



School District 8
Kootenay Lake

LITERACY CONTINUOUS LEARNING REPORT 2023-2024

October 10, 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.



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EXECUTIVE SUMMARY

Goals of K-12 Education

School District No. 8 (Kootenay Lake) (SD8) supports all learners with continuous improvement in their learning so that each learner may graduate with purpose and options for their future. This aligns with the B.C. mandate for public education outlined in the Statement of Education Policy Order, the Framework for Enhancing Student Learning Policy, and the Declaration of the Rights of Indigenous Peoples Act.

To support government to achieve their mission, school districts in B.C. are tasked with educating each child so they can become “the Educated Citizen.” This is a child who throughout their schooling demonstrates intellectual development – literacy and numeracy – human and social development, and career development.

The Framework for Enhancing Student Learning policy requires that boards of education will set, create and maintain a strategic plan that articulates the vision, mission, and values of the school district and identifies priorities that guide the district towards its short and long-term goals.

The Declaration on the Rights of Indigenous Peoples Act represents the province’s reconciliation framework and the commitments that Board of Education must support in furthering reconciliation.

Aligning to Our Strategic Plan

The values embedded in the strategic plan include placing learners at the centre, building communities of caring and connection, ensuring equity for diverse learners and respect for cultural identity, and fostering lifelong learning and caring for the future.

Specifically, School District No. 8 endeavours to improve student learning through interest-based, competency-based, flexible, and innovative approaches.

The primary focus is on lifelong learning: ensuring all learners reach proficiency in literacy, especially for early learners, learners with diverse needs, English language learners, and children in care. Through the development of welcoming, engaging and accessible learning spaces, collaborative community partnerships, and through supporting cultural and identity development, all learners will have opportunities to thrive and develop essential literacy skills.

This report outlines SD8’s literacy action plan, including the process for monitoring for continuous improvement.

“The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.”

B.C. Statement of Education Policy Order

Action Plan

Aspect	Monitoring	Strategic Priority
1. Support K-12 school teams in developing objectives and strategies to support their school literacy goal within the context of their School Learning Plan.	<ul style="list-style-type: none"> • Student Achievement (ELP, FSA, GLA, report cards) • Student Learning Surveys • Grade to Grade Transitions • Student Voice • School & District-Based Literacy assessments 	<ul style="list-style-type: none"> • Lifelong Learning • Connected Learners • Cultural and Identity Development
2. Support elementary school staff with the implementation of the Early Learning Profile for Literacy (ELP) in grades K-3 and in using school literacy data to support student learning	<ul style="list-style-type: none"> • ELP Data • Primary Success Meetings 	<ul style="list-style-type: none"> • Lifelong Learning
3. Pilot an Intermediate to middle years literacy assessment program for district-wide implementation in the 2023-2024 school year	<ul style="list-style-type: none"> • School Learning Plans (Literacy) • School & District-Based Literacy assessments 	<ul style="list-style-type: none"> • Lifelong Learning
4. Develop an intermediate to middle years literacy community of practice to support the strategic plan goals and action plan focused on literacy	<ul style="list-style-type: none"> • Student Learning Surveys • Student Achievement (FSA, Report Cards) 	<ul style="list-style-type: none"> • Lifelong Learning • Connected Learners • Cultural and Identity Development
5. Develop a K-12 Literacy virtual hub for resources, exemplars, and to support professional learning community of practice	<ul style="list-style-type: none"> • Student Achievement (FSA, GLA, report cards) • Student Learning Surveys 	<ul style="list-style-type: none"> • Lifelong Learning
6. Ensure that all learners have access to culturally responsive and rich literacy environments and programs in their school and community	<ul style="list-style-type: none"> • Student Learning Survey • Community Partnership Engagement • Survey of literacy Programs 	<ul style="list-style-type: none"> • Lifelong Learning • Connected Learners • Cultural and Identity Development
7. Facilitate bi-annual and year-end transition planning meetings to ensure successful transitions and improvement in literacy: <ul style="list-style-type: none"> • Primary success (K-3) • Elementary and middle years (4-9) • Secondary (10-12) 	<ul style="list-style-type: none"> • Student Achievement (ELP, FSA, GLA) • Grade-to-Grade Transitions 	<ul style="list-style-type: none"> • Lifelong Learning

The action plan ensures:

- Commitments to SD8 strategic priorities of measuring and reporting on performance in key areas—evidence must be robust, timely, and meaningful
- Collaboration with community, regional, and provincial partners
- A sustained focus on a cycle of continuous improvement
- SD8 is aligned with the goals and mandate of the Ministry of Education and Child Care
- Students are at the centre of everything we do

A Focus on Student Success

SD8 continues to look for ways to build on strengths and celebrate learner success. By referring to evidence that informs decision-making, planning and practices, and by working with education partners, the district can make a difference for all SD8 learners. The annual Literacy Continuous Learning Report supports the district's mission and vision:

Mission

We inspire and support each learner to thrive in a caring learning environment.

