



SCHOOL DISTRICT 81
(FORT NELSON)

Enhancing Student Learning Report

2023-24



Territorial Acknowledgement

Fort Nelson School District 81 operates in Treaty 8 territory. The boundaries of the district lie within the traditional territories of the Fort Nelson First Nation, Prophet River First Nation, Acho Dene Koe First Nation, and the Kaska Dena peoples.

We are proud to serve families from Fort Nelson First Nation, Prophet River First Nation, and the Acho Dene Koe First Nation, as well as families from other Nations, along with Metis and Inuit communities.

Notes on This Year's Report

Use of Disaggregated Data

Wherever possible data is broken down to show results for all students, Indigenous students (including all Indigenous students, and Indigenous students living on- and off-reserve), students with disabilities and diverse needs, children and youth in care (CYIC), and English language learners (ELL). This is important for both transparency and accountability when reporting on how our students are doing. However, any data set that includes 9 or less students in any category is masked for privacy as per the Ministry of Education and Child Care's *Protection of Personal Information when Reporting on Small Populations* policy. The District still reviews this data, and where possible shares it with relevant rightsholder and stakeholder groups for the purposes of transparency, accountability, and our ongoing work to improve outcomes for all learners.

Note that not all data is current to the previous school year:

- Grade 4 and 7 FSA results are current to the 2023-24 school year
- Grade 10 Graduation Assessment results, Grade-to-Grade Transition Rates, Student Learning Survey results and 5-year Graduation Rates reflect the prior school year of 2022-23
- Note that Post-Secondary Institution (PSI) Transition Rates reflect the school year of 2022-23 as well; immediate transition shows the percentage of graduates from 2021-22 transitioning to a PSI in the 2022-23 school year, while 3-year shows the percentage of graduates from 2019-20 transitioning to a PSI in 2022-23.

Format

The format of the annual Framework for Enhancing Student Learning (FESL) report has changed this year, in compliance with the Ministry of Education and Child Care's new guidelines for districts. It is now comprised of two parts: *Section A, Reflecting on Student Learning Outcomes* in which data provided by the MECC is presented and reflected on, and *Section B, Planning and Adjusting for Continuous Improvement*, which contains district context, district-level data, strategic engagement, identifies opportunities for growth, reflections on the prior year's work and next steps for the coming year.

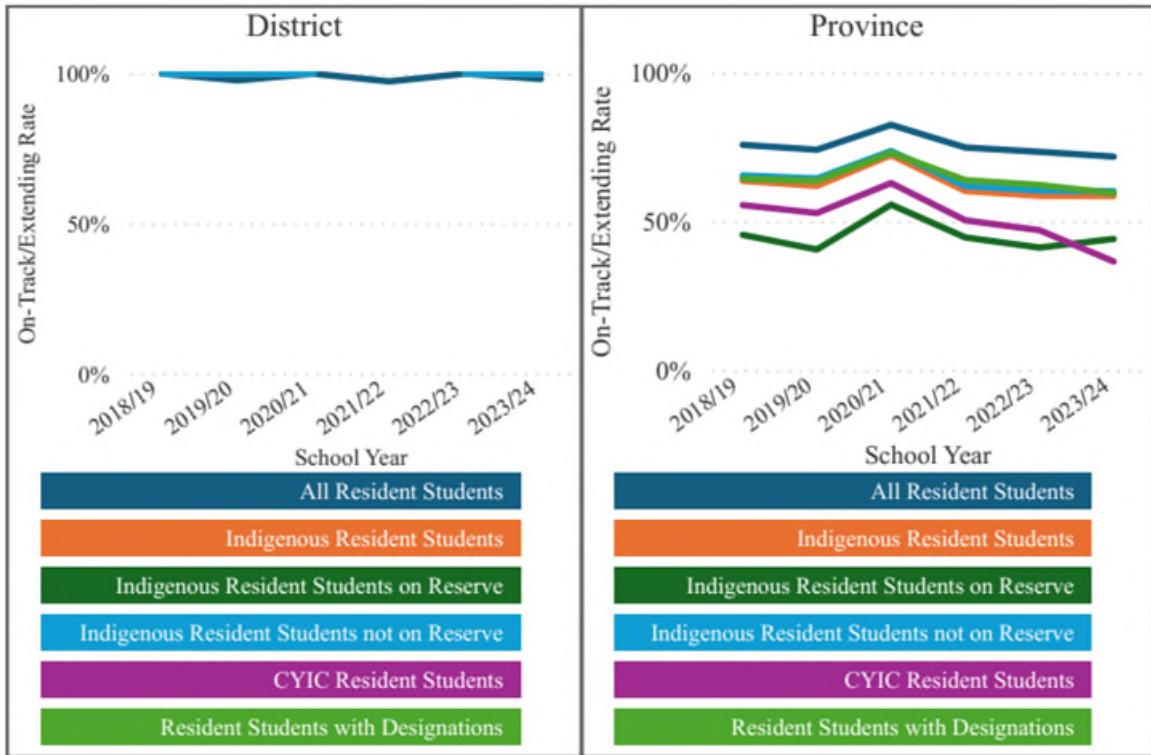
Section A:
Reflecting on Student Learning Outcomes

Intellectual Development

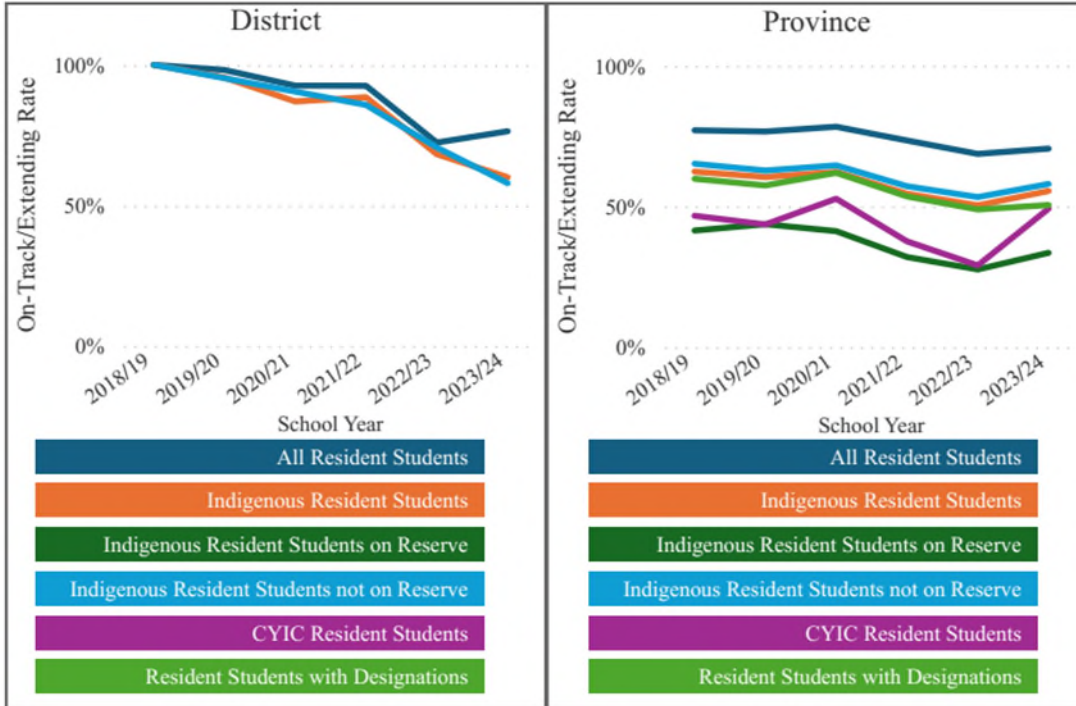
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy/Reading (On-Track / Extending Rate)

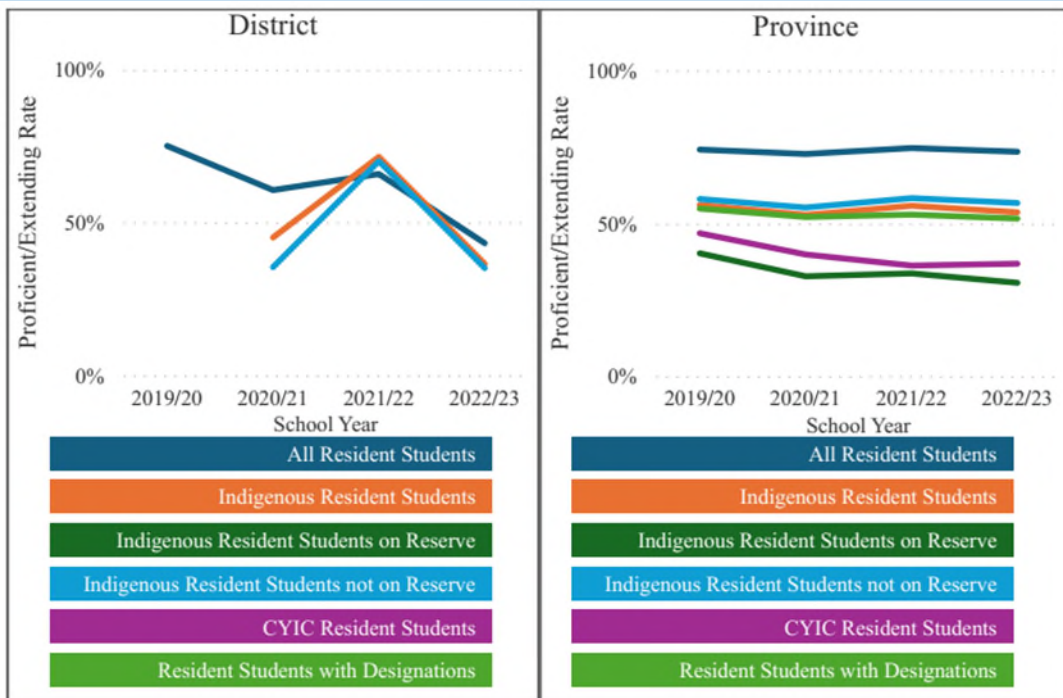


Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



Analysis and Interpretation

Outcome 1: Literacy

The Yopp-Singer Test of Phoneme Segmentation is used throughout the kindergarten year to assess kindergarten students' phonemic awareness (a critical pre-reading skill) to assist in identifying students who may have difficulty in reading and spelling without intervention. Start- and mid-year data continues to highlight that a number of kindergarten students are entering school with low phonemic and phonological awareness; and that in general, Indigenous students tend to have lower phonemic awareness than their peers. However, by June of 2024, approximately 84% of all kindergarten students (31 out of 37) were assessed as phonemically aware (see Appendix A).

