



# Honouring Nisga'a Learners: Looking Back To Move Forward

How NSD 92 Strategic and Operational Implementation  
Plans Align History, Evidence, and Action to Improve Learner  
Success

March 2026

Nisga'a School District 92



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## Introduction

Nisga'a School District 92 (NSD 92) respectfully submits this update report for review by Nisga'a Lisims Government (NLG), community partners and the public. It sets out how the 2025 to 2030 Strategic Plan and the Operational Implementation Plan 2025-26 respond to historical vision, the 2019 comprehensive review, and current evidence from the Enhancing Student Learning and How Are We Doing reports. The report includes explicit indicators, timelines, accountabilities, and partnership commitments.

The report is organized to move from vision to evidence to action. Each part begins with a brief overview, followed by the most relevant evidence, the response already in motion, and the next steps.

**NOTE:** The Appendices at the end of the document contains crosswalk matrices that provide a clear overview of how historical and current evidence are being addressed by the Strategic Plan, Operational Implementation Plans and current actions. A glossary of key terms is provided as well.



Respectfully,

Robert Clifton  
CEO & Superintendent of Schools

# Executive Summary

**Rooted In Culture. Grounded In Community.  
Growing Every Learner.**

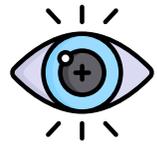


- Historical direction remains the north star. McKay’s call for a locally governed, bicultural and bilingual district aligns with current priorities, planning and actions. A crosswalk shows how each element of that vision is now operationalized through strategic priorities and actions.
- The 2019 Review is still directionally correct for secondary proficiency, attendance, and belonging. Early grades show improvement, while Grade 10 proficiency, Science 10, senior attendance, and secondary belonging remain priority areas.
- Year One actions have stabilized operations and launched a disciplined improvement cycle. Governance routines, literacy and numeracy frameworks, RTI and MTSS, policy modernization, and strengthened partnerships are in place.
- Explicit targets and timelines are set. Examples include a minimum 90 percent Grade 10 assessment participation target for 2026 to 2027 and a language proficiency pathway with daily learning and developing or better status for a majority of students by 2030.
- As a transparent reporting cadence is established. NSD 92 will provide evidence reviews, , and monthly summaries on progress delivered to the Board at public meetings with materials shared to NLG and partners.
- Year One actions have stabilized NSD 92 operations and established a disciplined improvement cycle focused on language and culture, literacy and numeracy, inclusive supports, leadership, and systems modernization.
- Evidence from the Enhancing Student Learning report and the How Are We Doing report confirms progress in early grades and identifies continued gaps at secondary. The response plan targets Grade 10 proficiency, Science 10 improvement, senior attendance, and secondary belonging.
- Strengthening partnerships with Nisga’a Valley Health Authority, Nisga’a Language and Culture Directorate and Provincial School Outreach Program will fortify the circle of care and cultural guidance needed to sustain improvement.



# Part A.

## Honouring Historical Nisga'a Leadership Vision



### Overview

Alvin A. McKay documented the development of education in the Nass, the harms of externally directed systems, and the Nisga'a leaders' priority of local control, bicultural and bilingual learning, and Kindergarten to Grade 12 schooling in the valley. Alvin A. McKay traced the movement from externally controlled schooling toward desired local governance in the Nass and identified conditions for success. These include accountable governance, bicultural and bilingual learning, keeping learners at home from Kindergarten to Grade 12, qualified teachers with on site leadership, modern facilities, data informed monitoring, and meaningful parent and community participation.

The Strategic Plan 2025 to 2030 and the Operational Implementation Plan show the district delivering on this vision through four priorities that embed language and culture in daily practice, strengthen instructional discipline, and secure the system conditions that sustain improvement.



### Key Findings From The Historical Record

- Externally controlled schooling produced miseducation and cultural harm over many decades.
- Outside agencies ran schools with minimal local voice and irregular supervision.
- Curriculum was fragmented, outdated, and culturally irrelevant.
- Staffing was unstable and educators were under supported.
- Facilities and maintenance were neglected and reactive.
- Boarding and residential placements harmed learners and families by separating children from community.
- Parents and communities lacked meaningful participation and voice.
- Financial structures were misaligned with educational purpose and limited funds reaching classrooms.
- A locally governed bicultural and bilingual district was the remedy and led to the formation of School District No. 92 in 1975.
- Immediate priorities included building central administration in the Nass, recruiting qualified teachers, implementing bicultural and bilingual curriculum, modernizing facilities, and establishing supervisory routines.





### Overview

The 2019 Review provided a thorough assessment of student outcomes, system structures, governance, and alignment with the Nisga'a Vision for Education. Findings included persistent achievement gaps, leadership instability, limited course offerings, recruitment and retention challenges, insufficient special education supports, and misalignment between district practice and the Nisga'a vision.



### Key Findings

- Persistent achievement gaps with very low secondary proficiency and high absenteeism.
- Inconsistent integration of Nisga'a language and culture and lack of a unified curriculum.
- Leadership instability and limited culturally competent leadership capacity.
- Teacher shortages, retention challenges, and housing barriers.
- Underdeveloped special education systems and low designation rates relative to need.
- Low literacy and numeracy performance, inconsistent assessment practices, and insufficient professional development.
- Student safety and wellbeing concerns and variable parent experience.
- Governance misalignment between provincial structures and Nisga'a aspirations.
- Dogwood completion improved from 11 percent in 2016 to 64 percent in 2017 to 2018 but remained below provincial levels.
- By Grade 7, 71 percent of learners were not meeting expectations in reading and 86 percent were not yet meeting expectations in math.
- Chronic absenteeism averaged about 20 days per student per year, equivalent to losing one to two full school years over Kindergarten to Grade 12.
- Only 0.8 FTE district numeracy support served the entire district and special education designation rates were about 2.5 percent compared with 25 to 30 percent provincially.



### Recommendations

- Establish a Nisga'a Education Authority to realize oversight over curriculum, language, culture, staffing, governance, and performance systems.
- Create a Nisga'a Student Success Model with wholistic indicators and culturally aligned assessment tools.
- Strengthen language and culture infrastructure including K to 12 curriculum, immersion pathways, Elders in Residence, and land and water-based learning.
- Improve governance, leadership, and accountability with stable and culturally competent leadership, trustee learning, and clear superintendent performance expectations.
- Rebuild literacy and numeracy supports with dedicated specialists, assessment systems, and teacher professional learning communities.
- Strengthen special education with redesigned systems, EA training, robust IEPs, and accurate designation.
- Address recruitment, retention, and housing with incentives, partnerships, and mandatory cultural orientation.
- Improve parent and community engagement through PAC structures and a communication framework grounded in Sayt K'ilim Goot.



# Part C.

## Superintendent Leadership – Impact & System Stabilization



### Overview

Superintendent Clifton began official tenure on December 1, 2024, inheriting instability and fragmented systems. Hired as the Assistant Superintendent on August 15, 2024, he conducted a gap and SWOT analysis in October 2024 which confirmed the need for rapid stabilization. The following six months he focused on responding to system instability while also planning for a comprehensive response through the development of a new Strategic Plan and an accompanying Operational Implementation Plan to support improvement across all aspects of the Nisga'a School District. At the time of the publication of this report, we are six months into the first year of implementation of the 2025 to 2030 Strategic Plan.

