



Cariboo-Chilcotin School District No. 27 STRATEGIC PLAN FOR LEARNER SUCCESS 2021-2022 Year 1 of 3 Year Plan



School District No. 27 (Cariboo-Chilcotin) is proud to care for approximately 4600 students from Kindergarten to Grade 12 in 22 schools. We are a large [geographic area](#) roughly the size of New Brunswick in the beautiful heart of the Cariboo. The school district supports approximately 1400 Indigenous learners, as off-reserve, Métis, Inuit and community-based learners from 11 communities, which include Tsideldel First Nation (Alexis Creek Band), Tl'etingox Government (Anaham Band), Yunes it'in Government (Stone Band), Tl'esoqox (Toosey Band), Xeni Gwet'in First Nation (Nemiah Valley), ?Esdilagh (Alexandria Band), Tsq'escen' (Canim Lake Band), Stswecem'c/Xgat'tem (Canoe Cree/Dog Creek Band), Esk'etemc First Nation (Alkali Lake), Xats'ull (Soda Creek First Nations), T'exelc (Williams Lake First Nation) and Ulkatchot'en (Ulkatcho First Nation).

School District No.27 continues to engage with the all the communities we serve and strives to increase collaboration, communication and capacity through ongoing efforts of the Board of Education, Senior Team, School Leadership, teachers, support staff and other community partners/agencies.

School District No.27 is guided by:

Mission

Ensuring all students have meaningful learning experiences, empowering them to succeed in an everchanging world

Vision

We envision an encouraging and understanding learning environment where everyone demonstrates a sense of belonging, mastery, independence and generosity

Values

RESPECT ▪ RESPONSIBILITY ▪ KINDNESS ▪ CARING ▪ ACCEPTANCE

FRAMEWORK FOR ENHANCING LEARNING

[The Framework For Enhancing Student Success \(FESL\)](#) is set out by [Ministerial Order](#) and guides planning by school districts for continuous improvement. FESL represents a shared commitment to **improving** success, equity, and inclusivity of learning **outcomes for all students** with a particular focus on **Indigenous** students, **children and youth in care**, and students with **disabilities and diverse abilities** who are underrepresented in positive outcomes in BC and in our district. The framework sets out specific goals and measures in the areas of **intellectual, human and social**, and **career development** for all districts. Achievement data is to be disaggregated according to those target groups of students for transparency on how well districts are achieving equity.













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.

We know how our learners are doing, including the groups of learners we are paying particular attention to for equity of outcomes. This provides our baseline for the progress we will make raising and leveling the bar of achievement as we work in a strategic way to build capacity, design and implement effective operational and instructional practices, and continuously monitor the impact of our actions. The chart and table to follow show the most current data available for the Framework (FESL) measures. The Framework (FESL) intends data to be shared to reflect a three-year average. This set is for a single year but will have subsequent years added for the next two years until it represents a three-year average. In addition to the required measures, we have a district on-track measure that looks at whether students are meeting expectations on their report cards in Language Arts and Math and attending more than 80% of the time. We also consider district literacy assessments and other sources of information such as the local Prevention Needs Risk Assessment (the current year results are in analysis now to be available in Fall) to allow for triangulation of data wherever possible.



MAKING SENSE OF THE DATA

The [FESL data results](#) include a variety of measures available for all students in BC including provincial assessments, provincial student learning survey, grade to grade transition, and grad rates. Other local data sets, such as success on report cards and attendance, do not have provincial comparators. Results for very small groups of students are masked for privacy. We look at local sources of information, such as on-track (combined English, Math, and attendance), district literacy assessments, and community surveys to provide a more complete picture of the success of Cariboo-Chilcotin learners. We will publish the results and analysis of these on our website as they become available over the year.

