



**SCHOOL
DISTRICT
57**

Enhancing Student Learning Report - September 2026

In Review of Year 6 of
School District 57 Strategic Plan, 2021-2026

Received by Board on September 22, 2026

About Our District

School District No. 57 (SD 57) resides on the unceded ancestral lands of the Lheidli T'enneh First Nations, McLeod Lake Indian Band and the Simpcw First Nations. SD 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 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 currently in the process of implementing a new Strategic Plan dated 2027-2032. This report reflects the 4 directions of the Strategic Plan dated 2021-2026, which are summarized below:

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 2025/26 strategic plan are as follows:

Intellectual Development

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

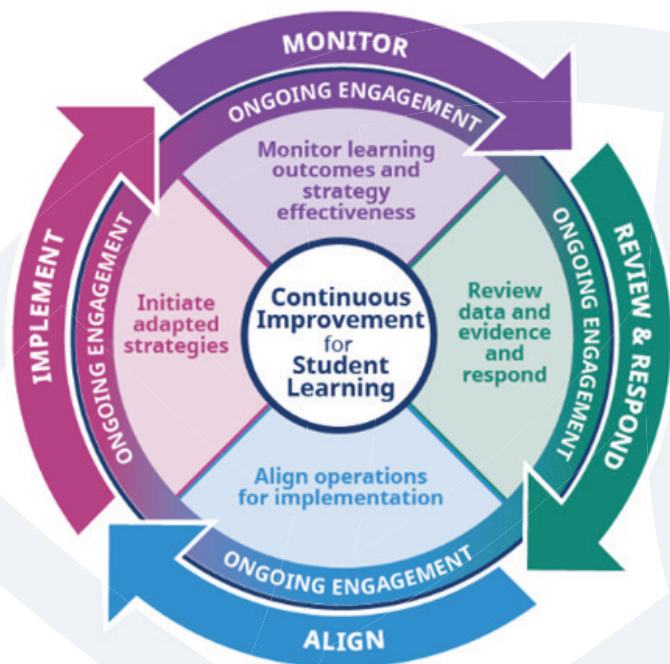
Human and Social Development

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.

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 model shown in this diagram to monitor, adapt and guide decision making from year to year.



Intellectual Development

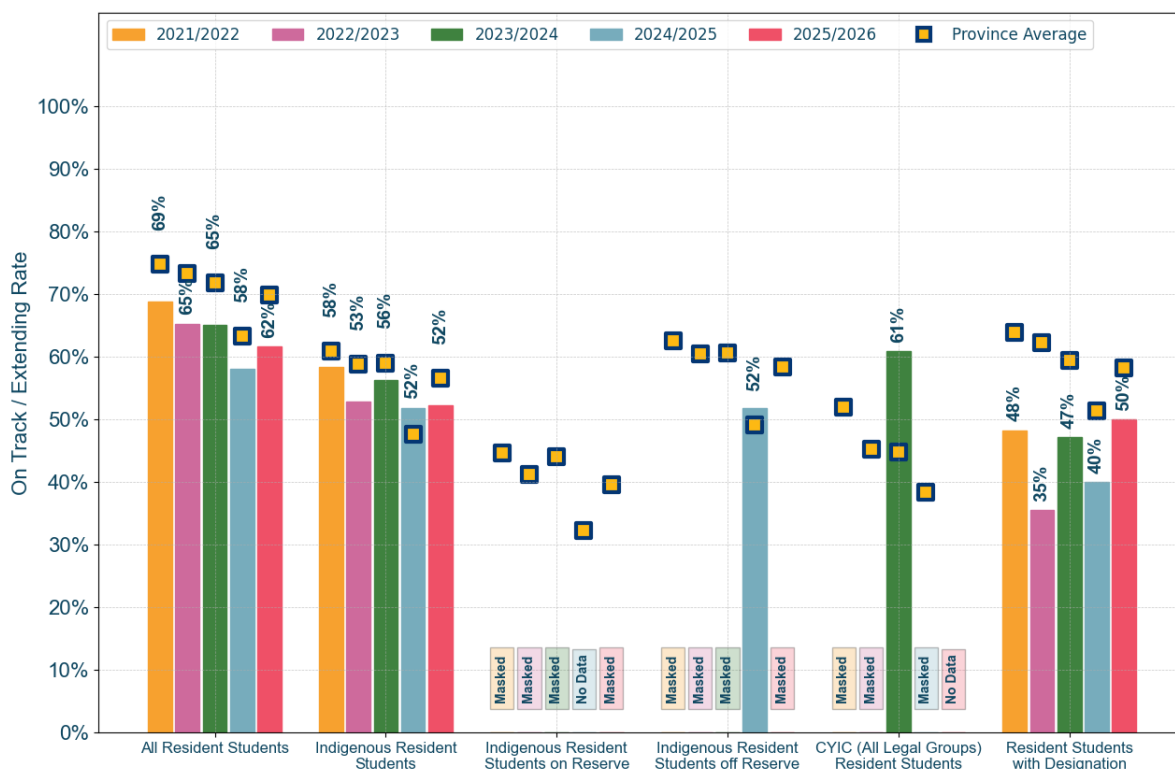
Educational Outcome 1: Literacy Data

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD 57 – Grade 4 FSA Literacy – Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	972 91%	991 92%	954 92%	951 89%	976 92%
Indigenous Resident Students	366 83%	350 88%	323 86%	315 86%	302 88%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	0	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	315 86%	Masked
CYIC (All Legal Groups) Resident Students	25 64%	24 71%	34 68%	31 58%	0
Resident Students with Designation	102 57%	115 69%	115 61%	138 65%	111 68%

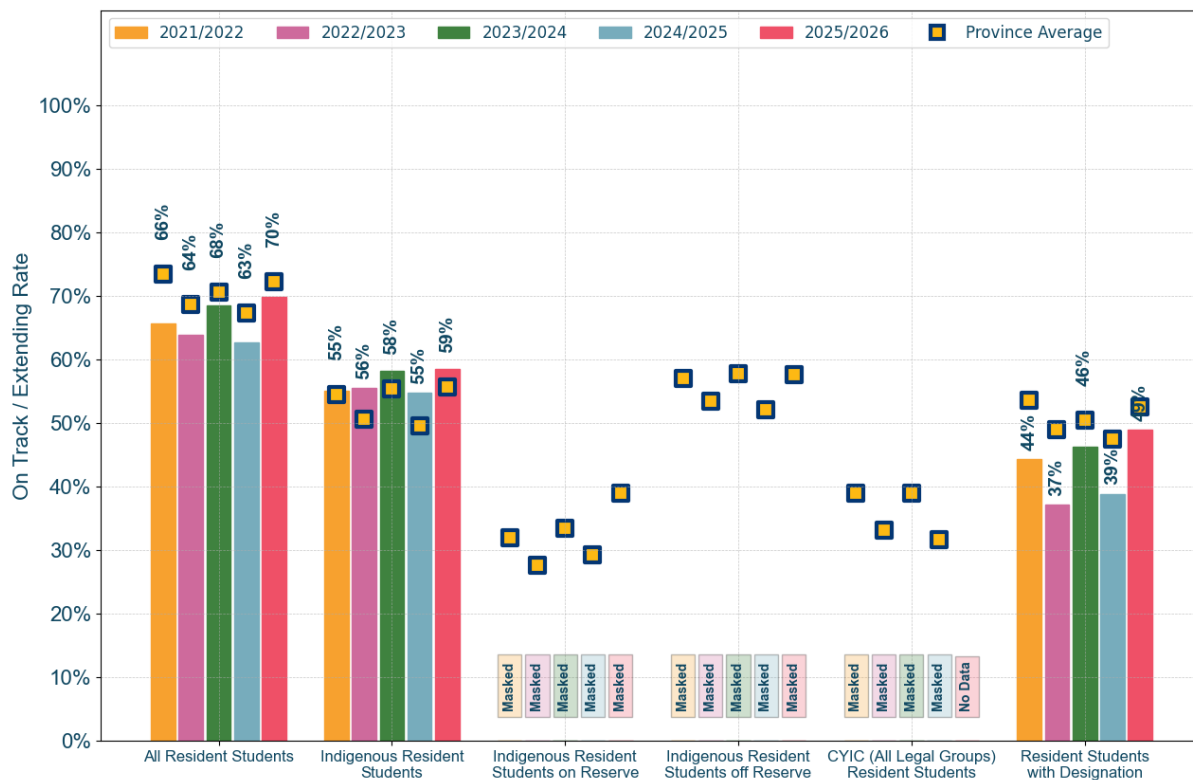
SD 57 – Grade 4 FSA Literacy – On Track / Extending Rate



