

Enhancing Student Learning Report

September 2023

In Review of Year 5 of our 2018-2023 Strategic Plan



Approved by Board on September 18, 2023

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Introduction: District Context

Peace River North serves communities north of the Peace River to south of Mile 226 on the Alaska Highway, and from the Rockies east to the Alberta border. We live, work, and learn on the traditional territory of the Dane-zaa or Tsáá? Ché Ne Dane within Treaty 8. Communities of Fort St John (Gat Tah Kwą), Hudson's Hope, and Taylor, Blueberry River First Nations, Doig River First Nation, and Halfway River First Nation, and several other rural areas contribute to a population of over 35,000 inhabitants. Our student population is approximately 5974 in our 22 standard schools. We also have a Provincial Online Learning School that provides service to K-12 and adult students. 13 of our schools are in urban areas with 10 in rural areas. The school district employs 1100 staff (786 FTE) with an operating budget of \$71.3 million for 2022-2023. School District 60 works to engage with the communities that we serve. Our Board of Education, Senior Staff, School Leaders and teachers strive to connect with families, communities, and partners.

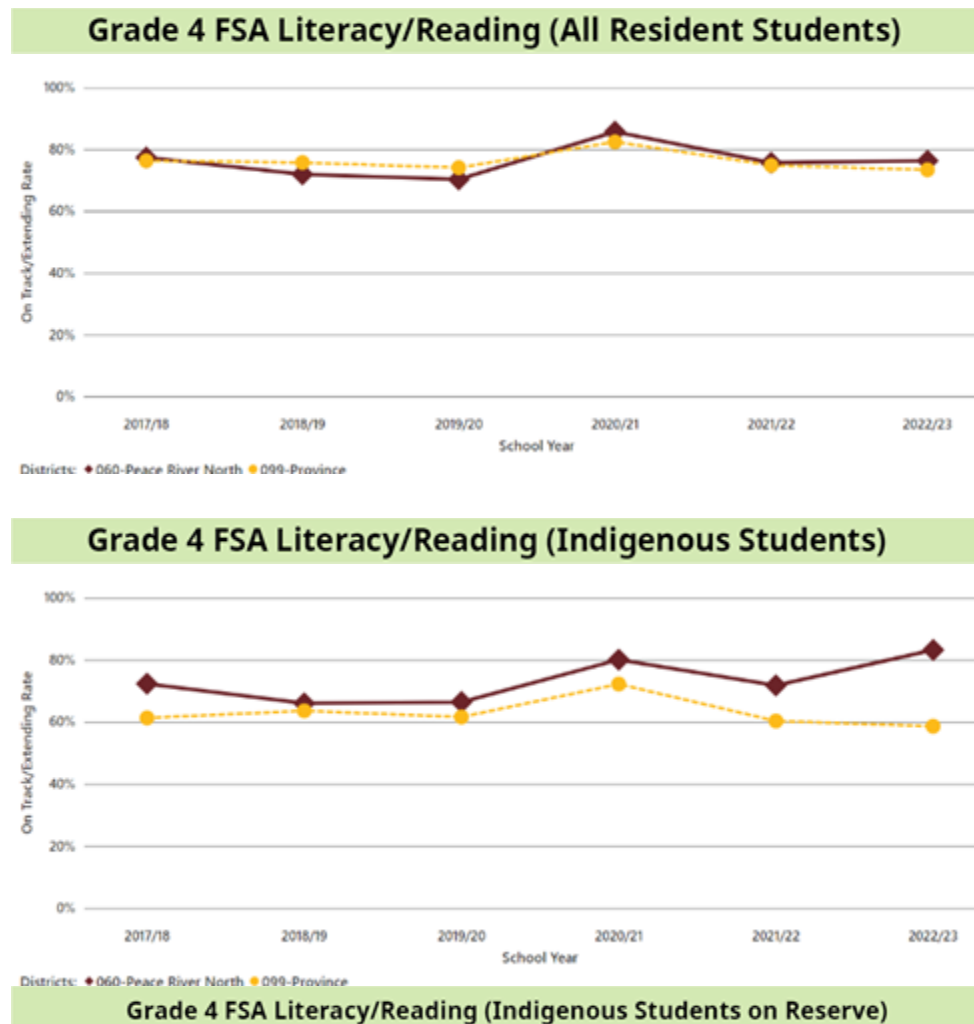
Section A: Reflecting Back

2022-23 Student Learning Outcomes

Intellectual Development

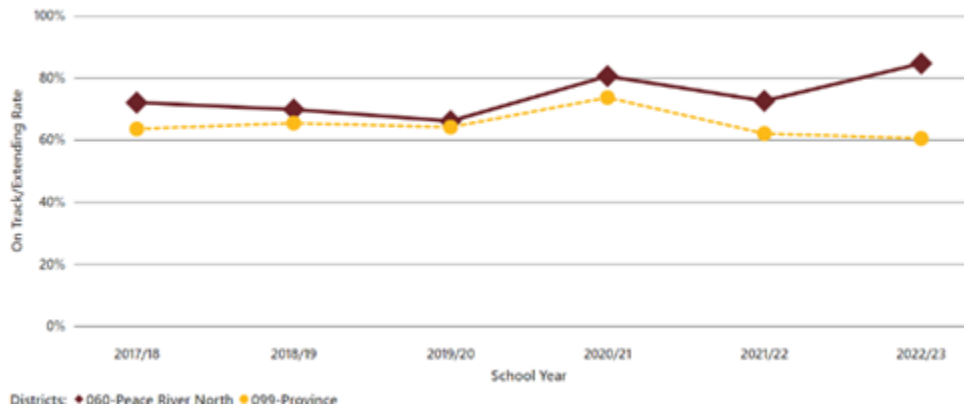
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

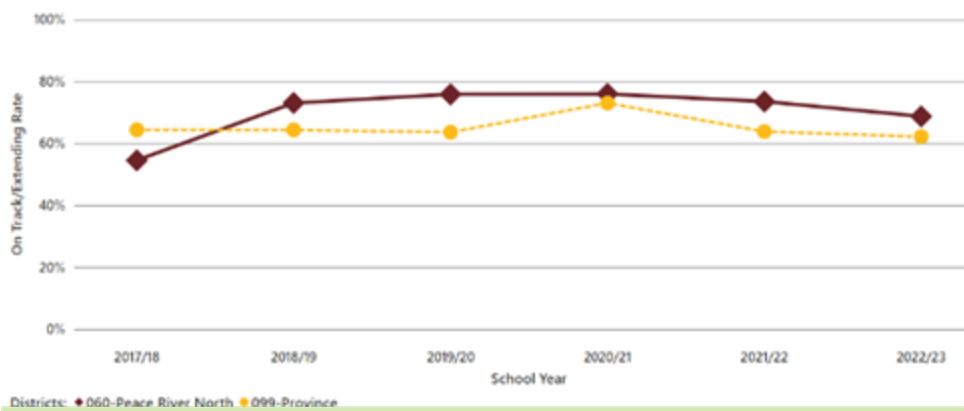


Data has been masked due to an identifiable population of 9 or less students.

Grade 4 FSA Literacy/Reading (Indigenous Students off Reserve)



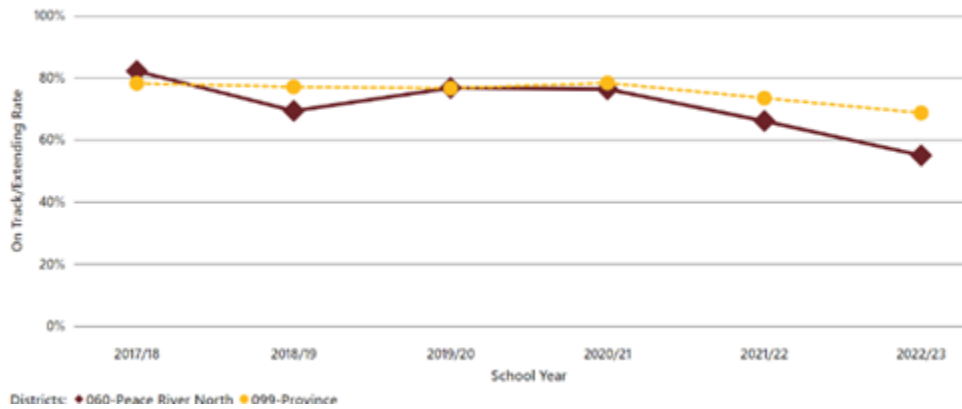
Grade 4 FSA Literacy/Reading (Students with Disabilities/Diverse Abilities)



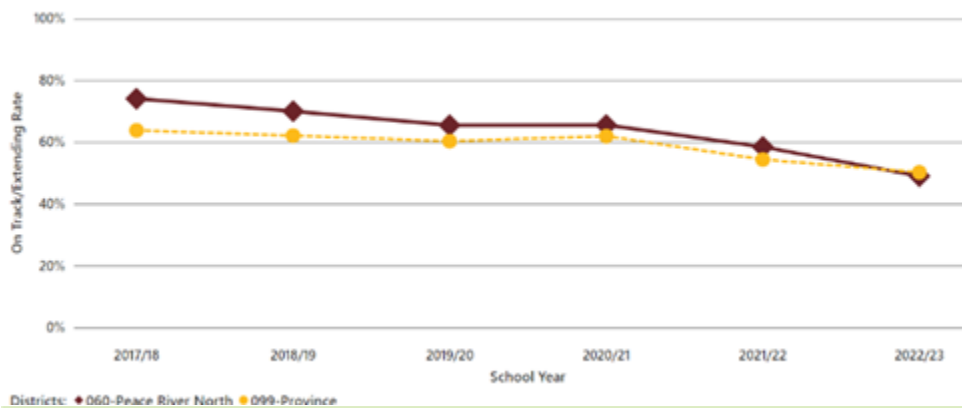
Grade 4 FSA Literacy/Reading (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

Grade 7 FSA Literacy/Reading (All Resident Students)



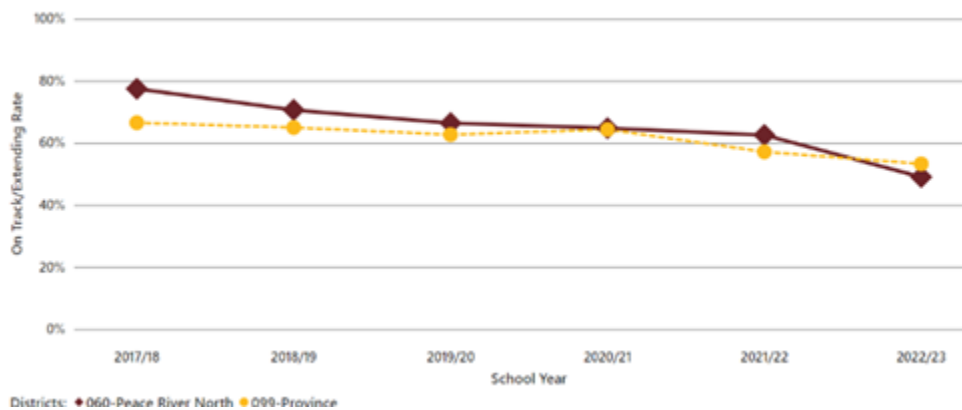
Grade 7 FSA Literacy/Reading (Indigenous Students)



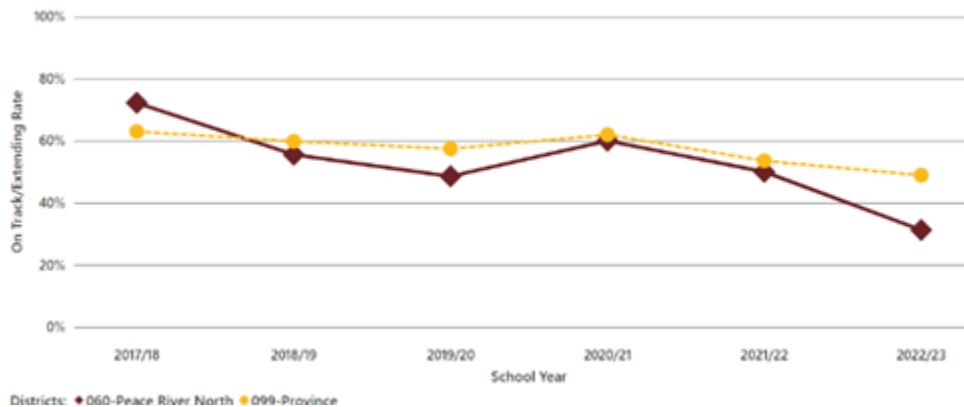
Grade 7 FSA Literacy/Reading (Indigenous Students on Reserve)

Data has been masked due to an identifiable population of 9 or less students.

