

Reflect and Adjust Chart: Strategic Goal 3- Student Achievement



Context: This chart is also aligned with the Student Achievement goal of our 2025-2027 Implementation Plan, and two pillars of the Ministry of Education and Childcare's pillars of the Educated Citizen: Intellectual Development, and Career Development.

Strategic Goal 3: Student Achievement (Intellectual Development/Career Development)			
Objective: Improve student proficiency in numeracy			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: • Continue? • Discontinue? • Adapt? • Introduce and implement?
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Implement standard numeracy assessment tool for elementary students. Develop snapshot screeners to allow teachers to identify foundational misunderstandings and respond with	Students not on track (33% for grade 4, 38% for grade 7) in numeracy on FSAs. These percentages are even higher for priority populations. Newly identified gap between Indigenous and non-Indigenous students in	2024-25 was the first year of this strategy, so more time is needed to accurately assess effectiveness or identify trends. Grade 4 & 7 FSA results for all students and all priority populations are above the provincial average and trending in a positive direction. Last year's grade 7 cohort was the first group in over 5 years to show	In 2024/25 we introduced numeracy screeners for students in grades 2 and 6. These will continue in 2025/26. In 2025/26 we will introduce screeners for students in grades 3 and 5. We will use the assessment data to disaggregate priority population information. (We did not do this in 2024/25).

instructional interventions.	class-based marks from grades 4-10	improvement in the FSAs from grade 4 to grade 7. Anecdotal comments from teachers reflect an appreciation of tools to identify gaps in understanding of numeracy concepts.	
Support professional development for teachers in K-10 mathematics.	While FSA numeracy scores are trending in a positive direction, in 2024-25 there are still students not on track (see above). Significant drop in class based proficiency from grade 7 to grade 8. Performances consistently below provincial averages on the numeracy 10 assessment and a performance gap for priority populations. Anecdotal evidence from some elementary teachers that math is an area of instruction where they have less confidence.	2024-25 was the first year of this focus so more time is needed to accurately assess effectiveness. FSA numeracy scores are trending upwards. Teacher engagement in professional development opportunities provided is increasing.	Professional Development Offered in 2024-25: • Sessions with Jen Carter (SD22) for grades 1-7. • Sessions with Katie McCormack for grades 4-7. • Sessions to support the Mathology resource (grades 3-7). • Lunch n' Learn sessions to highlight and share successful strategies being used by SD53 teachers that aligned with numeracy screening tasks. In 2025-26 we will expand to a larger overall focus on numeracy professional development supporting teachers to engage with local and provincial PSAs. Pro-d provided in 2024-25 was only focused on K-7, and in 2025-26 we will also focus on grade 8-10 teachers.
Creation of a district inquiry group focused on declining rates of	Significant drop in class based proficiency from grade 7 to grade 8.	New in 2025-26. Will evaluate throughout the year.	N/A

proficiency in numeracy from grade 8-10 as well as an increasing equity gap for students of Indigenous ancestry and students with disabilities and diverse abilities in Math courses.	Consistently poor performances on the numeracy 10 assessment and a performance gap for priority populations. The gap in participation rates (14%) is much smaller than the gap in achievement levels (33%) between Indigenous and Non-indigenous students in grade 10 academic math.		
Objective: Improve student proficiency in literacy			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
POPEY 4-part series focused on foundational literacy skills, reaching comprehension and writing skills.	FSA 4 literacy rates have declined over the past 5 years, mirroring provincial trends. Notable numbers of students not on track in literacy on the FSA or achieving proficiency in ELA.	Primary teachers from every elementary school participated in the 4-part series. We don't have enough data to identify a trend, but the skills targeted through the series are aligned with gaps we are seeing in student literacy performance.	In 2025-26 we will continue to work with POPEY who will host 2, 2-part series. The first series is "The Power of Explanations and Explicit Teaching" with Dr. Zach Groshell, and the second is "Rock Your Literacy Block" with Lindsay Kemeny. Both series focus on literacy and how to support all learners.
Kindergarten Assessment	FSA 4 literacy rates have declined over the past 5 years, mirroring provincial trends.	We have had a kindergarten assessment in place for over a decade. This year the assessment was updated for 2025-26.	Updates to the assessment were the addition of phonological awareness questions to determine gaps. Numeracy skills were also added to the assessment.

