



# Enhancing Student Learning Report

## September 2024

In Review of Year 3 of the Strategic Plan for District #49 2022-2027



Approved by the Board of Education on September 26, 2024

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## Introduction: District Context

Residing on the three traditional territories of the Nuxalk Nation, the Heiltsuk Nation, and Wuikinuxv Nation, School District 49 lies on the Central Coast of British Columbia, 452 km west of Williams Lake at the end of Highway 20. Geographically, one of the largest school districts with schools on Denny Island, Hagensborg and Bella Coola, the Central Coast School District educates approximately 200 students in areas abundant in spectacular scenery steeped in natural history.

Central Coast School District is proud of its staff, students, and parents. Much of what we have collectively accomplished aligns with a common strategic approach to improving student education on the Central Coast. As education evolves in our province, Central Coast School District remains committed to providing equity in education and accountability to our students, families, and staff. Some examples to be acknowledged are: Board of Education and administration working to align good governance and effective leadership; teachers have transitioned to the [revised K-12 Reporting Policy](#); Services to students with special needs are being addressed in a cohesive, effective, and inclusive way; Students' voice is forefront in educational planning; Information technology decisions are being made with student needs and teacher input; Continuing to learn through the Equity in Action project bringing essential supports to the forefront for Indigenous Students; and we continue to expand our involvement in Early Childhood Education.

Our school in Wuikinuxv has transitioned to the Wuikinuxv Nation and we acknowledge with gratitude our opportunities to work with those students over many years. It is our hope that we will continue to maintain robust relationships with all local First Nations. We will be working closely with rightsholders and are in the third year of the Local Education Agreement with the Nuxalk Nation which is providing meaningful, collaborative strategies for students. Administration continues to improve opportunities in Early Learning including public engagement through the newly established Early Learning Table. We have continued to work towards collecting individual student achievement to continuously improve student outcomes and to address inequities in our system. As will be evident in the following report, much of our data is masked due to the small cohort sizes and privacy policies. The district has taken into consideration these masked results and included them in the analysis sections of this report.

We expect a significant reduction in operating revenue over the next three to five years and as we are entering year three of our [five-year strategic plan](#), the FESL and our strategic plan will continue to provide focus to the resource allocations which best prepare students of the Central Coast School District. Recruiting a Secretary Treasurer was successful in 2023-2024 to improve internal communication and financial transparency. Moving forward past the transition year, key responsibilities will include policy review in alignment with Equity in Action. Additionally, horizontal alignment of operational plans and budget will better support the changing landscape of education on the Central Coast. The district will maintain the full-time position of secretary/treasurer to ensure adequate financial oversight, staffing levels, and meaningful long-range facility plans.

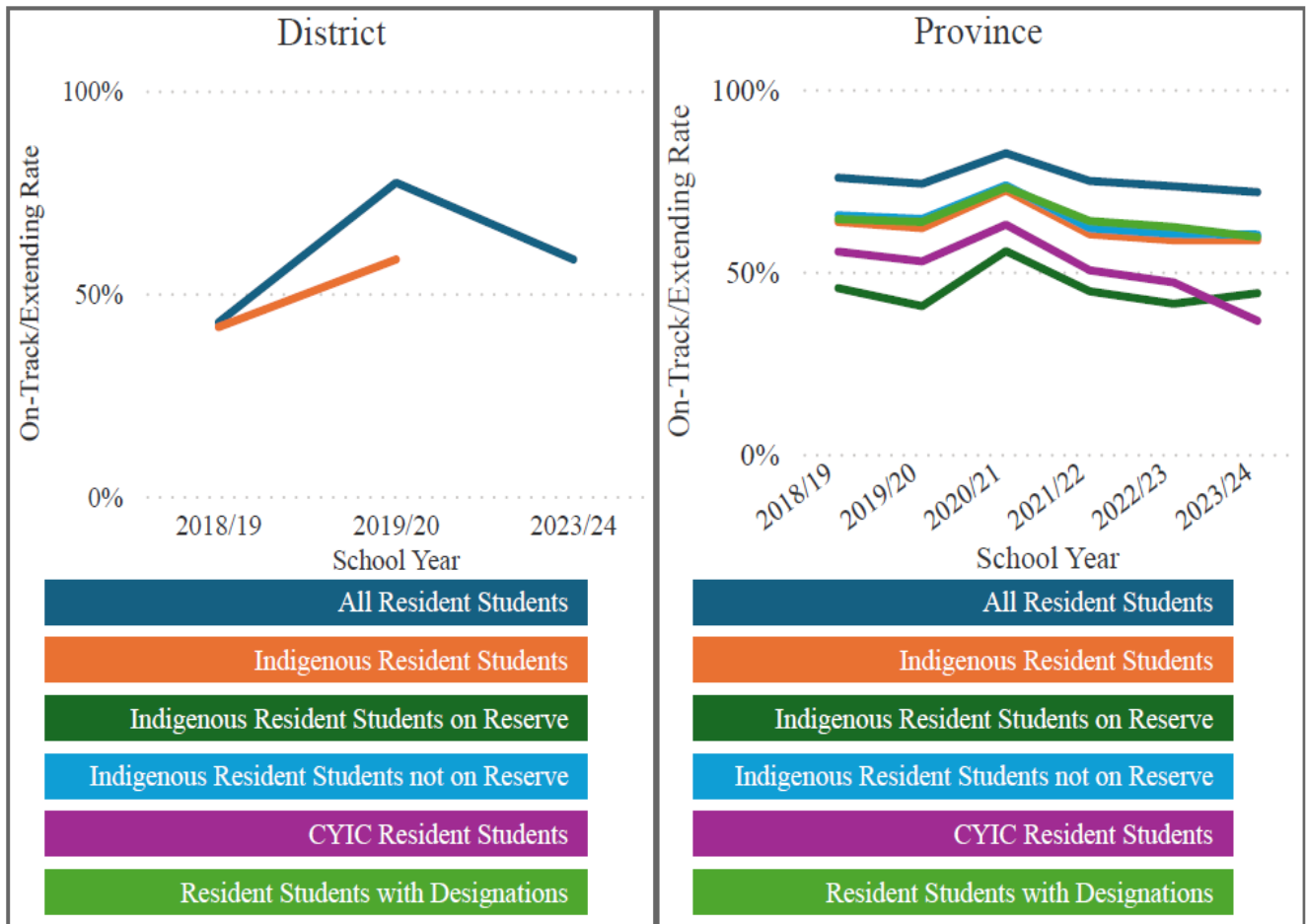
# Reflecting on Student Learning Outcomes

## Intellectual Development

### Educational Outcome 1: Literacy

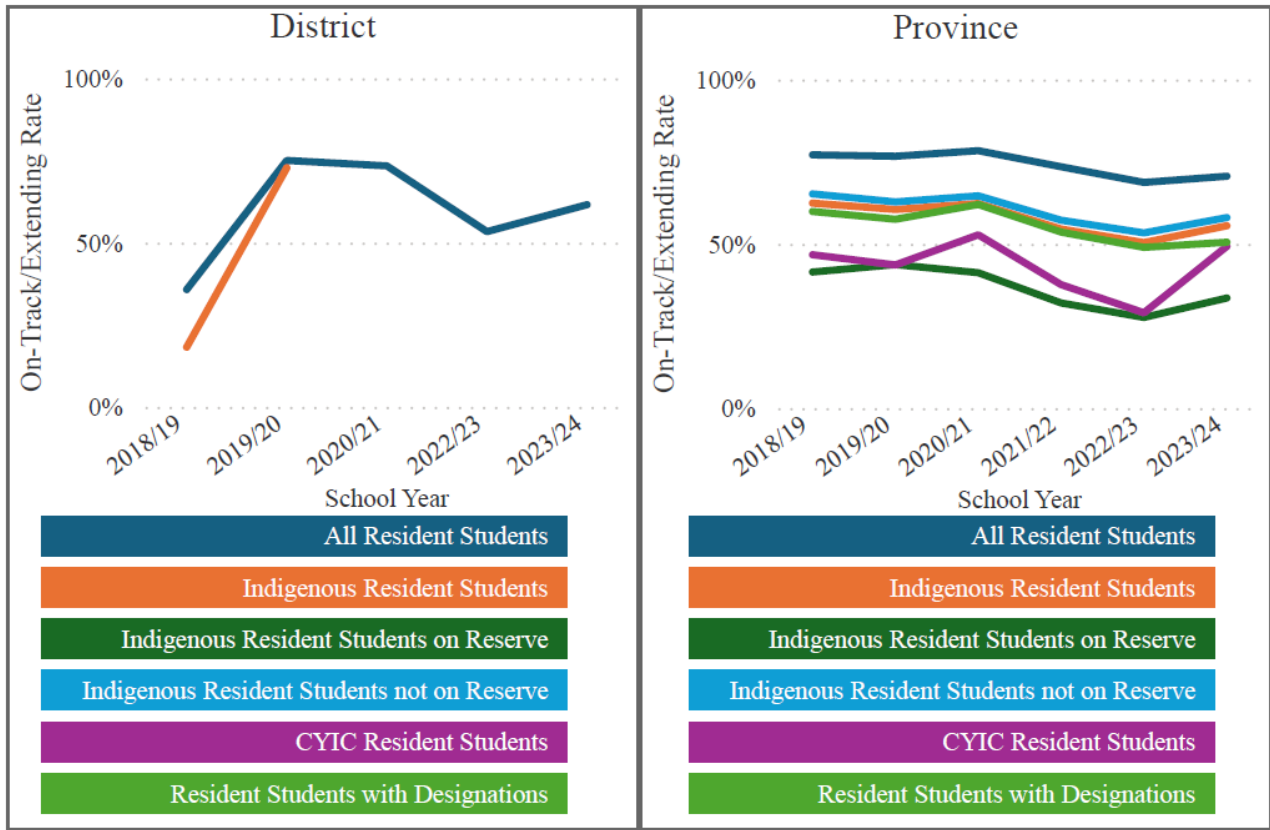
#### Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

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



Note: Most data for priority populations has been masked according to FOIPPA guidelines to protect student privacy. District considerations of masked results is reviewed internally and included in the Analysis and Interpretation section of this report.

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

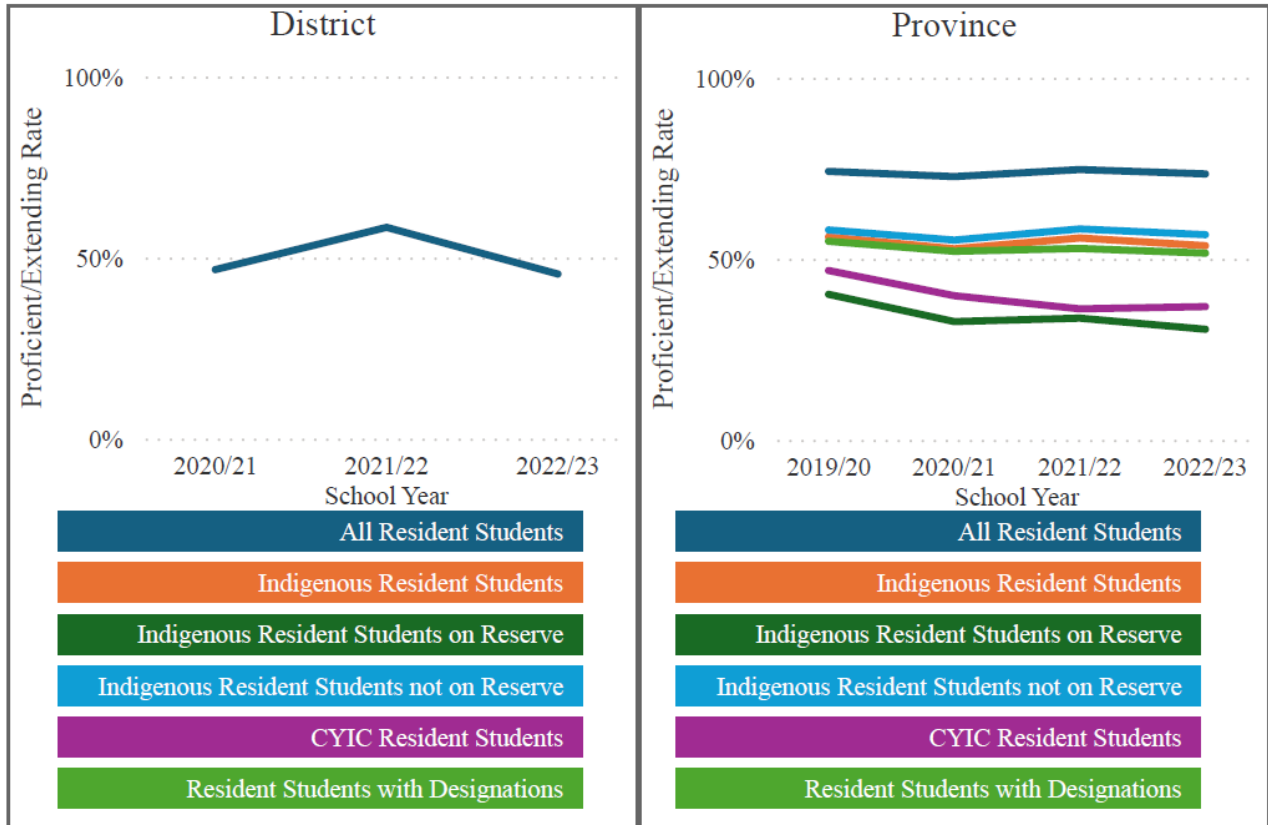


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Measure 1.2: Grade 10 Literacy Expectations

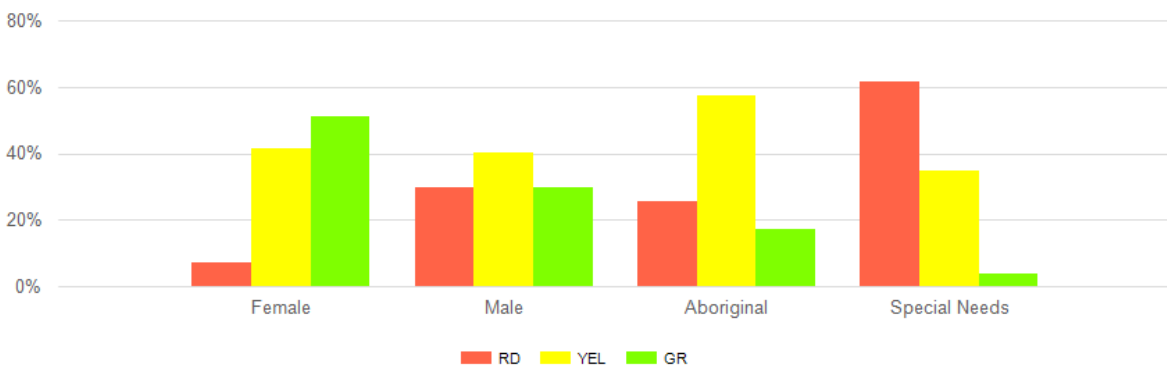
**Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)**



