

School District No. 83  
North Okanagan-Shuswap

Enhancing  
Student  
Learning  
2022-2023

Every student. Every day.  
Whatever it takes.



## LAND ACKNOWLEDGEMENT

In the North Okanagan-Shuswap School District No. 83, we are grateful to be visitors on the traditional, unceded, and ancestral lands of four Secwépemc First Nations: Adams Lake Band, Little Shuswap Band, Neskonlith Band and the Spltasin Band who have been the stewards of this land since time immemorial. We offer our respect and gratitude to the Elders who have gone on before us and we commit to continuing our journey of Reconciliation through continued reciprocal relationships that honour Indigenous perspectives and ways of knowing.

## DISTRICT CONTEXT

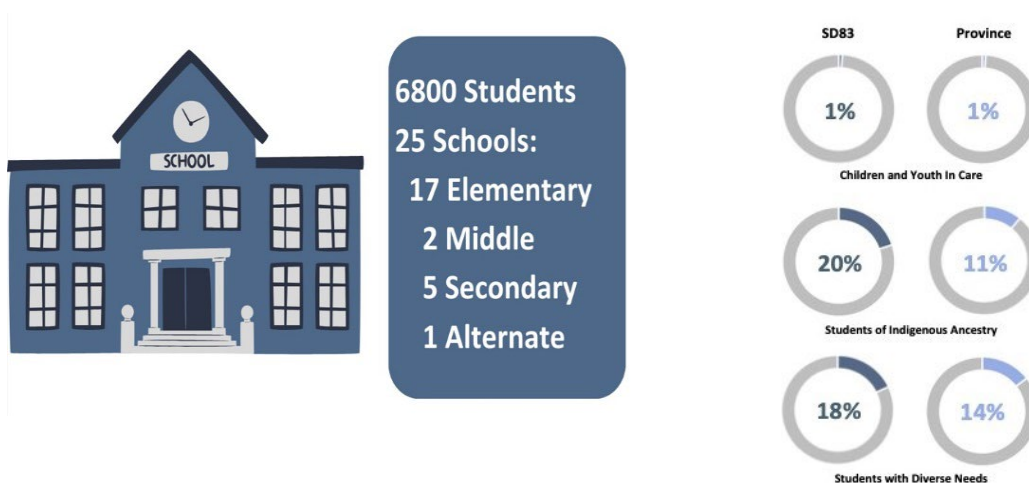
Covering a beautiful geographic area within the Shuswap, the district is a neighbor to SD22 (Vernon) in the south, SD73 (Kamloops-Thompson) to the west and SD19 (Revelstoke) to the east. home to approximately 6,800 students, with approximately 20% of the student population having Indigenous ancestry. 5% of the student population self declares as being Métis with 0.03% self declaring as Inuit.

The district is a popular tourist destination during the summer months with agriculture, forestry, and small business being the key drivers of the local economy. The ten-year trend in the area would see modest migration to the area from larger urban centers from across the province of British Columbia.

The local Board of Education consists of five elected trustees. Three trustees are returning for a second term while two trustees were new to the role in 2022. The district employs approximately 1,300 people and as of September 2022, the annual operating budget for the district is in excess of \$81 million with an additional \$21 million in capital and special purpose funds.

The district experienced significant challenges with filling vacant positions during the 2022-23 school year. There seems to be a trend particularly with new teachers, who are demonstrating the preference toward part-time contracts or being placed on a “teacher on call” list versus committing to full-time work. This has made it challenging to staff certain schools across the district and at times has resulted in inconsistencies for classrooms. There has also been overwhelming feedback from Certified Educational Assistants that they are unable to make a “living wage” which has resulted in vacant positions for several schools.

### District Student Population

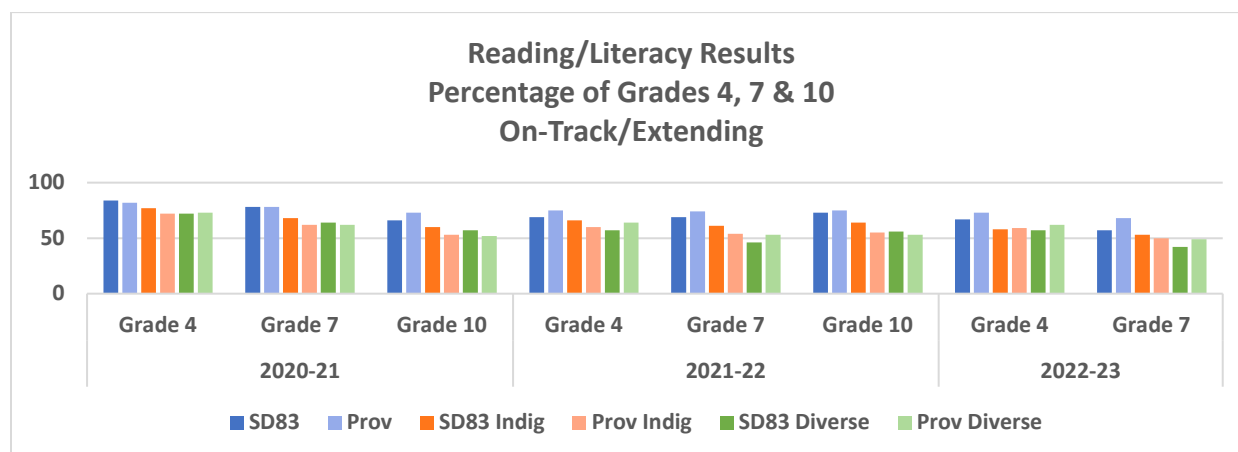


## DATA ANALYSIS: Reflecting Back 2022-23 Student Learning Outcomes

### INTELLECTUAL DEVELOPMENT: LITERACY RESULTS

The district assesses literacy development in Gr. 4 & 7 using the provincial Foundational Skills Assessment (FSA), and Gr. 10 & 12 provincial Graduation Literacy Assessments.

Additional provincial and local assessment data is available in Appendix A Fig.1 to 18.1



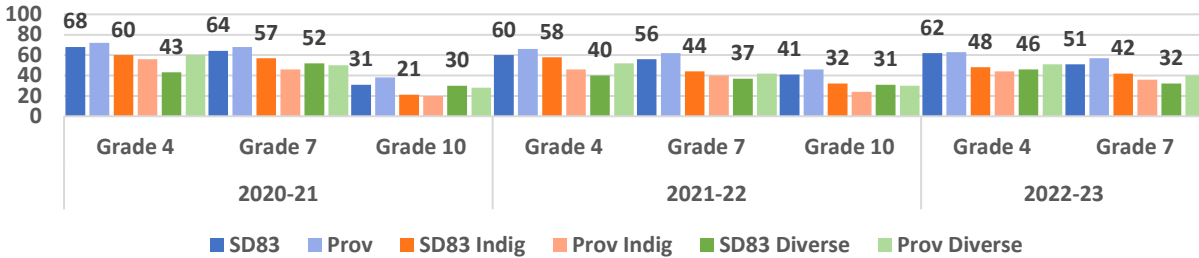
Areas of Strength	Areas of Growth
<ul style="list-style-type: none"> <li><b>Grade 4 All Learners Participation Rates:</b> District participation rates significantly exceeded those of the province (+19%) in 2022-23.</li> <li><b>Grade 4 Diverse Learners:</b> Have reduced their On-Track /Extending achievement gap with peers across the province by +2% from the previous year 2021-22.</li> <li><b>Grade 7 Indigenous Learners:</b> Outperformed their provincial peers in 2022-23 in the areas of On-Track/Extending (+3%).</li> <li><b>Grade 10 All Learners:</b> Demonstrated significant improvement in 2021-22 by reducing the On-Track/Extending achievement gap with the province to -2% versus -7% the previous year.</li> </ul>	<ul style="list-style-type: none"> <li><b>Grade 7 All Learners:</b> The cohort has fallen an additional -8% behind their provincial peers from FSA results in their grade 4 year (2019-20).</li> <li><b>Grade 4 &amp; 7 All &amp; Indigenous Learners:</b> On-Track/Extending achievement results are the lowest levels in the past five years.</li> <li><b>Grade 7 Diverse Learners:</b> Saw a decrease of (-4%) in On-Track/Extending from the previous year 2021-22.</li> <li><b>Grade 4 All Learners:</b> Were less likely (-13%) to feel confident in their writing versus reading 2021-22.</li> </ul>

SD83 will continue to provide early literacy intervention to its 17 elementary schools through Literacy Support Teachers. The district is continuing to focus on the “Science of Reading” with primary educators and strengthening phonemic awareness through anchor resources such as “Heggerty Phonemic Awareness Program” and “UFLI Foundations: An Explicit & Systematic Phonics Program.”

### INTELLECTUAL DEVELOPMENT: NUMERACY RESULTS

SD83 believes numeracy is a critical literacy for students to develop. It involves much more than computation skills. Numeracy involves the ability to problem solve, analyze, and interpret. These are the skills that educators across the district are working to develop with students. Numeracy development is assessed through the Foundational Skills Assessment (FSA) in grades 4 and 7 with Grade 10 students participating in the Numeracy Assessment. Additional provincial and local assessment data is available in Appendix A Fig. 19 to 35.1

### Numeracy Results Grades 4, 7 & 10 On-Track/Extending



Areas of Strength	Areas of Growth
<ul style="list-style-type: none"> <li><b>Grade 4 All Students:</b> Students On-Track/Extending saw a (+2%) from the previous year (2021-22).</li> <li><b>Grade 4 Diverse Learners:</b> On-Track/Extending improved by (+6%) from the previous year (2021-22).</li> <li><b>Grade 4 All Students:</b> Narrowed the On-Track/Extending gap with the province from (-6% in 2021-22 to -1% in 2022-23)</li> <li><b>Grade 4 &amp; 7 Indigenous Learners:</b> Outperformed their provincial peers in On-Track/Extending by (+4% and +6% respectively) in 2022-23.</li> <li><b>Grade 4 &amp; 7 All Learners:</b> Participation rates exceeded those of the province Gr.4 (+19%) and Gr. 7 (+20%) for 2022-23.</li> </ul>	<ul style="list-style-type: none"> <li><b>Grade 7 All &amp; Diverse Learners:</b> Students On-Track/Extending were (-6%, -8%) lower than their provincial peers in 2022-23.</li> <li><b>Grade 7 Diverse Learners:</b> Students On-Track/Extending were (-5%) lower than in the previous year 2021-22.</li> <li><b>Grade 7 All Learners:</b> Participation rates were (-5%) lower than the previous year 2021-22.</li> </ul>

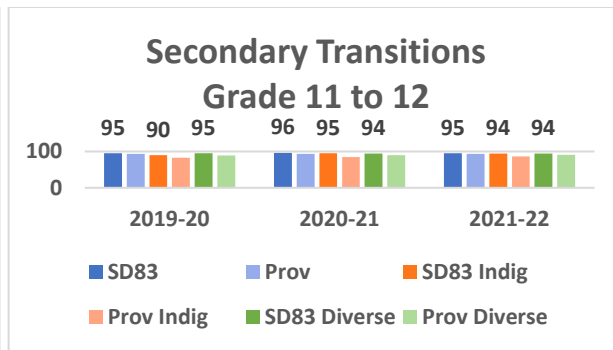
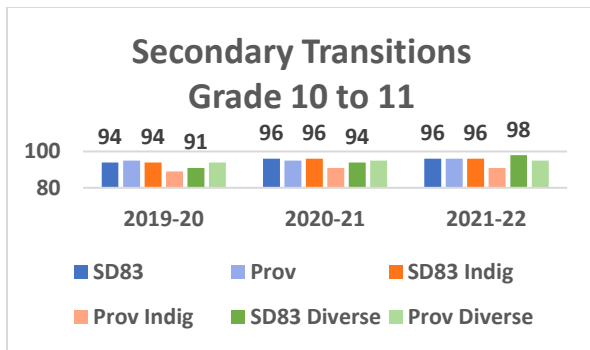
An area of great concern with both literacy and numeracy continues to be the disparity between on and off reserve students. First Nations are asking the district to pay particular attention to this data and to develop action plans around it. The data for on-reserve students is masked due to the low numbers of students, however, the renewal of the Local Education Agreement addresses some of the strategies which were co-constructed together with local Indigenous communities to tackle this issue.

We continue to see interruptions to the learning cycle through increased student absences and teacher shortages. Both impact the continuity of practice which in turn impacts student achievement. Likewise, structured intervention times are interrupted, resulting on students missing key intervention opportunities.

#### INTELLECTUAL DEVELOPMENT: GRADE TO GRADE TRANSITIONS

As students progress from Gr. 10 to Gr.11 and from Gr.11 to Gr. 12, these results inform us about the likelihood of SD83 high school students graduating on time.

Additional data can be found in Appendix A Fig.36 to 37.1



Areas of Strength	Areas of Growth
<ul style="list-style-type: none"> <li><b>Grade 10 All Learners:</b> Transitioned to grade 11 at rates which were the same as their provincial peers. (96%)</li> <li><b>Grade 10 Indigenous &amp; Diverse Learners:</b> Had higher transition rates to grade 11 than their provincial peers respectively (+5%, +3%).</li> <li><b>Grade 11 All, Indigenous, &amp; Diverse Learners:</b> Transitioned at rates higher than their provincial peers, respectively. (+2%, +8%, +3%).</li> </ul>	<ul style="list-style-type: none"> <li><b>Grade 11 Indigenous &amp; Diverse Learners:</b> Are transitioning to grade 12 at rates slightly lower than All Learners (-1%, -1%).</li> </ul>

While SD83 students in all categories seem to transition at rates higher than their provincial peers, there is opportunity to improve these transitions rates for Indigenous and Diverse Learners. SD83 will continue to with a targeted approach with involves ongoing, data conversations between Directors of Instruction and school principals. By supporting schools with data acquisition and interpretation, it provides a robust means of tracking student progress.

## HUMAN AND SOCIAL DEVELOPMENT

In early spring of 2023, approximately ten percent of all grades 7 and 11 students across the district participated in “equity interviews” conducted by the Directors of Instruction. Students were selected from the following groups: diverse learners, gender diverse students, Indigenous students, immigrants/newcomers to Canada, students who struggle with attendance and students who attend school regularly.

The intention of the interviews was to identify strengths and areas of growth through the lens of equity and a sense of belonging. The data was collated and summarized by the Superintendent, Directors of Instruction and District Principals. School-specific data was shared with school leaders and the district level summary was shared with the entire middle/secondary principal/vice-principal teams. Schools were asked to use this information as part of the data that would drive their school learning plans for the 2023-24 school year.

In addition to the equity interviews, the Superintendent attended “listening sessions” with students, parents, Knowledge Keepers, and Elders in community with two of the local First Nations. During these sessions, many inequities became apparent. Students on-reserve were less likely to graduate with an Dogwood diploma, they experienced acts of racism and bullying from peers at their school, and expressed feeling unwelcome, unseen, and disconnected from their school.

Our next steps will include increased awareness and implementation of the district Anti-Racism policy and the Ministry of Education and Child Care K-12 Anti-Racism Action Plan, focusing on identifying and removing barriers to success, and building capacity to address systemic racism amongst all levels of staff.

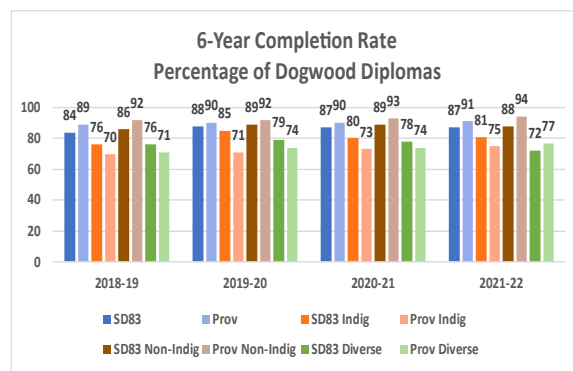
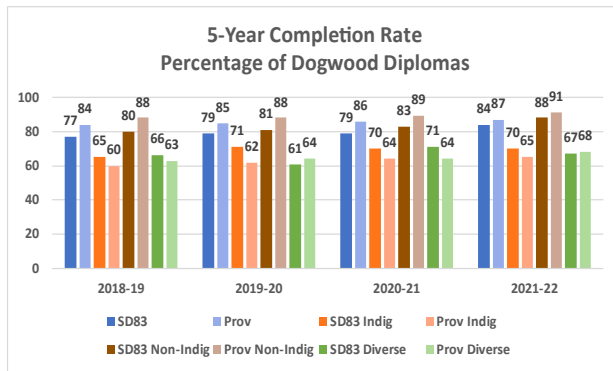
Areas of Strength	Areas of Growth
<ul style="list-style-type: none"> <li>• <b>Grade 7 &amp; 11 All Learners:</b> Identified a strong sense of having two or more caring adults in their school with whom they could discuss concerns with.</li> <li>• <b>Grade 7 &amp; 11 All Learners:</b> Overwhelmingly reported that Indigenous culture and history was represented in their schools.</li> <li>• <b>Grade 7 &amp; 11 All Learners:</b> Consistently reported feeling safe in their schools.</li> <li>• <b>Grade 12 All, Indigenous, Diverse Learners:</b> Report slightly higher or equal rates of “sense of belonging” than their provincial peers respectively (+1%, 0%, +4%).</li> <li>• <b>Grade 7, 10, 12 All, Indigenous, Diverse Learners:</b> Reported higher rates of having two or more adults who cared, than their provincial peers.</li> <li>• <b>Grade 12 All, Indigenous Learners:</b> Reported higher rates of “feeling welcome” at school than their provincial peers.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Grade 7 &amp; 11 All Learners:</b> Those students who identified as gender or sexually diverse felt unseen as the concerns they raise are not addressed in ways that make meaningful change.</li> <li>• <b>Grade 7 &amp; 11 All Learners:</b> Overwhelmingly reported that cultures other than Indigenous were not acknowledged in their schools.</li> <li>• <b>Grade 7 &amp; 11 All Learners:</b> Reported that racist and homophobic slurs were still present in their schools.</li> <li>• <b>Grade 7 &amp; 11 All Learners:</b> Overwhelmingly reported that school washrooms tended to be “hangout areas” where bullying was prevalent.</li> <li>• <b>Grade 4, 7, 10 All, Indigenous, Diverse Learners:</b> Report a lower “sense of belonging” and “feeling welcome” than their provincial peers.</li> </ul>

Despite efforts to improve a “sense of belonging” and “feeling welcome” at school, SD83 still has much work to do in creating school environments that are free from bullying, racist and homophobic comments, and where students “see” themselves reflected in the culture of the school.

The Student Learning Survey (provincial assessment) allows us to learn what students have to say about feeling safe, welcome and being connected to adults in the school. Additional data is available in Appendix A Fig.38 to 53.1

### **CAREER DEVELOPMENT: GRADUATION**

Students achieving a BC Certificate of Graduation Dogwood Diploma within 5 or 6 years of entering grade 8 are more likely to enter post-secondary and to enter a career pathway. The intention is that students who complete school are equipped with core competencies that enable them to be successful in future career goals. Additional data is available in Appendix A Fig.54 to 55.6



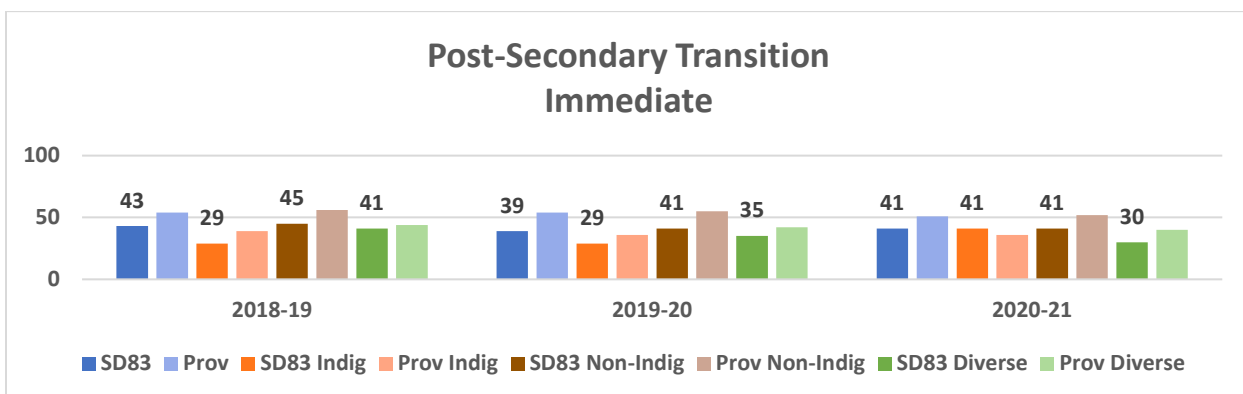
Areas of Strength	Areas of Growth
<ul style="list-style-type: none"> <li><b>All Learners:</b> 5-yr completion rates increased (+5%) from 2020-21 to 2021-22.</li> <li><b>All Learners:</b> The gap in 5-yr completion rates for the district vs. the province over the past six years is shrinking.</li> <li><b>Indigenous Learners:</b> Outperformed provincial peers in both 5-yr (+15%) and 6-yr (+6%) completion rates during 2021-22.</li> <li><b>Indigenous Learners:</b> Saw a (+2.2%) Increase in the number of Regular Dogwood Diplomas.</li> </ul>	<ul style="list-style-type: none"> <li><b>Diverse Learners:</b> 5-yr and 6-yr completion rates are significantly lower than All and Indigenous Students. (-17%, -15%; -3%, -9%).</li> <li><b>On-Reserve Learners:</b> Though the data is masked due to low numbers, these students continue to fall behind all students and Off reserve students.</li> <li><b>Diverse &amp; Indigenous Learners:</b> 5-yr and 6-yr completion rates are lower than All Students respectively (-17%, -15%; -14%, -6%).</li> </ul>

SD83 has focussed on what was once a disproportionate number of Adult Dogwood Diplomas among Indigenous students. There is a downward trend in these areas which is promising.

