



School District 60: Peace River North
Framework for Enhancing Student Learning



Framework for Enhancing Student Learning 2021-2025 2024 Update

OUR MISSION

All students will graduate crossing the stage with dignity, purpose and options.

OUR VALUES

The core values that guide the work of the school district are:

- Respect
- Compassion
- Honesty
- Responsibility
- Relationships

Board Strategic Priority Goals

Student Learning - School District 60 will nurture an engaging and productive learning environment where every student receives the necessary support, resources, and opportunities to thrive and succeed.

People Development - School District 60 will foster a welcoming and inclusive environment that prioritizes the well-being, development, and professional growth of all employees.

Operations & Facilities - School District 60 will provide facilities and maintain a safe and supportive learning environment, appropriately equipped to facilitate quality teaching and learning.

Governance - School District 60 Board and leaders will prioritize collaboration, accountability, and transparency in ensuring student-centered decision-making.

Truth & Reconciliation - District 60 recognizes that we operate on the traditional territory of the Dane-zaa within Treaty 8, and will focus on building strong connections with local Indigenous communities and integrating Indigenous knowledge and culture into learning and the school community. All Indigenous students need to feel that they are valued and respected.

Early Learning & Child Care - School District 60 will provide an early learning and child care environment that supports a positive transition for children from home, pre-school and day care into schools.

For more on our Board Strategic Plan visit <https://www.prn.bc.ca/board/strategicplan/>

Framework for Enhancing Student Learning 2021-2025 2024 Update Goals

Goal 1: Increase Dogwood Completion Rates

Goal 2: Support Student & Staff Social/Emotional Competency

Goal 3: Enhance Student Options and Engagement through Career Education and Experiential Learning

Goal 4: Support Student Achievement through Inclusion

Goal 5: Provide quality Early Learning & Child Care opportunities to address community need



Introduction

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, 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 5951 in our 21 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 1185 staff (1042 FTE) with an operating budget of \$80.3 million for 2023-2024. School District 60 works to engage with our communities that we serve. Our Board of Education, Senior Staff, School Leaders and teachers strive to connect with families, communities, and partners.

Truth and Reconciliation

We recognize that we operate on the traditional territory of the Dane-zaa within Treaty 8, and will focus on building strong connections with local Indigenous communities and integrating Indigenous knowledge and culture into learning and the school community. All Indigenous students need to feel that they are valued and respected.

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. Our long established Indigenous Education Council is a further connection to local First Nations and local Métis, Cree, and other Indigenous people.

Framework Development Process & Engagement

A newly updated Board Strategic Plan is available at <https://www.prn.bc.ca/board/strategicplan/> that was developed through a comprehensive consultation process that enabled community voice from stakeholders in our communities. The Framework for Enhancing Student Learning goals are aligned with the Board's Strategic Priorities. We use quantitative and qualitative data from local and provincial sources to develop goals and monitor progress. The goals in the Framework for Enhancing Student Learning are reviewed regularly through school FESL presentations, Board Reports, and annual updates to this document.



To inform the development of the Board Strategic Plan, comprehensive engagement was conducted with members of the School District 60 community, including staff, students, families, and First Nations community partners.

Engagement focused on gathering input on six key areas, including:

- Student Learning and Wellness
- Early Learning and Childcare
- Truth and Reconciliation
- Operations and Facilities
- People Development
- Governance

Specific audiences that were targeted through the engagement process included, **Senior leadership and administration, Staff**, including teaching, support and operational staff; **Parents, families, and guardians**, through the Parent Advisory Councils and District Parent Advisory Council; **Students**, elementary, middle and secondary students; **First Nations** communities and Indigenous partner organizations, including the **Indigenous Education Council**; **External community partner organizations**, including the City of Fort St. John, Peace River Regional District, Chamber of Commerce, the **local unions**, and more.

Engagement was carried out through a number of means. First of all through an online survey, which garnered over 600 responses and allowed the district to break out data by demographic information. Over 12 in-person workshops were also carried out across the entire geographic region of SD60. Students engaged through age-appropriate workshops and all 21 schools provided student feedback.

Reflection - What the Evidence Told Us

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. In the following year, 2023 saw a significant improvement in the Indigenous six-year completion rate (+19.4%). An upward trend for completion rates exists for all groups represented in the data. A 4.5% gap continues to exist between Indigenous and All students in the six-year completion rate. A significant gap exists for students with Disabilities and Diverse Abilities and All students (65.5% vs 83.9%) even though there is a positive trend in closing the gap. Gaps still need to be addressed, along with the overall 5-year and 6-year graduation rates compared to the province.

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.



Students with a special education designation have an achievement gap in measures including the FSA in grades 4 and 7, numeracy and literacy graduation assessments, and in five & six year completion rates. Students with a designation were equally likely as other groups to respond positively about the number of adults who cared about them, and had a higher 3-year transition rate to public post secondary compared to all other subgroups in 2018/19.

Students who have ever been a Child or Youth in Care (CYIC) are at significant risk of non-completion. As an identifiable group there are often too few students who are CYIC to report publicly due to privacy concerns. Even though there are significant variations in success for CYIC students it is observed over time that they are one of the most vulnerable populations.

Likewise, there is a large variation in results for Indigenous Students who live on reserve. Numbers are often too small to report on publicly due to privacy concerns. Even with significant variations in success for On-Reserve students it is observed over time that they are a group of students at risk for non-completion.

Learning Update (Report Card) marks for Indigenous students compared to Non-Indigenous students show that our Indigenous students experience an achievement gap compared to our Non-Indigenous students in middle and secondary grades in core academic course areas of English, Math, Science, and Socials.

Data figures are footnoted and analysis is provided at the end of the document by figure.



Goal 1: Increase Dogwood Completion Rates

Strategic Plan Alignment - Student Learning

Reflection on Effectiveness on Strategies and Resources

Aligned with the Board Strategic Plan goal on student learning, funding has aligned with learning initiatives in both literacy and numeracy in support of improving student success and achievement in both learning areas. Working with teachers and building self-efficacy supports improving student learning. The on-going implementation and side-by-side teacher support of anchor mathematics resources and working with the Thinking Classrooms framework both continue to support the diverse learning needs within the classroom, support inclusive practice and align with the First People's Principles of Learning. The focus on writing work with literacy consultant Adrienne Gear has provided a framework that teaches writing in an explicit manner rather than simply "doing" writing.

A closer focus on the numeracy achievement of Indigenous students at the middle school level will need to be a priority for the next school year. The hiring of 2.0 FTE numeracy support teachers for the 2024-25 school year will provide more in-depth support.

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

Key Strategies

- 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
- Identifying at risk students due to absenteeism in October, December, and March -
- Review How Are We Doing Student Learning Survey results



Objective 1.2: Increase Indigenous Engagement and Achievement in numeracy with a focus on the middle school years

Key Strategies

- Establish meeting cycle to clearly define the “what” and the “now what” to support math understanding with the Indigenous Education Coaching teams
- Establish baseline data using district assessments that focus on conceptual understanding
- Investigate structures to support math teachers and Indigenous Coaching Team in mathematical pedagogy and intervention with Pam Harris, Math Consultant

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

Key Strategies

- District numeracy mandate reflected in all school frameworks with specific measurable goals that align with the learning standards
- On-going review of mathematics data to identify strengths and stretches in student learning
- Incorporate and further develop growth mindset and Math Identity as part of the math class
- Support primary classroom teachers with district anchor resources including Mathology and Zaner-Bloser’s Fact Fluency Program using 1:1 support model with district numeracy team.
- Expand Mathology into intermediate and middle grade spans
- On-going implementation of district numeracy assessment components including computation MAP, number sense primary MAP and problem solving assessment and practice (PSAP)
- Create and offer a professional development series for Educational Assistants on district NIDs for the 2024-25 school year
- Build understanding of the math curriculum and teaching with district parents
- Creation of numeracy guidelines for teachers and Administrators
- Professional development opportunities for teachers and Administrators including summer workshops, instructional planning and effective teaching practices and problem solving workshops
- Investigate structures to support math teachers in mathematical pedagogy and intervention with Pam Harris, Math Consultant for middle school



Objective 1.4: Increase successful transitions in grades 6-10

Key Strategies

- Develop Middle School working groups to review and improve Elementary to Middle school transitions for students, parents, and staff. Middle schools committee members will develop a District document outlining supported transition practices, including those from our rural schools. 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 finalized in the 2024-25 school year.
- Survey will be created to gain feedback regarding Elementary to Middle School transitions from Elementary Administrators, Elementary Learning Assistance and Resource Teachers, and Elementary Counsellors. This feedback will inform the development of the district document.
- Committee to examine MDI data and other District processes to inform the development of the district document.
- Vertical Teaming/Collaboration regarding numeracy development (see 1.3)
- 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 Instructional practice of balanced literacy in primary & intermediate classrooms

Key Strategies

- Development of literacy guidelines for effective literacy instruction
- On-going review of literacy data to identify strengths and stretches of grade cohorts
- Literacy cohort to support balanced literacy in primary with Karen Filewych, literacy specialist during 2024-25 school year
- Literacy leadership information for leaders with Karen Filewych
- Rural residency project with POPEY with a focus on development of oral language in primary grades
- Investigate and pilot primary learner profiles instruments based on resources from other districts
- Professional development opportunities for teachers about literacy teaching practices including understanding of the BC curriculum, guided reading, instructional planning and reading assessment

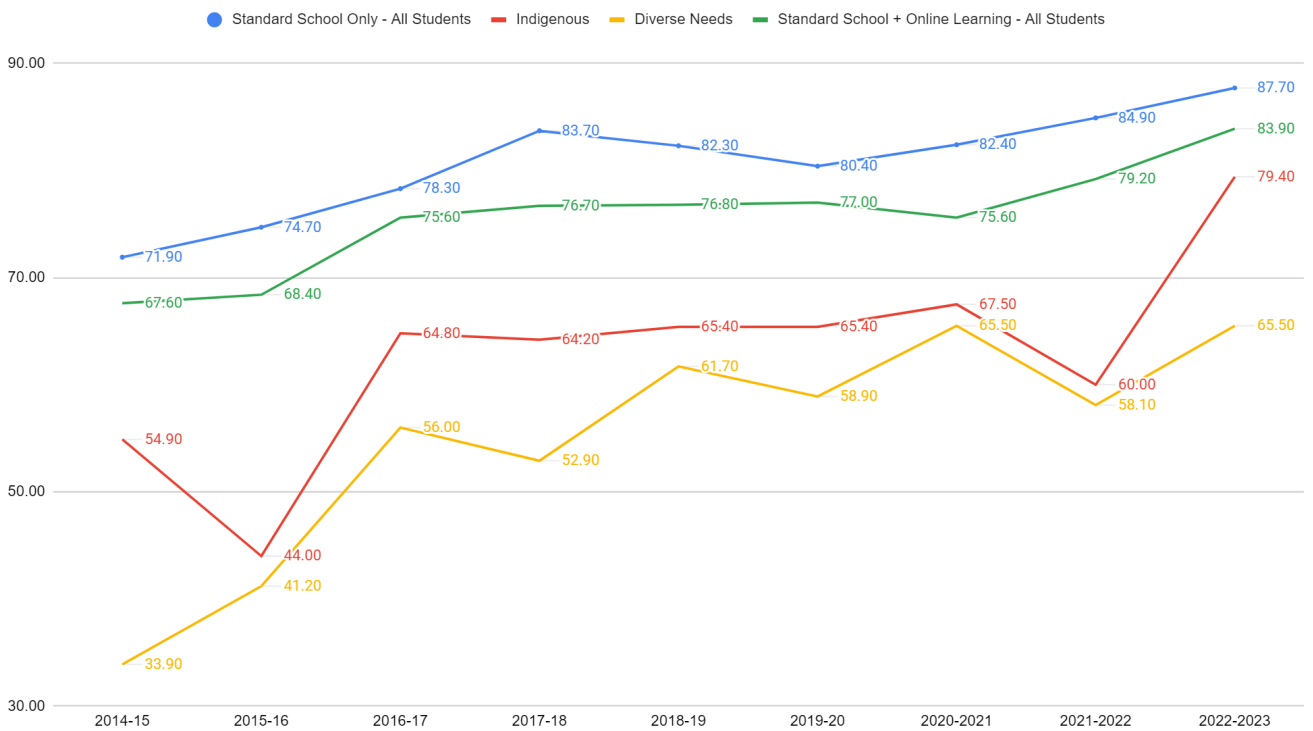


- On-going focus on comprehension development in middle school grades with focus on “what now” using results of district literacy assessments in the fall term to support instructional planning
- Focus on benchmarking district writing samples to establish common understanding of proficiency criteria across intermediate and middle grades

