

Stikine

SD087

Enhancing Student Learning Report

September 2025

Part 1: Review Data and Evidence

Pre-Populated Provincial Template

In Review of Year 5 of SD87 Stikine Strategic Plan, 2022 - 2026

Approved by Board on September 27th, 2025

Contents

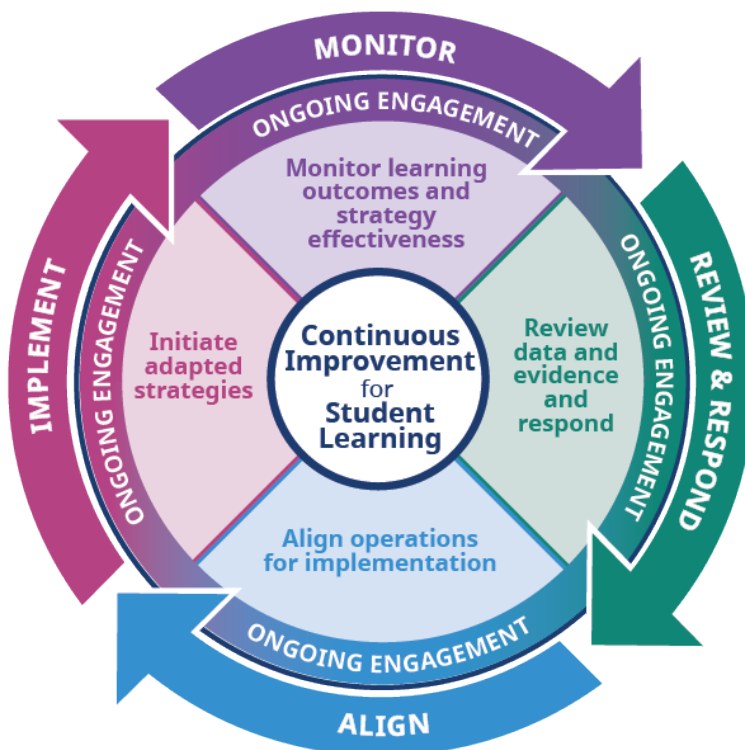
Intellectual Development	5
Educational Outcome 1: Literacy.....	6
Educational Outcome 2: Numeracy.....	10
Human and Social Development.....	17
Educational Outcome 3: Feel Welcome, Safe, and Connected.....	17
Career Development	21
Educational Outcome 4: Graduation.....	21
Educational Outcome 5: Life and Career Core Competencies.....	23

Enhancing Student Learning Report:

Ministry Note

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

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



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

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

Review and Respond Cycle:



For the purpose of this document, please note:

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

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

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

Review Data and Evidence

Part 1



Review Data and Evidence Provides:

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

A note on provincial data provided in this template:

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

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

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

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

Stikine SD87 Context

When reviewing data for SD87, the reader should keep in mind the very small size of each of our cohorts; each grade cohort in our data typically represents less than 10 students. As a result of these small cohort sizes, one or two students can significantly change our results from year to year. Much of our data is masked due to the requirement to protect student privacy. This makes it especially difficult to report on priority sub-populations like indigenous students living on and/or off reserve, students with disabilities or diverse abilities, and children and youth in care (CYIC) as their data cannot be published. While specific results cannot be publicly reported, our district team has done a thorough internal review of the masked data and reports the trends below.

Intellectual Development

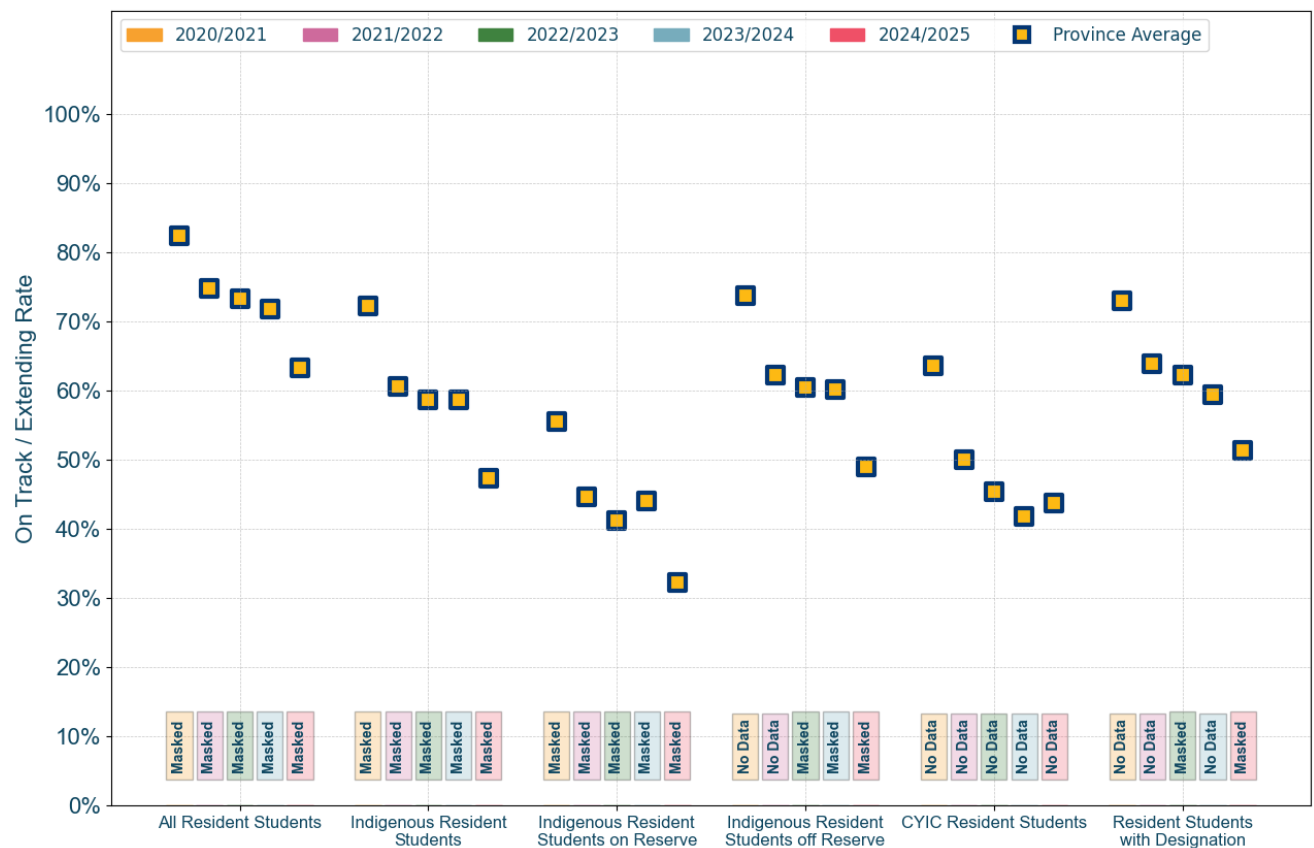
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD087 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	Masked	Masked	12 83%	Masked	Masked
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	0	0	0	0	0
Resident Students with Designation	Masked	Masked	Masked	0	Masked

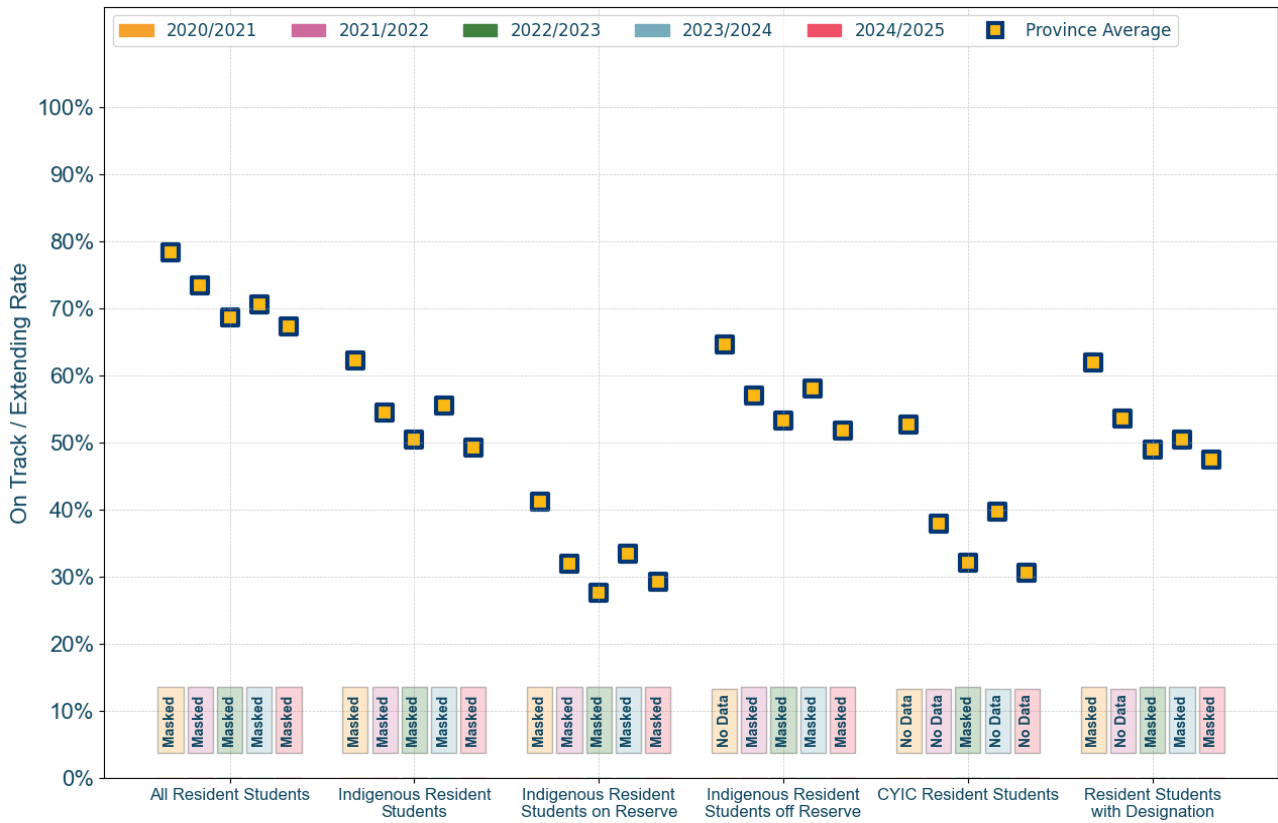
SD087 - Grade 4 FSA Literacy - On Track / Extending Rate



SD087 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	Masked	Masked	15 87%	10 100%	Masked
Indigenous Resident Students	Masked	Masked	13 85%	Masked	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	0	Masked	Masked	Masked	Masked
CYIC Resident Students	0	0	Masked	0	0
Resident Students with Designation	Masked	0	Masked	Masked	Masked

