



**SCHOOL  
DISTRICT  
57**

**School District 57**

# **Enhancing Student Learning Report - September 2025**

In Review of Year 5 of  
School District 57 Strategic Plan, 2021-2026

Received by Board on September 9, 2025

# About Our District

School District No.57 (SD No. 57) resides on the unceded ancestral lands of the Lheidli T'enneh First Nations, McLeod Lake Indian Band and the Simpcw First Nations. SD No. 57 is privileged to engage in Truth and Reconciliation work alongside the people who have inhabited this land since time immemorial. It is our commitment to ensure the voices of the Indigenous communities we serve are at the core of our work.

Geographically the district expands from Mackenzie, through Prince George, to McBride and Valemount. SD No. 57 serves 40 schools: 31 Elementary schools, 8 Secondary schools and 1 District Learning Support center for alternative and alternate learning opportunities. The district provides educational programs for approximately 13000 students, with approximately 4000 self-declared Indigenous students, inclusive of early learning, After School Sport and Art programming, trades programs, and dual credit programs with local post-secondary schools. The district supports Lheidli T'enneh students, McLeod Lake students and Takla students living on reserve through Local Education Agreements. With each Nation, the district co-constructs the educational services provided to the students while attending a school within our school district.

School District No. 57 is in its 5th and final year of the 2021-2026 strategic plan. This plan is reviewed on an annual basis and adjusted based on the data presented in this report. Some of the information has been masked as per the Protection of Personal Information when reporting on Small Populations Policy.

A summary of the 4 directions in the 2025/26 Strategic Plan are below as these directions continue to guide the work we do:

## TRUTH AND RECONCILIATION

Committing to the Truth and Reconciliation Calls to Actions implemented throughout our system to ensure a healthier future for Indigenous learners and a system that acknowledges and teaches Canada's true history.

## EQUITY OF ACCESS

Responsive systems providing accessible educational opportunities for all students to achieve their goals with specific focus for Indigenous learners, Children and Youth in Care (CYIC) and students with designations (SWD).

## WELLNESS

Culturally safe, caring, inclusive learning communities, where all students thrive with an emphasis on mental health, physical health and overall wellbeing for students, staff and families.

## LEARNING

Engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support Indigenous learners, CYIC and SWD.

# About Our District

Further to the four directions, the strategic priorities from the 2024/25 strategic plan are as follows:

## Intellectual Development

Students will meet or exceed literacy and numeracy expectations for each grade level.

## Human and Social Development

Students will feel welcome, safe, and connected to their school communities.

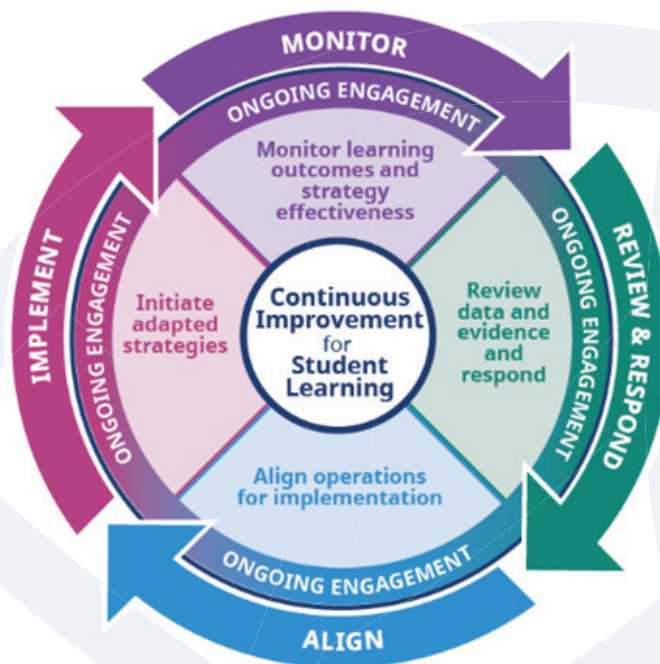
## Career Development

Provide students with career education, experiences, and exploration to build competencies and skills for students as they pursue their career education goals.

We recognize that the strategies associated with these goals are not fully meeting the needs of the Priority Populations and a focus for year 5 of our strategic plan is to build a plan with supporting strategies to best serve these cohorts of students.

Annually, the Strategic Plan and the Enhancing Student Learning Report (ESLR), will be reviewed through an engagement process with rightsholders, partner groups, students, staff, parents and community. The purpose of the engagement process will be to evaluate the impact of the implemented strategies and identify the adjustments needed in response to student outcomes. Continuous improvement is critical to improving outcomes for students, and the district follows the diagram below to monitor, adapt and guide decision making from year to year.

