

**EDUCATION COMMITTEE OF THE WHOLE
MEETING AGENDA**

TUESDAY, MARCH 8, 2022

2:00 PM (PT) – 3:00 PM (PT) / 3:00 PM (MT) – 4:00 PM (MT)

In person: School Board Office – 811 Stanley Street, Nelson

Via video conference: [Zoom](#) - Meeting ID: 611 8378 2337 – Password: 316245

Due to COVID-19 public attendance is only available via zoom

1. Call to Order

2. Acknowledgement of Aboriginal Territory

We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District No. 8.

3. Insertions/Deletions to proposed Agenda

4. Adoption of Agenda

Proposed Resolution:

THAT the agenda for this March 8, 2022 meeting, **BE ADOPTED**, as circulated.

5. Receiving Presentations: Nil

6. Comments or Questions from the Public regarding items on this Agenda

The public will post comments or questions in the Q&A area on the webinar. These will be read aloud during the meeting.

7. Consent Package: Nil

8. Adoption of Minutes (p. 2)

App. 8

Proposed Resolution:

THAT the minutes from the October 19, 2021 Education Committee of the Whole meeting **BE ADOPTED**.

9. Old Business

10. New Business – Reports from Superintendent

A. Support for the Framework for Enhancing Student Learning Ministry of Education Policy (p. 6) App. 10A

- School Learning Plans
- School Learning Tours

B. Literacy and Numeracy Reports (p. 8)

App. 10B

C. April 25th District Professional Development Day – Indigenizing the Curriculum (p. 51)

App. 10C

11. Comments or Questions from the Public

The public will post comments or questions in the Q&A area on the webinar. These will be read aloud during the meeting.

12. Meeting Schedule & Reminders (p. 55)

App. 12

The next meeting of the Committee is scheduled for May 17, 2022.

13. Adjournment of Meeting

**EDUCATION COMMITTEE OF THE WHOLE
MINUTES**

HELD ON TUESDAY, OCTOBER 19, 2021

In person at the School Board Office, 811 Stanley Street, Nelson BC
and via video conference

BOARD:

L. Trenaman, Board Chair
S. Nazaroff, Board Vice-Chair
S. Walsh
D. Lang
A. Gribbin (*via video conference*)
B. Maslechko (*via video conference*)
B. Coons (*via video conference*)
C. Beebe (*via video conference*)

DISTRICT STAFF:

T. Smillie, Superintendent
M. McLellan, Secretary-Treasurer
C. Kerr, Acting Director of Operations
N. Howald, Director of Information Technology (*via video conference*)
C. Singh, Director of Human Resources
B. Eaton, Director of Instruction (*via video conference*)
S. Whale, Executive Assistant

PARTNERS:

R. Bens, CUPE (*via video conference*)
K. Kusnir, CUPE (*via video conference*)
R. Sherman, KLPVPA (*via video conference*)
N. Nazaroff, DPAC (*via video conference*)
T. Stokes, DPAC (*via video conference*)
C. Wilson, KLTF (*via video conference*)
D. Kunzelman, KLTF (*via video conference*)

GUESTS:

Miriam H. (*via video conference*)

REGRETS:

J. Konken, KLPVPA
D. Holitzki, Director of Inclusive Education
S. Chew, Trustee

Chair Trenaman announced that she would be sitting in for Education Committee Chair Susan Chew.

1. Call to Order

The meeting was called to order at 2:46 pm.

2. Acknowledgement of Aboriginal Territory

We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District No. 8.



3. Insertions/Deletions to proposed Agenda

4. Adoption of Agenda

UPON a motion duly made and seconded it was **RESOLVED:**

THAT the agenda for this October 19, 2021 meeting, **BE ADOPTED**, as circulated.

5. Receiving Presentations: Nil

6. Opportunity for Comments by the Public: Nil

7. Consent Package: Nil

8. Adoption of Minutes

A Committee member suggested to be added to the minutes as attendee under “partners” instead of “regrets”.

UPON a motion duly made and seconded it was **RESOLVED:**

THAT the minutes from the May 11, 2021 Education Committee of the Whole meeting **BE ADOPTED** as amended.

9. Old Business – Nil

10. New Business

A. 2021-2022 Terms of Reference and Annual Plan Review

The Chair explained that the Terms of Reference and Annual Plan would be deferred to give the Board the opportunity to review Policy 121 Committee Structure. She advised that both documents from last year would be in effect until they are replaced following this Board review.

UPON a motion duly made and seconded it was **RESOLVED:**

THAT the Education Committee of the Whole operate according to the 2020-2021 Terms of Reference;

AND THAT the consideration of the 2021-2022 Terms of Reference **BE DEFERRED**.

B. District Student Voice Council on Equity and Achievement, Student Trustees and Student Symposium

Director of Innovative Learning Services provided an overview of the Student Voice Council on Equity and Achievement, the Student Trustees application process and the Student Symposium.

A Trustee suggested that the Board would receive a debriefing at the end of year and inquired if this could be added to the 2021-2022 Terms of Reference. In response, the Superintendent



suggested to add this item to the Board Work plan instead. Furthermore, staff added that feedback from the Student Voice Council would be collected during the Student Symposium.

A committee member made an inquiry on why Student Trustees go through an application process instead of an election process. Staff responded that initially SD8 had to ask for student volunteers but in the future, this might be a possibility.

C. Support for the Framework for Enhancing Student Learning

- School Learning Plan Processes
- District Learning Leadership Team

The Superintendent and Director of Innovative Learning provided the following information and referred to appendix 10C:

- The framework for enhancing student Learning was passed June 2021
- Provides a roadmap for enhancing student learning in our District with School learning plans
- Created learning leadership team comprised with leaders from each family of schools
- Development of a common school learning plan to be provided to schools as standard template
- Moving away from term School Growth Plan

A Committee Member pointed out that the term school growth plan is being used in the Collective Agreement and could lead to confusion. The Superintendent confirmed it would be just a change in name and his point will be considered.

D. Resolution 19/20-067 Regarding: Blended Learning

The Chair introduced the topic and put the resolution up on the screen. She handed it over to the Trustee who moved the motion at a Board Meeting, who provided more background. The Committee discussed this item particularly regarding what the impacts of a 4-day week would be for everyone involved and other ways of blended learning, alternative schedules and longer school days.

A Trustee suggested that was a Student Trustee initiative.

A Committee member advised that the latest Provincial guidelines shows that having students in classrooms would be the best for student learning. The Superintendent noted that this conversation may also be included in the upcoming calendar committee and thanked everyone for their thoughts.



11. Question Period - Nil

12. Meeting Schedule & Reminders

The next meeting of the Committee is scheduled for March 8, 2022.

13. Adjournment of Meeting

The Meeting adjourned at 3:35pm.

Committee Chair

Secretary-Treasurer



Memorandum to the Board of Education Education Committee of the Whole

FROM: Trish Smillie, Superintendent
DATE: March 8, 2022
SUBJECT: School Learning Plans and School Learning Tours

For Information

Introduction

This memorandum provides information on SD8's ongoing support for continuous improvement for all learners through School Learning Plans.

Background

As articulated in the Framework for Enhancing Student Learning Policy, boards of education are to set, create and maintain a strategic plan that focuses on continuous improvement in educational outcomes for all students and improves equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

School Learning Plans are aligned the Ministry of Education policy, "Policy for Student Success", focused on continuous improvement, and guided by the following principles:

1. Quality teaching and leadership
2. Student-centred
3. Future orientation
4. High and measurable standards
5. Healthy and effective learning environments

Information

School Learning Plans

School Learning Plans are living documents that identify goals and strategies to plan for continuous improvement and support the success of all students. The annual school learning plan process aligns to district priorities in the Framework for Enhancing Student Learning Report. These strategic priorities are guided by the Board's Strategic Plan, including the vision, mission, and values.

The development of the redesigned School Learning Plans was a collaborative process with district and school leaders. Led by the Director of Innovative Learning, the District Learning Leadership Team and Learning Leadership Team co-developed a revised School Learning Plan process. The Learning Leadership Team includes school leader representation from each Family of Schools. This team has met on a regular basis since fall 2021. The process is comprised of a School Learning Plan Template and School Planning Discussion Guide, which are attached for review. This framework is now being implemented by several schools and full implementation will begin in September 2022.

Schools develop their annual plan on School Planning Day. For the 2022-23 academic year the School Planning Day will take place on Friday, September 23, 2022. Schools will identify three



goals in the areas of literacy, numeracy, and social emotional learning that include planning for equity, inclusion, and Indigenization. The corresponding district professional development days will be aligned to support the goals of schools.

Please see the attached School Learning Plan Template and School Planning Discussion Guide.

School Learning Tours

School Learning Tours are an opportunity for the Board of Education and to have a better understanding of school contexts and School Learning Plans. The annual School Learning Tours will take place this May in a virtual format. The School Learning Tour Overview is provided for the Board's review.





LITERACY ANNUAL REPORT

February 2022

Abstract

Literacy Coherence is an integral part of SD8 with a focused goal to provide accessible and inclusive programs for all learners K-12.



Contents

Executive Summary.....	1
Introduction	2
Overview of Literacy in the Early Years/ Pre-school (ages 3-5)	3
Overview of Literacy in Primary (Kindergarten to Grade 3).....	3
Data	5
Analysis.....	7
Action Items Primary (Kindergarten to Grade 3):.....	7
Overview of Literacy and Assessment for Learning:	7
Intermediate to Secondary (Grades 4-12)	7
Data	8
Analysis.....	9
Action Items Intermediate Years (Grades 4-6):.....	10
Analysis.....	11
Action Items Middle Years (Grades 7 & 8):	11
Graduation Program (Grades 10-12)	11
Data	12
Analysis.....	13
Action Items Graduation Program (Grades 10-12):	14
Assessment for Learning (Kindergarten to Grade 12).....	14
Data	14
Analysis.....	15
Action Item for Assessment (Kindergarten to Grade 12):.....	15
Conclusion	16
Community Partnerships.....	17
Glossary of Acronyms and Terms.....	18
Works Cited	19



Executive Summary

School District No.8 (Kootenay Lake) *acknowledges, respects and honours the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District 8.*

Each year, SD8 plans for continuous improvement. SD8 is committed to focusing on excellence for all learners in a nurturing environment. The Board of Education, through the Focus.Learn.Excel initiative, invests significant resources into ensuring that each of our learners is provided the opportunity to graduate with dignity, purpose, and options for a successful future.

All decisions made by School District 8 (Kootenay Lake) are guided by its vision and core values, and are based on research and extensive consultation. The District's initiatives and resources are aligned with Ministry of Education goals and school plans to support its firm commitment to the mandate of an educated citizen by supporting intellectual, human, and social and career development for all our students. This includes goals for literacy, numeracy, inclusion, and indigenization.

Shelley Moore, a renowned BC educator and researcher, states that *"an inclusive education is about providing opportunities with supports for all students to have access to, and contribute to, an education rich in content and experience with their peers"*. Equity is foundational for improving student achievement district-wide; SD8 believes that an equity-centered, relevant, and engaging learning experience is necessary to maximize the success of all learners, including our learners with Indigenous ancestry and our learners with diverse needs.

