COAST MOUNTAINS BOARD OF EDUCATION
SCHOOL DISTRICT 82

BOARD OF EDUCATION
REGULAR MEETING

HYBRID MEETING
(IN PERSON AT THE BOARD OF EDUCATION OFFICE AND VIRTUAL VIA ZOOM)

WEDNESDAY, SEPTEMBER 24, 2025
5:00 P.M.

MEETING HANDOUT:

Learning Together, Realizing Success for All - Engage, Ignite, Empower

Coast Mountains Board of Education School District 82

MEETING AGENDA ITEM #11.3

Action:	X	Information:
Meeting:	Regular	Meeting Date: September 24, 2025
Topic:	**2024-2025 Draft Enhancing Student Learning Report**	

Background/Discussion:

The Enhancing Student Learning Report is British Columbia's approach to continuous improvement for public education. The Framework brings a formalized approach to the planning and reporting expectations for schools with a focus on enhancing student learning and success. It combines accountability with evidence-informed decision making and system-wide continuous improvement to support equity of outcomes for all students in the provincial K-12 public system. The Framework also reflects a public commitment by Indigenous peoples, Indigenous rightsholders, education partners and communities to work together to improve student learning and enhance the intellectual, social and career development of all learners.

A Ministerial Order requires Boards of Education to publicly report progress on their strategic goals and related student outcomes. School districts are required to submit their Enhancing Student Report to the Ministry of Education and Child Care by October 1, 2025 following Board approval.

The draft 2024-2025 Enhancing Student Learning Report for Coast Mountains School District 82 will be presented to the Education Committee and reviewed at its October 15, 2025 meeting. The report follows the Ministry required template, presented in two sections as follows:

<div align="center">

Part 1 – Review Data & Evidence
Part 2a – Respond to Results

</div>

This report is forwarded directly to the Board, with a recommendation for approval, to meet the Ministry's submission deadline requirement of October 1, 2025.

Recommended Action:

THAT the Board approve the 2024-2025 Enhancing Student Learning Report for submission to the Ministry of Education and Child Care on October 1, 2025

Presented by: Superintendent of Schools

DRAFT

Coast Mountains School District 82

Enhancing Student Learning Report
September 2024-2025

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

In Review of Year 2024-2025 of Engage, Ignite, Empower

For Approval by the Board on September 24, 2025

Contents

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:
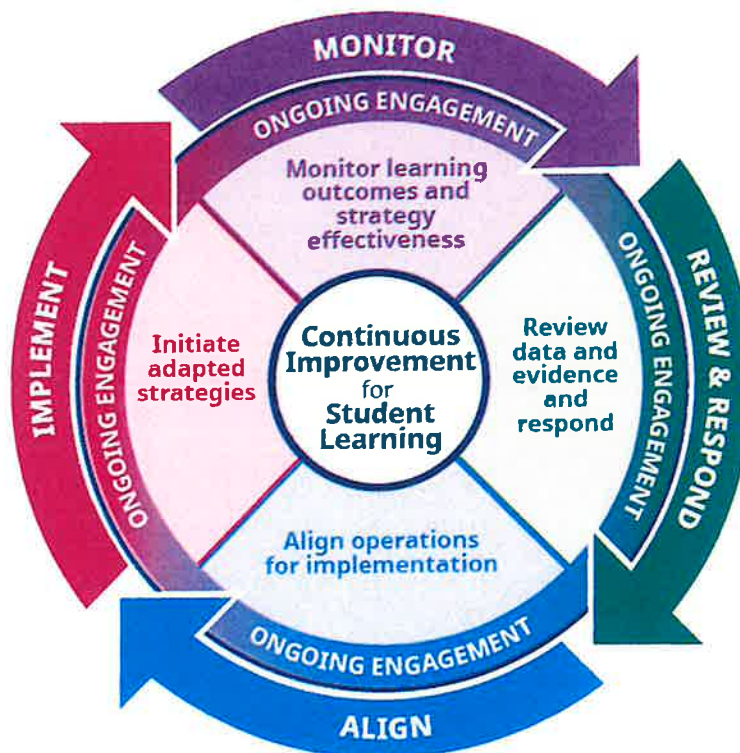
A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The 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:
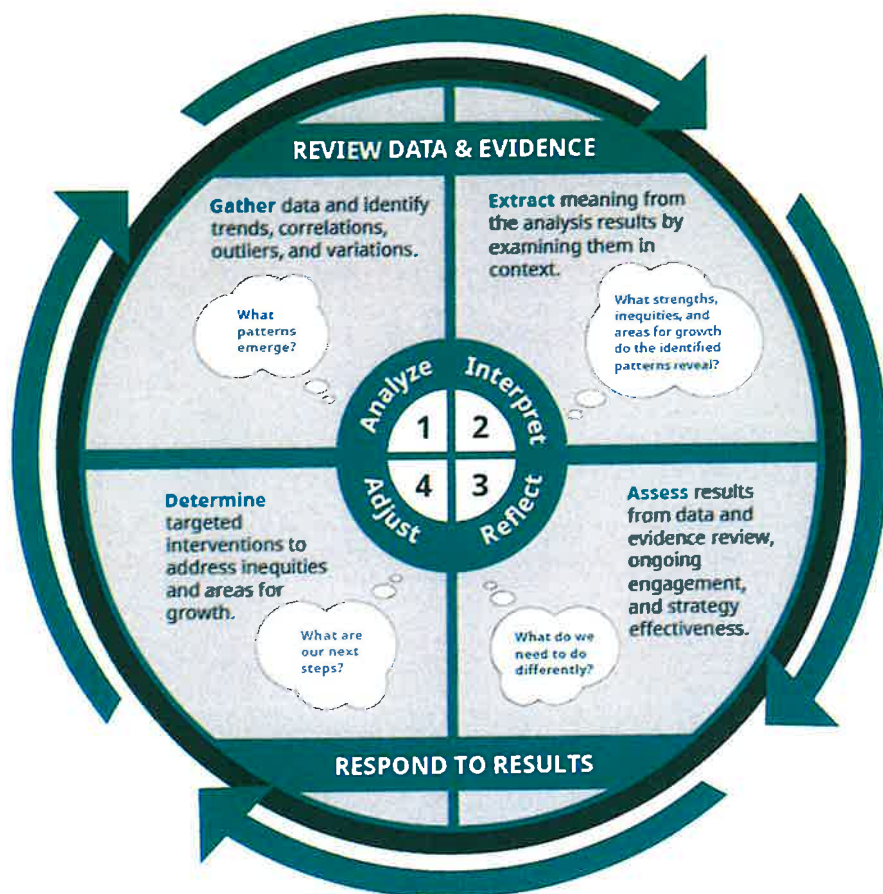
For the purpose of this document, please note:

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 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

SD082 - Grade 4 FSA Literacy - Expected Count | Participation Rate

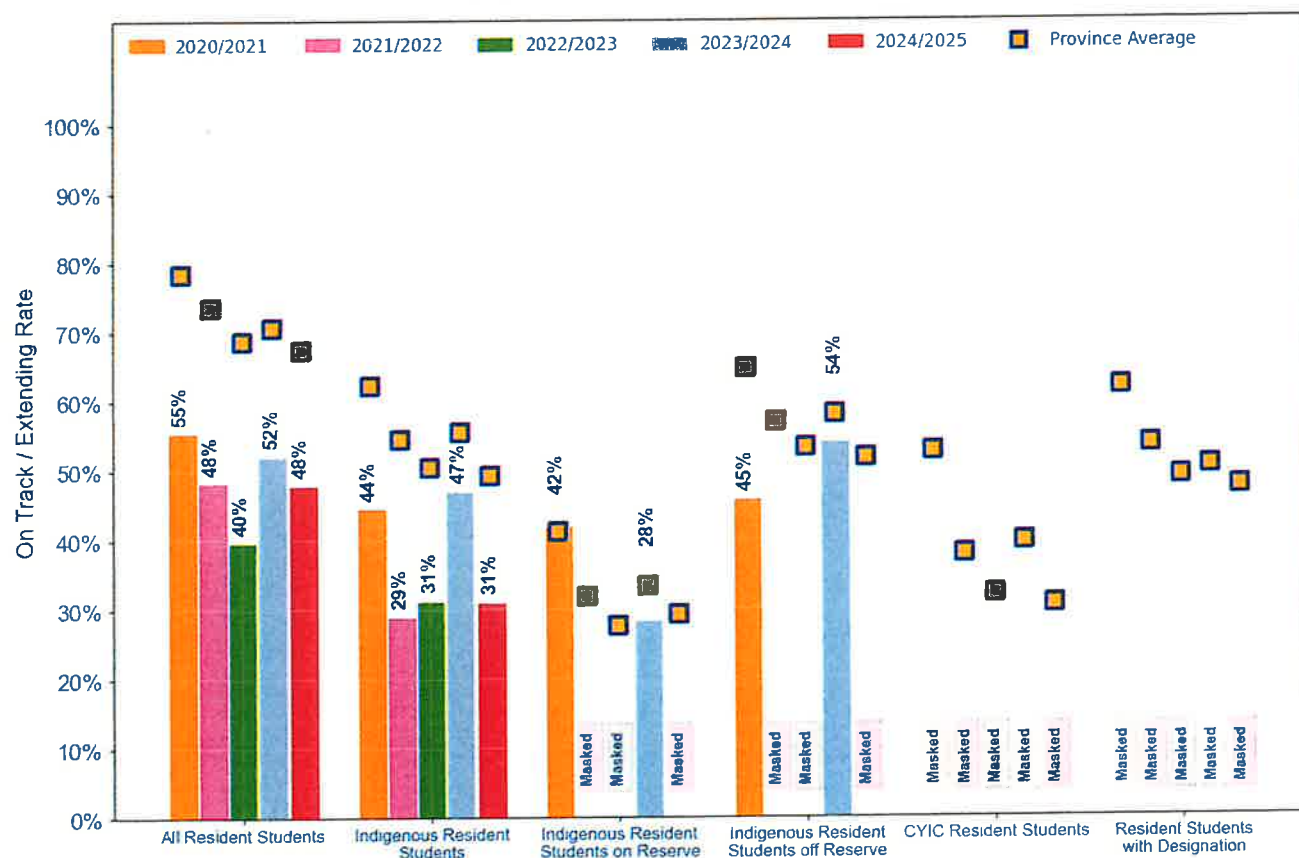|	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	266	65%	292	79%	317	85%	311	88%	263	95%
Indigenous Resident Students	124	58%	151	75%	151	81%	142	84%	138	93%
Indigenous Resident Students on Reserve	27	59%	26	77%	33	76%	25	88%	26	96%
Indigenous Resident Students off Reserve	97	58%	125	74%	118	82%	117	83%	112	92%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	28	36%	34	53%	36	53%	38	61%	31	74%

SD082 - Grade 4 FSA Literacy - On Track / Extending Rate
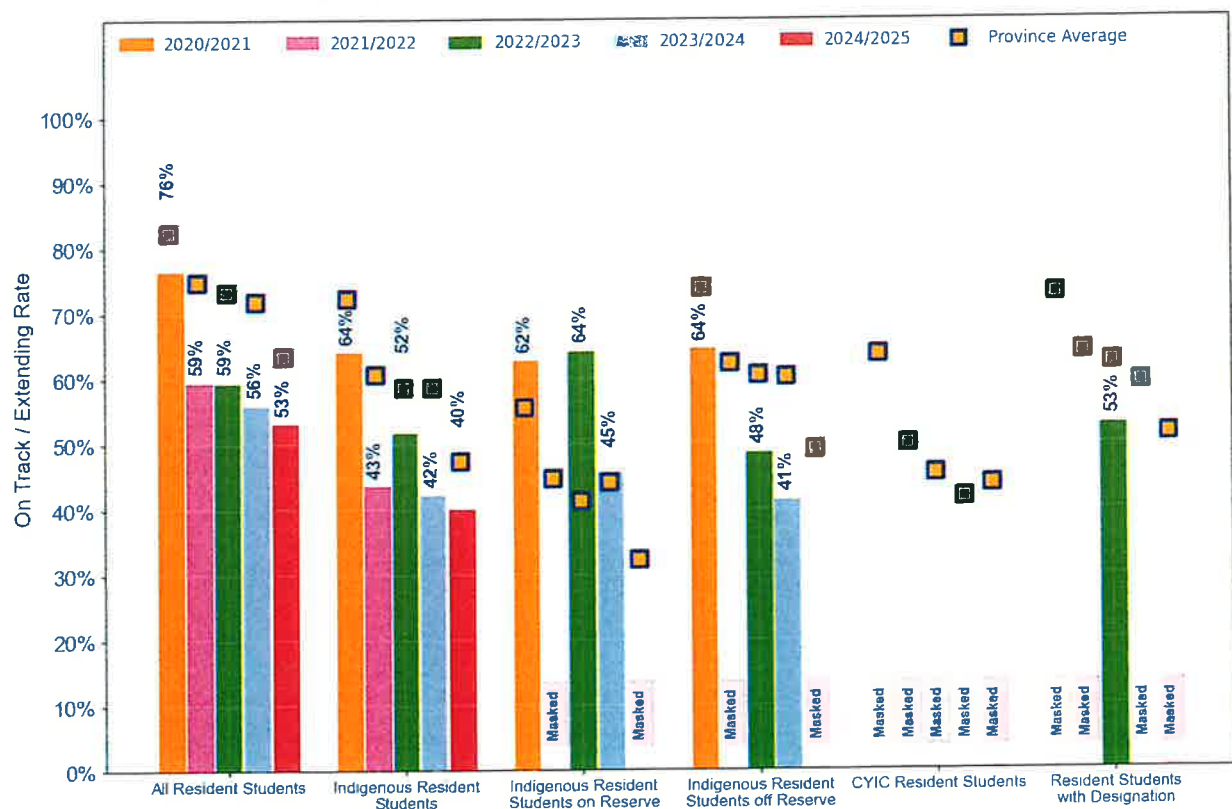
SD082 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	308 | 49%	324 | 77%	287 | 77%	290 | 92%	310 | 97%
Indigenous Resident Students	163 | 48%	159 | 77%	147 | 81%	154 | 92%	149 | 96%
Indigenous Resident Students on Reserve	41 | 59%	36 | 81%	41 | 98%	41 | 95%	31 | 100%
Indigenous Resident Students off Reserve	122 | 45%	123 | 76%	106 | 75%	113 | 90%	118 | 95%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	67 | 39%	61 | 61%	46 | 65%	44 | 70%	61 | 89%

SD082 - Grade 7 FSA Literacy - On Track / Extending Rate

SD082 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	385	36%	386	72%	385	74%	413	72%	394	73%
Indigenous Resident Students	196	30%	188	57%	173	56%	216	57%	208	61%
Indigenous Resident Students on Reserve	74	31%	62	50%	51	53%	83	55%	73	52%
Indigenous Resident Students off Reserve	122	30%	126	60%	122	57%	133	58%	135	65%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	78	22%	77	44%	63	51%	88	57%	82	62%

SD082 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate

Analysis:

Outcome 1 - Literacy

Grade 4, 7, and 10 Literacy Expectations

Context:

- **All Resident Students**: Participation rose from **49-65% in 2020/2021** to **95-97% in 2024/2025**, reflecting a strong upward trend in overall engagement. School district leadership prioritized working with school-based administrators to achieve this.
- **Indigenous Resident Students**: Participation improved significantly from 48-**58% to 93-96%**, with both **on-reserve** and **off-reserve** students showing consistent gains.
- **Students with Designations**: Participation nearly **doubled**, from **36-39% to 74-89%**, indicating improved inclusion efforts for students with special educational needs.
- **CYIC Students**: Data remains masked due to privacy considerations, due to small sample sizes.

