

Nisga'a

SD092

Enhancing Student Learning Report

September 2026

In Review of Year 2 of “Dim luu-ts’ipkw hli gawisit 2025-2030”



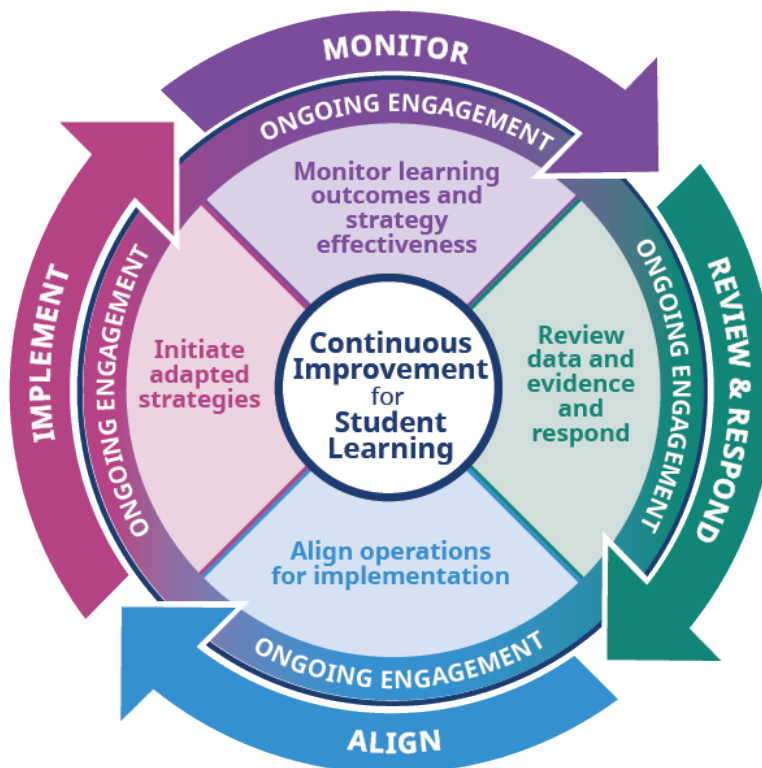
Approved by Board on September 14, 2026

Enhancing Student Learning Report:

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 three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. 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.

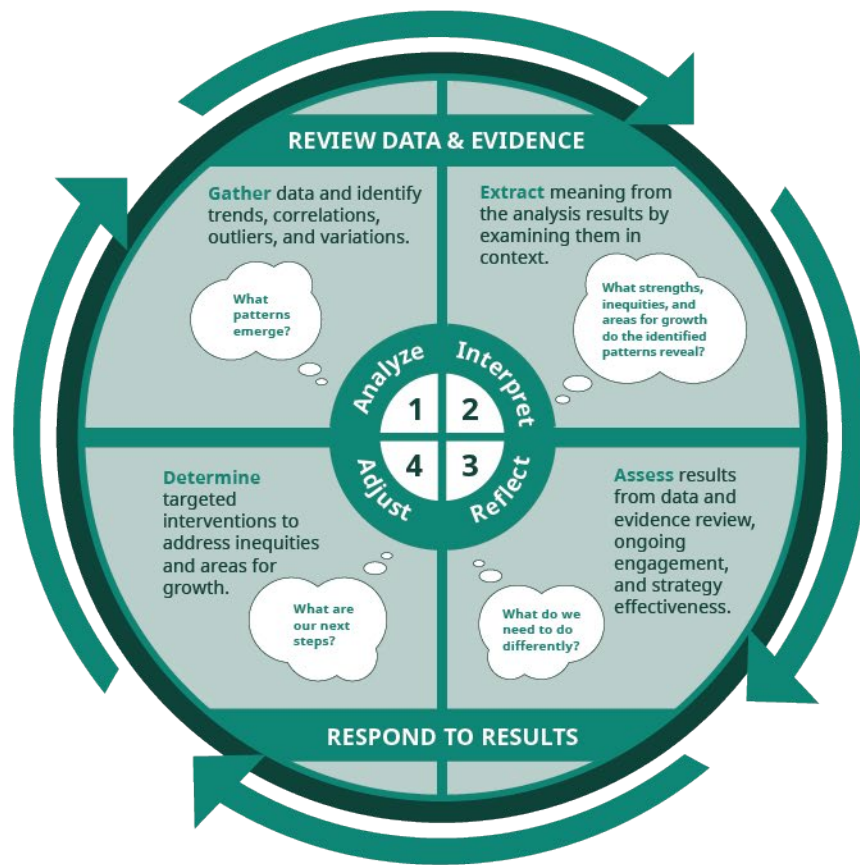
The Report provides information on the district's continuous improvement processes, with a focus on processes included within the **Continuous Improvement Cycle:**



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.

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Review Data and Evidence



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?)

A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

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.

Data that is not displayed as per the above policy is **masked data**.

A note on children and youth in care data:

As of 2026, the children and youth in care (CYIC) cohort was changed to include students from three Care categories:

- In Care,
- Out of Care (Kinship Care), and
- Youth Services.

Previously, only students that were in the In Care or Youth Services category were included in provincial data for the children and youth in care cohort. This update will result in a more comprehensive view of students that have had agreements with the Ministry of Children and Family Development and will result in more students appearing in this category. The category has been renamed from CYIC All Resident Students to CYIC All Legal Groups Resident Students. For a more comprehensive overview, please see the Children and Youth in Care: How Are We Doing? report [here](#).

Interpreting the provincial data graphs

	This marker indicates that the data is masked according to the above policy to protect student privacy.
	This marker indicates that no data is available for this cohort and year. This means there are no students in the selected cohort (i.e., cohort=0).

Intellectual Development

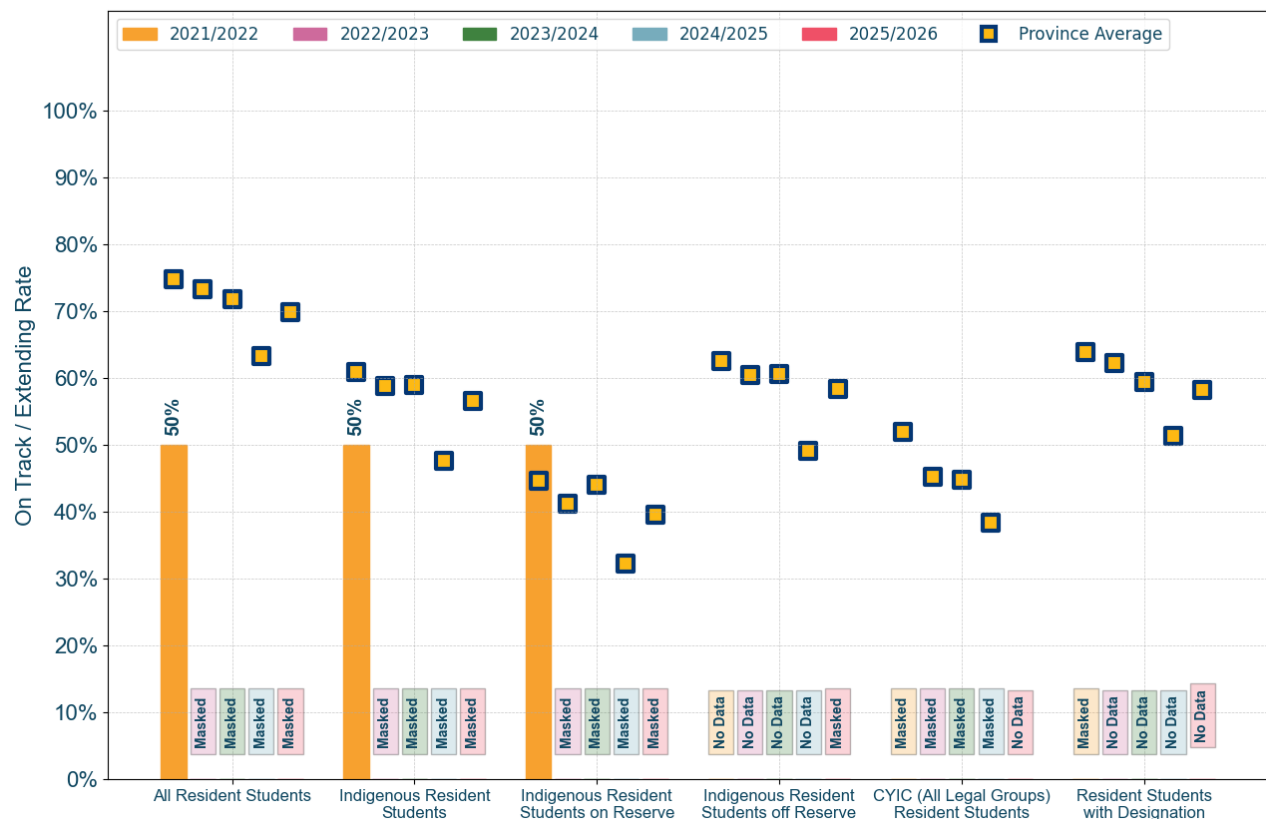
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	34 71%	30 90%	24 96%	27 85%	34 62%
Indigenous Resident Students	34 71%	30 90%	24 96%	27 85%	34 62%
Indigenous Resident Students on Reserve	34 71%	Masked	24 96%	27 85%	Masked
Indigenous Resident Students off Reserve	0	Masked	0	0	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	Masked	0	0	Masked	Masked

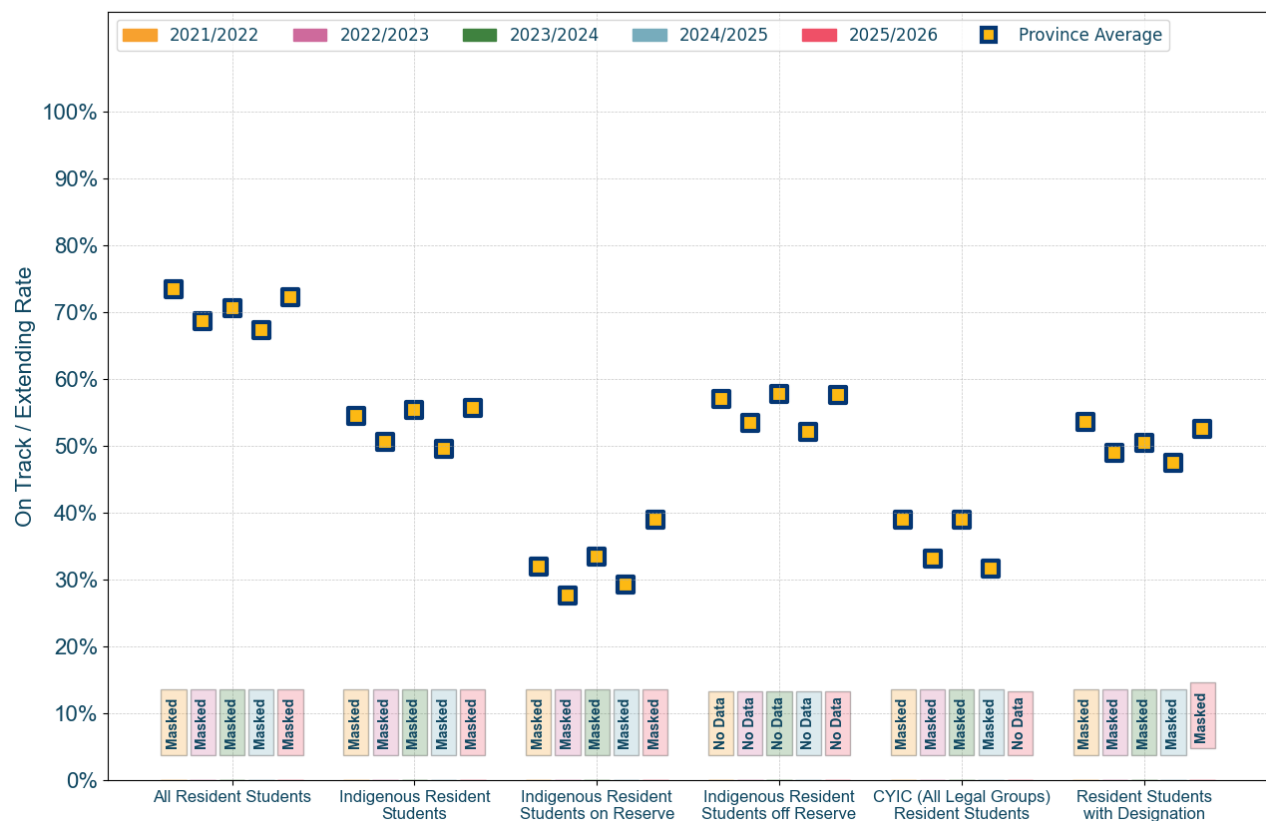
Grade 4 FSA Literacy - On Track / Extending Rate
Nisga'a



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	40 73%	34 88%	17 76%	34 94%	31 74%
Indigenous Resident Students	40 73%	34 88%	17 76%	34 94%	31 74%
Indigenous Resident Students on Reserve	40 73%	34 88%	17 76%	34 94%	31 74%
Indigenous Resident Students off Reserve	0	0	0	0	0
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Grade 7 FSA Literacy - On Track / Extending Rate Nisga'a

