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**Nicola-Similkameen**

**SD#58**



# Enhancing Student Learning Report

## September 2023

In Review of Year Three of "Our Strategic Plan: SD58" 2021-2024



Approved by Board on September 13, 2023

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## Introduction: District Context

### Framework for Enhancing Student Learning

The Framework for Enhancing Student Learning brings a formalized approach to the planning and reporting expectations for schools with a focus on enhancing student learning and success. It combines accountability with evidence-informed decision making and system-wide continuous improvement to support equity of outcomes for all students in the provincial K-12 public system. The Framework also reflects a public commitment by Indigenous peoples, Indigenous rightsholders, education partners and communities to work together to improve student learning and enhance the intellectual, social and career development of all learners.

In School District 58, the Enhancing Student Learning Framework is built on a commitment to co-create, align, and implement planning documents at the classroom, school, district, and governance levels. The ongoing planning process is also aligned with the goal of operationalizing the [Truth and Reconciliation Calls to Action](#) and embedding the First Peoples Principles of Learning into everything we do. These processes also support the Ministry of Education’s vision of the Educated Citizen and Policy for Student Success.

### District Context

The Nicola-Similkameen District is found in the traditional, unceded territories of the Nle?kepmx and Syilx people and we acknowledge our Metis communities and their contributions to the Aboriginal ways of being, doing and knowing in Canada. The District serves approximately 2600 students, registered in 12 schools, including approximately 400 students that are registered with our Provincial Online School. Over 40% of our students attending our face-to-face schools declare Indigenous ancestry. Of these students, 154 self-declare Metis ancestry and 250 are First Nations Living On-Reserve. We are proud to have strong relationships with our six local First Nations communities and our Metis communities. This is reflected in our day-to-day work, as well as the district’s commitment to operationalizing both our joint Local Education Agreement and our Aboriginal Education Enhancement Agreement.

Shackan	Nooaitch	Lower Nicola
Coldwater	Upper Nicola	Upper Nicola
Upper Similkameen	Vermilion Forks Metis Assoc.	Nicolay Valley & District Metis Society
Conayt Friendship Society		

Our vision is to provide ‘Success for ALL Learners ~ Today and Tomorrow’ and our guiding principles include inclusion, innovation, relationship, well-being, honoring the cultures and languages of our traditional territories, and supporting the pursuit of personal excellence.

The implementation of the Truth and Reconciliation Calls to Action remains one of our top priorities and one of our five objectives this year and examples of this commitment are embedded in the work we do across the District. This is at the core of the work we are doing with our Equity in Action Committee and

Theory of Change process, as we work towards ensuring equity for Indigenous students, families and communities served by our district.

Knowing our students and supporting them as individuals is a strength of the District, but we continue to pursue a greater level of equity for our entire student population and learning community. Priority learners in this important work includes students that declare Indigenous ancestry, the 296 students with designations, and the 37 children and youth in care.

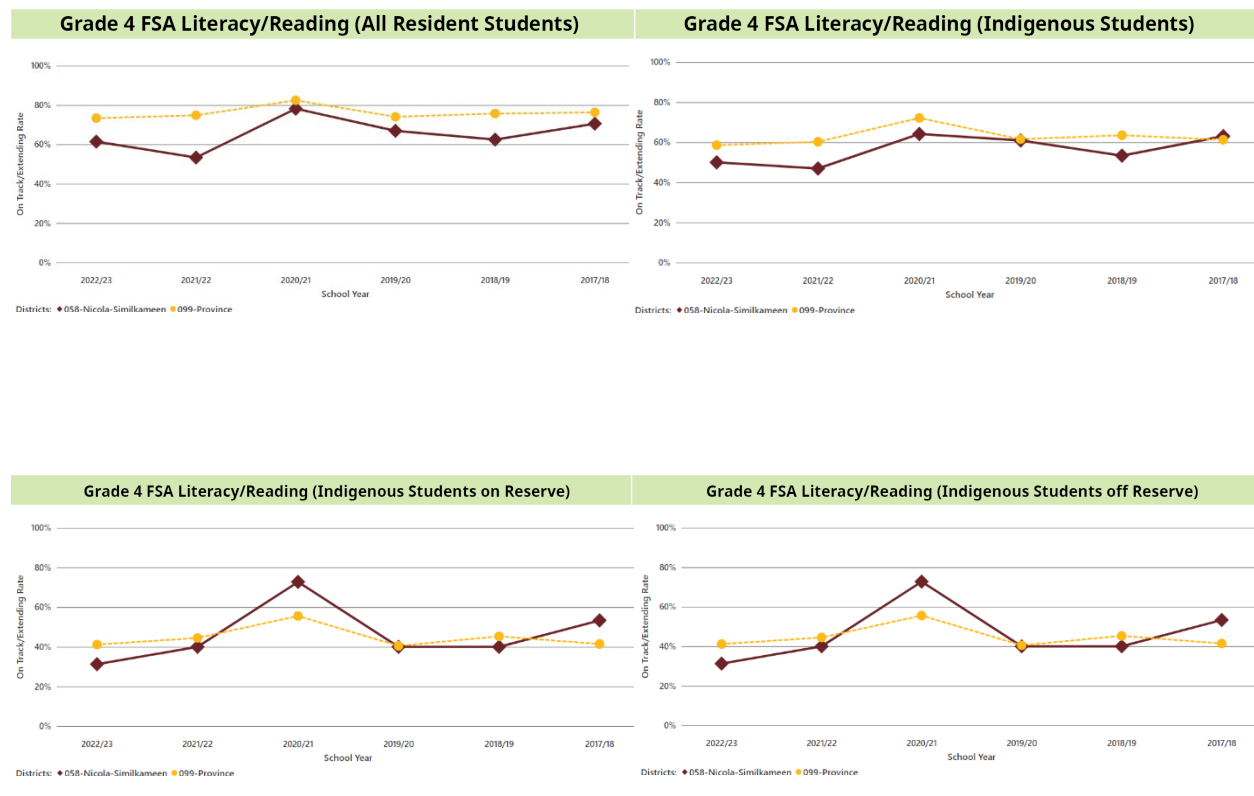
Significant challenges continued to impact the District. The wildfire and flooding events combined with the pandemic continued to influence the well-being of our community as well as our planning and our ability to implement the necessary strategies and structures needed to meet our strategic plan goals and objectives. Although the flooding and wildfires were one year behind us, the recovery has also been impacted by workforce challenges. Less than minimum staff levels placed a great deal of stress on all parts of the District and limited our ability to provide some services to students as well as provide the necessary release time to move the District’s vision of enhancing student learning forward.

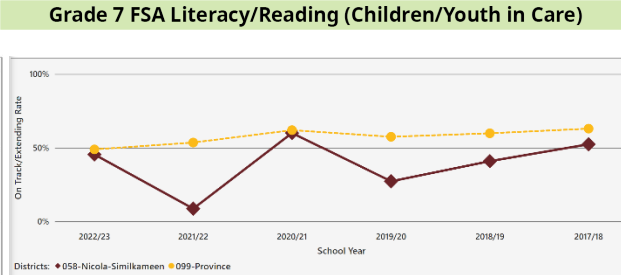
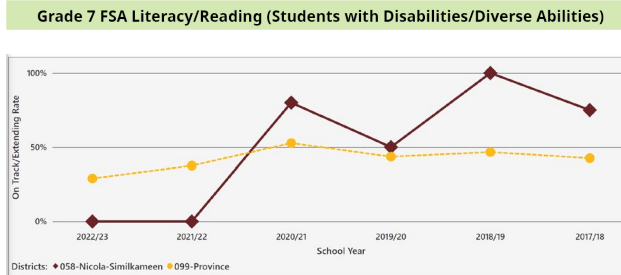
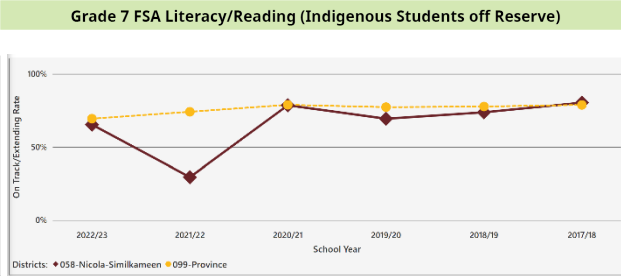
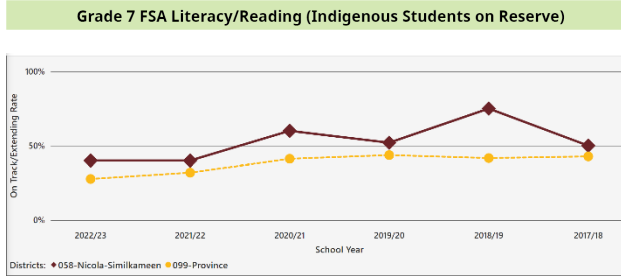
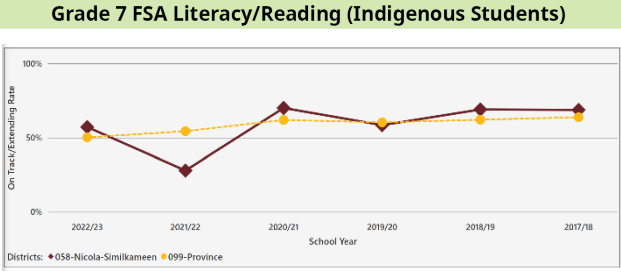
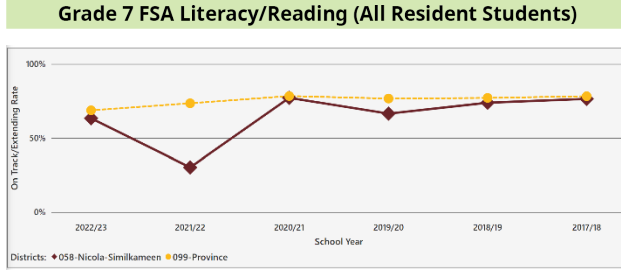
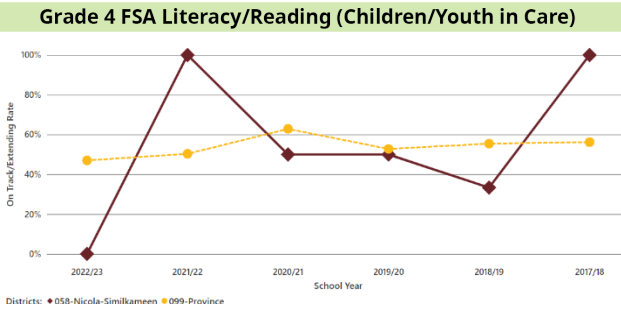
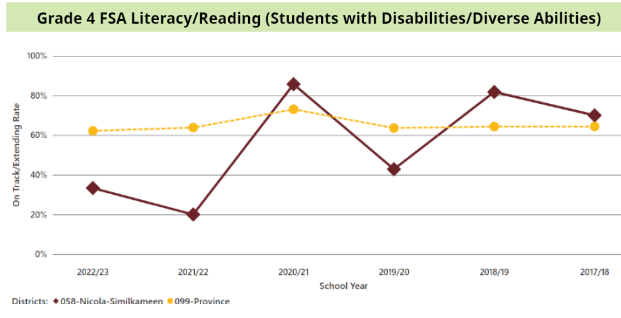
## 2022-23 Student Learning Outcomes