Trends:

- With the **Grade 10 literacy assessment**, our students with designations have increased in proficiency from **24%-46%.**
- With the **Grade 4 & 7 FSAs** the Indigenous students dropped in proficiency/extending. A much larger participation group may be attributed to this. Our grade 4's population is over 50% Indigenous and our grade 7's are represented by 48%.
- **Indigenous Students on Reserve** shows the **sharpest decline** among all groups.
- **CYIC** (Children and Youth in Care performance remained **low**, between **41% and 48% in grade 4**. Our district plans to address this with our school leaders through MTSS (Multi-Tiered Systems of Support) in the upcoming school year.
- **While we recognize this area needs more attention, students with designation** rates showed **improvement**, reaching **53%.**
- Our **students on reserve** outperform the province in Grade 4 FSA over the 5-year span.
- A comprehensive analysis of the Acadience Data is linked. While our results are lower than the acceptable standard, improvements across K-6 have occurred within the 2024-2025 school year. With the support of a K-6 Literacy Framework, ongoing work with school leaders on MTSS, our district is hopeful to continue this upward trend.
- More than 50% of students receiving Tier 2 intervention in grade 3 improved in their overall Reading Composite Scores.

Comparisons:

The data reflects a **positive trajectory in student participation**, particularly among Indigenous and designated student populations. These improvements are attributed to targeted outreach, inclusive practices, and increased community engagement. We have had the highest rate of participation in FSAs in 5 years.

The 2024-2025 school year, the district implemented the Acadience screener in grades 4-6. With the use of progress monitoring, we are hopeful to see improved results in both grades 4 and 7 FSAs in 2025-2026. All schools are required to align their literacy goals with the district's strategic literacy goal within their school plans. District leaders will continue to support administrators with the interpretation of their data and to develop a plan to address learning needs across all priority areas.

School-based leaders will meet with their learning resource teams and district literacy leaders as needed to develop a structured approach to address the literacy gaps identified in their individual schools. Acadience provides schools with a tool to support multi-grade level groupings targeting specific skill development.

Interpretation:

Outcome 1 - Literacy

Grade 4, 7, and 10 Literacy Expectations

Relevant Local Data

Rural areas in northern BC face unique challenges compared to urban centers, including limited access to certified teachers, services, and support. Data on Children and Youth in Care (CYIC) is often incomplete, especially for those living with extended family. Geographic and financial barriers further restrict access to student services. Small sample sizes can result in masked reports, making it difficult to fully understand the needs of priority populations.

Strengths

- Developed and implemented a K–3 and 4-6 Literacy Frameworks.
- Adopted K–6 Acadience Online Learning screener, showing K–3 improvements after one year.
- Rolled out Empower Reading Program (Tier 3) for K–9.
- Provided UFLI Foundations training and mentorship for Tier 1 instruction in K–3.
- Launched pilot programs for:
  - SRSD writing, Know Your Code (Grades 3–4), and Know Your Words (Grades 5–6)
    (Data from pilots will be included in 2026–2027 literacy reports.)

Areas for Growth

- Improve consistency in structured literacy across classrooms.
- Build administrator capacity to use literacy data for MTSS planning.
- Set clear expectations for Tier 1 instruction and differentiated teaching aligned with K–4 Learning Progressions.
- Implement regular progress monitoring for students below grade-level reading.

Equity for Priority Populations

Children and Youth in Care (CYIC):

- Provide tailored support and flexible timelines.
- Strengthen tracking and planning through MTSS.

Indigenous Students:

- Ensure equitable outcomes via Acadience tracking.
- Enhance collaboration with families and Indigenous support staff.
- Offer UFLI-based PD and literacy games; equip ISWs with targeted tools.
- Engage with Nations through renewed Local Education Agreements (LEAs, effective July 2025) and the Indigenous Education Council (IEC) to review literacy data, reflect on Nation feedback, and co-develop strategies with Education Coordinators, Principals, and Vice Principals.
- Coordinate literacy enhancements with Nations to embed culturally relevant resources, Nation-led supports, and targeted tools for Indigenous Support Workers (ISWs) into school programs.

Students with Designations:

- Expand Empower Reading Program to more schools.
- Support Tier 1 and 2 instructions using UDL (Universal Design for Learning) principles.
- Increase access to literacy technology through MTSS, with principals and LRTs coordinating support.
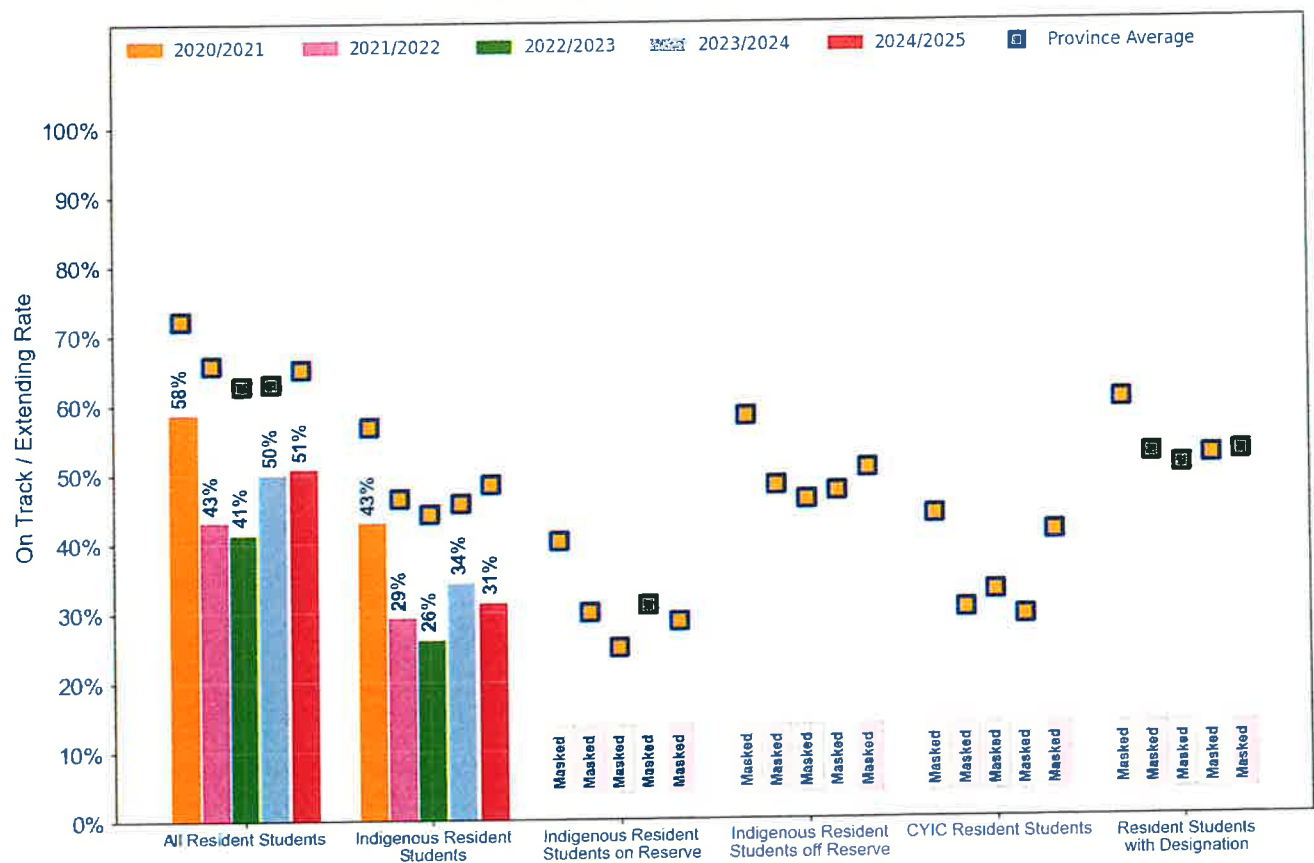
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD082 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

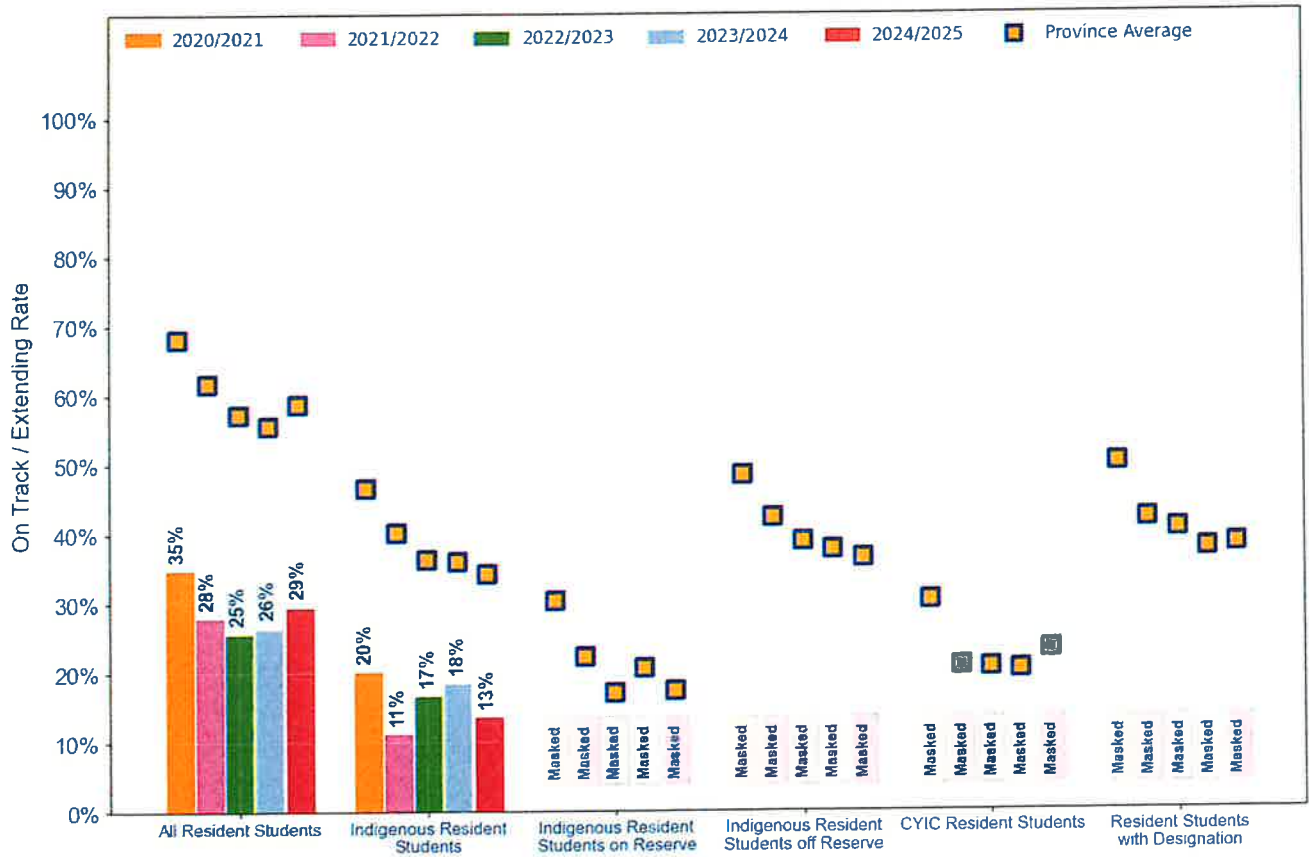|	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	266 | 64%	292 | 80%	317 | 85%	311 | 89%	263 | 95%
Indigenous Resident Students	124 | 56%	151 | 77%	151 | 81%	142 | 85%	138 | 93%
Indigenous Resident Students on Reserve	27 | 59%	26 | 77%	33 | 79%	25 | 92%	26 | 96%
Indigenous Resident Students off Reserve	97 | 56%	125 | 78%	118 | 82%	117 | 83%	112 | 92%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	28 | 36%	34 | 53%	36 | 58%	38 | 66%	31 | 74%

SD082 - Grade 4 FSA Numeracy - On Track / Extending Rate

SD082 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	308 | 50%	324 | 76%	287 | 72%	290 | 93%	310 | 96%
Indigenous Resident Students	163 | 49%	159 | 74%	147 | 74%	154 | 92%	149 | 95%
Indigenous Resident Students on Reserve	41 | 59%	36 | 83%	41 | 95%	41 | 95%	31 | 100%
Indigenous Resident Students off Reserve	122 | 46%	123 | 72%	106 | 66%	113 | 91%	118 | 94%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	67 | 40%	61 | 54%	46 | 63%	44 | 73%	61 | 87%

SD082 - Grade 7 FSA Numeracy - On Track / Extending Rate

SD082 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	375 | 40%	386 | 68%	387 | 75%	408 | 67%	394 | 68%
Indigenous Resident Students	186 | 34%	190 | 52%	176 | 60%	211 | 52%	209 | 57%
Indigenous Resident Students on Reserve	70 | 43%	62 | 39%	54 | 59%	79 | 51%	71 | 55%
Indigenous Resident Students off Reserve	116 | 28%	128 | 59%	122 | 60%	132 | 53%	138 | 59%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	73 | 29%	77 | 40%	67 | 57%	87 | 47%	81 | 56%

