

Nicola-Similkameen

SD No. 58



Enhancing Student Learning Report

September 2024

In Review of Year Four of "Our Strategic Plan: SD 58" 2021-2026



Approved by Board on September 27, 2024

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Introduction: District Context

The Nicola-Similkameen District is found in the traditional, unceded territories of the Nle?kepmx and Sylix people and we acknowledge our Metis communities and their contributions to the Indigenous 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 45% of our students attending our brick-and-mortar schools declare Indigenous ancestry. Of these 155 are self-declared Metis ancestries and 225 are First Nations Living On-Reserve. We are proud to have strong relationships with the six local First Nations communities (Coldwater, Nooaitch, Lower Nicola, Shackan, Upper Nicola, and Upper Similkameen) and the Metis (Nicola Valley & District Metis Society, Vermilion Forks Metis Association, and the Conayt Friendship Society) communities. This is reflected in our day-to-day work, as well as in the District's commitment to operationalizing both our joint Local Education Agreement and our Aboriginal Education Enhancement Agreement.

Our vision is to provide "Success for ALL Learners – Today and Tomorrow" and our guiding principles include inclusion, innovation, relationship, well-being, honouring the cultures and languages of the local 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 its associated 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 323 students with designations, and the 24 children and youth in care.

Significant challenges continue to impact the District. The wildfire and flooding events combined with the impacts of the pandemic continued to influence the well-being of our community as well as our planning and ability to implement the necessary strategies and structures needed to meet our strategic plan goals and objectives. Although the flooding and wildfires are now two years 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, such as Speech Language Pathology, as well as provide the necessary release time to move the District's vision of enhancing student learning forward.

Section A:

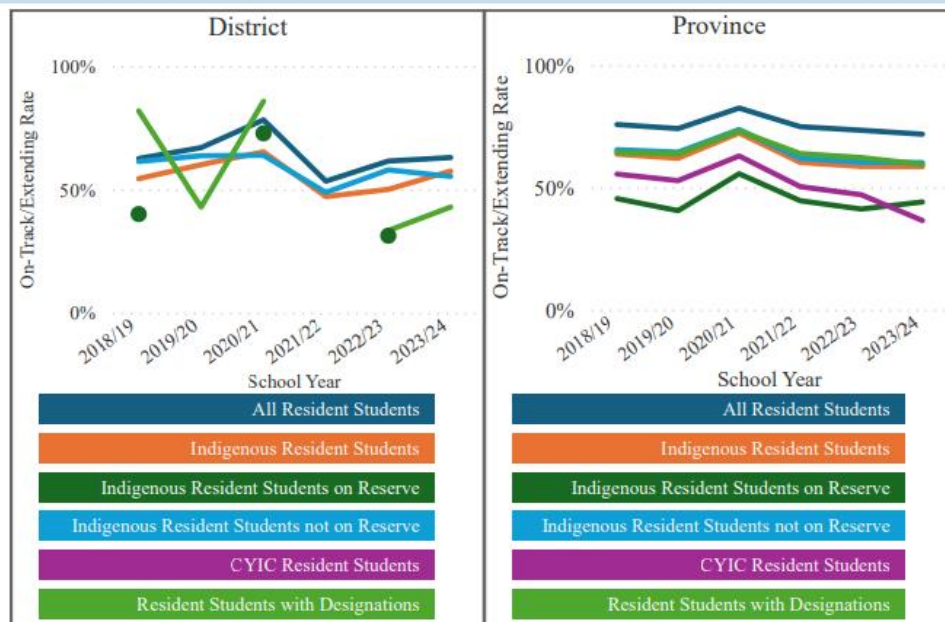
Reflecting on Student Learning Outcomes

Intellectual Development

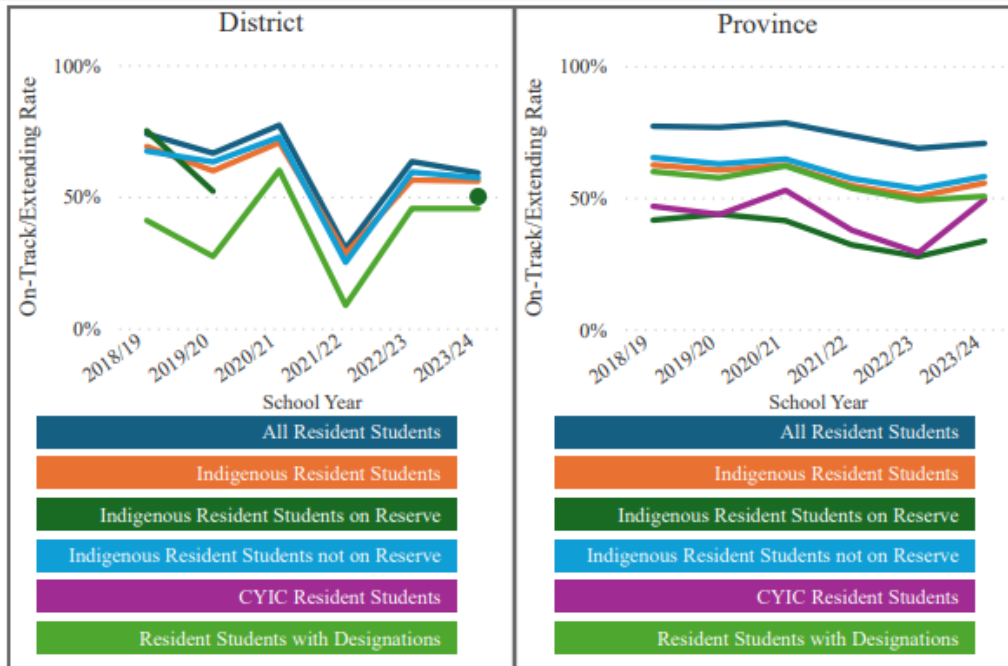
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy/Reading (On-Track / Extending Rate)

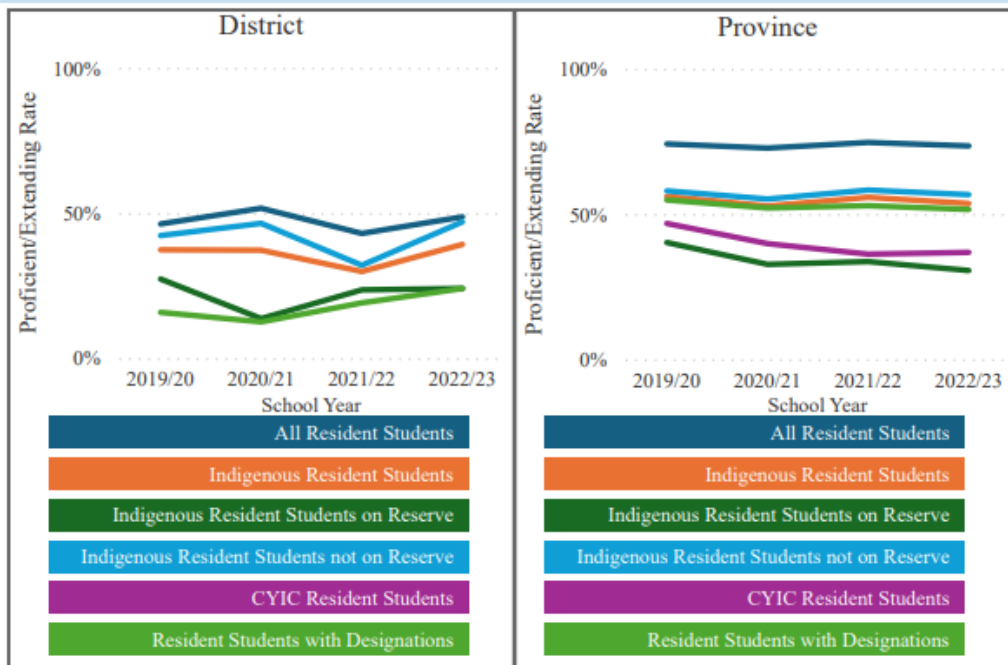


Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)

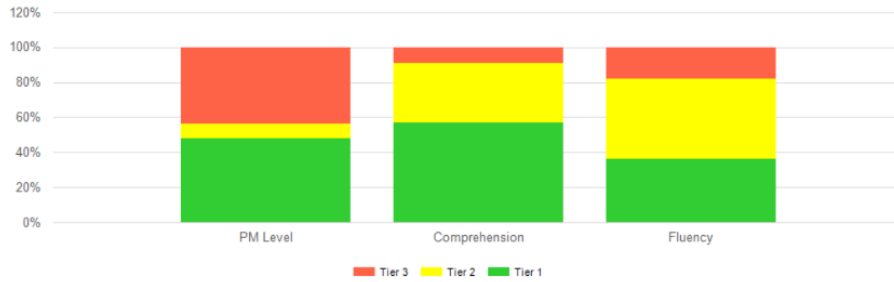


Relevant Additional/Local Data and Evidence

PM Benchmark Reading Assessment - Results Grades 1-3

Assessments Results Analysis

PM Benchmarks - Final



Results by Percentage

	PM Level	Comprehension	Fluency
Tier 3	43.66%	8.88%	18.05%
Tier 2	8.55%	34.32%	45.56%
Tier 1	47.79%	56.80%	36.39%

Results by Student Counts

	PM Level	Comprehension	Fluency
Tier 3	148	30	61
Tier 2	29	116	154
Tier 1	162	192	123

2023/2024 Early Primary Literacy English results K-3

Results for the final term of our Early Primary Literacy Assessment. This assessment is captured 3 times per year and includes sections for letter/sound recognition, sight words, and phonological awareness.

