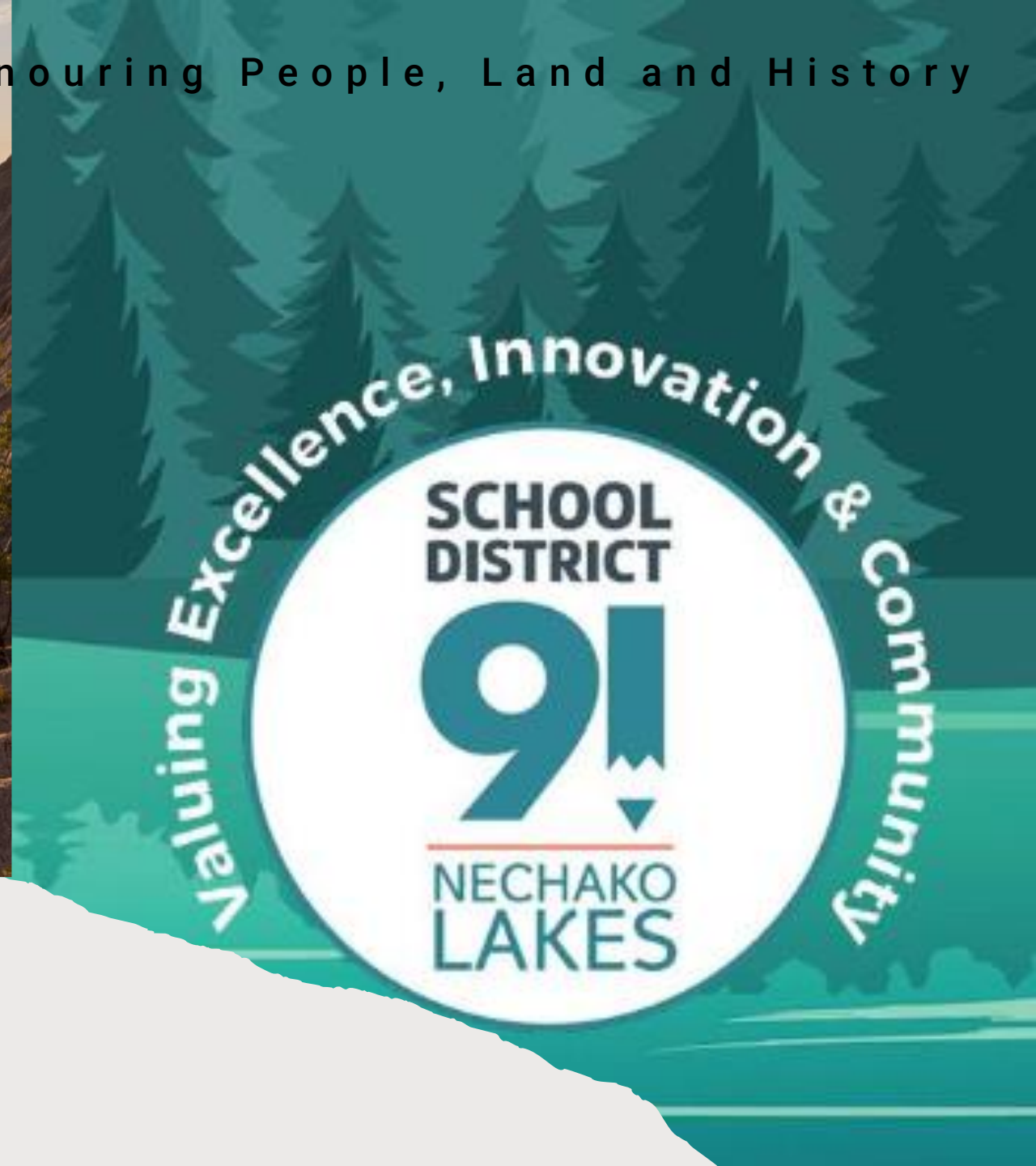


Honouring People, Land and History



Strategic Plan: Superintendent's Year-End Update to the Board

June 2023



Measuring Our Progress



Beginning



On Track



Completed



Goal 1 Honouring Diversity

Honouring People, Land and History

Inclusive Spaces

Objective	Progress	Highlights
Review high school PHE curriculum and practices for inclusion and belonging to meet the needs of the diverse student body		• District staff, administration and PHE teachers met to share resources, practices, and participate in provincial webinar. • The district is liaising with Health; accessing other resources across BC continues. • Initial assessment and review of current PHE classroom and assessment practices to align with Reporting Order has occurred.
Support DPAC in their goal of setting up “parent-friendly” spaces and meeting rooms at schools		• Meeting with PVP occurred in fall 2022. • Spring meeting with DPAC president to discuss what is yet to accomplished and strategies for follow-up.
Establish an updated baseline for the Equity Scan		• Spring meetings for Northern Districts have occurred to re-engage in the Equity Scan. This involved the Ministry, Rightsholders and stakeholders, and Board of Education and District staff. • Consultation is being planned beginning in fall 2023.

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Inclusive Curriculum & School Env.

Objective	Progress	Highlights
Support schools in creating quality competency-based Individual Education Plans.		- SD 91 District staff meets with the Inclusive Ed staff on a monthly basis to achieve this objective. Shelley Moore has met twice with Inclusive Ed Teachers to support their growth in this area. - Although this is a continued area of focus the work planned for this year was accomplished.
Support schools in timely identification and supports for Children in Care.		- Conversations with the Ministry continue on this topic. Identification of children in care has proven to be more challenging than anticipated due to consent and confidentiality. - An assigned staff person will oversee supports for children in care in 2023-24.
Ensure students of diverse sexual orientation and gender identities (SOGI) feel safe, included, and represented in schools.		- Professional learning sessions with PVP regarding best practices for serving LGBTQ2+ students occurred. School Leads met monthly to network and share strategies. - All high schools and some elementary schools have GSAs. - Universal washroom access is now in place at all high schools. - Next step is to begin to respond to the Report on Two-Spirited Youth

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Indigenous Language & Curriculum

Objective	Progress	Highlights
Increase the number of language and culture courses offered within SD 91 schools.		• Opportunities for Carrier language continue to expand. The number of Language and Culture teachers has increased from last year. • In consultation with IEC, planning for further development of provincially authorized curriculum for locally authorized Indigenous courses is underway.
Ensure that every student who will graduate beginning in 2023-24 will meet the new Indigenous Graduation requirement.		• School-level plans are in place to ensure all students meet the new grad requirements. • Regional training took place for teachers in Spring 2023 in Prince George. • Planning for BAA course development with representatives from IEC has begun.

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Goal 2 Engage our Workforce

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Development of Leadership

Objective	Progress	Highlights
Support and expand leadership opportunities within SD91.		• <i>Spirit of Leadership</i> professional learning for District staff is ongoing (district and provincial level). • The district is provided opportunities for PVP and teachers in leadership roles and responsibilities (e.g., recruitment efforts, mental health, ArtStarts, working group for reporting order, operational services processes). • District Teacher Leaders engaged in new provincial opportunities to expand their capacity and network. • The district promoted the UBC short course (Foundations for New School Leaders). Four aspiring leaders will be attending in July 2023.

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Staff Development

Objective	Progress	Highlights
Provide a variety of learning opportunities for both educational and operational staff to ensure a continued focus on student success.		• The September 23rd Indigenous Education Conference focused on Reflection & Renewal. The Hon. Murray Sinclair delivered the keynote. • Throughout the year staff learned with Jo Chrona, Peter Liljedahl, and Faye Brownlie regarding research-based strategies to promote student learning. • Training in introductory Compassionate Systems Leadership has been ongoing. • Compassionate systems leadership engagement has occurred with grade 7 learners and staff at NVSS.

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New Employee Recruitment, Orientation & Welcome

Objective	Progress	Highlights
Expand recruitment and retention efforts to reduce workforce vacancies and increase employee diversity.		• Several new teacher sessions have been held. A New Teacher Mentor has been hired part-time to work with new teachers and LOPs. Intentional connections with new teachers regarding their evolving needs have been made. • A Recruitment Specialist has been hired as part of a Northern Strategy. A bursary program is being examined as part of this strategy. • Specific recruitment has occurred for new teachers who represent diversity. • Staff have expanded the number and location of careers fairs to include fairs across Canada, resulting in 16 new hires to date. • SD91 has been accepted into the ECE dual credit program with CNC and an LOU will be completed by the end of June. • An exit interview has been developed and will be implemented.

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Expand & Support a Culture of Inquiry

Objective	Progress	Highlights
Increase the number and professional capacity of staff collaborative inquiry teams across both elementary and high schools.		• Fall NOIIE orientation for school teams occurred. • \$1000.00 subsidies and additional supports were offered to each team. Eleven teams received this funding. • District support teams had regular check-ins with schools to support Inquiry Teams. • The number of inquiry projects was 11, which is by far the most inquiry projects per capita in BC. • A celebration of sharing was held in May; several NOIIE teams (11 members) were supported in attending the Spring Symposium in Vancouver; Team from Sweden will be visiting SD91 in the Spring to learn from our inquiry projects. • BESS received a grant from the Canadian Playful schools Inquiry Project. The project was presented in Ottawa in May.

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Valuing Employee Contributions

Objective	Progress	Highlights
Use a variety of tools and opportunities to recognize and celebrate employee contributions across roles.		• The Superintendent's Monthly Report regularly features employee contributions (e.g., Indigenous Ed Advocates, Inclusive Education, SOGI Leads, bus drivers, payroll, administrative professionals, retirees). • An initial schedule of awards was developed, and award promotion occurred over the year, resulting in numerous nominations moving forward (e.g., Premier's Award).

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Supporting Employee Well-being

Objective	Progress	Highlights
Develop a wholistic, sustainable plan to support employee well-being.		• A Well-being Committee is currently being created. This is a collaborative effort across employee groups. • Adult Mind-Up was advertised to all staff through PVP. • Starling Minds, an online cognitive behaviour therapy program has been running all year. • A staff GSA was created. The group met three times starting in March and are planning a book club for the fall.



Goal 3 Create Student Success

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Strengthen Learner Success

Objectives	Progress	Highlights
Increase learner success through a focus on assessments/results in the areas of literacy, numeracy, and well-being.		• Re-write of RAD was completed during the year (secondary and elementary involvement). Student Voice will be consulted in the fall. • Multiple-re-writes for Graduation Assessments is now an embedded practice.. • Collaborative conversations occurred at the school-level regarding District Literacy and Numeracy assessment data. • Conversations to review and respond to data have occurred at PVP. • District Teacher Leaders supported new teachers and LOPs with instruction and response to assessment.
Continue the review of alternative programs within SD91 to identify strengths as well as opportunities for growth, such as equity of access.		• A workplan in response to the Alternative Education Review was developed for SD 91. This plan involves professional learning for staff, alignment of programs and review of resources. • An updated policy was developed and passed by the Board. Regulations continue to be developed. • Alternative Ed teachers have met twice to develop the vision for the program and common practices, such as program intake/access. • Six staff attended the Alternative Education conference to increase capacity and networking.

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Supporting School Engagement

Objective	Progress	Highlights
Increase student engagement to support their learning and well-being.		• Power BI dashboards continue to be developed at the provincial level. District staff have engaged in Data Analytics sessions with Ministry staff. Dashboards will be available to PVP once completed by the Ministry. • Programs and services to enhance student-well-being have been expanded including: Hundiyyin Girls' Program, FSJSS Indigenous Student Leadership Program, FSJSS GSA program, and Compassionate Systems (NVSS).

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Increase Student Belonging

Objective	Progress	Highlights
Increase students' "sense of connection and belonging" at high school (based on Student Learning Survey questions) to above the provincial average.		• Specific Student Learning Survey questions are now included in School Growth Plans at the secondary level. • Secondary Principals presented to the Board about Student Learning Survey results in December 2022. • District engagement with Student Voice occurred (mental Health fairs were held; they contributed to the PHE safe space conversation) • Plans for upper elementary Student Voice groups are evolving. Secondary Student Voice has been approached to support this strategy in the fall.