Indicators

Graduation -Six-Year Dogwood Completion Rate - 2014-2023¹

Six-Year Completion Rate - SD60 - 2014-2015 to 2022-2023



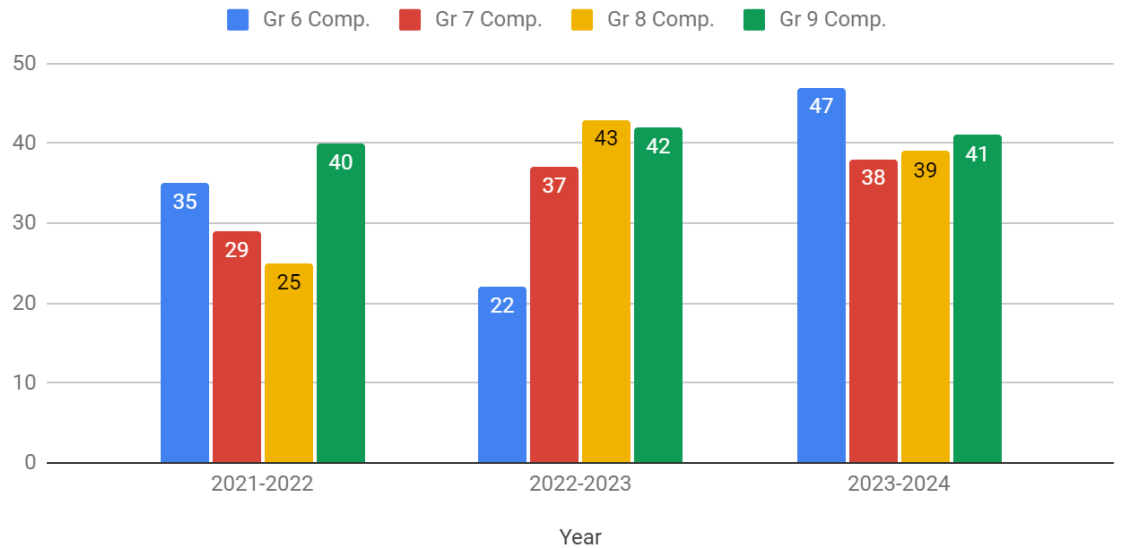
¹ Figure 1 - Graduation Six Year Completion Rate



Reading Comprehension
2

Reading Comprehension (% Proficient/Extending) Grade 6-9 - READ73

Grades 6-9



Grade to Grade Transitions³

Year	Gr 9 to 10	Gr 10 to 11	Gr 11 to 12
2018/2019	92%	92%	88%
2019/2020	89%	92%	83%
2020/2021	94%	95%	91%
2021/2022	93%	91%	90%
2022/2023	95%	90%	84%

Drawn from Ministry FESL Data.

² Figure 2 - Reading Comprehension Grades 6-9

³ Figure 3 - Grade to Grade Transitions

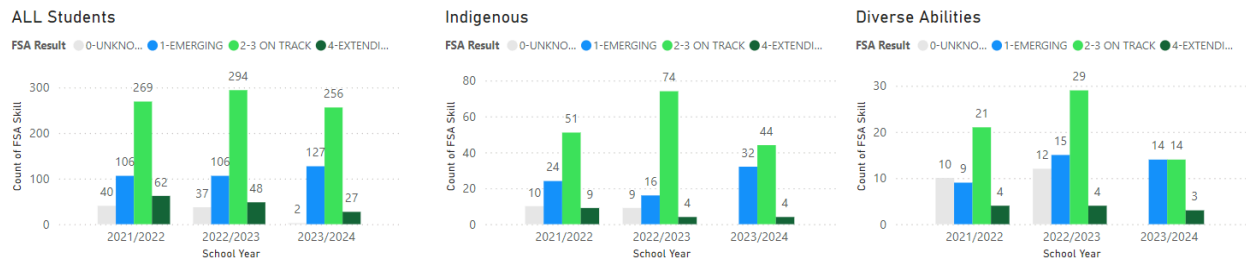


On Track or Extending (C+/Developing or better) in Grades 6-10 in Mathematics⁴

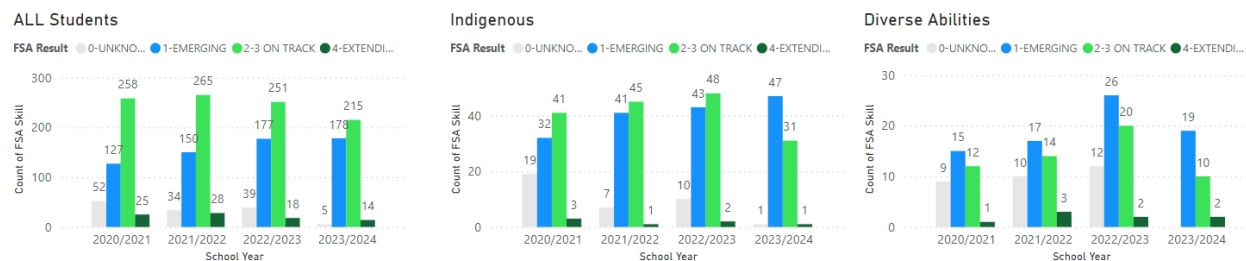
Group	Math 6	Math 7	Math 8	Math 9	Math 10
ALL	93%	81%	71%	67%	60%
Indigenous	87%	63%	57%	54%	46%
Indigenous Male	93%	69%	52%	48%	39%
Indigenous Female	81%	58%	62%	60%	54%
Non-Indigenous	94%	86%	77%	70%	57%
Non-Indigenous Male	92%	85%	70%	65%	54%
Non-Indigenous Female	97%	87%	85%	78%	60%
ELL	88%	80%	68%	62%	53%
Disabilities and Diverse Abilities not incl Gifted	85%	65%	58%	43%	42%

Foundation Skills Assessment by Skill and Sub Population⁵

FSA - Literacy - Grade 4 - by Sub Population



FSA - Numeracy - Grade 4 - by Sub Population



⁴ Figure 4 On Track or Extending (C+/Developing or better) in Grades 6-10 in Mathematics

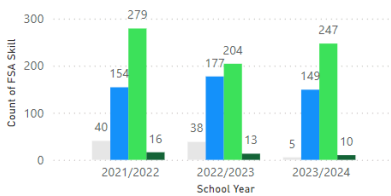
⁵ Figure 5 - FSA by Sub Population Grade 4, 7 - Literacy, Numeracy



FSA - Literacy - Grade 7 - by Sub Population

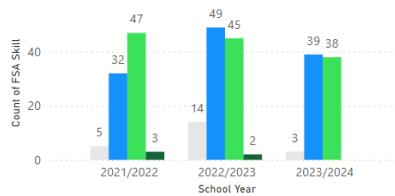
ALL Students

FSA Result 0-UNKNO... 1-EMERGING 2-3 ON TRACK 4-EXTENDI...



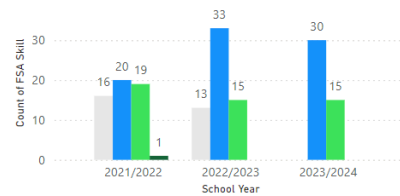
Indigenous

FSA Result 0-UNKNO... 1-EMERGING 2-3 ON TRACK 4-EXTENDI...



Diverse Abilities

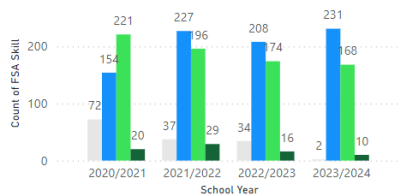
FSA Result 0-UNKNO... 1-EMERGING 2-3 ON TRACK 4-EXTENDI...



FSA - Numeracy - Grade 7 - by Sub Population

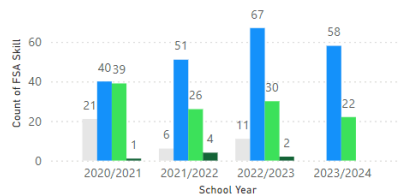
ALL Students

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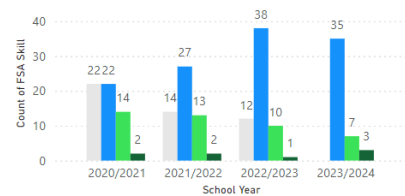
Indigenous

FSA Result 0-UNKNO... 1-EMERGING 2-3 ON TRACK 4-EXTENDI...



Diverse Abilities

FSA Result 0-UNKNO... 1-EMERGING 2-3 ON TRACK 4-EXTENDI...



Focus on Indigenous Students

- Implementation of data strategy to bring school level data to educators to better understand gaps between groups. Collaboration around school level strategies to close gaps to follow.

Focus on Child and Youth In Care

- Implementation of a coordinator to support students who become or are a child and youth in care.

Focus on Students with Disabilities or Diverse Abilities

- Implementation of data strategy to bring school level data to educators to better understand gaps between groups. Collaboration around school level strategies to close gaps to follow.

Targets

- A trend of improving 6-year completion rates for all students with a target of reaching the provincial average
- A trend of improving achievement in reading comprehension between grades 6-9
- A trend of improving achievement between grades 7-9 in Learning Updates Math marks (report card marks)
- A trend of improving FSA results and closing achievement gaps between groups



Alignment of Resource Allocations With This Goal:

- Numeracy and Literacy Initiatives: \$400,000 for 2024-2027
- District Collaboration: \$50,000 for 2024-2025

Goal 2: Support Student & Staff Social/Emotional Competency

Strategic Plan Alignment - People Development

Reflection on Effectiveness on Strategies and Resources

Throughout the year, multiple well-attended social-emotional professional development sessions were offered to school district staff. These included Child-Centered Relation Play Skill sessions, Grief presentations for administrators/teachers and wellness sessions for school staff. Additionally, a monthly staff well-being art series aimed at increasing self-awareness were provided.

These professional development sessions aimed to enhance teachers' comfort and competency in teaching social-emotional learning (SEL) in the classroom. This goal will continue, as there is still room for growth in understanding that SEL is a shared responsibility embedded in daily school practices.

Monthly parenting SEL sessions focused on anxiety and building positive parent-child relationship skills through art, which have begun to increase staff understanding of the importance of positive staff-family relationships outside of school hours.

The Middle Years Development Index (MDI) was completed by 759 students in grades 5 and 8, and the Youth Development Index (YDI) by 459 students in grades 10 and 11. The data indicated a need to focus on school climate and belonging, particularly at the middle and high school levels. The MDI, YDI, and CASEL Indicators of School-Wide SEL will continue to inform school SEL FESL goals.

SEL was integrated into district processes by incorporating the CASEL 5 Social-Emotional Competencies into incident reports and creating a district behavior process grounded in a multi-tiered system of support. Compassionate Systems Leadership training continued for district leaders. A community of practice working group for administrators who have completed Introduction to Compassionate Systems Leadership will meet 4 times in the 2024/2025 school year, allowing them to apply tools and engage in their own SEL. Additionally, counselors received monthly clinical group supervision to enhance their own SEL and develop as SEL school leaders.

Objective 2.1: Establish Social Emotional Learning (SEL) as being foundational to school practices and student achievement



Key Strategies

- Meet 3 times a year with middle and high school administrators and counsellors to increase their understanding of district SEL initiatives and how they can align their own school SEL goals
- 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.
- Continue to administer 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 tiered SEL practices

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

Key Strategies

- Professional development sessions are made available at each Pro D day to school staff throughout the school year aimed at adults engaging in their own social-emotional learning, facilitated by district counsellors and SEL specialists
- SEL district team will continue to support and monitor the district initiatives around staff wellness
- Community of practice working group with trained Compassionate Systems Leaders to apply the tools and continue to engage in their own social-emotional learning.

