



Enhancing Student Learning Report September 2023 In Review of Year 2023 of SD78 (Fraser-Cascade)



Connect to the complete plan below

[SD78 Board of Education Strategic Plan – Revised Fall 2022](#)

To be approved by the Board of Education

Oct. 17, 2023

Table of Contents

Introduction: District Context	1
Section A: Reflecting Back 2022-23 <i>Student Learning Outcomes</i>	2
Intellectual Development	2
Educational Outcome 1: Literacy	2
Relevant Additional/Local Data and Evidence	4
Analysis and Interpretation: What Does this Mean?.....	4
Educational Outcome 2: Numeracy	5
Relevant Additional/Local Data and Evidence	7
Analysis and Interpretation: What Does this Mean?.....	7
Relevant Additional/Local Data and Evidence	10
Analysis and Interpretation: What Does this Mean?.....	10
Human and Social Development.....	11
Educational Outcome 3: Students Feel Welcome, Safe, and Connected	11
Relevant Additional/Local Data and Evidence	13
Analysis and Interpretation: What Does this Mean?.....	14
Career Development	15
Educational Outcome 4: Students will Graduate	15
Educational Outcome 5: Life and Career Core Competencies	17
Relevant Additional/Local Data and Evidence	18
Analysis and Interpretation: What Does this Mean?.....	18
Section B: Moving Forward <i>Planning and Adjusting for Continuous Improvement</i>	19
Current Strategic Plan Priorities	19
Celebrating our Successes for the Past Year.....	19
Existing and/or Emerging Areas for Growth and Current Growth Plan 2021-2024.....	23
Strategic Engagement and Refining Directions	29
Adjustment and Adaptations: Next Steps	31
Alignment for Successful Implementation	35
Conclusion	36

Introduction: Recognition of Territories

We acknowledge that we are living, working and learning on the traditional, ancestral and unceded territory of the Xwchíyò:m, Sts'ailes, Sq'ewlets, Sq'ewqel, Shxw'ōwhámél, Sq'ewá:lxw, nleʔkepmxúym'x", and Chawathil people. The Chawathil people are from the Tíyt Tribe of the upper Stó:lo Nation. The Tíyt Tribes extend down both sides of the Fraser River from Yale to Sq'ewqel and the Peters territory. We acknowledge this shared territory so that we are mindful while we move through our work with a good mind and good heart.

District Profile:

The Fraser-Cascade School District currently operates 10 schools in 6 communities from Harrison Hot Springs and Agassiz in the west, Boston Bar in the north, Hope in the east, and Q'atku7em Community School, located 50 km southwest of Pemberton. Situated in the scenic Fraser Valley, the District Education Office is located in the District of Hope municipality and is close to the school district's geographic center. The Fraser-Cascade learning community values diversity, academic achievement, applied studies, and alternative learning opportunities for students, and community. District schools serve students from small urban and rural communities.

An Indigenous student population comprises approximately 40% of the total school population across the district. The district serves 14 Indigenous Bands and currently has 12 Local Education Agreements (LEAs) in place. An experienced Indigenous Education Council (IEC) supported by a District Principal of Indigenous Education, Superintendent, Assistant Superintendent, District Inclusive Education administrators and school-based principals, works in partnership with the Board of Education to serve Indigenous students' programming and learning needs.

The school system currently serves approximately 1700 students. The average family income is \$67,586 compared to the provincial average of \$91,967; 16.8% of students live in single parent families, compared to 15.3% provincially; and 54.7% hold post-secondary credentials, compared to the provincial average of 64.8%, 52.4% participate in the labor force, compared to 64.6 provincially, 1.7% of families are receiving Employment Insurance, compared to 1.5% provincially. The school district is working in partnership with the Ministry of Children and Family Development to support the particular learning needs of at-risk students, 14% of these students have inclusive educational needs.

School District No. 78 is dedicated to the learning needs of all students. Resource allocation is based on this principle. Consequently, the Board of Education prioritized spending in inclusive education, early literacy, careers and transitions, practical arts programming, and general classroom instruction. Class sizes at the primary and secondary levels are well supported through the current staffing formula.

District Goals	Percentage of Schools addressing this goal area
Literacy	100%
Indigenous Education and Student Achievement	100%
Transitions	100% (secondary schools)

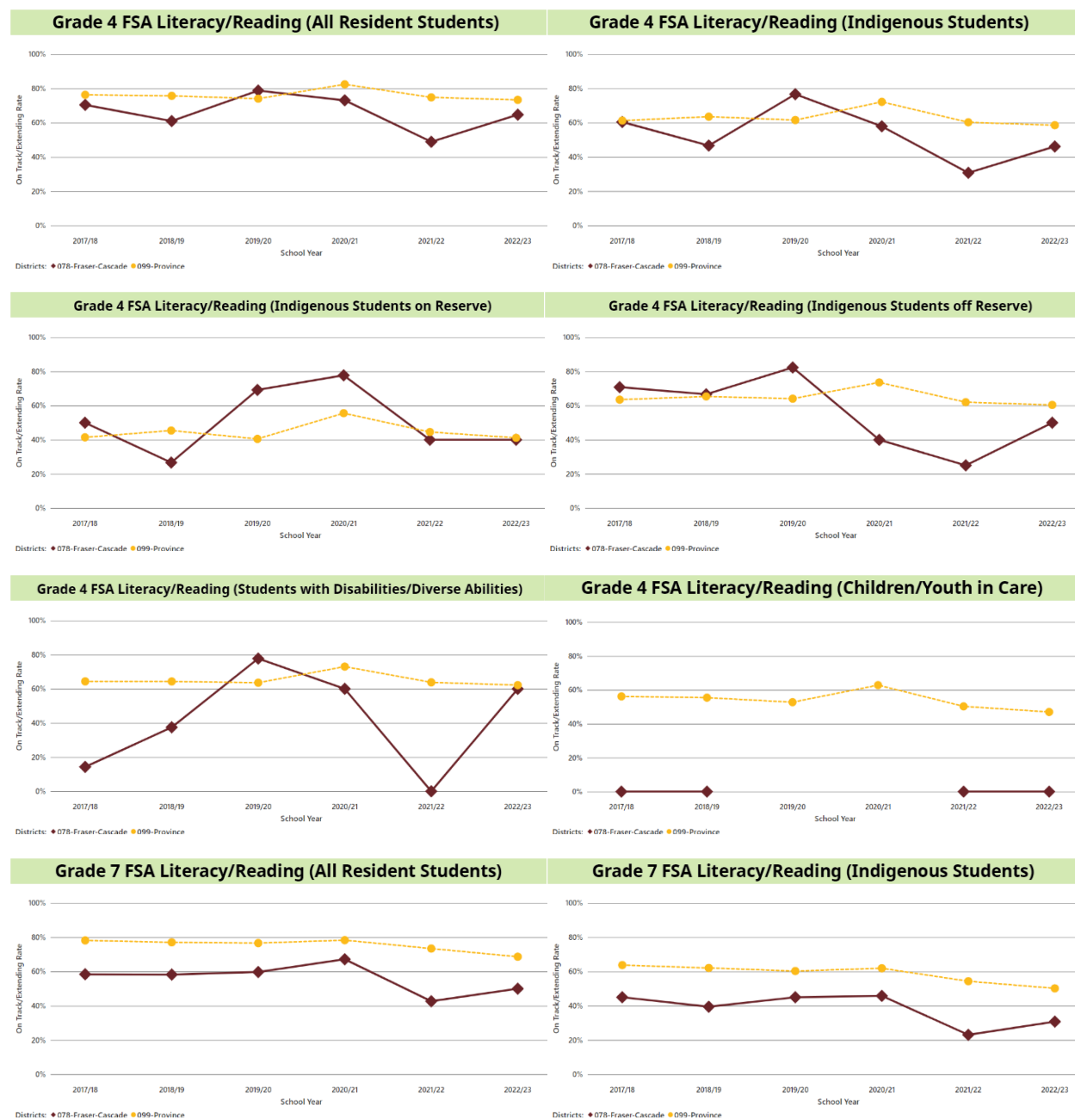
Section A: Reflecting Back

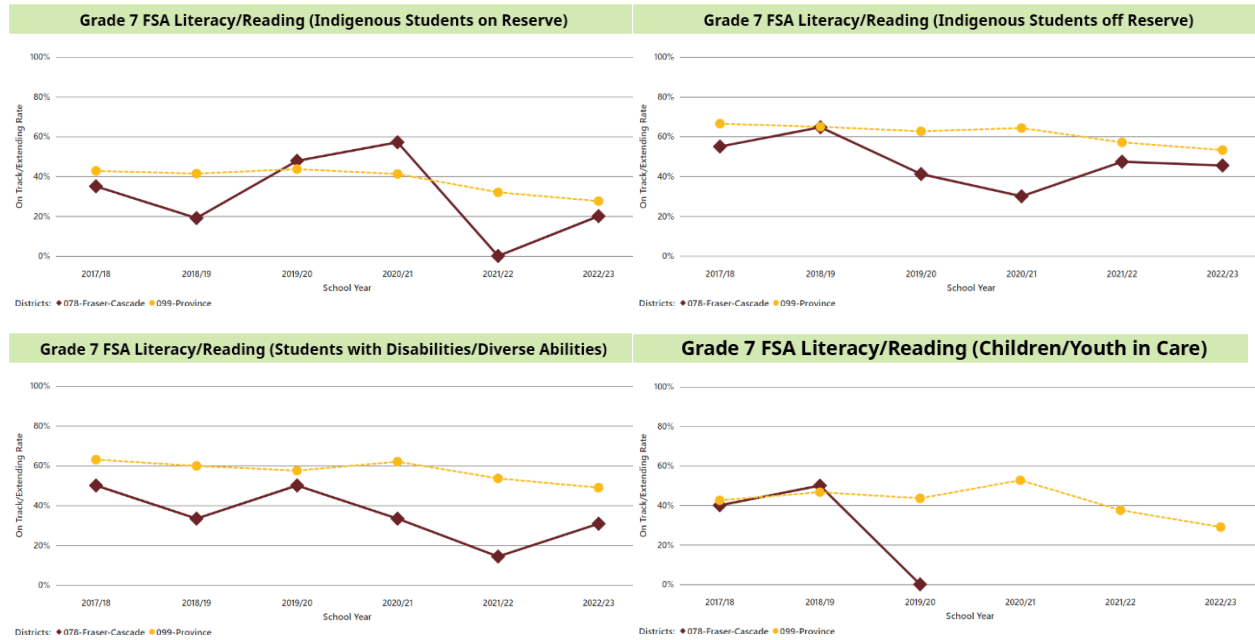
2022-23 Student Learning Outcomes

Intellectual Development

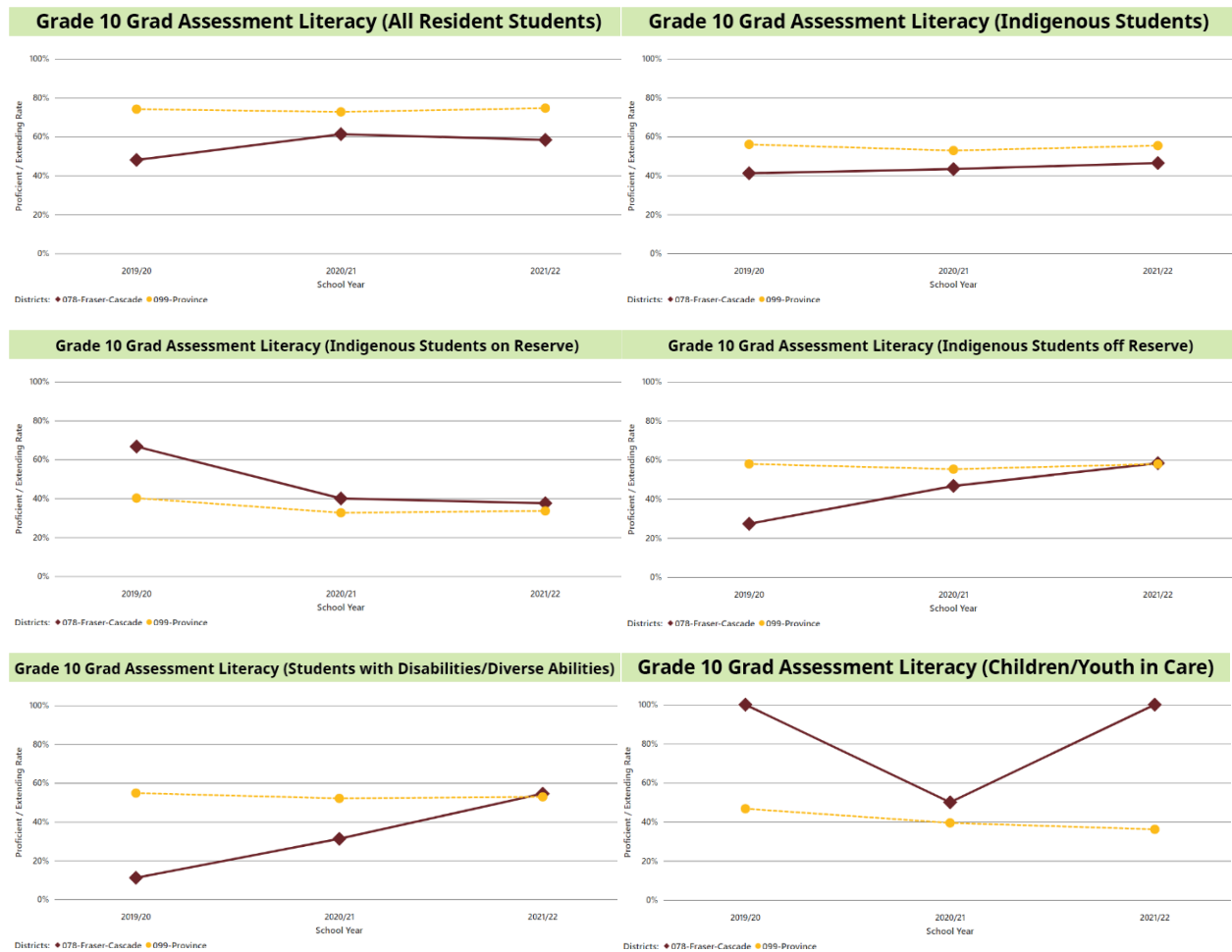
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations





Measure 1.2: Grade 10 Literacy Expectations



Relevant Additional/Local Data and Evidence - K-3 Fraser-Cascade District Data

Performance Indicators (Spring Proficient/Extending)	Performance Categories	Target %	Base line %	2014/15	15/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Kindergarten	Letter Recognition	98	89	84	88	80	93	89	51	73	82	86
	Letter Sound	95	89	81	87	88	86	74	66	68	74	80
	High Freq. Words											
Grade One	Letter Recognition	100	99	96	94	83	95	94	77	84	89	88
	Letter Sound	100	98	96	93	88	95	95	83	82	88	87
	High Freq. Words	95	88	88	79	81	82	80	65	68	61	60
	Running Records	85	83	78	66	62	69	66	52	64	49	41
Grade 2	Running Records	90	83	79	77	76	69	85	N/A	67	33	57
	SWW**	95	86	77	80	76	75	88	35	21	26	38
Grade 3	Running Records	95	67					67	N/A	N/A	N/A	58
	SWW**	95	50					50	N/A	54	61	41
	SNAP*	95	58					58	N/A	66	64	47
Report Card Mark (K-3)	Reading	95	90	87	83	85	79	85	56	59	54	44
	Writing	95	92	89	86	85	76	85	56	59	54	44
	Numeracy	95	95	95	93	92	86	93	70	70	74	56

* Student Numeracy Assessment
 ** School Wide Write
 Note the vertical line. This signifies data before COVID and data after.
 The colours allow you to follow the progress of a cohort.

Analysis and Interpretation: What Does this Mean?

We were surprised to see stable results in letter recognition for K and Grade 1 students. A notable drop occurred in reading levels for Grades 1-3 students. Lost instructional time and lower attendance rates would have been mitigating factors in these results.

Analysis: Overall, the results demonstrate that Fraser-Cascade students scored lower than the provincial average in Grade 4 and Grade 7 Reading. Status on-reserve students versus off-reserve students were lower than the provincial average, but it should be noted that the participation levels are lower than the provincial average. Overall, Indigenous students appear to score lower than the provincial average. Students with disabilities or diverse abilities generally score lower in reading in both the Grade 4 and the Grade 7 cohort, however Grade 4's achieved the provincial average last year.

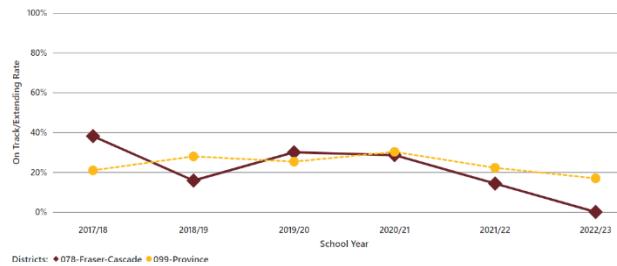
Analysis: Grade 10 students have improved overall in the Grade 10 Literacy Exam, improving from 42% scoring "proficient or extending" in 2019/2020 to nearly 65% in 2020/2021. The overall result continues to improve but drop slightly for Indigenous on-reserve students. Indigenous students score close to the provincial average, while students with disabilities or diverse abilities have shown steady improvement in the past three years. It should be noted that the FSA participation rates have been dropping steadily over the past five years so making conclusions about the trends are difficult.

Educational Outcome 2: Numeracy

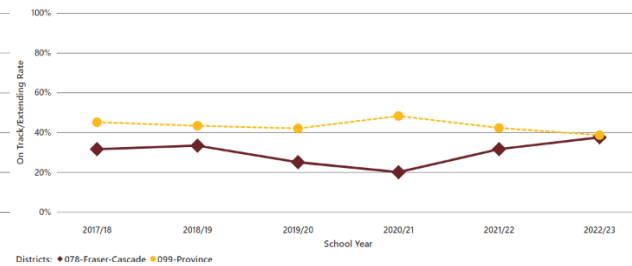
Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations



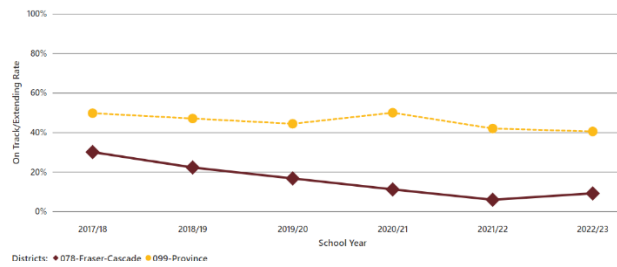
Grade 7 FSA Numeracy (Indigenous Students on Reserve)



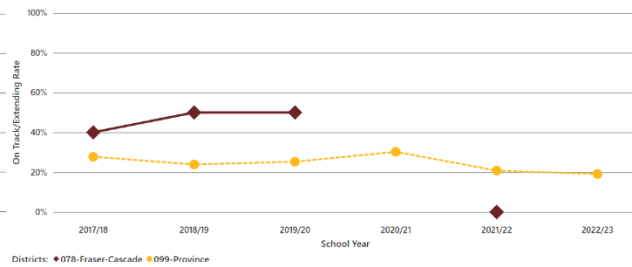
Grade 7 FSA Numeracy (Indigenous Students off Reserve)



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

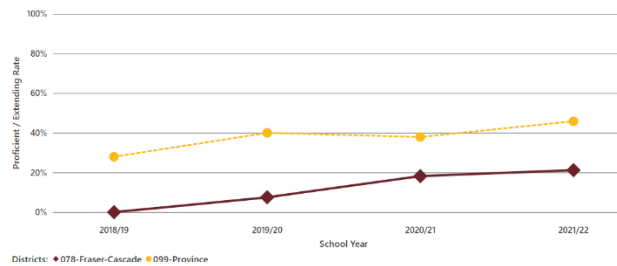


Grade 7 FSA Numeracy (Children/Youth in Care)

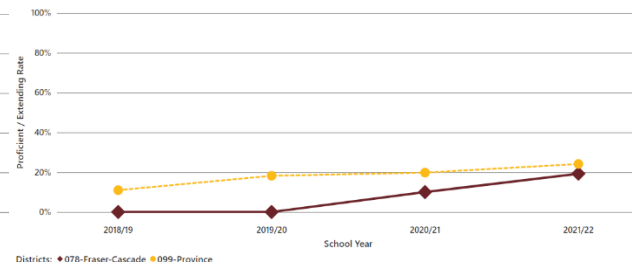


Measure 2.2: Grade 10 Numeracy Expectations

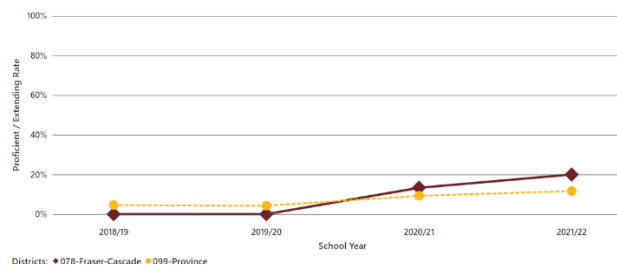
Grade 10 Grad Assessment Numeracy (All Resident Students)



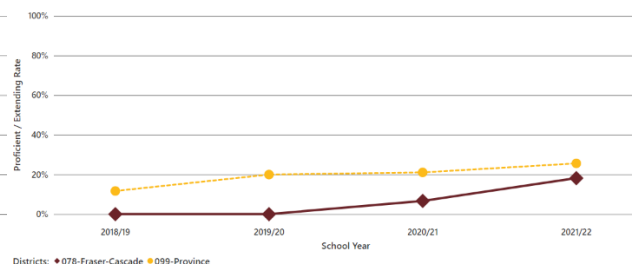
Grade 10 Grad Assessment Numeracy (Indigenous Students)



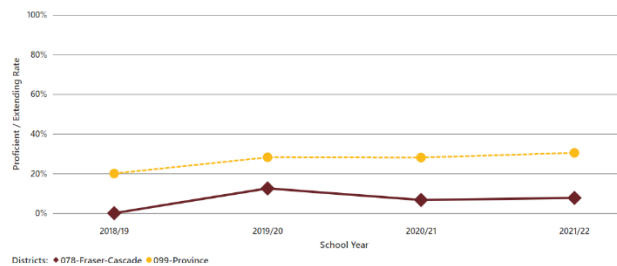
Grade 10 Grad Assessment Numeracy (Indigenous Students on Reserve)



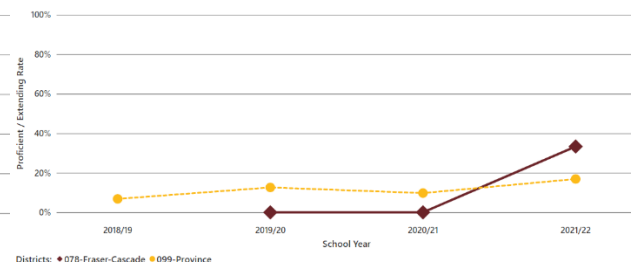
Grade 10 Grad Assessment Numeracy (Indigenous Students off Reserve)



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



Grade 10 Grad Assessment Numeracy (Children/Youth in Care)



Relevant Additional/Local Data and Evidence

District Student Numeracy Assessment Practice (SNAP) Data



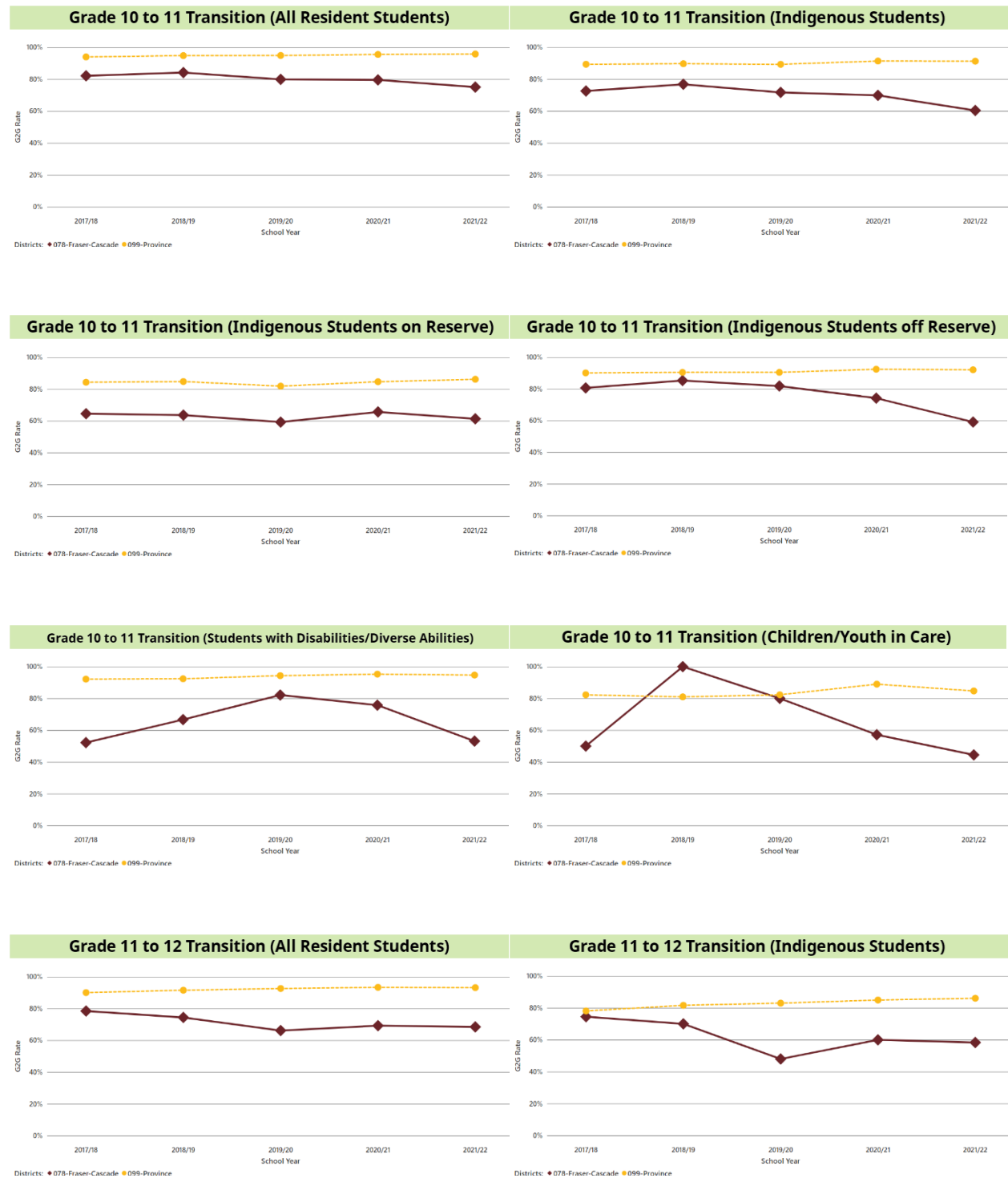
Analysis and Interpretation: What Does this Mean?

