



# Enhancing Student Learning Report

## September 2023

In Review of Year 3 of District Plan for Learner Success 2021-2024



Reviewed by Board on September 26, 2023

## Introduction: District Context

**Cariboo-Chilcotin School District No. 27** is a large [geographic area](#) roughly the size of New Brunswick in the beautiful interior of BC on the traditional and unceded territories of the Secwepemc, Tsilhqot'in and Dakelh Nations and the First Nation [communities](#) of Tsideldel First Nation (Alexis Creek Band), Tl'etinqox Government (Anaham Band), Yunesit'in Government (Stone Band), Tl'esqox (Toosey Band), Xeni Gwet'in First Nation (Nemiah Valley), ?Esdilagh (Alexandria Band), Tsq'escen' (Canim Lake Band), Stswecem'c/Xget'tem (Canoe Cree/Dog Creek Band), Esk'etemc First Nation (Alkali Lake), Xats'ull (Soda Creek First Nation), T'exelc (Williams Lake First Nation) and Ulkatchot'en (Ulkatcho First Nation).



We are proud to serve 4674 learners in kindergarten to Grade 12 in 24 schools. 1484 students identify as having Indigenous ancestry. 302 students reside in 12 of the 13 First Nation communities within the district. 301 students are Metis. 8.5% of the student population have designations representing disabilities and diverse abilities. There are 57 children and youth in care at this time.

There are other factors that provide context for Cariboo-Chilcotin School District. The region was significantly affected by the 2017 wildfires and there have been alerts and evacuations in recent years including this season. We are one of the Ministry of Public Safety and Solicitor General's nine priority districts in relation to gangs and organized crime. During the pandemic some communities had periodic or prolonged closures during which their children were not in school. Attendance overall was very low during the pandemic and remains at concerning levels. The accumulated effect of prolonged disruption to learning is showing up in current results. Although our Human Resources team has done exceptional work in recruitment and hiring, we have not escaped the global workforce shortage issues and have had several non-certified teachers on letters of permission in recent years. These factors are reflected in our planning and response. We enjoy strong relationships with community service providers.

It is important to note that Cariboo-Chilcotin School District has been engaged in a comprehensive review and rebuilding of all systems, structures, and practices following the [appointment by the Ministry of Education of a Special Advisor](#) in 2018. Since then, we have an almost entirely new Board of Education and a new senior leadership team with a wealth of experience from other districts and sectors. All efforts are laser focused on enhancing student learning and outcomes. The district is making significant progress toward modernization and alignment especially in the foundational systems and structures that will support us in meeting our long-term goals.

## Section A: Reflecting Back

### 2022-23 Student Learning Outcomes

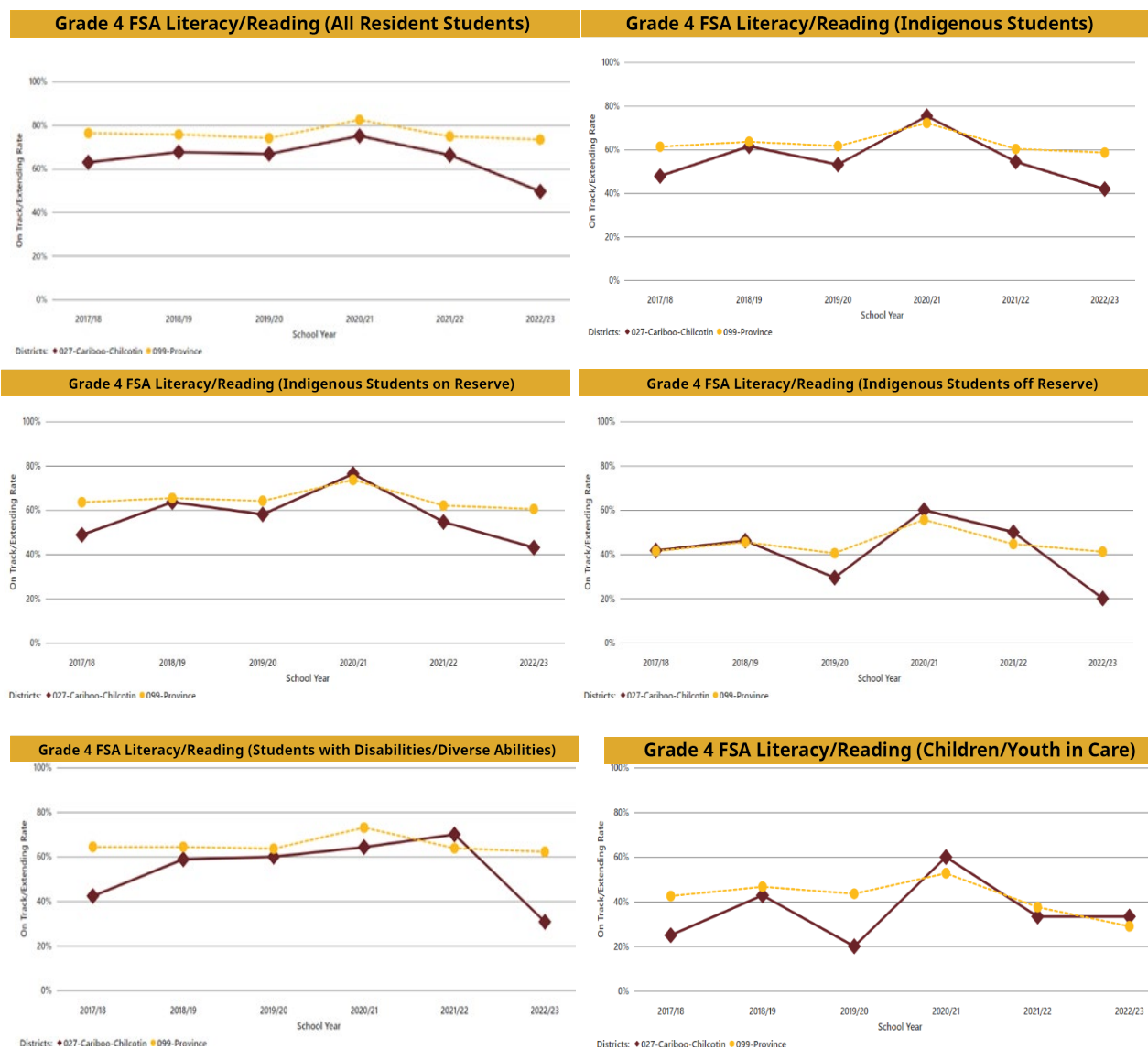
The following information on student learning outcomes represents a large number of data sets required under the [BC Framework For Enhancing Student Learning \(FESL\)](#) and a few supplemental measures unique to the district. The complete set of [BC Education system performance data](#) is available online for the province and individual districts. Where possible, links to information about the measures are provided.

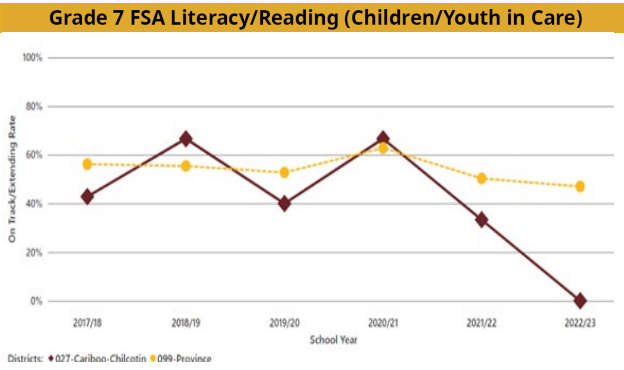
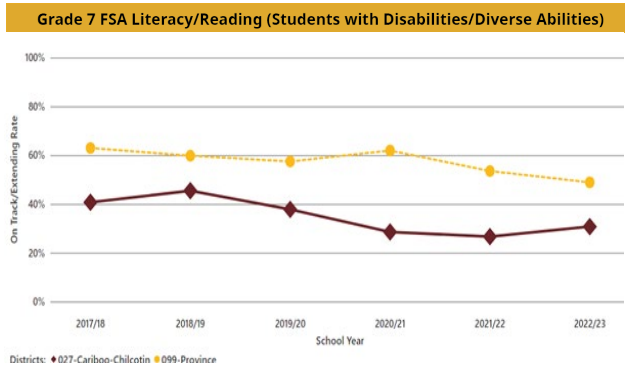
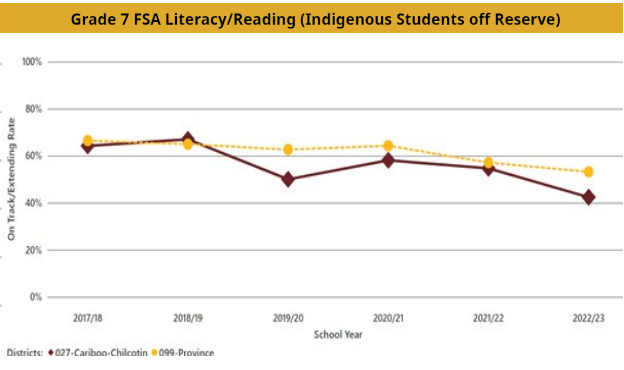
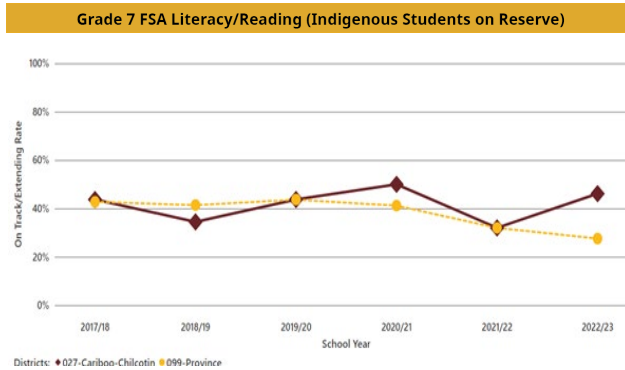
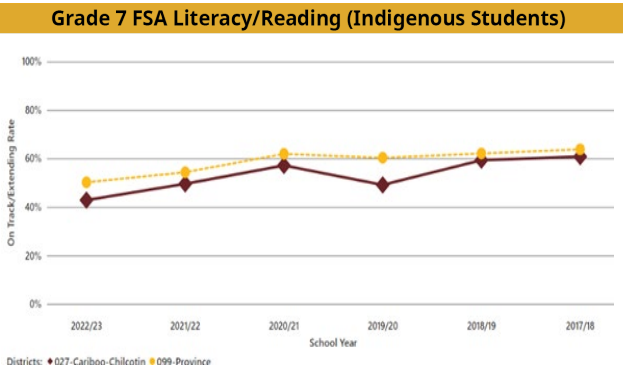
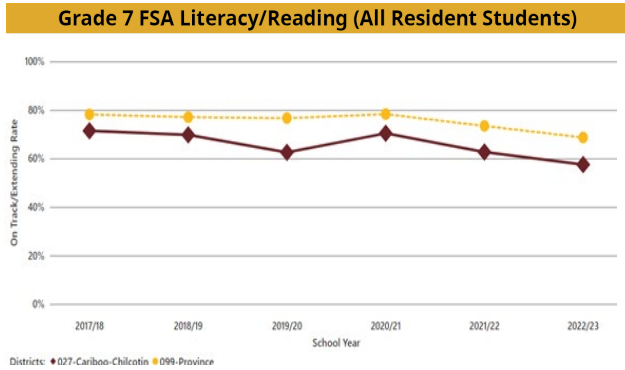
### Intellectual Development

#### Educational Outcome 1: Literacy

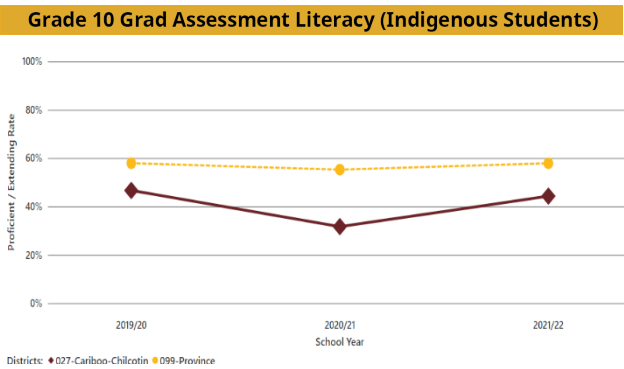
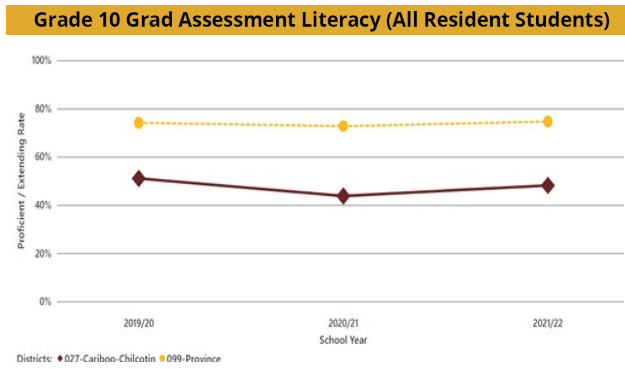
Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

The [Foundational Skills Assessment \(FSA\)](#) is a provincial curriculum assessment.