- FSA**  [Foundation Skills Assessment \(FSA\)](#) is a provincial curriculum assessment done at Grades 4 and 7 for Reading, Writing and Numeracy. When the results on provincial assessments, report cards, and district assessments align we can have a high level of confidence we know how students are doing in these areas. We have work to do toward greater alignment between our classroom and provincial assessment results. FSA is predictive of graduation success. Our results on the FSA are lower than the BC average and vary by group. Our results on the Grade 10 [Graduation Literacy Assessment \(GLA\)](#) are also below BC. The lowest provincial assessment results, in BC and in SD 27, are on the Grade 10 [Graduation Numeracy Assessment](#); there has been more curriculum change in this learning area than in literacy and the results reflect the growth required to embed literacy and application skills in Math. We have collaborated with the Cariboo-Chilcotin Teachers Association to introduce a robust professional [Learning Series](#) to improve instructional capacity in the district in literacy, numeracy, inclusive learning communities, and Truth and Reconciliation and Indigenous learning.
- Report cards** 
- District Assessments** 
- GLA** 
- GNA** 
- Student Learning Survey**  Responses to BC [Student Learning Survey \(SLS\)](#) questions about feeling welcome, belonging, and having adults at school who care, and attendance levels are quite different for certain groups of students and are now part of our [School Plans For Learner Success](#) as a focus. As with academic success there is a significant gap for students in the groups we are paying particular attention to for equity. The earlier academic performance and student experience data are leading indicators of transition to the next grade in the graduation program and of graduation itself: nearly one in four students who start Grade 8 with us do not graduate within five years with a Dogwood diploma. Given an extra year the rate is approximately four in five who complete. Students who are Indigenous living on-reserve, in care, or have disabilities or diverse abilities are significantly under-represented in successful completion with a five-year completion rate under 50%. This lack of equity drives the moral imperative for us to do things better as student enter and move through the levels of our school system so all students experience success.
- Gr to Gr Transition** 
- Grad** 
- Attendance**  Attendance can reflect how students feel about school, especially in the later grades when students have more control over decisions about going to school, as well as health and other factors. There is a predictable correlation to success. The [redesigned curriculum](#) requires more social, hands-on, applied, and experiential learning. Being present for in-class learning activities is even more important. 13% of all our students missed more than a day a week of the time we were in session. That amounts to more than two months of school missed. The percentage was higher for students who are Indigenous or have disabilities and diverse abilities. This is a focus area of [School Plans For Learner Success](#) in each school.
- Post-sec Transition**  Post-secondary transition rates currently only include BC institutions and do not necessarily represent the full picture of what happens with our students after secondary school. 2019-2020 is not available but SD27 rates are historically lower than the BC average. This lagging indicator will improve over time.

We know there was disruption to the attendance and completion of school outcomes for some students in the district during the pandemic but the overall results were not significantly different from historical patterns. We know the investment in capacity building and improved processes and practices, both started and planned, will make a positive difference. We expect the trend over time to be toward growing positive outcomes for students and a reduction in gaps between groups of students. We will make gains in [raising and leveling the bar](#) across key measures during this three-year plan.



Cariboo-Chilcotin School District No. 27 DISTRICT PLAN FOR LEARNER SUCCESS BASELINE STUDENT ACHIEVEMENT RESULTS