Goal 4 Enhance Connections

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Strengthen Partnerships

Objectives	Progress	Highlights
Expand future career options for secondary students through collaborative projects with UNBC (and other post-secondary).		• A 3-year Collaborative Research Agreement for Koh-Learning was signed. • The District re-engaged with post-secondary institutions in implementing dual credit programs. We received a \$25, 000 grant from the province to support student seats. An LOU will be signed with CNC in June.
Engage parents and DPAC with the Speaker Series Online events in the 2022-23 school year.		• Shelley Moore presented to parents in November 2022. • DPAC supported a community Mental Health speaker in February 2023. • Sessions on Reporting Order, Indigenous Education & Grad Requirement, cyber-bullying, Out in Schools were held.

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Early Learning & Child Care

Objective	Progress	Highlights
Complete a comprehensive scan of existing services as well as District, school and community needs related to Early Learning and Childcare, in order to make recommendations for next steps towards meeting the goals of the Ministry mandate.		• A District Principal of Early Learning and Child Care was hired and began work in January 2023. • A district scan was completed regarding child care needs in each community. • A survey to gauge interest in ECE training was implemented. Survey results are informing next steps. • Career Coordinators at each school are connecting with learners to gauge interest in Early Childhood Education as a career. • Additional community partnerships are being examined.

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Key Indicators of Success

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Key Indicators of Success

Foundational Skills Assessment (FSA)

Early Development Instrument (EDI)

Middle Development Instrument (MDI)

Attendance

Graduation Assessments

Graduation & Transition Rates

Student Learning Surveys

District Assessments

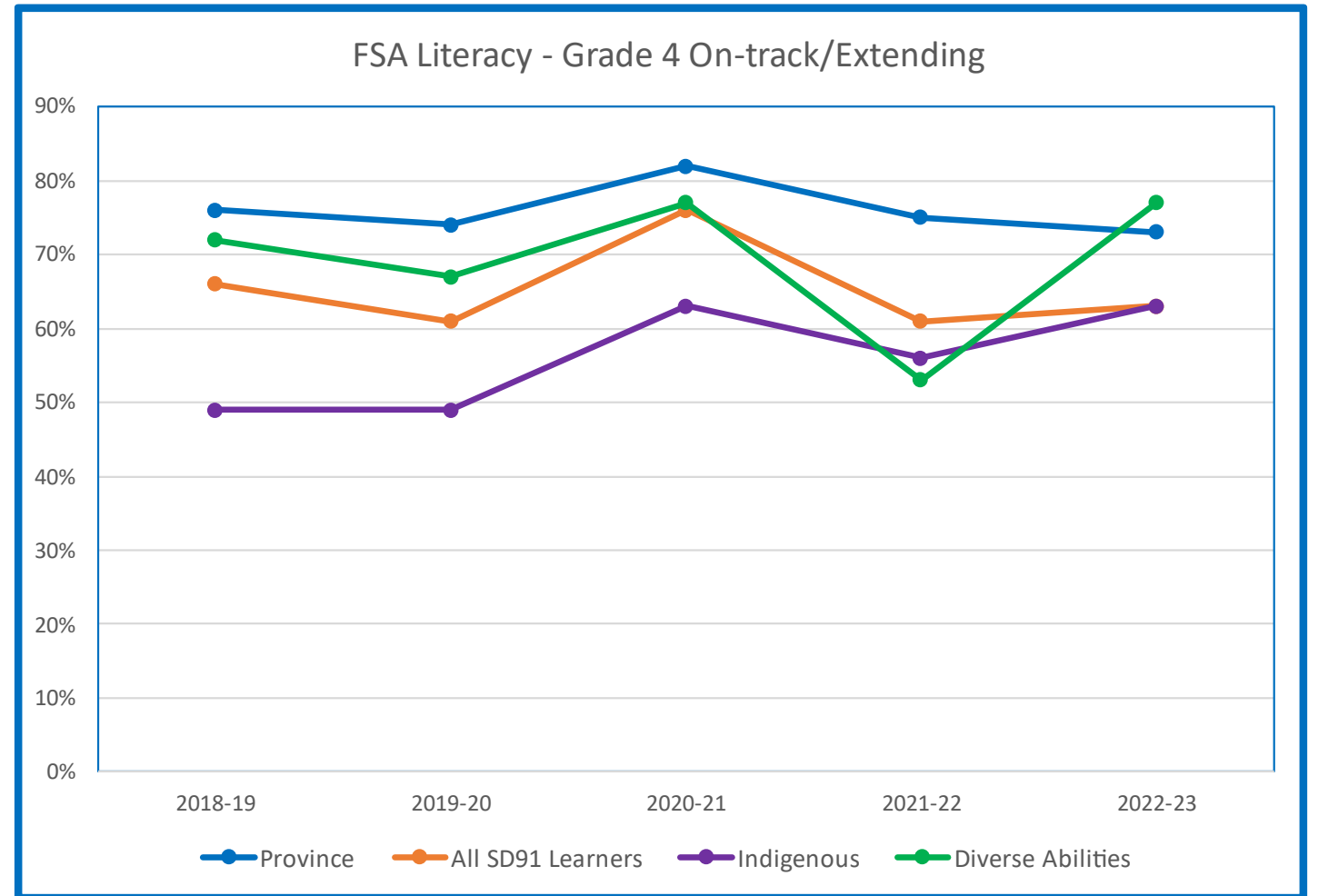




Literacy Assessments

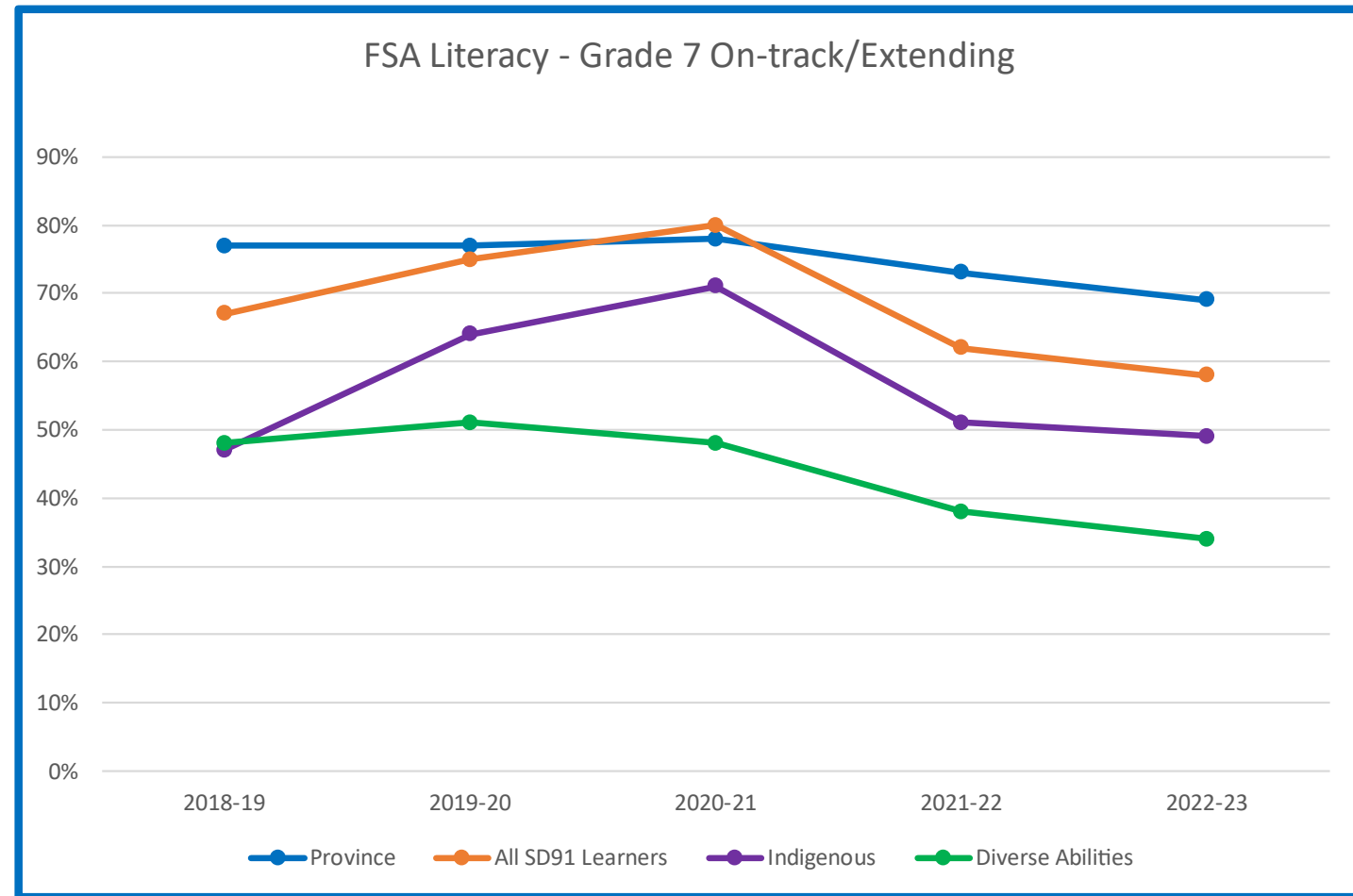


FSA Literacy (Grade 4)



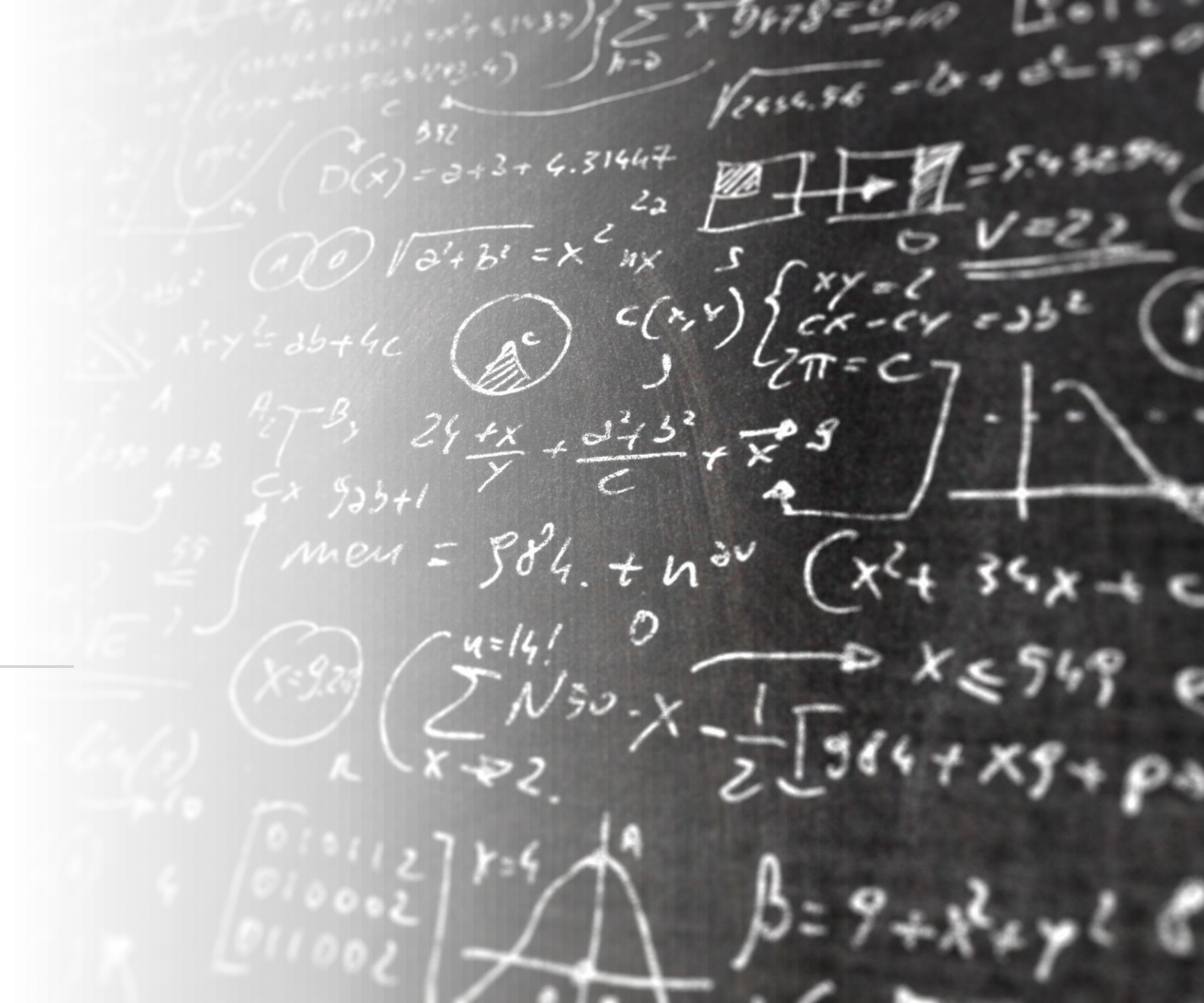
	2018-19	2019-20	2020-21	2021-22	2022-23
Province	76%	74%	82%	75%	73%
All SD91 Learners	66%	61%	76%	61%	63%
Indigenous	49%	49%	63%	56%	63%
Diverse Abilities	72%	67%	77%	53%	77%

