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**School District 6 Rocky Mountain is located on the traditional unceded shared territory of the Ktunaxa and Secwépmeč peoples and the chosen home of the Métis.**

Dear Staff,

As we approach the halfway point of the final year of our three-year strategic planning cycle, the organization sits at a point of reflection and anticipation. We can reflect on countless ways we supported education through the heart of the pandemic, celebrated student achievement, and grew alongside students in our schools. We may also be anticipating the many ways we will continue to build on foundations of solid learning as we look into the next strategic cycle.

Members of the Board of Education have already begun work towards refreshing the strategic cycle for 2024-2028. Very soon, all members of Rocky Mountain will have a chance to provide feedback to the process. However, before we get ahead of where we are at, I believe it is important to celebrate some of the fantastic work and achievements of the entire Rocky Mountain team. In pulling together over the last three years, a trend of student growth is evident in so many aspects of learning.

Today, I want to take a moment to share with you so many of the positive student stories, to which all of you should claim ownership! What follows is, of course, a reflection on student achievement. However, it is also impossible to separate the contributions and efforts of all staff that led to the amazing results. While the evidence that follows is not specific to any one student, the fingerprints of all staff, in the lives of all students, at all levels of the system, are found on every one of these results. In presenting the following information, I encourage each of you to see your contributions, your efforts, and your relationships in the consolidated evidence of learning and growth.

### **Equity and Inclusion**

In the area of Equity and Inclusion so many indicators of success are pointing in the right direction. In the area of Early Learning, the District sought to meaningfully include our pre-school and care providers with a meaningful connection to the work of the school district.

A survey was conducted at the beginning of this work, which showed that across the district, 89% of kindergarten teachers and outside care providers felt disconnected from each other's purpose and role. Thanks to the hard work of Early Childhood Educators, Kindergarten Teachers, and leadership, over the course of the year a partnership was built between pre-school providers and Kindergarten Teachers. Following a year of work to this end, 89% of the participants in district communities and schools reported a strong connection between pre-school and school-based programming.

One of the big rocks, in equity and inclusion, was to improve outcomes for our most marginalized students. Changing outcomes for Indigenous learners has been a big focus for the District. I am happy to share that Indigenous students have seen increasing levels of success over the last 4 years. Indigenous student completion rates in 2022 are the highest they have ever been. Additionally, the gap between Indigenous and non-Indigenous learners has closed to 6% as of 2022!



## 4 Year Dogwood Completion Rates

	2019	2020	2021	2022
Non Indigenous	92%	88%	91%	89%
Indigenous	70%	71%	76%	83%
Combined	81%	80%	84%	86%
Gap	22%	17%	15%	6%

### Success for Each Learner

Promoting success in literacy and numeracy involves significant concerted effort of staff teams across the District.

While our evidence of learning suggests that reading is an area of growth opportunity, when compared with writing, the growth trajectory is showing this learning is happening. In fact, Rocky Mountain staff were able to support growth in literacy and numeracy despite the impacts of the pandemic.

Student writing skill across the district remains a strong point for all students. In spring of 2022 94% of students demonstrated on track ability on the District Writing Assessment.

At the early years, where reading learning was at risk because of the pandemic, evidence still shows staff teams supported growth in literacy and numeracy.

District results on reading benchmarks at K-3 show no significant learning loss from spring of 2020 to spring of 2022. 69% of students continue to read proficiently at grade level. Looking just at grade 3 students, 79% of all grade three students continue a transition to grade 4 at reading level.

In grades 4-7, spring benchmark data shows growth of 22% proficiency in the span of one year. 52% of students in the spring of 2021 were proficient, as opposed to 74% of students in the spring of 2022.

At secondary schools in Rocky Mountain, students have shown three-year growth on the provincial literacy assessment. Again, this is result of shared efforts in supporting the ongoing shift to learning with the re-designed curriculum.

**2019**                    **64% proficient**  
**2020**                    **73% proficient**  
**2021**                    **78% proficient**

Since numeracy has received a greater focus by all Rocky Mountain Staff in this strategic cycle, students are demonstrating steady growth at all levels.

K-7 growth in number sense is reflected across the district on the SNAP assessment. While only a snapshot of a predictor of overall math success, student success on the SNAP is growing.

In spring of 2021, 50% of all students K-7 demonstrated proficiency in number sense. Through a continued pursuit of growth in number sense, Rocky Mountain staff have supported a 12% growth over a 1-year period. 62% of all students K-7 are proficient in spring of 2022.

Likewise, at the secondary level, students are showing growth on the Grade 10 Provincial Numeracy Assessment. While continued improvement is required, the growth trend is heading in the right direction. This is also reflective of a dedicated staff adapting to the changes happening in the field of numeracy education. Over a three year period there is much growth to celebrate!

**2019**                    **13% proficient**                    **2020**                    **27% proficient**                    **2021**                    **31% proficient**

I realize it is difficult to see one's own personal efforts reflected in this data. However, it is exactly because each one of you is dedicated to the priority of student learning that students are doing so well in Rocky Mountain. I want to express deep gratitude and appreciation for the perseverance of Rocky Mountain staff in all roles and all locations. I encourage teams to go back and look closely at the specific ways each of your individual teams contributed to the overall picture of success in Rocky Mountain. When you find those specific stories of success, celebrate them!

Thanks to each of you for the role you play in the success stories of all students!

Sincerely,

A handwritten signature in black ink, appearing to read 'AB', followed by a horizontal line extending to the right.

**Amber Byklum | Chairperson, Board of Education**