For a more in-depth analysis and interpretation of District data, please refer to *ESLR - Part 1: Data and Evidence (PDF document)*



# About Our District

The engagement process was designed to gather feedback from the community to help build the direction and goals for the school district. A description of this engagement is listed below. In the 2025/26 school year, ongoing engagement regarding student learning with rightsholders and community groups will continue:

## District Student Advisory Council (DSAC)

**Purpose:** Facilitate student voice until student agency is embedded in the district

**Frequency:** Monthly meetings

**Student voice is a priority** in our district, and DSAC provides a key avenue for that engagement. Over the past three years, DSAC has organized leadership summits attended by over 200 students. These events featured:

- 2022/23: Open Parachute (Dr. Haley Watson), focusing on mental health
- 2023/24: Leyton Schnellert and Shelley Moore, focusing on inclusion in schools
- 2024/25: Kevin Lamoureux, discussing the importance of Indigenous education

Engagement at these events was outstanding, and the learning was deeply impactful.

- DSAC students participate in many district committee meetings, providing a critical voice in discussions. In previous years, the absence of student input limited the scope of these conversations. DSAC members now attend DPAC meetings, EDBI meetings, and Board meetings.
- Student voice has become such an integral part of the culture in School District 57 that the district is expanding it to elementary schools in the 2025/26 school year. Older student leaders will mentor elementary students to help them grow as future leaders in our district.
- DSAC students also created a survey for Grades 10–12 students to gain insight into students' experiences and perceptions of school. The results are referenced in our report and have provided valuable information to guide positive change in the district.

## District Parent Advisory Council (DPAC)

**Purpose:** Engage with the parent community

**Frequency:** Monthly meetings

Provide a space for parents to discuss and give feedback on key district topics. Each presentation is followed with time for questions and feedback. In the 2024/25 school year, presentations covered:

- Literacy acquisition
- Inclusive education supports
- Trades/Dual credit programs
- Curriculum and Reporting
- Each presentation is followed with time for questions and feedback

## Indigenous Education Council (IEC)

**Purpose:** There are persisting disparities in educational outcomes between Indigenous students, in particular First Nation students living on-reserve, and other student populations, and a need for reconciliation in education is critical. Systemic changes are needed to better support Indigenous students. IECs formalize a structure and process to specifically support boards on matters affecting Indigenous students attending schools in SD No. 57.

**Frequency:** Monthly meetings with IEC members and quarterly meetings with SD57 Senior leadership

An Indigenous Relations Manager has also been hired this year to help support communicating and decision making between local First Nations and the School District

# About Our District

## Ministry of Children and Family Development

**Purpose:** Meetings began in the 2024/25 school year to help develop a more accurate list of CYIC in our district. Two monthly meetings take place. One between SD 57 Senior Administration and the Director of MCFD, and a second meeting with MCFD managers, SD 57 District Principal and Senior Administration to collaborate on strategies and supports for individuals students. These meetings are essential for ensuring we have accurate names for students who are in care and sharing information to best support each student. These meetings will continue in the 2025/26 school year..

**Frequency:** Monthly

## RCMP Meetings

**Purpose:** RCMP is conducting learning sessions in schools around various topics such as youth gangs, sextortion, cyberbullying, online safety, drugs/alcohol awareness and careers in the RCMP

**Frequency:** Monthly meetings with IEC members and quarterly meetings with SD57 Senior leadership

An Indigenous Relations Manager has also been hired this year to help support communicating and decision making between local First Nations and the School District

## Local Education Agreements (LEAs)

**Purpose:** Local Education Agreements (LEAs) are agreements between First Nations and Boards of Education. LEAs include terms and conditions related to improving First Nation student outcomes and developing the relationships necessary to accomplish that mutual goal, and to be a shared accountability mechanism regarding the education of First Nation students in British Columbia public schools. School District 57 has LEA agreements with Lheidli T'enneh First Nations, McLeod Lake Indian Band, Talka and the Simpcw First Nations.

**Frequency:** Monthly meetings

Elementary and Secondary schools hold monthly LEA meetings with their support teams and Local First Nation Education Advisor to discuss current supports in place for individual indigenous students and make adjustments as needed

## UNBC and CNC

**Purpose:** To discuss current dual credit and trades opportunities and strategies to enhance offerings in the community.