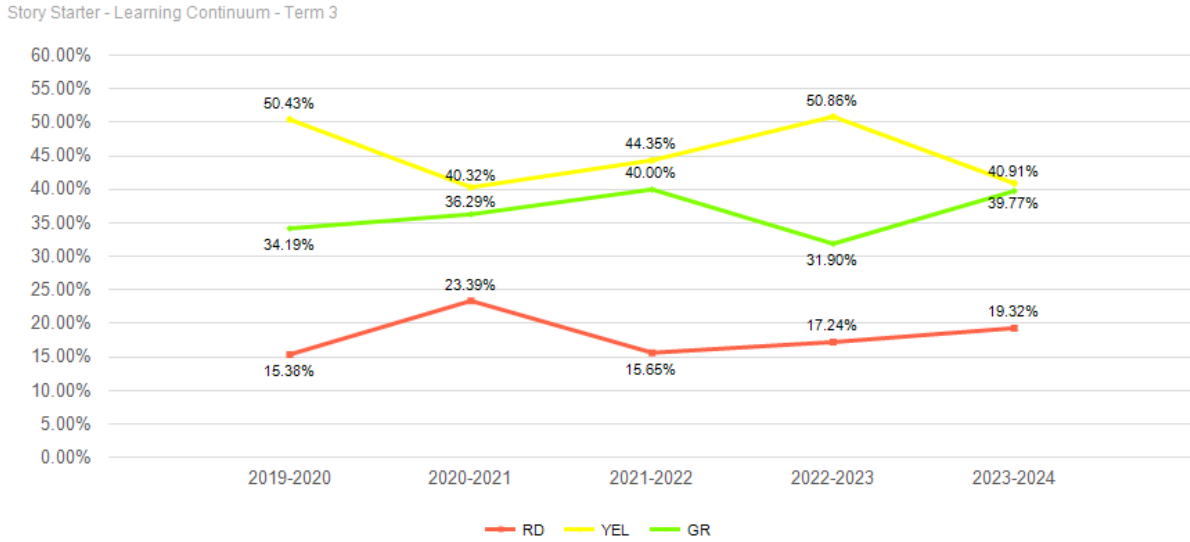
Relevant Additional/Local Data and Evidence

Student Story Starter – Focus Area Literacy K-7 Term 3, 2024

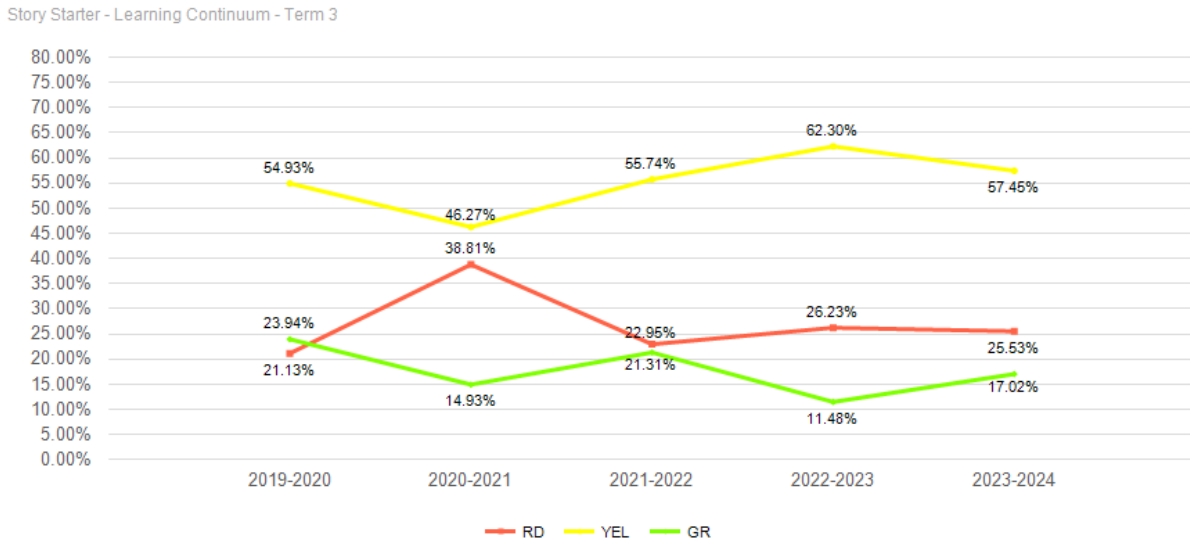
Story Starter - Learning Continuum - Term 3



### Trends of Student Story Starter – Focus Area Literacy K-7 Over Time

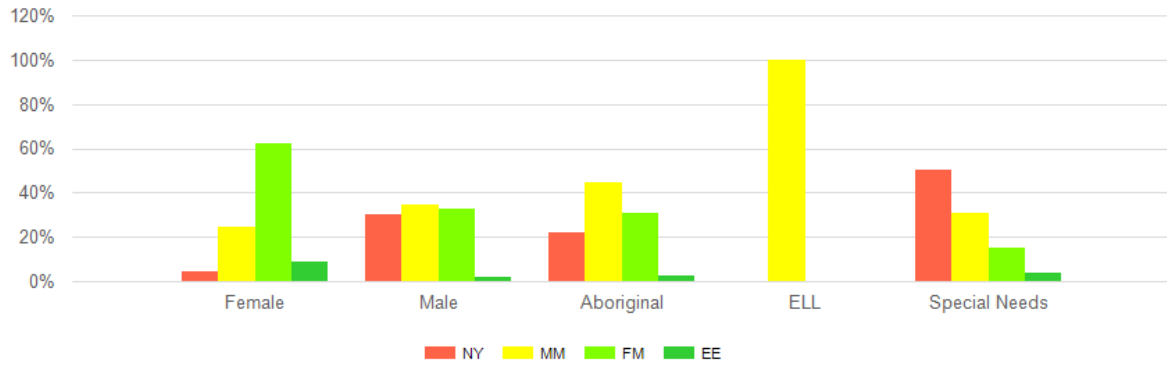


### Trends of Student Story Starter – Focus Area Literacy K-7 Over Time (Indigenous)



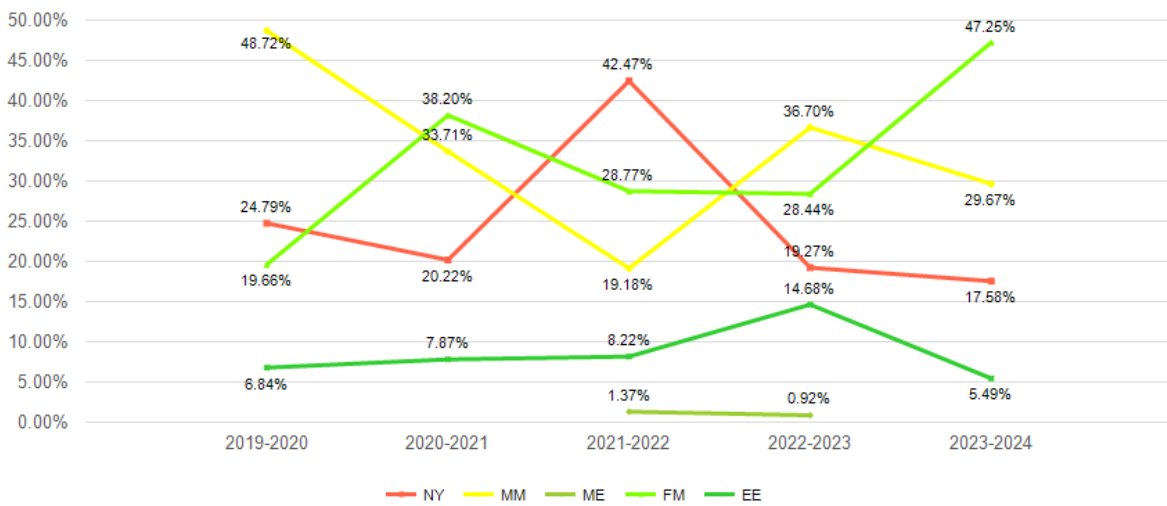
## School Wide Write K-7 Final, 2024

School Wide Write - Final Write



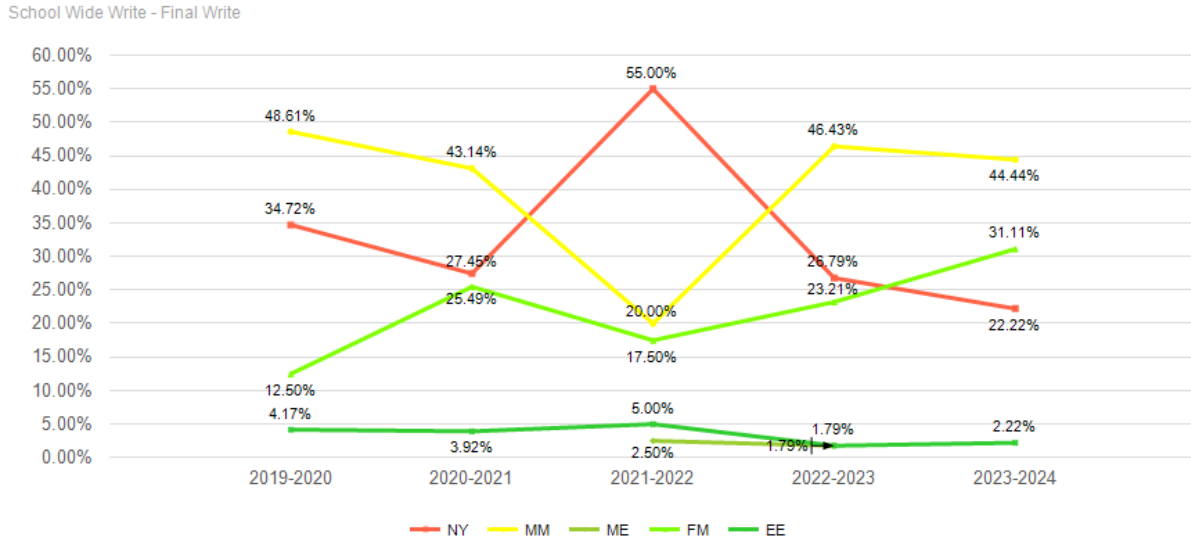
## Trends of School Wide Write K-7 Over Time

School Wide Write - Final Write

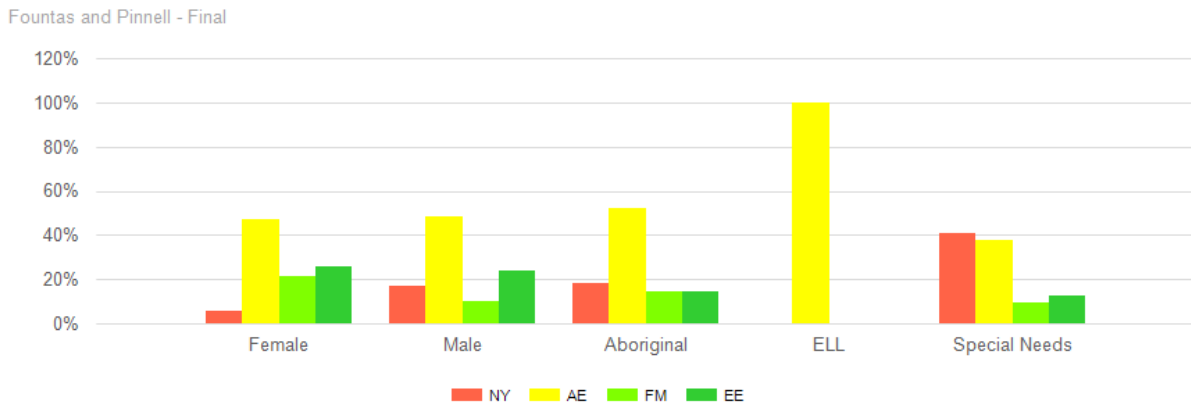




### Trends of School Wide Write K-7 Over Time (Indigenous)

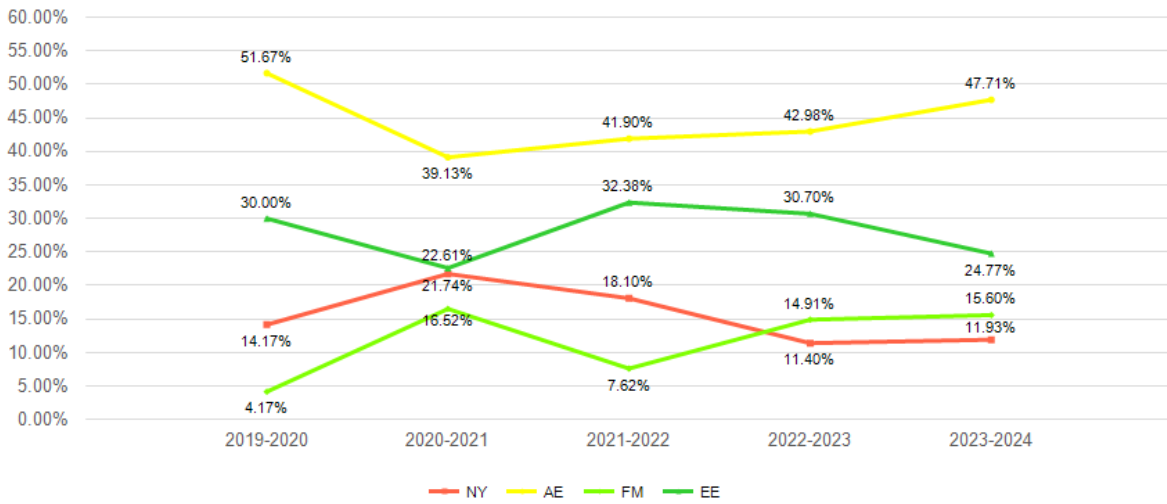


### Fountas & Pinnell Reading Level Grade 1-7, Final 2024



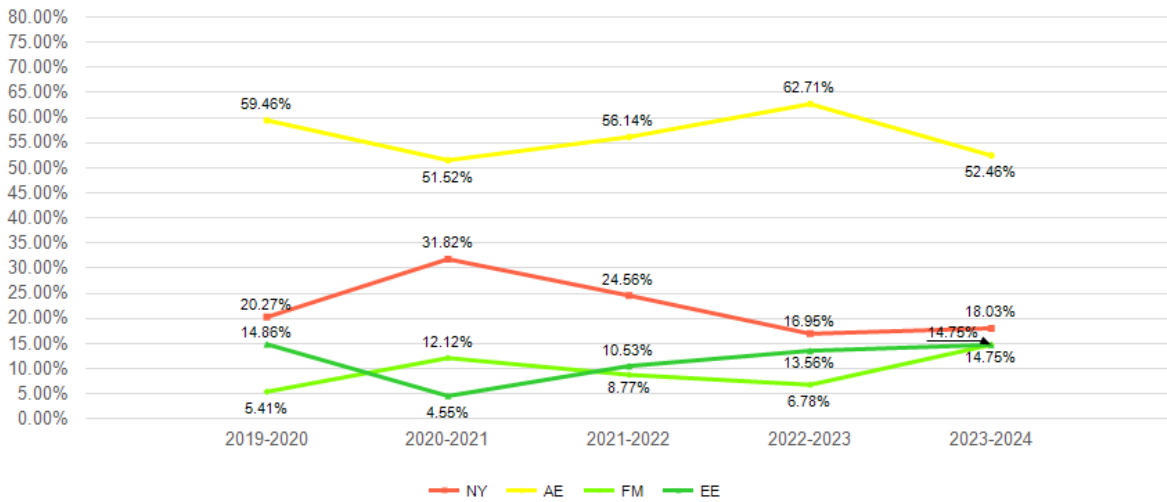
## Fountas & Pinnell Reading Level Grade 1-7, Trends of Time

