

School District No. 5
[Southeast Kootenay]



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

Framework for Enhancing Student Learning

September 2024



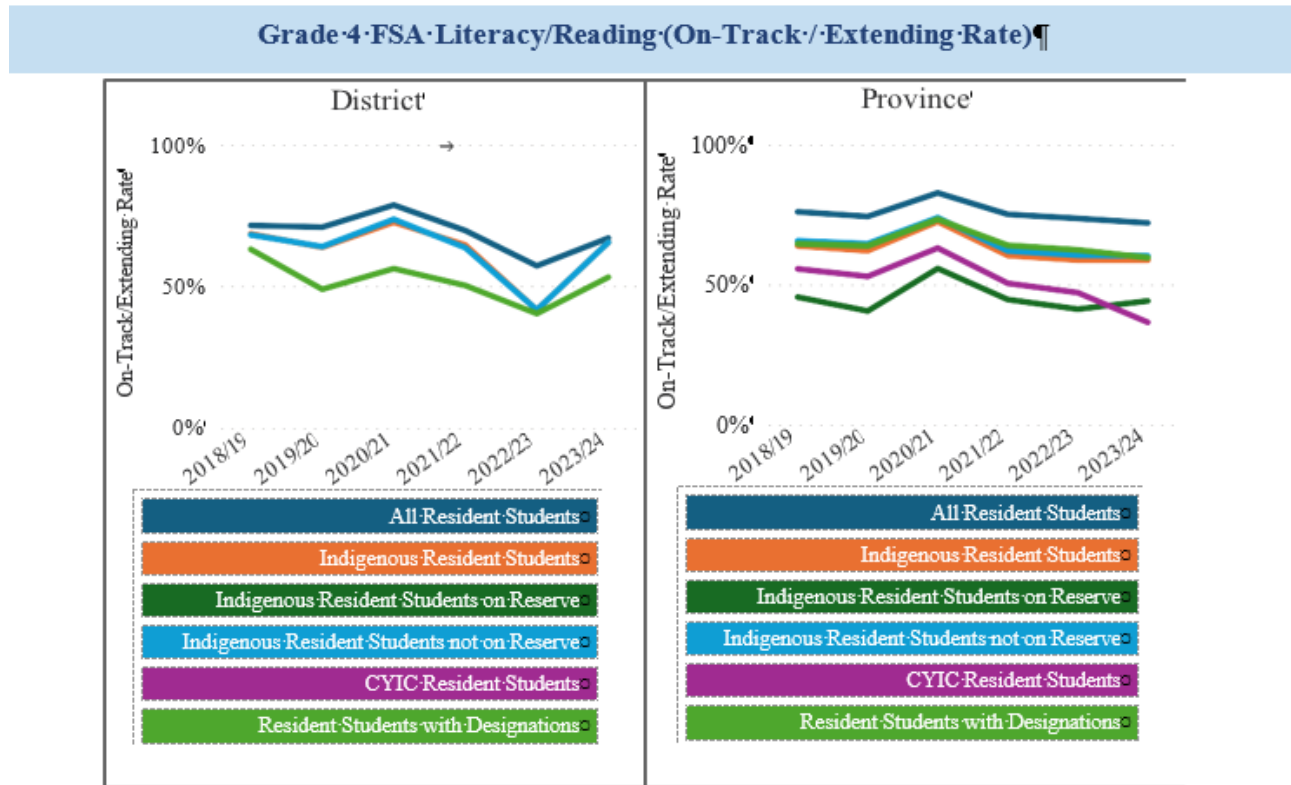


Section A: Enhancing Student Learning Report Reflecting on Student Learning Outcomes School District No. 5 (Southeast Kootenay)

Intellectual Development

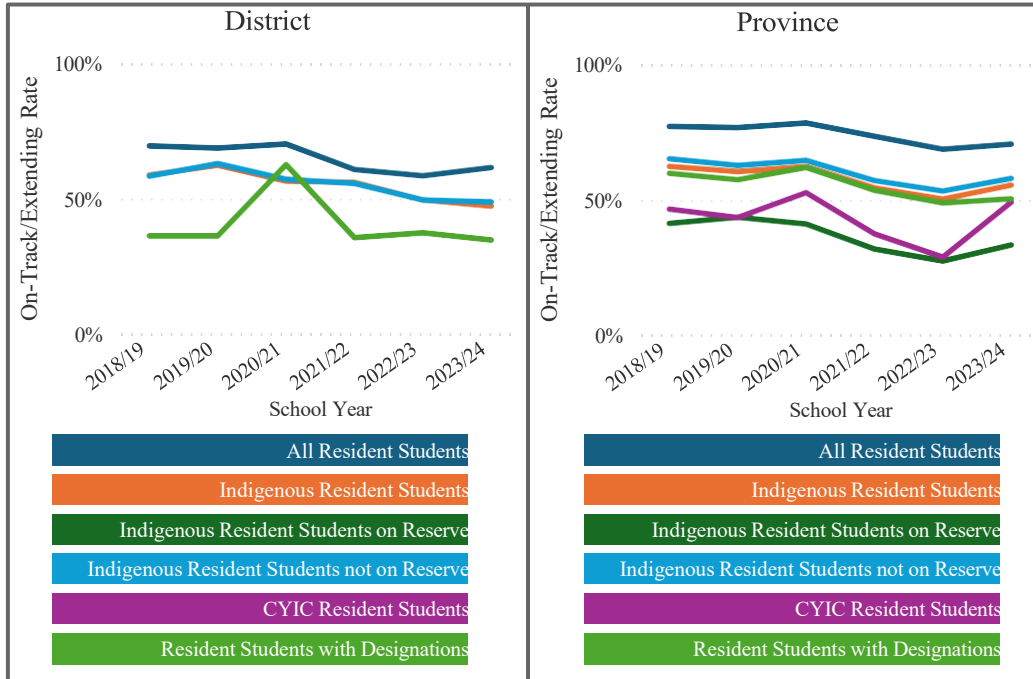
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations



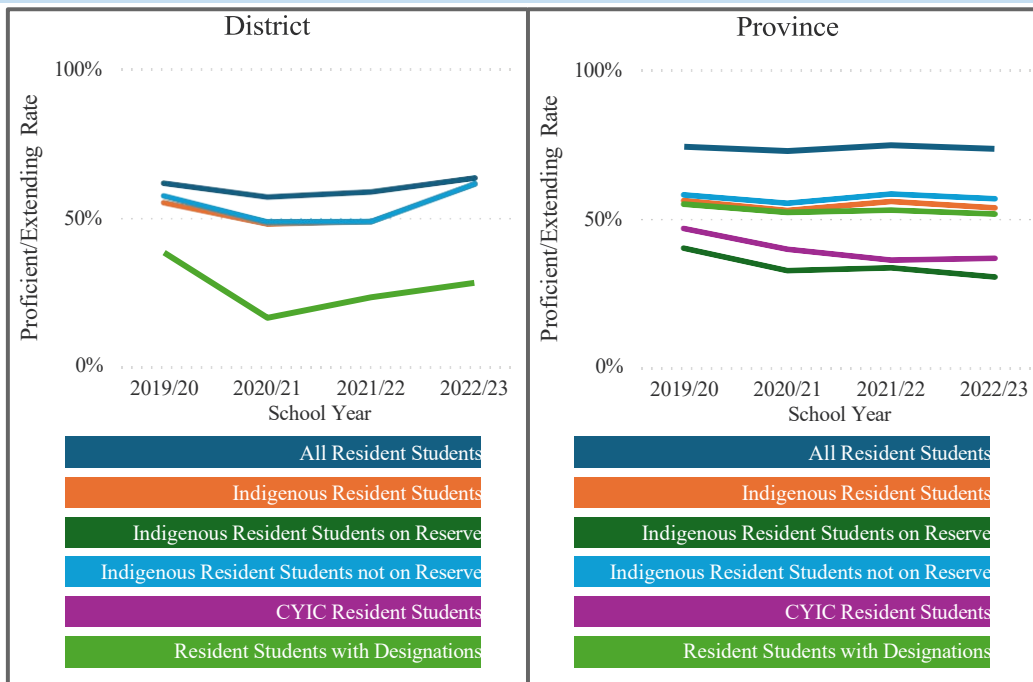


Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)





Analysis and Interpretation

Outcome 1: Literacy

Relevant Additional/Local Data and Evidence

The Foundational Skills Assessment (FSA) is a provincial exam administered in the fall to students in grades 4 and 7. The Graduation Assessment (GA) in Literacy, a requirement for graduation, can be taken starting in grade 10 and retaken as needed before graduation. Below is a summary of data trends for these provincial assessments, organized by grade and literacy categories. The FSA and GA serve as snapshots to help identify gaps within our system.

Some data is incomplete as information for certain priority populations, such as Indigenous On-Reserve students and Children and Youth in Care, has been masked due to low numbers. These students are tracked through MyEducation BC and are assigned a key contact at each school. Similarly, all students with designations are assigned a case manager to support their learning. Our Indigenous Education Support Workers use the Indigenous Management System (IMS) to track and record academic, social-emotional, and cultural supports for Indigenous learners.

The District also has a literacy support teacher, primarily working in elementary schools, who focuses on research-based assessments and intervention strategies, especially for students in grades 2 and 3. This marks a shift from previous practices, where the District used PM Benchmark and Fountas and Pinnell for leveling readers. Over the past year, the District has transitioned to Acadience, a universal screening tool used to identify essential early literacy skills. This dependable, valid, and efficient screener enables early identification of students in need of support and informs targeted interventions to improve reading outcomes.

Additionally, the District has adopted UFLI Foundations: A Systematic and Explicit Phonics Program (University of Florida Literacy Institute) as a key component of Tier 1 literacy instruction. This program aims to address gaps in foundational literacy skills, with the belief that early intervention is critical for overall student achievement and success.

Analysis and Interpretation

Grade 4 Literacy:

The District's participation rate for grade 4 students is aligned with the provincial average at 77%, though this marks a decrease from last year. Among the general population, 67% of students are on track or extending expectations, reflecting an improvement over previous years and mirroring the provincial trend. For students with Disabilities/Diverse Abilities, 53% are on track or extending expectations, while 65% of Indigenous students in grade 4 are doing the same. These figures have increased compared to last year. Due to the low number of Children and Youth in Care (CYIC), data for this group is masked.



However, a significant achievement gap persists between Indigenous and non-Indigenous students, a trend also observed across the province. There is a similar gap between on-reserve and off-reserve Indigenous learners, with on-reserve student data being masked. This highlights the need for schools to monitor and engage individual students, as the macro-level data does not capture the full picture. To support priority populations, including Indigenous students, CYIC, and students with Diverse Abilities, the District assigns a case manager to monitor progress through MyEducation BC, individual IEPs, and IMS.

Grade 7 Literacy:

The participation rate for grade 7 students in overall writing was higher than the provincial average at 85%. While the District mirrors provincial trends, only 61% of students are on track or extending grade-level expectations, slightly up from 58% last year but still below the provincial average. Among students with diverse needs, 35% are on track or extending expectations. Indigenous students in grade 7 are performing below the provincial average, with only 20% on track or extending expectations. Due to the low number of Children and Youth in Care (CYIC), their data is masked (MSK) but these students are individually monitored at the school level. Students with Diverse Abilities are 15% below the provincial average, with 35% on track or extending expectations.

Grade 10 Grad Assessment Literacy:

The Graduation Assessment in Literacy reflects provincial participation rates. Over the past four years, District results have ranged from 58% to 63% that are proficient or extending. While there is a slight upward trend across both the District and the province in grade 10 proficiency/extending results, local outcomes remain approximately 10% lower than provincial averages. However, Indigenous learners are performing above the provincial average (with on-reserve student data masked), though still below the general population. As with previous assessments, the data for Children and Youth in Care (CYIC) is masked. Students with designations are significantly below the provincial average, with only 28% achieving proficiency/extending, compared to the provincial average of 52%.

Additional Measures in Literacy:

The District has been gathering school and district level data on primary students as part of its literacy priority, recognizing that early intervention is key to achieving long-term success as students' progress through the system. Historically, schools used Fountas and Pinnell or PM Benchmark reading assessments to level readers. However, with the addition of a District Literacy teacher, it became clear that this data did not align well with the BC curriculum. Furthermore, the data from schools and classrooms were not consistently interpreted, and the testing process was time-consuming. As a result, a District committee was formed to evaluate alternative assessment tools. During the 2023/244 school year, the District transitioned to a norm-referenced assessment that more effectively identifies areas where learners are struggling.

