



School District 8
Kootenay Lake

Enhancing Student Learning Report 2022–2023

School District No. 8 (Kootenay Lake)
Approved June 13, 2023

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.

THE REPORT

The Board of Education of School District No. 8 (Kootenay Lake) (SD8) is pleased to provide to communities and the Ministry of Education and Child Care the Enhancing Student Learning Report 2022-2023 (ESL). The board is committed to ongoing improvement, transparency, and evidence-based decision-making as shown in the SD8 Strategic Plan, which guides the decisions and actions of staff in support of student success.

The Strategic Plan identifies the following four goals to support the success of all our students: learning, organizational excellence, relationships, and engagement. To improve student learning, the Strategic Plan focuses on literacy, numeracy, Indigenization and inclusion, which aligns to the Enhancing Student Learning Report and the School Learning Plans.

DISTRICT CONTEXT

SD8 meets the learning needs of about 4700 students in 21 schools. The district serves an area of approximately 15,000 square kilometres which includes the two main population centres of Nelson and Creston, and the



SD8 Schools

- 11 elementary schools
- 1 online learning school
- 3 elementary-secondary schools from K-12
- 1 middle school
- 1 middle-secondary school
- 4 secondary schools

SD8 employs about 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.

CURRENT 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 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 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 district and ministry goals. In addition, the Board of Education undertook redevelopment and approval of the [2024–2029 Strategic Plan](#).

DISTRICT SUCCESSES

The 2022–2023 ESL Report reflects SD8’s strategic priorities for all learners, guided by the district’s vision and values, and supported by school learning plans. Goals are literacy, numeracy, inclusion and Indigenization. The district vision focuses on excellence for all learners in a nurturing environment. Together, goals and vision align with 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 to further Indigenous student success and improve 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 with education and community partners to support student learning and student success is maximized when relationships are collaborative and focused.

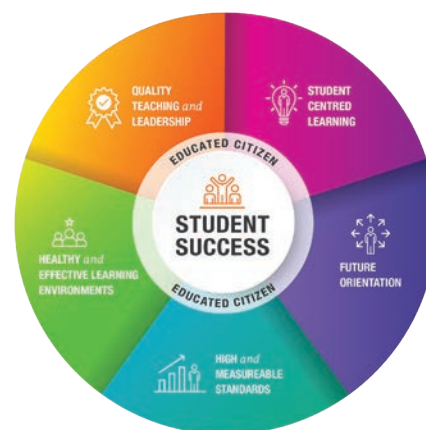
The ESL Report and [continuous learning reports](#) show data analysis and interpretation of trends over time. Data has been drawn from both provincial and district sources. And, action items have been developed to meet the expected provincial educational outcomes and measures in intellectual, human and social development and career development.

By ensuring that school learning plans, operational plans, and continuous learning reports support and align with the Board of Education’s strategic plan, SD8 improves plan coherence and uses resources efficiently 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.



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. Committee members include:

- 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

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 Reconciliation teachings in a 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, to prioritize next steps and future actions, report 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 voices lead this work with support and shared responsibilities district wide. SD8 continues to develop relationships with post-secondary institutions across the province and country, redirecting attention to post-secondary transitions for students fostering a special relationship between SD8 and those closest to us:

- Selkirk College
- 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, the District Student Voice Council, 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.

STUDENT PERFORMANCE DATA ANALYSIS & INTERPRETATION

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.

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

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 – Literacy

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.

Student Performance and Achievement Trends

[Go to Evidence of Learning for Literacy](#)

Student Performance and Achievement Trends in Literacy

2020-21 Summary of Key Findings for Literacy

Overall Literacy: Kindergarten

During the three 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

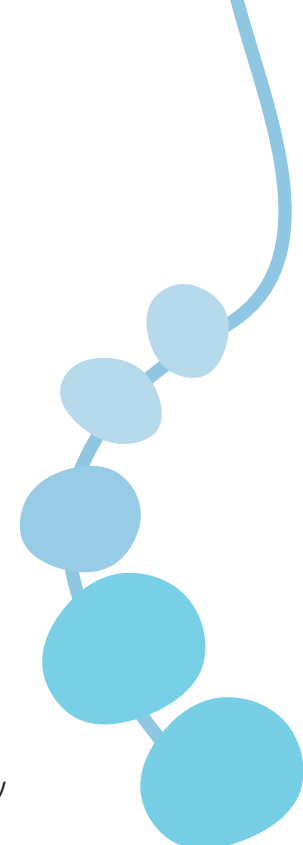
In FSA Grade 7 literacy data for SD8 all resident students are 12% below the province. However, Indigenous students achieved 4% higher than the province and students with diverse abilities achieved

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.



