

Enhancing Student Learning In
Progress Report September
2025Cariboo-Chilcotin
SD027



Enhancing Student Learning
Report September 2025

Part 1: Review Data and Evidence
Pre-Populated Provincial Template

In Review of Year 2 of District Plan for Learner Success, 2024-2027

Reviewed by Board on September 22, 2025



Contents

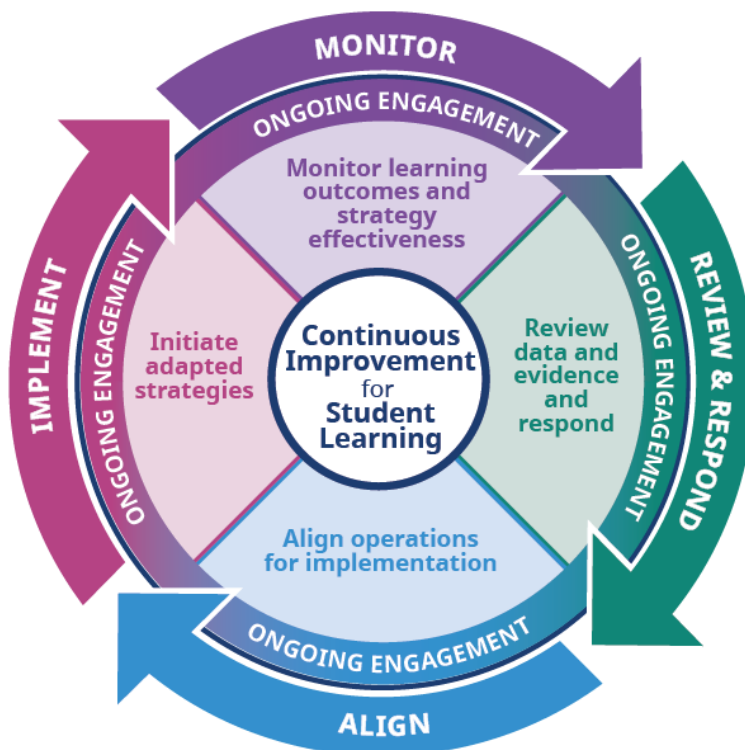
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Enhancing Student Learning Report:

Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

The Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board’s Strategic Plan within the district is referred to as an “implementation plan”. The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Review Data and Evidence

Part 1



Review Data and Evidence Provides:

- **Visuals** of the provincial data required by the Enhancing Student Learning Reporting Order
- **A summary** of the district team's:
 1. **Analysis** (What patterns emerge?)
 2. **Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report does not display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Intellectual Development

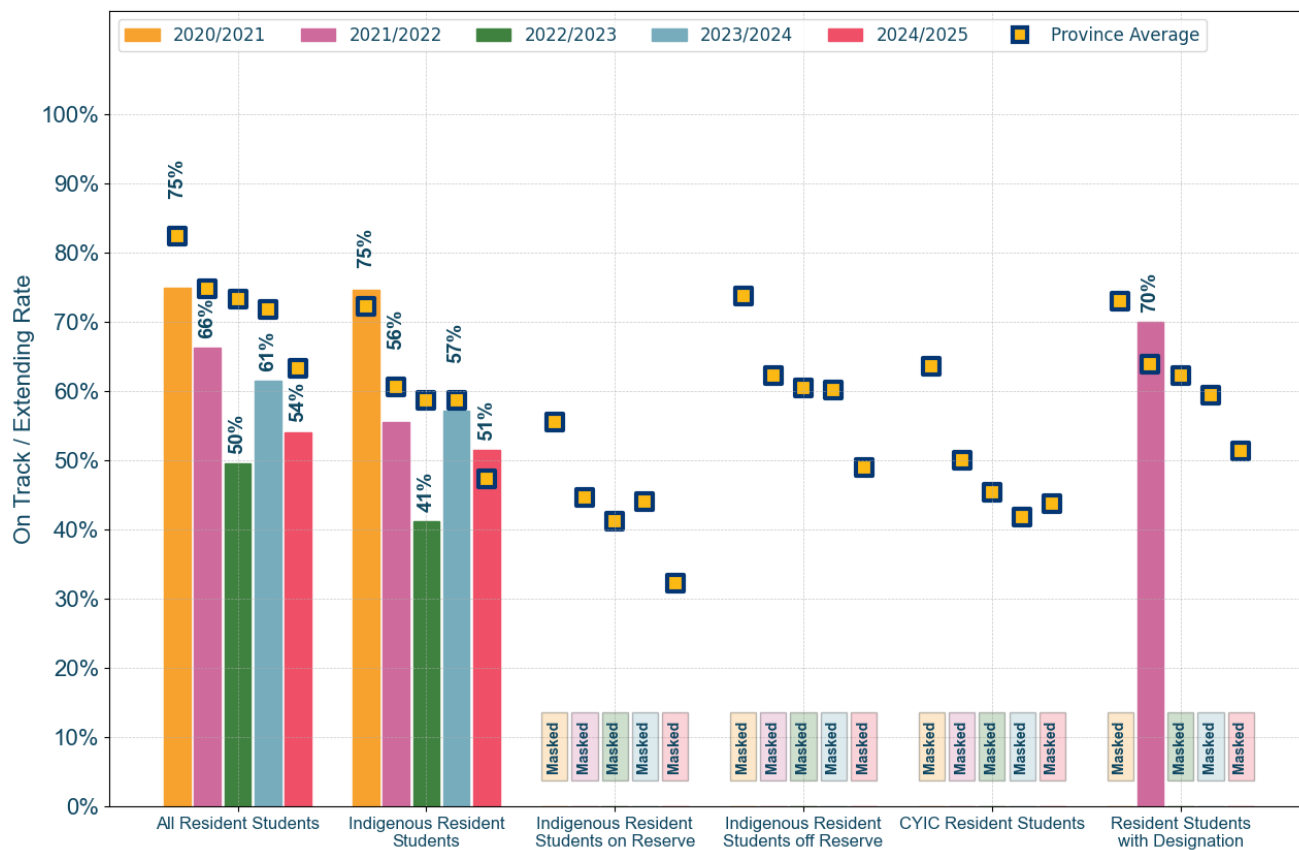
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD027 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	336 87%	363 92%	354 96%	347 92%	324 94%
Indigenous Resident Students	108 81%	132 89%	110 93%	119 94%	108 95%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	13 85%	14 93%
Indigenous Resident Students off Reserve	Masked	Masked	Masked	106 95%	94 96%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	18 78%	28 71%	19 68%	21 76%	16 75%

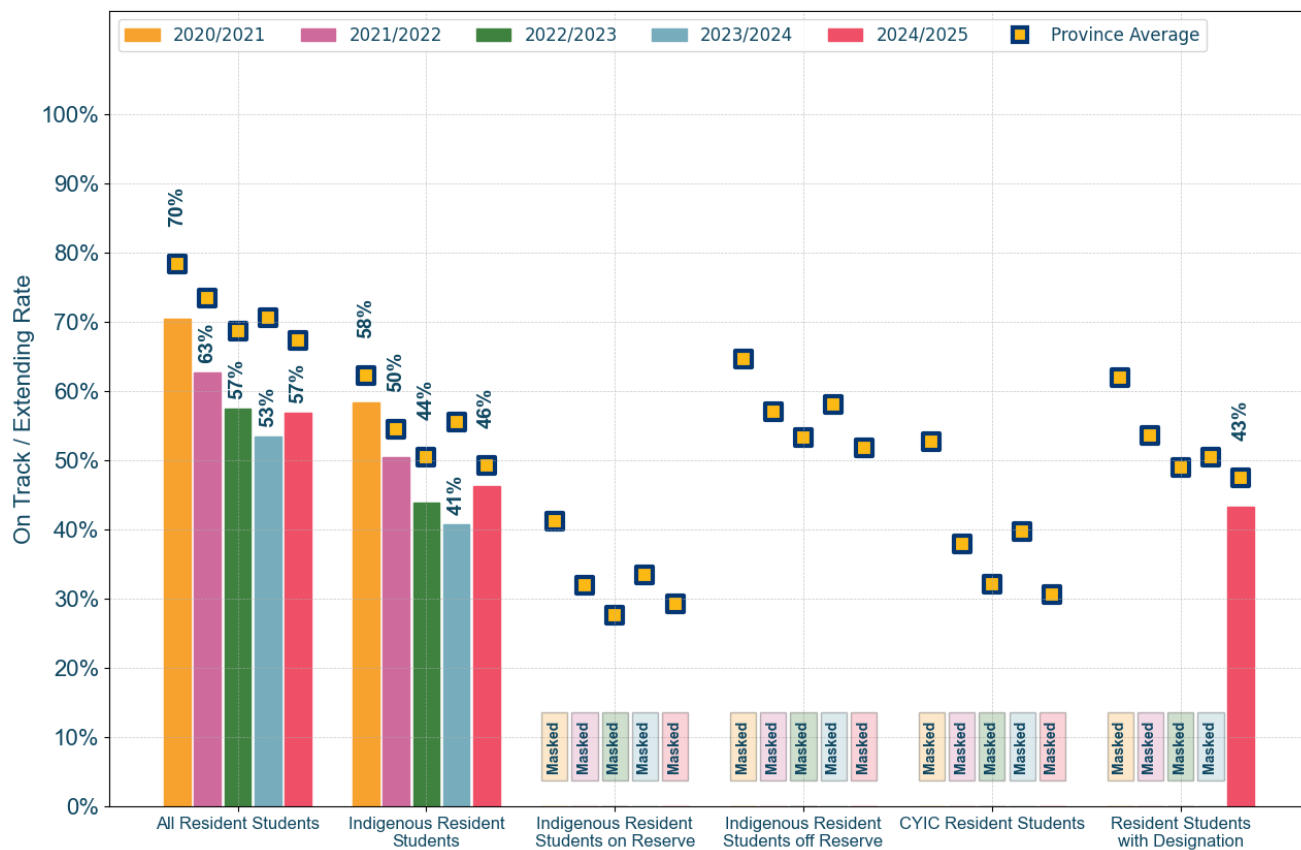
SD027 - Grade 4 FSA Literacy - On Track / Extending Rate



SD027 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	380 80%	400 96%	350 93%	352 95%	380 94%
Indigenous Resident Students	125 71%	118 96%	118 91%	113 96%	133 92%
Indigenous Resident Students on Reserve	23 43%	25 100%	17 76%	13 92%	21 90%
Indigenous Resident Students off Reserve	102 77%	93 95%	101 93%	100 96%	112 93%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	42 67%	37 81%	33 79%	39 87%	46 80%

SD027 - Grade 7 FSA Literacy - On Track / Extending Rate

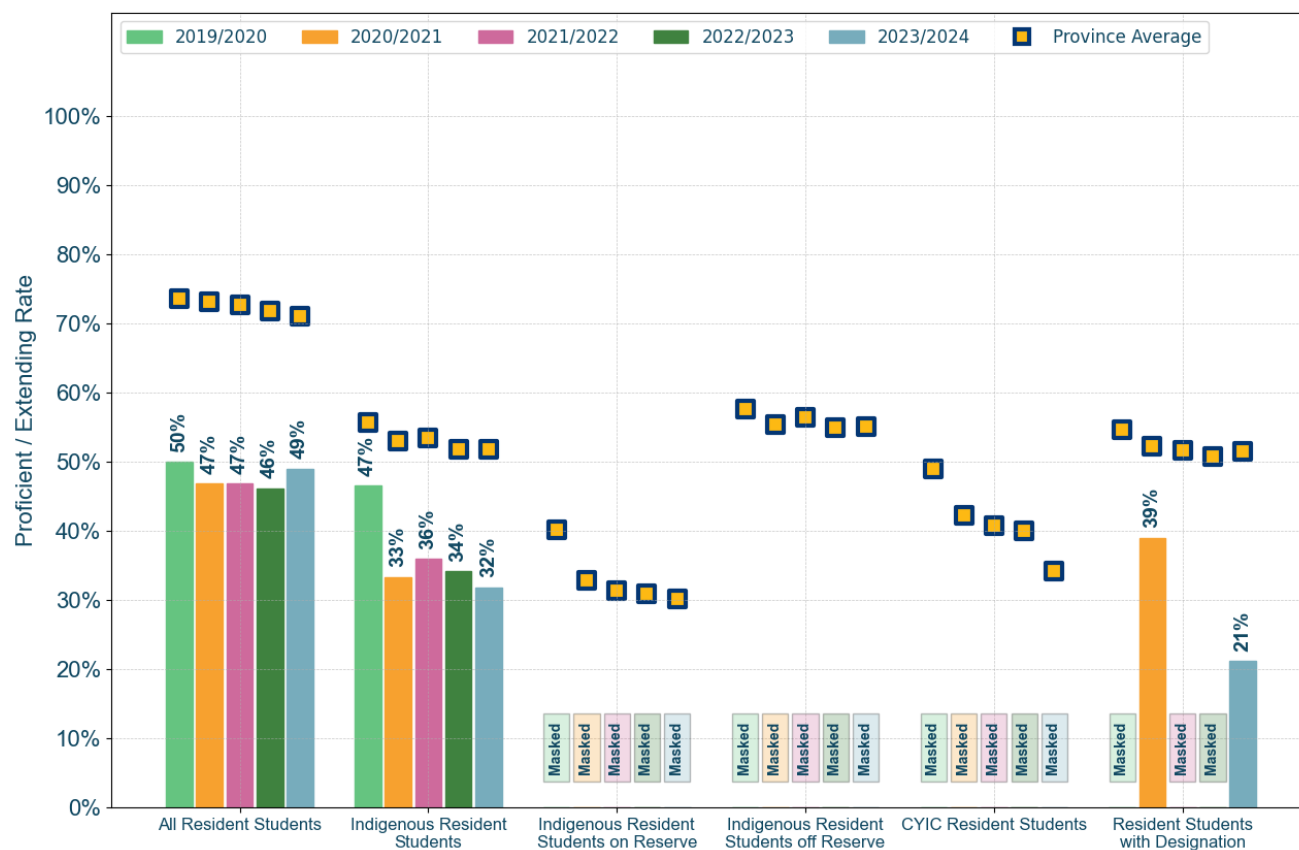


Measure 1.2: Grade 10 Literacy Expectations

SD027 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	396 39%	349 77%	374 72%	421 81%	398 85%
Indigenous Resident Students	142 30%	125 59%	148 61%	138 70%	141 76%
Indigenous Resident Students on Reserve	45 24%	42 38%	45 44%	42 60%	49 67%
Indigenous Resident Students off Reserve	97 33%	83 70%	103 68%	96 75%	92 80%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	62 39%	43 65%	30 70%	42 67%	57 79%

SD027 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



*Please see Appendix 1.1 for local Literacy data sets.

Analysis:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

Key Context:

It is important to note that Indigenous students living on reserve and children and youth in care (CYIC) are typically masked due to small cohort sizes. While these students may not be shown in all data sets included in this report, they are tracked using a local data system and staff at the district and school level also meet regularly to review the success of the students in these groups we are paying particular attention to.

Overall the district continues to have positive completion rates for all provincial assessments. The Grade 4 and 7 Foundation Skills Assessment (FSA) participation rate has remained above 90% for the past 4 years. The Grade 10 Literacy Assessment participation remains below our goal of 90% or greater but we have observed increases each year over the last 5 years. Ensuring we have a high participation rate for all these assessments is critical to ensuring results are representative of the student population.

It is important to note, even with high participation rates, the cohorts in our district are relatively small from a statistical perspective. Significant variations in the percentage of students proficient/extending, for example, can be attributed to a change in results of small number of students. It is critical for the district to focus on trends and emerging trends, rather than single year variances. It is also important for us to compare performance of the district cohort with the provincial cohort to understand assessment variance year to year and changes in performance.

Trends:

Due to small cohort sizes, we see significant variance between years when looking at 5 year and 3 year trends for FSA and the Grade 10 Literacy Assessment. For Grade 4 FSA Literacy, the 5 year average for all students in the district is 61.2% with the 3 year average being 55%. Performance for the most recent year, 54%, is below the 5 year average but in line with the 3 year average. Similar results are observed with Grade 7 FSA Literacy with the 5 year average being 60%, 3 year average 55.6%, and the most current year 57%. When reviewing FSA data it is important to note the 2020/2021 assessment was completed in the Spring due to the interruption of the pandemic and the later time of year is likely to have impacted results. With this in mind, the 3 year trend and most recent year is the most accurate data set to consider.

We see greater stability when looking at the Grade 10 Literacy Assessment with 3% or less variance between years over the 5 year period. The 5 year average is 47.8%, 3 year average is 47.3%, and the most recent year result is 49%. The results of the Grade 10 Literacy Assessment remain concerning. Secondary schools are working to both prepare students academically and create high levels of engagement with the assessment.

The overall trends in literacy highlight the need to remain committed to supporting and developing literacy instruction across the grades. The district recognizes making change in student results is a

slow process but is possible with ongoing teacher development and collaboration. Focus on instructional capacity and assessment skills will continue.

Most of our priority populations are masked for public trend analysis due to small cohort sizes but we are able to discuss trends for all Indigenous students combined. For Grade 4 FSA Literacy, the 5 year average is 56%, 3 year average 49.6% , and most recent year 51%. For Grade 7 FSA Literacy the 5 year average is 47.8%, 3 year average 43.6%, and most recent year 46%. For All Indigenous students the 5 year average for Grade 10 Literacy Assessment is 36.4%, 3 year 34%, and most recent year 32%. The results in all literacy assessment areas are concerning and remain a focus for the district.

The small cohort size for Indigenous Resident On Reserve and Children and Youth In Care results in fluctuations in performance year to year, however the overall trend shows these students are achieving below the All Resident group. The one exception to this trend is Grade 4 FSA Literacy. Two years ago Indigenous Residents Living On Reserve scored higher than any other district group over the last 5 years and exceeded the provincial average for that group. Last year All Indigenous Students again exceeded the provincial average and were within 3% of district average for All Resident Students. We recognize this is a small sample size, but are still incredibly proud of these students and this success will be built upon as this cohort moves toward graduation.