Objective 2.3: Explicit SEL Programs and Practices are Implemented in the Classroom Setting

Key Strategies

- Offers professional development sessions to teachers to inform about quality, age-appropriate and research-based programs intended to be taught to students in classrooms
- Staff have access to SEL resources, materials and supports from the district and within their school context
- Staff are supported by District Counsellors and SEL Specialists to increase their confidence in their ability to facilitate SEL programs and practices independently



Objective 2.4: Prioritize Positive Staff-Family Relationships

Key Strategies

- Facilitate SEL parenting session throughout the school year
- Offer monthly parent-child relationship skills workshops through art, with a focus on children's social-emotional development based on the five CASEL indicators, and providing strategies for parents to support their children's development at home across four schools
- 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

Key Strategies

- 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



Indicators

<p>Grade 8 MDI Well-being Index (%) and Number of Children Responding compared to province⁶</p>	<div style="text-align: center;"> <p>WELL-BEING IND. SD60 GRADE 8 2023-2024 (N=368)</p> <p>■ Low ■ Medium ■ Thriving</p> <table border="1"> <caption>SD60 Grade 8 Well-being Index Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>52%</td> </tr> <tr> <td>Medium</td> <td>27%</td> </tr> <tr> <td>Thriving</td> <td>21%</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p>WELL-BEING IND. PROV. GRADE 8 2023-2024 (N=16,555)</p> <p>■ Low ■ Medium ■ Thriving</p> <table border="1"> <caption>Provincial Grade 8 Well-being Index Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>47%</td> </tr> <tr> <td>Medium</td> <td>28%</td> </tr> <tr> <td>Thriving</td> <td>25%</td> </tr> </tbody> </table> </div>	Category	Percentage	Low	52%	Medium	27%	Thriving	21%	Category	Percentage	Low	47%	Medium	28%	Thriving	25%					
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⁶ Grade 8 MDI Well-being Index (%) and Number of Children Responding

⁷ Grade 8 MDI Connectedness with Adults - High - “At my school there is an adult that believes in my success”



Focus on Indigenous Students

- Two district Indigenous SEL Specialists (School Social Workers) dedicated to supporting Indigenous students and their families while building capacity with school staff. Indigenous SEL Specialists in the school district play a vital role in supporting Indigenous students and fostering a culturally responsive environment. Their work is focused on directly assisting students and their families while enhancing staff capacity to meet these students' needs.

Key Focus Areas:

Culturally Responsive Support: The specialists offer culturally relevant support, integrating students' cultural backgrounds and identities into the SEL framework to ensure they feel respected and valued, which is crucial for their well-being and academic success.

Family Engagement: They actively engage with families, providing resources and guidance, acting as a bridge between the school and Indigenous communities to foster trust and collaboration.

Staff Capacity Building: Specialists train school staff in understanding and addressing Indigenous students' needs through professional development on cultural awareness and trauma-informed practices, creating a more inclusive school environment.

Community Collaboration: They partner with local Indigenous communities to ensure support aligns with community values and needs, making the school district's approach culturally relevant.

Advocacy and Systemic Change: The specialists advocate for systemic changes within the district to remove educational barriers, promote equity, and integrate Indigenous perspectives into school policies.

Social-Emotional Development: Focusing on students' social-emotional growth, they provide counseling, develop culturally relevant SEL programs, and foster a sense of belonging within schools.

Through these efforts, Indigenous SEL Specialists significantly enhance the educational experience and overall well-being of Indigenous students.

Focus on Child and Youth In Care

- Assign a dedicated SEL Specialist (school social worker) to monitor the caseload of Children in Care. SEL Specialist will provide ongoing support and guidance to schools, ensuring the implementation of effective strategies tailored to the unique social, emotional, and educational needs of these students who often face significant challenges due to their backgrounds.
 - **Advocacy:** They act as advocates for these students within the school system, ensuring that their needs are met and that they have access to necessary resources. This may involve working closely with teachers, administrators, and



external agencies to create individualized education plans (IEPs) and other support mechanisms.

- **Collaboration with Caregivers:** The specialist collaborates with foster parents, social workers, and other caregivers to ensure a holistic approach to the child's well-being. This partnership helps create a consistent support system both at home and in school.
- **Training and Support for School Staff:** The specialist provides training and resources to teachers and school staff on trauma-informed practices, helping them understand the impact of trauma and how to effectively support students in care.

Focus on Students with Disabilities or Diverse Abilities

- **Individualized Approach:** Implement personalized SEL strategies tailored to students' unique needs, recognizing the diverse abilities and disabilities of each learner.
- **Inclusion and Accessibility:** Ensure that SEL programs are accessible to all students by adapting materials, activities, and approaches (e.g., visual aids, sensory tools, simplified language) for diverse learning profiles.
- **Collaborative Support Teams:** Work with educators, support staff (including Indigenous SEL specialists), and families to create a comprehensive support system that aligns SEL goals with Individual Education Plans (IEPs).
- **Trauma-Informed Practices:** Incorporate trauma-informed and culturally sensitive approaches to SEL, providing safe, inclusive spaces where students feel emotionally supported.
- **Professional Development:** Train teachers and staff in SEL strategies for diverse learners, including how to adapt the curriculum, manage challenging behaviors, and promote positive social interactions among peers.
- **Family Engagement:** Collaborate with families to support SEL practices at home, providing guidance and resources for consistent support.
- **Monitoring and Feedback:** Regularly assess SEL progress through student feedback, IEP reviews, and educator observations, adapting the approach as needed to ensure continuous growth.

Targets

- A minimum of 8 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 (2024/2025 school year)
- Increase percentage of grade 8 students rating "School Climate" and "School Belonging" as high 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: \$30,000
 - SEL/Mental Health Wellness ProD/ Resources: \$15,000
-



Goal 3: Enhance Student Options and Engagement through Career Education and Experiential Learning

Strategic Plan Alignment - Student Learning

Reflection on Effectiveness on Strategies and Resources

Since the 2021-2022 school year, more career education opportunities have been created to benefit all students while focusing on increasing indigenous graduation rates. An example of this is the Grade 9 Indigenous Welding Camp. Seventeen indigenous students participated in this 5 day camp at NPSS. This camp helped students develop skills, learn about possible career pathways, and helped in their transition to high school. In the 2024-2025 school year, a new program will be offered to expose students to career pathways in the medical field. The five year completion rate for indigenous students in the 2022-2023 school year was 65%. This is trending upward from an average of 55% in the previous 4 years. This rate increased the most for indigenous females at 71% in 2022-2023 compared to a 57% average for the previous four years. While we have seen increases in the completion rates, indigenous students reported less satisfaction with perceptions of preparation for a job and post-secondary education in 2023.

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.

Key Strategies

- 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. In 2023-2024 18% of participants were Indigenous.
- 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*
- Increase focus on expanding work experience opportunities in the healthcare career fields - ie. Adventures in Healthcare (work experience placements, post-secondary tours, learning events)



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

Key Strategies

- Mentorship support offered to Elementary teachers focused on these resources and ADST lessons - (to be offered in the 2024-25 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.
- Develop a numeracy lesson to enhance the new Pine Car challenge event for Grade 5 students (velocity, rates and ratios).

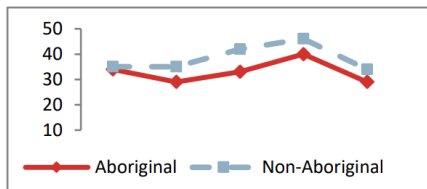
Indicators

- Graduation rate for Indigenous students
- Percentage of indigenous students participating in Career Programs
- Monitor Implementation level across the district for ADST in elementary
- Student Satisfaction levels - Job / Post Secondary Preparation⁸;

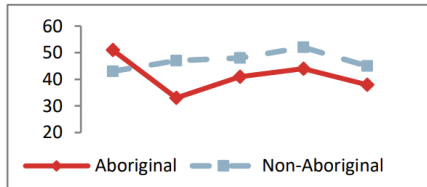
	Indigenous			Non-Indigenous	
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the many t #
School Year	#	#	%	#	#
2018/19	44	15	34	212	74
2019/20	62	18	29	225	78
2020/21	63	21	33	249	105
2021/22	55	22	40	229	105
2022/23	55	16	29	232	80

	Indigenous			Non-Indigenous	
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the many t #
School Year	#	#	%	#	#
2018/19	45	23	51	212	91
2019/20	63	21	33	224	105
2020/21	64	26	41	249	120
2021/22	55	24	44	231	119
2022/23	55	21	38	233	105

Are you satisfied that school is preparing you for a job in the future?



Are you satisfied that school is preparing you for post-secondary education?



⁸ Student Satisfaction levels - Job / Post Secondary Preparation



Focus on Indigenous Students

- Developing Learning Journeys with Indigenous secondary students supported by Transition Coaches

Focus on Students with Disabilities or Diverse Abilities

- Career Education Department supporting Evergreen program students with work experience programs

Targets

- Increasing levels of student satisfaction with job and post secondary preparation
- Increasing graduation rates for Indigenous students

Alignment of Resource Allocations With This Goal:

- ADST Supplies for professional development - \$1000
- Welding Camp for 16 students - \$15 000

Goal 4: Support Student Achievement through Inclusion

Strategic Plan Alignment - Student Learning

Reflection on Effectiveness on Strategies and Resources

The consolidation of special education funding, supplemented by other district funding has provided a robust inclusion education budget for every school in the district. In alignment with the ministry philosophy of student independence and a group approach to inclusion, our schools are slowly shifting away from the assignment of EA hours as the only intervention for student needs and now include a menu of supports for the entire classroom/school, including professional development, additional teacher time, learning resources and other specialists such as youth care workers and counselors. Whereas the allocation of EA time used to take 98% of the inclusion budget, it now accounts for 82%. Most importantly, the process for deciding support now includes a school-based team that works collaboratively to problem-solve and there is transparency with the budget.



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

Key Strategies

- With the School Based Team, the Principal will align Learning Support Fund allocations to Framework goals and learning evidence using guiding principles
- Invite four 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.

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

Key Strategies

- Implement, monitor, and review effective classroom strategies, including Tier 1 strategies and planning tools, through the Class Review process
- Learning supports are allocated in consideration of the strengths, needs, and abilities of the entire class in order to promote independence
- Assign an SEL Specialist (Social Worker) to supported schools with identified Children and Youth in Care
- Monitor for progress in relation to learning evidence through school frameworks using break out data (All, Indigenous, Diverse Needs)
- Professional Development for the use of Tier 1 planning tools

Focus on Indigenous Students

- Learning Journeys and Struggling Student processes

Focus on Child and Youth In Care

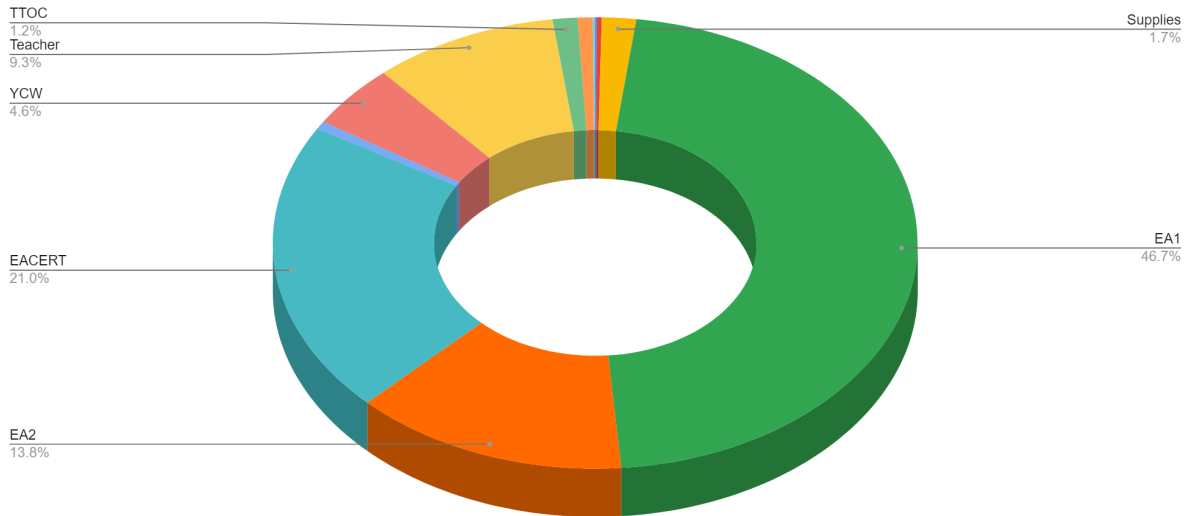
- Assigning a SEL Specialist to support schools with Children and Youth in Care



Indicators

Diverse Allocations of Learning Support Model Fund across District in 2023-2024⁹

District - Percentage of LSM Budget Allocations 2023-2024



Alignment of Resource Allocations With This Goal:

- Learning Support Fund to Schools - Phase 1 Designation Funding allocated at approximately \$9M to begin the 2024-25 school year with possible increases after September 1701 enrolment reporting. Phase 2 Learning Improvement/SSEAC funding along with Community LINK allocated at \$332,596.00 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.

⁹ District Allocations of Learning Support Model Fund 2022-2023



Goal 5: Provide quality Early Learning & Child Care opportunities to address community need

Strategic Plan Alignment - Early Learning & Child Care

Reflection on Effectiveness on Strategies and Resources

In the past year we have connected with the Indigenous Education Council for School District 60, local municipalities, and service providers. We will continue work based on feedback from those groups and seek further discussions.

