Nisga'a School District
SD092

Enhancing Student Learning Report
September 2025
In Review of Year 4 of Dim luu-ts'ipkw hli gawisit 2021 – 2025

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Approved by Board on September 23, 2025

Contents

Part One

Part Two (b)

Enhancing Student Learning Report:
Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

The Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:

A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This "Review and Respond Cycle" is actioned within the "Review and Respond" portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:

For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

"Indigenous students, children and youth in care, and students with disabilities or diverse abilities" are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board's Strategic Plan within the district is referred to as an "implementation plan". The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Review Data and Evidence
Part 1

Analyze | Interpret
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> ### Review Data and Evidence Provides:
> - **Visuals** of the provincial data required by the Enhancing Student Learning Reporting Order
> - **A summary** of the district team's:
>   1. **Analysis** (What patterns emerge?)
>   2. **Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

Please note: As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Limitations in Data Analysis and Interpretation For Nisga'a School District Context

Assessment of Sample Size and Reliability

- **Statistical Significance**: Annual cohorts in the district typically range from 21 to 35 students, which is statistically small. These sample sizes limit the reliability of trend analysis and prevent generalizations across years or populations.

- **Data Reliability**: In several cases, participation was absent or minimal for multiple years. For example, Grade 10 literacy and numeracy assessments had only one year of meaningful participation, making longitudinal analysis and performance benchmarking unreliable.

- **Comparative Limitations**: Provincial participation rates consistently exceed 80%, providing a stable benchmark. However, the district's inconsistent participation rates from year to year make direct comparisons difficult and potentially misleading.

Limitations in Priority Population Analysis

- **Masked and Statistically Insignificant Subgroups**: Due to small cohort sizes, valid and reliable analysis of trends for Children and Youth in Care (CYIC), and students with disabilities or diverse abilities is not feasible. These groups often fall below the threshold required for meaningful statistical interpretation.

- **Demographic Homogeneity**: Over 99% of students in the district self-identify as Indigenous. This results in identical data across categories such as Indigenous Resident Students, Indigenous Students on Reserve, and All Indigenous Students. These categories are not applicable in the district context, as learners reside on Nisga'a treaty lands, not Crown reserve lands, therefore disaggregate data within Indigenous subpopulations does not apply to this context.

- **Privacy Protections**: As per Ministry guidelines and ethical data practices, data masking is applied when counts are nine or fewer. This ensures compliance with BC's Freedom of Information and Protection of Privacy Act (FOIPPA) and protects student privacy in all public reporting.

Participation and Assessment Gaps

- **Inconsistent Participation**: Low and fluctuating participation rates across assessments and surveys reduce the reliability of data and limit the ability to monitor progress over time.

- **Lack of Triangulated Local Assessments**: The district currently lacks consistent, system-wide local assessment and screening tools to triangulate provincial data. Addressing this gap will be a priority in the 2025–2026 school year to improve internal monitoring and instructional responsiveness.

Implications for Planning and Reporting

Due to these limitations, all data must be interpreted with caution. The district remains committed to:

- **Improving Participation Consistency**: Increasing participation across assessments and surveys is essential to enable meaningful data-driven planning and reporting.

- **Strengthening Internal Monitoring**: Even when public reporting is restricted, internal use of masked data can guide strategic decisions and equity-focused interventions.

- **Exploring Alternative Approaches**: The district will continue to explore qualitative and longitudinal methods to monitor equity outcomes and student progress.

- **Contextualizing Results**: All findings must be considered within the context of small sample sizes, masked data, and local conditions to avoid overgeneralization or misinterpretation.

Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations – See Appendix A

Measure 1.2: Grade 10 Literacy Expectations – See Appendix A

Analysis:

Outcome 1 - Literacy

Grade 4, 7, and 10 Literacy Expectations

Key Context

This analysis reviews writing performance across Grades 4, 7, and 10 in the Nisga'a School District, comparing district trends with provincial benchmarks. It includes:

• Participation Rate: Percentage of expected students who completed the assessment

• On Track or Extending Rate: Percentage of participating students meeting or exceeding expectations

Due to small cohort sizes, data for priority populations such as Children and Youth in Care and students with designations is masked to protect privacy. As over 99 percent of Nisga'a students self-identify as Indigenous and reside on Nisga'a treaty lands, disaggregated reporting for Indigenous subgroups is not applicable. Grade 10 data is based on masked participation and performance trends, which limits the reliability of longitudinal analysis and prevents valid comparisons with provincial norms. These constraints highlight the need for stronger internal assessment tools and more consistent participation to support instructional planning and equity-focused literacy improvement.

Key Observations Across Grades

- **Participation Rates** have increased significantly in Grades 4 and 7, now exceeding provincial averages. Grade 10 participation, however, has been inconsistent, with only one year showing meaningful engagement.
- **Achievement Rates** (On Track or Extending) remain below provincial norms across all grades, with Grade 4 showing the most volatility and Grade 7 and 10 demonstrating persistent underperformance.
- The **gap between participation and achievement** suggests that while assessment coverage is improving, instructional strategies may not be effectively supporting literacy development.
- Provincial performance remains stable and high, reinforcing the need for targeted district-level interventions.

Grade-Level Trends

Grade 4 Literacy

- **Participation:** Rose from 45.0% to 95.8%, surpassing provincial rates in recent years.

- **Achievement:** Fluctuated, peaking at 50.0% before dropping to 8.7%, then recovering to 26.1%.

- **Insight**: Strong engagement but inconsistent achievement, indicating a need for instructional refinement.

Grade 7 Literacy

- **Participation:** Increased from 54.5% to 94.1%, now exceeding provincial benchmarks.

- **Achievement:** Declined steadily from 33.3% to 18.8%, remaining well below provincial norms.

- **Insight:** Persistent achievement gap despite improved participation.

Grade 10 Literacy

- **Participation:** Only one year (2021/22) showed meaningful participation (~79%), with all other years at 0%.

- **Achievement:** Due to masked data and limited participation, reliable performance trends cannot be established.

- **Insight:** Inconsistent participation undermines the ability to assess literacy progress or plan interventions.

Comparative Insights

Engagement Strength: Grades 4 and 7 show strong assessment coverage, with participation now exceeding provincial levels. Grade 10 requires strategic attention to improve consistency.

Achievement Gap: All grades show lower achievement rates compared to provincial norms, with Grade 7 and 10 showing persistent underperformance.

Instructional Implications: The data suggests a need for enhanced literacy instruction, targeted supports, and professional learning to close the achievement gap.

Interpretation:

Outcome 1 - Literacy

Grade 4, 7, and 10 Literacy Expectations

Key Context

This section interprets literacy assessment data for Grades 4, 7, and 10 in the Nisga'a School District, drawing meaning from participation and achievement trends over time. By examining these patterns in comparison with provincial benchmarks, the interpretation highlights strengths, inequities, and areas for growth. The goal is to move beyond surface-level analysis to understand what the data reveals about instructional effectiveness, student readiness, and systemic supports. This interpretation informs the district's strategic planning and reinforces its commitment to equity, continuous improvement, and responsive literacy instruction.

Strengths

- **Improved Participation**: The district has made substantial gains in assessment participation, particularly in Grades 4 and 7, where rates now exceed provincial averages. This reflects effective outreach, operational improvements, and increased student engagement.

- **Assessment Coverage**: High participation rates provide a more complete picture of student performance and readiness, enabling more informed instructional planning.

Inequities

- **Achievement Gaps**: Despite strong participation, the proportion of students meeting or exceeding expectations remains significantly below provincial norms across all grades. Grade 7 and Grade 10 show persistent underperformance.

- **Downward Trend**: Declining On Track or Extending rates in both Grades 4 and 7 suggest emerging challenges in literacy instruction, student readiness, or systemic supports.

Areas for Growth

- **Instructional Strategies**: There is a clear need to strengthen writing instruction, particularly in scaffolding, formative assessment, and feedback practices.

- **Professional Learning**: Targeted support for educators in literacy pedagogy is essential, especially in culturally responsive and trauma-informed approaches.

- **Early Intervention**: Focused literacy support in earlier grades may help reverse the downward trend observed by Grade 4 and 7, and improve readiness for secondary-level assessments.

Implications for District Priorities

While data for Children and Youth in Care (CYIC) and designated students is not publicly reportable due to small cohort sizes, internal reviews suggest these learners face additional barriers to literacy success. The district's commitment to equity and improvement must include:

- **Equity-Focused Literacy Supports**: The district must continue prioritizing literacy as a foundational skill, ensuring that all learners—especially those with designations or facing systemic barriers—receive targeted support.

- **Instructional Improvement**: Strengthen writing instruction and reading comprehension through professional learning focused on culturally responsive and trauma-informed practices.

- **Formative Assessment and Early Intervention**: Expand the use of formative tools to guide instruction and identify learning gaps early, particularly in intermediate and secondary grades.

- **Monitoring and Responsiveness**: Track both participation and achievement trends to inform planning and ensure equitable access to high-quality instruction.

- **Community and Family Engagement**: Collaborate with families and community partners to reinforce literacy development beyond the classroom.

- **Pathway Development**: Explore enhanced literacy pathways and interventions tailored to the district's local context and learner needs.

These priorities align with the district's strategic goals outlined in the district's new strategic plan 2025-2030 and align Ministry priorities under the Enhancing Student Learning Framework.

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations – See Appendix A
Measure 2.2: Grade 10 Numeracy Expectations – See Appendix A
Measure 2.3: Grade-to-Grade Transitions – See Appendix A

Analysis:

Outcome 2 - Numeracy

Analyze 1

Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

Key Context

Building on the literacy trends, the following section explores student performance in numeracy, highlighting similar challenges and opportunities for instructional improvement. This analysis reviews numeracy performance in the Nisga'a School District compared to provincial benchmarks across Grades 4, 7, and 10. It also includes Grade 10 to 11 and Grade 11 to 12 transition rates as indicators of student progression and readiness. However, small cohort sizes and inconsistent participation across years limit the reliability of trend analysis and reduce the validity of comparisons with provincial data. Data for priority populations such as Children and Youth in Care and students with designations is masked due to low counts, and disaggregated reporting for Indigenous subgroups is not applicable given that over 99 percent of students self-identify as Indigenous and reside on Nisga'a treaty lands. These limitations reinforce the need for stronger internal assessment tools and more consistent participation to support instructional planning and student success in numeracy.

Key Observations

Numeracy Participation

- **Grades 4 and 7**: Participation rates have improved dramatically, reaching over 94% by 2024/25, surpassing provincial averages. This reflects strong local engagement and operational improvements.

- **Grade 10**: Participation has been inconsistent and generally low, with only one year showing moderate engagement. This limits the reliability of trend analysis and performance evaluation.

Numeracy Achievement

- **Grades 4 and 7**: On Track or Extending rates remain critically low, no students achieving these outcomes. Grade 4 saw a sharp drop in 2023/24, followed by a modest recovery. Provincial achievement rates remain consistently above 60%, highlighting a persistent and widening achievement gap across Nisga'a schools.

- **Grade 10**: Achievement rates are consistently low, with most years showing no students meeting expectations. Only one year showed minimal success, which is statistically insignificant. Compared to provincial norms, the gap is stark and persistent.

Grade-to-Grade Transitions

- Despite low achievement in numeracy, transition rates from Grade 10 to 11 and Grade 11 to 12 are high. This suggests that students are progressing through the system, likely supported by strong relational and school-level promotion practices. However, it raises questions about academic readiness and post-secondary preparedness.

Grade-Level Trends

Grade 4 and 7 Numeracy

- **Participation**: Steady and substantial increases in participation rates, reaching over 94% by 2024/25. Nisga'a now exceeds provincial participation levels in the numeracy FSA, indicating strong engagement and improved assessment coverage.

- **Achievement**: On Track or Extending rates remain critically low, with multiple years recording no students achieving those levels. Grade 4 saw a sharp drop in 2023/24, followed by a modest recovery. Grade 7 has shown consistently low achievement, with no sustained improvement.

- **Trend Insight**: The disparity between participation and achievement is more pronounced in numeracy than literacy, suggesting deeper instructional challenges and the need for systemic intervention.

Grade 10 Numeracy

- **Participation**: Participation has been inconsistent and generally low, with only one year (2021/22) showing moderate engagement. This limits the reliability of performance evaluation and trend analysis.

