

**YEAR 2  
FRAMEWORK FOR  
ENHANCING  
STUDENT  
LEARNING**

**2022-2023**



**SCHOOL DISTRICT NO. 5 (SOUTHEAST KOOTENAY)**

BOARD APPROVED SEPTEMBER 26, 2022





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# ACKNOWLEDGEMENT

*School District No. 5 (Southeast Kootenay) respectfully honours and acknowledges that we live, work and learn on the unceded traditional territories of the Ktunaxa peoples. The footprint of our School District is fully contained within the Ktunaxa Nation, including the communities of ʔaq'am and Yaqit ʔa-knuqʔit.*



## OUR CONTEXT

School District No. 5 (Southeast Kootenay) is located in the southeast corner of the province of British Columbia. Our region features spectacular mountain scenery, clean lakes, forested hillsides, and wide-open spaces. With an approximate population of 36,000 most people live in the communities of Cranbrook, South Country (Baynes Lake, Grasmere, Elko, Galloway and Jaffray), Fernie, Sparwood and Elkford.

School District No. 5 (Southeast Kootenay) (the District) encompasses 18 schools, including one online school and five French Immersion schools to serve the approximately 6,125 students within our communities. We provide transportation to over 2,000 students. The District employs approximately 900 staff, with nine members of the Board to guide and support our district initiatives.

DEMOGRAPHICS	#	%
INDIGENOUS	1,116	18%
DIVERSE ABILITIES	973	16%
FRENCH IMMERSION	525	9%
INTERNATIONAL	80	1%
YOUTH IN CARE		<1%

The District endeavours to maintain high and measurable standards, with a focus on intellectual development, human and social development, and career development, to offer each student the best opportunity to succeed in life. By increasing student-centred learning opportunities that prepare learners to achieve their career and life goals, we aim to improve outcomes and enhance educational experiences for all students, no matter their background or where they live.

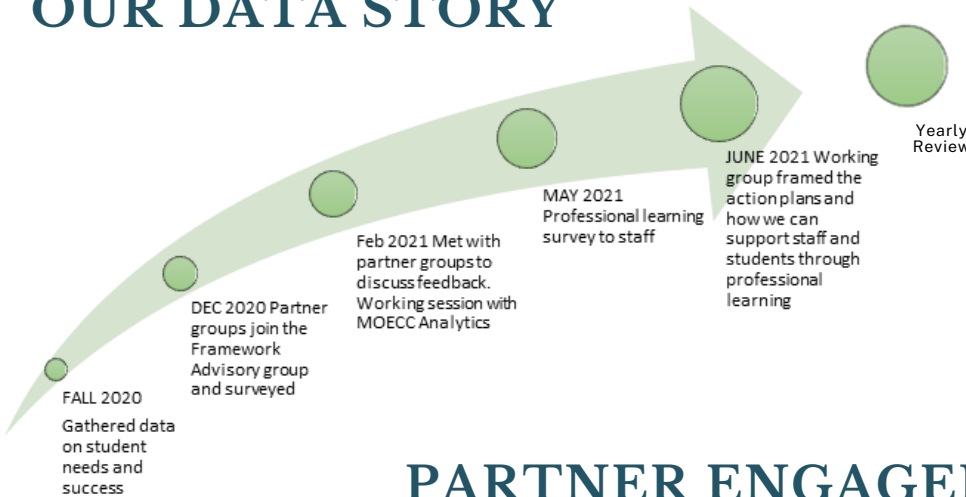
Our Framework for Enhancing Student Learning (Framework) is reflective of the commitment our staff and community partners have to ensure student success. In numerous meetings with our partner groups and district staff, we have looked at data on student success and have created a plan to improve student learning.

Through this process, we have determined our Framework outcomes. Throughout the Framework, we show evidence-based decision-making and have set high targets and expectations for our students. We will be focusing on using quantitative and qualitative data to support the needs of our students.

