



School District 8
Kootenay Lake

Enhancing Student Learning Report 2022–2023

In Review of
(Year 5 of 5)
School District No. 8 (Kootenay Lake)
June 13, 2023

TABLE OF CONTENTS

District Context	iii
Strategic Plan Priorities	2
District Successes	3
Strategic Engagement	5
Student Performance Data Analysis and Interpretation	8
Intellectual Development Literacy	9
Numeracy	15
Grade-to-Grade Transitions	23
Human and Social Development	25
Career Development	33
Life and Career Core Competencies	36
Existing and/or Emerging Areas of Need	38
Adjustments and Adaptations	43
Alignment for Successful Implementation	47
Future Directions	50

ACKNOWLEDGEMENT

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.

GRATITUDE

School District No. 8 (Kootenay Lake) (SD8 or the district) thanks our Board of Education for focusing on excellence for all learners in a nurturing environment.

The district also acknowledges the dedicated work of all employees.

Thank you to the Kootenay Lake Teachers' Association (KLTF); CUPE 748; Kootenay Lake Principals' and Vice-Principals' Association (KLPVPA); the Lower Kootenay Band; the Aboriginal Education Council (ACE), including the Okanagan Nation Alliance; West Kootenay Métis; Sinixt (Lakes); Secwepemc (Splatsin); the District Parent Advisory Council (DPAC); the school Parent Advisory Councils (PACs); Student Trustees; exempt staff; and especially students. Your success is the district's collective aim.





DISTRICT CONTEXT



SD8 meets the learning needs of about 4800 students. The district serves an area of approximately 15,000 square kilometres which includes the two main population centres of Nelson and Creston, and the surrounding rural areas.

SD8 Schools

- 14 elementary schools
- 2 online learning schools
- 3 elementary-secondary schools from K-12
- 1 middle school
- 1 middle-secondary school
- 3 secondary schools



SD8 employs approximately 900 staff. The district's overall operating budget for 2022-2023 is \$73 million.

All SD8 decisions are guided by a clear vision and core values and are based on evidence and extensive consultation. District initiatives and resources align with Ministry of Education and Child Care goals. SD8 school plans aim to develop each student's individual potential to acquire knowledge, skills and abilities. These will help students contribute to a healthy society, and a prosperous and sustainable economy.

The Enhancing Student Learning Report reflects the district's strategic priorities for all learners. These priorities are also guided by SD8's vision, mission and values, supported by school learning plans.

Coherence and Alignment

SD8's goals and priorities, aligned with the Ministry Service Plan, demonstrate the district's sector commitments, such as:

Ministry Policy for Student Success: Educated Citizen, Intellectual Development, Human and Social Development, Career Development

Provincial legislation, priorities, and policy direction

Annual School learning plans - reports on Early Learning; Literacy; Numeracy; Trades and Career

Education; and Aboriginal Education

Aboriginal Committee of Education Guiding Principles and Protocols

Goal #1: Ensure Students Become Educated Citizens

Goal #2: Support Healthy and Effective Learning Environments





2018-2023 STRATEGIC PLAN PRIORITIES

SD8's Strategic Plan goals are literacy, numeracy, inclusion, and Indigenization. The district vision is to focus on excellence for all learners in a nurturing environment. These goals and vision align with the goals of the Ministry of Education and Child Care's Service Plan.

In addition, the Aboriginal Education program focus areas of belonging, success, truth before reconciliation, history and culture are congruent with SD8's Strategic Plan and the Ministry Service Plan. The district continues to support and implement practices resulting in learning success for Indigenous students and in improved graduation rates for all learners. School learning plans focus on the Enhancing Student Learning Report and on ensuring that strategies and structures support the learning success of individual Indigenous students, students with diverse abilities, and children and youth in care within each school.

In the 2022-2023 school year, the School Learning Plan Framework has been re-envisioned to reflect a new structure, equity focus, and district-wide alignment with the district's goals and the ministry's goals. In addition, in 2022-2023 the Board of Education undertook redevelopment of the strategic plan, and approved the [2024-2029 Strategic Plan](#).





DISTRICT SUCCESSES

EXECUTIVE SUMMARY

The 2022-23 Enhancing Student Learning Report reflects School District No. 8 (Kootenay Lake) (SD8) strategic priorities for all learners. These priorities are also guided by the district's vision and values, supported by school learning plans.

SD8's strategic goals are literacy, numeracy, inclusion and Indigenization. The district vision focuses on excellence for all learners in a nurturing environment. These goals and vision align with the goals of the Ministry of Education and Child Care Service Plan.

In addition, the Aboriginal Education program focus areas of belonging, success, truth before reconciliation, and history and culture are congruent with SD8's Strategic Plan and the Ministry Service Plan. The district continues to support and implement practices resulting in learning success for Indigenous students and in improved graduation rates for all learners.

For the 2022-2023 school year, the School Learning Plan Framework has been re-envisioned to reflect a new structure with a focus on equity and district-wide alignment with district and ministry goals.

SD8 works together with education and community partners to support student learning. Student success is maximized when relationships are collaborative and focused.

The Enhancing Student Learning Report and Continuous Learning Reports show the data analysis and interpretation of trends over time. Data has been drawn from both provincial and district sources.

Action items have been developed to meet the expected provincial educational outcomes and measures in intellectual, human and social development and career development.

By ensuring that school learning plans, operational plans, and continuous improvement reports support and align with the Board of Education's strategic plan, there is opportunity for coherence in planning and use of resources to create efficiency and to build towards student success.

Action items will be prioritized for the 2023-2024 school year. SD8 continually monitors these priorities to ensure continuous improvement for all students including Indigenous students, students with diverse abilities, children and youth in care and English language learner students.

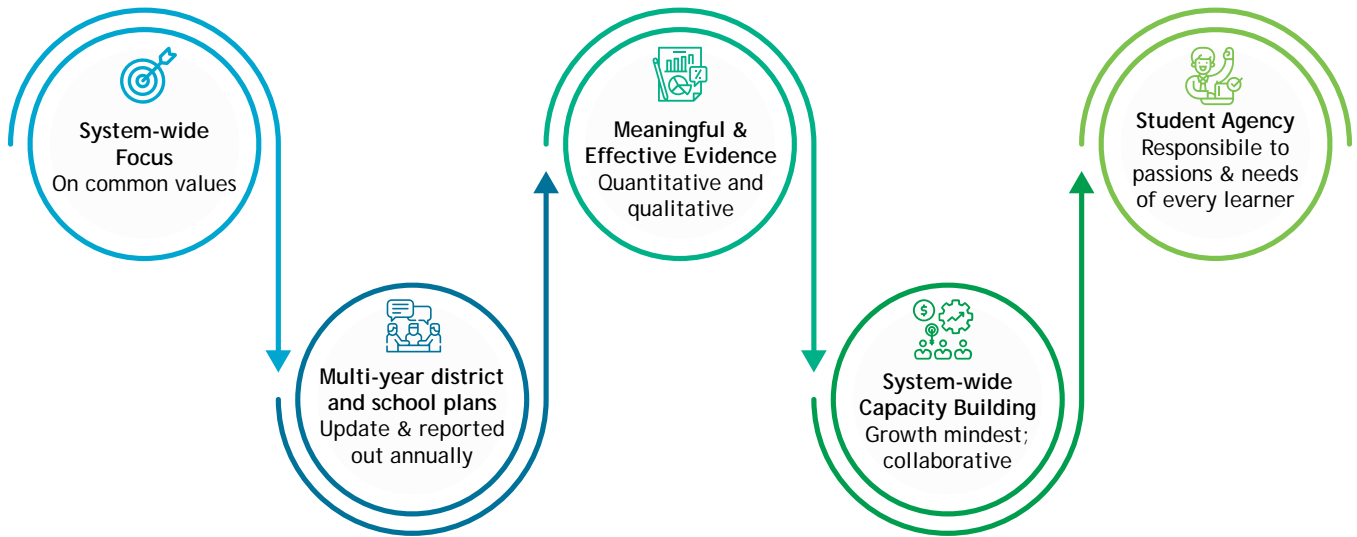
Priority areas are addressed by the following:

- Implement 3-year literacy and numeracy plans to improve literacy and numeracy.
- Increase graduation rates for all students and ensure parity between Indigenous and non- Indigenous learners.
- Ensure that all students are supported through social emotional learning and trauma-informed practice.
- Enhance equity for all learners including Indigenous students, students with diverse abilities, English language learners and children and youth in care.

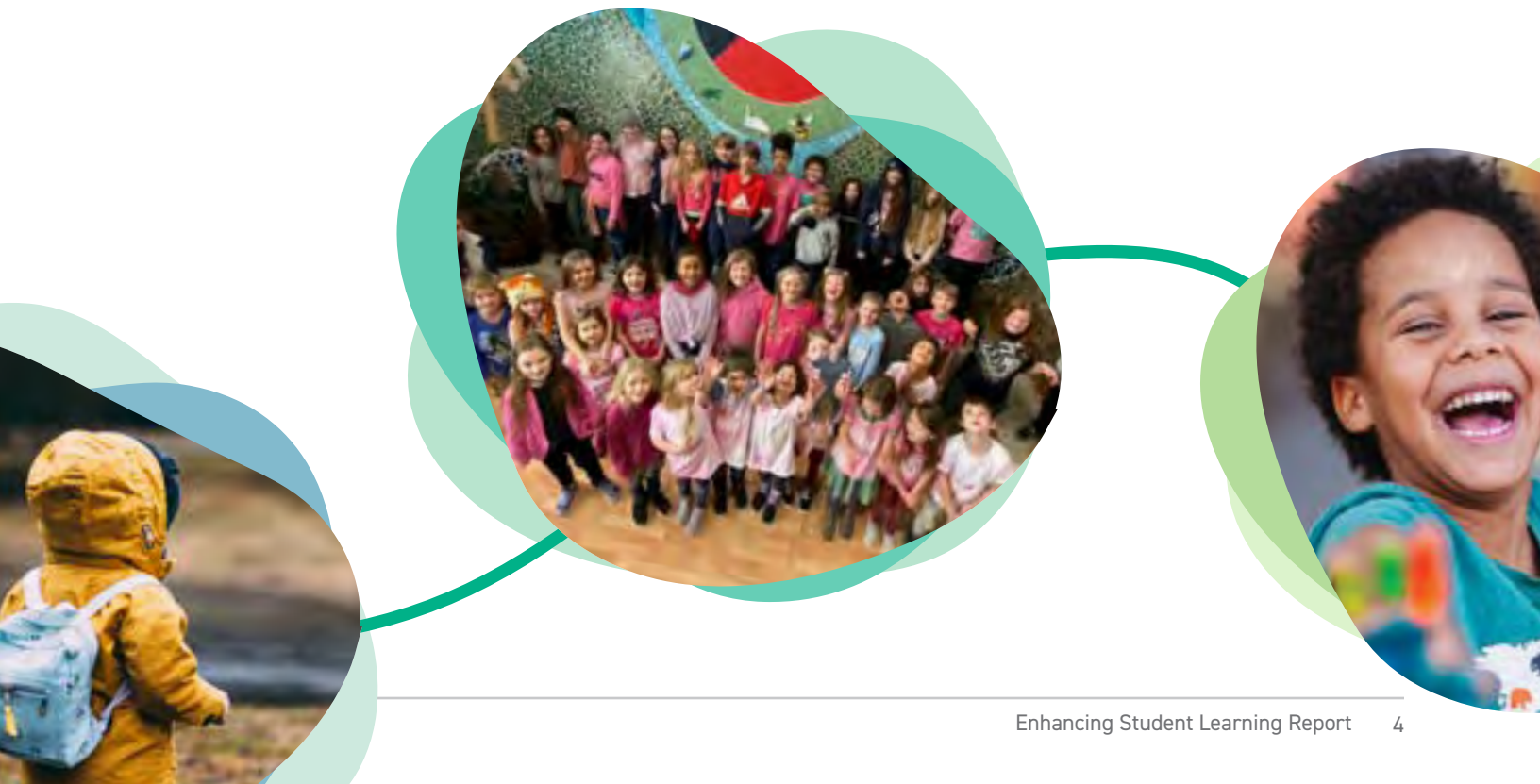
SD8 continues to look for ways to build on strengths and celebrate student success. By referring to data which informs decision making, planning and practices and by working together with education partners, the district can make a difference for all SD8 students.

