

Boundary School District

SD# 51



Enhancing Student Learning Report

September 2023

In Review of Year 2 of 5 with SD 51 Strategic Plan 2021 - 2026



Approved by Board on September 19, 2023

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Introduction: District Context

With gratitude, we acknowledge that School District 51 resides on the unceded traditional territory of the Interior Salish people. 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, School District No. 51 (Boundary) lies on the unceded traditional territory of the Interior Salish people and stretches from Big White Resort to Christina Lake.

SD 51 has the privilege of serving approximately 1,300 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 school 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.
- 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 an hour to get to school each day.
- Our largest school has over 400 students; our smallest has 8.

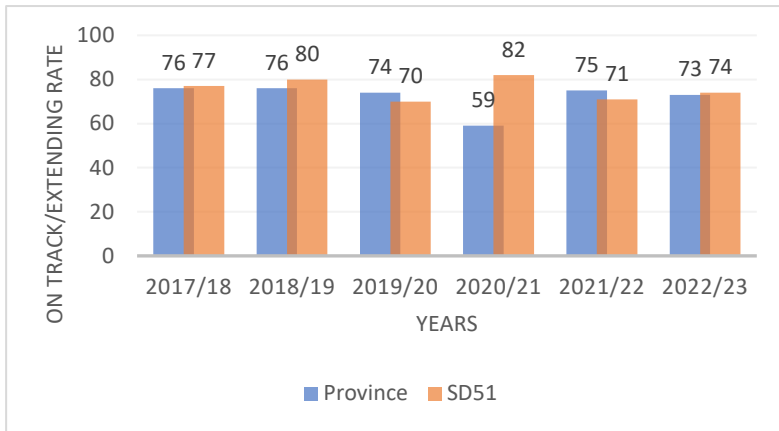
As a community, we have faced numerous challenges over the past two decades: declining enrollment, loss of primary-sector employer(s), forest fires, flooding, and a pandemic. There are also systemic challenges that greatly affect our most vulnerable and marginalized students and families. Through the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

Intellectual Development

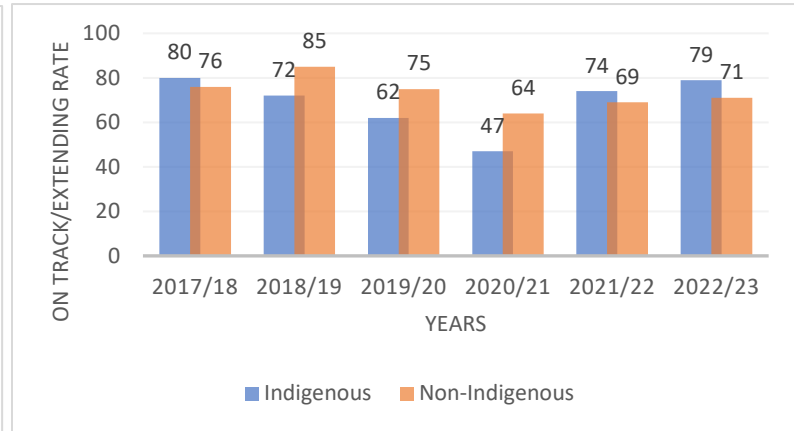
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

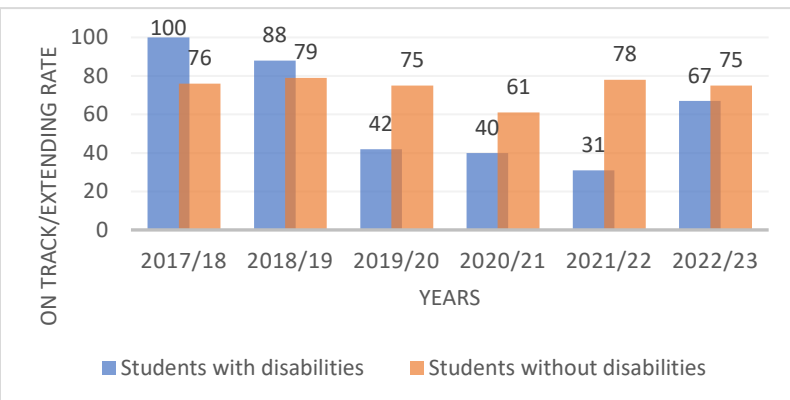
Grade 4 FSA Literacy/Reading (All resident Students)



Grade 4 FSA Literacy/Reading (Indigenous Students)



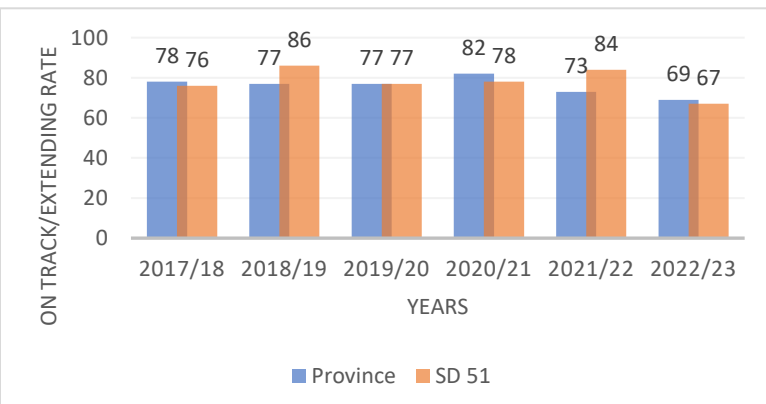
Grade 4 FSA/Reading (Students with Disabilities/Diverse Abilities)



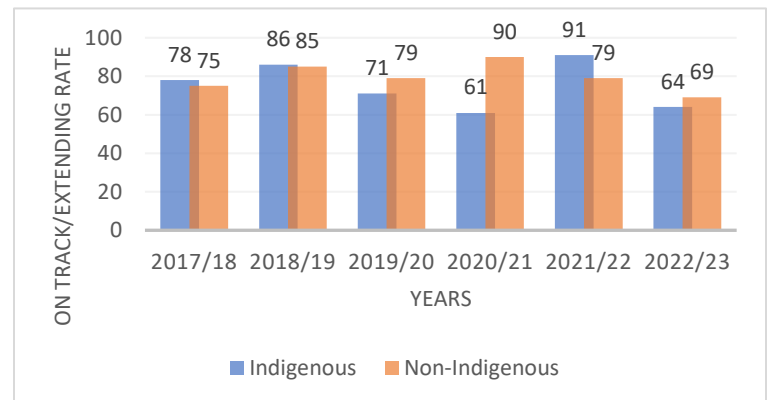
Grade 4 FSA Literacy/Reading (Children/Youth in Care)

No Data Available

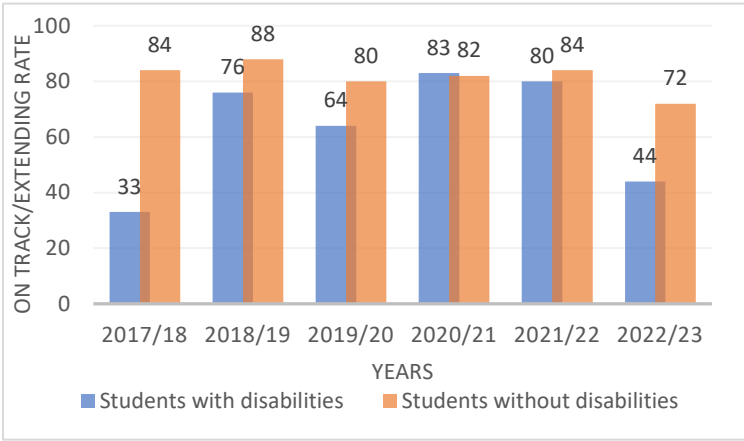
Grade 7 FSA Literacy/Reading (All Residents)



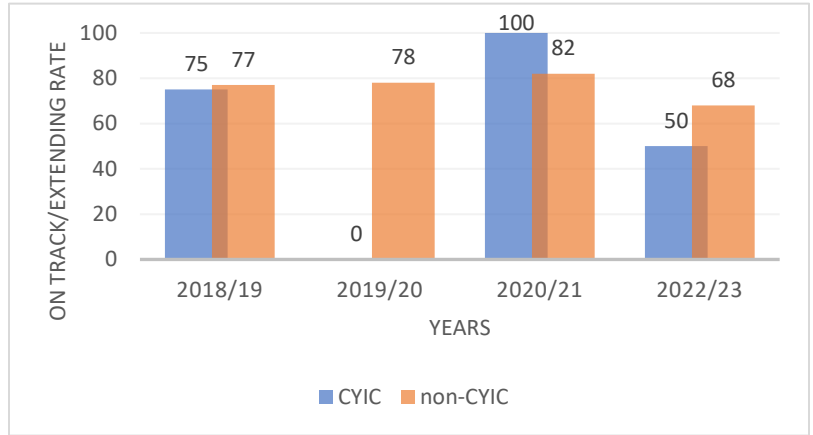
Grade 7 Literacy/Reading (Indigenous Students)



Grade 7 FSA Literacy/Reading (Students with Disabilities/Diverse Abilities)

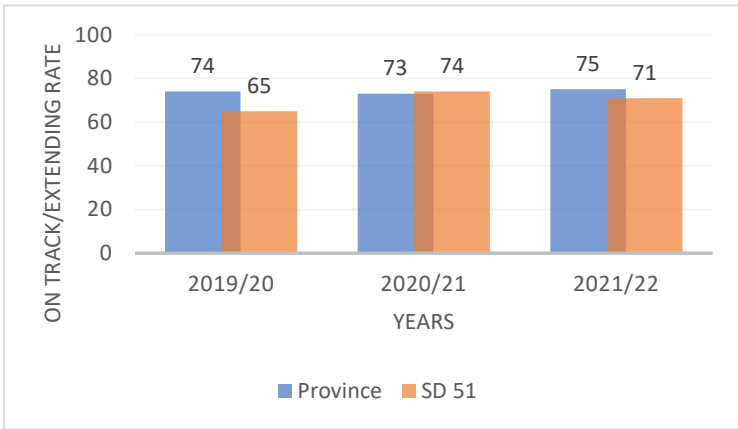


Grade 7 FSA Literacy/Reading (Children/Youth in Care)