SD087 - Grade 7 FSA Literacy - On Track / Extending Rate

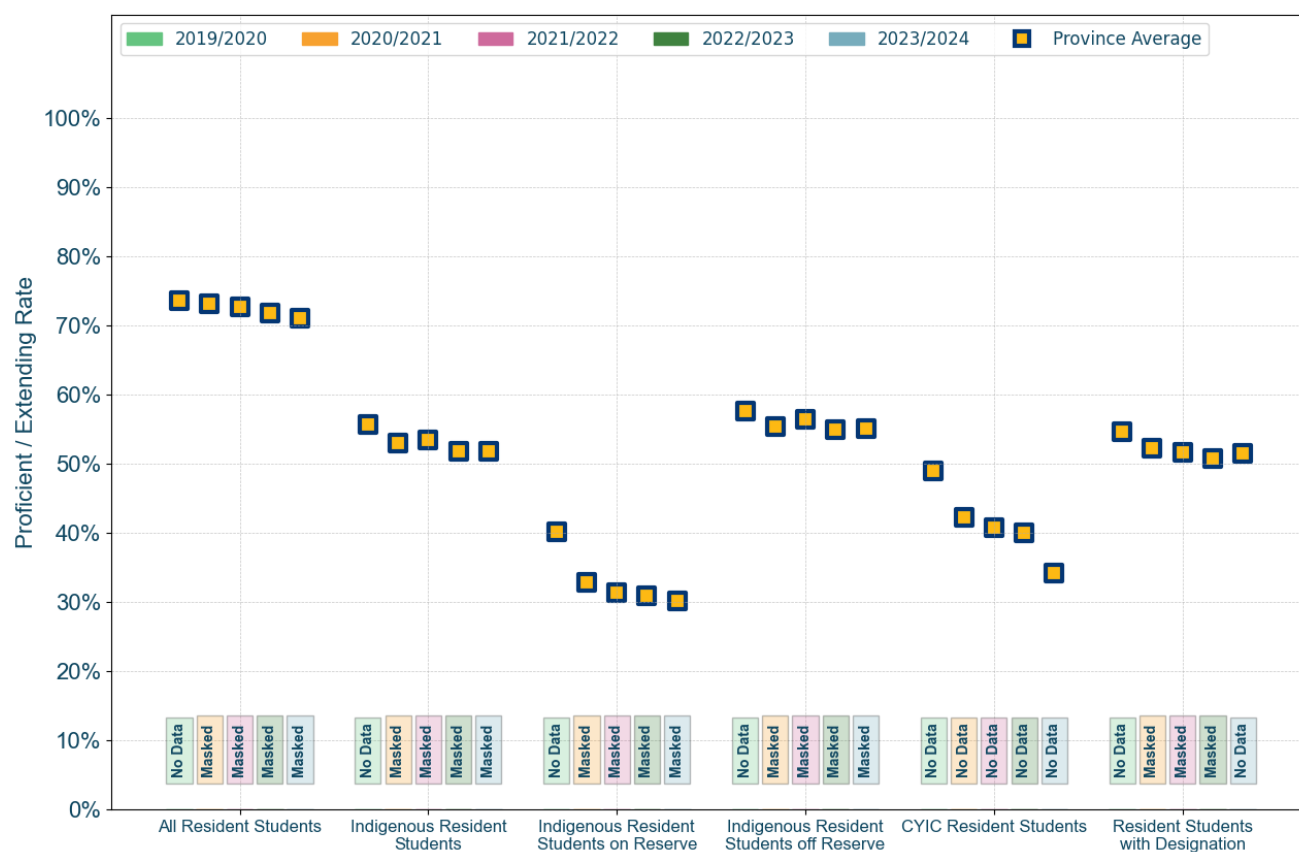


Measure 1.2: Grade 10 Literacy Expectations

SD087 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	Masked	Masked	18 78%	18 61%	20 65%
Indigenous Resident Students	Masked	Masked	14 86%	Masked	16 75%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	0	0	0	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD087 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Analysis:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

Overall, achievement results for literacy in both grades 4 and 7 were relatively low compared to provincial results.

Grade 4:

- We are seeing an overall drop in literacy scores since the 2022/2023 school year.
- We are seeing a steady decline/decrease in participation rates which is opposite to provincial participation rates.

Grade 7:

- Students are doing better than they were in the 2022/2023 school year.
- Participation rates are relatively stable and comparable to the provincial average.

High school (Grade 10 and 12):

- Overall, between 2021/2022 and 2023/2024 school years, students who are proficient and extending have declined slightly for our grade 12 students and far more significantly for our grade 10 students.
- Participation rates between 2021/2022 and 2023/2024 school years:
 - o Grade 10 dropped slightly
 - o Grade 12 has doubled over the same time span
 - This doubling is primarily a result of increased participation rates of our indigenous students

In terms of priority populations, we are seeing the following trends:

- CYIC population: we have no data for grade 4 over the past 3 years. We only have data for the 2022/2023 school year for grade 7.
- Indigenous students not on reserve: Grade 7 literacy scores have dropped since last year (2023/2024) while the grade 4 literacy scores remain significantly lower than the provincial scores.
- Indigenous students not on reserve: grade 7 literacy scores dropped significantly last year compared to the past few years, while the grade 4 literacy scores remain low.
- Our non-indigenous students are doing significantly better than our indigenous students are in both grades 10 and 12.
- Our Indigenous students not on reserve generally do significantly better than students on reserve in grade 10, but this trend has reversed in grade 12 since the 2022/2023 school year.

- Students with disabilities or diverse abilities: This sub-population is very small, and we have very little to no data on them.

Interpretation:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

- Keeping in mind the fact that we have very small cohorts, most of our data is masked (i.e. 9 students or less) or non-existent, we need to realize that our result will be significantly affected by 1, 2 or 3 students. Having said this, here are our interpretations of the analysis of our data:
 - o Literacy scores are declining, in some cases (i.e. populations) more rapidly than others.
 - o Participation rates for the FSAs are declining, which makes our cohort sizes even smaller. We need to improve participation rates to get more reliable data from the FSAs.
 - o Non-indigenous students are doing significantly better on the Literacy Assessments than our indigenous students are.

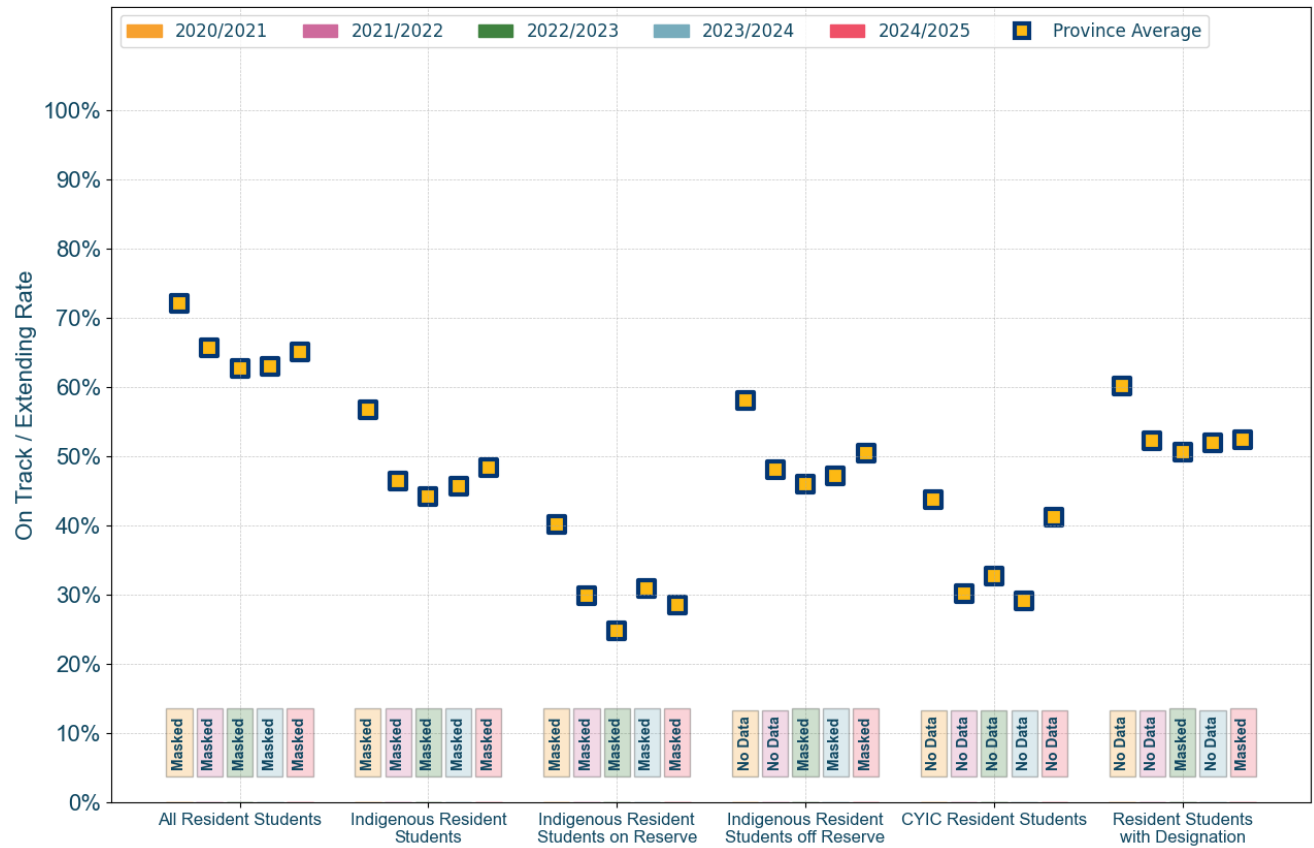
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD087 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	Masked	Masked	12 83%	12 92%	Masked
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	0	0	0	0	0
Resident Students with Designation	Masked	Masked	Masked	0	Masked

