



Enhancing Student Learning Report September 2023

In Review of Year 2 of the Strategic Plan for District #49 2022-2027



Approved by the Board of Education on September 26, 2023

Table of Contents

Table of Contents.....	2
Introduction: District Context.....	1
Section A: Reflecting Back <i>2022-23 Student Learning Outcomes</i>	2
Intellectual Development	2
Educational Outcome 1: Literacy	2
Relevant Additional/Local Data and Evidence	11
Analysis and Interpretation: What Does this Mean?	17
Educational Outcome 2: Numeracy	18
Relevant Additional/Local Data and Evidence	27
Analysis and Interpretation: What Does this Mean?	29
Analysis and Interpretation: What Does this Mean?	35
Human and Social Development.....	36
Educational Outcome 3: Students Feel Welcome, Safe, and Connected.....	36
Relevant Additional/Local Data and Evidence	45
Analysis and Interpretation: What Does this Mean?	46
Career Development	47
Educational Outcome 4: Students will Graduate	47
Educational Outcome 5: Life and Career Core Competencies.....	50
Analysis and Interpretation: What Does this Mean?	55
Section B: Moving Forward <i>Planning and Adjusting for Continuous Improvement</i>	56
Current Strategic Plan Priorities	56
To provide high quality, essential Educational Programming:	56
To improve Indigenous student achievement and success in the spirit of reconciliation:	57
Click here for full SD49 Strategic Plan	58
Celebrating our Successes for the Past Year.....	58
Existing and/or Emerging Areas for Growth (So what?)	59
Strategic Engagement	59
Adjustment and Adaptations: Next Steps.....	60
Alignment for Successful Implementation.....	60
Conclusion	62

Introduction: District Context

Residing on the three traditional territories of the Nuxalk Nation, the Heiltsuk Nation, and Wuikinuxv Nation, School District 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 and will be adhering to the [revised K-12 Reporting Policy](#); Services to students with special needs are being addressed in a cohesive, effective, and inclusive way; Grade reconfiguration in our Valley schools continues to ensure students' voice is forefront in educational planning; Information technology decisions are being made with student needs and teacher input; Continuing to learn through the Equity in Action project bringing essential supports to the forefront for Indigenous Students; and we continue to expand our involvement in Early Childhood Education.

Recent transitions on the area of financial oversight have proven challenging yet School District 49 is now in a positive space and the Board is well equipped to operationalize many of the current priorities. We will be working closely with rightsholders and are in the second year of the Local Education Agreement with the Nuxalk Nation which is providing meaningful, collaborative strategies for students. A comprehensive Early Learning Scan was completed and has provided a work plan for administration to improve opportunities in Early Learning including public engagement. Our continued work to review individual student achievement is meeting with some success as we look to improve our approach to working with data. As will be evident in the following report, much of our data is masked due to the small cohort sizes and privacy policies. The revised graduation requirements and reporting policy put an emphasis on the whole child while continuing focus on the [Educated Citizen](#).

As we are entering year two of our [five-year strategic plan](#), we will refer to it to continue to provide focus to the resource allocations which best prepare students of School District No.49 (Central Coast).

Section A: Reflecting Back

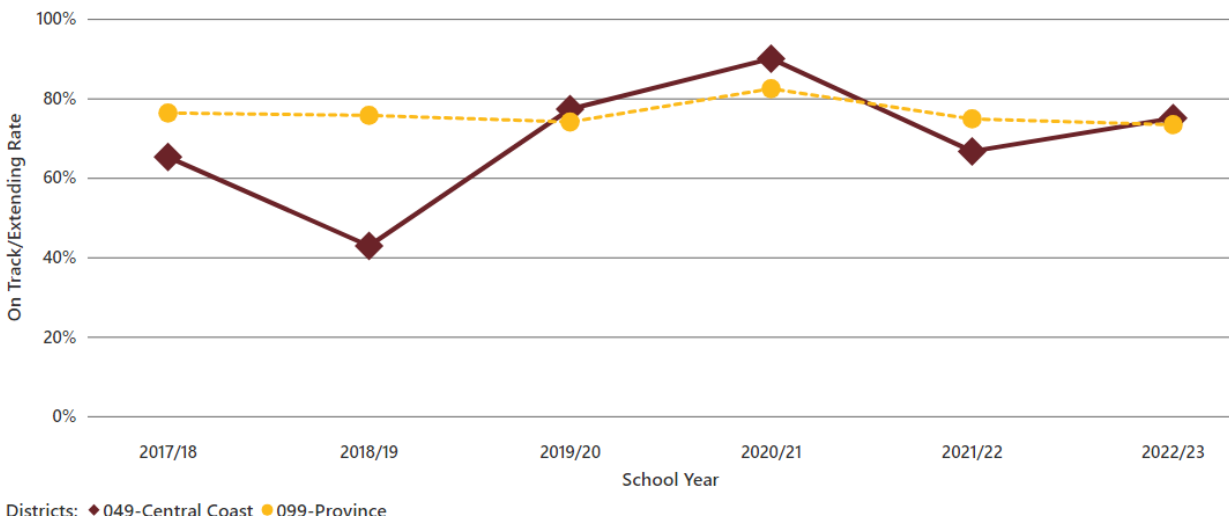
2022-23 Student Learning Outcomes

Intellectual Development

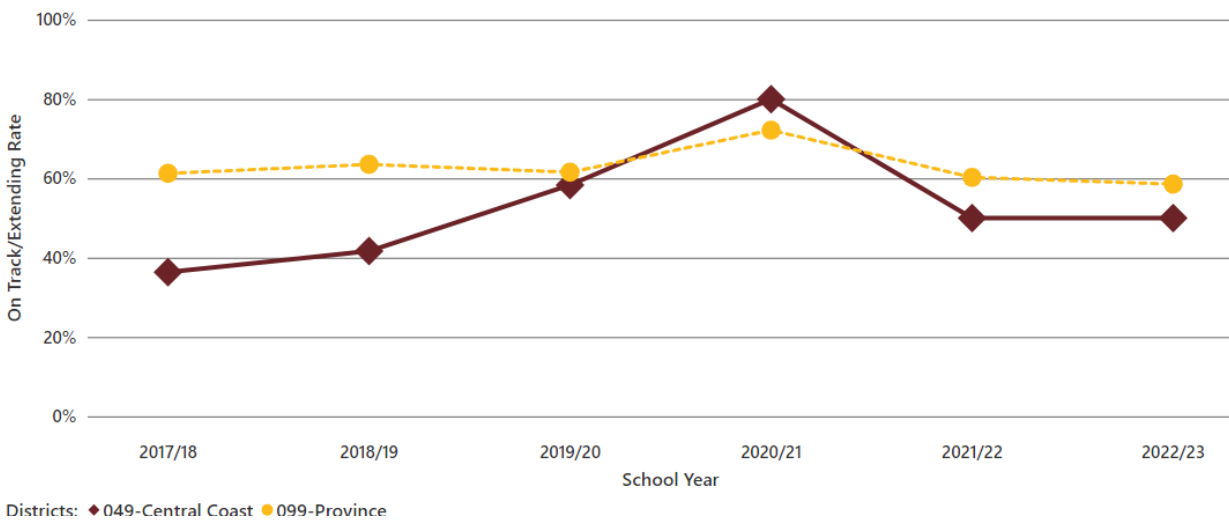
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations (FSA)

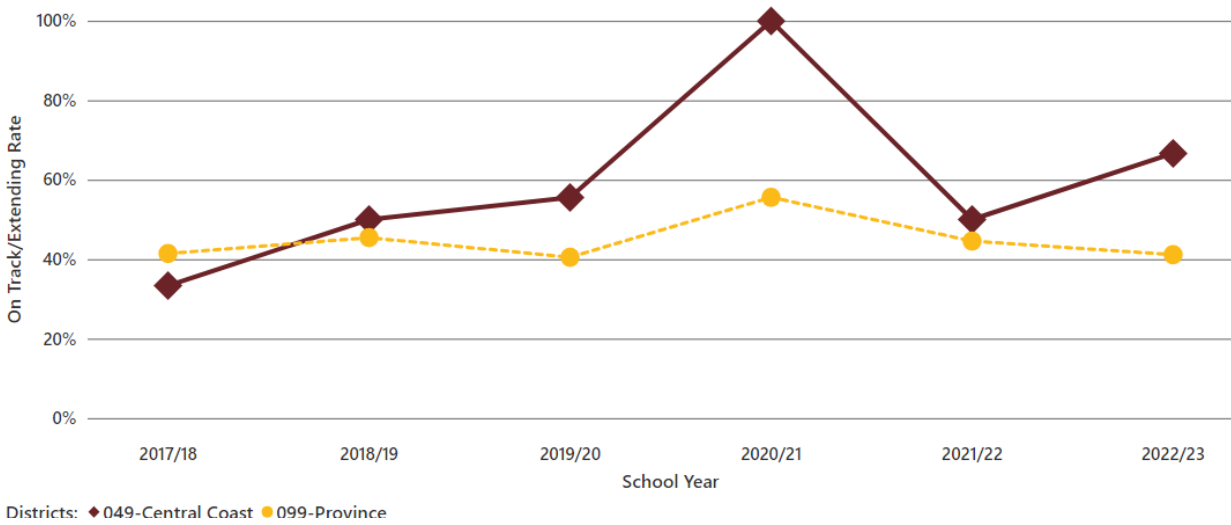
Grade 4 Literacy All Resident Students



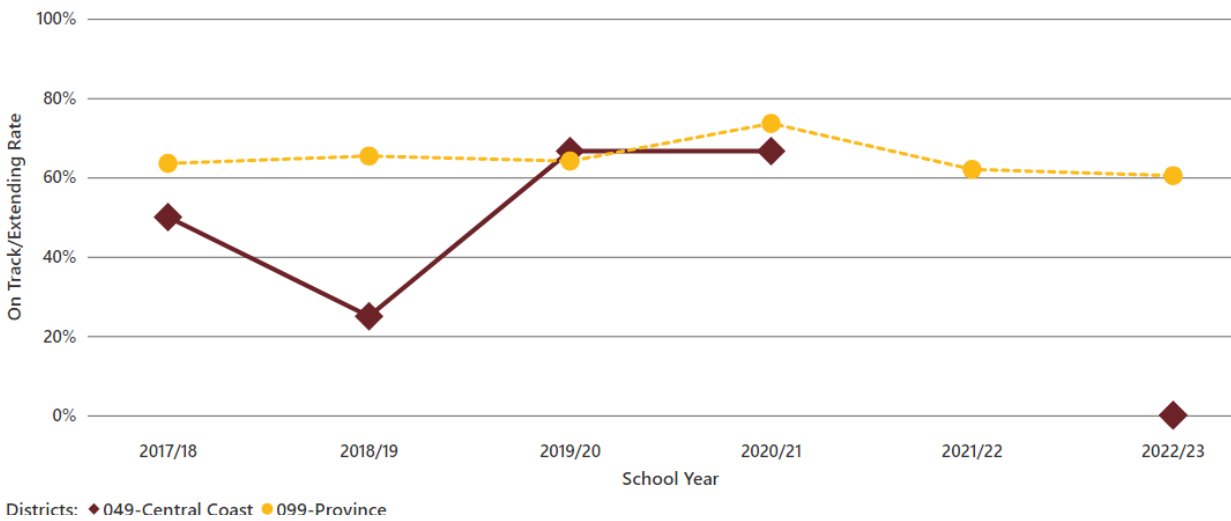
Grade 4 Literacy Indigenous Resident Students



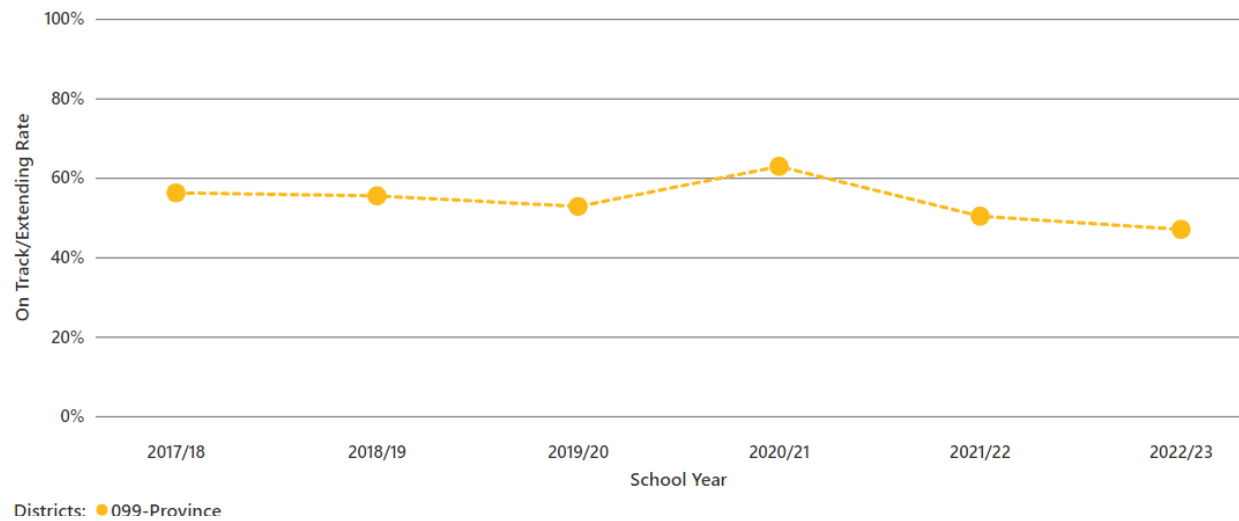
Grade 4 Literacy Indigenous On Reserve Resident Students



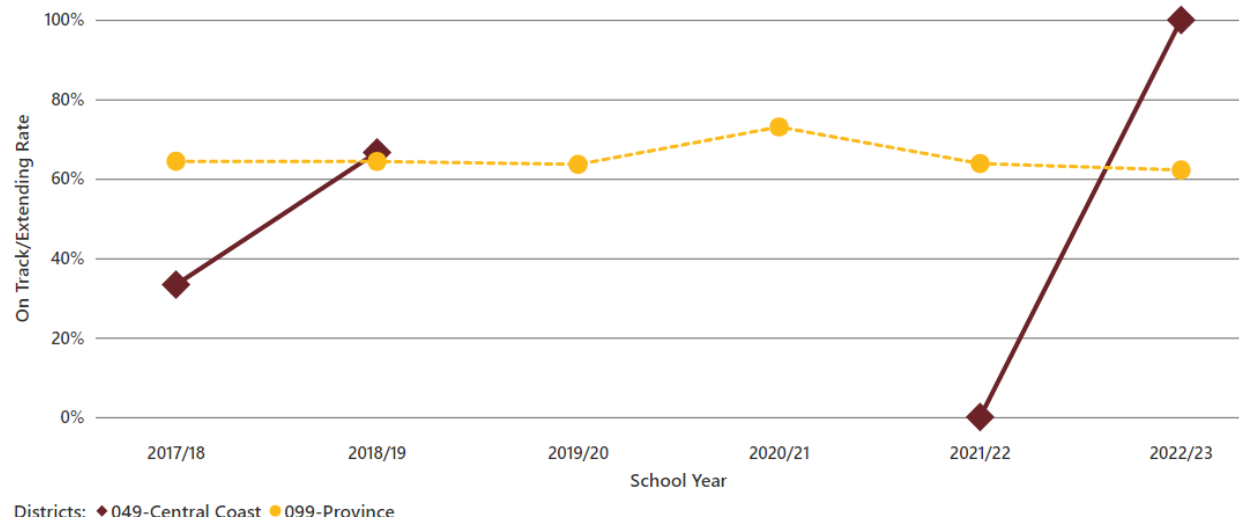
Grade 4 Literacy Indigenous Not On Reserve Resident Students



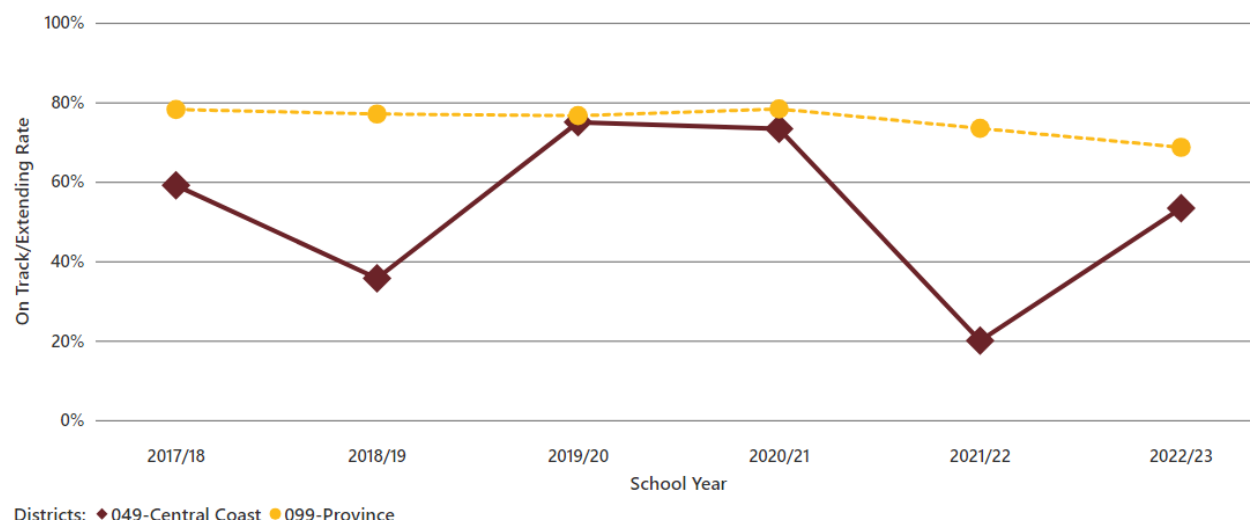
Grade 4 Literacy CYIC Resident Students



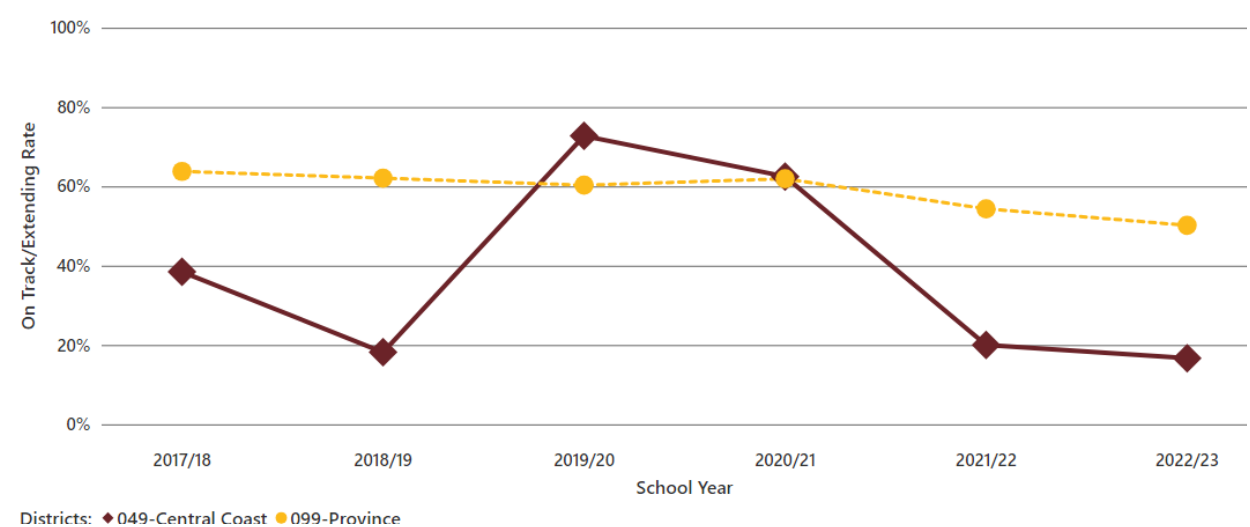
Grade 4 Literacy Resident Students with Disabilities/Diverse Abilities



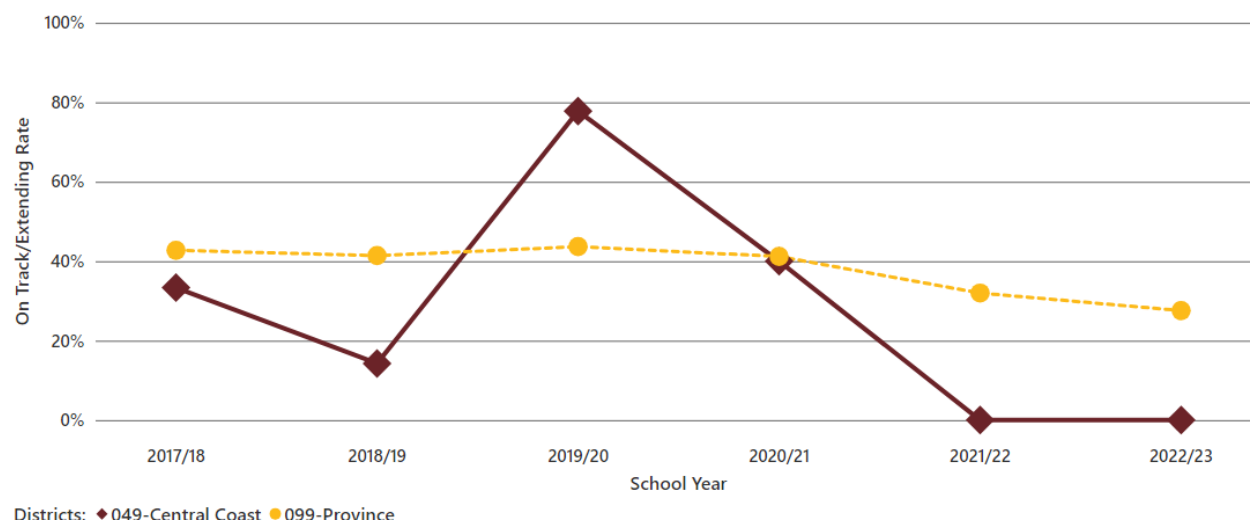
Grade 7 Literacy All Resident Students



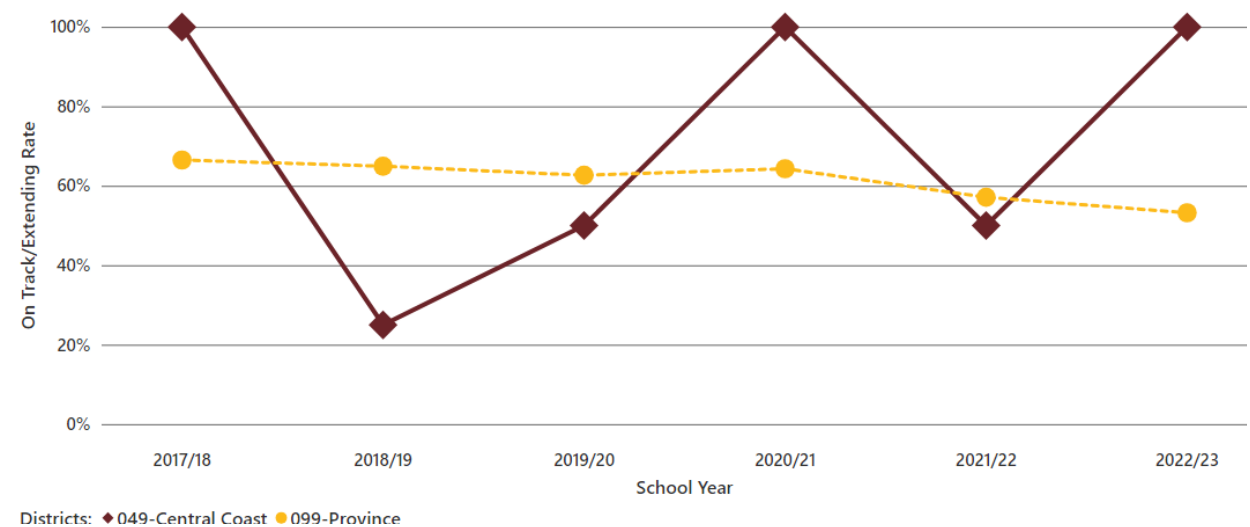
Grade 7 Literacy Indigenous Resident Students



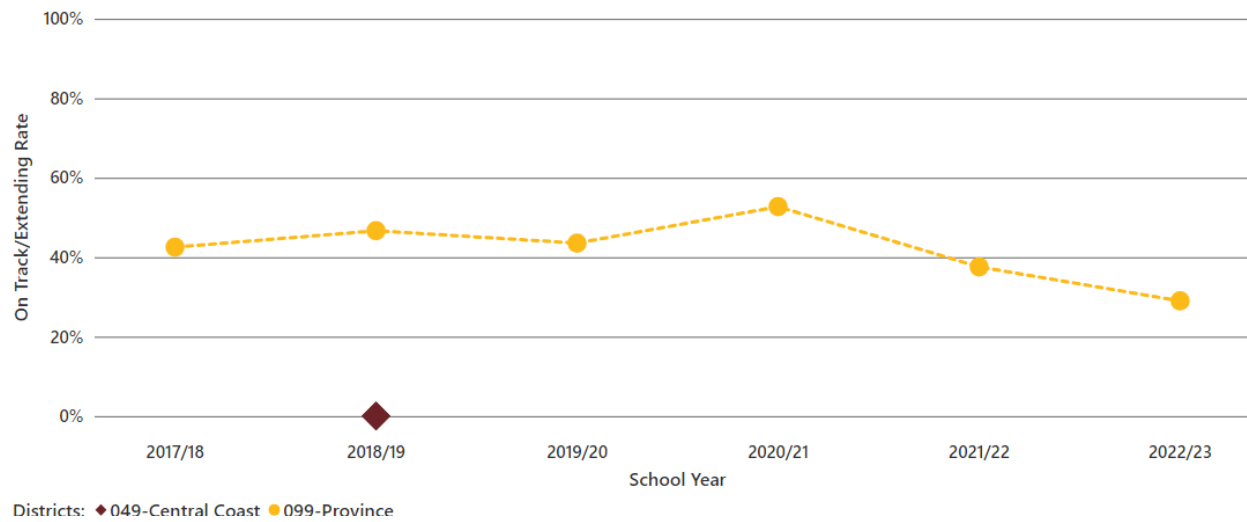
Grade 7 Literacy Indigenous On Reserve Resident Students



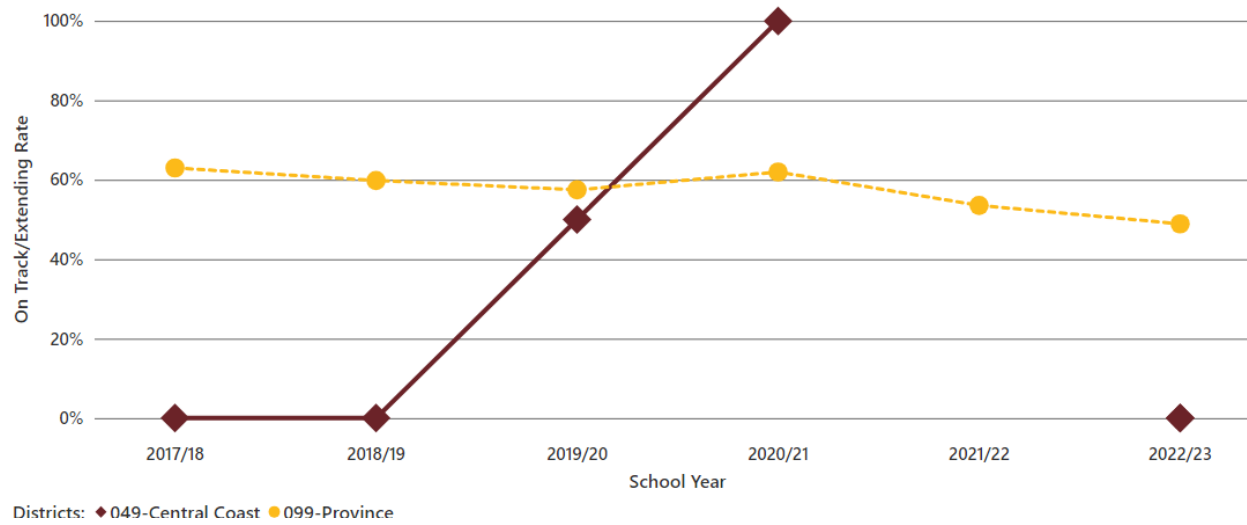
Grade 7 Literacy Indigenous Not On Reserve Resident Students



