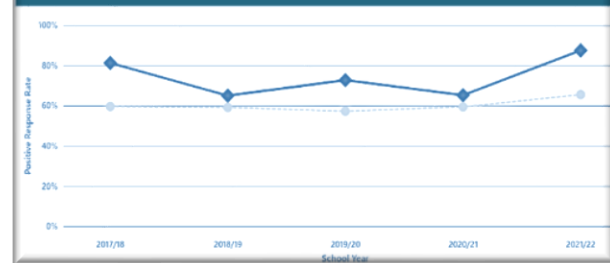
SLS – Feel Welcome: All Students



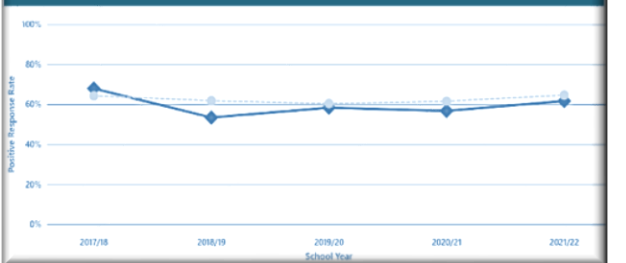
SLS – Feel Welcome: Indigenous Students

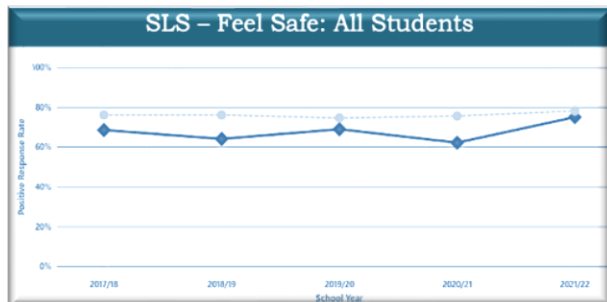
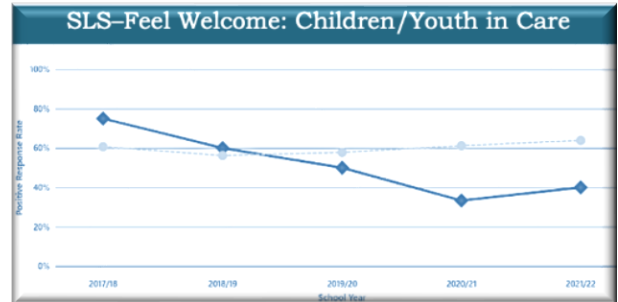
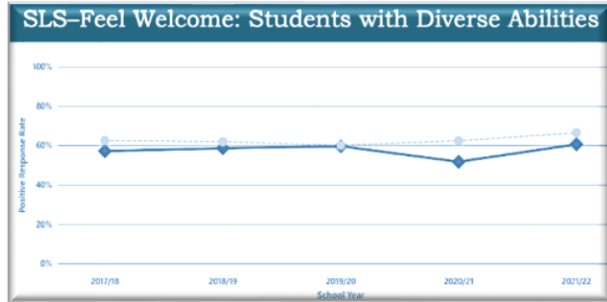


SLS–Feel Welcome: Indigenous Students on Reserve



SLS–Feel Welcome: Indigenous Students off Reserve





Improvement in school belonging can be attributed to an increase in school and community activities. Extra-curricular activities, school activities, and parent involvement all increased to pre pandemic norms. Although an increase is observed, results are still below 60%. Throughout the 2022-2023 school year the district engaged with students to develop and implement an environmental scan of each school. This year data from the scans will be shared with schools. This allows school teams to make plans based on the data.

In 2022-23, the district implemented the MDI (Middle Years Development Instrument), and the YDI (Youth Development Instrument) to gather more data about these two specific age groups. The MDI surveyed grades 5, 6 and 8, while the YDI focused on students in grade 11. Additionally, SD 59 took part in the McCreary 2023 BC Adolescent Health Survey (BC AHS).