Fountas and Pinnell - Final

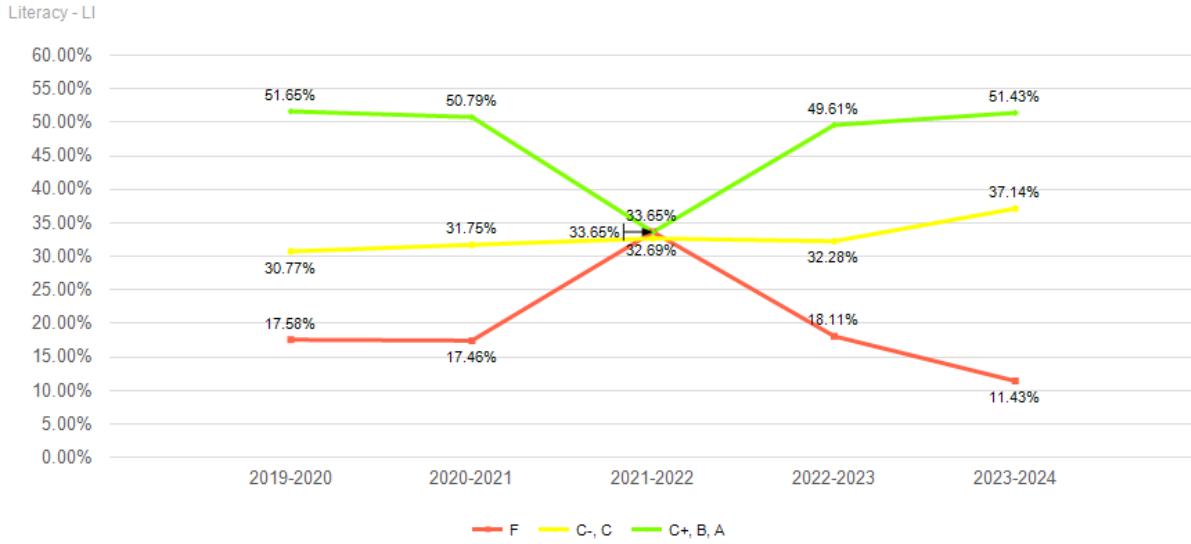


## Fountas & Pinnell Reading Level Grade 1-7, Trends of Time (Indigenous)

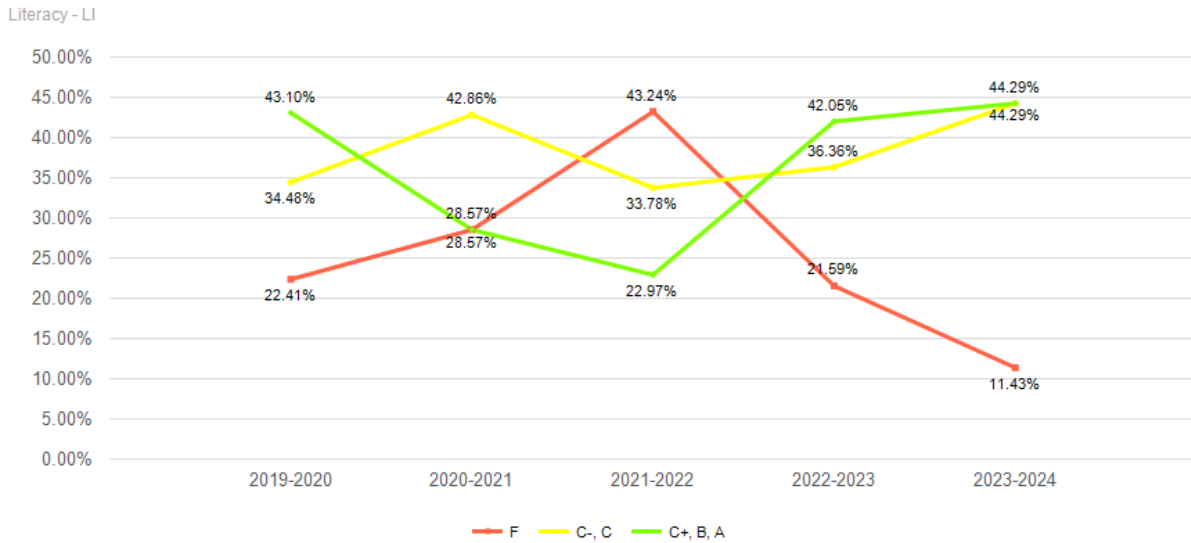
Fountas and Pinnell - Final



## English Language Arts 8-12 All Resident Students

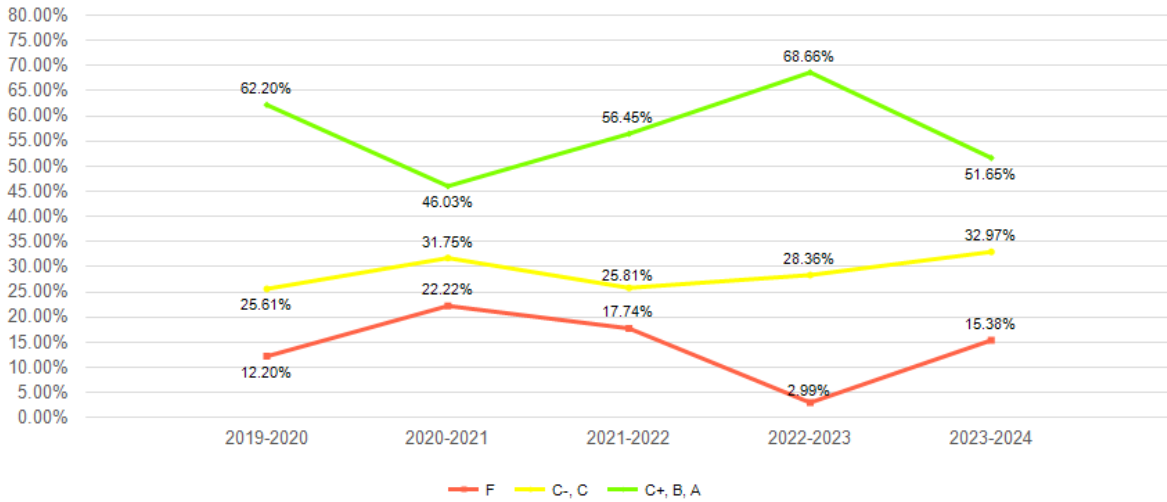


## English Language Arts 8-12 Indigenous Resident Students



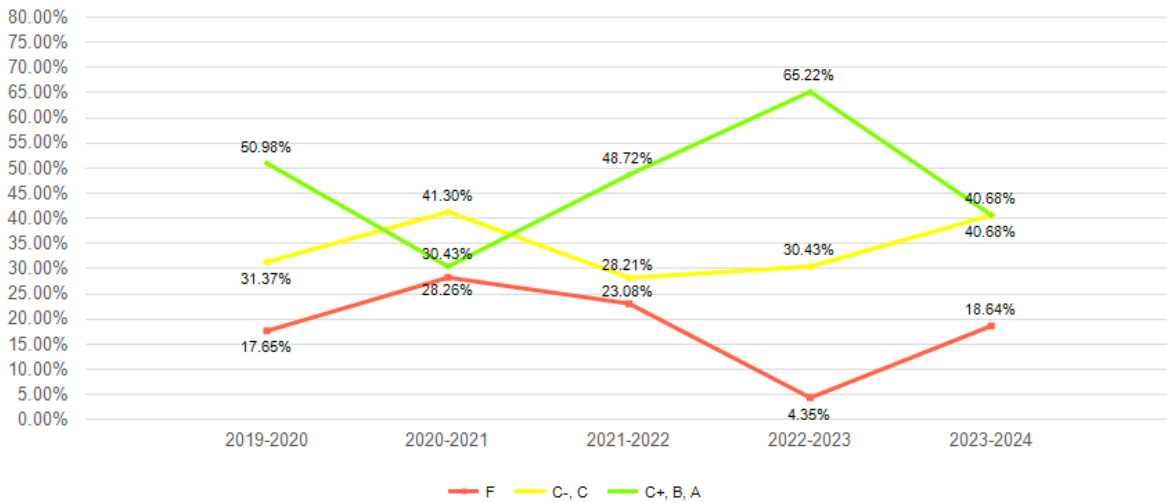
## Social Studies 8-12 All Resident Students

Social Studies - SS



## Social Studies 8-12 Indigenous Resident Students

Social Studies - SS



## Analysis and Interpretation

### Outcome 1: Literacy

Interpreting trends in student achievement can be challenging, particularly when dealing with small cohort sizes. This issue is especially relevant for priority sub-populations of students, where data can be less reliable due to these small groups. Despite these challenges, we have carefully reviewed the data and identified key themes and trends, relating them to our local context. This provides staff and stakeholders with valuable insights for evaluating and supporting student success.

#### Local Data Sources:

1. **Student Story Starters (K-7):** This tool captures the professional opinions of school principals and teachers on grade-appropriate learning. Data is collected through discussions on literacy levels three times a year, aiming to implement meaningful changes based on classroom assessments and observations.
2. **Authentic K-7 Student Writing Samples:** Student writing is assessed twice a year through the School-Wide Writes program, allowing us to track and measure writing progress.
3. **Fountas and Pinnell Literacy Assessments:** Conducted three times a year, these assessments help us monitor and inform literacy instruction. Although results are reported for grades 1-7, assessments continue into higher grades if students need ongoing support.
4. **Report Card Marks:** These are used to evaluate academic performance for grades 8-12.

#### Key Findings:

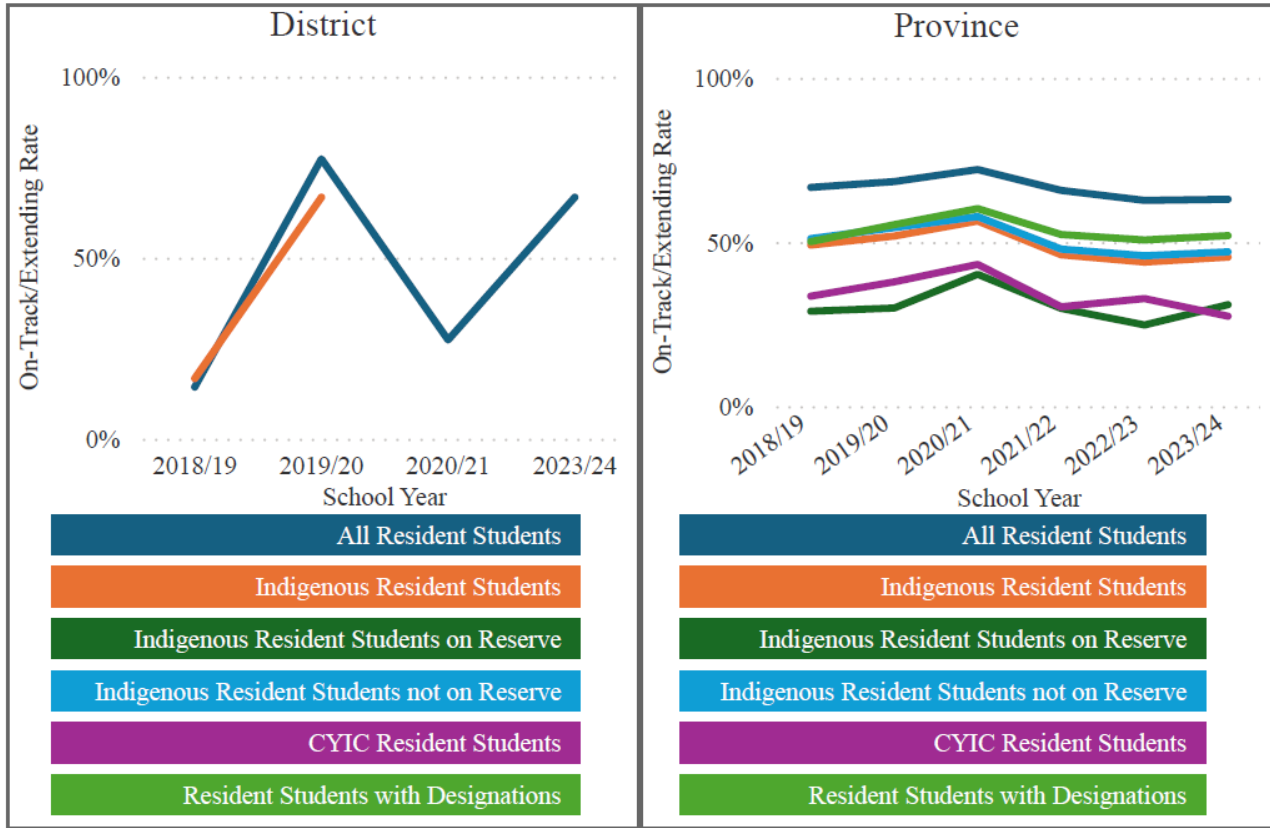
- **FSA Literacy Component:** There is a decline in achievement levels for All Resident students in the FSA 4 Literacy component, falling below the provincial average of 72%. This decline affects all priority sub-populations except for students with designations. However, local assessments, including Fountas & Pinnell, School-Wide Writes, and Student Story Starters, show significant literacy gains for grade 4 students. These students are generally classified as 'developing' or 'proficient' in their final reports, with notable classroom supports such as learning assistance, speech and language services, and active Competency-Based Inclusive Education Plans.
- **FSA Literacy 7 Component:** Achievement levels for resident students in this component are approaching the provincial average, with participation increasing by 25%. Indigenous students are also showing improvement, with those living on reserve surpassing the provincial average. Nonetheless, there remain achievement gaps between Indigenous students and their non-Indigenous peers. Local assessments continue to reflect positive trends, but Indigenous student achievement has not yet reached parity.
- **Grades 8-12:** Report card marks for English Language Arts and English First Peoples are improving, reducing the achievement gap for Indigenous students. However, Social Studies final marks for All Resident students have declined, and the achievement gap persists.

Overall, while local and some provincial data suggest that support for K-7 literacy is leading to improved achievement, equity among students remains a challenge.

Educational Outcome 2: Numeracy

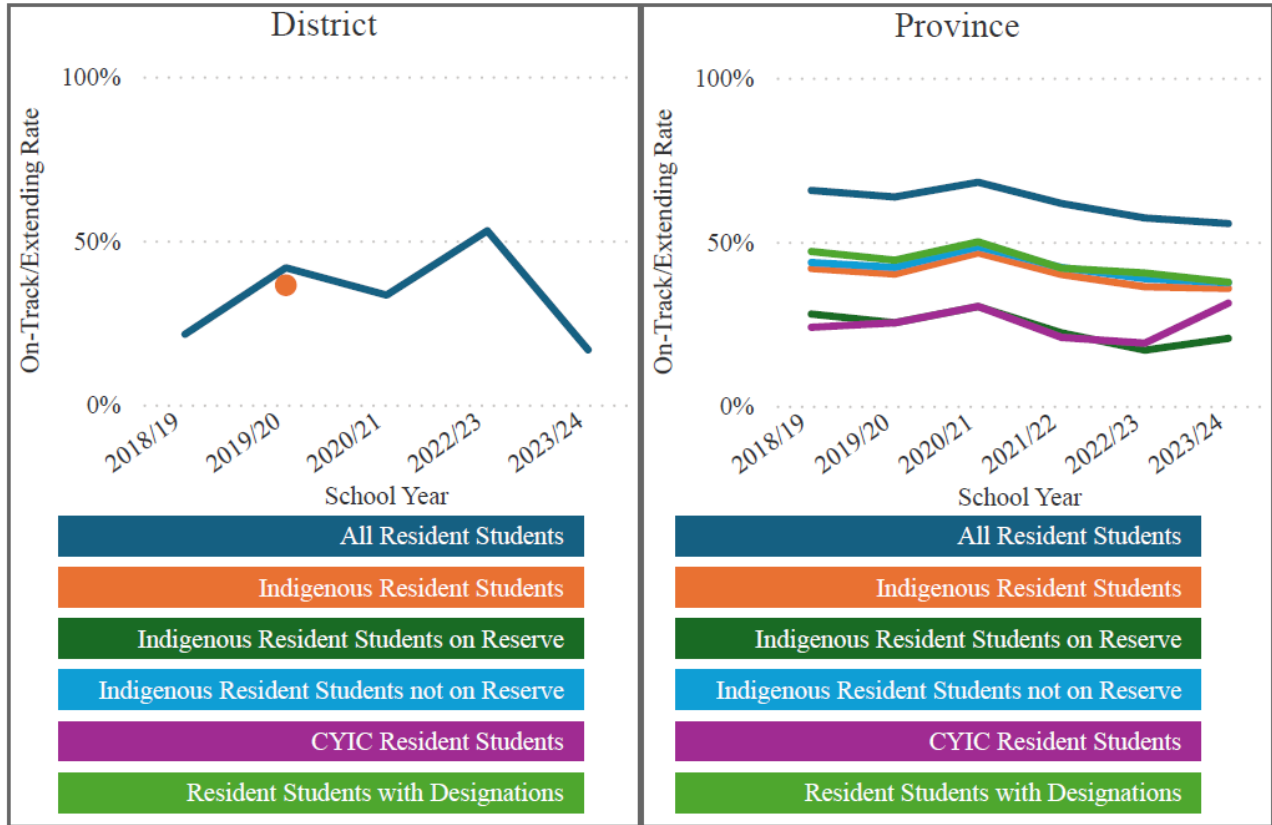
Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

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



Note: Most data for priority populations has been masked according to FOIPPA guidelines to protect student privacy. District considerations of masked results is reviewed internally and included in the Analysis and Interpretation section of this report.