Assessments Results Analysis

Early Primary Literacy - English - Final



Results by Percentage

	Uppercase Letter Recognition	Lowercase Letter Recognition	Sound Recognition	Sight Words K	Sight Words G1	Sight Words G2	Sight Words G3	Phonological Awareness K	Phonological Awareness
Tier 3	9.35%	13.91%	20.86%	60.48%	49.63%	23.74%	10.00%	13.30%	10.16%
Tier 2	3.38%	2.88%	3.12%	11.14%	5.19%	9.09%	4.17%	24.20%	13.65%
Tier 1	87.29%	83.21%	76.02%	28.30%	45.19%	67.17%	85.03%	62.50%	76.19%

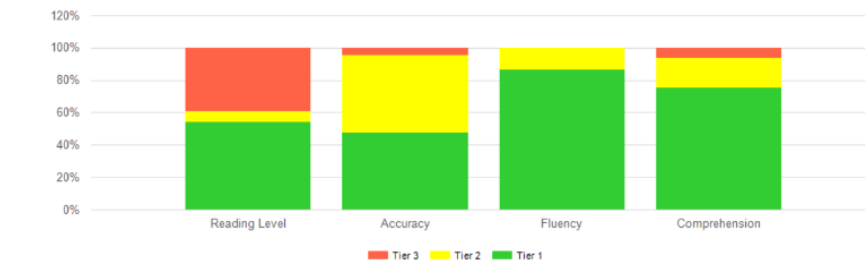
Results by Student Counts

	Uppercase Letter Recognition	Lowercase Letter Recognition	Sound Recognition	Sight Words K	Sight Words G1	Sight Words G2	Sight Words G3	Phonological Awareness K	Phonological Awareness
Tier 3	39	58	67	228	134	47	12	50	32
Tier 2	14	12	13	42	14	10	5	91	43
Tier 1	364	347	317	107	122	133	103	235	240

Fountas and Pinnell Final Results Reading Grade 4-7

Assessments Results Analysis

Fountas and Pinnell - Term 3



Results by Percentage				
	Reading Level	Accuracy	Fluency	Comprehension
Tier 3	39.10%	4.59%		6.29%
Tier 2	6.75%	47.88%	13.46%	18.53%
Tier 1	54.15%	47.53%	86.54%	75.17%

Results by Student Counts				
	Reading Level	Accuracy	Fluency	Comprehension
Tier 3	226	26		36
Tier 2	39	271	77	106
Tier 1	313	269	495	430

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Student Learning Survey Results (2022-2023):

- Percentages in brackets are last year's results

Reading:

- Grade 4 – I feel I am getting better at reading – 75% (73%)
- Grade 7 - I continue to get better at reading – 68% (70%)
- Grade 10 – I continue to get better at reading – 56% (59%)
- Grade 12 – I continue to get better at reading – 63% (51%)

Writing:

- Grade 4 – I feel I am getting better at writing – 70% (66%)
- Grade 7 – I continue to get better at writing – 63% (77%)
- Grade 10 – I continue to get better at writing – 57% (57%)
- Grade 12 – I continue to get better at writing – 61% (56%)

Analysis and Interpretation Outcome 1: Literacy

The importance of high participation rates is emphasized by the District and supported by the Board of Education. With this said, there is a consistent application of the process for excusing students when hardship is identified at the school level. Participation rates for Grade 4 (90.5%) and 7 (91%) continue to be above the provincial average of 77.9% and 77% respectively. These high participation rates provide a more complete picture of areas of strength and needed growth for our students.

Grade 4

For 2023-2024, 63% of Grade 4 students are "On Track or Extending." This is an increase of 2% from the previous year. Work remains to reach the provincial average of 72%. In 2022-2023, we were 12% below the provincial average, but in 2023-2024, we had narrowed the gap to 9%. One area of growth is a 7% increase from 50% to 57% in the number of Grade 4 Indigenous students scoring as "On Track or Extending." We are closing the gap to the provincial average at 59% for Indigenous students. We saw an exponential increase from 31% to 67% for Indigenous students living on-reserve scoring as "On Track or Extending" compared to 44% for the provincial average, 23% above the provincial average. 55% of Indigenous students living off reserve scored "On Track or Extending," which is 5% below the province. 43% of students with designations scored "On Track or Extending", which is an increase of 10% from 2022-2023. While this is a significant improvement within the District for students with designations, we remain below the provincial average of 59%. While we would like to see higher results for our students in care (CYIC), we are 12% higher than provincial average with 50% compared to 38% scoring as "On Track or Extending."

Grade 7

For 2023-2024, 59% of Grade 7 students are "On Track or Extending." This is a decrease of 4% from the previous year and is 12% lower than the provincial average of 71%. Our data tells us that learning gaps exist for our students who have had their learning interrupted by the pandemic, floods, and fires. One positive is that 56% our Indigenous Students scored as "On Track or Extending," which continues to remain above the provincial average of 55%. 50% of our students living on reserve scored "On Track or Extending," which is a 10% increase from 2022-2023 and 17% higher than the provincial average of 33%. Results for Indigenous students living off reserve are on par with the province at 57% and 58%, respectively. 45% of our students with designations scored as "On Track or Extending," which matches our data from 2022 and is 5% lower than the provincial average of 50%. An area of celebration is for students in care (CYIC), as 100% of our students were "On Track or Extending," which is 55% higher than the provincial average.

Grade 10

83% of Grade 10 students participated in the 2022-2023 Literacy Assessment. A review of both Indigenous student participation rates and students in care (CYIC) demonstrate participation rates higher than the provincial average. We saw a 6% increase in the number of students achieving proficiency from 43% to 49%; however, we remain significantly under the provincial average at 73%. Our results for Indigenous students (39% to 54%), for those living on reserve (24% to 31%), off reserve students (47% to 57%), students with designations (24% to 52%), and students in care (CYIC; 25% to 38%) all remain below their grade level peers as well as the provincial average. This is of significant concern for us.

EDPlan Insights Data:

Our EdPlan Insights data indicates that sight words are an area for improvement needed for many of our primary students who are not yet reading at grade level. We are working with our teachers and school teams to incorporate play-based instructional strategies for teaching sight words and other literacy-specific skills. This aligns with our previous work done with Dr. Janet Mort around “Joyful Literacy” interventions. Our Fountas and Pinnell data for Grades 4-7 indicates that while comprehension and fluency are stronger for our students, accuracy requires attention to see increases in reading levels. Data from EdPlan Insights is used to inform our District led Collaborative Support Meetings, where school level data is reviewed with and by school-based teams, and additional recommendations and support are put in place to improve literacy skills. Additional support may include co-teaching with our District Vice-Principal for elbow-to-elbow support, Enhancing Learning Teacher support, mentorship for teachers, or additional literacy staffing.

Student Learning Survey

While we have seen improvement in our student results in Grades 4 and 12, there has been a decline in the results for Grades 7 and 10. We believe we need to continue to be more explicit in our instructional focus and strategies based on the skill gaps our students show to improve reading and writing skills for them.

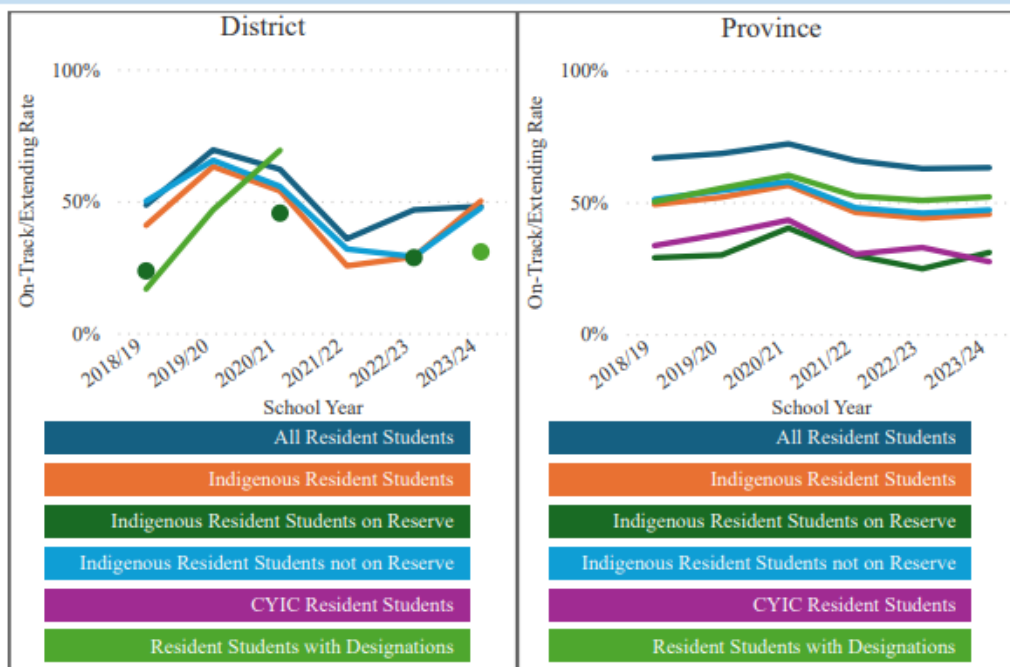
Summary

While learning gaps exist for this cohort of students due to a variety of external factors, we need to continue to adjust our instructional practices to better meet the assessed needs of our students to create a truly individualized response to improving achievement. Our efforts are showing improvement in several measures; however, a comparison of the overall District results for all students, Indigenous students, student living on reserve, and students with designations or diverse abilities shows that our District’s results are lower than the provincial average. Our District’s results for students in care (CYIC) are a bright spot at both the Grade 4 and 7 levels as is the achievement of Indigenous students and students living on reserve in Grade 7. We continue to review data through an RTI-lens to provide targeted support to our students and school teams to build capacity for both. We also recognize that an appreciation and love for reading is critical to student literacy success, and we continue to prioritize providing students with relevant, appealing, representational literature at all reading levels across the District.

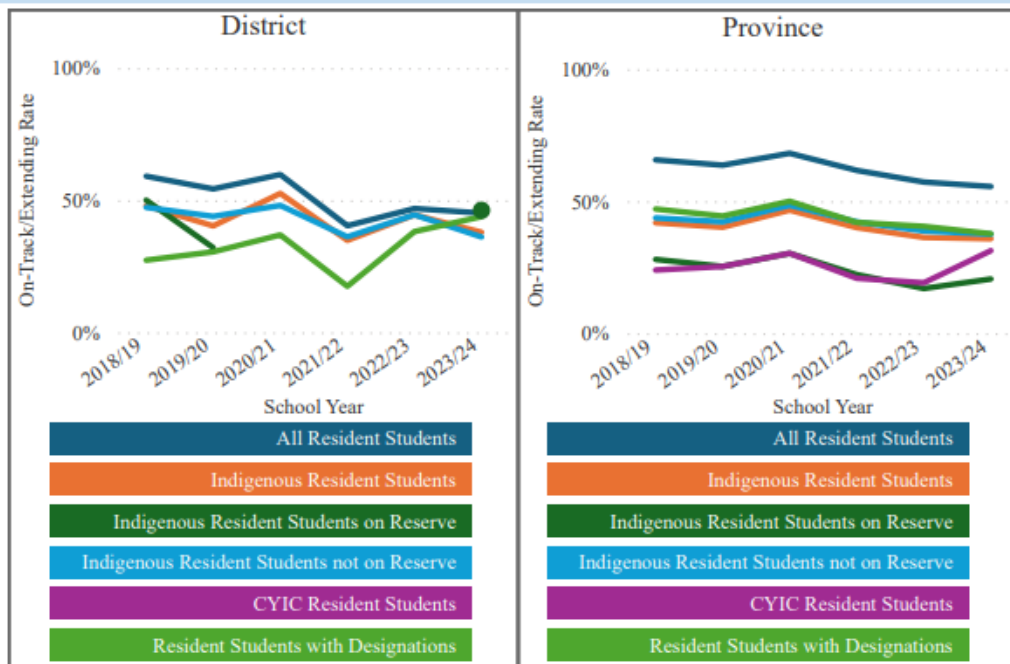
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