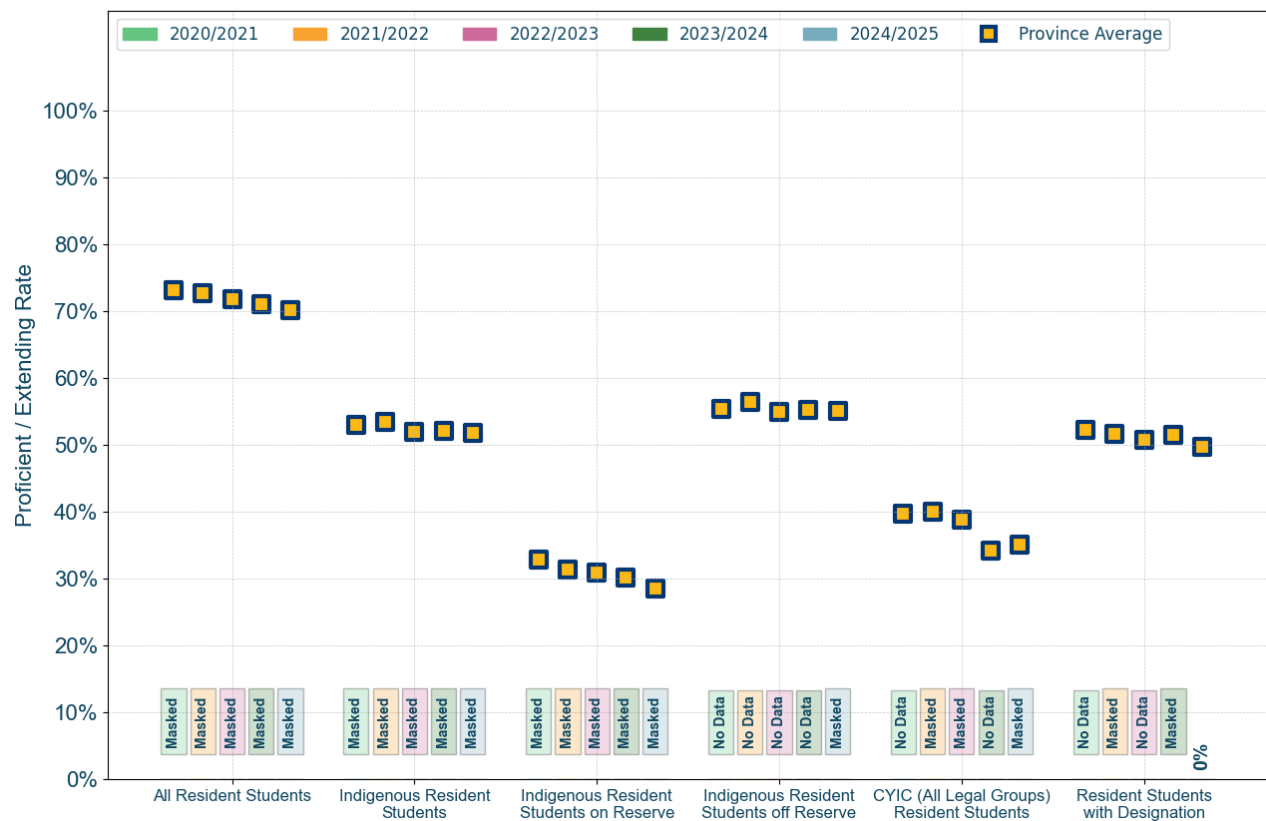


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	33 0%	24 79%	35 0%	28 0%	37 76%
Indigenous Resident Students	33 0%	24 79%	35 0%	28 0%	37 76%
Indigenous Resident Students on Reserve	33 0%	24 79%	35 0%	28 0%	Masked
Indigenous Resident Students off Reserve	0	0	0	0	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	11 0%	Masked	Masked

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Nisga'a



Analysis and Interpretation:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

1. Key context:

- Nisga'a School District is a small district, so literacy results for Grades 4, 7, and 10 should be interpreted with caution. In a small district, year-to-year results can shift quickly, so the most important story is the overall pattern across several years rather than one single result.
- Provincial literacy participation in Grades 4 and 7 was generally strong enough to support broad trend analysis. Grade 10 is best interpreted through overall proficiency patterns rather than year-to-year changes.

2. What new information emerged when comparing the provincial data with relevant local data?

- When looking at localized assessment data in reading and writing alongside provincial literacy measures, a consistent pattern emerges across reading, writing, and classroom-based proficiency evidence: many students are developing literacy skills, while a smaller proportion are consistently demonstrating proficiency across Grades 4, 7, and 10.
- The provincial results show that literacy performance remains below the provincial pattern across Grades 4, 7, and 10. Localized evidence supports this concern, especially in reading, where many students are still building foundational skills.
- Localized writing and classroom evidence show a somewhat stronger picture than the provincial literacy measures. This suggests that some students can show literacy skills in class more consistently than they do on provincial assessments. Taken together, the evidence suggests both a continuing literacy challenge and a need to strengthen how students apply their literacy skills across different settings, including formal assessment tasks.

3. What strengths were identified?

- Participation in provincial literacy assessment has generally been a strength in the elementary years. This supports confidence in the broad literacy trends seen in Grades 4 and 7.
- Localized classroom evidence shows that many early learners (K-3) are moving beyond the earliest stages of literacy development. This suggests there is a foundation to build on across all elementary and secondary year grades.
- Localized writing results are generally stronger than localized reading results. This suggests that many students are showing more success in written classroom tasks than in reading measures, which can help guide next steps for instruction.
- When looking at year to year trends, some cohorts have shown stronger literacy performance than others. While these gains have not yet been consistent over time, they show that

improvement is possible within the district context.

4. What areas for growth were identified:

- **For all Indigenous learners?**

- Because Nisga'a School District is a predominantly Indigenous district, the district wide literacy pattern for all learners is also the pattern for the district's priority learners. This suggests a continued need for sustained, culturally grounded literacy support across Grades 4, 7, and 10.
- Many students are working in the emerging or developing range across reading and writing skill development when looking at classroom evidence and local assessment data. The next step is to move more students from developing to proficient performance and help them show proficiency more consistently across settings as well as providing stronger support in foundational and developing reading skills in the intermediate grade levels.
- Grade 10 literacy remains an important concern. The evidence suggests a need for continued support in comprehension, written expression, and students' ability to show their learning on formal literacy assessments.

- **For children and youth in care?**

- Not applicable for this reporting period. The district had no children and youth in care cohort to report across all areas of this report. The Nisga'a Nation provides care through the Nisga'a Child and Families Services. Those students are not identified in MyEdBC, so we don't have Ministry data to analyze for those students.

- **For students with disabilities or diverse abilities?**

- The Grade 7 FSA Literacy results suggest that students with disabilities or diverse abilities require continued targeted literacy support, differentiated instruction, and close monitoring to help more students move toward consistent proficiency.

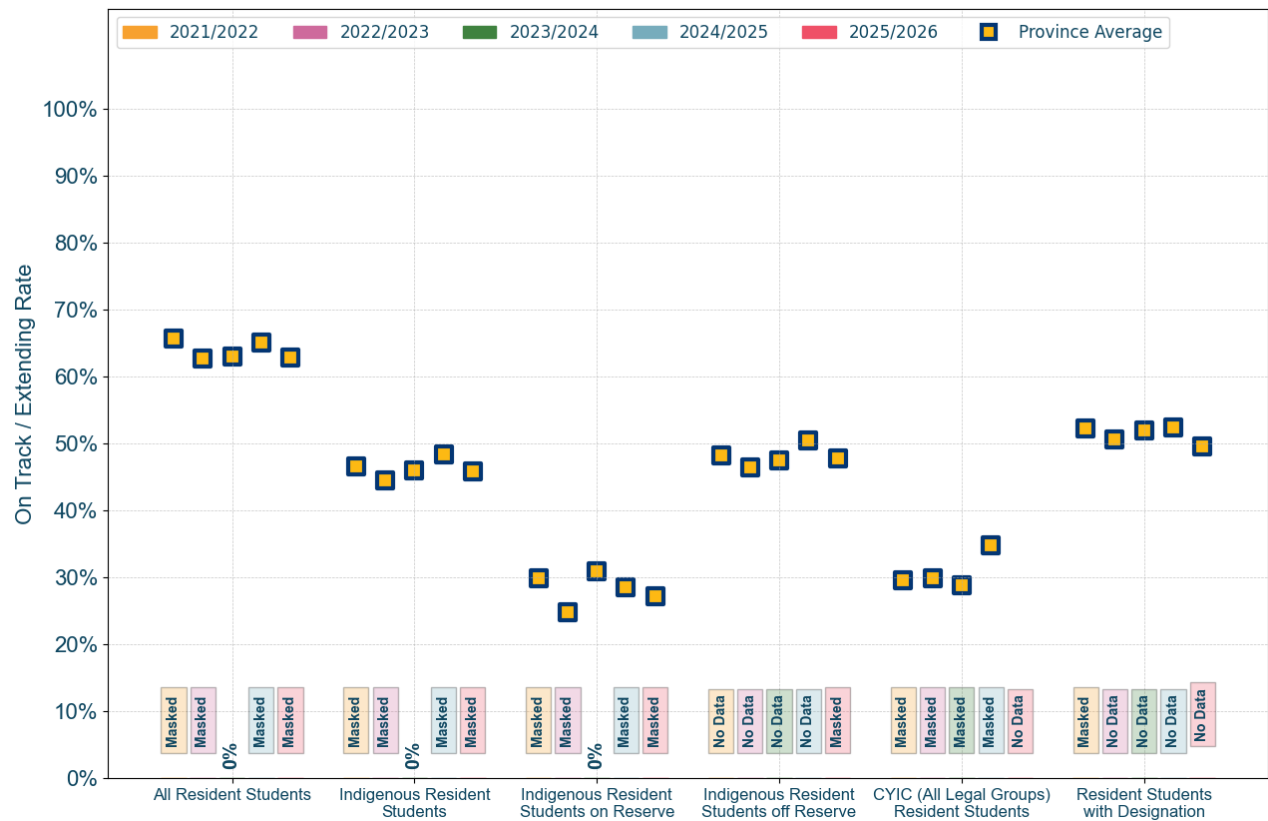
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	34 68%	30 90%	24 96%	27 81%	34 65%
Indigenous Resident Students	34 68%	30 90%	24 96%	27 81%	34 65%
Indigenous Resident Students on Reserve	34 68%	Masked	24 96%	27 81%	Masked
Indigenous Resident Students off Reserve	0	Masked	0	0	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	Masked	0	0	Masked	Masked

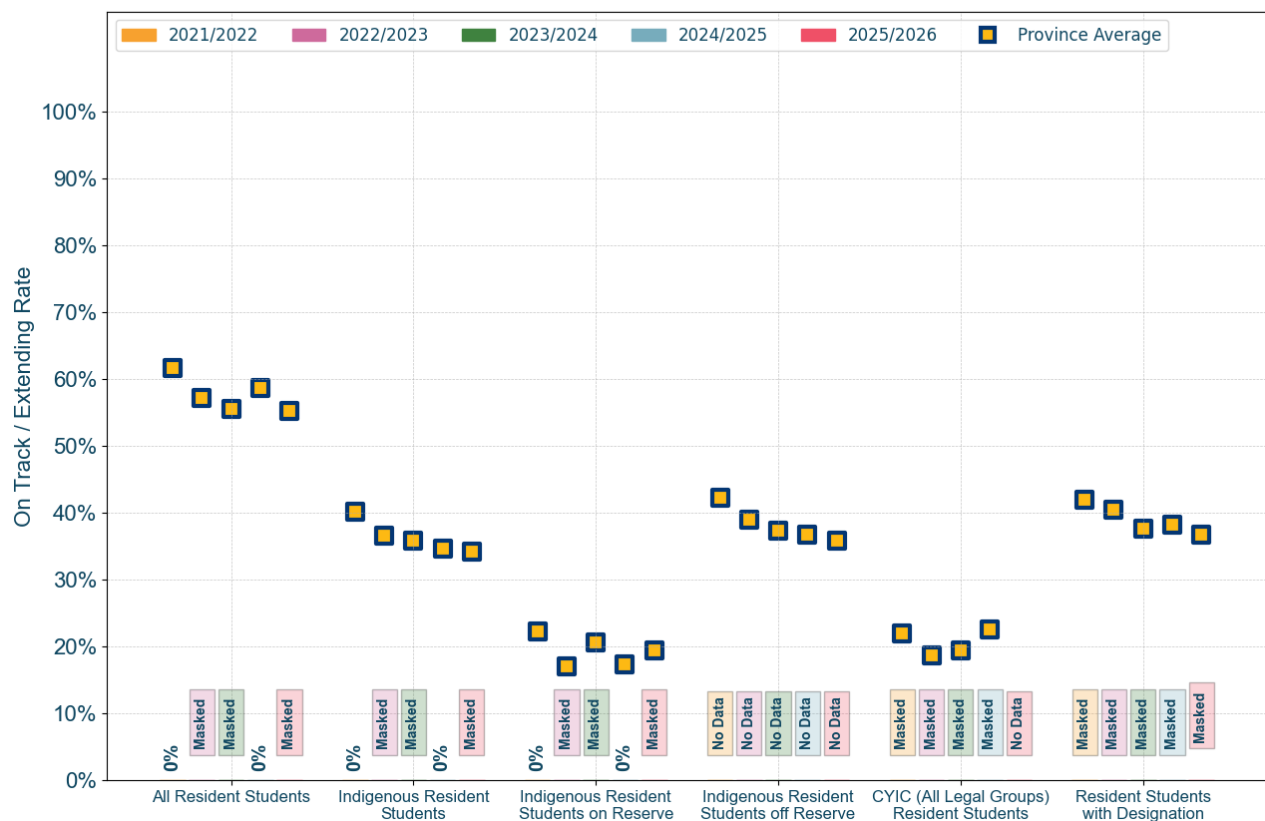
Grade 4 FSA Numeracy - On Track / Extending Rate Nisga'a



