



Cariboo-Chilcotin School District No. 27
STRATEGIC PLAN FOR LEARNER SUCCESS
 Year 1 of 3 Year Plan ▪ 2021-2022

School District No. 27 (Cariboo-Chilcotin) is proud to care for approximately 4600 students from Kindergarten to Grade 12 in 22 schools. We are a large geographic area in the beautiful heart of the Cariboo and are roughly the size of Switzerland. The school district supports approximately 1400 Indigenous learners, as off-reserve, Métis, Inuit and community based learners from 11 communities, which include Tsideldel First Nation (Alexis Creek Band), Tl’etingox Government (Anaham Band), Yunesit’in Government (Stone Band), Tl’esoqox (Toosey Band), Xeni Gwet’in First Nation (Nemiah Valley), ?Esdilagh (Alexandria Band), Tsq’escen’ (Canim Lake Band), Stswecem’c/Xgat’tem (Canoe Cree/Dog Creek Band), Esk’etemc First Nation (Alkali Lake), Xats’ull (Soda Creek First Nations), T’excelc (Williams Lake First Nation) and Ulkatchot’en (Ulkatcho First Nation).

School District No.27 continues to engage our above communities and strives to increase collaboration, communication and capacity through ongoing efforts of the Board of Education, Senior Team, School Leadership, teachers, support staff and other community partners/agencies.

School District No.27 is guided by:

Mission
 Ensuring all students have meaningful learning experiences, empowering them to succeed in an everchanging world

Vision
 We envision an encouraging and understanding learning environment where everyone demonstrates a sense of belonging, mastery, independence and generosity

Values
 RESPECT ▪ RESPONSIBILITY ▪ KINDNESS ▪ CARING ▪ ACCEPTANCE

FRAMEWORK FOR ENHANCING LEARNING

[The Framework For Enhancing Student Success \(FESL\)](#) is set out by [Ministerial Order](#) and guides planning by school districts for continuous improvement. FESL represents a shared commitment to **improving** success, equity, and inclusivity of learning **outcomes for all students** with a particular focus on **Indigenous students, children and youth in care,** and students with **disabilities and diverse abilities** who are underrepresented in positive outcomes in BC and in our district. The framework sets out specific goals and measures in the areas of **intellectual, human and social,** and **career development** for all districts. Achievement data is to be disaggregated according to those target groups of students for transparency on how well districts are closing those gaps.



We are aligning our attention, efforts, and financial and human resources from the Ministry mandate through the values, priorities, and needs at the district and school community levels to the planning and supports for individual learners.

We know how our learners are doing, including the groups of learners we are paying particular attention to for equity of outcomes. This provides our baseline for the progress we will make raising and leveling the bar of achievement as we work in a strategic way to build capacity, design and implement effective operational and instructional practices, and continuously monitor the impact of our actions. The chart and table to follow shows our most current data in each of the measures. The Framework intends data to be shared to reflect a three-year average. This set is for a single year but will have subsequent years added for the next two years until it represents a three-year average. In addition to the required measures we also have a district on-track measure that looks at whether students are meeting expectations on their report cards in Language Arts and Math and attending more that 80% of the time. We also consider district assessments in literacy and numeracy and other sources of information such as the local Prevention Needs Risk Assessment (the current year results are in analysis now to be available in summer) to allow for triangulation of data wherever possible.

The FESL measures include a variety of data sets available for all students in BC including provincial assessments, provincial learning survey, grade to grade transition and grad rates. Other data such as *success on report cards and attendance do not have provincial comparators. Results for very small groups of students are masked for privacy. There are numerous local sources of information such as attendance, on-track (combined English, Math, and attendance), district literacy and numeracy assessments, and community surveys that we look at to provide a more complete picture of the success of Cariboo-Chilcotin learners. We will provide links to the up to full sets of data in the report published at the start of the year.