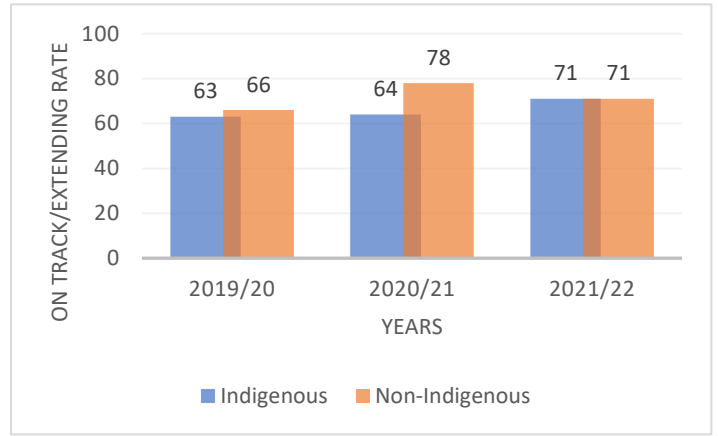


Measure 1.2: Grade 10 Literacy Expectations

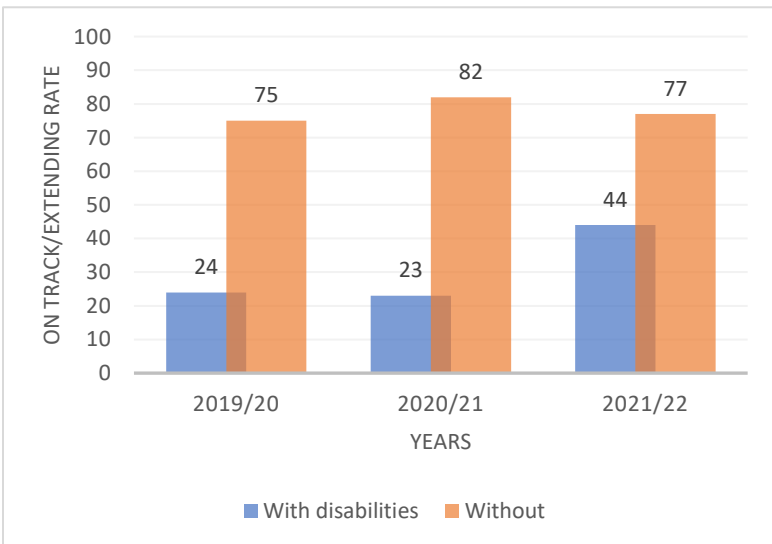
Grade 10 Grad Assessment Literacy (All Resident Students)



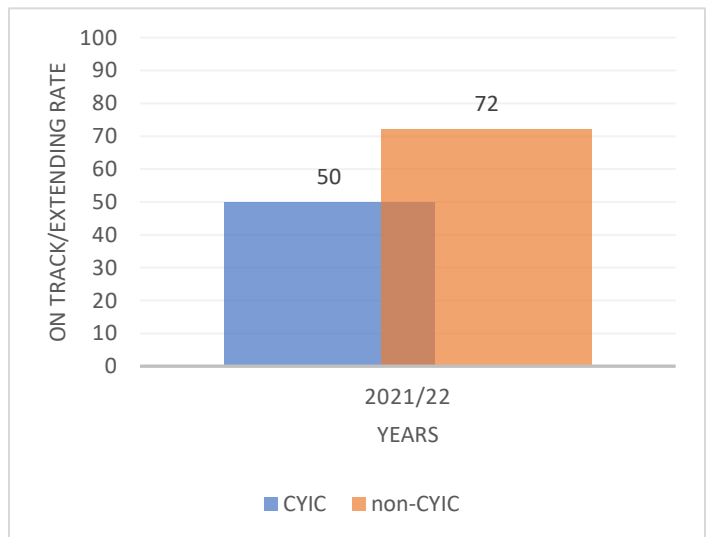
Grade 10 Grad Assessment Literacy (Indigenous Students)



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



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



Relevant Additional/Local Data and Evidence

District Reading Assessments 2022/23

	Emerging		Developing		Proficient		Extending	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Kindergarten	66%	18%	6%	55%	29%	55%	0%	6%
Grade 1	59%	43%	23%	29%	15%	21%	2%	7%
Grade 2	65%	34%	13%	26%	19%	32%	2%	8%
Grade 3	55%	39%	15%	25%	25%	21%	5%	15%
Grade 4	32%	32%	19%	13%	35%	43%	14%	11%
Grade 5	44%	27%	24%	27%	24%	38%	8%	8%
Grade 6	36%	28%	21%	23%	37%	41%	6%	7%
Grade 7	54%	32%	18%	25%	19%	37%	8%	6%
Total	50%	33%	19%	24%	25%	34%	6%	9%

All Students

	Emerging		Developing		Proficient		Extending	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Kindergarten	70%	38%	0%	50%	30%	12%	0%	0%
Grade 1	43%	39%	43%	30%	13%	22%	0%	9%
Grade 2	73%	42%	12%	31%	12%	23%	4%	4%
Grade 3	59%	45%	14%	18%	18%	18%	9%	18%
Grade 4	34%	33%	28%	7%	21%	50%	17%	10%
Grade 5	41%	29%	24%	26%	31%	35%	3%	9%
Grade 6	31%	30%	17%	19%	52%	52%	0%	0%
Grade 7	49%	39%	23%	18%	23%	34%	5%	8%
Total	48%	37%	22%	21%	25%	35%	5%	8%

Indigenous Students

	Emerging		Developing		Proficient		Extending	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Kindergarten	100%	100%	0%	0%	0%	0%	0%	0%
Grade 1	80%	75%	20%	0%	0%	25%	0%	0%
Grade 2	67%	67%	11%	11%	22%	22%	0%	0%
Grade 3	80%	89%	0%	0%	20%	11%	0%	0%
Grade 4	60%	70%	0%	10%	30%	20%	10%	0%
Grade 5	77%	47%	23%	27%	0%	20%	0%	7%
Grade 6	78%	67%	22%	22%	0%	11%	0%	0%
Grade 7	85%	42%	5%	42%	10%	16%	0%	0%
Total	77%	61%	10%	21%	12%	17%	1%	1%

Students with disabilities or diverse needs

How Are We Doing Report can be found [here](#)

- Participation Rates 2021/22
 - FSA Grade 4 Literacy: Indigenous 90%, Non-Indigenous 96%
 - FSA Grade 7 Literacy: Indigenous 91%, Non-Indigenous 95%
 - Grade 10 Literacy Assessment: Indigenous 70%, Non-Indigenous 91%

Analysis and Interpretation: What Does this Mean?

Please note: FSA results for the 2020/21 report are shown, but we had less than 65% participation. Hence, we have not considered the data in the analysis or interpretation.

With FSAs, the trend continues with improved results for grade 4 students over the past four years though there has been a decrease this year with grade 7 students

- Indigenous learners continue to perform at par or better than non-Indigenous in grade 4 though there has been a dip in the grade 7 results this year
- No data for children and youth in care for grade 4, but literacy results for children and youth in care are disproportionate for grade 7
 - Children and youth in care are not performing as well as non-children and youth in care
- Students with disabilities/diverse abilities are also performing disproportionately worse than students without disabilities or diverse abilities at all grades

With the Literacy Assessment, SD 51 students are below the provincial average in 2021/22 which is a dip from last year

- Indigenous students are performing at the same rate as non-Indigenous students
- Students with disabilities or diverse abilities are disproportionately not performing on-track or exceeding compared to students without disabilities/diverse needs

The District Reading Assessment triangulates a lot of the data we see with FSAs. We also noticed that

- Some students not progressing in reading during the year
 - 33% of all students at emerging stage (234 of 715 students)
 - Still a large number of grade ones not progressing (54 emerging in fall; 40 in spring)
 - Grade 4s have more emerging in fall than in spring (29 in fall, 31 in spring)
- Disproportionately, Indigenous students are more likely to be emerging with reading compared to non-Indigenous at spring assessments, which was not the case in fall.
 - Fall: Indigenous 48% emerging; all students 50%
 - Spring: Indigenous 37% emerging; all students 33%

- Students with disabilities and/or diverse abilities are also disproportionately at the emerging stage
 - Fall: Students w/disabilities 77% emerging; all students 50%
 - Spring: Students w/disabilities 61% emerging; all students 33%
- No information available for children and youth in care

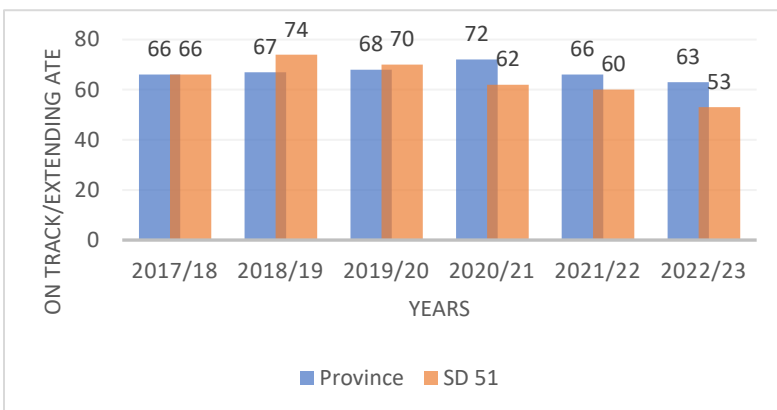
The *How Are We Doing Report* confirmed the data from FSAs and the District Reading Assessment and emphasized the participation rate data.

- The participation rate of Indigenous students is disproportionately less than non-Indigenous students in not only Foundational Skills Assessment but also the Literacy Assessment
- Participation rate in FSA has steadily increased from 83% in 2018 to 86% last year
 - So, while results are not as high as they were in 2018, more students are participating regardless of preconceived “ability” (bias)
 - Makes us wonder if students with disabilities/diverse abilities were discouraged from taking FSAs previously
- Indigenous students are not participating at the same rate as non-Indigenous students
- Students with disabilities or diverse needs, and children and youth in care are disproportionately not meeting expectations
- We have a large number of students in our district reading assessment who are not advancing their literacy skills during the year
 - Not achieving a year’s worth of learning in a year

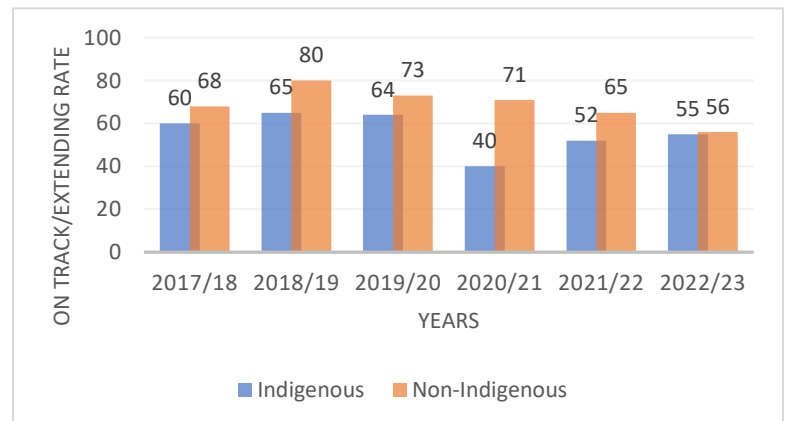
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

