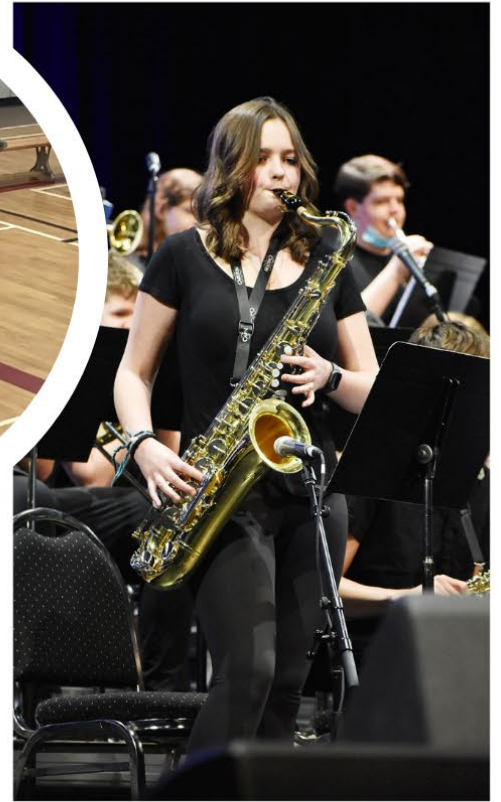


# Framework for Enhancing Student Learning

School District 83  
(North Okanagan-Shuswap)



Motto  
"Students First"



Prepared for September 2022



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## INTRODUCTION

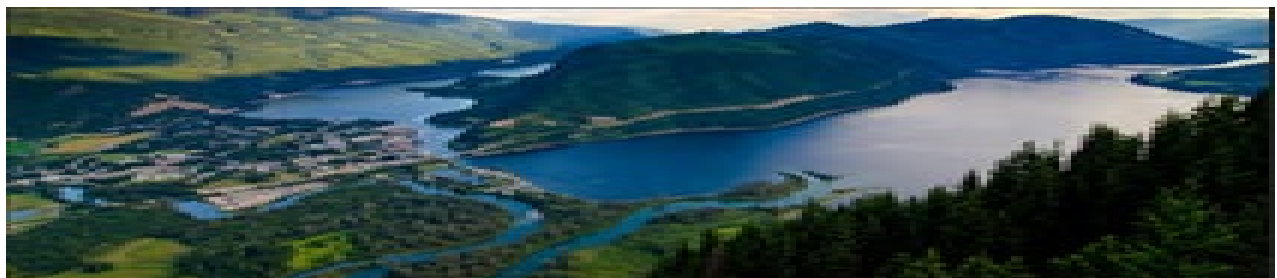
The Framework for Enhancing Student Learning (FESL) formalizes the planning and reporting structures for all school districts within the province of British Columbia. The framework ensures accountability and system wide continuous improvement for all Kindergarten to Grade 12 students. Within the FESL is a commitment to improve student learning and enhance the intellectual, social and career development for all learners.

School District 83 (SD83) is committed to improving student success, establishing organizational efficiency, and creating a culture of health and wellness for all students and employees within the district.

## DISTRICT CONTEXT

School District 83 (SD83) lies on the traditional, ancestral and unceded land of the Secwépemc people. Covering a beautiful geographic area within the Shuswap, the district is home to approximately 6,800 students from the communities of Salmon Arm, Armstrong, Celista, Enderby, Falkland, Grindrod, Sicamous, Sorrento, and Tappen. The area is a popular tourist destination during the summer months with agriculture, forestry, and small business being key drivers of the economy. The ten-year trend would see consistent migration to the area from larger urban centers across the province of British Columbia.