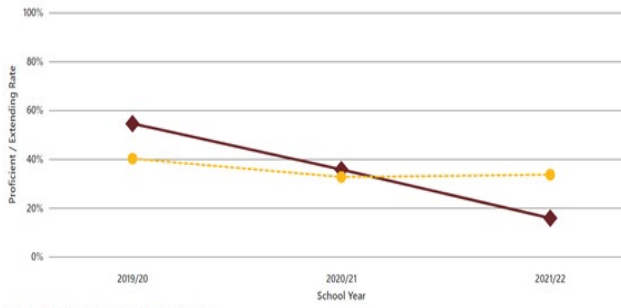




## Measure 1.2: Grade 10 Literacy Expectations

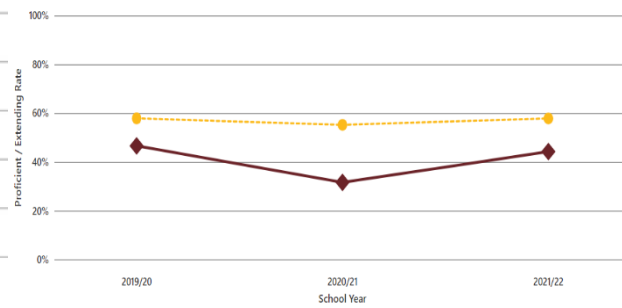


**Grade 10 Grad Assessment Literacy (Indigenous Students on Reserve)**



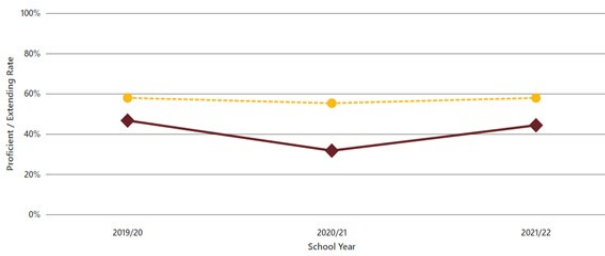
Districts: 027-Cariboo-Chilcotin 099-Provence

**Grade 10 Grad Assessment Literacy (Indigenous Students off Reserve)**



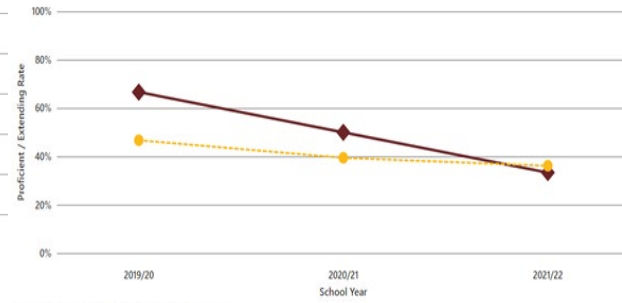
Districts: 027-Cariboo-Chilcotin 099-Provence

**Grade 10 Grad Assessment Literacy (Students with Disabilities/Diverse Abilities)**



Districts: 027-Cariboo-Chilcotin 099-Provence

**Grade 10 Grad Assessment Literacy (Children/Youth in Care)**

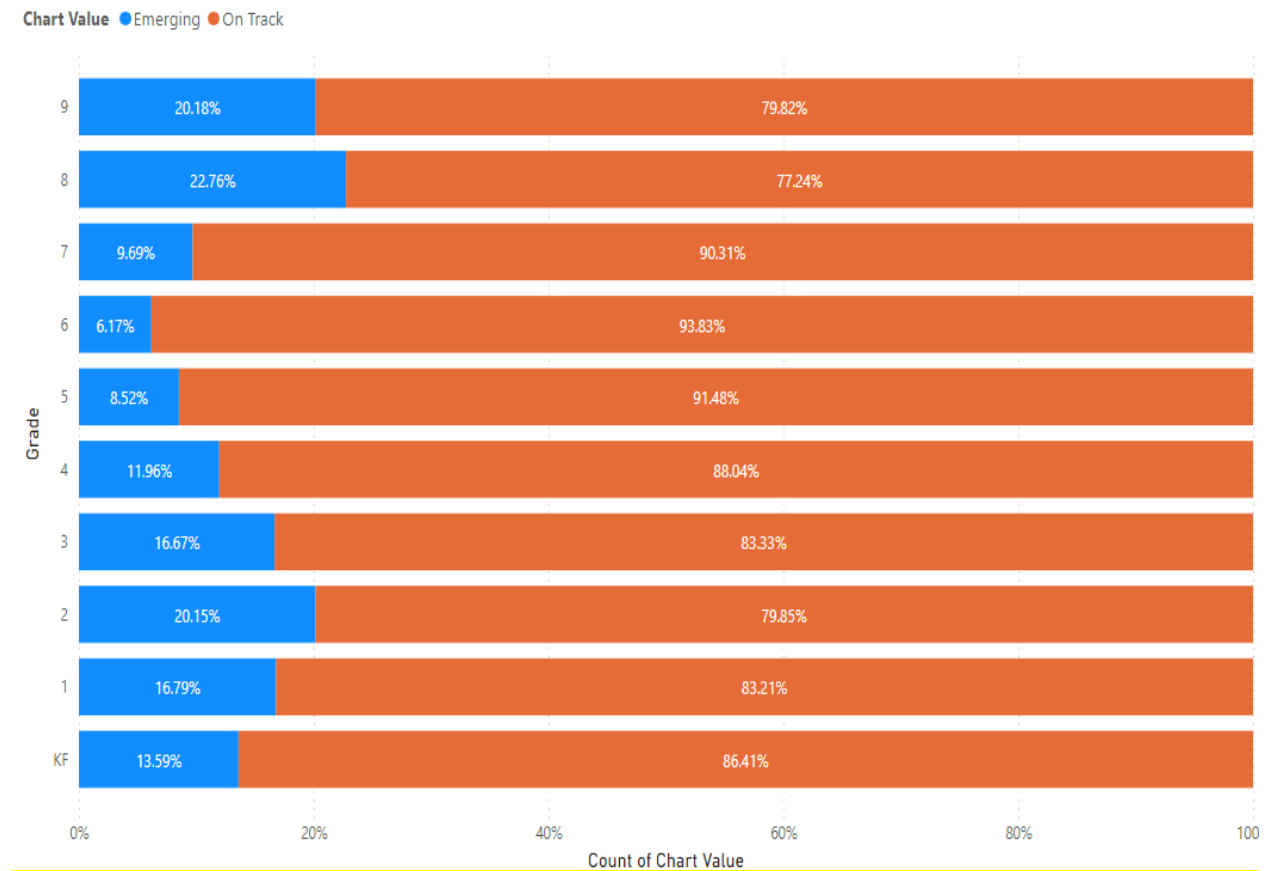


Districts: 027-Cariboo-Chilcotin 099-Provence

## Relevant Additional/Local Data and Evidence

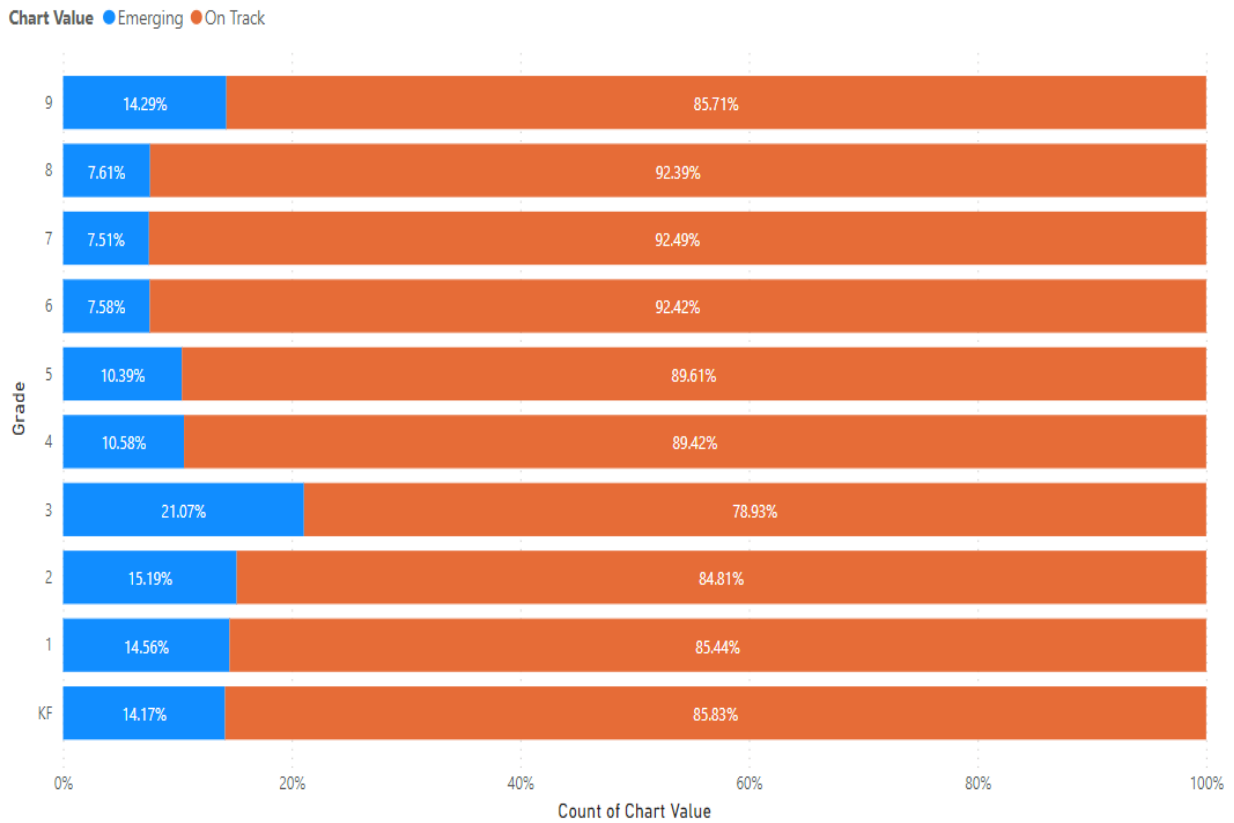
### District Reading Assessment Team (DART) K-9

[DART](#) is a reading assessment widely used in BC that is focused on providing information to teachers that is closer to the context of the classroom. Done in the Fall and Spring it informs instructional decisions at the classroom and school level.



## District School Wide Write K-9

The School Wide Writing Assessment is a formative assessment tool used in SD 27. It uses the BC Writing Performance Standards and is meant to assess writing from experience (Grade 1), personal writing (Grades 2 to 7), and personal views and response (Grades 8 and 9). We are reviewing this tool as we consider the current Language Arts curriculum, draft performance standards, and articulation with other assessments in use in the district.

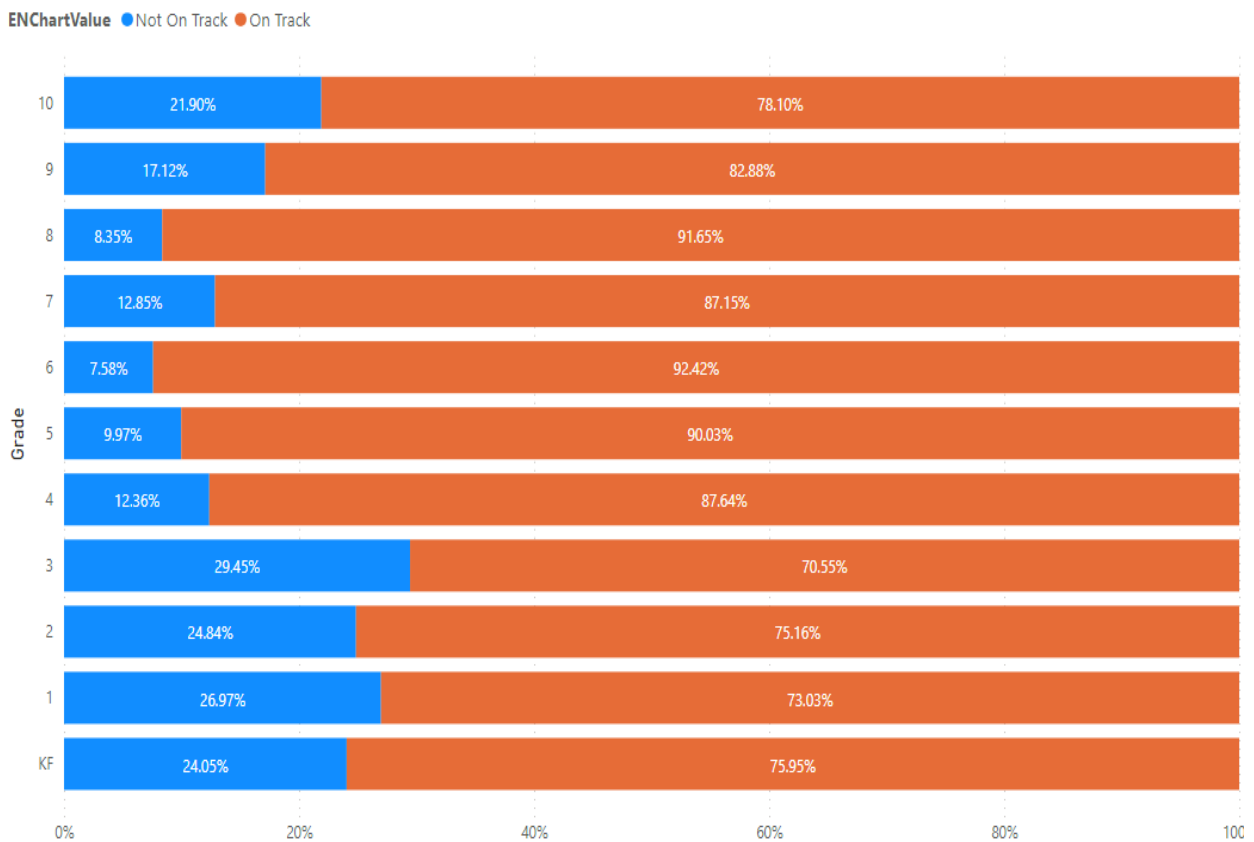


## On Track for Literacy by Grade – Report Cards K-10

On track is a local measure based on report card information. It represents teachers' professional judgement of students' achievement from the evidence of learning in the classroom over the reporting period (in this case the full year). Students are on track in literacy if they are approaching, proficient, or exceeding expectations (K-7) or have a letter grade of C- or better (Grades 8 and 9) with respect to curricular outcomes in Language Arts/English.

