

Cariboo-Chilcotin

No. 27



# Enhancing Student Learning Report

## September 2024

In Review of Year 3 of District Plan for Learner Success 2021-2024



Reviewed by Board of Education

September 24, 2024



<http://bit.ly/SD27Plan2024>

## Land Acknowledgement

**Cariboo-Chilcotin School District** operates on the traditional unceded territories of the Secwepemc, Tsilhqot'in, and Dakelh Nations. We recognize it is a privilege to do our work in this special place. We understand our legislated responsibility and the moral imperative to act for truth and reconciliation with care, wisdom, and respect to right historic harm done by the education system. We are committed to the success of Indigenous learners and to learning about local First Nations culture by all members of the school district community.



We serve the students and families of [twelve First Nation communities](#), which include Tsideldel First Nation (Alexis Creek Band), Tl'etinqox Government (Anaham Band), Yunesit'in Government (Stone Band), Tl'esoqox (Toosey Band), Xeni Gwet'in First Nation (Nemiah Valley), ?Esdilagh (Alexandria Band), Tsq'escen' (Canim Lake Band), Stswecem'c/Xgat'tem (Canoe Cree/Dog Creek Band), Esk'etemc First Nation (Alkali Lake), Xats'ull (Soda Creek First Nations), T'exelc (Williams Lake First Nation) and Ulkatchot'en (Ulkatcho First Nation).

## Introduction: District Context

**Cariboo-Chilcotin School District No. 27** extends over a large [geographic area](#) roughly the size of New Brunswick in the beautiful interior of BC. We are sparsely populated with 487 people per square kilometer of land, compared with the BC average of 3,644 people per square kilometer. We are one of the largest employers in the region with over 850 staff, serving approximately 4600 students from Kindergarten to Grade 12 in 24 schools. Our enrollment had been in decline for many years, then increased unexpectedly following the pandemic, and is now levelling out.

More than 1450 Indigenous students attend our schools. These students are on-reserve, off-reserve, and Métis in ancestry. Approximately 10% of learners have designations for disabilities or diverse abilities. The number of children and youth in care (CYIC) is variable with children moving in and out of care and reliance on individual MCFD workers and caregivers to update schools. There were 49 CYIC at the end of the school year.

[Socio-economic characteristics of the district](#) include lower rates of post-secondary credentials for adults (30%) than the provincial average (42%). We have a slightly higher percentage of single parent households (4.49%) than is typical in BC (4.29%). There is higher unemployment in the region (9.73%) than in the province as a whole (8.27%) and a lower median income (\$93,265 versus \$113, 137)

There are other factors that provide important context for Cariboo-Chilcotin School District. The region was significantly affected by the 2017 wildfires and there have been alerts and evacuations in recent years including a wildfire in the city of Williams Lake this season. We are one of the Ministry of Public Safety and Solicitor General's nine priority districts in relation to gangs and organized crime. During the pandemic some communities had periodic or prolonged closures during which their children were not in school. Attendance overall was very low during the pandemic and remains at concerning levels. The accumulated effect of prolonged disruption to learning is showing up in current results. Although our Human Resources team has done exceptional work in recruitment and hiring, we have not escaped the effects of national workforce shortage issues and have had a number of non-certified teachers on letters of permission in recent years and

significant issues with replacement when teachers are away. These factors are reflected in our planning and response. Despite these challenges we have many strengths including strong relationships with an extensive network of community service providers and partners who support our students and their families.

**Cariboo-Chilcotin School District** has been engaged in a comprehensive rebuilding of all systems, structures, and practices since the appointment by the Ministry of Education of a Special Advisor in 2018. Since then, we have an almost entirely new Board of Education, now in its second term, and a turnover of nearly all members of the district senior leadership and management teams. Senior staff have brought a wealth of experience from other districts and sectors. All efforts are laser focused on enhancing student learning and outcomes. The progress toward modernization and alignment of structures and systems is gaining momentum. Staff is buying in and experiencing benefits of the changes. We are driven to lead in the province across all aspects of the organization and to achieve excellence in outcomes for all learners. We are investing in the development of our capacity as a highly intentional, coordinated, and effective learning organization.

# Cariboo-Chilcotin School District Student Demographics 2023-2024 School Year

Based on June 2024 Records in Student Information System (MyEd BC)

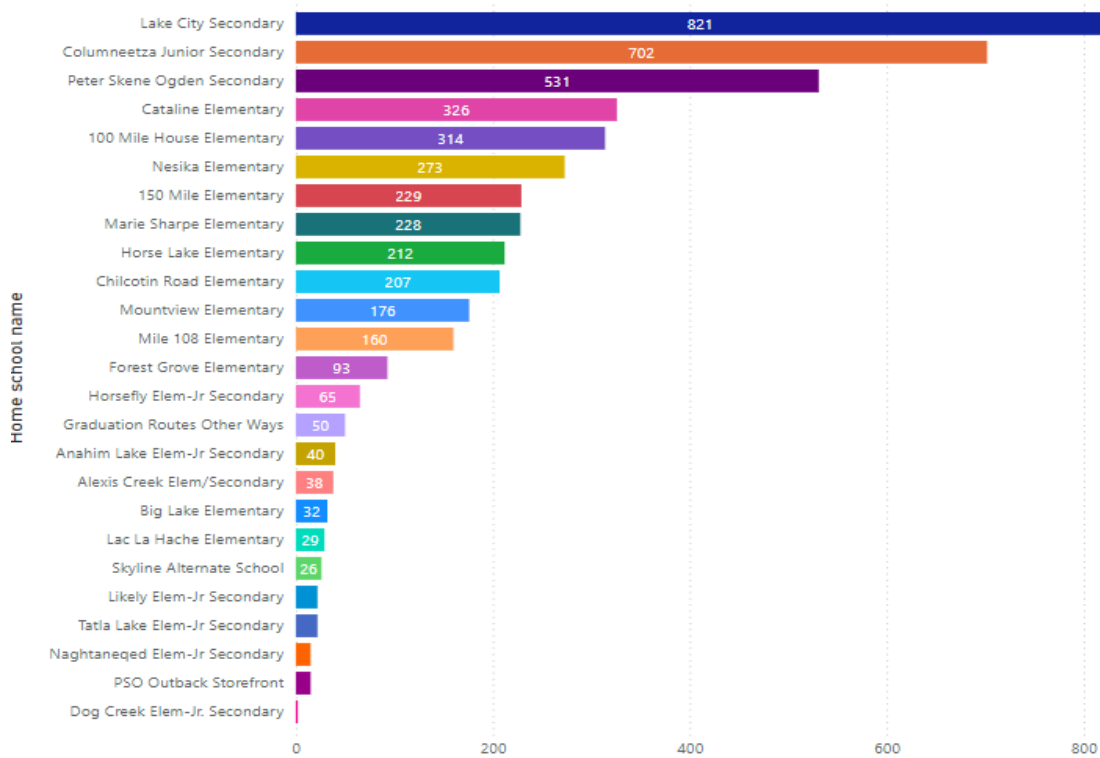
# 4628

**Student Headcount**

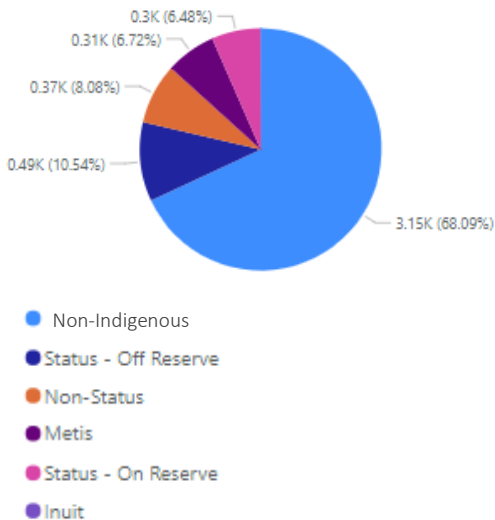
# 49

**Count of Children & Youth In Care (CYIC)**

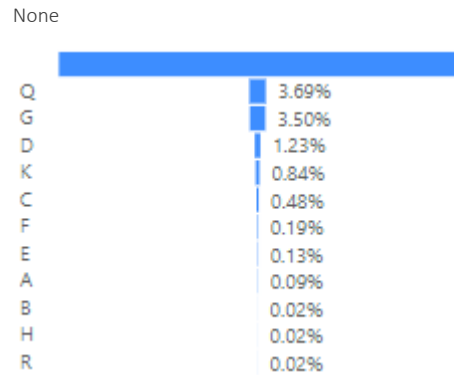
## School Enrollment Count



## % of Learners with Indigenous Ancestry



## % of Learners with Designated Disabilities or Diverse Abilities



# SECTION A:

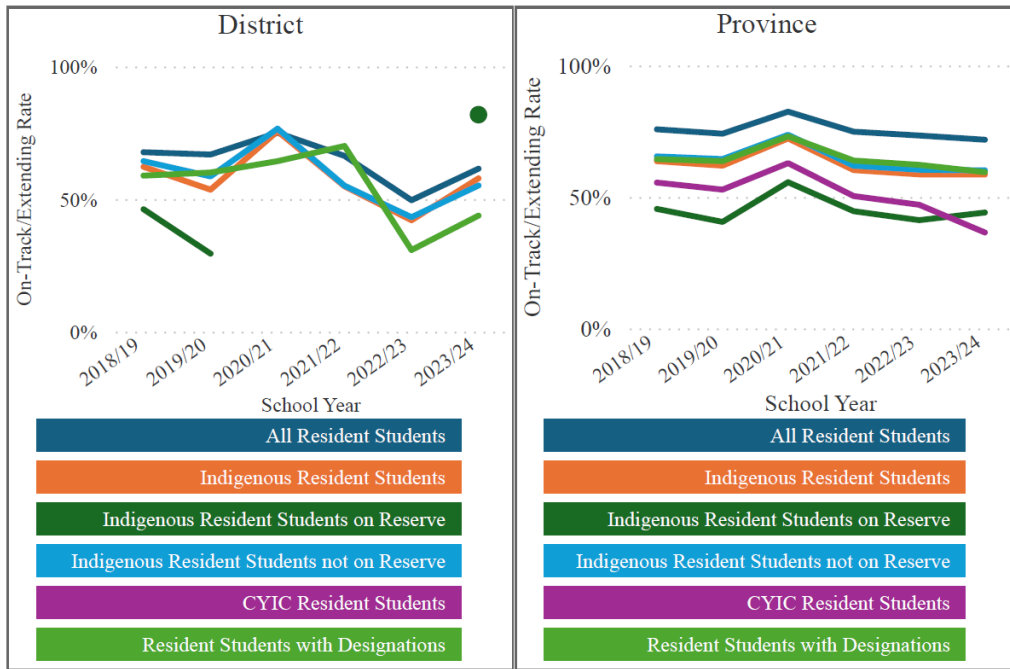
## Reflecting on Student Learning Outcomes

### Intellectual Development

#### *Educational Outcome 1: Literacy*

#### **Measure 1.1: Grade 4 & Grade 7 Literacy Expectations**

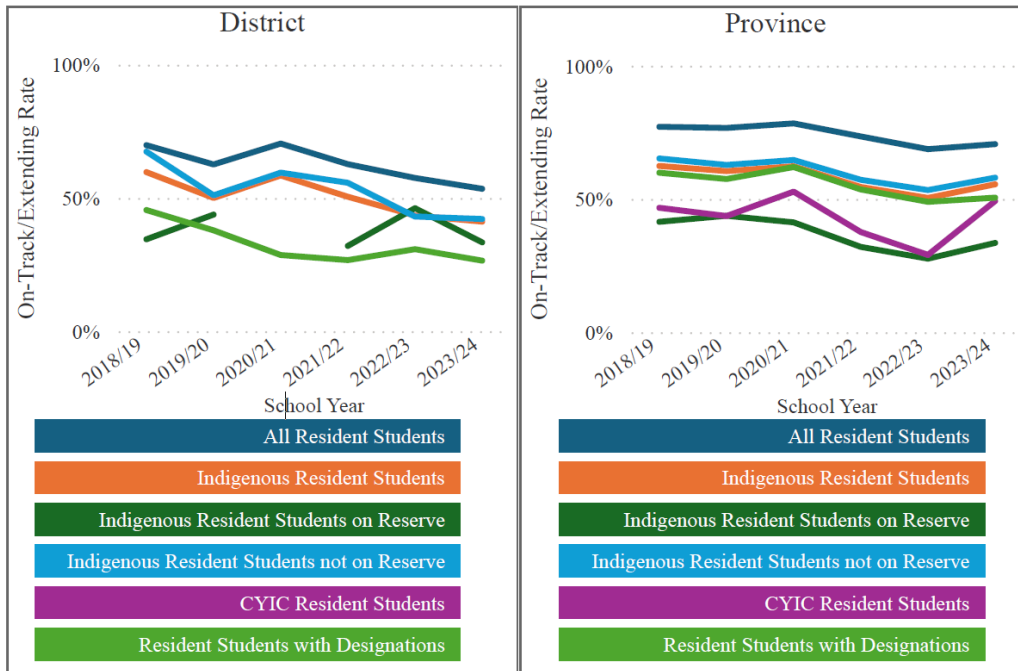
### Grade 4 FSA Literacy/Reading (On-Track/Extending Rate)



DISTRICT	2023/2024	PROVINCE	2023/2024
All Resident Students	61%	All Resident Students	72%
Indigenous Students	58%	Indigenous Students	59%
Indigenous on Reserve	82%	Indigenous on Reserve	44%
Indigenous Not on Reserve	55%	Indigenous Not on Reserve	55%
Children & Youth In Care	33%	Children & Youth In Care	38%
Students with Designations	44%	Students with Designations	44%