Despite inheriting long standing challenges, from December 2024 - June 2025, Superintendent Clifton initiated a coordinated effort to stabilize operations, rebuild foundational systems, restore coherence, improve governance clarity, and deploy operational infrastructure required to support effective implementation of the Board's strategic direction. This work has been instrumental in shifting NSD 92 from a reactive environment to one that is increasingly proactive, evidence informed, culturally grounded, and improvement oriented.

With the publication of the Strategic Plan and Operational Implementation Plan 2025-2030, NSD 92 now has a clear strategic roadmap, updated governance structures, aligned instructional systems, enhanced data infrastructure, stronger partnerships with NVHA and NLCD, improved staff capacity, and a reinforced focus on culture, identity, wellbeing, and academic success.



### Progress and Improvements In First Year

- Governance and strategic alignment including new education and business committee terms of reference and structures, improved meeting systems and cadence, and completing a draft Nisga'a Education Agreement.
- Data informed decision making including real time attendance indicators, a foundation for a local data dashboard, and professional learning in data literacy for senior staff and school administration.
- Student learning improvements through district frameworks in literacy and numeracy, strengthened Response to Intervention (RTI) structures, and culturally responsive restorative practices.
- Staffing and leadership with recruitment focus prioritizing candidates who are present in the Nass Valley, mentorship and coaching for principals and vice principals, created job descriptions and mapped role responsibilities across all departments/domains, conducted succession planning.
- Equity, inclusion, and wellbeing through expanded counselling supports, improved IEP quality, and trauma informed practice. School Based Teams (SBT) structures stabilized, partnership with the Provincial School Outreach Program (PSO) to deliver specialist support to designated students across all schools.
- Systems modernization in Education, HR and Finance, policy update plans, technology integration, and facilities planning.



# Coherent Leadership

Every Action, Every Day, Builds a Stronger Future Together.



## Targeted Actions & Improvement

### GOVERNANCE

1

- Education and Business Committee terms of reference, improved meeting systems, draft Nisga'a Education Agreement submitted for feedback.
- Clearer decision pathways and oversight with regular strategic progress reviews.

### LEARNING

2

- Literacy Framework finalized, Numeracy Framework nearing completion with pilot tasks, revised School Learning Plans.
- Improved coherence in learning improvement planning and data cycle implementation underway.

### INCLUSION

3

- RTI and MTSS structures launched, IEP audit preparation, consistent SBT processes and follow-up support systems with PSO support.
- Increased consistent student support planning and an increase in assessments completed

### DATA

4

- EdPlan Insight Data Dashboard deployed, real-time monitoring of attendance and localized testing data. Leadership reports and dashboards completed.
- Early warning routines for student disengagement are planned for implementation in 2026 and planning for transparent public reporting underway.

### LEADERSHIP

5

- Mentoring for Senior Leadership ongoing, coaching for principals and vice principals continues, job descriptions completed, role responsibilities mapped across all departments, Aspiring Leaders Program design underway.
- Greater role clarity and professional learning cadence has improved leadership coordination and performance.

### OPERATIONS

6

- Systems and processes modernization underway, including monthly financial statements, internal control review, facilities assessments underway
- Foundation for sustained improvement and stewardship is progressing

# Part D.

## Strategic and Operational Alignment and Implementation



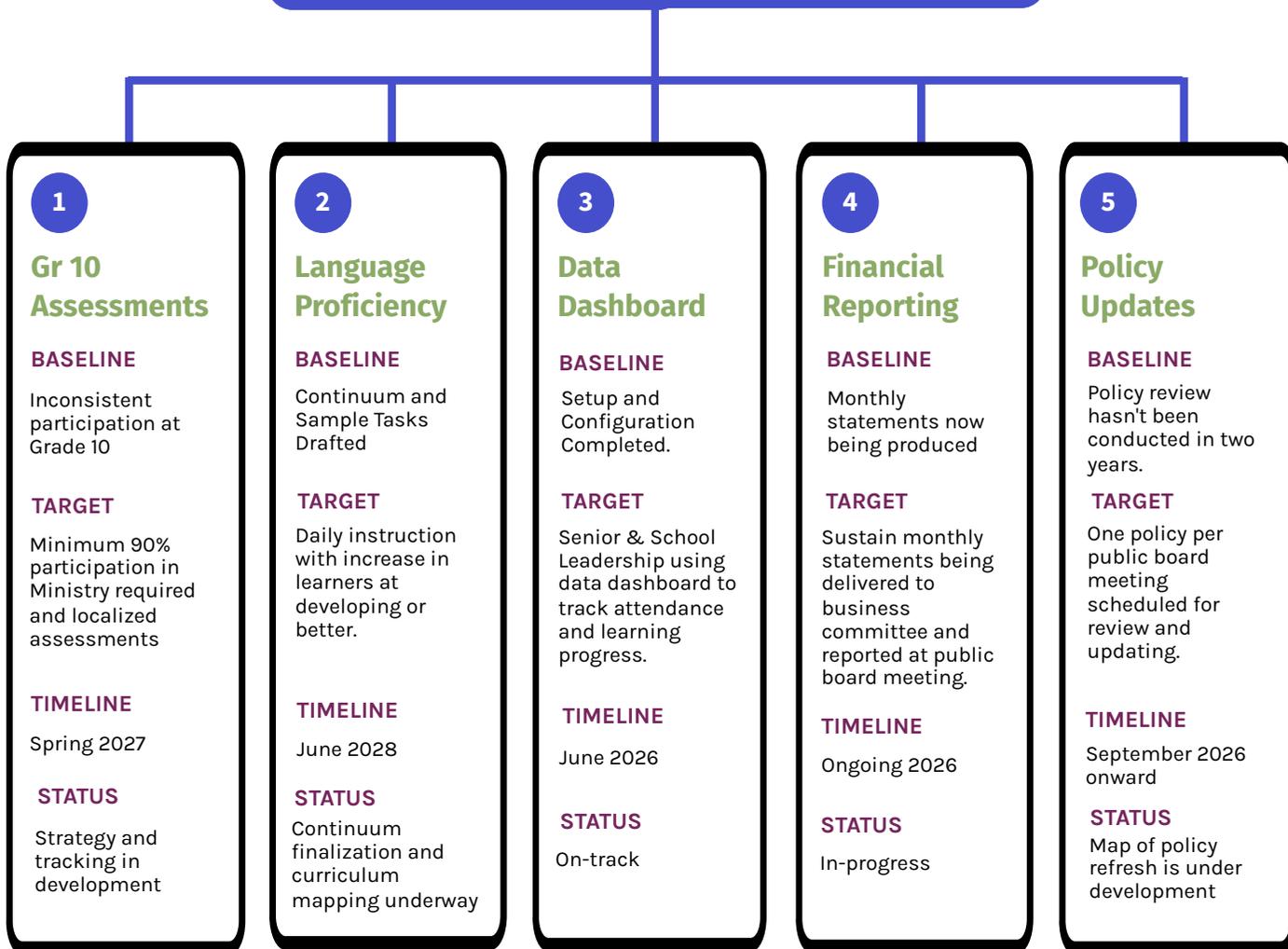
### Overview

The Strategic Plan centers four priorities that respond directly to 2019 findings. The Operations Plan translates these priorities into an annual roadmap with owners, milestones, and measures. Six month status to February 2026 shows traction across language and culture, literacy and numeracy, RTI and MTSS, leadership capacity, and systems modernization.

