



School District 8
Kootenay Lake

Kootenay Lake
SD0008

Interim Progress Report

September 2026

In Review of Year 2 of the SD8 Strategic Plan 2024-2029
Approved by the Board of Education on June 9, 2026

ACKNOWLEDGMENT AND GRATITUDE



We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Indigenous people residing in the boundaries of School District 8.



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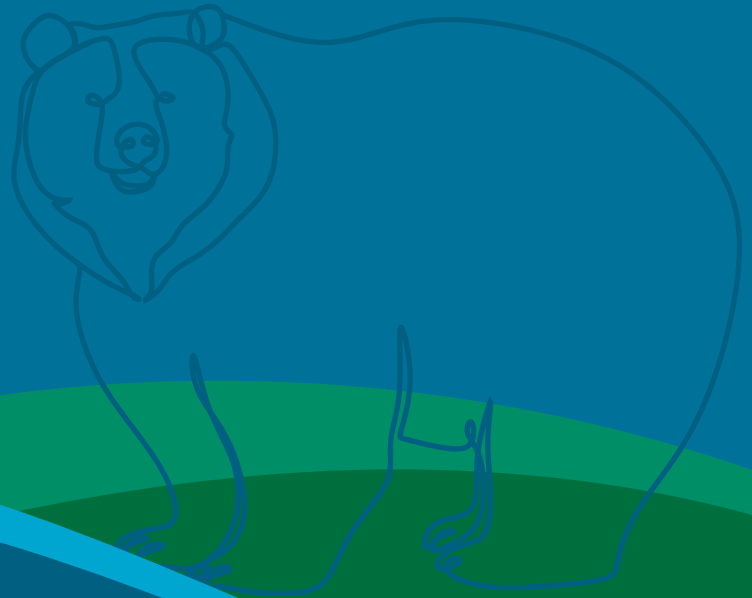


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INTERIM PROGRESS REPORT FOR ENHANCING STUDENT LEARNING



Introduction: Ministry Note

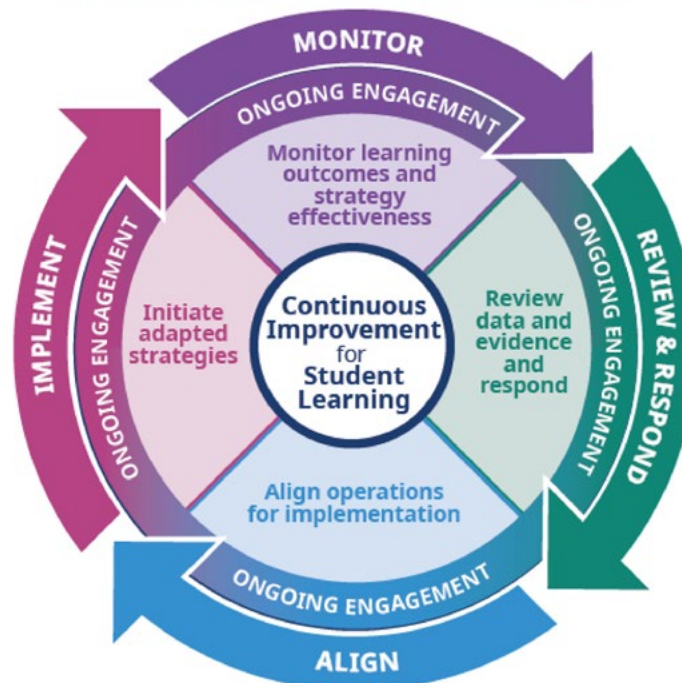


Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

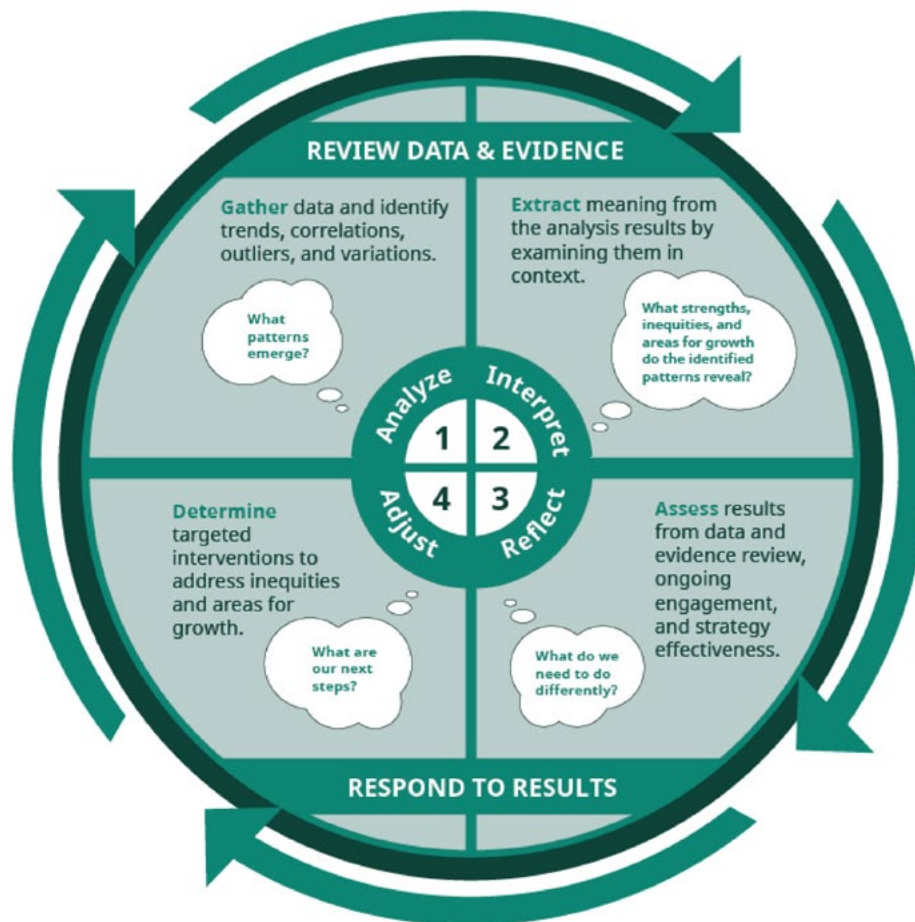
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A continuous improvement cycle is a critical element of the ongoing commitment to raising system performance. District Continuous Improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga’a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

A note on provincial data provided in this report:

The ministry has provided visual representations for the required provincial measures set out in the Enhancing Student Learning Reporting Order. These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

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

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Data that is not displayed as per the above policy is **masked data**.

A note on children and youth in care data:

As of 2026, the children and youth in care (CYIC) cohort was changed to include students from three Care categories:

- In Care,
- Out of Care (Kinship Care), and
- Youth Services.

Previously, only students that were in the In Care or Youth Services category were included in provincial data for the children and youth in care cohort. This update will result in a more comprehensive view of students that have had agreements with the Ministry of Children and Family Development and will result in more students appearing in this category. The category has been renamed from CYIC All Resident Students to CYIC All Legal Groups Resident Students. For a more comprehensive overview, please see the [Children and Youth in Care: How Are We Doing? report](#).

Interpreting the provincial data graphs:

Masked - This marker indicates that the data is masked according to the above policy to protect student privacy.

No Data - This marker indicates that no data is available for this cohort and year. This means there are no students in the selected cohort (i.e., cohort=0).

INTELLECTUAL DEVELOPMENT

Educational Outcomes



Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy – Expected Count/Participation Rate

Student Group	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Resident Students	312/79%	359/89%	331/88%	328/88%	360/91%
Indigenous Resident Students	68/78%	71/82%	78/90%	87/79%	61/84%
Indigenous Resident Students on Reserve	0	0	0	Masked	0
Indigenous Resident Students off Reserve	68/78%	71/82%	78/90%	Masked	61/84%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	28/64%	26/88%	20/85%	18/78%	23/65%