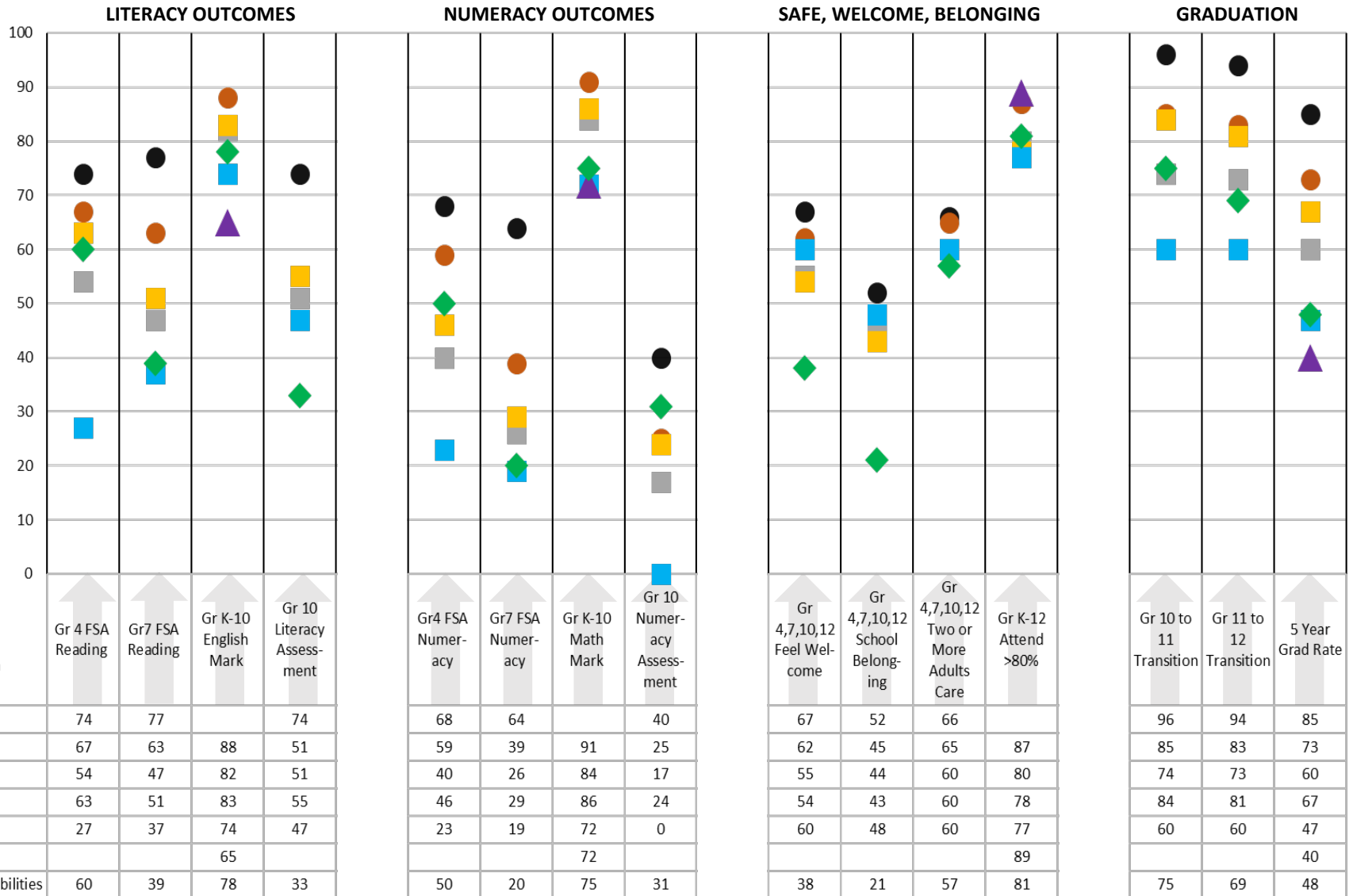


% of Students Meeting Expectations on Framework for Enhancing Student Learning and District Plan Measures in 2019-2020

Each marker (dot) represents the percentage of students in 2019-2020 meeting the standard for the measure it lines up with in the table below it.

Not all results are available disaggregated for all groups.

2019-2020 is the most recent data set available from the Ministry. We have local data for 2020-2021 that will be published on the SD27 website. This document will be updated when the full set of Ministry data is available.



*Note: the Framework For Enhancing Student Learning (FESL) Order specifies "Indigenous off-reserve" as one of the student groups but the Ministry data set uses "Status off-reserve. We have flagged this with the Ministry and will receive clarification. We have reviewed and considered both/all data for planning purposes.



PUBLIC ENGAGEMENT

The Board and Senior Leadership Team of Cariboo-Chilcotin School District have been transparent and consultative in planning how to move forward to improve success for learners. Engagement in this process began more than a year ago as stakeholders were asked for their priorities and wishes and then for feedback on the focus areas that arose from that initial dialogue.

“Combatting the racism of low expectations is really important. It involves more than just putting more pressure on Indigenous students to conform to a system that may not work well for them”

-Staff

“More opportunities to step up and show leadership in school and community”

“Teachers who enjoy their work and want to teach”

“The school work itself should be inclusive”

“More humanity”

“Invite elders in”

“Ability to have a voice”

“We can be better to include everyone”

“Amplify each student’s gifts”

“Career awareness exposure”

“Not saying get over history”

-Students

“Yes! Place-based learning is the future. Be a leader in this for our province and country.”

– Parent

INITIAL STAFF & PUBLIC CONSULTATION

Over the 2019-2020 school year meetings were held with staff and community to get input into what was important for the school district to consider when making plans to enhance student learning. Priorities included a focus on all students, high quality professional development, more resources for schools, mentorship, generosity, wellness and mental health supports, better use of technology, attendance, language and culture, engagement (staff and students), students feeling safe, Indigenous perspective, literacy, and working as a team.

