

Framework for Enhancing Student Learning



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

School District No. 5 (Southeast Kootenay)

Review Data and Evidence
Pre-Populated Provincial Template



Year 5

September 2025

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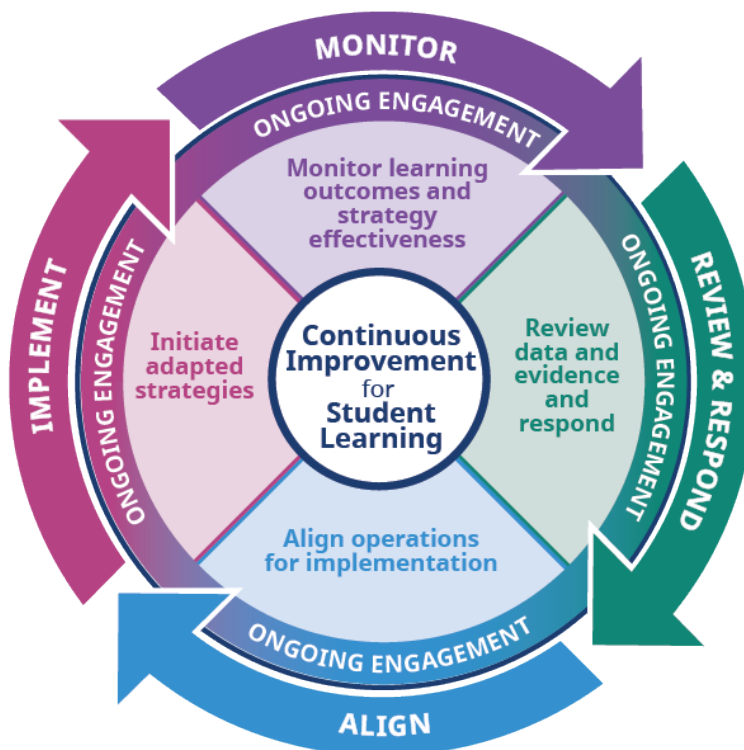
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Enhancing Student Learning Report:

Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

The Report provides information on the district's continuous improvement processes, with a focus on processes included within the **Continuous Improvement Cycle**:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga’a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board’s Strategic Plan within the district is referred to as an “implementation plan”. The name of this plan may vary between districts, with other names such as an operational plan or action plan.

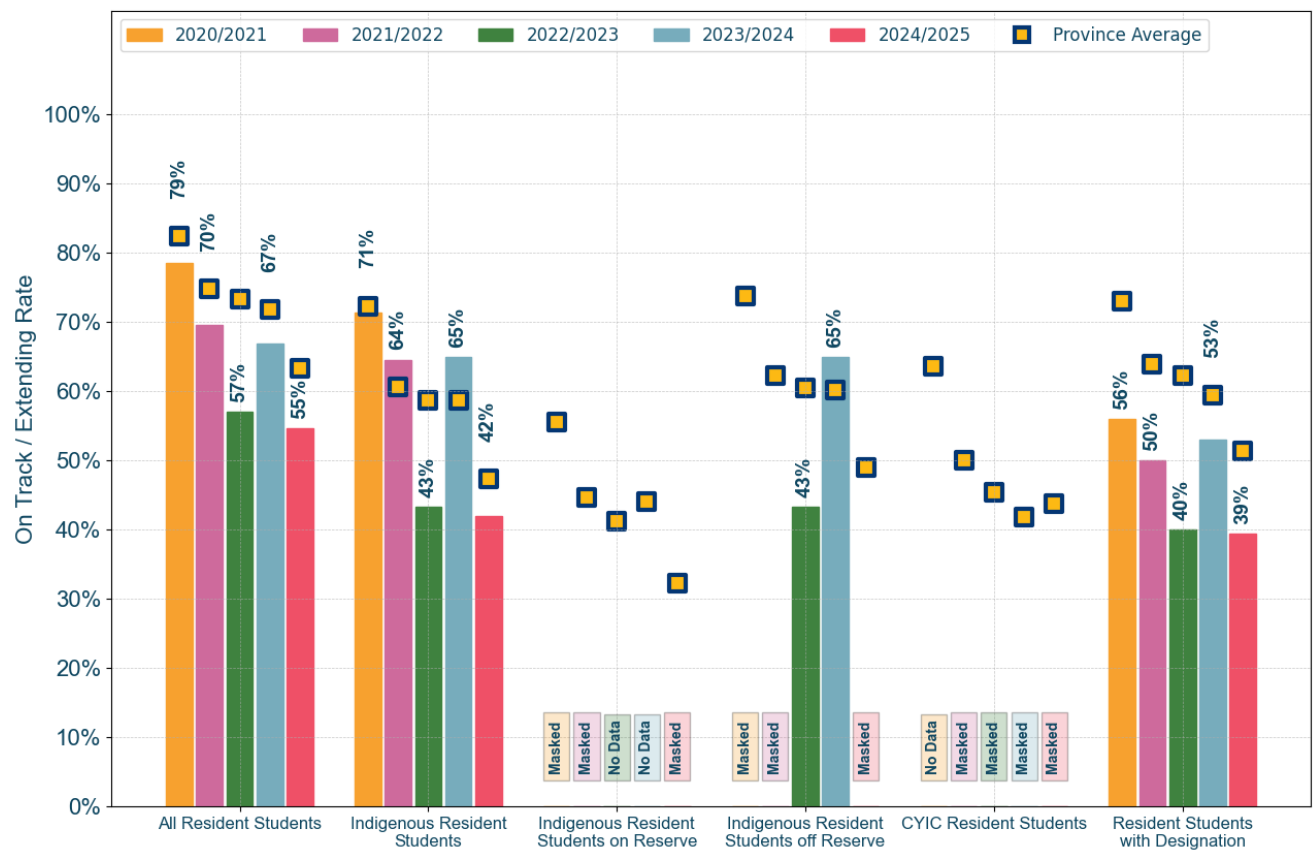
Intellectual Development

Educational Outcome 1: Literacy

SD005 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	419 80%	413 79%	422 82%	467 77%	426 94%
Indigenous Resident Students	88 80%	91 84%	95 85%	102 75%	70 89%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	57 44%	54 41%	58 60%	88 58%	74 89%

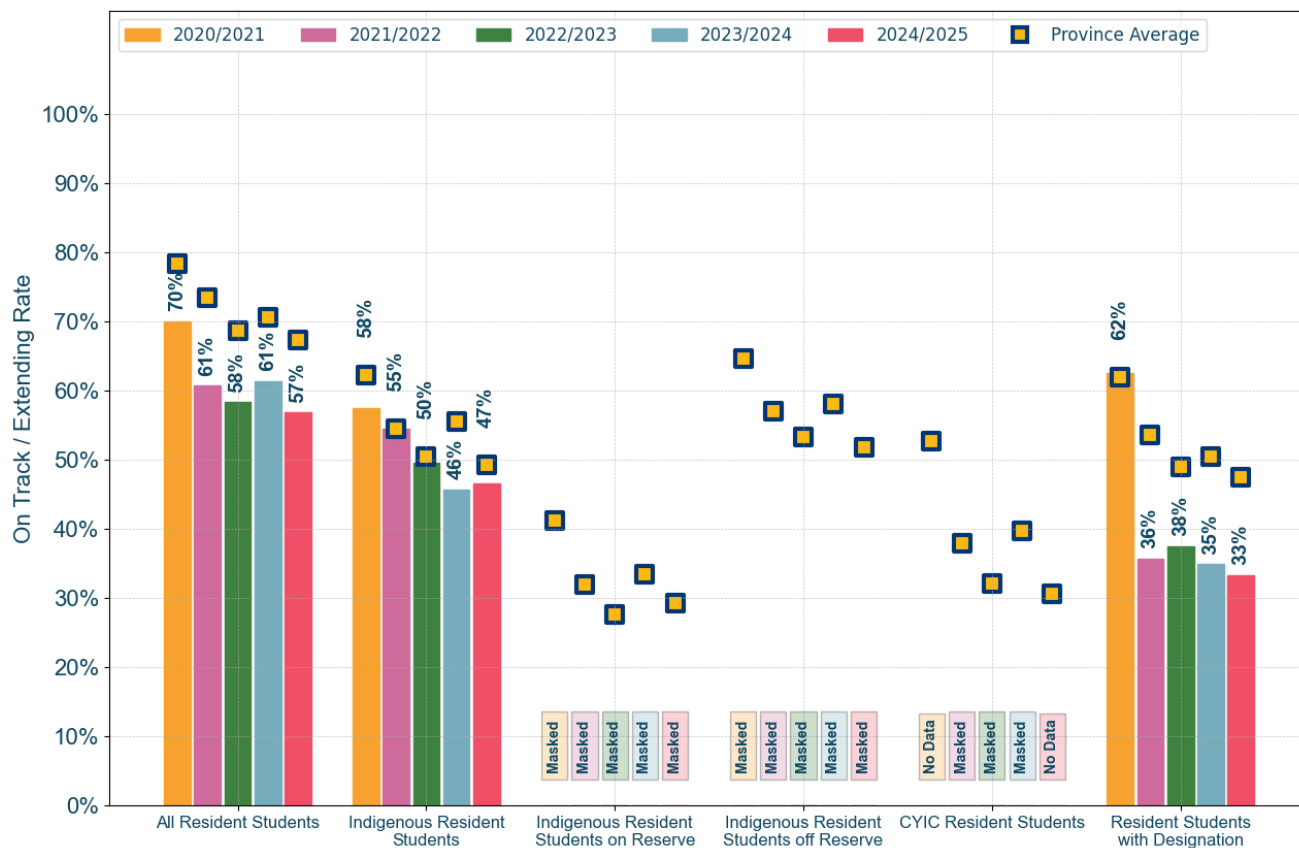
SD005 - Grade 4 FSA Literacy - On Track / Extending Rate



SD005 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	469 78%	473 78%	506 88%	464 85%	464 95%
Indigenous Resident Students	107 75%	107 72%	124 90%	106 89%	96 92%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	88 64%	82 51%	93 77%	95 69%	87 83%