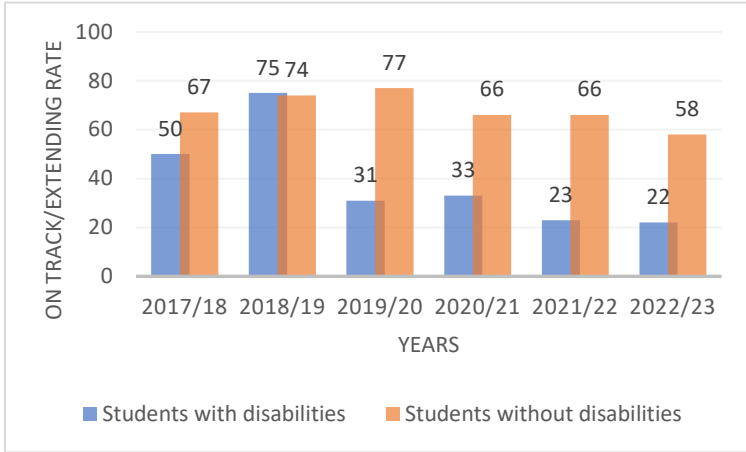
Grade 4 FSA Numeracy (All Resident Students)



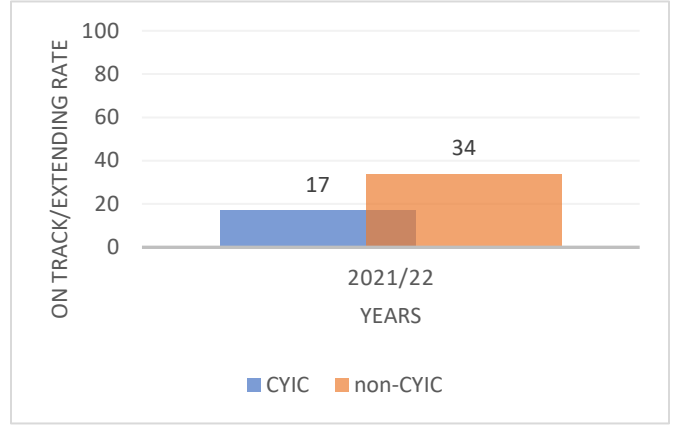
Grade 4 FSA Numeracy (Indigenous Students)



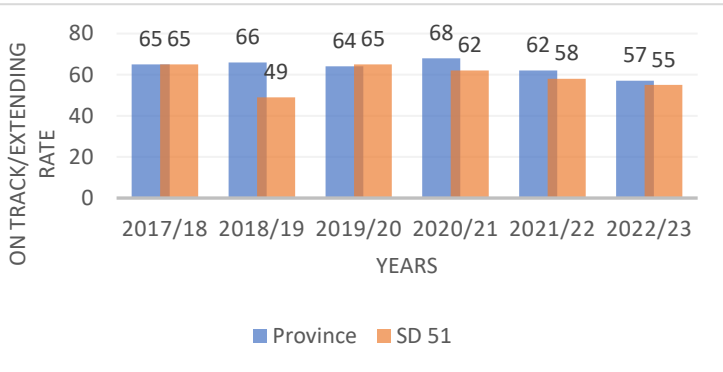
Grade 4 FSA Numeracy (Students with Disabilities/Diverse Abilities)



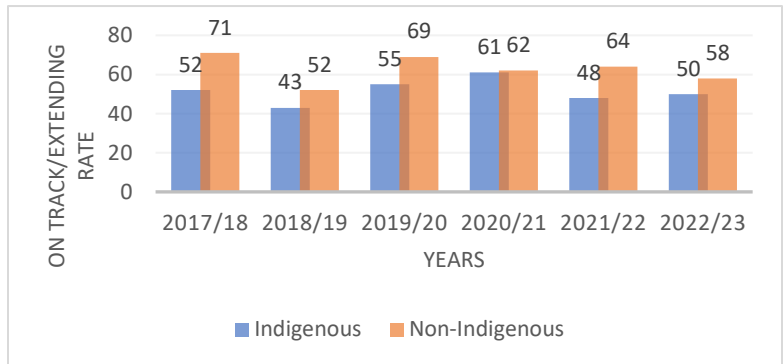
Grade 4 FSA Numeracy (Children/Youth in Care)



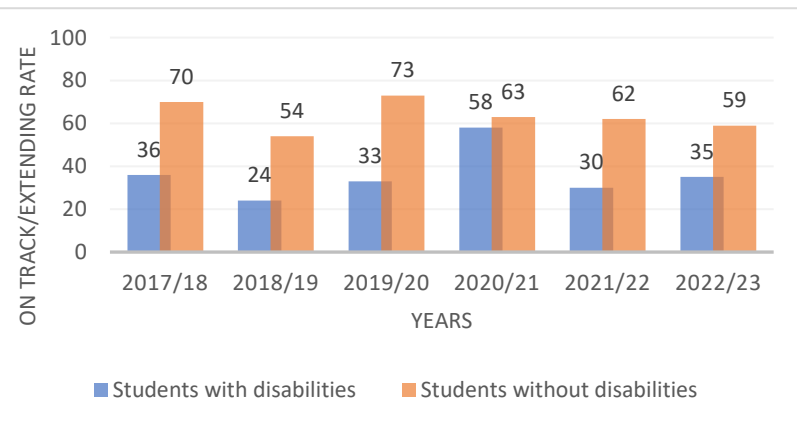
Grade 7 FSA Numeracy (All Resident Students)



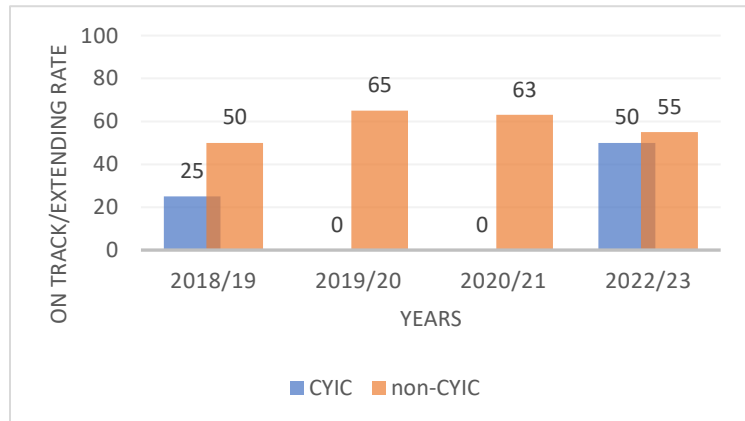
Grade 7 FSA Numeracy (Indigenous Students)



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

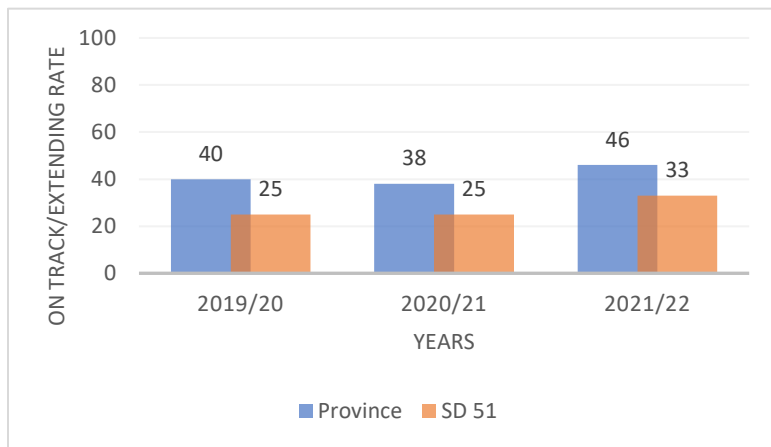


Grade 7 FSA Numeracy (Children/Youth in Care)

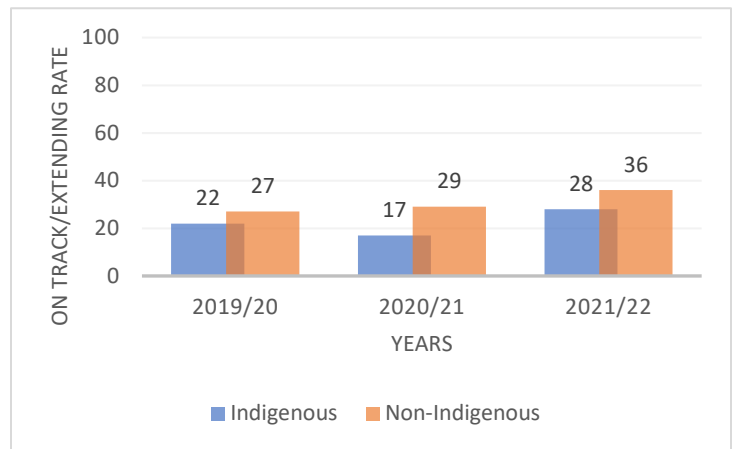


Measure 2.2: Grade 10 Numeracy Expectations

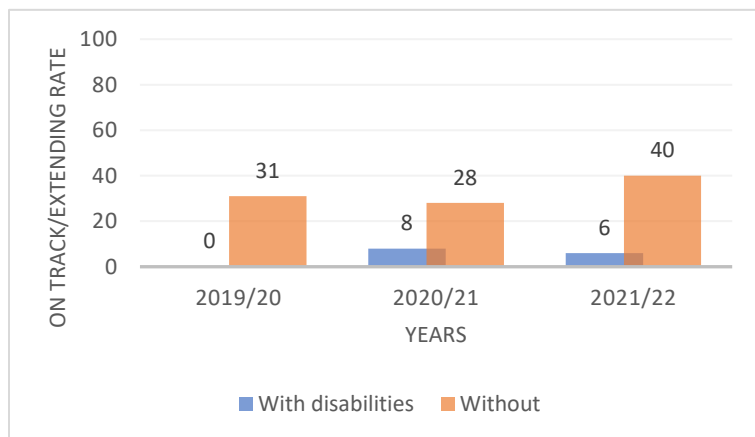
Grade 10 Grad Assessment Numeracy (All Resident Students)



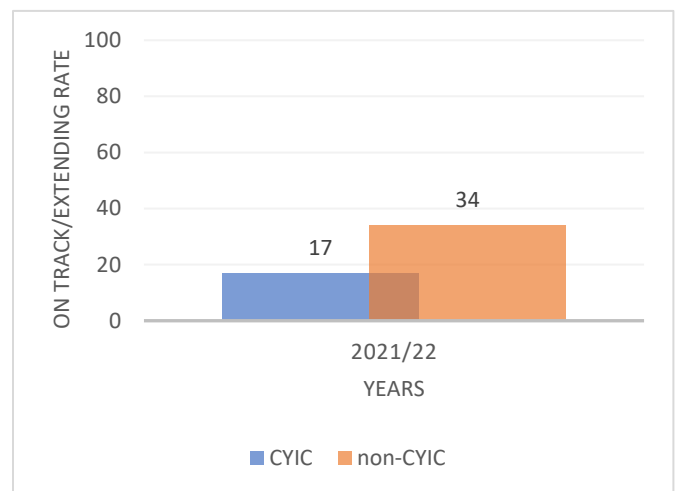
Grade 10 Grad Assessment Numeracy (Indigenous Students)



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



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



Relevant Additional/Local Data and Evidence

How Are We Doing Report can be found [here](#)

- Participation Rate 2020/21
 - FSA Grade 4 Numeracy: Indigenous 90%, Non-Indigenous 96%
 - FSA Grade 7 Numeracy: Indigenous 94%, Non-Indigenous 95%
 - Grade 10 Numeracy Assessment: Indigenous 80%, Non-Indigenous 90%

Analysis and Interpretation: What Does this Mean?