FSA Literacy (Grade 7)

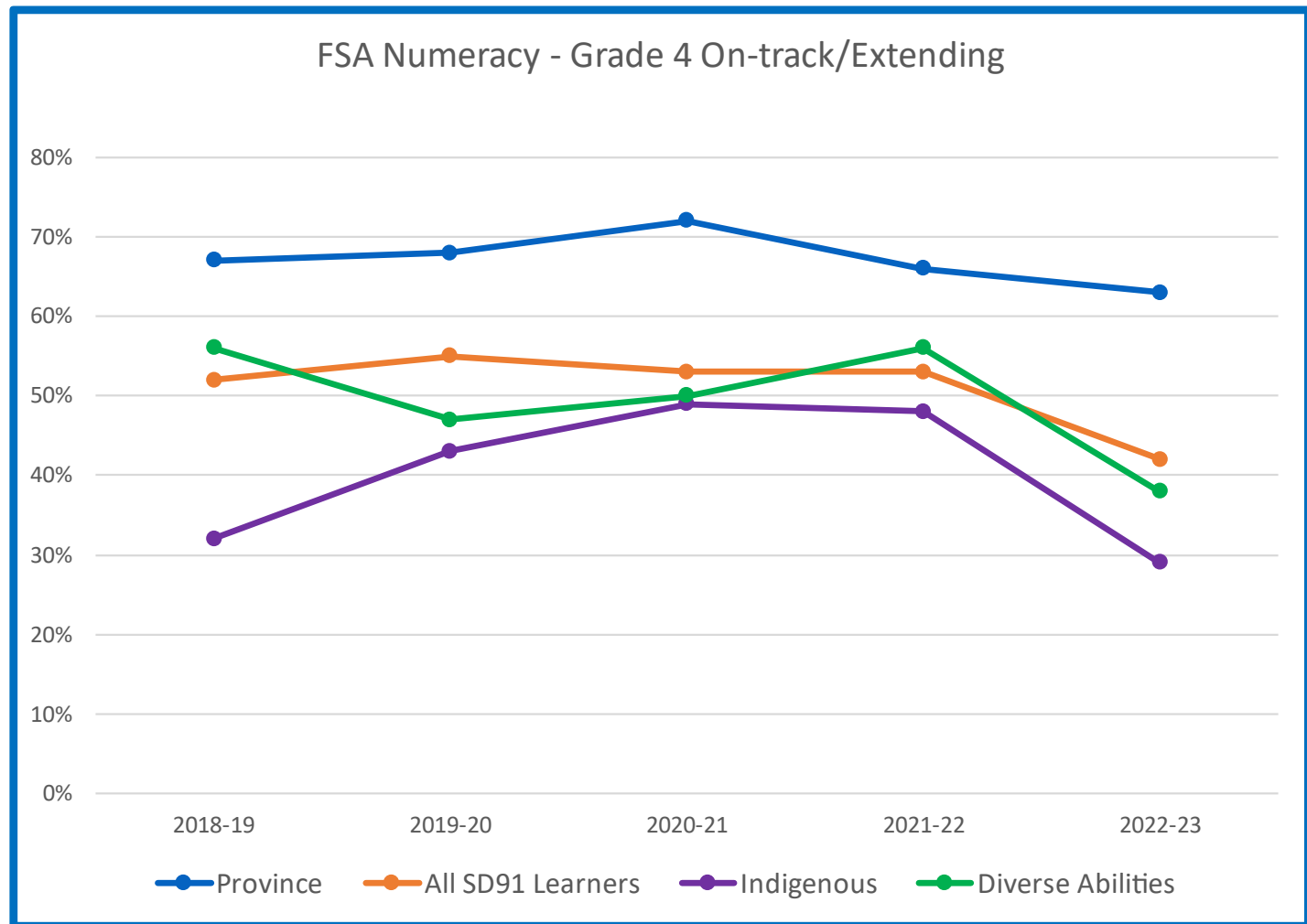


	2018-19	2019-20	2020-21	2021-22	2022-23
Province	77%	77%	78%	73%	69%
All SD91 Learners	67%	75%	80%	62%	58%
Indigenous	47%	64%	71%	51%	49%
Diverse Abilities	48%	51%	48%	38%	34%

Numeracy Assessments

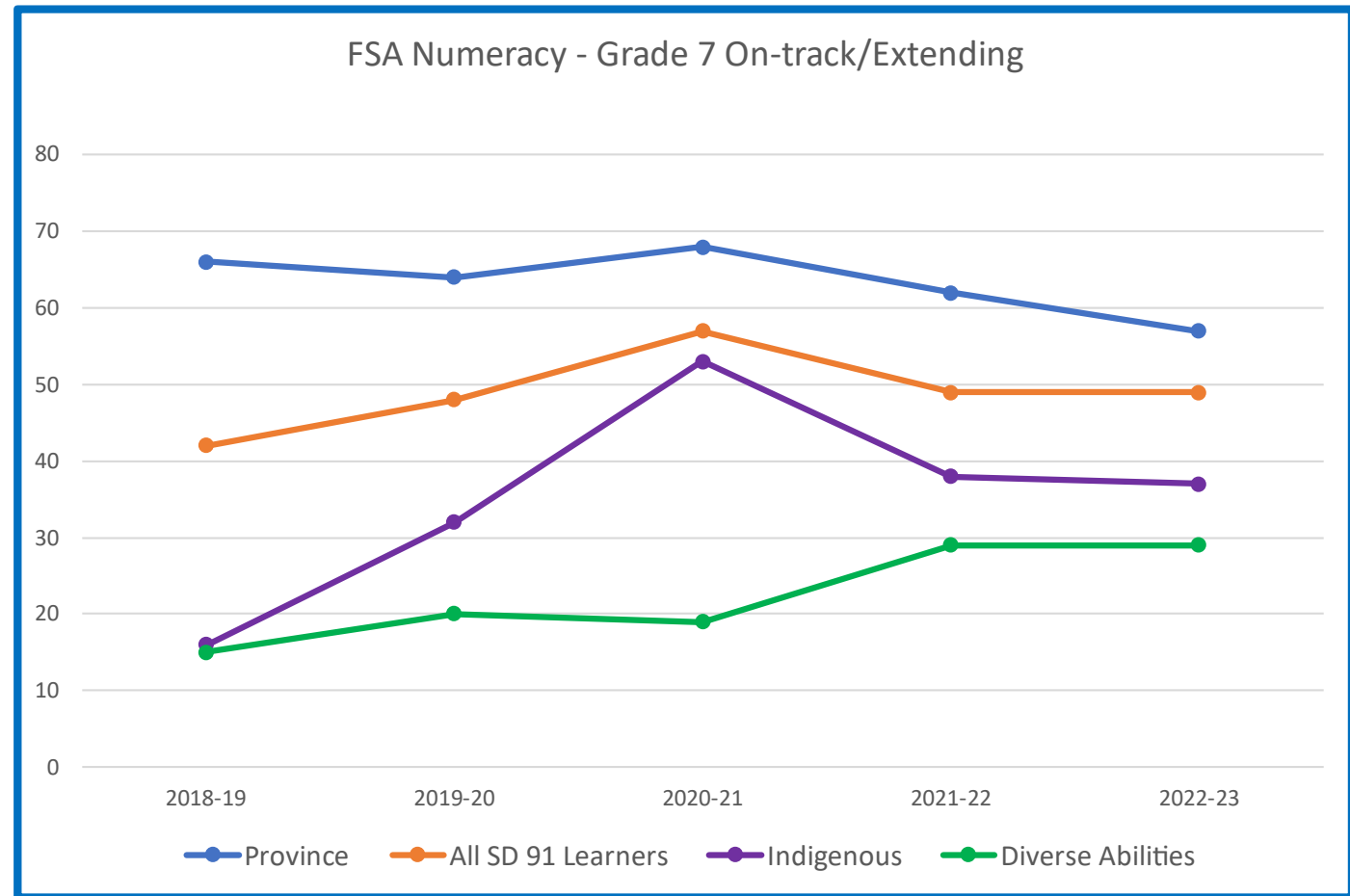


FSA Numeracy (Grade 4)



	2018-19	2019-20	2020-21	2021-22	2022-23
Province	67%	68%	72%	66%	63%
All SD91 Learners	52%	55%	53%	53%	42%
Indigenous	32%	43%	49%	48%	29%
Diverse Abilities	56%	47%	50%	56%	38%

FSA Numeracy (Grade 7)



	2018-19	2019-20	2020-21	2021-22	2022-23
Province	66	64	68	62	57
All SD 91 Learners	42	48	57	49	49
Indigenous	16	32	53	38	37
Diverse Abilities	15	20	19	29	29



Early Development Instrument (EDI)



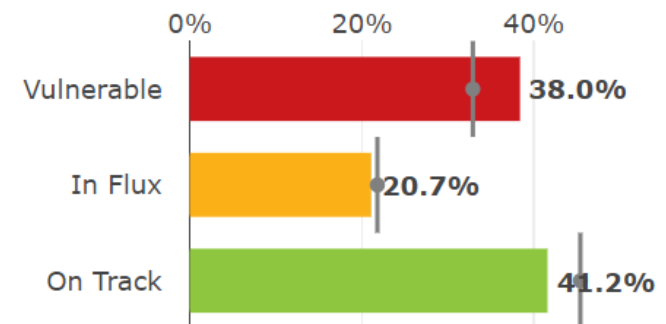
Early Development Instrument (EDI)

A questionnaire completed by kindergarten teachers for the students in their classrooms during each February of the school year.

Gathers information about five core areas of early childhood development: Physical Health & Well-being, Social Competence, Emotional Maturity, Language & Cognitive Development, Communication Skills & General Knowledge

In SD91 347 children participated in Wave 8 of the Early Development Instrument in the spring of 2023.