**Frequency:** Quarterly meetings



# Intellectual Development // Literacy

## GOAL

All students meet or exceed Literacy expectations, with specific attention to priority populations

## Areas for Growth

Our literacy data shows a need to adjust strategies to better meet the needs of students in our district. For further analysis of Literacy data, please refer to the Enhancing Student Learning Report-Part A.

## Strategies to Continue or Maintain

In the 2024/25 school year, 11 schools participated in a literacy pilot aimed at introducing literacy screeners to better monitor and target literacy skills. Of those 11 schools, 7 showed growth on the FSA for their Grade 4 and 7 cohorts. Pilot schools received initial Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Early Learning Profile (ELP) training, followed by five meetings attended by school leads and Principals and Vice Principals to discuss the interventions being used and whether they are yielding literacy success. The district literacy team supported these meetings by guiding data discussions and helping schools focus on key areas. Additionally, the district literacy team worked directly with individual teachers, grade groups, and resource teams to support this work.

## Adjustments: Next Steps for Improvement

**1.** Literacy remains an area for growth, as both All Resident Students (ARS) and Priority Populations continue to perform below the provincial average. The district needs to master its use of the DIBELS screener data to guide instruction and address student specific needs in the five pillars of literacy.

The district is currently phasing out the Benchmark Assessment System as our district's reading assessment, with full transition to DIBELS planned for the 2026/27 school year. This year, 20 schools and all Kindergarten classrooms are engaging with the DIBELS screener. **It's important to note that the screener alone will not improve results.** Success in pilot schools last year was driven by meaningful data conversations at the school level, established intervention systems, and consistent progress monitoring. These practices must continue in existing pilot schools and be adopted by schools newly implementing the assessment this year. The district also needs to shift our approach to literacy instruction and assessment to include more explicit teaching around the five pillars of literacy. A key area of focus—both in terms of time, resources, and funding—is phonics and phonemic awareness, as DIBELS data has shown these are the most challenging skills for primary students. To further support this work, the district has continued to place literacy intervention teachers in five schools identified as having the highest need for literacy support among priority populations in SD No. 57. This added layer of support, combined with improved progress monitoring, accessible data that highlights specific strengths and weaknesses, and high-quality professional development centered on the five pillars of literacy, should lead to increased student success in literacy acquisition. Progress will be monitored through FSA results, DIBELS screener data, and report card proficiency scale marks.

**2.** New Strategy for 2025/26: Our data shows that the district needs to develop a plan in the 2025/26 school year to support all schools to effectively implement Multi-Tiered Systems of Support to build a district understanding of quality Tier 1, 2 and 3 supports in schools. Building an understanding of Tiered literacy support will enable our schools to serve their priority populations in a more effective manner. This work will be led by the district literacy support team.

**3.** New Strategy for 2025/26: The district also recognizes the need to support SWD case managers, junior/senior indigenous grad coaches, and non-enrolling support staff in secondary schools to better support literacy acquisition among secondary students that focus on the 5 pillars of literacy for grade 8/9 students.

# Intellectual Development // Numeracy

## GOAL

All students meet or exceed Numeracy expectations, with specific attention to priority populations

## Areas for Growth

Although our grade 4 and 7 ARS and Indigenous students showed an increase in achievement on the FSA, SWD and all cohorts on the numeracy 10 assessment showed a need to adjust strategies to better meet the needs of students in our district. For further analysis of numeracy data please refer to the Enhancing Student Learning Report-Part A.

## Strategies to Continue or Maintain

1. The district needs to continue collecting SNAP data on student progress so educators have information to adjust instruction strategies when necessary
2. In the 2024/25 school year the district explored scope and sequences for teaching math facts from K-7 and engaging ways to teach problem solving. The district strategy included:
  - a. Elementary Math Lead Groups
  - b. P/VP Numeracy Learning nights
  - c. District Numeracy Committee

## Adjustments: Next Steps for Improvement

1. Although the district has been collecting local numeracy data for the last 3 years, the assessment is limited in the information it gives about our students. The district understands that better data is needed to support Priority Populations and help guide instruction. The district numeracy committee will be investigating different assessments that can be used in classrooms to get more in-depth information about student strengths and challenges in different numeracy concepts. This will be done in the 2025/26 school year
2. In the 2025/26 school year, other adjustments being made are:
  - a. Develop a better system for information and resources to be housed so educators can access them. We have made available year plan scope and sequences, scope and sequences for Math Fact development and suggested timelines for daily math blocks (60-90 minutes), with activity breakdowns to ensure instructional effectiveness. However, these supports are housed in many different areas and we need one place educators can access them easily. The district is starting this work by developing a District Numeracy Framework
  - b. Offer more professional development to build teacher toolkits for teaching math concepts and P/VP understanding of quality numeracy instruction and assessment:
    - i. Elementary Math Lead meetings will continue with 5 meetings planned
    - ii. P/VP numeracy nights will continue with a focus on leading math learning in schools
    - iii. Carole Fullerton professional development, focusing on differentiating math concepts and teaching in an engaging way.