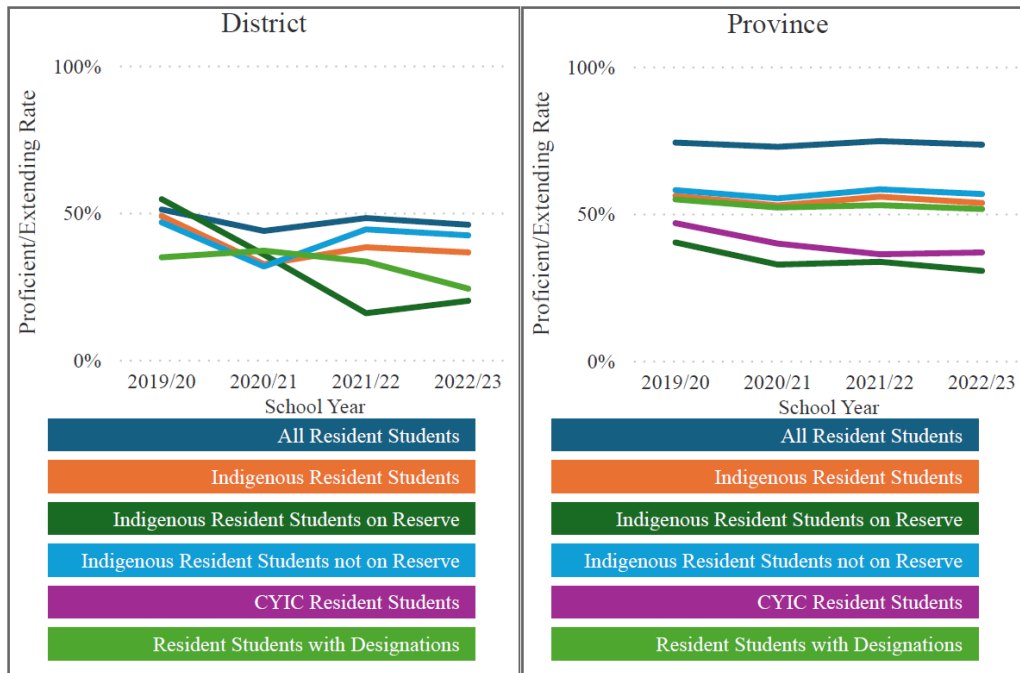
## Grade 7 FSA Literacy/Reading (On-Track/Extending Rate)



DISTRICT	2023/2024	PROVINCE	2023/2024
All Resident Students	53%	All Resident Students	71%
Indigenous Students	41%	Indigenous Students	55%
Indigenous on Reserve	33%	Indigenous on Reserve	33%
Indigenous Not on Reserve	42%	Indigenous Not on Reserve	58%
Children & Youth In Care	Masked	Children & Youth In Care	45%
Students with Designations	26%	Students with Designations	50%

## Measure 1.2: Grade 10 Literacy Expectations

### Grade 10 Grad Assessment Literacy (Proficient/Extending Rate)



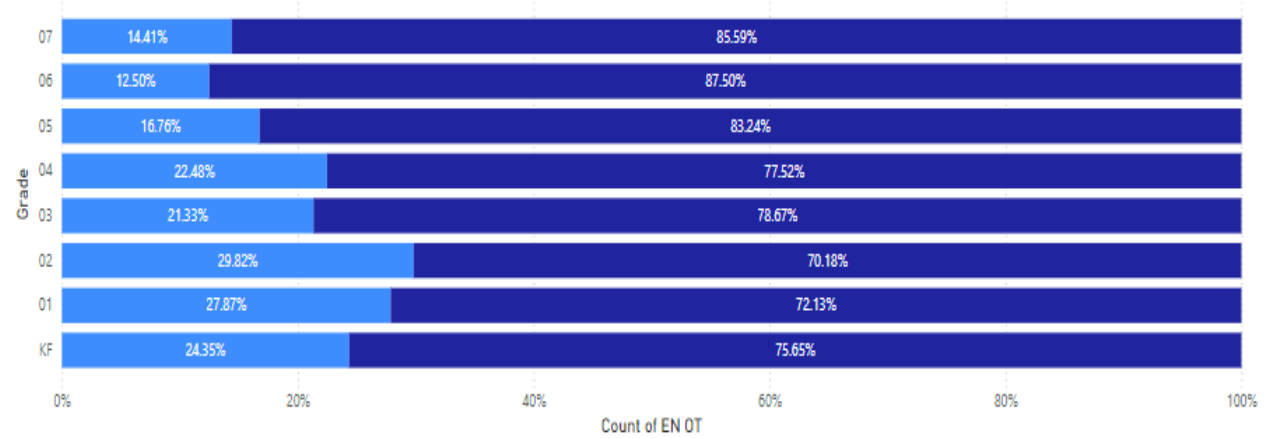
DISTRICT	2022/2023	PROVINCE	2022/2023
All Resident Students	46%	All Resident Students	73%
Indigenous Students	36%	Indigenous Students	54%
Indigenous on Reserve	20%	Indigenous on Reserve	31%
Indigenous Not on Reserve	42%	Indigenous Not on Reserve	57%
Children & Youth In Care	Masked	Children & Youth In Care	38%
Students with Designations	24%	Students with Designations	52%

### District Measure 1.3: K- Grade 7 Language Arts Classroom Achievement

#### Grade 1-7 Report Card Language Arts June 2023 (Developing/Proficient/Extending)

On Track EN - Percent Passing

EN OT ● 0 ● 1



On Track EN - Percent Passing

EN OT ● 0 ● 1

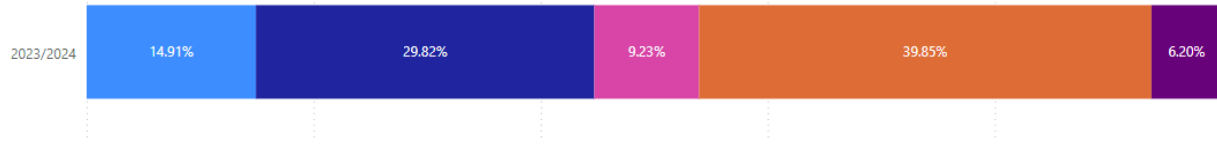


DISTRICT	ON-TRACK (Developing/Proficient/Extending in Language Arts on June 2024 Report Card, Gr K-7)
All residents	79%
All Indigenous	72%
Status on reserve	60%
Indigenous not on reserve	74%
Children & Youth In Care	74%
All with designations	59%



### District Measure 1.4: Gr 1-8 District Wide Write

#### Grade 1-8 Spring Write – (Scores of 1, 2, 2.5, 3, 4)



DISTRICT	ON-TRACK (Score of 2, 2.5, 3,4) Spring 2024 Assessment Gr 1-8
All residents	85%
All Indigenous	79%
Status on reserve	57%
Indigenous Not on Reserve	82%
Children & Youth In Care	60%
All with Designations	52%

### District Measure 1.5: Gr 1-8 District DART

#### Grade 1-8 Spring DART



SCORE ● 1 ● 2 ● 3 ● 4

DISTRICT	ON-TRACK (Score of 2,3,4) Spring 2024 Assessment Gr 1-8
All residents	87%
All Indigenous	79%
Status on reserve	64%
Indigenous not on reserve	81%
Children & Youth In Care	50%
All with designations	64%

## Analysis and Interpretation

### Outcome 1: Literacy

The above provincial and local level data sets provide a snapshot of Literacy performance in the school district.

It is important to note that Indigenous students living on-reserve and children and youth in care (CYIC) are typically masked due to small cohort sizes. While these students may not be shown in all data sets included in this report, they are tracked using a local data system and staff at the district and school level also meet regularly to review the success of the students in these groups we are paying particular attention to.

District results for Literacy, as measured on the [Foundations Skills Assessment](#) (FSA) and [Grade 10 Grad Assessment – Literacy](#), are below provincial average overall and for all groups in the disaggregated data sets. FSA results had been in slight decline over the previous two years and the gap between District and provincial average was increasing. At the Grade 4 level, the decline was reversed last year and all groups of students in the District increased. There was no increase at the grade 7 level, but the decline leveled out last. There was no noticeable change in the *Grade 10 Grad Assessment-Literacy* and the District remains well below provincial average on this measure.

Looking at the results for local assessments and evaluation, including [EPRA/DART](#) reading assessment, *School Wide Write*, and report cards, a different data pattern emerges. In general, students in Cariboo-Chilcotin perform approximately 20% better on local assessments than on provincial assessments. There is some complexity to interpreting the variance. *EPRA/DART* and *School Wide Write* are primarily formative assessment tools designed to help teachers collect student data to guide instruction. Each Spring the District has teachers submit their overall reading and writing scores from these assessments to serve as a District check point. The variance between provincial assessments and report cards is more interesting as they are both based specifically on the BC curriculum. The District is not trying to figure out which is accurate, but rather is using the discrepancy as a discussion point to explore how we can improve both. In addition to continuing to improve instructional practices, the District is also working to improve how provincial assessments are facilitated to ensure they are an accurate representation of student achievement in SD 27 and useful to teachers.

The overall trends in literacy highlight the need to remain committed to supporting and developing literacy instruction across the grades. The District recognizes making change in student results is a slow process but is possible with ongoing teacher development. Focus on instructional capacity and assessment skills will continue.

Inequities persist across all measures for literacy in the District. Indigenous students continue to perform below the All-Resident level but gains have been made in closing this gap. The small cohort size for Indigenous Resident On-Reserve and Children and Youth In Care causes fluctuations in performance year to year, however the overall trend shows these students are achieving below the All-Resident group. The one exception to this trend is Grade 4 Literacy on the FSA for Indigenous Residents Living On-Reserve who scored higher than any other group over last 5 years and exceeded the provincial average. We recognize this is a small sample size but are still incredibly proud of these students and this success will be built upon.

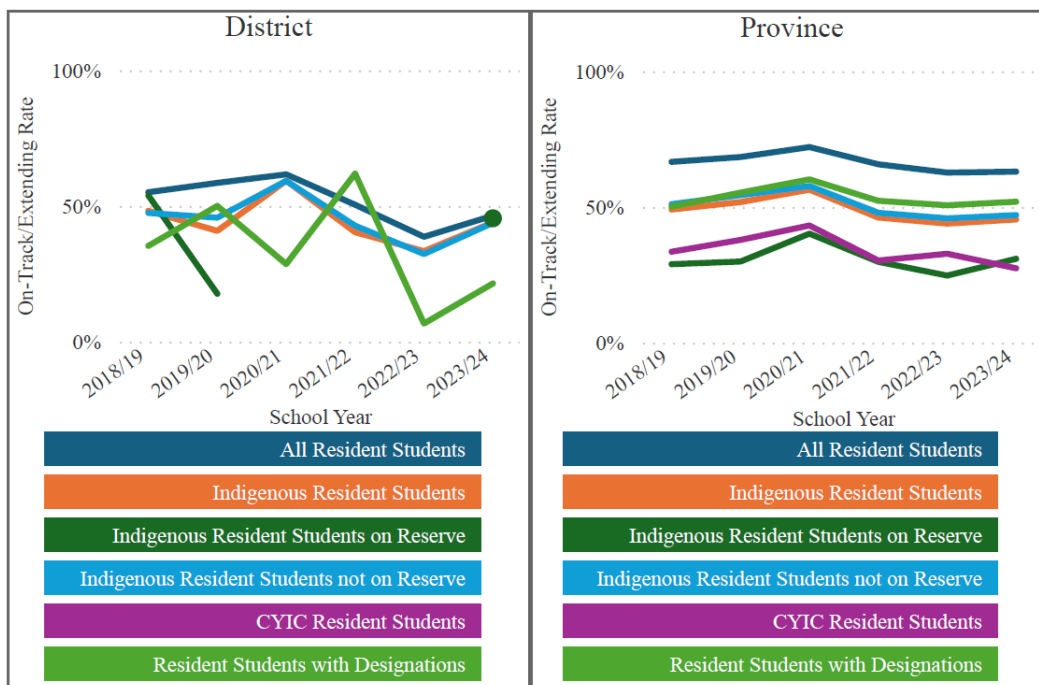
The main story arising from this data set is that the District is continuing to make incremental progress and is committed to using data to revise practice. The decline in literacy results following the pandemic created a sense of urgency across the district, leading to recent positive changes being built on this year. We will be looking at how we track the improvement in practice that will lead to improvement in results. The District will be monitoring results of FSA in the coming year to ensure positive change is not a single year anomaly. We will be focused on working with secondary teachers to increase support for student success on *Grade 10 Grad Assessment - Literacy*.

There is still a great deal of work to do to raise the bar of achievement across the district and level it for the groups of students we are paying particular attention to. While the gap has not been closing at the rate we want, it has not been increasing and the performance pattern for the disaggregated data sets align with the trend for the All-Resident group.

## Educational Outcome 2: Numeracy

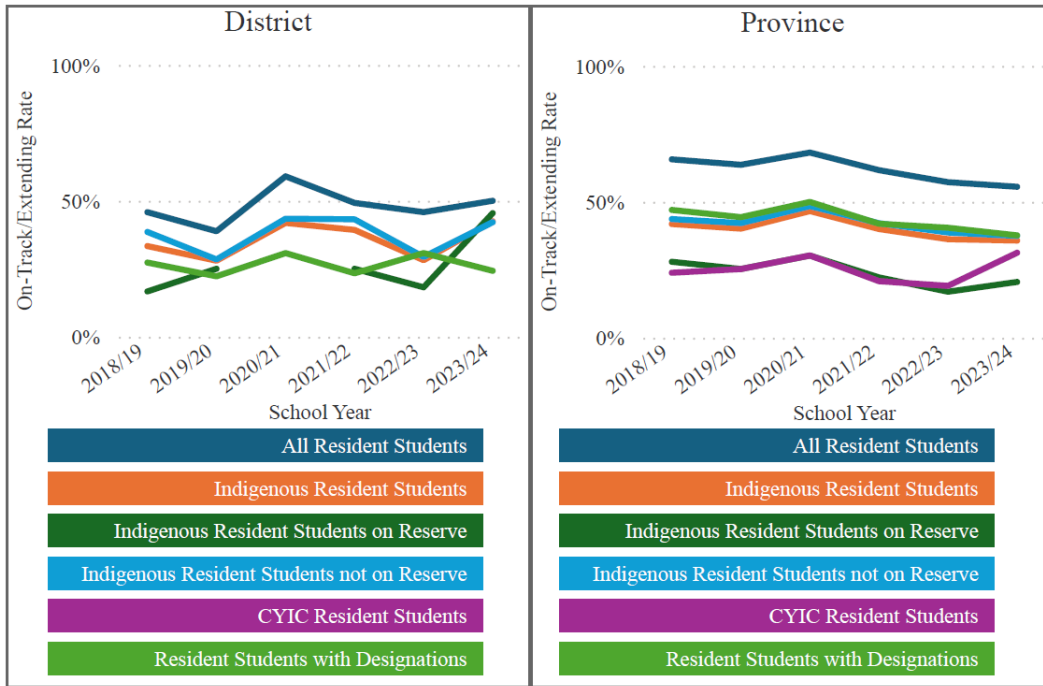
### Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