Grade 7 Literacy CYIC Resident Students

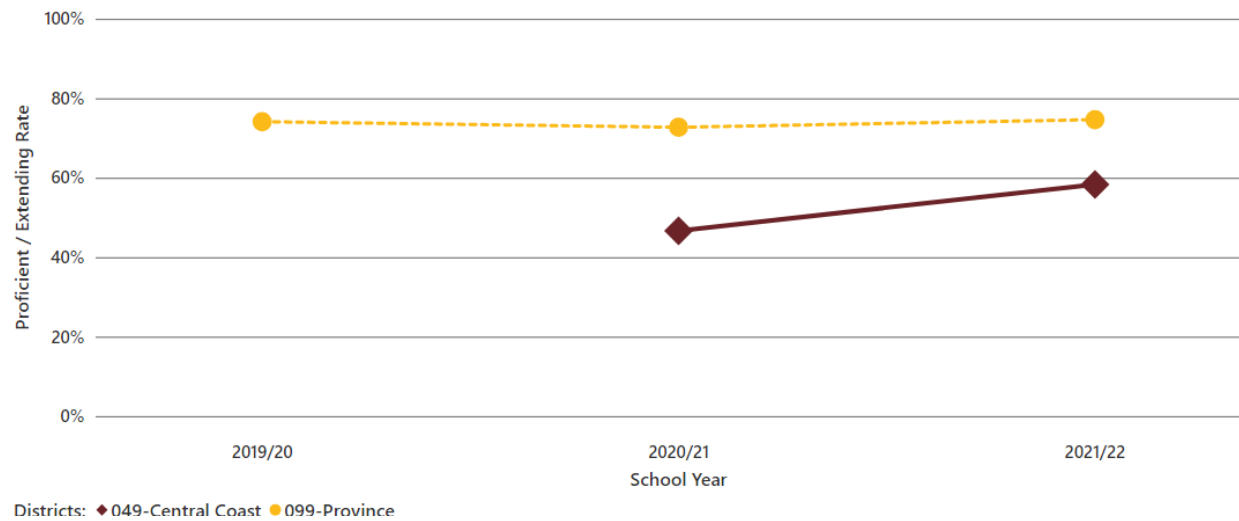


Grade 7 Literacy Resident Students with Disabilities/Diverse Abilities

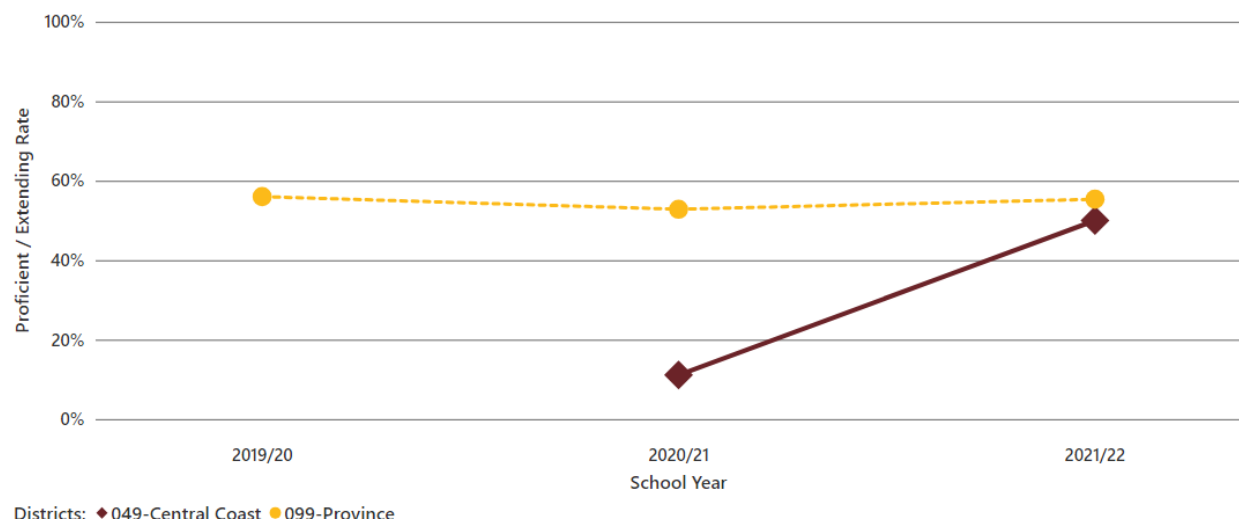


Measure 1.2: Grade 10 Literacy Expectations

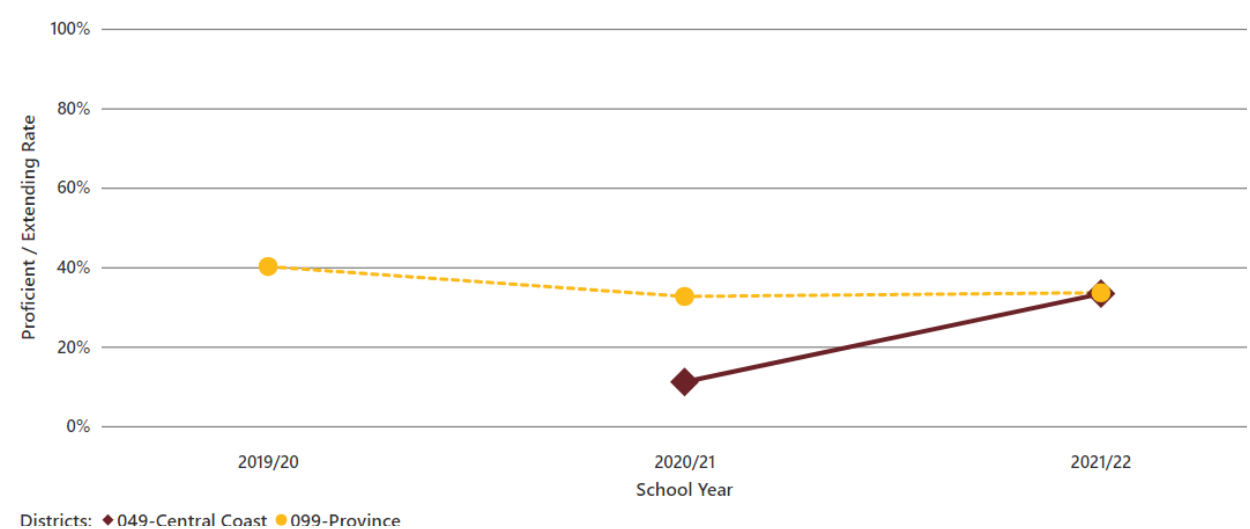
Grade 10 Literacy All Resident Students



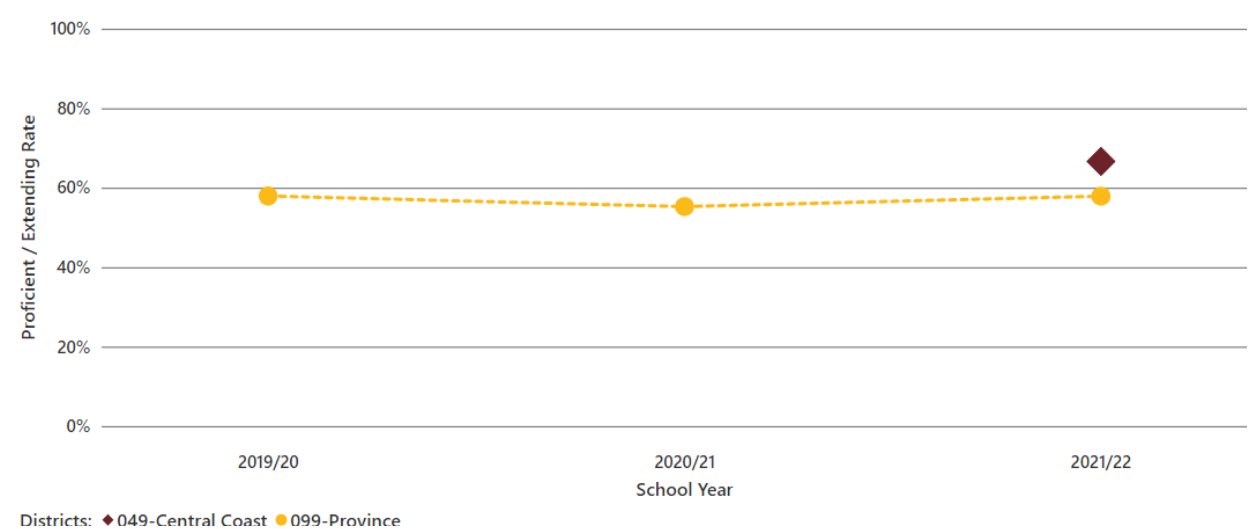
Grade 10 Literacy Indigenous Resident Students



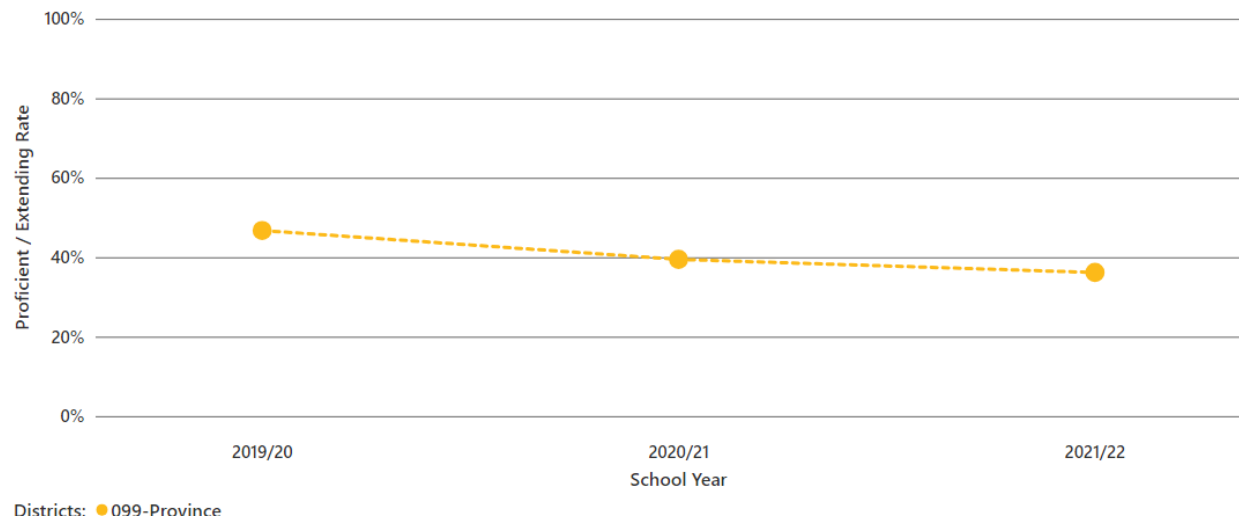
Grade 10 Literacy Indigenous On Reserve Resident Students



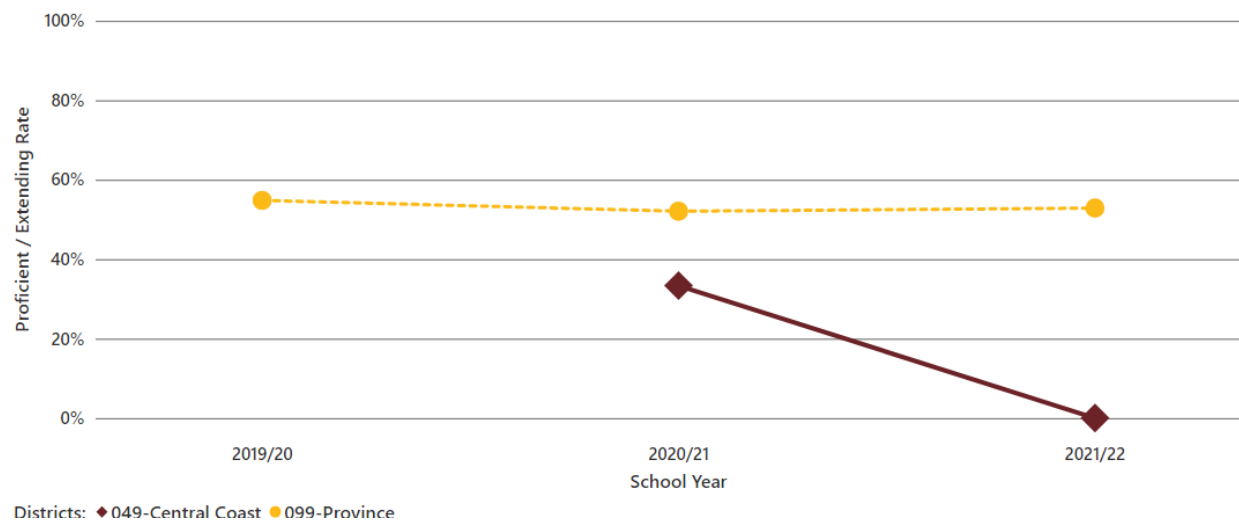
Grade 10 Literacy Indigenous Not On Reserve Resident Students



Grade 10 Literacy CYIC Resident Students



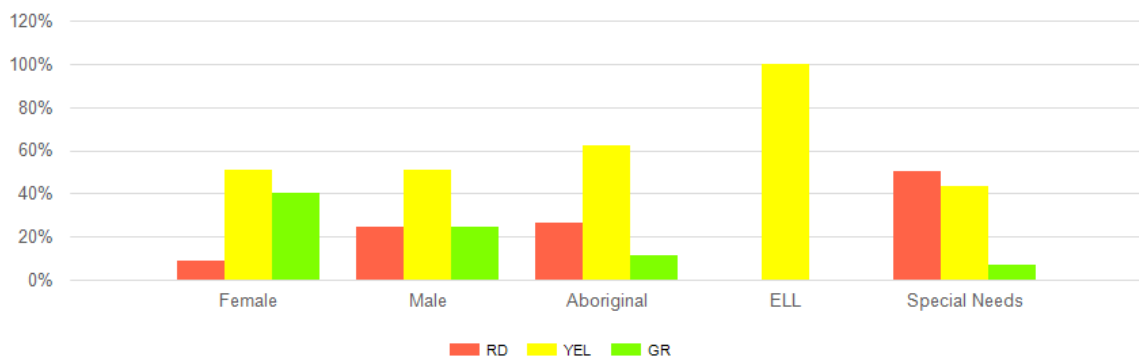
Grade 10 Literacy Resident Students with Disabilities/Diverse Abilities



Relevant Additional/Local Data and Evidence

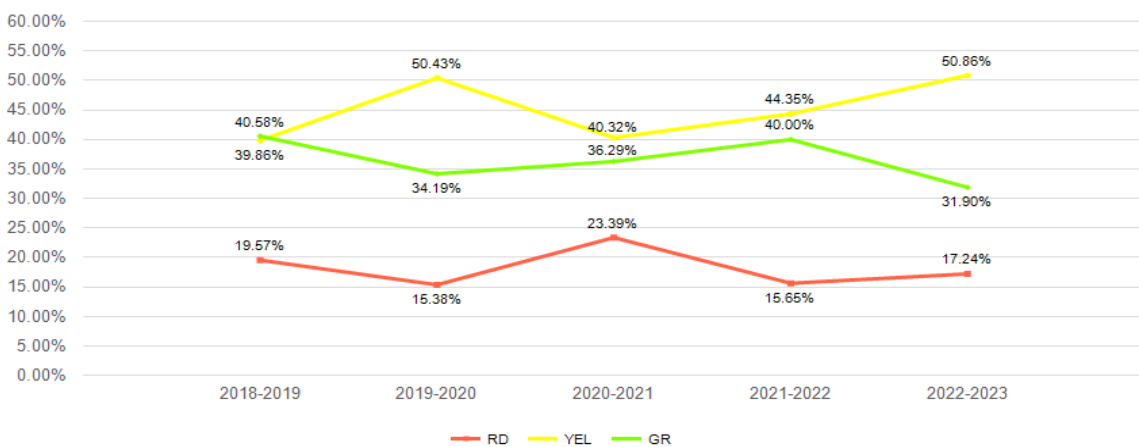
Student Story Starter – Focus Area Literacy K-7 Term 3, 2023

Story Starter - Learning Continuum - Term 3

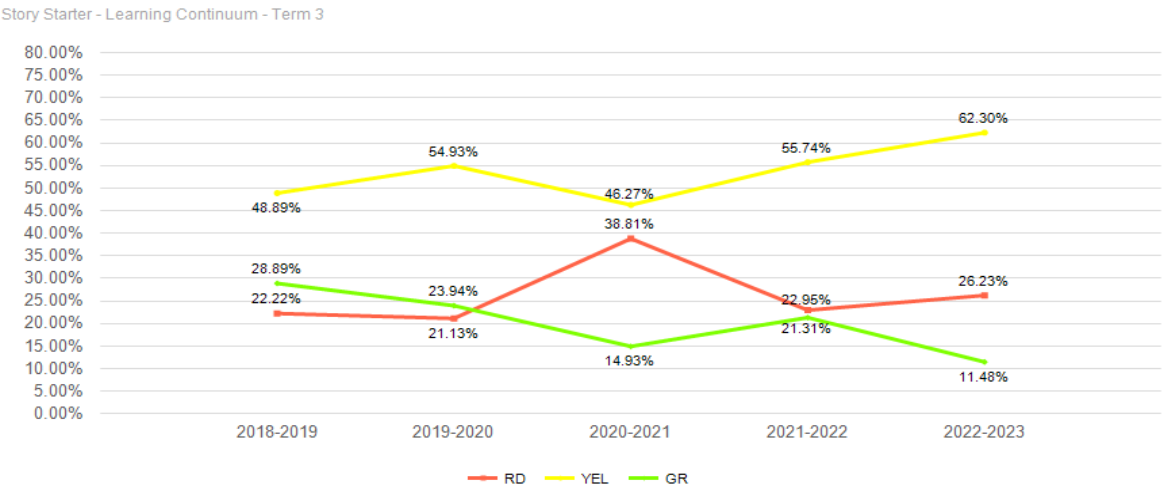


Trends of Student Story Starter – Focus Area Literacy K-7 Over Time

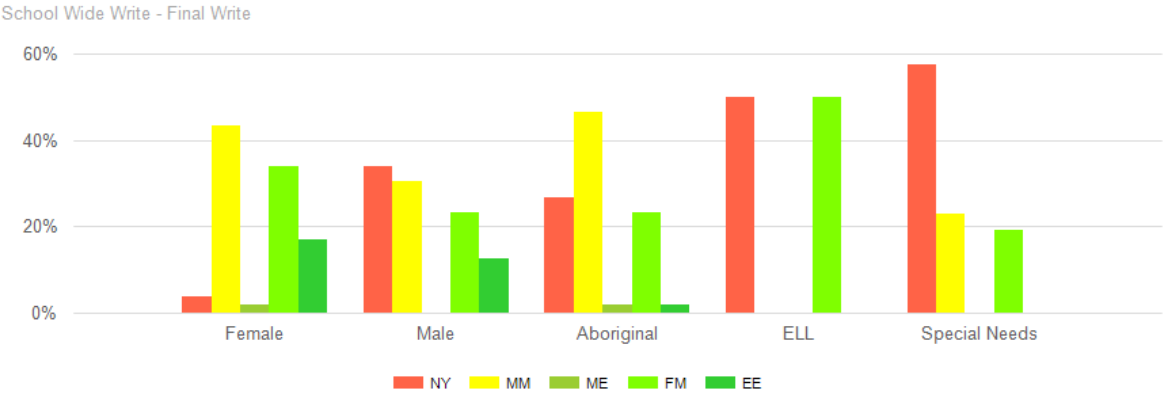
Story Starter - Learning Continuum - Term 3



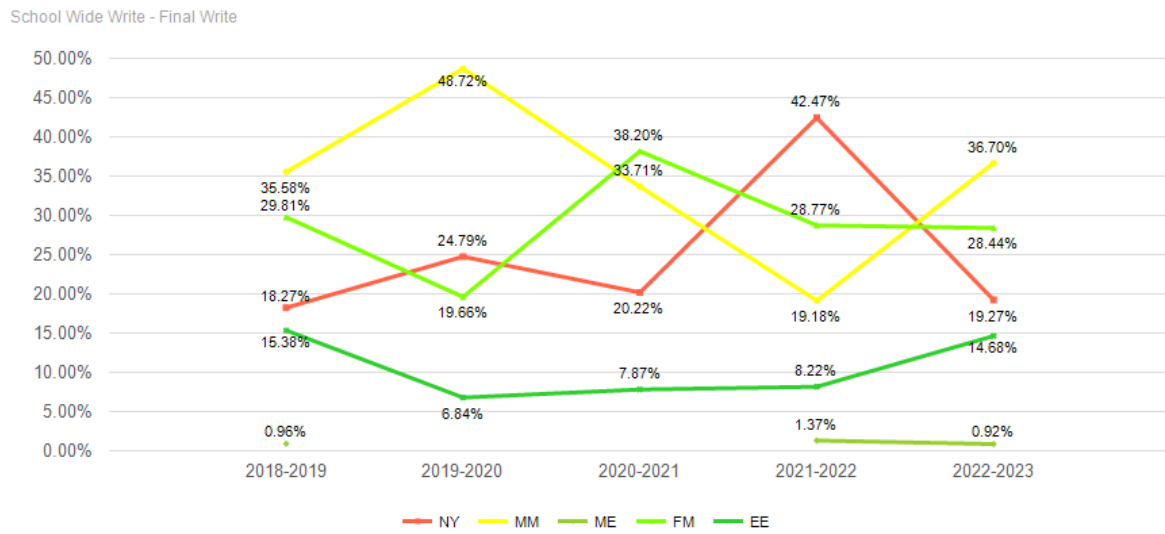
Trends of Student Story Starter – Focus Area Literacy K-7 Over Time (Indigenous)



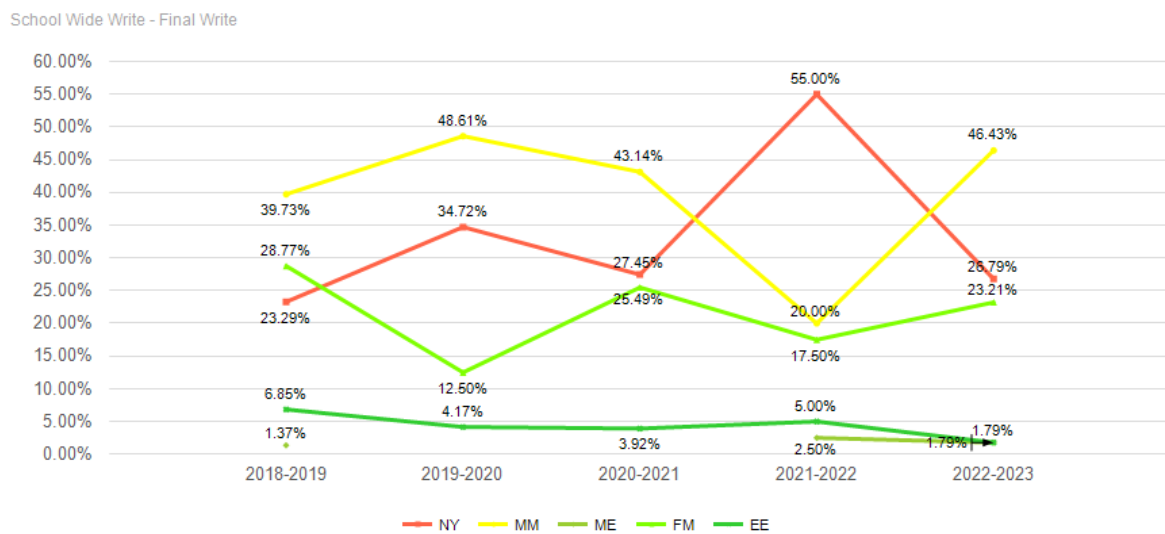
School Wide Write K-7 Final, 2023



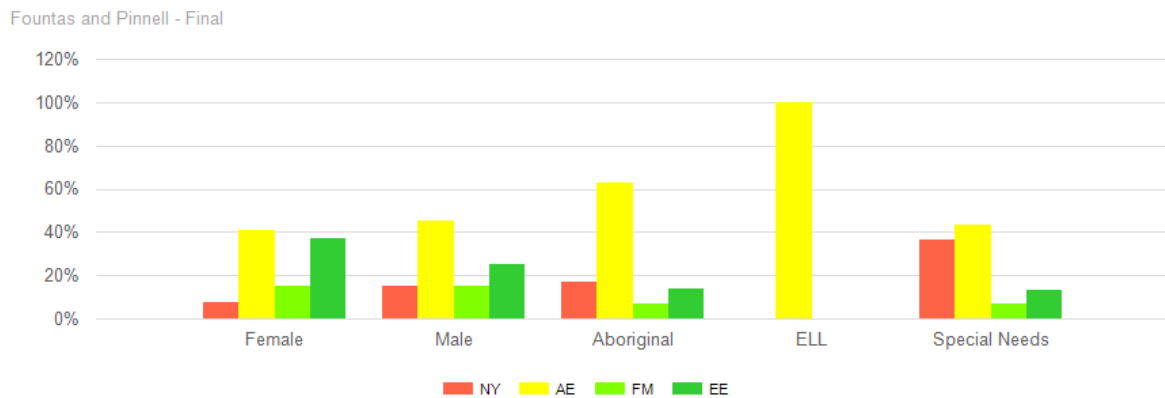
Trends of School Wide Write K-7 Over Time



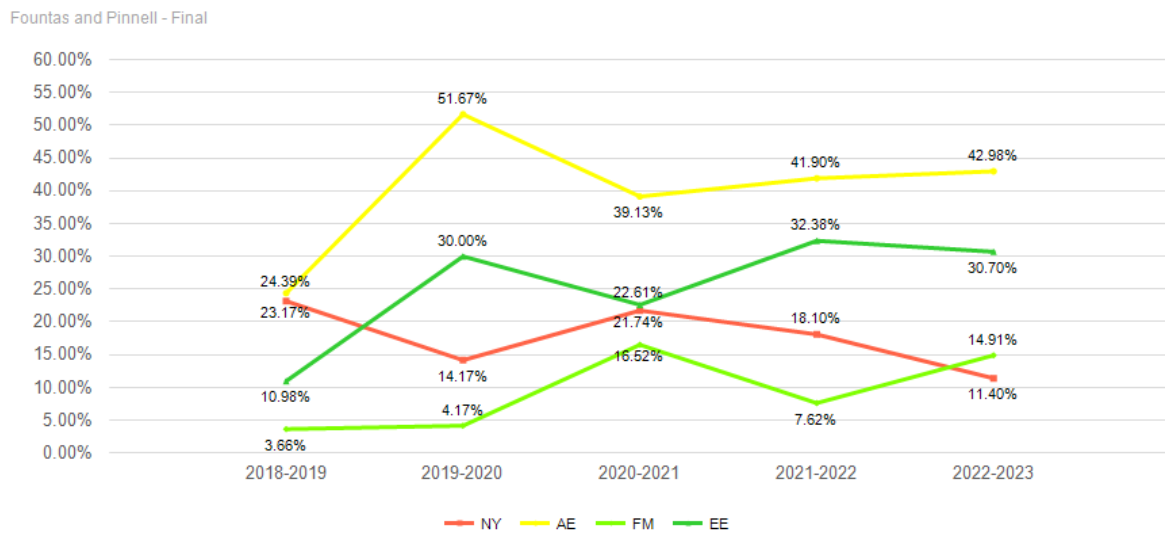
Trends of School Wide Write K-7 Over Time (Indigenous)



Fountas & Pinnell Reading Level Grade 1-7, Final 2023

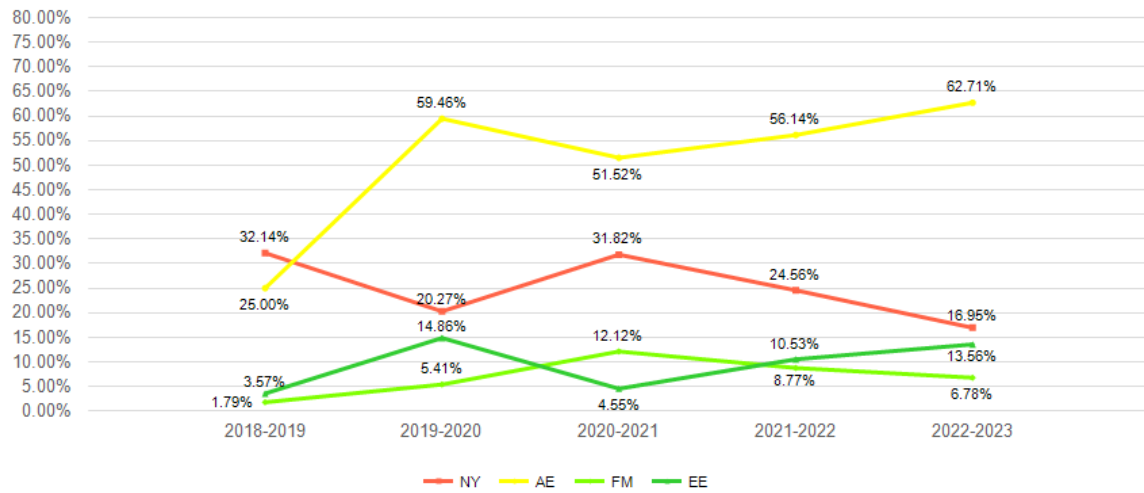


Fountas & Pinnell Reading Level Grade 1-7, Trends of Time



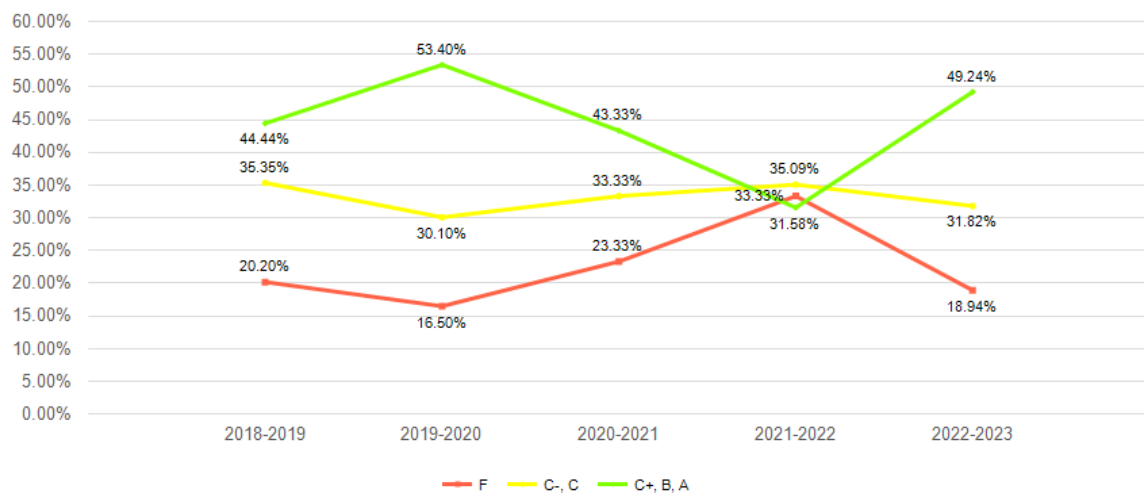
Fountas & Pinnell Reading Level Grade 1-7, Trends of Time (Indigenous)