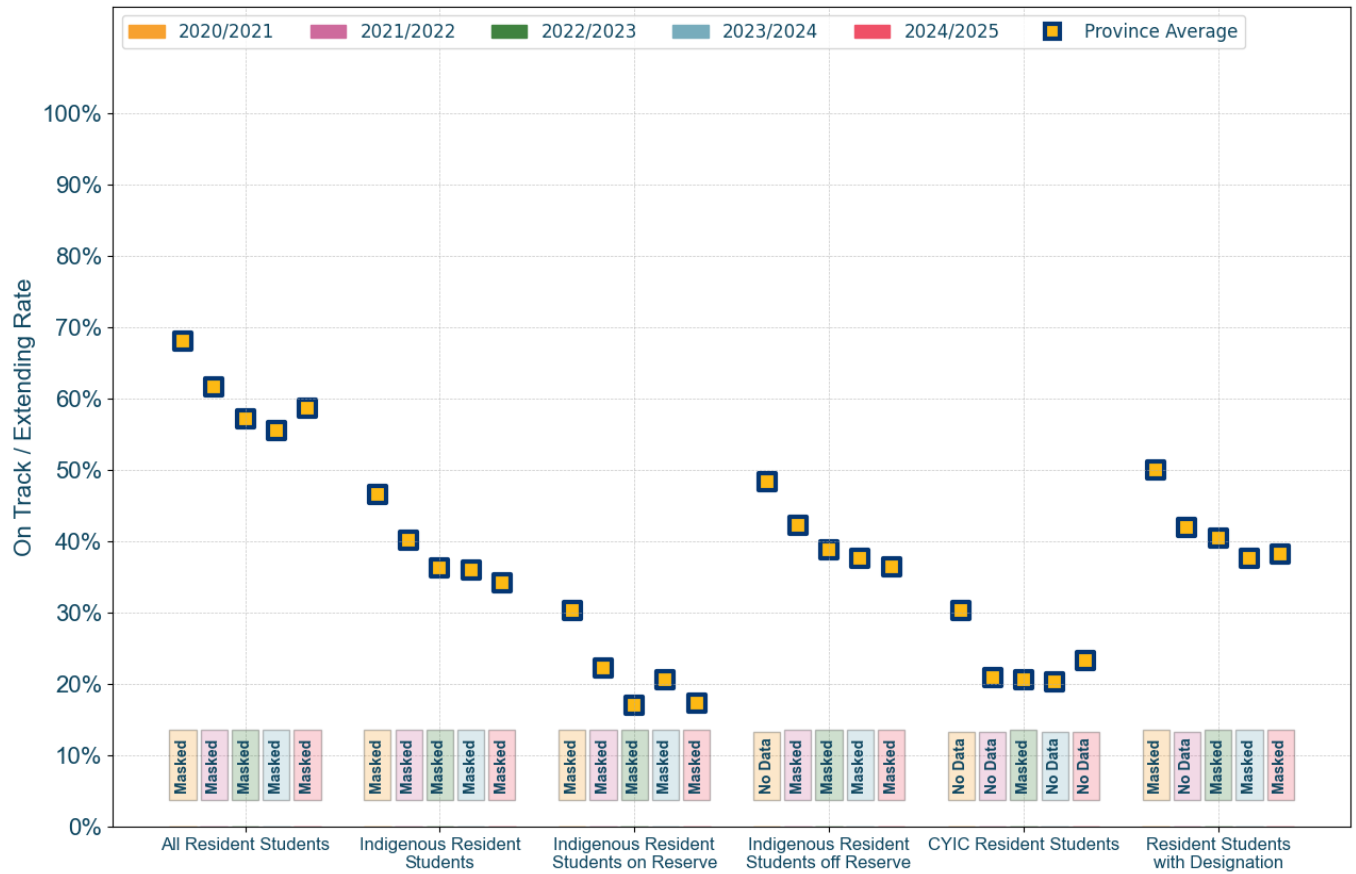
SD087 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD087 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	Masked	Masked	15 87%	10 100%	Masked
Indigenous Resident Students	Masked	Masked	13 85%	Masked	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	0	Masked	Masked	Masked	Masked
CYIC Resident Students	0	0	Masked	0	0
Resident Students with Designation	Masked	0	Masked	Masked	Masked

SD087 - Grade 7 FSA Numeracy - On Track / Extending Rate

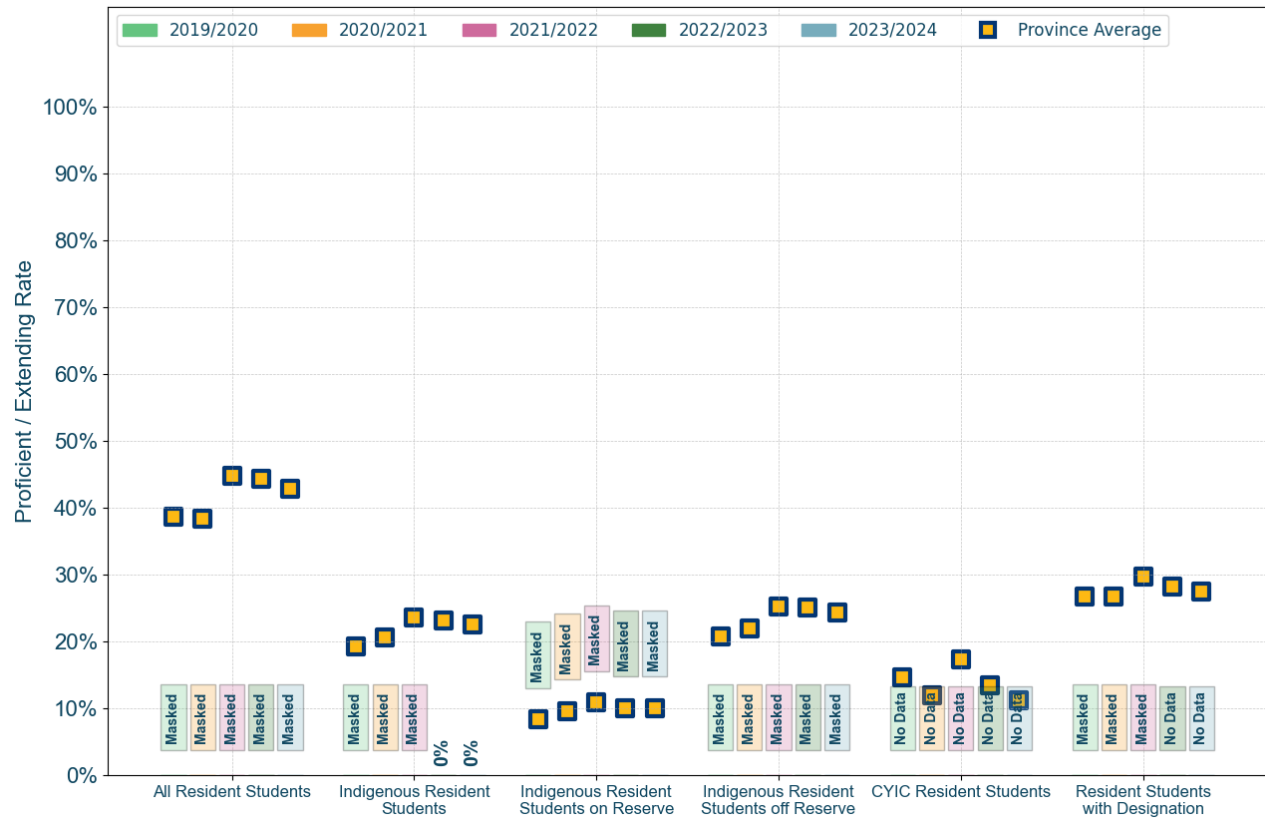


Measure 2.2: Grade 10 Numeracy Expectations

SD087 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	Masked	Masked	19 79%	18 56%	18 72%
Indigenous Resident Students	Masked	Masked	15 87%	Masked	16 75%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	0	0	0	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD087 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

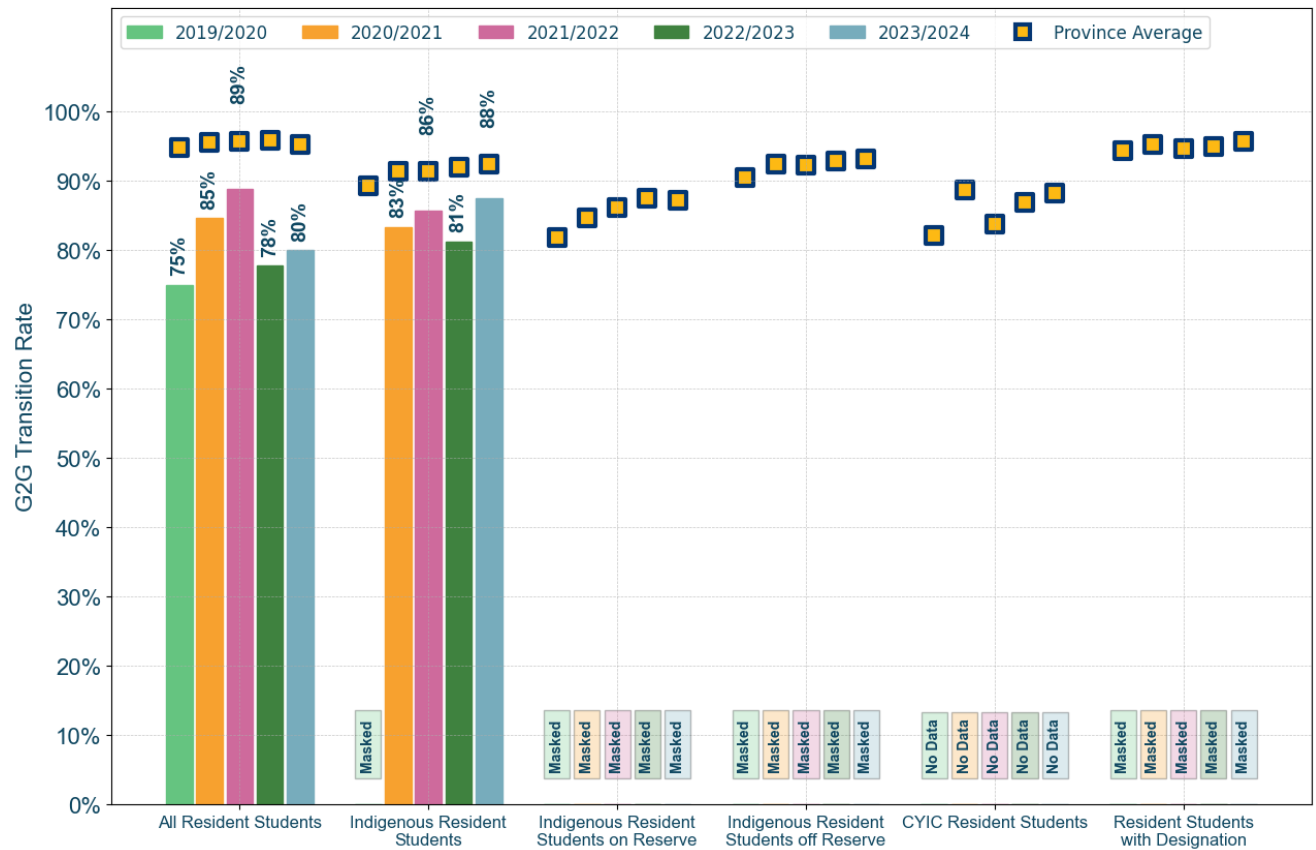


Measure 2.3: Grade-to-Grade Transitions

SD087 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	16	13	18	18	20
Indigenous Resident Students	Masked	12	14	16	16
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	0	0	0	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