Other highlights from last year's objectives

- Two new Before and After School Care licensed centers were established.
- JustB4! Program opened at Alwin Holland
- ECE added in Kindergarten at Alwin Holland, Bert Ambrose, and Robert Ogilvie
- CPI training made available to Child Care and Early Learning staff
- ECE Learning Series with new ECE staff to district
- Joint inservice with Kindergarten teachers and ECE educators
- Ministry initiatives (SEY2K, CP4YC) supporting collaboration between school district staff and community ECE's.
- Application completed for new building project to increase infant/toddler seats in an accessible, culturally safe, and welcoming environment.

Objective 5.1: Connect with Local Communities on future needs

Key Strategies

- Follow up with SD60 Indigenous Education Council about previous consultation and future child care and early learning needs
- Continue to connect with service providers and communities about future child care and early learning needs.
- Develop a systems map of partners in our communities to collaborate with to plan future engagement meetings or training opportunities.



Objective 5.2: Address needs by connecting and enhancing programs

Key Strategies

- Build capacity within the Early Learning and Child Care department through professional development and quality programming using the Early Learning Framework and other Ministry resources.
- Enhance collaboration between Early Childhood Educators and Kindergarten teachers.
- Continue to address needs for Before and After School care where financially sustainable and needed
- Collaborate with Feeding Futures program to support nutritious food options with child care and early learning programs
- Work to foster reconciliation through opportunities and programming in early learning and child care.
- Examine expanding Preschool program to a morning / afternoon option with a language and fine art focus
- Work collaboratively with Learning Services Department

Indicators

- Numbers of contacts with communities and organizations
- Number and type of offered programs in district schools
 - 6 district run Before and After School Care programs, 4 additional programs through a service provider - examine new opportunities
 - 1 Seamless Day Kindergarten program
 - 3 Just B4 Preschool
 - 2 Preschools - examine one additional program
 - 7 StrongStart / outreach locations
 - 4 Infant / Toddler / 30 months+ daycare run by services providers
 - Number of licensed seats in district schools
- Number of collaboration opportunities with Learning Services professionals (e.g. Speech and Language)

Alignment of Resource Allocations With This Goal:

- 1 FTE District Principal
- 2 FTE exempt coordinators for early learning and child care
- Administrative Assistant



Focus on Indigenous Students

- Continue to work with Indigenous Education Council on culturally appropriate child care.
- Explore the new Learning in the Primary Years document and the Indigenous Early Learning and Child Care Framework and Métis Nation Early Learning and Child Care Framework with ECEs.
- Explore the Elements of Quality Child Care from the BC Aboriginal Child Care Society within our local context.

Focus on Child and Youth In Care

- Examine information sharing within School District departments.
- Engage with MCFD, NENAN, and Community Bridge to increase participation of children in care in early learning opportunities.

Focus on Students with Disabilities or Diverse Abilities

- Engage with community partners (Child Development Centre, Settlement Workers in Schools, etc.) to invite families into early learning opportunities.
- Support staff with professional development opportunities regarding inclusion

Data Analysis

The following are notes regarding data in this document as well as the Ministry FESL data addendum that follows.

SD60 Document Data

Figure 1: Graduation 6 Year Completion Rate

- Source: Ministry Completion Rates
- Significant Increase for Indigenous students after a one year decline
- long term increasing trend over period with significant improvement for students with diverse abilities.
- A significant gap continues to exist between the Diverse Abilities sub population, and the All Students measure. A decreasing gap exists between Indigenous students and All Students.
- Standard school completion rate is notably higher than the measure with online school completion rate

Figure 2: Reading Comprehension Grades 6-9

- Source: Read73 Local assessment data
- A significant increase in Grade 6 comprehension has been noted
- Comprehension remains an area of focus

Figure 3: Grade to Grade Transitions

- Source: Ministry FESL Data



- Grade to grade transitions notes
 - Drop in Grade 11 to 12 notes(-6%).
 - Rates within 5 year pattern
 - Positive results in grade 9-10 (95%)

Figure 4: C+ or Better in Grade 4-10 Mathematics

- Source: Final Marks
- Decline noted after grade 6 in all sub populations.
- Noticeable gap exists for Indigenous and Diverse Ability measures after grade 6.

Figure 5: FSA by Sub Population Grade 4, 7 - Literacy, Numeracy

- Source: Local Power BI reporting with Ministry data
- Improved participation rates noted for Diverse Abilities compared to previous years (fewer unknowns)
- Strong literacy results
- Weaker numeracy results, especially in Grade 7

Figure 6: Grade 8 MDI Well-being Index (%) and Number of Children Responding

- Source: Middle Years Development Instrument
- Small increase to percentage of students in Low category for Well-being index.

Figure 7: Grade 8 MDI Connectedness with Adults - High - “At my school there is an adult that believes in my success”

- Source: Middle Years Development Instrument
- Consistent results over four years noted.

Figure 8: Student Satisfaction levels - Job / Post Secondary Preparation

- Source: How Are We Doing report
- Decline in satisfaction after two years of improvement for both Indigenous and Non-Indigenous
- Gap continues between Indigenous and Non-Indigenous

Figure 9: District Allocations of Learning Support Model Fund 2023-2024.

- Source: Local data
- Schools have added additional Youth Care Workers and Teacher FTE through the Learning Support Model in 2021-2022, 2022-2023, 2023-2024
- Majority spent on Education Assistants

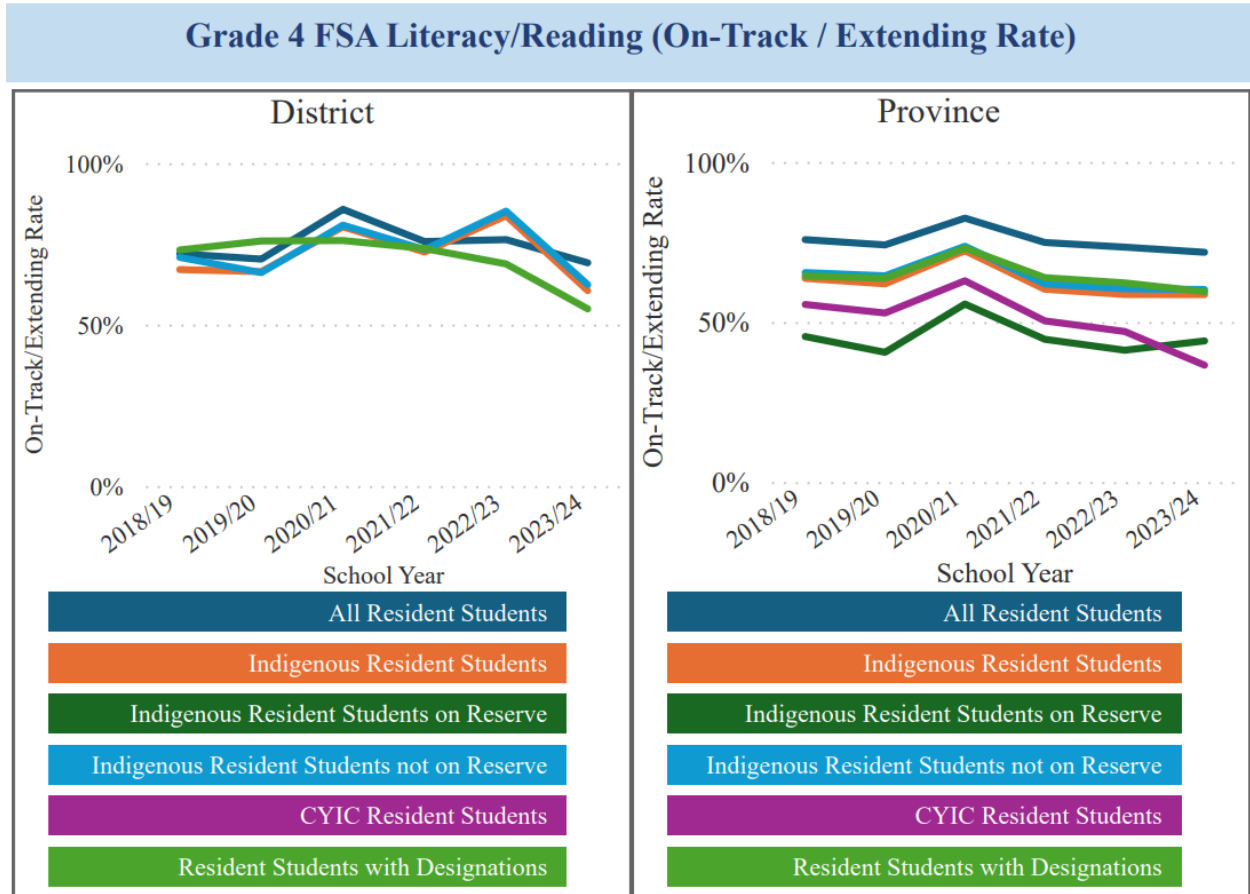
Ministry Enhancing Student Learning Report Data

In the following pages we have included the Ministry provided Enhancing Student Learning Report Data. Our analysis is provided below by themes of Intellectual Development, Human and Social Development, and Career Development. Listed Outcomes and Measures are as per [Ministerial Order 302/20](#). Data is masked where an identifiable group has 9 or fewer students in

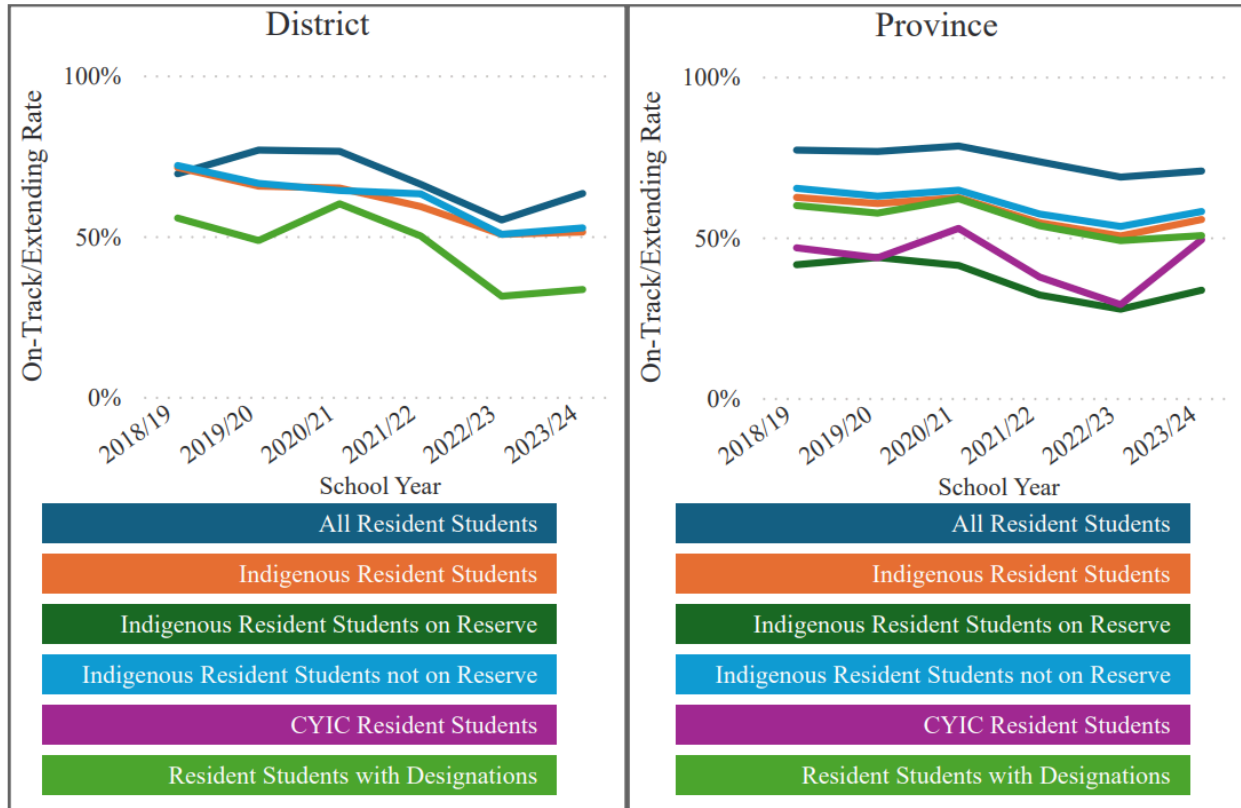


the data and data points will be omitted from the following graphs. Where appropriate analysis of unmasked data will provide further information.

