

Boundary School District
SD51



Enhancing Student Learning Report

September 2025

Part 1: Review Data and Evidence

Pre-Populated Provincial Template



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

In Review of Year Four of SD 51's Strategic Plan 2021-2026

Approved by Board on September 23, 2025

Contents

Intellectual Development.....	3
Educational Outcome 1: Literacy	3
Educational Outcome 2: Numeracy	12
Human and Social Development.....	21
Educational Outcome 3: Feel Welcome, Safe, and Connected.....	21
Career Development.....	30
Educational Outcome 4: Graduation	30
Educational Outcome 5: Life and Career Core Competencies	34

Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD051 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	92 61%	99 94%	96 96%	103 84%	97 95%
Indigenous Resident Students	34 56%	36 92%	35 94%	31 90%	31 94%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	34 56%	36 92%	35 94%	31 90%	31 94%
CYIC Resident Students	Masked	0	0	Masked	0
Resident Students with Designation	Masked	15 87%	Masked	13 77%	Masked

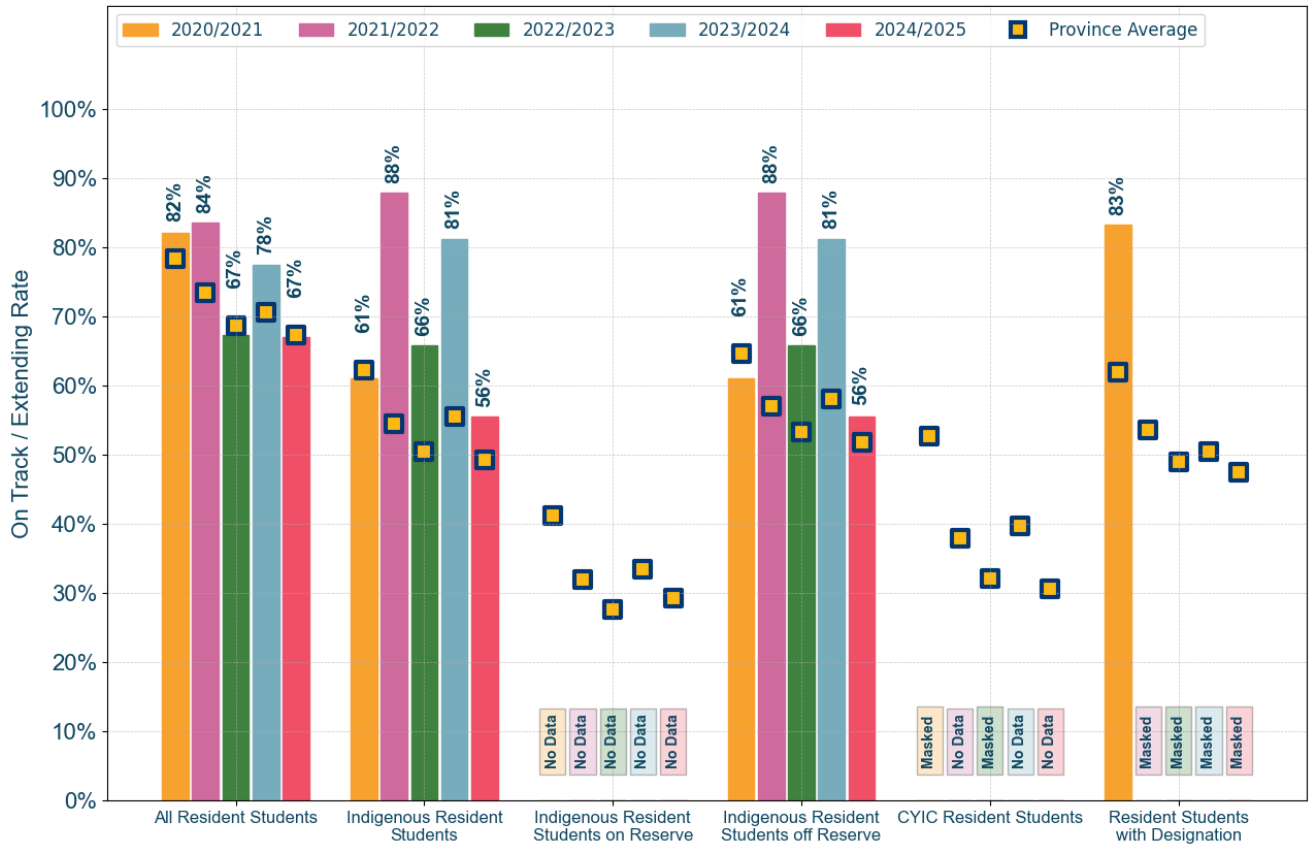
SD051 - Grade 4 FSA Literacy - On Track / Extending Rate



SD051 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	98 68%	91 93%	114 96%	102 87%	104 96%
Indigenous Resident Students	30 60%	36 92%	44 93%	35 91%	40 90%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	30 60%	36 92%	44 93%	35 91%	40 90%
CYIC Resident Students	Masked	0	Masked	0	0
Resident Students with Designation	23 52%	14 71%	21 86%	Masked	14 93%

SD051 - Grade 7 FSA Literacy - On Track / Extending Rate

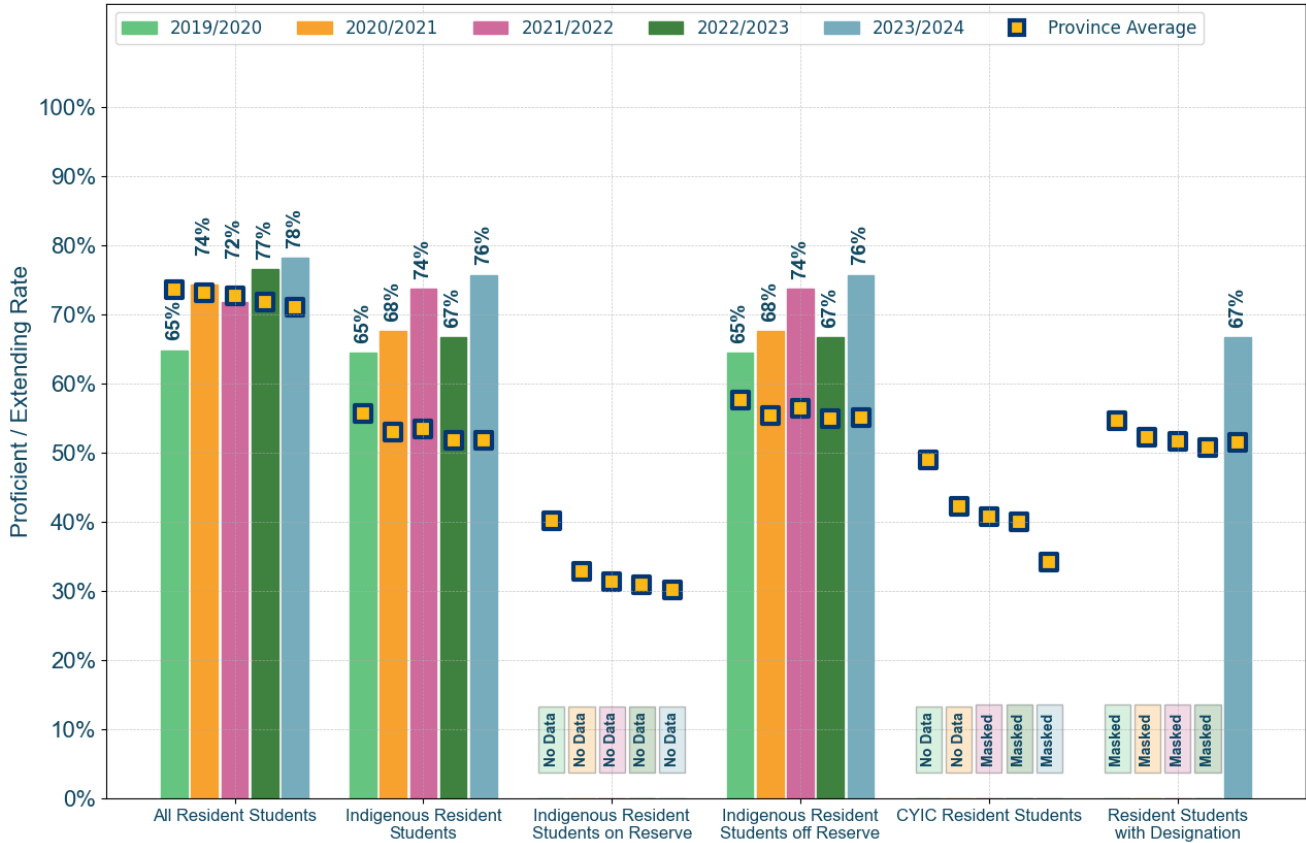


Measure 1.2: Grade 10 Literacy Expectations

SD051 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

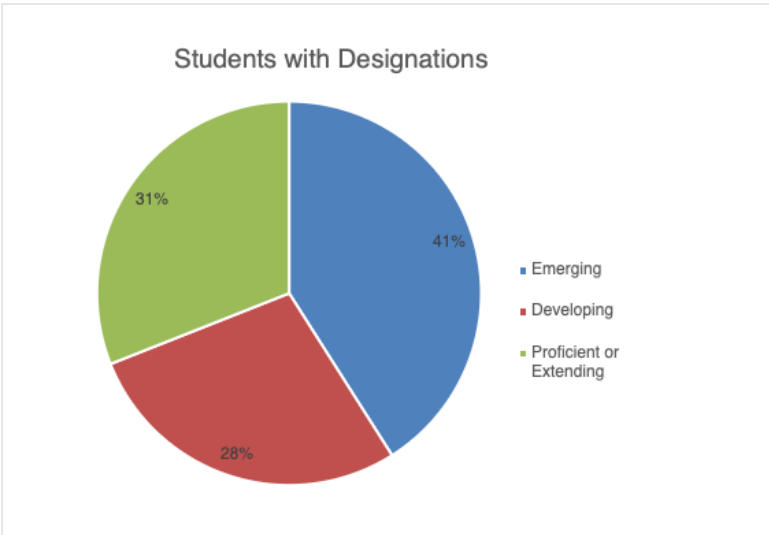
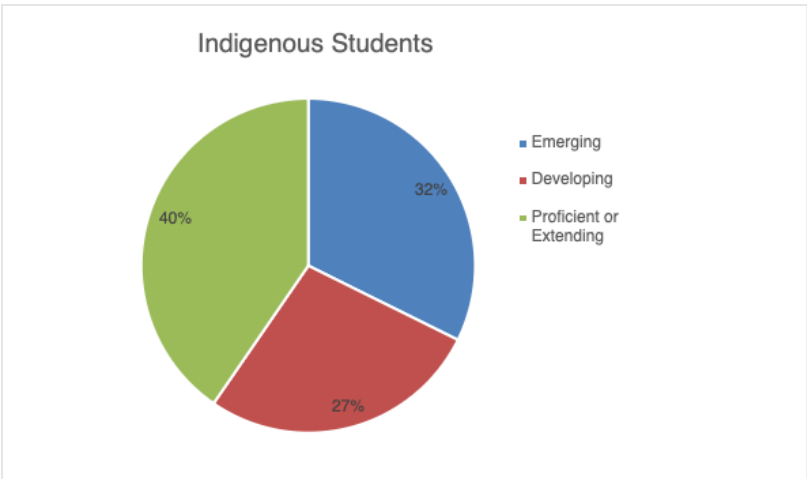
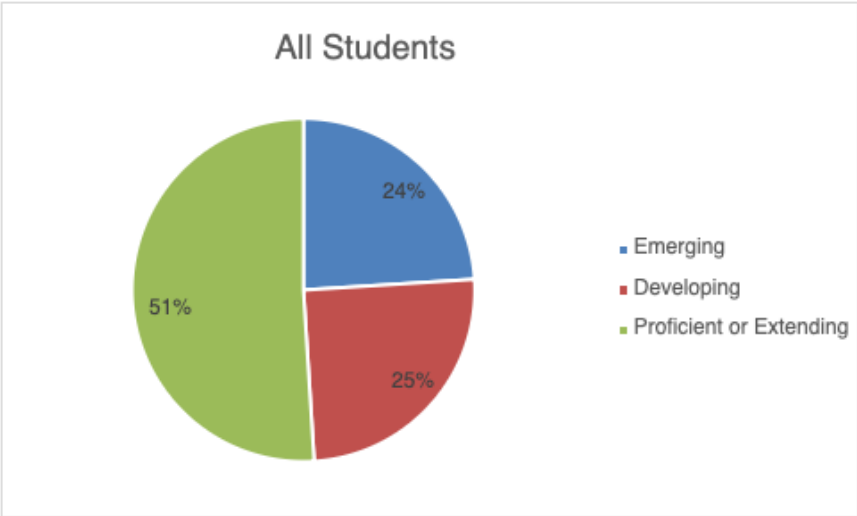
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	122 72%	105 87%	107 83%	119 80%	108 89%
Indigenous Resident Students	40 75%	36 75%	40 73%	38 63%	31 74%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	40 75%	36 75%	40 73%	38 63%	31 74%
CYIC Resident Students	0	0	Masked	Masked	Masked
Resident Students with Designation	22 77%	13 85%	21 71%	28 57%	26 69%

SD051 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Relevant Additional/Local Data and Evidence

District Reading Assessments



District Co-hort Tracking

Percent of Students Proficient or Extending in District Reading Assessments in Spring

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35
Kindergarten	50	64	37										
Grade 1	28	48	31										
Grade 2	40	43	50										
Grade 3	37	61	54										
Grade 4	54	51	56										
FSA Grade 4	74	68	62										
Grade 5	45	69	49										
Grade 6	47	59	55										
Grade 7	43	65	65										
FSA Grade 7	67	78	67										
Cohort	Grad 29	Grad 30	Grad 31	Grad 32	Grad 33	Grad 34	Grad 35	Grad 36	Grad 37	Grad 38	Grad 39	Grad 40	Grad 41

Percent of Indigenous Students Proficient or Extending in District Reading Assessments in Spring

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35
Kindergarten	62	54	17										
Grade 1	29	30	15										
Grade 2	25	32	27										
Grade 3	36	54	49										
Grade 4	58	46	41										
FSA Grade 4	73	61	52										
Grade 5	45	62	50										
Grade 6	51	53	48										
Grade 7	41	76	58										
FSA Grade 7	66	81	56										
Cohort	Grad 29	Grad 30	Grad 31	Grad 32	Grad 33	Grad 34	Grad 35	Grad 36	Grad 37	Grad 38	Grad 39	Grad 40	Grad 41