Please note: FSA results for the 2020/21 report are shown, but we had less than 65% participation. Hence, we have not considered the data in the analysis or interpretation.

For the past four years, FSA numeracy results as shown for all SD 51 students have been decreasing.

- This downward trend is happening provincially.
- Indigenous learners, students with disabilities or diverse needs, and children and youth in care are disproportionately not meeting expectations

In the Numeracy Assessment, SD 51 students are performing below the provincial average.

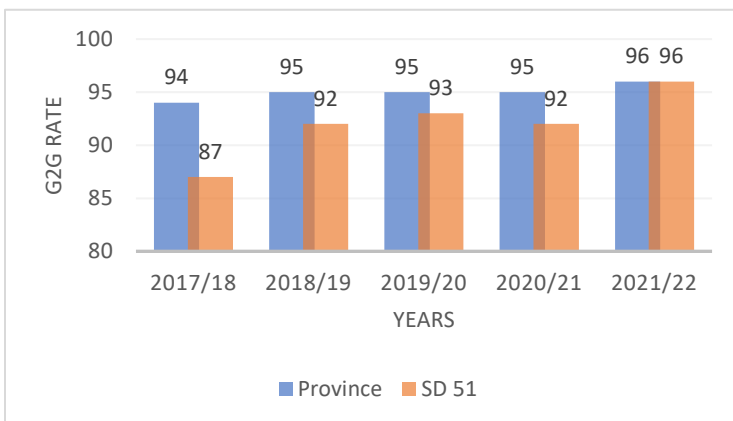
- In 2021/22, there was an increase in the number of students on-track/extending compared to the previous two years (33% on-track/extending compared to 25%)
- Indigenous learners, students with disabilities or diverse abilities and children and youth in care are disproportionately not on-track or exceeding expectations

In the *How Are We Doing Report*, most of the data is masked, but the following is observed:

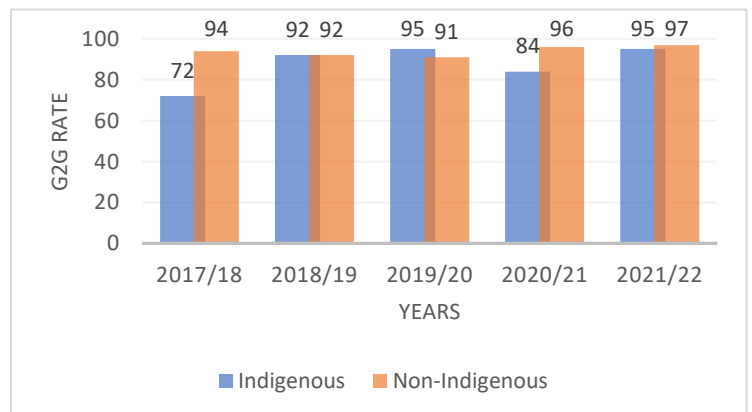
- Indigenous learners are participating at a lower rate than non-Indigenous students
- A disproportionate number of Indigenous learners are not meeting expectations in grade 4 and grade 7.
- While results for the Numeracy Assessment between Indigenous and non-Indigenous learners are proportionate, participation rates are disproportionate with fewer Indigenous learners taking the assessment for the first time in grade 10.
- Lack of qualitative and quantitative data for numeracy

Measure 2.3: Grade-to-Grade Transitions

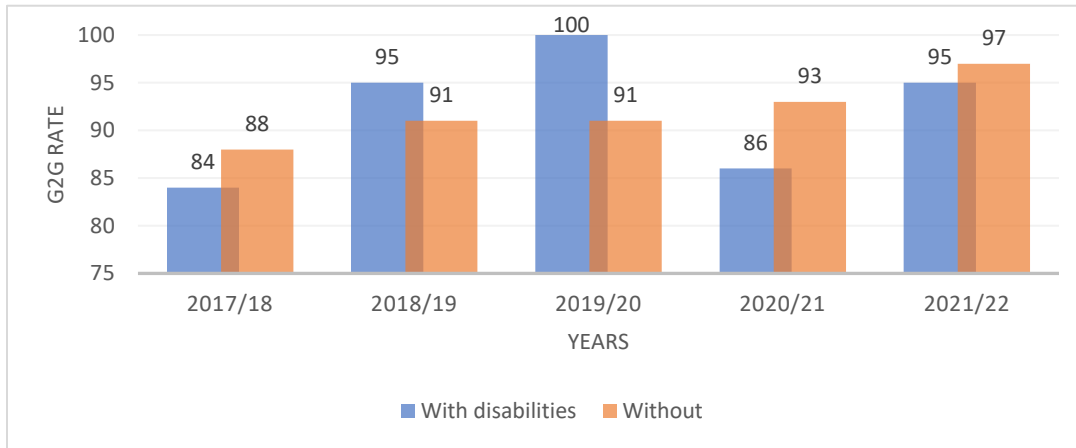
Grade 10 to 11 Transition (All Resident Students)



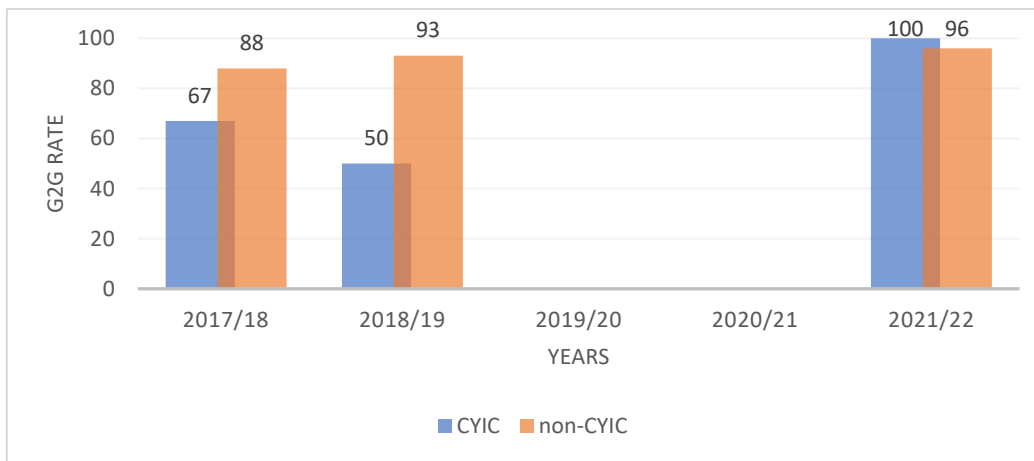
Grade 10 to 11 Transition (Indigenous Students)



Grade 10 to 11 Transition (Students with Disabilities/Diverse Abilities)

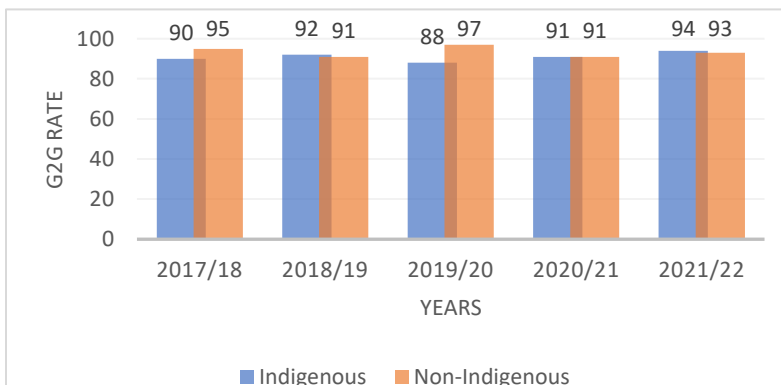
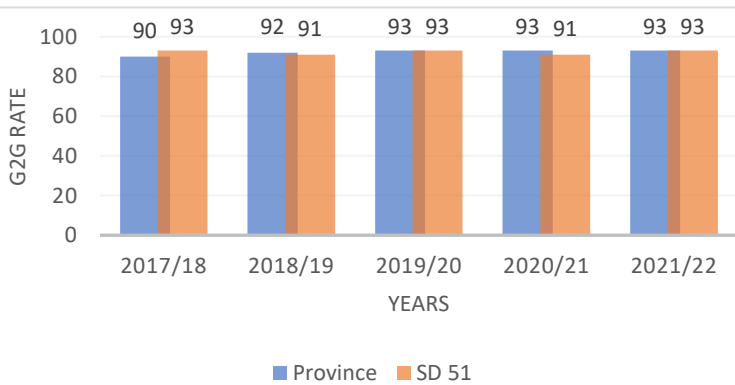


Grade 10 to 11 Transition (Children/Youth in Care)

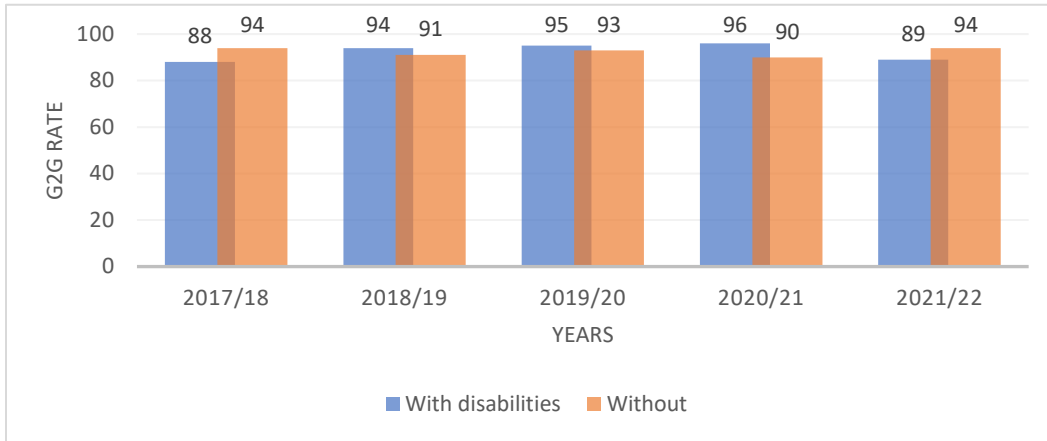


Grade 11 to 12 Transition (All Resident Students)

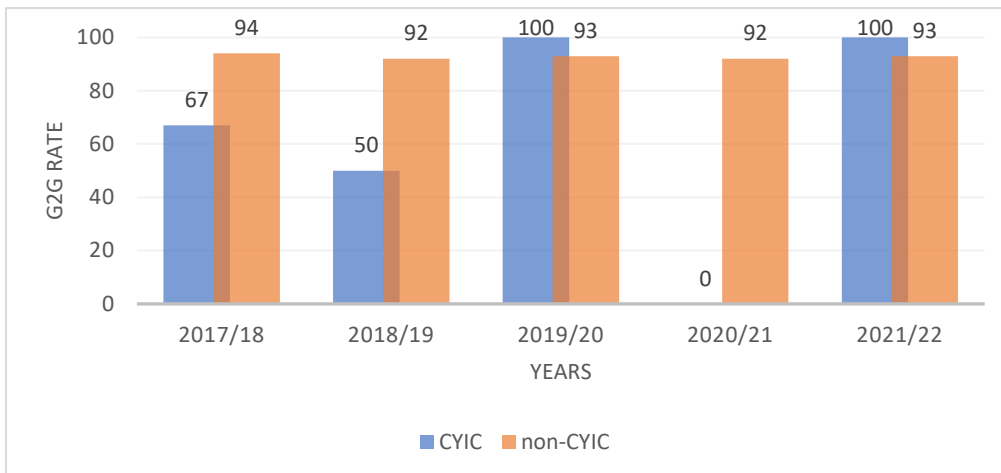
Grade 11 to 12 Transition (Indigenous Students)



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



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



Analysis and Interpretation: What Does this Mean?