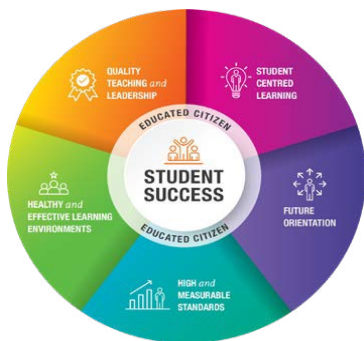
The land within SD83 is home to members of the Métis Nation, the Little Shuswap, Adams Lake, Neskonlith, and the Splotsin Indian Bands with approximately 19% of the 6,800 students within the district having [Indigenous ancestry](#). It is a privilege to work alongside the Indigenous Peoples of this place as SD83 continues its journey toward Truth and Reconciliation by building reciprocal relationships that honor Indigenous perspectives and ways of knowing. SD83 is committed to creating opportunities for authentic engagement with its Indigenous partners and ensuring that [The First Peoples Principles of Learning](#), [B.C. Tripartite Education Agreement \(BCTEA\)](#), [United Nations Declaration of Rights of Indigenous Peoples \(UNDRIP\)](#), [BC Declaration of Rights of Indigenous Peoples Act \(BCDRIPA\)](#), [Aboriginal Education Enhancement Agreement](#) and the [Local Education Agreement \(LEA\)](#) are visibly alive within the district.



The district employs over 1,300 staff and serves students within 11 elementary schools, six elementary/middle school, two middle schools, five secondary schools and one storefront (alternate) school. These 25 schools are dispersed within 10 different communities, each with a rich history and unique demographic. The district offers a wide variety of educational programming which includes: French Immersion, apprenticeship opportunities for secondary students, sports academies, two alternate learning environments, an outdoor school and a robust distributed learning program known as the Education Outreach Program (EOP) offering students in grades 1 through 12 an opportunity to take courses outside of the regular classroom or to take a full load of courses via online learning.

SD83’s International Student Program has seen steady growth since its inception in 2019. The program provides a dynamic and rich experience for international students wishing to study in British Columbia. The program enables students from abroad to engage in high quality teaching and learning as well as personal enjoyment from the vast array of outdoor experiences available within the Okanagan.

The five-member Board of Education for School District 83 is committed to building open, trusting relationships with the district leadership team, Rightsholders, employee groups and public stakeholders by utilizing transparent processes and procedures. Engagement remains a key priority of the Board which they accomplish through a wide range of [committees](#), many of which meet on a monthly cycle. Additionally, the Board has engaged stakeholders and partner groups in decision-making related to ongoing long-range facility planning and budget decisions. The 2021-22 school year saw the Board extend invitations to the Chief and Councils of the four local Indian Bands to provide voice for local Indigenous communities. The authentic relationships developed by the Board are a contributing factor to a renewed hope and confidence across the district.



Students are most certainly at the center of the Board’s work with SD83 schools committing to the collective mandate of [“The Educated Citizen”](#) by focusing on the Human and Social, Intellectual and Career development for all students.

The Framework for Enhancing Student Learning will continue to be part of the ongoing engagement with Indigenous communities, District Parent Advisory Committees, Principals and Vice-Principals, the North Okanagan Shuswap Teachers Association (NOSTA), CUPE, and student voice committees.

## CONTEXT OF 2021-2022

The 2021-22 school year saw COVID-19 have a negative impact on multiple communities across the district. Food insecurity was exacerbated, relationships were more vulnerable, and inequities became apparent with respect to the social determinants of health. Schools were impacted by interruptions to learning caused by increased student absenteeism, lack of teachers on call, the inability of the district to fill teacher and support staff vacancies, and functional school closures. Through the course of the

pandemic, the district leadership team attempted to be proactive and respectful in its communication as well as how it handled the fluidity of provincial mandates and direction setting.

In addition to the pandemic, the summer of 2021 saw wildfires force families to flee from their homes to find shelter for themselves and their livestock. The discovery of unmarked graves across the country continued to cause trauma to the Indigenous Peoples of this area and reminds us of the intergenerational impacts of the residential school system within the province and across the country.