Percent of Students with Disabilities or Diverse Abilities Proficient or Extending in District Reading Assessments in Spring

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35
Kindergarten	50	40	20										
Grade 1	60	50	0										
Grade 2	0	17	0										
Grade 3	14	17	0										
Grade 4	20	30	0										
FSA Grade 4	67	70	msk										
Grade 5	34	23	7										
Grade 6	0	28	8										
Grade 7	12	26	20										
FSA Grade 7	44	40	38.5										
Cohort	Grad 29	Grad 30	Grad 31	Grad 32	Grad 33	Grad 34	Grad 35	Grad 36	Grad 37	Grad 38	Grad 39	Grad 40	Grad 41

How Are We Doing Report 2023/24

Literacy 10 Assessment Results with Participation Rates

Literacy 10 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 10 2023/24: Non-Aboriginal



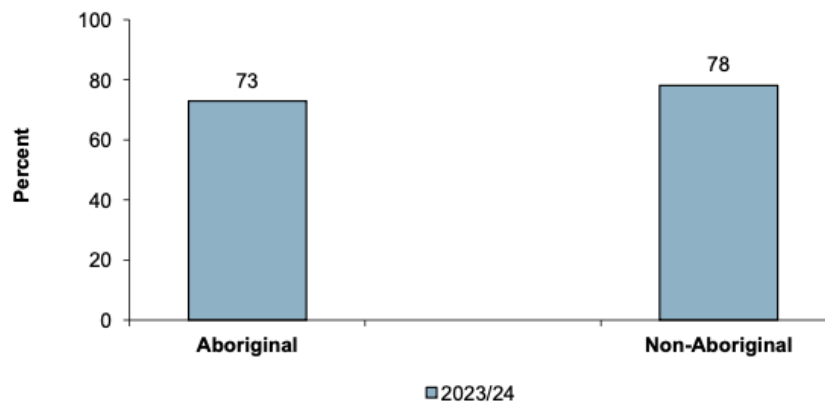
■ Emerging ■ Developing ■ Proficient or Extending

2023/24 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	74	33	0	0	8	24	20	61	5	15
Non-Aboriginal	95	82	0	0	17	21	55	67	10	12

Course Marks: English 10 (Combined)

English 10 (combined): C+ or Better



ANALYSIS: OUTCOME 1 – LITERACY

(Grade 4, 7 and 10 Literacy Expectations)

Key Context

- Approximately 30% of students in SD 51 self-identify as Indigenous.
- Students with designations make up around 15% of the student population while the number of children and youth in care is under 5%, which is why the data for these two groups are or can be masked. However, these students are identified and tracked at both the school and district levels.
- FSA participation rates for 2024/25 are very high, with 95% of Grade 4s and 96% of Grade 7s participating. Last year's rates were only 84% and 87%, and results were better.
- Our cohort sizes are relatively small, which means that there can be big swings with data depending on the year.
- Boundary has a district-wide reading assessment that we use to triangulate data from FSAs.

Trends and Comparisons

FSAs Grade 4s

- The results for the 2024/25 school year declined as they did in 2023/24. While concerning, it is too early to call this a trend as the results increased the three years prior. We will be monitoring this year's results closely.
- The results for all resident students are below the provincial average, though Indigenous students, students with designations and children and youth in care are performing above their respective provincial averages.
- With a low cohort number and a participation rate lower than non-Indigenous students, Indigenous students are under-represented in the proficiency/extending range, as are students with designations and child and youth in care. This achievement gap has persisted over the past 4 to 5 years.

FSAs Grade 7s

- The results for the 2024/25 school year declined; however, last year's participation rate was only 87% compared to this year's rate of 86%, which brings last year's higher results into question. The overall trend for the past four years has been low 80s to high 70s with a one-year blip in 2022/23. At this point, we do not know if the decline in results is a trend.
- Indigenous students in grade 7 have a varied experience with FSAs. In the past five years, there have been 2 years where Indigenous students out-performed non-Indigenous, 2 years where Indigenous students' results were less than non-Indigenous students, and

one year where they were almost the same. These results have a lot to do with cohort size.

- Student with designations and children and youth in care are under-represented in the proficiency/extending results. This achievement gap is a trend over the past five years.

Grade 10 Literacy Assessments

- The trends for Grade 10 Literacy Assessments are positive. We have increasing participation rates for first time writers, and the results for the past 4 years have been in the low to high 70s, near or above the provincial average.
- For the past five years, the participation rate for Indigenous students in Grade 10 Literacy Assessments is lower than that of non-Indigenous students. Results this year for Indigenous students are less than non-Indigenous; however, the gap fluctuates (and for one-year, Indigenous students outperformed non-Indigenous) and are much higher than the provincial average for all resident students. As noted in the How Are We Doing Report, 73% of Indigenous students in English 10 had a C+ or better compared to 78% of non-Indigenous students.
- Students with designations have a lower participation rate and are under-represented in the proficient/extending rates; however, their results are much higher than the provincial average for students with designations.
- The data for children and youth in care are masked; however, the trend is that these students are not performing as well as other students. Their participation rate is also lower than other students for the past four years.

District Data

- District reading assessments have results that are not consistent with FSA results.
- There is a lot of variation with cohorts from year-to-year.
- The district data show the same gap in achievement for priority learners.

INTERPRETATION: OUTCOME 1 – LITERACY

(Grade 4, 7 and 10 Literacy Expectations)

SD 51 Grade FSA results have been declining over the past five years (with some blips) just like in the province. Grade 4s have also been consistently below provincial average while grade 7 results tending to be better. However, SD 51 has seen improvement in the Grade 10 Literacy results over the past four years.

When comparing FSA results with the district reading assessments, we see some inconsistencies that create questions around implementation of district assessments. We also notice some cohorts have less favorable results, and these results do not seem to be improving over the past three years. Also, after examining district reading data, specifically noting how many students were not at proficiency after many interventions, we are curious

about the impact of reading interventions – are we helping students “catch up” and get to their appropriate reading level, or are they still not at the proficient level at the end of the school year. This is especially consequential for the priority students, who are more likely not to “catch up”.

When looking at Grade 10 Literacy Assessments, we see that participation rates for Indigenous students, students with designations and children and youth in care are less than other students. We wonder why they do not participate at the same rate as other students.

Students from all priority populations have results higher than their counterparts provincially; however, there is still a gap between the priority students and the general student population.

Strengths:

- Participation rate is high for all students.
- Priority students are performing above the provincial average for their respective groups.
- Grade 10 Literacy Assessment results have been increasing over the past four years and is above the provincial average.

Areas for Growth:

- Achievement/equity gaps for students with designations, children and youth in care and Indigenous students are persistent.
- Participation rates for priority students are less than the general student population’s rate.
- Grade 4 and 7 results are quite unpredictable, depending on cohort.
- District assessments are not consistent/reliable.
- No detailed FSA results so the district can determine how students are performing (comprehension, inference, critical thinking, etc.).

Improving Equity For Priority Learners:

- District Spring Reading Assessment to ensure consistent, valid and reliable assessment.
- Monitoring frameworks for Indigenous students, students with designations and children and youth in care to be strengthened across the district.
- Evidence-based reading interventions to ensure students “catch up”.
- Professional development in reading instruction.
- Communicated expectations about participation rates for priority students.

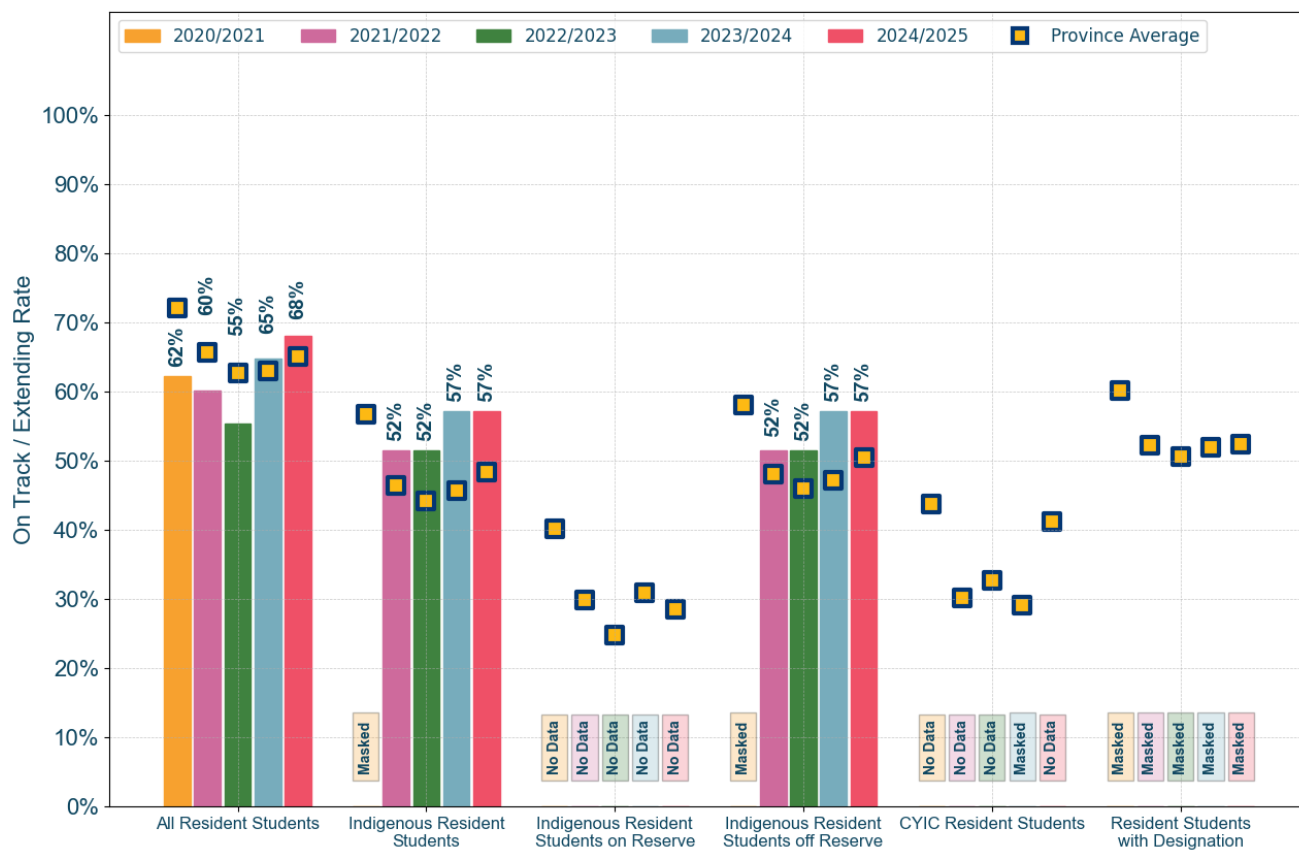
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD051 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	92 58%	99 94%	96 96%	103 85%	97 94%
Indigenous Resident Students	34 50%	36 92%	35 94%	31 90%	31 90%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	34 50%	36 92%	35 94%	31 90%	31 90%
CYIC Resident Students	Masked	0	0	Masked	0
Resident Students with Designation	Masked	15 87%	Masked	13 77%	Masked

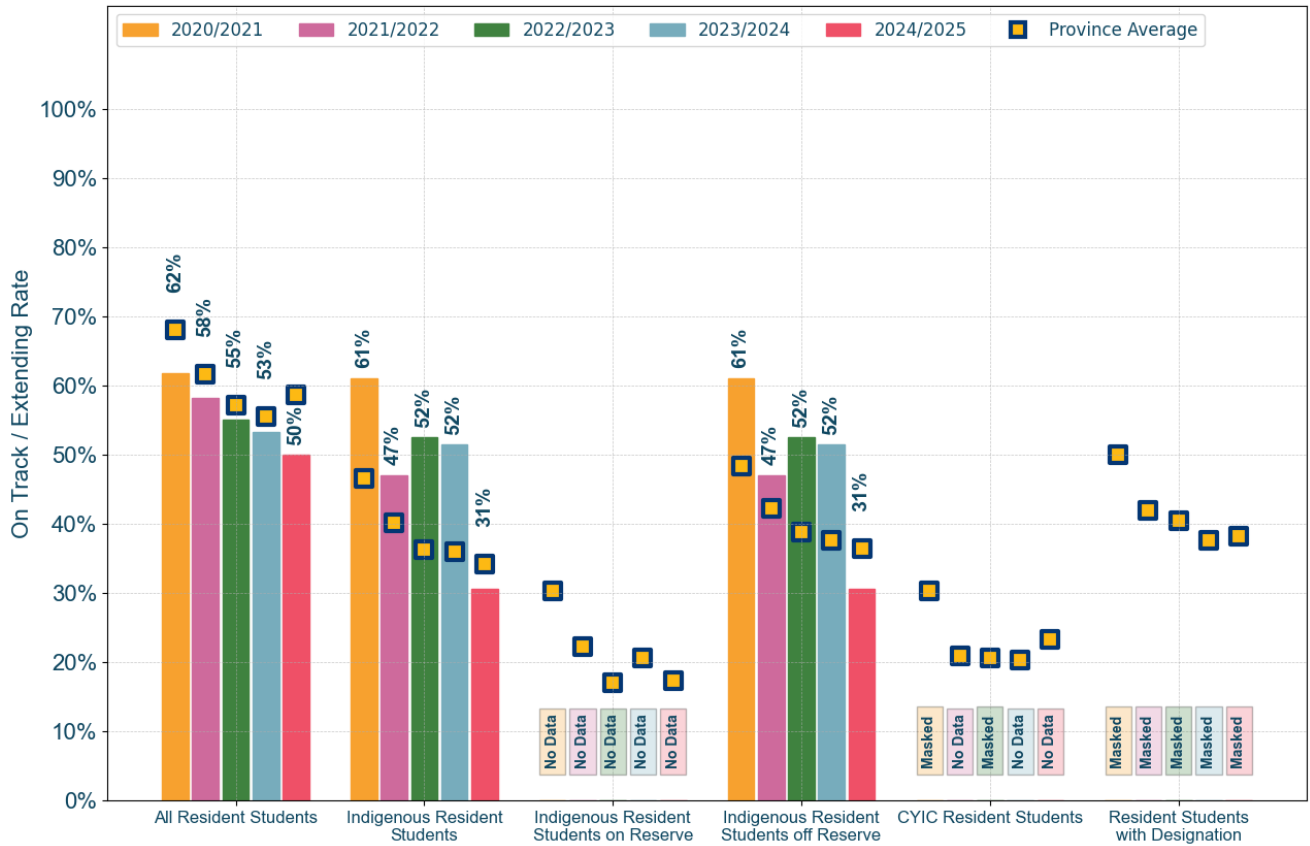
SD051 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD051 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	98 69%	91 95%	114 94%	102 88%	104 96%
Indigenous Resident Students	30 60%	36 94%	44 91%	35 94%	40 90%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	30 60%	36 94%	44 91%	35 94%	40 90%
CYIC Resident Students	Masked	0	Masked	0	0
Resident Students with Designation	23 52%	14 71%	21 81%	Masked	14 93%