Results from the MDI showed that 69% of students identified feeling a sense of belonging at school. The YDI grade 11 results identified that 77% of students feel belonging. Which are both higher than the Student Learning Survey results.

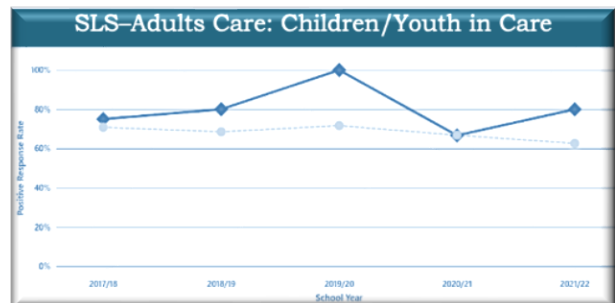
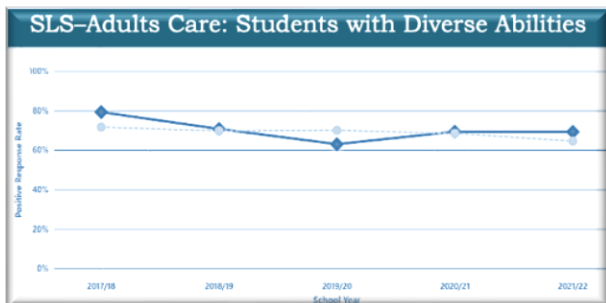
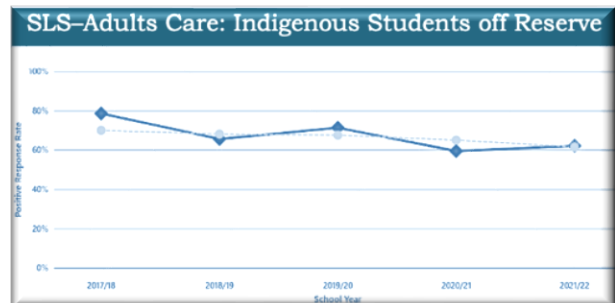
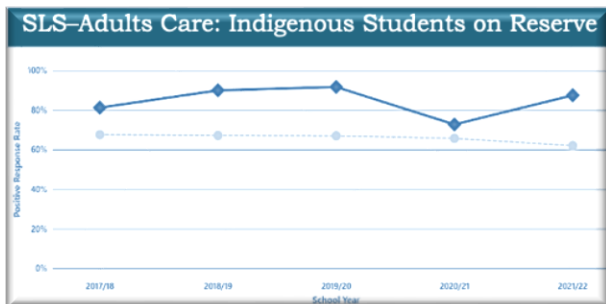
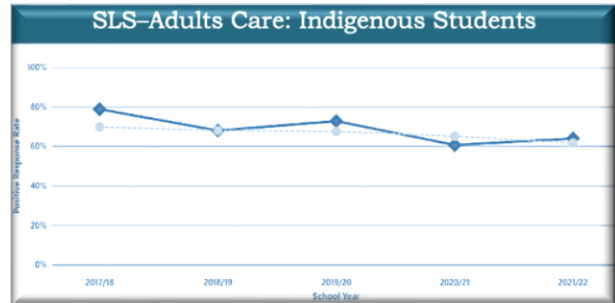
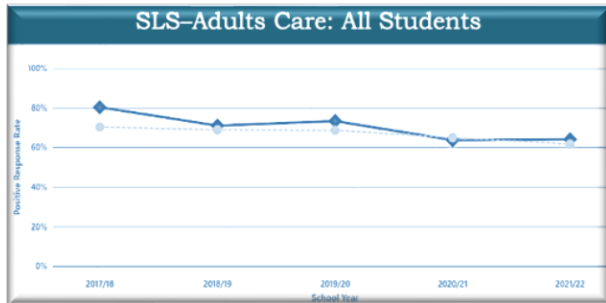
Additionally, both the MDI and YDI survey asked students about the school climate and “the overall tone of the school environment, including the way teachers and students interact and how students treat each other”. Grades 5 and 6 on the MDI both reported a 73% response on positive school climate; however, the grade 8s response was lower at 51%. YDI is slightly higher at a 63%.