Intellectual Development
Educational Outcome 1: Literacy
Measure 1.1: Grade 4 & Grade 7 Literacy Expectations



Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



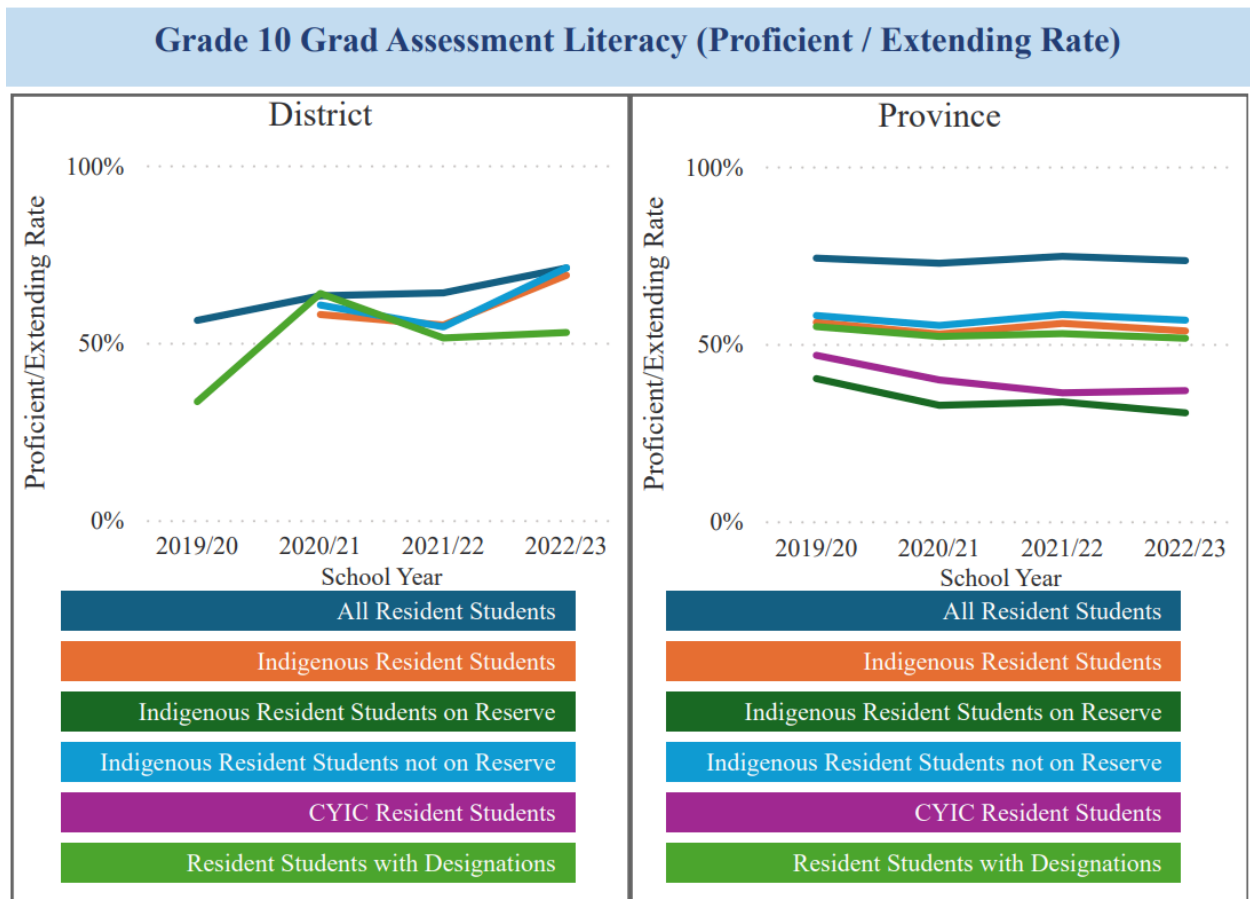
Data Analysis for Measure 1.1

- Grade 4
 - All Students measure shows results at or above provincial rate for previous three years with a noticeable decline in the last year
 - 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 two years ago.
 - Indigenous students on reserve data are masked due to small numbers. There are similar achievement rates to the province over multiple years.
 - Students with Disabilities / Diverse Abilities are above the provincial results for five of the last seven years.
 - CYIC results are masked due to small numbers. Results are below the provincial results.
- Grade 7
 - Small improvements are noted in sub populations after three years of decline at both district and provincial levels.
 - Indigenous students are performing similarly but with a slightly higher results than province in previous years



- Indigenous students on reserve data is masked. Year over year data is highly variable.
- Students with Disabilities / Diverse Abilities are following a similar change with a small improvement compared to last year
- CYIC results are masked due to small numbers. Results are below the provincial results.

Measure 1.2: Grade 10 Literacy Expectations



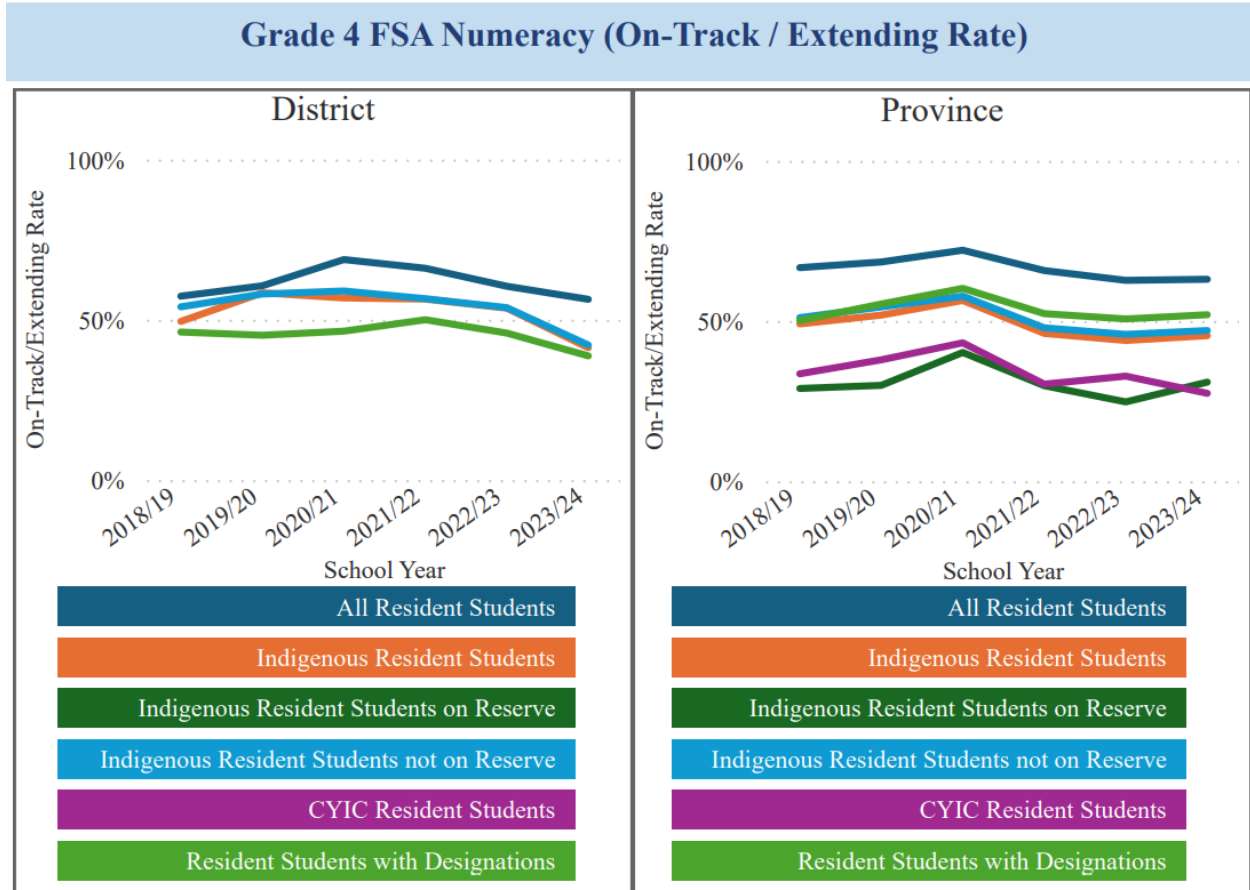
Data Analysis for Measure 1.2

- Gap eliminated in latest year for All Students, and Indigenous students
- Overall Improving trend for all sub populations with a noted gap for students with diverse abilities.
- Indigenous students on reserve data is masked. Achievement results were highly variable.
- No CYIC students are in the data for 22/23 for grade 10 Literacy. Previous years were masked due to small numbers.

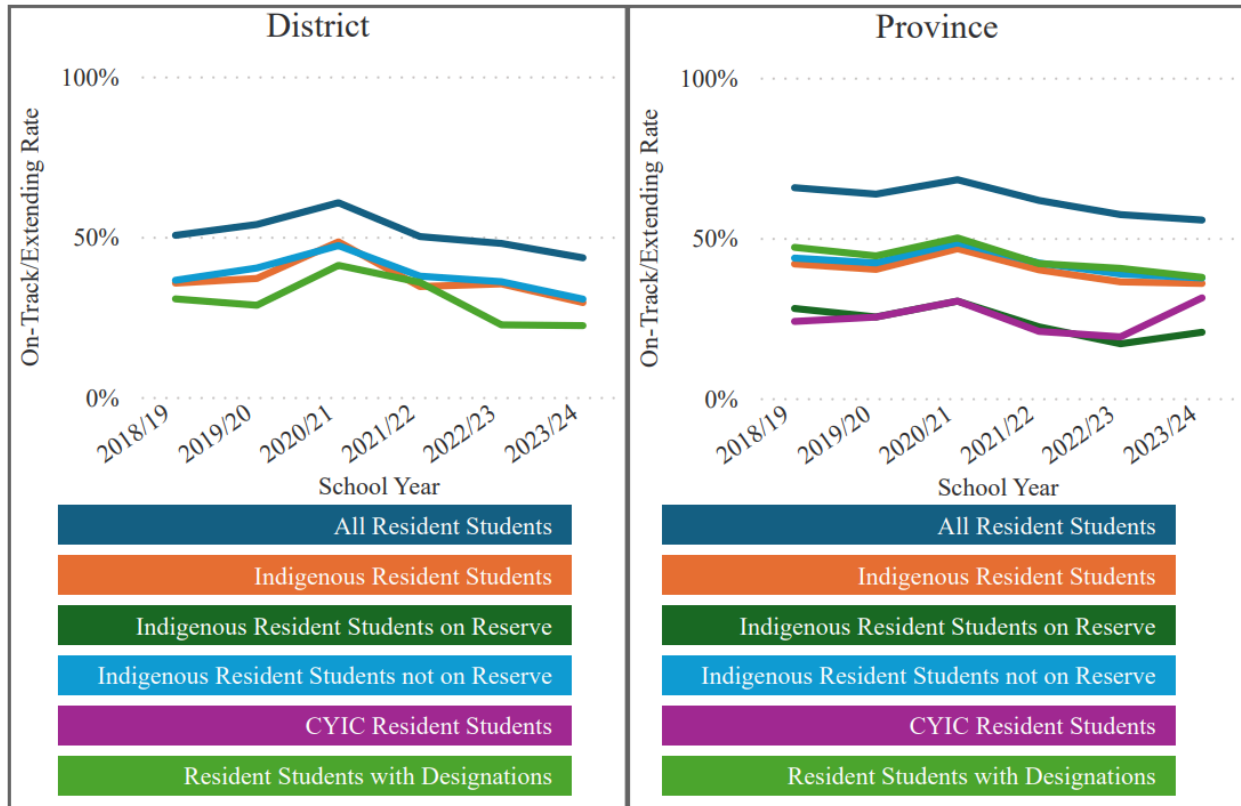


Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations



Grade 7 FSA Numeracy (On-Track / Extending Rate)