SD051 - Grade 7 FSA Numeracy - On Track / Extending Rate

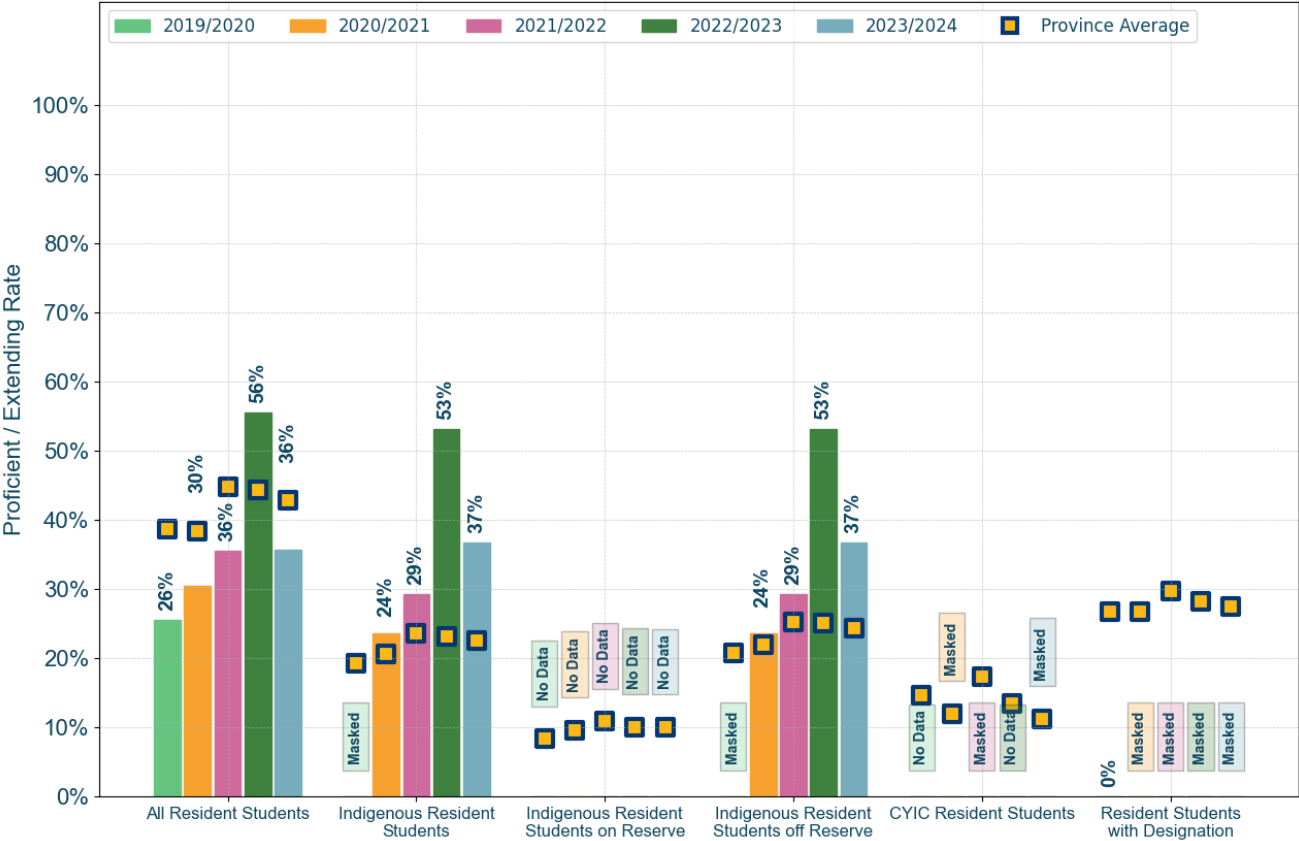


Measure 2.2: Grade 10 Numeracy Expectations

SD051 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	120 73%	107 88%	110 86%	117 89%	108 86%
Indigenous Resident Students	40 68%	37 78%	40 83%	37 76%	31 74%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	40 68%	37 78%	40 83%	37 76%	31 74%
CYIC Resident Students	0	0	Masked	Masked	Masked
Resident Students with Designation	22 68%	14 86%	21 81%	28 75%	26 69%

SD051 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

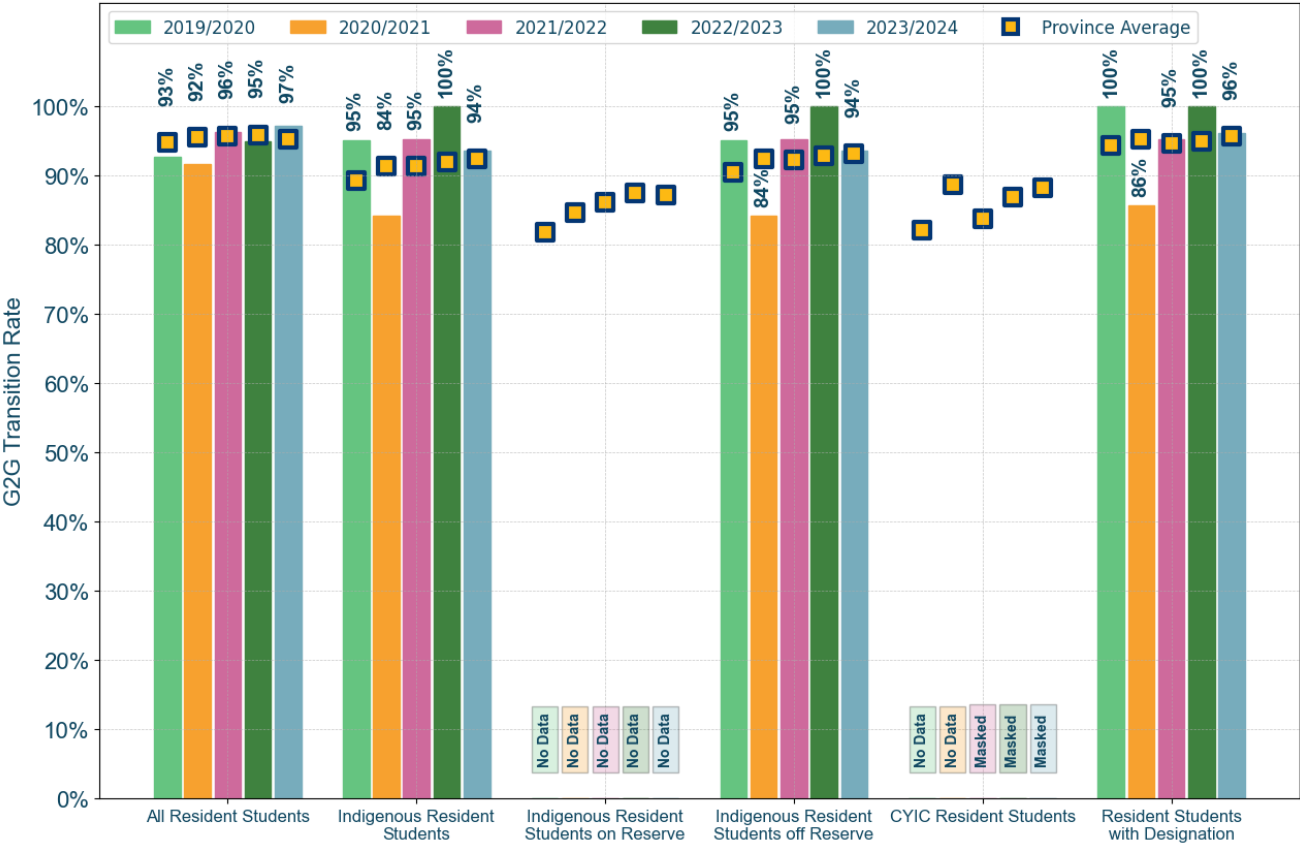


Measure 2.3: Grade-to-Grade Transitions

SD051 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	123	108	109	120	108
Indigenous Resident Students	41	38	42	38	31
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	41	38	42	38	31
CYIC Resident Students	0	0	Masked	Masked	Masked
Resident Students with Designation	23	14	21	28	26

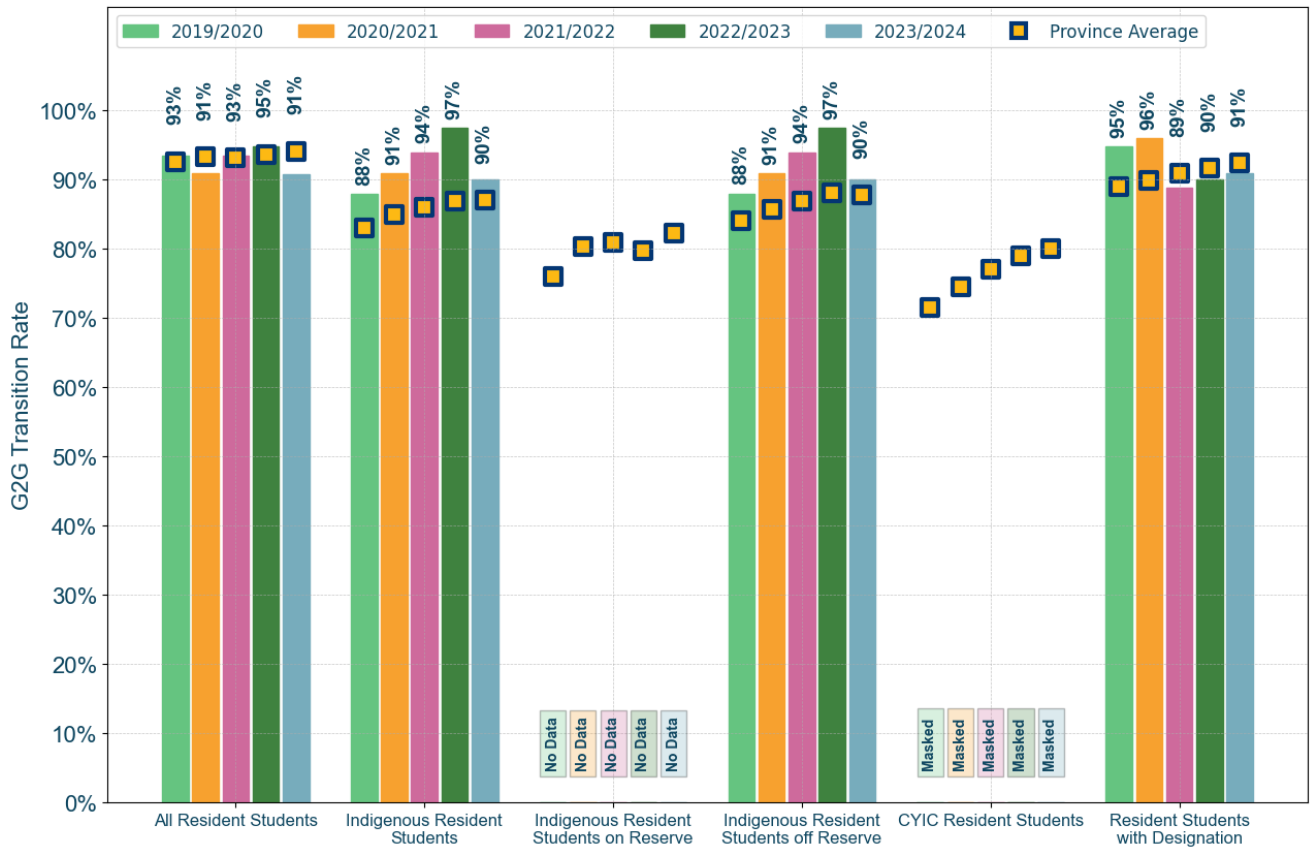
SD051 - Grade 10 to 11 Transition Rate



SD051 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	91	121	106	114	130
Indigenous Resident Students	33	44	33	39	40
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	33	44	33	39	40
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	19	25	18	20	33

SD051 - Grade 11 to 12 Transition Rate



Relevant Additional/Local Data and Evidence

Numeracy 10 Assessment Results with Participation Rates

Numeracy 10 2023/24: Aboriginal



Emerging Developing Proficient or Extending

Numeracy 10 2023/24: Non-Aboriginal

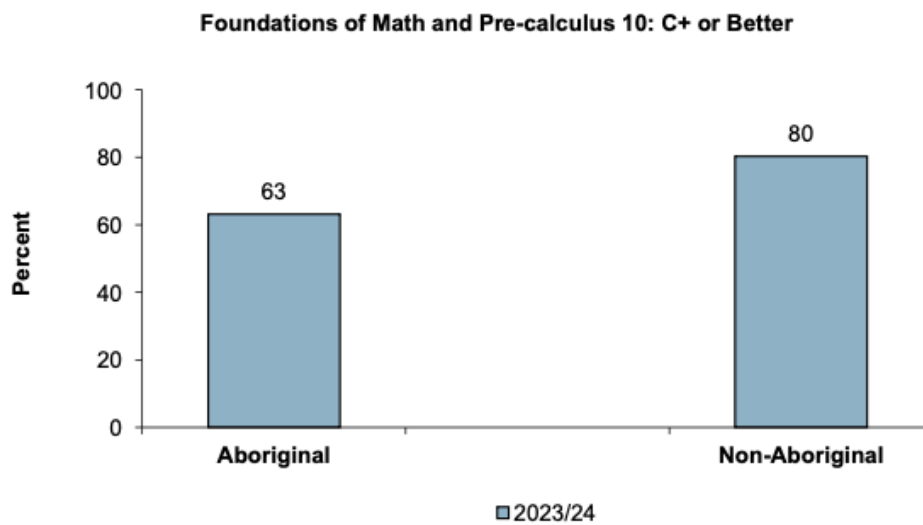


Emerging Developing Proficient or Extending

2023/24 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	74	30	4	13	15	50	11	37	0	0
Non-Aboriginal	91	82	9	11	44	54	22	27	7	9

Course Marks: Foundations of Math 10 and Pre-Calculus 10



ANALYSIS: OUTCOME 2 – NUMERACY

(Grade 4, 7 and 10 Literacy Expectations and Grade-to-Grade Transitions)

- Approximately 30% of students in SD 51 self-identify as Indigenous.
- Students with designations make up around 15% of the student population while the number of children and youth in care is under 5%, which is why the data for these two groups are or can be masked. However, these students are identified and tracked at both the school and district levels.
- FSA participation rates for 2024/25 are very high, with 94% of Grade 4s and 96% of Grade 7s participating. Last year's rates were only 84% and 87%, and results were better.
- Our cohort sizes are relatively small, which means that there can be big swings with data depending on the year.