Grade 7 FSA Literacy/Reading (Indigenous Students off Reserve)



Grade 7 FSA Literacy/Reading (Students with Disabilities/Diverse Abilities)



Grade 7 FSA Literacy/Reading (Children/Youth in Care)

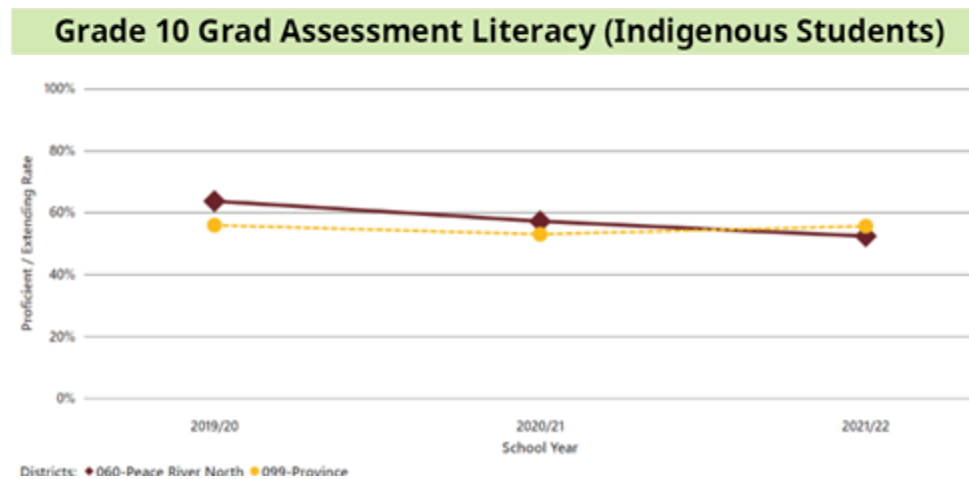
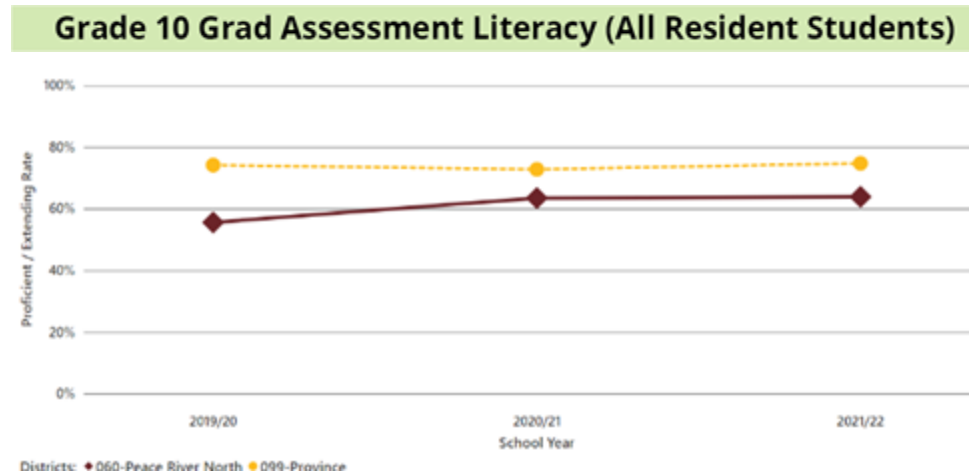
Data has been masked due to an identifiable population of 9 or less students.

Data Analysis for Measure 1.1

- Grade 4
 - All Students measure shows results at or above provincial rate for last three years.
 - Indigenous students have a higher level of achievement than the provincial results for all years of the data including a significant positive difference in the last year. Indigenous students have a higher level of achievement compared to the All Students measure last year.
 - Indigenous students on reserve while masked shows more years above the provincial rate than below in the data (four compared to two)
 - Students with Disabilities / Diverse Abilities are above the provincial results for five of the last six years.
 - CYIC results are masked due to small numbers with significant variability in the data
- Grade 7
 - A decline in literacy / reading in FSA7 is noted for both Provincial and District results with district results showing a larger negative slope to the trend over the last three years
 - Indigenous students are performing similarly but with a slightly higher results than province
 - Indigenous students on reserve while masked shows higher results than the province for the last five of six years
 - Students with Disabilities / Diverse Abilities are following a similar decline as All students in district and province

- CYIC results are masked due to small numbers with significant variability in the data

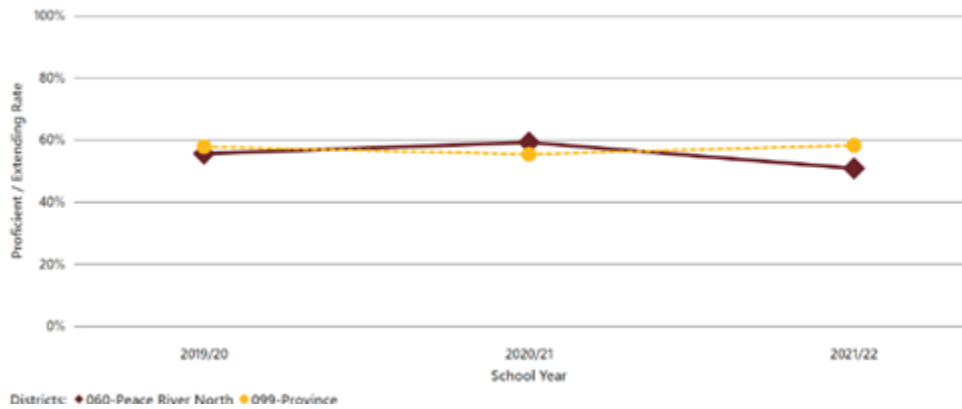
Measure 1.2: Grade 10 Literacy Expectations



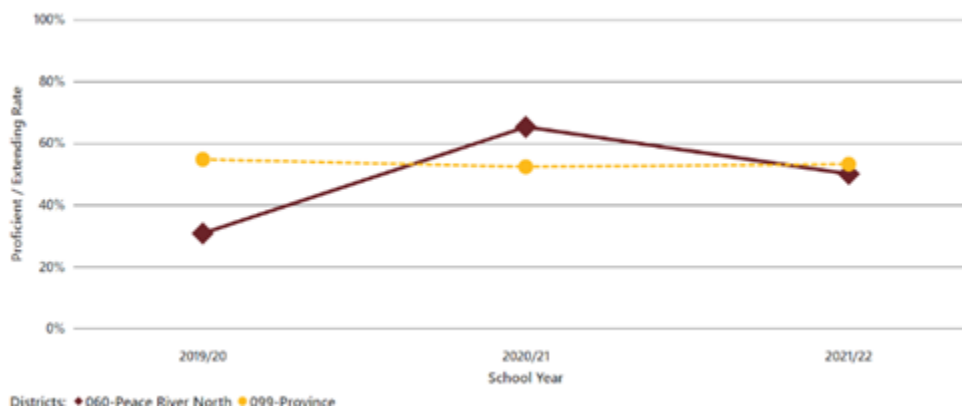
Grade 10 Grad Assessment Literacy (Indigenous Students on Reserve)

Data has been masked due to an identifiable population of 9 or less students.

Grade 10 Grad Assessment Literacy (Indigenous Students off Reserve)



Grade 10 Grad Assessment Literacy (Students with Disabilities/Diverse Abilities)



Grade 10 Grad Assessment Literacy (Children/Youth in Care)

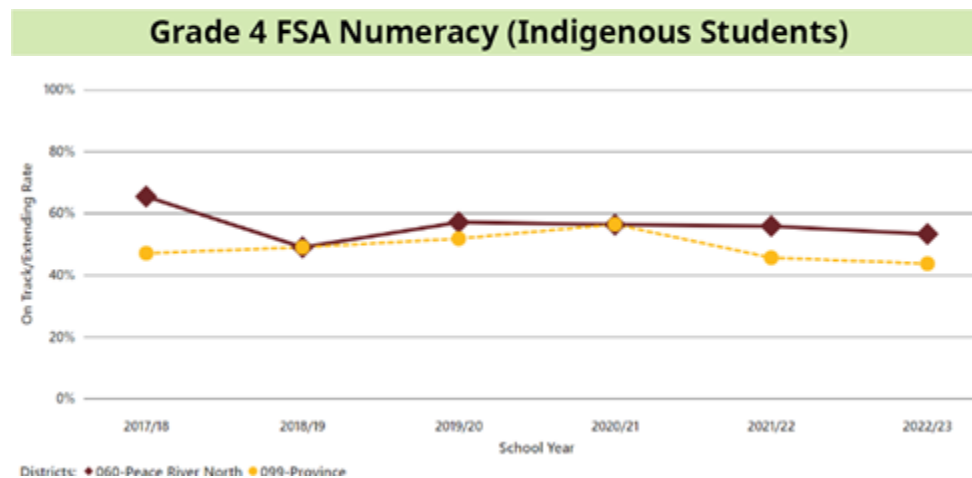
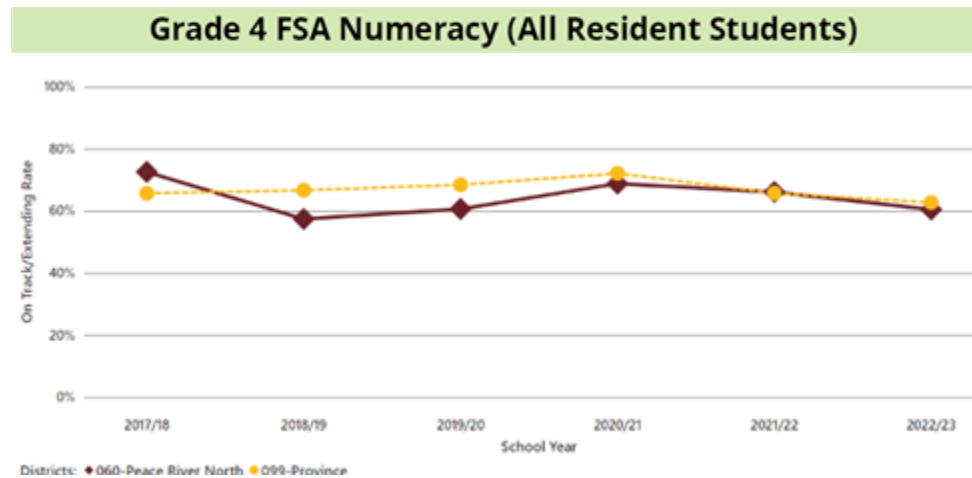
Data has been masked due to an identifiable population of 9 or less students.

Data Analysis for Measure 1.2

- A gap exists between the Provincial rate of proficient/extending compared to the lower District results for all students
- Indigenous students have a higher proficient / extending rate compared to the province for two of the last three years. A growing negative gap between Indigenous students and All Student measure in district is noted.
- Indigenous students on reserve data while masked has been at or significantly above the provincial results for the last three years
- CYIC results are masked due to small numbers with significant variability in the data

Educational Outcome 2: Numeracy

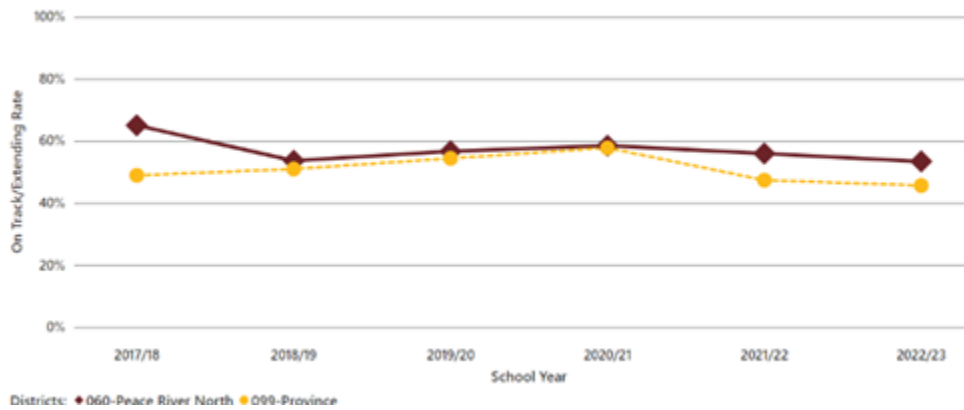
Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations



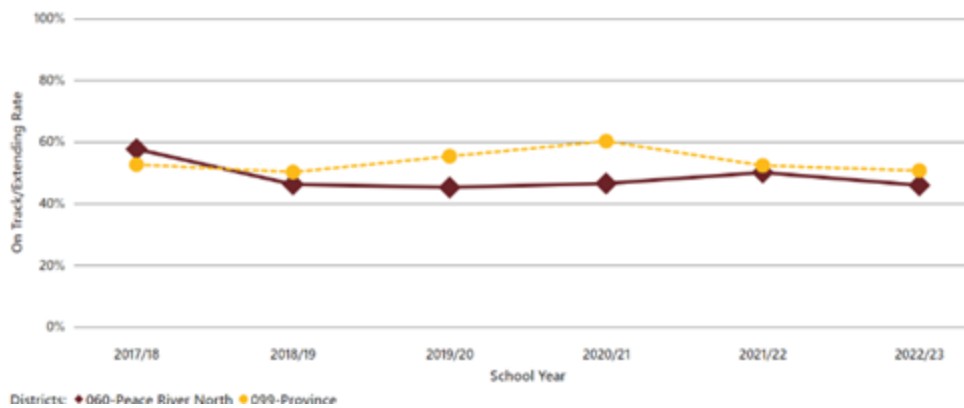
Grade 4 FSA Numeracy (Indigenous Students on Reserve)

Data has been masked due to an identifiable population of 9 or less students.

Grade 4 FSA Numeracy (Indigenous Students off Reserve)



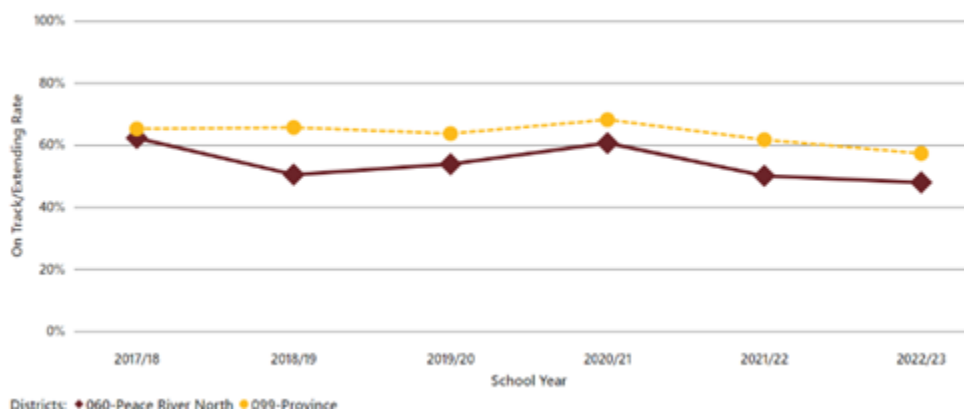
Grade 4 FSA Numeracy (Students with Disabilities/Diverse Abilities)



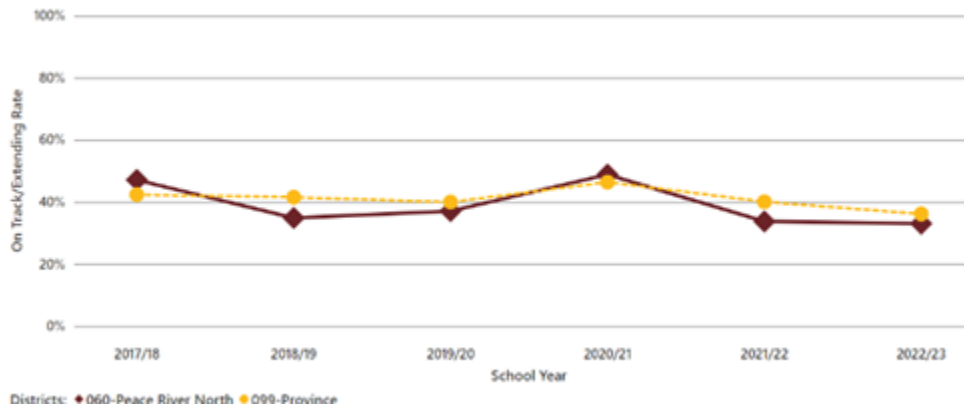
Grade 4 FSA Numeracy (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