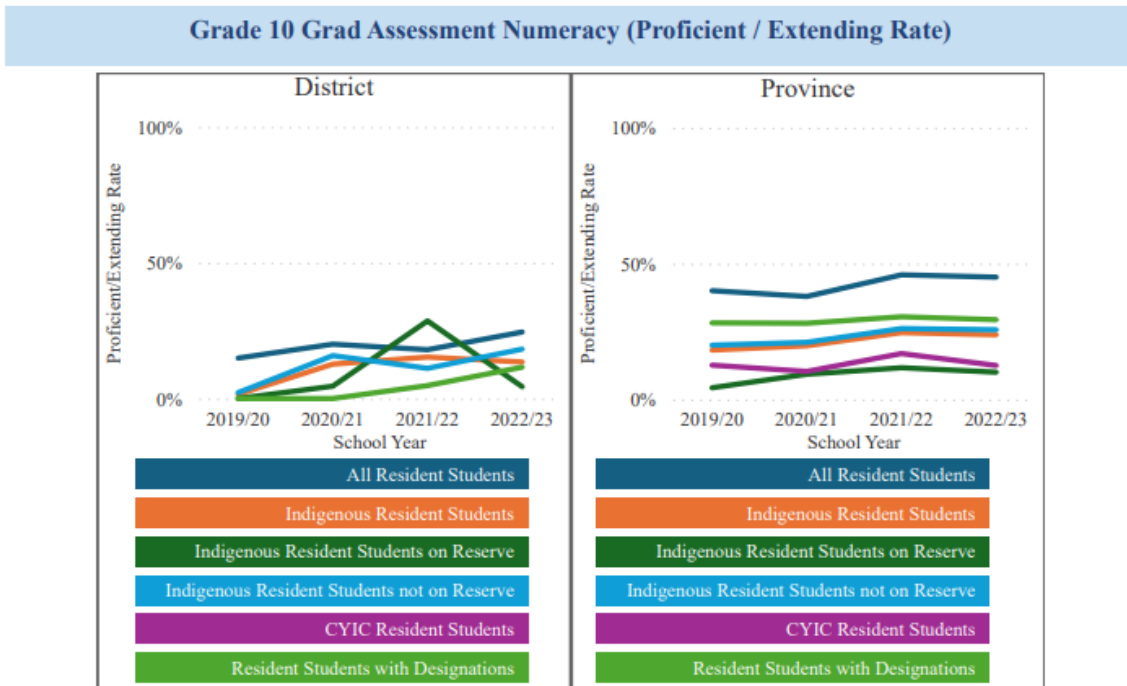
Grade 4 FSA Numeracy (On-Track / Extending Rate)



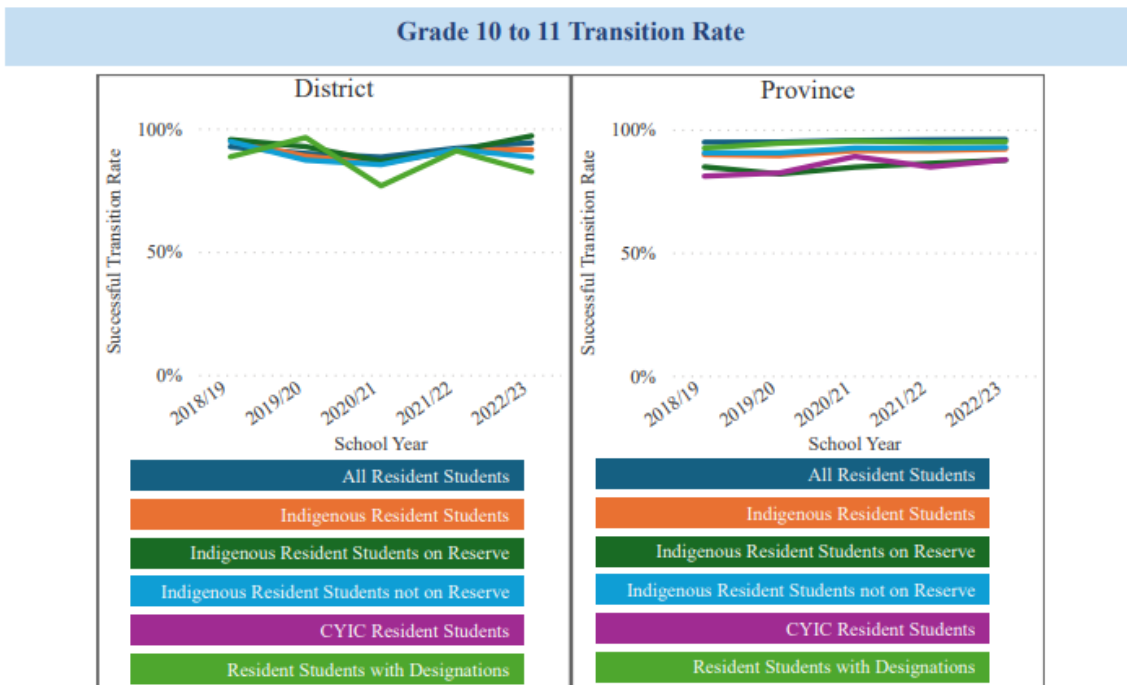
Grade 7 FSA Numeracy (On-Track / Extending Rate)



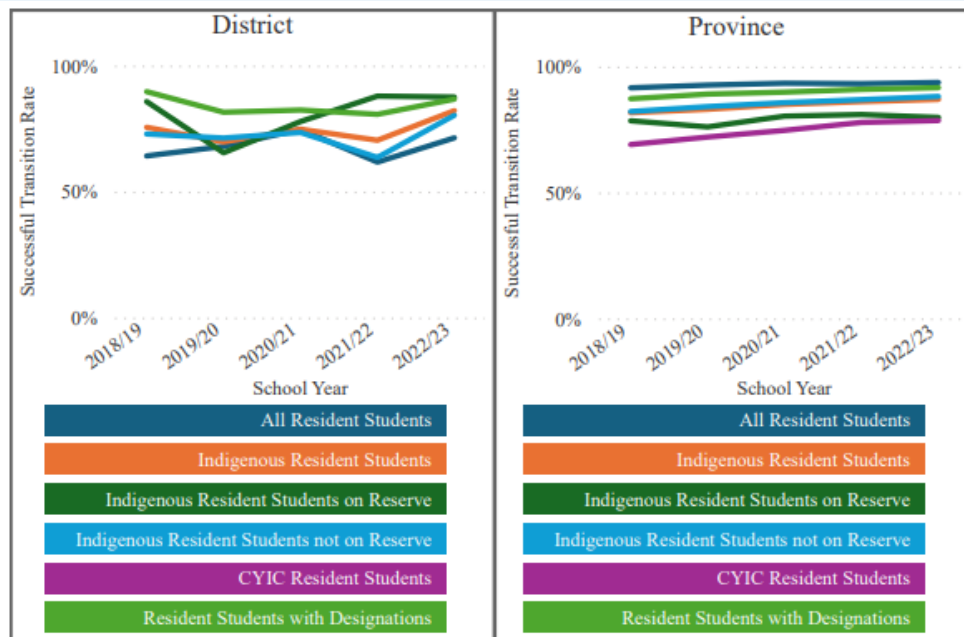
Measure 2.2: Grade 10 Numeracy Expectations