What is the Framework for Enhancing Student Learning?

The Framework for Enhancing Student Learning is SD8's public commitment to work together with education partners to continuously improve learning for each student. The framework also addresses long-standing differences in performance among particular groups of students, most notably Indigenous students, children and youth in care, and students with diverse abilities.



Aligned with Local Education Agreements.





STRATEGIC ENGAGEMENT

Engagement brings education partners together to participate in a cycle of continuous improvement for positive change.

SD8's education partners collaborate regularly during the year in the Education Partner Advisory Committee. The committee members are from the following:

- Board of Education
- SD8 Senior team
- Kootenay Lake Teachers' Association (KLTF)
- Canadian Union of Public Employees (CUPE) 748
- Kootenay Lake Principals' and Vice-Principals' Association (KLPVPA)
- District Parent Advisory Council (DPAC)
- Student trustees
- Members of exempt staff

SD8 continues to invite Rights Holders through the Aboriginal Committee of Education (ACE) and the Lower Kootenay Band's Aboriginal Committee of Education to support Indigenous student success.

SD8 focuses on equity, diversity, inclusion and Indigenization through all professional development and events. For example, the Aboriginal Education department holds cultural learning events including:

- Rights Holders Awareness virtual and in-person teachings, role models and storytelling and 2SLGBTQ+ teachings
- Residential school awareness and district-wide acknowledgement of Orange Shirt Day
- Lessons on Missing and Murdered Indigenous Women and Girls and Two Spirit Peoples (MMIWG2S)
- District-wide Reconciliation Run wuqanqankimik, inspired by local Chief Jason Louie's teachings: "to walk with long strides—to take big steps"
- Annual Pow Wow and Indigenous graduate honouring ceremony

In spring of 2023, Chief Cadmus Delorme shared a Reconciliation teachings morning keynote for the district Indigenous professional learning day. In fall 2022, SD8 was honoured to welcome Dr. Percy Lezard who shared teachings on Indigeneity and gender diversity. Additionally, the district was honoured to welcome Jo Chrona who shared lessons, tools, and awareness on anti-Indigenous racism as a full district morning workshop.

An anti-racism working group was established to provide strategic direction, guidance, and leadership, ensuring next steps and future actions are prioritized, reported annually, and address the five key themes from the policy and administrative procedures: Learning and Reconciliation, Inclusive and Anti-racist Curricula and Resources, Home, School and Community, Accountability and Measures of Success and Processes of Restitution. Student and BIPOC voice continue to lead this work with support and shared responsibilities district wide.



Report Racism

SD8 continues to develop relationships with post-secondary institutions across the province and country. This has redirected attention to post-secondary transitions for students and allowed the district to foster a special relationship with those closest to us:

- Selkirk College
- University of British Columbia (UBC)—West Kootenay Teacher Education Program (WKTEP)
- College of the Rockies
- UBC Okanagan
- Okanagan College
- Thompson Rivers University

SD8 monitors engagement and participation of the Board of Education, student trustees, District Student Voice, Parent Advisory Committees (PACs) and District Parent Advisory Committee (DPAC). Public consultation includes all partners in education through channels and tools such as meetings, in-person discussions, and surveys on related budget, policy, and professional development to garner feedback from all partners and the larger community. SD8 continues to work to improve engagement practices to build on relationships that are important to meeting district goals and supporting student success.

Strategic Engagement			
Partners in Education			
Board of Education	Indigenous Community Elders	Indigenous Community supports: COINS, Jordan's Principle, Kootenay Kids	Ministry of Labour
Student Trustees	Teachers/Teachers' Union	Chamber of Commerce	RCMP/Nelson Police
District Staff	CUPE	Employers/Community Futures	Neighbours
Principals' and Vice Principals' Association	District Parent Advisory Committee	Community organizations with a child/youth focus	Seniors
Lower Kootenay Band	Students	Local service clubs	Media
West Kootenay Metis	Parents	Residents/public	Public Libraries
Colville Confederated Tribes	Local Government	Municipalities	Non-profit groups
Secwepemc Nation	Early Childcare Providers	Post-secondary institutions	Fine Arts Communities
		Vocational schools	Tourism sector
		Health and social agencies	WorksafeBC
		Ministry of Children & Family Development and Ktunaxa Kinbasket Child and Family Services	Regional District of Central Kootenay



STUDENT PERFORMANCE DATA ANALYSIS AND INTERPRETATION

DATA

General Notes on Use of Data in this Report

The Ministry of Education and Child Care provides both masked and raw unmasked data to school districts to facilitate the preparation of the Enhancing Student Learning report. As the report is a public document the charts and tables in this report use only data available from the unmasked data set. Where appropriate, the unmasked data set was used to validate assumptions about trends documented in the report. Data

has been drawn from provincial sources including Sharepoint, Power BI, and Aboriginal How Are We Doing Report (HAWD) as well as district sources. Where needed, data has been manually calculated to reflect accurate results. From 2018-2021, reporting language has shifted and therefore the district has adjusted data calculations with asterisks below tables to clarify.

Note: Data pertaining to children and youth in care is currently unavailable and so does not appear in any of the data tables in this report.

Informed Evidence

The Enhancing Student Learning Report and the Continuous Learning Reports show the data analysis and interpretation of trends over time.

Provincial education measures:

- SD8 Enhancing Student Learning Report Data
- Early Development Instrument (EDI)
- Middle Years Development Instrument (MDI)
- Student Learning Survey
- Completion Rates
- Foundation Skills Assessment (FSA)
- Graduation Assessments
- Educational Outcomes 1 and 2

Multiple sources of evidence include relevant locally developed measures:

- Early Years Literacy Profile (ELP)
- Student Symposium
- Equity Scan
- Formative and Summative Communications of Student Learning



INTELLECTUAL DEVELOPMENT

EDUCATIONAL OUTCOME 1: Literacy

EVIDENCE OF LEARNING: Literacy

Intellectual Development

Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level.

Measure 1.1: Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments.

Measure 1.2: Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments.

Early Development Instrument(EDI): Percentage of Kindergarten students vulnerable in language and communication skills.

	wave6	wave7	wave8	Wave9
INDICATOR OF IMPROVEMENT	2013-2016	2016-2019	2019-2022	Not available
Language and Cognitive	8%	7%	9%	
Communication Skills	11%	9%	9%	

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 2019-20 and in 2020-21.

In 2020, the Early Years Literacy Profile (K-3) was introduced district-wide as part of a 3-year literacy coherence model for primary students.

Report Card Data: Percentage of Primary students meeting and exceeding expectations in Language Arts by the end of the school year

Report Card - Language Arts		2018-2019	2019-2020	2020-2021	2021-2022
Kindergarten	All Resident Students	72 %	78 %	71 %	66%
	Indigenous Students	56 %	72 %	57%	45%
	Students with Diverse Abilities	44%	44%	83%	50%
Grade 1	All Resident Students	62 %	71 %	64 %	58%
	Indigenous Students	68 %	47 %	54 %	45%
	Students with Diverse Abilities	35%	55%	50%	58%
Grade 2	All Resident Students	61 %	63 %	63 %	62%
	Indigenous Students	53 %	56%	88 %	53%
	Students with Diverse Abilities	26%	48%	40%	31%
Grade 3	All Resident Students	64%	59%	66 %	58%
	Indigenous Students	75%	49 %	59 %	37%
	Students with Diverse Abilities	26%	27%	36%	43%

Note: 2018-19 data reflects a combination of proficiency scales and letter grade scales (C+ and above; meeting, exceeding and extending expectations).

Report Card Data: Percentage of Intermediate students proficient and extending Language Arts expectations by the end of the school year.

Report Card - Language Arts		2018-2019	2019-2020	2020-2021	2021-2022
Grade 4	All Resident Students	78%	61%	59%	59%
	Indigenous Students	75%	60%	47%	61%
	Students with Diverse Abilities	51%	31%	18%	25%
Grade 5	All Resident Students	79%	76%	68%	70%
	Indigenous Students	82%	62%	71%	57%
	Students with Diverse Abilities	48%	38%	18%	50%
Grade 6	All Resident Students	72%	78%	74%	68%
	Indigenous Students	68%	71%	63%	74%
	Students with Diverse Abilities	32%	44%	34%	38%
Grade 7	All Resident Students	75%	74%	73%	64%
	Indigenous Students	70%	71%	64%	58%
	Students with Diverse Abilities	37%	35%	25%	22%
Grade 8	All Resident Students	70%	81%	69%	72%
	Indigenous Students	75%	81%	64%	57%
	Students with Diverse Abilities	66%	67%	42%	54%
Grade 9	All Resident Students	79%	73%	71%	73%
	Indigenous Students	67%	66%	66%	56%
	Students with Diverse Abilities	46%	53%	48%	49%

Note: 2018-19 data reflects a combination of proficiency scales and letter grade scales (C+ and above; meeting, exceeding and extending expectations).

Foundation Skills Assessment: Current Year and 3-year trends for the percentage of students in grades 4 and 7 on track and extending expectations in reading comprehension.