Students scored well below the portion of FSA writers “On Track” or “Extending” in Grade 4 and Grade 7 Numeracy. Indigenous students in Grade 4 did not have a statistically significant cohort who took the test over the past two years. There continues to be a positive trend of status off-reserve and status on-reserve doing similar to the provincial average for Indigenous students, however the participation rates for on and off-reserve students continues to be low. Students with disabilities and diverse abilities continue to score lower on these assessments.

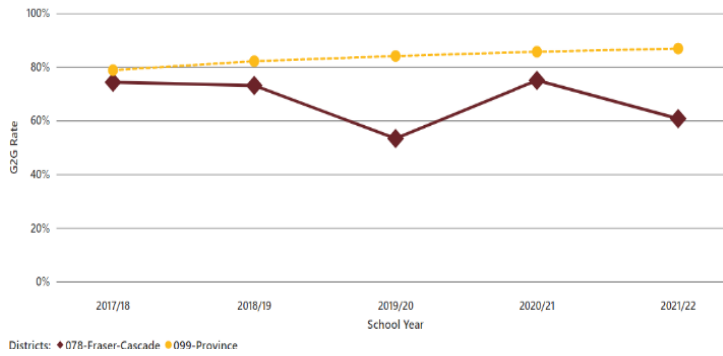
Students in the Grade 10 cohort scored lower than the provincial average for those achieving “proficient” or “extending”, however there was nearly a 15% improvement over the past two years and the results are steadily improving. Indigenous students were also below the provincial average, but on-reserve Indigenous students were above the provincial average.

The District SNAP data indicates that over 40% of students in Grades 2-4 are not yet meeting or minimally meeting expectations on the assessment. In Grades 6-8 this number increases to over 50% of students minimally or not yet meeting. The district is working to create a strong numeracy intervention plan for the next phase of the improvement plan. We will also disaggregate the SNAP data to match the cohorts as in the FSA in future years.

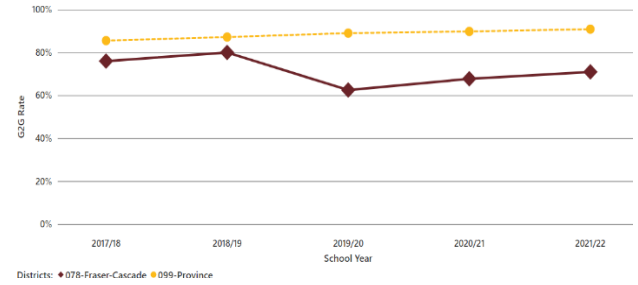
Measure 2.3: Grade-to-Grade Transitions



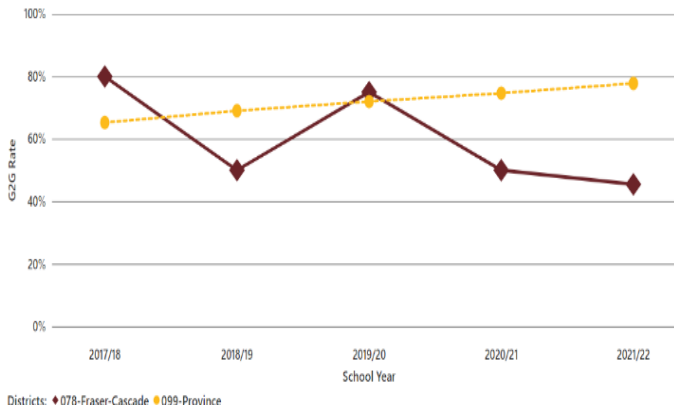
Grade 11 to 12 Transition (Indigenous Students on Reserve)



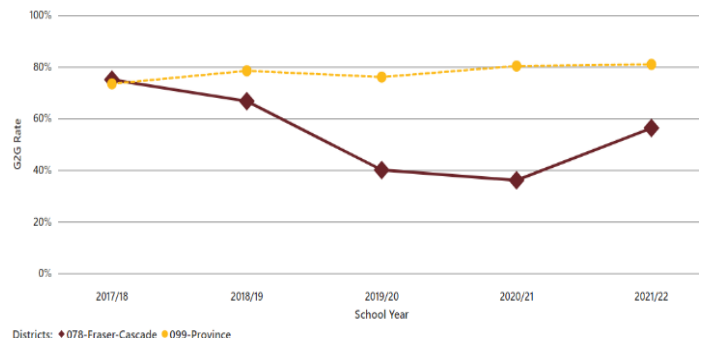
Grade 11 to 12 Transition (Indigenous Students off Reserve)



Grade 11 to 12 Transition (Children/Youth in Care)



Grade 11 to 12 Transition (Students with Disabilities/Diverse Abilities)



Relevant Additional/Local Data and Evidence

APPENDIX C - OBJECTIVES, MEASUREMENTS AND ACTIONS (GOAL 3-TRANSITIONS)

Grade 10-12 Indicators:

Performance Indicators	Performance Categories	Target %	Baseline %	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
English 12	Pass or Better	95%	95	94	99	97	99	95	92	89	86	90	80	84
Com. 12	Pass or Better	95%	95	100	100	96	97	100	91	85	85	81	86	60
English 10	Pass or Better	95%	90	89	92	95	97	89	83	90	89	91	80	79
Math 10 (A/W)	Pass or Better	95%	90	76	79	76	91	81	68	86	82	79	81	85
Science 10	Pass or Better	90%	85	81	83	84	89	83	80	81	79	72	77	73
SS 11	Pass or Better	95%	90	93	96	93	95	92	98	97	80	79	88	81
Math 12	Pass or Better	95%	90	88	89	89	89	87	95	94	84	80	99	85
Dogwood completion rate	Progression over 6 years	75%	70	75.5	74.3	68.7	69.1	63.7	74.4	75	80.6	72	77	
Report Card Marks (Gr.8-11) Lang Arts	Pass or better	95	85	88	88	91	87	90	90	86	76	74	76	75
Report Card Marks (Gr.8-11) Math	Pass or better	95	85	78	78	77	81	86	92	81	75	76	79	75
*Dogwood completion rate - Special Education	% of Gr 12 students or #s, or fractions e.g. 3/6	75%	60%	N/A	4/13	3/4	5/6	7/11	6/13	7/19			56	
School Completion (Evergreen)	# of Gr 12 students		N/A	4	7	9	1	3	3	1				
IEP Goal Attainment/Evergreen (Grade 12)	IEP Goals (#s)	100%	100	100	100	100	100	100	100	100				
Provincial Scholarships	Graduates Awarded (reported as a number)	8	10	8	8	8	8	8	8	8				

*New category

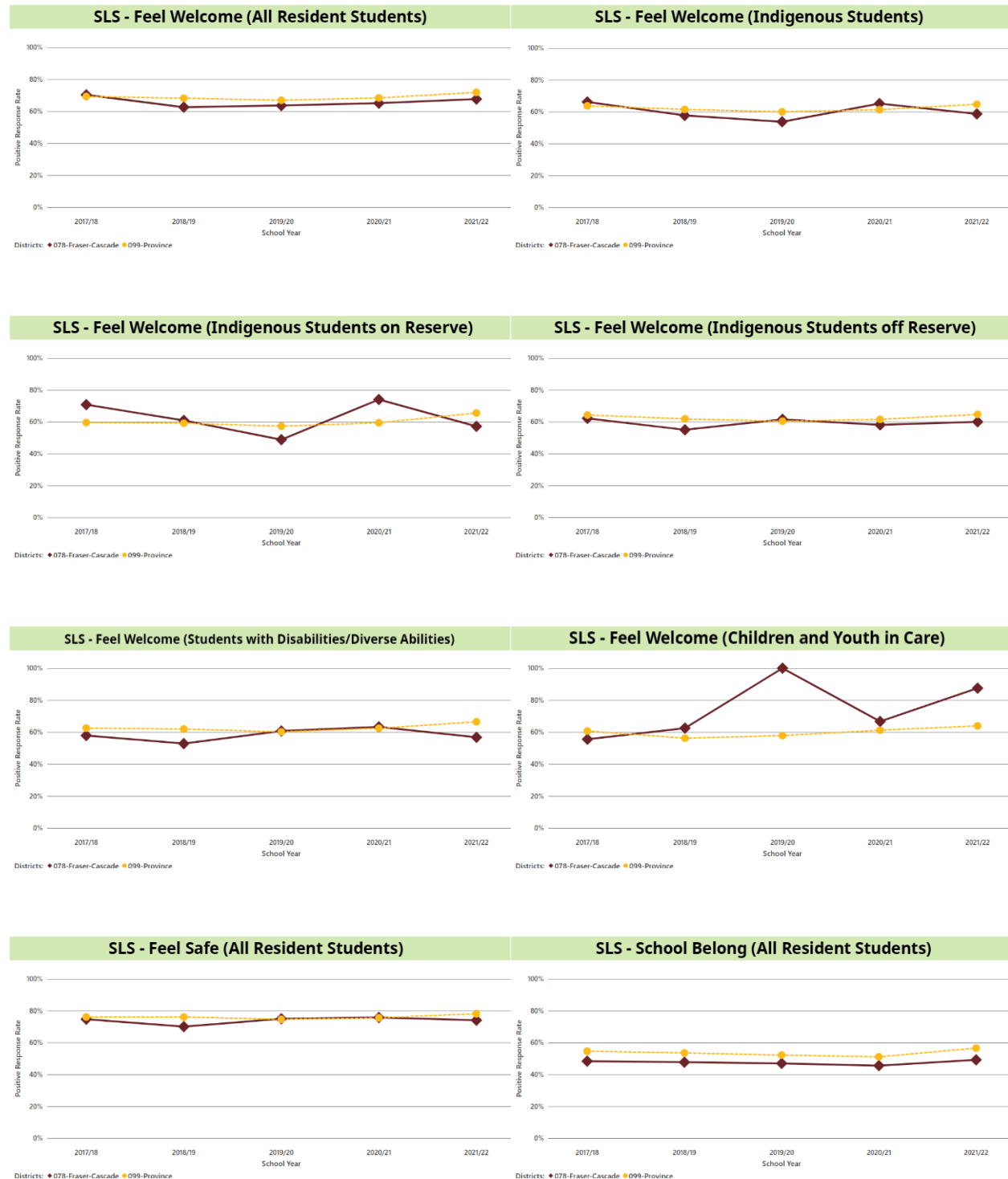
Analysis and Interpretation: What Does this Mean?

There was a notable drop in transition rates for Grade 10 to Grade 11 students over the past three years, however there appears to be an upward trend for students transitioning from Grade 11 to 12. Graduation rates for Indigenous students appears to be on an upward trend over the past few years as well. The increasing positive trends in social development may result in improved transition rates over the next few years. Students with disabilities and diverse abilities has improved over the past three years for Grades 11 to 12, but they have decreased from Grades 10 to 11. Transition rates for youth in care have been dropping over the past three years. The school subject related data is showing a decrease in the number of students successfully completing with a pass or better in all subject areas, with the exception of Math 10. It is noteworthy that the reduction in attendance rates over the past three years have correlated with overall lower transition rates in Grade 8-10 subjects.

