

## Framework for Enhancing Student Learning School District #49 (Central Coast)

### Mission

Working together to create a safe, welcoming environment that prepares each learner to reach their potential

### Vision

Healthy Community Encouraging Lifelong Learners

### Values

Respect individuality, Nurture curiosity, Enrich outdoor experience,  
Inspire academic opportunities, Cultivate diverse learning styles,  
Communicate towards cultural/social understanding



Residing on the three traditional territories of the Nuxalk, Heiltsuk, and Wuikinuxv Nations, the Central Coast School District (SD #49) lies on the Central Coast of British Columbia, 452 km west of Williams Lake at the end of Highway 20. Geographically, one of the largest school districts with schools in Wuikinuxv in Rivers Inlet, Denny Island, Hagensborg and Bella Coola, the Central Coast School District educates approximately 200 students in areas abundant in spectacular scenery steeped in natural history.

School District 49 (Central Coast) is proud of its staff, students and parents. Much of what we have collectively accomplished aligns with a common strategic approach to improving student education on the Central Coast. As education evolves in our province, School District 49(Central Coast) remains committed to providing equity in education and accountability to our students, families and staff. Some examples to be acknowledged are: Board of Education and administration working to align good governance and effective leadership; teachers have implemented a revised curriculum in grades K-12 including the new graduation requirements in 2019; Services to students with special needs are being addressed in a cohesive, effective, and inclusive way; Grade reconfiguration in our Valley schools is ensuring students' voice is forefront in educational planning; Information technology decisions are being made with student needs and teacher input; and we continue to expand our involvement in Early Childhood Education.

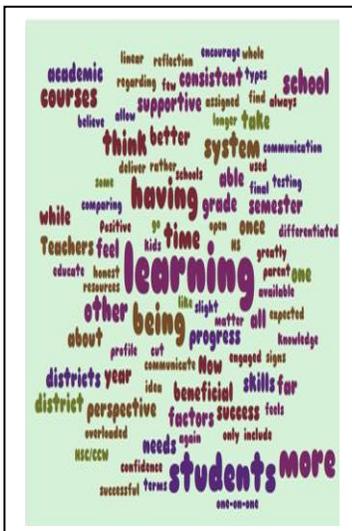
The next few years will continue to bring opportunity and change. The Provincial Funding Model Review will change funding formulas in BC. The Tripartite Agreement between Ministry of Education, the Government of Canada, and the First Nations Education Steering Committee give support and direction as we continue to work towards bringing equity to educational opportunities and successes for our students of Aboriginal Ancestry. The revised graduation requirements put an emphasis on the whole child while continuing focus on the Educated Citizen.

The Board of Education's Strategic Plan shall continue to provide focus to the resource allocations which best prepare students of School District No.49 (Central Coast). It shall also serve as the foundation for this Framework for Enhancing Student Learning (FESL) for School District No.49 (Central Coast). Stakeholder review and input is desired and welcome.

*The Framework for Enhancing Student Learning brings a formalized approach to the planning and reporting expectations for schools with a focus on enhancing student learning and success. It combines accountability with evidence-informed decision making and system-wide continuous improvement to support equity of outcomes for all students in the provincial K-12 public system. The Framework also reflects a public commitment by Indigenous peoples, Indigenous rightsholders, education partners and communities to work together to improve student learning and enhance the intellectual, social and career development of all learners.*

~Ministry of Education

## The Process of Engagement



Engagement with sector and community partners is recognized as a critical component of achieving a plan that addresses the diverse needs of our learning community. The process in developing the strategic plan as the basis for the Framework began in 2019 building upon the previous plans. The Board of Education intends on continuing this 5-year strategic plan development throughout the 2021-2022 school year.

### **Beginning steps:**

During the 2019-2020 school year meetings were held with Staff and community in an effort to gather input towards identifying key areas of our education system that support student success. The areas identified form part of the larger strategic plan and support the priorities of the Board of Education which are intended to strengthen the Framework for Enhancing Student Learning.

### **Establishing priorities**

Over the 2020-2021 school year, several virtual public meetings helped to inform the strategies and confirm the priorities of the district. Input from stakeholder and

rightsholder groups were gathered through meetings, direct emails and surveys.

### **Student voice**

Grade 4-12 students were visited and provided opportunities to provide guidance to the Board of Education. This valuable information included an overview of the Framework and gave voice to student concerns as well as an opportunity to identify assets and programs valued by students.