Educational Outcome 1: Literacy

Grade 4 FSA Literacy - On Track / Extending Rate
Kootenay Lake



Educational Outcome 1: Literacy

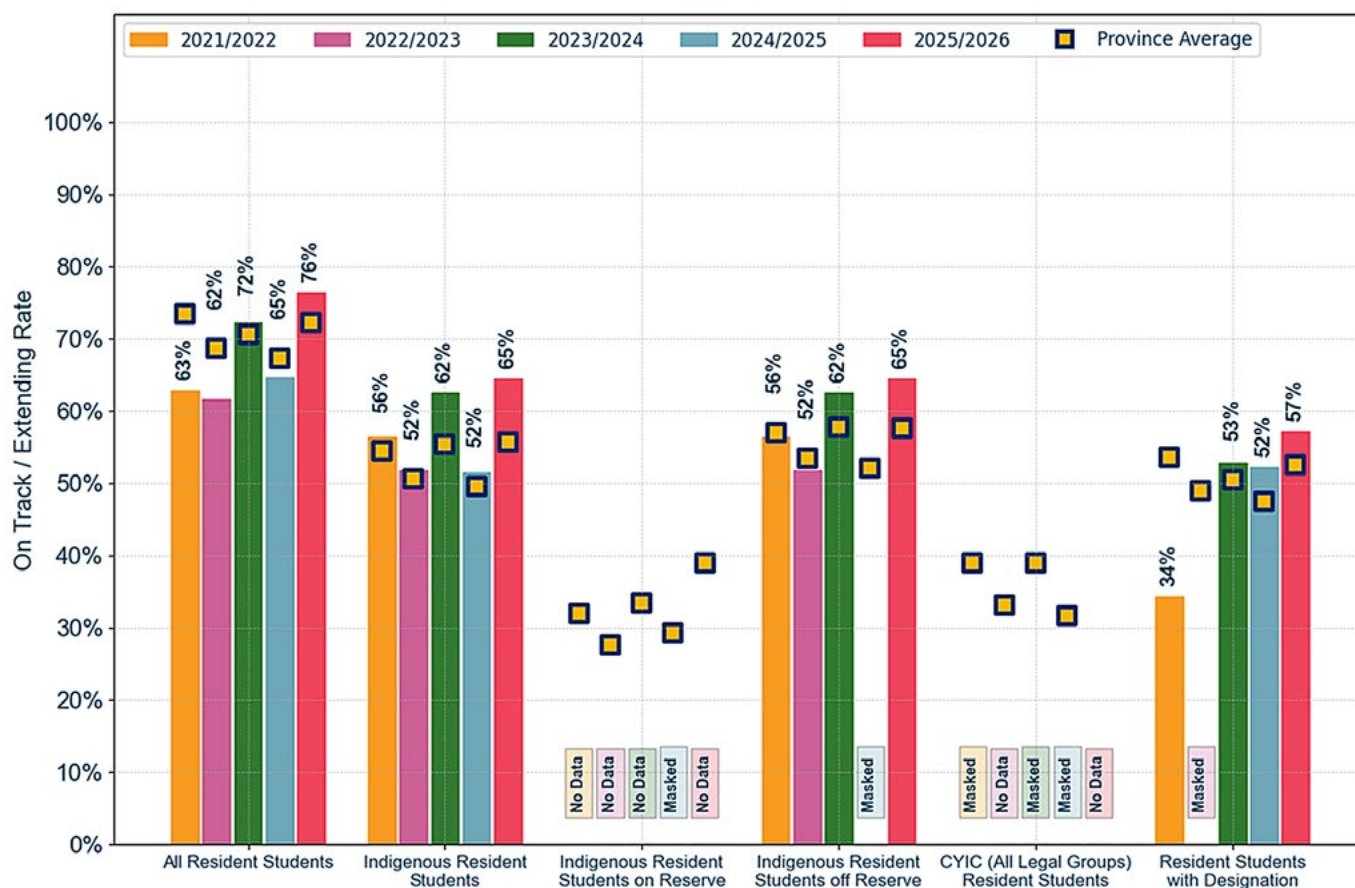
SD8 – Grade 7 FSA Literacy – Expected Count/Participation Rate

Student Group	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Resident Students	412/81%	362/89%	402/90%	347/87%	374/92%
Indigenous Resident Students	102/76%	69/78%	72/89%	76/87%	68/91%
Indigenous Resident Students on Reserve	0	0	0	Masked	0
Indigenous Resident Students off Reserve	102/76%	69/78%	72/89%	76/87%	68/91%
CYIC (All Legal Groups) Resident Students	Masked	0	Masked	Masked	0
Resident Students with Designation	49/71%	41/63%	42/86%	29/79%	46/91%



Educational Outcome 1: Literacy

Grade 7 FSA Literacy - On Track / Extending Rate
Kootenay Lake



Educational Outcome 1: Literacy

Measure 1.2: Grade 10 Literacy Expectations

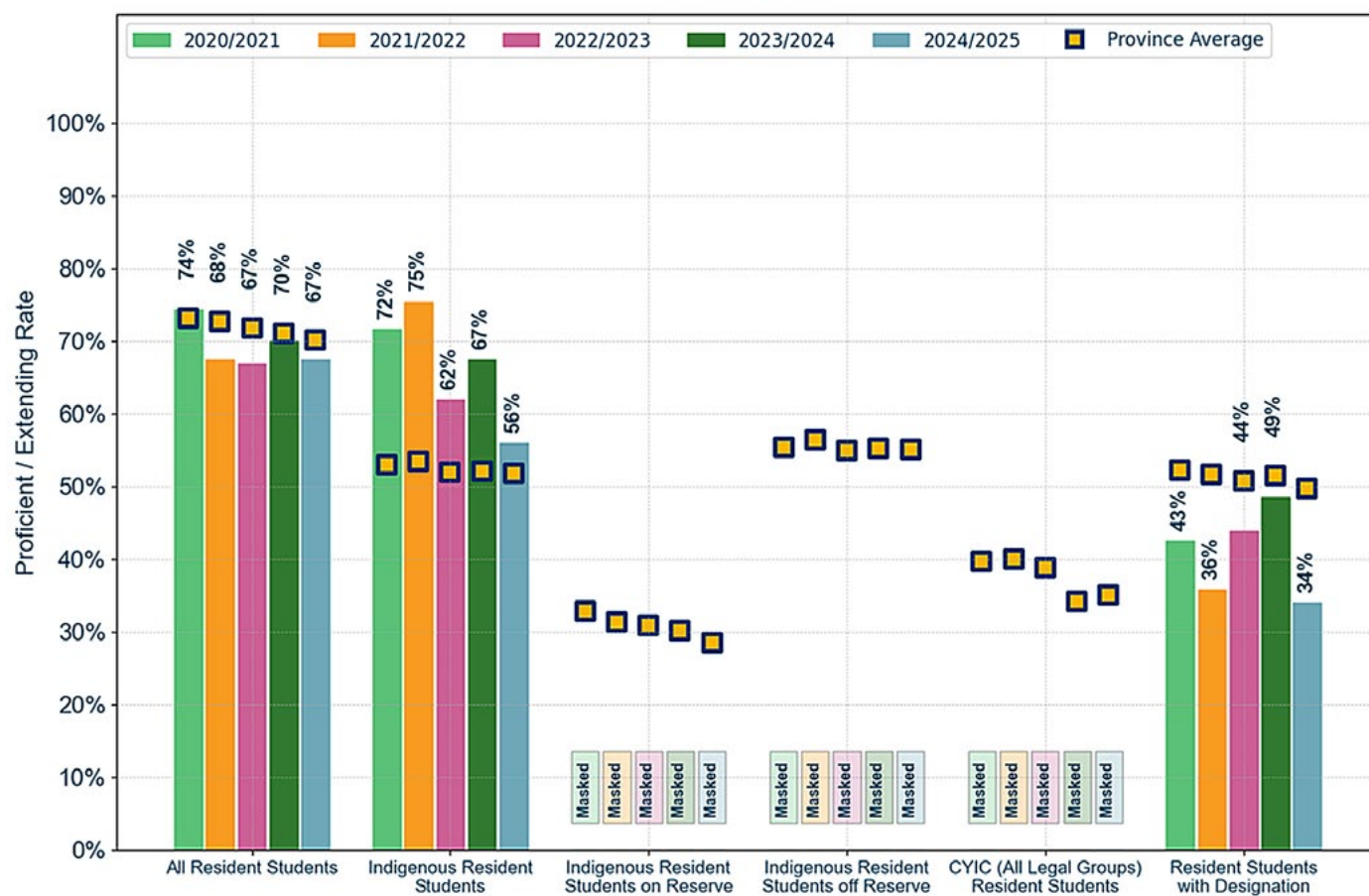
Grade 10 Graduation Assessment Literacy – Expected Count/Participation Rate

Student Group	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Resident Students	369/87%	428/86%	444/88%	440/84%	456/84%
Indigenous Resident Students	91/84%	105/81%	111/85%	110/75%	105/86%
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	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	36/78%	49/69%	60/80%	53/70%	58/72%



Educational Outcome 1: Literacy

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate
Kootenay Lake



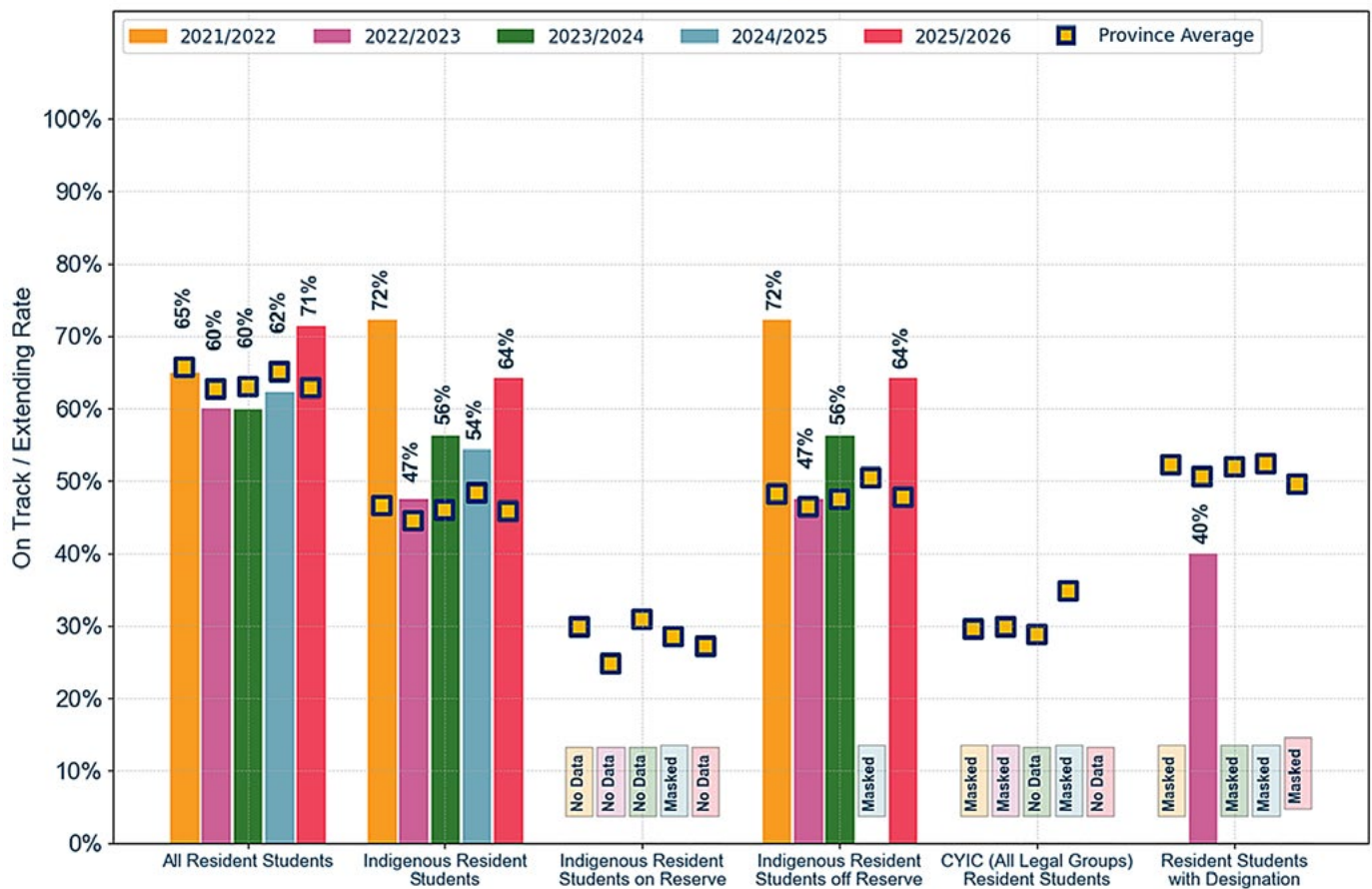
Educational Outcome 2: Numeracy**Measure 2.1: Grade 4 and Grade 7 Numeracy Expectations****Grade 4 FSA Numeracy – Expected Count/Participation Rate**

