



# The Board of Education of School District No. 83

## COMMITTEE OF THE WHOLE

### AGENDA

**Date:** Thursday, September 18, 2025

**Time:** 5:00 – 6:30 p.m.

**Venue:** DESC - Shuswap Lake Room

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#### Members:

Corryn Grayston, Board Chairperson  
Tennile Lachmuth, Vice Chairperson  
Brent Gennings, Trustee  
Amanda Krebs, Trustee  
Marianne VanBuskirk, Trustee

#### Staff/Guests:

Donna Kriger, Superintendent  
Jeremy Hunt, Acting Secretary-Treasurer  
Michelle Guillou, Assistant Superintendent  
Chelsea Prince, Assistant Superintendent  
Jen Findlay, Director of Instruction  
Reid Findlay, Director of Instruction  
Travis Elwood, Director of Operations

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**1. CALL TO ORDER**

**2. WELCOME AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

We open the meeting with the acknowledgment that the Committee holds its meeting on the traditional territory of the Secwepemc people.

**3. REVIEW OF MINUTES**

A. Minutes - Committee of the Whole – June 3, 2025

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**4. ITEMS FOR DISCUSSION**

A. Enhancing Student Learning Report & Aligning Strategic Priorities

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**Superintendent: Donna Kriger**

**5. FUTURE MEETING DATES**

TBD

**6. ADJOURNMENT**



# The Board of Education of School District No. 83

## COMMITTEE OF THE WHOLE MINUTES

**Date:** Tuesday, June 3, 2025  
**Time:** 5:00 – 6:30 p.m.  
**Venue:** DESC - Shuswap Lake Room

### Members:

Corryn Grayston, Chairperson  
 Tennile Lachmuth, Vice Chairperson  
 Amanda Krebs, Trustee  
 Marianne VanBuskirk, Trustee

### Staff/Guests:

Donna Kriger, Superintendent  
 Jeremy Hunt, Acting Secretary-Treasurer  
 Michelle Guillou, Assistant Superintendent  
 Chelsea Prince, Assistant Superintendent  
 Jen Findlay, Director of Instruction  
 Reid Findlay, Director of Instruction  
 Darrell Jones, Chair - Quelmúcw Education Council

### Regrets:

Brent Gennings, Trustee  
 Travis Elwood, Director of Operations

### 1. CALL TO ORDER

The meeting was called to order at 5:01 p.m. by Chairperson Grayston.

### 2. WELCOME AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Board Chair Grayston opened the meeting with the acknowledgment that the Board holds its meeting on the traditional and unceded land of the Secwépemc people.

### 3. REVIEW OF MINUTES

#### A. Minutes - Committee of the Whole – May 6, 2025

The minutes from the previous Committee of the Whole meeting held on May 6, 2025, regarding discussions on the 2025/26 Preliminary Annual Budget, were accepted as presented.

### 4. ITEMS FOR DISCUSSION

#### A. 2025/26 Preliminary Annual Budget

Acting Secretary-Treasurer Hunt presented the 2025/26 Preliminary Annual Budget, reiterating information previously shared during the May 6, 2025, Committee of the Whole meeting. He highlighted the following:

- A projected decrease of 113.5 FTE in student enrolment compared to the 2024-25 Amended Budget.
- A projected decrease of 20 FTE in categorized funding enrolment.
- Proposed new initiatives for Board consideration as part of the budget planning process.
- Cost savings totalling \$725,165 across various areas, including reductions in Wellness Initiatives to offset rising costs such as employee benefits.

- Recommended increases and continued supports totalling \$1,492,370, including the addition of a Vice Principal at Salmon Arm Secondary to accommodate increased student enrolment.
- Planned capital project expenditures amounting to \$4,485,798
- Interest revenue allocated to support school reconfiguration costs.
- No changes to itinerant staff
- Staffing adjustments include:
  - Status quo budget for Certified Education Assistants
  - 0.517 FTE increase in teaching staff; and,
  - 2.0 FTE increase in custodial staff.

Acting Secretary-Treasurer Hunt recommended that the Board consider the inclusion of the District Principal of Learning Technology and Innovation as well as the Athletic Directors for secondary schools in the 2025/26 Annual Budget.

He further recommended that the following allocations be considered during the amended 2025/26 budget process, following confirmation of 1701 enrolment data:

- Principal teaching time;
- Middle/elementary Position of Special Responsibility and/or substitute days; and,
- Additional library clerk allocation.

The second and third readings of the 2025/26 Annual Budget will occur at the June 17, 2025, Regular Board Meeting.

**5. FUTURE MEETING DATE**  
September 18, 2025

**6. ADJOURNMENT**  
The meeting was adjourned at 6:12 p.m.

# Enhancing Student Learning Report 2024-2025



In Review of the 2023-2028 District Strategic Plan, Year 2 of 5

Committee of the Whole ~ September 18, 2025

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Land Acknowledgement

We acknowledge that we are learning, and perhaps more importantly, unlearning, on the traditional, unceded, and contemporary lands of the Secwepémc people. We are immensely grateful to work with the Adams Lake Indian Band, Neskonlith Indian Band, Skwlāx te Secwepemcúl’ecw, and Splatšin, as the inherent rights holders of this beautiful place. They have gifted us with our new District name – K̓wsaltknéws ne Secwepemcúl’ecw – which means that we are all connected, the people (quelmúcw), the land (tmicw), the water (séwllkwe), and the animals (mescéñ), on Secwepémc land.



Introduction





**OUR MISSION**

Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

**OUR VISION**

Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.





**OUR VALUES**

Belonging  
Respect  
Reconciliation  
Empathy  
Equity  
Perseverance

Our District proudly serves a picturesque region of the Shuswap and the beautiful valley extending from Armstrong through Enderby and into Grindrod, our District is home to 25 schools and approximately 6,800 students and their families. About 20% of our student population is of Indigenous ancestry, with 5% identifying as Métis and 0.03% as Inuit. The percentage of Children and Youth in Care (CYIC) is less than 1% and approximately 18% of the student population is comprised of diverse learners.

The local Board of Education consists of five elected trustees. Our District employs approximately 1,300 people and as of September 2024, the annual operating budget for the District exceeds \$108 million.

The past year included the completion of an extensive consultation process on school reconfiguration, resulting in a three-year transition plan designed to reduce the number of school transitions, strengthen students’ sense of belonging, and remove barriers to success for all learners.

This year, the District faced unimaginable loss that has deeply affected us all. The unexpected passing of a school principal, who touched the lives of countless students and staff, left a profound void. Tragically, we also mourned the loss of six beloved students, whose bright futures were suddenly cut short. These heartbreaking events tested the strength and resilience of our District, but through grief, our staff, students, and communities have shown incredible courage. As a District, we are determined to continue the work of serving every student with the same care, compassion, and commitment that has always been our mission. While these losses have left scars, they have also strengthened our resolve to embody our values of belonging, respect, reconciliation, empathy, equity, and perseverance.

# CURRENT PRIORITIES of the STRATEGIC PLAN



DISTRICT STRATEGIC PLAN  
2023-2028



PUBLIC VERSION  
September 24, 2024

School District No. 83 Board of Education has established this strategic plan in consultation with its rightsholders, stakeholders, staff, and students. The 2023-2028 Strategic Plan is an evolving document.

Īwsaltktnéws ne Secwepemcúl'ecw (School District No. 83) is committed to creating welcoming school environments where students have equitable access to their learning. Our District mission is “Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.”

Of the six priorities within the Strategic Plan, three priorities focus specifically on enhancing student learning. The priorities of Intellectual Development, Human & Social Development, and Career Development are grounded in Universal Design for Learning (UDL), inclusivity, and equitable access to learning. We believe that all students have the potential to learn, grow, and thrive. This growth extends beyond academics, embracing social-emotional well-being, fostering curiosity, creating safe, welcoming school cultures, and amplifying student voice. Listed below are the key areas of focus for 2024-25, which are part of the [District Strategic Plan \(2023-2028\)](#).



## Intellectual and Career Development

### Target: Instructional Practice and Systems

- Embedding Universally Designed instruction and assessment practices throughout K-12 classrooms.
- Implementation of District-wide professional development and in-service ([Learning Series](#), [Professional Learning Calendar](#)) for learning and developing UDL strategies to support teachers in their practice and students in their learning.
- Provide diverse learning opportunities with differentiated supports in both literacy and numeracy.
- Expand the use of research-based anchor resources to support literacy and numeracy instruction.
- Provide targeted supports for Priority Learners.



## Human and Social Development

### Target: Inclusive Learning Spaces

- Establish classrooms and schools that are safe, inclusive spaces that provide equitable opportunities for all Priority Learners.
- Establish and increase student voice opportunities that provide learners with agency in their learning.
- Ensure school learning plans reflect the needs and support of Priority Learners.
- Prioritize positive relationships between educators and learners that enhance a sense of belonging within the school community.



## Organizational Development

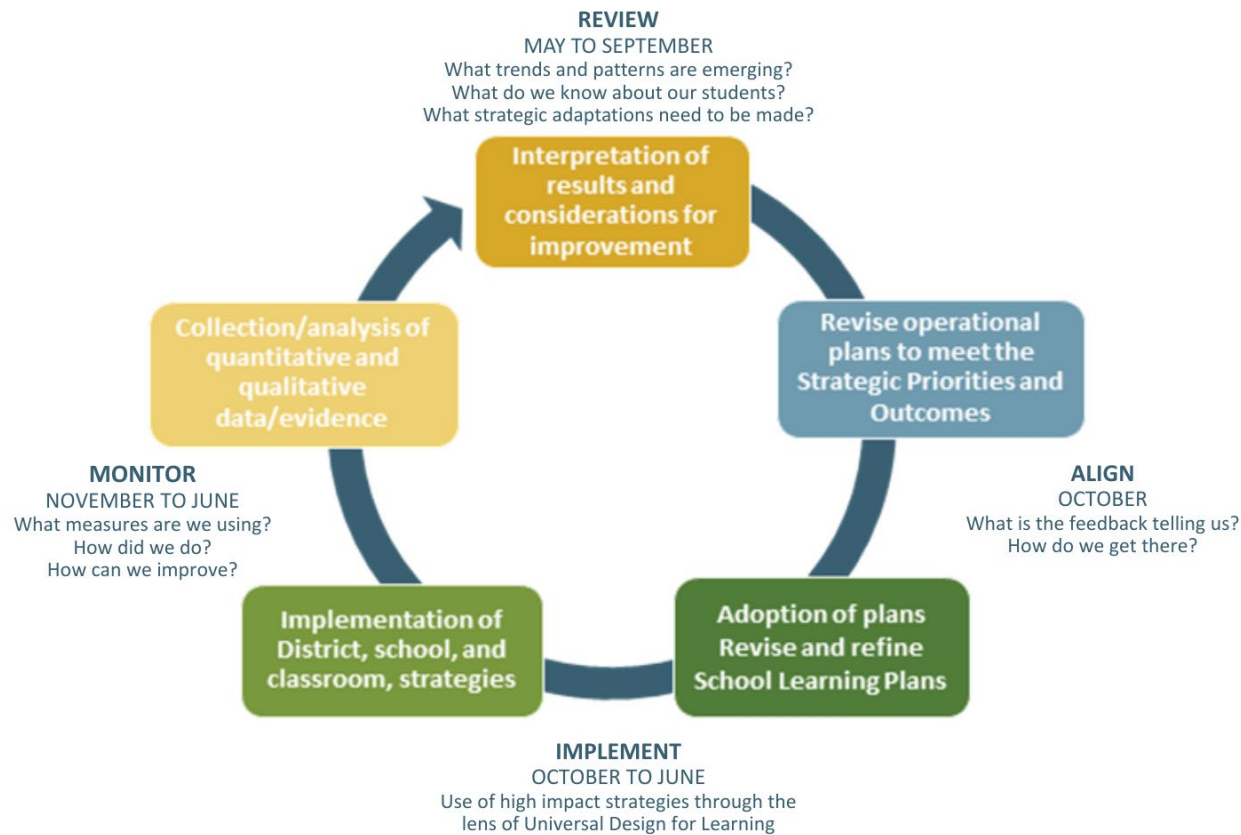
### Target: Positive Learning Environments

- Establish and commit to school reconfigurations that support positive relationships and educational outcomes for all students, with a focus on Priority Learners.
- Foster a culture where staff and students feel socially, emotionally, and mentally supported.

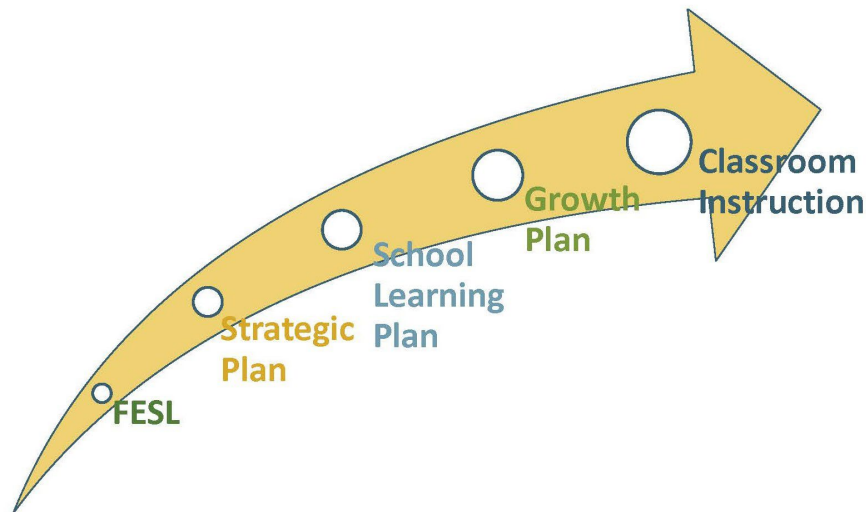


# CONTINUOUS IMPROVEMENT CYCLE

Throughout the cycle, Rightsholders, stakeholders, parents, students, and trustees are updated on the progress made regarding student achievement and well-being.



The District has aligned its continuous improvement cycle to include the District Strategic Plan, School Learning Plans, Professional Growth Plans for school-based administrators, along with the Framework for Enhancing Student Learning.



A School Learning Plan Cycle has also been developed to assist schools in ensuring they are engaging Rightsholders, stakeholders, and students in a feedback cycle. School teams are expected to review data together, implement strategies that will support student learning, and be reflective regarding what is working and what may need to be adapted. School based teams are instrumental in ensuring that “all students” are supported in their learning and well-being.

### District Engagement Cycle

Representative Group	Frequency of Engagement	Topics Discussed
Quelmúcw & Rightsholders	<ul style="list-style-type: none"> <li>Monthly</li> <li>As required or requested</li> <li>Regular/Frequent Committee Representation</li> <li>District Administered Surveys</li> </ul>	<ul style="list-style-type: none"> <li>Student Data</li> <li>Supports for Indigenous Students</li> <li>Parental Engagement</li> <li>Co-planning</li> <li>Consultation</li> <li>Enhancing Student Learning Updates</li> </ul>
School Based Administrators	<ul style="list-style-type: none"> <li>Monthly (Secondary &amp; Middle/Elementary Cohorts)</li> <li>Bi-monthly school administrator meetings</li> <li>Regular/Frequent Committee Representation</li> <li>District Administered Surveys</li> </ul>	<ul style="list-style-type: none"> <li>Student Data</li> <li>Professional Learning</li> <li>School Learning Plans</li> <li>Professional Growth</li> <li>Collaboration between schools</li> <li>Enhancing Student Learning Updates</li> </ul>
School/District Staff	<ul style="list-style-type: none"> <li>District Leadership to participate in monthly School Staff Meetings when required or requested</li> <li>Reconfiguration meetings with impacted schools</li> <li>Committee Representation</li> <li>Multiple District Administered Surveys</li> </ul>	<ul style="list-style-type: none"> <li>Reconfiguration</li> <li>Student Supports</li> <li>Enhancing Student Learning Updates</li> </ul>
Partner Groups (BCTF/CUPE/DPAC/Quelmúcw)	<ul style="list-style-type: none"> <li>Quarterly for the large group</li> <li>Individual groups meet regularly</li> <li>Committee Representation</li> <li>Multiple District Administered Surveys</li> </ul>	<ul style="list-style-type: none"> <li>Support for Students</li> <li>Collaboration on District initiatives</li> <li>Educational Change</li> <li>Policy Changes/Direction that impact student learning and well-being</li> <li>Budget</li> <li>Enhancing Student Learning Updates</li> </ul>
Stakeholders	<ul style="list-style-type: none"> <li>Multiple meetings/year</li> <li>Multiple District Administered surveys</li> </ul>	<ul style="list-style-type: none"> <li>Reconfiguration</li> <li>Student Learning/Well-being</li> <li>Budget</li> </ul>
Students	<ul style="list-style-type: none"> <li>Monthly Committee Meetings</li> <li>Bi-annual Engagement/Feedback</li> </ul>	<ul style="list-style-type: none"> <li>Learning/Well-being</li> <li>Feedback related to District Direction/Initiatives</li> <li>Budget</li> </ul>



ing and well-being that needed to be considered. posed grade configuration timeline decisions, progra

Sustainability Action Plan.



# ONGOING STRATEGIC ENGAGEMENT

To ensure ongoing engagement, the District facilitates discussions, Committee of the Whole meetings, surveys, and data conversations with trustees, rightsholders, school leaders, stakeholders, students, and partner groups. Representatives from these groups are invited to provide feedback during data reviews, the development of school learning plans, and budget processes, ensuring that resources are aligned with identified areas of need to support student learning.