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

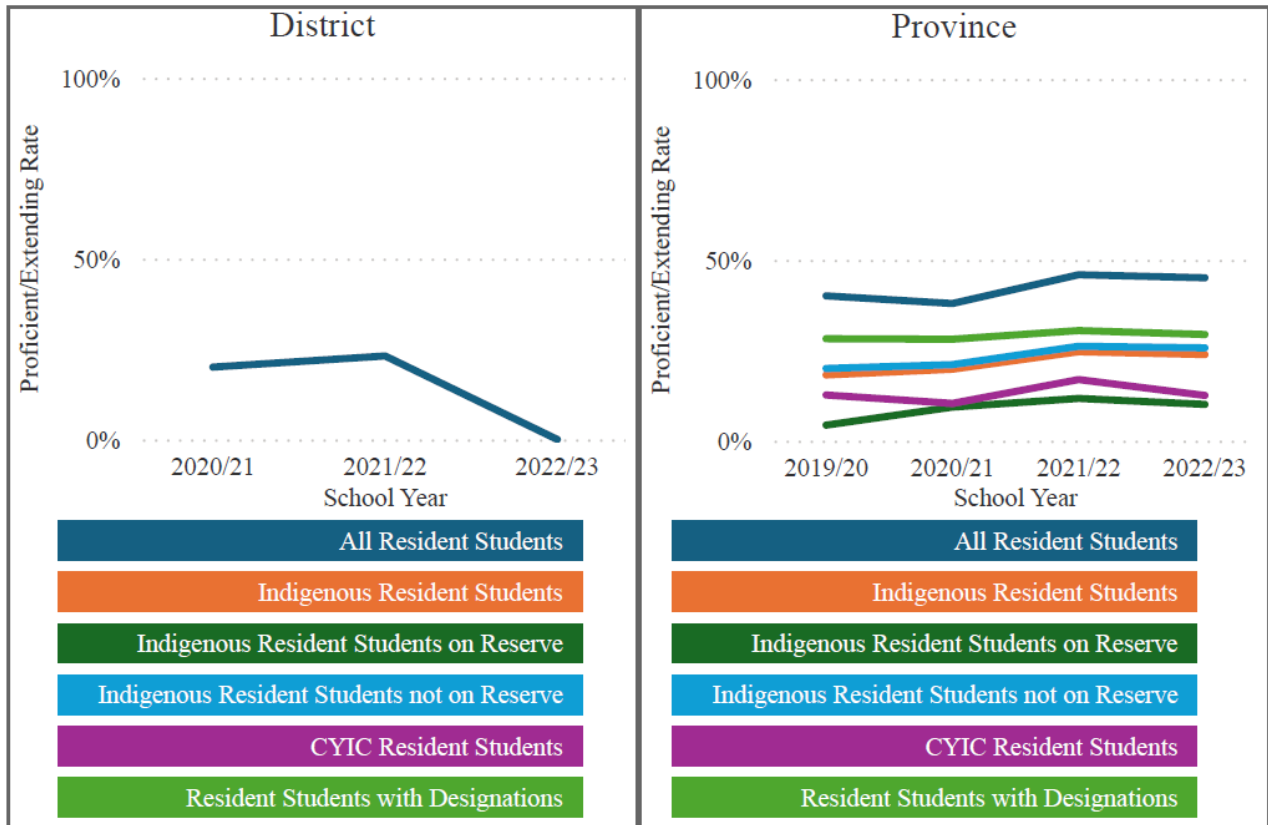


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Measure 2.2: Grade 10 Numeracy Expectations

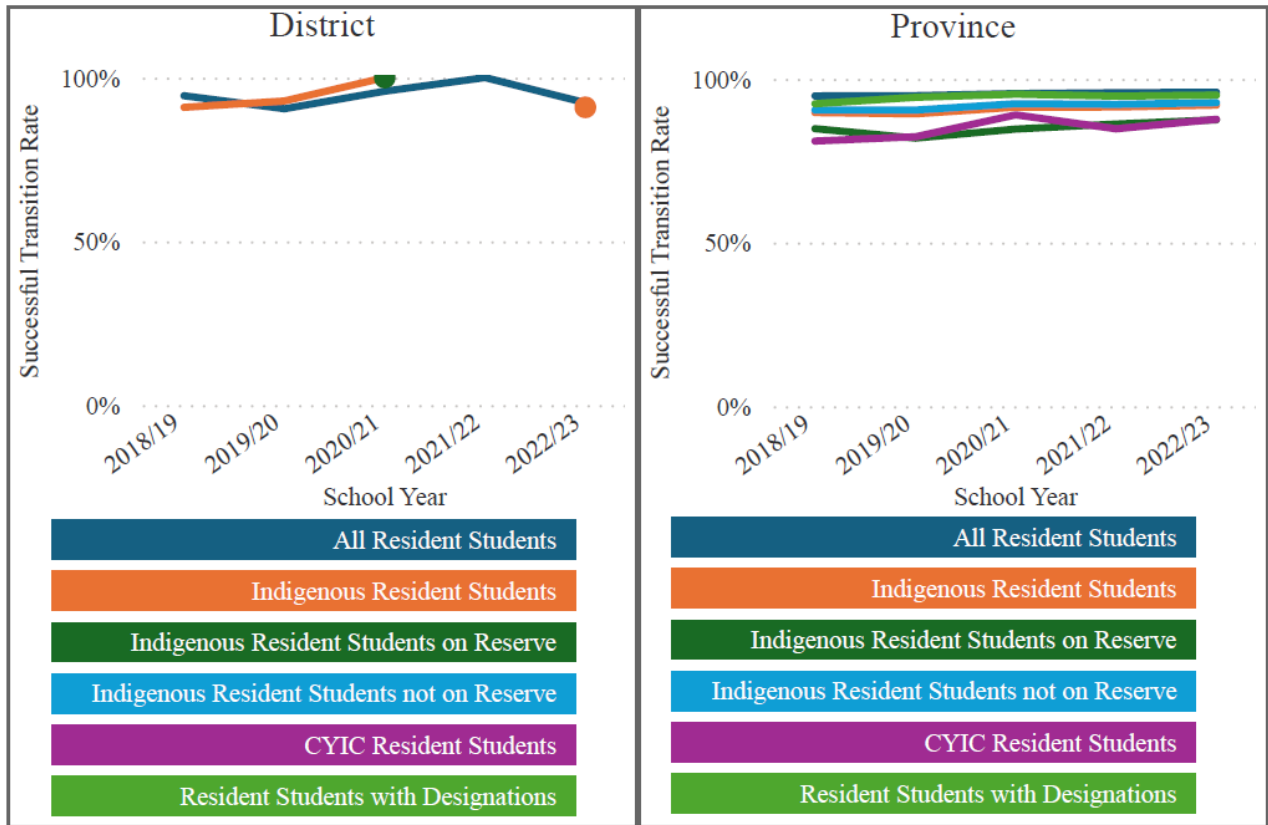
Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)



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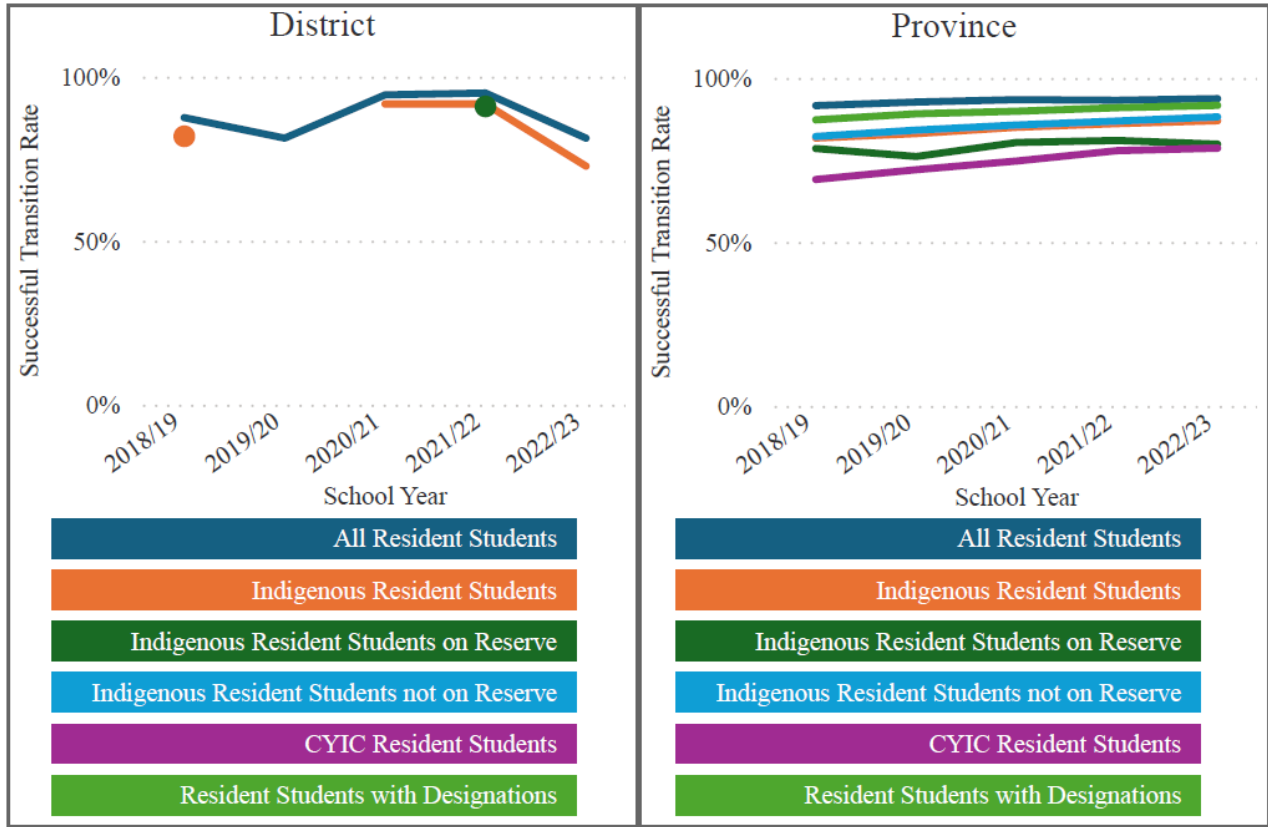
Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition Rate



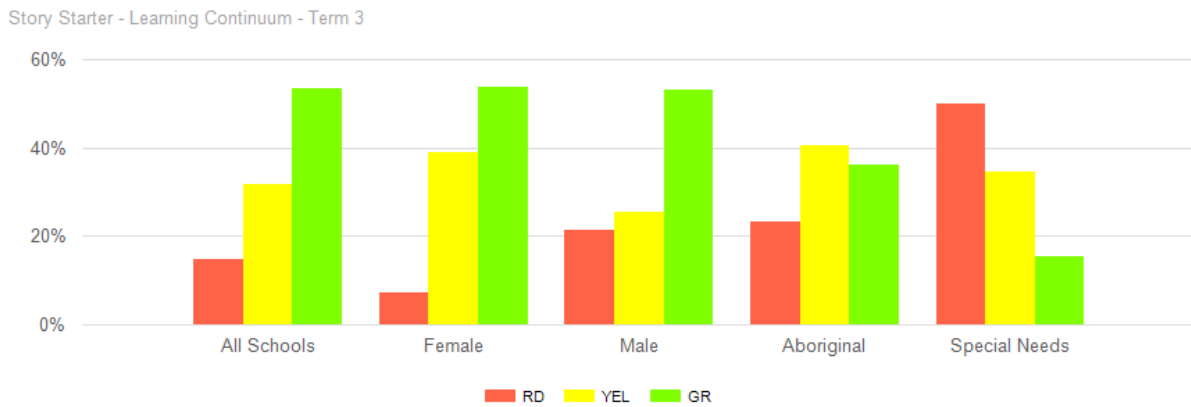
Note: Most data for priority populations has been masked according to FOIPPA guidelines to protect student privacy. District considerations of masked results is reviewed internally and included in the Analysis and Interpretation section of this report.

### Grade 11 to 12 Transition Rate



### Relevant Additional/Local Data and Evidence

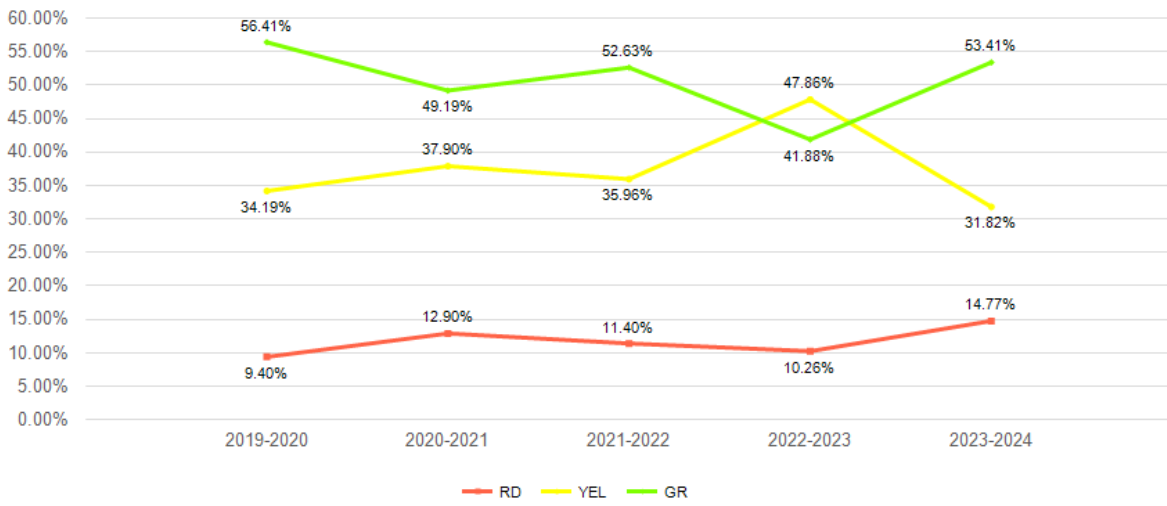
#### Student Story Starter – Focus area Numeracy K-7 Term 3, 2024



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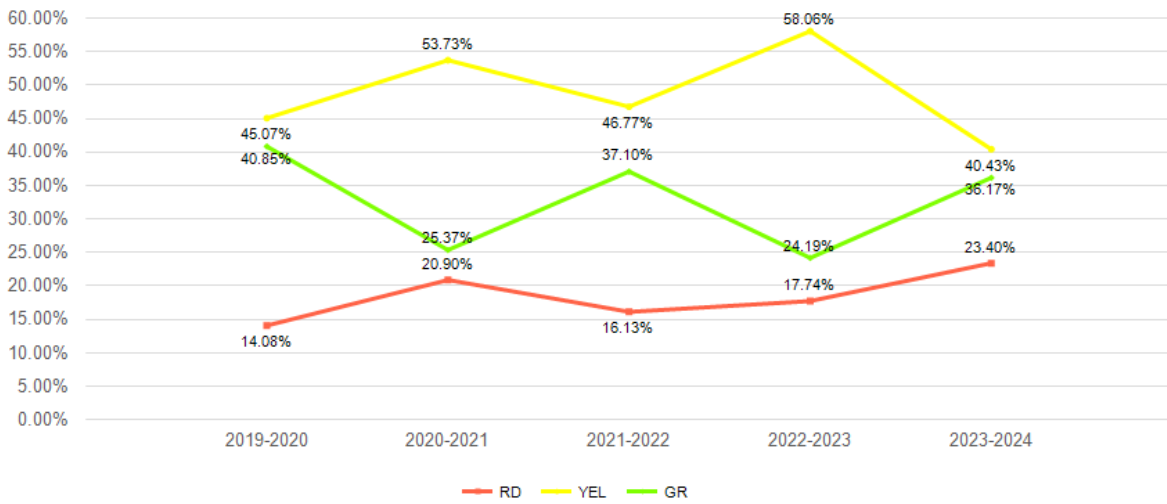
## Trends of Student Story Starter – Focus Area Numeracy K-7 Over Time