Student engagement and attendance continue to be barriers to success. During strategic planning sessions, both parents and students voiced the need for the district to provide course options that peaked students' curiosity and interests. Students asked to be empowered in their learning through student agency.

## CAREER DEVELOPMENT: TRANSITION TO POST-SECONDARY

Providing students with varied options for post-secondary programming is important. Based on the geography of the district, many students from SD83 choose to pursue post-secondary options outside the province. Additional data is available in Appendix A Fig.56 to 58.1



Areas of Strength	Areas of Growth
<ul style="list-style-type: none"> <li>• <b>Indigenous Learners:</b> Transitioned to Post-Secondary in 2020-21 at the same rate as All and Non-Indigenous SD83 learners.</li> <li>• <b>All, Indigenous, Non-Indigenous Learners:</b> Transitioned to Post-Secondary after one year at rates higher than their provincial peers respectively (+2%, +5%, +1%)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Diverse Learners:</b> Transitioned to Post-Secondary in 2020-21 at rates significantly lower than All, Indigenous and Non-Indigenous learners (-11%)</li> </ul>

The ability for students to transition to post-secondary institutions both within the province and outside the province is largely dependent upon their Grade 10 Math enrolment. SD83 is continuing to monitor Workplace Math 10 placements to ensure that all students are keeping their post-secondary options open and not having doors closed, based on their course selection.

## DISTRICT SUCCESSES/CELEBRATIONS/ADJUSTMENTS

### Intellectual Development:

#### Successes:

The district has continued to support the use of anchor resources within primary classrooms. These resources continue to support the science of reading within a [Balanced Literacy Classroom](#). A Numeracy Helping Teacher has supported middle years classrooms across the district to incorporate the strategies from Peter Liljedahl’s work *Building Thinking Classrooms in Mathematics*. A locally developed formative assessment is used district wide to allow teachers the opportunity to meet students at their level of understanding based on the information gathered by the tool.

Increased staffing of English Language Learners has been instituted to support their intellectual development in the areas of literacy and numeracy. Additionally, the district has increased the number of seats available to the alternate secondary program within the City of Salmon Arm. The Storefront School has adjusted its schedule and has been allotted additional Youth and Family Worker time to support the academic success of its students. This school has proven to be an important alternative for students who struggle with a traditional school model.

Other successful strategies include flexible learning options (self-paced courses for students that cannot complete a course within the timetable), the use of the Bridge Program as a place to help students regulate to they can re-enter a regular classroom setting, careful monitoring of students and a process for staff to identify students who are beginning to struggle early in the year so that support can be provided pro-actively, supporting students through a trauma-informed lens, and finally *relationships, relationships, relationships*. Students have repeatedly shared that having a positive, trusting relationship with their teacher has a huge impact on their ability to be successful in that class. To this end, our middle and secondary schools typically try to minimize the number of transitions between teachers during a school day, thus ensuring a stronger connection with their Core teacher and a greater ability to identify and address concerns as they arise. Our secondary schools also do regular graduation credit “checks” to identify at the end of Grade 11 and end of Semester 1 in Grade 12 students who are missing credits, and then develop plans that are designed to meet individual student needs to ensure they are on track to graduate within the expected 5-year period.



Across our early learning initiatives, creating and supporting connections is a main strength. Our families have opportunities to connect with the school district, their local schools and school and district staff. They have opportunities to connect with each other (families and children). They have opportunities to connect with other early years supports and programs. With hosting at least one early year's event at each school prior to the kindergarten orientation we were able to connect with families earlier and begin to develop relationships and support connections to early years programs and services. These early connections support smoother transitions into our schools.

In 2022-23, each elementary school had a part-time Literacy Support Teacher who provided small group intervention support for K to 2 students and worked collaboratively with classroom teachers and Learning Resource Teachers (LRT). The Literacy Support Teacher (LST) at each school is also a key literacy resource person to support K to 5 teachers at that school with PM Benchmark training, guided reading support, and the Science of Reading exploration.

#### **Areas of Growth/Necessary Adjustments:**

The district is working to better align early literacy assessments to reflect the research and learning around the "science of reading." Writing is an area that our provincial data would indicate requires more support. Priority learners continue to be a cross section of students who require additional supports for both literacy and numeracy.

The district needs to build capacity among Indigenous Education Workers who support primary classrooms in Numeracy and Literacy. While they have been scheduled into primary classes to support reading and numeracy, Indigenous students continue to achieve at lower proficiency levels than their non-Indigenous peers.

The district will continue to use the local "Student Numeracy Assessment of Critical Concepts" (SNAAC) in kindergarten through grade nine. It is evident that the district will require ongoing professional development and resource supports as a means of improving student outcomes in numeracy.

Past practice in the district was to stream certain students toward an Adult Dogwood versus a regular Dogwood Diploma. [The How Are We Doing Report](#) identifies that in many cases, these students were often Indigenous and resulted in a disproportionate number of Adult Dogwood Diplomas for Indigenous Learners. This practice has a significant impact on students in their pursuit of post-secondary programs. This issue has been identified and secondary principals have been asked to monitor this carefully to prevent streaming Indigenous learners away from a regular Dogwood Diploma. As a result, 5-Year and 6-Year Completion Rates for Indigenous students have increased significantly over the past five years, and most meaningfully, the adjusted rate, removing Adult Dogwood, has increased to 74%. This increase is due to many factors, including a focus across the Indigenous Education department on building a sense of collective responsibility and the work of secondary school Indigenous Success Teachers.

#### **Human and Social Development:**

##### **Successes:**

Feedback from across the district overwhelmingly indicated that support of social emotional learning for students at the primary level was paramount. As such, the addition of an Early Learning Team has been a welcome addition to the district. The team has focussed on creating connections, building relationships, and providing support for families and children across our district. The school district was also successful

in its application for funding to support the Early Childhood Dual Credit Project with Okanagan College. The hope is this will mitigate the shortage of Early Childhood Educators in the region.

The Knowledge Keeper Program has been established in the district for several years. Knowledge Keepers, Indigenous people with traditional knowledge who have been endorsed by their communities, are invited into our schools with the goal of providing culturally appropriate educational programs and services to support the success of Indigenous students. The Knowledge Keeper Program provides schools with the opportunity to invite members of the local Indigenous communities into classrooms to share their cultural expertise with students. [Knowledge Keeper Program at a Glance](#) [Knowledge Keepers Program Process.pdf](#)

A goal of the Indigenous Education Department is increasing a sense of collective responsibility for equity. The TRC Ally Program has one teacher from each school who volunteers to help lead their school in the Calls to Action. This program is in its eighth year, and consistently, we have had very good representation from the schools. Three times this year, the TRC Allies gathered as elementary/middle and secondary groups. The program has created many benefits across the district with respect to increasing sense of belonging and having two or more caring adults for students to identify with.

#### **Areas of Growth/Necessary Adjustments:**

The number of transitions that students experience in our communities (as many as four different schools in Salmon Arm) continues to be problematic. While school teams work hard to ensure that important information is shared during the transition process, the number of transitions impacts the creation of the strong, positive relationships that we know are key to our students' sense of belonging and connectedness in school. The Board will need to engage in conversations during the fall of 2023, with the intention being to possibly reduce the number of schools to which students transition over the course of their K-12 journey.

Our data continues to demonstrate that vulnerable students are struggling to find a sense of belonging and connectedness in our schools.

- While students generally report that they have two or more adults who care about them, prevalence of racist and anti-SOGI comments create an environment where marginalized students feel unsafe with some students.
- Safety measures applied during COVID have created the sense that regular, consistent attendance at school is not required for success and we have more students than ever before with high rates of absenteeism.
- One of our key strategies to enhance student connectedness and belonging at school is to increase student agency (Safir and Dugan. Street Data. 2021) in schools.

School District 83 also operates two Wellness Centers, located in Salmon Arm Secondary School and Eagle River Secondary School. The Wellness Centers promote mental health and wellbeing, while trying to reduce stigma around mental health and provide low-barrier access to community services and supports for secondary school students. Community partners who support our Wellness Centers include SNO-Division of Family Practice (doctor and nurse practitioner), Options for Sexual Health, Interior Health (public health nurse), SAFE Society, Mental Health & Substance Abuse clinician/CMHA, CYMH, St. John's Therapy Dogs and Aspiral Youth. The district is thrilled to have the addition of a provincial Integrated Child and Youth program. Since the announcement in March of 2022, the district has been

actively involved with its partners to get the program up and running with a full complement of supports for children ages 0-19 who reside within the geographic area of the district.

### **Career Development: Graduation**

#### **Successes:**

Past practice in the district was to stream certain students toward an Adult Dogwood versus a regular Dogwood Diploma. The How Are We Doing Report identifies that in many cases, these students were often Indigenous and resulted in a disproportionate number of Adult Dogwood Diplomas for Indigenous Learners. This practice has a significant impact on students in their pursuit of post-secondary programs. This issue has been identified and secondary principals have been asked to monitor this carefully to prevent streaming Indigenous learners away from a regular Dogwood Diploma. As a result, 5-Year and 6-Year Completion Rates for Indigenous students have increased significantly over the past five years, and most meaningfully, the adjusted rate, removing Adult Dogwood, has increased to 74%. This increase is due to many factors, including a focus across the Indigenous Education department on building a sense of collective responsibility and the work of secondary school Indigenous Success Teachers.

All secondary schools across the district have Indigenous Success Teachers. They are required to create graduation plans for all Indigenous students in Grade 10, plans to that are revised in consultation with the students each year. With the Indigenous Success Teachers, we will develop criteria to identify students who are risk of not graduating, such as Math streaming, missing credits, and poor attendance. Indigenous Success Teachers also support students in completing courses successfully through early interventions when support is required and collaborating with classroom teachers for credit recovery rather than repeating whole courses.

There are many creative ways to earn credits in the graduation years – Work Experience, Independent Directed Studies, cross-curricular courses in which students earn credit for English and Social Studies at the same time, External Credits for community involvement and athletics, and various BAA courses.

Our [School District 83 Career Programs](#) has a long-established partnership with a range of PSI partners that include Okanagan College, Thomson Rivers University, Camosun College, Vancouver Community College, and BCIT. We are also proud to be a SkilledTrades BC designated training provider for Hairstyling (hosted at Pleasant Valley Secondary). Our Dual Credit Programs cover a wide range of trades-based and academic pathways.

Building on the success of our long-established Dual Credit Programs, the District added the following Academic Dual Credit Program pathways for students in the past two school years:

- Gateway to Technology Workplace Training Certificate (Okanagan College PSI partner - 2022)
- Information Technology User Support (ITUS) (Okanagan College PSI partner - 2023)

Some of the celebrations regarding dual credit programming is connected to the use of myBlueprint to support our grade 7-9 Career Education teachers, along with our Career Life Exploration 10 and Career Life 12 courses. Last year all students completed their course selection using myBlueprint where they can see dynamic changes to their pathways of eligibility to various post-secondary options as they adjust their high school plans. The Education Planner incorporates a Grad Status Indicator which aligns perfectly with the new Reporting Order requirement to have Graduation Status Updates on all students Summaries of Learning. This information was shared with the Adams Lake Indian Band during a parent and student information night where it was made explicitly clear that prioritizing Indigenous students

for our Dual Credit Program seats was nothing short of an intentional act of reconciliation. Most recently we have engaged our First Nations Education Council (FNEC) to co-develop our strategy further to engage our Indigenous priority learner as we further expand our Dual Credit Programs as part of the Future Ready BC Action Plan.

#### **Areas of Growth/Necessary Adjustments:**

The path towards Graduation is as diverse as the learners in our schools. As a district our goal is to identify the needs and barriers that vulnerable learners face and find creative solutions. One of the challenges we face as a system is the concept that a student with a designation and diverse learning needs is the responsibility of the Learning Resource Teacher and Certified Educational Assistants. Some schools have fully embraced the philosophy of inclusion and provide supportive, trauma-informed, compassionate environments for all students; other schools are still early in their journey towards inclusion and utilize outdated structures (i.e., dedicated “support” blocks) to help students meet the learning outcomes from regular class instruction, rather than differentiating the learning opportunities within a regular classroom setting.

Our district has had a long history of unofficially “modifying” the learning outcomes for students at elementary grades through pull out programs. Though this practice has been discontinued for all but the most significantly compromised students, sometimes well-intentioned but short-sighted decisions in the elementary years have significant implications for graduation in later years. Wanting to leave as many “doors” open to students as possible, we have also developed process for moving students onto the Evergreen Certificate track that involves meaningful consultation ensuring Evergreen (SCCP) students meet the Ministry criteria for this track which has reduced the number of students exiting the public education system with a School Completion Certificate.

Through the student equity interviews and equity scans done within the district, we recognize that our future goals and workplans need to be very intentional around “priority learners” (Indigenous learners both on and off reserve as well as diverse learners). There is significant disparity that continues to exist with outcomes related to Intellectual, Human and Social Development. This disparity will be explicitly addressed within the final 2023-28 District Strategic Plan, through intentional and thoughtful work planned to remove barriers that stand in the way of the priority learners.

#### **Finance:**

##### **Successes:**

The department was able to implement a financial reporting system that integrates the district’s financial data into financial reports, management discussion, analysis reports, and analytic tools into a single workflow. Online timesheets were also implemented to improve efficiencies in workflow and approval processes and has resulted in improved accuracy and accountability. This success has also reduced paper use and staff appreciated the extra efforts to communicate out the changes and provide support as needed.

#### **Areas of Growth/Necessary Adjustments:**

Collaboration with other departments is necessary to improve communication and service levels. Improved communication and engagement with Rightsholders, stakeholders and communities is necessary when developing financial planning and reporting. A more robust approach for engaging with Rightsholders is a priority area for improvement.

**Facilities:****Successes:**

The implementation of a new work order system that prioritizes the needs of the district has resulted in improved communication and greater efficiency. The gym reconstruction project in Armstrong, on the Pleasant Valley Secondary School campus involved a great deal of stakeholder and Rightsholder input. The consultation process has provided opportunities for engagement and ownership within the community. Another significant achievement was the installation of flagpoles at every school within the district where National, Provincial, and local First Nation flags are proudly displayed.

**Areas of Growth/Necessary Adjustments:**

The district will need to begin developing a strategic replacement plan for aging facilities and systems by engaging in an overall audit for planned replacements that will ensure the safety, functionality, and efficiency of district facilities and assets.

**Transportation:****Successes:**

A significant success has been the collaboration in developing school safety plans. The transportation department has also implemented bussing software that has resulted in improved communication with schools, and families. Ongoing training for new bus drivers has been a priority resulting in additional bus drivers to assist with field trips and coverage for existing bus routes. The addition of a “Success Van” has also removed barriers for Indigenous students resulting in improved attendance rates and ultimately improved academic success.

**Areas of Growth/Necessary Adjustments:**

An aging fleet will require the district to develop a strategic replacement plan. There is also a need to streamline the British Columbia Tripartite Education Agreement (BCTEA ) transportation service requests to ensure Rightsholders are included in planning and communications through the Transportation department which impact their students.

**MOVING FORWARD: *Planning and Adjusting for Continuous Improvement*****STRATEGIC PLAN RENEWAL****January 2023**

The district began the strategic planning process through initiating a ThoughtExchange. Staff, students, Rightsholders, and stakeholders were asked what they believed were the most important skills, experiences, and values that students needed to prepare them for success in learning and life?

During a three-week period, nearly one thousand participants provided 900 unique responses that were rated by individuals over 22K times according to their opinion of importance. The themes which emerged through the Exchange focussed on: problem solving, resiliency, communication skills, awareness of self, contributing to the community, mental health, social awareness, and learning.

**February 2023/March 2023**

Upon conclusion of the exchange, the Superintendent conducted over twenty engagement sessions within both Indigenous and school communities, Knowledge Keeper & Elder events, as well as student advisory (representing non-Indigenous, Indigenous, and diverse learners) meetings across the district. The discussions were rich and meaningful, providing a large volume of feedback for the District Strategic

Planning Committee to consider. Each of these face-to-face meetings allowed those in attendance to further explore the following questions and prompts:

- As a school district, what can we do to support the courage, strength, and success of all students?
- To ensure the success of your children or grandchildren, what does the district need to create and foster within the student experience?
- What are the barriers that interfere with your children's/grandchildren's success?
- What skills and attributes do the students need to possess to be successful in their future?
- What are the hopes and dreams you have for your children/grandchildren?
- What are the "values" you want the district to exemplify?

Some of the most powerful sessions were held with Rightsholders in their communities. During these sessions, the voices of Indigenous families were given opportunity and space to share their lived experiences and to voice the changes they wished to see in a new Strategic Plan. These sessions identified areas of inequity for Indigenous learners and their families as well the systemic racism that continues to exist.

#### **April 2023 – June 2023**

Beginning in April 2023, the District Strategic Planning Committee comprised of both Indigenous and non-Indigenous students, representatives from each of the four Indigenous Bands, District Leadership, Principal/Vice-Principals Association, North Okanagan-Shuswap Teachers Association, CUPE, and the District Parent Advisory Council met on seven different occasions. Board members were given an open invitation to join the committee in rich discussion throughout the process.

These sessions were well attended, and the committee was highly engaged and committed to ensuring the voices of all participants in the process were reflected within the final product. There was a strong sense of "team" and unity that was evident throughout the process.

#### **June 2023**

During the June Board meeting, after thoughtful consideration and discussion, the Board passed a motion to adopt the following Mission, Vision, and Values with the intent of having the Strategic Priorities and Goals established early in the fall.

##### **Mission:**

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

##### **Vision:**

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

##### **Values:**

*Belonging, Respect, Reconciliation, Empathy, Equity, Perseverance*

### Strategic Priorities:

1. Intellectual Development
2. Human & Social Development
3. Developing a Culture of Safety & Well-Being
4. Career Development
5. Community Partnership Development
6. Organizational Development

At the time this report was written, the goals and strategies for the updated Strategic Plan have not been finalized. This final phase of the renewed strategic plan will require each area of the organization to provide a departmental work plan that will include short- and long-term goals and action items. These work plans will be included as an appendix in the 2024-25 Enhancing Student Learning Report.

#### NORTH OKANAGAN-SHUSWAP STRATEGIC PLAN PROCESS



A final step in the process will involve a rebranding for the district. A new district logo will be chosen through a consultative process involving Rightsholders, stakeholders, staff, and students. Once a new logo is adopted, the district will move toward building a new website that is visually appealing and easy for families and partners to navigate.

## Continuous Improvement Cycle

### In the Past:

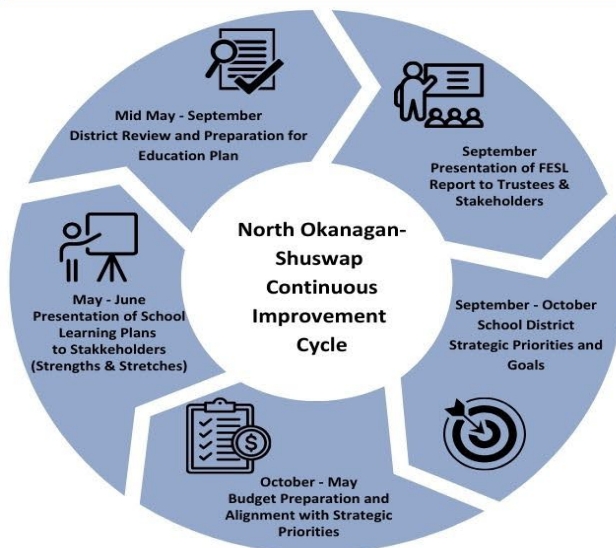
- Budgets were established without alignment with a Strategic Plan
- Reports on data were made primarily through Board Reports and Superintendent Reports.
- School Learning Plans were written without alignment to the District Education Plan.

### Presently:

- Budgets are being aligned with an expired Strategic Plan.
- Strategic Plan has been renewed.
- District mandated goals for all schools that align with the Enhancing Student Learning Framework.

### For the Future:

- District Education Plans will be aligned with the Strategic Plan which is aligned with Ministry Goals. School Plans and classroom instruction will also be in alignment.
- Ongoing data review at the district and school level with leaders and trustees.
- More education regarding budget alignment with District Strategic Priorities.
- Creating authentic feedback opportunities for partners.



### FESL Annual Report

Supports the district efforts and includes a set of provincial and local data. FESL is approved through Board motion. FESL is submitted to the Ministry by September 30th of each year.

### Aligning School Learning Plans with Strategic Goals

School teams develop School Learning Plans that intend to foster specific improvements in the areas of Human/Social, Intellectual, and Career Development. All schools are to review and report on progress bi-annually.