## Meaningful Engagement Across the District

The District has a robust engagement process to ensure that all voices have an opportunity to provide feedback as it relates to the priorities, strategies, and outcomes found within the District Strategic Plan.



## Indigenous Rightsholders Engagement

What is addressed through the engagement?	Area of Impact/Area of Need as it connects to Intellectual, Human & Social, and Career Development
Co-construction with Rightsholders on the Local Education Agreement (LEA) led to establishing a simplified document for parents/guardians ( <a href="#">Lake Bands</a> and <a href="#">Splatsin</a> ) around the timeline for important dates and the commitment to serving the learning needs of students on-reserve. Regular <a href="#">LEA</a> follow-up meetings occur with each of the four First Nations.	<ul style="list-style-type: none"> <li>Educates parents/guardians around the terms of the agreement and shared commitments.</li> <li>Assist parents in advocating for support at the school and District level.</li> </ul>
Parent conferences for students who reside on reserve.	<ul style="list-style-type: none"> <li>Strengthens relationships and builds trust which leads to a stronger sense of belonging in schools.</li> </ul>
Monthly meetings with the Quelmúcw Education Council (Indigenous Education Council) to discuss student needs, student growth, systemic barriers, and resource allocation to address priorities to enhance the student experience and student learning, in accordance with the <a href="#">Terms of Reference</a> .	<ul style="list-style-type: none"> <li>Provides voice and agency to members of the council.</li> <li>Identifies systemic barriers and biases that exist, and which need to be addressed. This leads to improved student achievement and engagement.</li> </ul>
Indigenous Education Department regular updates.	<ul style="list-style-type: none"> <li><a href="#">Monthly publications</a> from Indigenous Education which highlight the work and success of staff and students.</li> </ul>
Bi-annual school leader meetings with local First Nations to discuss share stories and a collective vision for serving Indigenous students across the District. Reviewing the <a href="#">Implementation Guide for LEAs</a> .	<ul style="list-style-type: none"> <li>This has led to improved outcomes for Indigenous students (sense of belonging, number of caring adults, completion rates)</li> <li>Creates a shared understanding that the “system” needs to adjust rather than expecting students to change to fit the “system.”</li> </ul>
<a href="#">Annual co-planning</a> with local First Nations for the Indigenous Day of Learning (Professional Development) which supported all District staff to learn about Indigenous ways of knowing and doing	<ul style="list-style-type: none"> <li>Develops and strengthens understanding around local culture, traditions, and ways of doing.</li> <li>Builds trust and relationship with Indigenous families that increases sense of belonging.</li> </ul>

from time spent on the land. Learn more by watching the <a href="#">Video</a> and reading the <a href="#">Report</a> .	<ul style="list-style-type: none"> <li>Increases the “collective responsibility” around Indigenous learners.</li> </ul>
Ongoing collaborative consultation with Quelmúcw to establish programming which best supports Priority Learners in trades and careers.	<ul style="list-style-type: none"> <li>Has increased the number of Priority Learners in Youth Train in Trades programs.</li> <li>Increased equity &amp; engagement in school.</li> <li>Increase in completion rates.</li> </ul>
Ongoing and frequent collaborative consultation with First Nations Education Directors/Managers to discuss needs and strategies to support students with diverse learning needs and CYIC.	<ul style="list-style-type: none"> <li>Provides opportunity to address individual student needs.</li> </ul>
Knowledge Keeper/Elder luncheons, celebrations, and teas occur three times per year.	<ul style="list-style-type: none"> <li>Provides opportunity to share the work being done across the District to improve the experience for Indigenous students and their families.</li> <li>Strengthens relationships and trust within families and communities.</li> </ul>



## Student Engagement

What is addressed through the engagement?	Area of Impact/Area of Need as it connects to Intellectual, Human & Social, and Career Development
Bi-annual District student forums and one on one interviews with students to collect feedback around their school experience.	<ul style="list-style-type: none"> <li>Increase student voice and agency which increases engagement, attendance, and sense of belonging.</li> <li>It has resulted in creative timetables and other organizational changes within schools.</li> <li>Decolonization of graduation.</li> </ul>
Monthly and quarterly student representation on various District committees (Policy, Budget, Education Directions, Environmental)	<ul style="list-style-type: none"> <li>This has resulted in changes to policy and financial decision making.</li> <li>This representation allows students opportunity to provide feedback and make suggestions regarding strategies being implemented and potential “educational change.”</li> <li>It has led to the refinement of <a href="#">Board Policy 124</a> and the development of a new <a href="#">Environmental Stewardship Action Plan</a> which is a key priority within the Strategic Plan.</li> </ul>

## Staff, Stakeholders, and Partner Groups

What is addressed through the engagement?	Area of Impact/Area of Need as it connects to Intellectual, Human & Social, and Career Development
Ongoing staff and partner group engagement regarding school reconfiguration and system changes that better support students.	<ul style="list-style-type: none"> <li>Reducing school transitions allows staff to develop a deeper understanding of their students and their individual learning needs.</li> </ul>
Bi-monthly staff wellness committee meetings.	<ul style="list-style-type: none"> <li>Reduces staff absenteeism which results in greater continuity for students in their learning.</li> </ul>
Multiple engagement sessions with parents and communities regarding early learning.	<ul style="list-style-type: none"> <li>Supports transitions into kindergarten and childcare support.</li> <li>Provides opportunity to create deeper and more meaningful relationships.</li> </ul>
Regular collaboration with the District Parent Advisory Committee and school Parent Advisory Committees to address school specific inquiries, concerns, and supports which directly impact students.	<ul style="list-style-type: none"> <li>With a reconfiguration process that will span three years, these meetings provide valuable feedback that supports the District in ensuring that families are receiving appropriate information and supports.</li> </ul>
Regular, ongoing collaboration with community partners (Child & Youth Mental Health, Ministry of Child & Family Development).	<ul style="list-style-type: none"> <li>Supports Priority Learners and their families with community support for addressing mental health and substance use.</li> </ul>
Bi-monthly school leadership meetings which involve data conversations and learning as they relate to student growth and success.	<ul style="list-style-type: none"> <li>These meetings allow for collaboration and follow-up on how schools are supporting Priority Learners and their progress on school learning plans.</li> </ul>
Board Committee of the Whole meetings focused on student learning & well-being that include strategies, adaptations, and additional supports.	<ul style="list-style-type: none"> <li>These provide opportunity for Rightsholders, stakeholders, staff, and students to ask questions, seek clarification, and provide feedback.</li> </ul>

## Reflection On Strategic Engagement

Through the various engagement opportunities, valuable feedback has been obtained which helps to shape the District's next steps by informing the strategies and support which are required to better our learners. The feedback is very diverse, highlighting areas of concern and potential growth. It is always thoughtfully considered and carefully integrated into future planning. Ultimately the District is invested in enhancing the student experience through a wide array of supports that ensure every student receives what they need to be successful.

The District has demonstrated a commitment to ensuring that Priority Learners are represented at the school and District level through specific leadership positions such as District Vice-Principal of Student Wellness, District Principal of Student Support, District Vice Principal of Student Support, District Principal of Innovation & Technology, and District Principal of Indigenous Education. There has been significant effort to break down silos and ensure that all departments are working collaboratively to meet the needs of Priority Learners.

We recognize that Priority Learners are not yet achieving at the same levels as their peers in the District. Through our engagement processes, several key themes have emerged: the importance of strong relationships with students and families; the need to remove barriers to learning; ensuring access to courses that keep future options open; valuing and respecting cultural differences; knowing our students well; addressing biases that lead to low expectations; fostering safe and inclusive classrooms and schools; seeking insights from families; and providing the supports students need to succeed. We are confident that by improving in these areas, we will fulfill our mission of empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and communities.



# REFLECTION, ADJUSTMENTS, AND ADAPTATIONS: NEXT STEPS

## Strategic Priority Intellectual Development



**GOAL: Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.**

Current Strategies	Area for Growth	Strategy Effectiveness	Adjustments/Adaptations
<ul style="list-style-type: none"> <li>Success Teachers monitor math pathways through graduation check-ins and support planning to increase completion rates and ensure Indigenous students graduate with options and possibilities.</li> </ul>	<b>Cohort Targeted: Indigenous Students</b> <ul style="list-style-type: none"> <li>Under representation in upper-level secondary math and science courses.</li> <li>Increase the number of Indigenous Students enrolled in and successfully completing Foundations of Math and Pre-Calculus in secondary school.</li> </ul>	<ul style="list-style-type: none"> <li>The effectiveness is inconclusive as there is not currently sufficient data to evaluate the effectiveness of the strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Grad planning for all Indigenous students entering grade 9 (Success teachers &amp; District Principal of Indigenous Education)</li> <li>Direct communication with all families of grade 9 students regarding math pathways and opportunities at the post-secondary level.</li> <li>Direct communication with families of all Grade 10 students prior to course selection.</li> <li>Recruitment of Indigenous Success Teachers with a background in Math.</li> </ul>
<ul style="list-style-type: none"> <li><a href="#">Graduation Pathway Circle meetings</a> to support completion rates.</li> </ul>	<b>Cohort Targeted: Indigenous Students on Reserve</b> <ul style="list-style-type: none"> <li>The <a href="#">“How Are We Doing Report”</a> and Pathway meetings indicate that completion rates for Indigenous students continue to be lower than for non-Indigenous students.</li> </ul>	<ul style="list-style-type: none"> <li>Entering the third year of this strategy, will provide the District with sufficient data to evaluate the effectiveness of the strategy.</li> </ul> <p>*Quelmúcw Education Council values this strategy. *The Indigenous Education Department staff value the process and believe it enables them to “know their students.”</p>	<ul style="list-style-type: none"> <li>The Pathway Circle meetings require significant time and will be limited to students in grades 10 to 12.</li> <li>Where school counselors are involved, the circles are more effective and so this will become a requirement moving forward.</li> </ul>
<ul style="list-style-type: none"> <li>Utilization of Heggerty Phonemic Awareness (K-2) and University of Florida Institute (UFLI) Foundations (K-3) literacy anchor resources, as connected to the <a href="#">Early Literacy Framework</a>.</li> </ul>	<b>Cohort Targeted: All Primary Students</b> <ul style="list-style-type: none"> <li>Not all teaching staff have adopted the anchor resources into their practice.</li> </ul>	<ul style="list-style-type: none"> <li>Both quantitative and qualitative data indicate that the resource are effective in improving phonemic awareness and reading at or above grade level.</li> </ul>	<ul style="list-style-type: none"> <li>Continued implementation and support of both Heggerty and UFLI resources in all primary classrooms remains a priority to strengthen Tier 1 literacy instruction.</li> <li>Ongoing training with resources for primary teachers.</li> </ul>
<ul style="list-style-type: none"> <li>Utilizing DIBELS 8 (Early Literacy Screener) for all Grade 1 &amp; 2 students.</li> </ul>	<b>Cohort Targeted: All Primary Students</b> <ul style="list-style-type: none"> <li>Using the data obtained to identify students requiring additional support.</li> <li>Strengthening Tier I instruction and research-</li> </ul>	<ul style="list-style-type: none"> <li>2024-25 was the first implementation year for DIBELS 8 for Grade 1 &amp; 2 students.</li> <li>The data collected will continue to inform our practice and support.</li> </ul>	<ul style="list-style-type: none"> <li>More time and training is required for Literacy Support Teachers, classroom teachers, and school teams in data analysis and determining appropriate instructional next steps using funding generously provided by</li> </ul>



Current Strategies	Area for Growth	Strategy Effectiveness	Adjustments/Adaptations
	based anchor resources with Tier 2 & 3 supports as required.		the K-12 Literacies Supports Initiative
<ul style="list-style-type: none"> <li>Literacy Support Teacher Model of Support in grades K to 2.</li> </ul>	<b>Cohort Targeted: Priority Learners</b> <ul style="list-style-type: none"> <li>There is still a tendency in the District to use a “pull out” model of support for struggling students.</li> <li>Early identification of Priority Learners and frequent “check ins” on learning requires refinement.</li> </ul>	<ul style="list-style-type: none"> <li>Individual school data suggests that when a collaborative and collective approach to literacy is supported, the model is highly effective.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to ensure the use of common strategies and language within the learning environment.</li> <li>Continue to provide professional development and in-service to teachers.</li> </ul>
<ul style="list-style-type: none"> <li>Support explicit and rich numeracy instruction through Building Thinking Classrooms (Peter Liljedah).</li> </ul>	<b>Cohort Targeted: Priority Learners</b> <ul style="list-style-type: none"> <li>Current data indicates that a significant number of all students are not on track in numeracy, with Indigenous learners, diverse learners, and Children &amp; Youth in Care not achieving at the same level as their peers.</li> <li>Using the local math assessment and other diagnostic <a href="#">assessments</a> for early identification of struggling learners.</li> </ul>	<ul style="list-style-type: none"> <li>Judy Larsen from Building Thinking Classrooms supported over 100 teachers to build confidence and capacity for classroom teachers in the utilization of these strategies as a Tier 1 support.</li> </ul>	<ul style="list-style-type: none"> <li>Continued work alongside the District “Professional Learning” working group to plan purposeful learning that connects to Numeracy as presented within the District Strategic Plan.</li> <li>Exploration of alternate support for classroom teachers is required due to the reduction of Math Helping Teacher support.</li> <li>Provide support for classroom teachers in building Tier 1 capacity in partnership with part-time Numeracy Helping Teachers through a residency model.</li> </ul>
<ul style="list-style-type: none"> <li>Use of MathUP as anchor resources in elementary classrooms.</li> </ul>	<b>Cohort Targeted: All Learners</b> <ul style="list-style-type: none"> <li>Continue to train teachers and offer support in the use of the resources.</li> </ul>	<ul style="list-style-type: none"> <li>The 2024-25 school year was the first pilot of the resource, so more time is necessary to determine its effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Expand the use of the anchor resources to more schools.</li> <li>Work with early adopter teachers to promote the use of the resource among their peers.</li> </ul>
<ul style="list-style-type: none"> <li>Indigenous Education Workers (IEWs) supporting primary literacy through a push in model of support.</li> </ul>	<b>Cohort Targeted: Indigenous Students</b> <ul style="list-style-type: none"> <li>Staff continue to struggle with intervention support through an inclusive model.</li> </ul>	<ul style="list-style-type: none"> <li>The effectiveness of the strategy is school specific.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to support IEWs in literacy support and inclusive practices.</li> </ul>
<ul style="list-style-type: none"> <li>Learning Resource Teachers (LRTs) supporting UDL practice with classroom teachers during Tier 1 instruction.</li> </ul>	<b>Cohort Targeted: Priority Learners</b> <ul style="list-style-type: none"> <li>There is a tendency to remove struggling learners from Tier 1 instructional support and have Certified Educational Assistants providing the support.</li> </ul>	<ul style="list-style-type: none"> <li>LRTs are making gains in changing this long-standing practice.</li> <li>There is evidence that fewer students are being pulled out of Tier 1 Instruction for support outside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Continue changing practice through in-service and professional development.</li> <li>Continue to support school administrators in what to look for when doing instructional walk-throughs in classrooms.</li> </ul>

## Strategic Priority Human & Social Development



**GOAL: Each student will feel welcome, safe, and connected to peers and adults in their school.**

Current Strategies	Area for Growth	Strategy Effectiveness	Adjustments/Adaptations
<ul style="list-style-type: none"> <li>Identification of all CYIC through collaboration with Ministry of Child and Family Development (MCFD) and SplatSIn Stsmamlt Services.</li> <li>Tracking of CYIC students through MyEd and the Student Support Department.</li> </ul>	<b>Cohort Targeted: Children &amp; Youth In Care</b> <ul style="list-style-type: none"> <li>Consistent identification of CYIC students across the District.</li> <li>Continue to build on existing partnerships with MCFD and Stsmamlt Services to determine CYIC students early in the fall of each year.</li> <li>Given the geography of the District, MCFD services are offered to students through three different communities, two of which are situated in different school districts.</li> </ul>	<ul style="list-style-type: none"> <li>The strategies used in the past have not been formalized and have produced inconsistent results in identifying CYIC students.</li> </ul>	<ul style="list-style-type: none"> <li>The District will build on the promising practice shared by SD67 to track CYIC students beginning in fall of 2025.</li> <li>All CYIC students will be tracked through MyEd.</li> <li>School and itinerant counsellors will be assigned as Case Managers to CYIC students.</li> <li>School-based team meetings will review CYIC at each meeting with an annual District review.</li> <li>Partnership with Boys and Girls Club to support CYIC who are transitioning out of school.</li> </ul>
<ul style="list-style-type: none"> <li>Supporting the inclusion of students through the expansion of a “push in” support model.</li> </ul>	<b>Cohort Targeted: Priority Learners</b> <ul style="list-style-type: none"> <li>Inequities exist when Priority Learners are not given access to learning with their peers in an inclusive environment.</li> <li>Sense of Belonging and Feeling Safe at school is below the provincial average for the Priority Learners in our District.</li> </ul>	<ul style="list-style-type: none"> <li>The move to creating more inclusive classrooms requires changing beliefs and mindsets. These require change before Priority Learners will feel more included and safer at school.</li> <li>In schools where inclusionary practice is embraced, the data tells a different story.</li> </ul>	<ul style="list-style-type: none"> <li>School leaders will continue to receive learning around UDL, differentiation, and Multi-Tiered System of Supports (MTSS) strategies which will enable them to lead their staff and schools along the continuum of inclusive practices.</li> </ul>
<ul style="list-style-type: none"> <li>Enhanced Support for students with mental health or substance use, through the Integrated Child and Youth (ICY) team.</li> </ul>	<b>Cohort Targeted: Priority Learners</b> <ul style="list-style-type: none"> <li>The demand for support exceeds the capacity of this team to meet.</li> </ul>	<ul style="list-style-type: none"> <li>The ICY team works collaboratively with school counselors and with the District Vice-Principal of Student Wellness.</li> <li>The development of effective processes between the District and the ICY team have resulted in timely support for students that have been life-changing.</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to petition the Ministry for an additional clinical counselor.</li> </ul>
<ul style="list-style-type: none"> <li>An itinerant counselor of Indigenous ancestry has been hired to provide support to Indigenous students.</li> </ul>	<b>Cohort Targeted: Indigenous Students</b> <ul style="list-style-type: none"> <li>There has been an increase in the number of students who struggle with resiliency resulting from deep loss and grief.</li> </ul>	<ul style="list-style-type: none"> <li>This additional support has reduced the length of time that students stay out of school after a loss.</li> </ul>	<ul style="list-style-type: none"> <li>Provide this support as short term counselling which transitions students to the care of their school counselors.</li> </ul>