Measure 2.3: Grade-to-Grade Transitions



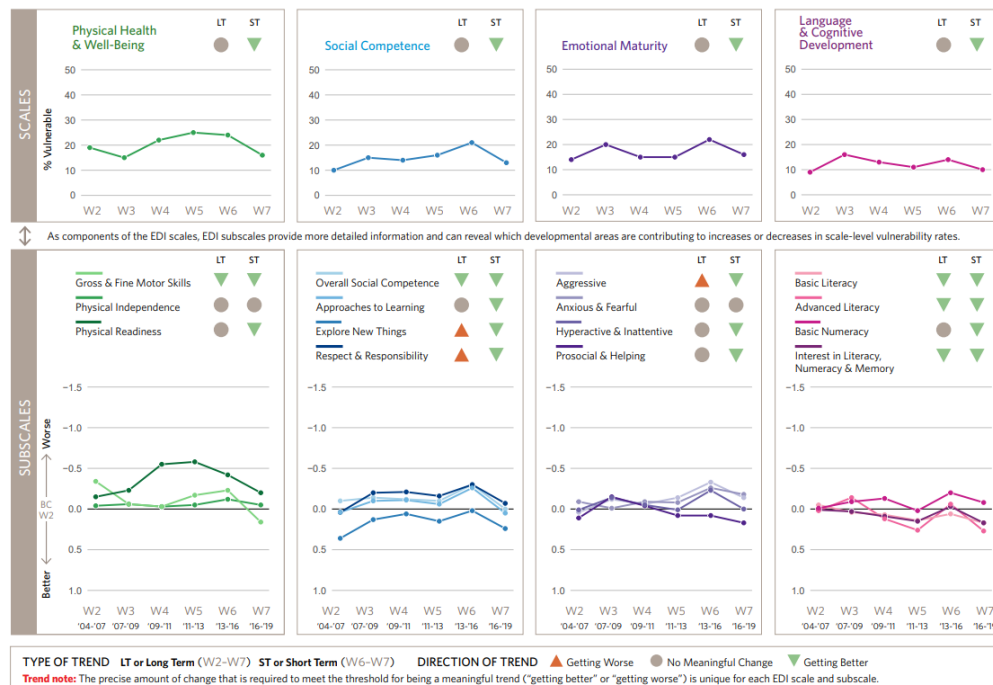
Grade 11 to 12 Transition Rate



Relevant Additional/Local Data and Evidence

SCHOOL DISTRICT ■ NICOLA - SIMILKAMEEN

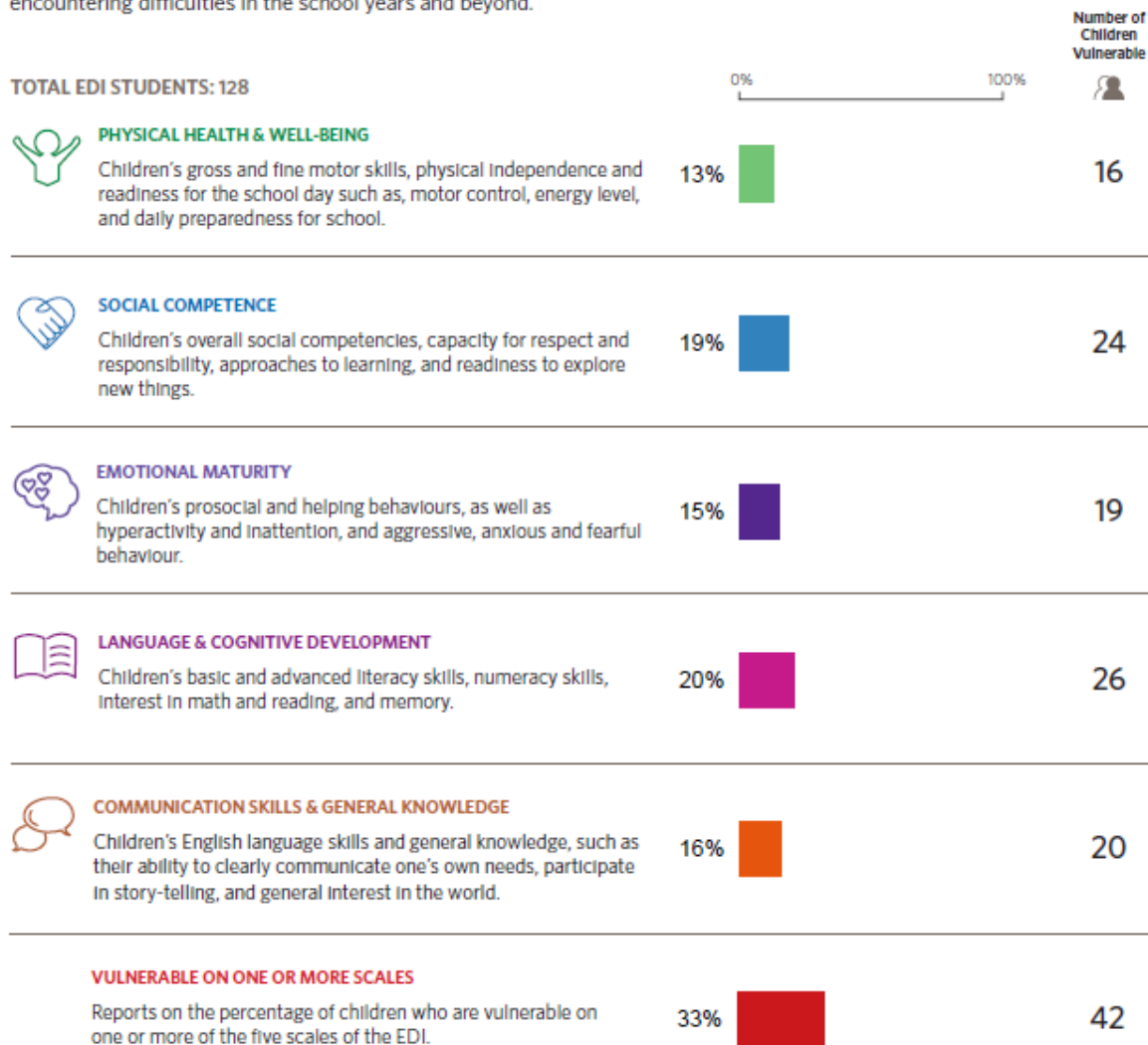
TOTAL EDI W2: 136 W3: 143 W4: 281 W5: 255 W6: 289 W7: 280



SD 58 ■ NICOLA - SIMILKAMEEN

EDI VULNERABILITY RATES BY SCALE

Without additional support or care, children who are vulnerable on the EDI have, on average, an increased risk of encountering difficulties in the school years and beyond.



MULTIPLE VULNERABILITIES

	NO SCALES	1 SCALE	2 SCALES	3 SCALES	4 SCALES	5 SCALES
# Students	86	11	14	5	9	3
% Students	67.2%	8.6%	10.9%	3.9%	7%	2.3%

Student Learning Survey (2022-2023):

Numeracy

-Percentages in brackets are last year's results

- Grade 4 – I feel I am getting better at Math – 67% (70%)
- Grade 7 – I continue to get better at Math – 55% (65%)
- Grade 10 – I continue to get better at Math – 61% (55%)
- Grade 12 – I continue to get better at Math – 44% (45%)

Analysis and Interpretation Outcome 2: Numeracy

Grade 4

Participation rates for Grade 4 (89.8%) and Grade 7 (89.4%) are higher than the provincial average of 77.9% and 76.8%, respectively. Our participation rate for Grade 10 is slightly below the province at 78.9% to 81.1%. As with literacy, there is an importance placed on participation rates and a consistent process for excusing students exists when a hardship is identified at the school level.

Grade 4 numeracy results for 2023-2024 indicated that 48% of students are "On Track or Extending," which is up 1% from last year. Overall, we are 14% below the provincial average. However, Indigenous student data is a relative bright spot, with 51.1% of Indigenous students are "On Track or Extending," which is 7.8% higher than the provincial average. Indigenous students living on reserve scored 62.5% as "On Track or Extending." Indigenous Students living off reserve were slightly above the provincial average at 48.6% to 46.9%. An area for concern is that only 30.8% of students with diverse needs achieved a score of "On Track or Extending" compared to the province at 51.9%.

Grade 7

Grade 7 Numeracy results for 2023-2024 indicated that 45.4% of students are "On Track or Extending." This is 10.1% below the provincial average of 55.5%. We saw a slight decrease of 1.4% in our year-over-year achievement, but on a positive note, we had 13.8% of student score as "Extending" compared to 8.7% last year. We have work to do to improve our results, but again there are some relative positives in Indigenous student data. Overall, 38.3 % of Indigenous students scored as "On Track or Extending" which is higher than the provincial average of 35.3%. 46.2% of Indigenous students living on reserve scored "On Track or Extending," which is 25.9% higher than provincial average. For Indigenous students not living on reserve, we are on par with the province at 36.7% to 37%. Our students with diverse needs also scored above provincial average at 43.8% compared to 37.6%.

Grade 10

Grade 10 Numeracy results for 2023-2024 indicated that 24.5% of students were performing at the "Proficient" or "Extending" levels. This is a 6.5% year-over-year improvement, but we are significantly below the provincial average of 45%. Results for Indigenous students is a concern as only 10.3% achieved "Proficient" or "Extending" compared to the province at 23.2%. For Indigenous students living on reserve, only 4.3% achieved this level compared to 10% for the province. For Indigenous students living off reserve, 14.3% achieved this level to 25.2% for the province. Our results for our students with diverse needs is also below provincial average at 11.5% compared to 29.4%.

EDI Chart

Our EDI results show that our students are entering school with less readiness skills than in previous years. This matches our anecdotal observations in classrooms as well. This has implications for the overall learning of our students. We continue to work with our primary teachers to address the skill gaps. We are seeing significant vulnerabilities in our classrooms that require social-emotional learning especially focusing on self-regulation skills and strategies. These factors are impacting both numeracy and literacy learning.

EDPlan Insights

While we can pull some numeracy data from EdPlan Insights, what we have recognized is that we are in need of more robust data. We do not have consistent numeracy assessments used across the District beyond the FSA assessments. We are working to create a District Numeracy Assessment to provide more specific data and allow for an apples-to-apples comparison of data between our schools that will support the District in applying more focused interventions and supports.

Summary

Indigenous student data continues to be an area of note like last year, but in comparison to the province, the long-term trend is that our overall results show an achievement gap between our students and the province. Again, while we are seeing incremental improvement in our year-over-year results, more work needs to be done to bring all our students to meet and exceed provincial averages.

The long-term trend is that our students are performing below provincial average. We recognize the need for further analysis, and this is the work of our Numeracy Committee. We also recognize that we need more robust and consistent sources of local data that will be found by creating our own numeracy assessments for different grade levels. We use Ed Plan Insights to provide an overview of student readiness/performance at the district and school levels and report card data to respond to student learning needs through an RTI lens. However, by creating our own local assessment, we would have more specific data to inform our instructional

strategies in the classroom. Our Numeracy Committee will continue development of this local assessment work in 2024-2025.

Intellectual Development Summary

Grade 10 to 11 grade-to-grade transition rate were on par with the province (94% to 96%). Our students with destinations or diverse learning needs transition at a significantly lower rate than their peers at 82% to 95% for the province. Indigenous students not on reserve transitioned at 88% compared to 93% for the province. Areas of note are our transition rates for Indigenous students on reserve who transitioned at 97% compared to the province at 87% and our students in care who transitioned at 100% to compared to 88% for the province.

Grade 11 to 12 grade-to-grade transition rates were significantly lower than the province (71% to 94%). Transition rates for Indigenous learners remain below the provincial average but are higher than our rate for all learners at 82% to 87%. The transition rate for Indigenous students not on reserve is 80% to 88% for the province. We have areas for celebration when we look at transition rates for Indigenous students on-reserve as they are 88% to 80% for the province and for our students in care, we have a 100% transition rate compared to 81% for the province. Our transition rate for our students with designations is 87% to 92%. This is an improvement from the previous year's results.

Summary

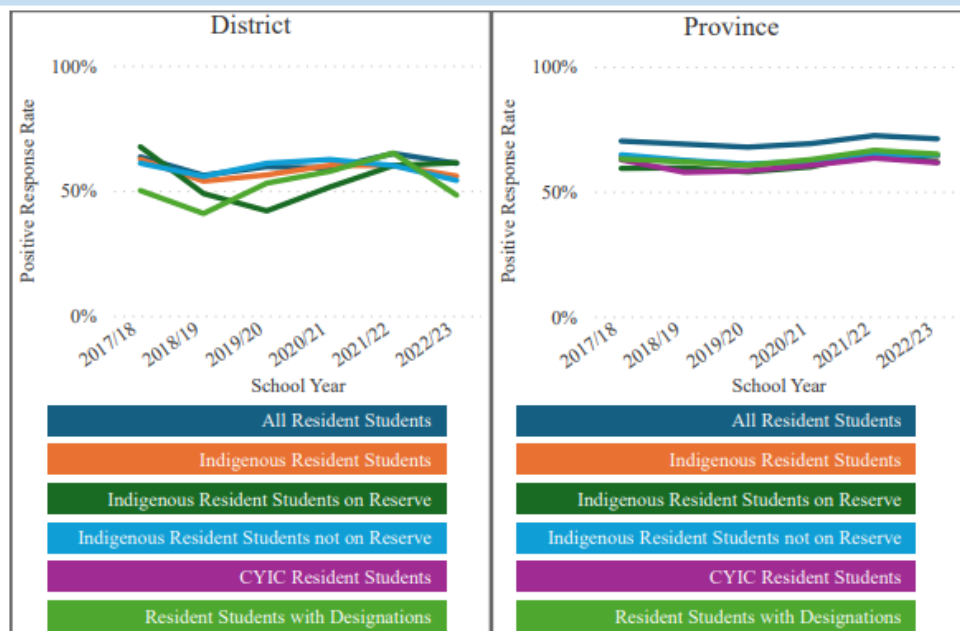
Overall, we are seeing improvements because of our focused work to improve grade-to-grade transition rates, especially when reviewing our priority population's data. However, significant work remains to reach provincial average in our transition rates from Grade 11 to 12. In reviewing school data, we continue to work on transition rates for our students attending our Distance On-line School and our alternate school, as they are lower than their peers in our other schools in the District. Our ongoing DVR reviews, class profile meetings, School-Based Team meetings, ICMs and close collaboration with Education Coordinators all support more positive transition rates for every student in our District.