- **Achievement**: Achievement rates have remained extremely low across all years, with only one year showing minimal success. The trend indicates persistent underperformance and a lack of measurable progress.

- **Trend Insight**: The lack of consistent participation and achievement in Grade 10 reinforces the need for targeted strategies to support numeracy development at the secondary level.

Grade-to-Grade Transitions (Grades 10–12)

- **Progression**: Despite low achievement in numeracy, transition rates from Grade 10 to 11 and Grade 11 to 12 remain high. This suggests that students are progressing through the system, likely supported by relational and school-level promotion practices.

- **Trend Insight**: While progression is strong, it raises questions about academic readiness and post-secondary preparedness, especially considering low numeracy achievement.

Comparative Insights

- **Engagement Strength**: Grades 4 and 7 show strong assessment coverage, with participation now exceeding provincial levels in recent years. Grade 10 participation rates have been minimal and inconsistent, with only one year showing moderate engagement. In all other years, participation was significantly below provincial norms. This requires strategic attention to improve consistency.

- **Achievement Gap**: All grades show lower achievement rates compared to provincial norms, with Grade 7 and 10 showing persistent underperformance. Across all years, few or no students met expectations in numeracy. Even in the year with moderate participation, achievement remained well below provincial averages.

- **Instructional Implications**: The disparity between participation and achievement is more pronounced in numeracy than literacy, indicating deeper instructional challenges. A systemic approach to numeracy improvement is needed.

- **Specific Cohorts of Students**: Due to small cohort sizes, data for priority populations such as Children and Youth in Care (CYIC) and students with designations is masked. However, internal reviews suggest these learners face additional barriers to success in numeracy.

Interpretation:

Outcome 2 - Numeracy

Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

This section interprets numeracy assessment and transition data in the Nisga'a School District, drawing meaning from participation, achievement, and progression trends across Grades 4, 7, and 10. By comparing local patterns with provincial benchmarks, the interpretation identifies strengths, inequities, and areas for growth. The goal is to inform district planning and support equitable, responsive numeracy instruction.

Strengths

- **Improved Participation**: The district has made substantial gains in numeracy assessment participation, particularly in Grades 4 and 7, where rates now exceed provincial averages. This reflects strong engagement and operational improvements.

- **Student Progression**: High transition rates from Grade 10 to 11 and Grade 11 to 12 suggest that students are progressing through the system, supported by relational and school-level practices, even when achievement levels are low.

Inequities

- **Achievement Gaps**: Despite strong participation, the proportion of students meeting or exceeding expectations in numeracy remains critically low across all grades. Grade 10 shows persistent underperformance, with minimal evidence of proficiency.

- **Instructional Challenges**: The disparity between participation and achievement is more pronounced in numeracy than literacy, indicating deeper instructional and systemic challenges.

Areas for Growth

- **Numeracy Instructional Practice**: Strengthen foundational numeracy skills through targeted interventions, especially in conceptual understanding and problem-solving.

- **Instructional Strategies**: There is a need to strengthen numeracy instruction, particularly in conceptual understanding, problem-solving, and formative assessment practices.

- **Professional Learning**: Targeted support for educators in numeracy pedagogy is essential, including culturally responsive and trauma-informed approaches.

- **Early Intervention**: Focused numeracy support in earlier grades may help reverse the downward trend observed by Grade 4 and 7 and improve readiness for secondary-level assessments.

- **Assessment Consistency**: Grade 10 participation must be stabilized to enable reliable performance monitoring and instructional planning.

Implications for District Priorities

While data for Children and Youth in Care (CYIC) and students with designations is masked due to small cohort sizes, internal reviews suggest that these learners face additional barriers to numeracy success. The persistent achievement gaps across Grades 4, 7, and 10, despite high participation and strong transition rates, highlight systemic inequities that must be addressed.

The district's commitment to equity and improvement in numeracy should include:

- **Systemic Numeracy Strategy**: Adopt a district-wide approach to improving numeracy outcomes, recognizing that high participation does not equate to achievement.

- **Instructional Strengthening**: Provide professional learning focused on conceptual understanding, problem-solving, and formative assessment practices.

- **Early Intervention and Transitions**: Prioritize early numeracy support in Grades 4 and 7 and monitor grade-to-grade transitions to ensure readiness for secondary-level learning.

- **Equity and Inclusion**: Ensure planning includes supports for students with designations and those experiencing trauma or systemic disadvantage, even when data is masked.

- **Integrated Literacy-Numeracy Development**: Explore cross-disciplinary strategies that recognize the interdependence of foundational skills.

- **Community Collaboration**: Partner with Indigenous educators and communities to co-design numeracy pathways that reflect local knowledge and priorities.

- **Data-Informed Planning**: Continue tracking participation and achievement trends to guide responsive and equitable resource allocation.

These priorities align with the district's strategic goals outlined in the district's new strategic plan 2025-2030 and align Ministry priorities under the Enhancing Student Learning Framework.

Human and Social Development

Educational Outcome 3: Feel Welcome, Safe, and Connected

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

Measure 3.2: Students Feel that Adults Care About Them at School – See Appendix A

Analysis:

Outcome 3 - Feel Welcome, Safe, and Connected

Feel Welcome, Feel Safe, Sense of Belonging

Key Context

Beyond academic achievement, student well-being and connectedness are essential to holistic development. This section examines these human and social dimensions using Student Learning Survey data from 2019 to 2024, focusing on Indigenous Resident Students in the Nisga'a School District, who represent over 99 percent of the student population. The data includes student perceptions of feeling welcome, safe, cared for, and a sense of belonging, along with participation rates. However, small cohort sizes and fluctuating response rates limit the reliability of trend analysis and make subgroup data for Children and Youth in Care and students with disabilities or diverse abilities statistically insignificant or masked. Provincial comparisons are based on Indigenous Resident Students to ensure relevance, but caution is required when interpreting these results due to local demographic homogeneity and privacy protections. These limitations highlight the need for more consistent participation and the use of qualitative methods to better understand student experiences and guide equity-focused planning.

Key Observations

- **Participation**: Survey participation peaked in 2021/22, followed by a decline in the last two years. This trend affects the reliability of recent perception data.
- **Feeling Welcome**: Positive response rates fluctuated, peaking in 2021/22 and declining in 2023/24. The most recent data may reflect emerging concerns or sampling limitations.
- **Feeling Safe**: Perceptions of safety varied year-to-year, with a peak in 2022/23 and a return to baseline in 2023/24. The decline may signal a need for renewed focus on safe school environments.

- **Sense of Belonging**: Response rates remained consistently low across all years, with no sustained improvement. This indicates a persistent challenge in fostering belonging.
- **Two or More Adults Care**: Perceptions of adult support were generally stable, with some fluctuations. Most students consistently identified at least two caring adults at school.
- **Middle Years Development Index (MDI)**: Administered in 2023/24 to a small Grade 8 cohort, the MDI results aligned with SLS trends—low well-being, low school climate and belonging, but strong adult relationships.

Trends

Participation

- Participation rose to a high point in 2021/22, then declined steadily through 2023/24.
- Lower participation in recent years may introduce non-response bias, limiting confidence in the data.

Feeling Welcome

- Highest positive response occurred during the year with highest participation.
- Recent declines suggest emerging challenges in school climate and inclusivity.

Feeling Safe

- Perceptions fluctuated, with notable gains followed by steep declines.
- The most recent year matched the lowest point in the five-year span.

Sense of Belonging

- Response rates remained low and stable, with no upward trend.
- The return to baseline in 2023/24 may reflect real decline or sampling limitations.

Two or More Adults Care

- Perceptions of adult support were generally positive, with some variability.
- Most students consistently identified two or more caring adults at school.

MDI (Grade 8)

- Well-being was lower than provincial norms.

- Adult relationships were strong, but school climate and belonging were significantly below provincial averages.

Comparisons

- **Provincial Benchmarks**: Nisga'a School District generally matched provincial averages for Indigenous Resident Students until 2023/24, when gaps widened in areas such as feeling welcome and safe.
- **Specific Cohorts**: Data for CYIC and students with disabilities or diverse abilities is masked or statistically insignificant. Internal reviews suggest these learners may face additional barriers.
- **MDI Alignment**: MDI results reinforce SLS findings—low well-being, declining perceptions of safety and belonging, and strong but uneven adult support.

Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected

Feel Welcome, Feel Safe, Sense of Belonging

This section interprets student perception data from the Student Learning Survey (SLS) and Middle Years Development Index (MDI), focusing on feelings of safety, welcome, belonging, and adult support among students in the Nisga'a School District. With over 99% of students identifying as Indigenous, the analysis reflects the experiences of a priority population. By examining trends in participation and positive response rates across Grades 4, 7, and 10, this interpretation highlights strengths, inequities, and areas for growth. The goal is to understand how students experience their school environments and to inform district strategies that foster inclusive, safe, and connected learning communities.

Insights from Comparing Provincial and Local Data

- **Participation Reliability**: The most reliable data comes from high participation years, particularly 2021/22. In contrast, low participation in 2023/24 may underrepresent student experiences, especially those with negative perceptions.

- **Adult-Student Relationships**: Students in Nisga'a School District consistently report strong adult connections, often meeting or exceeding provincial averages. This is a notable strength across both the Student Learning Survey (SLS) and Middle Years Development Index (MDI).

- **Well-Being and Belonging**: Despite strong adult relationships, students report significantly lower levels of well-being, belonging, and school climate compared to

provincial norms. MDI results show only a small percentage of students feel a strong sense of belonging or rate their school climate positively.

- **MDI Alignment**: The MDI reinforces SLS findings—students feel cared for by adults but do not consistently feel safe, included, or connected within the broader school environment.

Strengths and Areas for Growth

Strengths

- **Caring Adults**: A large majority of students report having two or more adults at school who care about them, indicating strong relational foundations.

- **Adult Relationships and Activities**: Students report positive relationships with adults at home and in the community, and access to organized out-of-school activities is relatively strong.

Areas for Growth

- **Student Well-Being**: Students report low levels of optimism, happiness, and general health, which are below provincial averages.

- **School Climate and Belonging**: Consistently low scores in these areas highlight the need for systemic improvements in inclusivity and safety.

- **Participation Decline**: The drop in survey participation over the past three years undermines confidence in the representativeness of recent results. Increasing participation is essential for accurate equity monitoring.

- **Data Confidence**: Low participation years may skew results, especially if students with negative experiences are underrepresented.

Implications for District Priorities

- **Inclusive School Environments**: Prioritize safe, welcoming, and inclusive learning spaces where students feel valued and connected.

- **Relational Foundations**: Build on strong adult-student relationships by embedding relational practices into school culture and daily routines.

- **Culturally Responsive and Trauma-Informed Practices**: Expand professional learning to support inclusive pedagogy that reflects Indigenous identity and addresses trauma.

- **Participation Equity**: Increase survey participation to ensure all student voices are heard and accurately represented in planning.

- **Monitoring and Improvement**: Track student perception trends to identify areas of concern and measure the impact of climate and belonging initiatives.

- **Student Voice and Identity**: Elevate student perspectives in school improvement planning to foster environments that affirm identity and promote well-being.

These priorities align with the district's strategic goals outlined in the district's new strategic plan 2025-2030 and align Ministry priorities under the Enhancing Student Learning Framework.

Career Development

Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years – See Appendix A

Analysis:

Outcome 4 - Graduation

Achieved Dogwood Within 5 Years

Key Context

As students progress through the system, graduation outcomes reflect cumulative success. This section reviews five-year graduation rates for Indigenous students in the Nisga'a School District, compared to provincial averages from 2019 to 2024. With annual cohort sizes ranging from 24 to 31 students, data for priority populations such as Children and Youth in Care and students with disabilities or diverse abilities is masked to protect privacy and does not support reliable trend analysis. Since over 99 percent of students in the district self-identify as Indigenous and reside on Nisga'a treaty lands, the data reflects a priority population and is compared to provincial rates for Indigenous Resident Students. While graduation data is more stable than other outcomes, small sample sizes still require cautious interpretation and limit the ability to generalize findings across years. Internal use of masked data will continue to support strategic planning and targeted interventions to improve graduation outcomes.

Trends

- **Fluctuating Performance**: Graduation rates in Nisga'a School District have varied significantly over the five-year period, with a low point in 2020/21 and a steady upward trend in subsequent years.

- **Recent Improvement**: Since 2020/21, the district has shown consistent gains in completion rates, suggesting that recent interventions and supports may be contributing to improved outcomes.