FSAs Grade 4s

- The last 2 years have seen more students in the proficient/extending range though this is too early to call a trend.
- SD 51 students were above the provincial average for the second year in a row.
- Indigenous students were underrepresented in the proficiency/extending range, though their results were much higher than the provincial average for Indigenous students.
- Indigenous students had lower participation rates than other students (90%).
- Students with designations results are masked, but they are under-represented in the proficient/extending range.
- There were no results for children and youth in care in Grade 4.

FSAs Grade 7s

- Results in the proficient/extending range have been decreasing over the past five years.
- Grade 7 results are below the provincial average.
- Results for Indigenous students dropped significantly this year, below the provincial average for Indigenous students. It is too early to see if this is a trend. In the previous four years, Indigenous students performed over the Indigenous provincial average.
- There is no data for Children and Youth in Care this year, though in previous years they were under-represented in the proficient/extending range.
- Students with designations results are masked, but these students are under-represented in the proficient/extending range.

Grade 10 Numeracy Assessments

- Our participation rate for first time writers has been mid to high eighties the past four years, and we are above the province's participation rate.
- After an increase in 2022/23, results dropped again in the 2023/24 year.
- Students in SD 51 are well below the provincial average.

- Indigenous students participated at a lower rate than non-Indigenous, which has been noted in the How Are We Doing Report. However, they were not under-represented in the proficient/emerging range compared to non-Indigenous students. Indigenous students in SD 51 also outperformed other Indigenous students in the province. The How are We Doing Report also reported that 63% of Indigenous students had a C+ or better in Foundations of Math 10 and Pre-Calculus 10 compared to 80% of non-Indigenous students – this is a persistent gap in achievement.
- Children and youth in care results are masked; however, these students are under-represented in the proficient/extending range.
- Students with designations also participated at a lower rate than those students with no designations. Results for these students are masked; however, they also are under-represented in the proficient/extending range.

Grade 10 to 11 Transition Rate

- Transition rates for SD 51 are above the provincial average and have been at par or above the provincial average for the past three years.
- For the past five years, Indigenous students have been almost at par or above par with non-Indigenous except for a blip in 2020/21.
- Students with designations are also at par and this is a trend for the past five years except for 2020/21.
- Children and youth in care data are masked.

Grade 11 to 12 Transition

- Transition rates declined for SD 51 students in the 2023/24 school year. Over the past five years, though, the rate has been in the mid 90s and is close to or on par with the provincial average.
- Indigenous students are not under-represented in this transition rate, with their rate being on par or close to the non-Indigenous students. Some years, Indigenous students' rate is better than non-Indigenous. Indigenous students in SD 51 are above the provincial Indigenous average.
- Children and youth in care data are masked.
- The trend with students with designations results is consistently in the low to mid 90s, which is slightly below the provincial average. The results, though, are close to students with no designations in SD 51.

INTERPRETATION: OUTCOME 2 – NUMERACY

(Grade 4, 7 and 10 Literacy Expectations and Grade-to-Grade Transitions)

Strengths:

- High participation rates for grade 4s and 7s
- Increase in grade 4 results for the second year in a row
- Grade 4 results above provincial average for second year in a row
- Transition rates from grade 10 to 12 are strong

Areas for Growth:

- Results for Grade 7 and Grade 10 numeracy are declining with results below provincial average
- Equity gaps persist for priority learners
- Local course data also confirms equity and participation gaps

Improving Equity For Priority Learners:

- Numeracy screener/assessment to identify gaps in learning especially for priority students. This tool will support data triangulation, early identification, track progress and guide targeted interventions
- Professional learning and in-service on best numeracy instruction

Human and Social Development

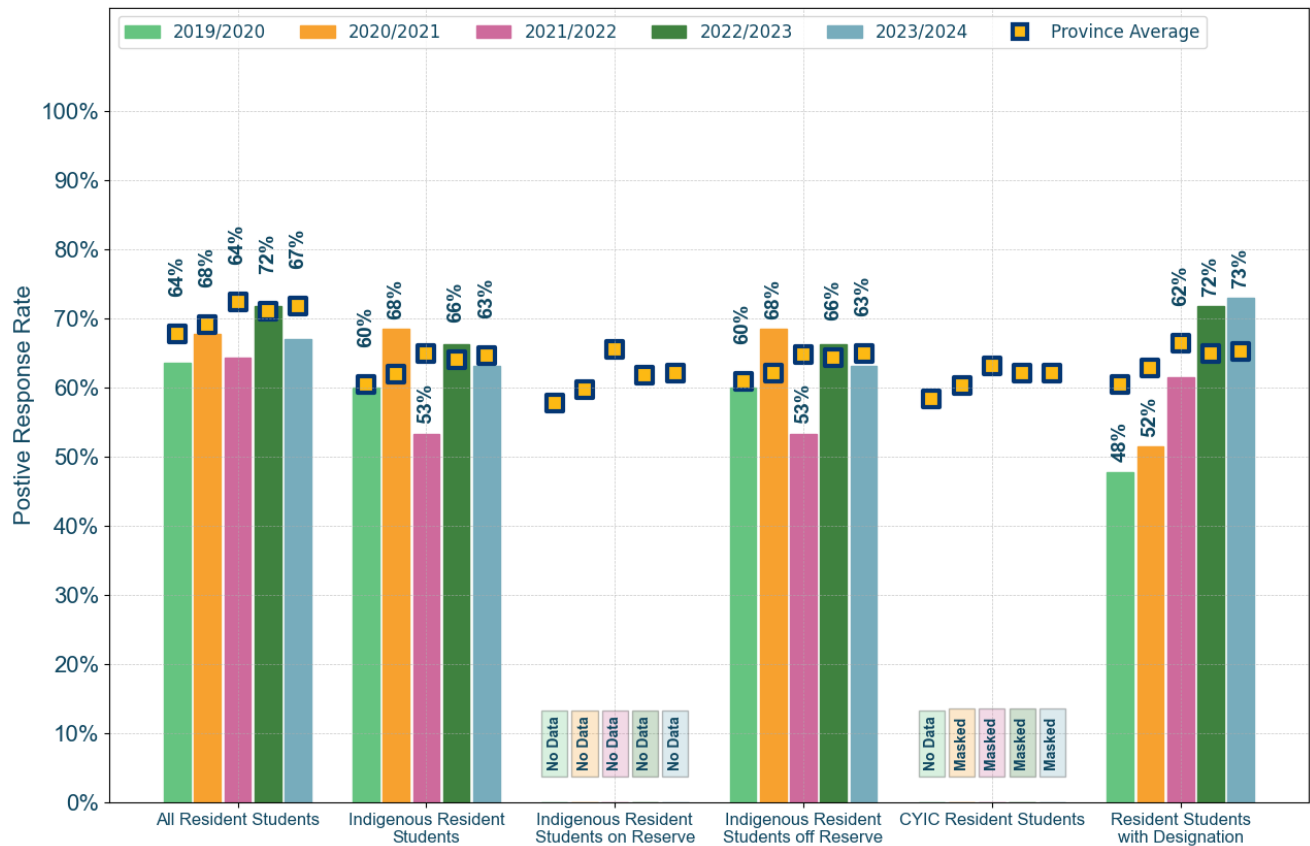
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

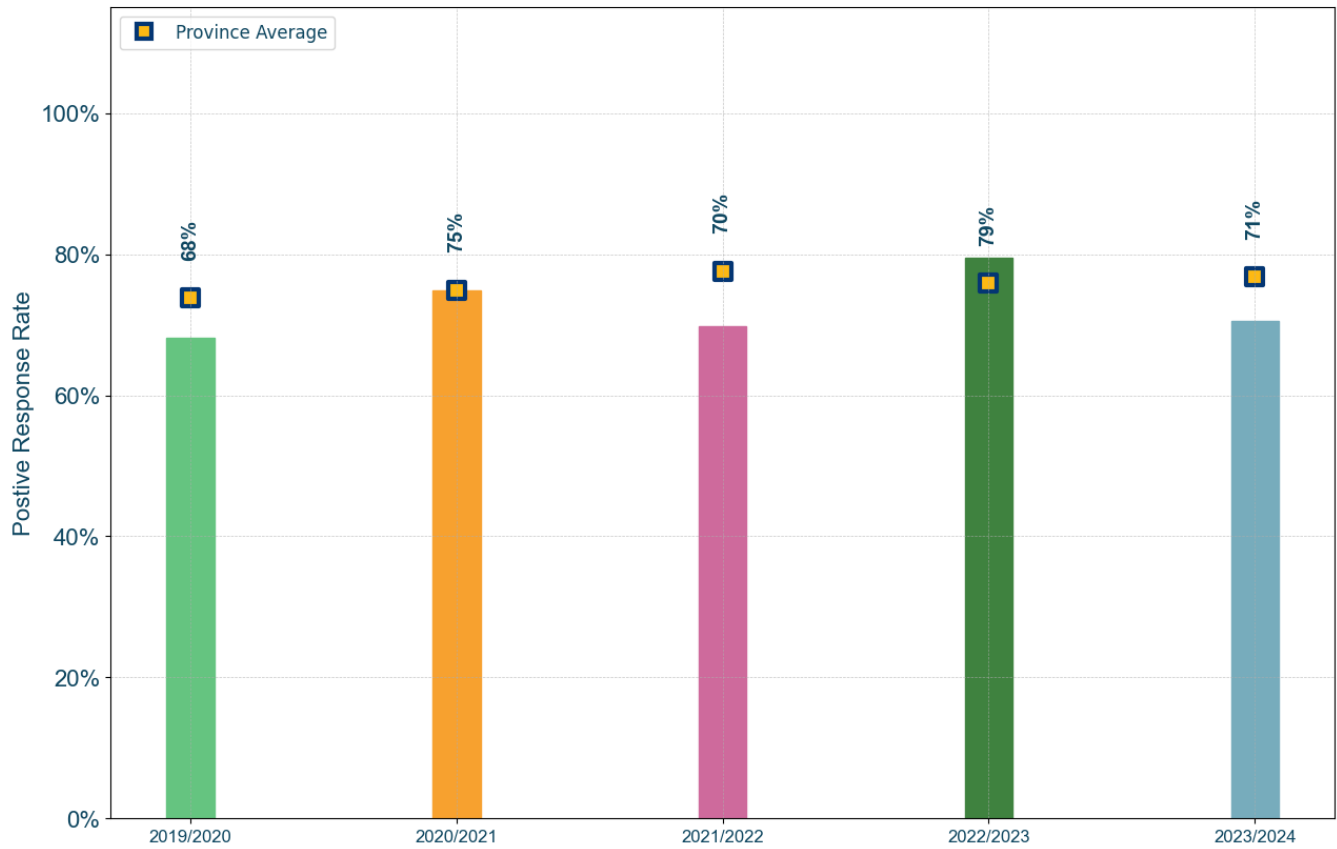
SD051 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	331 36%	293 78%	299 85%	328 86%	313 81%
Indigenous Resident Students	110 36%	103 71%	114 81%	116 82%	97 76%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	110 36%	103 71%	114 81%	116 82%	97 76%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	62 37%	49 63%	50 80%	60 72%	52 63%

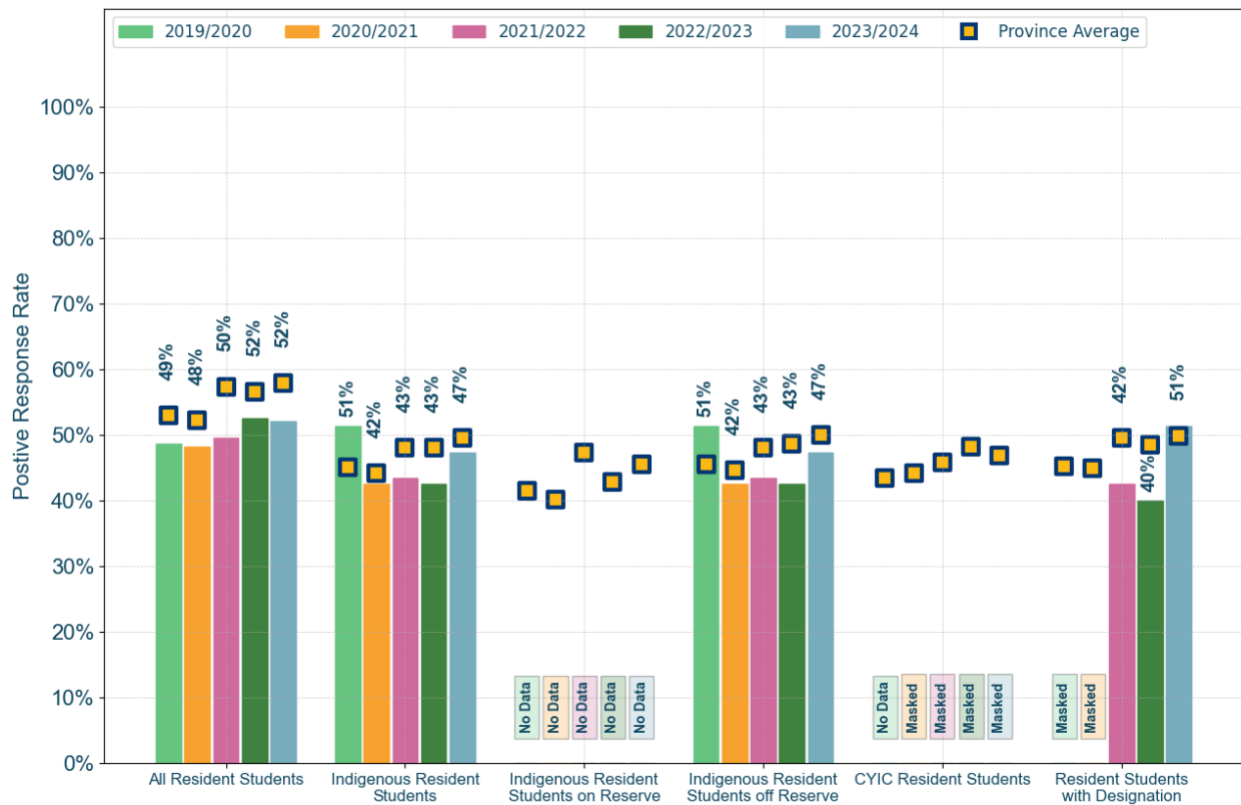
SD051 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD051 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