Current Strategies	Area for Growth	Strategy Effectiveness	Adjustments/Adaptations
<ul style="list-style-type: none"> <li>Renovating a portion of existing washrooms and change rooms to universal designs which assist in creating more inclusive spaces.</li> </ul>	<b>Cohort Targeted:</b> <b>All Learners</b> <ul style="list-style-type: none"> <li>Qualitative and Quantitative data continue to identify washrooms and changerooms as spaces where students do not feel safe.</li> </ul>	<ul style="list-style-type: none"> <li>In schools where universal washrooms/changerooms have been implemented there are fewer student incidents that involve targeting behaviours such as bullying and intimidation as well as vaping.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the communication regarding the “why.”</li> <li>Pro-active messaging and involvement of school PACs in advance of renovations beginning.</li> </ul>
<ul style="list-style-type: none"> <li><a href="#">Early Learning Initiatives</a> led by the District Vice Principal of Early Learning.</li> </ul>	<b>Cohort Targeted:</b> <b>All Learners</b> <ul style="list-style-type: none"> <li>Developing an annual budget that would allow for the District Vice Principal position to continue in the absence of discontinued funding from the Ministry</li> </ul>	<ul style="list-style-type: none"> <li>The District Vice Principal has been very successful in developing strong relationships between the District and community partners.</li> <li>Kindergarten transitions have improved. To support transitions, a <a href="#">Welcome to Kindergarten video</a> has been developed.</li> <li>There has been an increase in Early Childhood Educator (ECE) engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Additional ECE support for Indigenous learners in schools with significant Indigenous populations.</li> </ul>
<ul style="list-style-type: none"> <li>Creating community partnerships to support childcare on school grounds.</li> </ul>	<b>Cohort Targeted:</b> <b>All Learners</b> <ul style="list-style-type: none"> <li>An application to secure New Spaces funding was denied in a rural area with limited childcare.</li> <li>Additional childcare spaces are needed in our most rural areas.</li> </ul>	<ul style="list-style-type: none"> <li>The relationship between the District and community partners is very good.</li> </ul>	<ul style="list-style-type: none"> <li>Continued application for New Spaces funding.</li> <li>Continue to build relationships with community childcare providers to reduce barriers for families.</li> </ul>
<ul style="list-style-type: none"> <li>Supporting reconfiguration through the implementation of a cross-boundary process for students and families.</li> </ul>	<b>Cohort Targeted:</b> <b>Priority Learners</b> <ul style="list-style-type: none"> <li>Continued refinement and communication around the newly implemented process.</li> <li>Robust data driven decision making.</li> </ul>	<ul style="list-style-type: none"> <li>The process has been quite effective however, with this being the first year of implementation, there are areas of concern and refinement that have surfaced.</li> </ul>	<ul style="list-style-type: none"> <li>Broaden the scope of the decision making to include school counselors, and District leaders from the Indigenous Education Department and Student Support Team.</li> </ul>



## Strategic Priority Career Development



**GOAL: Each student will develop the skills and competencies necessary to be successful in a career or community pathway of their choice.**

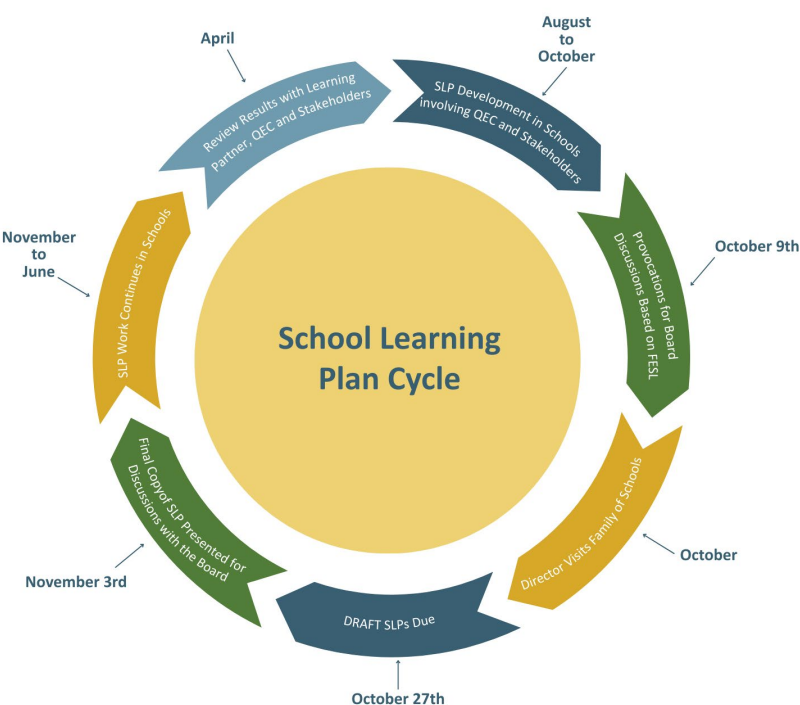
Current Strategies	Area for Growth	Strategy Effectiveness	Adjustments/Adaptations
<ul style="list-style-type: none"> <li>Creating awareness with parents and students regarding career pathways and programming opportunities.</li> <li>Using myBlueprint planner to assist students with goal-setting, course selection, and career planning.</li> </ul>	<b>Cohort Targeted: All Learners</b> <ul style="list-style-type: none"> <li>Increasing the engagement of parents with the high school planner, myBlueprint.</li> </ul>	<ul style="list-style-type: none"> <li>Online sessions for parents and students were poorly attended.</li> <li>In person sessions held within Indigenous communities were well attended and interest was high.</li> </ul>	<ul style="list-style-type: none"> <li>Parent sessions are planned during the Provincial Careers Week.</li> <li>Locally developed Work Experience enhancement videos will be embedded into myBlueprint.</li> <li>Course selection will occur earlier to allow for alignment with Post Secondary seat offerings.</li> </ul>
<ul style="list-style-type: none"> <li>Transition Planning between grades and schools.</li> </ul>	<b>Cohort Targeted: Priority Learners</b> <ul style="list-style-type: none"> <li>Transition data for Priority Learners and particularly for Indigenous males is lower than other populations.</li> </ul>	<ul style="list-style-type: none"> <li>Wrap around approaches involving trusted adults seems to be impactful.</li> <li>Transition meetings take place but the format and process is not formalized across the District.</li> </ul>	<ul style="list-style-type: none"> <li>Create a framework which all schools can follow to support positive transitions.</li> <li>Continue the work of reconfiguration which will reduce the number of transitions from four down to two.</li> <li>Continue to work collaboratively with Indigenous partners from each of the four First Nations in our area to ensure smooth, successful transitions.</li> <li>Adopt the idea of digital vertical brochures for Dual Credit Program offerings from SD38.</li> </ul>
<ul style="list-style-type: none"> <li>Develop partnerships with post-secondary institutions and community organizations.</li> <li>Increasing opportunities for Work Experience (WEX) and Dual Credit opportunities.</li> </ul>	<b>Cohort Targeted: All Learners with a focus on Priority Learners</b> <ul style="list-style-type: none"> <li>Engage students in the following career pathways: <a href="#">Human &amp; Health Services</a>; <a href="#">Manufacturing &amp; Technology</a>; <a href="#">Hospitality &amp; Tourism</a>; Agriculture; and Climate Change Mitigation.</li> </ul>	<ul style="list-style-type: none"> <li>The District Work Experience/Dual Credit Liaison has been instrumental in working with school-based Career Coordinators to access numerous employers in various sectors</li> </ul>	<ul style="list-style-type: none"> <li>Introduce locally developed WEX videos to Career Life Exploration and Career Life Connection teachers.</li> <li>Migrate all new employers into a MyWEX database for easy access.</li> <li>Continue working with post-secondary institutions around Dual Credit programs.</li> <li>Continue to explore the viability of a Manufacturing and Engineering CO-OP program that is like SD38.</li> </ul>
<ul style="list-style-type: none"> <li>Dual Credit opportunities</li> </ul>	<b>Cohort Targeted: All Learners</b> <ul style="list-style-type: none"> <li>Continue to expand the opportunities for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Through Future Ready grant funding, collaboration between the District and Okanagan College has been successful at bringing dual credit opportunities to students.</li> </ul>	<ul style="list-style-type: none"> <li>To increase enrolment numbers in Professional Cook Training, the program will be offered at a different secondary school within the District.</li> </ul>
<ul style="list-style-type: none"> <li>Increase the number of career pathways for students transitioning directly into the workplace or workplace micro-credentials.</li> </ul>	<b>Cohort Targeted: All Learners</b> <ul style="list-style-type: none"> <li>Continue to expand the possibilities and opportunities for students.</li> </ul>	<ul style="list-style-type: none"> <li>Partnerships with Interior Health have been successful in establishing a two Credit Workforce Training Certificate.</li> </ul>	<ul style="list-style-type: none"> <li>Building on the success of the Interior Health partnership, an expansion into healthcare centers in additional communities are being pursued.</li> </ul>



# CREATING ALIGNMENT TO ENHANCING STUDENT LEARNING

To ensure success for students across the District, it is important that school learning plans and operational plans are aligned with the District Strategic Plan. This coherence also supports the effective use of resources that are dedicated to student success.

## Aligned School Plans



At the school level, all elementary, middle, and secondary schools work in collaboration with their senior leadership learning partners to develop, refine, and adjust school learning plans in alignment with the District Strategic Plan and its strategic priorities of Intellectual Development, Human and Social Development, and Career Development. The creation of these plans is grounded in a collaborative process that incorporates the voices of staff, stakeholders, and Rightsholders. Each school is supported by either an Assistant Superintendent or a Director of Instruction, ensuring both oversight of school plans and responsiveness to the unique needs of individual schools.

Drawing on both qualitative and quantitative data, school learning plans establish a clear direction toward the goal of developing confident and curious learners who thrive academically, socially, and

emotionally. These plans are informed by an understanding of who the learners are, and the holistic supports required to help them achieve the established goals. Once developed, school leaders share the plans with their learning partners, trustees, Rightsholders, and stakeholders. As part of the continuous improvement cycle, outcomes are also reported back to these groups, providing opportunities for feedback that inform ongoing adaptations and refinements.

School goals are aligned with District-wide priorities. The school learning plans are published on the District website under the [School Learning Plans](#) section. The documents are evergreen and share the priorities of the school which support the enhancement of learning.





## Alignment for Successful Implementation

Building a system that supports student achievement and meets the needs of our most vulnerable students requires a shared vision across various departments in the District. The following, though not exhaustive, highlights some of the ongoing efforts across the District which support all learners.

### Governance and Leadership

Work to represent the interest of all students by advocating for student learning and well-being

Promote environmental stewardship and sustainability for staff and students through the newly developed [Environmental Stewardship Action Plan](#).

### Education Services

Supporting professional capacity, Student Support, Indigenous Education, Equity

Supporting educators to create inclusive learning environments that are responsive to student needs through professional learning, relevant pedagogy, mentorship, and student supports.

Develop supervision and evaluation processes that support District goals under the strategic priorities of Intellectual, Human and Social, and Career Development.

### Human Resources

Building the capacity to facilitate inclusive, safe, and healthy work cultures

Recruiting and retaining a skilled workforce with equitable opportunities for visible minorities.

Supporting staff in their wellness to ensure they are able to meet the diverse needs of their students.

Leadership development for administrators and managers to assist in delivering the best educational opportunities for students.

### Facilities

Effectively maintaining high-quality learning environments

Contributing to positive school environments through minor renovation projects.  
Preparing and planning for future needs resulting from school reconfigurations.

### Finance

Responsible for equitable and sustainable financial plans

Developing annual budgets that align with the District Strategic Plan and Strategic Priorities.

Ensuring that resources provide all students with equitable learning opportunities.

### Information Technology

Responsible for the implementation of IT and ensuring security standards

Implementing security standards that facilitate safe digital learning platforms and tools.

Supporting staff with tools and applications that support student learning.

### Transportation

Ensuring the safe, efficient, and reliable transportation of students to and from school on a daily basis

Collaborating with Education Services to ensure transportation is not a barrier for Priority Learners.

Prioritizing the safety of riders and ensuring students have access to learning outside their schools.

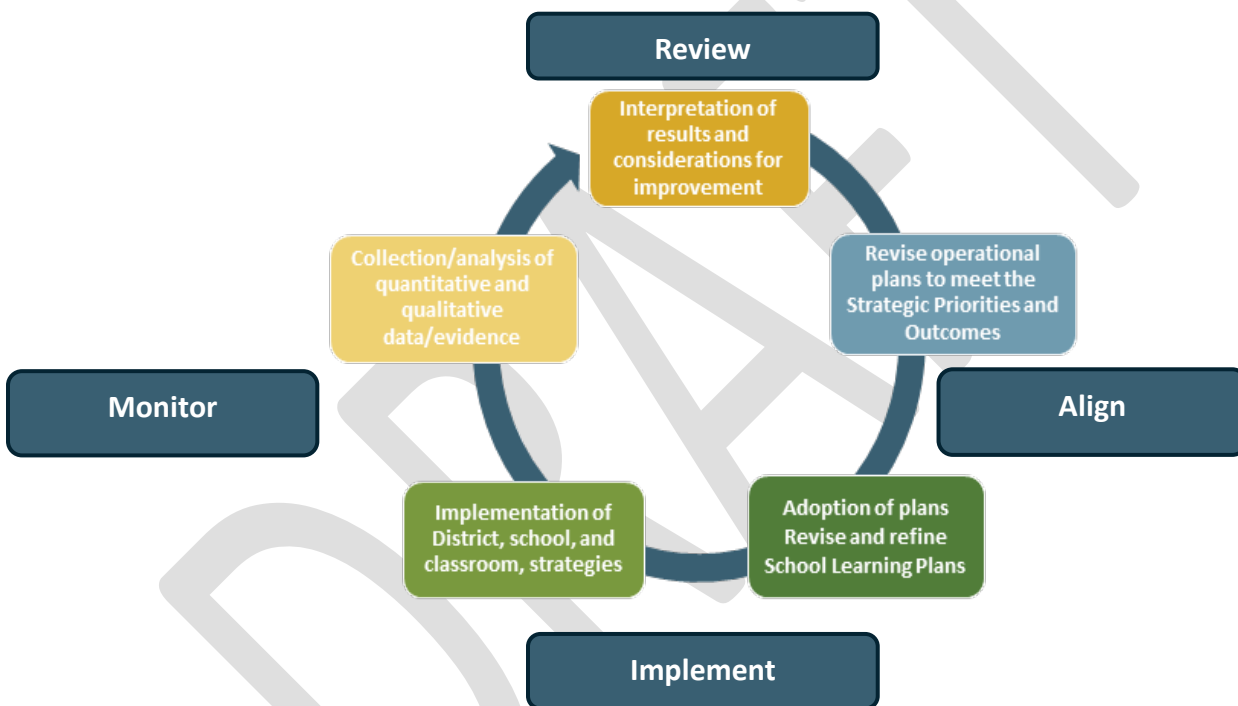
# DATA ANALYSIS AND INTERPRETATION

## Introduction to Data Analysis and Interpretation

Each year, school districts across the province of British Columbia are required to submit the Enhancing Student Learning Report as required by the [Enhancing Student Learning Reporting Order](#). This Report provides an update on the District's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It demonstrates the alignment of the Framework for Enhancing Student Learning, the District Strategic Plan, school learning plans, operational plans, and professional growth plans.

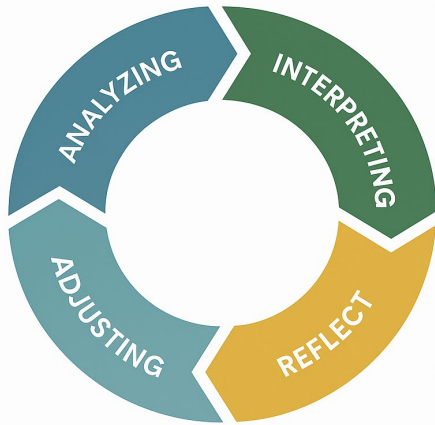
The report summarizes the results of the district's ongoing review of student learning data and evidence. To standardize the reporting, parts of this report are structured using a template provided by the ministry.

## The District Continuous Improvement Cycle



The Continuous Improvement Cycle is a key component of our District's commitment to enhancing system performance. Developed by the District Senior Leadership Team, the cycle supports both the success of every student and the effective, efficient operation of the District. Actioned annually, it provides a structured process for implementing, monitoring, reviewing, and responding, while ensuring that targeted strategies and resources are aligned to improve student learning outcomes.