SD005 - Grade 7 FSA Literacy - On Track / Extending Rate

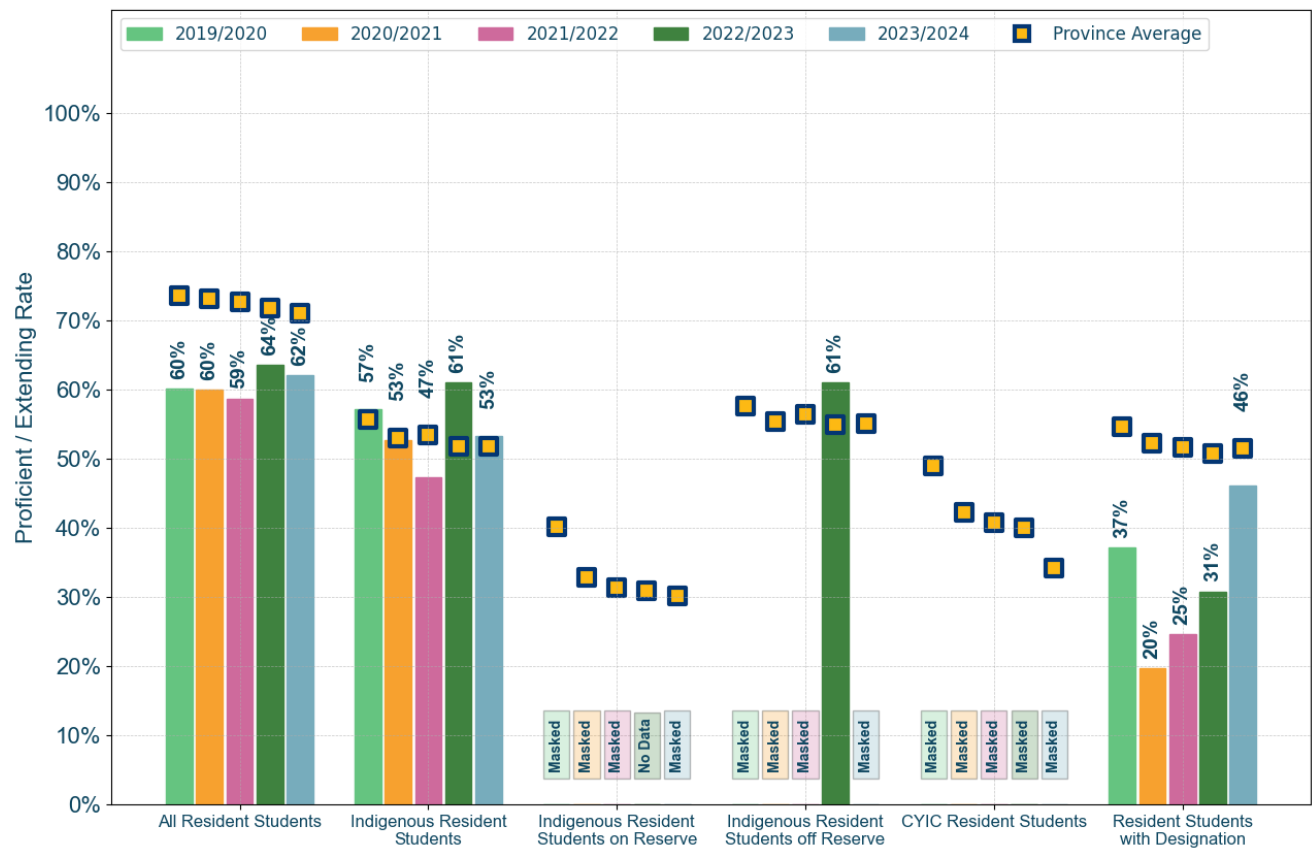


Measure 1.2: Grade 10 Literacy Expectations

SD005 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	393 52%	428 76%	462 82%	470 83%	502 85%
Indigenous Resident Students	90 57%	109 67%	112 70%	116 70%	108 72%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	78 44%	78 63%	83 70%	87 67%	117 68%

SD005 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Measure 1.1:

Grade 4, Grade 7 & Grade 10 Literacy On Track or Proficient

Analysis Summary

Achievement in literacy varies across grade levels. Grade 4 students show promising signs of post-pandemic recovery, with general improvements in participation and proficiency. However, Indigenous learners and students with disabilities or diverse abilities experienced marked declines in literacy outcomes. Grade 7 literacy shows strong participation but stagnant achievement below provincial averages. Grade 10 literacy trends show steady participation growth, with slight gains in proficiency, though equity gaps persist.

A system-wide approach to literacy has been implemented, grounded in prevention and intervention. School District No. 5 (Southeast Kootenay) screens students in kindergarten to grade three using Acadience three times per year, ensuring early identification of needs. Teachers receive training on data interpretation, small group instruction, and evidence-based programs such as UFLI and Heggerty. Instruction is designed with universal design principles, ensuring inclusive access to the literacy block for all students. Supports are also designed to target the unique needs of Indigenous learners, addressing systemic barriers to access and engagement.

In French Immersion programs, qualitative feedback indicates that students are experiencing challenges reaching grade-level proficiency in French literacy, particularly in reading and writing. This affects their ability to access broader curricular content. In response, School District No. 5 (Southeast Kootenay) is implementing structured literacy supports in French, including phonemic awareness programs, decodable texts, and professional development using the Common European Framework. A scope and sequence guide is also being developed to ensure instructional consistency across grade levels. Public awareness efforts, transition presentations, and inclusive resources are being expanded to ensure all families feel informed and welcomed into the French Immersion community, supporting greater access and belonging.

Literacy learning is also being enriched through Outdoor Education. By supporting kindergarten to grade nine place-based learning through microgrants and environmental education training, students have more opportunities to engage with text and language through real-world, experiential contexts.

Investments in Learning Services also include literacy-focused leadership positions and specialized instructional support, ensuring that early and sustained intervention is available across schools. Technology tools such as Immersive Reader and other assistive platforms are used to enhance inclusive access to content, particularly for students with disabilities or diverse abilities.

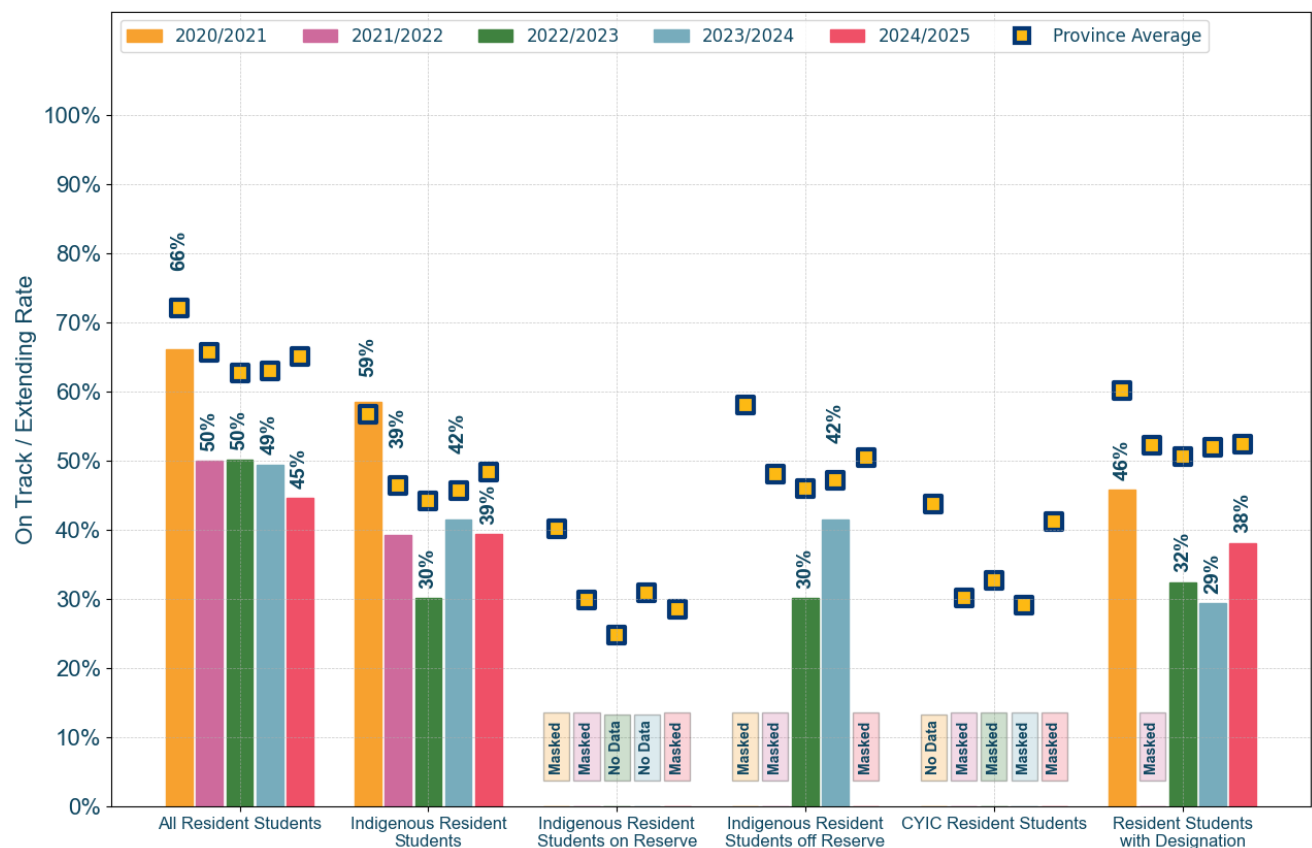
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD005 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	419 80%	413 78%	422 82%	467 76%	426 93%
Indigenous Resident Students	88 80%	91 81%	95 87%	102 75%	70 87%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	57 42%	54 39%	58 64%	88 58%	74 85%

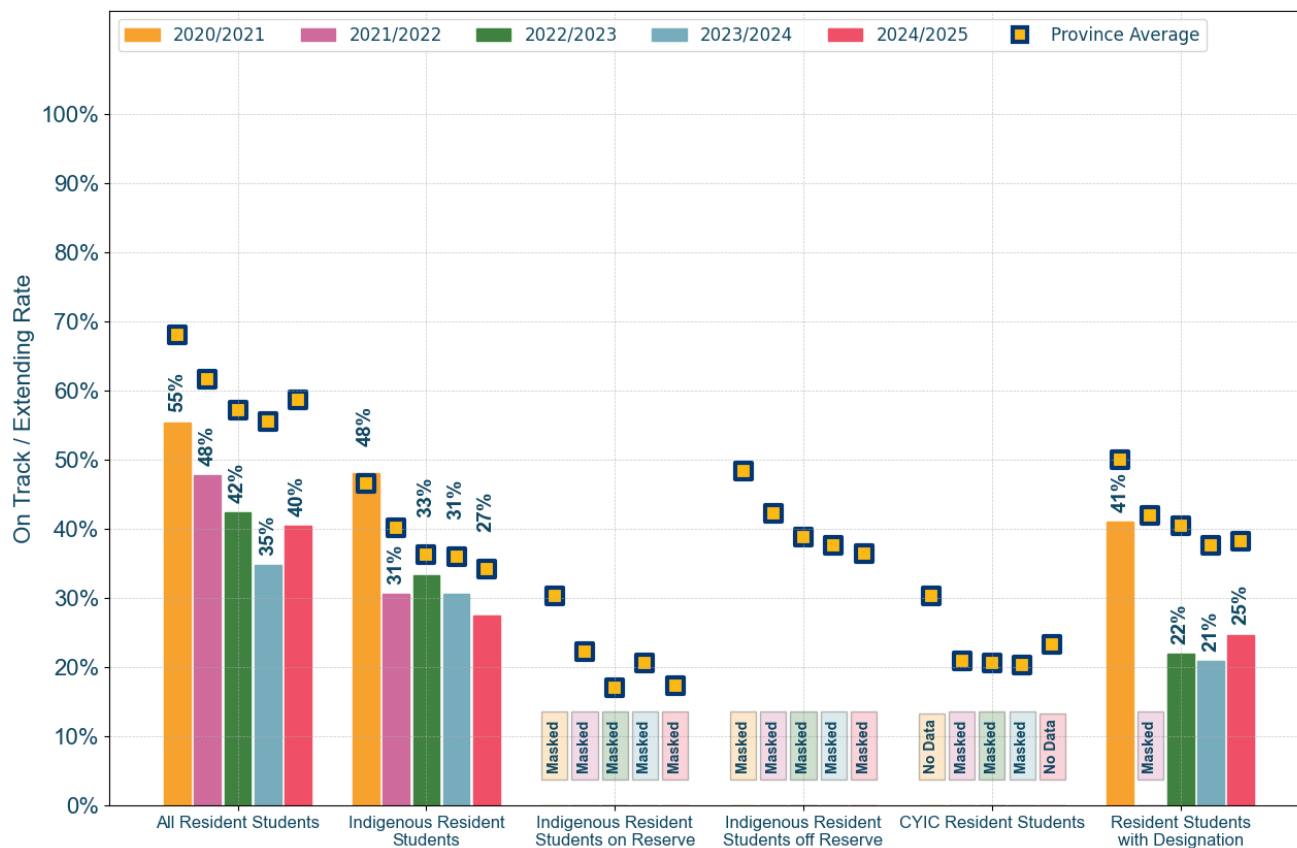
SD005 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD005 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	469 77%	473 75%	506 88%	464 86%	464 95%
Indigenous Resident Students	107 74%	107 67%	124 90%	106 90%	96 95%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	88 64%	82 51%	93 78%	95 71%	87 84%