Intellectual Development - 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.

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

Student Performance and Achievement Trends

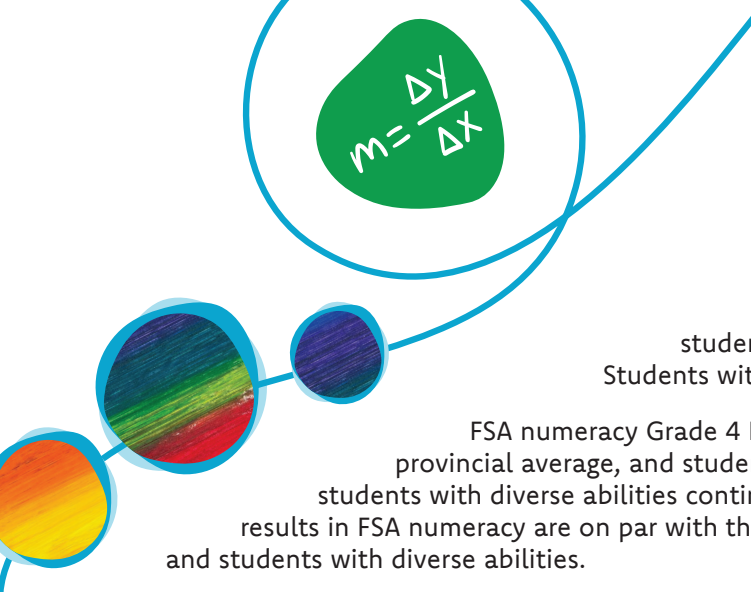
[Go to Evidence of Learning for Numeracy](#)

2021–2022 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 to ensure reliability of this measure. 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.

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 Will 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.

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

Student Performance and Achievement Trends

[Go to Evidence of Human and Social Development](#)

2021–22 Summary of Key Findings for Human and Social Development

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 2017–2018.

The Student Learning Survey (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 2017–2018 to 2020–2021 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 2020–2021 and part of a larger trend that has continued since 2017–2018. 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 2017–2018 through 2020–2021. 2021–2022 shows a 19% decrease from previous years. This result must be addressed. Results from Indigenous data for 2021–2022 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 2020–2021 to 2021–2022. 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

Career Development

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.

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.



Student Performance and Achievement Trends

[Go to Evidence of Career Development](#)

2021–2022 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 are 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.

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.

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

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. 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, and individualized support for Indigenous students

EXISTING AND/OR EMERGING AREAS OF NEED

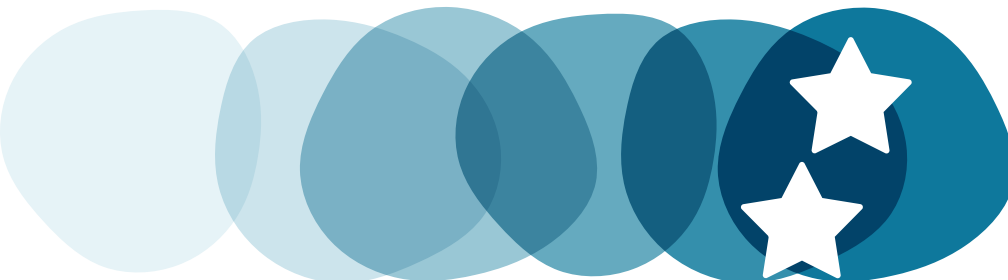
SD8’s existing and/or emerging areas of need are identified through analysis of the evidence through the Enhancing Student Learning Report, continuous learning reports, operational reports and school learning plans. These plans support learning for all students and ensure that each student is able to 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. Our specific goals are:

- 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



ADJUSTMENTS AND ADAPTATIONS

SD8 continuously monitors the action items for 2023–2024 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
- 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 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 teachings from Chief Jason Louie from Lower Kootenay Band: “to take long strides” toward Reconciliation.



ALIGNMENT FOR SUCCESSFUL IMPLEMENTATION

SD8's Strategic Plan follows a five-year cycle which ends in June 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 five-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.

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 Priority 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.