The District goal for literacy from Kindergarten through to grade 12 is:

"To improve literacy proficiency for all learners"

The following action items will be prioritized during the 2021-2022 school year:

- Develop a 3-year District Literacy Plan focused on improving literacy outcomes for all K-12 learners, in consultation with Aboriginal Education staff, district Itinerant staff, and school teams.
- Support literacy for K-12 school teams, district itinerant staff, and Aboriginal Education staff in improving literacy proficiency for all learners.
- Improve student participation rates on provincial assessments and student self-assessment instruments.
- Develop an Assessment for Learning workshop series for teachers and principals.
- Design and implement district literacy assessments at the primary and intermediate (grade 4-6) classroom levels.
- Develop an online literacy resource hub to support all classroom and non-enrolling teachers.
- Support school teams in developing objectives and strategies to support their school literacy goal within the context of their School Learning Plan.
- Expand the district Early Literacy Profile in Kindergarten to grade 2 classrooms.
- Continue to strengthen SD8 community partnerships that support literacy from birth to grade 12.



Introduction

School District No.8 (Kootenay Lake) is guided by its vision and core values. All resources and District initiatives are aligned with Ministry of Education goals. School Learning Plans also support the commitment to the BC Ministry of Education mandate of an “Educated Citizen” that fosters the intellectual, human and social and career development for all students.

SD8 has one literacy goal for all our students, from Kindergarten through grade 12:

“Improve literacy proficiency for all learners”

Literacy encompasses the ability to analyze critically, to reason, to think independently, and to acquire important skills and bodies of knowledge. Being literate is a basic human right and is “the road to human progress and the means through which every person can realize their full potential,” (Kofi Annan).

The following report outlines how SD8 learners are doing in literacy and provides a description of the supports, resources, and goals that comprise SD8’s commitment to ensuring literacy success for all learners.

This report is comprised of district literacy data from the following Provincial Data Instruments:

- **Early Development Instrument (EDI)**, completed by Kindergarten teachers during the spring. It occurs twice in every 3 years. The EDI provides information about Kindergarten learners, as reported by their teachers.
- **Foundation Skills Assessments (FSA)**, administered annually to students in grades 4 & 7. It provides district level information on how students are achieving in the foundational areas of reading comprehension, writing, and numeracy.
- **Student Learning Surveys (SLS)**, administered annually to students in grades 3 or 4, 7, 10 and 12. The SLS asks students questions about their school experiences. Student participation is voluntary.
- **Graduation Literacy Assessment 10(GLA)** administered annually to students in grades 10 and 12. It provides broad level information on how students are achieving in literacy. Students are able to write the GLA three times prior to graduation.



Overview of Literacy in the Early Years/ Pre-school (ages 3-5)

SD8 collaborates with local and regional community partners to ensure students have the tools and supports they need for success. Partnerships in the community further enhance learning experiences for current and soon-to-be students as well as their families.

Many provincial and district programs have a literacy goal embedded within their framework. For example, **Ready, Set Learn** is a Provincial program that focuses on supporting children aged 3 to 5 years and their families with Kindergarten readiness, including language development and the progression of emergent literacy skills through play-based activities.

SD8 uses Ready, Set Learn funding to partner with local community organizations such as the Columbia Basin Alliance for Literacy (CBAL) in order to offer literacy programs and activities for families of preschool aged children. These programs are free of charge for families. Programs such as "Come Read with Me" and "Come do Math with Me" are very well received by families. In addition, CBAL offers outdoor family opportunities such as StoryWalks on school grounds.

The SD8 Aboriginal Education program is also collaborating with CBAL this year. They are piloting a one to one reading program for learners with Indigenous ancestry. This initiative is aimed at "growing academic support in literacy and numeracy through land-based learning".

SD8 also has 12 **StrongStart Outreach** programs in our 5 local communities. StrongStart Outreach provides valuable literacy tools and resources for families of children from birth to age 5.

Action Item: Early Years Pre-school (ages 3-5)

- Continue to strengthen SD8 community partnerships that support literacy from birth to grade 12.

Overview of Literacy in Primary (Kindergarten to Grade 3)

For the past 5 years, SD8 Kindergarten Assessment and Read by Grade Three data showed that a significant number of primary learners in SD8 were performing below grade level in reading and writing. Furthermore, the data also indicated that many children who were performing below grade level in the primary years transitioned to the intermediate grades lacking confidence and proficiency in their reading and writing skills. Renowned expert Richard Allington's research shows that "differences in early reading proficiency predicted differences in how much children read, which predicted 10 years later who would be a good reader and who wouldn't." (Allington)

In 2020, SD8 embarked on piloting a district-wide initiative in primary classrooms to better understand the challenges each child may be having in literacy learning and mitigate those challenges by supporting teachers with necessary resources and tools.

By engaging the expertise of primary literacy consultant and UBC-Okanagan professor Dr. Donna Kozak, SD8 created a series of targeted professional development opportunities for K-3 teachers and Inclusion Support Teachers (ISTs) in addition to utilizing the professional capacities of district Inclusion Support staff using a three-year project model. During the 2020-21 school year, Dr. Kozak focused on providing professional development targeted to K/1 classroom teachers and Inclusion Support Teachers who work in K/1 classrooms. Dr. Kozak also introduced a literacy assessment tool for primary grades, called the "Early Literacy Profile K-3" (ELP). The ELP was piloted by K/1 teachers during the 2020-21 school year and is



being expanded in the 2021-22 school year to include grades 1 and 2. The ELP will help to bring literacy coherence across our SD8 primary program and increase the number of students who are proficient in early literacy.

In addition to Dr. Kozak's workshops, SD8 focused on using the expertise of staff. For example, a teacher participating in the Aspiring Leaders Program collaborated with the Innovative Learning and Inclusive Education staff to create a series of after school hands-on workshops designed for primary teachers. During these literacy workshops, called "Make & Takes", primary teachers were led through a series of literacy centres and stations. They were then provided with their own toolkit of literacy resources so that they could replicate these literacy centres in their own classrooms to support their literacy program. There was an excellent response from primary teachers in both their attendance at the workshops and their use of the literacy tools and resources the District has provided.

SD8 also provided professional literacy resources for primary teachers to support them with their professional practice. In addition, an inventory was completed at each elementary school to determine the quality and quantity of primary levelled readers in K-3 classrooms. Subsequently, an action plan was created to provide funding to those schools that lacked sufficient literacy resources in primary, thus creating equity across the District.

The Primary Literacy Coherence model also shifts the way Inclusion Support Teachers (IST) spend their time in school. The new "push-in" model of support focuses on the IST collaborating with the primary classroom teacher to co-plan, co-teach and co-assess based on learners' strengths and challenges identified in the class profile. Furthermore, dedicating 2/3 of their time in primary classrooms focuses additional classroom support in the early years. This model of primary support draws on the strength of a collaborative primary team working together to best meet the needs of all learners in the classroom.

The Primary Literacy Coherence model is a 3-year initiative. For the 2021-22 school year, the focus is on building capacity in grade 1 and 2 classroom teachers. Next year, the focus will shift to grade 2 and 3 teachers.

Evidence of success after the first year with the new Primary Literacy Coherence Model is already apparent. One teacher shared, "By using a one page class profile it takes the guesswork out of what I need to focus on to support my students. I can't wait to see how this model follows my Kindergarten students throughout their entire time in elementary school."

From a principal's perspective, "This Early Literacy Profile that we have implemented in the primary grades is the best example of coherence that I have seen in our district. Equity is being addressed through differentiation and allows us to scoop groups of students to address learning needs as they arise."

Alignment of staff and district resources, including ongoing "just in time" professional development in a "Community of Practice" (Traynor) model, and a collaborative, inclusive approach to working with all learners in the classroom, has resulted in a system-wide shift in philosophy, pedagogy and practice at the primary level. The goal of ensuring that every student completes grade 3 with the skills and confidence of being a proficient reader and writer is on track.



A district Primary Literacy resource hub is available on the SD8 website. This digital hub is a “one stop shop” for all teachers to use as a support with designing and teaching a balanced literacy program in order to best meet the needs of all learners. The hub includes videos of past presentations, resource lists and information supportive of literacy centers, numeracy and social emotional learning.

In addition, an online data platform that will house Kindergarten to grade 3 data is being built. This data platform will enable SD8 staff to analyze reading and writing data in the primary grades. Analyzing the data for broad literacy trends will give the district valuable information about how our primary aged learners are achieving in literacy. This will also enable the district to prioritize additional supports and resources where needed.

The SD8 Literacy Coherence Model implemented in primary classrooms was recently featured in the British Columbia School Superintendents Association magazine “Inspired”. The article can be read [here](#)

Data

Early Development Instrument (EDI)

The Early Development Instrument (EDI) is a short questionnaire completed by Kindergarten teachers in the spring during the school year. This instrument is used not only across SD8, but across Canada and internationally. The purpose of the questionnaire is to measure a child’s ability to meet age-appropriate developmental expectations.

The EDI is administered by school districts in a 3 year cycle, called a “Wave”. In SD8 EDI data is collected every 2 out of 3 years. SD8 Kindergarten teachers completed the EDI in 2019-2020 and in 2020-2021.

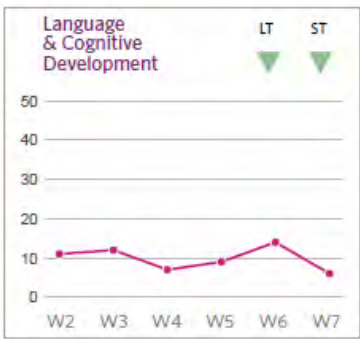
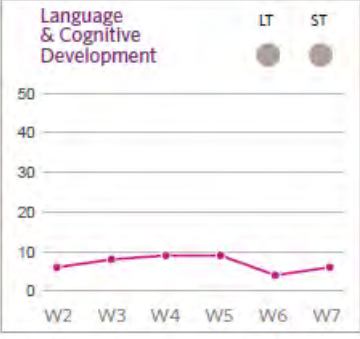
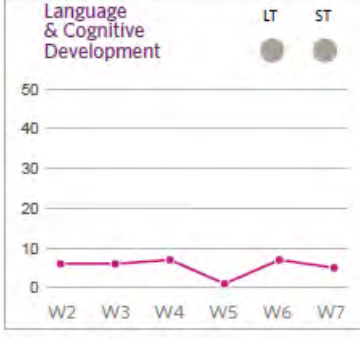
The complete SD8 EDI Wave 7 data report 2020-2021 can be found [here](#).

The following EDI data tables pertain specifically to Kindergarten learners from the 2020-2021 school year. The data is disaggregated into neighbourhoods, as follows:

- Creston
- Kootenay Lake Rural (Crawford Bay, Kaslo, Jewett, Salmo, Slocan Valley)
- Nelson



EDI Wave 7 Kindergarten Literacy Data (Spring 2021):

CRESTON	KOOTENAY LAKE RURAL	NELSON
 <p>Language & Cognitive Development</p> <p>LT ST</p> <p>50 40 30 20 10 0</p> <p>W2 W3 W4 W5 W6 W7</p> <p>decreases in scale-level vulnerability rates.</p>  <p>Basic Literacy</p> <p>Advanced Literacy</p> <p>Basic Numeracy</p> <p>Interest in Literacy, Numeracy & Memory</p> <p>LT ST</p> <p>-1.5 -1.0 -0.5 0.0 0.5 1.0</p> <p>W2 W3 W4 W5 W6 W7 '04-'07 '07-'09 '09-'11 '11-'13 '13-'16 '16-'19</p>	 <p>Language & Cognitive Development</p> <p>LT ST</p> <p>50 40 30 20 10 0</p> <p>W2 W3 W4 W5 W6 W7</p> <p>decreases in scale-level vulnerability rates.</p>  <p>Basic Literacy</p> <p>Advanced Literacy</p> <p>Basic Numeracy</p> <p>Interest in Literacy, Numeracy & Memory</p> <p>LT ST</p> <p>-1.5 -1.0 -0.5 0.0 0.5 1.0</p> <p>W2 W3 W4 W5 W6 W7 '04-'07 '07-'09 '09-'11 '11-'13 '13-'16 '16-'19</p>	 <p>Language & Cognitive Development</p> <p>LT ST</p> <p>50 40 30 20 10 0</p> <p>W2 W3 W4 W5 W6 W7</p> <p>decreases in scale-level vulnerability rates.</p>  <p>Basic Literacy</p> <p>Advanced Literacy</p> <p>Basic Numeracy</p> <p>Interest in Literacy, Numeracy & Memory</p> <p>LT ST</p> <p>-1.5 -1.0 -0.5 0.0 0.5 1.0</p> <p>W2 W3 W4 W5 W6 W7 '04-'07 '07-'09 '09-'11 '11-'13 '13-'16 '16-'19</p>
<p>Creston Language and Cognitive Development data shows positive trends in Basic and Advanced Literacy as well as Short Term Basic Numeracy.</p>	<p>Kootenay Lake Rural Language and Cognitive Development data shows a positive Long-Term trend in Advanced Literacy. There is a Short-Term negative trend in Basic Literacy.</p>	<p>Nelson Language and Cognitive Development data is consistent in all four areas with positive trends in long term Advanced Literacy and Basic Numeracy.</p>

EDI data notes:

- A green triangle indicates results are trending positively.
- A grey circle indicates “no meaningful change” from the prior year(s) to date.
- An orange triangle indicates a worsening trend.
- Downward sloping graph lines indicate positive progress, indicating less Kindergarten vulnerability.
- Long term (LT) and short term (ST) trends are also indicated.