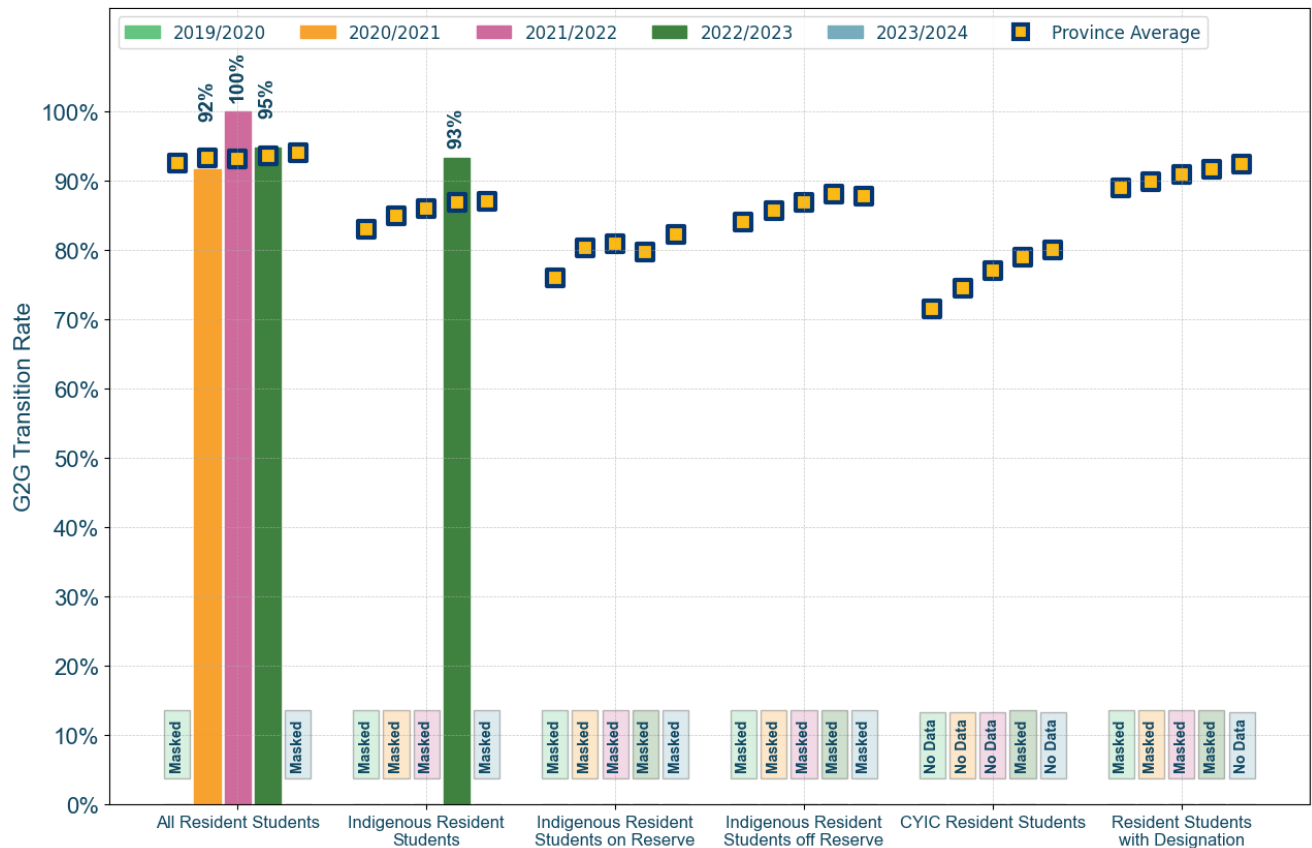
SD087 - Grade 10 to 11 Transition Rate



SD087 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	Masked	12	10	19	Masked
Indigenous Resident Students	Masked	Masked	Masked	15	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	0	0	0	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	0

SD087 - Grade 11 to 12 Transition Rate



Analysis:

Outcome 2 - Numeracy



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

Overall, achievement results for Numeracy in both grades 4 and 7 were relatively low compared to provincial results.

Grade 4: We are seeing:

- an overall drop in Numeracy scores since the 2022/2023 school year.
- fluctuating participation rates over the last three years with a significant decline in the 2024-2025 school year.

Grade 7:

- Students who are either on-track or extending in numeracy has steadily increased over the past 3 years with the greatest gains being for indigenous students on reserve.
- Participation rates are relatively stable and comparable to the provincial average.

Grade 10:

- We do not have any data for the 2024/2025 school year, which makes it very difficult to determine any trends.
- Participation rates between 2021/2022 and 2023/2024 school years have fluctuated.

In terms of priority populations, we are seeing the following trends:

- CYIC population: There is no data for grade 4 over the past 3 years. We only have data for the 2022/2023 school year for grade 7.
 - o In 2022/2023 our very small numbers of CYIC students significantly outperformed the Provincial average.
- Indigenous students not on reserve: Grade 4 numeracy scores have steadily dropped since the 2022/2023 school year while the grade 7 numeracy scores dropped this past year.
- Indigenous students on reserve: Grade 4 numeracy participation rates have declined over the past 3 years while the percentage of students on track or extending has fluctuated quite significantly. Grade 7 numeracy participation rates have fluctuated somewhat over the past three years but remain either well above or slightly below the provincial participation rates.
- Students with disabilities or diverse abilities: This sub-population is very small, and we have very little to no data on them.

We also looked at the grade-to-grade transition rates for our students and we found the following trends:

- Grade-to-grade transition rates are high throughout the grades until you get to high school, where they drop, especially from grade 11 to 12. This could be a result of the grade 11 cohort being so small that the data is actually masked. As stated earlier, small cohorts can be severely affected by a few (one or two) students. This large drop in high school seems to apply to both the indigenous and non-indigenous students. However, throughout the rest of the grades, non-indigenous students tend to do equal if not slightly better than indigenous students in transitioning from grade-to-grade. Students with designations tend to have a greater rate of transition than students with no designations.

Interpretation:

Outcome 2 - Numeracy

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



- Keeping in mind the fact that we have very small cohorts, most of our data is masked (i.e. 9 students or less) or non-existent, we need to realize that our result will be significantly

affected by 1, 2 or 3 students. Having said this, here are our interpretations of the analysis of our data:

- We are going to need to do a deeper dive into this data and find out more of the context for our grade 4 and 7 students to really understand what has caused these two cohorts to trend in the opposite directions. Some extra data that we need to consider is:
 - Grade compositions (i.e. split/blended grades, class sizes, etc.).
 - Attendance rates
 - Comparing the 2024/2025 data for the grade 7 cohort with their data from when they were in grade 4 (i.e. 2021/2022).

Human and Social Development

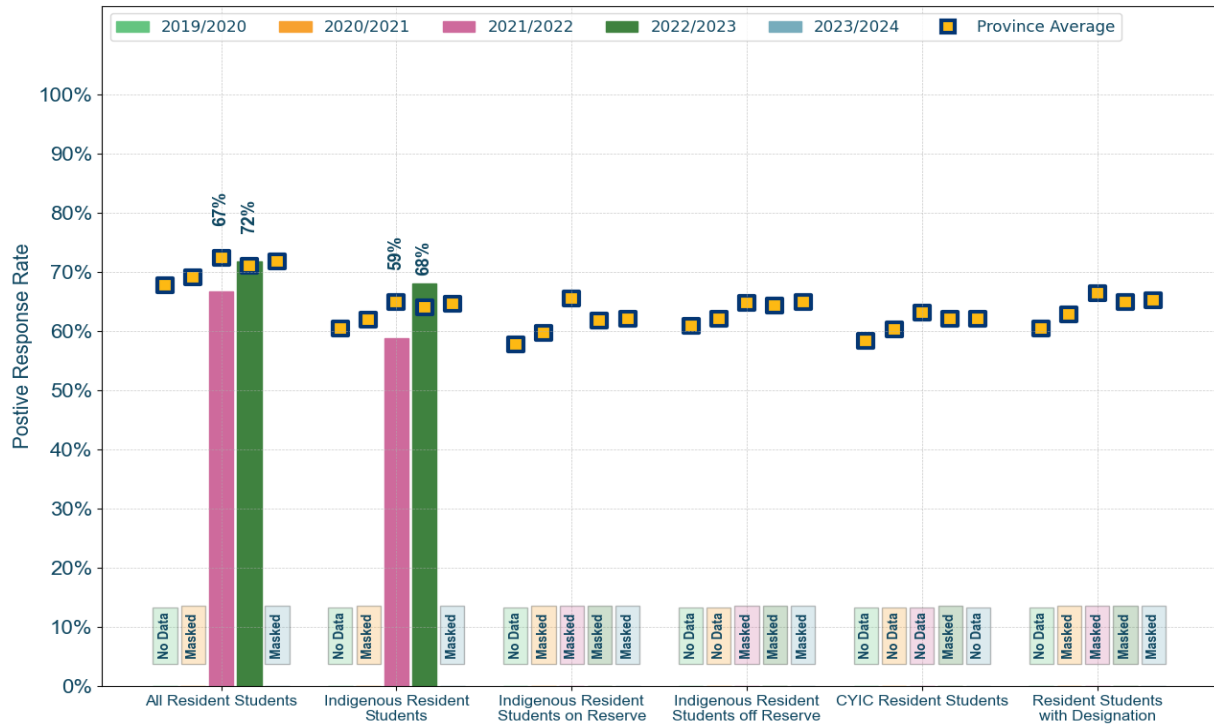
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

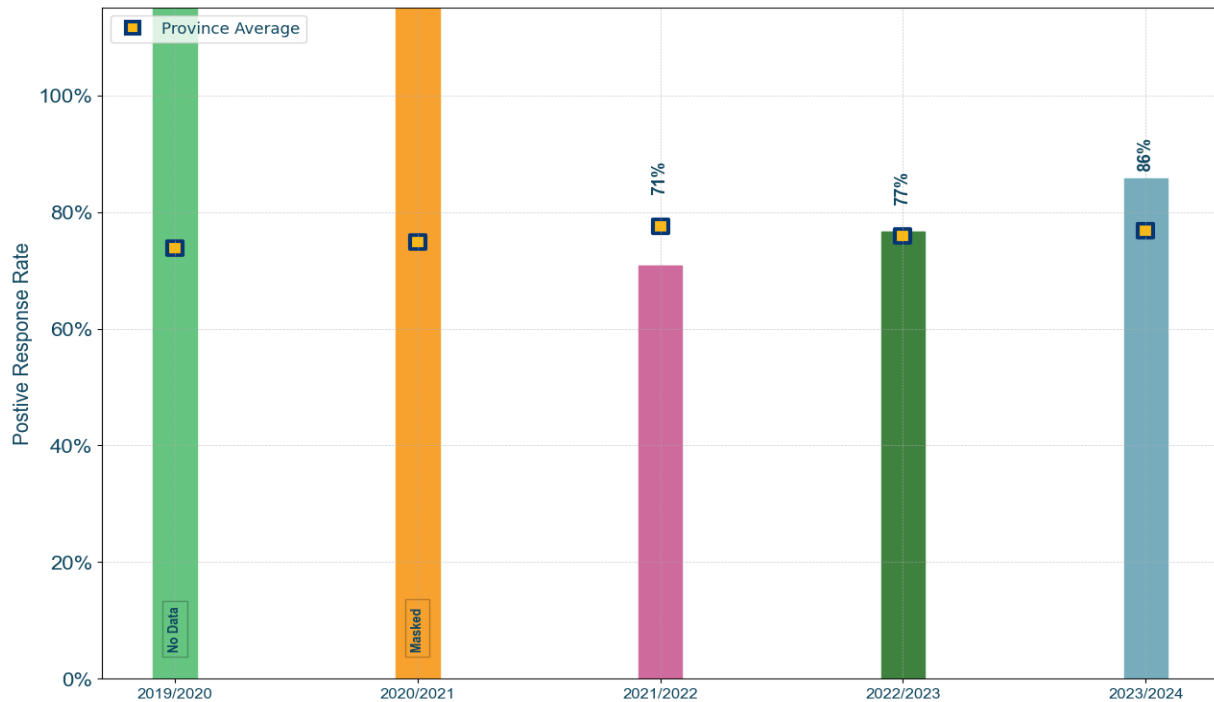
SD087 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	37 0%	34 38%	38 63%	48 67%	42 29%
Indigenous Resident Students	28 0%	29 34%	27 63%	41 61%	32 31%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	0	0	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