### Budget Alignment

Discussion with Leadership Teams, Board of Education, and Partner Groups regarding budget priorities (amended and regular)

### Learning Updates to Rightsholders, Partner Groups, and Trustees

School learning updates allow adjustments for resource allocation. Strengths and stretches provide the context for revisions to the Education Plan for the upcoming year. Quarterly feedback sessions for all partner groups.

### Review of Annual Data for FESL and Preparation of Education Plan.

Review and Preparation of the Education Plan. The plan is guided by the vision statement and involves strategic priorities determining the actions necessary to achieve the goals.

## Continuous Improvement Plan

North Okanagan-Shuswap School District will ensure that the Enhancing Student Learning Report, the renewed District Strategic Plan, School Learning Plans, Professional Growth Plans (for school and system leaders) and classroom instruction are all in alignment to ensure continuous improvement within the district.

With the renewal of the District Strategic Plan, it will be very important for the district to provide meaningful evidence to Indigenous Rightsholders, stakeholders, parents, students, staff, and the Board in regular intervals. This will require the district to involve its partners in quarterly, evidence-based feedback sessions where data is provided, and intentional opportunities are created to obtain feedback from all partner groups.





## STRATEGIC ENGAGEMENT

The North Okanagan-Shuswap School District is committed to increased engagement initiatives, reflecting our commitment to ensuring that all members of our learning community are given “voice”. At the governance level, the Board of Education continues to follow the practice of livestreaming and recording public Board meetings to increase participation and engagement across the district. The Board has also made efforts to host its meetings at various locations across the district to reduce the barriers for stakeholders to attend meetings in person.

The Board of Education also demonstrates its commitment to strategic engagement through the various Committees of the Board where representatives from the North Okanagan-Shuswap Teachers Association (NOSTA), the Canadian Union of Public Employees (CUPE), members of the District Parent Advisory Council (DPAC), representatives from the Principal/Vice-Principal Association (PVPA) and the senior leadership team are all given opportunity to engage in direction setting with the board.

Following two years of the pandemic, it was important to create engagement opportunities for district staff to provide feedback on future direction setting. Aside from the numerous opportunities to participate in strategic planning sessions, the district also undertook an Inclusive Education Review. The review enabled staff to participate in multiple face-to-face feedback sessions as well as through an online forum. The feedback received allowed for some restructuring within the department which was communicated to staff through an additional engagement involving the Superintendent and the independent Consultant hired to lead the work. The results of the review were then reflected through the Budget Process held through the spring of 2023.

Members of the Senior Leadership Team conducted equity interviews with middle and high school students across the district. The interviews were prompted by the work of Shane Safir and Jamila Dugan in their book *Street Data: A Next Generation Model for Equity, Pedagogy, and School Transformation* (2021). Students were asked a series of questions which allowed them to be truth-tellers regarding their experiences within our schools. They reminded us that we still have work to do in creating school environments which are physically, emotionally, and culturally safe. The students highlighted the importance of relationships with staff and sense of belonging being drivers to their success. Students also asked for agency and empowerment in their learning. The feedback received through the interviews was in many ways similar to feedback heard during strategic planning sessions. The information is captured within the [Equity in Action Plan](#) and will also live within the renewed Strategic Plan Goals.

The 2022-23 school year marked the co-construction and signing of the [Local Education Agreement \(LEA\)](#) with the Adams Lake, Little Shuswap, and Neskonlith First Nations. A signing ceremony was held to mark the occasion on November 18, 2022. The development of a renewed LEA involved numerous sessions of open, honest, dialogue and listening. The starting point for creating a new LEA was to discuss what was working well in the previous LEA and what needed to be adjusted. The district needed to take ownership for the some of the commitments in the previous agreement which were not being implemented. As a result, the Director of Indigenous Education has a robust system for the upcoming year that will ensure the district is implementing all its commitments as prescribed through the updated agreement.

## DEPARTMENT PLANS/PRIORITIES FOR 2023-24:

### Early Learning and Childcare:

- Continue to create additional work at creating additional childcare spaces within the district.
- Develop strategies to recruit additional Early Childhood Educators.
- Continue to work through the challenges associated with licensing for childcare.
- Create opportunities for connections between schools and families.
- Prioritize Early Childhood Educator support in kindergarten classrooms.
- Support smooth transitions from early years to kindergarten.

### Supporting Literacy:

- Support an “early literacy team” approach at all schools involving primary classroom teachers, learning resource teachers, speech and language pathologists, and principals.
- Maximize the collective knowledge and efficacy of primary educators.
- Develop expertise through practice based professional learning to enhance the understanding of literacy instruction and assessment for a full continuum of learners.
- Continue to promote a district wide understanding of the Comprehensive Literacy Framework.
- Continue the use of district wide reading and writing assessments.
- Support teacher in-service to build capacity in literacy instruction.
- Continued support for district wide anchor resources to support reading and writing.

### Supporting Numeracy:

- Continue to support middle years math instruction through a numeracy helping teacher.
- Use mathematical models and strategies that support foundational numeracy skills.
- Continued support for district wide anchor resources to support “thinking classrooms.”
- Support the pilot program and implementation of the [Mathology](#) anchor resource.
- Continued support for problem-solving in kindergarten to grade twelve classrooms.
- Use district developed assessment to identify learner needs and determine areas of focus for classroom instruction and intervention.
- Build capacity with Indigenous Education Workers (IEW) so they are able to provide numeracy support.

### Grade to Grade Transitions:

- Directors will continue to follow up with school teams to discuss individual student profiles for students who are struggling with attendance or academically.
- Create transition plans and encourage students in alternate programs to re-enter regular programming.
- Review the “Bridge Program” model (alternate programs embedded within a school) and establish consistency across the district.
- Establish consistency of practice for supporting grade to grade transitions for diverse learners, ELL and Indigenous students.
- Building a collective responsibility for students who enter the district from on-reserve.

### Human and Social Development:

- Continue to support Indigenous Education rooms across elementary, middle, and secondary schools.

- Establish an Indigenous Student Advisory Group that will work toward building an Anti-Racism Action Plan specific for the district.
- Continue the work of Indigenous Outreach Workers to assist the district in identifying barriers that Indigenous students face.
- The newly created position of District Vice-Principal of Student Wellness will support social – emotional learning across the district.
- Continue to support the renovations of student washrooms to be single stall with floor to ceiling doors and walls.
- Continue to support the mental health and substance use issues with students of all ages through the Preventure Program, Student Wellness Centers, and the newly created Integrated Child and Youth (ICY) team.
- Continue to support students with counselling, cultural supports, and interagency support.
- Continue to provide resources that allow all students to see themselves reflected in their school.
- Continue and expand extra-curricular opportunities for students.
- Ensure the Local Education Agreement (LEA) is adhered to.
- Continuation of the Knowledge Keeper in Residence program which exists at secondary schools across the district.
- Ensure all educators have entry level resources for enhancing their knowledge in [Sexual Orientation Gender Identity \(SOGI\)](#).
- Build a collection of SOGI resources with easily accessible lessons which teacher can use.
- Build capacity with staff to understand SOGI myths versus SOGI facts.

#### **Career Development:**

- The district will continue to support and involve priority learners in the successful completion of Dual Credit programs and other pathways.
- Support student choice for meaningful, relevant student learning.
- Continue to build on the success of the district dual credit options.
- Establish flexible learning spaces in secondary schools where students can access [Build Your Skills Learning Hub](#).
- Increase opportunities for middle school students and parents to become familiar with career programming.
- Provide evening sessions for parents to hear information related to dual credits and financial literacy.
- Establish an evaluation system for career and transition support services.
- Continue district/school conversations and problem solving for students who are identified as struggling learners.
- Remove barriers to career programs for priority and vulnerable learners.

#### **Organizational Development:**

- Continued support for professional development.
- Development of employee engagement and wellness initiatives.
- Development, documentation, and refinement of district processes and procedures.
- Streamlining Board Policies and development of administrative procedures.
- Improving fiscal stewardship and transparency to align with the strategic plan.

## APPENDIX A

Each year, a board must prepare and submit to the Minister a report completed in accordance with this order between June 30 and September 30, or a date otherwise determined by the Minister.

A report completed under section 2 must include the following information regarding student performance, including outcomes and measures as set out below:

### Intellectual Development

Educational Outcome 1	Students will meet or exceed literacy expectations for each grade level.
Measure 1.1	Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments.
Measure 1.2	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.
Educational Outcome 2	Students will meet or exceed numeracy expectations for each grade level.
Measure 2.1	Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations as specified in provincial assessments.
Measure 2.2	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.
Measure 2.3	Number and percentage of students who are completing grade to grade transitions on time.

### Human and Social Development

Educational Outcome 3	Students will feel welcome, safe and connected to their school.
Measure 3.1	Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.
Measure 3.2	Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them.

### Career Development

Educational Outcome 4	Students will graduate
Measure 4.1	Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.
Educational Outcome 5	Students will have the core competencies to achieve their career and life goals.
Measure 5.1	Number and percentage of student transitioning to Canadian post-secondary institutions within 1 and 3 years.

The report prepared in accordance with sections 2 and 3 must establish categories for each of the following student populations and report on those categories separately:

- Indigenous students
  - Living on reserve, and
  - Living off reserve;
- Children and youth in care; and
- Students with disabilities or diverse abilities.

The report completed under section 2 will also include information relating to the board's approach to continuous improvement of student achievement.

The report completed under section 2 must not exceed 10 pages in length.

## INTELLECTUAL DEVELOPMENT

### Educational Outcome 1: Literacy

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

##### Grade 4 FSA Reading/Literacy Results (All Students)

	SD83		Province	
	% of Student Participants	% of Students On-Track Or Extending	% of Student Participants	% of Students On-Track Or Extending
2018-19	90	72	72	76
2019-20	88	71	72	74
2020-21	91	84	64	82
2021-22	93	69	70	75
2022-23	91	67	72	73

Figure 1

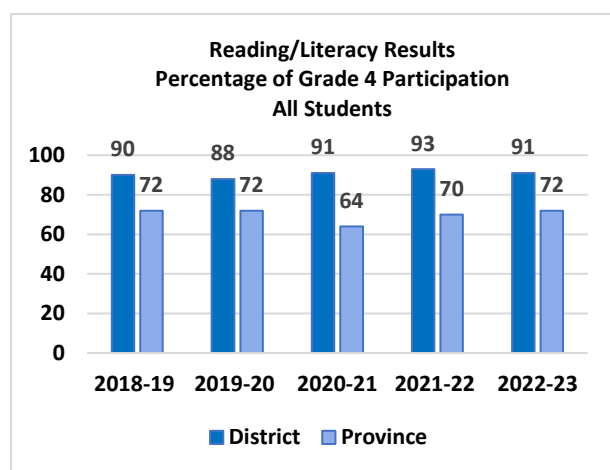


Figure 1.1

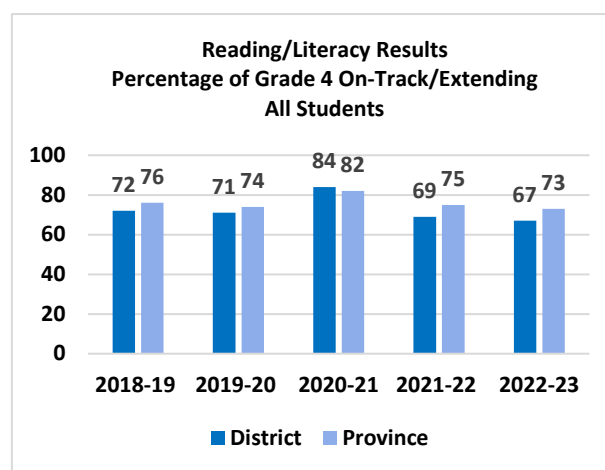


Figure 1.2

##### Grade 4 FSA Reading/Literacy Results (Indigenous Students)

	SD83		Province	
	% of Student Participants	% of Students On-Track Or Extending	% of Student Participants	% of Students On-Track or Extending
2018-19	86	66	73	64
2019-20	83	68	73	62
2020-21	91	77	63	72
2021-22	97	66	71	60
2022-23	89	58	73	59

Figure 2

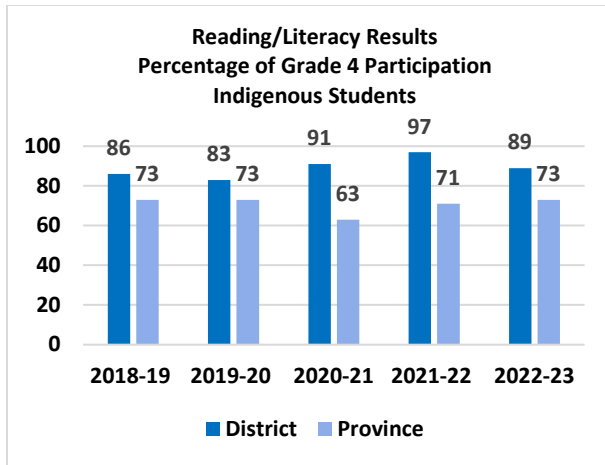


Figure 2.1

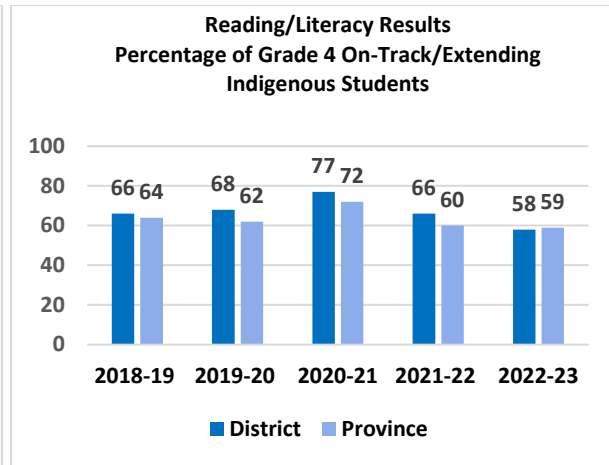


Figure 2.2

**Grade 4 FSA Reading/Literacy Results (Non-Indigenous Students)**

	SD83		Province	
	% of Student Participants	% of Students On-Track Or Extending	% of Student Participants	% of Students On-Track or Extending
2018-19	91	73	72	78
2019-20	89	72	72	76
2020-21	91	85	64	84
2021-22	92	70	70	77
2022-23	91	70	72	75

Figure 3

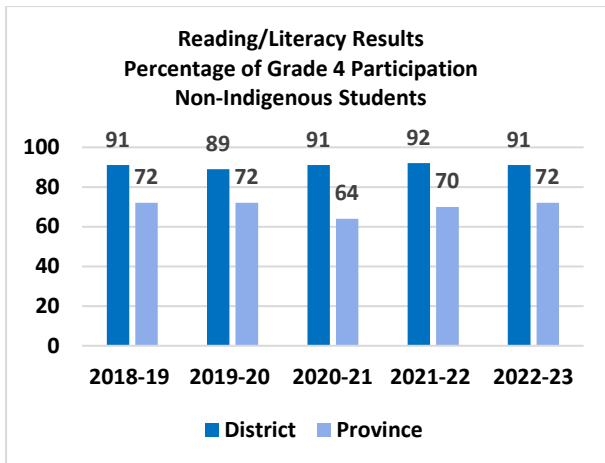


Figure 3.1

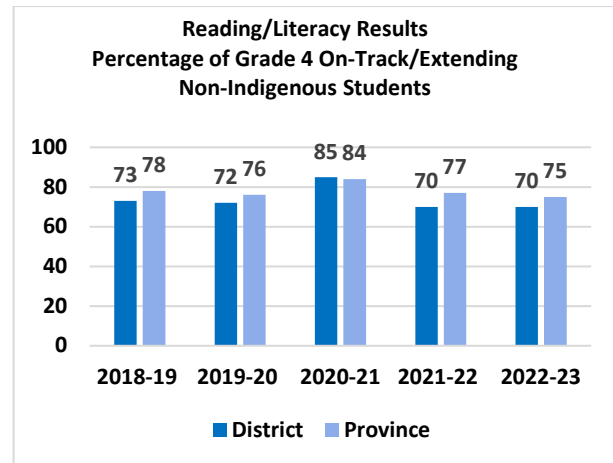


Figure 3.2

### Grade 4 FSA Reading/Literacy Results (Diverse Learners)

	SD83		Province	
	% of Student Participants	% of Students On-Track Or Extending	% of Student Participants	% of Students On-Track or Extending
2018-19	59	72	47	64
2019-20	50	67	47	64
2020-21	70	72	42	73
2021-22	68	57	46	64
2022-23	64	57	49	62

Figure 4

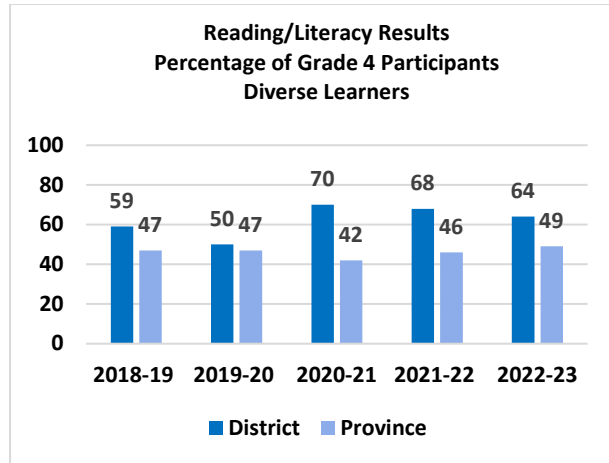


Figure 4.1

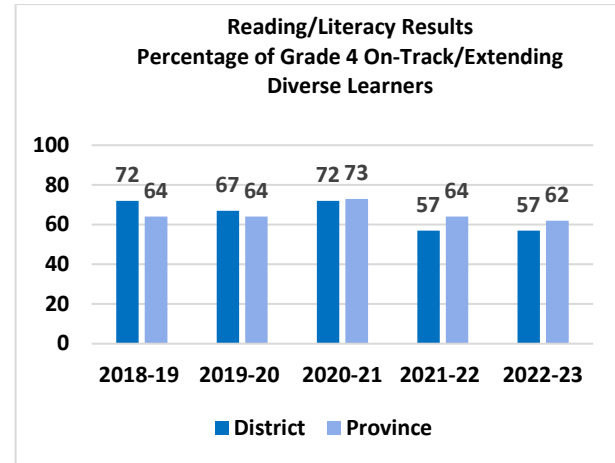


Figure 4.2

### Grade 7 FSA Reading/Literacy Results (All Students)

	SD83		Province	
	% of Student Participants	% of Students On-Track Or Extending	% of Student Participants	% of Students On-Track Or Extending
2018-19	92	81	71	79
2019-20	86	67	71	76
2020-21	88	78	61	78
2021-22	92	69	69	74
2022-23	90	57	70	68

Figure 5

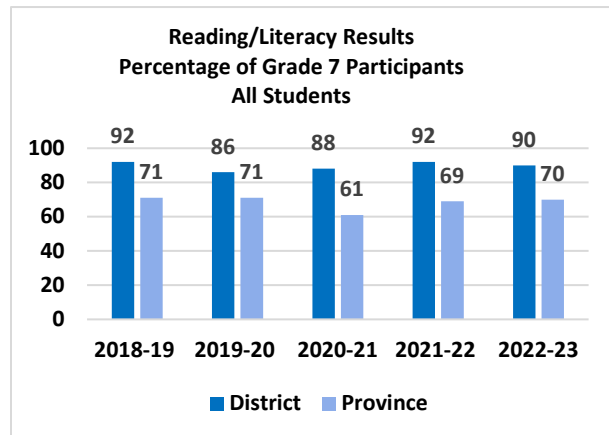


Figure 5.1

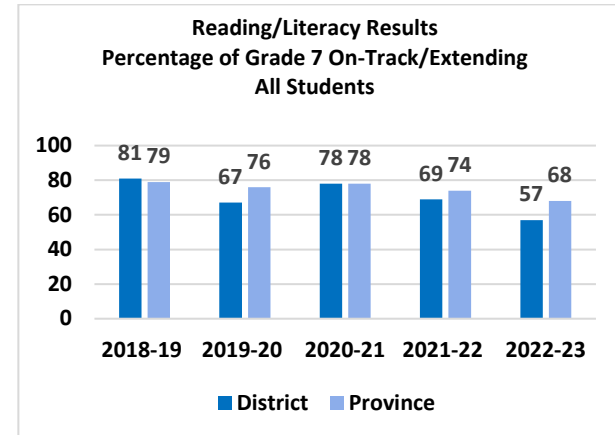


Figure 5.2



### Grade 7 FSA Reading/Literacy Results (Indigenous Students)

	SD83		Province	
	% of Student Participants	% of Students On-Track Or Extending	% of Student Participants	% of Students On-Track Or Extending
2018-19	88	76	72	62
2019-20	80	65	73	60
2020-21	87	68	58	62
2021-22	94	61	71	54
2022-23	83	53	73	50