### Intellectual Development

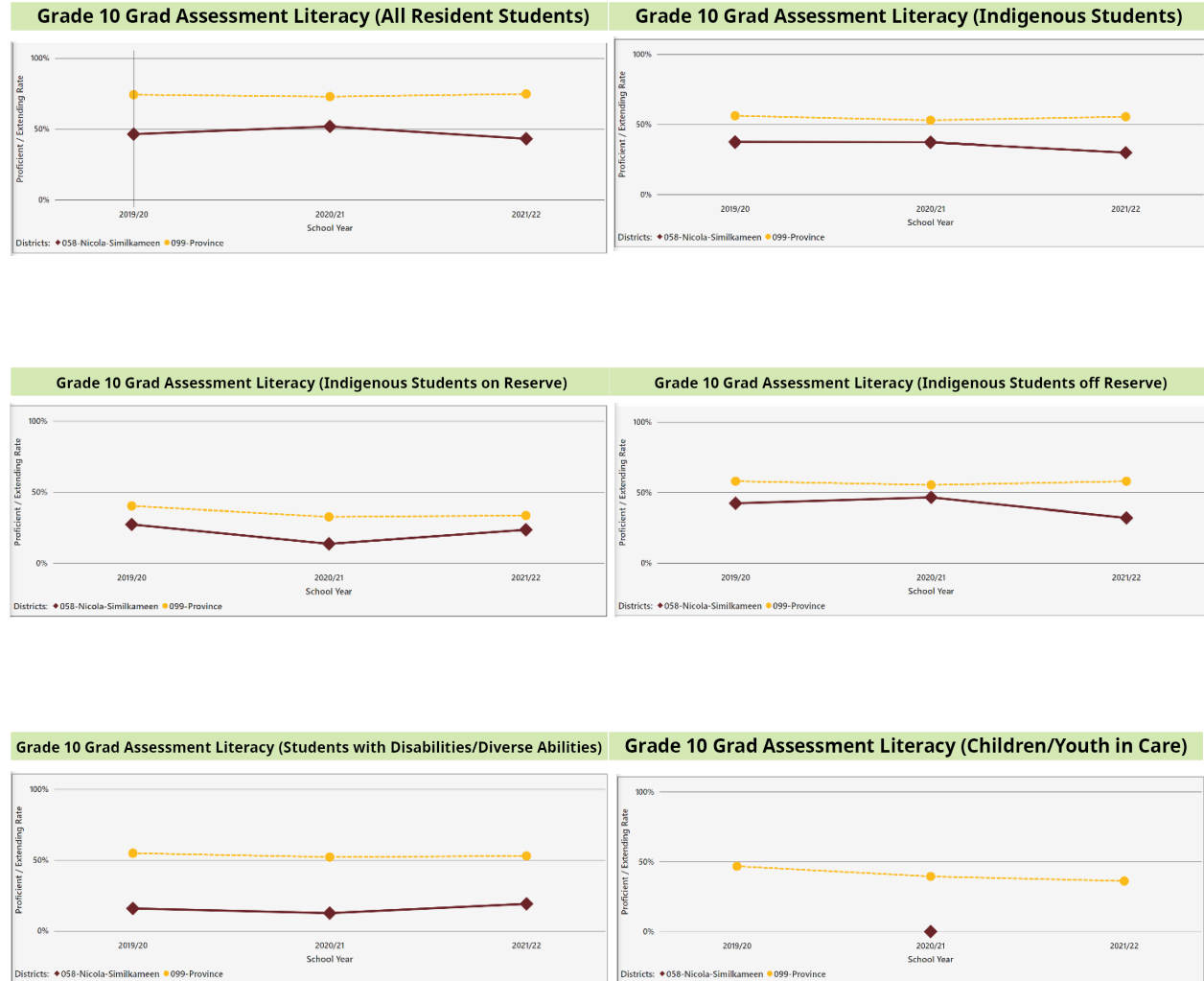
#### Educational Outcome 1: Literacy

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



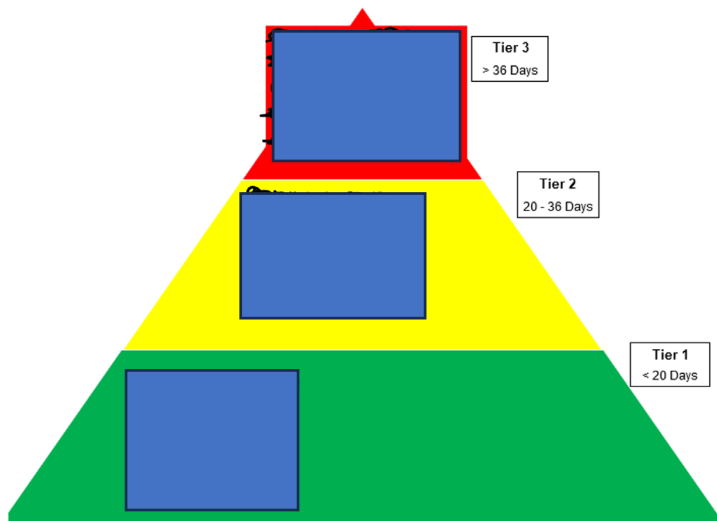


## Measure 1.2: Grade 10 Literacy Expectations



## Relevant Additional/Local Data and Evidence

Reporting Period(s)																		Assessment(s)																						
T1			T2			T3			EN EPL																															
LA	FR	MA	SS	SC	PE	LA	MA	SS	SC	PE	LA	MA	SS	SC	PE	IN-ULR	IN-LLR	IN-SWK	IN-SR	IN-PAK	Fa-ULR	Fa-LLR	Fa-SR	Fa-SWCH	Sp-ULR	Sp-LLR	Sp-SR	Sp-SWCH	Sp-PA	Fi-LLR	Fi-SR	Fi-SWK	Fi-SWCH	Fi-PAK	Fi-PA	In-LSA	In-LSM	In-SR	In-Mthly	
PPF		PPF	DEV	PPF	PPF	DEV	PPF	PPF	PPF	PPF	DEV	PPF	PPF	PPF	PPF	24	20	11	19	4	16	15	2	2	26	26	22	50	Y	ME	23	11	79	4	Y					
PPF		PPF	DEV	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	26	26	40	26	6	26	26	19	60	26	26	26	132	Y	ME	26	40	132	6	Y					
DEV		DEV	PPF	PPF	PPF	DEV	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	25	18	0	14	3	14	14	6	2	20	21	21	51	Y	ME	26	0	72	3	Y					
EMIG		DEV	DEV	PPF	PPF	EMIG	DEV	PPF	PPF	PPF	EMIG	DEV	PPF	PPF	PPF	5	3	0	2	2	2	2	2	1	4	4	4	3	N	NY	8	0	2	2	N					
PPF		PPF	DEV	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	26	26	40	26	6	26	26	20	27	26	26	26	90	Y	ME	26	40	128	6	Y					
PPF		PPF	DEV	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	26	26	34	26	5	24	24	22	12	26	26	26	92	Y	ME	26	34	132	5	Y					
PPF		PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	26	26	35	26	6	25	25	18	21	26	26	26	92	Y	ME	26	35	132	6	Y					
PPF		PPF	DEV	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	26	26	22	26	6	25	25	22	16	26	26	26	92	Y	ME	26	22	132	5	Y					
DEV		PPF	DEV	PPF	PPF	DEV	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	26	26	0	26	6	26	26	26	2	26	26	26	92	Y	ME	26	0	132	6	Y					
PPF		PPF	DEV	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	26	26	27	26	5	26	25	25	16	26	26	26	91	Y	ME	26	27	132	5	Y					
																26	26	19	26	4																				
PPF		PPF	DEV	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	26	26	36	26	6	26	24	24	14	26	26	26	90	Y	ME	26	36	126	6	Y					
DEV		DEV	DEV	PPF	PPF	DEV	DEV	PPF	PPF	PPF	DEV	PPF	PPF	PPF	PPF	14	12	3	5	3	6	6	4	1	22	22	22	55	Y	ME	25	3	95	3	Y					
ED		PPF	DEV	PPF	PPF		PPF	PPF	PPF		ED	PPF	PPF	PPF	PPF	26	26	40	26	6	26	26	26	132	26	26	26	132												
PPF		PPF	DEV	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	26	26	22	24	4	26	25	22	12	26	26	26	91	Y	ME	26	22	132	4	Y					
PPF		PPF	DEV	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	PPF	26	26	40	26	6	26	26	26	55	26	26	26	92	Y	ME	26	40	132	6	Y					
AE	AE	ME	ME	ME	ME	EMIG	PPF	PPF	PPF	EXT	DEV	PPF	PPF	PPF	EXT									20	20	20	4	N	ME	24		30		Y	25	25	25	16		



### Analysis and Interpretation: What Does this Mean? (Due to flooding the FSA 2021/2022 FSA could not be completed)

Participation rates for grade 4 and 7 students in the areas of reading and writing have been relatively stable over the last three-year period. Grade 4 Writing and Grade 7 Reading rates have been consistently higher than the average Provincial rate. Indigenous student rates also reflect this trend, with the District being higher than the average Provincial rate for Indigenous students. Rates for students with diverse needs are lower within the district when compared to all students; however, the rates overall remain higher than the average Provincial rate for students with diverse needs.

#### Interpretation of Data:

#### Grade 4 & Grade 7 Literacy Expectations

The importance of high participation rates is emphasized by the district and supported by the Board of Education. With this being said, there is a consistent application of the process for excusing students when a hardship is identified at the school level.

### *Performance*

Grade 4 Literacy results for 2022/2023 indicated that 61% of students are 'On Track' or 'Extending'. Grade 7 Literacy results for 2022/2023 indicated that 63% of students are 'On Track' or 'Extending'. A general analysis of population groups points to the need to reduce the achievement gap between Indigenous students and non-Indigenous students, while also addressing the clear gap between Students Living Off-reserve vs Student Living On-reserve. 50% of Grade 4 Indigenous students scored as 'On Track' or 'Extending' and 31% of Student living on-reserved scored as 'On Track or 'Extending'. 57% of Grade 7 Indigenous students scored as 'On Track' or 'Extending' and 40% of Students Living On-reserve scored as 'On Track or 'Extending'. 33% of Grade 4 students with designations and 45% of Grade 7 students with designations were 'On Track' or 'Extending'. A comparison of the overall District results for All Students, Indigenous Students, Students Living On-reserve, Students Living Off-reserve, and Students With Diverse Abilities to the average Provincial rates indicate that the District's results are generally lower except at the grade 4 level, where there is less of a discrepancy with Grade 7 Indigenous student results and Student Living On-reserve results being higher. There is an ongoing commitment to improve and reduce the gap; however, it is important to recognize the improvement that is taking place at the elementary level and improvements are seen between Grade 4 and Grade 7 results across the District.

### **Grade 10 Literacy Assessment:**

139 students took part in the 2021-2022 Grade 10 Literacy Assessment. This represents 81% of our grade 10 students. A review of Indigenous students' results also indicate that the participation rate was fairly consistent, as all groups of students were between 70% and 77%. These participation rates are higher than the Provincial average in all areas.

### *Performance*

43 % or 61 writers were 'proficient' on the 2021-2022 Grade 10 Literacy Assessment. Indigenous students performed lower than non-Indigenous students, as did Students With Diverse Needs compared to All Students. Of note was that only 24% of Status – On Reserve Students that scored at either at a 'Proficient' or 'Extending' level. This result was higher than previous years, but below the Provincial average. As this data is for the 2021-2022 school year the impact of the wildfires and floods should be taken into consideration.