Inequities persist across all measures of literacy in the district. Indigenous students continue to perform below the All Resident level but gains have been made toward closing this gap.

Comparisons:

District results for literacy, as measured on the FSA and Grade 10 Literacy Assessment, are below provincial average overall. Due to smaller cohort sizes in the district sample we see greater variability year to year than the provincial average but the district generally performs 5-10% below the province. When looking at the Grade 10 Literacy Assessment the gap jumps to approximately 20% per year.

FSA results started to decline after 2020/2021 and the gap between District and provincial average increased. Over the last three years the pattern of decline has shifted to a pattern of variability between years but each year is proximal to the 3 year average. There was no noticeable change in the Grade 10 Literacy Assessment and the district remains well below provincial average on this measure.

Interpretation:

Outcome 1 - Literacy

Grade 4, 7, and 10 Literacy Expectations



Looking at the results for local assessments and evaluation, including Early Primary Reading Assessment and District Assessment Reading Team (EPRA/DART) assessment, School Wide Write, and report cards, a different data picture emerges. In general, students in Cariboo-Chilcotin perform approximately 20-30% better on local assessments than on provincial assessments. There is some complexity to interpreting the variance. EPRA/DART and School Wide Write are primarily

formative assessment tools designed to help teachers collect student data to guide instruction. Each Spring the district collects the reading and writing scores from these assessments to serve as a district check point and for triangulation of results. The variance between provincial assessments and report cards is more interesting as both are based specifically on the BC curriculum.

The district is not trying to figure out which is accurate, but rather is using the discrepancy as a discussion point to explore how we can improve both. In addition to continuing to improve instructional practices, the district is also working to improve how provincial assessments are facilitated to ensure they are an accurate representation of student achievement in SD 27 and useful to teachers.

Inequities persist across all measures for literacy in the district. Indigenous students continue to perform below the All Resident level but gains have been made in closing this gap. The small cohort size for Indigenous Resident On Reserve and Children and Youth In Care causes fluctuations in performance year to year, however the overall trend shows these students are achieving below the All Resident group. The one exception to this trend is Grade 4 Literacy on the FSA for Indigenous students. Two years ago Indigenous Residents Living On Reserve scored higher than any other group over the last 5 years and exceeded the provincial average and last year the All Indigenous student group exceeded the provincial average for the same group and was within 3% of All Resident Student population.

A strength for the district in this area is the emerging process for completing the FSA. Over the last 2 years district has made a concerted effort to ensure students and families understand the purpose of FSA and that students are prepared for the assessment. While achieving high participation remains important, there is consideration to fair assessment practices and student readiness to demonstrate their abilities. It is encouraging to see no decline in participation rate with the more intentional approach to the assessment. As assessment practices continue to develop we hope to see ongoing improvement with student results. Similar work is now beginning with Grade 10 Literacy to support the assessment being approached as an opportunity to demonstrate actual ability rather than a compliance exercise.

The district seeks improvement on provincial assessments in literacy through teacher professional development, strategic and collaborative planning based on data, and targeted student support. Through ongoing work in these areas our goal is a trend of continuous improvement in this area.

The disruption of the pandemic and the resulting learning gaps and social effects will be with us for several more years as the cohorts of students move through their school careers. This has been particularly true of this region where entire communities were closed for extensive and repeated periods of time and attendance overall, which has been historically low, has not recovered. Only 67% of students attended more than 80% of last school year. That level of absence translates to two months of instruction lost for a third of the students. Attendance rates will need to rise to realize the benefits of improvements in instruction and see better literacy results. Attendance is a goal area of school plans.

In recent years Cariboo-Chilcotin, like many districts across the province, has struggled with staffing shortages and securing qualified teachers across all grades and subjects. Additionally, a high incidence of teacher transfers and moves between schools and assignments has impacted

grade and subject-specific professional development. With the high volume of staff turnover we are not seeing a significant improvement in results, but predict ongoing investments will allow the district to maintain and improve gradually.

Another factor impacting the district's ability to move forward with academic achievement, is the diversion of staff attention from the core work of improving teaching and learning to other issues and external factors. District staff are continuing to work on resolutions to these issues to be able to devote the necessary time and resources to instructional leadership.

The analysis of trend data confirms the need for ongoing intensive literacy interventions particularly at the early grades and for priority populations. While the results for all student groups are of concern, the persistent gaps in literacy achievement for priority populations is important to address.

District and school leaders are committed to ongoing analysis and use of disaggregated data to achieve equity for all priority populations. Results from provincial and district assessments are reviewed and discussed at the school, class, and student level. Using the district data solution, Cariboo Information Management System (CIMS), school staff are reviewing achievement data as part of their school continuous improvement plan. All reports inside CIMS include data filters allowing staff to focus on priority populations and to drill down to individual students. Additionally, under Local Education Agreements (LEA), Band education staff have direct access to individual student data for collaboration with district on supports, and aggregated band level data that can be shared with their leadership and communities. A review and discussion of literacy achievement for each student is part of all LEA meetings.

The results for all students, and in particular priority populations, are not yet where they need to be but with focused attention, high quality data, regular review and dialogue, and intentional intervention, they will continue to improve.

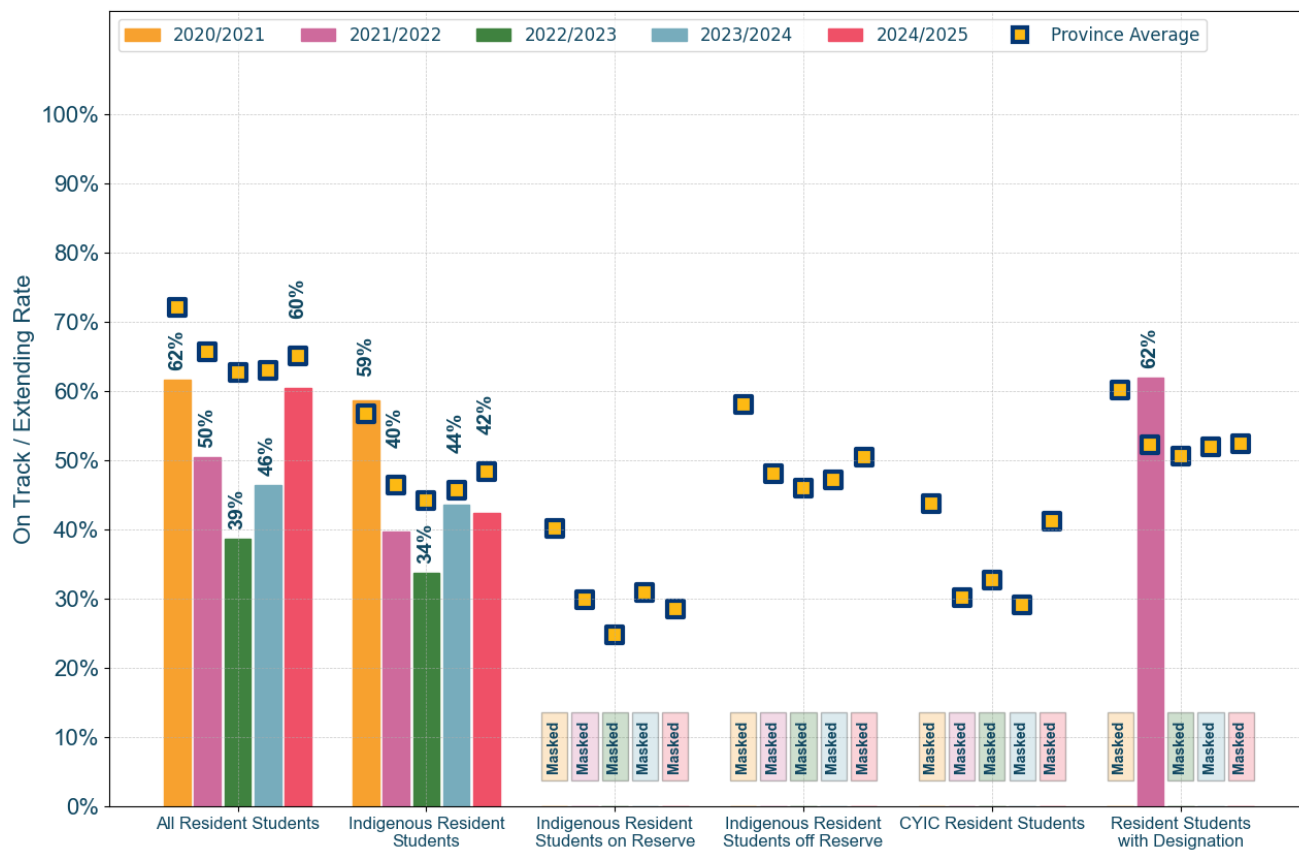
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD027 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	336 87%	363 93%	354 96%	347 93%	324 94%
Indigenous Resident Students	108 81%	132 92%	110 92%	119 92%	108 96%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	13 85%	14 100%
Indigenous Resident Students off Reserve	Masked	Masked	Masked	106 93%	94 96%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	18 78%	28 75%	19 79%	21 67%	16 75%

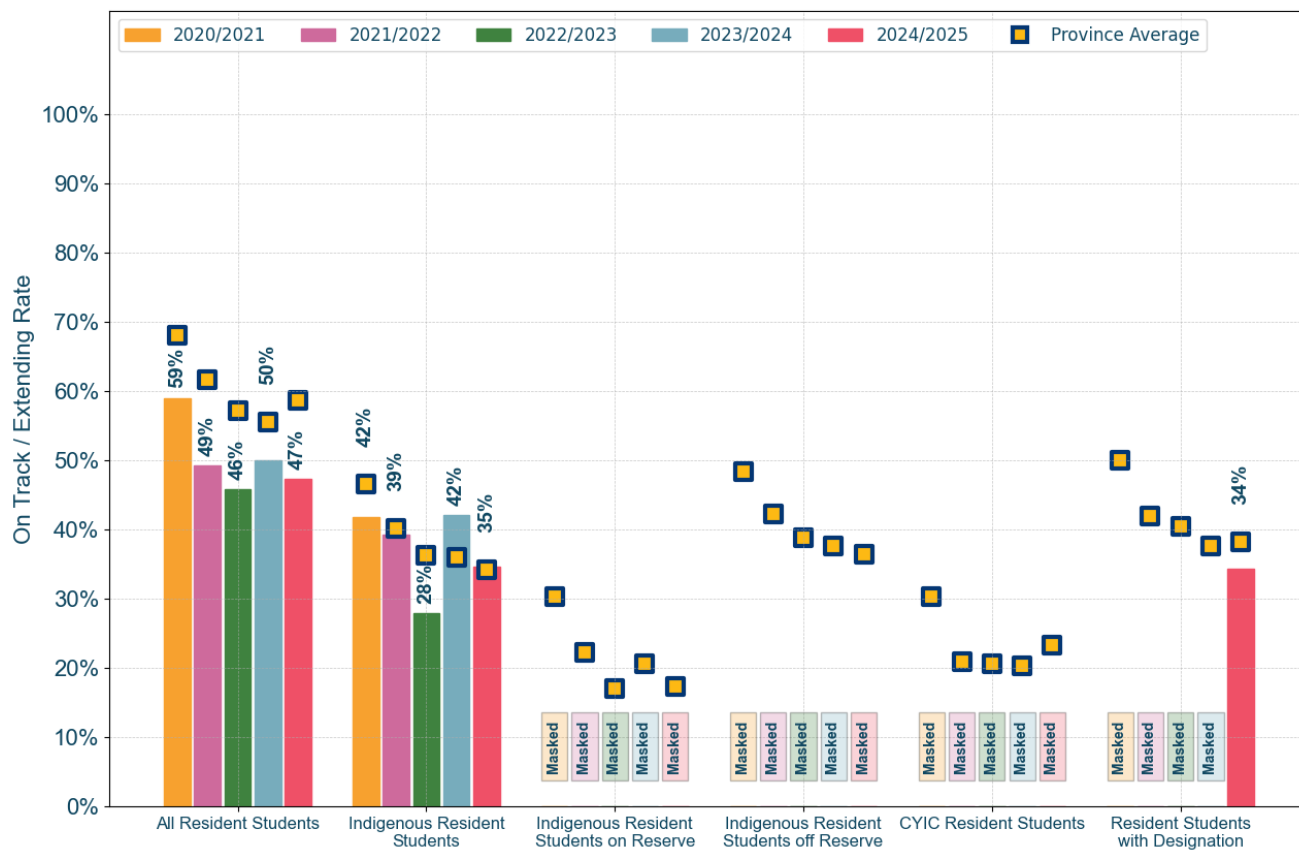
SD027 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD027 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	380 79%	400 96%	350 92%	352 95%	380 94%
Indigenous Resident Students	125 69%	118 95%	118 88%	113 95%	133 93%
Indigenous Resident Students on Reserve	23 43%	25 96%	17 65%	13 85%	21 90%
Indigenous Resident Students off Reserve	102 75%	93 95%	101 92%	100 96%	112 94%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	42 62%	37 81%	33 79%	39 85%	46 76%

SD027 - Grade 7 FSA Numeracy - On Track / Extending Rate

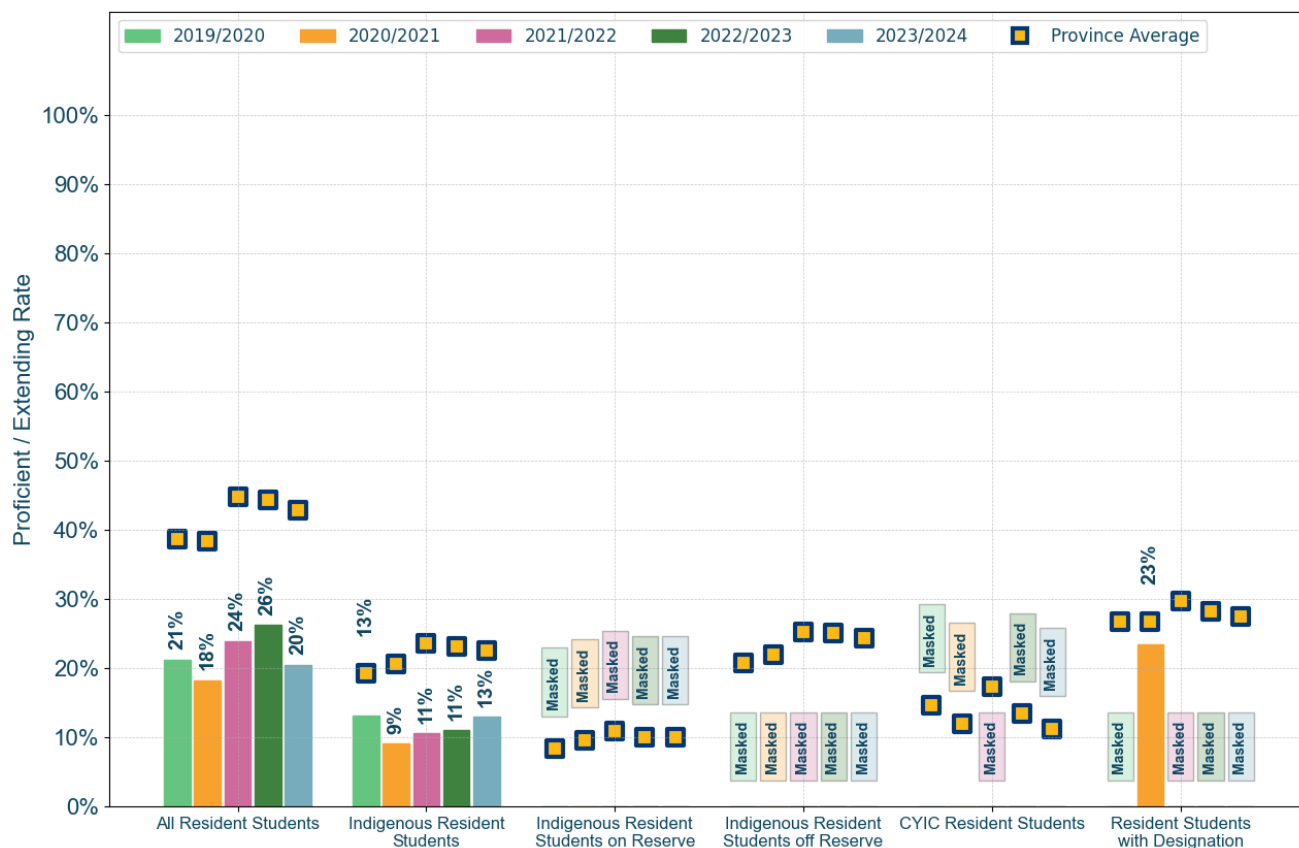


Measure 2.2: Grade 10 Numeracy Expectations

SD027 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	394 35%	351 77%	366 78%	433 82%	398 82%
Indigenous Resident Students	141 31%	128 62%	148 68%	145 70%	142 70%
Indigenous Resident Students on Reserve	Masked	44 41%	44 55%	43 60%	49 55%
Indigenous Resident Students off Reserve	Masked	84 73%	104 74%	102 74%	93 77%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	62 21%	45 49%	30 70%	42 67%	57 75%