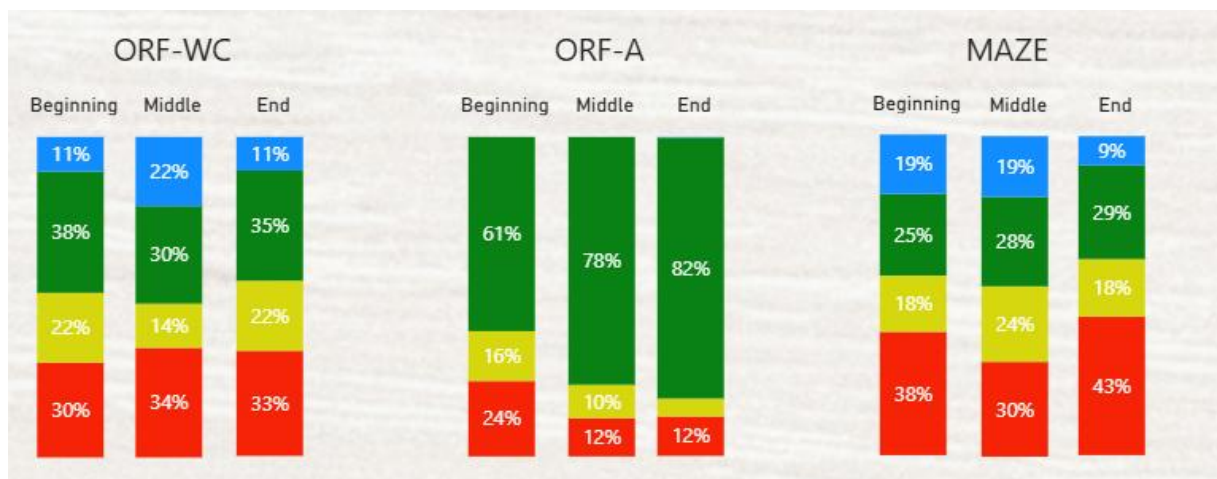
SD 57 – Grade 7 FSA Literacy – Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1018 93%	991 94%	978 90%	999 91%	998 92%
Indigenous Resident Students	349 87%	326 91%	325 85%	388 87%	338 86%
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	32 72%	20 70%	22 59%	35 66%	0
Resident Students with Designation	167 74%	154 81%	168 64%	173 70%	201 68%

SD 57 – Grade 7 FSA Literacy – On Track / Extending Rate (Prince George)



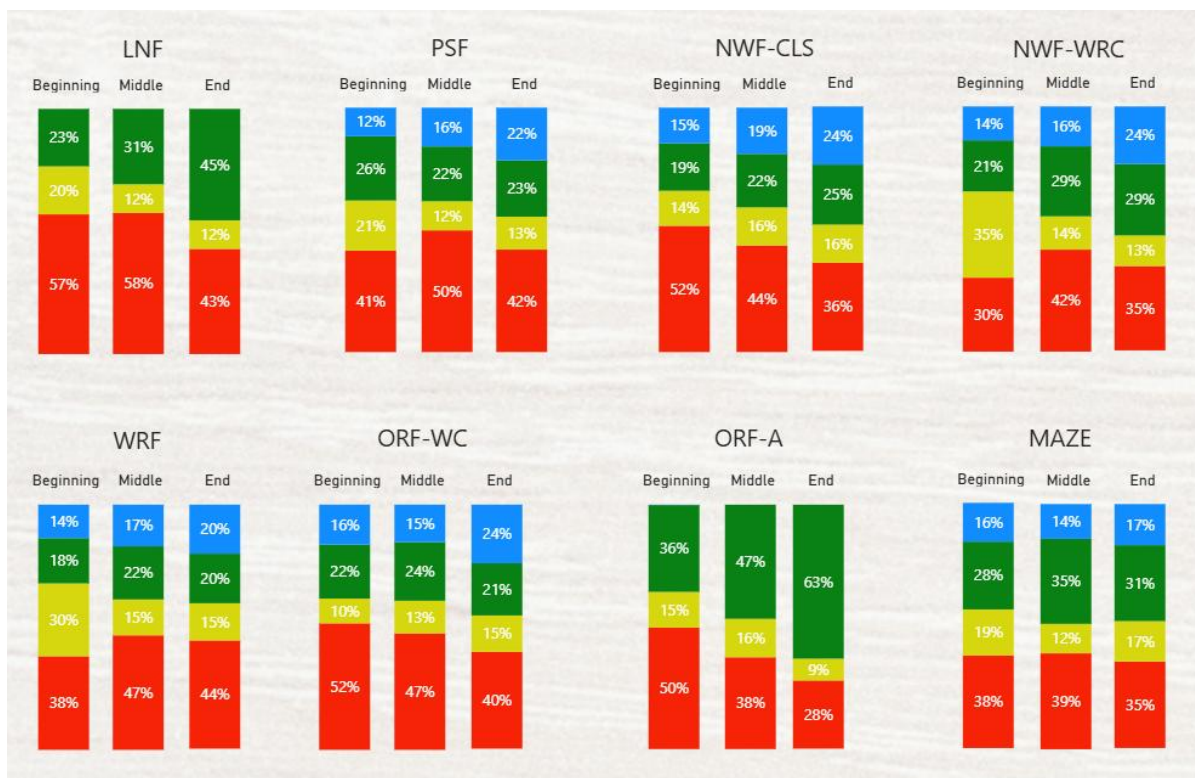
Grade 4 DIBELS Results



Grade 7 DIBELS Results



Grade K-3 DIBELS Results

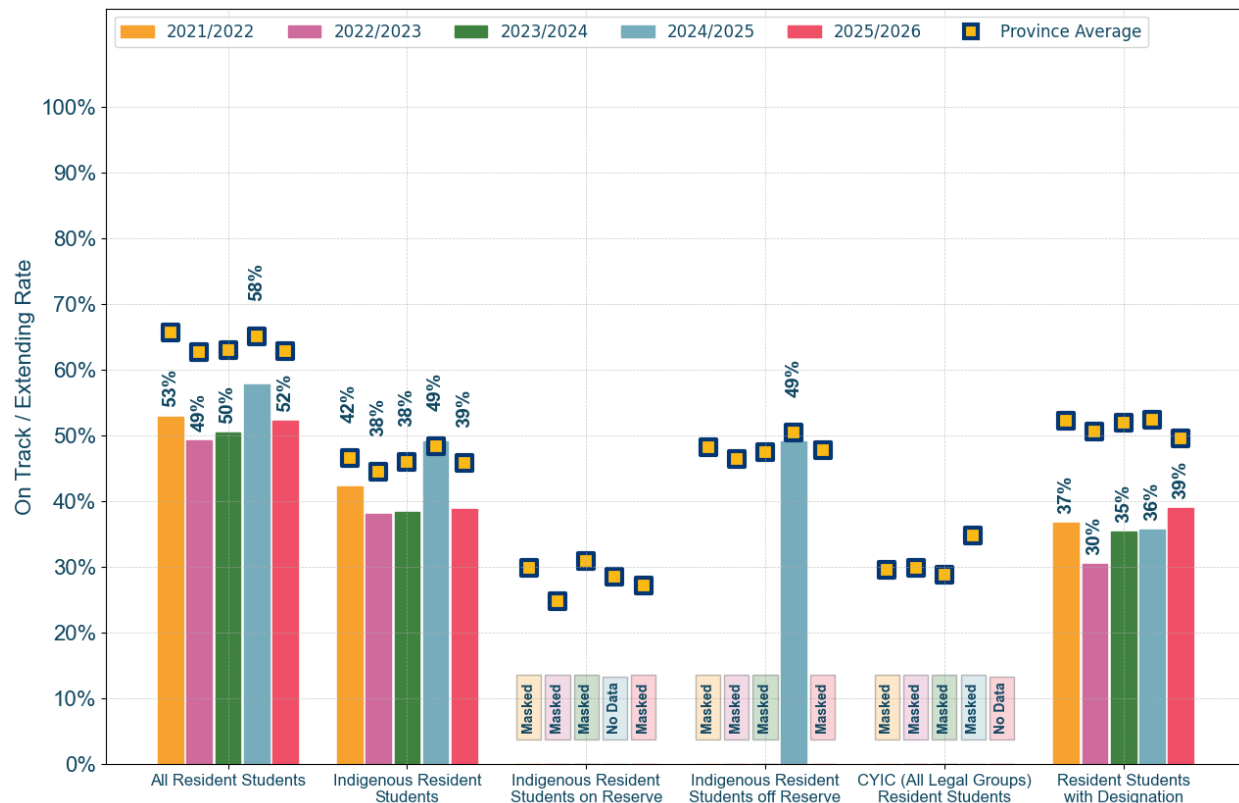


Measure 1.2: Grade 10 Literacy Expectations

SD 57 – Grade 10 Graduation Assessment Literacy – Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	972 90%	991 91%	954 92%	951 89%	976 92%
Indigenous Resident Students	366 83%	350 86%	323 86%	315 84%	302 89%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	0	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	315 84%	Masked
CYIC (All Legal Groups) Resident Students	25 64%	24 71%	34 68%	31 58%	0
Resident Students with Designation	102 59%	115 69%	115 59%	138 63%	111 69%