SD082 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate
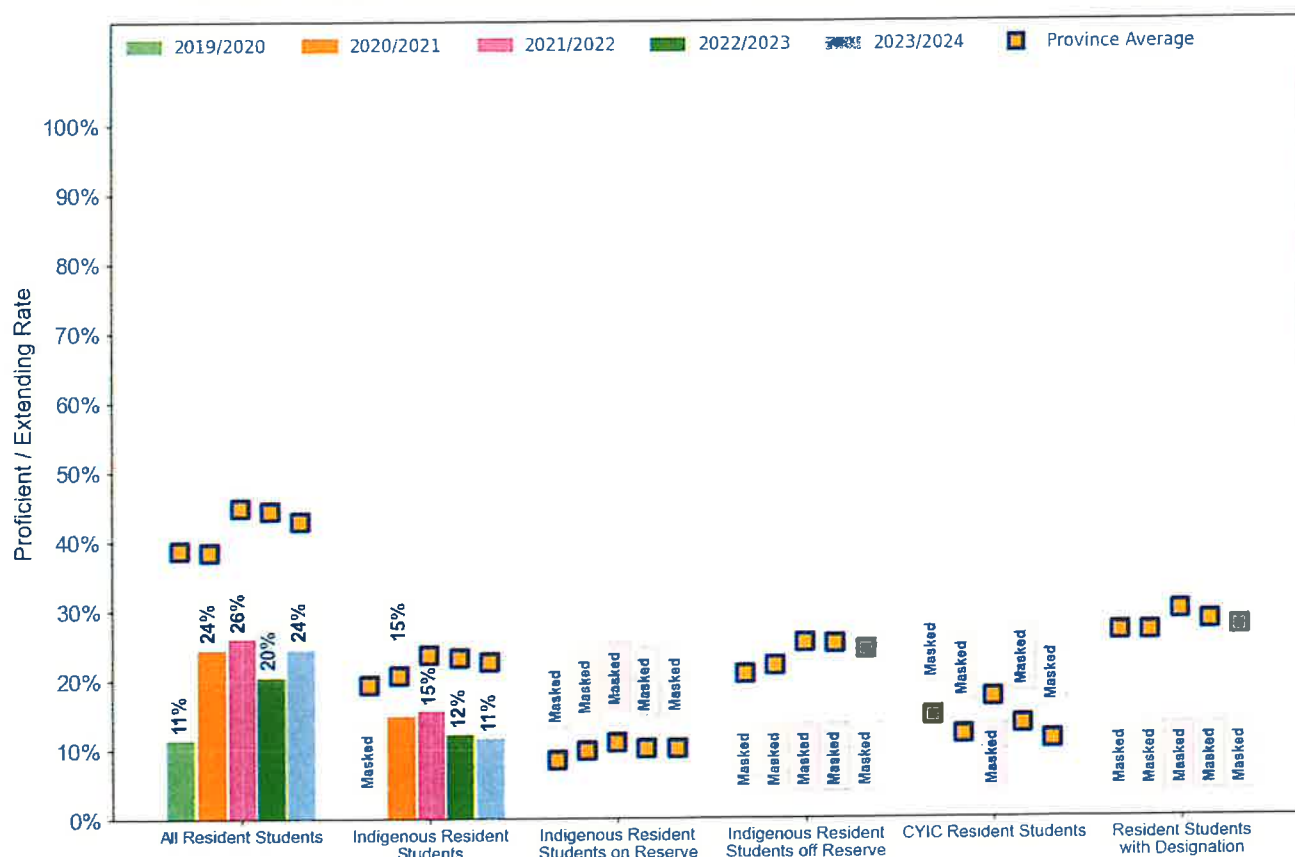
SD082 - Grade 10 to 11 Transition - Cohort Count

|	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	387	390	392	418	399
Indigenous Resident Students	197	191	180	222	215
Indigenous Resident Students on Reserve	74	63	55	85	74
Indigenous Resident Students off Reserve	123	128	125	137	141
CYIC Resident Students	Masked	Masked	Masked	Masked	19
Resident Students with Designation	78	78	65	90	82

SD082 - Grade 10 to 11 Transition Rate
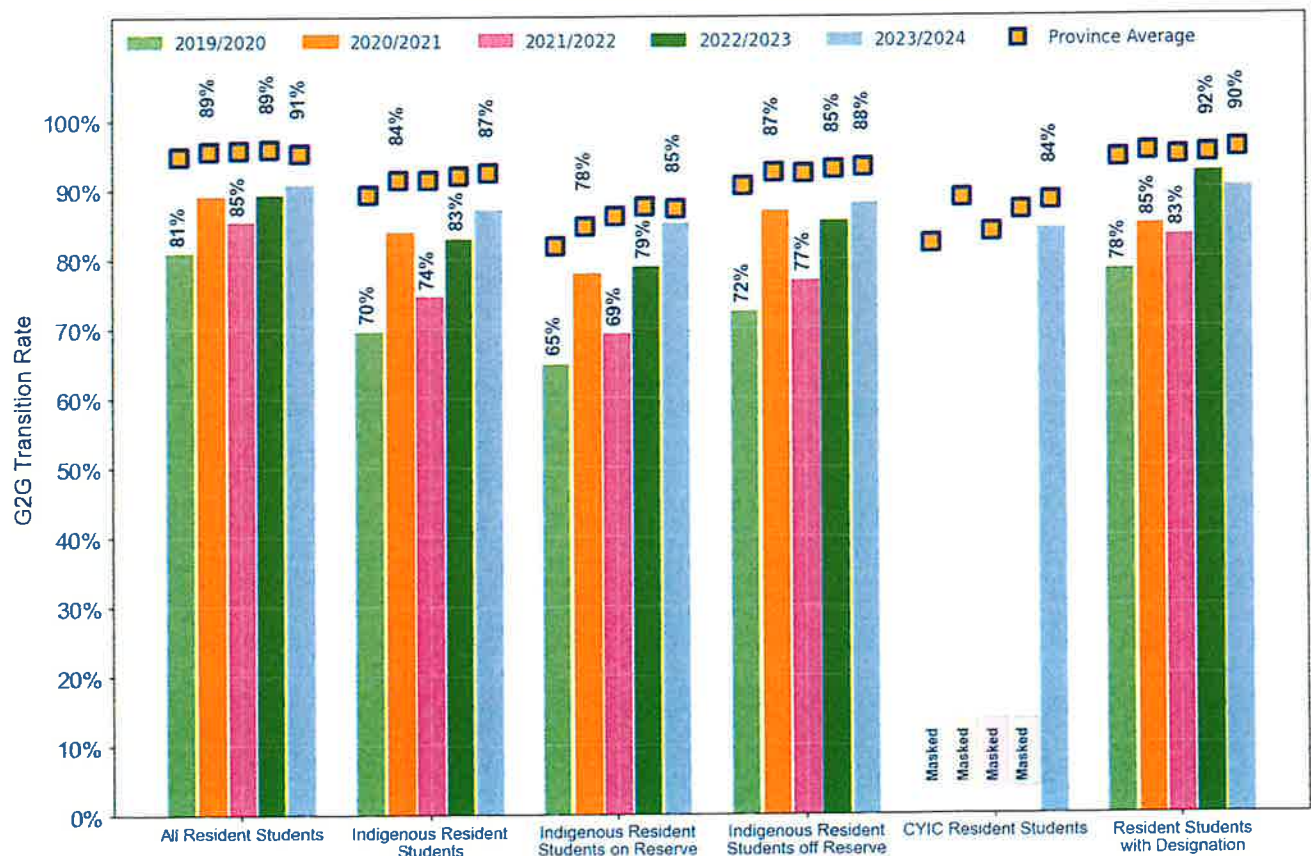
SD082 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	317	330	408	390	389
Indigenous Resident Students	149	150	207	181	200
Indigenous Resident Students on Reserve	57	48	69	58	75
Indigenous Resident Students off Reserve	92	102	138	123	125
CYIC Resident Students	Masked	Masked	Masked	19	13
Resident Students with Designation	62	74	91	79	86

SD082 - Grade 11 to 12 Transition Rate
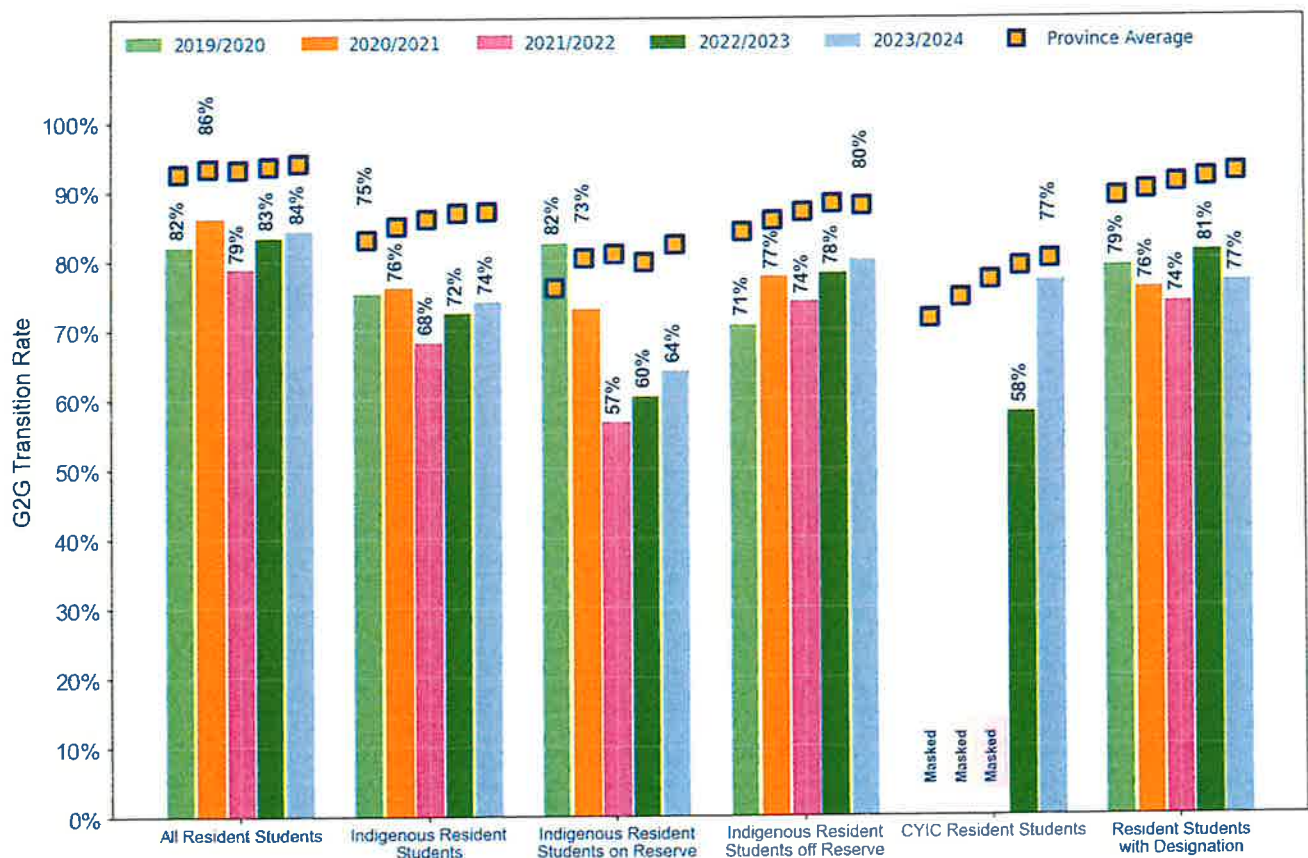
Analysis:

Outcome 2 - Numeracy

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

Key Context:

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

All Resident Students:	CMSD82 saw a significant increase in participation rates from **50 - 64% in 2020/2021 to 95 - 96% in 2024/2025**.
Indigenous Resident Students:	Participation also rose significantly from **49 - 56% in 2020/2021 to 93 – 95% in 2024/2025.**
CYIC Students:	This data continues to be masked because of small sample sizes.
Students with Designations:	Participation more than doubled from **36 - 40% in 2020/2021 to between 74-87% in 2024/2025.**

Concerted efforts were made by both district leadership and school leadership teams to increase student participation and engagement in the FSA. We aspire to continue on this upward trajectory.

Trends:

- The number of students in Grade 4 who are *on track or extending* increased by 10% over the last two years from **41% in 2022/2023** to **51% in 2024/2025**. We are pleased to see this progress.
- The number of students in Grade 7 who are *on track or extending* has also **increased** over the last two years from **25% in 2022/2023** to **29% in 2024/2025**. (In the "Developing a Numeracy Initiative" section, plans are in place to address the district's results).
- With both the Grade 4 & 7 FSA, results for our Indigenous learners declined from **34% to 31% in grade 4** and from **18% to 13% in grade 7.** In both cases, these results are below the provincial average. (In the "Developing a Numeracy Initiative" section, plans are in place to address the district's results).
- With the **Grade 10 Numeracy Assessment,** the number of students who are proficient/extending also increased from 20% in 2023/2024 to 24% in 2024/2025. This remains well below the provincial average.
- Over the last 2 years, additional efforts have been made to increase the levels of engagement and participation in local and provincial assessments – as a result, we have experienced a **significant increase in our participation rates** for **both the Grade 4 and 7 Foundational Skills Assessment (FSA)** across all student groups.

Comparisons:

Participation rates across all student groups in CMSD82 have shown remarkable improvement, with overall, Indigenous, and designated students demonstrating steady gains since 2020/2021. These increases reflect the strong collaboration between district and school leadership teams to strengthen engagement with the FSA. While participation rates now reflect near-universal involvement, achievement outcomes present a more complex picture. Encouragingly, the proportion of students in Grade 4 and Grade 7 who are on track or extending has increased modestly, and Grade 10 numeracy results also improved slightly. However, outcomes for Indigenous learners remain an area of concern, with declines noted at both Grade 4 and Grade 7, and overall numeracy achievement still trailing provincial averages. Together, these results highlight both the district's success in securing high levels of engagement and the ongoing need for targeted initiatives to ensure improved achievement for all learners.

Outcome 2 - Numeracy

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

Relevant Local Data

Despite gains for many students in both **Grade 4 and 7 FSA results**, gaps persist in the level of achievement for all groups of learners in the district versus the province.

The **provincial and local data for Numeracy** reveals that we must remain steadfast in our commitment to supporting capacity building for educators and skills for learners. School growth plans are aligned to the priority of improving literacy and numeracy rates for all students.

We are seeing an upward trend in the data related to the **Grade 10 Numeracy assessment.** However, the overall results indicate that fewer than 25% of our students are proficient or extending in their numeracy skills and the results for Indigenous students and students with disabilities or diverse abilities are lower still. Grade 10 Numeracy results are of concern.

