

FRAMEWORK FOR ENHANCING STUDENT LEARNING



September
2021

School District 83 (North Okanagan-Shuswap)

[The Framework for Enhancing Student Learning](#) formalizes the planning and reporting structures for all school districts within the province of British Columbia. The Framework ensures accountability and system wide continuous improvement for all K-12 students. Within the Framework is a commitment to improve student learning and enhance the intellectual, social and career development for all learners.

School District 83 (SD83) is committed to improving student success, establishing organizational efficiency and creating a culture of health and wellness for all students and employees within the district.

Motto: “Students First”

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INTRODUCTION: LOCAL CONTEXT

School District 83 (SD83) lies on the traditional, ancestral and unceded territories of the Secwépemc people. Covering a beautiful geographic area within the Shuswap, the district is home to approximately 6900 students from multiple communities. Approximately 18% of the 6900 students within the district identify as having Indigenous ancestry.

The land within SD83 is home to members of the Métis Nation, the Little Shuswap Indian Band, the Adams Lake Indian Band, the Neskonlith Indian Band and the Spltasin Indian Band. The district is dedicated to continuing along the journey of Truth and Reconciliation through honoring Indigenous perspectives and ways of knowing as well as by listening to the voices of Residential School survivors and their families. SD83 is committed to establishing authentic engagement with their Indigenous partners and [The First Peoples Principles of Learning](#), describes a desired state for the district.

Within the district are 11 elementary schools, 6 elementary/middle school, 2 middle schools, 5 secondary schools and 1 storefront school. These 25 schools are located across the district in 9 different communities, each with a rich history and unique demographic. The following table is a breakdown of employees across the district:

Categories	No. in category
Excluded Staff	18
Other Professionals	5
Principals / Vice-Principals	42
Support	409
Teachers	469
Total	948

School District 83 also offers a wide variety of educational programming which includes; French Immersion, Apprenticeship opportunities for secondary students, sports academies, two alternate learning environments, an outdoor school and a robust distributed learning program known as the Education Outreach Program (EOP) offering students in grades 9 through 12 an opportunity to take courses outside of the regular classroom or to take a full load of courses via online learning.

SD 83's International Student Program has seen steady growth since its inception in 2019. The program provides a dynamic and rich experience for international students wishing to study in British Columbia. The program enables students from abroad to engage in high quality teaching and learning as well as personal enjoyment from the vast array of outdoor experiences available within the Okanagan.

The five-member Board of Education for School District 83 is committed to building open, trusting relationships with senior management. The Board is dedicated to improving relationships with partners and the public by using transparent processes and procedures. Engagement with Indigenous rights-holders, various stakeholder groups, employee associations and all partner groups is also a key priority of the Board. This is accomplished through a wide range of committees, many of whom meet on a monthly cycle. The authentic relationships which have been developed by the Board are a contributing factor to the success that SD83 students experience. The Framework for Enhancing Student Learning (FESL) will be part of the ongoing engagement with Indigenous communities, District Parent Advisory Committees, Principals and Vice-Principals, the North Okanagan Shuswap Teachers Association (NOSTA), CUPE, and student voice committees.

The North Okanagan-Shuswap District is in the final year of its current [Strategic Plan](#) which has three primary areas of focus;

1. *Students First* – Ensuring student success is the top priority every day.
2. *Organizational Efficiency* – Ensuring decisions and actions are clear, purposeful and responsible.
3. *Culture of Health and Wellness* – Ensuring that students and staff are healthy and connected to the learning community.

The Mission of SD83 is *to engage all students in meaningful and relevant learning experiences that develop their knowledge, skills, attitudes, creativity, and pursuit of personal success.*



The [District Learning Plan](#) identifies the outcomes which are areas of focus for the district. With each outcome, a series of strategies and supports are identified to assist schools in meeting their goals within their School Improvement Plan. The District Learning Plan is rooted in the vision of the Ministry and aligns with various Ministry policies, plans and goals.

During the 2020-21 school year, the Board of Education set as a key priority a “renovation project” for its Board Policies. This work involves a Policy Committee which consists of representation from the Teacher’s Association (NOSTA), CUPE, District Parent Advisory Council (DPAC), Principal/Vice-Principal Association, First Nation Education Council (FNEC) and student representation. This project will continue throughout the 2021-22 school year and will bridge into setting a strategic focus for a strategic plan renewal to be implemented for 2022-23. The plan will ensure that the goals address the continuous improvement for student learning and that they are specific, measurable, achievable, relevant and timely.

As SD83 moves toward a re-visioning of its Strategic Plan, budgetary processes, and staffing, there is a commitment that resource allocations will be aligned to ensure that student achievement and educational outcomes are a priority. Future work plans within the district include “branding” a renewed mission, vision and set of defined values. Additionally, there must be well defined alignment between Ministry of Education goals, District goals within the Strategic plan and School Improvement Plans.

In adherence with the Framework for Enhancing Student Learning (FESL) reporting structure, the data contained within this document will focus on five population sets: All students, Indigenous Students Living on Reserve, Indigenous Students Living Off Reserve, Students with Disabilities or Diverse Abilities, and Children and Youth in care. For the purposes of reporting, all performance rates refer to students who are “on-track” or “extending” in their learning.

Data Analysis – Moving Toward Continuous Improvement

Educational Outcome 1: *Students will meet or exceed literacy expectations for each grade level*

Measure 1.1: Intellectual Development

Literacy: Current year and 3 year trend for the number and percentage of students in grades 4 and 7 “on-track” or “Extending” literacy expectations based on the results of the *Foundational Skills Assessment (FSA)*.

(Refer to Appendix 1)

For clarification purposes, a student who is “on-track” demonstrates a partial to complete understanding of concepts and competencies relevant to the expected learning. The criteria below, describes an “on-track” learner in reading:

- show their own voice in their writing
- use past experiences to understand what they have read
- predict what might happen next in the text
- use clues in the text to help them understand what the author has not directly said
- synthesize information in basic ways
- make connections between ideas in the text
- choose appropriate language to convey meaning

Students who are “extending” demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning. The criteria below, describes a learner who is considered “extended” in reading:

- use multiple past experiences to understand what they have read
- correctly predict what might happen next in the text
- use multiple clues in the text to help them understand what author has not directly said
- synthesize information in multiple ways and make connections between big ideas in the text
- provide many details in their writing
- choose appropriate language to convey meaning
- show authentic voice and personality in their writing

Over the 3-year period of the 2017-18 to 2019-20 school years, an average of 91.7% of grade four students within the district have participated in the reading component of the FSA. There are few exclusions and as a result, the participation rate of 91.7% is significantly higher than the provincial average of 75%. The inclusion of most students may impact the overall result of students who are on-track or extending in reading. During the 2019-20 school year, 71% of SD83 students were on-track or extending compared to the provincial average of 74%. The 3-year average for grade 4 students reading “on-track” (at grade level) and “extending” (above grade level) in SD83 is 72.3% compared to the provincial average of 75.3%.

The 3-year writing results for all grade four students within SD 83 indicate 89% of students completed the writing component of the FSA. Of those who participated, 78% were “on track or extending.” In this measure, the district is higher than the provincial average of 70% participation rate and lower than the provincial achievement of 85%. The 3-year trend shows a dramatic decline in Grade 4 performance.

The 3-year participation rates in the reading portion of the FSA for all Indigenous students are once again significantly higher than those reported provincially. Approximately 89.3% of grade 4 students of Indigenous ancestry completed the FSA in reading compared to only 74.3% of their provincial counterparts. The data shows 68.7% of Indigenous students in grade 4 are reading “on-track” (at grade level) and “extending” (above grade level) versus the provincial average of 61.7%. Though Indigenous students within SD83 are performing better

than Indigenous students across the province, there are 4.3% fewer Indigenous students reading at or above grade level when compared to “all” resident students in SD83. When considering the results of grade 4 Indigenous students who live “on reserve” 64.7% are on-track or extending compared to 68.7% for those “off reserve.” This is higher than the provincial average of 44.3% for students “on reserve” and 65% for students who live “off reserve.”

The 3-year writing results for grade 4 Indigenous students within SD 83 indicate 86.7% of students completed the writing component of the FSA. Of those who participated, 68.7% were “on track or extending.” In this measure, the district is higher than the provincial average of 69% participation rate and lower than the provincial achievement of 71.3%. There is a significant decline in writing achievement over the 3-year period.

Diverse learners in grade 4 outperform the provincial average in reading with significantly higher participation rates and with 68% of diverse learners in grade 4 reading “on-track or extending” compared to a provincial average of 65%. In the writing portion of the FSA, diverse learners scored significantly lower (62%) than the provincial average (73.3%).