Grade 7 FSA Numeracy (All Resident Students)



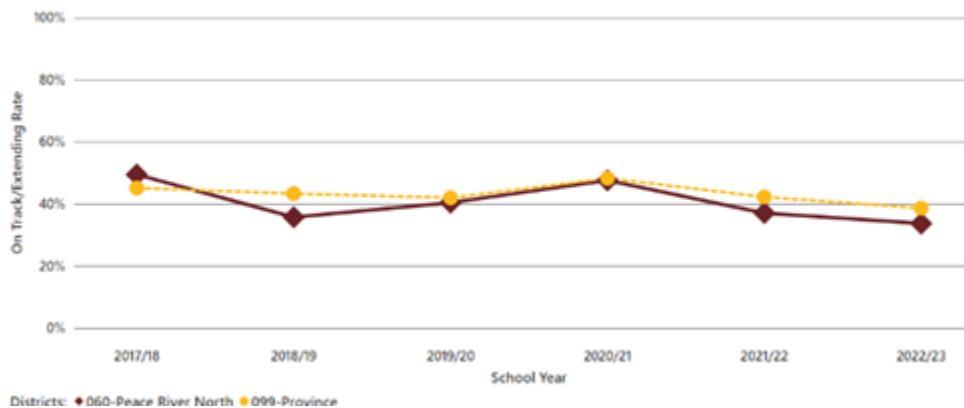
Grade 7 FSA Numeracy (Indigenous Students)



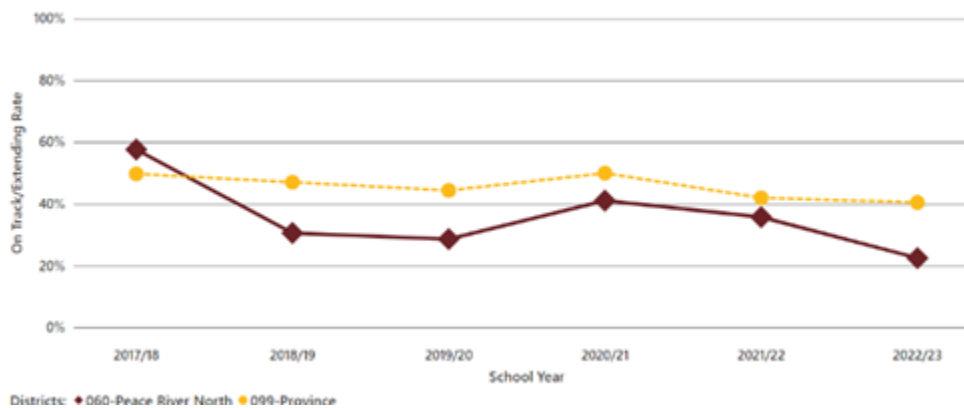
Grade 7 FSA Numeracy (Indigenous Students on Reserve)

Data has been masked due to an identifiable population of 9 or less students.

Grade 7 FSA Numeracy (Indigenous Students off Reserve)



Grade 7 FSA Numeracy (Students with Disabilities/Diverse Abilities)



Grade 7 FSA Numeracy (Children/Youth in Care)

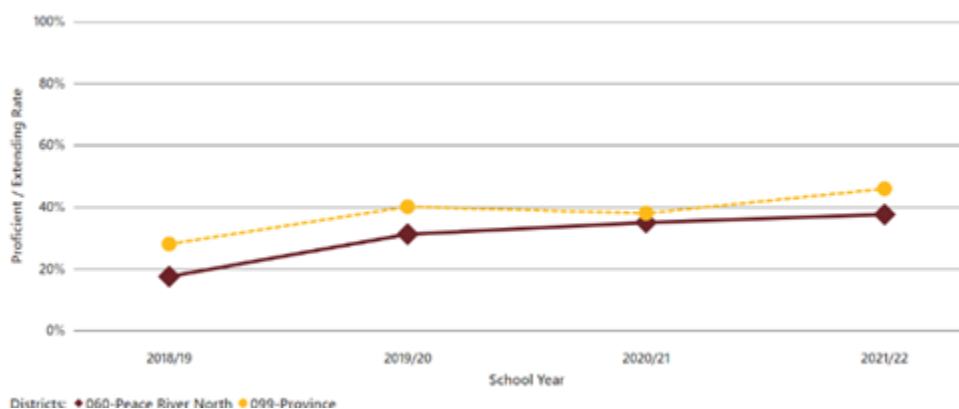
Data has been masked due to an identifiable population of 9 or less students.

Data Analysis for Measure 2.1

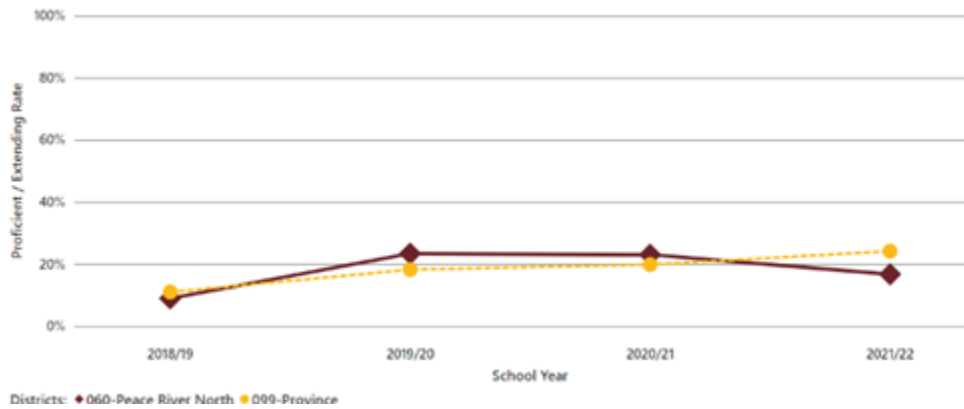
- Grade 4
 - Results for all students in District closely follow the Provincial results
 - A positive gap has appeared for Indigenous students over the last two years compared to the provincial results. A negative gap exists between the district All Students and Indigenous students exists.
 - Indigenous students on reserve data while masked has been above the provincial results for four of the last six years
 - Students with Disabilities / Diverse Abilities results show a closing of the gap between the District and Provincial results
 - CYIC results are masked due to small numbers with significant variability in the data
- Grade 7
 - Results for all students in District follow the Provincial results with a negative gap for district results over that last five years
 - Indigenous student results closely follow the Provincial results
 - Indigenous students on reserve results are masked due to small numbers with significant variability in the data
 - Students with Disabilities / Diverse Abilities results show a negative gap between the District and Provincial results
 - CYIC results are masked due to small numbers with significant variability in the data

Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (All Resident Students)



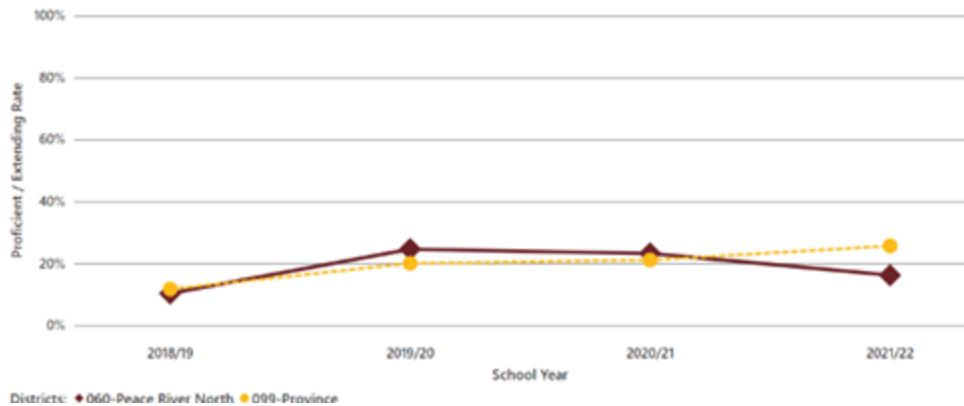
Grade 10 Grad Assessment Numeracy (Indigenous Students)

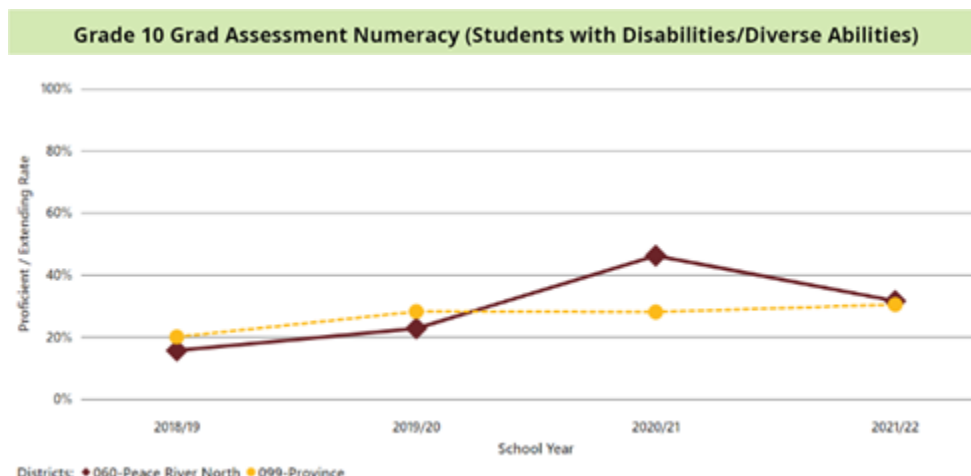


Grade 10 Grad Assessment Numeracy (Indigenous Students on Reserve)

Data has been masked due to an identifiable population of 9 or less students.

Grade 10 Grad Assessment Numeracy (Indigenous Students off Reserve)





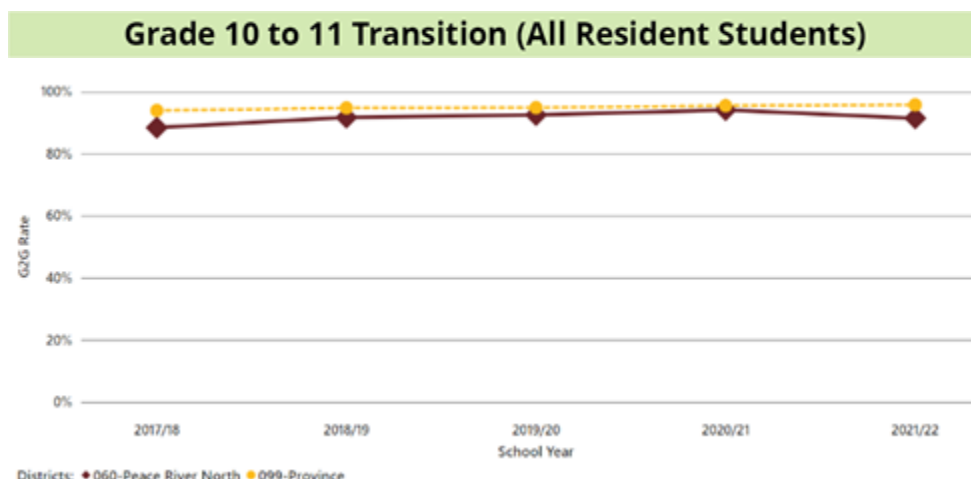
Grade 10 Grad Assessment Numeracy (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

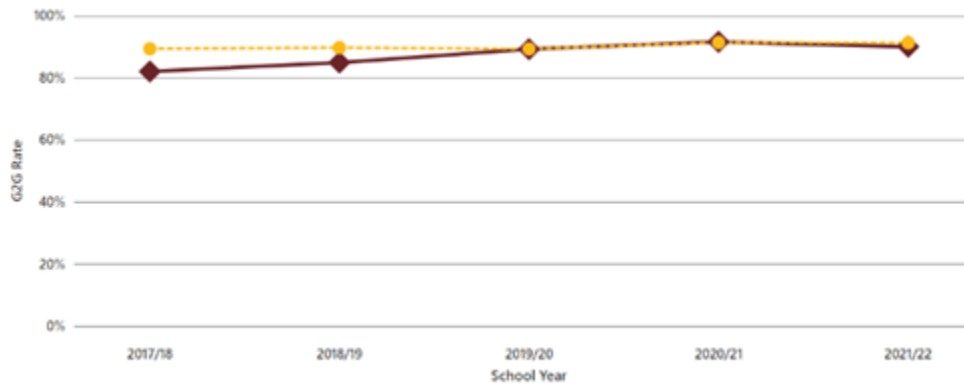
Data Analysis for Measure 2.2

- Proficient / Extending rate is improving over four years with a negative gap compared to Provincial results
- Indigenous students while similar to the Provincial results have a significant gap compared to the All-Student results
- Indigenous students on reserve results are masked with a large negative gap between the All Students results, but a significant positive difference with Provincial results.
- Students with Disabilities / Diverse Abilities results show similar results with the province and a gap between the All Students results.
- CYIC results are masked due to small numbers.

