



Enhancing Student Learning Report

September 2026



In Review of Year 2025-26, Strategic Plan 2021-26, year 5

Approved by Board on September 29, 2026

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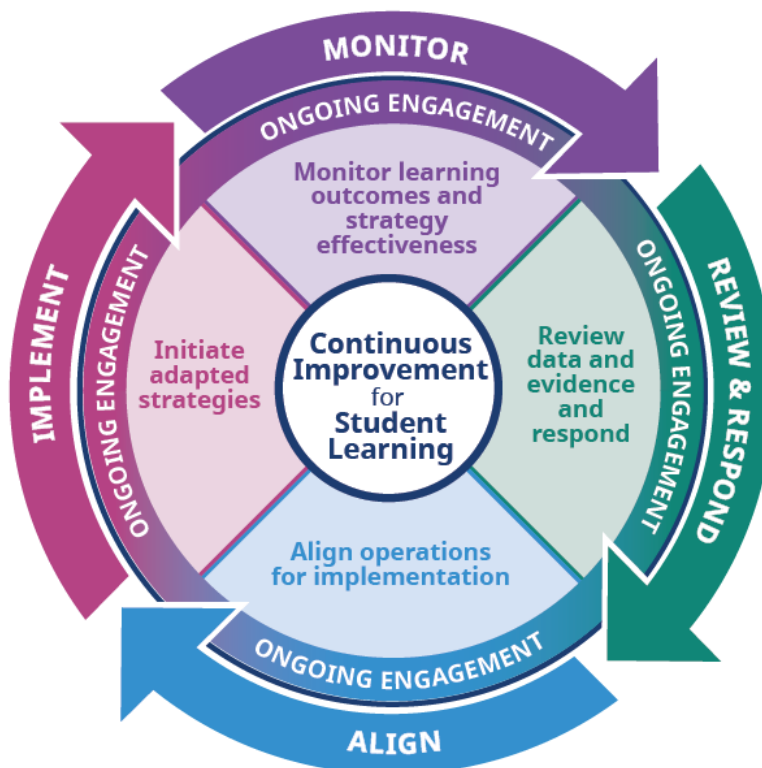
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Enhancing Student Learning Report:

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 three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. 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.

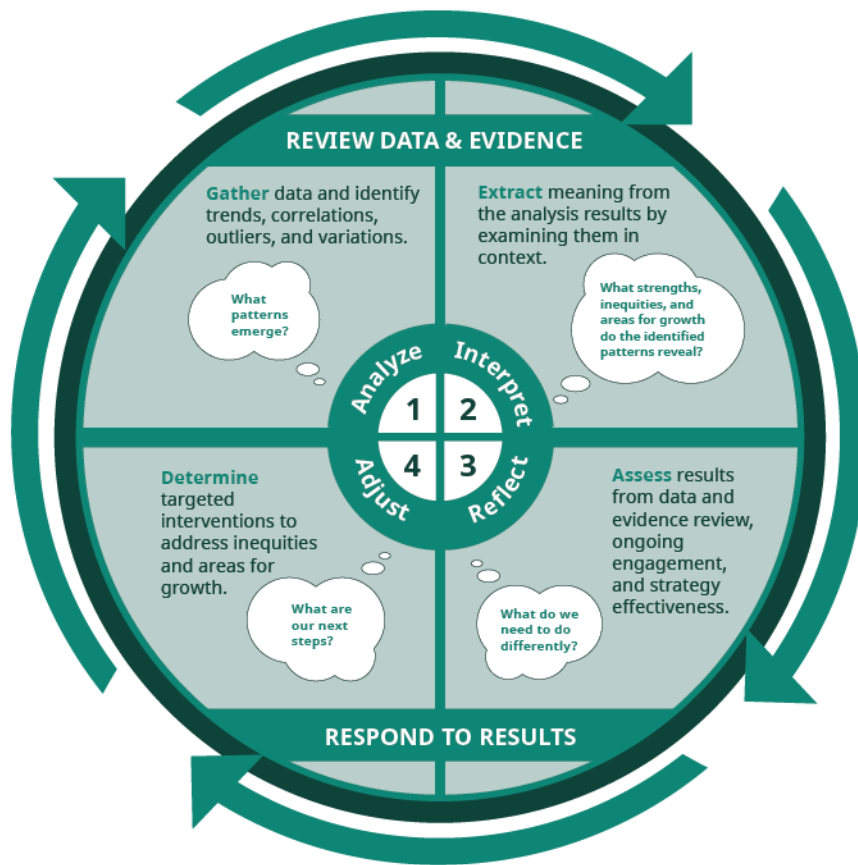
The Report provides information on the district's continuous improvement processes, with a focus on processes included within the **Continuous Improvement Cycle:**



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.

District Overview and Continuous Improvement Focus

Ła Bata Sgan

School District 52 would like to acknowledge the traditional territory of the Ts'msyen and of all the Sm'algyax speaking peoples who have been stewards of this land since time immemorial.

The land is very important to Ts'msyen peoples and is ingrained in language and culture. It is also connection between ancestors, the present and the future.

School District 52 acknowledges the responsibility to learn about Ts'msyen culture and relationships to the land and will commit to pursuing ongoing learning.

District Context

School District 52 includes the communities of Port Edward, Metlakatla, and Hartley Bay (the Gitga'at First Nation), as well as Prince Rupert. Prince Rupert is a port city situated on Kaien Island, just north of the mouth of the Skeena River, which lies at the heart of the traditional territory of the Ts'msyen First Nation. This territory is bordered by the neighbouring nations of the Gitksan, Nisga'a, Haida, Haisla, Wet'suwet'en, and Heiltsuk people. Prince Rupert was established in 1910 as the terminus of the Grand Trunk Pacific Railway (now CN Rail). It is the transportation hub of BC's north coast through land, air, and water, and has a population of approximately 13,000. The city enjoys a mild oceanic climate and is located in a temperate rainforest. The Prince Rupert School District offers K-12 education programs to approximately 1800 students in 9 schools: 5 elementary (K-5), 1 middle school (6-8), 1 secondary school (9-12), 1 alternate secondary school (9-12), and 1 village school (K-12).

We provide several unique programs in support of students, including the following:

- Sm'algyax Language Program from Strong Start – Gr.12
- After School Sports and Arts Programs
- Youth Explore, Work and Learn Trades Dual Credit Partnership with Coast Mountain College (CMC)
- ECE and Intro to Health Dual Credit Partnership with CMC
- Strong Start Programs in 4 locations
- Summer Read and Play in Hartley Bay (Gitga'at) and Prince Rupert
- Indigenous Role Model Program
- French Immersion K – 12
- Wilwilaaysk Family Wellness and Mental Health Literacy Support
- Indigenous Coach, Equity, and Food Sovereignty Mentors
- Git Waas Drumming Group

Current Strategic Plan Priorities

<https://rupertschools.ca/strategic-plan/>

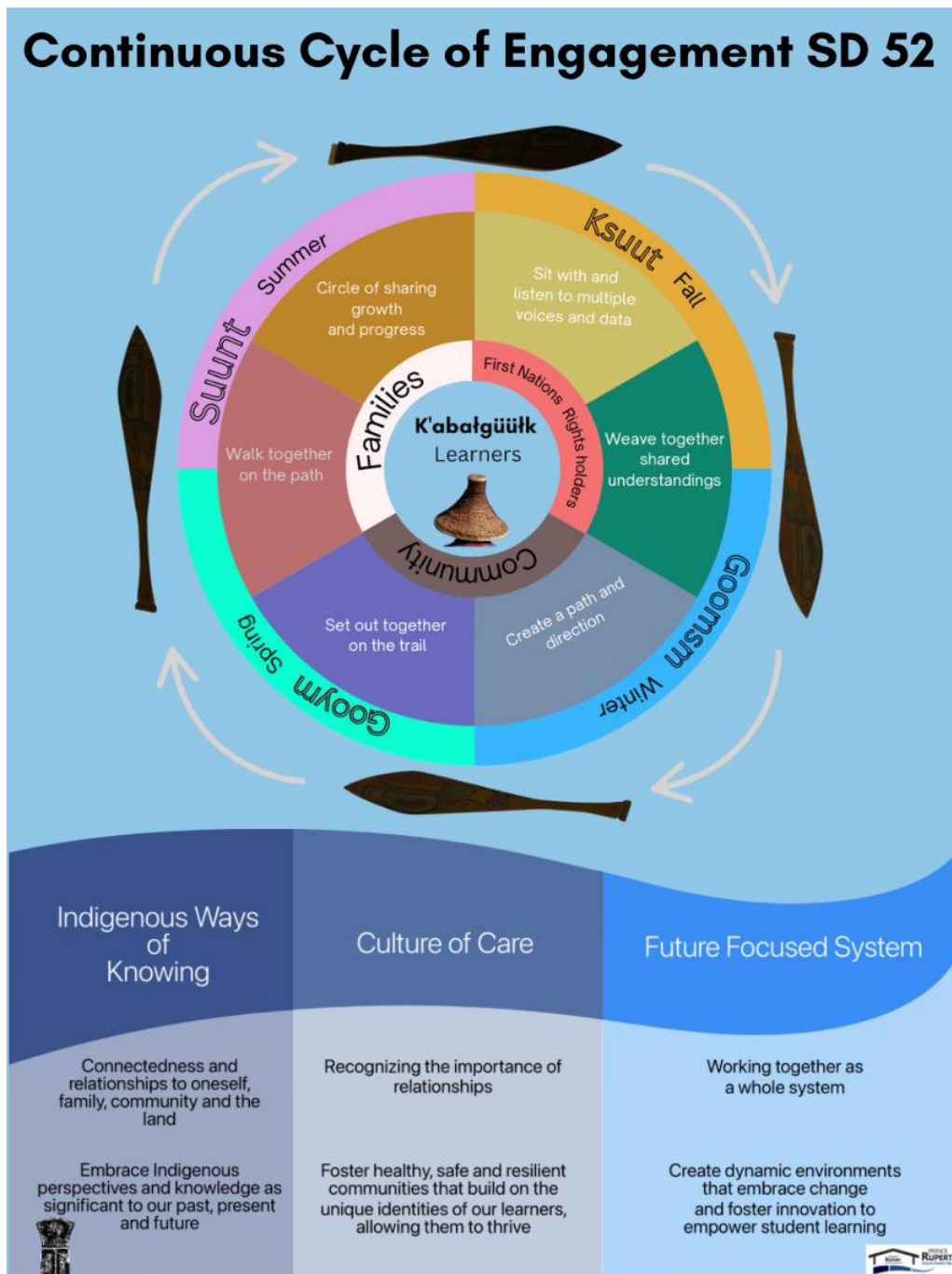
Equity: Eliminate the achievement gap of Pre-K – 12 students.

- Literacy – All students reading at grade level by grade 3.

- Numeracy – All students will demonstrate grade-level proficiency in basic mathematics.
- Completion Rates – Committed to the improvement of the five-year completion rate for Indigenous students.

Truth and Reconciliation: Strengthen our commitment to truth and reconciliation

Mental Health Literacy: Build capacity for mental health literacy for students, staff, and families.



Ongoing Strategic Engagement

This year, the district's Framework for Enhancing Student Learning (FESL) process emphasized meaningful engagement and shared responsibility across the school community. A Small Framework Working Group, consisting of Senior Leadership, the Prince Rupert District Teachers' Union (PRDTU), and a Trustee representative, met regularly to plan the broader engagement process and develop discussion questions. Three Large Framework Meetings brought together representatives from IUOE, the Indigenous Education Council (IEC), PRDTU, DPAC, Trustees, Principals and Vice-Principals, and Senior Leadership to review district data and discuss progress toward the Strategic Plan. This year's discussions focused on attendance, Mental Health Literacy, student achievement, and Equity in Action. Prior to each large meeting, principals facilitated staff discussions using district-provided data and guiding questions, with feedback collected from every school. Additional perspectives were gathered through dedicated Student Framework and Community Framework meetings, ensuring that the voices of students, families, staff, Indigenous partners, trustees, and employee groups informed district planning and continuous improvement throughout the year.

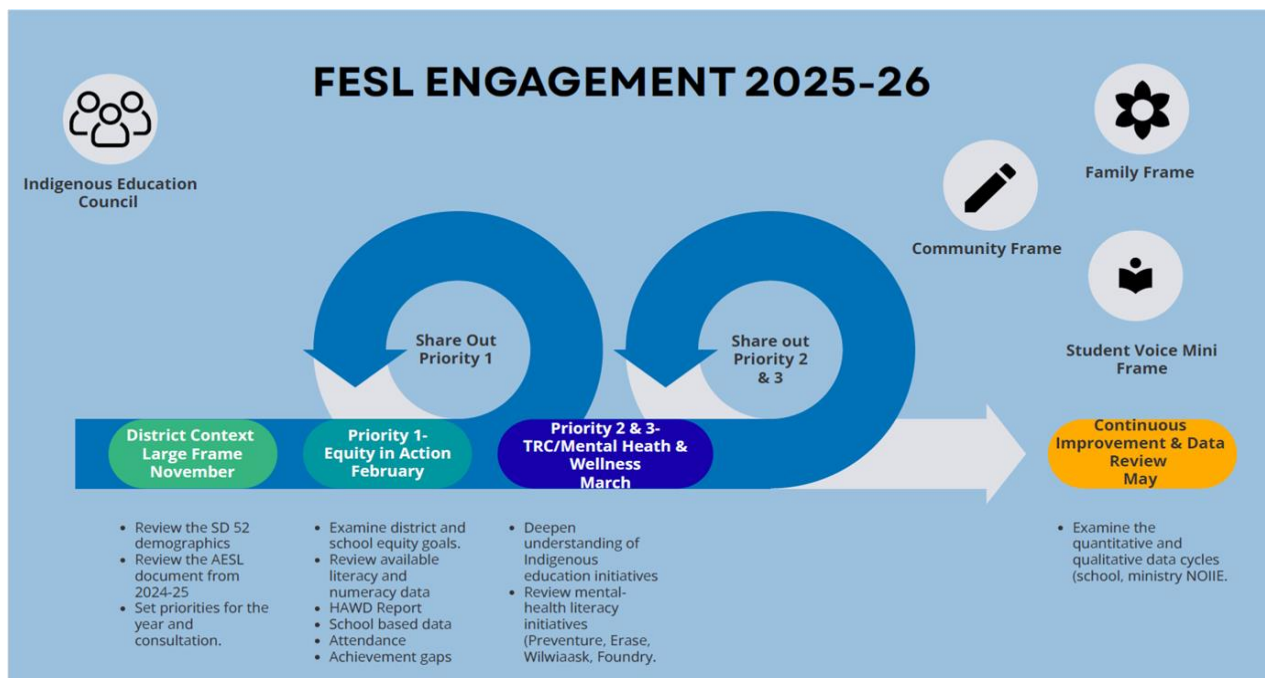
Indigenous Education Council

The Indigenous Education Council was established in 1989 and builds on decades of previous work on behalf of Indigenous learners in School District 52 Prince Rupert. The council is committed to:

- Providing Indigenous people an effective voice in determining relevant educational programs and services for learners of Indigenous ancestry.
- Increasing knowledge, awareness, understanding, and appreciation of indigenous peoples, history and culture for all partners and the educational community.
- The respect, trust, and communication that has grown through this collaboration ensures that relevant and responsive programs and services for Indigenous learners are developed, implemented, evaluated in ways that are consistent with the Ministry of Education and Child Care funding policy (targeted funds).