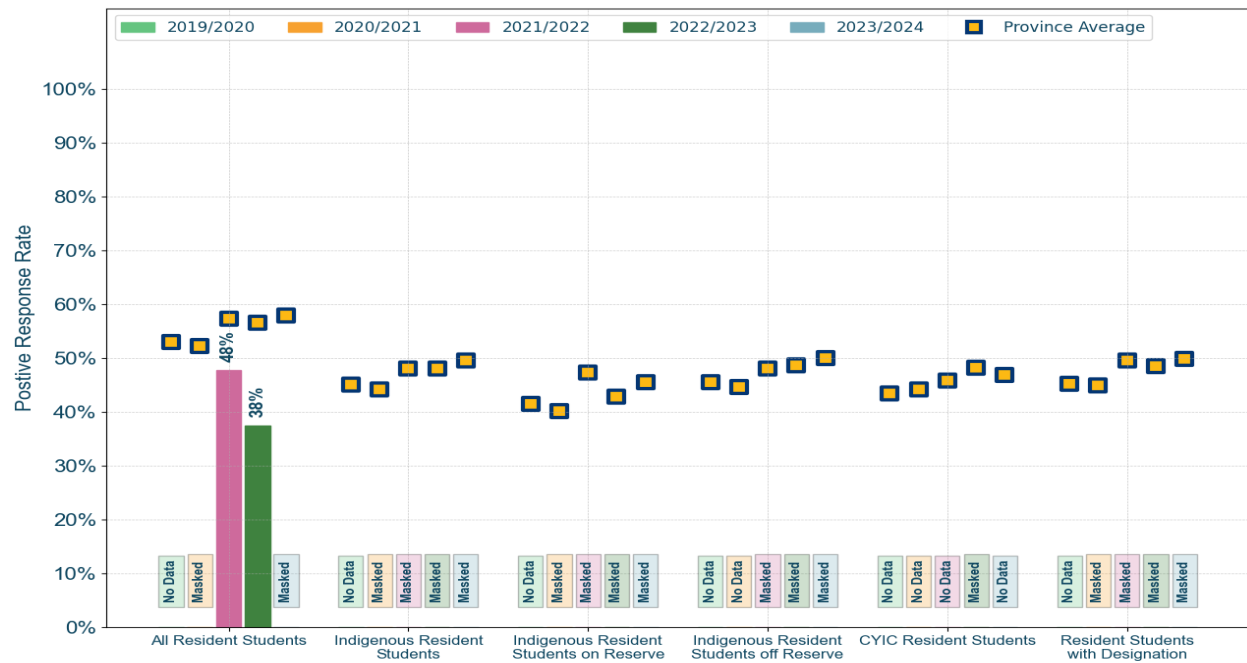
SD087 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD087 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

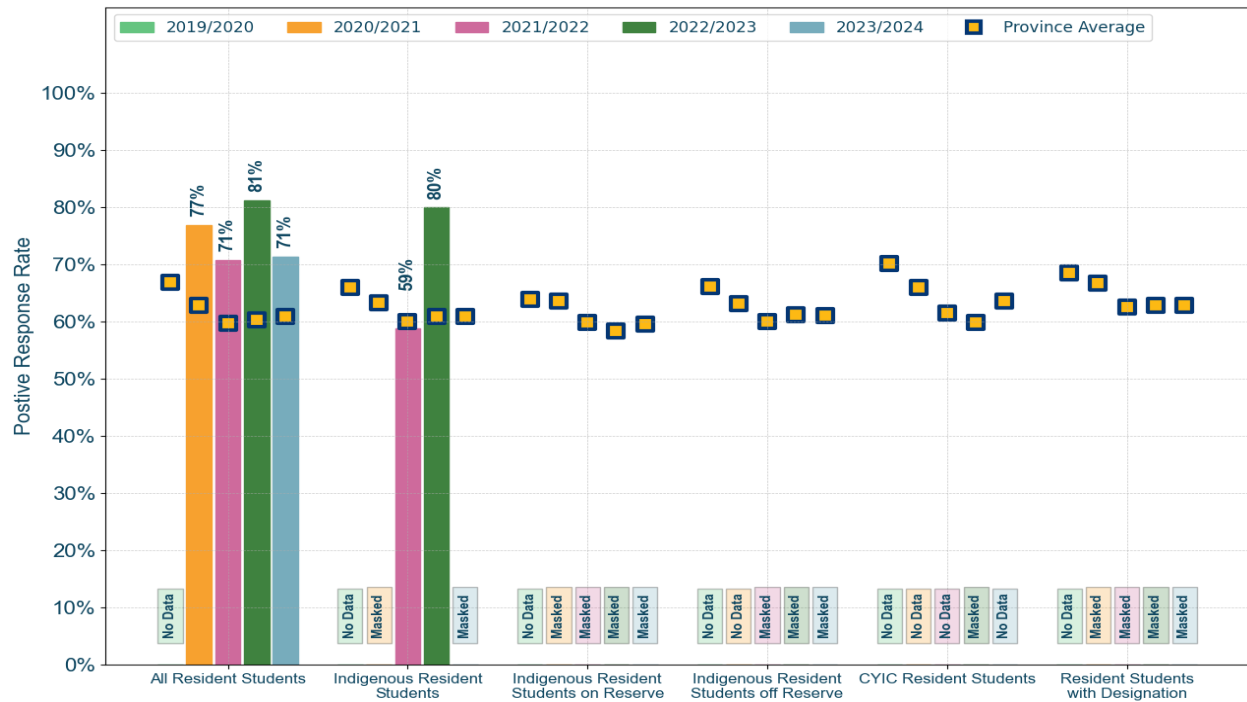


SD087 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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

SD087 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



Analysis:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

When looking at the Student Learning Survey results, we must acknowledge again that our cohort rates are very small. In fact, most of our priority populations (indigenous students on and off reserve, children and youth in care, and students with designations) are either masked or there is no data for them.

The trends regarding our students' rates of positive for the following measures:

- *Feeling safe at school: has increased between the 2021/2021 and the 2023/2024 school years to the point where we are now above the provincial average.*
- *Sense of belonging: we only have unmasked data for the 2021/2022 & 2022/2023 school years. From this data we see that our students are less positive than the provincial average.*
- *Adults who care about them: the students are consistently more positive in their responses than the provincial average.*

When we consider the masked data, we see the following additional trends:

- *Positive response rates drop as our students get older. Grade 4 students responded more positively to questions about Adults Caring, Feeling Welcome, and School Belonging than grade 7 and 10 students did. Grade 7 students responded more positively than grade 10 students to questions about adults caring and feeling welcome. The only anomaly is on the question of school belonging, where, most recently, not a single grade 7 students responded in a positive way. Recently, Grade 10 students were very low in their rate of positive responses about school in all three measures.*

Indigenous students tended to respond less positively than non-indigenous students did, although the data sets are very small. Indigenous students on reserve tended to respond slightly more positively than students not on reserve about school except for the grade 7 cohort. Students with designations also tended to respond a little more positively than those without any designations.

Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

- Keeping in mind the fact that we have very small cohorts, most of our data is masked (i.e. 9 students or less) or non-existent, we need to realize that our result will be significantly affected by 1, 2 or 3 students. Having said this, here are our interpretations of the analysis of our data:
 - The greater positive rate of response from students with designations may be explained through the fact that most if not all have someone assigned to them (i.e. a support or educational assistant) to help them and/or check in on them. They also are more likely to be supported by the Learning Support Teachers (LST) as well as Speech Language Pathologists (SLPs) and Occupational Therapists (OTs).

- It is interesting that indigenous students living on reserves responded, overall, more positively than indigenous students not living on reserves. We will need to dig more into this finding to see why this is.

Career Development

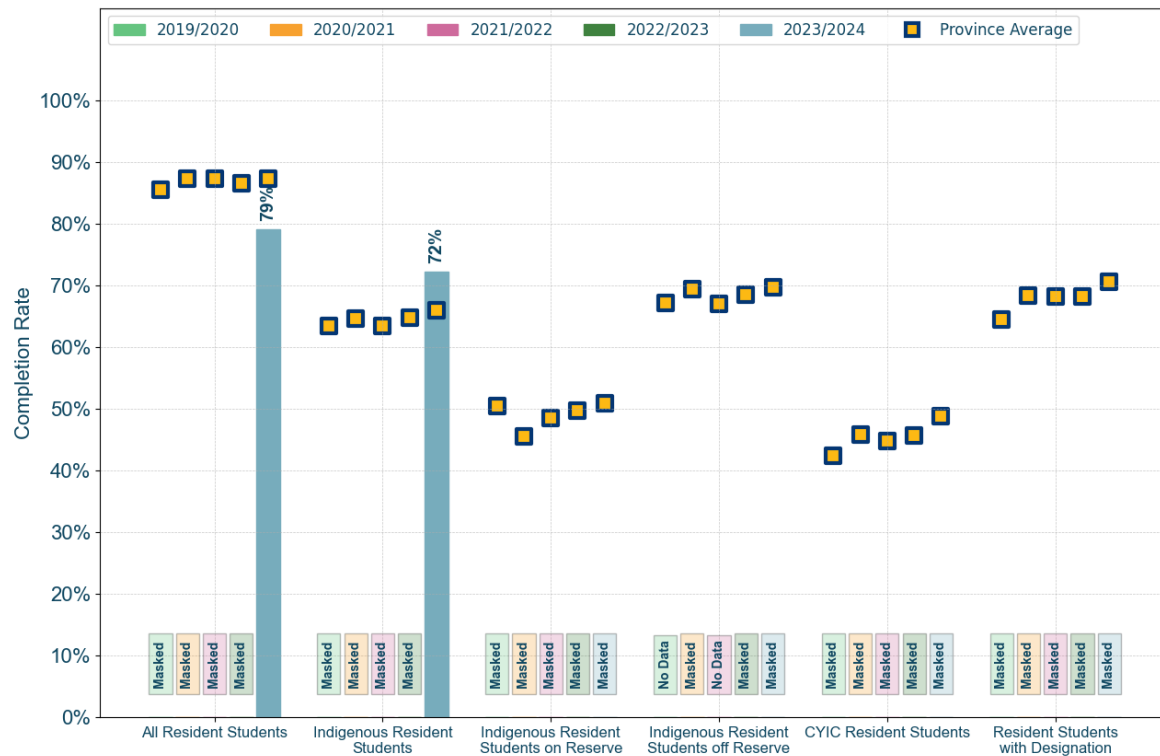
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