Student Group	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Resident Students	312/81%	359/90%	331/88%	328/88%	360/91%
Indigenous Resident Students	68/79%	71/83%	78/91%	87/80%	61/87%
Indigenous Resident Students on Reserve	0	0	0	Masked	0
Indigenous Resident Students off Reserve	68/79%	71/83%	78/91%	Masked	61/87%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	28/61%	26/96%	20/85%	18/78%	23/70%



Educational Outcome 2: Numeracy

Grade 4 FSA Numeracy - On Track / Extending Rate
Kootenay Lake



Educational Outcome 2: Numeracy

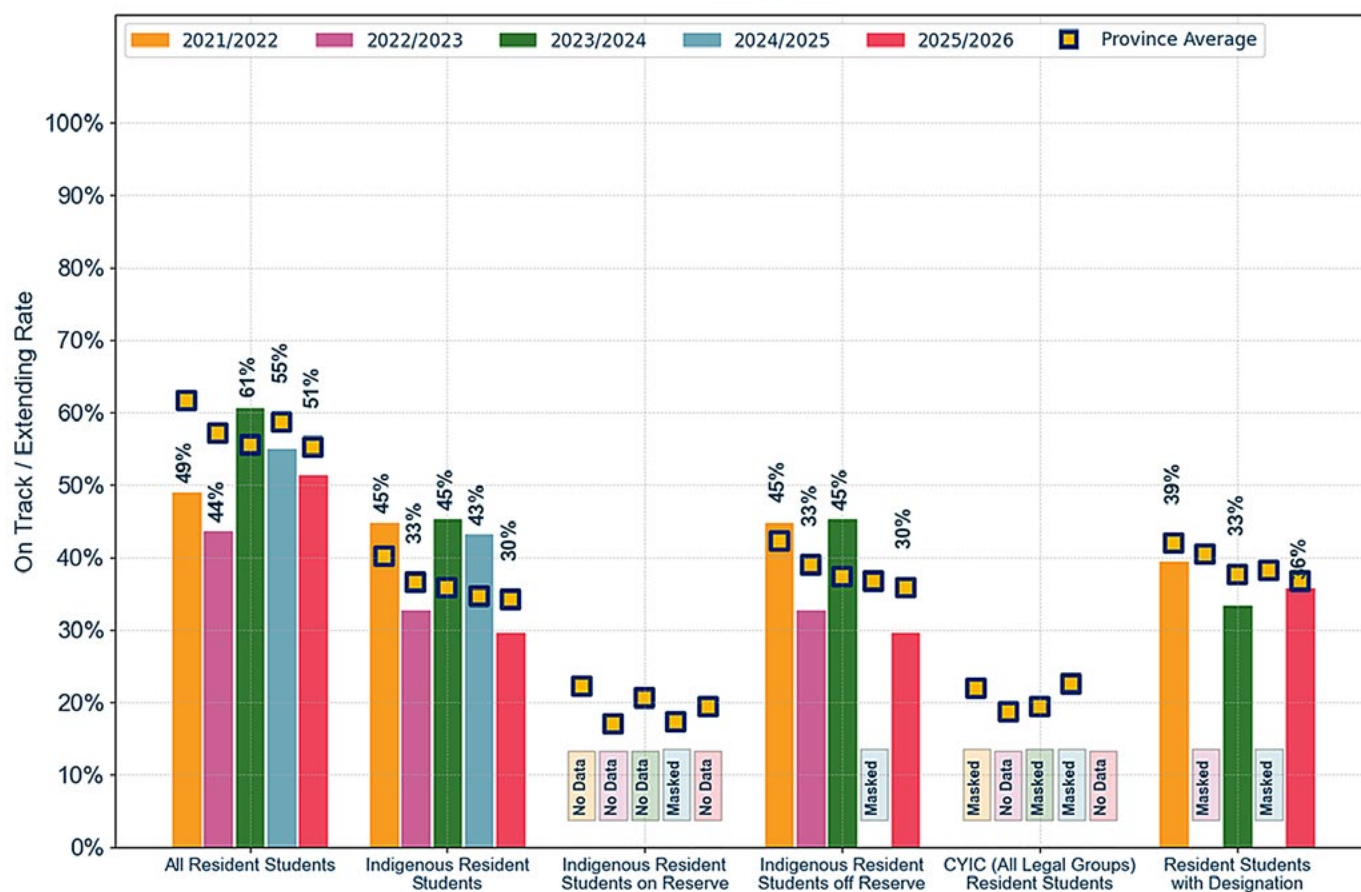
Grade 7 FSA Numeracy – Expected Count / Participation Rate

Student Group	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Resident Students	412/80%	362/81%	402/89%	346/87%	374/92%
Indigenous Resident Students	102/75%	69/75%	72/86%	75/87%	68/90%
Indigenous Resident Students on Reserve	0	0	0	Masked	0
Indigenous Resident Students off Reserve	102/75%	69/75%	72/86%	Masked	68/90%
CYIC (All Legal Groups) Resident Students	Masked	0	Masked	Masked	0
Resident Students with Designation	49/67%	41/63%	42/86%	28/79%	46/91%



Educational Outcome 2: Numeracy

Grade 7 FSA Numeracy - On Track / Extending Rate
Kootenay Lake



Educational Outcome 2: Numeracy

Measure 2.2: Grade 10 Numeracy Expectations

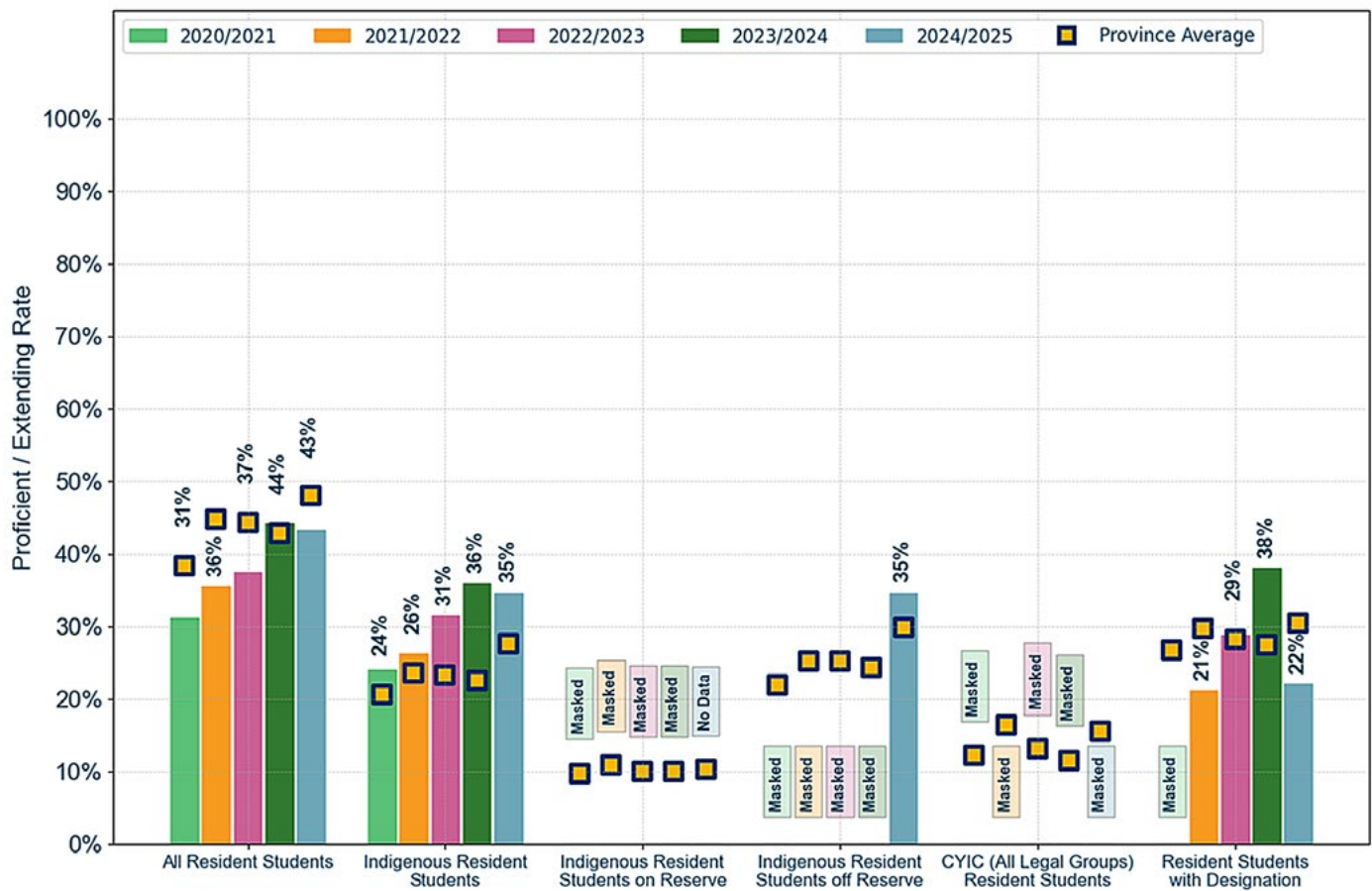
Grade 10 Graduation Assessment Numeracy – Expected Count/
Participation Rate