SD005 - Grade 7 FSA Numeracy - On Track / Extending Rate

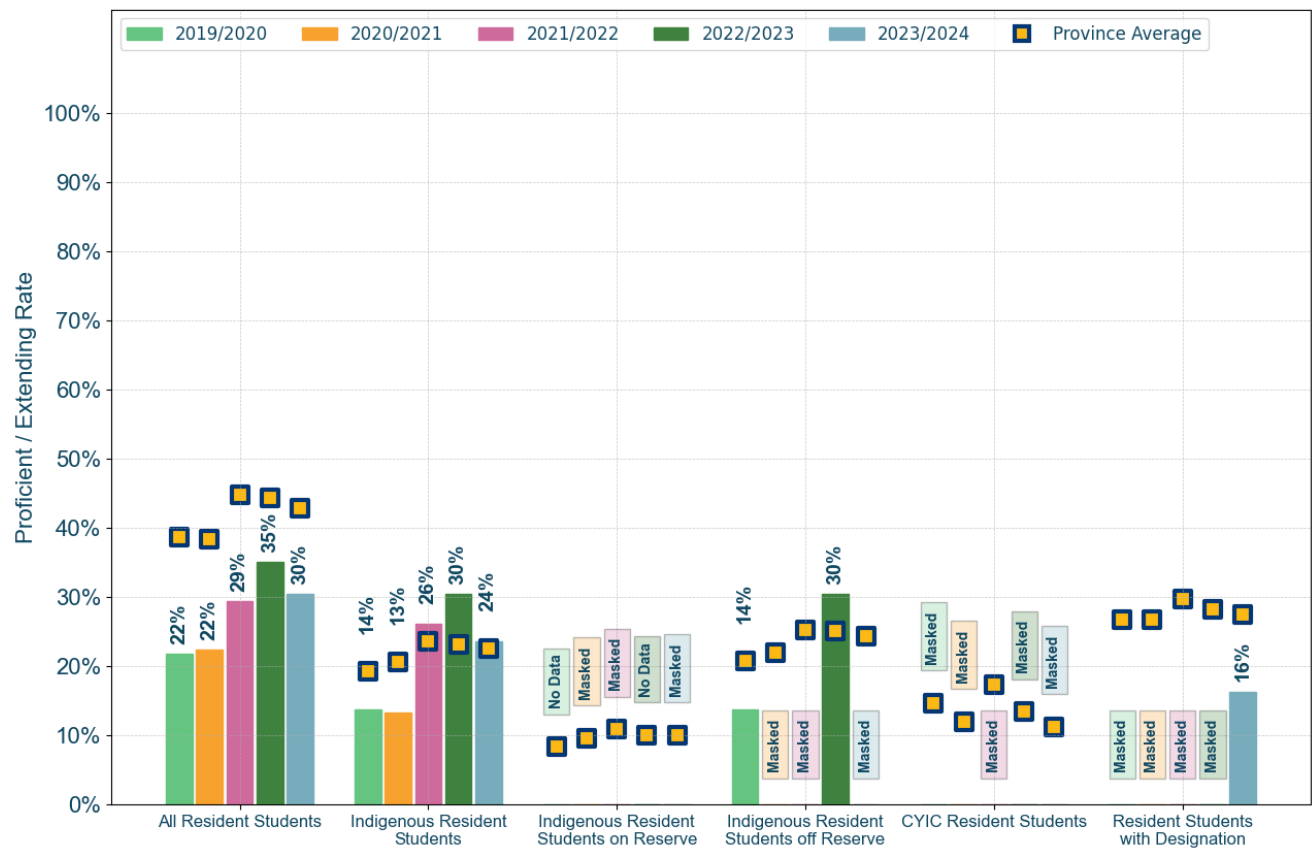


Measure 2.2: Grade 10 Numeracy Expectations

SD005 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	394 42%	429 77%	463 81%	474 83%	502 81%
Indigenous Resident Students	90 37%	109 64%	112 68%	117 72%	108 69%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	77 19%	77 55%	83 71%	88 65%	117 69%

SD005 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

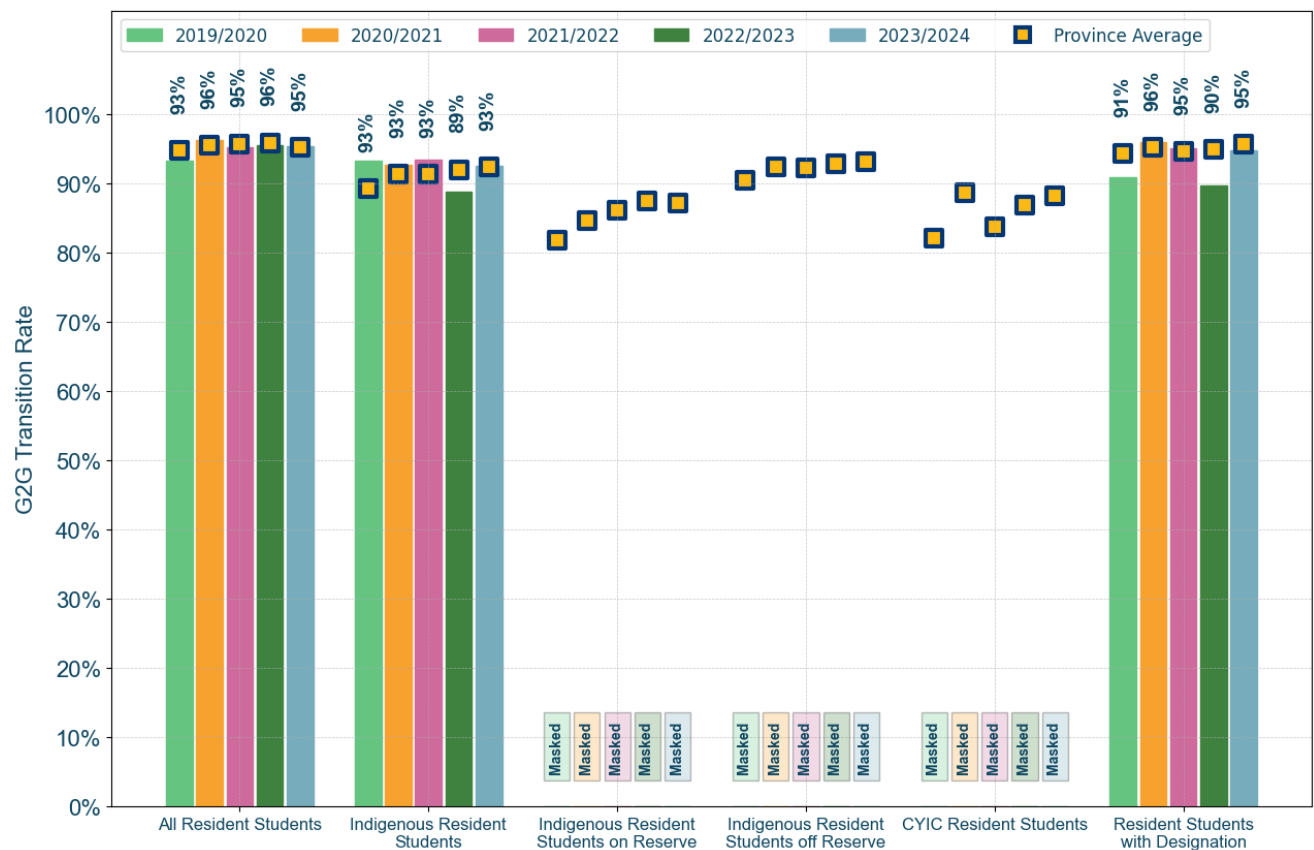


Measure 2.3: Grade-to-Grade Transitions

SD005 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	393	427	459	474	505
Indigenous Resident Students	89	109	107	117	108
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	77	76	81	88	117

SD005 - Grade 10 to 11 Transition Rate



SD005 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	414	377	450	465	465
Indigenous Resident Students	110	90	112	108	108
Indigenous Resident Students on Reserve	0	Masked	Masked	0	Masked
Indigenous Resident Students off Reserve	110	Masked	Masked	108	Masked
CYIC Resident Students	Masked	Masked	11	Masked	Masked
Resident Students with Designation	69	74	87	83	88

SD005 - Grade 11 to 12 Transition Rate



Measure 2.1:

Grade 4 and 7 Numeracy Percentage of Students On Track or Extending Analysis Summary

Grade 4 numeracy performance remained steady, while Grade 7 showed slight improvement. However, both grades continue to trail provincial benchmarks. Indigenous learners and students with disabilities or diverse abilities demonstrated significant achievement gaps.

To respond, School District No. 5 (Southeast Kootenay) has launched a multi-faceted numeracy strategy. Key initiatives include Building Thinking Classrooms, co-teaching models, culturally responsive instructional practices, and enhanced family engagement through Parent University. Early numeracy is supported by K1 working groups, while intermediate and middle years teachers engage in proportional reasoning and task design learning. Assessment practices have been strengthened through the use of formative tools, student digital portfolios, and Seesaw integration. These efforts align with system goals to close gaps for equity-seeking groups and foster numeracy success.

Place-based and environmental learning continues to support numeracy development through experiential contexts. Outdoor Education initiatives including microgrants for nature-based learning, teacher participation in Outdoor Learning conferences, and connections to local land-based knowledge create opportunities for students to apply numeracy in meaningful, real-world situations. These experiences align with core numeracy goals around problem-solving, spatial reasoning, and conceptual thinking.

District support for numeracy includes the addition of a numeracy lead and site-based coaching, along with use of Ministry-developed resources. Access to digital tools and interactive platforms further supports instructional differentiation and engagement for students with a variety of learning profiles.