Figure 6

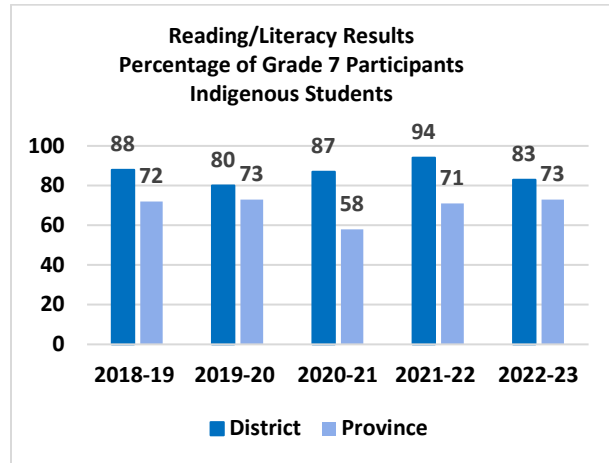


Figure 6.1

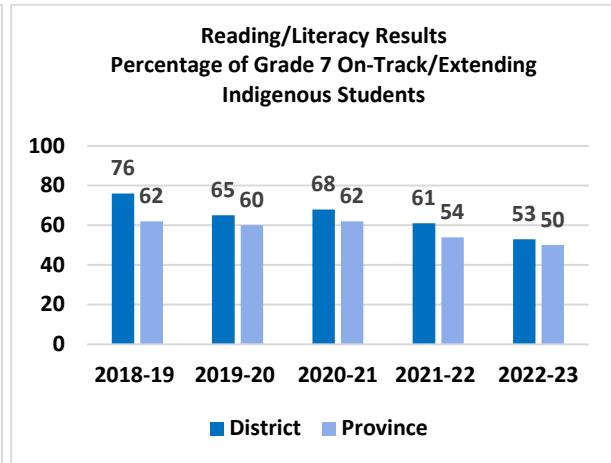


Figure 6.2

### Grade 7 FSA Reading/Literacy (Non-Indigenous Students)

	SD83		Province	
	% of Student Participants	% of Students On-Track Or Extending	% of Student Participants	% of Students On-Track Or Extending
2018-19	93	83	71	80
2019-20	88	68	71	80
2020-21	88	80	61	81
2021-22	92	71	68	76
2022-23	92	58	69	72

Figure 7

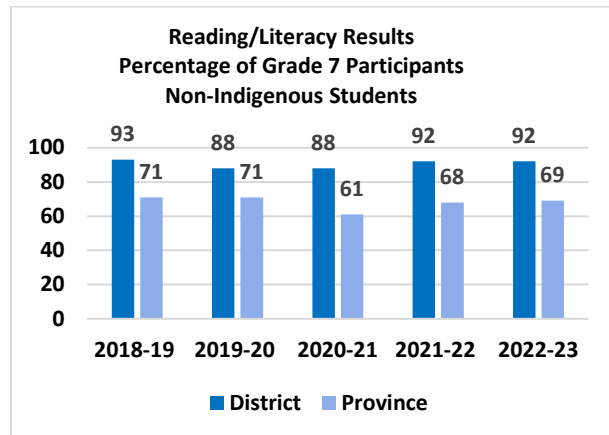


Figure 7.1

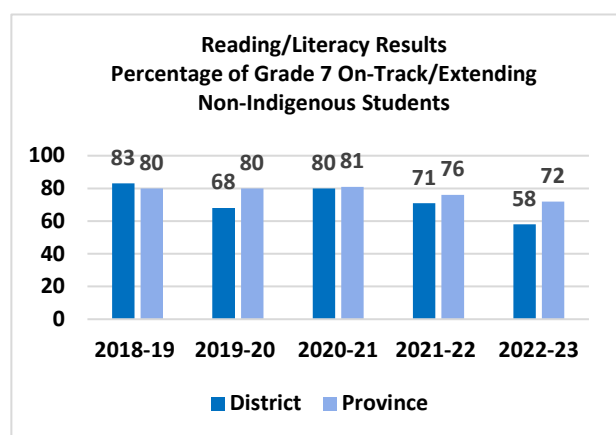


Figure 7.2

### Grade 7 FSA Reading/Literacy (Diverse Learners)

	SD83		Province	
	% of Student Participants	% of Students On-Track Or Extending	% of Student Participants	% of Students On-Track Or Extending
2018-19	71	68	54	60
2019-20	70	62	54	57
2020-21	80	64	44	62
2021-22	85	46	53	53
2022-23	80	42	55	49

Figure 8

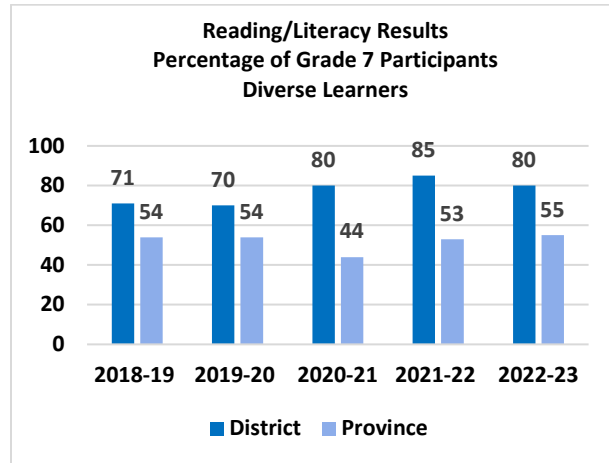


Figure 8.1

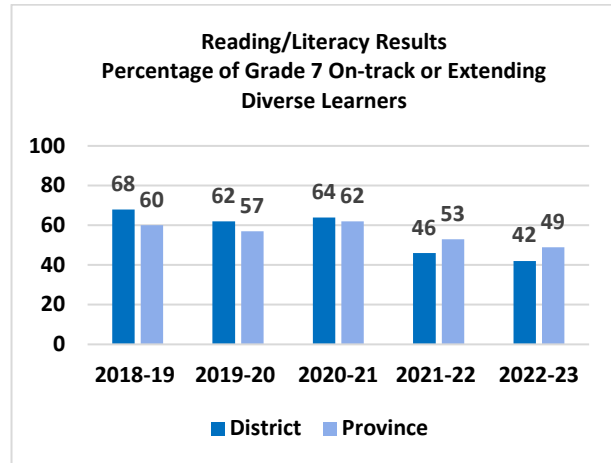


Figure 8.2

### Measure 1.2: Grade 10 Literacy Expectations

#### Grade 10 Grad Assessment Literacy (All Students, Indigenous Students, Diverse Learners)

	SD83	Province	SD83 Indigenous	Prov Indigenous	SD83 Diverse	Province Diverse
2019-20	68	74	66	56	61	55
2020-21	66	73	60	53	57	52
2021-22	73	75	64	55	56	53

Figure 9

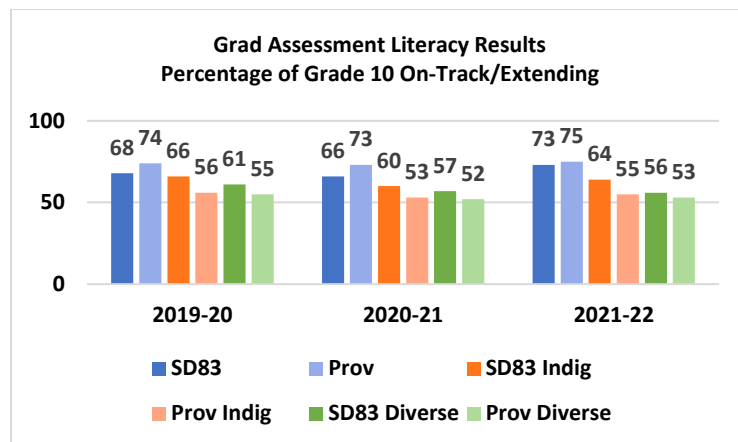


Figure 9.1

**Grades 4, 7 Reading/Literacy & Grade 10 Grad Assessment Literacy  
(All Students, Indigenous Students, Diverse Learners)**

		SD83	Province	SD83 Indigenous	Province Indigenous	SD83 Diverse	Province Diverse
2020-21	Grade 4	84	82	77	72	72	73
	Grade 7	78	78	68	62	64	62
	Grade 10	66	73	60	53	57	52
2021-22	Grade 4	69	75	66	60	57	64
	Grade 7	69	74	61	54	46	53
	Grade 10	73	75	64	55	56	53
2022-23	Grade 4	67	73	58	59	57	62
	Grade 7	57	68	53	50	42	49

Figure 10

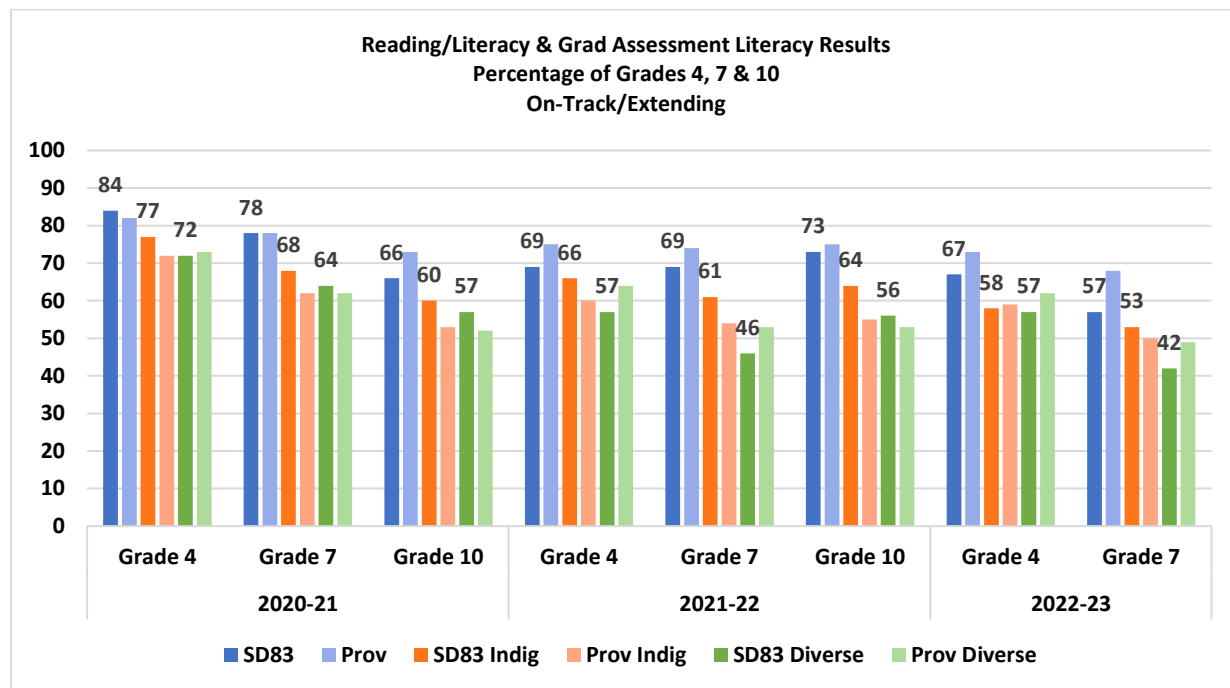


Figure 10.1

## Local Literacy Data

### Grades 1-5 PM Benchmark Data

#### All, Indigenous, Non-Indigenous Students

	EM (Emerging)	DEV (Developing)	PR (Proficient)	EXT (Extending)
All	23	11	39	27
Indigenous	26	13	36	25
Non-Indigenous	23	10	40	27

Figure 11

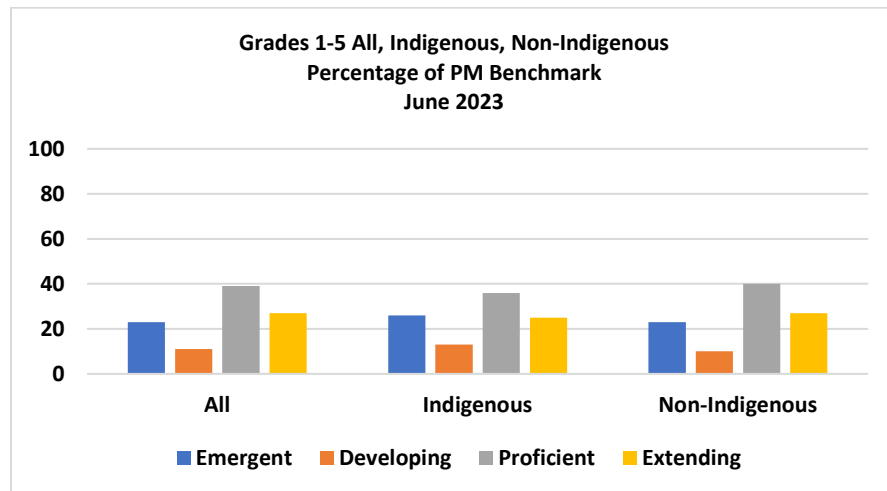


Figure 11.1

#### All Grades, Grades 1-5

	EM (Emerging)	DEV (Developing)	PR (Proficient)	EXT (Extending)
Grades 1-5	23	11	39	27
Grade 1	26	24	39	12
Grade 2	35	10	27	28
Grade 3	27	5	21	48
Grade 4	18	6	29	47
Grade 5	11	9	79	

Figure 12

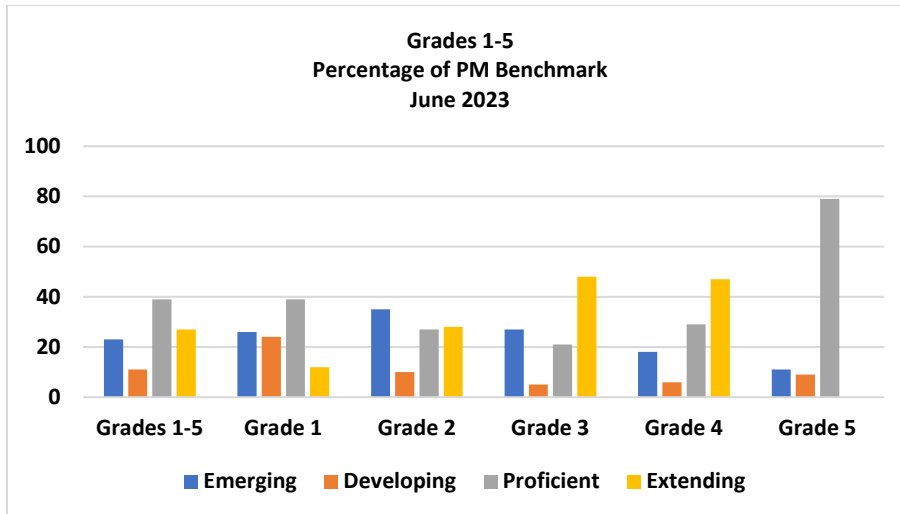


Figure 12.1

**Kindergarten – Grade 5 Report Card Data**

	EM (Emerging)	DEV (Developing)	EXT/PR (Extending/Proficient)
Kindergarten – Grade 5	12	30	58
Kindergarten	10	24	66
Grade 1	16	33	52
Grade 2	21	28	51
Grade 3	11	30	59
Grade 4	10	34	55
Grade 5	6	31	63

Figure 13

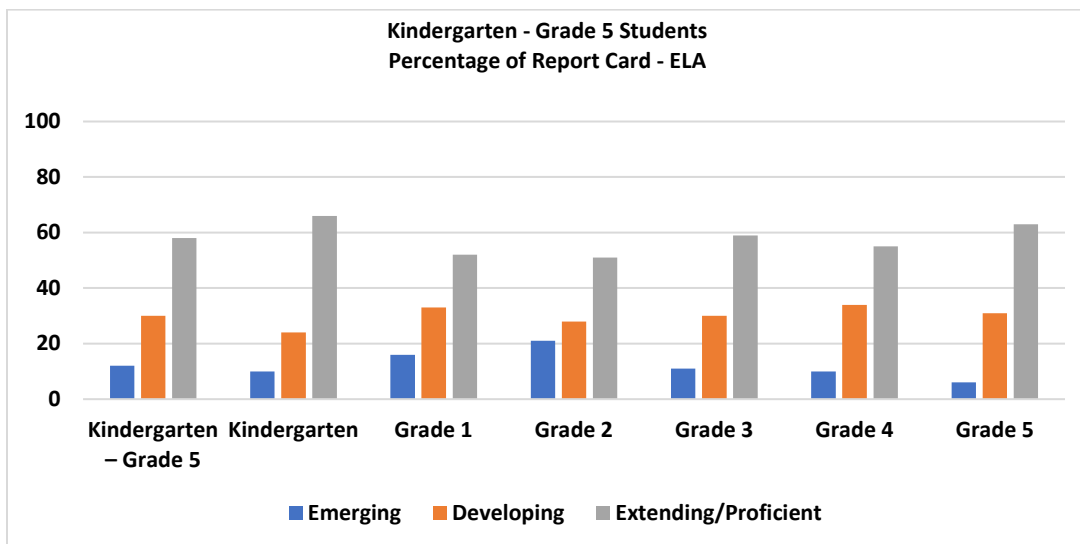


Figure 13.1

**Kindergarten – Grade 5 Report Card Date - ELA (All, Indigenous, Non-Indigenous Students)**

	EM (Emerging)	DEV (Developing)	EXT/PR (Extending/Proficient)
All	12	32	56
Indigenous	16	40	43
Non-Indigenous	11	30	59

Figure 14

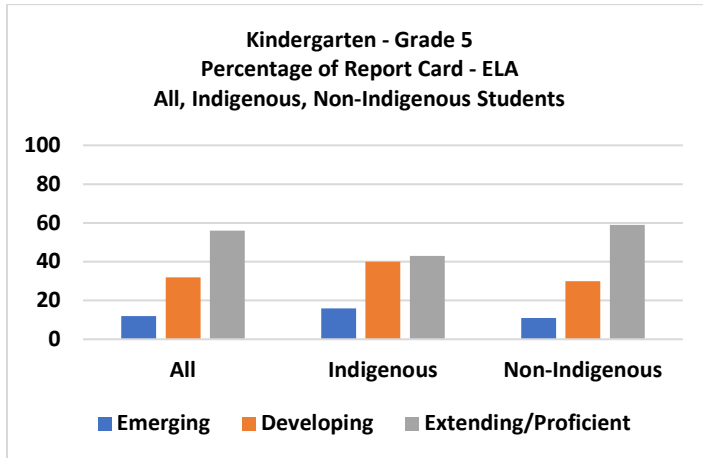


Figure 14.1

**Grades 6-8 Report Card Data - ELA**

	EM (Emerging)	DEV (Developing)	EXT/PR (Extending/Proficient)
Grades 6-8	6	39	55
Grade 6	6	34	60
Grade 7	6	39	55
Grade 8	7	42	51

Figure 15

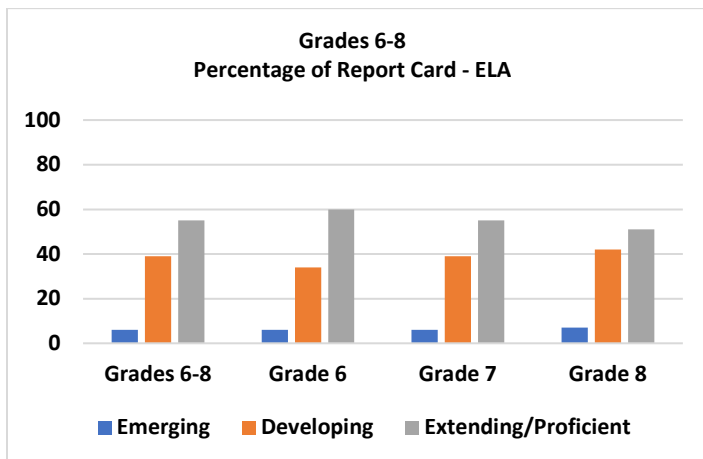


Figure 15.1

### Grades 6-8 (All, Indigenous, Non-Indigenous Students)

	EM (Emerging)	DEV (Developing)	EXT/PR (Extending/Proficient)
All	10	41	49
Indigenous	17	46	37
Non-Indigenous	8	40	52

Figure 16

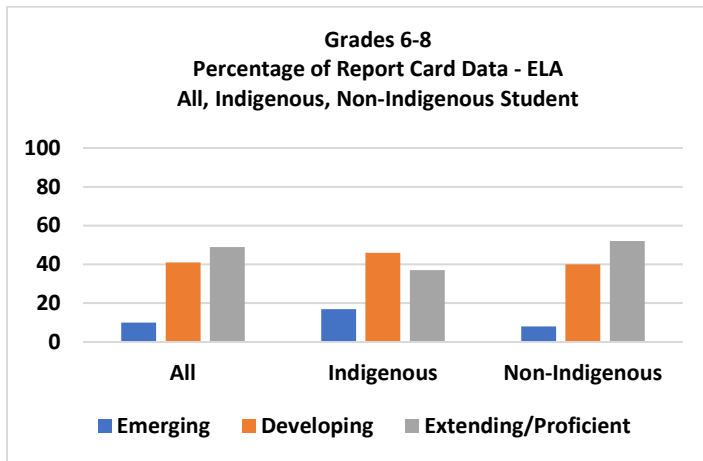


Figure 16.1

### Grades 9-12 ELA

	F	C-, C	C+, B, A
Grades 9-12	5	26	69
Grade 9	4	23	73
Grade 10	6	28	66
Grade 11	7	26	67
Grade 12	4	26	71