** as of 2021-2022 FSA Literacy comprises a combination of reading comprehension and writing. In previous years FSA reported reading comprehension and writing separately.*

FSA Reading Grade 4		% of Students On Track and Extending	Provincial %
2021-2022	All Resident Students	68 %	70 %
	Indigenous Students	76 %	52 %
	Students with Diverse Abilities	39 %	51 %
2020-2021	All Resident Students	81%	82%
	Indigenous Students	71%	72%
	Students with Diverse Abilities	63%	64%
2019-2020	All Resident Students	75%	74%
	Indigenous Students	77%	61%
	Students with Diverse Abilities	56%	64%
2018-2019	All Resident Students	70%	76%
	Indigenous Students	59%	62%
	Students with Diverse Abilities	26%	65%

FSA Reading Grade 7		% of Students On Track and Extending	Provincial %
2021-2022	All Resident Students	56 %	68 %
	Indigenous Students	51 %	47 %
	Students with Diverse Abilities	37 %	48 %
2020-2021	All Resident Students	76%	78%
	Indigenous Students	67%	62%
	Students with Diverse Abilities	42%	62%
2019-2020	All Resident Students	71%	76%
	Indigenous Students	67%	60%
	Students with Diverse Abilities	35%	58%
2018-2019	All Resident Students	81%	77%
	Indigenous Students	64%	62%
	Students with Diverse Abilities	70%	60%

Student Learning Survey: *Percentage of students indicating a positive response to the statement, “I continue to get better at reading.”*

		2018-2019	2019-2020	2020-2021	Provincial 2020-2021	2021-2022	Provincial 2021-2022
Grade 4	All Resident Students	83%	77%	78%	77%	87%	79%
	Indigenous Students	78%	84%	77%	75%	86%	76%
	Students with Diverse Abilities	67%	69%	74%	70%	95%	73%
Grade 7	All Resident Students	59%	63%	64%	68%	82%	69%
	Indigenous Students	64%	61%	64%	64%	80%	65%
	Students with Diverse Abilities	30%	58%	52%	61%	65%	66%
Grade 10	All Resident Students	62%	71%	56%	62%	84%	64%
	Indigenous Students	47%	56%	56%	56%	93%	58%
	Students with Diverse Abilities	44%	n/a	42%	52%	76%	57%
Grade 12	All Resident Students	57%	50%	63%	63%	84%	66%
	Indigenous Students	71%	60%	63%	58%	80%	60%
	Students with Diverse Abilities	44%	n/a	65%	57%	77%	61%

Foundation Skills Assessment: *Current Year and 3-year trends for the percentage of students in Grades 4 and 7 on track and extending expectations in writing. As of 2021-2022 FSA Literacy consists of a combination of reading comprehension and writing.*

FSA Grade 4 Writing		2018-2019	2019-2020	2020-2021	Provincial 2020-	2021-2022
2021	2021-2022	Provincial 2021-2022	77%	78%	77%	87%
All Resident Students	87%	85%	79%	82%	n/a	n/a
Indigenous Students	91%	86%	86%	70%	n/a	n/a
Students with Diverse Abilities	73%	86%	63%	69%	n/a	n/a

FSA –Grade 7 Writing		2018-2019	2019-2020	2020-2021	Provincial 2020-	2021-2022
2021	2021-2022	Provincial 2021-2022	77%	78%	77%	87%
All Resident Students	84%	84%	82%	85%	n/a	n/a
Indigenous Students	80%	82%	79%	72%	n/a	n/a
Students with Diverse Abilities	74%	52%	55%	69%	n/a	n/a

Student Learning Survey: *Percentage of students indicating a positive response to the statement, “I continue to get better at writing”*

SLS		2018-2019	2019-2020	2020-2021	Provincial 2020-2021	2021-2022	Provincial 2021-2022
Grade 4	All Resident Students	69%	70%	65%	68%	83%	63%
	Indigenous Students	73%	54%	43%	64%	85%	66%
	Students with Diverse Abilities	52%	56%	63%	59%	76%	63%
Grade 7	All Resident Students	63%	58%	58%	70%	82%	64%
	Indigenous Students	62%	55%	64%	63%	85%	65%
	Students with Diverse Abilities	44%	46%	39%	57%	68%	63%
Grade 10	All Resident Students	61%	65%	65%	67%	86%	58%
	Indigenous Students	58%	56%	62%	59%	84%	60%
	Students with Diverse Abilities	53%	n/a	50%	53%	76%	58%
Grade 12	All Resident Students	74%	61%	70%	69%	87%	63%
	Indigenous Students	86%	80%	70%	63%	84%	56%
	Students with Diverse Needs	67%	n/a	53%	58%	69%	63%

Report Card Data: *Percentage of students achieving a C+ or better in their English course final mark.*

Report Cards		2018-2019	2019-2020	2020-2021	2021-2022
Grade 10 English	All Resident Students	n/a	71%	77%	75%
	Students with Diverse Abilities	52%	56%	63%	59%
	Indigenous Students	n/a	68%	70%	72%
Grade 11 English	All Resident Students	n/a	n/a	76%	80%
	Indigenous Students	n/a	n/a	62%	59%
	Students with Diverse Abilities	n/a	n/a	50%	55%
Grade 12 English	All Resident Students	n/a	n/a	n/a	86%
	All Resident Students	74%	61%	70%	69%
	Indigenous Students	n/a	n/a	n/a	83%
	Students with Diverse Abilities	n/a	n/a	n/a	n/a

Notes: Incomplete data is due to historical marks available for active students only. Sample size is not reflective of enrolment numbers. Data must be re-sourced.i

Grade 10 Provincial Literacy Assessment: Current year and 3-year trend for the number and percentage of students who scored proficient or extending as specified in the Grade 10 literacy assessment.

Provincial Literacy Assessment	2018-2019	2018-2019	2019-2020	2020-2021	Provincial 2020-2021	2021-2022
All Resident Students	n/a	112 students 71%	386 students 74%	22,419 students 74%	367 Students 70%	35,259 Students 75%
Indigenous Students	n/a	22 students 68%	76 students 75%	2184 students 56%	80 students 81%	3,535 students 56%
Students with Diverse Abilities	n/a	17 students 61%	43 students 52%	2797 students 55%	45 students 43%	4,777 Students 53%

Note: Incomplete data is due to historical marks available for active students only.

Student Performance and Achievement Trends in Literacy

2020-21 Summary of Key Findings for Literacy

Overall Literacy: Kindergarten

During the 3 most recent EDI waves, 9% of SD8 Kindergarten children indicate vulnerability in their overall literacy skills (language, cognitive development and communication skills). The 2021-2022 report card data shows that 58% of Grade 3 students transitioned from primary into intermediate meeting or exceeding expectations in literacy.

Literacy: Grade 4

FSA Literacy consists of a reading comprehension and a writing component. SD8 Grade 4 results are on par with the province for all resident students. In addition, 87% of students self report that they feel they are getting better at reading and 83% of students feel that they are getting better at writing. Grade 4 Indigenous students achieved 8% higher and students with diverse abilities achieved 29% lower compared to their peers.

Language Arts: Grades 4-6

Report card Language Arts data for Grades 4-6 also indicates a need for improvement, based on the percentage of students who are proficient. It is interesting to note that FSA Grade 4 literacy performance is approximately 10% higher than their report card language arts results.

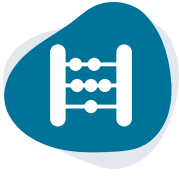
Literacy: Grade 7

In FSA Grade 7 literacy data for SD8 all resident students are 12% below the province. However, Indigenous students achieved 4% higher than the province and students with diverse abilities achieved 11% lower than the province. 82% of SD8 Grade 7 students self-report on the Student Learning Survey that they continue to get better at reading and at writing. This is significantly higher than last year and much higher than the provincial averages in reading and writing.

Literacy: Grade 10

Grade 10 provincial literacy assessment data shows that students with diverse abilities achieved significantly lower in their literacy levels compared to Indigenous students and their similar aged peers.

With the overarching belief that literacy is fundamental to learning and to student success in school and beyond, SD8 has set a goal of improving literacy proficiency for all learners. To that end, SD8 will continue to focus on maintaining high participation rates on all provincial assessments. In addition, increased achievement for all students is desired.



EDUCATIONAL OUTCOME 2: NUMERACY

EVIDENCE OF LEARNING: NUMERACY

Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level.

Measure 2.1: Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on track or extending numeracy expectations as specified in provincial assessments.

Measure 2.2: Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments.

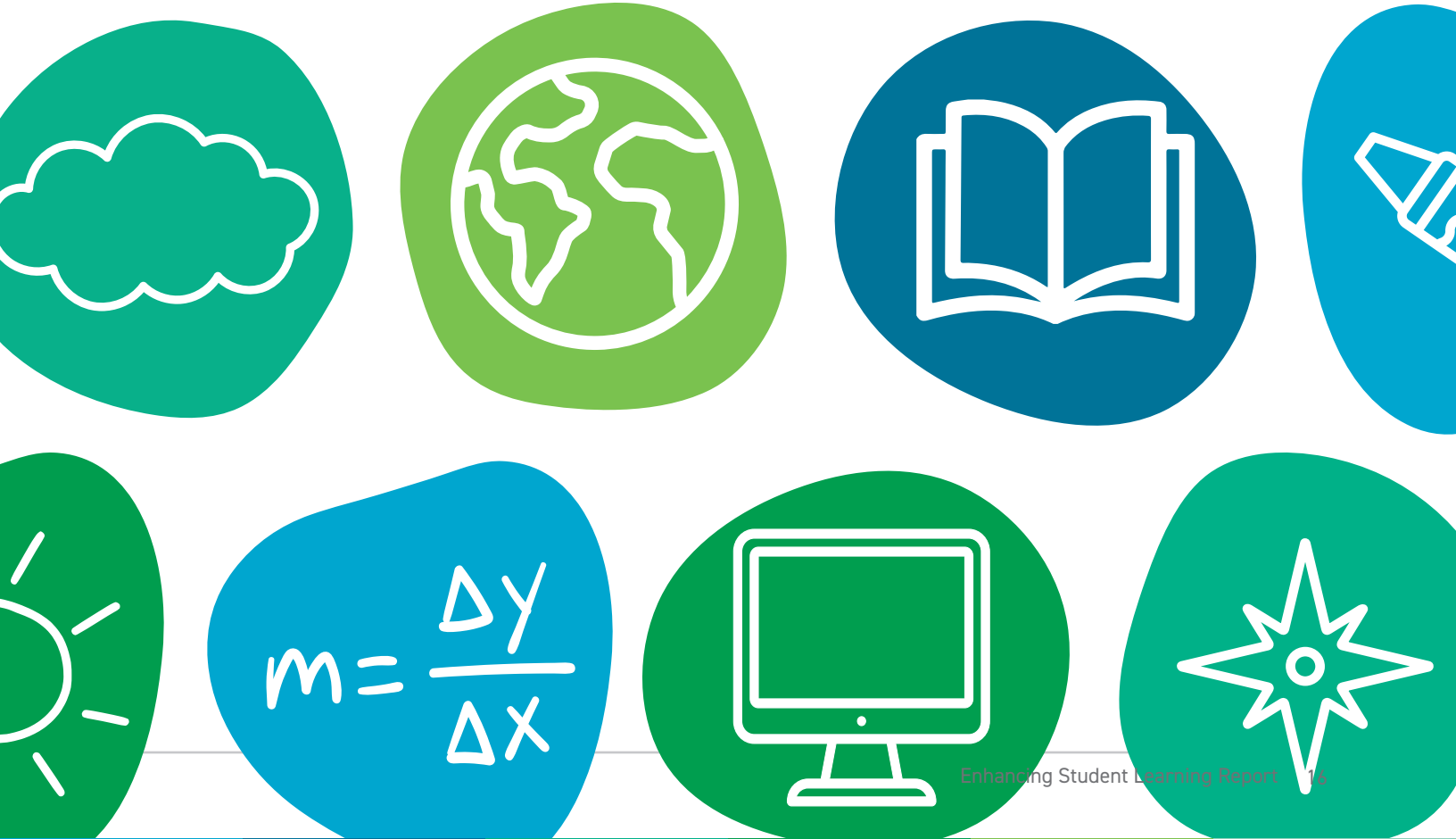
Numeracy: Percentage of Primary students meeting and exceeding expectations in numeracy by the end of the school year.

Report Card	Numeracy	2018-2019	2019-2020	2020-2021	2021-2022
Kindergarten	All Resident Students	79%	84%	74%	80%
	Indigenous Students	71%	79%	60%	65%
	Students with Diverse Abilities	50%	66%	67%	54%
Grade 1	All Resident Students	79%	76%	83%	78%
	Indigenous Students	81%	55%	78%	62%
	Students with Diverse Abilities	60%	64%	36%	55%
Grade 2	All Resident Students	74%	72%	77%	80%
	Indigenous Students	82%	70%	58%	68%
	Students with Diverse Abilities	64%	54%	48%	33%
Grade 3	All Resident Students	74%	65%	73%	73%
	Indigenous Students	77%	55%	64%	59%
	Students with Diverse Abilities	36%	36%	56%	61%

Report Card Data: Percentage of Intermediate students proficient and extending expectations by the end of the school year.