OVERALL OUTCOMES SUMMARY ⓘ ⬇

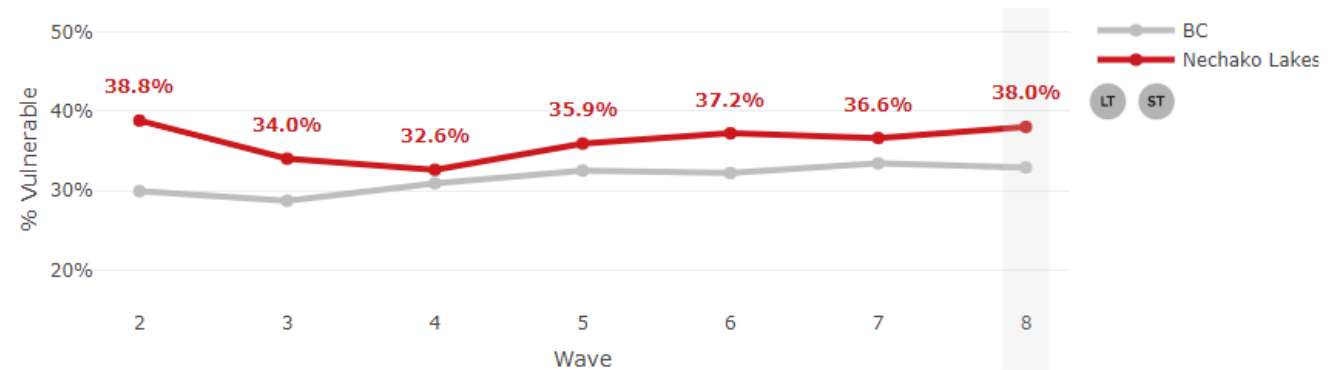


Early Development Instrument (EDI)

38% (132 K children) in SD91 were vulnerable on one or more measures. Higher than the province (32.9%).

A community snapshot of vulnerability shows that Burns Lake and Fort St. James are areas of concern with 45.6% and 49.0% of children demonstrating vulnerability in one or more measures.

Greatest Areas for Concern – Emotional Maturity / Physical Health & Well-being





Middle Development Instrument (MDI)

A self-report questionnaire that asks children in Grades 6 & 8 about their thoughts, feelings and experiences in school and in the community across five areas of development that are strongly linked to well-being, health and academic achievement:

Social and Emotional Development, Physical Health and Well-being, Connectedness, Use of Out-of-School Time and School Experiences

176 Grade 6 children participated / 188 Grade 8

Middle Development Instrument (MDI)

Measures

- Optimism
- Happiness
- Absence of Sadness
- Self-esteem
- General Health



High Well-being (Thriving)

Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



Medium Well-being

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



Low Well-being

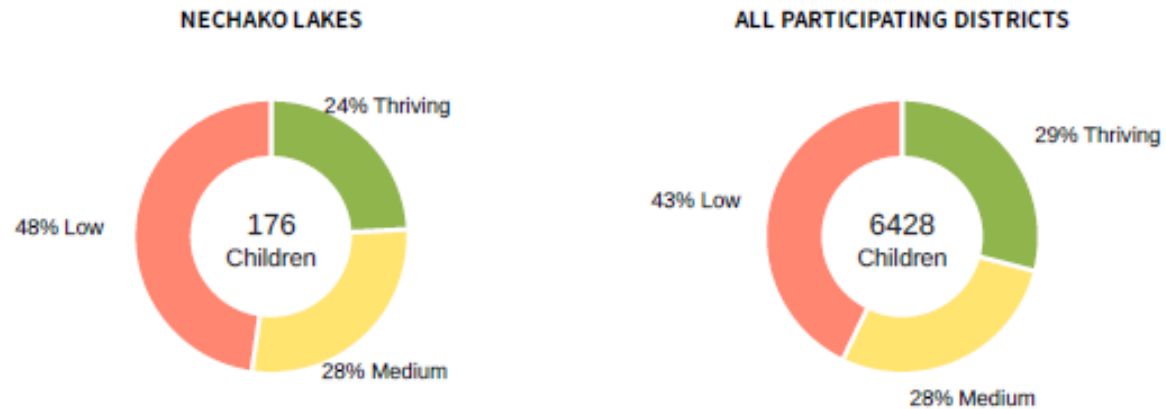
Children who score in the low range on at least 1 of the 5 measures of well-being.

Middle Development Instrument (MDI)

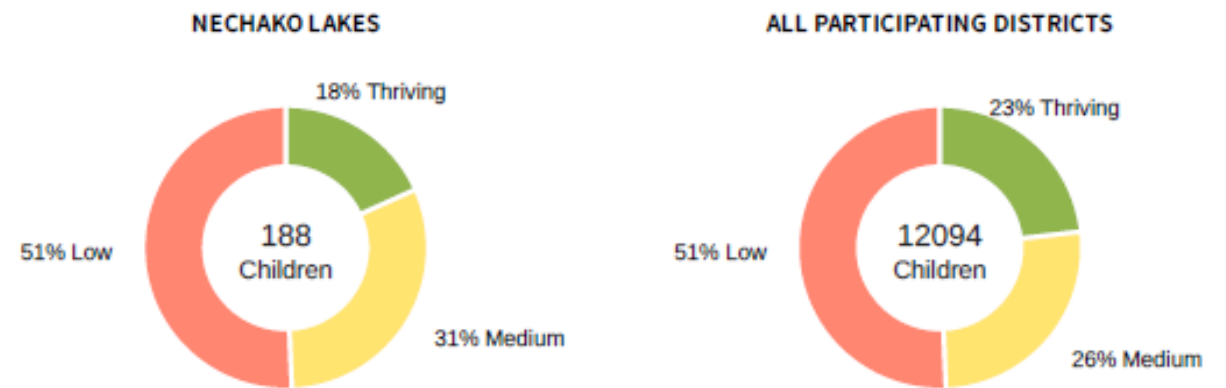
Measures

- Optimism
- Happiness
- Absence of Sadness
- Self-esteem
- General Health

Grade 6

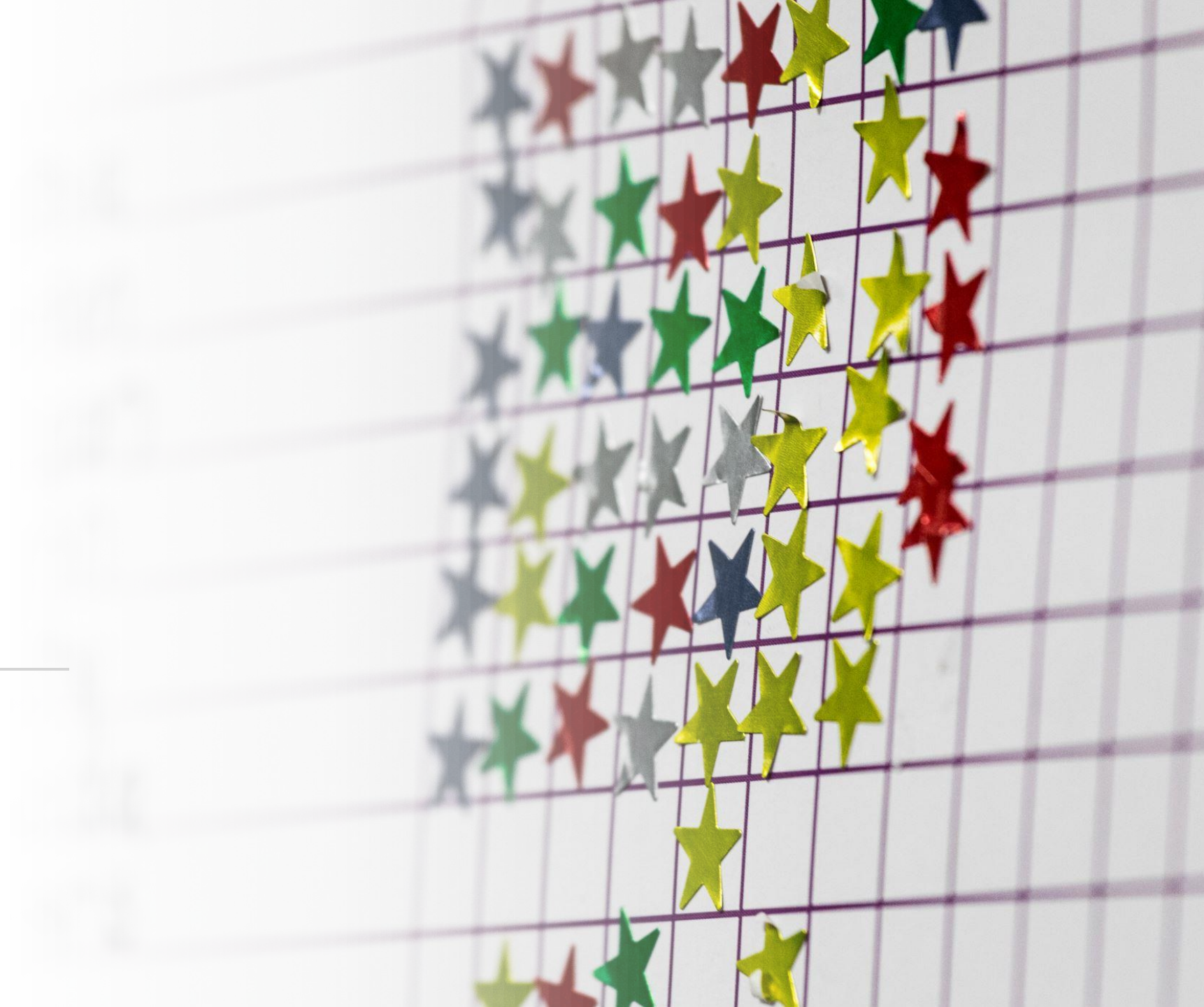


Grade 8

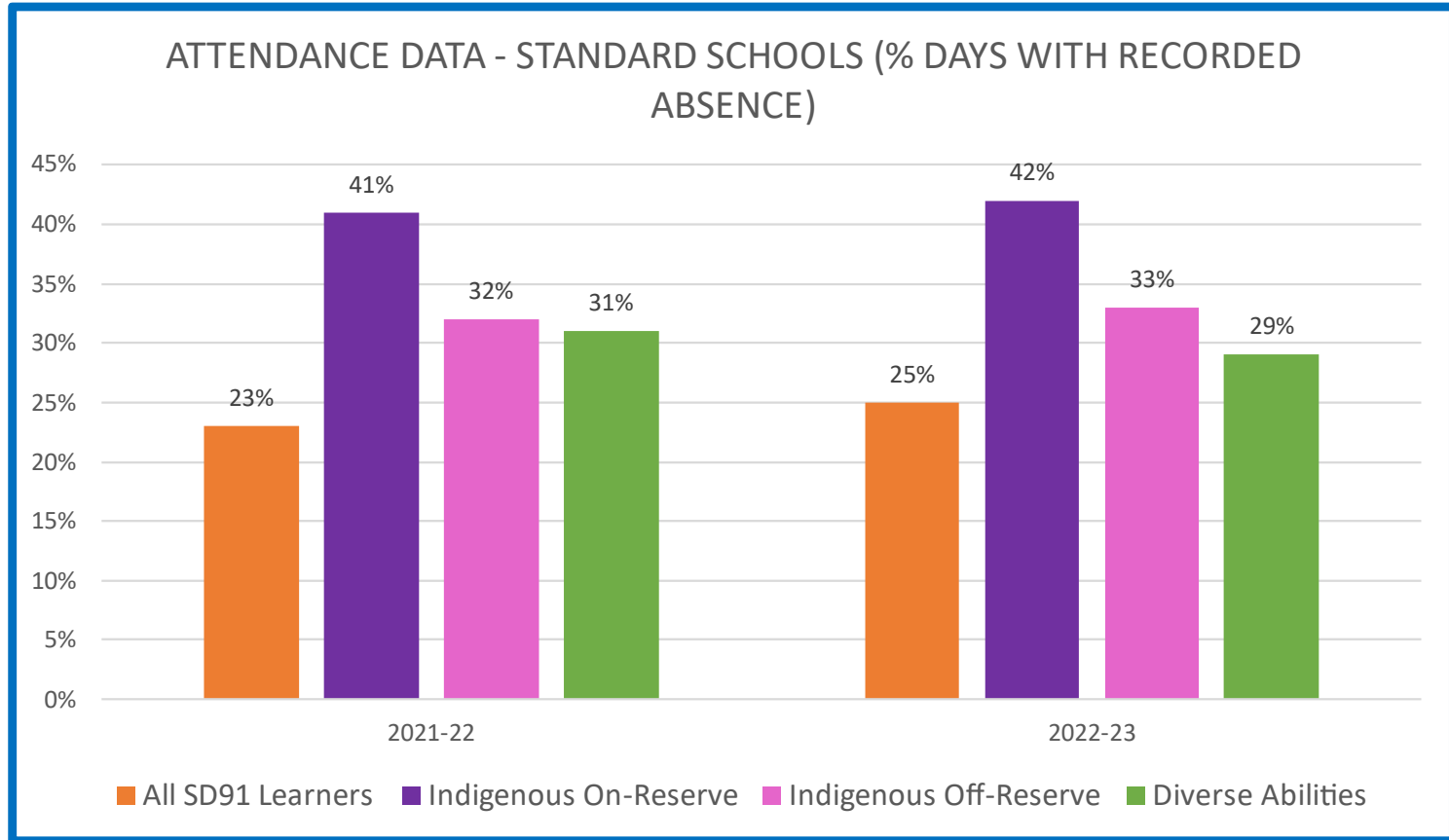




Attendance Rates



Absence Rates



	2021-22	2022-23
All SD91 Learners	23%	25%
Indigenous On-Reserve	41%	42%
Indigenous Off-Reserve	32%	33%
Diverse Abilities	31%	29%