SD027 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

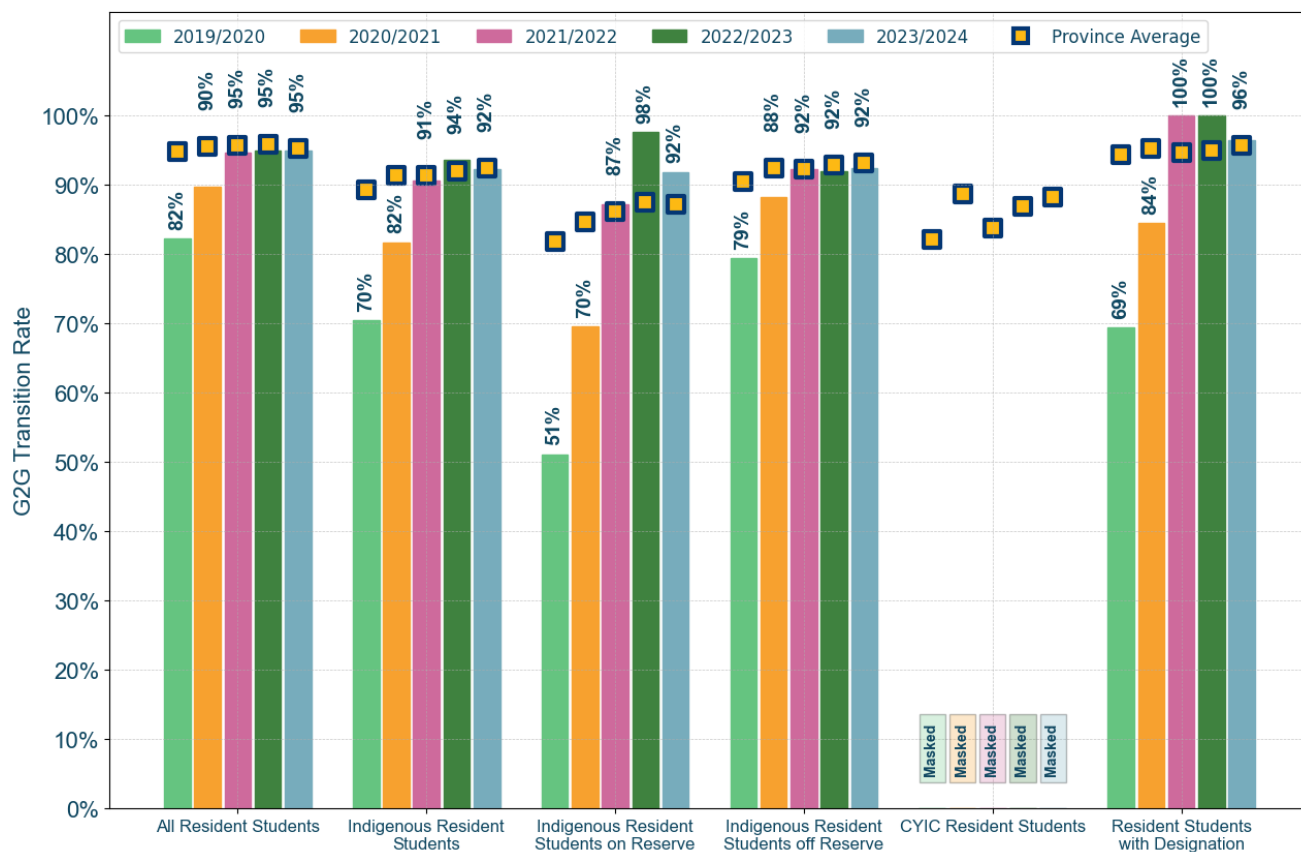


Measure 2.3: Grade-to-Grade Transitions

SD027 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	394	361	374	431	401
Indigenous Resident Students	142	131	150	142	142
Indigenous Resident Students on Reserve	45	46	47	42	49
Indigenous Resident Students off Reserve	97	85	103	100	93
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	62	45	31	43	57

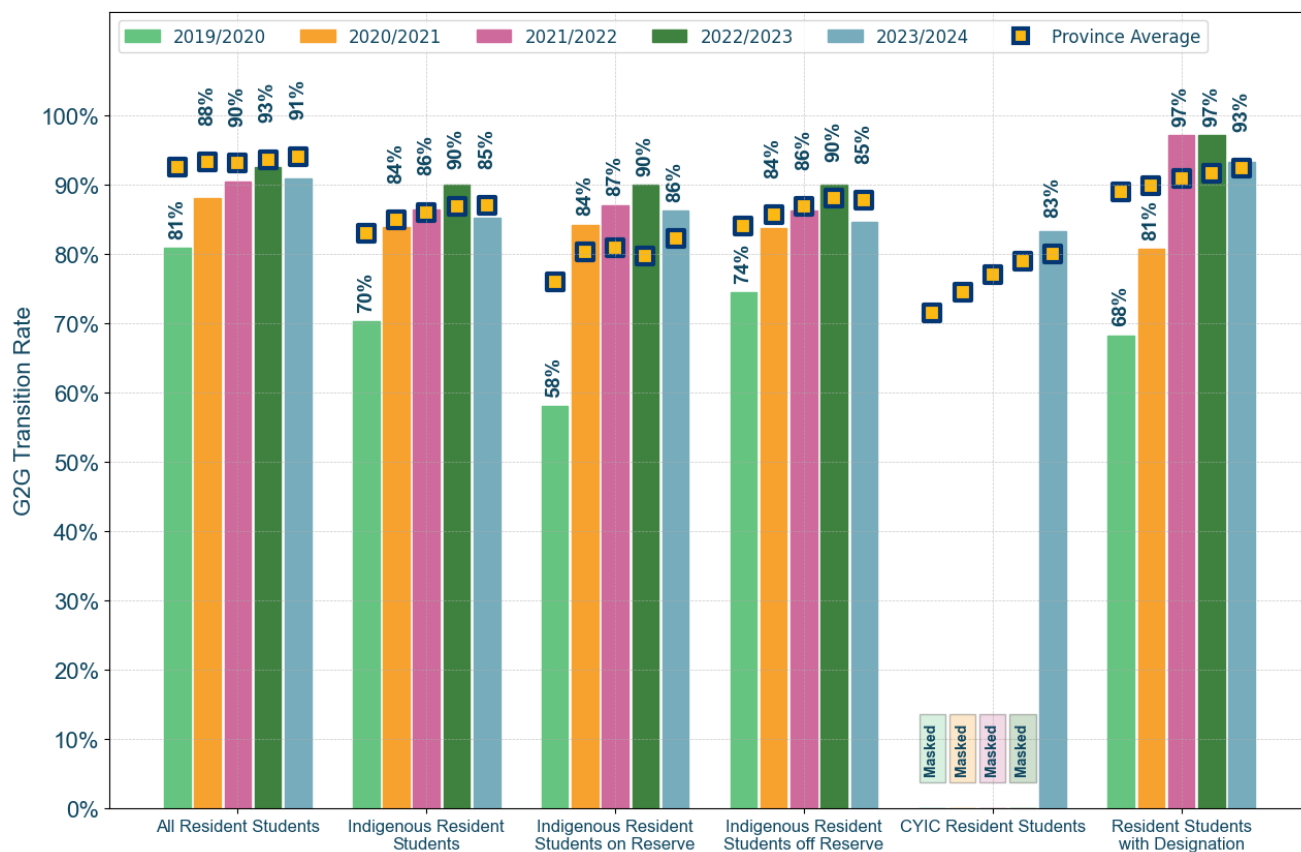
SD027 - Grade 10 to 11 Transition Rate



SD027 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	355	362	347	378	426
Indigenous Resident Students	121	118	111	150	142
Indigenous Resident Students on Reserve	31	38	31	50	51
Indigenous Resident Students off Reserve	90	80	80	100	91
CYIC Resident Students	Masked	Masked	Masked	Masked	12
Resident Students with Designation	41	52	35	35	45

SD027 - Grade 11 to 12 Transition Rate



*Please see Appendix 1.2 for local numeracy data sets.

Analysis:

Outcome 2 - Numeracy



Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

Key Context:

It is important to note at the start of the analysis that the small numbers for priority populations cause this data to be masked or creates highly variable changes in trends. Priority populations are tracked in the district data solution, CIMS, and individual student progress is monitored by staff at the school level.

Participation rate for FSA Numeracy is based on same data reviewed in the discussion of literacy. For Grades 4 and 7 FSA the participation rate has stayed above 90% for the last 4 years. The Grade 10 Numeracy Assessment participation remains below our minimum goal of 90% but we have observed increases each year over the last 5 years. For the last 2 years the district achieved 82% completion. Ensuring we have a high participation rate for assessments is critical to ensuring the results are representative of the student population.

Trends:

Due to small cohort sizes we see significant yearly variance when looking at 5 year and 3 year trends for FSA and the Grade 10 Numeracy Assessment. For Grade 4 FSA Numeracy the 5 year average for all students in the district is 51%, the 3 year average 48%, and most current performance 60%. Similar results are observed with Grade 7 FSA Numeracy with the 5 year average of 50%, 3 year average of 48%, and the most recent year at 47%.

The 5 year average for the Grade 10 Numeracy Assessment is 22%, 3 year average is 23%, and most recent year 20%. The results of the Grade 10 Numeracy Assessment remain highly concerning and are a focus of secondary schools to both prepare students and create high levels of engagement with the assessment.

The overall trends in numeracy highlight the need to remain committed to supporting and developing numeracy instruction across the grades. Making drastic change in a single year is not realistic but the district is committed to ongoing incremental improvement at each grade level based on ongoing high quality professional development for teachers. The district is focused on developing core numeracy skills at the elementary level as a foundation for the secondary program, and to secondary programs continuing to identify and respond to gaps each year with each cohort and individual students in numeracy across the curriculum. Numeracy is not a subject-specific competency. It is not only a Math department concern and responsibility. The district piloted a curriculum-based numeracy assessment at a few elementary schools this past year. There is strong alignment between the strategies and approaches of the numeracy learning rounds across the district and this assessment tool. We will fully implement the assessment at the same time as we expand the learning round opportunities for teachers.

Most of our priority populations are masked for public trend analysis due to small cohort sizes but we are able to discuss trends for the combined group of all Indigenous students. For Grade 4 FSA Numeracy the 5 year average is 44%, 3 year average 40%, and most recent year 42%. For Grade 7

FSA Numeracy the 5 year average is 37% with a 3 year average of 35% and most recent year being 35%. Looking at All Indigenous students the 5 year average for Numeracy 10 assessment is 11%, the 3 year average of 12% and most recent year of 13%. The results in all numeracy assessment areas are concerning and remain a focus for the district.

Results for priority populations continue to be widely variable based on low cohort sizes but overall performance in numeracy is generally lower for these groups.

Comparisons:

Numeracy continues to be a concern for the district as we are below the provincial average in all areas, but the gap is less pronounced than observed in literacy. While the difference in numeracy is less than the difference in literacy, the overall performance in numeracy is lower for both the district and the province. Our most recent Grade 10 Numeracy Assessment result was level with our year-to-year trend but significantly below provincial average.

A positive result noted in earlier analysis is that the priority population group of Indigenous Resident Students is performing close to or above provincial averages in the province on FSA Numeracy. The overall performance of the group is below the All Resident Student district average for Grade 4 and 7 FSA, but is the only assessment area where a district cohort consistently matches or exceeds its provincial comparator. While there is significant growth required in this area, and we need to close the gap inside the district, it is positive to see the success of this priority group in comparison to the province. This is an area to seek additional information about to explore if successes can be translated to literacy and other areas.

The district continues to have relative success with grade-to-grade transitions at the secondary level. Across all sub-populations of the data set we are seeing students transition to the next grade at rates of 90% or better. The trend data shows an increase over the last 3 years. Part of this increase is explained by the district ensuring a shared understanding of grade advancement process at the secondary level. In previous years, some students were not being advanced if the school did not see them as completing an arbitrary number of courses at their current grade level. We have clarified that students are to remain in their grade cohorts, even if they are in courses at lower grade levels. We have provided alternate ways for schools to indicate placement on the graduation list or not. The high transition rate for students is positive as it shows evidence of keeping a high percentage of students in the school system at the secondary level (i.e. few dropping out of school early).

Success in this area directly connects to the larger goal of the district under the collective responsibility framework and ensuring all students feel welcome and know adults care about them. As long as students remain in our system we can influence and support their success.

Interpretation:

Outcome 2 - Numeracy



Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

We are in the process of implementing a district numeracy assessment. Our current local data comparators are limited to report card data. Similarly to literacy, there is significant variance between the results on the provincial assessments and local report card information. As discussed for literacy, the district is not trying to achieve a perfect match between results of these different measures but is interested in using the differences, and the meaning we make of it through professional conversations, to guide improving the quality of the assessments overall and the instructional practices they inform. The district will implement a district level assessment for numeracy this year as a formative assessment tool for all classroom teachers grades 1-9. The data will also provide a third point for triangulation to understand numeracy achievement by our students.

The newly adopted numeracy assessment has similarities in question structure to the written portion of the FSA Numeracy assessment so we are looking forward to comparisons of these data sets over time. Similar to comments on EPRA/DART, the numeracy assessment is designed and intended to be used as a formative tool, so comparison will be focused on using both data sets to guide practice rather than seeking tight alignment with summative evaluations such as report card performance levels.

An area of success in numeracy is the continued narrowing of achievement differences in the disaggregated data sets and the increasing equity across student populations it represents. The overall performance is still significantly lower than where it needs to be, but it is encouraging to see gaps between student populations closing over time. A success in both Grade 4 and 7 FSA Numeracy is the district Indigenous Resident priority group that continues to close the gap with the All Resident Students group in district and matches or exceeds its provincial comparator. An exception to equity gains was students with Disabilities or Diverse Abilities where a large difference remains requiring exploration.

As raised with respect to literacy, staffing shortages and teacher turnover has a significant impact on numeracy. With high numbers of new or early career teachers coming in and movement with the system, the impact of learning rounds and professional development work with Carol Fullerton will be a multi year process to show up in assessment results. Teachers taking part in the learning opportunities are reporting higher levels of comfort with numeracy instruction and assessment.

External factors and demands discussed in the literacy section are also impacting our collective ability to move forward with numeracy instruction and assessment. District staff are continuing to work on resolutions to other issues to protect staff focus at all levels on improvement in numeracy.

Commitment to achieving equity for all populations and each student requires transparency and full ownership of results, even when those are not where we want or need them be. We are keeping the data for these students front and center in all the work we are doing and supporting open curious professional conversations. Analysis occurs throughout the year using the district reporting solution CIMS for ongoing discussion of results at a school, class, and student level with attention

to each priority population. Numeracy achievement on local and provincial measures is a standing item at all LEA meetings with disaggregated data for all Indigenous students and on and off reserve groups.

Human and Social Development

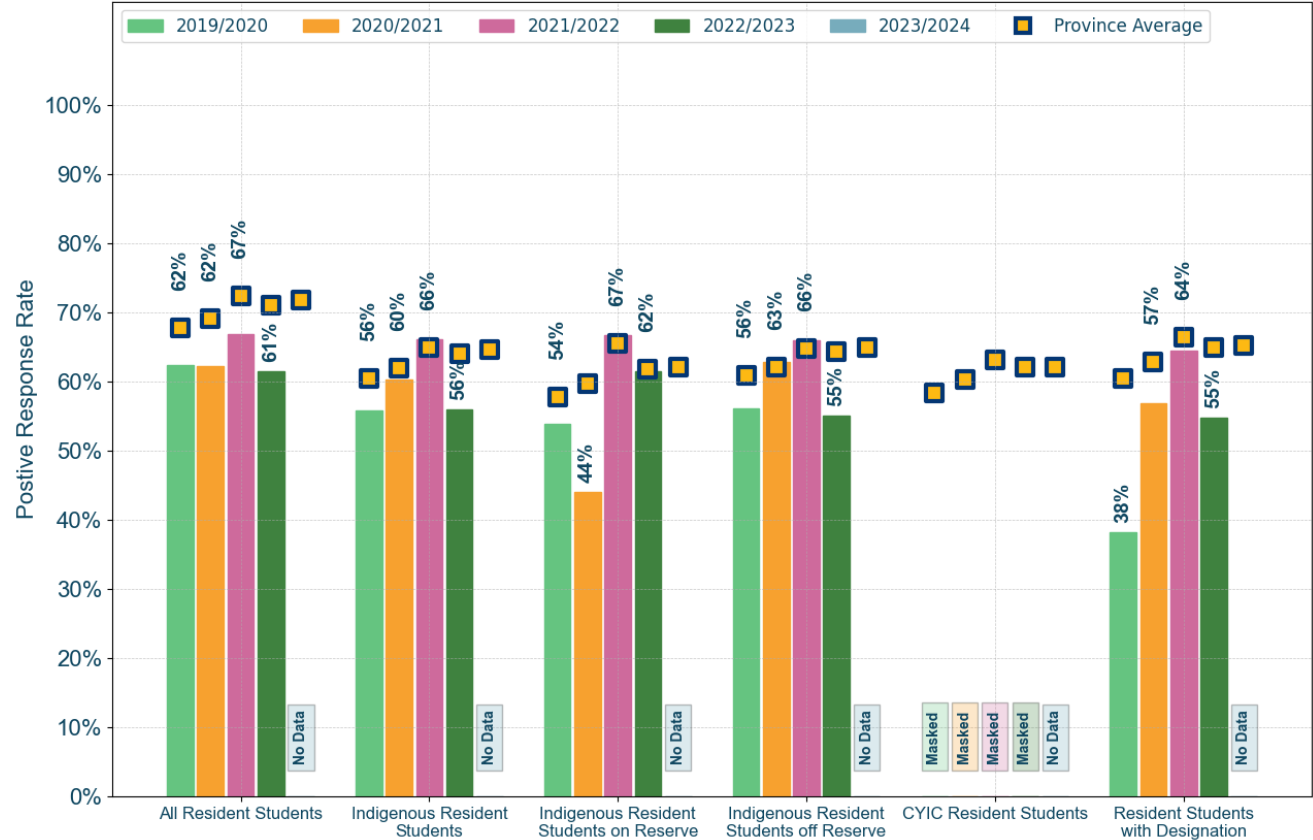
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