Over the same 3-year period of 2017-18 to 2019-20 school years, an average of 90% of grade seven students within the district have participated in the reading component of the FSA. the participation rate within School District 83 is significantly higher than the provincial average of 72.7%. The inclusion of most students may be a factor when comparing the overall result of students who are on-track or extending in reading. During the 2019-20 school year, 67% of SD83 students were on-track or extending compared to the provincial average of 77%. The 3-year average for grade 7 students reading “on-track” (at grade level) and “extending” (above grade level) within SD83 is 73.6% compared to the provincial average of 77.3%.

Grade 7 writing results across SD83 would show a similar trend to that seen reading. Though the participation rates within the district (86%) remain higher than the provincial average (72.7%), the achievement for grade 7’s who participated in the FSA (76.7%) is significantly lower than the provincial achievement of 86.3%.

The three-year participation rates of all Indigenous students are once again significantly higher than those reported provincially. Approximately 89.3% of grade 7 students of Indigenous ancestry completed the FSA in reading compared to only 74.3% of their provincial counterparts. The data shows 68.7% of Indigenous students in grade 7 are reading “on-track” or “extending” versus the provincial average of 61.7%. Though Indigenous students within SD83 outperforming Indigenous students across the province, there are 4.3% fewer Indigenous students reading at or above grade level when compared to “all” resident students in SD83.

The grade 7 writing results for Indigenous students show a similar trend. Participation rates within the district (80%) are higher than the provincial average (65.6%). The 3-year trend shows Indigenous students within SD83 outperforming (82.7%) the provincial average (80.6%) in this measure. Indigenous students within the district have also performed significantly better than the “all student cohort” (76.7%).

Within the SD83 grade 7 cohort of diverse learners, 69% participated in the reading portion of the FSA with 66% performing at “on-track or extending” compared to the provincial participation rate of 55% and a performance rate of 60.3%. Within this cohort of learners, the participation rate in writing component of the FSA for SD83 students was 86% compared to the provincial participation rate of 72.7% while the performance rate of the province (86.3%) was almost ten percent higher than that of the district (76.7%)

Children and Youth in care (CYIC) represent some of the most vulnerable students within the district. They are students who are under the guardianship of the provincial director of child welfare. SD83 believes that it is

important that CYIC are learning and progressing in school intellectually while also having their social-emotional needs met. When analyzing the reading data for CYIC, the number of students is fewer than ten within this subpopulation and therefore cannot be reported on.

Supporting All Learners in Literacy

School District 83 recognizes that there is a compelling reason to increase literacy support through the implementation of the following measures:

- a. Continue with early literacy intervention programs within the district targeting the most vulnerable learners as identified through the triangulation of data.
- b. Use of the SD83 Kindergarten Early Learning Profile (Social/Emotional Skills, Oral Language, Phonological Awareness, Concepts About Print, Alphabet Knowledge, and High Frequency Words) for all Kindergarten students.
- c. Piloting the Heggerty Phonemic Awareness program in all Kindergarten classrooms, beginning in the fall 2021.
- d. Use of the PM Benchmark Reading Assessment Resource (RAR) as a district-wide assessment for students in grades one through five.
- e. Development of an SD83 Early Literacy Framework to support K to 2 literacy instruction and student learning, including a Response to Intervention (RTI) model.
- f. Literacy Support Teachers (LST) have been instituted at all elementary schools with a focus on grade 2 students.
- g. A framework has been established for facilitating data and learning conversations with staff to guide instructional focus, strategies, and next steps for literacy learners.
- h. Professional development opportunities and resources to support literacy understanding, instructional strategies, and assessment opportunities, which support all learners
- i. Continued support for Principals and Vice-Principals in their ability to engage school teams in analyzing school wide data sets and applying the results of this analysis to inform instructional decisions.
- j. Continue to establish process and structures which are in place to address individual student needs within each school and ensure appropriate reading instruction and intervention.
- k. Provision of tier II & tier III support through scheduled data and planning sessions with elementary school-based teams; monthly Small Group Intervention Support learning sessions; Reading Recovery Learning Events (district-purchased webinars); Levelled Literacy Intervention Kits learning sessions; “Bridge the Gap” Phonemic Awareness Intervention Lessons; piloting of K to 2 Next Step Guided Reading Assessment.
- l. Continue to provide in-servicing to support strong Tier I instruction using; the Adrienne Gear “Powerful Writing Structures” for K to 8 teachers, Heggerty Phonemic Awareness workshop series for K and K/1 educators, complete a “Literacy Resource Inventory” at all elementary schools.
- m. Indigenous Literacy Intervention Program to support Indigenous learners reading below grade level.
- n. Establish anchor resources to be used consistently throughout the district.
- o. Establish an Early Learning Network with families, childcare providers, and other agencies to assist with transitions into kindergarten.

Though the district’s results are higher than the provincial averages in each of these subpopulations of Indigenous learners and learners with diverse abilities, there is a compelling reason to narrow the gap which exists between “all students” and the subpopulation groups.

The district will continue to incorporate Indigenous perspectives and “ways of knowing” within classrooms. Through Professional Development opportunities, the district will assist with increasing staff knowledge and understanding of Indigenous Peoples and their culture. The district has designated significant resources to

ensure that an Indigenous Education Worker (IEW) is positioned within most schools within the district. In addition to IEW support five Indigenous Outreach Workers also provide support to various areas within the district. Additionally, five schools within the district also have the support of five Success Coaches. The [Indigenous Education Program](#) is led by a District Principal who oversees the support within schools but who also works closely with the Indian Bands within the district, Elders and Knowledge Keepers.

In June 2021, an [Indigenous Education Program Review](#) audit and report was conducted through an external consultant. The comprehensive study examined Early Program Structure, Changes Over Time, Important Partnerships and Relationships, Strengths of the Program, Highlights, Future Growth and Conclusions. The report is very insightful and will guide the work with Indigenous youth, Indigenous Rights-holders, and Indian Bands within the borders of the district for years to come.

The district will continue to work at improving learning outcomes for the learners with diverse abilities by dedicating and providing additional supports. Currently seven “Bridge Programs” are in place to support transitions between alternate and regular programming. The district has a vast complement of school counsellors, speech pathologists, English as a Second Language teachers, an Occupational Therapist, a Physiotherapist, a Behavior Consultant, Educational Psychologists, and a Healthy Schools Coordinator. Each of these positions play a significant role in supporting students with diverse abilities. The district has also contracted the services of a Family Outreach Social Worker, a Mental Health Clinician and clinical support for elementary schools.

Measure 1.2: Intellectual Development

Literacy: Current year and 3-year trend for the number and percentage of students “proficient” or “Extending” literacy expectations as specified in the Grade 10 literacy assessments. (Refer to Appendix 1)

When considering the grade 10 literacy results for SD83, it is interesting to note the low participation rate in the district (36%) as compared to the provincial rate (52%). This is a stark difference to the participation rates seen across the district in the grade 4 and 7 literacy assessments. The percentage (67%) of students who are proficient or extending within the district is also lower than the provincial performance rate (74%).

The data for Indigenous students within SD83 (64%) would suggest that they are significantly higher than the provincial rate (56%) in the proficient or extending category. There is a small disparity (3%) between Indigenous students and “all” students within the district.

Students with diverse abilities within the district had a higher performance rate (61%) when compared to that of the province (55%). Participation rates within this group of learners was significantly lower (28%) than the rate of the province (42%).

A note to make regarding the data presented is the low participation rate. Upon further analysis, it is evident that the timing of the assessment coupled with COVID-19 created this anomaly.

As SD83 moves toward a re-visioning, it is important that the Strategic Plan, budgetary processes, staffing, and resource allocations be aligned to ensure that student achievement and educational outcomes are a priority within the area of literacy. Future work plans around literacy will include an alignment between Ministry of Education goals, District goals within the Strategic plan and school improvement plans.

Measure 2.1: Intellectual Development

Numeracy: Current year and 3 year trend for the number and percentage of students in grades 4 and 7 “on-track” or “Extending” numeracy expectations based on the results of the *Foundational Skills Assessment (FSA)*. (Refer to Appendix 2)

A student who is “on-track” in numeracy demonstrates a partial to complete understanding of concepts and competencies relevant to the expected learning. The criteria describing an “on-track” learner in numeracy is a student who can demonstrate a proficient ability to view the situation mathematically. Their approach is sensible and generally can be followed. The reasoning or evidence they use contains only minor inconsistencies. A student who is considered “extending” demonstrates the ability to view the situation mathematically with an approach that is effective and easily followed. The students’ reasoning and evidence is clear and well presented.

Grade 4 students across the district have struggled to keep up with performance rates across the province. During 2019-20 the gap was narrowed by 3% however, still resulted in the district performance rate (61%) being significantly lower than the provincial rate (73%). The three-year performance rate (59.7%) for “all students” is much lower than the three-year provincial rate (73.7%). This is concerning data and is being addressed through a district wide response.