Though the challenges we have faced are some of the greatest experienced in recent history, so too is the resolve to persevere. The district is committed to approaching its work through a trauma informed lens, with a renewed focus on supporting students through their learning journey. As a district we recognize that meaningful graduations for Indigenous students and literacy and numeracy for all students are areas which requires a laser focus.

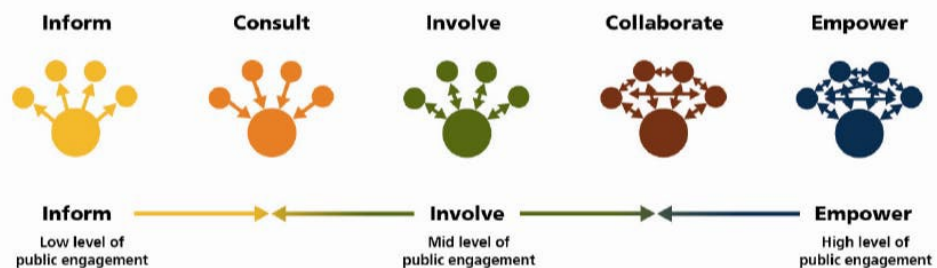
## STRATEGIC PLANNING

The 2021-22 school year was the final year of the district’s [Strategic Plan](#) which has three primary areas of focus:

1. *Students First* – Ensuring student success is the top priority every day.
2. *Organizational Efficiency* – Ensuring decisions and actions are clear, purposeful, and responsible.
3. *Culture of Health and Wellness* – Ensuring that students and staff are healthy and connected to the learning community.

With a new Superintendent joining the district in the fall of 2021, the Board of Education made the decision to pause the initiation of a strategic plan renewal until the fall of 2022. In the interim, the district will remain focused on human and social development, intellectual development, career development, student & staff well-being and engagement of both students and stakeholders.

The five-year strategic planning process for 2022-28 will endeavor to use the principles of IAP2 found on the right.



Strategic engagement was a focus during the 2021-22 school year. The district leadership team along with the Board of Education committed to various consultation sessions with respect to the district long range facility plan for the communities of Salmon Arm and Armstrong. For the first time in the four-year term of the Board, meetings were scheduled with the four local Indian Bands. Unfortunately, due to COVID-19 and band elections, only the Adams Lake Indian Band was able to engage with members of the board and senior leadership. Budget consultation with partner groups and employee groups also allowed for robust discussion and direction setting. The Superintendent also held opportunities for every employee in the district to be updated on direction setting as well as to ask questions and raise concerns.





## DISTRICT SUCCESSES

Though the 2020/21 – 2021/22 school years brought many challenges, there were still multiple successes to celebrate from the year. The most rewarding and impactful was the strengthening of relationships with representatives from DPAC, the members of the board committees, NOSTA, CUPE, and most significantly improved were those relationships with members of the FNEC, members of the Indigenous community, and the Indigenous Knowledge Keepers. The year was spent listening and seeking to understand the diverse perspectives that these groups had through a variety of meetings and problem-solving sessions.

This time was also spent strengthening district processes, policies, and aligning the work of schools with the district's strategic priorities. This was accomplished primarily in the areas of district and school learning plan goals, Inclusive Education processes, 1701 compliance, and the budget development framework. There was significant work done across the district with respect to assessment practice and communicating student learning, positioning SD83 to be ready for the start of a new Reporting Order.

In the area of numeracy and literacy, the district continued to focus on “best practice” in both areas through professional development, in-servicing, and district helping teachers. A pilot project carried out at Len Wood Middle School yielded significant results in numeracy demonstrating the power of “response to intervention.”



Though much was accomplished, there is a resolve across the district to build on these successes and to carry them forward into the work of strategic plan renewal.