The District evaluates and adjusts strategies to meet the goals and outcomes referenced in the District Strategic Plan. The evaluation and adjustments target areas for growth and improvement for all students. Adjustments made are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial and District level data and evidence.



In efforts to address equity for all learners in the District, schools develop learning plans that target specific areas of attention and growth for their learners. The use of data is accessible to them through EdPlan Insight which is a repository for both local and provincial data.

Through a cycle of analysis, interpretation, reflection, and adjustment, schools across the District are working to provide students with supports for learning that will empower our students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

SD83 monitors and evaluates data provided by the Ministry of Education and Child Care to determine trends in literacy, numeracy, grade-to-grade transitions, feeling welcome, safe, and connected to school, graduation rates, and transition to post-secondary institutions. The data is disaggregated to ensure the District is concentrating its efforts to bring equity to Priority Learners (Indigenous, students with diverse abilities, and CYIC).

The remainder of this report will focus on what the data is telling us, the strengths and areas of growth that are revealed, and finally, the adaptations necessary to improve equity to priority populations.





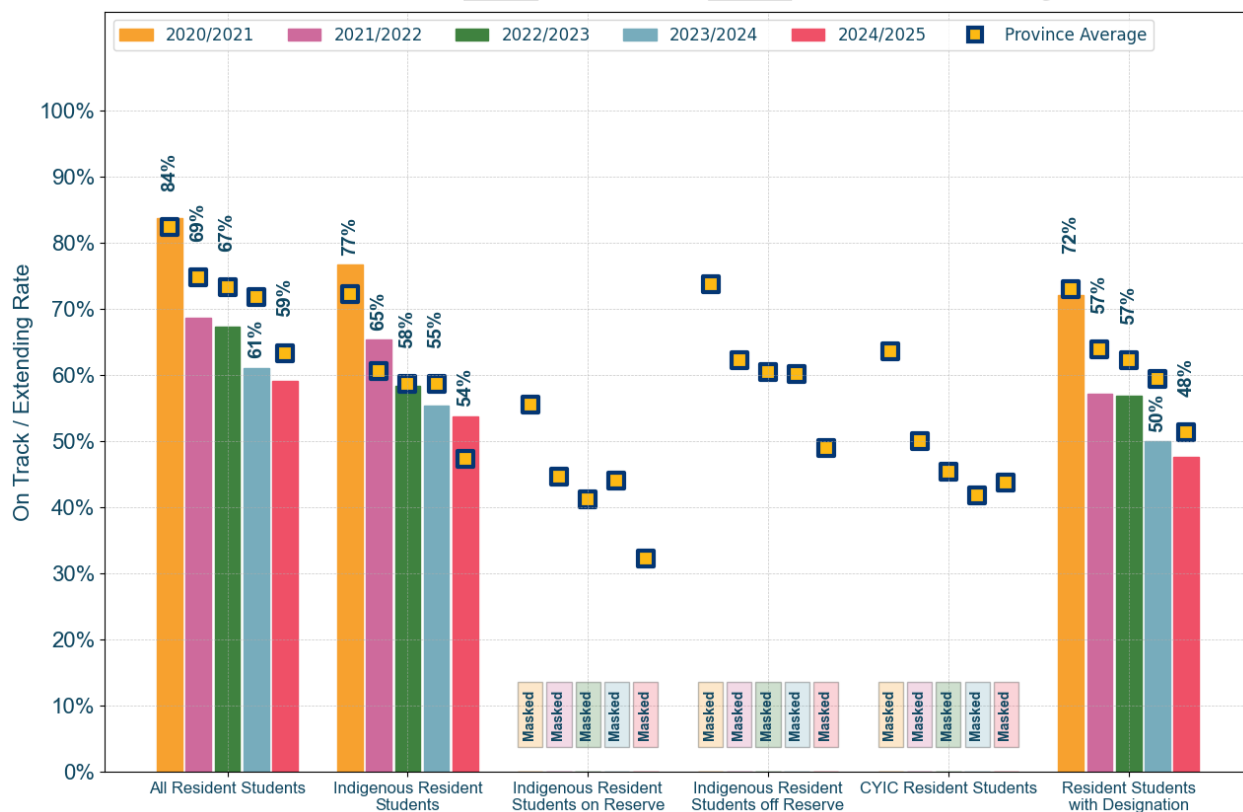
## Educational Outcome 1: Literacy

### Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy – Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	486   91%	504   93%	502   91%	486   91%	533   97%
Indigenous Resident Students	98   92%	107   97%	99   90%	97   86%	109   97%
Indigenous Resident Students on-Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off-Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	87   70%	72   68%	90   64%	75   80%	67   91%

SD83 Grade 4 FSA Literacy – On-Track / Extending Rate

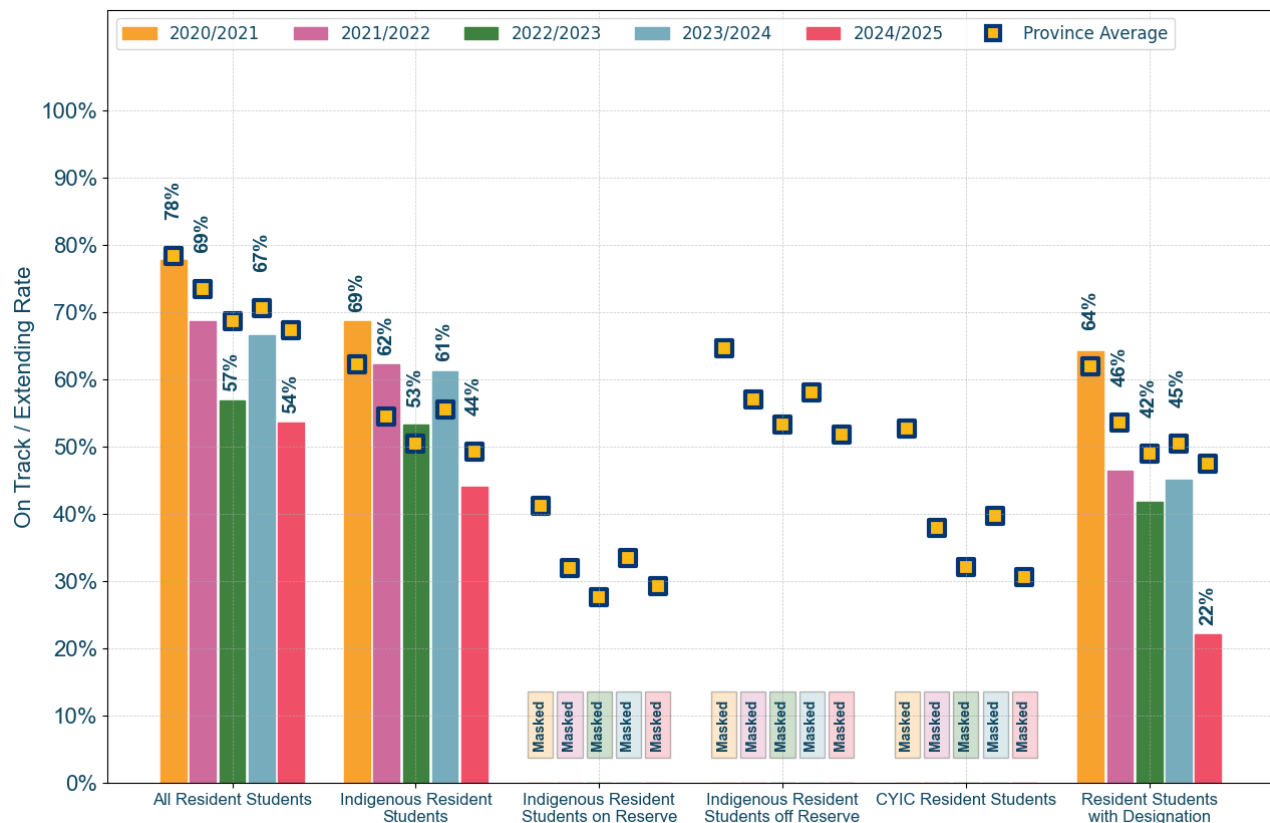




### Grade 7 FSA Literacy – Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	518   88%	539   92%	560   90%	509   92%	528   94%
Indigenous Resident Students	116   88%	126   94%	127   83%	91   88%	107   93%
Indigenous Resident Students on-Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off-Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	119   80%	114   85%	123   80%	99   81%	110   78%

### SD83 Grade 7 FSA Literacy – On-Track / Extending Rate



### Missing or Masked Data: Grade 4, 7, & 10

Across all three grade levels, data for smaller student groups, most notably Indigenous Resident Students on-reserve and off-reserve and CYIC students has been masked. This masking is consistent with privacy protocols designed to prevent disclosure where group sizes are small. Though these students are not reported on due to low numbers significant support and attention is given to these students in accordance with District expectations and Local Education Agreements (LEAs). CYIC and Indigenous students on-reserve face unique and complex challenges and often require wraparound supports that extend beyond the classroom. The District continues to work diligently



at developing and maintaining partnerships with First Nations and provincial agencies to ensure these students are receiving proper support. While this prevents detailed cohort-level analysis, broader patterns and gaps between major demographic groups and the overall student population remain evident.

### **Analysis of Data: Trends & Comparisons Grade 4 & 7**

The Grade 4 & 7 FSA literacy results provide important insight into student achievement across the District. When examining the on-track and extending rates, clear patterns emerge that highlight areas of strength, inequities that require continued attention, and opportunities for growth.

All Resident Students in SD83 consistently outperform the province in FSA participation. Participation rates for Grade 4 and 7 students have remained high over a five-year period. From 2020/21 to 2024/25, SD83 maintained participation rates between 90.9% and 99.8%, significantly higher than the provincial range of 36.9% to 84.2% during the same period. This reflects the District-wide expectation that nearly all students complete the FSA, including those who may face learning challenges or require additional support.

Across the District, Grade 4 & 7 Resident Students are experiencing an overall decline in proficiency rates. In the most recent assessment year (2024/25), 59% of all Grade 4 and 54% of Grade 7 Resident Students achieved the on-track or extending level. Apart from the gains seen during 2023/24 literacy rates have been in a steady decline since 2020/21 when the Grade 4 students (84%) and Grade 7 students (78%) within the District exceeded the provincial average or were at par with the provincial average for on-track or extending. Over a five-year period, District rates have declined at rates greater than the province and are consistently lower than provincial averages.

A persistent gap remains between Indigenous students and their peers. Over the past five years, on-track or extending rates for Indigenous resident Grade 4 students have ranged between 54% and 77% with Grade 7 students ranging from 68% to 44% which is consistently below both the District averages for all students. This gap reflects systemic inequities and is even more pronounced for Indigenous students on-reserve. The results emphasize the importance of sustained focus on culturally responsive instruction and targeted supports. Over the five-year period however, resident Indigenous students within the District have outperformed or achieved results comparable to their provincial peers. What remains concerning is the consistent decline in achievement over a five-year period.

Resident Students with Designations have demonstrated variable results, with on-track or extending rates ranging from 72% to 48% for Grade 4 and 64% to a most concerning 22% for Grade 7 students during 2024/25. Overall outcomes remain consistently lower than those of the province and all students within the District. Continued implementation of inclusive education practices, along with differentiated instruction and specialized supports, will be essential to achieve progress for these learners.

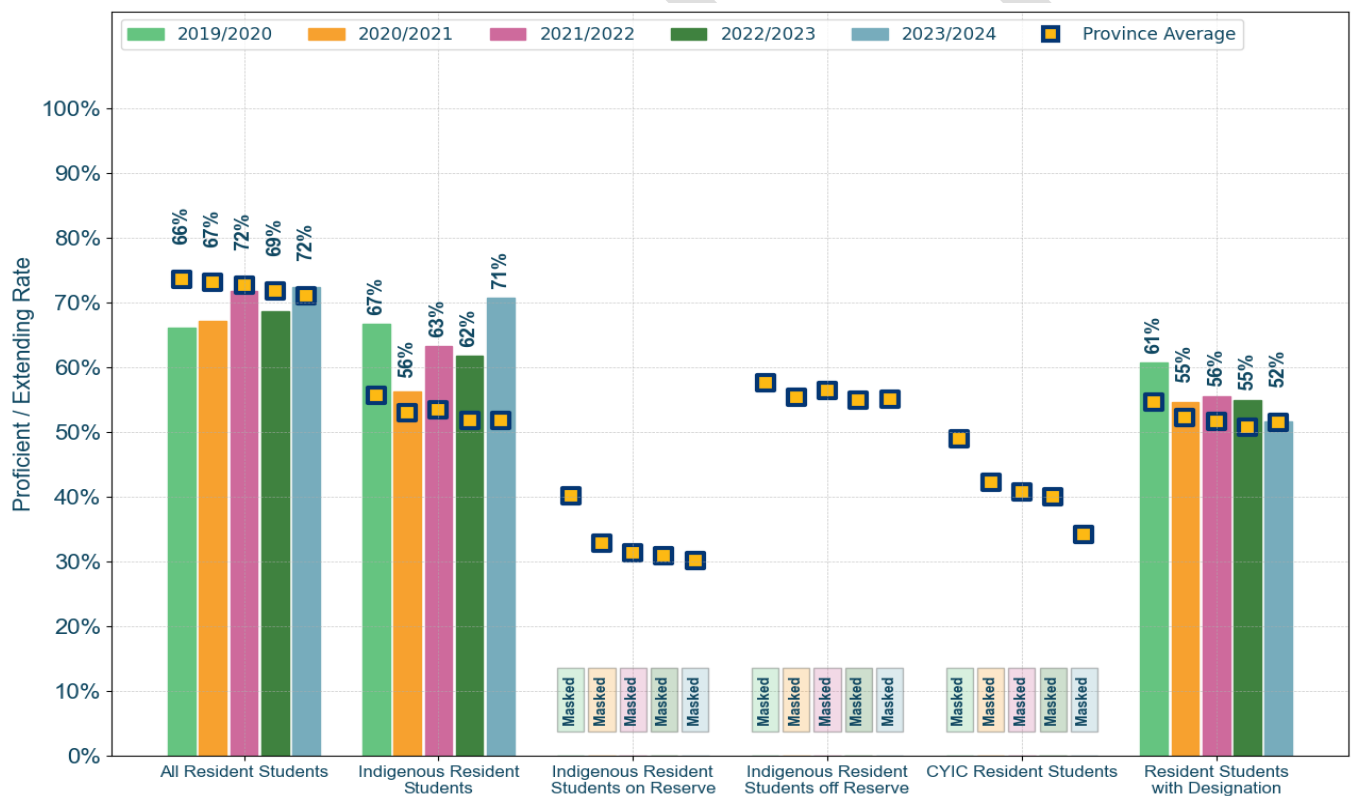
The data illuminates a growing need for enhanced literacy instruction at the intermediate level with differentiated support for students with designations. Robust intervention strategies need to be embedded in literacy instruction to support students when they are not on-track in their achievement. It is worth considering whether the disparity in District achievement compared to the province would be as pronounced if provincial participation rates matched those of the District.

# Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy – Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	438   37%	522   79%	520   81%	535   85%	545   86%
Indigenous Resident Students	106   30%	128   66%	125   70%	134   78%	124   79%
Indigenous Resident Students on-Reserve	Masked	Masked	Masked	11   91%	14   71%
Indigenous Resident Students off-Reserve	Masked	Masked	Masked	123   77%	110   80%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	98   29%	128   66%	128   70%	140   75%	141   76%

SD83 Grade 10 Graduation Assessment Literacy – Proficient / Extending Rate



## Analysis of Data: Trends & Comparisons Grade 10

Participation rates for the Grade 10 Literacy Assessment remain reasonably consistent since the 2020/21 school year. In each of the student categories, the District participation rates have steadily increased, demonstrating District-wide progress in ensuring students are accessing and completing this important assessment.

The achievement for All Resident Students is comparable to provincial averages over the past three years (69% - 72%). Results for District Resident Indigenous Students have seen consistent improvement and exceed the provincial averages since 2019/20. For the first time, proficiency rates for Indigenous Resident Students were at par (71%) with

the results for all District students in 2023/24. Though proficiency rates for District students with designations over the past five years (52% - 61%) are higher than those of their peers across the province, a persistent gap exists when compared to the District proficiency rates for all students.

**Interpretation and Next Steps: Grade 4, 7, and 10 Literacy**

We continue to see high rates of student and staff absences following the pandemic. Consistent and explicit Tier 1 literacy instruction is crucial, and we acknowledge that these are negatively affected by cumulative student and staff absences. Additionally, there are schools across the District that experience higher rates of staff turnover and challenges in filling staff absences with qualified personnel which further impacts literacy instruction.

Relevant data collected at the local level further supports provincial data that identifies inequities of learning outcomes for Priority Learners (Indigenous students, students with designations, and CYIC). It is evident Priority Learners require targeted, comprehensive approaches to literacy that require strong early literacy instruction and targeted supports that strengthen comprehension, critical thinking, and fluency.

The District is committed to strengthening literacy instruction that prioritizes early learning. Professional learning for primary teachers has included phonemic awareness, phonics, and explicit literacy instruction. Literacy Support Teachers provide small group interventions with additional support offered to several elementary schools to provide direct support to Indigenous learners. Full series of Indigenous decodable readers have been introduced into all elementary schools to support Tier 1 instruction and Tier II and Tier III interventions.