Though Indigenous students (all) have a 3-year performance rate (50.3%) which is higher than the province (48.7%), this represents a 9.4% disparity when compared to the “all students” category. Likewise, students with diverse abilities (44.7%) score over 15% lower than the “all student” category (59.7%) within the district and lower than the provincial performance rate (52.3%).

The narrative for grade 7 students within the district would suggest that over the past three years, gaps in performance rates have narrowed between the district and the province. A gap which was once 16% has been reduced to 8% in 2019-20. The 3-year performance rate of “all” district students (53.3%) is still significantly lower than the provincial rate (65%).

District Indigenous students within the grade 7 cohort have a 3-year performance rate (50.3%) which is higher than the provincial rate (48.7%). SD83 students with diverse abilities also have a performance rate (41.3%) lower than the provincial rate (47%). When comparing the performance rate of Indigenous students (50.3%) to that of “all students” (53.3%) there is a small difference. The difference is much more significant when we compare diverse learners (41.3%) to all students within the district (53.3%).

Measure 2.2: Intellectual Development

Numeracy: Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments.

Three-year numeracy performance rates for “all students” within the district (21.7%) are lower than the provincial rate (33.3%) over the same period. The promising news is, a gap which was once 15%, three years ago was narrowed to 9% in 2019-20.

Though the three-year average performance rate (21.6%) for Indigenous students is lower than the provincial rate (33.3%), it has increased by 14% over the past three years. The performance rate of Indigenous students within the district is essentially the same as that of “all students.” SD83 students with diverse abilities outperformed (23.7%) both the “all student” category and Indigenous students by approximately 2%. When compared with the provincial rate, diverse students in SD83 had a performance rate which was 2% lower than the provincial rate.

Though SD83 continues to see high levels of participation among students writing the assessments, there are lower performance rates among the subcategories of “all” and learners with “diverse abilities.” Numeracy has been a focus within the district for the past two years. During that time, there has been greater attention given to assessment data to help inform instructional practice. District numeracy teachers have been implemented in most elementary and middle schools to assist with co-teaching and co-assessment strategies. Schools are working to implement a multi-year approach for grade 10 math so that greater opportunity to upon completing grade 12.

Supporting All Learners in Numeracy

The data indicates there must be sustained and focused math supports within the district. Some of the strategies used to support Math instruction within the district has and will continue to include; an intentional focus on problem-solving, focusing on critical concepts, unique supports for diverse learners, incorporating “math investigations” which are aimed at developing conceptual understanding through the use of models and manipulatives, thinking flexibly, talking about math using “math language”, making connections and explaining thinking. In addition to these strategies, conversations will continue regarding, “deep dives into assessment data” as we look for patterns and trends and determine adequate responses and interventions. The district will continue to support Tier I instruction and build the capacity of teachers with numeracy instruction.

Support is currently being provided for one-on-one discussions and instructional planning with District Numeracy teachers. Varying levels of District Numeracy teacher support has been provided to 16 of the 17 elementary schools since 2017, as well as both of our large middle schools. There has also been a focus on the development of problem-solving skills within the district. This has been supported by the compilation and creation of resources at each grade level from Kindergarten to Grade 8+ which are sent out weekly to support teachers in their planning.

Measure 2.3: Grade to Grade Transitions

Number and percentage of students who are completing grade to grade transitions on time.
(Refer to Appendix 3)

The 2019-20 data indicates there were 433 grade 10s, and 443 grade 11s. 94% of grade 10 students and 95% of grade 11 students transitioned to the next grade. The rates within SD 83 are comparable for both grade 10 (94%) and 11 (96%) students to the provincial rate of 96% and 94% respectively.

The cohort data for all Indigenous students indicates that during 2019-20, the transition rate for grade 10 students was 94% and was 90% for grade 11 compared to provincial rates of 92% and 88% respectively.

Students with diverse abilities over the same period had transition rates of 91% for grade 10 and 95% for grade 11. This compares to a provincial transition rate of 95% for grade 10 and 92% for grade 11.

Within the SD83 context, Salmon Arm has many students transition to secondary schools within the city from neighboring communities. The high transition rate speaks to strong communication between schools and strong district support to ensure that transitions from one community to another are supported. A continued focus will be to build meaningful relationships with students and their families. Likewise, the district will continue to examine the “visible and invisible barriers” that currently exist and how they can be removed to improve transition rates throughout all grades and schools.

Measure 3.1: Student Learning Survey

Number and percentage of students in grade 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.

(Refer to Appendix 4)

The Middle Years Development Instrument (MDI) is a self-report questionnaire completed by children in Grades 4 through 8. It asks them how they think and feel about their experiences both inside and outside of school. The results listed for Measure 3.1 and 3.2 are based on the use of this instrument.

Feeling Welcome:

Within the “all” student category, 71% of students reported feeling welcome at school. This was an increase of 3% over the 3-year average and is higher than the provincial rate (67%) for 2019-20 and is on par with the 3 year provincial rate of 68%.

For the 2019-20 year, 72% of Indigenous students reported feeling welcome which is a 12% improvement from the previous year and is also 12% higher than the provincial rate. The 3-year rate of 65% for SD83 is also higher than the 3-year rate of the province (61%).

For the 2019-20 year, 65% of diverse learners reported feeling welcome which is a 7% improvement from the previous year and is also 5% higher than the provincial rate. The 3-year rate of 61% for SD83 is on par with the 3-year rate of the province (61%).

Feeling Safe:

715 students responded to the question related to feeling safe at school during 2019-20. Of these students, 73% reported feeling safe which is also the three-year average.

Sense of Belonging:

Within the “all” student category, 410 students responded and 56% of students reported feeling welcome at school during 2019-20. This was an increase of 2% over the 3-year average (54%) and is marginally higher than the provincial rate (53%) for 2019-20 and is on par with the 3-year provincial rate (54%).

For the 2019-20 year, 53% of Indigenous students reported feeling welcome which was a 25% decrease from the previous year but was on par with the provincial rate. The 3-year rate of 61% for SD83 is also significantly higher than the 3-year rate of the province (46%).

For the 2019-20 year, 65% of diverse learners reported feeling welcome which is a 7% improvement from the previous year and is also 5% higher than the provincial rate. The 3-year rate of 61% for SD83 is significantly higher than the 3-year rate of the province (46%).

Measure 3.2: Student Learning Survey

Number and percentage of students who feel there are two or more adults in their school who care about them.

In 2019-20, 726 students responded in the “all student” category. Of the 726 respondents, 66% of students reported feeling they had two adults in their school who cared about them. This was a decrease of 2% from the previous year and 4.5% lower than the district 3-year average (70.5%). The 2019-20 district and provincial rate are identical with the district 3-year rate (70.5) being slightly higher than the 3-year provincial rate (67%).

For the 2019-20 year, 144 Indigenous students or 66% reported feeling they had two adults in their school who cared about them. This rate is similar to, the provincial rate of 65%. The 3-year average for SD83 Indigenous students is 70% whereas the provincial rate is 66%.

In 2019-20, learners with diverse needs reported in a similar fashion with 66% reporting they have two adults at school who care for them compared to the provincial results of 67%. The 3-year rate within SD83 and the province were identical at 68%.

Though there is room for improvement in this area, the data suggests that relationships with students and their teachers are consistent across all sub-populations.

Supporting Mental Health and Well-Being

Student mental health and wellness remains a priority for the district. Some of the strategies used within the district include:

- A Student Wellness Committee which meets to analyze Student Learning Survey data, EDI and MDI data.
- A teen resiliency program was implemented for vulnerable students at two schools within the district as a response for vulnerable students.
- A Youth and Family Outreach Social Worker has been contracted to support families who struggle to access necessary community services or who may need immediate counselling.
- A trauma consultant works with children and their families. Additionally, all district counsellors have training in trauma.
- SOGI/Sexual Health Helping Teacher supports school staffs with resources and one on one support.
- A mental health clinician works at several schools within the district.
- Healthy Lifestyles Coach supports middle and secondary students with substance misuse.
- An Indigenous Middle Year's Conference is held annually to support Indigenous students with cultural identity and strategies for well-being.

Measure 4.1: Graduation

Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood within 5 years of starting Grade 8.

(Refer to Appendix 5)

Overall, the data set indicates that district graduation rates are slightly lower than provincial averages. District rates have increased approximately 3% over the past 3 years with a graduation rate of 80% in 2019-20. Indigenous students (60%) within SD83 have significantly lower graduation rates than non-Indigenous students (80%) within the district. A celebration is that Indigenous graduation rates within SD83 (70%) are higher than provincial rates (61%). Over the past 3 years, graduation rates have remained quite static among all students in the district.