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	40 80%	34 85%	17 76%	34 94%	31 71%
Indigenous Resident Students	40 80%	34 85%	17 76%	34 94%	31 71%
Indigenous Resident Students on Reserve	40 80%	34 85%	17 76%	34 94%	31 71%
Indigenous Resident Students off Reserve	0	0	0	0	0
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Grade 7 FSA Numeracy - On Track / Extending Rate Nisga'a

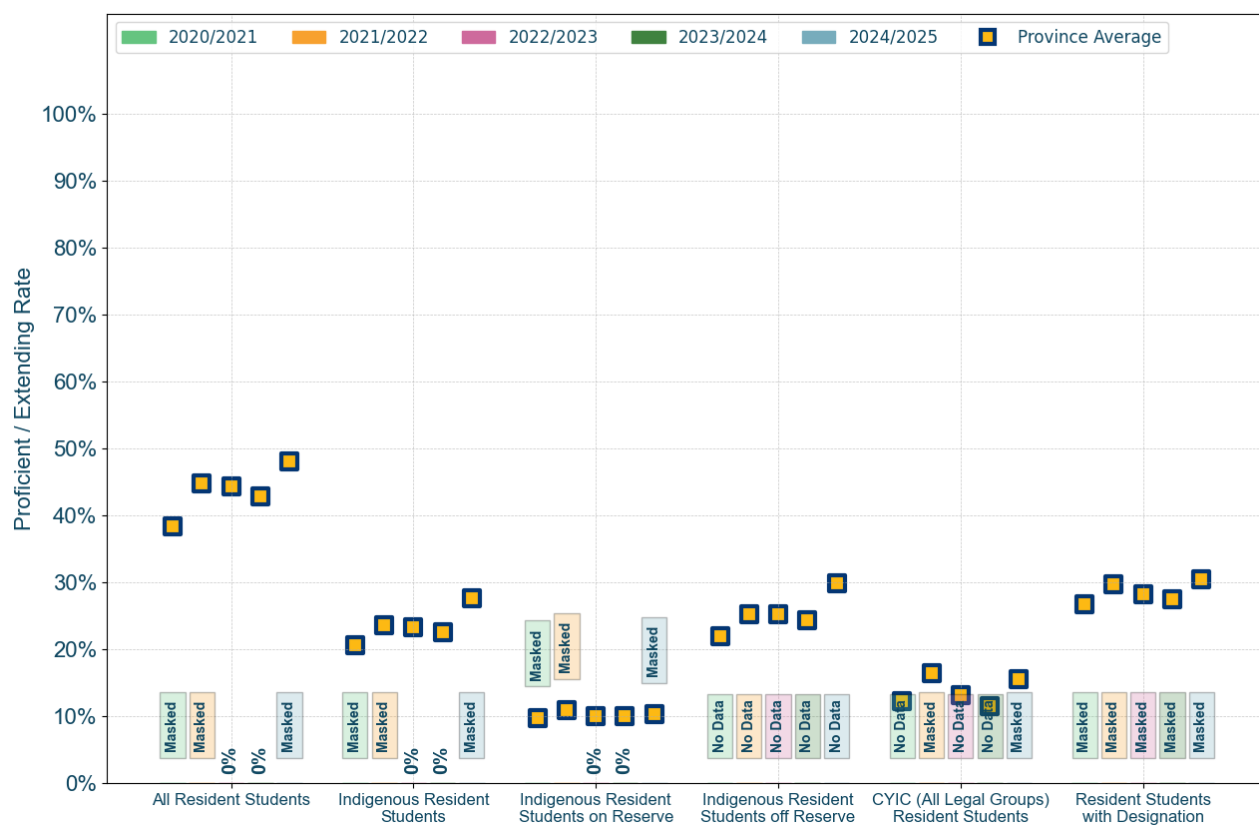


Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	33 0%	Masked	35 0%	28 0%	36 58%
Indigenous Resident Students	33 0%	Masked	35 0%	28 0%	36 58%
Indigenous Resident Students on Reserve	33 0%	Masked	35 0%	28 0%	36 58%
Indigenous Resident Students off Reserve	0	0	0	0	0
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	11 0%	Masked	Masked

Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Nisga'a

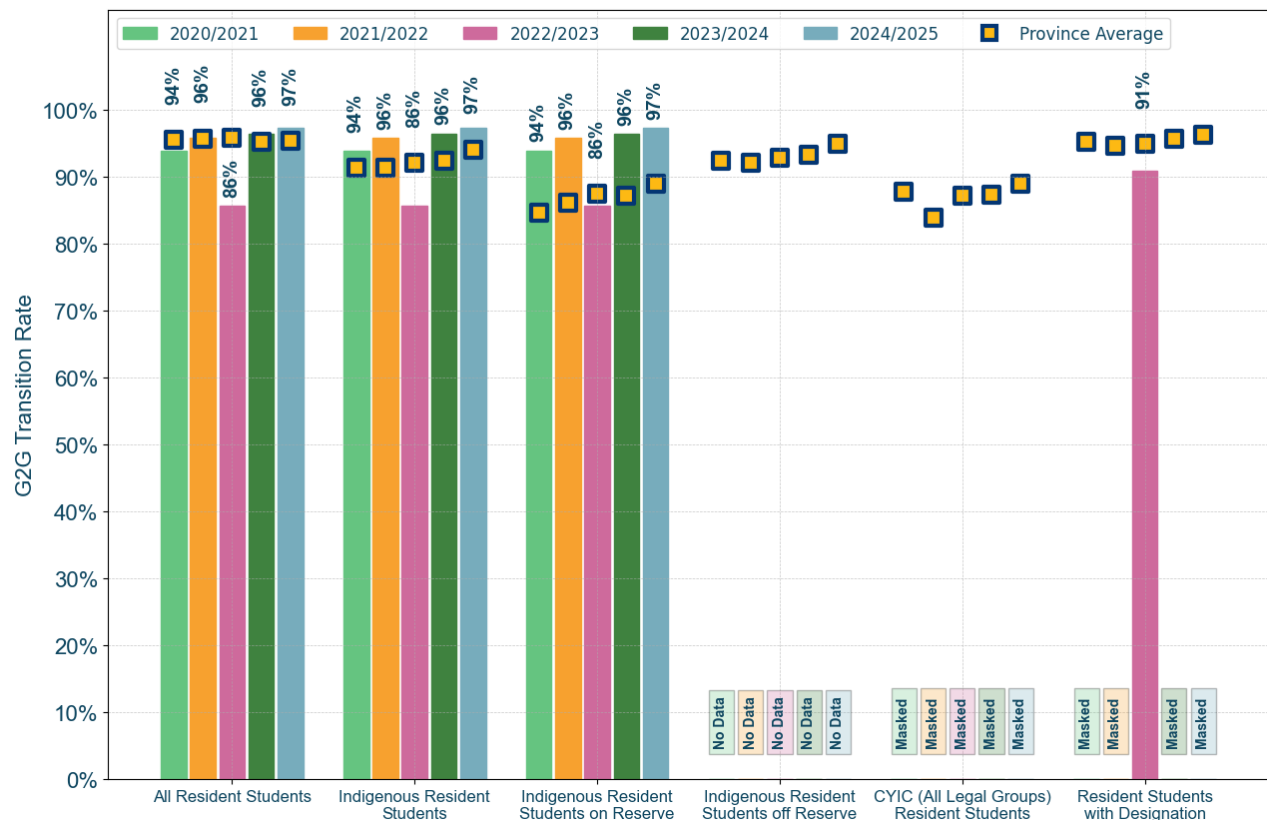


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	33	24	35	28	37
Indigenous Resident Students	33	24	35	28	37
Indigenous Resident Students on Reserve	33	24	35	28	37
Indigenous Resident Students off Reserve	0	0	0	0	0
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	11	Masked	Masked

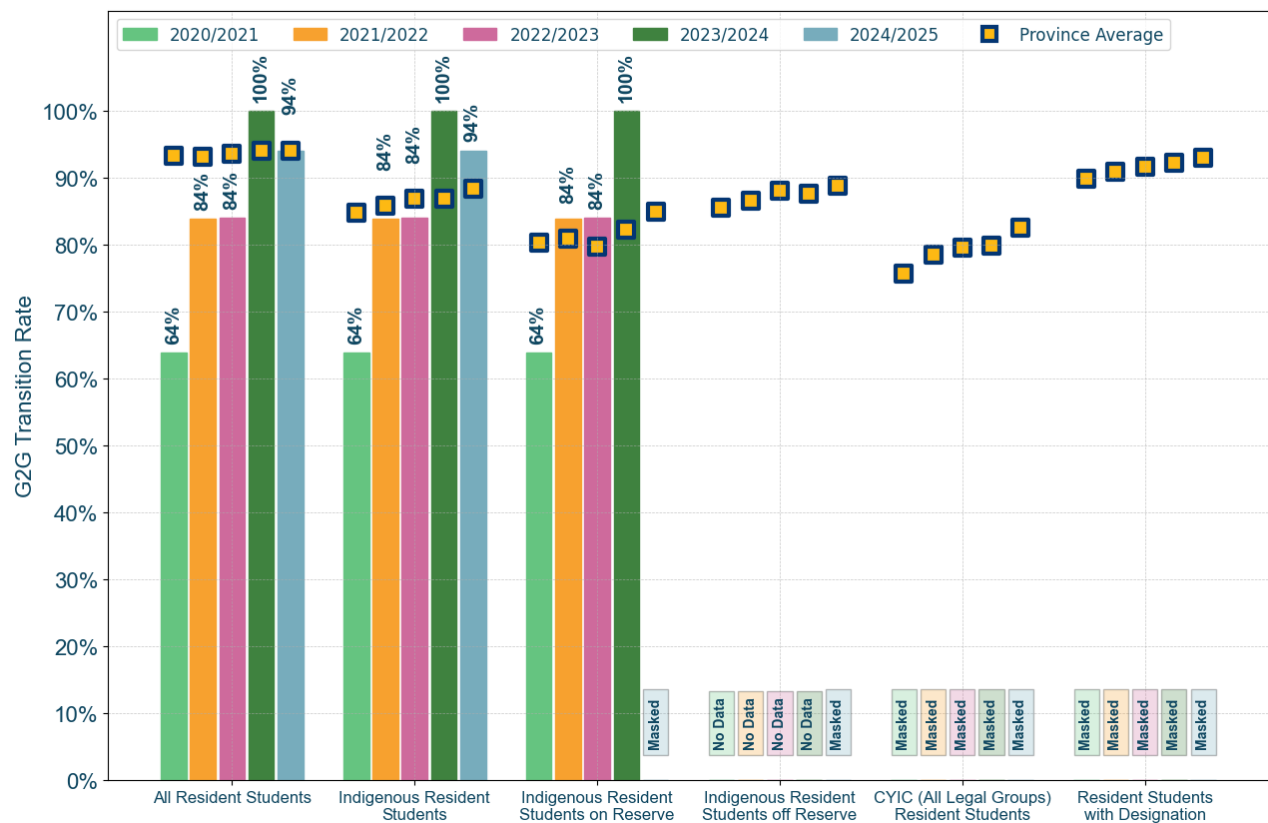
Grade 10 to 11 Transition Rate Nisga'a



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	36	31	25	27	34
Indigenous Resident Students	36	31	25	27	34
Indigenous Resident Students on Reserve	36	31	25	27	Masked
Indigenous Resident Students off Reserve	0	0	0	0	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Grade 11 to 12 Transition Rate Nisga'a



Analysis and Interpretation:

Outcome 2 - Numeracy



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

1. Key context:

- Nisga'a School District is a small district, so numeracy results for Grades 4, 7, and 10 should be interpreted with caution. In a small district, year-to-year results can shift quickly, so the most important story is the overall pattern across several years rather than one single result.
- Provincial numeracy participation in Grades 4 and 7 was generally strong enough to support broad trend analysis. Grade 10 is best interpreted through overall proficiency patterns rather than year-to-year changes.
- When looking at localized assessment data, the district reviewed SNAP, classroom-based numeracy report card data for Grades 4 and 7, and Grade 10 report card performance to build a fuller picture of student learning.

2. What new information emerged when comparing the provincial data with relevant local data?

- When looking at localized assessment data alongside provincial numeracy measures, a clear pattern emerges across Grades 4, 7, and 10: provincial numeracy results remain below the provincial pattern over time, while localized classroom evidence suggests that many students are working in the developing range with some stronger performance in classroom settings.
- Localized evidence suggests that Grade 4 numeracy is stronger than Grade 7 numeracy, especially in SNAP, where more Grade 4 students reached proficient or extending than Grade 7. This suggests that early gains in numeracy may not yet be sustained as strongly into the later elementary grades.
- Classroom based numeracy results for Grades 4 and 7 are somewhat stronger than the provincial FSA pattern. This suggests that some students show numeracy understanding more consistently in classroom work than on provincial assessments.
- Grade 10 shows a similar pattern. Provincial numeracy proficiency remains very low over time, while classroom evidence shows a mixed profile with some students demonstrating moderate to strong achievement. This suggests that students may be able to show some numeracy skills in class, but fewer are consistently demonstrating them on the provincial assessment.

3. What strengths were identified?

- Provincial numeracy participation has generally been a relative strength in the elementary years. This supports confidence in the broad Grade 4 and Grade 7 trend lines.
- When looking at localized classroom evidence, many students are working beyond the earliest stage of numeracy development. Across Grades 4 and 7, most students are in the developing or proficient range in classroom-based numeracy reporting.

