



OKANAGAN SIMILKAMEEN

SD#53

Enhancing Student Learning Report September 2025

Part 1: Review Data and Evidence

In Review of Year 2 of Strategic Plan 2023-2033



*Acknowledging with Gratitude the Ancestral and Unceded
Territory of the Sukənaqin and Sməłqmix People, Traditional
Keepers of the Land.*

Approved by Board on September 23, 2025

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Intellectual Development

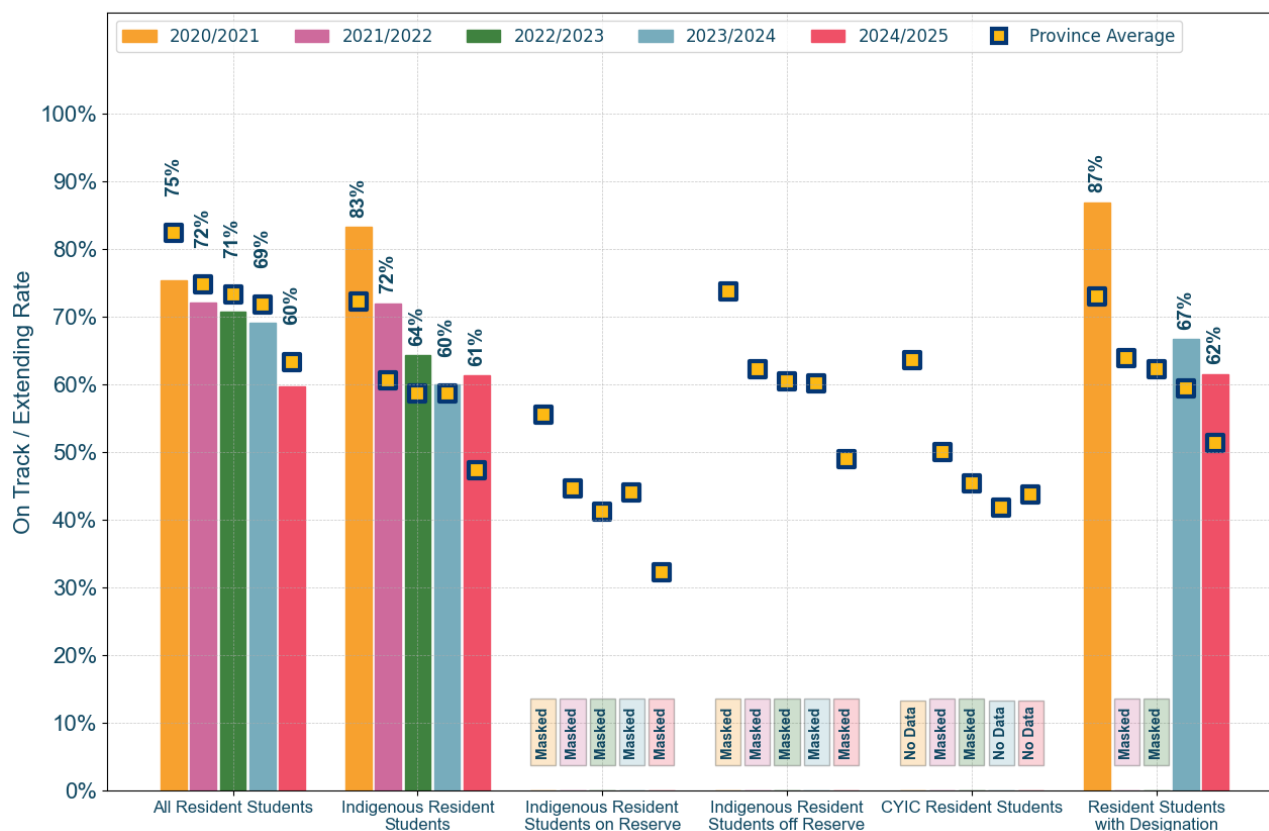
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD053 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	209 89%	169 93%	170 92%	199 91%	177 93%
Indigenous Resident Students	45 80%	27 93%	31 90%	38 79%	32 97%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	0	Masked	Masked	0	0
Resident Students with Designation	34 68%	19 58%	25 68%	32 66%	33 79%