Indigenous community leaders and staff have been active participants in the conception of our priorities. Both the ʔaq'am Governance Coordinator and Indigenous Education Coordinator have been members of the planning committee since its formation. Based on this involvement, the goals of this Framework have been created in alignment with the Aboriginal Education Enhancement Agreement (AEEA). The AEEA review committee has also been an active voice in the feedback process. This includes representatives from both First Nations, both Métis Associations and district Elders.

Within our Framework, we will continue to strive to implement Truth and Reconciliation and the 94 Calls to Action as they relate to education. We will also continue to deepen the understanding of the First Peoples' Principles of Learning and continue to offer authentic learning opportunities and resources to enhance our understanding of Indigenous culture and history. Students should see themselves in our resources and in the literature that we use in our classes. Assessments also need to be culturally safe. Our updated Local Education Agreement and Aboriginal Education Enhancement Agreement will also be reflected in our success plans for students. We are committed to ensuring all students have equitable access to education. Measurement of achievement for Indigenous students should include culturally appropriate measures.

# OUR DATA STORY



In alignment with BC Ministry of Education and Child Care's Framework for Enhancing Student Learning (Framework) is a four-year plan with a review in the spring of each year. We are currently in year two of the four-year cycle. The review process will look at the successes as well as ways in which we will adjust our Framework to support student successes while focusing on educational equity.

 [2021-2022 FSA DATA](#)

## PARTNER ENGAGEMENT

The District is pleased to have had the input from many community partners throughout our region. The District engaged with our Indigenous community leaders, Canadian Union of Public Employees, Cranbrook District Teachers Association, Fernie District Teachers Association, District Parents Advisory Council, and parents. These stakeholders all provided valuable input. The District formed working groups with members of the stakeholders groups which provided responsive feedback on the priorities for our strategic planning. In our second year of review, the District hosted a virtual open house with a larger outreach of stakeholders to ensure our focus was in line with the communities priorities.

### VISION:

*Students love to learn here, staff love to work here, families love to gather here*

### MISSION:

*Our students will graduate with dignity, purpose, and options*

### VALUES:

*Respect, Vision, Fairness, Collaboration, Integrity, Inclusion*





# PRIORITY 1: INTELLECTUAL DEVELOPMENT

To develop the ability of students to analyze critically, reason and think independently and acquire basic learning skills of bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression.

**GOAL 1:  
TO IMPROVE STUDENTS'  
ABILITY TO BE LITERATE AT  
EACH GRADE LEVEL WITH  
AN INITIAL FOCUS ON THE  
PRIMARY YEARS**

 [Strategic Grade 2 Literacy Plan](#)

**GOAL 2:  
TO IMPROVE STUDENTS'  
SKILL AND CONFIDENCE IN  
NUMERACY**

## LITERACY

Possessing proficient literacy skills gives students the ability to communicate clearly and effectively. Literacy is essential to developing a strong sense of well-being and citizenship. Children who have developed strong reading skills perform better in school and have a healthier self-image. Foundational literacy skills in phonemic awareness, phonics, vocabulary, fluency and comprehension are essential for students to become skilled readers and writers, and will enable them to successfully think and communicate across all areas of the curriculum. These foundational skills will provide them the building blocks for proficient reading and will increase their overall academic success, sense of belonging and social-emotional well-being.

## NUMERACY

Numeracy is necessary for everyday living. From daily activities like telling the time, baking, and playing cards, to the more difficult tasks such as understanding budgeting, planning a trip, reading a map, and understanding timetables. Numeracy is important for individuals to develop logical thinking and reasoning strategies in their everyday activities as well as different career opportunities. We need numeracy to solve problems and make sense of numbers, time, patterns, and shapes for activities like cooking, reading receipts, reading instructions, and even playing sports.

