SCHOOL DISTRICT 10 Arrow Lakes

Framework for Enhancing Student Learning

Released: September 2025

Taking Action

Collaboratively Planning and Taking Action to Make a Difference for All Learners

We gratefully acknowledge that we live, learn, and play on the traditional, ancestral, and unceded territory of the Sinixt, Syilx, Ktunaxa, and Secwépemc Peoples and honour their ongoing presence on the land.

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Our Framework

We gratefully acknowledge that we live, learn, and play on the traditional, ancestral, and unceded territory of the Sinixt, Syilx, Ktunaxa, and Secwépemc Peoples and honour their ongoing presence on the land.

School District 10's Framework supports the development of school and district plans that align with and carefully consider the three Ministry of Education goals: intellectual, human, social, and career development (including skills development and transitions to post-secondary education), as well as the local context. Specific evidence-based priorities within these goal areas are determined at the school and district levels.

District Purpose:

To build a collaborative community of learning, including strong academics, overall well-being, and a connection to the land, in order to provide our students with the knowledge and skills they require to navigate an ever-changing future.

District Values and Commitments:

- **Responsibility**: Being fully engaged, honouring our commitments, and being accountable
- **Compassion**: Being compassionate and empathetic
- **Creative Thinking**: Being imaginative, reflective, and able to explore different possibilities
- **Resiliency**: Understanding and addressing adversity
- **Collaboration**: Listening for understanding and working together

District Context

"Small-is-Amazing"

SD10 is situated in the beautiful West Kootenay region of southeastern BC. We use the realities of being a small rural district as a catalyst for innovative practice and intentional learning. We leverage our beautiful surroundings and traditional lands to build and foster connections and partnerships with Indigenous nations, families, and community stakeholders, thereby enhancing student success.

We take action to ensure that our students are at the centre of every school and classroom or learning environment and that all areas of school district operations support them.

Demographics

The district has a student population of 506, with five brick-and-mortar schools and an online/distributed learning school. Approximately 65% of the student population is registered for bus service, and some students travel over an hour to get to and from school each day. In February 2023, the district opened the Nakusp Early Learning and Child Care Centre. The Centre is licensed for 24 spaces for children aged birth to five years old and 60 spaces for school-age children, before and after-school care. The Centre is operated by the district and staffed with school district employees (Early Childhood Educators and Responsible Adults).

Across the district, there are 102 students with diverse needs. Our schools and classrooms are inclusive learning environments, where the classroom teacher, school-based team, and educational assistants provide support to students.

One hundred nineteen students self-identify as Indigenous, with 32 students who are both Indigenous and have diverse needs. An Indigenous Support teacher supports Indigenous Students in each school, and we have a robust Elder-in-Residence program. There is no reserve in the district, and the newly formed Indigenous Education Advisory Council is represented by the Ktunaxa and Okanagan Nations, as well as the West Kootenay Metis Society.

We have a minimal number of youth in care (under five), and each student is supported at school and in collaboration with community services and support. We are fortunate in SD10 to have solid relationships and partnerships with caregivers and community agencies, and we work together to meet the needs of students.

Our inclusive classrooms provide multiple pathways for all learners to access the curriculum and meet curricular competencies and content at each grade level. Our small class sizes enable us to get to know each learner and address their unique needs and gifts. Our rural and remote district offers a wealth of opportunities for students, families, and staff; however, it is challenging to access many amenities and services. We also face recruitment and retention issues for all positions across the organization.

Strategic Plan 2023 - 2028

An extensive school and community consultative process resulted in a five-year plan. The plan describes the District's updated purpose, values, and priorities. It emphasizes the Board's commitment to spending time in dialogue reflecting on the most important questions that emerged from the consultation with students, parents, teachers, the Indigenous Education Advisory Committee, and community members. Annual action plans will be developed, and our results will be reported yearly.

The consultation process comprised 15 in-person consultation sessions, which included a community consultation at each school, consultation with the Indigenous Education Advisory Council and Partner Group Advisory Committee, as well as staff and student forums and an online survey option. A steering committee was also formed to work alongside the Board to provide guidance and feedback throughout the development process.

The [The Plan] was finalized in November 2023.

The SD10 Board used a method called "Scenario Planning" to stimulate dialogue, reflection, and engagement during the first phase of our consultation process. Scenario planning is about exploring what the future may be and how the School District needs to change over time in light of that future. It is about identifying a set of different realities about what might happen in the future.

Ongoing Engagement

Following the success of the strategic plan consultation and scenario planning process, the district has established an open, transparent, and future-oriented approach to ensure that all voices can engage in ongoing dialogue about student improvement through various initiatives and structures.

We merged our annual budget consultation process with an update and review of strategic plan priorities. In-person consultation sessions are held at each school for staff and families, and an online survey is available for those who cannot attend in person. The district established a Partner Group Advisory Committee with representation from the Indigenous Education Council(IEC), DPAC, Support Staff, Teachers, Administrators, and the entire Board of Education. The committee meets four times a year, during which time the strategic plan priorities are reviewed and discussed, along with feedback and action items.

A Greater Access to Providers (GAP) community committee, represented by community service providers and agencies, and the district meet four times a year to dialogue around student health, well-being and student and family support. A trustee attends school PAC meetings, and school plans and strategic plan priorities are standing agenda items.

Indigenous Support Teachers (IST), Elders, and Knowledge Keepers hold gatherings throughout the year to discuss student success and provide support. Feedback is shared at IEC meetings and monthly IST meetings, and the Council was asked to provide the board with their input and direction.

Feedback from these structures is reviewed regularly to ensure that all voices are heard regarding budgetary decisions, school and district supports, programs, and services offered. This feedback will support continuous improvement and keep the strategic plan a living document.

This year's feedback led to action:

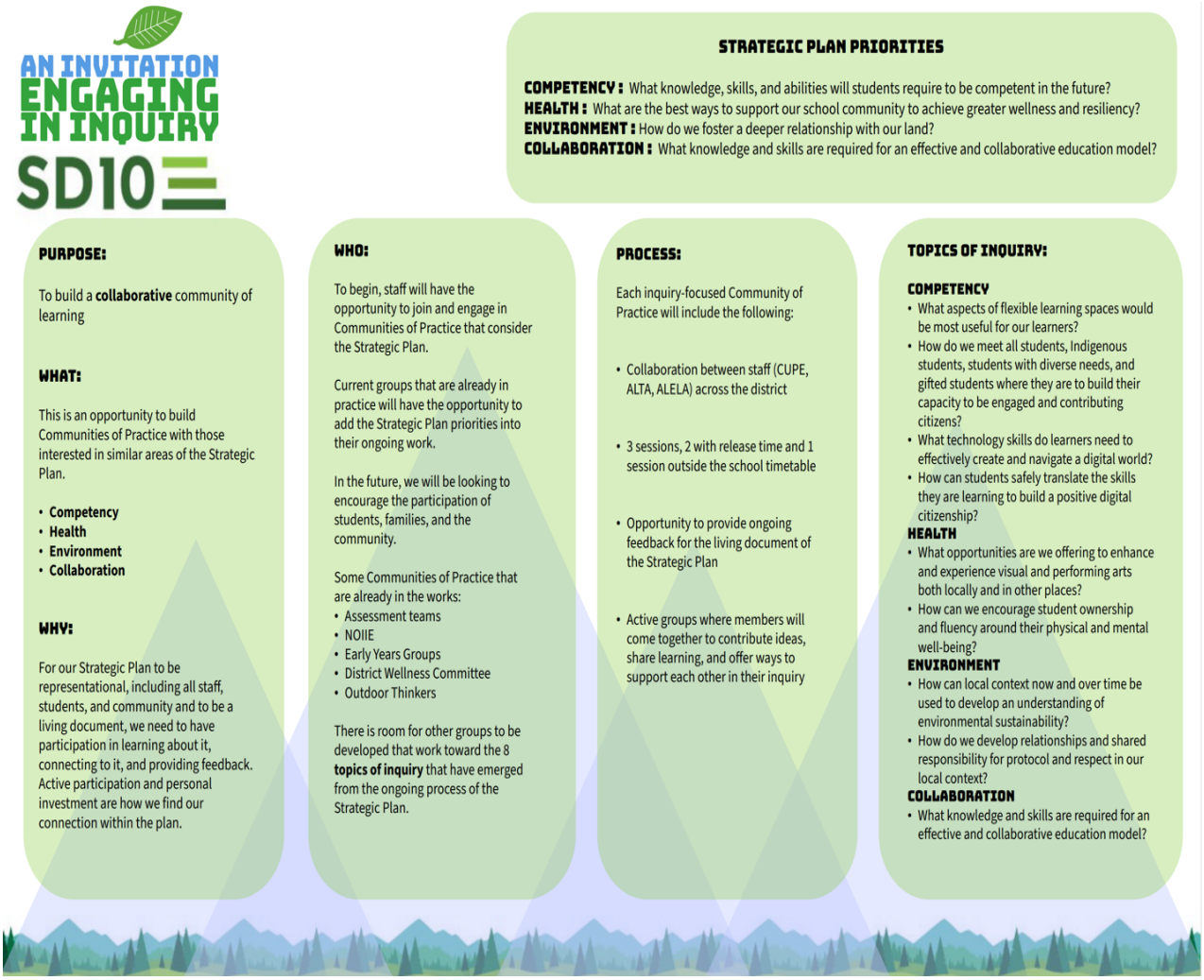
- Maintain the learning technologies helping teacher position.
- Continue to build on the Indigenous Education supports provided.
- Maintain FTE for a district librarian position to support literacy.
- Maintain FTE for a district counsellor position to help support student well-being.
- Maintain FTE for a district careers and dual credit liaison position.
- Continue with a Community of Practice approach to professional learning.
- Increase student voice throughout the district.

We are committed to continually examining the collective impact that these priorities have on students, staff, and school communities.

Approach to Continuous Improvement

A commitment has been made to ensure that its priorities are being examined with the intent of continuous improvement. School Growth Plans are aligned with the strategic plan, and the district is participating in a provincial community of practice in 2025-2026 to enhance our practice. The district is also aligning its operational, technology, and human resources plans with the strategic plan. The district also reimagined the recruitment, screening, and interview process to align with the strategic plan.

A strategic plan subcommittee was established to develop an annual action plan and facilitate ongoing engagement. The committee invited staff to participate in communities of practice to engage in inquiry related to the strategic plan priorities.



Feedback from participants of the nine Communities of Practice offered:

Based on the feedback, communities of practice will continue this year, and a numeracy group will be added. This structure also builds the capacity of the expertise that exists within the district, and also accesses outside supports to help increase our learning.

Alignment for Successful Implementation

School District No.10 Continuous Improvement Cycle

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July/Aug	Sept
Data Review at district, district leadership team and school levels	-Student Learning Survey -District Fall Assessments -School surveys	5 Year Completion		How Are We Doing Report	-Grade to Grade Transitions -School surveys	-Listening Experiences -Grad Assessments	Foundation Skills Assessments -Early Years Development Instrument	Middle Years Development Instrument -District Spring Assessments	Youth Development Instrument		Review Enhancing Student Learning Report - District Fall Assessments
Schools	Use staff meetings to discuss school growth plans	Non instructional days throughout the year to support plan and to adjust as per data review					Ongoing Consultation with staff, students, families and community members for next year's plan		School Growth Plans due		New school growth plan in effect
Students	-District Fall Assessments	10/12 Grad Assessments -SCIL Check in #1		10/12 Grad Assessments	SCIL Check in #2		10/12 Grad Assessments	District Spring Assessments	-10/12 Grad Assessment -SCIL Review		-District Fall Assessments -SCIL
	Student Forums			EDI, MDI, YDI administration		Student Forums	EDI, MDI, YDI data released		Student Forums		-CHEQ
	FSA Administration			FSA Report – end of Jan	Student Learning Survey administration				Student Learning Survey Results – by July		
Governance	-Board In-service -Policy	-Board In-service -Policy	-Board In-service -Policy	-Board In-service -Policy	-Board In-service -Policy		-Board In-service -Policy	-Board In-service -Policy	-Policy		-Board In-service -Policy
Engagement	IEAC* PGA* DTC*		PGA*	IEAC*	-IEAC* -PGA* -Public Budget and strategic Plan consultation meetings and online surveys	-Public Budget and strategic Plan consultation meetings and online surveys	PGA*		IEAC* PGA* DTC*		