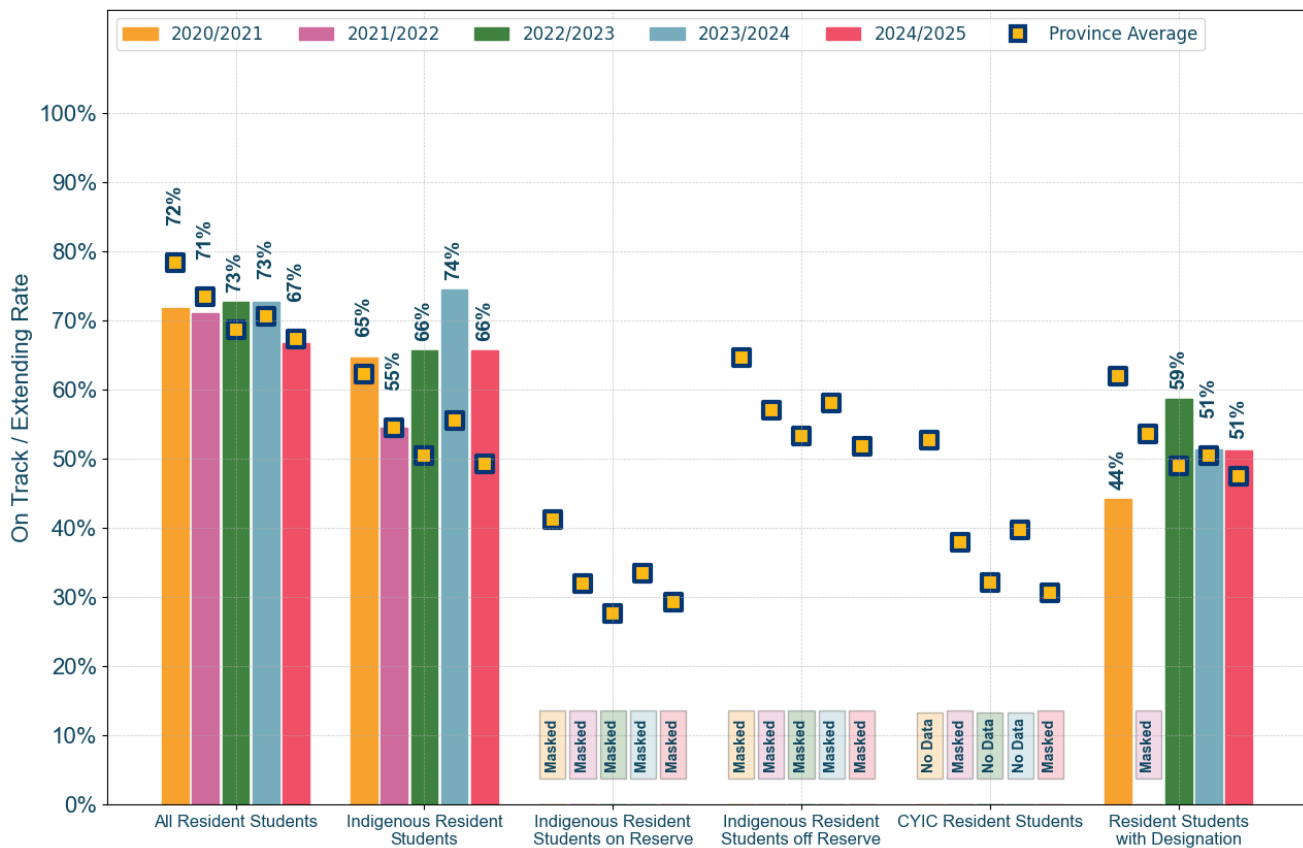
SD053 - Grade 4 FSA Literacy - On Track / Extending Rate



SD053 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	197 92%	185 95%	168 92%	212 97%	182 94%
Indigenous Resident Students	58 83%	48 92%	38 92%	46 93%	35 91%
Indigenous Resident Students on Reserve	Masked	16 81%	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	32 97%	Masked	Masked	Masked
CYIC Resident Students	0	Masked	0	0	Masked
Resident Students with Designation	52 83%	33 79%	37 78%	44 89%	49 88%