#### Grade 4 FSA Numeracy (On-Track/Extending Rate)



DISTRICT	2023/2024	PROVINCE	2023/2024
All Resident Students	46%	All Resident Students	63%
Indigenous Students	44%	Indigenous Students	45%
Indigenous on Reserve	45%	Indigenous on Reserve	31%
Indigenous Not on Reserve	44%	Indigenous Not on Reserve	47%
Children & Youth In Care	Masked	Children & Youth In Care	27%
Students with Designations	21%	Students with Designations	52%

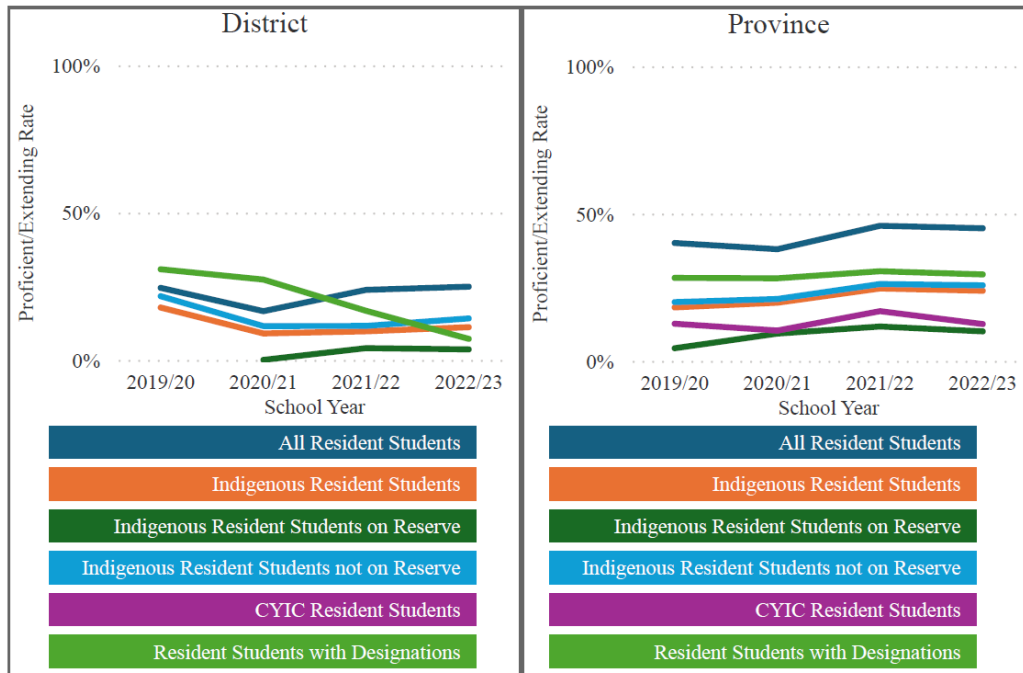
## Grade 7 FSA Numeracy (On-Track/Extending Rate)



DISTRICT	2023/2024	PROVINCE	2023/2024
All Resident Students	50%	All Resident Students	56%
Indigenous Students	42%	Indigenous Students	36%
Indigenous on Reserve	45%	Indigenous on Reserve	21%
Indigenous Not on Reserve	42%	Indigenous Not on Reserve	37%
Children & Youth In Care	33%	Children & Youth In Care	33%
Students with Designations	24%	Students with Designations	38%

## Measure 2.2: Grade 10 Numeracy Expectations

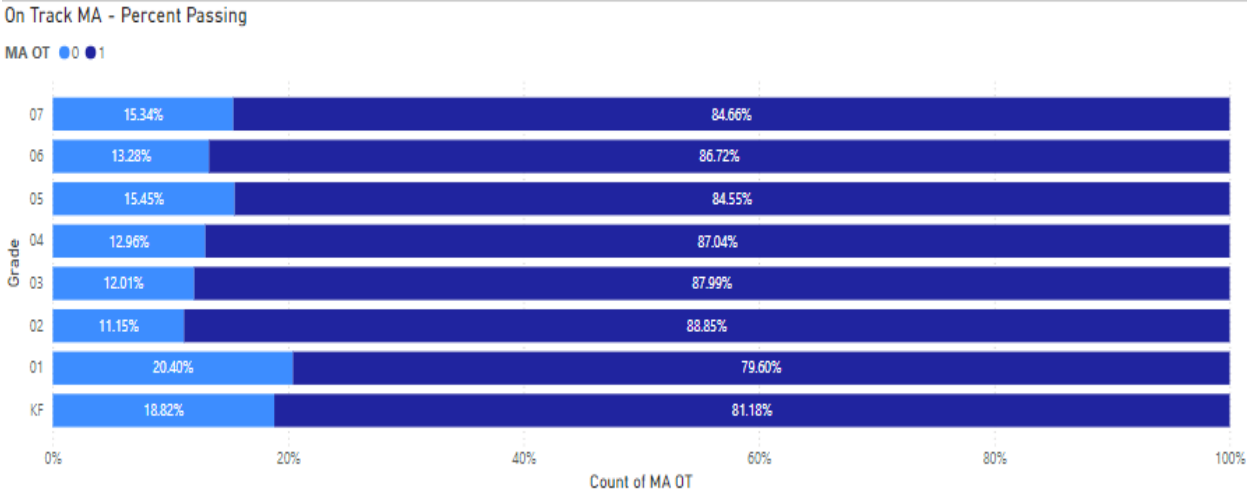
### Grade 10 Grad assessment Numeracy (Proficient/Extending Rate)



DISTRICT	2022/2023	PROVINCE	2022/2023
All Resident Students	25%	All Resident Students	45%
Indigenous Students	11%	Indigenous Students	24%
Indigenous on Reserve	4%	Indigenous on Reserve	10%
Indigenous Not on Reserve	14%	Indigenous Not on Reserve	26%
Children & Youth In Care	Masked	Children & Youth In Care	12%
Students with Designations	7%	Students with Designations	29%

**District Measure 2.3: K- Grade 7 Math Classroom Achievement**

**Grade 1-7 June 2023mReport Card - Math (Developing/Proficient/Extending)**



DISTRICT	ON-TRACK (Developing/Proficient/Extending in Math on June 2024 report card)
All residents	85%
All Indigenous	78%
Status on reserve	71%
Indigenous not on reserve	79%
Children & Youth In Care	88%
Students with designations	64%

**Analysis and Interpretation**

**Outcome 2: Numeracy**

It is important to note at the start of the analysis that the small numbers of the Children and Youth in Care cohorts causes this data to be masked or highly variable from a trend perspective. The Indigenous Residents Living On-reserve cohort is also masked in certain years, creating gaps in trend data. Both groups are tracked in our local data solution and individual student progress is monitored by staff at the school level.

Numeracy continues to be a significant concern for the District as we are significantly below the provincial average in all areas. We observed an increase in performance across all students for Grade 4 and 7 FSA in the 2023/2024 year. Our most recent [Grade 10 Grad Assessment- Numeracy](#) result was level from a year-to-year trend perspective but significantly below provincial average. The district has not had a district level numeracy assessment in the past few years, so local data for comparison and discussion is



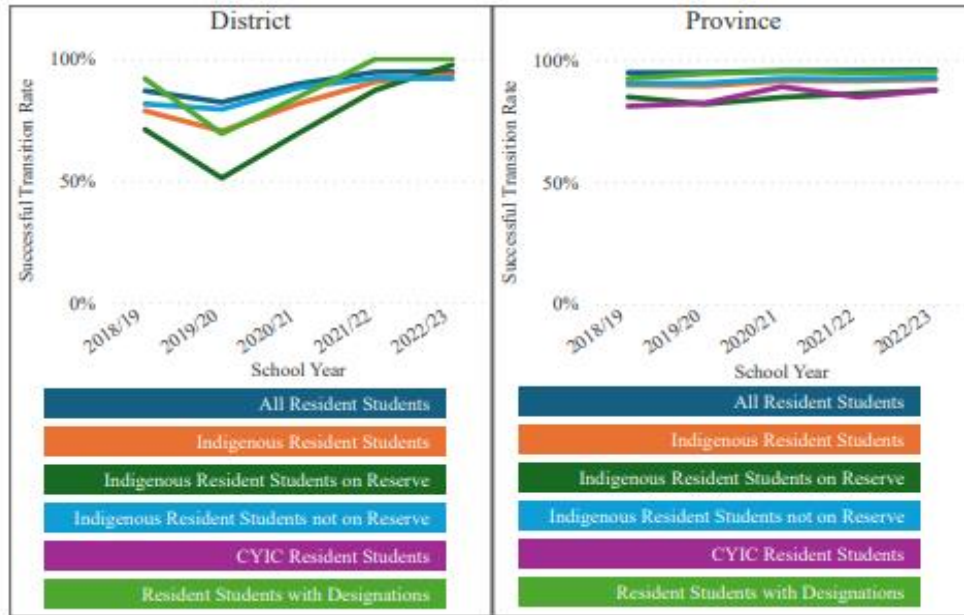
limited. There is however a significant variance between the results on the provincial assessments and local report card information. As discussed for literacy, the District is not trying to create perfect alignment between these measures but is interested in using the differences, and the meaning we make of it through professional conversations, to guide improving the quality of the assessments overall, and the instructional practice they inform. The district intends to implement a district level assessment for numeracy this year for formative assessment for classroom teachers. The data will also provide a third point for triangulation to understand numeracy achievement by our students.

An area of success in Numeracy is the continued narrowing of achievement differences in the disaggregated data sets and the increased equity across student populations it represents. The overall performance is still significantly lower than where it needs to be, but it is encouraging to see gaps between student populations closing over time. One of the greatest improvements for FSA Numeracy in both Grade 4 and 7 was Indigenous Students Living On-Reserve who saw a significant increase in 2023/2024. An exception to equity gains was students with Disabilities or Diverse Abilities where a large difference remains.

This data tells the story of local incremental improvement but still significant distance from the provincial average. To support long-term progress, it is critical for the district to hold two ideas at the same time: celebration of success in our growth and recognition that we are not where we need to be. Numeracy is a key focus across professional learning opportunities and supports for instructional improvements across all grades. Meeting and exceeding provincial averages for all numeracy assessments is the goal for the District.

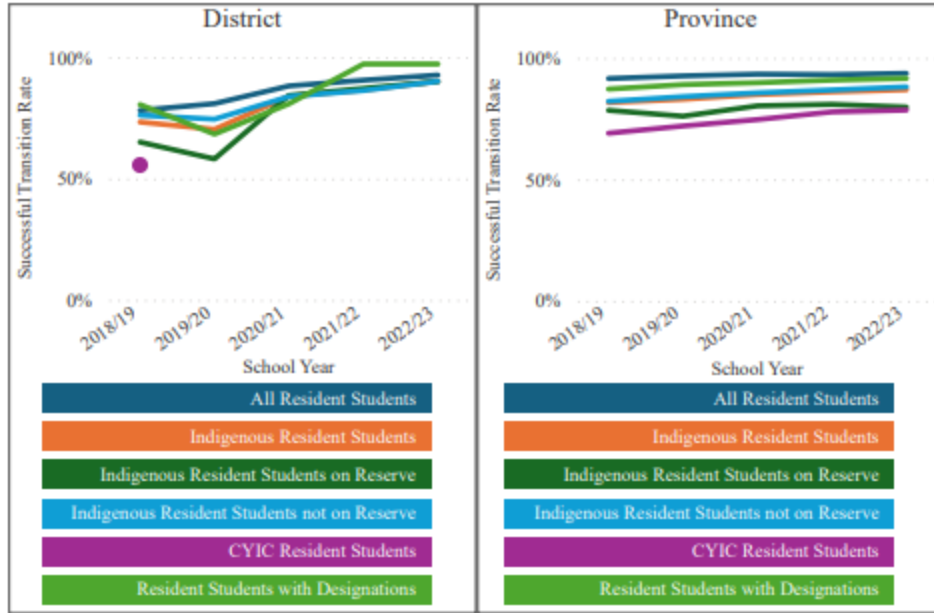
**Measure 2.3: Grade to Grade Transitions**

**Grade 10 to 11 Transition Rate**



<b>DISTRICT</b>	<b>2022/2023</b>	<b>PROVINCE</b>	<b>2022/2023</b>
All Resident Students	95%	All Resident Students	96%
Indigenous Students	94%	Indigenous Students	92%
Indigenous on Reserve	98%	Indigenous on Reserve	87%
Indigenous Not on Reserve	92%	Indigenous Not on Reserve	93%
Children & Youth In Care	100%	Children & Youth In Care	88%
Students with Designations	100%	Students with Designations	95%

## Grade 11 to 12 Transition Rate



DISTRICT	2022/2023	PROVINCE	2022/2023
All Resident Students	93%	All Resident Students	94%
Indigenous Students	90%	Indigenous Students	87%
Indigenous on Reserve	90%	Indigenous on Reserve	80%
Indigenous Not on Reserve	90%	Indigenous Not on Reserve	88%
Children & Youth In Care	100%	Children & Youth In Care	81%
Students with Designations	97%	Students with Designations	92%

### Analysis and Interpretation

#### Outcome 2: Grade to Grade Transitions

The District continues to have success with grade-to-grade transitions at the secondary level. Across all sub-populations of the data set we are seeing students transition to the next grade at rates of 90% or better. The trend data shows an increase over the last 3 years. Part of this increase is explained by the District ensuring there was a shared understanding of grade advancement process at the secondary level. In previous year, some students were not being advanced if the school did not see them as completing an arbitrary number of courses at their current grade level. We have clarified that students are to remain in their grade cohorts, even if they are in courses at lower grade levels. We have provided alternate ways for schools to indicate placement on the graduation list or not. The high transition rate for students is positive as it shows evidence of keeping a high percentage of students in the school system at the secondary level (i.e. few dropping out of school early). Success in this area directly connects to the larger

goal of the district under the collective responsibility framework and ensuring all student feel welcome and know adults care about them. As long as students are in our system we can continue to influence and support their success.

#### *Intellectual Development Summary*

While the District continues to be below provincial averages for literacy and numeracy on provincial measures, progress can be observed across the most recent data set for all assessments. It is acknowledged we are far from where we need to be but we are proud of the ongoing incremental improvement. The District, like the province, continues to observe inequities in achievement across the various sub populations it serves and is committed to the work of lifting achievement for all students while closing the gaps.