The YDI questions students on how safe they feel at school. 83% of grade 11 students reported that they did feel safe. This aligns with the Student Learning Survey’s results.



Measure 3.2: Two or More Adults who Care About Them

◆ School District 59 Peace River South    ● Provincial Average

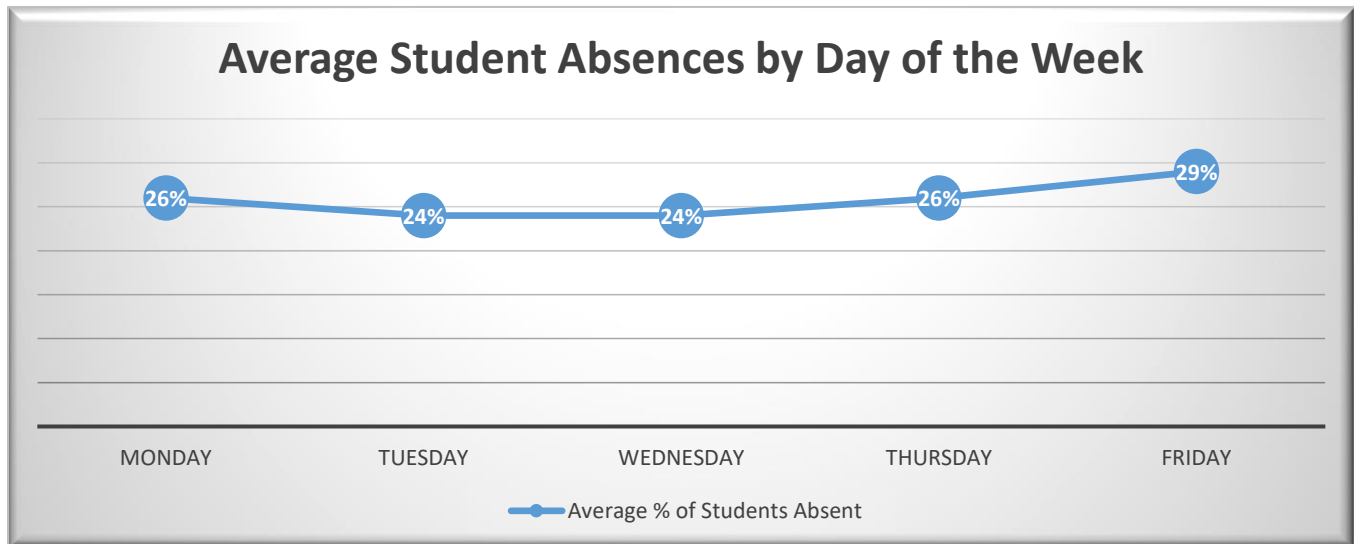


The Student Learning Survey question asking students if they have two or more adults who care about them in the school is showing a similar trend to what is being seen provincially. Successful increases are noted on the indigenous students on reserve and children/youth in care.

The MDI results showed that 90% of students reported that there is an adult believes that they will be a success. The YDI results showed that 77% of students in grade 11 feel connected to an adult.



Measure 3.3: Attendance Data



Information to Consider:

The above graph looks at an average of absences seen each day of the week from November 24<sup>th</sup> to June 30<sup>th</sup>. Student absences continues to be an issue in the district. There is a definite increase in absence seen on Mondays and Fridays. Thursdays are also high due to student absence increasing before a long weekend. Some additional information about the district absences are:

- There were 3613 students in district in the 2022-23 school year
  - 40% = 1445 students
  - **30% = 1084 students**
  - **20% = 723 students**
  - 10% = 361 students
- Most Days (104 days) we have between **20-30%** of our students absent.
- 5/129 Days = slightly less than 20% of the student population absent
- **20/129 days = more than 30%** of the student population absent.