SD 57 – Grade 10 Graduation Assessment Literacy – Proficient / Extending Rate (Prince George)



Educational Outcome 1: Literacy Analysis

Goal

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

Review Data and Evidence

FSA Participation

We are very proud of our participation rates for students in grades 4 and 7. Participation rates in School District 57 are amongst the highest in the province. This is significant for us because our equity goals include all priority populations. Having high participation rates gives us a better snapshot of our entire population, which helps us plan more specific interventions.

1. Although we demonstrated growth in literacy and saw improvements across all student groups on the Grade 4 and Grade 7 FSA assessments, as well as the Grade 10 Literacy Assessment, results in most areas remain below the provincial average. Continued implementation of the district literacy strategy is therefore essential, with a particular focus on supporting priority populations to further improve outcomes and close achievement gaps. Strategies for Indigenous students are showing signs of significance as grade 7 FSA results show Indigenous Students scored above the provincial average.
2. Although the district is still in the early stages of implementing the DIBELS screener, 2025/26 data indicate that educators are using the screener results to formulate more effective intervention plans for students and to provide more strategic Tier 1 instruction. This is evidenced by increases in the number of students meeting or exceeding expectations across all categories of the screener.

Strategic Adjustments: Next Steps for Improvement

1. Continue implementation of the district literacy strategy, including universal screening in K-7 and expansion to Grade 8 in 2027/28. Secondary schools are also developing interventions based on screener data and refining support for Grade 8/9 students.

2. Strengthen schools' capacity to use literacy data to inform instruction through effective intervention systems, progress monitoring, and data-informed decision making. We have a district-wide data platform that helps school teams make more informed decisions about student progress.
3. Increase the use of evidence-based literacy practices aligned with the five pillars of literacy, with a focus on phonics and phonemic awareness in the primary grades and fluency in the intermediate grades.
4. Continue targeted supports for priority learners through literacy intervention teachers, Inclusive Education initiatives, enhanced speech-language services, school psychologist supports, and the Empower pilot for struggling readers in Grades 8/9.
5. Build leadership and staff capacity through ongoing professional learning for principals, vice principals, and literacy leads, with a focus on leading literacy improvement and strengthening Multi-Tiered Systems of Support (MTSS) across schools.

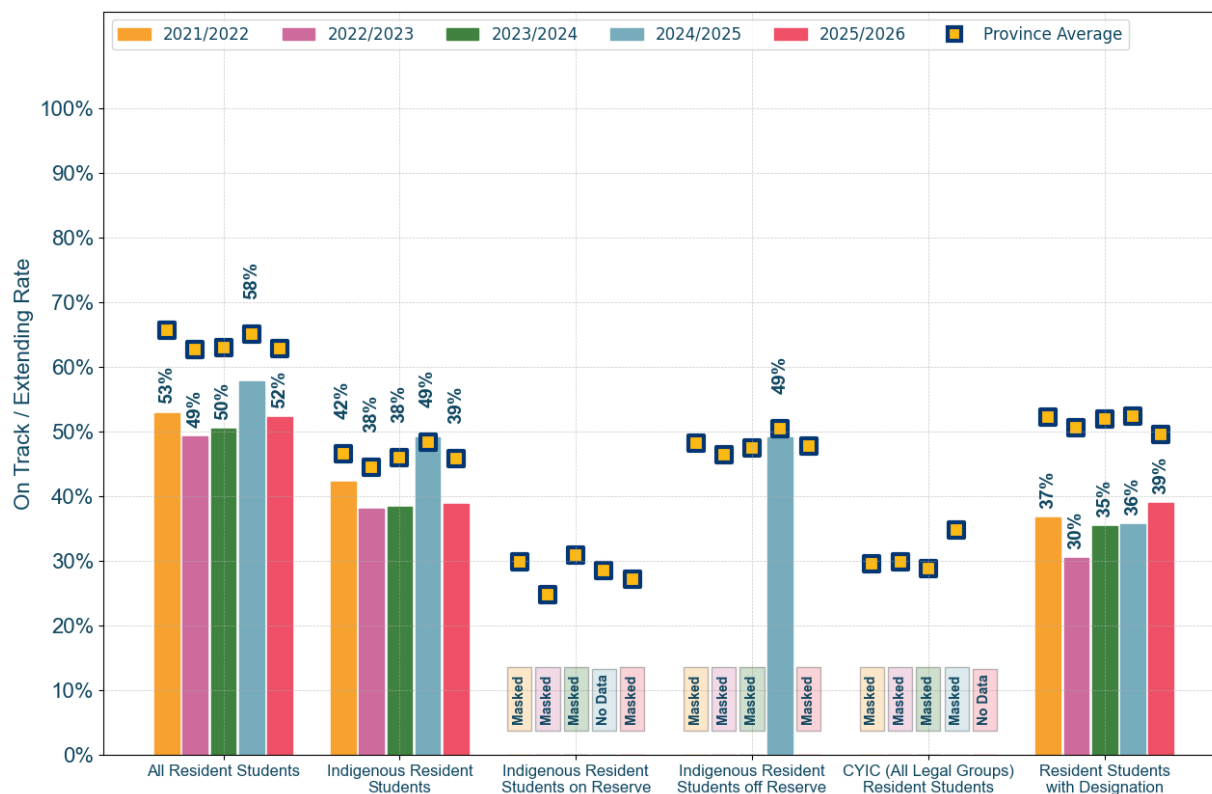
Educational Outcome 2: Numeracy Data

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD 57 – Grade 4 FSA Numeracy – Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	972 90%	991 91%	954 92%	951 89%	976 92%
Indigenous Resident Students	366 83%	350 86%	323 86%	315 84%	302 89%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	0	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	315 84%	Masked
CYIC (All Legal Groups) Resident Students	25 64%	24 71%	34 68%	31 58%	0
Resident Students with Designation	102 59%	115 69%	115 59%	138 63%	111 69%