It is important to highlight the high participation rates for our FSA and Graduation Assessments, with close to 100% participation for Grades 4 and 7; this improves the statistical reliability and significance of the District's FSA data.

We continue to see very high outcomes for all students across all demographics in Grade 4 literacy, with all/nearly all students in the district on-track/extending for several years now. Although we continue to work to improve our practice and supports for learners in the primary years, the data highlights that our focus on early literacy and early intervention is continuing to provide positive and equitable literacy outcomes for our students in the primary years.

In Grade 7, there has been a gradual decline in literacy results on the FSA for students across all demographics, with a slight increase this year when looking at all students; however, that increase was not reflected for our Indigenous student population. Contributing factors are likely high teacher turnover at our Grade 5 - 7 school in recent years, with interruptions to primary learning during COVID likely being a greater contributing factor.

Our K – 7 Fountas & Pinnell benchmark data (see Appendix A) indicates that 60 to 80% of students are on-track for grade-level reading expectations.

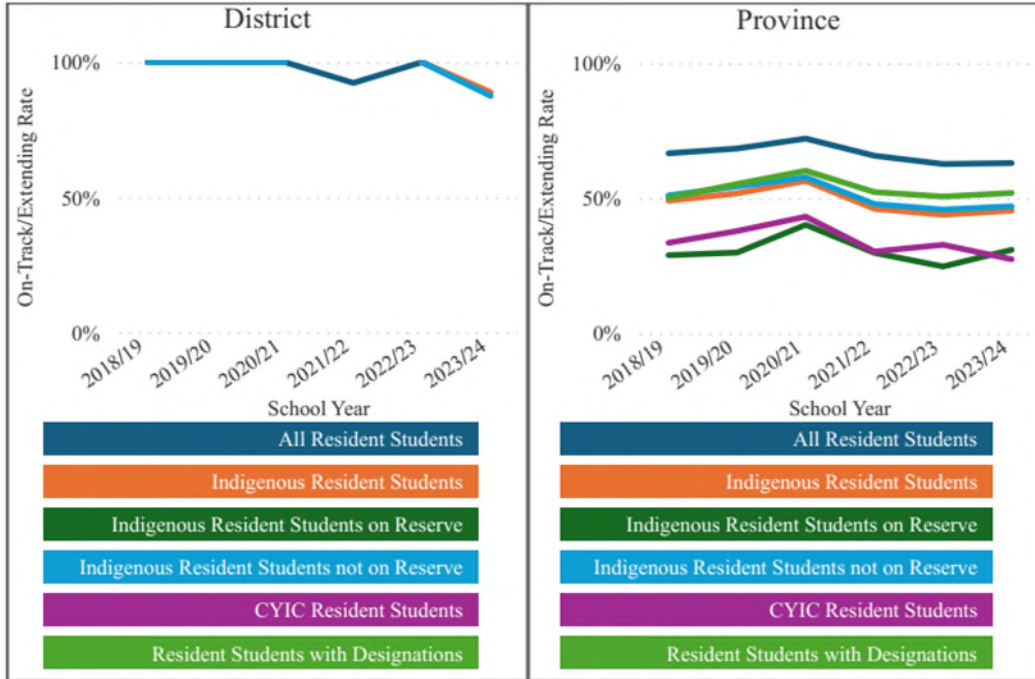
Similarly, our Grade 10 literacy results (reported up to the end of the 2022/23 school year) show an overall negative trend leading up to the 2022-23 school year for all demographics. In the 2022-23 school year, only 42% of students were proficient or extending, with only 36% of Indigenous students proficient or extending. These results are consistent with all academic results showing a decline moving into high school years, which is mirrored in general with declining social-emotional wellbeing through a variety of measures

With some improvement in results towards graduation, our Grade 12 literacy results (see Appendix A) saw 57% of all students proficient/extending, with 50% of Indigenous students proficient/extending.

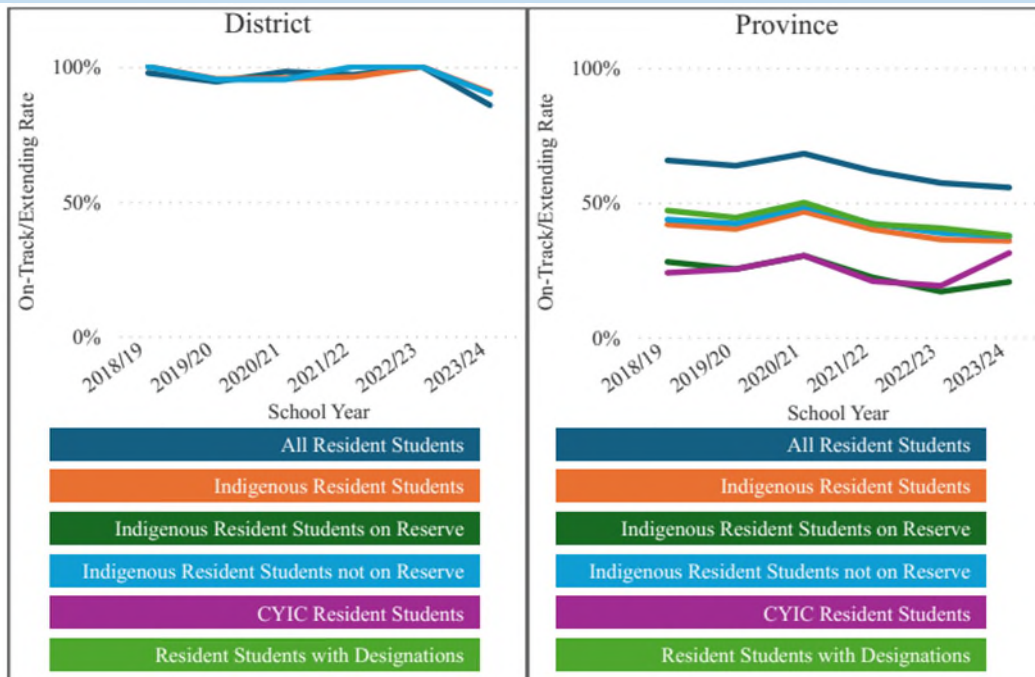
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy (On-Track / Extending Rate)

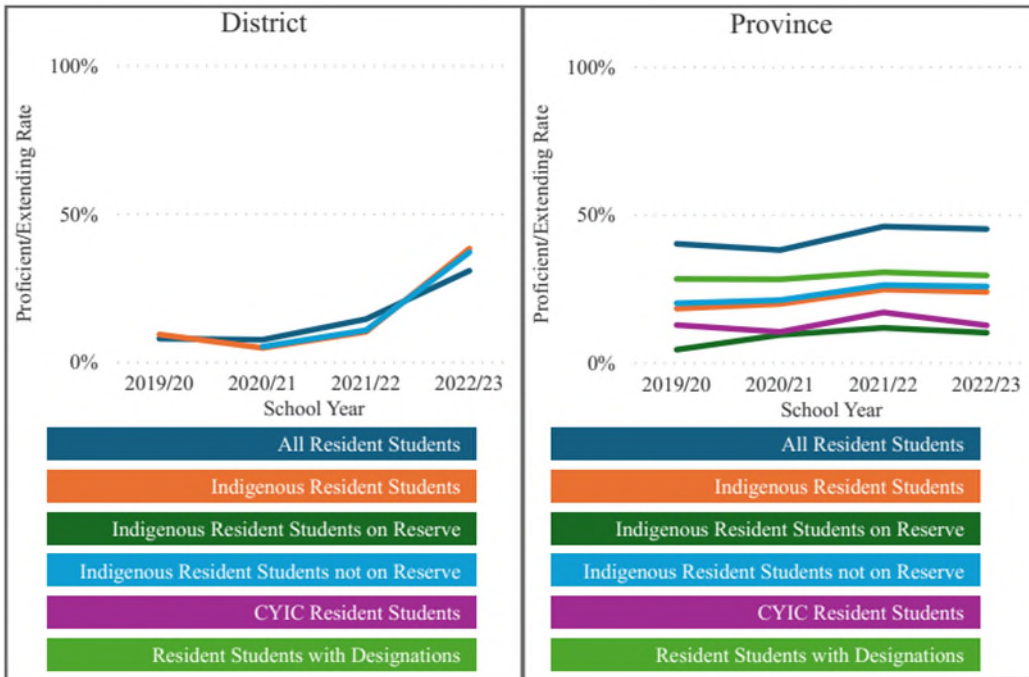


Grade 7 FSA Numeracy (On-Track / Extending Rate)