Partnerships with Provincial Resource Programs, the Family Connections Centre, MCFD, health professionals, and community agencies have strengthened SD52's inclusive education framework by improving access to specialized services, enhancing coordinated support for students and families, building staff capacity, and ensuring timely, wraparound interventions that promote student success, well-being, and meaningful inclusion

Through ongoing collaboration with agencies and community partners, SD52 is able to provide more coordinated and responsive supports for children and youth with diverse learning, behavioural, developmental, mental health, and medical needs. These partnerships improve transitions between home, school, and community services, strengthen family engagement, reduce barriers to accessing support, and promote positive outcomes for students by ensuring a wraparound and student-centred approach to service delivery.



Create Alignment to Enhancing Student Learning

Alignment of Operational Plans (IT, HR, Financial)

SD52 ensures that all operational plans, including Information Technology, Human Resources, Finance, Facilities, and Inclusive Education, are aligned with the District Strategic Plan and school improvement plans. Operational priorities, resource allocation, staffing decisions, and departmental initiatives are reviewed annually to ensure they support district goals, improve student outcomes, and advance equity, inclusion, Indigenous education, and student well-being. This alignment promotes a coordinated district-wide approach to continuous improvement and accountability.

Alignment of School Plans:

School plans across School District 52 are intentionally aligned with the District Strategic Plan to ensure a shared vision for student success and continuous improvement. Each school uses district data, local evidence, student voice, and community feedback to identify priorities that reflect the unique needs of its learners while advancing the district's strategic goals. Through ongoing collaboration between school and district leaders, progress is regularly monitored, successes are celebrated, and strategies are refined to strengthen student achievement, well-being, belonging, equity, and meaningful learning opportunities for all students.

Links to the School Plans:

Charles Hays Secondary School

Pacific Coast School

Prince Rupert Middle School

Conrad Elementary School

École Roosevelt Elementary School

Pineridge Elementary School

Lax Kxeen Elementary School

Port Edward Elementary School

Hartley Bay School



Specific Initiatives that Align with the Strategic Plan Goals

MTSS

In SD52, strong outcomes have been supported through a sustained focus on early identification, collaborative problem-solving, and the implementation of evidence-based interventions within inclusive classroom settings. Priority has been placed on providing support at the earliest stages, ensuring that the majority of interventions occur within the regular classroom before consideration of more intensive or restrictive approaches.

The integration of Learning Support Teachers, Education Assistants, and multidisciplinary teams has enhanced coordination, consistency, and responsiveness across schools. This team-based approach has strengthened the quality and timeliness of supports provided to students.

As a result, positive impacts on student achievement have been observed, including improved access to the curriculum, earlier and more targeted interventions, and measurable gains in student performance. A significant number of students are successfully responding to supports at the universal and targeted levels, reducing the need for more intensive interventions and enabling greater participation and success within inclusive classroom environments.

Sm'algyax Language Learning

The Sm'algyax language is the foundation of the Ts'msyen people. It has been our language for thousands of years. The Sm'algyax language curriculum, resources, and integrated resource packages have been created over many years. These resources form a high-quality language program that is well-regarded throughout the province and within the Ministry of Education. The development and implementation of the Sm'algyax program is directed by the Ts'msyen Sm'algyax Language Authority (TSLA) and the Sm'algyax Language Committee.

Sm'algayx curriculum continues to be a focus of ongoing development to reflect changes in assessment and instruction, and to continually connect to First Peoples pedagogies.

Sm'algayx Teacher Profile: Kelli Clifton

Kelli Clifton is Ganhada from the Ts'msyen community of Txałgiw (Hartley Bay) and resides in Kxeen (Prince Rupert).

She is currently the high school Sm'algayx and Art teacher at Charles Hays Secondary School in SD52 and has been a Sm'algayx educator for seven years.

Kelli is an essential part of revitalizing the language and culture within the Ts'msyen community; she's an educator, a Northwest coast artist, and teaches community language classes.

https://www.youtube.com/shorts/_P2F9GeAUJM

Teacher Mentorship

The Provincial Teacher Mentorship Program (PTMP) is being launched as a pilot initiative in partnership with five B.C. school districts. This pilot phase is designed to explore how province-wide coordination and resource development can strengthen mentorship practices while still allowing districts to respond to their unique local contexts. These partnerships are essential to ensuring the program remains responsive, scalable, and grounded in the realities of B.C.'s diverse educational landscape.

The program focuses on strengthening teacher retention through meaningful, equity-informed mentorship. District partners are helping shape this work by co-developing programming, recruiting mentors and mentees, and supporting evaluation activities that will inform the program's growth and impact.

French Immersion **French Immersion | SD52 Website**

To strengthen the oral fluency and confidence of French Immersion students, all students in Grades 6–12 participated in the Concours d'art oratoire, organized by Canadian Parents for French. Students wrote and delivered a 3–5 minute speech in French on a topic of their choice. Classroom presentations culminated in a showcase where selected students presented to an audience of CHSS and PRMS students, staff, and families.

In March 2026, more than 40 CHSS students in Grades 9–12 participated in the classroom qualifying round, with 10 students advancing to the district final alongside PRMS students. The top Grade 11 student went on to represent SD52 at the provincial finals held at University of British Columbia in May 2026.

Preventure Program

The Preventure Program is an evidence-based early intervention program that promotes positive mental health and reduces the risk of substance misuse by helping students develop healthy coping strategies, emotional regulation, and resilience. At Prince Rupert Middle School (PRMS), the program is being delivered to the Grade 6 cohort through small-group sessions led by trained

facilitators. Using a strengths-based approach, students build self-awareness, confidence, and practical skills tailored to their individual needs. Research shows that Preventure can improve mental health outcomes and reduce the likelihood of future substance use, supporting students to make healthy choices and thrive both in school and beyond.



District Food Coordinator Program

The District Food Coordinator and Feeding Futures/Culinary Chef play a vital role in advancing food security and student well-being across School District 52. The program provides nutritious school meals while celebrating locally sourced and culturally significant foods, including sustainably harvested salmon and other traditional ingredients. Working in partnership with organizations such as Ecotrust Canada through the North Coast Food Hub initiative, the District Food Coordinator supports the development of community greenhouses, strengthens local food production, and creates hands-on learning opportunities that teach students about sustainable food systems, nutrition, and food preparation. The initiative also provides meaningful youth employment opportunities while strengthening connections between schools, families, and community partners. Through the generous support of the Port of Prince Rupert, the district has expanded this work with the development of a commercial kitchen and fish processing facility, increasing the capacity to prepare healthy meals, process locally harvested foods, and provide students with authentic, land-based learning experiences.

Indigenous Academic Coach Mentor

The Indigenous Academic Coach Mentor provides individualized academic support to Indigenous students, helping them stay engaged, overcome barriers, and successfully complete their Graduation Program. Through relationship-building, regular check-ins, advocacy, and collaboration with families and school staff, the mentor supports students in achieving Grade 12 while fostering confidence, belonging, and long-term success.

Equity Mentor

The Equity Mentor has played a significant role in strengthening the culture of Charles Hays Secondary School by fostering student leadership, belonging, and cultural pride. This role has supported the growth of Indigenous student leadership opportunities, including the Git Waas Drum Group and Student Voice, while empowering students to contribute to school improvement and lead cultural events. In partnership with the Indigenous Education Council, the district is pursuing Ministry Cultural Credits for the Git Waas Leadership and Drumming Group to recognize students' learning and leadership. The program has also helped reconnect students who had previously disengaged from school.



Food Sovereignty Mentor

The Food Sovereignty Mentor has helped reduce barriers to food security through the Reaching Home Grant by coordinating food bags, take-home meals, grocery gift cards, and school-wide lunches for students and families. Strong partnerships with Metlakatla Development Corporation, Fisheries, Fisheries and Oceans Canada, and Aero Trading have expanded opportunities for students to learn traditional and healthy food harvesting and preparation alongside Elders. The program has become a trusted source of support, with students confidently seeking assistance when needed while strengthening cultural knowledge and community connections.



Wilwilaaysk Family Wellness Social Worker

The Wilwilaaysk Family Wellness Social Worker provides holistic, culturally grounded emotional, mental health, and family support to Indigenous students and their families. Working through Wap Sigatgyet Indigenous Education in Prince Rupert, this role connects students with community resources while using trauma-informed practices and traditional teachings, such as cedar weaving, to strengthen wellness, identity, resilience, and a sense of belonging.

Review Data and Evidence

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 measures are grouped into three categories:

- Intellectual Development (literacy and numeracy proficiency)
- Human and Social Development (student feelings of welcomeness, safety, and belonging)
- Career Development (graduation and post-secondary transition rates)

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

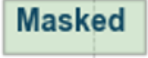
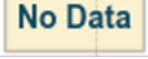
- Reflect groups of nine students or fewer; or
- Pose a risk of identifying individual students through the mosaic effect.

Data that is not displayed under this policy is considered **masked data**.

Beginning in 2026, the Children and Youth in Care (CYIC) cohort was expanded to include students in three care categories:

- In Care
- Out of Care (Kinship Care)
- Youth Services

Previously, only students in the **In Care** and **Youth Services** categories were included in provincial reporting. This change provides a more comprehensive view of students who have had agreements with the Ministry of Children and Family Development and results in more students being included in this cohort. The category has been renamed from **CYIC All Resident Students** to **CYIC All Legal Groups Resident Students**.

	A marker indicates that data has been masked to protect student privacy in accordance with the policy above.
	A marker also indicates that no data is available for the selected cohort and year because there were no students in that cohort (cohort = 0).

Intellectual Development

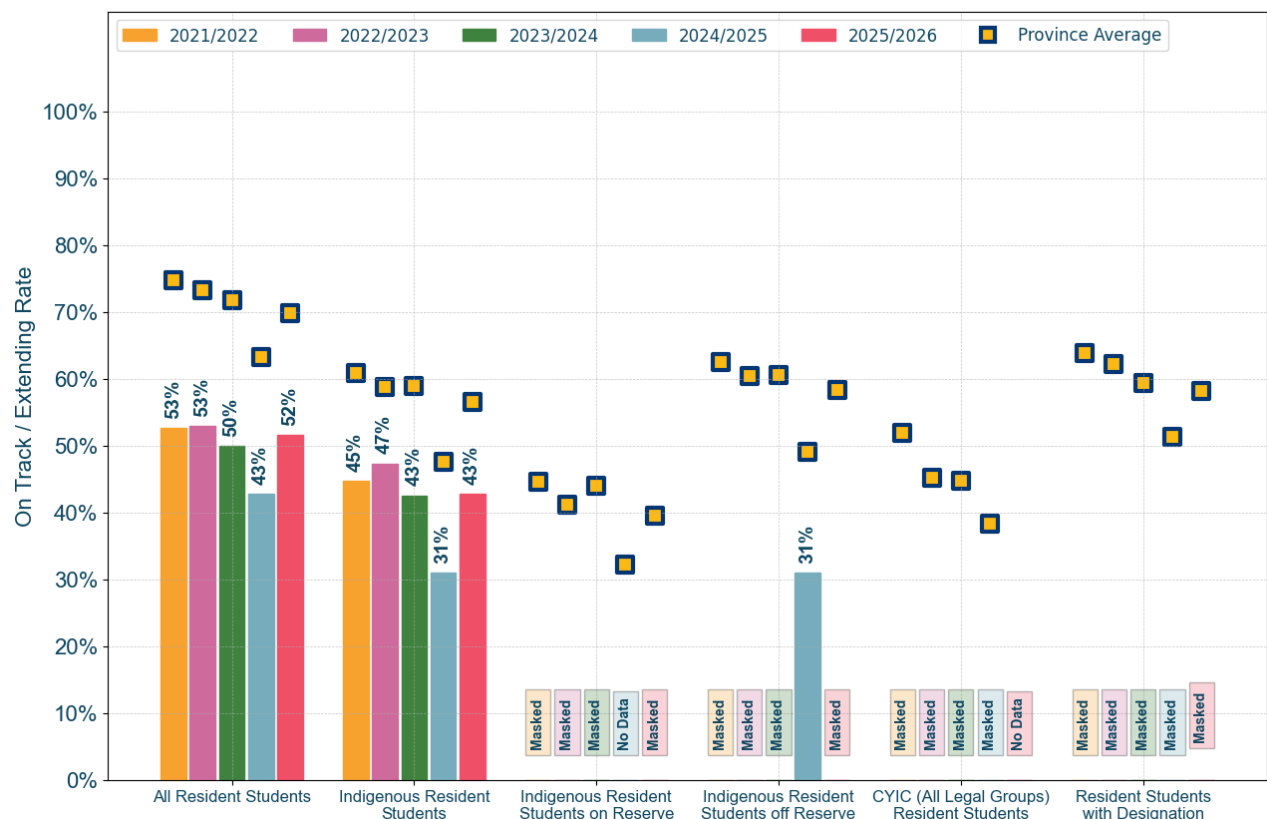
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	133 84%	124 69%	119 66%	125 78%	118 79%
Indigenous Resident Students	94 81%	80 71%	83 65%	78 74%	80 79%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	18 56%	Masked	Masked	Masked	Masked