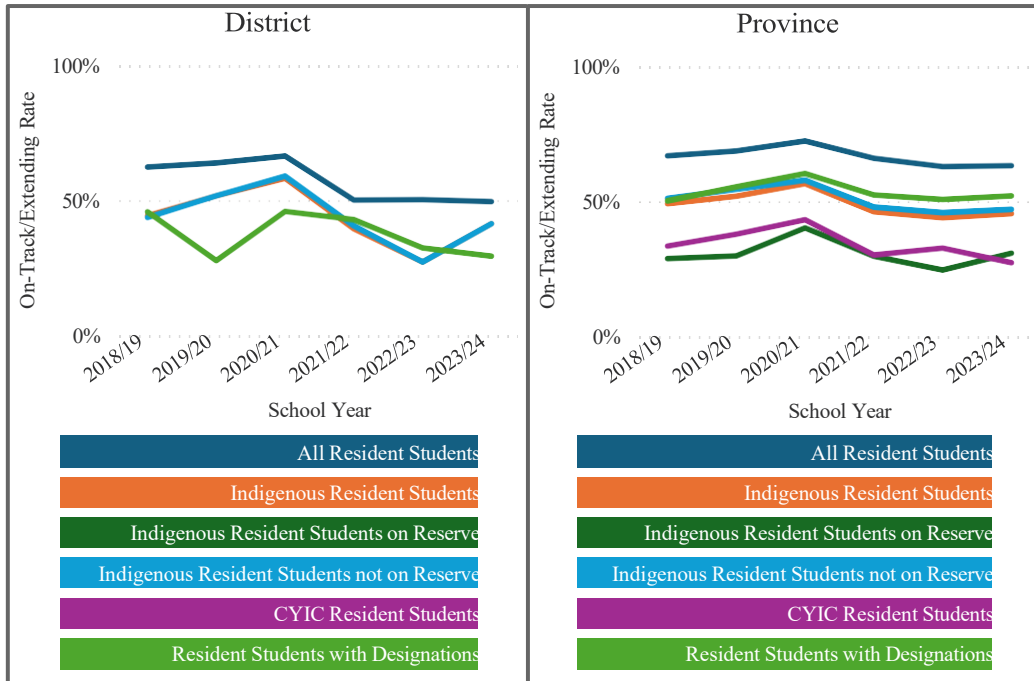
Link: [Literacy Report](#)



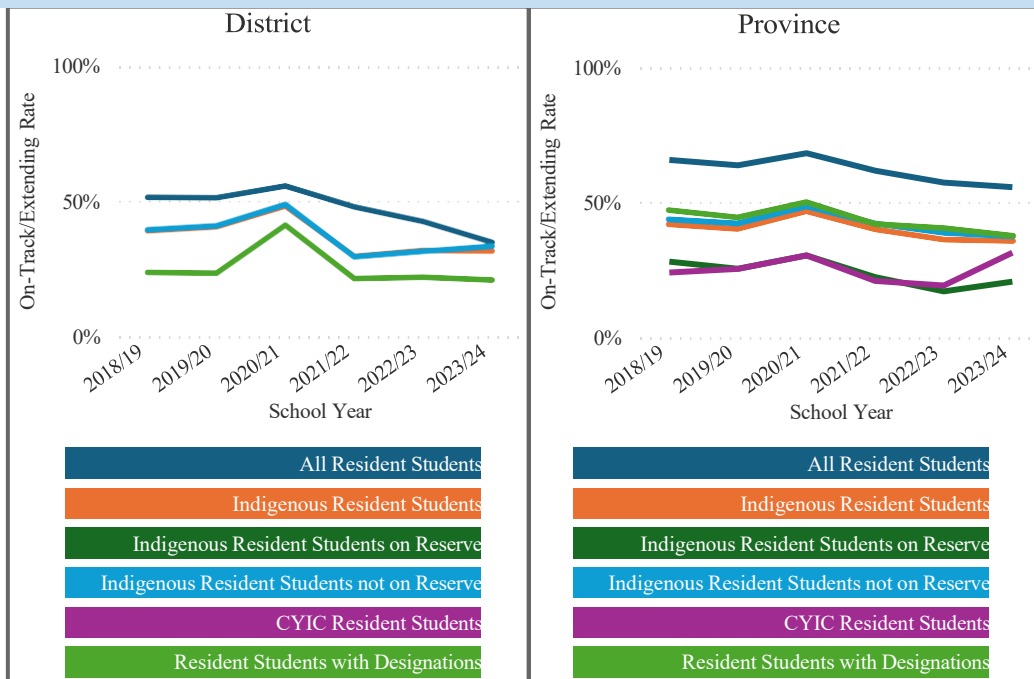
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

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



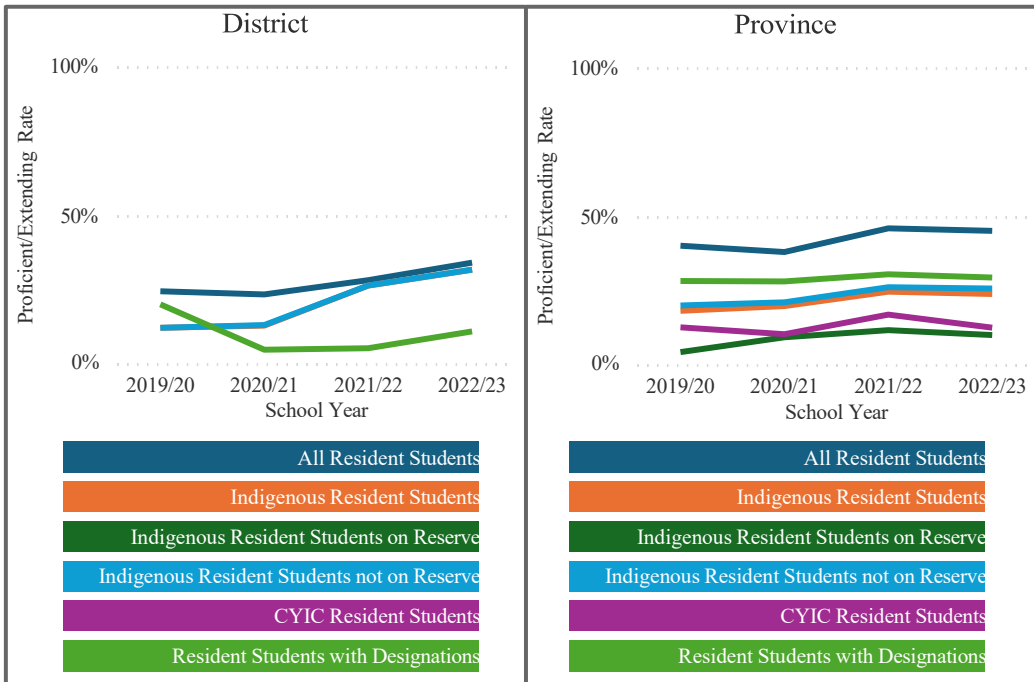
Grade 7 FSA Numeracy (On-Track / Extending Rate)





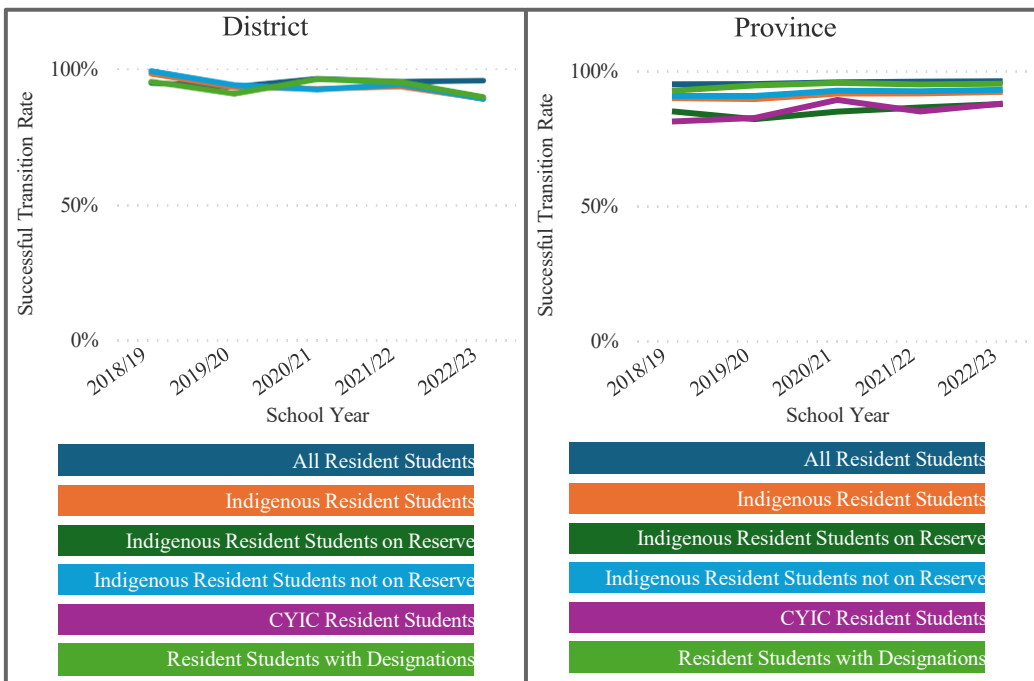
Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)



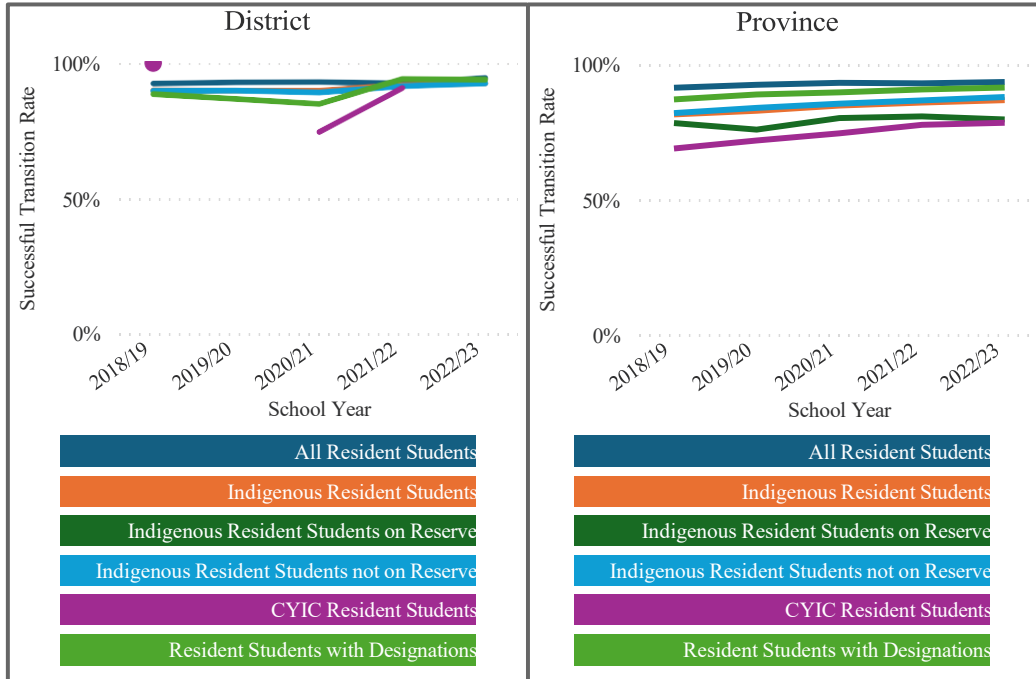
Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition Rate





Grade 11 to 12 Transition Rate





Analysis and Interpretation

Outcome 2: Numeracy

Relevant Additional/Local Data and Evidence

The data trends from provincial assessments are categorized by grade and subject, with a focus on numeracy across all levels. It is important to note that data for Indigenous students living on reserve and Children and Youth in Care (CYIC) have been challenging to interpret due to small sample sizes and fluctuating participation rates. To ensure accuracy, individual student data is closely monitored at the school level.

Supporting priority populations, including Indigenous students, CYIC, and students with diverse abilities, is a key focus of the District. Each student from these populations is assigned a consistent staff member responsible for tracking their progress and ensuring personalized support. One of the goals outlined in the Indigenous Enhancement Agreement is to reduce the number of Indigenous students enrolled in Apprenticeship and Workplace Math and increase enrollment in Foundations and Pre-Calculus courses.

To further support this goal, regular meetings are held to review individual student progress. The addition of an Indigenous Counsellor, support blocks at the secondary school level, and access to tutoring have contributed to an increase in Indigenous students taking higher-level math courses. The Board has also endorsed the addition of a District Numeracy Teacher, who collaborates with classroom teachers to indigenize curriculum and develop a common assessment for Grade 6. These initiatives are crucial in promoting equity and improving academic outcomes for priority population students.