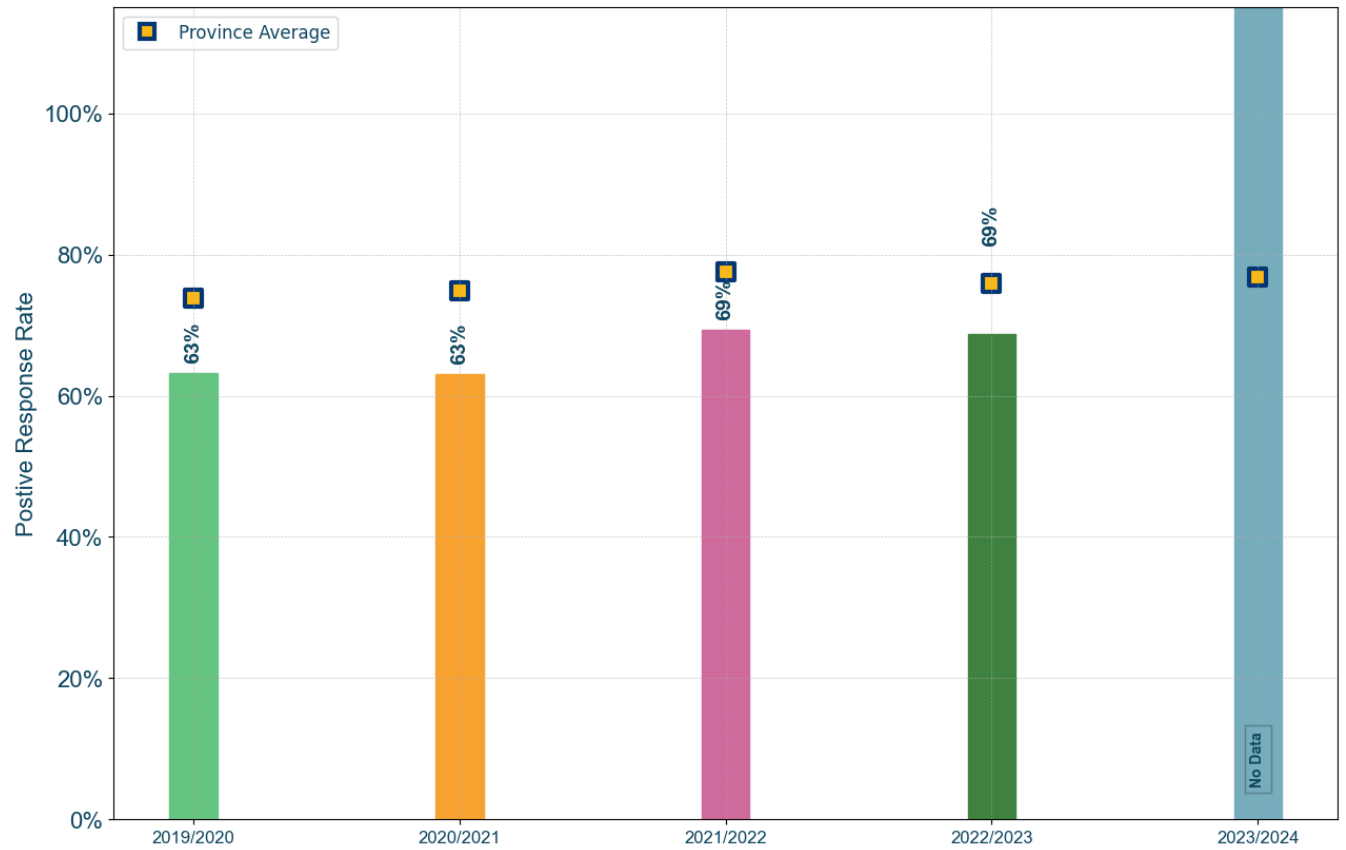
SD027 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1069 70%	1008 69%	1119 84%	1122 78%	Masked
Indigenous Resident Students	373 60%	339 56%	395 78%	367 71%	Masked
Indigenous Resident Students on Reserve	82 30%	75 36%	83 70%	65 55%	Masked
Indigenous Resident Students off Reserve	291 68%	264 61%	312 80%	302 74%	Masked
CYIC Resident Students	18 56%	14 71%	16 88%	16 69%	17 0%
Resident Students with Designation	128 43%	105 55%	96 73%	95 72%	Masked

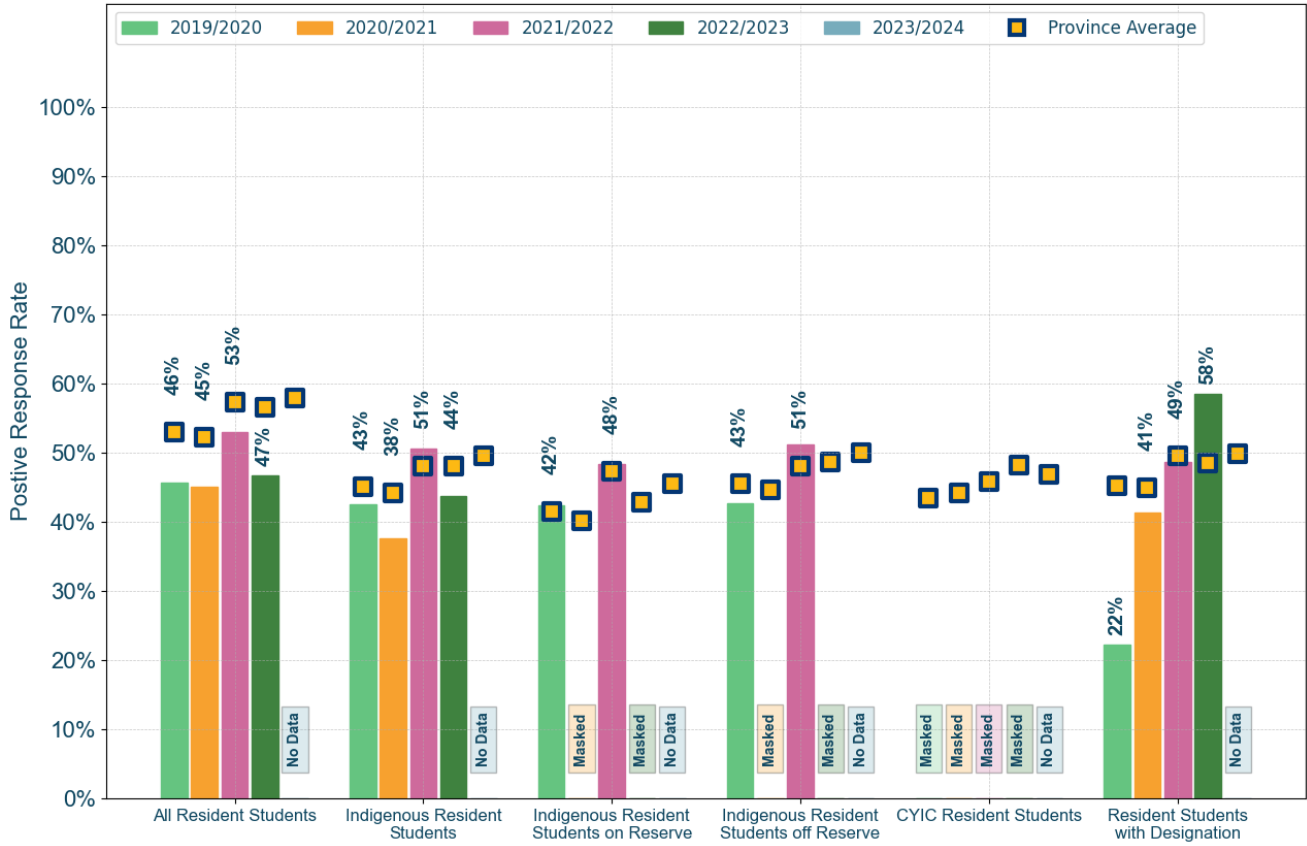
SD027 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD027 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

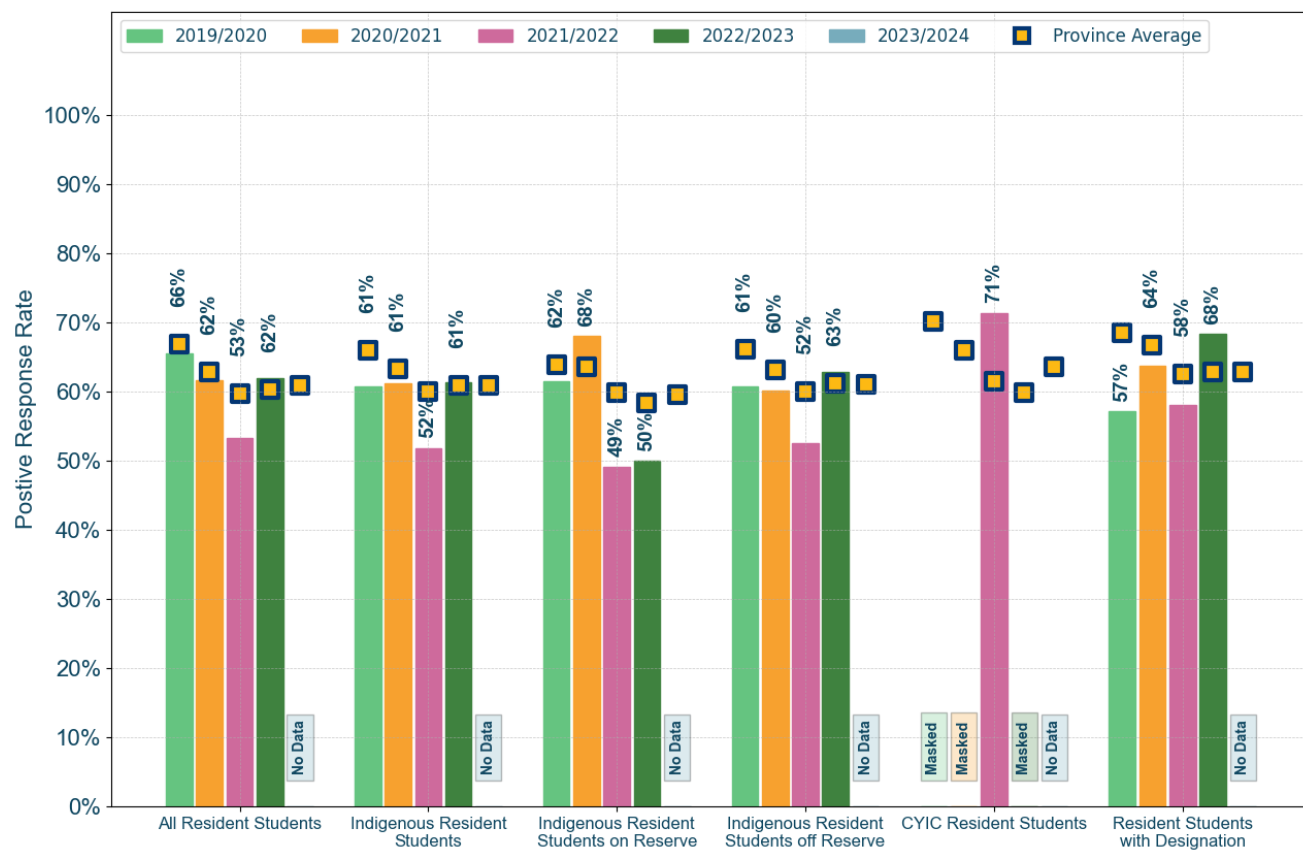


SD027 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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

SD027 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



***Please see Appendix 1.3 for local data sets on human and social development**

Analysis:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

Key Context:

In general the results on the student learning survey have enough respondents to prevent results from being masked. In the 2023 / 2024 year the data on the ministry is showing as masked as the district did not have enough records submitted to show results.

The data for 2023 / 2024 is showing as No Data in the ministry set as the district completed a local version of survey including the key ministry survey questions with the intent of merging the data sets. Unfortunately the data merge was not possible and district is showing as no data for this year. The district has a local set of data for the same questions asked on the ministry survey and results are provided in the appendix. For the 2024 / 2025 school year the district ensured both the ministry and local version of the survey were completed at rates that allow for both sets to be utilized. Ministry data for their survey is included the year after it was completed. Local 2024 / 2025 results are included in the current report and the corresponding ministry data will be included in the report submitted next year when the data is released.

The ministry survey is completed annually by students in grades 4, 7, 10, and 12 with approximately 70% completion rate. The district version is completed by grades 3-12 with a completion rate of >90%.

Trends:

Overall the results in this area are fairly stable across question areas on both the district and provincial surveys. Students reporting feeling welcome has generally been around 60% for the district on the provincial survey. Local results on the district student self assessment has been close to 80% over the last 2 years. Results on the provincial survey for students feeling safe has been >60% over the last 4 years with the result for the last 2 years being just under 70%. On the local self assessment for grades 3-12 the average percentage of students feeling safe over the two most recent years is 85%. Sense of belonging results are the lowest results in the human and social development area with an average of around 50% positive responses for students who completed the survey. The lower results are consistent with results observed throughout the province. Looking at the local results on the district student assessment, students reporting a sense of belonging over the last 2 year are around 80%. The third data point in this area is percentage of students that feel 2 or more adults at school care about them. Over the last 5 years results in this area have been fairly consistent around 60%. The results on the local self assesment was higher with 65% in 2024 and 83% in 2025. Analysis and follow up from results in 2024 showed a high number of students responding “do not know” to this question based on not knowing an exact number of adults beyond the threshold. In consultation with schools the question was adjusted in 2025 to provide better clarity and explanation of what each option meant. A shift in more positive results between years was connected to fewer students selecting the the don’t know option at the lower grades.

In general the trend in results for priority populations align with the trend for the all student group. With smaller numbers in these cohorts, greater year to year variability is observed. Across the 5 year period low points occurred in different years for priority populations so we are not able to determine a clear pattern with year or student groups. The drops and increases did align with the pattern observed with the provincial data so could be connected to broader external factors. While the districts percentage changes did not match province exactly, the years with increases and drops align with provincial trends. A positive pattern in the district data is the alignment between priority populations and the all student group with student perceptions of learning experience being very similar. In some years the results for priority populations exceeded the all student group with some of the most positive performance growth coming from these groups. In the most recent school year the group of students with the most positive result change in this area were the Indigenous students priority population group with highest percent results coming from Indigenous students on reserve.

Comparisons:

Results in this area has the closest alignment to provincial averages. Whereas the gap between district and province averaged between 10-20% in academic areas when looking at sense of belonging, safety, feeling welcome, and adults that care measure the district is within 5% of provincial results and in some years matched or exceed provincial average. Interestingly when looking at sense of belonging and feeling welcome, the priority populations performed better in comparison to the provincial average than the district as whole over the same time period. When looking at the five year trend data the Indigenous priority groups provided the most positive responses and exceeded provincial comparators for feeling welcome, a sense of belonging, and having 2 or more adults that care. Feeling safe is masked for cohort size so we are not able to speak to priority population performance in this area.

Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

What new information emerged when comparing the provincial data with relevant local data?

As noted in an earlier discussion, the district completes a local version of the ministry student learning survey designed in the format of student self assessment with the dual intent of collecting system level data on student learning experiences and allowing for educators to use the data to improve the school experience. The self assessment is framed and presented as an opportunity for students to share their honest perception of their individual learning with the understanding that responses will be used by schools to improve school experience for each student. It is further explained to staff that results are not used for any type of school evaluation and the goals are not to improve result values, but to use data to help improve school experience for students which will ultimately lead to better results.

The ministry survey and district self assessment are not directly comparable as students had different conditions (only 10 questions on the local survey, versus more than 60 on the provincial survey, and the purpose of the former known to them as informing school level planning). The district self assessment is also provided to students using a platform that leverages a streamlined login process to reduce cognitive load and potential frustrations as students begin the assessment. The self assessment is also completed by grades 3-12 across the district providing a broader sample of students. While the local self assessment allows educators to provide direct support and follow up with students, the ministry survey provides an anonymous data collection process. Both provide the district with valuable insights to monitor progress and support students.

Student attendance is a key local data set that serves both as a leading and lagging indicator for other focus areas in the district. As a lagging indicator we expect to see gains in attendance following growth made in students feeling welcome, sense of belonging, safe, and knowing that 2 or more adults at school care about them. We understand that a variety of factors impact student attendance but know the more we are able to create environments where students want to be, the greater attendance will be. On the flip side, attendance serves as a leading indicator for improvements in literacy and numeracy. As the number of days in class with meaningful instruction increases, it helps mitigate learning regressions over breaks and leads to performance gains for students. Additionally, increased student attendance creates continuity that helps teachers provide better whole class and individual student instruction.

Attendance over the last two years has been a district focus with the introduction of the First Nations Education Steering Council (FNESC) resource A Toolkit for Raising the Attendance Rates of First Nations Students in BC. Globally, jurisdictions experienced attendance issues during and following the pandemic. It was acutely felt here with some First Nation communities closed for repeated and/or prolonged periods of time for safety, and many families in general across the district developing routines of non-attendance during the disruption. Schools have been working hard to bring families back into their buildings and communities and re-establish habits of attendance. Data sets provided to principals include year to date and two-week snapshots of

students on-track or not based on 90% attendance, and days missed. Data is displayed in charts and lists with alerts and filters for grades and sub-groups. Attendance data to the individual student level is regularly reviewed at Local Education Agreement meetings with the education coordinators of the nations.

Areas of strength for the district are continued positive results across all measures with human and social development. Creating schools cultures that are intentionally welcoming for all students continues to be a focus for staff. District wide there is a commitment to greet students at the door as they enter the school each morning, particularly in the junior and senior secondary schools, to ensure students know that they are noticed and valued. We are also grateful to local nations who drum students into many of the schools when returning from breaks to support the school community to return together in a good way.

Results for students feeling safe in school was also positive on the District Student Experience Reflection in Spring 2024 with low variability across all and Indigenous students. While we are seeing positive results on the self assessment we also recognize there is work in this area to further create and maintain the type of safe and orderly schools we desire. Ongoing work with student conduct and safety planning is leading to continual growth in this area.

Attendance presents an area of success and area of growth. As noted above the district continues to implement and promote strategies from the FNEESC toolkit for attendance. Many of the strategies are becoming engrained in the culture of schools and are becoming how business is done. The district also has established a number of key data systems that alert staff and families to attendance concerns as part of an early warning system. Drawing from the FNEESC toolkit this school year we will implement a positive attendance recognition system that notifies families for successes in attendance and improvements in attendance.