Equally important to notice as the gains being observed in student achievement, are the qualitative observations of changes in instructional practice across the District. Cariboo-Chilcotin School District continues to offer a sector leading professional learning series with high engagement from staff. Each year we are raising the capacity of teachers across the District. Increases in student achievement on provincial measures will follow.

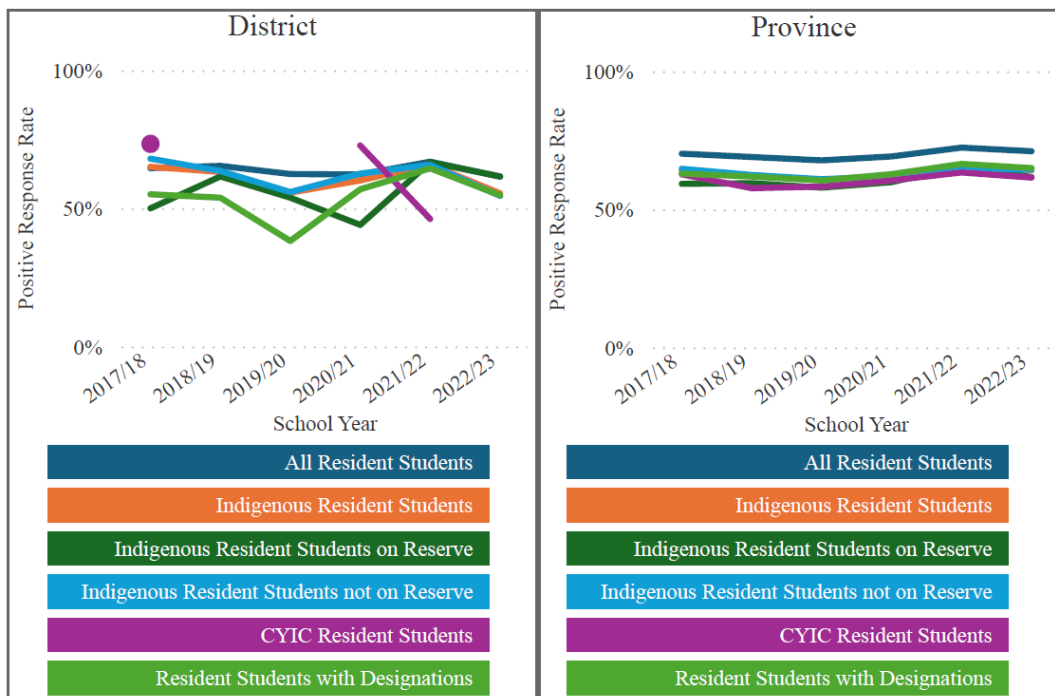
We are also reviewing how we complete provincial assessments and support students to demonstrate their learning on these tasks. The District is working with schools to improve both how we prepare students for the assessment, set students up for success, and administer the assessment. This review and reset are also occurring with district assessments. We are providing teachers with the item level results for all provincial assessments so those assessments can be used to guide practice (i.e. show teachers which aspects of the assessment students did well at or struggled with) in addition to being a valuable system level check.

Human and Social Development

Educational Outcome 3: Students Feel Welcome, Safe and Connected

Measure 3.1: Students Feel Welcome, Safe, and Have a Sense of Belonging at School

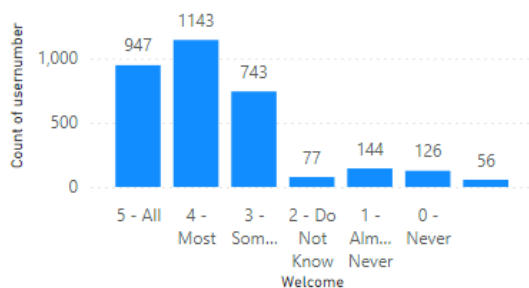
**Feel Welcome (Positive Student Learning Survey Response Rate for Grades 4, 7, 10)**



DISTRICT	2022/2023	PROVINCE	2022/2023
All Resident Students	62%	All Resident Students	71%
Indigenous Students	56%	Indigenous Students	64%
Indigenous Students on Reserve	64%	Indigenous Students on Reserve	61%
Indigenous Not on Reserve	55%	Indigenous Not on Reserve	64%
Children & Youth In Care	70%	Children & Youth In Care	61%
Students with Designations	55%	Students with Designations	59%

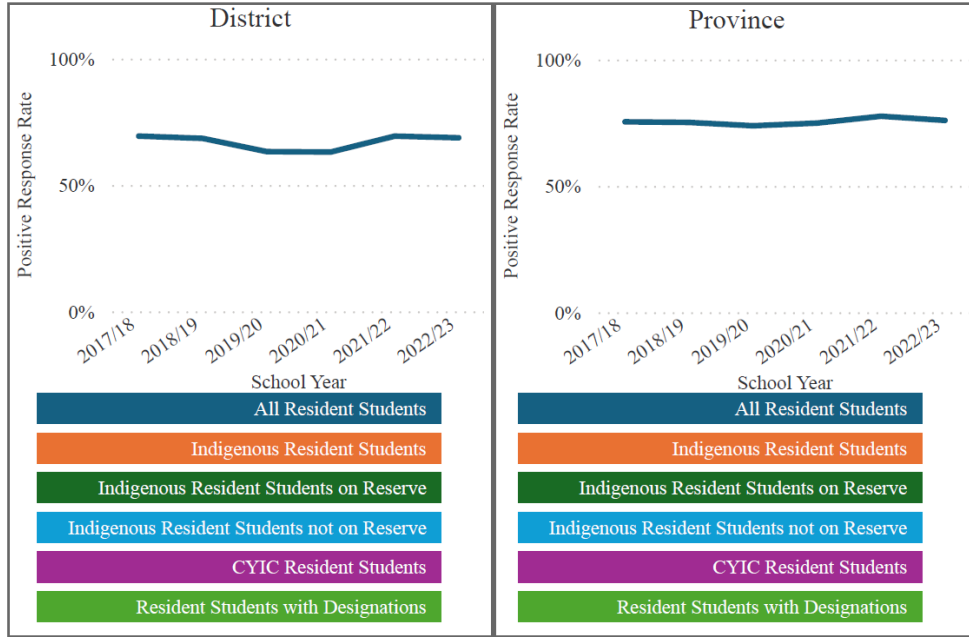
**Feel Welcome (Positive Response on District Student Reflection for Grades 3-12, Spring 2024)**

Feel Welcome At School



Students Feel Welcome at School	Positive Response Spring 2024 (All, most, some of the time)
All residents	87%
All Indigenous	86%
Indigenous on reserve	86%
Indigenous not on reserve	87%
Children & Youth In Care	88%
All with designations	83%

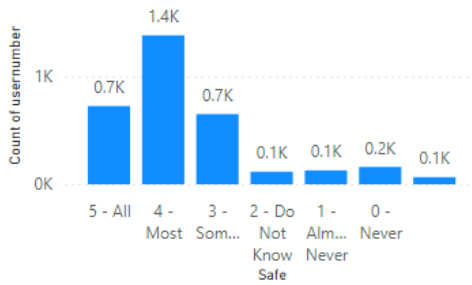
## Feel Safe (Positive Student Learning Survey Response Rate for Grades 4, 7, 10)



DISTRICT	2022/2023	PROVINCE	2022/2023
All Resident Students	69%	All Resident Students	76%

## Feel Safe (Positive District Student Reflection Response Rate for Grades 3-12, Spring 2024)

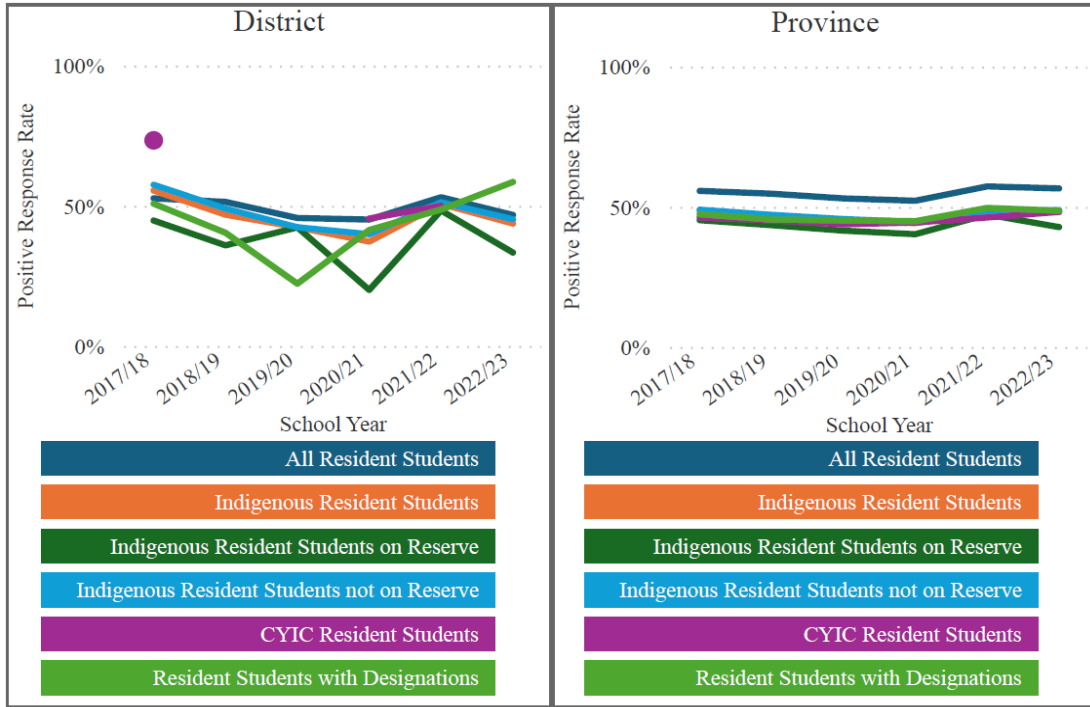
Feel Safe at School



Students Feel Safe at School	Positive Response Spring 2024 (All, most, some of the time)
All residents	86%
All Indigenous	84%
Status on reserve	84%
Indigenous not on reserve	85%
Children & Youth In Care	88%
All with designations	79%



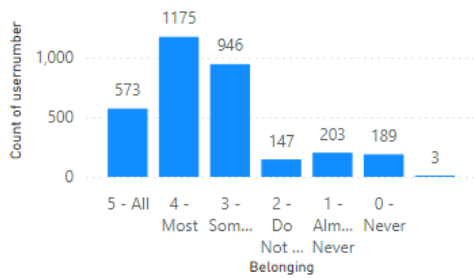
**Sense of Belonging (Positive Student Learning Survey Response Rate for Grades 4, 7, 10, 12)**



DISTRICT	2022/2023	PROVINCE	2022/2023
All Resident Students	47%	All Resident Students	56%
Indigenous Students	44%	Indigenous Students	48%
Indigenous on Reserve	44%	Indigenous on Reserve	42%
Indigenous Not on Reserve	44%	Indigenous Not on Reserve	48%
Children & Youth In Care	50%	Children & Youth In Care	45%
Students with Designations	57%	Students with Designations	48%

**Sense of Belonging (Positive District Student Reflection Response Rate for Grades 3-12)**

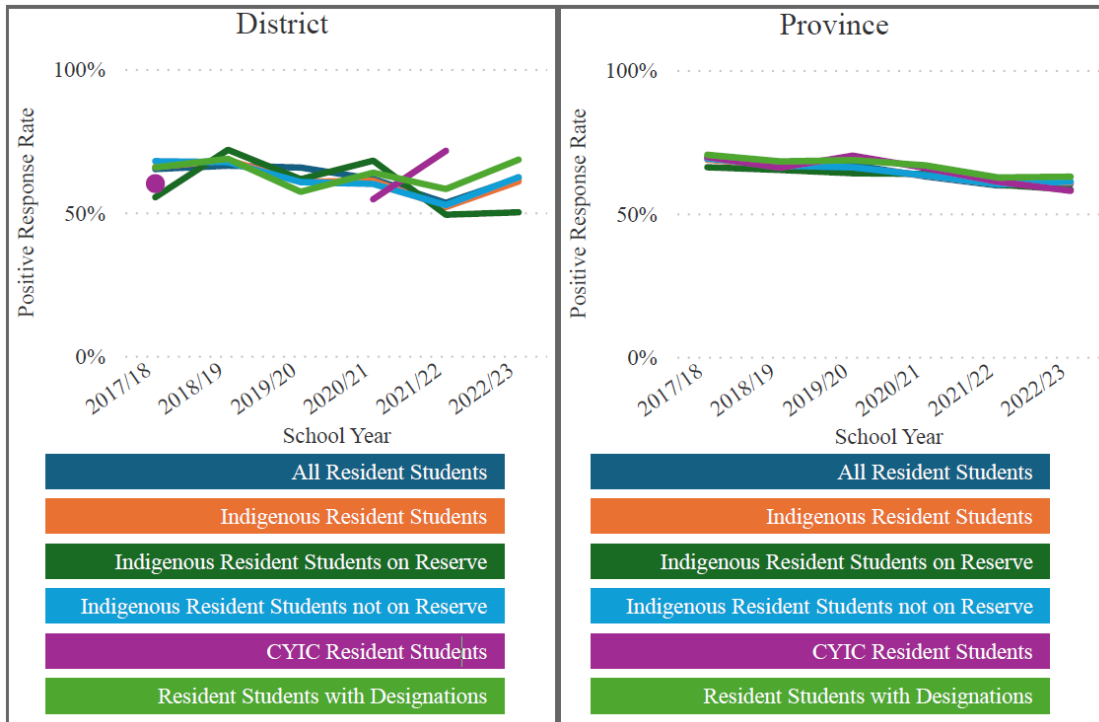
Sense of Belonging



Students Feel They Belong at School	Positive Response Spring 2024 (All, most, some of the time)
All residents	83%
All Indigenous	81%
Status on reserve	79%
Indigenous not on reserve	82%
Children & Youth In Care	80%
All with designations	78%