Analysis

Overall, EDI Wave 7 (2020-2021) Literacy data indicates that within the Language & Cognitive Development subsections, Advanced Literacy continues to be an area of increasing strength for Kindergarten learners. Basic Numeracy and Basic Literacy skills and Interest in Literacy, Numeracy and Memory have remained consistent for Kindergarten learners.

Furthermore, compared to Kindergarten children across BC, an EDI data analysis of 2019-2021 data indicates that SD8 Kindergarten children are less vulnerable in all areas of Language and Cognitive Development compared to the provincial average. Through the ongoing implementation of the Early Literacy Profile to support all learners K-grade 3, SD8 anticipates that this positive trend will continue.

Action Items Primary (Kindergarten to Grade 3):

1. Develop a 3-year District Literacy Plan focused on improving literacy outcomes for all K-12 learners, in consultation with Aboriginal Education staff, district Itinerant staff, and school teams.
2. Support literacy for K-12 school teams, district Itinerant staff, and Aboriginal Education staff in improving literacy proficiency for all learners.
3. Develop an Assessment for Learning workshop series for teachers and principals.
4. Develop an online literacy resource hub to support all classroom and non-enrolling teachers.
5. Support school teams in developing objectives and strategies to support their school literacy goal within the context of their School Learning Plan.
6. Expand the district Early Literacy Profile in Kindergarten to grade 2 classrooms.
7. Continue to strengthen SD8 community partnerships that support literacy from birth to grade 12.

Overview of Literacy and Assessment for Learning: Intermediate to Secondary (Grades 4-12)

Keeping the district literacy goal of *improving literacy proficiency for all learners* in mind, provincial assessment data (FSA, GLA and SLS) indicates some areas for potential focus. First of all, the data indicates that there remain gaps in participation rates. By improving student participation rates on these data instruments the district will be more confident that the results are an accurate indicator that is reflective of all SD8 students.

The Student Learning Survey data indicates that students would like more input into what and how they are learning. The District will endeavour to focus on finding opportunities for school teams to support inclusive and engaging activities and opportunities for students as well as finding ways to support student voice and choice in what they are learning and in how they are demonstrating their learning. In addition, the implementation of the SD8 Laptop Initiative at the grade 7 and 10 level will help to support this objective.

SD8 data also shows a noticeable trend regarding student academic self-efficacy. As students progress into the higher grades, their self-efficacy appears to decline, even though they may be trying their best to improve. Furthermore, corresponding provincial literacy assessment data also indicates significant reading achievement gaps for students with diverse needs and students with Indigenous ancestry.



Developing a professional learning series that focuses on classroom assessment strategies such as Assessment for Learning, using BC Performance Standards, and using student exemplars to support classroom planning, teaching and assessing will further support learners. A district literacy toolkit for supporting students with diverse needs will be housed on the district literacy hub. Finally, ongoing collaboration with Aboriginal Academic Success teachers will continue to focus on infusing Indigenous content and perspectives across the curriculum and supporting the academic needs of students with Indigenous ancestry.

To ensure that all learners improve in their proficiency in literacy, ongoing collaboration with all education partners, including school staffs, Aboriginal Education staff, and district itinerant staff will occur in developing a 3-year District Literacy plan. This will include a focus on data analysis and improving participation rates; developing sustainable, collaborative communities of practice focused on literacy instruction and assessment strategies; and ensuring inclusive literacy resources are available to schools and students.

Intermediate/ Middle Years Program

Literacy in the intermediate (grades 4-6) and middle years (grades 7 & 8) focuses on teaching learners to think critically, creatively and reflectively by exploring ideas within and beyond texts. Reading instruction focuses on text comprehension and analysis, as well as building new understanding by applying the ideas learned to new contexts. Learners gain skills in accessing information and ideas for diverse purposes and from a variety of sources as well as evaluating their relevance, accuracy and reliability. Writing for a variety of purposes including expository, narrative, comparison and contrast, and persuasive formats are taught.

Reference: [BC Curriculum, English Language Arts](#)

Data

The information collected to support student learning in the intermediate and middle years programs with respect to literacy include the following:

- Foundation Skills Assessment, Grades 4 and 7
- Student Learning Surveys, Grades 4 and 7

Foundation Skills Assessment (FSA) is an annual province-wide assessment of all B.C. students' academic skills in grades 4 and 7, and provides parents, teachers, schools, school districts and the Ministry of Education with valuable information on how well students are progressing in the foundation skills of Literacy and Numeracy.

Reference: [Foundation Skills Assessment \(FSA\)](#)

Student Learning Survey (SLS) is an annual province-wide census of Grades 4, 7, 10 and 12 students, their parents and staff in public schools. The questions have been developed with input from partner groups, teachers and education experts. The Student Learning Survey is a method of obtaining students' opinions about their school experience including questions about the curriculum, school atmosphere, and classroom assessment.

The following data tables provide information about student academic achievement in reading comprehension and in writing, based on the FSA data. In addition the tables include



Student Learning Survey data reported by students, about their reading and writing progress. Participation rates for both the FSA's and Student Learning Surveys is included.

Reference: [BC Student Learning Survey](#)

GRADE 4 Foundation Skills Assessment (FSA) & Student Learning Survey (SLS)

Literacy Data 2020-21:

FSA Reading Comprehension	Participation Rate	Meeting Grade Level Expectations
All Students	69%	81%
Students with Indigenous Ancestry	61%	71%
Students with Diverse Needs	53%	65%
Student Learning Survey: "I continue to get better at reading"		Students who Agree/ Strongly Agree
All Students	71%	78%
Students with Indigenous Ancestry	15%	48%
Students with Diverse Needs	Data unavailable	Data unavailable

FSA Writing	Participation Rate	Meeting Grade Level Expectations
All Students	65%	79%
Students with Indigenous Ancestry	50%	86%
Students with Diverse Needs	56%	61%
Student Learning Survey: "I continue to get better at writing"		Students who Agree/ Strongly Agree
All Students	71%	65%
Students with Indigenous Ancestry	15%	43%
Students with Diverse Needs	Data unavailable	Data unavailable

Analysis

When comparing the data from the reading comprehension and writing sections of the Foundation Skills Assessments to the student self-reporting data contained in the Student Learning Surveys, any gaps in student achievement versus student perception invite further exploration. In other words, do students believe they are getting better at reading and writing, and does the student achievement data indicate this? Finally, does the student



participation rate reflect a broad enough range of learners to be considered as a reliable measure of all grade 4 learners?

What is evident:

- An improvement in participation rates is needed for all learners.
- Students with Indigenous ancestry achieved 10% lower and students with Diverse needs achieved 16% lower in reading comprehension compared to their peers.
- Despite the fact that students with Indigenous ancestry performed very well in writing, they self-report that they do not believe they are getting better at writing.
- Students with Diverse needs achieved significantly lower compared to their peers in writing.

Action Items Intermediate Years (Grades 4-6):

1. Support Schools in improving **participation rates** for provincial assessments and surveys for all students.
2. Support school teams in developing objectives and strategies to support their school **literacy goal** within the context of their School Learning Plan.
3. Develop an online literacy resource hub to support all classroom and non-enrolling teachers.

GRADE 7 Foundation Skills Assessment (FSA) & Student Learning Survey (SLS)

Literacy Data 2020-21:

FSA Reading Comprehension	Participation Rate	Meeting Grade Level Expectations
All Students	75%	76%
Students with Indigenous Ancestry	72%	67%
Students with Diverse Needs	58%	42%
Student Learning Survey: "I continue to get better at reading"		Students who Agree/ Strongly Agree
All Students	79%	64%
Students with Indigenous Ancestry	26%	57%
Students with Diverse Needs	Data unavailable	Data unavailable

FSA Writing	Participation Rate	Meeting Grade Level Expectations
All Students	71%	82%
Students with Indigenous Ancestry	64%	78%
Students with Diverse Needs	55%	55%



Student Learning Survey: "I continue to get better at writing"		Students who Agree/ Strongly Agree
All Students	79%	58%
Students with Indigenous Ancestry	26%	64%
Students with Diverse Needs	Data unavailable	Data unavailable

Analysis

When comparing the data from the reading comprehension and writing sections of the Foundation Skills Assessments to the student self-reporting data contained in the Student Learning Surveys, any gaps in student achievement versus student perception invite further exploration. In other words, do students believe they are getting better at reading and writing, and does the student achievement data indicate this? Finally, does the student participation rate reflect a broad enough range of learners to be considered as a reliable measure of all grade 7 learners?

What is evident:

- The participation rates for students with Diverse needs is very low.
- The reading comprehension and writing achievement of students with Diverse needs is significantly lower than their peers.

Action Items Middle Years (Grades 7 & 8):

1. Support Schools in improving participation rates for provincial assessments and surveys for all students.
2. Support school teams in developing objectives and strategies to support their school literacy goal within the context of their School Learning Plan.
3. Develop an online literacy resource hub to support all classroom and non-enrolling teachers.

Graduation Program (Grades 10-12)

The graduation program prepares students for graduation and for post-secondary transitions. Students now begin collecting credit for courses that go on their transcript. They also make course choices based on their Three-Year Graduation Plan. Students may choose from several courses in grade 10 in the English Language Arts (ELA) program, with an option for English First Peoples courses. In Grade 11 and 12, students continue to choose from a variety, though English Studies 12 or English First Peoples 12 are the culminating courses that support the transition to post-secondary institutions.

The purpose of literacy or English Language Arts programming at the graduation program level is to prepare students to transition to their post-secondary plans, to be prepared as literate citizens, and to have choice and options in literacy to reflect their strengths, interests, and preferences.

Reference: [BC Curriculum, English Language Arts](#)



Data

The information collected to support student learning in the graduation program with respect to literacy includes the following:

- Graduation Literacy Assessment 10 and 12
- Student Learning Surveys, Grade 10 and 12

The Grade 10 Literacy Assessment is a provincial assessment that assesses student proficiency in literacy. It is a graduation requirement and students take the assessment in their Grade 10 year.