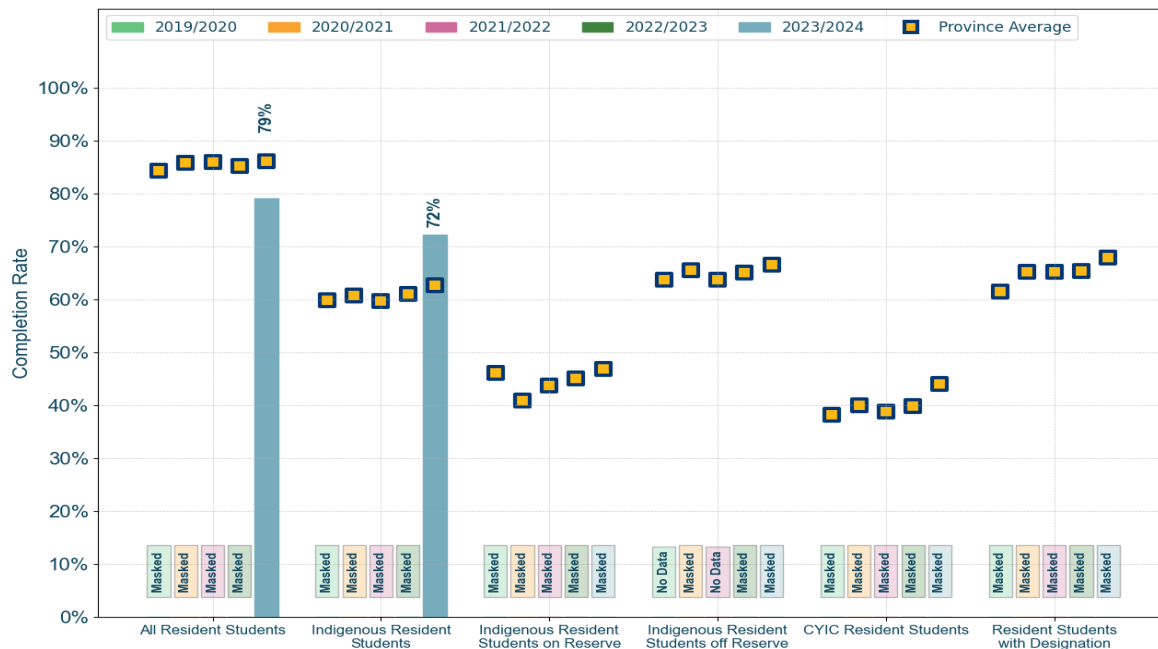
SD087 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	Masked	Masked	Masked	Masked	26 2
Indigenous Resident Students	Masked	Masked	Masked	Masked	21 2
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	0	Masked	0	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD087 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD087 - 5-Year Completion Rate - Dogwood



Analysis:

Outcome 4 - Graduation

Achieved Dogwood Within 5 Years

When looking at those students that graduated (Dogwood and/or Adult Dogwood) within 5 years we must again acknowledge that we have very small cohorts and that almost all our results/data is masked or doesn't exist. In fact, we only have unmasked data for one priority population for the 2023/2024 school year.

Looking at this data, we can state, with certainty, that none of our students during this school year graduated from the Adult Dogwood program. We can also see that while our overall graduation completion rate was lower than the provincial average, our indigenous student graduation rate was higher than the provincial average.

Interpretation:

Outcome 4 - Graduation

Achieved Dogwood Within 5 Years

- Keeping in mind the fact that we have very small cohorts, most of our data is masked (i.e. 9 students or less) or non-existent, we need to realize that our result will be significantly affected by 1, 2 or 3 students. Having said this, here are our interpretations of the analysis of our data:

- While the discrepancy between the graduation rates of indigenous vs non-indigenous students is less than the provinces', we need to be better at increasing both populations graduation rates.

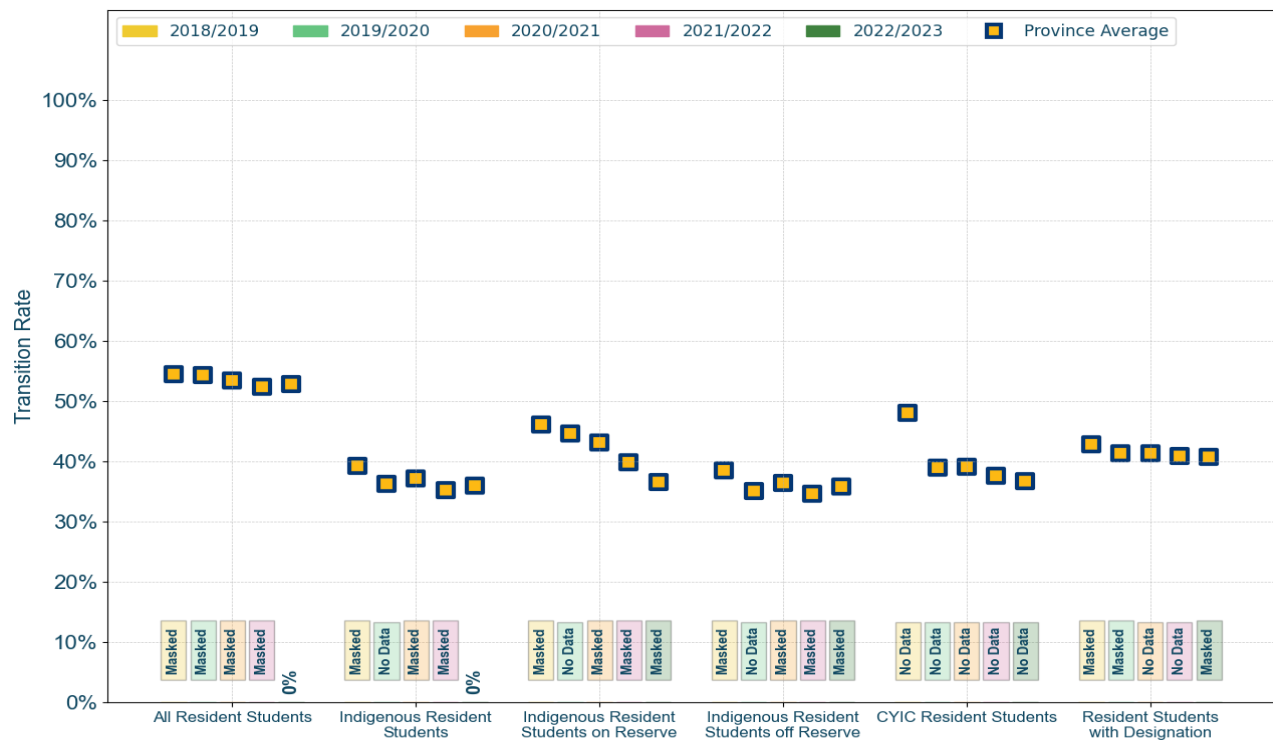
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

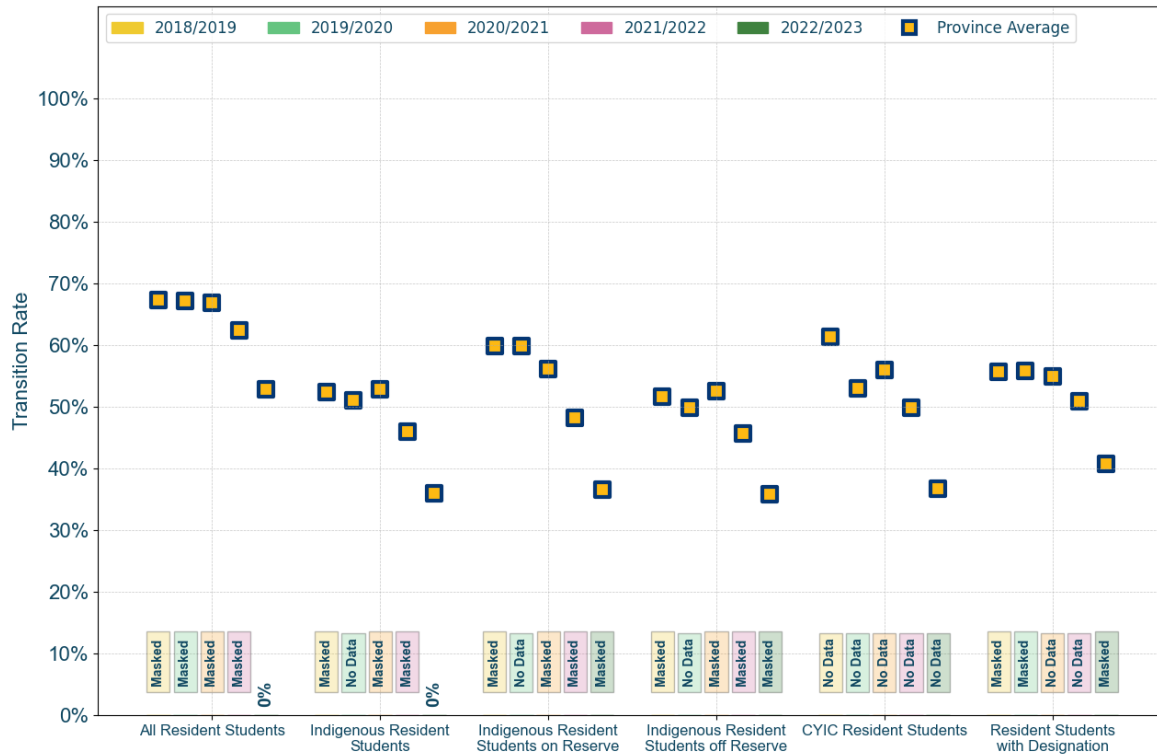
SD087 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	Masked	Masked	Masked	Masked	10
Indigenous Resident Students	Masked	0	Masked	Masked	10
Indigenous Resident Students on Reserve	Masked	0	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	0	Masked	Masked	Masked
CYIC Resident Students	0	0	0	0	0
Resident Students with Designation	Masked	Masked	0	0	Masked

SD087 - Immediate Transition to Post-Secondary



SD087 - Within 3 Years Transition to Post-Secondary



Analysis:

Outcome 5 - Life and Career Core Competencies

Post-Secondary Transitions

When we look at and consider the transition rates of our students to post-secondary institutions within 3 years, we must acknowledge that our already small cohorts are even smaller. As can be seen in the graphs above, all of our data is either masked, or we did not have any students in that cohort (i.e. no data).

Looking at the unmasked data to observe any trends becomes even more difficult because of this. However, looking at the unmasked data we did observe a number of interesting trends:

- all students that transition to a post-secondary institution do so immediately (i.e. within the first year)
- all students that transitioned to post-secondary institutions immediately were from the indigenous students who lived on reserve priority population.

Interpretation:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

- Keeping in mind the fact that we have very small cohorts, most of our data is masked (i.e. 9 students or less) or non-existent, we need to realize that our result will be significantly affected by 1, 2 or 3 students. Having said this, here are our interpretations of the analysis of our data:
 - o We need to dive deeper into why the data is showing that no students are transitioning into post-secondary institutions beyond the first year after graduation. We don't know if this is because they find jobs that they like that do not require them to attend post-secondary institutions or are they working longer than three years to save up money before going back to school.