- Grade to grade transitions for SD 51 students was close to or on par with the provincial average; however, there was a dip for both Indigenous learners and students with disabilities or diverse abilities in the 2021/22 school year when transitioning from grade 10 to grade 11.
- We will look to see if this trend continues next year with this cohort.

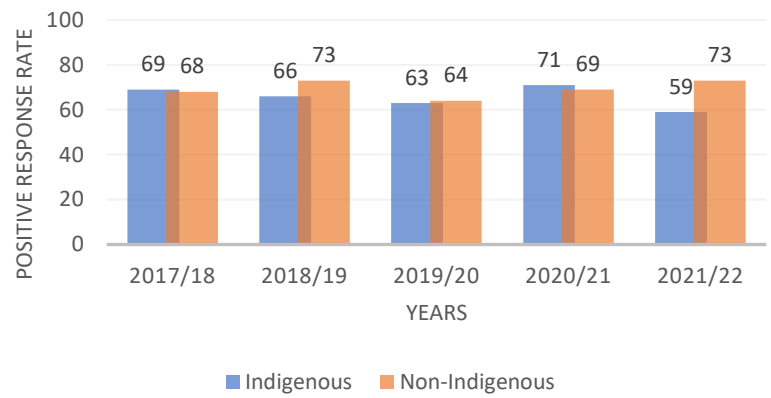
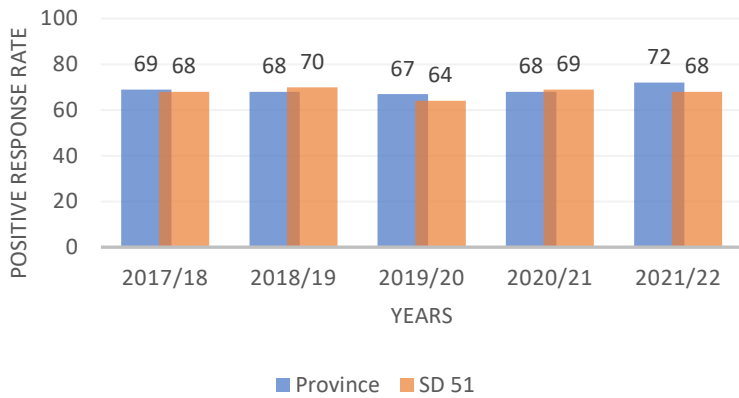
Human and Social Development

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

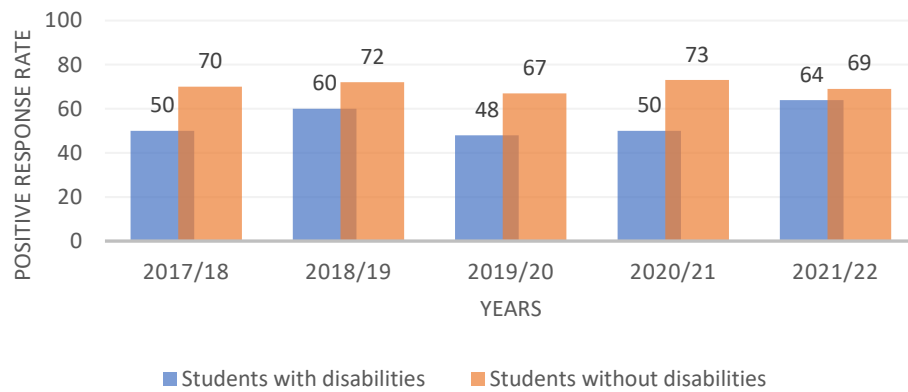
Measure 3.1: Student Sense of Belonging

SLS – Feel Welcome (All Residents)

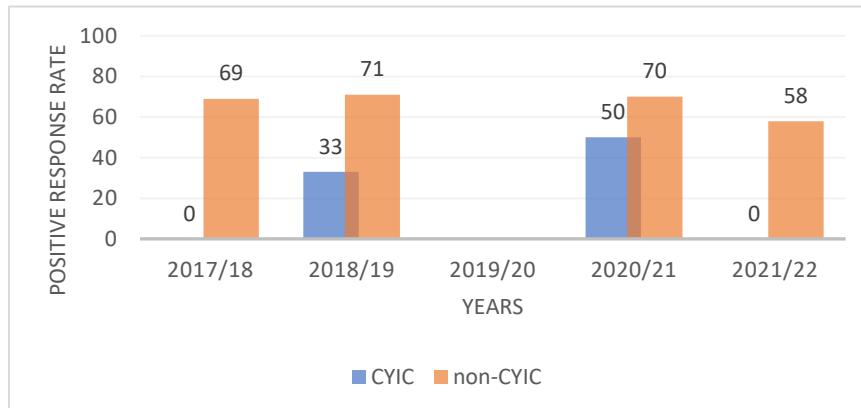
SLS – Feel Welcome (Indigenous Students)



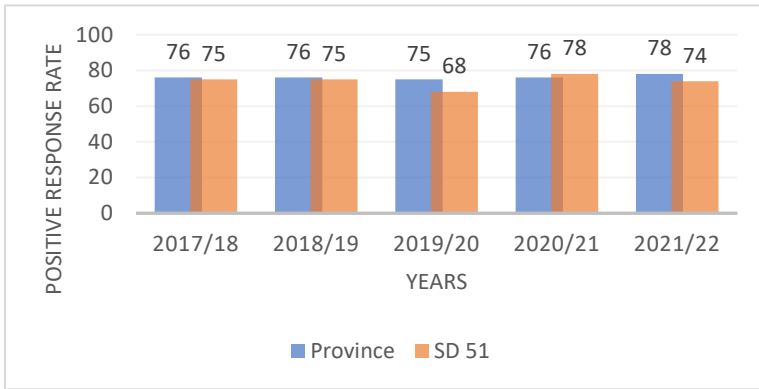
SLS – Feel Welcome (Students with Disabilities/Diverse Abilities)



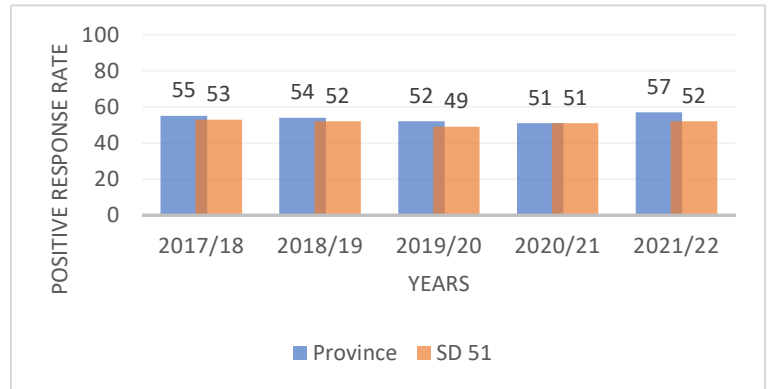
SLS – Feel Welcome (Children/Youth in Care)



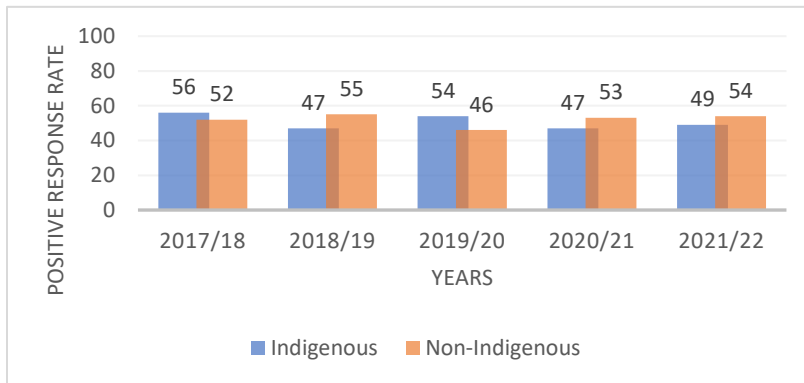
SLS – Feel Safe (All Resident Students)



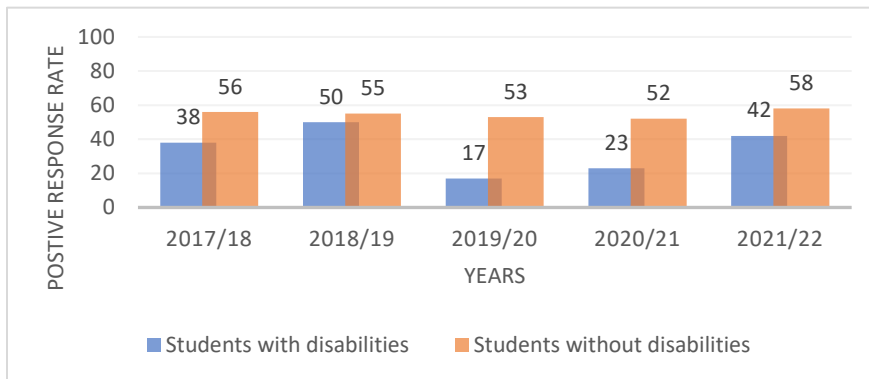
SLS – School Belong (All Resident Students)



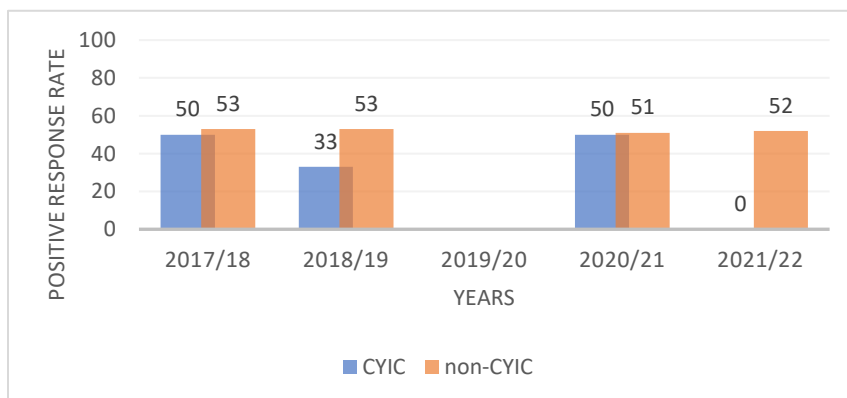
SLS – School Belong (Indigenous Students)