Vision

Our learners grow as global citizens in an innovative and inclusive community.

INTRODUCTION

Literacy in SD8

School District No.8 (Kootenay Lake) is guided by its vision and core values. All resources and district initiatives are aligned with Ministry of Education and Child Care goals. School Learning Plans also support the commitment to the “Educated Citizen” mandate that focuses on the intellectual, human and social and career development of every student.

SD8 is a learning organization committed to continuously reviewing, refining and reflecting upon its practice to support the best possible outcomes for learners. SD8 has one literacy goal for all students from kindergarten through Grade 12: *Improve literacy proficiency for all learners.*

Literacy encompasses the ability to analyze critically, to reason, to think independently, and to acquire important skills and bodies of knowledge. Being literate is “the road to human progress and the means through which every person can realize their full potential.”¹ The Literacy Continuous Learning Report 2023–2024 looks at student literacy trends in district data and provides a description of supports, resources and goals.

Over the next three years SD8 will strengthen the school planning process, including collection of evidence, and use the evidence to plan for systemic, continuous improvement. In addition, SD8 will continue to play a lead role in provincial, regional and community partnerships.

By continually focusing on improving results and striving for equity for all learners, the Ministry of Education and Child Care places student success and well-being at the centre of its mandate. As specified in the Statement of Education Policy Order, the Ministry’s mandate is to develop the “Educated Citizen,” which is defined as the intellectual, human, social, and career development of students. The Ministry’s ultimate goal is that children achieve their individual potential and become independent adults who have a lifelong appreciation for learning, a curiosity about the world around them, and a capacity for creative thought and expression through compassionate and empathetic worldviews.

¹ Annan, Kofi. United Nations. “Secretary-General Stresses Need for Political Will and Resources to Meet Challenge of Fight Against Illiteracy.”, 4 Sept., 1997. <https://press.un.org/en/1997/19970904.sgsm6316.html>



ALIGNMENT TO STRATEGIC PRIORITIES

Literacy Goals

School District No. 8 (Kootenay Lake) endeavours to improve student learning through interest-based, competency-based, flexible, and innovative approaches. Specifically, the focus is on the following goals in relation to literacy development:

Lifelong Learning

- Engage each learner to improve and excel in literacy
- Enhance success for early learners, learners with diverse needs, English language learners, and children in care
- Provide opportunities for high-quality online learning and flexible, adaptable and personalized learning

Connected Learners

- Promote collaborative partnerships with the local and broader community

Caring and Inclusive Learning Culture

- Create welcoming, engaging and accessible learning spaces

Cultural and Identity Development

- Engage in practices that champion healing and Truth and Reconciliation
- Include Indigenous worldviews and ways of knowing in our teaching and learning
- Celebrate diversity by embedding opportunities for learning focused on diversity and inclusive practices



EVIDENCE OF LEARNING

K-3 Literacy 2022-2023 Achievement Data

In 2020, SD8 implemented a three-year literacy plan for primary (kindergarten to Grade 3). The literacy plan entailed a philosophical and pedagogical shift in practice in SD8. By engaging the expertise of early years literacy consultant Dr. Donna Kozak, SD8 created a series of targeted professional development opportunities for K-3 teachers and Inclusion Support Teachers (ISTs) incorporating the professional capacities of district support staff. In addition, a district Literacy assessment tool, called the Early Literacy Profile (ELP) was implemented.

The Primary Literacy Coherence Plan focused on the following areas over three years:

- Professional development workshops for kindergarten to Grade 3 teachers focused on a responsive literacy program designed to meet the needs of all learners
- Community of Practice (C.O.P.) model for teacher collaboration
- Teacher professional resources
- Classroom literacy resources
- An online literacy resource database
- District literacy K-3 Assessment tool (ELP)
- District literacy data platform (CLEVr)
- Targeted classroom support at the primary grade level
- Focus on school primary teams in a Community of Practice (C.O.P.) model
- Bi-annual Primary Success meetings for principals and district staff

The following data tables provide literacy information for SD8 kindergarten to Grade 3 learners from the SD8 Early Literacy Profile (ELP). Data is reported as the percentage of students achieving “Mastery” (proficient/meeting grade level expectations) in a particular literacy subset.



SD8 district and school staff will continue to focus on the literacy goal of all students finishing Grade 3 proficient in their oral language, reading and writing skills. The K-3 district literacy plan, including the implementation of a district-wide literacy formative assessment tool, along with regular learning updates with school primary teams, and ongoing tracking of primary learners, will ensure that SD8 is on track to achieve the literacy goal, with 80% overall literacy mastery achievement for spring 2023.