Fountas and Pinnell - Final



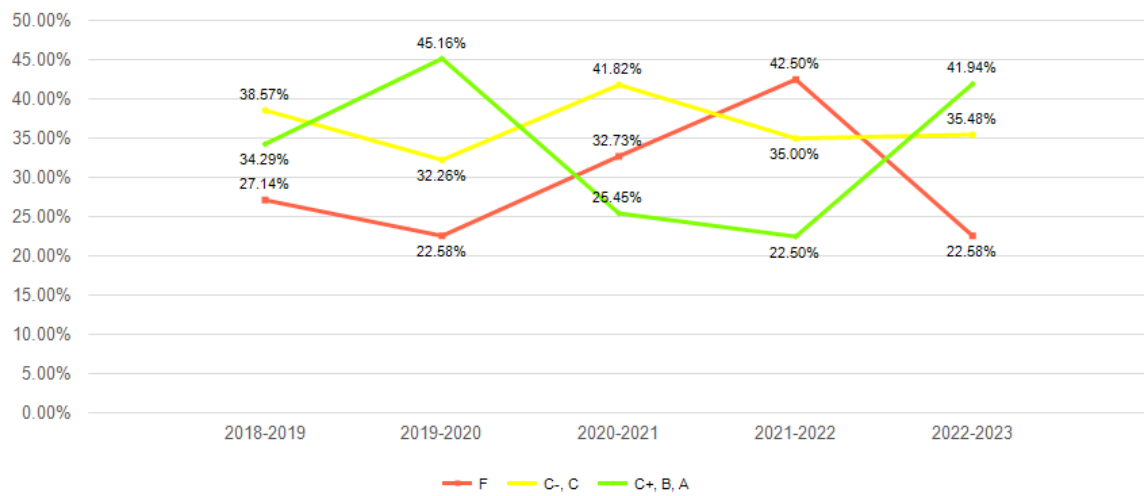
English Language Arts 8-12 All Resident Students

English Language Arts - LA



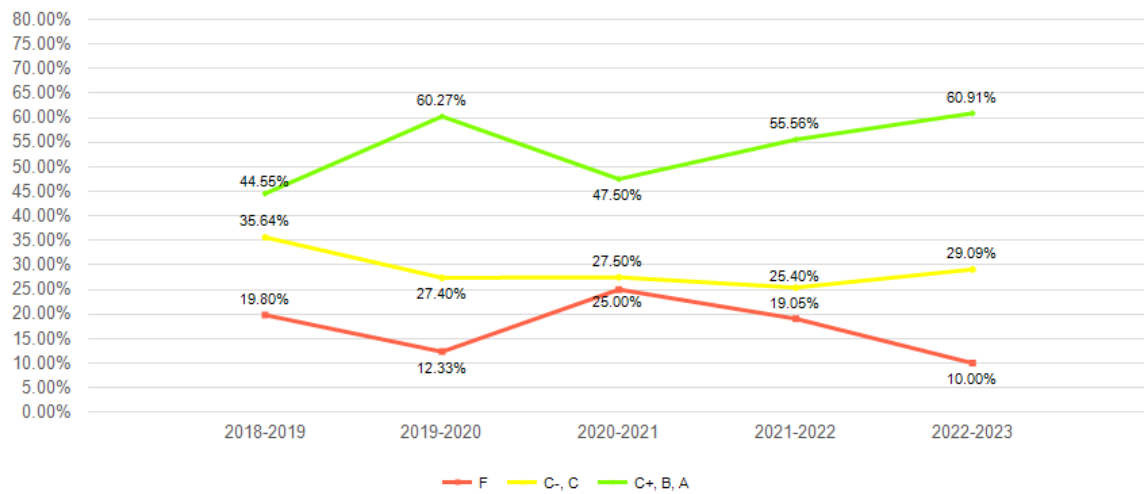
English Language Arts 8-12 Indigenous Resident Students

English Language Arts - LA

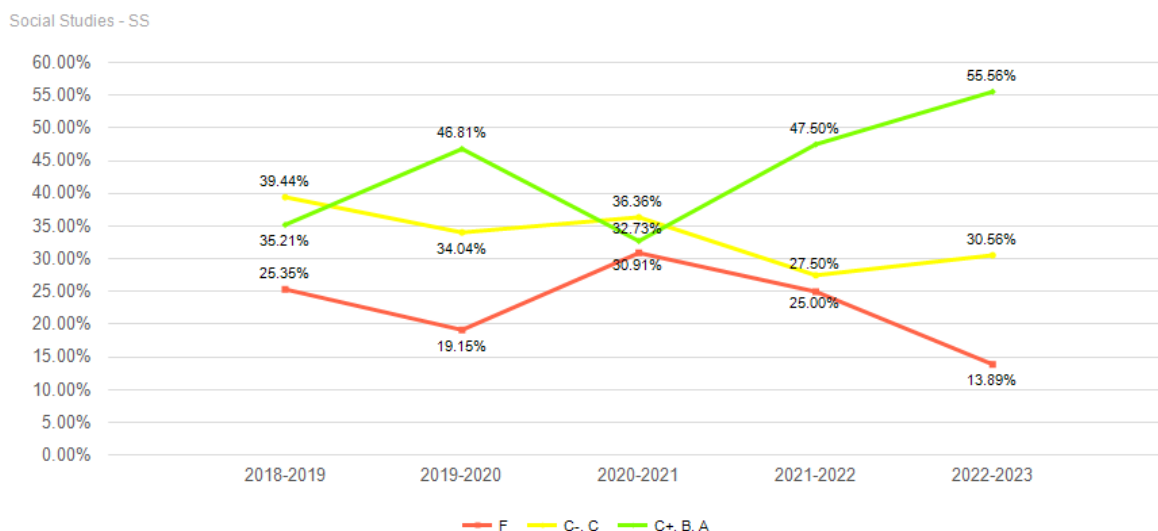


Social Studies 8-12 All Resident Students

Social Studies - SS



Social Studies 8-12 Indigenous Resident Students



Analysis and Interpretation: What Does this Mean?

As noted, small cohort sizes require careful consideration while interpreting trends in student achievement data. It is notable that there is an upward trend in all resident student achievement in the Literacy 4 and 7 components of the FSA however Indigenous student achievement has not seen the same gains. These trends are reflected in the local assessment Student Story Starter for Literacy and School Wide Writes where we see positive gains overall, but Indigenous student achievement is not yet at par. Student Story Starters are the professional opinions of school principals and classroom teachers of grade appropriate learning. Discussions around literacy levels, with conversation aiming to provide meaningful shifts in practice throughout the year and data is collected based on the level of literacy informally assessed during these conversations and review of classroom assessments and observations.

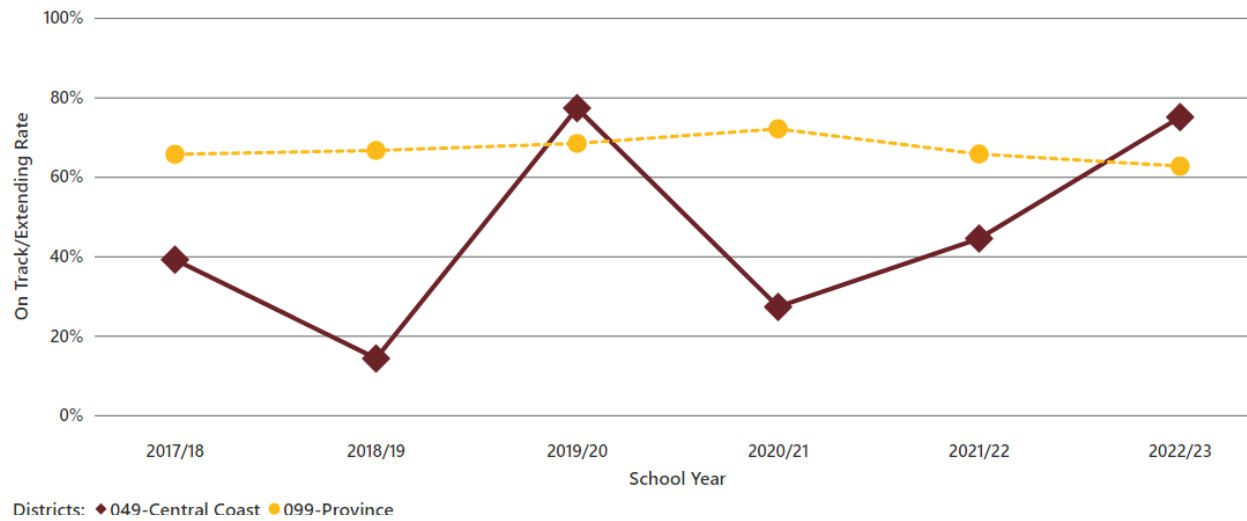
Fountas & Pinnell reading level assessments also echo the achievement gap between Indigenous students and all students but again, overall growth in reading levels is evident in the local data.

Encouraging results in grades 8-12 English Language Arts and Social Studies, which include English First Peoples and BC First Peoples coursework as meaningful options for all students show the achievement gap being reduced. It should be noted that these results contribute to overall student success in relation to their goals of graduating with five years of entering high school.

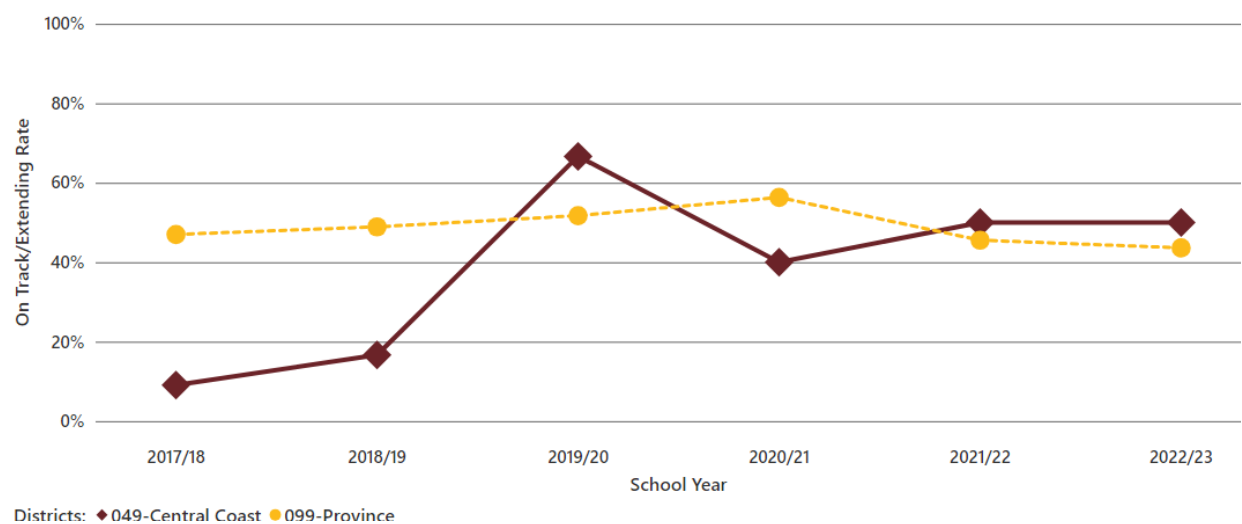
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

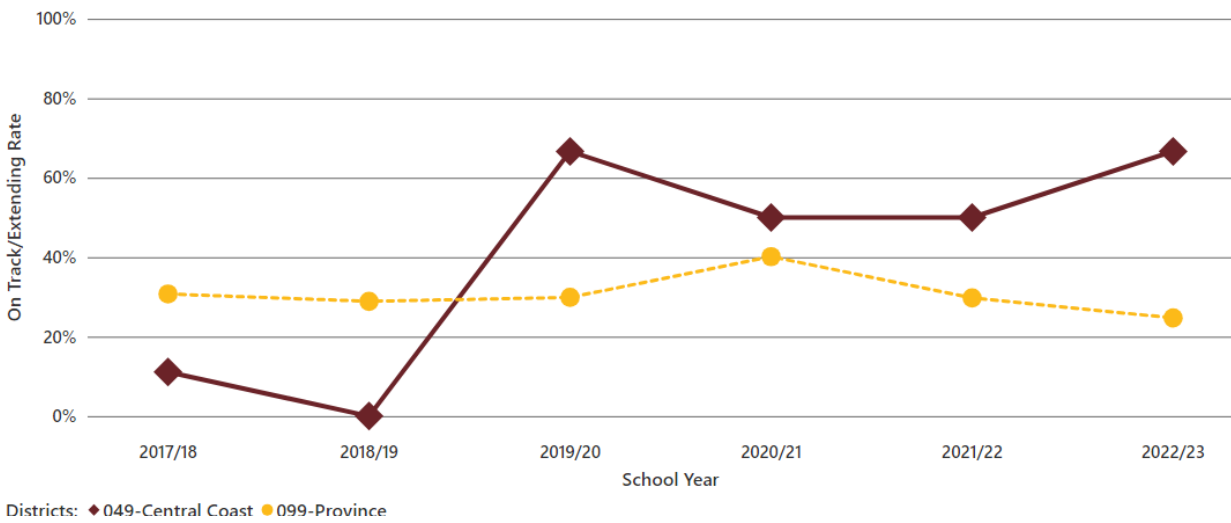
Grade 4 Numeracy All Resident Students



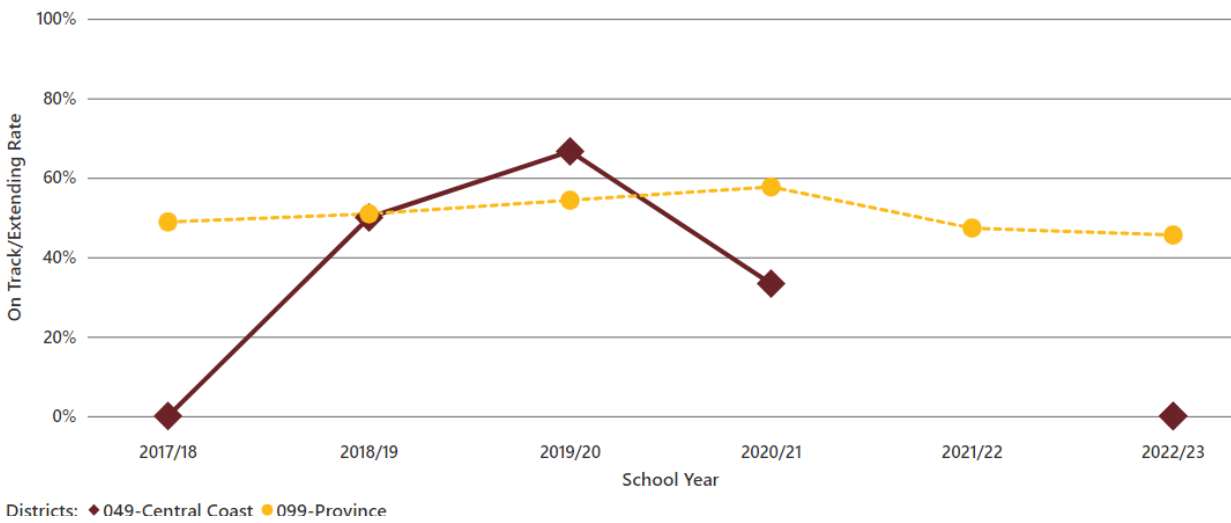
Grade 4 Numeracy Indigenous Resident Students



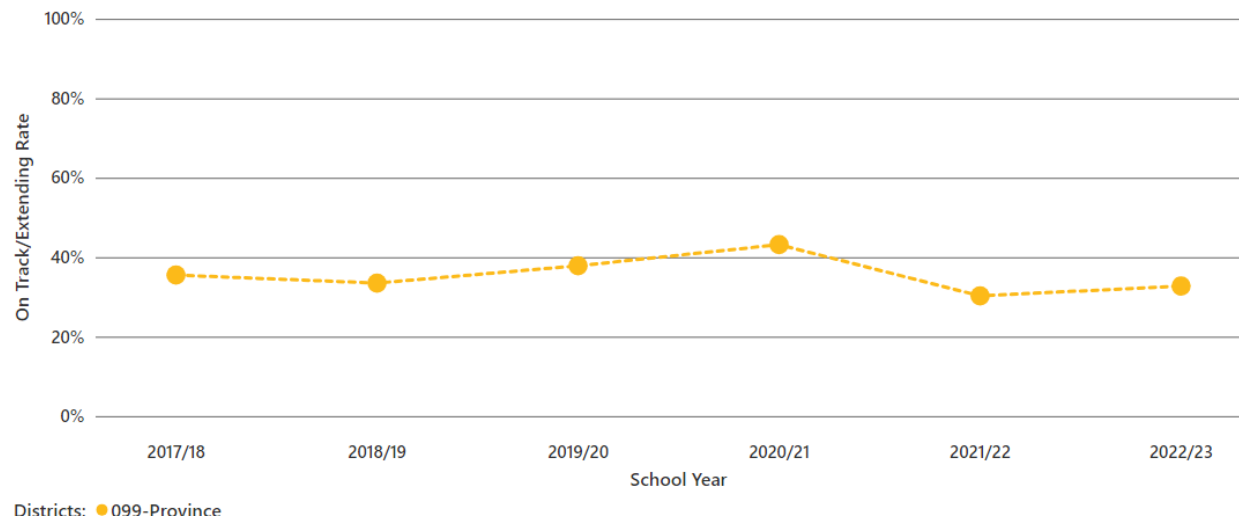
Grade 4 Numeracy Indigenous On Reserve Resident Students



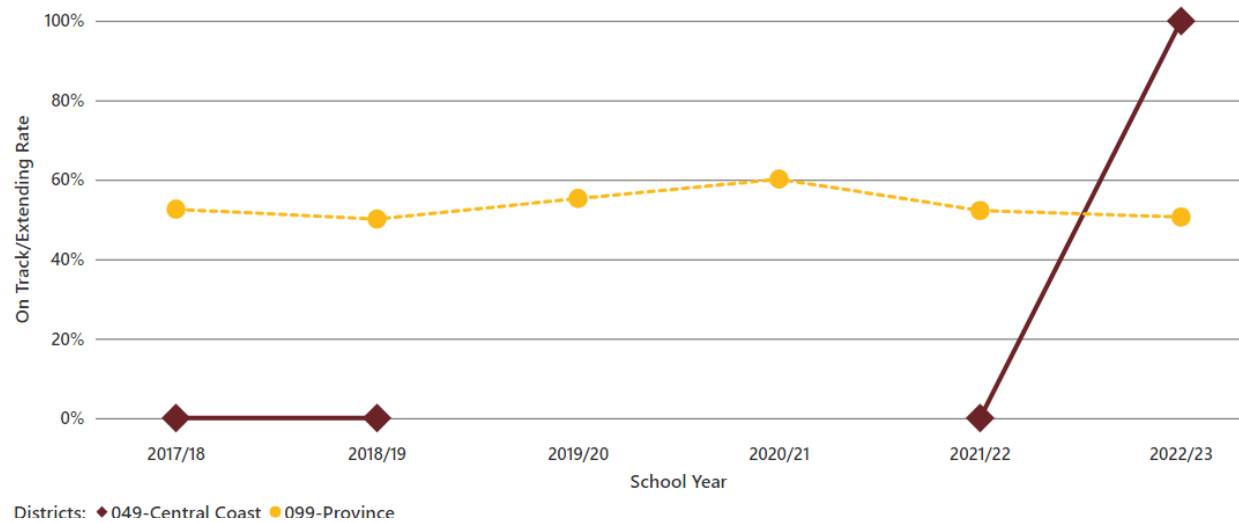
Grade 4 Numeracy Indigenous Not On Reserve Resident Students



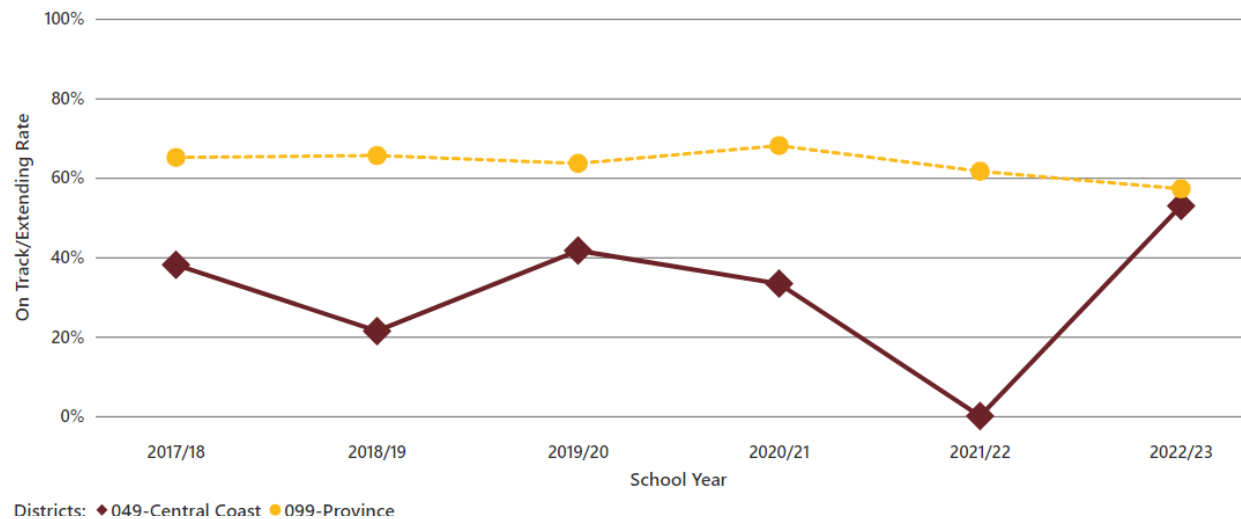
Grade 4 Numeracy CYIC Resident Students



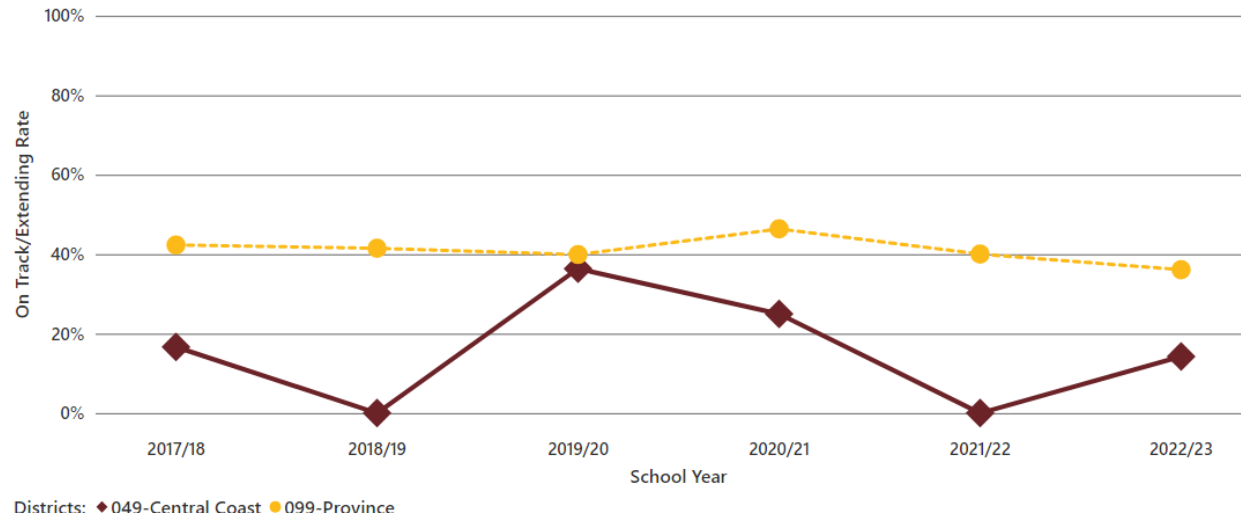
Grade 4 Numeracy Resident Students with Disabilities/Diverse Abilities



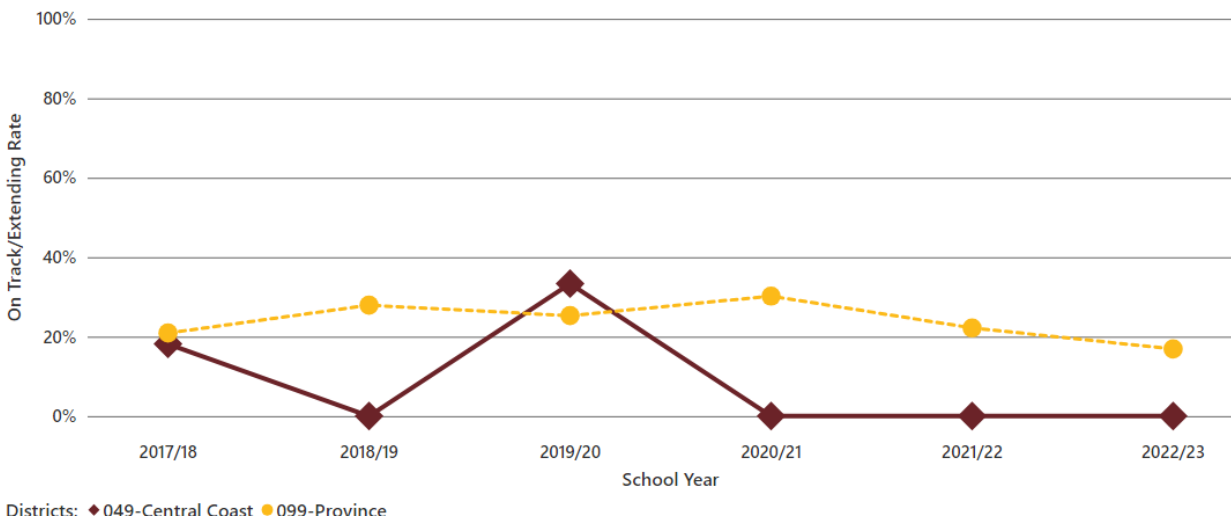
Grade 7 Numeracy All Resident Students



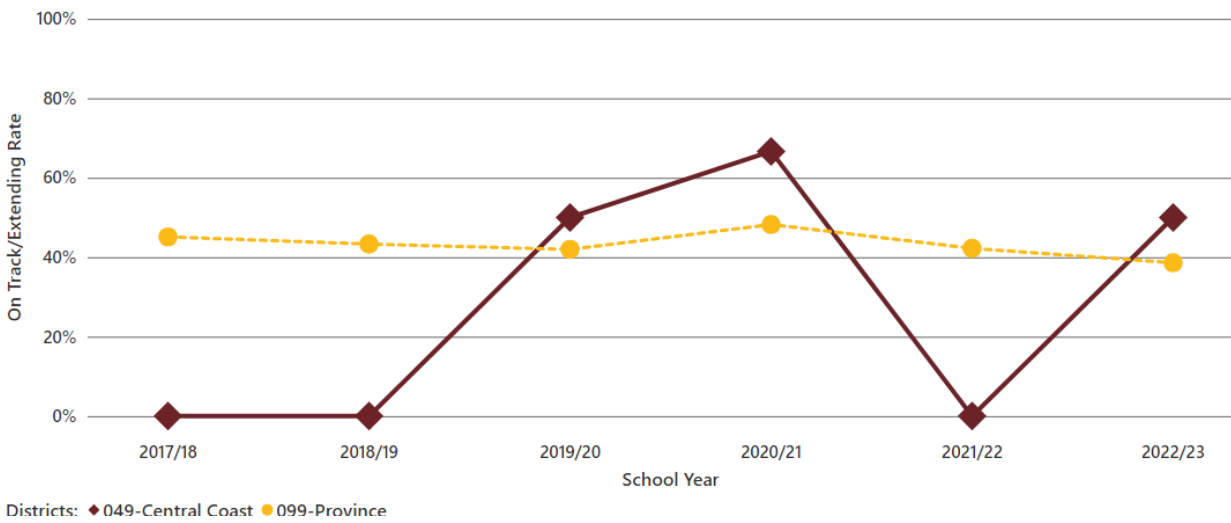
Grade 7 Numeracy Indigenous Resident Students