Note: the Provincial [Proficiency Scale will replace letter grades](#) in Gr 8 and 9 beginning this school year)

Literacy On Track by Grade



### Analysis and Interpretation: What Does this Mean?

FSA results in literacy are up and down over the past few years across grades and groups of students we are paying particular attention to with a drop in the most recent year. There remains a gap in achievement between Cariboo-Chilcotin students and the BC average, and Indigenous students in SD 27 and the students in general in the district. This is particularly



pronounced at Grade 4 for Indigenous students on-reserve and students with disabilities and diverse abilities. The FSA Grade 7 Literacy results for Indigenous students, Indigenous students on-reserve, and children in and youth in care, are an exception where the result is up, and equal to or higher than SD 27 students and BC students in general. This may be positive, but both are small numbers of students, and results tends to fluctuate year to year.

The percentage of students meeting expectations on the Grade 10 Literacy assessment is low provincially and our results are lower except for the small group of children and youth in care. Adolescent literacy is clearly an area requiring more attention.

While participation in high quality professional development in classroom practice and assessment initiatives are leading indicators of future improvements in student achievement, other factors such as prolonged interruption to schooling (attendance is discussed later in the report) and workforce challenges are reflected in results that we are not satisfied with.

We have work to do around FSA being administered consistently with students adequately prepared for and understanding the assessment. We see promise in the recent participation of teachers in the marking sessions, working with their school teams to make meaning from the results, and using the information to inform instruction. Having the provincial, district, and school level assessments actively used to support teaching and learning in schools will improve outcomes in literacy.

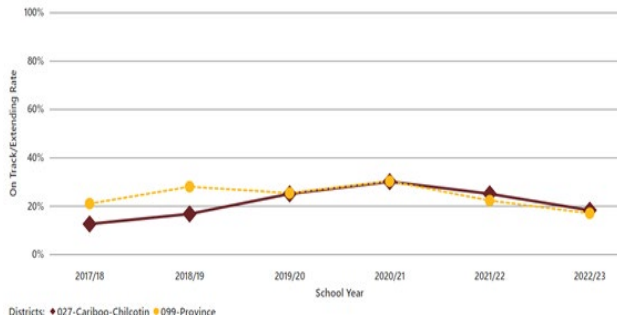
There is very little alignment between the provincial curriculum assessment (FSA), district assessments, and report card information. Classroom summative evaluation and district assessments have significantly higher results than the provincial snapshot assessments (FSA and Graduation Literacy Assessment). We will be exploring this with schools. We would not expect these to be the same but for there to be a closer association. The opportunity is for school teams to engage in rich learning conversations about the discrepancy, what it means, and appropriate instructional responses. Teacher voice will be important in the evaluation of our assessment tools and practices as we improve our collective capacity to know what students are learning and are ready to learn next within the context of curricular outcomes and performance standards.

## Educational Outcome 2: Numeracy

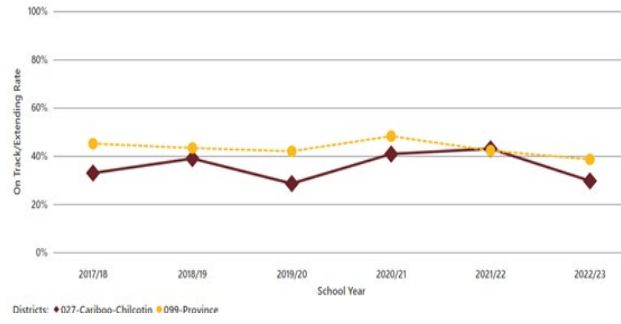
### Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations



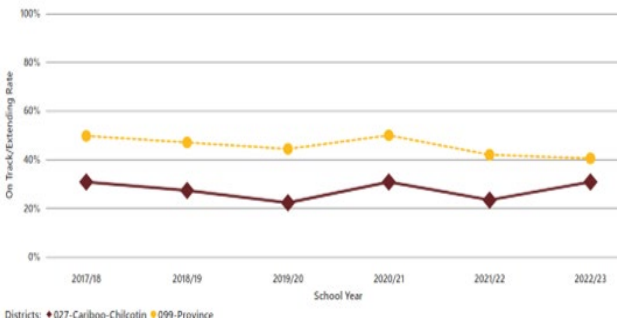
**Grade 7 FSA Numeracy (Indigenous Students on Reserve)**



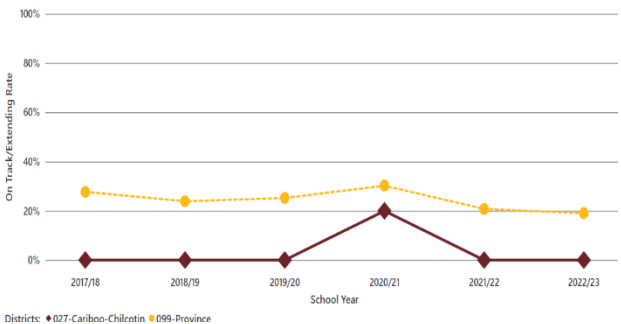
**Grade 7 FSA Numeracy (Indigenous Students off Reserve)**



**Grade 7 FSA Numeracy (Students with Disabilities/Diverse Abilities)**

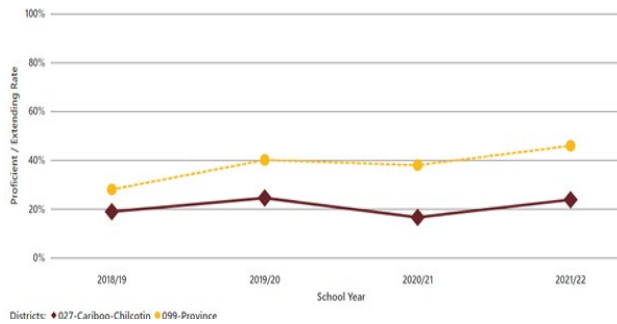


**Grade 7 FSA Numeracy (Children/Youth in Care)**

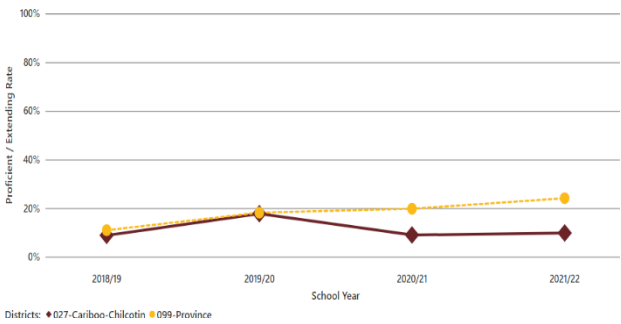


Measure 2.2: Grade 10 Numeracy Expectations

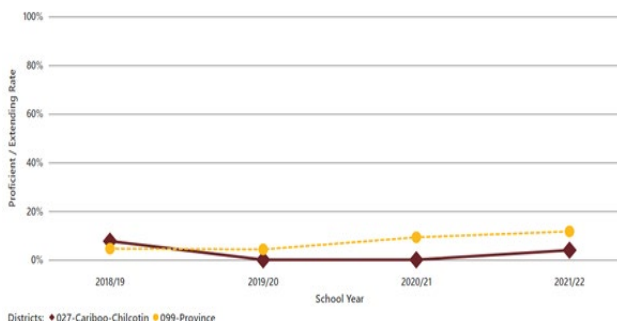
**Grade 10 Grad Assessment Numeracy (All Resident Students)**



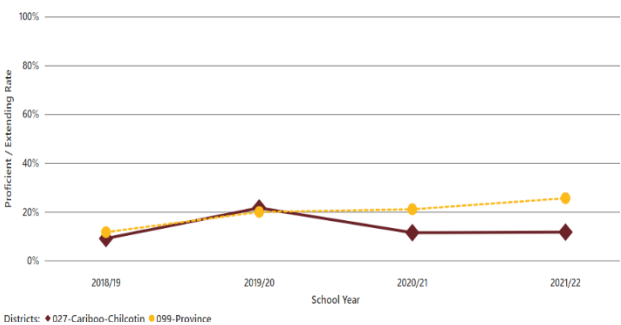
**Grade 10 Grad Assessment Numeracy (Indigenous Students)**

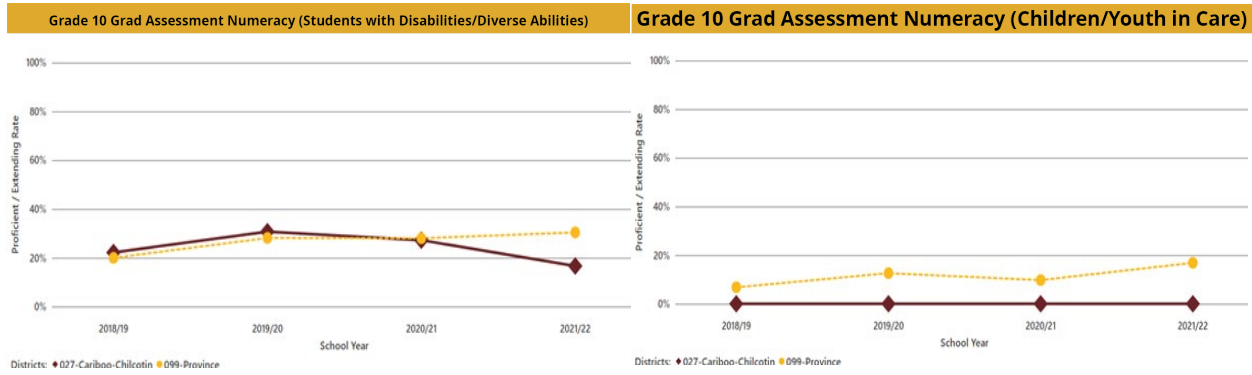


**Grade 10 Grad Assessment Numeracy (Indigenous Students on Reserve)**



**Grade 10 Grad Assessment Numeracy (Indigenous Students off Reserve)**





## Relevant Additional/Local Data and Evidence

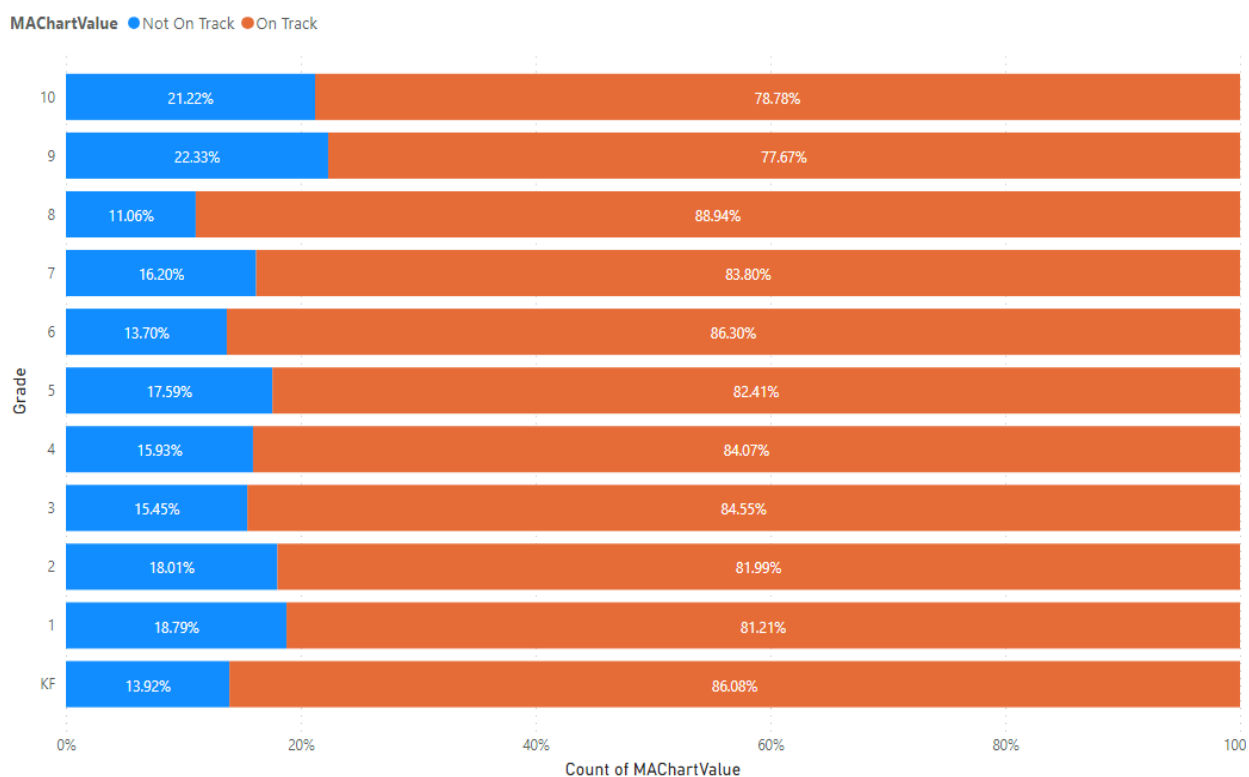
### On Track for Numeracy by Grade – Report Cards K-10

On track is a local measure based on report card information. It represents classroom teachers' professional judgement of students' achievement from the evidence of learning in the classroom over the reporting period (in this case the full year). Students are on track in numeracy if they are approaching, proficient, or exceeding (K-7) expectations or have letter grades of C- or better (Grades 8-10) with respect to curricular outcomes in Math.