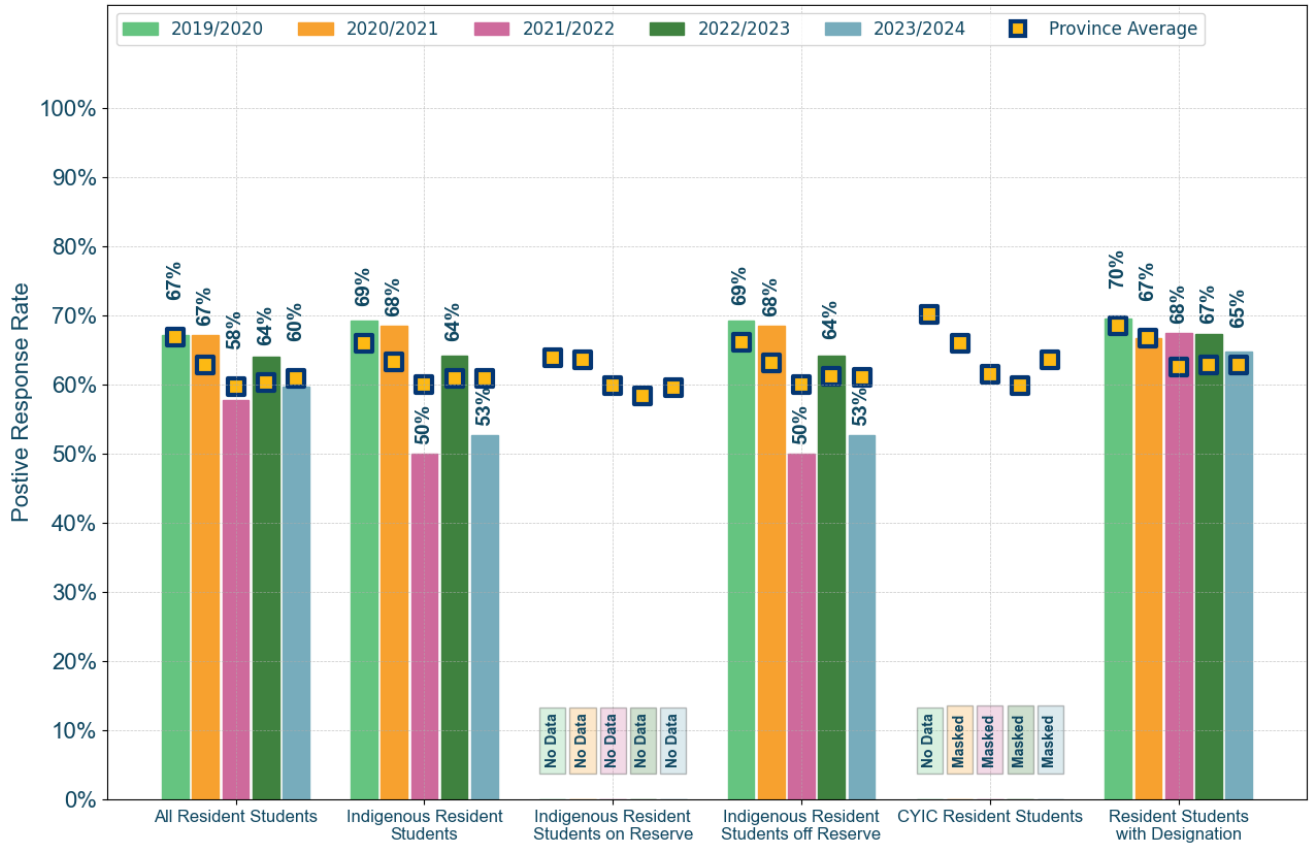


SD051 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



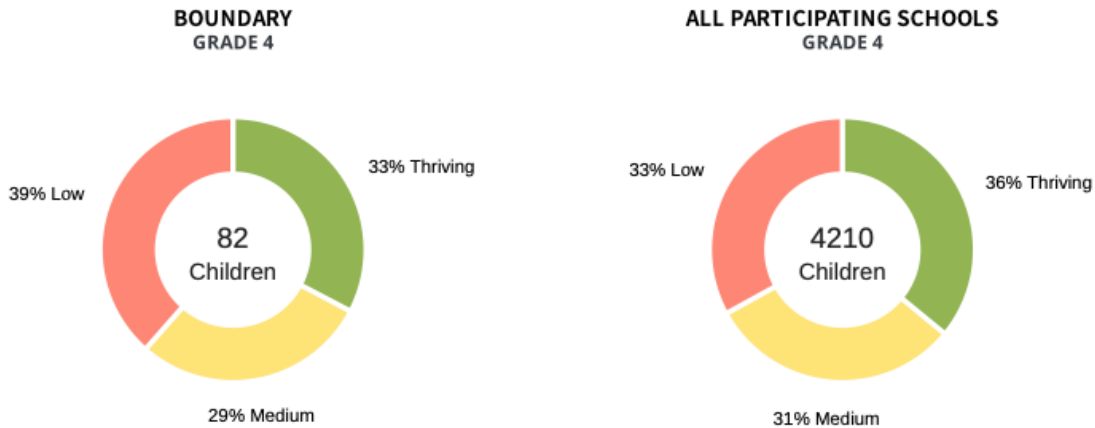
Measure 3.2: Students Feel that Adults Care About Them at School

SD051 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



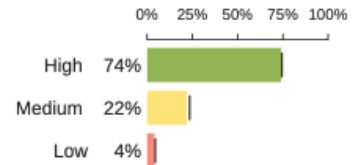
Relevant Additional/Local Data and Evidence

Middle Years Development Index 2024/25



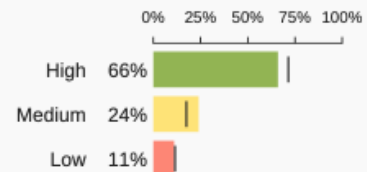
ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



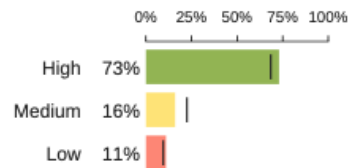
SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."

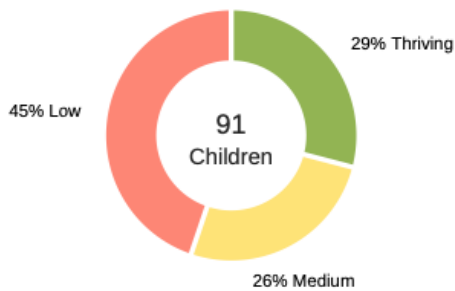


SCHOOL CLIMATE

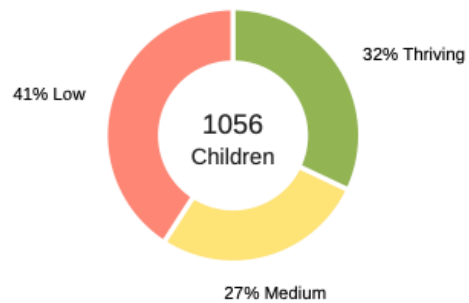
The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



BOUNDARY GRADE 7

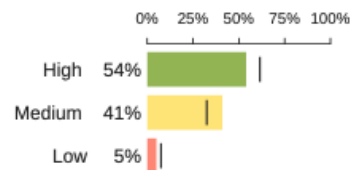


ALL PARTICIPATING SCHOOLS GRADE 7



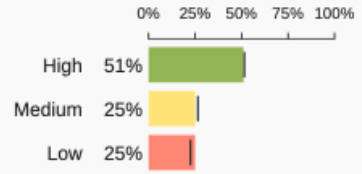
ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



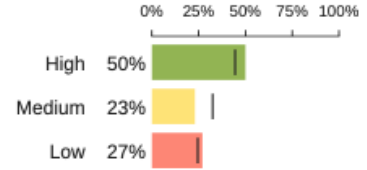
SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school!"



SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school!"



Grade 11 Youth Development Instrument 2023/24



High Thriving
Youth who indicated high scores on the 7 measures

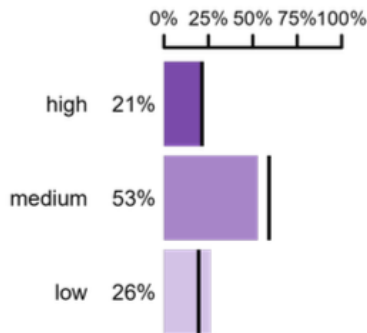


Moderate Thriving
Youth who indicated average scores across the 7 measures

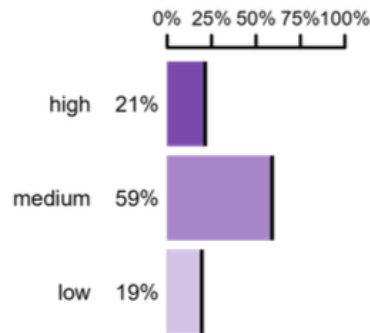


Low Thriving
Youth who indicated low scores across the 7 measures

Boundary



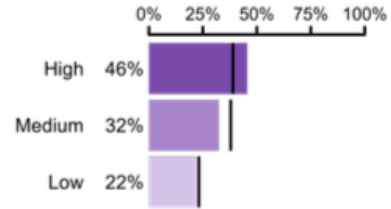
All Participating Districts



SUPPORTIVE ADULTS AT SCHOOL†

Youth's level of agreement with statements about how supported they feel by the adults at their school.

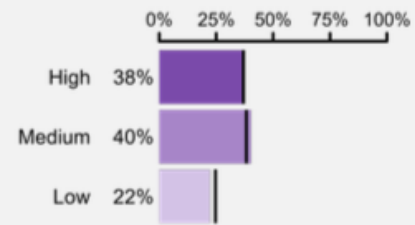
e.g., "At my school, there is an adult who really cares about me."



SCHOOL BELONGING†

Youth's level of agreement with statements about their sense of belonging at school.

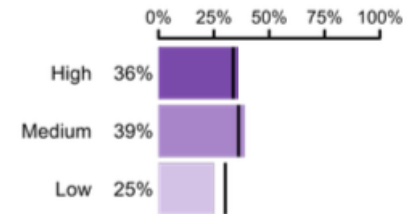
e.g., "I feel like I belong in this school."



SCHOOL ENVIRONMENT†

Youth's level of agreement with statements about the social atmosphere of the school, including the relationships and interactions between and amongst students and staff.

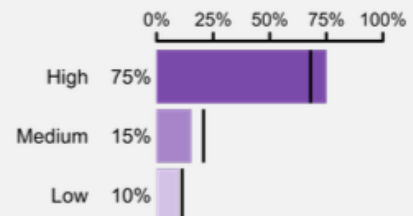
e.g., "Teachers and students treat each other with respect in this school."



†called School Climate on the MDI

SCHOOL SAFETY

Youth's level of agreement with the statement "I feel safe at my school."



ANALYSIS: OUTCOME 3 – FEEL WELCOME, SAFE AND CONNECTED

(Feel Welcome, Feel Safe, Sense of Belonging)

- Approximately 30% of students in SD 51 self-identify as Indigenous.
- Students with designations make up around 15% of the student population while the number of children and youth in care is under 5%, which is why the data for these two groups are or can be masked. However, these students are identified and tracked at both the school and district levels.
- Children and youth in care results are masked.
- Participation rates declined for 2023/24 year after two years of increasing rates.

Feel Welcome

- The trend for feeling welcome in the Student Learning Survey (SLS) has been fairly steady over the past five years, with a range of 64 to 67% with a blip last year of 72%. The results tend to be below provincial average.
- Grade 4s tend to report feeling more welcome (77%) than Grade 7s (63%) or Grade 10s (62%).
- Indigenous students have lower rates of feeling welcome compared to non-Indigenous students for the 2023/24 school year, which is a trend. SD 51 Indigenous students generally report feeling more welcome than the provincial average except for a blip in 2021/22.
 - Grade 4 Indigenous students report feeling welcome 84% of the time compared to 59% of grade 7 Indigenous students and 42% of grade 10 Indigenous students.
- Children and youth in care data are masked.
- Student with designations report feeling more welcome over the past two years compared to students without designations. It is too early to call this a trend, but we are keeping our eye on this.
 - 92% of grade 4 students with designations report feeling welcome compared to 57% of grade 7s and 67% of grade 10s.
- Results from the Middle Years Development Instrument (MDI) and the Youth Development Instrument (YDI) in terms of School Climate seem to validate some aspects of the Student Learning Survey, with grade 4s reporting feeling more welcome compared to grade 7s and grade 11s. However, students overall tended to respond more positively in the MDI and YDI.

Feel Safe

- The last five years, there has been a range between 68% and 79% of students reporting feeling safe at school in the SLS.
- The results of school safety with the Youth Development Instrument (YDI) show only 10% of grade 11s reporting low safety.

Sense of Belonging

- When looking at the results for SD 51 with the SLS, the trend with positive response rates for sense of belonging has been well below the provincial average for the past 5 years.
 - Grade 4s report feeling more of a sense of belonging than Grade 7s or Grade 10s.
- Indigenous students are under-represented in the positive response rate, with only 47% having a positive response compared to 52% of non-Indigenous students.
 - 76% of grade 4 Indigenous students have a positive response rate, compared to 38% of grade 7s and 26% of grade 10s.
 - The high positive response of grade 4s is new, and we will be monitoring whether it is a trend or not.
 - The indigenous students' results are below the provincial average for Indigenous students.
- Children and youth in care results are masked.
- Students with designations results are on par with students without designations. They are also above the provincial average for the 2023/24 school year, which is an improvement.
- Results from the MDI and the YDI in terms of belonging seem to validate the SLS, with grade 4s reporting feeling more welcome compared to grade 7s and grade 11s. However, overall students reported feeling welcome more often in the MDI and YDI surveys.