### Measure 3.2: Students Feel that Adults Care About Them at School

#### 2 or More Adults Care (Positive Student Learning Survey Response Rate for Grades 4, 7, 10)

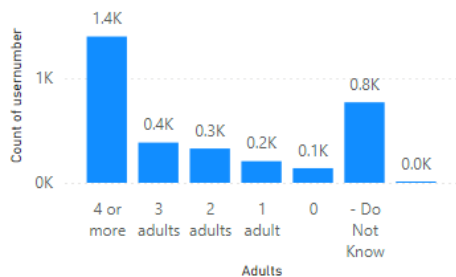


DISTRICT	2022/2023	PROVINCE	2022/2023
All Resident Students	62%	All Resident Students	62%
Indigenous Students	62%	Indigenous Students	62%
Indigenous Students on Reserve	58%	Indigenous Students on Reserve	61%
Indigenous Not on Reserve	62%	Indigenous Not on Reserve	63%
Children & Youth In Care	82%	Children & Youth In Care	62%
Students with Designations	71%	Students with Designations	65%

### District Measure 3.3: Students Attend School Regularly

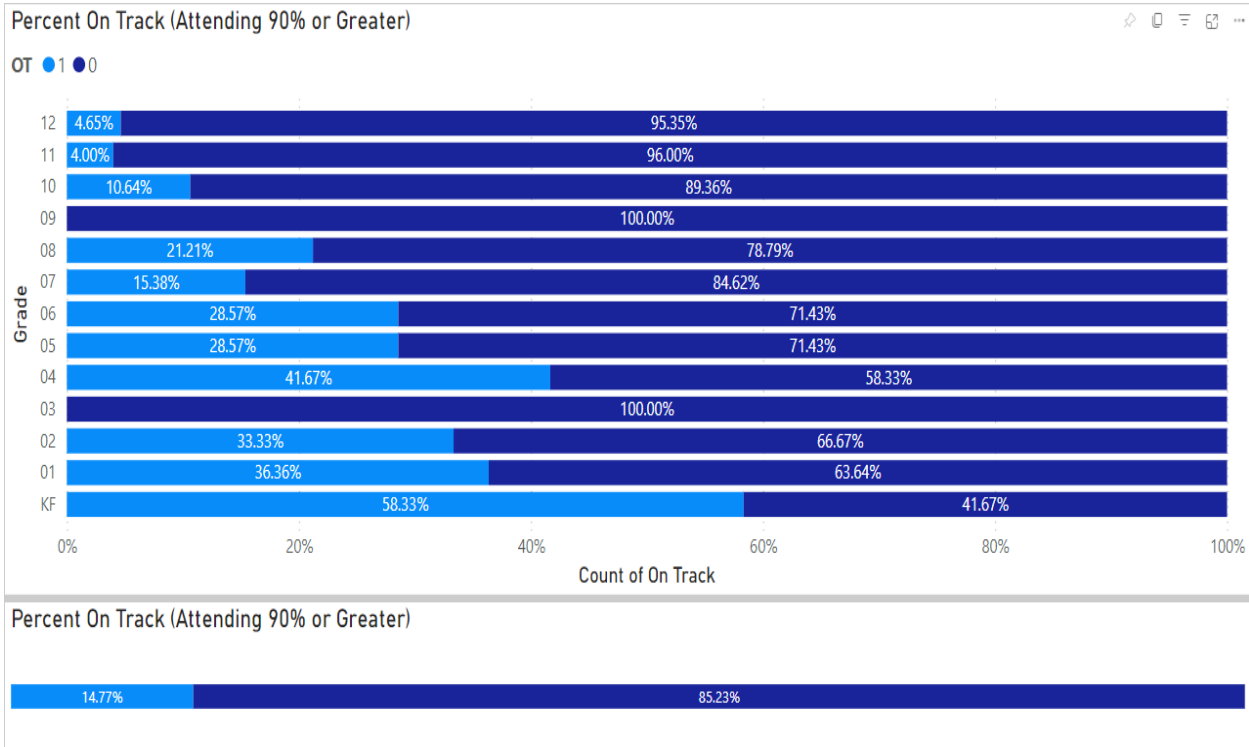
#### 2 or More Adults Care (Positive District Student Reflection Response Rate for Grades 3-12)

Number of Adults that Care



No. Adults at School Students Know care About Them	Positive Response Spring 2024 (2 or more)	Don't Know
All residents	65%	24%
All Indigenous	65%	25%
Status on reserve	65%	28%
Indigenous not on reserve	65%	24%
Children & Youth In Care	68%	28%
All with designations	68%	22%

## Percentage of Students with 90% or Better Attendance Grades K-12)



DISTRICT	ATTENDING 90% or better 2023/2024	ATTENDING 80% or better 2023/2024
All residents	36%	45%
All Indigenous	28%	39%
Status on reserve	15%	32%
Indigenous not on reserve	31%	40%
Children & Youth In Care	58%	78%
All with designations	32%	38%

A local data set closely related to school connectedness is **attendance**. It was shocking for district and school leaders to learn that 70% of students in Cariboo-Chilcotin School District were chronically absent, missing more than a month of school in the 2022-2023 school year. Until we have children and youth regularly attending school it will be difficult to positively affect their well-being and learning. We now have a local information management system that provides schools with ready access to attendance data in a user-friendly format. Alerts draw attention to students with high cumulative absences and multiple absences during the current two-week window to ensure individual student patterns are noticed and actively responded to. School teams have started to use this tool to notice who needs attention and are turning their minds and efforts to interventions.

In 2023-2024 we saw an improvement with 36% of students meeting the target of 90% or better attendance. We expect that to jump in the coming year as schools build on the initial success.

## Analysis and Interpretation

### *Human and Social Development Summary*

**Students feeling welcome** on the BC *Student Learning Survey* slightly dipped in the province, and slightly more so in our district, in the 2022/2023 year for students in Grades 4,7,10, and 12. On the Spring 2024 *District Student Experience Reflection* survey however, the response was significantly more positive for our students in Grades 3 to 12. The surveys are not directly comparable as students had different conditions (only 10 questions on the local survey, versus more than 60 on the provincial survey, and the purpose of the former known to them as informing school level planning). Interestingly Children and Youth In Care reported feeling welcome at school more than other groups of students on the provincial survey in 2022/2023 and in the local reflection survey the following year. We expect to see an increase this year with concerted efforts to create a welcoming environment, starting with the expectation that students will be greeted at the door as they enter the schools in the morning, especially in the junior and senior secondary schools.



**Grade assembly first week of school for code of conduct trivia challenge**

**Students feeling safe** at school maintained from the previous year in our district as it did in BC on the 2022/2023 survey. Results were quite a bit more positive on the *District Student Experience Reflection* in Spring 2024 with low variability across all and Indigenous students. Children and youth in care were slightly higher than all students as a group, and students with designations for disabilities or diverse abilities reported feeling less safe than other groups of students. Schools can see their data by grade and sub-group and drill down to student level data to learn more about and from students who are not feeling safe at school. School teams responded positively to having this data in real time to be able to make sense of it and respond. In some cases they identified certain areas or times of day where students were not feeling safe and interventions occurred. Many schools plan to conduct the surveys at several points during the year to support their planning. All schools started the year with assemblies or classroom activities to review their revised codes of conduct, establish boundaries, and make support visible.



**Students on first day of school self-organizing at the Buddy Bench to welcome new students**

**Sense of belonging** maintained or slightly decreased in BC in 2022/2023. It was more variable in our district with an overall increase for students with designations (who are a small group of the whole population) and a decline for other groups. On our Spring 2024 *Student Experience Reflection* the results were significantly higher without much difference between groups of students. Belonging was a focus in 2023/2024 and was visibly worked on in the opening weeks of school this year. We expect to see even more improvement in the coming year in students' reported sense of belonging.

**Knowing two or more adults care** about them is a protective factor for students that is well established by research. It was interesting to see that as this declined in BC in the 2022/2023 school year it maintained in SD 27 for Indigenous Students Living On-Reserve and increased for other groups in our district. Our local *Student School Experience Reflection* result was similar in terms of positive response in Spring 2024 but there were also high numbers of students who responded *don't know* (approximately 25% across the groups of students). Staff teams have wondered if there is confusion and students who did not have a specific number of adults in mind defaulted to unknown. We have talked about clarifying the question in the survey administration protocol this year. It was also considered that care may be present but not necessarily perceived by students. Understanding that the perception matters, schools plan to engage in dialogue with students throughout the year about what it looks like to students when they know staff care about them. There were examples of start-up activities in schools this Fall where staff visually mapped their relationships and committed to making connections with students with fewer known caring adults. Again, having the data at the student level and in real time helps us to act intentionally with research-based strategies.



**Student Experience Reflection data used during staff start up to notice and commit to making positive connections to students**

**Attendance** last year was a district focus with the introduction of the FNEsc *A Toolkit for Raising the Attendance Rates of First Nations Students in BC*. Globally, jurisdictions experienced attendance issues during and following the pandemic. It was acutely felt here with some First Nation communities closed for repeated and/or prolonged periods of time for safety, and many families in general across the district developing routines of non-attendance during the disruption. Schools have been working hard to bring families back into their buildings and communities and re-establish habits of attendance. Data sets provided to principals include students on-track or not based on 90% attendance, days missed, for the year to date and a two-week snapshot. Data is displayed in charts and lists with alerts and filters for grades and sub-groups. Attendance data to the individual student level is regularly reviewed at Local Education Agreement meetings with the Education Coordinators of the Nations. Only 15% of Indigenous students on-reserve were on-track for attendance in 2023/2024 but with the continued collaboration between Education Coordinators and school and district staff we will support the attendance that will allow meaningful participation and improved achievement for these learners. An example was the greater effort by schools to visit and hold meetings and events with families in community.

We realized a 6% increase overall in 2023/2024 from the previous year in students who met the threshold of less than a month of school missed. We expect this success to continue to build.

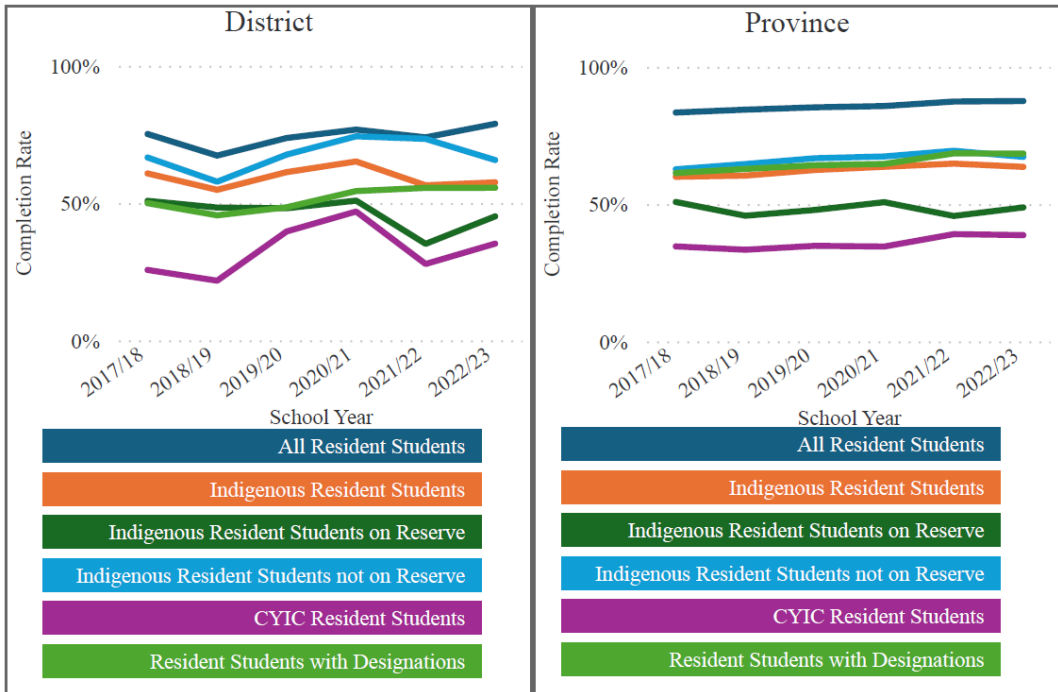
The overall trend for human and social development is positive. The District is seeing gains in both participation rates and responses on the *BC Student Learning Survey*. Continued improvements in this area will serve as leading indicators of gains in instruction and student achievement that will be possible when students and their families are universally feeling safe, welcome, and cared for.

Career Development

**Educational Outcome 4: Graduation**

**Measure 4.1 Achieved Dogwood within 5 Years**

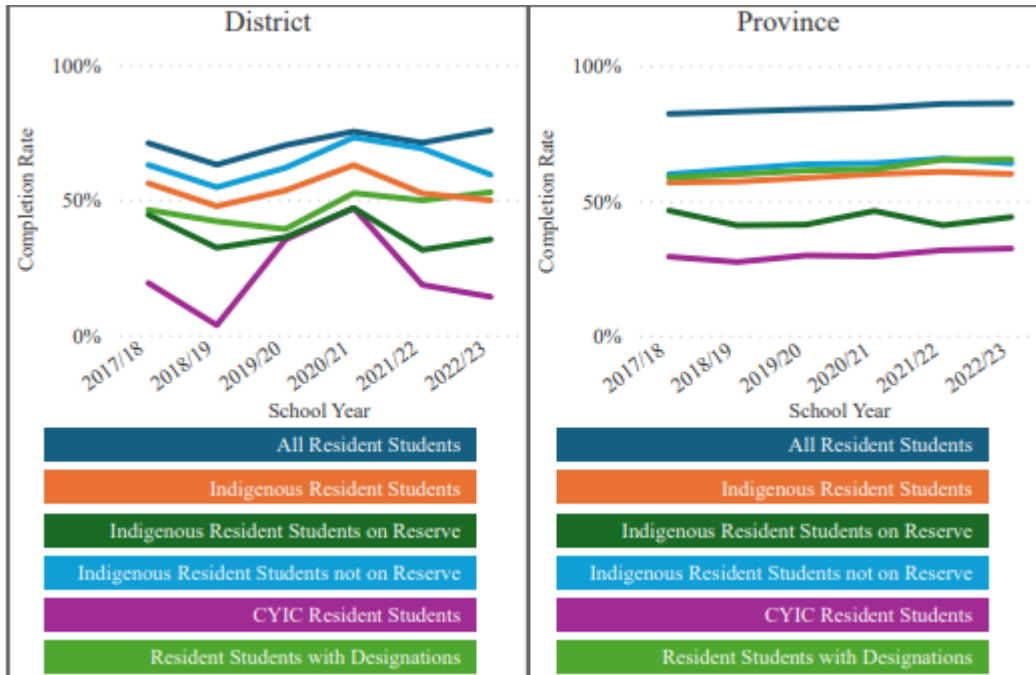
**5-Year Completion Rate (Dogwood & Adult Dogwood)**



Values aligning with what is depicted in this chart are not available in the Ministry Dashboards. The Completion Rate Dashboard does not have sub-populations and does not split out Adult Dogwood versus Dogwood. We have requested clarification and will update this report on our website.