SLS – School Belong (Students with Disabilities/Diverse Abilities)

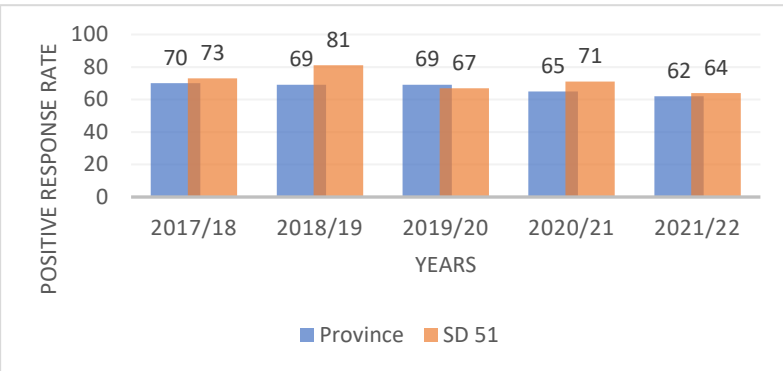


SLS – School Belong (Children/Youth in Care)

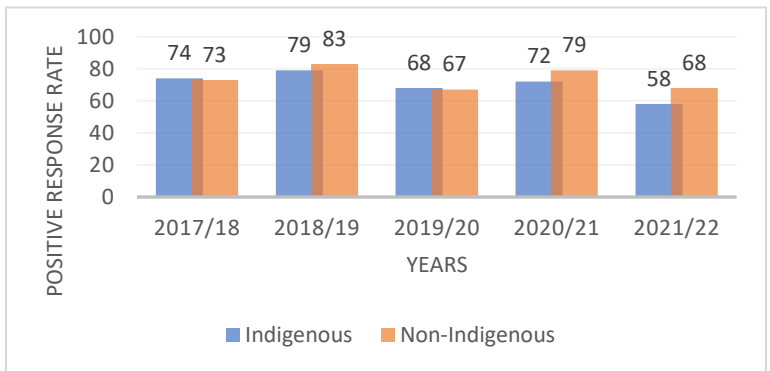


Measure 3.2: Two or More Adults who Care About Them

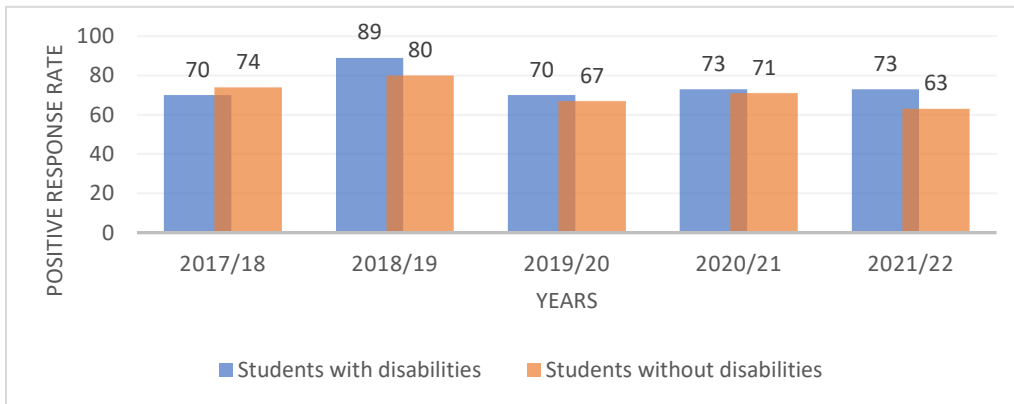
SLS – Adults Care (All Resident Students)



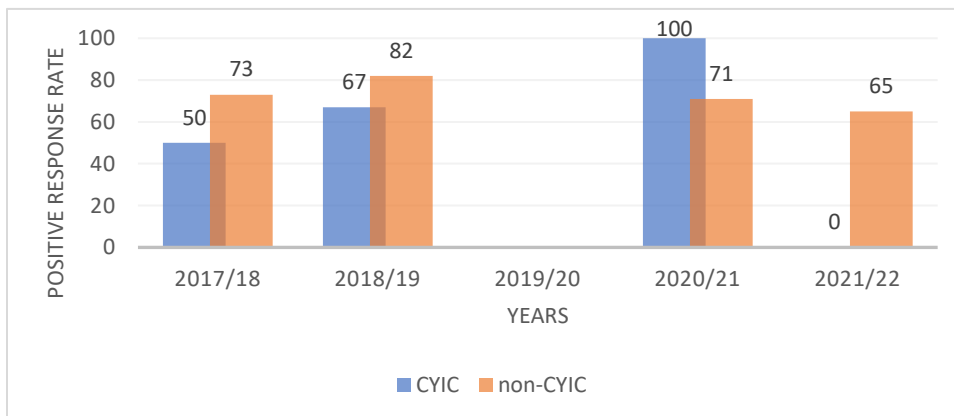
SLS – Adults Care (Indigenous Students)



SLS – Adults Care (Students with Disabilities/Diverse Abilities)



SLS – Adults Care (Children/Youth in Care)





Relevant Additional/Local Data and Evidence


Early Years Development Instrument can be found [here](#)

- According to the *EDI Community Profile*, in Boundary, 36% of children are vulnerable on at least one area of developmental, a meaningful increase in childhood development vulnerability since 2005.
- Early childhood development is a social determinant of health. Avoidable and persistent inequities in life affect children’s developmental health and wellbeing.

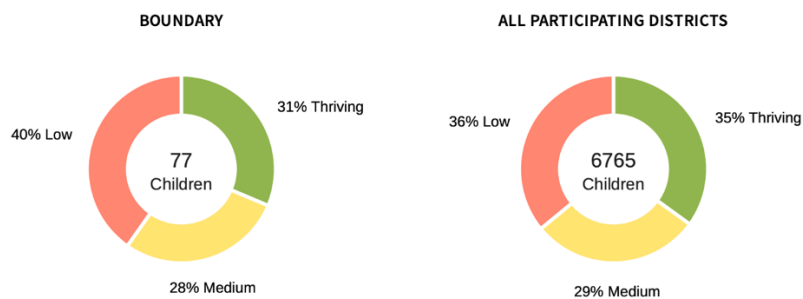
Middle Years Development Instrument: [Grade 4](#) and [Grade 7](#)


 **High Well-being (Thriving)**
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.


 **Medium Well-being**
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.


 **Low Well-being**
Children who score in the low range on at least 1 of the 5 measures of well-being.

Grade 4

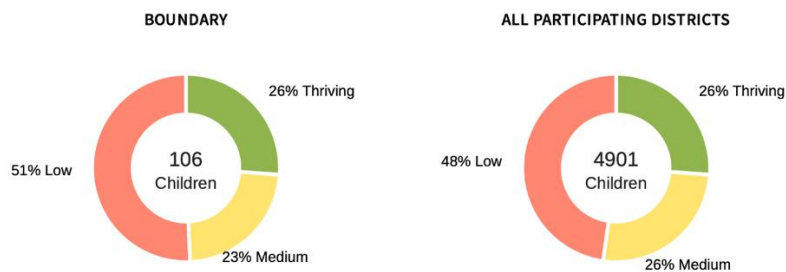


 **High Well-being (Thriving)**
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

 **Medium Well-being**
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

 **Low Well-being**
Children who score in the low range on at least 1 of the 5 measures of well-being.

Grade 7



- Nutrition and sleep as an asset are low for both Grade 4s (55%) and Grade 7s (52%)
- Concerns with social and emotional development especially for grade 7s who report low sense of optimism (31%), low self-esteem (24%), low sense of happiness (30%), and low absence of worries (37%)
- Physical health and well-being results – Boundary results consistently lower than the other districts
- Interesting to see how connectedness to adults decreases from grade 4 (high 76%) to grade 7 (high 67%) which has been a theme in the past 3 years of the MDI
- Peer belonging and friendship intimacy also seem to decrease from grade 4 (high 59%) to grade 7 (high 47%)
- Use of out-of-school time – lots of students have “never” as a response
 - More grade 7 students (41%) wish they could do additional activities than grade 4 students (24%)
- School experiences especially school climate and school belonging have some worrisome results, especially in grade 7
 - School climate: Grade 4 – 14% low sense of caring; Grade 7 - 27% low sense of caring
 - School belonging: Grade 4 – 18% low sense of belonging; Grade 7 – 32% low sense of belonging

Youth Development Instrument can be found [here](#)

Strengths:

- Students trended toward being less likely to report that they eat food not prepared at home '6-7 days/week' in your district compared with students in other districts (<18% vs. 18%)
- Students trended toward being more likely to report participation in team sports at school in your district compared with students in other districts (44% vs. 30%)
- Students trended toward being more likely to report participation in art lessons at school in your district compared with students in other districts (37% vs. 25%)

Areas of Focus:

- Students were less likely to rate school environment (respect, care, support) as 'high' in your district compared with students in other districts (17% vs. 35%)
- Students were less likely to rate school safety as 'high' in your district compared with students in other districts (47% vs. 67%)
- Students were more likely to rate loneliness as 'high' in your district compared with students in other districts (31% vs. 17%)

How Are We Doing Report can be found [here](#)

- Welcome
 - For Indigenous students in grades 4, 7 and 10, there is a disproportionate number reporting not feeling welcome at school

- Student Sense of Belonging:
 - A disproportionate number of Indigenous students in all grades report feeling they do not belong – well below both the provincial and district averages
- Two or More Adults Who Care about Them:
 - A disproportionate number of Indigenous students in grades 4 and 7 report less than 2 adults care for them, a trend that has continued since 2017

Listening Experiences with Students 2022/23

We met with SD 51 students at the two secondary schools three times, following Shane Safir’s Radical Listening protocol. The following themes were apparent at all meetings:

- Experiencing discrimination/harmful comments based on the following:
 - Sexual orientation and gender identity
 - Ethnicity/race
 - Gender
 - Social class (poverty)
- Leaving their true self “at the door” and not feeling celebrated (culturally, ethnic heritage)
 - Many students reported that they had to pretend to be “someone else” because they felt their true self would not be accepted
 - Did not see their experiences celebrated/acknowledged
- Feelings of helplessness/hopelessness
 - Many students felt a lack of power in certain situations or in certain places
 - Some classrooms
 - On school buses
 - Academically
 - Socially
 - Felt that no one could really help in those situations
 - “That’s just the way it is and people won’t change”
- Overwhelmed with balancing all aspects of life (academic, sports, work, social)
 - Hard on mental well-being
 - Felt unheard with many adults

Analysis and Interpretation: What Does this Mean?

As shown in the Student Learning Survey, SD 51 students are below the provincial average for feeling welcome, safe, and belonging. SD 51 students are higher than the provincial average with a positive response rate for “adults care”; however, this is disproportionately not so for Indigenous students, and as students go to secondary school, this positive response rate

decreases especially for students with disabilities or diverse abilities. Again, we do not have consistent data about children and youth in care, so we are unable to consistently track those students.