Measure 2.3: Grade to Grade Transitions



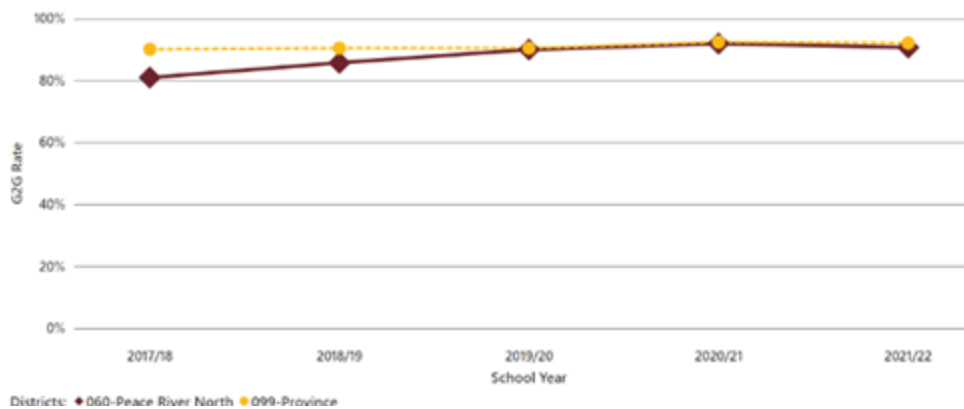
Grade 10 to 11 Transition (Indigenous Students)



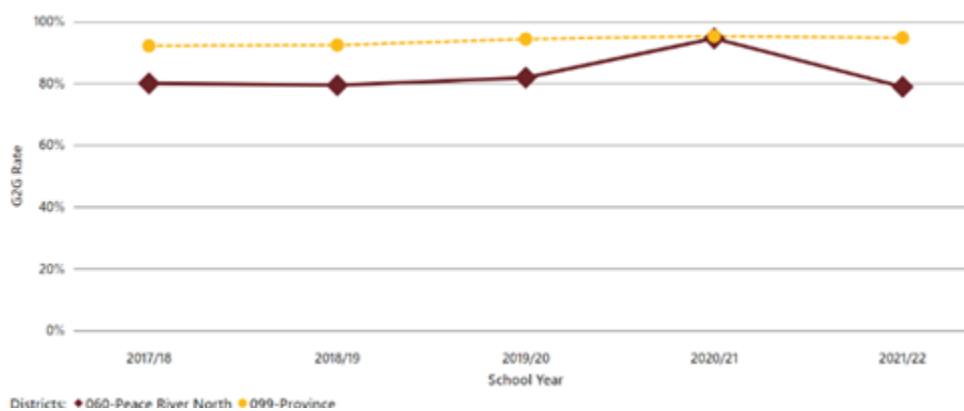
Grade 10 to 11 Transition (Indigenous Students on Reserve)

Data has been masked due to an identifiable population of 9 or less students.

Grade 10 to 11 Transition (Indigenous Students off Reserve)



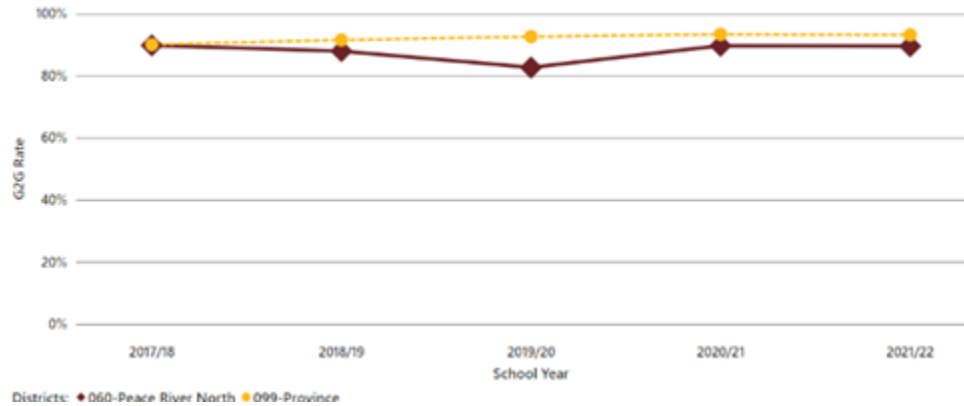
Grade 10 to 11 Transition (Students with Disabilities/Diverse Abilities)



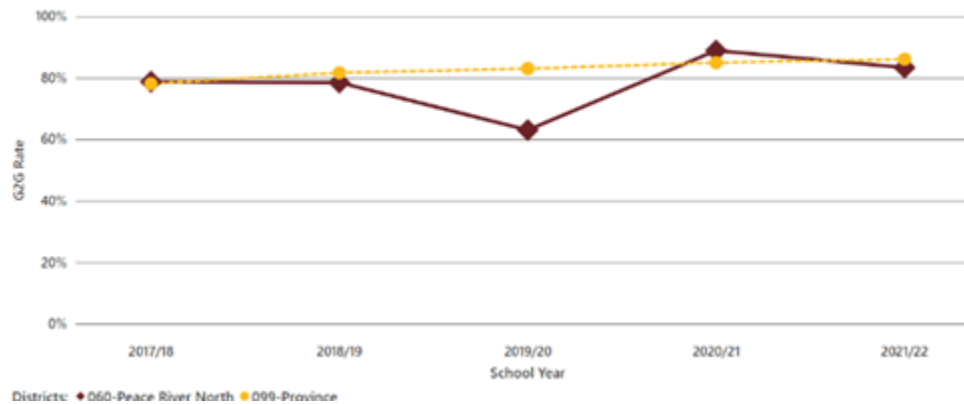
Grade 10 to 11 Transition (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

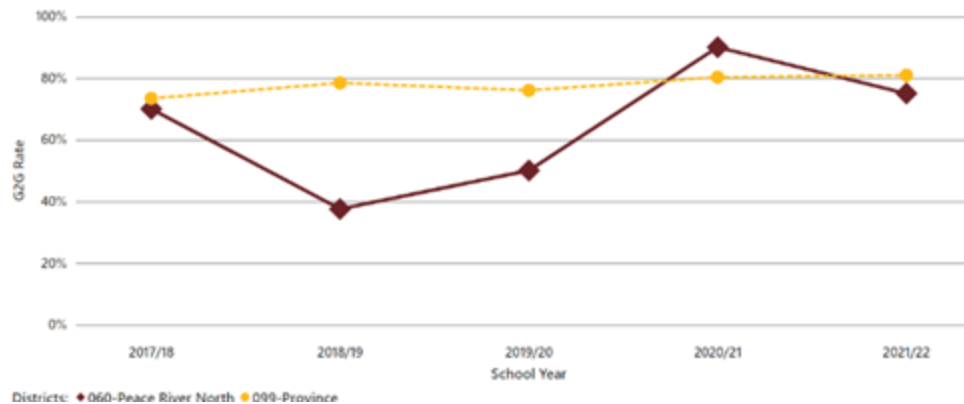
Grade 11 to 12 Transition (All Resident Students)



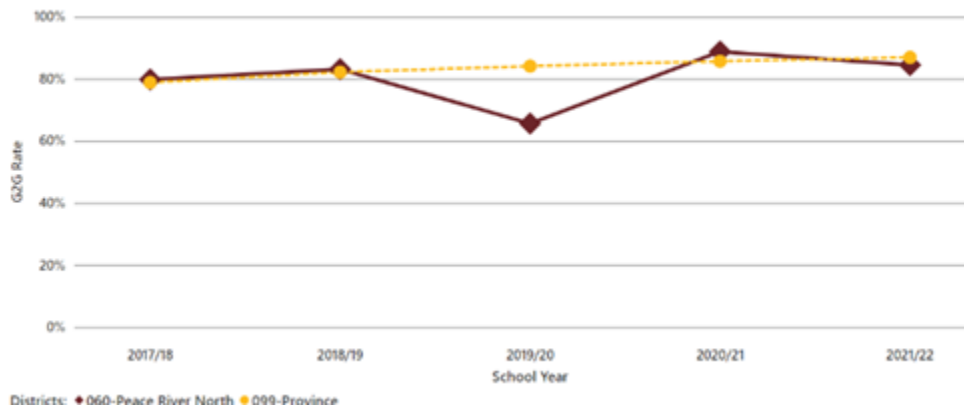
Grade 11 to 12 Transition (Indigenous Students)



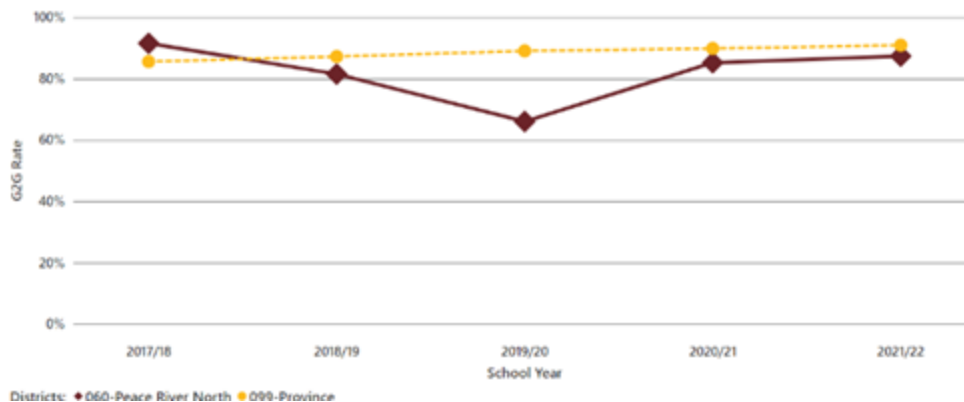
Grade 11 to 12 Transition (Indigenous Students on Reserve)



Grade 11 to 12 Transition (Indigenous Students off Reserve)



Grade 11 to 12 Transition (Students with Disabilities/Diverse Abilities)



Grade 11 to 12 Transition (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

Data Analysis for Measure 2.3

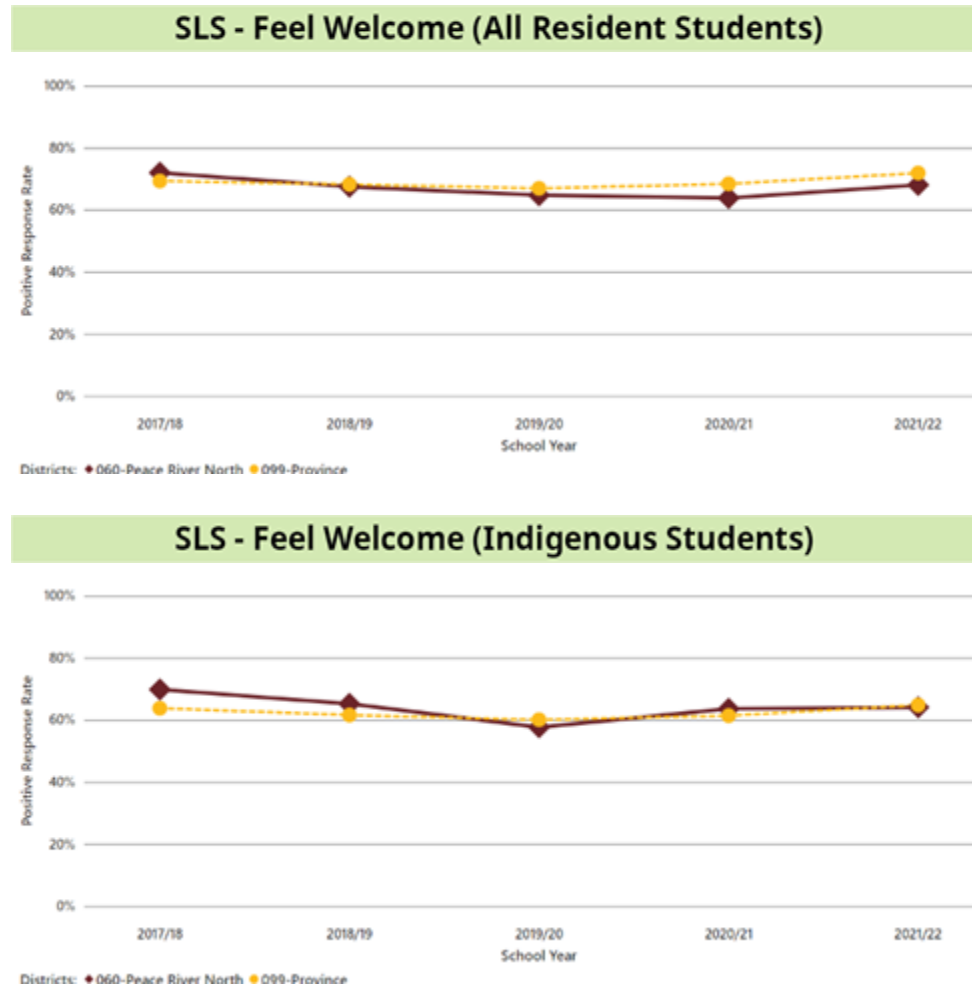
- Grade 10 to 11
 - District data closely resembles Provincial results over the five years.
 - While masked the results for Indigenous Students on Reserve resembles the provincial data with a negative gap compared to the All Students results.
 - Students with Disabilities / Diverse Abilities has maintained a consistent negative gap compared to the province for four of the five years with one year on par.
 - CYIC results are masked due to small numbers but has an improving trend over five years
- Grade 11 to 12
 - District data closely resembles Provincial results over the five years.
 - Transition rates for Indigenous Students on reserve have improved over the last several years however a negative gap exists compared to the All Students results.