Link: [Numeracy Report](#)

Analysis and Interpretation

Grade 4 Numeracy:

The participation rate for grade 4 students in numeracy is on par with the provincial average, though slightly lower than last year (76% compared to 82%). Among the general population, 49% of District students are on track or extending expectations, consistent with last year's data and reflecting a similar provincial trend. For students with Disabilities/Diverse Abilities, 29% are on track or extending expectations, down from 32% the previous year. Indigenous students in grade 4 numeracy saw an improvement, with 41% on track or extending expectations, up from 29% the previous year.

Despite this progress, a gap remains between Indigenous and non-Indigenous student achievement, which is also reflected at the provincial level. Due to the small sample size of Children and Youth in Care (CYIC), provincial-level tracking is challenging. This underscores the need for schools to monitor and engage individual students, as macro-level data does not fully capture their progress.



Additionally, the British Columbia Teachers' Federation (BCTF) sends home annual letters encouraging parents to opt out of the Foundation Skills Assessment (FSA). Notably, in the 2023-2024 school year, there was an increase in parent exemptions, particularly among students with Diverse Abilities.

Grade 7 Numeracy:

The participation rate for grade 7 students in overall writing was 9% higher than the provincial average, at 86%. In numeracy, the District mirrors provincial trends but falls below the provincial average, with 61% of students on track or extending grade-level expectations compared to the provincial average of 71%. Among students with Disabilities/Diverse Abilities, 35% are on track or extending expectations, making this the District's group with the lowest achievement. Indigenous students in grade 7 are at 47%, up from last year's 33%, though still 8% below the provincial average and 14% lower than the District's general population. Due to the small population size, data for Children and Youth in Care (CYIC) is masked.


Grade 10 Grad Assessment Numeracy:

The Graduation Assessment in Numeracy aligns with provincial participation rates. As this is a new assessment, results have been fairly consistent, with a slight increase in the percentage of students proficient or extending over the past year. The results for our Indigenous population are above the provincial average, with 61% achieving proficiency compared to 54% provincially. Students with Diverse Abilities have a proficiency rate of 28%, which is 24% below the provincial average. Data for Indigenous on-reserve students and Children and Youth in Care (CYIC) is masked.



Intellectual Development Summary

Overall Trends and Learnings:


Participation Rates:

-  The District's participation rates align with provincial averages, though there have been fluctuations compared to previous years. For grade 4 students, participation is slightly lower than last year, while grade 7 participation is notably higher.

Achievement Trends:

-  There has been a slight upward trend in proficiency in some areas, such as grade 10 literacy and numeracy, but overall results are still below provincial averages in several key metrics.
-  Indigenous students in grade 4 and grade 7 show improvements in numeracy and literacy, surpassing their previous years' results but still lagging behind non-Indigenous peers.



Diverse Abilities:

-  Students with Disabilities/Diverse Abilities consistently show lower achievement compared




to their peers. The achievement gap remains significant, with performance below provincial averages.

Impact of Data Masking:


-  The small population of Children and Youth in Care (CYIC) and Indigenous on-reserve students means that their data is often masked, complicating the ability to track progress accurately for these groups. Therefore, individual tracking is happening at the school level.
-  As most of the students are attending Aqamnik School, the District does not see On-Reserve students until later grades. Regardless we work closely with ʔaq'am and Yaqit ʔa·knuqti'it through the LEA and Indigenous Enhancement Agreement to support Indigenous learners.

New Areas for Growth:



Assessment Alignment:

-  The transition to norm-referenced assessments indicates a need to ensure that new tools are better aligned with the BC curriculum to provide more accurate insights into student progress and areas of need.

Engagement Strategies:


-  Increased parent exemptions from assessments, particularly for students with Diverse Abilities, suggest a need for improved communication and engagement strategies to encourage participation and gather comprehensive data.

Support for Diverse Abilities:


-  With students with Disabilities/Diverse Abilities showing lower achievement levels, targeted interventions and support strategies need to be developed and implemented to address these gaps.
-  The District has a new Principal of Learning Support Services that is making this a priority.

Existing Areas for Growth Confirmed:

Achievement Gaps:


-  Persistent achievement gaps between Indigenous and non-Indigenous students and between students with Diverse Abilities and their peers have been confirmed, underscoring the need for continued focus on these areas.

Individual Monitoring:

-  The need for individual student monitoring and tailored, wrap-around interventions has been reinforced, especially for groups with masked data and those showing lower levels of proficiency.



Curriculum and Assessment Alignment:

-  The discrepancy between traditional classroom assessment tools and the BC curriculum highlights the ongoing need for alignment and refinement of assessment practices to better reflect student learning and progress.

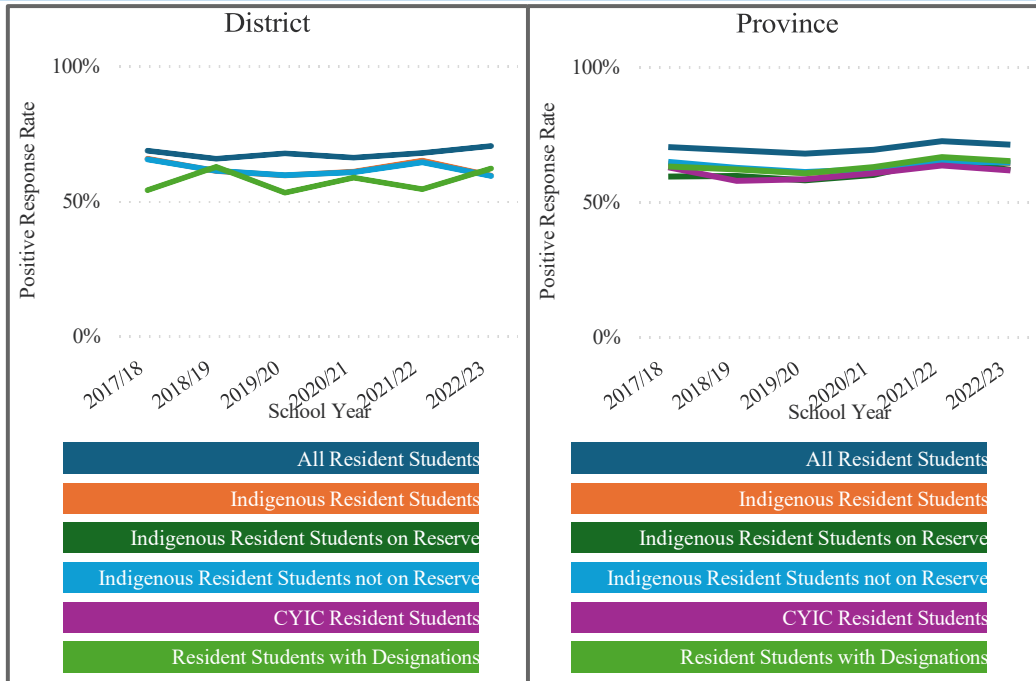


Human and Social Development

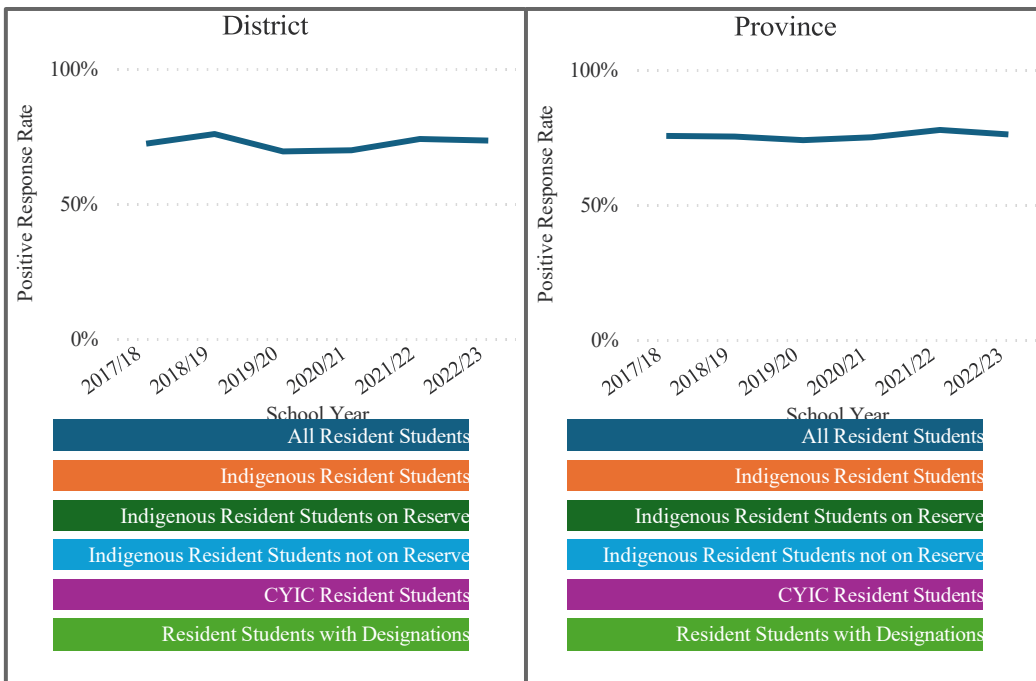
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

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

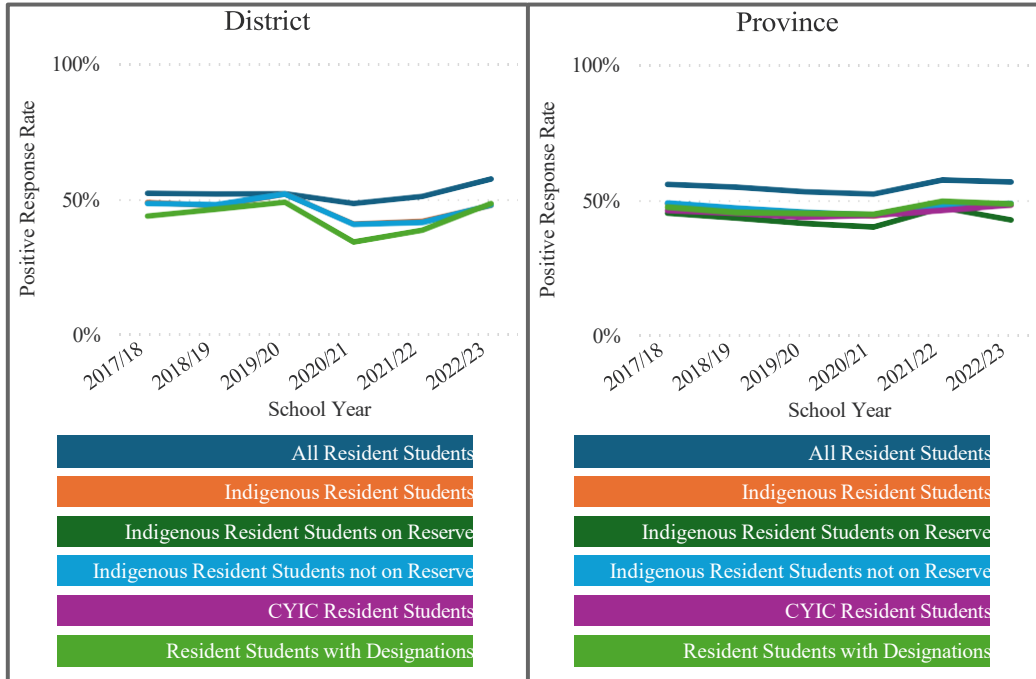


Feel Safe (Positive Response Rate for Grades 4, 7, and 10)



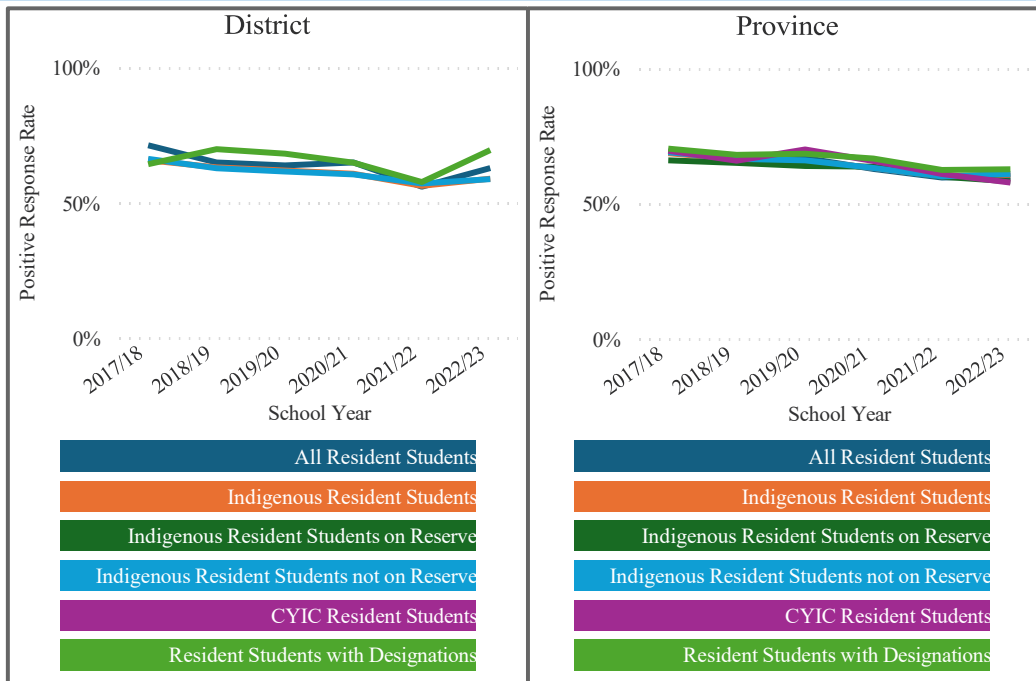


Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



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

2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)





Analysis and Interpretation

Outcome 3: Students Feel Welcome, Safe, and Connected

Relevant Additional/Local Data and Evidence

The District's student learning data aligns with provincial trends, except for Indigenous on-reserve students and Children/Youth in Care. Due to smaller and often masked student numbers, differentiating this data can be challenging. Nonetheless, these students are recognized as the most at-risk and vulnerable, making it crucial to focus on their needs.