### STRATEGIES

- Improve foundational literacy skills at the primary level
- Develop and implement a K-12 literacy plan to improve teacher efficacy
- Establish a district-wide numeracy assessment
- Develop and implement a K-12 numeracy plan
- Develop a district wide professional learning strategy focused on Literacy and Numeracy

### EXPECTED OUTCOME

- Students will meet or exceed literacy expectations for each grade level

**TARGET: STUDENTS IN GRADE TWO WILL IMPROVE THEIR LITERACY SKILLS BY 4%**

- Students will meet or exceed numeracy expectations for each grade level

**TARGET: STUDENTS IN GRADE TWO WILL IMPROVE THEIR NUMERACY SKILLS BY 4%**



## PRIORITY 2: HUMAN & SOCIAL DEVELOPMENT



The District is prioritizing social development. As students learn and grow, they need support around how to initiate and sustain relationships and how to regulate big emotions. The relationship between our classroom teachers and our students is essential to academic, social, and emotional growth. As such, the District's second priority is around developing the whole student in classrooms and school communities.

### SENSE OF BELONGING

Before anyone can feel safe and secure, basic needs must be met. For example, if a student is showing up to school hungry it will impact their ability to learn. To feel safe and secure, in our buildings, we need to establish trusting relationships and offer safe and caring environments where needs can be met. A student's sense of belonging is essential to developing a healthy sense of self and worth. As students experience personal success it also creates a feeling of accomplishment which allows an individual to achieve their full potential.

### CONNECTIONS WITH ADULTS

All adults in our system can have a positive impact on our students. Research supports that students who can identify two or more adults in their school that care about them will be more resilient and experience greater overall success.

#### STRATEGIES

- Improve the quality of students feeling welcome, safe and connected to their school community
- Improve the percentage of students who feel there are two or more adults in their school who care about them
- Focus on barriers to equity with our Indigenous, Children and Youth in Care and students with diverse abilities
- Develop a K-12 plan for ensuring students feel safe, welcome and connected to their school and community

#### EXPECTED OUTCOME

- Students will feel that they have a place to belong in our schools and our society

**TARGET: TO INCREASE THE SENSE OF BELONGING FOR ALL STUDENTS IN GRADE 7 BY 2% AND TO INCREASE THIS FOR OUR INDIGENOUS STUDENTS BY 5% IN THE SAME GRADE**

**TARGET: TO INCREASE THE NUMBER OF STUDENTS IN GRADE 7 WHO REPORT THEY FEEL THERE ARE TWO OR MORE ADULTS AT THEIR SCHOOL WHO CARE ABOUT THEM BY 2%**

### GOAL 1:

**TO IMPROVE THE QUALITY OF STUDENT'S FEELING WELCOME, SAFE, AND CONNECTED TO THEIR SCHOOL COMMUNITY**

 [Social-Emotional Learning](#)

### GOAL 2:

**TO IMPROVE THE PERCENTAGE OF STUDENTS WHO FEEL THERE ARE TWO OR MORE ADULTS IN THEIR SCHOOL WHO CARE ABOUT THEM**





## PRIORITY 3: CAREER DEVELOPMENT

Successful graduation is important to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace. Student completion of the graduation program with a Dogwood Certificate is necessary and is a vital prerequisite to a successful transition to post-secondary programs or to viable employment. A successful graduation is important to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and flexibility to deal with change in the workplace.

### GOAL:

STUDENTS WILL GRADUATE  
FROM HIGH SCHOOL  
PREPARED FOR THE FUTURE  
THEY CHOOSE

### Student Achievement in Grade 10 directly affects student's academic elective choices in Grades 11 and 12

-  75% of all Grade 10 students and 62% of Indigenous students achieved more than a C+ in Foundations/Pre-Calculus.
-  67% of all Grade 10 students and 57% of all Indigenous students achieved more than a C+ in Workplace Math.
-  73% of all Grade 10 students and 59% of all Indigenous grade 10 students achieved more than a C+ in English 10.
-  64% of all Grade 10 students and 44% of all Indigenous students achieved more than C+ in Science 10.

Compared to last year's data in English and math, we are seeing more students achieve a greater than C+ average in all areas. However, we recognize that we still have an achievement gap between our Indigenous and non-Indigenous students (the range is a 10-20% difference).