Strengths

- Every school has outlined a specific numeracy goal, aligned with the district's overarching commitment to strengthening mathematical understanding and confidence.
- The initiative emphasizes foundational skills, problem-solving, and real-world application, ensuring math is meaningful and relevant for learners from K–12.
- A strong focus on consultation and collaboration is embedded, with planned engagement of teachers, administrators, students, families, and Indigenous communities.
- Professional learning opportunities will support staff with research-based strategies such as inquiry-based learning, mathematical thinking routines, and the integration of technology.
- Student voice panels will ensure learners contribute to shaping how math is taught, highlighting interactive, hands-on learning and real-life applications.

Areas for Growth

- Assessment data highlights that numeracy achievement, particularly at Grades 4, 7, and 10, remains below the provincial average, requiring targeted and innovative instructional approaches.
- Indigenous student results show a decline in numeracy achievement, underscoring the need for intentional strategies to reverse this trend.
- Consistency in monitoring progress will be key—implementing common benchmarks and diagnostic tools will help track improvement and guide instruction.
- Continued emphasis is needed on building student confidence in math, as well as on equipping educators with time and resources to adapt instruction for diverse learning needs.

Equity for All Priority Learners

- The initiative explicitly addresses barriers faced by Indigenous, racialized, and marginalized learners by embedding equity-focused numeracy goals into school and district plans. Engagement with Nations through renewed Local Education Agreements (July 2025) and the Indigenous Education Council will ensure feedback from Indigenous communities informs strategies, data review, and planning at both the school and district levels.
- Culturally responsive teaching practices will be integrated to reflect the lived experiences of students and make learning more relevant. Partnerships with Nations will support the development of Nation-led numeracy supports, provide targeted tools for Indigenous Support Workers, and help ensure approaches are responsive to local contexts.
- Inclusive instructional practices will ensure students with designations, English language learners, and children and youth in care have equitable opportunities to succeed in math.
- The district's belief that all students can succeed in math, given the right support and environment, guides this work and reflects a commitment to equity, belonging, and empowerment for every learner.
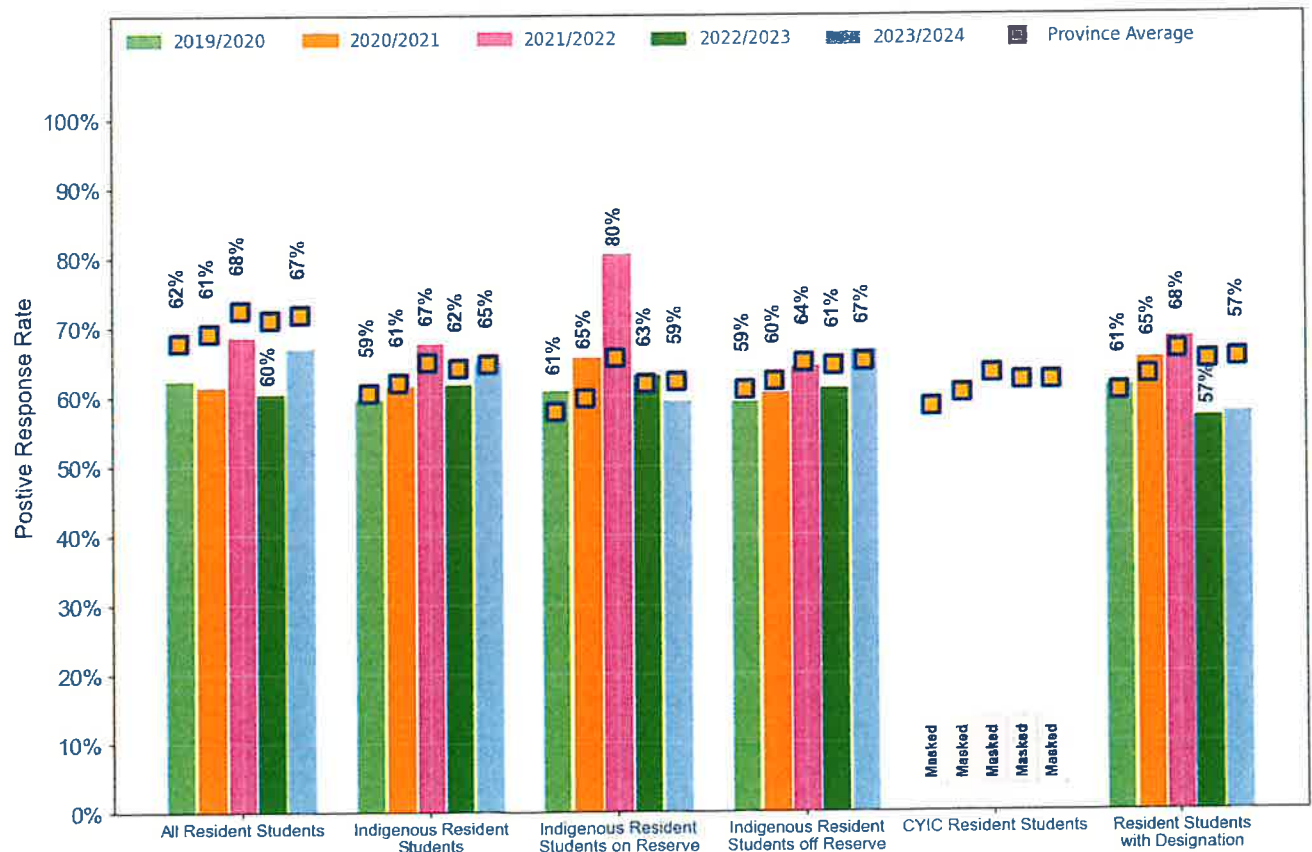
Human and Social Development

Educational Outcome 3: Feel Welcome, Safe, and Connected

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

SD082 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10
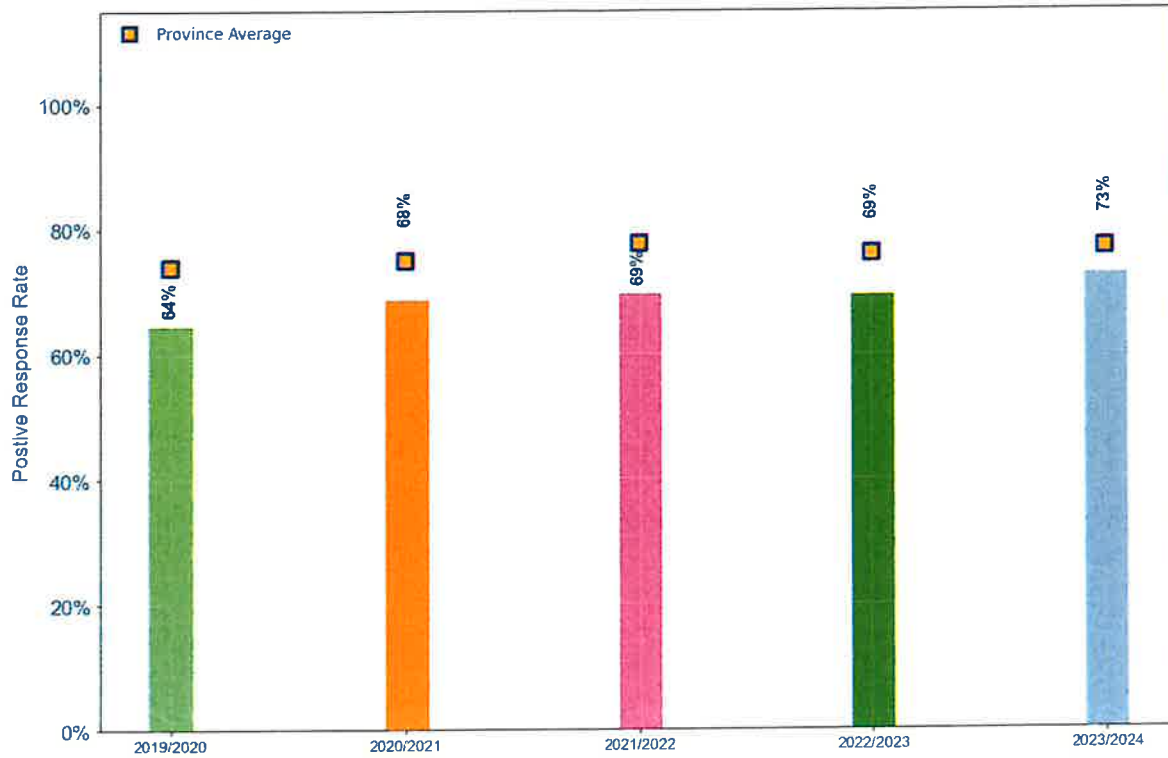
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	965 | 71%	927 | 71%	1000 | 73%	1017 | 73%	999 | 78%
Indigenous Resident Students	493 | 63%	467 | 60%	486 | 66%	517 | 65%	510 | 73%
Indigenous Resident Students on Reserve	157 | 52%	122 | 42%	116 | 58%	159 | 69%	139 | 59%
Indigenous Resident Students off Reserve	336 | 69%	345 | 66%	370 | 69%	358 | 63%	371 | 78%
CYIC Resident Students	19 | 58%	24 | 58%	22 | 59%	22 | 50%	31 | 42%
Resident Students with Designation	180 | 61%	170 | 49%	160 | 59%	172 | 61%	164 | 67%

SD082 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10

## SD082 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

Province Average

Year	Positive Response Rate
2019/2020	64%
2020/2021	68%
2021/2022	69%
2022/2023	69%
2023/2024	73%

SD082 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10

Legend: 2019/2020, 2020/2021, 2021/2022, 2022/2023, 2023/2024, Province Average

Category	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	46%	41%	50%	44%	50%
Indigenous Resident Students	44%	39%	48%	43%	50%
Indigenous Resident Students on Reserve	45%	38%	55%	43%	49%
Indigenous Resident Students off Reserve	44%	39%	47%	42%	51%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	54%	34%	48%	41%	45%

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

SD082 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10
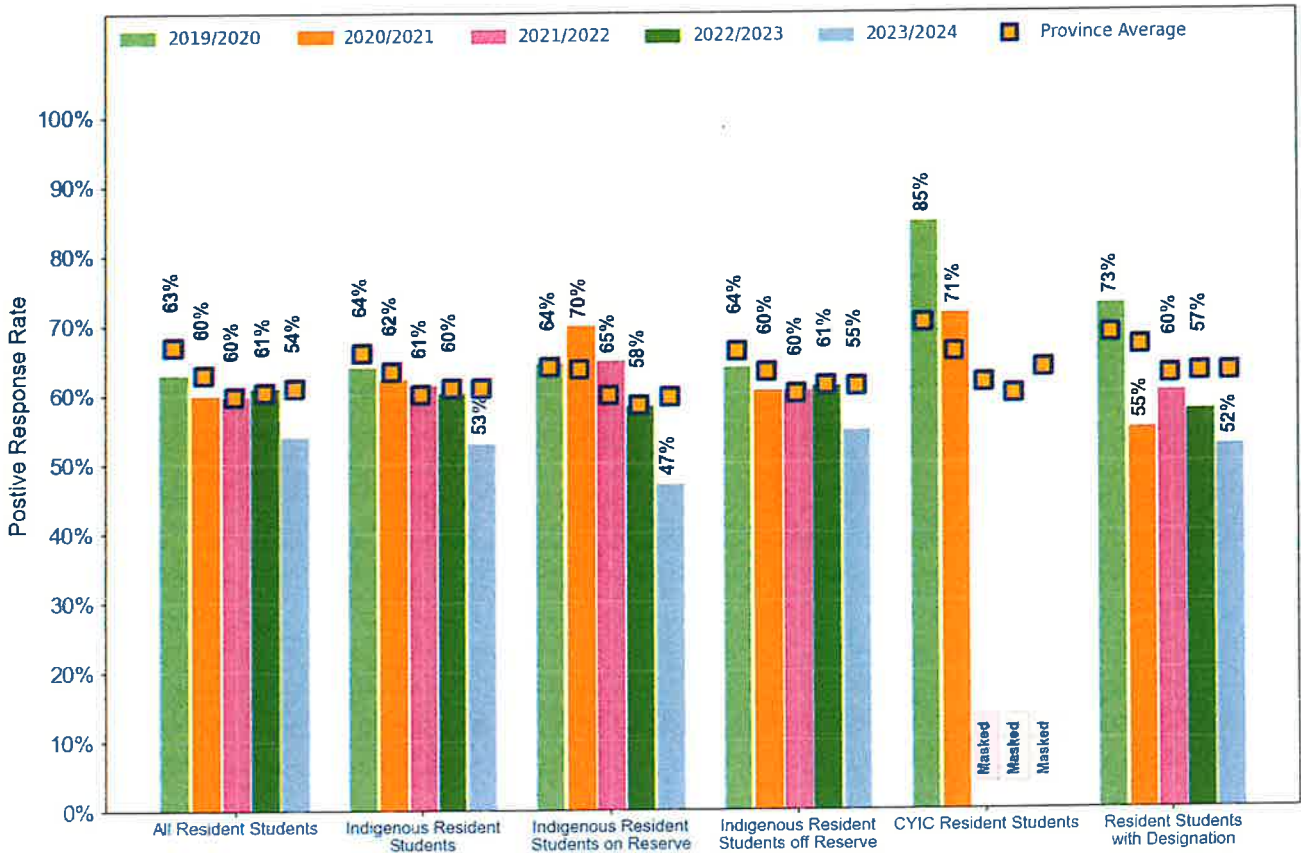
Analysis:

Feel Welcome, Feel Safe, Sense of Belonging

Key Context:

Coast Mountains School District, (CMSD) 82 serves a diverse population of learners; many of whom have complex needs that affect their ability to engage with traditional methods of data collection. The participation rate in the Student Learning Survey across the district is 78%.

CYIC participation is 42%. The proportion of children and youth in care is relatively small and the data is masked. The district will explore why these students are under-represented and will review each student to determine the barrier to participating in the survey. Every year, the district does engage in individual reviews of CYIC data and collaborates with schools and outside agencies to determine how best to support their path to graduation.

Resident students with designation participation: 67%. The district supports a significant number of students with autism, including many who are non-verbal and non-readers. As a result, these students were not included in the survey process. The district captures this data through street data and video.

Indigenous Students on reserve participation: 59%. Hazelton Secondary is a large rural and remote schools where approximately 98% of students identify as Indigenous and a significantly large proportion reside on reserve. It presents unique challenges related to student engagement and attendance. The resulting data may not fully capture the perspectives of all students. The district is collaborating with local nations on how to address this worrisome trend.

District leadership and school principals continue to promote survey participation through multiple initiatives and dedicated sessions at each school. Some student voices remain underrepresented due to these contextual barriers. The district also triangulates the SLS with data from the MDI, AHS, and qualitative data gathered a student voice session. (link MDI and AHS results). The district will be exploring ways to engage priority students who are underrepresented in the following year.