## DATA ANALYSIS

### Human and Social Development (Social and Emotional Well-being)

We know that positive teacher-student relationships are fundamental to success. When students feel supported, they are more likely to engage in the learning cycle and experience improved academic outcomes. These relationships usually result in increased motivation, safe learning environments, and improved student behaviour.

The following section provides an overview of the data collected through the Student Learning Survey. Students in Grades 4, 7, 10 and 12 participated in an online survey related to their school experience. Students are asked questions such as:

1. Is school a place where you feel like you belong?
2. How many adults do you think care about you at your school?
3. Do you feel welcome at your school?
4. Do you feel safe at school?

Areas of Strength	Areas of Growth
<p><b>Feeling Welcome:</b> “All students” in Gr. 7, 10, 12 reported higher rates (Gr.7: +6%, Gr. 10: +8%, Gr.12: +10%) in this category for 20201-22 compared to 2020-21.</p> <p><b>Sense of Belonging:</b> Indigenous learners in Gr. 7, 10, 12 all reported increased sense of belonging (+ 2%, +7%, +13%) in 2021-22 vs 2020-21.</p> <p><b>Feeling Safe:</b> No identified strengths. SD83 students would be comparable to their provincial peers.</p> <p><b>Two or more adults who care:</b> A higher percentage of all students in SD83 reported having two or more caring adults than their peers across the province. (Gr.7: +6%, Gr.10: +3%, Gr.12: +7%). Indigenous students in Gr.7, 10, and 12 were +3%, +2% and +5% respectively compared to the province and higher than non-Indigenous students within the district (Gr. 7: + 15%, Gr. 10 + 12%, Gr. 12 +16%)</p> <p><b>Feeling Welcome/Sense of Belonging/ Two or More Adults who Care:</b> Diverse learners and Indigenous students in (Gr. 7, 10, 12) all reported higher rates in each of these categories from the previous year.</p>	<p><b>Feeling Safe:</b> All Gr. 7, 10 and 12 students felt less safe (-4% to -11%) over a four-year period.</p> <p><b>Feeling Welcome/Sense of Belonging/Two or More Who Care:</b> Gr. 4 students saw a decline in rates during 2021-22 from 2020-21 rates.</p> <p><b>Sense of Belonging:</b> All Gr. 4, 7, 10, and 12 students all reported lower sense of belonging as compared to their provincial peers. (-1%, -7%, -9%, -5% are the variances for the grades mentioned.) Overall, diverse learners within the district reported a lower sense of belonging (-12%) in 2020-21 than the previous year.</p> <p><b>Two+ adults who care:</b> There has been a decline reported by diverse learners over the past four years (-8%) across the district. Though SD83 is on par with the province, diverse learners in Gr. 7, 10, 12 feel they have fewer adults who care about them.</p>

**Further Considerations:**

Many schools across SD83 have worked to make more meaningful connections with students by carrying out frequent “check ins”. With the data suggesting that students feel less welcome and feel a lower sense of belonging, it leads us to ask whether these trends are a result of the pandemic. Feeling safe at school, feeling welcome and having a sense of belonging may have been significantly impacted because of the health and safety precautions which were enforced. Whatever the reason, as a district we will need to ensure this remains a key focus for us.

We must also investigate why diverse learners have among the lowest rates of “sense of belonging” across the district. Could this be due to the inclusionary or non-inclusionary practices we carry out? Are diverse learners being “othered” and therefore becoming the responsibility of Learning Resource Teachers (LRT) or Certified Educational Assistants (CEA)? Inclusion means that collectively, we are “all” responsible for every student in our schools and therefore, this will require further exploration.

**Responding to the Data:**

There has been significant attention paid to the importance of building connections and relationships with students in SD83 schools. It is concerning to see that the district is trending downward with respect



to feeling safe and having a sense of belonging. What is especially concerning is that Grade 4 learners have seen a decline over the past two years in each of the areas of feeling welcome, feeling safe, having a sense of belonging and feeling that they have two or more adults who care. This is a target area to work on among this age group.