Story Starter - Learning Continuum - Term 3

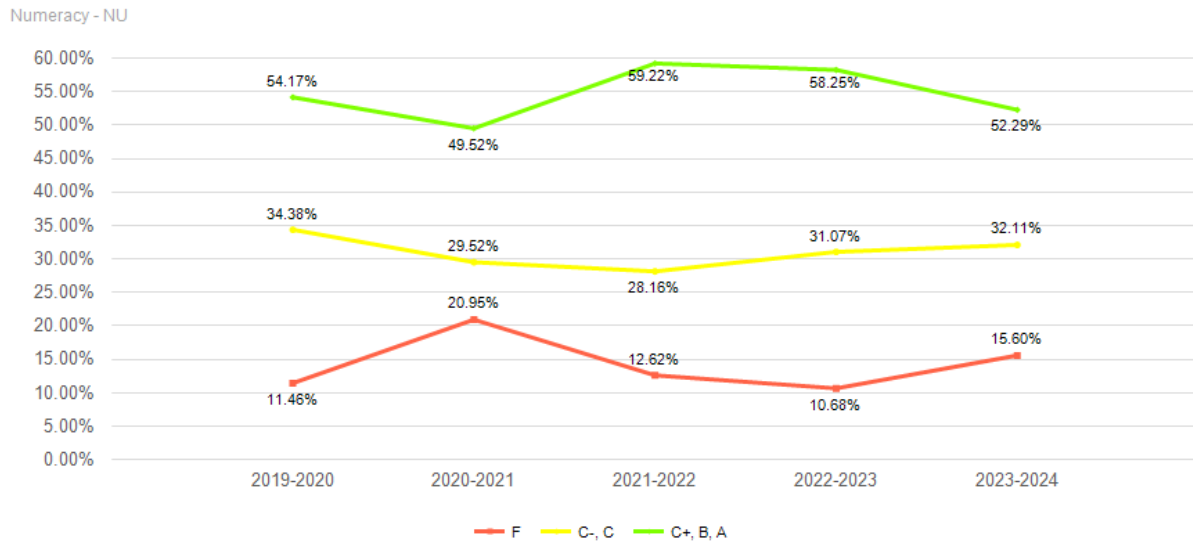


## Trends of Student Story Starter – Focus Area Numeracy K-7 Over Time (Indigenous)

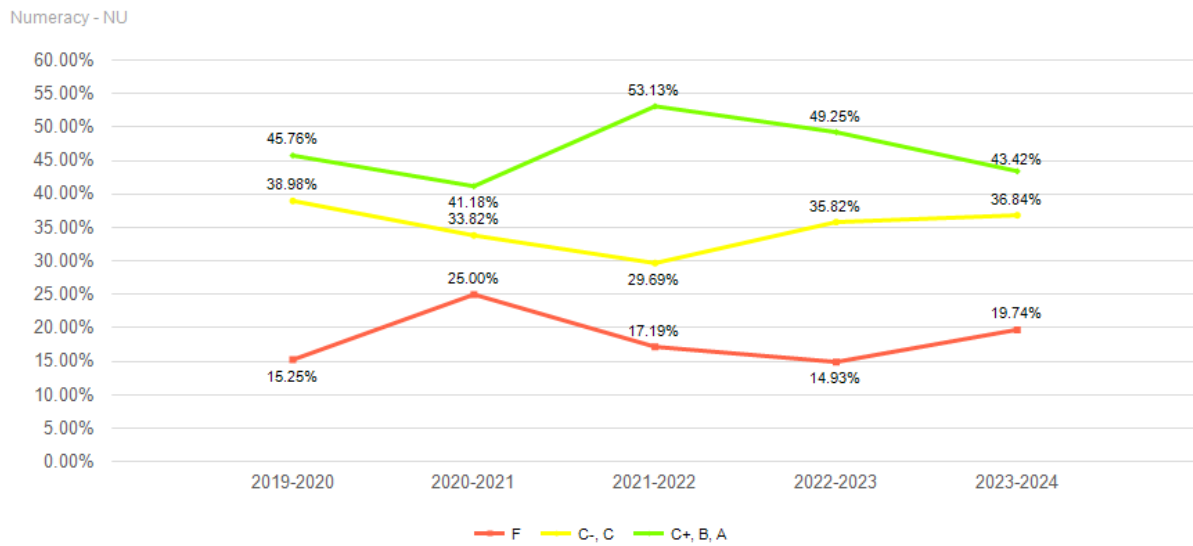
Story Starter - Learning Continuum - Term 3



## Mathematic 8-12 All Resident Students



## Mathematic 8-12 Indigenous Resident Students



## Analysis and Interpretation

### *Outcome 2: Numeracy*

#### **Foundations Skills Assessment (FSA) Numeracy 4 Component:**

In the 2023-2024 FSA Numeracy 4 component, participation increased to 80%. However, the percentage of All Resident Students who are on track or extending slightly decreased to 67%. Indigenous Resident Students also experienced a small decline year-over-year. The achievement gap remains significant, particularly for Indigenous Students living off reserve and for Resident Students with Designations.

#### **FSA Numeracy 7 Component:**

Participation in the FSA Numeracy 7 component also improved, but there was a notable decline in achievement, with only 17% of All Resident Students being classified as on track or extending. The achievement gap persists, especially for Indigenous Resident Students, with an even wider gap for those on reserve and for Students with Designations.

#### **Grade 10 Numeracy Assessment:**

The 2022/2023 Grade 10 Numeracy Assessment highlights a proficiency issue in the Central Coast, with 63% of All Resident Students at the Developing stage. This trend is continuing into the 2023-2024 school year and is a priority in our high school year plan. Report card marks for these students are not fully aligned with the graduation assessment, with all students achieving grades of 55% or better.

#### **Grade 10 to 11 Transition Rates:**

Transition rates from grade 10 to 11 for the 2022/2023 school year remain steady at approximately 92%, close to the provincial average. Indigenous Resident Students on reserve have a slightly lower transition rate compared to All Resident Students, while Indigenous Resident Students off reserve and Students with Designations show consistent success in moving from grade 10 to 11.

#### **Grade 11 to 12 Transition Rates:**

Transition rates from grade 11 to 12 have declined by 14% from 2021-2022, affecting all priority sub-populations. Students with Designations saw a decline in transition rates and are not yet reaching parity with All Resident Students. However, 5-year trends show some success for this group. The small cohort sizes continue to make trend analysis challenging.

#### **Numeracy Data and Student Story Starters:**

Student Story Starters for Numeracy reflect the professional opinions of school principals and classroom teachers regarding grade-appropriate learning. Discussions on numeracy levels aim to implement meaningful practice changes throughout the year based on informal assessments and classroom observations. Results for All Resident Students in K-7 show minimal growth. Indigenous Resident Students on reserve are perceived to achieve lower, whereas those off reserve are seen as achieving higher compared to All Resident Students.

#### **Report Card Marks:**

For grades 8-12, most Resident Students are passing mathematics, though there is a slight year-over-year decrease to 84%. The percentage of Indigenous students at risk of failing mathematics remains slightly higher than the overall student population at 20%.

## Intellectual Development Summary

The Central Coast School District has a robust foundation for delivering high-quality, essential educational programming to students. Recent literacy data indicates gradual improvement in achievement for All Resident Students. However, significant disparities remain, particularly for Indigenous Students and Students with Designations.

### **Literacy and Numeracy Insights:**

While overall literacy achievement is improving, there is a noticeable gap in performance between Indigenous Students, Students with Designations, and their peers. Numeracy data across all levels further underscores the need for renewed efforts to equip students with the tools necessary to reach their full potential.

### **Questions and Challenges:**

A key issue emerging from the comparison of local and provincial assessments is why observed classroom successes are not consistently reflected in provincial assessment outcomes. This discrepancy raises important questions about the alignment between classroom practices and provincial standards.

### **Focus Areas for Improvement:**

Improving Indigenous Student achievement remains a top priority, particularly in the area of Intellectual Development. Although there have been some gains for Indigenous Students off Reserve, the gap for Indigenous Students on Reserve and Students with Designations is substantial. This disparity is most pronounced in Numeracy and necessitates further investigation and strategic adjustments in educational practices.

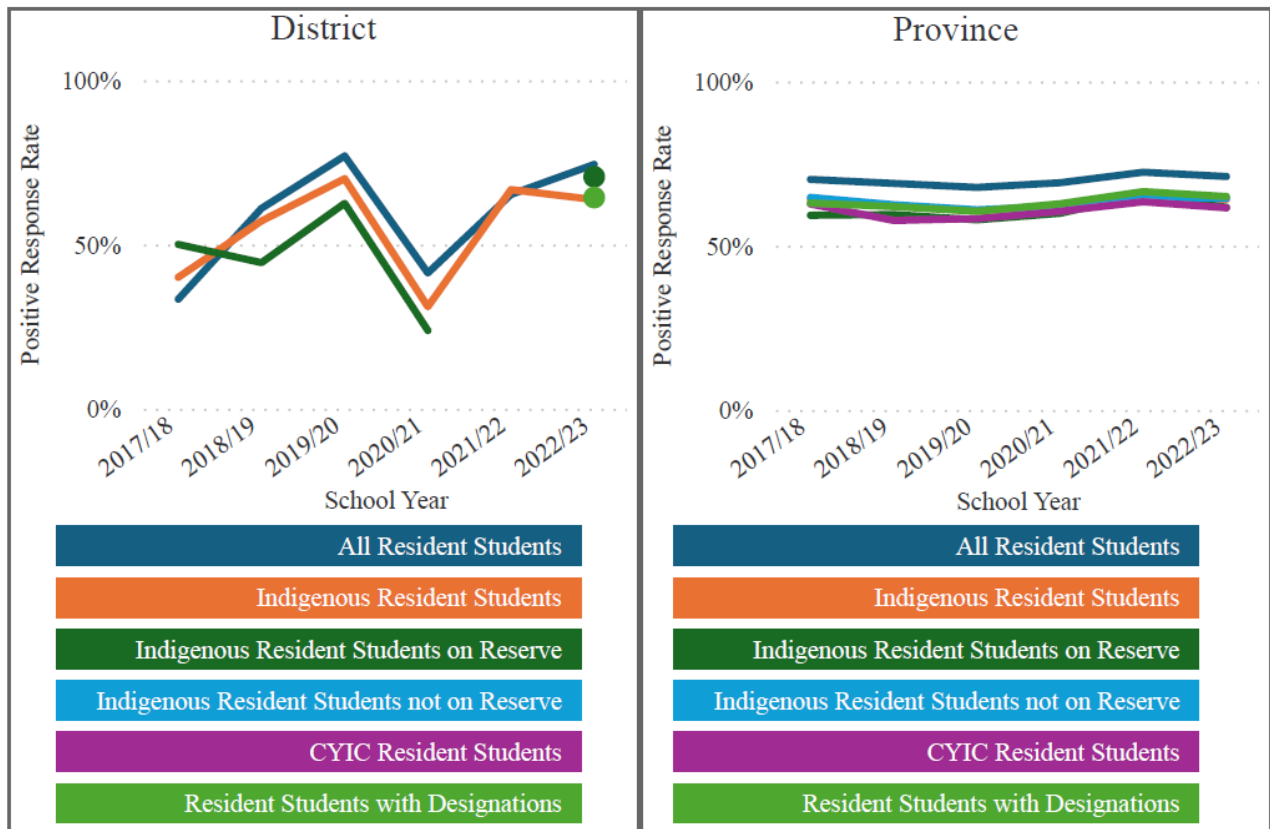


## Human and Social Development

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

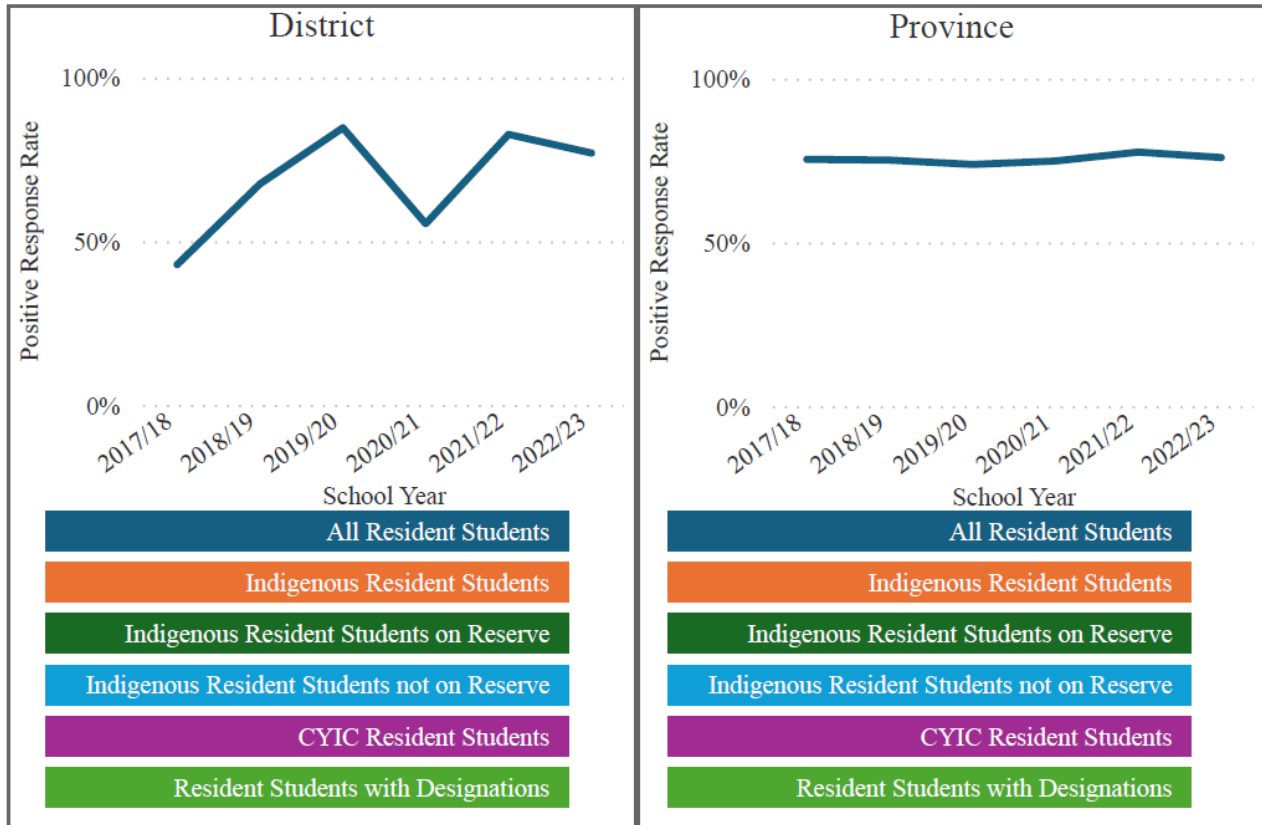
Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