IEAC –Indigenous Education Advisory Council

DTC – District Technology Committee

SCIL – Student Conferences for Intentional Learning

PGA – Partner Group Advisory

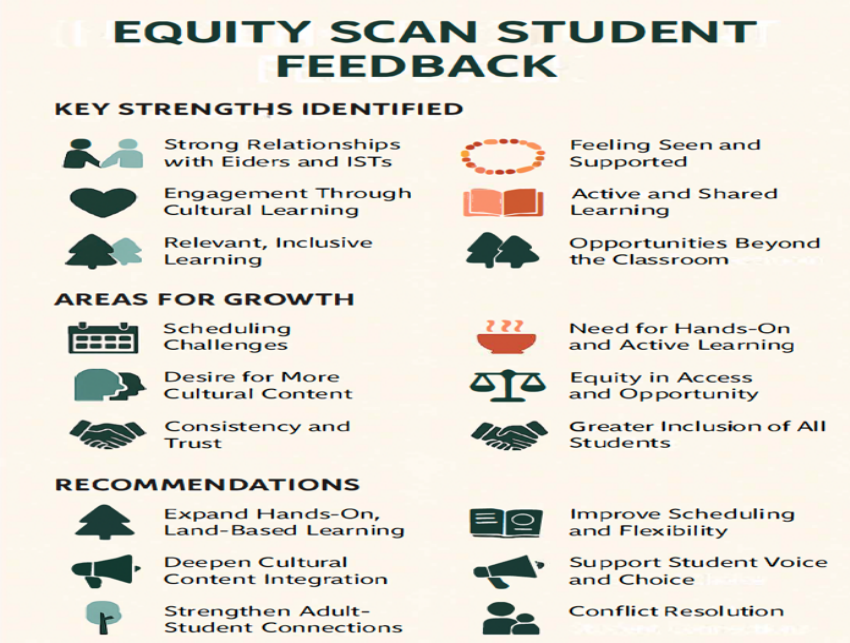
-FSA – Foundation Skills Assessment

-CHEQ – Childhood Experiences Questionnaire

-EDI, MDI, YDI – Early Years, Middle Years, Youth Development Instrument

Student Success, Progress Monitoring, and Analysis:

SD10 has a District Elder who collaborates with the five Indigenous Support teachers, visits each school, works with school Elders and Knowledge Keepers, COINS, local First Nations, and works with students and teachers. SD10 conducted an Equity Scan in April and May 2025. 98% of Indigenous students participated. The scan was performed by having a conversation with each student, either with an IST, an Elder, or a trusted adult. The scan included four questions for students: What has worked for you with IST support, and with Elder time? What would you like to see more of? What doesn't work as well for you? Do you feel seen, heard, and valued at school? The scan was built upon the original Equity in Action report, which led to several interventions and initiatives aimed at supporting the academic and social-emotional success of Indigenous students over the past three years. The scan results were positive, with some specific areas identified for improvement in the coming year.



Our collective work focuses on the Circle of Courage, Grandfather/Medicine Wheel teachings, and having a deeper understanding and connection to the land. We have modified our IST meetings to incorporate a circle approach, featuring the following circles: Healing Circle, Talking Circle, Peacemaking and Action Circle, Incomplete Circle, and Closing Circle.

Our newly formed IEC will convene in October 2025, with representation from local First Nations and the West Kootenay Metís Society. We will continue to build on the success of the previous Council and maintain a strong student voice presence. District qualitative and quantitative data will continue to be shared, including the How Are We Doing report, along with district data. The IEC reviews the 'How Are We Doing' report, informs the Board on the Indigenous Education budget, and provides ongoing feedback on the strategic plan priorities from an Indigenous lens.

The process of focusing on student success and building a framework for enhancing student learning begins with deep conversations, reflection, and a Spiral of Inquiry approach to progress monitoring. We begin by scanning to determine what is happening for our learners. We examine quantitative and qualitative data and work collaboratively with the data team at the Ministry of Education and Child Care to support the amalgamation of district and ministry data to create a collective and triangulated snapshot and individual student learner profiles. From there, we determine our focus based on the data and then examine what we need to learn to develop a plan of action. We then implement a progress monitoring process to check if our actions are making a difference.

While our small enrollment numbers and cohort sizes pose a challenge when examining Ministry and population-based data, we have the advantage of knowing each learner and can respond to their individual needs. We have a robust district assessment process in which students participate in standards-based benchmark assessments in reading, writing, and numeracy each fall.

These results and class review data are reviewed twice a year to inform teacher practice and focus for the remainder of the year. Teachers then engage in progress monitoring over a twelve-week cycle. In the spring, teachers use formative assessment data, student voice and reflections from throughout the year, spring standards-based benchmark assessments, BC Learning Progressions and the BC Performance Standards to determine each student's proficiency level. This triangulated data is used as our “district data,” which is then uploaded into MyEd to create Learner Profiles. This allows us to track individual students and cohorts to examine trends and review interventions implemented. Our cohort data will enable us to follow groups of students, and we have begun to examine Indigenous students and students with diverse needs more closely.

This year, we are being more intentional with the Review and Respond Cycle as it relates to the data we collect. We will spend more time analyzing, interpreting, and reflecting to make adjustments that lead to continuous improvement.

Our district assessment teams align our practices and create a repository of resources and strategies for teachers. The Student Conference for Intentional Learning (SCIL) process will expand from elementary to secondary this year. This will increase student voice, goal setting, individualized program development, and the sharing of ongoing qualitative and quantitative data with students, parents, caregivers, and the school-based team to ensure growth and development.

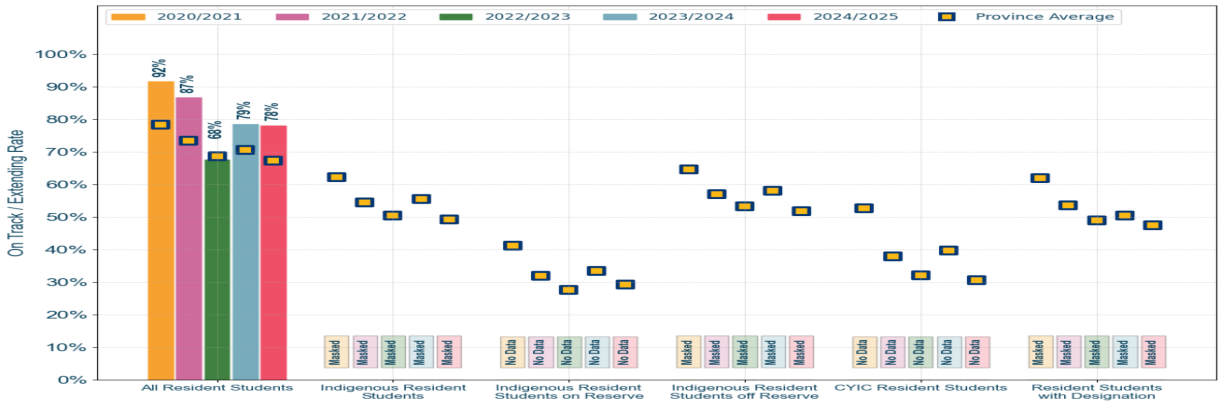
Educational Outcome 1: Literacy

Measure 1.1 Grade 7 & 4 Literacy Expectations

SD010 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	38 | 63%	39 | 77%	41 | 83%	37 | 76%	34 | 94%
Indigenous Resident Students	Masked	Masked	Masked	14 | 71%	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	14 | 71%	Masked
CYIC Resident Students	0	Masked	0	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

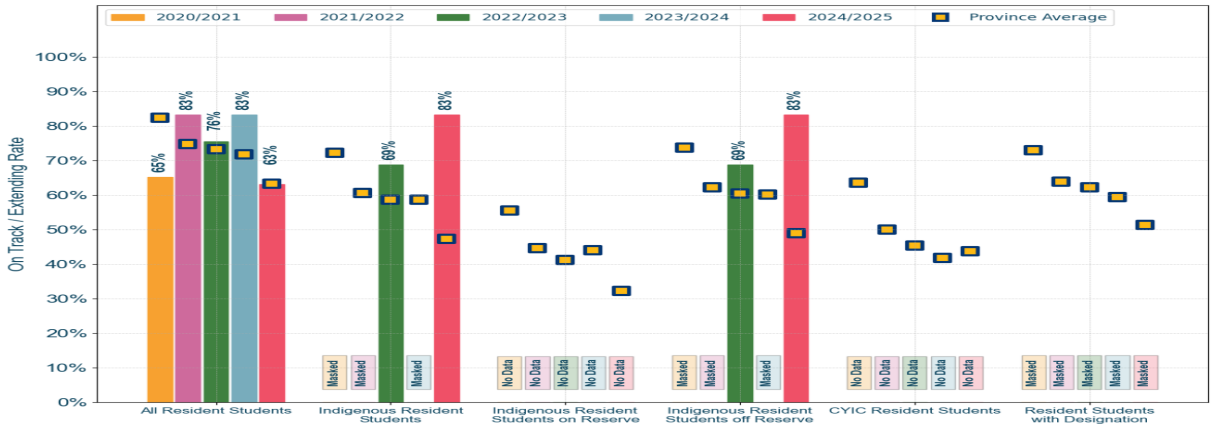
SD010 - Grade 7 FSA Literacy - On Track / Extending Rate



SD010 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	34 | 68%	33 | 73%	48 | 85%	45 | 80%	45 | 84%
Indigenous Resident Students	Masked	Masked	18 | 89%	Masked	16 | 75%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	18 | 89%	Masked	16 | 75%
CYIC Resident Students	0	0	0	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

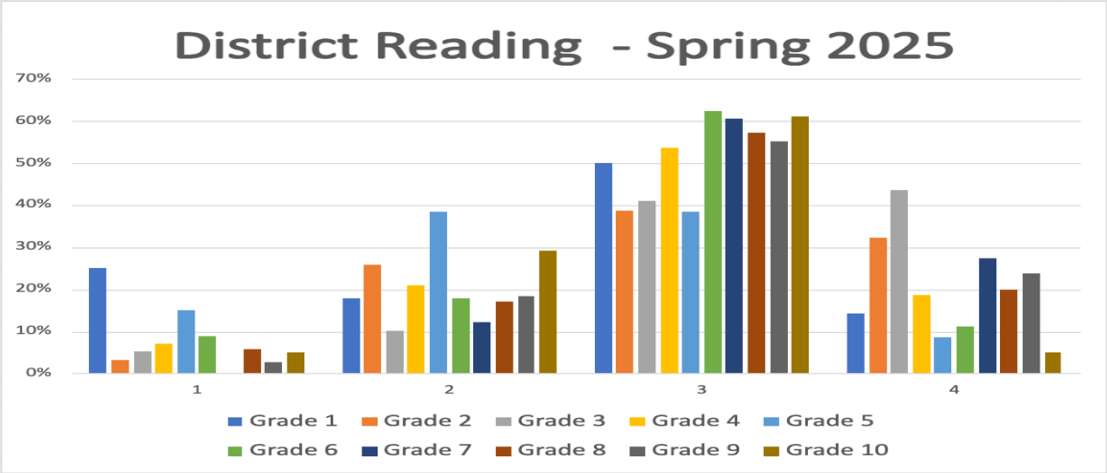
SD010 - Grade 4 FSA Literacy - On Track / Extending Rate

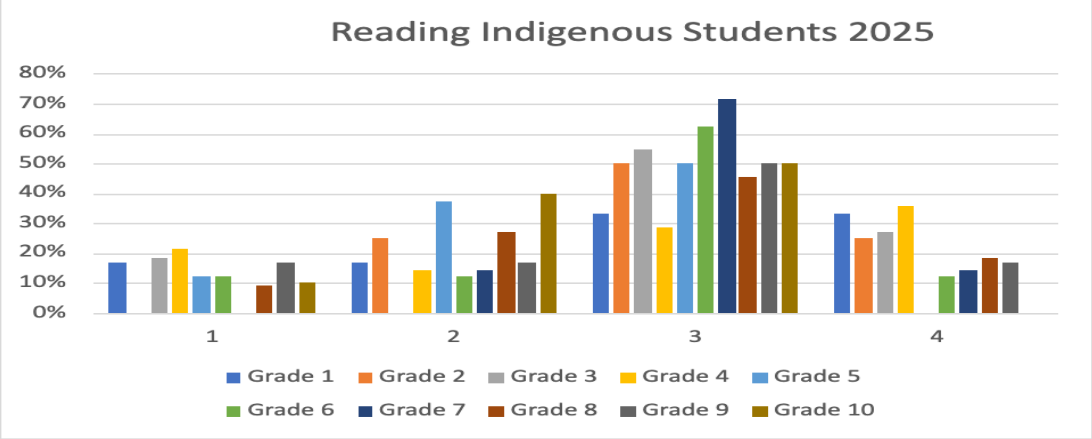


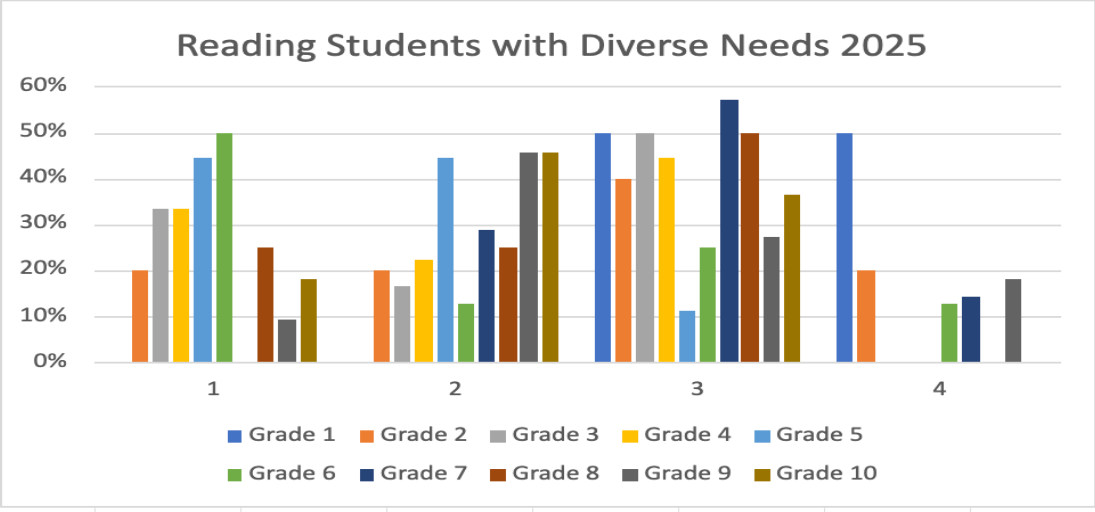
Analysis:

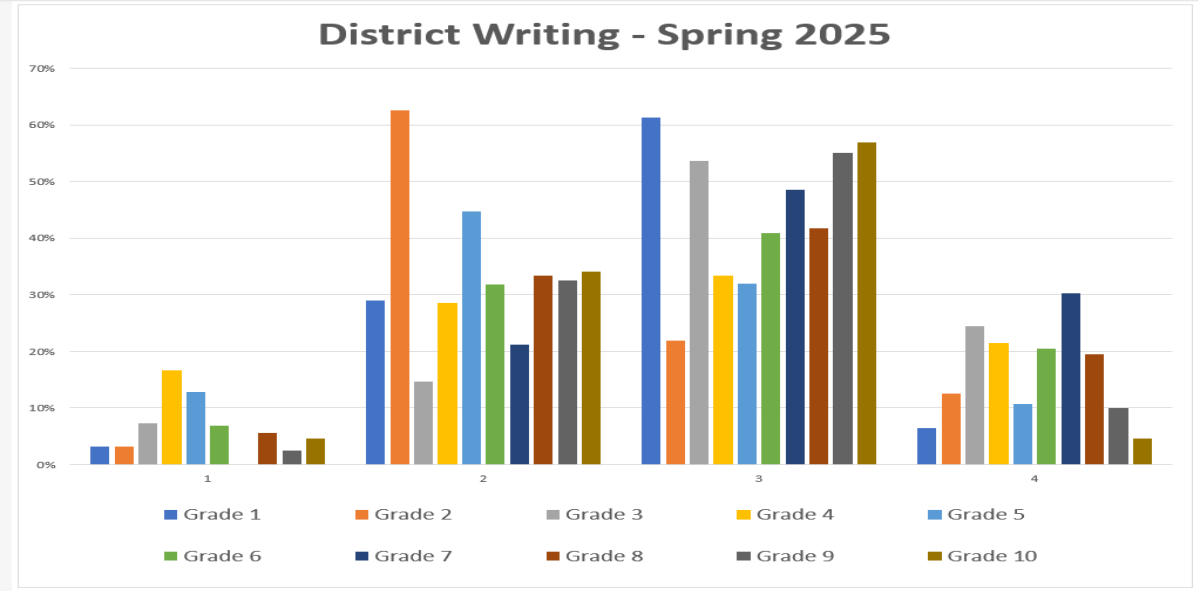
District Spring Assessment Data 2025 – Reading/Writing – Grades K – 10

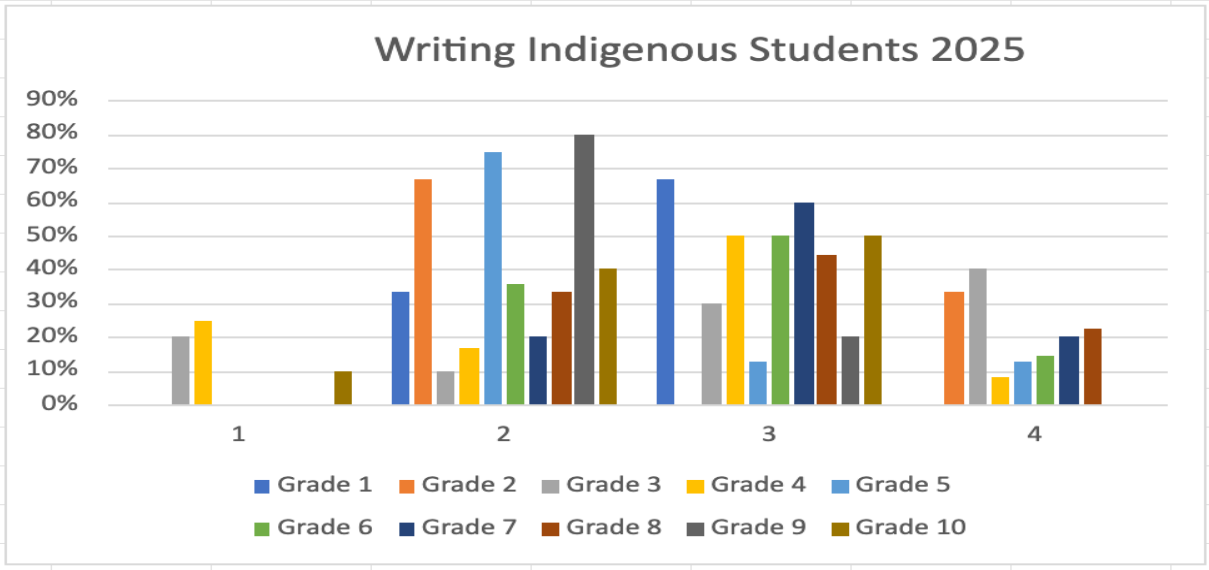
(1=Emerging, 2=Developing, 3=Proficient, 4=Extending)

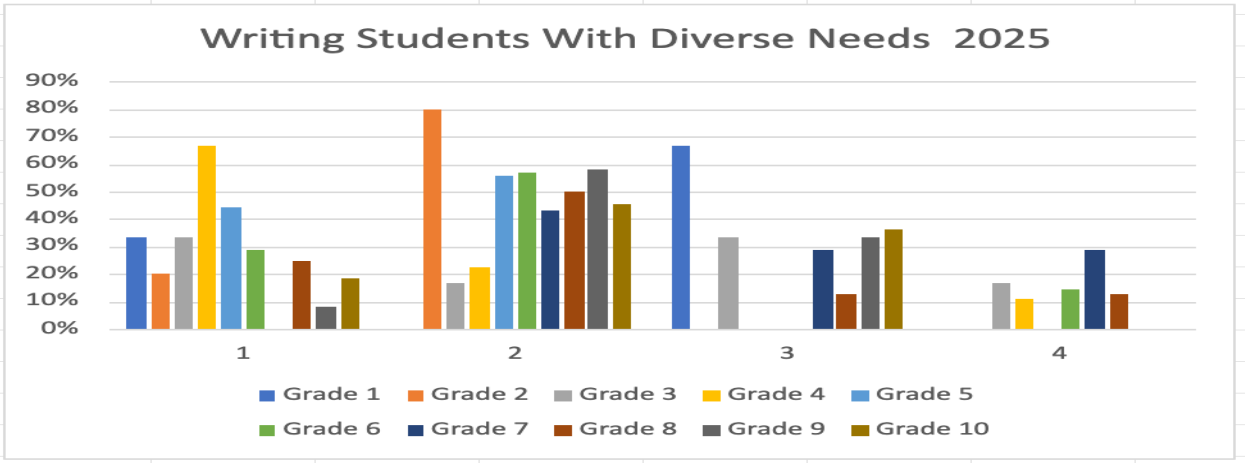







District Writing - Spring 2025
70%
60%
50%
40%
30%
20%
10%
0%
1
2
3
4
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10


Writing Indigenous Students 2025
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1
2
3
4
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10


Writing Students With Diverse Needs 2025
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1
2
3
4
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10

Reflection:

- Historical FSA data show SD10 at or above provincial averages over time in literacy for grade 7 students. Grade 4 students showed a decline this past year, but at the provincial average.
- District data indicate alignment with FSA results for both grade 4 and 7 students.
- District data indicates a slight gap between Indigenous and non-indigenous students; however, grade 4 FSA results indicate Indigenous students outperforming non-Indigenous students.
- District data in reading and writing indicate that a higher number of students with diverse needs are emerging and developing.
- Overall literacy data over time indicates that more students are on track.

Adjustments:

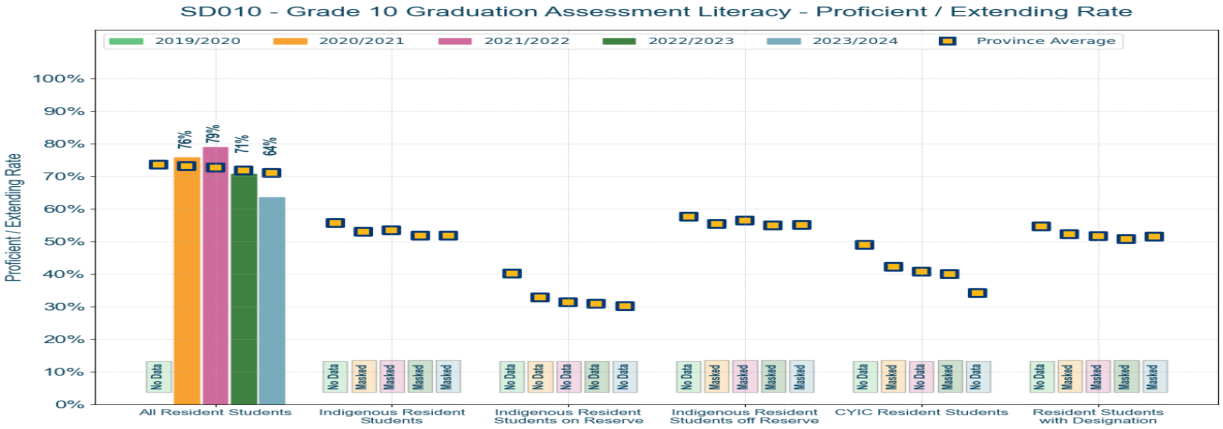
- Concentrated efforts on early literacy instruction and interventions must continue, with a focus on students with diverse needs, particularly in intermediate and secondary grades.
- Increased collaboration between classroom teachers, learning support teachers, and newly created literacy helping teachers, to focus on supporting the literacy development of students with diverse needs.
- Indigenous Support Teachers to continue to work with students and classroom teachers.
- Use of Indigenous Language Pens to support local language development and languages most represented by our Indigenous student population.
- District Assessment Teams (for primary and middle school grades) will transition to implementing the work they have done, allowing all teachers to access the resources and materials they have created.
- With the support of the Ministry's Literacy Grant, continue to focus on writing proficiency and literacy screening.
- Continued partnership with Kootenay Childcare Resource and Referral, which received a Ministry grant to provide weekly in-person support in each elementary school to support families and early learning staff with early intervention support and resources.

Measure 1.2: Grade 10 Literacy Expectations

Current trend for the percentage of students proficient or extending

SD010 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	Masked	33 | 76%	39 | 79%	41 | 95%	33 | 85%
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	0	0	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	11 | 91%



Reflection:

With small cohort sizes and the use of our Power BI learner profiles, we can target individual students. We have more flexibility with the course offerings we can provide to meet the specific needs of students.

- Continual decline in GLA results over time. This is the first year below the provincial average.
- Lack of alignment between district literacy data and GLA results.
- More focus is needed on literacy instruction and intervention in secondary grades.

Adjustments:

- The secondary assessment team and the intermediate assessment team will merge to have a more cohesive approach to literacy assessment and instruction/intervention.
- Targeted action on vocabulary development with students with diverse needs.
- Continue to use "Street Data" to include all student voices.
- Collaboration time is built for the classroom teachers, the learning support teacher, and the Indigenous support teacher to come together to plan for literacy instruction.
- More specific reading goals with the student and their families in DL, with a focus on levelled reading.
- Examine challenge opportunities for students who are extending in literacy.
- Apply more targeted reading and writing interventions for boys in grades 6-10.