Stikine

SD#87

Interim Progress Report for the Enhancing Student Learning Report **September 2025**

Part 2b: Respond to Results

In Review of Year 5 of SD87 Stikine Strategic Plan, 2022 - 2026

Approved by Board on September 27th, 2025

Interim Progress Report for Enhancing Student Learning:

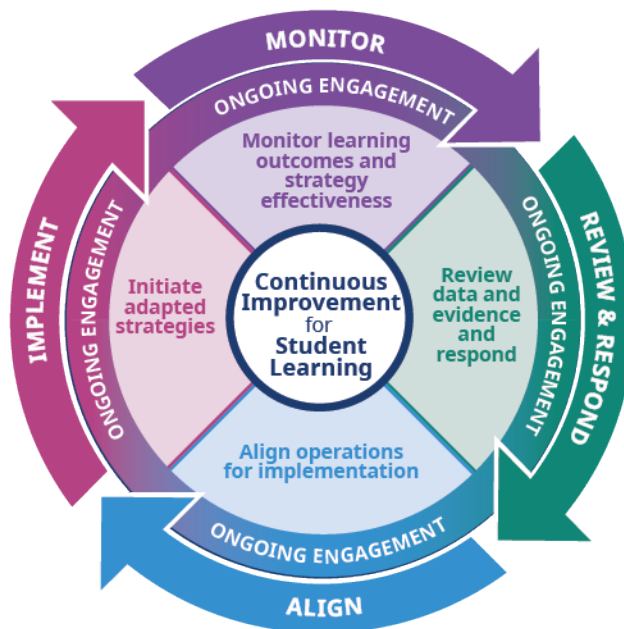
Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a 3-year cycle. In this 3-year cycle, a district team submits a full Enhancing Student Learning report once and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

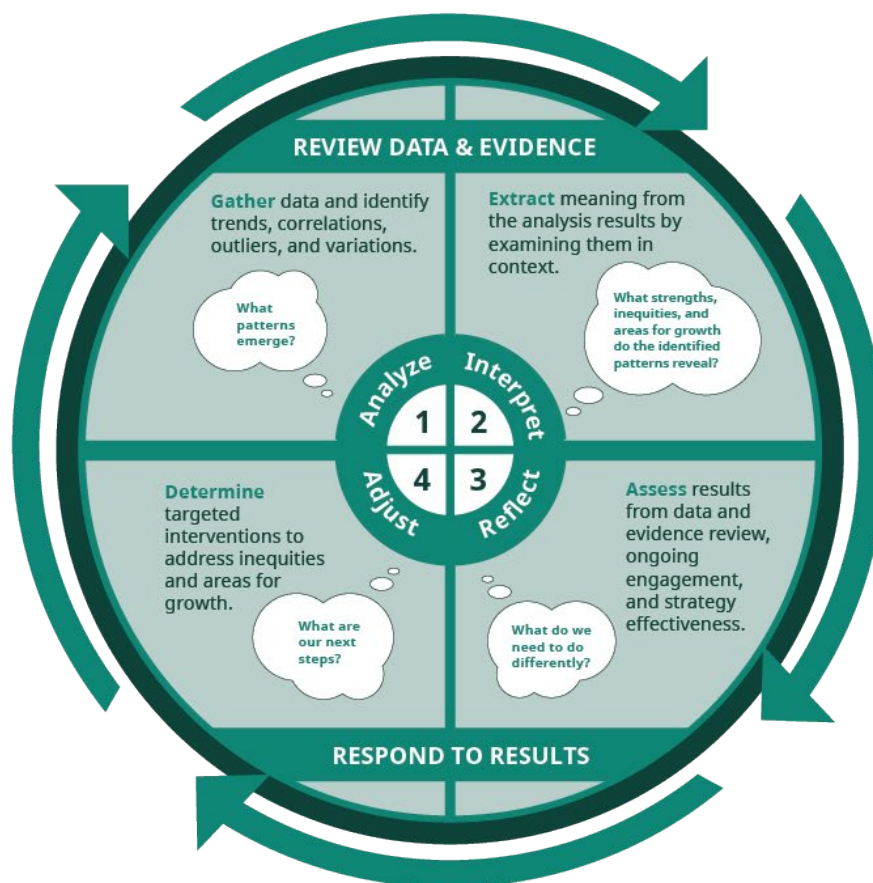
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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.

Interim Progress Report

Respond to Results



Part 2b

Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence (Part 1)** to complete **Respond to Results (Part 2b)**.

Interim Progress Report Provides:

- **Continuous improvement information.** As per the Framework Policy and the Enhancing Student Learning Reporting Order, the Report must include information on the board's approach to continuous improvement of student achievement and equity of outcomes for all learners.

Reflect and Adjust Chart



Student Learning, Communicating and Thinking

Increasing the number of students who are achieving at or exceeding grade level (or to an individually appropriate developmental standard) in **Literacy.**

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Intentionally embed indigenous content into instructional processes and curriculum	This strategy is aimed to increase indigenous content within all subjects, but especially literacy, for indigenous students to become more engaged in their learning	Based on the FSA masked data, we are experiencing mixed results. The grade 7 students are improving but the grade 4 students are declining. We also need to investigate if these resources are being used consistently, to determine if they are having the desired effect.	Adapt this strategy by adding a tracking system to determine whether or not these resources are being used consistently.
Engage parents and community in a process to understand and support the need to improve student attendance.	This strategy aims to address attendance issues and how they affect learning.	The engagement process from District Office was minimal last year.	Adapt this strategy and plan more deliberately to hold community engagement events, such as feasts, awards, dinners where we can address attendance and other important issues with the members of the communities.
Establish a common assessment framework and timetable for the district.	This strategy is aimed at providing the district with reliable and valid data to use for decisions about programming.	This strategy has been in effect for several years; however, it was not employed last year as effectively as it should have been due to several factors. (Turnover of Superintendent	Adapt this strategy through re-evaluation of which assessments and resources we want to use moving forward (Based on the Science of Reading Criteria). We need to work with all our administrators to evaluate all our District Level

		0and central office staff as well as new school administrators)	assessments to determine the direction moving forward. (We are conducting this evaluation in the fall of 2025).
Increase teacher and support staff knowledge about learning supports and individualized education plans.	This strategy is aimed at ensuring that staff understand the specific learning needs of every student they work with to properly support them	Students with designations tend to be more positive about school and perform slightly better than average for schools.	Adapt: We have worked closely with the Provincial School Outreach (PSO) to train our Learning Support Teachers (LSTs) and teachers. We are conducting regular School Based Team Meeting (SBTs) this year. We are conducting thorough reviews of all red files and creating standardized referral processes so that all staff understand what documentation is needed to provide support for their students.
Add an educational leadership position to district staff.	This strategy is aimed at providing more supports to principals and teachers	Last year these positions went unfilled until we were able to contract a district principal for Inclusive Schooling in April of 2025.	Continue and Adapt: This year we have hired district principals for Inclusive Schooling, Mental Health & Wellness, and Indigenous Education. These positions were created and filled to help principals, teachers, and students and increase Academic, Social-Emotional, and Physical Well-Being of both students and staff.
Provide in-service training to improve literacy instruction.	This strategy is aimed at building capacity within the	This strategy was not utilized effectively last year due to the	Continue this strategy, but we are going to align it with the Professional Literacy Learning Grant proposal that the Ministry

	school district for Literacy Instruction	staffing issues and turnover at district office.	of Education and Child Care provided for our district to support Literacy.
Identify and purchase learning resources with indigenous content	This strategy is aimed at ensuring that students see themselves and their culture reflected in the books and resources that they are reading	At a district level, we didn't order these books, but the school-based administrators took this over with the absence of the District Principal of Indigenous Education/Inclusive Schooling.	Continue and Adapt. We want to continue with this process however we will need to adapt the reporting so that we can correlate the purchase of these resources with improved reading and writing,

Student Learning, Communicating and Thinking

Increasing the number of students who are achieving at or exceeding grade level (or to an individually appropriate developmental standard) in Numeracy.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Incorporate indigenous language, symbols, and real-life applications into numeracy instruction.	This strategy is aimed at merging the indigenous ways of knowing and doing with math with the western ways. For example, the western way for Math is to use the Base 10 model, but Math some of our indigenous communities use a base 5 model.	Our numeracy strategies are not working as effectively as we hoped. Our grade 4 scores have dropped since 2022/2023 and our grade 7 students scores have dropped last year.	Continue and Adapt: We need to work with each of our local bands to determine what base model they traditionally used for Math so that we can supplement/integrate it within the Western base ten model.
Supplement traditional textbooks and current resources with manipulative and	This strategy is aimed at improving indigenous students' performance by teaching to their strengths, i.e. hands-on,	Our scores have not improved over the past few years, so we need to re-evaluate how much of this type of learning has been embedded into	Continue, but evaluate and adapt: We need to collect more data and re-evaluate how much of this type of learning has been embedded into math

experiential learning opportunities.	experiential learning within their own cultural context.	math classrooms throughout the school district.	classrooms throughout the school district to determine its effect.
Acquire and implement a common assessment tool for the district to establish baseline data and better track student learning.	This strategy is aimed at providing the district with reliable and valid data to use for decisions about programming.	This strategy has been in effect for several years, however, it was not employed last year as effectively as it should have been due to several factors. (i.e. Turnover of Superintendent and central office staff as well as new school administrators)	Adapt this strategy through re-evaluation of which assessments and resources we want to use moving forward. We need to work with all our administrators to evaluate each of our District Level assessments to determine the direction moving forward. (We are conducting this evaluation throughout this school year).
Provide in-service training and professional development in numeracy instruction for all staff.	This strategy is aimed at building capacity within the school district for Literacy Instruction	This strategy was not utilized effectively last year due to the staffing issues and turnover at district office.	Continue this strategy but, this year, we are going to research available numeracy programs so that we can develop a comprehensive, evidenced based district wide numeracy program so that we can then plan for the in-servicing of our teachers.

Student Learning, Communicating and Thinking

Increasing the number of students who are achieving at or exceeding grade level (or to an individually appropriate developmental standard) in **Communicating and Thinking**.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Validate and foster indigenous ways of knowing and expressing learning.	This strategy is designed to bridge the gap between the traditional indigenous ways of knowing/learning and the western academic world.	Based on Foundational Skills Assessment (FSA) and Graduation Assessment (GA) data we are having mixed results with this strategy. It is difficult to make conclusive statements about any one strategies' effectiveness as student results are dependent upon a litany of factors and strategies.	We will continue to foster the indigenous ways of knowing because they also affect our student's sense of belonging in the schools, which is very important.
Adopt a district wide approach to improving writing and speaking skills.	Much like literacy and Numeracy, a district-wide approach to writing and speaking skills creates greater consistency across the district. It also aims to develop greater confidence in our students.	Unfortunately, we don't have a lot of local data from last year to say conclusively whether this strategy is working or not working.	We need to evaluate not only the programs that we are using to improve writing and speaking skills, but also how we are recording. Storing and reporting on this data. We must develop a consistent, valid, and reliable recording and storage mechanism to ensure that we have better local data from which to make determinations of program effectiveness.
Use instructional strategies that make steps in problem-solving, decision-making, and message creation explicit.	The aim of this strategy is to give our students the skills and strategies needed to work through problems in several different ways (i.e.	Unfortunately, we don't have a lot of local data from last year to say conclusively whether this strategy is working or not working.	We do need to continue this strategy, but we also need to evaluate and adapt how we test students' improvement in problem solving, decision making, and message creation skills. This might require us to create opportunities for students to show their improvement in these

	problem-solving model, Scientific model, etc.)		skills, (i.e. school and district-wide Science/Historica fairs, debate competitions, etc.)
Encourage alternate ways of expressing or representing learning.	This strategy is aimed at allowing students to exhibit their learning in the way that best suits their learning style. (i.e. TED Talks style verbal reports, plays, music, art, presentations, etc.)	Again, this is a hard strategy to directly determine effectiveness. Indirectly we can look at FSA and GA scores, but those measures are presented in only one mode. We need to look at other avenues/activities that	Indirectly we can look at FSA and GA scores, but those measures are presented in only one mode. We need to look at other avenues/activities that give us a more fulsome picture of students' abilities and progress. (i.e. school and district-wide Science/Historica fairs, debate competitions, etc.)