To enhance support for the priority populations, the District has a Social Emotional Learning (SEL) teacher and an Indigenous counselor. There has been a concerted effort to build capacity across all schools and staff, including clerical staff, through Trauma-Informed Schools and Compassionate Systems Leadership. This year, the entire District will also receive training in "Reframing Behavior," a trauma-informed approach to supporting student behavior.

The District has engaged in a community of practice based on the book **Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation** by Safir and Dugan. This initiative has been expanded to include all schools, with principals and vice principals participating in a book study. Additionally, the SEL teacher has facilitated several book studies to help staff build positive connections with vulnerable learners.

The Elders in Residence program has been expanded, and Ktunaxa language, signage, and gathering spaces have been introduced in each school to support the Enhancement Agreement goals and ensure all learners feel welcomed.

The District continues to participate in various assessments, including the Childhood Health Experiences Questionnaire (CHEQ), the Early Learning Instrument (EDI), the Middle Years Development Instrument (MDI), and the Youth Development Index (YDI). These tools provide valuable insights into student well-being and support Social Emotional Learning (SEL) goals at the school level, complementing the Student Learning Survey (SLS) data.

According to the SLS data on feeling welcome, safe, and connected at school (for grades 4, 7, and 10), the District's results mirror the provincial average, with 69% of students reporting that they feel welcome, safe, and connected. Indigenous students, however, report lower than the provincial average at 58% (provincial average is 64%). Children and Youth in Care report 64% feeling welcome, safe, and connected, while students with Diverse Abilities report 62%.

Regarding feeling safe, students in grades 4, 7, and 10 report a 74% rate, which aligns with the provincial average. For a sense of belonging, the District's average is 55%, with Indigenous students at 45%, Children and Youth in Care data being masked, and 46% of students with Diverse Abilities feeling a positive sense of belonging.

Lastly, 65% of students in the District feel that at least two or more adults care about them, slightly ahead of the provincial average. Indigenous students are at 60%, and students with designations are at 69%, reflecting similar trends to provincial averages.



Generalized themes from the CHEQ, EDI, MDI, and YDI, compared to provincial averages, highlight several key areas. Students show a need for support with nutrition and sleep patterns. They are more likely to report having an adult they can talk to and seek advice from. In the Southeast School District, students are also more likely to report spending additional time in nature. Victimization and bullying are rated as 'high' by fewer students, indicating a positive trend. However, students report higher levels of stress compared to provincial averages and lower levels of volunteering at school.

Human and Social Development Summary

Summary of Learning Report

Overall Trends and Learnings:

The analysis of various assessments, including the CHEQ, EDI, MDI, and YDI, reveals several overall trends. The District's participation rates and Student Learning Survey results align with provincial averages, though some areas show notable differences. For instance, Indigenous On-Reserve students and Children/Youth in Care (CYIC) face unique challenges due to small and often masked data, highlighting the need for targeted support. While there is a slight upward trend in student reporting in some areas, gaps remain, particularly for students with Disabilities/Diverse Abilities and Indigenous learners. Additionally, students are more likely to report having supportive adults and spending time in nature, but they also report higher stress levels and lower volunteering rates compared to provincial averages.

Lastly, the LGBTQ+ subpopulation reports higher levels of victimization and bullying as well as higher incidents of depression and anxiety. This highlights the importance of [Policy 19](#) as well as ensuring all students feel safe and welcome in the District.

New Areas for Growth:

Several new areas for growth have emerged from the analysis. The need for nutrition support is recognized and with the Feeding Futures Funding and the addition of a Food Coordinator position the District continues to address the need for food support across the District. Increased engagement strategies are necessary to involve parents in workshops around anxiety, addictions, self-esteem and sleep. Moreover, enhancing support for vulnerable learners, including expanding trauma-informed practices and increasing participation in programs like the Elders in Residence, is crucial to continue positive connections to adults within the system.

Existing Areas for Growth Confirmed:

The analysis confirms existing areas for growth, such as the persistent gaps between Indigenous and non-Indigenous students and between students with Disabilities/Diverse Abilities and their peers. The need for ongoing individual monitoring and tailored interventions has been reinforced. Additionally, the data underscores the importance of continuing efforts to build a sense of belonging and community within schools, as well as improving support for students with masked data.

Link: [Learning Services Report](#)

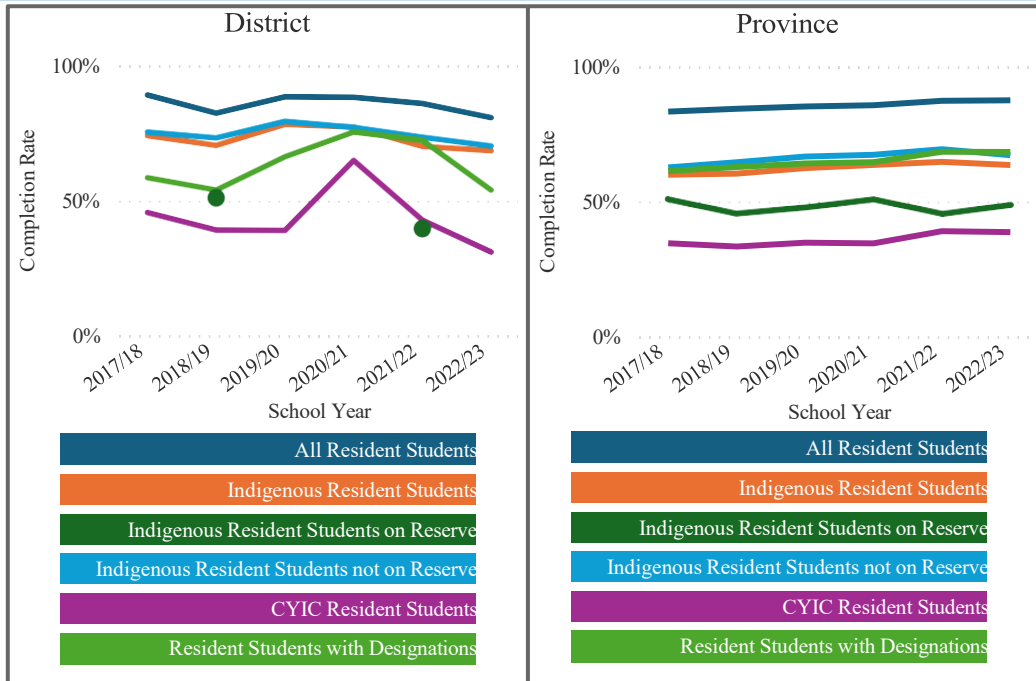


Career Development

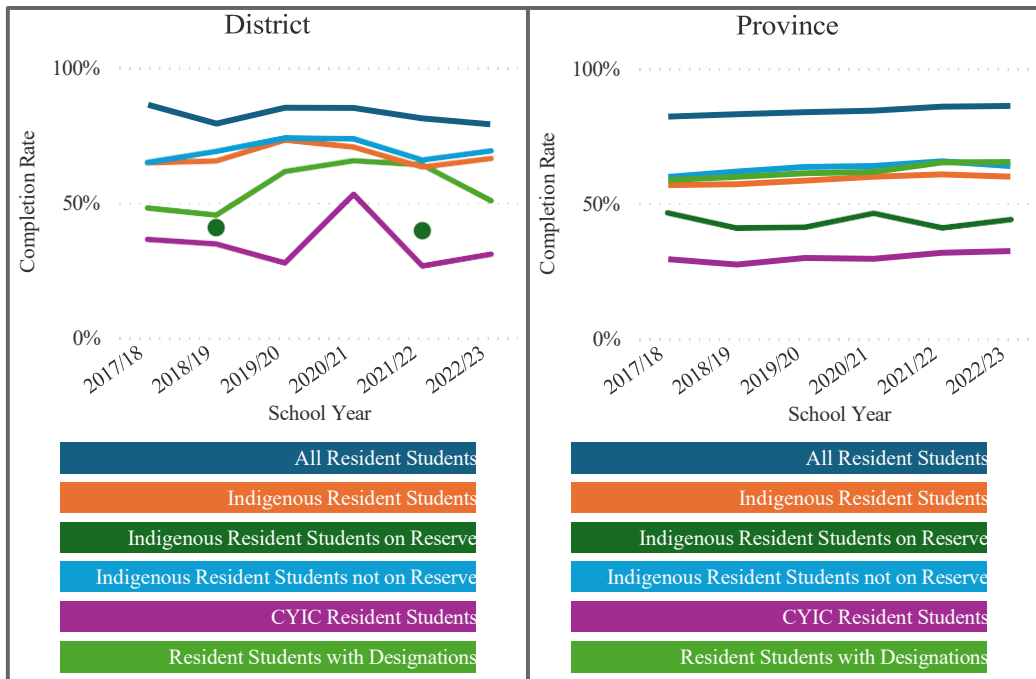
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)



5-Year Completion Rate (Dogwood Only)





Analysis and Interpretation

Outcome 4: Graduation

Relevant Additional/Local Data and Evidence

In recent years, the District has experienced a slight decline in 5-year completion rates, falling just below the provincial average. For the 2022/23 school year, the District's completion rate was 78%, compared to the provincial average of 85% for all students. The completion rate for Indigenous students in the District is on par with the provincial average at 61%. However, the [How Are We Doing](#) report shows an average of 69% for Indigenous students' 5-year completion rate, which increases to 73% for the 6-year rate, still below the provincial average of 89% for Indigenous youth.


Students with Disabilities/Diverse Abilities have a completion rate of 54%, which is below the provincial average. In contrast, Children/Youth in Care have a completion rate of 46%, surpassing the provincial average of 32%. The District acknowledges that some students require additional time to meet graduation requirements, and many return for an extra semester or year, if needed. While Dogwood Diplomas are preferred, some students opt for the Adult Graduation program, which offers a certificate of completion, particularly in alternative programs. Indigenous students are overrepresented in receiving Adult Dogwood Diplomas, although the District is below the provincial average for both Adult Dogwood and Evergreen Certificates.

Analysis and Interpretation: What Does this Mean?


Analyzing and interpreting the completion rate data for the District reveals several key insights:

Analysis and Interpretation:

Overall Decline in Completion Rates:

-  The District's 5-year completion rate has declined slightly and is now 7% below the provincial average (78% vs. 85%). This decline suggests a need to investigate and address underlying factors affecting student retention and completion.

Indigenous Students:


-  The completion rate for Indigenous students in the District is on par with the provincial average at 61%. However, the "[How Are We Doing](#)" report indicates a 5-year completion rate of 69%, rising to 73% for the 6-year rate. Despite this improvement, Indigenous students still fall significantly short of the provincial average of 89% for Indigenous youth with six-year completion. This gap highlights the need for targeted strategies to support Indigenous students throughout their educational journey and improve their long-term outcomes, the District has a long-standing Indigenous Council and two Indigenous Education Coordinators along with a District Principal of Student Learning of Indigenous Education. However; with new legislation around Indigenous Education Councils there will be some changes around the structure of the group that previously consulted with the Director around the academic




and cultural needs of our Indigenous Students .