Report Card Numeracy		2018-2019	2019-2020	2020-2021	2021-2022
Grade 4	All Resident Students	90%	73%	69%	66%
	Indigenous Students	86%	78%	59%	69%
	Students with Diverse Abilities	62%	78%	41%	33%
Grade 5	All Resident Students	86%	73%	74%	76%
	Indigenous Students	71%	60%	82%	67%
	Students with Diverse Abilities	68%	69%	82%	50%
Grade 6	All Resident Students	75%	76%	76%	69%
	Indigenous Students	73%	66%	70%	76%
	Students with Diverse Abilities	45%	49%	30%	24%
Grade 7	All Resident Students	73%	77%	74%	71%
	Indigenous Students	59%	71%	63%	68%
	Students with Diverse Abilities	46%	50%	79%	36%

Note: 2018-19 data reflects a combination of proficiency scales and letter grade scales (C+ and above; meeting, exceeding and extending expectations)



Foundation Skills Assessment: Current year and 3-year trend for the percentage of students in grades 4 and 7 On Track and Extending in FSA Numeracy expectations

FSA Numeracy Grade 4 % of Students		% of Students On Track or Extending	Provincial
2021-22	All Resident Students	65%	66%
	Indigenous Students	75%	45%
	Students with Diverse Abilities	46%	52%
2020-2021	All Resident Students	72%	72%
	Indigenous Students	74%	56%
	Students with Diverse Abilities	53%	60%
2019-2020	All Resident Students	70%	68%
	Indigenous Students	67%	51%
	Students with Diverse Abilities	39%	55%
2018-2019	All Resident Students	62%	67%
	Indigenous Students	54%	48%
	Students with Diverse Abilities	25%	50%
2017-2018	All Resident Students	62%	66%
	Indigenous Students	47%	47%
	Students with Diverse Abilities	19%	52%

FSA Numeracy 7		% of Students On Track or Extending	Provincial %
2021-22	All Resident Students	49%	62%
	Indigenous Students	43%	40%
	Students with Diverse Abilities	39%	42%
2020-2021	All Resident Students	60%	68%
	Indigenous Students	48%	46%
	Students with Diverse Abilities	33%	50%
2019-2020	All Resident Students	57%	64%
	Indigenous Students	53%	40%
	Students with Diverse Abilities	32%	44%
2018-2019	All Resident Students	53%	66%
	Indigenous Students	45%	41%
	Students with Diverse Abilities	35%	47%
2017-2018	All Resident Students	55%	65%
	Indigenous Students	40%	42%
	Students with Diverse Abilities	15%	50%

Numeracy Data 2020-2021 and Student Learning Survey Data 2020-2021

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%
Students Learning Survey 10: "I continue to get better at mathematics"		Students who Agree/ Strongly Agree
All Students	31%	56%
Students with Indigenous Ancestry	22%	50%
Students with Diverse needs	Not Available	Not Available

Numeracy Data 2021-2022 and Student Learning Survey Data 2021-2022

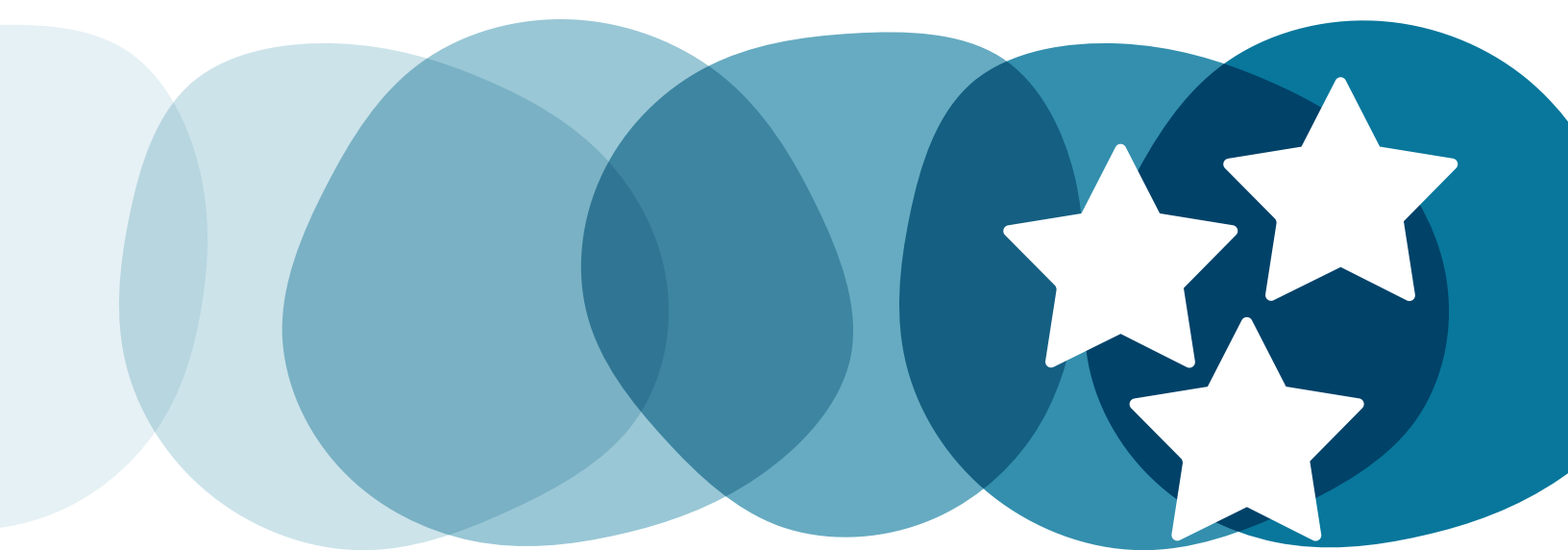
GNA 10 Numeracy*	Participation Rate	Meeting Grade Level Expectations (Proficient)
All Students	82%	32%
Students with Indigenous Ancestry	85%	29%
Students with Diverse needs	74%	19%
Students Learning Survey 10: "I continue to get better at mathematics"		Students who Agree/ Strongly Agree
All Students	30%	59%
Students with Indigenous Ancestry	Not Available	Not Available
Students with Diverse needs	Not Available	Not Available

Note: 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.



Numeracy: *Percentage of students achieving a C+ or better on their final report card in all math courses.*

		2018-2019	2019-2020	2020-2021	
Grade 10 Foundations	All Resident Students	57%	68%	79%	75%
	Indigenous Students	60%	70%	80%	65%
	Students with Diverse Abilities	66%	54%	62%	52%
Grade 11 Foundations	All Resident Students	Data incomplete	Data incomplete	75%	67%
	Indigenous Students	Data incomplete	57%	73%	75%
	Students with Diverse Abilities	Data incomplete	50%	69%	20%
Grade 10 Workplace	All Resident Students	73%	61%	69%	71%
	Indigenous Students	100%	60%	71%	70%
	Students with Diverse Abilities	50%	50%	69%	66%
Grade 11 Workplace	All Resident Students	75%	58 %	75%	60%
	Indigenous Students	0%	66 %	74%	50%
	Students with Diverse Abilities	n/a	50%	68 %	67%
Grade 11 Pre-Calculus	All Resident Students	Data Incomplete	Data Incomplete	Data Incomplete	85%
	Indigenous Students	Data Incomplete	Data Incomplete	Data Incomplete	79%
	Students with Diverse Abilities	Data Incomplete	Data Incomplete	Data Incomplete	83%



Provincial Assessment: Current year and 3-year trend for the number and percentage of students proficient or extending in numeracy expectations as specified in the Grade 10 numeracy assessments (GNA 10).

Grade 10 Numeracy		Number and % of Students On Track and Extending	%	Provincial
2021-2022	All Resident Students	100	32%	38%
	Indigenous Students	24	29%	20%
	Students with Diverse Abilities	5	19%	28%
2020-2021	All Resident Students	143	30%	39%
	Indigenous Students	27	21%	20%
	Students with Diverse Abilities	8	16%	27%
2019-2020	All Resident Students	135	39%	40%
	Indigenous Students	n/a	n/a	18%
	Students with Diverse Abilities	11	9	28%
2018-2019	All Resident Students	207	23%	28%
	Indigenous Students	n/a	n/a	11%
	Students with Diverse Abilities	14	14%	20%
2017-2018	All Resident Students	157	26%	33%
	Indigenous Students	n/a	n/a	13%
	Students with Diverse Abilities	10	30%	29%



Student Performance and Achievement Trends

2020-2021 Summary of Key Findings for Numeracy

- Overall, EDI Numeracy data indicates that within the basic numeracy and interest in numeracy and memory, Kindergarten learners have remained consistent from 2016 through 2021.
- 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.
- Report card numeracy results students in Grade 3 remained the same in the last two years; however, students with Indigenous ancestry declined by 6%. Students with diverse needs improved by 5%. In the primary years, a noticeable achievement gap exists with both Indigenous students and students with diverse abilities.

Grade 4

- Grade 4 report card numeracy results declined for all students. Intermediate report card numeracy results decline through the past 3 years of data. Indigenous student results have been inconsistent over the past few years. Students with diverse abilities continue to decline in report card results.
- FSA numeracy Grade 4 Indigenous students achieved 30% higher than the provincial average, and students with diverse abilities achieved 6% lower. Overall students with diverse abilities continue to lag significantly behind their peers. SD8 Grade 4 results in FSA numeracy are on par with the province for all resident students, Indigenous students, and students with diverse abilities.

Grade 7

- FSA numeracy Grade 7 Indigenous students achieved 5% lower and students with diverse abilities achieved 10% lower compared to their peers. SD8 Grade 7 results in numeracy are consistently lower compared to all resident students, Indigenous students and students with diverse abilities.

Grades 10, 11, 12

- Report Card results in math for Grade 10, 11 and 12 students reflect a slight drop over the last year, especially for students with diverse abilities. Students with Indigenous ancestry have fallen behind their peers in the last year by 10%.
- The Graduation Numeracy Assessment 10 participation rates for Indigenous students are below those of non- Indigenous students. The participation rates for students with diverse abilities must be increased. Students with diverse abilities fall consistently and significantly behind other students in achievement at the proficient level in the last several years.
- Students with Indigenous ancestry and those with diverse needs do not feel as confident as their peers in terms of their ability to get better at mathematics in the last couple of years.



**EDUCATION
CHANGES
THE WORLD**

WUSC.ca  WUSC  EUMC



GRADE-TO-GRADE TRANSITIONS

GRADE-TO-GRADE TRANSITIONS

The Framework for Enhancing Student Learning is SD8's public commitment to work together with education partners to continuously improve learning for each student. The framework also addresses long-standing differences in performance among particular groups of students, most notably Indigenous students, children and youth in care, and students with diverse abilities.

Measure 2.3: Number and percentage of students who are completing grade-to-grade transitions on time.

Grade-to-Grade Transitions: Number and percentage of students who are completing transitions on time (students in Grade 8-11)

Grade-to-Grade Transitions		Enrollment	Success Count	% Rate	Provincial %
2021-2022	All Resident Students	1216	1176	97%	95%
	Indigenous Students	296	289	98%	91%
	Students with Diverse Abilities	174	169	97%	93%
2020-2021	All Resident Students	1568	1501	96%	96.4
	Indigenous Students	364	381	96%	91.7
	Students with Diverse Abilities	153	162	94%	95.3
2019-2020	All Resident Students	1473	1570	94%	96.3
	Indigenous Students	365	393	93%	92
	Students with Diverse Abilities	150	159	94%	94.5
2018-2019	All Resident Students	1412	1501	94%	95.9
	Indigenous Students	347	368	94%	91.3
	Students with Diverse Abilities	141	158	89%	94.3

Student Learning Survey (SLS)		Enrollment	Success % Count	% Rate	Provincial
2021-2022	All Resident Students	1216	1176	97%	95%
	Indigenous Students	296	289	98%	91%
	Students with Diverse Abilities	174	169	97%	93%

Student Performance and Achievement Trends

2021-22 Summary of Key Findings for Grade-to-grade Transitions

Grade-to-grade transitions indicate that SD8 is on par with the provincial average.