It is interesting to consider the trending up over the past year for Indigenous students in the areas of Human and Social Development. There has been significant attention and effort paid to Indigenous students with Indigenous Education workers and Indigenous Outreach workers supporting every school. Special attention has also been given to addressing Indigenous identity, food insecurities and challenges with transportation. We will need to consider if the practices being used with Indigenous students can be replicated in the same manner for all students, particularly those with diverse needs. SD83 is committed to building inclusive cultures where both staff and students see themselves represented and “belonging”.

### Intellectual Development (Literacy)

SD83 believes that literacy is foundational for students to read, comprehend, interpret, and express their thinking. There has been a significant amount of time, resources and in-servicing dedicated to improving literacy outcomes. A [Comprehensive Literacy Framework](#) and [Early Literacy Framework](#) have been established to support teachers in their classrooms with literacy instruction.

Literacy development is assessed locally through PM Benchmarks, Fountas & Pinnell assessments, and provincially through the Foundational Skills Assessment (FSA) in grades 4 and 7. Grade 10 and 12 students across the province are required to participate in the Graduation Literacy assessments.

The Student Learning Survey also provides the district with student perceptual data regarding reading and writing. The data is a powerful reminder about the importance of students possessing a growth mindset about their learning. The Student Learning Survey provides prompts such as:

1. I feel I am getting better at reading.
2. I feel I am getting better at writing.

Areas of Strength	Areas of Growth
<p><b>Gr. 4 &amp; 7 Indigenous learners:</b> Outperformed their peers across the province in 2021-22 in the areas of On-Track (Gr.4:+3%, Gr.7:+12%) ) and Extending (Gr.4:+3%) in Reading. The Gr. 4, 4 yr. trend and comparative results between 2020-21 and 2021-22 show improvement (+2%) for Extending.</p> <p><b>Gr. 7 All Learners:</b> 75% of students in SD83 in the category of On-Track outperformed the province by (+1%) in literacy proficiency scores.</p>	<p><b>Gr. 4 Indigenous learners:</b> The 2021-22 results would see a decrease in the On-Track category from 2020-21 (-13%) and a significantly higher number of students in the Emerging category (+11%) suggesting Indigenous students underperformed from the previous year.</p> <p><b>Gr. 4 Diverse Learners:</b> There is an alarming decline indicating that in the On-Track and Extending category, students in our district are lower than the province (-6%) and lower than the previous district data from 2020-21 (-16%).</p>

Areas of Strength	Areas of Growth
<p><b>Gr. 10 Indigenous and Diverse Learners:</b> Outperformed their provincial peers by (+7%) and (+5%) respectively in literacy.</p> <p><b>Participation Rates:</b> A notable strength when compared against the province.</p>	<p><b>Gr.10 All Learners:</b> Are outperformed by their provincial peers in both literacy (-6%) for 2021-22. While their performance remained static when measured against district data from 2020-21.</p> <p><b>Gr. 4, 10, 12 Indigenous vs Non-Indigenous Learners:</b> The data would suggest that Indigenous students feel less confident in reading (-3%, -2%, -6%) and writing (-9%, -12%, -25%) than their non-Indigenous peers</p>

**Further Consideration:**

The district has paid significant attention to literacy instruction over the past few years however, the 2021-22 school year saw a significant decline in FSA and Grade 10 literacy results. When considering the 4-year trend, the 2021-22 school year yielded some of the lowest results since 2017-18. It will be important for the district to remain dedicated to the Comprehensive Literacy Framework along with the intervention strategies being used during literacy instruction.

The PM Benchmark data collected across grades 1-6 is less startling than the FSA snapshot. It does show some decline in 2021-22 results when compared to 2020-21 but when data is compared longitudinally there is growth identified as students transition from grade to grade.