- **Persistent Gap**: Despite improvement, Nisga'a School District graduation rates remain well below provincial averages, which have consistently exceeded 84% over the same period.

- **Subgroup Limitations**: Internal reviews indicate that students with designations and CYIC face greater barriers to graduation. However, due to small cohort sizes and inconsistent data, trends for these groups cannot be publicly reported.

Comparisons

- **Provincial Benchmarks**: The provincial five-year completion rate for Indigenous Resident Students has remained stable and high, averaging above 85%.
- **District Gap**: The district's completion rates have ranged widely, with the gap between district and provincial rates narrowing in recent years but still remain substantial.
- **Cohort Size Impact**: Small cohort sizes in the district mean that even minor changes in student outcomes can significantly affect overall percentages, limiting the reliability of year-to-year comparisons.

Interpretation:

Outcome 4 - Graduation

Achieved Dogwood Within 5 Years

This section interprets five-year graduation data for students in the district who earned a Dogwood diploma, with a focus on Indigenous learners. The analysis draws on trends from 2019/20 to 2023/24 and compares local outcomes with provincial benchmarks. With small cohort sizes and a student population that is over 99% Indigenous, the data reflects a priority population. The interpretation aims to uncover patterns in student completion, identify strengths and inequities, and inform district strategies to improve graduation outcomes and equity.

Strengths

- **Recent Improvement**: Following a low point in 2020/21, the district has demonstrated steady gains in graduation rates, with the most recent year showing a significant recovery. This suggests that recent supports and interventions may be contributing to improved outcomes.

- **Commitment to Monitoring**: The district continues to track and reflect on graduation data, enabling internal planning and responsiveness despite limitations in public reporting.

- **Awareness of Barriers**: Internal reviews indicate that the district recognizes the additional challenges faced by students with designations and children and youth in care and is working to address these through targeted supports.

- **Resilience and Response**: This upward trend suggests that recent district efforts such as targeted supports, culturally responsive programming, and increased student engagement may be contributing to improved outcomes.

Inequities

- **Persistent Gap:** Graduation rates in the district remain well below provincial averages, which consistently exceed 84%. The gap has narrowed in recent years but continues to reflect systemic challenges.

- **Small Cohort Challenges**: Due to small cohort sizes, data for priority populations (e.g., children and youth in care, students with disabilities or diverse abilities) are masked, limiting the ability to draw public conclusions about equity impacts.

- **Systemic Barriers**: Internal reviews suggest that students with designations and those in care face greater challenges in achieving graduation, pointing to systemic inequities that require sustained attention.

- **Volatility in Outcomes**: Graduation rates have fluctuated significantly year to year, which may reflect both the impact of small cohort sizes and inconsistent access to support.

Areas for Growth

- **Equity-Focused Interventions**: Continued development of intensive, differentiated and sustained supports for students at risk of not graduating is essential, particularly for those with complex needs.

- **Culturally Responsive Programming**: Strengthening culturally relevant curriculum and engagement strategies may help improve student connection, persistence, and graduation outcomes.

- **Adult Dogwood Pathways**: While not explicitly detailed in the data, expanding adult Dogwood opportunities may offer alternative pathways for learners who need more time or flexible options to graduate.

- **Community Partnerships**: Deepening collaboration with families and community organizations can reinforce pathways to graduation and post-secondary readiness.

- **Data-Informed Planning**: Strengthening data collection and analysis for priority populations will enhance the district's ability to monitor progress and adjust strategies effectively.

Implications for District Priorities

- **Equity-Focused Graduation Strategies**: The district must continue prioritizing equity in graduation outcomes, ensuring that all students—especially those facing systemic barriers—receive the support they need to succeed.

- **Monitoring and Responsiveness**: Ongoing internal monitoring of graduation trends is critical to identifying gaps and responding effectively.

- **Sustained Improvement Efforts**: The recent upward trend is encouraging but must be supported through long-term planning, professional learning, and student-centered approaches.

- **Elevating Student Voice**: Incorporating student perspectives into graduation planning can help ensure that supports are relevant, respectful, and responsive to local context.

These priorities align with the district's strategic goals outlined in the district's new strategic plan 2025-2030 and align Ministry priorities under the Enhancing Student Learning Framework.

Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions – See Appendix A

Analysis:

Outcome 5 - Life and Career Core Competencies

Analyze 1

Post-Secondary Transitions

Key Context

Post-secondary transitions mark the next step in some learners' K to 12 journey. This section explores how students are prepared for life and career pathways through this measure. The analysis reviews the percentage of students in the Nisga'a School District who transitioned to post-secondary institutions within one year of graduation, compared to provincial averages from 2018 to 2023. Due to small cohort sizes, student counts are masked to protect privacy, and data for Children and Youth in Care and students with disabilities or diverse abilities are not publicly reportable. Since over 99 percent of students in the district self-identify as Indigenous, the data reflects a priority population and is compared to provincial rates for Indigenous Resident Students. These limitations highlight the need for more consistent local measures and qualitative approaches to better understand how students are developing the core competencies needed for life and career success.

Trends

- **Fluctuating Transition Rates**: The district's post-secondary transition rates have varied significantly over the five-year period, with a peak in 2021/22 and a sharp decline in 2022/23.

- **No Data Year**: There is no available data for 2020/21, limiting the ability to assess continuity or trends during that period.

- **Recent Decline**: The most recent year (2022/23) shows a substantial drop in transition rates, falling well below provincial norms.

- **Provincial Stability**: Provincial transition rates have remained relatively stable, consistently above 52%, indicating a reliable benchmark for comparison if local data is assessed as reliable.

Comparisons

- **District vs. Province**: The district's transition rates have generally trailed provincial averages, with the gap widening in the most recent year.

- **Peak Performance**: In 2021/22, the district's transition rate exceeded the provincial average, suggesting that targeted supports or contextual factors may have positively influenced outcomes that year.

- **Volatility**: The district's rates show greater year-to-year variability than provincial trends, likely influenced by small cohort sizes and local conditions.

Interpretation:

Outcome 5 - Life and Career Core Competencies

Post-Secondary Transitions

This section interprets data on the percentage of students in the district who transitioned to post-secondary institutions within one year of graduation. The analysis spans five academic years (2018/19 to 2022/23) and compares district trends with provincial benchmarks. With cohort counts masked to protect privacy and over 99% of students identifying as Indigenous, the data reflects a priority population. The interpretation aims to identify patterns in post-secondary readiness and inform strategies that support life and career competencies.

Strengths

- **Peak Performance in 2021/22**: The district's transition rate exceeded the provincial average in 2021/22, suggesting that targeted supports or contextual factors may have positively influenced student readiness and access.

- **Demonstrated Potential**: The district has shown that with the right conditions, students can transition to post-secondary at rates comparable to or better than provincial norms.

- **Commitment to Tracking**: Despite masked cohort counts, the district continues to monitor post-secondary transitions, enabling reflection and planning.

Inequities

- **Volatility in Transition Rates**: The district's rates have fluctuated significantly, with a sharp decline in the most recent year. This instability may reflect inconsistent access to supports, limited opportunities, or systemic barriers.

- **Persistent Gap**: In most years, the district's transition rates have remained below provincial averages, indicating ongoing challenges in preparing students for life after graduation.

- **Limited Visibility into Subgroups**: Data for Children and Youth in Care and students with disabilities or diverse abilities is masked, restricting the ability to assess equity for these groups.

Areas for Growth

- **Post-Secondary Preparation**: Strengthening career education, academic advising, and transition planning can help improve readiness and confidence among graduates.

- **Culturally Relevant Pathways**: Expanding access to post-secondary options that reflect Indigenous values, community priorities, and local opportunities may increase engagement and transition success.

- **Sustained Supports**: Ensuring consistent access to mentorship, financial planning, and application guidance can help reduce barriers to post-secondary entry.

- **Data-Informed Strategy**: Even with masked cohort counts, internal use of trend data should guide planning and resource allocation.

Implications for District Priorities

- **Equity in Transitions**: The district must prioritize equitable access to post-secondary pathways, ensuring that all students—especially those facing systemic barriers—receive the support needed to pursue further education or training.

- **Responsive Programming**: The district should continue to develop and refine programs that build life and career competencies, including experiential learning, career exploration, and goal setting.

- **Monitoring and Improvement**: Ongoing tracking of transition rates is essential to identify gaps and measure the impact of interventions.

- **Student-Centered Planning**: Elevating student voice in post-secondary planning can help ensure that supports are relevant, respectful, and aligned with individual aspirations.

These priorities align with the district's strategic goals outlined in the district's new strategic plan 2025-2030 and align Ministry priorities under the Enhancing Student Learning Framework.

APPENDIX A - Data

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD092 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	Masked	34 | 71%	30 | 90%	24 | 96%	27 | 85%
Indigenous Resident Students	Masked	34 | 71%	30 | 90%	24 | 96%	27 | 85%
Indigenous Resident Students on Reserve	Masked	34 | 71%	Masked	24 | 96%	27 | 85%
Indigenous Resident Students off Reserve	0	0	Masked	0	0
CYIC Resident Students	0	0	0	Masked	0
Resident Students with Designation	0	Masked	0	0	Masked

SD092 - Grade 4 FSA Literacy - On Track / Extending Rate
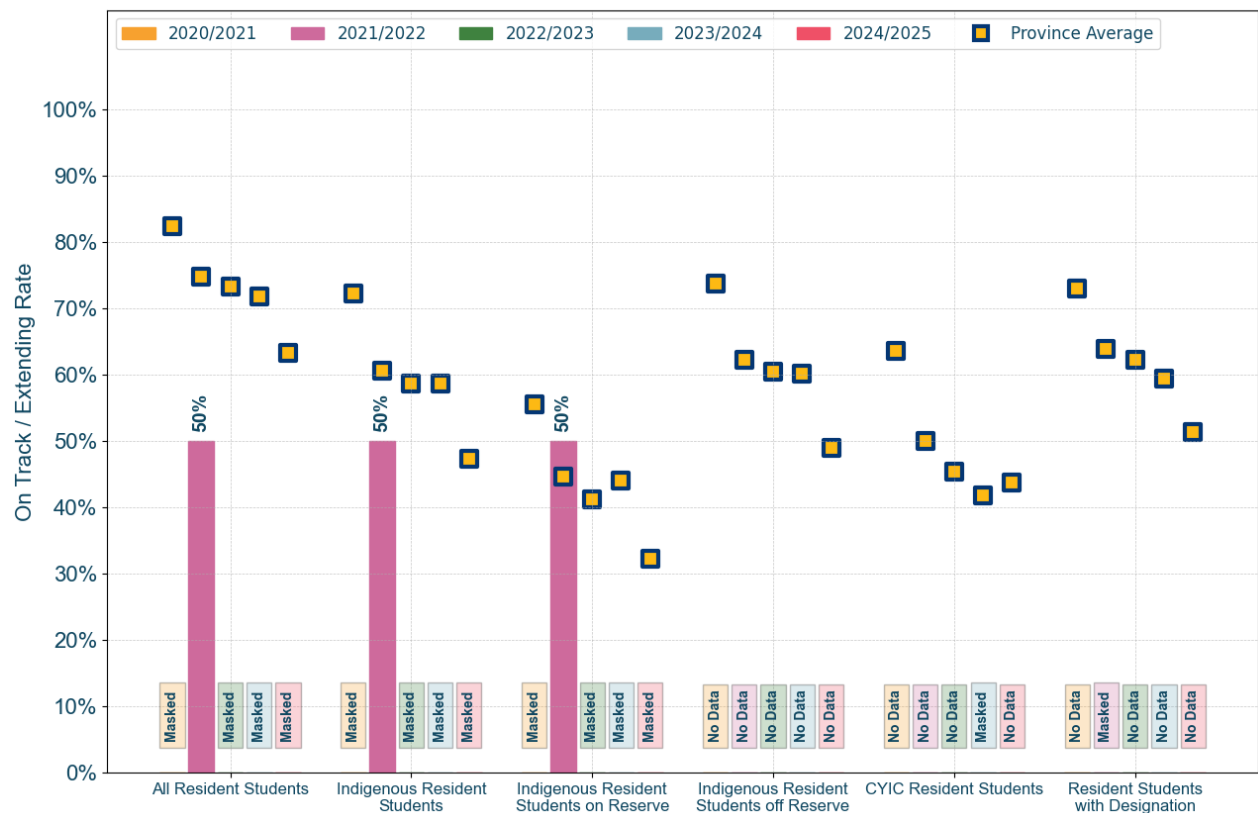
SD092 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	33 | 55%	40 | 73%	34 | 88%	17 | 76%	34 | 94%
Indigenous Resident Students	33 | 55%	40 | 73%	34 | 88%	17 | 76%	34 | 94%
Indigenous Resident Students on Reserve	33 | 55%	40 | 73%	34 | 88%	17 | 76%	34 | 94%
Indigenous Resident Students off Reserve	0	0	0	0	0
CYIC Resident Students	0	Masked	0	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