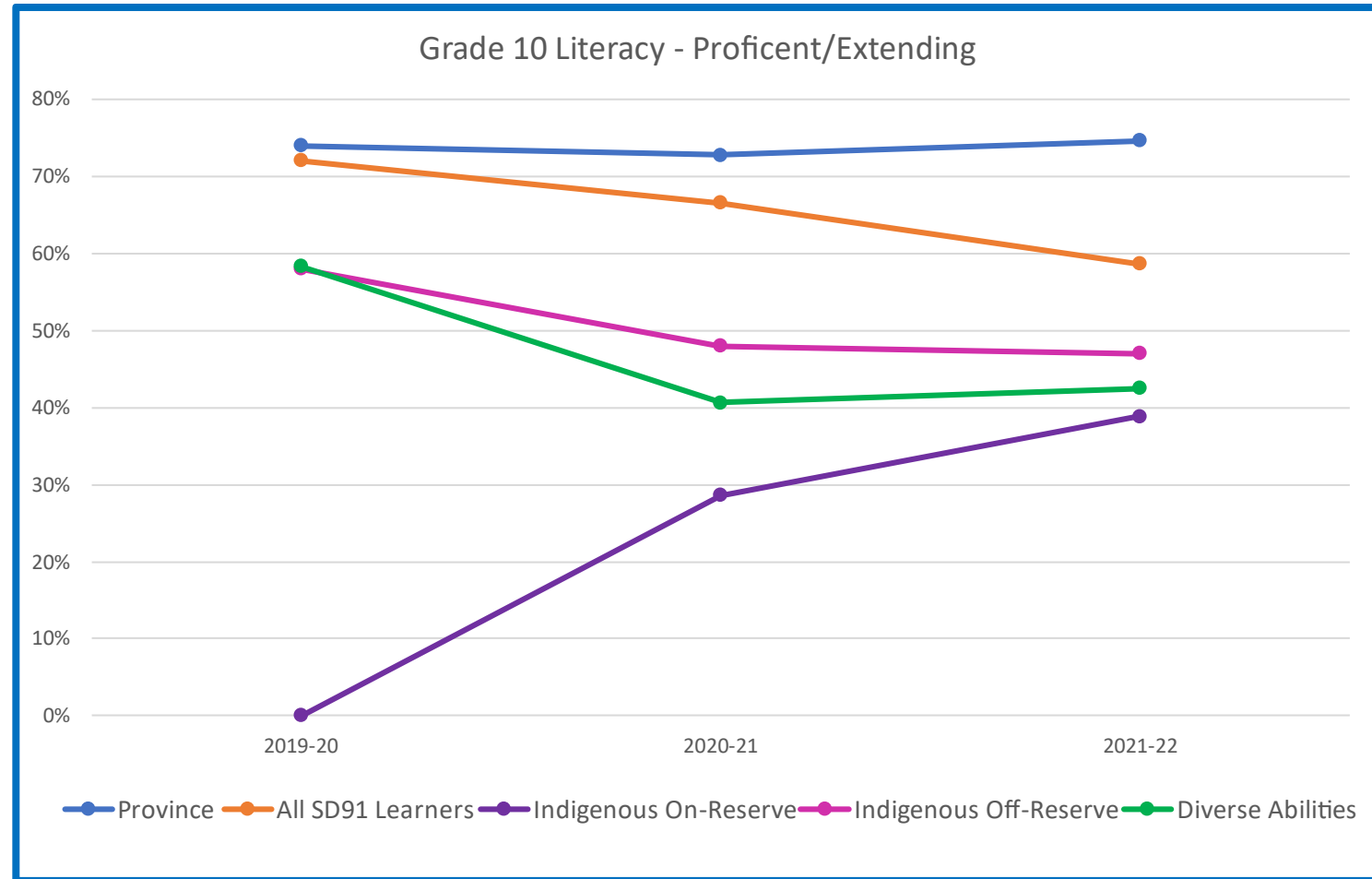


Historical Data



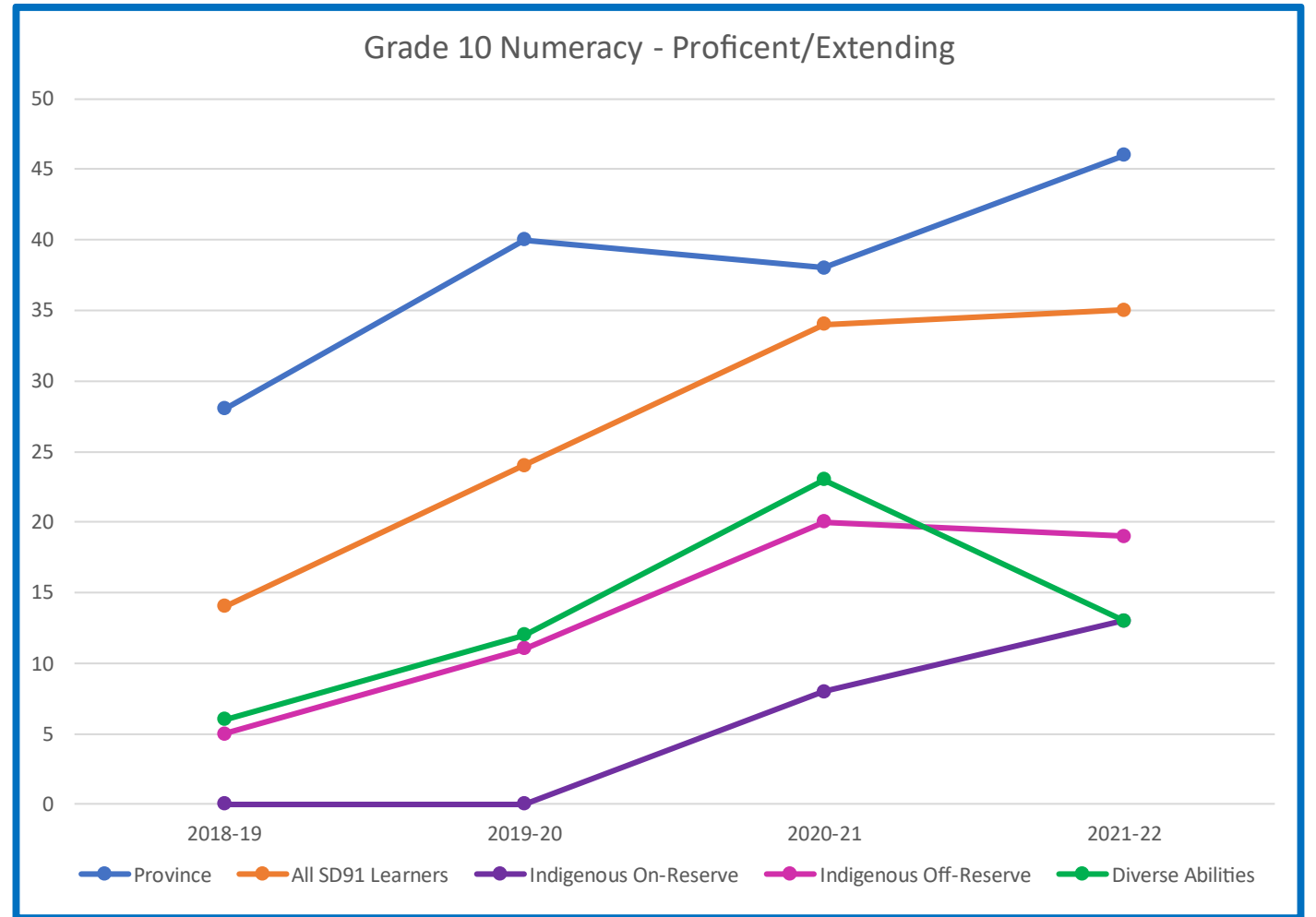
Graduation & Transitions

Graduation Assessments Literacy (10)



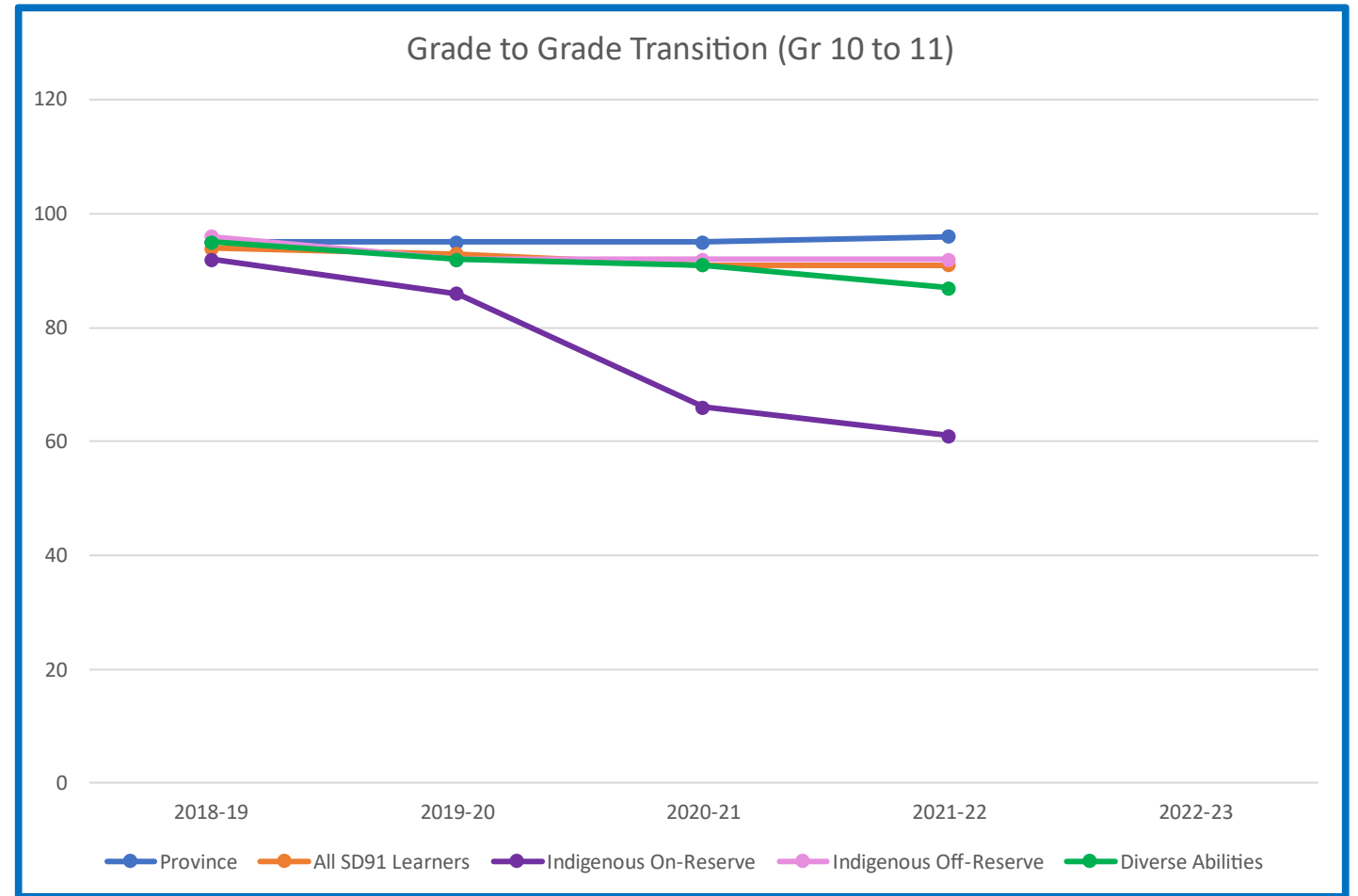
	2019-20	2020-21	2021-22
Province	74%	73%	75%
All SD91 Learners	72%	67%	59%
Indigenous On-Reserve	0%	29%	39%
Indigenous Off-Reserve	58%	48%	47%
Diverse Abilities	58%	41%	43%