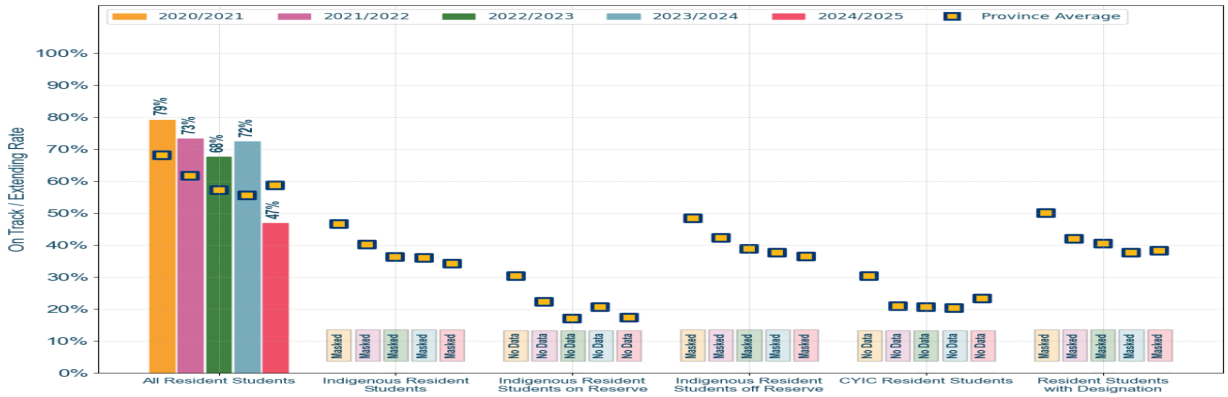
Educational Outcome 2: Numeracy

Measure 2.1: Grade 7 & 4 Numeracy Expectations

SD010 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	38 | 63%	39 | 77%	41 | 83%	37 | 78%	34 | 94%
Indigenous Resident Students	Masked	Masked	Masked	14 | 71%	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	14 | 71%	Masked
CYIC Resident Students	0	Masked	0	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

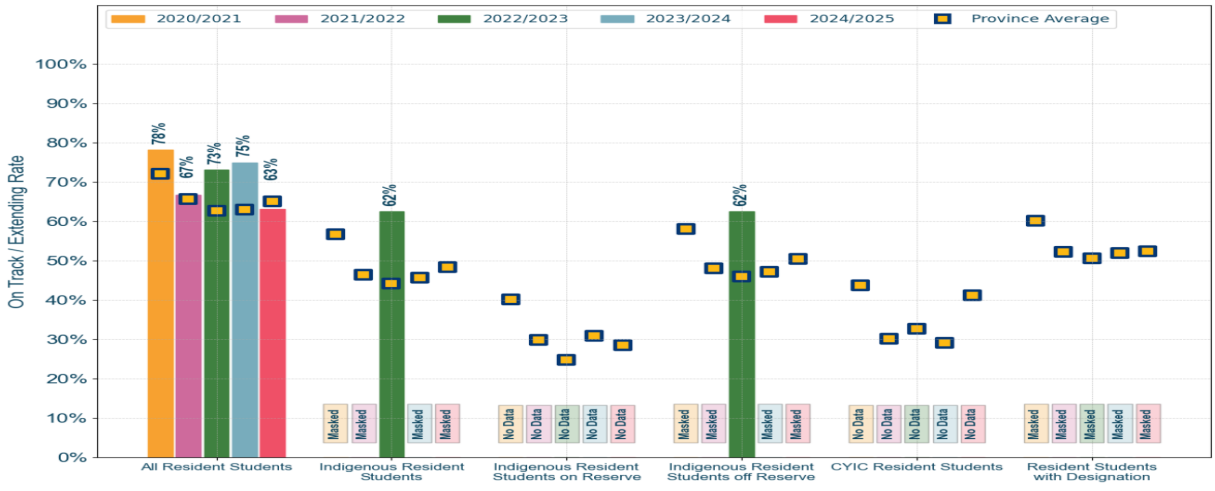
SD010 - Grade 7 FSA Numeracy - On Track / Extending Rate



SD010 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	34 | 68%	33 | 73%	48 | 85%	45 | 80%	45 | 84%
Indigenous Resident Students	Masked	Masked	18 | 89%	Masked	16 | 75%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	18 | 89%	Masked	16 | 75%
CYIC Resident Students	0	0	0	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

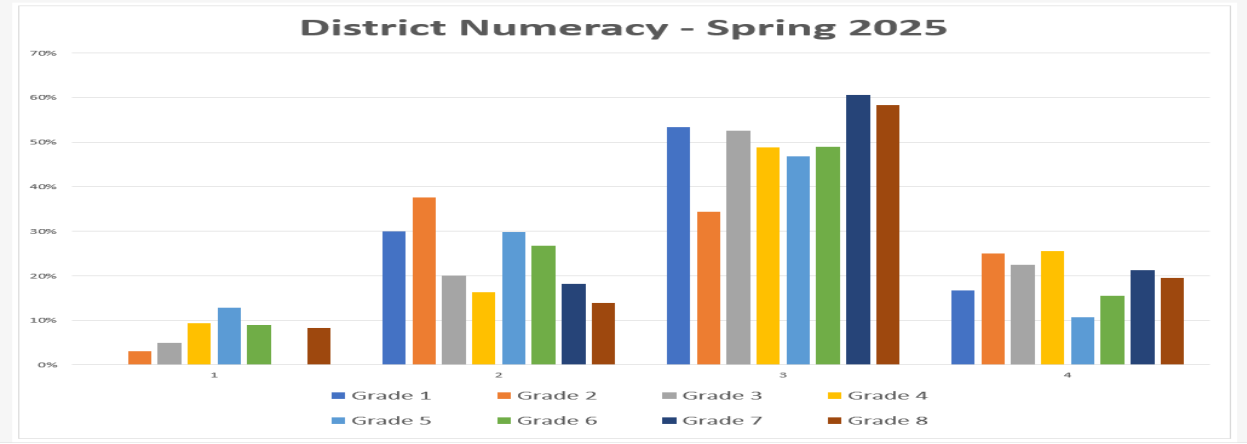
SD010 - Grade 4 FSA Numeracy - On Track / Extending Rate

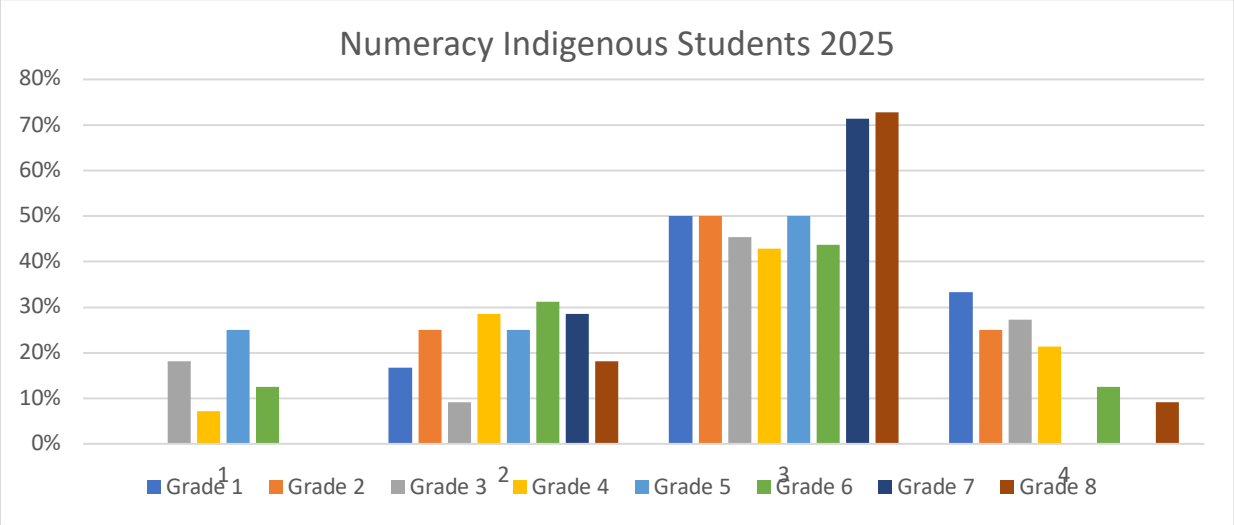


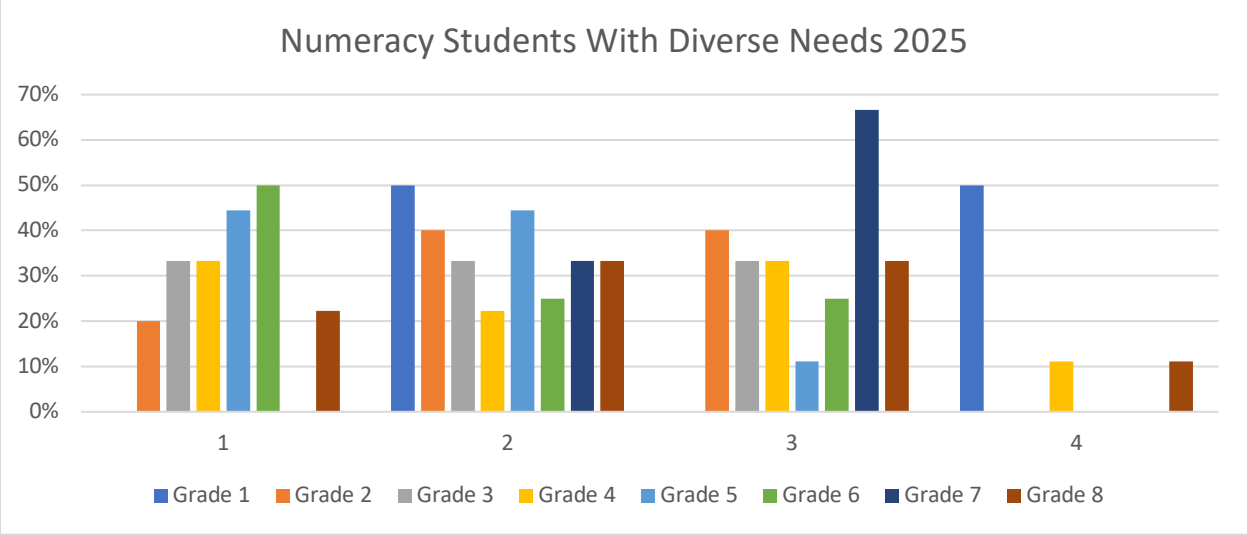
Analysis:

District Spring Assessment Data – Numeracy– Grades K – 8

(1=Emerging, 2=Developing, 3=Proficient, 4=Extending)







Reflection:

- FSA data shows a decline for both grade 4 and 7 cohorts, and below the provincial average for the first time.
- District numeracy data does not align with FSA data.
- District numeracy data indicate fewer students with diverse needs are on track in numeracy.

Adjustments:

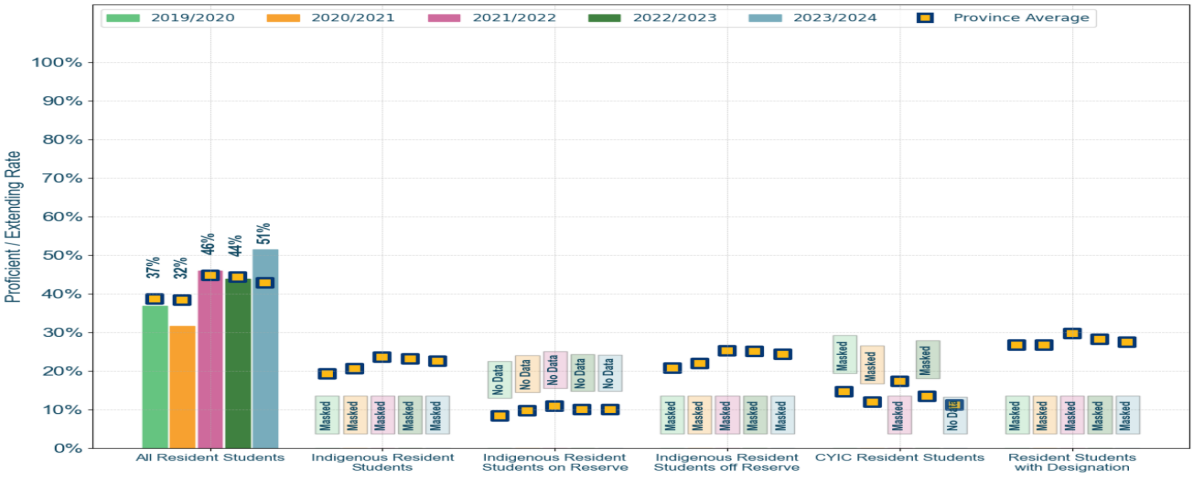
- A community of practice has been formed and will work with SD6 to examine our teaching and assessment practices.
- While overall numeracy data is positive, more attention needs to be paid to using the numeracy learning progressions to ensure we are teaching and assessing all five aspects of numeracy.
- Provide a more Universal Design for Learning approach to differentiated numeracy instruction to support students with diverse needs, as well as students who require more challenge.
- Concentrate on cohort tracking in numeracy and provide specific interventions.