Graduation rates for students with diverse abilities decreased slightly in 2019-20 by approximately 7% from the previous year (68%). The 3-year averages follow a similar pattern to those of Indigenous students with some slight fluctuations.

As a means of improving the percentage of students receiving a Dogwood Diploma, SD83 has measures in place to ensure that there is district oversight with students directed toward an Evergreen Diploma. This data is reviewed annually to ensure students are placed in appropriate programs.

Measure 5.1: Post-Secondary Institution Transitions

Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years. (Refer to Appendix 6)

It is worthwhile to note that Ministry data only includes transitions made to British Columbia post-secondary institutions. The Post-Secondary Institution (PSI) transition rate for “all students” within SD83 is below the provincial average over a 3-year period. Learners with diverse abilities were above the provincial average during 2015-16 and 2016-17, however have slipped below the provincial average over the past two reporting years.

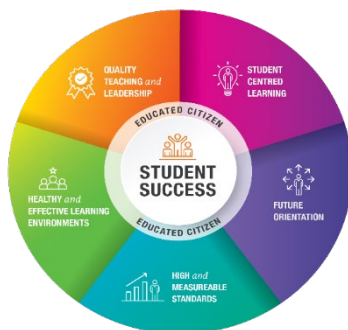
SD83 has a robust Career Program which shares a mandate with the Industry Training Authority (ITA) to have more equity-seeking groups represented in the trades. Salmon Arm Secondary has been very successful at growing their Women in Trades course offering with two sections (34 students) registered in the 2021-22 school year. There has also been significant collaboration between the District Principal responsible for Career Pathways and the Indigenous Education Workers. This collaborative effort has resulted in more students entering apprenticeship systems and dual credit programs.

myBlueprint is a web-based program which allows students to create portfolios that contain artifacts of learning, resumes, letters, record of course credits and opportunities to do career planning within the tool. The use of this tool is directly connected to Career Life Education and Career Life Connections. There is currently a significant amount of work being done to integrate myBlueprint with MyEducation to improve functionality for students in our district.

Concluding Thoughts

School District 83 will continue to refine its goals around student learning as it moves into establishing a new Strategic Plan for 2022 and beyond. This planning will include a complete district scan which will include engagement from the Board of Education, partner groups, Indigenous Rightsholders, PVPs, and district staff. System wide processes will be examined and renovated where necessary. Moving forward in the spirit of transparency, complete alignment between the Ministry goals, school district goals and school plans will be the goal to improve student learning outcomes. This work will be challenging however it will allow SD83 to meet improvement targets for the reporting areas contained within the Framework for Enhancing Student Learning.

SD83 is grateful to the staff who work diligently to ensure students within the district are meeting the elements of [The BC Policy for Student Success](#). The district will continue to allocate resources to support the framework with a primary focus on Quality Teaching and Leadership, Student Centered Learning, and Healthy and Effective Learning Environments so that students achieve at or above provincial performance rates.



Appendix 1

Grade 4 Reading Results (all students)

FSA Literacy	District				Province			
	# Student Participants	% Student Participants	# Students On-Track or Extending	% Students On-Track Or Extending	# Student Participants	% Student Participants	# Students On-Track or Extending	% Students On-Track or Extending
Grade 4 Reading								
2017-18	445	95	335	75	NR	75	NR	76
2018-19	456	91	326	71	NR	73	NR	76
2019-20	471	89	335	71	NR	77	NR	74

Grade 4 Writing Results (all students)

FSA Literacy	District				Province			
	# Student Participants	% Student Participants	# Students On-Track or Extending	% Students On-Track Or Extending	# Student Participants	% Student Participants	# Students On-Track or Extending	% Students On-Track or Extending
Grade 4 Writing								
2017-18	428	91	343	80		71		78
2018-19	445	89	398	89		70		90
2019-20	463	87	303	65		70		85

Grade 4 Reading Results (Indigenous students)

FSA Literacy	District				Province			
	# Student Participants	% Student Participants	# Students On-Track or Extending	% Students On-Track or Extending	# Student Participants	% Student Participants	# Students On-Track or Extending	% Students On-Track or Extending
Reading Grade 4								
2017-18	79	95	55	70	4033	76	2453	61
2018-19	85	88	57	67	3856	74	2425	63
2019-20	91	85	63	69	3664	73	2238	61

Grade 4 Writing Results (Indigenous students)

FSA Literacy	District				Province			
	# Student Participants	% Student Participants	# Students On-Track or Extending	% Students On-Track or Extending	# Student Participants	% Student Participants	# Students On-Track or Extending	% Students On-Track or Extending
Writing Grade 4								
2017-18	75	90	61	81	3712	70	2344	63
2018-19	87	87	73	67	3603	69	2886	80
2019-20	89	83	52	58	3393	68	2407	71

Grade 4 Reading Results (Learners with diverse abilities)

FSA Literacy	District				Province			
	# Student Participants	% Student Participants	# Students On-Track or Extending	% Students On-Track or Extending	# Student Participants	% Student Participants	# Students On-Track or Extending	% Students On-Track or Extending
Reading Grade 4								
2017-18	48	75	31	65	2140	48	1378	64
2018-19	43	61	31	72	2194	47	1394	64
2019-20	45	51	30	67	1956	50	1304	67

Grade 4 Writing Results (Learners with diverse abilities)

FSA Literacy	District				Province			
	# Student Participants	% Student Participants	# Students On-Track or Extending	% Students On-Track or Extending	# Student Participants	% Student Participants	# Students On-Track or Extending	% Students On-Track or Extending
Reading Grade 4								
2017-18	45	70	29	64	1886	44	1256	67
2018-19	39	55	29	74	1956	44	1568	80
2019-20	46	52	22	48	1992	43	1456	73

Foundation Skills Assessment (FSA) Literacy - Reading - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)

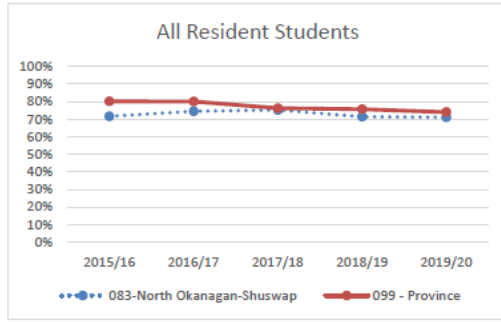


Figure 1: FSA Grade 4 Reading - All Resident Students

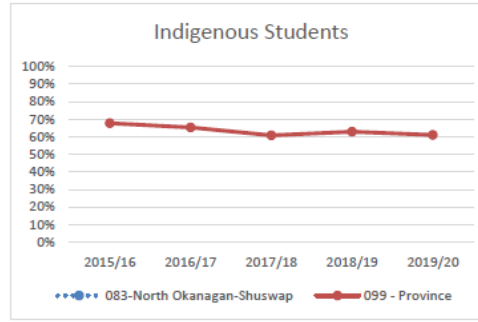


Figure 2: FSA Grade 4 Reading - Indigenous Students

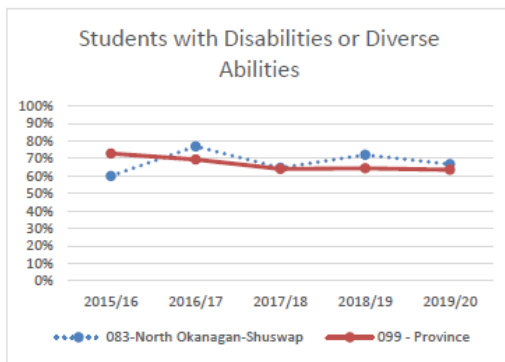


Figure 4: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

Grade 7 Reading Results (all students)

FSA Literacy	District				Province			
	# Student Participants	% Student Participants	# Students On-Track or Extending	% Students On-Track Or Extending	# Student Participants	% Student Participants	# Students On-Track or Extending	% Students On-Track or Extending
Grade 7 Reading								
	437	91	317	73		74		78
	450	92	365	81		72		77
	458	87	308	67		72		77

Grade 7 Reading Results (Indigenous students)

FSA Literacy	District				Province			
	# Student Participants	% Student Participants	# Students On-Track or Extending	% Students On-Track Or Extending	# Student Participants	% Student Participants	# Students On-Track or Extending	% Students On-Track or Extending
Grade 7 Reading								
2017-18	93	84	63	68		73		64
2018-19	97	87	75	77		72		62
2019-20	92	81	59	64		73		60

Grade 7 Reading Results (Learners with Diverse Abilities)

FSA Literacy	District				Province			
	# Student Participants	% Student Participants	# Students On-Track or Extending	% Students On-Track Or Extending	# Student Participants	% Student Participants	# Students On-Track or Extending	% Students On-Track or Extending
Grade 7 Reading								
2017-18	68	65	46	68	3141	55	1980	63
2018-19	68	71	46	68	3265	54	1954	60
2019-20	87	71	54	62	3737	55	2148	58