The Grade 10 Literacy Assessment assesses student ability to use critical thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas. The Grade 10 Literacy Assessment is not based on a particular course, but on learning across multiple subjects, from kindergarten to Grade 10. Students have up to three times to write the assessment prior to graduating. The assessment is based on a proficiency scale, and not on percentages or letter grades. It is not part of the student's course marks.

Reference: [BC Graduation Literacy Assessment 10](#)

The Grade 12 Literacy Assessment is a provincial assessment that assesses student proficiency in literacy. It is a graduation requirement and completed during students' Grade 12 year.

The Grade 12 Literacy Assessment assesses students' ability to use critical and reflective thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas, or those found in the texts.

The Grade 12 Literacy assessment is not based on a particular subject matter or course, but rather on learning across multiple subjects from kindergarten to Grade 12. Students have up to three times to write the assessment if they choose. It is also based on a proficiency scale, and is not counted toward post-secondary institution admissions. The best mark is recorded on their transcript.

Reference: [BC Graduation Literacy Assessment 12](#)

The Student Learning Survey is an annual province-wide census of Grades 4, 7, 10 and 12 students, their parents and staff in public schools. The questions were developed with input from partner groups, teachers and experts in educational measurement and special education. The student survey is a method of obtaining the opinion of the students about the curriculum, school atmosphere, assessment, and other aspects. The feedback from the students is information that can help in major decisions regarding education and student well-being.

In terms of literacy, the focal point questions are based on the categories of curriculum and assessment, specifically with respect reading and writing as core literacy components.

Reference: [BC Student Learning Survey](#)



Grade 10 Graduation Literacy Assessment (2019-2020)

Student Learning Survey (2020-2021) Literacy Data

Graduation Literacy Assessment (GLA) Grade 10	Participation Rate (first time writers only)	Meeting Grade Level Expectations (Proficient)
All Students	40.6%	64.5%
Students with Indigenous Ancestry	masked	59.5%
Students with Diverse Needs	masked	77.8%
Student Learning Survey: <i>"I continue to get better at reading"</i>	Participation Rate	Students who Agree/ Strongly Agree
All Students	67%	56%
Students with Indigenous Ancestry	22%	54%
Students with Diverse Needs	masked	
Student Learning Survey: <i>"I continue to get better at writing"</i>	Participation Rate	Students who Agree/ Strongly Agree
All Students	67%	65%
Students with Indigenous Ancestry	22%	62%
Students with Diverse Needs	masked	masked

GLA: The most recent data is from the 2019-20 school year.

GLA10 participation rates are indicated for first time writers only.

40.6% of grade 10's wrote the GLA in the 2019-20 school year.

Masked data means results are not communicated below 10 respondents to ensure the privacy of the respondents

Analysis

The Graduation Literacy Assessment 10 and Student Learning Surveys are compared in terms of the achievement in literacy with student perceptions of their efficacy. In addition, any gaps in achievement and perception invite further exploration. In other words, are students feeling they are getting better at reading and writing, and achieving the corresponding results? Finally, are the participation rates satisfactory enough to determine an accurate outcome for decision-making?

The Graduation Literacy Assessment 12 has not been contemplated in this data set. The reason for this is that the Graduation Assessment 10 offers a better opportunity to examine literacy instruction in time to make professional learning and resource decisions prior to graduation.



What is evident:

- Students with Indigenous ancestry participation rates are below those of non-Indigenous students, and need to be increased
- Students with diverse needs participation rates need to be increased
- Although 64.5% of all students achieve proficiency on the GLA 10, students who have Indigenous ancestry fall further behind in both achievement and self-efficacy

Action Items Graduation Program (Grades 10-12):

1. Support Schools in improving **participation rates** for provincial assessments and surveys for all students
2. Ensure GLA 10 data sets are provided to schools to support **School Learning Plan** conversations regarding **cross-curricular literacy** and improving achievement for all students

Assessment for Learning (Kindergarten to Grade 12)

Assessment for Learning (AFL) is an important part of classroom instruction (Sutton). Assessment for Learning strategies are used on a daily basis as a part of ongoing classroom teaching. These strategies include the following:

- providing descriptive feedback that moves learning forward
- active involvement of students in their own learning
- adjusting one’s teaching to meet the needs of the learners
- peer and self-assessment
- student ownership of their own learning with the intent of wanting to improve

Data

The Student Learning Survey (SLS) has a number of questions about assessment for learning. This data provides valuable information about students’ perceptions and experiences regarding the strategies outlined above. Student Learning Survey data about assessment for learning is collected at the grades 4, 7, 10 and 12 level. The table below provides a summary of the data.

GRADES 4, 7, 10, 12 Student Learning Survey (2020-2021) Assessment for Learning

The data table below shows a comparison amongst grade 4, 7, 10, and 12 students who responded “**many times/ all of the time**” to the following assessment questions.

2020-2021 Student Learning Survey	Grade 4	Grade 7	Grade 10	Grade 12
At school, do you discuss the quality of your work or other students’ work?	24%	13%	17%	32%
Do you know what things are considered when your work is marked?	35%	45%	42%	55%
Are you shown examples of what excellent, good, fair and poor work look like?	37%	43%	34%	40%
At school, do lessons often begin with a review of what was done in the last lesson?	30%	32%	27%	21%
Are you taught to explain, as you work, the way you solve problems?	34%	49%	39%	42%
Are you taught to show your learning in different ways?	32%	44%	37%	47%
At school, are you helped to understand how you can improve your learning?	42%	47%	26%	35%

*Note: the above data includes students with Indigenous ancestry and students with diverse needs



Analysis

The Student Learning Survey (SLS) data set for Assessment was included in the Literacy Report to determine the relationships between students' perceptions of assessment and instruction in comparison with achievement through the Foundation Skills and Graduation Assessments as part of the literacy program.

This data provides an important window into the daily assessment strategies that underpin literacy instruction.

What is evident:

- Fewer than 25% of students consistently discuss the quality of their work with other students' work, and this declines in grades 7 and 10
- Fewer than 50% of students feel they know what is considered when their work is marked or assessed in Grades 4 through 10
- Fewer than 45% of students feel they know what examples of work across a range look like
- Fewer than 50% of students feel they are consistently engaged in metacognition during the learning process
- Fewer than 50% of students feel they are consistently taught to show their learning in different ways
- Fewer than 50% of students feel they are consistently helped to understand how they can improve their learning

Action Item for Assessment (Kindergarten to Grade 12):

1. Develop an Assessment for Learning workshop series for teachers and principals



Conclusion

Supporting students in achieving strong foundational literacy skills addresses SD8's commitment to ensuring the success of all learners.

Implementing inclusive and adaptable programs that allow every child to find success in programs is evident in the collaborative partnerships fostered between SD8 staff and communities as we weave together inclusive supports for all learners and their families. Through this process, SD8 continues to strengthen partnerships to enrich the way we lead, learn and work.

Strengthening partnerships throughout the District gives learners opportunities for learning inside and outside of the classroom. From Early Learning to post-secondary, the district has supports built throughout a student's learning journey. A focus on setting goals and developing action plans for continued growth in all areas is emphasized.

Studies confirm that effective teachers matter much more than specific curriculum materials, pedagogical approaches, or "proven programs" (Allington & Johnston, 2001; Darling-Hammond, 1999; Duffy, 1997; Pressley et al, 2001; Taylor, Pearson, Clark & Walpole, 2000). Therefore, it becomes ever apparent that by investing in targeted professional learning for our teachers we will positively impact student learning.

In addition, "Ongoing professional learning communities are the bedrock of the work that creates a whole school of effective teachers" (Routman). Through Literacy "Communities of Practice" (Wenger-Traynor) SD8 is investing valuable dollars to support teachers in their professional practice as they in turn support all learners.

At the primary level, the positive impact of the Community of Practice model through the implementation of the Early Literacy Profile (ELP) is evident. A Kindergarten teacher, endorsing the ELP model, stated that "Consistent assessment among our classroom teachers has given us a better opportunity to collaborate with each other and to problem solve how to attack the gaps we are noticing within the class profiles. My grade level colleague and I have aligned our resources and some of the literacy tools we use, which is great."

A focus on fostering a student appetite for participating in all provincial assessments across all grade levels is important for success: the higher the rate of participation, the more confidence in the data accurately reflecting the perceptions and achievements of all learners.

Above all, the goal in literacy is to ensure all students achieve proficiency with equitable access to the supports and tools that they need.



Community Partnerships

SD8's community partnerships are a key component of our ongoing success. Working with our communities not only benefits our learners and their families, but also supports our Framework for Enhancing Student Learning. We thank our community partners for the important work they do within our region.

[Circle of Indigenous Nations Society \(COINS\)](#)

[College of the Rockies](#)

[Columbia Basin Alliance for Literacy \(CBAL\)](#)

[Columbia Basin Environmental Educators Network \(CBEEN\)](#)

[Creston Valley Youth Network](#)

[Early Years tables](#): Slocan Valley, Salmo, Creston, Nelson, Kaslo

[East Kootenay Teacher Education Program \(UVic\)](#)

[East Kootenay Child Care Resource and Referral \(CCRR\)](#)

[Interior Health \(IHA\)](#)

Kaslo Youth Network

[Kootenay Kids Society](#)

[Ktunaxa Kinbasket Child and Family Services Society](#)

Lower Kootenay Band

West Kootenay Metis

[Ministry of Children and Family Development](#)

Ministry of Education

[Nelson & District Youth Centre](#)

[North Kootenay Lake Community Services Society](#)

Okanagan Nation Alliance

[Selkirk College](#)

UBC Okanagan

[West Kootenay Child Care Resource and Referral \(CCRR\)](#)

[West Kootenay Teacher Education Program \(UBC\)](#)



Glossary of Acronyms and Terms

Early Learning Framework (ELF) is a collaborative effort between multiple governmental ministries to develop cohesive support for children 0 to 8 and their families.

Early Literacy Profile (ELP) was developed in conjunction with Dr. Donna Kozak and the staff of SD23. This profile is a teaching and assessment tool for Kindergarten to Grade 3 and continues with the child through their primary grades. Assessment tasks are provided for teachers so they can identify the growth of the child over time in the building blocks of literacy including Phonological Awareness, Oral Language skills, Letter and sight word development and writing. Teachers in SD8 can find full documentation and video links at the SharePoint site under Innovative Learning.

Early Development Instrument (EDI) is a questionnaire that gathers data used to measure population-level patterns and trends in children's developmental health. The questionnaire is completed by teachers for their Kindergarten students and includes 103 questions organized into five scales measuring core areas of child development: *Physical Health and Well-being, Social Competence, Emotional Maturity, Language & Cognitive Development and Communication Skills* and *General Knowledge*. Within the boundaries of SD8, the information is further delineated within 3 neighbourhood groups: *Creston, Nelson and Kootenay Lake Rural*. <http://earlylearning.ubc.ca/edi/> More information: [here](#).

Foundation Skills Assessment (FSA) is an annual province-wide assessment of all B.C. students' academic skills in grades 4 and 7, and provides parents, teachers, schools, school districts and the Ministry of Education with valuable information on how well students are progressing in the foundation skills of Literacy and Numeracy. More information: [here](#).

Graduation Literacy Assessment (GLA) is a requirement for graduation from secondary school. It measures the extent to which students are literate and provides students and educators with information about their proficiency.