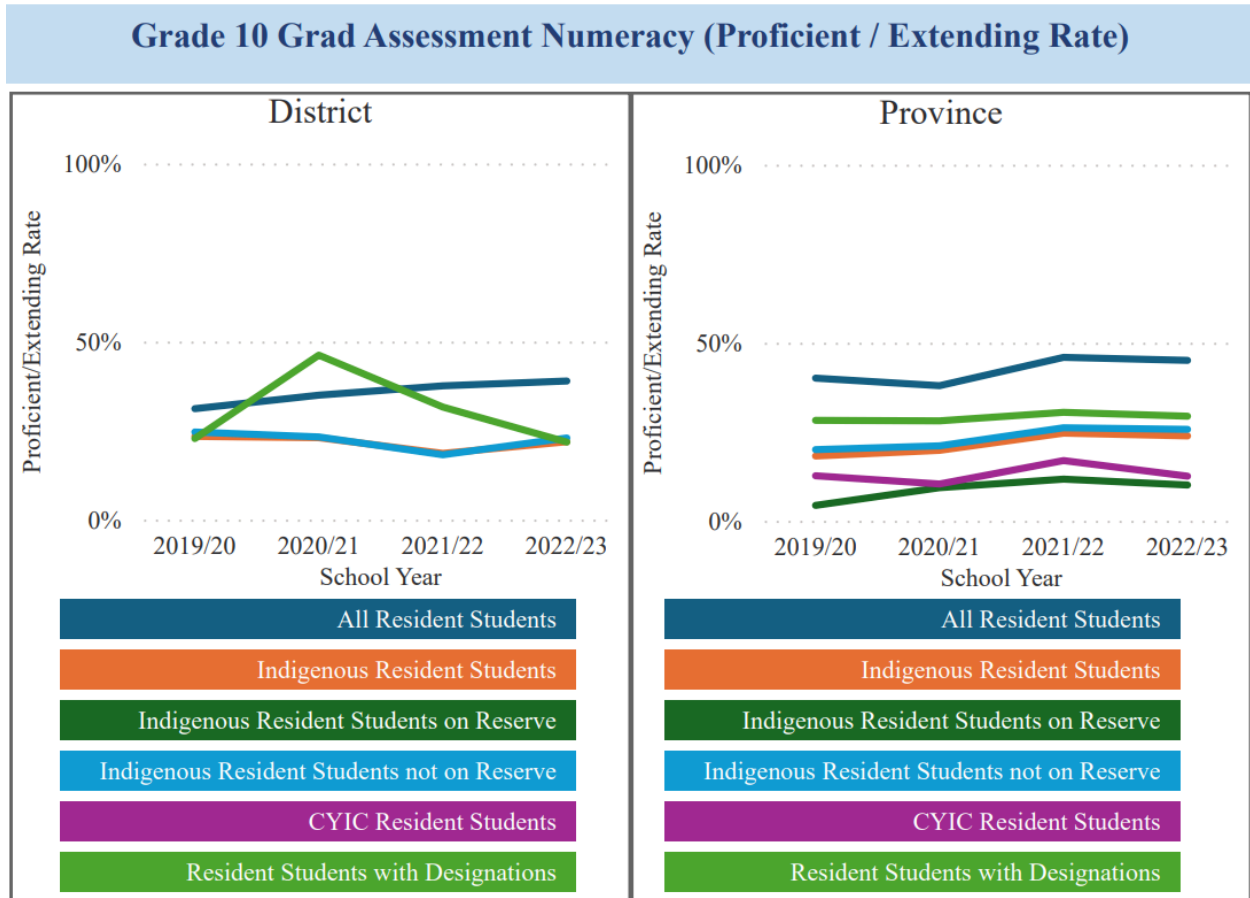
Data Analysis for Measure 2.1

- Grade 4
 - A gap exists between the district All Students, Indigenous students, and students with diverse abilities
 - Downward trend in all sub populations over the last three years
 - Indigenous students on reserve data while masked has been above the provincial results for four of the last six years. Over seven years 34% have been on-track or extending.
 - CYIC results are masked due to small numbers. Results are below the provincial results for the past two years.
- Grade 7
 - Results for all students in District follow the Provincial results with a gap for district results over that last five years
 - Downward trend in all sub populations over the last three 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. Over seven years 20% have been on-track or extending.
 - Students with Disabilities / Diverse Abilities results show a gap between the District and Provincial results



- CYIC results are masked due to small numbers. Results are below the provincial results for the past two years.

Measure 2.2: Grade 10 Numeracy Expectations

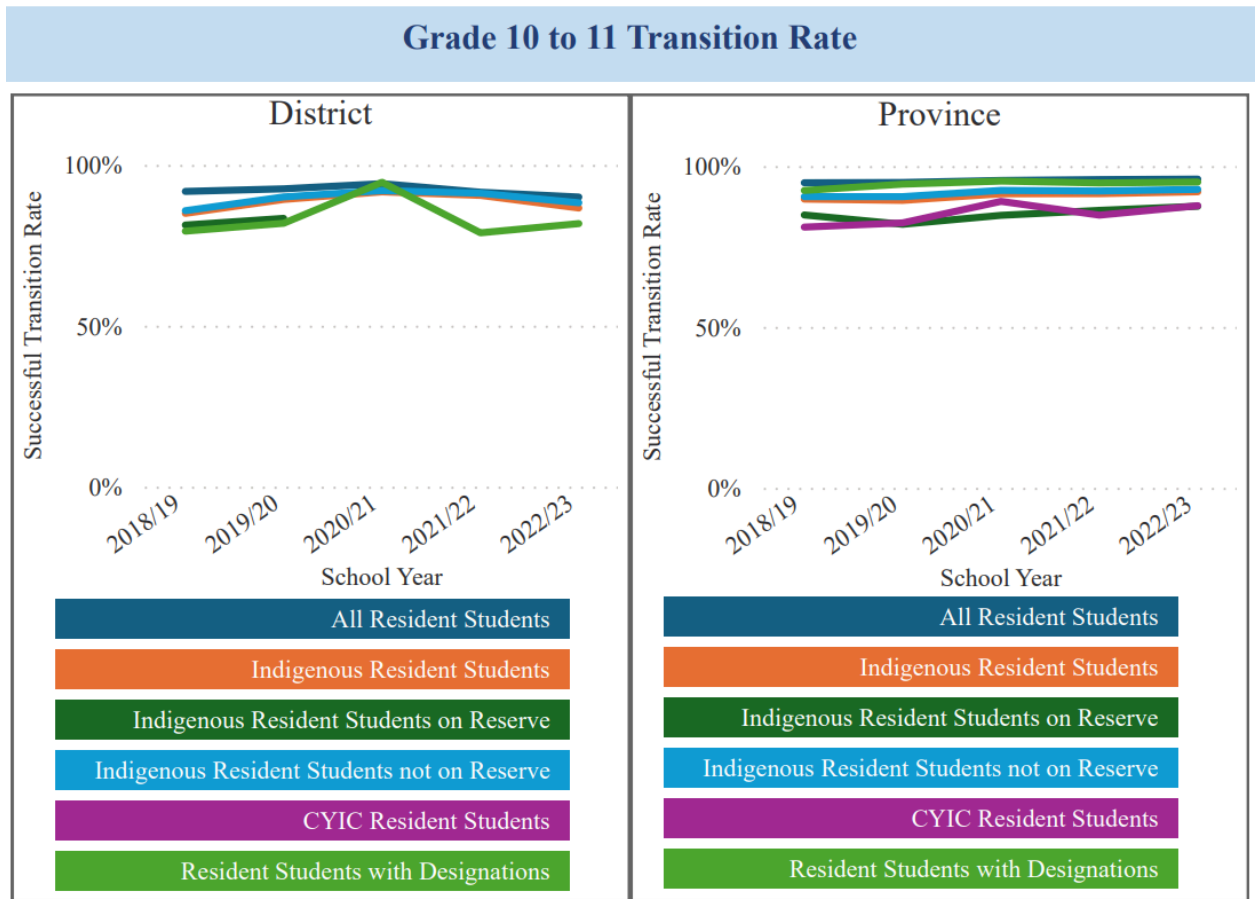


Data Analysis for Measure 2.2

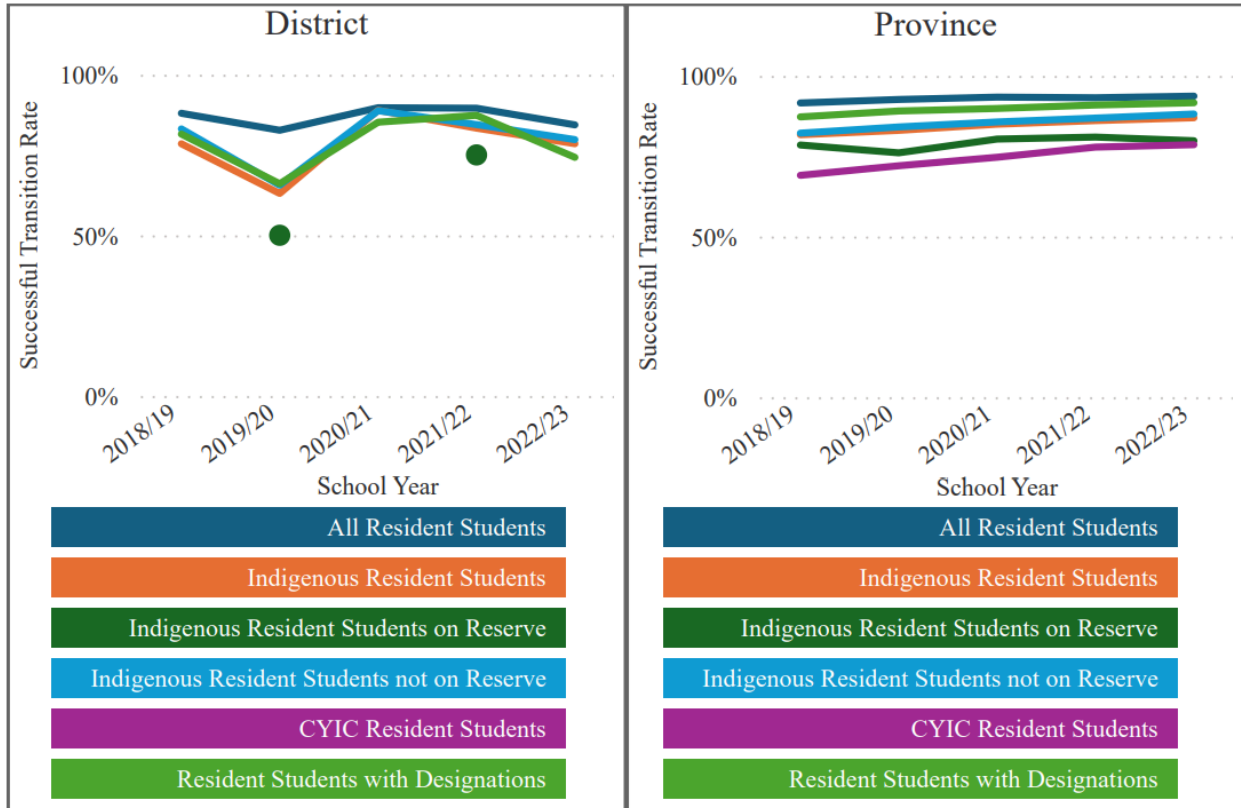
- Proficient / Extending rate is improving over four years but still not at the level with Provincial results
- Indigenous students while similar to the Provincial results have a significant gap compared to the All Student results
- Indigenous students on reserve results are masked with a large gap between the All Students results. In two of the last three years district results have been above provincial results for Indigenous students on reserve.
- Students with Disabilities / Diverse Abilities results show similar results with the province and a gap between the All Students results. Large variability over four years is noted.
- CYIC results are masked due to small numbers and have not been made available to the district for further analysis.