Trends:

Participation, Feeling welcome, Sense of belonging,

Over the past three years, CMSD has seen a steady increase in student participation in the Student Learning Survey, rising from 71% in 2019 to 78% in 2023–24. Participation among Indigenous students living on reserve grew from 42% to 59% over the same period. Students with designations also showed improved participation, while responses from children and youth in care (CYIC) declined for reasons that remain unclear. The district will be working with MCFD in the following year to determine that our identified data sets are correct for youth in permanent guardianship and those in temporary care with family. MCFD consent to share has been an issue in the past

Across all groups, more students report "Feeling Welcome" at school, with 80% of on-reserve students responding positively. Although CYIC data is often masked due to small sample sizes, available indicators suggest a positive trend. Reports of "Feeling Safe" at school increased from 64% in 2019 to 73% in 2023–24. Despite an outlier in 2021 affecting the "sense of belonging" metric, overall trends show consistent improvement. However, there is a concerning decline in the number of students who feel that "2 or more Adults Care," a trend observed across all student groups and warranting further attention CMSD 54% PA 60%. District staff will be meeting with school-based staff to highlight this data point and develop a plan.

Comparisons:
Feeling Welcome, Feel Safe

Student responses in CMSD regarding "Feeling Welcome" at school are generally aligned with provincial averages, including among Indigenous students. However, resident students with designations reported slightly lower rates of "Feeling Welcome" 57% compared to the provincial norm this year, 65%. The district will review the implementation of the MTSS model to see if this change affects this data point. The role of the ISW has been strengthened and reviews will be conducted to evaluate the impact.

In contrast, perceptions of "Feel Safe" at school remain slightly below provincial levels CMSD 70 % PA 73%. This may reflect broader socio-economic challenges unique to the region, such as high overdose rates (second only to Vancouver's Downtown Eastside), visible homelessness, and rising concerns around gang activity and sex trafficking. These issues have directly and indirectly affected schools—particularly in communities like Hazelton, where many students have experienced traumatic losses due to overdose. The district has invested and engaged with multiple outside agencies, community support, provincial organizations, for example BC Coroners to provide an extensive wrap around service to youth. The district will be monitored if these strategies maintain efficacy and further strengthen this work by formalizing inter-district data collection.

Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected

Feel Welcome, Feel Safe, Sense of Belonging

Relevant Local Data

Compared to provincial averages, students in CMSD report similar levels of connection and safety at school, reflecting the district's commitment to fostering supportive environments. A key development over the past year has been increased staff training in critical incident response and debriefing, likely contributing to a more consistent and prepared school climate.

However, broader community challenges—such as bomb threats, unauthorized individuals on school property, and nearby drug activity—may still influence students' sense of safety and belonging. These issues affect the wider student population, not just those directly involved. The district has been working closely with RCMP special unit to mitigate the effects of Gangs and drugs. The district has been working closely with non for profit organizations to raise awareness and engage community in this work.

Encouragingly, there have been no reported Level 2 suspensions or major threats in the 2024–25 school year. Monitoring next year's data will be important to assess whether this increased stability reflects the positive impact of district-wide preventative and response strategies.

Areas of Strength

One of the district's strongest indicators is the students' sense of being welcome at school, which aligns with provincial averages and has steadily improved across most student groups. Increased participation—particularly among Indigenous students living on reserve and students with designations—also reflects growing engagement and trust in the process. Notably, perceptions of safety have improved significantly, rising from 64% in 2019 to 73% in 2023–24. These gains likely reflect the district's investments in trauma-informed practices, staff training, and critical incident response, contributing to stronger, more supportive school climates.

Areas for Growth

A key concern is the declining trend in students reporting that "two or more adults care about me," with decreases across all groups. This highlights the need to strengthen adult-student relationships, particularly for vulnerable learners such as CYIC and non-verbal students with designations. Additionally, while safety perceptions have improved, they remain below provincial averages, likely influenced by ongoing community challenges such as visible homelessness, substance use, and trauma exposure. Enhancing wraparound supports and deepening community partnerships will be essential to closing this gap. The district has created a new Vice Principal position to help explore ways to connect with our highest priority youth. We will be measuring the efficacy of this strategy over the next 3 years.

Improving Equity for all priority populations

This analysis underscores CMSD's commitment to equity by emphasizing the importance of amplifying student voice—particularly among priority populations such as students with designations, Indigenous learners, and children and youth in care. While perceptions of safety and belonging are improving, the decline in students feeling that "two or more adults care about me" highlights the need for more intentional, student-informed strategies.

Building on the success of increased participation in after-school and lunchtime activities, the district is committed to expanding opportunities for connection and belonging. In the coming year, schools will establish youth committees to foster ongoing dialogue and co-create meaningful change. A key focus will be centering the voices of students with designations—whose experiences may be underrepresented in current data—to ensure they feel seen, heard, and supported. The student voice work in schools informs the district plans making

sure that we meet the needs of youth this was very apparent in the development of the district Mental Health Plan (Hyper link to website). All schools will be developing their own individual MH goals in the School Growth Plans (Hyper link to website)

These efforts reflect a broader goal: to deepen relationships and refine school practices, creating equitable, inclusive environments where every learner can thrive.
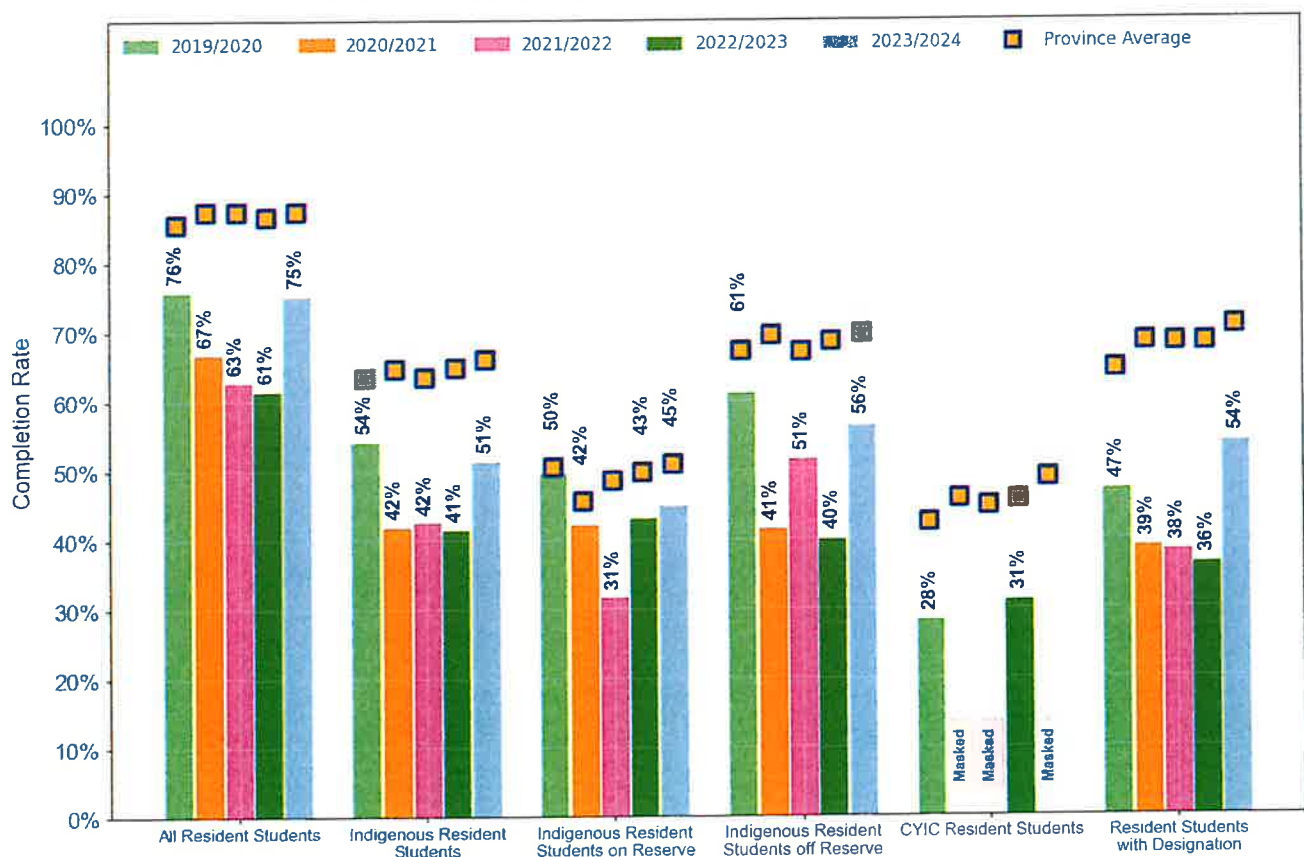
Career Development

Educational Outcome 4: Graduation
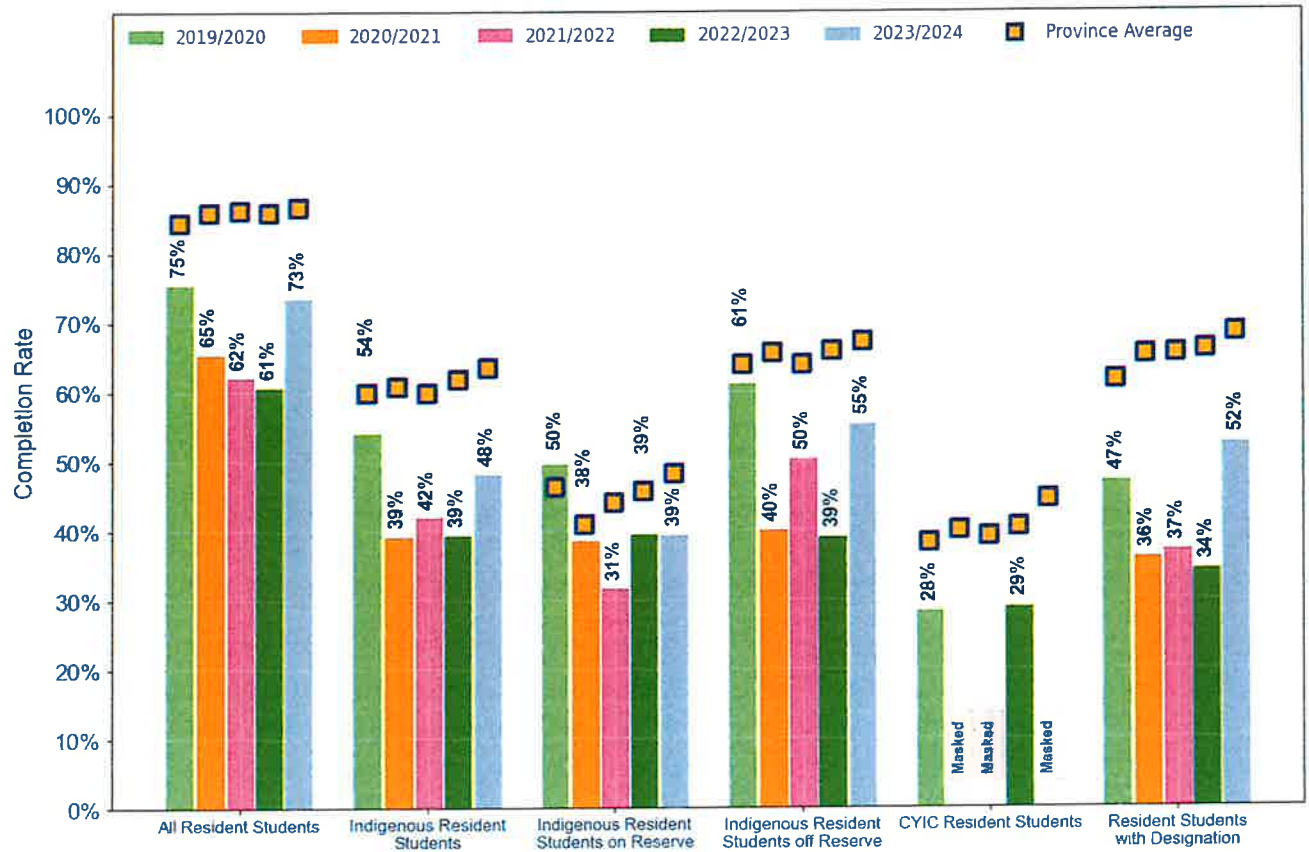
Measure 4.1: Achieved Dogwood within 5 Years

SD082 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	389 | 52	348 | 28	382 | 33	428 | 40	407 | 45
Indigenous Resident Students	176 | 24	162 | 13	179 | 16	212 | 21	181 | 21
Indigenous Resident Students on Reserve	108 | 15	91 | 8	81 | 8	96 | 10	81 | 10
Indigenous Resident Students off Reserve	68 | 9	71 | 6	98 | 8	116 | 11	100 | 11
CYIC Resident Students	41 | 6	Masked	Masked	50 | 5	Masked
Resident Students with Designation	93 | 12	79 | 6	98 | 9	110 | 11	84 | 9

SD082 - 5-Year Completion Rate - Dogwood + Adult Dogwood

Coast Mountains School District 82

SD082 - 5-Year Completion Rate - Dogwood

Legend: 2019/2020, 2020/2021, 2021/2022, 2022/2023, 2023/2024, Province Average

Y-axis: Completion Rate (0% to 100%)

All Resident Students: 75%, 65%, 62%, 61%, 73%

Indigenous Resident Students: 54%, 39%, 42%, 39%, 48%

Indigenous Resident Students on Reserve: 50%, 38%, 31%, 39%, 39%

Indigenous Resident Students off Reserve: 61%, 40%, 50%, 39%, 55%

CYIC Resident Students: 28%, Masked, Masked, 29%, Masked

Resident Students with Designation: 47%, 36%, 37%, 34%, 52%

Analysis:

Outcome 4 - Graduation

Achieved Dogwood Within 5 Years

Measure 4.1: Achieved Dogwood within 5 years

All Resident Students:	The 5-year graduation rate significantly increased for all students – **from 61% in 2022/2023** to **75%** in **2023/2024.** This is a **significant increase of 14%.**
Indigenous Resident Students:	Indigenous students in CMSD also showed a marked increase of 10% from **41% in 2022/2023** to **51% in 2023/2024.**
Students with Designations:	Our students with designations showed the most significant improvement in this area with an **overall increase of 18%** over the last year. The results in **2022/2023 were at 36%** and jumped significantly to 54% in 2023/2024.
CYIC Students:	This data continues to be masked because of small sample sizes.