Figure 17

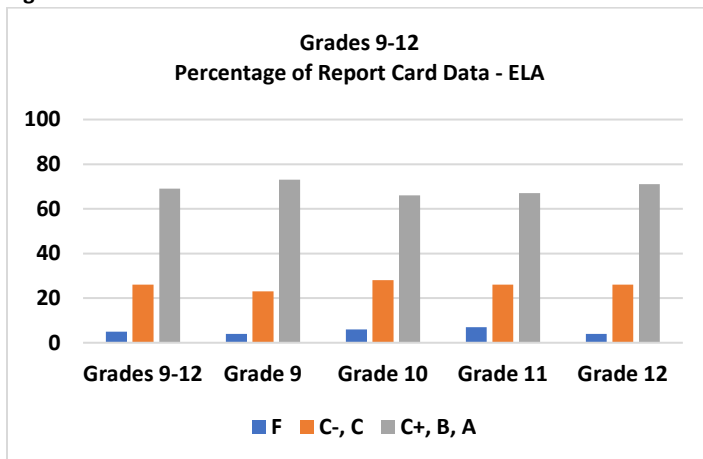


Figure 17.1

### Grades 9-12 ELA (All, Indigenous, Non-Indigenous Students)

	F	C-, C	C+, B, A
All	10	29	61
Indigenous	16	33	51
Non-Indigenous	8	27	65

Figure 18

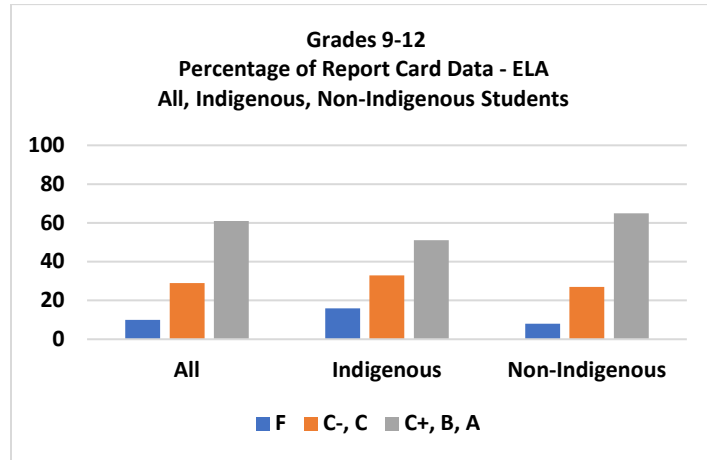


Figure 18.1

## Educational Outcome 2: Numeracy

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

#### Grade 4 FSA Numeracy (All Students)

	SD83		Province	
	% of Student Participants	% of Students On-Track Or Extending	% of Student Participants	% of Students On-Track Or Extending
2018-19	90	58	72	67
2019-20	89	61	72	68
2020-21	91	68	63	72
2021-22	92	60	70	66
2022-23	91	62	72	63

Figure 19



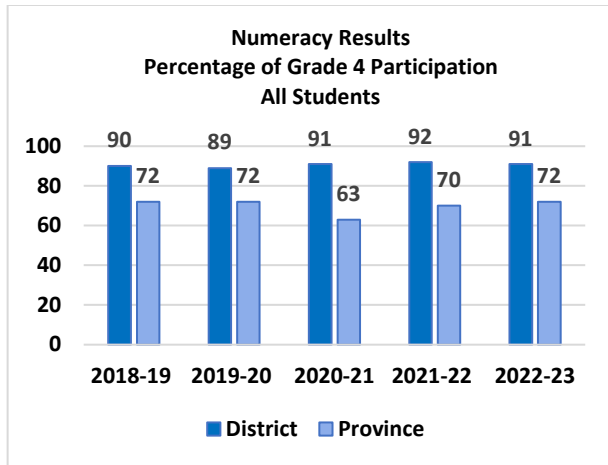


Figure 19.1

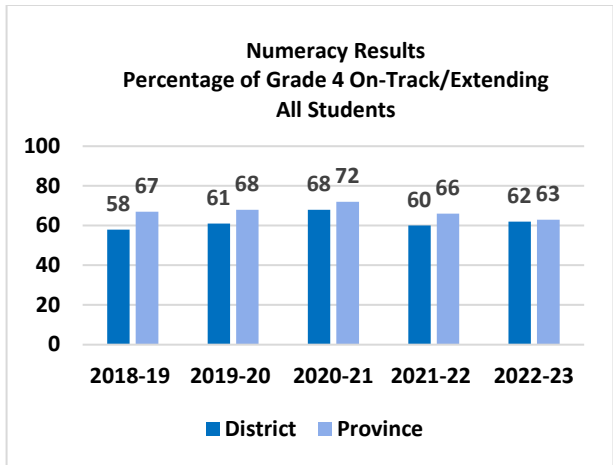


Figure 19.2

**Grade 4 FSA Numeracy (Indigenous Students)**

	SD83		Province	
	% of Student Participants	% of Students On-Track Or Extending	% of Student Participants	% of Students On-Track Or Extending
2018-19	87	45	73	49
2019-20	83	53	72	52
2020-21	91	60	62	56
2021-22	94	58	71	46
2022-23	87	48	74	44

Figure 20

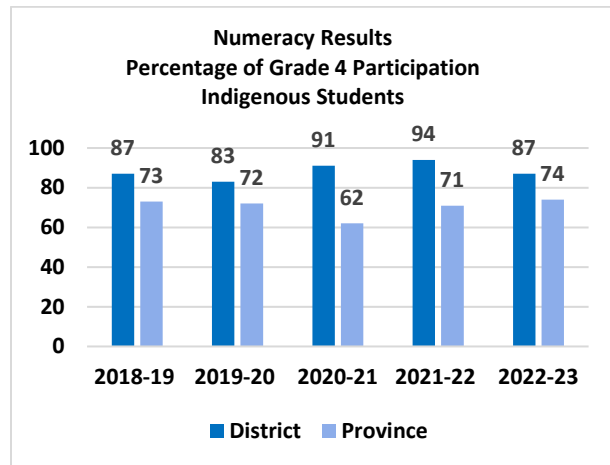


Figure 20.1

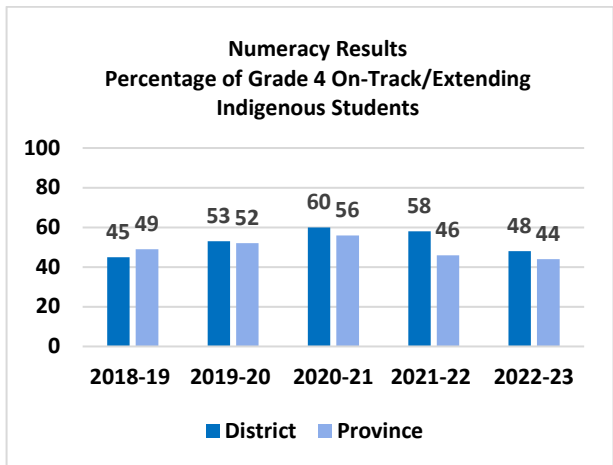


Figure 20.2

### Grade 4 FSA Numeracy (Non-Indigenous Students)

	SD83		Province	
	% of Student Participants	% of Students On-Track Or Extending	% of Student Participants	% of Students On-Track Or Extending
2018-19	91	62	72	69
2019-20	90	63	72	71
2020-21	90	70	64	74
2021-22	92	61	70	68
2022-23	91	65	72	65

Figure 21

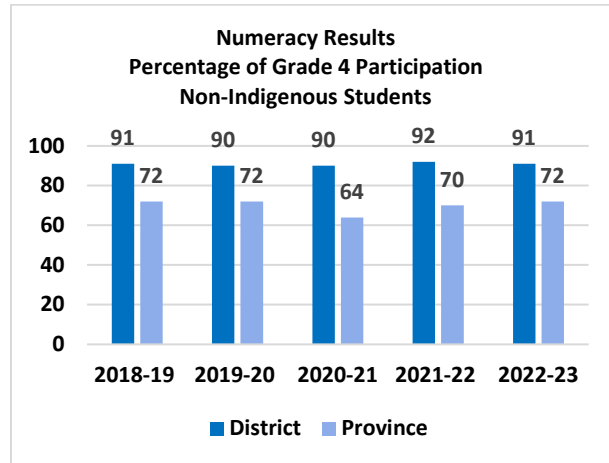


Figure 21.1

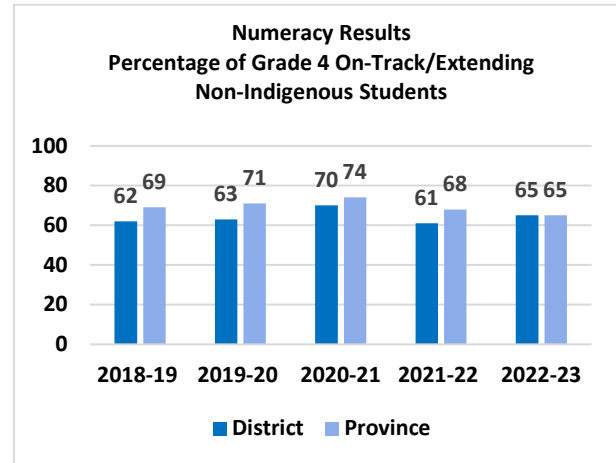


Figure 21.2

### Grade 4 FSA Numeracy (All Diverse Learners)

	SD83		Province	
	% of Student Participants	% of Students On-Track Or Extending	% of Student Participants	% of Students On-Track Or Extending
2018-19	58	43	47	50
2019-20	51	43	47	55
2020-21	69	43	41	60
2021-22	65	40	46	52
2022-23	66	46	49	51

Figure 22

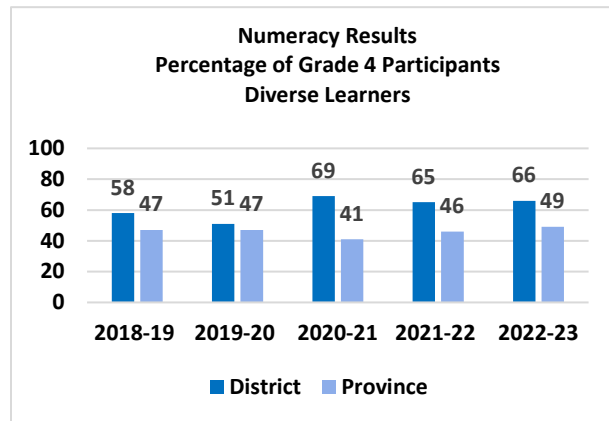


Figure 22.1

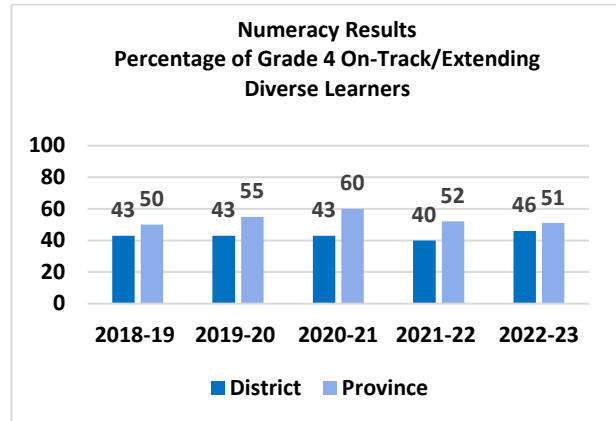


Figure 22.2

### Grade 7 FSA Numeracy (All Students)

	SD83		Province	
	% of Student Participants	% of Students On-Track Or Extending	% of Student Participants	% of Students On-Track Or Extending
2018-19	92	55	71	66
2019-20	86	56	71	64
2020-21	86	64	60	68
2021-22	93	56	69	62
2022-23	89	51	69	57

Figure 23

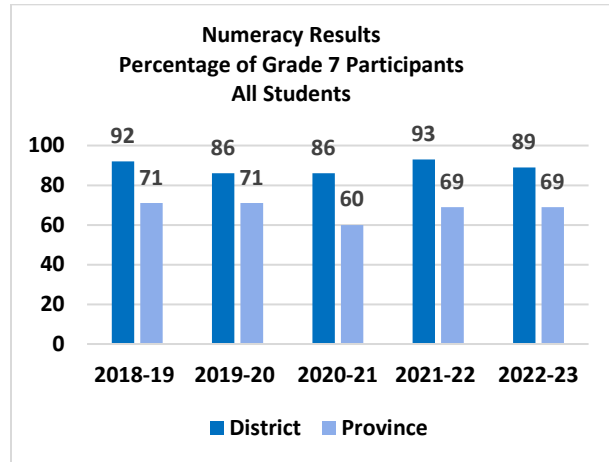


Figure 23.1

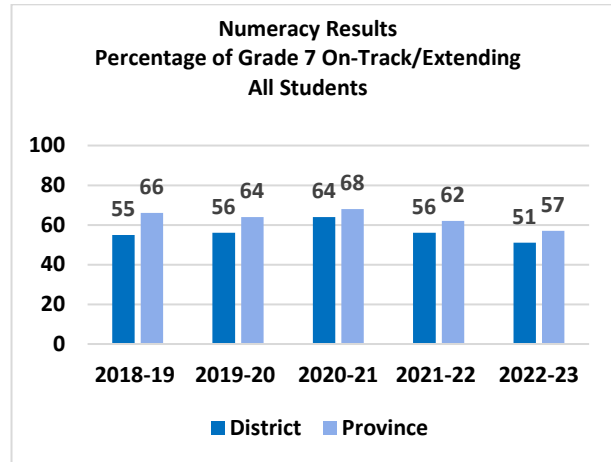


Figure 23.2

### Grade 7 FSA Numeracy (Indigenous Students)

	SD83		Province	
	% of Student Participants	% of Students On-Track Or Extending	% of Student Participants	% of Students On-Track Or Extending
2018-19	88	41	71	41
2019-20	81	45	72	40
2020-21	86	57	58	46
2021-22	95	44	70	40
2022-23	82	42	72	36

Figure 24

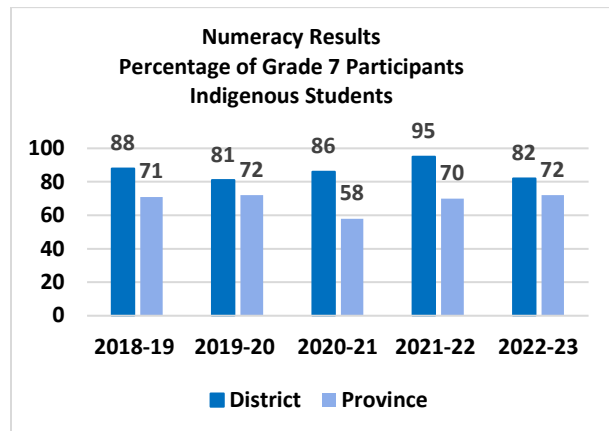


Figure 24.1

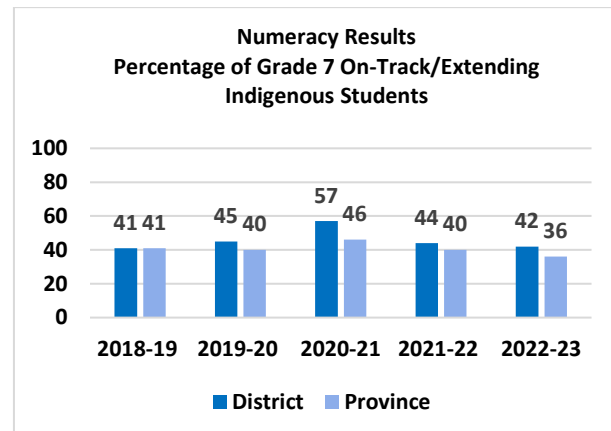


Figure 24.2

### Grade 7 FSA Numeracy (Non-Indigenous Students)

	SD83		Province	
	% of Student Participants	% of Students On-Track Or Extending	% of Student Participants	% of Students On-Track Or Extending
2018-19	93	59	71	69
2019-20	88	59	71	67
2020-21	86	65	61	71
2021-22	93	60	68	65
2022-23	91	53	69	60

Figure 25

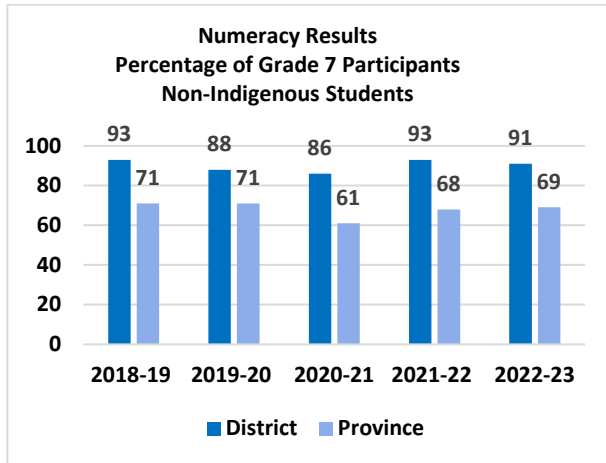


Figure 25.1

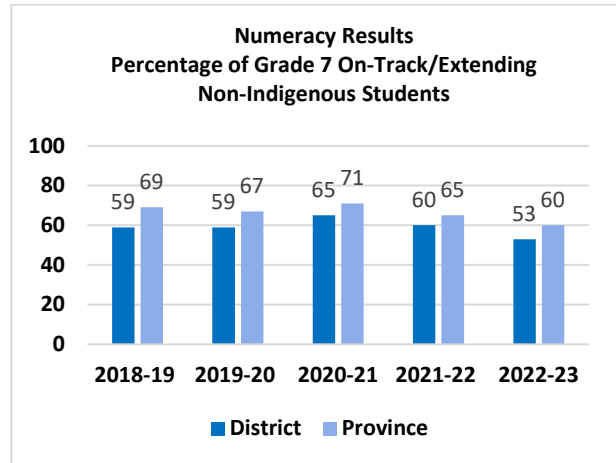


Figure 25.2

### Grade 7 FSA Numeracy (Diverse Learners)

	SD83		Province	
	% of Student Participants	% of Students On-Track Or Extending	% of Student Participants	% of Students On-Track Or Extending
2018-19	72	38	53	47
2019-20	69	41	54	44
2020-21	75	52	44	50
2021-22	87	37	52	42
2022-23	79	32	53	40

Figure 26

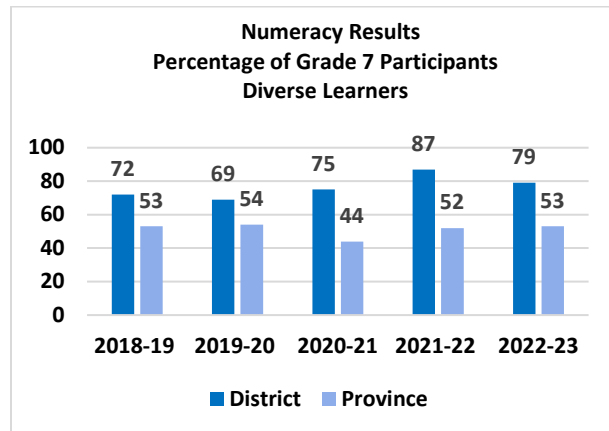


Figure 26.1

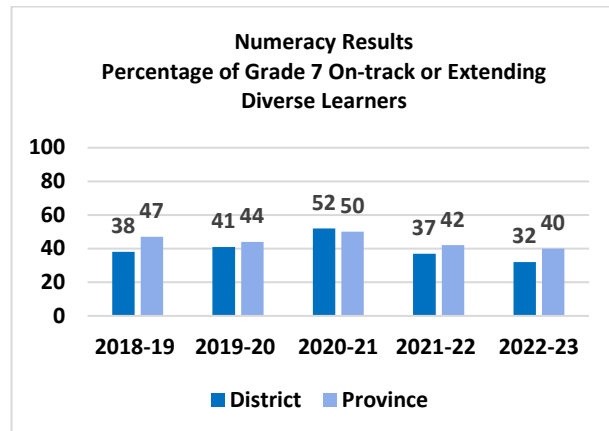


Figure 26.2

## Measure 2.2: Grade 10 Numeracy Expectations

### Grade 10 Grad Assessment Numeracy (All Students, Indigenous Students, Diverse Learners)

	SD83	Province	SD83 Indigenous	Prov Indigenous	SD83 Diverse	Province Diverse
2019-20	31	40	21	18	25	28
2020-21	31	38	21	20	30	28
2021-22	41	46	32	24	31	30

Figure 27

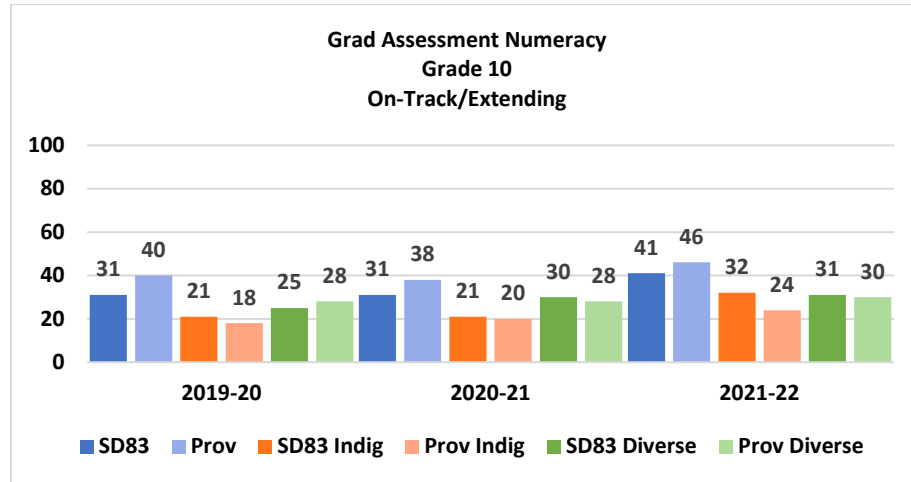


Figure 27.1

### Grades 4, 7 Numeracy & Grade 10 Grad Assessment Numeracy (All Students, Indigenous Students, Diverse Learners)

		SD83	Province	SD83 Indigenous	Province Indigenous	SD83 Diverse	Province Diverse
2020-21	Grade 4	68	72	60	56	43	60
	Grade 7	64	68	57	46	52	50
	Grade 10	31	38	21	20	30	28
2021-22	Grade 4	60	66	58	46	40	52
	Grade 7	56	62	44	40	37	42
	Grade 10	41	46	32	24	31	30
2022-23	Grade 4	62	63	48	44	46	51
	Grade 7	51	57	42	36	32	40