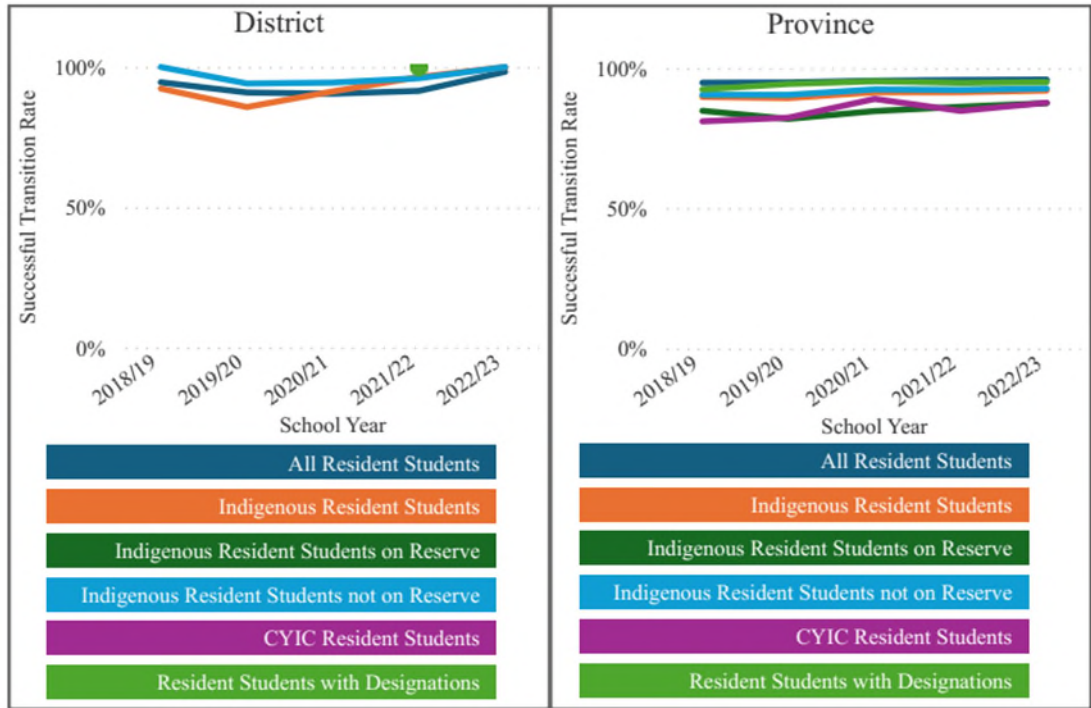
Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

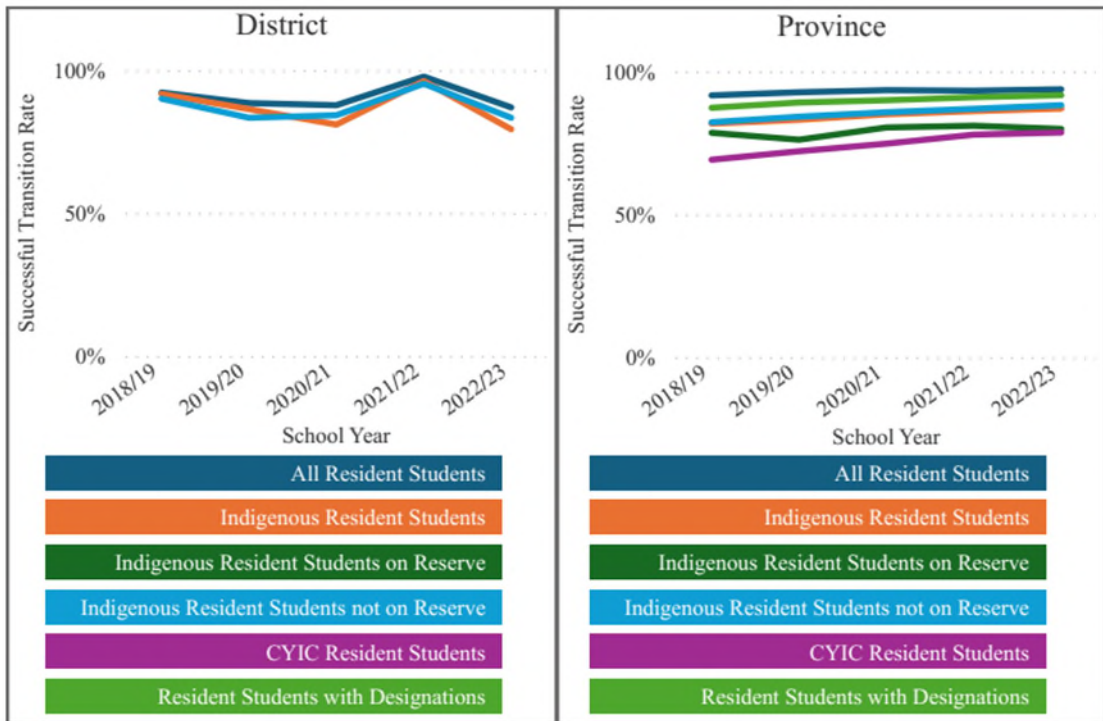


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition Rate



Grade 11 to 12 Transition Rate



Analysis and Interpretation

Outcome 2: Numeracy

With very high participation rates, our Grade 4 and 7 numeracy results remain high across all demographics, while seeing a slight decline in the 2023-24 school year.

Grade 10 numeracy results continue to see a slightly increasing trend across all demographics from the 21/22 school year through to the 22/23 school year; however, students continue to have difficulty in mathematics with the transition from elementary to high school.

In general, close to half of all students were taking Workplace Math 10 and 11 over Foundations of Mathematics and Pre-Calculus 10 and Pre-Calculus 11 (see Appendix B, Numeracy Data); Indigenous students are over-represented in both WPM 10 and 11. This is of particular concern due to the limits it can place on post-secondary options. This is an ongoing point of discussion and planning with both the IEC committee and the secondary school.

Grade-to-grade transition rates remain high for Grade 10 to 11, while there was a slight decline for Grade 11 to 12 in the 2022-23 school year.

Intellectual Development Summary

When looking at the District's data as a whole, it highlights the difficulty students are experiencing in both literacy and numeracy as they transition into upper elementary (Grades 5-7) and high school (Grades 8 – 12). These transition points will be a focus for the District in the upcoming year.

When reflecting on our literacy and numeracy results from Grades 4, 7, and 10, it is very significant that for several years now, our *overall* results for Indigenous students tend to align closely with our results for all students for both literacy and numeracy, both in the percentage of students meeting/exceeding at each grade level as well as overall trends. This is demonstrated in both Ministry and District data.

With that being said, Ministry and District data continues to highlight a pervasive achievement gap between Indigenous students and their peers, and in particular for our students on-reserve; this underscores the need for ongoing supports to address the unique challenges these students may face, many of which stem from historical and systemic inequities.

Likewise, students with disabilities and diverse abilities overall are not as academically successful as their peers, and this needs to be an area of focus for the district.

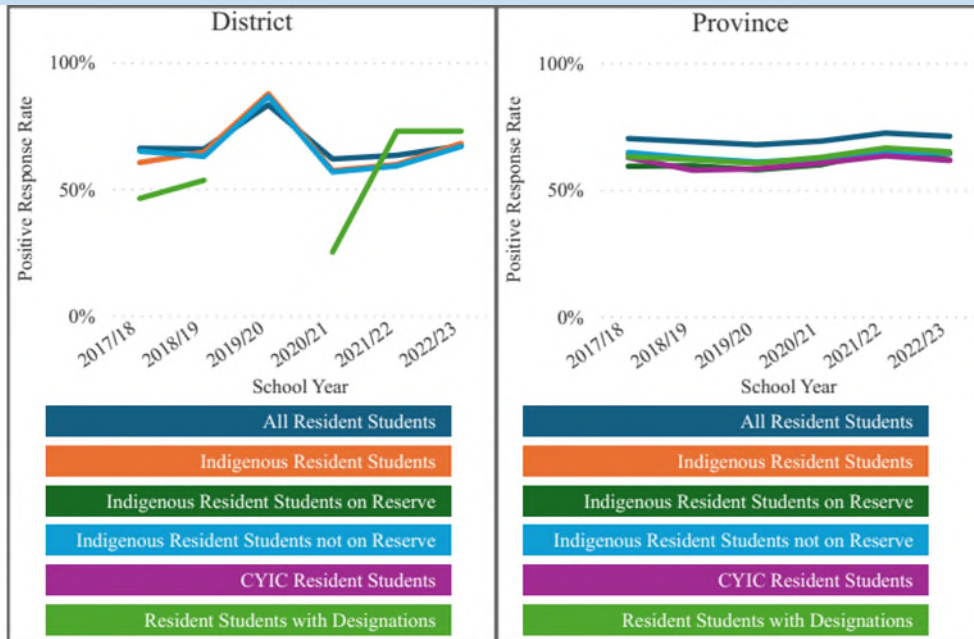
While not reported on in this document, high absenteeism rates continue to be a concern across all grades and all demographics, with significant impacts on the success of many students.