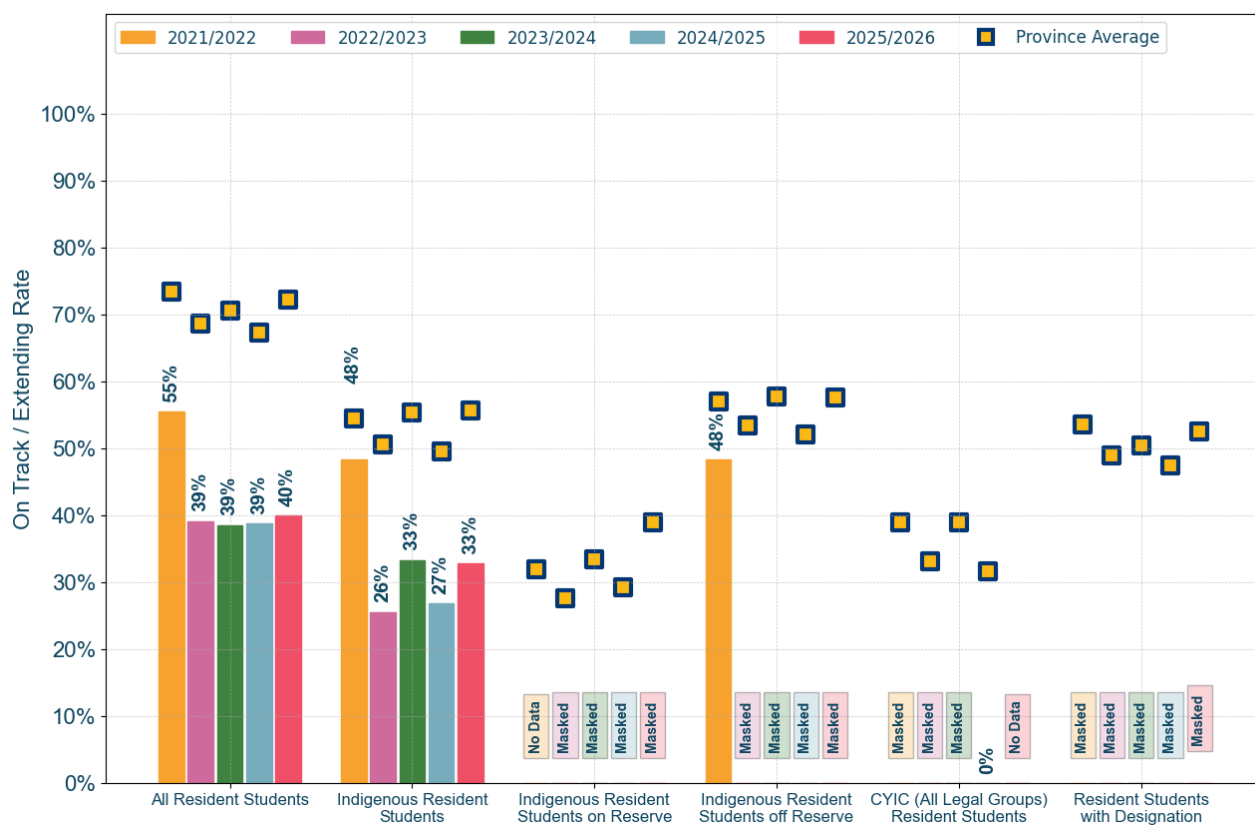
Grade 4 FSA Literacy - On Track / Extending Rate
Prince Rupert



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	143 90%	158 91%	119 59%	137 88%	122 82%
Indigenous Resident Students	100 89%	98 88%	84 57%	93 88%	73 79%
Indigenous Resident Students on Reserve	0	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	100 89%	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	11 100%	0
Resident Students with Designation	24 75%	37 78%	29 45%	21 71%	Masked

Grade 7 FSA Literacy - On Track / Extending Rate Prince Rupert

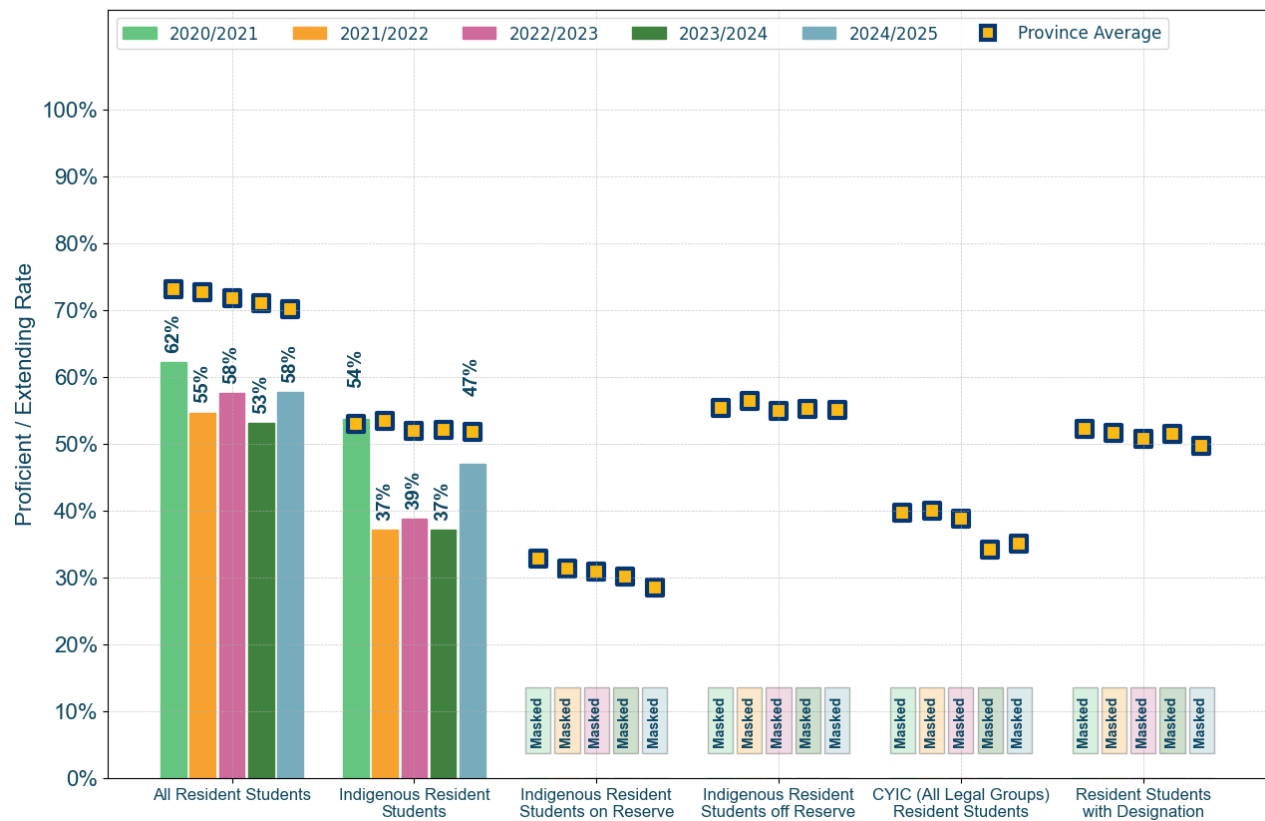


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	137 64%	173 69%	145 75%	166 74%	175 69%
Indigenous Resident Students	80 49%	101 55%	82 61%	98 61%	111 59%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	28 46%	33 52%	30 57%	37 51%	35 51%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Prince Rupert



Analysis and Interpretation:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

Below are some contextual video links that provide more information on some of the interventions and district wide work that is ongoing:

SD52 has been working in partnership with the Indigenous Education Department and community partners to ensure equitable access to authentic resources for the over 62% Indigenous learner population, as outlined in the below video.

Decolonizing Libraries video: Authentic Indigenous Resources - All Staff Interviews on Vimeo

Our local elementary school has been featured on the POPARD Reading Reels section of their website as showcasing promising practices toward implementation of a literacy screener and literacy supports for educators and learners, as highlighted by the link below:

Reading Reels Videos: <https://autismoutreach.ca/literacylab-readingreels-prince-rupert-school-district-52/>

1. Key context:

- Gr. 4 FSA results indicated Indigenous learner achievement was at 43% compared to 52% for all
- Gr. 7 FSA results indicated Indigenous learner achievement at 33% compared with 40% for all
- Gr. 10 Literacy assessment data indicated Indigenous learner achievement was 47% compared to 58% for all, with the previous 2024/2025 data provided.
- Each of these data markers show that more supports and interventions are needed at multiple grade levels; therefore a focused targeted approach to literacy instruction and skill building is needed
- Participation levels for each assessment did not have large fluctuations in numbers of students and were comparable to the previous year

2. What new information emerged when comparing the provincial data with relevant local data?

- For Grade 4 students SD52 is about 20% lower than the provincial average
- For Grade 7 students SD52 is about 30% lower than the provincial average
- In the Grade 10 assessment, the current year's data is not provided but the previous year's data showed between 5-10% below the provincial average

3. What strengths were identified?

- Gains have been made as a district in growing alignment toward district literacy goals as a whole, with lots of engagement in terms of what literacy supports are needed and how to

support educators in students toward achieving growth toward these goals. Assessments and learner data, educator and leadership voice have contributed to these discussions and plan development.

- Specific progress has been made toward an aligned district literacy plan, district literacy framework and school based supports with the implementation of literacy coordinators to support educators and students at each school with literacy based instruction and intervention, as well as the implementation of the Acadience screener for Grades K-1, which will provide additional baseline data to draw from in future years
- There was an increase in literacy based professional learning opportunities due to the MOECC Professional Learning Grant which provided supports toward supporting educators and learners in the implementation of a district literacy plan, and supported by educator led learning opportunities and collaboration

4. What areas for growth were identified:

- For all students?
 - All students require additional skill building and instructional supports that will build foundational literacy skills and lead to increased learner outcomes
- For Indigenous learners?
 - A gap continues to persist, in achievement between Indigenous and all learners, therefore more interventions are needed specifically for Indigenous learner success as a priority
- For children and youth in care? For students with disabilities or diverse abilities?
 - This data is masked and has been masked for the past five years which indicates the highest priority of need, there is a significant need for supports and equitable interventions that will lead to better outcomes for these priority populations.
 - Ongoing support and connection with outside and community agencies will be of utmost importance in intervening; however with the understanding that resources and supports are minimal in our Northern district beyond education as well. Therefore, the need is greater on our local district to fill system gaps.

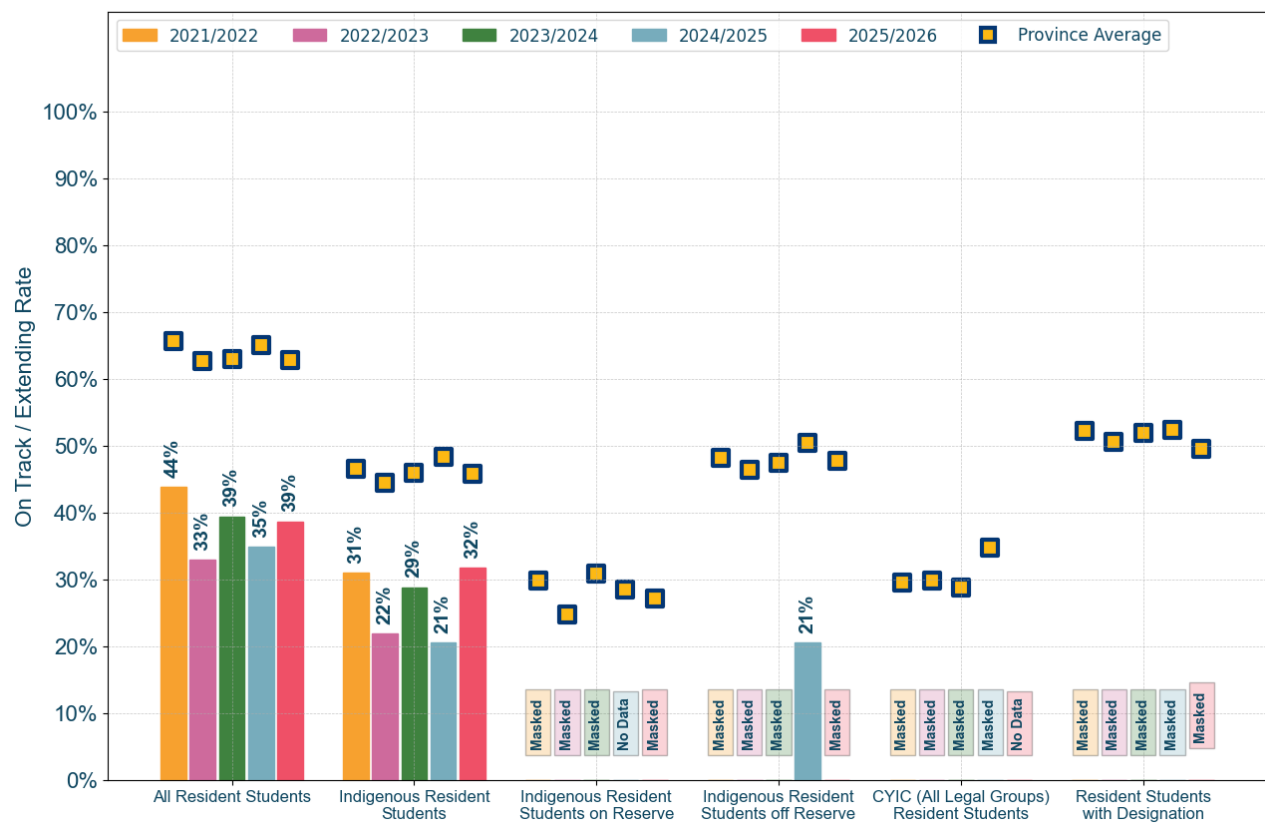
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	133 80%	124 76%	119 64%	125 82%	118 79%
Indigenous Resident Students	94 76%	80 80%	83 63%	78 81%	80 79%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

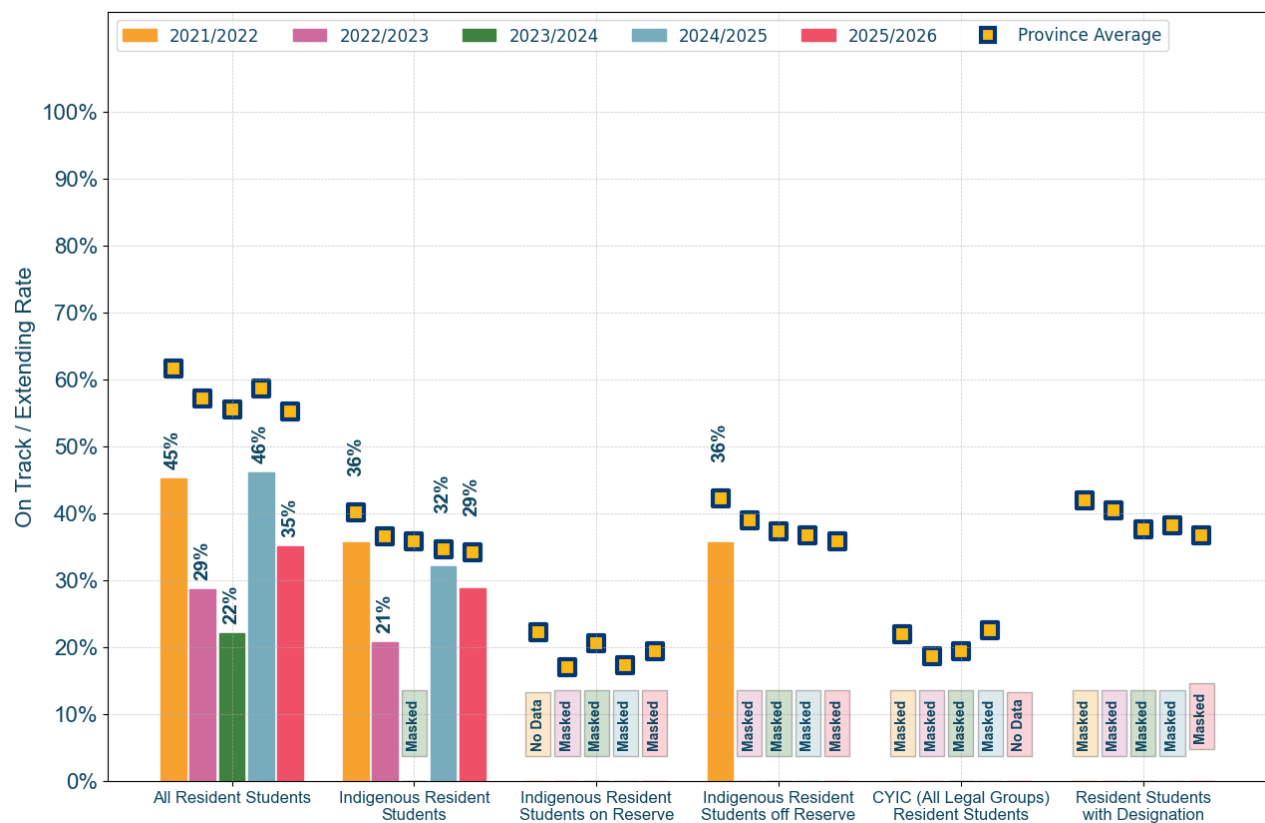
Grade 4 FSA Numeracy - On Track / Extending Rate Prince Rupert