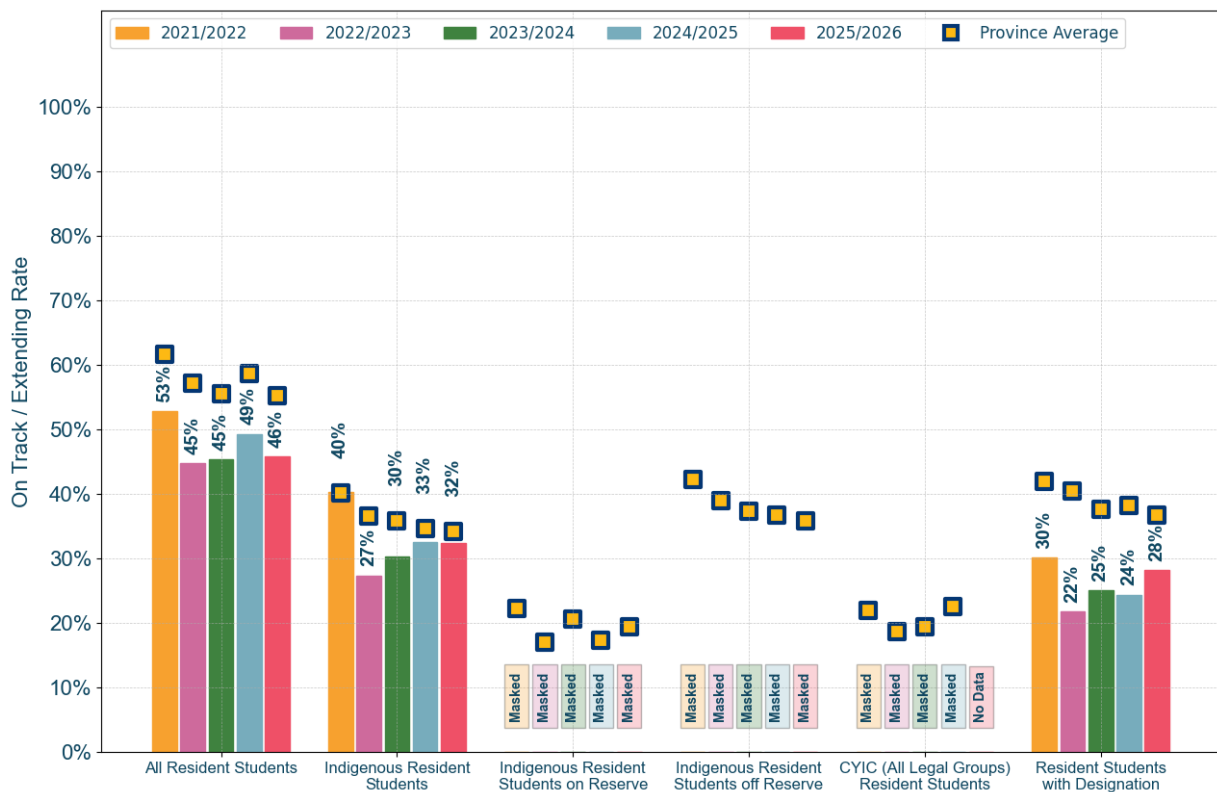
SD 57 – Grade 4 FSA Numeracy – On Track / Extending Rate (Prince George)



SD 57 – Grade 7 FSA Numeracy – Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1018 92%	991 94%	978 90%	999 91%	998 91%
Indigenous Resident Students	349 87%	326 91%	325 84%	388 86%	338 86%
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	32 69%	20 70%	22 50%	35 69%	0
Resident Students with Designation	167 74%	154 81%	168 64%	173 69%	201 67%

SD 57 – Grade 7 FSA Numeracy – On Track / Extending Rate (Prince George)

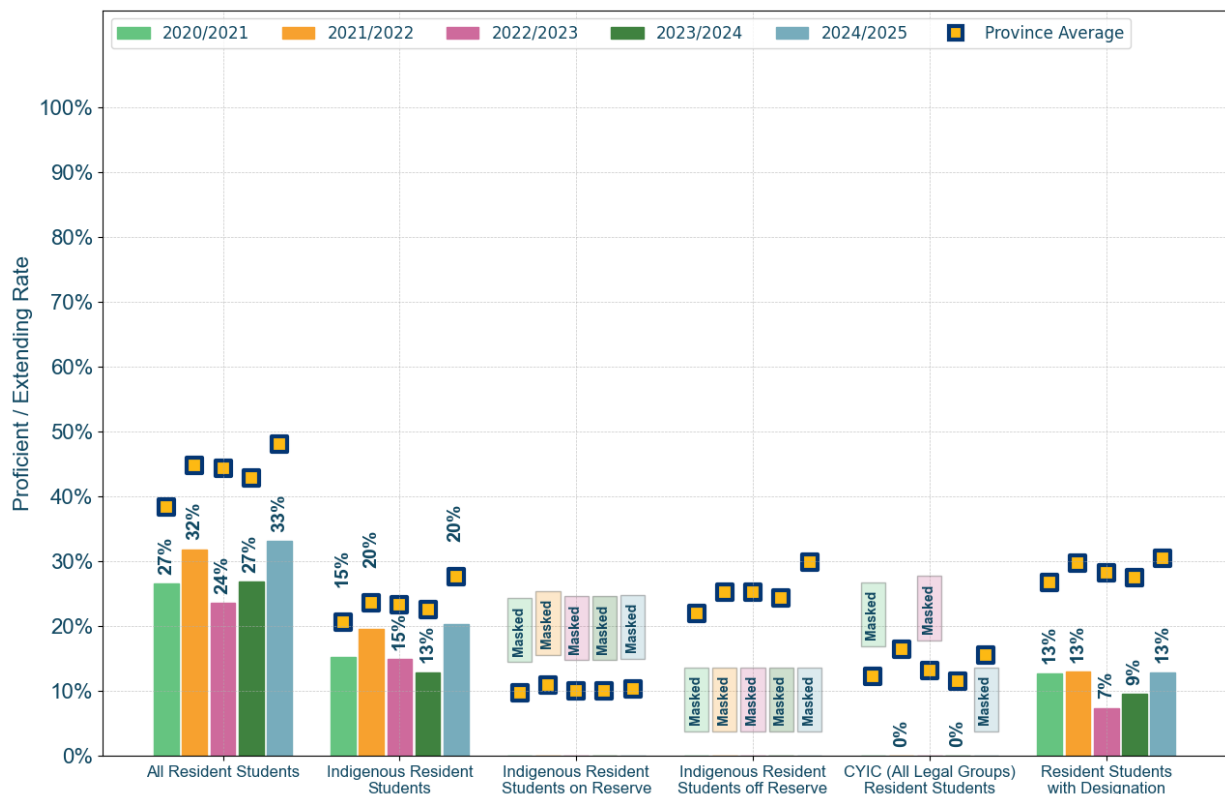


Measure 2.2: Grade 10 Numeracy Expectations

SD 57 – Grade 10 Graduation Assessment Numeracy – Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	973 78%	1007 73%	1059 82%	1080 79%	1127 79%
Indigenous Resident Students	305 64%	334 56%	340 70%	352 66%	356 69%
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	26 42%	36 28%	34 44%	22 55%	39 54%
Resident Students with Designation	138 56%	162 46%	156 58%	186 55%	215 63%

SD 57 – Grade 10 Graduation Assessment Numeracy – Proficient / Extending Rate Prince George

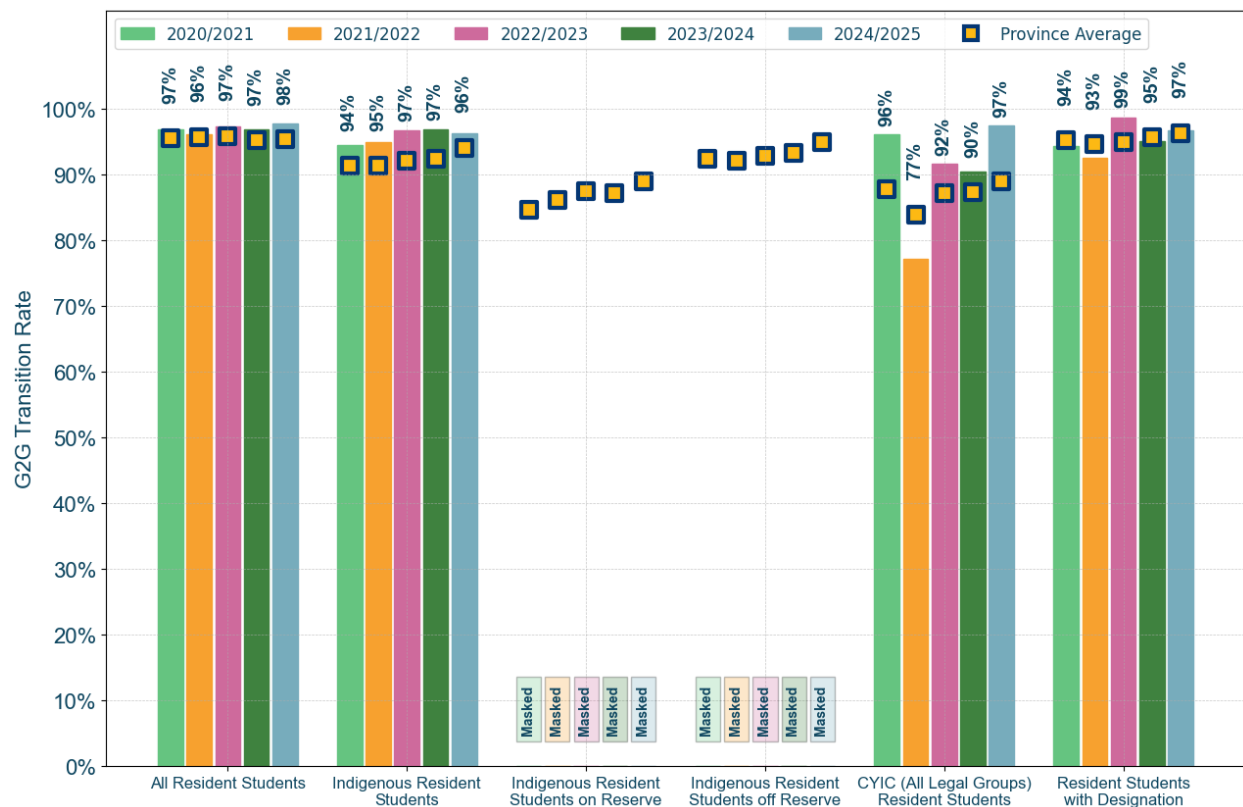


Measure 2.3: Grade-to-Grade Transitions

SD 57 – Grade 10 to 11 Transition – Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	979	1013	1073	1104	1136
Indigenous Resident Students	307	333	345	357	358
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	26	35	36	21	39
Resident Students with Designation	140	161	157	185	215