### **Student Learning Survey Results (2021-2022):**

- Gr. 3 & 4 – I feel I am getting better at reading – 73%
- Gr. 7 – I continue to get better at reading – 70%
- Gr. 10 – I continue to get better at reading – 59%
- Gr. 12 – I continue to get better at reading – 51%
- Gr. 3 & 4 – I feel I am getting better at writing – 66%



- Gr. 7 – I continue to get better at writing – 77%
- Gr. 10 – I continue to get better at writing – 57%
- Gr. 12 – I continue to get better at writing – 56%

**EDPlan Insight Data:**

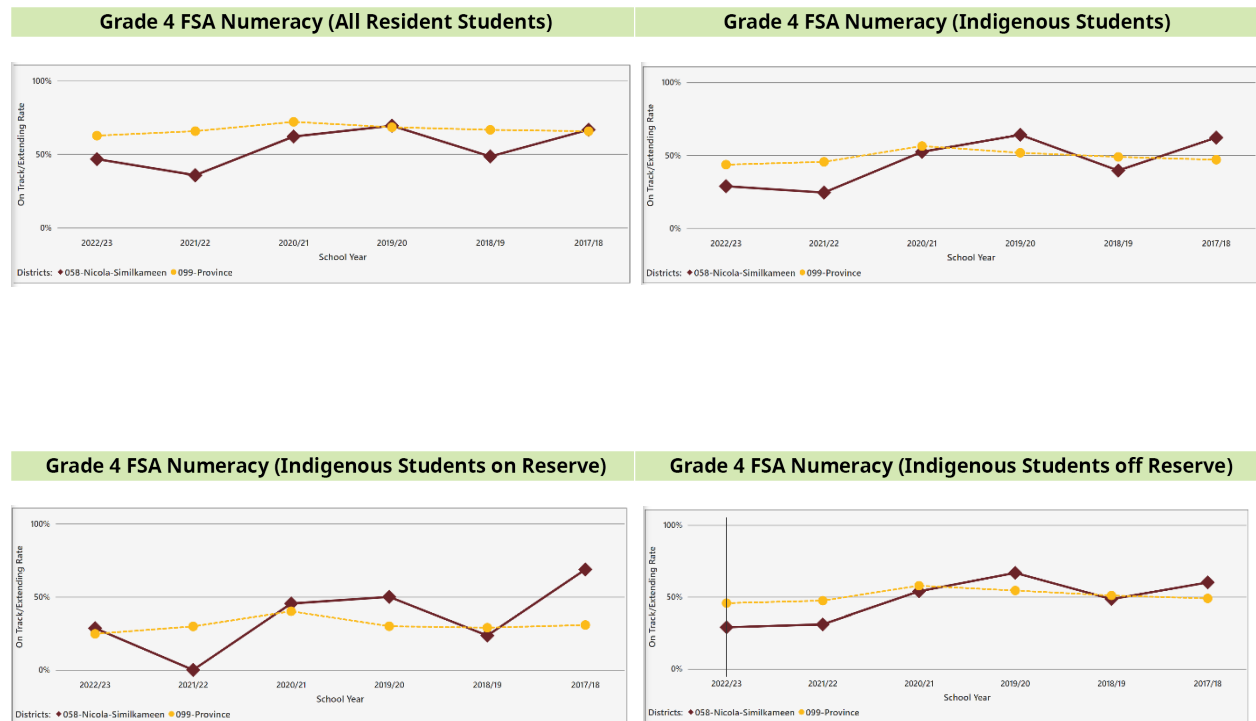
Several local assessments are completed to support literacy, these include the Early Literacy Assessment, PM Benchmarks, and Fountas and Pinell. This data is instrumental in informing district, school, classroom, and student plans. The two examples provided in the document illustrate how they are used to support a Response to Instruction Model across the District.

**Summary:**

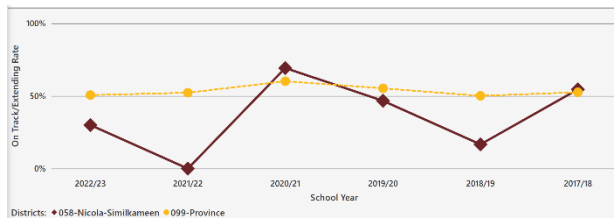
As stated earlier in the document, due to the flood the Foundational Skills Assessment results for 2021-2022 school year are not available. The Grade 10 Literacy Assessment data did indicate a slight increase from 47% to 52% of students performing at a proficient level; however, a performance gap remains between the District and the province in Literacy. The District is performing at a lower rate at the secondary level and as a result, there is a further need to analyze the data and support improvement strategies in this area.

**Educational Outcome 2: Numeracy**

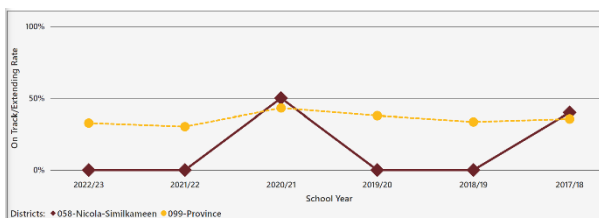
**Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations**



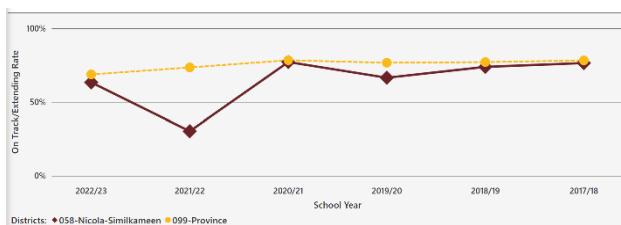
**Grade 4 FSA Numeracy (Students with Disabilities/Diverse Abilities)**



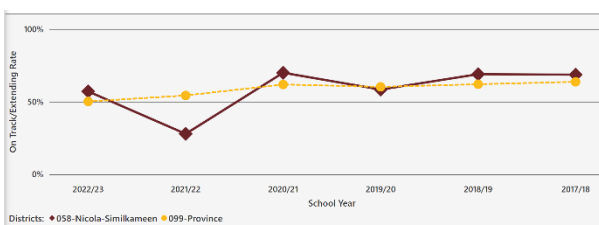
**Grade 4 FSA Numeracy (Children/Youth in Care)**



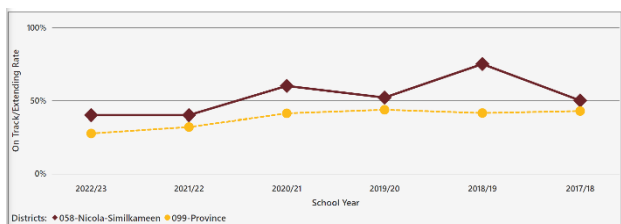
**Grade 7 FSA Numeracy (All Resident Students)**



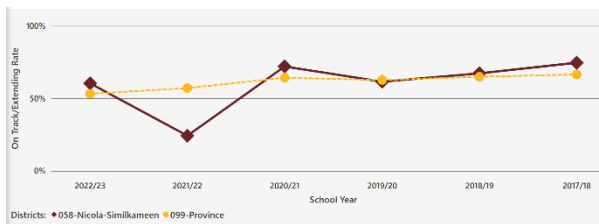
**Grade 7 FSA Numeracy (Indigenous Students)**



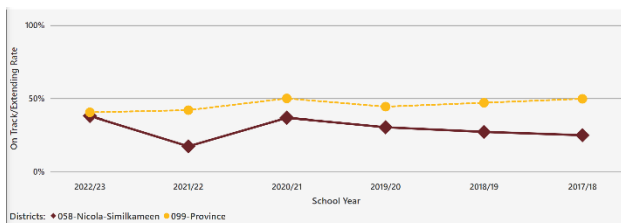
**Grade 7 FSA Numeracy (Indigenous Students on Reserve)**



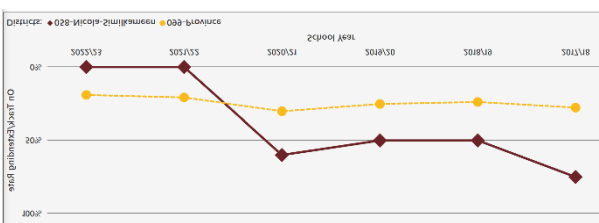
**Grade 7 FSA Numeracy (Indigenous Students off Reserve)**



**Grade 7 FSA Numeracy (Students with Disabilities/Diverse Abilities)**

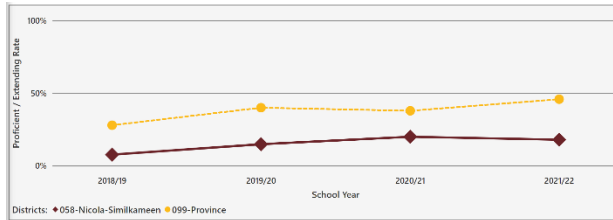


**Grade 7 FSA Numeracy (Children/Youth in Care)**

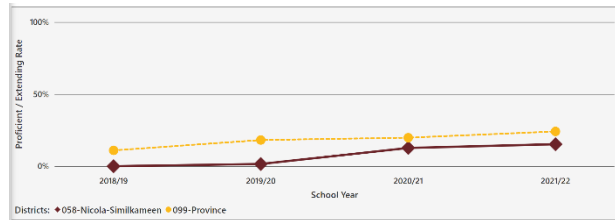


## Measure 2.2: Grade 10 Numeracy Expectations

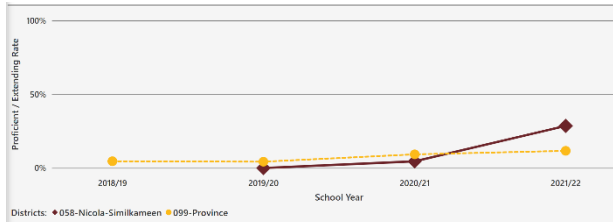
**Grade 10 Grad Assessment Numeracy (All Resident Students)**



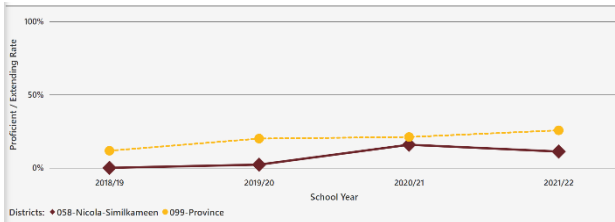
**Grade 10 Grad Assessment Numeracy (Indigenous Students)**



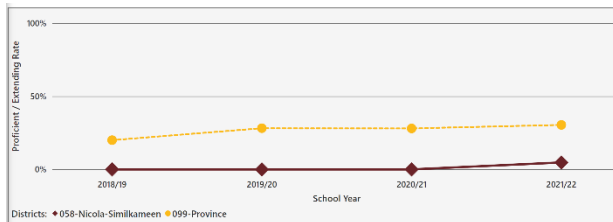
**Grade 10 Grad Assessment Numeracy (Indigenous Students on Reserve)**



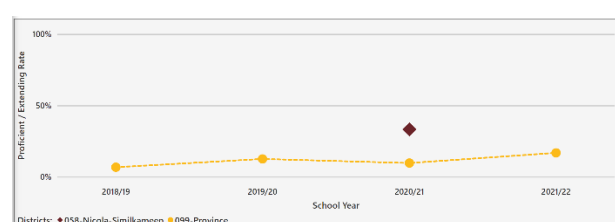
**Grade 10 Grad Assessment Numeracy (Indigenous Students off Reserve)**



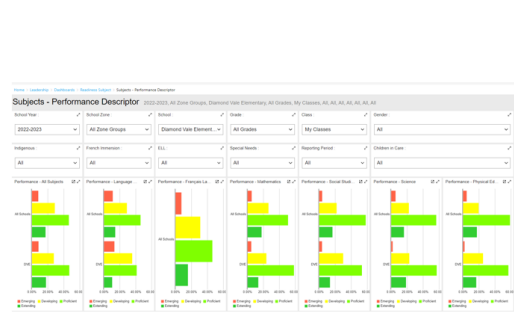
**Grade 10 Grad Assessment Numeracy (Students with Disabilities/Diverse Abilities)**



**Grade 10 Grad Assessment Numeracy (Children/Youth in Care)**



## Relevant Additional/Local Data and Evidence



EDPlan Insight<sup>™</sup> Student Details Total Records: 18

Student Name	Gender	School	Grade	School Year	Class	Teacher	Period	Subject	Score
F	DVE	03	2022-2023	MMA--03-002			Tri 1	NUM	EMG
F	DVE	03	2022-2023	MMA--03-002			Tri 2	NUM	EMG
F	DVE	03	2022-2023	MMA--03-002			Tri 3	NUM	EMG
F	DVE	02	2022-2023	MMA--02-001			Tri 3	NUM	EMG
F	DVE	01	2022-2023	MMA--01-001			Tri 1	NUM	EMG
M	DVE	01	2022-2023	MMA--01-001			Tri 1	NUM	EMG
M	DVE	03	2022-2023	MMA--03-002			Tri 1	NUM	EMG
M	DVE	03	2022-2023	MMA--03-002			Tri 2	NUM	EMG
F	DVE	01	2022-2023	MMA--01-001			Tri 1	NUM	EMG
F	DVE	03	2022-2023	MMA--03-001			Tri 1	NUM	EMG
F	DVE	03	2022-2023	MMA--03-001			Tri 2	NUM	EMG
F	DVE	03	2022-2023	MMA--03-001			Tri 3	NUM	EMG
F	DVE	01	2022-2023	MMA--01-001			Tri 1	NUM	EMG
F	DVE	03	2022-2023	MMA--03-002			Tri 1	NUM	EMG
F	DVE	03	2022-2023	MMA--03-002			Tri 2	NUM	EMG
F	DVE	03	2022-2023	MMA--03-002			Tri 1	NUM	EMG
F	DVE	03	2022-2023	MMA--03-002			Tri 2	NUM	EMG
F	DVE	03	2022-2023	MMA--03-002			Tri 3	NUM	EMG

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## Analysis and Interpretation: What Does this Mean?