- Localized evidence suggests that Grade 4 numeracy is a relative strength. In SNAP, Grade 4 students showed the strongest pattern of proficient performance among the elementary measures reviewed.
- Grade 10 classroom evidence shows that a meaningful group of students is achieving at moderate to strong levels in basic numeracy (Workplace Math) This suggests there is a foundation to build on in the secondary years, even though provincial proficiency remains low.

4. What areas for growth were identified:

- **For all Indigenous learners?**
 - Because Nisga'a School District is a predominantly Indigenous district, the district wide numeracy pattern is also the pattern for the district's priority learners. The evidence suggests a continued need for sustained, culturally grounded numeracy support across Grades 4, 7, and 10.
 - Provincial numeracy results show an ongoing pattern below the province across Grades 4, 7, and 10. This suggests that numeracy remains a district wide area for growth, not a concern in only one grade.
 - Grade 7 and Grade 10 numeracy are key areas for improvement. The provincial pattern suggests that numeracy growth is not yet sustained strongly enough through the middle years and into secondary school.
 - When looking at localized assessment data, many students are working in the developing range. The next step is to move more students from developing to proficient performance and help them show that learning across different settings, including provincial assessments.
 - Grade 10 numeracy remains an important concern. The evidence suggests a need for continued support in number sense, problem solving, and students' ability to demonstrate their numeracy learning in formal assessment settings.

For students with disabilities or diverse abilities?

- Public conclusions for this group should be made with caution because subgroup numbers are very small, and there were no students with designations in Grade 4 or Grade 10 who took the provincial numeracy assessments. The available Grade 7 FSA Numeracy pattern suggests that students with disabilities or diverse abilities require continued targeted numeracy support, differentiated instruction, and close monitoring to help more students move toward consistent proficiency.

Measure 2.3: Grade-to-Grade Transitions

1. Key context:

- Grade to grade transition results should also be interpreted with caution because Nisga'a School District is a small district. In a small district, one cohort can have a noticeable effect on the yearly pattern, so the most important message is the overall trajectory across several years.
- This measure looks at transition success from Grade 10 to 11 and from Grade 11 to 12. Together, these data provide a useful picture of student progression through the senior years.
- Grade to grade transitions are best interpreted alongside other student learning measures, including numeracy achievement, because successful progression from one grade to the next does not always mean that students are meeting provincial expectations in foundational learning such as numeracy.

2. What new information emerged when comparing the provincial data with relevant local data?

- When looking at grade to grade transition data alongside provincial and localized numeracy evidence, a clear picture emerges: many students are moving successfully from Grade 10 to 11 and from Grade 11 to 12, but this stronger transition pattern is not yet matched by strong provincial numeracy proficiency.
- Grade 10 to 11 transitions have generally been strong and close to the provincial pattern, while Grade 11 to 12 transitions showed more variation earlier in the period and improved in recent years. This suggests stronger continuity in senior student progression over time.
- Compared with the numeracy evidence, the transition data suggests that students are continuing through grades at higher rates than they are demonstrating provincial numeracy proficiency. This points to a need to strengthen numeracy learning while students are progressing through the senior years.

3. What strengths were identified?

- Grade 10 to 11 transitions were generally strong across the reporting period and were often close to the provincial pattern. This suggests that most students are continuing into the next grade successfully.
- Grade 11 to 12 transitions showed improvement over time and reached a much stronger pattern in the more recent years. This suggests better continuity and support for students as they move toward graduation.
- When looked at together, the transition data suggests that Nisga'a School District has built stronger student progression in the senior years, especially in the most recent part of the trend.

4. What areas for growth were identified:

- **For all Indigenous learners?**
 - While grade to grade transitions are generally stronger than numeracy proficiency, the district should continue to focus on making sure successful progression is matched by stronger achievement in numeracy.

- Grade 11 to 12 transitions showed more variation earlier in the reporting period, which suggests a need to continue monitoring and supporting students as they move into the final years of secondary school.
- The transition data suggests that students are staying on track for grade progression more consistently than they are demonstrating provincial numeracy proficiency. This highlights the importance of strengthening numeracy support before and during senior grades.
- **For students with disabilities or diverse abilities?**
 - Grade-to-grade transition data suggests that many students with disabilities or diverse abilities are continuing from Grade 10 to 11 and from Grade 11 to 12, but the district should continue to monitor transitions closely and ensure students have individualized planning, course access, credit tracking, and learning supports as they move through the graduation pathway.

Note: This report uses broad public-facing language to protect privacy in a small district context and avoids reporting exact small cohort counts.

Human and Social Development

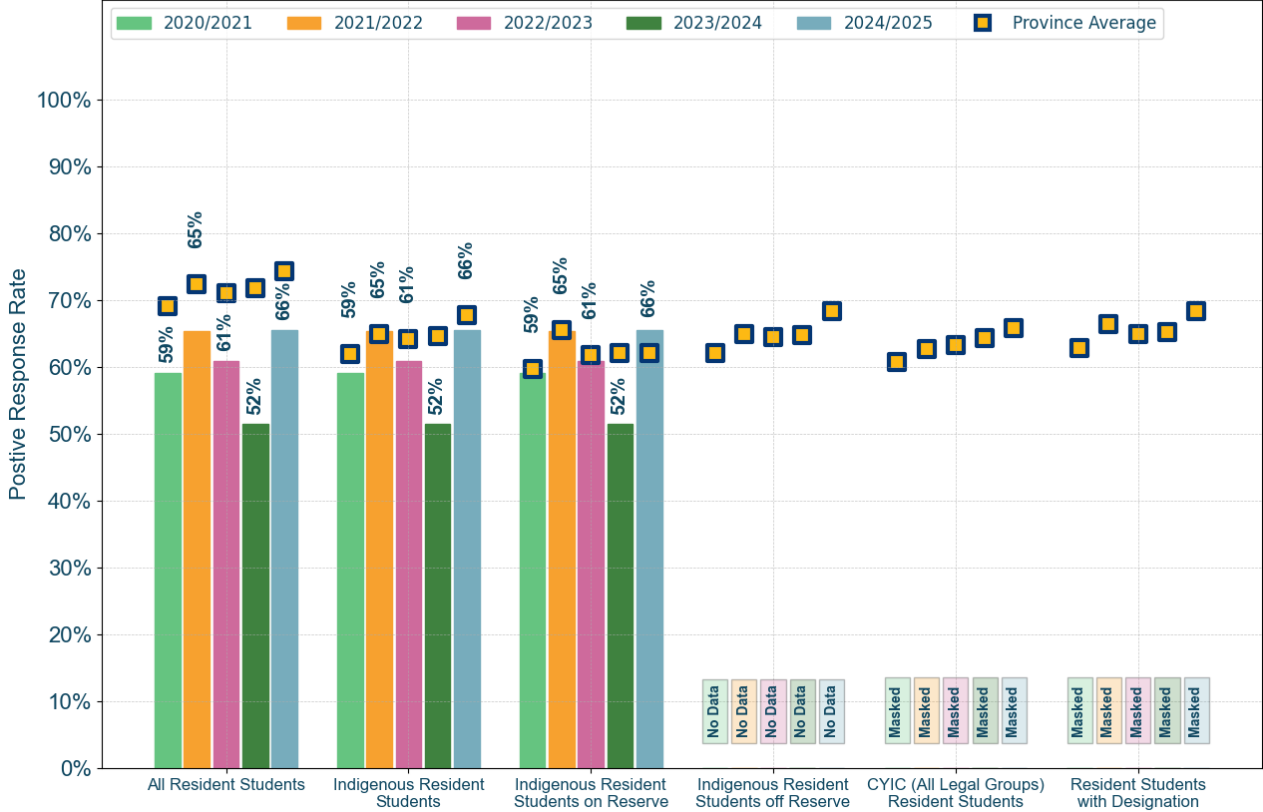
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

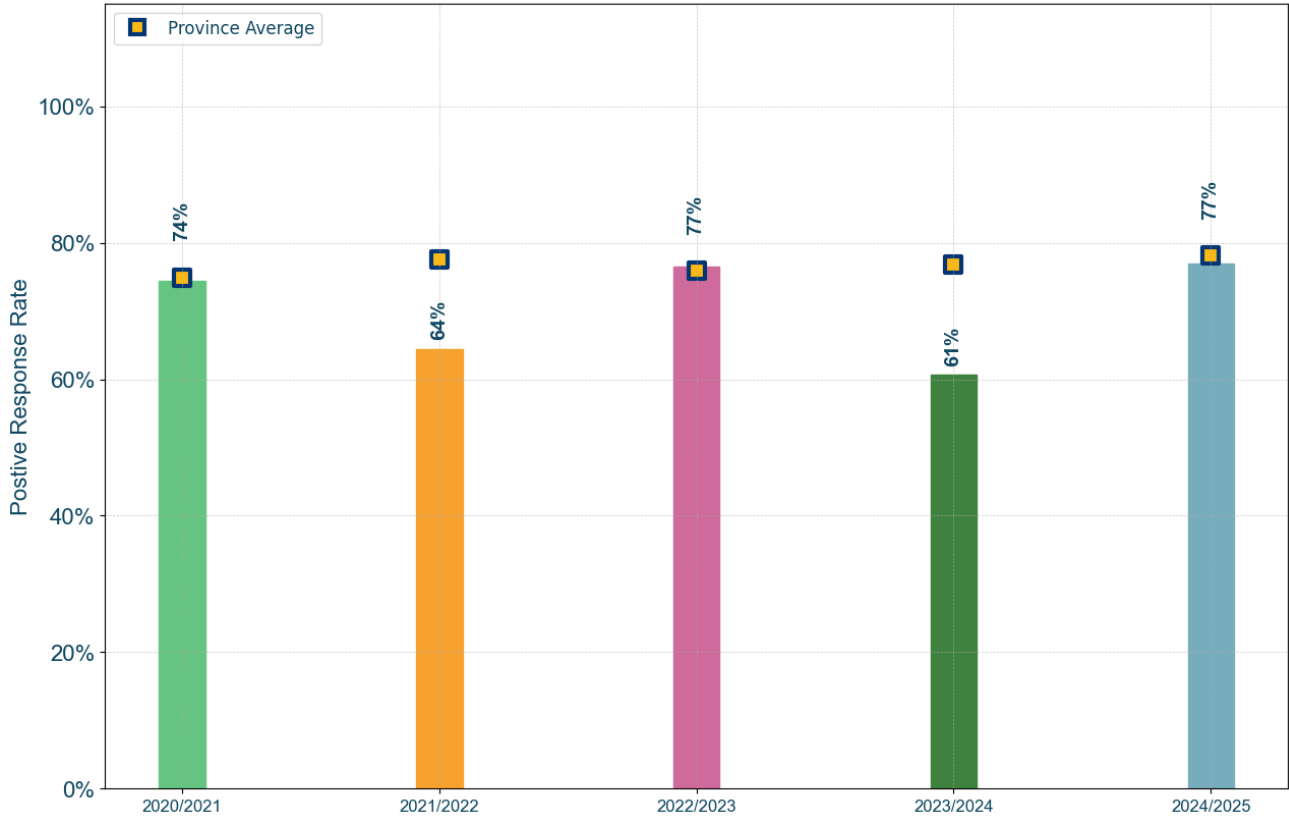
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	88 56%	97 80%	99 65%	68 50%	98 65%
Indigenous Resident Students	88 56%	97 80%	99 65%	68 50%	98 65%
Indigenous Resident Students on Reserve	88 56%	97 80%	Masked	68 50%	98 65%
Indigenous Resident Students off Reserve	0	0	Masked	0	0
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	20 70%	Masked	Masked	Masked

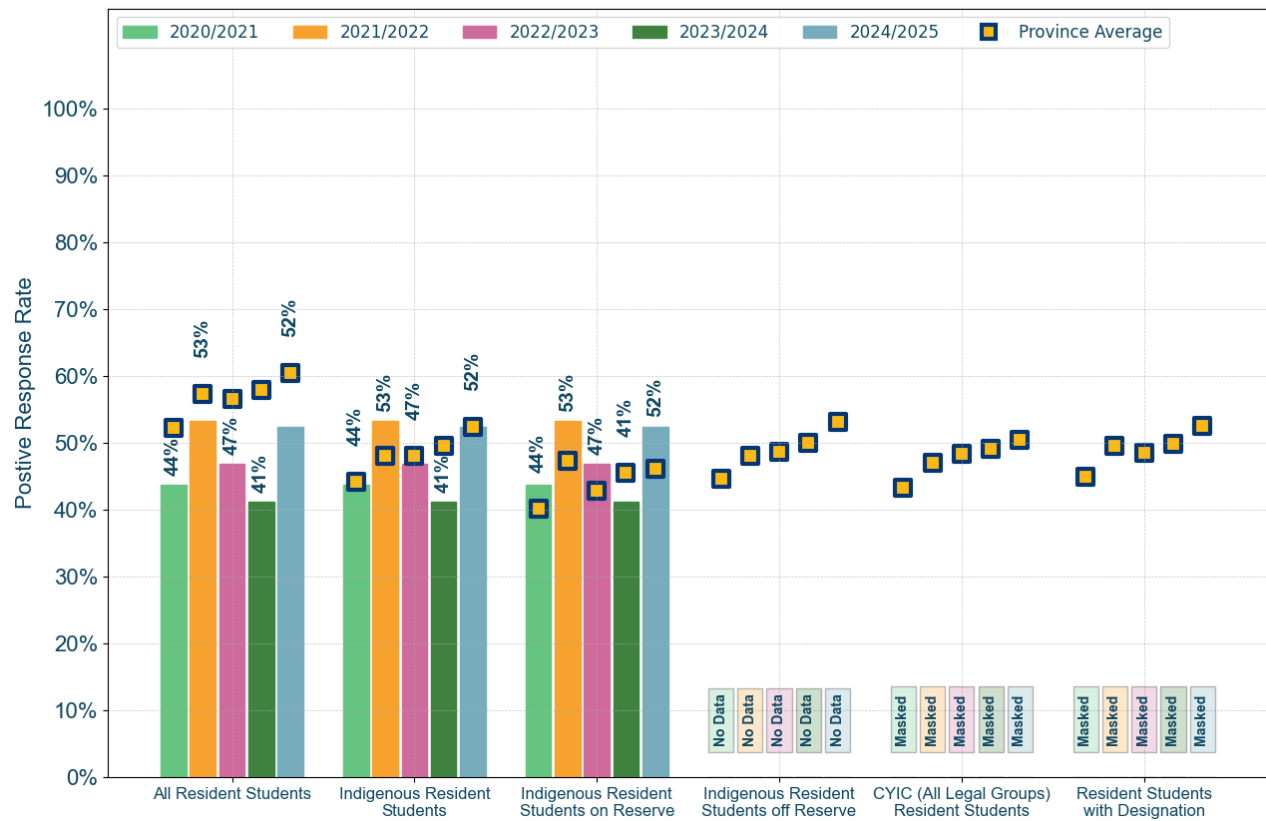
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10 Nisga'a



Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Nisga'a

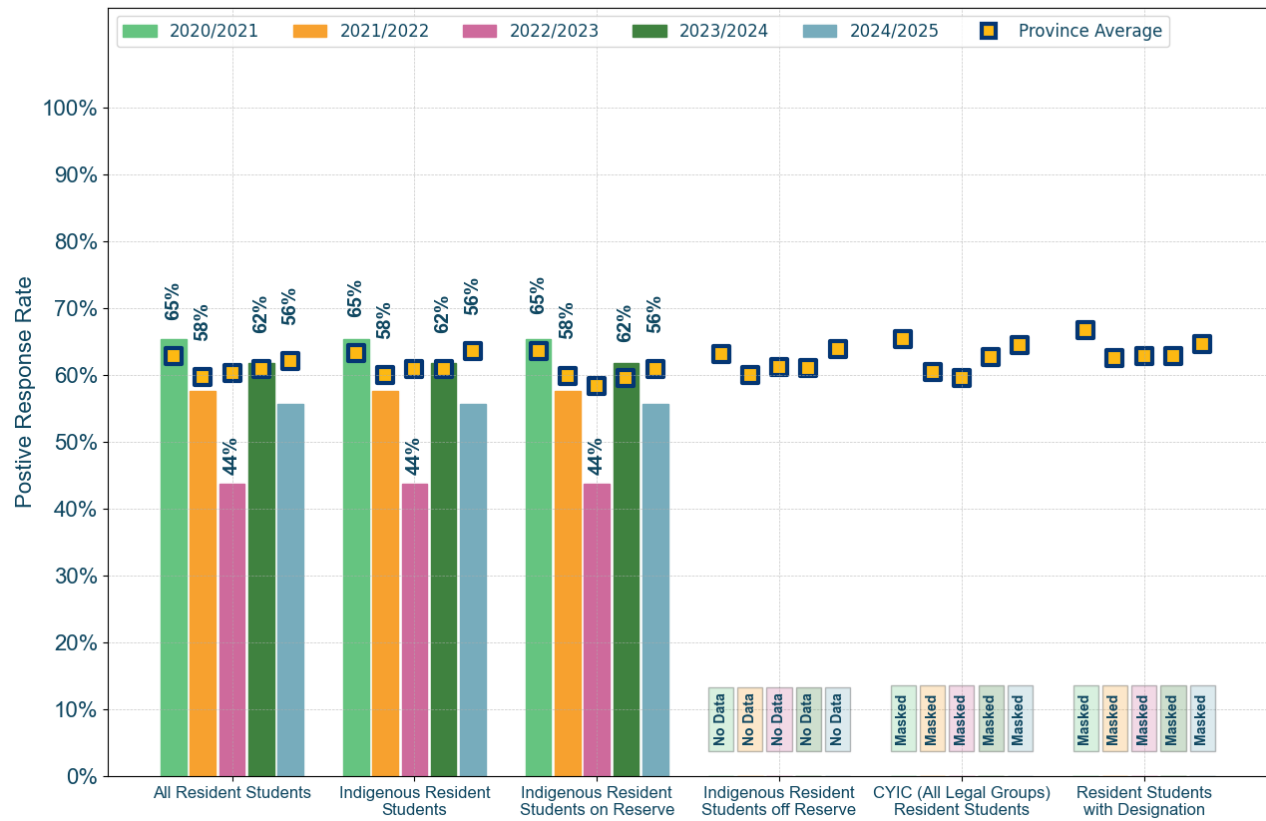


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Nisga'a



Measure 3.2: Students Feel that Adults Care About Them at School

2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10
Nisga'a



Analysis and Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

1. Key context:

- Student Learning Survey results should be interpreted with caution as the district has a small student population. Year to year results can shift because of small respondent groups, so the most important information is the overall pattern across several years.
- The district reviewed provincial Student Learning Survey measures for students feeling safe, welcome, a sense of belonging, and whether adults care about them at school. These measures were considered alongside the Grade 6 Middle Years Development Instrument to provide a fuller view of student well-being and connectedness.
- The MDI provides a Grade 6 & 8 snapshot of well-being, belonging, adult relationships, peer relationships, and school experiences. Because the MDI sample is small the information should be used to support broad themes rather than detailed public reporting.
- Across the Student Learning Survey measures, students' sense of safety is generally stronger than their sense of welcome and belonging. Adult care results vary over time but remain an important part of the overall connectedness picture.

2. What new information emerged when comparing the provincial data with relevant local data?

- When comparing the Student Learning Survey with the MDI, a consistent pattern emerges: many students report positive connections but belonging and school connectedness remain areas that need continued attention.
- The Student Learning Survey shows that students' sense of safety is a relative strength and is closer to the provincial pattern than some other measures. The MDI also shows positive peer relationships and school belonging as important assets for students.
- The Student Learning Survey results in feeling welcome and school belonging remains below the provincial pattern over time. The MDI supports this by showing that school climate and belonging are important areas to keep strengthening.
- The adults care measure and the MDI both show that adult relationships matter for student well-being. The MDI identifies adult relationships as a positive asset, while the Student Learning Survey shows the need to make caring adult connections more consistent for all learners.

3. What strengths were identified?

- Feeling safe at school is a relative strength. The most recent Student Learning Survey results show improvement after a lower result the year before, and this measure is generally stronger than welcome and belonging.

- The MDI shows strong peer relationships and positive adult relationships as important assets for Grade 6 students. These relationships provide a foundation for student well-being and school connection.
- The adults care measure has shown years where Nisga'a School District was close to or above the provincial pattern. This suggests that many students are experiencing positive connections with adults at school.
- The most recent Student Learning Survey shows some improvement in students feeling welcome and in their sense of school belonging after lower results last year. This suggests there is a foundation to build on through continued school climate work.

4. What areas for growth were identified:

- For all students?
 - School belonging remains a key area for growth. Results continue to be below the provincial pattern, even though there was improvement in the most recent year.
 - Feeling welcome at school also remains an area for continued attention. Results improved most recently but continue to trail the provincial pattern over time.
 - Adult care and connection should remain a focus. While many students report positive adult relationships, the data suggests that these experiences are not yet consistent for all learners.
 - The MDI well-being data suggests that some Grade 6 students are experiencing lower well-being. This reinforces the need for continued attention to belonging, relationships, social emotional learning, and supportive school environments.
 - Because the district is predominantly composed of Indigenous learners, the district wide pattern is also the pattern for the district's priority learners. The evidence suggests a continued need for culturally grounded approaches that strengthen belonging, safety, identity, and trusting relationships with adults at school.
- **For students with disabilities or diverse abilities?**
 - The available Student Learning Survey evidence suggests that students with disabilities or diverse abilities may not yet be experiencing a consistent sense of welcome, belonging, and adult connection at school. This points to a need for continued targeted attention to inclusive school culture, trusted adult relationships, and supports that help students feel known, valued, and connected.

Career Development

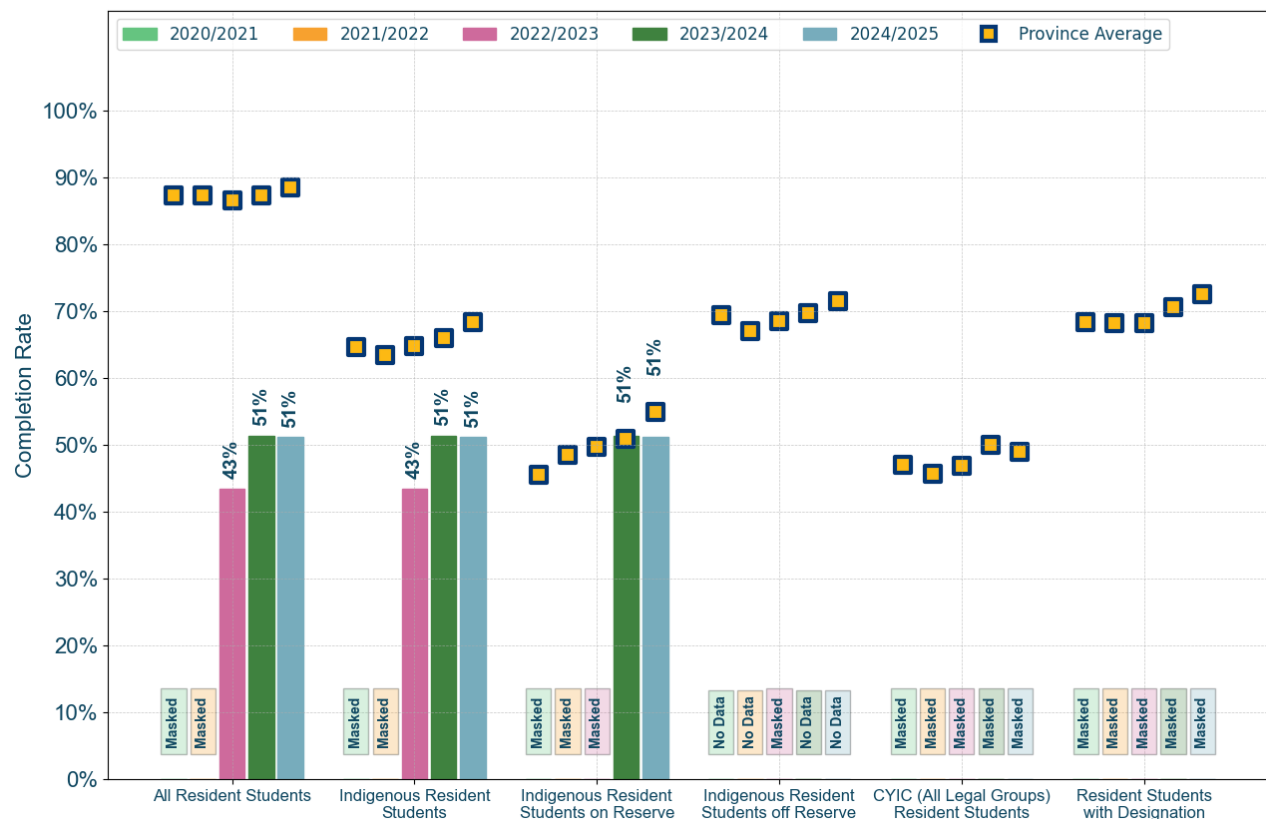
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

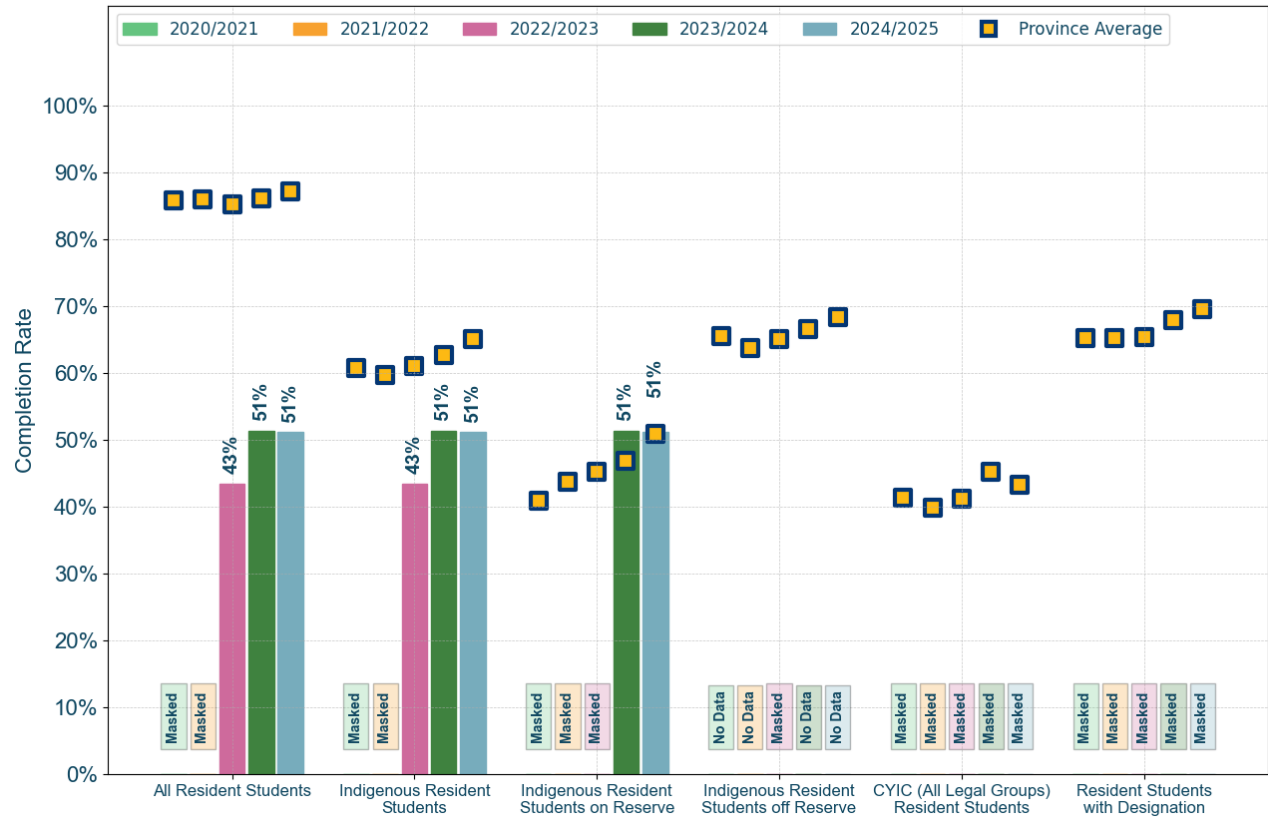
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	Masked	Masked	31 1	24 1	30 3
Indigenous Resident Students	Masked	Masked	31 1	24 1	30 3
Indigenous Resident Students on Reserve	Masked	Masked	Masked	24 1	30 3
Indigenous Resident Students off Reserve	0	0	Masked	0	0
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