Foundation Skills Assessment (FSA) Literacy - Reading - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)

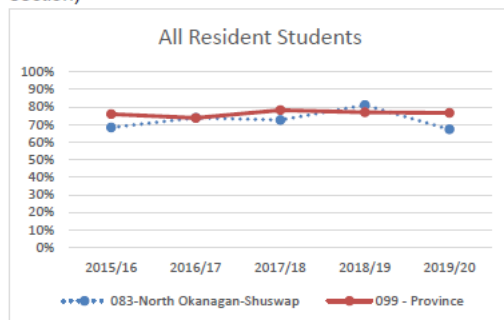


Figure 6: FSA Grade 7 Reading - All Resident Students

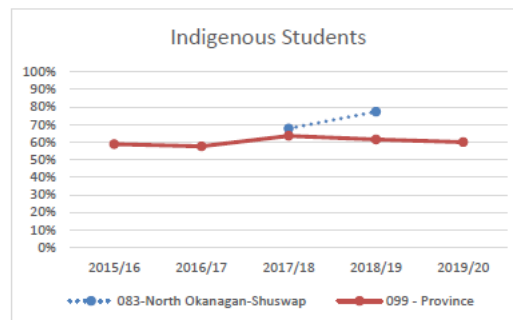


Figure 7: FSA Grade 7 Reading - Indigenous Students

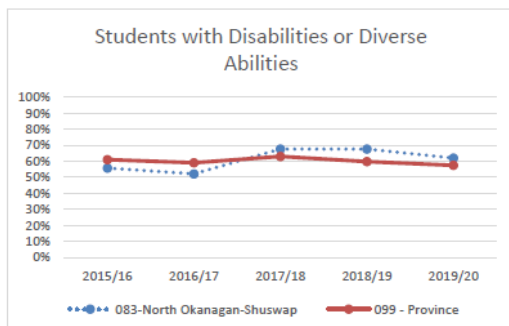


Figure 9: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

Grade 10 Literacy (all students)

2019-20				
	"All" Writers	% Participation	# Proficient or Extending	% Proficient or Extending
District	158	36	106	67
Province	22419	52	16615	74

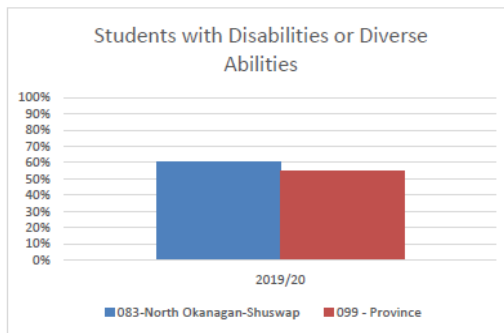
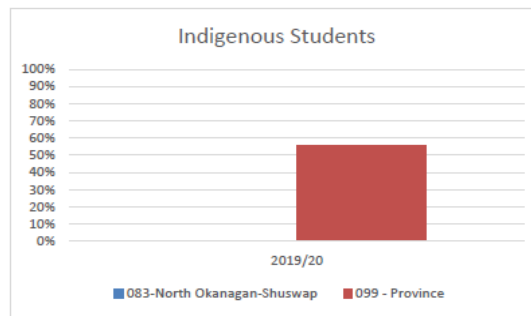
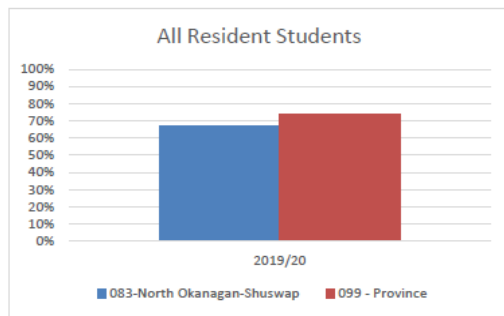
Grade 10 Literacy (Indigenous Students)

2019-20				
	"All" Writers	% Participation	# Proficient or Extending	% Proficient or Extending
District	28	28	18	64
Province	2184	40	1217	56

Grade 10 Literacy (Learners with diverse abilities)

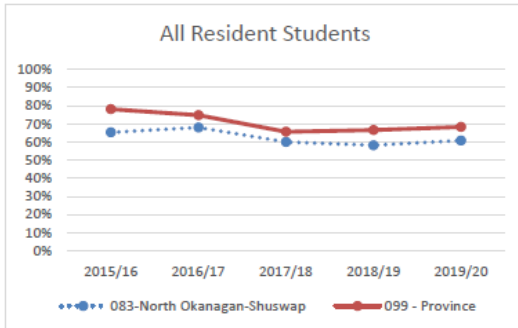
2019-20				
	# Writers	% Participation	# Proficient or Extending	% Proficient or Extending
District	28	28	17	61
Province	2797	42	1525	55

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Literacy 10 Assessment)

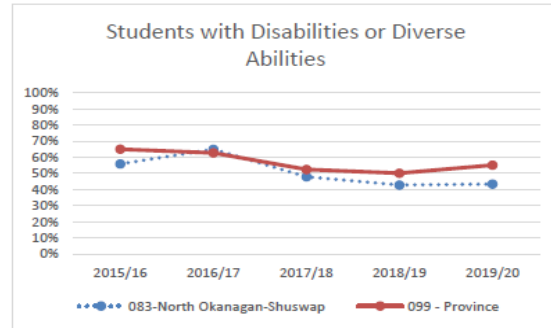


Appendix 2

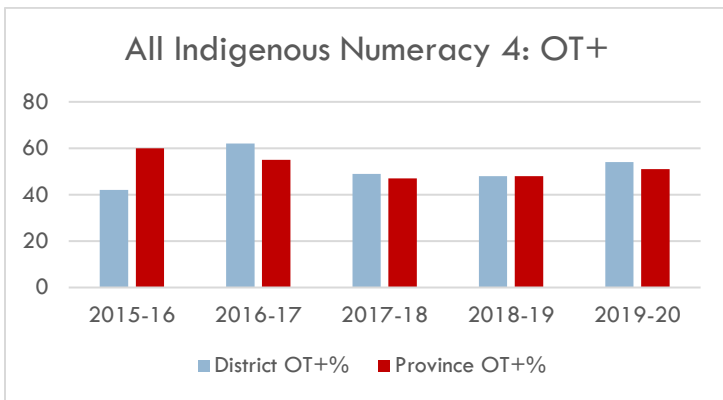
Grade 4 Numeracy (all students)



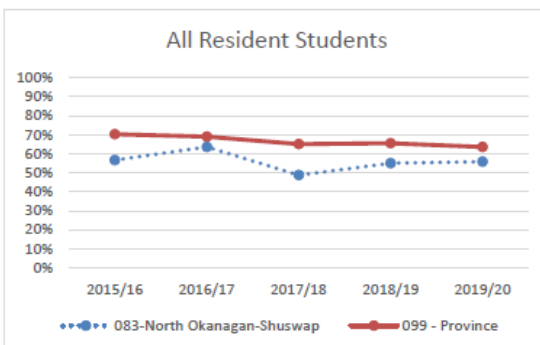
Grade 4 Numeracy (Students with diverse abilities)



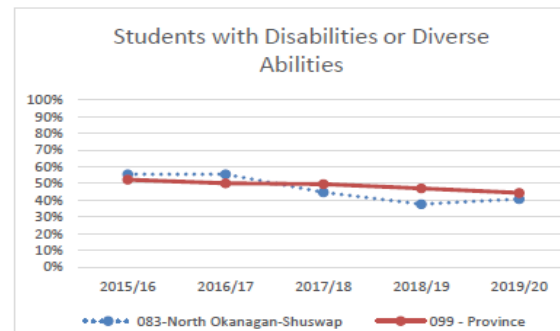
Grade 4 Numeracy (all Indigenous)



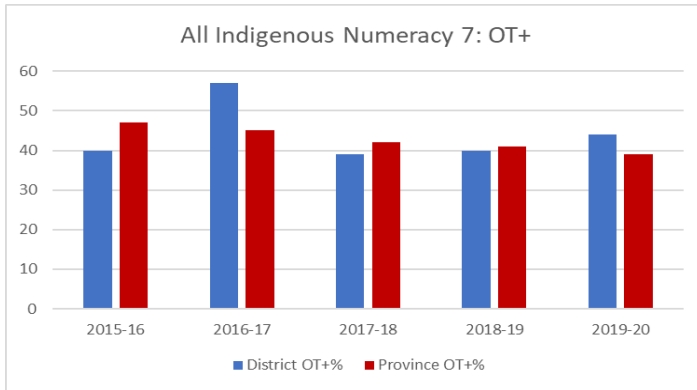
Grade 7 Numeracy (all students)