*(Due to flooding the FSA 2021/2022 FSA could not be completed)*

Participation rates for grade 4 and 7 students in the area of numeracy have been relatively stable over the last three-year period. Grade 4 and 7 Numeracy rates have been consistently higher than the average Provincial rate. Indigenous Student rates also reflect this trend with the District being higher than the average Provincial rate for Indigenous Students. Rates for Students With Diverse Needs are lower within the District when compared to all students or other groups; however, the rates overall remain higher than the average Provincial rate.

Once again, the importance of high participation rates is emphasized by the District and supported by the Board of Education. With this being said, there is a consistent application of the process for excusing students when a hardship is identified at the school level.

### **FSA Numeracy Grade 4 and Grade 7**

Grade 4 Numeracy results for 2022/2023 indicated that 47% of students are 'On Track' or 'Extending'. Grade 7 Numeracy results for 2020/2021 indicated that 47% of students are 'On Track'. The three-year trend is somewhat difficult to analyze due to a relatively small cohort size; however, results are consistently below the Provincial average. Although a general analysis of student groups indicates that the within District gap between priority populations and all students is less than in literacy, there is a clear gap between the District and the Province. This is not the case for Students Living On-reserve. Student performance results are substantially higher than the province at the grade 7 level and slightly higher at the grade 4 level. Both results were too low, and improvement needs to take place.

### **Numeracy 10 Assessment**

128 writers completed the Numeracy 10 Assessment in the 2021-2022 school year, with 18% of students performing at the 'Proficient' level. Substantial gaps for the 2021-2022 data between Indigenous Students (15%); however, Students Living On-Reserve outperformed all students, with 29% of students showing proficiency. This was substantially higher than the Provincial rate of 12%. 5% of students with designations were proficient. All rates warrant further analysis and focus for improvement.

### **Student Learning Survey Results:**

- Gr. 3 & 4 - I feel I am getting better at math – 70%
- Gr. 7 – I continue to get better at math – 65%
- Gr. 10 – I continue to get better at math 55%
- Gr. 12 – I continue to get better at math 45%

Numeracy results are, and have been, consistently lower across all grade level and population groups when compared to the Provincial average.

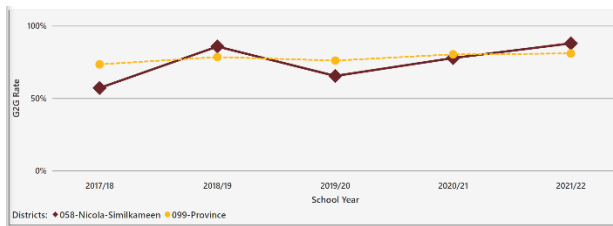
### **Local Assessments**

Two examples of local assessment are included: one is an overview of student readiness/performance in numeracy at the District level and the other is a snapshot of numeracy readiness/performance at the school level. The diagram includes the RTI tool that provides principals and teachers with a snapshot of students needing differentiated support.

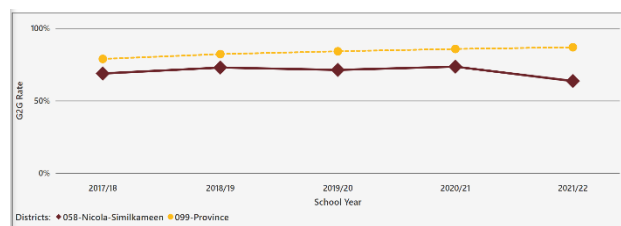
## Measure 2.3: Grade-to-Grade Transitions



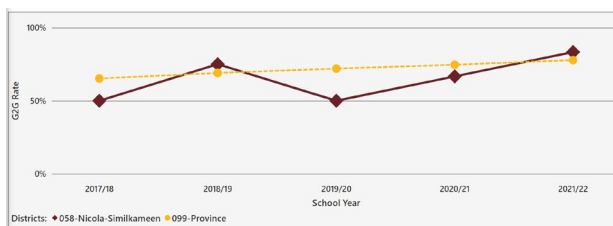
**Grade 11 to 12 Transition (Indigenous Students on Reserve)**



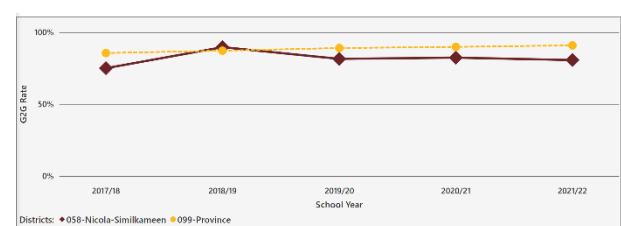
**Grade 11 to 12 Transition (Indigenous Students off Reserve)**



**Grade 11 to 12 Transition (Students with Disabilities/Diverse Abilities)**



**Grade 11 to 12 Transition (Children/Youth in Care)**



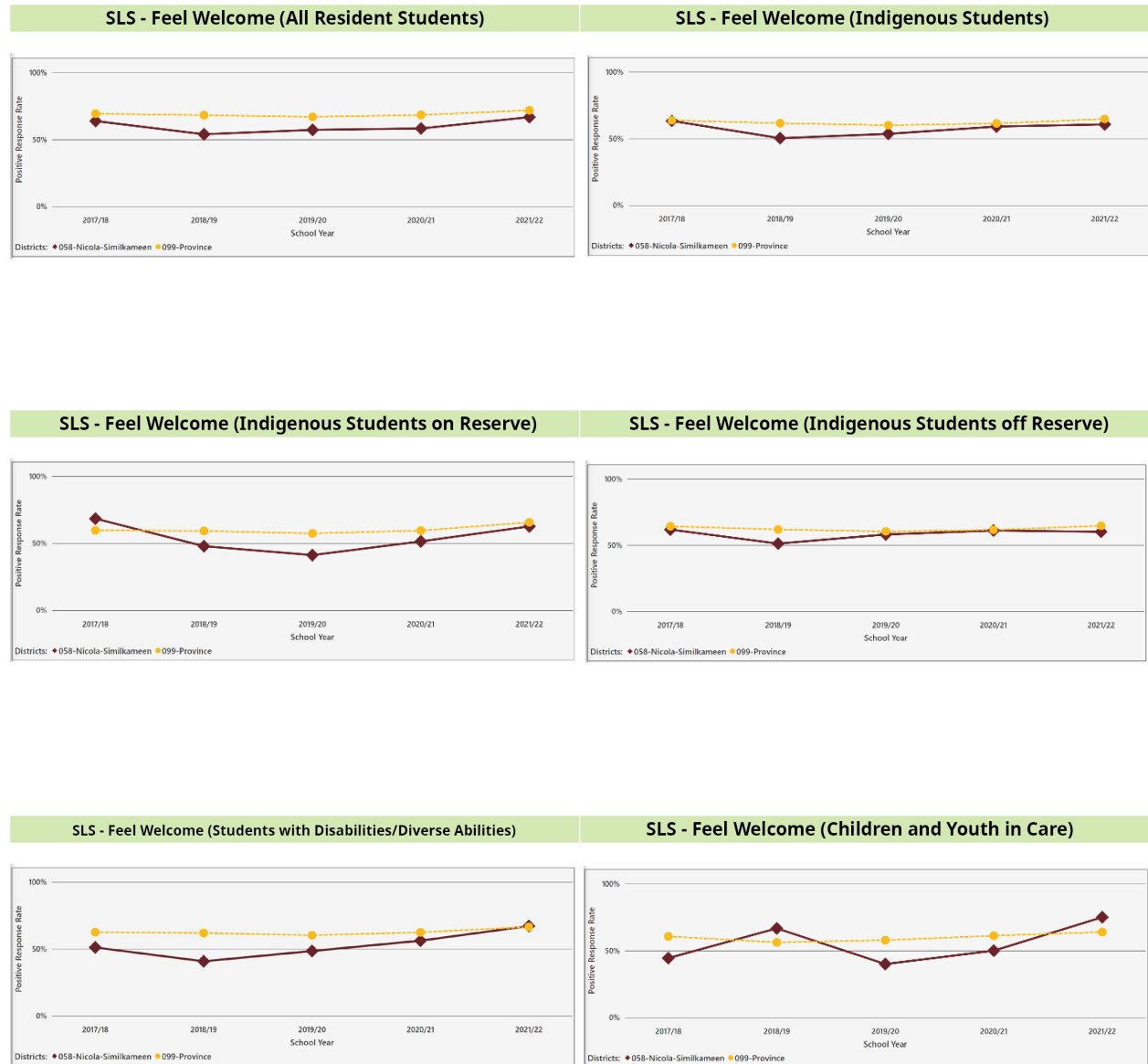
## Analysis and Interpretation: What Does this Mean?

Grade 10 to 11 transition rates were on par with the Provincial rate with the exception of students with designations, who transition at a substantially lower rate. This gap requires further analysis at the designation and individual student levels to understand further. Grade 11 to 12 transition rates, unlike the Provincial rates, were lower except for Students Living On-Reserve which was slightly higher than the Provincial average and higher than the All-Student rate. A review of the school rates indicates that students who are accessing online learning through the District's Provincial On Line school are transitioning at a much lower rate than in other district schools. A further review of our alternate school rates will also take place.

# Human and Social Development

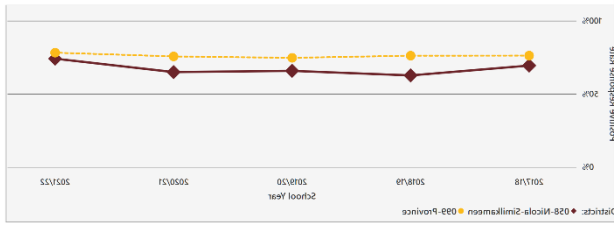
## Educational Outcome 3: Students Feel Welcome, Safe, and Connected

### Measure 3.1: Student Sense of Belonging

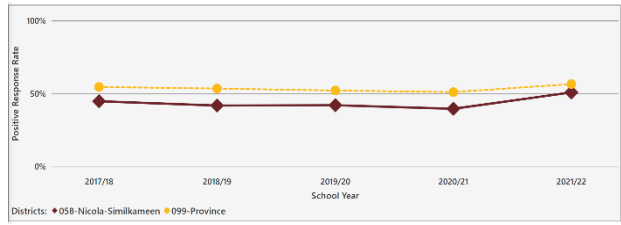




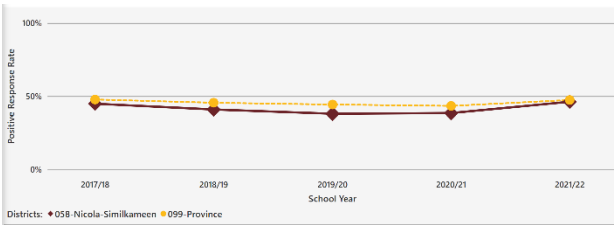
**SLS - Feel Safe (All Resident Students)**



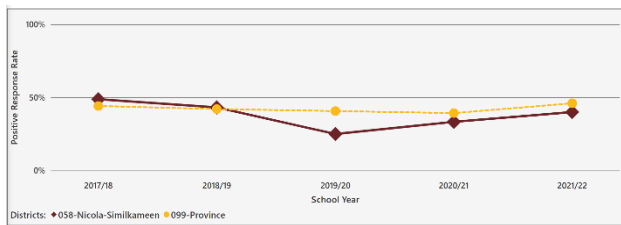
**SLS - School Belong (All Resident Students)**



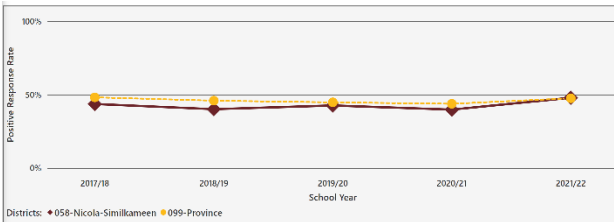
**SLS - School Belong (Indigenous Students)**