We have seen slight improvement with the daily average data from 24% in the 2021-2022 school year to 23.5% in the 2022-2023 school year. Improving student attendance will continue to be a focus for the district as we know that attendance has a direct correlation to student achievement. Schools will continue to work on sharing the importance of consistent attendance with students and families.



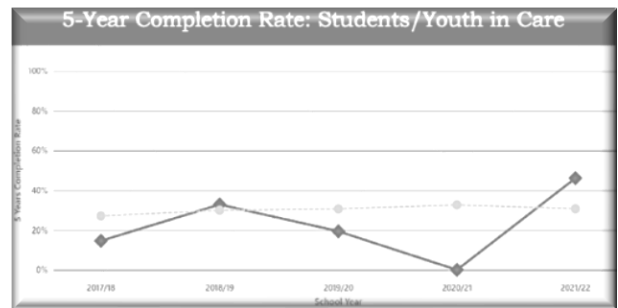
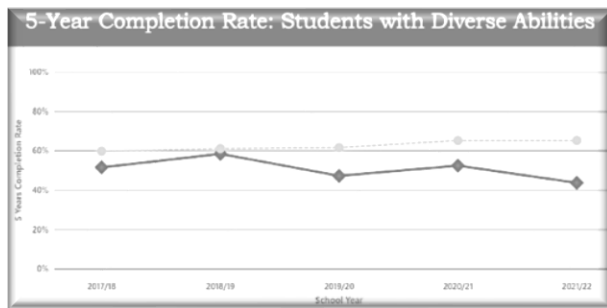
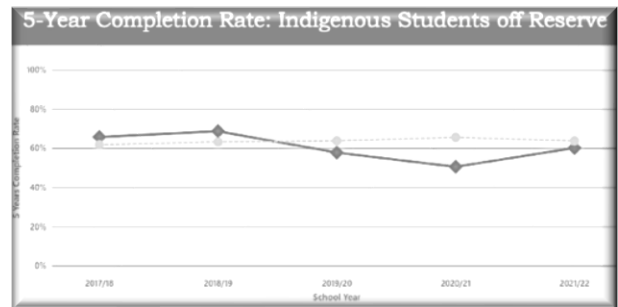
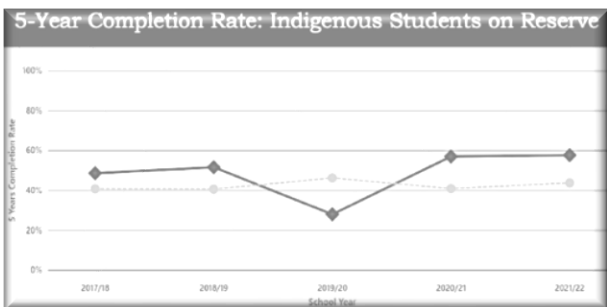
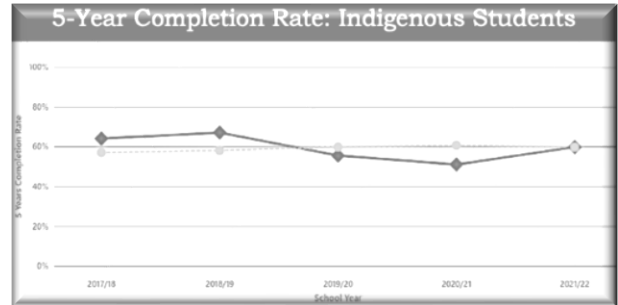
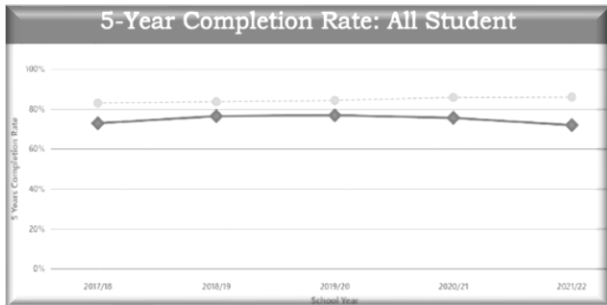