Human and Social Development

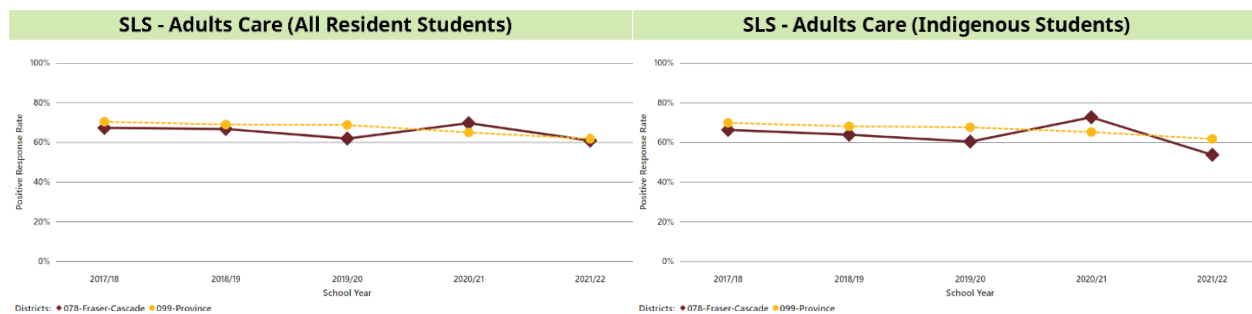
Educational Outcome 3: Students Feel Welcome, Safe, and Connected

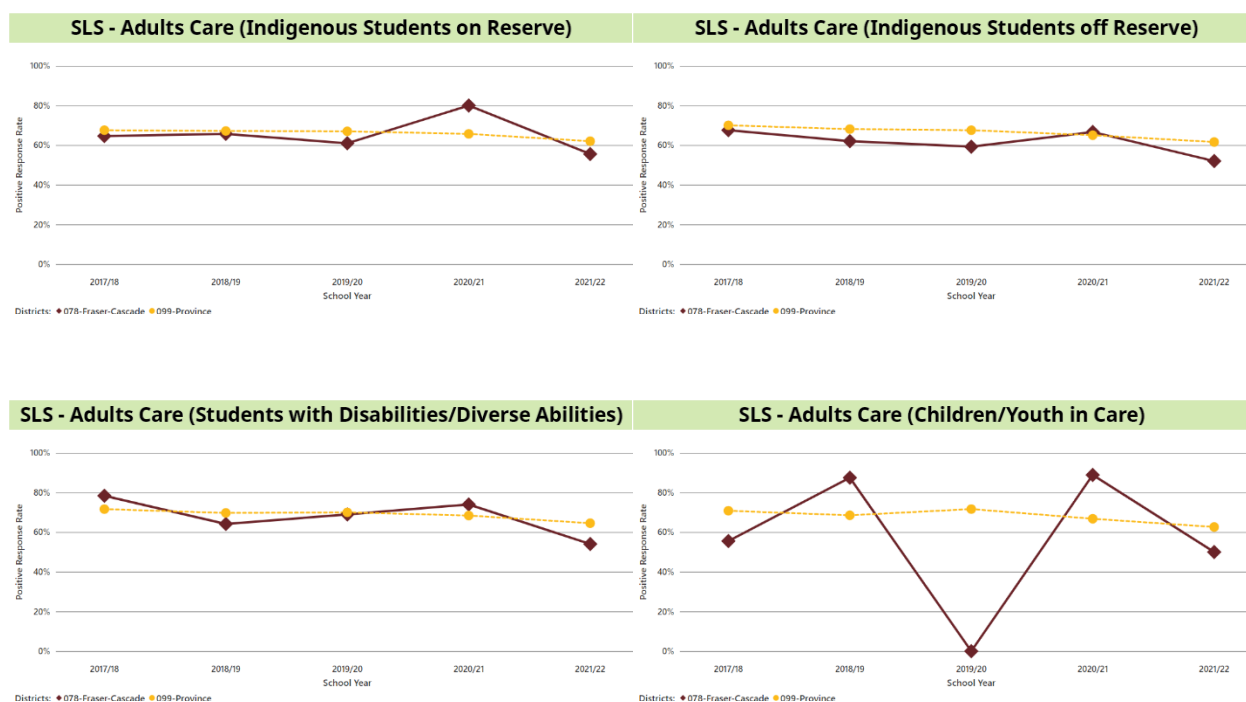
Measure 3.1: Student Sense of Belonging





Measure 3.2: Two or More Adults who Care About Them





Relevant Additional/Local Data and Evidence

Indigenous Support Worker Contacts for 2022-2023

A very important part of our Indigenous Education department is our Indigenous Support Workers (ISWs). They're on the front line, keeping in contact with our students and liaising between families, local Indigenous communities, school staff, and outside agencies. The following table shows the number of contacts made by our ISWs throughout the year. For academic and emotional support and social contacts, each student contacted has been counted only once per month in each applicable category no matter how many times the Support Worker contacted the student during the month or how much time they spent working with that student, which is often considerable.

Month	Parent Contacts	School Meetings	Community Contacts	Academic Support	Emotional Support	Social Contacts	Total Contacts
September	94	14	49	353	193	244	947
October	45	30	16	279	97	423	890
November	87	18	81	280	153	434	1,053
December	86	10	23	249	98	391	857
January	63	18	25	358	128	523	1,115
February	316	23	37	345	225	570	1,516
March	170	14	16	335	158	515	1,208
April	47	25	61	349	216	516	1,214
May	99	18	63	314	141	462	1,097
June	99	16	198	292	106	511	1,222
	1,106	186	569	3,154	1,515	4,589	11,119

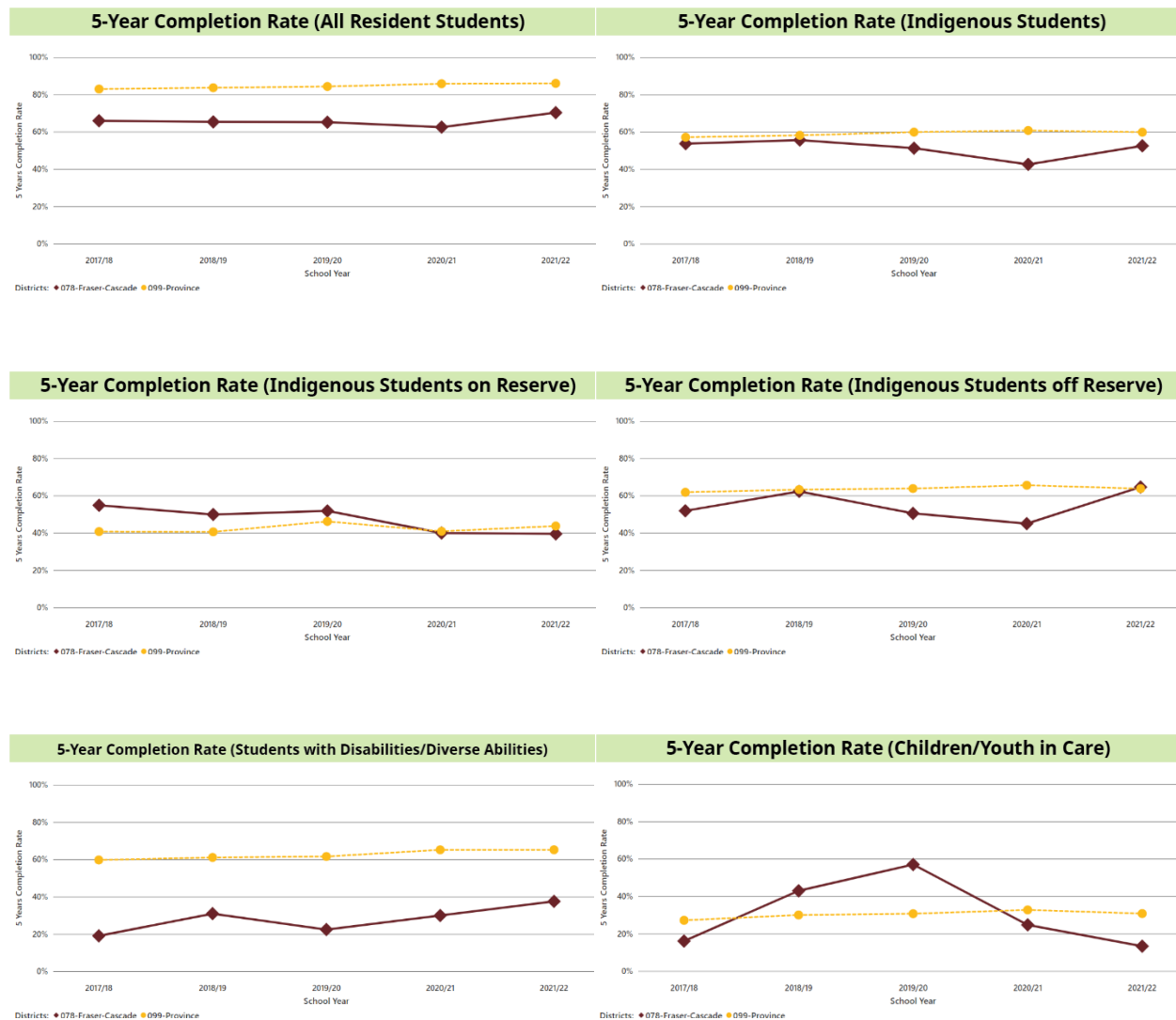
Analysis and Interpretation: What Does this Mean?

Analysis: Overall, the students who feel welcome, safe and connected are at the provincial average or slightly below. It is noteworthy that Indigenous students scored lower this year in this area than the provincial average for feeling welcome at school, while they scored higher than the average last year. Students with disabilities and diverse abilities were at the provincial average in both indicators. Students with disabilities and diverse abilities score slightly lower on all socio emotional indicators while children in care score a little higher. In previous working groups with students, the anecdotal evidence indicated that the majority of students feel safe, valued and connected at school. We continue to search for ways that students can feel safe and connected at school through increased mental health supports (increased clinical counsellors) as well as the addition of an Integrated Child and Youth Team (ICY) in our district.

Career Development

Educational Outcome 4: Students will Graduate

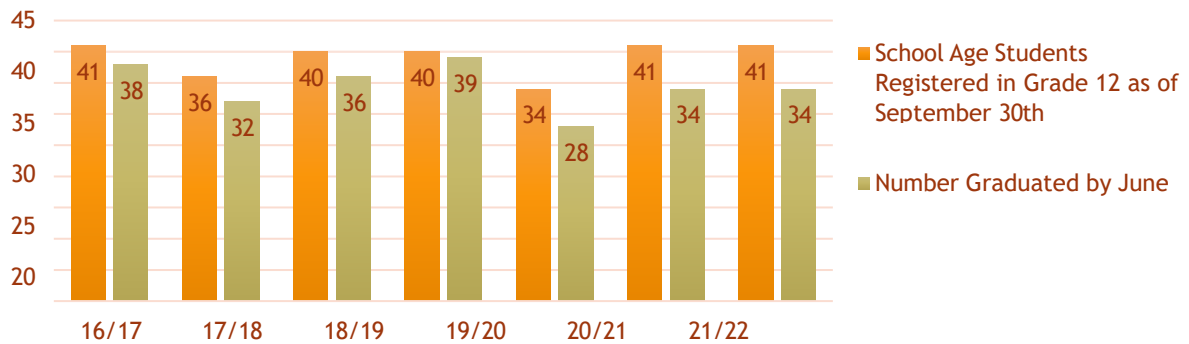
Measure 4.1: Achieved Dogwood Within 5 Years



Indigenous Graduates

Of these 34 students, 31 graduated with a Dogwood diploma, and there were three Evergreen graduates this year. We started the year with 41 graduates and had some students stop attending school or move away. We gained a new grad partway through the year and we also had two Grade 11 students graduate a year early! Of the 41 school-age students who registered in Grade 12 before the September 30th deadline, five did not graduate.

School-Age Students Who Registered by September 30th and Graduated by June 30th



Our Indigenous grads all received the gift of an embroidered blanket from the Indigenous Education Council as well as a graduation certificate from the District Principal of Indigenous Education.



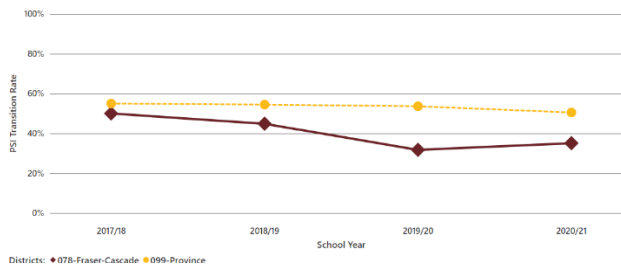
Analysis and Interpretation: What Does this Mean?

The 5-year completion rate has steadily improved for Fraser-Cascade students over the past five years, however the results are still below the provincial averages for all students, Indigenous students and students with disabilities and diverse abilities. Generally, there is an upward trend in all areas and the gap between Indigenous and non-Indigenous students and students with and without diverse abilities is narrowing. These are good equity trends over the past five years.