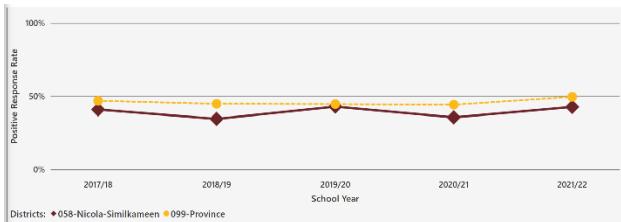
**SLS - School Belong (Indigenous Students on Reserve)**



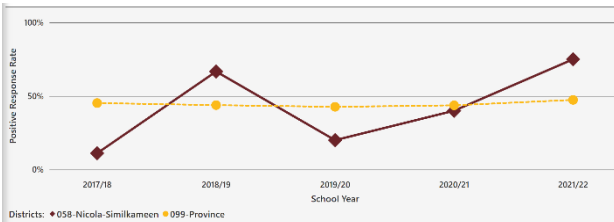
**SLS - School Belong (Indigenous Students off Reserve)**



**SLS - School Belong (Students with Disabilities/Diverse Abilities)**



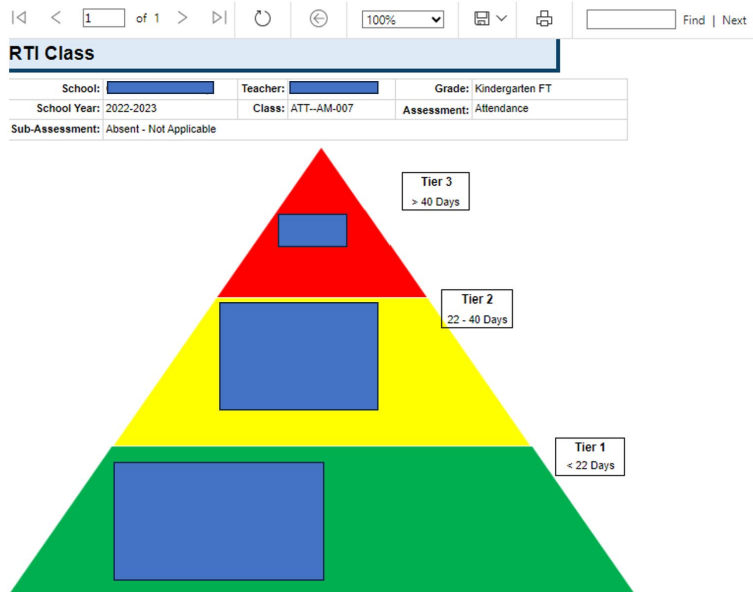
**SLS - School Belong (Children/Youth in Care)**



## Measure 3.2: Two or More Adults who Care About Them



## Relevant Additional/Local Data and Evidence



### Analysis and Interpretation: What Does this Mean?

With respect to the questions asked above, the District percentage of positive responses tends to be similar to the average responses provincially. Indigenous students generally have similar rates of positive responses when compared to all student responses, and in some cases have a higher percentage of positive responses. Of note and consideration is the fact that this is 2021-2022 data and that the wildfires and flooding would have impacted these results.

The local data example is a snapshot of attendance for a kindergarten classroom. This RTI model will be used across the District to identify at both the school and community levels when students may need support attending school. This support will be offered to both students and families.

Both Merritt and Princeton are communities that have provincially high rates of social, emotional, and economic vulnerability. The surrounding indigenous communities are similarly often faced with considerable challenges as well as with the impacts of intergenerational trauma and systemic barriers. Our data would support the premise of schools being reflections of the community at large: if students don't feel a sense of safety/stability/belonging at home or in the community, it may be harder for them to recognize and acknowledge that schools can be and are positive places. Similarly, due to the fires and floods, schools will need to understand that given the considerable stress and trauma that faces many of our students, we need to continue to provide compassionate and trauma-informed support to students of all ages. We need to ensure that all students have every opportunity to be welcomed, feel safe, and celebrated by adults and their peers. All adults need to ensure that assumptions are not being made about who are and who do not feel like they are a part of a caring and secure school community. The

adults need to be intentional both in support of individual students as well as for the school community at large.

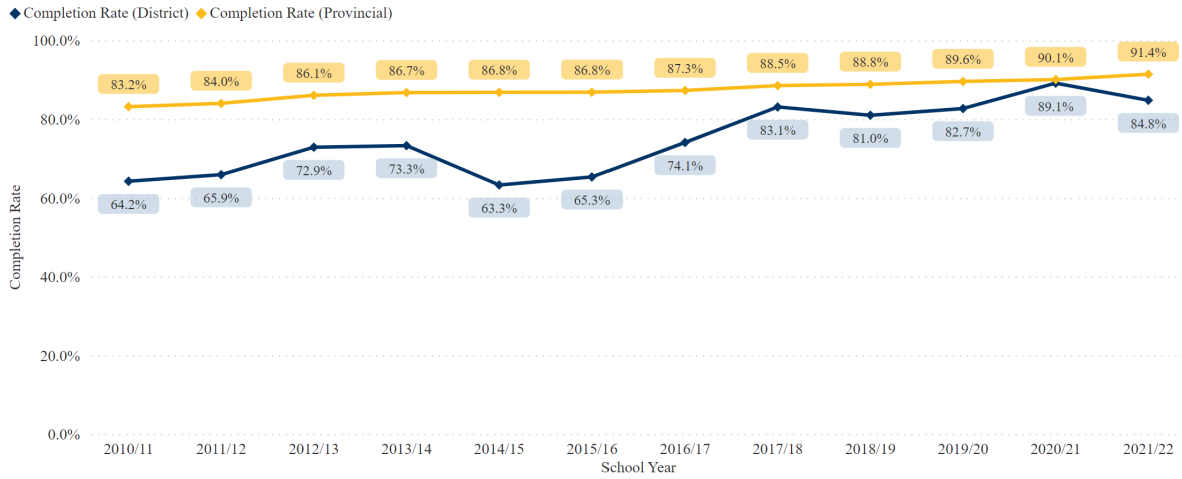
## Career Development

### Educational Outcome 4: Students will Graduate

#### Measure 4.1: Achieved Dogwood Within 5 Years



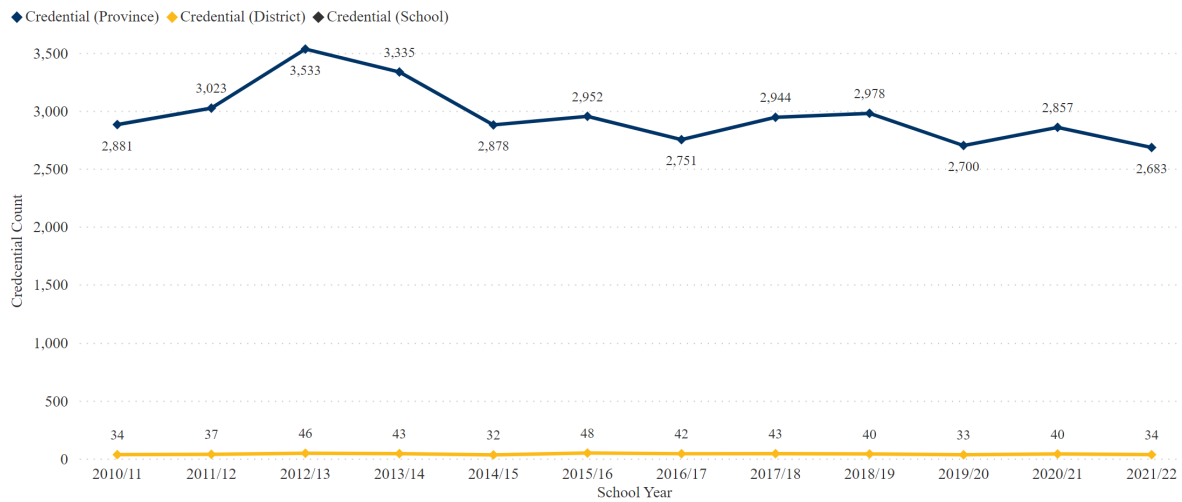
### 6 Year - Completion Rate



[Completion Rate Graph](#)
[Difference to Province](#)
[Student Data](#)
[District Data](#)
[Province Data](#)

Filters Applied :  
 School Years: 2010/11 - 2021/22, Completion Model: 6 Year, Residency: Resident

### Student Credentials Awarded for Province, 058 - Nicola-Similkameen, All Schools



[Credential Graph](#)
[Year over Year % Change](#)
[Student Data](#)
[School Data](#)
[District Data](#)
[Province Data](#)

Filters Applied :  
 School Years: 2010/11 - 2021/22, Credential Type: Adult Dogwood, Residency: Resident

## BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

The British Columbia Adult Graduation Diploma (BCAGD), also known as the "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation Program are not required to complete the Graduation Numeracy or Literacy Assessments. For more information, please visit the Graduation website: <https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program>

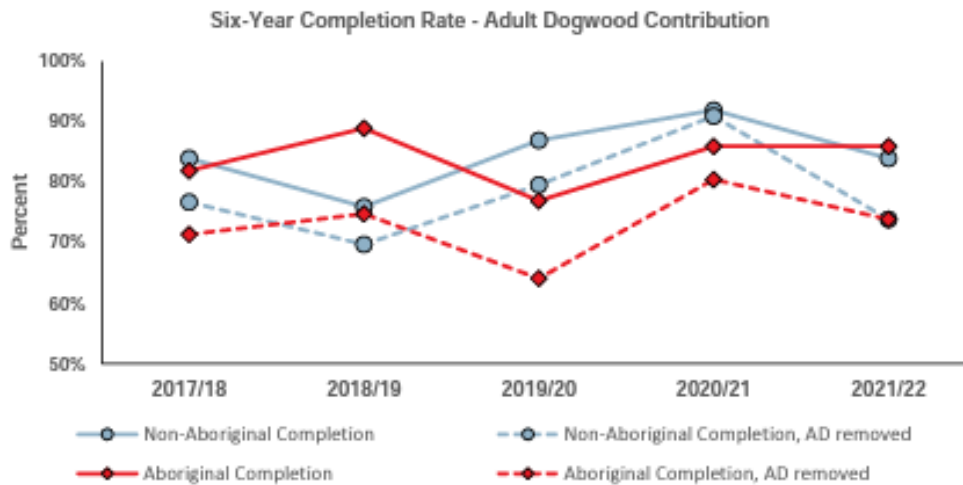
### NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

School Year	Aboriginal						Non-Aboriginal							
	Age: Under 19		Age: 19-20		Age: Over 20		Age: Under 19		Age: 19-20		Age: Over 20			
	#	%	#	%	#	%	#	%	#	%	#	%		
2017/18	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	16	57
2018/19	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	16	67
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	10	48
2020/21	Msk	Msk	-	-	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	15	56
2021/22	10	56	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	10	59

### SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

Adult Dogwood recipients are removed from the success count (numerator) only. They are kept in the denominator.