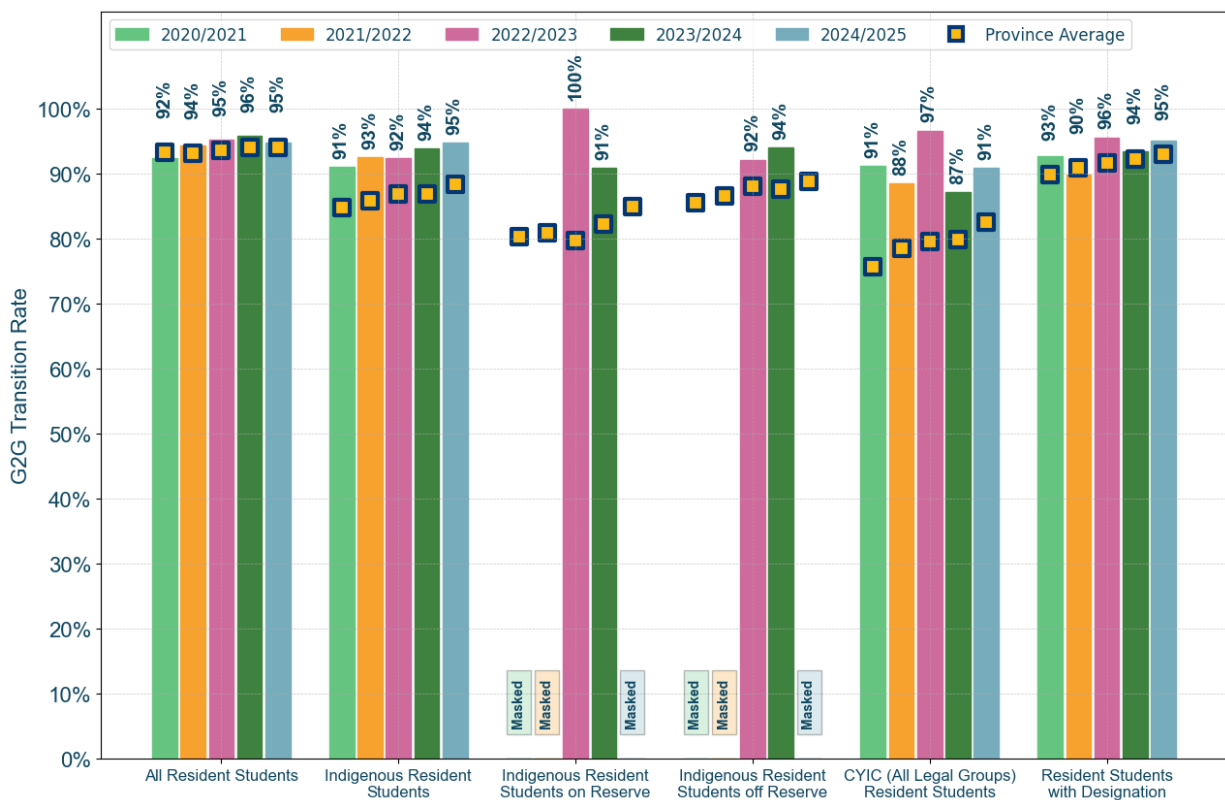
SD 57 – Grade 10 to 11 Transition Rate



SD 57 – Grade 11 to 12 Transition – Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1048	1010	1016	1073	1121
Indigenous Resident Students	369	310	330	344	362
Indigenous Resident Students on Reserve	Masked	Masked	12	11	Masked
Indigenous Resident Students off Reserve	Masked	Masked	318	333	Masked
CYIC (All Legal Groups) Resident Students	34	26	30	39	33
Resident Students with Designation	138	138	159	170	186

SD 57 – Grade 11 to 12 Transition Rate (Prince George)



Educational Outcome 2: Numeracy Analysis

Goal

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

Review Data and Evidence

1. Gains were observed across all student populations on the Grade 10 Numeracy Assessment.
2. Grade 4 and 7 FSA show Students with Designations achieved their strongest results in four years. However, overall numeracy achievement remains below the provincial average for most student groups.
3. The numeracy data for the district shows the need to prioritize system-wide development for math instruction and assessment. Initial strategies are listed below.

Strategic Adjustments: Next Steps for Improvement

1. Continue implementation of the district numeracy strategy through the Numeracy Committee, including year-long curriculum-aligned planning and consistent instructional expectations across grades.
2. Develop district guidance for effective mathematics instruction, including mathematics block design, instructional routines, activities, and curriculum-aligned resources.
3. Increase the focus on fact fluency proficiency as a foundation for mathematical confidence and achievement.
4. Pilot a K-2 mathematics screener to support early identification of student needs and timely intervention.
5. Build leadership and teacher capacity through ongoing learning for principals, vice principals, and educators focused on leading and improving numeracy instruction, with progress monitoring through classroom, report card, FSA, and screener data.

Human and Social Development

Educational Outcome 3:

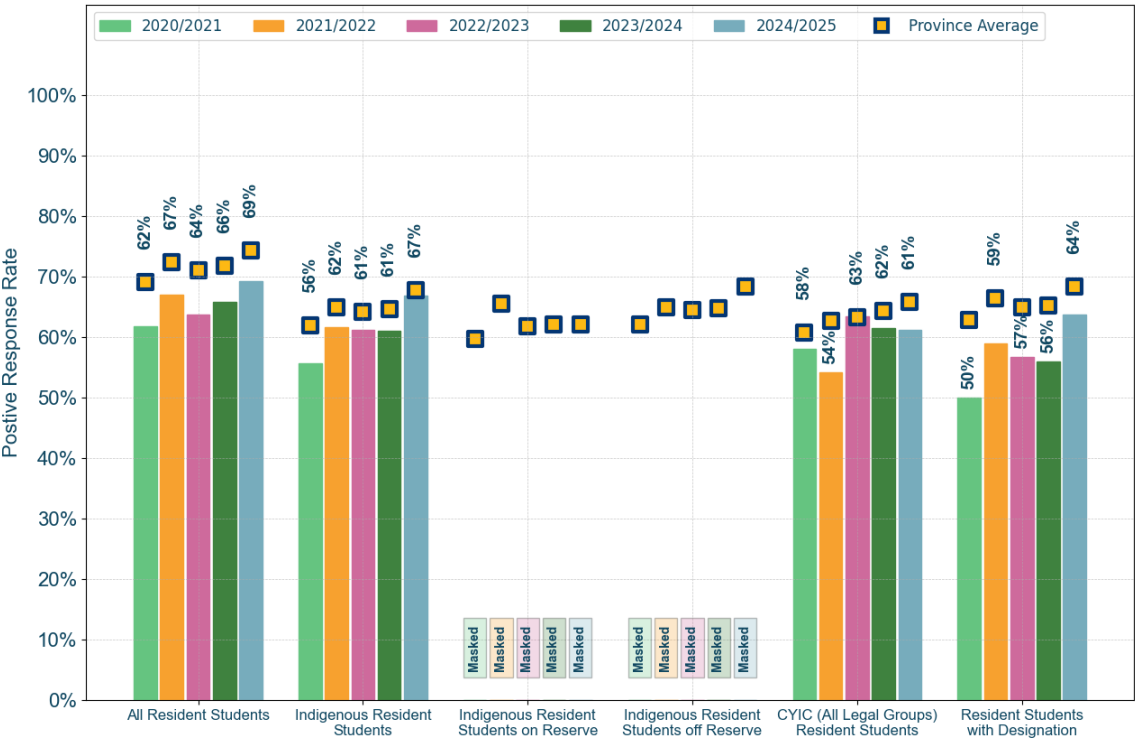
Students Feel Welcome, Safe and Connected-Data