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	143 88%	158 86%	119 57%	137 85%	122 82%
Indigenous Resident Students	100 87%	98 79%	84 56%	93 84%	73 81%
Indigenous Resident Students on Reserve	0	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	100 87%	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	11 100%	0
Resident Students with Designation	24 75%	37 68%	29 45%	21 67%	15 73%

Grade 7 FSA Numeracy - On Track / Extending Rate Prince Rupert

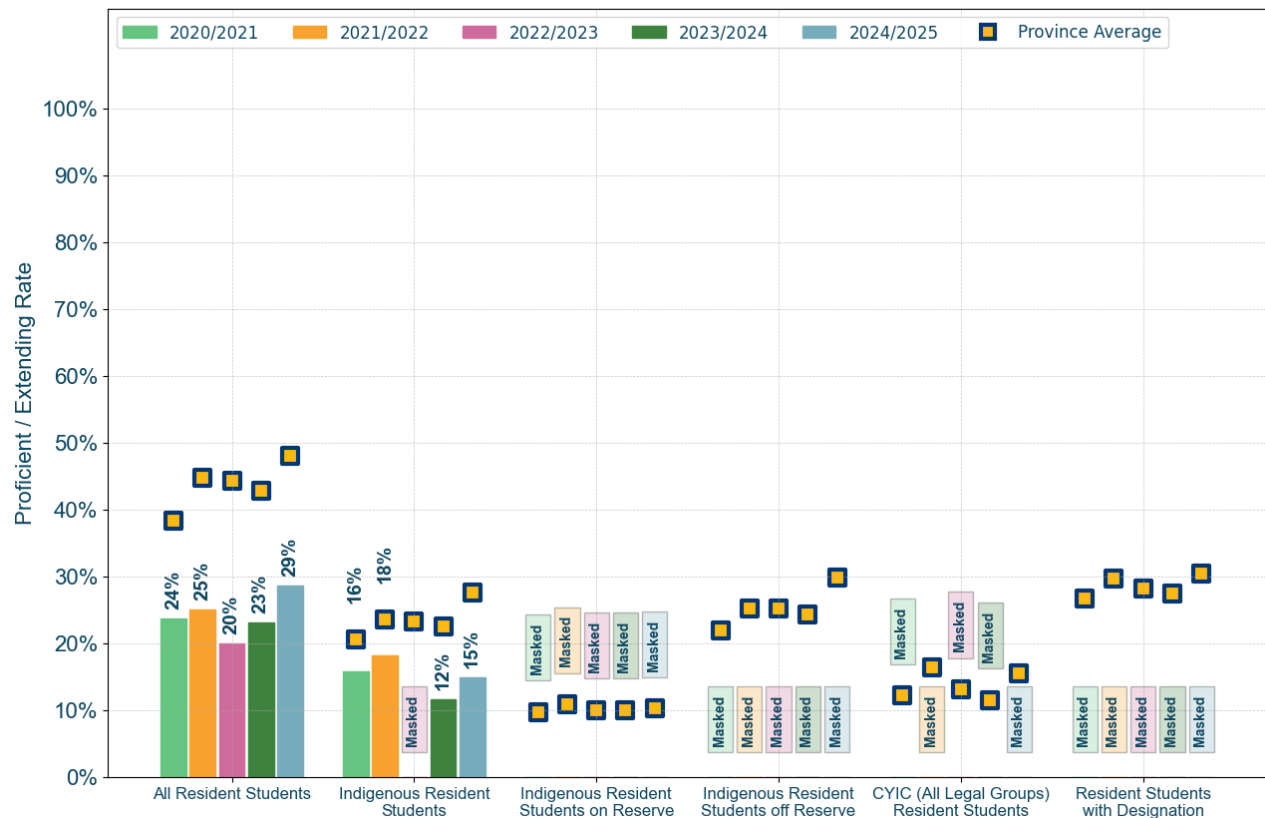


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	141 64%	174 70%	145 73%	166 76%	172 58%
Indigenous Resident Students	84 45%	102 55%	83 57%	98 65%	109 45%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	28 50%	32 50%	30 50%	37 62%	31 42%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Prince Rupert

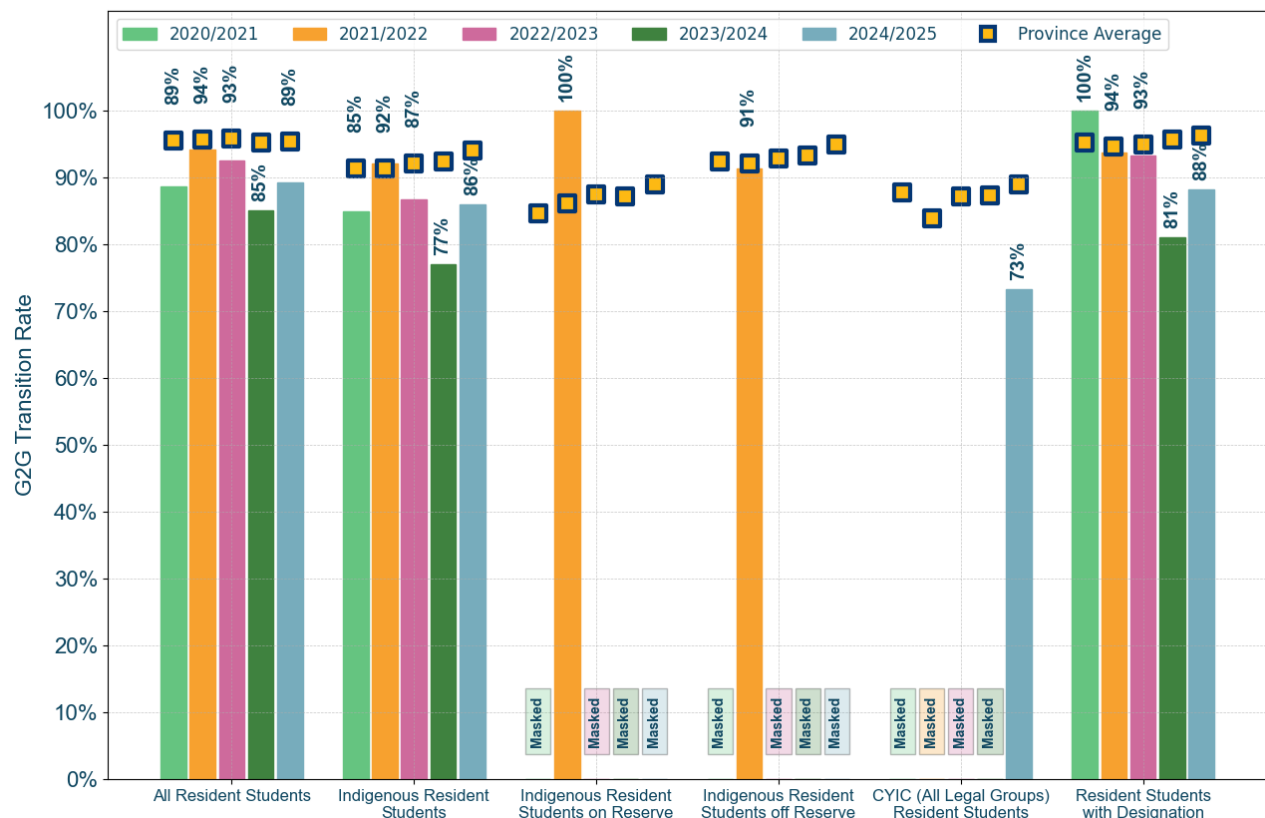


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	141	174	148	168	178
Indigenous Resident Students	86	102	83	100	114
Indigenous Resident Students on Reserve	Masked	10	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	92	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	15
Resident Students with Designation	28	32	30	37	34

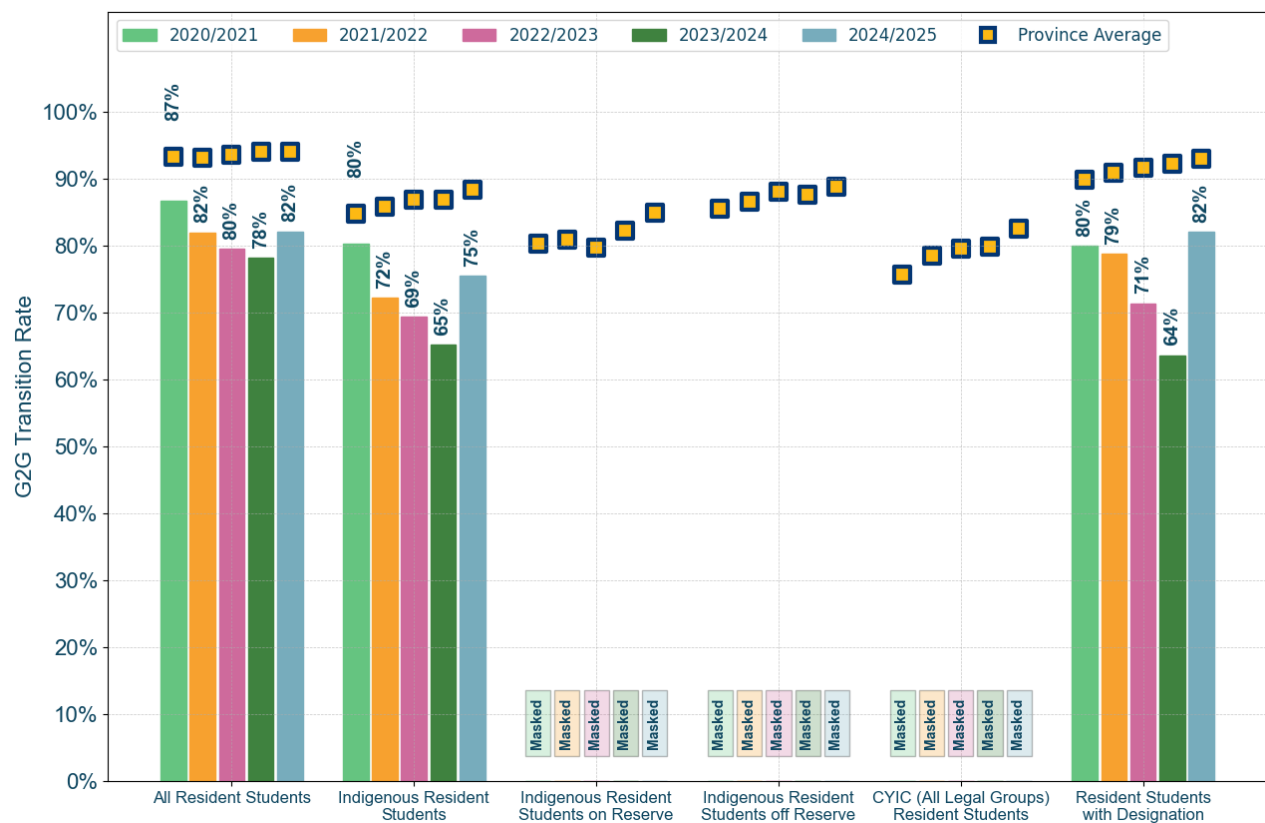
Grade 10 to 11 Transition Rate Prince Rupert



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	159	139	181	161	174
Indigenous Resident Students	102	83	111	92	106
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	40	33	35	33	39

Grade 11 to 12 Transition Rate Prince Rupert



Analysis and Interpretation:

Outcome 2 - Numeracy



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

1. Key context:

- Numeracy results have remained stable across Grades 4, 7, and 10, supported by strong participation rates.
- Results remain below provincial averages, with Grade 10 numeracy offering the greatest opportunity for focused improvement.
- Small cohorts and masked data limit long-term analysis for some learner groups.

2. What new information emerged when comparing the provincial data with relevant local data?

- Local results vary more from year to year than provincial results, partly because of small cohorts and participation differences.
- Focused support can help strengthen outcomes for Indigenous learners and Grade 10 students.
- Grade 10–11 transition rates remain comparable to provincial levels, showing continued progress toward graduation.

3. What strengths were identified?

- High participation and stable results provide a strong foundation for improvement.
- Strong Grade 10–11 transitions show that most students continue successfully toward graduation.
- Common assessments, professional learning, and school-based leadership are building district-wide numeracy capacity.

4. What areas for growth were identified:

For all students?

- Build proficiency through consistent assessment, effective instruction, and early intervention.
- Strengthen reasoning, problem-solving, and practical application across grades.

For Indigenous learners?

- Strengthen achievement through culturally responsive instruction, targeted support, and regular progress monitoring.
- Continue embedding Indigenous ways of knowing and learning in numeracy

For children and youth in care?

- Use coordinated planning, regular monitoring, and timely academic and wraparound supports to strengthen continuity and success.

For students with disabilities or diverse abilities?

- Expand inclusive, differentiated instruction, accommodations, assistive technology, and targeted intervention.
- Continue collaborative planning among classroom, support, and multidisciplinary teams.