Student Group	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	368/82%	425/81%	443/85%	436/85%	455/85%
Indigenous Resident Students	91/84%	104/80%	111/85%	111/82%	105/82%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	105/82%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	36/72%	49/69%	59/78%	52/73%	58/72%



Educational Outcome 2: Numeracy

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate
Kootenay Lake



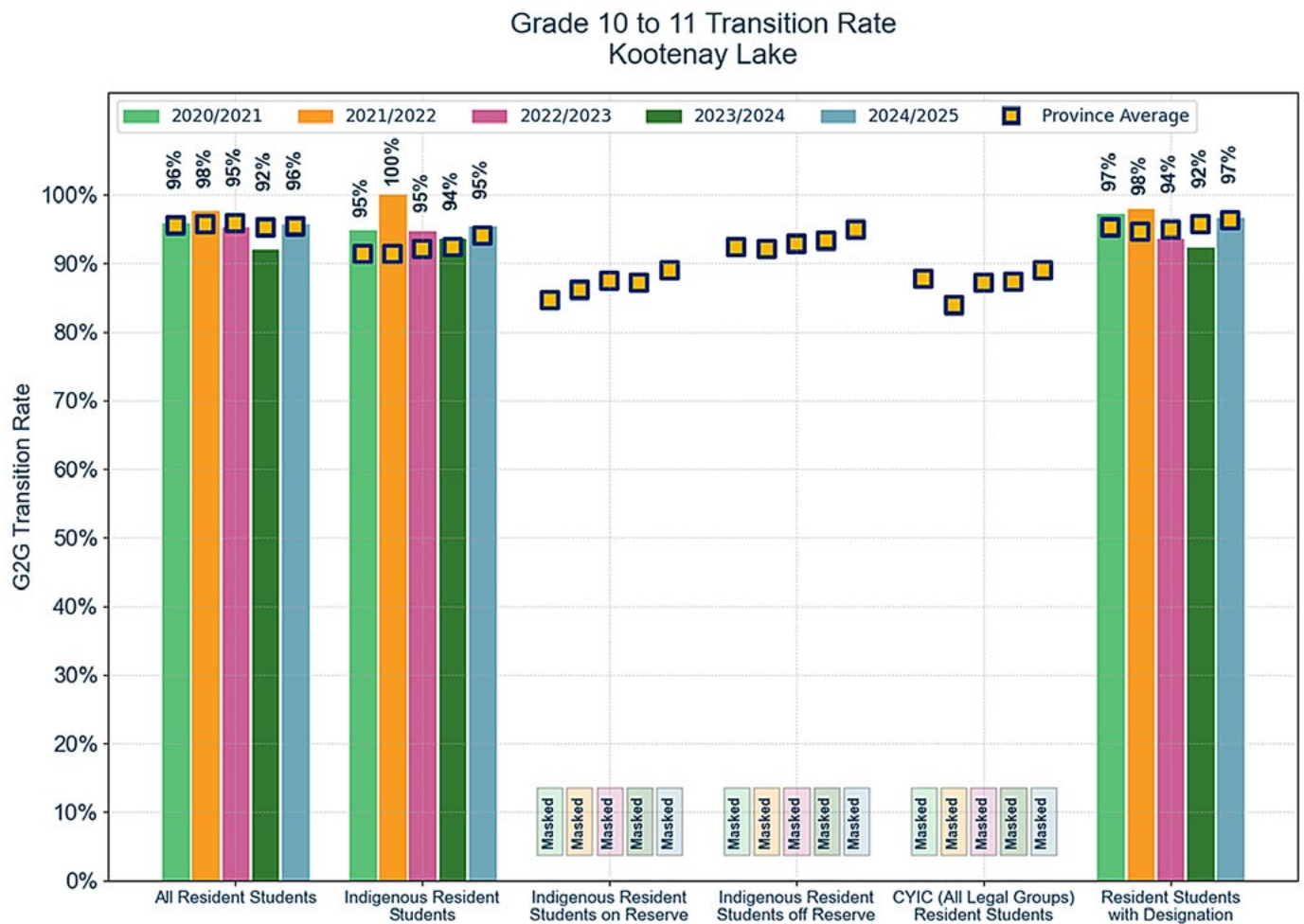
Measure 2.3: Grade-to-Grade Transitions

Grade 10-11 Transition - Cohort Count

Student Group	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	380	426	447	437	460
Indigenous Resident Students	96	104	111	110	107
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	36	50	62	52	58



Educational Outcome 2: Numeracy



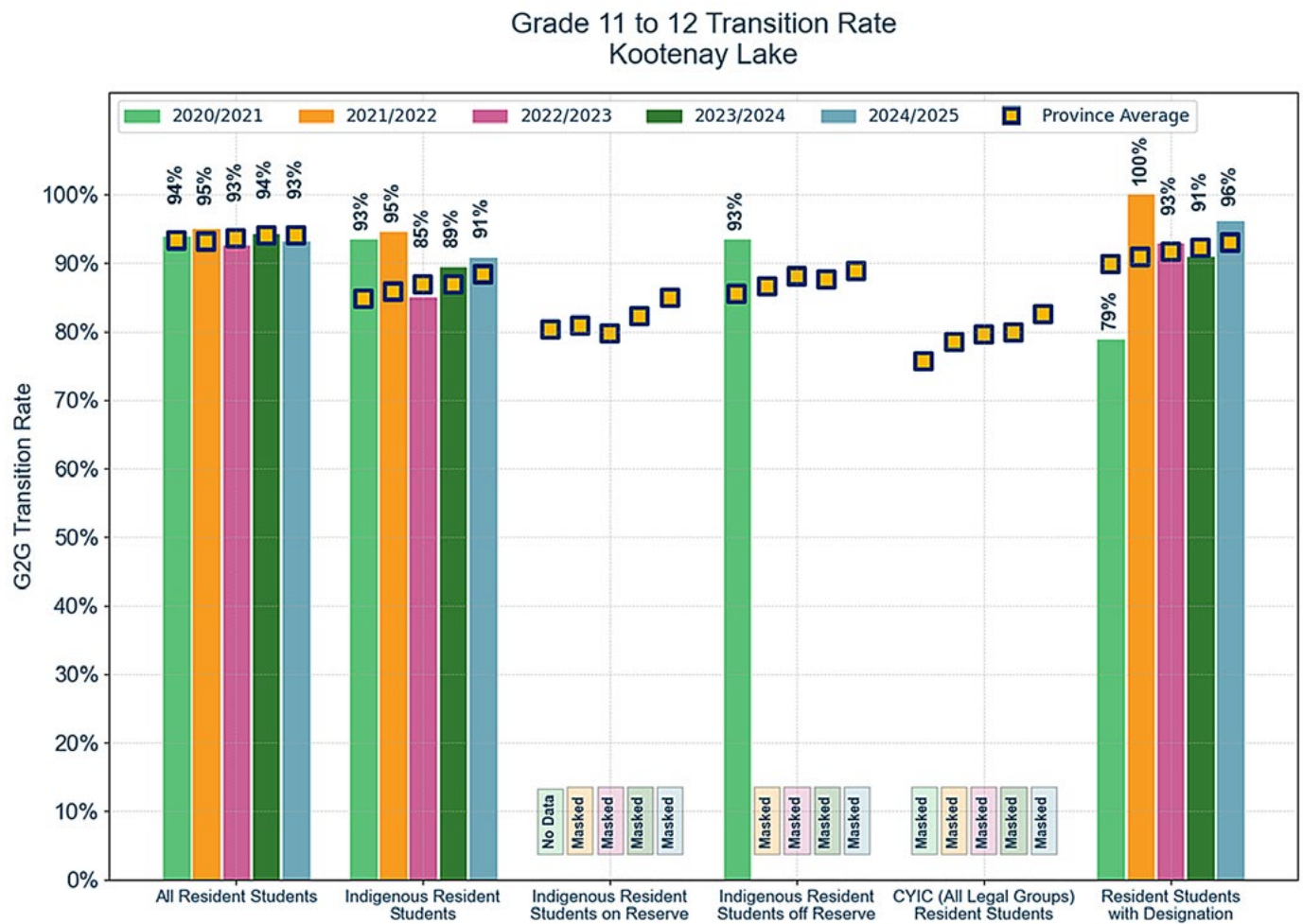
Educational Outcome 2: Numeracy

Grade 11-12 Transition – Cohort Count

Student Group	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	381	374	442	450	423
Indigenous Resident Students	92	92	106	113	109
Indigenous Resident Students on Reserve	0	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	92	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	33	34	56	55	52



Educational Outcome 2: Numeracy



Review Data and Evidence – So What?