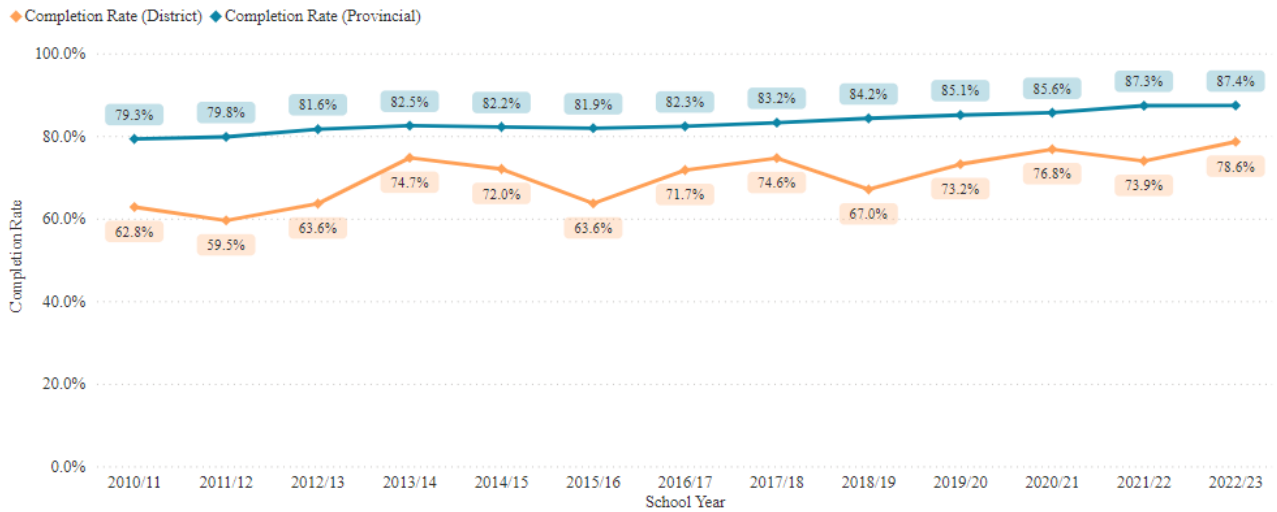


## 5-Year Completion Rate (Dogwood Only)



Values aligning with what is depicted in this chart are not available in the Ministry Dashboards. The Completion Rate Dashboard does not have sub-populations and does not split out Adult Dogwood versus Dogwood. We have requested clarification and will update this report on our website.

### 5 Year - Completion Rate



### *Analysis and Interpretation*

#### **Outcome 4: Graduation**

The five-year completion rate for all students was at highest point in last 12 years for 2022/2023 school year at 78.6%. While this is an improvement for the district it is still almost 10% below provincial average. There are discrepancies between the charts and the values for graduation rates provided by the Ministry this year that do not allow for analysis of the achievement of the sub-groups of students. When we get clarification we will be very interested in what we find out about the success rates of the groups of students we are paying particular attention to. We will update the report when that information is available.

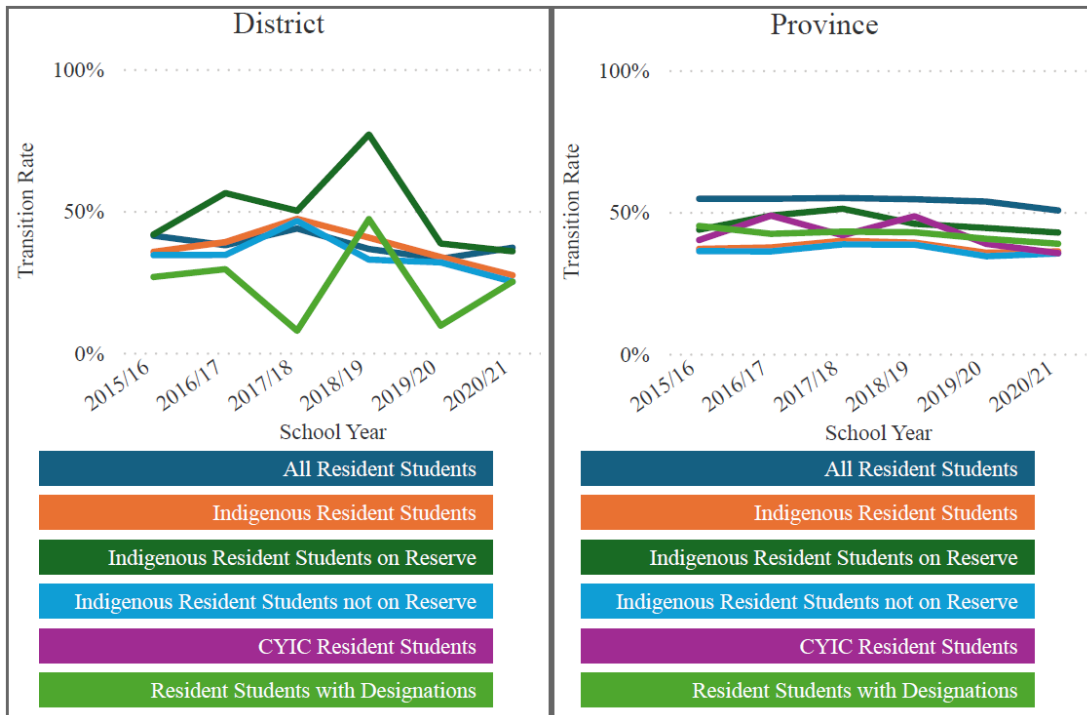
Regardless of the specific percentages, there continues to be gaps between completion rate for the All-Resident group and the disaggregated sub populations. It appears that although overall graduation and graduation for Indigenous students living on-reserve were higher in 2022-2023, there was a decrease in the success of Indigenous students not living on reserve. The gap between Indigenous and all students remains and is greatest for Indigenous Residents living on-reserve, despite the increase for that group. Students with Designations and Diverse abilities remain significantly below the All-Resident group and have further shown a decline over the last three years when adult dogwood excluded from data set.

The percentage of adult graduation serves as a reminder of the importance of improving not just the percentage of students completing but also the quality of graduation. SD 27 is committed to improving the educational experience at all grades thereby removing incentive or need to utilize the adult graduation program as an option for students. The district will continue to work with local First Nations to support Students On-Reserve and together we will achieve equity for their learners.

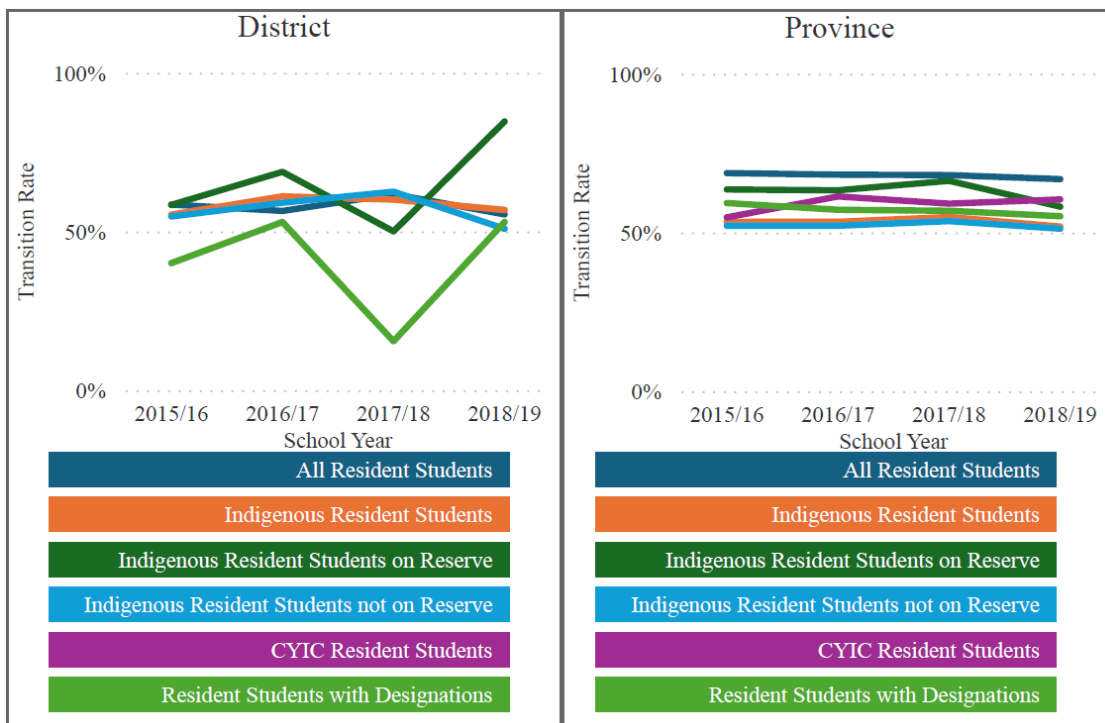
## Educational Outcome 5: Life and Career Core Competencies

### Measure 5.1 Post-Secondary Transitions

#### Transition Rate to BC Public Post-Secondary Institutions (Immediate)



#### Transition Rate to BC Public Post-Secondary Institutions (Within 3 Years)



### *Analysis and Interpretation*

#### **Outcome 5: Post-Secondary Transitions**

Post secondary transition data is reviewed by the district, but it does not account for all positive post-secondary paths students in the District follow. This data set does not align with plans shared by students as part of capstone presentations for the graduation program and the plans shared during graduation ceremonies which indicate higher participation in post-secondary programs. The post-secondary data provided by the Ministry of Education and Child Care only accesses registration data from BC institutions. Many of the students in SD 27 pursue post-secondary training outside of the province and many pursue vocational opportunities or go directly into the workforce. The District is adjusting its process for withdrawing graduated students from the student information system and will collect the post-secondary plan for each student leaving a Ministry tracked graduation cohort. As we increase the rate and quality of graduation we will begin to attend more to students' transitions to post-secondary options.

### *Career Development Summary*

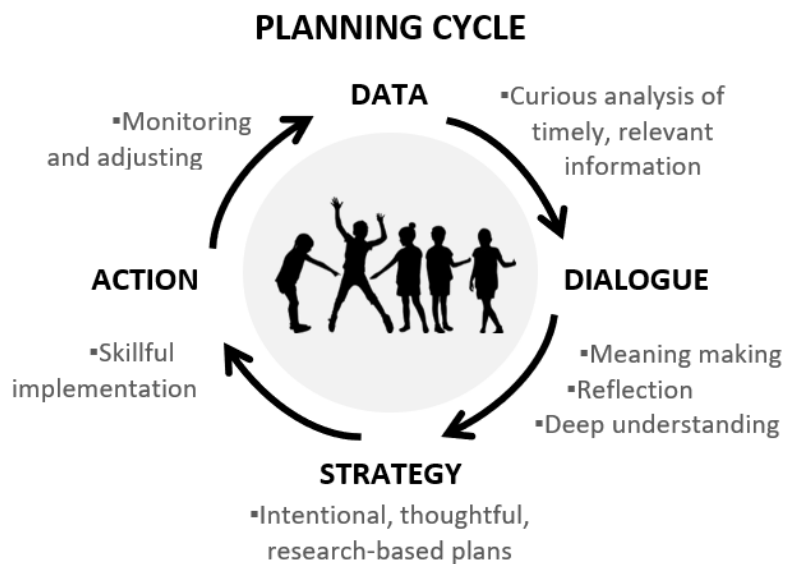
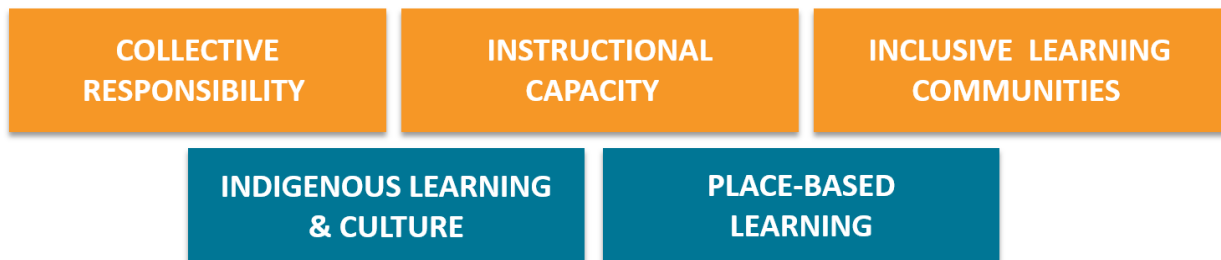
The key result to speak to the success of students from a career and life development perspective is the five-year graduation rate. The analysis of this data set yields both areas of and for improvement. The District is proud of the ongoing increase in the overall graduation rate but we need all groups of students to share equally in that success. We need to improve the quality of graduation for our students to give them the best possible options. Sustained success in this area requires the District to be able to simultaneously celebrate our successes and confront our significant challenges. Cariboo-Chilcotin School District is committed to building on these successes and to seeing the day when all students complete school with what they need for the futures they want for themselves.

## Section B: Moving Forward

### *Planning and Adjusting for Continuous Improvement*

#### Current Strategic Plan Priorities

Cariboo-Chilcotin School District looks forward to sharing our next multi-year plan this Fall. We are committed to **continuous improvement for ALL learners in Cariboo-Chilcotin School District to flourish**. We intentionally act to **raise and level the bar of achievement**. This means higher achievement and **equity of outcomes across all groups of students**. We pay particular attention to the outcomes of **Indigenous students, children and youth in care, and students with disabilities or diverse abilities**. We direct our resources, time, and energy to the following **key focus areas** confirmed by the Board of Education:



Our improvement model can be summarized as developing our **collective capacity** in our **key focus areas**, for **improved practices**, so learners have **better experiences and service**, leading to **greater success for ALL learners**. We have a [year-long cycle](#) of monitoring, reflection, and adjustment that includes trustees, First Nations as rightsholders, schools, and community.