Human and Social Development

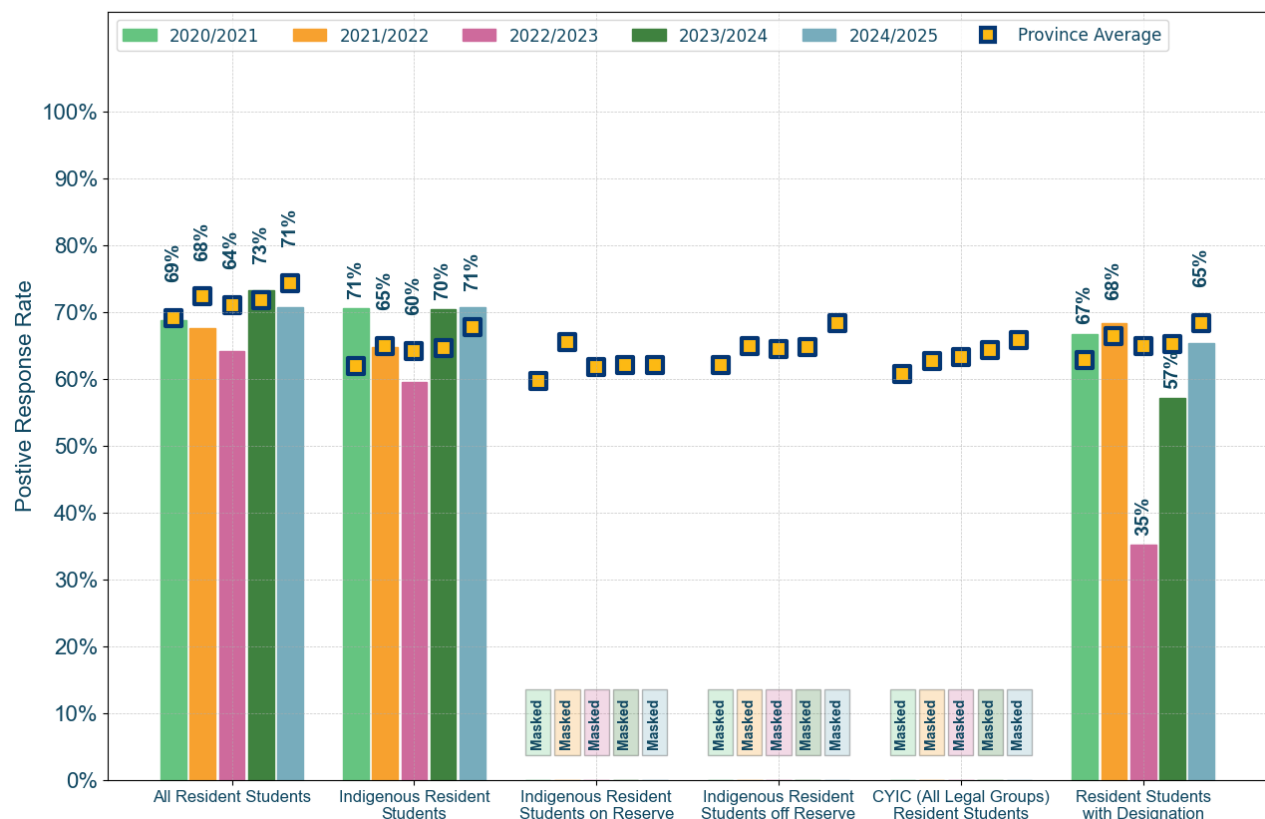
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

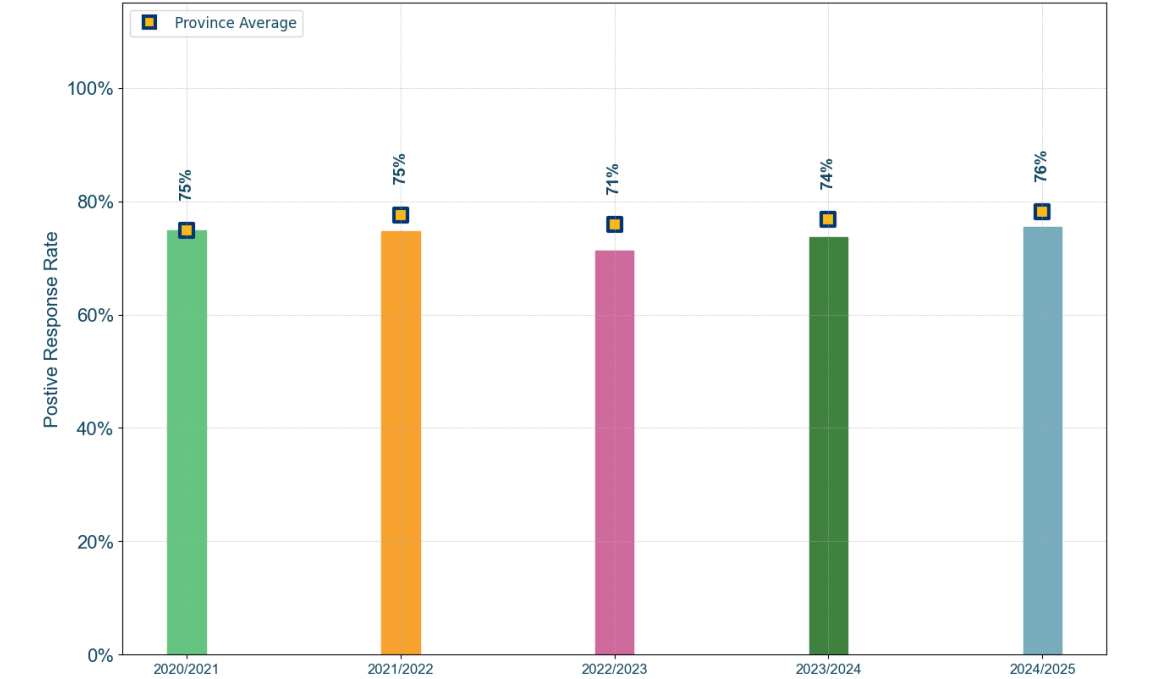
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	392 59%	450 69%	430 60%	404 65%	439 58%
Indigenous Resident Students	263 50%	296 63%	261 56%	266 60%	284 50%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	18 56%	Masked	30 37%
Resident Students with Designation	73 52%	74 53%	76 47%	77 42%	68 40%

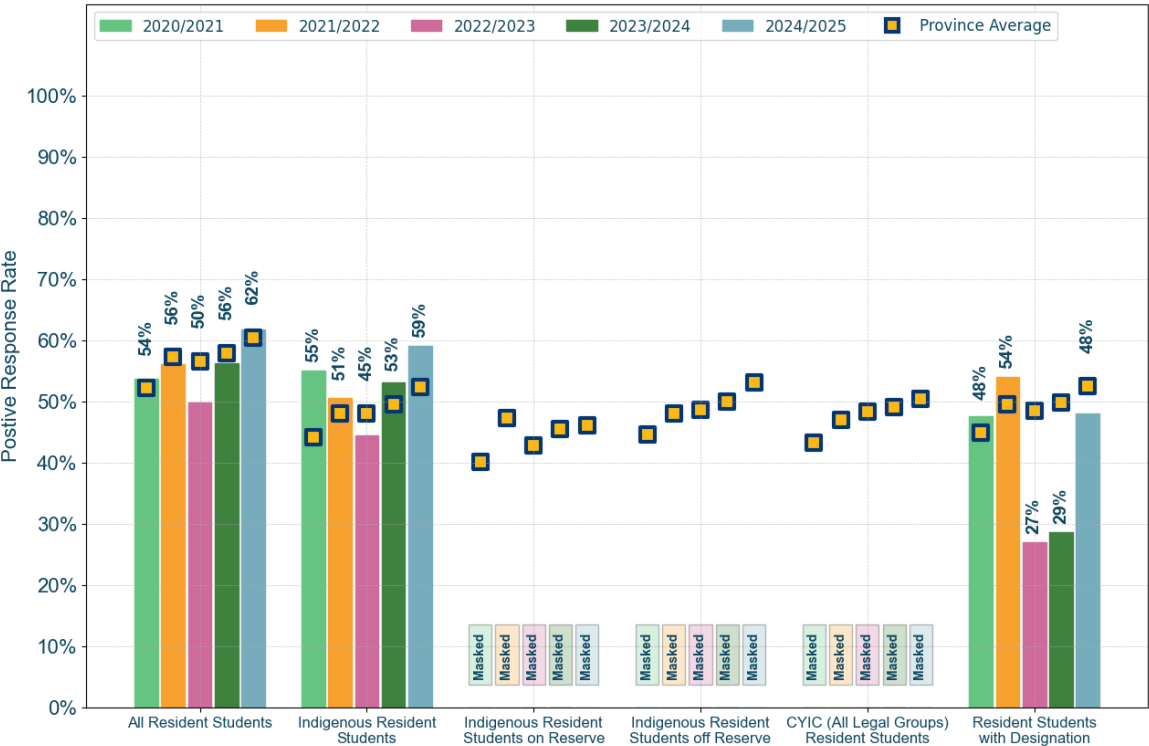
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Prince Rupert



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

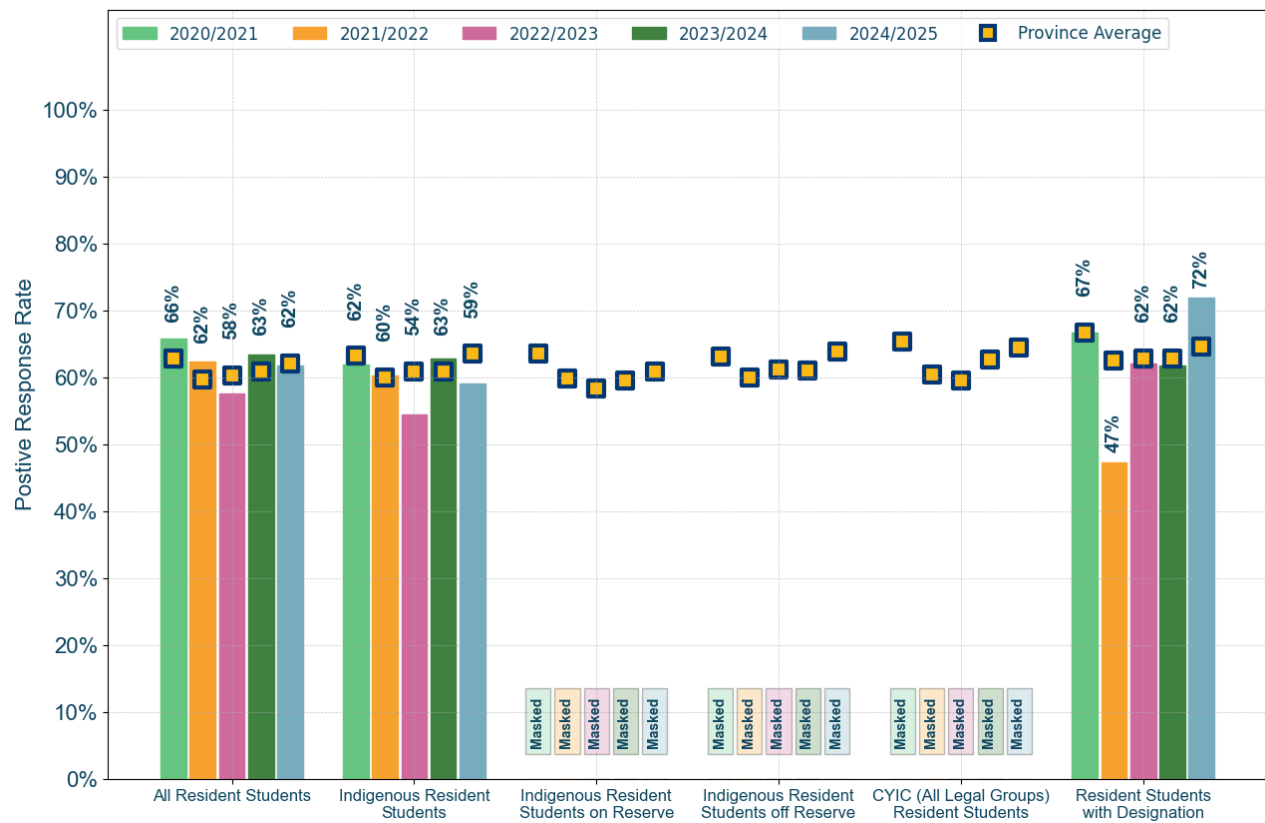


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10
Prince Rupert



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

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



Analysis and Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

1. Key context:

- Belonging, relationships, and student voice remain central to student success.
- District investments and strong partnerships support inclusive, culturally responsive wellness programs for students and families.

2. What new information emerged when comparing the provincial data with relevant local data?

- Students are more engaged when they feel known, valued, culturally connected, and meaningfully involved in school life.
- Mentorship, cultural opportunities, wellness initiatives, and coordinated supports strengthen attendance, belonging, and connection.

3. What strengths were identified?

- Caring adult relationships and diverse wellness, cultural, leadership, food security, and mental health initiatives strengthen student belonging.
- Collaboration with families, Indigenous partners, community organizations, and agencies enhances inclusion and student success.
- Indigenous-focused programs and cultural opportunities are strengthening student identity, leadership development, and school engagement.

4. What areas for growth were identified:

- **For all students?**
 - Continue strengthening school connectedness, student voice, and opportunities for meaningful participation in school life.
 - Further develop mental health literacy, social-emotional learning, and trauma-informed practices across all schools.
 - Improve attendance through relationship-based approaches that increase student belonging and engagement.
 - Continue reducing barriers that may affect students' sense of safety, inclusion, and connection.
- **For Indigenous learners?**
 - Expand culturally responsive programming, leadership, mentorship, language, and land-based learning.
 - Increase access to culturally safe spaces, mentorship, language, and land-based learning experiences.
 - Deepen connections among students, families, schools, and communities through equity and reconciliation.

- Continue addressing belonging and achievement through an equity and reconciliation lens.
- **For children and youth in care?**
 - Strengthen coordinated supports, transitions, consistent adult connections, and student advocacy.
 - Build family and agency partnerships that promote participation, belonging, and success.
- **For students with disabilities or diverse abilities?**
 - Continue strengthening inclusive practices that promote participation and belonging in all school activities.
 - Increase opportunities for meaningful student voice and self-advocacy.
 - Maintain coordinated supports between schools, families, and community agencies to address complex needs.