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



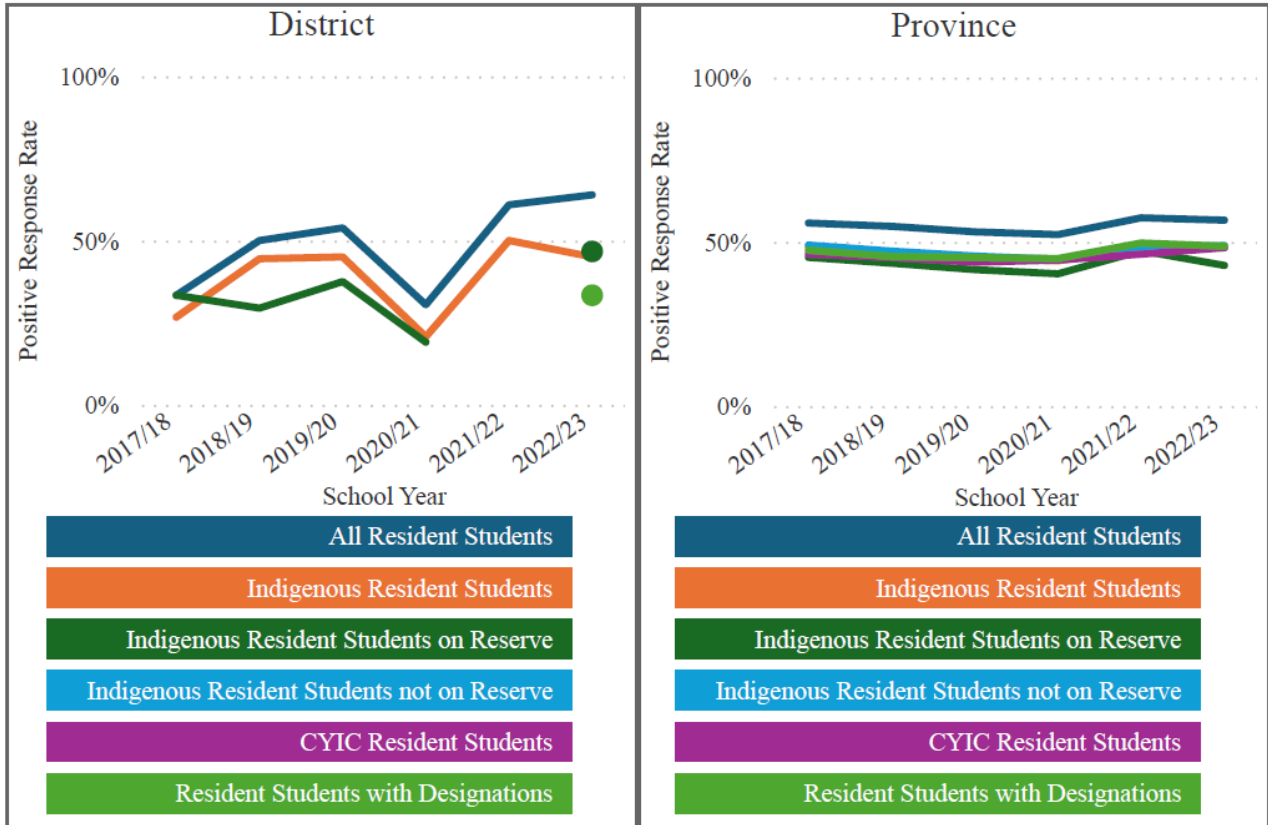
Note: Most data for priority populations has been masked according to FOIPPA guidelines to protect student privacy. District considerations of masked results is reviewed internally and included in the Analysis and Interpretation section of this report.

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



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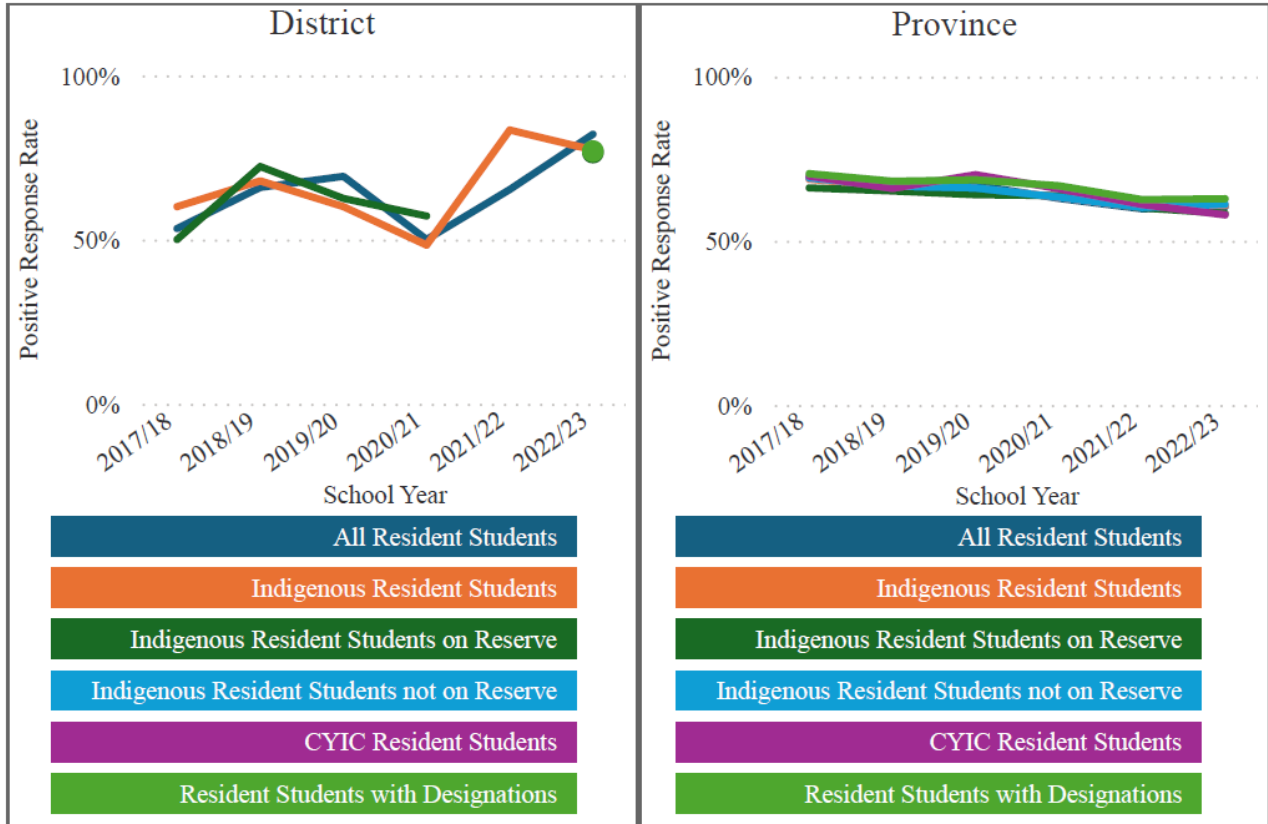
**Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)**



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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)

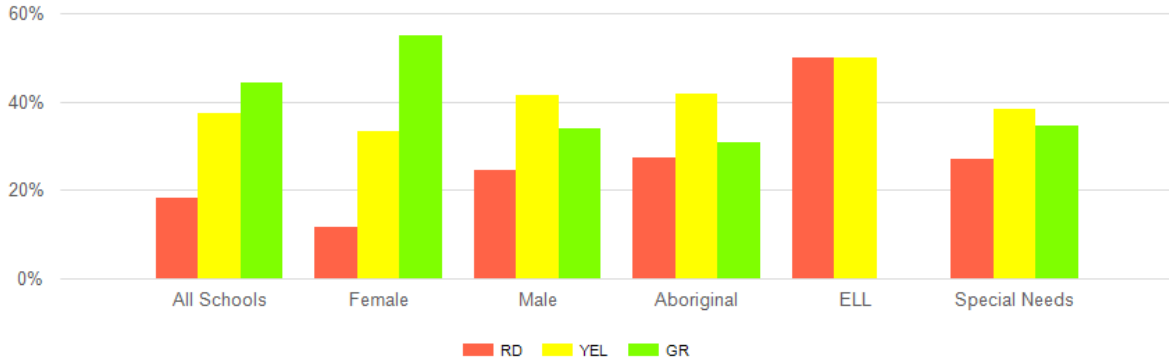


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## Relevant Additional/Local Data and Evidence

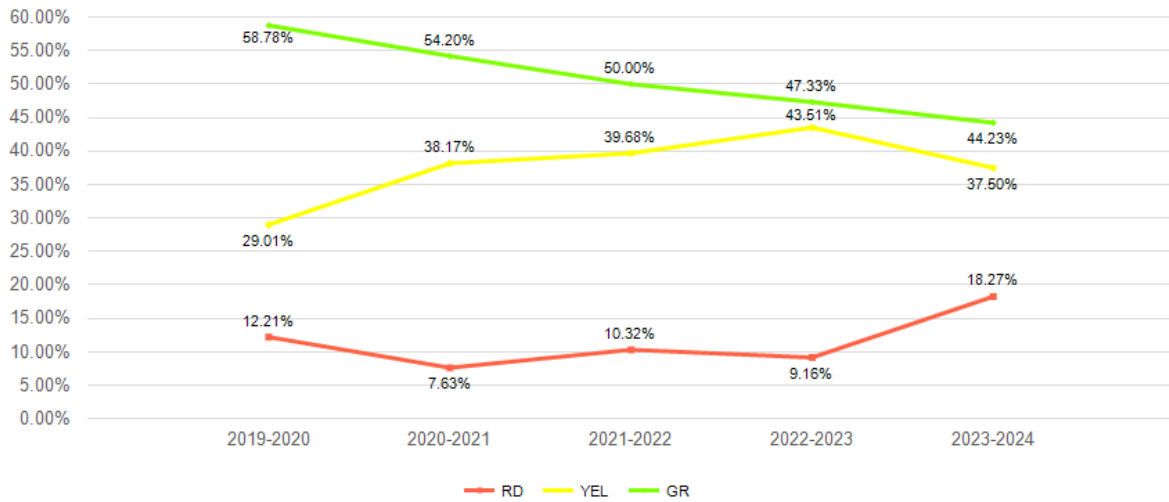
### Student Story Starter – Focus Area Social Responsibility K-7 Term 3, 2024

Story Starter - Learning Continuum - Term 3

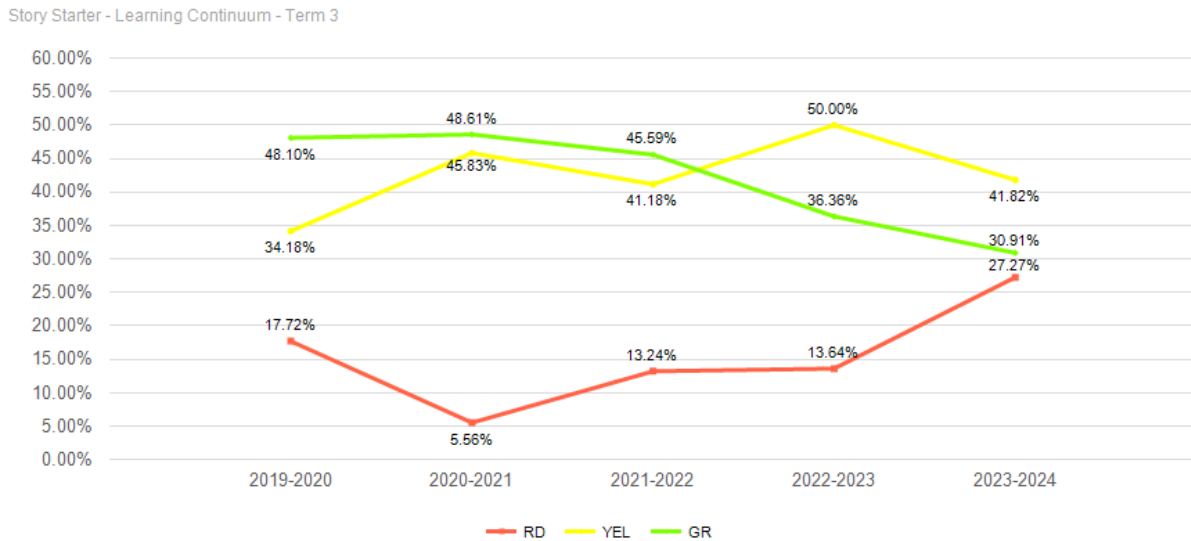


### Trends of Student Story Starter – Focus Area Social Responsibility K-7 Over Time

Story Starter - Learning Continuum - Term 3



## Trends of Student Story Starter – Focus Area Social Responsibility K-7 Over Time (Indigenous)



### Analysis and Interpretation

#### *Outcome 3: Students Feel Welcome, Safe, and Connected*

#### **Student Learning Survey Insights:**

The 2022-2023 Student Learning Survey indicates a generally positive trend in students' feelings of being welcome, safe, and connected at school. Central Coast students report slightly higher levels of these positive feelings compared to the provincial average. However, Indigenous Students consistently report lower levels of feeling welcome, safe, and connected, and have a diminished sense of belonging.

One notable positive finding is that 80% of students feel that two or more adults at their school care about them. This is the only area where Resident Students with Designations report more positively than the general group of All Resident Students.

#### **Student Story Data for Social Responsibility:**

Our Student Story Data for Social Responsibility, collected similarly to our Literacy and Numeracy components, shows a declining perception of social responsibility among K-7 students. This trend has continued into the 2023-2024 school year. Additionally, Indigenous Students are perceived to demonstrate lower levels of age-appropriate social responsibility.

## Human and Social Development Summary

The consistent trend is that Indigenous Students, whether on or off Reserve, are less likely to feel welcome, safe, and connected. This lack of connection may contribute to the observed lower levels of social responsibility. The Equity in Action Project has highlighted that "racism of lowered expectations" is a concern within the Central Coast School District. This issue may partially explain the disparities observed in the survey and student data.