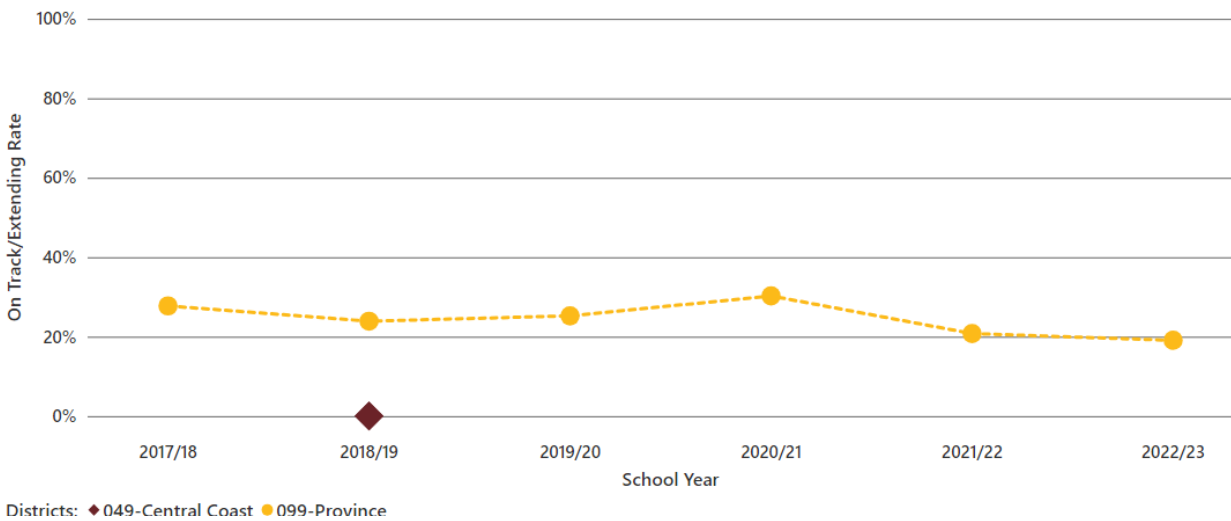
Grade 7 Numeracy Indigenous On Reserve Resident Students



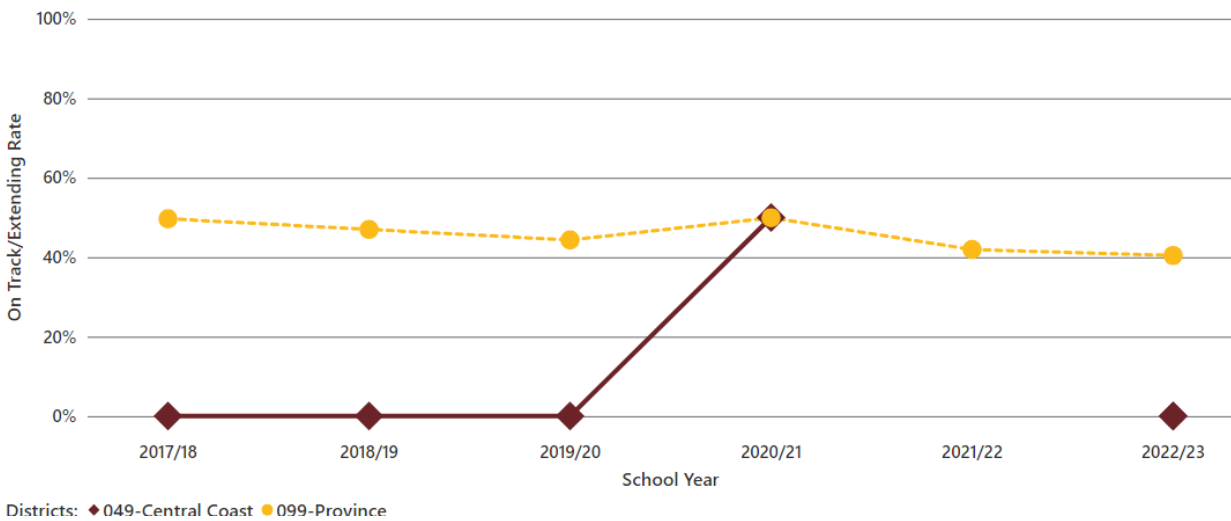
Grade 7 Numeracy Indigenous Not On Reserve Resident Students



Grade 7 Numeracy CYIC Resident Students

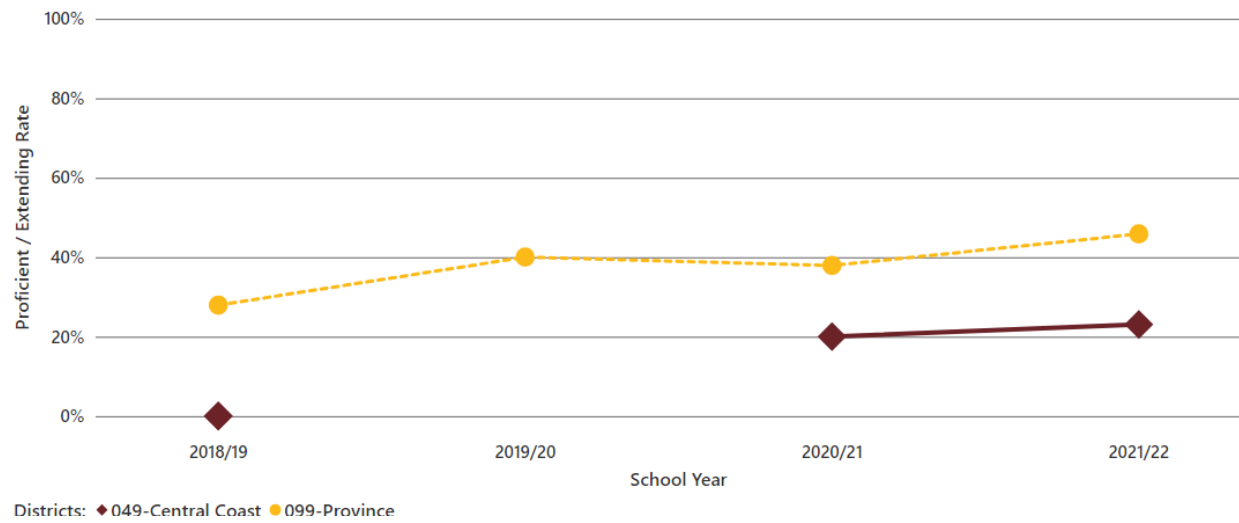


Grade 7 Numeracy Resident Students with Disabilities/Diverse Abilities

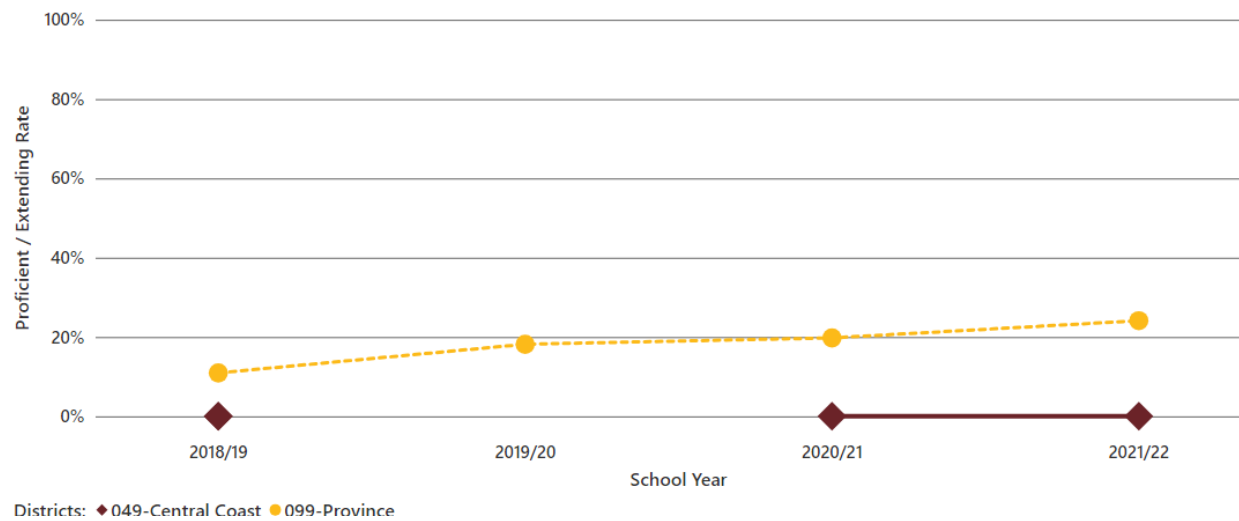


Measure 2.2: Grade 10 Numeracy Expectations

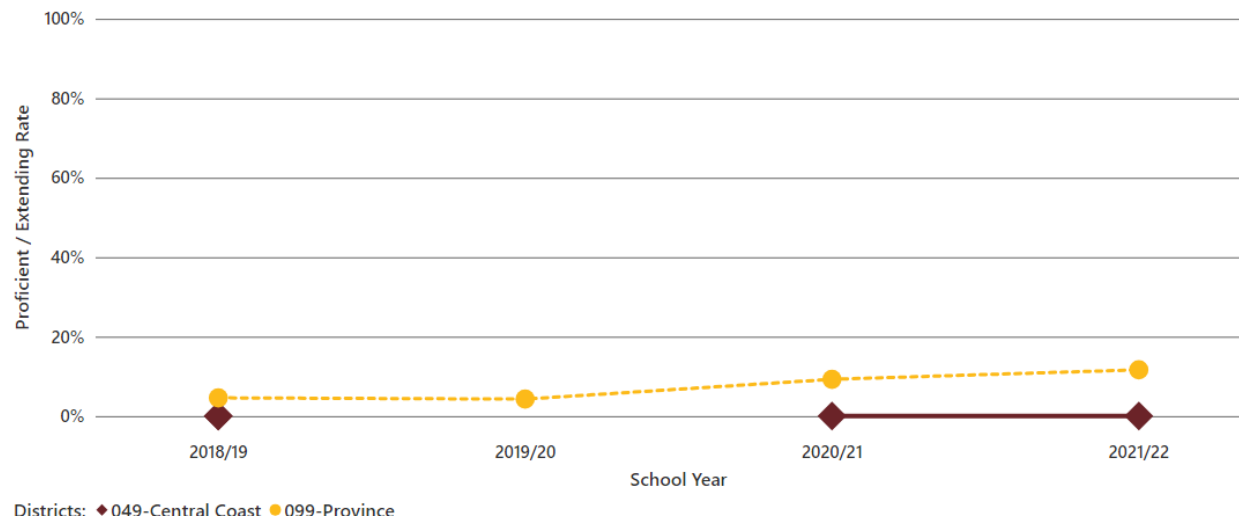
Grade 10 Numeracy All Resident Students



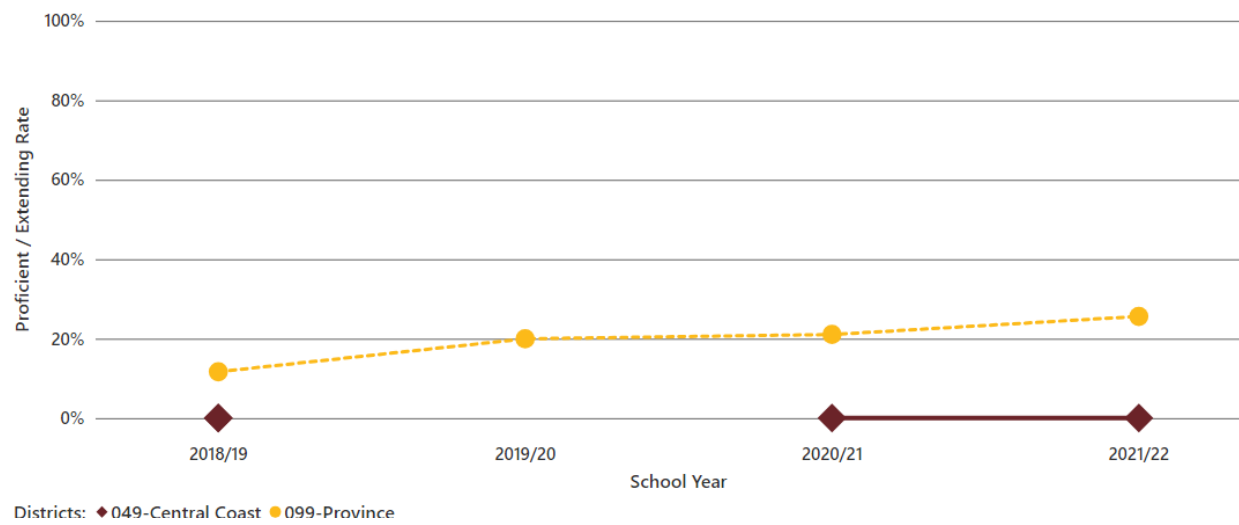
Grade 10 Numeracy Indigenous Resident Students



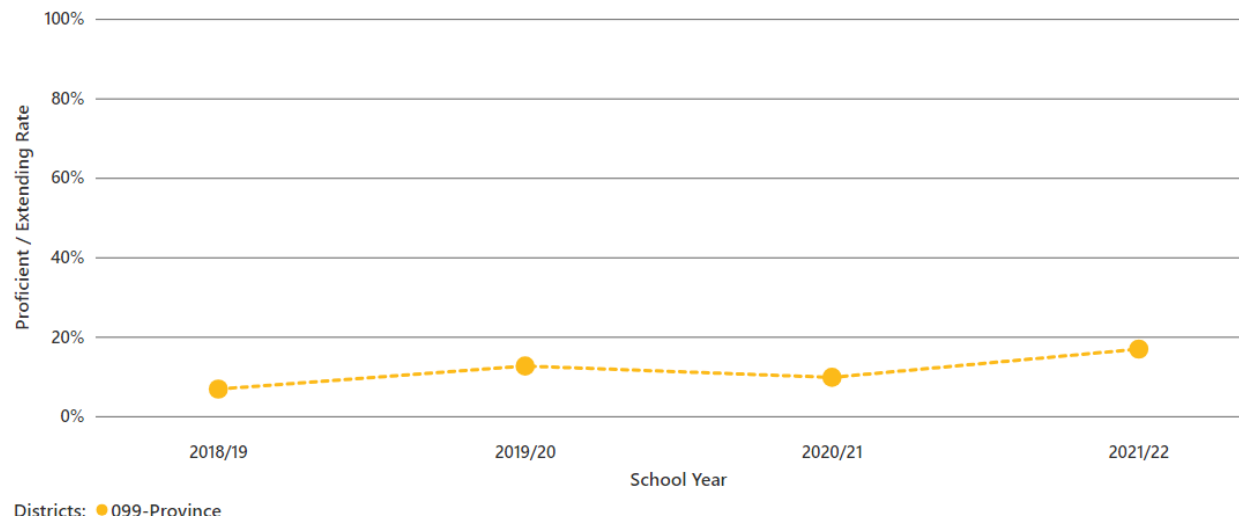
Grade 10 Numeracy Indigenous On Reserve Resident Students



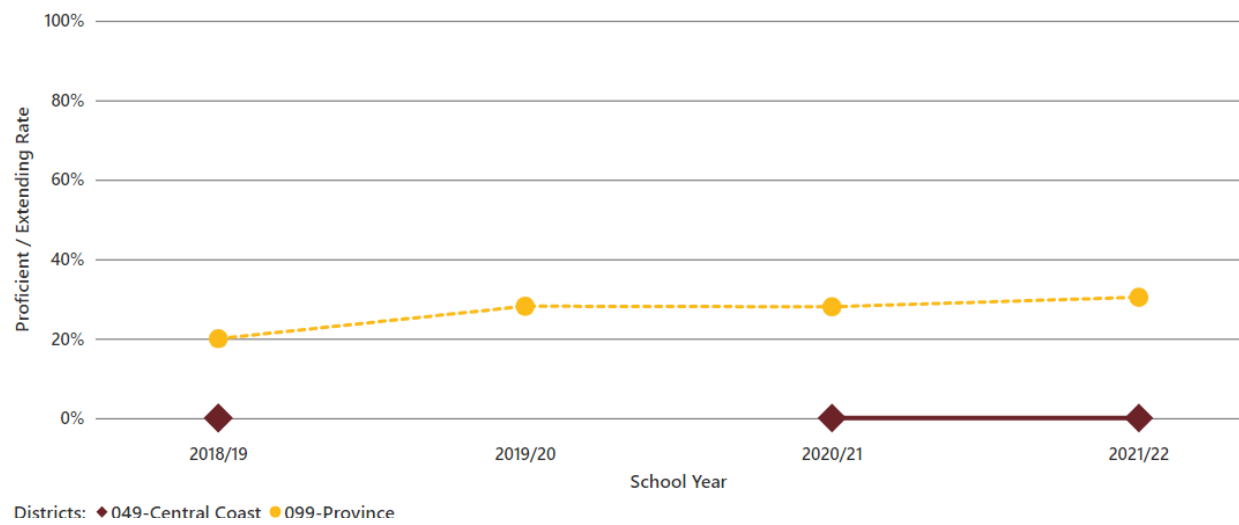
Grade 10 Numeracy Indigenous Not On Reserve Resident Students



Grade 10 Numeracy CYIC Resident Students



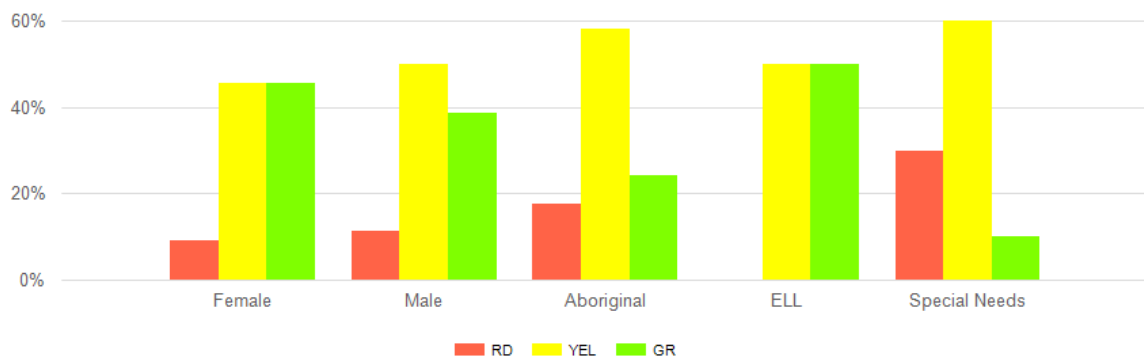
Grade 10 Numeracy Resident Students with Disabilities/Diverse Abilities



Relevant Additional/Local Data and Evidence

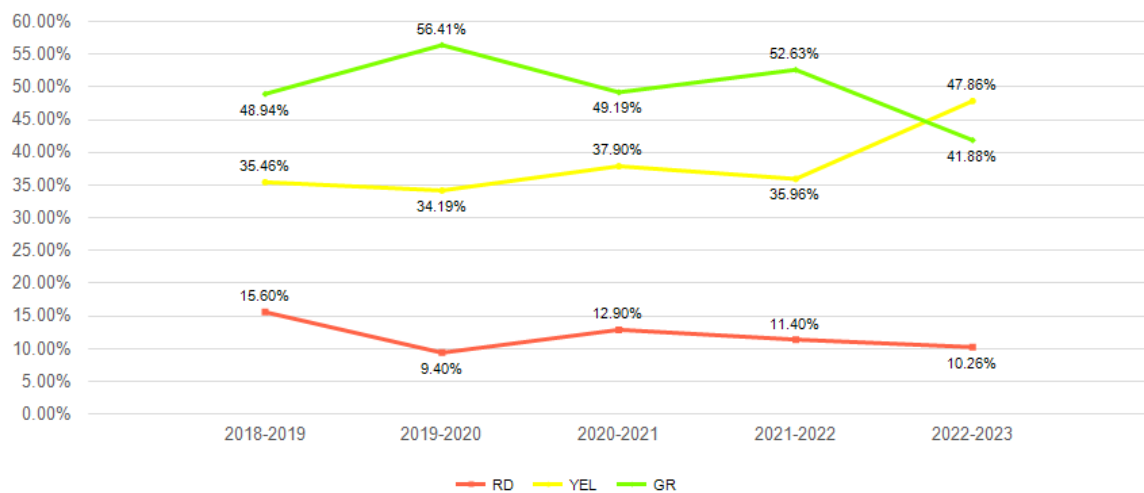
Student Story Starter – Focus area Numeracy K-7 Term 3, 2023

Story Starter - Learning Continuum - Term 3



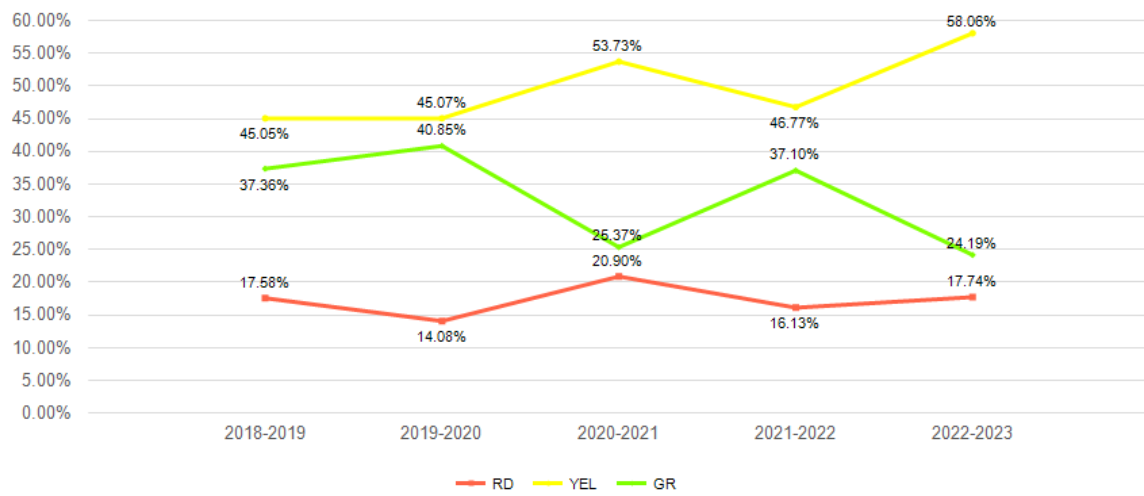
Trends of Student Story Starter – Focus Area Numeracy K-7 Over Time

Story Starter - Learning Continuum - Term 3



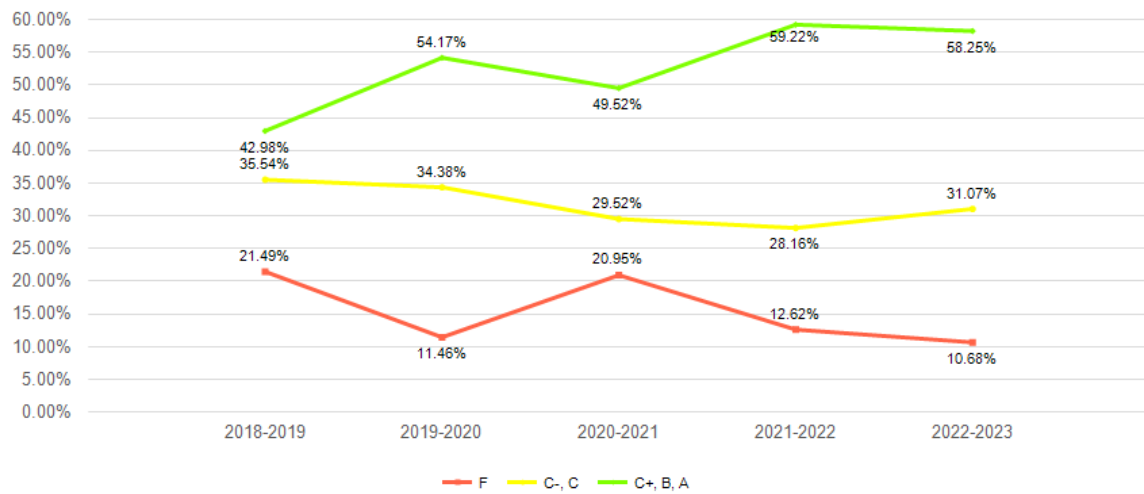
Trends of Student Story Starter – Focus Area Numeracy K-7 Over Time (Indigenous)

Story Starter - Learning Continuum - Term 3

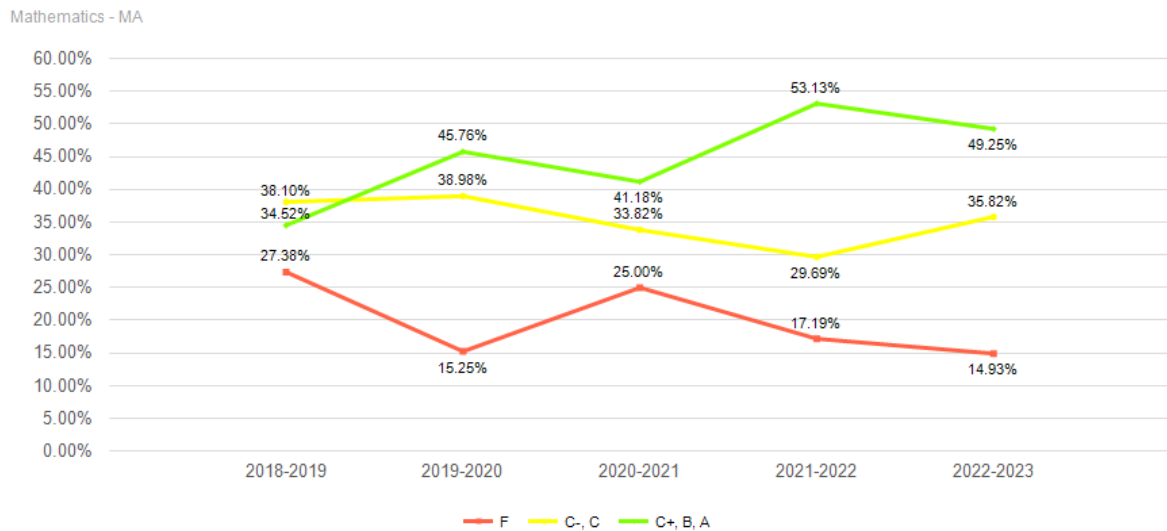


Mathematic 8-12 All Resident Students

Mathematics - MA



Mathematic 8-12 Indigenous Resident Students



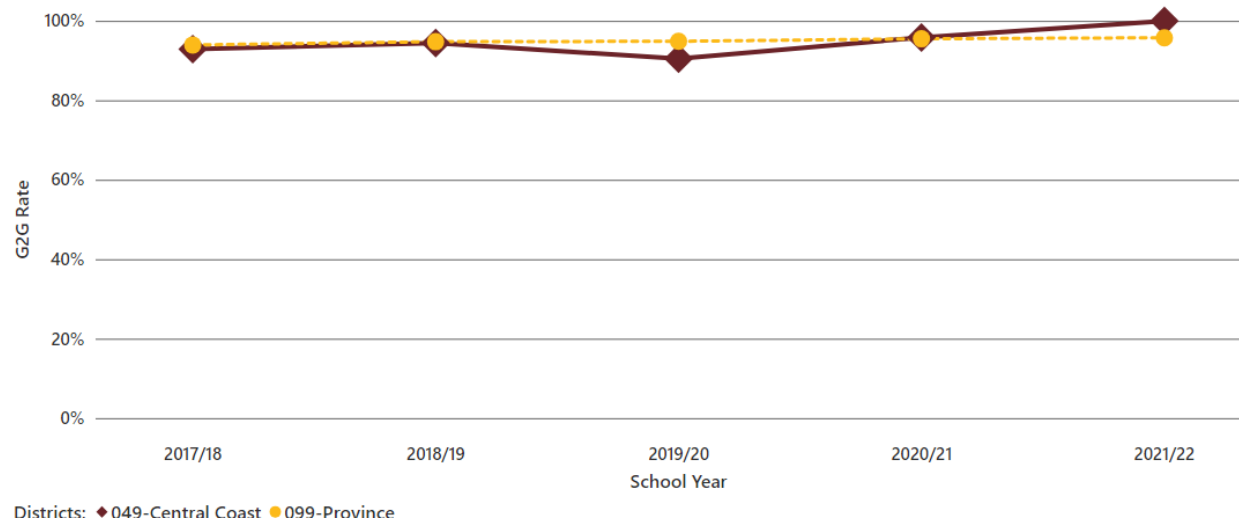
Analysis and Interpretation: What Does this Mean?