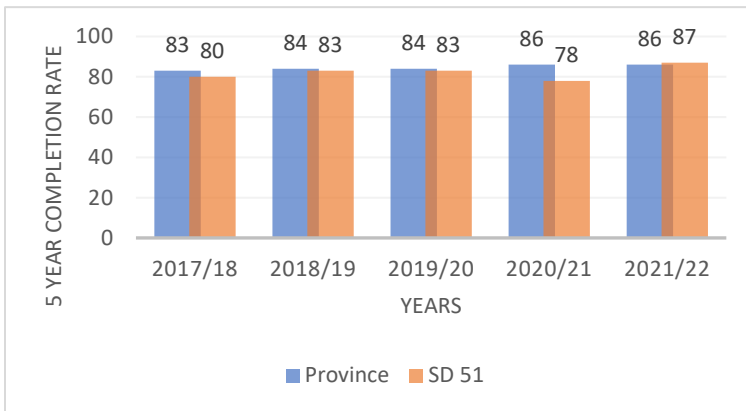
The data from the Student Learning Survey is triangulated in the data from the MDI, YDI, How Are We Doing Report, and the Listening Experiences. Students are experiencing less connection as they go through school. Through the listening experiences, we were able to hear how students feel they must “leave their true self at the door” when they enter school. The sense of loneliness reporting in the Youth Development Instrument emphasizes this lack of connection.

Career Development

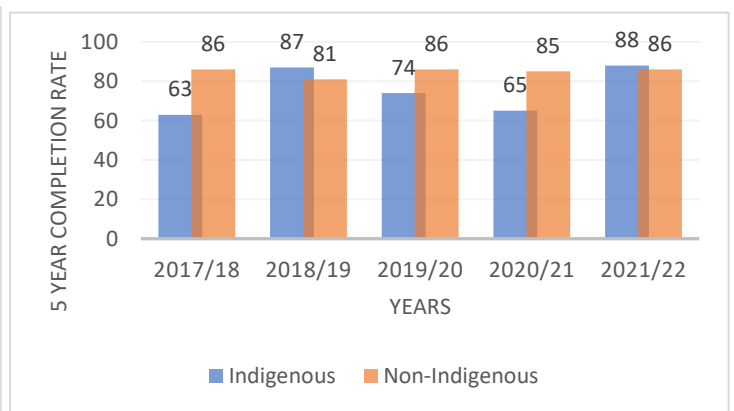
Educational Outcome 4: Students will Graduate

Measure 4.1: Achieved Dogwood Within 5 Years

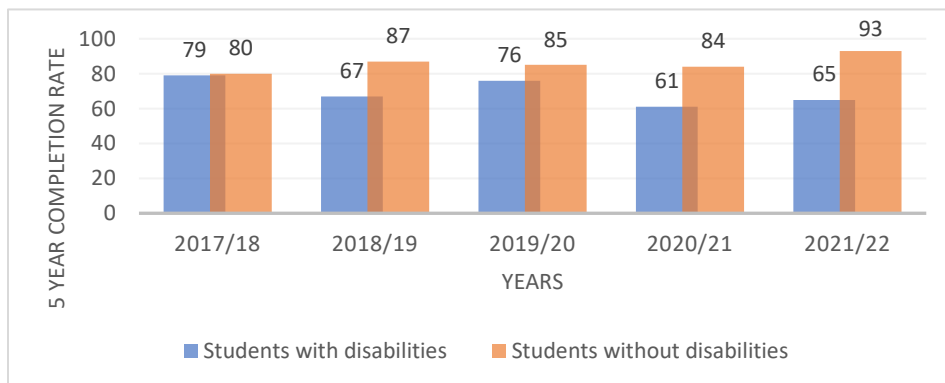
5-Year Completion Rate (All Resident Students)

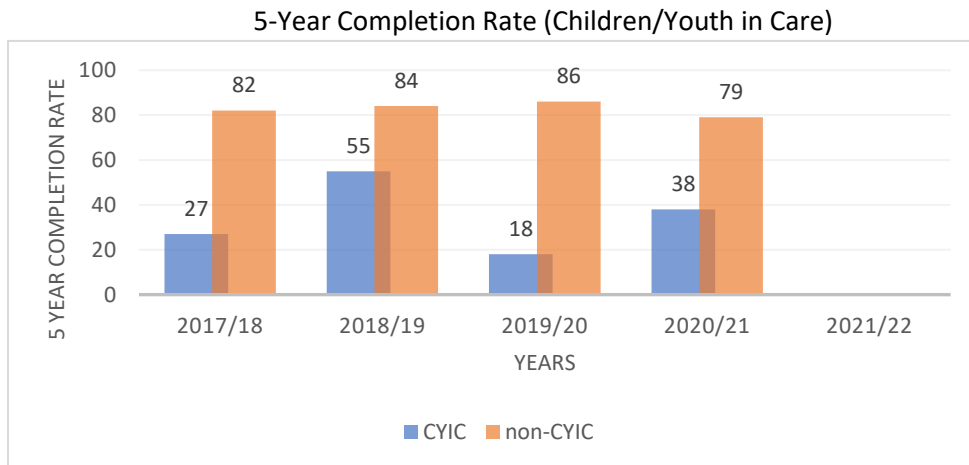


5-Year Completion Rate (Indigenous Students)



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





Relevant Additional/Local Data and Evidence

How Are We Doing Report can be found [here](#)

5-Year Completion Rate

- Indigenous students 72% and non-Indigenous students at 88%
- Indigenous female students 69% and non-Indigenous female students 92%

Dogwood vs Adult Dogwood

- Indigenous students 76% and non-indigenous students – 90%

Of the Grade 12 Indigenous students in September – by June

- 69% receive Dogwood
- 26% receive Adult Dogwood

Of the Grade 12 non-Indigenous students in September – by June

- 94% receive Dogwood
- 5% receive Adult Dogwood

75% of Adult Dogwoods in SD 51 go to Indigenous students

76% of children and youth in care (ever) in our district are Indigenous

- 24% are non-Indigenous
- 8% of Indigenous students in SD 51 have been in care (ever)
- A disproportionate number of these students do not graduate with a Dogwood or in five years

Analysis and Interpretation: What Does this Mean?

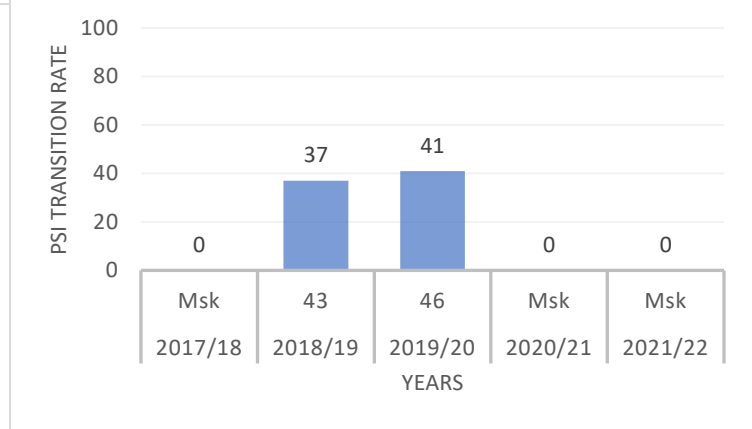
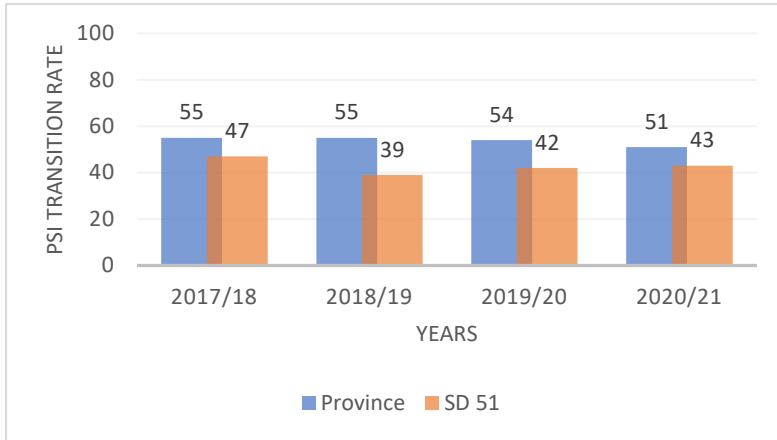
- Last year, SD 51 saw an increase in 5-Year Completion rate for Indigenous students (88%) compared to non-Indigenous students (86%).
- The 5-Year Completion rate was still disproportionate for students with disabilities (65%) as well as for children and youth in care (38%).

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)



Relevant Additional/Local Data and Evidence

How Are We Doing Report can be found [here](#)

Analysis and Interpretation: What Does this Mean?

- The district average is below the provincial for immediate transition to post-secondary attendance; however, within three years, the district average is on par with the provincial average.
- No information for priority students (Indigenous learners, students with disabilities or diverse needs, or children and youth in care).

Section B: Moving Forward

Planning and Adjusting for Continuous Improvement

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 as we move towards these two lofty goals:

- 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
- Curricular competencies
- Core competencies

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

- Social emotional learning/Circle of Courage
- Core competencies
- Student voice and choice
- Community connections

Priority Three: Systemic transformation to eliminate barriers to equity

- Truth and Reconciliation
- Equity Scan
- Inclusive practices
- Deep engagement practices with priority students and families

Celebrating our Successes for the Past Year

Literacy

- All elementary schools had literacy support teachers who were able to implement a district reading assessment for primary students for the first time in many years, which allowed all schools to focus specific interventions on students emerging or developing in reading.
 - We have seen a large improvement in literacy rates for the schools in the past year
- Increasing Foundation Skills Assessment participation rate to 95%
- Primary teachers able to access professional development through Provincial Outreach Program Early Years and a webinar on The Science of Reading
 - Greater understanding on developing strong primary reading programs

Building engagement strategies across the district, including the following:

- Establishment of a District Youth Advisory Council, as well as school-based Youth Advisory Council, to ensure a formal framework exists for students to share concerns and ideas with the School Board. The members of DYAC were the first to participate in the Listening Experiences at SD51.
- Presentations with Parent Advisory Councils to introduce SD 51s strategic plan as well as the action plan for 2022/23.
- Meeting with Boundary Métis Community Association regarding *How Are We Doing Report* and seeking feedback/suggestions to improve results for Indigenous learners
- Strengthening Early Years relationships within community especially childcare providers

Strengthening relationships with Indigenous stakeholders and partners

- Increasing participation with Okanagan Nation Alliance through Fish in Schools program
- Participation in Indigenous outdoor day focusing on Sinixt culture

Focusing on the learning and well-being for Indigenous students

- Adding two new Indigenous Culture and Student Success facilitators to our largest elementary schools, providing Indigenous students with daily support
- Continuing time with Indigenous Education Assistant
- Adding Indigenous Education teacher time to Big White Community School
- Pilot project with Elder in-Residence holding Talking Circles with grade 8s using Circle of Courage

On the journey to Truth and Reconciliation

- Truth and Reconciliation Day for all teachers in August 2022
- District-led book club with *Braiding Sweet Grass* by Robin Wall Kimmerer
- Staff involvement in Monique Gray Smith's *The Ripple Effect of Resilience*