While we have many things in place to move attendance improvements forward we are still seeing concerning attendance results across the district. With a number of key systems and support structures in place we expect to see gains this year that will evolve into a positive trend in attendance improvement over the next few years.

Results from the analysis inform the districts commitment to improving equity by providing both a success story and a challenge to do better. While it is concerning that the results for priority populations are below the all resident student group it is encouraging seeing positive results when compared to provincial averages. As a province we need to continue to improve in this area and it is encouraging to see the district meeting or exceeding some measures as we move toward equity as a larger system. The work is far from complete and the district is committed to doing the work for continuous improvement.

Career Development

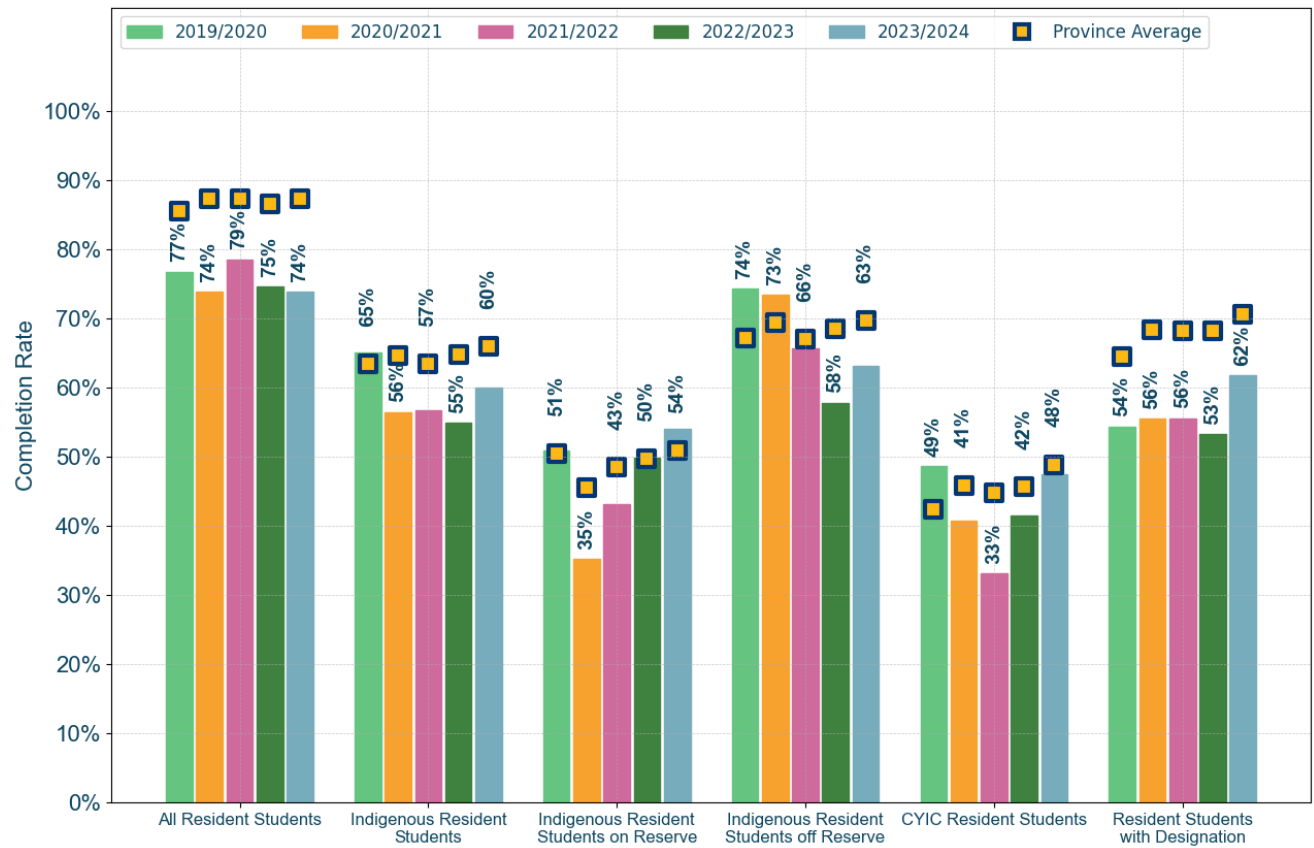
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

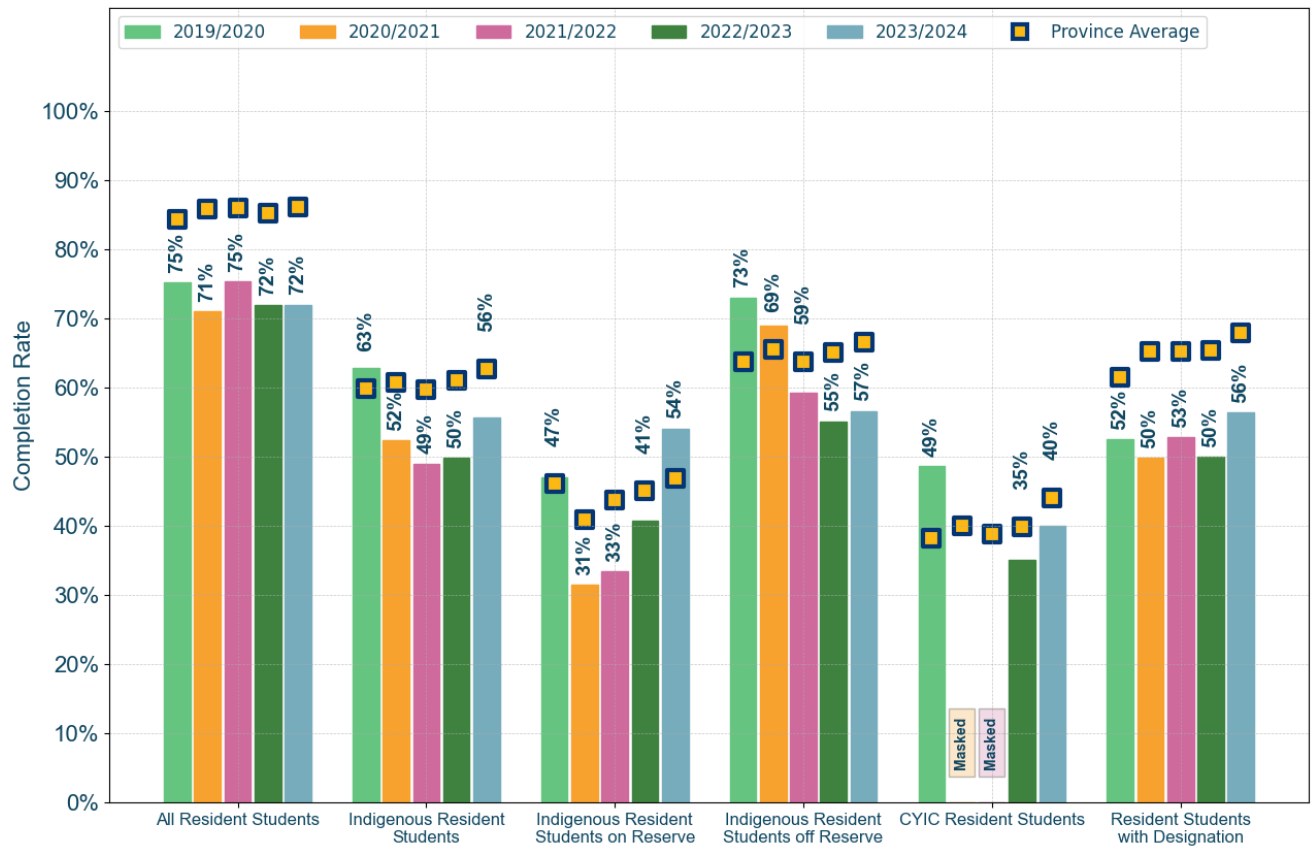
SD027 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	364 36	384 32	417 42	376 34	411 40
Indigenous Resident Students	145 15	134 12	144 15	132 14	159 17
Indigenous Resident Students on Reserve	57 6	60 6	58 7	50 6	57 7
Indigenous Resident Students off Reserve	88 9	74 6	86 8	82 8	102 10
CYIC Resident Students	39 4	27 2	44 5	35 4	45 5
Resident Students with Designation	59 6	57 5	80 8	66 6	63 6

SD027 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD027 - 5-Year Completion Rate - Dogwood



Analysis:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

Key Context:

For completion rates student numbers for all priority populations are generally high enough to prevent data masking. There were two years between 2021 and 2023 where numbers with CYIC were too low to present results in a public report. Individual students were reviewed at district level.

Similar to other data sets discussed, the smaller cohort sizes in our district led to greater variance than observed with the provincial average. Generally the all resident student group provides a large enough sample to provide stability but priority population groups can be impacted significantly with the change of a few students.

Trends:

The five-year completion rate for all students has been stable at around 70% for the last 5 years. From a long term perspective looking back beyond 5 years, the district is currently higher than averages observed earlier than 2019/2020 when the disruption of the pandemic led to an artificial increase in completion results. While the increase over the last five years is a positive shift the district is still 10-15% below the provincial average for 5 year graduation rate.

The 5-year completion rate for priority populations is on average 10-20% lower than the the all residents group. Within the priority population groups the lowest success rate occurred with Indigenous Resident Students on Reserve and Children and Youth in Care. In both these groups however performance has been trending in a positive direction with most recent result being a 3-year high. Resident students with designations has generally been stable over the last 5 years but observed a jump to a five year high in the most recent year. As noted earlier small cohort sizes can lead to significant changes between years and we will be checking on this with next year's results to see if it is the start of positive trend with this group.

Comparisons:

As noted above the all resident student group continues to be 10-15% below the provincial average. Within our priority populations the gap between provincial average and district results narrows and is reversed in some cases. Over the last 5 years the CYIC group has been within 5% of the province or exceeded provincial rate. A similar pattern is observed with Indigenous priority populations including Indigenous resident, Indigenous resident on reserve, and Indigenous resident off reserve with each group matching or exceeding provincial average. In the current year the only district group to exceed the average for the province was Indigenous Resident students on reserve, and it was by a significant margin. While there is much work to do in this area this group is one of our highest achieving from a provincial comparison perspective. This is success to build on until there is no difference or a positive difference in in-district comparisons of student populations.

Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

There continue to be gaps between completion rate for the All Resident group and the priority populations. The gap between Indigenous and all students remains and is greatest for Indigenous Residents living on reserve. This group's progress however is also recognized as a success story. Over the last 4 years the group of Indigenous Residents living on reserve has increased its completion rate with a high for the last 5 years at 54%. This group was also the only population of students last year to exceed the provincial average for the same group on any measures. The work and improved achievement of this group of students is worth holding up and building on. One of the major factors in the success we are seeing with this population is the support structures available to students arising from collaboration between community and district. Recognition needs to go to local nations and their incredible education support teams who work closely with schools and district staff for the benefit of their students.

Students with Designations and Diverse abilities remain significantly below the All Resident group and had shown a decline over the last three years when adult dogwood was excluded from data set. The percentage of adult graduation serves as a reminder of the importance of improving not just the percentage of students completing but also the quality of graduation. SD 27 is committed to improving the educational experience at all grades thereby removing incentive or need to utilize the adult graduation program as an option for students. The district will continue to work with local First Nations to support Students On Reserve and together we will achieve equity for their learners.

The ongoing and continual improvement of completion rates for our priority population group and success in relation to the province both informs and confirms the district commitment to improving equity for all students. While the completion rate is not where it needs to be yet, the continual improvement is a success to build from. The ongoing work at all levels of the district is incrementally closing the gap and moving us toward equity. Focusing on Indigenous on reserve students we envision a day when all or many nations achieve 100% completion rate.

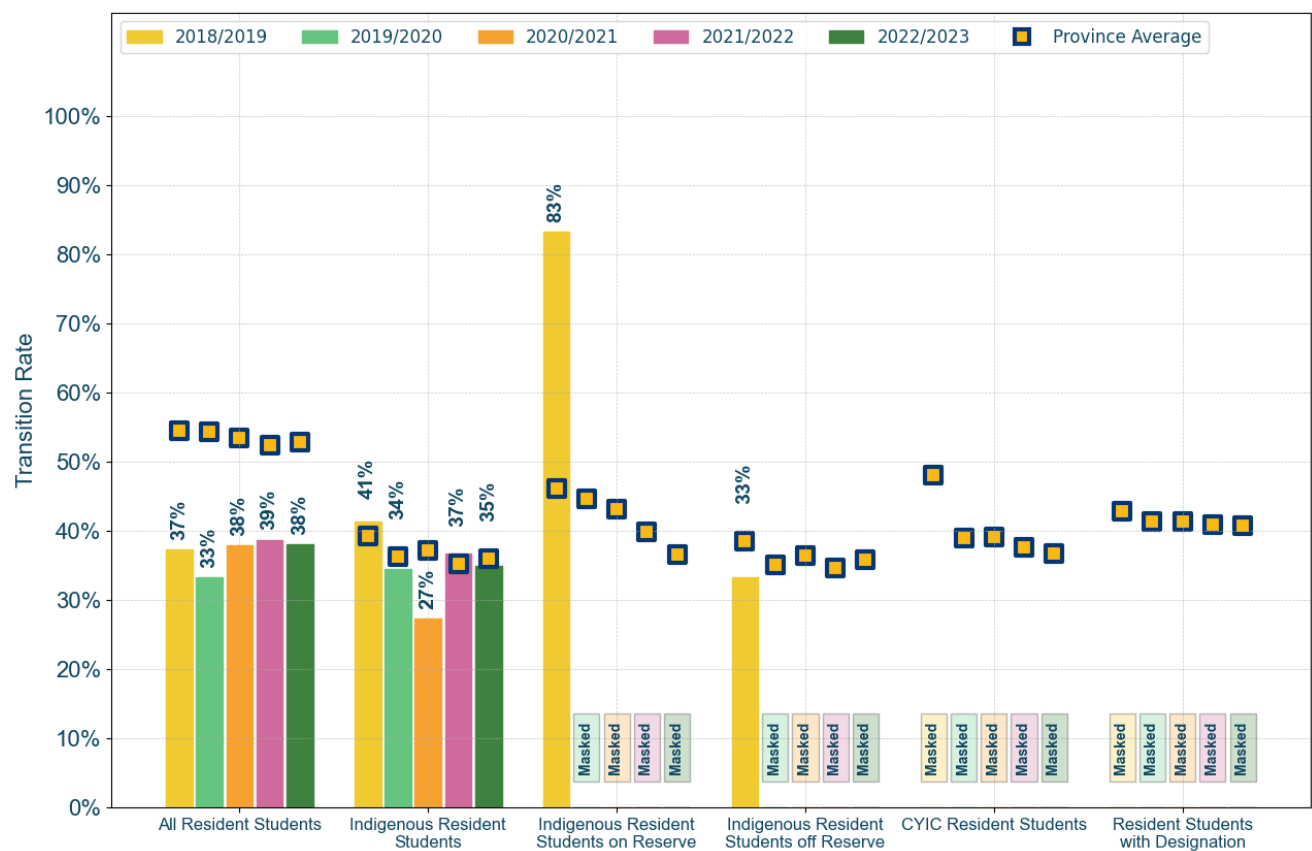
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

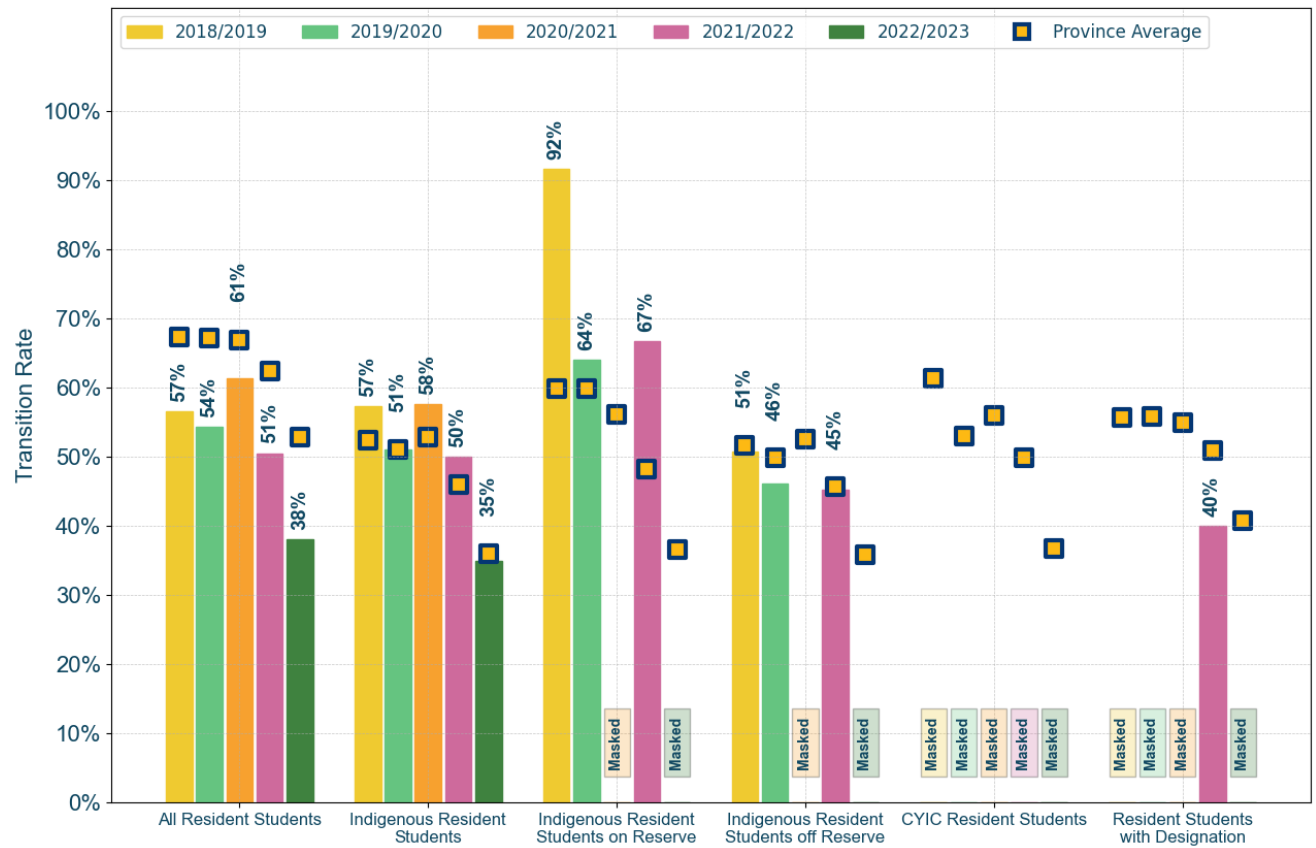
SD027 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	276	256	267	297	255
Indigenous Resident Students	75	90	66	68	66
Indigenous Resident Students on Reserve	12	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	63	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD027 - Immediate Transition to Post-Secondary



SD027 - Within 3 Years Transition to Post-Secondary



Analysis:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

Key Context

As discussed in previous sections of this report, results for some priority populations are masked due to low numbers. We are attending to the transitions of these students on an individual basis with the involvement of their school and community support team members.