Career Development

**Educational Outcome 4: Students Will Graduate**

Measure 4.1: Achieved Dogwood Within 5 Years

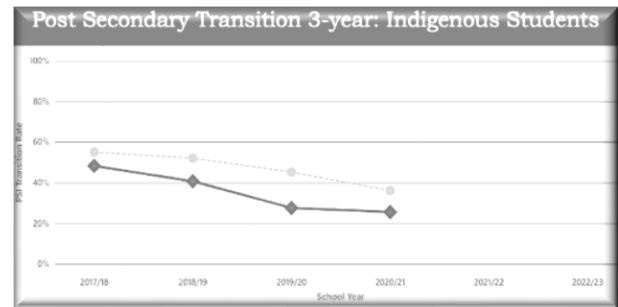
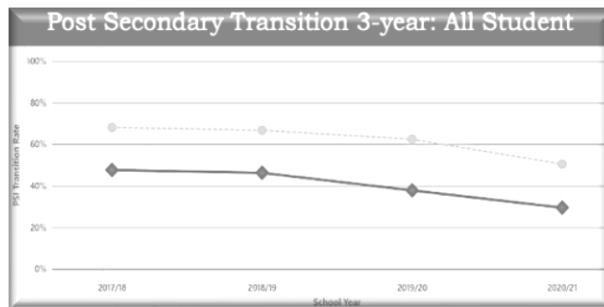
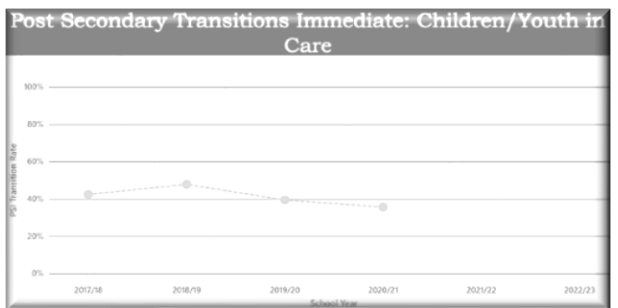
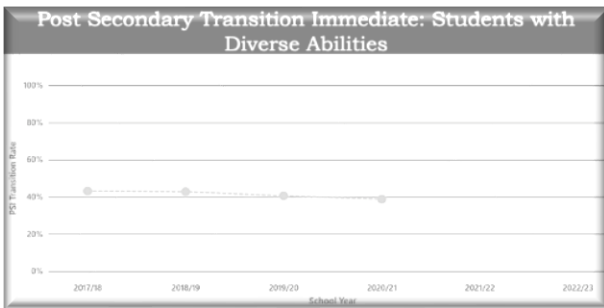
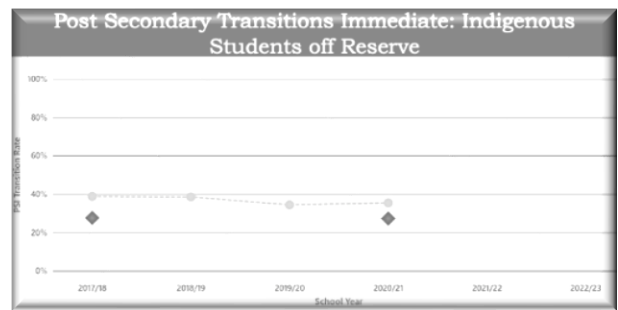
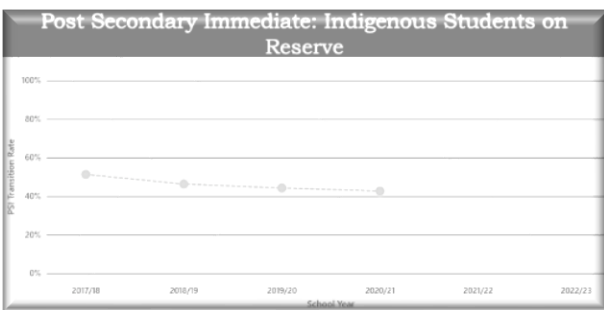
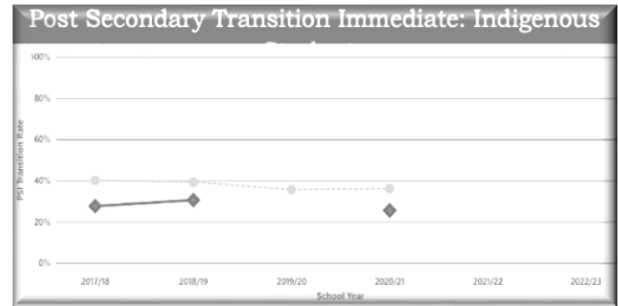
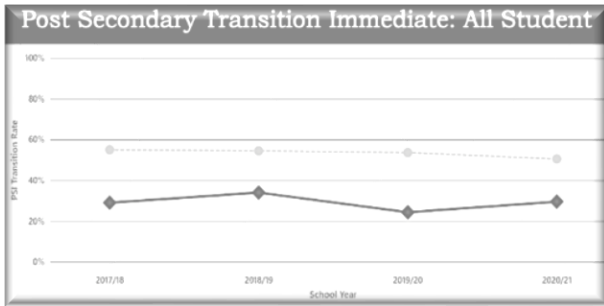
◆ School District 59 Peace River South    ● Provincial Average