Links: [How Are We Doing Report](#) and [Career Development Report](#)


Students with Disabilities/Diverse Abilities:

-  Students with Disabilities/Diverse Abilities have a completion rate of 54%, which is below the provincial average. This suggests that students in this group face additional challenges that impact their ability to complete their education within the standard time. The District should consider enhancing support services and tailored interventions to improve these students' graduation rates. The new District Principal of Learning Services will be addressing this need.





Children/Youth in Care:

-  The completion rate for Children/Youth in Care (which is not masked because the data tracks any student who was ever identified as in care) is 46%, which exceeds the provincial average of 32%. This is a positive outcome, indicating that the District's efforts providing an adult to case manage these students may be more effective compared to other regions. However, continued focus is needed to maintain and further improve these rates.

Alternative Graduation Paths:

-  The District recognizes that some students need additional time to complete graduation requirements and allows for extra semesters or years if necessary. While the preference is for Dogwood Diplomas, some students opt for the Adult Graduation program, especially in alternative programs. Indigenous students are overrepresented in receiving Adult Dogwood Diplomas, and the District is below the provincial average for both Adult Dogwood and Evergreen Certificates. This suggests that while alternative pathways are available, there is a need to enhance the support and opportunities for students to achieve a Dogwood Diploma.

Implications for the School District:

-  Targeted Support: There is a need for targeted support for Indigenous students and those with Disabilities/Diverse Abilities to address achievement gaps and improve completion rates as our data still remains below provincial average.
-  Strategic Interventions: Develop and implement strategic interventions and support programs that cater to the specific needs of these groups, ensuring they have the resources and guidance necessary to complete their education successfully. With a focus on early intervention and a District wide program around Reframing Behaviour, Literacy and Numeracy supports, we are hopeful that these interventions will show long term positive effects.
-  Monitoring and Evaluation: Continuously monitor and evaluate the effectiveness of existing support mechanisms and make data-driven decisions to enhance student outcomes. With triangulated data (provincial, district and classroom) we will continue to apply intervention where needed.
-  Alternative Pathways: While alternative pathways like the Adult Graduation program are important, efforts should focus on helping more students achieve Dogwood diplomas. Evaluate the reasons behind students opting for alternative programs and address any barriers preventing them from completing traditional diplomas. Currently no student is put on



an Adult Graduation or Evergreen certificate without consultation with the parents.

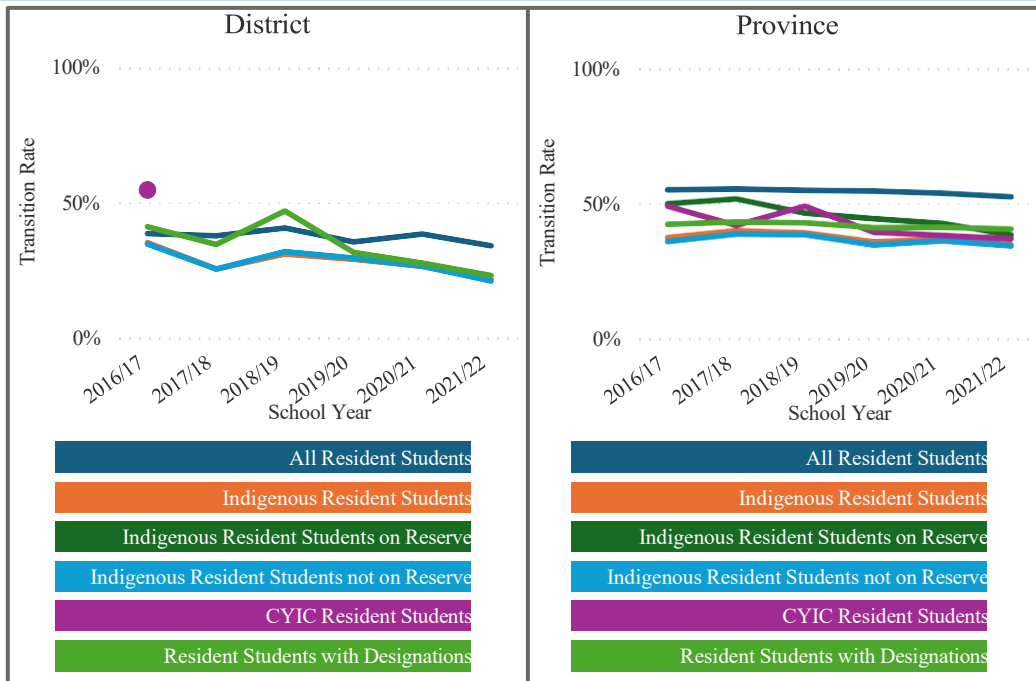
By focusing on these areas, the District can work towards improving overall completion rates and ensuring that all students have the support they need to succeed.



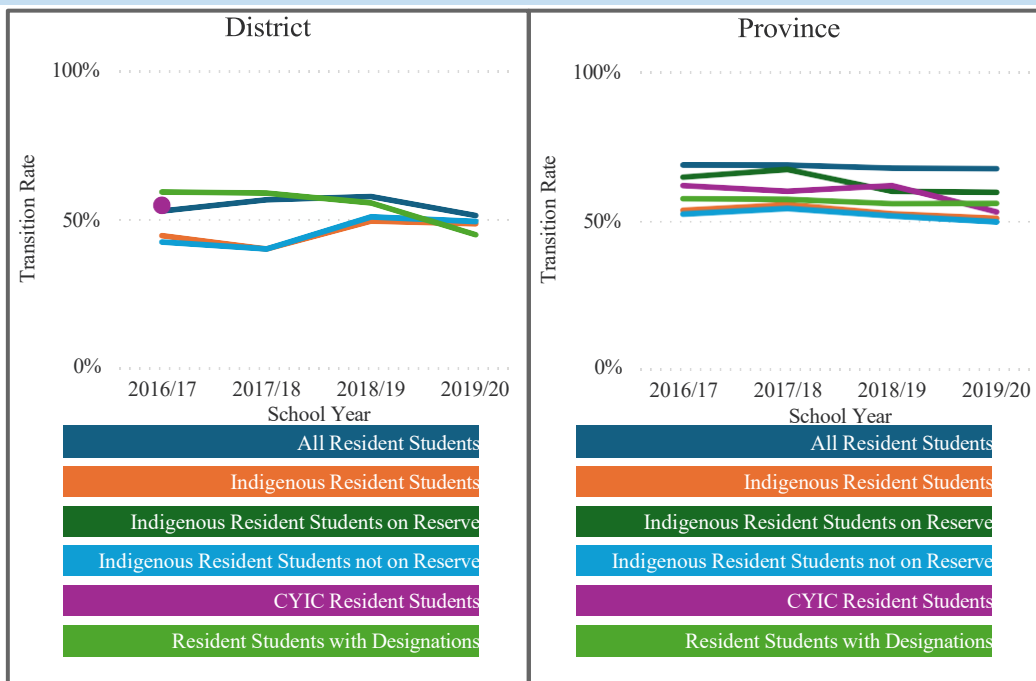
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition Rate to BC Public PSI (Immediate)



Transition Rate to BC Public PSI (Within 3 Years)





Analysis and Interpretation

Outcome 5: Post-Secondary Transitions

The data for post-secondary transitioning only reflects students entering post-secondary institutions in British Columbia. With the District's proximity to the Alberta border many students leave the province which is difficult to track. This year, the District has collaborated closely with the local community college (College of the Rockies) to bring in the Steps program for students with intellectual disabilities which has been well received by the community. Lastly, Indigenous Students on Reserve, Children/Youth In Care and students with Disabilities/Diverse Abilities are being looked at as many graduate but do not have the grade requirements to enter into post-secondary programs.

Link: [Career Development](#)

Career Development Summary

The three-year analysis still has students at a lower transition rate to post-secondary institutions. Again, it is difficult to gauge who has gone out of province. Our vulnerable student data is masked (not included), but we are keenly aware that these students are not transitioning to post-secondary at the same rate as the general population. To better prepare all students for careers and post-secondary options, it is essential to engage directly with students from marginalized backgrounds as we explore wrap-around supports.



Section B:

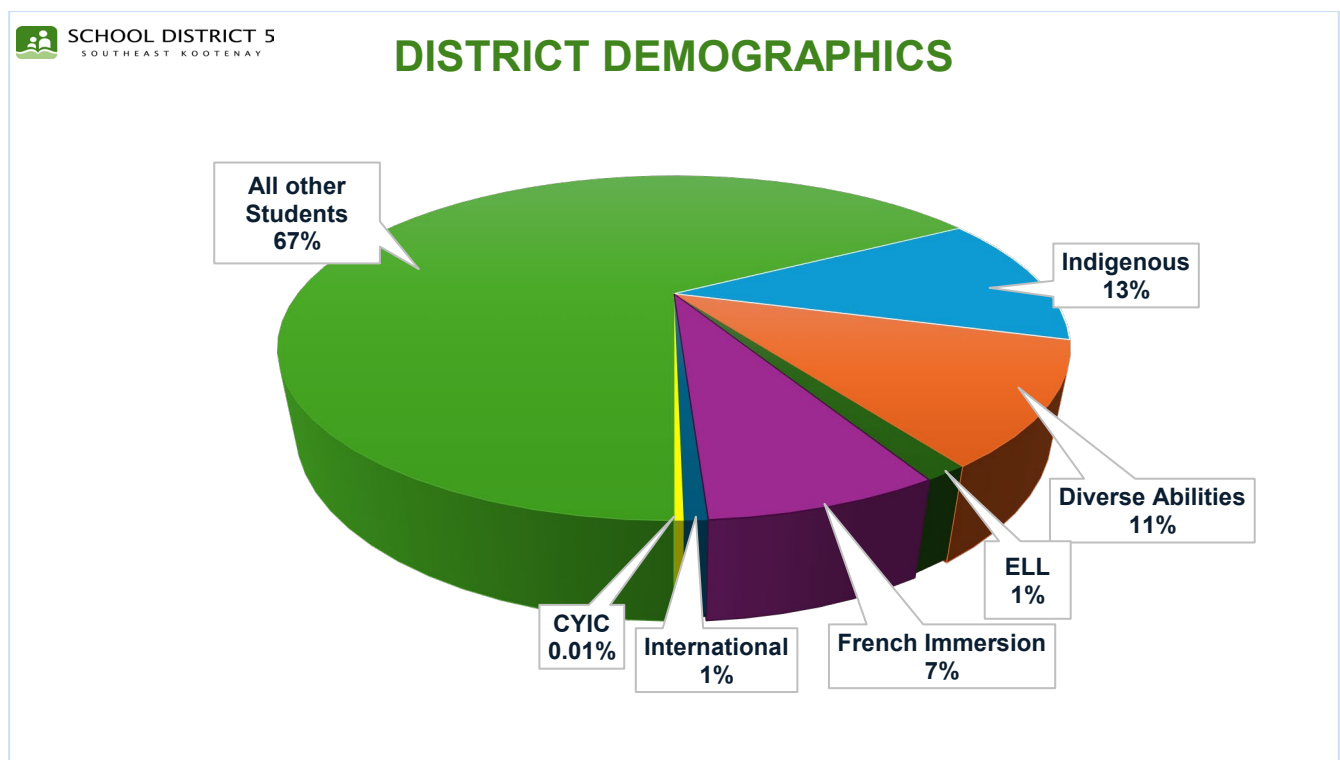
Enhancing Student Learning Report Reflecting on Student Outcomes School District No. 5 (Southeast Kootenay)

Introduction – District Context

School District No. 5 (Southeast Kootenay) respectfully acknowledges that we live, work, and learn on the unceded traditional territories of the Ktunaxa Peoples and the home of the Rocky Mountain Métis Association. The District's footprint lies fully within the Ktunaxa Nation, including the communities of ʔaq'am and Yaqit ʔa·knuq̓i'it.