EQUITY SCAN

In the 2019-202 school year the District engaged in the [BC Equity In Action](#) initiative to explore practices and policies that may be creating obstacles for Indigenous learners. Important themes included relationships with parents and community, Indigenous focus for all, focus on literacy, student voice, acknowledgement of racism, communication and collaboration, alignment of resources, and a focus on transitions.

PUBLIC CONSULTATION ON DRAFT FOCUS AREAS

Spring 2021 we held a [virtual public consultation session](#). We heard from participants during the session and via an online feedback form following the session. Feedback emphasized support for staff learning new ways of doing things, relationships and communication at all levels, safe environments, Indigenous ways of knowing and being, First Peoples Principles of Learning, learning about racism, leadership opportunities, active learning, and outside activity, empathy, kindness, and collaboration.

STUDENT CONSULTATION

Spring 2021 we met with a number of students at Lake City Secondary and Peter Skene Ogden Secondary. We shared the student achievement data disaggregated by student groups and the draft key priorities. The students were surprised at the disparity in achievement and had really good insight into some of the shifts they wanted to see happen toward relationships and learning environments that would improve student engagement and success.

CONFIRMATION OF KEY FOCUS AREAS

The outcome of each of the consultations was support for the areas identified to focus on improving over the next few years. Participants had ideas about how to approach those themes and pieces that were important for them to see emphasized in the work. We hope the community will see those priorities reflected in our collective actions as we bring the plan to life. The work and results of the plan will be visible on our [website](#), in communications, and at public Committee and Board meetings.



FOCUS AREAS FOR GROWTH



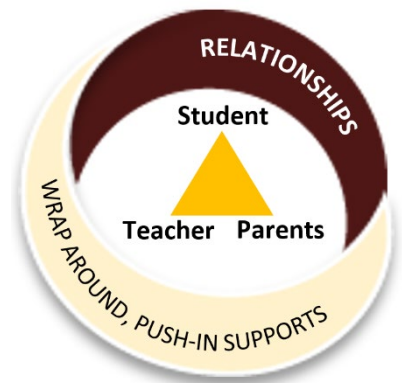
We looked at what the student achievement and school experience data showed, reflected on the findings and recommendations of the [Equity Scan](#), considered the community input, examined our internal processes and practices and tried to capture what was essential in some key focus areas for growth: **collective responsibility, instructional capacity, leadership capacity, systems thinking, indigenous learning and culture, inclusive learning communities, and place-based learning**. We sought input from staff, parents, and students to see if there were important ideas or themes that were missed before confirming seven focus areas for planning.

We will celebrate examples and success stories on our [website](#) in each of these areas.

COLLECTIVE RESPONSIBILITY

We will be more effective when we are working collaboratively and seamlessly to support student needs. We are ALL responsible for working together for the success of ALL of our 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-parent/guardian will improve student success.

We have developed a [Framework for Collective Responsibility](#) that will help 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 made available in a timely and user-friendly format will support collaborative learning conversations by teams. Collective responsibility will be a theme that emerges across all the other focus areas as we all do our parts toward common goals.



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 efficacy. The BC curriculum has been redesigned in recent years and has not been fully realized in all classrooms in the district. There are promising practices emphasized in the redesigned curriculum that are coming to life in pockets across our schools but there is more to be done to ensure every student is receiving effective instruction to meet their individual and collective needs.

Some examples of the work of our plan are:

- 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

“Know thy impact”

John Hattie, Visible Learning,
2008

- [2021/22 Learning Series](#) with renowned and respected presenters: Reconciliation, Engaging All Learners, Thinking Classrooms, Numeracy, Self-regulation, Inclusive Learning Environments
- [Helping Teachers](#) for side-by-side professional development in the classroom (co-planning, co-teaching)
- 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 will be intentional about supporting the development of formal and informal leadership. We will ensure the direction we are headed is understood and equip staff at all levels with knowledge, skills, and efficacy to take action to improve our system and success for students.