Human and Social Development

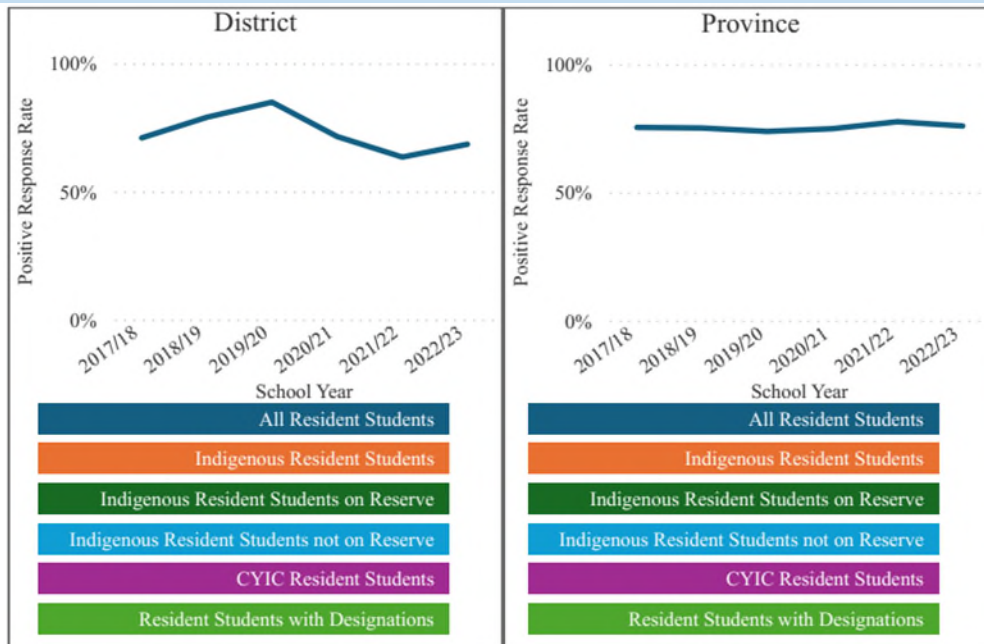
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

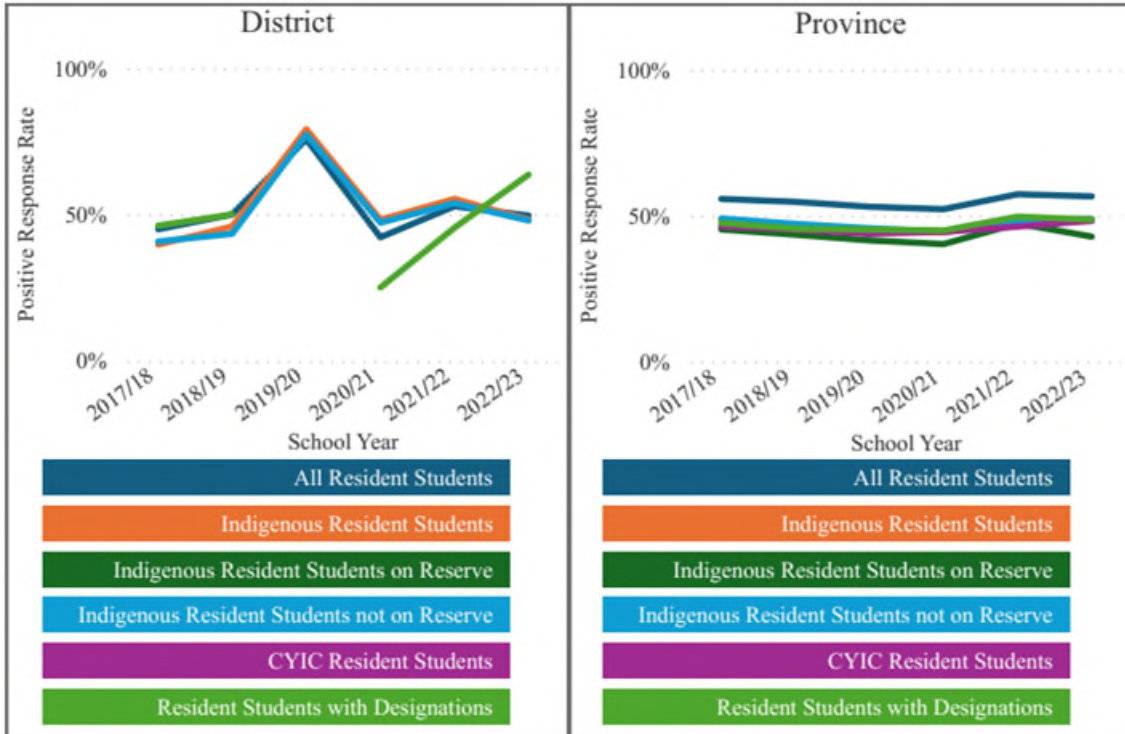
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



Feel Safe (Positive Response Rate for Grades 4, 7, and 10)

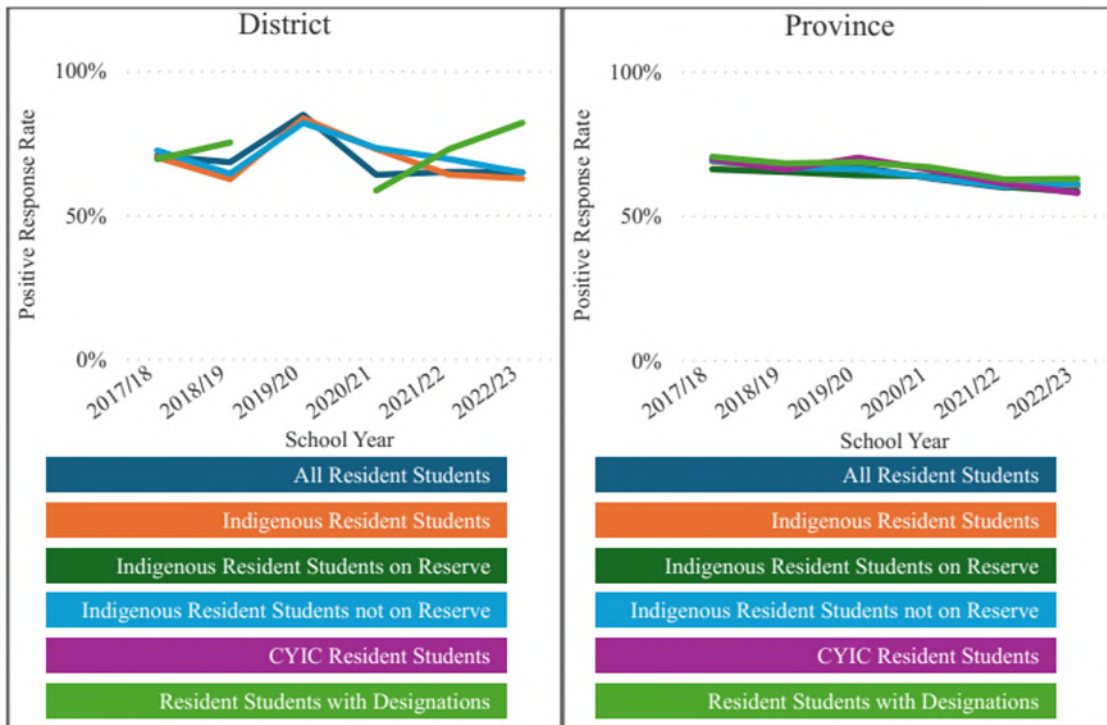


Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



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

2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)



Analysis and Interpretation

Outcome 3: Students Feel Welcome, Safe, and Connected

With completion rates of 86.7% (Grade 4), 94.3% (Grade 7), and 79.4% (Grade 10), the Student Learning Survey results are representative of the overall student population. While there is no easily identifiable year-to-year trend for this data, overall results as they pertain to students feeling welcome, safe and connected at school remain lower than we would like, and so this continues to be an area of focus for the district.

In addition to the Student Learning Survey (SLS), in the 2023-24 school year students in Grade 5 and 8 completed the Middle Years Development Index (MDI), and students in Grade 11 completed the Youth Development Index (YDI). Grade 8 – 12 students also completed the McCreary Adolescent Health Survey (AHS) in the 2022-23 school year. Combined with the SLS, these surveys provide a wealth of knowledge of how students feel at school.

One of the key components of students feeling safe and welcomed at school is being able to identify an adult that cares for them at school: the vast majority of students in Grades 4, 5, 7, 8, 10, 11, and 12 could identify one or more adults that they felt cared about them at school (see Appendix C, Human and Social Data), although the total number of adults they could identify tended to fall as the grades increased. Positively, rates for Indigenous learners were close to, and for Grade 4 far exceeded, rates for all students.

A sense of belonging continues to elude many students in our schools, with the SLS, MDI, and YDI all highlighting that many students do not feel like they belong at school. Again, these results tend to start much higher at lower grades (73% reporting feeling they belong all or most of the time in Grade 4) and fall as students move into higher grades (all or most of the time for 46% of Grade 7 students, 35% of Grade 10 students, and only 21% of Grade 12 students).

The McCreary AHS results, received in the fall of 2023, highlighted many of the same areas of concern as the MDI and YDI assessments. Of particular concern in the McCreary report are very high rates of substance use among high school aged youth in Fort Nelson, far exceeding the falling provincial average; as well as the number of students experiencing mental health challenges such as anxiety and depression. The 2023-24 YDI (which uses a modified version of the PHQ-8 screening tool for depression) results indicated that 39% of Grade 11 students who took the assessment screened positively for depression, similar to the 36% average across all districts that completed the YDI (note that a screening is not a clinical diagnosis).