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
2017/18	82	-11	71	84	-7	77
2018/19	89	-14	75	76	-6	70
2019/20	77	-13	64	87	-7	80
2020/21	86	-5	81	92	-1	91
2021/22	86	-12	74	84	-10	74



058 - Nicola-Similkameen

	School Year	Six-Year Completion		Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate					
		Cohort Size	Rate	Total Gr 12	Graduates		Honours Graduates*		Total Gr 12	Graduates		Honours Graduates*	
					#	%	#	%		#	%	#	%
All Students	2017/18	185	83%	190	181	95%	39%	174	134	77%	30%		
	2018/19	201	81%	188	180	96%	35%	172	145	84%	40%		
	2019/20	209	83%	188	180	96%	44%	170	143	84%	41%		
	2020/21	174	89%	191	185	97%	44%	194	135	70%	36%		
	2021/22	203	85%	185	177	96%	48%	180	131	73%	42%		
Residents	2017/18	184	83%	189	180	95%	39%	174	134	77%	30%		
	2018/19	201	81%	186	178	96%	35%	172	145	84%	40%		
	2019/20	209	83%	186	179	96%	45%	170	143	84%	41%		
	2020/21	174	89%	190	185	97%	44%	194	135	70%	36%		
	2021/22	202	85%	185	177	96%	48%	179	131	73%	42%		
Male (Residents)	2017/18	98	82%	100	97	97%	33%	87	72	83%	31%		
	2018/19	105	83%	99	96	97%	33%	89	75	84%	30%		
	2019/20	111	83%	99	94	95%	34%	78	67	86%	37%		
	2020/21	81	82%	89	87	98%	38%	104	74	71%	28%		
	2021/22	114	83%	98	93	95%	36%	83	64	77%	39%		
Female (Residents)	2017/18	86	85%	89	83	93%	46%	87	62	71%	29%		
	2018/19	96	79%	87	82	94%	37%	83	70	84%	51%		
	2019/20	98	83%	87	85	98%	56%	92	76	83%	43%		
	2020/21	93	95%	101	98	97%	50%	90	61	68%	46%		
	2021/22	88	87%	87	84	97%	62%	96	67	70%	46%		
Indigenous (Residents)	2017/18	70	82%	76	74	97%	21%	68	54	79%	15%		
	2018/19	76	89%	78	74	95%	18%	66	56	85%	24%		
	2019/20	84	77%	68	64	94%	25%	81	66	81%	31%		
	2020/21	83	86%	76	76	100%	37%	72	53	74%	32%		
	2021/22	83	86%	72	67	93%	36%	85	62	73%	32%		
ELL (Residents)	2017/18	24	82%	20	19	95%	20%	19	12	63%	11%		
	2018/19	22	75%	23	21	91%	22%	21	17	81%	29%		
	2019/20	30	61%	23	20	87%	22%	31	24	77%	26%		
	2020/21	35	79%	29	29	100%	38%	18	12	67%	39%		
	2021/22	21	75%	17	16	94%	41%	25	21	84%	28%		
Diverse Needs (Residents)	2017/18	24	82%	20	19	95%	20%	19	12	63%	11%		
	2018/19	22	75%	23	21	91%	22%	21	17	81%	29%		
	2019/20	30	61%	23	20	87%	22%	31	24	77%	26%		
	2020/21	35	79%	29	29	100%	38%	18	12	67%	39%		
	2021/22	21	75%	17	16	94%	41%	25	21	84%	28%		

**Six-Year Completion Rate:** The proportion of students who graduate, with a B.C. Certificate of Graduation or B.C. Adult Graduation Diploma, within six years from the first time they enroll in Grade 8, adjusted for migration in and out of B.C. The data are only available at district and province level.

**Eligible Grade 12 Graduation Rate:** The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Students are eligible to graduate if they have enrolled in sufficient courses to meet the requirements to graduate during that school year.

**First-Time Grade 12 Graduation Rate:** Number of students recorded as being in Grade 12 for the first time in September who then graduate in that same school year.

The data indicates that the Nicola-Similkameen's First-Time Grade 12 Graduation Rate has increased over the previous five years. This includes Indigenous Students, Students Living On-reserve, and Students Living Off-reserve. Results for the Students With Diverse Abilities varies widely due to having a small cohort group. The six-year completion rate has also increased over the last five-years; however, it is clear that the equity gap in the District between non-Indigenous students and Indigenous students remains within the 5-year completion rate and continues to need attention. The overall student rates have been typically lower than the Provincial average; and this year we did see a drop in the Students Living On-Reserve rate however, we are pleased to report that the Indigenous student 5-year completion and the Students Living On-Reserve rates remain above.

Improving graduation rates, and specifically the six-year completion rate, has been a top priority of the Nicola-Similkameen District for the past seven years. It was very apparent that the six-year completion rate for all students was unacceptable, and as a result several improvement strategies at the secondary level were put in place.

The 2021-2022 rate for Students With Diverse Abilities was 71%. This was higher than the Provincial rate of 65% and the highest district rate in the last 5 years. In terms of Students With Diverse Abilities' graduation rates, the small cohort groups do have an impact on a year-to-year basis; however, it is the goal of the district to maintain the recent improvement for all students and to address any gaps experienced by these students.

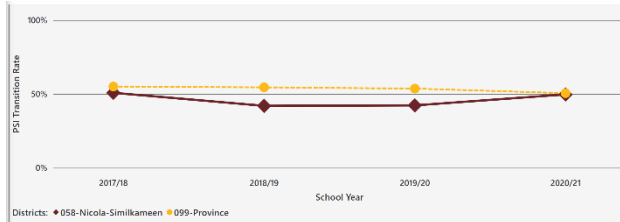
The district has included additional data from the How Are We Doing Report specific to the number of Adult Dogwoods received on a yearly basis because this is an important area of focus. The district is reviewing this data in relation to all priority learner groups and is monitoring the application of the Adult Dogwood when completing Diploma Verification Reviews and individual student reviews. Specific data for groups of students is masked due to the small cohort groups and number of recipients.



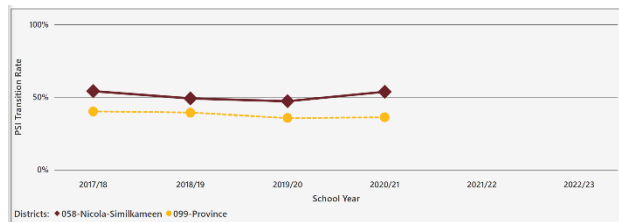
# Educational Outcome 5: Life and Career Core Competencies

## Measure 5.1: Transitioning to Post-Secondary

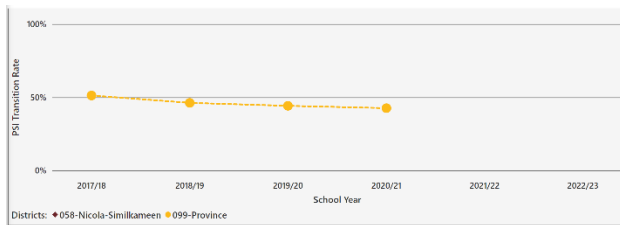
**Post Secondary Transition - Immediate (All Resident Students)**



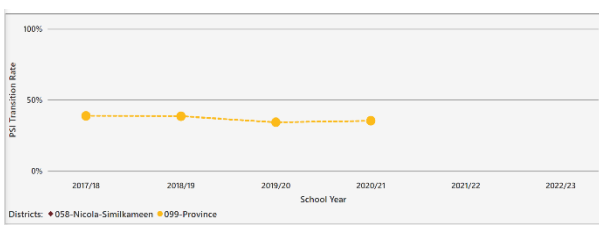
**Post Secondary Transition - Immediate (Indigenous Students)**



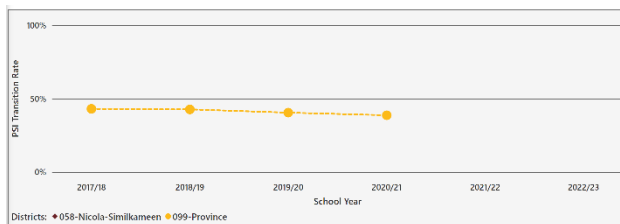
**Post Secondary Transition - Immediate (Indigenous Students on Reserve)**



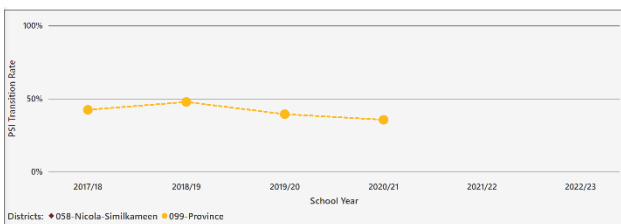
**Post Secondary Transition - Immediate (Indigenous Students off Reserve)**



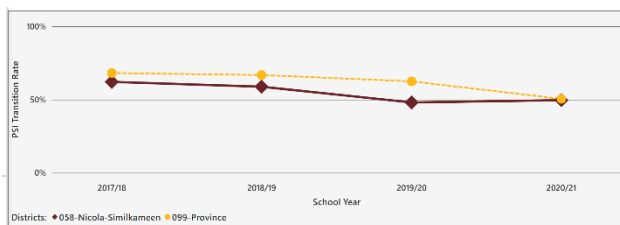
**Post Secondary Transition - Immediate (Students with Disabilities/Diverse Abilities)**



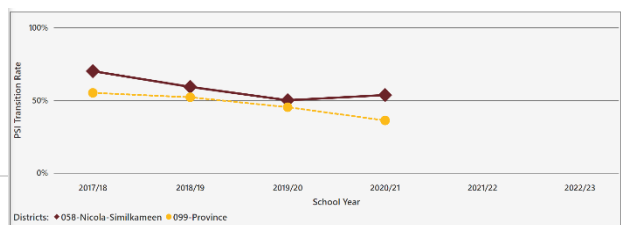
**Post Secondary Transition - Immediate (Children/Youth in Care)**



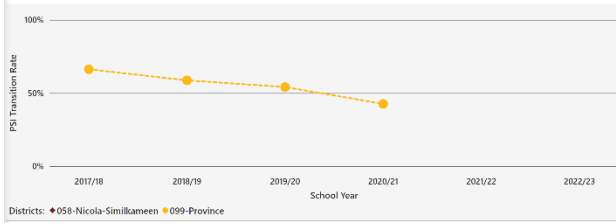
**Post Secondary Transition - 3-Year (All Resident Students)**



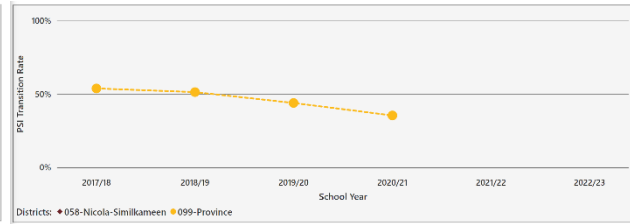
**Post Secondary Transition - 3-Year (Indigenous Students)**



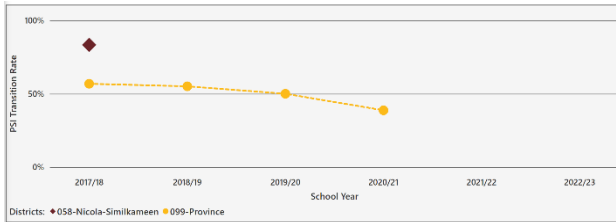
Post Secondary Transition - 3-Year (Indigenous Students on Reserve)



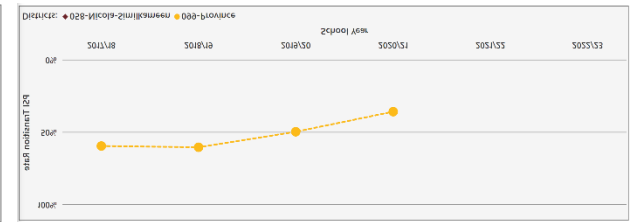
Post Secondary Transition - 3-Year (Indigenous Students off Reserve)



Post Secondary Transition - 3-Year (Students with Disabilities/Diverse Abilities)

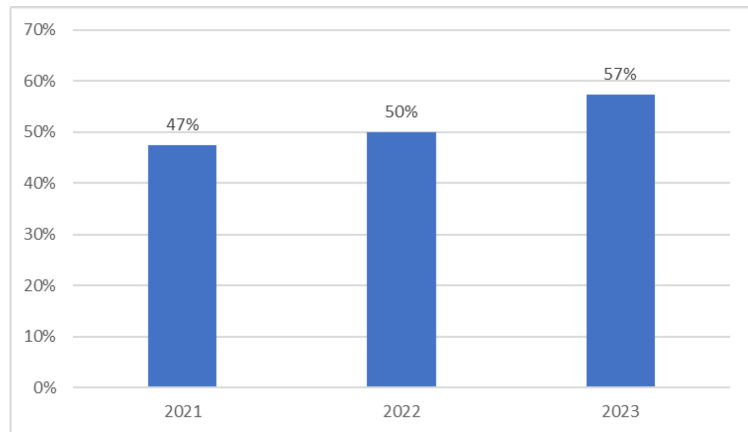


Post Secondary Transition - 3-Year (Children/Youth in Care)