Note: the [Provincial Proficiency Scale will replace letter grades](#) in Gr 8 and 9 beginning this school year)

## Numeracy On-Track Based on Report Cards

Numeracy On Track by Grade



### Analysis and Interpretation: What Does this Mean?

Provincial assessment results in numeracy are far lower than for literacy in general. Our district results have dropped overall since the update to the FSA to match the redesigned curriculum. This suggests we have more work to do toward fully implementing the shift in focus of Math to more numeracy and application. We saw a higher than both historical and provincial results last year for Grade 4 Indigenous students on-reserve. We will see what that means for this cohort as they progress through school. Overall, there is a gap between the achievement of all students and Indigenous students in the district. The results for the small cohorts of children and youth in care and students with disabilities is highly variable. The percentage of students meeting expectations on the Grade 10 Numeracy assessment is well below an acceptable level provincially and in our district.

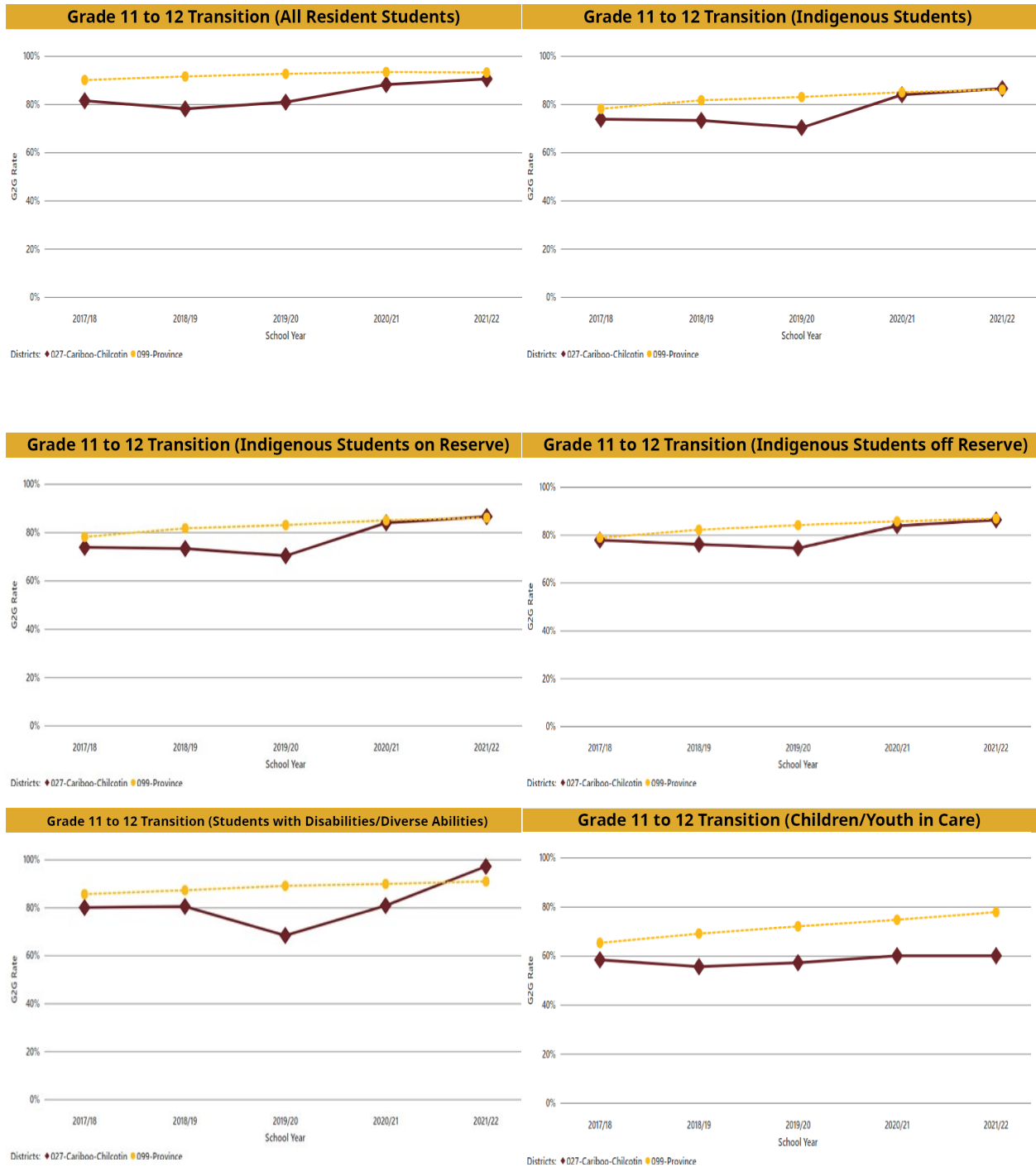
There is very low alignment between the provincial curriculum assessments (FSA and Graduation Numeracy Assessment) and report card information. Classroom summative evaluation is significantly higher than results on the provincial snapshot assessments. This will be the subject of ongoing exploration with schools.

As discussed for literacy, meaningful teacher engagement in marking the FSA and reflecting on the information from the results is expected to make a positive difference. Participation in

professional development workshops and classroom-embedded learning rounds continues to grow. We are piloting a numeracy assessment this year that is directly connected to the professional learning teachers are doing and this will provide a third level of data for triangulation of results as well as give useful information for teachers to inform planning and instructional decisions.

## Measure 2.3: Grade-to-Grade Transitions





### Analysis and Interpretation: What Does this Mean?

We are not emphasizing this data set at this time. Our current results in transition from grade to grade in the graduation program years is on par with provincial average apart from children and youth in care. Recent increases may reflect improvements in district administrative practice rather than actual outcomes for students. This is a data set that may have low validity as there

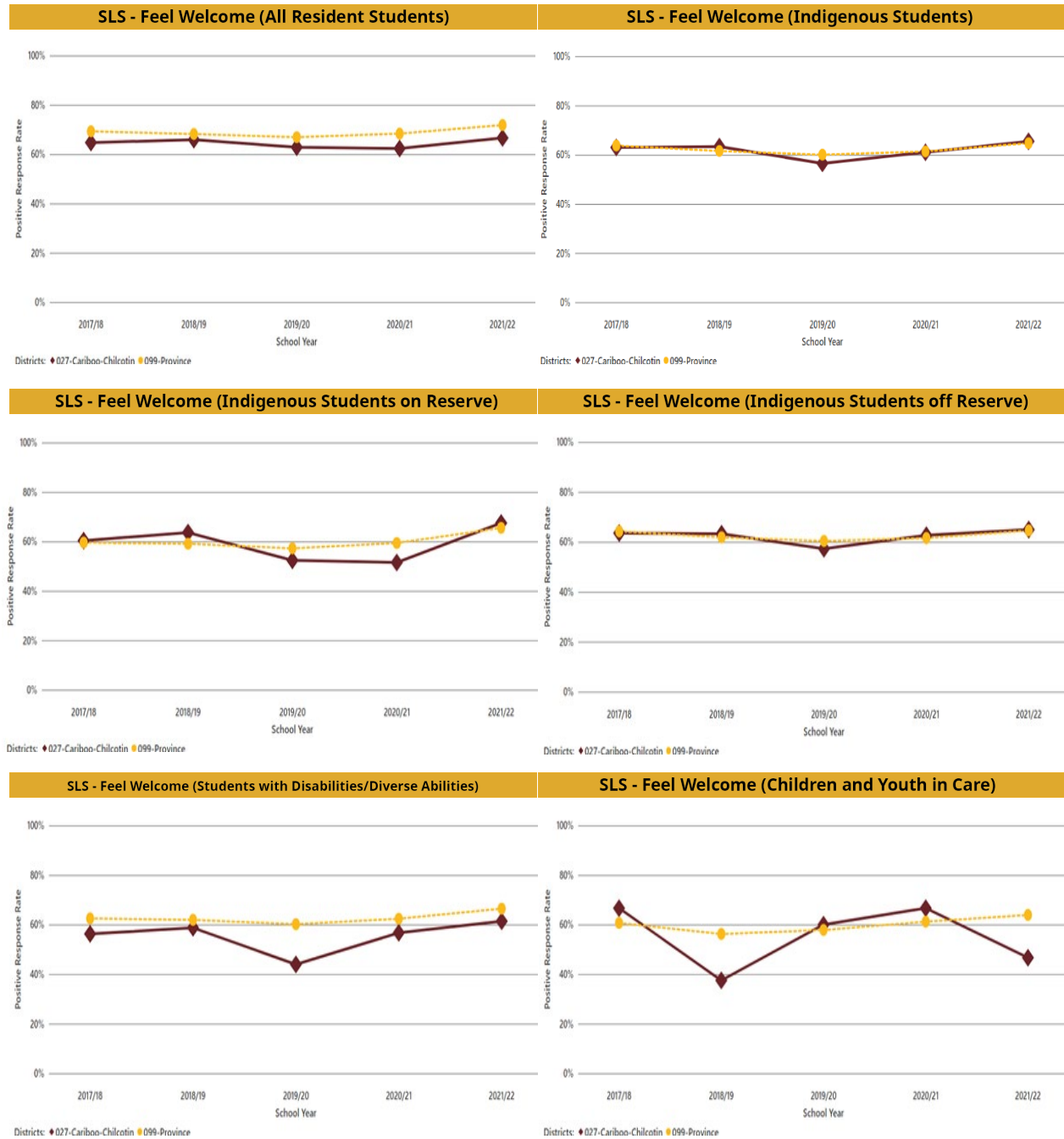


are different criteria across schools and districts for how students are assigned to secondary grade levels. Our schools are now consistently keeping students tracked with their cohorts even when some courses may be out of synch with that grade level. In future years we will be able to reliably track drop out and retention of students through each year of the graduation program using transition data.