Analysis of Results

- The 5-year graduation rates have had some slight fluctuation from year to year with some steady improvement over the last year increasing from 61% to 75%.
- The 5-year graduation rates for learners in CMSD 82 continue to remain below provincial averages, however, we are pleased to see the gap is narrowing.
- The 5-year graduation rate for Status off Reserve Indigenous learners continue to trend higher than Status on Reserve Indigenous learners with an overall difference or gap of 10%.
- The number of learners who immediately transition into a BC public Post-Secondary Institution remained steady at 40%, with very little difference when comparing the overall student population to Indigenous learners.
- The number of learners who transition into a BC public Post-Secondary Institution within three years also remained steady at 40%.
- We also recognize that students make other choices after they graduate that demonstrate success in their community.

Interpretation:

Outcome 4 - Graduation

Achieved Dogwood Within 5 Years

Relevant Local Data

As a rural and remote school district, Coast Mountains School District faces unique challenges that impact staffing, budgeting, and the delivery of educational services. Attracting and retaining qualified teachers and specialists can be difficult due to geographic isolation (especially in our more remote communities), limited housing, and fewer professional development opportunities compared to urban centers.

Budget constraints are often amplified for us as smaller student populations do not always translate into lower operating costs such as transportation, facility maintenance, and the need for multi-grade or alternative programming can strain limited resources.

Additionally, access to mental health services, extracurricular opportunities, and technology infrastructure may be limited, creating disparities in student support and learning experiences. These challenges require creative, flexible approaches and strong community partnerships to ensure students in rural and remote areas receive equitable education.

Strengths
- *Personalized Learning Pathways* - Students have access to a variety of academic and career programs tailored to individual interests, strengths, and future goals.
- *Strong Career Education Programs* - Robust offerings in career-life education and career-life connections support informed decision-making and real-world readiness.
- *Dual Credit and Trades Programs* - Partnerships with post-secondary institutions allow students to earn credits toward university, college, or trades certification while still in high school.
- *Support for Diverse Learners* - Inclusive practices and targeted supports ensure that Indigenous students, students with disabilities, and English language learners can succeed.
- *Skilled and Caring Educators* - Dedicated staff work closely with students and families to provide guidance, mentorship, and personalized academic planning.
- *Work Experience and Apprenticeships* - Opportunities for real-world job experience and hands-on learning help prepare students for direct entry into the workforce.
- *Data-Informed Decision Making* - Regular analysis of student achievement and engagement data guides program planning and resource allocation.
- *Community and Employer Partnerships* - Strong collaboration with local businesses, industries, and organizations enhances program relevance and student opportunity.
- *Focus on Equity and Access* - Programs and supports are designed to remove barriers and ensure that every student has the opportunity to succeed, regardless of background.

Areas for Growth
- Address barriers faced by Indigenous, racialized, and marginalized learners – embed equity goals into school and district improvement plans.
- Use data to identify gaps for all learners, track attendance, grades and engagement (e.g. for Indigenous, students with designations, ELL), and target supports accordingly.
- Expand experiential learning, career exploration and culturally responsive curriculum to boost motivation and connection.
- Improve career and post-secondary advising beginning in middle school, including exposure to trades, college and university.
- Incorporate student voice into decision-making and school improvement planning.
- Increase access to career-life education (CLE) and career-life connections (CLC) experiences.
- Ensure students have access to a range of academic and vocational choices aligned with their goals.
- Actively involve families in learning plans, transition meetings and post-secondary preparation.

Educational Outcome 5: Life and Career Core Competencies
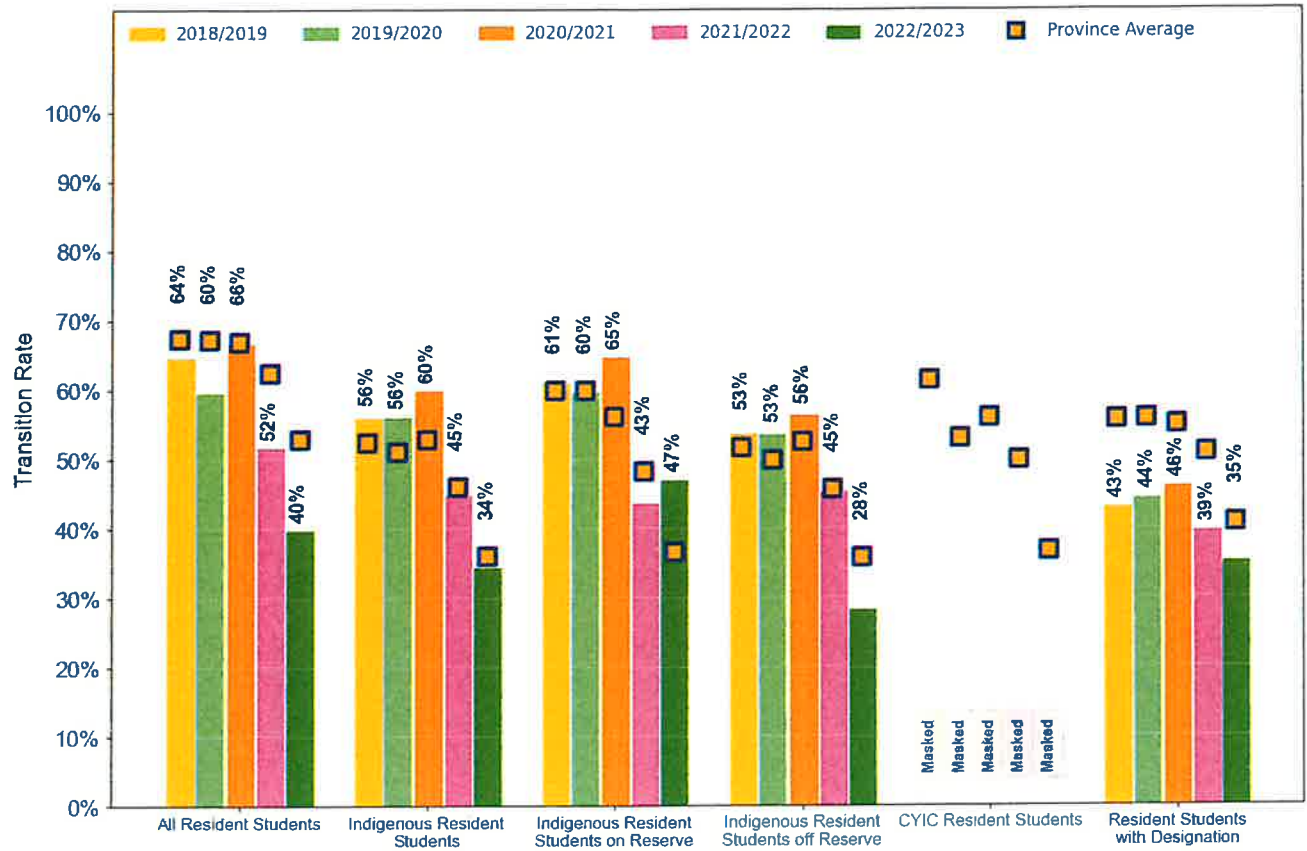
Measure 5.1: Post-Secondary Transitions

SD082 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	245	279	232	233	270
Indigenous Resident Students	86	100	72	83	96
Indigenous Resident Students on Reserve	28	42	31	Masked	32
Indigenous Resident Students off Reserve	58	58	41	Masked	64
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	28	Masked	Masked	33	40

SD082 - Immediate Transition to Post-Secondary

SD082 - Immediate Transition to Post-Secondary
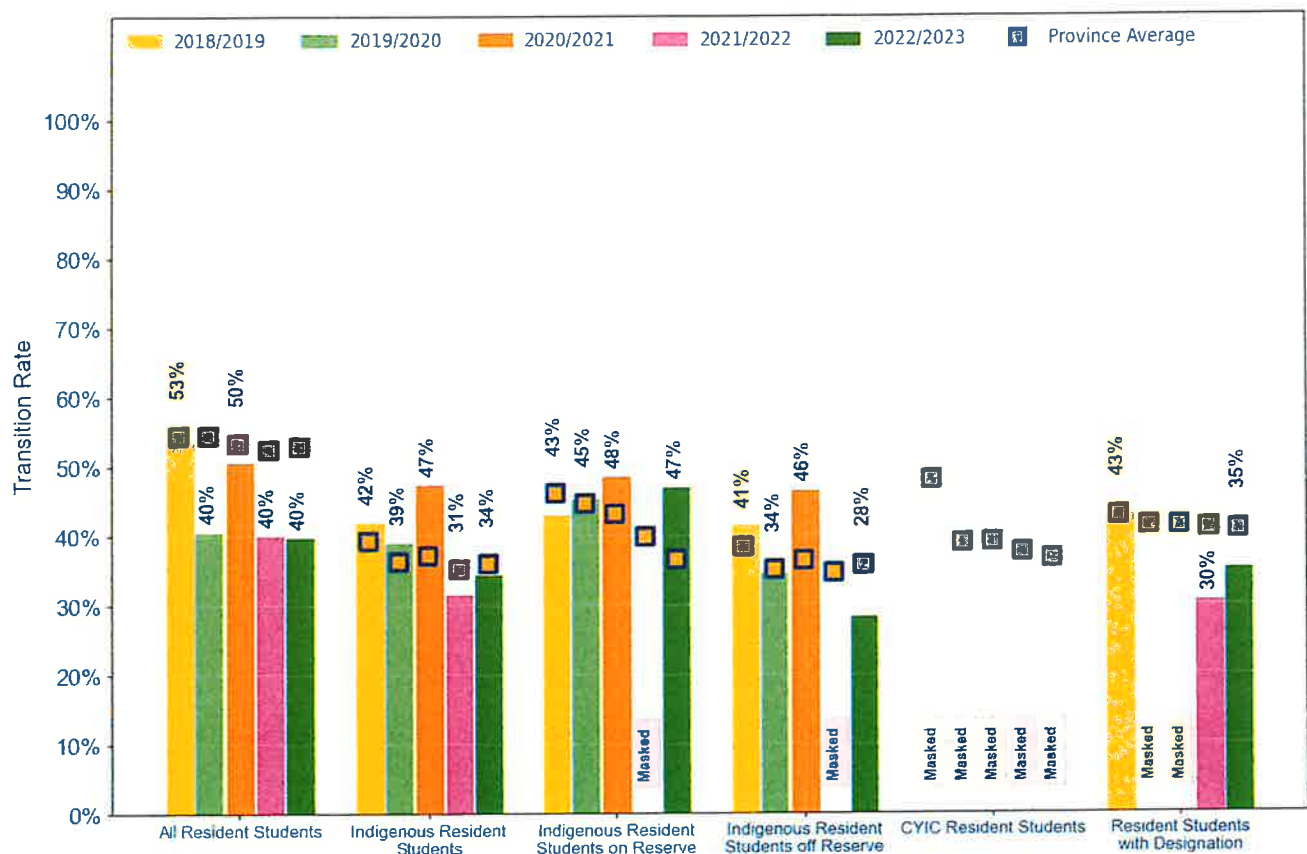
SD082 - Within 3 Years Transition to Post-Secondary

Analysis:

Outcome 5 - Life and Career Core Competencies

Post-Secondary Transitions

Context

Post-secondary transition data is provided by the Ministry through MyEducation BC and the Student Transitions Project, with the district analyzing results and supplementing them with local data to better understand the experiences of Indigenous learners, students with designations, and children/youth in care (CYIC).

- Cohort sizes vary year to year, and some groups are masked due to small sample sizes.
- Provincial averages provide an important benchmark, highlighting where Coast Mountains School District is aligned and where gaps remain.
- While graduation rates improved significantly in the past year (61% → 75% overall; +10% Indigenous; +18% students with designations), these gains have not yet translated into proportional increases in post-secondary transitions, underscoring persistent barriers beyond high school completion.

Trends

- **All Resident Students:** Transition rates remain consistently below the provincial average (40–50% compared to ~53%).
- **Indigenous Students:** Transition rates fluctuate but remain lower than both district overall and provincial levels, ranging from 31–42%.
- **On-Reserve vs Off-Reserve:** On-reserve Indigenous students transition at higher rates (43–48%) than off-reserve peers (28–41%).
- **Students with Designations:** Transition rates are lower (30–43%) but show signs of improvement in the most recent years.
- **CYIC Students:** Data remains masked across all years due to small numbers, but historically this group tends to experience significant barriers in transition outcomes.

Comparisons

- **District vs Province:** Across all years, SD082 lags behind the provincial average in immediate post-secondary transitions.
- **Equity Gaps:** Indigenous learners (particularly off-reserve) and students with designations have consistently lower transition rates compared to both all resident students and the provincial benchmark.
- **On-Reserve Advantage:** Indigenous students on reserve consistently transition at higher rates than their off-reserve peers, a unique pattern worth exploring further.
- **Improvement Areas:** While overall participation in assessments has increased (as seen in other reporting), successful transition to post-secondary remains a challenge, signaling a need for continued supports, culturally responsive approaches, and pathways planning

Interpretation:

Outcome 5 - Life and Career Core Competencies

Post-Secondary Transitions

Relevant Local Data

Coast Mountain's post-secondary transition data provides important insight into how well students are supported in moving from K–12 into further education. Cohort sizes vary, with some subgroups masked due to small numbers, yet consistent patterns emerge across years. When compared to the provincial average, the district's overall transition rates are lower, particularly for Indigenous learners and students with designations. Geographic isolation, financial pressures, and limited access to local post-secondary programs continue to create barriers for learners in remote and rural communities. The data also reveals a unique pattern: Indigenous students living on reserve transition at higher rates than their off-reserve peers.

Strengths
- **On-Reserve Indigenous Students:** Transition rates (43–48%) are relatively strong compared to off-reserve peers and approach provincial averages.
- **Students with Designations:** While rates are lower overall, recent years show improvement, suggesting that increased supports and inclusive practices are beginning to have a positive effect.
- **Increased Cohort Tracking:** The district's ability to disaggregate data by student groups ensures greater clarity in identifying equity gaps and planning targeted responses.
- **Nation-based Supports and Localized Programming:** These supports appear to act as protective factors, sustaining engagement for on-reserve Indigenous learners after graduation.

Areas for Growth
- **Overall Alignment with Province:** Transition rates for all resident students remain below provincial averages (40–50% vs. ~53%).
- **Indigenous Students Off-Reserve:** Transition rates are significantly lower (28–41%), representing a consistent gap that requires focused intervention.
- **Sustainability:** Improvements in some groups are inconsistent across years, pointing to the need for stable, systemic strategies to support transitions beyond graduation.
- **Post-Secondary Readiness:** While participation in assessments has risen significantly, translating this engagement into readiness for post-secondary pathways remains a challenge.