Some examples of the work of our plan are:

- Dedicated time to meet with Principals and Vice-Principals
- Broadening understanding of school leadership
- Connecting moral imperative and collective responsibility
- Develop and foster initiative and provide project opportunities
- Explicitly connect student outcomes and school leadership
- Grow a District-wide focus versus school silos
- Yearlong [Leadership Series](#) for all interested Principals, Vice-Principals, and Teachers
- [Learning Series](#) to enhance instructional leadership capacity

SYSTEMS THINKING

We will create 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 of the work of our plan are:

- [School Plans for Learner Success](#) redesigned to align with the goals and structure of District Plan
- Development of [Administrative Procedures](#) for all schools and departments to follow
- [Technology review and roadmap](#) for ensuring reliable, modern and equitable infrastructure, hardware, software, and support
- Fully integrated [online systems for Finance and Human Resources](#).
- [District data system](#) and data warehouse 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

INDIGENOUS LEARNING & CULTURE

We do not yet have equity of outcomes for Indigenous students as a group on any of our key measures of student success. We will intentionally direct attention, resources, and effort to improve these outcomes. 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 of the work of our plan are:

- District-wide staff learning about Truth and Reconciliation starting with a [District Day](#) (for all staff) and learning series
- Intentional implementation of the [First Peoples Principles of Learning](#).
- Increased visible language and culture across schools (Elders program, signage, other)
- 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
- 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)

"Education has gotten us into this mess, and education is the key to getting us out of it"
-Hon. Senator Murray Sinclair, 2016

INCLUSIVE LEARNING COMMUNITIES

We will develop system-wide understanding and capacity so that all our students are members of classrooms that are inclusive learning communities. We will be able to 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 will create 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 of the work of our plan are:

- Foster a growth mindset: all students can be successful
- [Learning series](#): Inclusive Learning Communities
- 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
- Sexual Orientation and Gender Identity (SOGI) school lead team and district SOGI plan
- Implementation of [Ease Everyday Anxiety Strategies for Educators \(EASE\)](#) program K-12 for the benefit of staff and students
- 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)

PLACE-BASED LEARNING

Place-based learning uses the local community and environment as the starting point for teaching the objectives of the curriculum. We will provide resources and create opportunities for cross-curricular learning in and around our communities while fostering relationships between school and community partners and members. Teachers will be expected and supported to take more learning outdoors for all the <https://naaee.org/eeepro/blog/benefits-environmental-education-k-12> 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, footwear for outdoor activities
- Participation in the [Take Me Outside For Learning Challenge](#)
- Support for educator participation in learning opportunities to build capacity for outdoor learning
- 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
- Increasing teacher capacity to recognize learning outside of school that achieves curricular outcomes at all grade levels



The Strategy Map that follows is our attempt to represent an overview of the District Plan for Learner Success at a glance. It is adapted from the work of [Kaplan and Norton](#) (2000). (See [Strategy Map guide](#).)

Working from the top of the strategy map down we set out what the outcomes are we are working toward, the key areas of growth that will result in those improved outcomes, the strategic improvements to structures, processes and practices we will make toward that growth, and the capacity building we will need to do to implement the identified strategies:

- At the top are the enhanced outcomes we are aiming for and the measures that are set provincially in FESL.
- We have added our own research-based report card on-track measure looking at Language Arts, Math, and Attendance, and we also note some of the other district assessments and sources of information we use for triangulation and to inform instructional decisions.
- FESL has set out target groups of students to pay particular attention to for equity of outcomes.
- We have seven focus areas for growth as a district toward meeting the plan outcomes for all students. Each of these focus areas on the strategy map is linked to a page on our [website](#) with further explanation, examples of strategies and improvements, and success stories.
- We have provided examples of some of the key actions we will take (structures, processes, capacity building) for making the intended growth.
- We use [scorecards](#) to monitor progress of completion of our actions. Each key focus area for growth on the strategy map below is [linked to a scorecard](#) to monitor progress of actions and results.
- We have been intentional in the allocation of [financial](#) and [staffing](#) resources for those key growth areas and actions and noted this on the strategy map.