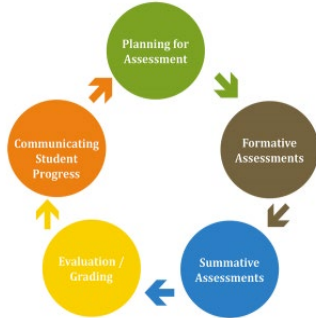
**Responding to the Data:**

Among Indigenous learners (Grades 4, 10, 12) there is less confidence in their ability to improve their skills in reading and writing. The district has ensured that Indigenous students have culturally appropriate resources for reading instruction and intervention. The district has also invested in building teacher capacity by supporting teacher efficacy, learning opportunities through in-servicing, and resource materials. Writing has also become a district focus with teacher learning opportunities and anchor resources being offered.

The past year has seen many interruptions to the learning cycle through increases in student absences and teacher shortages. Both have challenged the continuity of practice and have ultimately impacted student achievement. Structured interventions have been interrupted, resulting in students missing out on key intervention time.

At the secondary level, there is work to be done within the district regarding “best practice” in student assessment. All schools have spent the year, 2021-22, working on assessment strategies that are more aligned with the renewed curriculum and [Reporting Policy Framework](#) for British Columbia. In-servicing around assessing Curricular Competencies and developing Core Competencies will continue to ensure teachers understand where learners are at and what is required for their growth.

**Assessment Cycle in SD83**



There is also a need to integrate literacy instruction into content areas of secondary courses to ensure literacy becomes the responsibility of every teacher.

A more comprehensive overview of the [SD83 Literacy support](#) carried out during the 2021-22 school year is linked within this section of the FESL report.

## Intellectual Development (Numeracy)

SD83 believes that [numeracy](#) is a critical literacy for students to develop. It involves much more than computation skills. Numeracy involves the ability to problem solve, analyze, and interpret. These are the skills that educators across the district are working to develop with students. Numeracy development is assessed through the Foundational Skills Assessment (FSA) in grades 4 and 7 with Grade 10 students participating in the Numeracy Assessment.

Like literacy development, the Student Learning Survey also provides the district with student perceptual data regarding numeracy. The Student Learning Survey provides prompts such as:

1. I feel I am getting better at math.
2. I continue to get better at math (apply formulas, interpret data, solve problems).

Areas of Strength	Areas of Growth
<p><b>Gr. 4 &amp; 7 Indigenous learners:</b> Outperformed their peers across the province during 2021-22 in On-Track (Gr. 4: +11%, Gr. 7: +2%), with SD83 Gr. 4 students at par in Extending and Gr.7 Indigenous performing better than the provincial (+2%) in the Extending category.</p> <p><b>Gr. 10 Indigenous &amp; Diverse Learners:</b> Saw an increase of +1% in numeracy scores from the previous year (2019-20).</p> <p><b>Gr. 10 All Students:</b> Numeracy rates for the 2021-22 school year were higher (+3) than the 4 yr. average for the district.</p>	<p><b>Gr. 4 &amp; 7 Indigenous learners:</b> Outperformed by their non-Indigenous peers within the district by (-5%).</p> <p><b>Gr. 7 vs. 10 All Students:</b> Results see a significant decline in “on-track &amp; extending” for numeracy results as students get into secondary school. In 2021-22 Gr. 7 outperformed Gr. 10 by (+37%).</p> <p><b>Gr. 7 Diverse Learners:</b> Experienced the most significant decline in numeracy scores from 2019-20 to 2020-21 of any grade/learner in the district (-19%).</p> <p><b>Gr. 10 All Learners:</b> Were (-22%) lower than their provincial peers in the provincial numeracy assessment.</p> <p><b>Gr.4, 7, 10 All Students:</b> Numeracy scores in 2021-22 saw a decrease from 2020-21 by (-9%, -6%, -5%) respectively.</p>

### Further Consideration:

It is interesting that in 2020-21 Grade 10 students reported an 8% increase in confidence for math, however only 24% of learners were on-track or extending. Students possessing a growth mindset is critical however, we will need to continue our efforts in this area as math remains a key hurdle for graduation. The high numbers of absences among students over the past two years might possibly be a reason for the regression we are seeing in numeracy. This will be an area to pay close attention to in the 2022-23 school year.