- ★ **Nisga'a Language and Culture Integration.** Priority One embeds Nisga'a language, culture, values, and knowledge systems in daily learning through a proficiency continuum, curriculum maps, Elders in Residence, and seasonal learning. Six-month evidence shows draft continuum and assessment tasks, with mapping underway in all schools.
- ★ **Literacy and Numeracy Outcomes.** Priority Two sets five-year outcomes for early literacy and numeracy and implements district frameworks, common tasks, and data cycles. Six-month evidence shows the Literacy Framework complete and Numeracy Framework nearing completion with pilot tasks.
- ★ **Attendance, Social Promotion and Transitions.** Priority Two directs an attendance strategy with early warning routines. Priority Four removes barriers through transportation and planning. Six-month evidence shows routines in place and monthly monitoring of chronic absence.
- ★ **Inclusive Education and Student Support Capacity.** Priorities Two, Three, and Four coordinate RTI and MTSS, clarify roles, and modernize systems with IEP goal attainment as a core measure. Six month evidence shows consistent SBT templates and aligned assessments.
- ★ **Leadership Stability, Culture and Evaluation.** Priority Three builds coaching, professional learning, and role clarity. Priority Four modernizes policy and process. Six month evidence shows coaching underway and role descriptions completed. Performance reviews for senior leadership and school administrators near completion.
- ★ **Systems, Data and Accountability,** Priority Four centers evidence and improvement with process mapping, policy modernization, a five-year facilities and transportation plan, transparent financial reporting, and an improvement dashboard.



## Nisga'a School District 92 Overview Of Five Target Areas & Status





### Next Steps

- Finalize and publish the Numeracy Framework and the Nisga'a Language Proficiency Continuum and complete curriculum maps in all schools.
- Implement attendance routines with early outreach and monthly monitoring and continue transportation planning and cultural calendar coordination.
- Continue the IEP update cycle and assessment within RTI and prepare for external audits.
- Bring an initial draft dashboard to the Board by June with baseline indicators and continue policy modernization and administrative procedure updates.
- Launch the Aspiring Leaders Program design phase and finalize leadership growth plans across all exempt positions for 2026 to 2027.
- Recruitment and retention of specialized staff. Mitigation includes early recruitment cycles, leadership coaching, and partnerships to extend service capacity.
- Small cohorts and masked data. Mitigation includes triangulation with internal screeners, course evidence, and cohort counts alongside percentages.
- Implementation variability across schools. Mitigation includes coaching, PLCs, fidelity checks, and common assessment calendars.
- External factors that disrupt attendance and engagement. Mitigation includes NVHA coordination, and strategy planning and shared actions on early warning routines, and re engagement plans.



# Part E.

## Enhancing Student Learning Report 2024–2025



### Overview

Nisga'a School District 92 is showing early momentum, with higher participation and assessment coverage in Grades 4 and 7 that strengthens the evidence base for targeted improvement, and five year graduation recovering from the 2020 to 2021 low point. Under the new Strategic Plan, teams are practicing disciplined reflection through strategy effectiveness ratings and concrete adjustments, with stronger data literacy and transparency that include cautions about small cohorts and a plan to bolster internal assessment. Elementary results indicate most learners are on track in literacy and numeracy, while secondary assessments reveal low proficiency in Grade 10 and mixed course outcomes. Belonging declines from Grade 7 to Grade 12 and Grade 12 Aboriginal chronic absence remains a concern. In response, the district is advancing a numeracy turnaround with early intervention in Grades 4 to 7 and cross disciplinary literacy numeracy strategies, and will lift Grade 10 participation and proficiency through a clear assessment administration calendar and precision teaching with coaching. Secondary belonging, safety, and climate will be strengthened through daily relational routines, Elder and Fluent Speaker co teaching, seasonal and land based learning, and trauma informed practice, while graduation and postsecondary transitions will be supported through case management, flexible Adult Dogwood routes, advising, experiential learning, and navigational supports. Together these actions form a coherent improvement thread that addresses persistent gaps while upholding Sayt K'ilim Goot and a commitment to continuous improvement.



### Evidence of Progress

- Participation and assessment coverage in Grades 4 and 7 are up, improving the evidence base for targeted improvement.
- Five year graduation shows recovery since the 2020 to 2021 low point, narrowing the gap to provincial performance although a gap remains.
- The 2024-2025 report documents disciplined reflection including strategy effectiveness ratings and concrete adjustments under the new Strategic Plan.
- Data literacy and transparency have improved with clear cautions about small cohort limitations and a plan to strengthen internal assessment.
- Grade 4 Literacy: 74 percent On Track, 26 percent Emerging, zero percent Extending.
- Grade 4 Numeracy: 77 percent On Track, 23 percent Emerging, zero percent Extending.
- Grade 7 Literacy: 81 percent On Track, 19 percent Emerging, zero percent Extending.
- Grade 7 Numeracy: reported at 100 percent On Track in a small cohort, zero percent Emerging, zero percent Extending, interpret with caution.
- Secondary assessments: Grade 10 Numeracy two percent Proficient or Extending, Grade 10 Literacy sixteen percent Proficient or Extending.
- Grade 12 Literacy thirty five percent Proficient or Extending.
- Course results: Science 10 nineteen percent at C plus or better; English 10 combined fifty four percent C plus or better; Foundations of Math and Precalculus 10 seventy five percent C plus or better; Workplace Math 10 one hundred percent C plus or better (small sample size cohorts).
- Attendance: Grade 12 chronic absence thirty five percent.
- Belonging: Decreases from Gr 7 - 12. Grade 7 sixty-four percent, Grade 10 fifty-six percent, Grade 11 fifty percent, Grade 12 thirty-three percent reporting belonging.



### Gaps and Needs

Increased early intervention needed for Literacy and Numeracy,

Achievement gaps persist, especially in numeracy and Grade 10 participation.

Belonging and climate indicators are lower at secondary.

Postsecondary transitions fluctuate and require stability through pathways and readiness supports.



### Response and Intervention Threads

Numeracy turnaround through a district strategy, early intervention in Grades 4 to 7, and cross disciplinary literacy numeracy strategies.

Grade 10 proficiency and assessment reliability through a clear administration calendar and precision instruction cycles.

Belonging, safety, and climate improvements at secondary through daily relational routines,

Elder and Fluent Speaker collaboration, seasonal and land based learning, and trauma informed practice.