5-Year Completion Rate - Dogwood + Adult Dogwood
Nisga'a



5-Year Completion Rate - Dogwood Nisga'a



Analysis and Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

1. Key context:

- The 5-year Dogwood completion rate follows students who entered Grade 8 five years earlier and reports whether students completed a Dogwood Diploma within that five-year period. In Nisga'a School District, small cohort sizes mean results should be interpreted with caution, and some years are masked to protect student privacy.
- The overall provincial Dogwood completion rate remains an important reference point, but the Indigenous Ever provincial comparison provides a more meaningful lens for Nisga'a School District because the district is predominantly Indigenous.
- The 6-year completion rate provides important additional context because not all learners move through graduation requirements at the same pace. This measure helps show students who complete graduation requirements with additional time and support.
- Local context is important when interpreting these results. The previous secondary timetable practice did not always maximize the number of credits students could earn each year, which in some cases affected timely completion.

2. What new information emerged when comparing the provincial data with relevant local data?

- When Nisga'a School District's graduation results are compared with Indigenous Ever students across all public-school districts in the province, the data shows that the district has been closing the graduation gap in recent years, especially after a low point in the trend in 2021/22.
- The 5-year Dogwood completion rate shows recent improvement and a narrowing gap with the Indigenous Ever provincial comparison. This suggests that more students are completing graduation requirements within the standard timeline than in earlier years.
- The 6-year completion pattern shows that some students continue toward graduation beyond the standard 5-year window. This provides a more complete picture of student success in a district where some learners need additional time.
- When the 5-year and 6-year data are considered together, the evidence suggests that graduation outcomes are influenced by both student learning needs and system structures, including course access, credit accumulation, scheduling, and pathway planning.

3. What strengths were identified?

- Nisga'a School District has shown improvement in graduation outcomes over the most recent years, particularly when results are compared with Indigenous Ever students across public school districts in the province.

- The gap between Nisga'a School District and the Indigenous Ever provincial comparison has narrowed in recent years. This suggests that district efforts related to graduation tracking, pathway planning, and improved secondary structures may be supporting better outcomes.
- The 6-year completion data shows that some students complete graduation requirements when given additional time. This supports a more inclusive understanding of student success and recognizes that learners may need different timelines to graduate.
- Looking at both 5-year and 6-year completion rates gives the district a fairer and more complete view of graduation success than relying on the 5-year rate alone.

4. What areas for growth were identified:

- **For all Indigenous learners?**
 - Because Nisga'a School District is a predominantly Indigenous district, the district-wide graduation pattern is also the pattern for what the Ministry identifies as priority learners. While recent results show improvement and a narrowing gap with Indigenous Ever students provincially, graduation remains an area for continued focus.
 - The 5-year Dogwood completion rate remains below both the overall provincial pattern and the Indigenous Ever provincial comparison. The district should continue to strengthen early graduation planning, credit tracking, and timely completion of graduation requirements.
 - Secondary timetable design and credit accumulation should remain key system priorities. Students need access to the courses and credit opportunities required to stay on track for graduation each year.
 - Graduation planning should begin early and be monitored regularly, especially from Grades 10 to 12, so that students, families, and staff have a clear understanding of each student's pathway to graduation.
 - The district should continue to monitor both 5-year and 6-year completion rates, as the 6-year rate provides important context for students who need additional time to graduate.
- **For students with disabilities or diverse abilities?**
 - The available graduation data suggests that students with disabilities or diverse abilities are graduating at rates below the provincial pattern, although there is some evidence of recent improvement. This points to a continued need for early individualized graduation planning, careful credit tracking, course access, flexible pathways, and coordinated learning support so more students can complete graduation requirements successfully.

Note: This report uses broad public-facing language to protect privacy in a small district context and avoids reporting exact small cohort counts.

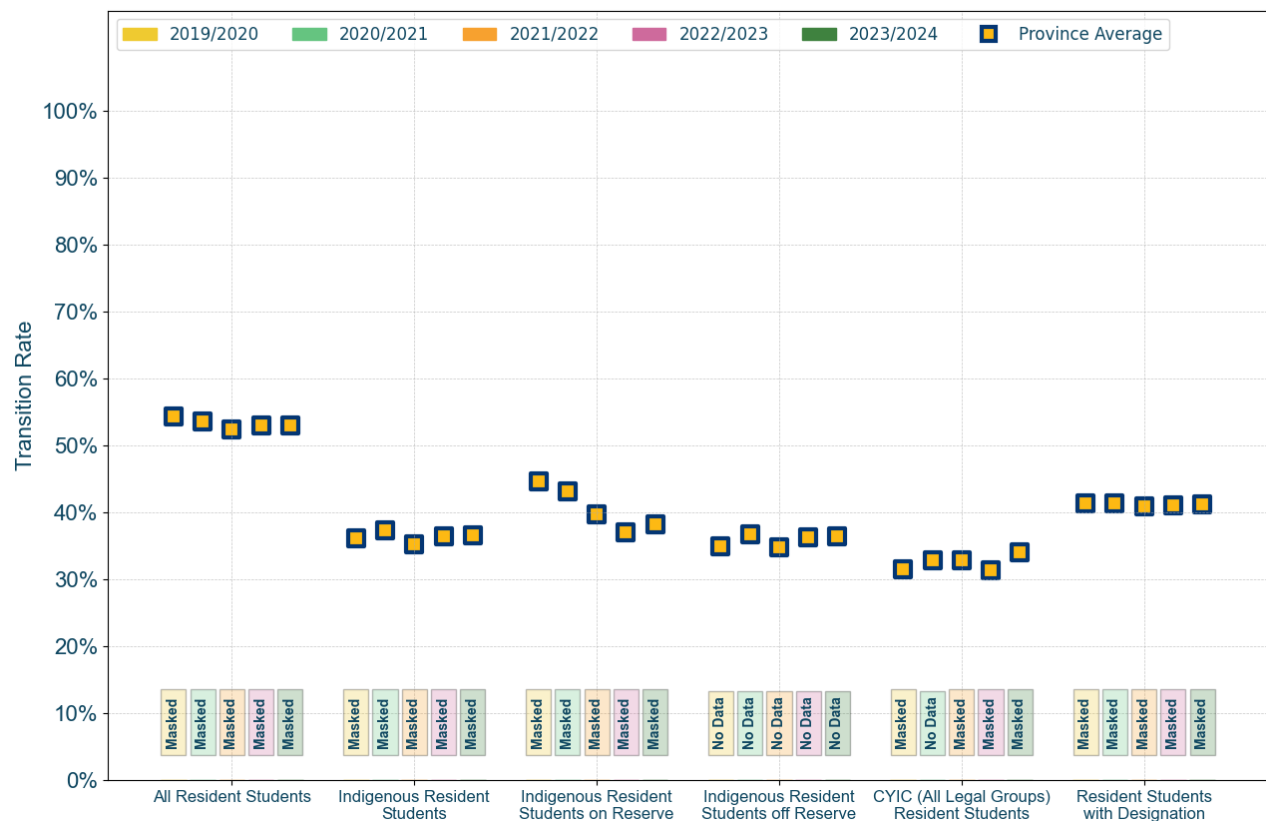
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

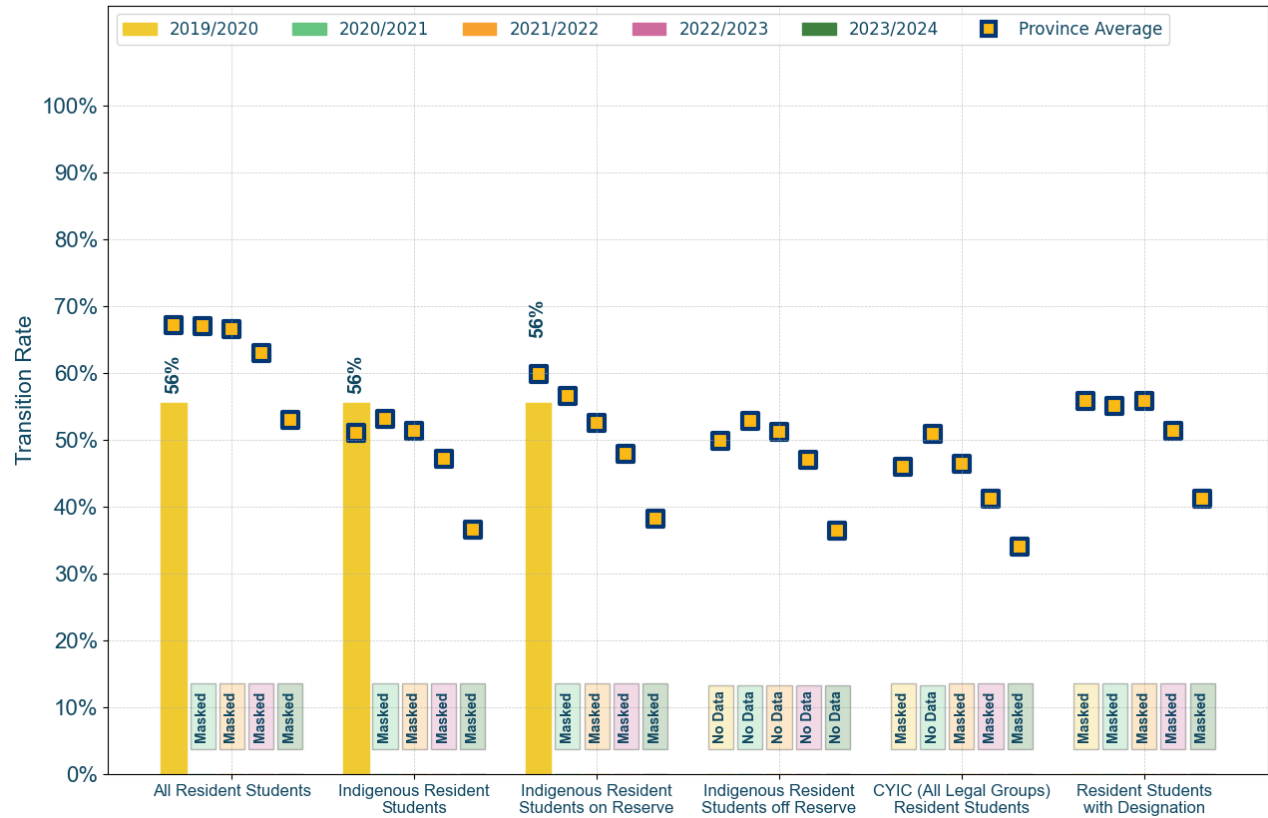
Transition to Post-Secondary - Cohort Count

	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 (All Legal Groups) Resident Students	Masked	0	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Immediate Transition to Post-Secondary Nisga'a



Within 3 Years Transition to Post-Secondary Nisga'a



Analysis and Interpretation:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

Post-secondary transition data for Nisga'a School District is masked due to small cohort sizes and student privacy requirements. As a result, the district is unable to report or analyze post-secondary transition rates for this measure. Because the data is masked both publicly and internally, no reliable trend analysis, provincial comparison, or subgroup analysis can be provided for this reporting period. The district will continue to support students through career education, graduation planning, course selection, and transition conversations with students and families, while monitoring any future data that becomes available in a way that protects student privacy.

Respond to Results

Continuous Improvement



Please reference the district team’s analysis and interpretation summaries provided in **Review Data and Evidence** to complete **Respond to Results**.

Respond to Results Provides:

- **Continuous improvement information.** As per the Framework Policy and the Enhancing Student Learning Reporting Order, the Report must include information on the board’s approach to continuous improvement of student achievement and equity of outcomes for all learners.

District Context

In the spirit of **Sayt K’ilim Goot**, Nisga’a School District serves learners in a place where Nisga’a Ayuukw, language, adaawak, culture, land, and community are central to identity and learning. The district was created through the long-standing efforts of the Nisga’a people to shape an education system that honours Nisga’a children, families, and communities. Today, the district serves students across the four Nisga’a Villages, Gingolx, Laxgalts’ap, Gitwinksihlkw, and Gitlaxt’aamiks, with a student population that is almost entirely Indigenous. This context means that district-wide results are, in practice, also the results for the district’s priority learners.