Student Learning, Personal and Social Competency			
Sustaining Indigenous Identity and Pride.			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaption
Ensure all schools display appropriate local cultural artifacts and signage in local indigenous language.	This strategy is aimed at restoring the loss of indigenous culture, traditions, and language.	Based on our Student Learning Survey (SLS) results, this strategy is not really working as effectively as we would like. Our grade 7 and 10 students' results indicate that they are feeling less of a sense of belonging at school than they have previously. We need to address this and find out why they are feeling this way. What has changed between grade 4 and grade 7.	Based on the SLS data, we need to at the very least Adapt this strategy. We need to dig deeper into the results of the SLS (perhaps creating a district survey to really drill down deep into what the differences are between the grades 4, 7, & 10). Once we get a greater understanding of the issues and problems, we can make more informed decisions.

Continue to develop outdoor learning activities and opportunities.	This strategy is aimed at revitalizing and restoring the indigenous peoples/student's connection with the land and returning to more traditional/authentic indigenous learning pathways.	Our students enjoy their time out on the land once they get there. We don't have a 100% participation rate from all students, but those that attend these out of the school types of learning activities really enjoy them and get a lot out of them.	We need to continue and expand this program/strategy. Our students in Atlin, and Lower Post deserve the same access to these types of learning activities.
Expand the elders in schools' program.	This strategy is aimed at connecting and grounding our students in their own traditions, culture, knowledge, etc. Students who are more connected to their school, community, culture are more resilient than students who are not. Elders, allow for the transfer of knowledge, skills, and traditions, among other things,	I am not sure that this program has been used as often as we would like to get some direct baseline data. Alternatively, the indirect data from the SLS survey results would indicate that this strategy is failing, especially as you move up through the grades. We need to know how many our students have met with and spent time with our Elders that we bring in to our schools.	We will continue with this strategy, but with some adaptations to how we track, record, and report the data. Conducting a district-wide student survey that digs deeper into the SLS findings would be very helpful in determining the effectiveness of this strategy. Also, we will look at adding Knowledge Keepers to the Elders in Schools program to enhance and expand this program.
Ensure all staff understand their role in Truth and Reconciliation and their responsibility for meeting the Calls to Action with respect to education.	This strategy is aimed at ensuring that our staff understand the cultural, traditional, and historical context of the communities and school that they work in. Simply knowing these Calls to Action are not enough....all staff really need understand	This, again, is a very difficult measure to evaluate. So, it is hard to determine if it being successful. We had very little major incidents with students last year, so this could be indicator of success.	We need to continue and expand this strategy. The calls to action need to be more visible in our schools and classrooms so that they are always reminding and guiding our decisions.

	the context behind each of them.		
Continue to engage with 3N partners individually and collectively in support of student success.	This strategy is aimed at creating a more wrap-around model of support for our students. We live and work in very rural and remote communities where much of the support we need is not readily available. Partnering with our local first nations is important to augment the supports that we can provide to our students. Essentially creating a wrap-around model of support.	This strategy is working quite well in all our communities. Our principals have established strong relationships with their local first nation bands which has led to a multitude of supports provided to our schools (i.e. food programs bussing, on-the-land activities and field trips, etc.)	We will continue this strategy moving forward, but we also need to keep looking for other ways that we can continue to improve/strengthen our relationship with our 3N partners in each of our communities. We need to expand the areas of support that the local 3N groups to see how they can help us in the areas of indigenous pride and identity.

Student Learning, Personal and Social Competency

Creating Belonging and Resilience.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Ensure all schools display appropriate local cultural artifacts and signage in local indigenous language.	This strategy is aimed at restoring the loss of indigenous culture, traditions, and language.	Based on our Student Learning Survey (SLS) results, this strategy is not really working as effectively as we would like. Our grade 7 and 10 students' results indicate that they are feeling less of a sense of belonging at school than they have previously. We need to address this and find out why they are feeling this way. What has changed between grade 4 and grade 7.	Based on the SLS data, we need to at the very least Adapt this strategy. We need to dig deeper into the results of the SLS (perhaps creating a district survey to really drill down deep into what the differences are between the grades 4, 7, & 10). Once we get a greater understanding of the issues and problems, we can make more informed decisions.
Continue to develop outdoor learning activities and opportunities.	This strategy is aimed at revitalizing and restoring the indigenous peoples/student's connection with the land and returning to more traditional/authentic indigenous learning pathways.	Our students enjoy their time out on the land once they get there. We don't have a 100% participation rate from all students, but those that attend these out of the school types of learning activities really enjoy them and get a lot out of them.	We need to continue and expand this program/strategy. Our students in Atlin and Lower Post deserve the same access to these types of learning activities.
Expand the elders in schools' program.	This strategy is aimed at connecting and grounding our students in their own traditions, culture, knowledge, etc. Students who are more connected to	I am not sure that this program has been used as often as we would like to get some direct baseline data. Alternatively, the indirect data from the SLS survey results would indicate that this	We will continue with this strategy, but with some adaptations to how we track, record, and report the data. Conducting a district-wide student survey that digs deeper into the SLS findings would be very helpful in determining the effectiveness of this strategy.

	their school, community, culture are more resilient than students who are not. Elders, allow for the transfer of knowledge, skills, and traditions, among other things,	strategy is failing, especially as you move up through the grades. We need to know how many our students have met with and spent time with our Elders that we bring in to our schools.	
Ensure all staff understand their role in Truth and Reconciliation and their responsibility for meeting the Calls to Action with respect to education.	This strategy is aimed at ensuring that our staff understand the cultural, traditional, and historical context of the communities and school that they work in. Simply knowing these Calls to Action are not enough....all staff really need understand the context behind each of them.	This, again, is a very difficult measure to evaluate. So, it is hard to determine if it being successful. We had very little major incidents with students last year, so this could be indicator of success.	We need to continue and expand this strategy. The calls to action need to be more visible in our schools and classrooms so that they are always reminding and guiding our decisions.
Continue to engage with 3N partners individually and collectively in support of student success.	This strategy is aimed at creating a more wrap-around model of support for our students. We live and work in very rural and remote communities where much of the supports we need are not readily available. Partnering with our local first nations is important to augment the supports that we can provide to our	This strategy is working quite well in all of our communities. Our principals have established strong relationships with their local first nation bands which has led to a multitude of supports provided to our schools (i.e. food programs bussing, on-the-land activities and field trips, etc.)	We will definitely continue this strategy moving forward, but we also need to keep looking for other ways that we can continue to improve/strengthen our relationship with our 3N partners in each of our communities.

	students. Essentially creating a wrap-around model of support.		
Ensure all staff have appropriate training in trauma-informed practice and Violent Threat Risk Assessment.	This strategy is aimed at ensuring our staff is trained and properly prepared to support our students when they are experiencing major social-emotional and/or physical difficulties.	We had very few major student behavioural incidents last year, so I would consider this strategy to be a success.	We will continue this strategy. We will need to update our records through a survey of staff to see who still has this training. There has been a significant amount of staff turnover in the past 3-4 years. So, we want to ensure that we get staff trained appropriately.

Student Learning, Personal and Social Competency

Improving Physical and Emotional Wellness.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Leverage existing and develop new partnerships with neighboring school jurisdictions for provision of counselling and other mental health supports.	This strategy was aimed at addressing the lack of counselling and mental health services in our rural and remote school district for all our students.	We don't currently have any partnerships with neighbouring school districts. So, this strategy has not been very effective at this time.	Continue but also Adapt this strategy. We are going to look at partnering more with the schools in the Yukon (Specifically Watson Lake) to hold a Regional Mental Health and Wellness student Conference, tournaments where all of our students can attend. Watson Lake is essentially the central point of our district. It would minimize the travel required to hold these types of events.

Continue to develop outdoor learning activities and opportunities.	This strategy is designed to help foster the overall wellness of the students, and to help connect them back to the land.	Students enjoy these on-the-land activities once they are doing them as well as afterwards.	We are going to continue this strategy and adapt and expand it to include the components of the Tahltan Wellness Framework and then expand to the Taku River Tlingit and Kaska First Nations Wellness Frameworks
Encourage daily physical education in all schools.	This strategy is aimed at improving physical health which in turn affects their mental health and wellness.	We think that this strategy is quite effective as our students enjoy getting outside and/or going to the school gym to participate in sports and outdoor activities.	This is a very effective strategy that we plan to continue.
Work with 3N community partners to improve access to local mental health support personnel.	This strategy is aimed at filling the mental wellness supports in our small, rural, and remote district. As a small district, we have limited ability to hire/provide all of the mental health supports and resources that we require. Partnering with other agencies will help us to provide these things to our students.	This strategy is working better in a few of our communities than others, where the school and 3N are meeting more regularly. Although this is a formal partnership, there are no common structures or rules on how to go about meeting with and working together, i.e. Terms of Reference (TOR).	We will continue this strategy moving forward, but we also need to improve/strengthen our relationship with our 3N partners in each of our communities. We need to develop consistency throughout the district in terms of how each school/community works with their local 3N band partner. We will need to expand on this strategy and engage the Stikine Indigenous Education Council (SIEC) in these conversations as well as
Ensure all staff have appropriate training in trauma-informed	This strategy is aimed at ensuring our staff is trained and properly prepared to support our students when they are experiencing major	We had very few major student behavioural incidents last year, so I would consider this strategy to be a success.	We will continue this strategy. We will need to update our records through a survey of staff to see who still has this training. There has been

practice and Violent Threat Risk Assessment.	social-emotional and/or physical difficulties.		a significant amount of staff turnover in the past 3-4 years. So, we want to ensure that we get staff trained appropriately.
Inventory and make staff aware of on-line mental health resources.	This strategy is aimed at ensuring all staff know about every on-line mental health resource that is available to them should they need it	This is a very hard strategy to determine the effectiveness of because staff very rarely let us know if they are taking sick leave due to mental health issues or stress. We also do not want to ask our service providers to provide us with statistics as to how many of our staff have made use of these resources. I guess the only indicator that we really have is the turnover rate of staff, which was very low this last year. This would indicate that our staff enjoyed their jobs and want to stay because of this.	We will continue this strategy as mental health and wellness of our staff is of vital importance to our student's health and wellbeing as well as their academic success.

Note: We would like to add that, in addition to the fact that we have very small cohorts (which can affect our results) we have also identified the fact that very few of our students have been properly assessed for neuro-divergent issues and designations. This year we have a two District Principals – one for Inclusive Schooling and one for Mental Health and Wellness. These two District Principals will spend this current year looking at every student that has been flagged to determine if they are neuro-divergent and, if so, assess their needs. We hope these actions will properly identify all our students' needs so that we can provide each student the necessary support(s) they need to thrive and succeed moving forward.