Human and Social Development

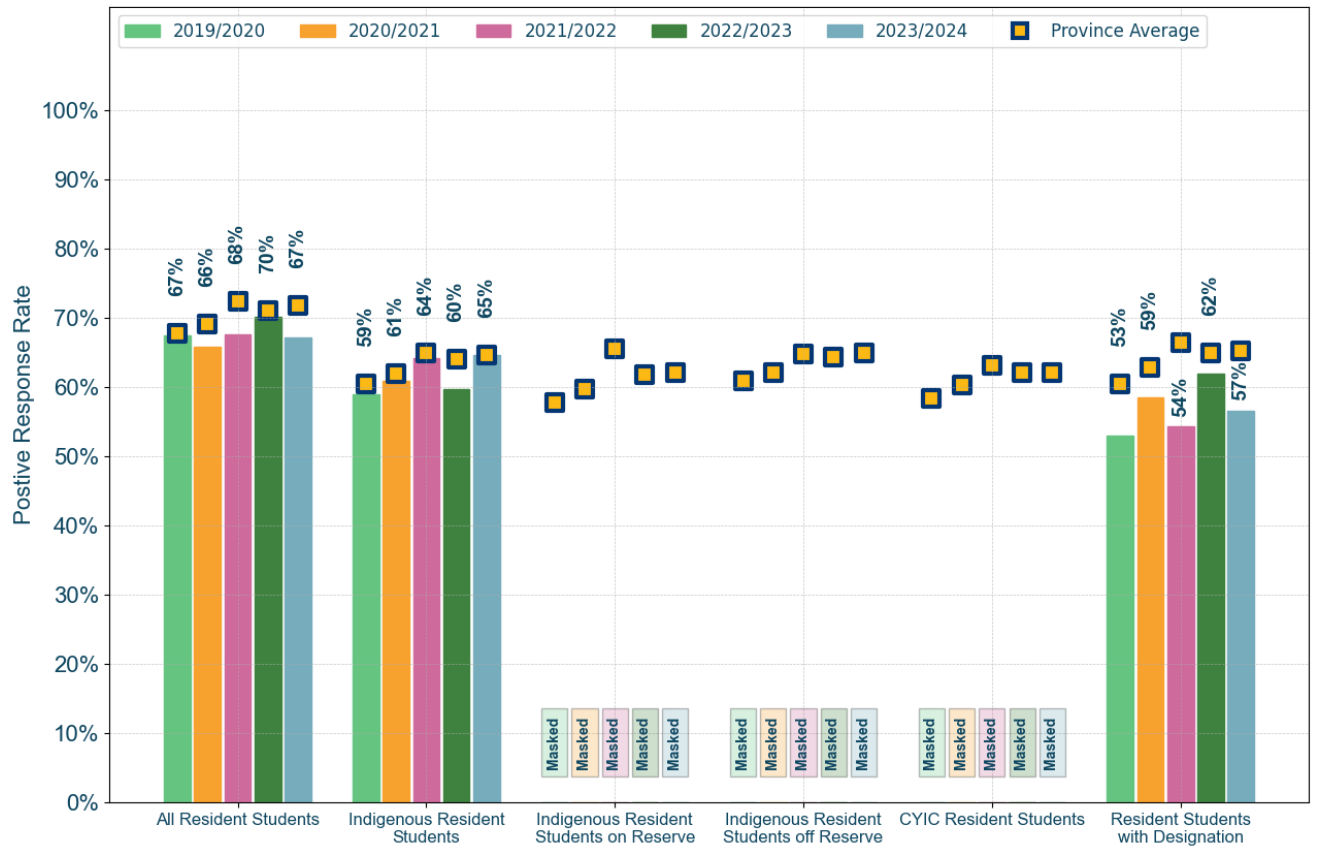
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

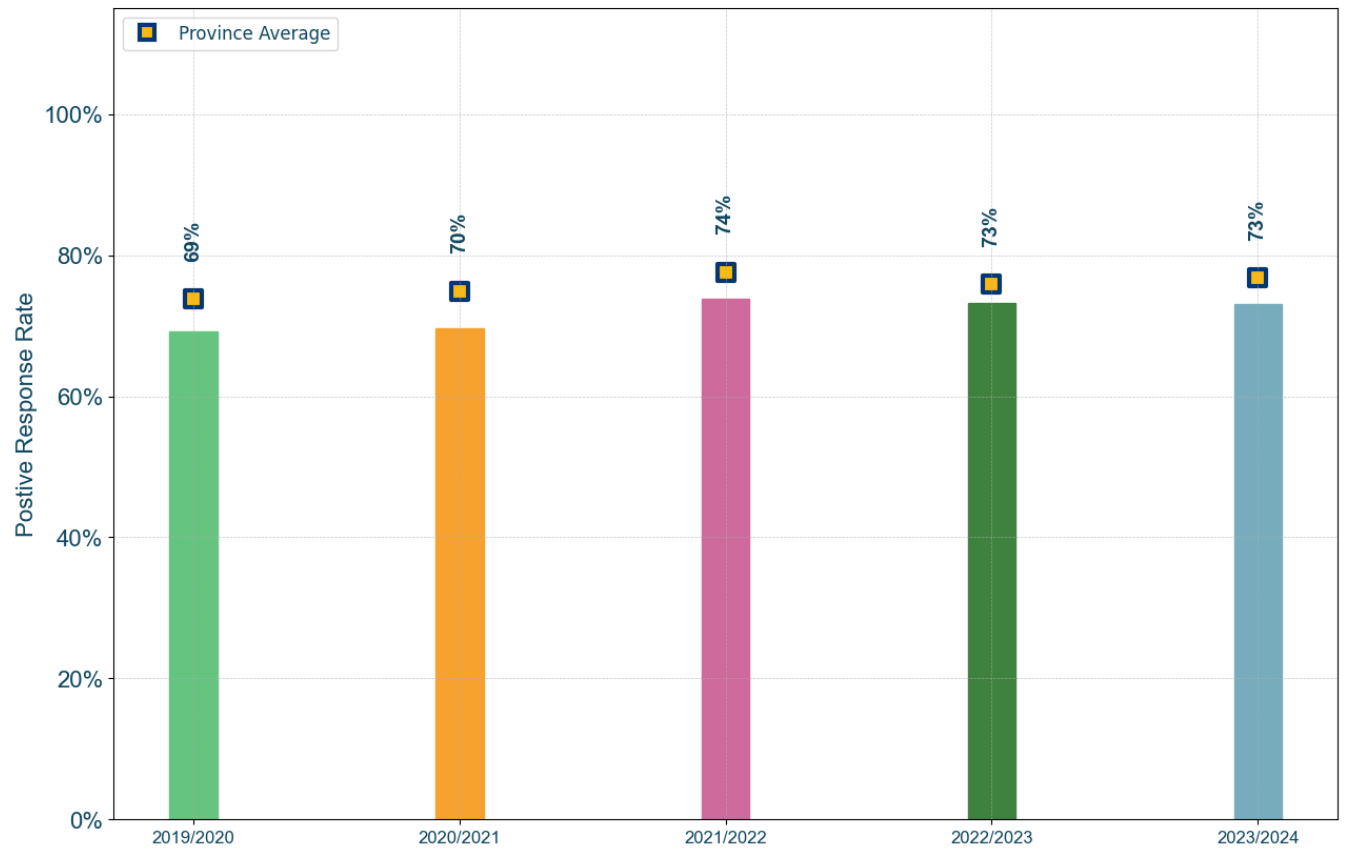
SD005 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1307 79%	1261 91%	1321 85%	1377 89%	1417 85%
Indigenous Resident Students	318 72%	291 84%	303 78%	328 84%	311 83%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	193 67%	199 78%	213 76%	233 79%	295 76%

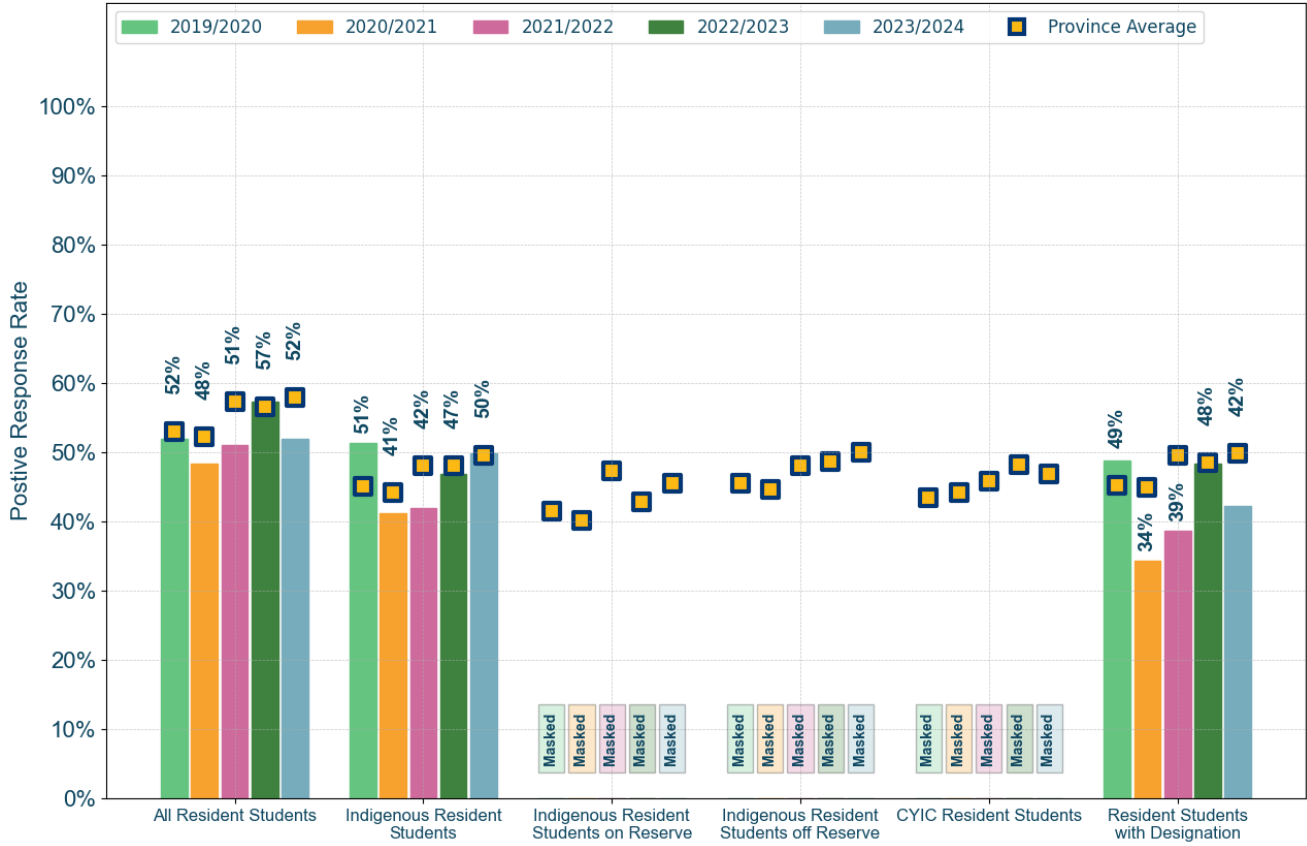
SD005 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD005 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