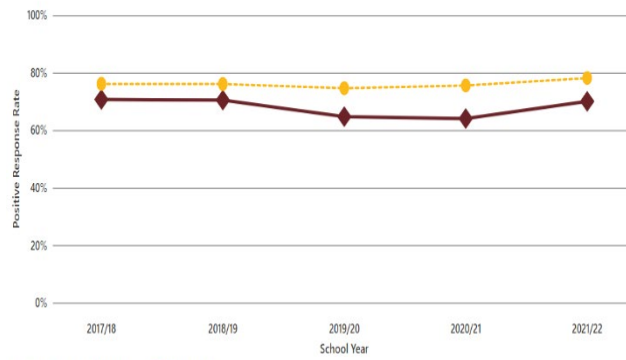
# Human and Social Development

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

### Measure 3.1: Student Sense of Belonging

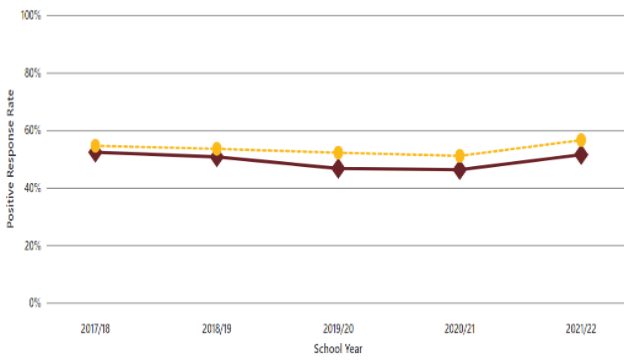


**SLS - Feel Safe (All Resident Students)**



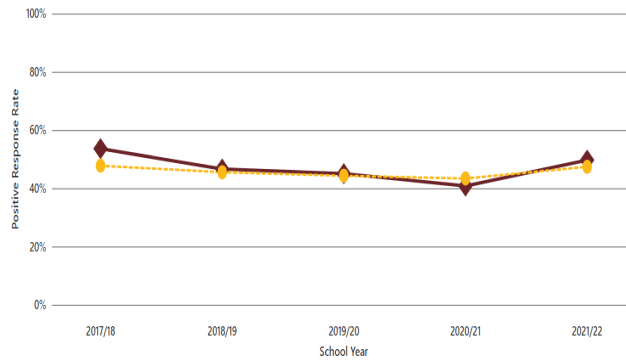
Districts: 027-Cariboo-Chilcotin 099-Province

**SLS - School Belong (All Resident Students)**



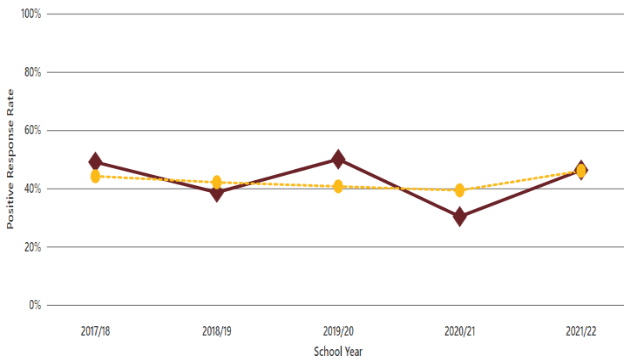
Districts: 027-Cariboo-Chilcotin 099-Province

**SLS - School Belong (Indigenous Students)**



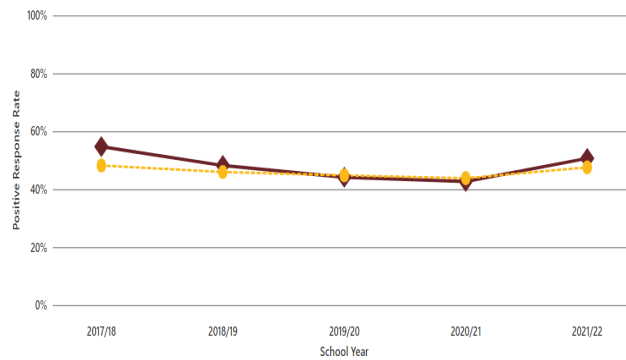
Districts: 027-Cariboo-Chilcotin 099-Province

**SLS - School Belong (Indigenous Students on Reserve)**



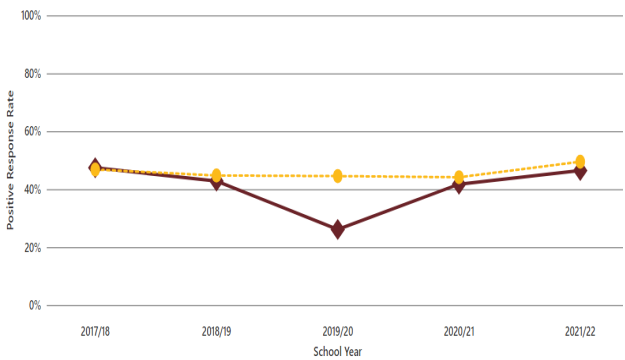
Districts: 027-Cariboo-Chilcotin 099-Province

**SLS - School Belong (Indigenous Students off Reserve)**



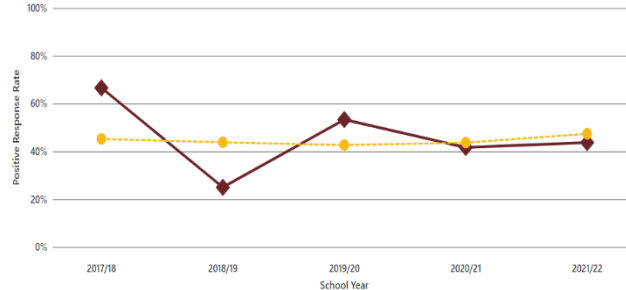
Districts: 027-Cariboo-Chilcotin 099-Province

**SLS - School Belong (Students with Disabilities/Diverse Abilities)**



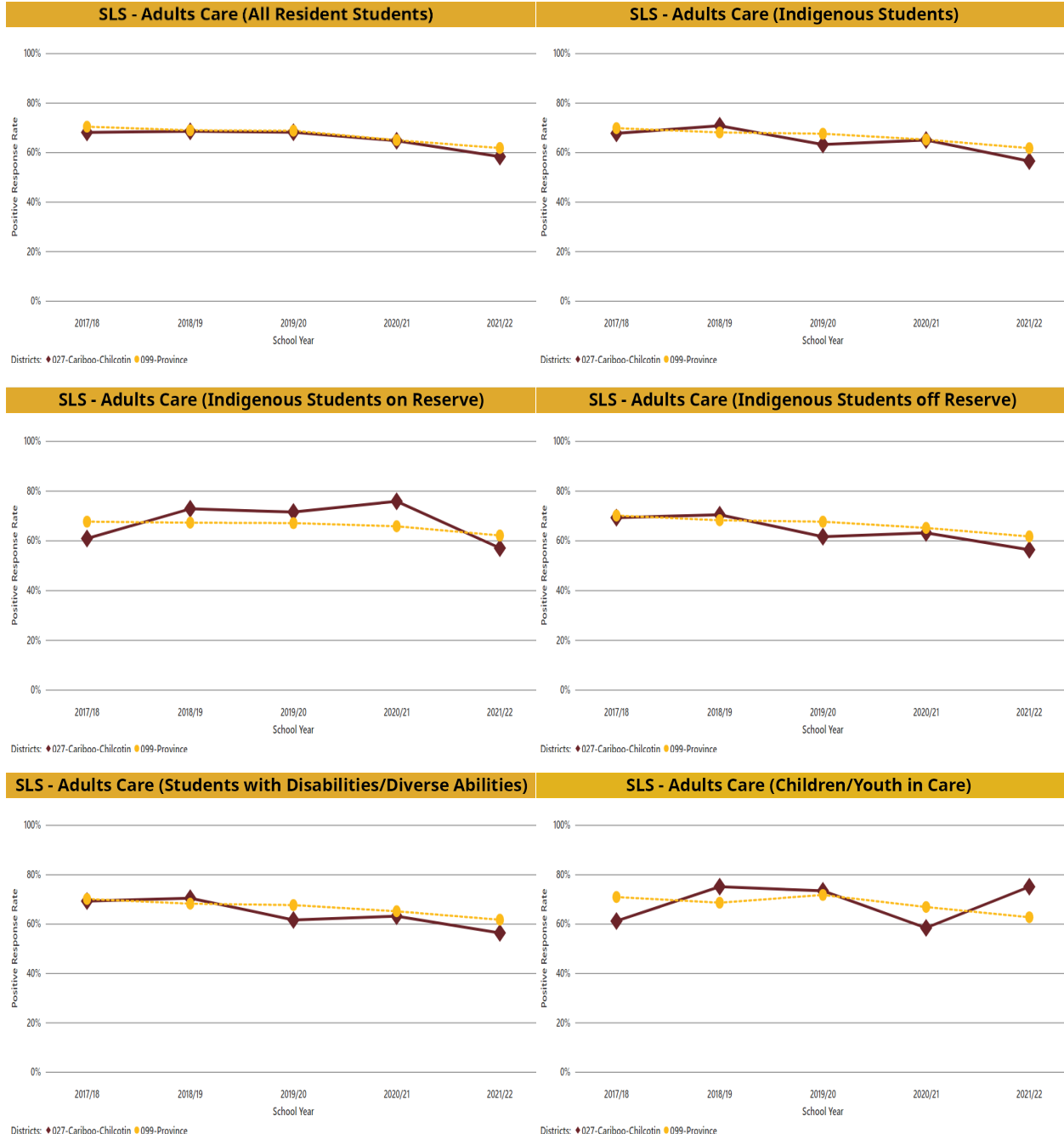
Districts: 027-Cariboo-Chilcotin 099-Province

**SLS - School Belong (Children/Youth in Care)**



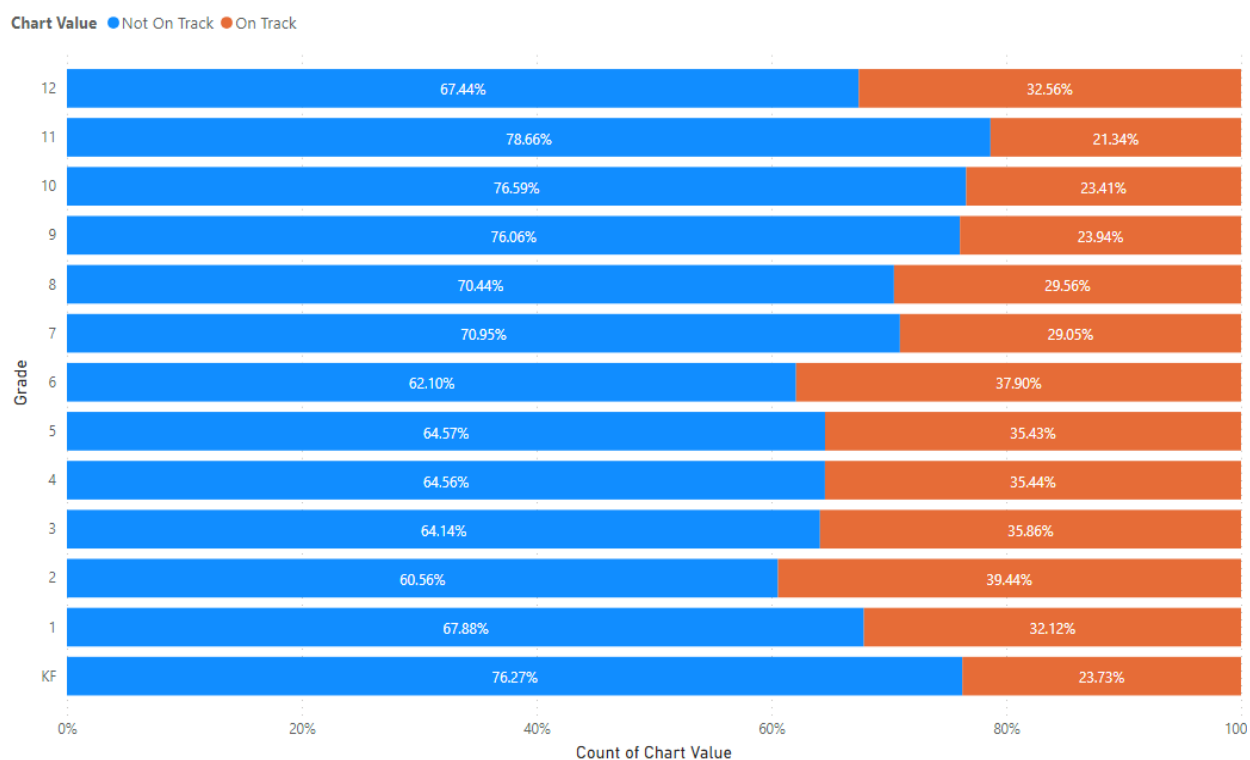
Districts: 027-Cariboo-Chilcotin 099-Province

## Measure 3.2: Two or More Adults who Care About Them



## Relevant Additional/Local Data and Evidence

Attendance On Track By Grade



### Analysis and Interpretation: What Does this Mean?

Most of our [BC Student Learning Survey](#) results around feeling safe, welcome, and connected are consistent with other students in the province. There is a slight increase from the previous year in student sense of belonging and decrease in their belief that two or more adults in the school care about them. There is less variability in the results between all students and the groups of students we are paying particular attention than for other measures. These are important protective factors and belonging is an explicit focus of [School Plans for Learner Success](#) in Cariboo-Chilcotin School District. How students know we care was a theme of the [district planning day session with Jo Chrona](#) as we began this school year with all staff. This is data we will be watching closely to see the effects of our collective efforts within schools and with community partners.