Trends and Comparisons

The trends for transition to post-secondary either immediately or within 3 years has been stable over the last 5 year. The percent of students who attend post secondary immediately has stayed consistently around 40%. The data trend for students attending within 3 years has been declining over the last 3 years with a low of 38%. A similar decline was observed with the provincial average so the single year decline not isolated to the district.

There are some interesting trends for Indigenous students over the last 5 years. For students with immediate transition to post secondary we only have access to data for Indigenous resident students as other results masked. In this group however we see equivalent rates with the all resident student group and results match or exceed provincial averages. Results are not masked for any of the Indigenous priority population groups for transitions within 3 years to post-secondary. Indigenous resident students again show equivalent results to the all resident group and most years exceed provincial averages. Data for Indigenous students on reserve is less consistent based on cohort size but when data is not masked students exceed results for all student group and provincial average. The Indigenous student off reserve group has comparable results with the all student group but falls significantly below results observed for Indigenous students on reserve. Success in this area is believed to be largely connected to community supports and data sharing and collaboration under the LEA.

Interpretation:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

Post secondary transition data is reviewed by the district, but it does not account for all positive post secondary paths students in the district follow. This data set does not align with plans shared by students as part of capstone presentations for the graduation program and the plans shared during graduation ceremonies which indicate higher participation in post-secondary programs. The post-secondary data provided by the Ministry of Education and Child Care only accesses registration data from BC institutions. Many of the students in SD 27 pursue post-secondary training outside of the province and many pursue vocational opportunities or go directly into the workforce. The district is adjusting its process for withdrawing graduated students from the student information system and will collect the post-secondary plan for each student leaving a ministry tracked graduation cohort. As we increase the rate and quality of graduation we will begin to attend more to students' transitions to post-secondary options. We are committed to every student having dignity, purpose, and options as they cross the stage to leave our system.

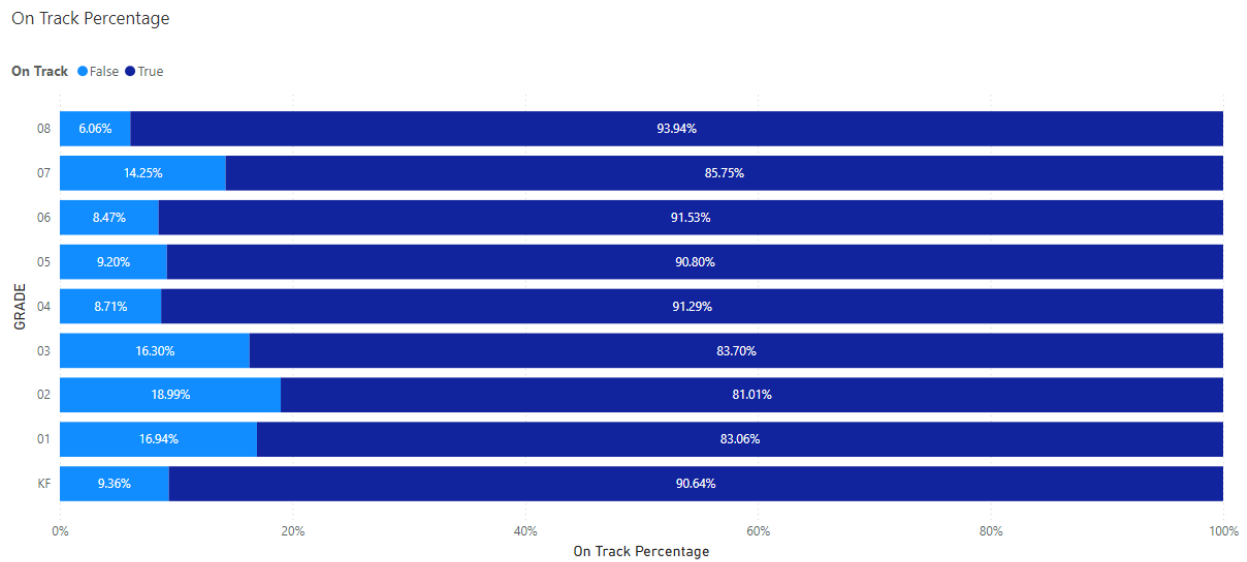
The key result to speak to the success of students from a career and life development perspective is the five-year graduation rate. The analysis of this data set yields both areas of and for improvement. The district is proud of the ongoing increase in the overall graduation rate but we need all groups of students to share equally in that success. We need to improve the quality of graduation for our students to give them the best possible options. Sustained success in this area requires the district to be able to simultaneously celebrate our successes and confront our significant challenges. Cariboo-Chilcotin School District is committed to building on these successes and to seeing the day when all students complete school with what they need for the futures they want for themselves.

Conclusion

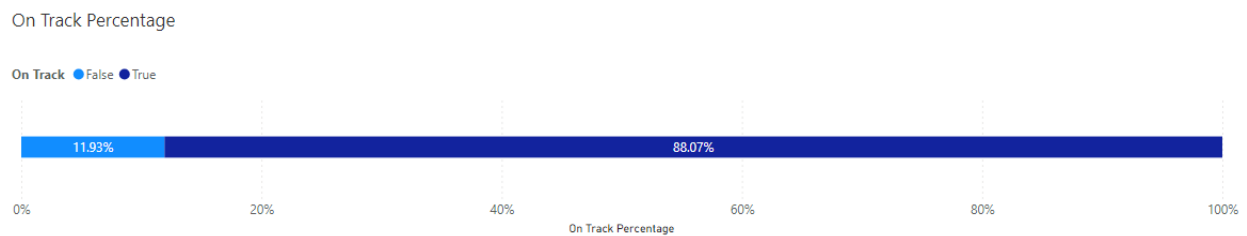
In Cariboo-Chilcotin School District we can move forward by being transparent and simultaneously holding the notions that there are key aspects of our achievement story that are cause for concern and aspects that are cause for celebration. There is overall improvement required and gaps between the achievement of some groups of students and others that demand action. There are also examples where these priority groups show progress and are positive outliers in the provincial picture. This inspires optimism. The good news is that the system improvements made in response to the needs of priority groups of students will benefit all students. We will continue to work hard and work strategically to raise and level the bar of achievement at the same time. It is with this mandate that we respond in the next section to these results with reflection on and adjustments to the strategies of our District Plan for Learner Success.

Appendix 1.1 Local Literacy Data Sets

June 2025 Grade K-8 Report Card Language Arts (Percent of students Developing/Proficient/Extending) By Grade



June 2025 Grade K-8 Report Card Language Arts (Percent of students Developing/Proficient/Extending) All Grade Combined

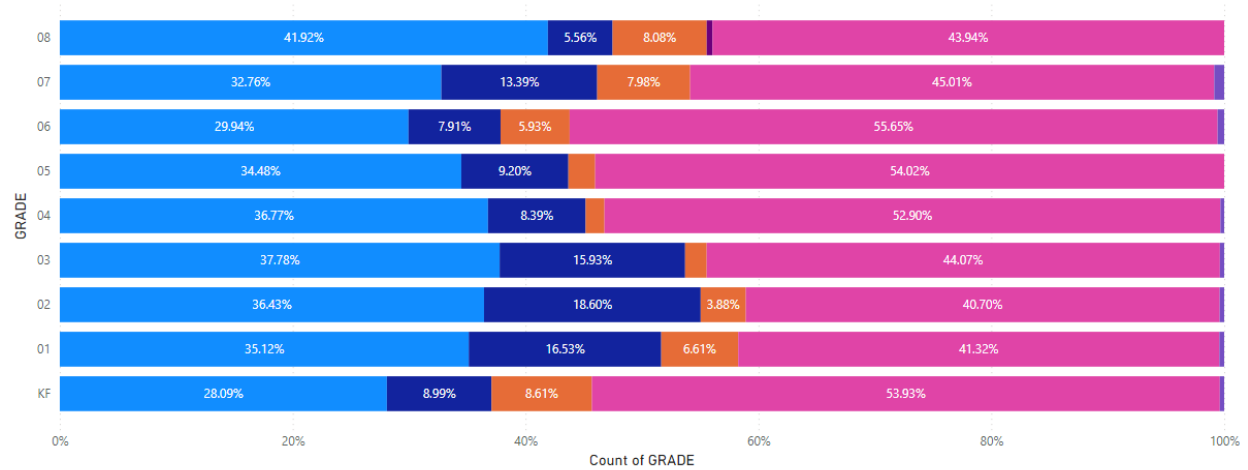


June 2025 Grade 1-7 Report Card Language Arts by Proficiency Scale and Grade

Count of GRADE

BY GRADE, GRADE

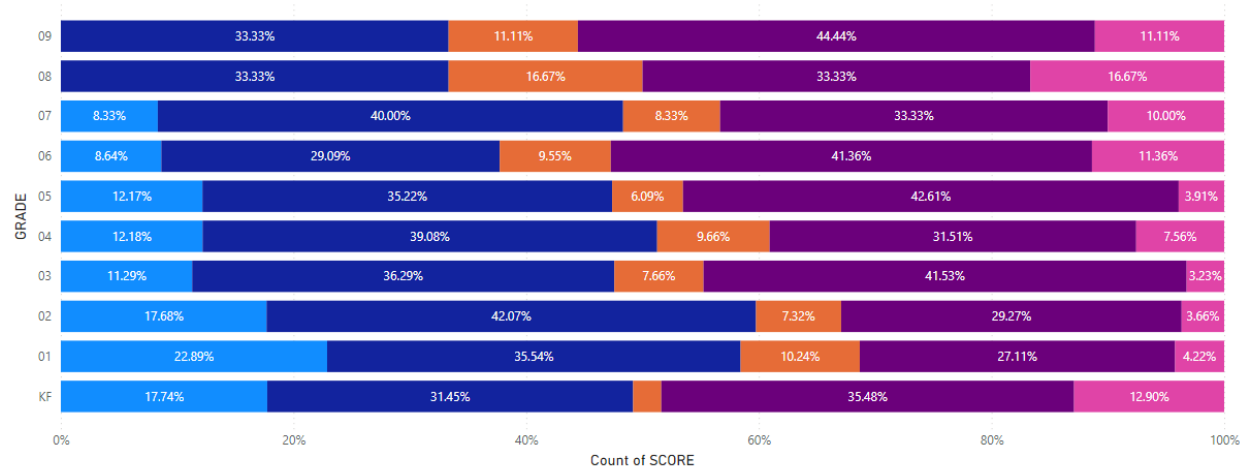
GRADE ● DEV ● EMG ● EXT ● F ● PRF ● W



Spring 2025 Grade 1-9 District Write

SWW Grade K-9

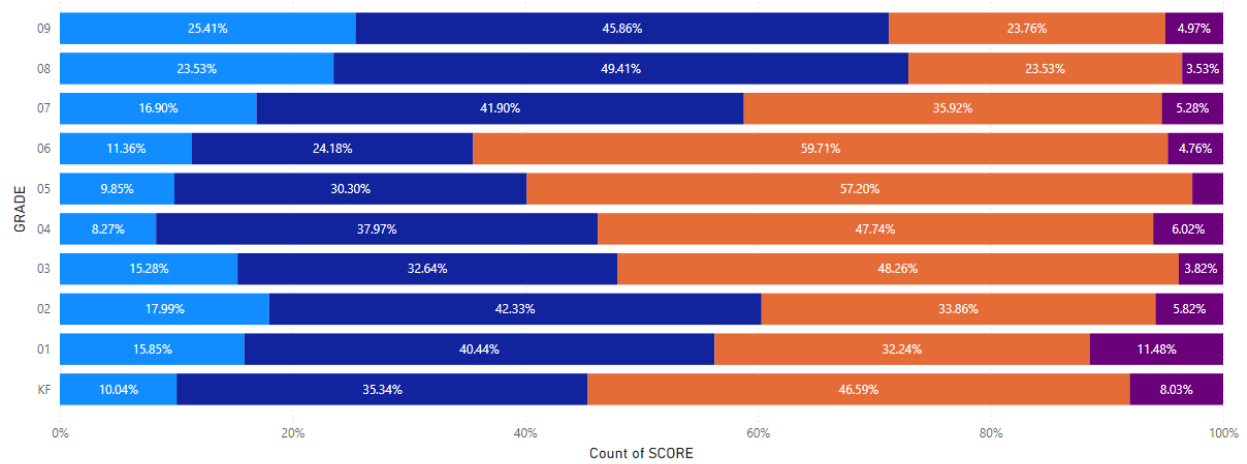
SCORE ● 1 ● 2 ● 2.5 ● 3 ● 4



Spring 2025 Grade 1-9 DART / EPRA Reading Assessment

DART Grade K-9

SCORE ● 1 ● 2 ● 3 ● 4

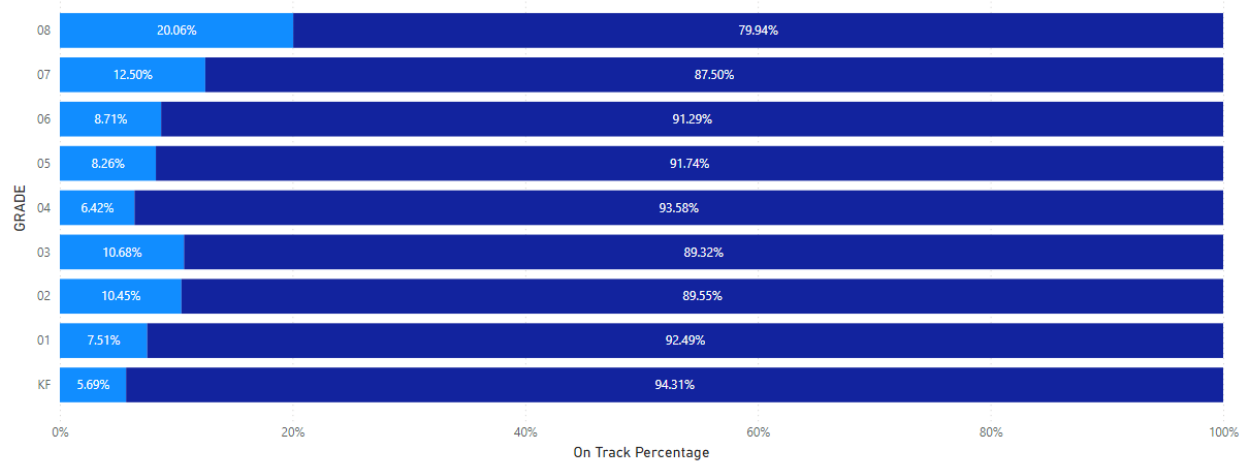


Appendix 1.2 Local Numeracy Data Sets

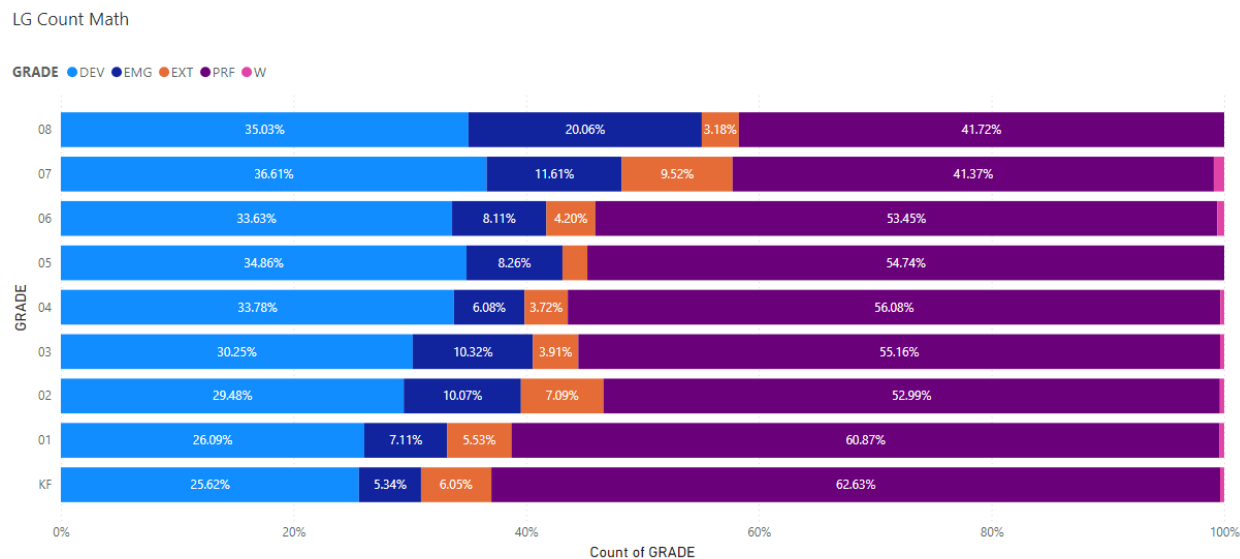
Grade KF-8 Percent On Track (Developing/Proficient/Extending) by Grade