Kindergarten Literacy Data 2022–2023

Skill Subset	Winter 2023 (January)	Spring 2023 (May)
Correct Sound	32 %	74 %
High Frequency Words	7 %	71 %

Grade 1 Literacy Data 2022–2023

Skill Subset	Winter 2023 (January)	Spring 2023 (May)
High Frequency Words	14 %	57 %
Overall Reading	7%	67%

Grade 2 Literacy Data 2022–2023

Skill Subset	Winter 2023 (January)	Spring 2022 (May)
High Frequency Words	32 %	82 %
Overall Reading	6 %	55 %

Grade 3 Literacy Data 2022–2023

Skill Subset	Winter 2023 (January)	Spring 2022 (May)
High Frequency Words	32 %	82 %
Overall Reading	6 %	55 %

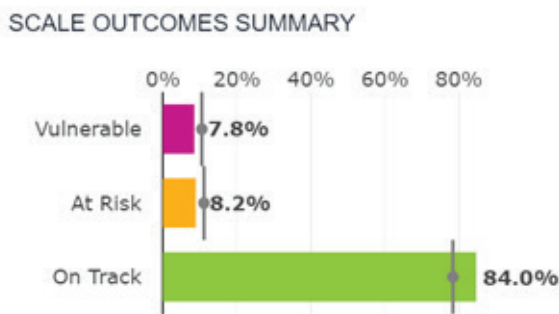
With the implementation of a district-wide literacy coherence model, SD8 now has a platform to track literacy data in the primary years which will enable SD8 to respond in a timely and responsive manner and to put resources and supports where needed. SD8 is optimistic that the literacy coherence model in primary school is setting up all students for success throughout their K-12 school experience and beyond.



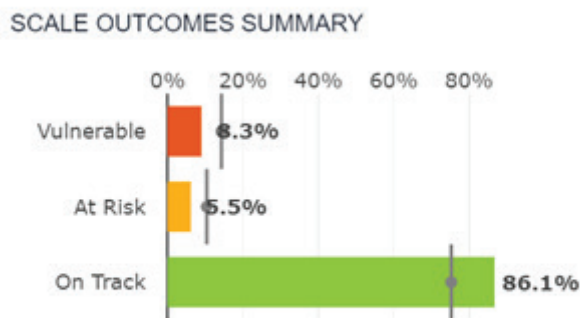
Developmental Data

SD8 monitors and supports early learning programs. The complexity of measuring early learners combined with the knowledge that learning is fluid in the early years requires ongoing measurement throughout the year. The Early Development Instrument (EDI) is a short questionnaire completed by kindergarten teachers each February. The instrument is used not only across SD8 but across the province, Canada, and internationally. The purpose of the EDI is to measure a child’s ability to meet age-appropriate developmental expectations in five domains. The EDI is completed in four-year cycles called “waves.” In February of 2023 SD8 kindergarten teachers completed the UBC Human Early Partnership Early Development Instrument (EDI).

EDI Wave 8 Language and Cognitive Development



EDI Wave 8 Communication Skills & General Knowledge



Analysis

SD8 EDI data shows that kindergarten students are less vulnerable in all five domains compared to their similar aged peers in BC. In addition, SD8 kindergarten children are less vulnerable in Language and Cognitive Development and Communication Skills and General Knowledge compared to the last two EDI waves in SD8.

Report Card Data

The following table shows the percentage of Intermediate students proficient and extending Language Arts expectations by the end of the school year:

Report Card – Language Arts		Years				
Grade Level	Subsets	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023
Kindergarten	All Resident Students	72%	78%	71%	66%	71%
	Indigenous Students	56%	72%	57%	45%	51%
	Students with Diverse Abilities	44%	44%	83%	50%	27%
Grade 1	All Resident Students	62%	71%	64%	58%	61%
	Indigenous Students	68%	47%	54%	45%	46%
	Students with Diverse Abilities	35%	55%	50%	58%	46%
Grade 2	All Resident Students	61%	63%	63%	62%	50%
	Indigenous Students	53%	56%	88%	53%	36%
	Students with Diverse Abilities	26%	48%	40%	31%	23%
Grade 3	All Resident Students	64%	59%	66%	58%	60%
	Indigenous Students	75%	49%	59%	37%	52%
	Students with Diverse Abilities	26%	27%	36%	43%	40%

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

Analysis

Kindergarten learners have overall better literacy achievement than their respective counterparts in grades 1, 2, and 3. Grade 3 students with diverse abilities lag most significantly behind their counterparts, though that gap has begun to close, likely due to the Early Literacy Program (ELP). Indigenous learners also fall behind their peers, though there are some anomalies (2020–2021). A continued focus on early years literacy, with particular focus on vulnerable student populations, will continue in SD8.