Graduation Assessments Numeracy (10)



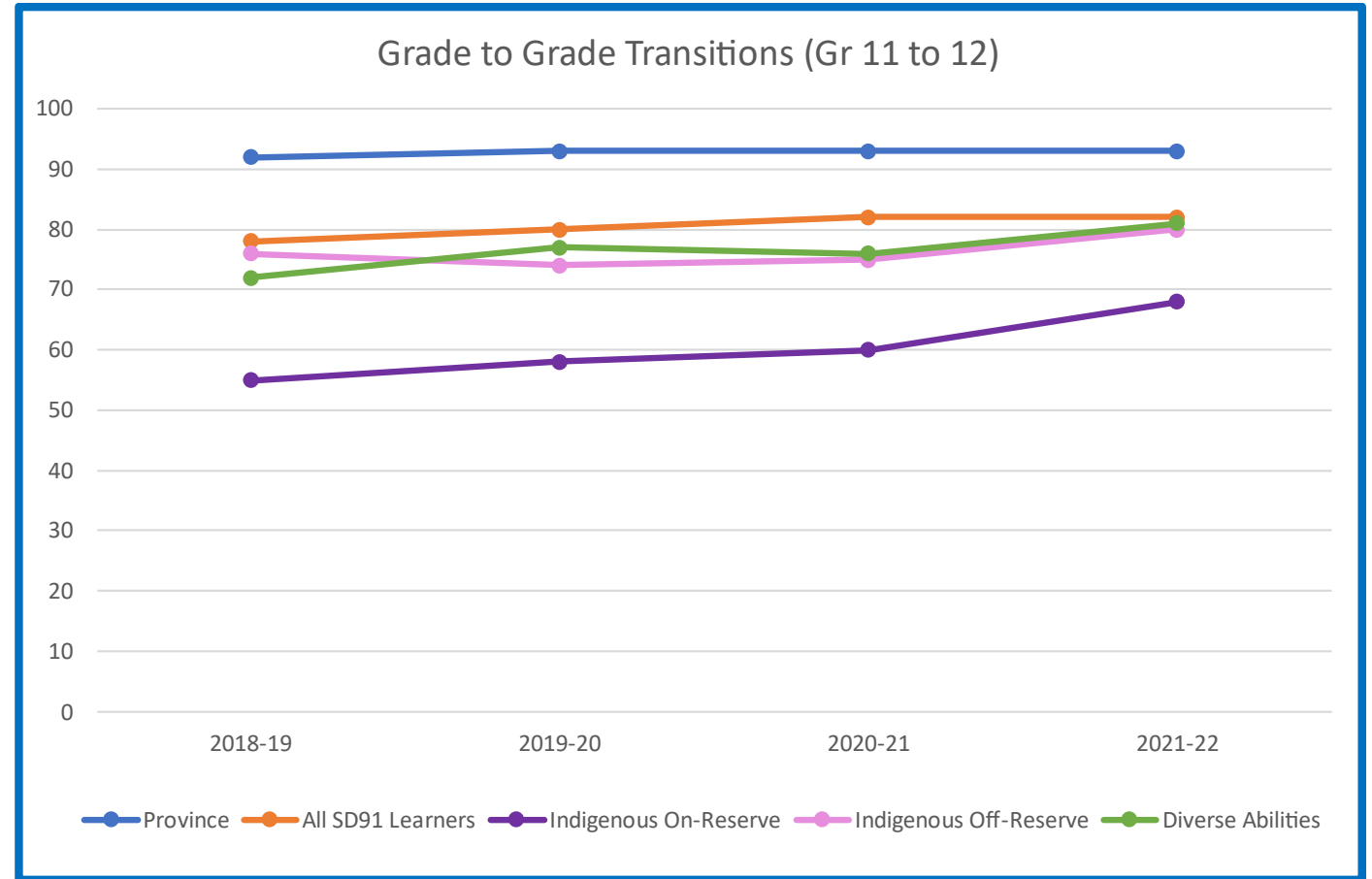
	2018-19	2019-20	2020-21	2021-22
Province	28	40	38	46
All SD91 Learners	14	24	34	35
Indigenous On-Reserve	0	0	8	13
Indigenous Off-Reserve	5	11	20	19
Diverse Abilities	6	12	23	13

Grade to Grade Transitions (Grade 10 to 11)



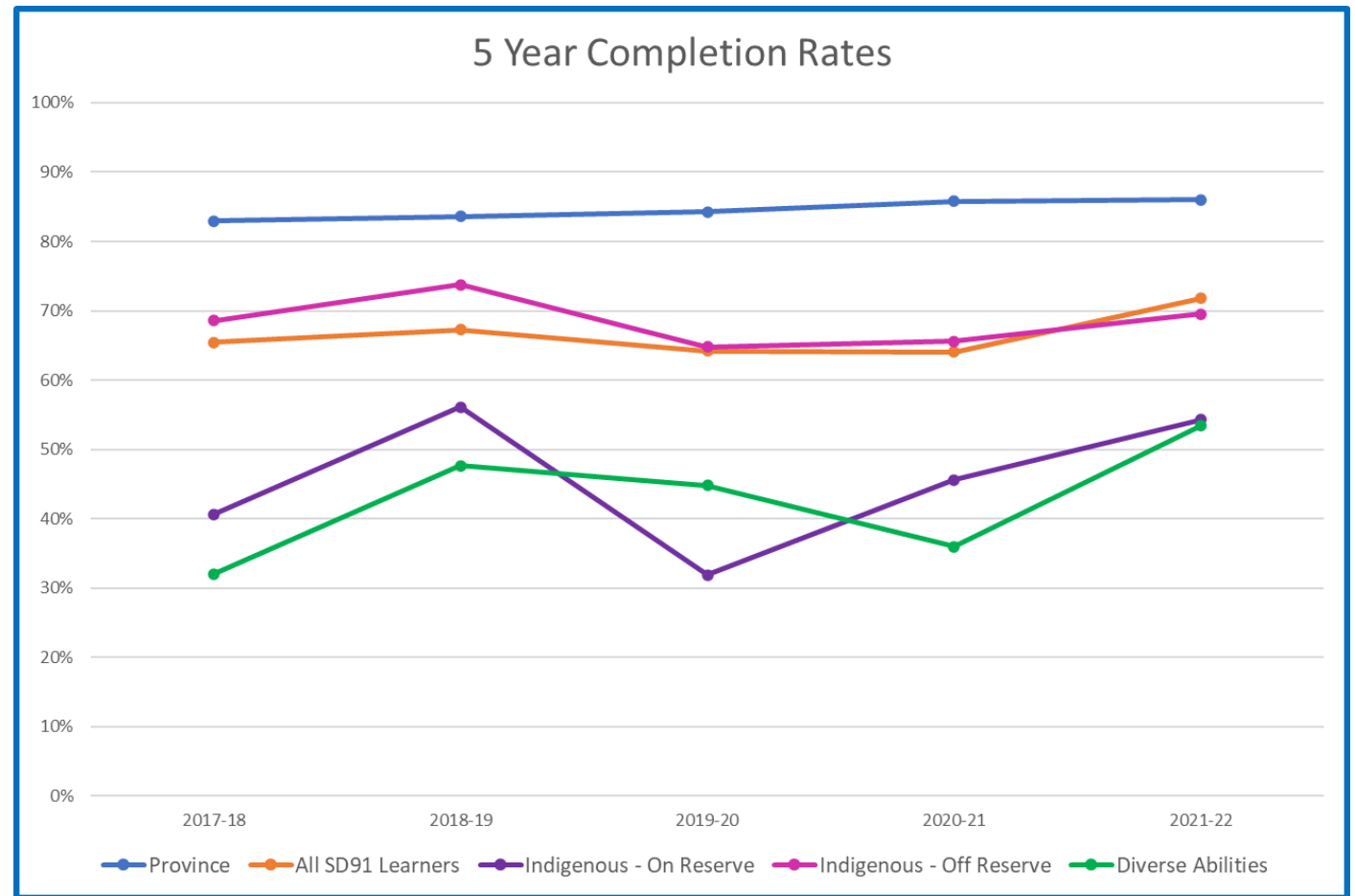
	2018-19	2019-20	2020-21	2021-22
Province	95	95	95	96
All SD91 Learners	94	93	91	91
Indigenous On-Reserve	92	86	66	61
Indigenous Off-Reserve	96	92	92	92
Diverse Abilities	95	92	91	87

Grade to Grade Transitions (Grade 11 to 12)