### STRATEGIES

- Develop a grade to grade transition plan to support students in obtaining a Dogwood Certificate
- Offer flexible programs across the district within the District
- Expand the Elders in Residence Programs throughout the District
- Continue student success meetings for our grade 9-12 ʔaᓃam and Yaᓃit ʔa·knuᓃi'it students
- Partner work with our Indigenous stakeholders to assess our grade to grade transitions

### EXPECTED OUTCOMES

- Students will graduate with dignity, purpose, and options

**TARGET: TO INCREASE THE NUMBER OF DOGWOOD GRADUATES BY 4% ACROSS THE DISTRICT**

**TARGET: TO INCREASE THE 5 YEAR GRADUATION RATES OF ALL LEARNERS WITH A FOCUS ON OUR INDIGENOUS, CHILD AND YOUTH IN CARE AND STUDENTS WITH DIVERSE ABILITIES**



## TECHNOLOGY TO SUPPORT STUDENT LEARNING

The current district technology plan is beginning a new five year cycle for 2022-2027 to align with our Framework. The technology plan will focus on all aspects and components of educational technology including stable, secure and supportive infrastructure that will contribute and directly connect to teaching and learning. It will be important to continue to focus on equitable access to technology for all students and to provide tools and professional learning to staff and students to enhance student learning.

## SCHOOL GROWTH PLANS

School staff will work with their school community to choose an improvement goal of either literacy or numeracy dependent on their data and focus area. They will use both pre-data and post-data and will work on a continued cycle of improvement. School budgets and professional development should align with the school growth plans. The school growth plans will be presented to district management in June and will be reviewed yearly with staff and stakeholder groups. School growth plans will be submitted to the Board of Education yearly, by September 30th. The Board of Education is committed to supporting professional learning based on school growth plan literacy, numeracy and social emotional learning goals that reflect district priorities.

## FINANCE AND OPERATIONS

The District operates on a budget of \$79 million dollars which is spent on staffing, services and supplies and capital assets. Staffing makes up 84% of the overall budget. There are special purpose funds in addition to the operating budget. These are targeted funds that support ministry identified priorities (for example the new affordability fund). A plan for these funds will be made in partnership with schools and community stakeholders to ensure equity and transparency. For a more in-depth breakdown of the district's funding please click the link above.

## HUMAN RESOURCES

Our Human Resource Department is committed to pursuing hiring practices reflect district priorities. As such, four district strategies have been identified to support the District's goals through ensuring that our staffing levels are both adequate and diverse. A District Literacy teacher was hired in 2021-2022 and we have added a District Numeracy and a District Social Emotional Learning teacher for this school year. We have received federal funding to support our French Immersion programs with additional teaching staff and lastly, we are hiring an online teacher coordinator to ensure that our online and blended programs are accessible to all of our communities. For a complete list of our strategies please click the link above.





## DISTRICT SUCCESSES

The 2021-2022 year was busy as we were gathering baseline data on our grade twos (this year's grade threes) around our literacy priority. The District also participated in the Middle Years Development Instrument (MDI) which provided information on our grades five and eight around their social and emotional wellbeing, which during COVID, indicated that students have been struggling. In order to support our district priorities, we have hired a District Numeracy teacher, and a District Social and Emotional Learning teacher. These roles will work closely with our schools to support their strategical goals around the Framework to support our educational outcomes in year two. With the expansion of our Elders in Residence program, more schools are benefiting from having a direct cultural support from our Elders. The District's Indigenous Education department has established regular Student Success Meetings with ʔaqam education leaders to inform and develop plans for all ʔaqamnik students in grades 9-12.

### FOUNDATIONAL SKILLS ASSESSMENT (FSA)

The Foundational Skills Assessment (FSA) is a provincial exam that grade four and seven students complete. The District has approximately an 80% participation rate for the general population. The data for our students with diverse needs is 30% or lower. Last year in literacy, 70% of our grade fours were on track, 62% of our Indigenous students were on track and 50% of our students with diverse abilities were on track. With the exception of our students with diverse abilities, our grade fours students are within the provincial average.