Primary Reading Assessment	Notable numbers of students not on track in literacy on the FSA or achieving proficiency in ELA.	We have had this assessment in place for over a decade. This year the assessment was updated for 2025-26.	Updates were made to the recording sheets to reflect what areas of improvement are needed for each student. There are “next steps” laid out so the educator can determine what skills need to be focused on. This will enable the child to improve their reading skills and comprehension.
Talking Table Oral Language Development Program	Anecdotal evidence from teachers that students are entering school with significantly lower oral language abilities and increased speech difficulties.	New in 2025-26. Will evaluate throughout the year.	N/A
1.0 K-7 Support Teacher targeting 2 priority elementary schools	FSA 4 literacy rates have declined over the past 5 years, mirroring provincial trends. Significant gap in literacy proficiency rates between some schools, so we are creating enhanced support for our priority students.	New in 2025-26. Will evaluate throughout the year.	N/A
0.2 FTE Secondary Literacy Coordinator working at secondary schools focusing on grades 8/9	Drop in literacy proficiency from grade 7 to grade 8 Gap in literacy proficiency for priority populations in grades 8 and 9.	New in 2025-26. Will evaluate throughout the year.	N/A

Introduction of the Non-Fiction Reading Assessment (NFRA) in grades 4-9. Introduction of the NFRA into grade 8 and 9 ELA classes. Pedagogical literacy support for teachers grades 4-9	On the 2024-25 FSAs, a significant number of students were not on track in literacy (40% of grade 4 and 33% of grade 7). There has been a slight decline in Literacy 10 assessment results for the past 5 years (2019-20 to 2023-24). Class based results show a consistent difference in proficiency levels between Indigenous and Non-Indigenous students in all cohorts from Grade 7 to grade 12 in ELA and EFP courses and a performance gap on the Literacy 10 assessment.	New in 2025-26. Will evaluate throughout the year.	N/A
Focus on pedagogical practices for teaching literacy grades 4-9 (Adrienne Gear).	FSA 4 literacy rates have declined over the past 5 years, mirroring provincial trends.	Anecdotal comments from teachers who attended one session with Adrienne Gear in 2024-25 stated that the learning was very valuable. 2025-26 will be the first year of more intensive and extended pro-d support in this area.	We have expanded our work with Adrienne Gear from limited engagement in 2024-25 to a longer series for literacy support in 2025-26. Teachers of K-9 will participate.
Objective: Improve school completion rates			

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Scheduled meetings between the Director of Learning and Inquiry and secondary school admin teams to review graduation lists.	10% drop in completion rates 2 years ago, and a consistent gap between all resident students and priority populations	New in 2025-26. This year the scheduled meetings will happen twice during the year (fall and winter).	N/A
<u>Note:</u> Strategies such as the Indigenous Graduation Coach and Student Success Meetings for Indigenous Students are on the “Truth and Reconciliation” Reflect and Adjust Chart. Graduation support for Students of Diverse Abilities and Disabilities as well as Children and Youth in Care are described on the “Health and Well-Being” Chart.			
Objective: Increase pathways and options following graduation.			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Career Programming: Youth Work in Trades Youth Train in Trades Sampler Programs: Tech, Health, Trades Dual Credit Programs through OC, TRU, Selkirk, COTR ECE (Okanagan College), Graphic Design (SFU), and EMR(Justice Institute)	Consistent 50% immediate transition to PSI rates and declining 3-year rates from 2021-22 to 2022-23. We saw slight drops for Indigenous students and students with diverse abilities and disabilities in immediate transition rates in 2022-23.	In immediate transition to post-secondary all demographics (CIYC masked) showed a 2-year improvement trend between 2019-20 and 2021-22 and all resident students improved again very slightly 2022-23. Our district consistently fills all programming spots that are available.	Our district does excellent work in career programming and provides many options for students to transition. We are continually expanding partnerships with post-secondary institutions to offer opportunities for students. Programming continues to be creative and flexible with many programs combining online and in-person delivery to allow access for rural students. In many programs we have more students than there are spots available.

			In 2025-26 we will review the participation rates in career and trades preparation programs for representation from priority populations. We continue to work with each First Nation to explore creative opportunities to support Indigenous students in Post-Secondary transitions.
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