<https://curriculum.gov.bc.ca/provincial/grade-10-literacy-assessment>

HELP: Human Early Learning Partnership: University of British Columbia. More information: [\(link\)](#)

Ready, Set Learn (RSL): a BC Ministry of Education funding initiative targeting children aged 4 and 5 years and their families. <https://www2.gov.bc.ca/gov/content/education-training/early-learning/support/programs/ready-set-learn>

Student Learning Survey (SLS): The Student Satisfaction Survey was administered from 2001 to 2015 and was redesigned and renamed the Student Learning Survey in 2016. Depending on the grade, there are 63 to 81 questions asked within the factors of *Education Modernization, Improving Student Learning Framework, Learning Environment, Wellness and Satisfaction*. School-based information is shared with school and district leaders for consideration when planning. <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-learning-survey>



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NUMERACY ANNUAL REPORT

March 2022

Abstract

Numeracy Coherence is an integral part of SD8 with a focused goal to provide accessible and inclusive programs for all learners K-12.



Contents

Executive Summary.....	1
Action Items	1
Introduction	2
Overview of Numeracy in Elementary.....	3
Primary (Kindergarten to Grade 3) Program.....	3
Data	3
Analysis.....	5
Action Items Primary (Kindergarten to Grade 3):.....	5
Intermediate (Grades 4-6) Program	6
Data	6
Analysis.....	7
Action Items Intermediate (Grades 4-6):.....	8
Overview of Middle Years to Secondary Numeracy.....	8
Middle Years Numeracy (Grades 7 - 9) Program	9
Data	9
Analysis.....	10
Action Plan for Middle Years (Grades 7 - 9)	10
Graduation Program Numeracy (Grades 10-12)	11
Data	11
Analysis.....	12
Action Plan for Graduation Program (Grades 10-12)	13
Assessment for Learning (Kindergarten to Grade 12)	14
Data	14
Analysis.....	14
Action Item for Assessment (Kindergarten to Grade 12):.....	15
Conclusion	16
Partnership and Connections.....	17
Glossary of Acronyms.....	18
Works Cited	20



Executive Summary

School District No.8 (Kootenay Lake) acknowledges, respects and honours the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District 8.

Each year, SD8 plans for continuous improvement. SD8 is committed to focusing on excellence for all learners in a nurturing environment. The Board of Education, through the *Focus.Learn.Excel.* initiative, invests significant resources into ensuring that each of our learners is provided the opportunity to graduate with dignity, purpose, and options for a successful future.

All decisions made by School District 8 (Kootenay Lake) are guided by its vision and core values, and are based on research and extensive consultation. The District's initiatives and resources are aligned with Ministry of Education goals and school plans to support its firm commitment to the mandate of an educated citizen by supporting intellectual, human, and social and career development for all our students. This includes goals for literacy, numeracy, inclusion, and indigenization.

Numeracy is defined as the ability to understand and apply mathematical concepts, processes, and skills to solve problems in a variety of contexts. The District goal for numeracy from kindergarten through to Grade 12 is:

“To improve numeracy proficiency for all learners”

Numeracy is important in that “a mathematically literate student recognizes the role that mathematics plays in the world in order to make well-founded judgments and decisions needed by constructive, engaged and reflective citizens” --*OECD, PISA Mathematics*

If literacy is the foundation for learning, then numeracy is the house built upon that foundation. Being numerate provides access to opportunities and contributes to career advancement, especially in the fields of science and technology.

“The powerful thinkers are those who make connections, think logically, and use space, data, and numbers creatively” --*Jo Boaler, Mathematics Professor and Author*

Action Items

- Develop a 3-year district numeracy plan focused on improving numeracy outcomes for all K-12 learners, in consultation with Aboriginal education staff, district inclusion staff, and school teams.
- Support the development of a district-wide numeracy community of practice to implement and guide the district numeracy plan.
- Implement a K-9 district level numeracy assessment toolkit.
- Develop an online numeracy resource hub to support all classroom and non-enrolling teachers.
- Support school teams in developing objectives and strategies to support their school numeracy goal within the context of their school learning plan.
- Continue to strengthen SD8 community, regional, and provincial connections that support numeracy from early years to grade 12.



Introduction

Numeracy is defined as the ability to understand and apply mathematical concepts, processes, and skills to engage in interpreting, analyzing, and solving problems in a variety of contexts. Mathematics is the science of number, quantity, geometry and forms, and can be studied on its own, or applied to other disciplines. According to the Organization for Economic Co-operation and Development (OECD), “a mathematically literate student recognizes the role that mathematics plays in the world in order to make well-founded judgments and decisions needed by constructive, engaged and reflective citizens.” --*OECD, PISA Mathematics*

This report looks at how SD8 learners, from early years to secondary, are doing in numeracy, and provides a description of the supports, resources, and goals that comprise SD8's commitment to ensuring that numerate students “graduate with dignity, purpose, and options.”

The report is comprised of district numeracy data from the following Provincial Data Instruments and Assessments:

- **Early Development Instrument (EDI)** is completed by kindergarten teachers during the spring. It occurs twice in every 3 years. The EDI provides information about kindergarten learners, as reported by their teachers.
- **Foundation Skills Assessments (FSA)** is administered annually to students in grades 4 & 7. It provides district level information on how students are achieving in the foundational areas of reading comprehension, writing, and numeracy.
- **Student Learning Surveys (SLS)** is administered annually to students in grades 3 or 4, 7, 10 and 12. The SLS asks students questions about their school experiences. Student participation is voluntary.
- **Graduation Numeracy Assessment 10 (GNA)** is administered annually to students in grades 10 and 12. It provides broad level information on how students are achieving in numeracy. Students are able to write the GNA three times prior to graduation.



Overview of Numeracy in Elementary

Primary (Kindergarten to Grade 3) Program

The primary program in numeracy consists of introducing learners to the skills of basic number sense, computational fluency, patterns and relations. These concepts are introduced in kindergarten and grow with students, expanding in scope and depth of learning as they progress through the grades. Hands on mathematics manipulatives are used in the classroom to demonstrate, practice and reinforce numerical concepts. In addition, real-world application is emphasized, giving children an understanding of how numerical skills and concepts are used in their daily lives and experiences.



Geometric Art, Winlaw Elementary School

Data

Early Development Instrument (EDI)

The Early Development Instrument (EDI) is a short questionnaire completed by kindergarten teachers in the spring during the school year. This instrument is used not only across SD8, but across Canada and internationally. The purpose of the questionnaire is to measure a child's ability to meet age-appropriate developmental expectations.

The EDI is administered by school districts in a 3-year cycle, called a "Wave". In SD8 EDI data is collected every 2 out of 3 years. SD8 kindergarten teachers completed the EDI in 2019-2020 and in 2020-2021.

The complete SD8 EDI Wave 7 data report 2020-2021 can be found [here](#).

The following EDI data tables pertain specifically to kindergarten learners from the 2020-2021 school year. The data is disaggregated into neighbourhoods, as follows:

- Creston
- Kootenay Lake Rural (Crawford Bay, Kaslo, Jewett, Salmo, Slocan Valley)
- Nelson



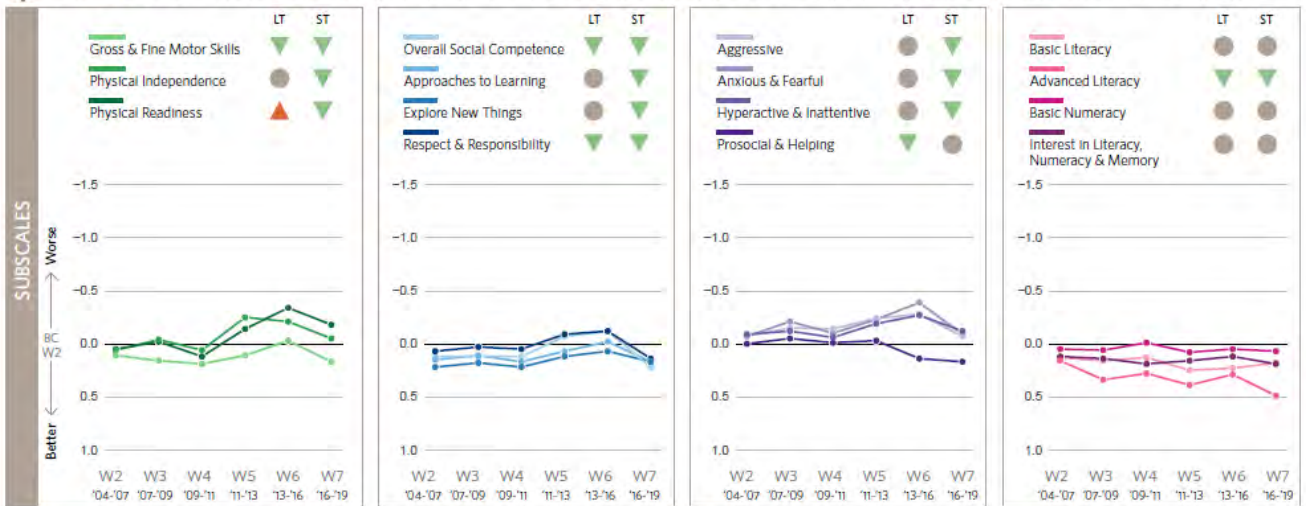
Early Development Instrument (EDI) Wave 7 (2021-2022)

SCHOOL DISTRICT ■ KOOTENAY LAKE

TOTAL EDI W2: 892 W3: 546 W4: 299 W5: 277 W6: 314 W7: 277



As components of the EDI scales, EDI subscales provide more detailed information and can reveal which developmental areas are contributing to increases or decreases in scale-level vulnerability rates.

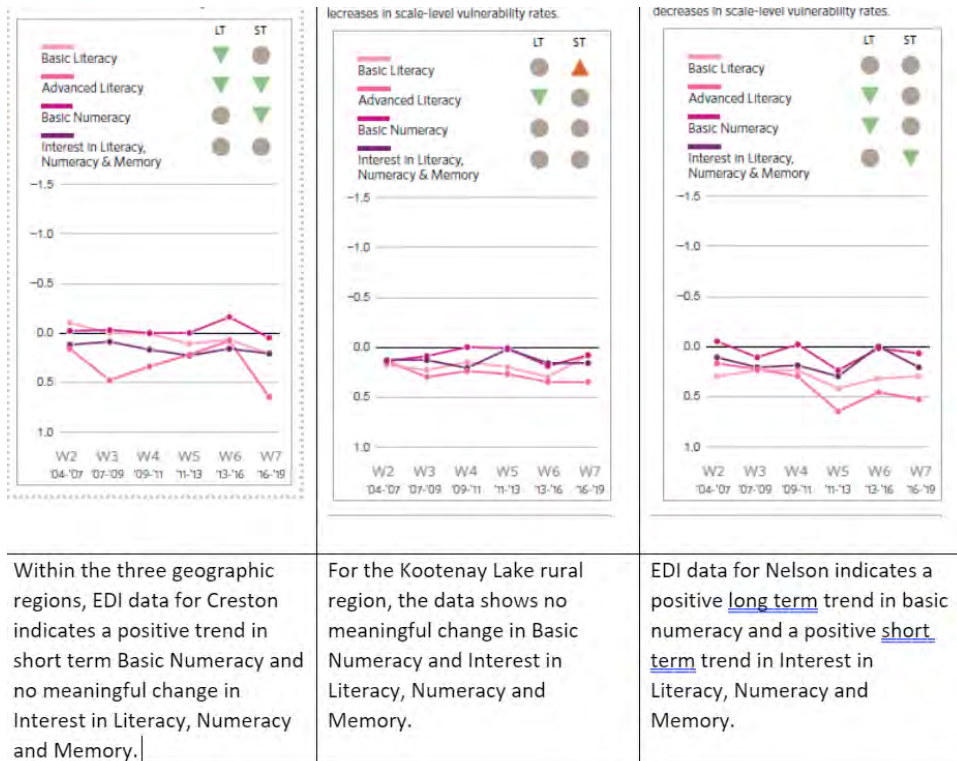


TYPE OF TREND LT or Long Term (W2-W7) ST or Short Term (W6-W7) DIRECTION OF TREND ▲ Getting Worse ● No Meaningful Change ▼ Getting Better
Trend note: The precise amount of change that is required to meet the threshold for being a meaningful trend ("getting better" or "getting worse") is unique for each EDI scale and subscale.