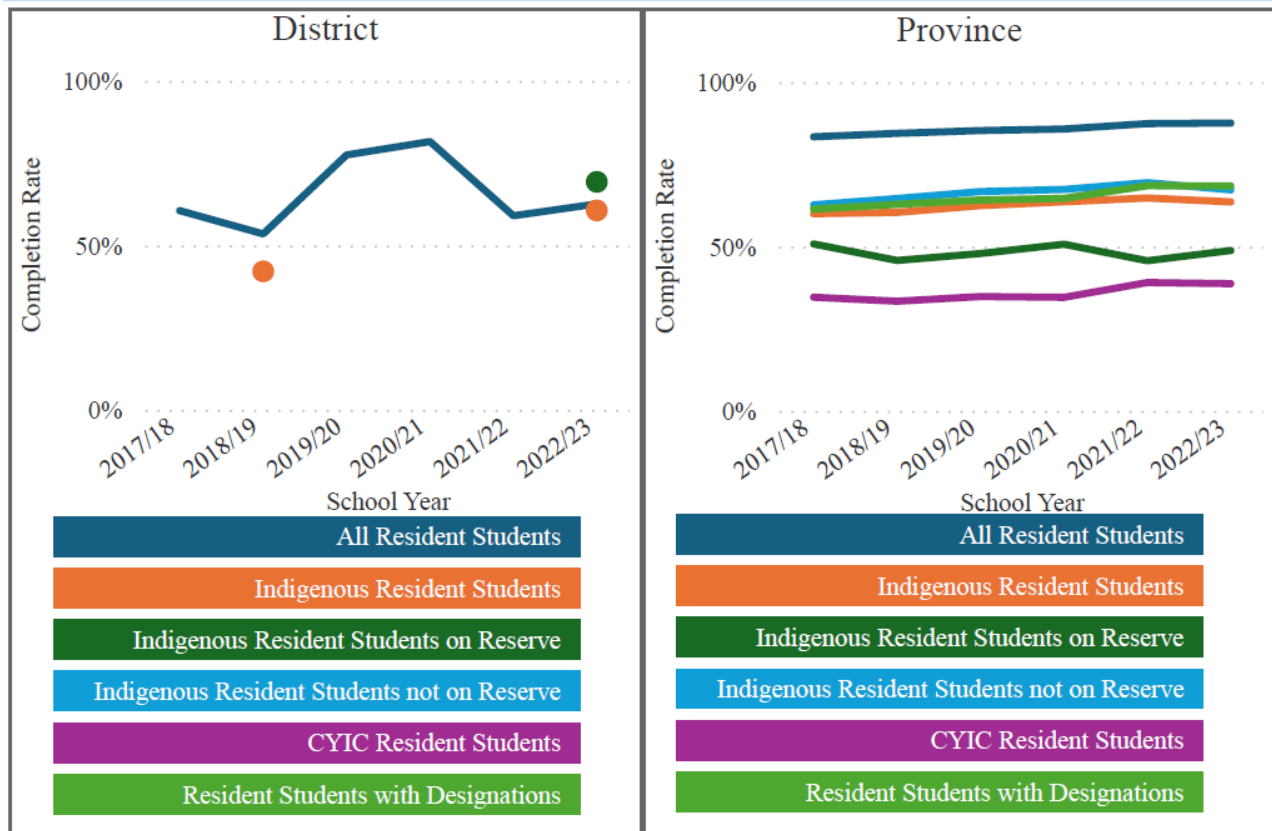


## Career Development

### Educational Outcome 4: Graduation

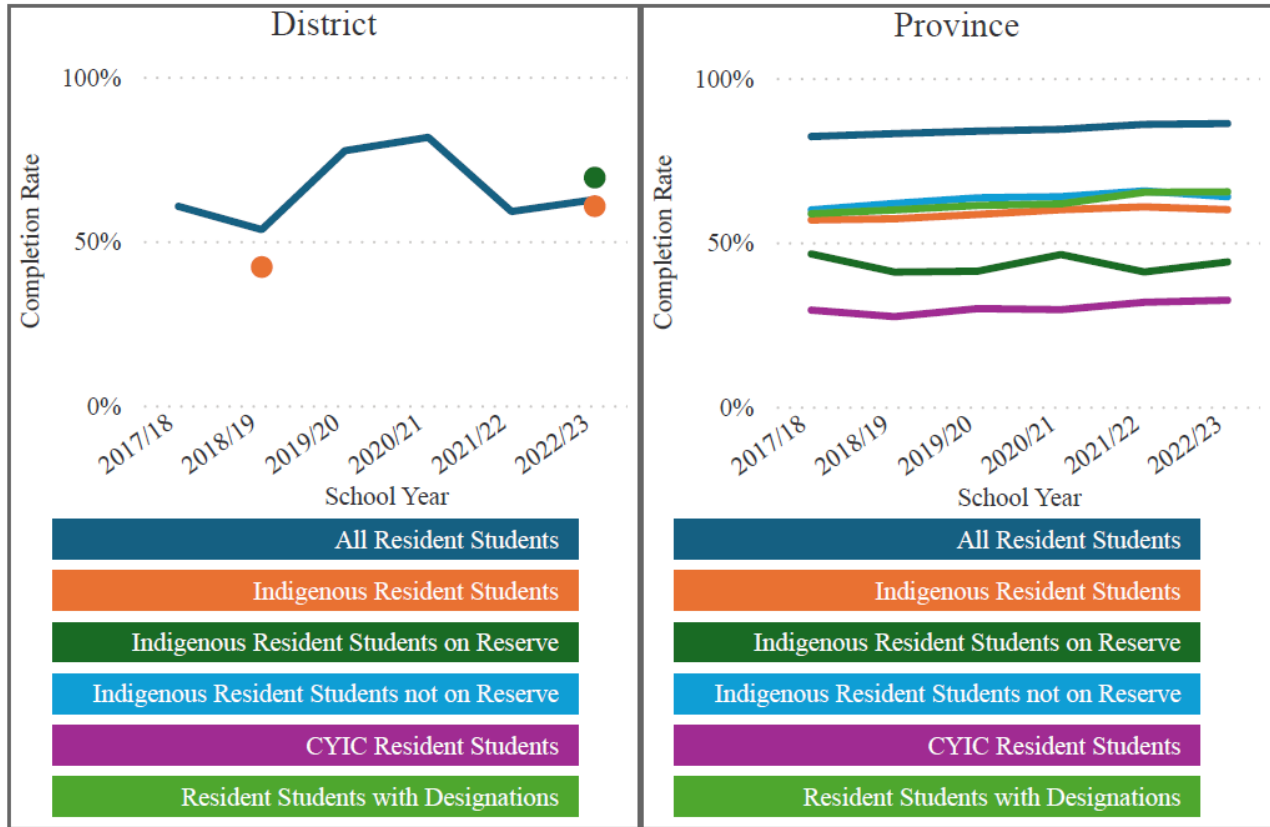
Measure 4.1: Achieved Dogwood within 5 Years

**5-Year Completion Rate (Dogwood & Adult Dogwood)**



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### 5-Year Completion Rate (Dogwood Only)



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## Analysis and Interpretation

### *Outcome 4: Graduation*

In reviewing the 5-year graduation rates for Central Coast students, we noted some difference from the provincial data noted above.

Upon internal review including individual student outcomes, we see 5-year graduation rates for Indigenous students living on reserve consistently above the provincial average from 2019-2023. Indigenous students living off reserve have also graduated within five years of beginning grade eight at higher rate than the province for both the graduating class of 2022 and 2023. All resident students graduated at a rate of 91% in the 2022-2023 school year while Indigenous resident students graduated at a rate of 82%.

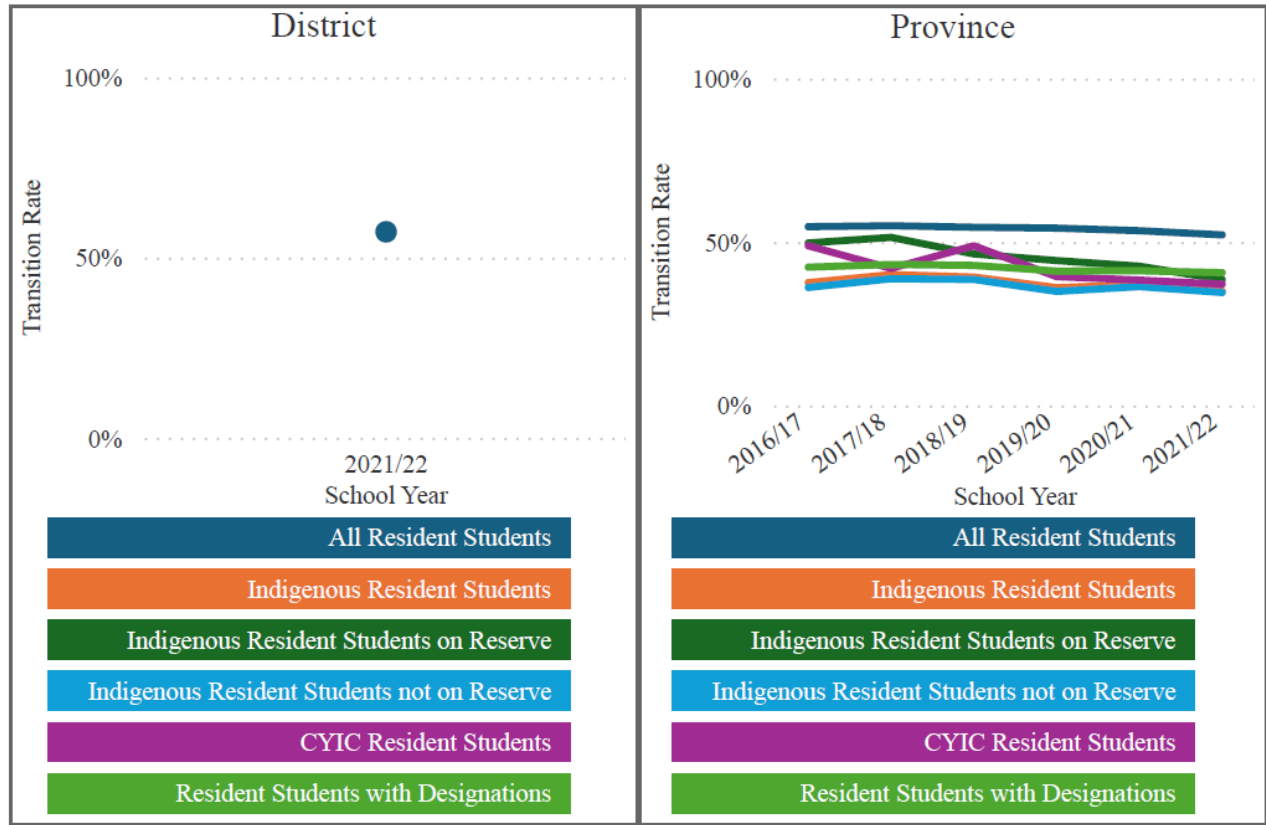
Other than the graduating class of 2022 which saw Indigenous students living on reserve with higher 5-year graduation rates than all resident students, we see a consistent trend of all resident student graduation rates being slightly higher than Indigenous students living on reserve, and Indigenous students living on reserve being slightly higher than Indigenous students living off Reserve.

Due to small cohort sizes, 5-year graduation result for Students with designations do not indicate meaningful trends with results ranging from 0-100% over the last five years.

Educational Outcome 5: Life and Career Core Competencies

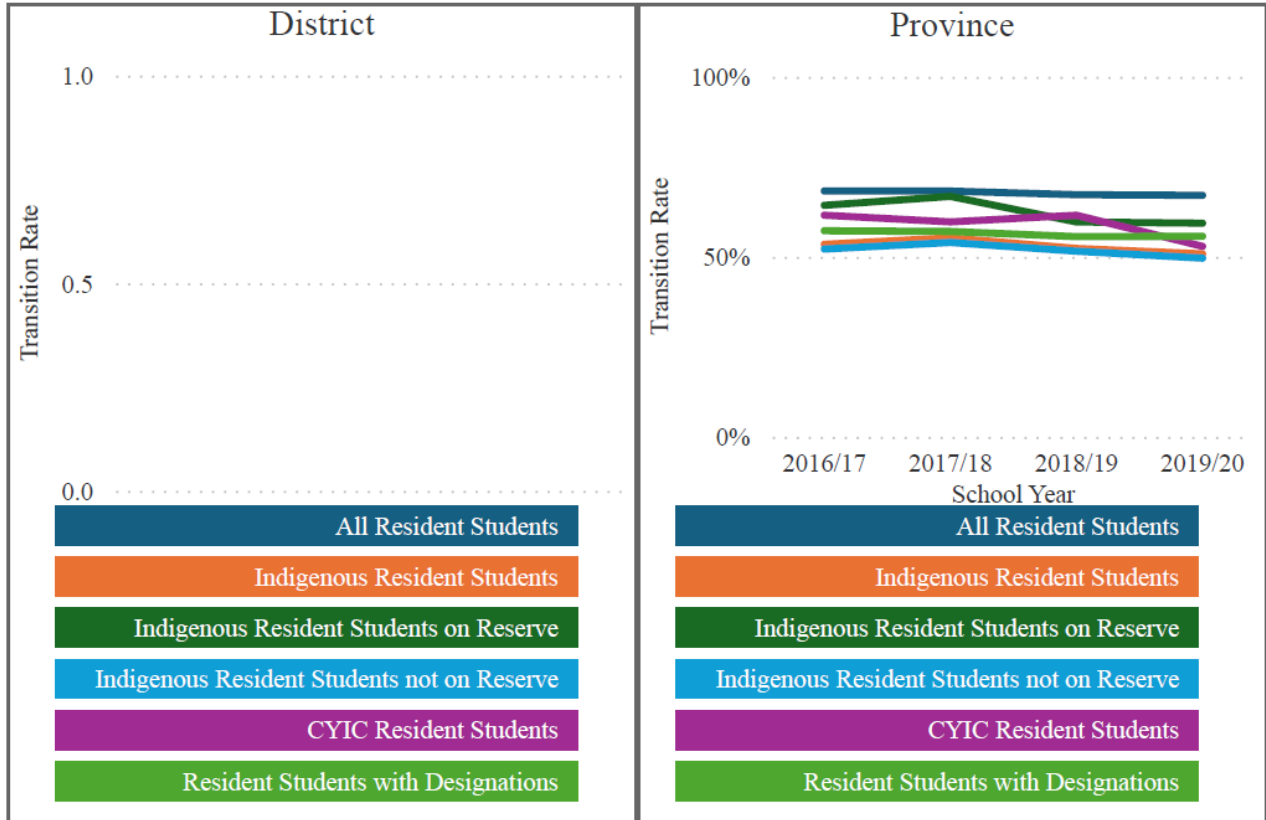
Measure 5.1: Post-Secondary Transitions

Transition Rate to BC Public PSI (Immediate)



Note: Most data for priority populations has been masked according to FOIPPA guidelines to protect student privacy. District considerations of masked results if available is reviewed internally and included in the Analysis and Interpretation section of this report.

### Transition Rate to BC Public PSI (Within 3 Years)



Note: Most data for priority populations has been masked according to FOIPPA guidelines to protect student privacy. District considerations of masked results if available is reviewed internally and included in the Analysis and Interpretation section of this report.

## Analysis and Interpretation

### *Outcome 5: Post-Secondary Transitions*

All Post Secondary Institution data is masked both to the public and to our internal team due to privacy. The district is in the process of establishing a meaningful gauge to monitor student transitions to post-secondary through internal structures.

We do know the graduating class of 2024 has an immediate transition rate to post-secondary above the provincial average among all students and sub-populations.

## Career Development Summary

We are seeing an increase in students graduating within five years of entering grade eight and presently, reasonably high numbers of students transitioning to post-secondary school upon graduation.

Growth is needed in bringing equity to graduation rates. This work will be collaborative within the equity team, Indigenous Education Council, and Local Education Agreements. Regular reporting to rightsholders and community-wide strategies are being developed to increase student and parent sense of belonging and school plans at the high school include welcoming more families to engage with the graduation years.