Measure 2.2: Grade 10 Numeracy Expectations

SD010 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	37 | 81%	33 | 82%	39 | 77%	41 | 90%	33 | 79%
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	0	0	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD010 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate



Reflection:

- Student achievement is at a five-year high in the GNA, yet it remains at only 51%.
- Grade 10 cohort was 76% on-track in their FSA results in 2020/2021 and 51% in the GNA.
- District numeracy assessment results in grade 8 do not align with grade 10 GNA results.

Adjustments:

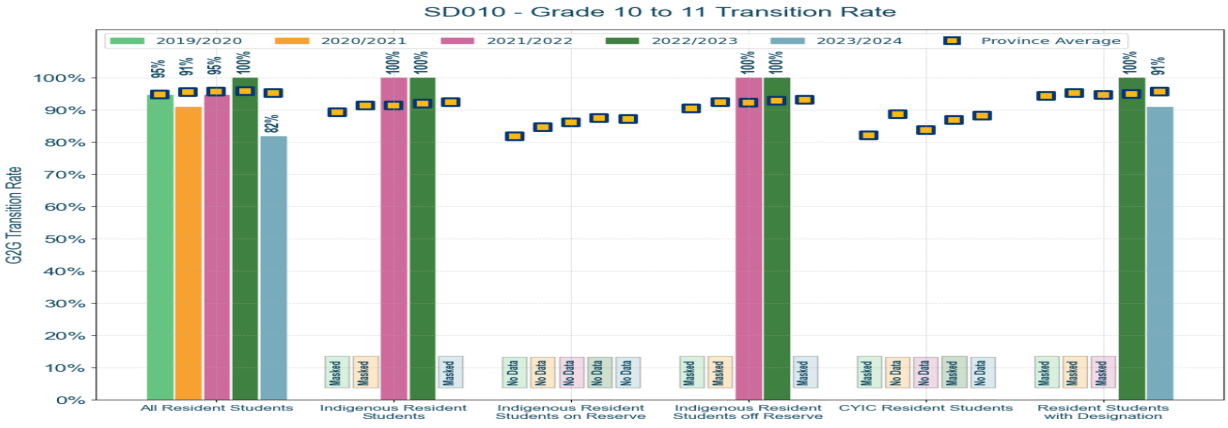
- Examine the alignment in assessment practices that are used in the FSA, GNA and classroom assessment.
- Collaborate with SD6 on numeracy teaching strategies, interventions, and assessments.
- The district assessment team will examine a district numeracy assessment this year.
- Targeted focus on numeracy skill development with students with diverse needs.

Measure 2.3: Grade to Grade Transitions

Percentage of Grade 10 resident students who made the transition to Grade 11 in the next school year, and percentage of Grade 11 resident students who made the transition to Grade 12 in the next school year

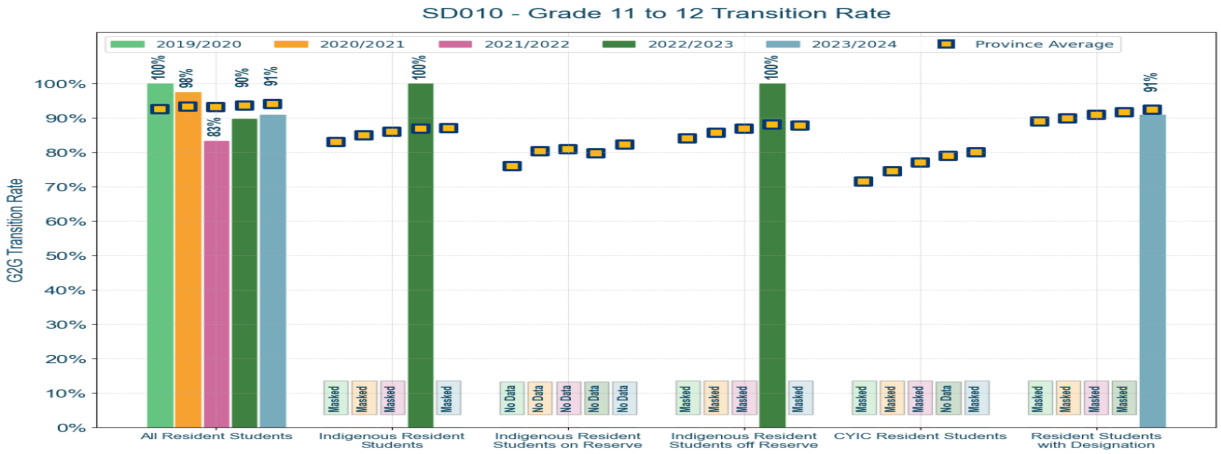
SD010 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	37	33	37	43	33
Indigenous Resident Students	Masked	Masked	10	10	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	10	10	Masked
CYIC Resident Students	Masked	0	0	Masked	0
Resident Students with Designation	Masked	Masked	Masked	10	11



SD010 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	32	41	30	39	44
Indigenous Resident Students	Masked	Masked	Masked	10	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	10	Masked
CYIC Resident Students	Masked	Masked	Masked	0	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	11



Reflection:

- Consistently at or above 90% over time.
- Some students in the Distributed Learning School continue to struggle with transitions.
- Small cohort sizes in each grade can cause data to fluctuate year to year.
- More students transitioned out of DL back into brick-and-mortar schools this year.

Adjustments:

- Secondary schools and the DL school are collaborating more to create a more blended learning approach, encouraging greater connection and increasing transitions.
- Secondary schools are using student voice more to provide courses and options that appeal to students.
- The R.E.A.C.H. experiential learning program, offered through the DL school, provides students struggling with attendance and engagement an opportunity to learn outside of the classroom, making a smoother transition back to school and grade level. We will continue to monitor progress and adjust.

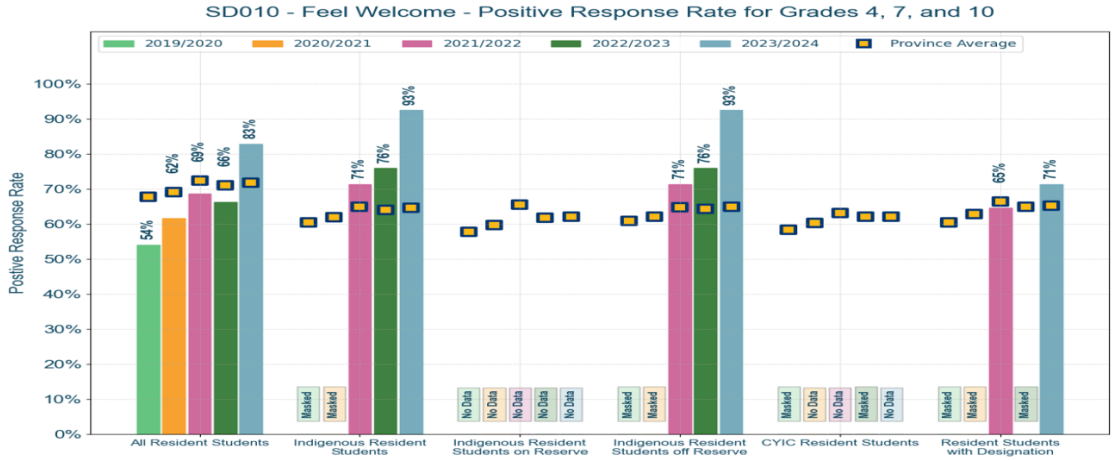
Human and Social Development

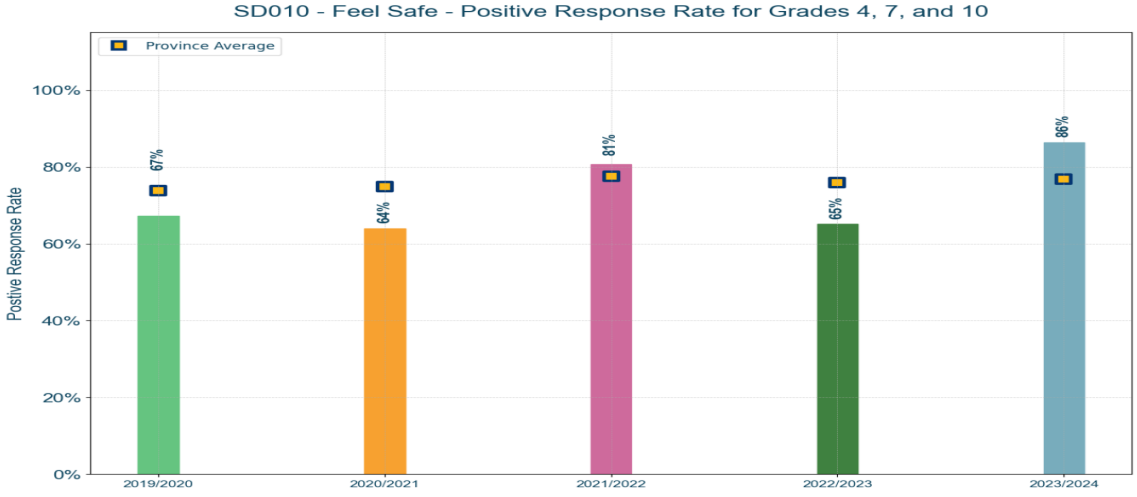
Educational Outcome 3: Students Feel Welcome, Safe and Connected

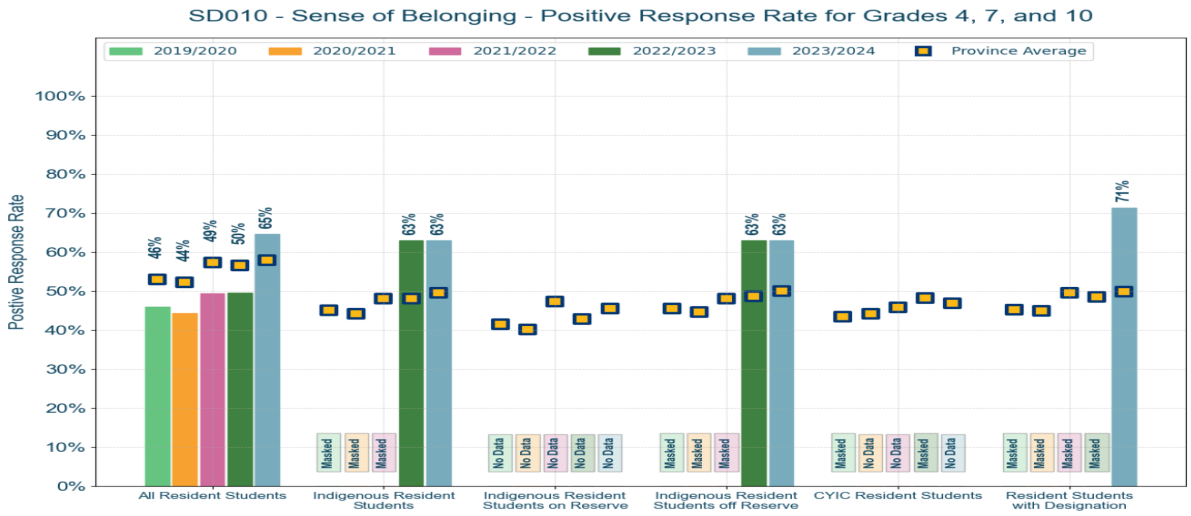
SD010 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	111 | 54%	86 | 70%	103 | 82%	122 | 87%	101 | 80%
Indigenous Resident Students	24 | 42%	26 | 73%	30 | 73%	35 | 77%	31 | 84%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	24 | 42%	26 | 73%	30 | 73%	35 | 77%	31 | 84%
CYIC Resident Students	Masked	0	Masked	Masked	0
Resident Students with Designation	Masked	Masked	20 | 80%	23 | 78%	22 | 64%

Measure 3.1: Student Learning Survey (SLS) – Welcome, Safe and Belong







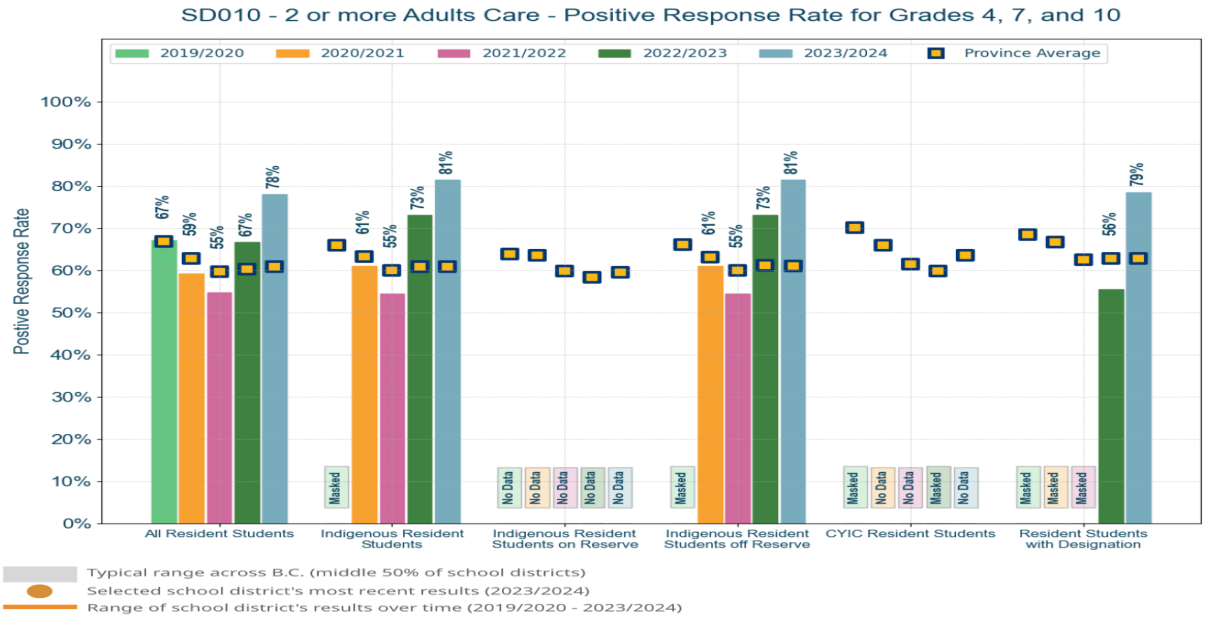
Reflection:

- Greater alignement between data sets on student self-reporting on well-being.
- Increased satisfaction in students with diverse needs who are feeling welcome, safe, and connected.
- Indigenous students are feeling more safe and welcome at school.
- Overall student self-reporting data both qualitatively and quantitatively are at an five-year high.