The upward trend in FSA four and seven may be attributed in part to the efforts for recovery from the impact of the pandemic. Although results in grade four are above the provincial average for grade four students, there continues to be a gap for Indigenous student achievement when compared to all resident grade four and seven student achievement.

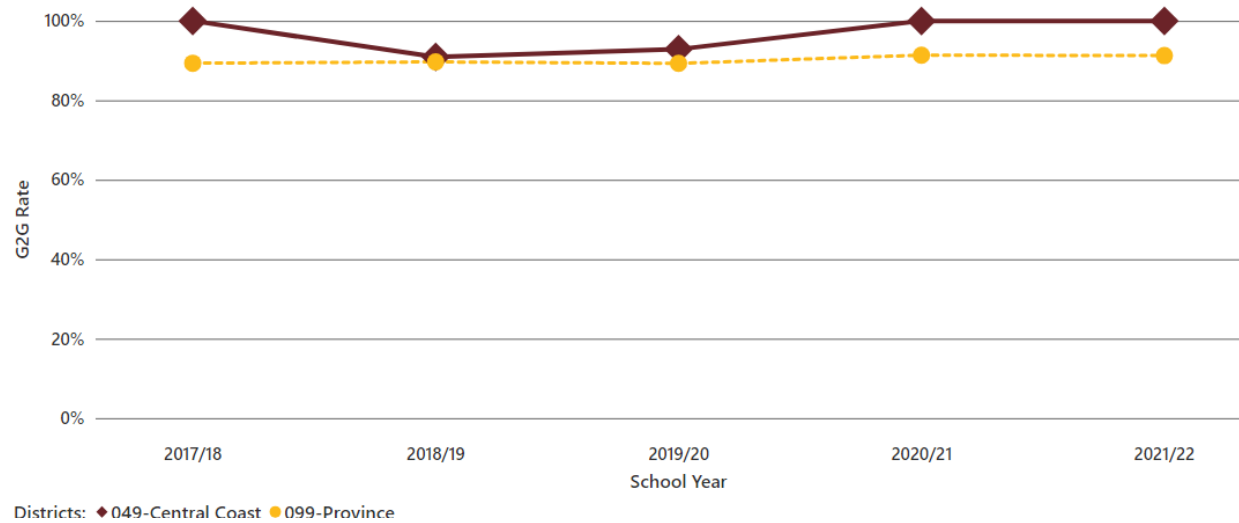
We are seeing a recent decline in Student Story Starter level for K-7 students in numeracy. As with literacy, Student Story Starters – Numeracy, are the professional opinions of school principals and classroom teachers of grade appropriate learning. Discussions around numeracy levels, with conversations aiming to provide meaningful shifts in practice throughout the year and data is collected based on the level of numeracy informally assessed during these conversations and review of classroom assessments and observations. Report card marks are indicating that the majority of our grade 8-12 students are achieving passing grades in mathematics. The number of Indigenous students at risk of not passing mathematics is declining but is still slightly greater than the number of all students in grades 8-12.

Measure 2.3: Grade-to-Grade Transitions

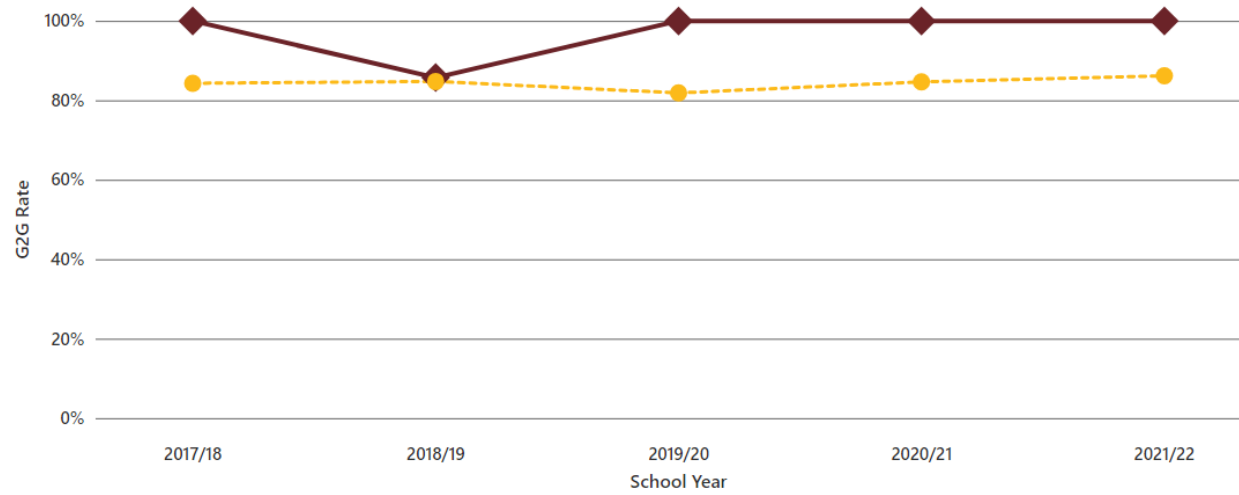
Grade 10 to 11 Transition All Resident Students



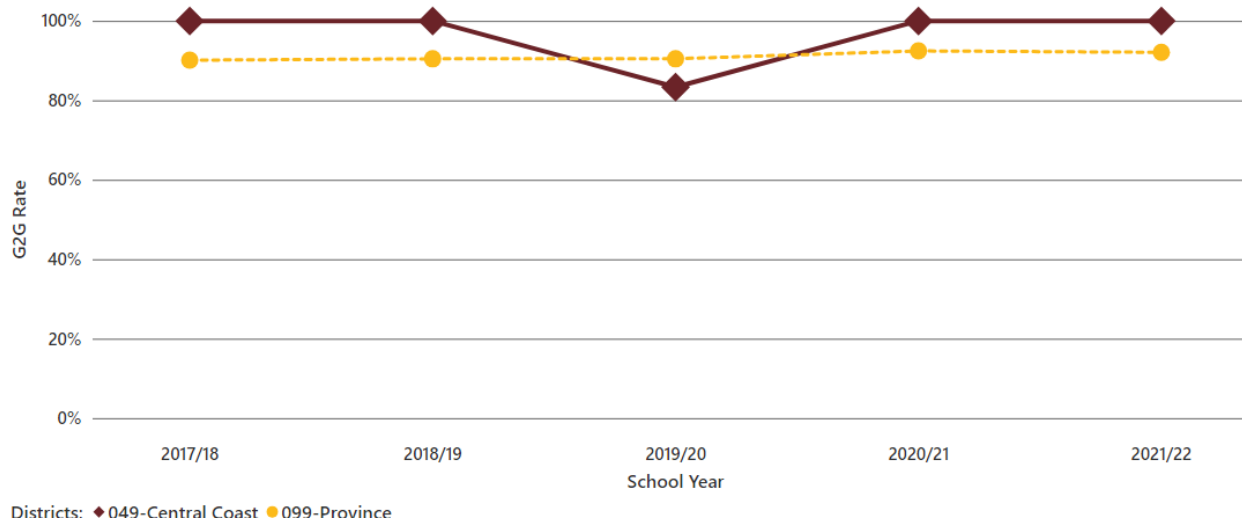
Grade 10 to 11 Transition Indigenous Resident Students



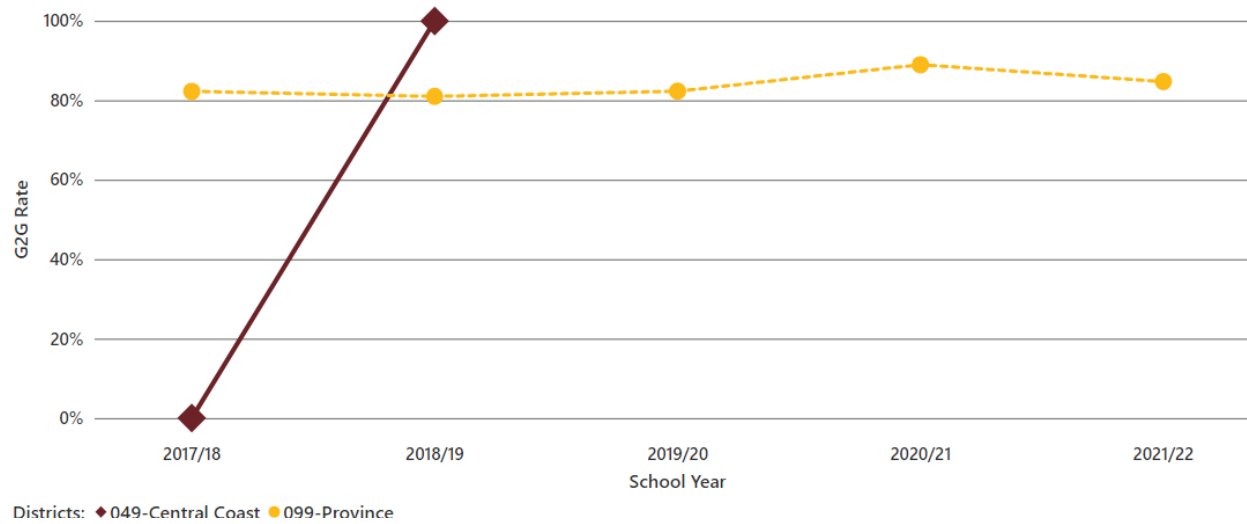
Grade 10 to 11 Transition Indigenous On Reserve Resident Students



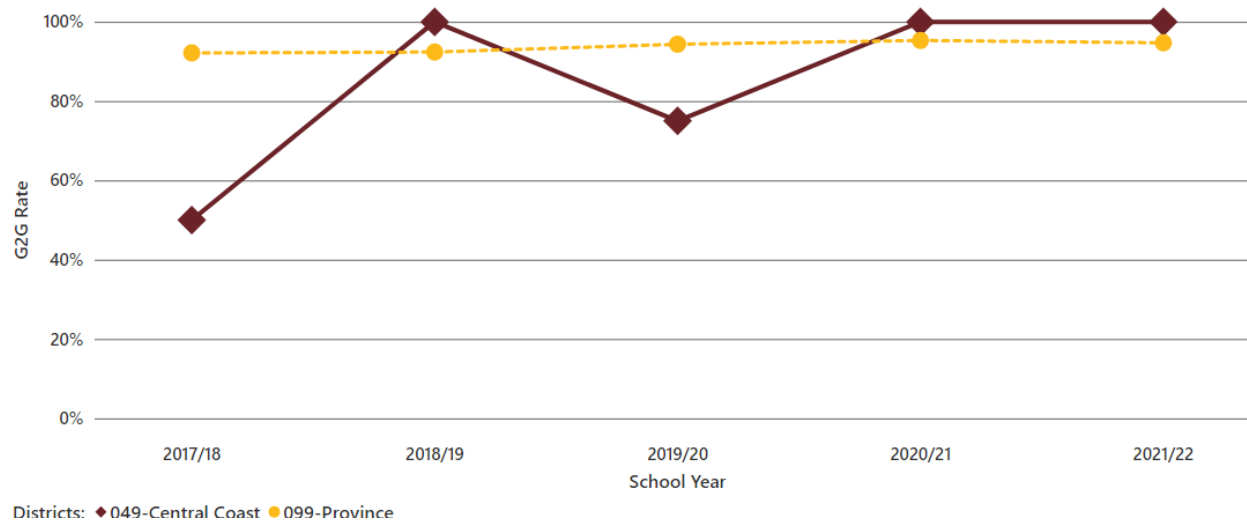
Grade 10 to 11 Transition Indigenous Not On Reserve Resident Students



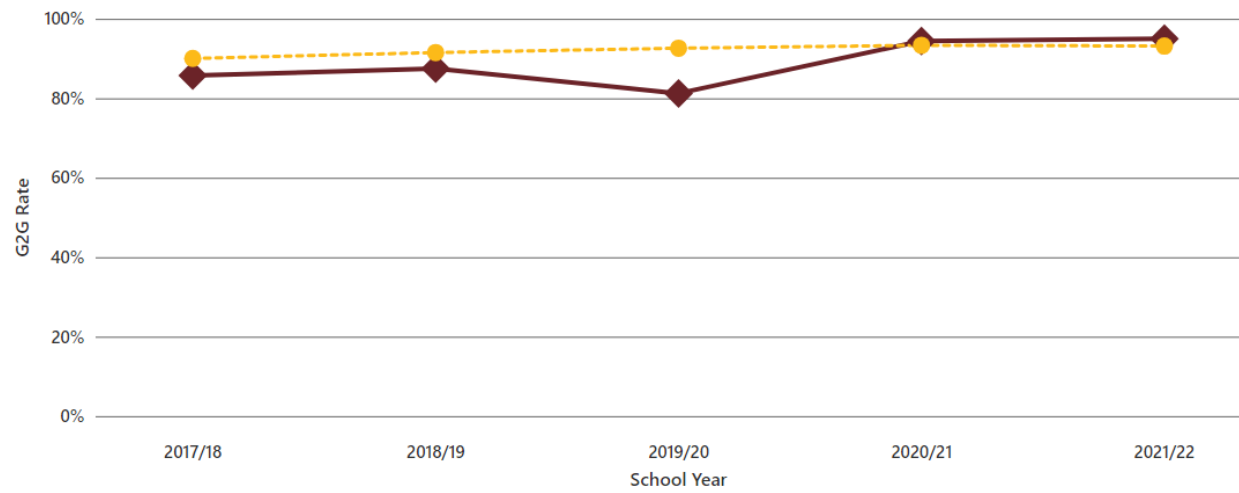
Grade 10 to 11 Transition CYIC Resident Students



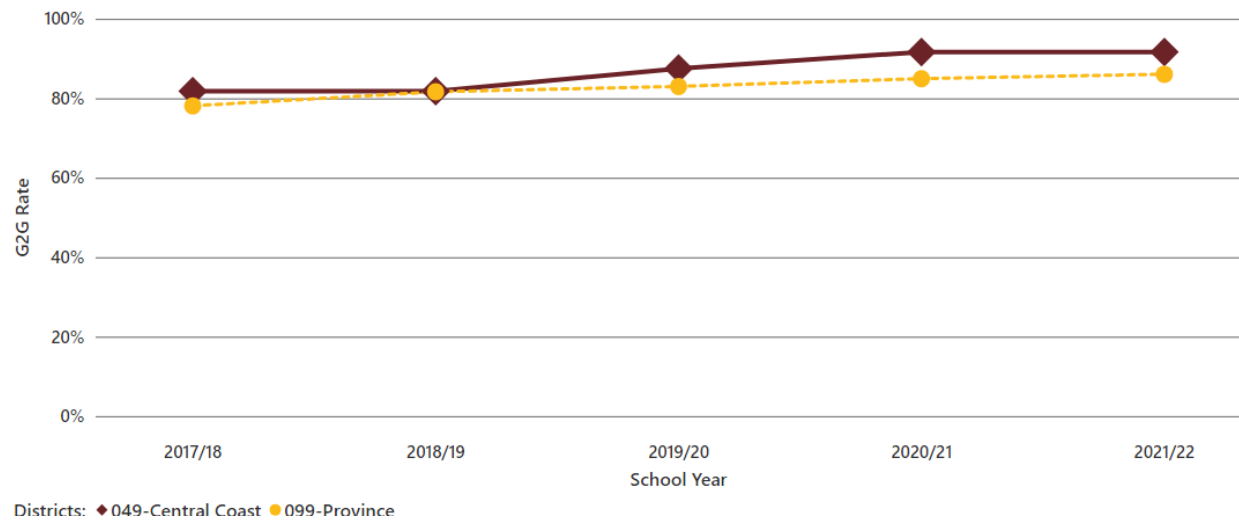
Grade 10 to 11 Transition Resident Students with Disabilities/Diverse Abilities



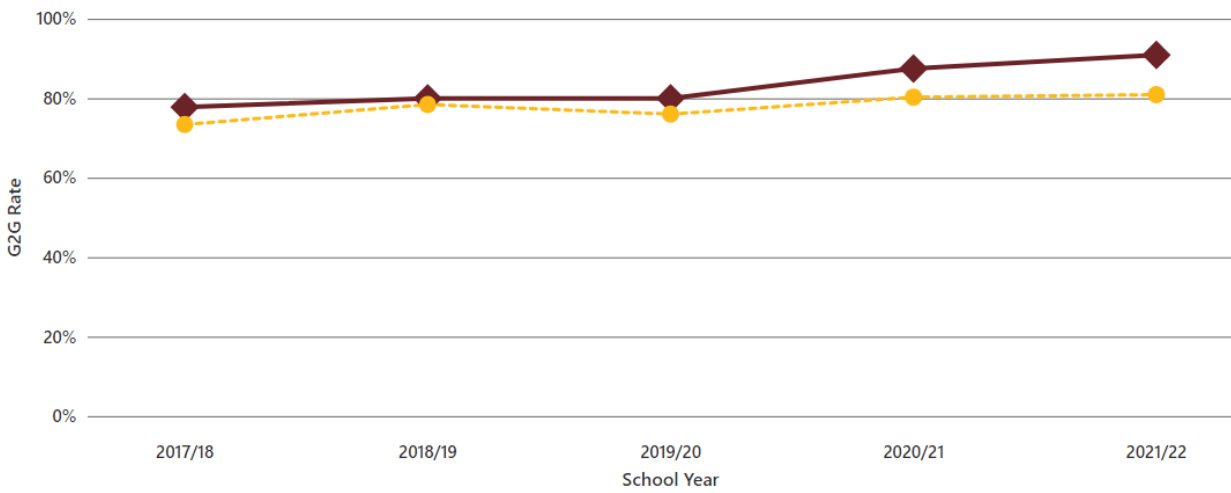
Grade 11 to 12 Transition All Resident Students



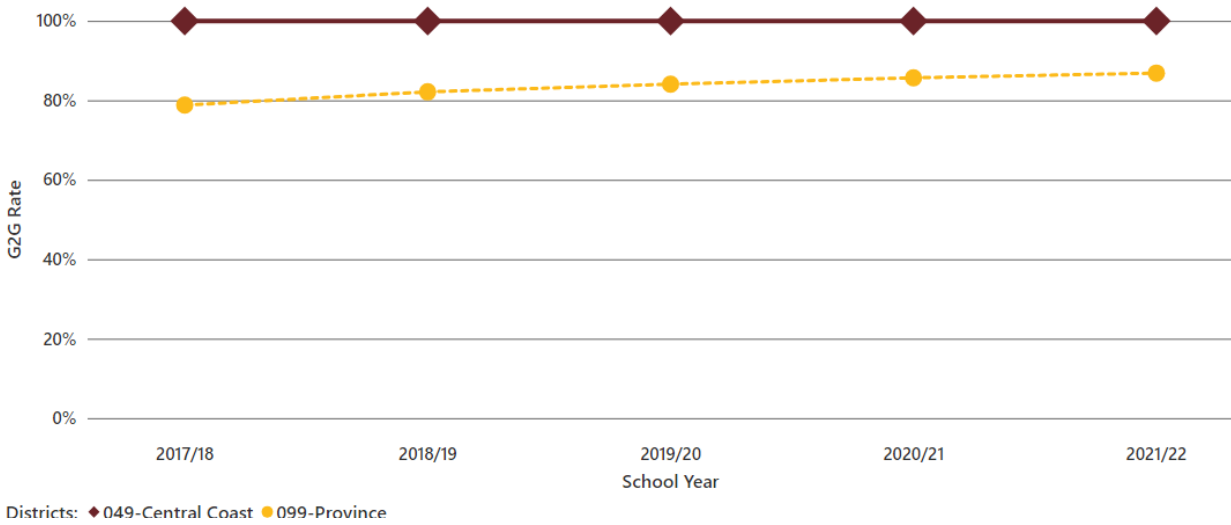
Grade 11 to 12 Transition Indigenous Resident Students



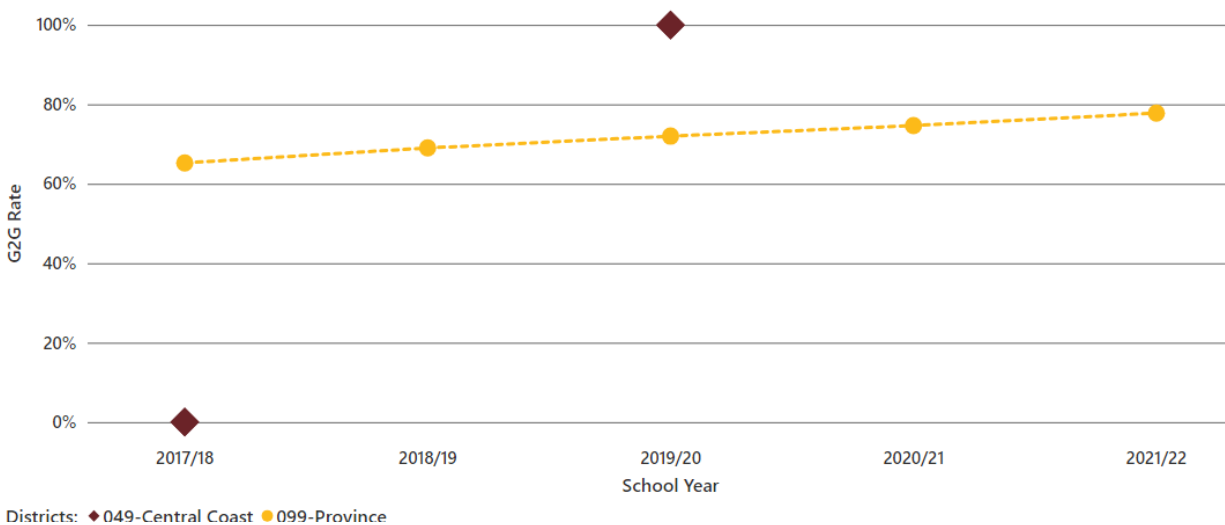
Grade 11 to 12 Transition Indigenous On Reserve Resident Students



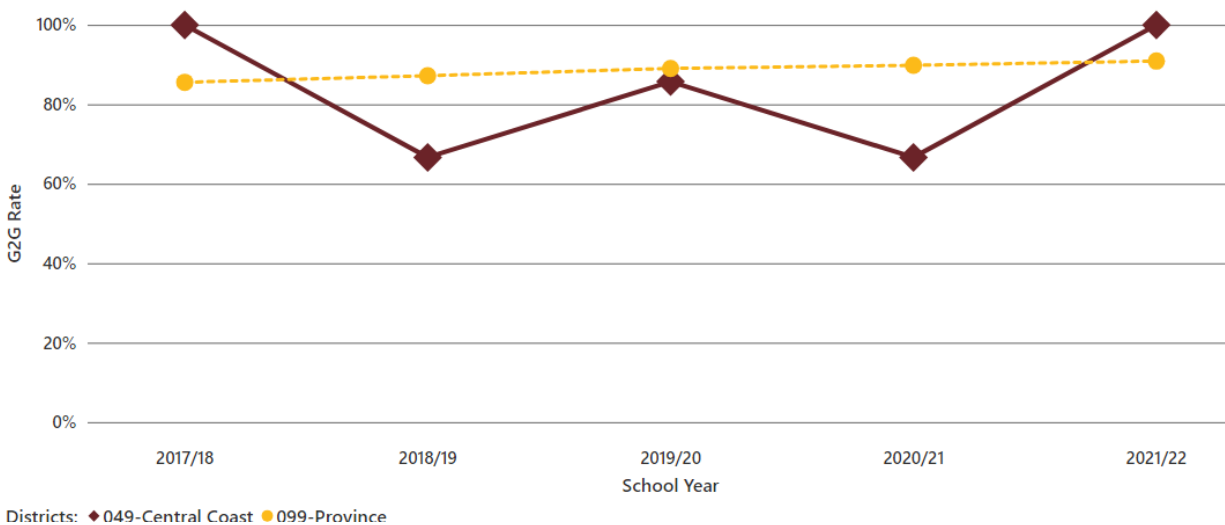
Grade 11 to 12 Transition Indigenous Not On Reserve Resident Students



Grade 11 to 12 Transition CYIC Resident Students



Grade 11 to 12 Transition Resident Students with Disabilities/Diverse Abilities



Analysis and Interpretation: What Does this Mean?

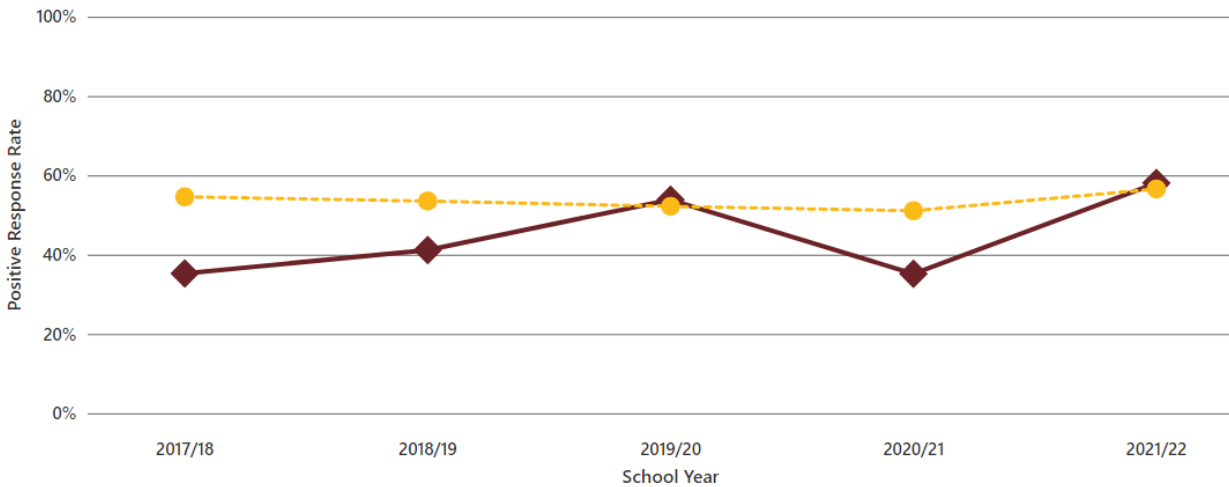
All areas of student transition from grade 10-12 are slightly above the provincial average and indicate parity for all learners. Although continued review of this is required, the individual student planning and support systems in the graduating years is be attributed to some of these positive outcomes.