Measure 2.3: Grade to Grade Transitions



Grade 11 to 12 Transition Rate

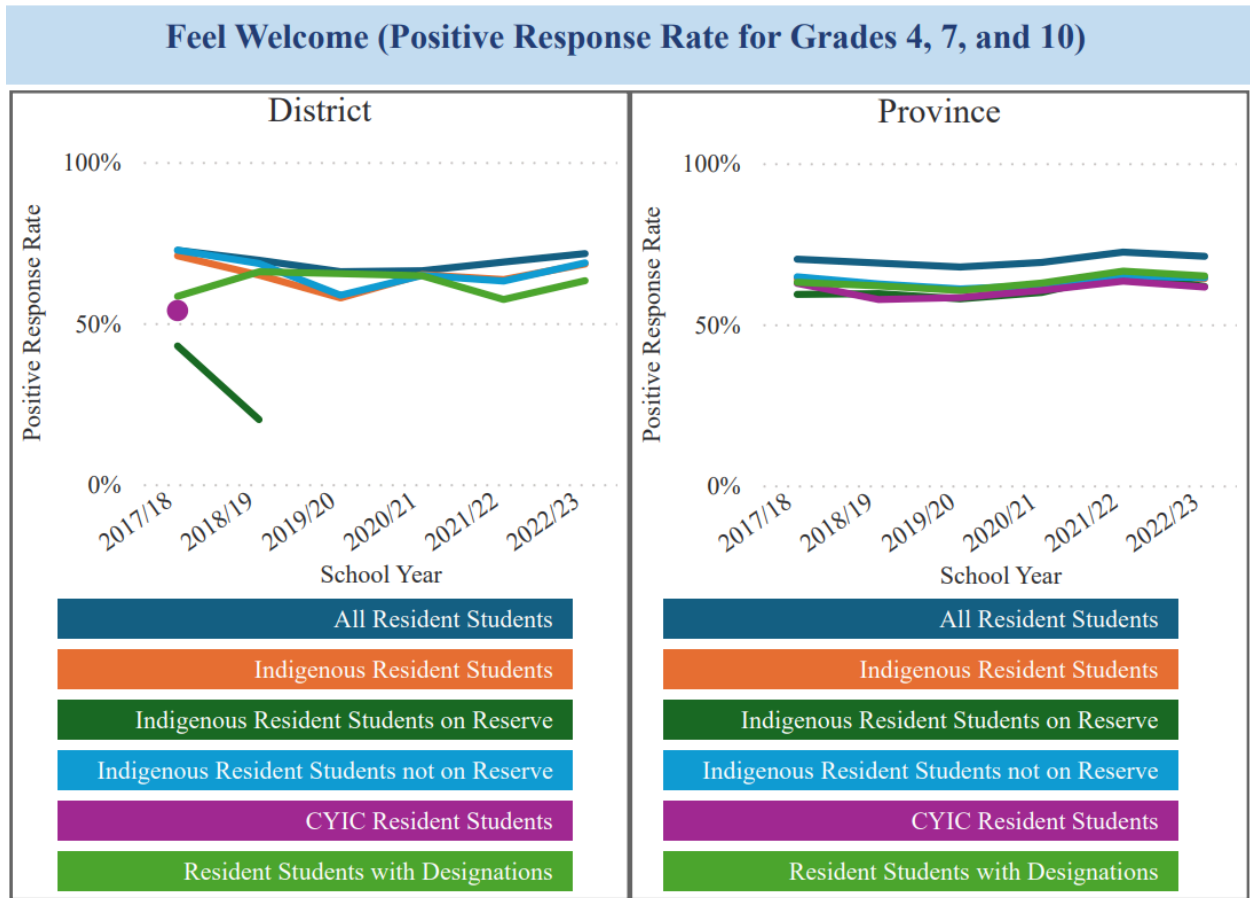


Data Analysis for Measure 2.3

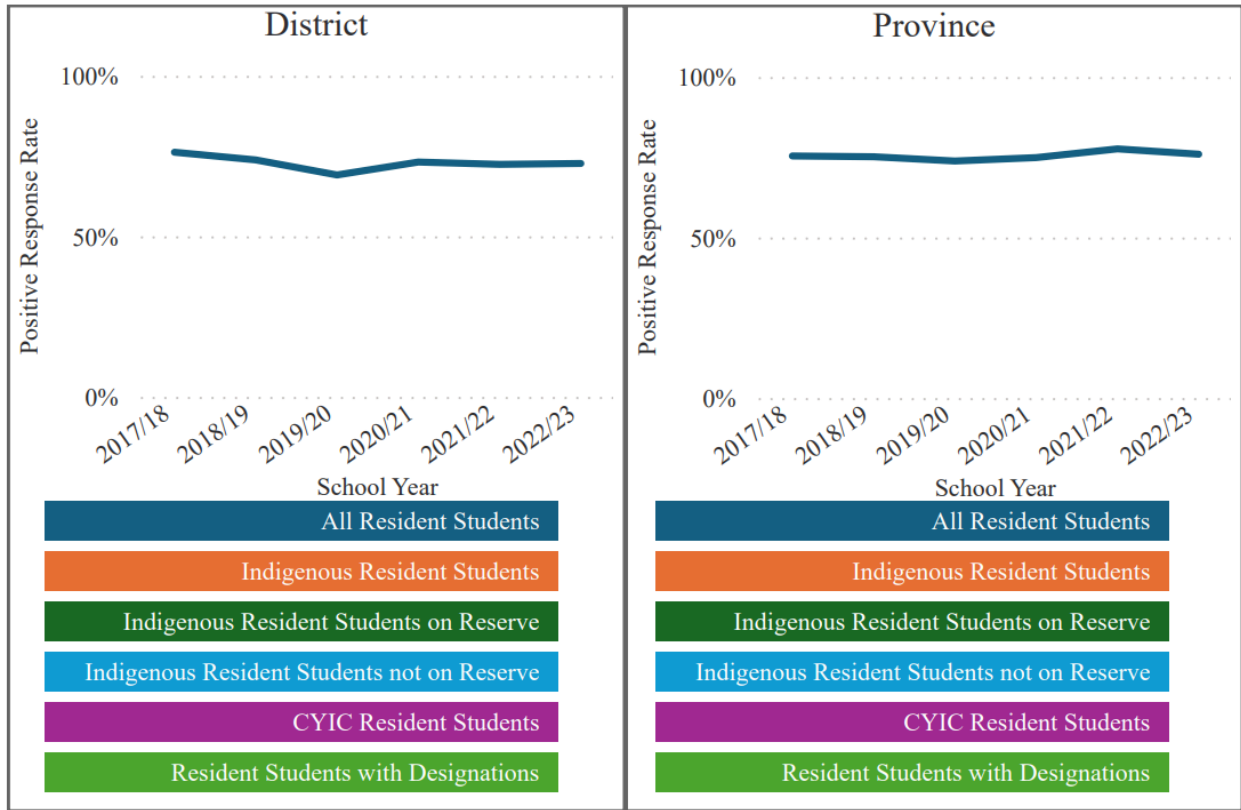
- Grade 10 to 11
 - District data closely resembles Provincial results over the last three years.
 - While masked the results for Indigenous Students on Reserve resembles the provincial data with a significant gap compared to the All Students results.
 - Students with Disabilities / Diverse Abilities has maintained a consistent gap below the province for four of the five years with one year on par.
 - CYIC results are masked due to small numbers. In 22/23 the transition rate was below the provincial rate and above for the preceding two 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 gap exists compared to the All Students results.
 - An improving trend over the previous three years is noted until the latest year for Students with Disabilities / Diverse Abilities.
 - CYIC results are masked due to small numbers. In 22/23 the transition rate was near the provincial rate and below for the preceding two years.



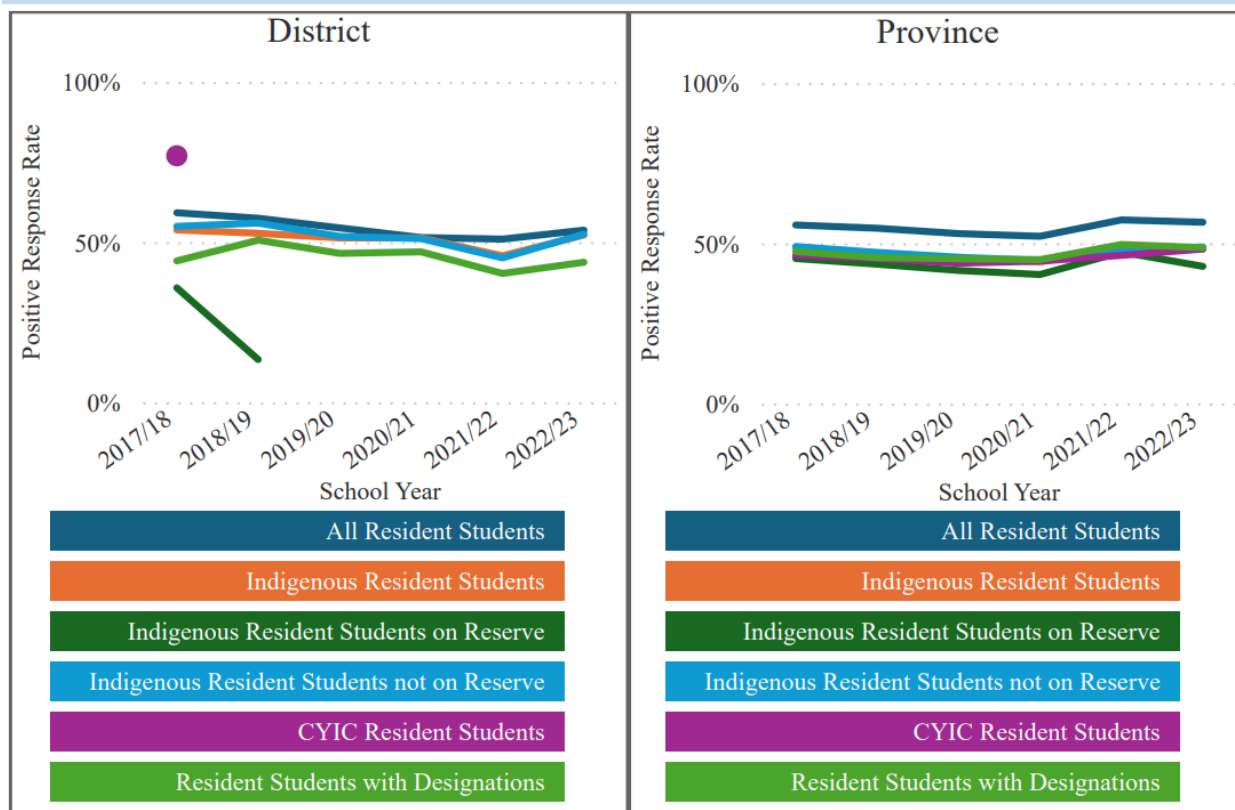
Human and Social Development
Educational Outcome 3: Students Feel Welcome, Safe, and Connected
Measure 3.1: Student Sense of Belonging



Feel Safe (Positive Response Rate for Grades 4, 7, and 10)



Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



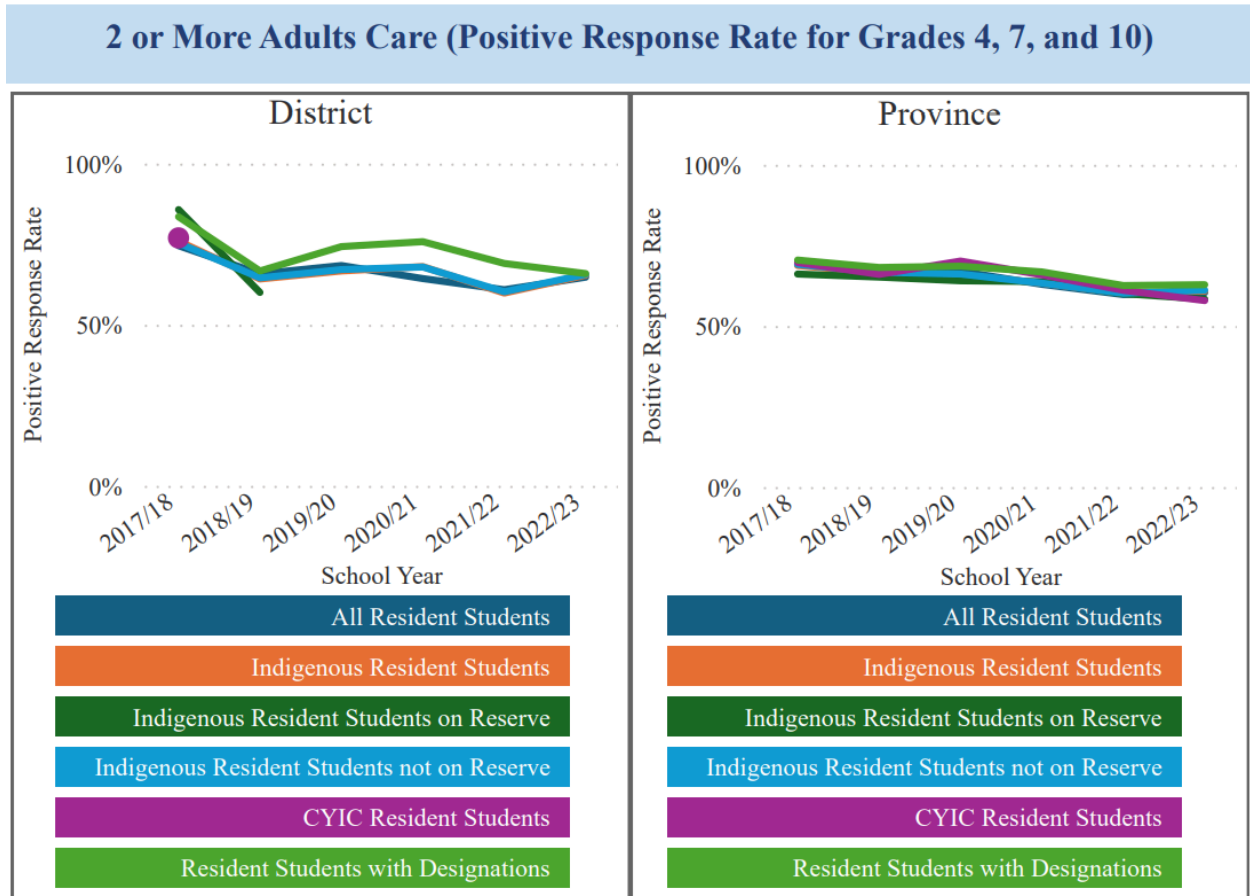
Data Analysis for Measure 3.1

- Feel Welcome
 - Results for All Students, Indigenous Students, and Students with Disabilities / Diverse abilities follow Provincial results.
 - While masked, the results for Indigenous students on-reserve are mostly above the provincial results.
 - CYIC results are masked due to small numbers and show variability over the last three years with results above and below the province.
- Feel Safe
 - Data limited to All Students measure only as it is an anonymous only question.
 - District results follow provincial results
- School Sense of Belonging
 - Results for All Students closely follows the Provincial results.
 - The Indigenous students results closely match with the All students measure in the district this last year. There is a smaller gap with provincial results compared to previous years.
 - Results for Indigenous students on-reserve are masked due to small numbers and are highly variable.