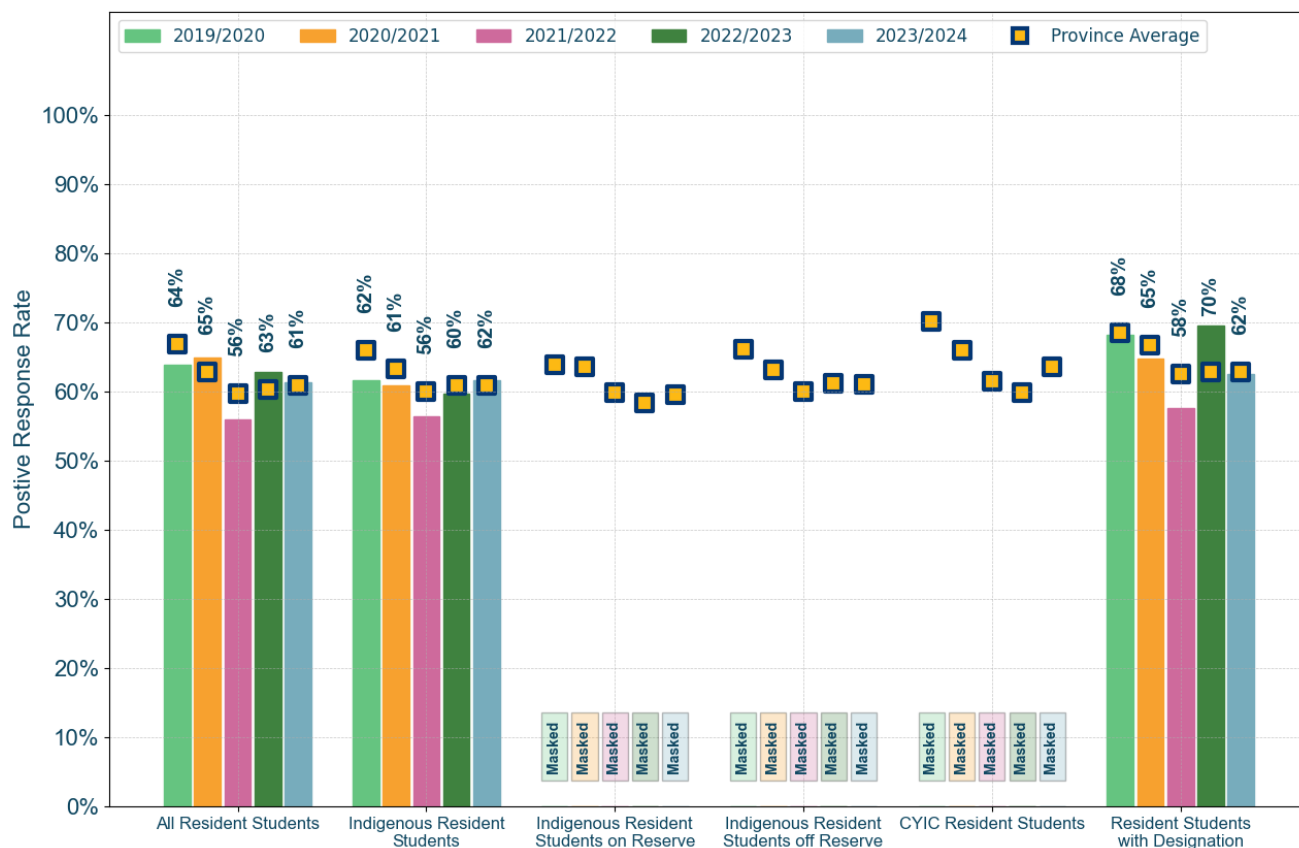


SD005 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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

SD005 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



Measure 3.1:

Students Feel Welcome, Safe, and Connected

Analysis Summary

Student Learning Survey results show a slight decline in students' sense of belonging, safety, and connection at school, particularly among Indigenous students and those with diverse abilities. While many students report that adults in their schools' care about them, gaps remain.

School District No. 5 (Southeast Kootenay) has implemented a range of strategies to support connection and well-being. All schools offer counselling supports above contractual minimums. Every student with an Individual Education Plan or School Support Plan is supported by a school-based team and assigned case manager, using an integrated, proactive planning model. Indigenous learners benefit from increased access to Elders, support workers, and gathering spaces. Attendance supports follow First Nations Education Steering Committee's framework, with new guidance from a UBC-led research initiative that emphasizes appreciative inquiry and community voice.

The district has also launched a district-wide Reframing Behaviour initiative that strengthens trauma-informed practices across schools. Staff training and collaboration through this approach

are enhancing relational safety and building common language around inclusive discipline. In partnership with UBC's Human Early Learning Partnership (HELP), the district participates in the Child Development Monitoring System, which includes the TDI, CHEQ, EDI, MDI, and YDI tools. These instruments collect population-level data from toddlers through Grade 11, incorporating perspectives from parents, teachers, and students. This evidence supports understanding student experiences and informs programming that promotes a sense of belonging and well-being.

To further support connection, School District No. 5 (Southeast Kootenay) has significantly expanded access to early learning and child care. With funding from the ChildCareBC New Spaces Fund, the district now offers before- and after-school care at five sites. These spaces, along with strong collaboration with StrongStart, CBAL, and early years partners, help families feel connected to their school community from the earliest stages. The district's active participation in initiatives such as SEY2KT (Strengthening Early Years to Kindergarten Transitions) and CR4YL (Changing Results for Young Children) deepens relationships between schools, families, and community, further embedding a culture of care, inclusion, and connection.

Safe and inclusive facilities are supported by one of the highest custodial staffing levels in the province, and operational practices prioritize air quality, accessibility, and energy-efficient infrastructure. Transportation systems are designed to reflect equity needs, including agreements that ensure access for students in remote and Indigenous communities.

Career Development

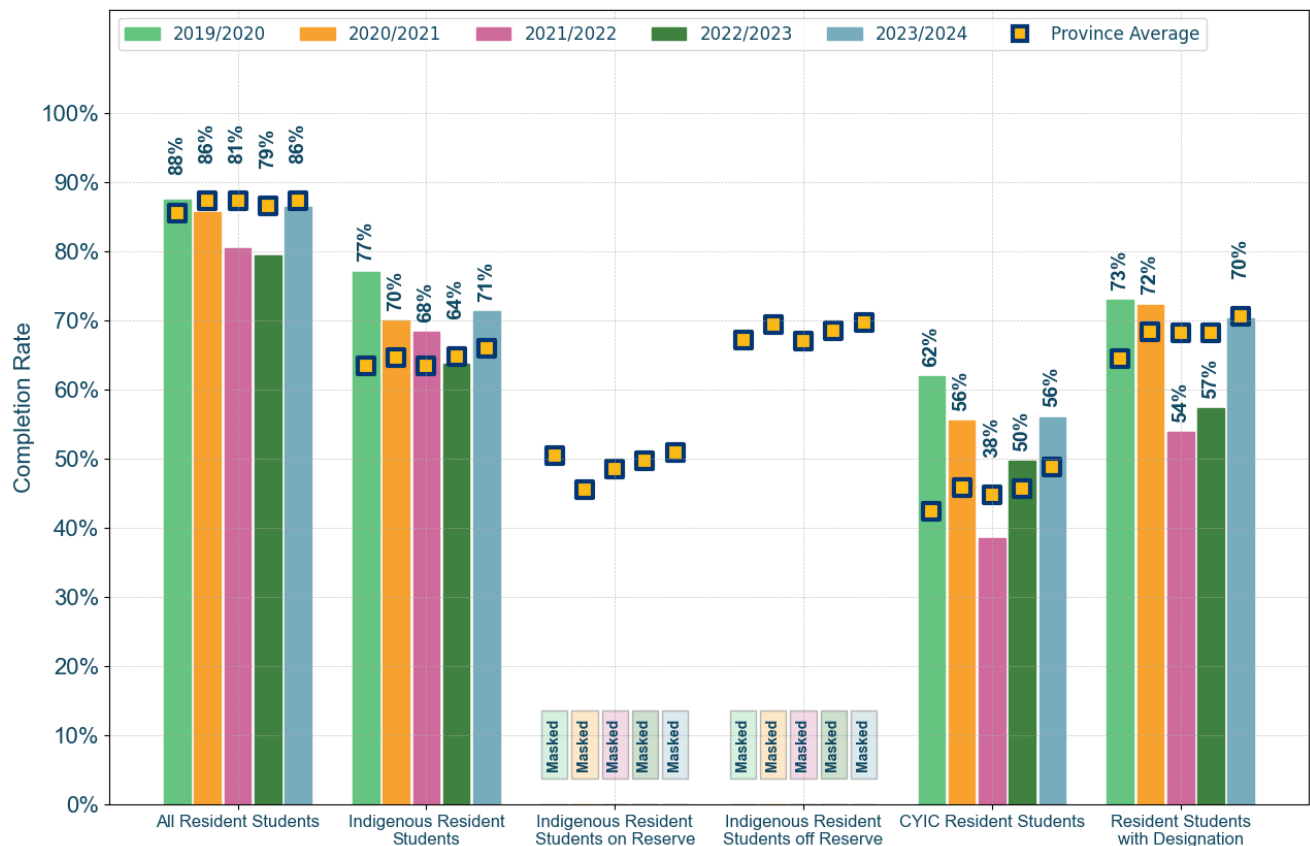
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

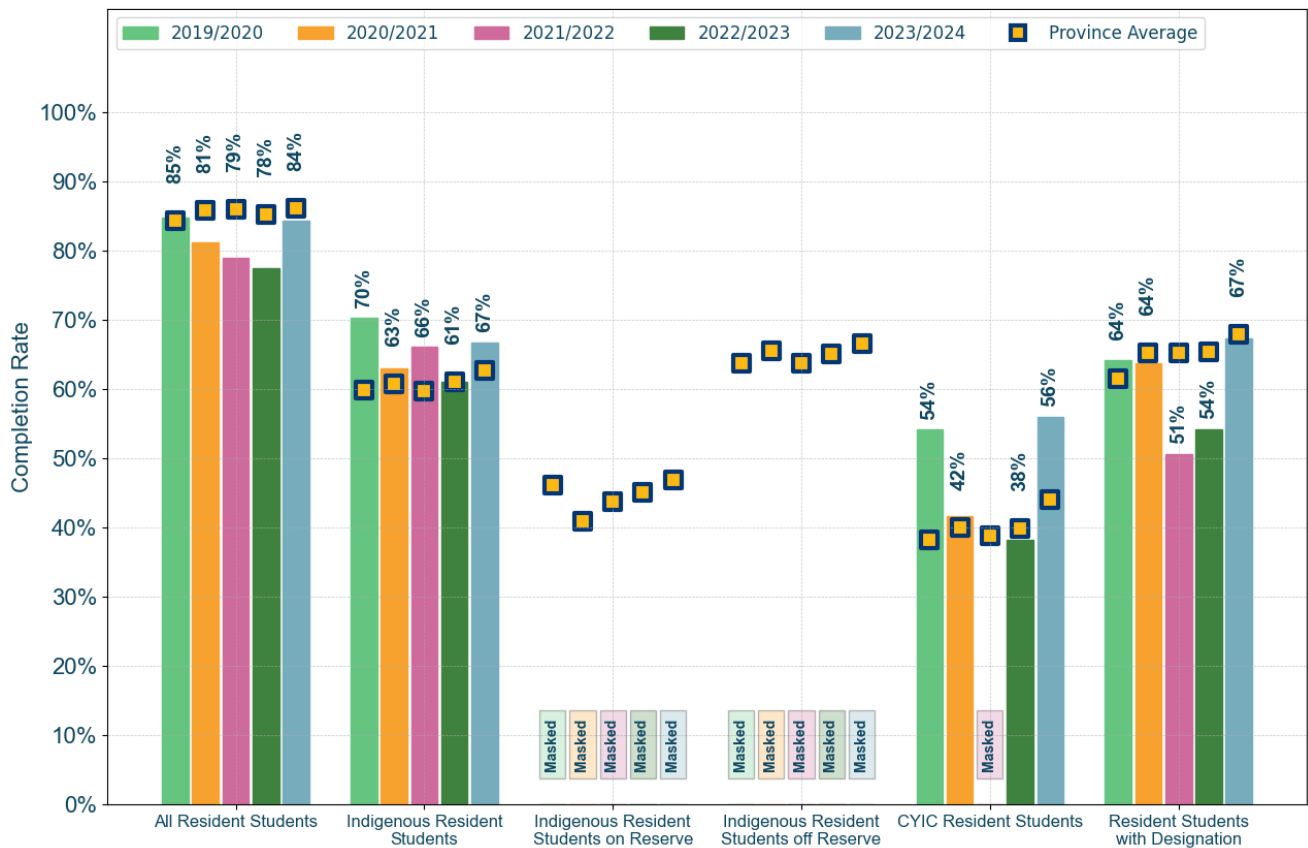
SD005 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	444 44	461 46	425 46	485 45	509 55
Indigenous Resident Students	98 10	111 11	100 11	123 12	122 13
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	29 3	32 3	29 3	29 3	22 2
Resident Students with Designation	100 10	92 9	104 11	108 10	113 12

SD005 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD005 - 5-Year Completion Rate - Dogwood



Measure 4.1

Dogwood Completion within Five Years

Analysis Summary:

The five-year completion rate for School District No. 5 (Southeast Kootenay) rose to 86 percent, with Indigenous student completion increasing to 71 percent. Students with diverse abilities remain below the district average at 60 percent. Data for Children and Youth in Care remains masked, though they are a key priority group.