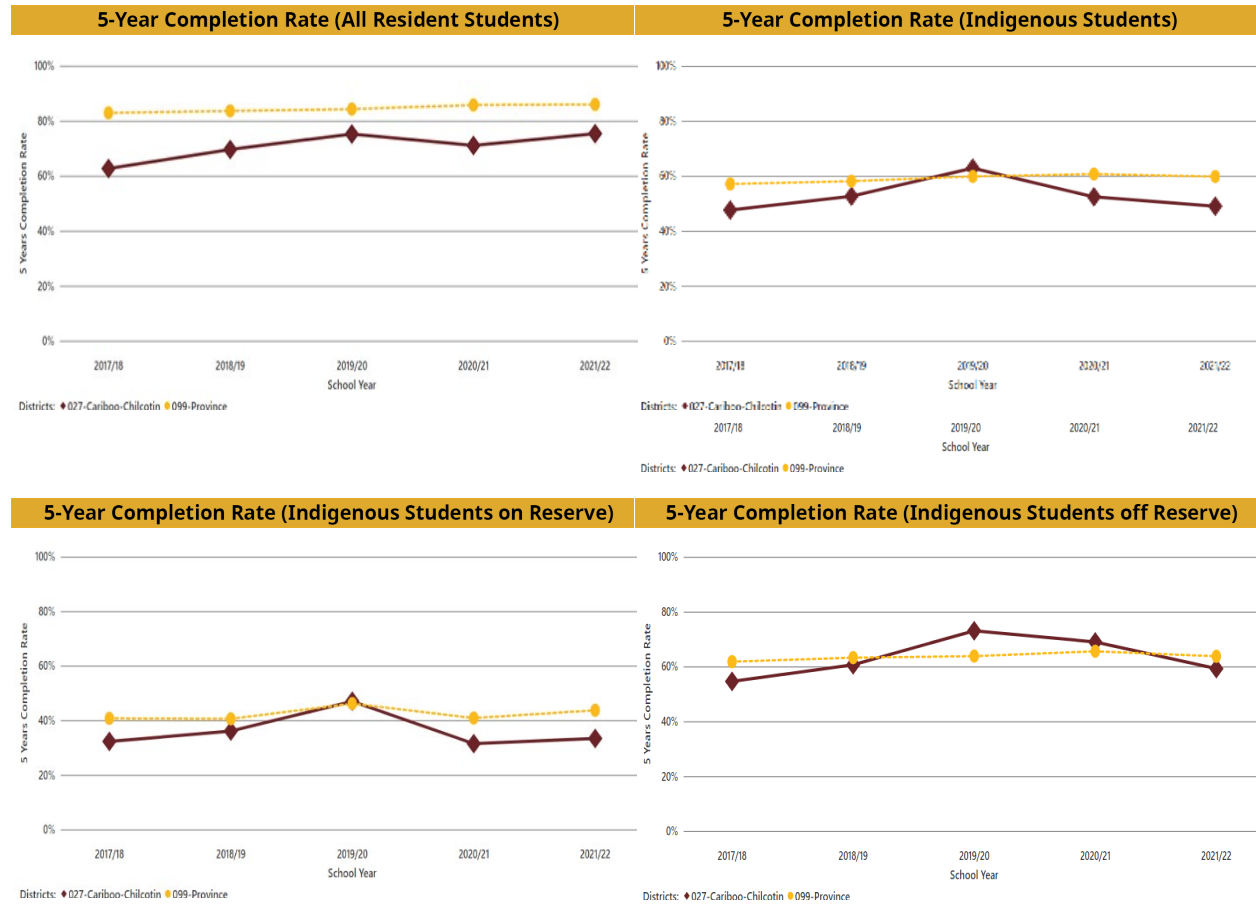
A local data set that is closely related to school connectedness is attendance. It was shocking for leadership and school teams to learn that 70% of students in Cariboo-Chilcotin School District were chronically absent last year, missing more than a month of school. This is probably the most important data point for us right now. Until we have children and youth regularly attending school it will be difficult to positively affect their well-being and learning. We now have a district data system that provides schools with ready access to attendance data in a user-friendly format. Alerts draw attention to students with high cumulative absences and absences

during the current two-week window to ensure individual student attendance patterns are noticed and can be pro-actively responded to. Attendance will be a frequently reviewed data set.

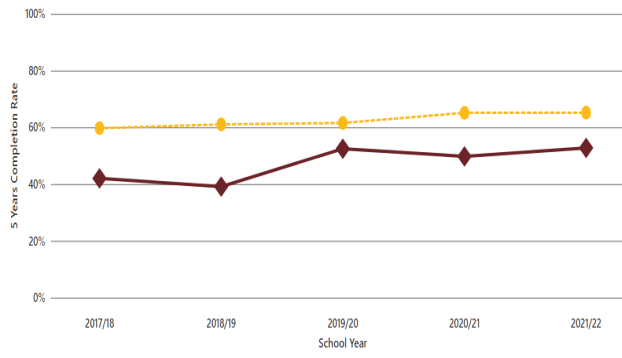
## Career Development

### Educational Outcome 4: Students will Graduate

#### Measure 4.1: Achieved Dogwood Within 5 Years

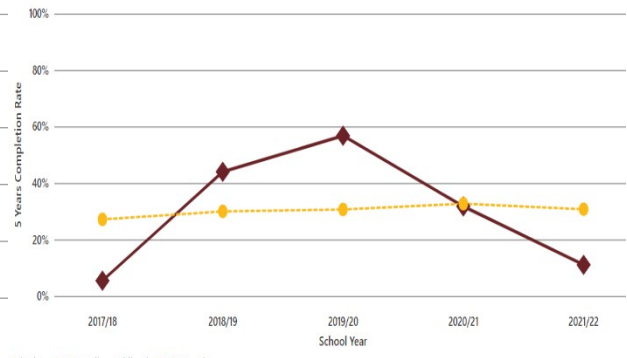


**5-Year Completion Rate (Students with Disabilities/Diverse Abilities)**



Districts: ● 027-Cariboo-Chilcotin ● 099-Provence

**5-Year Completion Rate (Children/Youth in Care)**



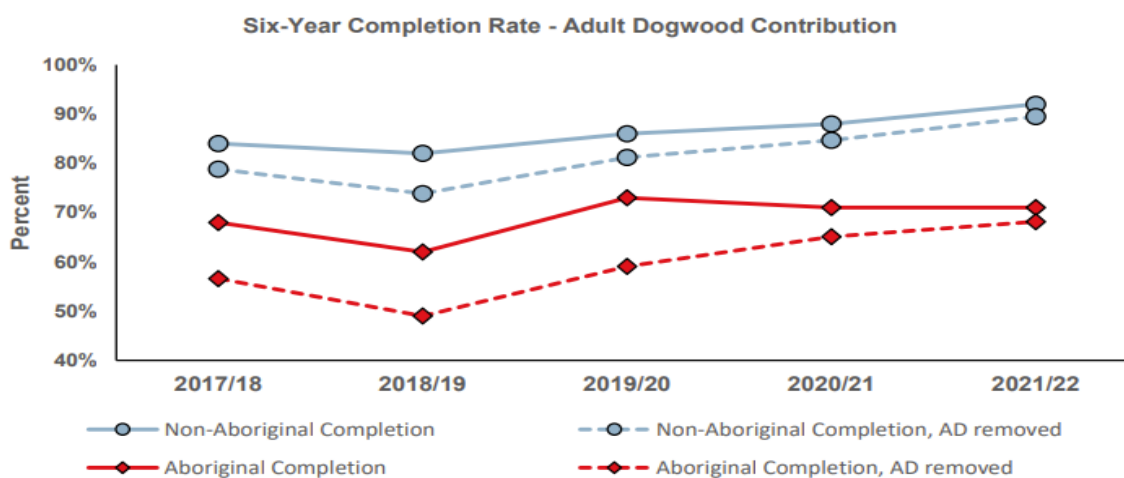
Districts: ● 027-Cariboo-Chilcotin ● 099-Provence

## Relevant Additional/Local Data and Evidence

### SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

Adult Dogwood recipients are removed from the success count (numerator) only. They are kept in the denominator.

| School Year | Aboriginal      |                       |               | Non-Aboriginal  |                       |               |
|-------------|-----------------|-----------------------|---------------|-----------------|-----------------------|---------------|
|             | Completion Rate | Adult Dogwood removed | Adjusted Rate | Completion Rate | Adult Dogwood removed | Adjusted Rate |
| 2017/18     | 68              | -11                   | 57            | 84              | -5                    | 79            |
| 2018/19     | 62              | -13                   | 49            | 82              | -8                    | 74            |
| 2019/20     | 73              | -14                   | 59            | 86              | -5                    | 81            |
| 2020/21     | 71              | -6                    | 65            | 88              | -3                    | 85            |
| 2021/22     | 71              | -3                    | 68            | 92              | -3                    | 89            |



### STUDENTS IN ALTERNATE PROGRAMS

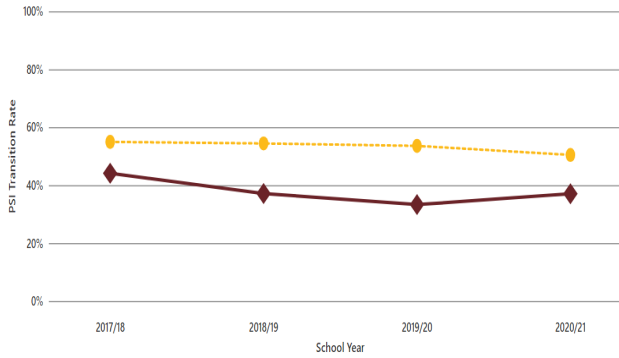
| School Year | All Students # | District   |        |         |                |        |         | Province * |        |                |        |
|-------------|----------------|------------|--------|---------|----------------|--------|---------|------------|--------|----------------|--------|
|             |                | Aboriginal |        |         | Non-Aboriginal |        |         | Aboriginal |        | Non-Aboriginal |        |
|             |                | Female #   | Male # | Total # | Female #       | Male # | Total # | Female #   | Male # | Female #       | Male # |
| 2017/18     | 178            | 57         | 57     | 114     | 30             | 34     | 64      | 1,519      | 1,535  | 1,990          | 2,389  |
| 2018/19     | 125            | 38         | 34     | 72      | 24             | 29     | 53      | 1,513      | 1,457  | 1,952          | 2,330  |
| 2019/20     | 43             | 11         | 17     | 28      | Msk            | Msk    | 15      | 1,576      | 1,506  | 2,122          | 2,537  |
| 2020/21     | 64             | 20         | 21     | 41      | 12             | 11     | 23      | 1,423      | 1,323  | 1,786          | 1,846  |
| 2021/22     | 90             | 39         | 23     | 62      | 16             | 12     | 28      | 1,442      | 1,255  | 1,778          | 1,651  |



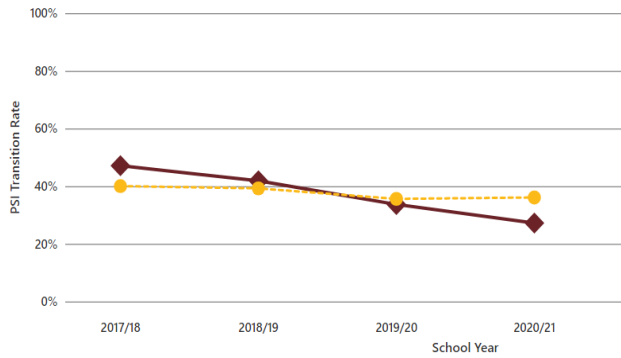
# Educational Outcome 5: Life and Career Core Competencies

## Measure 5.1: Transitioning to Post-Secondary

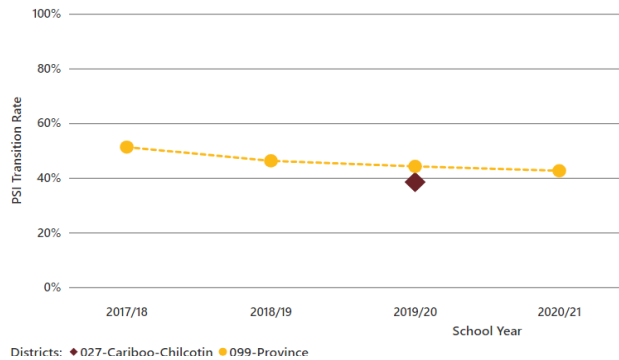
**Post Secondary Transition - Immediate (All Resident Students)**



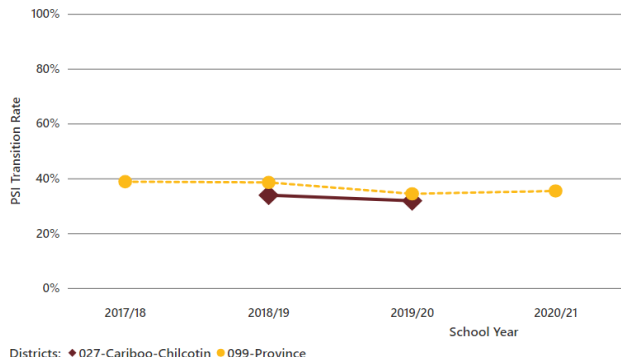
**Post Secondary Transition - Immediate (Indigenous Students)**



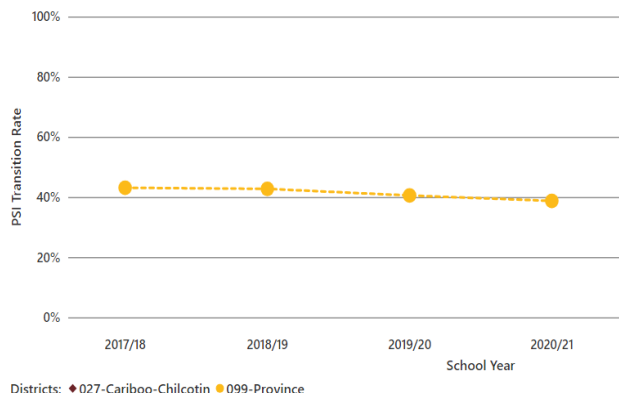
**Post Secondary Transition - Immediate (Indigenous Students on Reserve)**