Human and Social Development

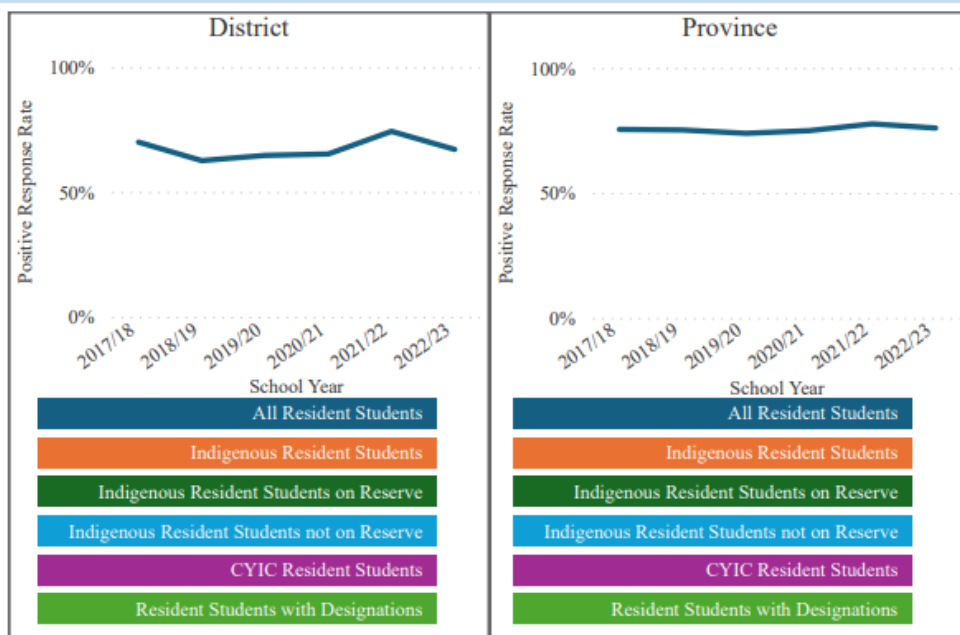
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

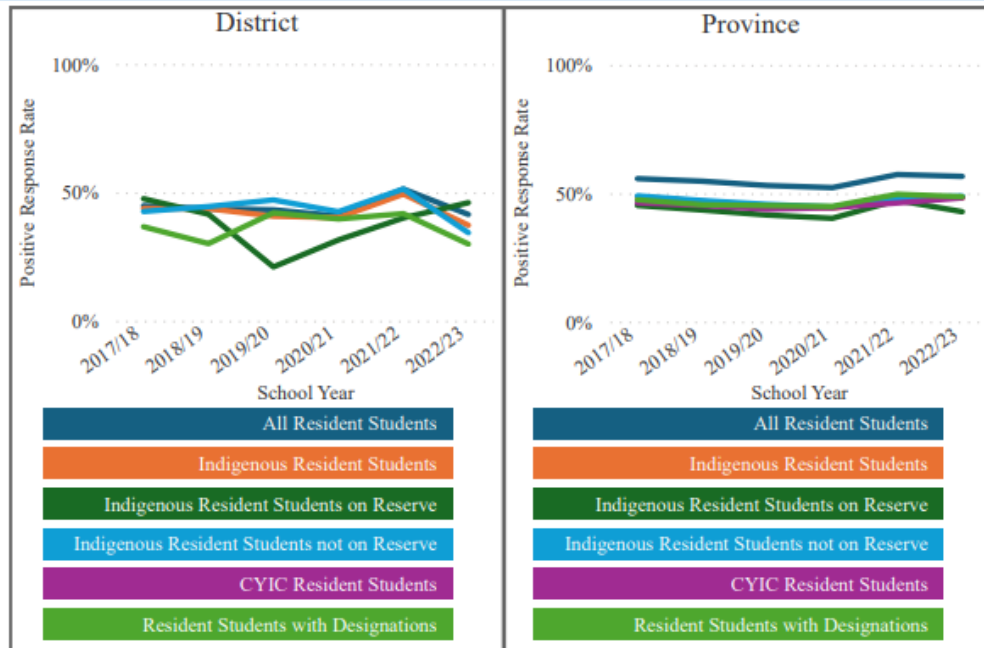
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



Feel Safe (Positive Response Rate for Grades 4, 7, and 10)

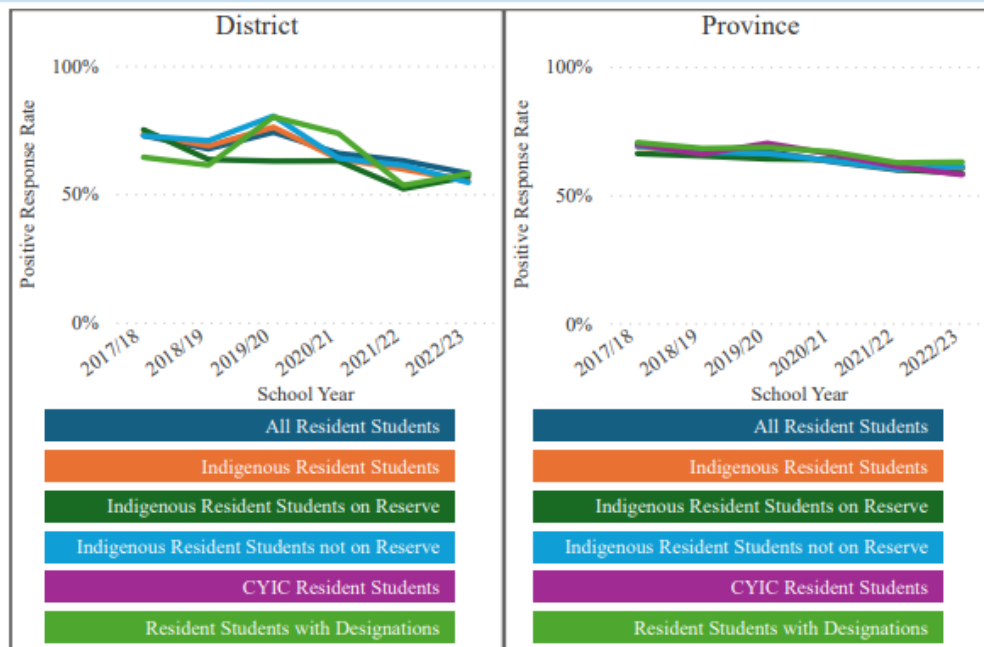


Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



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

2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)



Analysis and Interpretation Outcome 3:

Students Feel Welcome, Safe, and Connected

When compared to the provincial average, our rates for feeling welcome (63% to 71%), safe (69% to 76%), and having a sense of belonging (43% to 56%) are lower. This holds true for our priority populations as well. The exception is for Indigenous students living on reserve, which is higher than the provincial average for sense of belonging and feeling welcome. Most concerning is the decline in our year-over-year results for our students in care who rated their sense of belonging and feeling welcome in school at only 25%. This was a significant decline from the previous year's results. We are on par with the province at 61% to 62% for students who feel that adults care about them. However, when reviewing the data for our priority populations, the results overall are lower for Indigenous student on and off reserve, as well as our students in care or with designations. This is an area that requires immediate attention.

Human and Social Development Summary

Merritt and Princeton are communities with high rates of social, emotional, and economic vulnerability. The surrounding Indigenous communities are similarly faced with these vulnerabilities as well as with the impacts of intergenerational trauma and systematic barriers. Our data would support the premise of schools reflecting the larger community. If students do not 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. We recognize that compassionate and trauma-informed practices are required to deal with the lasting impacts of the fires and floods. We need to ensure that all students have every opportunity to be welcomed, feel safe, and be celebrated by adults and their peers. All adults need to ensure that assumptions are not being made about who does and who does not feel like they are part of a caring and secure school community, and we all need to take ownership of the emotional disconnect that students may face.

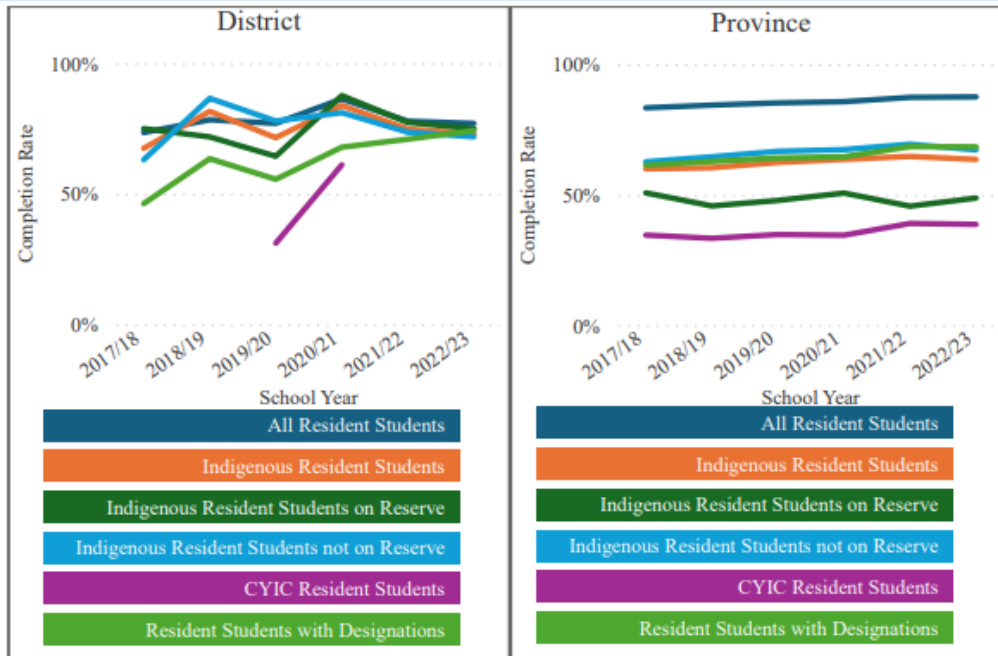
Furthermore, while we pride ourselves on knowing the individual stories of our students and the circle of support that we establish around them, these actions are not always translating into results as we would expect on the measures of feeling welcome, safe, and having a sense of belonging. Where our work done to date is positive, we need to recognize the low number of students who indicate that they feel adults care about them. We suspect that we need to do a better job of communicating the support available to students as well as to parents and caregivers, stakeholders, and rightsholders. In addition, we need to do a deeper dive into why our students feel the way they do through authentic student voice opportunities. We know there is work to do around both equity and anti-racism, and these areas may well be impacting our results. Schools report prioritizing relationships with students, and we must ensure students feel that too.