Human and Social Development Summary

The majority of our students are feeling safe, welcomed, and can identify adults that care about them in our schools.

Despite the successes in this area, many students in later elementary and secondary school are not feeling a sense of belonging; and overall, approximately 1 in 3 students still have difficulty identifying an adult that cares for them at school. This highlights the importance of the District's Vision, Mission, and Values, which reference students *thriving* and *flourishing*; the overall well-being of our students cannot be separated from their academic success. Thus, improving our student's school experience remains an area of focus for the district.

Grade 8 YDI results trended significantly lower than the data in other grades, with less than half of the students being able to identify an adult that cared for them. Likewise, the MDI data for this grade indicated that 61% of students who took the survey had a low well-being index, 19% medium, and 19% thriving; compared to 35% low and 38% thriving in Grade 5, and 16% low and 16% thriving in Grade 11. As such, this year's Grade 9 students will be a priority group to focus on.

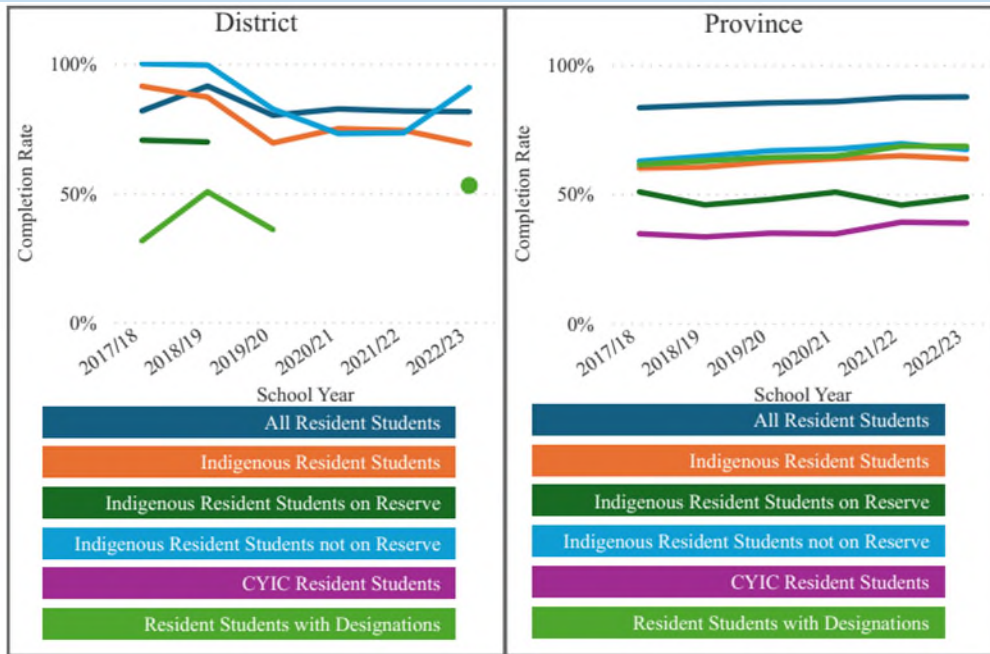
Substance use and mental health concerns highlighted throughout our sources of data continue to be of concern for the district, and supports in this regard will be an area of focus in the coming year.

Career Development

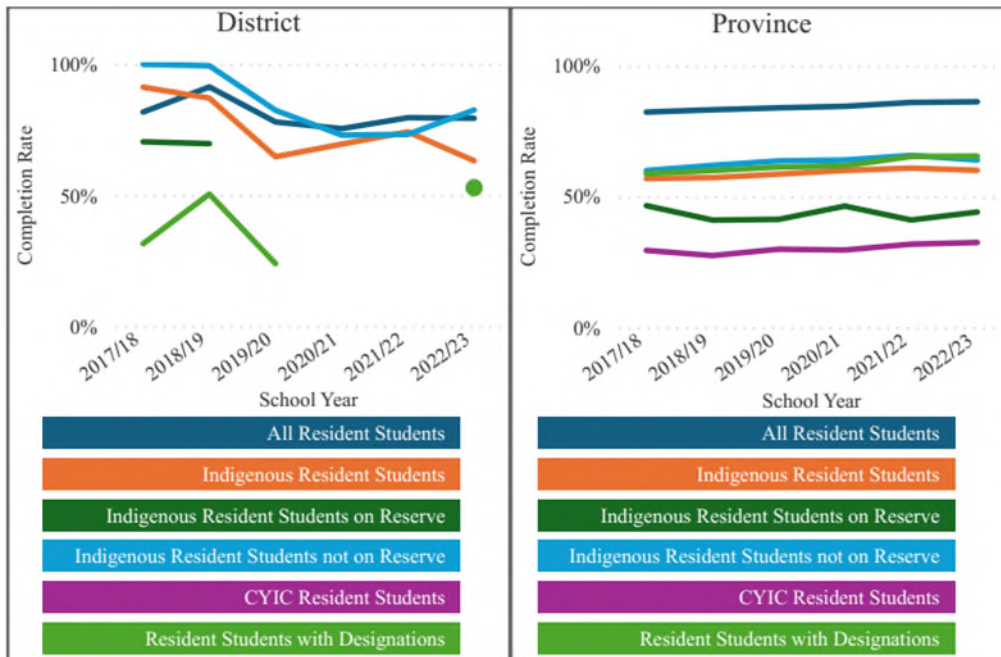
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)



5-Year Completion Rate (Dogwood Only)



Analysis and Interpretation

Outcome 4: Graduation

Graduation rates continue to remain lower than our pre-Covid results, between approximately 60 and 80% for all students for the past four years; although results indicate we may be seeing the beginning of a gradual upwards trend in our overall graduation rates.

Our data across Intellectual Development, Human and Social, and Career Goals suggests that student mental health and well-being, combined with difficulties in numeracy and literacy moving into higher grades, continue to have an impact on our graduation rates across all demographics; with the five- and six-year rates highlighting the achievement gap for Indigenous students and students with disabilities and diverse needs.

We continue to track our 6-year graduation rates; these rates, up to 13% higher than the 5-year rate for the same cohort, highlight the hidden success story that many students not successful in five years continue to return for a sixth year and a successful graduation. This speaks to the encouragement and support these students are receiving to graduate, both externally and within the school.

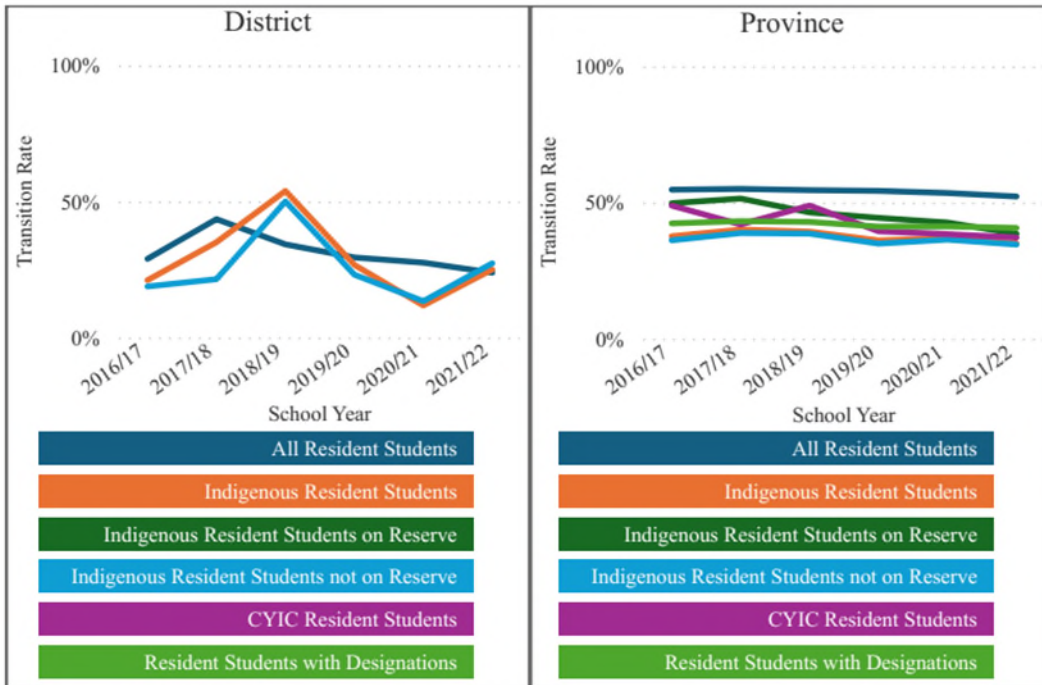
Our annual graduation rate (See Appendix D, Career Data) indicates a more successful 2023-24 school year for our Indigenous students, which is very positive, as well as an increase in overall graduation rates from the 2022-23 school year.

In the 2021/22 and 2023/24 school years, Indigenous students were over-represented in the Adult Dogwood category; this trend will be monitored closely in the ongoing sharing of data through our LEA agreements, as well as an area of focus for the secondary school.