- An improving trend over the last three years is noted for Students with Disabilities / Diverse Abilities.
- CYIC results are masked due to small numbers but has an improving trend over the last three years

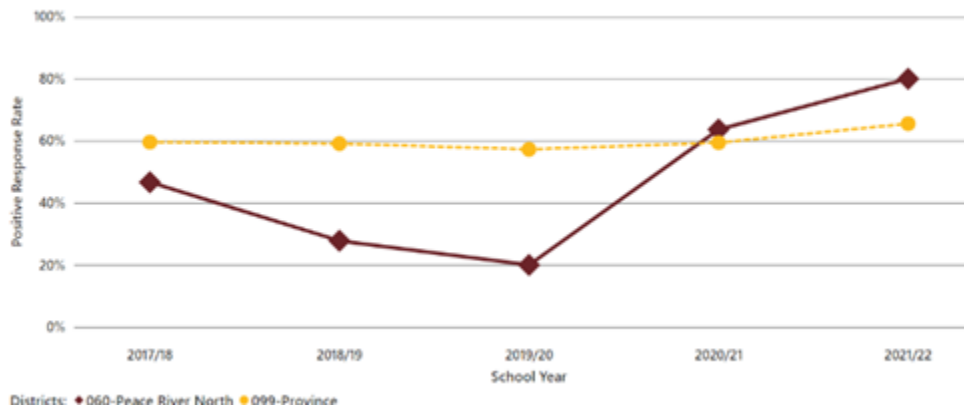
Human and Social Development

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

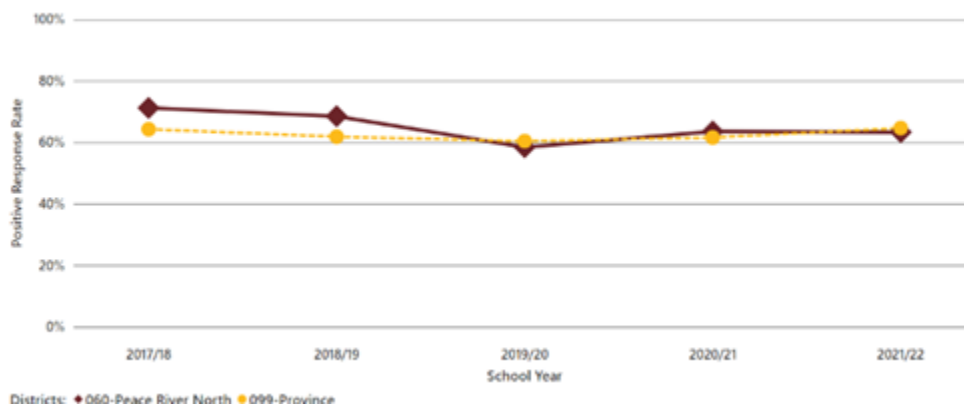
Measure 3.1: Student Sense of Belonging



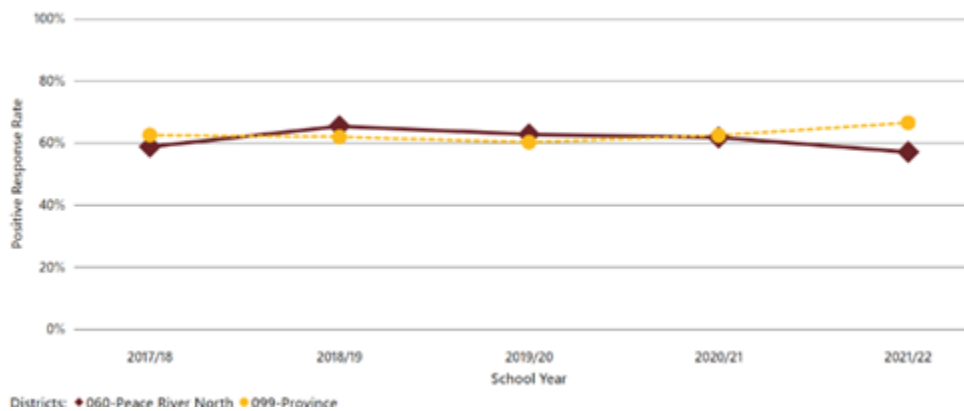
SLS - Feel Welcome (Indigenous Students on Reserve)



SLS - Feel Welcome (Indigenous Students off Reserve)



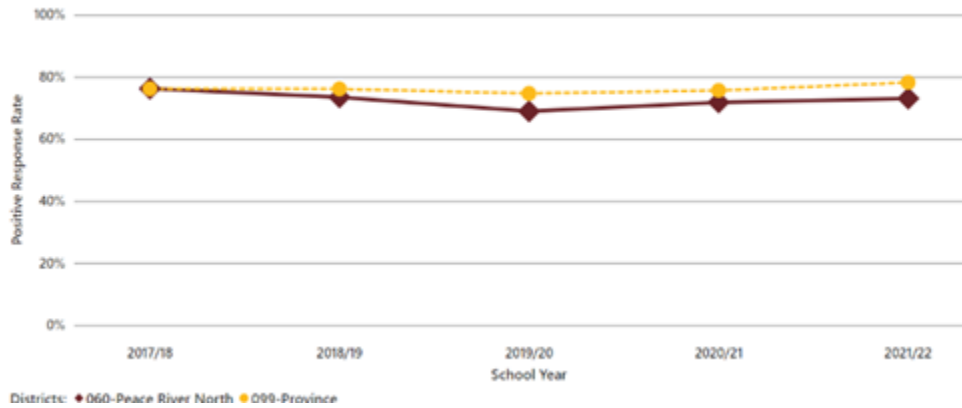
SLS - Feel Welcome (Students with Disabilities/Diverse Abilities)



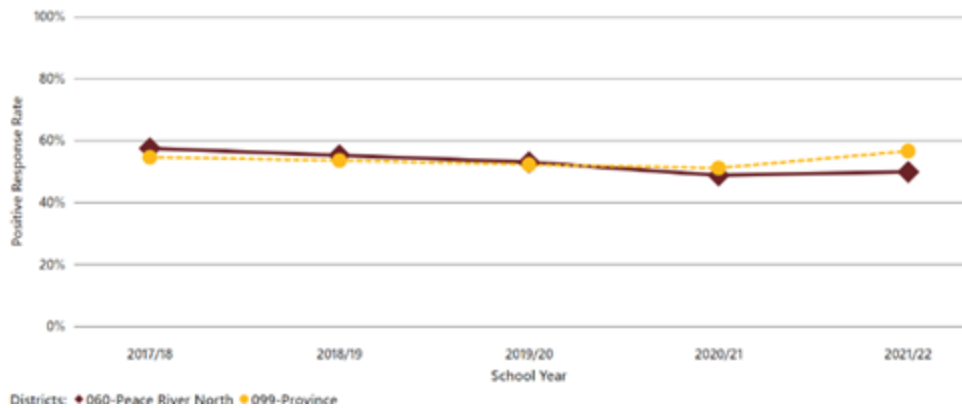
SLS - Feel Welcome (Children and Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

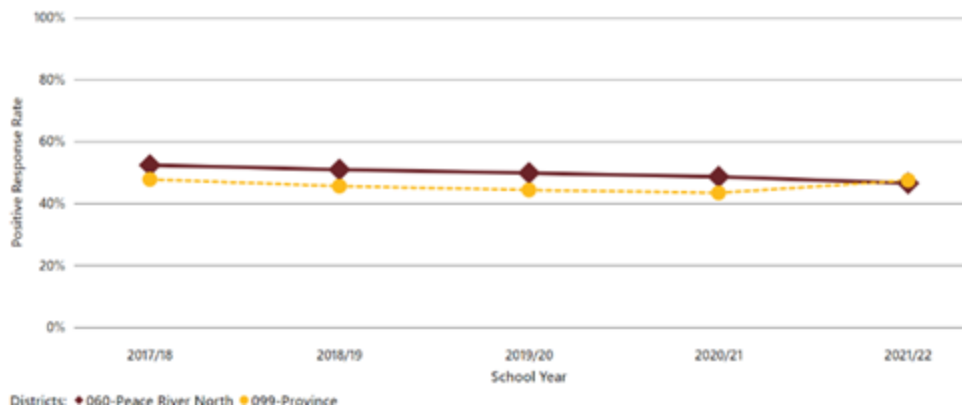
SLS - Feel Safe (All Resident Students)



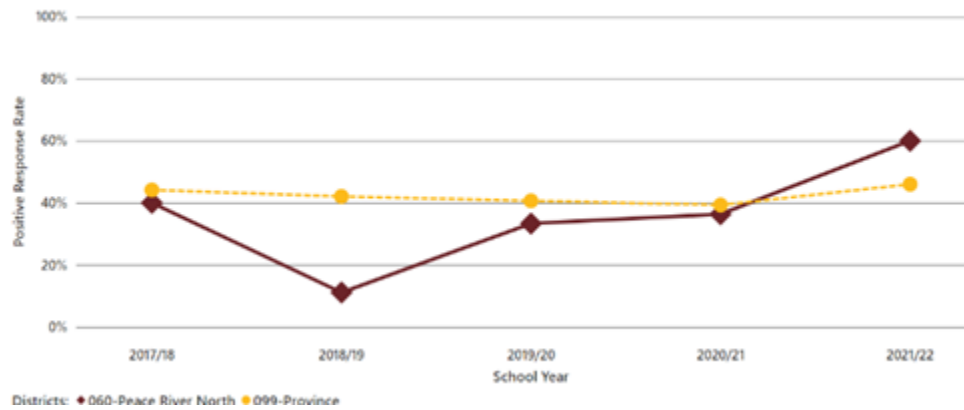
SLS - School Belong (All Resident Students)



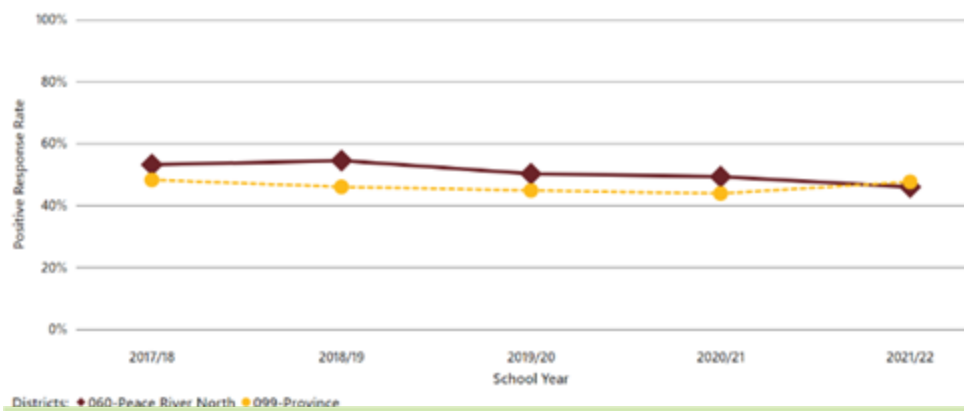
SLS - School Belong (Indigenous Students)



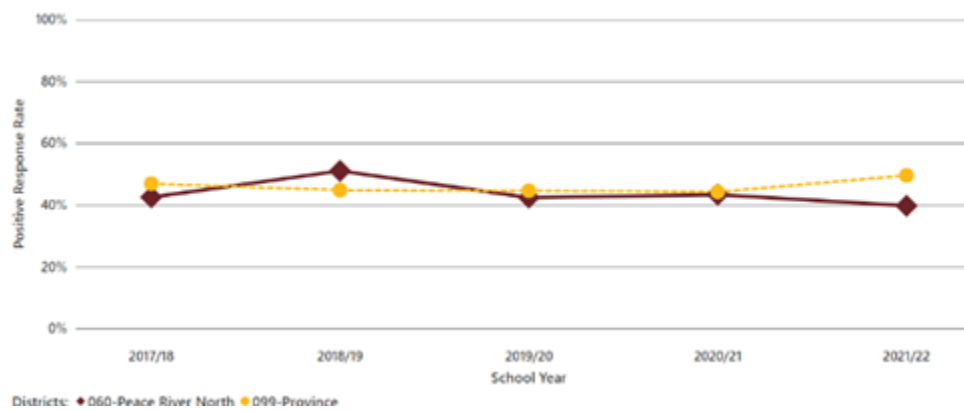
SLS - School Belong (Indigenous Students on Reserve)



SLS - School Belong (Indigenous Students off Reserve)



SLS - School Belong (Students with Disabilities/Diverse Abilities)



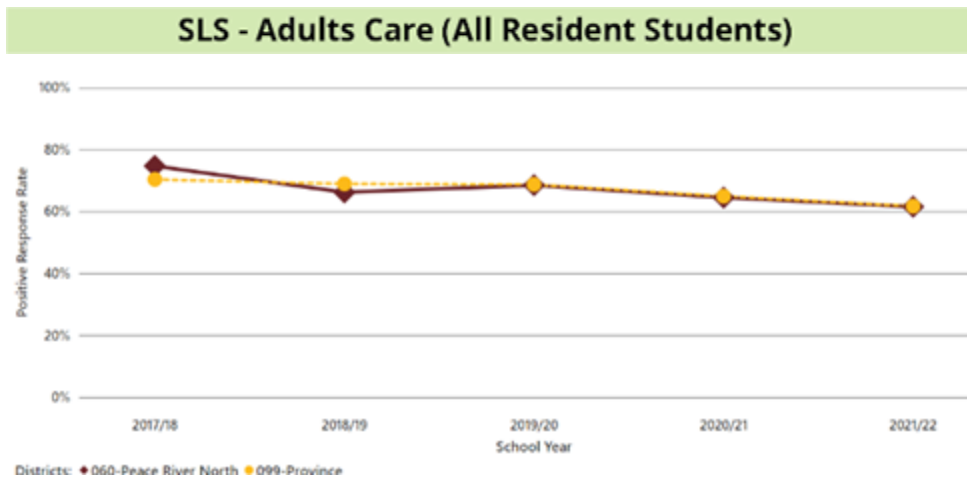
SLS - School Belong (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

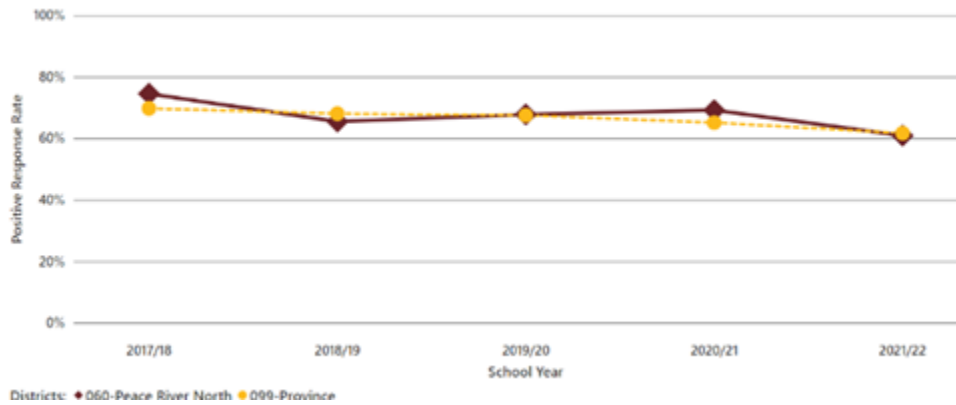
Data Analysis for Measure 3.1

- Feel Welcome
 - Results for All Students, Indigenous Students, and Students with Disabilities / Diverse abilities follow Provincial results.
 - Results for Indigenous Students on Reserve show a significant positive change over three years with the last two years showing a higher positive result compared to the All Students measure.
 - CYIC results are masked due to small numbers and show variability over the last three years.
- Feel Safe
 - Data limited to All Students measure only
 - While the District results follows the Provincial results there is a small negative gap for the District compared to the Province.
- School Sense of Belonging
 - Results for All Students closely follows the Provincial results.
 - While the Indigenous students results closely follows the Provincial result there is a significant negative gap compared to the All Students results
 - Results for Indigenous Students on Reserve is showing a positive trend over three years and was higher than the Provincial results but lower than the All Students result.
 - Results for Students with disabilities / diverse abilities follow Provincial results with a negative gap compared to All Students results.
 - CYIC results are masked due to small numbers and show variability over the last five years.