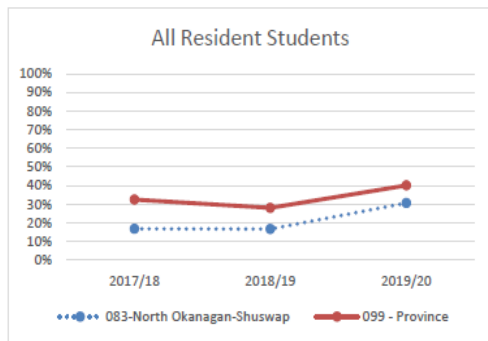
Grade 4 Numeracy (Students with diverse abilities)



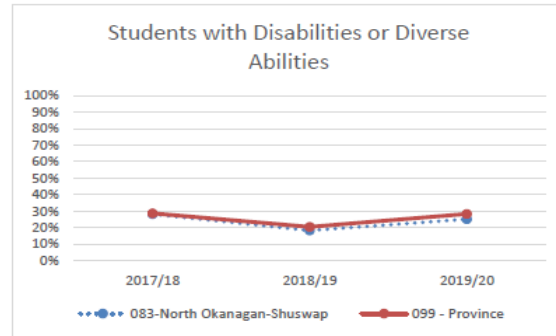
Grade 7 Numeracy (all Indigenous)



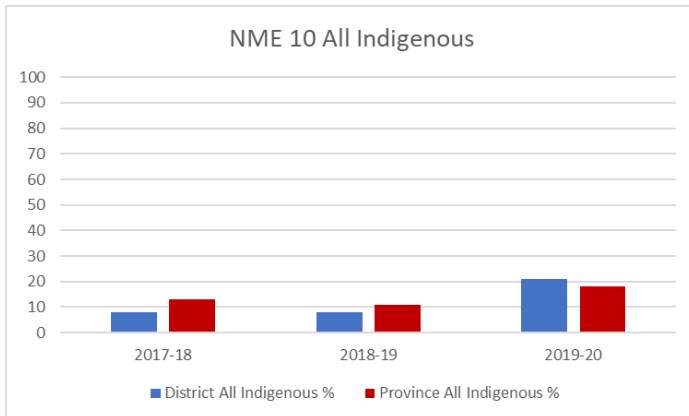
Grade 10 Numeracy (All Students)



Grade 10 Numeracy (Students with diverse abilities)



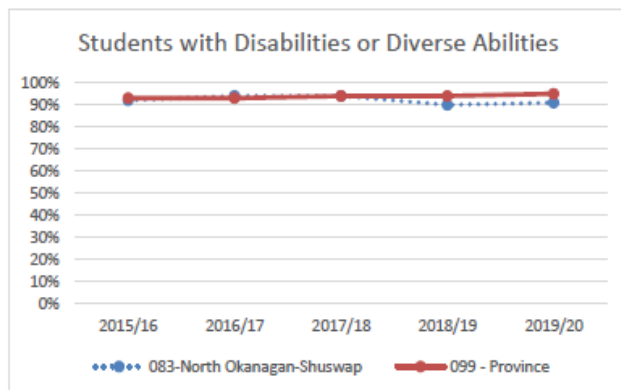
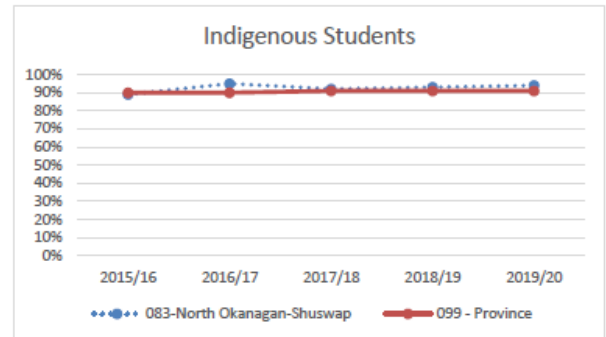
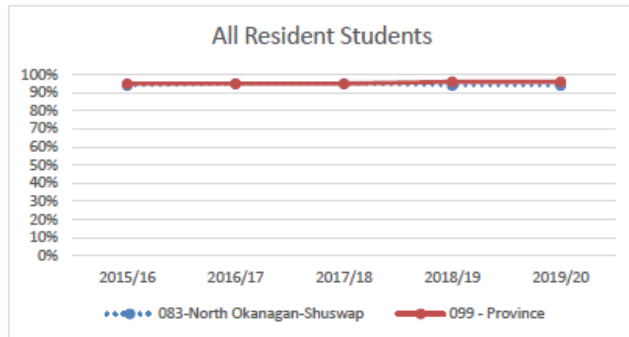
Grade 10 Numeracy (All Indigenous)



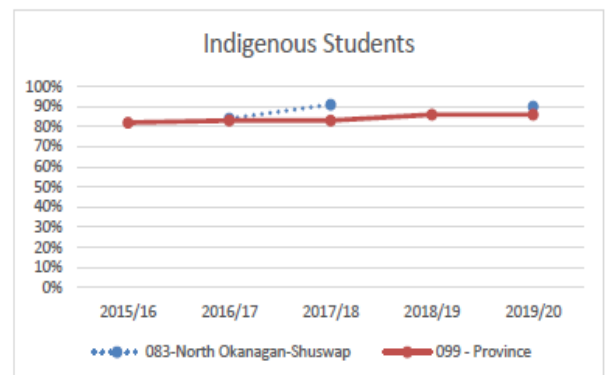
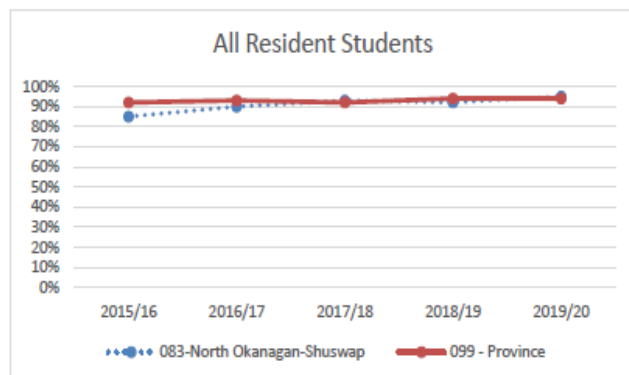
Appendix 3

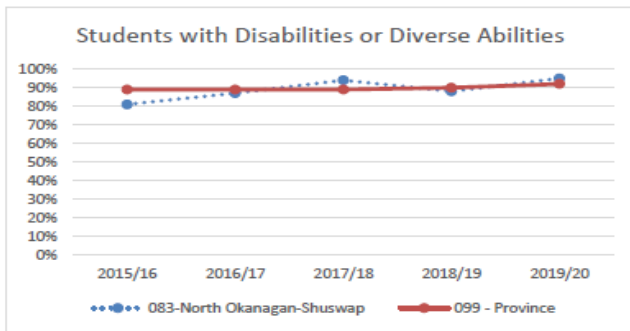
Grade to Grade Transitions

(Portion of Grade 10 resident students who made the transition to Grade 11 in the next school year)



(Portion of Grade 11 resident students who made the transition to Grade 12 in the next school year)



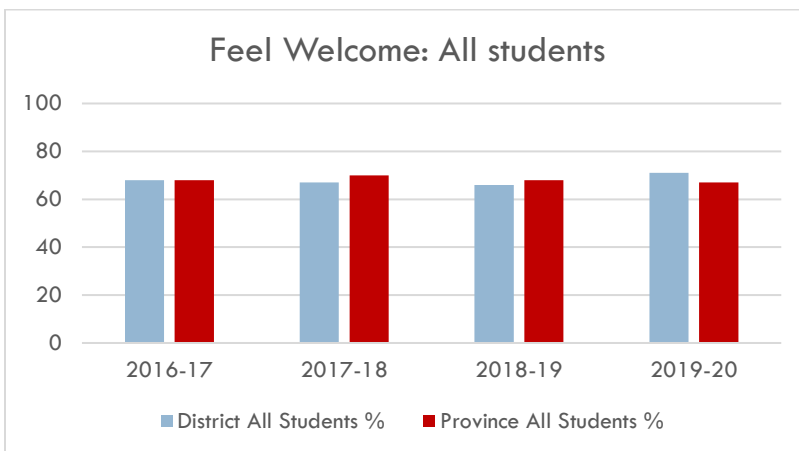


Appendix 4

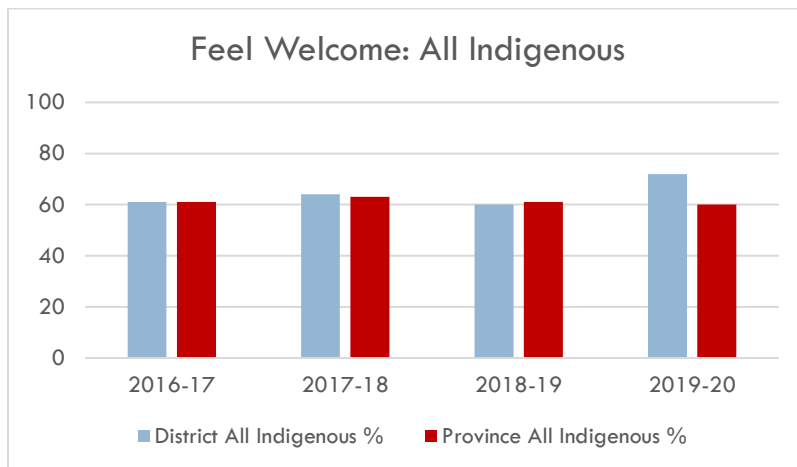
Student Learning Survey – Feeling Welcome