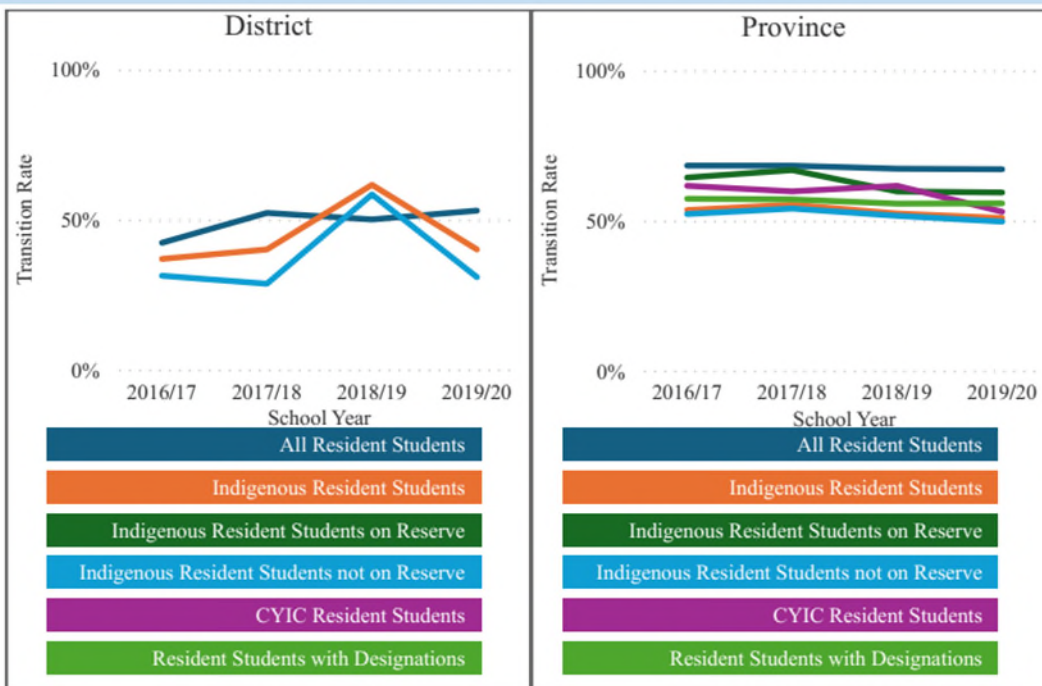
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition Rate to BC Public PSI (Immediate)



Transition Rate to BC Public PSI (Within 3 Years)



Analysis and Interpretation

Outcome 5: Post-Secondary Transitions

The cost of post-secondary education combined with the need to move long distances away from home continue to present barriers for many students and families, with many students taking time to work and save money after graduation or simply not having the option to attend post-secondary schooling.

Anecdotally, many of our students transitioning to post-secondary outside of community struggle with the transition, and often have difficulty accessing necessary supports; there is a need for accessible and well-communicated supports for students from remote communities, and to ensure students are fully aware of the resources available to them.

Note that the immediate transition rates only take into account students moving to BC post-secondary institutions in September of their graduation year; these institutions can include universities and colleges for academic or vocational programs. It does not include data for students moving to post-secondary institutions outside of province.

Career Development Summary

In comparison to previous years, we are seeing declining Participation in Secondary Career Programs (see Appendix D); fewer students are enrolling in Train in Trades, Work in Trades, Work Experience (which saw a very significant decrease), and dual credit programs other than trades. This highlights a number of challenges faced by our students:

- expenses, distances, and separation from family to attend trades programs out of community
- economic decline in the community leading to fewer work opportunities for both apprenticeship and work experience
- challenges navigating post-secondary institutions for dual-credit programs with little institutional guidance or support

The key to improving our graduation rates is ensuring success over an entire school career, and in particular during the formative early years, along with successful transitions between schools. This work is embedded across all goal areas in this report.

Section B:

Planning and Adjusting for Continuous Improvement

Introduction: District Context

School District # 81, Fort Nelson, is a remote, rural district situated in the Northeast corner of British Columbia. Located within Treaty 8 territory, the district lies within the traditional territories of the Fort Nelson First Nation, Prophet River First Nation, Acho Dene Koe First Nation, and the Kaska Dene peoples.

Located within the Northern Rockies Regional Municipality and comprising nearly 10% of the geographical area of the province, with schools located in Fort Nelson and Toad River along the historic and scenic Alaska Highway, our enrollment for the 2023-24 school year was 661 students. In the town of Fort Nelson, we have two schools with students in Kindergarten to Grade 4, one school with Grades 5 to 7, and one high school with students in Grades 8 to 12. We also have a rural, remote school located 200 kilometres north of Fort Nelson in Toad River, B.C., that serves six students in Grades Kindergarten to Grade 12.

Our district is governed by a Board of Education and Child Care consisting of five elected trustees. Our Board has a very strong commitment to equitable educational opportunities and outcomes for all students in remote and Northern districts, and in particular the students of School District 81.

Teacher turnover in recent years has been a challenge for the district, particularly for Grades 5 – 12, and the district had began hiring more teachers on letter of permission. However, the 2023-24 school year saw five new certified teachers hired by the district, four from out of community; pre-hire incentives introduced by the MECC to attract teachers to remote communities helped to attract interest. Only one part time teacher was hired on a letter of permission for a term position. Four of the teachers decided to remain with the district; and joined by another certified teacher who recently applied to our TTOC list, at the start of the 2024-25 school year all classroom teaching positions have been fully staffed by certified teachers. Finding certified teacher on-call continues to be an ongoing challenge, with only a few available to the entire district.

The District has been impacted by various external challenges in the past year. Long-term economic decline continues to impact enrollment and the socio-economic well-being of many families. While in our second year of Stage 4 and 5 droughts, in May 2024 the entire community was evacuated for 17 days due to forest fire, and at the time of this report continues to face ongoing stressors and environmental effects from local fires.

Annual Planning Cycle Timelines

July	<ul style="list-style-type: none">• Superintendent Report on Student Success from previous year and improvement plan in draft District Enhancing Student Learning Report
September	<ul style="list-style-type: none">• Board of Education reviews and approves District Enhancing Student Learning Report• District Enhancing Student Learning Report is published
October	<ul style="list-style-type: none">• Indigenous Education Council reviews report.• School plans developed in consultation with stakeholders, and aligned with the District FESL
November	<ul style="list-style-type: none">• School Plans are presented to PACS, and approved by the Board of Education
November – June	<ul style="list-style-type: none">• The Board of Education and the Indigenous Education Council will review provincial and local data and engage with stakeholders
March - April	<ul style="list-style-type: none">• Superintendent provides a mid-year Report on Student Learning
June	<ul style="list-style-type: none">• School-level data is sent to the Superintendent for review

District Strategic Alignment

The priorities of the Framework for Enhancing Student Learning are aligned with the *School District 81 Fort Nelson 2024-27 Strategic Plan – Building for the Future*:

1. Cultivating a Culture of Learning

- Build learning environments where all learners are included and can be successful
- Focus on building the skills and competencies needed for student success in numeracy and literacy at all levels, beginning with strong foundational skills in their primary years
- Focus on building the skills and competencies needed for students at all levels to successfully analyse, interpret, and make decisions in a changing world
- Build and strengthen our early learning partnerships and programs

2. Cultivating a Culture of Care

- Support positive relationships with students, families, staff, and community members to ensure that everyone in our school system feels connected and welcome
- Support the social, emotional, cultural, physical, and digital safety of everyone in our school communities
- Support the well-being of students and staff

3. Building for the Future

- Be flexible and adaptive in helping our students navigate rapid changes in society
- Build leadership capacity at all levels of the district
- Provide opportunities for students to contribute to planning through input, decision making, and innovative thinking
- Ensure long-term sustainability for our district

All school plans are aligned with the District's Framework for Enhancing Student Learning incorporating all of the District's FESL goals and measures, as well as detailing the initiatives specific to their school context being undertaken to meet those goals.

Priority Student Groups

Priority student groups are groups of students that have historically not received an equitable education in public schools for a variety of reasons that have included marginalization, systemic discrimination and racism, and a lack of supports. These student groups are prioritized as we work to ensure all students thrive and find success in our schools.

Indigenous Students

Approximately 256 of our students self-identified as Indigenous, with 38 status on-reserve; 89 status off-reserve; 55 non-status; 8 Inuit; and 66 Metis. These include students from Fort Nelson First Nation and Prophet River First Nation First Nation living both on- and off-reserve, and a small number of students from the Acho Dene Koe First Nation in Fort Liard, N.W.T, which has close ties to our local First Nations communities. Due to small numbers, disaggregated data for students on- and off-reserve is masked for much of this report; this disaggregated data is provided to and discussed with First Nations and Indigenous stakeholders through meetings with education partners, LEA meetings, and our IEC to foster ongoing communication, accountability, and action.

We have a Local Education Agreement (LEA) in place with Prophet River First Nation; through this agreement, communication and collaboration between the district and the nation continued to improve in the past year. At the same time, the District is currently in the process of re-negotiating our LEA with Fort Nelson First Nation; this agreement has not had the same levels of engagement in recent years, and the LEA process is a positive step in that direction. We continue to engage very actively with rightsholders and stakeholders through the Indigenous Education Council (IEC); both the IEC and our ongoing equity scan have had as a primary focus improved engagement with our Indigenous families and communities. We have seen improvement in our communication and collaboration with our Indigenous communities in the past year, and plan to continue to build on that success in this next school year.

Children and Youth in Care

During the 2023-24 school year, we had only a small number of Children and Youth in Care (CYIC) and on youth agreements; as a result, all data for CYIC is masked in this report. In general, some students in care were thriving in our schools, particularly in the primary years, while that was not the case for others, particularly those that were frequently moving between schools and communities. A lack of foster homes in Fort Nelson means that children moving into care are often relocated to other communities such as Fort St. John.