Career Development

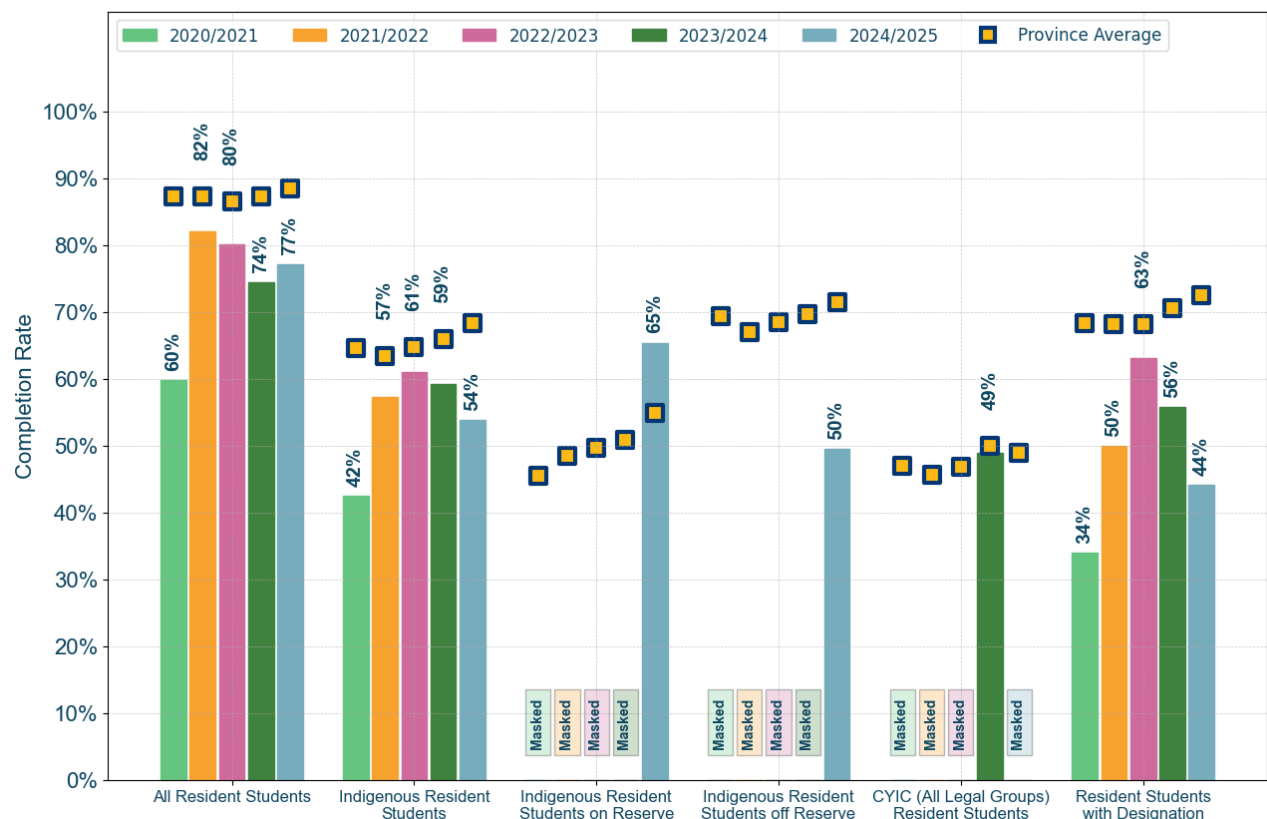
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

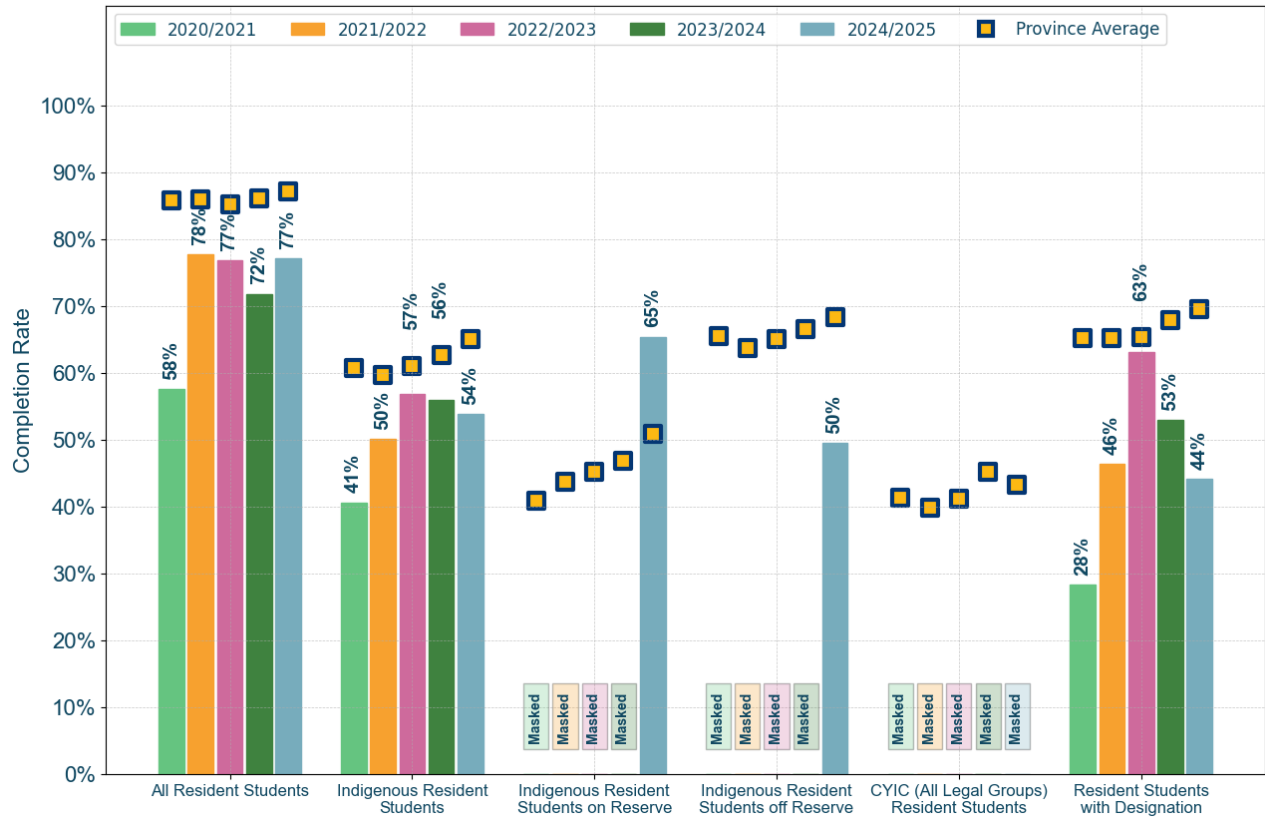
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	186 9	150 35	147 29	187 34	159 27
Indigenous Resident Students	116 5	91 21	89 17	109 20	89 15
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	24 4
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	65 11
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	25 5	Masked
Resident Students with Designation	37 2	36 8	33 6	41 7	38 6

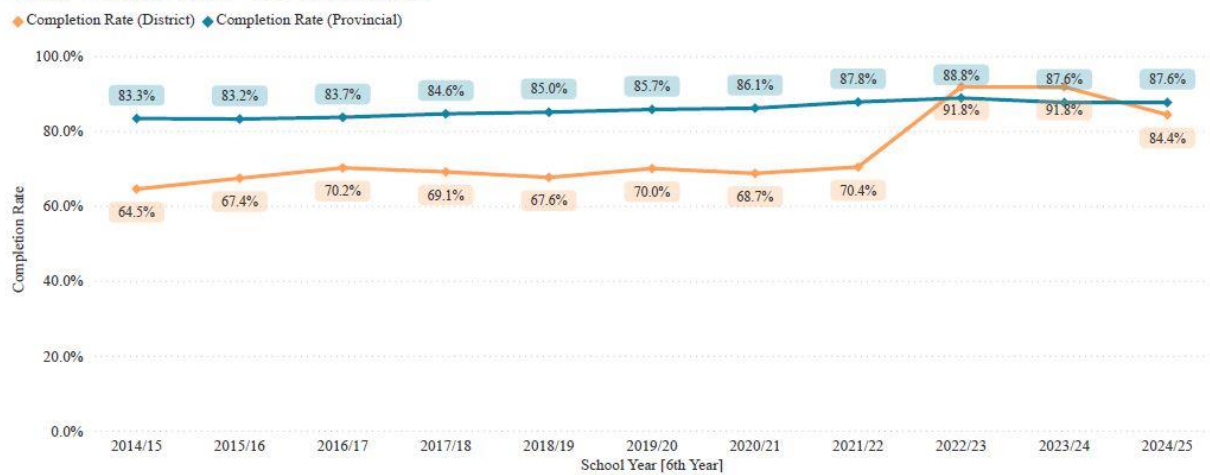
5-Year Completion Rate - Dogwood + Adult Dogwood
Prince Rupert



5-Year Completion Rate - Dogwood Prince Rupert



6 Year - Completion Rate - 052 - Prince Rupert



Analysis and Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

NOIE / Rupert link here: [Search Results for “prince rupert” – Networks of Inquiry and Indigenous Education](#)

Key context:

- Graduation remains a key strategic priority for SD52, with a specific focus on improving five-year completion rates for Indigenous learners.
- The district has implemented several targeted supports, including Student Support Teams, Indigenous Academic Coach Mentors, cohort-based models, and graduation monitoring processes.
- Graduation outcomes are influenced by multiple factors, including attendance, engagement, belonging, academic achievement, and access to supports.
- District engagement processes consistently identified strong relationships, student connection, and culturally responsive supports as important contributors to graduation success.

1. What new information emerged when comparing the provincial data with relevant local data?

- Local graduation patterns mirror provincial trends, with lower completion rates for Indigenous learners, Children and Youth in Care, and students with disabilities or diverse abilities compared to the all-student population.
- District engagement data highlights that attendance, belonging, and student engagement are strongly connected to graduation outcomes.
- Indigenous-focused mentoring, leadership opportunities, and cultural programming appear to positively influence engagement and completion rates.
- Local discussions emphasized that early identification and coordinated supports are critical for students who may be at risk of not completing graduation requirements.

2. What strengths were identified?

- The district has established multiple layers of monitoring and support through Student Support Teams, counsellors, school staff, and targeted mentorship programs.
- Indigenous Academic Coach Mentors and Equity Mentors provide meaningful relationship-based support that strengthens student engagement, belonging, and persistence toward graduation.
- Strong partnerships with Indigenous communities, families, and community agencies support student success and transition planning.

- Students have access to diverse pathways, including dual-credit opportunities, trades programs, French Immersion, cultural leadership programs, and alternative education options that support graduation success.

3. What areas for growth were identified:

- **For all students?**

- Continue improving attendance, engagement, and school connectedness to support completion rates.
- Strengthen early identification and intervention for students showing signs of academic, social, emotional, or attendance concerns.
- Increase access to flexible learning opportunities and pathways that support diverse student interests and strengths.
- Continue monitoring student progress toward graduation milestones throughout secondary school.

- **For Indigenous learners?**

- Continue improving five-year completion rates through targeted mentorship, academic monitoring, and culturally responsive supports.
- Expand Indigenous leadership, cultural learning, language, and land-based opportunities that strengthen identity and belonging.
- Strengthen partnerships with families, Indigenous Education Council, Elders, and community organizations to support graduation planning.
- Continue addressing systemic barriers through equity-focused planning and reconciliation commitments.

- **For children and youth in care?**

- Strengthen transition planning, case management, and wraparound supports to improve continuity of learning.
- Increase access to trusted adult connections, advocacy, and graduation planning supports.
- Monitor attendance, credits, and academic progress more frequently to support timely interventions.
- Strengthen collaboration between schools, caregivers, MCFD, and community agencies.

- **For students with disabilities or diverse abilities?**

- Continue strengthening inclusive practices, accommodations, and personalized pathways toward graduation.
- Increase opportunities for career exploration, work experience, and transition planning.
- Expand coordinated planning among families, school-based teams, and community agencies to support successful completion.
- Ensure students have access to appropriate supports, technology, and interventions needed to achieve graduation requirements.

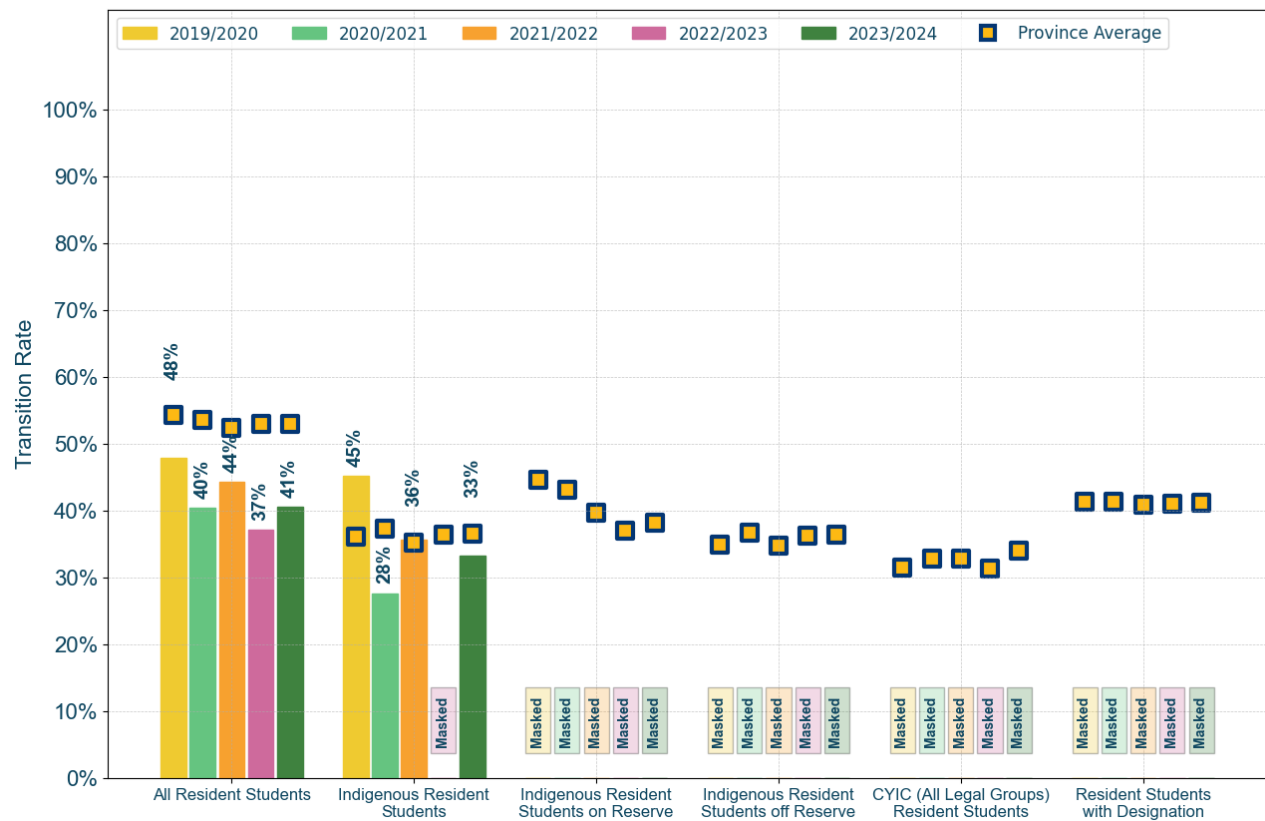
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