### Responding to the Data:

Some of the strategies used to support math instruction continues to include: an intentional focus on problem-solving, focusing on critical concepts, incorporating “math investigations” which are aimed at developing conceptual understanding using models and manipulatives, thinking flexibly, talking about math using “math language”, making connections and explaining thinking. In addition to these strategies, conversations continue regarding “deep dives into assessment data” as we look for patterns and trends while determining adequate responses and interventions. The district will continue to support Tier I instruction and build the capacity of teachers with numeracy instruction.

Further consideration is being given to introducing an anchor resource such as *Mathology* which has seen significant success across other districts in the province. SD83 continues to promote the collective efficacy of teachers. Research confirms, when teachers work together, reflect on their practice together, and implement plans as a team, it results in significant improvements for student learning.

### Intellectual Development (Grade to Grade Transition)

SD83 understands the importance of ensuring that there are mechanisms in place to catch any students who might be falling through the cracks with timely transitions.

Areas of Strength	Areas of Growth
<p><b>All Students &amp; Indigenous Learners:</b> Experienced higher transition rates from gr.10-11 in 2020-21 than their peers across the province (+1%, +4%).</p> <p><b>All Students (each category):</b> Outperformed their provincial peers in 2020-21 transition rates from gr. 11-12.</p> <p><b>Indigenous Students &amp; Diverse Learners:</b> Outperform their provincial peers in 4yr. transition rates for gr.11-12, while Indigenous students also have higher rates for gr.10-11.</p>	<p><b>Diverse Learners:</b> Experience lower transition rates from gr.10-11 as well as from gr.11-12 than their district peers.</p>

### Further Consideration:

Transitions from Grade 10 to 11 are the most significant in ensuring that students reach the graduation stage. Perceptual data related to a sense of belonging, feeling welcome at school, and confidence in math and literacy is among the lowest in the district. This highlights the importance of focussing in on Grade 10 learners to support them in their progress.

### Responding to the Data:

For the 2022-23 school year, a targeted approach identifying those students who are falling behind will become part of ongoing, consistent data conversations between Directors of Instruction and school principals. By supporting schools with data acquisition and interpretation, it should result in a more robust means of tracking student progress.

## Career Development (Graduation)

SD83 believes that students who graduate will have better life outcomes than those who do not. There is a commitment from the Board and leadership at every level of the district to improve school completion rates for all students.

Areas of Strength	Areas of Growth
<p><b>Indigenous Learners &amp; Diverse Learners:</b> Outperformed their provincial peers (+2, +5%) for 5yr. graduation rate in 2020-21.</p> <p><b>All, Non-Indigenous, Indigenous, Diverse Students:</b> Outperformed their provincial peers in 6 yr. graduation rates (+1%, +1%, +7%, +3%).</p> <p><b>Indigenous Students:</b> Outperform their provincial peers in 4yr. average (+5%) for Dogwood graduation.</p>	<p><b>All Students (5yr):</b> SD83 was significantly below the provincial average in 2020-21 (-8%) and over a 4yr. average (-4%).</p> <p><b>Indigenous Students:</b> Across SD83 have a disproportionate number of adult dogwoods than their non-Indigenous peers. The overall 5yr. and 6yr. Dogwood graduation rate is (-7%) lower than non-Indigenous peers across the district.</p>

### Further Consideration:

There has been much discussion at the senior leadership level regarding the disproportionate number of Indigenous students who leave school with an Evergreen Certificate or Adult Dogwood. The data is cause for concern and has resulted in significant consideration given to the possibility of systemic bias and racism. Student engagement, student attendance and barriers to success are areas that require further examination and action.