EDI data notes:

- A green triangle indicates results are trending positively.
- A grey circle indicates "no meaningful change" from the prior year(s) to date.
- An orange triangle indicates a worsening trend.
- Downward sloping graph lines indicate positive progress, indicating less kindergarten vulnerability.
- Long term (LT) and short term (ST) trends are also indicated.





Analysis

Overall, EDI Wave 7 (2020-2021) numeracy data indicates that within the Basic Numeracy and Basic Literacy skills and Interest in Literacy, Numeracy and Memory kindergarten learners have remained consistent across wave cohorts.

Furthermore, compared to kindergarten children across BC, an EDI data analysis of 2019-2021 data indicates that SD8 kindergarten children are less vulnerable in all areas compared to the provincial average. Through the ongoing implementation of programs and supports at the primary level, such as the Early Literacy Profile supporting all learners kindergarten to grade 3, SD8 anticipates that this positive trend will continue.

Action Items Primary (Kindergarten to Grade 3):

1. Develop a 3-year district numeracy plan focused on improving numeracy outcomes for all K-12 learners in consultation with Aboriginal education staff, district inclusion staff, and school teams.
2. Support the development of a numeracy community of practice to implement and guide the district numeracy plan.
3. Develop an online numeracy resource hub to support all classroom and non-enrolling teachers.
4. Support school teams in developing objectives and strategies to support their school numeracy goal within the context of their school learning plan.
5. Continue to strengthen SD8 community partnerships and connections that support numeracy from early years to grade 12.



Intermediate (Grades 4-6) Program

Mathematical skills are essential for solving problems in most areas of life. Numeracy in the intermediate (grades 4-6) years focuses on developing a deeper understanding of both factual (content) and process-based (curricular competencies) information needed to solve complex problems. Students practice reasoning mathematically, using their understanding of number, pattern and spatial relationships and analyzing data in order to solve problems. Students also begin applying mathematical thinking to concrete and abstract concepts and are given opportunities to navigate their world with a mathematical perspective.



Numeracy Learning--Financial Literacy

Reference: [BC Curriculum, Mathematics](#)

Data

The information collected to support student learning in the intermediate years with respect to numeracy include the following:

- Foundation Skills Assessment, Grade 4
- Student Learning Surveys, Grade 4

Foundation Skills Assessment (FSA) is an annual province-wide assessment of all B.C. students' academic skills in grades 4 and 7, and provides parents, teachers, schools, school districts and the Ministry of Education with valuable information on how well students are progressing in the foundation skills of Literacy and Numeracy.

Reference: [Foundation Skills Assessment \(FSA\)](#)

Student Learning Survey (SLS) is an annual province-wide census of Grades 4, 7, 10 and 12 students, their parents and staff in public schools. The questions have been developed with input from partner groups, teachers and education experts. The Student Learning Survey is a method of obtaining students' opinions about their school experience including questions about the curriculum, school atmosphere, and classroom assessment.

Reference: [BC Student Learning Survey](#)

The following data table provides information about student academic achievement in numeracy, based on the FSA data. In addition, the table includes Student Learning Survey data reported by students, about their mathematics progress. Participation rates for both the FSA's and Student Learning Surveys is included.



GRADE 4 Foundation Skills Assessment (FSA) & Student Learning Survey (SLS)
Numeracy Data 2020-21:

FSA 4: Numeracy	Participation Rate	Meeting Grade Level Expectations
All Students	68%	72%
Students with Indigenous Ancestry	55%	74%
Students with Diverse Needs	56%	53%
Student Learning Survey 4: “I continue to get better at mathematics”		Students who Agree/ Strongly Agree
All Students	71%	71%
Students with Indigenous Ancestry	15%	64%
Students with Diverse Needs	Data unavailable	Data unavailable
Student Learning Survey 4: “I try my best in Math and Science at School”*		
All Students	71%	82%
Students with Indigenous Ancestry	15%	76%
Students with Diverse Needs	Data unavailable	Data unavailable

*This question is only asked at the grade 4 level

Analysis

When comparing the data from the numeracy section of the Foundation Skills Assessment to the student self-reporting data contained in the Student Learning Survey, any gaps in student achievement versus student perception invite further exploration. In other words, do students believe they are getting better at numeracy, and does the student achievement data indicate this? Finally, does the student participation rate reflect a broad enough range of learners to be considered as a reliable measure of all grade 4 learners?

What is evident:

- An improvement in participation rates is needed for all learners.
- Students with Indigenous ancestry achieved 2% higher in numeracy compared to their peers.
- Students with diverse needs achieved 19% lower in numeracy compared to their peers.
- 71% of all students and 64% of students with Indigenous ancestry report that they believe they are continuing to get better at mathematics.
- 82% of all students and 76% of students with Indigenous ancestry report that they try their best in Math and Science.



Action Items Intermediate (Grades 4-6):

1. Support schools in improving participation rates for provincial assessments and surveys for all students.
2. Support the development of a numeracy community of practice to implement and guide the district numeracy plan.
3. Support school teams in developing objectives and strategies to support their school numeracy goal within the context of their school learning plan.
4. Develop an online numeracy resource hub to support all classroom and non-enrolling teachers.
5. Pilot a K-9 district numeracy assessment.

Overview of Middle Years to Secondary Numeracy

Keeping the district numeracy goal of improving numeracy proficiency for all learners in mind, provincial assessment data (FSA, GNA and SLS) indicates some areas for potential focus. First, the data indicates that there remain gaps in participation rates. By improving student participation rates on these data instruments, the district will be more confident that the results are an accurate indicator that is reflective of all SD8 students.

The Student Learning Survey data indicates that students would like more input into what and how they are learning. The District will focus on finding opportunities for school teams to support inclusive and engaging activities and opportunities for students as well as finding ways to support confidence in numeracy concepts.

SD8 data also shows a noticeable trend regarding student academic self-efficacy. As students progress into the higher grades, their self-efficacy appears to decline, even though they may be trying their best to improve. Furthermore, corresponding provincial numeracy assessment data also indicates significant achievement gaps for students with diverse needs and students with Indigenous ancestry.

Developing a professional learning series that focuses on classroom assessment for learning strategies within the context of numeracy will further support learners. A district numeracy toolkit for supporting students with diverse needs will be housed on the district numeracy hub, focusing particularly on the middle years.

Finally, ongoing collaboration with Aboriginal Academic Success teachers will continue to focus on infusing Indigenous content and perspectives across the mathematics curriculum and supporting the academic needs of students with Indigenous ancestry. To ensure that all learners improve in their proficiency in numeracy, ongoing collaboration with all education partners, including school staffs, Aboriginal education staff, and district inclusion staff will occur in developing a 3-year district numeracy plan. This will include a focus on data analysis and improving participation rates; developing sustainable, collaborative communities of practice focused on numeracy instruction and assessment strategies; and ensuring that non-specialist educators continue to build their confidence in numeracy teaching strategies.



Math is Fun Community of Practice



Middle Years Numeracy Program

Numeracy in the middle years focuses on key concepts of:

- Reasoning and analysis
- Understanding and solving
- Communicating and representing
- Connecting and reflecting

Students are expected to use reasoning and logic to explore, analyze and apply mathematical ideas in increasingly conceptual ways while building on the numeracy skills foundation in the intermediate years. They are expected to use multiple strategies to solve problems, to demonstrate mathematical understanding through inquiry problem-solving and place-conscious contexts. Middle years learners are expected to use mathematical language to contribute to discussions, and to explain and justify mathematical ideas and decisions. Finally, they should be able to connect mathematical concepts to each other and other areas of personal interests, to support personal choices, and to incorporate First Peoples worldviews and perspectives.

Reference: [BC Curriculum, Mathematics](#)

Data

The information collected to support student learning in the intermediate and middle years programs with respect to literacy include the following:

- **Foundation Skills Assessment, Grade 7**
- **Student Learning Surveys, Grade 7**

Foundation Skills Assessment (FSA) is an annual province-wide assessment of all B.C. students' academic skills in grades 4 and 7, and provides parents, teachers, schools, school districts and the Ministry of Education with valuable information on how well students are progressing in the foundation skills of Literacy and Numeracy.

Reference: [Foundation Skills Assessment \(FSA\)](#)

Student Learning Survey (SLS) is an annual province-wide census of Grades 4, 7, 10 and 12 students, their parents and staff in public schools. The questions have been developed with input from partner groups, teachers and education experts. The Student Learning Survey is a method of obtaining students' opinions about their school experience including questions about the curriculum, school atmosphere, and classroom assessment.

The following data tables provide information about student academic achievement in reading comprehension and in writing, based on the FSA data. In addition, the tables include Student Learning Survey data reported by students, about their mathematical progress. Participation rates for both the FSA's and Student Learning Surveys is included.

Reference: [BC Student Learning Survey](#)



FSA 7: Numeracy 7	Participation Rate	Meeting Grade Level Expectations*
All Students	76%	60%
Students with Indigenous Ancestry	72%	48%
Students with Diverse Needs	62%	33%
Student Learning Survey 7: “I continue to get better at mathematics”	Participation Rate	Students who Agree/ Strongly Agree
All Students	79%	53%
Students with Indigenous Ancestry	26%	52%
Students with Diverse Needs	Data Unavailable	Data Unavailable

*Grade level expectations is the percentage of students “on track” or “extending”

Analysis

The Foundation Skills Assessment 7 and Student Learning Surveys are compared in terms of the achievement in numeracy with student perceptions of their self-efficacy. In addition, any gaps in achievement and perception invite further exploration. In other words, are students feeling they are getting better at numeracy and achieving the corresponding results? Finally, are the participation rates satisfactory enough to determine an accurate outcome for decision-making?

What is evident:

- An improvement in participation rates is needed for all learners, but especially for students with diverse needs.
- Students with Indigenous ancestry achieved 12% lower than their peers on the FSA 7 Numeracy assessment component.
- Students with diverse needs achieved significantly lower compared to their peers at 33% proficiency.
- Just over half of all students indicated they were “getting better at mathematics” at the strongly agree/agree level.

Action Plan for Middle Years (Grades 7-9)

1. Support schools in improving participation rates for provincial assessments and surveys for all students.
2. Support the development of a numeracy community of practice to implement and guide the district numeracy plan.
3. Support school teams in developing objectives and strategies to support their school numeracy goal within the context of their school learning plan.
4. Develop an online numeracy resource hub to support all classroom and non-enrolling teachers.
5. Support the implementation of a K-9 district numeracy assessment.



Graduation Program Numeracy (Grades 10-12)

Secondary numeracy encompasses grades 10-12 in the graduation program. At this point, students plan for their graduation requirements using the SD8 3 Year Graduation Program Plan for any of the following mathematics program pathways depending upon their graduation and post-secondary goals:

- Apprenticeship and Workplace Math
- Foundations of Mathematics
- Pre-Calculus and Calculus

Data

The information collected to support student learning in the graduation program with respect to literacy includes the following:

- Graduation Numeracy Assessment 10 (GNA10)
- Student Learning Surveys (SLS), Grade 10 and 12

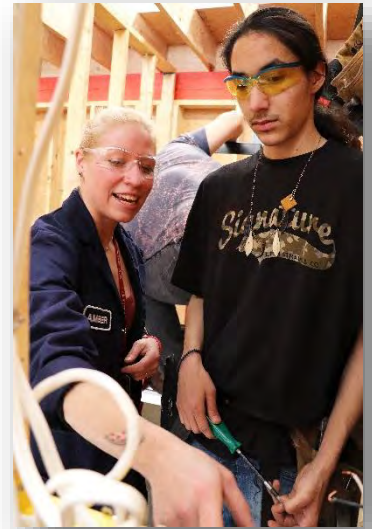
The Grade 10 Numeracy Assessment is a provincial assessment that assesses student proficiency in numeracy. *Proficiency* is defined as “students being able to demonstrate a complete understanding of the concepts and competencies relevant to the expected learning.” The GNA10 focuses on the application of mathematical concepts learned across multiple subjects from kindergarten to Grade 10. It requires students to solve problems by using five numeracy processes (different ways of thinking and working): interpret, apply, solve, analyze and communicate.