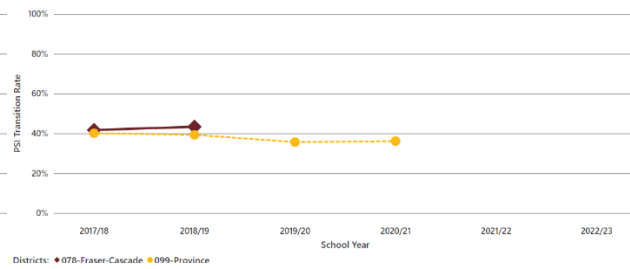
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Transitioning to Post-Secondary

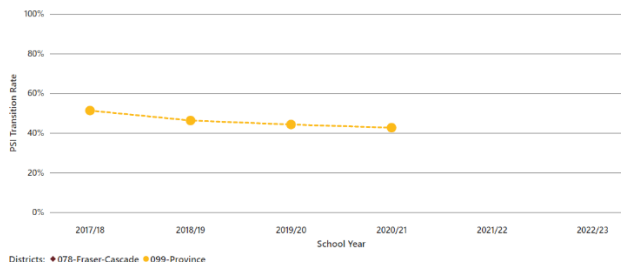
Post Secondary Transition - Immediate (All Resident Students)



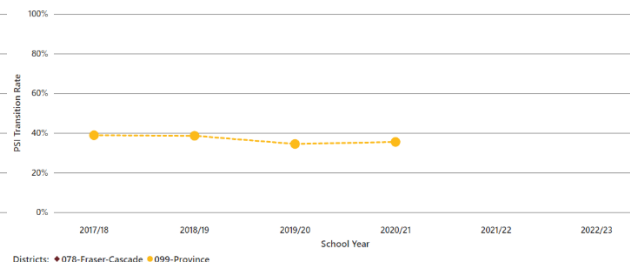
Post Secondary Transition - Immediate (Indigenous Students)



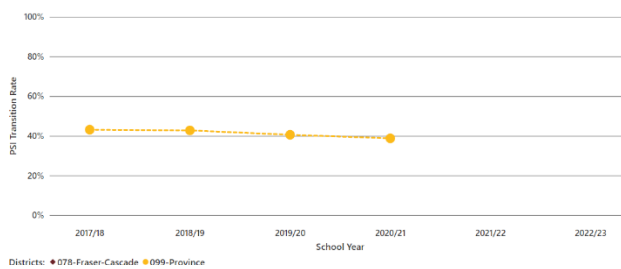
Post Secondary Transition - Immediate (Indigenous Students on Reserve)



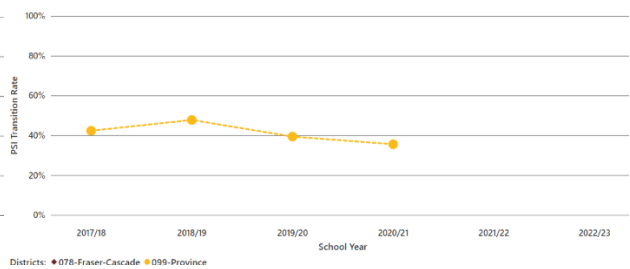
Post Secondary Transition - Immediate (Indigenous Students off Reserve)



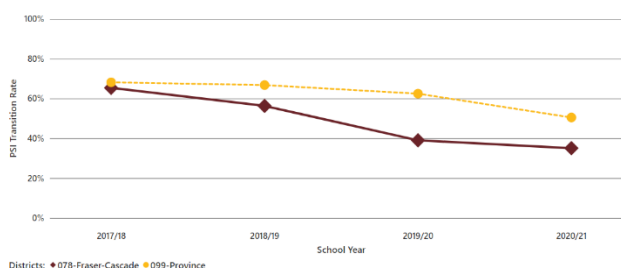
Post Secondary Transition - Immediate (Students with Disabilities/Diverse Abilities)



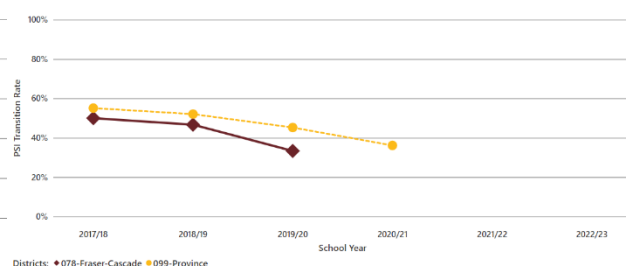
Post Secondary Transition - Immediate (Children/Youth in Care)



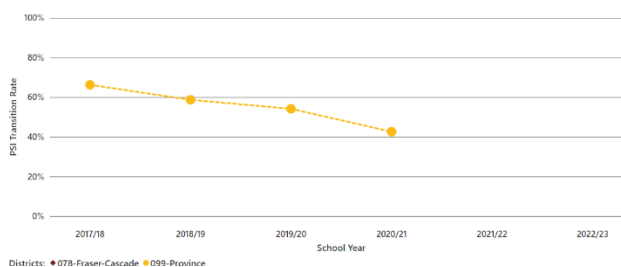
Post Secondary Transition - 3-Year (All Resident Students)



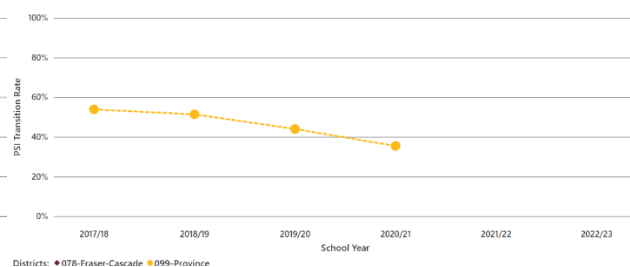
Post Secondary Transition - 3-Year (Indigenous Students)

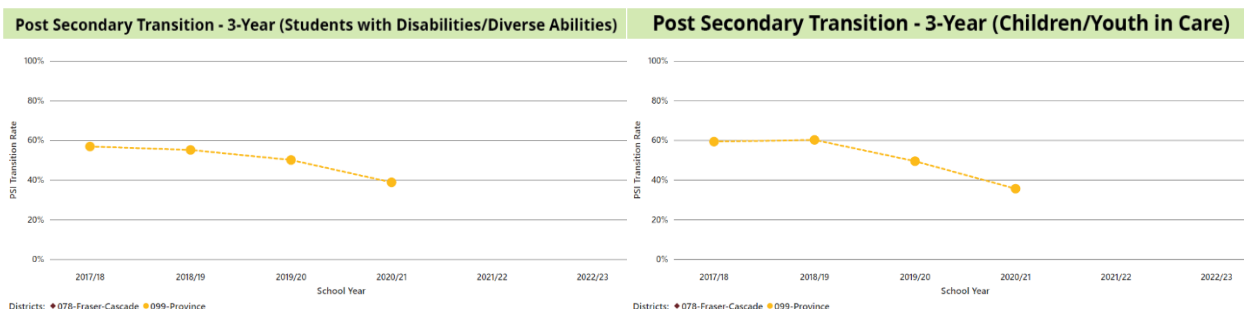


Post Secondary Transition - 3-Year (Indigenous Students on Reserve)



Post Secondary Transition - 3-Year (Indigenous Students off Reserve)





Relevant Additional/Local Data and Evidence

Career Education Data - Career Train and Trades Survey 2021/2022

Survey Results

Graduation Program Student Survey – Career Education – 198 Respondents

- What school do you currently attend?**

Agassiz Elementary Secondary	103
Boston Bar Elementary Secondary	6
Hope Secondary	82
Two Rivers Education Centre	7
- What is your current grade?**

Grade 10	57
Grade 11	81
Grade 12	60
- What are your future plans after graduation?**

Work	69
Travel	37
Trade School	21
University	96
Undecided	43
- When you finish high school, would you like to live/work in your hometown?**

Yes	73
No	125
- Have you participated in any of the following programs while attending school?**

	Yes	No
ADST or Trades and Technology Courses	42.4%	57.6%
Work Experience	38.9%	61.1%
Youth Work in Trades	13.1%	86.9%
Youth Train in Trades	6.6%	93.4%
Career Fairs	58.1%	41.9%
Post-Secondary Nights	8.1%	91.9%
Non-ITA Post-Secondary Options	3.5%	96.5%
My Blueprint	78.3%	21.7%
Trips to Post-Secondary Institutions	51%	49%
- Career Life Connections and Career Life Education have helped give you direction and clarity for your future career path.**

Yes	88
No	110
- I am aware of the requirements for my future career path.**

Yes	152
No	46

8. Do you believe that school has adequately prepared you for your future endeavors?

Yes	29
No	67
Maybe	102

Deeper Dive into Student Data

There were 43 students who responded “Undecided” with their future graduation plans. The grade level breakdown is listed below.

Students who are “Undecided” regarding their future plans.

Grade 10	16
Grade 11	19
Grade 12	8

Below is a breakdown of student grade levels for those students who had answered “No” to believing that school had adequately prepared them for their future endeavors.

School did not prepare me for my future endeavors.

Grade 10	22
Grade 11	28
Grade 12	17

It should be noted that only 1 respondent, who answered “No,” attends Two Rivers Education Centre.

Number of students currently in the programs

SD78 currently has 423 students in 55 programs using 13 Trades, 8 Schools, 6 Providers & 27 Employers.

School (# of students)

- Agassiz Centre for Education (3)
- Agassiz Elem-Secondary School (126)
- Boston Bar Elem-Secondary School (28)
- Coquihalla Elementary School (6)
- Hope Secondary School (231)
- Kent Elementary School (24)
- SD33 Chilliwack (6)
- Two Rivers Education Centre (7)

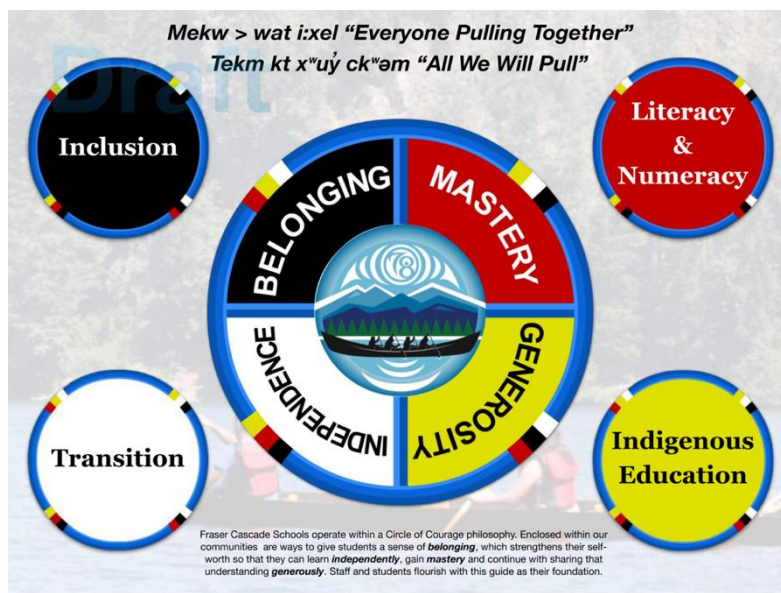
Analysis and Interpretation: What Does this Mean?

Train and Trades data indicates that students value the district trades programs, but more work needs to be done on promoting trades as viable options for students, and increased exposure to trades at the elementary levels should be explored. The number of Indigenous students transferring to post-secondary school is dropping, and the reasons behind this trend needs to be explored.

Section B: Moving Forward

Planning and Adjusting for Continuous Improvement

Current Strategic Plan Priorities



District Goals	Percentage of Schools addressing this goal area
Literacy	100%
Indigenous Education and Student Achievement	100%
Transitions	100% (secondary schools)

Connect to the complete plan below

SD78 Board of Education Strategic Plan – Revised Fall 2022

Celebrating our Successes for the Past Year

Literacy- Goal 1

Many successes occurred as a result of the district’s early literacy initiative, including but not limited to:

- The progressive development of Early Literacy Interventionists in Coquihalla, Kent and Agassiz Elementary Schools.
- The development of a District Wide Literacy Team through the leadership of the Vice Principal of Early Learning
- The ongoing development of a District Wide Literacy Plan which involves alignment of instructional delivery, resources and assessment.
- Joint partnership with local First Nations such as Early Literacy Program at Kent Elementary described below:

The school's Inclusive Education Team met to create a plan to support our students that are transitioning between late primary and early intermediate grades. The students were identified as moving through the system but normally missing the skills acquired in our early primary programs due to Covid and a cautious return to school. The school worked with the District Inclusive Education Team to develop a program to support students with the goal of creating a safe learning environment. The program started with an early morning with a soft start and breakfast along with literacy intervention from the Early Literacy Teacher, Librarian and both Inclusive Ed Teachers. The program has now shifted to afternoons.

District Initiatives to Improve Literacy

Literacy Dinners

We ran three literacy dinners throughout the year, focusing on revamping assessments and discussing with teachers where they would like to see our literacy funds used for the year. We had 30 teachers show up regularly, with our first dinner having over 40 participants. Teachers decided they wanted to make assessments more relevant to their current practice. As a result, they decided on a Phonological Assessment (based on Heggerty), a Phonic Assessment (Core Phonics) and Fountas and Pinnell as well as the letter knowledge assessment they already do. Teachers chose to add these assessments, saying that these formative assessments three times a year will help inform how they are supporting students.