A key District priority is to strengthen Tier 1 instruction as the foundation of literacy success. While targeted interventions remain essential for students with significant learning needs, they should not serve as the default strategy for most learners. Greater emphasis must be placed on strengthening core classroom instruction. With Tier 1 instruction which is systematic, explicit, and responsive to diverse learner needs, the demand for additional intervention decreases significantly. This proactive approach improves outcomes for all students while aligning with the guiding principles of a Multi-Tiered System of Supports (MTSS). MTSS is not a supplementary framework, but rather a structure that embeds prevention and equity into everyday practice.

The District is committed to investing in professional learning and capacity-building around high-quality Tier 1 instruction. Schools can reduce reliance on reactive measures and create inclusive environments where every learner can thrive.



A commitment exists to advance literacy through a comprehensive approach that integrates professional learning, assessment, instructional supports, equity initiatives, and community engagement. Ongoing training in evidence-based literacy practices remains a priority, with teachers participating in programs such as UFLI (Year 4), *Phonics and Word Study in the Intermediate Grades* by Wiley Blevins, and POPEY sessions with Zach Groshell and Lindsay Kemeny. A continued focus on writing will be supported by Adrienne Gear, who will work with staff on *Powerful Writing Structures* in Spring 2026, while the development of a District-wide writing rubric and assessment for School Wide Writes will be guided by the Kindergarten to Grade 4 Foundational Learning Progressions. Assessment practices will include the continued use of DIBELS 8 for all Grade 1–2 students and the Kindergarten Early Learning Profile, with dedicated team time provided to support MTSS-based planning and targeted intervention.



Instructional supports will be strengthened through part-time Literacy Support Teachers providing push-in interventions across all 17 elementary schools, Early Childhood Educators enhancing Kindergarten instruction—including targeted supports for Indigenous learners—and the continued use of core resources such as Heggerty Phonemic Awareness and UFLI phonics instruction.

To ensure equity, elementary schools with significant Indigenous populations will receive enhanced support through Literacy Support Teachers, Early Childhood Educators, and IEWs. District Principals of Indigenous Education and Student Supports will collaborate with schools and families to strengthen literacy instruction and improve attendance, while partnerships with the Quelmúcw Education Council will guide parent literacy workshops designed to engage and support all Priority Learners. At the secondary level, Success Teachers will continue to provide push-in academic support within classrooms to strengthen student outcomes. Finally, District leaders will maintain a strong focus on family and community engagement, raising awareness about the impact of student absences and working collaboratively with families to reduce barriers to consistent attendance.





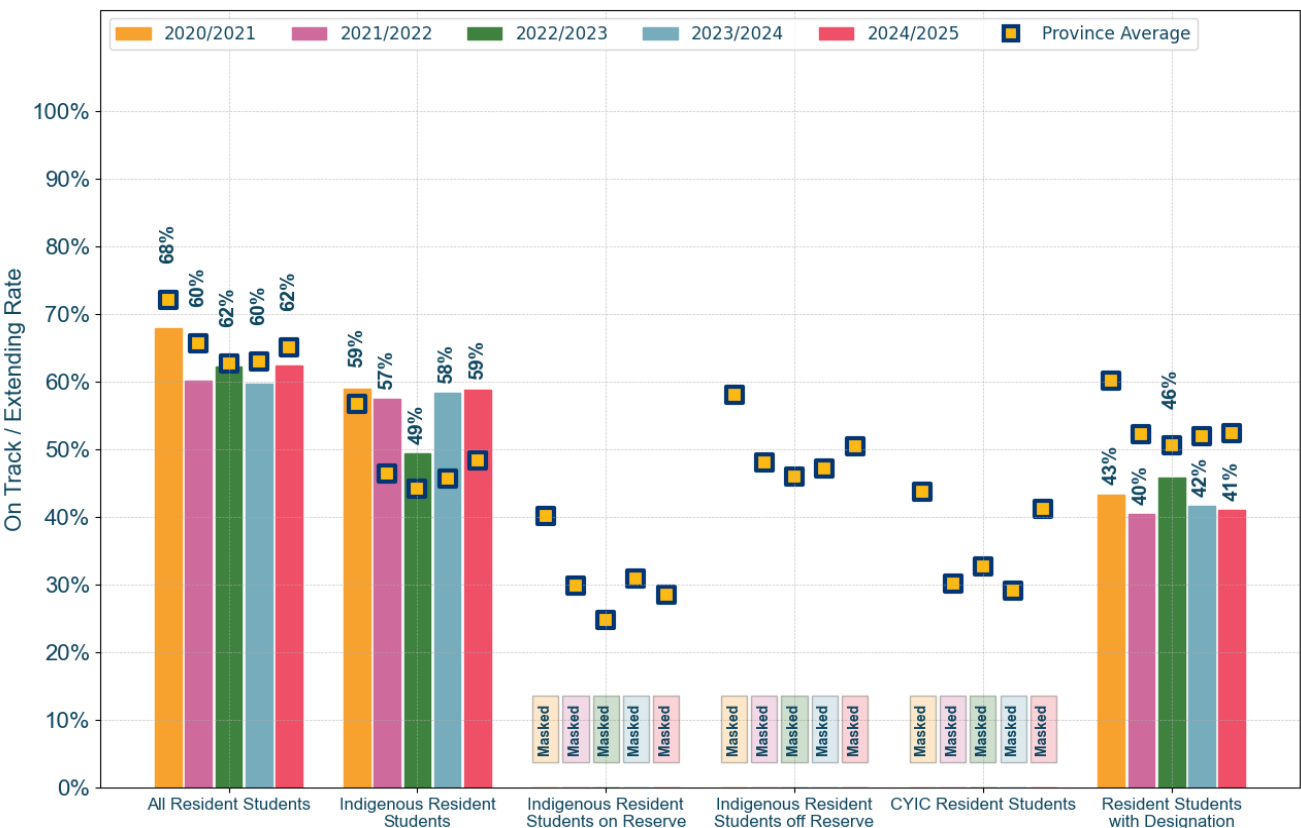
# Educational Outcome 2: Numeracy

## Measure 2.1: Grade 4 & 7 Numeracy Expectations

Grade 4 FSA Numeracy – Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	486   91%	504   92%	502   91%	486   91%	533   97%
Indigenous Resident Students	98   92%	107   94%	99   88%	97   87%	109   98%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off-Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	87   69%	72   65%	90   66%	75   80%	67   91%

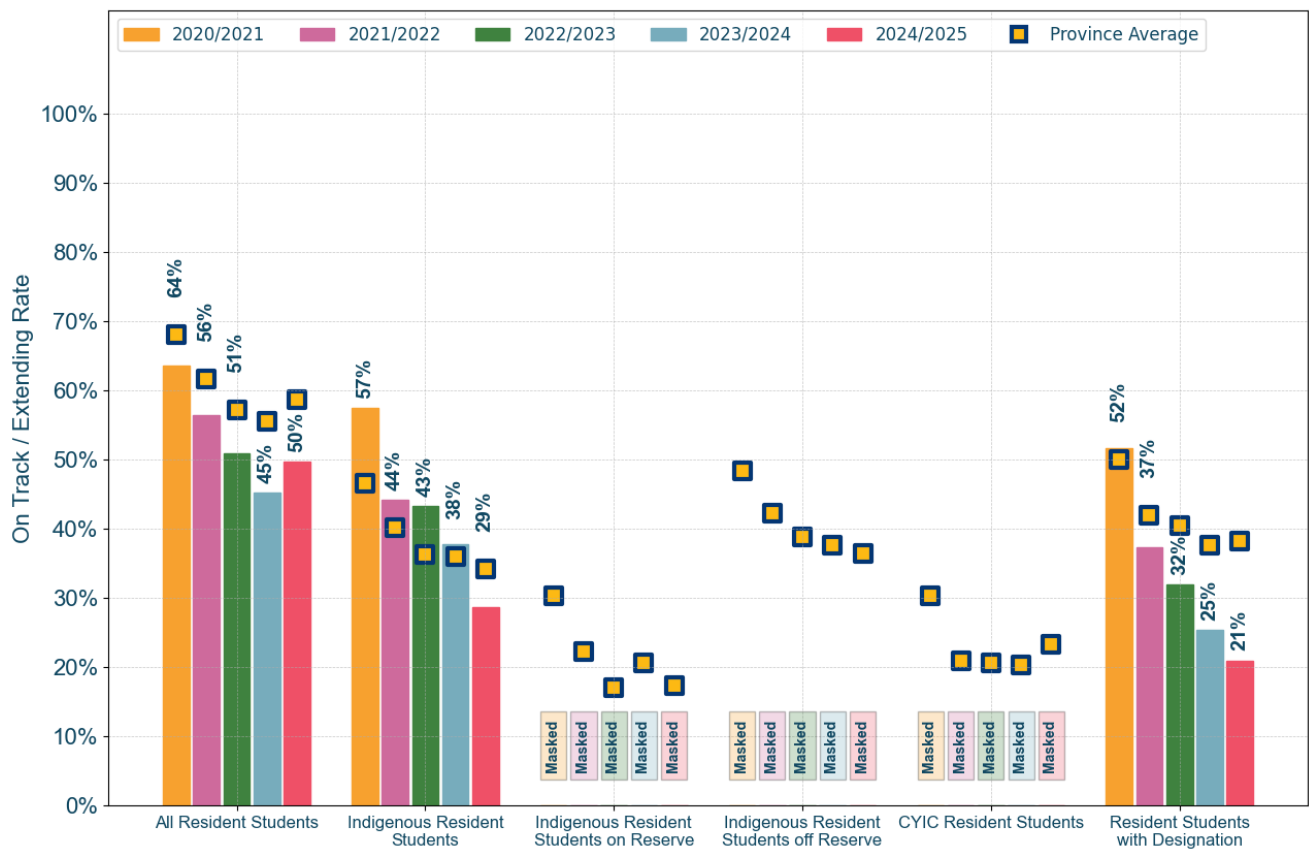
SD83 Grade 4 FSA Numeracy On-Track / Extending Rate



### Grade 7 FSA Numeracy – Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	518   86%	539   93%	560   89%	509   92%	528   95%
Indigenous Resident Students	116   87%	126   95%	127   82%	91   90%	107   92%
Indigenous Resident Students on-Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off-Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	119   75%	114   87%	123   79%	99   80%	110   78%

### SD83 Grade 7 FSA Numeracy On-Track / Extending Rate



### Missing or Masked Data: Grade 4, 7, & 10

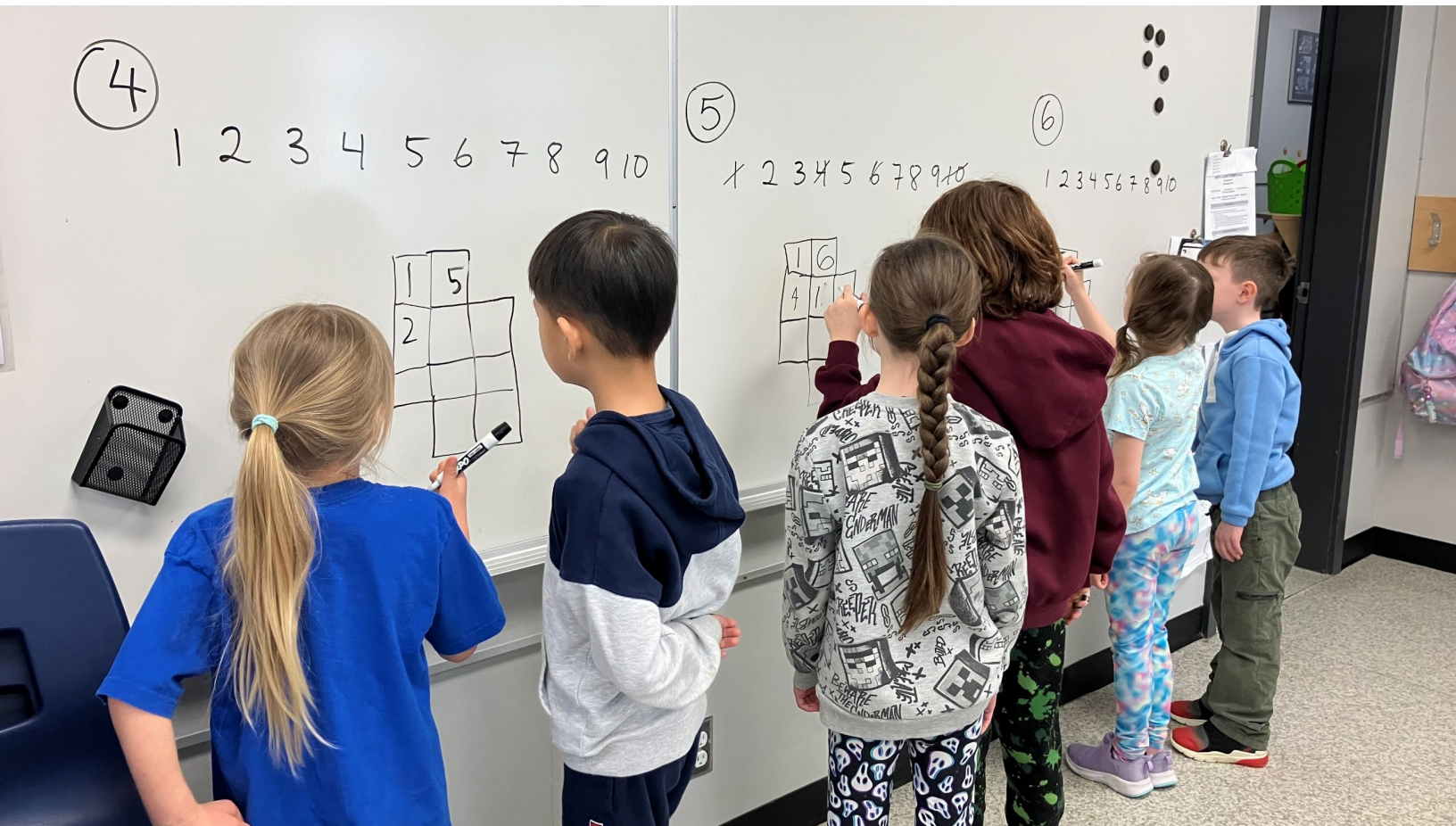
Data is masked or omitted for Indigenous Resident Students (on-reserve and off-reserve) and CYIC populations due to low numbers and privacy. Though eliminated in this report, the data for these students is considered through regular reviews at school-based team meetings, written learning updates, and annual reviews.

# Analysis of Data: Trends & Comparisons Grade 4 & 7

Participation rates across the District have shown steady improvement over time, with notable gains at all grade levels. In Grade 4, participation for All Resident Students increased from 91% in 2020/21 to 97% in 2024/25, while Indigenous Resident Students demonstrated strong engagement with participation rates of 98% during the 2024/25 school year. Students with designations demonstrated the most significant growth at this level, rising from 65% in 2021/22 to 91% in 2024/25. Grade 7 participation rates for all students and Indigenous students were higher than the previous year, with rates for students with designations showing a slight decline.

Achievement results in numeracy highlight both areas of stability and persistent gaps across student groups. In Grade 4, All Resident Students consistently performed between 62% and 69%, remaining close to but slightly below the provincial average. Indigenous Resident Students achieved slightly lower results than the proficiency levels of all students. Indigenous students have significantly outperformed their provincial peers in the last four years while students with designations demonstrated lower achievement levels when compared to All and Indigenous Resident Students.

By Grade 7, overall achievement has declined, with All Resident Students demonstrating a 5% increase in 2024/25 from the previous year. Indigenous Resident Students experienced more pronounced challenges, with proficiency rates dropping to 29%, the lowest seen since 2020/21 and an increase in disparity compared to District and provincial peers. Students with designations present the greatest need for support, with on-track and extending levels dropping to an alarming 21% in 2024/25 which is approximately 17 percentage points lower than their provincial peers.