Programs, Resources & Professional Learning (2022–2023)

Professional learning for teachers has evolved into the district-wide K–3 literacy community of practice, including several the POPEY (Provincial Outreach Program for the Early Years) workshop series. The ELP has also garnered successful results and will continue to be a mainstay in SD8. Other resources include books and resource guides for literacy intervention and reading skills.

Results from (2022–2023)

Data shows that a continued focus on developing students' beginning literacy skills is a key to learner success in literacy. Literacy strategies, high frequency words, reading fluency and writing fluency will continue to be a priority.

Three-Year Action Plan (2023–2026)

The next iteration of K-3 literacy will entail a focus on the aspects of learning to read that are such as phonics and phonological awareness that continue to be challenging for some learners. In addition, providing literacy resources for primary teachers such as the University of Florida Literacy Institute (UFLI) phonics resource, revisions to the Early Years Literacy Profile to better inform teachers as they work with primary (K-3) learners. SD8 will support teachers through a District K-3 Literacy, Numeracy and Assessment Teacher Coordinator who will offer Community of Practice workshops for primary teachers in order to share ideas, resources and best practices.

4-6 Literacy 2022-2023 Achievement Data

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

Grade 4 Foundation Skills Assessment (FSA)

The following table shows current-year and 3-year trends for the percentage of students in Grade 4 on track and extending expectations in reading comprehension.

Note: 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 Literacy (Reading and Writing) Grade 4 On Track and Extending

Year	Subset	SD8	SD8 Participation	Provincial	Provincial Participation
2022-2023	All Resident	75%	89%	74%	71%
	Indigenous Students	77%	82%	59%	73%
	Students with Diverse Abilities	70%	88%	59%	49%
2021-2022	All Resident	68%	79%	75%	70%
	Indigenous Students	76%	79%	52%	71%
	Students with Diverse Abilities	39%	64%	51%	44%

LITERACY IN SD8:
Early Learning Profile



FSA Reading Grade 4

On Track and Extending

Year	Subset	SD8	SD8 Participation	Provincial	Provincial Participation
2022-2023	All Resident	75%	89%	74%	71%
	Indigenous Students	77%	82%	59%	73%
	Students with Diverse Abilities	70%	88%	59%	49%
2021-2022	All Resident	68%	79%	75%	70%
	Indigenous Students	76%	79%	52%	71%
	Students with Diverse Abilities	39%	64%	51%	44%
2020-2021	All Resident	81%	69%	82%	64%
	Indigenous Students	71%	61%	72%	63%
	Students with Diverse Abilities	65%	53%	64%	38%
2019-2020	All Resident	75%	83%	74%	72%
	Indigenous Students	77%	77%	61%	73%
	Students with Diverse Abilities	56%	62%	64%	45%
2018-2019	All Resident	70%	79%	76%	72%
	Indigenous Students	59%	83%	62%	73%
	Students with Diverse Abilities	26%	53%	65%	44%



The following table shows current-year and 3-year trends for the percentage of students in Grade 4 proficient and extending expectations in writing.

Note: 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 Writing Grade 4		On Track and Extending			
Year	Subset	SD8	SD8 Participation	Provincial	Provincial Participation
2022–2023	All Resident	75%	89%	74%	71%
	Indigenous Students	77%	82%	59%	73%
	Students with Diverse Abilities	70%	88%	59%	49%
2021–2022	All Resident	68%	79%	75%	70%
	Indigenous Students	76%	79%	52%	71%
	Students with Diverse Abilities	39%	64%	51%	44%
2020–2021	All Resident	79%	69%	82%	64%
	Indigenous Students	86%	61%	72%	63%
	Students with Diverse Abilities	63%	56%	64%	38%
2019–2020	All Resident	85%	83%	74%	72%
	Indigenous Students	86%	77%	61%	73%
	Students with Diverse Abilities	86%	62%	64%	45%
2018–2019	All Resident	87%	79%	76%	72%
	Indigenous Students	91%	83%	62%	73%
	Students with Diverse Abilities	73%	53%	65%	44%

Analysis

SD8 has continued to see improvement in participation rates in grades four to seven in the FSA, especially in comparison with the provincial average, and with respect to both Indigenous learners and those with diverse abilities. This would indicate that the data set continues to provide a better snapshot of how learners are doing. Overall aggregate literacy scores have either improved or have been on par with the provincial average, with the exception of students with diverse abilities in 2021–2022. Indigenous learners, on the other hand, have continued to outperform the provincial average. In the last two years, Indigenous learners have outperformed their SD8 all-resident counterparts; however, students with diverse abilities continue to experience an overall achievement gap.