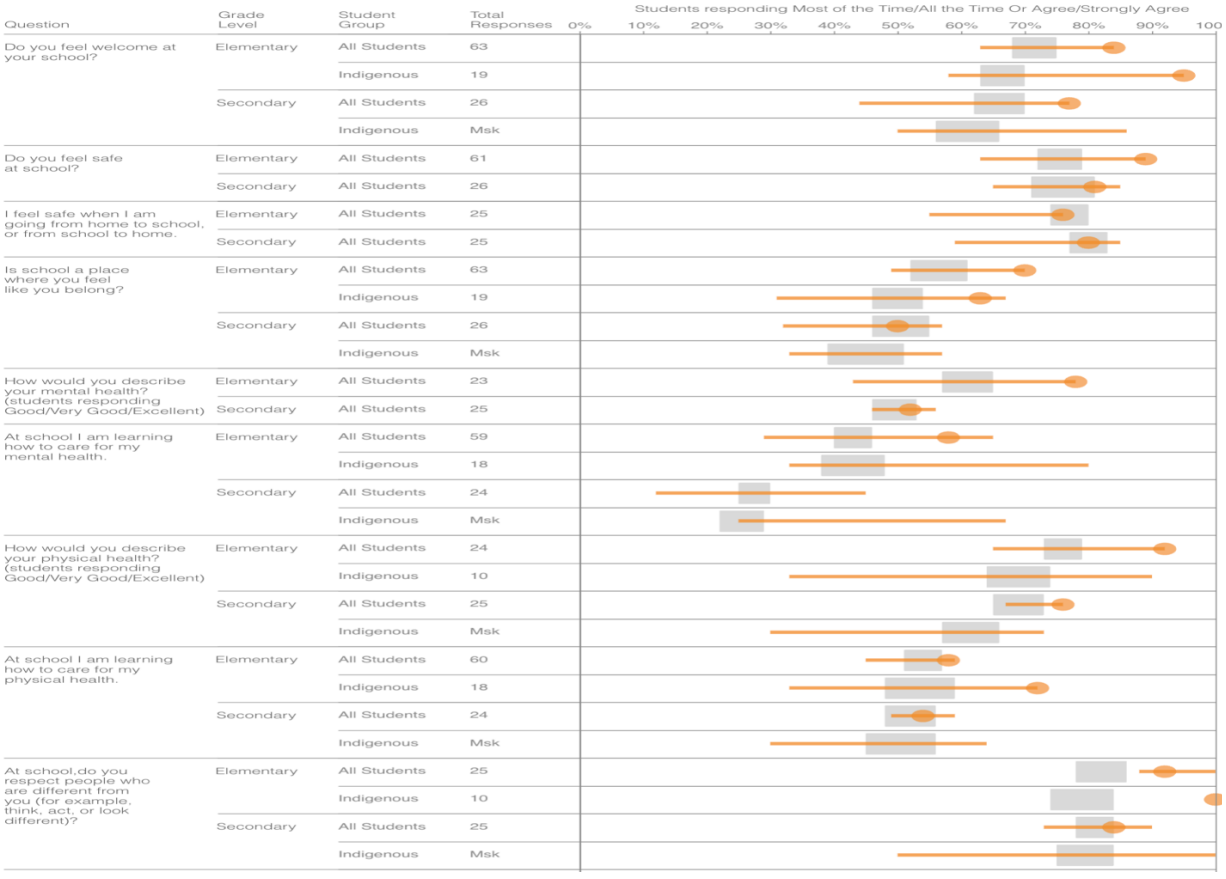
Adjustments:

- Use the Open Parachute online resource across the district to support staff, students, and parents with mental health strategies.
- The district Mental Health Outreach Coordinator will continue to work with schools and community partners to enhance program offerings for students in the out of school hours to promote engagement, physical and mental health, fine arts, and learning.
- School and district wellness committees to use the district's health in schools framework to focus on making learning enviornments safe and welcoming for all students.
- Each school growth plan has an SEL goal and will gather qualitative and quantitative data throughout the year.
- Focus on students who are not thriving at school, with targeted interventions and supports.

Measure 3.2: Two or More Adults who Care About Them



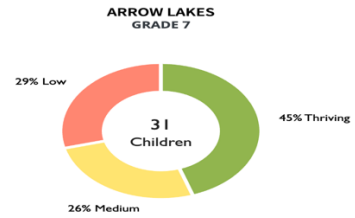
Student Satisfaction and Wellness

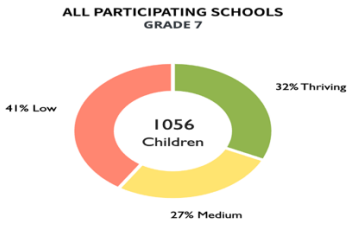


Question	Grade Level	Student Group	Total Responses
Do you feel welcome at your school?	Elementary	All Students	63
		Indigenous	19
	Secondary	All Students	26
		Indigenous	Msk
Do you feel safe at school?	Elementary	All Students	61
	Secondary	All Students	26
I feel safe when I am going from home to school, or from school to home.	Elementary	All Students	25
	Secondary	All Students	25
Is school a place where you feel like you belong?	Elementary	All Students	63
		Indigenous	19
	Secondary	All Students	26
		Indigenous	Msk
How would you describe your mental health? (students responding Good/Very Good/Excellent)	Elementary	All Students	23
	Secondary	All Students	25
At school I am learning how to care for my mental health.	Elementary	All Students	59
		Indigenous	18
	Secondary	All Students	24
		Indigenous	Msk
How would you describe your physical health? (students responding Good/Very Good/Excellent)	Elementary	All Students	24
		Indigenous	10
	Secondary	All Students	25
		Indigenous	Msk
At school I am learning how to care for my physical health.	Elementary	All Students	60
		Indigenous	18
	Secondary	All Students	24
		Indigenous	Msk
At school,do you respect people who are different from you (for example, think, act, or look different)?	Elementary	All Students	25
		Indigenous	10
	Secondary	All Students	25
		Indigenous	Msk

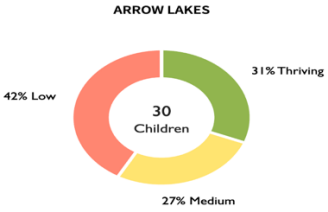
MDI Data with Cohort Tracking:

Grade 7 2025

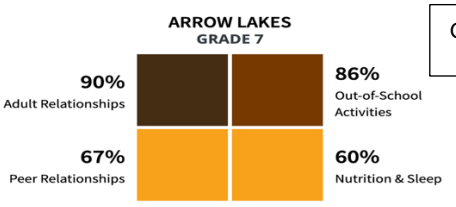


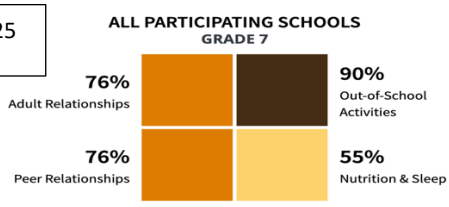


Last year – same cohort grade 6



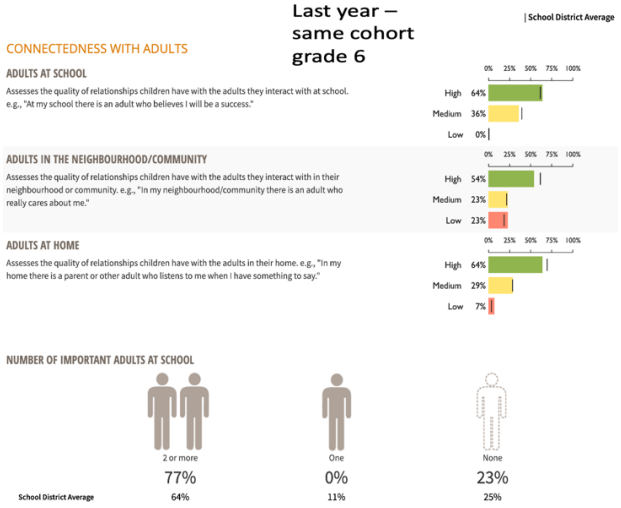
Grade 7 2025



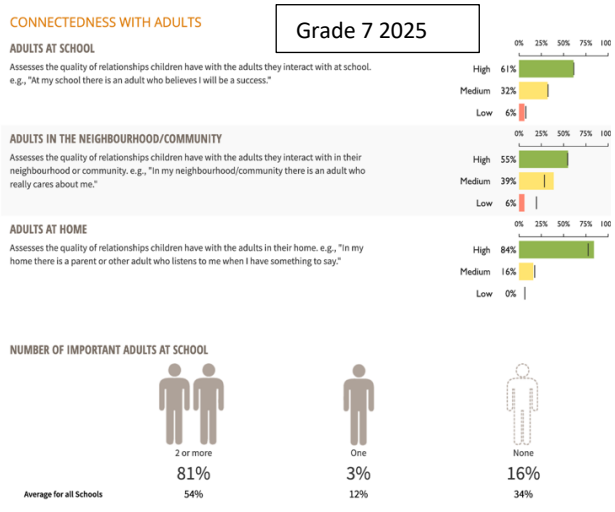


Last year – same cohort grade 6

Last year – same cohort grade 6

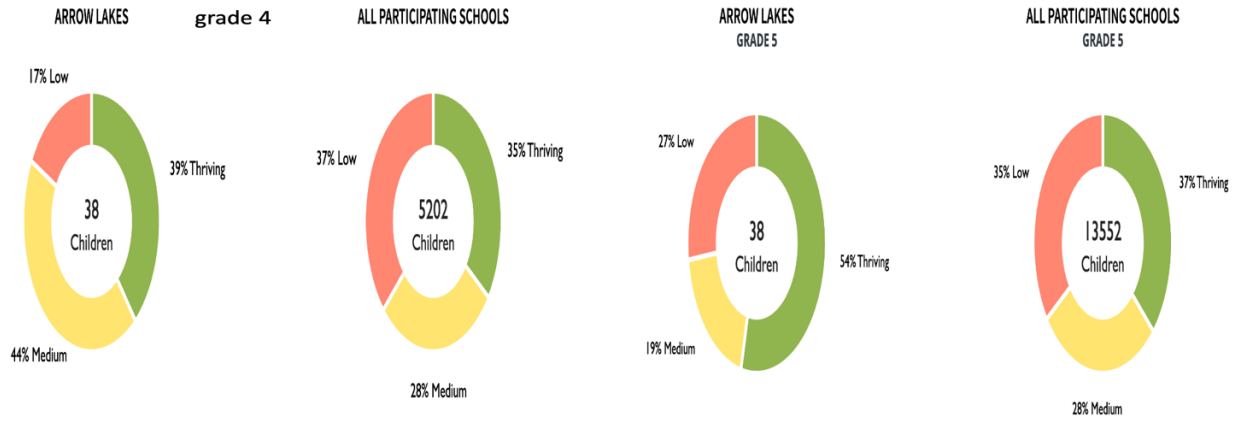


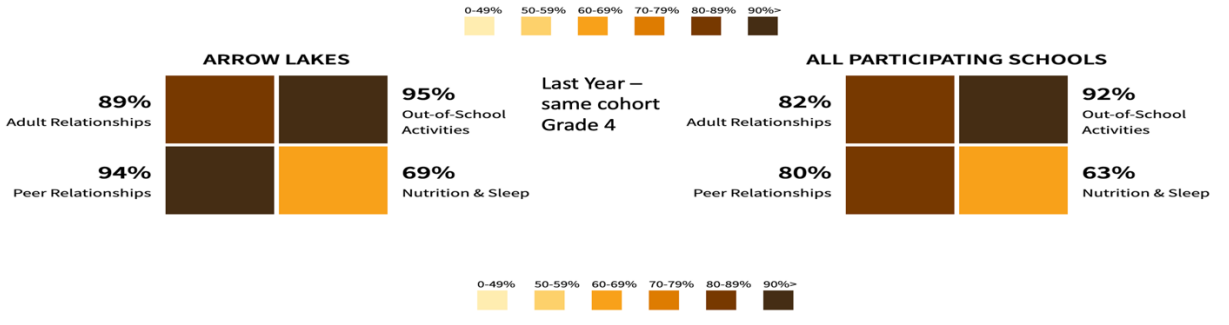
Grade 7 2025

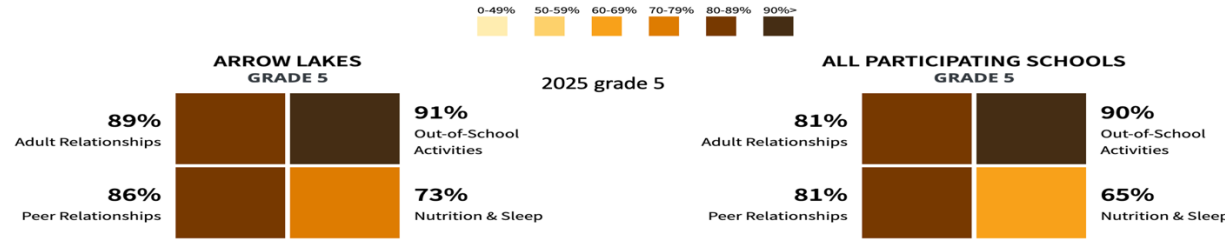


Last year – same cohort grade 4

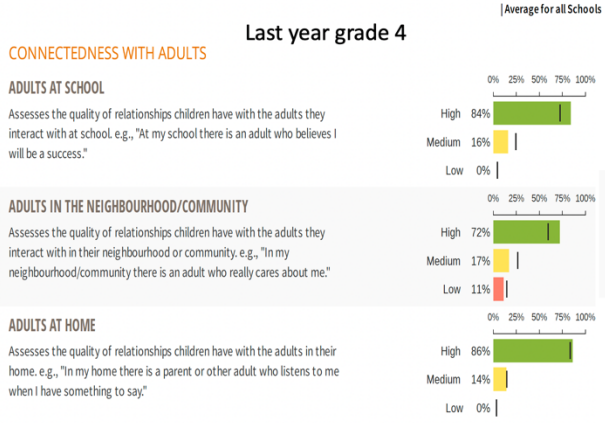
2025 Grade 5



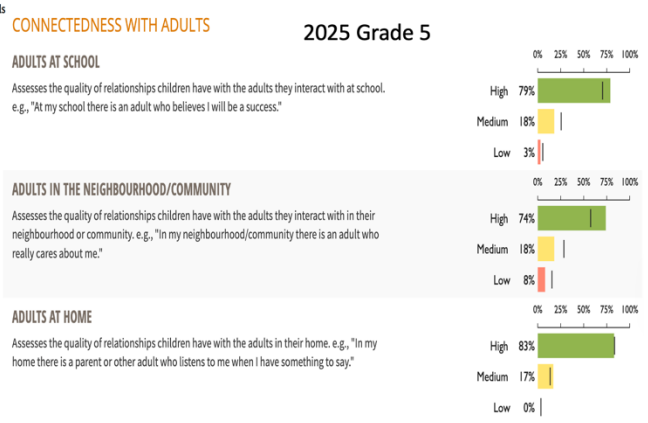


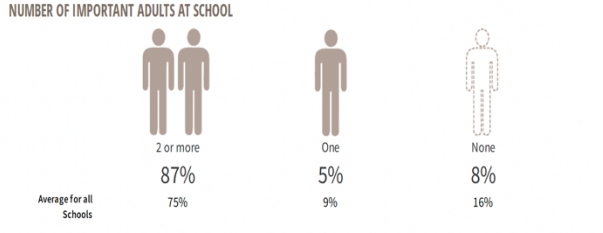


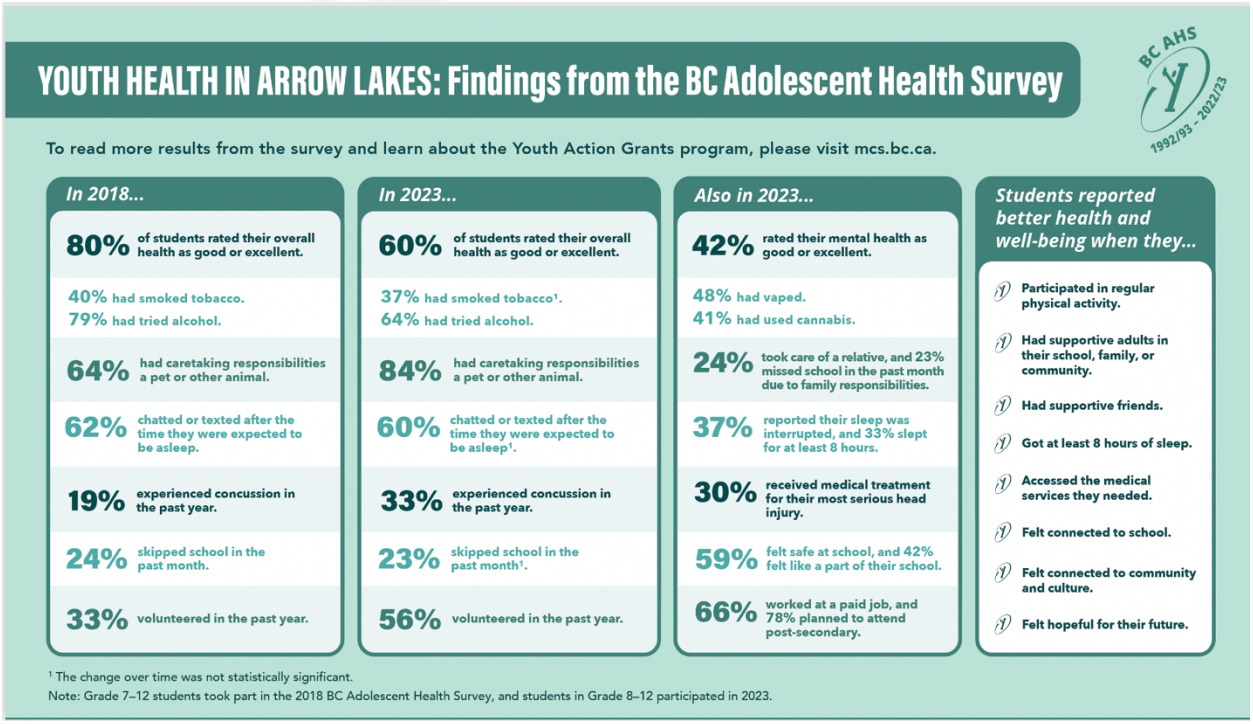
Last year grade 4



2025 Grade 5







Reflection:

- SLS and MDI data show student positive responses at a five-year high.
- Students are feeling more connected to their school staff, members of the community, and families at home.
- Interventions, support and structures at the school and district level are showing positive results.
- Increased positive responses from Indigenous students and students with diverse needs.
- The Equity Scan responses from Indigenous students indicate a strong connection with adults, Elders, and ISTs.
- Out-of-school clubs and programs have helped increase connections with school and community.

Adjustments:

- Schools will continue to build on the positive culture and climate created and put an emphasis on connecting this to academic success.
- The District Mental Health Outreach Coordinator will continue to develop after-school programs for children and youth with community partners.
- Secondary schools will use positive adult connections to address increased substance use issues.

Educational Outcome 4: Students Will Graduate

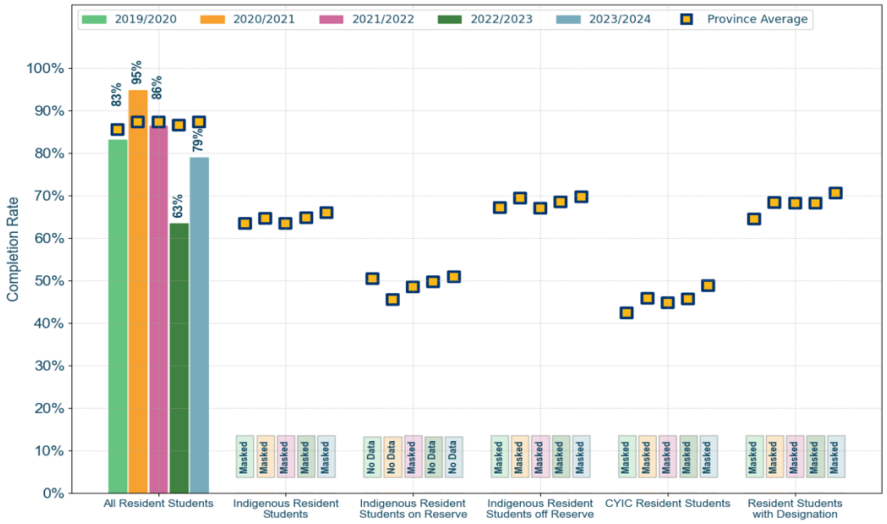
Measure 4.1: Achieve Dogwood Within 5 Years Graduation Rate

Percentage of resident students who achieve a BC Certificate of Graduation (Dogwood Diploma or Adult Dogwood) within five years of starting Grade 8 (adjusted for outmigration)

SD010 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	32 | 3	35 | 3	43 | 3	36 | 3	44 | 3
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	0	0	Masked	0	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD010 - 5-Year Completion Rate - Dogwood + Adult Dogwood



Reflection:

- Small graduating cohort sizes can cause percentage data to fluctuate from year to year.
- Enrollment in the district Experiential Learning program has increased, which is intended to lead to higher graduation rates.
- A gap in graduation rate exists between Indigenous and non-Indigenous students, primarily Indigenous students, students with diverse needs, and at-risk students enrolled in our distributed learning school.

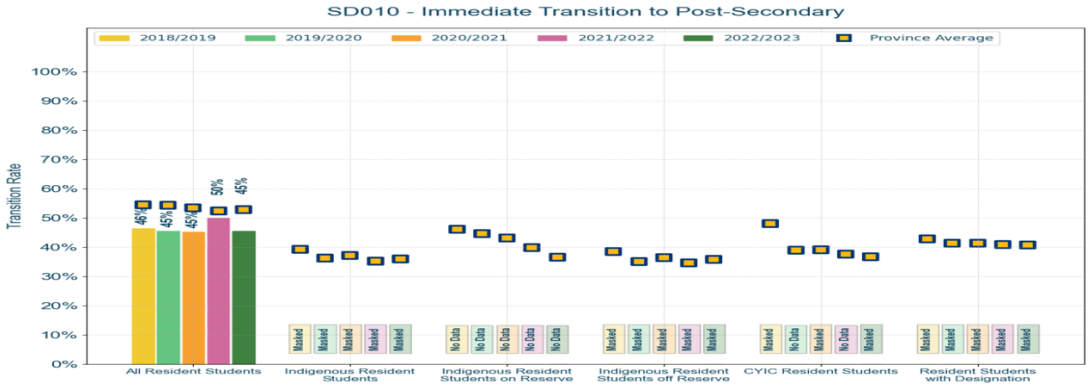
Adjustments:

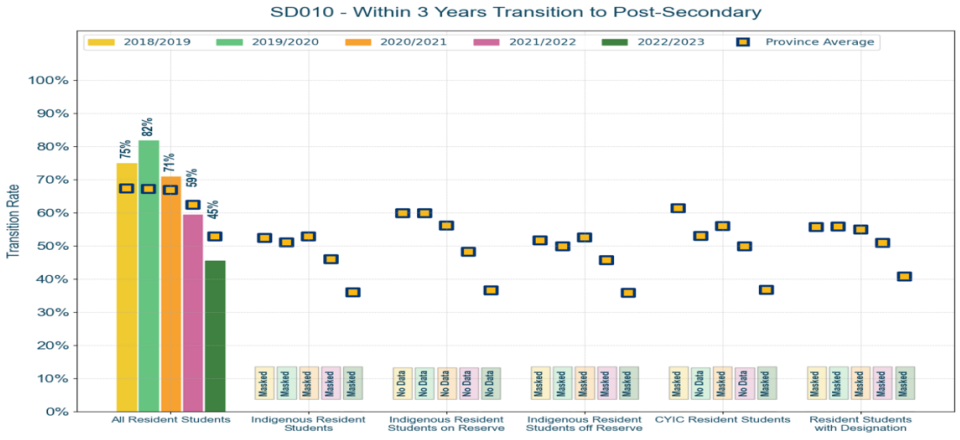
- The district's Experiential Learning program, through our Distributed Learning school, continues to work with students in both secondary schools who are struggling to engage in school. This program engages students in outdoor education, supported by Indigenous Elders and the community. This year's adjustment will also target grade 7 students as a proactive measure.
- Moving the DL school to Nakusp Secondary will help develop and promote a blended learning model between our distributed learning school and secondary schools, supporting students who face challenges in attending and achieving success at school.
- Secondary learning support teachers will collaborate with classroom teachers to improve the overall academic achievement of students with diverse needs.