- Results for Students with disabilities / diverse abilities follow Provincial results with lower results compared to All Students results.
- CYIC results are masked due to small numbers and show variability over the preceding years.

Measure 3.2: Two or More Adults who Care About Them



Data Analysis for Measure 3.2

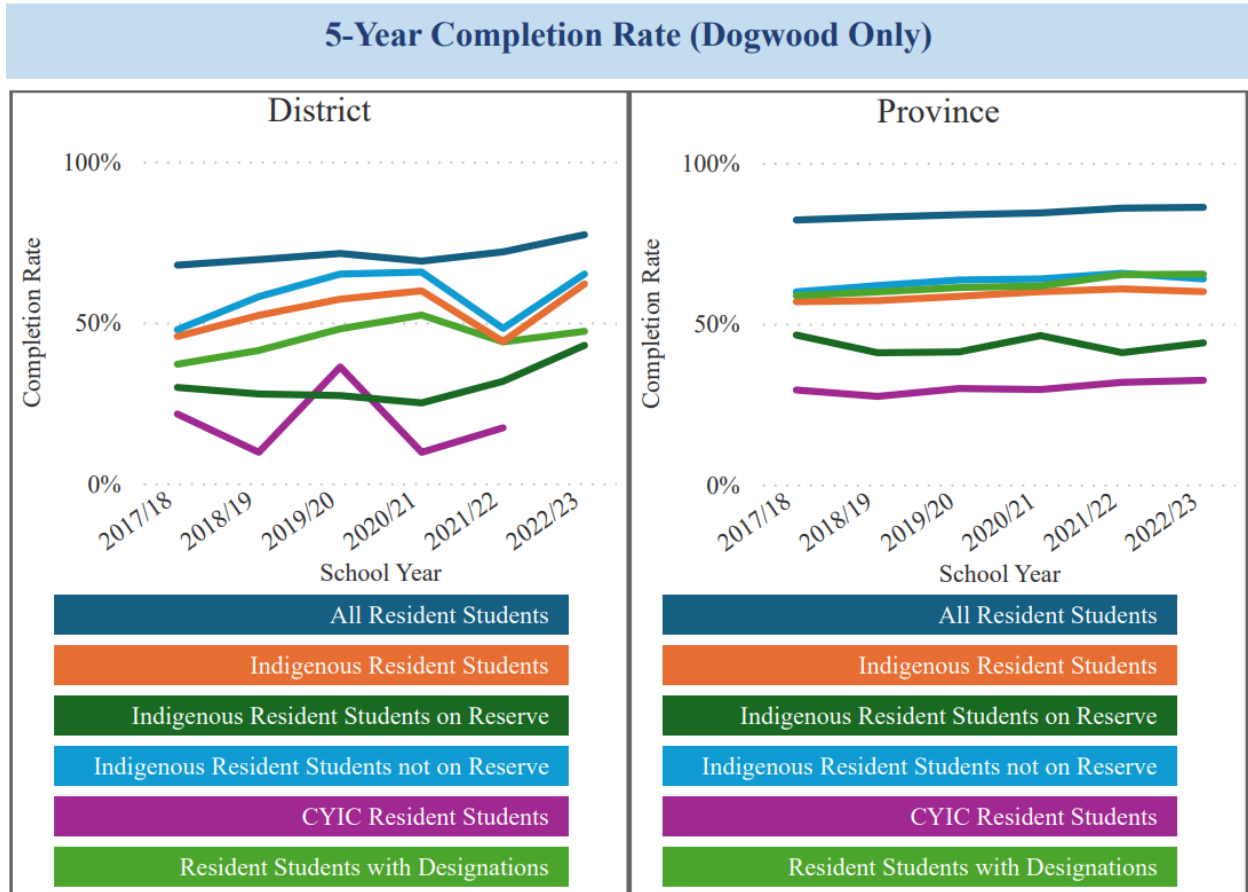
- Results for Indigenous Students and All Students closely match each other and the Provincial Results. All have a negative trend over five years.
- With some variability results for Indigenous students on reserve follow the Provincial results and have a negative trend over five years.
- Results for Students with disabilities / diverse abilities show a mostly higher percentage of students reporting that 2 or more adults care about them compared to other groups. The last year had the same results for this group and the All Students group. 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



Data Analysis for Measure 4.1

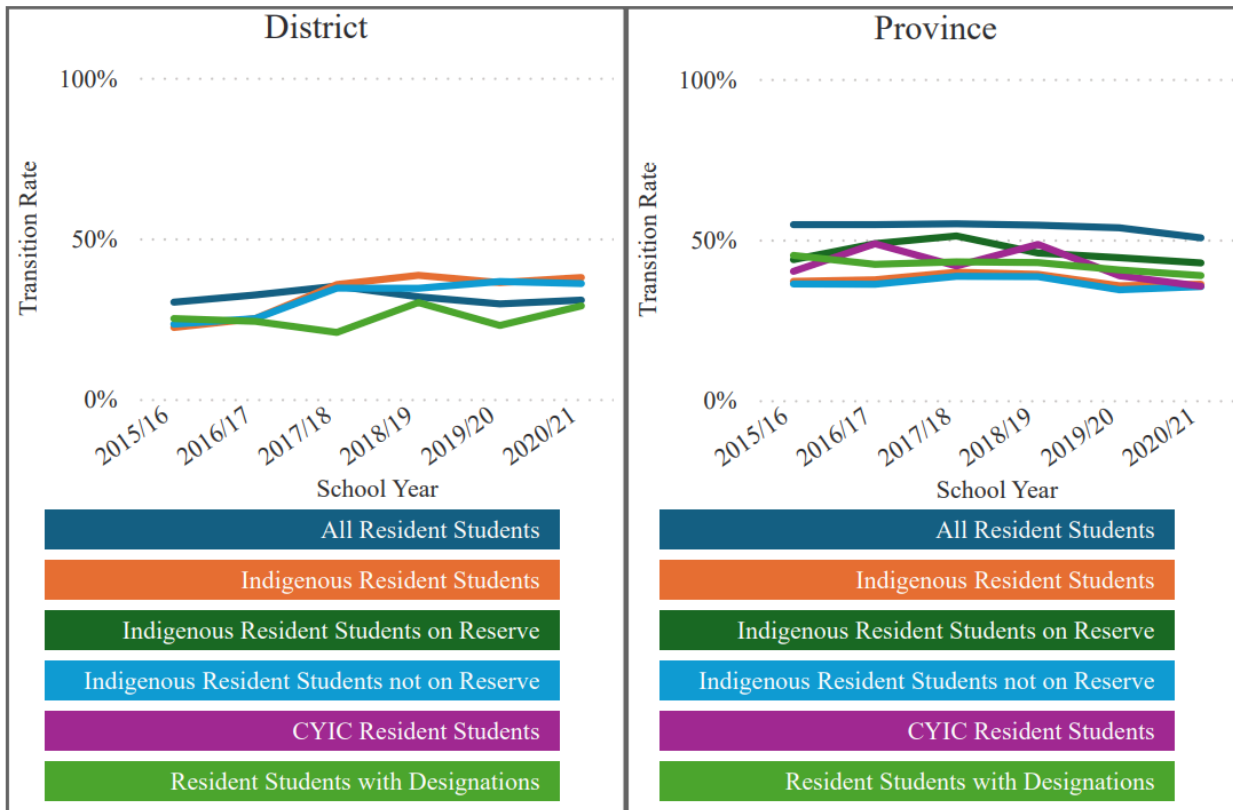
- The All Students result gap is closing on the Provincial results
- The Indigenous Students results are increasing with a positive trend. A gap exists between them and the All Students results.
- While masked, the results for Indigenous students on reserve are improving with last year matching the Provincial results. A significant gap exists for students on reserve compared to the All Students, Indigenous students measures.
- Results for Students with Disabilities / Diverse Abilities shows a gap compared to the Provincial results and a lower rate than the All Students measure.
- CYIC results have the largest negative gap compared to the All Students measure.

Educational Outcome 5: Life and Career Core Competencies

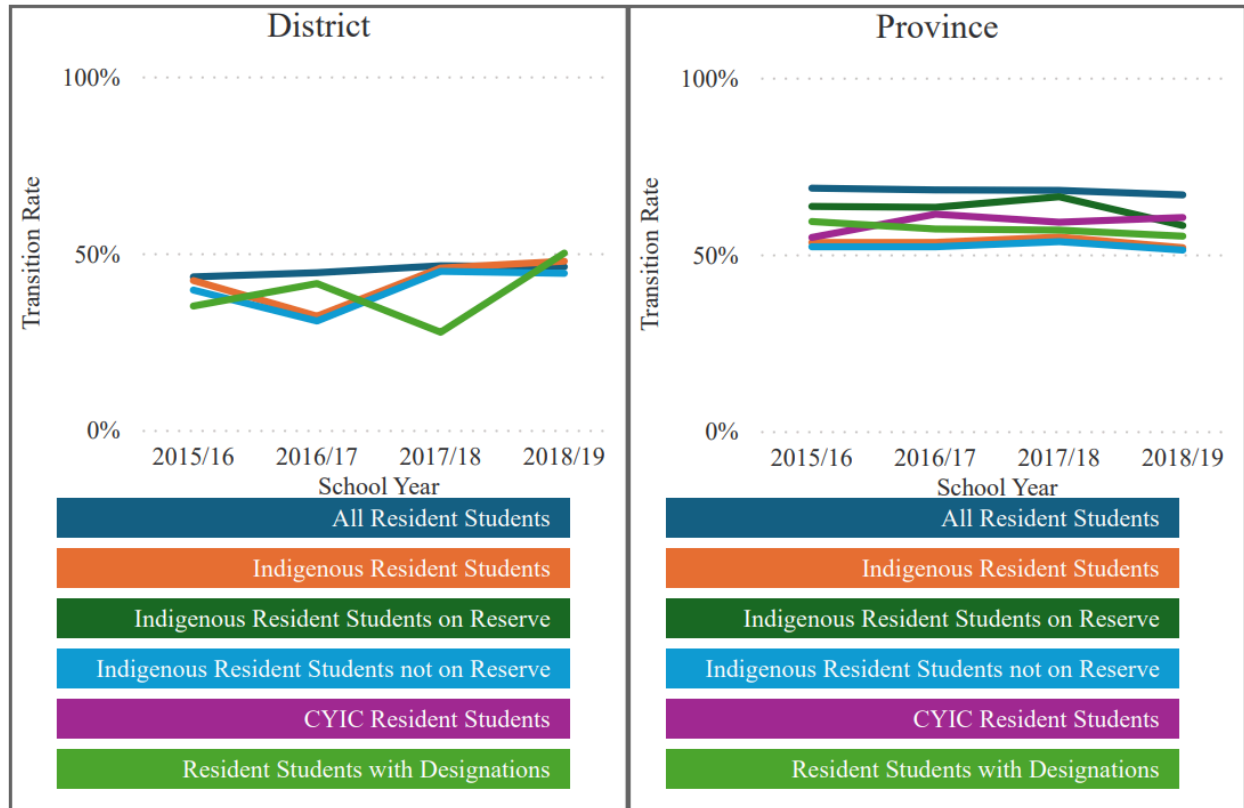
Measure 5.1: Transitioning to Post-Secondary



Transition Rate to BC Public PSI (Immediate)



Transition Rate to BC Public PSI (Within 3 Years)



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 are approaching or above the Provincial results for immediate transition.

Glossary

A glossary of terms is available on our website at the bottom of the page at <https://www.prn.bc.ca/district/fesl/>





Together We Learn - Ehtaah jənajəh