All students will have an opportunity to write the provincial Graduation Numeracy Assessment 10 before they graduate. The assessment is not based on a mathematics course but is cross-curricular in nature. The assessment is based on a proficiency scale, and not on percentages or letter grades. Students have an opportunity to write the Graduation Numeracy Assessment up to three times to improve their proficiency score on their transcript. The assessment is not used as part of their course mark.

Reference: [BC Graduation Numeracy Assessment 10](#)

The Student Learning Survey is an annual province-wide census of Grades 4, 7, 10 and 12 students, their parents and staff in public schools. The questions were developed with input from partner groups, teachers and experts in educational measurement and special education. The student survey is a method of obtaining the opinion of the students about the curriculum, school atmosphere, assessment, and other aspects. The feedback from the students is information that can help in major decisions regarding education and student wellbeing.

Reference: [BC Student Learning Survey](#)



Math for Trades Training



GNA 10 Numeracy*	Participation Rate	Meeting Grade Level Expectations (Proficient)
All Students	36.7%	37.6%
Students with Indigenous Ancestry	31.9%	31%
Students with Diverse Needs	44%	9.1%
Student Learning Survey 10: “I continue to get better at mathematics”		Students who Agree/ Strongly Agree
All Students	67%	56%
Students with Indigenous Ancestry	22%	50%
Students with Diverse Needs	Not Available	Not Available

*GNA 10: Indicates grade 10 first time writers only

“Not Available” or masked data means results are not communicated below 10 respondents to ensure the privacy of the respondents

Analysis

The Graduation Numeracy Assessment 10 and Student Learning Surveys are compared in terms of the achievement in numeracy with student perceptions of their efficacy. In addition, any gaps in achievement and perception invite further exploration. In other words, are students feeling they are getting better at numeracy and achieving the corresponding results? Finally, are the participation rates satisfactory enough to determine an accurate outcome for decision-making?

What is Evident:

- Students with Indigenous ancestry participation rates are below those of non-Indigenous students and need to be increased.
- Students with diverse needs participation rates need to be increased.
- Students with diverse needs fall significantly behind other students in achievement at the proficient level (9.1%).
- Students who have Indigenous ancestry are behind their peers in achievement and self-efficacy.
- In grade 10, students overall feel more confident that they are improving in mathematics (56%) than the actual achievement results show at a proficiency level (36.7%).



Action Plan for Graduation Program (Grades 10-12)

1. Support schools in improving participation rates for provincial assessments and surveys for all students.
2. Support the development of a numeracy community of practice to implement and guide the district numeracy plan.
3. Ensure GNA 10 data sets are provided to schools to support school learning plan conversations regarding cross-curricular numeracy and improving achievement for all students.
4. Ensure that all students and families have access to, and understand, the assessment specifications in the Graduation Numeracy 10 Assessment.



Assessment for Learning (Kindergarten to Grade 12)

Assessment for Learning (AFL) is an important part of classroom instruction (Sutton). Assessment for learning strategies are used daily as a part of ongoing classroom teaching. These strategies include the following:

- providing descriptive feedback that moves learning forward
- active involvement of students in their own learning
- adjusting one’s teaching to meet the needs of the learners
- peer and self-assessment
- student ownership of their own learning with the intent of wanting to improve

Data

The Student Learning Survey (SLS) has several questions about assessment for learning. This data provides valuable information about students’ perceptions and experiences regarding the strategies outlined above. Student Learning Survey data about assessment for learning is collected at the grades 4, 7, 10 and 12 level. The table below provides a summary of the data.

GRADES 4, 7, 10, 12 Student Learning Survey (2020-2021) Assessment for Learning

The data table below shows a comparison amongst grade 4, 7, 10, and 12 students who responded “many times/ all of the time” to the following assessment questions.

2020-2021 Student Learning Survey	Grade 4	Grade 7	Grade 10	Grade 12
At school, do you discuss the quality of your work or other students’ work?	24%	13%	17%	32%
Do you know what things are considered when your work is marked?	35%	45%	42%	55%
Are you shown examples of what excellent, good, fair and poor work look like?	37%	43%	34%	40%
At school, do lessons often begin with a review of what was done in the last lesson?	30%	32%	27%	21%
Are you taught to explain, as you work, the way you solve problems?	34%	49%	39%	42%
Are you taught to show your learning in different ways?	32%	44%	37%	47%
At school, are you helped to understand how you can improve your learning?	42%	47%	26%	35%

Percent of respondents: Grade 3/4 (71%), Grade 7 (79%), Grade 10 (67%), Grade 12(31%)

Analysis

The Student Learning Survey (SLS) data set for Assessment was included in the Numeracy Report to determine the relationships between students’ perceptions of assessment and instruction in comparison with achievement through the Foundation Skills and Graduation Assessments as part of the numeracy program. This data provides an important window into the daily assessment strategies that underpin numeracy instruction.



What is evident:

- Fewer than 25% of students consistently discuss the quality of their work with other students' work, and this declines in grades 7 and 10.
- Fewer than 50% of students feel they know what is considered when their work is marked or assessed in Grades 4 through 10.
- Fewer than 45% of students feel they know what examples of work across a range look like.
- Fewer than 50% of students feel they are consistently engaged in metacognition during the learning process.
- Fewer than 50% of students feel they are consistently taught to show their learning in different ways.
- Fewer than 50% of students feel they are consistently helped to understand how they can improve their learning.

Action Item for Assessment (Kindergarten to Grade 12):

1. Support the development of a district-wide numeracy community of practice to implement and guide the district numeracy plan.
2. Continue to improve the participation rate in the Student Learning Survey.



Conclusion

Supporting students in achieving strong foundational numeracy skills addresses SD8's commitment to ensuring the success of all learners and improving their life chances as they transition to adulthood and follow their chosen career trajectory.

Numeracy is important in that “a mathematically literate student recognizes the role that mathematics plays in the world in order to make well-founded judgments and decisions needed by constructive, engaged and reflective citizens” in an increasingly complex world (OECD, PISA Mathematics). As well, essential skills in numeracy (and literacy) account for a significant proportion of earnings and income regardless of other factors (Statistics Canada, 2005).



Geometric Art, Winlaw Elementary School

Therefore, it is important that the Student Expectations of Educational Success are realized for each learner, including the connection to the Board Goal of Numeracy within the context of inclusion and Indigenization.

In addition, a focus on setting goals and developing action plans for continued growth in all areas continues to be emphasized. Studies confirm that effective teachers matter much more than specific curriculum materials, pedagogical approaches, or “proven programs” (Allington & Johnston, 2001; Darling-Hammond, 1999; Duffy, 1997; Pressley et al, 2001; Taylor, Pearson, Clark & Walpole, 2000). Supporting middle years teachers, in particular, in numeracy assessment and instruction should yield continued improvement in student self-efficacy and achievement.

Therefore, it becomes ever apparent that by investing in targeted professional learning for our teachers we will positively impact student learning. In addition, “Ongoing professional learning communities are the bedrock of the work that creates a whole school of effective teachers” (Routman). Through numeracy “Communities of Practice” (Wenger-Traynor), SD8 is investing funds to support teachers in their professional practice as they in turn support all learners in safe, responsive, equitable, and inclusive learning environments.

Above all, the goal for all learners to achieve proficiency in numeracy will garner them with the confidence and ability to “graduate with dignity, purpose, and options.”



Partnerships

SD8 works collaboratively with many community, regional, and provincial partners including:

[Circle of Indigenous Nations Society \(COINS\)](#)

[College of the Rockies](#)

[Columbia Basin Alliance for Literacy \(CBAL\)](#)

[Columbia Basin Environmental Educators Network \(CBEEN\)](#)

[Creston Valley Youth Network](#)

[Early Years tables](#): Slokan Valley, Salmo, Creston, Nelson, Kaslo

[East Kootenay Teacher Education Program \(UVic\)](#)

[East Kootenay Child Care Resource and Referral \(CCRR\)](#)

[Interior Health \(IHA\)](#)

[Junior Achievement BC](#)

[Kootenay Association for Science and Technology \(KAST\)](#)

[Kootenay Kids Society](#)

[Ktunaxa Kinbasket Child and Family Services Society](#)

[Ministry of Children and Family Development](#)

[Nelson & District Youth Centre](#)

[North Kootenay Lake Community Services Society](#)

[Selkirk College](#)

[West Kootenay Child Care Resource and Referral \(CCRR\)](#)

[West Kootenay Teacher Education Program \(UBC\)](#)



Glossary

Academic Self-Concept: Within the Student Learning Survey, the EDI and the MDI, there are questions reflecting the theme of “Academic Self-Concept.” Academic Self-Concept relates to how well an individual feels they can successfully learn at school. The questions regarding Academic Self-Concept relate to the individual’s sense of well-being, and having a positive Academic Self-Concept facilitates positive behaviours and perspectives.

Assessment for Learning (AFL): is an important part of classroom instruction. Assessment for learning strategies are used daily as a part of ongoing classroom teaching. These strategies include the following: descriptive feedback, active involvement of students in their own learning, adjusting teaching strategies, peer and self-assessment, student ownership of learning.

Communities of Practice (COP): Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. ([Wenger-Trayner, 2015](#))

Early Development Instrument (EDI): is a questionnaire that gathers data used to measure population-level patterns and trends in children’s developmental health. The questionnaire is completed by teachers for their kindergarten students and includes 103 questions organized into five scales measuring core areas of child development: *Physical Health and Well-being, Social Competence, Emotional Maturity, Language & Cognitive Development and Communication Skills and General Knowledge*. Within the boundaries of SD8, the information is further delineated within 3 neighbourhood groups: *Creston, Nelson and Kootenay Lake Rural*. <http://earlylearning.ubc.ca/edi/>

Foundation Skills Assessment (FSA): an annual province-wide assessment of all B.C. students’ academic skills in grades 4 and 7, and provides parents, teachers, schools, school districts and the Ministry of Education with valuable information on how well students are progressing in the foundation skills of Literacy and Numeracy.

Graduation Numeracy Assessment 10 (GNA10): The GNA10 focuses on the application of mathematical concepts learned across multiple subjects from kindergarten to Grade 10. It requires students to solve problems by using five numeracy processes (different ways of thinking and working): interpret, apply, solve, analyze and communicate. All students will have an opportunity to write the provincial Graduation Numeracy Assessment 10 before they graduate. The assessment is not based on a mathematics course but is cross-curricular in nature. The assessment is based on a proficiency scale, and not on percentages or letter grades. Students have an opportunity to write the Graduation Numeracy Assessment up to three times to improve their proficiency score on their transcript. The assessment is not used as part of their course mark.