Human and Social Development

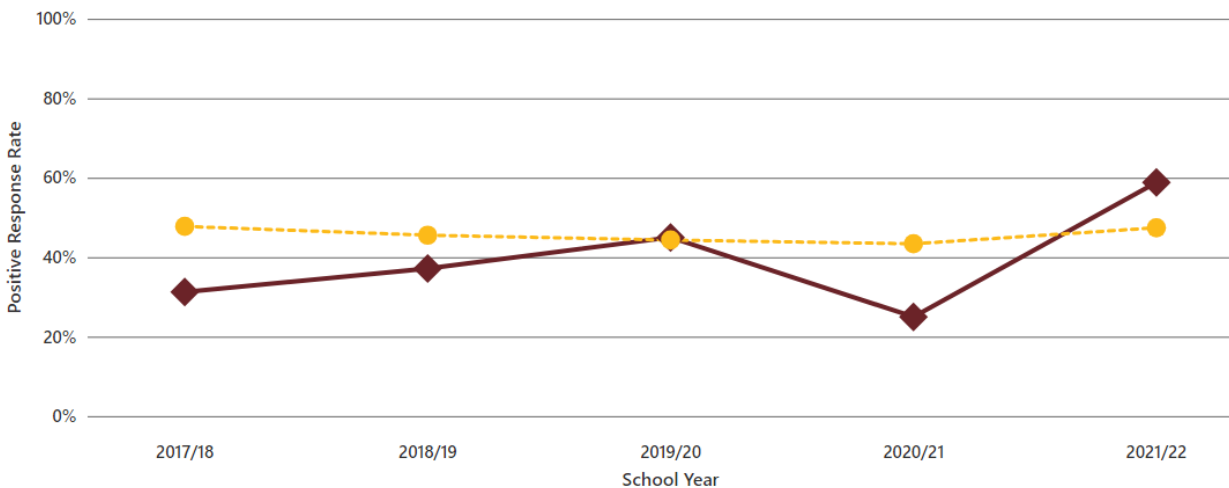
Educational Outcome 3: Students Feel Welcome, Safe, and Connected

Measure 3.1: Student Sense of Belonging

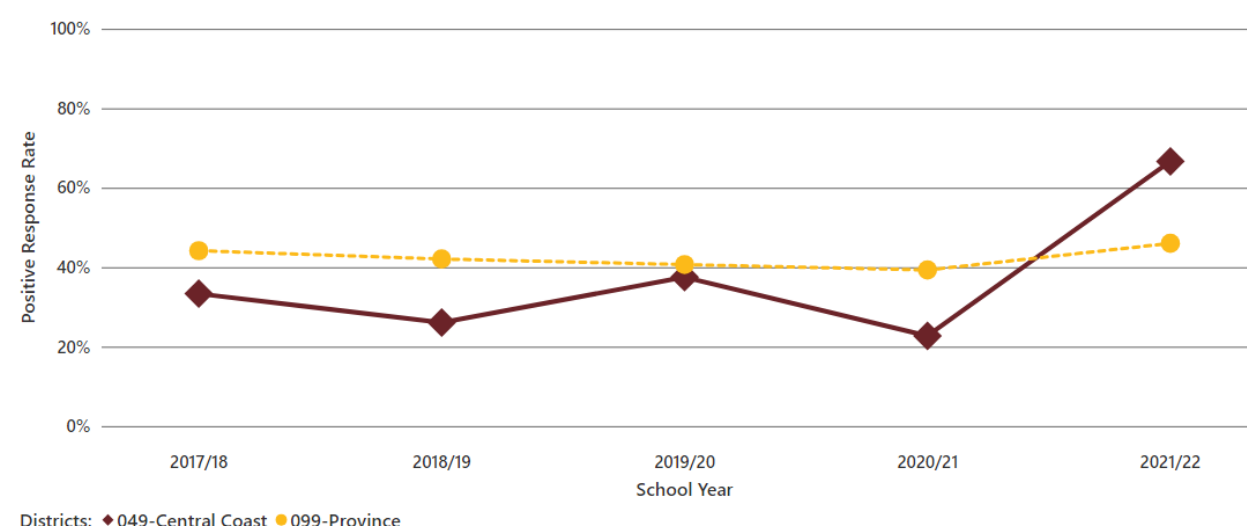
SLS – All Grades 'School Belong' All Resident Students



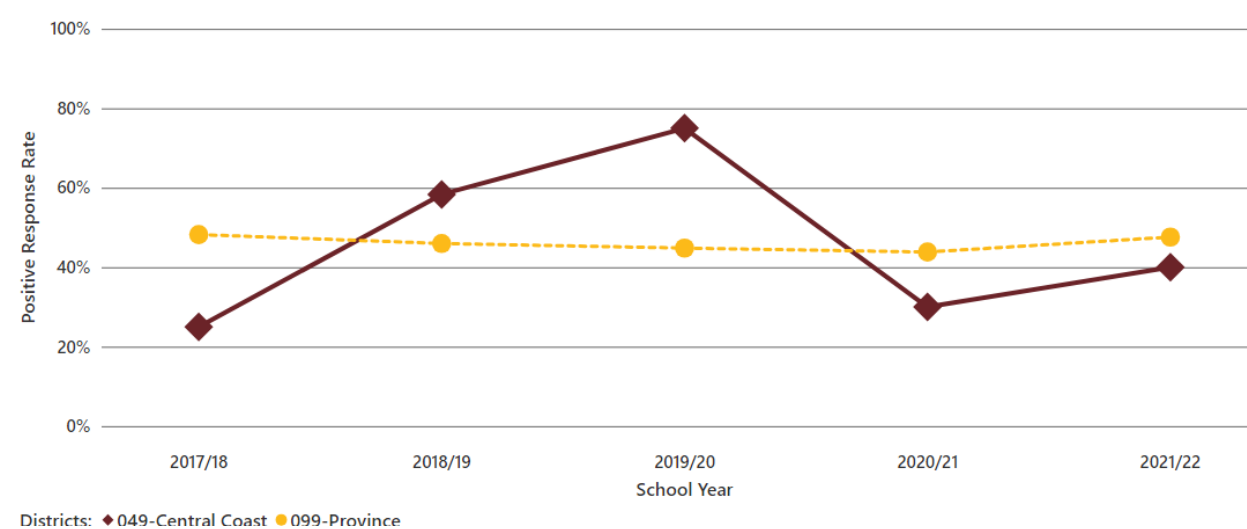
SLS – All Grades 'School Belong' Indigenous Resident Students



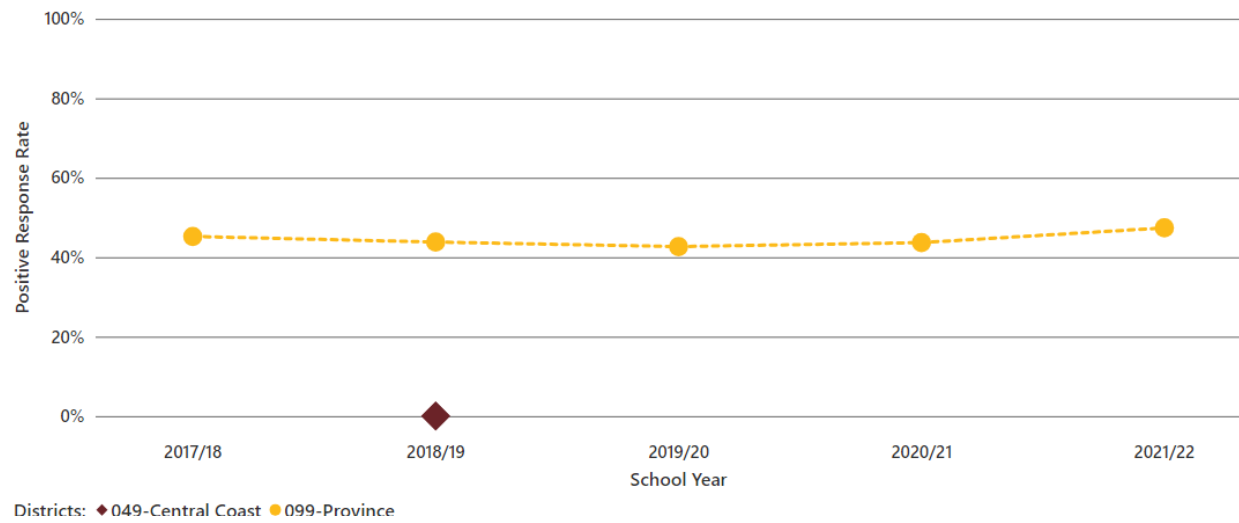
SLS – All Grades ‘School Belong’ Indigenous On Reserve Resident Students



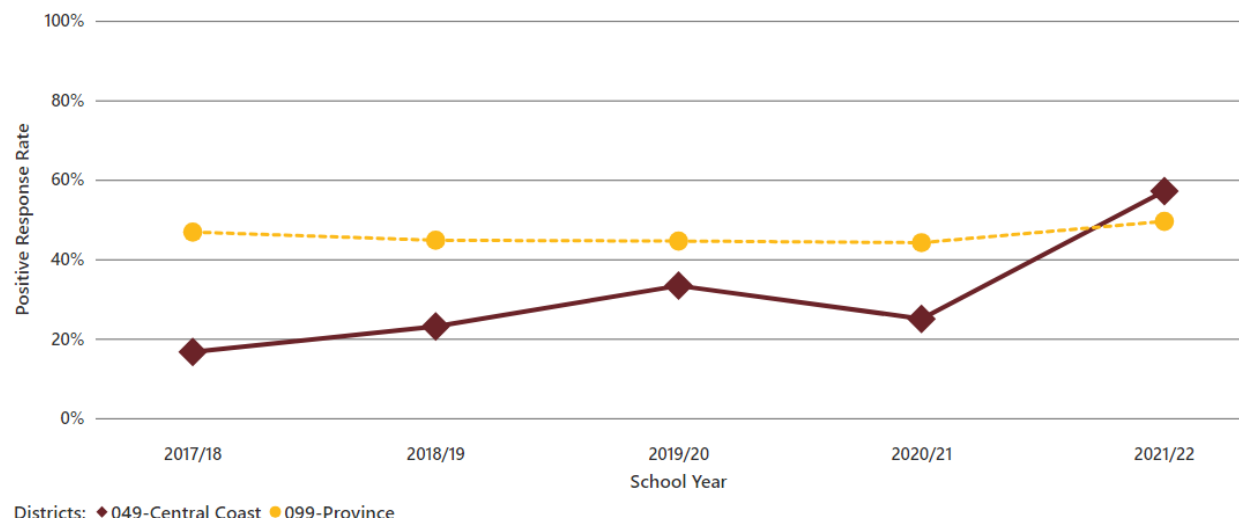
SLS – All Grades ‘School Belong’ Indigenous Not On Reserve Resident Students



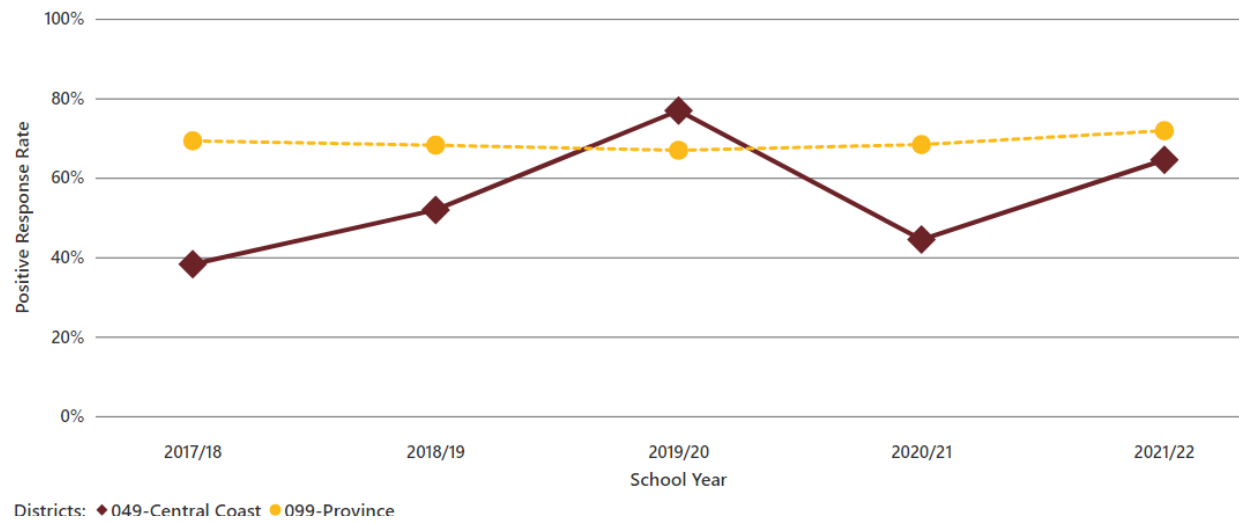
SLS – All Grades 'School Belong' CYIC Resident Students



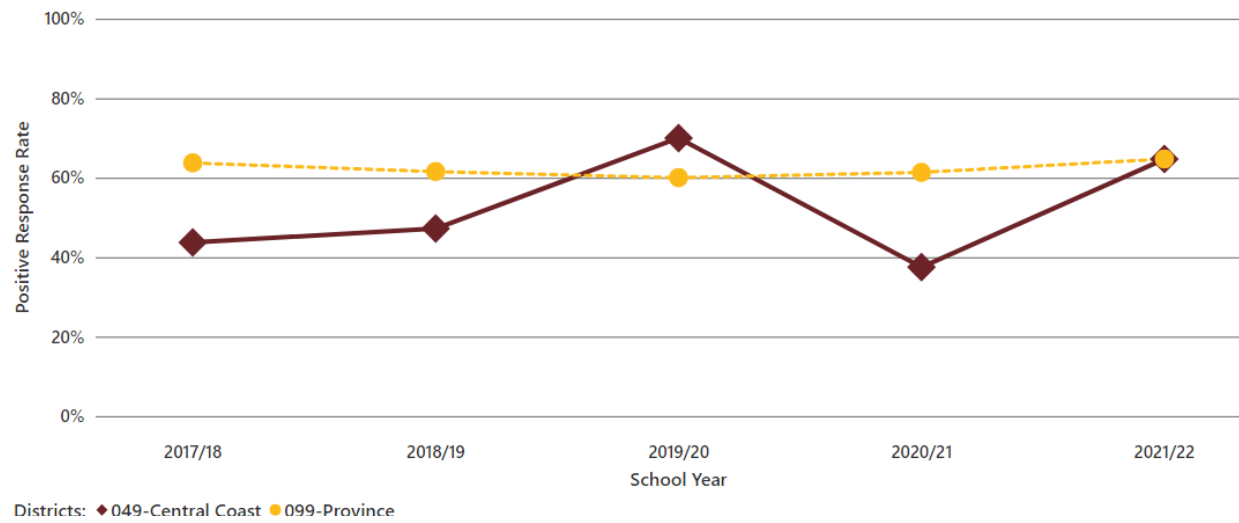
SLS – All Grades 'School Belong' Resident Students with Disabilities/Diverse Abilities



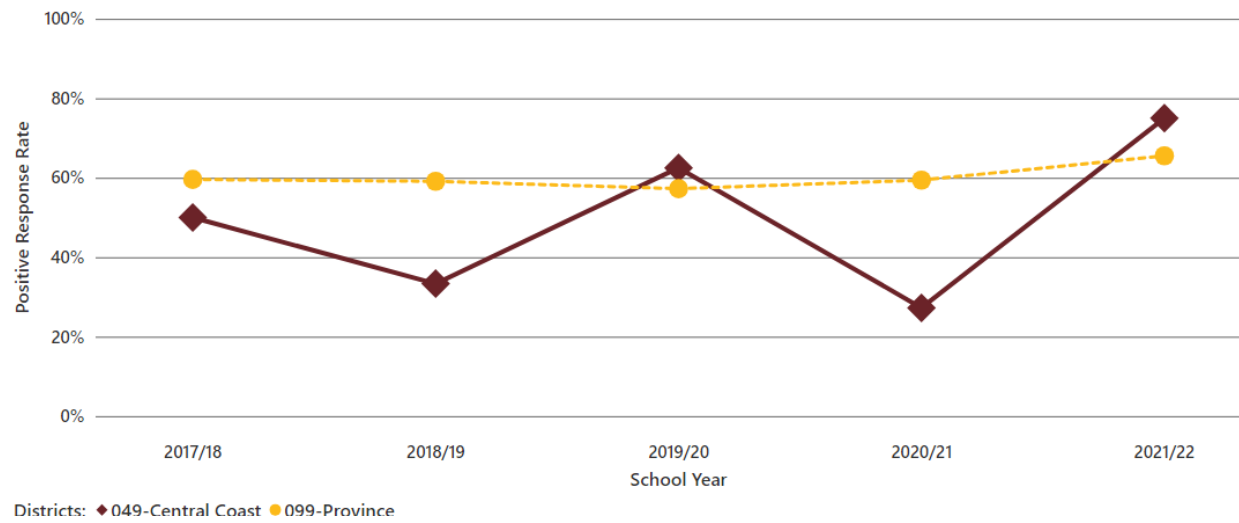
SLS – All Grades 'Feel Welcome' All Resident Students



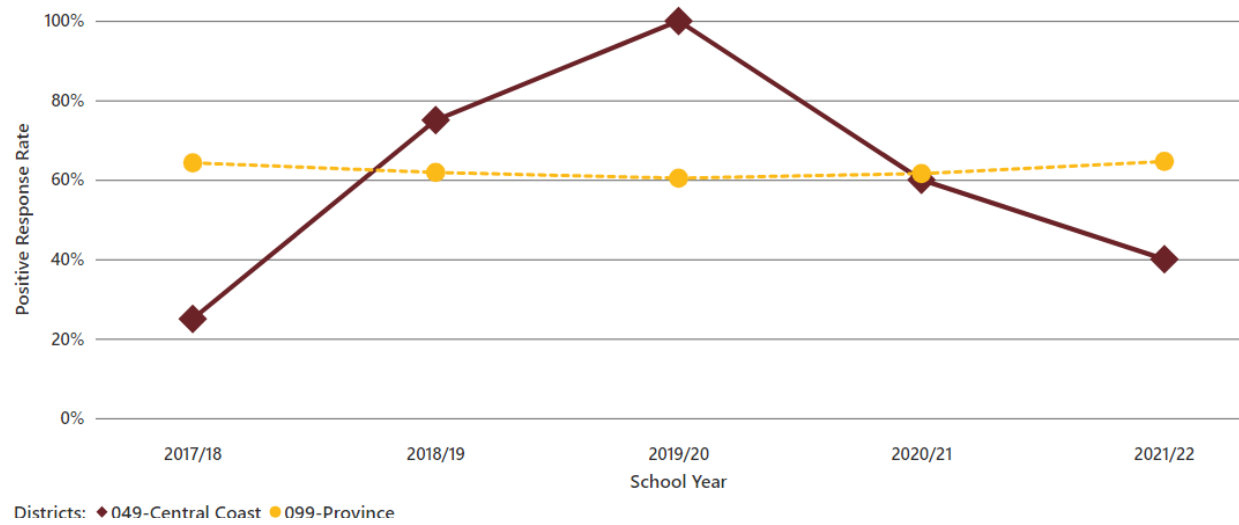
SLS – All Grades 'Feel Welcome' Indigenous Resident Students



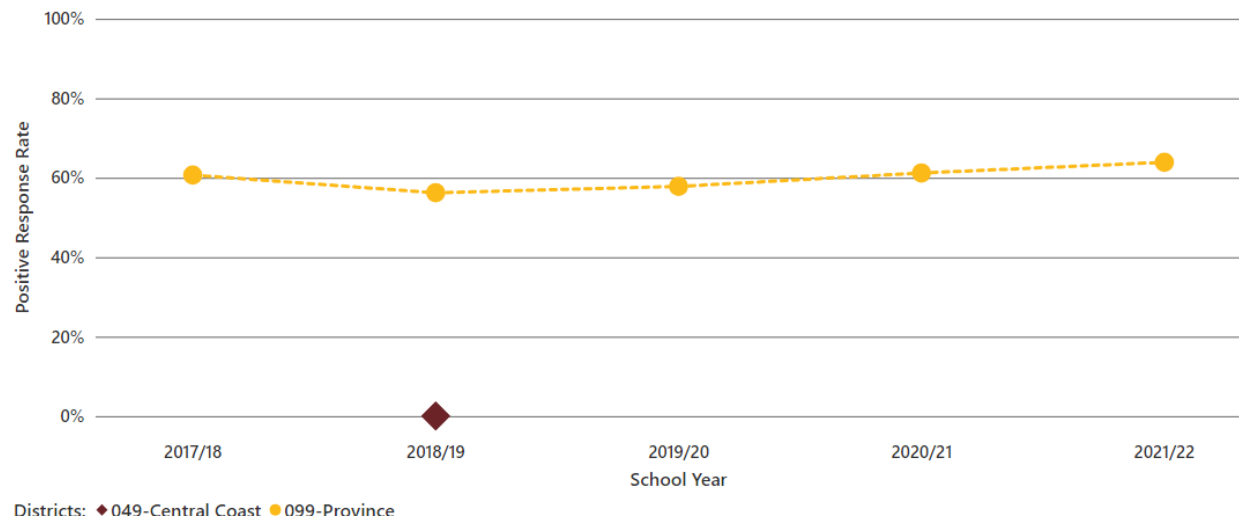
SLS – All Grades 'Feel Welcome' Indigenous On Reserve Resident Students



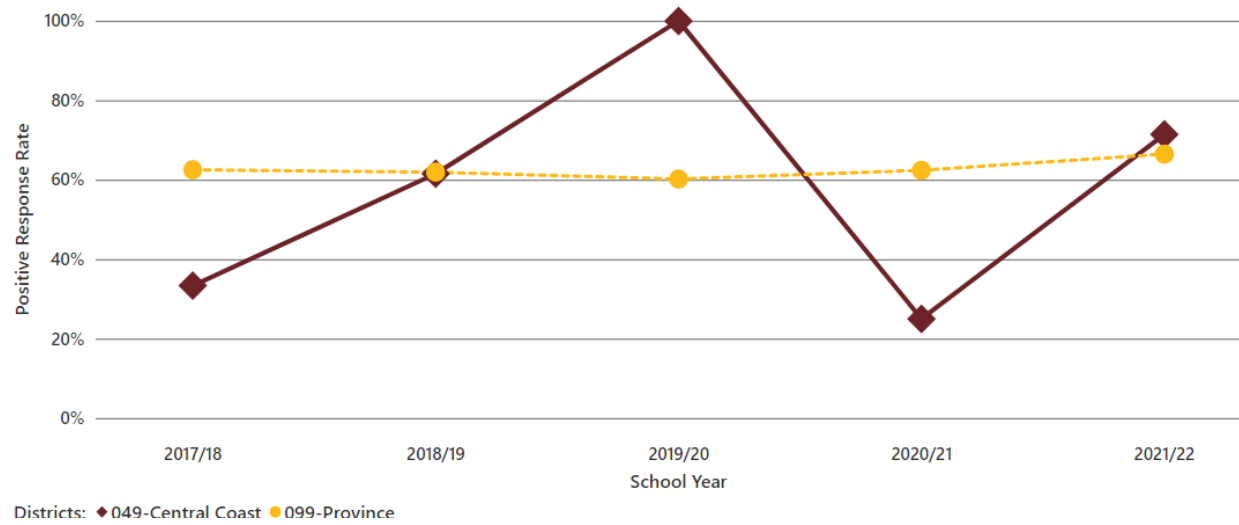
SLS – All Grades 'Feel Welcome' Indigenous Not On Resident Students



SLS – All Grades 'Feel Welcome' CYIC Resident Students

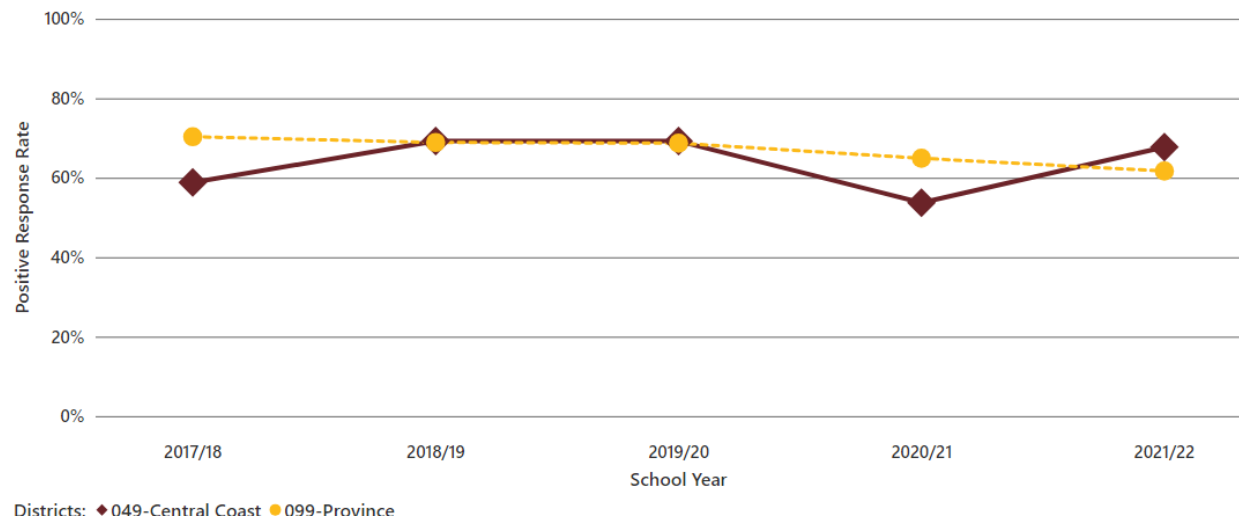


SLS – All Grades 'Feel Welcome' Resident Students with Disabilities/Diverse Abilities

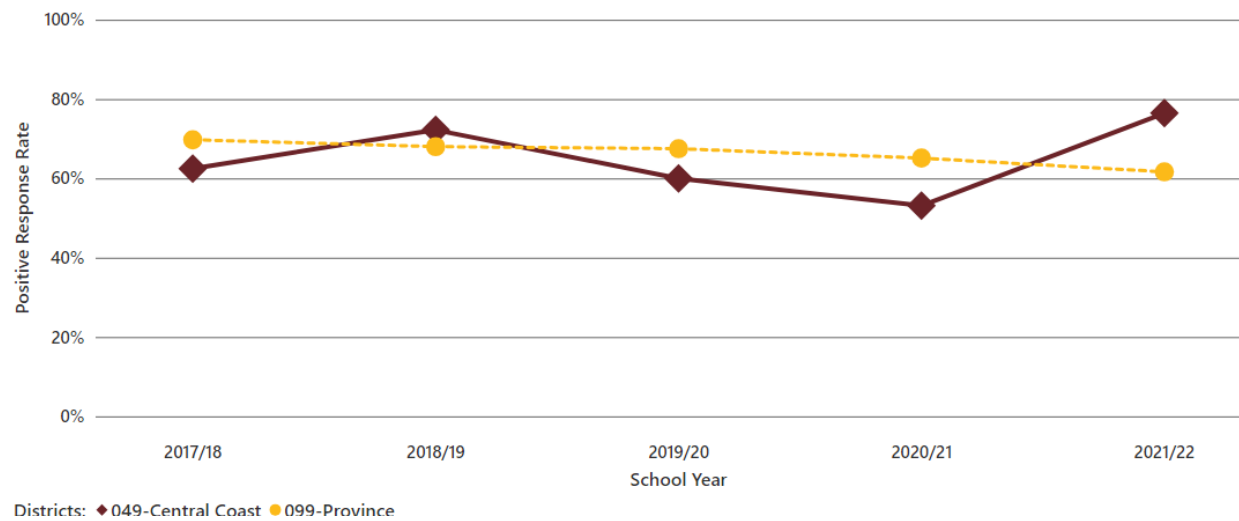


Measure 3.2: Two or More Adults who Care About Them

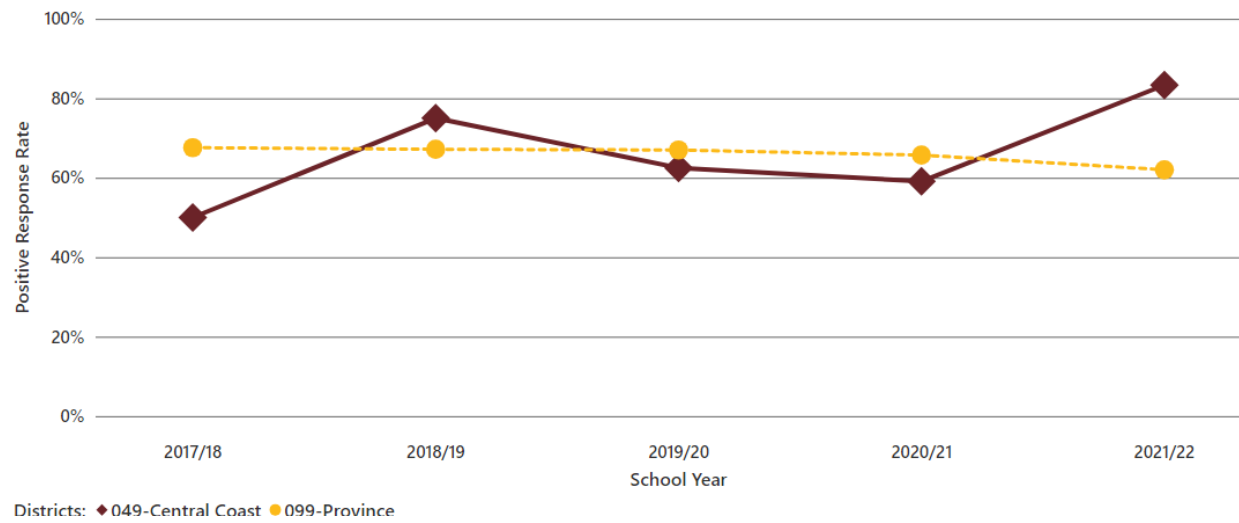
SLS – All Grades 'Adults Care' All Resident Students



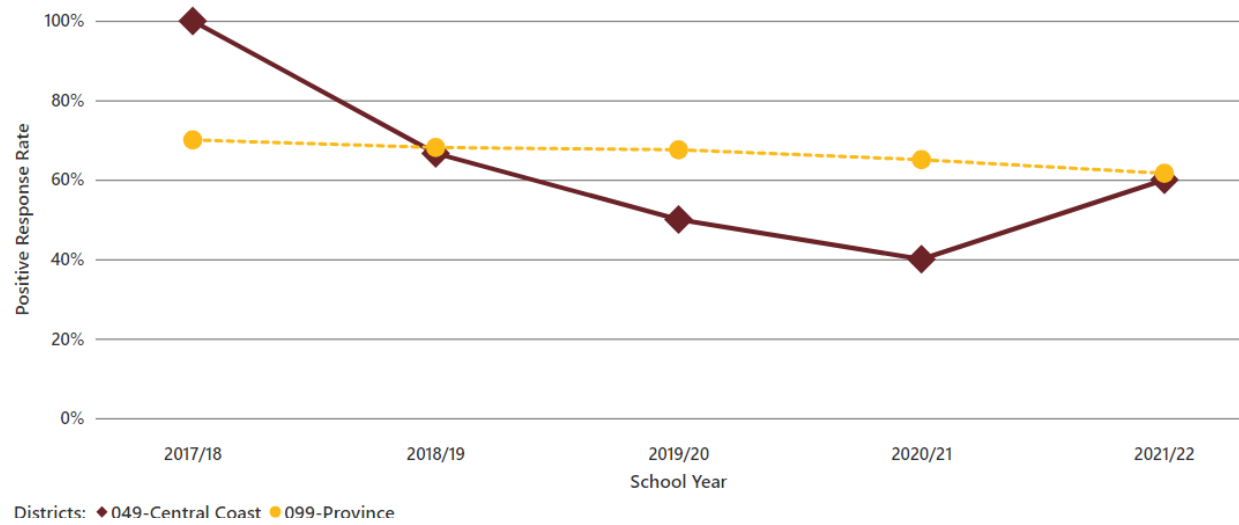
SLS – All Grades 'Adults Care' Indigenous Resident Students