The essential elements of our plan are captured in a [strategy map](#). The map will be set up as a new page on the [website](#) with click through

to further information about key initiatives. The focus area tiles will lead to pages featuring a summary of the intention and examples and stories shared by staff for each.

The [previous strategic plan and reports](#) are shared on the district website and will be replaced with the new *District Plan for Learner Success* in October.

# Strategy Map



## CARIBOO-CHILCOTIN SCHOOL DISTRICT NO. 27 PLAN FOR LEARNER SUCCESS 2024-2027



**ENHANCED STUDENT SUCCESS**



**MEASURES**

In Cariboo-Chilcotin School District we are

- Developing collective capacity in our key focus areas, for growth,
- For improved practices,
- So learners have better experiences and service,
- Leading to greater success for ALL students.

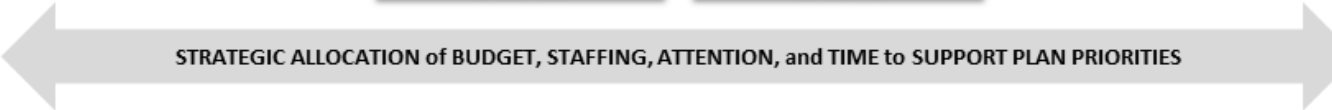
**ACTION: EFFECTIVE STRUCTURES, PROCESSES, & PRACTICES**

**ACTION: CAPACITY BUILDING**

**KEY GROWTH AREAS**

Intellectual	Human & Social	Career
<ul style="list-style-type: none"> <li>• ON-TRACK IN LITERACY</li> <li>• ON-TRACK IN NUMERACY</li> </ul>	<ul style="list-style-type: none"> <li>• FEEL WELCOME, SAFE, CONNECTED TO SCHOOL</li> </ul>	<ul style="list-style-type: none"> <li>• GRADUATE</li> <li>• CORE COMPETENCIES FOR LIFE GOALS</li> </ul>
<ul style="list-style-type: none"> <li>•Gr 4 &amp; 7 FSA Reading, Writing, Numeracy</li> <li>•Gr 10 &amp; 12 Literacy Assessment</li> <li>•Gr 10 Numeracy Assessment</li> <li>•Gr to Gr Transitions</li> </ul>	<ul style="list-style-type: none"> <li>•Gr 4, 7, 10 Student Learning Survey: Safe, Welcome, Sense of Belonging</li> <li>•Gr 4, 7, 10 Student Learning Survey: Number of adults who care</li> </ul>	<ul style="list-style-type: none"> <li>•5 Year Graduation Rate</li> <li>•Post-Secondary Transition Rate to BC Institutions</li> </ul>
<ul style="list-style-type: none"> <li>• Report cards (On Track in Language Arts, Math, Attendance)</li> <li>• District Student Learning Reflection</li> <li>• Reading, Writing Assessments</li> </ul>		

INTERNAL SCORECARDS FOR WORKPLANS TO MONITOR PROGRESS OF ACTIONS			
School Plans For Learner Success and Cultural Plans	Data Warehouse & Cariboo-Chilcotin Information Management System	First Nation Education Council Bill 20 Implementation	District Process and Workflow Review
Literacy Assessment Reset	Equity in Action Reboot	Accessibility Plan	Long Term Capital Plan and Transportation Optimization
New District Numeracy Assessment	Youth Community Connections Program	Internal and External Communications Plan	Building Security and Communications Upgrade
First Nations and MCFD Secure Data Sharing	Staff Recruitment Plan	Staff Attendance Support Program	Cybersecurity Upgrade
School Culture Assessment	Place-Based Learning Framework	Board Process Review	Health & Safety Program Update
Learning Series with CCTA: Aligned with Plan Priorities	PVP Instructional Leadership Cohort with Dylan William	Collective Responsibility Framework Implementation	Outdoor Learning Support Partnerships: Local, BC, National
New Teacher and LOP Support Program with CCTA	Helping Teacher Model: Aligned with Learning Series, Assessments	Restorative Practice & Circle of Courage Training	Compassionate Systems Leadership Learning Team



**STUDENTS WE ARE PAYING PARTICULAR ATTENTION TO FOR EQUITY OF OUTCOMES**

- Indigenous students living on reserve
- Indigenous students living off reserve
- Children & youth in care
- Students with disabilities or diverse abilities

ADD QR CODE TO FULL PLAN ON WEBSITE



## Looking Back on the Year: Effectiveness of Implemented Strategies

**Attendance** was a significant area of concern last year but there was not a high degree of efficacy on the part of schools to address it. It seemed unsurmountable, especially after the pandemic. The introduction of the FNEESC Toolkit, good data tools with charts, lists, and alerts, and regular sharing of ideas and successes by principals and vice-principals, changed the collective mindset. This is powerful for us as a leadership team and for staff: the confidence in the approach and in our own abilities can be generalized to new areas of challenge.

We are extremely proud of the work done at the school level to engage with students and families, build relationships, and improve attendance. There was a 6% increase in the number of students who attended 90% or better (missing a month of school or less) from the previous year. That is significant as the threshold is high and the result does not show the many students who came to school far more often but are not yet regular attenders. There was an even greater jump in the percentage of students who reached 80% attendance. The new information management system provides teacher level access to a number of ways to look at attendance for their students to be able to celebrate gains and build on what is working to make a difference. This is very encouraging growth in a critical area for improvement and bringing tools to the teacher level will enhance it.

**Student voice** is something that is becoming more and more central to our leadership conversations and sought out in schools. During our public consultation the alternate school conducted one to one interviews with students to get their input on district priorities. More than 1100 students across the District gave input for the plan through small and large group dialogue and surveys. Principals reported that they took the opportunity to contribute seriously. A group of six secondary students from three schools attended the BCSSA Spring Symposium [\*Their Voices Lead Us: System Transformation Through Student Agency\*](#) in Vancouver with the SD 27 team. The event was intended for educational leaders but we invited students to participate alongside provincial and district leadership to have their voices in the room at the symposium and back at their schools. We included Indigenous students residing on-reserve and students with varying histories with the school system. It was a positive experience and we will look for more opportunities to learn alongside students on education system topics. Several schools have now created formal and informal student voice groups to learn more about what school is like for students and how they might influence the system they are in. We look forward to their contributions.

There was strong interest by principals in developing the local **Student School Experience Reflection survey** last Spring. 93% of students in Grades 3-12 responded to 10 questions related to the Framework for Enhancing Student Learning (FESL) measures and district priorities. Schools got the results immediately in an interactive format that allowed them to follow up on what students told them. There is more staff curiosity about what school is like for learners, ideas students have, and seeing if we can shift environments, conditions, and relationships to move results.

**Indigenous Learning and Culture** is one of the most visible areas of growth across the district over the past few years. We opened this school year with a full-staff [District Day](#). Education, maintenance, transportation, custodial, finance, HR, and administrative staff spent a morning together focused on belonging and culture. Williams Lake First Nation Chief Sellars, Xení Gwet'in Chief William, and Ulkatcho Chief Price opened the day by welcoming us to their respective unceded territories and sharing what they wanted staff to know as we began serving their children and families in this school year. They each noted

the improvements they have seen across our school district while recognizing there is still more good work to do. They expressed optimism in the path we are all on together. Monique Gray Smith was the keynote speaker and emphasized Indigenous traditional knowledge and values, relationship with others and nature, and trauma-informed practice.



**September 2024**  
**Sweat for staff**  
**learning**

There are many examples of the involvement of First Nation elders and knowledge keepers being in the schools leading learning for staff and students with First Nations Education Committee (FNEC) supported dedicated funding for honouraria. FNEC is involved in the development of protocols to ensure that this happens appropriately. Last year a District Indigenous Learning Handbook was created and schools developed annual plans with monthly cultural learning and activities aligned with a local traditional calendar. FNEC has supported the allocation of funding for this purpose and receives and reviews applications for other learning initiatives proposed by schools. FNEC is having more frequent presentations by schools at their meetings to know what this learning looks like and to be able to provide input and guidance.

There are Indigenous Support Workers in nearly all schools who are a conduit to community knowledge keepers. An [Independent Directed Studies framework](#), developed in our district to encourage, support, and accredit learning students do with their families and in community, is beginning to be used. The visual representation of culture from the [elders posters](#), to welcome signage, digital monitors featuring [Indigenous Role Models](#), and displays honouring local people and culture, is noticeable. A small sample of the Indigenous learning and culture initiatives and activities of schools is captured in [Focus Area posts](#). Many schools began their first day of school this year with students in circle, with drumming, smudging, or other involvement by First Nation community members. Traditional welcomes and drumming as part of events and celebrations such as High School Graduation ceremonies reflect the growing respect for Indigenous culture and people in our schools and greater communities. We are committed to reshaping our traditions and protocols to better reflect local place and people.

There are many areas of tremendous growth in the district toward achieving excellence as a system. Although there is a great deal left to accomplish, we have momentum and optimism from our successes.

### Existing and/or Emerging Areas for Growth

In the consultation done to identify ongoing focus areas, staff named **Collective Responsibility** as an area they would like to see more attention paid to. We developed a [Collective Responsibility Framework](#) primarily as a tool for School-Based Teams and school plan work. The theme of [Walking Together for the Success of All Cariboo-Chilcotin Learners](#) resonated with staff at the start of this year and created readiness for greater involvement in the model. Our framework is starting to come alive in the conversations and processes at schools. We will need to consistently tie what we are doing back to the concepts and language until we talk and practice it into being as the way we do things in Cariboo-Chilcotin School District.

**Attendance** is on the rise but we have a long way to go. Until we have all students regularly attending, the other improvements we are making will not come to fruition. Safe and welcoming environments, and strong relationships, are the way to success with attendance. We will keep working toward interventions that are based on strengthening the core relationship of student-teacher-caregiver, rather than

performative communication home about absences, as an example. The better collaboration tools we can provide for staff teams the better they will be able to coordinate their efforts and have positive results. We will continue to bring families and community into the conversation about the importance of being at school, connected to the learning community, and receiving the full benefit of the learning activities provided. We will review the progress data at every principal and vice-principal meeting and post the current district two-week snapshot in every edition of the weekly communication to principals and vice-principals. First Nations Education Committee (FNEC) and Local education Agreement (LEA) meetings with individual First Nations, and school and district Parent Advisory tables, will be important as we explore approaches to better attendance. The time taken to establish community and belonging at school year start up has put us in a positive place to proceed from.



**September 2024 Numeracy classroom learning round**

**Literacy and numeracy performance** of students is clearly an ongoing issue for our district. Our results are far lower than they should be and will be. Gains made over the primary years, showing up in Grade 4 FSA for example, dissipate for us in the intermediate and secondary programs. As we strengthen in the early years we need to extend quality literacy teaching and learning into the higher grades. It needs to be seen as the work of all teachers throughout the thirteen years of students' careers in our system. By drawing together the learning across professional development days, learning rounds, and assessment training, and adding a middle-secondary focus to the learning series, we will continue to grow our capacity for balanced differentiated literacy instruction. We will include teams of teachers from across the curriculum in the item-level review and planning from the graduation assessments on literacy and numeracy.

Although advancement of **Indigenous learning and culture** is a success in Cariboo-Chilcotin School District, there is more to do. It must remain a key focus area for improvement. Indigenous culture is far more visible and becoming familiar to staff, students, and families as part of the school environment and experience. Like land acknowledgements, once it is normalized, it is time to go deeper and move from awareness to meaningful action.

**First Nations Language instruction** is incredibly important for preservation and flourishing of culture. The role of the education system in eroding traditional language, makes it that much more critical for us to do a good job in this area. There is a process for language teachers to be certified and they are members of the Cariboo-Chilcotin Teachers Association under the Teacher Collective Agreement. There are very few certified language instructors to draw from and it has been a challenge to staff these positions. We will work with the CCTA to look at how we can attract, support, and retain language teachers.

In the Student Experience Reflection survey we conducted in the Spring we asked students in Grades 10-12 to tell us if they experienced race discrimination. Nearly 30% of students with Indigenous ancestry reported that they did all, most, or some of the time. Through continued staff education and action guided by the upcoming district equity in action and school student voice work, we will address this important issue.

We have had Jo Chrona working with us for two years for professional learning sessions. All educators in the District were provided the book [Wayi Wah! Indigenous Pedagogies](#) and materials to support individual

or group interaction with the text and concepts. A few *Wayi Wah!* book clubs were established and many schools worked through the chapters together over the year. A promising framework and lessons for staff learning about and teaching for antiracism was developed at one school last year and may be helpful to other schools. There was participation in Safer Schools sessions on racism and hate-speech online. Our first Professional Development Day on September 23 offerings include *Reconciliation and Anti-Racism in the Classroom: Tools for Creating Safety and Belonging*. We are actively promoting *Reconciliation in Canada: from Adversaries to Allyship*, a day-long workshop/retreat in preparation for Orange Shirt Day and the National Day for Truth and Reconciliation, with staff. We are in our third year of sponsoring [Seasons of Reconciliation](#) course for all interested staff. We are ready for this learning and seeking more opportunities.

The [Equity in Action](#) scan and planning that happened approximately five years ago identified and began to address a number of ways systemic racism was embedded in policy and governance, learning environment, and the pedagogical core of our district. FNEC passed a motion in the Spring to re-engage with this work to re-scan and plan next steps. It will be positive for us to hold up the mirror again to our District and continue to improve.

The process for **children and youth in care monitoring** has been formalized in [Administrative Procedure 303](#). All of the student data we have is searchable at the district and school levels for children and youth in care (CYIC) as a disaggregated set of students. Each school has a specific monitor to ensure identified CYIC are known to and well-served by the school-based team. We were regularly cross-checking with an MCFD liaison to ensure we were aware of all students in care. We have not had success this past year with this communication since losing our liaison person at MCFD. This Fall we are introducing secure access in our new district information management system for service providers including First Nations with a local education agreement and MCFD. MCFD will be invited to appoint a regional contact who will be able to view data for students in care. This will provide a secure means for cross-checking and updating lists of CYIC.

Consultation identified **place-based learning** as both a strength and a desired focus. Cariboo-Chilcotin is in a region of incredible natural beauty, with wild spaces directly outside the walls of our schools. Strengthening our relationship with the land we are on will have benefits across our mandate from physical and mental health, nutrition programs, engagement in learning, education for sustainability, to reconciliation.