Figure 28

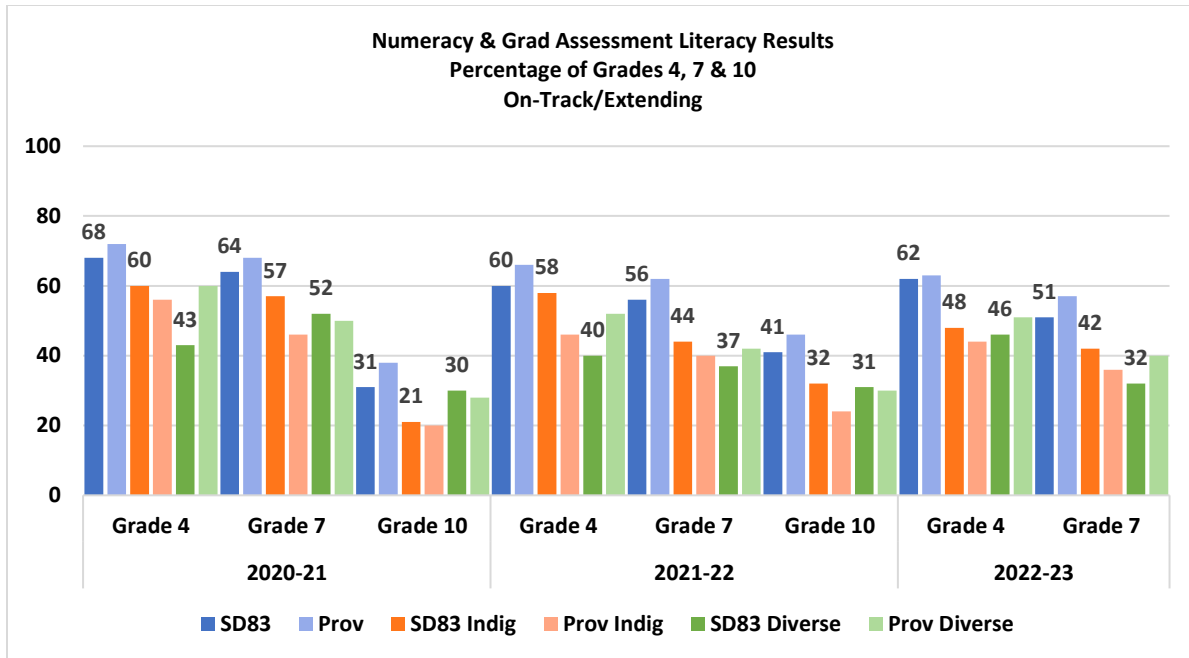


Figure 28.1

## Local Numeracy Report Card Data

### Kindergarten to Grade 5 Math (All Grades Combined, Kindergarten-Grade 5 Separated)

	EM (Emerging)	DEV (Developing)	EXT/PR (Extending/Proficient)
Kindergarten – Grade 5	7	25	68
Kindergarten	5	21	75
Grade 1	6	22	72
Grade 2	10	25	66
Grade 3	7	27	67
Grade 4	7	29	64
Grade 5	6	25	69

Figure 29

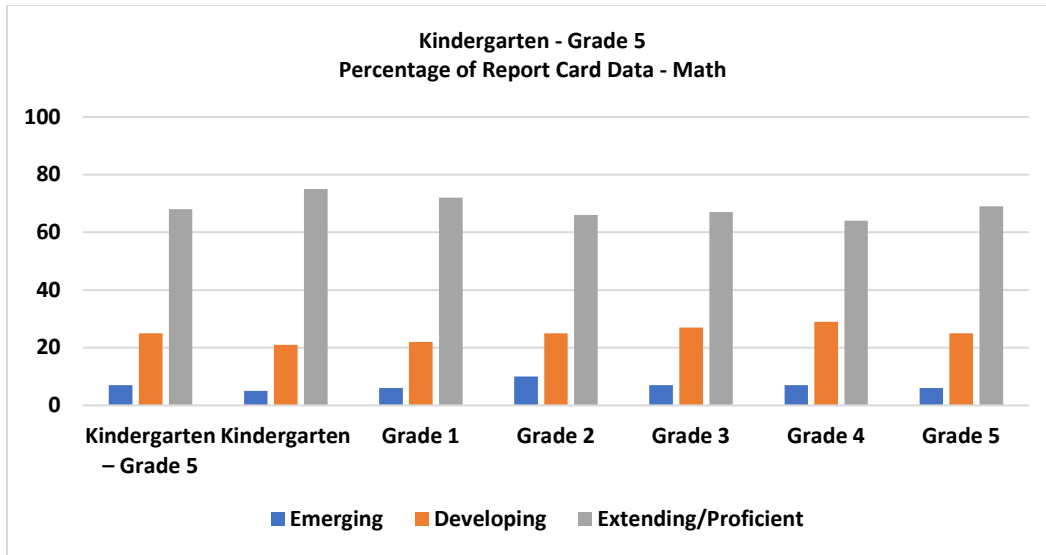


Figure 29.1

**Kindergarten – Grade 5 Report Card Data Math (All, Indigenous, Non-Indigenous)**

	EM (Emerging)	DEV (Developing)	EXT/PR (Extending/Proficient)
All	8	30	61
Indigenous	11	37	52
Non-Indigenous	8	29	63

Figure 30

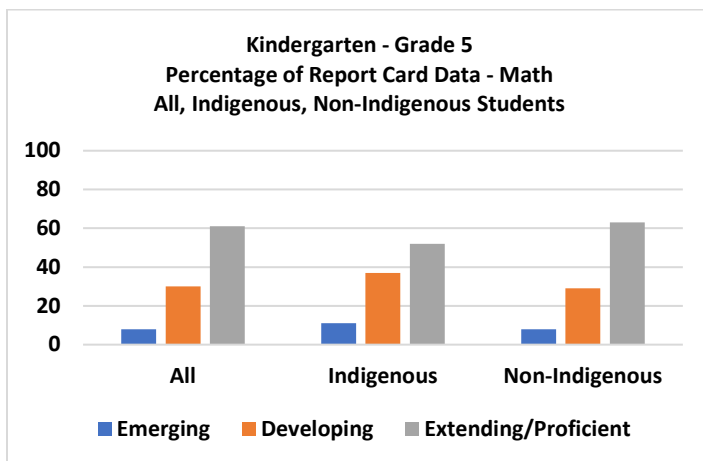


Figure 30.1

**Grades 6-8 Math (All Grades Combined, Grades 6-8 Separated)**

	EM (Emerging)	DEV (Developing)	EXT/PR (Extending/Proficient)
Grades 6-8	7	33	61
Grade 6	7	32	61
Grade 7	5	32	63
Grade 8	8	34	58

Figure 32

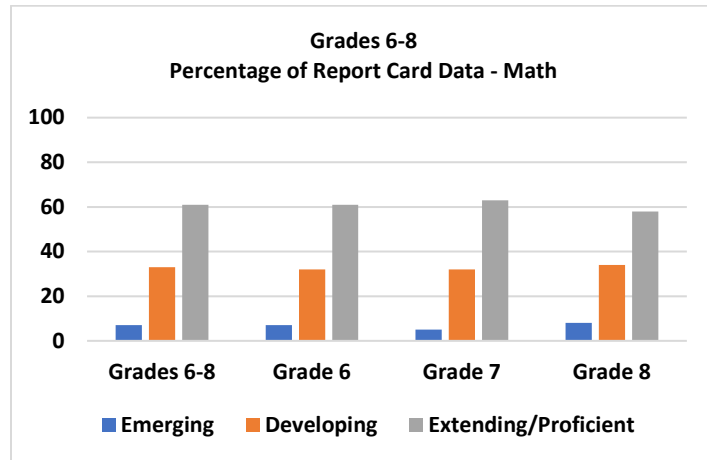


Figure 32.1

**Grades 6-8 Math (All, Indigenous, Non-Indigenous)**

	EM (Emerging)	DEV (Developing)	EXT/PR (Extending/Proficient)
All	9	37	54
Indigenous	16	42	42
Non-Indigenous	7	36	57

Figure 33

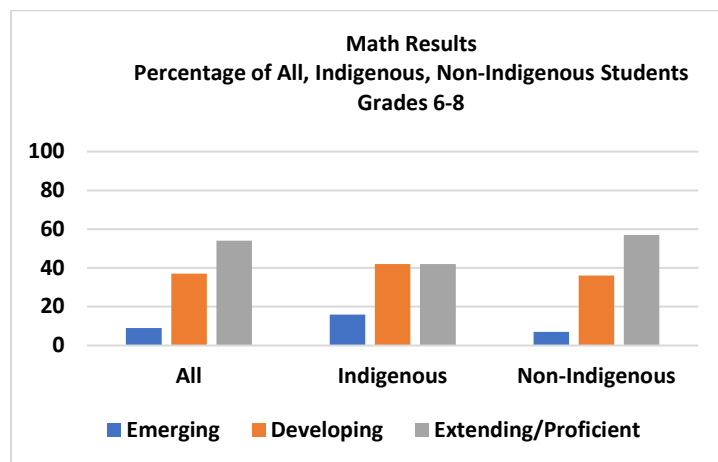


Figure 33.1



**Grades 9-12 Math (All Grades Combined, Grades 9-12 Separated)**

	F	C-, C	C+, B, A
Grades 9-12	6	28	66
Grade 9	7	30	63
Grade 10	5	31	64
Grade 11	7	25	68
Grade 12	6	22	72

Figure 34

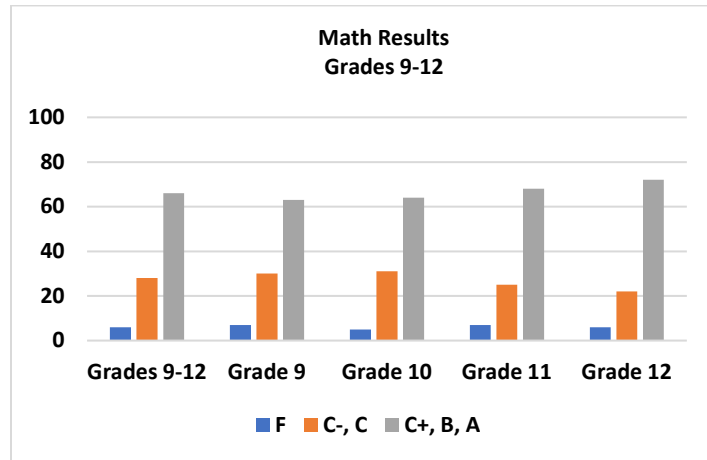


Figure 34.1

**Grades 9-12 Math (All, Indigenous, Non-Indigenous)**

	F	C-, C	C+, B, A
All	9	27	64
Indigenous	12	32	56
Non-Indigenous	7	25	67

Figure 35

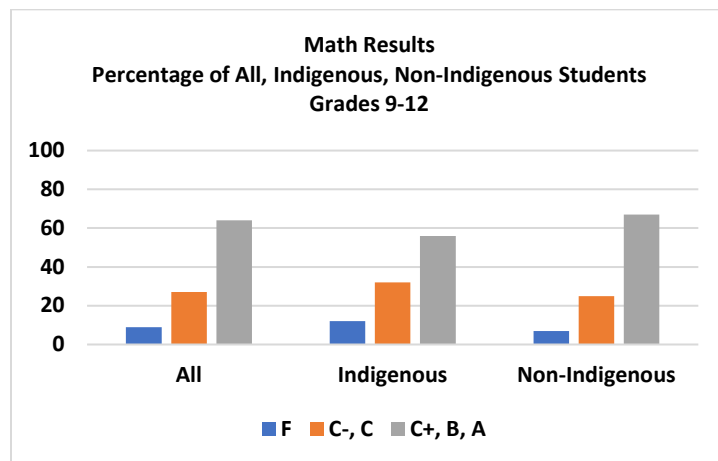


Figure 35.1

## Measure 2.3: Grade to Grade Transitions

### Grade 10 to 11 Transition

	SD83	Province	SD83 Indigenous	Province Indigenous	SD83 Diverse	Province Diverse
2019-20	94	95	94	89	91	94
2020-21	96	95	96	91	94	95
2021-22	96	96	96	91	98	95

Figure 36

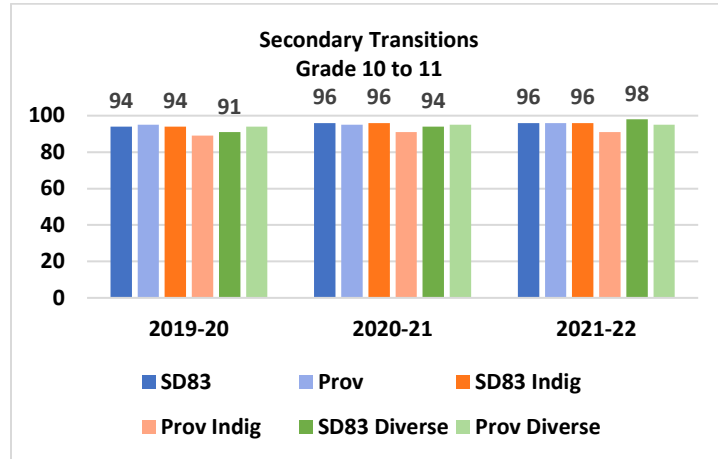


Figure 36.1

### Grade 11 to 12 Transition

	SD83	Province	SD83 Indigenous	Province Indigenous	SD83 Diverse	Province Diverse
2019-20	95	93	90	83	95	89
2020-21	96	93	95	85	94	90
2021-22	95	93	94	86	94	91

Figure 37

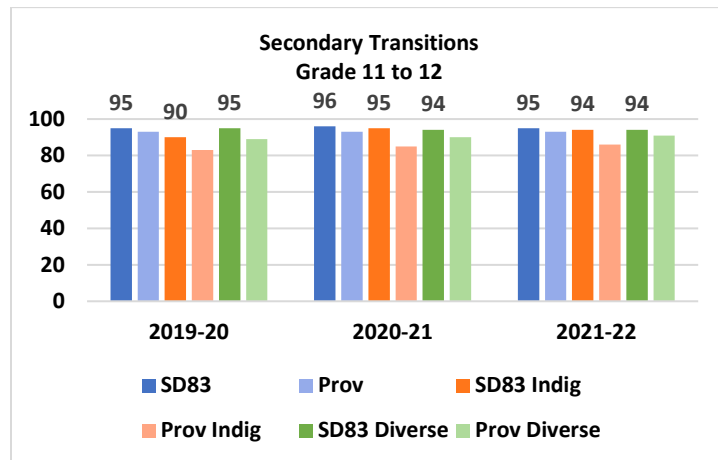


Figure 37.1

## HUMAN AND SOCIAL DEVELOPMENT (Social and Emotional Well-being)

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

#### Measure 3.1.: Student Sense of Belonging

##### Grade 4 Feel Welcome at School

	SD83	Province	SD83 Indigenous	Prov Indigenous	SD83 Non-Indigenous	Province Non-Indigenous	SD83 Diverse	Province Diverse
2018-19	76	78	72	73	77	78	68	70
2019-20	78	76	80	70	77	77	71	68
2020-21	79	78	73	73	80	79	75	70
2021-22	75	77	74	71	75	78	67	71

Figure 38

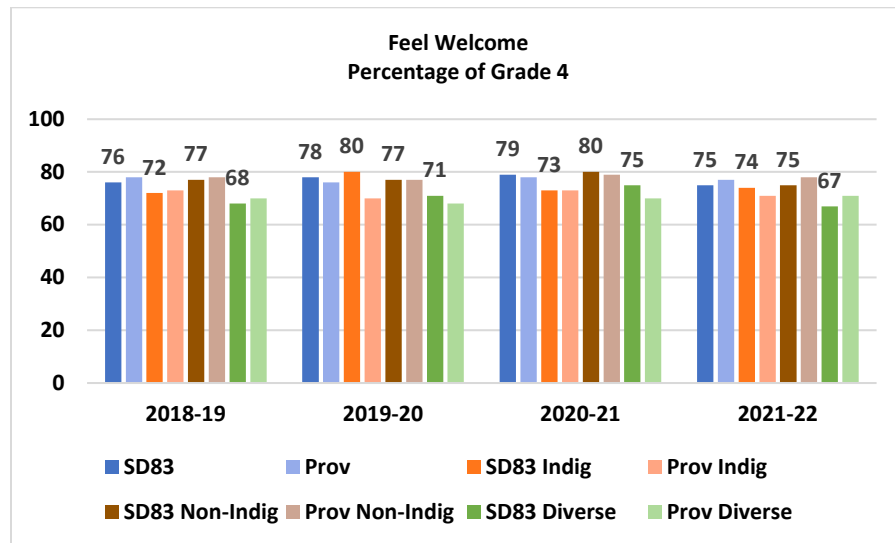


Figure 38.1

##### Grade 7 Feel Welcome at School

	SD83	Province	SD83 Indigenous	Prov Indigenous	SD83 Non-Indigenous	Province Non-Indigenous	SD83 Diverse	Province Diverse
2018-19	68	66	61	56	70	68	60	58
2019-20	63	65	61	55	63	66	66	59
2020-21	59	65	57	57	60	66	54	61
2021-22	64	71	63	63	64	73	59	67

Figure 39

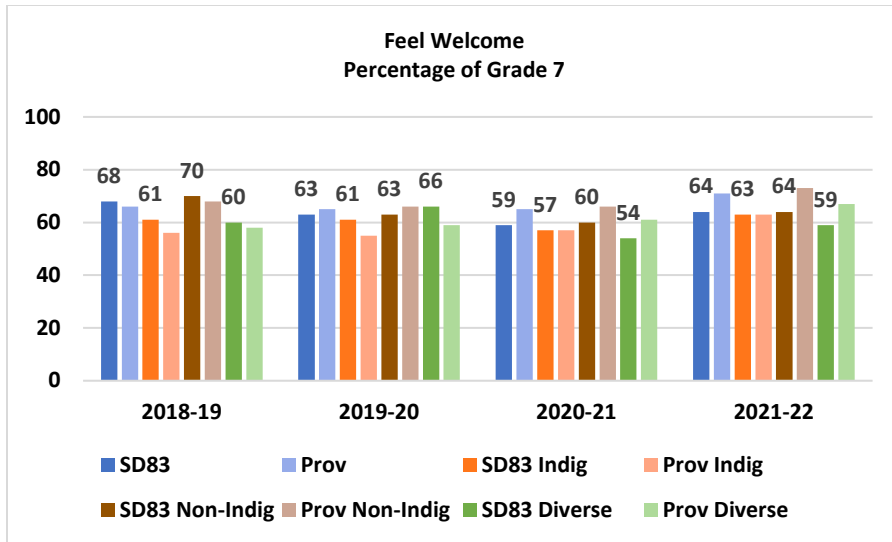


Figure 39.1

**Grade 10 Feel Welcome at School**

	SD83	Province	SD83 Indigenous	Prov Indigenous	SD83 Non-Indigenous	Province Non-Indigenous	SD83 Diverse	Province Diverse
2018-19	53	61	51	54	54	62	52	58
2019-20	67	62	62	54	68	63	53	55
2020-21	51	63	51	54	51	64	49	59
2021-22	62	68	51	59	65	69	56	62

Figure 40

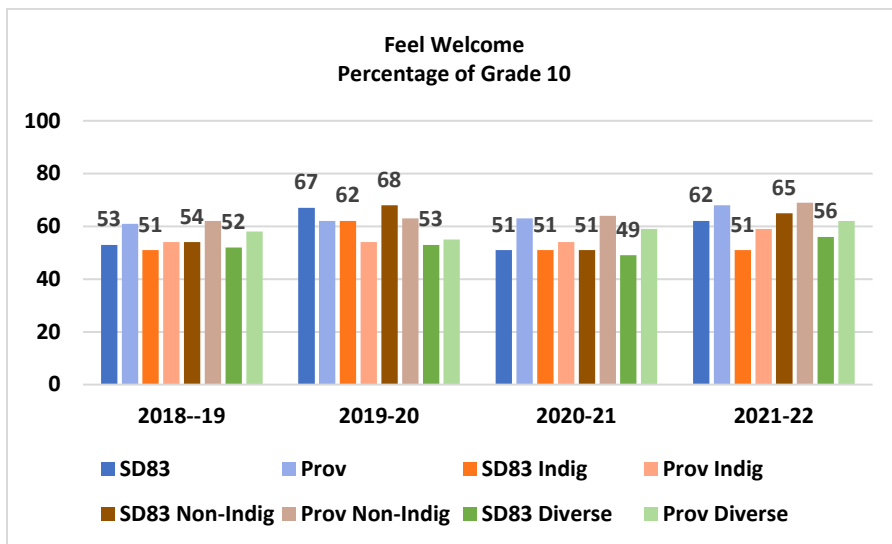


Figure 40.1

### Grade 12 Feel Welcome at School

	SD83	Province	SD83 Indigenous	Prov Indigenous	SD83 Non-Indigenous	Province Non-Indigenous	SD83 Diverse	Province Diverse
2018-19	62	64	49	58	65	65	60	62
2019-20	54	63	44	56	58	64	63	59
2020-21	63	64	59	59	64	65	64	60
2021-22	73	69	69	64	74	70	63	67