RESPONSE THREAD	OWNERS AND PARTNERS	IN PROGRESS	NEXT STEPS
<b>Numeracy Turnaround</b>	Director of Instruction, District Principal of Curriculum and Instruction, School Numeracy Leads	Finalize Numeracy Framework, PLC run short teaching cycles with pre and post tasks	Two cycles completed in all classrooms Grades 4 to 7, fidelity documented
<b>Grade 10 Proficiency</b>	Director of Instruction, District Principal of Curriculum and Instruction, School Administration	Assessment calendar and participation playbook, precision teaching cycles in Literacy 10 and Numeracy 10	Ninety percent participation with makeup windows scheduled, class level reteach plans
<b>Belonging &amp; Safety</b>	School Administrators, NVHA, NLCD, and Elders	Relational routines, peer mentorship, Elder collaboration, seasonal learning	Pulse check on belonging and safety and walkthrough artifacts compiled
<b>Graduation &amp; Transitions</b>	Director of Instruction, Circle of Care Coordinator/Graduation Success Coach	Case management lists, advising supports,	Offer and accept counts tracked, graduation pathway reviewed for each student
<b>Attendance Reengagement</b>	School Administrators, SBT, Circle of Care Coaches, NVHA	Weekly lists, same week outreach, co-designed family plans	Median days to first contact reduced and plan completion rates monitored

# Part F.

## How Are We Doing (HAWD) Report 2024-2025



### Overview

Results in Grades 4 and 7 are encouraging for On Track performance. Secondary proficiency remains the central priority. Grade 10 results in Literacy and Numeracy confirm the need for precision intervention, reliable assessment participation, and targeted supports. Secondary science outcomes show a challenge for students achieving a C+ or higher. Course marks are variable, attendance is a risk at senior grades, and student belonging is lower in secondary. These findings align with the current response plan. The district response is already in motion through district frameworks, RTI and MTSS routines, partnership supports with NVHA and NLCD, and a clear set of near-term milestones to June 2026.



### Notes On Evidence Quality and Interpretation

- Indigenous students total 377 with 192 female and 185 male. Resident students on treaty land counts are 375 in September 2024 and 388 in February 2025.
- Small cohort sizes mean single students can shift percentages. For decision making, NSD 92 is pairing percentages with student counts and using course evidence and internal screeners to triangulate trends.
- Masking rules sometimes suppress subgroups. Where masking applies, direction of progress is considered alongside localized school-level formative evidence.



### Key Indicators

- Grade 4 Literacy 74 percent On Track, 26 percent Emerging
- Grade 4 Numeracy 77 percent On Track, 23 percent Emerging
- Grade 7 Literacy 81 percent On Track, 19 percent Emerging
- Grade 7 Numeracy 100 percent On Track
- Grade 10 Numeracy 2 percent Proficient or Extending
- Grade 10 Literacy 16 percent Proficient or Extending
- Grade 12 Literacy 35 percent Proficient or Extending
- Science 10 19 percent C plus or better
- English 10 Combined 54 percent C plus or better
- Chronic Absence Grade 12 - 35 percent
- Student Belonging - Grade 7 64 percent, Grade 10 56 percent, Grade 11 50 percent, Grade 12 33 percent



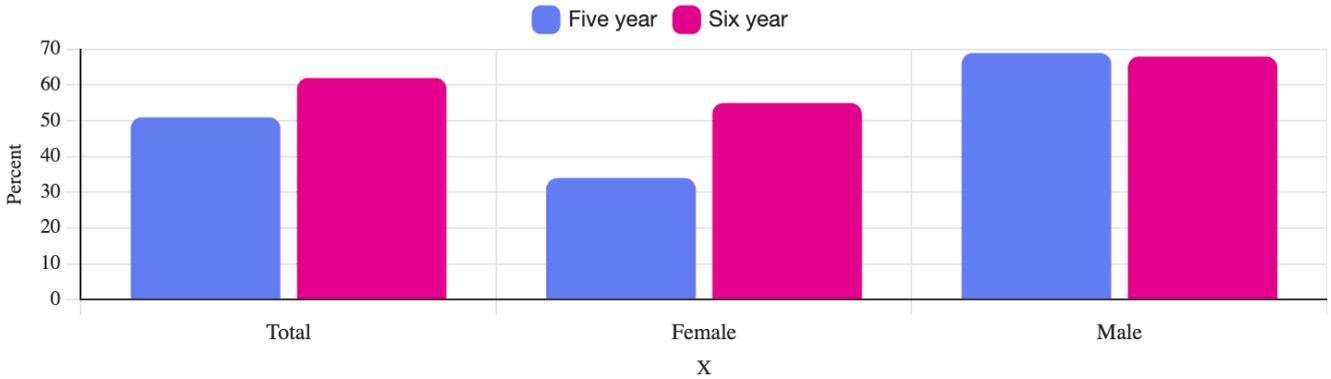
### Next Steps

- Focused interventions to increase Grade 10 proficiency with precision teaching cycles and movement tracking from Developing to Proficient.
- Run a Science 10 improvement sprint with a micro PLC, coaching, and reassessment windows.
- Operationalize the NSD 92 and NVHA early warning and warm handoff process for Grades 10 to 12 with weekly lists and same week outreach.
- Expand Elders in Residence, seasonal learning, and land and water based learning in Grades 8 to 12 with credit bearing tasks.
- Add enrichment cycles in Grades 4 and 7 to lift students into Extending.
- Explore why female students aren't achieving the same completion rates as male students.