Rotating Libraries

At the literacy dinners, teachers also discussed how to spend \$10,000 in our district to support literacy. Many teachers spoke about needing more early reader texts in their classes to engage students. To stretch our money, teachers decided on rotating libraries. Now, every primary teacher has access to a box of early readers that connect directly to the teaching (scope & sequence) in class. These libraries of about 30 books each rotate every two months, allowing students to have a fresh set of books. This is particularly important for the engagement of students struggling with their reading progress.

After School In-Services

Last year we offered in-services after school on how to do assessments and the Heggerty Program we have in our district.

Programs Introduced

Last year the teachers expressed great interest in the Heggerty phonological program. By teaching with a program, teachers are more likely to use it daily in a planned way and follow a scope and sequence to ensure they cover all essential aspects of phonological awareness. We used our literacy funds to ensure teachers had access to this program and any professional development they needed.

Teachers have also welcomed programs into their classrooms for small-group reading instruction. Our teachers are using University of Florida Literacy Institute, a program that only costs \$100/class for the core, and the University of Florida has put the rest online for free. This program is showing a lot of progress, and more importantly, it is getting teachers talking about strategies for what is working and what isn't.

In addition, many teachers continue to use Read Well as a systematic program to ensure essential reading steps are being taught.

Data from Literacy group at Kent: PM=PM Benchmarks, T1 = Term 1,

Student ID	Current Grade	PM T1	PM T2	Levels moved	Days Absent 2022/2023
1	3	2	6	4	23.30097087
2	3	16	18	2	8.737864078
3	3	26	26	0	12.62135922
4	2	18	21	3	10.67961165
5	4	4	21	17	29.12621359
6	2	17	20	3	16.01941748
7	3	21	22	1	29.12621359
8	3	1		0	56.31067961
9	3	8	23	15	9.708737864
10	3	3	11	8	44.66019417
11	4	4	7	3	21.3592233
12	2	13	18	5	19.41747573
13	2	10	18	8	8.737864078
14	5	19	21	2	25.24271845
15	5	8	10	2	32.03883495
16	5	27	29	2	4.854368932
17	5	18	19	1	43.68932039

	Number of days absent	levels moved
If student was below grade level, how many levels did they move?	>45	0
	25 - 45	5.583
	10 - 25	6.1
	<10	8.3

You will notice that the frequency of student attendance in school directly relates to how successful they were in our Literacy Group.

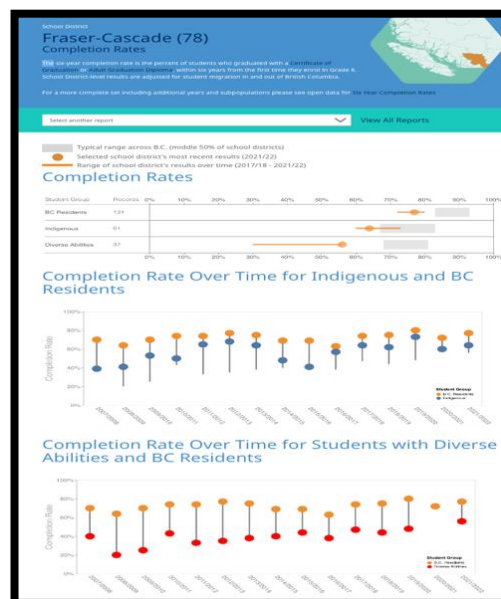
Indigenous Education - Goal 2

One of the ways we measure Indigenous student success in Goal 2 of the District Growth Plan, is by keeping track of how many classes our students miss and whether or not consistent absences affect their grades.

- Since 2020/2021 the number of off-reserve Indigenous students and non-Indigenous students, missing 2 days or less has decreased with fewer students having near-perfect attendance. There was a 100% increase in on-reserve students with near-perfect attendance. This can most likely be attributed to the trend of students not attending that began during COVID school closures.
- The number of on-reserve and off-reserve Indigenous students, and non-Indigenous students missing 2 to 5.5 days has also seen a decrease since 2020/2021. With a higher number of all students missing 25 to over 100 days of school, this drop is expected.
- Again, there are fewer on-reserve, off-reserve, and non-Indigenous students missing 6 to 10.5 days since 2020/2021. This reflects the higher number of students who are missing more than 25 days of school because of attendance issues that started during the COVID-19 pandemic.
- The number of on-reserve students missing 11 to 25.5 days showed a slight increase from 21% in 2020/2021 to 25% this year. Off-reserve students and non-Indigenous students missing 11 to 25.5 days show a large increase of 13% and 12%, respectively, since 2020/2021.
- The number of on-reserve, and non-Indigenous students missing 26 to 50 days increased again since last year and there was a 1% decrease of off-reserve students missing 26 to 50 days. The high number of absences recorded throughout the year could be due to student anxiety about missed work and the continuing trend of students not attending regularly. The IEC and school district are working to encourage students to return to school on a more regular basis but despite these interventions, we still have a large number of students who missed over 50 days of school compared to 2020/2021.
- The average number of on-reserve students who missed over 50 days of school this year saw a decrease to 32% after last year's record high of 38%. In 2020/2021 the number of on-reserve students missing more than 50 days was 24%. This year the number of off-reserve students missing over 50 days increased again from 15% in 2020/2021, to 19% in 2021/2022, to 24% for 2022/2023. This increase is despite the district appointing district principals to help facilitate the return of students not regularly attending. Non-Indigenous students missing more than 50 days held steady at 10% for the second year in a row.

Transitions - Goal 3:

General increase in completion rates for all students, Indigenous students with diverse needs over the past five years



Existing and/or Emerging Areas for Growth

DISTRICT GROWTH PLAN 2021-2024

Process: Three goals have been identified as pertinent for the improvement of student achievement in the Fraser-Cascade School District. These goals were identified through the following processes:

- a) The School Principal/Indigenous Education Representative, District Principal of Indigenous Education, District Vice Principal of Inclusive Education, Secretary Treasurer, Assistant Superintendent and the Superintendent revised the 2022/2023 document to reflect current priorities and resource allocations as determined throughout the year by partner groups in various forums including four Strategic Plan Meetings;
- b) Goals and data were reviewed at DPAC meetings, IEC meetings, PVP meetings and Education Committee meetings starting in the fall of 2022 and throughout the year;
- c) A comprehensive review of Goal 2 on Indigenous and Metis learners was undertaken through the goal setting process. It is noteworthy that the Fraser-Cascade Board of Education in consultation with the IEC determined that a stand-alone Enhancement Agreement would be replaced by an Indigenous Goal that was central to the Board's goal setting process; and
- d) An updated goal that focused on competency-based assessment was new for the 2022-2023 District Growth Plan.

This District Growth Plan will be reviewed and updated by the Indigenous Education Council (IEC) and at future Education Committee and PVP meetings to maintain currency and to review the implementation of actions and results.

DISTRICT GOALS FOR 2021-2024

Overarching Goal

To Foster a Culture of Inclusiveness for all Learners (K to 12)

Objectives:

- A. To minimize barriers for all K to 12 learners (physical, social and curricular)
- B. To increase the social-emotional well-being of intermediate students
- C. To continually review and refine student IEPs and plans for student success

Goal 1 Literacy

To improve literacy and numeracy skills for all K-9 students

Objectives:

- 1.1 To ensure that student literacy targets for K-3 students are met within 5 years and maintained beyond that time
- 1.2 To ensure that student literacy targets for Grades 4 – 9 students are met within 5 years and maintained

Objectives:

- 1.1 To ensure that student literacy targets for K-3 students are met within 5 years and maintained beyond that time (See graph page 2)
- 1.2 To ensure that student literacy targets for Grades 4 – 9 students are met within 5 years and maintained (See graph page 3)

Measurements:

- 1.1
 - (a) To have 90% of Fraser-Cascade students meet their early literacy reading levels in Grades 1-3 in PM Benchmarks assessments.
 - (b) To ensure that 90% of Fraser-Cascade K-3 students are achieving at or beyond grade level in the Derait Literacy Assessment.
 - (c) To ensure that 90% of K-3 students are meeting expectations in reading.
 - (d) To ensure that 90% of K-3 students are meeting or exceeding expectations in writing.

1.2

(a) To have 80% of Grade 4 and 7 Fraser-Cascade students meet or exceed expectations in reading on the Foundations Skills Assessment.

(b) To have 80% of Grade 4 and 7 Fraser-Cascade students meet or exceed expectations in writing on the Foundations Skills Assessment.

(c) To ensure that 80% of Grade 10 students are emerging or proficient on the Provincial Numeracy Assessment.

(d) To ensure that 90% of all students successfully complete English 8-12 classes.

Actions:

1.1 and 1.2

(i) To ensure that all K-3 schools have literacy interventionists that are supporting students below reading level for their specific grades - **Completed**

(ii) To work with the new District Inclusive Education Team to increase intervention strategies for at risk readers in K-9 through school-based teams and district meetings - **Ongoing**

(iii) To have all K-9 staff participate in a new strength-based competency assessment model - **Ongoing**

(iv) To continue with Pro-D strategies to improve early literacy and numeracy interventions - **Ongoing**

(v) To increase student passionate for literacy through culturally sensitive materials that support Indigeneity- **Ongoing**

(vi) To examine and create in-school structures to support literacy intervention - **Ongoing**

Goal 2

**Indigenous
Education**

To enhance our Indigenous students' level of engagement, cultural identity and success in school.

Objectives:

- 2.1 To create specific school and classroom-initiated activities that teach and celebrate local Indigenous ways of knowing, history and culture.
- 2.2 To meet our achievement targets within 3 years for our Indigenous students as indicated in our growth plan.

Objectives:

- 2.1 To create specific school and classroom-initiated activities that teach and celebrate local Indigenous ways of knowing, history and culture.

- 2.2 To meet our achievement targets within 3 years for our Indigenous students as indicated in our growth plan.

Measurements:

2.1

- (a) To have all (100%) of Fraser-Cascade schools introduce the new Locally Developed Indigenous Resources at Staff Meeting by December, 2021 (Fraser-Cascade Content Units) - **Not achieved**
- (b) To have all (100%) Fraser-Cascade ISWs receive specific training on the use and development of the Locally Developed Indigenous Resources during 2-3 monthly Support Worker Meetings - **Ongoing**
- (c) To have all schools preparing an ongoing summative list of school and classroom activities in relation to objective 2.1. **Ongoing**
- (d) To have bi-yearly reports from PVPs about the progress towards objective 2.1 - **Ongoing**
- (e) To engage in Indigenous student focus groups on a quarterly basis - **Ongoing**
- (f) To encourage all schools to recognize the Indigenous territories during announcements, assemblies, meetings and public presentations - **Completed**

2.2

- (a) To increase the number of students meeting expectations in Grades 1, 4 and 7 in reading - **Not Achieved**
- (b) To increase the number of students meeting expectations in Grades 1, 4 and 7 in writing - **Not Achieved**
- (c) To increase the number of students meeting expectations in Grades 1, 4 and 7 in numeracy - **Not Achieved**
- (d) To increase the number of Indigenous students graduating from high school - **Not Achieved**
- (e) To increase the Grade-to-Grade Transition rates for Indigenous Students - **Not Achieved**

Actions:

2.1

- (i) To invite the curriculum Development Team along with their school-based ISWs to present at a staff meeting between **April and December 2024**
- (ii) To develop a scope and sequence of the Locally Developed Indigenous Resources in consultation with the Locally Developed Resource Team - **Ongoing**

(iii) To ensure that the summative list is included in the ISW written report that is presented to the IEC - **Ongoing**

(iv) To continue to develop local Indigenous Curriculum over the next two years - **Completed**

(v) To review the job description of our ISWs with the IEC sub-committee by June of 2023 - **Done**

(vi) To work with administrators and the ISWs to consult a process for ongoing focus groups in their respective schools on a quarterly basis - **Ongoing**

(vii) To encourage the use of the summer Pro-D days to align the locally developed courses with their specific grade levels - **Ongoing**

(viii) To continue partnering with the IEC to support Halq'emeylem and Nlaka'pamux Language programs in the district with local instruction - **Ongoing**

(ix) To continue to plan for the professional development of Indigenous learning during the joint Pro-D Day - **Ongoing**

(x) To provide district coordination for networking between schools and bands through focused collaborative meetings - **Ongoing**

(xi) To increase staffing levels to support the emotional and physical wellness of our Indigenous students - **Ongoing**

(xii) To increase counselling support for our Indigenous students through centralized supports. **Ongoing**

2.2

(i) To continually review Indigenous student progress at quarterly meetings with Principals, ISWs and First Nations Bands - **Ongoing**

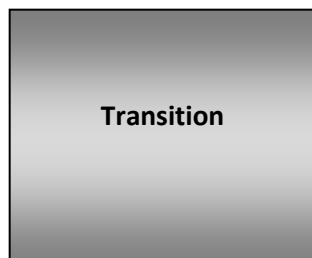
(ii) To institute Early Literacy/ Numeracy Interventionists in all schools - **Completed**

(iii) To increase school-based teaching support for diverse learners to increase grade-to-grade transitions in school - **Ongoing with District Inclusive Ed Team**

(iv) To continually track ISW attendance for Individual Education Plan (IEP) Meetings - **Ongoing**

(v) To implement Summer School as a support system for graduation for our Indigenous students - **Done and ongoing**

Goal 3



To improve preparation for post-secondary education and for future jobs for all students in Grades 10 – 12 (Graduation program)

To improve grade-to-grade transition rates for all students in Grades 8 through 12

Objectives:

- 3.1 To ensure that District academic achievement targets for Grades 10-12 students are met within 5 years and maintained beyond that time.
- 3.2 To ensure that the six-year completion rates for all students is at or above 90%.
- 3.3 To improve the six-year completion rates for identified students to 80%.
- 3.4 To create a qualitative and purposeful list that demonstrates an increase in careers and trades opportunities for all students.