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

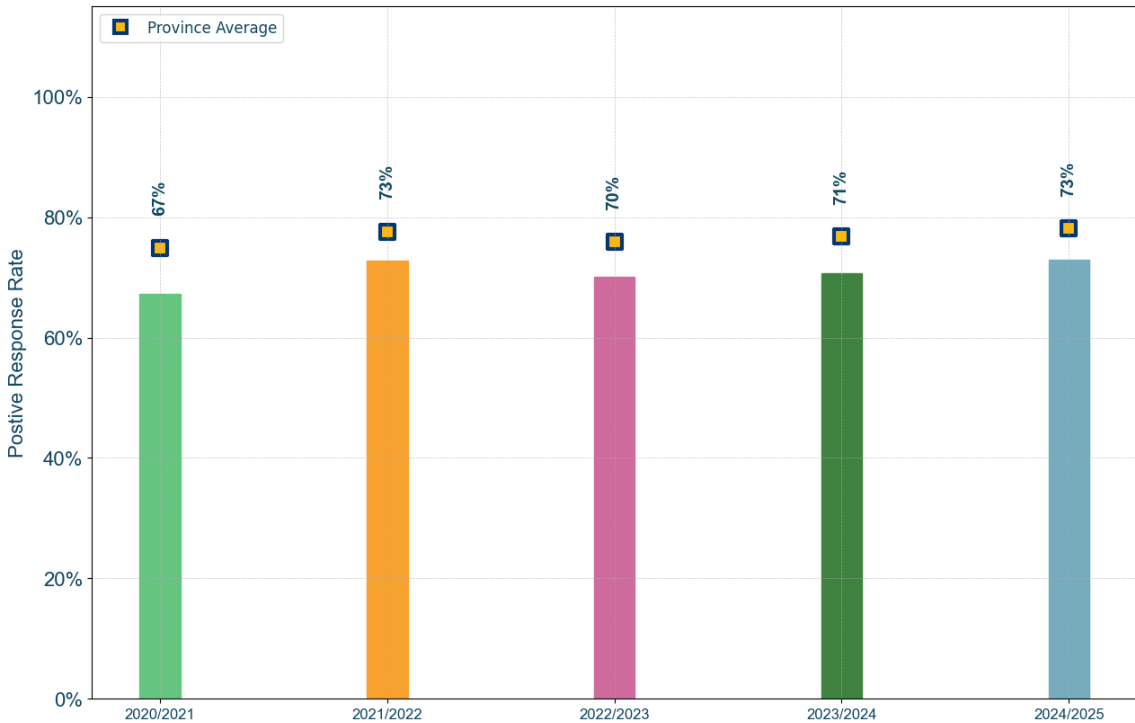
SD 57 – Student Learning Survey – Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	2873 75%	2962 79%	3036 79%	3009 83%	3074 86%
Indigenous Resident Students	938 67%	1035 70%	1017 73%	994 76%	1058 81%
Indigenous Resident Students on Reserve	Masked	Masked	19 79%	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	998 73%	Masked	Masked
CYIC (All Legal Groups) Resident Students	68 49%	91 58%	80 54%	77 69%	106 68%
Resident Students with Designation	399 54%	428 59%	426 63%	464 66%	527 72%

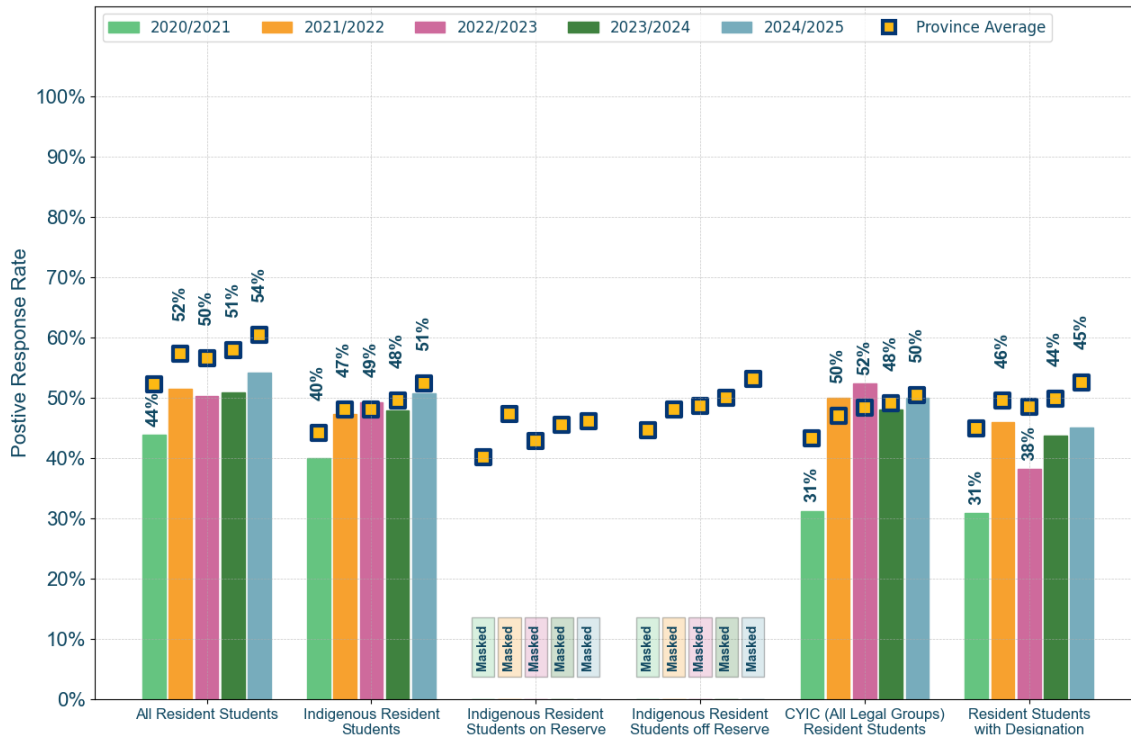
SD 57 – Feel Welcome – Positive Response Rate for Grades 4, 7, and 10