Feel welcome	2017-18	2018-19	2019-20
District All Students count	1055	1207	726
District All Students %	67	66	71
District All Indigenous count	211	248	144
District All Indigenous %	64	60	72
District Diverse Learners count	183	212	149
District Diverse Learners %	62	58	65
Province All Students %	70	68	67
Province All Indigenous %	63	61	60
Province Diverse Learners %	62	61	60

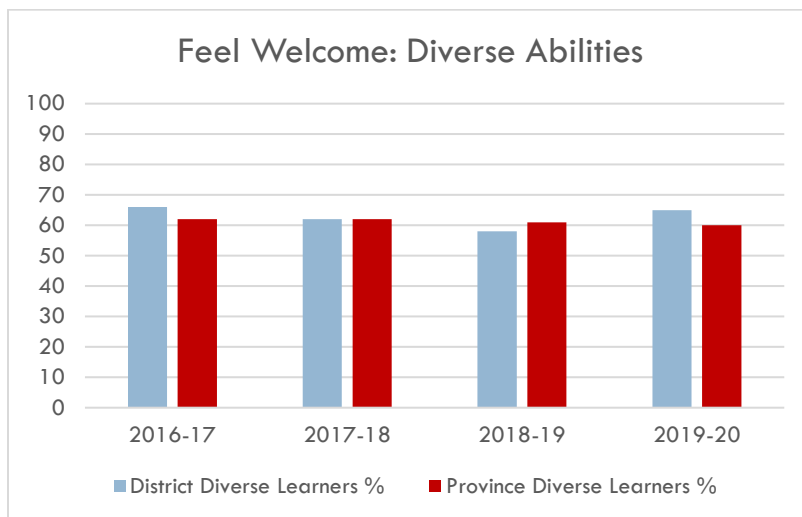
(Feel Welcome - All Students)



(Feel Welcome - All Indigenous)

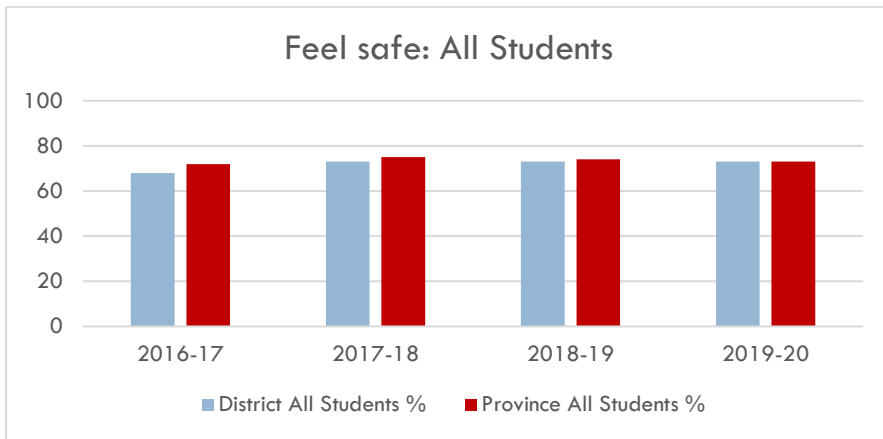


(Feel Welcome – Learners with diverse abilities)



Student Learning Survey – Feeling Safe

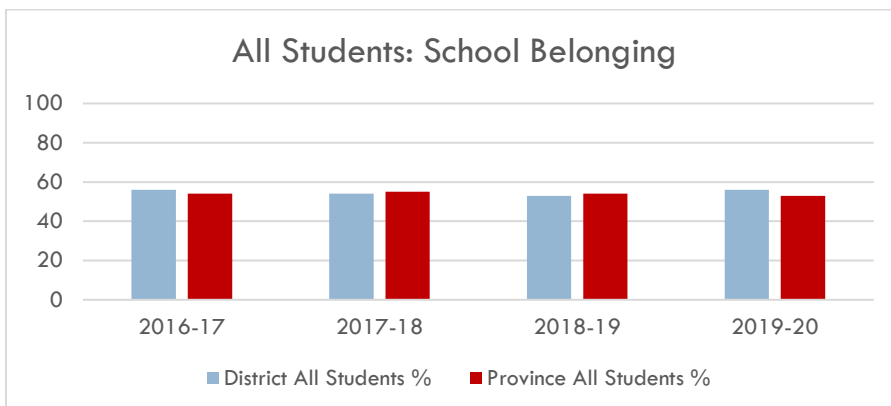
Feel safe	2016-17	2017-18	2018-19	2019-20
District All Students count	835	1052	1204	715
District All Students %	68	73	73	73
Province All Students %	72	75	74	73



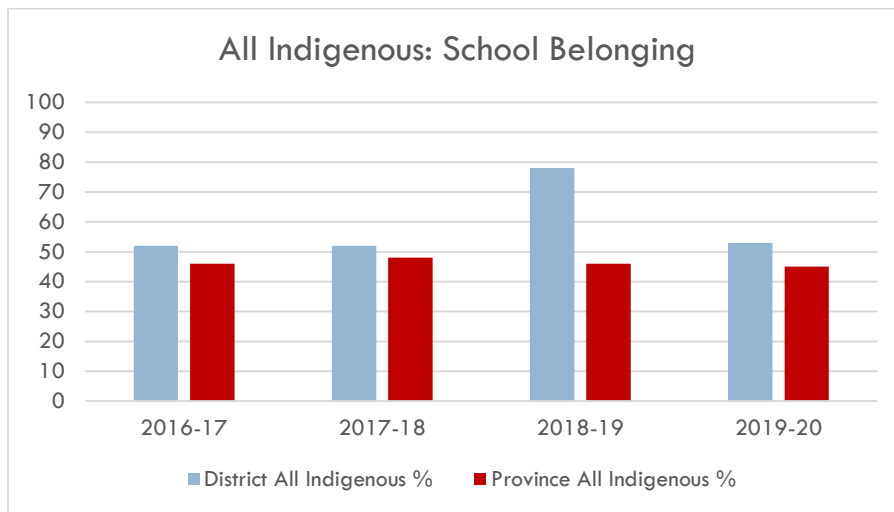
Student Learning Survey – Sense of Belonging

School Belonging	2016-17	2017-18	2018-19	2019-20
District All Students count	470	573	640	410
District All Students %	56	54	53	56
District All Indigenous count	97	110	118	76
District All Indigenous %	52	52	78	53
District Diverse Learners count	68	92	91	74
District Diverse Learners %	53	50	43	50
Province All Students %	54	55	54	53
Province All Indigenous %	46	48	46	45
Province Diverse Learners %	46	47	45	45

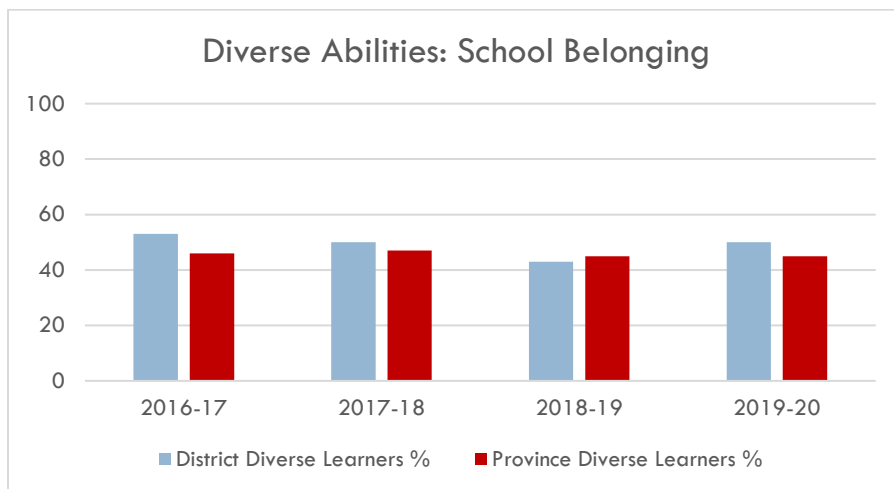
(Sense of Belonging – All Students)