We expect time in nature and learning outdoors to be part of the daily life of all our learners and for students to learn in, about, and from their local environment and communities. [Place-based learning has been growing as a signature pedagogy in Cariboo-Chilcotin School District](#) and we are poised to make it standard in the coming school year. Staff responded enthusiastically to the focus on outdoors with school start up – even secondary schools, where there has been less uptake. The District helped a team of teachers attend a provincial leadership clinic for environmental education specialist associations last year, and the District and CCTA are sponsoring EEPSA memberships to connect educators with the local Environmental Education Provincial Specialist Association (EEPSA) Chapter. We are prioritizing outdoor footwear and clothing in our use of Affordability funds and using Community LINK funds to provide enriching experiences for students including at [Scout Island Nature Centre](#) and [Gavin Lake Forest Education Centre](#). We have provincial and national partners in [Outdoor Learning School and Store](#), [Classrooms to Communities](#) BC education network, [Outdoor Council of Canada](#), and [Take Me Outside Canada](#). We are providing training through a variety of webinars and resources, [Field Leader Certification](#),

[Outdoor Learning Certification](#), and field trip supervisor training for principals. We are building an interactive digital map of outdoor learning locations, opportunities, and community resources with the local EEPSA team. We will [take learning beyond the walls of the classroom](#) at all sites this year in support of learning and [mental health of staff and students](#).

**Mental Health and Wellness** was identified in our consultation as a priority. We will continue to provide compensation to support teachers completing BC Ministry of Education and Child Care endorsed [Everyday Anxiety Strategies for Educators](#) (EASE) and [Teaching Mental Health Literacy](#) training outside of the school day. We will ensure all staff is aware and encouraged to access services available to them through the District. Our Collective Responsibility Framework mapping will highlight the myriad services available through our community partnerships and relationships and we will bring all possible supports to bear on planning to meet student needs. We will continue to support the use of common resources for social-emotional learning. We will update and communicate broadly about our Mental Health approach which focuses on learning about mental health, creating community, and time outdoors.

**Communication** has come up on many fronts as needing some work. We will develop a communications plan over the course of the year to improve communication internally, and with partners and community. As well as ensuring smoother flow of information, and the confidence that creates, it is an opportunity to include more people in the efforts as they know why and what we are trying to accomplish and doing and can see themselves in it.

### Ongoing Strategic Engagement

In preparation for developing our next three-year strategic plan Cariboo-Chilcotin School District had extensive public engagement. 63 separate feedback sessions were held at school sites with staff, students, parents, and caregivers, and with the First Nations Education Council (FNEC) and District Parent Advisory Council (DPAC). 1582 participants including staff, students, caregivers and community, and 343 individuals who completed the online survey, provided valuable feedback for the Education Committee and Board to consider over several public meetings.

Participant feedback requested was on the current plan focus areas, what they were excited about, and additional areas they thought we should focus on. Schools found significant value in the conversations they had in this process.

The feedback reflected enthusiasm for the focus on local Indigenous, place-based, and hands-on learning, school nutrition programs, and the return of sports and clubs after the pandemic, and professional learning and support for staff. There was support for additional focus on those same learning areas, academics (specifically literacy and numeracy), and social-emotional learning and mental health. There were some negative comments that highlighted the need to continue to work on understanding what inclusive learning communities are and why we are committed to creating them.

The Education Committee supported a reduced set of key focus areas for the 2024-2027 strategic plan that encompasses the themes that emerged from the engagement with stakeholders and rightsholders: collective responsibility, instructional capacity, inclusive learning communities, Indigenous culture and learning, and place-based learning. There is confidence that previous focus areas of systems thinking and



leadership development will continue to be a facet of the work in School District 27 but did not need to be front and centre in the next plan.

There was overwhelming staff support for continuing to develop collective responsibility. The theme of Walking Together for the Success of all Cariboo-Chilcotin Learners comes from this input and permeated all of our start up events with staff and school activities to welcome students and families to the new year.

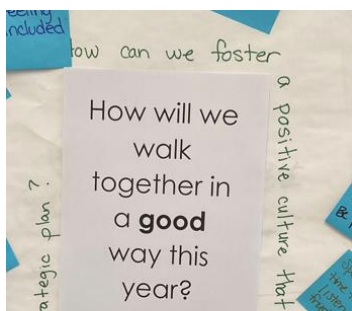
DPAC is seen as a key partner and will be consulted on our communications planning to bring caregivers into the big picture of where the district is moving and how they can be part of the direction.

First Nations Education Committee (FNEC) is a long-established table in the school district. We have met monthly for many years and there is strong collaboration for the enhancement of success for Indigenous learners that also benefits all learners and the school district community. Our first meeting of the year is in October and we will begin the work of review and alignment with the Indigenous Education Council terms of reference arising from recent legislation. FNEC will reform as a committee independent from the Board with a consultative role that will look different in some ways than it has as we evolve together. Engagement with the District Plan for Learner Success will continue and may be strengthened through the changes.

As part of the communications plan the Superintendent will meet with a number of partners and community groups over the year to share our District Plan for Learner Success and invite engagement and partnerships for greater collective responsibility.

### Adjustment and Adaptations: Next Steps and Alignment

The last multi-year district plan was about establishing foundational systems and readiness for leadership development and school improvement. The next phase is **engaging all staff in the system in collaborative, targeted, efforts aimed at common goals**. District Day involved all of our staff members – all departments-gathered in teams at schools connected virtually with other teams. The theme was *Walking Together for the Success of all Cariboo-Chilcotin Learners*. A core understanding is that together we are the system and individually we can contribute in a meaningful way to help the 1 in 5 students who won't walk the graduation stage with dignity, purpose, and options unless something happens to change their story. There was overt cross-over between the activities and experiences of our August leadership retreat, District Day, and first days and weeks for students and families.



**School teams spent the District Day afternoon aligning planning and action with district directions to be part of the big picture growth toward excellence.**

The **Collective Responsibility Framework** that was created more than a year ago is starting to be used as an organizer to bring staff together and into the work of wrapping around and supporting the core relationship between teacher, student, and caregivers. Staff is actively participating in building it out from a process document to a map of relationships and partnerships across schools, departments, and community.

There is intentional alignment this year of efforts and resources across a robust learning series, district assessments, and our helping teacher model. Faye Brownlie, Carole Fullerton, and Bryan Gidinski are facilitating classroom [learning rounds in literacy and numeracy](#) with participants committing to professional development day sessions connected to the learning that occurs through the rounds. We are using district-wide assessments created by Faye and Carole and they are

mentoring our helping teachers in those assessments to support consistent assessment administration and use of the result data for instructional planning. It is highly connected and designed to generate momentum for improved practice.

Dylan William is returning to the district and we are elevating our use of his time with us to move from invitational presentations to two intensive cohort series. The first is over three professional development days with participating educators committing to learning, application, and sharing of results. A three-part series on school improvement through research has been designed for all principals and is directly connected to their leadership with school plans.

FSA and Graduation Assessment item level analysis and planning with school teams will be facilitated by district leadership to create awareness, targeted instructional decisions, and continuity across grade levels toward improving secondary literacy and numeracy. The team of District helping teachers will provide training and support for District and Provincial assessments. Grade 4 and 7 teachers will use the practice assessments for FSA in lieu of other Fall district assessments. Carole Fullerton's numeracy assessment model was piloted last year at a few sites and will be implemented at all schools this year. A power app collection tool will make district assessment information easier to enter, and the new data warehouse with permission level access will make data instantly available for teacher use (charts and lists). We will facilitate item level analysis of FSA and Grad Numeracy assessment with school teams for more intentional meaning making and planning from the results.

We are being explicit about the common threads across the professional learning we are doing with Compassionate Systems Leadership, Trauma-Informed Resilient Schools Through the Lens of Circle of Courage, Ripple Effect of Resiliency, and Everyday Anxiety Strategies for Educators, and Mental Health Literacy. We are helping staff and families see that outdoor learning is connected to physical health, mental well being, Indigenous learning, and brings the BC curriculum to life in a local context.

Youth Community Connections program, Indigenous Education Department, alternate school, and district leadership of safe and caring school cultures are working together on Trauma-Informed Resilient Schools Through Circle of Courage. This initiative began as a partnership with Tsilqot'in National Government and will include First Nations, community partners and service providers alongside school and district staff. This learning will articulate with restorative practices training and implementation to happen this year.

Recruitment is directly supported by the program of supports put in place in partnership with the CCTA to assist new and letter of permission teachers thrive and contribute to District goals.

It is all intentional. It is all connected. And we will be monitoring implementation and impact.

As we aim for long term improvement of learner outcomes, such as graduation and transition to post-secondary, there needs to be incremental evidence of improvements in practice that will predict that future success. Long before the results of improved primary literacy instruction will be reflected in graduation rates or even provincial literacy assessment scores, there are positive changes in professional learning participation, implementation of effective practices, and changed experiences of staff, students, and families that can be noticed and responded to. A few examples include creating a staff survey and feedback culture. We are asking teachers to help us create a baseline of how familiar and comfortable they are with district and provincial assessment administration and follow up. As we layer the redesigned helping teacher model, learning opportunities, and facilitated sessions on as supports, we will check in to learn how it has contributed to the efficacy of teachers.

We have ten key questions from the BC Student Learning Survey and our own priorities that we are posing to students in Grades 3 to 12 annually; many schools are planning to have students complete the reflection throughout the year for tighter feedback loops about the effects of their school plan actions.

The Dylan Wiliam leadership series will see principals and vice-principals applying research to school improvement planning that looks at evidence of the inputs to the system that will result in student success gains.

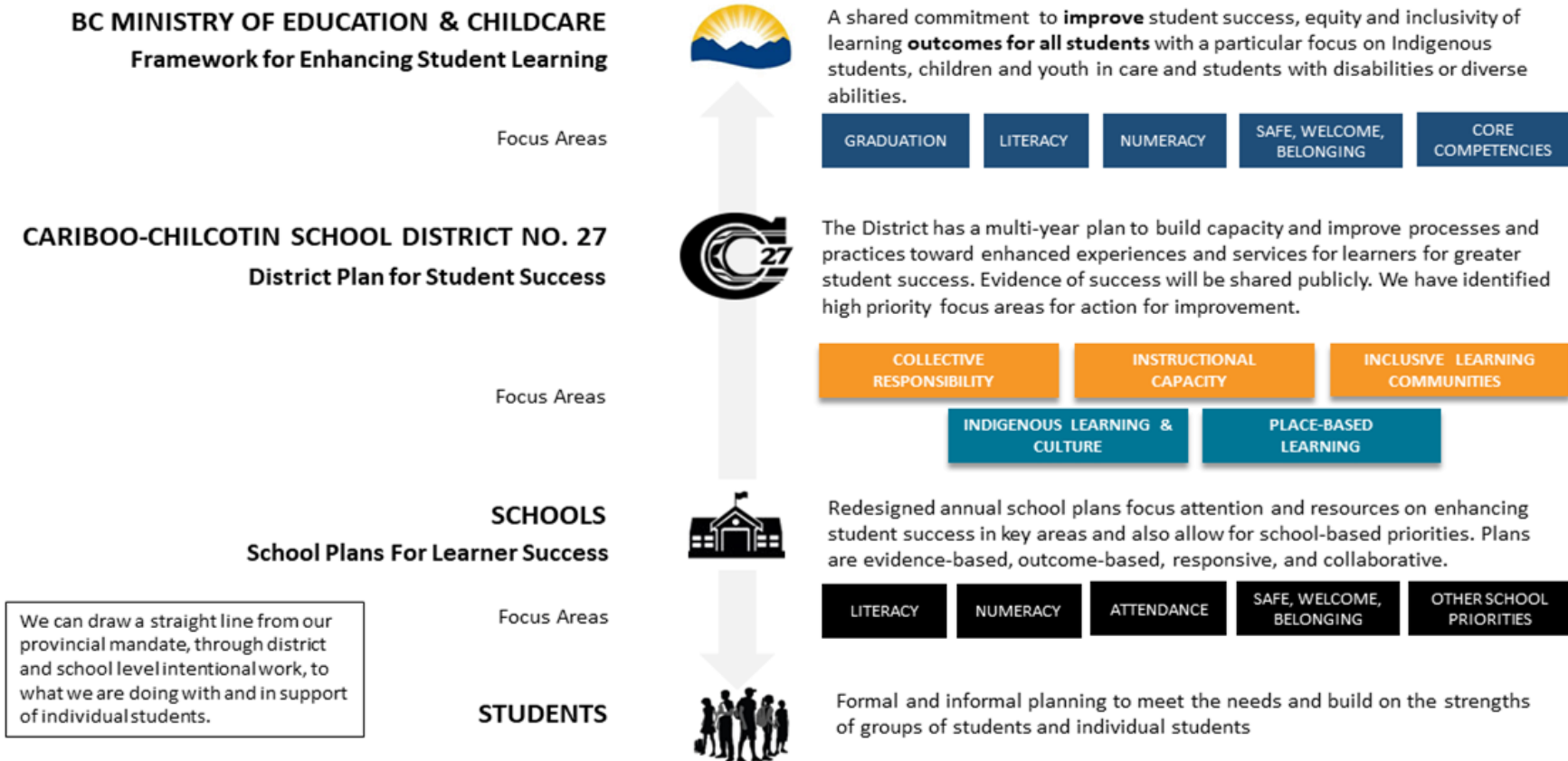
We will keep our eye on the student outcomes that are the downstream results of our plan at the same time as we turn our attention to monitoring the upstream inputs and their immediate and incremental effects.

**Capacity building → improved practice and service → better staff and student experience → enhanced student outcomes.**

We need to monitor and reflect on each step in the progression and adjust along the way. That is the work of the next three-year District Plan for Learner Success.



## ALIGNING PLANNING FOR LEARNER SUCCESS



## Conclusion

We are a district committed to continuous improvement and striving for excellence. We build capacity for better practice for learners to have better experiences and achieve greater success. We start from good information, make meaning of it together, set intentional plans, monitor for impact, and adjust in implementation. The work leading to the results in the 2023-2024 school year will be built upon in the 2024-2027 District Plan for Learner Success. Three years from now we will be leaders in BC in collective responsibility, instructional capacity, inclusive learning communities, Indigenous culture and learning, and place-based learning. We will be significantly closer to equity of outcomes for all groups of students and every learner in Cariboo-Chilcotin School District crossing the graduation stage with dignity, purpose and options.