The district’s work is grounded in a holistic view of education. Learning includes the mind, heart, body, and spirit, and is strengthened through relationships with family, school, community, language, culture, and place. The district’s vision is “To become a learning community where courage and collaboration empower everyone to thrive,” and its mission is to grow minds, hearts, and spirits through culture, compassion, and connection. These commitments guide daily decision-making, school planning, district operations, and continuous improvement.

Nisga’a School District also faces important contextual challenges that affect student learning and achievement. These include small cohort sizes, the need to protect student privacy in public reporting, ongoing recruitment and retention challenges, staff turnover, historical inconsistency in school and district leadership, and the continuing impacts of colonization, including residential and day school harms. At the same time, the district has significant strengths, including deep community knowledge, strong cultural foundations, the commitment of families and staff, and the opportunity to provide learning experiences that are uniquely Nisga’a and grounded in place.

The Board of Education's 2025-2030 Strategic Plan sets four priorities that guide the district's response to student learning evidence and continuous improvement:

Language and Culture: The Mind, Heart, Body and Spirit of Learning

Establish learning environments where Nisga'a language, culture, values, and knowledge systems are deeply embedded and nurture the whole learner.

Empowered and Inspired Learners: Well-being, Belonging, and Futures

Support holistic learner success through well-being, cultural identity, future-ready competencies, and a continued focus on literacy and numeracy.

Thriving Staff and Collaborative Leadership: Growth and Innovation

Build a culturally grounded and collaborative professional culture where staff are supported, inspired, and equipped to lead, learn, and innovate.

Strengthening Foundations: Sustainability and Improvement

Strengthen district systems, operational effectiveness, sustainability, accountability, and learner-centered practices across all levels.

Together, these priorities align the district's improvement efforts with the evidence reviewed in this report. They support a clear focus on improving literacy, numeracy, belonging, graduation, and life opportunities while remaining rooted in Nisga'a identity, community, and collective responsibility.

A copy of the Nisga'a School District's Strategic Plan 2025-2030 can be found on our district website at the following link: https://www.nisgaa.bc.ca/links/PLAN-SD92_y6myj67akd.pdf

Reflect and Adjust



The Reflect and Adjust section allows district teams to reflect on strategies and identify adjustments to these strategies to improve student learning outcomes. This section highlights key district strategies that address the areas for growth identified in the data and evidence review. It allows district teams to demonstrate how their existing strategies are working to achieve the district's Strategic Plan objectives and priorities that specifically focus on improving student learning outcomes. With this focus of enhancing student learning, this section will not include every strategy implemented within the district.

Empowered and Inspired Learners: Well-being, Belonging, and Futures				
Champion holistic learner success by fostering well-being, cultural identity, and future-ready competencies, particularly literacy and numeracy, so every student is engaged in meaningful, inclusive, and empowering learning pathways.				
Area for Growth	Strategy	Targeted Learners	Strategy Impact (Pre-Existing Strategies Only)	Adjustments and Adaptions (Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? Including, - All learners - Indigenous learners - Children and youth in care - Students with disabilities and diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning? Please include qualitative and quantitative data from: - Data and evidence review - Ongoing engagement feedback	Based on the impact, how will the district team move forward with this strategy: - Continue? - Discontinue? - Adapt? (For each strategy, please indicate which action applies. Additional information is not required.)
Literacy and numeracy results show that many students are working in the emerging and	Continue a district-wide literacy and numeracy improvement cycle that uses provincial assessments, localized assessments, report card data, and	All learners (Indigenous learners), Students with	The evidence review shows that literacy and numeracy remain district-wide areas for growth, but localized classroom evidence	Adapt. Strengthen the use of common assessment cycles, targeted intervention, use of the use of the district literacy framework to increase teacher

developing ranges, with fewer students consistently demonstrating proficiency across provincial and localized measures.	classroom evidence to identify student needs, guide instruction, and monitor progress. This strategy was chosen because the data shows a need for consistent, evidence-informed instruction and intervention across grades.	disabilities and diverse abilities.	also shows that many students are developing skills that can be built upon. Writing and classroom evidence are somewhat stronger than provincial assessment results, suggesting that targeted instruction and better transfer to formal assessment settings remain important.	collaboration and instructional competency/consistency, and progress monitoring so more students move from developing to proficient performance. Support the implementation of a literacy numeracy lead teacher role to collaborate with educators to co-construct instructional strategies, provide resources and supports and build capacity in instruction and assessment.
Student Learning Survey and MDI evidence show that many students report positive experiences of safety and connection, but belonging, feeling welcome, and consistent adult connection remain areas for continued growth.	Continue school-based belonging and well-being strategies, including intentional adult connection, inclusive practices, student voice, social emotional learning, and culturally grounded approaches to identity, belonging, and relationships. This strategy was chosen because well-being and belonging are necessary conditions for student learning.	All Indigenous learners; students with disabilities or diverse abilities.	The evidence review shows that feeling safe is a relative strength, while feeling welcome, school belonging, and adult connection are less consistent. MDI results also show that peer and adult relationships are important assets, while well-being and school climate require continued attention.	Adapt. Increase intentional monitoring of belonging and adult connection, with a particular focus on inclusive school culture, trusted adult relationships, and supports for students with disabilities or diverse abilities through school Learning Improvement Plans, Directors coaching/mentoring PVP to implement and monitor progress throughout the year. Create opportunities for learning and inquiry to support belonging and welcoming school and classroom environments
Graduation outcomes are improving, but the district remains below the Indigenous Ever provincial comparison. Local review also identified that previous secondary timetabling practices did not always maximize student credit accumulation	Continue strengthening secondary graduation systems through early graduation planning, credit tracking, timetable review, course access, flexible pathways, and regular monitoring of students in Grades 10 to 12. This strategy was chosen because timely graduation depends on both student support and strong system structures.	All Indigenous learners; students with disabilities or diverse abilities.	The evidence review highlights the need for additional contextualized data specific to individual learners to build in equity supports; as well as the continued development of building capacity toward an equity lens to learner decision making to address barriers and inequity of outcomes	Adapt. Continue timetable redesign, strengthen credit tracking, formalize graduation pathway meetings, and monitor both five year and six year completion rates to support timely and successful graduation.

Language and Culture				
Establish learning environments where Nisga'a language, culture, values, and knowledge systems are deeply embedded and nurture the whole learner: mind, heart, body, and spirit.				
Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions)
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? Including, - All learners - Indigenous learners - Children and youth in care - Students with disabilities and diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning? Please include qualitative and quantitative data from: - Data and evidence review - Ongoing engagement feedback	Based on the impact, how will the district team move forward with this strategy: - Continue? - Discontinue? - Adapt? (For each strategy, please indicate which action applies. Additional information is not required.)
Literacy, numeracy, belonging, and graduation data show that students need learning experiences that are culturally grounded, connected to identity, and meaningful to their lives.	Continue embedding Nisga'a language, culture, Ayuukw, land-based learning, and community knowledge into classroom instruction and school learning experiences. This strategy was chosen because culture and identity are foundations for belonging, engagement, and student success.	All Indigenous learners; students with disabilities or diverse abilities.	The data review shows that belonging, literacy, numeracy, and graduation remain areas for growth. Student Learning Survey and MDI evidence also show that identity, relationships, and belonging remain important conditions for student success.	Adapt. Strengthen the connection between cultural learning, core instruction, and assessment so that language and culture are not separate from literacy, numeracy, belonging, and graduation goals. Build capacity in understandings of Nisga'a ways of knowing through explicit learning opportunities for educational teams
Provincial and localized evidence show that many students are working in	Continue developing culturally responsive literacy and numeracy learning tasks that connect skills to place, language, land, stories, community knowledge, and real-life problem solving. This strategy was	All Indigenous learners; students with disabilities or diverse abilities.	Localized assessment data shows that many students are developing skills, while fewer are consistently demonstrating proficiency. Culturally responsive instruction can help increase	Adapt. Build common examples of culturally grounded literacy and numeracy tasks across grades, and include these in school learning plans and collaborative teacher planning.

developing stages of literacy and numeracy.	chosen to support skill development through meaningful and culturally affirming learning.		engagement and support students to apply learning in meaningful contexts	
Student Learning Survey and MDI evidence show that belonging and feeling welcome remain areas for continued attention.	Continue strengthening school-wide cultural identity, language visibility, student voice, and community connection activities. This strategy was chosen because students are more likely to engage in learning when they feel known, valued, and connected to who they are.	All Indigenous learners; students with disabilities or diverse abilities.	The evidence review shows that feeling safe is a relative strength, while feeling welcome, belonging, and adult connection are less consistent. MDI evidence also highlights the importance of peer and adult relationships for student well-being.	Continue and Adapt. Continue cultural identity and belonging work while strengthening how schools structure systems of support and monitor which students feel connected and which students need additional support. Reinforce and multiply existing promising practices of culturally responsive approaches to welcoming and belonging spaces

Strengthening Foundations: Sustainability and Improvement

Advance resilient and future-focused district systems by enhancing operational effectiveness, sustainability, accountability, and learner-centered practices across all levels.

Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions)
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? Including, - All learners - Indigenous learners - Children and youth in care - Students with disabilities and diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning? <i>Please include qualitative and quantitative data from:</i> - Data and evidence review - Ongoing engagement feedback	Based on the impact, how will the district team move forward with this strategy: - Continue? - Discontinue? - Adapt? <i>(For each strategy, please indicate which action applies. Additional information is not required.)</i>
The evidence review shows a need for	Continue developing district data routines that bring together provincial	All Indigenous learners	The data review showed that multiple measures are needed to	Adapt. Create a more regular district review cycle so school and district teams can

better system-wide use of data to track progress and respond earlier.	data, localized assessments, report card information, attendance, student voice, graduation tracking, and school-based evidence.		understand student progress, especially in a small district. Triangulation helped identify patterns in literacy, numeracy, belonging, transitions, and graduation that one data source alone would not show	identify students needing support earlier and adjust strategies throughout the year.
Students with disabilities or diverse abilities need coordinated supports across academics, belonging, transitions, and graduation.	Continue strengthening systems for inclusive education planning, including case reviews, transition planning, classroom adaptations, and regular monitoring of student progress.	Students with disabilities and diverse abilities	Evidence from literacy, numeracy, belonging, grade-to-grade transitions, and graduation shows that students with disabilities or diverse abilities require continued targeted support. Small subgroup numbers limit public reporting, but the overall pattern supports stronger system coordination.	Adapt. Strengthen inclusive education tracking across school years so supports are better connected from classroom learning to graduation planning.

Thriving Staff and Collaborative Leadership

Cultivate a culturally grounded and collaborative professional culture where all staff are supported, inspired, and equipped to lead and innovate through continuous learning, shared leadership, and strong community partnerships

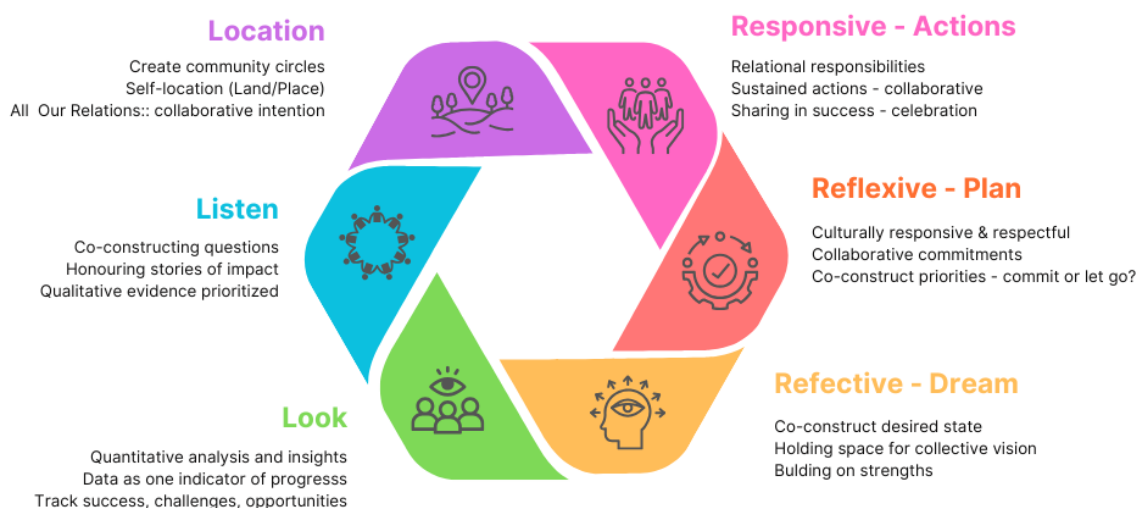
Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions)
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? Including, - All learners - Indigenous learners - Children and youth in care	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning? <i>Please include qualitative and quantitative data from:</i> Data and evidence review	Based on the impact, how will the district team move forward with this strategy: - Continue? - Discontinue? - Adapt? <i>(For each strategy, please indicate which action applies. Additional information is not required.)</i>

		• Students with disabilities and diverse abilities	• <i>Ongoing engagement feedback</i>	
Literacy and numeracy results show a need for more consistent instruction, intervention, and progress monitoring across grades.	Continue strengthening collaborative teacher teams focused on literacy and numeracy data cycles. Teams review provincial data, localized assessment data, report card evidence, and classroom observations to plan instruction and monitor progress.	All Indigenous learners	The evidence review shows that many students are working in emerging and developing ranges, while fewer are consistently reaching proficiency. Collaboration supports more consistent instructional responses across classrooms and schools.	Adapt. Make collaboration cycles more focused and consistent across schools, with common expectations for data review, instructional planning, intervention, and follow-up. Create learning opportunities within communities of practice to support district alignment in building capacity and strengthening approaches to instruction, intervention and assessment in literacy teams of support
Staff turnover and variation in instructional practice affect continuity for students.	Continue using mentoring, instructional coaching, onboarding, and leadership support for teachers, school leaders, and new staff. This strategy was chosen because stable, supported, and confident staff are essential to improving learning outcomes.	All Indigenous learners	Literacy and numeracy data, student learning surveys and achievement data indicate that additional alignment of approaches and supports could benefit continuity of learning. Mentorship, communities of practice, and professional learning opportunities could support gains toward alignment with achievement goals.	Adapt. Strengthen onboarding and coaching so that new and returning staff have clearer expectations, access to district resources, and regular support with culturally grounded instruction, with additional measures of support and learning throughout the year.
Students with disabilities or diverse abilities require more consistent targeted support in literacy, numeracy, belonging, transitions, and graduation planning.	Continue building staff capacity in inclusive education, differentiated instruction, classroom adaptations, and collaborative case management. This strategy was chosen because subgroup data shows the need for targeted and coordinated support.	Students with disabilities or diverse abilities	Designation data in literacy, numeracy, belonging, transitions, and graduation shows that students with disabilities or diverse abilities need continued targeted support. Qualitative data suggests that some staff feel under supported, they believe they lack skills and tools to support learners with designations.	Continue and Adapt. Continue targeted inclusive education supports and strengthen shared case management, classroom-based intervention, and progress monitoring. Working toward shared understandings of an explicit tiered system of support in literacy, and the building of literacy teams would create a more comprehensive approach to barrier reduction.