## 2019 Cohort- 5 and 6 Year Graduation Rates

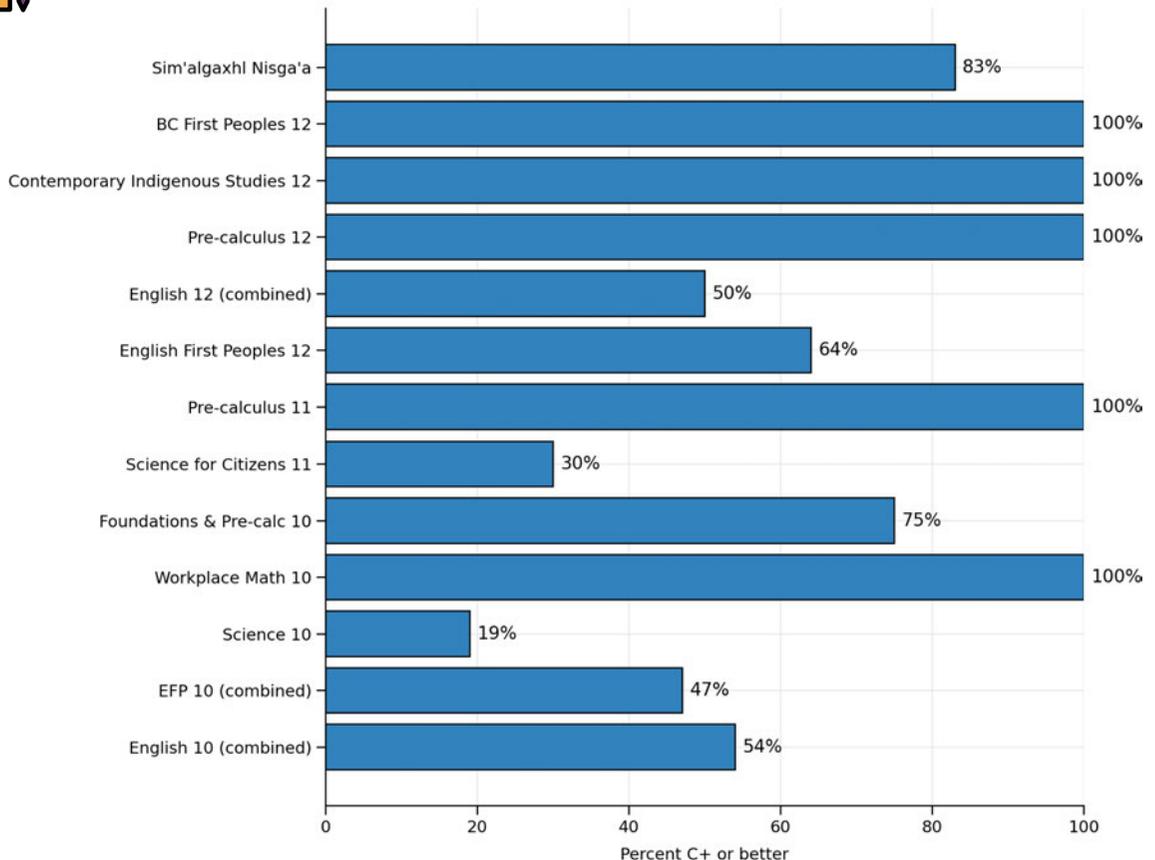
Completion rates 2024 to 2025 by gender



This chart shows those students who entered Grade 8 in 2019 and were expected to graduate. This shows students who graduated within 5 years, or who took an extra year to complete their Grade 12 graduation



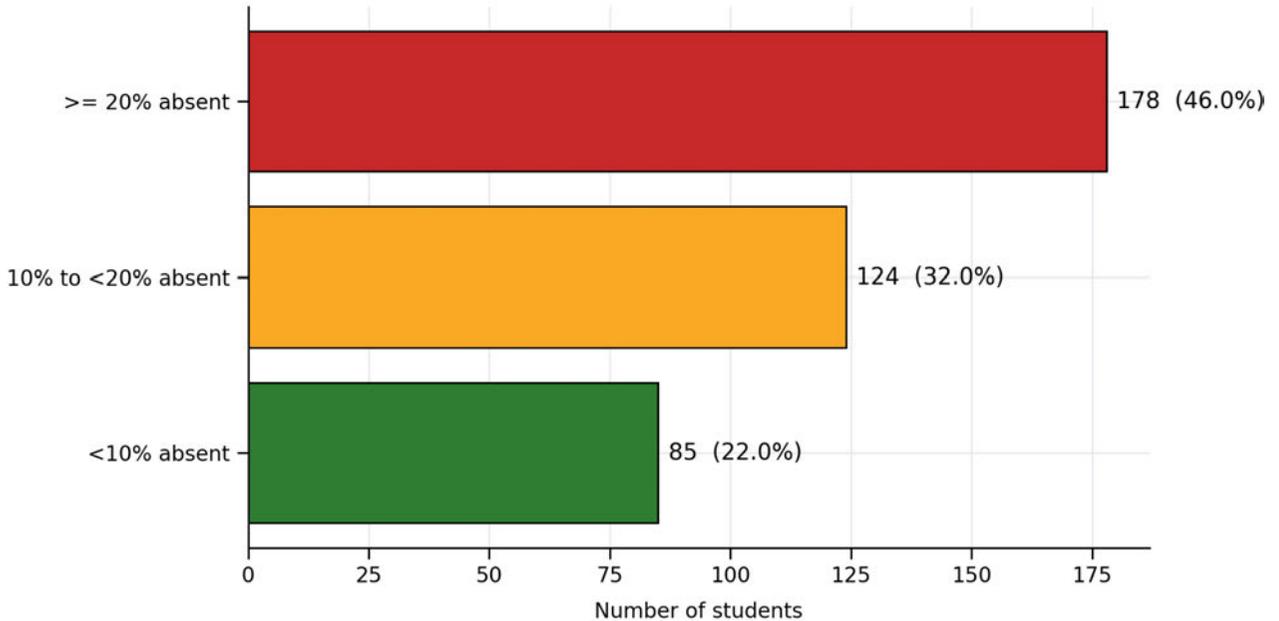
## 2024-2025 Course Marks C+ or Better





## Student Attendance - Absenteeism

NSD 92 Attendance All Schools 2025  
Students by days absent band



Taken together, the pattern indicates a system level challenge that requires timely, coordinated action by students, families, staff, the district, and our community partners.



## Key Indicators

- Of 387 students reported, 178 have missed 20 percent or more of days in session, 124 have missed 10 to under 20 percent, and 85 have missed less than 10 percent. That means 302 students, or 78.04 percent, meet the common definition of chronic absenteeism at 10 percent or more. Severe chronic absenteeism at 20 percent or more is 45.99 percent. Non chronic is 21.96 percent.
- Chronic absenteeism is widely defined in the research as missing at least 10 percent of school days for any reason. The evidence base links chronic absence to lower reading by Grade 3, lower math performance, and lower graduation likelihood, especially when chronic absence persists across years.
- High school absenteeism rates harm student success and can place limits on their range of possibilities for their future success. Schools with higher average days missed show large declines in proficiency across subject areas.

# Part G.

## Chronic Absenteeism – A Call To Action



### Overview

NSD 92 is facing a significant chronic absenteeism challenge. Of 387 students, 178 have missed at least 20 percent of days in session, 124 have missed 10 to under 20 percent, and only 85 are below 10 percent, which means 78.04 percent meet the research based threshold for chronic absenteeism defined as missing 10 percent or more of school days and known to undermine reading by the time students enter Grade 3 and affects their overall achievement and success in all curricular areas.

Our call to action is simple and a shared responsibility. Moving forward we need a coordinated effort so: Students and families commit to every day counts and contact the school immediately when barriers arise. Teachers use quick reentry routines and track supports. Principals run weekly attendance huddles with clear next steps. District leadership aligns transport, calendars, and data supports. Community partners coordinate health and family services to reduce time away. Starting next year we will deploy a focussed approach that has in place an Attendance Success Plan for every student at or above 10 percent absence and review progress weekly so that all learners return to daily learning in the spirit of Sayt K'ilim Goot



### What Is Occurring In Classrooms and Schools

- **Loss of key instruction in core curricular areas**  
When a large share of students miss instruction, teachers cannot maintain the planned sequence and cumulative skill building in literacy and math. Learning progressions stall and reteaching time grows, which reduces depth of coverage for the whole class. This dynamic is well documented in the literature that connects chronic absence to lower achievement in reading and math.
- **Reduced intervention ability and slower response time**  
Chronic absence limits opportunities for targeted small group instruction, assessment of response to intervention, and consistent practice routines. When attendance is irregular, it becomes difficult to deliver evidence based supports with the intensity and frequency required to produce gains.
- **Breaks in continuity of learning and school belonging**  
Extended time away from class disrupts routines, relationships, and a sense of belonging, which further depresses engagement and return to school. High absenteeism at the school level compounds these effects across all learners.
- **Heightened equity risk**  
Research shows that chronic absence disproportionately affects students who already face barriers, which can widen achievement gaps if unaddressed.



## Risk Overview

- **Instructional loss**

The current rates mean many students miss whole units, anchor tasks, and guided practice, especially in numeracy and writing where daily practice matters most. This places Grade 3 reading and foundational numeracy at risk and reduces readiness for later content.