Measure 5.1: Life and Career Core Competencies – Post Secondary Transitions

SD010 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	28	22	31	32	22
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	0	Masked	0	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked





Reflection:

- Current data is only available for BC public PSIs, but several of our students have transitioned to other provincial post-secondary institutions and are not reflected in the data.
- Due to the district's rural and remote location, it is challenging for students to attend post-secondary institutions right after graduation. Finances and distance to PSIs are factors that impede transition.
- The job fair and dinner for local businesses were a success last year, building connections with the community and providing students with options for employment after graduation.
- There is an increased number of students enrolled in dual credit and YTIT programs, thanks to the dual credit grant, dedicated staffing, and PSI programs being offered remotely.

Adjustments:

- Continued to provide PSI days for BC and AB schools in our district.
- Continue to encourage students through CLE 10 and CLC 12 to pursue post-secondary programs.
    - Have past graduates present to our Grade 10 – 12 students.
- District liaison for dual credit/YTIT/careers to continue to make inroads with PSI's to provide more offerings for students to create more pathways to graduation.
- Build on the success of the job fair and local business dinner to help students see employment opportunities after graduation, and further training and education.

Appendices:

1. District Early Learning Framework

2. District Literacy Plan

SD10 Early Years Plan

Early childhood marks the beginning of a lifelong learning journey. Current research refers to the first 8 years of life as formative years when children are particularly receptive to environmental and biological factors. These factors create the neural connections and pathways that affect their physical, emotional, social, intellectual, and creative capacities over their lifetimes. Rich early learning experiences in homes, schools, and communities set the very foundation of children's health and well-being, sense of community and social life, secure sense of self, healthy spirit of adventure, respectful relationships and character as a learner. Ensuring success in the early years is a research-proven way to pave the way to success throughout an individual's life.

Vision

Children learn in the spirit of wonder and joy, and are strong, capable in their uniqueness and full of potential.

Mission

To provide rich early learning experiences and environments, which stimulate children's thinking, creativity and engagement to contribute to society and create a better world. We do this by connecting with and supporting our school community and the greater community around us.

Guiding Principles

- Families are the first and most powerful influence on their child's learning, development, health and well-being.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place).
- Children are curious, competent, capable of complex thinking, and recognized as citizens who contribute to society.
- Play is integral to well-being and learning.
- Providing opportunities and supports for all children to have access to, and contribute to, a rich learning experience with their peers.
- Inclusive and engaging environments and experiences foster playful inquiry, children's well-being, holistic learning, and development.

Creating Rich Early Learning Experiences that extend throughout a student's learning journey

---

Goal 1: Continue to support meaningful and innovative educational practices from 0 - 8 years and beyond.

Objective 1: Expand and support professional learning opportunities and nurture pedagogical leadership around playful inquiry in the early years.

Action:

- Create and support opportunities for innovation around Early Learning practice
- Expand to include Grade 2/3 teachers in professional learning for continuity and alignment of pedagogy
- Create and expand communities of practice through opportunities such as Reggio Study Tour, Opal Study Tour, documentation network, Changing Possibilities 4 Young Children, Ready Set Learn, Pedagogy of Play BC Network, Story Workshop, and Story Studios.
- Provide multi-modal entry points for professional learning, such as online courses and webcast series.

Objective 2: Provide open-ended and culturally responsive materials and experiences to create environments for experimentation and transformation.

Action:

- Develop a list of recommended open-ended and culturally responsive materials and resources for Kindergarten to grade 3.
- Create pop-up experiences for educators to engage in playful exploration of materials.

Objective 3: Implement the BC Early Learning Framework through professional learning and collaborative inquiry.

Action:

- Engage in critically reflective dialogue through learning teams that include Early Childhood Educators (CR4YC, inquiries/projects).
- Develop an Early Years Professional Learning Series.
- Teacher/District team to introduce the BC EL Framework to staff.
- Nurturing Our Relationship with Families as Partners

Goal 2: Engage with Families in their Children's Learning and Well-being

Objective 1: Continue to support the transition from early care to school.

Action:

- Expand the "Welcome to Our School" Kindergarten initiative.
- Support meaningful and innovative gradual entry practices.
- Expand on our relationship with GAP Interagency Committee and community partners to include the early years

Objective 2: Communicate student's learning through authentic practices that reflect a holistic cross-curricular perspective.

Action:

- Make learning visible through practices, such as pedagogical narration and documentation.
- Continue to develop ways to communicate student learning in the early years with families in an authentic and meaningful way

SD10 Literacy Framework

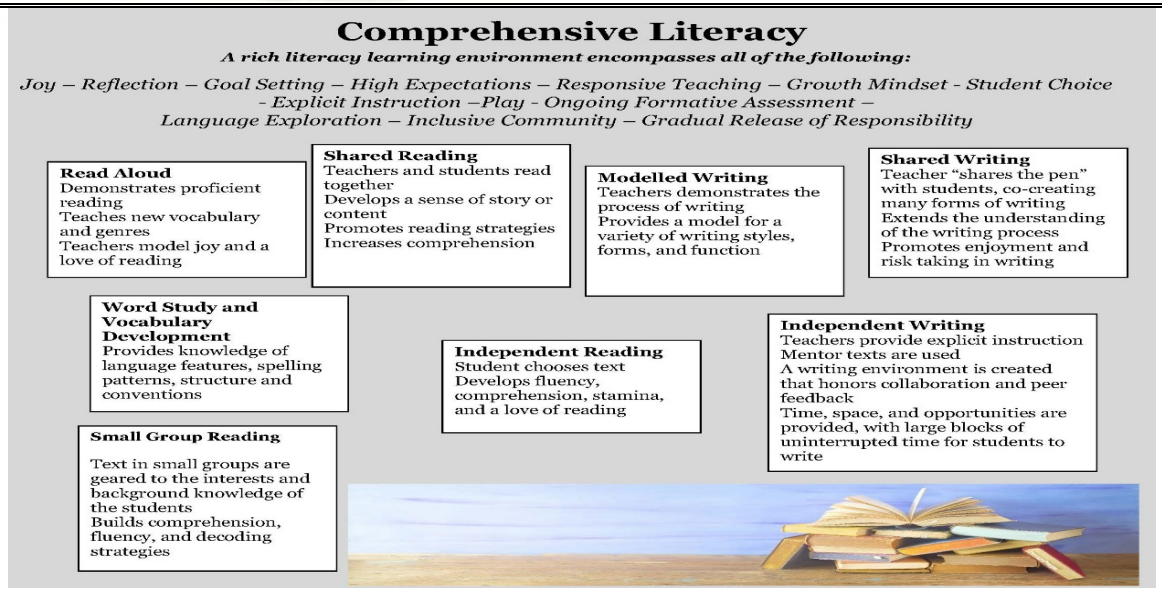
The research is very clear:

- Exemplary classroom practice has been identified as having the greatest impact on student literacy development.
- Quality classroom practice is based on a comprehensive literacy approach.
- Support teachers and classroom teachers working together will have a greater impact on all learners.

We were inspired by:

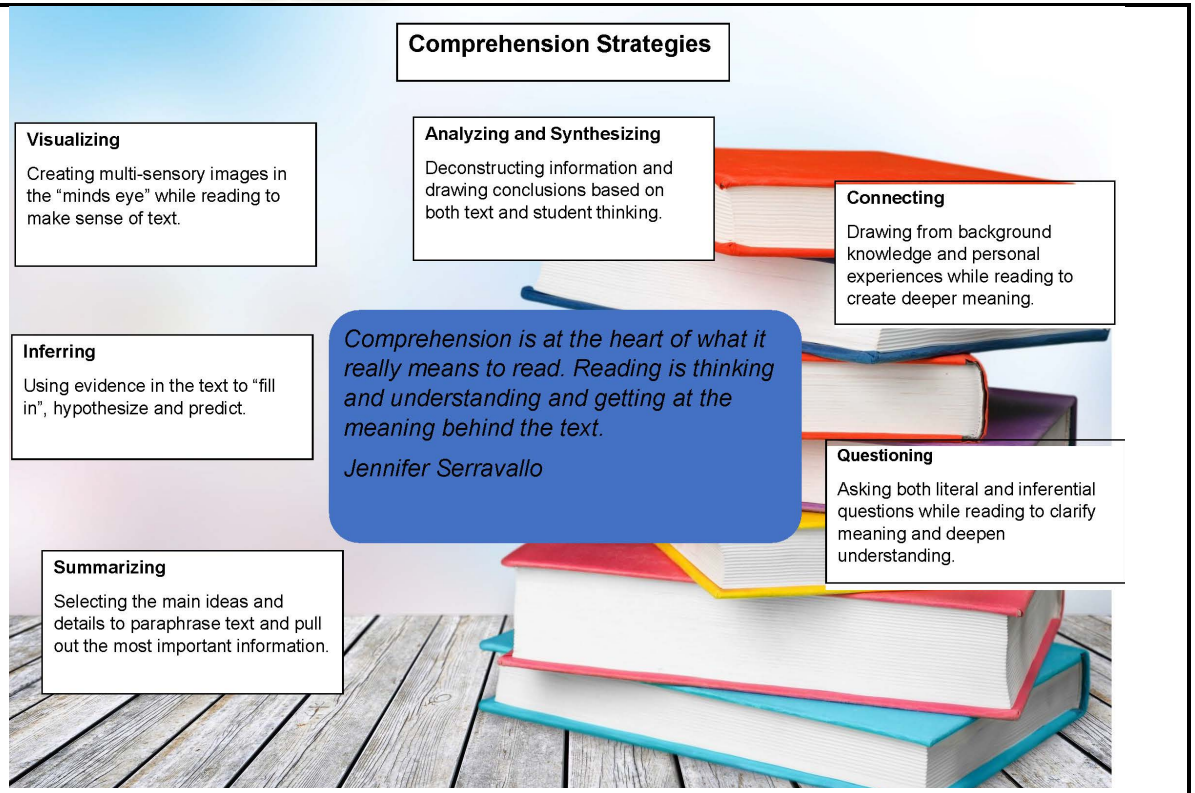
Richard Allington
Faye Brownlie
Adrienne Gear
Regie Routman
Jennifer Serravallo

This document provides you with a framework, sharing the necessary components of a comprehensive literacy program. We hope you use it to guide your practice and reflect on the areas you are feeling success in, and areas you would like to focus on. Together, we are stronger, so we encourage you to spend time with your colleagues and look at best practices school wide.



The long-range goal is that we and our students use literacy as a means to lead satisfying and meaningful lives. That is, through reading, writing, speaking, listening, and inquiry, we acquire knowledge, an appreciation for the written and spoken word, a love of literature, creative thinking, personal integrity, and a spirit of humanity that connects us to a world beyond ourselves, where we fully participate.

Regie Routman


Comprehension Strategies
Visualizing
Creating multi-sensory images in the "minds eye" while reading to make sense of text.
Analyzing and Synthesizing
Deconstructing information and drawing conclusions based on both text and student thinking.
Connecting
Drawing from background knowledge and personal experiences while reading to create deeper meaning.
Inferring
Using evidence in the text to "fill in", hypothesize and predict.
Comprehension is at the heart of what it really means to read. Reading is thinking and understanding and getting at the meaning behind the text.
Jennifer Serravallo
Questioning
Asking both literal and inferential questions while reading to clarify meaning and deepen understanding.
Summarizing
Selecting the main ideas and details to paraphrase text and pull out the most important information.

Every Child, Every Day: Six Elements of Effective Reading Instruction Richard Allington
1. Every child, everyday reads something they have chosen themselves.
2. Every child reads accurately. Research shows that reading at 98% or higher accuracy is essential for reading acceleration.
3. Every child reads something he or she understands. This takes a lot of reading and rereading of text that students find engaging.
4. Every child writes about something personally meaningful. When they write about something they care about, they use conventions of spelling and grammar because it matters that their ideas are communicated.
5. Every child talks with their peers about reading and writing. Research has demonstrated that conversation with peers improves comprehension and engagement with text.
6. Every child listens to a fluent adult reader read aloud. This increases students' fluency and comprehension skills, expands vocabulary, background knowledge, awareness of genre and text structure.