## SD092 - Grade 7 FSA Literacy - On Track / Extending Rate
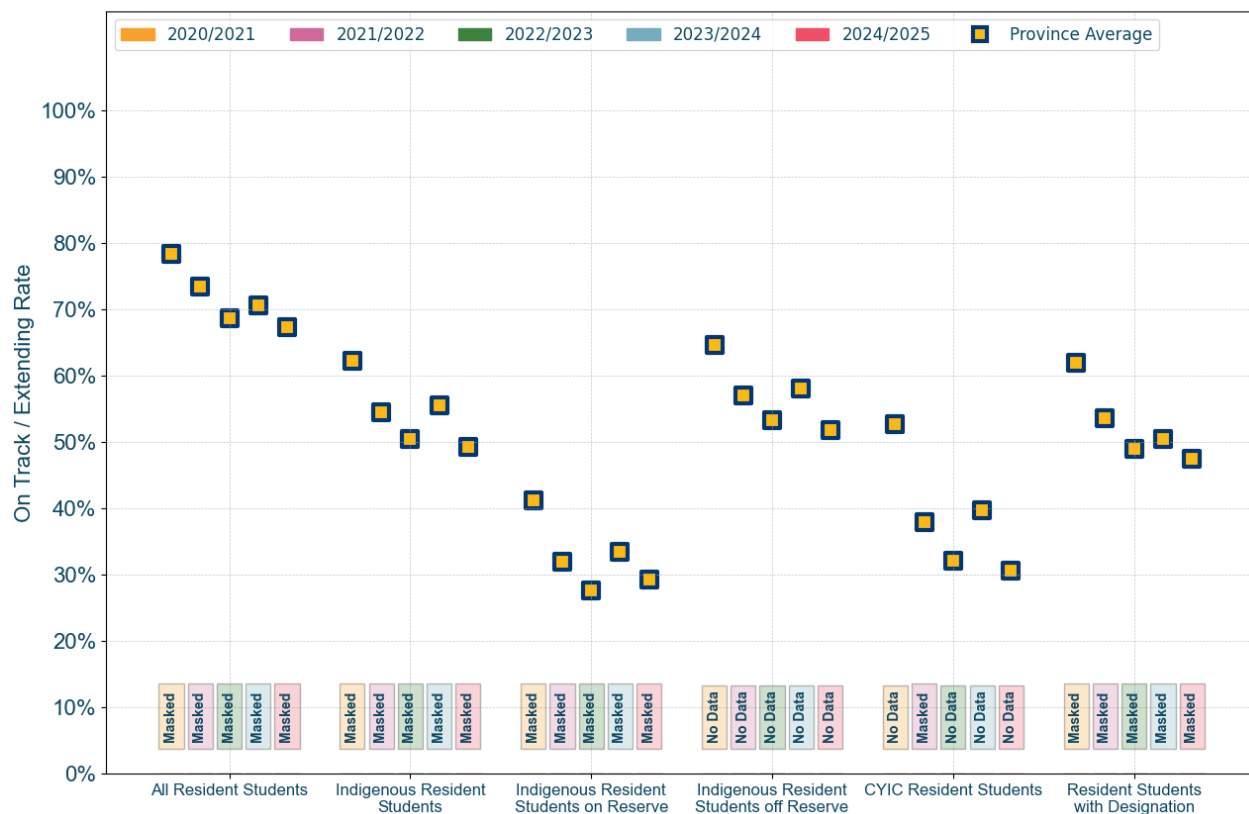
Measure 1.2: Grade 10 Literacy Expectations

SD092 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

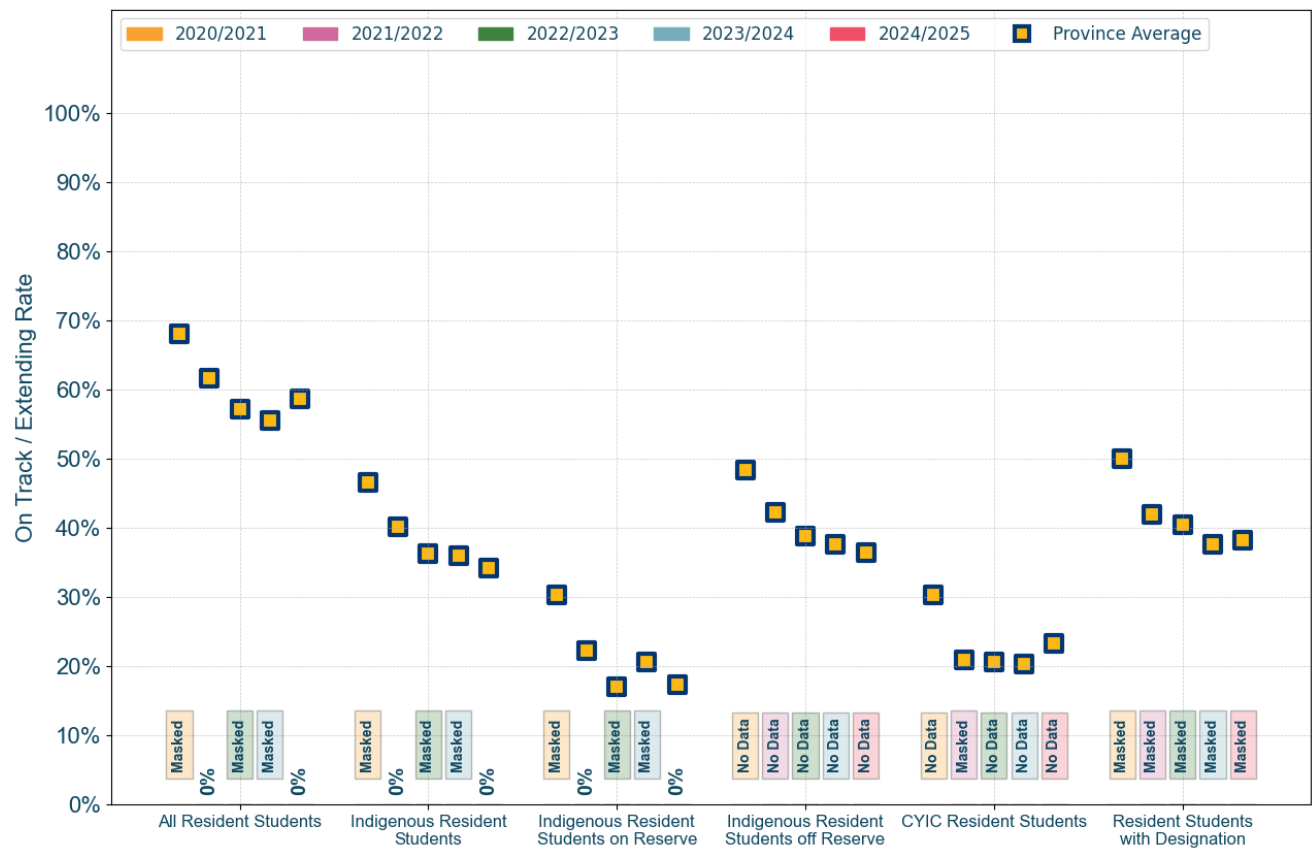|	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	Masked	Masked	24 | 79%	Masked	Masked
Indigenous Resident Students	Masked	Masked	24 | 79%	Masked	Masked
Indigenous Resident Students on Reserve	Masked	Masked	24 | 79%	Masked	Masked
Indigenous Resident Students off Reserve	0	0	0	0	0
CYIC Resident Students	0	Masked	Masked	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD092 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate
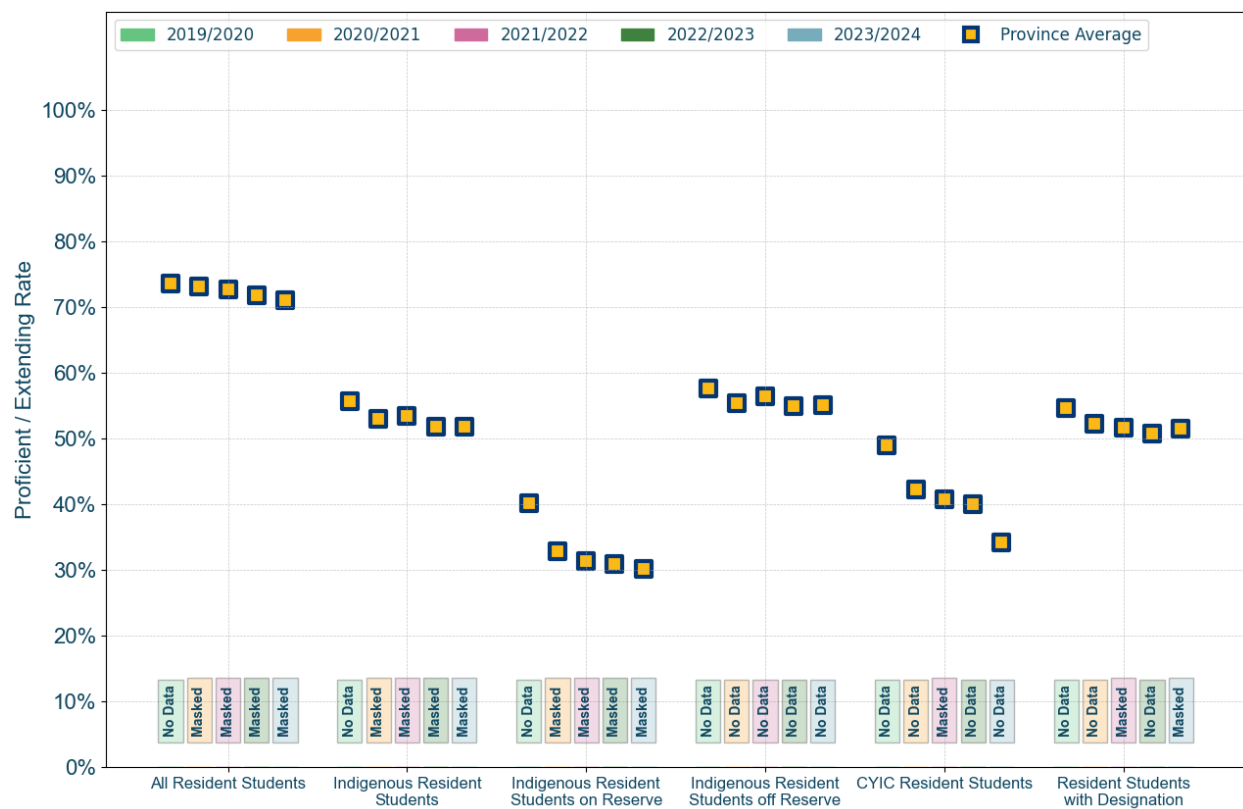
Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD092 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	Masked	34 | 68%	30 | 90%	24 | 96%	27 | 81%
Indigenous Resident Students	Masked	34 | 68%	30 | 90%	24 | 96%	27 | 81%
Indigenous Resident Students on Reserve	Masked	34 | 68%	Masked	24 | 96%	27 | 81%
Indigenous Resident Students off Reserve	0	0	Masked	0	0
CYIC Resident Students	0	0	0	Masked	0
Resident Students with Designation	0	Masked	0	0	Masked