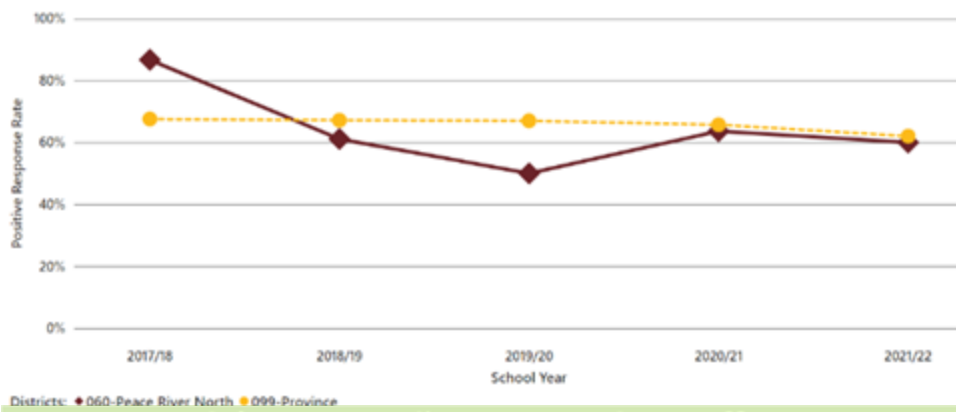
Measure 3.2: Two or More Adults who Care About Them



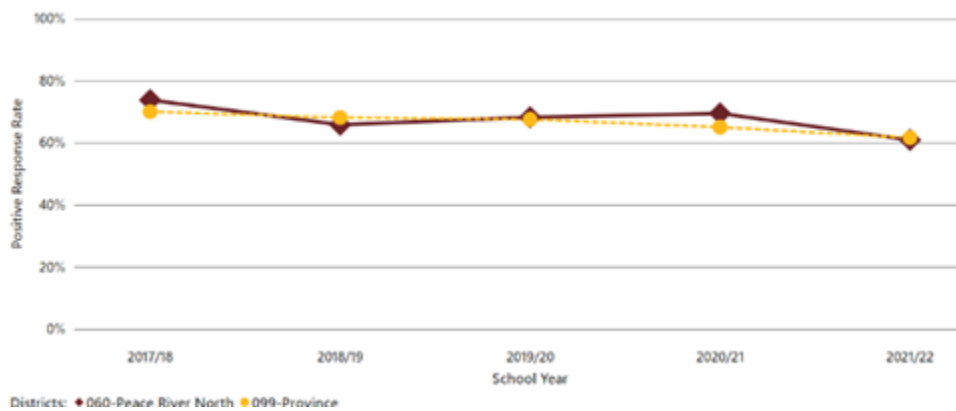
SLS - Adults Care (Indigenous Students)



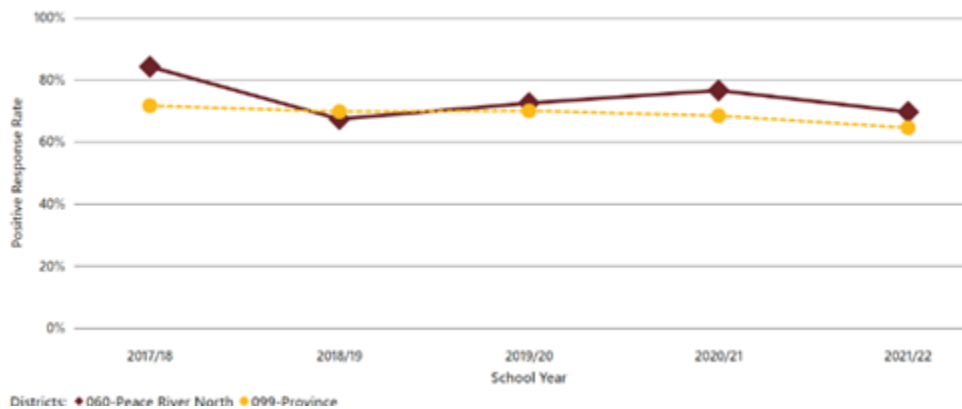
SLS - Adults Care (Indigenous Students on Reserve)



SLS - Adults Care (Indigenous Students off Reserve)



SLS - Adults Care (Students with Disabilities/Diverse Abilities)



SLS - Adults Care (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

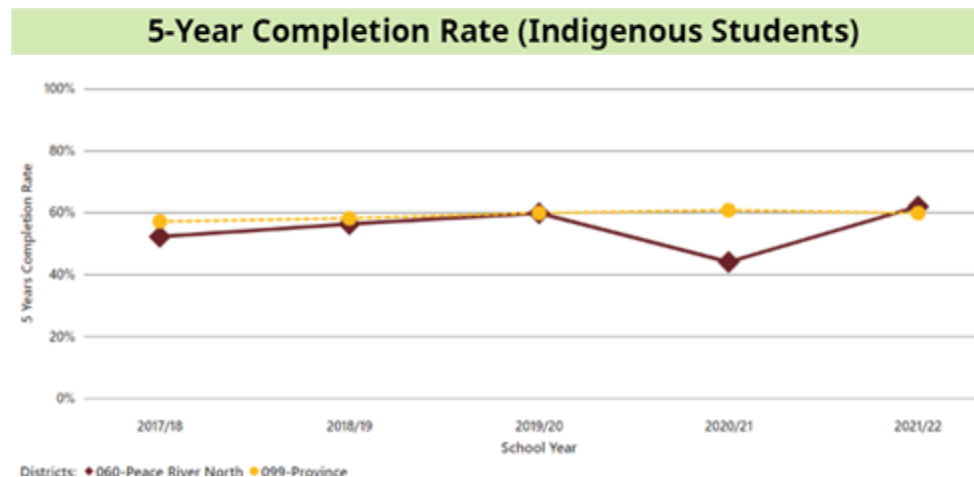
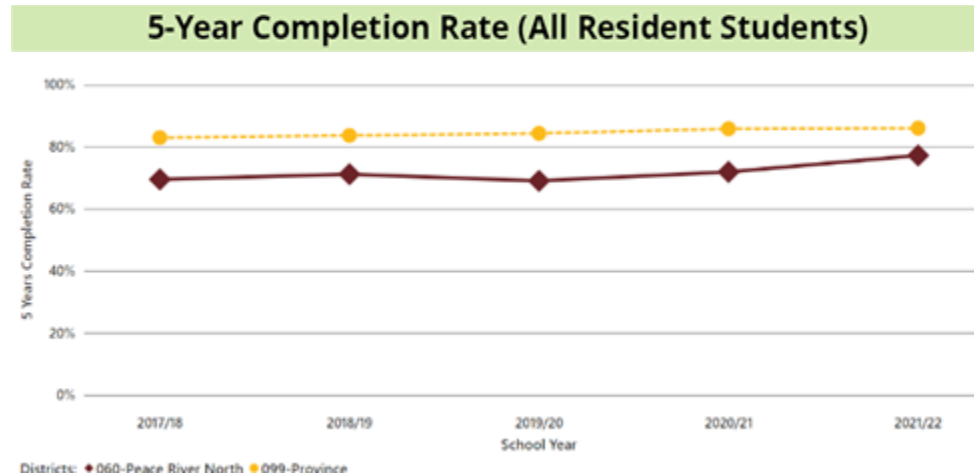
Data Analysis for Measure 3.2

- Results for Indigenous Students and All Students closely match each other and the Provincial Results. All have a slight negative trend over five years.
- With some variability results for Indigenous students on reserve follow the Provincial results and have a negative trend over five years.
- Results for Students with disabilities / diverse abilities show a higher percentage of students reporting that 2 or more adults care about them compared to other measures. Over five years there is a negative trend.
- CYIC results are masked due to small numbers, follow Provincial results, and show a negative trend over five years.

Career Development

Educational Outcome 4: Students Will Graduate

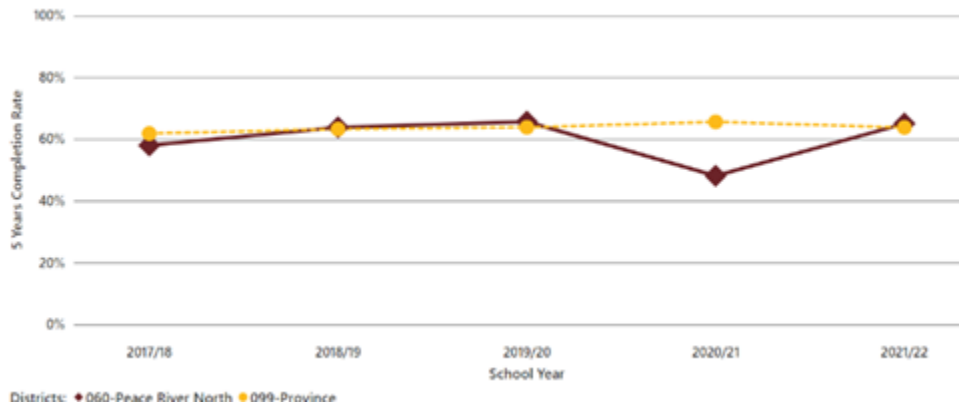
Measure 4.1: Achieved Dogwood Within 5 Years



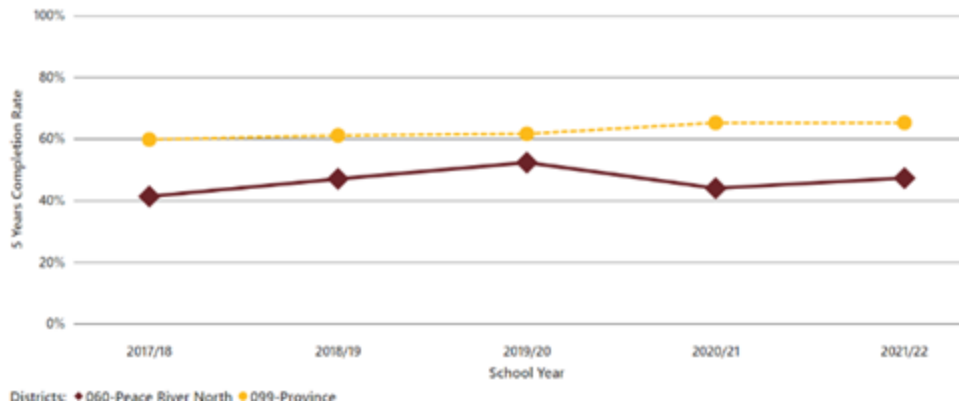
5-Year Completion Rate (Indigenous Students on Reserve)

Data has been masked due to an identifiable population of 9 or less students.

5-Year Completion Rate (Indigenous Students off Reserve)



5-Year Completion Rate (Students with Disabilities/Diverse Abilities)



5-Year Completion Rate (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

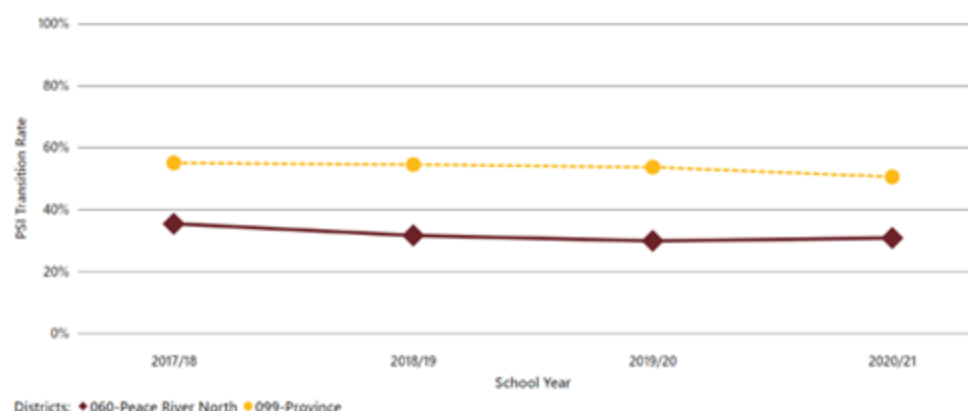
Data Analysis for Measure 4.1

- The All Students result gap is closing on the Provincial results
- The Indigenous Students results follows the province and has a significant negative gap compared to the All Students results.
- While masked, the results for Indigenous students on reserve are improving with last year matching the Provincial results. A significant negative gap exists for students on reserve compared to the All Students, Indigenous students measures.
- Results for Students with Disabilities / Diverse Abilities shows a negative gap compared to the Provincial results and a lower rate than the All Students measure.
- CYIC results are masked due to small numbers and show variability over the last three years.