Measurements:

3.1

- (a) To have all (100 %) of Fraser-Cascade schools introduce the concept of Standards-Based Grading for the 2021-2022 school year.
- (b) To increase academic subjects in all targets by 5%.

Actions:

3.1

- (i) To focus school staff meetings on literacy across the curriculum, and principal/vice principal meetings on *Assessment for Learning* and *Spirals of Inquiry*.
- (ii) To focus on implementation of the redesigned curriculum by providing collaboration time for curriculum teams and department meetings - **Ongoing**
- (iii) To supervise for sustained, systemic, standards-based instruction and assessment in all courses and in each classroom - **Ongoing**
- (iv) To have 5 district staff meetings and learning sessions that are focused on Standards-Based Grading - **Completed 2023**
- (v) To create standards-based grading pilots in all schools - **Completed 2023**
- (vi) To ensure that the following academic achievement targets for Grades 10 to 12 students are met within 5 years and maintained beyond that time (See Page 10) - **Ongoing**
- (vii) Support individual students through mentorship program, CARE teams, and school-based teams - **Ongoing**

Strategic Engagement and Refining Directions

After reviewing the plan from 2021 to 2024, the District Leadership Team has re-engaged with educational partners to streamline the District's Goal Setting Process. The process has started with an external facilitator to create a "laser- focused" and impactful plan to impact the success of all learners. While the current plan attempts to be highly inclusive with multiple strategies and data sources, it may be too broad to achieve the intent. While there are areas of success such as the increasing completion rates for all students, and the sub groups of Indigenous students, students with diverse needs and students in care, the transition rates continue to be below the provincial average, as are FSA results in terms of participation rates and grade to grade transitions. We are fortunate that we have an immense number of cultural activities occurring in schools, including increased language programs, elders in schools and increased Indigenous representation, however, attendance rates for Indigenous students on and off-reserve continues to be a struggle. This continues despite the district entering the fourth year in the Ministry's Equity in Action Plan. The graduation gap for students with diverse abilities is narrowing, however we are still below the Provincial average.

<https://www.agassizharrisonobserver.com/local-news/indigenizing-education-affects-all-of-sd78-indigenous-education-principal-says-4983372>

<https://www.hopestandard.com/local-news/photos-sd78-powwow-to-honour-residential-school-survivors-exceeds-expectations-4983481>

The most immediate plan will occur in **two steps**:

1. being clear on the data (results) we are collecting, analyzing, and ultimately trying to improve (now until January); and
2. putting resources, staffing and actions in place to positively impact those results (Budget Cycle).

As a result, initial consultations with district leaders and Principals have narrowed the focus to the following:

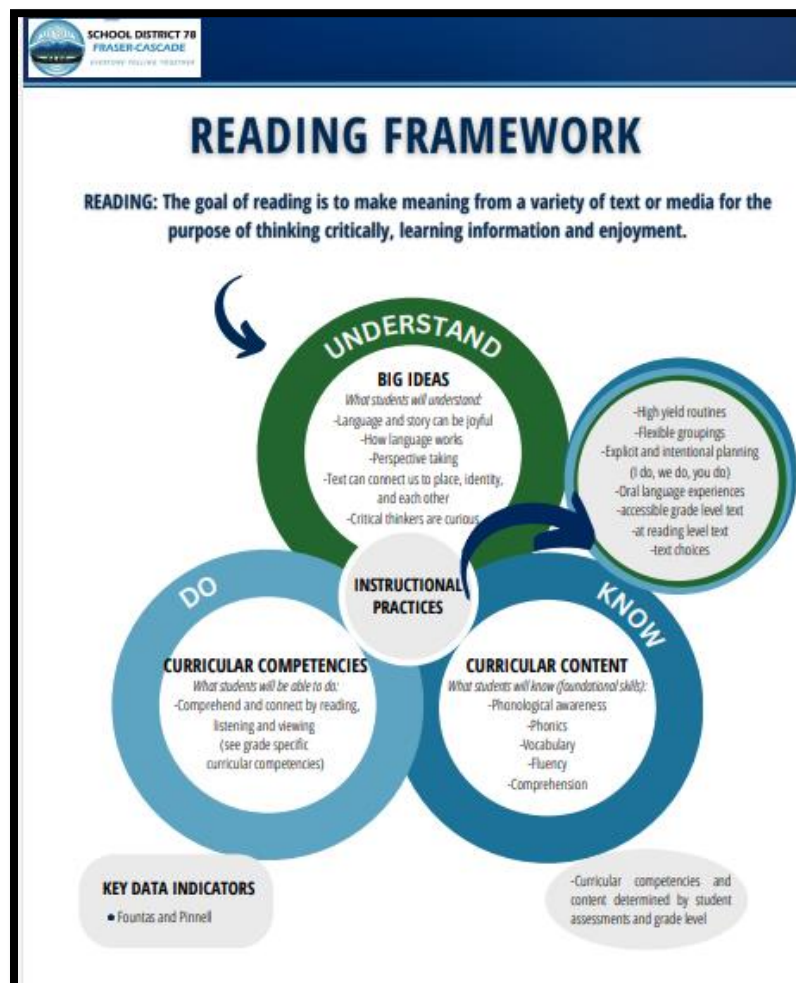
1. **Literacy (K-3 Focus):** Focusing on Grade 2 and 3 data from the Fountas and Pinnell reading assessment, senior team will first collate and analyze the data, and second, prioritize intervention strategies to ensure students meet reading expectations. Special attention and analysis will be done for Indigenous students and students with diverse needs. The data analysis, as well as the proposed intervention strategies will be presented to the Board for planning purposes during the Spring budget cycle (February/March 2024). **Responsibility: Renge Bailie (Assistant Superintendent) and Jessica McKerrow (Vice Principal Early Learning and Childcare).**
2. **Numeracy (4-7 Focus):** Focusing on SNAP data from Grades 4-7, as well as FSA 4/7, the senior team will first collate and analyze the data, and second, prioritize intervention strategies to ensure students are numerate. Special attention and analysis will be done for Indigenous students and students with diverse needs. The data analysis, as well as the proposed intervention strategies will be presented to the Board for planning purposes prior to the Spring budget cycle (February/March 2024). **Responsibility: Balan Moorthy (Superintendent) and District Numeracy Team.**
3. **Transitions (8-12 Focus):** Focusing on data collection of attendance, and cross-referencing school-based transition strategies highlighted in the "Transitions Frameworks" document, secondary schools will provide fulsome reports on how their students are transitioning not just from home to school, day to day, and grade to grade; but they will track student engagement

(attendance) through to graduation. This goal is ultimately measured by successful transition to post-secondary life (graduation). Special attention and analysis will be done for Indigenous students and students with diverse needs. **Responsibility: Balan Moorthy (Superintendent) Glenda Gaudet (District Vice Principal Inclusive Education) and Bernard Klop (District Vice Principal of Inclusive Education and Mental Health)**

4. **Indigenous Education (K-12 Focus):** Each of the above strategies, which impact all levels of the school district, has a priority of tracking, analyzing, supporting, and intervening for our Indigenous learners. We will decrease and ultimately eliminate the achievement gap between our Indigenous and non-Indigenous learners in our district. **Responsibility: Balan Moorthy (Superintendent), Christie Seymour (District Principal of Indigenous Education) and Equity in Action Committee.**
5. **District Frameworks (District K-12 Focus):**
 - i. Literacy Framework (**Renge and Jessica**)
 - ii. Numeracy Framework (**Balan**)
 - iii. Transitions Framework (**Balan**)
 - iv. Indigenous Framework (**IEC, Christine Seymour, Equity in Action Committee**)

The District Leadership Team is committed to having draft versions of these frameworks and initial communications to the system by our DLT meeting on October 24th.

Sample Framework Included for Literacy (Numeracy and Transitions to Follow):



Adjustment and Adaptations: Next Steps

In continuation of the above process, the re-establishment and narrowing of district priorities are engaging stakeholders in the following ways:

1. District Leadership Goal Setting - September 23 and October 24, 2023
2. District Admin Meeting - September 28, 2023
3. Education Committee - October 3, 2023
4. IEC Meeting - October 11, 2023
5. Board of Education Meeting - October 17, 2023
6. DPAC Meeting - October 30, 2023
7. Indigenous Education Quarterly Meetings - TBA
8. Strategic Directions and Equity in Action Retreat- November 3, 2023- See Agenda Below
9. Equity in Action Meetings - 4 - TBA
10. District Inclusive Ed Meetings - 3 - TBA

In addition to meeting and planning cycles which will drive our major directions, the district plan is aligned with school plans. The focus and intent of the district and school plans will help shape the district budget process.



Strategic Direction and Equity in Action Kick Off

Friday, November 3, 2023 8:00 a.m. to 3:00 p.m.

Snacks & lunch will be provided to those who RSVP by Oct. 20th (see below)

Sts'ailes Lhawathet Lalem Retreat & Conference Centre - "Sasq'ets in a Basket"

16300 Morris Valley Road, Agassiz BC V0M 1A1 Directions: <https://tinyurl.com/2p924wm9>

Invitees:

SD78 Board of Education	Indigenous Support Workers	Indigenous Ed Dept Heads
Band Educational Reps	Equity in Action Reps	Principals & Vice Principals
Education Partners (FCTA, CMAW & DPAC)	Indigenous Education Council	Indigenous Community Leaders

Your leadership voice in our district is crucial as we move into the future.

This retreat aims to create alignment amongst our District Strategic Plan, Framework for Enhancing Student Learning Report, Equity in Action Plan and our School-Based Plans. This is a unique chance for our Board of Education, Indigenous Education Council, District Staff and elected leaders to discuss our district's direction.

The meeting will be held at Sasq'ets in a Basket formerly known as Lhawathet Lalem on November 3. Drive towards Sasquatch Mountain, and turn a right after you cross the bridge. Coffee will be served at 8:00, and a light breakfast and lunch will be provided.

The general schedule is as follows:

8:00 - Breakfast: coffee and connection

8:25 - Song and Welcome

8:30 - Introductions - Roundtable - Who are you, and what is your role in our district?

9:00 - 9:20 - Strategic Plan - (An Overview)

9:20 - 10:00 - Roundtable discussion, feedback summarizing major directions. (5 Mins Each)

- Indigenous Education, Truth and Reconciliation and Equity in Action - Christine Seymour
- A Centralized Approach to Inclusive Education - Glenda Gaudet
- Literacy Intervention - Jessica McKerrow - Literacy growth and directions
- Increased Mental Health Supports for Students - Dr. Bernard Klop - ICY Teams
- A Shift Towards Standards-Based Grading Aligned with the New Ministry Reporting Order - Greg Lawley and Gord Johnson
- Increased Trades and Career Opportunities for Students - Stan Watchorn
- Anti-Racism Training in Education - Balan Moorthy

10:00 - 10:15 - Break - Snacks Provided

10:15 - 11:00 - Framework for Enhancing Student Learning- (What are the key elements? How does this relate to our Strategic Plan? What feedback do you have on our plan?)

11:00 - 12:00 - Indigenous Support Workers and Indigenous Department Heads - An Open Discussion About Student Trends. We will share what our "on the ground" staff have witnessed in their work with our students.

12:00 - 12:45 - Lunch - Provided

12:45 - 1:15 - Equity in Action Report 3 Review and Feedback

1:30 - 2:30 - Individual School Goals Presentations from Principals. Please join us while we learn more about each school principal's critical successes and growth areas. Each presentation will be eight minutes long and a question-and-answer period.