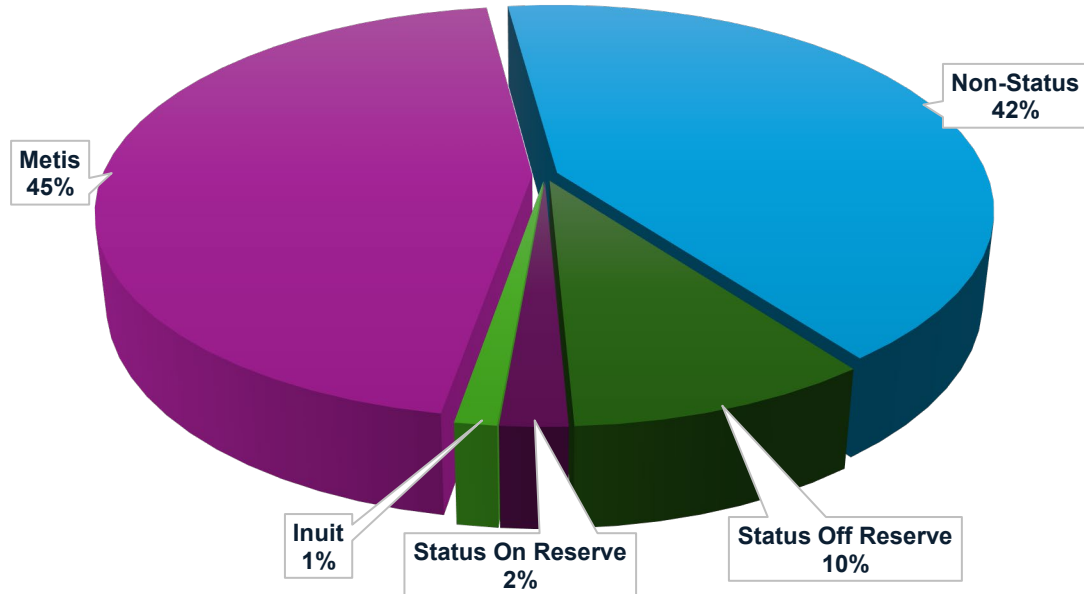
Located in the southeast corner of British Columbia, the District is surrounded by stunning mountain scenery, clean lakes, forested hillsides, and abundant wildlife. With a population of approximately 36,000, most residents live in the communities of Cranbrook, South Country (Baynes Lake, Grasmere, Elko, Galloway, and Jaffray), Fernie, Sparwood, and Elkford.

The District serves approximately 6,000 students across 16 schools: 10 elementary schools, 2 middle schools, 4 secondary schools, Kootenay Discovery School (online learning), Kootenay Education Services (alternative education), and the Kootenay Learning Campus (Continuing Education program). District facilities are student-centred, safe, and welcoming, preparing learners for success in their careers and life. Guided by a nine-member Board of Education, the District employs approximately 1,600 staff (including casuals) to support its initiatives.





INDIGENOUS POPULATION BREAKDOWN



The District remains committed to maintaining high standards with a focus on intellectual, human, social, and career development, providing each student with the best opportunities to succeed.

The 2023/24 school year presented significant challenges across the District. The ongoing affordability crisis continued to strain the communities, with many families struggling to secure basic necessities like housing and food. During 2023/24, Fernie Secondary School experienced two floods. The remediation work was completed and paid through the School Protection Plan so there was minimal cost incurred by the District. This work was completed as at the start of the 2024/25 school year.

On June 30, 2024, there was a fire at Amy Woodland Elementary School that caused significant damage. The fire displaced students and staff and destroyed vital educational supplies.

In response to the fire, 13 classrooms and staff were relocated to different schools in Cranbrook. While this occurred during summer, the uncertainty about the school's future has been difficult for students, staff, and families. The operations department has provided bussing for students and relocated the after-school program to Highlands Elementary, along with moving one of Cranbrook's StrongStart locations. The final impact of the fire is uncertain at this time and the District is working closely with the Ministry on possible solutions and next steps to ensure the future needs of Cranbrook students are met.

As the District looks toward recovery, the path is uncertain and challenging. Rebuilding and restoring the Amy Woodland community will require a collective effort to ensure that every student, staff member and family can thrive. With resilience and a deepened commitment to supporting one another, the District will continue to celebrate its successes and focus on continuous improvement, guided by the Framework for Enhancing Student Learning.

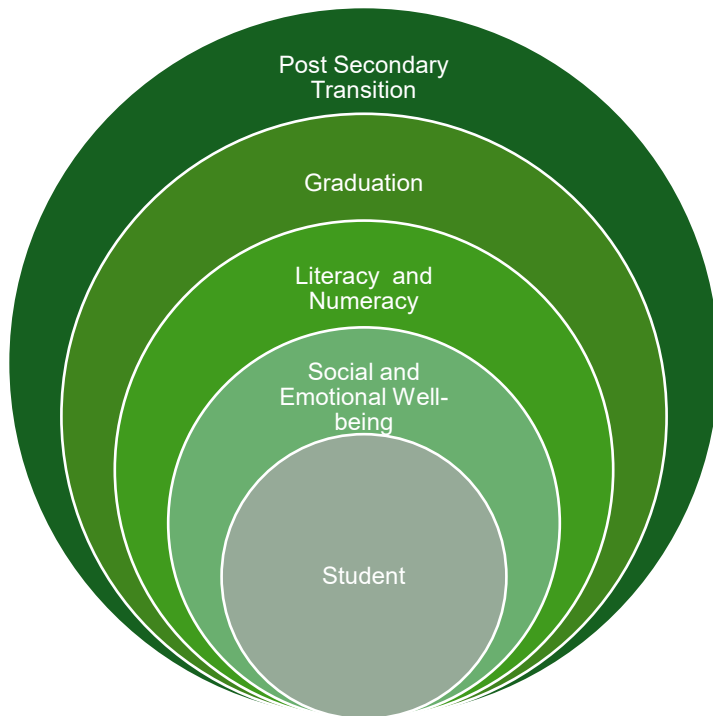


Current Strategic Plan Priorities

The Board of Education started to review the previous strategic plan, which was written in 2015, during the 2023/24 school year. This process involved students across communities and five separate engagement events in each community. The District’s strategic plan is a roadmap designed to guide the collective efforts in providing an engaging, personalized educational experience that aims to foster the growth and success of every student within our communities. This comprehensive document outlines our Vision, Mission and core Values, serving as a compass for achieving excellence in teaching, learning, and overall educational outcomes. Through collaborative partnerships, innovative practices, and unwavering dedication, the District aims to cultivate an inclusive environment where every learner has pathways to graduation that honours individual strengths and abilities. This academic, social and

personal journey will be one of continuous improvement and commitment to educational excellence.

The District believes that to inspire every student to reach their full potential, every employee has a responsibility to model lifelong learning and strive to continuously improve to allow the system to be responsive to the ever-changing needs of students. The new strategic plan (2024-2029) will formally launch once final community consultation is complete.



Celebrating our Success for the Past Year

The 2023/24 year introduced some changes to the Framework team with the permanent addition of a District French Curriculum Support teacher, a Food Coordinator, an Exploitation Prevention Coordinator and District Principal of Early Learning and Child Care. For the 2024/25 academic year, the Framework team has an itinerant teacher of Literacy, French Curriculum Support, two Transformative Learning teachers and a Social Emotional Learning teacher (see focused summaries in the data section). Although the Numeracy lead teacher transitioned to a District leadership position, (and the posting has been paused until spring in order to attract a suitable candidate), the Numeracy work will continue through profession learning communities. The Framework team’s primary focus is to support school growth plans and to build capacity with respect to the District priorities and goals in all schools.

The District participated in the community of practice, “Street Data A Next-Generation Model for Equity, Pedagogy, and School Transformation”, (Safir and Dugan) which helped shift the District focus from satellite level data to a balanced mix of macro (provincial data) and micro (district and school level data). This has helped us to understand what the needs are at all levels. A true change in thinking occurred



when we began to understand that by listening to the stories of students on the margins, everyone benefits. This work continued with all school administrators participating in the “Street Data” book study.

The District continued to focus on Trauma Informed Schools and Spirit Work and the Science of Collaboration (Fullen and Edwards) during 2023/24. The alignment of professional development at all levels with school growth plans and the Framework priorities has a multiplying effect that positively impacts student learning at all levels.

This year the District has adopted Reframing Behaviour as a district-wide behaviour program to provide staff at all levels with a greater understanding of how to manage difficult behaviours in the school community. The goal is to reduce the number of violent incidents in the District. Over the past two years, the Human Resource and Learning Service departments have offered a two-day in-service opportunity for Educational Assistants to refresh and align their skills with current practices before the school year begins. Similarly, new teachers and Teachers Teaching on Call (TTOC) are given a day long onboarding orientation with Human Resources and Cranbrook Fernie Teacher’s Association before they start the school year. The District is working to develop a handbook for uncertified Educational Assistants and emergency list employees to ensure a standard of expectation and quality with uncertified staff.

The District has a Vice Principal of Human Resources and Health and Safety whose focus is largely on retention and recruitment of staff. The position focuses on how to equip staff with the knowledge, skills, and abilities to thrive in the workplace with a concentration on staff wellness and support. In order to survive in a labour market shortage, the District is investing in retention and recruitment strategies to make School District No. 5 (Southeast Kootenay) an employer of choice at all levels. A major success was the harmonization of the local Principals’ and Vice Principals’ contract. Lastly, the District has been actively working on diversity, equity and inclusion strategies to broaden its current workforce.

The District hired a District Principal of Early Learning and Child Care in 2023. This position has helped to focus on child care for children ages 0-8 across the District. The 2023/24 school year was successful in securing \$2,742,508.61 in New Spaces Funding, expanding school age child care on school grounds.

Existing and/or Emerging Areas for Growth

As the District continues to drill deeper into data, we need to continue to involve student voice. We have had a District Student Advisory Council for years but the leadership students that volunteer for this work tend to be quite homogenous and do not represent voices from the margins. As such, during the strategic planning process, marginalized student populations were invited to meet with trustees to provide genuine accounts of their experiences in our school system.

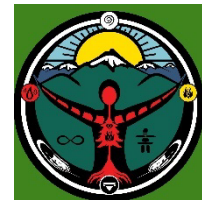
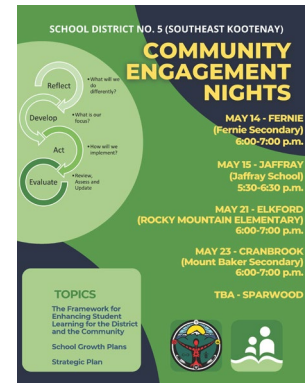
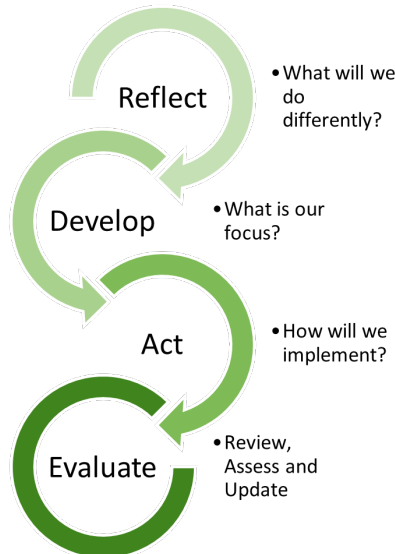
Equity means fair, not equal. This lens means that individuals come from different starting places, with different contexts and supports. The District has shifted from ratio-based funding, at the school level, to allocating resources to meet the needs of every student. This ensures access to opportunities for all learners to participate in safe and meaningful educational environments as noted in [Administrative Procedure 169](#). This administrative procedure has been recently updated and reflects the District’s commitment to reducing barriers and ensuring safe learning environments for students and staff.

With a new District Principal of Learning Services (previously Student Services) the priority moving forward is to address the gap between students with diverse needs and the general population. This is by far our lowest performing group in the District. For example, we have increased Learning Support Teacher time above contract ratios and have continued to supplement the Learning Services Department out of operational funds to ensure learner’s needs are being met, The District has also



increased the School Psychologist's time to 2.0 full time equivalency (2.0 FTE) to address the long wait times for testing. Further, we will continue to prioritize our priority population as long wait times have put this group at an overall disadvantage.

Strategic Engagement



The District hosted five community engagement nights and invited community partners, staff, parents, local First Nations, the Ministry of Children and Family Development, Ktunaxa Kinbasket Child and Family Services Society, Child and Youth Mental Health, Interior Health and RCMP. These sessions were used as an opportunity to review the current Framework and draft strategic plan. The feedback was culminated to ensure our partners and students had voice, and that the priorities reflect community needs. These evenings involved presentations of the Framework, draft Strategic plan and individual school growth plans and provided an opportunity for robust Question and Answer periods. An online survey was also sent out to capture a wider audience:

- What attributes does the school District have that you appreciate most?
- What attributes do you think the school District is Missing?
- What does the ideal school District look like?

<p>Community Engagement Nights</p> <ul style="list-style-type: none"> • During the spring of 2024, the District hosted five engagement nights in all communities. • Sessions were facilitated by Superintendent Viveka Johnson, school principals and vice principals. 			<p>DISTRICT FRAMEWORK</p>
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[Ctrl+click slide above](#) to see summary of What We Heard at Community Engagement Nights.