## Moving Forward

### Planning and Adjusting for Continuous Improvement

## Current Strategic Plan Priorities

To provide high quality, essential Educational Programming:

*2024-2025 will be focused on improving outcomes in the area of numeracy and literacy. We will refer to our local assessments in the Fall, Winter, and Spring to monitor areas of strength and growth.*

#### Mathematics program review and resource development

##### Review numeracy baseline data

- Use EdPlan Insight reporting including Student Story Starter and FSA
- Sharepoint Dashboards
- How Are We Doing report

##### Ensure reporting of accurate student achievement

- Principals reviewing report card comments and working with teachers to develop clear language
- Parent meetings ensure any adaptations are known and understood
- Classroom teachers to communicate regularly with families throughout the year through online platforms, telephone and face to face meetings
- Student Story Starter provides accurate grade level achievement as understood by teaching professionals. This information to be shared at parent and teacher meetings,
- Expansion of e-portfolio use to intermediate level
- Ensure alignment to Local Education Agreement(s) in reporting to Nuxalk Nation, Wuikinuxv Nation and Heiltsuk Nation

##### Kindergarten to grade 9 focus

- Group, in-class Learning Assistance support in K-7
- Level B assessments continue K-9
- Focus on transition plans for all students moving from grade 4 to grade 5 and grade 7 to grade 8

##### Continue early development of timetable

- Regular review and student voice
- Ensure parents are aware of student choices

##### Invest financially in shifts of practice

- Review 8-12 Resource Room model to ensure students have access to support blocks, individual programming and expanded course options



- Develop job description/role for Nuxalk Cultural Leadership position and develop cultural space in Sir Alexander Mackenzie School

Develop trades program – invest in teacher training, listen to student voice, access NDIT funds to build partnerships locally and with post-secondary, capital investment in safety and enhanced workspace

- Develop WEX program and offer ITA Youth Work in Trades to align with student choice and career development through investing in human resources
- Continue providing choice in mathematics to include Workplace Math as a path to graduation
- Work with Nuxalk Education Liaison to clarify Nuxalk Nation community direction and empower student choice

To improve Indigenous student achievement and success in the spirit of reconciliation:

*2024-2025 will be focused on improving outcomes for Indigenous students.*

1) [Improve Curricular Opportunities](#)

- Reinforce Indigenous Education curricular content learning opportunities for all staff
- Provide multiple types of local assessment to ensure student strengths are identified
- Ensure clear reporting to parents
- Maintain cultural awareness in resources and curricular content

2) [Address Issues facing youth](#)

- Increase the sense of acceptance and community relations with students, families, schools and community members
- Enforce anti-bullying policy and ‘Expect Respect and a Safe Education’
- Address prejudice and racism by maintaining an inclusive philosophy
- Mental Health supports including Clinical Therapist on site
- Build HSC capacity based on defined roles and responsibilities
- Explore possibility of providing schools an Elder in residence
- Maintain and increase intramural programs
- Increase club, sporting, cultural and arts opportunities for students
- Re-establish quality after-school programming

3) [Enable Cultural celebration](#)

- Continue to support involvement in celebrations and grieving
- Build structures to reinforce school community understanding of local culture(s)
- Continue sharing time with Nuxalk, Wuikinuxv and Heiltsuk nations

4) [Recognize and act upon our role\(s\) toward Truth and Reconciliation](#)

- Educate ourselves and the district community on the Truth and Reconciliation Commission of Canada: Calls To Action, the United Nations Declaration on the Rights of Indigenous Peoples, and the BC Tripartite Education Agreement
- Continue with local focus including regular meetings with Wuikinuxv, Heiltsuk, and Nuxalk Nation Band Council(s)
- Participate in the collaborative implementation of the Equity In Action Project
- Negotiate Local Education Agreement(s) in good faith

[Click here for full SD49 Strategic Plan](#)

## Looking Back on the Year: Effectiveness of Implemented Strategies

Central Coast School District has met with some success in bringing more voice to decisions and strategic approaches to improving student outcomes. A driving force behind the work has been the Equity Team and the thoughtful approach to bringing the Distinction Based Primer approach to our school district. Our District in-service day shone light on the cultural approaches to healing and brought out additional truths of the history of Indigenous student experiences in our schools. With several panel members sharing their truth and all staff engaging in various forms of cultural healing in the afternoon, we have found a deeper understanding of our Indigenous students which we serve. Healing approaches included sweat lodge experience, St'mstaliwa (the full human experience), language lessons, restorative circle, reconciliation through the arts, and storytelling. Staff expressed gratitude for these experiences, and we have provided some additional opportunities to participate in these throughout the year, both for students and staff. This work has brought us closer to being accountable to our community as we have been public facing, engaging with our community to hear additional stories of lived experiences and how our current structure(s) may be adjusted to better serve students. Increased staff exposure to the concept of 'racism of lowered expectation' which was identified as a reality and a strategic priority by our Equity team is improving the reflection of educators in the day-to-day approach to working with Indigenous children and we are seeing increased capacity building work by our staff to this end. This work has included workshops in Indigenous pedagogy and locally developed Trauma Informed practice through Beyond the Cycle of Trauma Institute among others. Improvement in community engagement with the schools has notably improved during the 2023-2024 school year.

Policy work is ongoing including a complete review through an equity lens which includes our Nuxalk Education Liaison (provided as part of our Local Education Agreement). We have seen the LEA in action, supporting families and students by providing meaningful processes to improve student experiences and learning. Specifically, the approach to Students with Designations has been improved through bringing collaborative tables together both in the community and at our schools. We see a growing sense of belonging in our student learning surveys for this priority population.

The increase in teaching time for Language and Culture class, as well as the cultural leadership role in our high school is improving the cultural relevancy for students. Examples of successes include rebuilding sweat lodges and harvesting medicines and foods. Student voice indicates these experiences on the land are valuable both for sense of belonging and importantly, mental wellness. Community tables such as the Nuxalk Safety Committee have increased the School District's understanding of issues facing our youth and given rise to increased parent visits to our schools leading to better outcomes for student at risk of leaving school early. This increase in parent involvement is a direct link to school plans, all of which include increasing student sense of belonging promoting high academic achievement.

The continued work of educational support staff, in alignment with the Indigenous Education Council direction, as well as the Equity in Action Team is a key strategy in increasing student success. The role of Home School Coordinator, funded through targeted revenue continues to provide insight into the supports needed for Indigenous student success. As key educational staff in all aspects of student experiences, the HSC role has led to improved attendance, increased mental wellness supports, and family involvement in student education. The addition of increased staffing for student access to nutritional foods through the Feeding Futures funding has notably increased the ability of education support staff (both HSC and Youth Care Worker) to provide meaningful supports to all students. Anecdotal evidence thus far is indicating students are better prepared for learning and the Social Emotional Learning goals of the schools are improved through the increased access to support workers. We continue to see evidence of growth through our Student Story Started data for both Indigenous Students and Students with Designations in perceived social responsibility.

## Existing and/or Emerging Areas for Growth

Numeracy has emerged as a critical area for strategic improvement in the Central Coast and to a slightly lesser degree, literacy. A significant decrease in all student's performance on the Foundation Skills Assessment is amplified for Indigenous Students and Students with Designations. Review of School based data and School plans has identified the same trend and need for improvement.

In response, the district will continue to work with local assessments multiple times throughout the year to provide consistent monitoring of student achievement. Working regularly with the Indigenous Education Council will provide a meaningful approach to addressing the achievement gap for Indigenous students. Continued exploration of existing racism of lowered expectations, as identified through the Equity Team may provide guided questions to the issue arising whereby local assessments and reporting do not reflect the same level of progress for Indigenous students and students with Designations. Educators are working together to build capacity in numeracy across all ages. This work will continue in the Fall and bring streamlined resources to students. K-7 approaches to literacy enrichment will transition to include numeracy including small group work, push in supports and Learning Assistance.

A continued focus on Social Emotional Learning is a priority in all school plans and will support the work required to build on student strengths. Maintaining current supports such as clinical therapy, youth care workers, home school coordinators, and leadership roles supporting wellness will be important. Expanding regular review of Student Story Starter to the IEC will highlight areas of growth and bring strategic approaches to working towards equity in perceived social responsibility of Indigenous students and increase community awareness of the continued achievement gap.

This year's work to bring Youth Development Instrument data to the community will continue as we will again increase the grade levels of participant to allow for increased cohort sizes and therefor improve data reliability when reviewing. The YDI collects population-level youth development data that may be broadly used to better understand the developmental trends, health, and well-being of adolescents in British Columbia. The YDI is administered annually in schools across BC. The BC Adolescent Health Survey (BC AHS) is a province-wide survey administered to youth in Grade 7 to 12 since 1992. The survey gives an evidence base of youth health trends, emerging issues, and risk and protective factors for healthy development. In the Central Coast, the McCreary report highlighted student needs for mental wellness supports. To raise student voice, work will continue into 2024-2025 to work with McCreary staff to develop student centered data and analysis (street data).

## Ongoing Strategic Engagement (Qualitative Data)



Central Coast School District’s Strategic plan identifies the need to improve educational outcomes for Indigenous students. Our engagement model largely reflects this aspect of strategic planning and approaches. Specifically, the Equity Team has taken a lead role in providing district staff with meaningful observations and strategies for working with Indigenous students and families and for improving communication with Indigenous families and community. The process of meeting regularly, sharing a meal, and reviewing current data such as the Aboriginal How Are We Doing Report (ABHAWD), research, as well as community survey feedback has provided the district with valuable insights into improving outcomes for Indigenous students. Issues discussed address specific strategic priorities including improving curricular opportunities, issues facing youth, cultural celebration initiatives and acting upon the Truth and Reconciliation Calls to Action. The district has been fortunate to be flexible in its ability to make minor adjustments to strategies throughout the year including increased public information tables and building on previous conversations around the negative history with a shared understanding that acknowledging the truth will allow for trust to be garnered. Work will continue to address the identified racism of lowered expectations within the school district in order to improve educational outcomes.

Along with working closely with the Equity Team, senior staff meet quarterly with the Indigenous Education Council and are working to broaden the scope of topics beyond the financial aspects to gather specific strategies and collaborative opportunities. An example of resulting discussion is the upcoming cultural awareness day for all staff which will for the first time be in collaboration with Acwsalcta School staff and build on previous years’ work of bringing a distinctions-based approach to our classrooms and decision making. The IEC continues to examine ways to increase the engagement of all First Nations families within the district.

This year allowed for the district to initiate an Early Learning table which has provided insight into the early years and given rise to increased collaboration with local agencies such as Nushliixwta and local

early childhood educators. Strategies through the review of early learning experiences are emerging and include capacity building and increased family support mechanisms and communication.

School plans are created each year in alignment with the Framework. The process of engagement is similar at a school-based level providing parent advisory councils, staff, and students opportunities to respond to learning outcomes of students with strategic approaches. Local Education Agreements assist in ensuring that school plans are in alignment with Equity goals and strategies. Student sense of belonging continues to emerge at all schools and strategies such as whole school events, outdoor learning and continued mental wellness supports are being implemented/continued as a result.

Engagement with several local agencies throughout the year contribute to improved outcomes for students such as the Bella Coola Safety Committee, supported by the Nuxalk Health Department. It has begun to meet more regularly as our community re-engages since COVID. It has representation from many community outreach programs, RCMP and is hosted by the Nuxalk Nation. Central Coast School district will continue to be a member of the PHLAG (Promoting Healthy Living Action Group) committee comprised of service providers working together to improve the health and well-being of the local population through communication, coordination collaboration, support and promotion of physical and wellness activities. This year had increased engagement with our families with students with diverse needs through Competency-based IEP rollout. There is positive feedback from families and a notable increase in student voice guiding the IEP development process. Senior staff hosted an IEP Information table to engage with the public and be more present in the community which anecdotally has been positively viewed by the public.

District reporting and information gathering opportunities also occur throughout the year through regular public board meetings, parent advisory councils, finance committees, individual parent/student meetings etc. Again, schools are well positioned to adjust during the monitoring phase of the process by having regular engagement with stakeholders. Examples of information collected throughout the year include increased communication on Special Education processes in the district, more presence of local Indigenous content in classrooms, and attention to inequities in student achievement, specifically within Numeracy. Staff has acted in response to these regular points of contact to build capacity of educators around numeracy and Indigenous Education including upcoming sessions from provincially renowned educational leaders on professional development days.

### Adjustment and Adaptations: Next Steps

Upon review, several strategies in place for ongoing student success are having positive impacts on learning while some will be modified in the coming year(s). The reconfiguration of schools in 2018 and the continued maintenance of this model is proving to be positive for students. The intent of this model, identified through much public consultation and ongoing consideration at advisory tables is to increase all areas of student achievement including but not limited to literacy, numeracy, and social responsibility. Allowing for the age-appropriate leadership focus has shown increased access for families and staff to work together to provide safe, welcoming schools for students. Although perceived levels of Social Responsibility, literacy results, and numeracy results are not seeing equitable outcomes for priority populations through our local data collection, the Equity in Action strategic priority of addressing the racism of lowered expectation will leverage this model in coming years. School plans are reflecting this strategy and alignment of practice through increased transition processes for students from one school to the next. District leadership will continue to align programming such as literacy push-in and move to a numeracy focus supported by local assessments for monitoring achievement.

Small group literacy instruction with the support of learning assistance teachers and support staff has shown some solid improvement among young readers. This strategy has been in place for more than three years and aims to bring equitable outcomes for Indigenous students and students with diverse abilities. Moving into the 2024-2025 school year, elementary schools will begin to model similar programming for numeracy as we look to bring similar growth to student achievement.

The increase in teaching time provided at the senior level for cultural leadership was designed to increase staff capacity in working with the revised curriculum and to bring the distinction-based approach to our system. Upon review of student sense of belonging and the slight overall increase in students' feeling of being welcome, safe, and connected to school, we will continue to support this position at Sir Alexander Mackenzie School. We will monitor progress of addressing diminished sense of belonging for Indigenous students. There will also be some added support for cultural leadership at the 5-7 level through the Nuxalk Language and culture teaching position.

Providing nutritious food has been a consistent strategy for enhancing student well-being and academic achievement in the Central Coast. With the addition of Feeding Futures funding, schools have been able to enhance the services and quality of food for students. Notably, the support workers such as HSC have been able to focus additional hours on supporting students' social emotional needs and building foundational relationships. This ongoing funding will continue to be used within the schools.

The continued development of a cultural space and classroom in our school(s) is a strategy identified through the Equity project and is allowing for an increased sense of belonging for students and families. Many of the parent meetings and gatherings are held in this space and capital plans for coming years will examine increased opportunities to enhance the teaching including areas for the storing and preservation/preparation of cultural foods and medicines. In addition, school continue to look to enhance all classroom environments with the inclusion of additional culturally relevant décor such as language, regalia, and photos. In support of this work, the district will work to address the lowered sense of belonging for Indigenous students through our annual professional development day. The focus in 2023-2024 was cultural healing and moving into 2024-2025, the district will be collaborating with Acwsalcta school to provide cultural awareness to all staff in the district. The engagement in these sessions over several years is increasing the understanding of all staff of the local history in education. Through surveys, we see staff are increasing their time reflecting on their practice and focusing individual professional development plans throughout the year. Staff are volunteering in increasing numbers to partake in the district offering of Beyond the Cycle of Trauma Institute's s hosted over five days throughout the year.

### Alignment for Successful Implementation

Central Coast School District is entering the third year of its [Strategic Plan](#) with a mission statement of "Working together to create a safe, welcoming environment that prepares each learner to reach their full potential". With a focus on academic achievement and Indigenous student success, the strategic plan is complimented by individual school plans. School plans are developed annually through staff and community consultation and are reviewed by senior administration and the Board of Education in the Spring of each year. The plans both provide direction to and are informed from the Framework for Enhancing Student Learning. School goals are monitored throughout the year both at the school level and team meetings.

In addition, school plans are highly reliant on the information provided through our Equity in Action Project. As the adjustments are made each year to align with the Strategic Plan, a review and interpretation of strategies identified by the Equity Team, Local Education Oversight Committee, and Indigenous Education council are included in this annual Framework report.

The Central Coast Finance Committee, including staff, rights-holders, trustees, and staff meets a minimum of four times per year reviewing operating budgets as well as special purpose funding in an effort to support the strategic priorities for the year. Maintaining a full-time Secretary/Treasurer position is providing the foundation to bring alignment to all operational areas of the district such as staffing levels and allocation of resources and to prioritize the educational priorities. The development of long-range facility plans, information technology plans are key aspects of the role of the Secretary Treasurer in support of the educational priorities. Policy and administrative procedure development include

consultation with the Indigenous Education Council, Nuxalk Education Liaison and are considered by the Equity Team.

Continued clarification of roles of senior staff are now bringing alignment to important areas of our district including student services, Indigenous Education, mental wellness, among others. Within the areas of responsibility in alignment with the Strategic plan, capacity building of staff is a priority. Professional development opportunities will be supported through department heads including distinction-based approaches in education and trauma informed practice.

## Conclusion

As the Central Coast School District enters the third year of its strategic plan, financial pressures are going to be appropriately monitored to ensure the impact on student learning is one of continuous improvement. Consistent review of local data, a minimum of three times per year will inform next steps in providing improved equity in education.

Successes in literacy in the early years and a strategic approach to improving numeracy will be a primary focus for all students, especially priority populations that are not seeing equitable outcomes. The support of the Indigenous Education Council and the Equity Team, reinforced through the Local Education Agreement oversight committee will enhance monitoring of student success throughout the year.

This report has outlined many of the current and future strategies the Central Coast School district will be engaging to support equity. We see continued need to better support our Indigenous students and those with diverse abilities. As our staff continue to do excellent work we will strive for improvements in outcomes seeking public input on strategies to meet the many amazing students we serve.