- FSA**
📍

[Foundation Skills Assessment \(FSA\)](#) is a provincial curriculum assessment done at Grades 4 and 7 for Reading, Writing and Numeracy. It is not part of a student’s school mark but when the FSA and the
- Report cards**
📍

 report card results align with one another and with *district assessments we have a high level of confidence we know how students are doing in these areas; we have work to do toward greater
- District Assessments**
📍

 consistency. FSA is predictive of graduation success. Our *results on the FSA are lower than the BC average and variable by group. The difference in the success of all students and Indigenous students
- GLA**
📍

 is the least on the *[Graduation Literacy Assessment \(GLA\)](#) at Grade 10. The greatest disparity between BC and SD27 students and between all SD 27 students and Indigenous students is greatest in the
- GNA**
📍

 *[Graduation Numeracy Assessment](#) (which also requires literacy and application skills.)
- SLS**
📍

 *Responses to BC [Student Learning Survey \(SLS\)](#) questions about feeling welcome, belonging, and safe at school and attendance levels are quite different for certain groups of students. As with academic success there is a significant gap for students in the groups we are paying particular attention to for
- Gr to Gr Transition**
📍

 equity. The earlier academic performance and student experience data are leading indicators of transition to the next grade in the graduation program and of graduation itself: nearly one in five students who start Grade 8 with us do not *graduate within 5 years with a Dogwood diploma.
- Grad**
📍

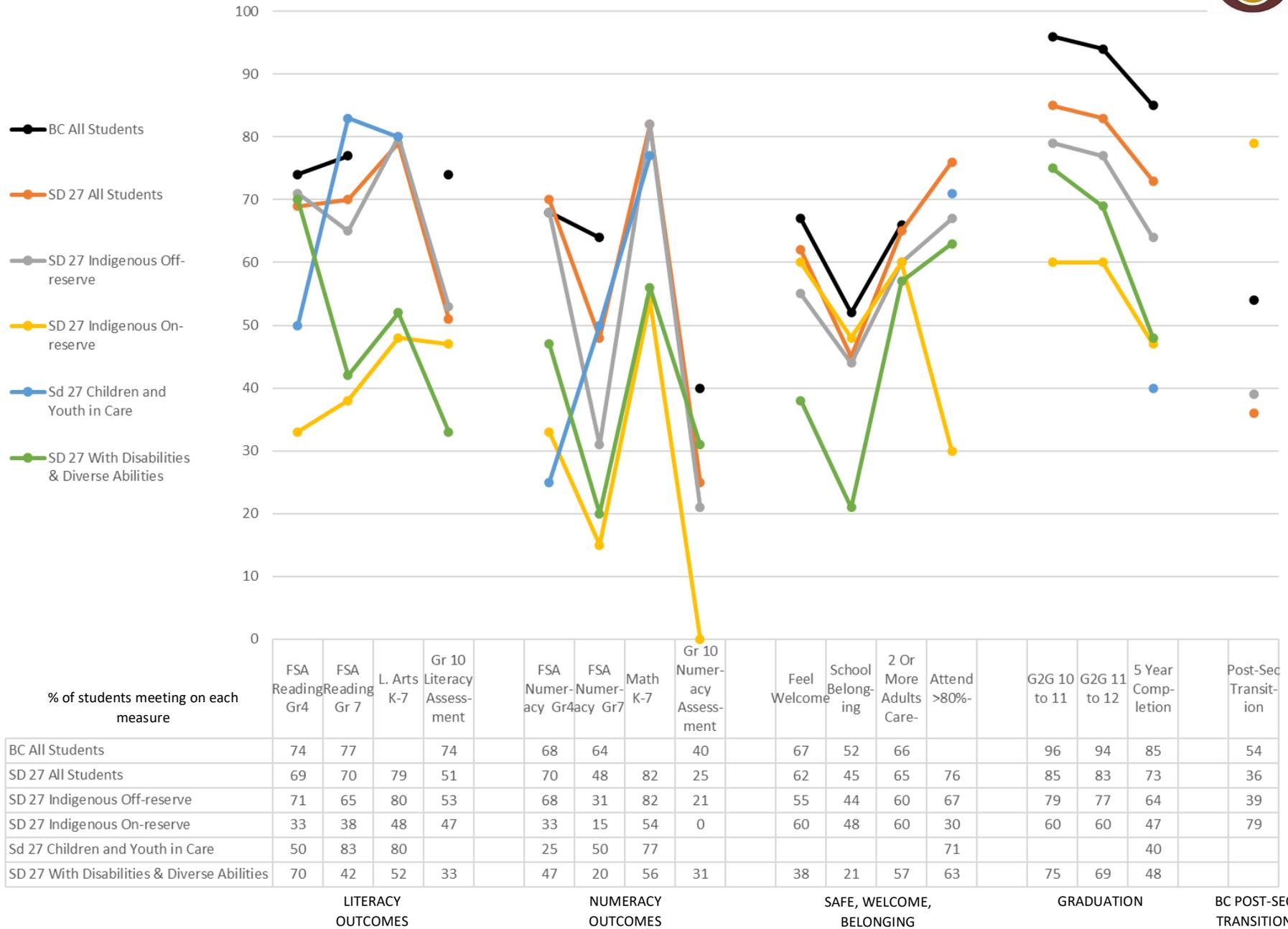
 Students who are Indigenous living on-reserve, in care, or have disabilities or diverse abilities are significantly under-represented in successful completion at around 50%. This is unacceptable and an important reason behind the moral imperative to do things better as student enter and move through the levels of our school system.
- Attendance**
📍