District Continuous Improvement Overview



Continuous Improvement Braid Nisga'a School District



District Continuous Improvement Overview

Nisga'a School District uses a continuous improvement cycle to monitor progress, review evidence, adjust strategies, and align district operations with the Board of Education's Strategic Plan. This process is grounded in the district's commitment to culture, compassion, connection, and the holistic development of learners: mind, heart, body, and spirit. The district's improvement work focuses on the areas identified through the data and evidence review, including literacy, numeracy, belonging, graduation, student transitions, and supports for students with disabilities or diverse abilities.

1. How does the district monitor strategies for effectiveness?

Nisga'a School District monitors strategies through a combination of provincial data, local evidence, school-based information, and ongoing leadership review. The district uses EdPlan Insight, an internal data dashboard implemented this year, to support more timely access to

student information. EdPlan Insight is currently used extensively at the district level, and the next phase of implementation will focus on onboarding principals and vice-principals. This will support school leaders to monitor attendance, literacy and numeracy proficiency, class-by-class RTI groupings, and information used by the Indigenous Education team.

The Superintendent and Directors also monitor Ministry Power BI data on a monthly basis as part of the district's regular leadership routines. Data is reviewed through multiple governance and leadership structures, including the Board of Education's Education Committee, in-camera Board meetings, and public Board meetings where appropriate. The district also reviews the How Are We Doing Report, Early Development Instrument, and Middle Years Development Instrument data with principals and vice-principals to support planning and response.

Because Nisga'a School District is a small district, data is interpreted with caution and reviewed alongside local knowledge, student context, and evidence from schools. This helps the district focus on patterns over time rather than relying on a single data point.

2. How does the district review strategies and respond based on data and evidence?

The district reviews strategies through school and district learning conversations, leadership meetings, school learning plan reviews, and ongoing engagement with staff, students, families, the Board of Education, and Nisga'a communities. Evidence is reviewed to identify what is working, where progress is emerging, and where strategies need to be adapted.

This process supports evidence-informed decision-making and helps the district respond to student needs in a timely and focused way.

3. How does the district align operations to implement adapted strategies?

The district develops and aligns its yearly operational plan with the Board of Education's Strategic Plan. The strategic plan provides the overall direction for district priorities, while the operational plan identifies the actions, responsibilities, timelines, and supports needed to move those priorities into practice. This ensures that district operations are directly connected to student learning, well-being, equity, and continuous improvement.

From the operational plan, each district leader and department manager develops a workplan. These workplans are submitted to their supervisor for review to ensure alignment, clarity, and accountability to the commitments identified in the operational plan. This process helps connect district priorities to the day-to-day work of education, Indigenous education, inclusive education, human resources, finance, operations, facilities, and school leadership.

Workplans are reviewed and adapted throughout the year during regular department and leadership meetings, including education, human resources, finance, operations, and facilities meetings. These review cycles allow the district to respond to emerging evidence, adjust timelines, address barriers, and ensure that operational decisions continue to support the intended student learning outcomes.

The district also uses weekly reporting routines to strengthen accountability and implementation. Leaders submit weekly reports to the Superintendent on key areas of focus, actions taken, progress made, and emerging impact. Microsoft Teams tool "Updates" is used to track actions,

progress, and impact over time. This information is also used as part of performance review conversations, helping to connect leadership accountability with the district's improvement priorities.

4. How does the district implement adapted strategies?

The district implements adapted strategies through the operational plan, department workplans, school learning plans, professional learning, school-based intervention processes, and regular leadership monitoring. Adapted strategies are not treated as one-time changes. They are implemented, reviewed, refined, and monitored throughout the school year.

The district's implementation process is supported by regular meetings between supervisors and district leaders or department managers. These meetings review progress on workplan commitments, identify supports needed, and adjust actions where evidence shows that a strategy is not yet having the intended impact. This creates a direct connection between evidence review, operational planning, leadership action, and improved support for learners.

Our next step of implementation will include using assessment evidence to adjust instruction and intervention, supporting teachers and school teams to use data more consistently, strengthening inclusive practices for students with disabilities or diverse abilities, and increasing focus on belonging, adult connection, and culturally safe learning environments. In the secondary years, implementation also includes earlier credit checks, graduation pathway meetings, flexible supports, and stronger monitoring of student progress toward graduation.

Through this continuous improvement cycle, Nisga'a School District aims to ensure that strategies are planned, implemented, monitored, and adapted in ways that improve student learning outcomes. The district's approach keeps improvement work connected to the Board of Education's Strategic Plan while remaining grounded in Nisga'a language, culture, identity, community, and collective responsibility.

Ongoing Strategic Engagement



Nisga'a School District 92

Ongoing Strategic Engagement Listening, Learning and Responding Intentionally



Nisga'a School District 92 recognizes that improving student outcomes requires ongoing and meaningful engagement with students, families, staff, school leaders, the Board of Education, Nisga'a Lisims Government, Nisga'a Village Governments, the Nisga'a Indigenous Education Council, Elders, community partners. During the 2025/26 school year, the district engaged stakeholders through Board and committee meetings, school learning planning processes, district and school leadership collaboration sessions, Indigenous Education Council meetings, community engagement opportunities, and ongoing partnership discussions with the Nisga'a Valley Health Authority and the Nisga'a Language and Culture Directorate. These engagements provided important perspectives on student learning, attendance, well-being, belonging, literacy, numeracy, graduation, and culturally grounded education.

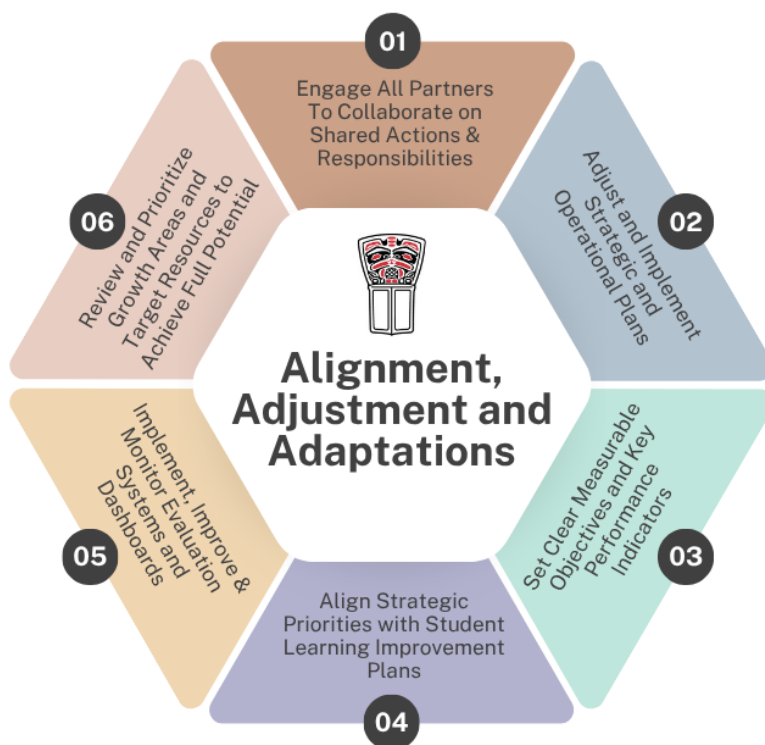
Several common themes emerged through engagement activities. Participants consistently expressed the importance of strengthening literacy and numeracy achievement while ensuring learning remains connected to Nisga'a language, culture, Ayuukw, land, and identity. Students emphasized the importance of caring relationships with adults, feeling welcomed and valued at school, and having learning experiences that are relevant and engaging. Families and communities highlighted the importance of attendance, student well-being, graduation success, and preparing learners for future education, employment, and life opportunities while maintaining strong cultural connections. Staff and school administration identified the need for continued professional learning, collaborative planning, consistent instructional practices, inclusive education supports, and effective use of student learning evidence to inform teaching and intervention.

Feedback from engagement processes affirmed many of the findings identified in the Data and Evidence Review. Stakeholders recognized that literacy, numeracy, belonging, and graduation remain important areas for continued improvement. At the same time, engagement participants acknowledged existing strengths, including strong relationships within schools, growing use of culturally responsive practices, improving graduation outcomes, expanding data-informed decision making. Stakeholders acknowledged positive progress in strengthening district systems, improving governance and accountability, expanding culturally responsive learning opportunities, developing literacy and numeracy frameworks, and improving graduation planning processes. At the same time, they identified ongoing concerns related to attendance, student belonging, literacy and numeracy achievement, and support for students with disabilities or diverse abilities.

The district has also used this engagement feedback to refine priorities, strategies, and implementation plans. Stakeholder input influenced the district's focus on culturally grounded literacy and numeracy improvement, strengthening attendance and student well-being initiatives, enhancing inclusive education practices, expanding opportunities for student voice, improving graduation pathway planning, and building greater consistency across schools. Engagement findings also informed the development of district and school operational priorities, ensuring improvement efforts remain responsive to local context, community aspirations, and student needs.

NSD 92 remains committed to ongoing strategic engagement as part of its continuous improvement cycle. The district will continue to create opportunities for authentic dialogue, shared decision making, and collaborative problem solving so that students, families, staff, communities, and educational partners remain active contributors to improving outcomes for every learner. Through this ongoing engagement, the district strengthens accountability, builds trust, and ensures that improvement efforts remain grounded in Nisga'a values, community voice, and the collective responsibility for student success.

Create Alignment to Enhancing Student Learning



Nisga'a School District 92 (NSD 92) aligns its improvement efforts through a comprehensive planning and accountability framework that connects student learning evidence directly to district priorities, operational actions, resource allocation, and performance monitoring. The district's Enhancing Student Learning Report serves as a key source of evidence for determining priorities and identifying areas requiring focused improvement. Findings related to literacy, numeracy, belonging, attendance, graduation, and learner support are used to guide decision-making at all levels of the organization.

The Board of Education's 2025-2030 Strategic Plan provides the overall direction for district improvement through four interconnected priorities: Language and Culture; Empowered and Inspired Learners; Thriving Staff and Collaborative Leadership; and Strengthening Foundations. These priorities are intentionally aligned with the student learning needs identified through provincial and local evidence. Annual operational plans translate strategic priorities into specific actions, timelines, measurable outcomes, and assigned responsibilities. District departments,

school leaders, and managers then develop annual workplans aligned to both the Strategic Plan and Operational Plan, ensuring a clear line of sight from district priorities to daily practice.

At the school level, Learning Improvement Plans align with district priorities while responding to individual school contexts and learner needs. Principals and vice-principals monitor progress through regular review of literacy, numeracy, attendance, well-being, and student success evidence, while district leaders provide coaching, support, and accountability throughout the year. This approach promotes coherence across schools while maintaining flexibility to respond to local conditions.

Resource allocation is also aligned to student learning priorities. Investments in literacy and numeracy frameworks, Response to Intervention (RTI), Multi-Tiered Systems of Support (MTSS), Inclusive Education, Indigenous Education, attendance improvement, graduation pathway planning, professional learning, and student well-being are informed by evidence and focused on areas where the greatest impact can be achieved. Partnerships with the Nisga'a Valley Health Authority, Nisga'a Language and Culture Directorate, Provincial School Outreach Program, Nisga'a Indigenous Education Council, Nisga'a Village Governments, and Nisga'a Lisims Government further strengthen the district's capacity to respond to student needs through coordinated supports and shared responsibility for learner success.

The district monitors implementation and impact through weekly education leadership meetings, monthly operations meetings, Board committee reviews, school learning reviews, attendance monitoring, achievement data reviews, EdPlan Insight dashboards, Ministry reporting tools, and weekly leadership updates. Progress is reviewed throughout the year and strategies are adjusted as evidence emerges. This continuous improvement process helps ensure that district operations, planning, and resources remain aligned with the goal of improving outcomes for every learner.

Through this integrated approach, NSD 92 creates alignment between evidence, engagement, planning, implementation, and accountability. The district's work remains grounded in Nisga'a language, culture, identity, and community while maintaining a relentless focus on improving literacy, numeracy, belonging, attendance, graduation, and future opportunities for all learners.