Supports include assigned mentor adults for all CYIC students, Indigenous student success meetings on reserve, and integrated case management for students with IEPs. A newly appointed District Principal of Learning Services has led a needs-based review to reallocate resources more equitably, with a district top-up of funding. Dual Credit programs (academic and trades), Early Childhood Education pathways, and Project Heavy Duty further support personalized transitions to life after graduation. Additional investments have helped maintain district support for Career Education, French Immersion, and specialist programs during periods of staffing shortage.

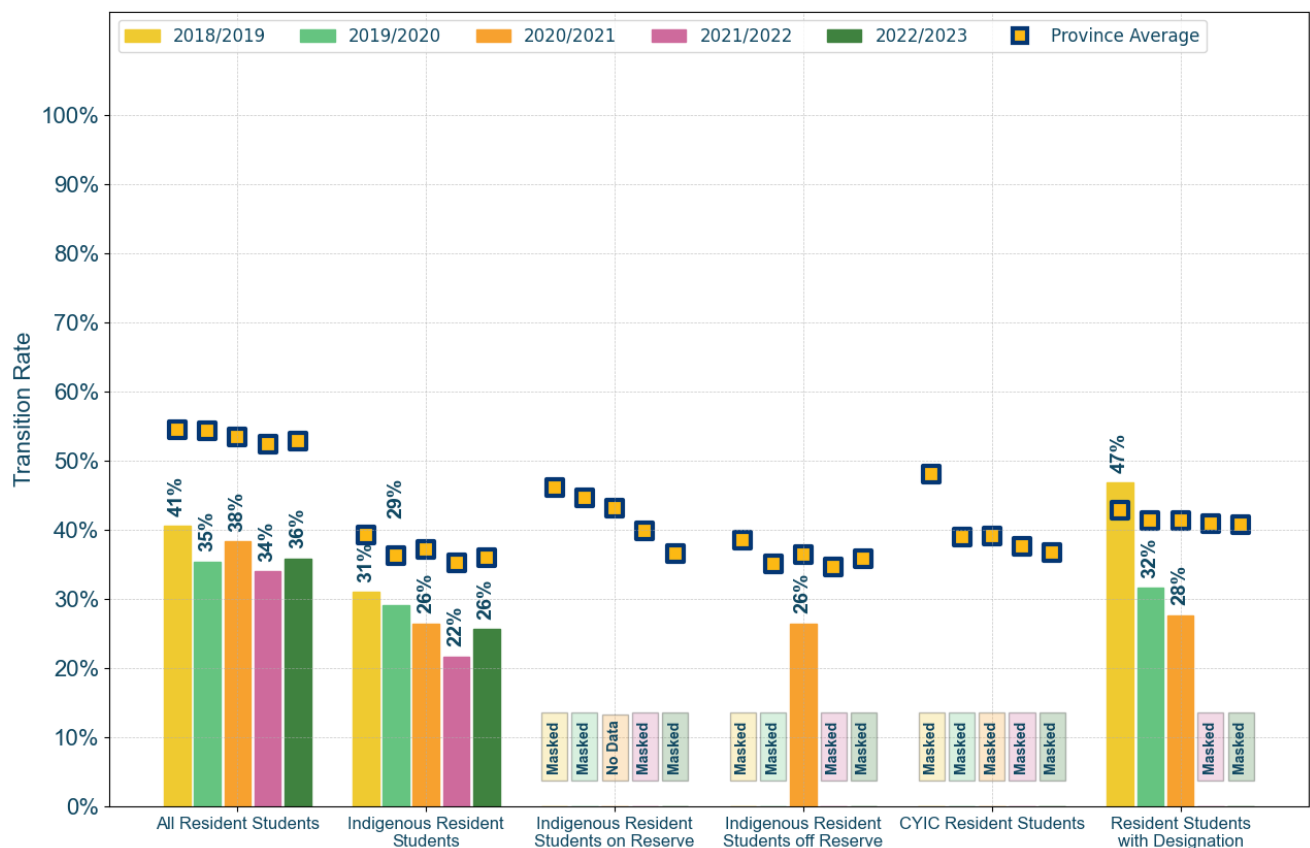
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

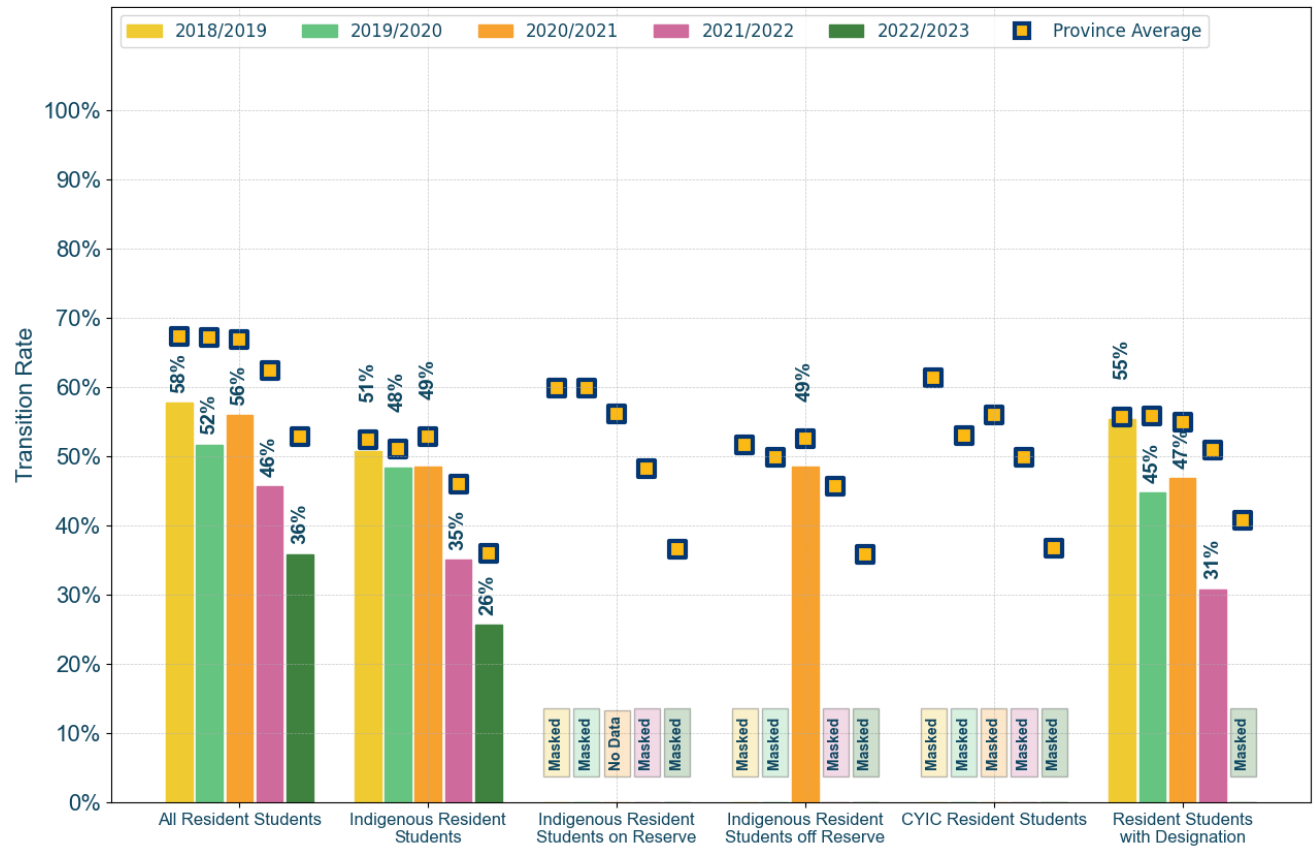
SD005 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	355	350	347	300	357
Indigenous Resident Students	71	62	68	60	74
Indigenous Resident Students on Reserve	Masked	Masked	0	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	68	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	47	38	47	Masked	Masked

SD005 - Immediate Transition to Post-Secondary



SD005 - Within 3 Years Transition to Post-Secondary



Measure 5.1:

Post-Secondary Transitions (Immediate and Within Three Years)

Analysis Summary

Post-secondary transition rates continue to decline, with 29 percent of students transitioning immediately and 46 percent within three years. Indigenous transition rates within three years declined to 26 percent, and designated students dropped to 31 percent. These figures remain below provincial averages.

It is important to note that the Ministry's data only captures transitions within British Columbia. Given the district's proximity to Alberta, many students pursue post-secondary pathways outside the province, resulting in underreported transitions.

School District No. 5 (Southeast Kootenay) is responding with a comprehensive Youth Transitions Strategy. This includes earlier exposure to career pathways, greater alignment of Career Education programming across grades, and targeted supports for Indigenous learners and students with diverse abilities. Dual Credit expansion, individualized planning, and increased engagement with post-secondary institutions are key strategies for the coming year.

Conclusion

This year's Framework for Enhancing Student Learning reflects School District No. 5 (Southeast Kootenay)'s deep commitment to equity, inclusion, and excellence. Guided by its Strategic Plan and supported by data, voice, and collaboration, the District is addressing gaps through layered supports, strong partnerships, and a relentless focus on student success.

Framework for Enhancing Student Learning



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

School District No. 5 (Southeast Kootenay)



September 2025



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 chosen home of the Rocky Mountain Métis Association. The District's footprint lies fully within the Ktunaxa Nation, including the communities of ʔaq'am and Yaq̓it ʔa·knuq̓i'it.