\*\* The district recognizes that we need further engagement of Priority Populations in math. Even though our data shows a slight increase in our elementary cohorts on the FSA, there is still a large number of students not meeting expectations. By engaging our educators in more professional development and expanding their knowledge of numeracy instruction and assessment, it should correlate with increased student success.

3. The Grade 10 Numeracy Assessment highlights the importance of developing a more effective plan to support educators so they can better support students. The district recognizes the need for short-term solutions to support current secondary students. To address this, funds have been set aside for each secondary school to initiate math department inquiries focused on improving instruction and assessment strategies, differentiating instruction, and exploring supports for Priority Populations. These efforts are still in the early stages of development. With more emphasis on engaging students through instruction and assessment practices, the district should see a rise in student achievement on the Numeracy 10 Assessment.

# Human and Social Development

## GOAL

All students feel safe, connected and have a sense of belonging at school. We also recognize that we need to establish what belonging means to the students in our district in order to achieve this goal.

## Areas for Growth

1. The data shows that up to 55% percent of ARS and Priority Populations feel like they don't belong in our schools. Please refer to the Enhancing Student Learning Report-Part A for an in-depth data analysis.

a. As a result, monthly meetings with the Director of MCFD will continue to ensure CYIC students have been identified with learning plans in place for these students. These plans will build strategies on how to best support students in care. We will monitor this through attendance, engagement in extracurricular activities, academic performance and the yearly student survey on belonging in schools.

## Strategies to Continue or Maintain

- The Priority Populations feel connected to adults in our buildings. This is because comprehensive case management provides students with wrap around support (junior/senior grad coaches, youth care workers, IEW's, ISW, counselors, teachers, EA's P/VP). This needs to continue in the coming year.
- After School Sports and Arts Initiatives in 8 elementary and 5 secondary schools
- Indigenous Grad Coaches for all Indigenous students in the Grad Program in all Secondary Schools
- Junior Indigenous Grad Coaches in the foundational programs of all Secondary Schools
- Case management for SWD
  - a. This would include School Based Team Meetings, Extended School Based Team Meetings, and collaboration with school support teams and district specialists when applicable

## Adjustments: Next Steps for Improvement

1. Identifying CYIC students, Indigenous Students, and SWD and encourage participation in ASSAI and extra curricular activities. Track numbers so we can ensure we are improving yearly.
2. Establish school-based Equity, Diversity, Belonging and Inclusion teams led by the district committee and working group.
3. Development of Local Lheidli Tenneh Curriculum to be implemented across the curriculum.
4. District Student Advisory Council focusing on Student Voice and Agency that continues to support school leadership classes. DSAC is also working towards establishing an Elementary District Leadership Program. The goal is to establish more student voice and agency for all students, focusing on Priority Populations.

# Career Development

## // GRADUATION

### GOAL

Increase graduation rates by closing the success gap between Indigenous graduation rates and Non-Indigenous graduation rates. It is important to note that the strategies we employ to support Priority Populations and their success rates should also result in benefits to all students.

### Strategies to Continue or Maintain

1. Ensure a full time Senior Indigenous Grad Coach is staffed in large secondary schools
2. Ensure the Grad Coach has a classroom to provide immediate support for Indigenous students to work and receive support of any kind by a skilled teacher.
3. Ensure teachers provide bi-weekly progress updates for Indigenous students throughout the school year
4. Ensure the Principal is supporting teachers on current, modern assessment pedagogy that does not punish or penalize students in grading for work habit behaviors (late work, missed work, etc...)
5. Ensure Principal is reviewing non-grad lists and communicating with distance education schools to ensure all credit counts are up to date and accounted for
6. Ensure schools review Grade 10 failure lists in early September to provide for course recovery or re-enrollment in Grade 10 courses immediately. Data and research show students who pass all grade 10 courses are much more likely to graduate. Grade 10 success is critical.