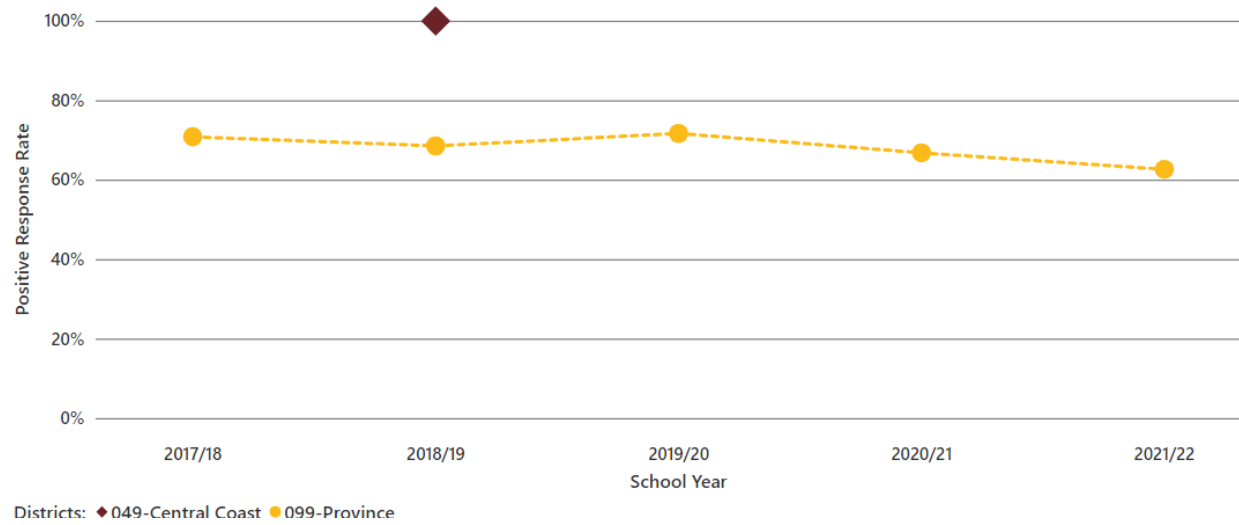
SLS – All Grades 'Adults Care' Indigenous On Reserve Resident Students



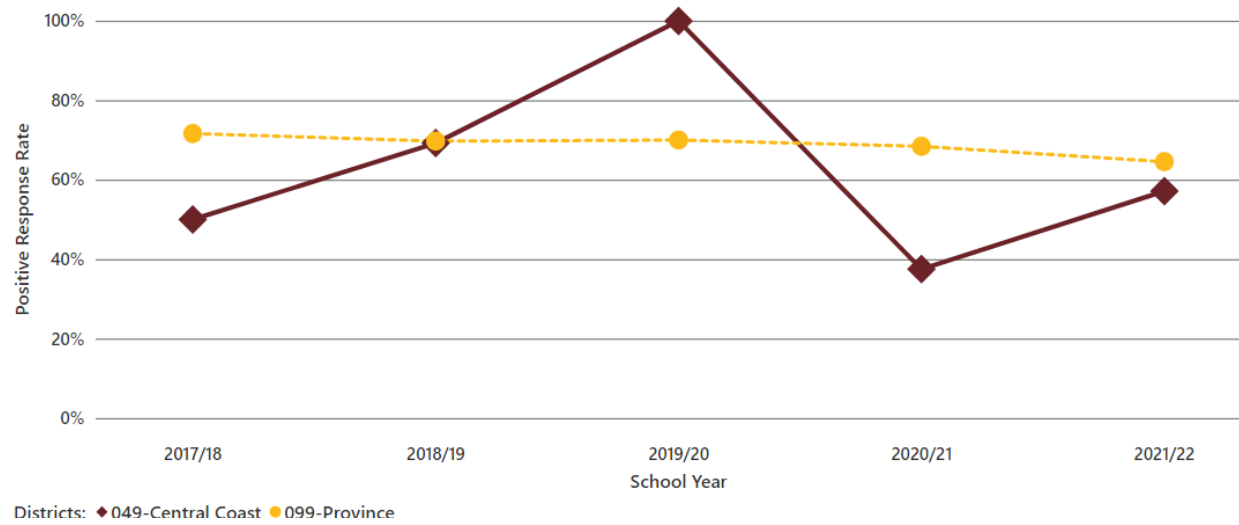
SLS – All Grades 'Adults Care' Indigenous Not On Resident Students



SLS – All Grades 'Adults Care' CYIC Resident Students



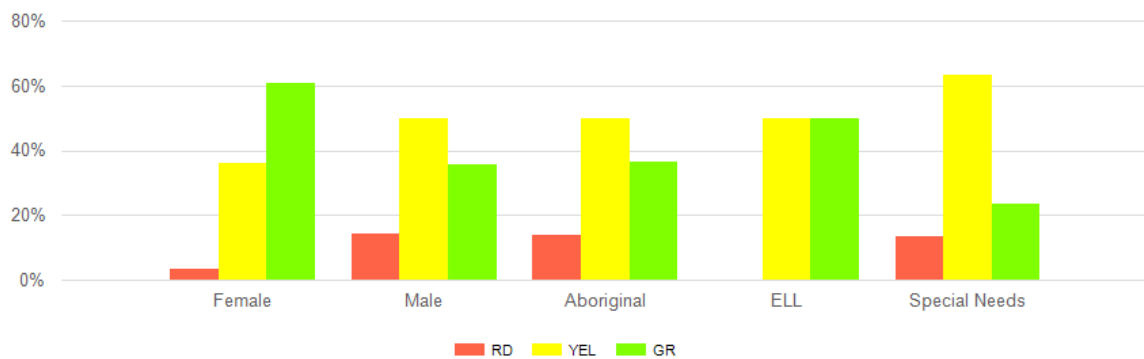
SLS – All Grades 'Adults Care' Resident Students with Disabilities/Diverse Abilities



Relevant Additional/Local Data and Evidence

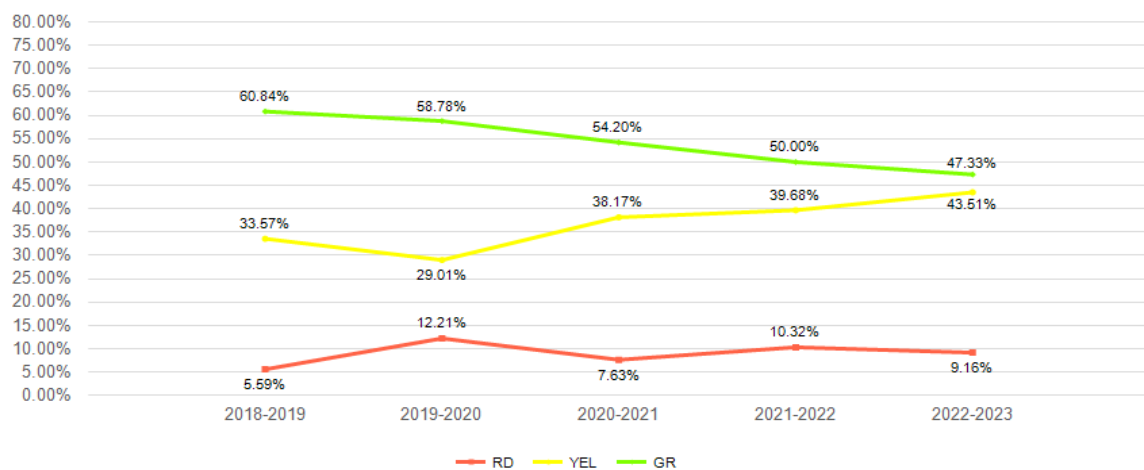
Student Story Starter – Focus Area Social Responsibility K-7 Term 3, 2023

Story Starter - Learning Continuum - Term 3

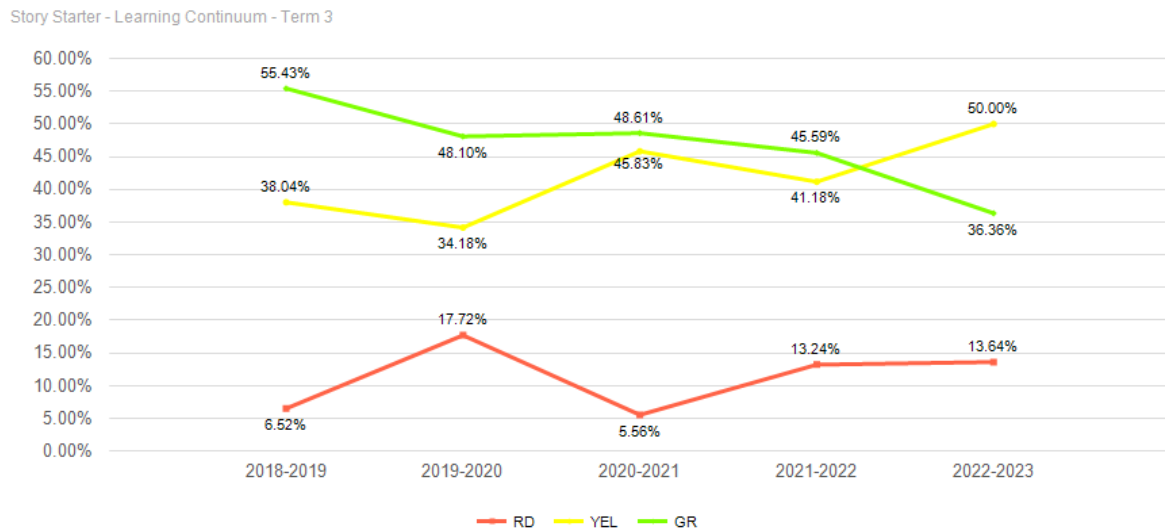


Trends of Student Story Starter – Focus Area Social Responsibility K-7 Over Time

Story Starter - Learning Continuum - Term 3



Trends of Student Story Starter – Focus Area Social Responsibility K-7 Over Time (Indigenous)



Analysis and Interpretation: What Does this Mean?

The student learning survey results for learners show limited gains for many students and are near provincial averages. It is notable for the district to consider the lower sense of belonging expressed by Indigenous students living off reserve. Much of the work of the district over the past years, including the Equity in Action project has highlighted areas of growth for the school community and these results are in line with ongoing conversations within and outside of the school community.

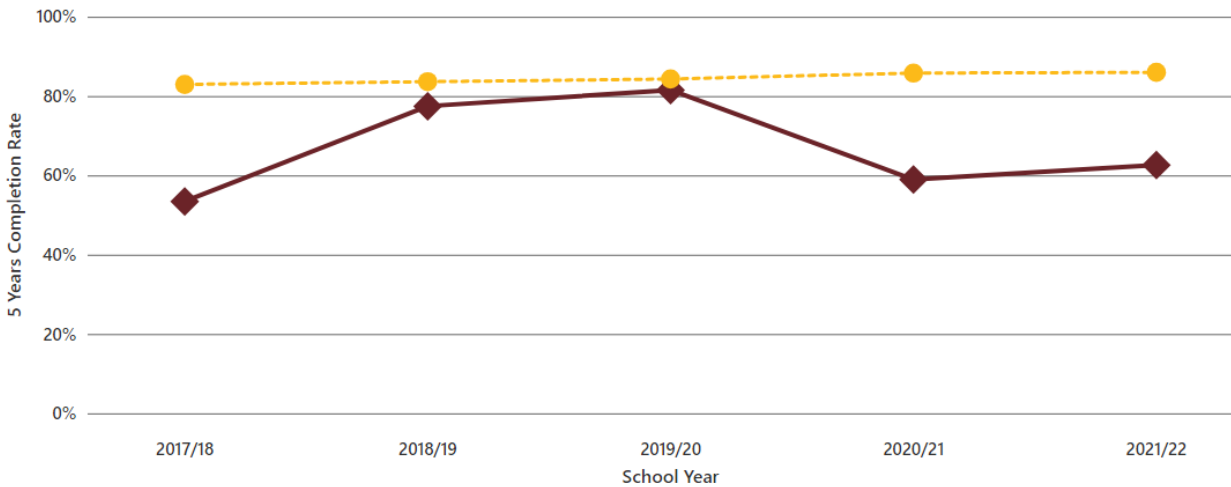
Student Story Starter – Social Responsibility as described for literacy and numeracy, is indicative of staff perception that students are not always feeling welcomed and cared for in our schools resulting in some observed negative social responsibility. In line with our Equity in Action work, there are fewer Indigenous students feeling welcome in our schools and this is possibly impacting the school perception of their social responsibility.

Career Development

Educational Outcome 4: Students will Graduate

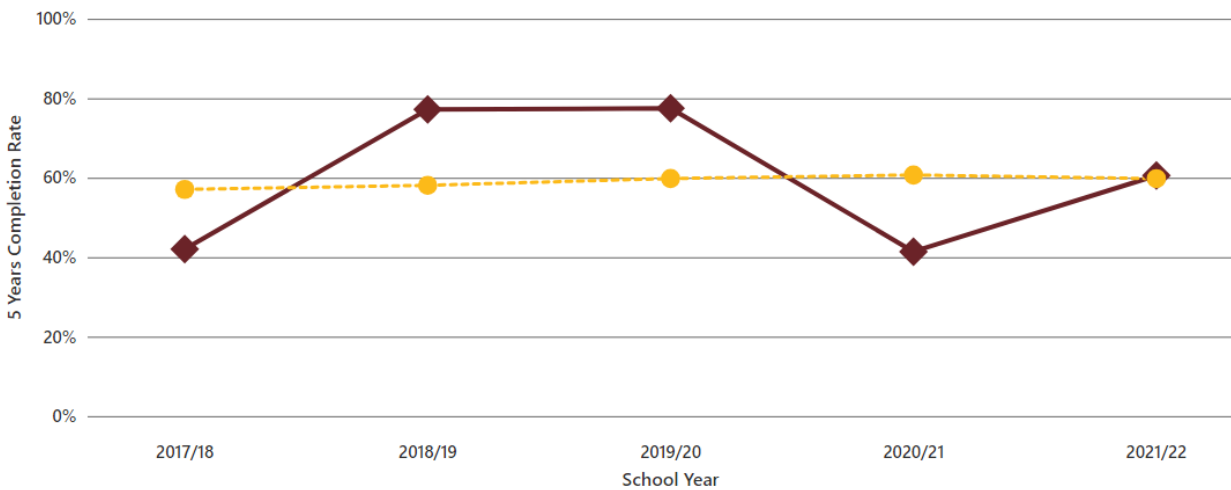
Measure 4.1: Achieved Dogwood Within 5 Years

5 Year Completion All Resident Students



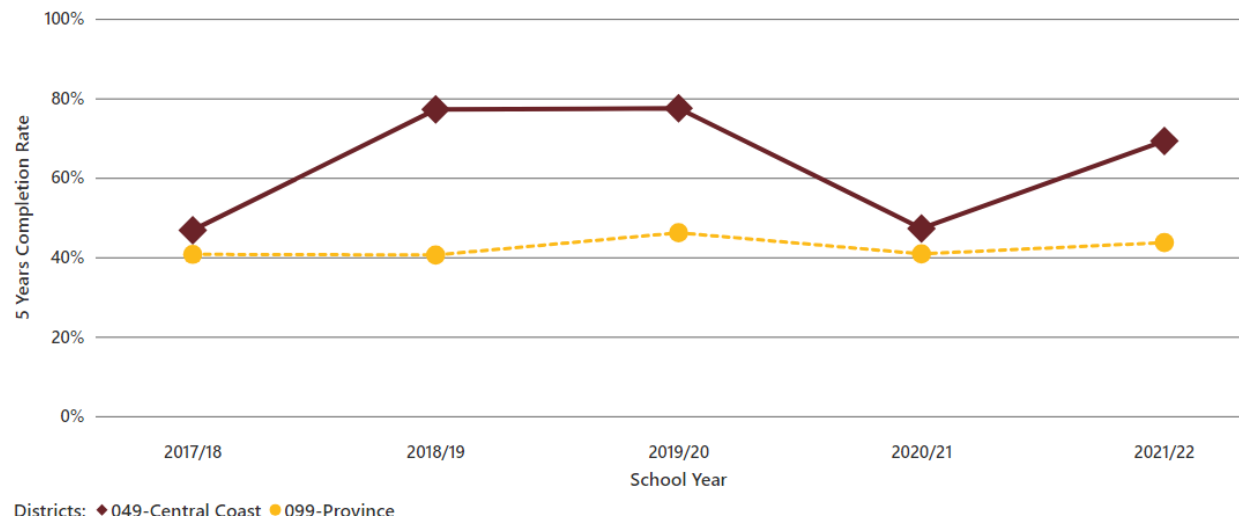
Districts: ◆ 049-Central Coast ● 099-Province

5 Year Completion Indigenous Resident Students

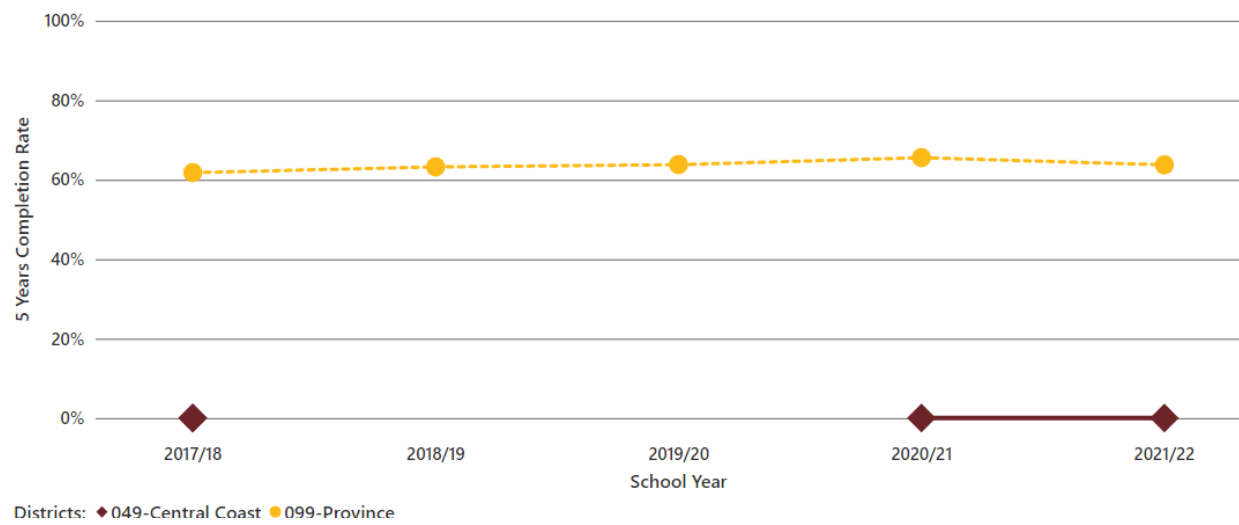


Districts: ◆ 049-Central Coast ● 099-Province

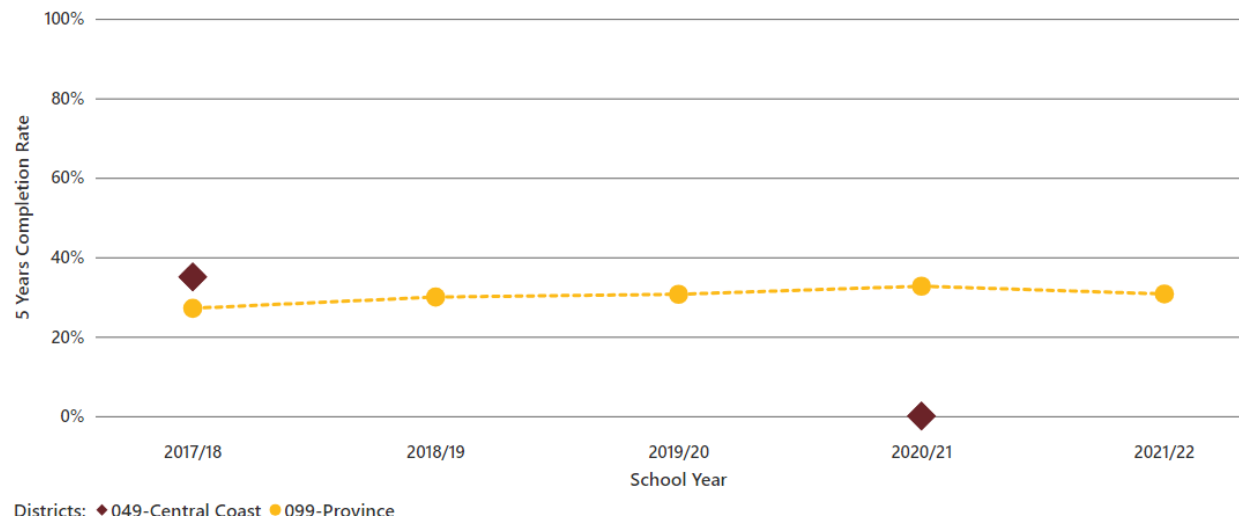
5 Year Completion Indigenous On Reserve Resident Students



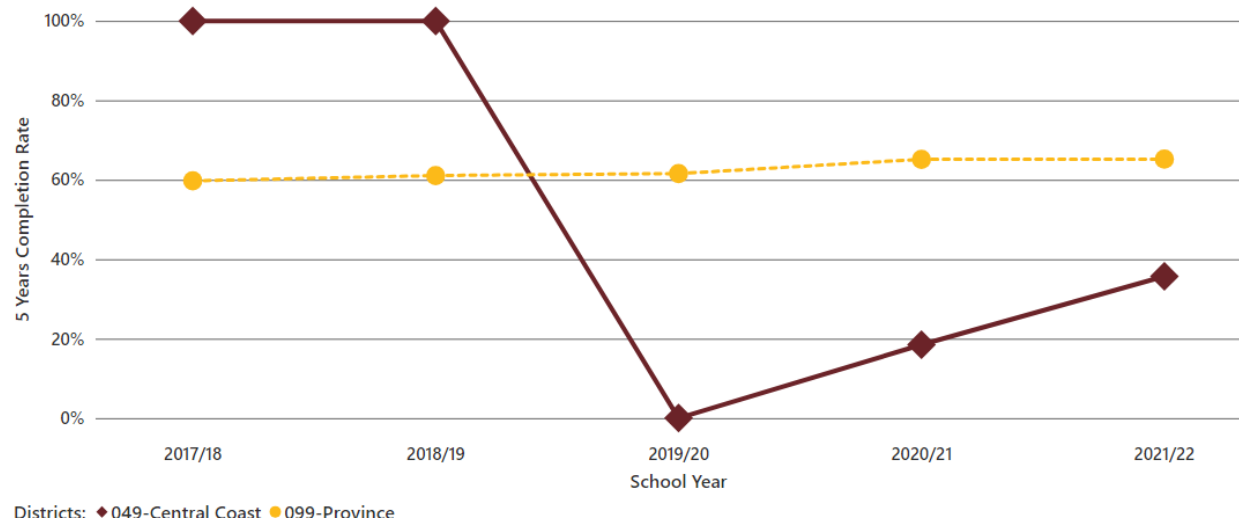
5 Year Completion Indigenous Not On Resident Students



5 Year Completion CYIC Resident Students



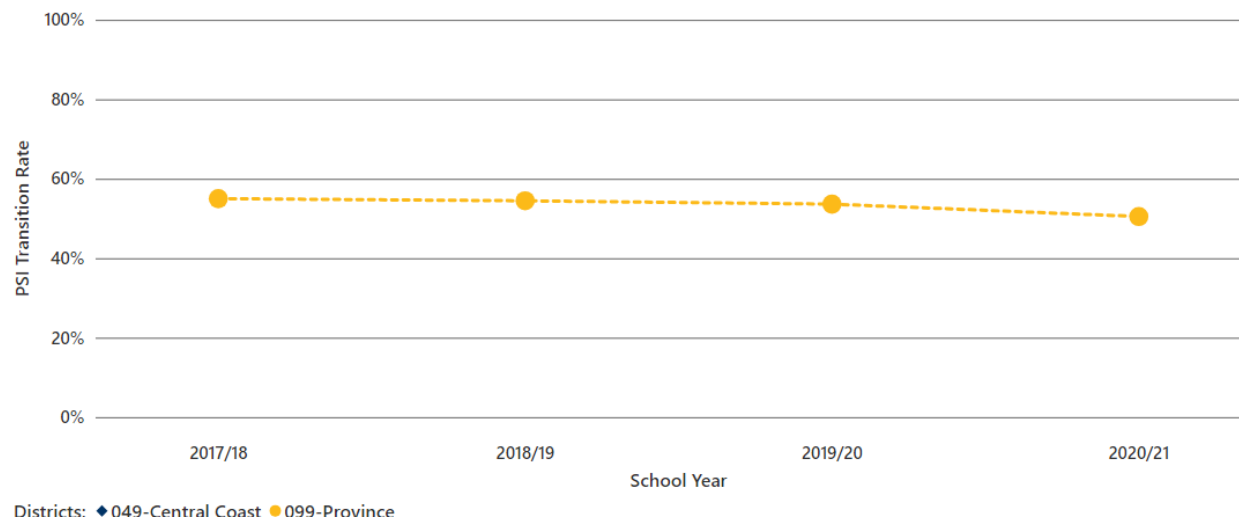
5 Year Completion Resident Students with Disabilities/Diverse Abilities



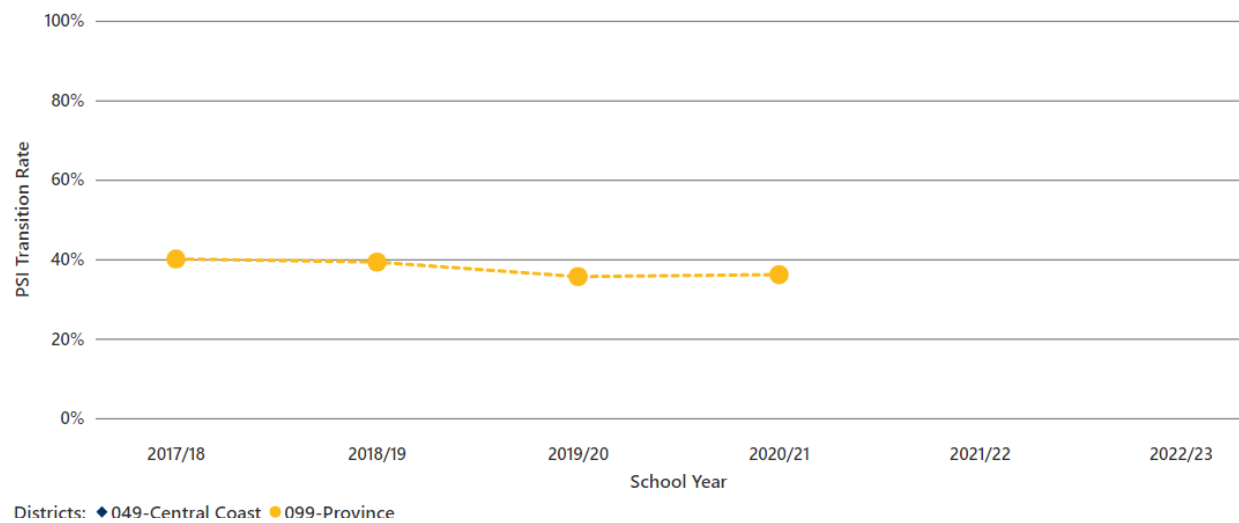
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Transitioning to Post-Secondary