Report Card Data: Language Arts (Grades 4–6)

The following table shows the percentage of students meeting and exceeding expectations in Language Arts by the end of the school year:

Report Card – Language Arts		Years				
Grade Level	Subsets	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023
Grade 4	All Resident Students	78%	61%	59%	59%	63%
	Indigenous Students	75%	60%	47%	61%	40%
	Students with Diverse Abilities	51%	31%	18%	25%	39%
Grade 5	All Resident Students	79%	76%	68%	70%	67%
	Indigenous Students	82%	62%	71%	57%	47%
	Students with Diverse Abilities	48%	38%	18%	50%	33%
Grade 6	All Resident Students	72%	78%	74%	68%	68%
	Indigenous Students	68%	71%	63%	74%	60%
	Students with Diverse Abilities	32%	44%	34%	38%	40%

Analysis

Report card data continues to show a trend of students who have diverse abilities lagging behind their peers, in some cases nearly a 30% margin. Indigenous students’ results have been inconsistent, in some cases outperforming their all resident peers, yet in Grade 5, there has been a downward trend that requires further analysis. Finally, students in Grade 4 across the subsets have had a higher achievement on the FSA compared with school reporting for the same year in Language Arts.

Affective Domain Data

The following table shows the percentage of students indicating a positive response to the statement, “I continue to get better at reading.”

Student Learning Survey (SLS)		Years			
Grade Level	Subset	2018–2019	2019–2020	2020–2021	2021–2022
Grade 4	All Resident	83%	77%	78%	87%
	Indigenous Students	78%	84%	77%	86%
	Students with Diverse Abilities	67%	69%	74%	95%

Analysis

Provincial student learning survey results for a Grade 4 snapshot indicate that in the last two years, students overall have felt that they are getting better at both reading and writing, though that is not necessarily reflected in the overall report card data. However, there is some indication of that reflected in the FSA data. Students with diverse abilities have had a marked increase in their perception that they are improving. Indigenous students have as well, and particularly in contrast with their all-resident peers.

Programs, Resources & Professional Learning (2021-2022)

In 2021-2022, an intermediate literacy focus group was formed with representation from several schools (Slocan, Nelson, and Salmo) to pilot a formative literacy assessment in the Slocan, Nelson, and Salmo families of schools. With the support of a district literacy teacher, resources on the SD8 Innovative Learning website were put to use, as were different programs that are provincially recognized or sourced from other school districts. This pilot included a fall and spring assessment, with a continued focus on the class profile to determine where the strengths and literacy needs existed.

Results (2021-2022)

The 2021-2022 intermediate literacy pilot experiences some success in terms of a consistent approach across families of schools, though results are difficult to measure until a wider and more coherent intermediate literacy framework and program is developed. However, a focus on improving FSA 4 participation has resulted in a more reliable snapshot of student achievement.

Three-Year Action Plan (2023-2026)

Aspect	Monitoring	Strategic Priority
1. Support K-12 school teams in developing objectives and strategies to support their school literacy goal within the context of their School Learning Plan.	<ul style="list-style-type: none"> • Student Achievement (ELP, FSA, GLA, report cards) • Student Learning Surveys • Grade-to-Grade Transitions • Student Voice • School & district-based literacy assessments 	<ul style="list-style-type: none"> • Lifelong Learning • Connected Learners • Cultural and Identity Development
2. Continue to pilot an Intermediate to middle years literacy assessment program for district-wide implementation in the 2023-2024 school year	<ul style="list-style-type: none"> • School Learning Plans (Literacy) • School & district-based literacy assessments 	<ul style="list-style-type: none"> • Lifelong Learning
3. Develop an intermediate to middle years literacy community of practice to support the strategic plan goals and an action plan focused on literacy	<ul style="list-style-type: none"> • Student Learning Surveys • Student Achievement (FSA, report cards) 	<ul style="list-style-type: none"> • Lifelong Learning • Connected Learners • Cultural and Identity Development
4. Develop a K-12 Literacy virtual hub for resources, exemplars, and to support professional learning community of practice	<ul style="list-style-type: none"> • Student Achievement (FSA, GLA, report cards) • Student Learning Surveys 	<ul style="list-style-type: none"> • Lifelong Learning
5. Ensure that all learners have access to culturally responsive and rich literacy environments and programs in their school and community	<ul style="list-style-type: none"> • Student Learning Survey • Community Partnership Engagement • Survey of literacy Programs 	<ul style="list-style-type: none"> • Lifelong Learning • Connected Learners • Cultural and Identity Development
6. Facilitate bi-annual and year-end transition planning meetings to ensure successful transitions and improvement in literacy: <ul style="list-style-type: none"> • Elementary and middle years (4-9) 	<ul style="list-style-type: none"> • Student Achievement (FSA, report cards) • Grade-to-Grade Transitions 	<ul style="list-style-type: none"> • Lifelong Learning

7-9 Literacy 2022-2023 Achievement Data

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

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



Grade 7 Foundation Skills Assessment (FSA)

The following table shows current-year and 3-year trends for the percentage of students in Grade 7 on track and extending expectations in reading comprehension.