Adults Care

- The 2023/24 results had a decrease and are below the provincial average; however, this is not usually the case.
- For Indigenous students, there was also a decrease with less reporting adults who care for them and being below the provincial average. Again, this is not a trend as most years, Indigenous students are on par and above the provincial average.
 - Grade 4 Indigenous students are more likely to report adults who care (64%) than grade 7s (44%) and grade 10s (53%).
- Children and youth in care data are masked.
- Students with designations are more likely to report adults who care. Their results are above both the district and the provincial averages.
 - 83% of grade 4 students with designations report adults who care, compared to 59% of grade 7s and 61% of grade 10s.
- The MDI and YDI results also show the trend of students feeling more connected to adults in younger grades compared to older grades. However, both surveys have more positive responses in terms of adult caring than the SLS.

INTERPRETATION: OUTCOME 3 – FEEL WELCOME, SAFE AND CONNECTED

(Feel Welcome, Feel Safe, Sense of Belonging)

The data from Student Learning Survey compared with MDI and YDI are quite different, with the YDI and MDI showing more positive responses in terms of feeling welcome, safe and connected. This gap between the survey results is curious, and we have questions about how the SLS is delivered especially in terms of student engagement and understanding. It is believed we need to dig deeper into this data to understand more fully how students are feeling.

Strengths:

- Students with designations are more likely to feel that adults who care and to feel welcome. This result is generally above the provincial average.
- Grade 4 students, including priority students, have positive responses to feeling welcome, safe and connected.

Areas for Growth:

- Declining participation rates the past two years.
- SD 51 results tend to be below the provincial average.
- Declining sense of belonging, feeling welcome and safe results for students as they progress in grades, especially priority learners.

Improving Equity For Priority Learners:

- Listening experiences with priority learners to hear experiences, positive and negative, that have impacted them. May need different approach to hear these students' authentic voice. Continue working with District teams and District Youth Advisory Councils to attain this.
- Continue work with Truth and Reconciliation, anti-racism, Circle of Courage, Inclusive Education, and pedagogical approaches to support growth in these areas.

Career Development

Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

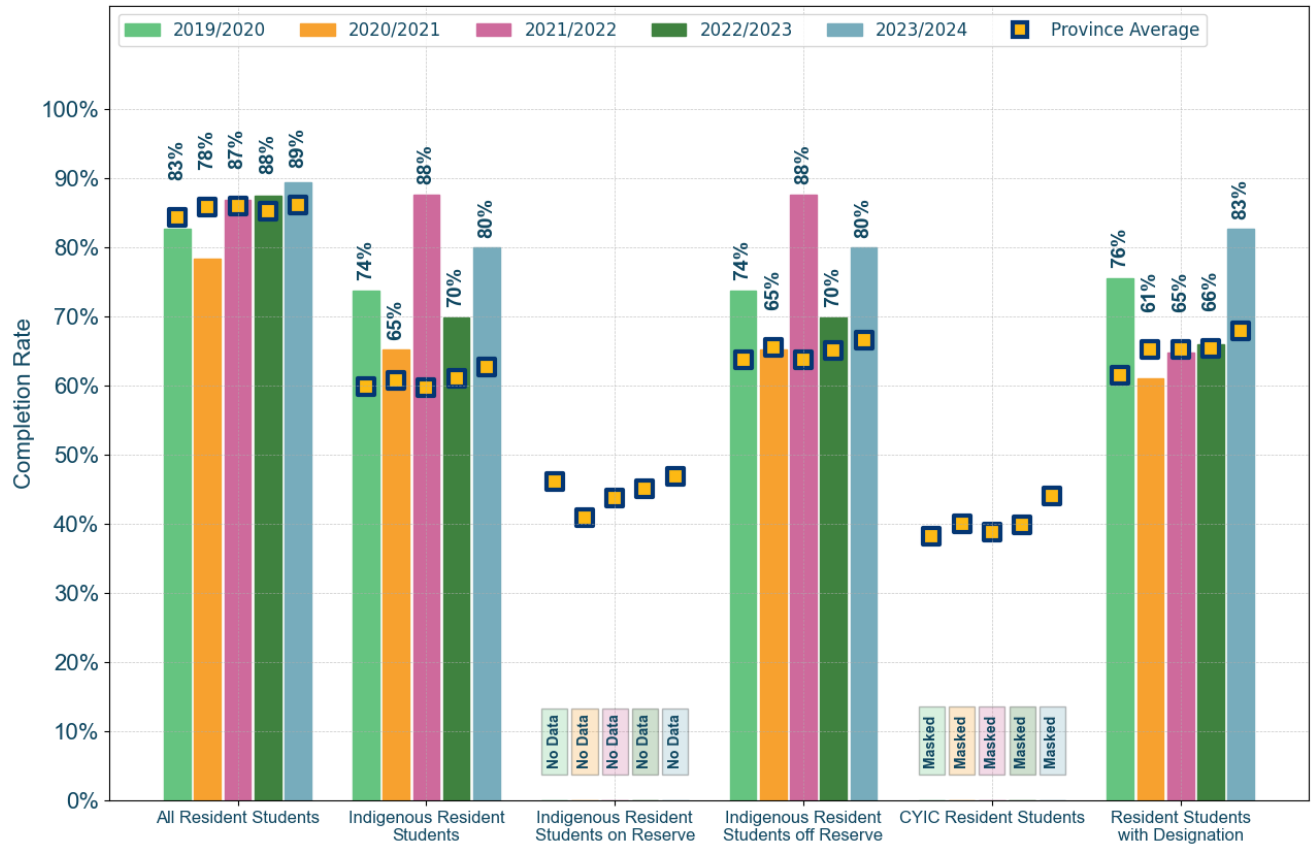
SD051 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	114 9	110 10	119 10	113 9	113 9
Indigenous Resident Students	34 3	39 4	41 3	34 3	38 3
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	34 3	39 4	41 3	34 3	38 3
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	27 2	25 2	25 2	23 2	29 2

SD051 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD051 - 5-Year Completion Rate - Dogwood



ANALYSIS: OUTCOME 4 – GRADUATION

(Achieved Dogwood within Five Years)

- Approximately 30% of students in SD 51 self-identify as Indigenous.
- Students with designations make up around 15% of the student population while the number of children and youth in care is under 5%, which is why the data for these two groups are or can be masked. However, these students are identified and tracked at both the school and district levels.
- Children and youth in care results continue to be masked.
- Small cohort sizes have created swings in data results.

Achieved Graduation within Five Years

- When looking at the Dogwood and Adult Dogwood results, SD 51 students are above the provincial average at 89%. The results are quite consistent the past four years, with 88 – 90% completing.
- Indigenous students are under-represented in the completion rate at 80%, though they are considerably outperforming the provincial average for Indigenous learners.
- Children and youth in care data are masked, but they are under-represented in the completion rate as well.
- Students with designations are under-represented in the completion rate at 83%; however, they do usually perform above provincial average for their counterparts. Also, they had a significant increase in the 23/24 school year. We will be monitoring to see if this continues.

INTERPRETATION: OUTCOME 4 – GRADUATION

(Achieved Dogwood within Five Years)

SD51 continues to improve the number of students graduating with a Dogwood, consistently above the provincial average for the past three years. Priority students are still under-represented in this category, though results have been improving for Indigenous learners and students with designations over the past five years. We know that when students begin to attend the alternate school, they are more likely not to graduate within five years, so a big focus has been keeping them at their local secondary schools.

Strengths:

- Graduation rates for all learners, including priority students, are above provincial averages.
- Dogwood and Adult Dogwood have been the same for two years in a row.

- School and district teams have been working together to ensure students are on-track with normal Dogwood graduation.

Areas for Growth:

- Indigenous students, students with designations and children and youth in care have lower graduation rates than all resident students.

Improving Equity for Priority Learners:

- Continue to support students to stay at secondary school (not alternate) with flexible timetables and courses.
- Continue to encourage inclusive practices in classrooms (Universal Design for Learning).
- Continue work with Truth and Reconciliation, Inclusive classroom practices, anti-racism.

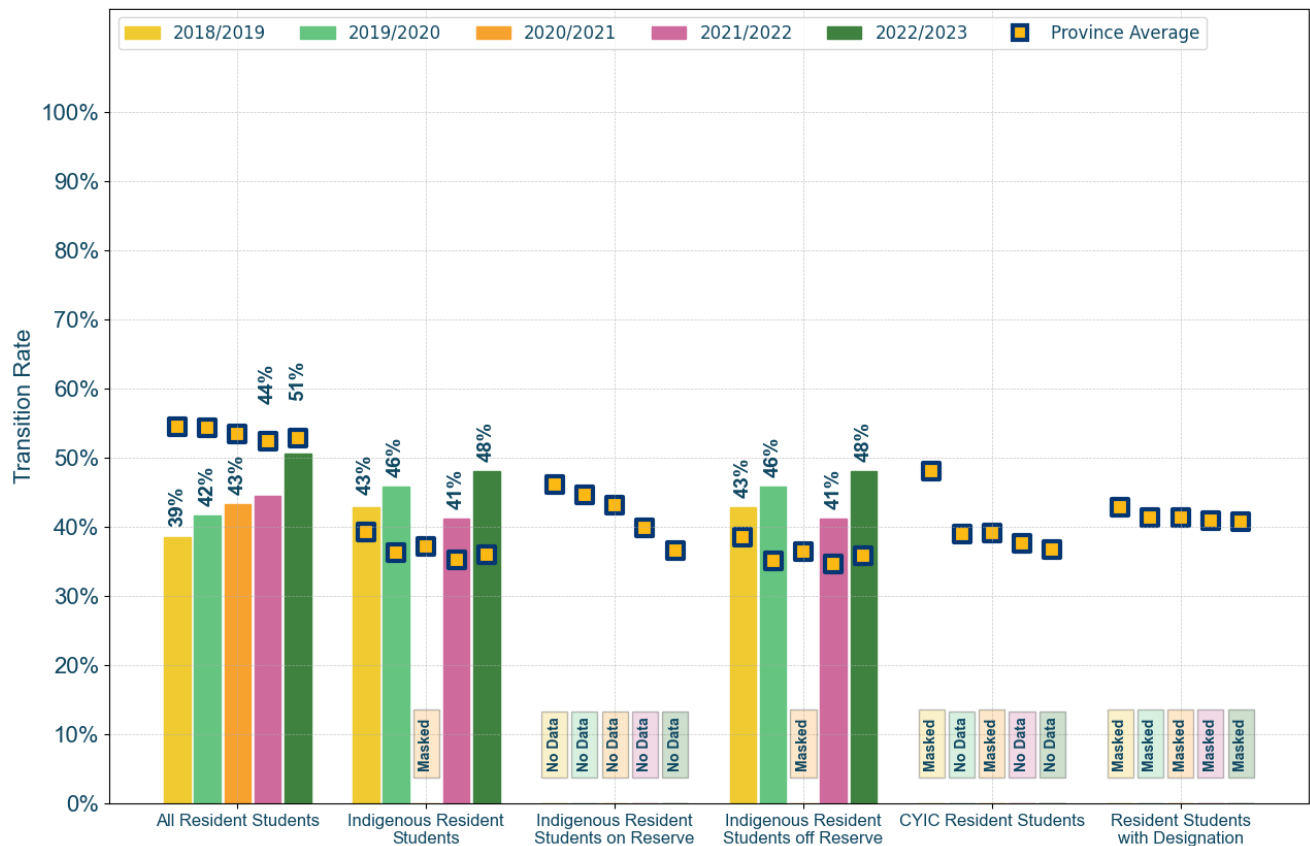
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

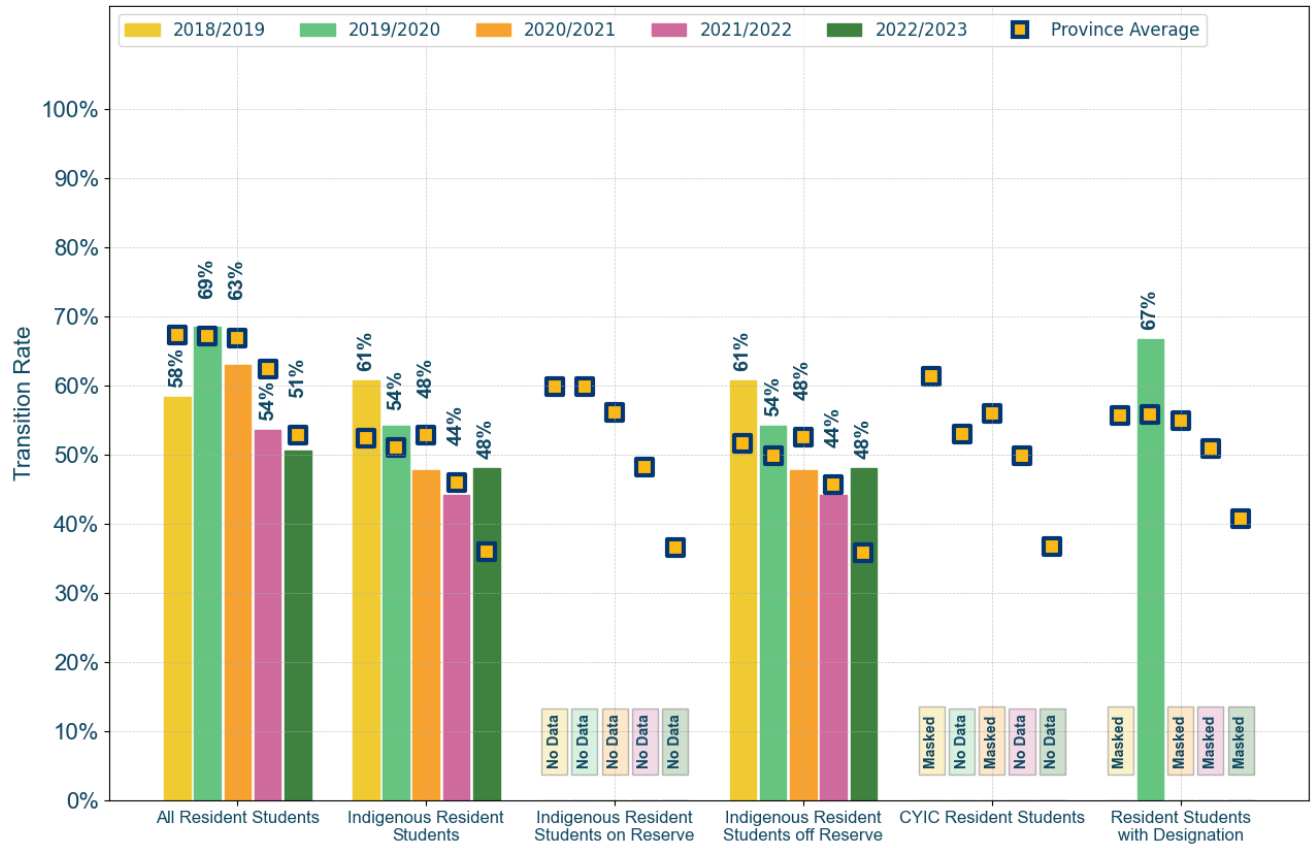
SD051 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	96	89	81	99	95
Indigenous Resident Students	28	24	Masked	34	25
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	28	24	Masked	34	25
CYIC Resident Students	Masked	0	Masked	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD051 - Immediate Transition to Post-Secondary