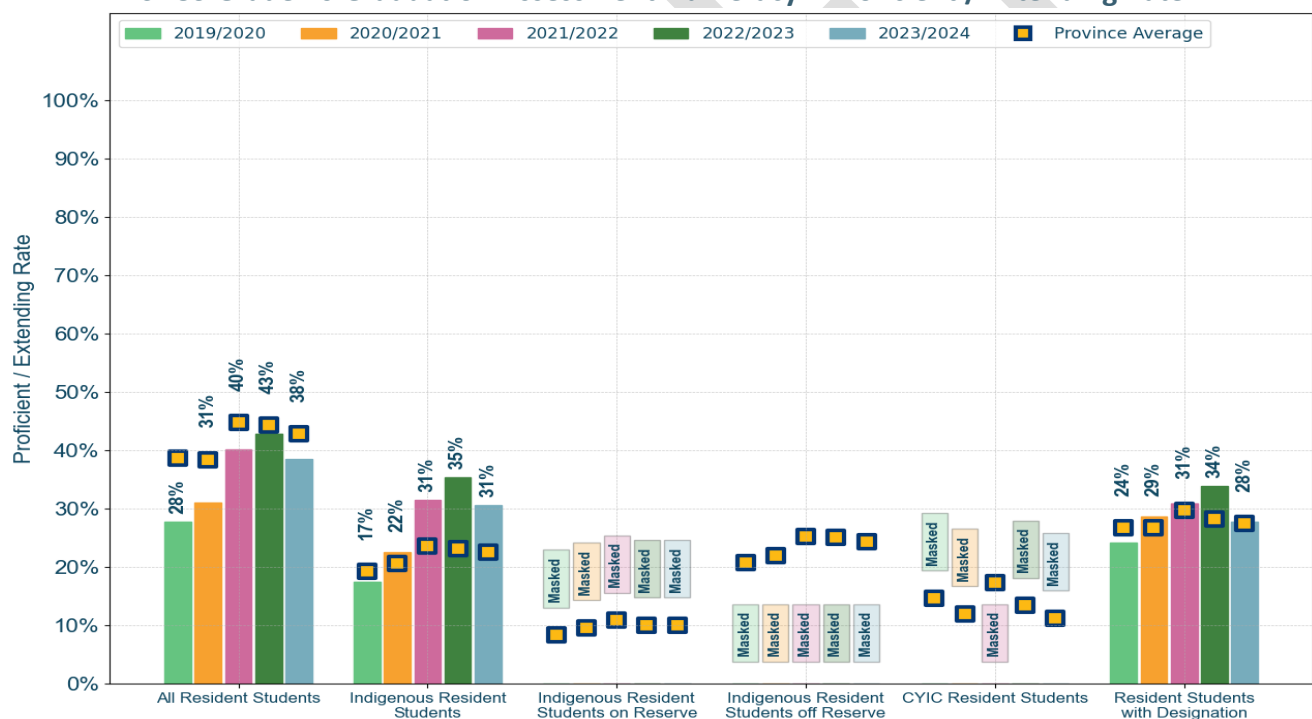


# Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy – Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	436   55%	521   80%	523   82%	532   88%	547   85%
Indigenous Resident Students	107   49%	126   71%	126   73%	133   83%	127   81%
Indigenous Resident Students on-Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off-Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	98   50%	129   64%	125   71%	139   73%	142   73%

SD83 Grade 10 Graduation Assessment Numeracy – Proficient / Extending Rate



## Analysis of Data: Trends & Comparisons Grade 10

At the secondary level, Grade 10 participation rates rose sharply from 55% in 2019/20 to 85% in 2023/24, reflecting system-wide progress. Indigenous Resident Students showed parallel improvement, increasing from 49% to 81%, while students with designations maintained steady participation, stabilizing at approximately 73% in recent years.

Grade 10 numeracy achievement among All Resident Students has remained consistent over the past three years (38% - 43%) and remains slightly below provincial expectations. Though Indigenous Resident Students' achievement continues to be lower than District All Resident Students it is significantly higher than provincial averages. Students with designations maintained relatively steady results over the past five years; however, they are consistently lower



than their peers across the District but remain very similar to provincial results. These trends highlight ongoing growth at the system level while underscoring persistent gaps for equity-seeking groups.

Although current data for CYIC and Indigenous Resident Students on-reserve and off-reserve are masked due to small numbers, historical trends align closely with outcomes for students with designations, suggesting high levels of need and focused attention.

**Interpretation and Next Steps: Grade 4, 7, and 10 Numeracy**

While reductions in the full time equivalent of Numeracy Helping Teachers were necessary for budgetary reasons, these changes are not the cause of current student performance levels; however, they do present challenges for continued improvement. The District continued to benefit from two part-time Numeracy Helping Teachers who play an active role in leading professional learning, facilitating numeracy residencies, and sharing resources with staff.



The District continues to emphasize the importance of UDL, increasing collaboration opportunities, and fostering student engagement. Numeracy initiatives continue to support *Building Thinking Classrooms* to assist students in learning how to think and do as mathematicians think and do. Numeracy workshops and initiatives were offered, and will continue to be offered, to support teachers in the use of curricular aligned mathematics resources such as Mathology and MathUP in primary and intermediate classrooms.

An overview of course marks in graduation-required subjects reveals that Indigenous students generally achieve at lower rates than their non-Indigenous peers, particularly in the “B or Better” category for final course marks. The data also highlights enrollment patterns that show the prevalence of Priority Learners selecting courses perceived as “easier” pathways to graduation, such as Workplace Math 10/11. While these courses meet graduation requirements, they can limit access to both academic and trades-based post-secondary programs.

In Workplace Math 10, the first course where students are streamed, 45% of enrolled students are Indigenous, an over-representation compared to 28% of non-Indigenous students. While this represents a slight decrease from the previous year (49%), it remains a concern. The District’s goal is to see significantly fewer students overall in Workplace Math, thereby keeping more post-secondary options available.

Enrollment in Pre-Calculus 11, a key prerequisite for most post-secondary programs, reflects a gap in access. Only 29% of Indigenous students are enrolled, compared to 48.7% of non-Indigenous students. While this marks a modest increase from 25.9% the previous year, it underscores the ongoing need to strengthen pathways into advanced mathematics. Another pathway, Foundations of Math 11 and 12, has Indigenous student enrollment data masked, though it remains an important route to post-secondary opportunities.

The District is using the analysis of achievement and participation data to guide strategies aimed at improving equity for all priority populations, with particular attention to Indigenous students, students with designations, and CYIC. Recognizing the persistent gaps highlighted in the results, the District has committed to a multi-layered approach that strengthens both classroom instruction and targeted supports.

In Kindergarten to Grade 8, the goal is to dedicate minutes of numeracy instruction within daily schedules, establishing a consistent foundation for skill development. This is complemented by the expansion of anchor resources in primary and intermediate classrooms, with a focus on culturally relevant and engaging materials that

foster inclusivity and representation. Formative assessment practices are also being broadened, enabling teachers to identify individual student strengths and challenges and to adapt instruction accordingly.

In secondary schools, the District is strategically recruiting and placing Success Teachers with mathematics backgrounds to provide targeted support for Indigenous students, thereby strengthening pathways into higher-level math courses and post-secondary opportunities. Across all grade levels, the District remains committed to inclusive practices by ensuring that students continue to be integrated into regular classroom instruction, where they receive Tier I instruction alongside differentiated supports to meet diverse needs.

Together, these strategies reflect a deliberate, data-informed approach that aligns instruction, resources, and supports to improve equity of outcomes for all students, while narrowing persistent achievement gaps for priority populations.



# Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition – Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	436	523	516	532	548
Indigenous Resident Students	105	130	124	133	125
Indigenous Resident Students on-Reserve	10	14	14	11	14
Indigenous Resident Students off-Reserve	95	116	110	122	111
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	98	132	125	140	140

SD83 Grade 10 to 11 Transition Rate



### Grade 11 to 12 Transition – Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	456	423	528	512	532
Indigenous Resident Students	103	102	126	127	136
Indigenous Resident Students on-Reserve	Masked	Masked	12	15	13
Indigenous Resident Students off-Reserve	Masked	Masked	114	112	123
CYIC Resident Students	11	Masked	Masked	11	Masked
Resident Students with Designation	120	95	139	128	147

### SD83 Grade 11 to 12 Transition Rate



This section examines the transition of students from Grade 10 to 11 and Grade 11 to 12 in SD83. Analysis is provided on cohort counts, transition rates, masked data, demographic group performance, and comparisons with provincial benchmarks. The focus is on equity-seeking groups, including Indigenous students, students with designations, and CYIC.



## Missing or Masked Data

Consistent with privacy requirements, data for smaller cohorts, including CYIC students and some subgroups of Indigenous students (on-reserve and off-reserve), are masked. This ensures confidentiality but limits the ability to fully analyze outcomes for these groups. Where masked data prevents detailed insight, provincial and District-wide trends provide contextual understanding.

## Analysis of Data: Trends & Comparisons

Cohort sizes in SD83 have remained relatively consistent from year to year, with variability of approximately 30 students. The 2019/20 cohort was notably smaller at 436 students, likely influenced by the impacts of COVID-19. At the time of this report, Grade-to-Grade transition data for 2024/25 was not yet available, so the analysis is based on 2023/24 results. Overall, SD83 continues to demonstrate very strong transition rates, consistently exceeding or matching provincial averages. For Grade 10 to 11 transitions, results have been stable over the past five years, with only a 2% variance (94% in 2019/20 to 96% in 2023/24). For Grade 11 to 12, rates have been even more consistent, fluctuating only slightly between 95% and 96% over the same period. These high levels of stability indicate a system-wide strength in ensuring students move successfully through the secondary grades.

For Indigenous students, transition rates are slightly more variable due to smaller cohort sizes but overall remain very strong. Grade 10 to 11 transitions have ranged from 94% to 96%, and Grade 11 to 12 from 90% to 95%. These rates consistently exceed provincial averages. In last year's *Enhancing Student Learning Report*, the District noted concerns about lower transition rates among Indigenous male students. However, the most recent *Aboriginal How Are We Doing Report* showed that Indigenous male students are now transitioning at rates nearly identical to all students, while Indigenous female students demonstrated a one-year lag. These fluctuations appear to reflect the impact of small cohort sizes rather than systemic trends, though the District will continue to monitor closely. For on-reserve learners, transition rates are exceptionally high—ranging from 93% to 100%—again exceeding provincial averages.

These successes for Indigenous learners reflect intentional and equity-driven practices. Secondary schools are supported by Indigenous Success Teachers, who assist students with course selection, monitor graduation progress, provide academic support in challenging areas such as senior math and science, and advocate as needed. Additionally, *Graduation Pathway Circles*—led collaboratively by Indigenous Education leadership, Success Teachers, IEWs, and school administrators—ensure each Indigenous student's pathway is discussed in a strength-based and success-focused framework. These structures demonstrate the District's commitment to equitable graduation outcomes.

For students with designations, Grade 10 to 11 transition rates have remained strong and are currently slightly above the provincial rate, fluctuating between 91% and 98% over the past five years. A concerning trend has emerged in the Grade 11 to 12 transition, where rates have declined gradually from 95% in 2019/20 to 93% in 2022/23, with little variation in the intervening years. While the decline is modest, it signals a need for closer monitoring and the strengthening of support at the senior level to ensure these students remain engaged and on track to graduate.

For CYIC, data remains masked, limiting meaningful analysis. Identifying students in care has been a challenge, but this has been named a priority growth area for the Student Support Services Department beginning in 2025/26. Building on strengthened partnerships with the Ministry of Children and Family Development in Salmon Arm and with Splat'sin Stsmamlt Services, the District is working toward identifying all students with continuing custody orders. Following promising practices from School District 67, once identified, these students will be tracked in MyEdBC, assigned a case-manager counsellor, and reviewed multiple times each year through School-Based Teams.

Beginning in 2025/26, the District will also implement a system-wide focus on UDL and the MTSS, ensuring universal and differentiated strategies are embedded across classrooms to support CYIC students alongside all learners.

In summary, SD83 demonstrates strong system-wide success in Grade-to-Grade transitions, with District and subgroup rates generally exceeding provincial levels. Key strengths include purposeful supports for Indigenous students and stable rates for most student groups. Areas for growth include addressing the emerging decline in transitions for students with designations at the Grade 11 to 12 level and fully identifying and supporting CYIC students through new systemic strategies. Together, these actions are designed to improve equity in secondary outcomes for all priority populations.

### **Interpretation and Next Steps**

Within the District, secondary school configurations vary by community: Enderby and Sicamous each operate Grade 7–12 schools, Armstrong serves students in Grades 9–12, while in Salmon Arm, the District’s largest community, Salmon Arm Secondary enrolls students in Grades 11–12, and J.L. Jackson Secondary serves Grades 9–10. Prior to secondary, most students in this region attend a middle school for Grades 6–8. This results in significantly more transitions for Salmon Arm students compared to those in other communities.

Beginning in September 2025, the District will implement a three-year plan to reconfigure Salmon Arm schools into K–7 elementary schools and two 8–12 secondary schools. With Grade cohorts in Salmon Arm averaging around 325 students, this reconfiguration is expected to strengthen already strong grade-to-grade transition rates, with benefits anticipated for priority populations.

Indigenous students make up a relatively high percentage of the District’s population, typically around 19%, though this varies slightly year to year. In 2024/25, there were 1,256 Indigenous students enrolled, including 101 living on-reserve. Grade 10 to 11 and 11 to 12 cohorts of Indigenous students range from 100 to 140, with particularly large cohorts now entering graduation years.

Results for CYIC are masked, limiting available insights; however, this represents a growth area the District has identified for further focus. Students with designations form another significant group, with cohort sizes increasing from 98 in 2019/20 to 140 in 2023/24, highlighting the continued importance of inclusive practices and supports.

Effective transition planning is critical to supporting student success as they move from year to year between classrooms, when changing schools, and in preparation for adulthood. These transitions can present challenges for all learners, but they are particularly significant for Priority Learners who require thoughtful coordination and continuity of support. The District is committed to careful planning that involves parents, which helps to ensure that students are set up for success and feel a sense of belonging in new learning environments. For students with IEPs, collaboration with community agencies is especially important to create pathways that extend beyond school, equipping them with the skills, resources, and connections needed to contribute meaningfully to their communities and to lead fulfilling adult lives. Transition planning is therefore not only a matter of academic success but also a key component of equity and inclusion.



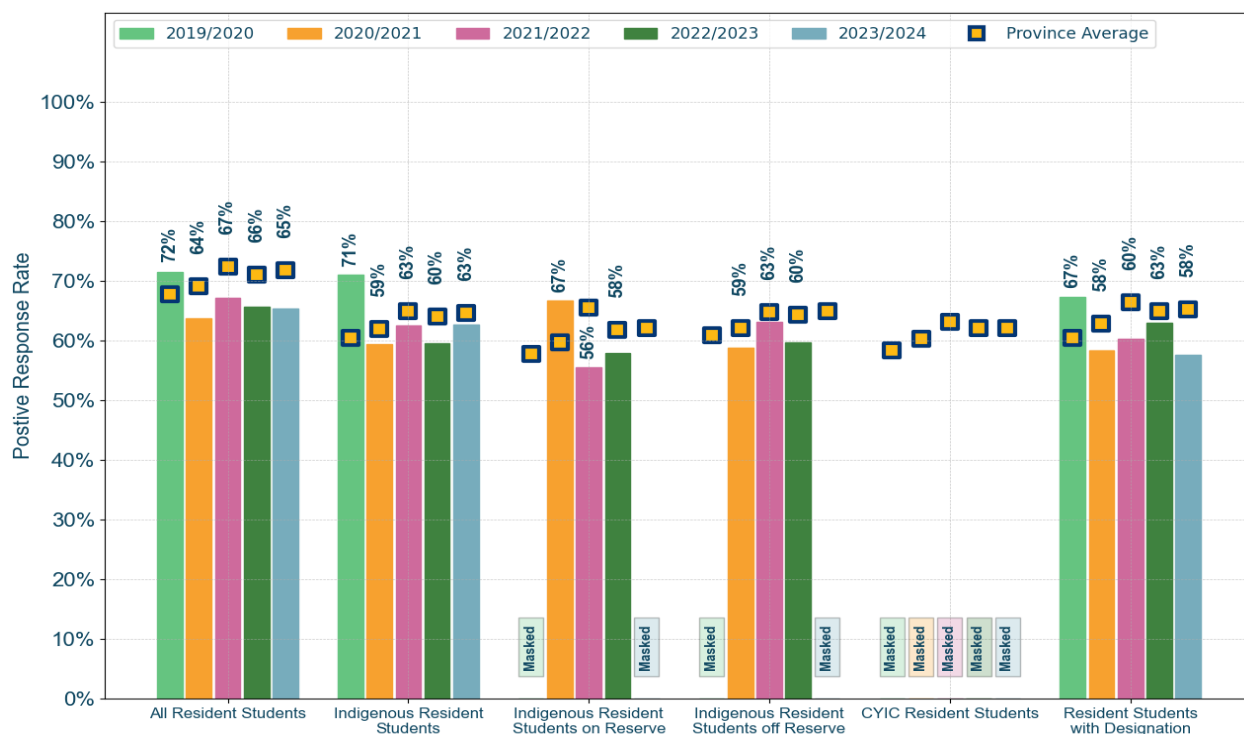
## Educational Outcome 3: Feel Welcome, Safe, and Connected