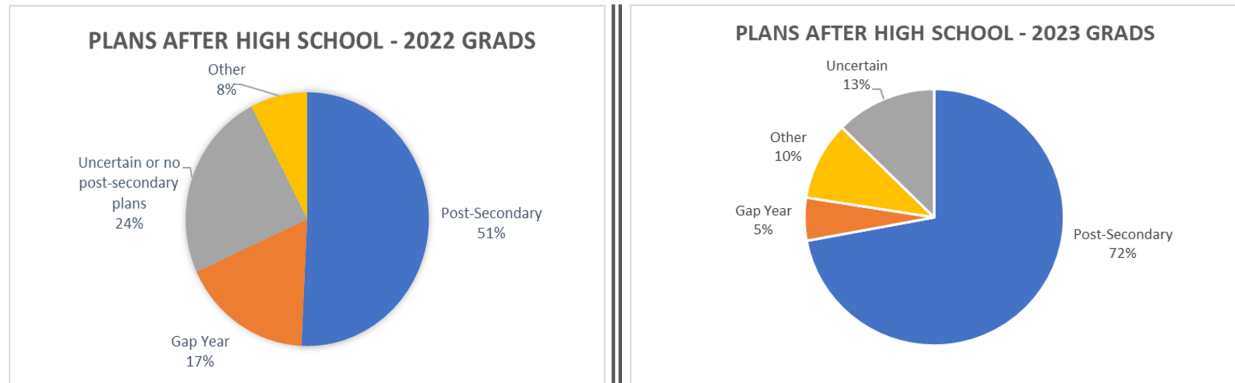


Relevant Additional/Local Data and Evidence

Comparison of SD58 Post-Secondary plans by Grad year



# Comparison of 2022 and 2023



## Analysis and Interpretation: What Does this Mean?

Post-Secondary Institute Immediate Transition Rates for the 2020-2022 school year for all students was at 50%, which is an increase from the previous year. This is on par with the provincial average. The Indigenous Student transition rate is higher than the District All Student rate as well as the Provincial Indigenous Student rate by approximately 4%. The Post-Secondary Institute 3 Year Transition Rate is also higher for All Students and Indigenous Students. The Indigenous student rate is 54% and surpasses the Provincial rate by approximately 18%. A complete analysis of the data remains somewhat challenging; however, it is a goal of the District to continue to examine the postsecondary transition rates more effectively with the goal of having all rates at or above the Provincial average.

Included above is data generated by the Nicola-Similkameen / NVIT Transition Team. The student responses for the 2022 school year indicated that 51% of students planned to attend post-secondary. We are pleased to report that in 2023, 57% of students plan to attend post-secondary.

As noted last year, post-secondary transition rates similar to completion rates were identified as a concern within the District approximately five years ago. Alongside the focus and strategies to improve graduation and six-year completions rates, was a commitment to implementing strategies to improve the post-secondary transition rate.

## Section B: Moving Forward

### Planning and Adjusting for Continuous Improvement

#### Current Strategic Plan Priorities

The dreams, goals, objectives, and actions items were developed during a very challenging time; however, the district is very grateful to the over 450 voices that contributed to the appreciative inquiry process and is proud that both the committee and stakeholders have reported feeling proud, optimistic, and energized by the final plan. The following summarizes the vision, goals, and objectives:

**Success for ALL Learners ~ Today and Tomorrow**

We recognize that we learn, teach and work on the ancestral, traditional and unceded territories of the Nl̓eʔkepm̓x and Syilx people and we acknowledge our Metis communities and their contributions to the Aboriginal ways of being, knowing and doing in Canada.

**GOAL 1- MEANING/PURPOSE**  
*Engage our learning community through a common understanding and commitment to the purpose and pursuit of student success.*

- Students will personalize their learning in ways that meet their unique strengths, needs and interests.
- Students will continuously improve their literacy and numeracy skills as they develop the skills and competencies for future success.
- The District will communicate the data, partner input and research used in guiding district vision and direction with students, families, staff and communities.
- Families, staff and community will have an understanding of the roles and responsibilities of those supporting students in the District.
- Students, staff and families will be aware of the purpose and meaning of assessment and data collection within the District.

**GOAL 2 – APPRECIATION/RESPECT**  
*Create a culture of care built on respect and appreciation.*

- Students, families, staff and community will have high degrees of engagement in their learning and school activities.
- Students and staff will report feeling physical and emotionally safe in schools and community.
- The District will demonstrate a strong organizational culture focused on continuous collaborative professional learning and improvement.
- Students, families and community will have high levels of trust and report feeling safe in both daily and ongoing communication.
- Students families and community will confirm that their values and traditions are both reflected and valued within the District.

**GOAL 3 – CONNECTION**  
*Build capacity by connecting students, families, staff and the greater community to learning.*

- Students, families, staff and community will report open and respectful communication.
- Indigenous pedagogy, including place-based learning, will continue to be supported, developed and implemented across the District.
- The District will develop and maintain a streamlined and comprehensive educational / support process for student and staff mental wellness.
- Students and families will confirm that they feel welcome and supported in their schools.
- The District will maintain existing and establish new partnerships with institutions, organizations or agencies that provide valuable, mean-

**Our Guiding Principles**

- Innovation and promising educational practices.
- The important role families have in their children's education.
- The heritage and culture of indigenous people and the recognition of the traditional territories of the Nl̓eʔkepm̓x and Syilx peoples.
- The pursuit of excellence, personal best and citizenship.
- The well-being of student, families, staff and the community.
- Relationships built on trust and mutual respect.
- Inclusion, equity, dignity and diversity.

The Strategic Plan infographic and [video](#) outlines the process that the Strategic Plan Committee completed in June of 2021.



## Celebrating our Successes for the Past Year

### District Successes

During the 2022 and external review team visited the District as part of the Framework for Enhancing Student Learning Cooperate Program and the following strengths were identified:

#### Data and Evidence

**Strength:** SD 58 draws from a variety of data in robust and detailed ways at the student level in order to inform their focus, responses, and planning. The use of student achievement data, learning survey data, report card data, attendance data etc. creates a compelling and holistic story of learning for each learner and specific cohorts that are otherwise at risk of being overlooked within a school system.

**Strength:** The depth to which staff seeks out and learns the stories of learners and their families from K – 12, and especially at crucial transition points (Grade 3 and senior secondary) furthers equity. This rigorous seeking and interpretation of data is evident in a variety of structural routines (such as the DVR and CSM transition check-in calendar, and other protocols). SD 58 places students at the center of all conversations around data. In addition to beginning data informed conversations with relationships, they include diverse stakeholders and rightsholders—diverse adults connected to the journey of specific children—at the table. This recognition of community is a deep strength and offers a non-hierarchical and coordinated approach to this work.

## Strategic Engagement

**Strength:** Response from the entire school community (including partners like NVIT) was reflective of the core values in the strategic plan including purpose, respect, and connection. Continuous communication was a key factor in success around this. Major flexibility in the use of space and supported by staff and community at all levels. Facility change was complicated by pandemic factors.

**Strength:** There is a strong focus on relationships with Indigenous communities and recognition that community connections that extend beyond classrooms are an integral part of the SD 58 identity. Equity is at the forefront of SD 58's thinking with meaningful involvement of the First Nations and Metis community. SD 58 acknowledges the individual learner and their lives beyond the school experience.

## Alignment

**Strength:** There is a commitment to aligning across all functional areas of the district (Finance, Operations, H/R, and Education). This includes alignment of district planning documents:

- Enhancement Agreements
- Mental Health Plans
- Communication Plans
- Operational plans

**Strength:** The district aligns their strategic plan to the local context. Conversations go back to their values. (Actions align with their core values.)

A final strength to note for this report is the determined work that is being completed in Indigenous education. A commitment to equity and a focus on reconciliation continues to move the district forward in the important areas of embedding local First Nation Principles of Learning, culture, language, technology, and traditional ways of knowing and being into the day-to-day school experiences of students. Culture camps, language classes, First Nations Support workers, elder connections, MMIWG committee work, Ed Coordinator collaboration, and welcome dinners, just to name a few strategies, all speak to the commitment that the district has to improving the experiences of indigenous students and families.

## Existing and/or Emerging Areas for Growth

### Literacy

Over the past several years, the Nicola-Similkameen district has invested heavily in literacy support at Kindergarten, Gr.1 and Gr. 2 levels. Literacy 2021 is a District wide research-based initiative lead by Dr. Janet Mort and continues to have a positive impact on our youngest students as well as our staff. The lessons learned and the associated implemented strategies are now being moved into our late primary and intermediate years across the district. To support this work District Based Collaborative Support reviews have begun at the elementary level. These class reviews will continue to support an RTI approach to literacy beyond the primary years. This work, along with a focus on updating our district wide assessment plan and the implementation of Fountas and Pinell at the intermediate level, will help

inform instruction and support student learning, The Grade 10 and 12 Literacy Assessment results remain a concern to the district and require further review and response. Due to operational restraints, the district was unable to strike up a Secondary Literacy Assessment Committee to review the data further and to suggest strategies for improvement. This work will take place during the 2023-2024 school year.

## **Numeracy**

Numeracy is an area of concern for the district and will be a priority for the 2023-2024 school year and beyond. The district will continue to work with the Numeracy Assessment Committee to analyze the results and develop/implement improvement strategies going forward. Professional learning will be offered to support teachers and a review of current resources and provision of district wide resources will take place at the elementary level. It is the district's goal to hire a Numeracy Lead Teacher for the 2023-2024 school year to help develop improvement strategies and support teachers.

## **Grade to Grade Transitions**

The data indicates that further strategies and support are needed to improve successful grade to grade transitions for our online learners and learners attending alternate programs. A recent physical move of our online learning school will include greater opportunities for blended online and face-to-face support. This increased support will be part of a greater plan developed alongside our Aboriginal Advisory Council to support Indigenous online learners.

Transition rates in the district alternate programs will be addressed through increasing our collaboration with community agencies, greater communication with Aboriginal Advisory Committee Education Representatives, and the continued collaboration with the Take a Hike program.

## **Human and Social Development**

A key component to addressing the data outlined in the report and the 2022-2023 results is a continued focus on implementing the District Mental Health plan. Operational restraints have inhibited some of the work; however, the following examples of priorities have been identified for the 2023-2024 school year:

- A continued focus on supporting Truth and Reconciliation activities.
- Implementing the District Anti-Racism Plan.
- Using an RTI lens, looking at specific schools to determine if there are site specific needs that need to be addressed and meet with school teams to discuss results. Meet with Social Emotional Learning Team and admin team to plan levelled interventions/supports based on data review and qualitative discussions; have this planning continue to be a part of informing the District Mental Health Plan.
- Be strategic in ensuring that every student has access to positive mental health support and mental health literacy teaching, and similarly to involve staff and families in this learning.
- Our Alternate Programs will continue to focus on the youth they serve using trauma informed, culturally appropriate and place-based pedagogies. Our partnership with Take a Hike will help to

build a community of professional learning and mental health support for youth that will have benefits far across the district and in community.

- Continue to offer diverse extracurricular activities to increase engagement and lifelong learning opportunities and reduce barriers to accessing these opportunities.
- The Feeding Futures Grant will be used to strategically address needs as identified by stakeholder partners.

### ***Career Development***

As stated in previous reports as well as in this report, the District sees the upward trend in completion rates as a positive; however, there is substantial room for continued improvement. Unlike the six-year completion rate, the five-year rate shows a greater gap between the District and Provincial results. The 2021-2022 rate of 71% for all learners is substantially lower than the 2019/20120 District rate of 84%. The five-year completion rate for Indigenous Students and Students Living On-reserve continues to be higher than the Provincial rate; however, there was a decline in the 2021-2022 year and also much room for improvement.

The five-year data and the gap between All Students and other priority students warrants a relentless focus on the strategies that have supported the positive trend line as well as new strategies targeted at priority students. As noted, the most important strategies to date include the development of class profiles across the District culminates in regular Diploma Verification Review meetings at the grade 11 and 12 levels. These processes supported the important focus that needs to be on students throughout their graduation years. This increased level of understanding of each student has provided secondary teams with the information they need to quickly and successfully intervene when a student is experiencing barriers along their graduation path.

To help enhance these supports the District will maintain Credit Recovery Teachers and hire a Student Engagement Facilitator to support students struggling with attendance. These supports, combined with an increased focus on collaboration with agencies and our AAC and LEA reps, will be priorities for the 2023-2024 school year.