### Areas for Growth

1. Close the gap between the Indigenous graduation rate and the Non-Indigenous graduation rate in School District 57 Secondary Schools.
2. In 2023/2024, School District No. 57 had the following graduation rates:
  - **DP Todd's** - Indigenous Grad Rate - 58%. Non-indigenous graduation rate - 90.41%.
  - **Duchess Park** - Indigenous Graduation rate - 53%. Non-Indigenous Graduation Rate - 86%.
  - **PGSS** - Indigenous Graduation Rate - 67%. Non-Indigenous Graduation rate is 79%.
  - **College Heights** - Indigenous Grad Rate - 61%. Non-Indigenous Grad Rate - 88%.
  - **Shas Ti** - Indigenous Grad Rate - 89%. Non-Indigenous Grad Rate - 88%.
  - **Mackenzie Secondary** - Indigenous Grad Rate - 53%. Non-Indigenous Grad Rate - 90%
  - **McBride Secondary** - Indigenous Grad Rate - 100%. Non-Indigenous Grad Rate - 100%
  - **Valemount Secondary** - Indigenous Grad Rate - 100%. Non-Indigenous Grad Rate - 80%

### Adjustments: Next Steps for Improvement

1. Establish a Community of Practice between all secondary schools to discuss and establish standard strategies, norms, and best practice as it pertains to the Indigenous Grad Coach role. Indigenous Assistant Superintendent, Assistant Superintendents, Principals and Vice Principals, Indigenous Grad Coaches, and District Principals of Indigenous Education all need to form the community to build the best plans.
2. Continue to work with secondary classroom teachers on current, pedagogically sound assessment practices
3. Continue to work with classroom teachers on growth mindset and how assessment practices such as Triangulation becomes acts of reconciliation for Indigenous learners.
4. Successful strategies formed here can be applied to other Priority Populations (CYIC and SWD).

# Career Development

## // LIFE AND CAREER CORE COMPETENCY

### GOAL

To increase opportunities for students to pursue career interests past grade 12, specifically in explorations, train, and work opportunities.

### Areas for Growth

- Increase enrollment in academic dual courses at CNC and UNBC. This will help support our transition to Post-Secondary from 1-3 years after graduation
- Increase opportunities in exploratory, train and work programs for priority populations
- Work with our local community to establish needs and tailor opportunities for students in those areas.

### Strategies to Continue or Maintain

- Dual Credit Enhancement Coordinator
  - This coordinator helps create new opportunities and works to increase enrollment in current opportunities
- Relationships with Post Secondary Institutions (UNBC/CNC)
- CTC programming and coordinator position
  - This individual plays a critical role in recruiting and supporting students in CTC programs
- Timetable alignment with post-secondary institutions has created more opportunities for students
- Grad Coach help guide students into different programs based on student interests

### Adjustments: Next Steps for Improvement

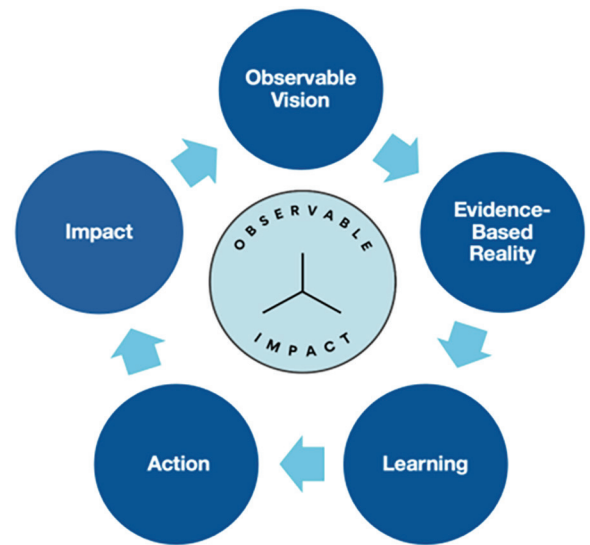
- Need to focus more work experience and dual credit opportunities for Priority Populations
  - Establish a district work experience position for Priority Populations
- Career counsellor in every Secondary school
- Increase opportunities for work experience opportunities

# Creating Alignment

As stated above, we are in the process of embedding the continuous improvement cycle across all levels of the organization. This includes the School District Strategic Plan, School Plans for Student Success, district department Implementation Plans and goals, as well as principal and vice principal growth plans—with Priority Populations at the heart of the plans being developed at every level.