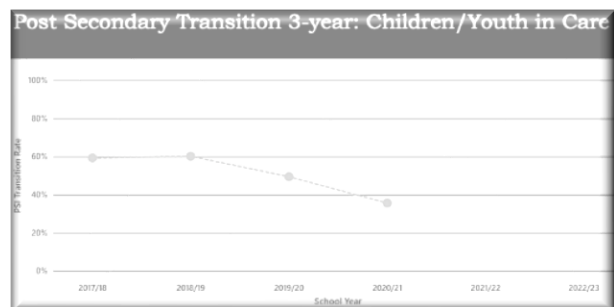
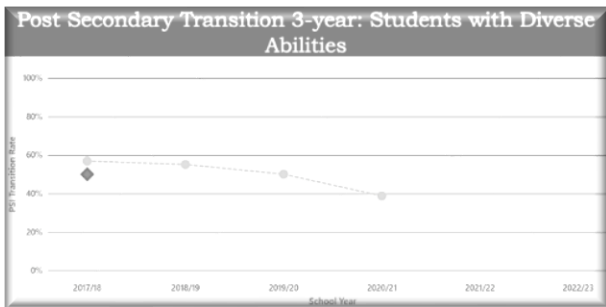
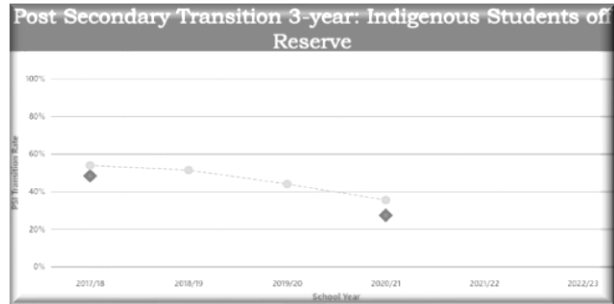
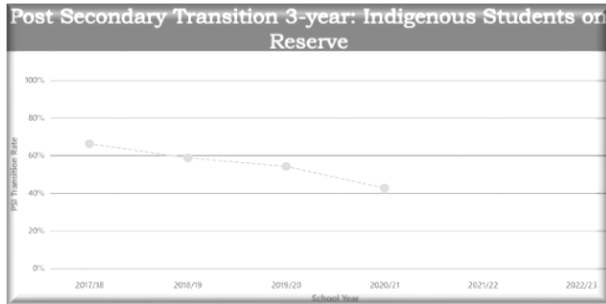


Overall, in 2022-2023 we trended down with our 5-year completion rate; however, we have some successes with students and youth in care as well as indigenous student on reserve. Although this past year saw success in closing the gap between completion rates for indigenous students and non-indigenous students there is still work to be done. Grade and grad coaching for Indigenous students continues to make 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