Note: 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 Literacy (Reading and Writing) Grade 7

On Track and Extending

Year	Subset	SD8	SD8 Participation	Provincial	Provincial Participation
2022-2023	All Resident	62%	81%	68%	70%
	Indigenous Students	53%	78%	50%	73%
	Students with Diverse Abilities	35%	63%	44%	54%
2021-2022	All Resident	56%	81%	68%	69%
	Indigenous Students	51%	76%	47%	71%
	Students with Diverse Abilities	37%	71%	48%	50%

Year	Subset	SD8	SD8 Participation	Provincial	Provincial Participation
2022-2023	All Resident	62%	81%	68%	70%
	Indigenous Students	53%	78%	50%	73%
	Students with Diverse Abilities	35%	63%	44%	54%
2021-2022	All Resident	56%	81%	68%	69%
	Indigenous Students	51%	76%	47%	71%
	Students with Diverse Abilities	37%	71%	48%	50%
2020-2021	All Resident	76%	74%	78%	61%
	Indigenous Students	67%	70%	62%	58%
	Students with Diverse Abilities	42%	57%	62%	42%
2019-2020	All Resident	71%	82%	76%	71%
	Indigenous Students	67%	86%	60%	73%
	Students with Diverse Abilities	35%	72%	58%	52%
2018-2019	All Resident	81%	81%	77%	71%
	Indigenous Students	64%	85%	62%	72%
	Students with Diverse Abilities	70%	58%	60%	51%



Year	Subset	SD8	SD8 Participation	Provincial	Provincial Participation
2022-2023	All Resident	62%	81%	68%	70%
	Indigenous Students	53%	78%	50%	73%
	Students with Diverse Abilities	35%	63%	44%	54%
2021-2022	All Resident	56%	81%	68%	69%
	Indigenous Students	51%	76%	47%	71%
	Students with Diverse Abilities	37%	71%	48%	50%
2020-2021	All Resident	82%	74%	77%	61%
	Indigenous Students	79%	70%	62%	58%
	Students with Diverse Abilities	55%	57%	62%	42%
2019-2020	All Resident	84%	82%	76%	71%
	Indigenous Students	82%	86%	60%	73%
	Students with Diverse Abilities	52%	72%	58%	52%
2018-2019	All Resident	84%	81%	77%	71%
	Indigenous Students	80%	85%	62%	72%
	Students with Diverse Abilities	74%	58%	60%	51%

Analysis

Overall, SD8 has better participation rates in the FSA when compared to provincial rates. The FSA data reveals that students with diverse abilities continue to fall behind their all resident peers in SD8, as well as provincially at the grade seven level. Indigenous students in SD8 have outperformed their provincial counterparts year after year, including participation rates for the FSA 7 despite still being slightly behind their all-resident counterparts in SD8.

LITERACY IN SD8: Mt. Sentinel MYP



Report Card Data: Language Arts (Grades 7-9)

The following table shows the percentage of students meeting and exceeding expectations in Language Arts by the end of the school year:

Report Card – Language Arts		Years				
Grade Level	Subsets	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023
Grade 7	All Resident Students	75%	74%	73%	64%	59%
	Indigenous Students	70%	71%	64%	58%	57%
	Students with Diverse Abilities	37%	35%	25%	22%	18%
Grade 8	All Resident Students	70%	81%	69%	72%	61%
	Indigenous Students	75%	81%	64%	57%	58%
	Students with Diverse Abilities	66%	67%	42%	54%	32%
Grade 9	All Resident Students	79%	73%	71%	73%	74%
	Indigenous Students	67%	66%	66%	56%	70%
	Students with Diverse Abilities	46%	53%	48%	49%	53%

Analysis

Report card data for middle years literacy reveals a downward trend in Grade 7 across the years for all student subset populations. There remains a significant gap between students with diverse abilities and their all-resident peers, between 20–40% in grades 7 to 9 in the last couple of years. Report card marks for Indigenous students still show a gap of a minimum 5% in 2021–2022. In comparison with FSA 7 results, students with diverse abilities overall achieved better on the FSA 7 in literacy than they did on their English Language Arts report cards as a measure of achievement.