### SD092 - Grade 4 FSA Numeracy - On Track / Extending Rate

31
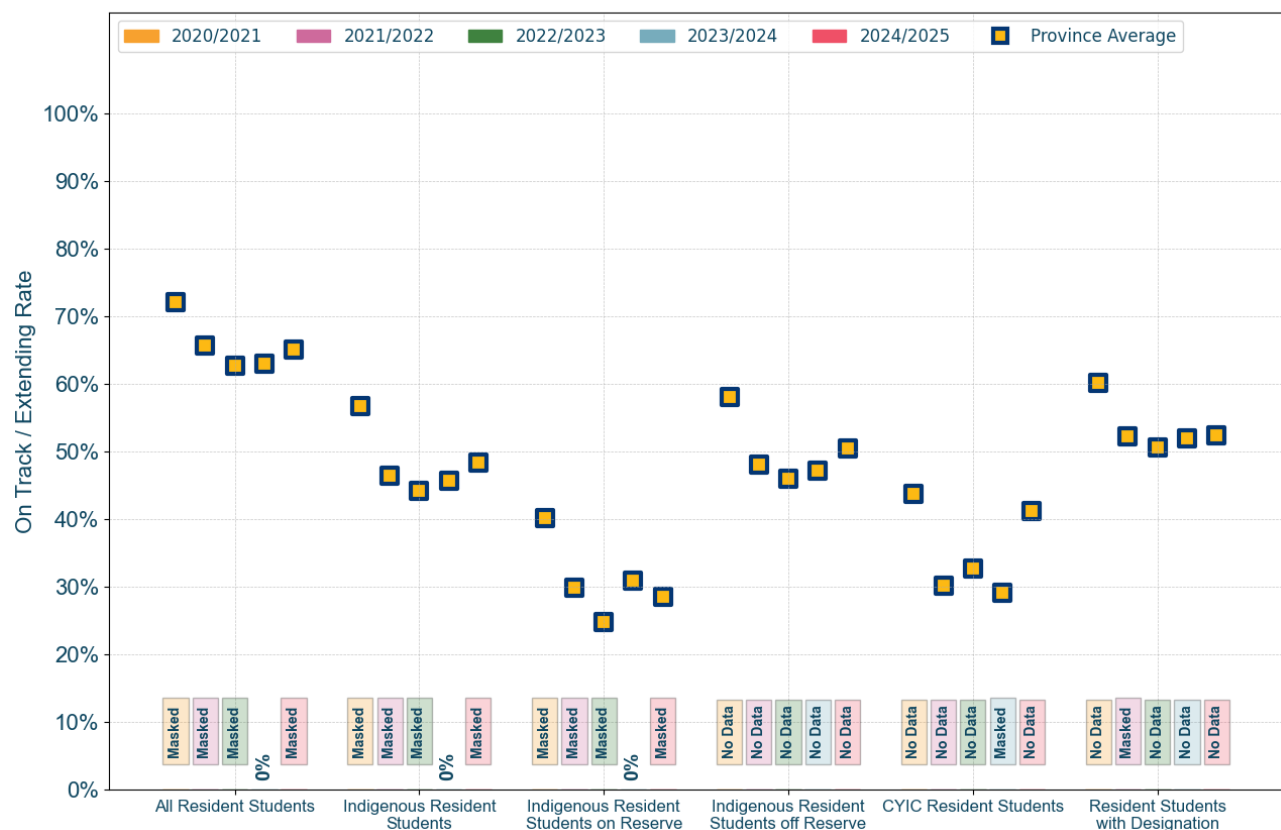
SD092 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	33 | 64%	40 | 80%	34 | 85%	17 | 76%	34 | 94%
Indigenous Resident Students	33 | 64%	40 | 80%	34 | 85%	17 | 76%	34 | 94%
Indigenous Resident Students on Reserve	33 | 64%	40 | 80%	34 | 85%	17 | 76%	34 | 94%
Indigenous Resident Students off Reserve	0	0	0	0	0
CYIC Resident Students	0	Masked	0	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

## SD092 - Grade 7 FSA Numeracy - On Track / Extending Rate

32

Measure 2.2: Grade 10 Numeracy Expectations

SD092 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

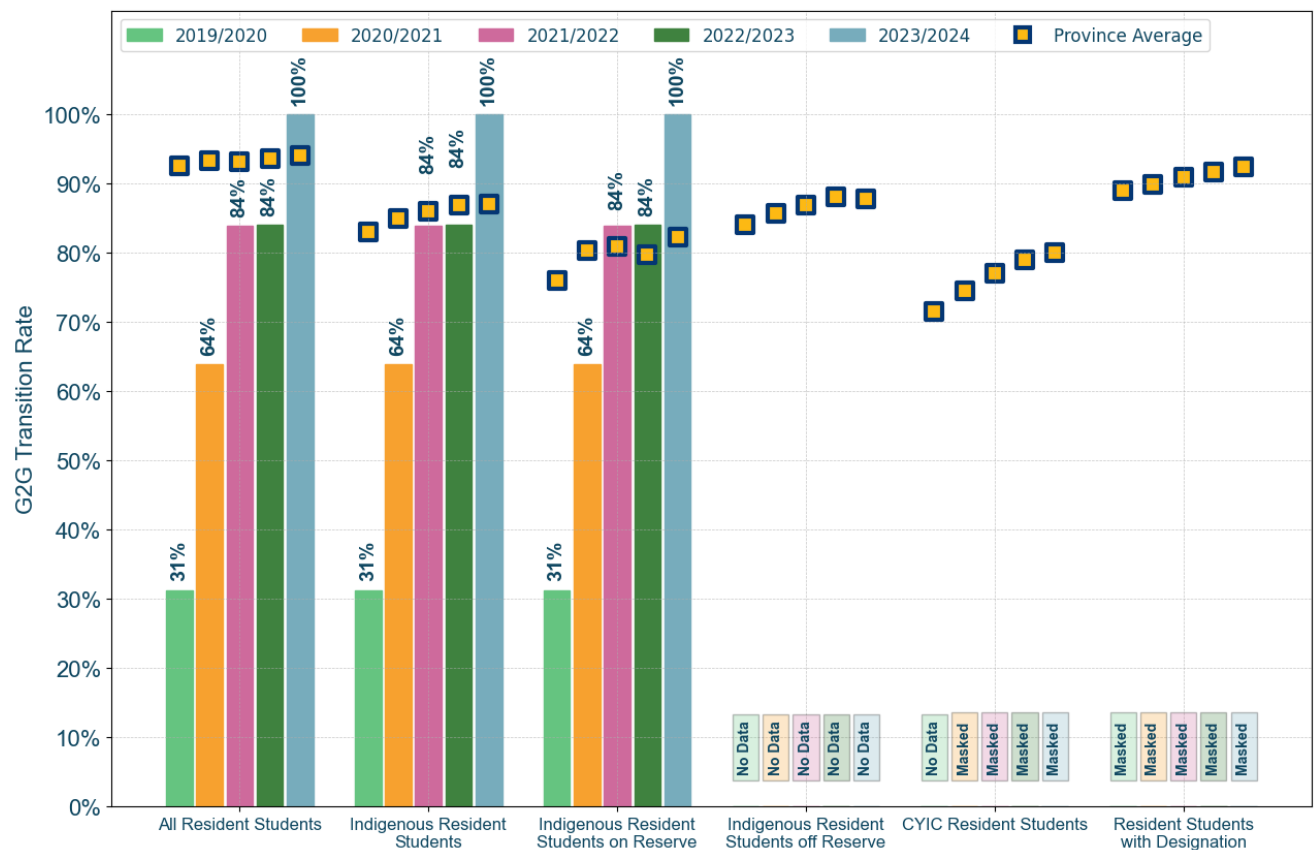|	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	0	0	0	0	0
CYIC Resident Students	0	Masked	Masked	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD092 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate
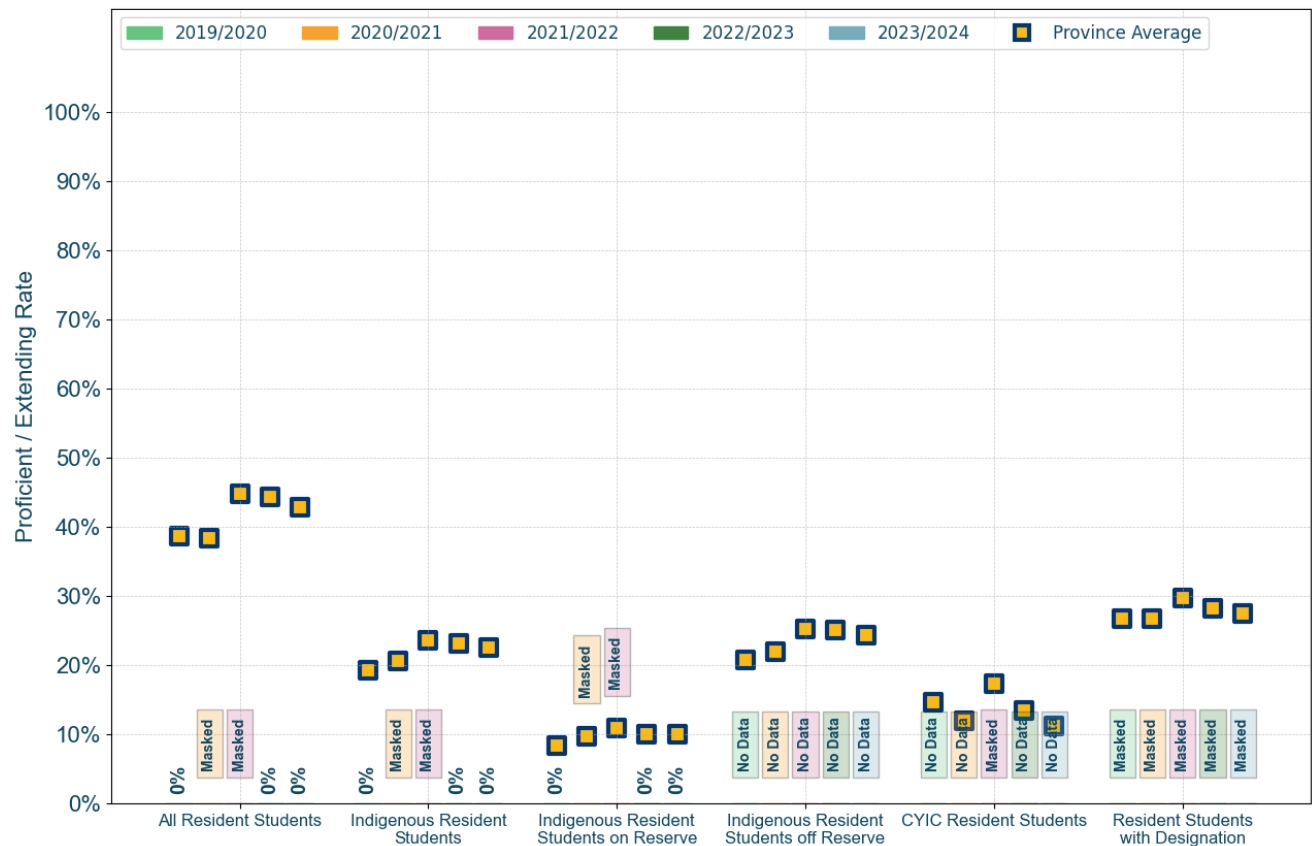
Measure 2.3: Grade-to-Grade Transitions

SD092 - Grade 10 to 11 Transition - Cohort Count

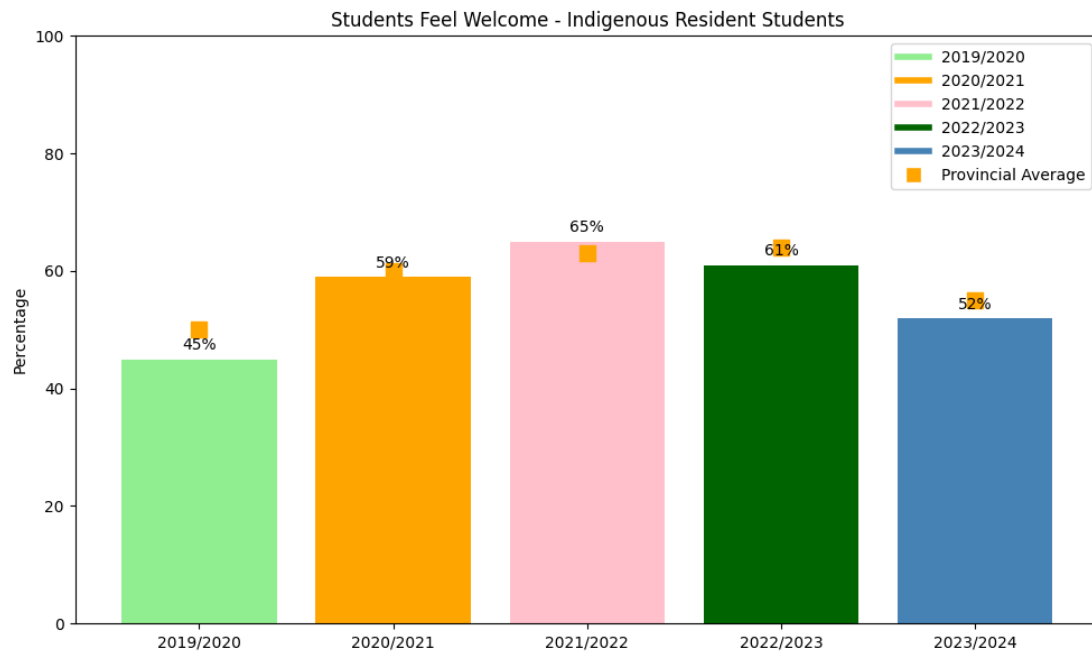|	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	21	33	24	35	28
Indigenous Resident Students	21	33	24	35	28
Indigenous Resident Students on Reserve	21	33	24	35	28
Indigenous Resident Students off Reserve	0	0	0	0	0
CYIC Resident Students	0	Masked	Masked	Masked	0
Resident Students with Designation	Masked	Masked	Masked	11	Masked