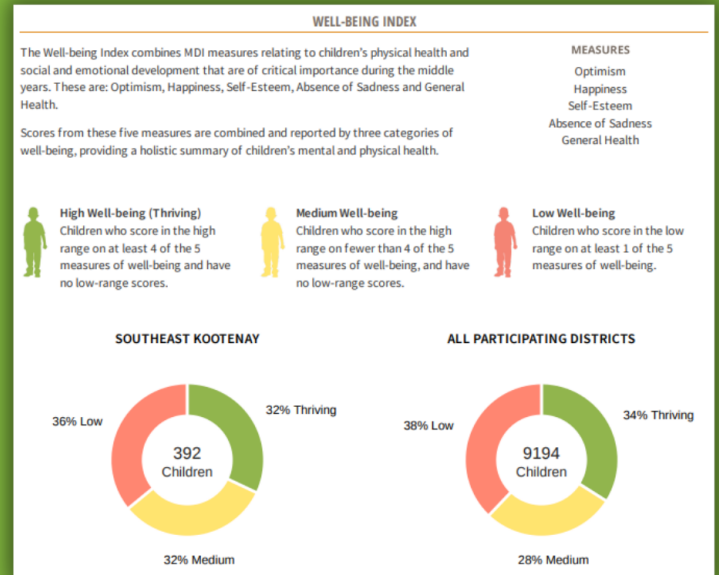
In numeracy, we are below the provincial average in all groups with 50% of our grade fours on track, 36% of our Indigenous students are considered on-track. We did not have a sample size large enough to gauge the level of achievement of our students with diverse abilities. In literacy 61% of our grade sevens were on track, 57% of our Indigenous students were on track and 36% of our students with diverse abilities were on track. With the exception of our Indigenous students, our grade seven students are below provincial average. In grade seven numeracy, we are below the provincial average in all groups with 48% of our grade sevens on track, 31% of our Indigenous students are considered on-track. We did not have a sample size large enough to gauge the level of achievement of our students with diverse abilities.

Understanding that this is only one measure, we need to compare school and district based data to help us better understand where our students are at. This priority will be addressed as we have hired a Numeracy teacher, in addition to the Literacy teacher, to support this work moving forward.



# MIDDLE YEARS DEVELOPMENT INSTRUMENT AND STUDENT LEARNING SURVEY

Our Human and Social Development goals look at data from the provincial Student Learning Survey (SLS) and the Middle Years Developmental Instrument (MDI). The Well-Being Index of the MDI shows that 64% of our grade fives and eights are reporting positive well-being which is consistent with the provincial data. Overall, we saw more positive responses from our SLS questions around belonging in our schools and society (compared to previous years). However, the percentage of grades four, seven and ten students who feel there are two or more adults at school who care about them went down significantly. Overall, our Indigenous student population reports lower levels of feelings of belongingness and connectedness. This will continue to be a major focus for the district. Please click on the link above for a breakdown of the results.



## CONCLUSION

We are in year two of our Framework for Enhancing Student Learning and our district's priorities have been broad in that they address 'all learners'. The priorities and outcomes have not focused on our Indigenous students, Children and Youth in Care or our students with diverse needs. Certainly, we are keenly aware that that data shows this group is below average, and we have set improvement targets, on graduation rates, provincial assessments, district, and school-based data to narrow the gap. However, we will be focusing on strategies to improve the domains of identity, belonging, mastery and efficacy to address student voice and agency in our system. We are fortunate to have long-standing Elders in Residence participating throughout our District in classrooms and as advisors; however, we need to address the pedagogy and our underlying biases to be able to dismantle systemic racism and inequity in our system. Lastly, if we shift our efforts to effectively impact those that need it most, to focus to our most vulnerable, we anticipate everyone will experience positive gains. We use the term 'our' when referencing students not from the colonial lens of possession but as valued members belonging in our school communities where we have a collective responsibility to ensure that all students needs are being met from a place of understanding, caring and compassion which includes decolonization and a commitment to Truth and Reconciliation and the 94 Calls to Action.