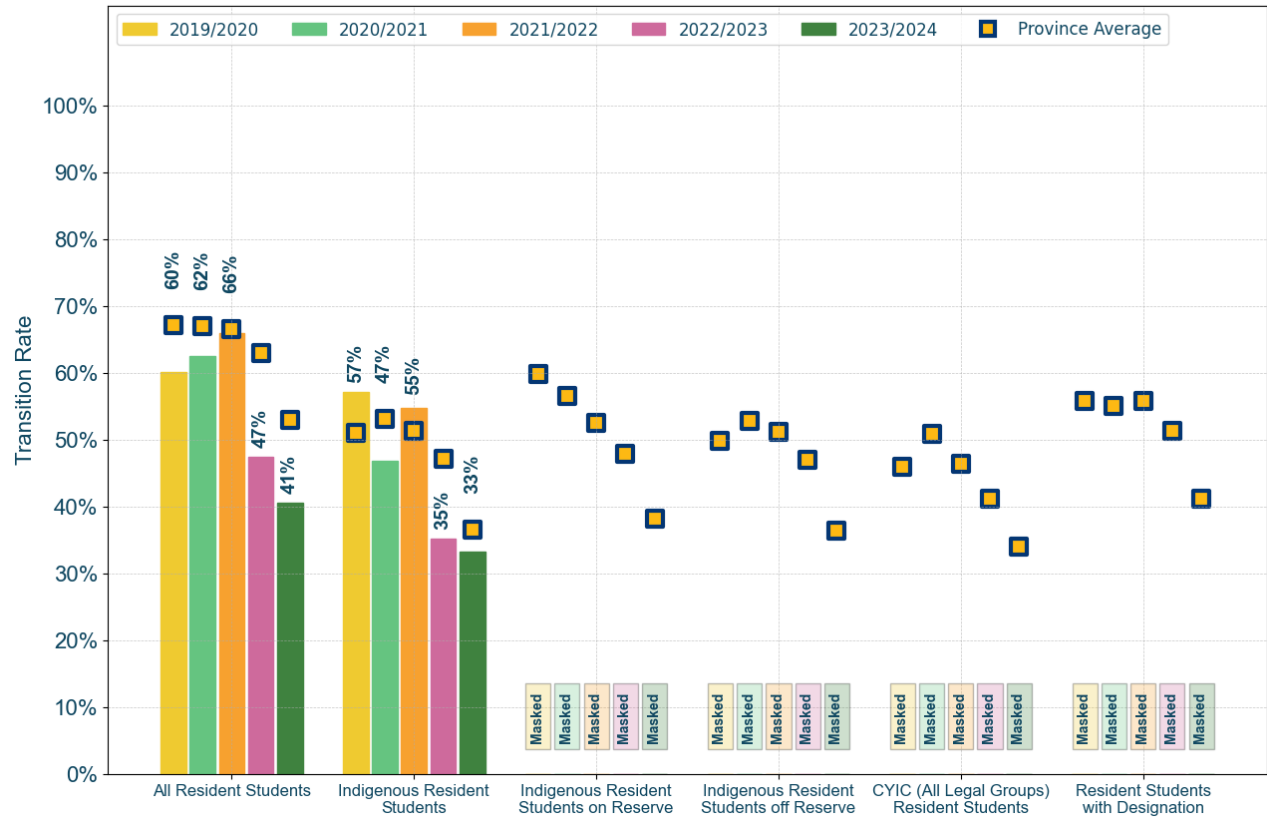
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	98	104	97	78	116
Indigenous Resident Students	42	47	42	Masked	57
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Immediate Transition to Post-Secondary Prince Rupert



Within 3 Years Transition to Post-Secondary Prince Rupert



Analysis and Interpretation:

Outcome 5 - Life and Career Core Competencies

Post-Secondary Transitions



1. Key context:

- **Purpose:** Life and Career Core Competencies prepare students for transitions to post-secondary education, employment, training, and community participation.
- **Opportunities:** SD52 supports students through dual-credit, trades, mentorship, leadership, and career exploration pathways.
- **Student success:** Strong transitions are connected to graduation, attendance, engagement, belonging, identity, confidence, and real-world learning.

2. What new information emerged when comparing the provincial data with relevant local data?

- Local transition data suggests that students who participate in career exploration, dual-credit programs, leadership opportunities, and mentorship programs are more likely to pursue post-secondary pathways.
- Indigenous student engagement increases when learning opportunities are connected to identity, culture, leadership, and meaningful relationships.
- Students identified belonging, strong relationships with adults, and personalized support as important factors influencing future aspirations and transitions beyond graduation.
- Local conversations highlighted the importance of providing multiple pathways to success, recognizing that post-secondary transitions include university, college, trades, employment, and community-based opportunities.

3. What strengths were identified?

- SD52 offers diverse pathways to support student transitions, including dual-credit partnerships with Coast Mountain College, trades programming, French Immersion, and alternative education opportunities.
- Indigenous Academic Coach Mentors, Equity Mentors, and leadership programs help students build confidence, self-advocacy, engagement, and future planning skills.
- Strong community partnerships provide students with authentic learning experiences, mentorship opportunities, career exposure, and connections to future employment pathways.
- Students have opportunities to develop leadership, communication, collaboration, and cultural competencies through programs such as Student Voice, Git Waas Drumming Group, and community-based initiatives.

4. What areas for growth were identified:

- **For all students?**

- Increase student awareness of post-secondary, apprenticeship, trades, and employment pathways.
- Strengthen career education and transition planning beginning in the middle years and continuing through graduation.
- Expand opportunities for experiential learning, work experience, and community-connected learning.
- Continue developing student self-awareness, goal-setting, self-advocacy, and career readiness skills.
- **For Indigenous learners?**
 - Continue expanding culturally relevant pathways that connect education, career planning, identity, and community.
 - Increase access to mentorship, leadership development, and post-secondary transition supports.
 - Strengthen partnerships with Indigenous communities, Elders, educational institutions, and employers.
 - Support students in exploring a broad range of educational, cultural, and career opportunities after graduation.
- **For children and youth in care?**
 - Strengthen individualized transition planning and goal setting.
 - Increase access to career exploration, mentorship, and post-secondary planning supports.
 - Ensure students have consistent adult advocates to support post-school transitions.
 - Enhance collaboration between schools, caregivers, MCFD, and community agencies to support successful transitions.
- **For students with disabilities or diverse abilities?**
 - Expand personalized transition planning, including employment, training, community inclusion, and post-secondary options.
 - Increase opportunities for work experience, life-skills development, and career exploration.
 - Strengthen collaboration between families, schools, community agencies, and post-secondary partners.
 - Continue supporting self-determination, self-advocacy, independence, and successful transitions to adulthood.

Reflect and Adjust

Equity				
Equity in action				
Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions
Understanding Student Learning Profiles (needs)	- Establish school-based Equity Teams to develop and implement equity goals. - Facilitate monthly Equity Leadership meetings to support collaboration, learning, and accountability. - Embed a focus on priority students within Senior Leadership Team planning and decision-making. - Lead professional learning for school leaders and staff to strengthen the application of an equity lens to programs, services, and instructional practices.	All learners	- Equity Teams and frequent leadership meetings created a more consistent district structure for identifying barriers, reviewing priority-learner needs, and sharing responsibility for follow-through. - Equity considerations became more visible in senior leadership, school planning, and engagement with students, families, Indigenous partners, and partners supporting students with disabilities and diverse abilities. - Engagement feedback reinforced that belonging, relationships, attendance, and access to responsive supports are interconnected. Persistent outcome gaps show that implementation must move closer to classroom practice and individual learner profiles.	ADAPT - Implement a common equity inquiry and monitoring template across schools. - Disaggregate available evidence for priority learner groups while protecting privacy. - Include student and family voice in each school equity goal and review cycle.
Literacy				
Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions

All students reading at grade level by Grade 3	- Establish literacy teams in every elementary school. - Implement ongoing K–3 Core Phonics assessment. - Strengthen literacy instruction through ongoing staff collaboration and support. - Support the Primary Teachers Group with professional learning. - Develop a K–3 Literacy Framework aligned with district priorities. - Explore school-based literacy leadership despite the loss of the Literacy Helping Teacher position. - Provide targeted professional learning in literacy instruction and assessment.	All learners	- Elementary literacy teams, K-3 phonics assessment, and primary-teacher collaboration increased consistency in early screening and created clearer opportunities for timely intervention. - Provincial results show that literacy proficiency remains below the provincial comparison points across Grades 4, 7, and 10, including for Indigenous learners, confirming that stronger instructional coherence is still required. - The work has established a foundation for shared language, common assessment, and collaborative response, but the loss of a district Literacy Helping Teacher reduced centralized implementation support.	ADAPT <i>Finalize and implement the K-3 Literacy Framework with common instructional expectations.</i> <i>Set scheduled screening and progress-monitoring cycles, followed by school-based response meetings.</i> <i>Develop school literacy teams to replace part of the lost district-level capacity.</i> <i>Prioritize culturally responsive texts and interventions for learners not yet meeting expectations.</i>
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Numeracy

Area for Growth	• Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions
Strengthen numeracy K - 12	- Introduce K–3 whole-class numeracy assessments. - Expand district-wide numeracy assessment to K–9. - Establish common K–9 numeracy assessments. - Build educator capacity through on-going professional learning and collaboration to support	All learners	- Provincial numeracy results remain below provincial comparison points in Grades 4, 7, and 10, with particularly significant needs evident for Indigenous learners and other priority cohorts where data are available. - Professional learning and emerging school-	ADAPT <i>Phase in common K-9 assessments with clear administration windows and moderation processes.</i> <i>Use item-level and classroom evidence to plan targeted instruction and monitor response.</i> <i>Establish numeracy leads in each school and provide job-embedded professional learning.</i>

	- student growth in numeracy - Develop school-based numeracy leadership teams and teacher leads		based leadership increased attention to numeracy, but implementation and use of common assessment evidence are not yet consistent across grades and schools.	Connect intervention planning to the district MTSS process.
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Completion Rates

Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions)
Improve the 5 year completion rate for Indigenous students	- School-based Student Support Teams monitor attendance, progress, and graduation. - Support cohort-based models at CHSS to strengthen relationships and graduation success. - Coach Mentors provide targeted support for students at risk of not graduating.	Indigenous learners	- Student Support Teams, cohort-based supports, and Indigenous Academic Coach Mentors strengthened monitoring, relationship-based outreach, advocacy, and coordination for students at risk of not graduating. - The Equity Mentor and Indigenous leadership opportunities helped reconnect some previously disengaged students and strengthened belonging, cultural pride, and student voice. - The approach is responsive to attendance, course progress, and graduation barriers; however, continued monitoring is needed to determine whether these supports are producing sustained improvement in the five-year completion rate.	ADAPT - Create a shared early-warning process using attendance, credit accumulation, course completion, and student voice. - Begin individualized graduation planning before Grade 10 for students showing early risk indicators. - Strengthen transitions between middle, secondary, alternate, and community-based programs. - Review cohort outcomes regularly with Indigenous Education and school teams

Truth and Reconciliation

Strengthen our commitment to truth and reconciliation.

Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions)
Advance truth and reconciliation by deepening understanding of colonization, challenging biases, and strengthening knowledge of Ts'msyen history, language, and culture.	- Identify and remove barriers to student success. - Build understanding of the impacts of colonization and residential schools. - Advance equity through ongoing Equity Scan and action planning. - Support staff in recognizing and addressing personal and systemic biases.	Indigenous learners	- Sm'algyax programming, Git Waas leadership and drumming, Indigenous mentoring, food sovereignty work, and culturally grounded wellness supports increased opportunities for identity, leadership, language, land-based learning, and cultural pride. - Partnerships with the Indigenous Education Council, Elders, families, and community organizations strengthened the authenticity and community connection of district initiatives. - Programs have supported belonging and re-engagement for some Indigenous learners. Ongoing Equity Scan work continues to identify personal and systemic barriers that require action beyond individual programs.	CONTINUE AND ADAPT - Co-develop measures of impact with the Indigenous Education Council and local Nations. - Embed Ts'msyen history, Sm'algyax, local protocols, and Indigenous ways of knowing across curriculum and school planning. - Expand staff learning on colonization, residential schools, bias, and culturally responsive practice. - Monitor access, participation, belonging, attendance, and achievement for Indigenous learners.

Mental Health

Build capacity for mental health literacy for students, staff and families.

Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions)
Build mental health literacy	Implement Preventure program.	All learners	Preventure introduced targeted, strengths-based	ADAPT

and promote safe, inclusive learning environments that support the well-being of students, staff, and families.	• Strengthen mental health, SEL, and trauma-informed practice. • Expand wellness, food security, and cultural safety supports. • Enhance student services through school and community partnerships. • Enhance counselling and student services through school and community partnerships.		mental health and substance-use prevention for the Grade 6 cohort, building self-awareness, coping, emotional regulation, and resilience. • Wilwilaaysk Family Wellness, counselling, food security (food sovereignty), cultural safety, and community partnerships improved access to coordinated, culturally grounded, wraparound support for students and families. • Engagement identified mental health literacy, belonging, relationships, and attendance as closely connected. Current initiatives are promising, but district-wide indicators are needed to assess reach, consistency, and student impact.	• <i>Define a district-wide mental health literacy continuum for students, staff, and families.</i> • <i>Monitor program reach, referrals, student voice, belonging, attendance, and access to timely support.</i> • <i>Expand trauma-informed, culturally safe, and regulation-supportive classroom practices.</i>
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Conclusion

The 2025–2026 school year reinforced that meaningful improvement occurs when we intentionally connect data with the lived experiences of students, staff, families, Indigenous partners, and our broader community. Through this year's Framework for Enhancing Student Learning process, a consistent message emerged across all engagement opportunities: student success is built upon strong relationships, a sense of belonging, engaging and culturally responsive learning experiences, and equitable systems that respond to the diverse strengths and needs of every learner. At the same time, provincial assessment results remind us that improving literacy and numeracy achievement must remain a central focus of our work. While the district continues to see many examples of excellent teaching and student success, too many students, particularly those within our priority learner groups, are not yet achieving the levels of proficiency we aspire to. Improving these outcomes will require continued investment in high-quality instruction, consistent assessment practices, early intervention, and collaborative