### Measure 3.1: Students Feel Welcome, Safe, and Connected

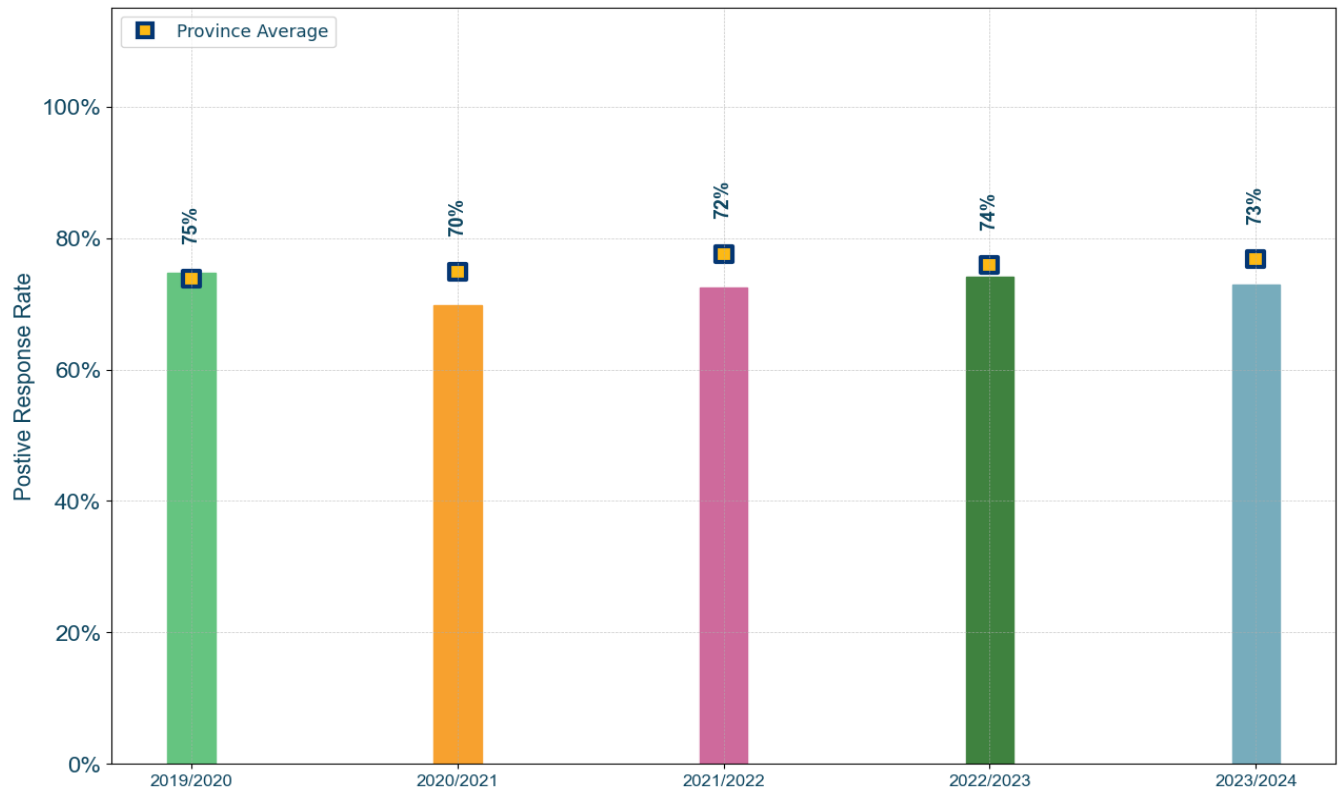
Student Learning Survey – Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1491   49%	1493   80%	1538   80%	1578   81%	1538   83%
Indigenous Resident Students	361   46%	334   78%	351   75%	355   75%	312   77%
Indigenous Resident Students on-Reserve	25   44%	25   64%	28   64%	27   78%	25   72%
Indigenous Resident Students off-Reserve	336   46%	309   80%	323   76%	328   75%	287   77%
CYIC Resident Students	Masked	Masked	Masked	Masked	14   79%
Resident Students with Designation	310   43%	315   71%	310   72%	351   74%	314   75%

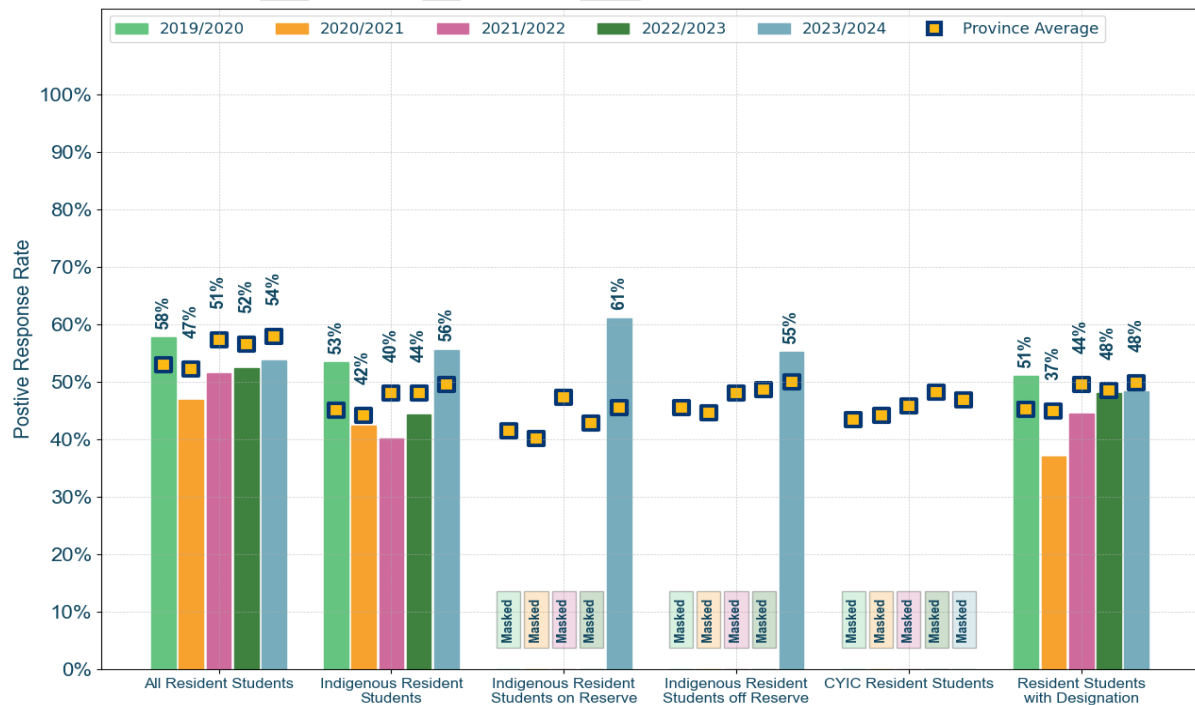
SD83 Feel Welcome – Positive Response Rate for Grades 4, 7, and 10



### SD83 Feel Safe – Positive Response Rate for Grades 4, 7, and 10

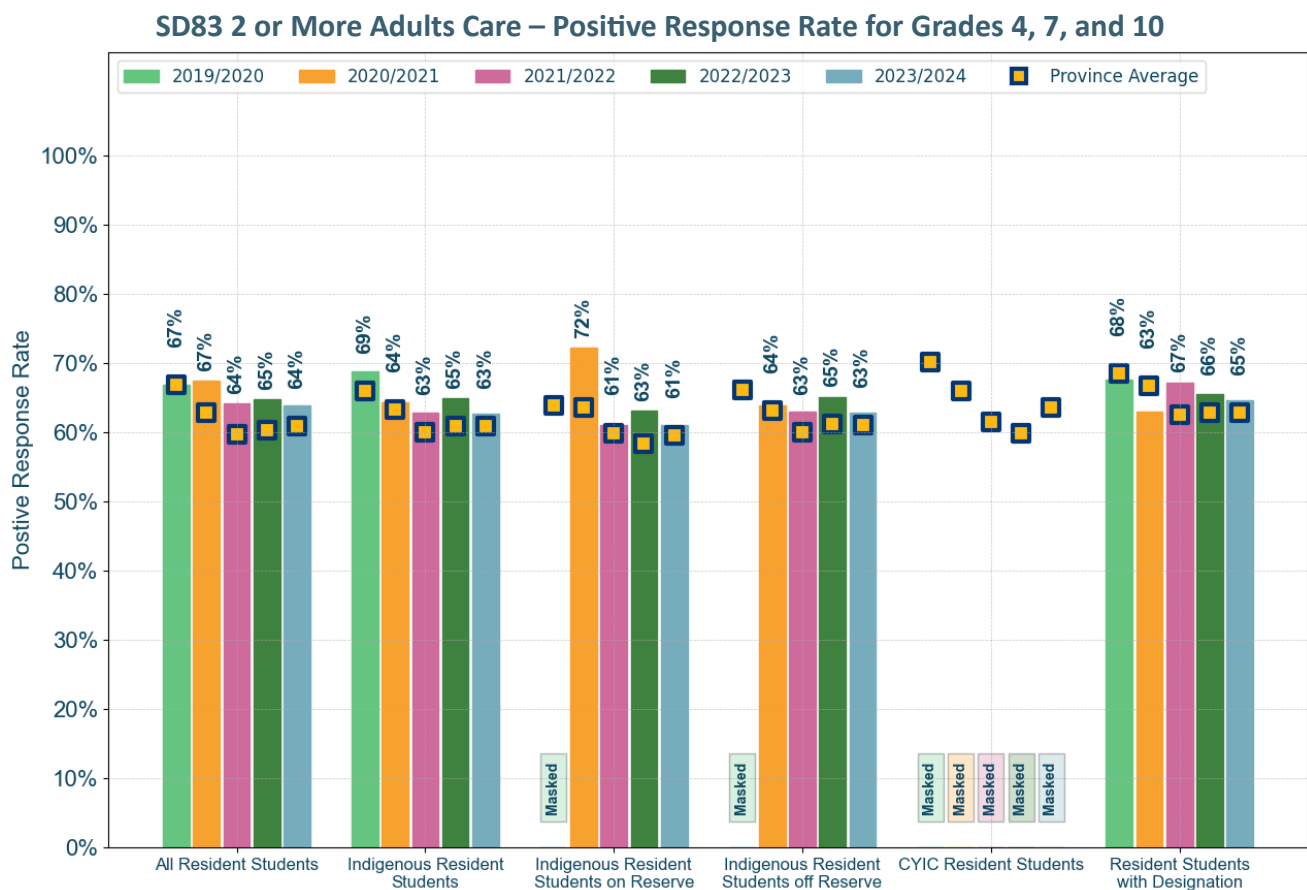


### SD83 Sense of Belonging – Positive Response Rate for Grades 4, 7, and 10





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



The Student Learning Survey (SLS) provides insight into student engagement and well-being across SD83. The following analysis reviews participation rates, student perceptions of feeling welcome, safe, and a sense of belonging. Results are examined by demographic groups, with attention to equity-seeking populations such as Indigenous students, students with designations, and CYIC.

### Missing or Masked Data

In alignment with privacy requirements, data for smaller cohorts—such as CYIC and some subgroups of Indigenous students (on-reserve and off-reserve) is masked to protect student confidentiality. While this practice ensures privacy, it also limits the ability to conduct a full analysis of outcomes for these groups. In instances where results are masked, broader District-wide and provincial trends are used to provide context and inform understanding.

### Analysis of Data: Trends & Comparisons

Participation in the SLS has increased substantially since 2019/20, strengthening the reliability of the data for decision-making. All Resident Students rose from 49% participation in 2019/20 to 83% in 2023/24, while Indigenous Resident Students improved from 46% to 77% over the same period. On-reserve Indigenous students demonstrated particularly strong engagement, reaching a high of 92% in 2023/24. Students with designations also showed steady growth, moving from 43% to 75%.

Student perceptions highlight both areas of strength and areas for improvement. Most students feel welcome, with positive response rates of 64–72%, slightly below but generally aligned with provincial averages. Indigenous

students report similar trends, though on-reserve students record some of the lowest results (56–63%). Students with designations show greater variability, ranging from 59% to 67%. In contrast, feelings of safety remain stable and strong, with District-wide results between 70% and 75%, closely mirroring provincial outcomes and reflecting consistent systemic supports.

The most significant challenge is that of student belonging. Positive response rates for All Resident Students remain low, between 47% and 53%, consistently below provincial averages. Indigenous students report even lower levels of belonging (42–53%), and students with designations show the most concerning results (37–48%), highlighting a persistent equity gap. On-reserve Indigenous students reported some improvement in 2023/24 (61%), though small cohort sizes contribute to variability in results.

Overall, the findings reveal progress in participation and stability in perceptions of safety but underscore the need to address ongoing gaps in belonging and inclusion, particularly for Indigenous students, students with designations, and CYIC, where data is masked but provincial patterns suggest heightened vulnerability.

### **Interpretation and Next Steps:**

Analysis of the SLS highlights several important equity implications for the District. The steady rise in participation rates, particularly among Indigenous students and students with designations, strengthens the reliability of the data and ensures that the voices of priority populations are represented in decision-making. High engagement from on-reserve Indigenous students, who achieved a participation rate of 92% in 2023/24, provides an especially important opportunity to incorporate their perspectives into planning. However, their comparatively lower perceptions of being welcome underscore the need to ensure that participation translates into meaningful change in students' day-to-day school experiences.

The most pressing equity issue revealed in the data is belonging. While students report strong and stable perceptions of safety, belonging remains consistently low across the District and is notably weaker for Priority Learners. This disparity signals barriers to full inclusion that can influence both academic engagement and long-term outcomes. Addressing this requires a deliberate focus on culturally responsive practices, differentiated support, and relationship-centered strategies that foster stronger connections between schools, families, and communities. For Indigenous students, the results highlight systemic challenges tied to inclusivity and representation in school culture. Despite their strong participation in the survey, Indigenous students, particularly on-reserve learners continue to report lower levels of welcome and belonging. Equity strategies must therefore extend beyond engagement to prioritize Indigenous-led initiatives, culturally relevant learning environments, and robust partnerships with Indigenous communities that affirm identity and strengthen inclusion.

Students with designations, while showing strong gains in participation, consistently report the lowest sense of belonging (37–48%). To address this, the District must expand the use of UDL, differentiated instruction, and targeted supports that build engagement and a stronger sense of connection.

For CYIC, masked data limits local analysis, but provincial evidence suggests this group faces the greatest barriers to belonging and connection. Strengthening systems of identification, monitoring, and case management will be essential to ensure CYIC students are both visible in District data and equitably supported in practice.

Finally, system-wide considerations point to the distinction between safety and belonging. While students largely feel safe, the lower results in belonging suggest that physical security is not enough to ensure students feel socially or culturally included. Moving forward, the District must prioritize strategies that foster authentic relationships, inclusive environments, and culturally responsive programming that affirm identity and strengthen belonging for all students.

The District acknowledges the important equity implications identified through the analysis of the SLS and remains committed to addressing them with purposeful action. We are encouraged by the steady rise in participation rates, particularly among Indigenous students and students with designations, as this strengthens the reliability of the data and ensures that the voices of priority populations are represented in District planning and decision-making. High participation from on-reserve Indigenous students further emphasizes the need to translate this engagement into meaningful change that improves students' daily school experiences.

For Indigenous learners, particularly on-reserve students, we are committed to deepening culturally responsive and respectful school environments that affirm identity, representation, and community partnerships. For students with designations, we will continue to expand the use of UDL, differentiated instruction, and targeted supports so that they are meaningfully included in classrooms and not learning in isolation. We also recognize that students who are gender or sexually diverse require additional support to ensure that their identities are affirmed and that they feel welcome and safe in their school communities.

Finally, the District affirms that belonging is central to student well-being and academic success. Priority Learners must feel connected to their peers and included within classroom learning environments. Moving forward, we are confident that the reconfiguration of schools will support a sense of belonging. We commit to strengthening culturally responsive practices, fostering authentic relationships between students and staff, and prioritizing the opportunities for student voice and agency, both in shaping their learning experiences and in expressing their social-emotional needs.