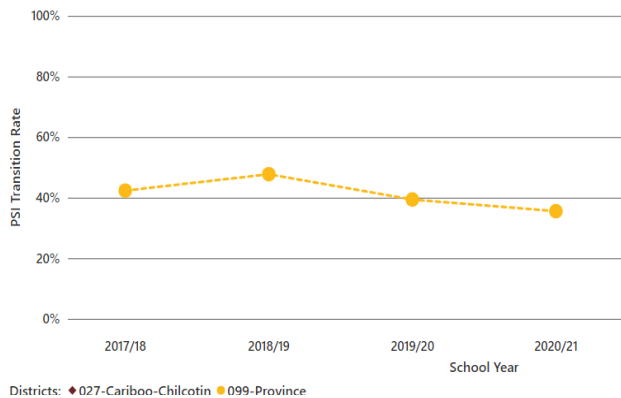
**Post Secondary Transition - Immediate (Indigenous Students off Reserve)**

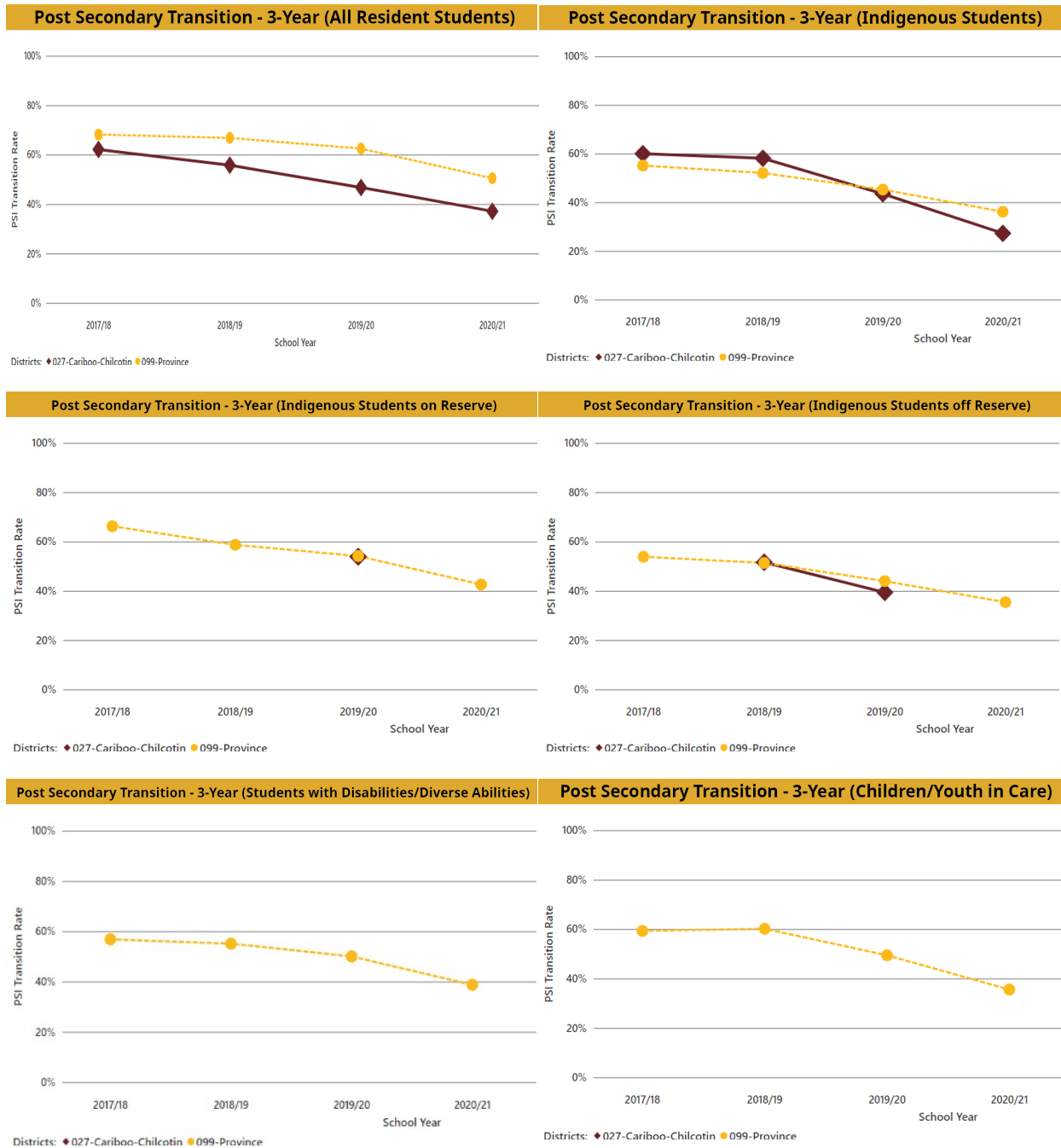


**Post Secondary Transition - Immediate (Students with Disabilities/Diverse Abilities)**



**Post Secondary Transition - Immediate (Children/Youth in Care)**





### Analysis and Interpretation: What Does this Mean?

The 5-year grad rate has replaced the 6-year result as the focus for improvement planning because of the [inequity it reveals with the lower rates of completing on time for Indigenous students](#). While the overall rate for Cariboo-Chilcotin students is gradually improving, the gap between all and Indigenous students has not closed. An important step toward improved graduation success is the transition of students from alternate programs in the district to the regular high school where the graduation success is far more likely. Indigenous students have been overly represented in alternate programs and the shift will have a proportionately higher

positive impact on Indigenous students. At the same time, we have greatly reduced the number of students graduating with an adult dogwood diploma, which is a credential that affords fewer options. In this measure we have closed the gap between Indigenous and all students. As we are improving the rate and quality of graduation, we will also achieve equity for all learners.

Additional data to support higher success will come from the new graduation progress report in the provincial student information system (MyEd.) This will help with the monitoring of individual students' graduation status as part of monthly Local Enhancement Agreement meetings. A district-created grad tracking system will be in place this year to provide alerts based on specific missing graduation requirements of individual students. This will be a powerful tool for timely and targeted response.

Much of the disaggregated data for transition to post-secondary is masked for our district due to small numbers of students. Even so, it is clear there is room for improvement. With more students graduating, and doing so with courses that afford more options, and a return to more engagement with post-secondary programs through visits and other collaborations, we will see this improve.

## Section B: Moving Forward

### *Planning and Adjusting for Continuous Improvement*

#### Current Strategic Plan Priorities



Seven key [focus areas](#) for growth in our district emerged from review of student achievement and school experience data, reflections on the findings and recommendations of the Equity Scan, stakeholder, rightsholder, and community input, and examination of our internal processes and practices. These are **collective responsibility, instructional capacity, leadership capacity, systems thinking, Indigenous learning and culture, inclusive learning communities, and place-based learning**. These are high leverage improvement areas that will make a difference across our district and remain priorities in this third year of our plan. Our approach is to build capacity in our staff, systems, and infrastructure so we can engage in more effective practices and, because of those better ways of doing things, students will have enhanced experiences and services and their outcomes will improve. We have specific action planned around each focus and are regularly reviewing progress. We will continue to celebrate examples and success stories on our website.

#### **Collective Responsibility**

We are working more collaboratively and seamlessly to support student needs. We are ALL responsible for working together for the success of ALL students. Improving communication and access to common information, establishing effective instructional and support teams, and focusing on wrapping around and strengthening the core relationship of teacher-student-caregivers will improve student success. We have developed a [Framework for Collective Responsibility](#) that helps guide the work we do from creating, implementing, and monitoring [School Plans for Learner Success](#), [Local Education Agreements](#) with First Nation communities, Individual Education Plans (IEP), and interventions by School Based Teams (SBT). Common district assessments, with results made available in a timely and user-friendly format in our district data system, support collaborative learning conversations



by teams. Collective responsibility is a theme that emerges across all the other [focus areas](#) as we all do our parts toward common goals.

Some examples:

- Improved School-Based Team (SBT) processes
- Meaningful engagement of schools and district in [Local Education Agreements](#) (LEA) (regular meetings, frequent communication, data sharing, individual student learning plans, staff education on LEA purpose and commitments)

### **Instructional Capacity**

The highest leverage strategy of educational improvement efforts is development of staff capacity. We are making significant investments in quality [professional learning](#) for educators in current, research-based practice to increase knowledge and confidence. The [BC curriculum](#) was redesigned several years ago. We have more work to do for the changes to be fully realized in all our classrooms in the district. There are promising practices that are coming to life in pockets but there is more to be done to ensure every student is receiving effective instruction to meet their individual and collective needs.

Some examples:

- Shifting from one-off workshops to a robust learning series with successive sessions, time to practice and reflect in between, and a participant group as a community of practice to support one another
- [2023/24 Learning Series](#) features renowned presenters on reconciliation and Indigenous learning, assessment, engaging all learners, literacy, and numeracy
- Helping Teachers for side-by-side professional development in the classroom (co-planning, co-teaching)
- Continuing to support the shift from use of externally developed programs to responsive teaching
- Common district assessments with support for learning how to administer them, analyze results, and use what is learned to plan for instruction
- Common standards and staff learning about reporting and communicating student learning
- Mentoring program for new teachers in their first three years

### **Leadership Capacity**

We are intentional about supporting the development of formal and informal leadership. We are ensuring the direction we are headed is understood and we are equipping staff at all levels with knowledge, skills, and efficacy to take action to improve our system and success for students.

Some examples:

- Dedicated time to meet with Principals and Vice-Principals
- Deepening understanding of school leadership
- Connecting moral imperative and collective responsibility
- Developing and fostering initiative and provide project opportunities
- Explicitly connecting student outcomes and school leadership
- Yearlong Leadership Series for all interested principals, vice-principals, teachers, and support staff
- Engagement of leaders in [Learning Series](#) to enhance instructional leadership capacity

### **Systems Thinking**

We are creating consistency, predictability, and efficiency by setting up systems for accomplishing our work in the District so individual staff members, sites, and departments are not duplicating efforts, dividing resources, and potentially working at cross-purposes. With planning based on the big picture and consideration of how all the pieces fit together, staff, students, and parents/guardians will be able to rely on a similar experience and level of service across the district. Some examples:

- [School Plans for Learner Success](#) redesigned to align with the goals and structure of District Plan
- Development of administrative and operating procedures for schools and departments
- Technology review and roadmap for ensuring reliable, modern and equitable infrastructure, hardware, software, and IT support
- Fully integrated online systems for Finance and Human Resources
- District data system to provide information for instruction and planning
- Senior Leadership Team communication and collaborative planning
- Budgeting and staffing intentionally planned to align with District Plan goals and strategy
- Capital and Annual Facility Grant planning developed in alignment with District Plan

### **Inclusive Learning Communities**

We are developing district-wide understanding and capacity so that all students are members of classrooms that are inclusive learning communities. We are becoming better able to grow the strengths and meet the needs of students in their classrooms with their peers. We will provide appropriate supports and interventions whether a student has a diagnosis connected to a special education category or not. We are creating learning environments that enable students to develop a sense of belonging and ensure they see themselves in the curriculum. We know the improvements we make for vulnerable students or students with different interests and talents will benefit all students.

Some examples:

- Fostering a growth mindset: all students can be successful
- Shift from pull-out to push-in supports so learning happens with peers in the context of the classroom learning

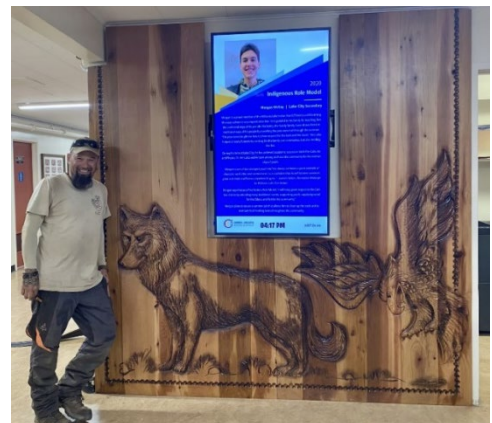
- Shift from pre-designed programs to universal design for effective instruction for all students
- Shift from finding the right place for students to creating classroom communities for all students
- Updated policies and administrative procedures to ensure accountability and transparency
- Community-wide protocols and partnerships for supporting students (Violence Threat Risk Assessment, Suicide Risk Assessment, Situation Table, Integrated Case Assessment Team, Suicide and Sudden Death Committee, Communities That Care, other)
- [District mental health plan](#) that integrates learning about mental health, building community, and Indigenous and place-based learning

### Indigenous Learning and Culture

We strive for equity of outcomes for Indigenous students and Indigenous learning for all students and staff. We are intentionally directing attention, resources, and effort to improve outcomes and act for Truth and Reconciliation. We will continue to examine our environments, structures, and practices to identify and address barriers to the success of Indigenous students. We are committed to continuing to strengthen relationships with First Nation communities and community partners. We will embed learning about Indigenous culture, perspectives, and language in the daily experience of learners in our schools.

Some examples: District-wide staff learning about Truth and Reconciliation including [District Day](#) (for all staff), SD 27 [Learning Series](#), [Four Seasons of Reconciliation](#) year-long course, [Ripple Effect of Resilience](#) modules, and [Wayi Wah!](#) activities for staff.