 *Attendance can reflect how students feel about school, especially in the later grades when students have more control over decisions about going to school, as well as health and other factors. There is a predictable correlation to success. As learning becomes more meaningful with the redesigned curriculum and more social, hands-on, applied, and experiential learning is occurring, being present is even more important. 24% of all our students are missing more than a day a week so far this year. Nearly double that percentage of students who are Indigenous or have disabilities and diverse abilities have missed that amount of schooling this year to date.
- Post-sec Transition**
📍

 *Post-secondary transition rates currently only include BC institutions and do not necessarily represent an accurate picture of what happens after secondary school for our students.

We know there was significant disruption to the attendance and completion of school outcomes for many students at all grade levels over the whole current school year due to the pandemic. We expect to see this reflected in our immediate results and to have some effect going forward. We also know the investment in capacity building and improved processes and practices, both started and planned, will make a positive difference. We expect the trend over time to be toward growing positive outcomes for students and a reduction in gaps for groups of students. We will make gains in raising and leveling the bar across key measures during this three-year plan.

BASELINE STUDENT ACHIEVEMENT RESULTS ON FESL MEASURES



PUBLIC ENGAGEMENT



The Board and Senior Leadership Staff of Cariboo-Chilcotin School District have been transparent and consultative in planning how to move forward to improve success for learners. Engagement in this process began more than a year ago as stakeholders were asked for their priorities and wishes and then for feedback on the focus areas that arose from that initial dialogue.

“Combatting the racism of low expectations is really important. It involves more than just putting more pressure on Indigenous students to conform to a system that may not work well for them”

-Staff

“More opportunities to step up and show leadership in school and community”

“Teachers who enjoy their work and want to teach”

“The school work itself should be inclusive”

“More humanity”

“Invite elders in”

“Ability to have a voice”

“We can be better to include everyone”

“Amplify each student’s gifts”

“Career awareness exposure”

“Not saying get over history”

-Students

“Yes! Place-based learning is the future. Be a leader in this for our province and country.”

– Parent

***INITIAL STAFF & PUBLIC CONSULTATION**

Over the 2019-2020 school year meetings were held with staff and community to get input into what was important for the school district to consider when making plans to enhance student learning. Priorities included a focus on all students, high quality professional development, more resources for schools, mentorship, generosity, wellness and mental health supports, better use of technology, attendance, language and culture, engagement (staff and students), students feeling safe, Indigenous perspective, literacy, and working as a team.

***EQUITY SCAN**

In the 2019-2022 school year the District engaged in the [BC Equity In Action](#) initiative to explore practices and policies that may be creating obstacles for Indigenous learners. Important themes included relationships with parents and community, Indigenous focus for all, focus on literacy, student voice, acknowledgement of racism, communication and collaboration, alignment of resources, and a focus on transitions.

***PUBLIC CONSULTATION ON DRAFT FOCUS AREAS**

Spring 2021 we held a [virtual public consultation session](#). We heard from participants during the session and via an online feedback form following the session. Feedback emphasized support for staff learning new ways of doing things, relationships and communication at all levels, safe environments, Indigenous ways of knowing and being, First Peoples principles of learning, learning about racism, leadership opportunities, active learning, and outside activity, empathy, kindness, and collaboration.

***STUDENT CONSULTATION**

Spring 2021 we met with a number of students at Lake City Secondary and Peter Skene Ogden Secondary. We shared the student achievement data disaggregated by student groups and the draft key priorities. The students were surprised at the disparity in achievement and had really good insight into some of the shifts they wanted to see happen toward relationships and learning environments that would improve student engagement and success.

CONFIRMATION OF KEY FOCUS AREAS

The outcome of each of the consultations was support for the areas identified to focus on improving over the next few years. Participants had ideas about how to approach those themes and pieces that were important for them to see emphasized in the work. We hope the community will see those priorities reflected in our collective actions as we bring the plan to life. The work and results of the plan will be visible on our website, in communications, and at public Committee and Board meetings.