SD 57 – Feel Safe – Positive Response Rate for Grades 4, 7, and 10

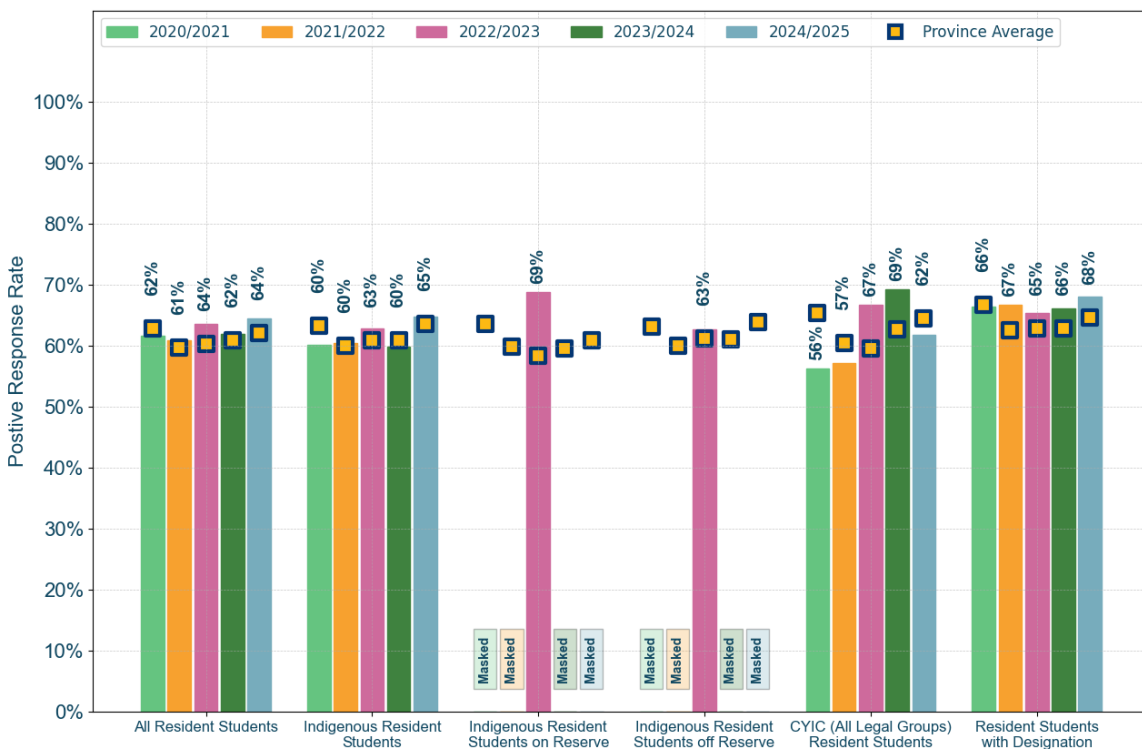


SD 57 – Sense of Belonging – Positive Response Rate for Grades 4, 7, and 10



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

SD 57 – Sense of Belonging – Positive Response Rate for Grades 4, 7, and 10



Educational Outcome 3: Students Feel Welcome, Safe and Connected-Analysis

Goal

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

Review Data and Evidence

1. Student Learning Survey (SLS) indicates an increased sense of belonging, feel safe and welcome at school for students in grades 4, 7 and 10.
 - Increase is promising but SD 57 still falls below the provincial average therefore, a continued focus to improve results is necessary.
2. In area of students feeling that adults care about them at school, we show an overall improvement in grades 4, 7 and 10.
 - In 2024/2025, SD 57 scored above the provincial average in all measured areas except CYIC.
3. Sustained focus to continue to improve results in all measured areas of human and social development is needed.

Strategic Adjustments: Next Steps for Improvement

1. Strategies SD 57 has employed to increase student sense of belonging, feeling safe and welcome, the district:
 - Has started a pilot program in identified schools with the highest numbers of priority populations to build the capacity of support staff and teachers through specialized training and mentorship.
 - Has expanded After School Sports and Arts Initiatives in 8 elementary and 5 secondary schools.
 - Will build upon the Equity, Diversity, Belonging and Inclusion teams led by the district committee and working group.

2. Strategies SD 57 will employ to create a culture of care for all students includes:
 - Continue to provide wrap-around support (youth care workers, IEWs, ISW, counselors, teachers, EA's P/VP) with a focus on priority populations.
 - Junior/senior Indigenous grad coaches in secondary schools to monitor academic progress, build relationships, and ensure appropriate supports are organized. More emphasis on connecting indigenous students to local elders and land-based learning opportunities.
 - Implementing adapted gym and swim programs to help increase student engagement and help reduce student dysregulation.
3. As we continue to build relationships with our local community, we're happy to share that SD 57 is collaborating monthly with MCFD, Carrier Sekani and Nuzel Be Hunuyeh (all three are CYIC providers). We hope to create consistency in identified CYIC and collaborating together to provide the best interventions for the most vulnerable students.
4. District Student Advisory Council is focusing on Student Voice and Agency and 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.
5. We are also expanding leadership opportunities and will be starting an Indigenous student leadership council in the 2026/27 school year.

Career Development

Educational Outcome 4:

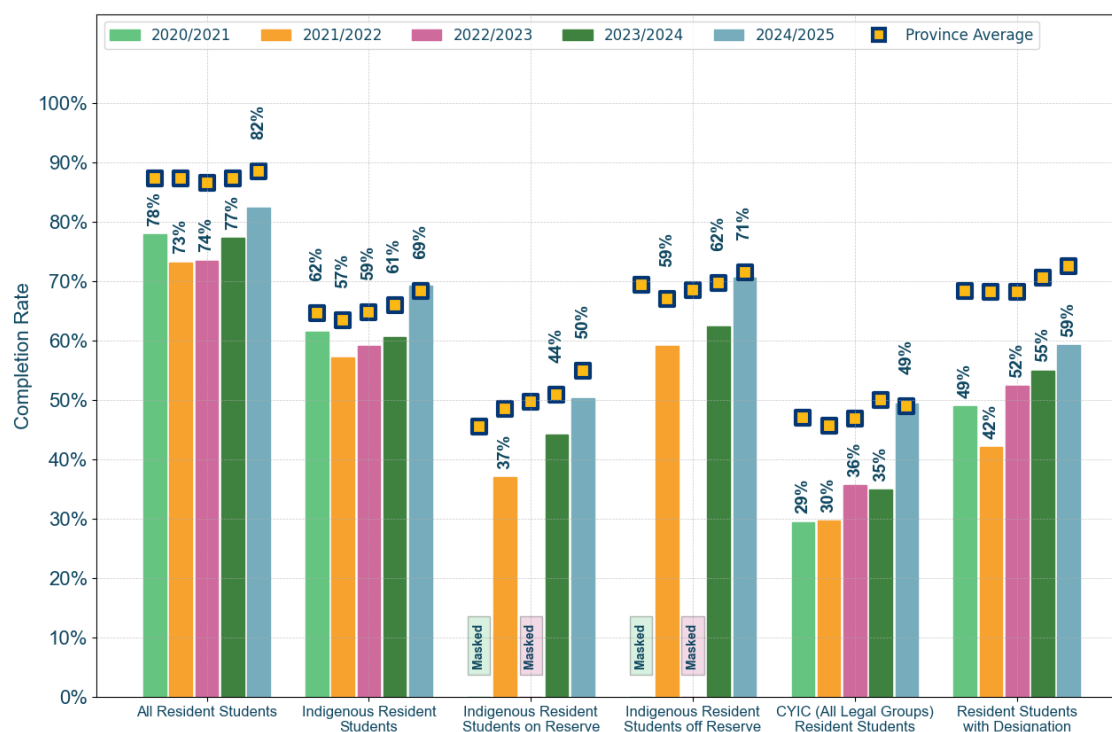
Graduation, and Life and Career Core Competencies Data

Measure 4.1: Achieved Dogwood within 5 Years

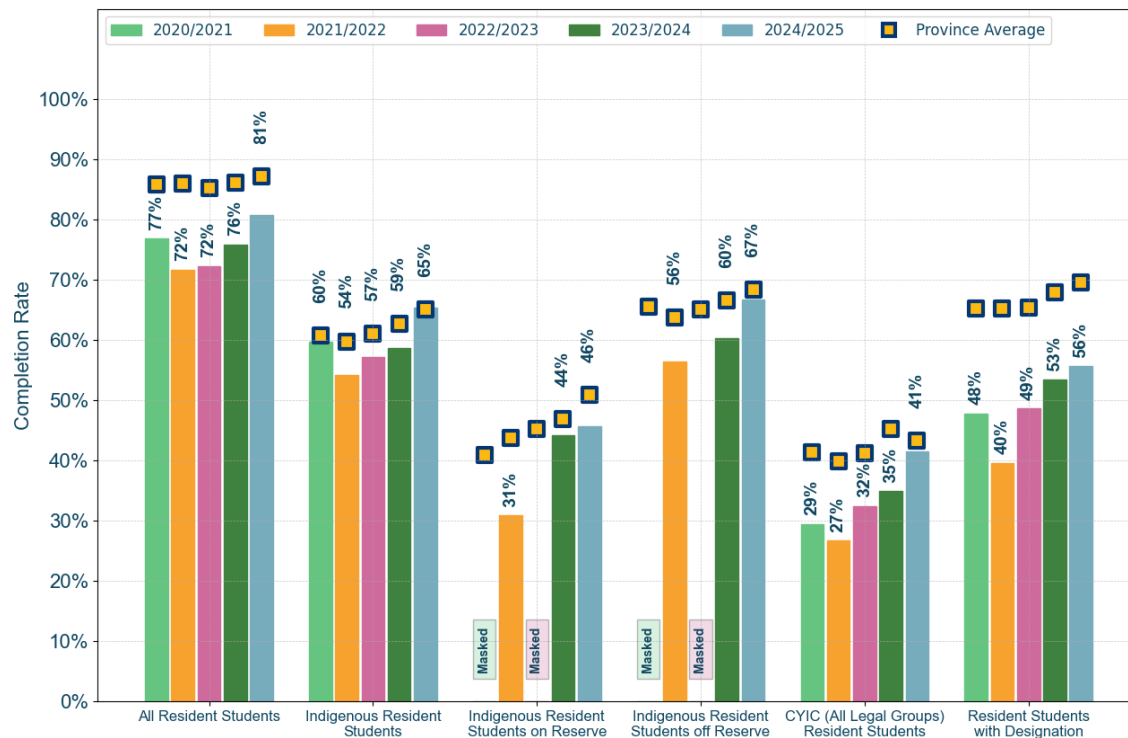
SD 57 – Completion Rate – Cohort Count | Outmigration Estimate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1034 64	1099 67	1076 65	1078 71	1073 69
Indigenous Resident Students	321 20	356 21	386 24	337 22	335 22
Indigenous Resident Students on Reserve	55 4	Masked	35 3	Masked	32 3
Indigenous Resident Students off Reserve	266 16	Masked	351 21	Masked	303 19
CYIC Resident Students	94 7	84 5	98 6	94 7	80 5
Resident Students with Designation	208 13	196 12	215 13	200 13	206 13