- **Intervention capacity**

With nearly four in five students meeting the chronic threshold, Tier 2 and Tier 3 supports become saturated. School based teams risk shifting from prevention to crisis response, which lowers intervention fidelity.

- **Continuity and culture**

Schoolwide absenteeism erodes classroom norms and continuity for all learners, which research links to large drops in proficiency when average days absent increase across the school.

- **Compliance and accountability context**

Provincial policy emphasizes regular attendance and a board level responsibility for attendance protocols and communication with families. Nisga'a School District 92 practices must align with provincial expectations and local board policy frameworks.



## Targets and Measuring Progress

A mitigation plan for the upcoming 2026-2027 school year is under development. It will place responsibility on everyone. We need to strengthen our circle of care to balance universal prevention, early intervention, and intensive support.

- **Participation and levels**

We will report monthly progress at the public board meetings to report the percent of students below 10 percent absent, 10 to under 20 percent, and 20 percent or more. The immediate goal is to increase the below 10 percent group from 21.96 percent to at least 40 percent, and to reduce the 20 percent or more group from 45.99 percent by at least 10 percentage points.

- **Learning recovery signals**

We will track short cycle gains in literacy and numeracy for students who return to regular attendance. Link those gains to attendance improvement to reinforce the feedback loop. The evidence base indicates that better attendance improves achievement, especially when combined with targeted instruction.



# Part H.

## Literacy & Numeracy Proficiency Grades 1-7



### Overview

The FSA Grade 4 and Grade 7 Literacy and Numeracy results that will anchor our system indicators when triangulated with the Fountas & Pinnell and School Wide Write local screening data. Our early literacy data shows significant needs alongside clear opportunities for growth.



### Key Indicators

#### FSA 2024 to 2025

- Grade 4 Literacy: 85 percent participation, 74 percent On Track, 26 percent Extending.
- Grade 4 Numeracy: 81 percent participation, 77 percent On Track, 23 percent Extending.
- Grade 7 Literacy: 94 percent participation, 81 percent On Track, 19 percent Emerging.
- Grade 7 Numeracy: 94 percent participation, 81 percent On Track, 19 percent Emerging.

#### Fountas and Pinnell, Grades 1 to 7

- Proficient or Extending: 17.58 percent
- Developing to Extending: 30.91 percent.
- Emerging: 69.09 percent.

#### School Wide Write, Grades 1 to 7

- Proficient or Extending: 15.22 percent
- Developing to Extending: 57.97 percent.
- Emerging: 42.03 percent.



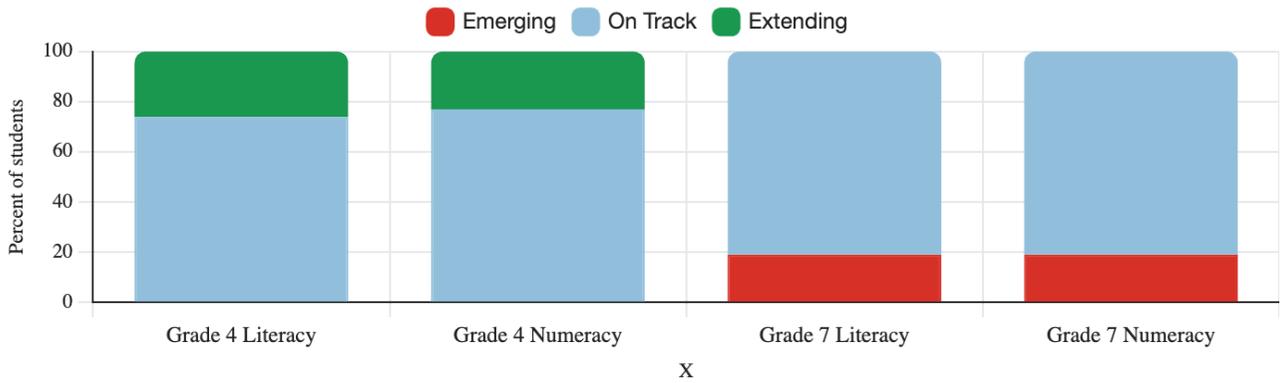
### Next Steps

- Strengthen core instruction in literacy and numeracy through our NSD 92 Frameworks so that classroom practice, intervention, and assessment are coherent from Kindergarten to Grade 9.
- Implement Ministry Early Literacy screening with very high participation so that needs are identified early and supports begin immediately. Early literacy screening is now a provincial requirement beginning in Kindergarten, with the Ministry moving toward a standardized approach for K to 3 and funding in place to support implementation. Screening is brief, evidence informed, and formative. It is not diagnostic.
- Operate a simple RTI system for academics and attendance where every learner has a Learning Success Plan, and where Tier 2 and Tier 3 supports are triggered by clear criteria, frequent progress checks, and data based decisions. Core elements of RTI are universal screening, progress monitoring, and multi level instruction.
- Student Success Plans: One page per student that is readable and actionable. Sections include student strengths, current reading and numeracy focus, accommodations, family commitments, attendance supports where needed, and a next review date.

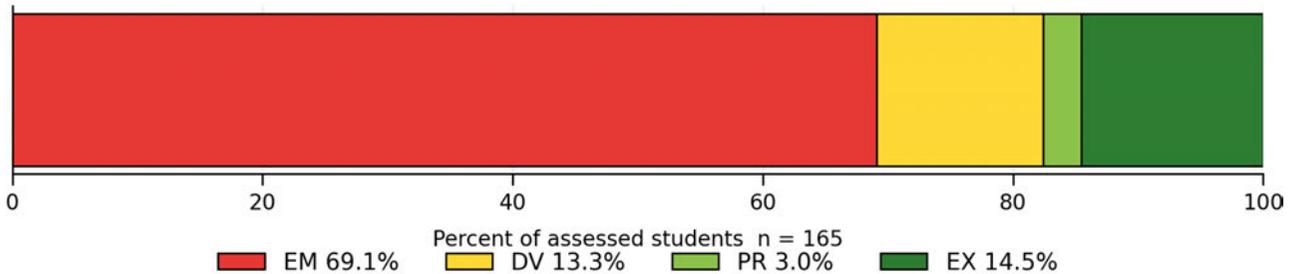


## FSA Literacy & Numeracy

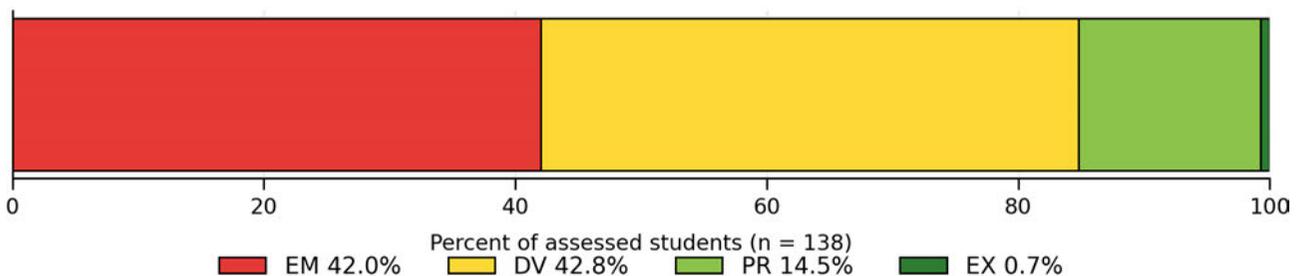
FSA 2024-25 proficiency distributions, Aboriginal students