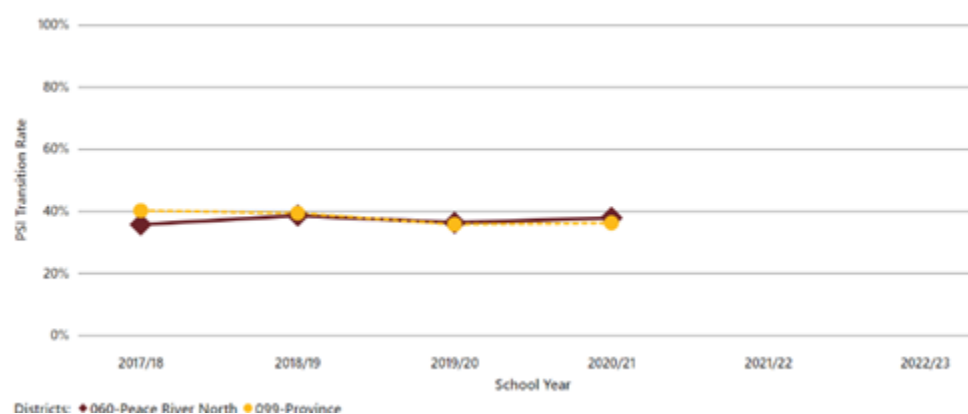
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Transitioning to Post-Secondary

Post Secondary Transition - Immediate (All Resident Students)



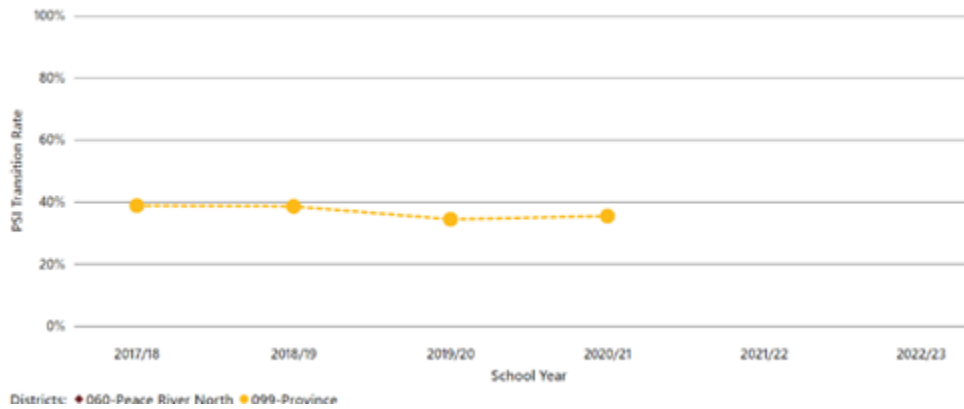
Post Secondary Transition - Immediate (Indigenous Students)



Post Secondary Transition - Immediate (Indigenous Students on Reserve)

Data has been masked due to an identifiable population of 9 or less students.

Post Secondary Transition - Immediate (Indigenous Students off Reserve)



The above graph provided by the province should indicate that our Indigenous student off reserve had an immediate transition rate of 37% in 2019/2020 and 36% in 2020/2021

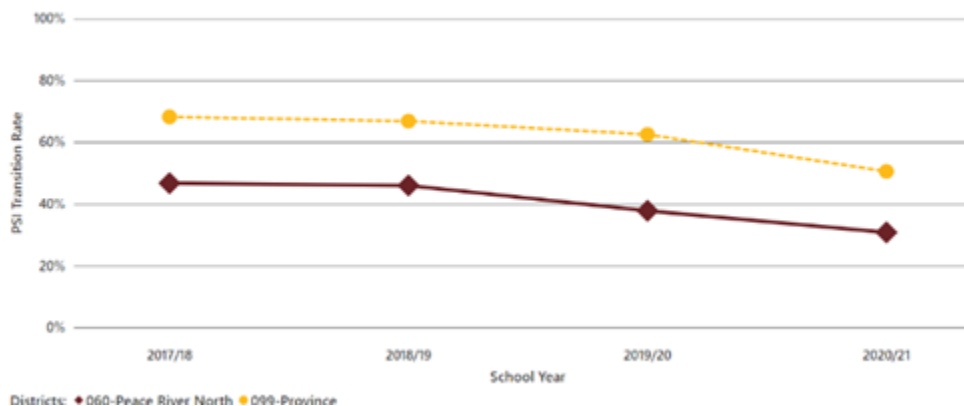
Post Secondary Transition - Immediate (Students with Disabilities/Diverse Abilities)

Data has been masked due to an identifiable population of 9 or less students.

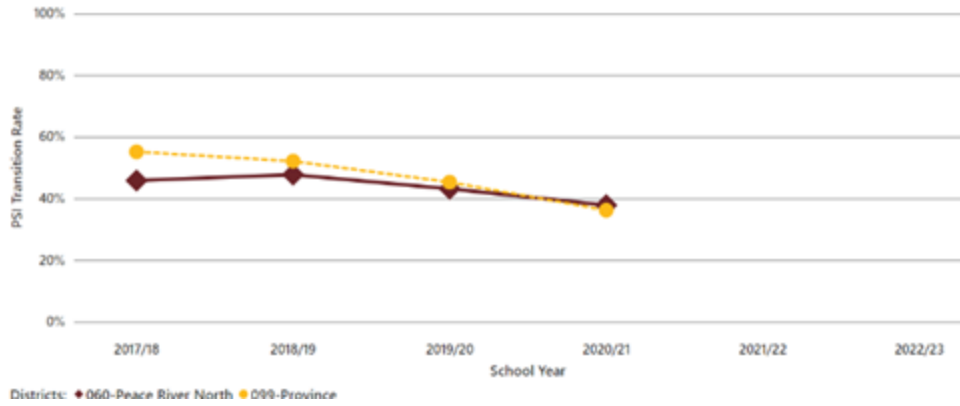
Post Secondary Transition - Immediate (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

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



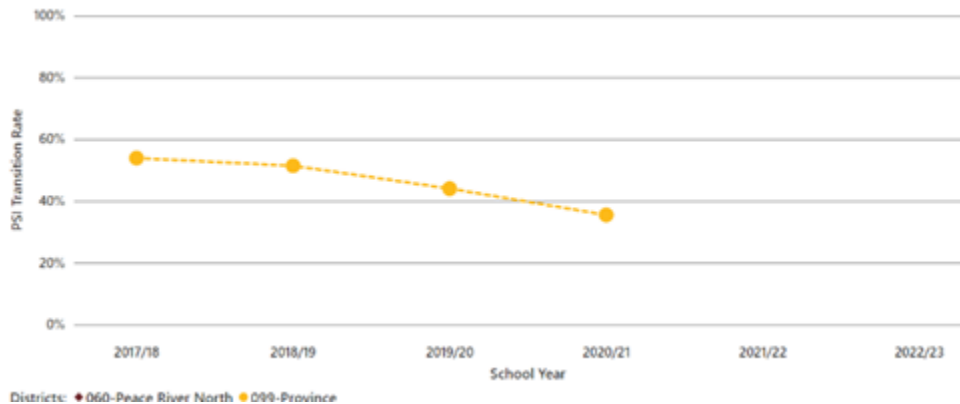
Post Secondary Transition - 3-Year (Indigenous Students)



Post Secondary Transition - 3-Year (Indigenous Students on Reserve)

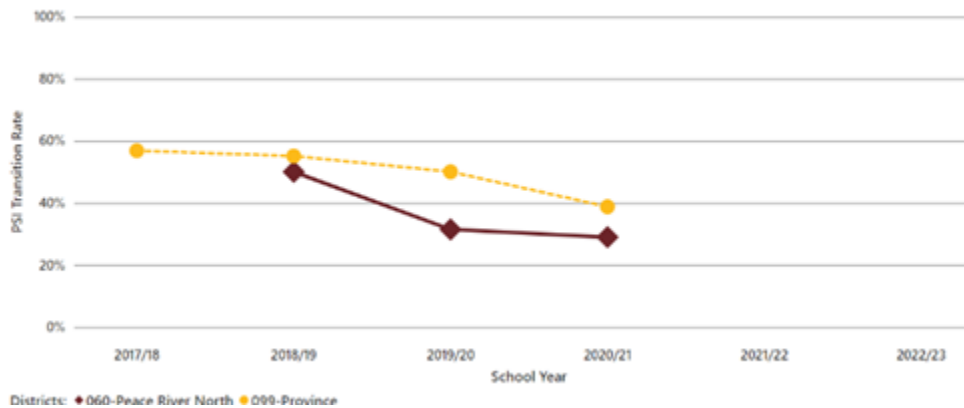
Data has been masked due to an identifiable population of 9 or less students.

Post Secondary Transition - 3-Year (Indigenous Students off Reserve)



The above graph provided by the province should indicate that our Indigenous student off reserve had a 3-Year transition rate of 30% in 2019/2020 and 30% in 2020/2021

Post Secondary Transition - 3-Year (Students with Disabilities/Diverse Abilities)



Post Secondary Transition - 3-Year (Children/Youth in Care)

Data has been masked due to an identifiable population of 9 or less students.

Data Analysis for Measure 5.1

- Post Secondary Transition Rates do not incorporate transitions to post secondary outside of British Columbia.
- A gap exists between transition to post secondary in British Columbia for our All Students measure
- Indigenous Students results closely match the Provincial results.

Relevant Additional/Local Data and Evidence

Further relevant local data and analysis is available in our Framework for Enhancing Student Learning 2023 Update at <https://www.prn.bc.ca/district/fes/> including:

- 6-year Dogwood Completion Rate
- Grade 6-9 Reading Comprehension
- Grade to Grade Transitions
- FSA Literacy and Numeracy data by All / Indigenous / Diverse Abilities and Disabilities
- Middle Developmental Instrument
- Student Satisfaction Level for Job / Post Secondary Preparation
- Distribution of Learning Support Budget Allocations

Section B: Moving Forward

Planning and Adjusting for Continuous Improvement

Current Strategic Plan Priorities

Four Pillars of the Board Strategic Plan

Pillar 1: Delivery of Excellent Educational Programming Focused on Student Outcomes

Pillar 2: Provision of Ethical Leadership Focused on Relationships and Continuous Improvement

Pillar 3: Exemplary Management Practices Focused on Aligning Resources for Optimal Results

Pillar 4: Engaged Governance Focused on Advocacy, Accountability, and Community Partnerships

Our 2023-2024 FESL Goals align within Pillar 1

Goal 1: Increase Dogwood Completion Rates

Goal 2: Increase Student & Staff Social/Emotional Competency

Goal 3: Enhance Student Options Through Diverse Learning Experiences in Career Education

Goal 4: Support Student Achievement Through a Systemic Learning Support Model

Goal 5: Expand Early Learning and Childcare

Our work continues on Truth & Reconciliation through our Equity Scan, our Local Education Agreements (LEAs) with the Doig River First Nation, Halfway River First Nation, and Blueberry River First Nations, our Indigenous-focused grad courses and our curriculum development initiatives. This work is integrated into all aspects of our planning at the school and District level.

Celebrating our Successes for the Past Year

1. **Broad implementation of a continuous improvement cycle** within schools to better align and allocate resources based on classroom/school needs. All schools have established a School-Based Team to consider and allocate the resources available through their Learning Support Fund. This collaboration is based upon embedded structures such as the class review along with classroom, district and provincial learning evidence.



2. **Expansion of anchor numeracy resources** in our Elementary Schools. We were able to work with several schools and their teachers on the implementation of the resource Mathology. This has led to school-wide collaboration on scope and sequence and a focus on numeracy in general. In the year ahead, the remaining elementary schools will receive pro-d and training in order to reach full implementation across the District. We will be looking to our classroom, district and provincial data sets for improvement in student achievement in this area.
3. **Equity Scan completed.** All data has been gathered for this project and we are excited to move forward with the Equity in Action Plan, which will coincide with the development of a new Board Strategic Plan. Input was received through our Indigenous Education Council, parent meetings and consultations with our First Nations rights holders.
4. **Collaboration between elementary, middle and secondary teams to better facilitate transitions.** Learning evidence points to overall declines in student achievement in our district between the transitions of grades 6-7 and between grades 9-10. This past year saw the creation of a committee to provide better student transition information between the teachers and leaders of these grade levels.

Existing and/or Emerging Areas for Growth

While significant progress has been made with regards to Indigenous graduation rates over the last five years, there was a decline in the 2022 grad results. The gap still needs to be addressed, along with the overall 5-year and 6-year graduation rates. Literacy achievement is relatively strong in the primary years as reflected in district and provincial assessments but declines in the middle/transition years. Support for numeracy instruction and achievement is needed system wide. There is an ongoing need to support the social and emotional learning of our students and staff.

Strategic Engagement

Strategic Engagement takes place through several structures, cycles, and events:

1. **Reviews of learning evidence, strategies, goals and the allocation of resources.** This takes place with several stakeholders, including the Board of Trustees, our First Nations partners, our Principal/Vice-Principal leadership group, our District Parent's Advisory Council and in some cases our students who are involved in Planning Day at the school level. This engagement includes a data walk to review classroom, District & Provincial data as well as a review of the strategies employed, the goals developed and the impact of our interventions. Below are some examples of the structures/activities used for engagement on this topic:
 - **Monthly Committee of the Whole meetings** where 3 schools present their Framework goals, evidence, etcetera to Trustees, District Staff and the public. Departments such as our Learning Services also present an update on their work and impact.
 - **Two meetings per year with our First Nations Partners** in the context of our Local Education Agreement - to review student successes and challenges
 - **Monthly Leadership Team meetings** with principals and vice-principals where, depending on the cycle of assessment, learning evidence and strategies are reviewed.
 - **Budget development cycle** – beginning in February, there are a series of meetings along with a public survey that seek input on budget allocations, based on the data, strategies and goals provided. Specific meetings are set up with our First Nations partners.
 - **Monthly SUPAC meetings** (Superintendent with all the PAC presidents) where there is both the opportunity to engage on school/district initiatives as well as receive input on trends and patterns that parents are noticing in schools.
 - **Trustee Retreat in February of each year** to review and discuss the past year's learning evidence in the context of our Framework goals and strategies
 - **Planning Day.** Each September, school staff along with their PAC executive look at the learning evidence of their students and make adjustments to their strategies and goals. The school then submits their Framework to District staff and presents it to Trustees

- **Posts of Responsibility.** Six times per year, department heads from the middle and secondary schools participate in professional development workshops led by District staff where they review learning evidence and collaborate on district-wide strategies around assessment, instructional strategies and reporting.
- **Equity Scan.** The District recently completed this engagement process with our First Nations families and communities. Meetings were organized both in urban areas as well as on community. Our next step is to use this feedback to develop our Equity in Action Plan, as part of our new Board Strategic Plan.
- **Indigenous Education Council.** Representatives from our three first nations as well as Metis, Nenan, Nenas and Indigenous school reps – meet monthly to review programs and Indigenous student success. District staff review learning evidence with this group, especially from the context of the HAWD report and receive input from our Indigenous partners on strategies that are working or interventions that need to change.
- **Monthly meetings with the Community Table** of service providers. Our Director of Instruction participates in these monthly meetings where representatives from all the outside agencies come together with a view to supporting youth both in and out of school.
- **Weekly Education Committee Meetings.** Senior educational staff, representing all departments, review ongoing programming and strategies. School leadership teams are invited to these meetings on a rotating basis to brainstorm strategies and issues that arise.

Analysis: There are robust structures in place for internal and external engagement. We have learned the power of referring to the “3rd Point” - that is to have accessible learning data that drives informed and constructive conversation.