The district has added a new layer to the continuous improvement cycle by shifting to an Observable Impact model for school plans. Cale Birk, founder of Observable Impact, began working with a cohort of secondary and elementary schools in the spring of the 2024–25 school year. This work was expanded to include all principals and vice principals in August 2025.

Observable Impact is based on the idea that if we want the structures and systems in our schools to have meaningful impact, we must be clear about what that impact looks like at every level. There must be a shared understanding of what each goal means and what should be observable at the student, educator, principal, vice principal, and senior administrator levels. Impact occurs when all educators are working toward a common goal and have a clear understanding of what is expected of them. The continuous improvement model that will be used for school plans is described here.



A sample of the planning tool used to plan and outline observable goals and actions for a school goal is also included below. Again, the power of Observable Impact lies in the notion that educators can clearly describe what should be demonstrated and observed at all levels of the school—students, educators, and leaders. The district believes that the Observable Impact model will help schools create more manageable and meaningful goals, developed collaboratively by their school communities.

**Vision:** At the top of the cycle, teams start by co-creating a specific, high-resolution vision of what a successful learner and effective teaching look like in their context.

**Reality:** Teams then analyze their evidence to ground themselves in the current reality of student performance.


**Learning:** This step involves identifying what new professional learning is required to close the gap between their current reality and their vision.

**Action and Observable Impact:** In this phase, teams define a specific action plan and, most critically, predict and describe what the observable impact of that action will look like in the classroom.

**Reflection:** After implementing the action, teams reflect on the evidence they have gathered to determine if the observable impact was achieved.

School District 57 also continues to strive to create equity across the district. One of the greatest shifts and successes SD No. 57 has experienced over the last year is maintaining a focus on equity for all learners in the school district. Strategies to achieve these successes include:

- Movement from a decentralized funding model to a centralized funding model. This will enable the school district to ensure schools have equitable access to a variety of services in the district that include:
- IBM technology review which has resulted in equitable technology access for all learners in our district
- In previous years, the district has been able to access surplus operating dollars to support on-going district operations. In the last two budget cycles, the district has reduced this use of surplus and moved to relying on annual revenue amounts to support annual expenses. This has enabled the Board to establish an appropriate contingency reserve and increase resources for infrastructure and technology to support an enhanced student learning experience.
- We are in the process of ensuring that all classrooms have equitable access to resources and equipment by centralizing these processes (i.e. projectors, chairs, laptops).
- All facility service budgets have also been centralized to ensure equitable capital planning takes place across the district
- Human Resource Department organization has shifted to allow for faster, more equitable hiring practices
- For the first time, every department (finance, facilities, human resources), participates in learning sessions throughout the year. Last year the focus was on Truth and Reconciliation and Equity



### THIN PLAN TOOL

([bit.ly/THINPLANNER](https://bit.ly/THINPLANNER))

<b>OUR SCHOOL/TEAM:</b>		
<b>GOAL:</b>		<b>ALIGNED STRATEGIC PLAN GOAL:</b>
<p><b>SECTION 1 - RATIONALE:</b> This goal was chosen because...          Our student-based evidence tells us...(ie. Achievement data, work samples, student survey data)          Source 1: &lt;INSERT EVIDENCE SOURCE&gt;          • Summary of Findings (1-2 statements):            ○            ○          Source 2: &lt;INSERT EVIDENCE SOURCE&gt;          • Summary of Findings (1-2 statements):            ○            ○  <b>AS A RESULT OF OUR EVIDENCE, OUR INSTRUCTIONAL CHALLENGE IS:</b> "We struggle with getting each of our students to..."</p>		
<b>SECTION 2 - DESIRED STATE + CURRENT STATE (CUSN):</b>		
If <INSERT GOAL> was being demonstrated at the highest level in our context, you would observe		
<b>PART 1:</b> What would we observe <b>STUDENTS (s)</b> be DOING and DEMONSTRATING?  S1.(CUSN) S2.(CUSN) S3.(CUSN)	<b>PART 2:</b> What would <b>EDUCATORS (t)</b> be DOING and DEMONSTRATING to make this happen for EACH student?  E1.(CUSN) E2.(CUSN) E3.(CUSN)	<b>PART 4:</b> What would <b>LEADERS (L)</b> be DOING and DEMONSTRATING to ensure this happens in each classroom?  L1.(CUSN) L2.(CUSN) L3.(CUSN)
<b>PART 3:</b> What are the types of <b>TASKS/ASSESSMENTS (T)</b> would we see in a classroom?  T1.(CUSN) T2.(CUSN) T3.(CUSN)		

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