SD051 - Within 3 Years Transition to Post-Secondary



ANALYSIS: OUTCOME 5 – LIFE AND CAREER CORE COMPETENCIES

(Post-Secondary Transitions)

- Students with designations and children and youth in care data are masked. However, these priority learners will be monitored and results reviewed.
- The rate of immediate transition to post-secondary has been increasing over the past five years, especially in the 2023/24 school year. We will monitor whether this large increase (from 44% to 51%) will be maintained/continued.
 - SD 51 is below the provincial average.
 - Indigenous students are slightly below non-Indigenous students; however, they are above the provincial average.
- Within 3 Years Transition
 - SD 51 performs below the provincial average.
 - Results have been decreasing the last two years.
 - Indigenous students are under-represented compared to non-Indigenous. They are performing above the provincial Indigenous student rate this year, however.

INTERPRETATION: OUTCOME 5 – LIFE AND CAREER CORE COMPETENCIES

(Post-Secondary Transitions)

Post-secondary transition rates for SD 51 have consistently been below provincial averages for a number of years. We are a rural district with a small outreach with Selkirk College in our largest centre (Grand Forks) that mainly offers Adult Education. For students, the cost of leaving home feels too large, both financially and emotionally. We have seen an increase in immediate transition rates but those students who begin working or take gap years are less likely to go on to post-secondary. A success has been Youth in Trades/Work in Trades programs as well as Dual Credit courses, which are becoming increasingly popular with students.

Strengths:

- Steady improvement in immediate transition rates over the past five years.
- Indigenous students performing above provincial counterparts in immediate transition rate. This increase appears to be a trend over the past 5 years.

Areas for Growth:

- Decline in 3-year transition rates for all students as well as Indigenous learners.

- Masked data makes it difficult to analyze and interpret results for students with designations and children and youth in care. There needs to be a mechanism within district to track this.
- Improve understanding of the barriers to post-secondary (rural area, student readiness, cultural factors).
- Advocate for increased funding for Youth in Trades/Work in Trades to ensure all students are able to participate

Improving Equity for Priority Learners:

- Continue focus on Train in Trades/Work in Trades/Dual Credit programs/courses.
- Listening experiences to understand barriers to post-secondary for priority learners. Using DYAC to ensure authentic voice is attained.

Boundary School District
SD51



Enhancing Student Learning Report

September 2025

Respond to Results

In Review of Year Four of Strategic Plan, 2021-2026

Approved by Board on September 23, 2025

The district team has analyzed and interpreted data and evidence to complete this report.
Please refer to Part 1: Review Data and Evidence document.

Contents

- Introduction: District Context.....4
- Current Strategic Plan Priorities4
- Continuous Improvement Cycle.....5
- Reflect and Adjust Chart8
- Creating Alignment to Enhance Student Learning 15

Introduction: District Context

With gratitude, we acknowledge that School District 51 resides on the unceded traditional territory of the Syilx and Sinixt Peoples. We also acknowledge the enduring presence of all First Nations, Inuit, and Métis People. May we always live and care for these lands with respect.

Located between the Okanagan Valley and the West Kootenays, the Boundary School District (No. 51) lies on the unceded traditional territory of the Syilx and Sinixt Peoples and stretches from Big White Resort to Christina Lake.

SD 51 has the privilege of serving approximately 1,260 students from Kindergarten to Grade 12 in six elementary schools, two high schools, one alternate school and a K-9 community school.

Enrolment has been moderately stable over the past 10 years, and a key focus for the District has been to keep small rural schools open with a full range of programs and services.

Some unique characteristics of SD51 include:

- The District is one of only two districts in the Province that operates on a 4-day week.
- Approximately 30% of the student population self-identifies as Indigenous.
- 100% of Indigenous students reside off-reserve as there are no reserves within the district.
- There are 5 MNBC citizens of school age and 9 children enrolled in the Métis Family Connections program.
- Approximately 15% of the student population has an Individual Education Plan (IEP).
- Over 70% of our students are registered for busing, with some students travelling more than two hours to get to school and back home each day.
- Our largest school has over 400 students; our smallest has 11 this year.

As a community, we have faced numerous challenges over the past two decades: declining enrollment, loss of primary-sector employer(s), forest fires, flooding, and a pandemic. Last year, the district faced budget issues, which has resulted in programs being cut. There are also systemic challenges that greatly affect our most vulnerable and marginalized students and families. Through the education system, we believe we can confront inequities to ensure all students learn deeply in safe, inspiring, learning environments.

Current Strategic Plan Priorities

School District 51's [strategic plan](#) was adopted in September 2021. Our vision is to nurture curiosity, resilience, and joy in all; our mission is to ensure our students are flourishing today so they can build a confident future tomorrow. We have four strategic directions to guide us:

- Equity, Inclusion and Belonging
- Student Voice and Agency
- Wellness and Resilience
- Community Connections

SD 51 has the following priorities to ensure students are curious, resilient, and joyful, flourishing today so they can build a confident future tomorrow:

Priority One: Students have strong foundational skills and competencies

- Literacy
- Numeracy
- Core and curricular competencies

Priority Two: Students have developed a sense of identity, resilience, belonging, wellness and are centred in their learning

- Social emotional learning
- Student agency (voice and choice)
- Community connections

Priority Three: Systemic transformation to eliminate barriers to equity

- Truth and Reconciliation
- Inclusive practices/increased representation for diversity
- Radical listening experiences with priority students and families

Continuous Improvement Cycle

The district's approach to continuous improvement is through inquiry as developed by Dr. Judy Halbert and Dr. Linda Kaser. Our inquiry framework guides school plans, district plans, and individual professional plans. Non-instructional days throughout the year support the work at schools as staff work towards school and district goals.

At the Education committee meetings, provincial and local data are analyzed throughout the year, with Trustees, district team and representatives from teacher and support staff unions as well as the principal/vice-principal association. The data are further discussed and analyzed at District Leadership Team meetings, where principals and vice-principals are able to discuss and then take back to school.

As a small district, we work closely with schools to monitor student learning. To address the gaps with priority students, we will be analyzing additional data such as attendance, classroom marks and, for older students, on-track for graduate. With this triangulation, as well as listening experiences, we want to understand more deeply the gaps in achievement and to ensure strategies have the intended impact. The following framework will be used to ensure careful monitoring and adaptive responses for priority students:

- Indigenous students: Each school has either an Indigenous Culture and Student Success Facilitator or Indigenous Teacher who, as part of the school-based team, will be monitoring students in the Indigenous Education program in terms of assessments, classroom marks, attendance, on-track to graduate and behaviour with the intention of supporting students and ensuring needed interventions occur. This data will be shared with the District Team at monthly Indigenous Education Department meetings. The Learning Profile of these students will be the focus of conversations between administration and the Superintendent.
- Students with designations: The District team has created and implemented a needs assessment instrument to help the District Principal of Student Services monitor students with designations. The instrument includes information provincial and district assessment

results, report card marks, attendance, on-track to graduate, and behaviour challenges. The DP will visit schools to monitor results and will share information with Superintendent who will introduce as focus in meetings with administration.

- Children and Youth in Care: The Superintendent meets quarterly with the local representative of the Ministry of Children and Family Development to review who is a child or youth in care. This information will be shared with school administrators to ensure ongoing monitoring will be occurring. Schools also monitor students in temporary arrangements as well as students living with families other than parents/guardians. The outcomes for these students will be discussed at the meetings between the Superintendent and school administration.

These priority students are the focus of three meetings per year that the Superintendent will have with school administrations to ensure the effectiveness of interventions and strategies that support priority students.

The table below illustrates the different processes in place in SD 51, all of which contribute to the cycle of continuous improvement. This alignment is key to improving student learning.

School District No. 51 Continuous Improvement Review Cycle Living Document 2025/26

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July/Aug	Sept
Education Committee: Data Review with trustees, unions, district team and PVP group	Student Learning Survey District surveys if applicable	5 Year Completion District listening experiences DYAC*	District Fall Assessments	How Are We Doing Report District Listening Experiences DYAC*	Grade to Grade Transitions	Listening Experiences Grad Assessments	Foundation Skills Assessments Early Years Development Instrument	Middle Years Development Instrument District surveys Listening Experiences	District Spring Assessments Youth Development Instrument		Review Enhancing Student Learning Report CHEQ
Schools	New school growth plan in effect	Non instructional days to support plan and to adjust as per data review					Consultation with staff, students, families and community members for next year's plan				School Growth Plans due
	Data from Education Committee shared with PVP who then share with school communities including students, staff, families and community members. This data is used throughout the year to inform practice and evaluate effectiveness.										
District teams* and PVP Team	School monitoring visits District team update PVP meeting	District team update PVP meeting	District team update PVP meeting	School monitoring visits District team update PVP meeting	District team update PVP meeting	District team update PVP meeting	District team update PVP meeting	School monitoring visits District team update PVP meeting	District team update PVP meeting	District team update PVP meeting	District team update PVP meeting
Students	District Assessments	10/12 Grad Assessments Listening Experiences		10/12 Grad Assessments EDI, MDI, YDI administration Listening Experiences			10/12 Grad Assessments EDI, MDI, YDI data released Listening Experiences		10/12 Grad Assessment Listening Experience		
	FSA Administration			FSA Report – end of Jan	Student Learning Survey administration				Student Learning Survey Results – by July		Student Learning Report due
Governance Committees	Education Policy	Finance Operations Policy	Education Policy	Education Policy	Finance, Operations Committee		Finance, Operations, Policy	Finance, Education	Finance Operations Education		Finance Operations Education
Engagement	IEC* DYAC*	Listening experiences BISM*	IEC* DYAC*	Listening experiences	IEC* DYAC* BISM*	District and School Forums Listening experiences	Stakeholders' meetings IEC* DYAC* Listening experiences BISM*		IEC* DYAC* Listening experiences *BISM		BISM*

*IEC – Indigenous Education Council
*DYAC – District Youth Advisory Council
*WBIS – West Boundary Integrated Services

*BMCA – Boundary Métis Community Association
*BISM – Boundary Integrated Services Model
*District Teams – Student Services, Indigenous Education, District PVP

Ongoing Engagement

Key student-learning focused engagement is occurring in SD 51 in many ways as demonstrated in the previous table. The goal is to ensure all stakeholders, students, families, educators, staff, and community members have an opportunity to have their voices heard. We use the feedback from these groups to inform our decision-making and improve student learning. Last year, engagement was focused on budget due to the ongoing increases in costs due to replacement costs and inflation. The various groups were able to express their viewpoints on which programs were essential to keep and where budget cuts were more preferable.

Specific methods of engagement:

- At this moment, Boundary School District is awaiting Okanagan Nation Alliance to select a representative for the local Indigenous Education Council.
 - Until that occurs, the IEC is not functioning; however, the Superintendent meets three times a year with the Boundary Métis Community Association (BMCA) to seek guidance on Indigenous Education and hear feedback.
 - SD 51 also sits at community tables with various Indigenous groups such as COINS (Circle of Indigenous Nations Society), which runs Aboriginal HeadStart on SD 51 property.
 - School-based Indigenous Culture and Student Success Facilitators and Indigenous Education teachers are essential components in engaging with Indigenous students and families. Those voices are shared at monthly Indigenous Education department meetings.
- Regular scheduled meetings for community and family participation including the following: PAC meetings, School Board meetings (in East and West ends of district), committee meetings (Finance, Operations, Policy, Education).
- World Cafés to give voice for staff, students, families on the learning occurring at all schools as well as to give feedback on district initiatives. There are also district-wide surveys that are emailed to all families, staff and older students. This feedback goes into the school plans that focus on student learning.
- School-based teams work together with families and students with designations to support student learning.
- Consultation with various community agencies through Boundary Integrated Services Model and West Boundary Integrated Services, including Child and Youth Mental Health, Ministry of Children and Family Development, Interior Health, Boundary Family Services, Sunshine Valley Child Care Society, Freedom Quest, Circle of Indigenous Nations Society and Boundary Women's Coalition, RCMP and Victim Services
- The district consults with other agencies through Boundary Interagency Group, including Selkirk College, Boundary Community Futures, Ministry of Citizen's Services, Interior Health and Columbia Basin Alliance for Literacy.
- From February to June, the district has public consultations concerning the budget. There is also an online survey for those unable to come to public meetings.

Examples of feedback from engagement process:

- BMCA wanted to have one of their Elders mentor Indigenous facilitators, an idea which we have embraced and financially supported for the past two years and will continue to do so.

- BMCA also requested more Indigenous representation in the Indigenous Education program, so SD 51 has tried to hire a District Principal of Indigenous Education for two years in a row (with no success).
 - BMCA part of interview process as well.
- COINS had concerns about Indigenous students transitioning into Kindergarten, seeking to make that transition smoother with more visits to local school.
- Staff, students and families requested we maintain counselling services at elementary schools in Grand Forks and in all schools in the west (more rural) part of the district, so no cuts were made to these programs.
- Staff, students and families requested cuts be made with supplies and travel budgets first. Those two items had substantial cuts during the budget process in spring 2025.
- Staff, students and families gave feedback on which school-based initiatives were working well (focus on literacy continues) and what ones needed adjustment (numeracy instruction needs to be improved). That feedback is reflected in the strategies for the 2025/26 school year.