Staffing at our local MCFD office continues to be a challenge; while school-based-teams will reach out as needed, working to strengthen connections and fostering regular communication with both the local office and the families/caregivers of children in care will be a focus for this coming year.

Students with Disabilities and Diverse Needs.

In 2023-24, there were 65 students in K – 12 with disabilities and diverse needs who had a designation and an individual education plan (IEP) in place. This represented approximately 10% of our student population. It continues to be a growing student population in the district, with further increases anticipated in our three-year projections.

Last year, we began working with the Provincial School Outreach team, led by Vince White, and collaborated extensively in the development of their working model. This year, we are looking forward to more visits from the PSO team, which is able to provide direct services to students and provide supports for staff that would otherwise be difficult or impossible to access (for example, the team lead for our district is a behavioural interventionist).

In the last bargaining round, the District and the BCGEU established the Employer Training Initiative, a fund to help increase training opportunities for support staff. We are working to increase the use of this program, including funding EA certification being offered through a memorandum of agreement with Northern Lights College. These opportunities help to increase the capacity of our support staff in working with our students with disabilities and diverse needs.

In the 2023-24 school year, there was more thorough tracking at the district level of the services being provided to our students. This data will be used to further conversations on how we allocate our human resources in support of our students with disabilities and diverse needs.

English Language Learners

Our numbers of ELL students continue to increase, with 16 students by the end of the school year receiving service, up from only five students the previous year. This represents a three-fold increase over the previous year, and we have 20 ELL students beginning the 2024-25 school year. Included in this demographic are more students arriving in our district with very limited English skills. While more staff have voluntarily taken courses to support our ELL students, and we have assigned more SSRT time across the district, we will need to plan for additional supports and resources this year and ongoing.

Looking Back on the Year:

- Began re-negotiation of LEA agreement with Fort Nelson First Nation; the process was interrupted by our wildfire evacuation. As of September 2024, the draft has been completed and is awaiting review and approval by the Board of Education and Child Care and Chief and Council prior to signing.
- In February of 2024, Denise Augustine came to visit, to facilitate conversations with the Board and the IEC to continue moving the work of reconciliation forward
- A contract was secured with a school psychologist, ensuring more regular assessment and supports for students with disabilities and diverse needs

- Extensive collaboration was undertaken with the Provincial School Outreach team to build a successful model for supporting our district.
- Met regularly with the joint Accessibility and Inclusion Committee, alongside the Fort Nelson Public Library and Northern Rockies Regional Municipality, to work with the committee to identify areas where we can improve accessibility for students and others with disabilities and diverse needs.

Next Steps for Priority Learners

- Continue to grow our relationship with Indigenous communities and families through the IEC, LEA frameworks, and the equity scan process.
- Complete renewal of the LEA agreement with Fort Nelson First Nation
- With our District Indigenous Support Worker working from the high school, communication is strong between the Nations and the high school; this year we want to establish more regular communication between the Nations and our elementary schools. This work was started last year with PRFN, and will be a focus of our LEA's this year.
- While the data for students on reserve is masked in this report, there are persistent gaps in well-being and achievement that require attention and will remain a focus in our LEA meetings this year.
- With many Indigenous students in our district not connected to a specific Nation or community, building connection, relationship and community contact with these students and families is a focus for the coming year.
- Work with the IEC and local First Nations to begin developing a cultural program for our schools
- Continue to strengthen our relationship and collaboration with the Provincial School Outreach team, which will be visiting a number of times over the school year
- More SSRT time assigned to the growing number of ELL students requiring assessment and supports across the district
- The District added an in-service day for UDL this year; Leyton Schnellert will be doing a pre-service workshop with SSRT's and head teachers on UDL, and then traveling to the district to work with all staff in January.
- Continue to evaluate our current practices of how student services time is allocated to schools, to ensure the best support possible for students with disabilities and diverse needs.
- Promote training opportunities for our support staff made available through the district's Employer Training Initiative, which has significant funds available to support ongoing training and education.

Intellectual Development Goals

Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level.

- Measure 1.1* *Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified on provincial assessments.*
- Measure 1.2* *Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments.*
- Measure 1.3* *Current year and 3-year trend for the number and percentage of students in grades 4 and 7 meeting or exceeding literacy expectations as specified on district assessments.*

Improving literacy continues to be one of the primary focuses of our District framework in this planning cycle.

Readiness and strong transitions to Kindergarten are a focus for the district. The Early Years table was re-established for the first time in many years with a large number of community partners last year for the first time; unfortunately, the wildfire evacuations interrupted early planning and events, but the table will continue to meet this school year.

In addition, the District has been onboarded with the Strengthening Early Years to Kindergarten Transitions Early Learning Initiative for the 2024-25 school year, and has received funding to support working with community partners in support of young children and their families as they transition into Kindergarten.

Currently, tiered interventions are used to support all students who are not meeting in reaching and exceeding grade level expectations; with the strongest focus being on early intervention in the primary years. To close the reading gap between Indigenous and non-Indigenous students, Indigenous students receive additional one-on-one Educational Assistant support until they are one level higher than grade level. Levelled Literacy Intervention and a number of other interventions tailored to meet individual student needs are used, as well as Great Leaps being extensively from K – 7 to help build fluency. While the district has long used LLI as its primary literacy intervention for students reading below grade level, our educators are continuing to explore and expand the use of evidence-based student-specific interventions that are best suited to student needs. This year, the district is participating in a Rural Residency literacy partnership with the Provincial Outreach Program for Early Years (POPEY); primary teachers are being provided with release time throughout the year to work with POPEY staff for professional learning, collaborative planning, and classroom work. In addition, elementary teachers will be exploring alternatives to the Great Leaps program with select classrooms/student groups to determine if there are more effective programs and/or areas of focus.

Speech and Language services are being offered to a growing number of students in Grades K – 4, along with a few students in Grades 5 – 12. The district’s Speech and Language Pathologist works with principals to identify and provide direct service to students of highest need; in addition, 280 hours of Tiny Eye virtual service are provided to additional students by qualified professionals. While the first 220 hours are provided to a prioritized list of all students, an additional 60 hours of service are provided specifically for Indigenous learners. Tiny Eye has enabled ongoing service to be provided to students in Grade 5 – 12 who would otherwise not be able to receive SLP service.

Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level.

- | | |
|--------------------|--|
| <i>Measure 2.1</i> | <i>Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations as specified on provincial assessments.</i> |
| <i>Measure 2.2</i> | <i>Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments.</i> |
| <i>Measure 2.3</i> | <i>Number and percentage of students who are completing grade to grade transitions on time.</i> |
| <i>Measure 2.4</i> | <i>Number and percentage of students in the different Math 10 and 11 courses.</i> |

Sustaining student success in numeracy continues to be a challenge for the District as students progress upwards through the grades.

Last year, a small group of primary, elementary, and high school teachers and administrators met as the “Numeracy Network.” While the impact was limited due to small numbers, a District “Vision for the Numerate Learner” was developed, and there was discussion on current challenges and needs within the district. These discussions highlighted the lack of a *consistent* approach to assessment and intervention grade-to-grade in the district, the need for opportunities for discussion, collaboration and innovation at the school level, and an overall roadmap to begin improving numeracy district-wide.

This year, we have an additional district in-service day devoted to K – 9 numeracy. Rebekah Stenner from the Mission school district will be spending a day with teachers to introduce their Numeracy Pathways, which will offer teachers a more systematic approach to numeracy instruction as students progress grade-to-grade. We will also be piloting School District 38’s numeracy assessment tools, to give teachers the opportunity to see how the assessments can be used to guide and inform instruction; and we are working to specifically imbed numeracy into our UDL in-service day.

R L Angus School, for the past two years, has been involved in the Growing Innovation in Rural Sites of Learning project with the Rural Education Advisory, focusing on collaboration with high school math teachers to support successful transitions, embedding First People Principles of Learning into the mathematics curriculum, using play, exploration, problem- and place-based learning for teaching different concepts, and aligning mathematics assessment to the new reporting order. These innovations have aimed to build student confidence and capacity in mathematics, while also helping to provide mentorship in teaching math for new teachers at R L Angus.

Human and Social Goal

Educational Outcome 3: Students will feel welcome, safe, and connected to their school.

Measure 3.1 *Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.*

Measure 3.2 *Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them.*

Last year, District and school administrators, as well as our counselors, began meeting together as the District **erase** team to specifically discuss and address the many facets that contribute to students feeling welcome, safe and connected to their school; these meetings will continue this year, as they help to identify and highlight many of our students' needs.

We continue to prioritize services to support the mental health and well-being of our students, with a full-time counselor available at our high school far exceeding the ratio required by our collective agreement. We are also continuing to support the Open Parachute program, which provides numerous mental health teaching resources to teachers across all grade levels, and also supporting the piloting of the Everyday Speech program at G W Carlson and for our students with disabilities and diverse needs. Developed by Special Education Teachers, Speech-Language Pathologists, and Psychologists, Everyday Speech is an MTSS-based digital curriculum that helps teachers develop student communication, behavior, emotional, and academic skills using CASEL-aligned, research-based resources.