On Track Percentage

On Track ● False ● True

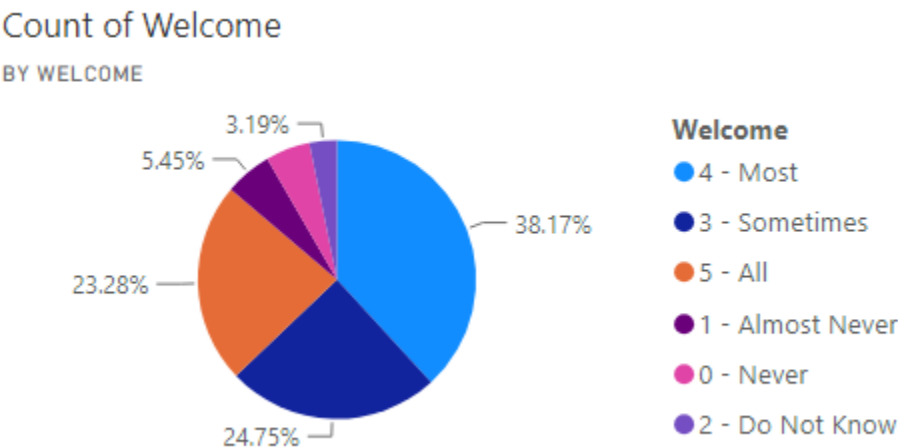


Grade KF-8 June 2025 Report Card Results for Mathematics by proficiency scale and grade



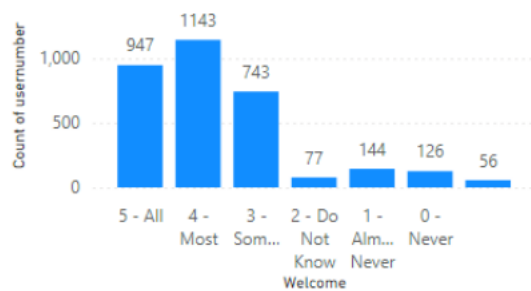
Appendix 1.3 Local Data Sets for Human and Social Development

Feel Welcome (Positive Responses on District Student Reflection for Grades 3-12 Spring 2025)



Feel Welcome (Positive Responses on District Student Reflection for Grades 3-12 Spring 2024)

Feel Welcome At School

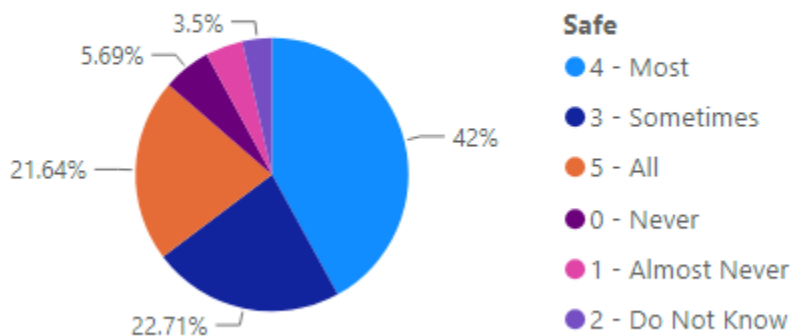


Students Feel Welcome at School	Positive Response Spring 2024 (All, most, some of the time)
All residents	87%
All Indigenous	86%
Indigenous on reserve	86%
Indigenous not on reserve	87%
Children & Youth In Care	88%
All with designations	83%

Feel Safe (Positive Responses on District Student Reflection for Grades 3-12 Spring 2025)

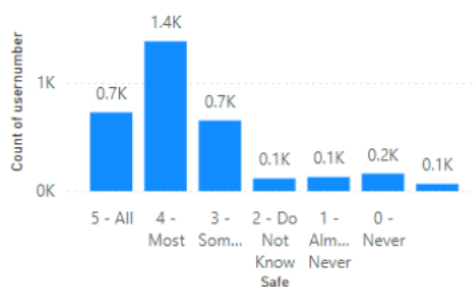
Count of Safe

BY SAFE



Feel Safe (Positive Responses on District Student Reflection for Grades 3-12 Spring 2025)

Feel Safe at School

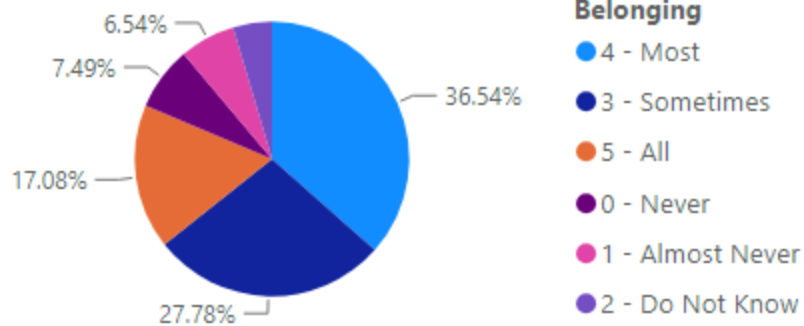


Students Feel Safe at School	Positive Response Spring 2024 (All, most, some of the time)
All residents	86%
All Indigenous	84%
Status on reserve	84%
Indigenous not on reserve	85%
Children & Youth In Care	88%
All with designations	79%

Sense of Belonging (Positive District Student Reflection for Grades 3-12 Spring 2025)

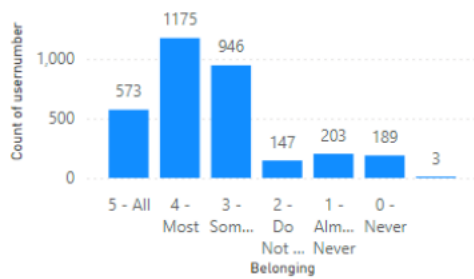
Count of Belonging

BY BELONGING



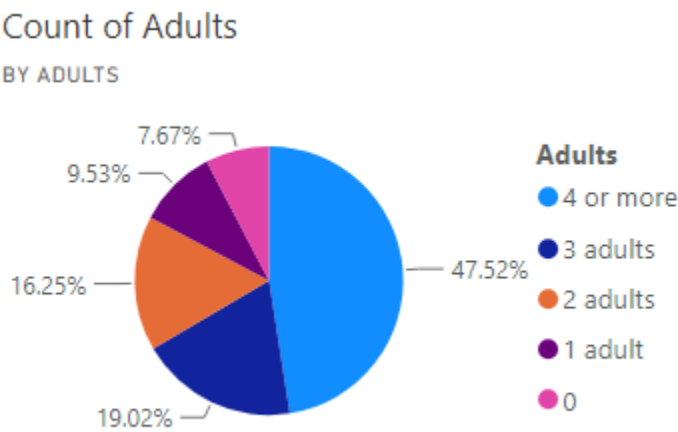
Sense of Belonging (Positive District Student Reflection for Grades 3-12 Spring 2024)

Sense of Belonging



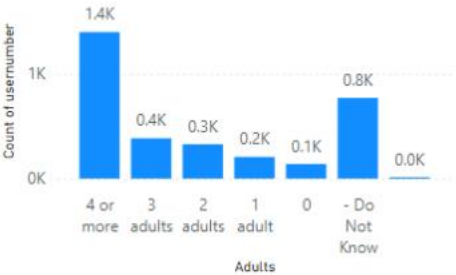
Students Feel They Belong at School	Positive Response Spring 2024 (All, most, some of the time)
All residents	83%
All Indigenous	81%
Status on reserve	79%
Indigenous not on reserve	82%
Children & Youth In Care	80%
All with designations	78%

2 or More Adults that Care (Positive District Student Reflection Responses Grade 3-12 Spring 2025)



2 or More Adults that Care (Positive District Student Reflection Responses Grades 3-12 Spring 2024)

Number of Adults that Care



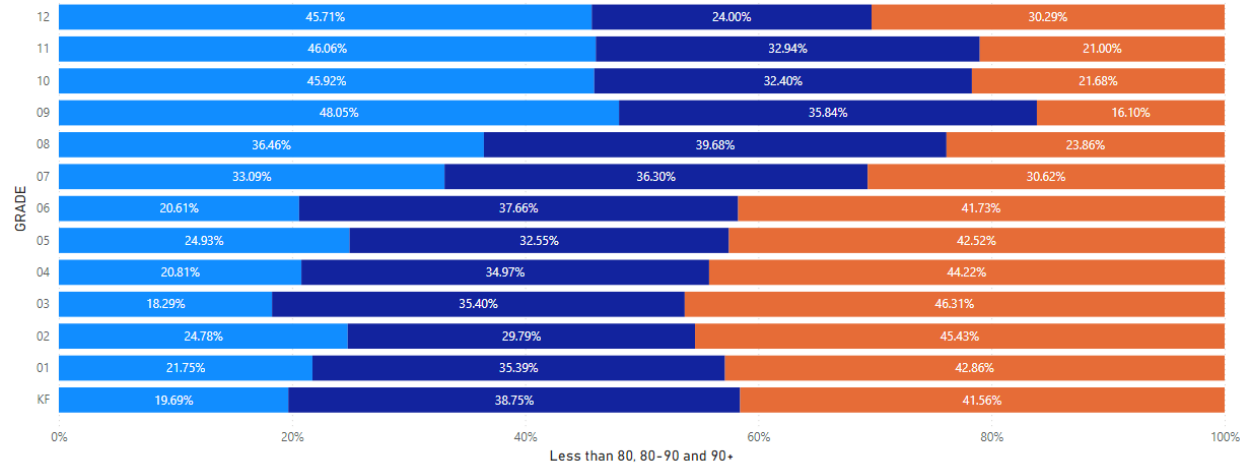
No. Adults at School Students Know care About Them	Positive Response Spring 2024 (2 or more)	Don't Know
All residents	65%	24%
All Indigenous	65%	25%
Status on reserve	65%	28%
Indigenous not on reserve	65%	24%
Children & Youth In Care	68%	28%
All with designations	68%	22%

June 2025 Percentage of Students with 90% or Better Attendance Grades K-12

Less than 80, 80-90, 90+

BY GRADE

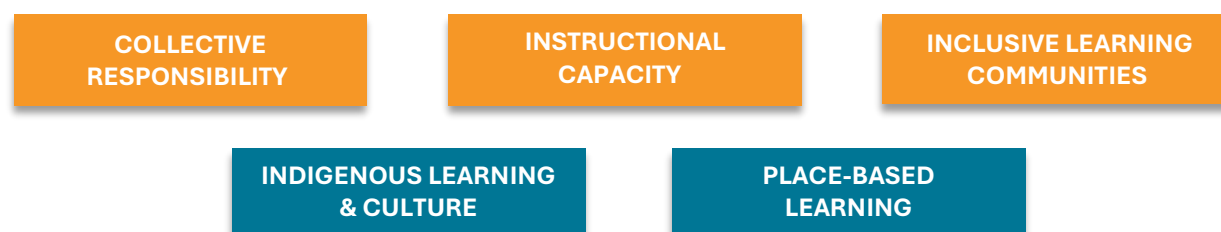
● Less than 80 ● 80-90 ● 90+



Part 2b: Respond to Results (Interim Progress Report) Reflect and Adjust



KEY FOCUS AREAS 2024-2025



KEY STRATEGIES 2024-2025 • Yr 1 of 3 Yr Plan

Strategy: From Strategy Map for Year 1 (2024-2025) of the District Plan for Learner Success	Strategy Selection & Effectiveness	Adjustments or Adaptations: •Continue, •Discontinue, •Adapt, and/or •Introduce and implement
EFFECTIVE STRUCTURES, PROCESSES, & PRACTICES		
School Plans for Learner Success	•Redesigned school plans to directly align analysis, interpretation, and goal setting with provincial Framework for the Enhancing Student Learning (FESL) Report. •School goal areas: ✓ Literacy ✓ Numeracy ✓ Attendance ✓ Belonging •School plans created and managed with new online Cariboo Information Management System (CIMS) with pre-populated data sets and required reporting areas for interactive and seamless plan creation •School efforts are aligned with district and Ministry goals •Positive feedback from PVP on process	Continue: •Build on schools' experience with initial implementation to deepen planning and intervention in key goal areas •Support for principals to lead evidence-based learning conversations

Data Warehouse & Cariboo-Chilcotin Information Management System	•Built a full data warehouse for District •Created Power BI Reporting Solution with automated role-based permissions and custom dashboards to support decision-making and planning across education and multiple business functions •Integrated as Cariboo Information Management System (CIMS)	Continue and Expand •Development of school data teams for continuous improvement •Use information to monitor progress
Aligned Numeracy and Literacy Strategies (staff learning, assessments, supports)	•Common assessments: Early Primary Reading Assessment (EPRA), District Assessment of Reading Team (DART), District Write, Foundation Skills Assessment (FSA), •Helping teachers support classroom teachers with administration of and planning from assessments •Group marking at elementary and secondary schools •Learning Rounds for literacy and numeracy •Pilot of numeracy assessment (developed by SD 82 with Carole Fullerton) aligned with curriculum •Beginning to establish common standards •Greater connection between curriculum, assessment, and instruction •Anecdotal reporting from principals and helping teachers following sessions that teachers responded positively and benefitted •Increased teacher collaboration on practice supported by schools using school growth funds •Not yet resulting in greater student achievement in literacy and numeracy •Poor student attendance is a barrier to improving academic success •teacher shortage resulting in less experienced and letter of permission teachers is a challenge to focusing on higher level instructional capacity. In a development phase.	Continue: •Implement district numeracy assessment district wide •Provide new teacher supports for readiness to engage in higher level practice development •Provide literacy and numeracy professional learning and support for teachers of all experience levels •Focus on student attendance in school plans to allow for continuity of instruction Introduce and Implement: •Data collection and school teacher experience profiles to target supports
Place-Based Learning Framework and Partnerships	•Promoting and supporting Professional Learning: ✓40 teachers completed <i>Outdoor Learning Certification Course</i> ✓44 - 4 Seasons of Indigenous Learning course ✓10 - registered for Braiding Sweetgrass for Educators course ✓11 - Medicine of Stories course ✓11 - Classroom Gardener course ✓38 Environmental Education Provincial Specialist Association (EPPSA) memberships	Continue: •Existing strategies Add: •Add Learning Rounds for outdoor teaching •Promote TMO Mentorship Program •Create District Outdoor – Social Emotional Learning Team

	•100s of registrations for the Outdoor Learning School and Store (OLS) online afterschool workshops •Place-based Learning sessions on all pro-d days •Classes registered for Take Me Outside (TMO) Yearlong Challenge (and many more for TMO Day and Week activities) •4 Habitat Conservation Trust Foundation (HCTF) certified Wild Schools •All PVP completed Outdoor Council of Canada (OCC) Supervisor Training for Field Trips •PVP Learning for self, team (staff), system (school) •Partners: ✓ JUMP! Educo– established working relationship ✓ EEPSA memberships ✓ Classrooms 2 Communities -teams to conference, presenters at conference, sponsorship, rep on C2C board in 2024-2025. •Formalized partnerships: ✓ Scout Island - continued support and partnership ✓ Gavin Lake –partnership to support new spring program ✓ Outdoor Council of Canada (OCC) collaboration on supervisor training ✓ Outdoor Learning School and Store membership and partnership for SD 27 sponsored courses; national network of outdoor learning leaders •New Field Trip system under development •Many posts showing wide-ranging experiences for staff and students in all seasons •Feedback from consultation that is a high priority to continue to focus on •Cariboo-Chilcotin Teachers Association (CCTA) is very supportive of increased professional learning opportunities in this area •56% of Grade 3-12 on 2025 Student Reflection said outdoor learning is part of their school experience most of the time and some of the time. This is 4% higher than the previous year. For elementary <4% reported rarely or never.	•Create an organizer to share the framework (professional learning, peer support, resources and structures, local, provincial, national partnerships)
School Indigenous Cultural Annual Plans	•Schools required to create annual plan with monthly Indigenous culture events aligned with Calendar of locally significant themes and important days and observances including National Indigenous Peoples Day, Orange Shirt Day, Red Dress Day, and to welcome back to school year and after breaks.	Continue: •ongoing development of resource centre kits •Pro-D day opportunities for local First Nation learning for teachers Expand:

	•Pow Wows at elementary and secondary schools •Funding approved by FNEC •Involves Language Teachers and Indigenous Support Workers, and First Nations cultural teams •Elders in residence started at several schools; other schools invited knowledge keepers, chiefs, and elders in, and held events for elders •First Nations Education Council (FNEC), now Indigenous Education Council (IEC), approved honorarium program •District-wide culture projects for Gr 5 and Gr 6 •Cultural field trips on the land and in community •All schools have a plan •Record number of Indigenous Role Model program participants •Numerous examples represented by posts demonstrating regular cultural activities in all schools •85% of students Grade 3-12 on 2025 Student Reflection Survey report learning about local First Nations culture at school; slight increase from previous year at 82%. •Indigenous learning and culture identified as high priority to continue to focus on in district community input	Elders in Residence and knowledge keepers in schools •Collaborate with IEC on program development to enrich school cultural plans
First Nations and MCFD Secure Data Sharing	•Built secure data sharing system for Education Coordinators of Bands with a Local Education Agreement •Consultation with Bands piloting •Fully implemented with two Bands •Changed Local Education Agreement (LEA) meetings from District providing student information to Band, to Band driving meetings on the basis of information they have in real time. •If Ministry of Children and Families (MCFD) is willing to implement we will have more accurate information to identify and support students in care	Continue: •Expand to remaining Bands Implement: •Identify contact at MCFD to initiate implementation
School Culture Assessment	•Replaced by Climate and Culture Review •Review provided mandate affirming current work and providing direction on further steps •First iteration of living plan to implement recommendations including: ✓District anti-racism committee to create district anti-racism learning plan ✓Co-creation of anti-Indigenous racism initiatives and strategies with IEC	Implement: •Response plan •Introduce new elements and adapt as plan progresses