### **Continued dialogue is the consensus**

As 2021 drew to a close, increased levels of engagement from the public and clearly articulated desires to continue the conversation led the Board of Education to delay the formal adoption of the Strategic Plan. The goal is to continue consultation through 2022 to establish a five year strategic plan. During the 2021-2022 school year, additional consultation will occur as SD49 enters the Equity in Action Project. More information on the Equity Scan process will be communicated in Fall 2021.

# Our Data

Several of our Framework for Enhancing Student Learning (FESL) data sets available for all students in BC including provincial assessments (Foundation Skills Assessment, Graduation Literacy Assessment, Graduation Numeracy Assessment), the Student Learning Survey, Post-secondary transition rates and Graduation Rates are masked for privacy given our small population. These unmasked data sets are reviewed internally as are local data including report card marks, Student Story Starter results in literacy, numeracy and social responsibility and K-7 Fountas and Pinell reading levels. Our aim is to look to trends over time and cohort (same/similar group of students over time) growth. Our FSA results are generally lower than the provincial average with some variation in the most recent assessment with grade 4's above the provincial in literacy and numeracy. The trend over time suggests an improvement in cohorts from grade 4 to grade 7 FSA. The FSA is an indicator of graduation success.

Grade to grade transitions vary due to class size and are generally in line with the provincial data. All students' Student Learning Survey results provide an upward trend with most results approaching or higher than the provincial average regarding 'feeling safe', 'feeling welcome', 'school belonging' and 'adults care'. There is some disparity between Indigenous students that are status, off reserve in these SLS results except for 'feel welcome' results which are in line with all students.

The 5-year completion rate (graduating within 5 years of starting grade 8) is nearing the provincial average for all students and recently above the provincial average for Indigenous students. Our Immediate and 3 Year Transition Rates to Post Secondary Institutions have been consistently above the provincial average for all resident students and Indigenous students.

There is a general upward trend in reading levels (gr.1-7) as measured on the Fountas and Pinnell Assessment although results of our Indigenous learners tend to be showing as Approaching Expectations more often when compared with all students.

## Grade 1-7 Fountas and Pinell Reading Level

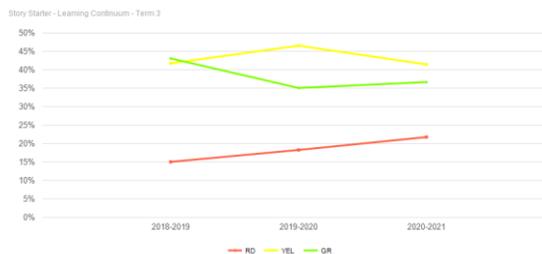


Our Student Story data is gathered through professional conversation with educators and is intended to give a broad sense of whether a learner is at level (green), falling behind up to one year (yellow), or falling behind beyond one year (red) of expected grade level performance. Data indicates that our Aboriginal learners represent a higher proportion of those students one year or more behind in literacy and numeracy. The three year trends appear less significant and the intent is to use these as baseline results as we move through the 2021-2022.

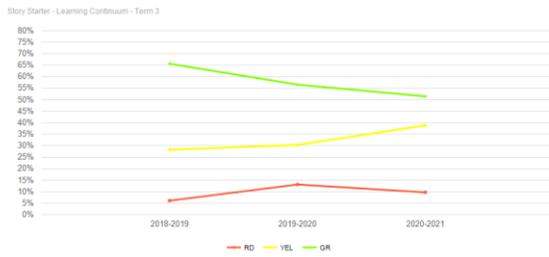
## Numeracy



## Literacy



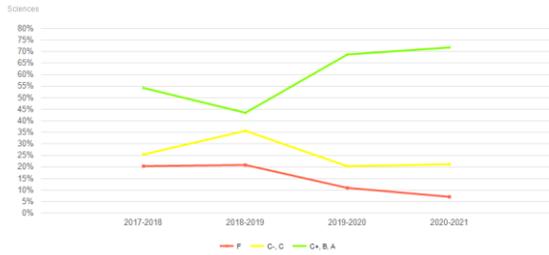
## Social Responsibility



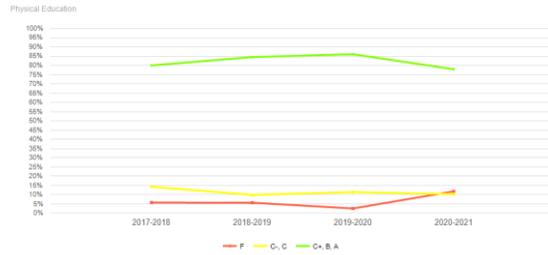
When reviewing Subject Readiness Areas in grades 8-12, trends are not significant over 4 years however, a fulsome review of this information as it pertains to Indigenous learners' achievement is needed as the 2020-2021 school year indicates lower results for Indigenous learners in English Language Arts and Social Studies.