However, students with Indigenous ancestry continue to fall behind their peers by an average of 4% per year over a four-year average. This data indicates that closer attention should be paid to why students with Indigenous ancestry continue to have less success in transitioning to the next grade level. Students with diverse needs fall behind an average of 2% behind their peers in grade-to-grade transitions in the past four years.



HUMAN AND SOCIAL DEVELOPMENT

Educational Outcome 3: Students Feel Welcome, Safe and Connected

The Framework for Enhancing Student Learning is SD8’s public commitment to work together with education partners to continuously improve learning for each student. The framework also addresses long-standing differences in performance among particular groups of students, most notably Indigenous students, children and youth in care, and students with diverse abilities.

Measure 3.1: Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.

Student Learning Survey: “Do you feel welcome at your school?”

SLS—All students		Number of students reporting feeling welcome at school	%	Provincial Average
2021-2022	Grade 3 and 4	167	69	77%
	Grade 7	208	63	71%
	Grade 10	181	70	68%
2020-2021	Grade 3 and 4	165	74	78%
	Grade 7	155	55	65%
	Grade 10	131	56	63%
2019-2020	Grade 3 and 4	148	74	76%
	Grade 7	130	59	65%
	Grade 10	21	64	62%
2018-2019	Grade 3 and 4	222	75	78%
	Grade 7	170	60	66%
	Grade 10	106	57	61%
2017-2018	Grade 3 and 4	196	76	78%
	Grade 7	139	57	68%
	Grade 10	118	62	62%

SLS— Indigenous Students		Number of students reporting feeling welcome at school	%	Provincial Average
2021-2022	Grade 3 and 4	27	59	69
	Grade 7	72	38	46
	Grade 10	46	43	41
2020-2021	Grade 3 and 4	22	67	71
	Grade 7	41	56	54
	Grade 10	20	38	43
2019-2020	Grade 3 and 4	22	59	69
	Grade 7	25	40	51
	Grade 10	masked	masked	40
2018-2019	Grade 3 and 4	47	72	70
	Grade 7	29	42	50
	Grade 10	12	32	40

SLS— Students with Diverse Abilities		Number of students reporting feeling welcome at school	%	Provincial Average
2021-2022	Grade 3 and 4			
	Grade 7			
	Grade 10			
2020-2021	Grade 3 and 4	11	58%	69
	Grade 7	21	68%	60
	Grade 10	13	50%	59
2019-2020	Grade 3 and 4	11	69%	67
	Grade 7	13	50%	58
	Grade 10	1	100%	55
2018-2019	Grade 3 and 4	17	61%	69
	Grade 7	16	59%	58
	Grade 10	7	39%	57

Student Learning Survey: “Do you feel safe at school?”

SLS - All Students		Number of students reporting feeling safe at school	%	Provincial Average
2021-2022	Grade 3 and 4	168	69	79%
	Grade 7	235	72	76%
	Grade 10	200	78	77%
2020-2021	Grade 3 and 4	177	78	79
	Grade 7	173	63	70
	Grade 10	165	71	73
2019-2020	Grade 3 and 4	150	75	77
	Grade 7	143	65	69
	Grade 10	24	73	73
2018-2019	Grade 3 and 4	235	81	80
	Grade 7	175	62	71
	Grade 10	130	71	72
2017-2018	Grade 3 and 4	203	81	80
	Grade 7	149	63	71
	Grade 10	146	77	72

SLS - Indigenous Students		Number of students reporting feeling safe at school	%	Provincial Average
2021-2022	Grade 3 and 4	46	52	73
	Grade 7	71	75	71
	Grade 10	46	76	78
2020-2021	Grade 3 and 4	24	71	76
	Grade 7	48	66	63
	Grade 10	36	69	64
2019-2020	Grade 3 and 4	24	71	73
	Grade 7	38	60	61
	Grade 10	masked	masked	66
2018-2019	Grade 3 and 4	44	83	76
	Grade 7	38	60	62
	Grade 10	26	70	66
2017-2018	Grade 3 and 4	31	76	76
	Grade 7	29	50	63
	Grade 10	26	79	65

SLS - Students with Diverse Abilities		Number of students reporting feeling welcome at school	%	Provincial Average
2021-2022	Grade 3 and 4			
	Grade 7			
	Grade 10			
2020-2021	Grade 3 and 4	177	77	79
	Grade 7	173	62	70
	Grade 10	165	70	73
2019-2020	Grade 3 and 4	150	75	77
	Grade 7	143	65	69
	Grade 10	24	71	73
2018-2019	Grade 3 and 4	235	79	80
	Grade 7	175	61	71
	Grade 10	130	71	72



Measure 3.2: Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them.

Student Learning Survey: Students reporting 2 adults or more in response to “How many adults at your school care about you?”

SLS—All students		Number of students who report 2 or more adults who care.	%	Provincial Average
2021-2022	Grade 3 and 4	153	63	
	Grade 7	154	47	
	Grade 10	157	61	
2020-2021	Grade 3 and 4	139	62	66%
	Grade 7	183	66	62%
	Grade 10	144	62	60%
2019-2020	Grade 3 and 4	130	65	70%
	Grade 7	139	63	66%
	Grade 10	23	68	65%
2018-2019	Grade 3 and 4	208	70	74%
	Grade 7	187	65	65%
	Grade 10	117	63	63%
2017-2018	Grade 3 and 4	176	69	75%
	Grade 7	158	65	67%
	Grade 10	117	62	64%



SLS - Indigenous Students		Number of students who report 2 or more adults who care.	%	Provincial Average
2021-2022	Grade 3 and 4	47	62	64
	Grade 7	72	47	47
	Grade 10	46	57	64
2020-2021	Grade 3 and 4	18	51	67
	Grade 7	51	70	62
	Grade 10	33	63	60
2019-2020	Grade 3 and 4	26	70	70
	Grade 7	42	66	64
	Grade 10	masked	masked	63
2018-2019	Grade 3 and 4	49	75	73
	Grade 7	45	65	61
	Grade 10	23	61	63
2017-2018	Grade 3 and 4	42	70	75
	Grade 7	44	64	65
	Grade 10	23	66	64

SLS - Students with Diverse Abilities		Number of students who report 2 or more adults who care.	%	Provincial Average
2021-2022	Grade 3 and 4			
	Grade 7			
	Grade 10			
2020-2021	Grade 3 and 4	10	53%	68%
	Grade 7	23	74%	66%
	Grade 10	15	58%	64%
2019-2020	Grade 3 and 4	10	63%	69%
	Grade 7	18	69%	67%
	Grade 10	n/a	n/a	66%
2018-2019	Grade 3 and 4	18	64%	65%
	Grade 7	17	63%	64%
	Grade 10	14	78%	65%

Measure 3.3: MDI (Connected, Safe, Welcome)

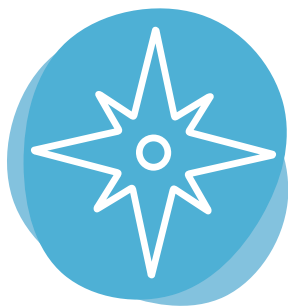
Measure 3.1: Percentage of students in grades 4 and 7 who feel welcome and safe at school, who have a sense of belonging in their school, and who believe there are adults at school care about them. MDI is completed every 3 years.

Middle Years Development Instrument

Grade 4	2017-2018	2020-2021	Province
2020-2021			
Connectedness with adults	90%	95%	96%
School belonging	85%	85%	85%
School climate	93%	91%	97%

Grade 7	2017-2018	2020-2021	Province
2020-2021			
Connectedness with adults	87%	93%	96%
School belonging	77%	71%	75%
School climate	80%	77%	77%





Grade 4 results overall continue to be very similar with previous years with the exception of a decrease from 78% “feeling safe at school” in 2020-21 to 69% in 2021-22. This also represents a gradual decrease since 2017-18.

The SLS measures in “Do you feel welcome at school” and “How many adults at your school care about you”, have remained relatively stable over the last five years. Developing a positive trend line in these measures should be a focus moving forward. The four-year trend for Indigenous students in years 2017-18 to 2020-21 in this measure is declining but has seen an increase from 51% to 62% over the last year.

The Grade 7 measures in feeling “welcome at school” and “feeling safe at school” continue to show improvement from 2020-21 and part of a larger trend that has continued since 2017-18. The measure how many adults at your school care about you has been stable both in terms of provincial comparisons and year to year data from 2017-18 through 2020-21. 2021-22 shows a 19% decrease from previous years. This result must be addressed. Results from Indigenous data for 2021-22 is 47%. Traditionally Indigenous students are above provincial levels on this measure but is at the provincial average this year.

The Grade 10 measures in students feeling “welcome at your school” has had varied results over the last five years but saw a 14% increase from 2020-21 to 2021-22. The underlying reasons for improvement should be followed up to further consolidate these gains. Grade 10 students “feeling safe” at school has consistently stayed within one to two points of the provincial average over the last four years and the 78% measure for this past year represents the best result in the last five years. The measure for “how many adults care about you” is stable and within provincial averages.



CAREER DEVELOPMENT

Educational Outcome 4: Students Will Graduate

The Framework for Enhancing Student Learning is SD8's public commitment to work together with education partners to continuously improve learning for each student. The framework also addresses long-standing differences in performance among particular groups of students, most notably Indigenous students, children and youth in care, and students with diverse abilities.

CAREER DEVELOPMENT AND TRANSITIONS

Career development is one of the goals of the British Columbia education system that is shared by schools, family and community. Education programs in BC schools help prepare students for successful employment when they leave the K-12 school system.

When students complete secondary school, they should have developed:

- Competencies to be self-directed, responsible individuals who can set and meet career goals.
- Knowledge of a range of career choices, and actions needed to pursue those choices.
- Employability skills required to work effectively and collaboratively in a workplace.

SD8 strives to ensure that all learners graduate with personal career-life development goals through experiential learning, community connections, and authentic evidence of learning. In so doing, SD8 students graduate with dignity, purpose and options.



COMPLETION RATES

Educational Outcome 4: Students will graduate.

Measure 4.1: Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.