Equity for All Priority Populations
- **Indigenous Learners:** The persistent gap for off-reserve Indigenous students highlights systemic barriers that must be addressed through culturally responsive programming, stronger partnerships with families/communities, and targeted transition planning. The implementation of new Local Education Agreements (LEAs) with Nations beginning July 1, 2025, is expected to strengthen these efforts and provide more equitable supports for all Indigenous learners.
- **Students with Designations:** Additional supports and tailored pathways are needed to sustain recent improvements and ensure equitable opportunities for post-secondary success. For example, expanding dual credit and trades partnerships with Coast Mountain College; and the Piping Industry College helps create practical, career-oriented options for students with designations.
- **CYIC Students:** Although data is masked, research and local experience confirm that these students face considerable barriers; proactive strategies, wraparound supports, and inter-agency collaboration are essential. For example, the district conducts annual individual reviews of CYIC data and works closely with

MCFD and community partners to create tailored graduation and transition plans, ensuring flexible timelines and coordinated supports to help students remain connected to school and post-secondary pathways.

- **District Commitment:** District Commitment: Addressing these gaps aligns with Coast Mountains' broader equity goals—ensuring that all learners, regardless of background or designation, have the tools, confidence, and opportunities to transition successfully into post-secondary education. For example, the District Education Team has updated its 2025–26 goals to explicitly include equity-focused actions in literacy, numeracy, and transition planning. At the school level, high schools are supporting transitions through initiatives such as career fairs, post-secondary presentations, and counsellors meeting individually with students. In addition, Student Success Coordinator positions in high schools provide one-on-one support for First Nations students, helping to strengthen culturally responsive pathways to graduation and post-secondary success.

Enhancing Student Learning Report
September 2025

Part 2a: Respond to Results

In Review of Year 2024-2025 of Engage, Ignite, Empower

For Approved by the Board on September 24, 2025

Contents

District Context for Continuous Improvement

District Context for Continuous Improvement

Coast Mountains School District (CMSD82) is situated on the ancestral, traditional, and unceded territories of the Gitxsan, Haisla, Nisga'a, and Ts'msyen Nations. With approximately 4,300 learners across 19 schools, our district is home to a diverse student population, nearly half of whom self-identify as Indigenous. We are guided by our Board's 2022–2027 Strategic Plan, "Engage, Ignite, Empower," which outlines three overarching goals: (1) all learners will realize their full potential; (2) we will honour and respect culture, diversity, and inclusion; and (3) we will facilitate well-being across the district. These goals are grounded in the First Peoples Principles of Learning and form the basis of our continuous improvement cycle, which is iterative, reflective, and deeply rooted in our local context.

1. Evidence of a Continuous Improvement Approach

CMSD82 has adopted a cyclical and adaptive approach to continuous improvement, built around the key phases of **Review, Plan, Implement, Assess, Reflect**, and **Adjust**. This cycle is applied at the district, departmental, and school levels and reflects our ongoing commitment to improve outcomes for all learners through evidence-informed and equity-focused actions.

Review

Our cycle begins with regular and comprehensive review of multiple data sources. These include provincial performance measures (e.g., FSA, Graduation Rates), disaggregated student achievement data, attendance trends, report card outcomes, and qualitative evidence such as student voice and survey results (e.g., Adolescent Health Survey, Student Voice Forums). Data for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities are reviewed in depth to surface inequities and inform responsive action. EdPlan Insight, our newly implemented data dashboard, supports real-time data analysis and school-based decision-making.

Plan

Based on the findings from the review phase, strategic planning occurs through the collaboration of our District Education Team (DET), school-based teams, and Indigenous Education leadership. Goals are aligned to our Strategic Plan and articulated through district action plans and school growth plans. This year, our district focused on advancing literacy through a comprehensive K–6 Literacy Framework, improving Indigenous learner supports through enhanced Graduation Success Advisor roles, and deepening engagement in culturally respectful and trauma-informed practices.

Implement

Strategies identified in the planning phase are implemented in collaboration with school leaders, educators, and Indigenous partners. Professional learning is prioritized across departments, including K-3 literacy training using the UFLI model, Acadience training for teachers and administrators, and

ongoing in-service for Indigenous Education Support Workers. Implementation is supported through designated leadership roles (e.g., District Principal of Curriculum, Director of Inclusive Education), as well as through learning networks and focus groups.

Assess
We have established robust processes to assess the effectiveness of strategies. Key tools include:

- **EdPlan Insight**: Used by school teams to track attendance, learner engagement, and service delivery to Indigenous students.
- **Acadience**: Universal literacy screener data is collected three times per year to inform Tier 1, 2, and 3 literacy interventions.
- **Graduation Coaches/IEGAs**: Track academic performance, attendance, and graduation readiness of Indigenous learners.
- **District Review Meetings**: DET meets weekly to assess implementation progress, review school data, and identify responsive actions.
- **School-Based Team (SBT) Processes**: Weekly school team meetings identify learners requiring additional support, and strategies are reported to the district monthly.

Reflect
Throughout the year, educators, support staff, and district leaders engage in reflective practices that inform real-time adjustments and long-term strategy development. This includes reflections during DET meetings, Principal/Vice-Principal gatherings, Indigenous Education Team reviews, and debrief sessions after engagement forums. These reflections ensure that planning remains responsive to the lived experiences of learners and staff and are essential to building a culture of shared responsibility and continuous learning.

Adjust
Based on insights gained through assessment and reflection, strategies are adjusted to better serve student needs. This has included refining roles within the Indigenous Education Department, adjusting literacy resource allocation, and scaling up pilot projects (e.g., SRSD writing, Know Your Code). Regular review cycles allow for mid-year corrections and ensure efforts remain learner-centred.

2. Evidence that Feedback from Previous Reviews Has Been Considered
The district carefully analyzed feedback received from the Ministry following the 2024 FESL review. In response to the identified need for more explicit articulation of the continuous improvement cycle, we have incorporated clear descriptors of each phase into our planning documents and reports. Our current Section B: Moving Forward report includes detailed evidence of how strategies have been monitored and adjusted. We also developed a customized version of the Ministry's Continuous Improvement Cycle image to reflect our district's local processes, which we intend to embed in this year's FESL submission.

Further, feedback emphasizing the need for better alignment and articulation of strategies for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities, has led to explicit planning and tracking mechanisms, such as:

Coast Mountains School District 82

- Redesign of the Indigenous Education structure
- Integration of EdPlan Insight for progress tracking
- Expanded use of case management protocols for vulnerable learners

3. Evidence of Alignment Across the District

CMSD82 has taken deliberate steps to ensure vertical and horizontal alignment across all layers of the organization. Vertical alignment is maintained through:

- **Weekly meetings of the District Education Team (DET):** This team includes senior instructional leaders who monitor and adjust strategies based on school feedback and learner evidence.
- **Bi-monthly meetings of the District Leadership Team:** This team includes Directors and Managers of Human Resources, IT, Facilities, and Finance, ensuring operational departments are aligned with the educational priorities of the Strategic Plan.
- **Regular Principal and Vice-Principal meetings:** These include both virtual and in-person sessions to ensure school leaders are aligned with district goals and supported in school growth planning.

School plans are increasingly tied to the Strategic Plan, with many schools now explicitly including goals around literacy, Indigenous education, and student well-being. The District is supporting schools to disaggregate their own data and implement strategies that are culturally responsive and evidence-informed. In 2025, we are working toward publishing a centralized repository of all school growth plans on the district website to further promote transparency and alignment.

4. Overview of the District's Strategic Engagement Process

Strategic engagement is central to our continuous improvement efforts. New and ongoing initiatives are filtered through the Board's Education Committee, which includes representatives from the CMTF (Coast Mountains Teachers' Federation), CUPE, DPAC, and ITEC (Inter-Tribal Education Committee). This ensures inclusive input from all key rightsholders and stakeholders.

Engagement processes include:

- **District Education Committee:** Reviews strategic directions, data, and outcomes. Participants include trustees, DPAC, ITEC, Indigenous leaders, and students.
- **LEA Forums:** Co-developed with First Nations and ITEC to discuss service delivery, data sharing, and graduation pathways for Indigenous learners.
- **Student Voice Forums:** Hosted biannually to hear directly from students about safety, wellness, engagement, and discrimination.
- **Staff and Family Surveys:** Used to inform district planning in areas such as mental health, literacy, and the annual budget.
- **Partner Consultations:** Input on initiatives like the School Food Programs, anti-racism action plans, and the new K-12 Mental Health and Wellness Strategy.

Reflect and Adjust

1. Literacy

Existing Areas of Growth:
- Inconsistent Tier 1 structured literacy instruction across classrooms.
- Need for administrator capacity-building in data use for MTSS planning.
- Students below grade-level require more consistent progress monitoring.

Targeted Strategies Implemented:
- District-wide K–3 and 4–6 Literacy Frameworks.
- K–6 Acadience screener with progress monitoring.
- Empower Reading Program (Tier 3) piloted in K–9.
- UFLI Foundations training for Tier 1 instruction.
- SRSD writing pilot, Know Your Code, and Know Your Words programs.

Results & Evidence:
- K–3 Acadience scores improved after one year.
- More than 50% of Grade 3 students receiving Tier 2 intervention improved Reading Composite Scores.
- Participation in FSAs has increased significantly across all groups.
- Students with designations improved in literacy proficiency from 24% → 46%.

Feedback & Engagement:
- School-based leaders value clarity on how to use literacy data for MTSS.
- Indigenous Education teams emphasize the need for culturally responsive literacy resources.

New Areas of Growth & Adaptations:
- Expand Tier 1 UFLI-based PD to ensure consistent instruction across all classrooms.
- Deepen literacy coaching for administrators to support MTSS planning.
- Equip Indigenous Support Workers with literacy games and culturally relevant texts to strengthen home-school connections.
- Explore family literacy nights and community-based partnerships to increase engagement outside of school.

2. Numeracy

Existing Areas of Growth:
- Grade 7 numeracy proficiency remains low (29% on track/extending).
- Indigenous learners' proficiency declined in both Grade 4 (34% → 31%) and Grade 7 (18% → 13%).
- Fewer than 25% of Grade 10 students proficient/extending in numeracy.

Targeted Strategies Implemented:
- Launch of district-wide Numeracy Initiative (September 2025).
- School growth plans aligned to numeracy improvement.
- Common numeracy benchmarks, culturally responsive practices, and diagnostic tools.
- Consultation with teachers, families, Indigenous communities, and students.
- Training for staff in inquiry-based learning and math thinking routines.

Results & Evidence:
- Grade 4 on-track/extending increased 41% → 51% over two years.
- Participation rates for FSAs highest in 5 years.

- Student voice panels highlight a desire for real-life connections and interactive math.

Feedback & Engagement:
- Indigenous communities request culturally grounded math approaches.
- Teachers emphasize the need for time to co-plan and embed inquiry routines.

New Areas of Growth & Adaptations:
- Co-develop math resources with local Indigenous communities.
- Expand use of numeracy coaches to support differentiated instruction.
- Integrate financial literacy and applied trades math earlier (Grades 6–9).
- Offer peer-tutoring or mentorship in numeracy (student-led math clubs).

3. Graduation & Transitions

Existing Areas of Growth:
- Graduation rates below provincial average, despite recent gains.
- Large gap remains between Indigenous students on- vs off-reserve (10%).
- Transition to post-secondary steady at 40%, limited exposure to pathways.

Targeted Strategies Implemented:
- Career-Life Education (CLE/CLC) expansion.
- Dual credit and trades program partnerships with post-secondary.
- Strong work experience and apprenticeship opportunities.
- Career-life connections and post-secondary advising at secondary schools.

Results & Evidence:
- 5-year graduation increased 61% → 75% in one year.
- Indigenous graduation rose 10% (41% → 51%).
- Students with designations improved 18% (36% → 54%).

Feedback & Engagement:
- Families want earlier career conversations (middle school).
- Employers request more trades-prepared graduates.
- Students emphasize relevance and hands-on pathways.

New Areas of Growth & Adaptations:
- Expand early career exploration in Grades 6–9.
- Build mentorship between high school and elementary (e.g., career fairs run by older students).
- Introduce micro-credentials and industry certifications within high school.
- Strengthen family participation in transition planning (especially Indigenous families and CYIC).

4. Student Belonging & Wellbeing

Existing Areas of Growth:
- Decline in students reporting "2 or more adults care" (54% vs provincial 60%).
- CYIC and students with designations report lowest belonging and welcome rates.
- Safety perceptions below provincial average.

Targeted Strategies Implemented:
- Increased ISW (Indigenous Support Worker) role.
- Trauma-informed practices and critical incident training.
- Expanded after-school and lunchtime programs.
- Wrap around services with RCMP, BC Coroners, and nonprofits.
- Community In-service training day to RCMP, NH, MCFD and the school district
- All youth in grade 6, 9, 10 received targeted curriculum on how to stay safe and become knowledgeable regarding sex trafficking
- Collecting comprehensive data on youth impacted by Sex Trafficking
- One day in-service to P/VP regarding supporting priority youth and addressing violence in the classroom.

Results & Evidence:

- "Feeling Welcome" steadily improved, 80% of on-reserve students positive.
- "Feeling Safe" rose from 64% → 73% (close to provincial).
- Participation rates in surveys steadily rising (78% overall).

Feedback & Engagement:
- Students highlight need for more trusted adult connections.
- CYIC youth request individualized timelines and supports.
- Families emphasize importance of school-community relationships.

New Areas of Growth & Adaptations:
- Create youth committees in schools to amplify student voice.
- Formalize adult "check-in/check-out" mentoring systems.
- Embed more culturally responsive mental health supports.
- Pilot peer-support networks, pairing older and younger students.
- Need to develop a closer relationship with MCFD to understand CYIC data, as consent to share information is hindering data collection and impacting programming for priority youth
- The SD has implemented a VP position to focus on community engagement and support our most vulnerable youth that have high absenteeism

Overall Next Steps (System-Level):
- Strengthen *consistency* of Tier 1 practices in both literacy & numeracy.
- Expand *culturally grounded and student-driven* learning strategies.
- Increase *family and community partnerships* in transitions and wellbeing.
- Build stronger *data-informed cycles* (progress monitoring → school plans → district review).
- Monitor *equity gaps* with disaggregated data and student voice to adapt interventions.

5. Graduation Rates
Targeted Strategies
- Embed **equity and access goals** into all district and school growth plans.
- Establish **data dashboards** to monitor attendance, achievement, and engagement, with disaggregated reporting for priority groups.
- Build **culturally responsive curriculum and pedagogy**, developed in partnership with Indigenous Nations and community partners.
- Introduce **career exploration pathways** earlier (Grades 6–9), with mentorship and exposure to trades, college, and university programs.
- Develop **family engagement protocols** for transitions, learning plans, and post-secondary preparation.
- Expand **work experience, dual credit, and apprenticeship partnerships** with local employers and post-secondary institutions.