- Increased visible language and culture across schools (Elders in schools, welcome signage, elders posters, indoor and outdoor Indigenous spaces, drumming, dance, other)
- Intentional embedding of the [First Peoples Principles of Learning](#) by schools
- Review of school libraries and resource collections and additional funding for Authentic First Peoples Resources
- Recognizing cultural learning in community with graduation program IDS credits (local [Independent Directed Study framework](#))
- Expectation of raising the bar and narrowing the gap versus the racism of low expectations



### Place-based Learning

Place-based learning uses the local environment and community as the starting point for teaching the objectives of the curriculum. We [provide resources and create opportunities](#) for cross-curricular learning on the land and in and around local communities while fostering

relationships between school and community partners and members. Teachers are expected and supported to take more learning outdoors for all the health and learning benefits that come with spending time outside and in nature.

Some examples:

- [Outdoor learning structures at all schools](#)
- Investment in equipment for outdoor activities and learning
- Ensuring all students have access to clothing and footwear for outdoor activities
- Participation in the year-long [Take Me Outside For Learning Challenge](#)
- Support for educator participation in learning opportunities to build capacity for outdoor learning (Cariboo-Chilcotin Teachers Association workshops and Outdoor Learning Network, Environmental Education Provincial Specialist Association (EEPSA) partnerships, Open Learning Store webinars, Outdoor Council of Canada certification, other)
- Relationships with community educators, organizations, and facilities to bring community educators into the classroom and students out into community settings
- [Independent Directed Study \(IDS\) framework](#) to honour community and cultural learning with graduation program credits.

## Strategic Engagement

Cariboo-Chilcotin School District has a Board of Education with a strong governance approach. The Board hired the current Superintendent to lead rapid systemic change for improvement. The Board was actively engaged in setting the strategic priorities of the current three-year plan and supportive of the staff's operational planning to achieve significant growth in those priority areas. Through the budget process the Board has ensured resources are targeted to high leverage initiatives and priorities to achieve plan goals and enhance student learning and success. The Board has fully reviewed and updated policy to create the conditions for the effective operation of the district in alignment with planning.

The Board has reviewed FESL and local data on an ongoing basis over the life of the plan to monitor progress. The same information is reviewed at the district [First Nations Education Council \(FNEC\)](#) table. The data review cycle of the District Plan for Learner Success aligns with *BCSTA Improving Student Outcomes: A Guide for Boards of Education* and will be updated for the current target dates for Ministry data to be made available. Each [School Plan for Learner Success](#) includes a specific timeline for what data the school team will review and when to monitor and adjust actions.

The Board has invited presentations by school administration and teachers throughout the year to share their goals, initiatives, and stories of success. Leadership from the Cariboo-Chilcotin Teachers Association (CCTA) and International Union of Operating Engineers (IUOE) participate in committee meetings of the Board and liaison meetings with senior staff. There is Board representation on the FNEC Council which meets monthly. There are [Local Education Agreements \(LEAs\)](#) setting out the agreed upon engagement between the School District and the communities



of Stswecem'c/Xget'tem (Canoe Cree/Dog Creek Band), Esk'etemc First Nation (Alkali Lake), Tsideldel First Nation (Alexis Creek Band), Ulkatchot'en (Ulkatcho First Nation), T'exelc (Williams Lake First Nation), Xats'ull (Soda Creek First Nation), and Yunesit'in Government (Stone Band).

This Fall the Board will plan engagement with school district community, partners, and rightsholders over the course of the school year to determine the strategic priorities for the next plan. The existing plan was developed during the pandemic and this round will have even greater opportunities to meet and have good conversations.

### Celebrating our Successes for the Past Year

We have had another year of tremendous growth as a district and there is much to celebrate.

**Indigenous learning and culture** has been a visible priority like never before. We are in our third year of start up with the entire staff – all levels and departments - involved in a day learning about Truth and Reconciliation to ground our preparation for the year. There has been uptake by hundreds of staff members in learning offerings including the courses [Ripple Effect of Resilience](#) and [Seasons of Reconciliation](#) and webinars on Indigenous learning. The professional development series led by the First Nations curriculum support teacher was fully subscribed once again. School staff have spent time hosted by and learning in First Nations communities. Secondary school staff have begun to go into community for information sharing, course selection, and other events. Indoor and outdoor Indigenous learning spaces have been created at schools with more planned. Coming out of the pandemic schools are enjoying having elders and knowledge keepers visit schools to share teachings and connect with students and adults. The [LEA](#) process is yielding richer communication and collaboration between schools and Band education staff. The visible signs in schools of respect for local First Nations Culture are throughout the district now and growing. They include welcome signage in First Nation language appropriate to the traditional territories, students being drummed in as they return to school after breaks and at graduation ceremonies, artwork, song, and students learning traditional skills. The [Cariboo-Chilcotin School District Role Models](#) have been active in the region at events. We are making progress here. We will build on some of the very successful LEA working relationships to strengthen communication and collaboration with other communities.



**Principal leadership of and staff engagement in school improvement planning** has been a success. This past year the quality of the learning conversations and intentionality around the goals has been encouraging. The plans are much more meaningful and as a result will have more impact than they previously did.

**Professional learning** is a highlight again. The 2022-2023 District Learning Series was exceptional, and teachers engaged in non-instructional day workshops, after-school sessions,

and classroom learning rounds to work with leaders in BC education to improve teaching and learning. Feedback from participants was extremely positive. Collaboration with the [Cariboo-Chilcotin Teachers Association \(CCTA\)](#) has allowed phenomenal access for teachers to high quality professional learning.

The rising level of **formal and informal leadership** is a success. We have a strong senior leadership team with members who have been involved in initiatives and held leadership roles at the regional and provincial levels and been consulted or seconded by the Ministry. We have a number of new principals and vice-principals who have come from within the district and from other jurisdictions to enhance our pool. There is increased ownership and leadership by school administrators who have been provided with procedures and guidance to streamline and create systemic consistency in the day-to-day work, and at the same time empowered and resourced to make decisions with their school communities about the best way to meet the needs at their school. The team is embracing and growing into this model. We have begun a mentorship program for new principals and vice-principals this year.

The open-invitation to staff to participate in a year-long **leadership cohort** to engage in learning and dialogue about big picture directions in Cariboo-Chilcotin School District attracted more than forty participants including teachers, support staff and principals.

**Inclusive Learning Communities** have been enhanced by physically locating positions that support school teams and students at school sites and connecting their work directly to school-based teams under the supervision of the principal. This has been transformational in bringing services closer to the classroom where they need to be happening. The revitalization of school-based teams has shifted them from ad hoc mechanisms to facilitate referrals for external services to support teams focused on strengthening the teacher-student-family working relationship and supporting learning in the classroom environment for all students. This is a powerful shift that is a cornerstone of the responsive planning and teaching we will need to make the next leap in student success. Our work with a team of school districts in the region to meet the tight timelines and requirements of the [Accessible BC Act](#) is to be celebrated. This collaboration will help us move from compliance to vibrancy next.

**Human Resources** had success in some very important areas. Bargaining was successfully concluded with both the [CCTA](#) and IUOE. The agreements reached represented improved relationships where interests on a given issue are not always the same but there is mutual respect and willingness to have the dialogue. The HR department staff did an incredible job of recruitment for postings across employee groups. More than 60 teacher positions alone have been filled since Spring. Modernized and streamlined hiring processes with an earlier timeline, and days dedicated to participation in face to face and virtual job fairs made a difference. The enthusiastic promotion, by HR, principals, and members of [CCTA](#), of our district as a great place to live and work was invaluable.

Ongoing re-culturing of the **Operations and Transportation** departments is creating a greater commitment to working within **structures and procedures** established for more consistent service levels and better use of time and resources. New route management and registration software with integration with a parent app has **improved bussing processes**. Cross departmental cooperation between IT and Operations continues to reduce duplication of work and improve compatibility of building of and network systems.

**Responsible fiscal management** has allowed us to direct more resources to schools including growth funds, and additional funds for collaboration and extra-curricular activities and field trips. The finance department made great headway moving antiquated paper-based processes into digital systems and supporting school leaders to manage their budgets and make decisions to better meet the needs in their building. Payroll and Human Resource departments improved communication and workflow for greater effectiveness. We are in much better shape with efficiencies and controls as well as strategic budgeting.

### Existing and/or Emerging Areas for Growth and Next Steps

We are not yet at the point of setting specific (percentage) **targets** for improvement of student results. As our work with assessment and data use develops, we will be able to set meaningful district targets based on the aggregation of individual student targets. In the meantime, we continue to put the foundational pieces in place to build capacity and create the conditions we know will lead to better outcomes.

**Attendance** is possibly the most pressing challenge for schools to address in the current year. Schools are making intentional plans to communicate the importance of attendance, build stronger relationships with students and families, and respond through school-based teams working within the district [Framework for Collective Responsibility](#) with individual students. We are assembling a district working group to collaborate on our approach.

There has been a positive response to and engagement with the redesigned **school-based team (SBT) processes** and the district [Framework for Collective Responsibility](#), but we will need to ingrain those in the daily way of doing things in all schools to realize the full potential for improving outcomes student by student. This will remain a focus.

The re-imagining of our response in the case of students who have higher than typical social-emotional, behavioural, and substance use support needs is underway but there is some resistance to a new model. We will improve our collective understanding of and ability to operate along a **continuum of inclusive programming, alternate programs, and outreach**. This means high schools building capacity to meet the needs of more diverse learners. This is expected to be visible in [School Plans for Learner Success](#). Alternate programming is being redesigned to build student belonging, generosity, independence, and mastery, lead to graduation, and create paths with greater options for youth. Both alternate sites will work together this year to continue to reshape their programs in these ways.

**Student voice** is a largely missing piece of our improvement efforts to date. Schools will be challenged and supported to actively incorporate student input across decision-making to improve environments and plans and understand the stories of students and families.

We have an opportunity to move forward in a big way on the **child-care agenda** with the new role of Director of Instruction for Early Learning, Child Care and Inclusive Education on the senior leadership team. With the overhaul of student support services over the past three years we are also poised to see more **seamless integration of push-in supports** for students with disabilities and diverse abilities.

We continue to experience **workforce pressures** associated with the reality of the provincial and national labour market. Lack of qualified teachers is particularly problematic for our efforts to improve instructional capacity as a system. Human Resources has a recruitment strategy centered on a few universities with potential to supply more of our demand over time. We have targeted non-certified teachers on letters of permission for classroom-embedded support by district helping teachers to co-assess, co-plan, and co-teach. We have the good fortune to have had a great response to the call for experienced teachers to mentor new teachers and the new teacher mentor program started in September.

We set out last year to review some historic catchment anomalies causing problems with bussing and discovered a multi-layered set of bussing practices that have grown into an unwieldy transportation system that is well-beyond the scope of our district policy. We also have space issues overall and particularly at some schools. A **comprehensive review of bussing and catchments** will be required to plan a way forward. This is underway.

A final challenge worth noting is the legacy of **deferred maintenance** in the tens of millions of dollars with projects being prioritized and planned to be addressed over time. Critical building systems beyond our existing capital budgets and grants will need to be budgeted for and scheduled.

### Alignment for Successful Implementation



We are [aligning](#) our attention, efforts, and financial and human resources from the Ministry mandate through the values, priorities, and needs at the district and school community levels, to the planning and supports for individual learners. We can draw a line through all the levels to show how they connect.

[School Plans for Learner Success](#) are designed to reflect the Framework For Enhancing Student Learning and target the [focus areas](#) of the District Plan for Learner Success. Common assessments and data sets allow for dialogue and collaboration within and across schools. The School Based Team (SBT) role, function, and referral process has been redesigned and is fully aligned with the [Framework for Collective Responsibility](#) adopted by SD 27. The framework is the basis of our work with partners and service providers.

There is more and more breakdown of silos across the district and commitment to doing things considering the system implications and connections. There are common themes across Indigenous learning, place-based learning, and [mental health support planning](#), for example, that staff are noticing. We are seeing a shift from changes being seen as add-ons to understood as adjustments and streamlining of existing processes for the better, as in the case of school-based teams.

Capital and operations planning is explicitly aligned with the strategic plan and this connection is communicated in presentations to Board and public. There is involvement by the full senior leadership team in the budget and staffing processes to ensure financial and human resources are directed at the highest priority areas of the strategic plan.

We make intentional reference to our strategic plan and [focus areas](#) in communications and meetings to ensure the school district community is aware of the direction we are going and how the pieces of the plan fit together. The “bricks” graphic of our key focus areas for growth is becoming well recognized by staff and partners as we are being explicit about everything connecting to them. There is less a feeling of drinking from the firehose than in previous years as we start to catch up to where we should be and can start to go deeper in areas that matter.

## Conclusion

As we begin the final year of our three-year [District Plan for Learner Success](#) we have made significant improvements in our capacity, structures and systems, and practices. Student achievement gains will follow but will lag behind the changes that will enable them. There is still much work to do in each of the seven focus areas of our plan to [raise the bar of achievement](#) in our district and level it so achievement is on par with the most successful places in BC and all of our students share in that success equitably.

We look forward to current year [School Plans for Learner Success](#) being presented to the Board in October and shared on school websites. We will expand our use of the district website to publicly celebrate success in our [focus areas](#) and the student achievement gains that result. We will continue to engage with staff, students, families, First Nations rights holders, and community partners to bring our plan to life in Cariboo-Chilcotin School District.