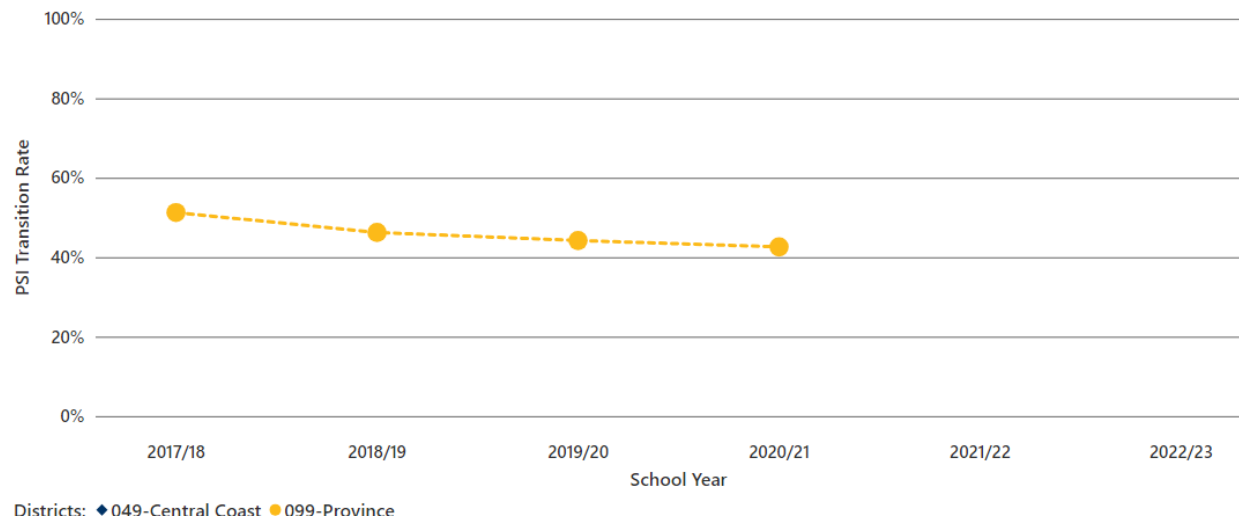
Transition to PSI (Immediate) All Resident Students



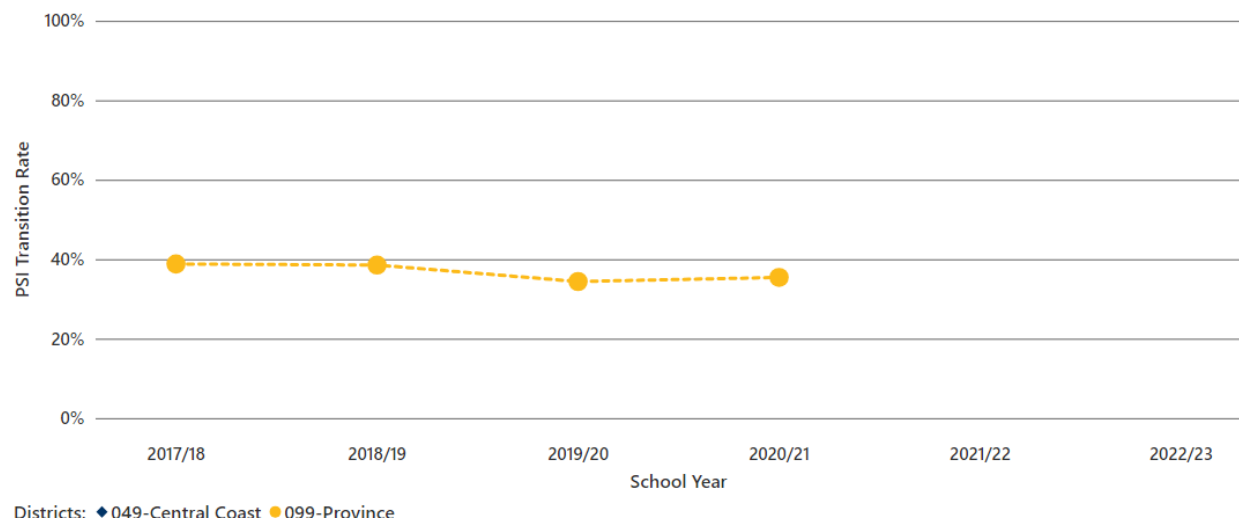
Transition to PSI (Immediate) Indigenous Resident Students



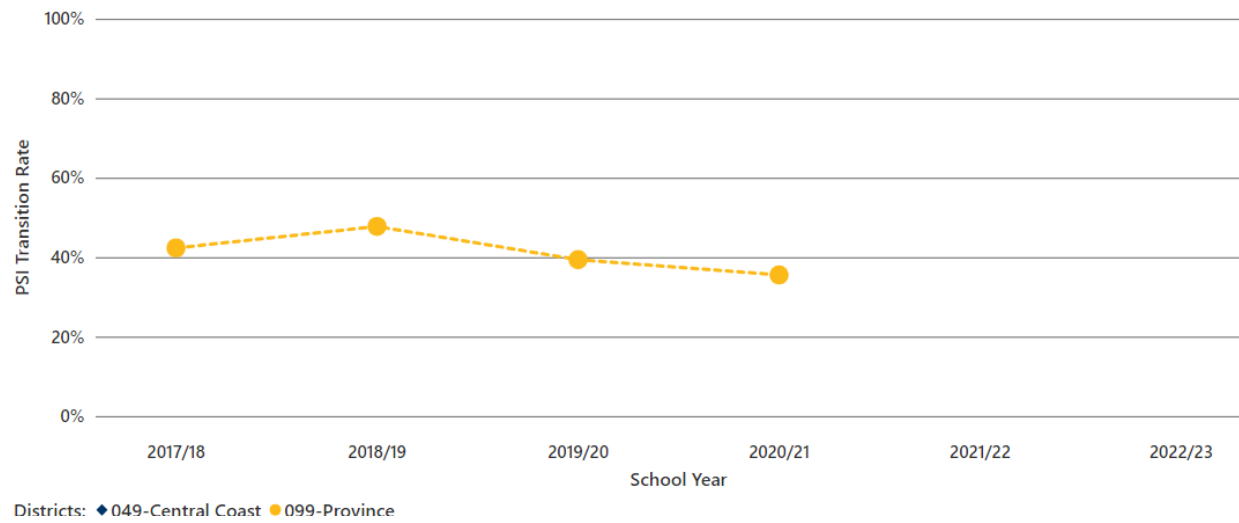
Transition to PSI (Immediate) Indigenous On Reserve Resident Students



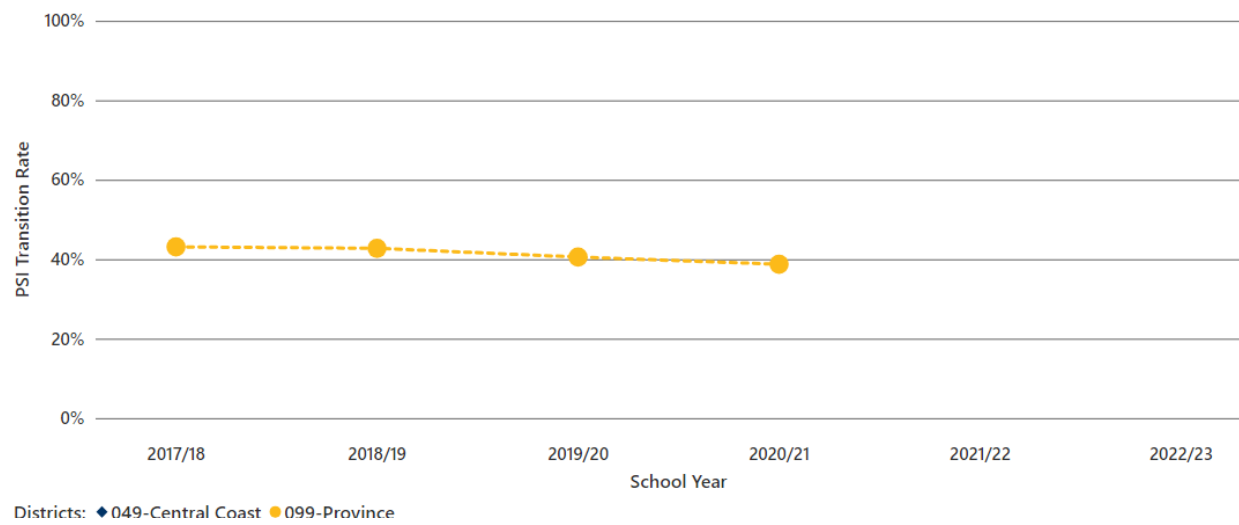
Transition to PSI (Immediate) Indigenous Not On Resident Students



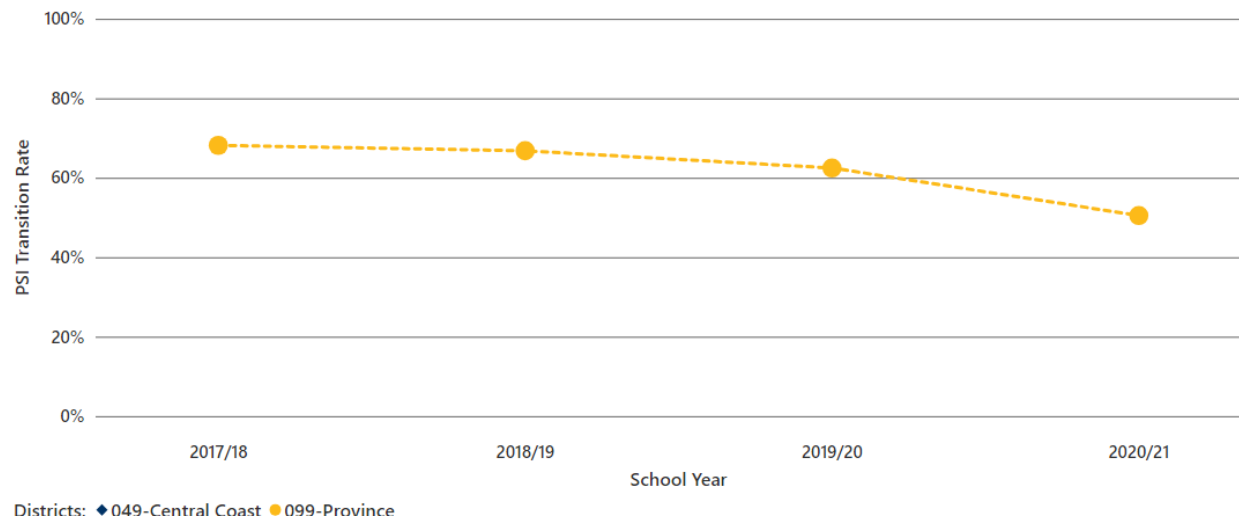
Transition to PSI (Immediate) CYIC Resident Students



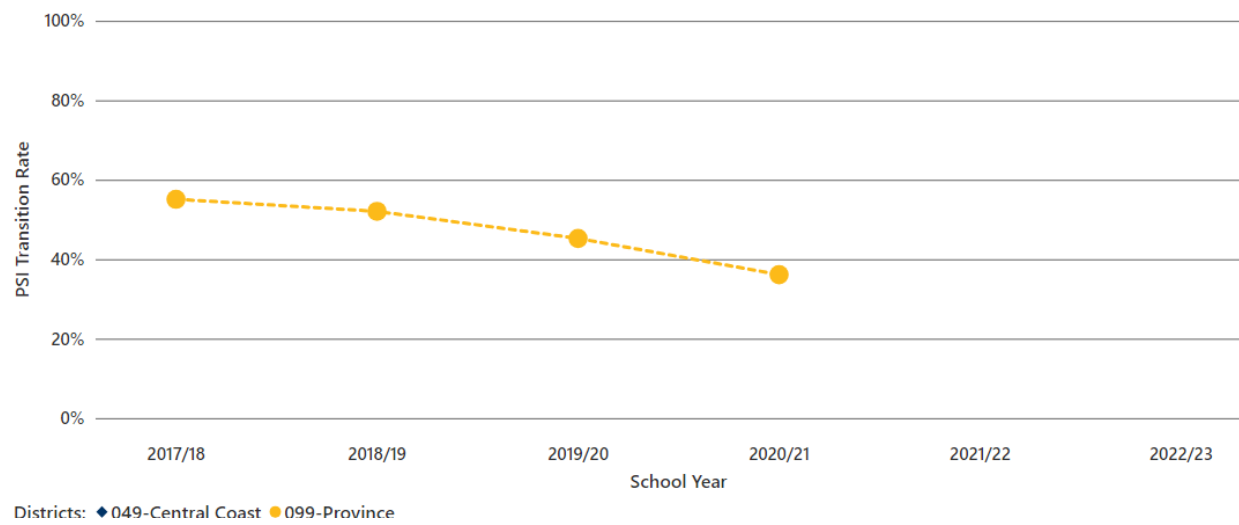
Transition to PSI (Immediate) Resident Students with Disabilities/Diverse Abilities



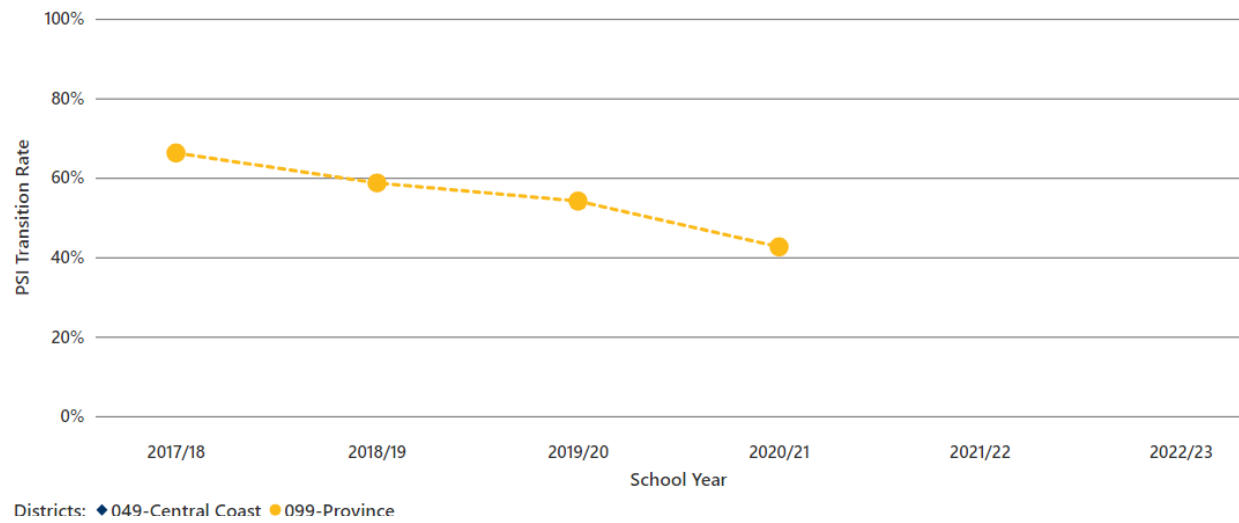
Transition to PSI (3 year) All Resident Students



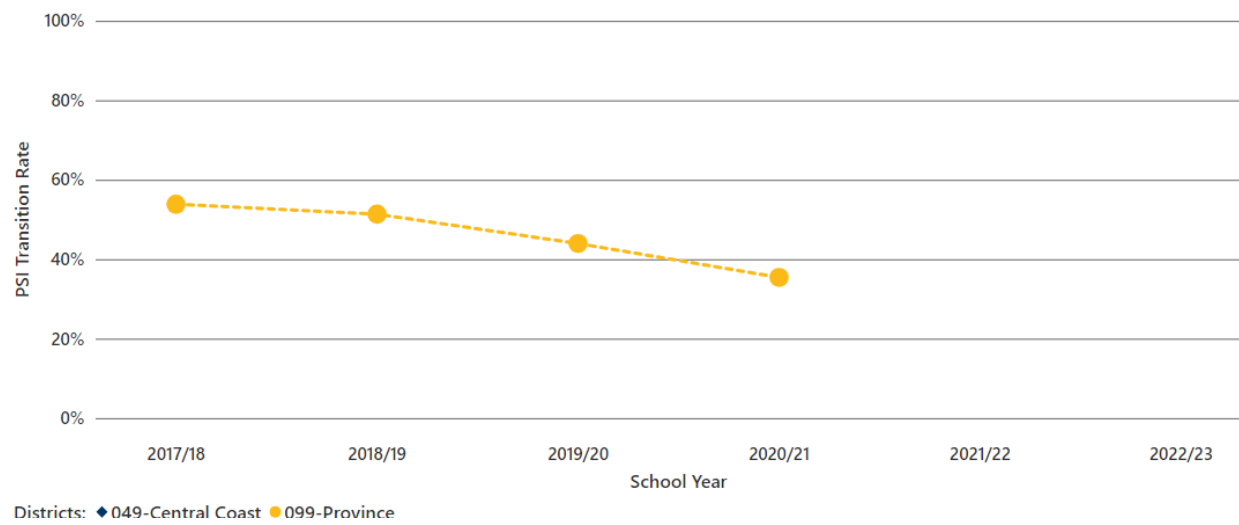
Transition to PSI (3 year) Indigenous Resident Students



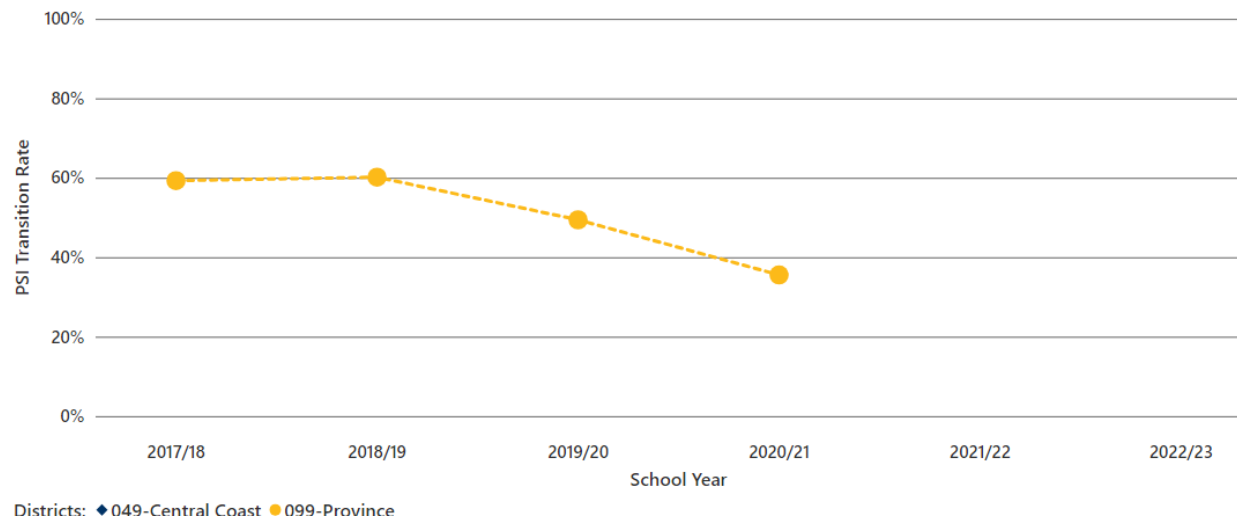
Transition to PSI (3 year) Indigenous On Reserve Resident Students



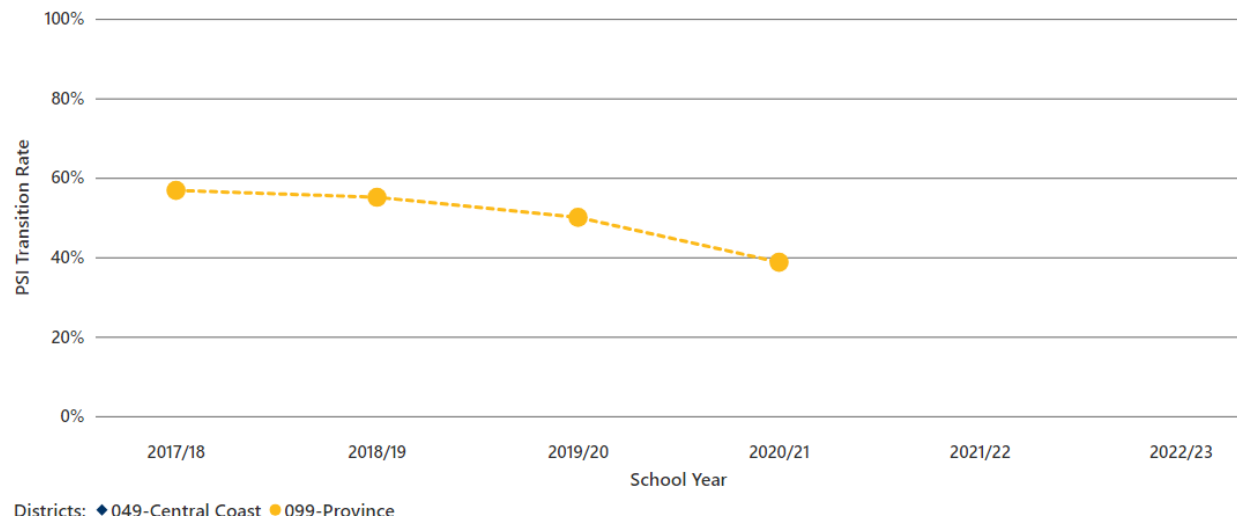
Transition to PSI (3 year) Indigenous Not On Resident Students



Transition to PSI (3 year) CYIC Resident Students



Transition to PSI (3 year) Resident Students with Disabilities/Diverse Abilities



Analysis and Interpretation: What Does this Mean?

Although results for five-year graduation show parity between all students and Indigenous students, SD49 rates are lower than the provincial average for recent years. Limited growth in five-year graduation for students with disabilities/diverse abilities needs to be reviewed and monitored for inequity.

Information on the Transition to Post Secondary Institutions is not relevant in the data. This missing data will be an important piece for the district to obtain as we are aware of many students attending PSI's and do not have a meaningful way to monitor their success and challenges once out of our small community.

Section B: Moving Forward

Planning and Adjusting for Continuous Improvement

Current Strategic Plan Priorities

To provide high quality, essential Educational Programming:

2023-2024 will be focused on improving outcomes in the area of numeracy and literacy. We will refer to our local assessments in the Fall, Winter and Spring to monitor areas of strength and growth.

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

Ensure reporting of accurate student achievement

- Principals reviewing report card comments and working with teachers to develop clear language
- Parent meetings ensure any adaptations are known and understood
- Classroom teachers to communicate regularly with families throughout the year through online platforms, telephone and face to face meetings
- Student Story Starter provides accurate grade level achievement as understood by teaching professionals. This information to be shared at parent and teacher meetings,
- 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

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 4 to grade 5 and grade 7 to grade 8

Continue early development of timetable

- Regular review and student voice
- Ensure parents are aware of student choices

Invest financially in shifts of practice

- Review 8-12 Resource Room model to ensure students have access to support blocks, individual programming and expanded course options
- Develop job description/role for Nuxalk Cultural Leadership position and develop cultural space in Sir Alexander Mackenzie School

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

- Develop WEX program and offer ITA Youth Work in Trades to align with student choice and career development through investing in human resources
- Continue providing choice in mathematics to include Workplace Math as a path to graduation
- Work with Nuxalk Education Liaison to clarify Nuxalk Nation community direction and empower student choice

To improve Indigenous student achievement and success in the spirit of reconciliation:

2023-2024 will be focused on improving outcomes for Indigenous students. We will refer to our Equity Action Plan as it develops throughout the 2023 school year.

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 acceptance 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 including Clinical Therapist on site
- Build HSC 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 celebration](#)

- 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

[Click here for full SD49 Strategic Plan](#)

Celebrating our Successes for the Past Year

The 2022-2023 school year has brought several successes to our students and families, particularly in the area of Indigenous education. With the first full year of a newly implemented Local Education Agreement with the Nuxalk Nation, the Board, staff and students have benefited from a stronger relationship building trust and strategic approaches to improving student outcomes. Of note, the role of a Nuxalk Liaison has provided principals, families and staff access to supportive dialogue regarding student needs. As the role becomes increasingly defined and accessed, we are seeing improved relationship being fostered with families, students and caregivers. The recent success of several Indigenous students reaching their goal of receiving a Dogwood diploma is largely attributed to these family connections to the high school. Athletics have also provided a boost to several groups of students in terms of their sense of belonging in the schools and continued efforts to ensure mental wellness services are accessible to students and staff is giving rise to increased Social Emotional Learning. The continued strategic use of Community Links funding for contracted in-school clinical therapists as well as Youth Care Workers and the federal targeted funds use for Indigenous Home School Coordinators continues to provide students and families important resources for improved learning environments.

With the additional responsibility and commitment to early childhood education, we are pleased to continue to offer daycare, preschool, and strong start services to our community. The Early Childcare Scanning process has given this year a new focus of establishing an Early Learning Table to better understand the strengths and stretches of our community needs in this area.

The reestablishment of an Indigenous Education Council is another strength leading to consultative approaches of meeting the strategic priority of improving Indigenous student success. Public engagement in several local cultural celebrations including the Acwshalcta Potlatch, Sputc Ceremony, welcoming of the repatriated totem returned from the Royal BC Museum and others are significant steps in alignment with the strategic priority.

Continued review of local data in the areas of literacy and numeracy are moving schools in a good direction and though equity continues to need examination and renewed strategies. Growth due to early interventions and continued review of individual student outcomes is making a difference.

The Equity in Action project has highlighted the potential for racism of lowered expectations and the coming year will focus on unpacking this truth and addressing the needs of families and students through reflective practice and continued broadening of Compassionate Systems Leadership.

Existing and/or Emerging Areas for Growth (So what?)

Students' sense of belonging will continue to be an area of growth throughout the district. Though some data indicate several of our students do feel welcome at school, the work of the Equity in Action project has highlighted the need to look to additional sources for information. We have several years of EDI, MDI, and YDI data available and senior staff are working with provincial partners to enhance the significance of this data given our small population size.

Through the senior years, our focus will continue to shift towards student choice. As we enter into this school year, course offerings are merging with distributed learning options supported by our team and students transition to post-secondary needs to be examined to see where our students are needing support after exiting our schools.

As noted above, our Early Childcare Scan has identified areas of need and access to childcare is of concern. The establishment this coming year of the Early Learning Table is going to be our strategic approach to bringing improved access to childcare services to our community.

Strategic Engagement

The priority of improving Indigenous student outcomes has led the approach to engagement in this last year. The work done through the Local Education Agreement, the Indigenous Education Council, and the Equity in action project have had significant impact on the sharing of information and the opportunities for district leadership and Board of Education to engage in meaningful consultation with our community.

In addition to the attached schedule of events, regular public board meetings, IEC, and Equity Team meetings, specific engagement included an Education Report to the Nuxalk Nation early in the year to review several aspects of student achievement and to hear strategic approaches to

improving. Senior staff went to community to hear questions, concerns, and solutions to improving Indigenous student outcomes.

The school plans were created in alignment with the Framework and staff and parents had opportunity to engage in the process of setting strategic priorities.

Adjustment and Adaptations: Next Steps

District strategies of public engagement are having significant impact on student outcomes. As we look to 2023-2024, continued strategic consultation will be a priority. Regular team meetings to evaluate best practices in bringing communities to the schools will assist the district in working to improve students' sense of belonging in our schools. Our annual district day will include aspects of improving staff understanding of local Indigenous ways of being as will the continued approach to working closely with the IEC. This work is supported through our Local Education Agreements.

The Equity in Action project will continue to drive much of the work in the district as we look to understand our place in Truth and Reconciliation and strategic efforts will be made to listen to voices harmed by our system in the past to build a better future for students.

The Board of Education will continue look to all Indigenous partners to review and renew Local Education Agreements and with significant gains in the last year regarding financial oversight in the district, a strategic approach to bringing meaningful consultation into our amended budget will occur.

Alignment for Successful Implementation

Recent growth plans and development of senior staff align with the district priority of aligning roles and responsibilities. As we look to bring a small team together to improve student learning, the clear roles and responsibilities of senior staff are required to be concise. The addition of a full-time Secretary Treasure for the 2023-2024 school year will allow for improved alignment of the Strategic Plan and all other areas of note.

Regular attention to the keys to success in our strategic plan include reviewing the five-year Information Technology Plan. With an increase in students' use of technology and the one-to-one deployment of technology, the operational plans for the district will align through the amended budget process.

Service to student with exceptionalities is being led through the lens of Universal Design and regular review with Indigenous partners, community, and senior staff is bringing alignment to services across the district. Professional development in several areas of special education will continue to enhance services and ensure sustainability as recruitment and retention conditions bring challenges to our remote community.

Early Childhood Education will be strategically reviewed through our Early Learning Table and community outreach. The establishment of an Early Childcare Learning Lead in the district will enhance these efforts.

Policy reviews in alignment with the recommendations of the Equity in Action Project will be aimed at ensuring equitable access to education for all students with a particular lens on equity for all learners.

Transportation review and the work with Joint Transportation plans will include continued efforts to bring extra-curricular options to all students.

The expansion of healthy meals will be a major push for 2023-2024 as the district moves to expand programs and ensure stigma-free, nutritious meals for students and families. Work is underway to develop the capital space and to build staffing capacities. Public review of the model will occur through regular outreach and public review at parent advisory council meetings.

Conclusion

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
- Public meeting of the Board of Education to approve and publish the SD49 Framework

October

- School plans reviewed and considered for adjustment at the school level
- Sharing of Framework plans with staff

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 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
- School plans 2024-2025 submitted to Board of Education for approval
- 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