Middle Years Development Index (MDI): is a self-report questionnaire that asks adolescents in grade 4 and grade 7 about their thoughts, feelings and experiences in school and in the community. It assesses five areas of development: *Social and Emotional Development, Physical Health and Well-Being, Connectedness, Use of After-School time and School Experiences*. Within the boundaries of SD8, the information is further delineated within 3 neighbourhood groups: *Creston, Nelson and Kootenay Lake Rural*. <http://earlylearning.ubc.ca/mdi/mdi-questionnaires/>

Numeracy: Numeracy is the ability to understand and apply mathematical concepts, processes, and skills to solve problems in a variety of contexts. ([BC Curriculum](#))



Mathematics: Mathematics is the science of number, quantity, geometry and forms, and can be studied on its own, or applied to other disciplines.

Proficiency: Students being able to demonstrate a complete understanding of the concepts and competencies relevant to the expected learning.

Student Learning Survey (SLS): The Student Satisfaction Survey was administered from 2001 to 2015 and was redesigned and renamed the Student Learning Survey in 2016. Depending on the grade, there are 63 to 81 questions asked within the factors of *Education Modernization, Improving Student Learning Framework, Learning Environment, Wellness and Satisfaction*. School-based information is shared with school and district leaders for consideration when planning.



Works Cited

[Building on our Competencies: Canadian Results of the International Adult Literacy and Skills Survey 2003.](#) By Statistic Canada. November 2005.

Creating Independent Student Learners. Portage & Main Press. Etienne & Beverly Wenger-Traynor (2015). *Communities of Practice: A Brief Introduction*. Downloaded from [https://wenger-trayner.com/introduction to communities of practice.](https://wenger-trayner.com/introduction-to-communities-of-practice)

Mapping a Pathway to Schoolwide Highly Effective Teaching. Regie Routman, (2012). *Phi Delta Kappan*, 93 (5): 56-61.

[The PISA 2003 Assessment Framework—Mathematics, Reading, Science, and Problem-Solving Knowledge and Skills](#)



District Professional Development Day Overview April 25, 2022 - Indigenizing the Curriculum

8:30 am	Territorial Acknowledgement And Welcome	District Principal Higginbottom
8:35 am	Superintendent Welcome and Remarks	Superintendent Smillie
8:50 am	Morning Keynote: Robert Louie Sr., Lower Kootenay Band Elder	Ktunaxa Creation Story Detailed Bio and Photo coming soon.
10:00 am - Break		
10:30 am – 12:00 pm Breakout Sessions		
	Teaching a Language of Colonization on Indigenous Land with Nancy Griffith-Zahner, Faculty Associate, pre-service professional Studies – SFU	Teaching a Language of Colonization on Indigenous Land This workshop will include hands-on examples of how to restructure lesson plans as well as ways one might weave Indigenous ways of knowing and teaching into their cross-curricular planning. This workshop is open to everyone with a focus towards Core French and French Immersion teachers. r realizes what it means to decolonize one's thinking, teaching, and classroom, then the responsibility of weaving in Indigenous ways of knowing and Indigenous content is a much more rewarding and meaningful experience.
	Canoe Workshop with Jason Fisher, Kootenay River Secondary School Teacher.	Canoe Workshop This workshop will be an all day, in-person workshop taking place in Creston. <u>Morning Session</u> Have you taken a paddling course and want a follow up or joined us for a session last May on Kootenay Lake? This learning session will provide the classroom session to supplement previous on water practical experience for safe canoe use. Trevor Marzke will be leading this session. Supplementary presentation by Jason Fisher will include tips for navigating outdoor learning experiences for classes. Knowledge gained from this session will empower you to take your class outside. <u>Afternoon Session</u> This Pro D session is based on the Kootenay River. It involves experiencing canoeing at the KRSS canoe counseling location. Not only will there be the benefits of being out in nature, but learning connections to Lower Kootenay and European history use of the river. It is a time for collaboration and discussion on the applications of place conscious learning. Attendees will learn basic safety and skills regarding canoes. ProD with the KRSS Aboriginal Program will be like no other. In this session you will be able to learn the way student's love to learn, experiential style. This session will take place at the beautiful KRSS Canoe Counseling location on the Kootenay



		<p>River. It will be here that you will learn about connections the Lower Kootenay and the European settlers have with the Kootenay River and reinforce the necessary skills to navigate a canoe. With all that learning, it is difficult to imagine that there could be any more benefits but being out in nature and being with others should go without saying. Dress for the weather. Canoe space is limited to 22 people but people with their own watercraft and those that would like to just observe from the water's edge are all welcome</p>
	<p>Complex Trauma Schools with Dr. Chuck Geddes</p>	<p>Complex Trauma Schools This course should be taken in a group of no less than 5 people from the same school or department. Alternately, it can be taken as a whole school staff group or whole department group. In this course, learners will:</p> <ul style="list-style-type: none"> • Gain a better understanding of how complex trauma impacts the brain and body • View behaviour through CTR's 7 Developmental Domains • Learn strategies to support ALL students, especially students who have experienced complex trauma: PEACEful Schools Model • (If it applies to your context): Be able to create meaningful trauma informed IEP's as living documents • Learn 10 ideas to de-escalate a student • Be reminded that self-care is necessary in order to support students in their healing and learning
	<p>Two Spirit Teachings with Jesse Halton, District Indigenization Coordinator</p>	<p>Two Spirit Teachings What does the term Two Spirit mean? Where did it come from? What are some Indigenous perspectives of Sexual Orientation and Gender Identity (SOGI)? In this workshop, Jesse will offer some perspectives and teachings about the term Two Spirit and what it means to be a Two Spirit person from a traditional and a modern Indigenous experience. Supplies – Participants will be asked to have some blank paper and writing/drawing utensils of your choice!</p>
	<p>Metis Awareness, Culture and History with Roy Pogorzelski</p>	<p>Metis Awareness, Culture and History This session will provide insight into Métis culture and history from a lived experience perspective. It will discuss Métis knowledge, familial connections and incorporate story telling as a method of presentation.</p>
	<p>Beading Workshop with Danica Weager, District Indigenization Coordinator</p>	<p>Beadwork and Brilliance – Orange Shirt Beadwork If you are interested in a hands-on and engaging workshop, this is for you! We will learn the basics of beadwork by working on Orange Shirt beaded pins as a way of honouring the story behind Orange Shirt Day and the work of Truth and Reconciliation. No previous experience necessary. Come with an open heart and mind. As we learn to bead together, we will engage in dialogue of Indigenous brilliance and resilience on our Truth and Reconciliation journeys. So, put on a pot of tea, cozy up, and join in for beadwork and brilliance! Supply kits will</p>



		be provided, but you will need to arrange pick up ahead of time.
	Anti-Indigenous Racism provided by BCTF	<p>Anti-Indigenous Racism Anti-indigenous racism is the issue of our time. The history of colonization in Canada was based on stealing the Land and developing social-political attitudes that justified theft and abuse. COVID-19 has given us the opportunity to look squarely at the racism responsible for marginalizing First Nations, Métis and Inuit, residential schools, impoverished reserves, the Sixties-Millennial Scoops, boil-water advisories, Murdered and Missing Indigenous Women and Girls, environmental degradation, and more. The outrage we feel over the recent police killings of innocent young men and women are not new, but people everywhere are paying close attention and demanding justice. This workshop will explore this history and energize the movement to end the ongoing genocide. This workshop has been adapted for online facilitation.</p>
	Project of Heart provided by BCTF	<p>Project of Heart Project of Heart is an inquiry-based, hands-on, collaborative, intergenerational, artistic journey for seeking truth about the history of Aboriginal people in Canada. This teaching resource examines the history and legacy of Indian residential schools, commemorates the lives of the thousands of Indigenous children who died as a result, and prepares students to engage in social justice activities that contribute to the developing truth and reconciliation movement. This workshop is available for online facilitation.</p>
	Plant Medicine with Robynne Edgar	<p>Plant Medicine Spring greens and first aid presentation.</p> <p>Detailed Bio and Photo coming soon.</p>
	Social Justice with Kristina Lidstone, Trafalgar Middle School Teacher	<p>Teacher Support Session for Teaching Social Justice This participatory session will invite you to share your work teaching social justice while hearing from others. We will take the time to discuss what has worked and what hasn't, share ideas, and share challenges. This session seeks to inspire new or improved social justice teaching, build connections between colleagues, and provide space for us to support one another in working through difficulties in teaching social justice.</p> <p>Kristina is a grade 7 teacher at Trafalgar Middle School with a keen interest in improving her practice as a social justice educator. She will be facilitating this session as part of her Masters research exploring how teachers are taking up the practice of teaching social justice across grades and subject areas.</p>
<p>12:00 pm – 1:00 pm Lunch</p>		



1:00 pm – 2:30 pm All Come Back Together		
	<p>Afternoon Keynote: Kevin Lamoureux, BA, Med, PHD Candidate, teacher University of Winnipeg</p>	<p>Contemporary Indigenous Issues and Anti-Racist Education Kevin Lamoureux is a Faculty member at the University of Winnipeg and a well-known public speaker. He has served as Associate Vice President for the University of Winnipeg, Education Lead for the National Centre for Truth and Reconciliation, and as Scholar in Residence for several school divisions. He is an award-winning scholar with an impressive publication and research grant record, and has consulted for governments, organizations and institutions across Canada. His most recent book contribution, for <i>Ensouling Our Schools</i> with Dr. Jennifer Katz, is being used by educators across Canada working to create inclusive spaces for all students. He has been seen on TV, in documentaries, in print, and in the media. More than anything, Lamoureux is committed to reconciliation and contributing to an even better Canada for all children to grow up in.</p>

*** The Indigenizing the Curriculum District Professional Development day will be delivered virtually.*

*** The final flyer with full workshop descriptions, presenter biographies and photos will be coming soon.*



DATE	TIME	LOCATION	MEETINGS	COMMENT
September 21, 2021	1:30 – 2:30 pm	Board Office, Nelson	Closed Board Meeting	
	3:00 pm – 4:30 pm	Board Office, Nelson	Operations and Finance	Audited Financials Recommendation
	5:00 – 7:00 pm	Board Office, Nelson	Open Board Meeting	Audited Financials Approval
October 19, 2021	12:30 – 4:30 pm	Board Office, Nelson	Committees of the Whole	
October 26, 2021	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Open Board Meeting	
November 23, 2021	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Open Board Meeting	
December 7, 2021	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Open Board Meeting	
<i>Winter Break (December 19 – January 3)</i>				
January 18, 2022	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Open Board Meeting	
February 15, 2022	1:30 – 2:30 pm	Board Office, Nelson	Closed Board Meeting	<i>If needed</i>
	3:00 – 4:30 pm	Board Office, Nelson	O&F Committee Meeting	Amended Budget Recommendation
	5:00 – 7:00 pm	Board Office, Nelson	Open Board Meeting	Amended Budget Approval
March 8, 2022	1:00 – 2:00 pm	Board Office, Nelson	Closed Board Meeting	<i>If needed</i>
	2:00 – 4:30 pm	Board Office, Nelson	Edu. and G&P Committees	
	5:00 – 7:00 pm	Board Office, Nelson	Open Board Meeting	
<i>Spring Break (March 12 – 27)</i>				
April 26, 2022	1:30 – 3:00 pm	Crawford Bay School	Closed Board Meeting	
	3:30 – 4:30 pm	Crawford Bay School	O&F Committee Meeting	Preliminary Draft Budget Review
	5:00 – 7:00 pm	Crawford Bay School	Open Board Meeting	
May 17, 2022	12:30 – 5:00 pm	Board Office, Nelson	Committees of the Whole	O&F – Supt’s Recommended Budget
May 24, 2022	3:30 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Open Board Meeting	2022-2023 Budget Approval
June 21, 2022	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Open Board Meeting	
<i>Summer Break</i>				