## High School Subject Readiness based on 2021 Final Report Card Marks

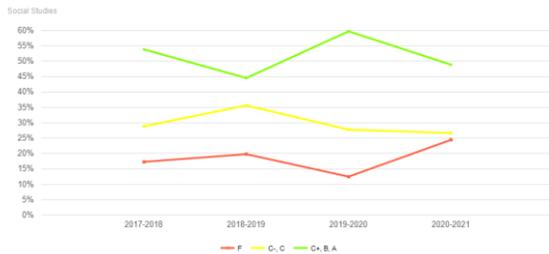
### Sciences 8-12



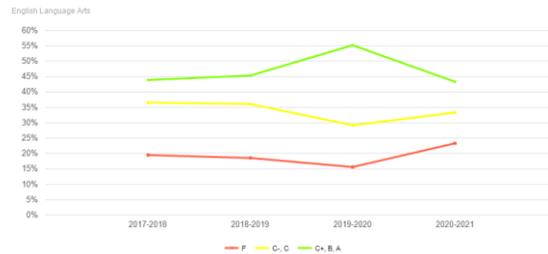
### Physical Education 8-12



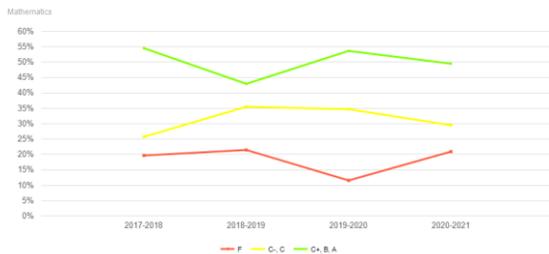
### Social Studies 8-12



### English Language Arts 8-12



### Mathematics 8-12



# Strategic Priorities, Actions and Objectives

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We have reviewed our student achievement data and in consideration of student, staff, and community input have developed two priority areas for enhancing student learning in SD49: 1) To provide high quality, essential educational programming 2) To improve Indigenous student achievement and success.

## **To provide high quality, essential Educational Programming:**

### ***Mathematics program review and resource development***

#### *Review numeracy baseline data*

- Use EdPlan Insight reporting including Student Story Starter and FSA
- Sharepoint Dashboards
- How Are We Doing report

#### *Align district programs*

- Aim to have 8-12 mathematics taught by one qualified teacher

#### *Ensure reporting of accurate student achievement*

- Principals reviewing report card comments in particular
- Parent meetings ensure any adaptations are known and understood
- Classroom teacher communication with family
- Student Story Starter provides accurate grade level achievement
- Expansion of e-portfolio use to intermediate level
- Ensure alignment to Local Education Agreement(s) in reporting to Nuxalk Nation, Wuikinuxv Nation and Heiltsuk Nation

#### *Support students with qualified academic support in mathematics through policy*

- Policy committee task in 2021-2022

#### *Kindergarten to grade 9 focus*

- Group, in-class Learning Assistance support in K-7
- Level B assessments continue K-9
- Focus on transition plans for all students moving from grade 7 to grade 8

### ***Grades 10-12 academic programming in line with revised curriculum and graduation requirements***

#### *Continue open dialogue with students, PAC and parents to inform needs*

- Academic Counsellor working closely with principal
- Career Life Connections and Career Life Explorations being taught as full credit courses
- Engage First Nation Parent Support Group(s) Continue early development of timetable
- Regular review and student voice
- Ensure parents are aware of student choices

### *Invest financially in shifts of practice*

- District Days
- Support block (8-12)
- Develop job description/role for a Nuxalk support teacher

### *Develop trades program – invest in teacher training, listen to student voice, access NDIT funds to build partnerships locally and with Post-Secondary, capital investment in safety and enhanced workspace*

- Woodshop dust collection and equipment
- Consultant working to establish plan for increased enrollment in ITA courses including but not limited to WEX.
- Continue providing choice in mathematics to include Workplace Math as a path to graduation
- Seek understanding of Nuxalk Nation community direction and empower student choice