Reflect and Adjust

The reflect and adjust portion of this report has some strategies that overlap the three district priorities followed to support Boundary School District's Strategic Plan. For example, one of the strategies being used is implementing Circle of Courage framework. This work is foundational to all three strategic priorities: Priority One – students have strong foundations in competencies; Priority Two – students have developed a sense of identity, resilience, belonging, wellness and are centred in their learning; and Priority Three – transforming system to eliminate barriers to equity. The compassionate systems leadership work is part of our commitment to equity and eliminating barriers (Strategic Priority Three), but it also has direct impact on the other two strategic priorities. The work done in the district cannot be divided neatly into three priorities, though the Reflect and Adjust Chart seems to suggest it is. When we strengthen one part of our system, we notice there is an impact on other parts of the system as well, creating a momentum for change to meet all student learning needs, but in particular those students experiencing barriers due to structural inequities.

Strategic Plan Priority: Students have strong foundational skills in literacy, numeracy and core competencies

Strategic Plan Objective: Improve student proficiency in literacy and lessen achievement gap/participation rates for priority students

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
<p>What targeted actions are being taken?</p>	<p>What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?</p>	<p>Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?</p>	<p>Based on their effectiveness, which strategies will the district team:</p> <ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? • Introduce and implement?
<p>School-directed reading assessments shared with District to support identification of students needing interventions/direct instruction</p>	<p>No district reading assessment had been in place prior to 3 years ago.</p> <p>Not able to identify consistently those students not at proficient/extending level.</p> <p>This strategy was used so schools could align reading programs with assessments – many strong opinions on which programs were best. Schools had invested money.</p>	<p>Review of data and evidence, as well as feedback received from parents and staff, indicate the need for a cohesive District Reading Assessment.</p> <p>When comparing FSA results and school reading assessments, we noticed a lot of disparity. Inconsistent results with cohorts occurred as well.</p> <p>The strategy has not worked – students are not being identified in need of interventions consistently. We are worried students are falling through the cracks.</p>	<p>Discontinue old system and Introduce/implement new one</p> <p>We will be introducing a District Reading Assessment in spring that is standard for all schools. Schools will use these results to evaluate school reading programs/impact.</p> <p>A research-based literacy screening for Ks in Fall 2025</p> <p>Teachers will be provided professional development K-9 to support effective instruction.</p> <p>Focus on Literacy Learning Progressions K-5 initially, adding Grade 6-12</p>
<p>School-directed reading interventions – schools decide which interventions to use and how those interventions are working</p>	<p>Many students are not at proficient/extending range for literacy and priority students are more likely not to be proficient.</p> <p>Interventions are needed to close this gap – so students can catch up on their literacy skills</p>	<p>When looking at the data and evidence from both FSA and district, we noticed that students are not “catching” up in their reading skills. Many students, in particular priority students, are at emerging levels at the beginning of the year and at the end of the year.</p> <p>Parents and staff in surveys have continued to communicate that literacy matters.</p>	<p>Adapt - We will be using the Literacy Grant to ensure effectiveness of reading interventions. Reading interventions must be evidence based and have impact. District team will be supporting schools to ensure this through capacity building with school teams.</p> <p>We will be building the capacity of Educational Assistants by providing professional development to support reading interventions in schools.</p>
<p>Support/programming for English Language Learners</p>	<p>In the past three years, we have had an increase in English Language Learners who need targeted support.</p>	<p>In the 2024/25 school year, we were unable to hire an ELL teacher with proper qualifications, so we were not able to proceed with program.</p>	<p>Continue – ELL teacher hired!</p> <p>Assessment and planning beginning with help from Provincial Outreach Program.</p>

Strategic Plan Objective: Improve student proficiency in numeracy and lessen achievement gap/participation rates for priority students

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Piloted numeracy screener	Helping teachers determine students' numeracy skills and identify those needed more specific help	Worked well in Grade 1 – 7 classrooms according to administration and staff.	Continue and expand to other schools Adapt: Support professional learning around these screeners
Providing professional development in numeracy during August Professional Development Day	Teachers need support in numeracy instruction – implementation of curriculum was incomplete/interrupted by pandemic	Teachers were very excited by the workshops with Kevin Dent – planning on connecting their professional growth plans to numeracy inquiry	Adapt Provide support to teachers/in-service throughout the year Numeracy Inquiry in schools with professional growth plans Numeracy chats/Communities of Practice with teachers/other districts once a month Numeracy Committee to create framework Some schools are doing well – share at District Leadership Team meetings what is happening there

Strategic Plan Objective: Enhance core competency instruction K-12

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Using Circle of Courage (Equity Scan) as framework for core competencies- students using Belonging, Mastery, Independence and Generosity as a self-assessment tool. Following are Circle of Courage activities used/created: <ul style="list-style-type: none"> - Self-assessment - Kindergarten orientation - Staff meetings - Grade 7 Capstone - SEL program - Monthly Assemblies 	The District wanted to use an Indigenous way of knowing /understanding as part of their reporting, not a colonial/settler construct. Indigenous students have reported a lower sense of belonging at school, a feeling that intensifies as they move through the education system.	Students and staff have responded positively to the Circle of Courage, with students using the Circle of Courage language to describe themselves. Indigenous partners have supported this endeavor. Some of the feedback received: <ul style="list-style-type: none"> - Students are able to describe who they are and how they feel through the four domains 	Continue and expand to other schools. The District Professional Day in January will have a focus on Circle of Courage to give school teams the time to incorporate and integrate the Circle into all aspects of classroom and school practice and culture.

Strategic Plan Priority: Students develop a sense of identity, resilience, belonging, wellness and are centred in their learning

Strategic Plan Objective: Improve and elevate student agency and voice in district

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
<p>Established Student Trustees at the Board table and District Youth Advisory Council to work directly with Superintendent</p>	<p>Students need to have their voices at the district table, to discover their agency and voice in matters which pertain to them.</p> <p>Prior there was no formal mechanism for students to have their voices heard.</p>	<p>It has been slow, but last year we had Student Trustees from both secondary schools at Board meetings. The Student Trustees brought student voice to meetings, advocating for things like additional counselling in schools.</p>	<p>Continue and deepen with Student Trustees and/or District Youth Advisory Council working with elementary aged students, especially those in grade 6 and 7, to bring their voices to the Board table.</p> <p>Have rep from Walker Development Centre at the Board table. Have Indigenous student rep(s) as well.</p> <p>Have DYAC members perform listening experiences with peers and guide strategic planning with schools</p>

Strategic Plan Objective: Build student and staff capacity with Circle of Courage

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
<p>Students use Circle of Courage to examine core competencies and to bring balance to their lives. Talking Circles with grades 6-9 and the Elder in Residence are used with Circle of Courage to help these students transition to secondary school. (Equity Scan)</p>	<p>Students, especially priority students, have a decrease in sense of belonging, welcome and safety as they progress through schools. We find the drop especially big once they get to secondary school.</p> <p>Circle of Courage is a evidence-based approach to help young people grow into capable, caring, resilient adults.</p>	<p>We have completed year 2 and will continue to deepen staff and student understanding and integration of Circle of Courage</p>	<p>Adaptions/Adjustments/Continuation:</p> <p>We will continue with Talking Circles at grades 6-9 with the Indigenous facilitators and teachers taking over. The Elder in Residence will be focusing on primary classes this year, bringing stories to students to illustrate Circle of Courage.</p> <p>District Professional Development Day in January will have Circle of Courage focus.</p>

Strategic Plan Objective: Build student and staff capacity with anti-racism and anti-discrimination practices

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Professional development with Ivan Coyote to increase awareness of barriers for students, especially vulnerable/priority students.	Many of our vulnerable students do not feel welcome, safe, or have a sense of belonging, including priority students.	Many staff expressed appreciation for the workshops. They asked questions that demonstrated lack of knowledge around issues such as anti-discrimination and what is allowed/appropriate in a classroom came up. This demonstrated clearly how the District can better support inclusive classrooms from a policy/admin procedure perspective.	Continue work with administrative procedures and establish clear communication about inclusive classroom expectations. Continue to have authentic listening experiences to better understand the barriers to feeling unwelcome, unsafe and not belonging. Introduce and support MECC's anti-racism toolkit for educators.

Strategic Plan Objective: Increase student engagement, ensure centred in their learning

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Create opportunities for students to learn outside the classroom or to have opportunities to understand their learning better: - Dual Credit programs - LINKS in secondary school (keep students at secondary school, not alternate) - ePortfolio - ADST and Science Fair	Students, especially priority students not feeling a sense of belonging in learning, not connected to learning or being engaged. Priority students not graduating within 5 years in comparison to non-priority or graduating with Adult Dogwood.	We have more students than ever participating in these programs. We have had a significant decrease in enrollment at the alternate school due to the flexibility with the LINKS course in all blocks. We had over 400 students participate in the Science Fair this year. Parents, students and staff have had positive feedback. Students report back in school surveys how engaging ADST is for them (prep at one school last year)	Continue: Dual Credit, LINKS, Science Fair, ADST Adjustments: Learning Strategies course Gr 10-12 for those students needing support for learning needs (students with designations targeted).

Strategic Plan Priority: Systemic transformation to identify and eliminate barriers to equity

Strategic Plan Objective: Capacity building with students and staff with Truth and Reconciliation

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
<p>Strengthen professional and personal learning around Truth and Reconciliation with Jo Chrona and Wayi Wah! workshop so educators can bring this awareness into classroom (Equity Scan).</p>	<p>To build capacity of educators around Truth and Reconciliation, to acknowledge and challenges assumptions/biases.</p> <p>Indigenous students not feeling welcome, safe or a sense of belonging, feelings that increase as they go through K-12</p>	<p>Well-received and welcomed from most teachers. Built understanding about how to incorporate action/practice in the classrooms.</p>	<p>Continue with addition of Truth and Reconciliation Educator group/committee to support the work at school level.</p>

Strategic Plan Objective: Identify barriers to equity in SD 51

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
<p>Policy Review (Equity Scan)</p>	<p>Many of SD 51s policies were outdated and had assumptions and/or biases</p>	<p>Entire policy review has been completed. Staff and families are finding the policies much easier to understand – more about governance, not about procedures.</p>	<p>Adjustment: focus is now on Administration Procedures. Engage with students, staff and families – especially priority students and families – to examine the barriers within administrative procedures (such as consequence with codes of conduct/suspensions).</p> <p>District Youth Advisory Council/Student Trustees to lead this discussion</p>

Strategic Plan Objective: Capacity building with school teams around system transformation using Compassionate Systems Leadership (CSL)

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
<p>Build CSL capacity with school teams to encourage schools to deal with equity barriers and to improve students' sense of belonging and feeling of welcome/safe at school.</p>	<p>The call for equity cannot just be at district level. Schools must embody this vision of equity as well.</p> <p>Educators at the school level must have personal and professional learning around equity.</p> <p>Students, especially priority students, need to feel a sense of safety, welcome and belonging. Schools must be safe places.</p>	<p>Principals have been using CSL as well as Emotional Agility work in Learning Together Sessions to build their skills and begin the personal and professional transformation process.</p> <p>Principals and vice-principals have expressed how these sessions support their well-being – it helps how they show up for staff, students and families.</p>	<p>Continue and Adjust:</p> <p>Learning Support teachers (LSTs) will now receive training with CSL facilitator while PVP will receive more intensive development, particularly around systems change.</p> <p>PVP and LST will build CSL practice at school level</p>

Creating Alignment to Enhance Student Learning

Schools in SD 51 use inquiry as their framework for enhancing student learning. Based on the *Spirals of Inquiry*, schools used the following stages to guide their work:

- Be Curious – What is going on for our learners? Who are we most worried about?
- Get Intention – with our inquiry. What are the priorities and why? What will be the biggest impact?
- Make Time for Learning – What do we (the adults) need to learn and how do we learn this?
- Action with Intent – In the classroom, what will we do differently? What is working, what's not and why?
- Thoughtful sharing – Have we made enough of a difference? How do we know?

The parameters around the inquiry framework are:

- Must be focused on students learning (literacy, numeracy, social-emotional) in classroom
- Collaborative with students, staff, families – all contributing
- Aligned with district plan(s) and professional plans
- Capacity building (shifting mindsets) and continuous

[School growth plans](#) are created with input from staff, students, and families and the focus is on enhancing student learning in three key areas of development: literacy, numeracy and social-emotional learning. The work in the past year has been to ensure the focus of school growth plans reflect the district strategic plan, with the District Strategic Framework Team (comprised of Superintendent, District Principals and District Vice-Principals) working directly with schools to support their plans and ensuring coherence with district initiatives. In the 2025/26 school year, principals and vice-principals will be working towards integrating a new inquiry framework that supports robust analysis and interpretation of data with a big focus will be on student voice.

Data analysis occurs at Learning Together meetings, so the conversation around priority students is always at the forefront. This will allow the opportunity for the team to look at the data from the district as well as their school perspectives. Principals and vice-principals then take this data and relevant information back to their school communities: students, staff, families, and community members. This framework will allow the data to be analyzed and interpreted in a timely manner as well as communicated to various partner groups, allowing for adjustments and adaptations to be implemented as needed,

Alignment is essential to ensure resources are going to support the Strategic Plan in terms of successful implementation of the strategic priorities. This is especially important in the face of budget concerns. To ensure we are using the lens of the Strategic Plan in all decision-making, we are doing the following:

- Board meetings are structured around the Strategic Plan priorities, with monthly reporting on initiatives and analysis/review of data (are we making a difference?).
- Strategic operational plans guide our actions in implementing the strategic priorities in a timely, measurable manner.
- Weekly meetings with senior management team representing Education, Finance, Technology, Operations, Human Resources to ensure horizontal alignment and efficiency in distribution of resources.
- Using Inquiry Framework at all levels including district, school and individual plans to ensure alignment with strategic plan.
- School plans are contextual for each school, meeting the needs of the students at that school. District initiatives give overall big-picture direction, but schools are able to determine how to meet their students' needs (from an evidence-based perspective and using inquiry framework as a guide).
- Long-Term Facilities Plan is still ongoing. We are using the Strategic Plan to guide the work – it is too important to not look through that lens while evaluating our aging facilities.