## Fountas & Pinnell - Grade 1-7 Reading Levels



## School Wide Write - Grade 1-7 Writing Levels



EM = Emerging. DV = Developing. PR = Proficient. EX = Extending

# Part I.

## Strengthening Partnerships With Nisga'a Partners



### Overview

NSD 92 will deepen a braided system of supports with the Nisga'a Valley Health Authority and the Nisga'a Language and Culture Directorate so that health, wellness, language, and culture are fully integrated into teaching and learning. The NVHA partnership will coordinate timely access to mental health and addictions care, pediatric and allied health services such as speech language, occupational therapy, physiotherapy, and audiology, sexual health education and clinics, family support navigation, and staff wellness programming that includes prevention, early intervention, and return to work supports. The NLCD partnership will embed Nisga'a language expertise, cultural guidance, and resource stewardship through curriculum co construction, Elder and Fluent Speaker engagement in classrooms, seasonal and land and water based learning, and professional learning for staff that strengthens identity, belonging, and relational practice.

In addition, NSD 92 will work in partnership with the Nisga'a Education Council, the four Nisga'a Village Governments, and Nisga'a Lisims Government to align planning, accountability, and communication. The IEC is now established with a Terms of Reference that clarifies membership, quorum, meeting cadence, decision making practices, and how written advice flows to the Board. Council members affirmed consensus as the preferred approach and emphasized ongoing communication back to village governments. NSD 92 will schedule meetings with Village Governments for the Board and administrative staff to review progress and to receive input on the Nisga'a Education Agreement. A draft Nisga'a Education Agreement with Nisga'a Lisims Government will formalize a communications protocol, define reporting mechanisms that respect data governance and privacy, and require an annual report on district progress against the objective key results set out in the agreement. Together, these partners will continue to coordinate clear referral pathways, joint case management for complex learners, crisis and attendance responses, and shared improvement cycles through a joint table, shared annual workplans, and regular huddles so that wellness, belonging, attendance, achievement, graduation, and successful transitions improve in a visible and sustained way.

Partnership strengthening meetings between NSD 92 and Nisga'a Child and Family Services are included on next year's workplan to enhance family centered supports in areas of shared responsibility.



### Nisga'a Valley Health Authority

- Regular coordination is established with monthly meetings that include NVHA clinical leaders and partners from BC Children's Hospital, with a shared collaboration space on Microsoft Teams and a shared consent form already in use.
- Pediatric assessments were completed in the fall and winter in all four villages and schools, and vision care access expanded through visiting optometry services.
- Proposed outcomes and practice standards are defined, including predictable school service schedules, clear referral pathways, joint attendance and wellness processes, and a privacy compliant shared view of service status for designated staff.



### Nisga'a Language and Culture Directorate

- A draft Terms of Reference defines the shared purpose to center Nisga'a language, culture, land based learning, and identity affirmation in all NSD 92 schools, with recognition of NSD 92 legacy resource ownership and NLCD stewardship as acknowledged in the November 2023 shared access letter.
- Guiding principles, scope of work, roles, and responsibilities are articulated, including curriculum and pedagogy advice, co construction of classroom resources, delivery of language instruction support, cultural workshops, land and water based learning, professional learning, and resource stewardship with proper protocols and attribution.
- Membership and leadership are outlined with Co Chairs from NSD 92 and NLCD, representation from school leaders and language experts, and a provision for topic specific guests.
- Work planning between the Director of Instruction - Indigenous Education with, with priorities, deliverables, timelines, budgets, a mid year check, a year end report, and success indicators such as student participation, teacher capacity growth, resource production, and family engagement.
- Privacy, cultural protocols, and data stewardship are defined, with NLCD responsible for a resource catalogue and metadata register, and use of stories, images, songs, names, designs, and recordings owned by the district, following NLCD protocols.



### Nisga'a Indigenous Education Council

- The Nisga'a Education Council is now established with a draft Terms of Reference developed pursuant to section 87.005 of the School Act and the Ministerial Order - 217 2024. The Terms of Reference confirm role clarity, quorum, meeting cadence, decision making norms, and how advice flows to the Board.
- A completed Terms of Reference outlines membership, the roles of Chair and Vice-Chair, quorum set at three of the four voting seats, and meeting frequency with at least seven meetings each year of which at least four are in person.
- The Council reviewed its statutory mandate, advisory responsibilities, and priority to strengthen communication among village governments, Nisga'a Lisims Government, and the Board of Education.
- The Council affirmed consensus as the preferred approach to decision making and emphasized that representatives are responsible for regular communication back to village governments.
- The Council discussed oversight of Indigenous Education Targeted Funding which includes review and approval of annual spending plans and monitoring of any prior year surpluses.



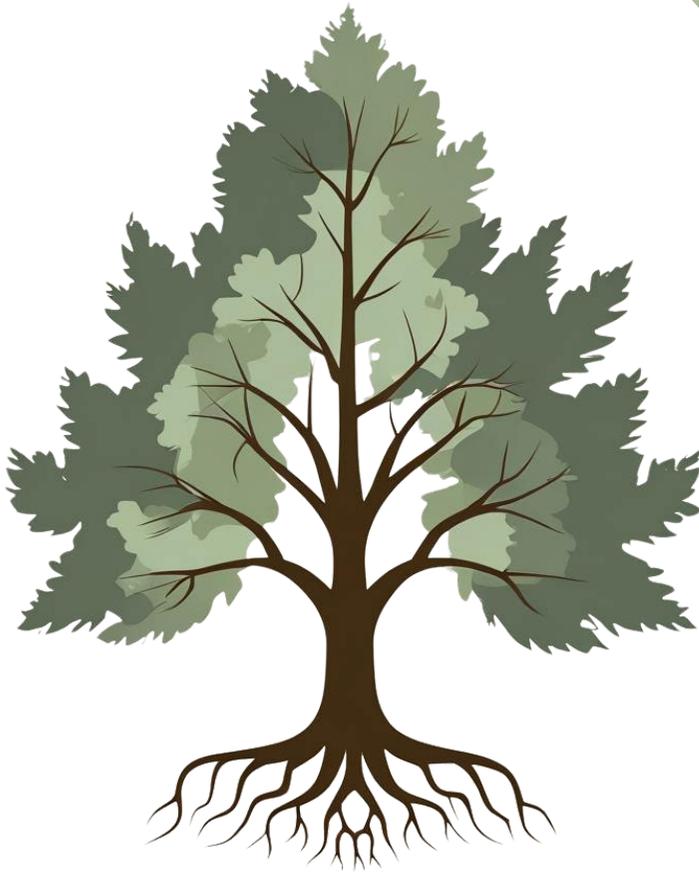
### Nisga'a Village Governments

- NSD 92 will deepen direct engagement with the four Nisga'a Village Governments to strengthen governance relationships and ensure village voice in district planning and accountability. The IEC has emphasized that representatives must maintain consistent communication back to their village governments, and NSD 92 will support this by coordinating dedicated engagement sessions.
- A Board to Governance session will enable village councils to review progress in relation to the Strategic Plan and to provide feedback on the Nisga'a Education Agreement.
- An Administration to Operations session will link school and district leaders with village administration for two way planning on attendance and re engagement.
- A simple feedback loop will record advice and requests from each village, route items appropriately to the Board or to administration.