The district was impacted last year with our elementary counselor unexpectedly needing to take leave; in the absence of service, TinyEye virtual counseling services were piloted with good success at the Grade 5 – 7 level, even continuing over the summer for some of our priority students. Unable to fill the vacancy this fall, these virtual services have been expanded extensively to help ensure counseling services are available in our elementary schools, while we continue to advertise for a counseling position with a pre-hire incentive.

While the requirements for establishing a Foundry centre were, at this time, too significant for the community, the district was able to obtain two significant grants to purchase furnishings and digital technology to establish mental health rooms at FNSS and R L Angus. These rooms are primarily being set up in order to provide a variety of virtual services to our students through Foundry BC.

Last year the District onboarded with Northern Health and Foundry BC to introduce the preVenture program to our Grade 8's. preVenture is an evidence-based, personality focused mental health and substance use prevention and early intervention program with an excellent track record of success. Although our wildfire evacuation delayed implementation, school staff will now be training in order to implement the program this year. Moving ahead, Grade 7 students will be screened for the program so that it can begin immediately in Grade 8.

Also impacted by the evacuation was the submission of our expression of interest for Planet Youth through Northern Health, an extensive community program based for teenagers and young adults based upon the successful "Icelandic model" of engagement, intervention, and supports. The District will be submitting an expression of interest this year, and we are hopeful given the needs and risk factors for our students to be successful in starting the program in our community in the 2025-26 school year.

Our counselors and district principal will be travelling to the provincial mental health conference in May, which is always a great opportunity to learn what is working successfully in other districts.

Prior work has already indicated that our Indigenous students do not see their language, culture, and tradition reflected in the curriculum or physical spaces; and that this contributes to Indigenous students not feeling welcome, safe, or having a sense of belonging in our schools, The District will be working closely with our Indigenous rightsholders and stakeholders to identify the next steps the district can take in this regard.

Central to students' feelings of belonging is their sense of agency; and in accordance with the priorities of the District's Strategic plan we will be working to create opportunities for all students, and students within priority groups, to have opportunities for agency (action) and voice in their individual schools and in the district as a whole.

Career Development Goal

Educational Outcome 4: Students will graduate.

Measure 4.1 The number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within five years of starting grade 8.

Educational Outcome 5: Students will have the core competencies to achieve their career and life goals.

Measure 5.1 Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years.

With graduation rates still lower than pre-Covid, the District will be working hard to improve the grade-to-grade success and well-being of our students as outlined in this report, which is the best predictor of graduation. However, intervention and supports are still required for those students close to graduation, and to that end the school-based team met four times per year (mid-semester) and communicated with all Grade 12 teachers for each Grade 12 student that was not on-track to graduate, in order to ensure a plan of support was in place. This strategy will continue for the coming school year.

With many students experiencing challenges in accessing the dual credit ECE program, we ultimately had no students participating in this program for a high-demand vocation. The district has worked hard with Northern Lights College to improve supports and reduce roadblocks for students participating in all dual credit programs, and we hope that this will see more students taking advantage of these opportunities.

Significant grant funding has been obtained this year to support WEX expansion in the district, as well as to support experiences in Health and Wellness vocations. These funds can be used to support staffing, as well as the creation of placement opportunities for students. With health vocations in exceptionally high demand in the North, they could provide opportunities for students to remain in community while working in specialized, competitive, and well-compensated positions.

Appendix A – Additional Literacy Data

Yopp-Singer Test of Phoneme Segmentation

Note: all disaggregated data for the Yopp-Singer is masked due to small population size.

Kindergarten Screening Tool	All	
2022-23 Year End	#	%
Phenominally Aware	31	84
Emerging Phonemic Awareness	Masked	
Lacking Phonemic Awareness	Masked	

Grade 12 Graduation Literacy Assessment

	Participation		Proficient/Extending	
	Rate	Total	Rate	Total
All	77%	36	57%	21
Indigenous	68%	19	50%	10
ELL	N/A			
Designations	Masked			

June 2024 Fountas and Pinnell K – 7 Benchmarks

Grade		Total # Students	Meeting and Exceeding	
			#	%
K	All	28	22	79%
	Indigenous	Masked		
	On Reserve	Masked		
	Off-Reserve	Masked		
	CYIC	Masked		
	Disabilities/Diverse Needs	Masked		
	ELL	Masked		
1	All	39	22	56%
	Indigenous	13	Masked	
	On Reserve	Masked		
	Off-Reserve	11	Masked	
	CYIC	Masked		
	Disabilities/Diverse Needs	Masked		
	ELL	Masked		
2	All	41	29	71%
	Indigenous	14	10	71%
	On Reserve	Masked		
	Off-Reserve	14	10	71%
	CYIC	Masked		
	Disabilities/Diverse Needs	Masked		
	ELL	Masked		
3	All	39	24	62%
	Indigenous	16	9	56%
	On Reserve	Masked		
	Off-Reserve	14	Masked	
	CYIC	Masked		
	Disabilities/Diverse Needs	Masked		
	ELL	Masked		
4	All	55	36	65%
	Indigenous	16	10	63%
	On Reserve	Masked		
	Off-Reserve	14	9	64%
	CYIC	Masked		
	Disabilities/Diverse Needs	Masked		
	ELL	Masked		
5	All	46	26	57%
	Indigenous	19	Masked	
	On Reserve	Masked		
	Off-Reserve	16	Masked	
	CYIC	Masked		
	Disabilities/Diverse Needs	9	Masked	
	ELL	Masked		

6	All	51	37	73%
	Indigenous	16	11	69%
	On Reserve	Masked		
	Off-Reserve	11	Masked	
	CYIC	Masked		
	Disabilities/Diverse Needs	Masked		
	ELL	Masked		
7	All	57	37	65%
	Indigenous	21	11	52%
	On Reserve	Masked		
	Off-Reserve	20	Masked	
	CYIC	Masked		
	Disabilities/Diverse Needs	9	Masked	
		Masked		

Appendix B – Additional Numeracy Data

Grade 10 Math Choices

Demographic	FMP 10	WPM 10	PC 11	WPM 11
All	30 (57%)	23 (43%)	35 (54%)	30 (46%)
Indigenous	9 (41%)	13 (59%)	10 (40%)	15 (60%)
Designations	Masked			
ELL				

Appendix C – Additional Human and Social Data

Grade	Demographic	1 or More Adults Who Care SLS - 2022/23 - Grade 4, 7, 10, 12	1 or More Adults who Care MDI/YDI - 2023/24 - Grade 5, 8, 11
4	All	76%	<i>Not Administered</i>
	Indigenous	92%	
5	All	<i>Not Administered</i>	83%
	Indigenous		Not Available
7	All	71%	<i>Not Administered</i>
	Indigenous	73%	
8	All	<i>Not Administered</i>	45%
	Indigenous		Not Available
10	All	71%	<i>Not Administered</i>
	Indigenous	63%	
11	All	<i>Not Administered</i>	79%
	Indigenous		Not Available
12	All	64%	<i>Not Administered</i>
	Indigenous	67%	

Appendix D – Additional Careers Data

Annual Graduation Rate, 2021 – 2024

The annual graduation rate takes into account the number of students that graduate in June each year, compared to the number that were eligible to graduate as of the September 30 cutoff date, less any students that move, transfer to distance education, or pass away during the school year; and tends to be a good indicator of the success of interventions and supports during the Grade 12 year. Note that the annual graduation data does not reflect students who transfer to distance-education mid-year, nor students who do not return to school in September (the latter will be picked up in five-year and six-year data).

Annual Graduation Rate 2021 - 2024								
Year		Number of Grade 12 Students	Students Eligible for Dogwood	Number of Adult Dogwoods	Number of Evergreen	Did Not Complete Requirements	Students Receiving Dogwood	Graduation Rate
2020/21	All Students	51	50	3	1	8	42	84%
	Indigenous Students	20	19	1	1	5	14	70%
2021/22	All Students	51	50	4	1	4	46	92%
	Indigenous Students	16	15	4	1	1	14	93%
2022/23	All Students	46	45	0	1	15	32	71%
	Indigenous Students	24	24	0	0	9	17	71%
2023/24	All Students	54	52	4	2	11	41	79%
	Indigenous Students	26	25	4	1	4	21	84%

5-Year and 6 Year Graduation Rates, 2020 - 2023

Note that for the 5- and 6-year graduation rates below, the same colour indicates the same Grade 8 cohort year.

5-Year

Year		Cohort	%
2019-20	All	50	75%
	Indigenous	22	70%
2020-21	All	59	80%
	Indigenous	26	74%
2021-22	All	57	79%
	Indigenous	20	63%
2022-23	All	57	81%
	Indigenous	20	69%
	Diverse Needs	11	53%

Six-Year

Year		Cohort	%
2019-20	All	58	85%
	Indigenous	25	76%
2020-21	All	50	82%
	Indigenous	22	75%
2021-22	All	59	93%
	Indigenous	26	85%
2021-23	All	58	84%
	Indigenous	20	73%
	Diverse Needs	11	72%

Participation in Secondary Career Programs

Career Program	All	Indigenous	All Completed	Indigenous Completed
Youth Train in Trades	4		Masked	
Youth Work in Trades 11 A/B	4	Masked	4	Masked
Youth Work in Trades 12 A/B	5	Masked	5	Masked
Work Experience A	9	Masked	9	Masked
Skills Explorations 10	14	Masked	11	Masked
Skills Explorations 11	9	Masked	9	Masked
Skills Explorations 12	2	Masked	2	Masked
Youth Explore Trades Sampler	No Students Enrolled			
Dual Credit (not Train in Trades)	No Students Enrolled			