Affective Domain Data

The table that follows shows the percentage of students indicating a positive response to the statement, “I continue to get better at reading:”

Student Learning Survey (SLS) Reading		Years			
Grade Level	Subset	2018–2019	2019–2020	2020–2021	2021–2022
Grade 7	All Resident	59%	63%	64%	82%
	Indigenous Students	64%	61%	64%	80%
	Students with Diverse Abilities	30%	58%	52%	65%

Provincial Comparison (Reading)		Years			
		SD8		Province	
Grade Level	Subset	2018–2019	2019–2020	2020–2021	2021–2022
Grade 7	All Resident	82%	87%	69%	79%
	Indigenous Students	80%	88%	65%	77%
	Students with Diverse Abilities	65%	77%	66%	74%

The table that follows shows the percentage of students indicating a positive response to the statement, “I continue to get better at writing.”

Student Learning Survey (SLS) Writing		Years			
Grade Level	Subset	2018–2019	2019–2020	2020–2021	2021–2022
Grade 7	All Resident	63%	58%	58%	82%
	Indigenous Students	62%	55%	64%	85%
	Students with Diverse Abilities	44%	46%	39%	68%

Provincial Comparison (Writing)		Years			
Grade Level	Subset	SD8		Province	
		2018–2019	2019–2020	2020–2021	2021–2022
Grade 7	All Resident	82%	87%	64%	79%
	Indigenous Students	85%	88%	65%	77%
	Students with Diverse Abilities	68%	77%	63%	74%

Analysis

Student learning survey data for middle years students indicates that Grade 7 students overall feel that they continue to get better at reading and writing in the last few years. In comparison with their provincial counterparts, the results are also the same: SD8 students overall felt positive about their improvement in literacy. The participation rates in the student learning survey have also improved, which should support a more accurate data set. Although 65% of students with diverse abilities felt they were improving at reading and writing in grade seven, it is interesting to note that both their perceptions, and report card data for the same 2021–2022 year shows a lag behind their counterparts.

Programs, Resources & Professional Learning (2021–2022)

The primary focus for literacy has recently been on early learning, as research supports, and results have indicated that the most significant foundational skills take place in kindergarten to Grade 3. As noted, an intermediate literacy assessment pilot was the secondary focus. Literacy programming and support for middle years learners continued to include resources on the SD8 website, school-based literacy resources, and support for Indigenizing the curriculum in English Language Arts.

Results (2021-2022)

With the full implementation of the graduation program English Language Arts curriculum, and a continued focus on Indigenizing and de-colonizing resources, the foundation has been laid to ensure students graduate with career and post-secondary program goals in place. The academic reviews continue to ensure that students are on track to graduate and have met their graduation literacy assessment requirements.

Three-Year Action Plan (2023-2026)