SD092 - Grade 10 to 11 Transition Rate
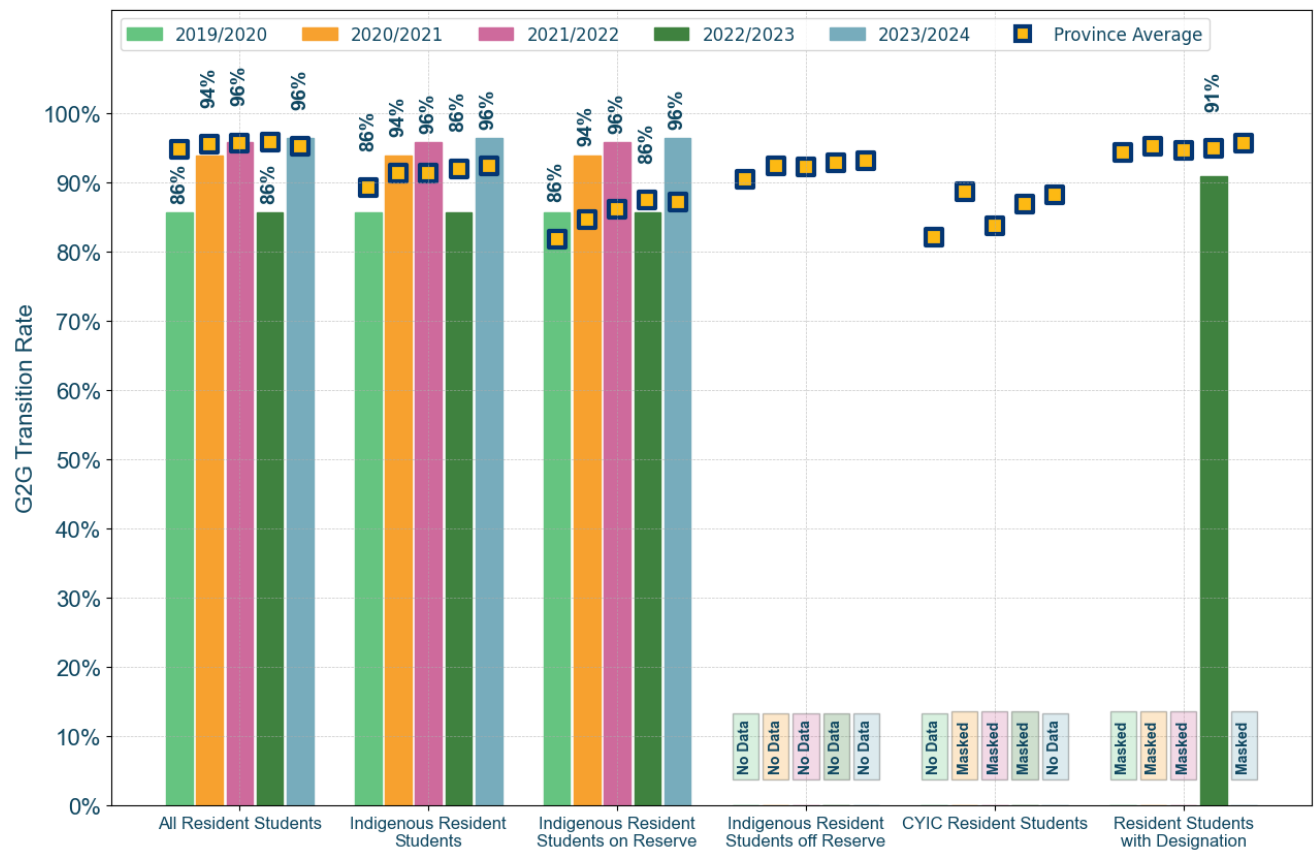
SD092 - Grade 11 to 12 Transition - Cohort Count

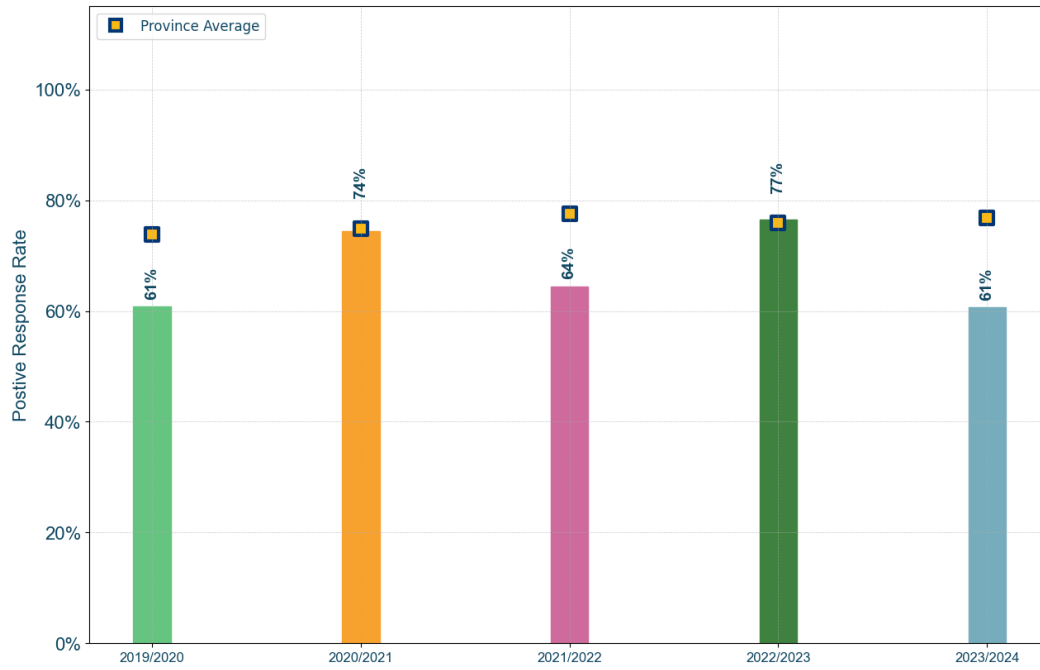|	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	32	36	31	25	27
Indigenous Resident Students	32	36	31	25	27
Indigenous Resident Students on Reserve	32	36	31	25	27
Indigenous Resident Students off Reserve	0	0	0	0	0
CYIC Resident Students	0	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD092 - Grade 11 to 12 Transition Rate

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

SD092 - 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	85	60%	88	56%	97	80%	99	65%	68	50%
Indigenous Resident Students	85	60%	88	56%	97	80%	99	65%	68	50%
Indigenous Resident Students on Reserve	85	60%	88	56%	97	80%	Masked	68	50%
Indigenous Resident Students off Reserve	0	0	0	Masked	0
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	16	69%	Masked	20	70%	Masked	Masked

Students Feel Welcome - Indigenous Resident Students
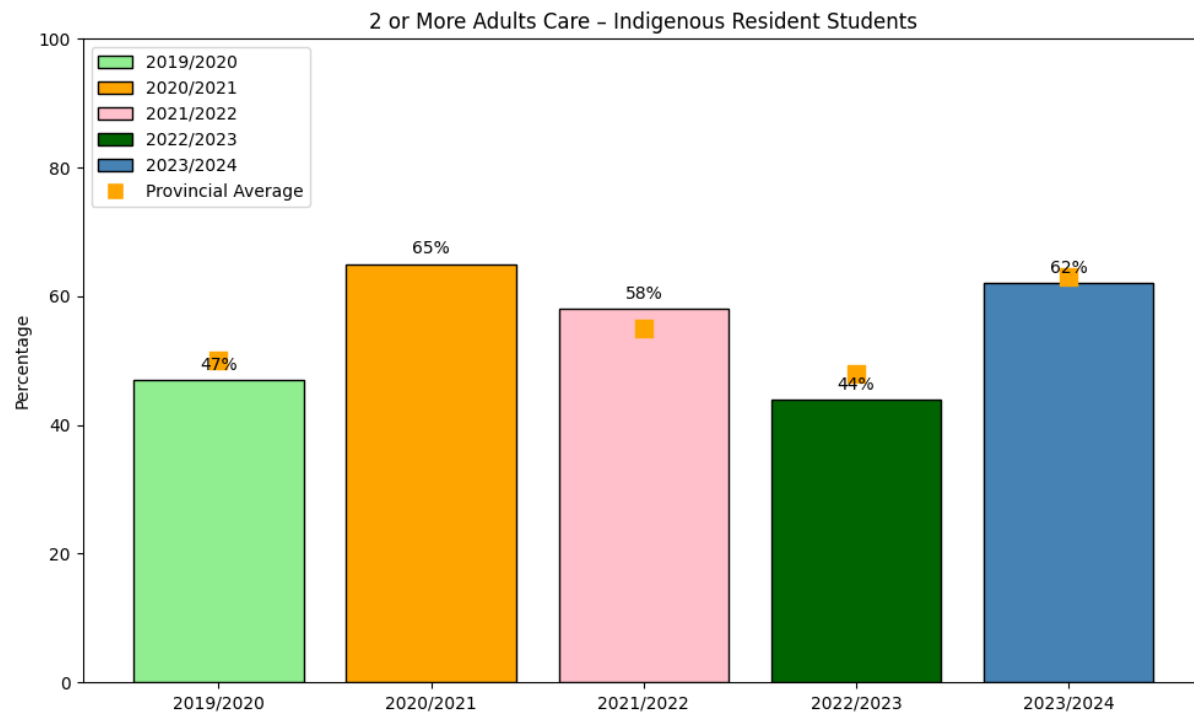
SD092 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

SD92 - Sense of Belonging (Indigenous Resident Students)
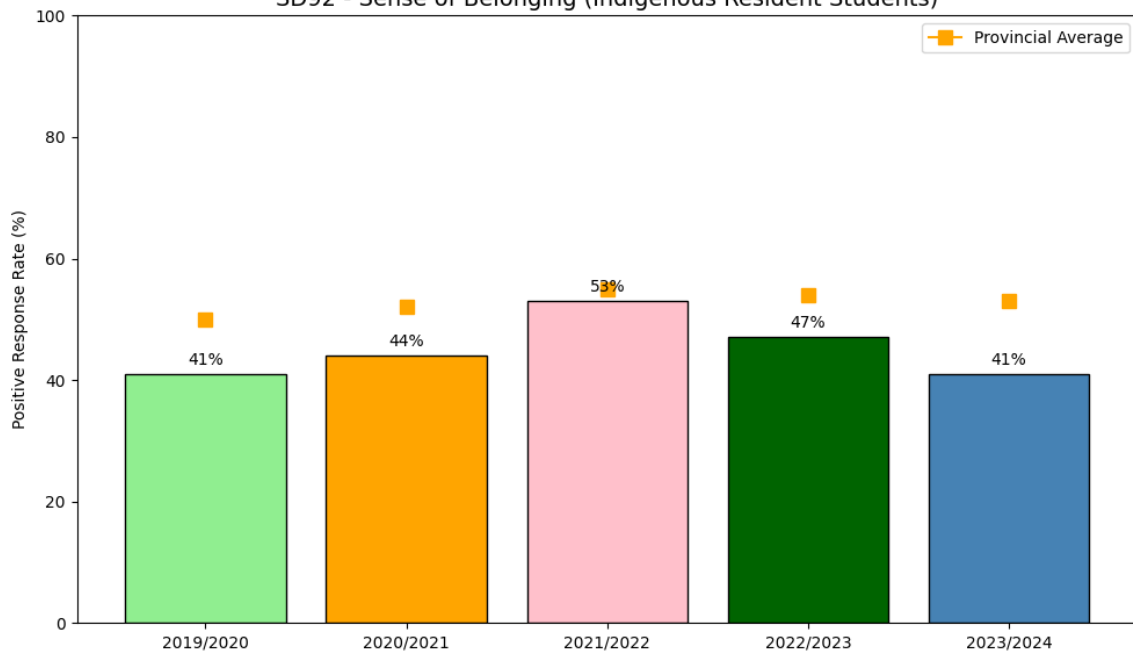
*Measure 3.2: Students Feel that Adults Care About Them at School*