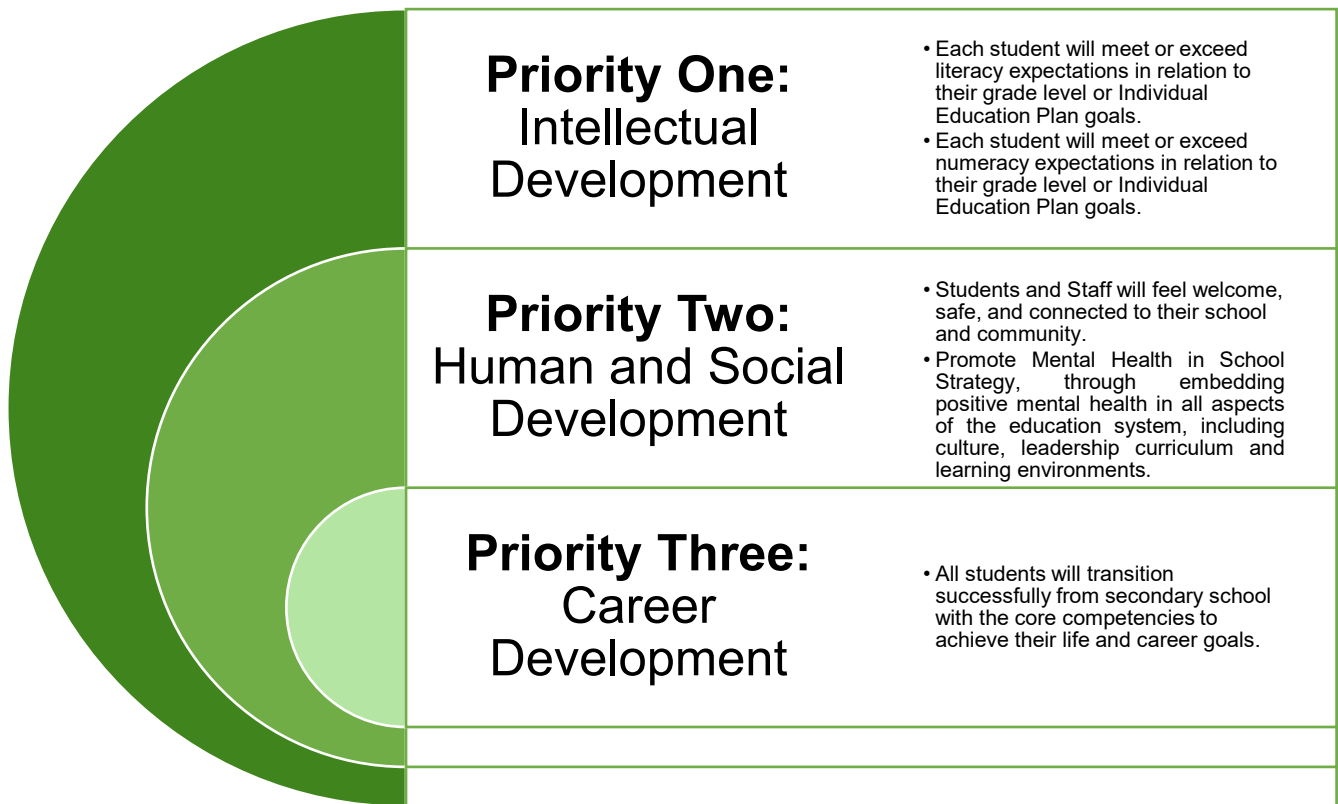
[Ctrl +Click slide above](#) to see presentation.



This [feedback](#) was shared with trustees, district management leaders and schools to assist in the priorities moving forward.

Our Indigenous Education department is also involved in the engagement process with our two Indigenous Education Coordinators, Elders and Education Council (soon to be formalized as the Indigenous Education Council). After working through Equity in Action, our next step is to work with schools around an anti-racism action plan that includes the six priority areas of action (community voice, removing barriers, raising awareness, collaborative change, capacity building and school support). With the help of our Exploitation and Prevention Coordinator, this work will be on-going into the 2024/25 school year. Lastly, during 2023/24 the District formed an Accessibility Committee which will address on-going accessibility concerns for the District's schools and communities. It is important to note that accessibility is more than physical access to buildings but includes access to curriculum and resources throughout the District.

Adjustments and Adaptations: Next Steps







Priority 1: Intellectual Development

To develop students' ability to analyze critically, reason and think independently and acquire knowledge from a culturally appropriate lens; to develop a lifelong appreciation of learning and curiosity about the world around them.



Goal 1	Each student will meet or exceed literacy expectations in relation to their grade level or Individual Education Plan goals.
Goal 2	Each student will meet or exceed numeracy expectations in relation to their grade level or Individual Education Plan goals.

Strategies:

-  Improve foundational literacy skills at the primary level.
-  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.








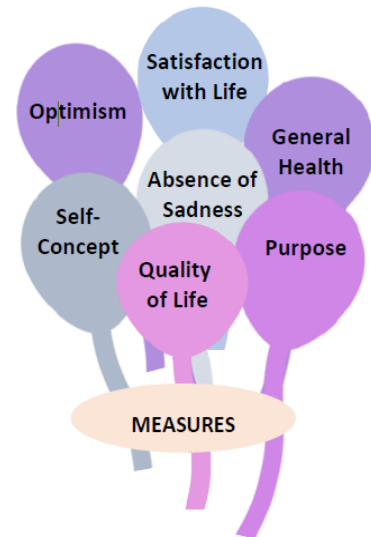
Priority 2: Human and Social Development

To develop students’ ability to foster positive relationships while developing the whole student to be a socially responsible citizen who respect the diversity of all people and the rights of others.

Goal 1	Students and Staff will feel welcome, safe, and connected to their school and community.
Goal 2	Promote Mental Health in School Strategy, through embedding positive mental health in all aspects of the education system, including culture, leadership curriculum and learning environments.

Strategies:

-  Improve the quality of students feeling welcome, safe, and connected to the school and 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/Youth in Care and students with Disabilities/Diverse abilities.
-  Develop a K-12 plan for ensuring students feel safe, welcome and connected to their school and community.
-  Build capacity within our system to support students with difficult behaviour.











Priority 3: Career Development

To develop the confidence and competencies to prepare students for their career and occupational objectives; to assist in the development of effective work habits and flexibility to deal with an ever-changing workplace and society.




Goal	All students will transition successfully from secondary school with the core competencies to achieve their life and career goals.
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Strategies:

-  Develop a grade-to-grade transition plan to support students in obtaining a Dogwood certificate.
-  Offer flexible programs across the District.
-  Maintain the Elders in Residence program throughout the District.
-  Continue student success meetings for grades 9-12 ᐱaq'am and Yaqit ᐱa·knuq̄i'it students.
-  Remove barriers to allow fulsome grade to grade conversations with our Indigenous partners.
-  Expand dual credit opportunities with the local college (College of the Rockies)

Alignment for Successful Implementation

See the aligned operational goals of the various departments and teams here.

Career Development
 <p><u>Career Development</u></p> <p>The District is focused on ensuring successful secondary school transitions with core competencies aligning with the Indigenous Enhancement Agreement.</p>
 <p><u>Early Learning and Child Care</u></p> <p>Creating school age care on school grounds involves a blend of collaboration, innovation, and strategic planning.</p>
 <p><u>Environmental and Outdoor Education</u></p> <p>Environmental education programs supporting sustainability and outdoor learning are offered across the District .</p>
 <p><u>Finance, Operations and Transportation</u></p> <p>The District operates on a budget of approximately \$100 million dollars annually. The utilization of these funds are prioritized to ensure equity and transparency.</p>



French Immersion Literacy

The District continues to increase public awareness of French Immersion program and support offered.



Human Resources

Human Resources aligns with the Framework through equity and inclusion and prioritizing success for each learner.



Learning Services

The District has been supplementing Learning Services to ensure adequate support in all of our communities.



Literacy

The District is focused on improving students' ability to be literate at each grade level with an initial focus on the primary years.



Numeracy

Centering culturally responsive instructional and assessment practices will create more equitable achievement outcomes for all students.



Technology to Support Student Learning

The District Technology plan aligns with the Framework through focusing on all aspects of educational technology.



Transformative Learning – Digital Literacy

The District will continue to include elements of digital literacy using the BC Ministry Digital Literacy Framework as a guide.

Conclusion

We are in year four of our Framework for Enhancing Student Learning and the District's strategies have been modified to be more inclusive. As a commitment to continuous improvement, the District has moved toward greater alignment of district and school growth plans and the development of a new Strategic Plan. Ongoing stakeholder engagement is a focus, providing multiple opportunities for community, partners, students and staff to engage.

The District is aware that the data shows the priority groups (Indigenous, Students with Disabilities/Diverse Abilities and Children/Youth in Care) are below provincial and district average, and we will continue to work to narrow this achievement gap. Our long-standing Elders in Residence program has been expanded; however, our Equity in Action work shows that 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 who need it most and include student voice by focusing on our most vulnerable, we should experience positive gains across our population.



When 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.






Section C:

Enhancing Student Learning Report District Self-Assessment School District No. 5 (Southeast Kootenay)



Focus Area 1: Data and Evidence Review

The District has cycles in place for reviewing, analyzing, and interpreting classroom, school, district, and provincial data and evidence. These cycles exist to illuminate new or existing inequities in student learning outcomes, to determine emerging areas for growth, and to assess district progress. The results of these review cycles inform the District's planning.


Systematic Review of Data and Evidence

-  The District systematically reviews quantitative and qualitative data from multiple sources, including Ministry data, local assessments, and contextual sources, such as the "How Are We Doing" report, Equity In Action, district assessments and school level data.
-  It includes results and feedback from strategic engagement processes, ensuring a holistic understanding of student outcomes. For example, Indigenous learners' progress is monitored individually via case managers, and the District tracks the academic, social-emotional, and cultural needs through the Indigenous Management System (IMS).
-  The District recently implemented new literacy assessment tools (Acadience and UFLI Foundations) to provide better aligned data for early interventions.


Disaggregation of Data

-  The District disaggregates data for Indigenous students, Children and Youth in Care (CYIC), and students with Diverse Abilities. This disaggregation allows the District to identify achievement gaps across these groups.
-  Specific challenges arise with small sample sizes, leading to masked data for CYIC and On Reserve Indigenous students. These groups are tracked individually by school level personnel.

Triangulation and Use of Multiple Data Points

-  Multiple points of data are utilized, particularly for priority populations (like Indigenous students, CYIC, and students with Diverse Abilities). Ministry, district, school, and classroom level assessments are all considered, emphasizing comprehensive monitoring.

Using Data to Inform Strategies and Identify Gaps

-  Data is actively used to identify gaps and inequities, such as the achievement gaps between Indigenous and non-Indigenous students, and between students with Diverse Abilities and their peers. These findings inform targeted strategies, such as assigning case




managers to monitor progress and implementing specialized literacy and numeracy programs.

Indicate Proficiency

Overall, where would you place your District's data and evidence review processes on the proficiency scale? Please indicate below:

Emerging <input type="checkbox"/>	Developing <input checked="" type="checkbox"/>	Proficient <input type="checkbox"/>
Evidence shows that the district engages in limited data and evidence review, and processes for data and evidence reviews need to be developed, refined, and/or implemented.	Evidence shows several components of comprehensive data and evidence review processes.	Evidence shows there are clearly embedded, and comprehensive data and evidence review processes in place.

Context

-  Evidence shows that the District has several components of a comprehensive data review process, including a shift towards more aligned assessment tools and monitoring for specific populations. However, challenges like masked data and the need for further alignment with strategic goals indicate that some processes are still in development.









Focus Area 2: Ongoing Engagement (Qualitative Evidence)

The District has an effective ongoing, strategic engagement process in place, with a priority on collaborating with local First Nation(s) and engaging with Indigenous communities and other education partners. The engagement process consistently informs the District's planning and drives continuous improvement of student learning.



Collaboration with Local First Nation(s)

-  The District has a strong commitment to collaborating with local First Nation communities. The Indigenous Education Department, along with Indigenous Coordinators, Elders, and the soon to be formalized Indigenous Education Council, ensures ongoing engagement.
-  Indigenous Education Enhancement Agreement and Local Education Agreements (LEAs) with the Ktunaxa Nation are key tools in maintaining these collaborations, focusing on removing barriers and ensuring that Indigenous voices are heard in educational planning.