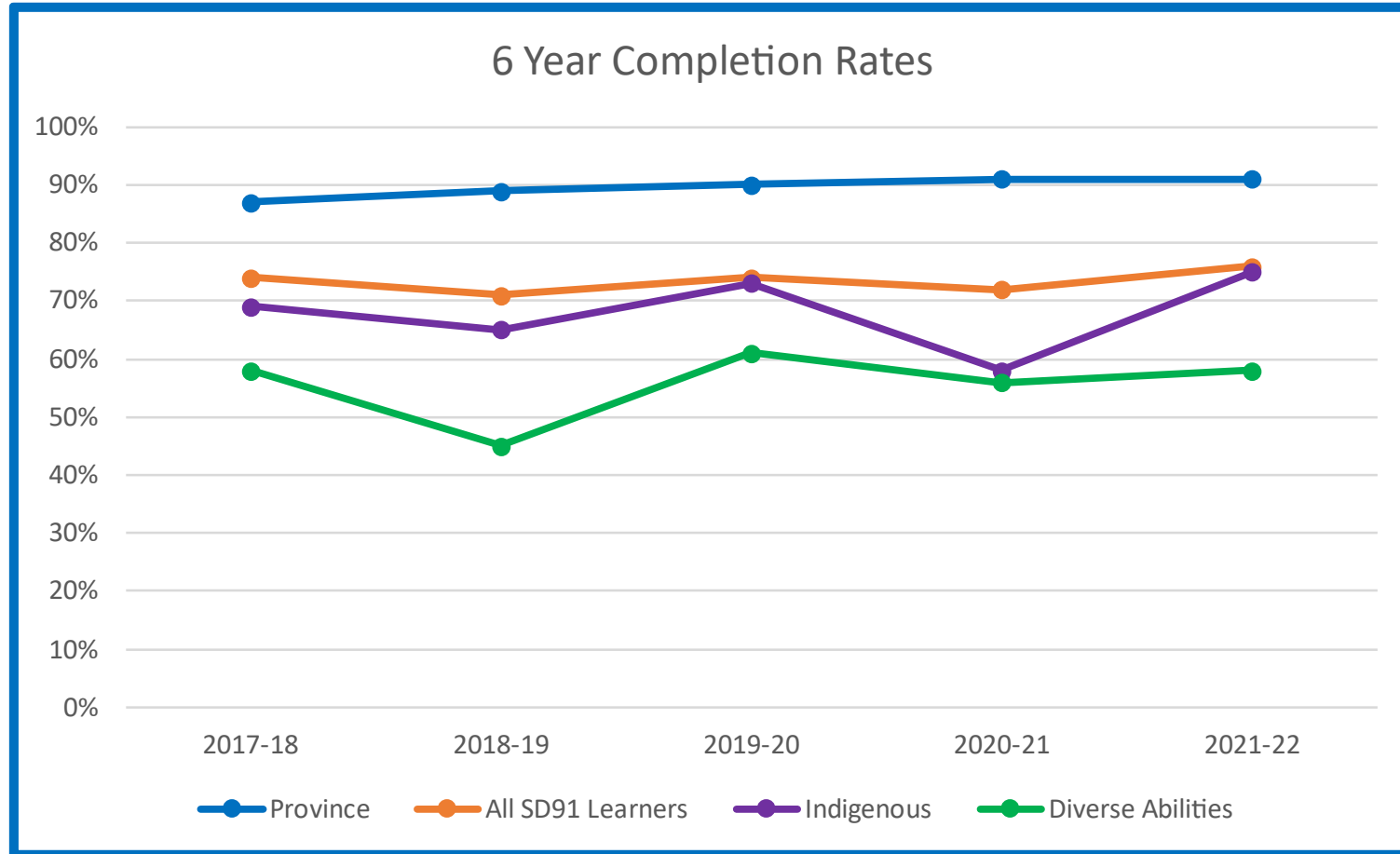
	2018-19	2019-20	2020-21	2021-22
Province	92	93	93	93
All SD91 Learners	78	80	82	82
Indigenous On-Reserve	55	58	60	68
Indigenous Off-Reserve	76	74	75	80
Diverse Abilities	72	77	76	81

Graduation Rates (5 yr.)



	2017-18	2018-19	2019-20	2020-21	2021-22
Province	83%	84%	84%	86%	86%
All SD91 Learners	65%	67%	64%	64%	72%
Indigenous - On Reserve	41%	56%	32%	46%	54%
Indigenous - Off Reserve	69%	74%	65%	66%	70%
Diverse Abilities	32%	48%	45%	36%	53%

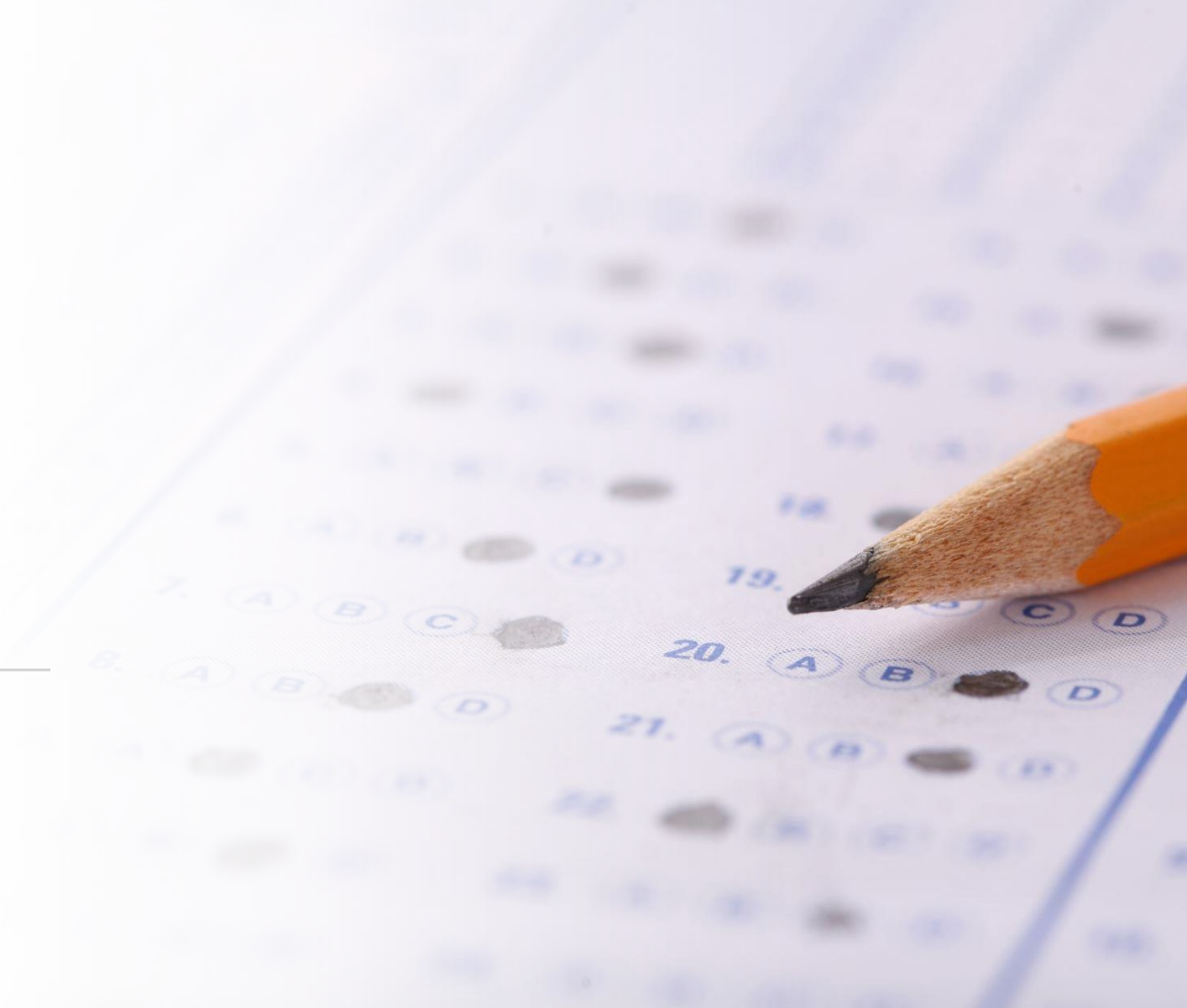
Graduation Rates (6 yr.)



	2017-18	2018-19	2019-20	2020-21	2021-22
Province	87%	89%	90%	91%	91%
All SD91 Learners	74%	71%	74%	72%	76%
Indigenous	69%	65%	73%	58%	75%
Diverse Abilities	58%	45%	61%	56%	58%

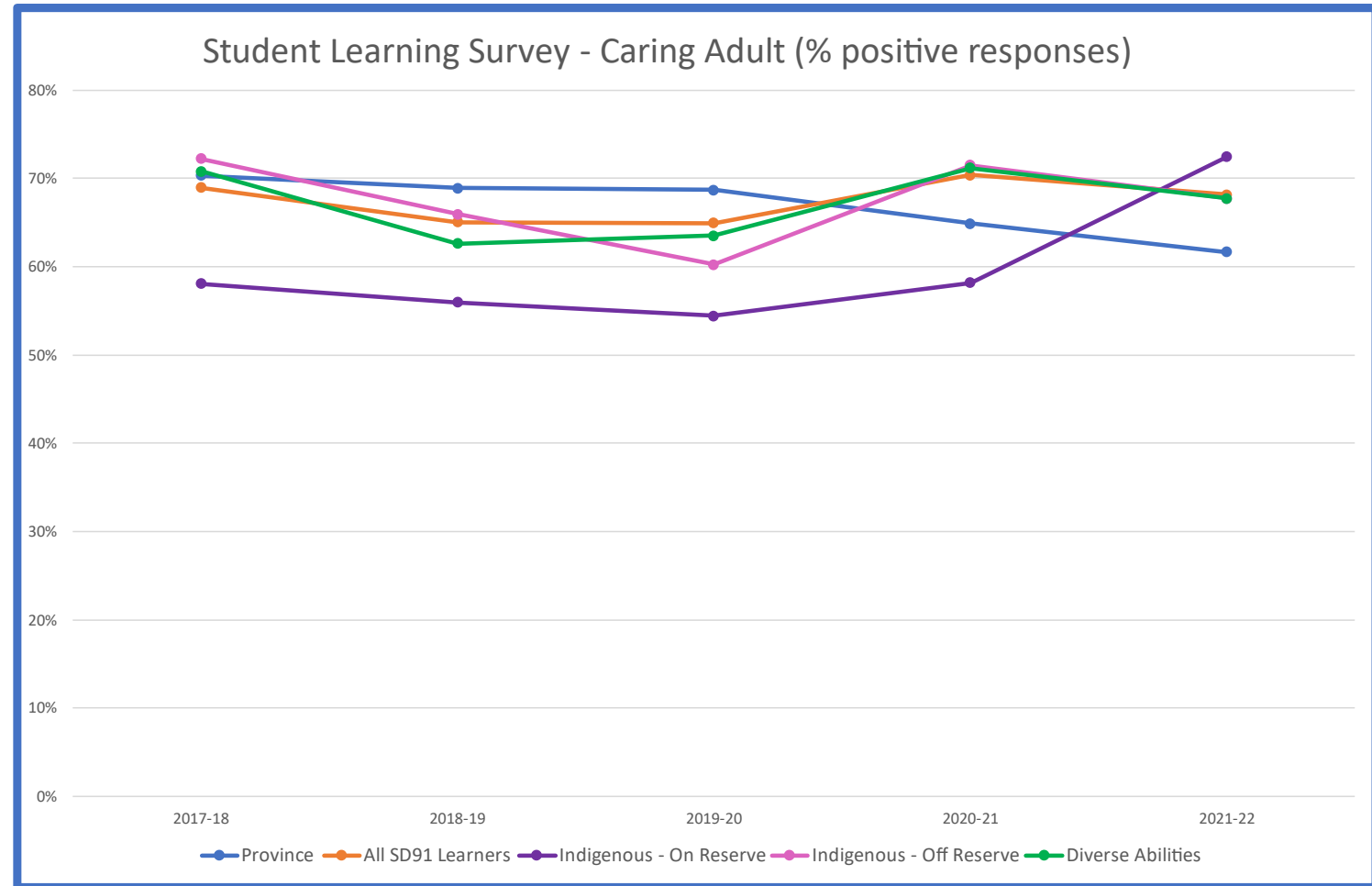


Student Learning Survey



Student Learning Survey (Grades 4, 7 & 10)