**These items will have links to more detailed results and analysis in September*

FOCUS AREAS FOR GROWTH

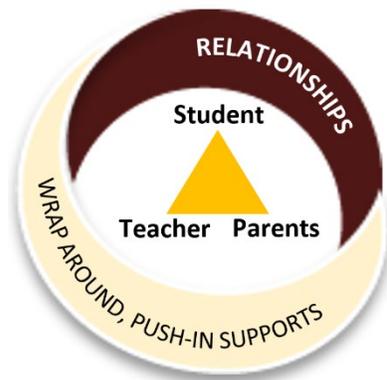


We looked at what the student achievement and school experience data showed, reflected on the findings and recommendations of the Equity Scan, considered the community input, examined our internal processes and practices and tried to capture what was essential in some key focus areas for growth: collective responsibility, instructional capacity, leadership capacity, systems thinking, indigenous learning and culture, inclusive learning communities, and place-based learning. We sought input from staff, parents, and students to see if there were important ideas or themes that were missed before confirming our focus areas for planning.

**COLLECTIVE RESPONSIBILITY

We will be more effective when we are working collaboratively and seamlessly to support student needs. We are ALL responsible for working together for the success of ALL of our students. Improving communication and access to common information, establishing effective instructional and support teams, and focusing on wrapping around and strengthening the core relationship of teacher-student-parent/guardian will improve student success.

We have developed a [Framework for Collective Responsibility](#) that will help guide the work we do from creating, implementing and monitoring School Plans for Learner Success, Local Education Agreements with First Nation communities, Individual Education Plans (IEP), and interventions by School Based Teams (SBT). Common district assessments made available in a timely and user-friendly format will support collaborative learning conversations by teams. Collective responsibility will be a theme that emerges across all the other focus areas as we all do our parts toward common goals.



INSTRUCTIONAL CAPACITY

The highest leverage of educational improvement efforts is development of staff capacity. We are making significant investments in quality professional learning for educators in current, research-based practice. The BC curriculum has been redesigned in recent years and has not been fully realized in all classrooms in the district. There are promising practices emphasized in the redesigned curriculum that are coming to life in pockets across our schools but there is more to be done to ensure every student is receiving effective instruction to meet their individual and collective needs.

Some examples of the work of our plan are:

“Know thy impact”

John Hattie, Visible Learning, 2008

- Shifting from one-off workshops to a robust learning series with multiple sessions, time to practice and reflect in between, and a group that is a community of practice
- 2021/22 series with renowned and respected presenters: Reconciliation, Engaging All Learners, Thinking Classrooms, Numeracy, Self-regulation, Inclusive Learning Environments
- Helping Teachers for side-by-side professional development in the classroom (co-planning, co-teaching)
- Support shift from packaged programs to responsive teaching
- Common district assessments with support for learning how to administer them, analyze results, and use what is learned to plan for instruction
- Common standards and staff learning about reporting and communicating student learning
- Mentoring program for new teachers in their first three years

LEADERSHIP CAPACITY

We will be intentional about supporting the development of formal and informal leadership. We will ensure the direction we are headed is understood and equip staff at all levels with knowledge and skills to take action to improve our system and success for students.

Some examples of the work of our plan are:

- Dedicated time to meet with Principals and Vice-Principals
- Broadening understanding of school leadership
- Connecting moral imperative and collective responsibility
- Develop and foster initiative and provide project opportunities
- Explicitly connect student outcomes and school leadership
- Grow a District focus versus school silos
- Yearlong Leadership Series for all interested Principals, Vice-Principals, and Teachers
- Learning Series to enhance instructional leadership capacity

SYSTEMS THINKING

We will create consistency, predictability, and efficiency by setting up systems for accomplishing our work in the District so individual staff members, sites, and departments are not duplicating efforts, dividing resources, and potentially working at cross-purposes. With planning based on the big picture and consideration of how all the pieces fit together, staff, students, and parents/guardians will be able to rely on a similar experience and level of service across the district.

Some examples of the work of our plan are:

- School Plans for Learner Success redesigned to align with goals and structure of District Plan
- Development of Administrative Procedures for all schools and departments to follow
- Technology review and roadmap for ensuring reliable, modern and equitable infrastructure, hardware, software, and support
- Fully integrated online systems for Finance and Human Resources
- Senior Leadership Team communication and planning as a team

- Budgeting and staffing intentionally planned with District Plan goals and strategy

INDIGENOUS LEARNING & CULTURE

We do not yet have equity of outcomes for Indigenous students as a group on any of our key measures of student success. We will intentionally direct attention, resources, and effort to improve these outcomes. We will continue to examine our environments, structures, and practices to identify and address barriers to the success of Indigenous students. We are committed to continuing to strengthen relationships with First Nation communities and community partners. We will embed learning about Indigenous culture, perspectives, and language in the daily experience of learners in our schools.