Adjustment Adaptations and Alignment: Next Steps and Alignment of Resources for Successful Implementation

Goal 1: Increase Dogwood Completion Rates

Objective 1.1: Increase Indigenous Engagement & Achievement with a Focus on school connectedness and numeracy

- Indigenous Education Transition Coach Program in middle/secondary schools
- Middle/High Indigenous Support Teachers/ High School Counsellor
- Early awareness, prevention and re-engagement of Indigenous students at risk of dropping out. Re-engagement with programs such as the Key Learning (Online Learning), Work Experience, and Youth Work in Trades. Processes inspired by the Local Education Agreement (LEA).
- Communicating Student Learning strategy for Indigenous students (learning updates, core competencies, goal setting, graduation progress)

- Connecting with LEA First Nations about Learning Updates twice a year, with a third meeting for students at risk in the spring
- Review mathematics Learning Update proficiency scales in K-9 (report card marks) at school and district level
- Identifying at risk students due to absenteeism in October, December, and March
- Review How Are We Doing Student Learning Survey results

Objective 1.2: Build capacity and understanding of instructional planning

- Support understanding of the structure of the BC Curriculum
- Continue to develop understanding of universal design for learning within all professional development offerings
- Support understanding of planning tools by Shelley Moore within in-service, workshops and professional development opportunities within the district
- Workshops offered during 2023-24 specific to short term and long-range planning approaches and formats including lesson design and assessment
- Create samples of instructional design
- On-going support for assessment for learning approaches to support instructional planning through coaching and collaboration programs
- Continue to expand Tier 1 supports and strategies to classroom teachers

Objective 1.3: Foster confident, competent & creative numeracy learners K-9

- District numeracy mandate reflected in all school frameworks
- Complete implementation of the anchor numeracy resource Mathology in primary classrooms
- Implementation and professional development in number sense routines using anchor resources by Stenhouse Publishing
- Balanced numeracy & learning resources guidelines K-9
- Professional development of the *Thinking Classrooms* method in intermediate/middle
- Development and promotion of the district Concept Classroom to support conceptual learning
- Increase numeracy competencies in ADST lessons along with assessment tools
- On-going implementation of district problem solving framework grades 3-9
- Ongoing work with district Problem solving assessment committee
- Continued implementation of Computation MAP
- Pilot learning resources for math intervention with elementary learning assistants
- Increase District Numeracy Coach support as staffing permits.
- Increase use of newly developed primary MAP from Duncan Cran Elementary in other schools
- Professional development opportunities for Educational Assistants in numeracy
- Vertical Teaming/Collaboration regarding numeracy development
 - Data review
 - Curriculum review

- Essential Learnings at each grade level
- Universal strategies, consistent foundational resource
- Intervention strategies

Objective 1.4: Increase successful transitions in grades 6-10

- Develop Middle School working groups to review and improve Elementary to Middle school transitions for students, parents, and staff. Each Middle school will review current student data with relation to Social Emotional Learning (MDI and Ministry's Student Learning Survey) as well as literacy and numeracy data (FSA). Schools will review previous transition practices and relevant research. Middle schools committee members will develop a District document outlining supported transition practices. This document will address actions in all stages of transitions (before, during and after) and include identified timelines as well as roles and responsibilities. The draft document will be shared with Elementary feeder schools for feedback. Document will be created in the 2023-24 school year and strengthened practices implemented in the Spring of 2024.
- Vertical Teaming/Collaboration regarding numeracy development (see 1.3)
- Continue District-wide Middle to Secondary Transitions Inquiry Group (Year 4)
 - Three Collaboration meetings per year (High School and Feeder Schools)
 - Review newly implemented or enhanced actions from original inquiry;
- Leverage qualitative and quantitative data including - Cohort tracking, RTI focus on Numeracy 6-9, using Learning Update proficiency scale data - follow up for struggling students (exit interviews, planning tools, collaboration, intervention planning)

Objective 1.5: Focus on the writing process within a balanced literacy approach

- Professional development opportunities around literacy teaching practices
- Adrienne Gear workshops (2) for elementary teachers with focus on writing
- Adrienne Gear workshop with kindergarten and ECE group
- Ongoing coaching and collaboration in the area of literacy
- On-going work with draft of new district cold writes
- SMART learning
- Development of district guidelines in support of literacy across the curriculum
- Support and development of district literacy assessments
- Development of grade 3 reading comprehension assessment

Goal Targets

- A trend of improving 5 and 6-year completion rates for all students with a target of reaching the provincial average
- A trend of sustained and/or improving achievement in reading comprehension between grades 6-9 with a target of 70% meeting or exceeding expectations

- A trend of sustained and/or improving achievement between grades 4-10 in Learning Updates Math marks (report card marks) with a target of 75% achieving On Track (Developing or Proficient) or Extending in grade 9
- A trend of improving FSA results and closing achievement gaps between groups

Alignment of Resource Allocations with This Goal:

- Numeracy Initiatives: \$290,500.00 for 2023-24
- District Collaboration: \$50,000 for 2023-24
- Literacy Initiatives: \$80,000.00 for 2023-24
- Coaching for literacy & numeracy support: \$32,000.00 for 2023-24

Goal 2: Support Student & Staff Social/Emotional Competency

Objective 2.1: Establish SEL as being foundational to school practices and student achievement

- Professional development sessions are made available to school staff throughout the school year aimed at foundational social-emotional learning facilitated by district counsellors and SEL specialists.
- Social-emotional learning embedded into DLTM meetings with school administrators
- School teams will be supported in the completion of the CASEL Indicators of School-Wide SEL.
- Implement the Middle Years Development Index (MDI) at grades 5 and 8
- Assist schools in forming actionable school SEL FESL goals that are research-based and evidence - informed from the MDI data and CASEL Indicators of School - Wide SEL
- Increase understanding and utilization of the scope and role of counsellor consultants, SEL Specialists, SEL teachers, and youth care workers.
- SEL Specialists and district counsellors support school and classroom communities in the implementation of tier SEL practices
- Through consultation and collaboration through the School Based Team, schools are supported by counsellor consultants through strengths-based approaches and Response to Intervention practices

Objective 2.2: Cultivate a Community of Adults Who Engage in Their Own Social/Emotional Learning

- Professional development sessions are made available to school staff throughout the school year aimed at adults engaging in their own social-emotional learning, facilitated by district counsellors and SEL specialists
- A learning series for administrators will be provided specifically on adult SEL; Compassionate Systems Leadership tools
- SEL district team will continue to support and monitor the district initiatives around staff wellness

Objective 2.3: Increase Student Understanding of Mental Health Literacy and the Pathway to Care

- Offer “A Mental Health Literacy Approach Go-To-Educator Training” professional development multiple times per year
- Continue to support mental health literacy programming implementation in tier 1 classroom levels

Objective 2.4: Prioritize Positive Staff-Family Relationships

- Facilitate SEL parenting session throughout the school year
- Offer school administrators weekly SEL tips to put into weekly updates/newsletters sent home to families, with the intent of providing families ongoing, positive suggestions to support their student(s) social emotional development

Objective 2.5: Cultural Safety / Anti-Racism

- Beginning with training for our administrators, the District will convene a working leadership committee to review the Ministry guidelines (due this Fall) and develop a framework for addressing racism and consolidating our current resources.
- Continue with Cultural Safety training
- Administrator professional development on implementing anti-racism strategies in schools

Goal Targets

- A minimum of 10 professional development sessions will be offered (including on all ProD days) with a minimum of 10 people attending each session
- Data from CASEL Indicators of School-Wide SEL and the MDI data will be used to inform and measure school FESL social-emotional goals
- Increase percentage of grade 8 students indicating “Thriving” on the MDI Well-Being Index (2023/2024 school year)
- Increase percentage of grade 8 students indicating “Connected with Adults at School” on the MDI

Alignment of Resource Allocations with This Goal:

- SEL Specialists: 4 FTE
- Counsellors: 3.6 FTE
- TTOC time for coaching/collaboration and Professional Development sessions: \$7,000
- Indigenous curriculum development: \$50,000
- SEL/Mental Health Wellness ProD/ Resources: \$15,000

Goal 3: Enhance Student Options and Engagement through diverse learning experiences with Career Education

Objective 3.1: Increase the number of Indigenous Students completing Career Pathway programs at High School and increase their satisfaction with career and post-secondary education preparation. This will ultimately lead to increased graduation rates.

- Career Education presentations for Grade 9 (Middle Schools) and for Grade 10-12 students - Career Education Staff
- Individual student/small group meetings with Indigenous students to promote career pathways and opportunities (Career Staff/Industry Professionals)
- Annual Presentations to the communities of Upper Halfway, Doig River and Blueberry regarding Career Pathways and opportunities for Secondary Students (Career Education Staff)
- Project Heavy Duty - engage Indigenous high school students in heavy equipment career opportunities.
- Workforce Training Certificate 12 - engage Indigenous high school students in Workforce Training Certificate.
- Expand options for Indigenous student to pursue mentorship opportunities within Business, Finance, and Marketing fields (JELLY Marketing, CPA Martin Mentorship Program/MNP)
- College Program Tours for Indigenous students
- *Grade 9 Welding Camp for Indigenous Students - 17 Indigenous students to participate in Welding camp for 5 days at NPSS*

Objective 3.2: Increase the integration of Numeracy within Applied Design Skills and Technology

- Create new ADST lessons and activities to be added to the current bank found on the District Digmore Learning Commons. Grade 5 target with numeracy skill development focus. This serves as a resource for all Elementary teachers to increase the quantity and quality of learning experiences for our students. Each will include a demonstration video and a detailed lesson plan including assessment rubrics. (5 new lessons developed in 2022-23)
- Create task neutral rubrics attached to lessons to support teacher assessment of ADST & Careers to support K-6 teachers with new reporting policy.
- Professional Development session offered to Elementary teachers focused on these resources and ADST instruction - (to be offered in the 2023-24 school year)
- Monthly email to all Grade 5 teachers promoting a specific ADST lesson found on the Digmore website
- XPlorefest - 1 day event for all Grade 5 students across the district to participate in ADST activities in connection with local Industry partners.

Goal Targets

- Increasing levels of student satisfaction with job and post secondary preparation
- Number of integrated ADST lessons and activities (revised or new) created and added to the District Digmore Learning Commons - goal of 5 new lessons with numeracy focus reached in 2023-24.
- Number of Elementary teachers using the integrated ADST Lessons and Activities - goal of 60% Grade 5 teachers.
- Rate of Teacher and Student satisfaction with regards to engagement in learning - goal of 80% satisfied or very satisfied. (short survey for each activity to be developed for 2023-2024)

Alignment of Resource Allocations with This Goal:

- Teacher release time for professional development preparation - 1 TTOC day = \$500
- ADST Supplies for professional development - \$1000
- Welding Camp for 16 students - \$15 000
- Lesson Development - 2 TTOC day = \$1000 or numeracy coach or combination
- Workforce Training Certificate 12 - \$TBD
- Numeracy and ADST lesson development - \$TBD

Goal 4: Support Student Achievement through A Systemic Learning Support Model

Objective 4.1: Support A Sustainable, Transparent, School-Based Learning Support Model with a Focus on Classrooms

- Engage with School Teams and Education Committee to support implementation of the Learning Support Model.
- Support School-Based Teams to play a leadership role with this objective.
- Schools align Learning Support Fund allocations to Framework goals and learning evidence
- Invite six schools over the course of the school year to join Education Committee meetings to discuss their Learning Support Model in a very intentional way relative to the needs of their school environment.
- Consistent and meaningful collaboration between School Based Teams and Learning Services around student need, IEP goals and objectives, transition, resource allocation, and targeted interventions- all under the guise of the Learning Support Model at each individual school within the district.

Objective 4.2: Increase Achievement and Independence of Students with Diverse Needs Through an Inclusive Classroom Support Plan

- Class Review, School Based Team, Learning Services
- Follow guiding principles for the allocation of these funds.
- Explore all appropriate interventions that respond to the specific needs of the class grouping: ie. teacher intervention, resources, professional development, Education Assistants, Youth Care Workers, teacher collaboration, coaching, mentorship, etc.
- Share successes and challenges on diverse interventions through collaboration opportunities.
- Monitor for progress in relation to learning evidence through school frameworks

Objective 4.3: Create a Universal Menu of Supports (Tier 1) for the Classroom

- Establish a leadership group to review various structures, processes and resources for a universal classroom approach - meet regularly throughout the 2023-24 school year. Completed.
- Engage teachers, support staff and education stakeholders to collaborate on this resource - this is the focus for 2023-24 school year..
- Build capacity with school based teams in planning with students in mind and assessment based on learning standards. A focus on the key concepts and essential questions that underlie inclusive supports and targeted strategies for student achievement, and can help identify future Framework goals and evidence within the Learning Support Model.

Alignment of Resource Allocations with This Goal:

- Time spent at District Leadership Team Meetings.
- Time spent with School Based Teams joining the District Education Committee for Learning Support Model.
- Learning Support Fund to Schools - Phase 1 Designation Funding allocated at approximately \$7M to begin the 2023-24 school year with possible increases after September 1701 enrolment reporting. Phase 2 Learning Improvement/SSEAC funding allocated at \$294,126.00 targeted specifically towards educational assistants supporting personal care and delegated medical plans. Phase 3 (contingency) funding to be allocated after Sept 30th for emergent needs which develop in the district.
- Collaboration time between individual school administration and Learning Services department around effective practices, resource allocation, staffing, and professional development.

Goal 5 Expand Early Learning & Child Care

Objective 5.1: Connect with Community on future needs

- Connect with SD60 Indigenous Education Council about future child care and early learning needs
- Connect with service providers and communities about future child care and early learning needs.

Objective 5.2: Address needs by connecting and enhancing programs

- Working with the Integration Inquiry Project examine opportunities for Just B4 preschool Early Childhood Educators to be included in Kindergarten Classrooms
- Build capacity within Early Learning and Child Care department
- Expand Before and After School care where financially sustainable
- Utilize the Early Learning Framework in developing programming for child care and early learning in SD60.
- Work to foster reconciliation through opportunities and programming in early learning and child care.

Alignment of Resource Allocations with This Goal:

- 1 FTE District Principal
- 2 FTE exempt coordinators for early learning and child care
- Further resources to be announced through the Child Care Integration Inquiry Project