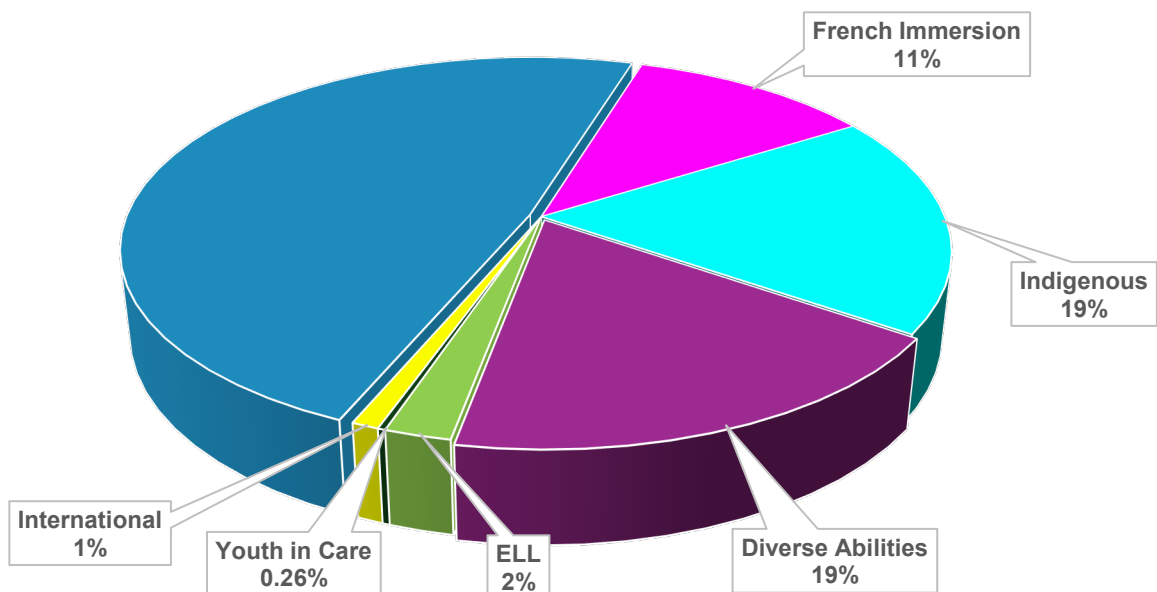
School District No. 5 (Southeast Kootenay) (the "District") is located in the southeast corner of the province of British Columbia. Our region features spectacular mountain scenery, clean lakes, forested hillsides, and wide-open spaces. With an approximate population of 36,000, most people live in the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



The District encompasses seventeen schools, plus one online school. Five of these schools offer French Immersion programs. The District serves approximately 5,890 students and employs approximately 1,600 staff, with nine elected trustees on the Board of Education to guide and support district initiatives.

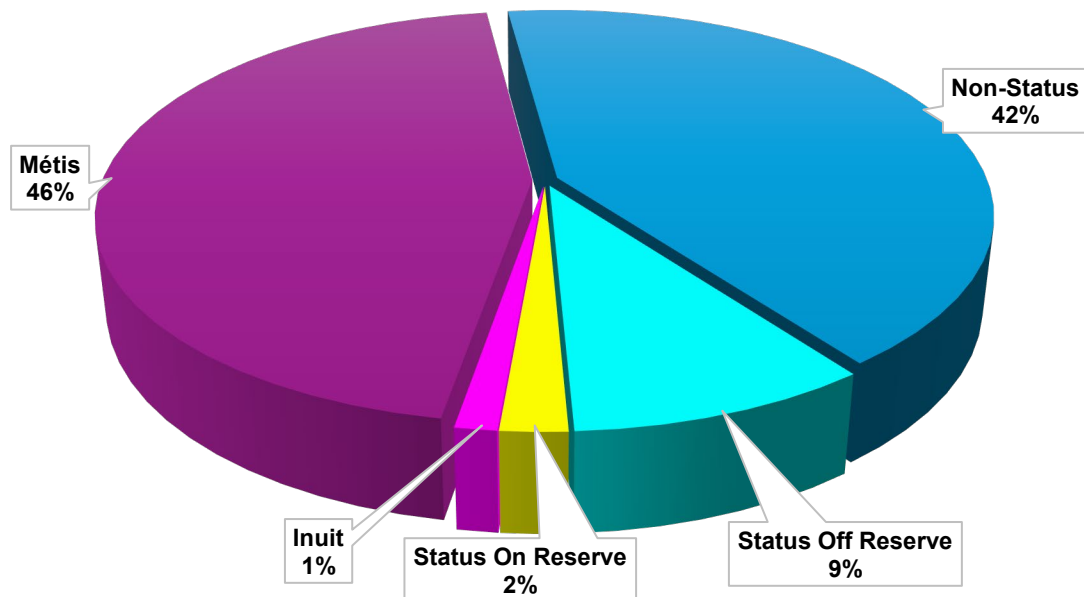


Student Demographics February 2025





Indigenous Population Breakdown February 2025



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 2024/25 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. The cost of living affected the District students and staff and the District operations. The District received \$771,379 as a Feeding Futures funds to help assist with food insecurities and in school food programs and \$123,333 as a National Food Grant to further assist in eliminating food insecurities. Also the Classroom Enhancement Fund for staffing increased from \$9.5 million to \$10.1 million. The ongoing impact of the economic instability due to tariffs presents uncertainty over future cash flows and may have a significant impact on future operations. In addition, the Attorney General's Office offered funding to support a Gang Violence and Exploitation Prevention Coordinator (Exploitation and Prevention Coordinator) to support the vulnerable population in the District.

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 of 2024, the ongoing uncertainty about the school's future has been difficult for students, staff, and families. The operations department continues to provide bussing for the displaced students. 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 requires 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

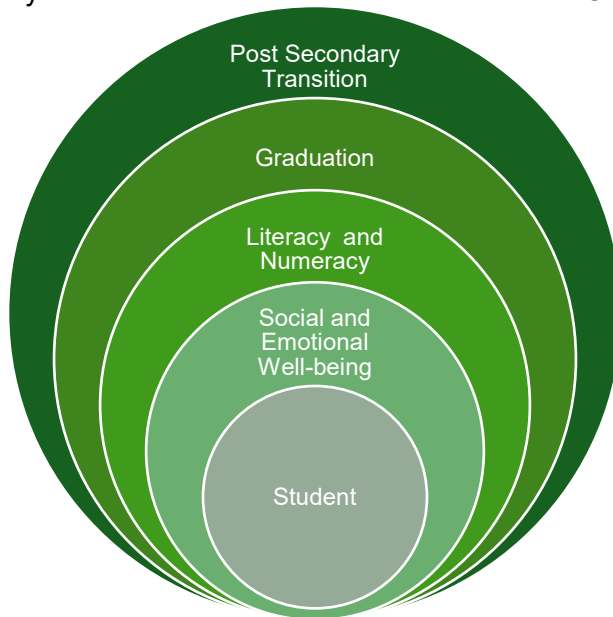


will continue to celebrate its successes and focus on continuous improvement, guided by the Framework for Enhancing Student Learning, (the Framework).

Current Strategic Plan Priorities

During the 2024/25 school year, the Board of Education officially adopted the new [Strategic Plan](#). This collaborative effort engaged students from across all communities and included a series of engagement events held across all communities to ensure broad participation and diverse input.

The [Strategic Plan](#) serves as a guiding framework to unify our collective efforts in delivering a personalized and engaging educational experience. It is designed to support the growth and success of every student within the District's communities. Central to this plan are the Vision, Mission, and Values, which collectively act as a compass for excellence in teaching, learning, and student achievement.



With a commitment to innovation, collaboration, and inclusion, the District strives to create an environment where each learner has access to meaningful pathways to graduation, honouring their unique strengths and abilities. This academic, social, and personal journey reflects a continuous pursuit of improvement and a steadfast dedication to educational excellence.

The District firmly believes that inspiring every student to reach their full potential requires every employee to embrace lifelong learning. By modeling a commitment to growth and adaptation, staff help ensure that our

educational system remains responsive to the evolving needs of students and the broader community.

Celebrating our Success for the Past Year

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.

With a continued focus on Trauma Informed Schools, 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.

Reframing Behaviour continues to be utilized 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. New teachers and Teachers Teaching on Call (TTOC) are given a one day onboarding orientation with Human Resources and Cranbrook Fernie Teachers' Association before they start the school year. The District has developed a handbook for uncertified educational assistants and emergency list employees to ensure a standard of expectation and quality with uncertified staff.



The District Vice Principal of Human Resources and Health and Safety continues to focus 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 equity, diversity and inclusion strategies to broaden its current workforce.

The District Principal of Early Learning and Child Care continues to focus on child care for children ages 0-8 across the District. The 2024/25 school year was successful in securing New Spaces Funding and expanding third-party 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 the current 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 reflects the District's commitment to reducing barriers and ensuring safe learning environments for students and staff.

The priority of Learning Services continues to be moving forward in addressing 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 learning services out of operational funds by 26% to ensure learner's needs are being met. The District has also secured a contract with a local specialized behavioural intervention organization that provides targeted, evidence-based strategies for students with complex behavioural needs. A designated learning services teacher has been assigned to administer WIAT-III assessments, with the aim of improving efficiency and ensuring consistency in the identification of students with learning differences. Timely testing will ensure that students receive supports in Individual Education Plans, accommodations and targeted interventions with fewer delays. This allows school based learning services teachers the ability to focus on direct classroom and student support rather than testing demands.

Strategic Engagement

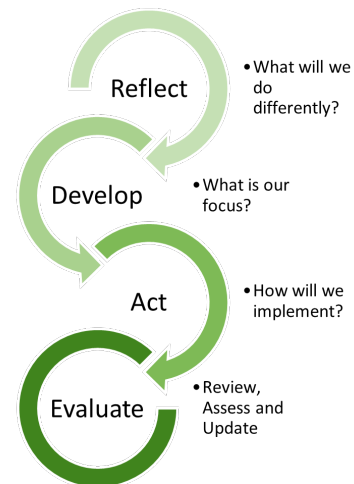
The District hosted five in-person community engagement nights in the Spring of 2025. Additional events included a virtual open house, boundary and catchment information nights, several consultation evenings in Grasmere and an informational open house for families living in the Amy Woodland Elementary School area.

An in-depth online survey was conducted in the Spring of 2025 to gather input from a broader audience including parents, guardians, Rightsholders and community partners. The survey results were shared during the sessions to help inform discussion and provide transparency around community feedback.









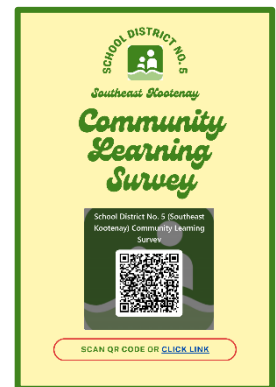
The District invited a wide range of participants to its events. These sessions provided opportunities to strengthen relationships and engage in meaningful conversations about the finalized Strategic Plan and the current Framework. Rightsholders and community partners were also able to ask questions and share concerns.

The evenings featured presentations on the Strategic Plan, the Framework, and individual school growth plans. Each event included a Q&A session to encourage open dialogue. This feedback helps to ensure that the District's direction reflects the needs and voices of students, families, Rightsholders and community partners.