Career Development

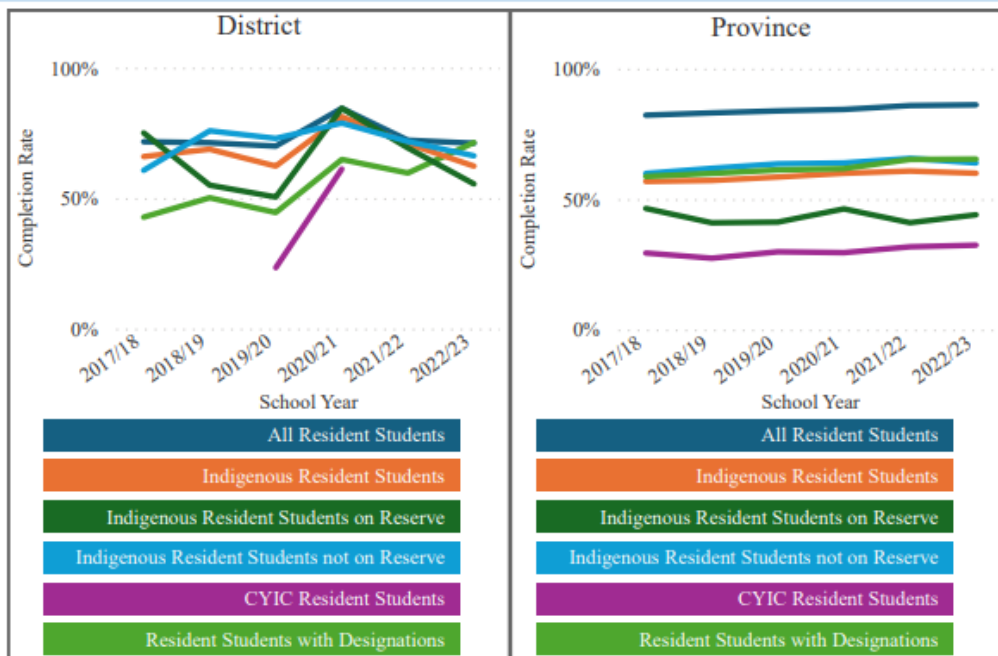
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)



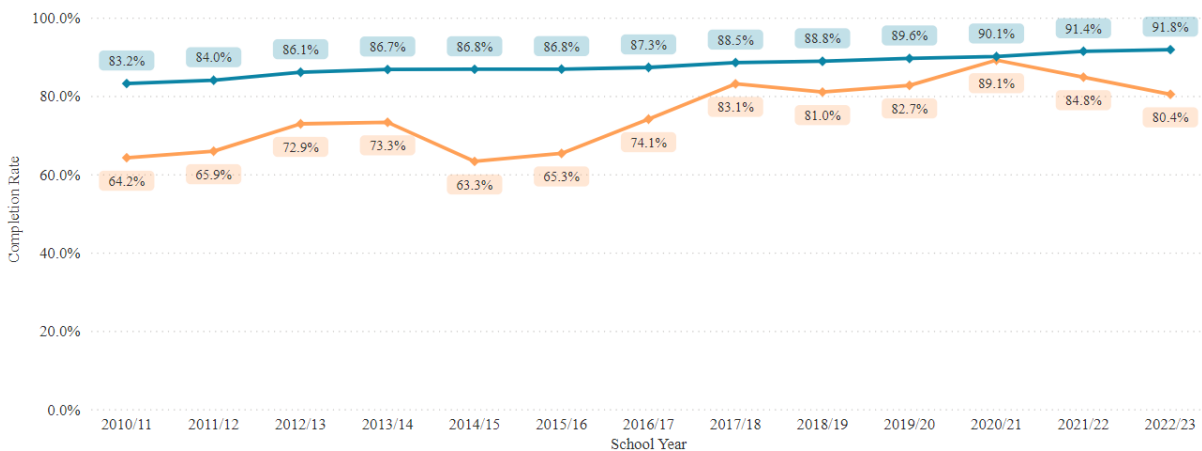
5-Year Completion Rate (Dogwood Only)



Other Relevant/Local Data:

6 Year - Completion Rate

◆ Completion Rate (District) ◆ Completion Rate (Provincial)



FIVE-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
	%	%	%	%	%	%
2018/19	82	-13	69	76	-3	73
2019/20	72	-10	62	81	-6	75
2020/21	84	-3	81	89	-2	87
2021/22	75	-4	71	80	-7	73
2022/23	73	-11	62	81	-1	80

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
	%	%	%	%	%	%
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
2022/23	73	-14	59	88	-6	82

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	2018/19	201	81%	188	181	96%	35%	172	146	85%	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%
	2022/23	196	80%	182	165	91%	52%	188	132	70%	42%
Residents	2018/19	201	81%	186	179	96%	35%	172	146	85%	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%
	2022/23	195	80%	182	165	91%	52%	188	132	70%	42%
Male (Residents)	2018/19	105	83%	99	97	98%	33%	89	76	85%	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%
	2022/23	92	84%	85	78	92%	46%	92	67	73%	45%
Female (Residents)	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%
	2022/23	103	77%	97	87	90%	57%	96	65	68%	40%
Indigenous (Residents)	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%
	2022/23	98	73%	86	76	88%	38%	84	60	71%	27%
ELL (Residents)	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%
	2022/23	30	80%	32	28	88%	34%	30	22	73%	17%
Diverse Needs (Residents)	2018/19	36	70%	31	31	100%	16%	32	23	72%	16%
	2019/20	42	57%	31	31	100%	23%	36	25	69%	22%
	2020/21	37	75%	30	30	100%	30%	36	25	69%	28%
	2021/22	40	82%	39	36	92%	33%	37	26	70%	32%
	2022/23	40	76%	39	36	92%	46%	36	24	67%	23%

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.

Generated: 9/25/2024

Analysis and Interpretation Outcome 4: Graduation

The five-year long-term trend is our District graduation rates are lower than the provincial average. 77% of our students graduated with either a Dogwood or Adult Dogwood diploma, which is 10% lower than the province at 87.4%.

For a Dogwood Diploma completed over five years, our graduation rate is 71% compared to the province at 85%. Indigenous student data indicates stronger results when compared to the province. 64% of all Indigenous learners completed compared to 61% for the province. For Indigenous students not on-reserve, 68% completed compared to 65% for the province. For Indigenous students on reserve 58%, completed compared to 45% for the province. For students in care, 42% completed compared to 32% for the province. Once again, students with designations who completed were below provincial average (59% to 65%). It is important to remember that cohort numbers for students in care and students with designations are subject to fluctuation yearly, and that the small cohorts can result in significant percentage shifts.

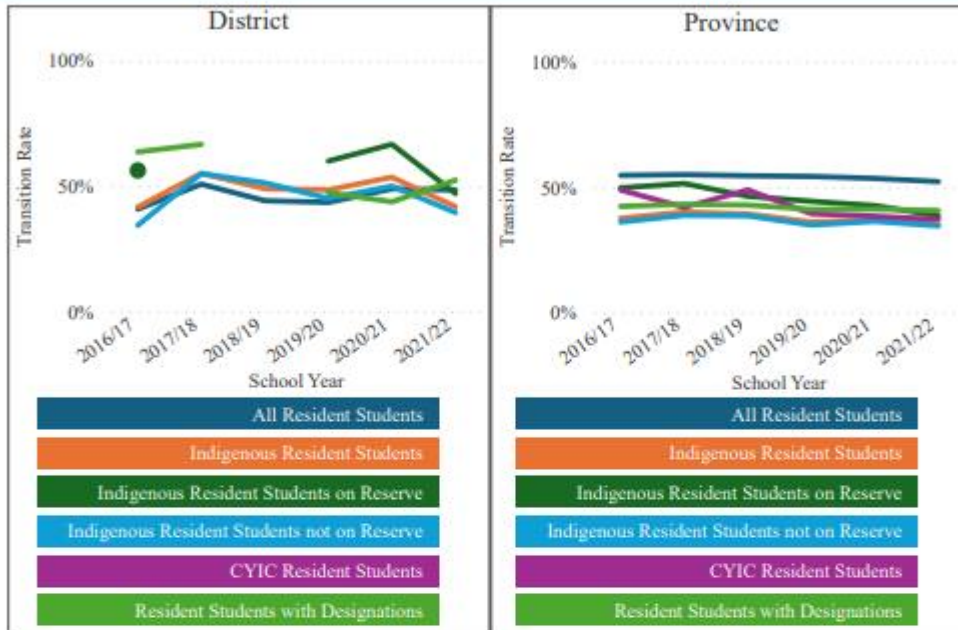
The District has included additional data from the "How Are We Doing Report" specific to the number of Adult Dogwoods received on a yearly basis because this remains a critical area of focus. The District is reviewing the data in relation to all priority learner groups and is monitoring the application of the Adult Dogwood when completing Diploma Verification Reviews and individual student reviews. The goal for rightsholders as well as the District is to see fewer Adult Dogwoods and more Dogwood graduates, as obtaining an Adult Dogwood often requires further upgrading to ensure a full range of opportunities later in life.

Overall, while we are proud of the achievement of our students, a gap remains between the number of students graduating in our District compared to the province at both the five- and six-year markers. Our rightsholders are positive about the increasing completion rates for Indigenous learners, but work remains to support higher post-secondary transition rates. While increasing graduation rates has been a focus for the past eight years, not all our strategies are proving to be as successful as we would hope. Work remains to identify barriers to completion for all students. We will keep a global focus on raising all graduation rates while also investing time in each student and their path to graduation.

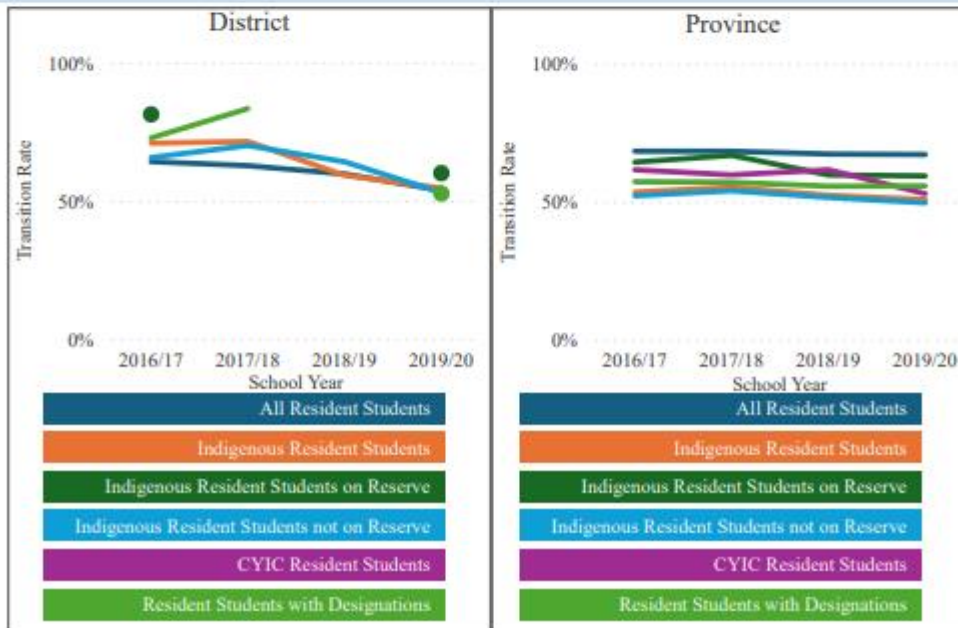
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition Rate to BC Public PSI (Immediate)



Transition Rate to BC Public PSI (Within 3 Years)



Analysis and Interpretation Outcome 5: Post-Secondary Transitions

Immediate Post-Secondary Transition rates for 2021-2022 for all students are 48.5%, which is a small decrease from the previous year at 49.6%. We are slightly below the provincial average at 52.1%. Looking at the five-year trend, our transition rates are trending up. The transition rate for Indigenous students is lower than their grade level peers at 41.2%, but slightly higher than the provincial average of 34.6%. While the data is masked for students in care and Indigenous students living on-reserve, the transition rate for Indigenous students not living on reserve is 38.2% compared to the province at 34.1%. The transition rate for students with a designation is 52.4%, which is 11.8% higher than the provincial average.