2 or More Adults Care – Indigenous Resident Students


Measure 4.1: Achieved Dogwood within 5 Years

SD092 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	29 | 1	Masked	Masked	31 | 1	24 | 1
Indigenous Resident Students	29 | 1	Masked	Masked	31 | 1	24 | 1
Indigenous Resident Students on Reserve	29 | 1	Masked	Masked	Masked	24 | 1
Indigenous Resident Students off Reserve	0	0	0	Masked	0
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD092 - 5-Year Completion Rate - Dogwood + Adult Dogwood
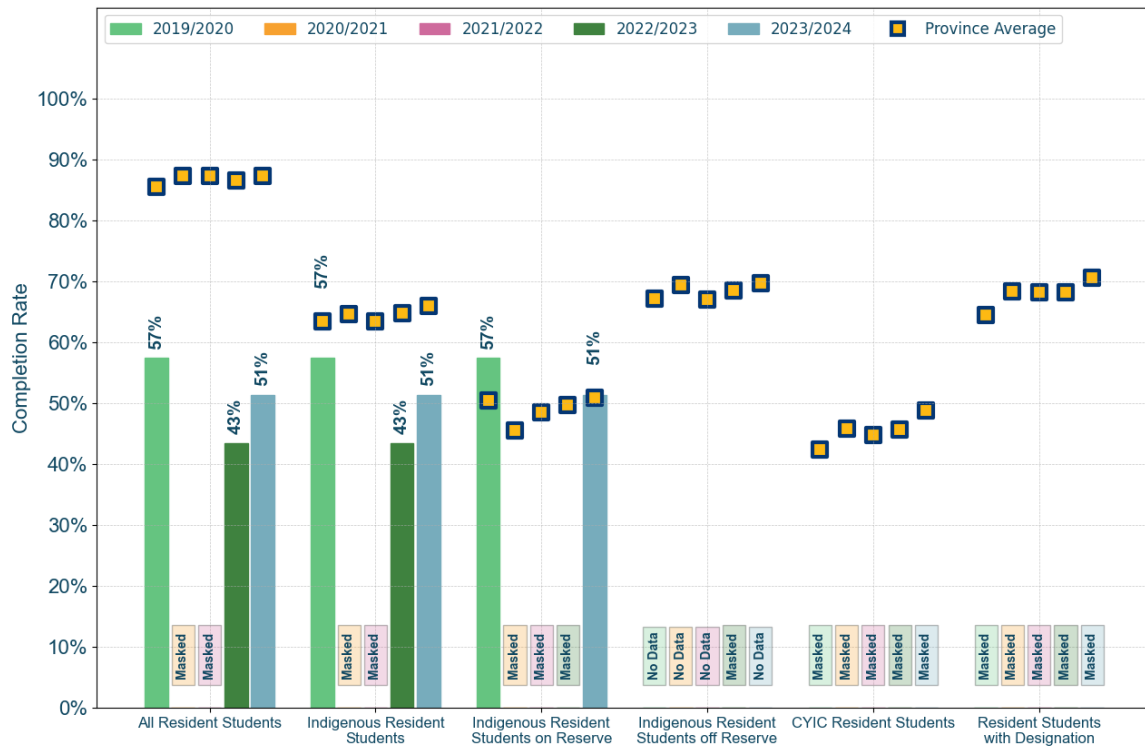
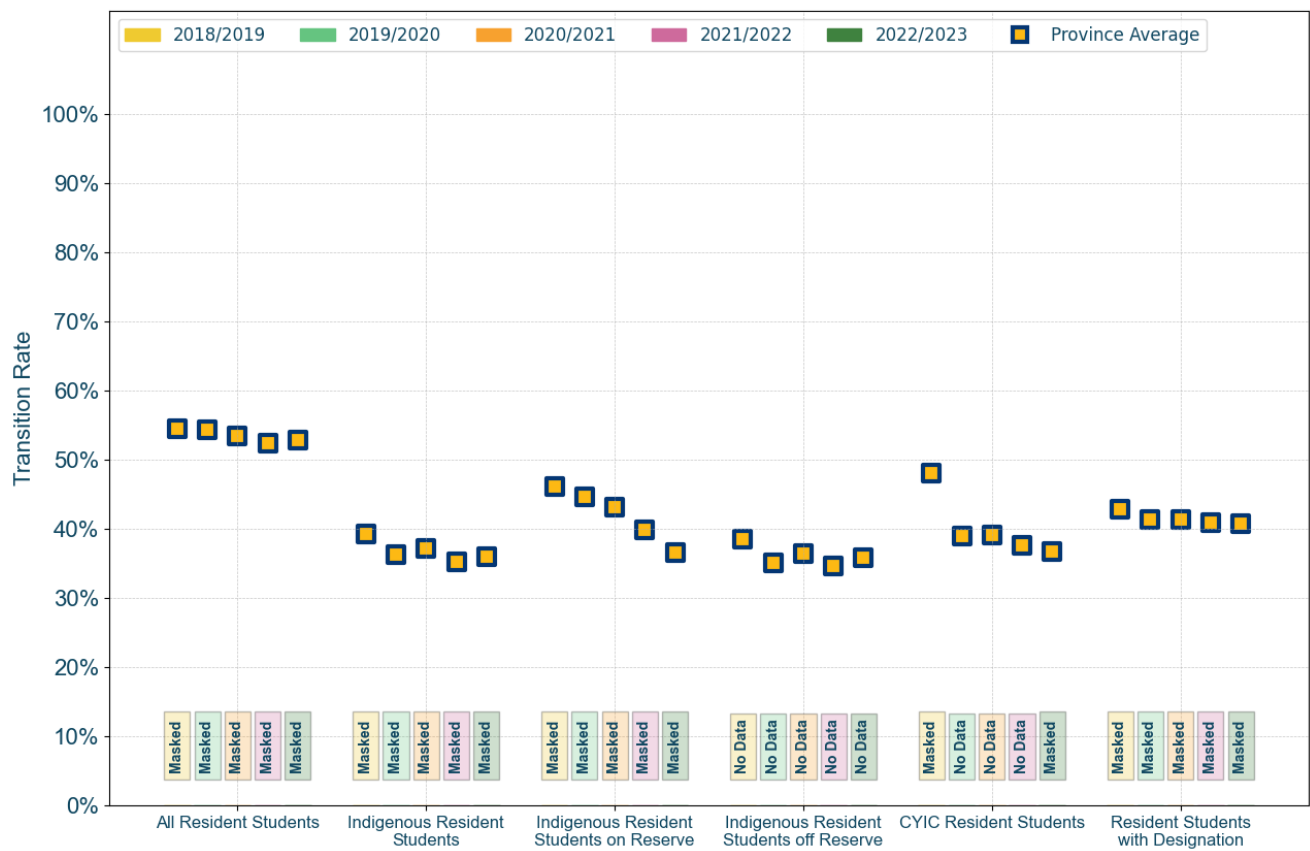SD092 - 5-Year Completion Rate - Dogwood
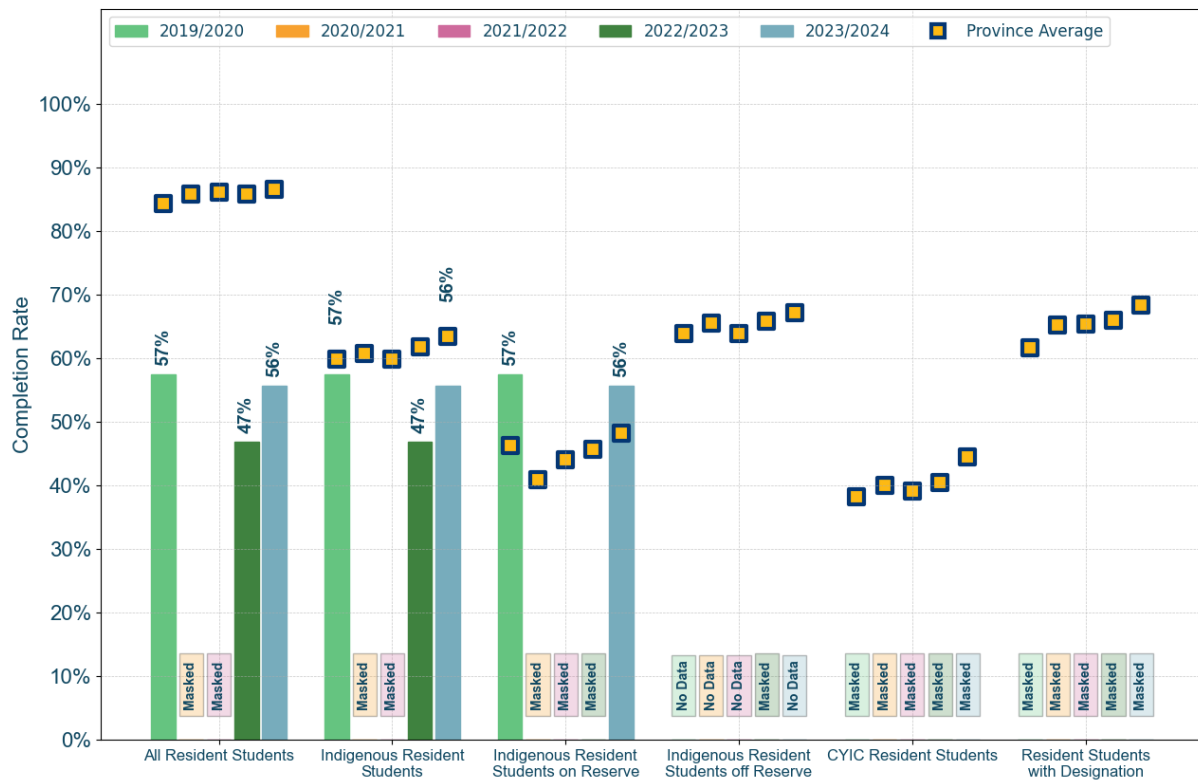
Measure 5.1: Post-Secondary Transitions

SD092 - Transition to Post-Secondary - Cohort Count

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

SD092 - Immediate Transition to Post-Secondary

SD092 - Within 3 Years Transition to Post-Secondary

Legend: 2018/2019 · 2019/2020 · 2020/2021 · 2021/2022 · 2022/2023 · Province Average