### *Continue consultation and reporting on Framework for Enhancing Student Learning*

- 2019-2022 consultation under way

### *Further develop reporting policy to reflect assessment practices addressing grade/level assessment*

- E-Portfolio K-4 expanding to 5-7

### *Support teachers in implementation of assessment and reporting with in-service and consultation opportunities*

#### *Engage with parents around assessment models*

#### *Identify and invest in tangible resources for delivering the revised curriculum*

#### *Provide academic growth to students through experiential learning opportunities*

- Expand application of First People Principles of Learning for all staff
- K-7 outdoor opportunities
- ADST curriculum
- Outdoor Education 10-12
- Woodshop and fine arts programs
- Expand arts education

### ***Support literacy within grade reconfiguration K-4, 5-7, 8-12***

#### *Regularly review students' expressed needs in transitioning from school to school within the Bella Coola Valley*

- School based collection of student needs through projects, dialogue and surveys
- Grade 4 opportunity for tour and meet the NES staff in the Spring of their final year at BCE
- Explore connection opportunities for Grade seven students to student leaders in Sir Alexander Mackenzie School

### *Work to provide age-appropriate activities within school hours*

- School libraries open at lunch
- Expand intramural offerings and clubs

### *Provide teacher collaboration between sites, specifically to align programs and student assessment/reporting*

- BCE and NES have shared resources to align F&P assessments
- Focus on student support plans, specific to students assigned to next grade

### *Review reporting models to align with student goals and revised curriculum*

#### *Facilitate public input*

#### *Align best practices across district*

### *Review and communicate student achievement to monitor areas of growth*

## **To improve Indigenous student achievement and success:**

Students require a strong foundation in academic skills such as literacy and numeracy. These skills are not just required for success in school, but also to achieve success and fulfillment in life beyond high school graduation, in careers and post-secondary education. In our district, and in the province of B.C., there is a critical disparity in the academic achievement and graduation rates of Indigenous and non-Indigenous learners. In order to fulfill our mission of providing a quality education to all students, it is imperative that we focus efforts on increasing achievement for Indigenous learners.

### *1) Improve Curricular Opportunities*

- Reinforce Indigenous Education curricular content learning opportunities for all staff
- Provide multiple types of local assessment to ensure student strengths are identified
- Ensure clear reporting to parents
- Maintain cultural awareness in resources and curricular content

### *2) Address Issues facing youth*

- Increase the sense of belonging and community relations with students, families, schools and community members
- Enforce anti-bullying policy and 'Expect Respect and a Safe Education'
- Address prejudice and racism by maintaining an inclusive philosophy
- Mental Health supports
- Build Home School Coordinator capacity based on defined roles and responsibilities
- Explore possibility of providing schools an Elder in residence
- Maintain and increase intramural programs
- Increase club, sporting, cultural and arts opportunities for students
- Re-establish quality after-school programming

### *3) Enable Cultural acceptance and sharing*

- Continue to support involvement in celebrations and grieving
- Build structures to reinforce school community understanding of local culture(s)
- Continue sharing time with Nuxalk, Wuikinuxv and Heiltsuk nations

#### 4) Recognize and act upon our role(s) toward Truth and Reconciliation

- Educate ourselves and the district community on the Truth and Reconciliation Commission of Canada: Calls To Action, the United Nations Declaration on the Rights of Indigenous Peoples, and the BC Tripartite Education Agreement
- Continue with local focus including regular meetings with Wuikinuxv, Heiltsuk, and Nuxalk Nation Band Council(s)
- Participate in the collaborative implementation of the Equity In Action Project
- Negotiate Local Education Agreement(s) in good faith

## Continued review for Improvement

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Regular review of the strategies in place for our learners is key to bringing positive change to our district. We will continue to engage with our school community throughout the year to bring alignment and focus to our Annual Framework.

### August/September

- Administrative team to review our district data, Strategic Priorities and Framework for Enhancing Student Learning
- Sharing of Framework plans with staff
- Public meeting of the Board of Education to approve and publish the SD49 Framework

### October

- School plans submitted to District office for presentation to public and Board approval

### November

- District to review local assessments including Student Story Starters – Literacy, Numeracy, and Social Responsibility

### December/January

- Board and public review and interpretation of school-based data (report cards, SSS, School Wide Write, F&P)

### February

- Administrative team review of Secondary Readiness Subjects at end of Semester 1/Term 2
- Administrative team review correlation of staffing and service/supply allocations with the Framework priorities for amended budget input/recommendations

### March/April/May

- Public and Board of Education review of priorities and budget alignment for upcoming school year

### June

- Administrative team review of local assessments and available provincial data
- Board of Education and public review of Framework priorities

### July

- Administrative team gathering year-end data and revising Framework priorities and strategies in line with public input