Cariboo-Chilcotin School District No. 27 STRATEGY MAP FOR LEARNER SUCCESS



**ENHANCED
STUDENT
SUCCESS**



**KEY
GROWTH
AREAS**

**ACTION:
EFFECTIVE
STRUCTURES,
PROCESSES,
& PRACTICES**



**ACTION:
CAPACITY
BUILDING**



Intellectual

- ON-TRACK IN LITERACY
- ON-TRACK IN NUMERACY

- Gr 4 & 7 FSA Reading, Writing, Numeracy
- Gr 10 & 12 Literacy Assessment
- Gr 10 Numeracy Assessment

Human & Social

- FEEL WELCOME, SAFE, CONNECTED TO SCHOOL

- Gr 4, 7, 10 Student Learning Survey: Safe, Welcome, Sense of Belonging
- Gr 4, 7, 10 Student Learning Survey: Number of adults who care

Career

- GRADUATE - CORE COMPETENCIES

- Grade to Grade transition rates
- 5 Year Graduation Rate
- Post-Secondary Transition Rate to BC Institutions

DISTRICT ON TRACK (English, Math, Attendance) from report cards, and District Reading, Writing Assessments

**COLLECTIVE
RESPONSIBILITY**

**INSTRUCTIONAL
CAPACITY**

**LEADERSHIP
CAPACITY**

**SYSTEMS
THINKING**

**INDIGENOUS LEARNING
& CULTURE**

**INCLUSIVE LEARNING
COMMUNITIES**

**PLACE-BASED
LEARNING**

SCORECARDS TO MONITOR PROGRESS OF ACTIONS

SCORECARDS

Local Education Agreements

Collective Responsibility Framework

School Based Team Processes

Tech Roadmap

Cultural & Outdoor Learning Spaces

Redesigned School Plans

Safe Schools Community Protocols

District Data System

Community Learning Credits

Transition Planning

School Configuration and Staffing Planning

MyEd Utilization

Changing Results for Young Children

Assessment and Reporting Practices

Administrative Procedures

Budget / Accounting System

Teacher Mentorship

EASE Program

Truth & Reconciliation Series

Coaching for Data Use

Leadership Series

Cultural Pro-D Series

Mental Health Literacy

Data Governance

Engaging All Learners Series

Admin Learning Sessions

SOGI Lead Team

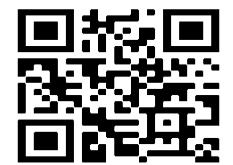
Take Me Outside For Learning (TMO4L)

ALLOCATION OF BUDGET, STAFFING, ATTENTION, TIME

STUDENTS WE ARE PAYING PARTICULAR ATTENTION TO FOR EQUITY OF OUTCOMES

Changes we make to improve the school experience of these groups of students will benefit all students

- Indigenous students living on reserve
- Indigenous students living off reserve
- Children & youth in care
- Students with disabilities and diverse abilities



SCAN ME



TIMELINE and ACTIONS

AUGUST/SEPTEMBER

- ✓ Senior Leadership Team review District Plan for Learner Success with **Principals**
- ✓ **District Day presentation** to staff about District Plan for Learner Success
- ✓ District review of **year-end data** from previous year including Student Learning Survey Results
- ✓ Board approve **District annual report** on results and approach to improving learning for submission to Minister and sharing with public

OCTOBER

- ✓ Schools review **Fall assessment** results
- ✓ Schools submit **School Plans for Learner Success**

NOVEMBER

- ✓ Board approve **School Plans for Learner Success**
- ✓ District review **secondary term 1 report card** results
- ✓ District review **Foundation Skills Assessment (FSA)** results

DECEMBER

- ✓ District review **elementary term 1 report card** results

JANUARY

- ✓ Board review **progress of actions and results** in District Plan for Learner Success (scorecards)

FEBRUARY

- ✓ District review **secondary term 2 report card** results

MARCH

- ✓ Senior Leadership Team review of **staffing plans** and **resource allocation** for priority actions to align with District Plan for Learner Success

APRIL/MAY

- ✓ District review **secondary term 3 report card** results
- ✓ Board review of prioritized resource allocation to support plan and **Approval of Budget** for coming year

JUNE

- ✓ District review **Spring district assessment** results
- ✓ Board review **progress of actions and results** in District Plan for Learner Success (scorecards)

JULY/AUGUST

- ✓ **Preparation** of year-end data and update of work plans and score cards for coming year

ONGOING

- ✓ Senior Leadership Staff support Principals as schools **monitor student success** and **adjust School Plans for Learner Success** actions and strategies
- ✓ Senior Leadership Staff **collaborate with educational and community partners** to support the plan
- ✓ **Regular communication** to community on website about the results and updates to plan as they happen and public Committee and Board meetings where this is a regular topic

