



**SCHOOL DISTRICT NO. 10 (ARROW LAKES)**

**BOARD CHAIRPERSON:** Christine Dixon

**SUPERINTENDENT:** Peter Dubinsky

The information below was gathered through a peer review process and is intended to provide feedback to your district **in relation to three key areas of continuous improvement planning**. This feedback affirms the good work that is happening in your district as well as outlines some specific considerations and questions for your reflection, to help inform your work to support successful outcomes and improve equity of outcomes for all students.

**FOCUS AREA 1**

Reviewed, analyzed, and interpreted classroom, school, district, and provincial data (including the Framework required data set) to illuminate emerging areas of need and inequities of student learning outcomes and to determine progress being made.

**DISTRICT STRENGTH:** There is a clear effort to combine local and Provincial data sources.

**SUPPORTING EVIDENCE:** Referenced in the Enhancing Student Learning Report (pg. 5 Student Success).

**ADDITIONAL DISTRICT STRENGTH:** There is clear evidence that links the strategies chosen to the data/evidence available.

**ADDITIONAL SUPPORTING EVIDENCE:** Enhancing Student Learning Report pg. 10/11 - Student Learning Survey.

**CONSIDERATION:** An area for consideration is for the district to provide a clear descriptor of what the data in the reading, writing and numeracy charts (K to10) represents.



**SUPPORTING EVIDENCE:** Enhancing Student Learning Report pg. 6 and 7.

**ADDITIONAL CONSIDERATION:** An area for consideration is for the district to provide clear evidence of analysis comparing local and Provincial data sources.

**ADDITIONAL SUPPORTING EVIDENCE:** Enhancing Student Learning Report pg. 6 and 7.

**MEDIATIVE QUESTION:** *We wonder how sharing more evidence of data comparison between local and Provincial data sources might assist in creating a stronger alignment between the Strategic Plan and the Enhancing Student Learning Report goals?*

## FOCUS AREA 2

Activated an effective strategic engagement process, with a priority on engaging Indigenous peoples and communities, First Nation communities, and other equity seeking groups.

**DISTRICT STRENGTH:** We noticed a process for strategic engagement is outlined.

**SUPPORTING EVIDENCE:** Enhancing Student Learning Report, Student Success pg. 5.

**ADDITIONAL DISTRICT STRENGTH:** We noticed that a comprehensive and consultative process for engagement is mentioned.

**ADDITIONAL SUPPORTING EVIDENCE:** Enhancing Student Learning Report, Strategic Plan Priorities – pg. 5.

**CONSIDERATION:** The district could outline the make-up and numbers of the people who participated in the consultative process, to enhance communication and transparency.

**SUPPORTING EVIDENCE:** Enhancing Student Learning Report, pg. 5 - Student Success or Strategic Plan Priorities.



**MEDIATIVE QUESTION:** *How might you share what has been communicated and how it has been communicated with respect to the strategic engagement process?*

**FOCUS AREA 3**

Adjusted their District Operational Plans to align with their student learning goal(s) as articulated within the Board's Strategic Plan.

**DISTRICT STRENGTH:** Many actions are specific, creating clear and measurable operational expectations.

**SUPPORTING EVIDENCE:** Examples: "Increased time spent on reading and writing each day" (pg. 17) and "provide land-based learning, well being and mental health outreach services for Indigenous learners (pg. 18).

**ADDITIONAL DISTRICT STRENGTH:** The strategic plan priorities in the Enhancing Student Learning Report (1. Literacy, 2. Indigenous Education, 3 Physical and Mental Well Being, and 4. Environmental Education and Place-Conscious Learning) are well focused, facilitating the development of an actionable plan.

**ADDITIONAL SUPPORTING EVIDENCE:** Enhancing Student Learning Report (pg. 5).

**CONSIDERATION:** The district could consider crafting some strategies to be more specific, rather than being process focused (more professional development, enhance class reviews, etc.) or focused on method of consultation (student voice).

**SUPPORTING EVIDENCE:** Enhancing Student Learning Report, throughout the plan, i.e., professional development, enhancing class reviews vs student voice.

**MEDIATIVE QUESTION:** *We wonder if narrowing focus to a fewer number of the key outcome-based interventions would move the district further towards its strategic priorities by considering the organization's capacity for change?*



We would like to acknowledge and thank you for your diligence in creating your district's inaugural Enhancing Student Learning Report. As you know, this is our first year of full implementation of the Framework for Enhancing Student Learning, and our goal throughout this process has been to create opportunities for reciprocal peer-based learning, where we collectively build capacity within the education system and continuously improve strategic and continuous improvement planning processes to enable better outcomes for all students in BC.

If there are any questions regarding this report, please email: [educ.framework@gov.bc.ca](mailto:educ.framework@gov.bc.ca)