What areas for growth are affirmed or identified by the data review? Did anything suprising emerge from the data review?

- Grade 4 literacy results show ongoing gaps for Indigenous learners (51% proficiency) and students with designations (30% proficiency). In grade 10, the 17-point difference between Language Arts course marks and GLA 10 proficiency suggests some students are successful in classroom learning but continue to face challenges independently applying literacy skills in broader assessment contexts.
- 2024–2025 GNA 10 results continue to show more variability, with 45% of students proficient. This remains notably lower than math report card marks for the same cohort, where 83% of students were meeting or extending. In contrast, transition rates continue to demonstrate system stability, with 96% of all resident students successfully transitioning from grade 10 to 11 in 2024–2025.
- SD8 grade 7 results consistently outperform grade 4 and exceed provincial benchmarks, with grade 7 numeracy reaching 51% proficiency in the 2025–2026 local snapshot.

Respond to Results – Now What?

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

- Support school teams in developing and refining SMART literacy target objectives and action plans, using class profiles, data scans, and evidence-based strategies.
- Widen the use of the intermediate literacy assessment (ILA) to ensure responsive assessment and instructional planning through an annual cycle.
- Continue with support for school teams in developing numeracy goals, objectives and strategies (action plan) through individual schools, families of schools, and through families of schools' monthly meetings.
- Develop coherent Literacy and Numeracy Frameworks and pilot the Middle Years Literacy Assessment (MYLA) to ensure consistent assessment language and expectations during the grade 7 – 9 transition.

HUMAN AND SOCIAL DEVELOPMENT

Educational Outcomes



Educational Outcome 3: Feel Welcome, Safe and Connected

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

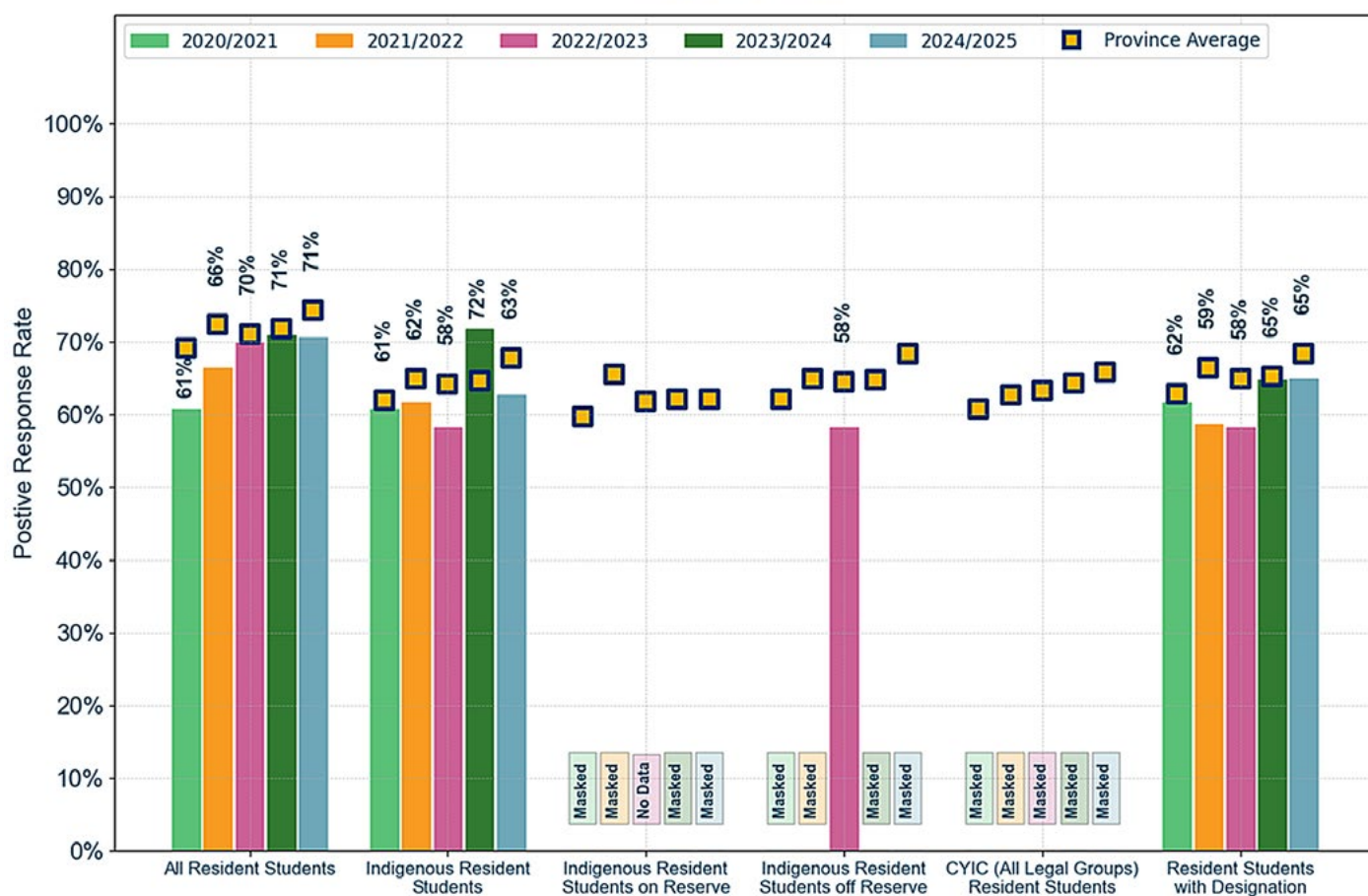
Student Learning Survey – Expected Count/Participation Rate for Grades 4, 7 and 10

Student Group	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1035/72%	1061/76%	1102/79%	1080/80%	1067/71%
Indigenous Resident Students	252/69%	244/73%	233/71%	247/77%	256/66%
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	117/62%	123/66%	120/71%	109/71%	100/57%



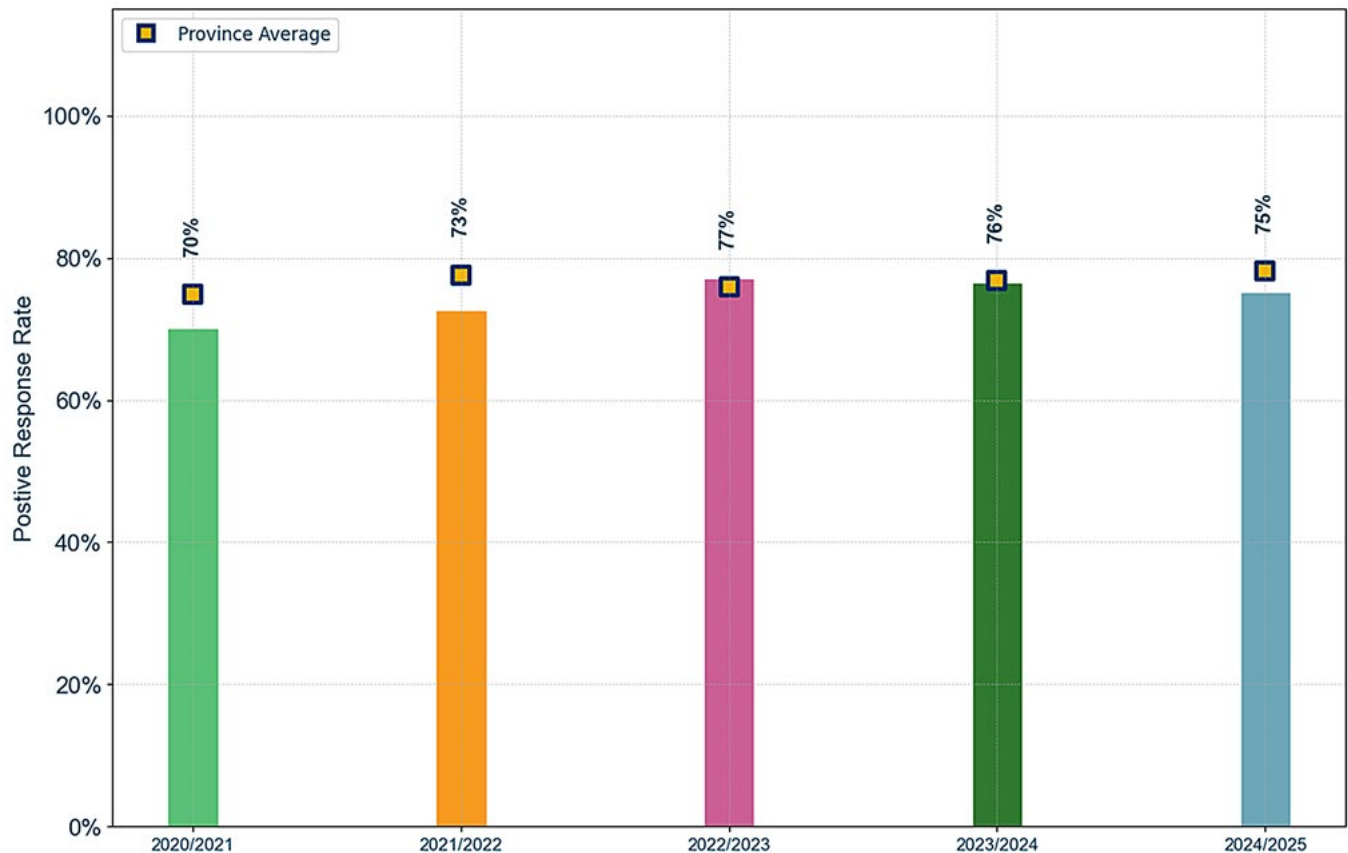
Educational Outcome 3: Feel Welcome, Safe and Connected

Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Kootenay Lake



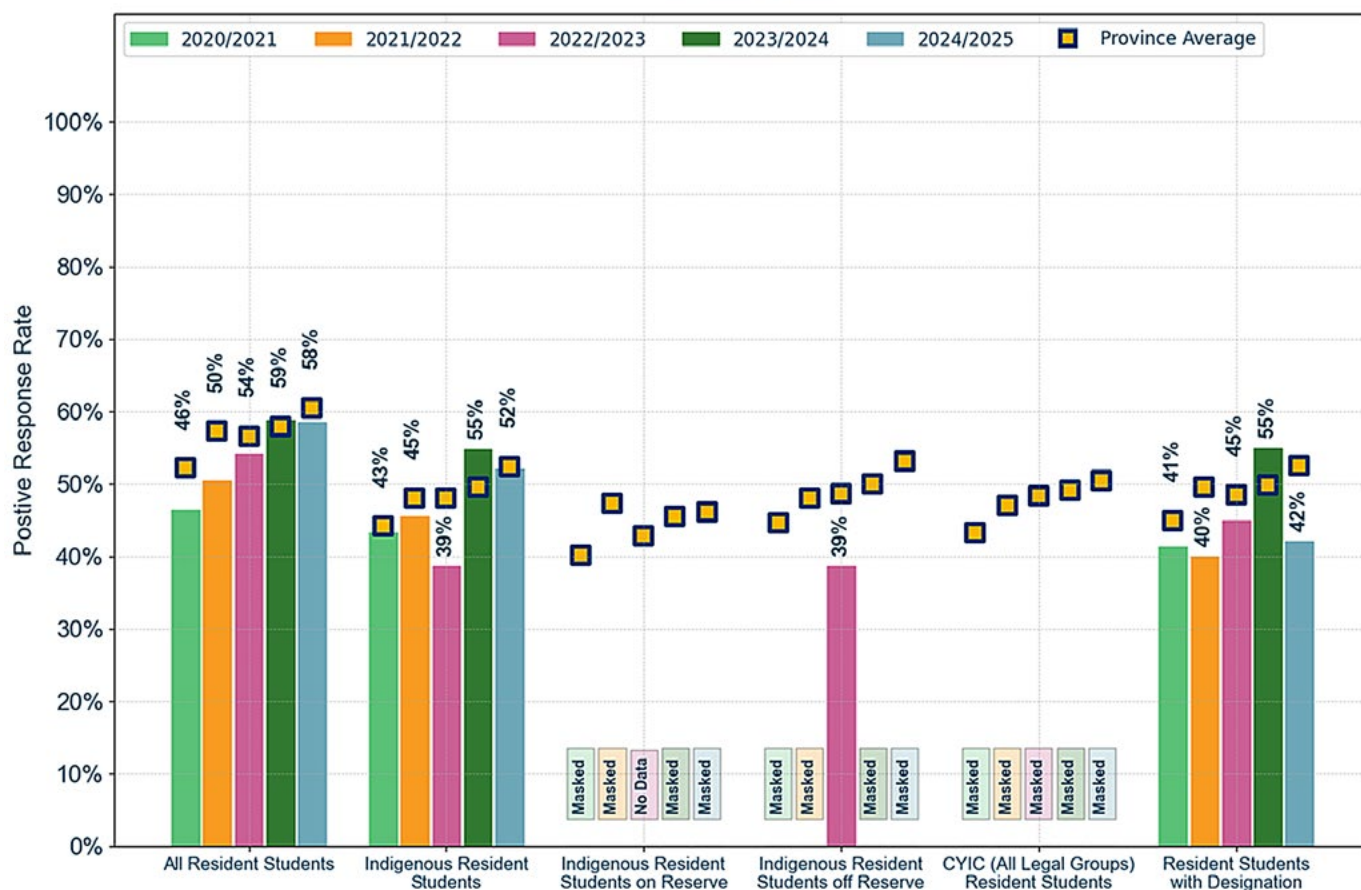
Educational Outcome 3: Feel Welcome, Safe and Connected

Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Kootenay Lake



Educational Outcome 3: Feel Welcome, Safe and Connected

Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10
Kootenay Lake

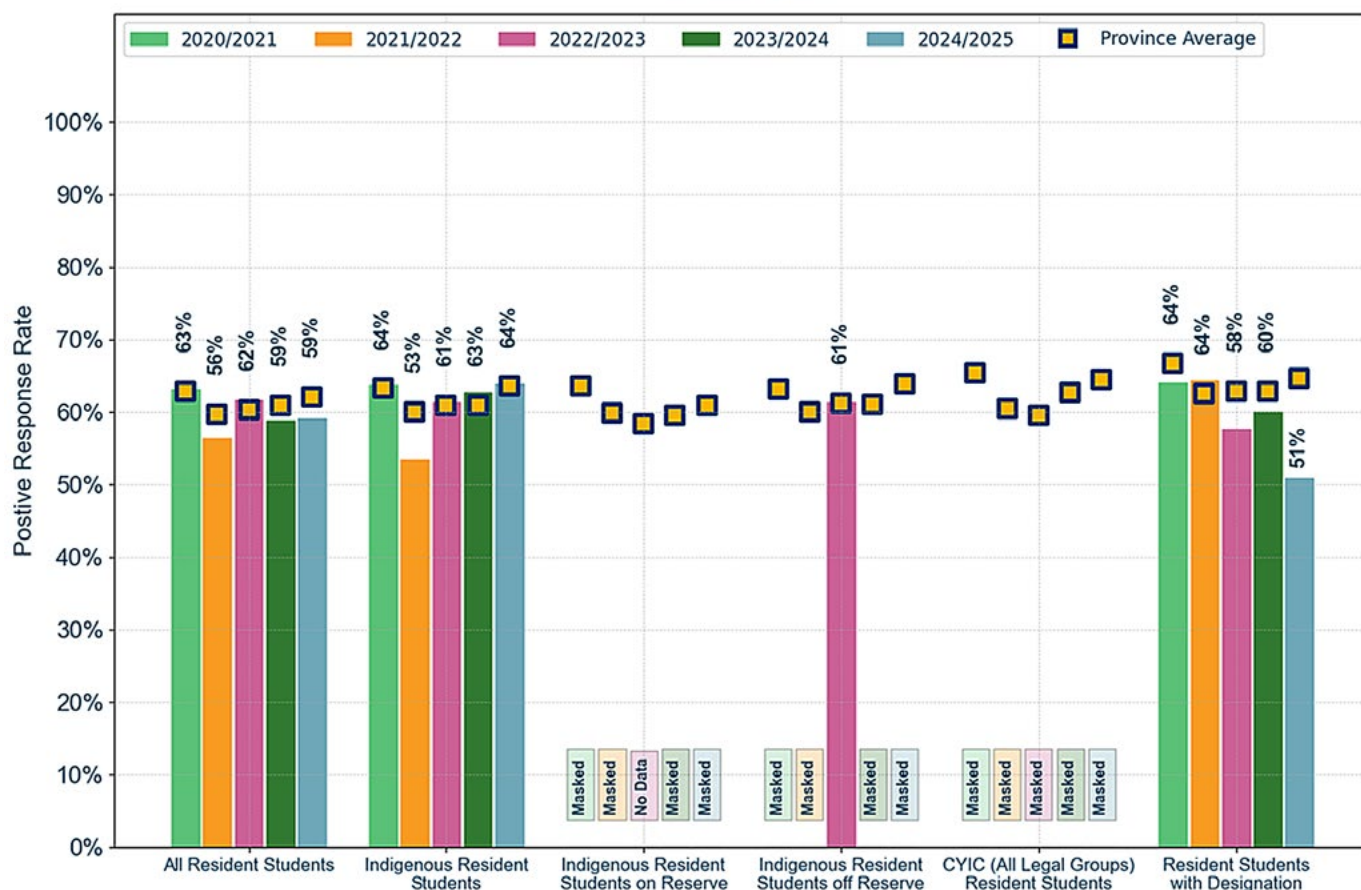


Educational Outcome 3: Feel Welcome, Safe and Connected

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

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

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



Review Data and Evidence – So What?

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

- Grade 10 belonging is 55%, compared to the provincial average of 72%. A continued focus on belonging is required for Indigenous learners.
- A positive sense of belonging decreases as students move through the grades – 43% of Indigenous grade 10 students report a sense of belonging, compared to 76% in grade 4.
- 73% of grade 4 students report high adult connection on the MDI (one adult), but only 58% report connection on the SLS (two or more adults), highlighting how the framing of “connection” impacts student perception.

Respond to Results – Now What?

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

- In response to the areas for growth, targeted social-emotional and relationship-centered supports will be designed specifically for the Grade 7 – 10 transition to counteract the decline in school connection as students enter secondary years.
- Continue transition meetings and events for students transitioning into schools and between schools (eg: Welcome to Kindergarten events, transition to adulthood, and inter-school transition meetings).
- Continue implementation of programs such as PEACEful schools, Open Parachute, and Positive Behaviour in Schools (PBIS) programs in schools
- Broaden existing professional learning networks to include principals and counsellors to foster compassionate systems leadership across entire school cultures.
- Collect system-wide local data for children and youth in care and other priority populations about belonging in schools to ensure continuous support for priority learners.