### **Life and Career Competencies**

As the data indicates, we are confident that we are continuing to see improvements in the student transition rate to post-secondary opportunities. The District continues to support the partnership with the Nicola-Valley Institute of Technology (NVIT) in order to maintain and expand on the post-secondary transition supports listed below:

- Academic counseling
- Application completion support
- Mentoring
- Post-secondary transition workshops
- First year post-secondary support

A goal for the 2023-2024 school year will be increased support for Princeton Secondary School. To help support this, NVIT will be working directly with the new Career-Life Education / Career-Life Connections



teacher. Increasing transition rates for both Indigenous and Students With Diverse Abilities will also be a high priority

During the 2022 and external review team visited the District as part of the Framework for Enhancing Student Learning Cooperate Program and the following considerations were identified:

**Response to Data:**

**Consideration:** An area for further consideration could be the teachers' experience. Given the focus on numeracy going forward, gathering data around what learning teachers might need could be supportive of future work and decisions (such as an appropriate assessment for numeracy) around where to align resources and in making progress visible as SD 58 works to improve student achievement in this area.

**Consideration:** Given the focus on attendance data and the rich ways in which SD 58 can use technology to interpret and present this data, it might be helpful to include this data set in the strategic plan. There is already work underway in responding to attendance data—making this relational and culturally responsive approach visible in the plan may help it move deeper into other areas of the district with a variety of student groups.

**Strategic Engagement**

**Consideration:** How is engagement/information included in the continuous improvement cycle?

**Consideration:** Considers, addresses, and is responsive to local and cultural contexts; Is communicated using clear, plain, jargon-free language; Utilizes multiple communication platforms to encourage engagement and increase accessibility; and plans to assess the effectiveness of the engagement process (*Framework Descriptive Statement*).

**Alignment:**



**Consideration:** An area for consideration might be to specifically articulate how the district is resourcing their strategic initiatives and interventions. The work done on the AAC budget to tie expenditures back to the strategic plan can be used as a model or template for other areas.

**Consideration:** The district has identified policy as a new consideration claim. A policy audit is currently underway and will support the Strategic Planning and Continuous Improvement Planning processes. The audit will consist of the follow action items:

1. Review of all bylaws, policies, and regulations
2. Board presentations and working sessions
3. Renovations bylaws and policies
4. Development of new policy

## Strategic Engagement

Several priorities are key to improving the level of strategic engagement. This includes a continued focus on increasing the level of agency of the Aboriginal Advisory Council and operationalizing the Local Education Agreement. The following table outlines the 2023-2024 Schedule for this work.

 <b>School District No. 58 (Nicola-Similkameen)</b> LEA – AAC – EA Meeting Schedule <b>2023 - 2024</b> 	
September 19, 2023	<ul style="list-style-type: none"> <li>Local Education Agreement (LEA) 2:00 pm – Nominal Roll</li> </ul>
September 26, 2023	<ul style="list-style-type: none"> <li>Local Education Agreement (LEA) 10:00 am to 11:30 am</li> </ul>
October 10, 2023	<ul style="list-style-type: none"> <li>Enhancement Agreement (EA) – Equity Scan 10:30 am to 12:00 pm</li> </ul>
October 24, 2023	<ul style="list-style-type: none"> <li>Aboriginal Advisory Council Meeting (AAC) 1:00 pm to 3:00 pm</li> </ul>
November 28, 2023	<ul style="list-style-type: none"> <li>Local Education Agreement (LEA) 9:30 am to 10:30 am</li> <li>Enhancement Agreement (EA) – Equity Scan 10:30 am to 12:00 pm</li> </ul>
January 30, 2024	<ul style="list-style-type: none"> <li>Aboriginal Advisory Council Meeting (AAC) 1:00 pm to 3:00 pm</li> </ul>
March 12, 2024	<ul style="list-style-type: none"> <li>Local Education Agreement (LEA) 9:30 am to 10:30 am</li> <li>Enhancement Agreement (EA) – Equity Scan 10:30 am to 12:00 pm</li> </ul>
April 9, 2024	<ul style="list-style-type: none"> <li>Aboriginal Advisory Council Meeting (AAC) 1:00 pm to 3:00 pm</li> </ul>
June 4, 2024	<ul style="list-style-type: none"> <li>Enhancement Agreement (EA) – Equity Scan 9:00 am to 10:30 am</li> <li>Aboriginal Advisory Council Meeting (AAC) 10:30 am to 12:30 pm</li> </ul>
July 2, 2024	<ul style="list-style-type: none"> <li>Local Education Agreement (LEA) 9:30 am to 10:30 am</li> </ul>

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A second priority includes increasing the level of Board Engagement. This will be accomplished through the following committee work:

The following committee dates have been set for the 2023-2024 school year:

<b>Committee</b>	<b>Date</b>	<b>Location / Medium</b>
Policy Committee	Oct 24 <sup>th</sup> ,	Virtual / TEAMS Mtg
Education Committee	Oct 25 <sup>th</sup> , Jan 24 <sup>th</sup> , Apr 24 <sup>th</sup>	Virtual / TEAMS Mtg
Accessibility Committee	Sep 27 <sup>th</sup>	Merritt Board Office / TEAMS
Equity in Action Committee	Sep 19 <sup>th</sup> , Feb	Merritt Board Office
Aboriginal Advisory Committee	Oct 24 <sup>th</sup> , Jan 30 <sup>th</sup> , April 9 <sup>th</sup>	Merritt Board Office
Local Education Agreement Committee	Sep 19 <sup>th</sup> , Sep 26 <sup>th</sup> , Nov 28 <sup>th</sup> , Mar 12 <sup>th</sup> , July 2 <sup>nd</sup> ,	Merritt Board Office
SEY2KT Committee Merritt	Oct – TBD	TBD
SEY2KT Committee Princeton	Oct – TBD	TBD
Budget Consultation	Apr 9 <sup>th</sup> (AAC), April 11 <sup>th</sup> (Princeton), April 12 <sup>th</sup> , Merritt	TBD
French Advisory Committee	TBD	Collettsville Elementary School

A third priority will be increasing the number of opportunities for student voice. This will include opportunities at the District and school levels and will include a focus on equity by including representation of priority populations.

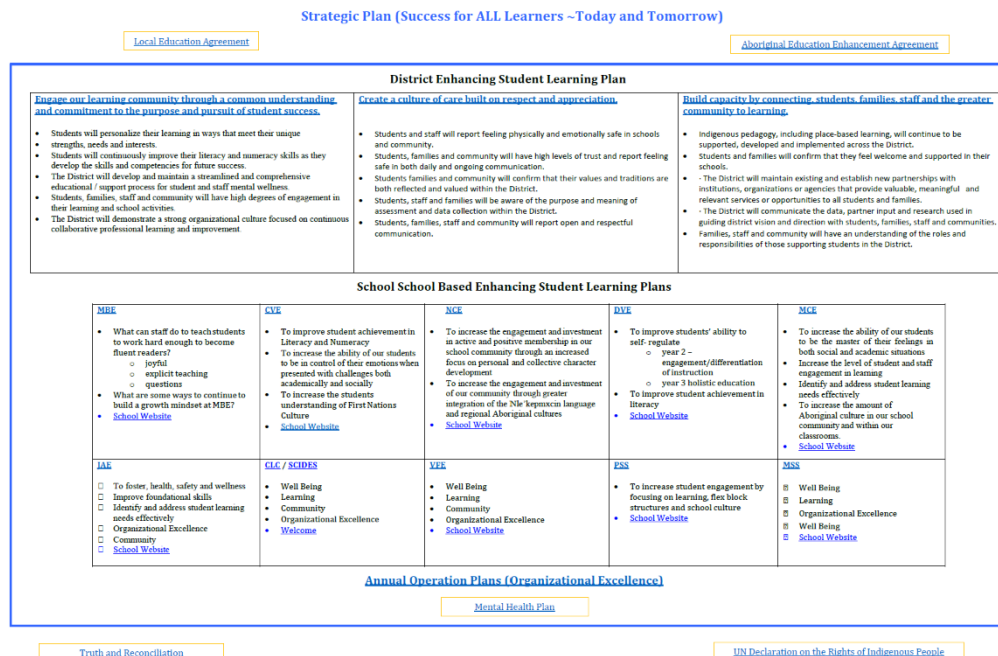
### Adjustment and Adaptations: Next Steps

During 2022 an External Review Team visited the District as part of the Framework for Enhancing Student Learning Cooperate Program and the following considerations were identified by the District. These adjustments and next steps will include collaboration with partners and stakeholders including our Aboriginal Advisory Council and Local Education Agreement Committee. Areas of note include the following:

- Activate a District Numeracy Committee, with a focus on teacher participation for the purpose of improving student results in the area of numeracy.
- Further develop and activate a Theory of Change with the Equity in Action Committee
- Update the Strategic Plan/District Enhancing Student Learning Plan to include a focus on attendance. This would include data, related objectives, and actions to support improvement in this area.
- Develop and communicate an Engagement Plan that supports the continuous improvement cycle (in addition to the current Communication Plan being developed).
- Budget development that clearly aligns, supports, and communicates the allocation of funding to both the Strategic Plan and key strategies and structures that support the continuous improvement process.
- Completion of the current Policy Audit.

## Alignment for Successful Implementation

As stated in previous reports, Nicola-Similkameen has a strong connection to the development of the Enhancing Student Learning Framework. Below you will continue to see that the District Enhancing Learning plan aligns with the June 2021 Strategic Plan as this document gets updated regularly. This includes updated Enhancing Learning Plans for each of the schools across the District. The District is planning to return to the annual Enhancing Student Learning Café in April of 2024 and looks forward to showcasing the plans and work completed at both the school and District levels. The linked [diagram](#) illustrates the District’s planning process and the ongoing alignment of the planning documents. Additions for the 2023-2024 update will include a Human Resource Plan (completed), an Anti-Racism Plan (in progress), a Technology Plan (in progress), and a 3-year Financial Plan.



## Conclusion / Summary

### Strengths and Considerations identified by the External Peer Review Team

The use of student achievement data in order to understand the story of learning for each learner and specific cohorts that are otherwise at risk of being overlooked within a school system.

The depth to which leadership and staff seeks out and learns the stories of learners and their families from K – 12, and especially at crucial transition points (Grade 3 and senior secondary) to further equity.

There is a strong focus on relationships with Indigenous communities and recognition that community connections that extend beyond classrooms are an integral part of the SD 58 identity

There is a commitment to aligning across all functional areas of the district (Finance, Operations, H/R, and Education). This includes alignment of district planning documents.

A commitment to equity and a focus on reconciliation continues to move the district forward in the important areas of embedding local First Nation Principles of Learning, culture, language, technology, and traditional ways of knowing and being into the day-to-day school experiences of students.

### **Existing and Emerging Areas of Need and Growth identified by the External Review Team**

An area for further consideration could be the teachers' experience. Given the focus on numeracy going forward, gathering data around what learning teachers might need could determine future work and decisions such as an appropriate assessment for numeracy as well as where to align resources in order to make progress visible as SD 58 works to improve student achievement in this area.

Given the focus on attendance data and the rich ways in which SD 58 can use technology to interpret and present this data, it may be helpful to include this data set in the strategic plan. There is already work underway in responding to attendance data—making this relational and culturally responsive approach visible in the plan may help it move deeper into other areas of the district with a variety of student groups.

Utilize multiple communication platforms to encourage engagement and increase accessibility; and plan to assess the effectiveness of the engagement process.

A policy audit is currently underway and will support the Strategic Planning and Continuous Improvement Planning processes.

Identify how engagement/information is included in the continuous improvement cycle?

### **Examples of Ongoing Areas of Focus**

- Increasing agency for the Aboriginal Advisory Committee and Local Education Agreement Committee.
- Support for strategies and structures that improve Numeracy results and increased equity.
- Continued support for primary and intermediate literacy interventions.
- Implement and support Truth and Reconciliation Call to Action and Anti-Racism strategies/
- Continued support of the use of data to inform instruction and interventions.
- Meaningful expansion of Collaborative Support Meetings and Class Profile Meetings.
- Implementing and supporting mental health plans across the District.
- Examination of graduation credentials including the application of the Adult Dogwood and the Evergreen Certificate.
- Authentic and consistent implementation of the Equity in Action Theory of Change.
- Implementation of Early Learning and Day Care initiatives
- A review of the French Immersion Program and how to strengthen it.
- Continue to find innovative ways to engage and collaborate during times of challenging staffing