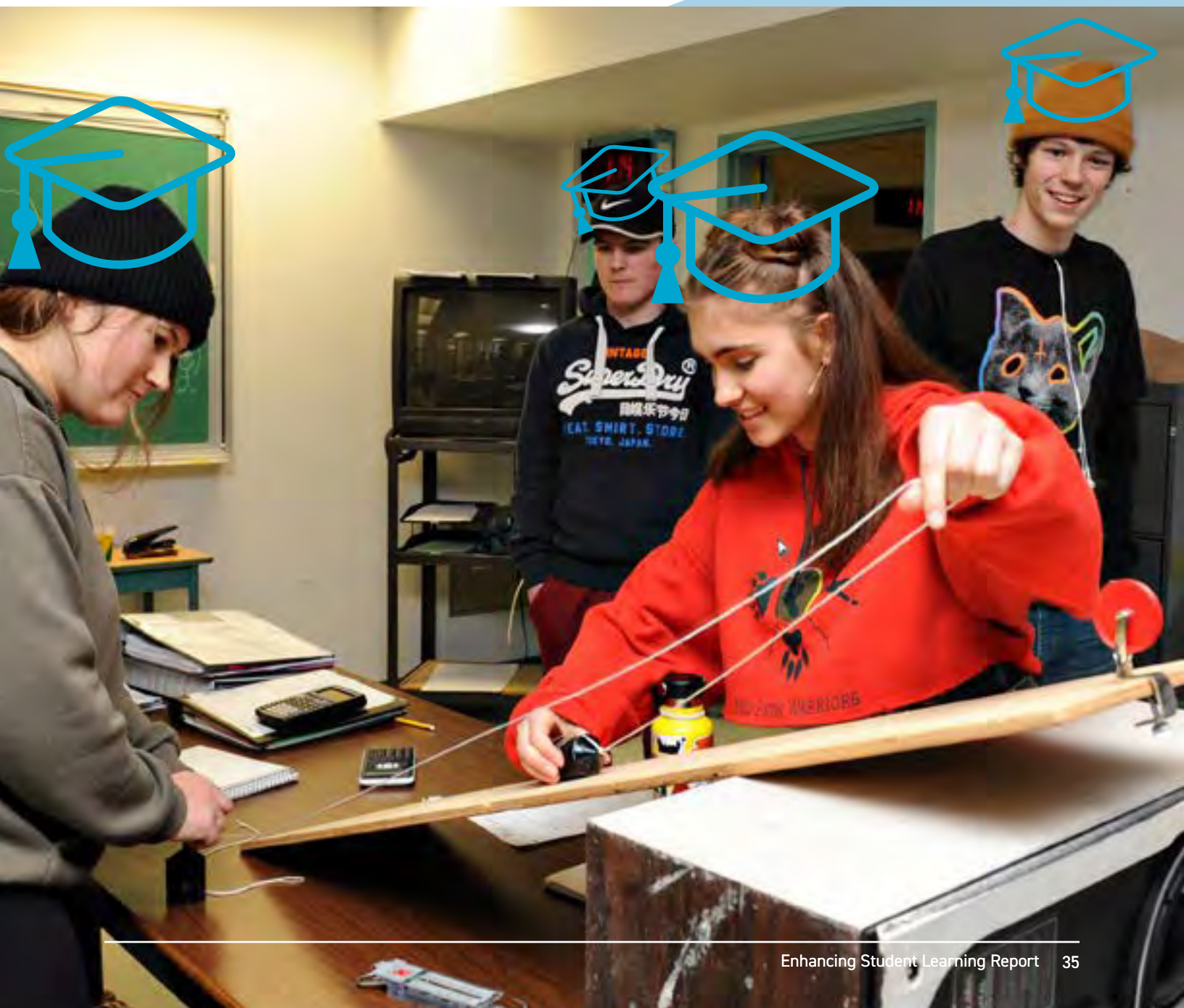
5 Year Completion		Cohort	% Rate	Provincial %
2021-2022	All Resident Students	459	87.0	87.4
	Indigenous Students	114	76.8	64
	Students with Diverse Abilities	77	72.6	67.9
2020-2021	All Resident Students	412	80.2	85.6
	Indigenous Students	90	67.2	63.4
	Students with Diverse Abilities	76	59.9	64.7
2019-2020	All Resident Students	419	75.2	85.1
	Indigenous Students	94	68	62
	Students with Diverse Abilities	71	57.5	64.2
2018-2019	All Resident Students	452	81.3	84.2
	Indigenous Students	107	68.3	60.2
	Students with Diverse Abilities	59	70.8	62.6
2017-2018	All Resident Students	430	75.9	83.2
	Indigenous Students	95	55.1	59.7
	Students with Diverse Abilities	62	40.5	61.1

6 Year Completion		Cohort	% Rate	Provincial %
2021-2022	All Resident Students	479	87.0	89.0
	Indigenous Students	112	80.0	89.0
	Students with Diverse Abilities	76	76.0	89.0
2020-2021	All Resident Students	409	85.5	90.1
	Indigenous Students	87	75.5	72.5
	Students with Diverse Abilities	75	71.9	74.2
2019-2020	All Resident Students	422	80.5	89.6
	Indigenous Students	94	74.7	71.1
	Students with Diverse Abilities	72	59.4	73.9
2018-2019	All Resident Students	456	83.5	88.8
	Indigenous Students	109	72.7	69.5
	Students with Diverse Abilities	58	71.5	71.4
2017-2018	All Resident Students	434	81.6	88.5
	Indigenous Students	92	63.6	69.6
	Students with Diverse Abilities	63	53.5	71

Student Performance and Achievement Trends for Completion Rates

2020-2021 Summary of key findings for Completion Rates

SD8 all students performed at a rate 2% lower than the province for the BC Dogwood Diploma within 5 years of starting Grade 8. Indigenous students 9% lower than the province and 7% lower than all students in the district for the BC Dogwood, within 5 years of starting Grade 8. Students with diverse abilities performed at a rate 13% lower than the province for the BC Dogwood, within 5 years of starting Grade 8. Completion rates have been rising in the past five years for students with diverse abilities. The district is confident that this upward trend will continue.





EDUCATIONAL OUTCOME 5: LIFE AND CAREER CORE COMPETENCIES

POST-SECONDARY TRANSITIONS

Educational Outcome 5: Students will have the core competencies to achieve their career and life goals.

Measure 5.1: Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years.

The Post-Secondary Institute Transition (PSI) is a measure that examines the number of students who are eligible to graduate and identifies the proportion of those students who make a transition to a B.C. public post-secondary institution.

The rate of immediate transition to post-secondary for SD8 students continues to fall short of the provincial average. The data on this measure for the diverse abilities subgroup parallels the trend over time for the All Resident Students group. Data for the Indigenous subgroups is masked, as per ministry requirements.

As for the proportion of graduating students who make a transition to a B.C. public post-secondary institution within three years of graduating, the rate for district resident students has remained flat over the five-year period of the available data. Similar to the PSI immediate transition data, the three-year transition data shows district students transitioning at a rate lower than the provincial average. Again, the data on this measure for the Special Needs subgroup parallels the trend over time for the All Resident Students group.

Post-Secondary (PSI) Immediate Transition Rate Post-Secondary (PSI) 3-Year Transition Rate

In reviewing the PSI data as provided by the Ministry of Education, students who enrol in trades partnership programs with public post-secondary institutions before meeting graduation requirements are being captured in both the “immediate” and “3-year” PSI data. Over the period 2017-2018 to 2020-2021, an average of

40 district students per school year enrolled in public post-secondary trades partnership programs before meeting graduation requirements.





Student Performance and Achievement Trends for Post-Secondary Transitions Summary of Key Findings for Post-Secondary Transitions

Over the past five years Ministry of Education and Child Care data shows an 8% lower than provincial average transition to post-secondary for all resident students. Ministry data only includes British Columbia post-secondary institutions. In eastern B.C., further data is needed to reflect post-secondary student transitions to Alberta, Eastern Canada, and the United States. Also, the Ministry data terminates in 2017-2018 so is not current. The district would like to see a more immediate and comprehensive tracking of students to post-secondary institutions, especially with respect to students who transfer to out-of-province post-secondary institutions.

For students with diverse abilities, the post-secondary institution transition rate for 2017-2018 was 17% higher than the provincial average.

Student Learning Surveys (SLS) for post-secondary preparation had few respondents for 2019-2020; however, the general trend over the past four years shows School District No. 8 (Kootenay Lake) below the provincial average by an average of 10% for “Strongly Agree” or “Agree” for feeling satisfied that school is preparing them for post-secondary education. In terms of future work, School District No. 8 (Kootenay Lake) still lags behind the province for feeling satisfied that school is preparing them for a job in the future. Clearly, Trades Training and Dual Credit programs will continue to play an important role in post-secondary and career planning.

The following strategies will ensure more successful post-secondary program transitions:

- Three-year Graduation Plans for every student, updated and reviewed annually
- Improved collaboration and partnerships with local colleges for dual credit programs and bridging strategies (academic upgrading, university transfers, Dogwood completion)
- A continued focus on developing Trades Training Programs and Dual Credit Program pathways
- Improved scholarship opportunities, including an Equity Framework and procurement strategy. Individualized support for Indigenous students



EXISTING AND/OR EMERGING AREAS OF NEED

SD8's existing and/or emerging areas of need are identified through analysis of the evidence through the Enhancing Student Learning Report, continuous learning reports, operational reports and school learning plans. These plans support learning for all students and ensure that each student is able to graduate with dignity, purpose, and options.

By ensuring that school learning plans, operational plans, and continuous improvement reports support and align with the Board of Education's strategic plan, there is opportunity for coherence in planning and using resources to create efficiency and ensure student success.

FUTURE GOALS AND SUCCESS MEASURES

The district's overall goal is 100% graduation for all students.

Specific goals:

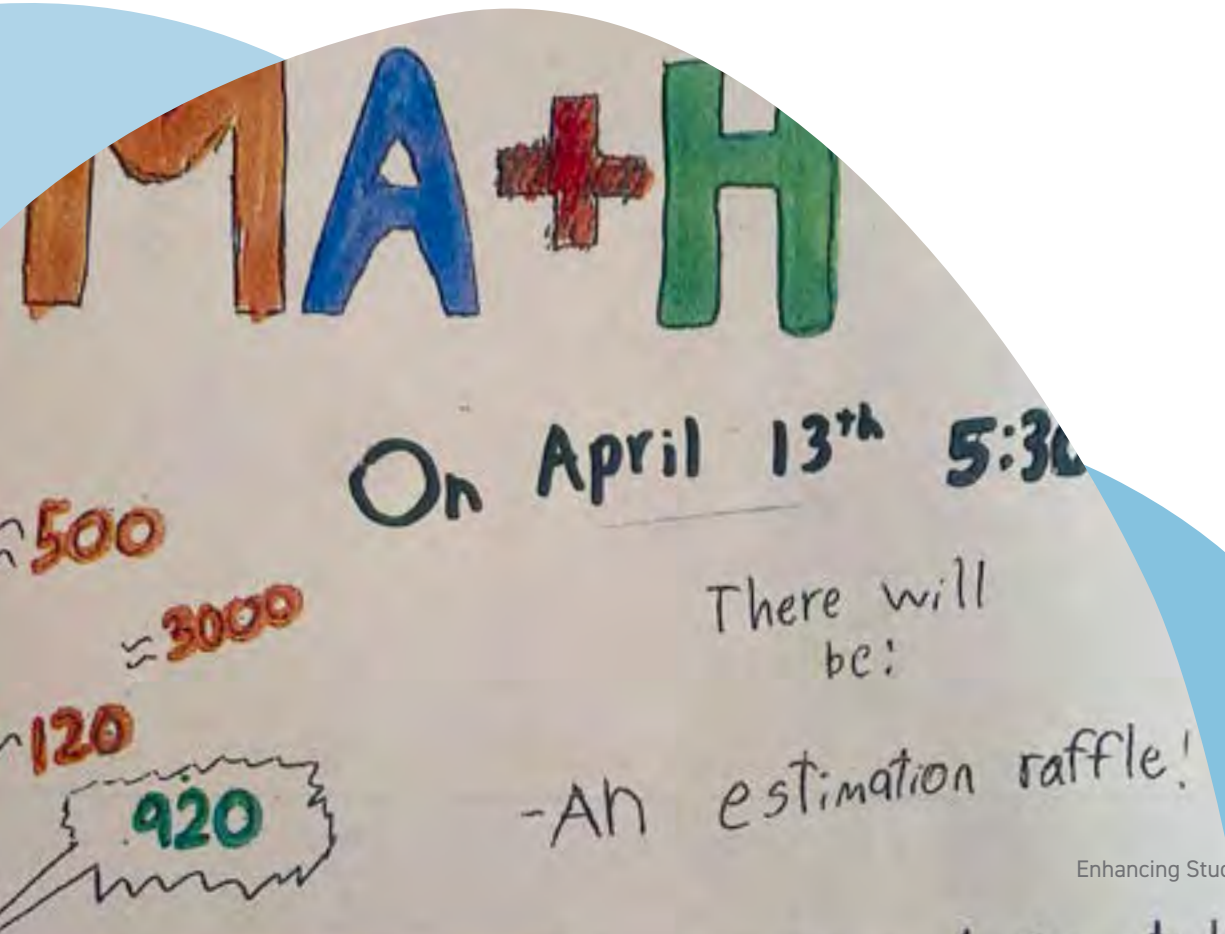
- Improving Student Learning Survey results for children and youth in care through tracking and specific, targeted supports
- Increasing the number of students in grades 3 and 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school, especially in grades 3 and 4
- Supporting strategies for all staff in creating welcoming, safe, and connected learning environments
- Providing workshops on mental health literacy, Mental Health First Aid, CPI, trauma-informed practices, anxiety and SEL for educators, students, and families
- Further implementation of the Mental Health Curriculum and SEL in classrooms
- Increasing Sexual Orientation and Gender Identity (SOGI) supports, activities, and education for students, staff and parents