### Nisga'a Lisims Government

- NSD 92 is committed to strengthening its relationship with Nisga'a Lisims Government to provide updates on district planning, reporting, and accountability.
- This update report was prepared for review by NLG alongside community partners, and it outlines how strategic and operational actions and implementation of a well articulated plan will be made visible through an agreed reporting cadence.
- Three meetings have been held with the Executive Director to discuss current status, references to the 2019 comprehensive report, NEA and the IEC.
- These meetings have supported the completion of a draft Nisga'a Education Agreement and clarified the request to schedule for feedback from Village Governments.
- The draft Nisga'a Education Agreement (NEA) has been submitted to NLG and once signed by both parties, it will formalize how NSD 92 and NLG will work together to improve learner success and uphold Nisga'a language, culture, identity, and wellness across schools and clarify a communications protocol.
- The agreement will define reporting mechanisms so that evidence on attendance, belonging, language and culture, achievement, graduation, and transitions is reviewed at predictable intervals, with appropriate privacy and data governance.
- The agreement will require a yearly report on district progress against objective key results outlined in the agreement, with results shared to NLG, the Board of Education, and the public in alignment with established reporting timelines.



Rooted in Culture.  
Grounded In Community.  
Growing Every Learner.

## APPENDICES

- A- Crosswalk From Nisga'a Leadership Vision To Current Priorities
- B- Crosswalk 2019 Review To 2025 to 2030 Plans and Six-Month Evidence
- C- NSD 92 Strategic Plan KPI Comparison With 2024 to 2025 HAWD Results
- D- NVHA and NLCD Partnership Crosswalk
- E- Glossary

## Appendix A. Crosswalk From Nisga'a Leadership Vision To Current Priorities

Nisga'a Leaders Vision Element	NSD 92 Strategic Priorities and Operational Commitments
Local autonomy with accountable governance and community voice	Priority Four Strengthening Foundations. Clear roles, policy and procedure updates, internal controls, and public reporting.
Bicultural and bilingual program in parallel with BC curriculum	Priority One Language and Culture. Language proficiency continuum, curriculum mapping, Elders in Residence, and seasonal learning.
Keep learners at home through Kindergarten to Grade 12	Priority Two Empowered and Inspired Learners and Priority Four Strengthening Foundations. Attendance and re engagement routines and transportation planning.
Qualified teachers, supervision, and leadership on site	Priority Three Thriving Staff and Collaborative Leadership. Coaching, professional learning, role descriptions, and succession.
Curriculum aligned to BC standards and enriched locally	Priority One and Two. Literacy and numeracy frameworks and curriculum maps that embed Nisga'a content.
Facilities and maintenance that match educational purpose	Priority Four. Five year facilities planning and modernization.
Data, monitoring, and accountability	Priority Four. Public improvement dashboard, evidence reviews, and routine reporting to the Board.
English as a second language with strength in Nisga'a language	Priority One and Two. Language continuum with performance tasks paired with early literacy screeners and targeted interventions.
Parent and community engagement	Operational commitments such as engagement forums, PAC formation support, and the Parent Question Series.
Financial clarity and stewardship	Priority Four. Monthly financial statements and internal control review with action tracking.

## Appendix B. Crosswalk 2019 Review To 2025 to 2030 Plans and Six-Month Evidence

2019 Finding or Recommendation	Strategic Plan Alignment	Operations Plan Action	Six Month Progress to Feb 2026
Inconsistent language and culture provision	Priority One Language and Culture	Language continuum, curriculum maps, Elders in Residence, seasonal learning	Continuum and assessment tasks drafted, mapping underway, pilots complete
Low literacy and numeracy	Priority Two Empowered and Inspired Learners	Literacy and numeracy frameworks, common tasks, data cycles, MTSS	Literacy complete, numeracy near completion with pilot tasks, Cycle One reviews complete
Chronic absenteeism and weak transitions	Priority Two and Priority Four	Early warning routines, outreach, transportation planning	Routines active with monthly monitoring
Under service for students with complex needs and unclear EA roles	Priority Two, Three, and Four	RTI launch, assessment within RTI, role clarity, IEP goal tracking	RTI and assessments organized, IEP updates and audit preparation
Leadership instability and inconsistent evaluation	Priority Three and Priority Four	Professional learning calendar, coaching, role descriptions, evaluation clarity	Calendar running, coaching underway, descriptions drafted
Weak monitoring and public reporting	Priority Four	Process mapping, policy modernization, dashboard, facilities, and financial controls	Mapping and policy updates underway, monthly financials, internal control review, dashboard planning

**Appendix C. NSD 92 Strategic Plan KPI Comparison With 2024 to 2025 HAWD Results**

Strategic Plan KPI	2024 to 2025 HAWD Data	Status and Analysis
Increase foundational literacy in Grades 4 and 7	G4 74 percent On Track, G7 81 percent On Track, no Extending	Partially met with a need to lift the ceiling to Extending
Increase foundational numeracy in Grades 4 and 7	G4 77 percent On Track, G7 100 percent On Track	Promising trend with a need to build Extending tasks
Increase percent Proficient in Grade 10 Literacy and Numeracy	Numeracy 10 2 percent Proficient, Literacy 10 16 percent Proficient	Not met and a central focus of the response plan
Improve Grade 12 Literacy	35 percent Proficient	Partially met with most students still in Developing
Reduce Grade 12 chronic absence	35 percent chronically absent	Not met and targeted through NVHA partnership and early warning routines

## Appendix D. NVHA and NLCD Partnership Crosswalk

2019 Gap	NVHA Concrete Actions	NLCD Concrete Actions	How This Closes The Gap
Chronic absenteeism and lack of early warning	Bi-weekly warning lists, outreach within five days, re engagement plans	Daily language and culture and seasonal learning	Combines proactive outreach with cultural belonging to reduce absence
Unmet mental health needs and inconsistent access	Counselling schedules, case conferences, school consults, small group programs	Cultural safety context for wellness learning	Predictable access and cultural safety improve uptake
Under designation and slow assessments	Annual calendars, functional recommendations, device access	Not applicable	Regularized assessments drive accurate designation and supports
Inconsistent language and culture and no Elder program	Not applicable	Curriculum and assessment co design, resource stewardship, Elders in Residence, land and water based learning, protocols	Systematic cultural infrastructure builds identity and engagement
Fragmented referrals, consent, data, and reporting	Annual consent, joint referral, student support pathway, dashboards, steering table and MOU	Joint committee with co chairs, annual plan and reporting, resource catalogue and metadata	Creates integrated, measurable, accountable cross agency practice

## Appendix E. Glossary

- CI: Continuous Improvement
- IEP: Individualized Education Plan
- MTSS: Multi Tiered System of Supports
- NVHA: Nisga'a Valley Health Authority
- NLCD: Nisga'a Language and Culture Directorate
- PSO: Provincial School Outreach Program
- RTI: Response To Intervention