School District No. 59 appears to have a much lower percentage of students transitioning to post-secondary institutions than the provincial average (30% district average versus 50% provincial average transition within 1 year; 30% vs 50% respectively within 3 years). However, SD 59's 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 or to other provinces. In the transition at the end of the 2022-2023 school year, 40 students were confirmed to have transitioned to post-secondary institutions out of province. This puts the transition to post-secondary rate at closer to 51%. Additionally, last year 26 students complete dual credit trades and vocational programs with Northern Lights College, while still in their grade 12 year. These additional students may not be counted in the Ministry's data.

**Existing and/or Emerging Areas of Need**

Even though most of our data shows improvement from 2021-2022, equity continues to be an area of growth. The data is showing that there continues to be an equity gap which the district is relating to recruitment and retention factors and attendance of both students and staff.

Working with our senior administrative team and our principals and vice-principals, the district will continue to 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 to attending school.

**Children and Youth in Care (CYIC)**

When reflecting on the data for the different measures in the SD 59 ESL, 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 2022/2023 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 ESL, key themes immerge.

CYIC K-7 themes:

- The majority of CYIC in grade 4 were on-track or extending in the FSA Literacy and Numeracy assessment during 2022/2023.
- The majority of CYIC in grade 7 were not yet meeting or approaching in the FSA Literacy and Numeracy assessment during 2022/2023.
- The majority of CYIC in K-7 have less then 20 absences.
- The majority of CYIC in K-7 are approaching or meeting all grade level outcomes.
- All K-7 students in care are completing grade to grade transitions on time.

An improvement was seen from the previous year in the number of absences for CYIC in K-7 with 60% having less than 20 absences (50% in 2021-2022) . A particular area of concern within the CYIC K-7 data is the grade 7 FSA data which is reflective of the district's overall data. Based on district data, grade 7 literacy and numeracy are areas that need improvement. The focus on intermediate reading interventions outlined earlier in this report will also support our CYIC. The continued focus on numeracy and filling in skill gaps from K-7 will also support our CYIC.

CYIC 8-12 themes:

- The majority of CYIC in grades 8-12 have more than 20 absences.
- Half 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 10-12.

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 continues to be a 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:

- Establish a working group to look at the data for CYIC in grades 8-12.
- Collaborate with Ministry of Children and Family Development to support CYIC in grades 8-12.
- Continue to use the School Based Team and In Care planning document to make individual plans for CYIC including identifying the key adult connecting with CYIC.
- Review and update the process for monitoring 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 ESL, 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 2022/2023 school year. When looking at the variety of measures in the ESL, a number of themes for SWD immerged:

- District Foundational Skills Assessment (FSA) literacy data reflected provincial FSA literacy data for SWD in both grades 4 and 7 are similar to the provincial average. Grade 4 FSA results show an increase in achievement while grade 7s show a slight decrease.
- The number of SWD meeting or exceeding expectations on the grade 4 FSA Numeracy assessment was well above the provincial average and showed a significant increase from 2021-2022.
- 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 in grades 9-12.
- The data on sense of belonging, adults who care and feeling welcome continue to trend upwards for SWD.

### 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 schools with a focus on implementation in grades 9 - 12.
- 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 60 teachers in addition to the 25 district trainers in the 3 Block Model of Universal Design for Learning with Dr. Jennifer Katz. This year will see additional work on UDL done with our trainers, more teachers, administrators, and education assistants. The focus of this work is to build capacity to differentiate instruction to support all learners.
- A focus will be on expanding the implementation of UDL in grades 8-12.
- Review the impact of the essential supports and interventions for literacy and numeracy for SWD. Essential supports for SWD K-12 will now be listed in MY ED.
- The continued 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 the final year (year 4) of our current 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. This year the district is engaging in an environmental scan known as the SOAR (strengths, opportunities, aspirations, results) as we start the work to create the new strategic plan.

### 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. During the 2023-2024 school year, the district will engage in developing a new strategic plan. The first step will 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](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>