SD 57 – 5-year Completion Rate – Dogwood + Adult Dogwood



SD 57 – 5-year Completion Rate - Dogwood

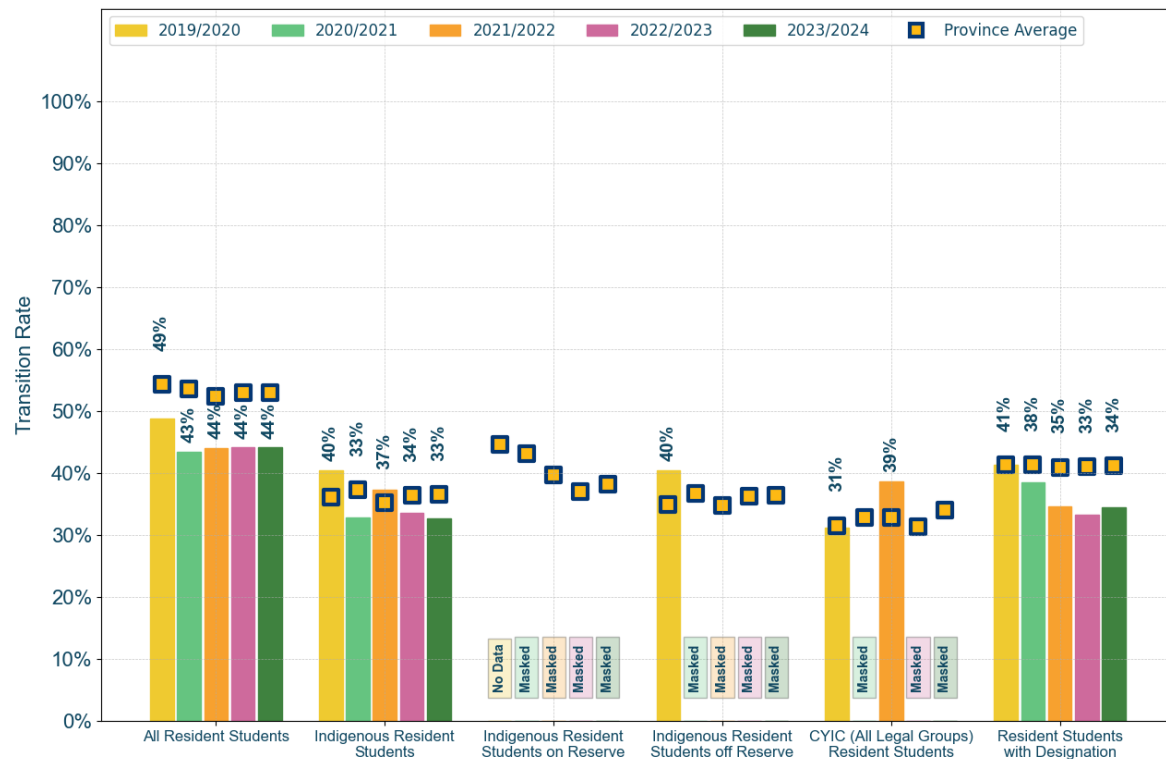


Measure 4.2: Post-Secondary Transitions

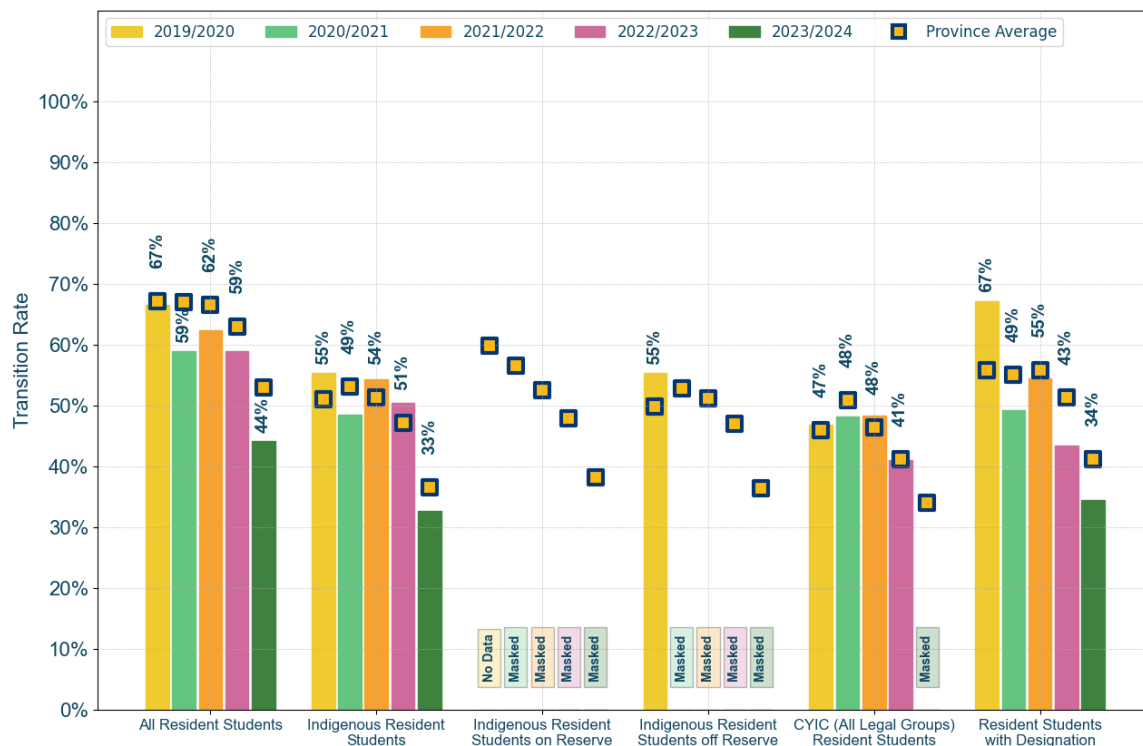
SD 57 – Transition to Post-Secondary – Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	732	798	733	764	801
Indigenous Resident Students	168	204	206	194	205
Indigenous Resident Students on Reserve	0	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	168	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	32	Masked	31	Masked	Masked
Resident Students with Designation	58	65	55	69	90

SD 57 – Immediate Transition to Post-Secondary



SD 57 – Within 3 Years Transition to Post-Secondary



Educational Outcome 4: Graduation, and Life and Career Core Competencies Analysis

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.

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

Review Data and Evidence

Areas for growth that are affirmed by the data review:

1. Indigenous students residing on reserve remain noticeably lower than those of the overall resident's student population, indicating a need for further targeted academic supports
2. A persistent gap exists between Indigenous learners and all resident students in both graduation and post-secondary transition outcomes.
3. Students with designations continue to experience lower completion and transition rates than the district average
4. Immediate transition rates to post-secondary are lower than the corresponding completion rates, suggesting additional career and transition planning are required for students.
5. In short, a focus on equity-based strategies for priority populations and greater emphasis on career education planning are continued areas of focus.

Strategic Adjustments: Next Steps for Improvement

1. Enhance Indigenous student achievement and graduation supports by:
 - Exploring the possibility of adding an Indigenous career educator.
 - Expanding the breadth of the junior grad coach support for literacy and numeracy in grade 8/9.
 - Using senior grad coaches to connect students to post-secondary opportunities to create more consistent transitions to post-secondary.
2. Strengthen post-secondary and career readiness experience and programming by:
 - Exploring a targeted career educator in each secondary school to support career readiness.
 - Exploring a targeted funded Indigenous Career Education Teacher to support Indigenous students with career planning and post-secondary transition.
3. Explore individualized transitions to adulthood for students with designations by:
 - Developing goals to transition to adulthood to include a robust career plan that gets reviewed yearly in the IEP.
4. Use data monitoring to identify and close equity gaps by:
 - Tracking the priority population numbers of students participating in dual credit, work experience, exploration, train-in and work-in trades areas.
5. Increase early intervention efforts focused on engagement, relationship, and academic intervention.
6. Develop more opportunities for students in community through PSI (i.e. health career sampler, hair dressing).