49% of students are transitioning to post-secondary within 3 years, and this is slightly below the province at 51%. 40% of Indigenous students are transitioning compared to 34% for the province. Data for students living on and off reserve and in care is masked. Students with designations transition rate is once again of note with 55% transitioning to post-secondary compared to 40% for the province.

Post-Secondary transition rates were identified as a concern six years ago. Our goal continues to be having post-secondary transition rates at or above provincial average. Our District is close to closing this gap for all students. While Indigenous student transition rates are higher than province, a gap remains with their grade level peers. Alongside the focus and strategies to improve graduation and completion rates, there remains a commitment to implementing strategies to improve the post-secondary transition rate. Our District has built a strong relationship with NVIT, our local post-secondary institution, and works with the Nicola-Similkameen/NVIT Transition Team to encourage post-secondary transition for all students. In addition, we run dual credit programs in partnership with NVIT to make the transition to full time studies easier for students.

Career Development Summary

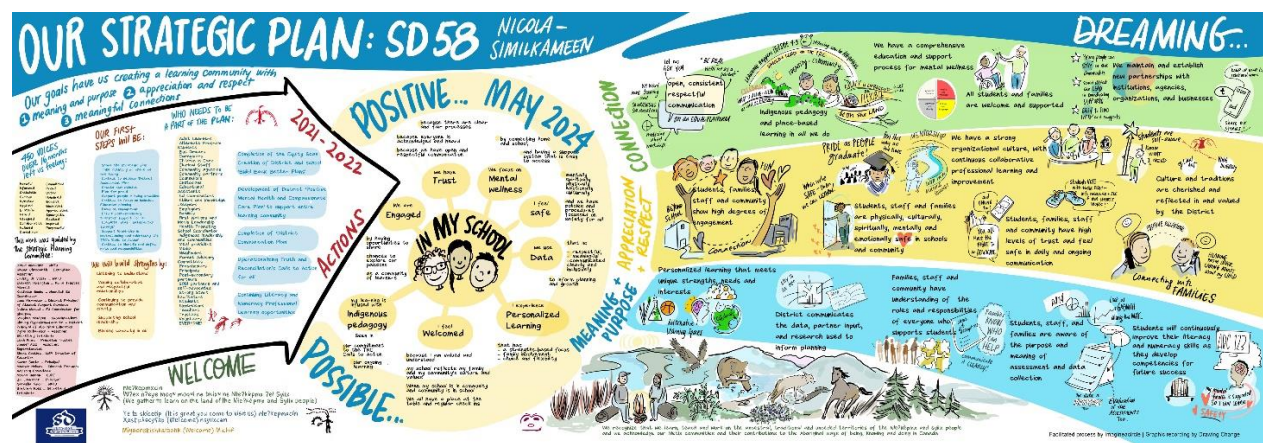
Increasing graduation and post-secondary transition rates to meet or exceed provincial averages has been long term work of the District. While we have made positive strides towards achieving this goal and there are areas for celebration, much work remains to meet our goal. Our positive relationships with our stakeholders, rightsholders, and NVIT is providing a solid foundation as we remain committed to improving the long-term success of our students. We will continue to work to remove barriers to graduation as well as post-secondary transition. We will lean into our work of creating a circle of support for our students at an individual level to produce stronger overall results as a District.

Section B: Moving Forward

Planning and Adjusting for Continuous Improvement

Current Strategic Plan Priorities

Our Strategic Plan has been extended to 2026 due to the impact of the floods and fires on our communities. The Strategic Plan followed an appreciative inquiry process which included 450 voices of students, teachers, parents, stakeholders, and rightsholders.



Nicola-Similkameen School District's Strategic Plan has three main goal areas:

Goal 1: Meaning and Purpose

- Engage our learning community through a common understanding and commitment to the purpose and pursuit of student success.

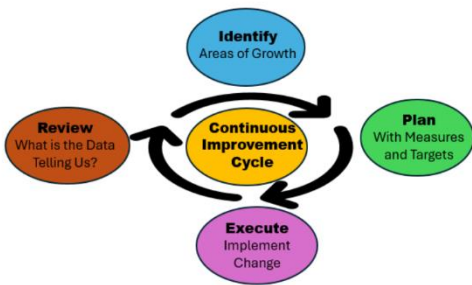
Goal 2: Appreciation/Respect

- Create a culture of care built on respect and appreciation.

Goal 3: Connection

- Build capacity by connecting students, families, staff, and the greater community to learning.

A summary of our Strategic Plan, which details its vision, goals and objectives can be assessed through the following link: [poster-stratplan \(sd58.bc.ca\)](https://poster-stratplan(sd58.bc.ca))



To meet the goals of our Strategic Plan and ensure continuous improvement, we engage in a cycle where we identify areas for growth, develop a plan with measures and targets, execute the plan, and then analyze how we are doing by using data (both qualitative and quantitative) to determine what is working and what strategies need further adjustment.

To review the full Strategic Plan, please click on the link - [Enhancing Learning - SD58 Nicola-Similkameen](#)

Looking Back on the Year: Effectiveness of Implemented Strategies

The District draws from a variety of data in robust and detailed ways at the student level in order to inform our focus, responses, and planning. The use of student achievement data, learning survey data, report card data as well as attendance data 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.

The completion of our Equity Scan last spring and the development of our Theory of Change highlighted key areas that we need to address:

- a. Policy and Governance: Indigenous rightsholders want more inclusive and transparent decision-making opportunities. There is a lack of consistency across schools regarding equity and opportunity. Accountability for change and commitment to the LEA, EA, the TRC Calls to Action, UNDRIP and the FPPL need to be clearly communicated from all levels of the District.
- c. Learning Environment: There is a continued need for staff development/learning regarding indigenous pedagogy, reconciliation, and anti-racism in order to ensure equitable, safe, and welcoming learning communities for all students, families, and staff. The wishes, hopes, and paths chosen by indigenous students and families need to be honoured, supported, and uplifted by their school communities in recognizing the diverse gifts of individuals and creating opportunities for celebration and exploration of those same gifts.
- d. Pedagogical Core: Indigenous students, families, staff, and rightsholders want learning opportunities for all that are localized and provided by and with area Knowledge Keepers whenever possible. We need to elevate student, family and community voice in schools and be authentically reflected in the learning practices and communities that schools create.
- e. Learning Profile: For many Indigenous students and families' barriers to success still exist within our schools. A colonized view of success and "worth" still exists. Clear

communication of progress and ongoing challenges must be communicated with families and communities and what will be done to address these challenges to support the students we serve.

Five clear prioritized themes came forward through the Indigenous community responses to the Equity Scan:

1. The Nicola-Similkameen School District will be an **Anti-Racist District** with an authentic and action focused commitment to equity for all Indigenous students, families, staff, and communities.
2. The Nicola-Similkameen School District will exemplify **authentic connection** between students/families/communities and schools.
3. The Nicola Similkameen School District will provide opportunities for the **voices** of Indigenous students, parents, caregivers, staff, and communities to be heard and responded to with actions. "Community" is to include Rightsholders, Indigenous people, Metis people and people living on and off-reserve.
4. The Nicola Similkameen School District commits to the principle of **Representation** of Indigenous communities, students, parents, caregivers, and staff in all we do.
5. Over-arching and embedded throughout student experience and learning, the Nicola Similkameen School District recognizes that **cultural and language learning** and practices are the essential foundation for Indigenous Students.

Our Theory of Change outlines the actions and evidence of progress connected to each of the prioritized themes. Work has already begun in decolonizing policies through our policy review, our school enhancing Learning Plans are being reworked to include specific and measurable goals around creating anti-racist school communities that are safe and inclusive for all, student voice has been the guide for decisions around our logo update, and Indigenous Student Advocates have been asked to regularly and strategically monitor students' thoughts, feelings and experiences as shared with them as trusted adults. A recent District wide book purchase based on FNESC recommended resources that exemplify indigenous voice, experiences and story that will be available in all Welcome Rooms without barriers to access for students, staff, and families. The importance of the relationship between the IEC, Education Coordinators and schools cannot be understated, particularly, as we use collaborative meetings to support individual student progress and learning as well as learn how to honour and fulfill the commitments made to Indigenous students and families.

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 like Grade 3 completion and entry into secondary school, further equity. This rigorous seeking and interpretation of data is evident in various structural routines, including scheduled Diploma Verification Reviews and Collaborative Support Meetings. Our District places students at the center of all conversations around data and prides itself on the strong relationships schools have built with diverse stakeholders and rightsholders, parents, caregivers and students. These relationships provide a safe space for data-informed

conversations, sometimes broaching difficult topics, with all of the adults who can support each child's unique educational journey. We have sought to create a circle of support around each student made up of diverse partners, including Indigenous Student Advocates, Indigenous Student Engagement Facilitator, Youth Worker, Social Emotional Learning Team members, Education Coordinators, and valued community and provincial partners. The recognition of community is a deep strength and offers a non-hierarchical and coordinated approach to this work.

Existing and/or Emerging Areas for Growth

Literacy

Literacy 2021 was a District-wide research-based initiative led by Dr. Janet Mort and continues to positively impact our youngest students and associated staff. The lessons learned and the associated implemented strategies moved into our late primary and intermediate years across the District in 2023-2024. To support this work, District Based Collaborative Support Meetings are taking place at the elementary level. These meetings look at the Early Literacy Assessment, PM Benchmark, and Fountas and Pinnell results (implemented for the first time for the intermediate grades) to implement an RTI approach where additional supports (resources and/or staff) are given to a school to address barriers to reading improvements. Work was done to update the District Wide Assessment Plan to include F & P intermediate data and is being used to inform instruction and interventions. Our Grade 10 literacy assessment data highlights that significant work is needed to close the continuing gaps in achievement for all students compared to the province as well as Indigenous students, students in care, and students with diverse needs. For the second year, a Secondary Literacy Assessment Committee was unable to be formed due to operational restraints. In 2024-2025, despite ongoing shortages of TTOCs, this committee will be formed to review the data further and suggest strategies for improvement. We also recognize that we need to do a deeper dive into our data to improve the effectiveness of our continuous improvement cycle at all grade levels. In 2024-2025, we are implementing a refined template for the Learning Enhancement Plans at the school level. There is an increased focus on using data, setting targets and measures, as well as using quantitative and qualitative evidence to inform our practice. To increase the implementation of feedback for continuous improvement, we will have milestone check ins throughout the year to adjust and adapt our plans more quickly.