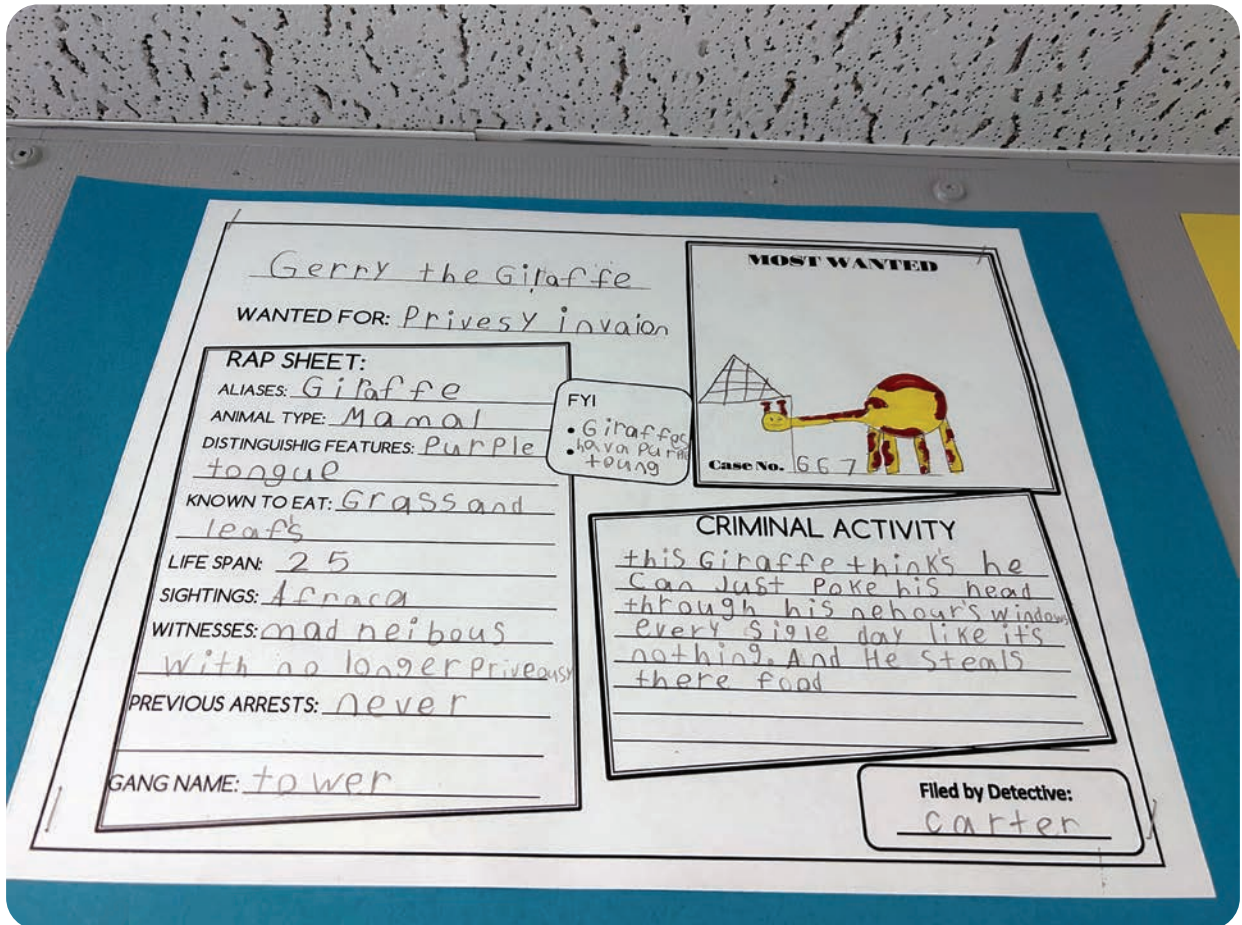
Aspect	Monitoring	Strategic Priority
1. Support K-12 school teams in developing objectives and strategies to support their school literacy goal within the context of their School Learning Plan.	<ul style="list-style-type: none"> • Student Achievement (GLA, report cards) • Student Learning Surveys • Grade-to-Grade Transitions • Student Voice • School & district-based literacy assessments 	<ul style="list-style-type: none"> • Lifelong Learning • Connected Learners • Cultural and Identity Development
2. Develop a K-12 Literacy virtual hub for resources, exemplars, and to support professional learning community of practice	<ul style="list-style-type: none"> • Student Achievement (FSA, GLA, report cards) • Student Learning Surveys 	<ul style="list-style-type: none"> • Lifelong Learning
3. Ensure that all learners have access to culturally responsive and rich literacy environments and programs in their school and community	<ul style="list-style-type: none"> • Student Learning Survey • Community Partnership Engagement • Survey of literacy Programs 	<ul style="list-style-type: none"> • Lifelong Learning • Connected Learners • Cultural and Identity Development
4. Facilitate bi-annual and year-end transition planning meetings to ensure successful transitions and improvement in literacy: <ul style="list-style-type: none"> • Secondary (10-12) 	<ul style="list-style-type: none"> • Student Achievement (ELP, FSA, GLA) • Grade-to-Grade Transitions • Academic Reviews 	<ul style="list-style-type: none"> • Lifelong Learning

LITERACY IN SD8: Seven Sacred Teachings



CONCLUSION

SD8 recognizes the important role of literacy as a foundation for all other aspects of learning, particularly in the early years. The results of the Early Literacy Profile have garnered a marked improvement for K-3 learners. Building on the successful foundation of the early years, the next steps will be to support intermediate and middle years literacy to ensure continued coherence, sustainability, and embedded professional learning, and to continue to focus on career and post-secondary oriented literacy pathways for secondary students.



GRATITUDE

Community Partnerships

SD8 recognizes that community partnerships are a key component to providing the resources and supports families need. Working with the community not only benefits early learners and their families, but also supports the goals of the Ministry of Education and Child Care Early Learning Framework.

SD8 thanks the following community partners for the important work they do within the region:

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

[College of the Rockies](#)

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

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

[Creston Valley Youth Network](#)

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

[East Kootenay Teacher Education Program \(University of Victoria\)](#)

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

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

[Kaslo Youth Network](#)

[Kootenay Kids Society](#)

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

[Lower Kootenay Band](#)

[Ministry of Education and Child Care](#)

[Nelson & District Youth Centre](#)

[North Kootenay Lake Community Services Society](#)

[Okanagan Nation Alliance](#)

[Selkirk College](#)

[UBC Okanagan](#)

[Valley Community Services Society](#)

[W.E.Graham Community Services Society](#)

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

[West Kootenay Métis Society](#)

[West Kootenay Teacher Education Program \(University of British Columbia\)](#)