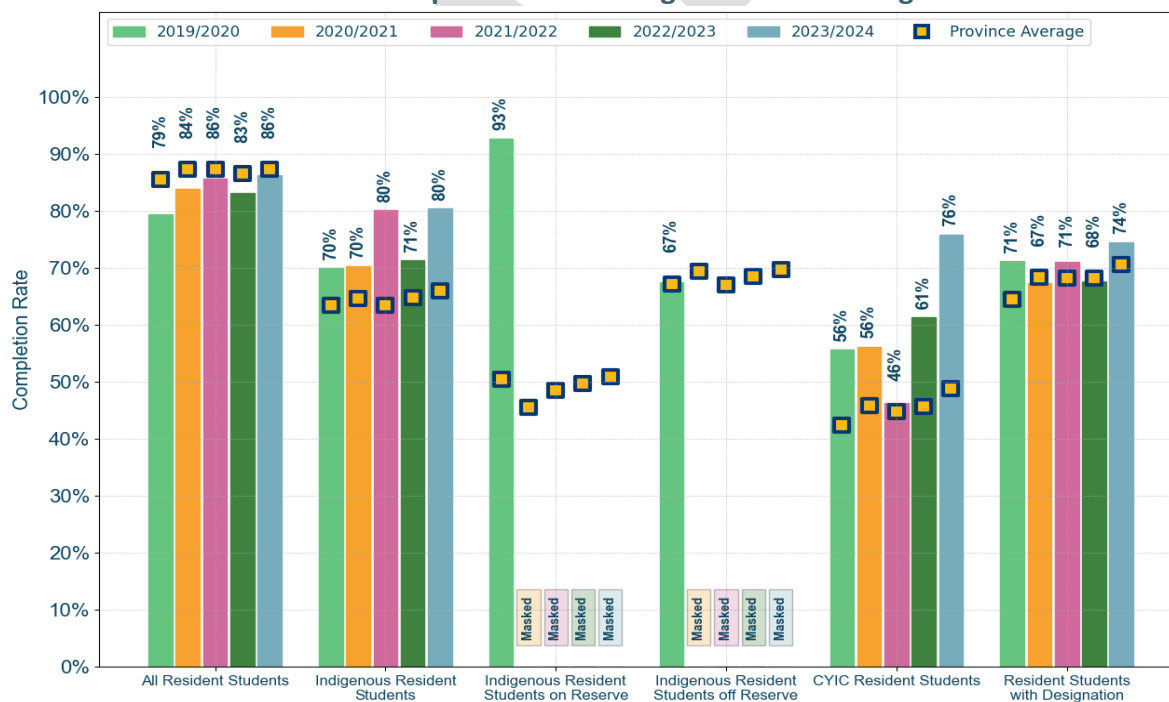
## Educational Outcome 4: Graduation

### Measure 4.1: Achieved Dogwood within 5 Years

Completion Rate – Cohort Count | Outmigration Estimation

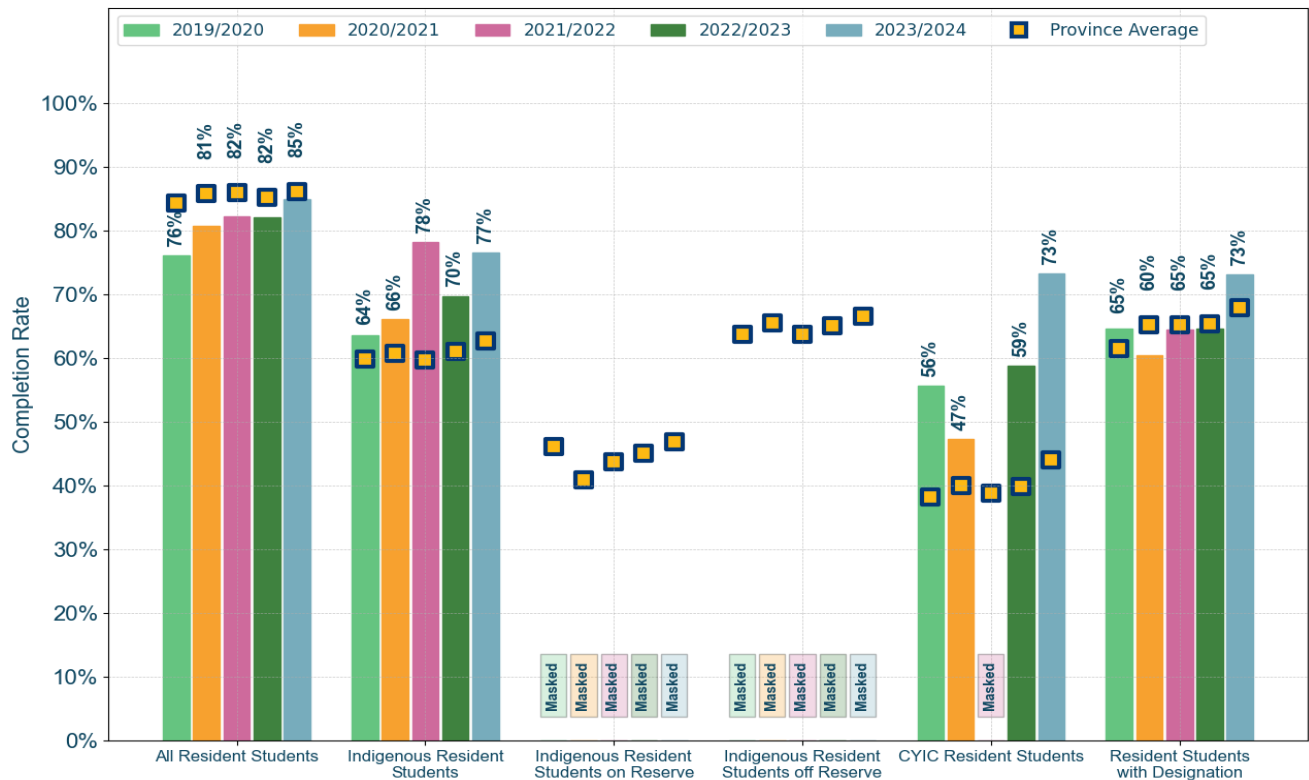
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	468   35	491   45	480   48	582   54	561   49
Indigenous Resident Students	119   9	105   10	115   11	139   13	139   12
Indigenous Resident Students on-Reserve	12   1	Masked	Masked	Masked	Masked
Indigenous Resident Students off-Reserve	107   8	Masked	Masked	Masked	Masked
CYIC Resident Students	25   2	37   3	24   2	43   4	42   4
Resident Students with Designation	130   9	158   14	121   13	177   16	163   14

SD83 5-Year Completion Rate – Dogwood + Adult Dogwood





## SD83 5-Year Completion Rate – Dogwood



### Missing or Masked Data

To protect student confidentiality, results for smaller cohorts—such as Indigenous students on-reserve and off-reserve and CYIC are masked in some years. While this ensures privacy, it limits year-over-year analysis for these groups; therefore, District-wide and provincial patterns are used to provide context.

### Analysis of Data: Trends & Comparisons

Cohort sizes have grown steadily over the past five years, with the overall resident student population increasing District from 468 in 2019/20 to 561 in 2023/24. Indigenous Resident Students have remained a consistent portion of the cohort, while students with designations represent a significant and growing subgroup, in the same period. CYIC cohorts are comparatively small, typically between 24 and 43 students annually, with outmigration estimates of only 2–4 students per year, indicating that outmigration does not significantly influence overall completion rates.

In terms of outcomes, completion rates for All Resident Students improved to 85% in 2023/24, closely aligned with provincial averages. Indigenous students also demonstrated progress, rising to 80% in Dogwood and Adult Dogwood pathways and to 77% in regular Dogwood, which is significantly higher than the provincial average. Students with designations show stability and modest improvement, maintaining Dogwood and Adult Dogwood completion rates between 71–74% over a five-year period and improving regular Dogwood rates to 73% in 2023/24, reflecting progress supported by inclusive practices. CYIC students record completion rates reaching 76% in Dogwood and Adult Dogwood and 73% in Dogwood-only, highlighting significant improvement in both categories over the five years of data presented.

Overall, District results indicate that Indigenous student outcomes, CYIC, and students with designations are trending upward and exceed provincial averages.

### **Interpretation and Next Steps**

The completion rate data for SD83 highlights both strengths to build upon and clear areas for growth. A key strength is the steady improvement for all students in regular Dogwood diplomas, with District outcomes rising from 76% in 2019/20 to 85% in 2023/24, remaining closely aligned with provincial averages. Indigenous students have also demonstrated significant progress, with completion rates improving across both Dogwood + Adult Dogwood and Dogwood-only pathways, signaling that targeted supports and opportunities made available through career pathways, micro-credentials, and dual credits are impactful. Similarly, students with designations show stable performance with significant gains in the regular Dogwood pathway for 2023/24.

At the same time, the data underscores persistent equity gaps that must be addressed. Indigenous students and students with designations remain consistently below District averages, highlighting the need for continued academic support, expanded access to career programming, dual credits, trades training, work experience, and continued emphasis on UDL. Outcomes for CYIC show improvement however, there is still significant disparity in their results when compared to all resident students. This reflects systemic barriers to belonging and equitable learning outcomes.

The District recognizes that improving school completion rates requires a comprehensive and equity-focused approach that addresses both academic and social-emotional needs. We are committed to ensuring that all students, particularly Indigenous learners, students with designations, and CYIC are supported with the resources, relationships, and opportunities needed to successfully graduate.

Key to this work is maintaining the strong support provided by Indigenous Success Teachers and Indigenous Outreach Workers, who play an essential role in building trusting relationships, monitoring student progress, and collaborating with families and communities. Increased student-teacher connections will continue to be prioritized across schools, recognizing that meaningful relationships are foundational to student engagement, belonging, and achievement.

Changes are beginning to occur with timetables and school schedules to better reflect the needs of learners, ensuring flexibility that supports both academic pathways and personal circumstances. Expanding opportunities in career pathways and work experience will remain a priority, helping students connect their learning to meaningful post-secondary and employment options. Specialized programming that is highly engaging and tailored to student interests will continue to be explored, offering diverse pathways that inspire persistence to graduation.

We will also continue to prioritize access for Indigenous students, students with designations, and CYIC learners into programs that build practical skills and open post-secondary doors, such as trades samplers and specialized skills programs. Through intentionally ensuring that priority populations are represented in these opportunities, we aim to reduce barriers and increase equitable access to a wide range of graduation pathways.

Through these strategies, the District affirms its commitment to closing equity gaps, fostering a sense of belonging, and ensuring that every student can successfully complete their education and transition confidently into their future.

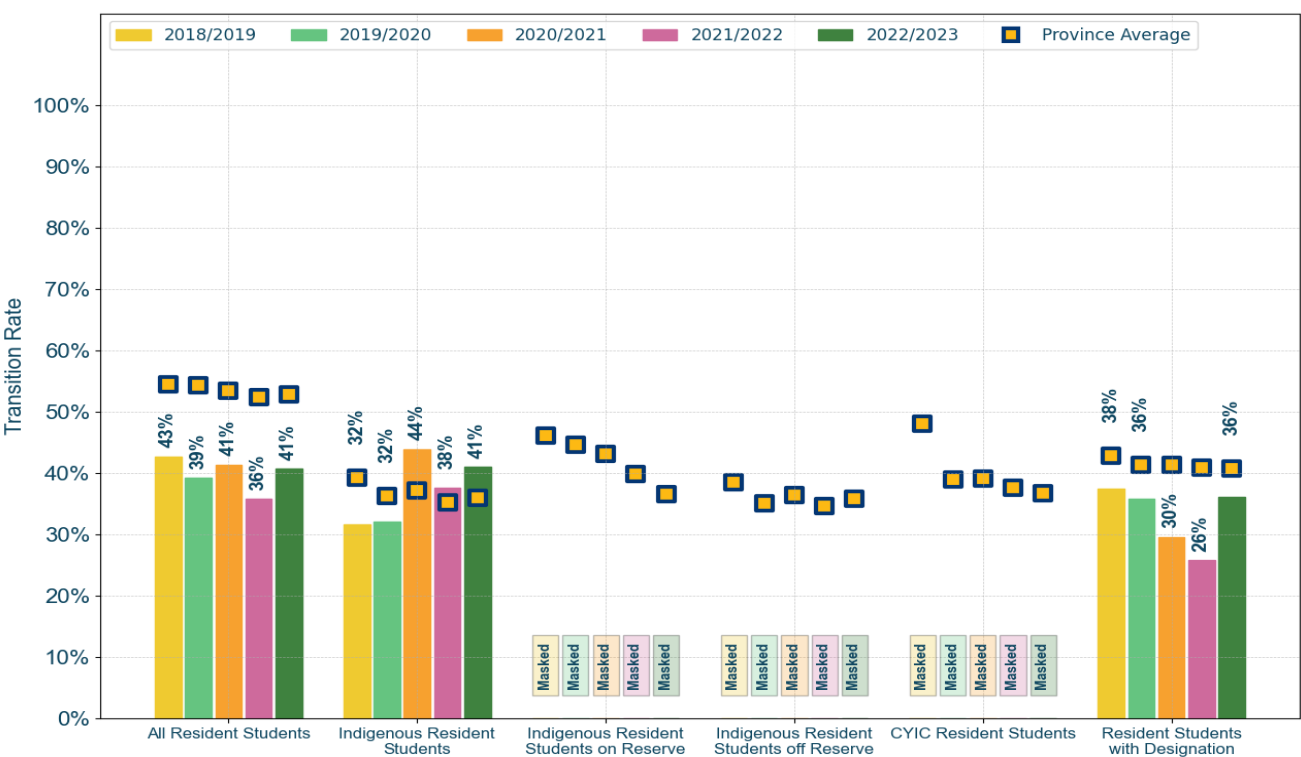
# Educational Outcome 5: Life and Career Core Competencies

## Measure 5.1: Post-Secondary Transitions

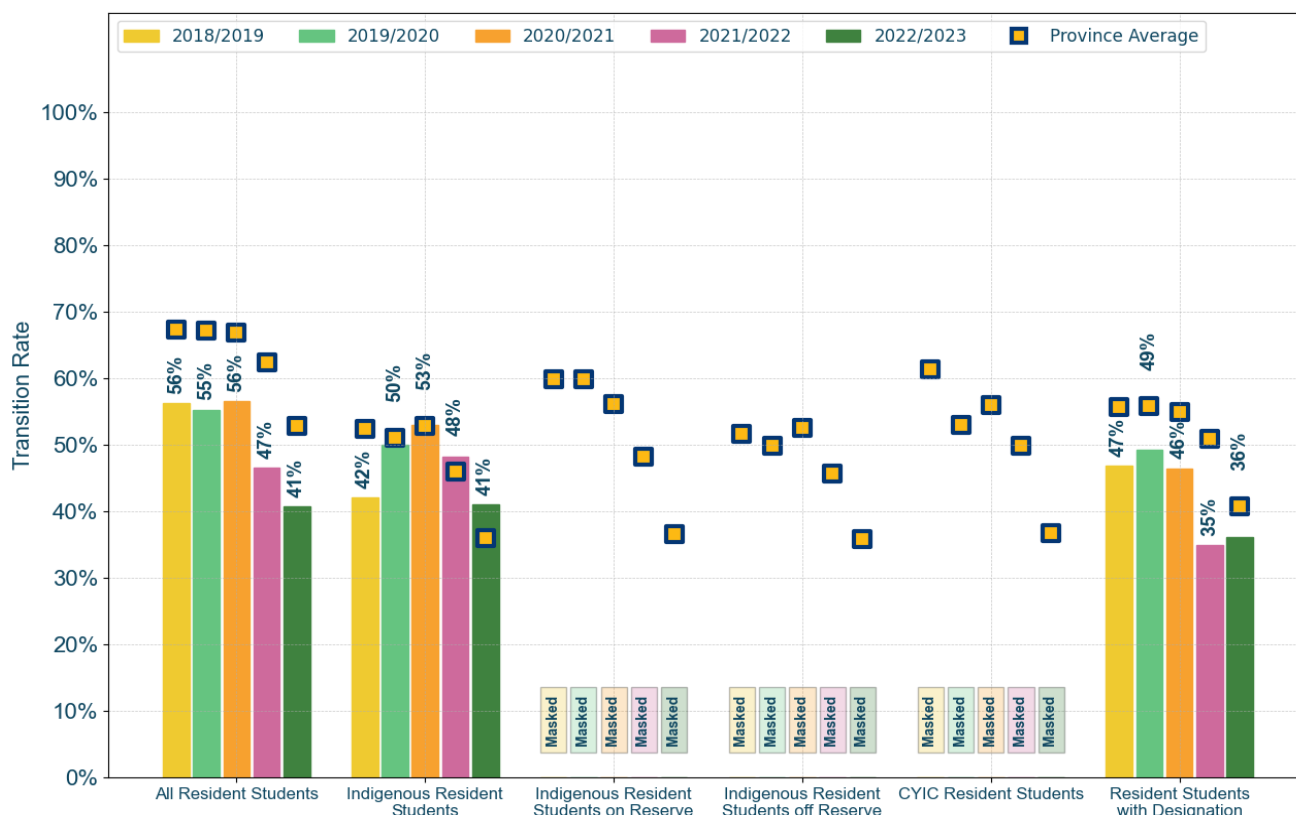
Transition to Post-Secondary – Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	393	349	377	363	442
Indigenous Resident Students	76	78	66	85	95
Indigenous Resident Students on-Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off-Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	64	67	71	66	97

SD83 Immediate Transition to Post-Secondary



## SD83 Within 3 Years Transition to Post-Secondary



### Analysis of Data: Trends & Comparisons

Indigenous students continue to represent a steady proportion of the graduating cohort, with their transition rates to post-secondary being very comparable to all resident students. Though the data for on-reserve and off-reserve students is masked, local knowledge would suggest persistent gaps remain when compared to their peers, highlighting systemic barriers to access. Students with designations have some of the lowest transition rates to enter post-secondary perhaps due to the need for additional support, bridging opportunities, or career pathway programming. It is noteworthy to mention that immediate transition rates for these students were significantly higher in 2022/23 than in the previous year. For CYIC, masked data limits local analysis; however, provincial evidence consistently shows low transition rates, underscoring the importance of targeted case management and community-based support. When compared with provincial averages, District outcomes reveal all resident students in SD83 transition at lower rates, both immediately and within three years. Local knowledge would suggest that many students within the District attend post-secondary outside the province and may not be accurately captured in the data.

### Interpretation and Next Steps

There may have been a time when attending university was deemed the only acceptable option for post-secondary education. The expansion of career exploration within the District has shifted this mindset, and there is confidence that it will result in more learners pursuing a variety of post-secondary opportunities.

The District is responding to post-secondary transition data by strengthening both universal and targeted supports to improve student outcomes. Career Education staff meet regularly to coordinate strategies and share resources, ensuring students are connected to a wide range of opportunities. Priority Learners are being intentionally targeted for programs and experiences, with barriers such as transportation removed to promote equitable access. As a



result, student participation is rising, and demand for these opportunities continues to grow. Engagement in work experience and Skilled Trades BC programming has also increased, reflecting the effectiveness of these efforts. In addition, new partnerships with colleges across the province have expanded access to post-secondary programming, making pathways more accessible and responsive to student needs. This integrated approach reflects the District's commitment to equity and to preparing all learners for meaningful post-secondary transitions.

The Career Education Department has taken a proactive and innovative approach to supporting students' future pathways by hosting numerous career information events across communities in the District, ensuring families and students have access to valuable resources and guidance. In collaboration with First Nations rightsholders, the department has developed targeted programming opportunities designed specifically to support students living on reserve, reflecting a commitment to equity and inclusion. To further broaden access, a video series has been created to highlight career pathways and inspire students through real-world examples. Central to their vision is the effort to make the "walls" of secondary schools more porous, enabling learning to extend beyond traditional classrooms into diverse settings, industries, and communities, thereby connecting students more meaningfully with future career and educational opportunities.

**In Conclusion**

This Enhancing Student Learning Report affirms our District's ongoing commitment to continuous system-wide improvement with equity at the center of our work. By prioritizing the needs of Indigenous students, students with designations, and CYIC, we acknowledge both the persistent challenges and the progress being made toward closing achievement gaps. The report highlights areas of growth and the adjustments and adaptations of strategies that will further strengthen student achievement across the District. We continue to build on identified strengths while supporting teachers and school leaders in using data to inform planning and instructional decision-making.

Moving forward, our collective efforts with Rightsholders, stakeholders, staff, partner groups, and students will ensure that equity is embedded in every aspect of our system. Together, we remain dedicated to creating inclusive, culturally responsive, and supportive learning environments where every student is empowered to thrive in their learning and achieve meaningful success.











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