(8 Minute Summary - Timed):

- Agassiz Elementary Secondary School - Greg Lawley
- Coquitlam Elementary School - Bruce Becker
- Harrison Hot Springs Elementary - Tammy Nazarchuk
- Hope Secondary School - Rosalee Floyd
- Kent Elementary School - Gord Johnson
- Boston Bar Elementary School - Lisa Orke
- Two Rivers Education Centre/FCOL - Wade Peary
- Silver Creek Elementary - Shane Wiseman

2:30 - 3:00 Closing Discussions

Suggested Dates for Equity in Action Meetings (1:00 pm - 3:00 pm)

- Dec 7 - Kent Portable
- Jan 18 - DEO Boardroom
- Apr 5 - Kent Portable
- Jun 6 - DEO Boardroom

Upcoming Anti-Racism Forum - TBA

Please confirm your attendance along with **any dietary requirements** by noon on **October 20, 2023** via: <https://forms.office.com/r/HdjsYKUszK>

Sincerely,

Balan Moorthy
Superintendent of Schools

School plans align with the strategic plan, district plan and Equity in Action Plans

School Growth Plan (sample)



SD78 (FRASER-CASCADE) SCHOOL GROWTH PLAN SUMMARY 2023-2024

School: **AGASSIZ ELEMENTARY-SECONDARY**

Principal: **GREG LAWLEY**

Superintendent: **BALAN MOORTHY**

Summary of Goal Achievement for 2022-2023



Goal #4: TO IMPROVE NUMERACY SKILLS FOR STUDENTS FROM GRADE 7 TO 12.

Objective 1.1 To increase the percentage of students Grades 7-12 who achieve a C+ or higher in Mathematics courses.

- Gr 7's Receiving C+ or higher in Math 7-- 34/56=61%
- Gr. 8's Receiving C+ or higher in Math 8- 61/81= 75%
- Gr. 9's Receiving C+ or higher in Math 9- 34/47= 71%
- Gr. 10's Receiving C+ or higher in WMath 10 18/26 =69% or Found/PreCalc 10 12/19=63%

Objective 1.2: To increase students' Number Sense and Operations proficiency

- Gr. 7 SNAP Results Number Sense Spring-- Eleven "1's"; Fifteen "2's"; Twenty-Five "3&4's"
- Gr. 7 SNAP Results Operations Spring-- Seventeen "1's"; Seven "2's"; Twenty-Seven "3&4's"
- Gr. 8 SNAP Results Number Sense Spring -- Twelve "1's"; Twenty-seven "2's"; Thirty-Five "3&4's"
- Gr. 8 SNAP Results Operations Spring--- Nineteen "1's"; Ten "2's"; Forty-Four "3&4's"

Objective 1.3: To increase the number of students who enroll in Foundations of Mathematics and Pre-Calculus 10, Foundations of Mathematics 11/12, and Pre-Calculus 11/12 and therefore meet program prerequisites at most post-secondary institutions.

- Students enrolled in Foundations of Math & PreCalculus 10 33/56= 59%
vs Workplace Math 10 for 2023-2024 23/56 =41%
- Students enrolled in FMath 11(17) or PreCalc 11(17) 68% vs Workplace Math 11 (14) 32% for 2023-24

Graduation Numeracy 10 Assessment Results--

"1's"= 12 students "2's"= 23 students "3's"= 6 Students "4's" = 2 students

Principal:

Superintendent:

Board Chairperson:

Date:



SD78 (FRASER-CASCADE) SCHOOL GROWTH PLAN SUMMARY 2023-2024

School: **AGASSIZ ELEMENTARY-SECONDARY**

Principal: **GREG LAWLEY**

Superintendent: **BALAN MOORTHY**

A. Goal (One goal per page) (Please insert/attach links to any external documents)

Goal #4: TO IMPROVE NUMERACY SKILLS FOR STUDENTS FROM GRADE 7 TO 12.

- Objective 1.1 To increase the percentage of students Grades 7-12 who achieve a C+ or higher in Mathematics courses.
- Objective 1.2: To increase students number sense and operations proficiency
- Objective 1.3: To increase the number of students who enroll in Foundations of Mathematics and Pre-Calculus 10, Foundations of Mathematics 11/12 and Pre-Calculus 11/12 and therefore meet program prerequisites at most post-secondary institutions.

B. Rationale

We want our students to leave AESS with the Numeracy skills that give them post-secondary and career options after graduation.

C. Action Plan (List specific actions, school level and district level resources or structures used)

- Implementation of a second Math 7 class using the "Corrective Math" program for all Math 7 students that focuses on skills that they may not have learned adequately before attending AESS. Extension of learning for those who are at or above grade level.
- Second Math 8 class for students identified at the end of Gr. 7 as still needing to improve numeracy skills.
- "Corrective Math" program utilized.
- Regular use of the SNAP assessment in Gr. 7/8 to develop Number Sense and Operations proficiency.
- District and School based Inclusive Education staff will create real world numeracy learning experiences for identified Inclusive Education students.

D. Evidence / Data (How will you measure success?)

- Gr. 7/8 achievement towards the learning standards of the Mathematics curriculum as evidenced on their report cards, SNAP assessments, FSA results.
- Transition rates of students from Math 9 to either Workplace Math 10 or Foundations & PreCalculus Math 10
- Graduation Numeracy 10 Assessment results

Principal:

Superintendent:

Board Chairperson:

Date:

All district plans involve a regular cycle of data-based decision making, consultation, reflection and review of strategic priorities.



Sample Goal Setting Budget Requests

Position 1 - .5 Instructional Learning Support (ISL) (Central) & .5 (Teacher- Agassiz)

The new reporting order, assessment model and implementation of the latest report card starts in 2023/2024. Many schools and individual teachers continue to struggle with this sizeable systemic change. The half-time position will be instrumental in supporting schools in implementing the new assessment order. The teacher will support teachers during staff meetings and work one-on-one with teachers throughout the year. The long-term impact of this role is long overdue as we are looking to improve the professional development of teachers and keep up with Ministry directions with a lead educator who is on the ground. This will also support the implementation of the new MyEd report card.

Approximate Cost- \$57,000.00

Objective - To increase the overall assessment literacy of Fraser-Cascade teaching staff in the new prescribed Ministry of Education and Childcare assessment policy.

Measurable Outcomes:

1. To have 100 % of District 78 staff transition to the new MyEd Report Card.
2. To have 100 % of all parents informed about the new K-9 model in terms of performance scales versus letter grades.
3. To have 100 % of all staff be engaged with the new ISL teacher involved in Pro-D and staff meetings.
4. To have every staff member or Departmental Team meet with the ISL over a two-year period to discuss their assessment model and to ensure that it is aligned with the new Ministry Reporting Order.

Review dates will occur in June 2024 and June 2025. Results will be gathered quantitatively through numbers of interactions and qualitatively through admin meetings and informal discussions with district teams.

Position 2 - Vice Principal Coquihalla Elementary / Inclusive Ed (Case Load)

Coquihalla Elementary School will have an increased number of students identified as Inclusive needs for next year, so we will have to increase the staffing to meet the 1-10 Case Load requirement. The school needs help implementing the new inclusive ed model and requires leadership. Jessica McKerrow is currently providing some admin relief for this position, but her new (funded) role will only enable her to meet some of this position's demands. She will be very busy with Child Care, Early Literacy and supporting Kent Elementary next year. While this cannot be a CEF position, I propose that the targeted funds increase pays for this school-based administrative non-enrolling administrative role. The rationale includes:

- Coquihalla will need an increase in FTE for Inclusive Education support for 2023/2024
- We need to relieve Jessica from her current admin FTE to manage her role more effectively
- We received funding for Jessica's role this year, which we did not anticipate
- Coquihalla needs leadership in the area of Inclusive Education
- We could bring in a skilled educator who can assist us with supporting students identified as Inclusive needs and someone with experience working with Indigenous students.

Cost difference is between a teaching role and an Elementary Vice Principal role.

Objective- To add a Vice Principal at Coquihalla Elementary School with a specialization in Inclusive Education versus adding another Inclusive Education Teacher to meet case load.

Measurable Outcomes:

1. To ensure that 100% of students identified with inclusive needs have a case manager at Coquihalla Elementary.
2. To ensure that all teachers at Coquihalla Elementary school receive ongoing in-service on the shifting practice of inclusive needs as defined by the Ministry of Education and Childcare.
3. To increase the capacity of District Inclusive Educators who represent the new philosophy of inclusion.
4. To increase the number of school-based meetings that support Inclusive Education by 50%.

Review dates will occur in June 2024 and June 2025. Results will be gathered qualitatively through admin meetings and informal discussions with district teams. Additionally, a review of the effectiveness of this position will be discussed by the District Inclusive Education Committee and the District Leadership Team.

Alignment for Successful Implementation

Indigenous Education and Equity in Action continue to be highlights of the Fraser-Cascade School District. Please see links to the following plans below:

Equity in Action in Plan Year 3:

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:9b1568cb-4120-3cbc-8a25-f64970859ade>

District Indigenous Education Year-End Report - 2022-2023

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:851637ca-e2fd-32c2-aecd-826266be3d32>

We are extremely proud of our new structures that are creating more equitable delivery systems for Inclusive Education in the district. This is year two of the new Inclusive Education Team. By centralizing supports for at-risk students we have created a more balanced plan of support for Agassiz, Hope, Boston Bar and Harrison Hot Springs.

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:60e29bfc-63d9-360b-928b-02299b78b9ac>

Also, see improved results for students with diverse needs on page 22.

District Tech Plan

School District 78 has completed a Technology Review and is in the first phase of implementing a Technology Plan to enhance services for students, staff and the community. As a district with an immense geographical range, we are dependent on a strong technological infrastructure to enhance teaching, learning and communication. Please see the review in the link below:

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:02d0b3fa-8dc7-3b03-97a0-2e68332099e4>

Current status update of Phase 1 of the Technology Plan:

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:d7ea16e8-283f-3bd4-bada-3ecf7586f6f2>

Enhanced Engagement Strategies

The Superintendent and members of the District Leadership Team also meet with students annually in group settings. Meetings have occurred with Leadership students as well as Indigenous cohorts and Middle Years students. Topics are strategically aligned with District Goals as well as student safety, racism, discipline and budget development. We would like to encourage more staff input into the budgetary cycle and increase parent input by reaching out to the community in the 2023/2024 school year.

Additionally, Administrative Growth Plans are conducted annually and will align with the district priorities and if the School Plans are well aligned, should also encourage staff growth plans.

Conclusion

As we reengage with our entire school community about a more focused strategy towards goal achievement, an emphasis will be placed on the rationale:

Literacy - K-3

The research is clear that K-3 literacy is critical for the future success of all learners. The following excerpt is retrieved from Accessibility. Com. <https://www.accessibility.com/blog/the-importance-of-3rd-grade-reading-skills>

The pandemic has further complicated this issue. Due to the massive amount of school closures as a result of COVID-19, many primary school students (grades 1-3) were forced into virtual learning at a time when they were learning basic reading skills and needed a teacher's input and feedback. In addition, parents or other caregivers were not always available to monitor or assist children with schoolwork which led to a large number of students not fulfilling the academic requirements.

Herein lies the problem. Research has proven that if a student is not proficient in reading by the end of third grade, there is little chance that they will be able to overcome future academic challenges as the curriculum becomes more difficult and intense. The pandemic has exhausted the country with side effects that could not have been anticipated. Teachers are facing unprecedented difficulties within their classes because of the students' lack of participation in their preceding virtual education, which has had a tremendously negative impact on reading development, especially for primary school students.

Directing our literacy focus to K-3 with a focus on all students, including Indigenous learners, students with diverse abilities and children in care, should have the impact to improve learning for all students.

Numeracy - Grades 4-7

The district numeracy results suggest that this is a major growth area for the district. School based data as well as transitional data of students entering high school demonstrate that math continues to be a barrier towards grade-to-grade transition and graduation.

Professor Derek J. Allison (2021) from Western Ontario states, “average math scores in Canada have been declining for years, well before COVID—and not just the Canadian average, but in all provinces. Given the strategic importance of math literacy in digital economies, this is disturbing news. To avoid falling further behind other countries, and to regain lost ground due to COVID, we must improve math teaching and learning.”

Transitions - Attendance Focus

Put simply, students cannot learn if they are not attending school regularly. At the Provincial Indigenous conference in the Spring of 2023, dropping provincial Indigenous attendance rates were described as major concern for both on and off-reserve students.

Before the pandemic, Cohen (2023) indicated, “about 8 million U.S. students were considered chronically absent, according to the research group Attendance Works. That's when a student misses 10% or more of the school year. By spring 2022, that number had doubled to around 16 million.” Similar trends are being noticed in Canadian schools.

Cohen further states, students who are chronically absent are at higher risk of falling behind, scoring lower on standardized tests and even dropping out. And as often happens in education, students who struggle with attendance are also more likely to live in poverty, be children of color or have disabilities.

As a district with multiple at-risk socio-economic indicators, as well as a high Indigenous population, a precise focus on the District's 3 goals should improve the success for all students. The next steps involve communication, consultation, feedback, determination of measurements and identifying strategies with all partner groups as identified in pages 29 – 31.