Some examples of the work of our plan are:

- District-wide staff learning about Truth and Reconciliation with a District Day focus (for all staff) and learning series
- Intentional implementation of the First Peoples' Principles of Learning
- Increased visible language and culture across schools (Elders program, signage, other)
- Review of school libraries and resource collections and additional funding for Authentic First Peoples resources
- Recognizing cultural learning in community with graduation program credits (IDS framework)
- Expectation of raising the bar and narrowing the gap versus the racism of low expectations
- Meaningful engagement of schools and district in Local Education Agreements (LEA) (regular meetings, frequent communication, data sharing, individual student learning plans)

"Education has gotten us into this mess, and education is the key to getting us out of it"

-Hon. Senator Murray Sinclair,
2016

INCLUSIVE LEARNING COMMUNITIES

We will develop system-wide understanding and capacity so that all our students are members of classrooms that are inclusive learning communities. We will be able to meet the needs of students in their classrooms with their peers. We will provide appropriate supports and interventions whether a student has a diagnosis connected to a special education category or not. We will create learning environments that enable students to develop a sense of belonging and ensure they see themselves in the curriculum. We know the improvements we make for vulnerable students or students with different interests and talents will benefit all students.

Some examples:

- Foster a growth mindset: all students can be successful
- Learning series: Inclusive Learning Communities
- Shift from pull-out to push-in supports so learning happens with peers in the context of the classroom learning
- Shift from pre-designed programs to universal design for effective instruction for all students
- Shift from finding the right place for students to creating classroom communities for all students
- Updated policies and administrative procedures to ensure accountability and transparency
- Sexual Orientation and Gender Identity (SOGI) school leads
- Implementation of Mental Health Literacy learning for staff and students
- Community-wide protocols and partnerships for supporting students

PLACE-BASED LEARNING

Place-based learning uses the local community and environment as the starting point for teaching the objectives of the curriculum. We will provide resources and create opportunities for cross-curricular learning in and around our communities while fostering relationships between school and community partners and members. Teachers will be expected and supported to take more learning outdoors for all the health and learning benefits that come with spending time outside and in nature.

Some examples:

- Outdoor learning structures at all schools
- Investment in equipment for outdoor activities and learning
- Ensuring all students have access to clothing, footwear for outdoor activities
- Participation in the Take Me Outside For Learning Challenge
- Support for educator participation in learning opportunities to build capacity for outdoor learning
- Relationships with community educators, organizations, and facilities to bring community educators into the classroom and students out into community settings
- Independent Directed Study framework to honour community and cultural learning with graduation program credits
- Increasing teacher capacity to recognize learning outside of school that achieves curricular outcomes at all grade levels

STRATEGY MAP

The Strategy Map that follows is our attempt to represent an overview of the District Plan for Learner Success at a glance. It is adapted from the work of [Kaplan and Norton](#) (2000).

Working from the top of the strategy map down we set out what the outcomes are we are working toward, the key areas of growth that will result in those improved outcomes, the strategic improvements to structures, processes and practices we will make toward that growth, and the capacity building we will need to do to implement those strategies

- At the top are the enhanced outcomes we are aiming for and the measures that are set provincially in FESL
- We have added our own research-based report card on-track measure looking at Language Arts, Math, and Attendance, and we also note some of the other district assessments and sources of information we use for triangulation and to inform instructional decisions
- FESL has set out the target groups of students to pay particular attention to for equity of outcomes
- We have seven focus areas for growth as a district toward meeting the plan outcomes for all students. Each of these focus areas on the strategy map will be linked to a page on our web site with further explanation, examples of strategies and improvements, and success stories
- We have provided examples of some of the key actions we will take for making that growth (structures, processes, capacity building)
- We will develop scorecards to monitor progress of completion of our actions (each key action on the strategy map will be linked to an internal workplan and public scorecard)
- We have been intentional in the allocation of financial and human resources for those actions and noted this on the strategy map