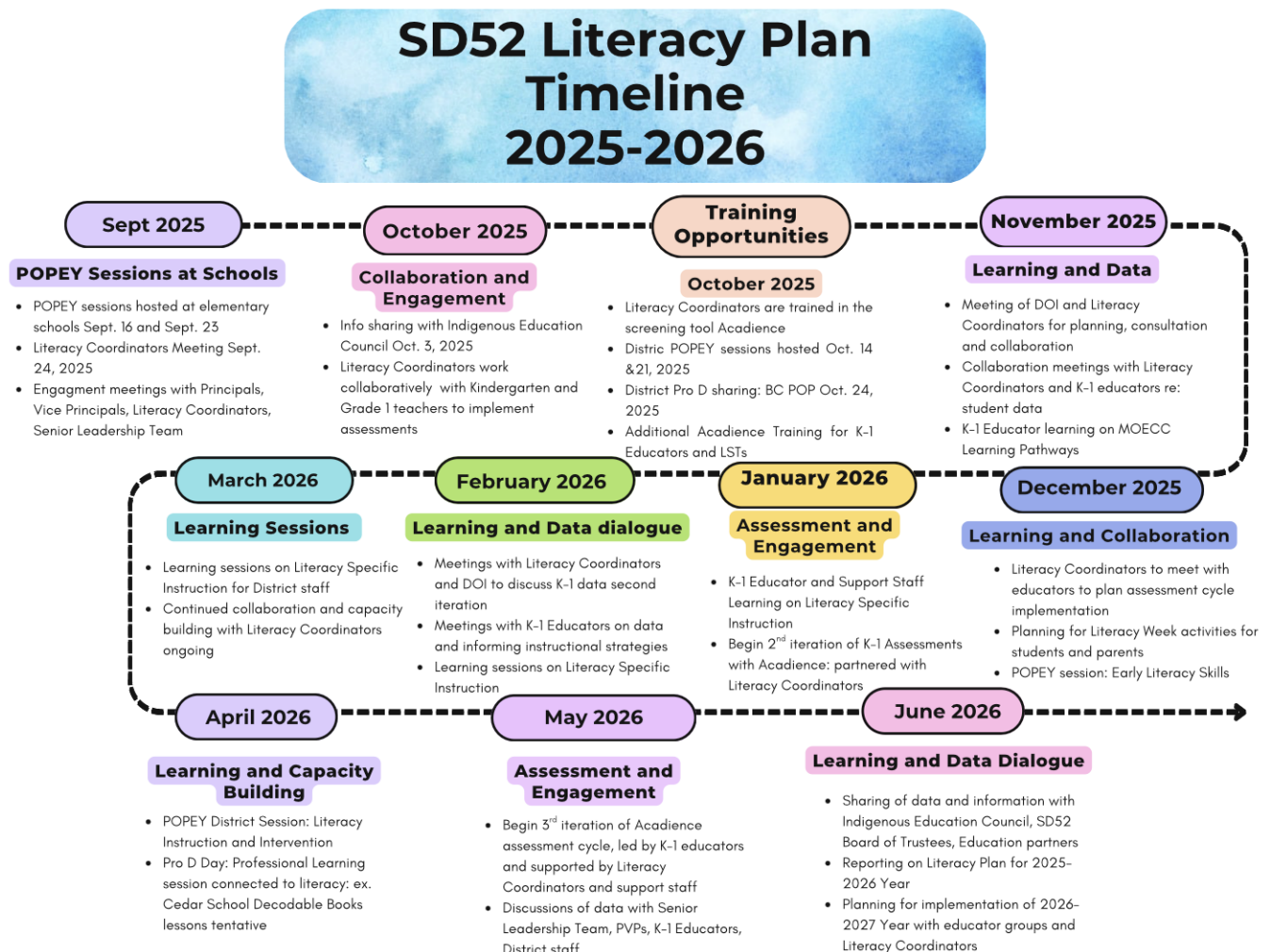
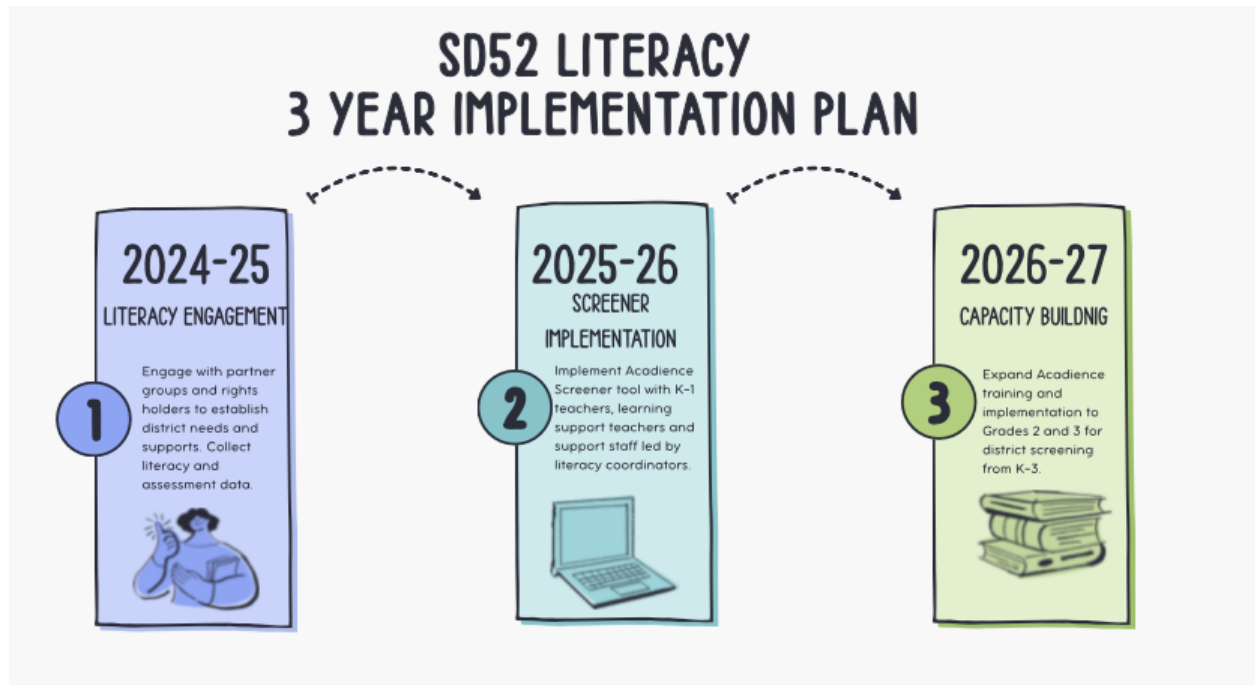
professional learning, while recognizing that academic achievement is strengthened when students feel connected, engaged, and supported.

One of the most significant learnings this year has been a shift in how we understand attendance. Rather than viewing attendance solely as an outcome to be improved, our engagement process highlighted attendance as an important indicator of students' experiences within our schools. Students, staff, and education partners consistently described attendance as the natural result of students feeling known, valued, challenged, and connected to meaningful learning. This reinforces the district's commitment to addressing attendance through an equity lens by reducing barriers, strengthening relationships, and creating engaging learning environments that encourage students to participate fully in school life.

As we look ahead, School District No. 52 is well positioned to build upon the strong foundation established through our Strategic Plan, school improvement planning, and collaborative Framework process. Our next stage of improvement will focus on strengthening literacy and numeracy outcomes while continuing to deepen the impact of our work within classrooms through high-quality instructional practices, embedded Indigenous ways of knowing and learning, authentic student voice, improved attendance and assessment practices, and expanded mental health literacy and wellness supports. The collaborative commitment demonstrated by students, staff, Indigenous partners, trustees, families, unions, and community members provides a strong foundation for this work. By continuing to build on our collective strengths and maintaining a clear focus on literacy, numeracy, equity, belonging, and student success, we are confident that every learner will experience increasing success, connection, and opportunity.

Appendix A

Literacy Professional Learning Grant 3 Year Implementation Plan:

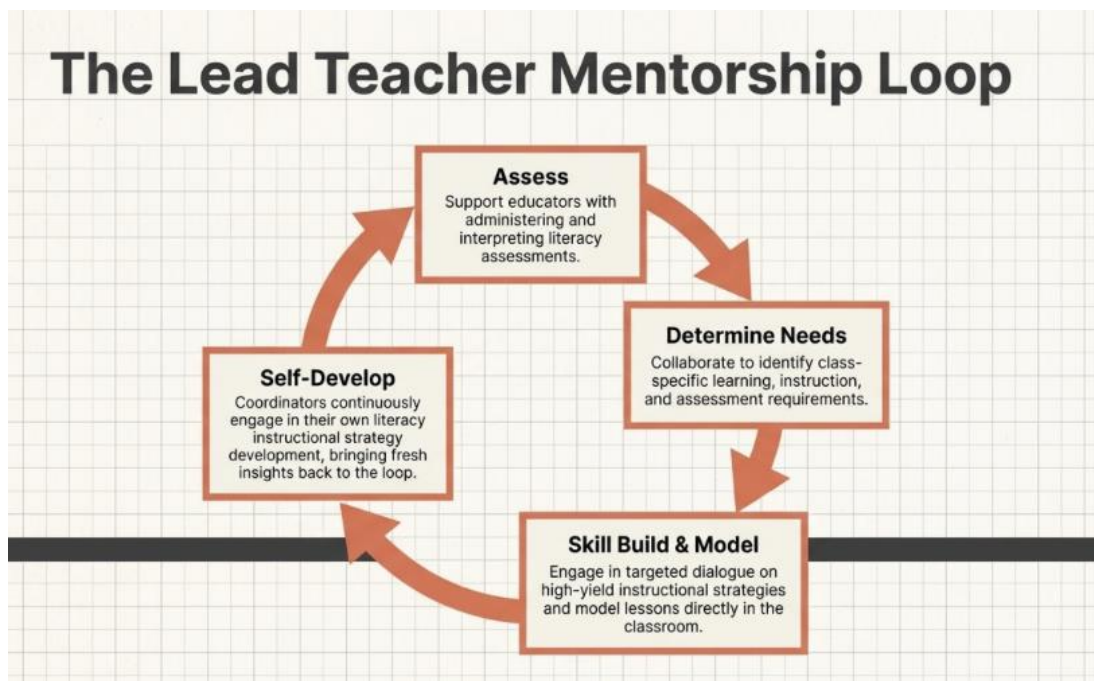


Summary of Literacy Activities 2025-26

- SD52 is using Acadience Kindergarten and Grade 1 assessment screeners as part of the MOECC screening mandate newly implemented this year.
- We are also using the CORE Assessment tool and corresponding data to indicate learner achievement and ongoing progress for some students as a diagnostic tool for students in a tiered approach (some schools are implementing with a wider scope than others)
- The implementation of 0.2 FTE Literacy Coordinator educator positions has positioned the district as a whole to engage in ongoing learning partnerships, and coordinators build professional learning communities at their respective elementary schools, and allowed colleague to colleague implementation of the MOECC mandate
- Additionally, the Literacy Coordinators and Director of Instruction met at intervals as a team to engage in learning and dialogue together as to how to meet the needs of educators for capacity building. The district also continued throughout the year to host the provincial POPEY sessions to encourage ongoing instruction and assessment development.
- The district shared with the IEC data and information as to plans and implementation of the Literacy plan.
- Director of Instruction coordinated with principals and literacy coordinators in ongoing dialogue and collaboration about literacy plan implementation and scheduled a learning session (on Pro D day). Administrators were also offered the ability to obtain Acadience screener training.
- Capacity building occurred in a lead teacher mentorship model. The creation of a Literacy Coordinator role at each of the four elementary schools at 0.2 FTE allowed time for educators to learn from local experts and determine class specific learning, instruction and assessment needs.
- Literacy Coordinators met with educators, supported with literacy assessments, and engaged in skill building dialogue on literacy specific instruction, strategies and ongoing assessment. The coordinators worked in a coaching model with educators, modeled lessons, and continuously engaged in their own literacy instructional strategy development.
- Literacy Coordinators created a literacy newsletter publication that was distributed monthly to all staff in SD52; with resources, learning opportunities and showcasing the work of local colleagues promising practices
- Social media campaigns launched emphasizing literacy and attendance as priorities with “Did you know” posts
- POPEY highlighted SD52 in the publication of two videos, “Reading Reels” which showcased promising practices of educators in the district
- Literacy coordinators facilitated a district Pro D session in January on literacy supports and high yield activities for educators K-12 which was attended by over 50 participants, which was among the most highly attended professional development sessions
- SD52 and the Joint Professional Development Committee hosted a regional Pro D session in April with Dr. Una Malcom of Dyslexia Canada, as a workshop presenter, with offerings for K-12 educators
- The Joint Professional Development Committee in partnership with the Prince Rupert Public Library hosted a learning session with Dr. Una Malcolm from Dyslexia Canada for parents and caregivers at the public library
- Data from year one of this plan will need to be shared with the Indigenous Education Council, SD52 Senior Leadership and Administrators, and to be utilized in school based staff discussions and to inform planning

going forward. (District data should be shown, rather than school based data, with discussions about anti bias data review)_

- The district facilitated a meeting regarding the creation of a K-12 Literacy Framework that includes a local scope and sequence and reflects grade appropriate learning pathways in English Language Arts K-4, and extends into middle school and high school grades. Feedback was collected to inform plans moving forward.

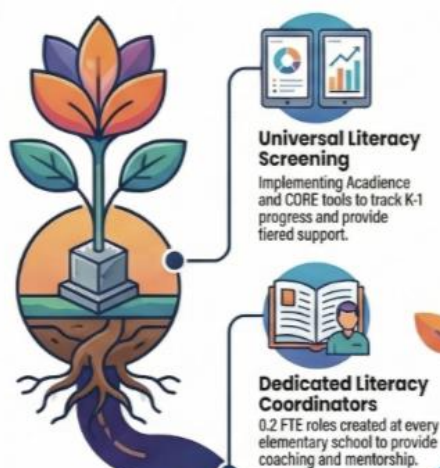


SD52 Literacy Excellence: A Multi-Year Roadmap for Student Success

Driven by the Literacy Professional Learning Grant, this comprehensive strategy builds consistent learning pathways through evidence-based screening, dedicated 0.2 FTE Literacy Coordinator roles at elementary schools, and a district-wide K-12 Literacy Framework.

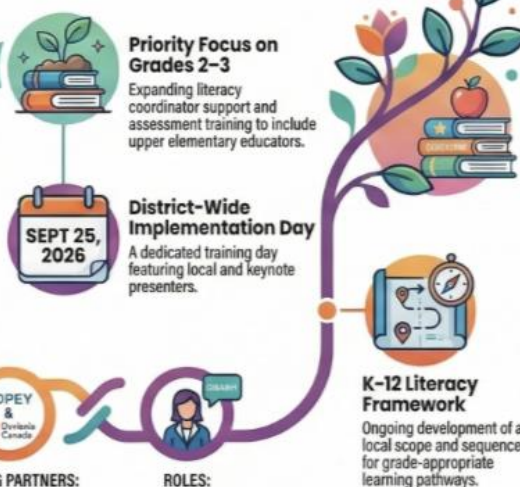
YEAR 1 (2025–2026):

ESTABLISHING THE FOUNDATION



YEAR 2 (2026–2027):

EXPANDING IMPACT & FRAMEWORKS



ASSESSMENT TOOLS:
Acadience (K-3) & CORE Diagnostic

TRAINING PARTNERS:
POPEY & Dylexia Canada (Dr. Una Malcolm)

ROLES:
0.2 FTE Elementary Literacy Coordinators