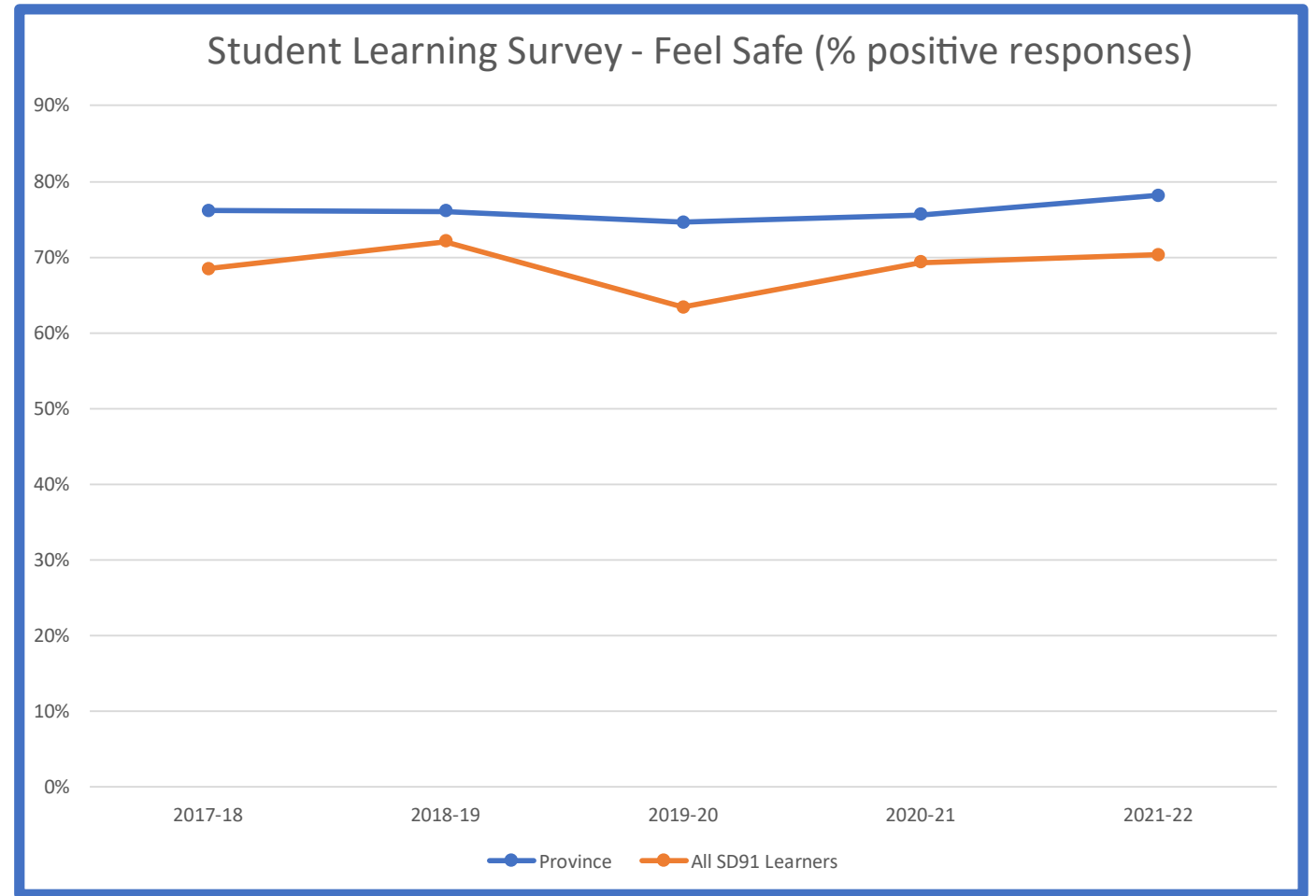
CARING ADULT



	2017-18	2018-19	2019-20	2020-21	2021-22
Province	70%	69%	69%	65%	62%
All SD91 Learners	69%	65%	65%	70%	68%
Indigenous - On Reserve	58%	56%	54%	58%	72%
Indigenous - Off Reserve	72%	66%	60%	72%	68%
Diverse Abilities	71%	63%	64%	71%	68%

Student Learning Survey (Grades 4, 7 & 10)

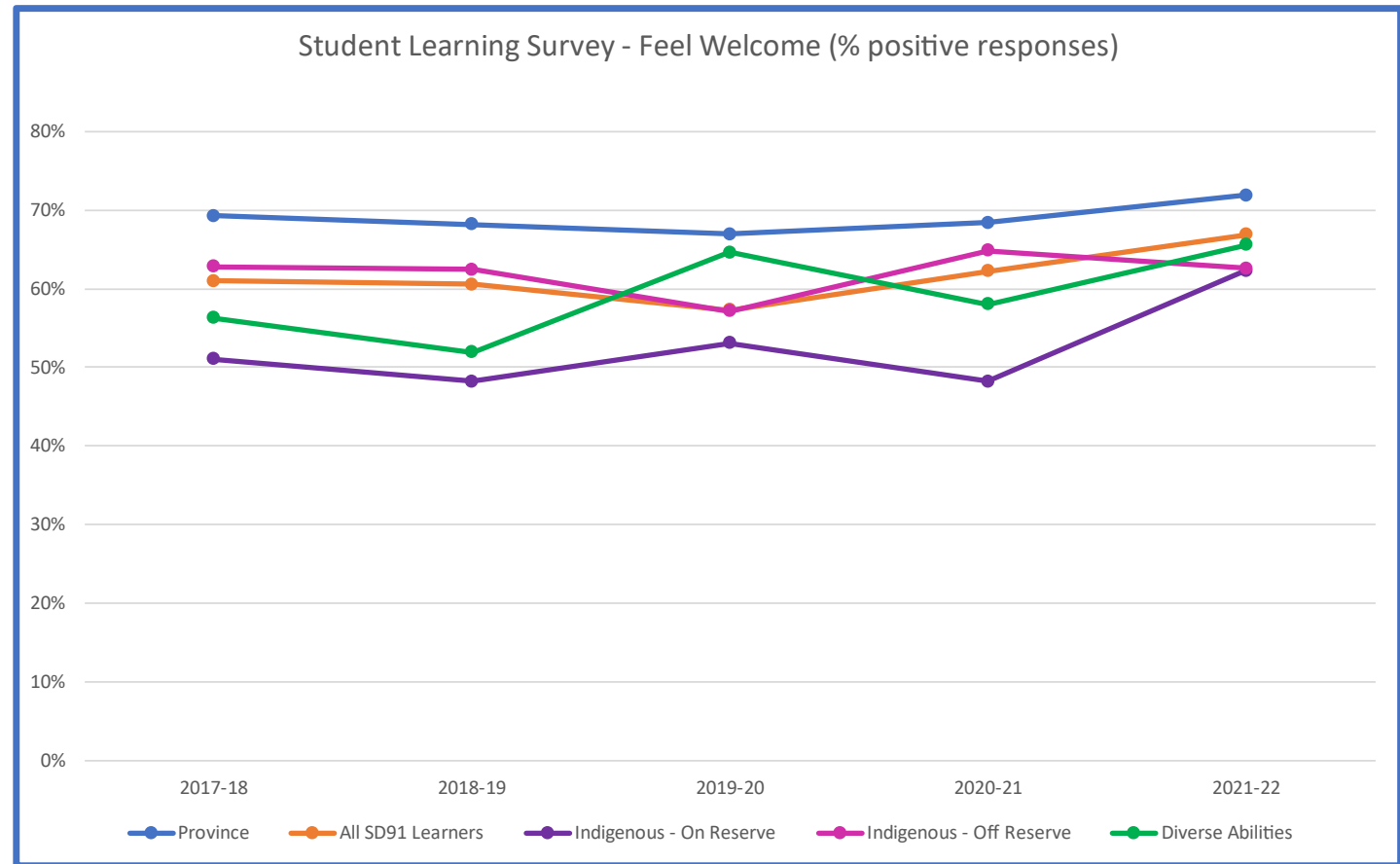
FEEL SAFE



	2017-18	2018-19	2019-20	2020-21	2021-22
Province	76%	76%	75%	76%	78%
All SD91 Learners	68%	72%	63%	69%	70%

Student Learning Survey (Grades 4, 7 & 10)

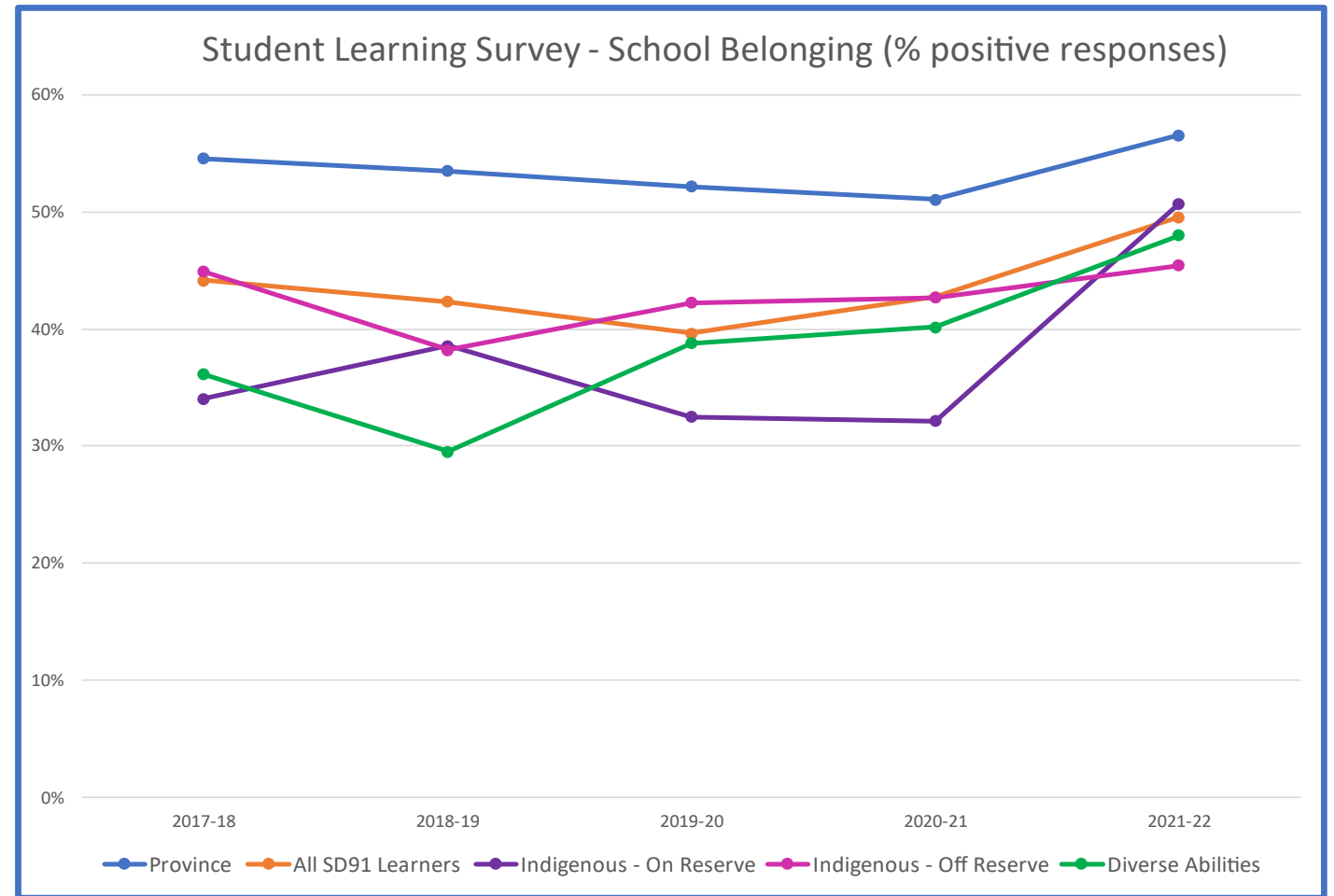
FEEL WELCOME



	2017-18	2018-19	2019-20	2020-21	2021-22
Province	69%	68%	67%	68%	72%
All SD91 Learners	61%	61%	57%	62%	67%
Indigenous - On Reserve	51%	48%	53%	48%	62%
Indigenous - Off Reserve	63%	62%	57%	65%	63%
Diverse Abilities	56%	52%	65%	58%	66%

Student Learning Survey (Grades 4, 7 & 10)

CARING ADULT



	2017-18	2018-19	2019-20	2020-21	2021-22
Province	55%	54%	52%	51%	57%
All SD91 Learners	44%	42%	40%	43%	50%
Indigenous - On Reserve	34%	39%	33%	32%	51%
Indigenous - Off Reserve	45%	38%	42%	43%	45%
Diverse Abilities	36%	30%	39%	40%	48%