CAREER DEVELOPMENT

Educational Outcomes



Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within Five Years

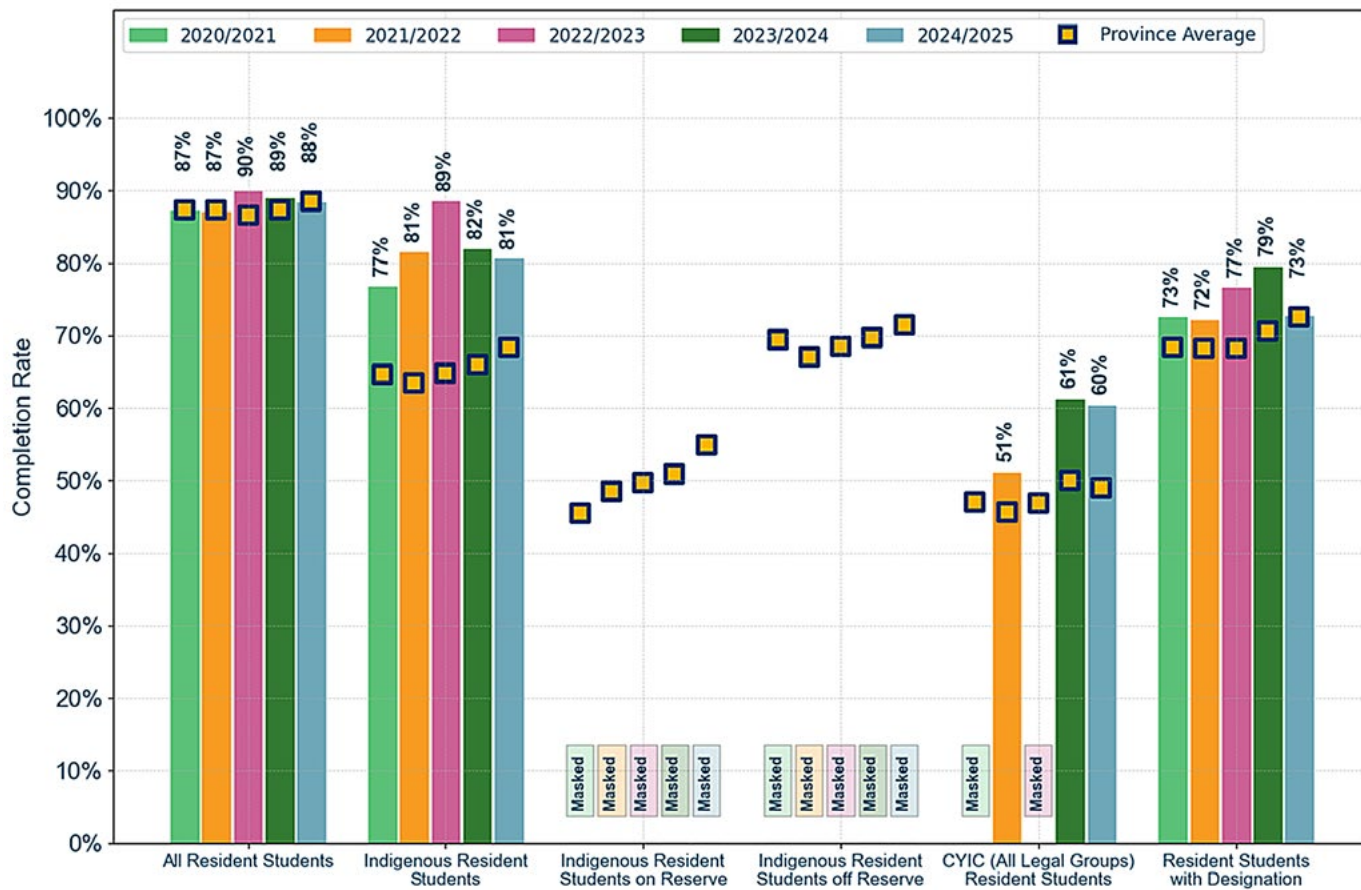
Completion Rate – Cohort Count/Outmigration Estimation

Student Group	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	459/43	427/40	409/38	464/42	494/45
Indigenous Resident Students	114/10	109/11	96/9	103/9	123/11
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	28/3	Masked	22/2	28/3
Resident Students with Designation	77/7	55/5	66/6	71/7	87/7