Results & Evidence
- **Graduation Rates**: Increased from 61% to 75% over the past year, narrowing the gap with provincial averages.
- **Post-Secondary Transition**: Immediate and three-year transition rates into BC public institutions hold steady at 40%, with parity between Indigenous and non-Indigenous learners.
- **Equity Gaps**: Status off-reserve Indigenous learners continue to outperform status on-reserve peers in 5-year graduation rates (10% gap).
- **Program Participation**: Strong uptake in dual credit, trades programs, and apprenticeships, supported by community and employer partnerships.
- **Inclusive Practices**: Schools demonstrate effective supports for diverse learners, though gaps remain in equitable access to advanced courses and advising.

Feedback and Engagement

- **Community Partners**: Local businesses and post-secondary institutions affirm the value of dual credit, trades, and apprenticeship programs.
- **Families and Caregivers**: Desire earlier and clearer communication around career-life education, transitions, and post-secondary planning.
- **Students**: Express strong interest in experiential learning, mentorship, and culturally relevant curriculum. Student voice has been under-utilized in decision-making processes.
- **Educators**: Highlight challenges of staffing, housing, and workload in rural/remote contexts, but affirm their commitment to personalized pathways for learners.

New Areas for Growth
- **Rural and Remote Equity**: Address challenges in staffing, housing, and access to technology, mental health supports, and extracurriculars.
- **Professional Learning**: Strengthen teacher recruitment, retention, and development with targeted PD for culturally responsive and career-focused teaching.
- **Technology Infrastructure**: Expand equitable access to digital tools, broadband, and blended learning opportunities.
- **Middle Years Transitions**: Build structured programs to bridge Grades 6–9 with stronger academic advising and career exposure.
- **Student Agency**: Develop formal mechanisms for student voice in program design, equity initiatives, and improvement planning.

Overall Next Steps
1. **Equity Focus**: Embed measurable equity goals in district and school growth plans; prioritize Indigenous and marginalized learners.
2. **Data-Driven Improvement**: Expand use of dashboards to identify and address gaps in real time.
3. **Program Expansion**: Grow experiential learning, trades, dual credit, and culturally responsive programming.
4. **Advising & Transitions**: Begin structured career and post-secondary advising in middle school; strengthen family engagement in transition planning.
5. **Infrastructure & Access**: Advocate for resources to address rural/remote staffing, housing, technology, and mental health supports.
6. **Engagement & Partnerships**: Deepen collaboration with students, families, Nations, local employers, and post-secondary partners.
7. **Continuous Monitoring**: Review evidence annually with stakeholders to assess progress and refine strategies.

6. Post-Secondary Transitions

Targeted Strategies
- Expand **career and post-secondary advising** starting in middle school (Grades 6–9) with exposure to trades, college, and university.
- Develop **culturally responsive pathways planning** with Indigenous communities, Elders, and local agencies.
- Strengthen **transition supports** for students with designations and CYIC, including wraparound services and advocacy teams.
- Increase **dual credit and apprenticeship opportunities**, particularly in trades and locally relevant industries.
- Enhance **data tracking systems** (attendance, engagement, course completion) to identify at-risk students early and provide targeted supports.
- Build **family engagement structures** for transition planning and post-secondary preparation.

Evidence & Results

- **Graduation Improvement**: 61% → 75% overall; +10% Indigenous; +18% students with designations.
- **Post-Secondary Transition**: Plateaued at **40% immediate and 3-year rates**, with no proportional increase despite graduation gains.
- **Equity Findings**:
  - On-reserve Indigenous learners outperform off-reserve peers by ~10%.
  - Students with designations show recent improvements but remain below provincial averages.
  - CYIC outcomes remain unclear but historically reflect systemic barriers.

Feedback & Engagement
- **Students**: Desire earlier exposure to career pathways, experiential learning, and culturally meaningful programs.
- **Families**: Request clearer communication and more involvement in transition planning and post-secondary preparation.
- **Educators**: Highlight gaps in resources and staffing, particularly in rural/remote contexts, but affirm commitment to supporting individual pathways.
- **Community & Employers**: Value work experience, dual credit, and apprenticeships as pathways to both employment and continued learning.
- **Nations**: Emphasize the importance of **culturally responsive supports** and strong school-community partnerships in transition planning.

New Areas for Growth
- Address **non-academic barriers** (housing, transportation, mental health supports, access to technology).
- Build stronger **post-secondary partnerships** for Indigenous and equity-seeking learners, including Indigenous-serving institutions.
- Create **transition programming** specifically for CYIC and students with designations.
- Integrate **student voice** into transition planning at school and district levels.
- Monitor **labour market alignment** to ensure pathways connect to local employment opportunities.

Next Steps
1. **Equity Action**: Embed post-secondary transition goals into LEAs and school/district improvement plans.
2. **Advising Expansion**: Introduce structured career/post-secondary advising in middle years.
3. **Program Growth**: Expand dual credit, apprenticeship, and work experience opportunities.
4. **Data & Monitoring**: Implement district-level dashboards to track transition outcomes for priority populations.
5. **Family & Nation Engagement**: Develop protocols for collaborative transition planning with families and Nations.
6. **CYIC Focus**: Establish dedicated support teams to improve transition outcomes for CYIC learners.
7. **Annual Review**: Share transition data annually with Principals, Trustees, and Nations to assess progress and refine strategies.

Reflect and Adjust Chart (Optional)

Strategic Plan Monitoring Table

Strategic Plan Priority	Strategic Plan Objective	Strategy: What targeted actions are being taken?	Area for Growth: What gap/problem of practice does this strategy aim to address? Why was this strategy chosen?	Strategy Effectiveness: Based on data, evidence & feedback, how effectively has this strategy addressed the gap?	Adjustments & Adaptations (Continue, Discontinue, Adapt, Introduce)
Literacy	Improve early literacy and writing outcomes	- K–3 & 4–6 Literacy Frameworks - K–6 Acadience screener with progress monitoring - Empower Reading Program (Tier 3) - UFLI Foundations PD - SRSD writing pilot; Know Your Code/Know Your Words	Inconsistent Tier 1 instruction; lack of administrator capacity to use data for MTSS; need for more progress monitoring of below-level students	- K–3 Acadience scores improved - >50% of Grade 3 Tier 2 students improved - Students w/ designations literacy proficiency ↑ 24% → 46% - FSA participation ↑	Continue UFLI PD, Acadience monitoring Adapt literacy coaching for admin & ISWs Introduce family literacy nights & culturally relevant resources
Numeracy	Improve numeracy proficiency across all grades	- Launch of district-wide Numeracy Initiative (2025) - Common benchmarks & diagnostic tools - Culturally responsive practices - Staff training in inquiry-based routines - School growth plan alignment	Low Grade 7 & 10 numeracy proficiency; Indigenous learners' decline (Gr. 4: 34→31%; Gr. 7: 18→13%)	- Gr. 4 proficiency ↑ 41% → 51% - FSA participation at 5-year high - Student voice: want real-life math - Communities: request culturally grounded math	**Continue** Numeracy Initiative **Adapt** coaching and inquiry-based practices **Introduce** financial literacy, applied trades math, peer mentoring
Graduation & Transitions	Increase graduation rates and successful post-secondary transitions	- CLE/CLC expansion - Dual credit & trades partnerships - Work experience & apprenticeships - Post-secondary advising	Grad rates below provincial; 10% gap between on/off-reserve Indigenous learners; post-secondary transition stagnant at 40%	- 5-year grad ↑ 61% → 75% - Indigenous grad ↑ 10%; students w/ designations ↑ 18% - Families: want earlier career advising	Continue CLE/CLC, dual credit Adapt transition advising Introduce micro-credentials, career exploration Grades 6–9
Student Belonging & Wellbeing	Improve student sense of safety, belonging, and support	- Expanded ISW role - Trauma-informed practices - After-school/lunchtime programs - Wraparound services (RCMP, MCFD, nonprofits) - Targeted safety curriculum (Gr. 6, 9, 10) - VP position for vulnerable youth	Decline in students reporting adult connections; lowest belonging for CYIC & designated students; safety below provincial	- "Feeling Safe" ↑ 64% → 73% - "Feeling Welcome" 80% on-reserve positive - Student surveys participation ↑ 78%	Continue trauma-informed & ISW expansion Adapt youth committees & mentoring Introduce peer support networks; closer MCFD data collaboration
Graduation Rates	Narrow district/provincial gap & equity gaps	- Embed equity/access goals in plans - Establish data dashboards - Build culturally responsive curriculum with Nations - Early career pathways (Gr. 6–9) - Expand work experience, dual credit, apprenticeships	Grad rates remain below provincial; persistent 10% on/off-reserve Indigenous gap	- Grad rates ↑ 61% → 75% - Program participation strong - Post-secondary transition steady at 40%	Continue data dashboards, experiential pathways Adapt equity focus Introduce student voice in program design
Post-Secondary Transitions	Improve transition rates beyond graduation	- Expand middle years career advising - Develop culturally responsive pathways planning - Strengthen supports for designations & CYIC - Increase dual credit & apprenticeship - Enhance early warning data tracking - Build family engagement protocols	Post-secondary transitions steady at 40%; Indigenous and designated students transition lower than provincial; CYIC face systemic barriers	- Graduation improved but transitions stagnant - On-reserve Indigenous students outperform off-reserve by ~10% - Families & Nations call for earlier advising & culturally responsive planning	Continue dual credit & apprenticeship Adapt advising practices Introduce CYIC-specific transition programming, student voice mechanisms

Create Alignment to Enhancing Student Learning

Coast Mountains School District is committed to ensuring that strategic priorities are not only established at the district level but are also lived out through school and operational plans. The updated district "continuous improvement cycle" embeds review and reflection points across both school and operational plans. This ensures that learning goals and strategies remain adaptive to new evidence, Ministry feedback, and emerging district needs, while aligning IT, HR, and financial priorities to directly support student learning and equity. The following sections outline how school plans and operational plans have been aligned to these priorities.

Aligning School Growth Plans to District Priorities for Enhancing Student Learning

Unified School Growth Plan Template: Schools have adopted a new School Growth Plan template that embeds four district-wide focus areas — literacy, numeracy, inclusion, and mental health/well-being — ensuring direct alignment with the Board's *Engage, Ignite, Empower* Strategic Plan. Schools may use either the new template or a Canva-based version during the transition year, while district leaders provide ongoing support. The new template also incorporates the new Coast Mountains Continuous Improvement Cycle.

Data-Informed Alignment: The "How Are We Doing?" report, Superintendent's reports, Indigenous Education reports, district and school assessments inform school-based goal setting. For example, K–6 literacy gaps identified in FSAs and Acadience data are directly linked to school literacy goals, with structured support from district literacy leaders and Learning Resource Teachers.

Equity for Indigenous Learners: School goals are intentionally aligned with Indigenous Education priorities, including new Local Education Agreements (to be implemented July 1, 2025), strengthened ISW roles, and culturally responsive practices. This ensures that Indigenous Education Council directions and Nation partnerships are visible in school-level planning.

Leadership Capacity: The District Education Team and Principal and Vice Principal learning sessions (August 2025 PVP Forum), which focused on Compassionate Systems Leadership, inquiry-based practices, and evidence-informed decision making, were structured to support principals/vice-principals in implementing aligned goals at the school level. In parallel, teachers are supported through professional learning connected to district priorities — for example, training in the K–6 Literacy Framework and UFLI Foundations. Looking ahead, teachers will also have input into the development of the new Numeracy Framework, ensuring that classroom practices are shaped collaboratively and aligned with both school growth plans and district strategic goals.

Continuous Improvement Cycle: The District Education Team — consisting of the Superintendent, Directors, and District Principal — meets with each school's administrative team to review growth plans, provide feedback, and, when needed, assist in co-developing strategies.

Strategies are developed at the school level, ensuring that plans reflect the unique context and priorities of each learning community. This process positions school plans as *living documents* that adapt to district operational adjustments and Ministry expectations. For example, schools have aligned their literacy goals with the district's K–6 Literacy Framework, using data from Acadience and FSAs to guide targeted supports. By engaging every school in a consistent cycle of dialogue and reflection, the district builds shared understanding and alignment across the system — from Trustees and the District Education Team to school administrators, teachers, and staff.

Aligning Operational Plans to Support Student Learning

Human Resources (HR): Early recruitment and succession planning have resulted in more teaching positions being filled at the start of the 2025–26 school year compared to last year, providing greater stability for schools and consistency for students. Retention and professional growth are supported through mentorship, professional learning tied to district initiatives (e.g., literacy frameworks, upcoming numeracy framework), and leadership development opportunities. Staff well-being is also prioritized, with access to school gyms, yoga classes led by teachers, and other wellness activities encouraged locally. Together, these HR strategies strengthen workforce stability and well-being, directly supporting student learning and the district's strategic priorities.

Information Technology (IT): IT plans are aligned to support literacy and numeracy frameworks (e.g., Acadience Online Learning screener, Lexia Core5 pilot, UFLI resources). Schools now have stronger digital infrastructure for multi-tiered supports, and senior staff are exploring instructional innovation through the Northern BC GenAI cohort. Assistive technologies, including augmentative and alternative communication (AAC) tools, are also used to support non-verbal students, ensuring equitable access and voice. Together, these investments enhance teaching and learning by providing students with more accessible, personalized, and engaging experiences.

Financial Planning: Budget alignment ensures resources are directed to strategic priorities such as the Empower Reading expansion, the launch of the Numeracy Framework in Fall 2025, Student Success Coordinators for First Nations learners, and investments in mental health initiatives. Funding also explicitly supports equity for priority learners, including Indigenous students, English Language Learners, and students with designations.

Facilities & Safety: Operational planning includes capital advocacy (e.g., Mount Elizabeth Middle Secondary School replacement) and aligns safety initiatives with human and social development goals through student sense of safety work, trauma-informed training, and RCMP partnerships. Renovations are prioritized to keep facilities safe and ready for learning, as outlined in the district's Long-Term Facilities Plan.

Integration Across Plans: Monthly District Leadership Meetings emphasize breaking down silos between operations and instruction. For example, HR staffing plans are reviewed alongside instructional frameworks; financial planning cycles incorporate input from the District Education Team (DET) and Indigenous Education, with the Indigenous Education Council (IEC) to be engaged in this work beginning in Fall 2025; and IT planning is directly connected to classroom implementation and equitable access for students.