Building student engagement and well-being

- Science Fair, Bridge Building, Computational Thinking (Applied Design, Skills, and Technology)

- Outdoor Education for all
- Increasing student access to one-on-one counselling

Existing and/or Emerging Areas for Growth

- Literacy
 - Some students are not learning a year's worth of learning in a year
 - How are we tracking these students?
 - What is the plan for these students?
- Low numeracy results for too many students
 - Downward trend
 - No numeracy assessment – lack of quantitative data
 - No qualitative data from staff or students
- Continued inequities for Indigenous students, students with disabilities or diverse abilities and children and youth in care
 - Not enough data about children and youth in care
 - Priority students not feeling safe, welcome, a sense of belonging at a higher rate than other students
- Students' poor well-being and mental health
 - The number of students reporting loneliness, sense of unconnectedness
 - Only increasing as they are getting older
- Lack of authentic engagement with families and community members *throughout the year*
 - No District Parent Advisory Council
 - No framework established to hear voices consistently throughout the year
- Lack of meaningful student voice *throughout the year from across the district*
 - Youth advisory council established at one secondary school, not at the largest, nor at the alternate school

Strategic Engagement

For many years, the District has held a “World Café” during which time the District virtually presents programs and initiatives for the year. After the World Café, principals and vice principals then host school forums for staff, students, families, and community members to allow them an opportunity to voice their questions and concerns. As a team, they review the school year with the lens of “what is working, what can we improve, and where are we going”. All the data is compiled and grouped thematically to see areas of concern as well as areas of success. Students, staff, and family members unable to attend the World Cafés or the school events, or who would like to give more feedback, are able to complete online surveys as well.

For 2023/24, the focus will be on more of a “Town Hall” forum in each community to allow face-to-face interaction regarding the District initiatives.

In the 2022/23 school year, the District was fortunate to be selected by the Ministry to participate in a community of practice with Shane Safir and Dr. Jamila Dugan, authors of *Street Data*. With the skills they learned, the District team was able to facilitate student listening experiences, thus hearing from students about their experiences in schools. Realizing that such opportunities need to happen in a timelier manner for students as well as families, the District will be using listening experiences throughout the 2023/24 school year, with an emphasis on priority groups such as Indigenous families, families of students with disabilities or diverse needs, and families who are caring for children and youth in care.

The District also hosts opportunities to meet with specific stakeholders each spring, such as the Boundary District Teachers Association, CUPE Local 2098, Indigenous Education department, Inclusive Education department, and the Boundary Principal and Vice Principal Association. These meetings are designed to provide the District with information about issues and concerns each group has. At present, no District Parent Advisory Council exists, though the District is encouraging the formation of one.

Boundary Integrated Services Model meets monthly from September to June, gathering all the service providers in the Grand Forks community to discuss concerns and issues at large. A smaller version of this meeting, West Boundary Integrated Services, meets in the west part of the district. Agencies include the following: School District #51, Victim Services, Boundary Family Services, Ministry of Children and Family Development, Boundary Child Care Resource and Referral, Public Health, Boundary Women’s Coalition, Child and Youth Mental Health, Freedom Quest, and Circle of Indigenous Nations.

Finally, the District receives input from the Boundary Indigenous Education Advisory Council throughout the year to ensure the needs Indigenous learners are being met. The groups at this table include Boundary Métis Community Association (BMCA), Circle of Indigenous Nations (COINS), and Boundary All Nations Aboriginal Council (BANAC). As mentioned before, we do not have an on-reserve students in our district; however, we are hoping to establish a relationship with the Syilx and Sinixt, upon whose traditional land our district resides to better understand their wishes in terms of cultural teachings.

Last year, the District met with the Boundary Métis Community Association (BMCA) to discuss the How Are We Doing Report and to seek input on improving opportunities for Indigenous learners. BMCA members shared their concerns about improving Indigenous students’ transition from Talking Little Feet HeadStart Program to Kindergarten, the disproportionate learning outcomes for Indigenous learners, especially Indigenous females, improving representation of Indigenous individuals in the district, and celebrating all learning, like trades, apprenticeships, and fire suppression, not just academics.

Adjustment and Adaptations: Next Steps

In addition to the strategies from the 2021/22 school year, School District 51 will focus on the following:

Priority One: Students have strong foundational skills and competencies

- Literacy
 - Continue with Literacy Support teachers at all elementary schools this year
 - K-7 Writing Assessment
 - Disaggregate data more and establish cohort tracking
 - Use detailed Foundation Skills Assessment data to establish areas of concern (comprehension/synthesis/critical thinking)
 - Devise framework to ensure all students are learning a year's worth of learning in a year
 - If not, what then? Intentional action plan
 - Build strong supports in classroom with Learning Support teachers to support a transition from Literacy Support teachers
- Numeracy
 - Establish numeracy assessment K-7
 - Transition Literacy Support teachers to Numeracy Support teachers
 - Professional development
 - Use detailed Foundation Skills Assessment data to establish areas of concern
 - Survey/listening experience with staff and students – hear their voices
 - Build professional development opportunities with staff
 - Support implementation of assessment
 - Math inquiry group (*Building Thinking Classrooms, Jo Boaler*)
- Core and curricular competencies
 - Outdoor education to core competencies, curricular competencies directly to curriculum, build Circle of Courage into outdoor education
 - District Applied Design, Skills, and Technology
 - Intentional teaching of core competencies with this district initiative
 - Supporting New Reporting Order with further work on assessment practices and communicating student learning

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

- Social emotional learning/Circle of Courage
 - Implementation for K-12
 - Create Mental Health in Schools district team to ensure broad, intentional actions are effective and district-wide
 - Supporting one-to-one counselling in more rural schools
- Student agency (voice and choice)

- With District Student Advisory Council begin engagement with students throughout the year (every other month)
 - Engagement facilitator able to facilitate listening experiences and action plans
 - Seat at Board committee meetings
- Use of ePortfolios to communicate student learning
 - Pilot project to support flexible, student-centred communication
- Community connections
 - Continue with Early Years community engagement
 - Continued work with Okanagan Nation Alliance with Fish in Schools program
 - Classrooms and schools to intentionally increase of Okanagan Syilx
 - Strengthen transition to Kindergarten with specific attention to priority students including Indigenous children and students with disabilities or diverse abilities
 - Board Certified Behaviour Analyst working with Early Years

Priority Three: Systemic transformation to eliminate barriers to equity

- Truth and Reconciliation
 - Implement Circle of Courage as the framework for student self-assessment and goal setting with the new reporting order
 - K-12 implementation
 - Policy review with equity lens in 23/24 school year
 - Indigenous Education department merge with Outdoor Education
 - Create plan for including Indigenous language in SD 51 reflecting the unceded traditional land upon which the district lies
 - Initiate consultation with Syilx and Sinixt on cultural teachings for District
- Inclusive practices/increased representation for diversity
 - Learning Support teacher training to provide classroom support
 - Supporting assessment practices that reflect curriculum (New Reporting Order)
 - Establishment of Accessibility Committee to help with barrier identification and to give advice for 3-year plan
- Radical listening experiences with priority students and families
 - Listening experiences for students, former students, and families to gain greater clarity on personal experiences including, but not limited to:
 - Students who did not achieve 5-year or 6-year graduation, particularly Indigenous students
 - Students with disabilities or diverse abilities and/or their families on their experiences within Inclusive Education including Individual Education Plan meetings, transition between elementary and secondary, and readiness for careers
- Action for priority students
 - Improve priority student tracking (Indigenous learners, students with disabilities or diverse needs, children and youth in care)
 - New MyEd category for children and youth in care
 - Learning Profile for all priority students with continuous review framework

Alignment for Successful Implementation

In the 2023/24 school year, the district has launched an Education Committee that meets September to June and will examine data sets from all sources (Ministry, outside agencies, District) to inform our continuous improvement process. This committee is open to the public and has members from all the different stakeholders' groups. This data will then be reviewed at monthly District Leadership Team meetings with the Principal and Vice-Principal group. 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 will 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.

The governance work of the Board through its committees also encourages alignment within Operations and Finance as all stakeholders and impacted individuals are invited to those committee meetings and the lens of the Strategic Plan is used to guide discussion and decision making. The Policy Committee is meeting every month except June as it reviews all SD 51's policies. Finance/Operations Committee meets every other month until February; with the budget process, it then meets monthly with engagement starting in February with the World Café / Town Hall. After the district event, principals and vice principals host school forums for staff, students, families, and community members. As a team, they review the school year with the lens of "what is working, what can we improve, and where are we going". All the data is compiled and grouped thematically to see areas of concern as well as areas of success. Students, staff, and family members unable to attend the World Cafés or the school events, or who would like to give more feedback, are able to complete online surveys as well.

The newly formed Accessibility Committee, which includes community members impacted by disability, will also help SD 51 identify and prevent barriers to individuals in or interacting with SD 51. With the help of the committee, SD 51 will create a three-year accessibility plan.

Schools in SD 51 use *Spirals of Inquiry* as their framework for enhancing student learning. The stages in the cycle are as follows:

- Scanning – What's going on for our learners?
- Focusing – What is our focus?
- Developing a Hunch – What is leading to this situation/
- New Learning – How can we learn more about what to do?
- Taking Action – What will we do differently?
- Checking – Have we made enough of a difference?

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: intellectual; social and human; and career. 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.

School District No. 51 Continuous Improvement Review Cycle Living Document 2023/24

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July/Aug	Sept
Education Committee: Data Review at district, district leadership team and school levels	Student Learning Survey District surveys	5 Year Completion District listening experiences	District Fall Assessments	How Are We Doing Report District Listening Experiences	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
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 school communities including students, staff, families and community members. This data is used throughout the year to inform practice and evaluate effectiveness										
Students	District Assessments	10/12 Grad Assessments		10/12 Grad Assessments			10/12 Grad Assessments		10/12 Grad Assessment		
		Listening Experiences		EDI, MDI, YDI administration Listening Experiences			EDI, MDI, YDI data released Listening Experiences		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	Education Finance Operations Policy	Education Policy	Education Policy	Finance, Operations Committee		Finance, Operations, and Policy, Committees	Policy committee	Finance and operations committee		Finance, Operations, Policy committees
Engagement	BIEAC* DYAC*	Listening experiences	BIEAC* DYAC*	Listening experiences	BIEAC* DYAC*	District Forum Listening experiences	Stakeholders' meetings BIEAC* DYAC* Listening experiences		BIEAC* DYAC* Listening experiences		

*BIEAC – Boundary Indigenous Education Advisory Council

*DYAC – District Youth Advisory Council

Conclusion

As we enter year three of our Strategic Plan, we still have a lot of questions that are guiding our work to change the learning experiences for our learners. Much progress has been made in establishing frameworks to support student learning. However, many priority students are not receiving an equitable education, and the system in which our district operates must undergo transformative change to address these gaps. As our communities grapple with rapid change and uncertain futures, SD 51 has the moral imperative to embrace the realities of the present while still imagining an irresistible future for all students.