CARIBOO-CHILCOTIN SCHOOL DISTRICT NO. 27 STRATEGIC PLAN FOR LEARNER SUCCESS



ENHANCED STUDENT SUCCESS



KEY GROWTH AREAS



ACTION: EFFECTIVE STRUCTURES, PROCESSES, & PRACTICES



ACTION: CAPACITY BUILDING



Intellectual	Human & Social	Career
<ul style="list-style-type: none"> ON-TRACK IN LITERACY ON-TRACK IN NUMERACY 	<ul style="list-style-type: none"> FEEL WELCOME, SAFE, CONNECTED TO SCHOOL 	<ul style="list-style-type: none"> GRADUATE CORE COMPETENCIES
<ul style="list-style-type: none"> Gr 4 & 7 FSA Reading, Writing, Numeracy Gr 10&12 Literacy Assessment Gr 10 Numeracy Assessment 	<ul style="list-style-type: none"> Gr 4, 7, 10 Student Learning Survey: Safe, Welcome, Sense of Belonging Gr 4, 7, 10 Student Learning Survey: Number of adults who care 	<ul style="list-style-type: none"> 5 Year Graduation Rate Post-Secondary Transition Rate to BC Institutions

District On Track (English, Math, Attendance) from report cards, and District Reading, Writing, Numeracy Assessments

COLLECTIVE RESPONSIBILITY	INSTRUCTIONAL CAPACITY	LEADERSHIP CAPACITY	SYSTEMS THINKING
INDIGENOUS LEARNING & CULTURE	INCLUSIVE LEARNING COMMUNITIES	PLACE-BASED LEARNING	

****SCORECARDS FOR WORKPLANS TO MONITOR PROGRESS OF ACTIONS**

Local Education Agreements	Collective Responsibility Framework	School Based Team Processes	Tech Roadmap
Cultural & Outdoor Learning Spaces	Redesigned School Plans	VTRA Community Protocol	District Data System
Community Learning Credits	Transition Planning	School Configuration and Staffing Planning	MyEd Utilization
Changing Results for Young Children	Assessment and Reporting	Administrative Procedures	Budget / Accounting System
Teacher Mentorship	Self-Regulation Series	LEA Education Series	Coaching for Data Use
Leadership Series	Cultural Pro-D Series	Mental Health Literacy	Take Me Outside For Learning (TMO4L)
Engaging All Learners Series	Admin Learning Sessions	SOGI Lead Team	Data Governance Training

STUDENTS WE ARE PAYING PARTICULAR ATTENTION TO FOR EQUITY OF OUTCOMES

- Indigenous students living on reserve
- Indigenous students living off reserve
- Children & youth in care
- Students with disabilities and diverse abilities

ALLOCATION OF BUDGET, STAFFING, ATTENTION, TIME

** Each action block will be linked to the specific section of the website for more information and score cards

TIMELINE and ACTIONS



AUGUST/SEPTEMBER

- ✓ Senior Leadership Team review District Plan for Learner Success with **Principals**
- ✓ **District Day presentation** to all staff about District Plan for Learner Success
- ✓ District review of **year-end data** from previous year including Student Learning Survey Results
- ✓ Board approve **District annual report** on results and approach to improving learning for submission to Minister and sharing with public

OCTOBER

- ✓ Board approves **School Plans for Learner Success**

NOVEMBER

- ✓ District review **secondary term 1 report card** results
- ✓ District review **Foundation Skills Assessment (FSA)** results

DECEMBER

- ✓ District review **elementary term 1 report card** results

JANUARY

- ✓ Board review **progress of actions** in District Plan for Learner Success (scorecards)

FEBRUARY

- ✓ District review **secondary term 2 report card** results

MARCH

- ✓ Senior Leadership Team review of **staffing plans** and **resource allocation** for priority actions to align with District Plan for Learner Success

APRIL/MAY

- ✓ District review **secondary term 3 report card** results
- ✓ Board review of prioritized resource allocation to support plan and **Approval of Budget** for coming year

JUNE

- ✓ District review **Spring district assessment** results
- ✓ Board review **progress of actions** in District Plan for Learner Success (scorecards)

JULY/AUGUST

- ✓ **Preparation** of year-end data and update of work plans and score cards for coming year

ONGOING

- ✓ Senior Leadership Staff support Principals as schools **monitor student success** and **adjust School Plans for Learner Success** actions and strategies
- ✓ Senior Leadership Staff **collaborate with educational and community partners** to support the plan
- ✓ **Regular communication** to community on website about the results and updates to plan as they happen and public Committee and Board meetings where this is a regular topic