### Responding to the Data:

Beginning in 2022-23, the Directors of Instruction will be engaging in conversations with all secondary schools about course selection and tracking progress to meaningful graduation, through a web-based platform called *myBlueprint*. A pilot project using this tool began in 2021-22 and showed great promise for communicating the “exact” pathway to a meaningful graduation.

An environmental scan of schools will allow the district to ensure that environments are culturally inclusive and respectful. We are aware that very few Indigenous courses are currently being offered in our schools and there is a commitment to further this work so that Indigenous students will see themselves in their learning.

Elective programming in secondary schools has resulted in very healthy numbers for students entering Youth Train and Youth Work in Trades. Recognizing that there is significant interest in the trades, SD83 has worked to promote these programs. There have been strategies implemented to engage more Indigenous youth and/or females in trades training. Engagement opportunities created by the district to involve youth, parents, educators, employers, and local Indian Bands have resulted in increased numbers and success rates. SD83 has partnered with various community colleges across the province to provide its students with a wide array of trades programming which allows them dual credit and apprenticeship opportunities.

## Career Development (Post-Secondary Transition)

SD83 believes in providing students with varied options for post-secondary programming. Currently, many students pursue trade options as well as university programming both within and outside the province.

Areas of Strength	Areas of Growth
<b>Indigenous and Diverse Learners:</b> These learners saw an increase in both 2020-21 rates as well as in the 4yr. average.	<b>All Students:</b> SD83 students in all categories had lower transition rates than their provincial peers in transitions to post-secondary in 2020-21 as well the 4yr. average.

### Further Consideration:

The data collected includes those students who transition to post-secondary within the province of British Columbia. Given the proximity to the neighboring province of Alberta, SD83 sees numerous students pursue their post-secondary education across the provincial border. It would be valuable for the district to track these numbers and determine what their impact is on the provincial data in this category.

### Responding to the Data:

The ability for many students to pursue post-secondary education is reduced because of their enrollment in Workplace Math 10. Using myBlueprint, school counselors and principals will be better equipped to determine which students are closing doors based on their course selection.

## EXISTING AND EMERGING AREAS OF NEED

Upon analysis of various data sources, it is apparent that numeracy must remain a key focus. This will require an analysis of current practice and possible interventions that may need to be introduced. There is also a need to address the disparity in results between Indigenous students and their non-Indigenous peers through district, provincial FSA, provincial How Are We Doing (HAWD), provincial literacy 10, and the provincial numeracy 10 assessment data.

Heading into the development of a new strategic plan, it will be imperative to provide stakeholders, students, and Rightsholders the opportunity to engage in meaningful consultation. This will allow them to become authentic partners in collaboration as we chart the course of the district into 2027-28.

The lingering impact of the pandemic and the intergenerational trauma of Indigenous Rightsholders and their families causes our district to examine moving forward through trauma informed practices. Mental health and well-being of both students and staff will be a priority for the 2022-23 school year.

## ADJUSTMENTS AND ADAPTATIONS

Significant attention to assessment practices, the assessment cycle, and how assessment can inform our practice will be a priority. This will assist in ensuring that student achievement improves resulting from Response to Intervention at Tier I (whole class instruction), Tier II (small group) and Tier III (intense individual).



## **ALIGNMENT FOR SUCCESS**

Moving into the 2022-23 school year, the district is ensuring that alignment exists with Ministry goals, district strategic priorities and school learning plans. Additionally, budget development will be directly aligned to SD83 strategic priorities thus supporting Truth and Reconciliation, mental health and well-being, literacy, numeracy, and inclusion.

## **CONCLUSION**

It is a privilege for SD83 to have a dedicated Board, First Nations Education Council, and variety of partner groups. It is evident that those who serve within the district are committed to improving the experience for all students and their educational outcomes. There is a renewed sense of optimism and commitment among all staff to propel the district forward as we “paddle together”.