Engagement with Indigenous Councils, Parents, and Students

-  The District engages with District Indigenous Education Councils and Indigenous parents and students through various initiatives, such as the District Student Advisory Council, Indigenous leadership classes, and the expanded Elders in Residence program.
-  Indigenous students are invited to provide their perspectives during strategic planning processes, including meetings with trustees. These efforts aim to capture voices that are often on the margins of educational decision making.

Engagement with Broader Educational Partners

-  The District engages with a wide range of groups including students, district staff, parents, guardians, and organizations supporting vulnerable student (e.g., Ktunaxa Kinbasket Child and Family Support Services, Ministry of Child and Family Development, RCMP, Child and Youth Mental Health and Interior Health).
-  Events such as community engagement nights allow the community to review district plans and provide input. In 2023/24, the District hosted five such sessions and an online survey option to ensure robust community participation.

Use of Engagement Processes to Inform Plans

-  The feedback from engagement processes directly informs district priorities and strategic plans. The District uses input from Indigenous communities and community partners to make strategic adjustments driving continuous improvement in student learning.
-  Ongoing work, such as anti-racism action plans, the Accessibility Act and the review of administrative procedures, reflects the District's commitment to using engagement feedback to shape policies and actions.




Indicate Proficiency

Overall, where would you place your district's ongoing engagement processes on the proficiency scale? Please indicate below:

Emerging <input type="checkbox"/>	Developing <input checked="" type="checkbox"/>	Proficient <input type="checkbox"/>
Evidence shows ongoing, broad, and meaningful engagement processes need to be developed, refined, and/or implemented.	Evidence shows some components of ongoing, broad, and meaningful engagement processes in place.	Evidence shows there are embedded ongoing, broad, and meaningful engagement processes in place.

Context

-  The District demonstrates several components of a broad and meaningful engagement process, particularly with Indigenous communities and educational partners. There is clear evidence of using community feedback to shape strategic planning. However, continued refinement of these processes, particularly in engaging marginalized voices, may further enhance the District's engagement strategies.









Focus Area 3: Alignment and Adaptations

The District has processes in place to annually review and revise its operational plans to align to the student learning priorities identified in the Strategic Plan, to build district coherence, and to support the implementation of updated strategic plan strategies.


Alignment of School Plans with District Strategic Plan

-  The District has a clear focus on aligning individual school plans with the strategic objectives laid out in the District's strategic plan. For instance, the District emphasizes supporting the educational goals of Indigenous students and other priority populations through vertical alignment between school plans and district wide goals.
-  Specific goals, such as improving literacy and numeracy outcomes, are set district wide, with schools adopting these priorities into their respective growth plans.



Alignment of Operational Plans (Horizontal Alignment)

-  The District is committed to ensuring that various operational plans (e.g., financial, human resources, information technology, and operational facilities) are aligned to support the strategic plan's implementation. For example, the District's numeracy and literacy goals are supported by operational initiatives such as the addition of district level teachers in these areas.
-  Further horizontal alignment is seen in the District's emphasis on professional development, trauma informed practices, and behaviour management strategies across all schools, which are aligned with the District social emotional learning goals.


Consultation with Indigenous Councils

-  The District consults closely with the Indigenous Education Council and local First Nation communities. Through Local Education Agreements (LEAs) and Indigenous Enhancement Agreement, the District aligns its educational objectives with feedback from Indigenous partners. The District's engagement with these groups influences educational planning and ensures that strategies are culturally responsive.

Alignment with Equity-Focused Documents

-  The District aligns its strategic plans with key equity focused documents, including the Enhancement Agreement and LEAs. These plans are designed to address gaps in educational outcomes for Indigenous students.
-  The District also prioritizes removing barriers for four priority populations as reflected in administrative procedures that ensure equitable access to educational opportunities.

Contribution to Common Equity Goals

-  Each of the District's goals, whether school-specific or operational, contribute to the overarching goal of improving equity in student learning outcomes. A particular focus is placed on priority groups. Individual monitoring and tailored interventions are employed to ensure that the District's strategies meet the diverse needs of students with wrap around supports.




Indicate Proficiency

Overall, where would you place your district's alignment processes on the proficiency scale?
Please indicate below:

Emerging <input type="checkbox"/>	Developing <input checked="" type="checkbox"/>	Proficient <input type="checkbox"/>
Evidence shows vertical and horizontal alignment and adaptation processes need to be developed, refined, and/or implemented.	Evidence shows several components of vertical and/or horizontal alignment and adapted processes in place.	Evidence shows clear vertical and horizontal alignment and adapted processes.

Context

-  The District shows strong vertical and horizontal alignment across various operational and educational plans. Several key components are in place, particularly in aligning equity focused initiatives and integrating feedback from the Indigenous Council (soon to be IEC). However, there is room for further development in ensuring all plans fully support strategic priorities, particularly regarding specific adaptations for vulnerable groups.





Focus Area 4: Improving Equity of Learning Outcomes



The District has specific, targeted strategies in place to support learning for Indigenous students, children and youth in care, and students with Diverse Abilities.

Consider


Targeted Strategies for Priority Populations

-  The District has implemented specific, targeted strategies to support learning for the priority population. For example, the District assigns case managers to monitor the progress of CYIC and Indigenous students through systems like MyEducation BC and the Indigenous Management System (IMS).
-  A focus on social emotional learning and self regulation across the District. This universal approach will benefit all learners particularly the priority population.


Development of Strategies Based on Data

-  The District's strategies for these priority populations are informed by data from various assessments and engagement feedback.
-  For example, improvements in literacy and numeracy for Indigenous students have been identified through targeted assessments, leading to new strategies such as increasing support blocks, tutoring, and maintaining an Indigenous counselor.



High-Yield, High-Impact Strategies

-  The District is focusing on high impact strategies that are evidence based and aligned with provincial priorities to address systemic inequities through trauma informed practices and anti-racism action plans. The District maintains an annual professional development day for all staff around Truth and Reconciliation and the 94 Calls to Action.

Alignment with Leading Research

-  The District's strategies are informed by current research and promising practices, including those outlined in Safir and Dugan's book, "Street Data," which emphasizes equity pedagogy. This research has helped shift the District's approach from satellite level data to more micro level interventions that better meet individual student needs.

Processes for Adjusting Strategies

-  The District has mechanisms in place to regularly review and adjust strategies based on data and ongoing engagement. For example, the District uses triangulated data from provincial, District, and classroom levels to ensure that interventions are having the desired impact.
-  Adjustments are made at both the school and district levels, especially for groups with persistent achievement gaps. The District has shown flexibility in adapting its behaviour programs and early literacy interventions to meet changing student needs.


Focus Area 4.1: Focus on Indigenous Students

Indicate Proficiency

Overall, where would you place your district’s processes for improving equity of learning outcomes for First Nation(s) and Indigenous students on the proficiency scale? Please indicate below:

Emerging <input type="checkbox"/>	Developing <input checked="" type="checkbox"/>	Proficient <input type="checkbox"/>
Evidence shows limited focus on First Nation(s) and Indigenous students and targeted strategies to improve equity of learning outcomes need to be developed, refined, and/or implemented.	Evidence shows some focus on First Nation(s) and Indigenous students and some strategies are in place to further improve equity of learning outcomes.	Evidence shows a clear focus and attention on First Nation(s) and Indigenous students.

Context

-  The District has a clear focus on Indigenous students, with several targeted strategies in place to support equity of learning outcomes. While progress is being made, such as improvements in grade 4 and 7 literacy and numeracy for Indigenous students, gaps remain. Further refinement of strategies and consistent monitoring are needed to close these gaps.


Focus Area 4.2: Focus on Children and Youth in Care

Indicate Proficiency

Overall, where would you place your district’s processes for equity of student learning outcomes for children and youth in care on the proficiency scale? Please indicate below:

Emerging <input type="checkbox"/>	Developing <input checked="" type="checkbox"/>	Proficient <input type="checkbox"/>
Evidence shows limited focus on children and youth in care and targeted strategies to improve equity of learning outcomes need to be developed, refined, and/or implemented.	Evidence shows some focus on children and youth in care and some strategies are in place to further improve equity of learning outcomes.	Evidence shows a clear focus and attention on children and youth in care.

Context

-  The District has strategies in place for CYIC, including assigning case managers to track progress and providing tailored support. While the District’s CYIC students perform better than the provincial average, data for this group remains masked in many cases, making it difficult to assess overall outcomes. Continued focus on individual monitoring and support is needed. CYIC make up less than 0.1 percent of the District population.


Focus Area 4.3: Focus on Students Diverse Abilities

Indicate Proficiency

Overall, where would you place your district’s processes for improving equity of learning outcomes for students Diverse Abilities on the proficiency scale? Please indicate below:

Emerging <input type="checkbox"/>	Developing <input checked="" type="checkbox"/>	Proficient <input type="checkbox"/>
Evidence shows limited focus on students with Diverse Abilities and targeted strategies to improve equity of learning outcomes need to be developed, refined, and/or implemented.	Evidence shows some focus on students with Diverse Abilities and some strategies are in place to further improve equity of learning outcomes.	Evidence shows a clear focus and attention on students with Diverse Abilities.

Context

-  The District demonstrates a focus on students with Diverse Abilities, but significant achievement gaps remain compared to their peers. The District has a new District Principal of Learning Services that will prioritize this work moving forward. School Based Teams (SBT) meet regularly to review supports for students and the District supplements the Learning Services Department to ensure an equitable level of support in each school.



Focus Area 5: District Approach to Continuous Improvement



The District has a continuous improvement approach in place that reviews, analyzes, and interprets data and evidence and engages with rights holders and stakeholders to identify and implement operational adjustments and adaptations in an ongoing process. This cycle ensures a focus on improving learning outcomes for all students.

Consider



Reflective Continuous Improvement Approach

-  The District employs a reflective approach to continuous improvement by regularly reviewing data and engaging with community partners. For instance, strategic planning is informed by data along with engagement sessions with Indigenous communities, parents, and educational partners.
-  The District's participation in the "Street Data" initiative, focused on equity and school transformation, reflects its commitment to adapting strategies based on data and qualitative feedback.


Quantitative and Qualitative Data Analysis

-  The District analyzes both quantitative and qualitative data to identify trends and gaps in equity, with particular attention to priority population. For example, the District tracks Indigenous students through the Indigenous Management System (IMS), which helps monitor academic, social emotional, and cultural supports.
-  Qualitative feedback from the District's strategic engagement nights, surveys, student voice, and book studies also influences the District's strategies.

Monitoring the Effectiveness of Strategies

-  The District has established processes to monitor the effectiveness of its strategies, particularly through individual student tracking for priority groups. For example, case managers monitor the progress of CYIC and students with Diverse Abilities. Indigenous learners are supported through dedicated Indigenous Education Support Workers, case managers and an Indigenous counselor.
-  The District's shift to new literacy and numeracy assessments, such as Acadience and the District wide numeracy plan, allows for better identification of gaps and adjustments based on data.

Connection to School Level Work


-  Continuous improvement processes are connected to school level work. The District supports school growth plans, which are aligned with district wide priorities like improving literacy and numeracy outcomes. School administrators are involved in professional development aligned with these district priorities, ensuring that the work at the school level contributes to overall district improvement.

Indicate Proficiency

Overall, where would you place your district's continuous improvement processes on the proficiency scale? Please indicate below:

Emerging <input type="checkbox"/>	Developing <input checked="" type="checkbox"/>	Proficient <input type="checkbox"/>
Evidence shows that continuous improvement processes need to be developed, refined, and/or implemented.	Evidence shows use of selected continuous improvement components.	Evidence shows continuous improvement clearly embedded into processes to consistently monitor and adjust practices.

Context

-  The District demonstrates several key components of a continuous improvement process, particularly in data analysis and community engagement. However, processes for consistent monitoring and adaptation, particularly for equity focused strategies, are still developing. Continued efforts to integrate school level work with district priorities will further enhance the effectiveness of the continuous improvement approach.

Closing Curiosities

Some emerging areas for improvement include addressing persistent achievement gaps, particularly for Indigenous students and students with Diverse Abilities. The District is making efforts to expand trauma informed practices and improve engagement with marginalized voices. These ongoing efforts will positively impact long term student outcomes.

As everything in a system is a work in progress, the District is constantly developing, refining and changing how we support students; therefore, the goal is to be proficient but the target continues to be dynamic.

Every student has a story and a unique set of circumstances that makes this work ever-changing and exciting. The District is proficient in its passion for supporting learners. We will continue to work towards empowering every student to graduate with dignity, purpose, and options and we are committed to providing engaging, personalized educational experiences that nurture curiosity, celebrate diversity, and foster lifelong learning.