Numeracy

Numeracy remains our area of concern for the District and will continue to be a priority in 2024-2025. The District will continue to work with the Numeracy Assessment Committee to analyze the results for the current and past years to identify trends as well as to develop and implement improvement strategies. Professional learning will be offered to support teachers in developing more capacity and increase teacher efficacy. A review of current resources and provision of district wide assessment resources will take place in 2024-2025 at the secondary level. This work

was started at the elementary level in 2023-2024. The District is hoping once again to hire a Numeracy Lead Teacher position to help develop improvement strategies as well as provide elbow-to-elbow support for teachers in the classroom.

Human and Social Development

Supports for Mental Health and building connections within and outside of the schools remains a priority as our students and families continue to face significant challenges such as poverty, post-traumatic stress, food insecurity, racism, etc. We continue to be strategic in ensuring that every student has access to positive mental health supports and mental health literacy training as will our teachers and parents/caregivers. We started using the Open Parachute program in 2023-2024 to support positive mental health, but we need to see higher utilization rates for the program. This will be a focus for 2024-2025. We are also continuing to work in partnership with Interior Health and Indigenous Health partners to provide additional mental health supports in both our schools and communities.

We have completed our Equity Scan, and the narratives and data collected show that our District Anti-Racism Plan needs to be responsive to our local context. The results of our Equity Scan will be shared with all stakeholders and rights holders at the beginning of the 2024-2025 and our District Anti-Racism plan will be implemented in conjunction with this.

We use an RTI lens to analyze and provide support to schools, as mental health wellness is a priority for all, and a critical missing piece for many. In communities with an ongoing scarcity of medical and mental health services, we need to take a universal approach to positive mental health supports for all so that we are then able to use our District counsellors and support people strategically and support students who are still struggling with mental health challenges.

Ongoing Strategic Engagement (Qualitative Data)

Responsive engagement from the entire school community, including partners like NVIT, is reflective of the core values of purpose, respect, and connection in the Strategic Plan. Continuous communication takes place in many forms including in-person meetings, written responses, and the use of social media. Adding individualized approach and building meaningful relationships is something in which SD 58 excels.

There continues to be a strong focus on relationships with Indigenous communities and a recognition that community connections that extend beyond classrooms are an integral part to implementing the Calls to Action for Truth and Reconciliation as well as closing the achievement gap for Indigenous learners on and off reserve. An area of growth for us will be to increase opportunities for school staff to be known and involved with community in community. Families have told us that they value teachers, and very much want more opportunities to build authentic relationships and mutual understanding.

Work has continued to improve the level of strategic engagement with the Indigenous Education Council, the Board, and students to bring forward their voices. Work remains to find ways to increasingly engage with teachers during a time when operational requirements and an ongoing shortage of TTOCs has made it challenging to release teachers to be a part of both District initiatives and professional learning opportunities.

As a District, we have a formal meeting schedule to regularly engage with our Local Education Agreement stakeholders, our Indigenous Education Council, and Enhancement Agreement - Equity in Action Committee.

We are seeing a higher level of agency and strong voices coming forth to ensure the commitments made in the LEA are coming to fruition. We have also received clear feedback about the continuing achievement gap for Indigenous students and differences between the results for Indigenous students living on and off reserve. While increasing graduation rates for Indigenous learners is a success, there is concern about the number of students earning an Adult Dogwood Certificate.

We have started incorporating feedback and information learned from our LEA working group, IEC, EA Committee as well as right holders, stakeholders, community partners, parents, and students into our continuous improvement cycle by determining what strategies are having the desired impact and what needs to be adjusted in a shorter period of time. We have become better at considering and responding to our local and cultural contexts. For example, more support is being provided for Indigenous students to access our Hot Lunch program as we know that hungry students cannot learn as they would otherwise be able to. Another example is "indigenizing" components of our curriculum to reflect our local and cultural contexts.

Our Board of Trustees continues to increase their engagement with stakeholders through committee work. Committees for 2023-2024 included: Policy, Education, Accessibility, Equity in Action, Indigenous Education Council, LEA, SEY2KT for Merritt and Princeton, Budget, and French Advisory Council.

Our Board is also reviewing our policies and procedures to ensure that our language is clear, plain, and jargon-free to make our documents more accessible for all stakeholders and rightsholders. In addition, the Board is working to ensure that the policies and procedures also align with the commitments contained in our Local Education Agreement. We have received feedback that our current policies and procedures are not always fully aligned with the LEA, and we recognize that many of our policies originated from and support colonial practices and systems.

Student Voice remains an area for growth. We are very pleased to have student trustees at the Board table, our schools are engaging students in many leadership initiatives, and we sought out student feedback for our logo redesign, we still want to increase opportunity for diverse student voice to have impact on students educational experiences and will continue to look for ways to engage with students and have them see associated changes from their participation.

Our Equity Scan clearly represented the want of Indigenous students to have increased voice, self-determination and input into their own learning and growth.

Adjustment and Adaptations: Next Steps

The following considerations have been identified by the District. These adjustments and next steps will include collaboration with partners and stakeholders, including the Indigenous Education Council and Local Education Committee.

- Complete the policy audit. Our Board has established a process for consultation with rightsholders and stakeholders before going to third reading. The goal is to reduce barriers and work towards creating equity for all learners and ensuring more voices are heard when developing policies and procedures.
- Our Equity Scan was completed in 2023-2024. In 2024-2025, the Equity in Action committee will develop and implement our Anti-Racism plan based on data collected during the Equity Scan.
- Continue with the work of District's Numeracy Committee who will develop a local numeracy assessment, which will be used inform instructional practice and work towards improving students results.
- We will continue to develop a budget that clearly aligns, supports, and communicates funding allocation to the Strategic Plan and key strategies and structures that support the continuous improvement cycle. Further to this, we are using data to determine if the allocations are providing the best value for dollar or making a real and measurable difference in improving student learning outcomes.
- Creation of a Senior Literacy Committee to provide recommendations for improving our literacy results in secondary school. Explore the option of creating a District assessment to provide more data on the areas of strength and areas of struggles for our students.
- Continue to support the increase of agency of the Indigenous Education Council and our Local Education Agreement Committee through transparent and honest conversations around data.
- Continue to support literacy interventions at both the primary and intermediate levels. We are building a baseline of Fountas and Pinnell data for the intermediate grades to identify and respond to our students' needs. We have also converted our PM Benchmarks to a F & P level to support Grade 4 teachers in determining where our students finished in Grade 3. This will help support a responsive approach to instruction.
- Our Riverside Child Care Center is scheduled to open in January 2025. We recognize that our District and our community partners (YMCA and Little Seeds) are essential in providing support for children and families as well as helping to build foundational life and learning skills to support successful transition into kindergarten.
- The French Immersion Program Review has been completed and recommendations will be implemented in the 2024-2025 school year. Aligning with the provincial trend, we continue to see attrition at both elementary and secondary levels. We are working with

parents and staff on positive messaging and promoting the value of the program in our community.

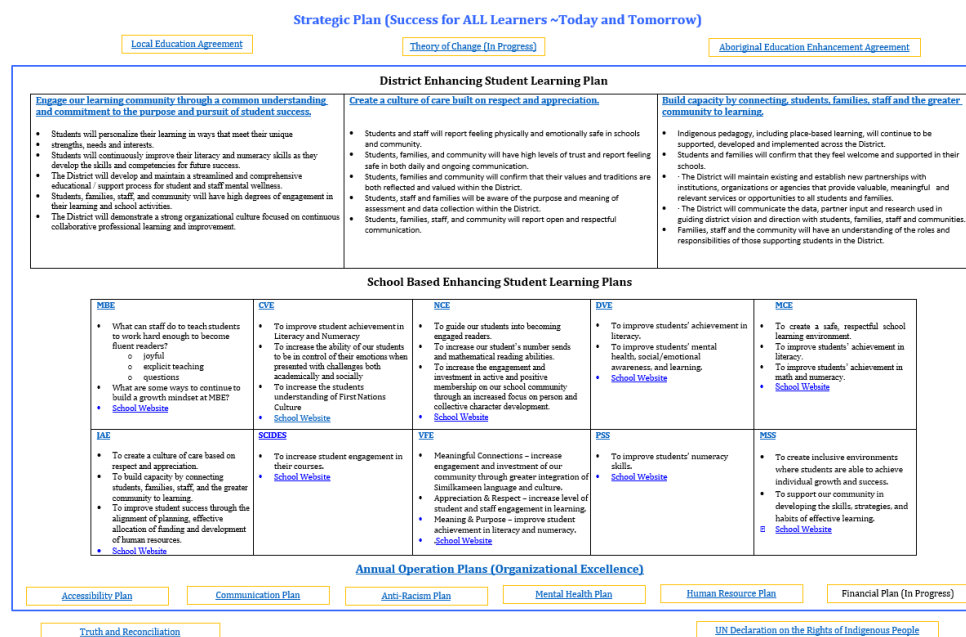
- The staffing challenges of unfilled positions and limited numbers of TTOCs is making offering professional development during the school day difficult. We are working to find alternate ways to provide professional learning and complete committee work. We are exploring using our Learning Enhancement Teachers to free up our classroom teachers as well as opportunities for collaboration within the building.

Alignment for Successful Implementation

There is a commitment to aligning plans and policies to the Strategic Plan across all functional areas of the District (Finance, Operations, Human Resources, Technology, and Education). This includes the alignment of district planning documents:

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

The chart below illustrates how all District plans, educational and operational, are connected to our Strategic Plan. We use our Strategic Plan as the basis for all work done in our District, both educationally and operationally. Our District aligns our Strategic Plan to our local context and actions as well as conversations are based around our values. We are working with our schools to use a data-driven approach as well as setting measures and targets to improve the speed at which we are able to adjust our strategies and initiatives to be more responsive in our cycle of continuous improvement.



The work being completed in Indigenous Education sets our District apart. There is a sincere commitment to equity and a focus on reconciliation continues to move our District forward in the areas of embedding the First Nations Principles of Learning, local culture and language, technology, and traditional ways of knowing and being into the day-today school experiences of students. Culture camps, language classes, First Nations support workers (ISAs), elder connections, MMIWG committee work, Education Coordinator collaboration, and Welcome Dinners are just a few of the strategies we are employing that speak to our District's commitment to improving the experiences of Indigenous students and families.

We have used the previous work done on the IEC budget, where expenditures are connected back to the Strategic Plan, as a model for articulating how we are resourcing strategic initiatives and interventions. For example, if we value land-based education, we need to support travel in our school-based budgets. There has been a 17% increase to the school travel budgets for 2024-2025 in order to support students being out of classrooms and into the community.

Meaningful consultation with stakeholders and rightsholders is helping the District to move towards equity for all learners.

Conclusion

Our District's work around Indigenous Education is an exemplar for working towards equity and reconciliation. We understand that all learning starts with relationships and our Strategic Plan reflects the value of connection and belonging. While there are celebrations in the work done to date, there are still many areas for growth and improvement. As we move forward from the impact of the fires and floods, our Enhancing Learning Plans at the school level will reflect the cycle for continuous improvement based on a close analysis of data and tracking of results. We commit to utilizing stakeholder and rightsholders feedback to make adjustments throughout the year. Our District values community and knowing all learners in order to meet their personal needs and goals. Education is a journey, and the path looks different for all.