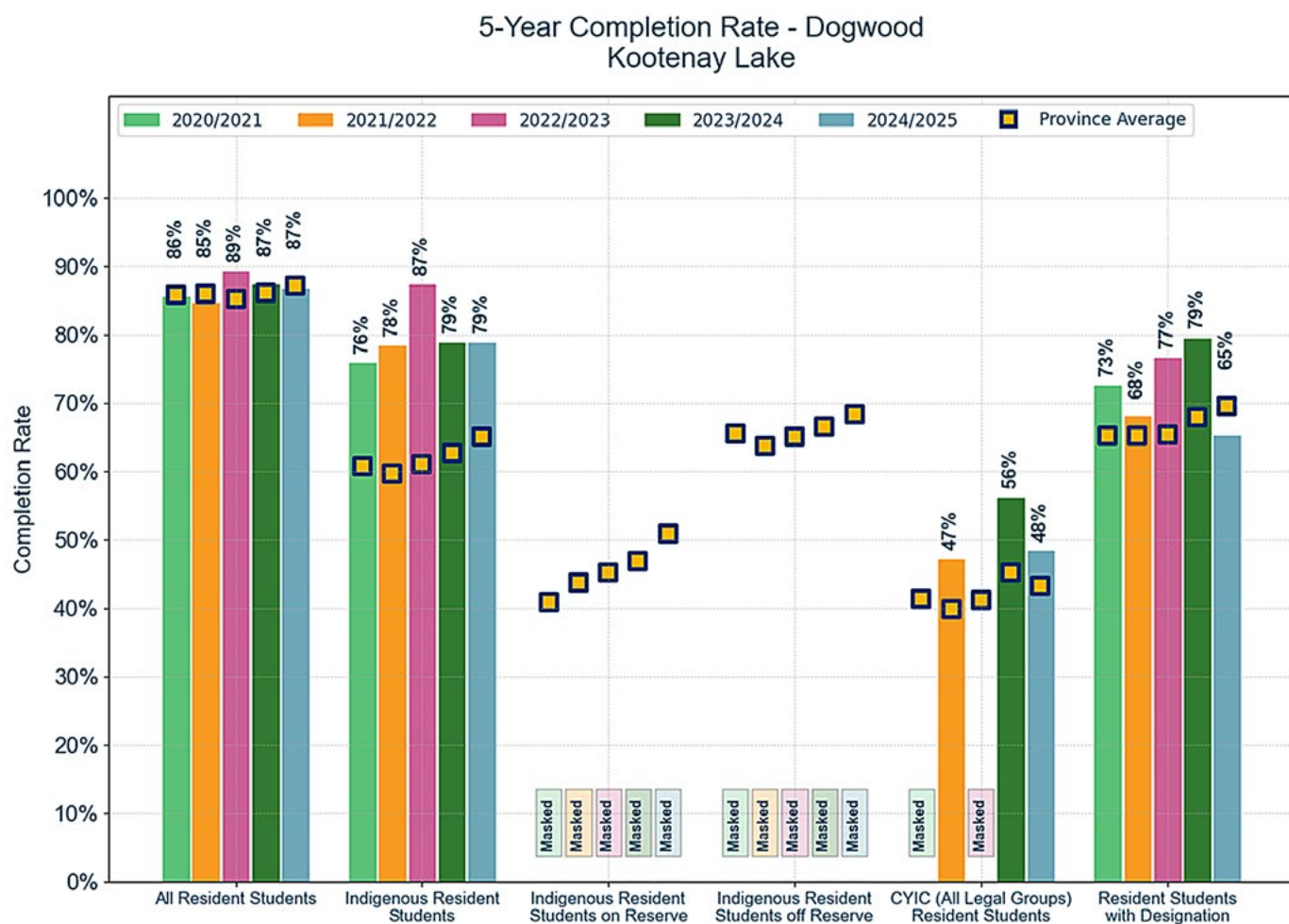


Educational Outcome 4: Graduation

5-Year Completion Rate - Dogwood + Adult Dogwood
Kootenay Lake



Educational Outcome 4: Graduation



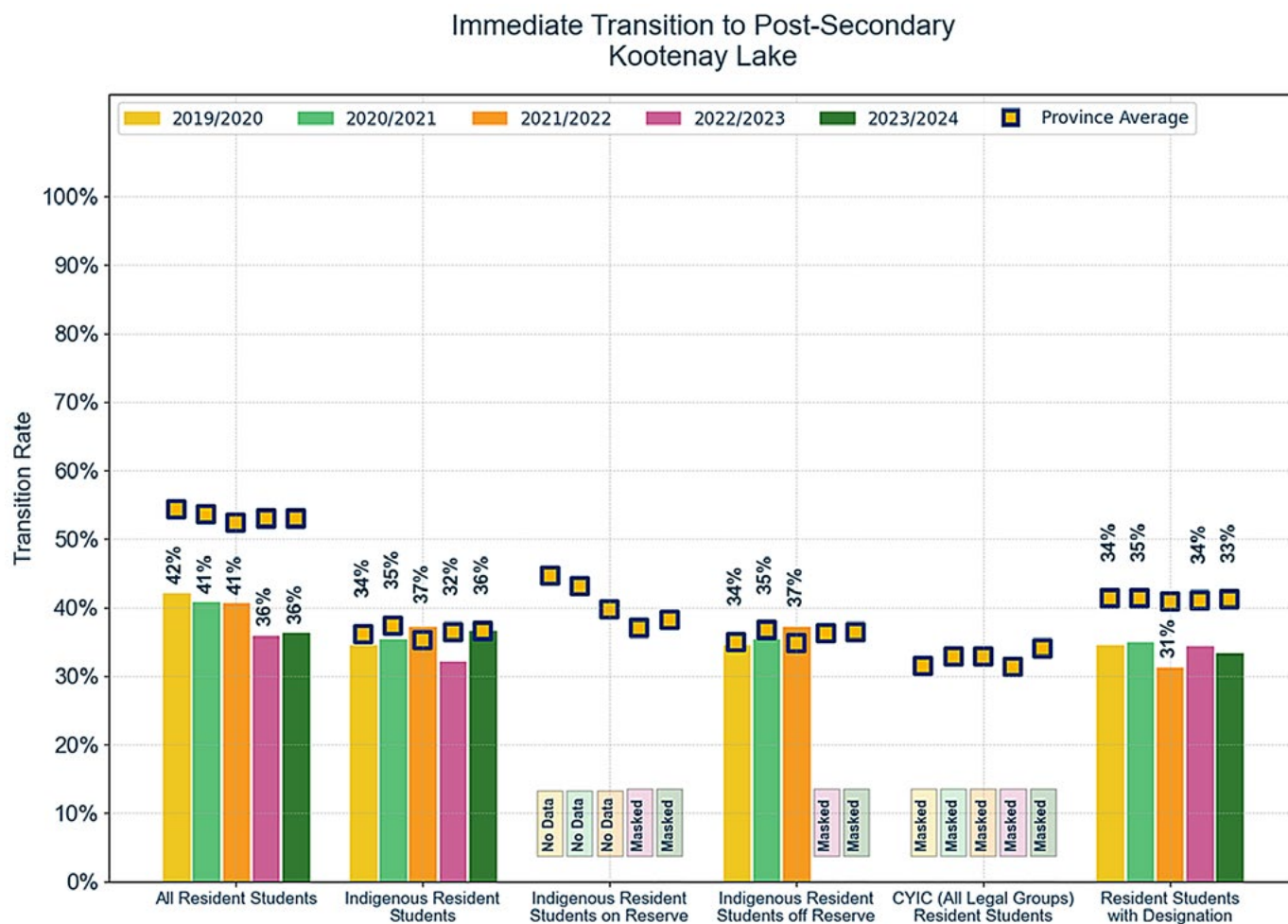
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition to Post-Secondary – Cohort Count

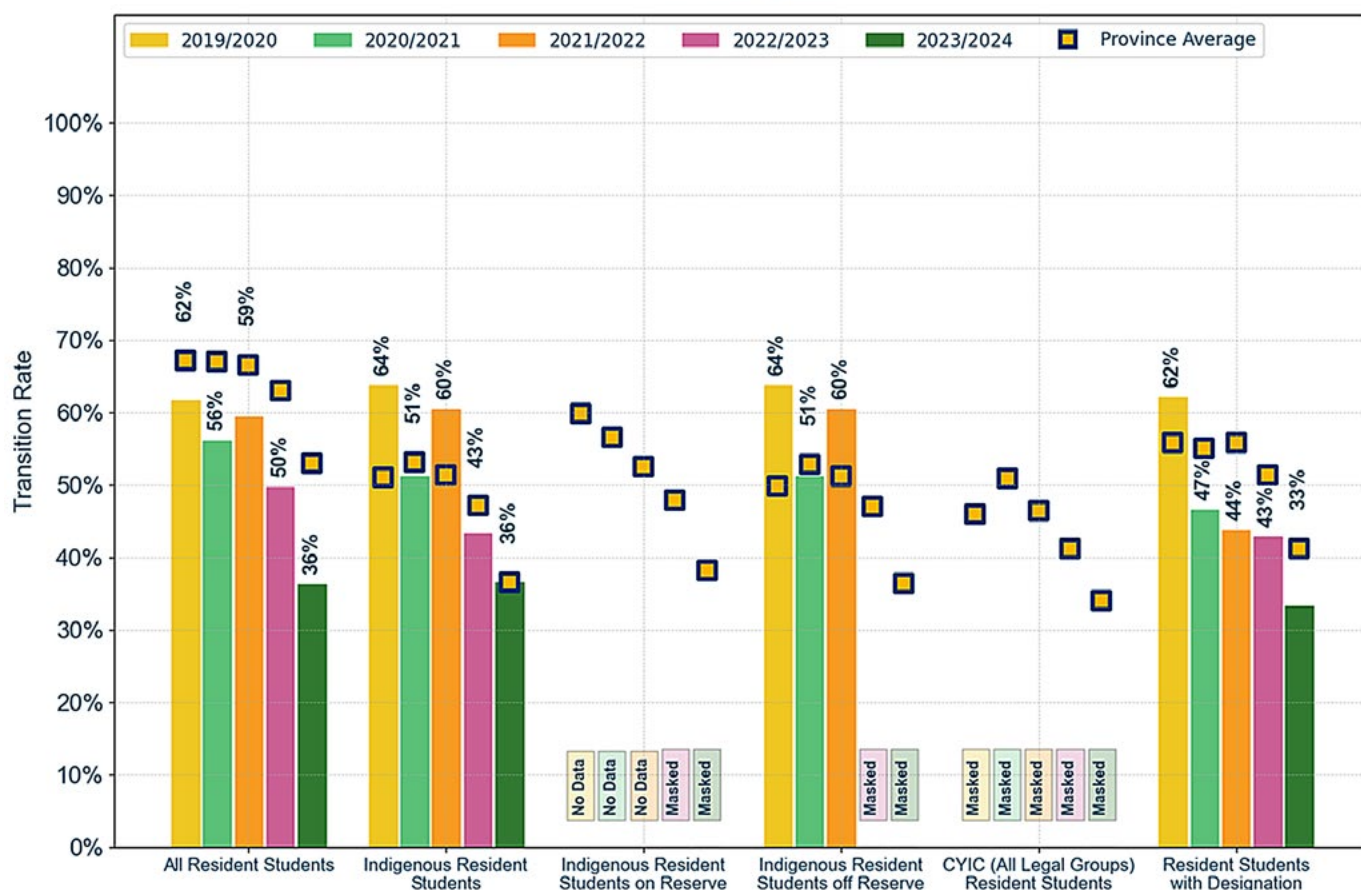
Student Group	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	316	371	333	340	381
Indigenous Resident Students	58	82	86	81	74
Indigenous Resident Students on Reserve	0	0	0	Masked	Masked
Indigenous Resident Students off Reserve	58	82	86	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	29	43	32	35	42

Educational Outcome 5: Life and Career Core Competencies



Educational Outcome 5: Life and Career Core Competencies

Within 3 Years Transition to Post-Secondary
Kootenay Lake



Review of Data and Evidence – So What?

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

- 6-year completion rates (91%) are significantly higher than 5-year rates (82%) for Indigenous learners, affirming that flexible, individualized graduation pathways are a systemic strength.
- While graduation rates are strong, only 23% of grade 12 students feel satisfied they are learning basic life skills (financial planning, taxes), identifying a need to better integrate real-world competencies.
- Graduation and post-secondary transition rates have improved across all student groups; however, Indigenous learners and students with designations continue to experience lower outcomes than the overall student population.

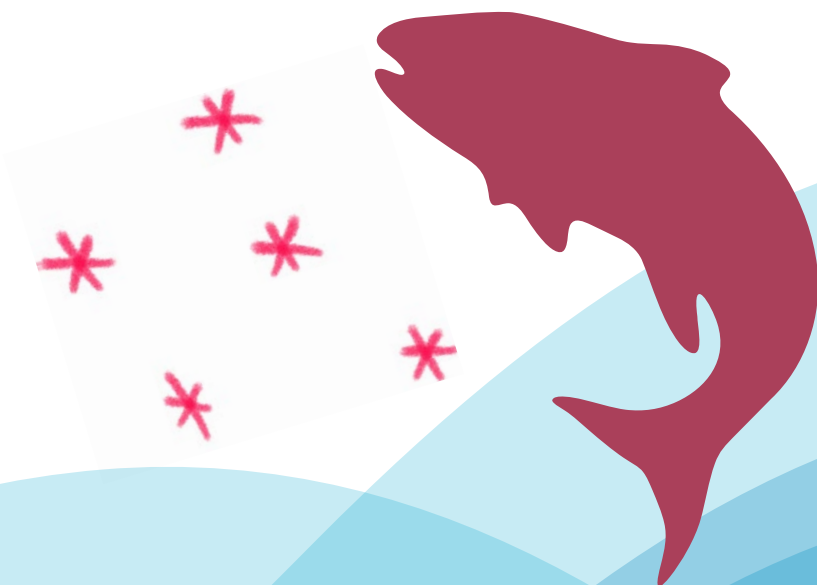
Repond to Results – Now What?

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

- Continue three annual academic reviews and maintain updated three-year graduation and career pathway plans for all students including both school and district teams.
- Strengthen transition planning through collaboration with families, IEC, post-secondary partners, and community organizations.
- Expand access to trades training, dual credit, work experience, and career exploration opportunities through strengthened post-secondary and employer partnerships.

GLOSSARY OF ACRONYMS

ABED	Aboriginal Education Program
AHAWD	Aboriginal Education How Are We Doing Report
EDI	Early Development Instrument
ELP	Early Literacy Profile
FSA	Foundation Skills Assessment
GLA	Graduation Literacy Assessment
GNA	Graduation Numeracy Assessment
HPS	Health Promoting Schools Report
K-3	Kindergarten to Grade 3
SD8	School District No. 8 (Kootenay Lake)
SLP	School Learning Plan
SLS	Student Learning Survey
YDI	Youth Development Instrument



**Every word
matters.**

Speak Kindly