Figure 41

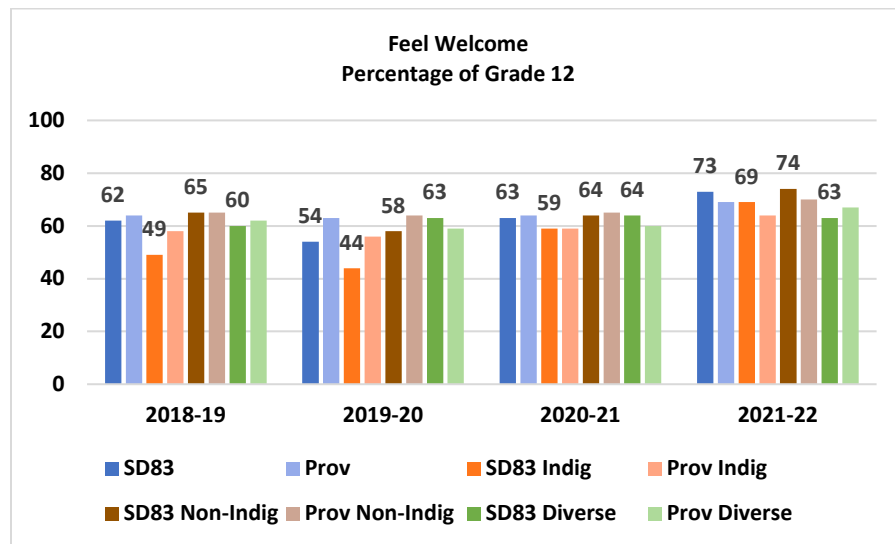


Figure 41.1

### Grade 4 Feel Safe

	SD83	Province
2018-19	82	81
2019-20	78	78
2020-21	80	80
2021-22	78	79

Figure 42

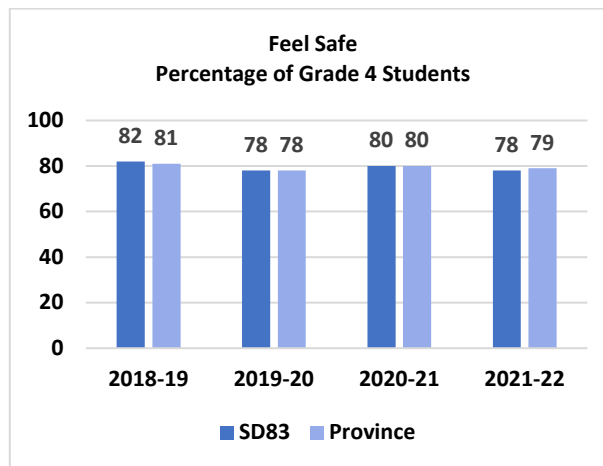


Figure 42.1

**Grade 7 Feel Safe**

	SD83	Province
2018-19	72	72
2019-20	69	70
2020-21	65	71
2021-22	68	76

Figure 43

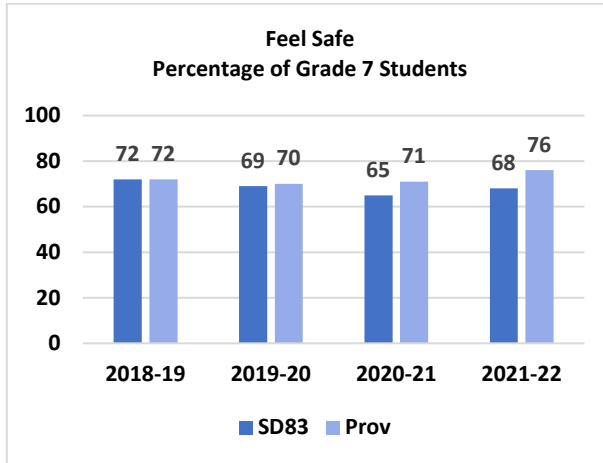


Figure 43.1

**Grade 10 Feel Safe**

	SD83	Province
2018-19	64	72
2019-20	77	73
2020-21	64	74
2021-22	72	77

Figure 44

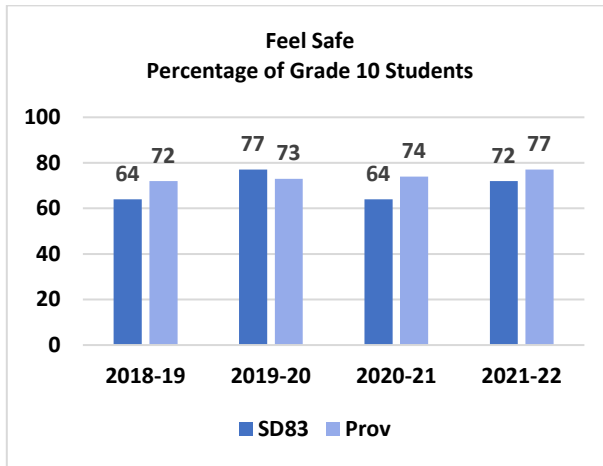


Figure 44.1

**Grade 12 Feel Safe**

	SD83	Province
2018-19	74	80
2019-20	71	78
2020-21	72	79
2021-22	78	81

Figure 45

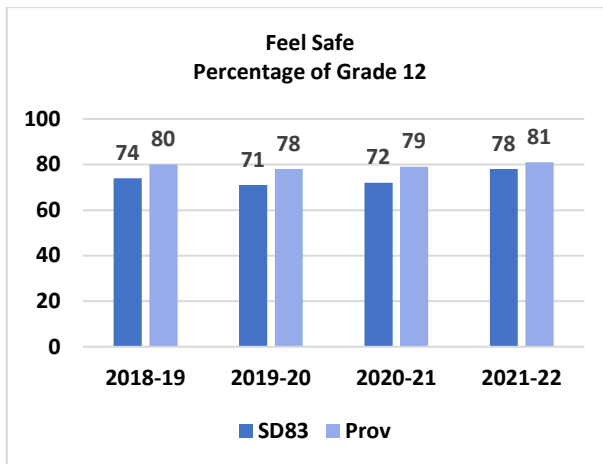


Figure 45.1

### Grade 4 Sense of Belonging

	SD83	Province	SD83 Indigenous	Prov Indigenous	SD83 Non-Indigenous	Province Non-Indigenous	SD83 Diverse	Province Diverse
2018-19	63	62	60	57	64	62	51	52
2019-20	65	60	59	54	67	60	59	53
2020-21	59	60	61	55	58	61	46	53
2021-22	52	60	39	54	55	61	50	53

Figure 46

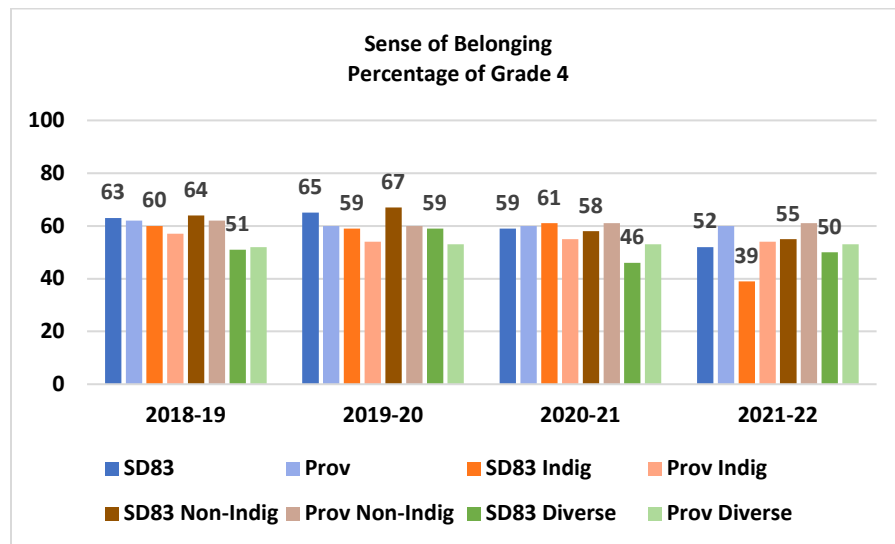


Figure 46.1

### Grade 7 Sense of Belonging

	SD83	Province	SD83 Indigenous	Prov Indigenous	SD83 Non-Indigenous	Province Non-Indigenous	SD83 Diverse	Province Diverse
2018-19	57	54	50	42	59	56	48	44
2019-20	47	52	46	41	47	54	44	44
2020-21	44	50	41	40	44	51	30	44
2021-22	52	58	44	46	54	59	39	50

Figure 47

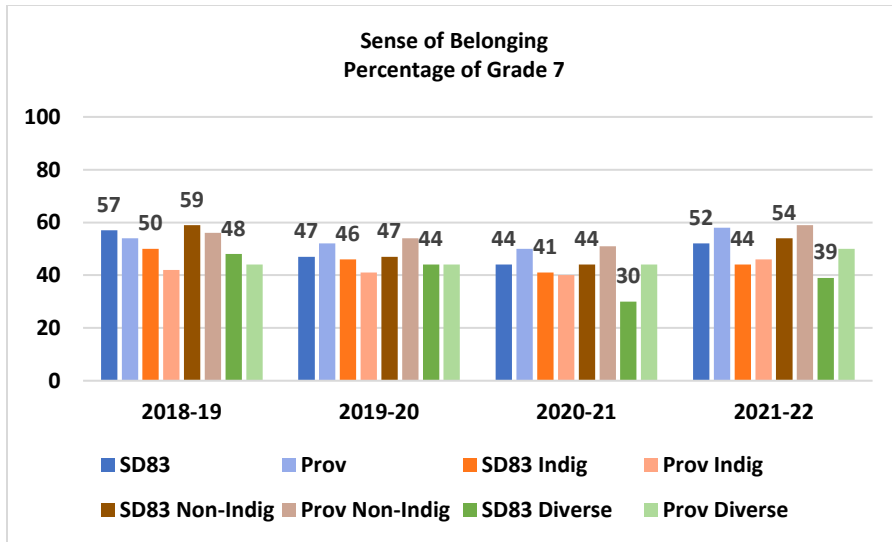


Figure 47.1

### Grade 10 Sense of Belonging

	SD83	Province	SD83 Indigenous	Prov Indigenous	SD83 Non-Indigenous	Province Non-Indigenous	SD83 Diverse	Province Diverse
2018-19	38	47	35	38	38	48	34	40
2019-20	53	47	54	38	52	48	40	39
2020-21	37	45	30	36	39	47	37	39
2021-22	51	53	37	42	54	54	45	45

Figure 48

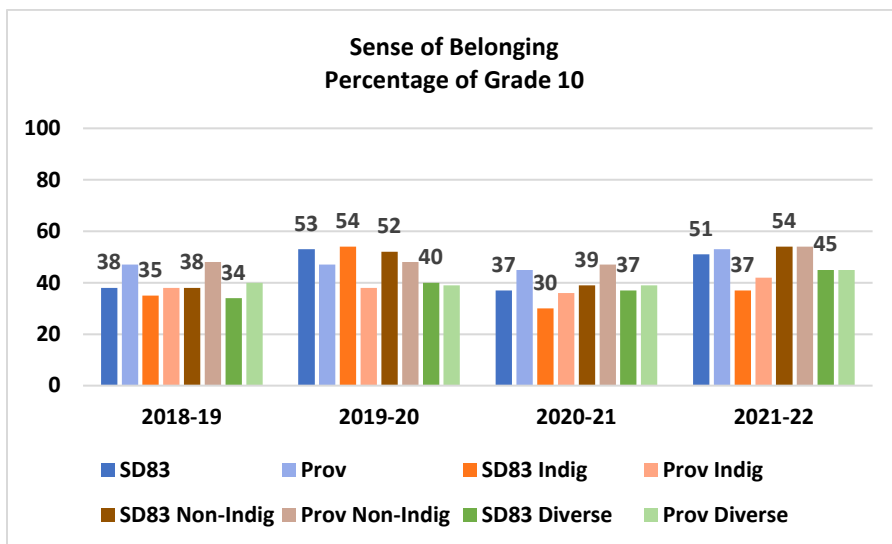


Figure 48.1



### Grade 12 Sense of Belonging

	SD83	Province	SD83 Indigenous	Prov Indigenous	SD83 Non-Indigenous	Province Non-Indigenous	SD83 Diverse	Province Diverse
2018-19	44	48	24	38	48	49	45	41
2019-20	36	48	11	39	47	49	25	41
2020-21	40	46	31	38	42	46	35	40
2021-22	54	53	44	44	57	54	53	49

Figure 49

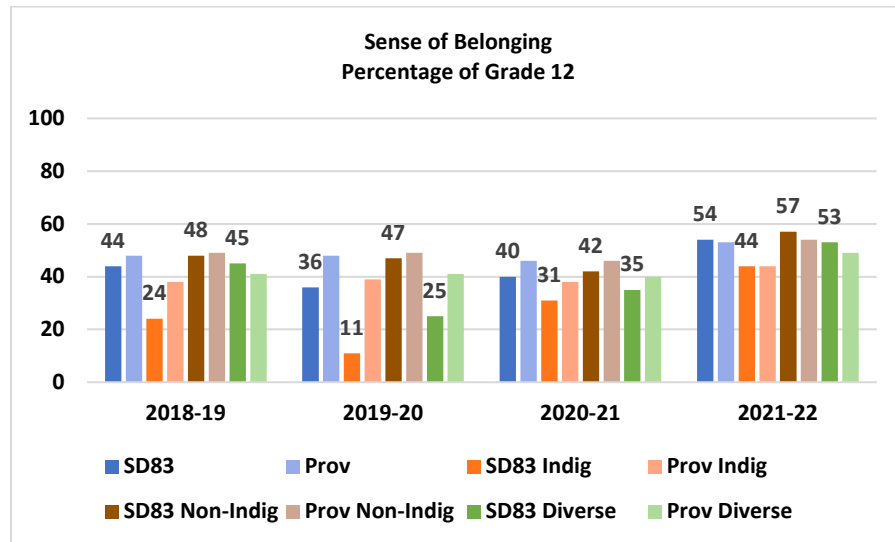


Figure 49.1

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

#### Two or More Caring Adults at School

#### Grade 4 Adults Care

	SD83	Province	SD83 Indigenous	Prov Indigenous	SD83 Non-Indigenous	Province Non-Indigenous	SD83 Diverse	Province Diverse
2018-19	72	74	79	73	70	74	67	73
2019-20	69	69	75	70	67	69	64	71
2020-21	72	66	66	67	73	66	71	70
2021-22	65	66	62	67	66	66	65	68

Figure 50

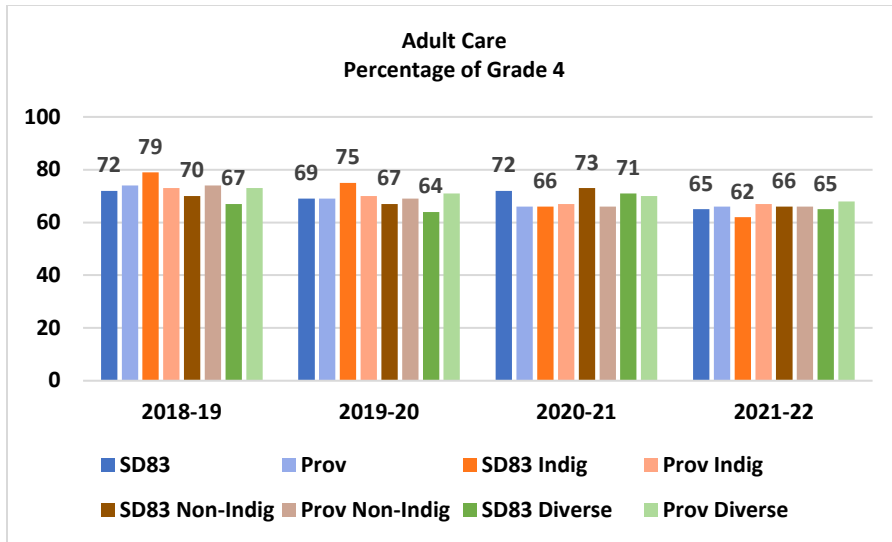


Figure 50.1

### Grade 7 Adult Care

	SD83	Province	SD83 Indigenous	Prov Indigenous	SD83 Non-Indigenous	Province Non-Indigenous	SD83 Diverse	Province Diverse
2018-19	67	65	67	62	67	65	72	66
2019-20	63	66	58	64	64	66	67	69
2020-21	67	62	65	62	67	62	60	66
2021-22	61	56	60	55	62	56	65	60

Figure 51

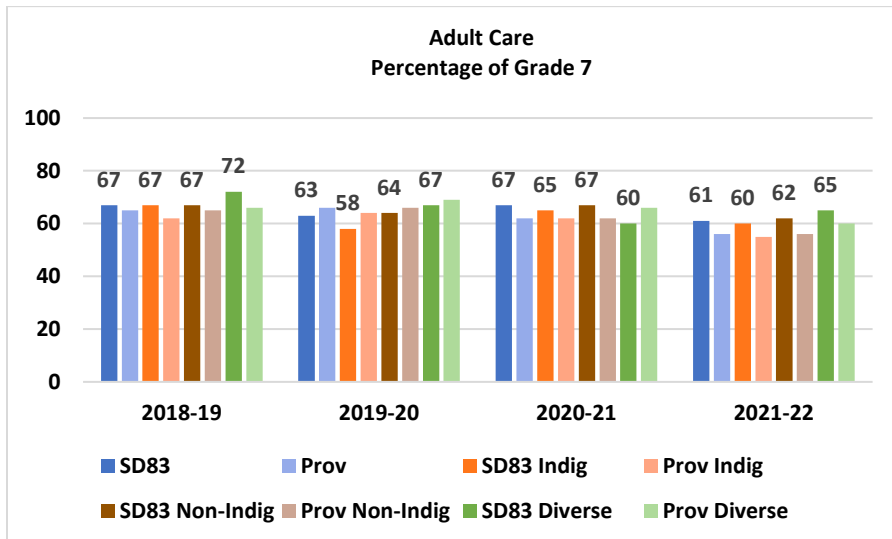


Figure 51.1

### Grade 10 Adult Care

	SD83	Province	SD83 Indigenous	Prov Indigenous	SD83 Non-Indigenous	Province Non-Indigenous	SD83 Diverse	Province Diverse
2018-19	67	63	67	63	68	63	66	66
2019-20	71	65	69	63	72	65	87	66
2020-21	63	60	62	60	64	60	59	65
2021-22	66	57	71	58	65	57	72	61

Figure 52

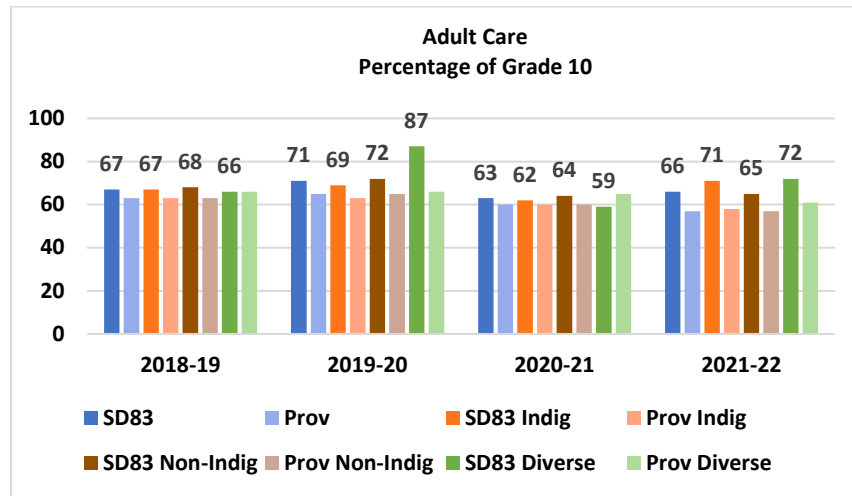


Figure 52.1

### Grade 12 Adult Care

	SD83	Province	SD83 Indigenous	Prov Indigenous	SD83 Non-Indigenous	Province Non-Indigenous	SD83 Diverse	Province Diverse
2018-19	80	76	84	78	79	75	79	78
2019-20	82	77	78	78	84	77	75	78
2020-21	82	75	80	76	82	74	77	77
2021-22	79	72	80	72	78	72	81	76