First Nation Education Council Bill 20 Implementation	• Terms of Reference received in June 2025 • Board Policy 140 Committees updated to reflect change status from Board committee	Implementation: • Implement terms of reference changes from First Nations Education Council (FNEC) to Indigenous Education Committee (IEC), including membership, meeting organization, secretariat, all new functions)
Equity in Action Reboot	• Approved end of previous year by FNEC to re-engage • No new action taken	To be discussed with IEC to determine next steps
Youth Community Connections Program	• 1 of 9 high priority districts for erase Organized Crime & Exploitation Prevention Pilot • Grant to support Manager of Youth Connections position • Referral and intake process established for youth with involvement or risk of involvement or victimization of criminality or gangs • Over and above service and support for youth in any school or in community but not yet connected with school • Individual planning to mitigate risk factors with protective factors through coordinated supports with District and community service providers • 10 workshops and 36 information sessions for students, school and community services staffs, parents and caregivers • 38 referrals for the YCCM program. • Successfully transitioned 11 youth into school with continued Youth Community Connections supports • Helped 6 youth into the workforce	Continue: • Build on relationship with RCMP for greater integration • Expand on early prevention programming (Grade 6-7)
Accessibility Plan	• Regional initial plan in place • Online survey to gather local input • New website (translation function embedded, high visibility text and screen scaling for text size for readability, compatible with screen reading solutions) • Accessible portable for childcare at Chilcotin Road • Push button door openers added to Board Office; started long-term project to replace all doorknobs in buildings with lever handles • Accessibility made priority criteria for facility upgrade project requests	Adapt and Continue • Activate local community consultation model to identify barriers and solutions • Repeat Community Navigation training for Youth Engagement and Indigenous Support Workers

Staff Recruitment Plan	•3 year plan in place •Increased participation in career fairs: ✓8 in-person across Canada and 8 virtual fairs: hired 16 teachers •Targeted candidate search through Make a Future for several positions. •Member of working group on recruitment and retention within BC and locally with Chamber of Williams Lake and other local businesses. •Seminars on immigration processes to better understand how to hire and support international teachers. •Hired French Language Assistant through the French Language program and Ministry of Education and Child Care for 2025-2026. •Partnered with Thompson Rivers University to participate in the Teachers with International Teaching Qualification (TWINQ) pilot project to bridge the connection between Master of Education students and our schools: hosted 4 teachers •Expanded Teacher Candidate hosting: ✓11 teacher candidates for 15 practicum placements ✓5 Community Field Experience teacher candidates from UBC •Created new recruitment materials to promote local lifestyle, district focus areas, professional support	Continue: •3 year plan of recruitment and partnerships Introduce and Implement: •Partner with UBC to promote teacher education as a post-secondary path with Northern Indigenous Teacher Education Program (NITEP) at UBC for local Indigenous students
Staff Attendance Support Program	•Drafted framework for program and engaged in discussion with both unions. •Developed Power BI tools to work with attendance data •Baseline attendance averages established •Meetings with employees on an as needed basis.	Implement: •Formalize procedures •PVP Training •Supports for follow up with employees
Internal and External Communications Plan	•Reinforced by Culture and Climate Review as a priority •Communications support engaged •Review with input from staff and partners started •New district and school websites •Use of power app for targeted group communications and automated notifications for transportation •Incident Command Teams system for critical incident response communications set up •Development of app for push notifications families underway	Continue: •Complete review and plan from recommendations

Board Process Review	•Internal review of Board completed •Procedural Bylaw updated •Committee of the Whole structure added •Working sessions and annual workplan implemented •Improved functioning of the Board and processes aligned with wishes of Board	Continue: •Revisit recommendations and progress at future Board working session
District Process and Workflow Review	•Internal review of operations processes underway •Continuous development of Administrative Procedures and operating procedures for District and schools	Continue: •Review of current and Development of new administrative Procedures to follow Policy review
Health & Safety Program Update	•Completed implementation of safety system for online reporting of all incidents, near misses, and workplace incidents of violence bullying and harassment. •Completed implementation of Training module within safety system and updated training for Respectful Workplaces, which will include Standards of Conduct and Professional Boundaries. •Completed implementation of Safety Committee module to provide site based Joint Occupational Health and Safety (JOHS) committees appropriate access to incidents and to record monthly minutes in an accessible platform. •Completed implementation of Return-to-Work module for HR to manage return to works in a system with documented plans, and easy communication with employees and providers. •Training for safety system is in progress and expected to be live by end of September.	Continue: •Complete training within the system •Purchase and implementation of Inspection Module for monthly inspections based on best practice and recorded in one platform; will allow analysis of injuries and other statistical information for sites to be proactive with safety.
Long Term Capital Plan and Transportation Optimization	•Adjusted stops with public consultation •Set up better system for communication with all and route-specific families •Digital rider attendance and cards introduced •Implemented online registration and notification •Changed registration timelines to earlier to support planning and notification •Engaged consultant to support LTFP •Resolved many of the concerns families expressed •Greatly improved experience for families and department for current year (positive feedback communications from parents)	Continue: •Ongoing annual adjustment of routes •Phasing out of legacy courtesy riders to process of annual consideration based on space •Fine-tune use of cards •Continue to explore improved stops sites working with partners
Building Security and	•Security and fire alarm systems of all sites (25 buildings) updated and integrated into new modern network	Continue:

Communications Upgrade	•Building main door access by fob system with automated authorization of access levels by role; automated update of permissions based on status in HR system •Enhanced safety in emergency situations requiring lockdown •Fully upgraded of PA systems in 10 schools, 5 partially completed •Enhanced communication capability for daily and emergency function of school	•Update additional exterior entrances with fob access •Complete PA system upgrade for remaining schools
Cybersecurity Upgrade	•Developed Incident Response Protocol with Unit 42 •Firewall hardening with IBM K-12 •Microsoft Defender security uplift with IX Solutions •Mitigated risk of data breaches and financial damage due to cybersecurity incident	Continue
CAPACITY BUILDING		
Learning Series with CCTA: Aligned with Plan Priorities	Learning Series of Pro-D days and learning rounds with schools in session: Literacy and Numeracy •Positive feedback from teachers and principals •Increased cross-classroom and cross-school collaboration on instruction •Creating common language and approaches •Not yet showing up in improved student results	Continue and Adapt: •Add outdoor teaching learning rounds using provincial and local teacher specialists
New Teacher and LOP Support Program with CCTA	•29 first and second year teachers supported with program of support co-developed and co-delivered with CCTA •Yearlong framework provided 2 days of workshops and networking together before the start of the year, mentorship, an in-school buddy, release days for observations and collaboration, a dinner and check-ins during the year, and additional funds for pro-d and materials. •Participants were surveyed and feedback led to adjustments to the workshops and shape of the days in August and other details of the program.	Continue: •Ed Collective Program Add: •Include Teachers on Letters of Permission •Supplementary series for teachers new to Canadian teaching
PVP Instructional Leadership Cohort with Dylan William	•3 sessions participated in by PVP with research projects in between •Personal plans developed by PVP for incorporating research into their school planning processes and personal professional growth plans. •Feedback from PVP was positive but able to continue this work without additional sessions this year •Led to Read to Lead initiative for PVP	Discontinue

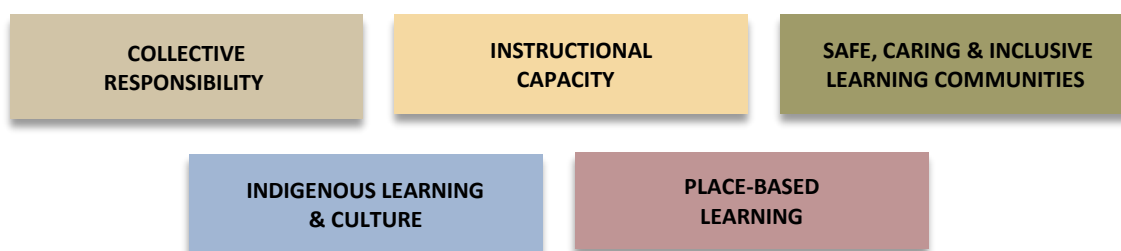
Helping Teacher Model: Aligned with Learning Series, Assessments	•3 district helping teachers assigned to support individual and teams of teachers with assessments and strategies connected to the literacy and numeracy learning rounds. •Helping Teacher service summaries show support provided across schools, with an emphasis on new teachers, focused on literacy, numeracy, assessments, and strategies from learning rounds •Teacher feedback indicates value support	Continue •All current strategies
Collective Responsibility Framework Implementation	•introduced resources to use for meetings and planning to focus widening circle of supporters and increasing intensity of intervention to support a healthy functioning student-teacher-parent/caregiver relationship. •create collective responsibility and connection to work for all staff in their roles •Celebrate staff and partners •Improved data entry and access (myEd, CIMS) to make decisions and track intervention. •Examples of collective responsibility in posts •Posts demonstrate more education needed to clarify the model and recognize work done in this area	Continue and Adapt: •New formats drafted for sharing in Fall to be more user friendly for meetings and planning, and for celebrating partnerships •Educate community about model and celebrate
Restorative Practice & Circle of Courage Training	•Second year of trauma/circle of courage training (4 sessions in October and April) held with staff and community) •All PVP, all Youth Engagement Workers, All Indigenous Support Workers trained •Other staff and community members trained	Continue: •Retitle strategy to emphasize trauma-informed focus of the training •Annual session to train new staff and partners and refresh as required (booked for April 2026)
Natured By Nurture Mental Health Plan	•Mental Health Plan: Nurtured by Nature in SD 27 based on learning about mental health, building community, and time outdoors •EASE (Everyday Anxiety Strategies for Educators) provided to interested Grades K-12 •MHL (Teaching Mental Health Literacy) compensation to do outside of school day provided to all interested Grades 7-12 with compensation to do outside of school day •<i>Finding Your Purpose</i> workshop and book study attended by 80+ participants •<i>Finding Your Wellness</i> workshop and book study-60+ participants	Continue: •All current strategies Introduce and Implement: •District Social Emotional Outdoor Learning team

	•Monique Gray Smith session (opening day with 800+ staff, <i>Gathering of Hope</i> outdoor event at Powwow Arbor) •Theme of Walking Together carried through from leadership retreat to opening day with all staff, <u>start up with school staff</u>, to <u>student start</u> was a <u>unifying concept</u> reflected in <u>many ways</u> across the district	
Compassionate Systems Leadership Learning Team	•Team of 6 PVP trained in Compassionate Systems Leadership (CSL) •<u>Summer learning for PVP</u> about CSL •Led activities at each PVP meeting with explicit intention PVP take back to do with own staff and for staff to do with students (model practice development for self, team, system) •District-wide commitment to start year with intentional action to create belonging and build community for staff, students, and families •Positive feedback from staff about slowed down start and intentional community building •24/24 schools began the current year with circle work and compassionate systems practices •2025 Student reflection Survey 86% which is up slightly from previous year at 83% increased student sense of belonging on reflection survey	Continue: •Team to BCSSA Fall Conference on Compassionate Systems Change •Deepen circle practice Introduce and Implement: •Explicitly teach staffs CSL tools and strategies •Incorporate CSL approaches in staff meeting work to do in partnership with CCTA

UPDATED KEY FOCUS AREAS 2025-2026

These focus areas were confirmed for the second year of the plan by the Board of Education in Spring 2025 based on input from public consultation as part of the budget process including with FNEC, school teams (principal, teacher, support staff, PAC member from each school), and input from school staffs and PACs, and students from some schools. Consultation was about which key focus areas remained a high priority, which may no longer be a priority, and what might be missing. Indigenous Learning and Culture and Place-Based Learning were particularly noted as valued.

The title of the key focus area of Inclusive Learning Communities has been adjusted to explicitly reference the component of safety and care: Safe, Caring, & Inclusive Learning Communities. We will continue, adjust, and deepen our work in these areas in this second year of the current plan toward success for all students in Cariboo-Chilcotin School District.



ADDITIONAL KEY STRATEGIES 2025-2026 • Yr 2 of 3 Yr Plan

Strategy: For Strategy Map for Year 2 (2025-2026) of the District Plan for Learner Success	Strategy Selection & Effectiveness	Adjustments or Adaptations: •Continue, •Discontinue, •Adapt, and/or •Introduce and implement
EFFECTIVE STRUCTURES, PROCESSES, & PRACTICES		
Alternate Program Restructure	•Location of alternate program in 100 Mile was not compatible with the program needs; issues with community •program relocated •Brought both programs under experienced alternate program leader; added VP •File review of alternate program in 100 Mile demonstrated need for revised intake and planning process •Recommendation to review included in Culture and Climate Review •Intake and program model of Skyline program to be implemented •Outdoor and nature component to be strengthened •Proceeding from full file review - all students starting current year meet criteria for program •Cariboo Family Enrichment Centre enthusiastic to host program co-located with their services •Positive partnership formed •Effectiveness will in part be determined by ongoing file review for appropriate placement, rates of successful transition out of the program, and documentation of intensive services for all students	Implement
Safe Schools Learning: Staff, Students, Families	•A recommendation of the Culture and Climate Review was to host Safer Schools education sessions for schools and families •Safer Schools sessions for students and families were held previously on a school-by-school (typically other schools invited as appropriate) •Recognized benefit in consistency across district •Effectiveness will be determined in part by participation in training and learning events, increased self-reporting of students feeling safe at school, erase reports received	Adapt •Coordinate district-wide sessions for students (at school) and families (evening) on online safety and bullying •Seek input from DPAC on third session topic

		•Promote online sessions available for families through erase
Anti-Racism & Anti-Indigenous Racism Plans	•Important recommendation from the Culture and Climate Review •Anti-racism learning series for PVP •District anti-racism committee will be formed and create a district learning plan •IEC and district will co-develop anti-indigenous racism strategies and initiatives •Effectiveness will be determined in the remainder of the 3 year plan by delivery of plans to address racism and anti-indigenous racism co-constructed by the district committee and IEC respectively.	Introduce and Implement
PVP Mentorship	•A number of principals and vice-principals (PVP) on the district team new or with few years of experience. •All new PVP participating in BCPVPA Foundations for New Leaders course •All new PVP participating in BCPVPA Mentorship Program •Self-selected networks of peers as part of PVP professional growth plans •Effectiveness will be determined by survey of participating PVP about perceived support and professional growth.	Introduce and Implement
Leadership Development Program	•Recommendation from the Culture and Climate Review •Formalize program for aspiring administrators •Success in the first year will be determined by development of a curriculum and selection of participants •Longer term success will be determined by number of program participants placed in PVP positions in district	Introduce and Implement



CARIBOO-CHILCOTIN SCHOOL DISTRICT PLAN FOR STUDENT SUCCESS 2024-2027 YEAR 2 • 2025-2026



**ENHANCED
STUDENT SUCCESS**



**MEASURE
&
MONITOR**

In Cariboo-
Chilcotin School
District we are

- Developing collective capacity in our key focus areas, for growth,
- For improved practices,
- So learners have better experiences and service,
- Leading to greater success for ALL students.

**ACTION:
EFFECTIVE
STRUCTURES,
PROCESSES, &
PRACTICES**

**ACTION:
CAPACITY
BUILDING**

**KEY GROWTH
AREAS**

Intellectual

- **ON-TRACK IN LITERACY**
- **ON-TRACK IN NUMERACY**

- Gr 4 & 7 FSA Reading, Writing, Numeracy
- Gr 10 & 12 Literacy Assessment
- Gr 10 Numeracy Assessment
- Gr to Gr Transitions

Human & Social

- **FEEL WELCOME, SAFE, CONNECTED TO SCHOOL**

- Gr 4, 7, 10 Student Learning Survey: Safe, Welcome, Sense of Belonging
- Gr 4, 7, 10 Student Learning Survey: Number of adults who care

Career

- **GRADUATE**
- **CORE COMPETENCIES FOR LIFE GOALS**

- 5 Year Graduation Rate
- Post-Secondary Transition Rate to BC Institutions

- Report cards (On Track in Language Arts, Math, Attendance)
- District Student Learning Reflection
- Reading, Writing Assessments

SCHOOL AND DEPARTMENT WORKPLANS – Objectives and Key Results (OKR)

School Plans For Learner Success	Data Warehouse & Information Management System	Board Policy Review	Indigenous Education Council Bill 20 Implementation
District Literacy and Numeracy Assessments	Anti-Racism & Anti-Indigenous Racism Plans	Accessibility Plan	Long Term Capital Plan and Transportation Optimization
Alternate Program Restructure	Youth Community Connections Program	Internal and External Communications Plan	Building Security and Communications Upgrade
First Nations and MCFD Secure Data Sharing	Staff Recruitment Plan	Staff Attendance Support Program	Cybersecurity Program
Safe Schools Learning: Staff, Students, Families	District Mental Health Plan	Outdoor Learning Support Partnerships: Local, BC, National	Health & Safety Program Update
Learning Series with CCTA: Aligned with Plan Priorities	PVP Mentorship	Leadership Development Program	Our Collective Responsibility Initiative
New Teacher and LOP Support Program with CCTA	Helping Teacher Model: Aligned with Learning Series, Assessments	Restorative & Trauma-informed Practice, & Circle of Courage Training	Compassionate Systems Leadership Learning Team

COLLECTIVE RESPONSIBILITY

INSTRUCTIONAL
CAPACITY

SAFE, CARING &
INCLUSIVE LEARNING
COMMUNITIES

INDIGENOUS LEARNING
& CULTURE

PLACE-BASED
LEARNING

STRATEGIC ALLOCATION of BUDGET, STAFFING, ATTENTION, and TIME to SUPPORT PLAN PRIORITIES

**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 or diverse abilities

