

SD52 PRINCE RUPERT

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

Part 2b: Respond to Results

In Review of Year 5 of STRATEGIC PLAN 2021-2026

Board Approval TBD

Interim Progress Report for Enhancing Student Learning:

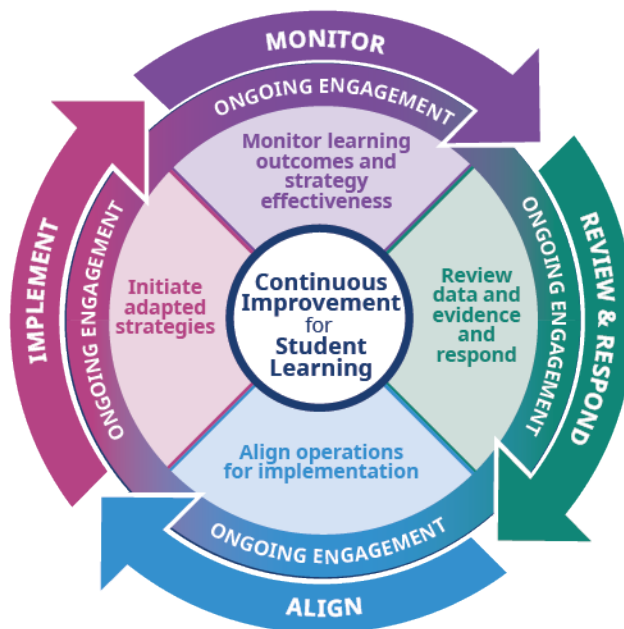
Ministry Note

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



Please note: If the district's current Strategic Plan outlines priorities with limited educational focused outcomes, districts teams may choose to complete the chart using the pillars of the Education Citizen—Intellectual Development, Human and Social Development, and Career Development.

Equity

Increase achievement in literacy rates, numeracy rates and transitions and graduation rates

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
- District wide K-12 Literacy Framework with CORE Phonics, San Diego Quick assessments - Regular tracking of graduation cohorts with specialized staff including Indigenous Coach Mentors - Dual credit programs and industry partnerships to improve transitions	- Achievement gaps persist in Indigenous literacy and numeracy rates compared to non-Indigenous achievement rates - District data has shown to below provincial averages in literacy, numeracy, and transitions. - Completion rates continue to be an area of need for all learners - Small cohorts mean masked data for priority learners (youth in care, students with designations), but equity plans identify them as high need.	- Participation rates in assessments improved, giving more reliable data - Individual supports (mentorship, tutoring, dual credit) show positive stories of student success, but system-wide outcomes require more progress - Graduation data shows more students completing Dogwood instead of Adult Dogwood, a positive trend. - Immediate PSI transition rates improved for Indigenous students, but 3-year transitions have not improved.	Continue: Literacy Framework, middle school numeracy instruction, Indigenous mentorship, dual credit. Adapt: Align secondary instruction more closely with provincial assessments; embed culturally responsive pedagogy in literacy/numeracy. Discontinue: Sole reliance on provincial data — must build local measures. Introduce: Build more post secondary and community partnerships with local, regional and remote learning opportunities for students - Targeted strategies for Grades 9-10 for when students enter Pathway to Graduation

Truth and Reconciliation			
Increase awareness, culturally responsive pedagogies and assessment strategies to reduce inequity and achievement gaps for Indigenous learners and build educator capacity.			
• Strategy	• Area for Growth	• Strategy Effectiveness	• Adjustments and Adaptions
- Indigenous Education Impact Initiative (NOIE inquiries) at primary/elementary, middle and secondary levels. - Indigenous-focused supports: Coach Mentors, Family Resource Workers, Food Sovereignty Mentor, Equity Mentors. - Out-of-timetable programming (e.g., Girls' Group, cultural/land-based learning, drumming, language). - Ongoing consultation with Rights Holders and development of Equity in Action Plans at each school.	- Literacy and numeracy gaps for Indigenous students remain consistent across grades. - Graduation rates for Indigenous learners are impacted by a gap with non-Indigenous peers - Student belonging data mixed: Indigenous students report higher belonging (53%) than provincial average, but gaps persist in other areas (safety, adult connections). - Need for systematic, scheduled consultation with Rights Holders to guide literacy/numeracy implementation.	- Indigenous-focused programs contribute to increased belonging and connection, even when not reflected directly in academic outcomes. - AESL notes positive individual outcomes from mentorship and land-based learning. - Academic gaps persist, suggesting cultural and academic supports need stronger integration.	Continue: Indigenous Impact Initiatives, cultural programming, mentorship roles. Adapt: Move beyond isolated programs toward systemic integration of Indigenous pedagogy in classroom literacy/numeracy. Introduce: More Indigenous dual credit/post-secondary pathways; track culturally relevant success measures beyond provincial metrics. Discontinue: Sporadic consultation — shift to scheduled cycles with Rights Holders

Mental Health Literacy			
Build capacity in mental health literacy for students, staff and families			
• Strategy	• Area for Growth	• Strategy Effectiveness	• Adjustments and Adaptions
• Participation in Indigenous Education Impact Initiative and NOIE inquiries that integrate well-being and belonging. • Staff providing explicit support for students before high-stress assessments (e.g., Homework Clubs, Girls' Groups, mentorship programs that address social-emotional needs. • Collecting student voice data (empathy interviews, surveys)	• Student survey data shows: • Safety: ~75% feel safe (slightly below provincial). • Belonging: ~50% feel they belong (lower than provincial). • Diverse abilities/disabilities: often masked and lower than provincial averages. • We need to ensure that mental health literacy is more consistently embedded across schools • Need for deeper understanding of “why” students are expressing the need for belonging and connection on the survey. • Student belonging data mixed: Indigenous students report higher belonging (53%) than provincial average, but gaps persist in other areas (safety, adult connections).	• Indigenous students report above-provincial belonging (53%), showing some success. • Targeted programs (Girls' Group, mentorship) yield positive indicators for individual students. • Overall sense of safety, belonging, and adult connections can be improved.	• Continue: Wellness-focused programs, inquiry cycles, mentorship. • Adapt: Embed mental health literacy explicitly into curriculum and advisory structures. • Discontinue: One-size-fits-all approaches to student well-being. • Introduce: Empathy interviews and qualitative data collection at school events. • Stronger tracking of outcomes for students with diverse abilities/disabilities at the local level. • Dedicated mental health literacy teaching roles, integrated with classroom instruction.