Educational Outcome 1: Literacy

2022-2023 Action Items	Action Item Progress
<p>Continue with targeted interventions for literacy at the elementary level with a focus on Indigenous learners, students with diverse abilities, English language learners and children in care.</p>	<p>District wide K-3 Early Learning Literacy (ELP) Profile implemented.</p> <p>Development of Class Profile K-3.</p> <p>School-based Inclusion Support focus in primary classrooms.</p>
<p>Implement 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.</p>	<p>District Literacy Continuous Learning Annual Report with action items for improving literacy K-12 implemented.</p> <p>District Literacy Teacher Coordinator for developing literacy resources, professional development, and working with school literacy teams.</p> <p>Implement district literacy assessment tools for literacy with a focus on Indigenous learners, students with diverse abilities, English language learners and children in care.</p>
<p>Support school teams in developing objectives and strategies to support their school literacy goal within the context of their School Learning Plan.</p>	<p>Prioritizing literacy objectives and strategies aligned with district literacy goals during District-wide school based Professional Development Days.</p> <p>K-3 Primary Success Meetings implemented in June 2022 for elementary school principals and Senior staff to analyze K-3 literacy data in order to plan for school literacy improvement.</p>
<p>Improve student participation rates on provincial assessments and student self-assessment instruments in literacy.</p>	<p>Improvement across all grades in FSA Literacy and SLS student participation rates.</p>
<p>Implement district literacy assessments at the primary (K-3) and intermediate (grades 4-7)</p>	<p>District-wide implementation of K-3 Early Years Literacy Profile (ELP).</p> <p>Grade 4-7 Literacy Assessment pilot in 6 schools.</p>
<p>Continue to strengthen SD8 community partnerships that support literacy from birth to Grade 12.</p>	<p>Columbia Basin Alliance for Literacy (CBAL) programs in elementary schools.</p>
<p>Develop an online literacy resource hub to support all classroom and non-enrolling teachers.</p>	<p>SD8 website developed with curated literacy resources K-3.</p>

Educational Outcome 1: Numeracy

2022-2023 Action Items	Action Item Progress 2022-23
Develop a 3 year district numeracy plan focussed on improving numeracy proficiency for all K-12 learners in consultation with district staff and school teams.	3 year district numeracy plan development deferred to align with district’s new strategic plan cycle.
Support the development of a district wide community of practice to implement and guide the district numeracy plan.	Development of district wide community of practice begun with intermediate and middle years teachers in Spring of 2023.
Support school teams in developing objectives and strategies to support their numeracy goal within the context of their School Learning Plan.	Initiated school level numeracy data analysis with school leaders in spring 2023 Gathered school level data from all schools to determine next steps in supporting school numeracy goal.
Implement a K-9 district level numeracy assessment.	Initiated intermediate and middle years district numeracy assessment with key schools through the support of district resources and staff.
Continue to strengthen SD8 community, regional, and provincial connections to support numeracy from early years to Grade 12.	Connected with regional district numeracy teachers to collaborate on district level K-9 assessments.
Develop an online numeracy resource hub to support school level teams and the district community of practice.	Initiated online numeracy resource hub to support intermediate and middle years implementation of district wide numeracy assessment.
Provide an opportunity for teachers to participate in a graduation numeracy assessment 10 credentialing workshop.	Graduation numeracy assessment credentialing workshop deferred.



Educational Outcome 3: Students feel welcome, safe and connected to their school.

2022-2023 Action Items	Action Item Progress
Create a climate that supports children, youth and families and is respectful, welcomes diversity and acknowledges cultural consideration.	Positive Behavioural Interventions and Supports (PBIS) in elementary schools. WITS (walk away, ignore, talk it out, and seek help) program implemented. International Program teacher provides support for international students. SOGI Teacher Coordinator.
Fostering community partnerships with Indigenous partners and Rights holders and community agencies.	PEACE program, COINS, Community Living BC, The Foundry, Children’s Help Line, Valley Community Services, WEG Community Services, BC Children’s Hospital.
Engage with district student leaders to hear directly from lived experience about how to make schools and classrooms more inclusive, fostering connection, pride, and a sense of belonging for all students.	Aboriginal Indigenization Coordinator, Aboriginal Academic Success teachers, Aboriginal Youth and Family Liaison workers, International Program teacher, district Itinerant teachers, Inclusion Support teachers, SOGI Teacher Coordinator, Manager of Safe Schools, Coordinator of Mental Health and Addictions.
Ensure that students have the support they need to thrive by focusing on priority needs such as prevention, promoting mental well-being and reducing stigma.	Collaboration with local agencies (MCFD, Child Youth Mental Health, FreedomQuest, ANKORS, Kootenay Art Therapy Institute, Nelson Community Services, Valley Community Services) to provide supports for students, LINKS funding.
Implement programs that foster student well-being and a sense of safety and belonging at school.	MindUp program, Open Parachute, Social Thinking program, Trauma-informed practices, Compassionate Systems Leadership, self-regulation, EASE, Incredible Flexible You.
Provide students and staff with tools to understand, respect and respond to diversity.	Trauma-informed practices, Complex Trauma Resources (CTR), support, awareness and education for students who identify as 2SLGBTQ+.
Provide professional learning opportunities for all SD8 staff.	Compassionate Systems Leadership, EASE, Mental Health Literacy, Violence Threat Risk (VTRA), ASIST suicide prevention, ACEs (Adverse Childhood Experiences), Crisis Prevention and Intervention, Trauma-informed practices, regular District Based Team (DBT) meetings.



Educational Outcome 4 and 5: Students will graduate. Life and Career Core Competencies

2022-2023 Action Items	Action Item Progress 2022-23
Continued development of district wide scholarship program to support post-secondary transitions.	Development of scholarship program with focus on equity and diversity.
Bi-annual academic reviews of every student in the graduation program – a collaboration between the district team, school-based teams, and the district’s Online Learning School.	Continue Bi-annual academic reviews of every student in the graduation program – a collaboration between the district team, school-based teams, and the district’s Online Learning School.
3-Year graduation plans for every student, reviewed and updated annually.	Continue 3-Year graduation plans for every student, reviewed and updated annually.
School connectedness, mental health literacy, and trauma-informed practice professional development.	Continue School connectedness, mental health literacy, and trauma-informed practice professional development.
Early and continuous intervention and collaboration between school-based teams and the district-based team, with a focus on inclusivity and Indigenous students.	Continue Early and continuous intervention and collaboration between school-based teams and the district-based team, with a focus on inclusivity and Indigenous students.
Continued focus on Trades Training Programs and Dual Credit Program pathways in the graduation years.	Continued development of Trades Training program and dual credit program pathways, including addition of Early Childhood Education (ECCE) and Business Management dual credit programs in 2022-23.





ADJUSTMENTS AND ADAPTATIONS

SD8 continuously monitors the action items for 2023/24 based on the progress of last year's action items and has made the necessary adjustments for the upcoming academic year. This includes a focus on the following:

Children and Youth in Care

- Full time Mental Health and Addictions Coordinator
- Working with ministry to improve engagement with Ministry of Children and Family Development (MCFD) and Child Youth Mental Health (CYMH). Currently, there is limited sharing of information
- Collaboration with local delegated authorities such as Kinbasket Child and Family Services

Students with Disabilities and Diverse Abilities

- Identification and support of students with diverse abilities
- School based team and district-based team regular training and meetings
- Review of students with diverse abilities four times a year with principals of each school

Indigenous Learners

SD8 commits to the focus areas of Aboriginal education, built from extensive community, student and parent consultations: belonging, success, truth before reconciliation, and history and culture.

To support belonging, each school's Aboriginal Education Action Plan designs supplemental and a continuum of supports to increase self-identified students' sense of belonging. Activities include land-based learning, circle learning, and small group academic and cultural support at lunch and after school. The district designs "Culture Camp" learning opportunities on topics such as storytelling, music, Elder connections, and Two-Spirit role models.

Each year, the district hosts an annual Pow Wow, where students design personalized regalia, learn dances and teachings from knowledge keepers. Also, at the Pow Wow, there is an Aboriginal Grad Honoring, a grad public acknowledgement, and an honour dance for Aboriginal Grads. Métis Awareness Month is an annual Métis awareness opportunity with honoured Elder teachings, Métis history and culture teachings including handwork, jigging, fiddling and storytelling. The district hosts the wuqanqankimik Walk/Run/Wheel event, honouring

To support Success, the district offers students several program paths leading to graduation: through secondary schools, Homelinks Learning, Elev8 online courses, Dual Credit Programs, and Trades programs. For all First Nations students on-reserve, Individual Continuity of Learning Plans support communication between family and school as well as proactively build concrete individual supports. Supplemental tutoring supports are offered as part of the Aboriginal Education program on an individual basis. The Ministry of Education and Child Care provides annual data on the district's six-year completion rate.

The overall six-year completion rate for all students, has increased over the past five years and was at 88% in June 2021. Improving the rate for Indigenous students, which currently is 76%, continues to be a priority for the district. The six-year completion rate for Indigenous students has risen from 58% to 76% in the past five years. Each senior student's Transcript Verification Record (TVR) is reviewed three times per year with a team at each school site, comprised of district staff, the Aboriginal Education school supports, counsellors and principals. These "academic reviews" determine student readiness for meeting graduation requirements and individualize support plans for at-risk students with a concrete plan of action. In addition, these reviews create a team-based approach between the district, district departments, and schools to ensure everyone is working together to support students.