Categories: All Resident Students · Indigenous Resident Students · Indigenous Resident Students on Reserve · Indigenous Resident Students off Reserve · CYIC Resident Students · Resident Students with Designation
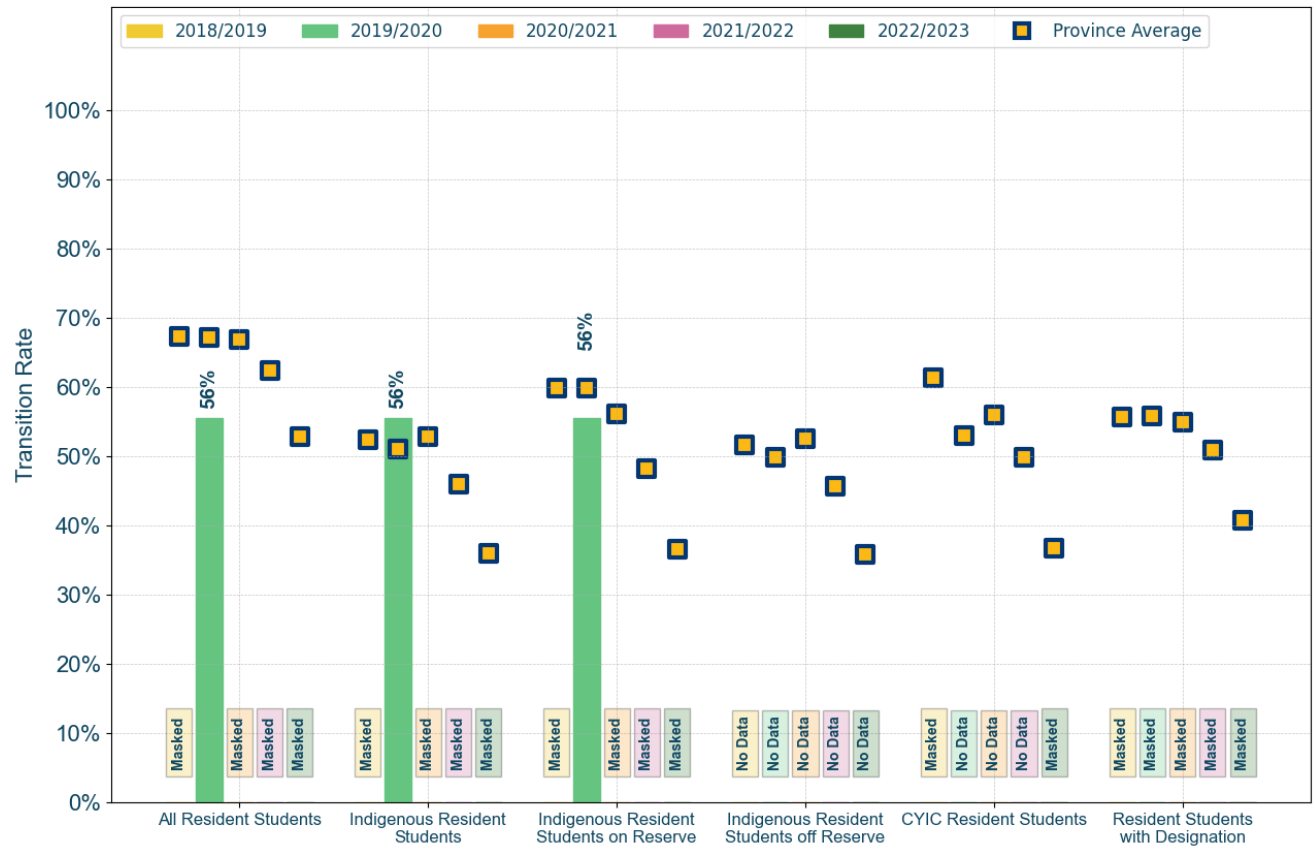
Nisga'a School District
SD#92

Interim Progress Report for the Enhancing Student Learning Report September 2025

Part 2b: Respond to Results

In Review of Year 4 of Dim luu-ts'ipkw hli gawisit 2021 – 2025

Approved by Board on September 23, 2025

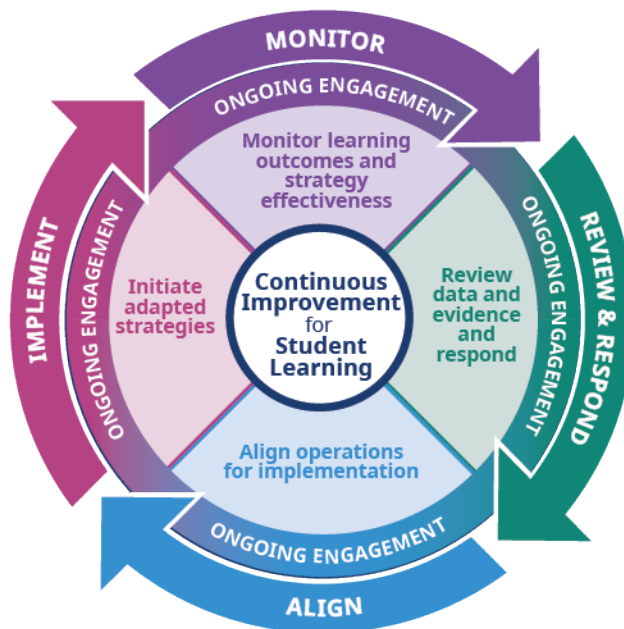# Interim Progress Report for Enhancing Student Learning:

Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a 3-year cycle. In this 3-year cycle, a district team submits a full Enhancing Student Learning report once and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.
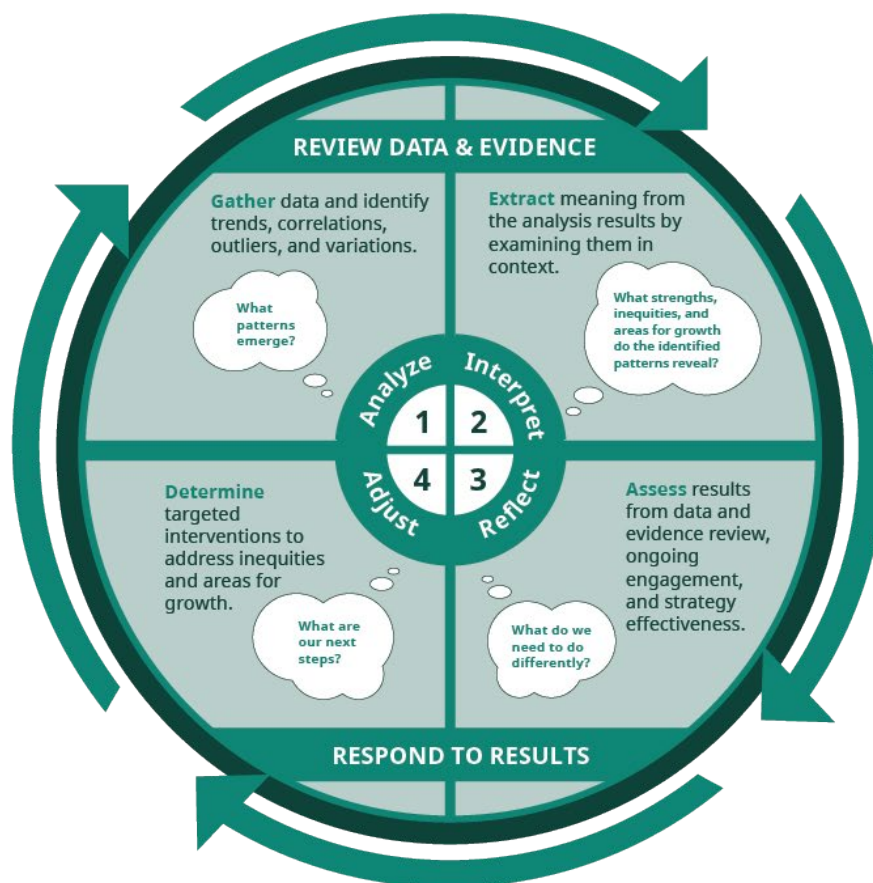
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:

A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This "Review and Respond Cycle" is actioned within the "Review and Respond" portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:

For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

"Indigenous students, children and youth in care, and students with disabilities or diverse abilities" are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board's Strategic Plan within the district is referred to as an "implementation plan". The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Reflect and Adjust Chart

NOTE: The Board of Education launched a new strategic plan in September 2025. Below are the strategic actions from the previous plan, the adjustments and adaptations are aligned with the new strategic plan.

Strategic Plan Priority: Language and Culture - Establish learning environments across the district where Nisga'a language, culture, values, and knowledge systems are deeply embedded, guiding every educational experience and nurturing the whole learner: mind, heart, body, and spirit.

Strategic Plan Objective: Embed Nisga'a language and cultural ways of knowing into design for learning, daily instruction, school environments, and district practices to strengthen identity, belonging, and holistic development.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: • Continue? • Discontinue? • Adapt? • Introduce and implement?
Integration of Nisga'a language and cultural content into instructional design and classroom learning.	Instructional practices vary in cultural integration across schools. Students report low levels of belonging. Embedding culture affirms identity, improves engagement, and aligns with community expectations and Nisga'a learning frameworks.	Cultural content is present in many classrooms, but implementation is inconsistent. Student belonging remains low in survey data.	**Continue:** Cultural integration in instruction. **Adapt:** Develop district-wide cultural benchmarks. **Introduce:** Co-teaching models with fluent speakers. **Discontinue:** One-off cultural professional development without instructional relevance.
Professional learning in culturally responsive and trauma-informed practice.	Staff need support to deliver inclusive, identity-affirming instruction and respond to	Staff report continued challenges and are asking for additional support to address student needs.	**Continue:** Trauma-informed and culturally responsive PD.

	trauma-related barriers to learning. Supports inclusive school environments and aligns with district priorities for relational foundations and trauma-informed practices.	Student perception data shows persistent gaps in safety and belonging.	**Adapt:** Embed relational practices into daily routines. **Introduce:** Peer mentoring and coaching models. **Discontinue:** PD not tailored to local context.
Collaboration with fluent speakers and cultural knowledge holders	Limited access to fluent speakers and Elders in daily instruction. Cultural knowledge is not consistently embedded. Elders and fluent speakers are essential for authentic cultural transmission and language revitalization.	Engagement is strong where implemented, but access is uneven across schools.	**Continue:** Partnerships with fluent speakers. **Adapt:** Schedule regular classroom visits and co-teaching. **Introduce:** Cultural mentorship programs. **Discontinue:** Language being taught in isolation, without co-teaching and co-instructional planning.

Strategic Plan Priority: Empowered and Inspired Learners - Champion holistic learner success by fostering well-being, cultural identity, and future-ready competencies, particularly literacy and numeracy, to ensure that every student is engaged in meaningful, inclusive, and empowering learning pathways.

Strategic Plan Objective: Improve literacy and numeracy outcomes through inclusive, culturally affirming instruction and early intervention, while supporting student well-being and readiness for grade-to-grade, and post-secondary transitions.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Equity-Focused Literacy Supports	Students with designations and CYIC face additional barriers to literacy success. Achievement remains below provincial norms. Literacy is foundational. Equity-focused supports, address systemic barriers and aligns with district priorities.	Achievement gaps persist. Internal reviews confirm barriers for priority populations and impact equitable access and outcomes Existing strategies have not produced sufficient progress; instructional practices remain inconsistent.	**Continue:** Targeted literacy supports. **Adapt:** Expand early intervention and formative assessment. Implement universal screening tool consistently to identify explicit instructional intervention for each learner. **Introduce:** Professional development series focused on explicit, systematic literacy instruction, tailored to local context. Evidence-based and

			structured literacy framework developed and implemented. Establish instructional coherence across schools to reduce variability and improve outcomes for all learners. **Discontinue:** Generic interventions without cultural relevance.
System-Wide Numeracy Strategy	Numeracy achievement is critically low despite high participation. Instructional gaps are evident. A district-wide approach is needed to address persistent underperformance and ensure readiness for transitions. Early intervention can prevent long-term underperformance.	Achievement remains near zero in some grades. Transition rates are high but may mask readiness issues. Limited coherent approach to RTI implementation, achievement gains are limited and inconsistent.	**Continue:** Numeracy PD and early supports. **Adapt:** Focus PD on conceptual understanding and problem-solving. **Introduce:** Cross-disciplinary literacy-numeracy strategies. **Discontinue:** Isolated numeracy interventions without formative data.
Monitoring and Data-Informed Planning	Historically, low participation limits data reliability and responsive instructional planning to support each learner. Graduation and post-secondary transition rates are volatile. Masked data limits visibility into equity impacts. Monitoring is essential for responsive planning and aligns district priorities for equity and improvement. Participation is essential for monitoring progress and informing interventions.	Participation now exceeds provincial averages in Grades 4 and 7. Grade 10 remains inconsistent. Administration and participation in local assessments not consistent across the district Internal data use is increasing at district level, limited use at school levels.	**Continue:** Internal monitoring and data review **Adapt:** Consistent assessment administration calendar and data collection. **Introduce:** Student-led data literacy initiatives. **Discontinue:** Passive approaches to assessment scheduling.

| Literacy and numeracy professional development | Achievement remains below provincial norms, especially in numeracy.

Build instructional capacity to address foundational skill gaps. | Literacy PD shows moderate impact; numeracy outcomes remain critically low. | **Continue:** Literacy PD with cultural integration.

Adapt: Numeracy PD to focus on conceptual understanding, growth mindset and critical thinking

Introduce: Establish Communities of Practice to develop cross-disciplinary literacy-numeracy instructional strategies

Discontinue: PD without follow-up coaching or classroom modeling. |