Figure 53

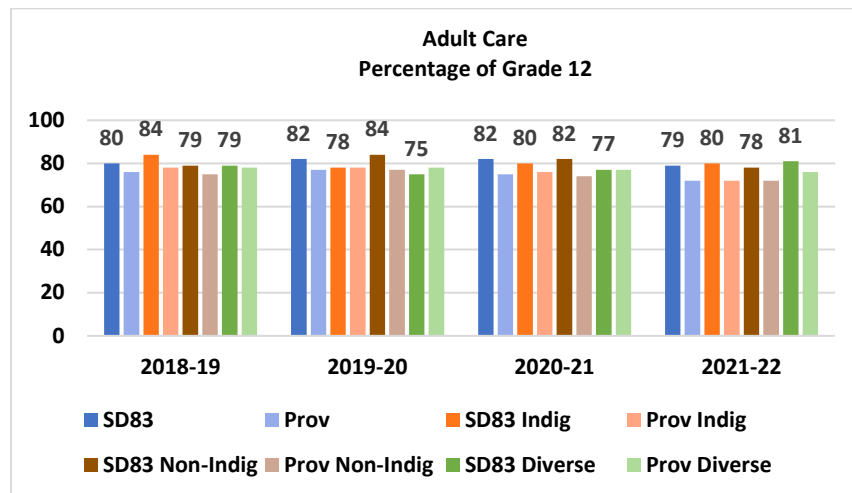


Figure 53.1

# CAREER DEVELOPMENT

## Educational Outcome 4: Students will Graduate

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

#### 5-Year Completion Rate

	SD83	Province	SD83 Indigenous	Prov Indigenous	SD83 Non-Indigenous	Province Non-Indigenous	SD83 Diverse	Province Diverse
2018-19	77	84	65	60	80	88	66	63
2019-20	79	85	71	62	81	88	61	64
2020-21	79	86	70	64	83	89	71	64
2021-22	84	87	70	65	88	91	67	68

Figure 54

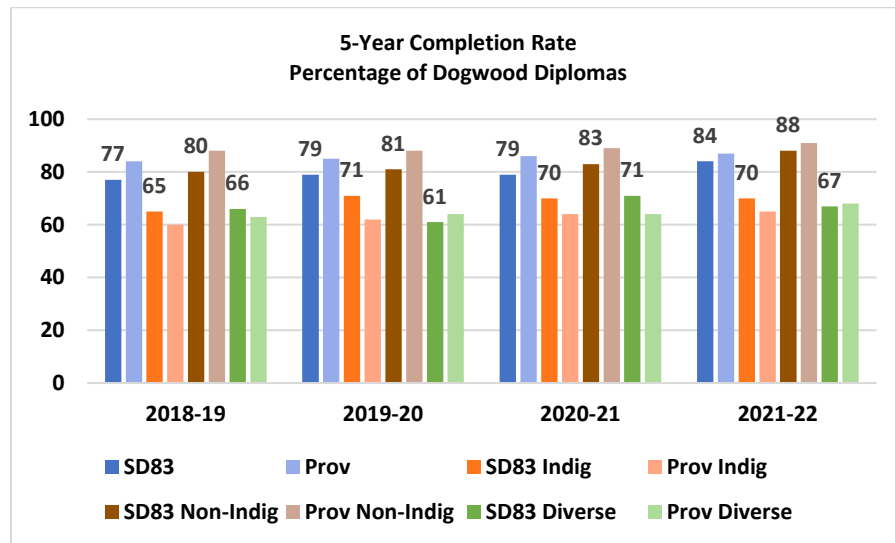


Figure 54.1

#### 5-Year Completion Rate (All Students)



Figure 54.2

#### 5-Year Completion Rate (Diverse Learners)



Figure 54.3

### 5-Year Completion Rate District vs Province (All Students)



Figure 54.4

### 6-Year Completion Rate

	SD83	Province	SD83 Indigenous	Prov Indigenous	SD83 Non-Indigenous	Province Non-Indigenous	SD83 Diverse	Province Diverse
2018-19	84	89	76	70	86	92	76	71
2019-20	88	90	85	71	89	92	79	74
2020-21	87	90	80	73	89	93	78	74
2021-22	87	91	81	75	88	94	72	77

Figure 55

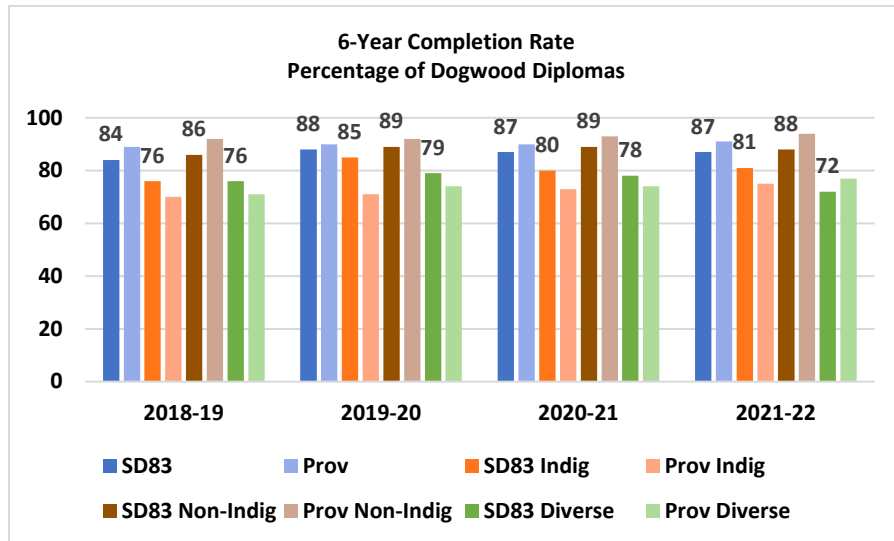


Figure 55.1

### 6-Year Completion Rate (All Students)



Figure 55.2

### 6-Year Completion Rate (Diverse Learners)



Figure 55.3

### Year Over Year Change (Indigenous Students)

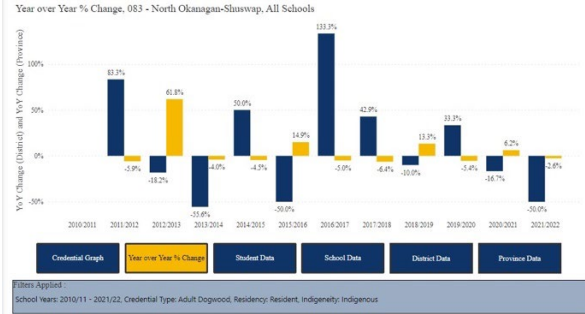


Figure 55.4

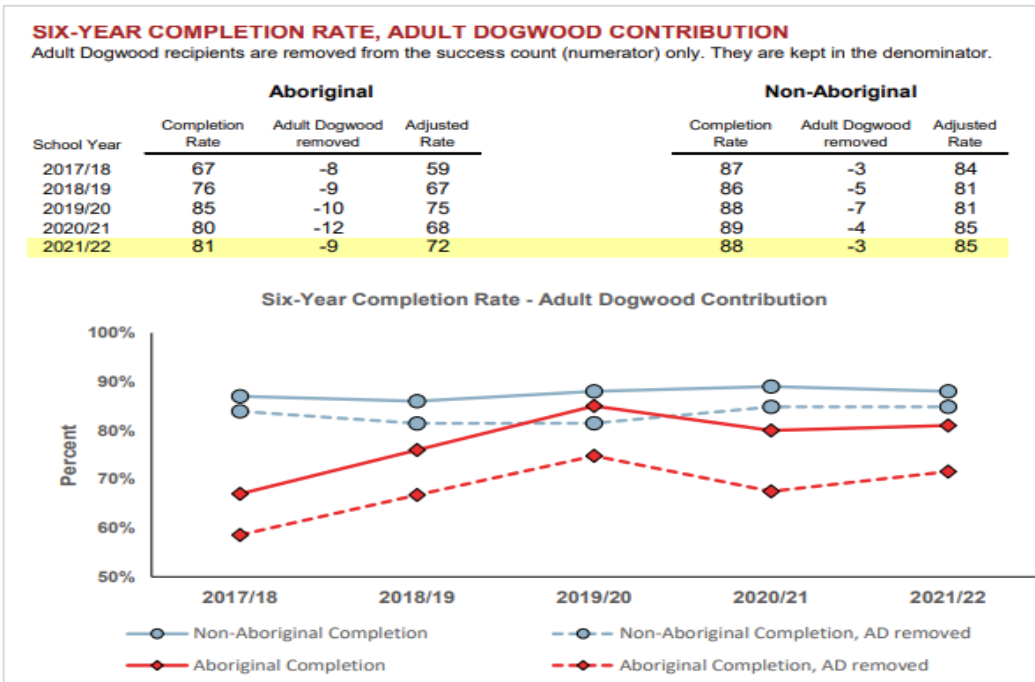


Figure 55.5

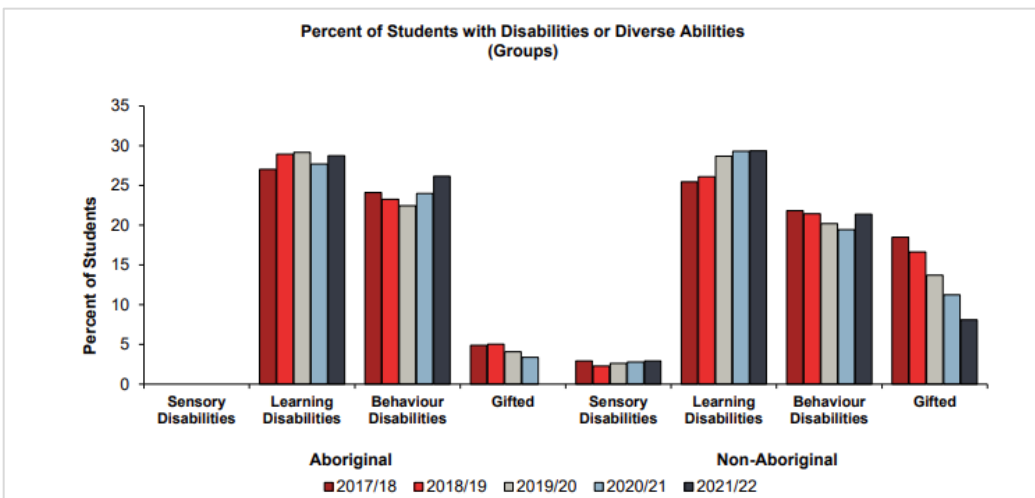


Figure 55.6

## Educational Outcome 5: Life and Career Core Competencies

### Measure 5.1.: Transitioning to Post-Secondary

#### Post-Secondary Transition - Immediate

	SD83	Province	SD83 Indigenous	Province Indigenous	SD83 Non-Indigenous	Province Non-Indigenous	SD83 Diverse	Province Diverse
2018-19	43	54	29	39	45	56	41	44
2019-20	39	54	29	36	41	55	35	42
2020-21	41	51	41	36	41	52	30	40

Figure 57

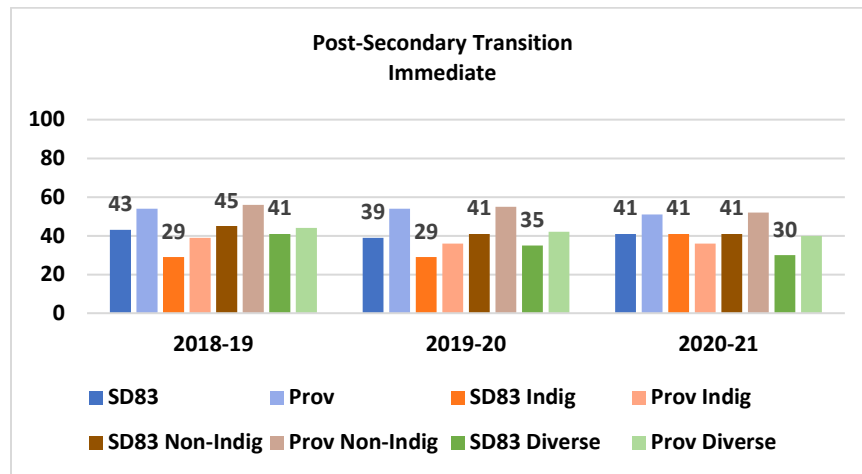


Figure 57.1

#### Post-Secondary Transition – After One Year

	SD83	Province	SD83 Indigenous	Province Indigenous	SD83 Non-Indigenous	Province Non-Indigenous
2017-18	8	10			9	9
2018-19	8	9			9	9
2019-20	11	9	15	10	10	9

Figure 58

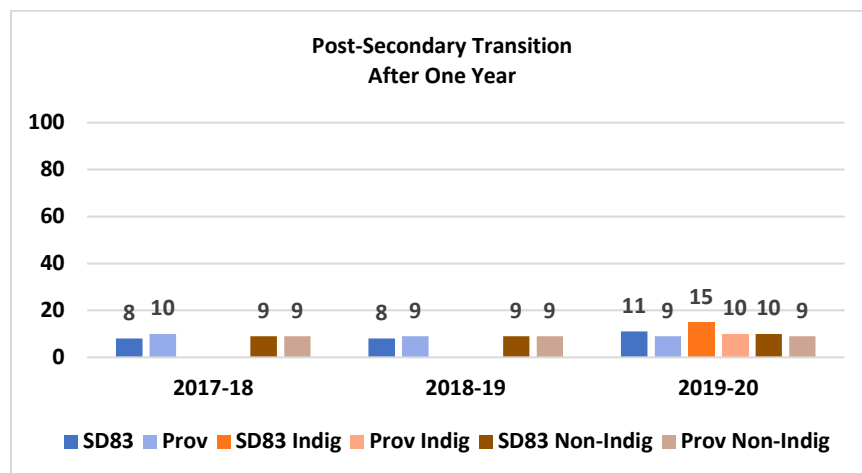


Figure 58.1

## Early Learning Data - EDI

### Early Learning Development Instrument - Social

	EM (Emerging)	DEV (Developing)	AP (Applying)
All	8	38	53
Indigenous	12	44	44
Non-Indigenous	7	37	55

Figure 59

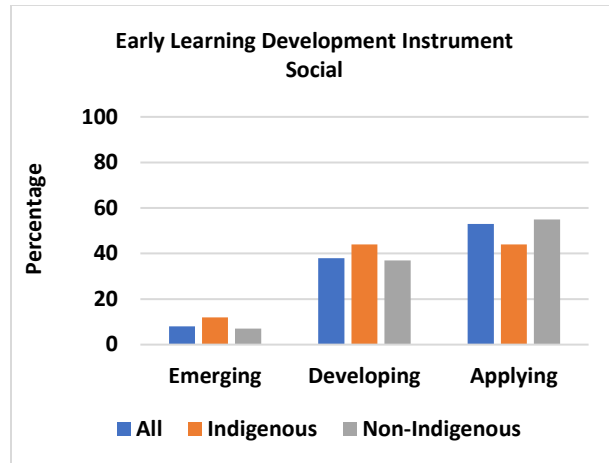


Figure 59.1

### Early Learning Development Instrument - Emotional

	EM (Emerging)	DEV (Developing)	AP (Applying)
All	14	43	43
Indigenous	17	60	39
Non-Indigenous	14	39	47

Figure 60

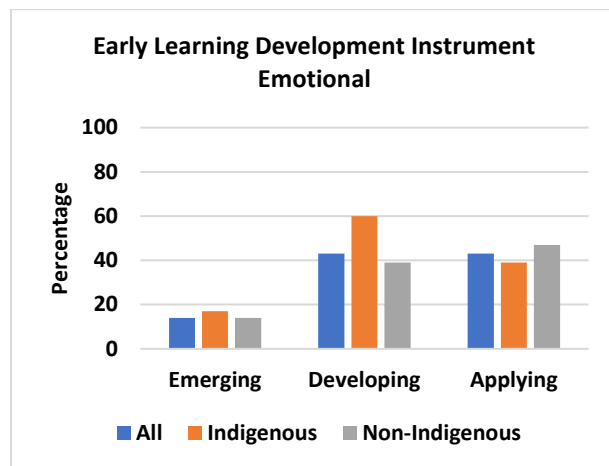


Figure 60.1



## Overall Outcomes

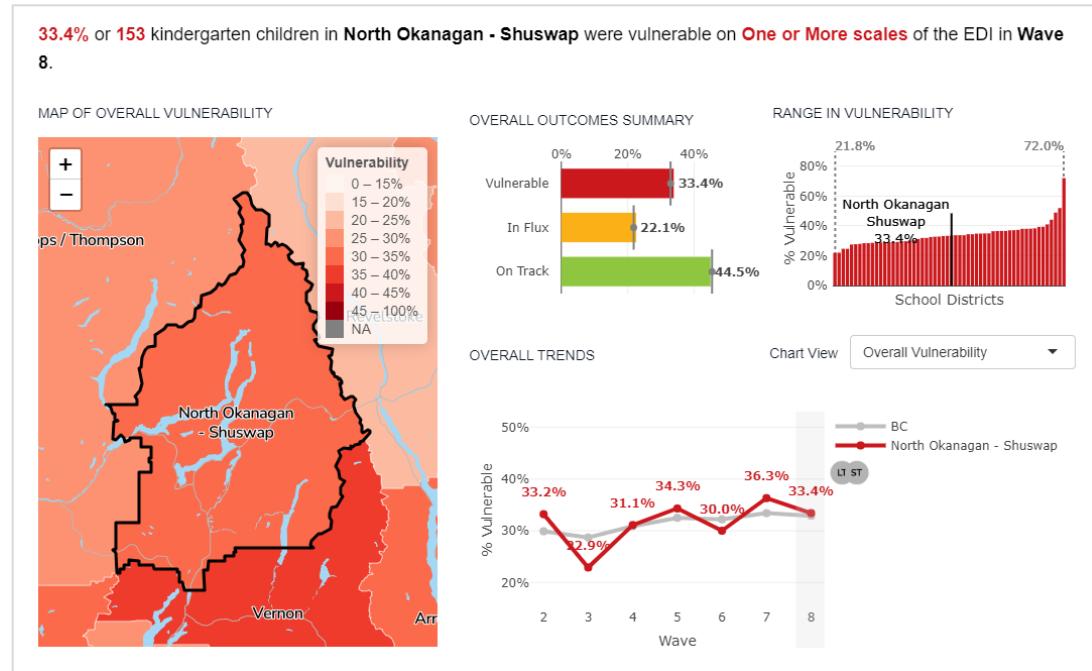


Figure 60.2

The overall vulnerability in SD83 from wave 2 to wave 8 has remained stable (33.2%; 33.4% respectively). *Wave 7 to 8 represented a decrease in overall vulnerability (36.3% to 33.4%), as well as a decrease in vulnerability across subscales. This is a positive trend.*

## Scale Outcomes Summaries

### Vulnerability

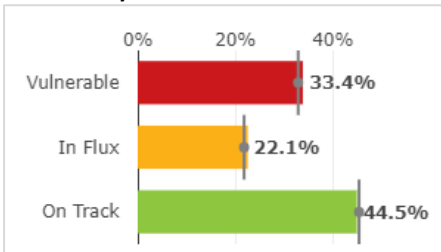


Figure 60.3

### Emotional Maturity

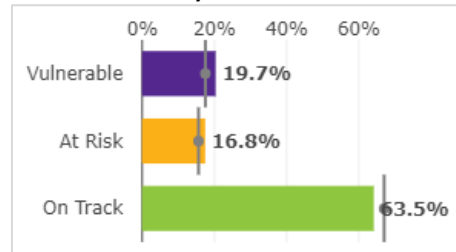


Figure 60.4

### Physical Health & Well-being

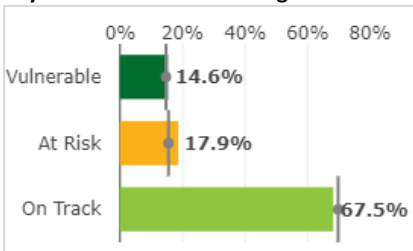


Figure 60.5

### Social Competence

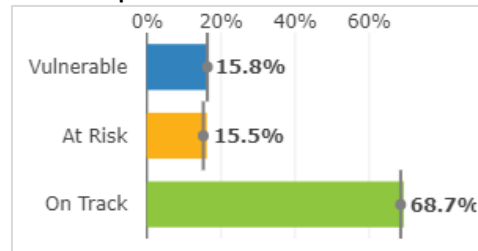
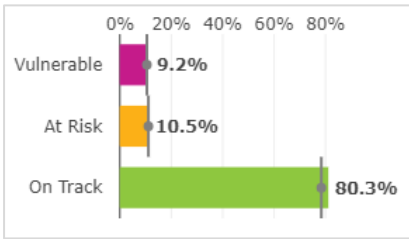


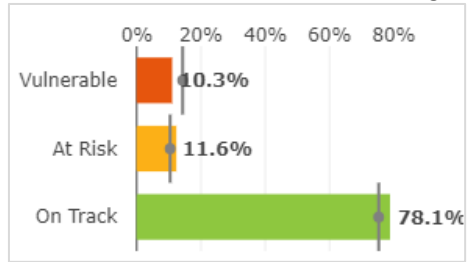
Figure 60.6

**Language & Cognitive Development**



**Figure 60.7**

**Communications Skills & General Knowledge**



**Figure 60.8**

Every student. Every day.  
Whatever it takes.

North Okanagan-Shuswap School District

Valuing: Belonging, Respect, Reconciliation, Empathy, Equity, Perseverance

[SD83.bc.ca](http://SD83.bc.ca)