Educational Outcome 1: Literacy

2023-2024 Action Items

- Continue with targeted interventions for literacy at the elementary level with a focus on Indigenous learners, students with diverse abilities, English language learners and children in care.
- Ongoing monitoring of 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.
- District Literacy Teacher Coordinator for developing literacy resources, professional development, and working with school literacy teams.
- Continue district support with school teams to analyze literacy data and use class and school literacy profiles to plan for literacy improvement.
- Expand K-3 Primary Success Meetings with each elementary school principal, to be implemented bi-annually.
- Continue to grow student participation rates on provincial assessments and student self-assessment instruments.
- Continue to support school primary teams in using K-3 literacy data from ELP assessments to develop class profiles to guide teaching and student learning.
- District-wide implementation of Grade 4-7 Literacy Assessment.
- Continue to strengthen SD8 community partnerships that support literacy from birth to Grade 12.
- Continue to expand SD8 Literacy resource hub to include literacy resources for grades 4-12.

Educational Outcome 2: Numeracy

2023-2024 Action Items

- Develop a 3 year district numeracy plan focused on improving numeracy proficiency for all K-12 learners in consultation with district staff and school teams.
- Continue development of sustainable district wide community of practice for intermediate and middle years educators, with a focus on gradual release of responsibility to school teams and families of schools.
- Continue to embed annual data analysis and district level supports for school teams in evolving and evaluating their school numeracy strategies and objectives, with specific focus on learners with diverse needs and Indigenous ancestry.
- Continue implementation of a district wide intermediate and middle years district numeracy assessment as part of an annual assessment cycle.
- Continue to work with regional districts to collaborate on resources, professional learning, and assessment framework.
- Develop and sustain a district wide K-12 numeracy resource hub to model and support research-based assessment and pedagogy.
- Provide an opportunity for teachers to participate in a regional graduation numeracy assessment 10 credentialling workshop.
- Work with schools to ensure essential numeracy skills are developed in context of trades training and dual credit program pathways.

Educational Outcome 2: Students will feel Welcome, Safe and Connected.

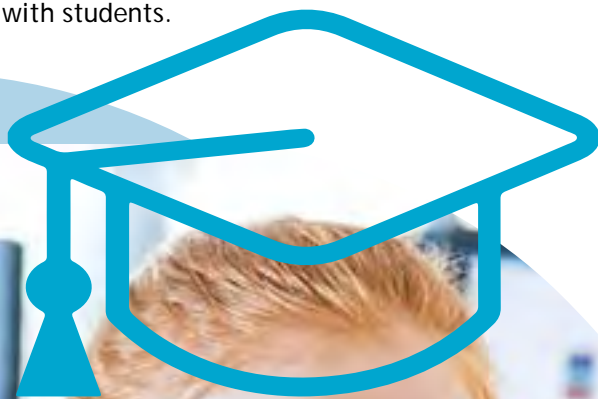
2023-2024 Action Items

- Continue with Action Items from 2022-2023.
- Examine school-based data and provide support as appropriate.
- Continue to support inclusionary practices especially with class and individual profiles.
- Consider developing profiles that have standardization and can follow students K-12.
- Explore an outdoor Ed program that addresses support from an Indigenous lens.
- Continue to address Truth and Reconciliation in every classroom.
- Continue to focus on events that promote student voice particularly from Indigenous students.
- Continue to support the strong leadership and advocacy of the Aboriginal Youth and Family liaison workers in classrooms.
- Continuing to promote School District No. 8 as a referral-based service for counselling and promote local agencies and online services that promote mental health.
- Support SOGI inclusivity in all classrooms.

Educational Outcomes 4 and 5: Students will Graduate. Life and Career Core

2023-2024 Action Items

- Continued development of scholarship program to include Capstone 12 as part of District Dogwood Authority scholarship presentations.
- Development of district wide scholarship database.
- Continue to improve scholarship opportunities for students with diverse needs and Indigenous ancestry.
- Continue bi-annual academic reviews of every student in the graduation program, with a focus on vulnerable students – a collaboration between the district and school based teams.
- Continue 3-year graduation plans for every student, reviewed and updated annually with school-based teams.
- Enhance district-wide, K-12 school connectedness, mental health literacy, and trauma-informed practice supported through ongoing professional development.
- Early and continuous intervention and collaboration between school-based teams and the district-based team, with a focus on learners with diverse needs and Indigenous ancestry.
- Facilitate annual school transition meetings between district and school based teams.
- Continue to develop a robust trades training and dual credit program pathway at the graduation program level, with a focus on equity, diversity, and inclusion.
- Implement a dual credit college readiness “indicators of success” tool to use in program planning with students.



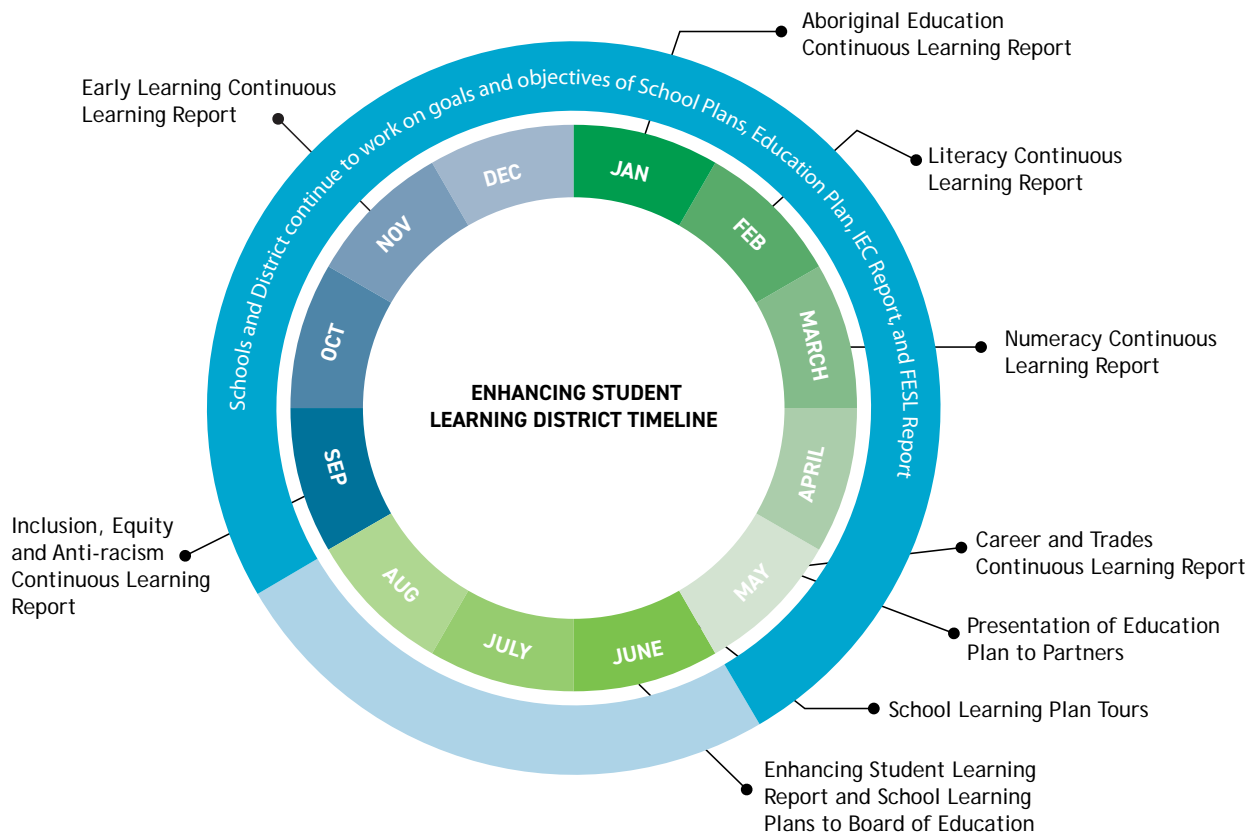


ALIGNMENT FOR SUCCESSFUL IMPLEMENTATION

SD8's Strategic Plan follows a five-year cycle which ends in 2023. All British Columbia school districts are required by the Ministry of Education and Child Care to produce an annual Enhancing Student Learning report which aligns with the District Strategic Plan and the Ministry of Education Framework for Enhancing Student Learning, and the Ministry service goals.

SD8 has developed an annual planning cycle for Enhancing Student Learning. The cycle includes ongoing data analysis and consultation. Development and design phases of both school and district plans occur annually. School learning plans follow a three-year cycle and are used along with consultation and data analysis to create an annual Enhancing Student Learning Report.

The Enhancing Student Learning report is adopted and approved by the Board of Education and then submitted to the Ministry. Implementation of the action items in the report takes place throughout the school year. Annual reports on Aboriginal Education, at a public meeting to monitor implementation of the Enhancing Student Learning Report.



Continuous Improvement Through Coherence

District goals are identified through analysis of the evidence through the Enhancing Student Learning Report, continuous learning reports, operational reports and school learning plans. These reports allow us to measure our success in enhancing learning for all students and ensuring that each student is able to graduate with dignity, purpose, and options for their future.

SD8's four learning goals include numeracy, literacy, inclusion and Indigenization and can be found in the District Strategic Plan. Within these four learning goals, SD8 specifically focuses on fostering equity for all learners.



By ensuring that school learning plans, operational plans, and continuous improvement reports support and align with the Board of Education's strategic plan, there is opportunity for coherence in planning and use of resources to create efficiency and build towards student success.

Learning Plans

- Annual School Learning Plans
- School District No.8 (Kootenay Lake) - Support Student Learning

Continuous Learning Reports

- Early Learning Report
- Literacy Report
- Numeracy Report

- Equity, Inclusion and Anti-racism Annual Continuous Improvement Report
- Aboriginal Education Report
- Trades and Career Report

Operational Alignment Reports

- Long-range Facilities Plan
- Capital Operations Plan
- Climate Change Accountability Report
- Technology Plan

Equity Scan for Indigenous students

- Continuous participation in the provincial Equity Scan, 2020-2021 Equity in Review.



Next year's plan includes:

- Establishing and sharing the Aboriginal Education Focus Areas district wide and creating tools such as shared resources and shared rubrics to grow, assess, and monitor Aboriginal students' pathways to graduation.
- Continuing to build network of Indigenous Education allies and leaders across the district through professional development, district offerings, guests in schools, learning resource sharing, anti-racism actions, and equity actions.
- Continuing to improve graduation rates for Indigenous Learners supporting all schools with the Aboriginal Education annual action plans while individualizing supplemental student supports.
- Continuing to strengthen relationships with territory partners through ACE (Aboriginal Council of Education) and the Lower Kootenay Band Education Committee.



FUTURE DIRECTIONS

SD8 focuses on three priority areas which are described in this report and continually monitors these priorities to ensure continuous improvement for all learners including Indigenous students, students with diverse abilities, children and youth in care and English language learner students.

SD8's professional learning initiatives concentrate on the learning goals from the Board of Education Strategic Plan. These areas are addressed by the following:

- Improving Learning and Assessment
- Supporting Vulnerable Students
- Literacy and Numeracy
- Enhancing Student Supports

Staff engage in robust professional learning opportunities facilitated by renowned education professionals. Staff also have opportunities to contribute to district communities of practice in several educational domains such as literacy, numeracy, and early learning.

“Ongoing professional learning communities are the bedrock of the work that creates a whole school of effective teachers.”¹ Through a “Community of Practice” model of professional development, SD8 is supporting teachers in their professional practice as they in turn support all learners in safe, responsive, equitable, and inclusive learning environments.

SD8 continues to look for ways to build on strengths and to celebrate student success. By referring to data which informs decision-making, planning and practices and by working together with education partners, the district can make a difference to life outcomes and educational satisfaction of Kootenay Lake students.

1 Routman, Regie. [Mapping a Pathway to Schoolwide Highly Effective Teaching](https://www.regieroutman.org). <https://www.regieroutman.org>, February, 2012.