(Sense of Belonging – All Indigenous)



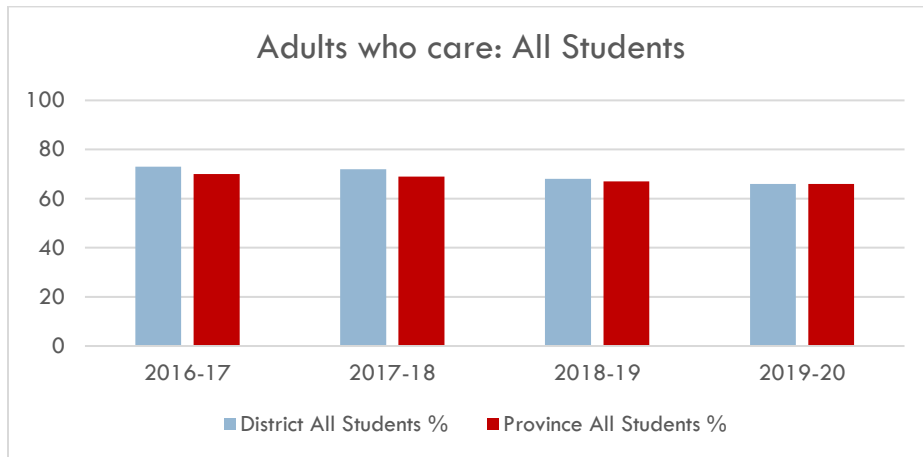
(Sense of Belonging – All Indigenous)



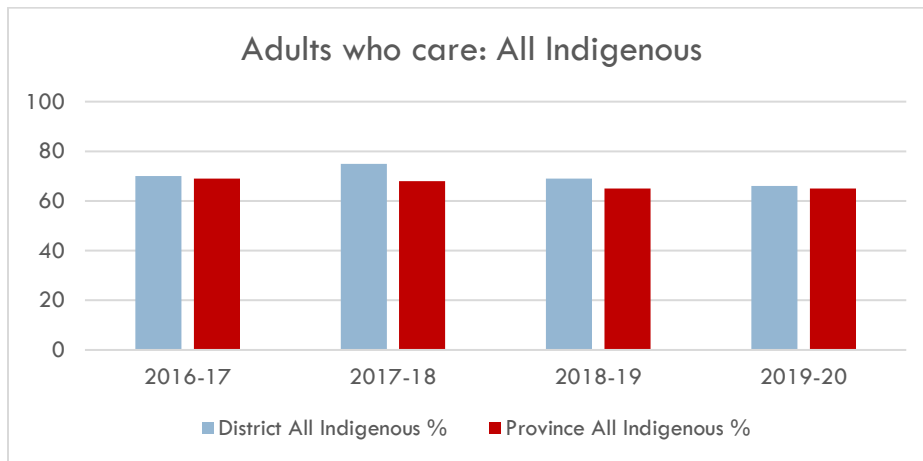
Student Learning Survey – Feeling they have 2 or more adults in their school who care about them

Adults who care	2016-17	2017-18	2018-19	2019-20
District All Students count	837	1055	1207	726
District All Students %	73	72	68	66
District All Indigenous count	185	211	248	144
District All Indigenous %	70	75	69	66
District Diverse Learners count	129	183	212	149
District Diverse Learners %	77	70	67	66
Province All Students %	70	69	67	66
Province All Indigenous %	69	68	65	65
Province Diverse Learners %	70	70	67	67

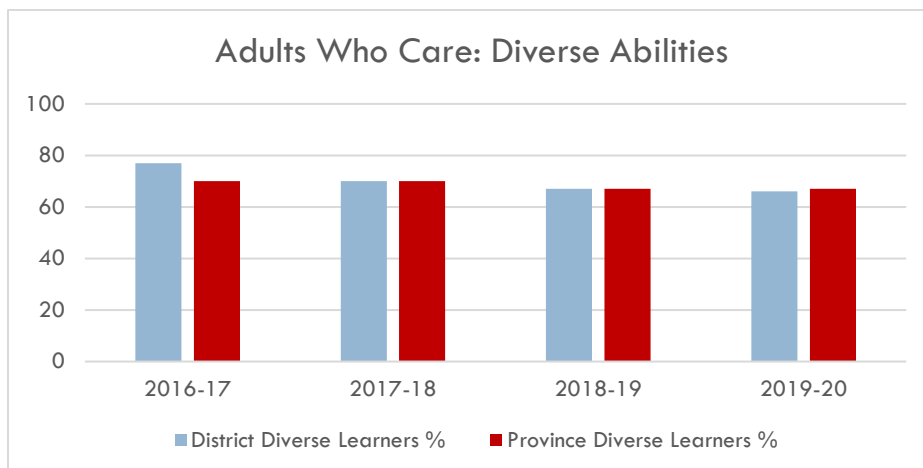
(Adults Who Care – All Students)



(Adults Who Care – All Indigenous)



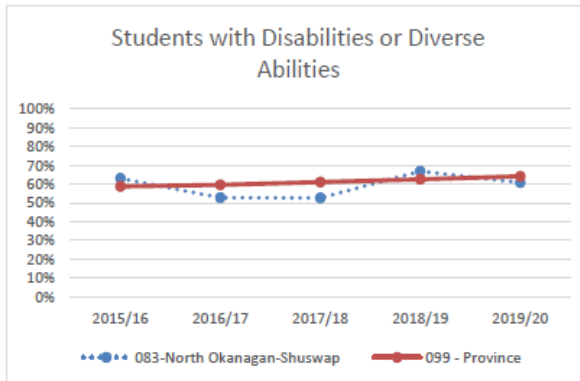
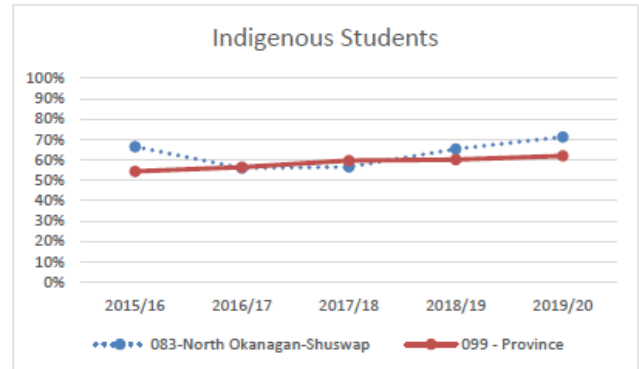
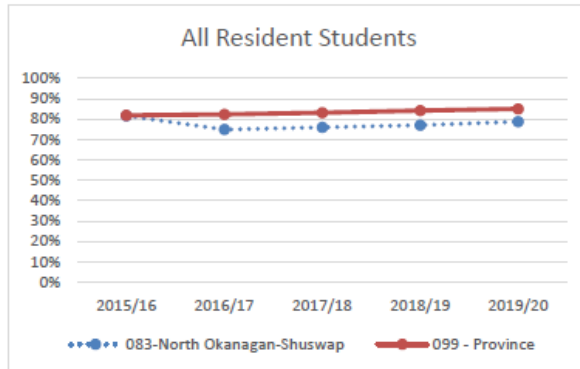
(Adults Who Care – Student with diverse abilities)



Appendix 5

Dogwood Graduation Rates

(Portion of students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8, adjusted for Outmigration)



Appendix 6

Post-Secondary Institutions Transitions

Immediate PS transition	2014-15	2015-16	2016-17	2017-18	2018-19
District All Students count	413	390	376	352	393
District All Students %	45	39	42	47	35
District All Indigenous count	61	56	53	62	76
District All Indigenous %	34	32	42	40	25
District Diverse Learners count	67	63	64	55	62
District Diverse Learners %	43	49	50	38	31
Province All Students %	54	54	54	54	47
Province All Indigenous %	36	36	37	39	31
Province Diverse Learners %	43	45	42	42	35

School District #83 (North Okanagan-Shuswap): Framework for Enhancing Student Learning

Transition within 3 years	2012-13	2013-14	2014-15	2015-16	2016-17
District All Students count	488	436	413	390	376
District All Students %	59	61	66	62	55
District All Indigenous count	63	53	61	56	53
District All Indigenous %	57	62	57	48	57
District Diverse Learners count	67	67	67	63	64
District Diverse Learners %	57	73	72	71	59
Province All Students %	68	68	68	68	66
Province All Indigenous %	53	54	54	52	50
Province Diverse Learners %	59	59	58	59	54

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program in the year following graduation)