Community Survey Online Survey Feedback

-  [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?](#)
-  [Strategies to Improve Learning Outcomes](#)
-  [Career Development and Skill Building](#)
-  [Summary](#)



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



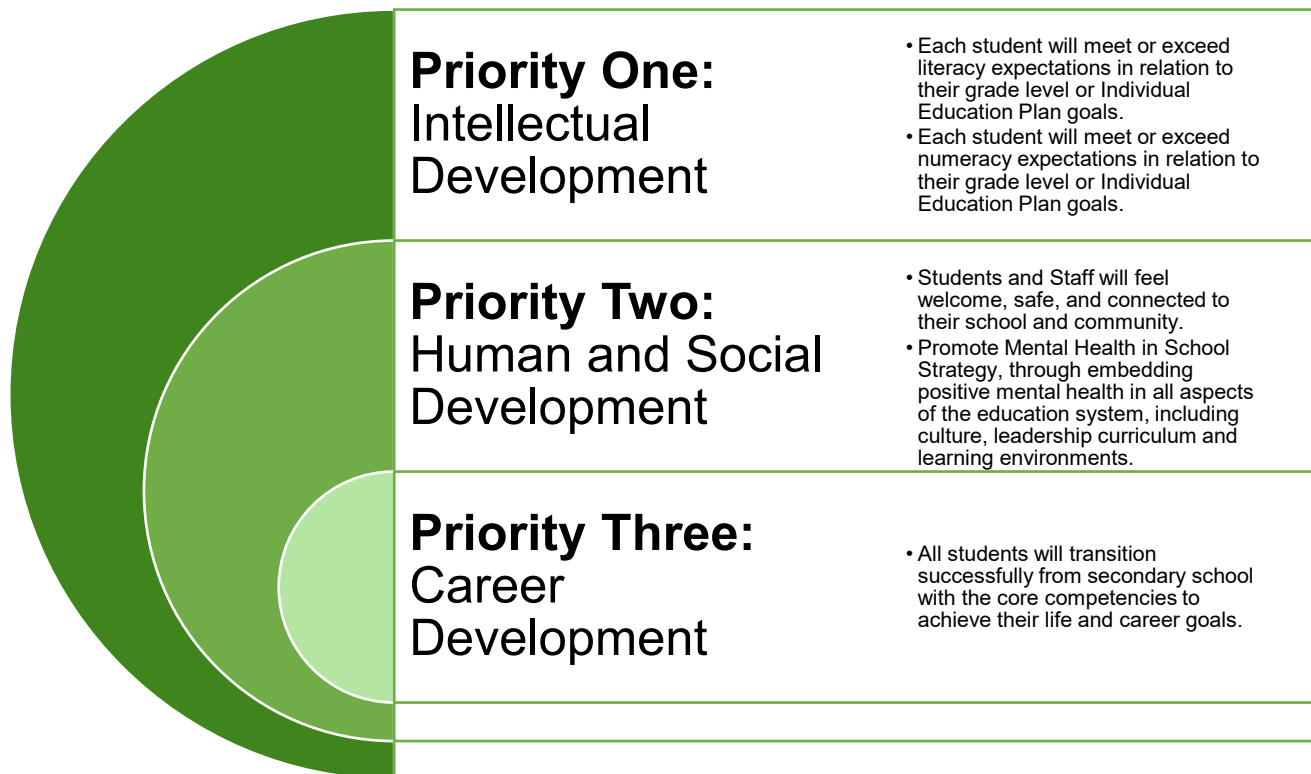


The Indigenous Education Department is involved in the engagement process with the two Indigenous Education Coordinators, Elders and Education Council formalized as the Indigenous Education Council. The District's anti-racism action plan includes the six priority areas of action (community voice, removing 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 2025/26 school year.

During 2024/25 the District's Accessibility Committee continued to address on-going accessibility concerns for the District's schools and communities. The [Accessibility Plan](#) was developed in accordance with the Accessible British Columbia Act and the plan aims to support the identification, prevention and removal of barriers that persons with disabilities face in their day-to-day lives. It is important to note that accessibility is more than physical access to buildings but includes access to curriculum and resources throughout the District. There is also [a reporting tool](#) on the website for people to report barriers to accessibility. The District continues to support accessible projects for our schools including new accessible ramps and doors, and modifications in order to support students who are visually impaired, deaf and hard of hearing, and in wheelchairs.

The District created an [inclusive calendar](#), recognizing dates of significance identified as important by our families. It supports cultural safety and representation, contributing to a more welcoming environment. It is a living document for the anti-racism action plan and will continue to grow to honour and celebrate the diverse cultures, gender expressions, and wide range of abilities and disabilities represented within our school communities.

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 respects 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.



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.

Strategies:

- ## Alignment for Successful Implementation



The District ensures all students transition successfully from secondary school with core competencies and personalized career pathways.



The creation of school age care on school grounds reflects collaboration, innovation, and strategic planning to meet family and community needs.



The District fosters sustainability and student engagement through place-based and outdoor learning opportunities.



The District operates on a budget of approximately \$100 million dollars annually. The utilization of these funds are prioritized to ensure equity and transparency.



French Immersion Literacy

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



Human Resources

The Human Resources Department advances equity, inclusion, and the success of each learner through diverse, skilled, and well-supported staffing.



Indigenous Education

The District strengthens belonging and academic success for Indigenous Learners through culturally responsive supports and community partnerships.



Learning Services

The District strengthens inclusive education by supplementing Learning Services to ensure equitable support across all 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

The District advances equitable outcomes in mathematics by embedding culturally responsive, student-centred instructional and assessment practices.



Transformative Learning – Digital Literacy

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



Feedback from Indigenous Education Council (IEC)

The feedback from the IEC on the 2025 Framework for Enhancing Student Learning.

Summary

The District continues to evolve its strategies to better reflect the diverse strengths and needs of all learners. In alignment with our Strategic Plan and its guiding principles, the District has deepened its commitment to inclusive practices by fostering greater coherence between district and school growth plans. This alignment supports our overarching goal of system-wide continuous improvement.

Engagement from Rightsholders and community partners remains central to our planning processes. Through ongoing dialogue with students, staff, families, Indigenous partners, and the wider community, we are strengthening our shared responsibility for student success and well-being.

The data continues to show that our priority groups, Indigenous students, students with disabilities and diverse abilities, and children and youth in care, face significant systemic barriers and remain below district and provincial achievement levels. As outlined in the Strategic Plan, narrowing these disparities



is a core priority. Our approach includes evidence-informed actions, strengthened community partnerships, and an equity mindset across all layers of the system.

In conclusion, the Framework reflects the District's strong commitment to equity, inclusion, and success for every learner. Across all priority areas, the focus remains on providing meaningful supports that foster belonging, well-being, and academic growth. The initiatives are complemented by Environmental and Outdoor Education programs that strengthen connections to land and community, as well as careful financial, operational, and technological planning that ensures sustainability and safe learning environments. Together, these actions demonstrate a holistic approach to student success, preparing graduates with the competencies, confidence, and pathways they need to transition successfully into their future lives and careers. The integration of culturally responsive practices, innovative learning opportunities, and sustainable resource management (such as the Exploitation and Prevention Coordinator) positions the District to continue advancing its strategic priorities, ensuring that all learners are supported, engaged, and equipped for lifelong achievement.

The District acknowledges that deeper changes are needed. We must confront and dismantle the systemic racism, colonial structures, and implicit biases embedded in our educational practices. This includes critically examining pedagogy, enhancing culturally responsive teaching, and building learning environments that foster belonging, voice, and identity for every student.

By prioritizing support for those who have been historically and systemically underserved, we uplift the entire system. Embedding student voice especially from our most vulnerable learners into decision-making and classroom practice is essential to this work.

Importantly, when we refer to "our" students, it is not from a lens of possession but from a place of relational accountability and collective responsibility. We envision school communities where every student is known, seen, and celebrated. This includes a steadfast commitment to decolonization, the Truth and Reconciliation Commission's 94 Calls to Action, and embedding Indigenous worldviews and knowledge in meaningful, authentic ways.

Together, guided by care, understanding, and compassion, we will continue the work of creating a public education system where every learner thrives.

Other Links

[How Are We Doing Report \(2023/2024\)](#)

[Learning Together \(Monthly Reports\)](#)





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 to review classroom, school, district, and provincial data to monitor progress and inform planning. Disaggregated data for Indigenous students, Children and Youth in Care (CYIC), and students with Diverse Abilities highlights inequities and achievement gaps.


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. School level personnel track these groups individually.

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

Achievement gaps are evident in literacy, numeracy, and completion rates, with targeted strategies in place to address them.




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



-  Developing – processes are in place but require further refinement and consistent alignment to strategic priorities.






Focus Area 2: Ongoing Engagement (Qualitative Evidence)

Engagement with Indigenous communities and broader partners is central to the District's approach.



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 Indigenous Education Council*, ensures ongoing engagement. (**Terms of Reference pending*)
-  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 the Indigenous Education Council 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.
-  The District has active engagement with Rightsholders at community events.

Engagement with Broader Educational Partners

-  The District engages with a wide range of groups including students, District staff, parents, guardians, Rightsholders and organizations supporting vulnerable students (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 2024/25, the District hosted one virtual session, five in-person events (one in each community), two community consultation evenings in Grasmere, catchment and boundaries informational sessions and an online survey, to ensure robust community participation.

Use of Engagement Processes to Inform Plans

-  The feedback from engagement processes directly informs the District priorities and the strategic plan. The District uses input from Indigenous communities, Rightsholders and community partners to make strategic adjustments driving continuous improvement in student learning.
-  Ongoing work, such as Anti-Racism Action Plan, the Accessibility Act and the review of District 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





Developing - The District demonstrates several components of a broad and meaningful engagement process, particularly with Indigenous communities and educational partners. There is clear evidence of broad engagement processes but these require continued refinement to fully capture marginalized voices.




Focus Area 3: Alignment and Adaptations

Operational and school plans are vertically and horizontally aligned with the District Strategic Plan.


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 Finance, Human Resources, Information Technology, and Operations departments ensure that resources are allocated strategically to strengthen student learning. Investments include additional Learning Services supports funded through the operating budget, as well as specialized teachers in numeracy and social-emotional learning. Horizontal alignment is further demonstrated through the District's emphasis on professional development, trauma-informed practices, and behaviour management strategies, which are consistently implemented across schools and directly support the District's 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 the 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 Education Council (IEC). However, further development is required to ensure consistent 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 through Reframing Behaviour and other programs 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 Plan. 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 achievement gaps remain significant.


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. School Based Teams (SBT) meet regularly to review supports for students and the District supplements learning services to ensure an equitable level of support in each school.

Focus Area 5: District Approach to Continuous Improvement



The District applies a reflective approach, combining quantitative and qualitative data with Rightsholders and community partners engagement to guide continuous improvement.

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 including 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

Persistent achievement gaps, particularly for Indigenous students and students with diverse abilities, remain areas for focused improvement.

The District is committed to addressing these gaps by expanding trauma-informed practices and deepening engagement with marginalized voices, recognizing that these efforts will strengthen long-term student outcomes.

As education is an evolving system, the District continually develops, refines, and adapts how students are supported, striving toward proficiency while acknowledging that the target is always dynamic. Each student brings a unique story and set of circumstances, making this work both complex and inspiring.

What remains constant is the District's passion for supporting learners and its commitment to ensuring that every student graduates with dignity, purpose, and options. Through engaging, personalized educational experiences that nurture curiosity, celebrate diversity, and foster lifelong learning, the District continues to build a strong foundation for success.