SD053 - Grade 7 FSA Literacy - On Track / Extending Rate

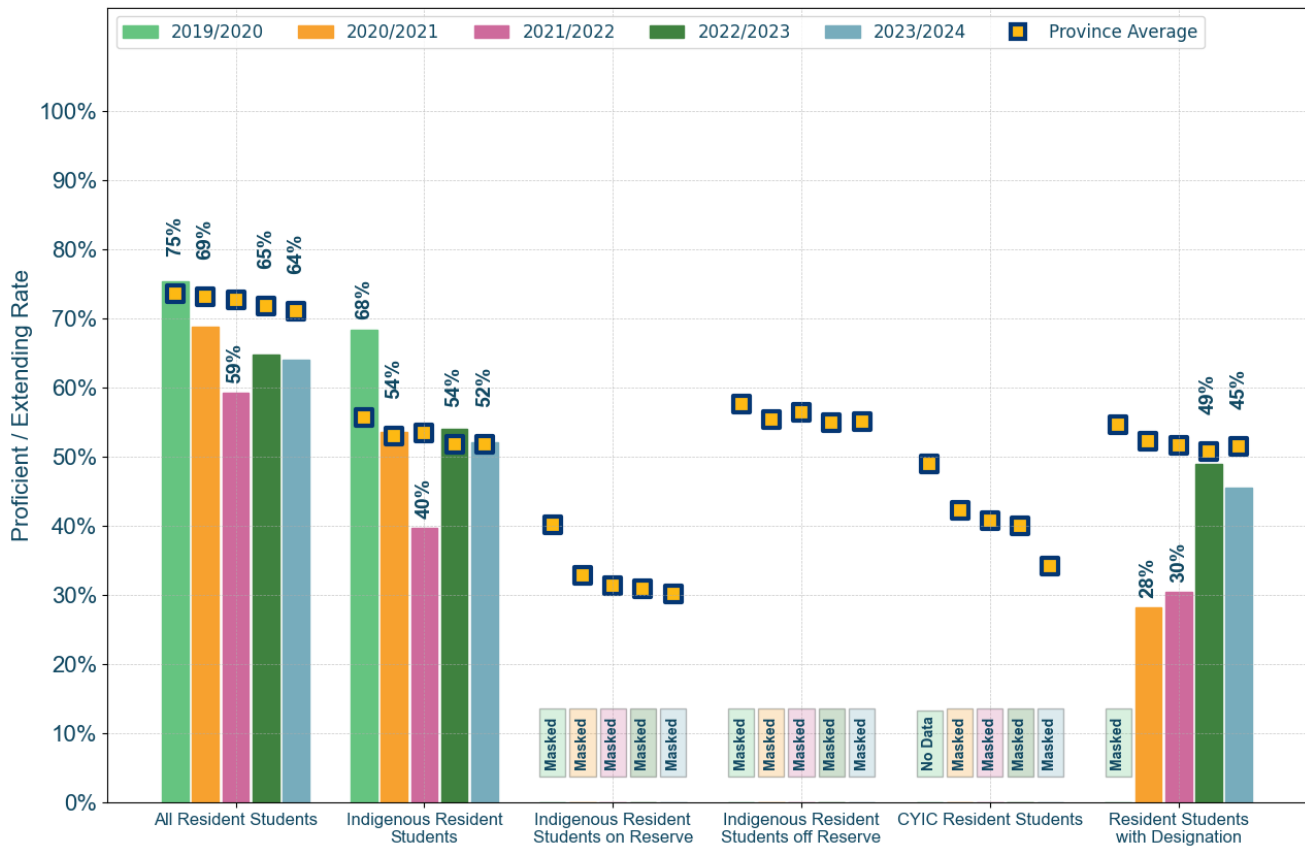


Measure 1.2: Grade 10 Literacy Expectations

SD053 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	203 33%	177 77%	197 89%	193 89%	202 92%
Indigenous Resident Students	57 33%	49 59%	55 80%	45 78%	55 78%
Indigenous Resident Students on Reserve	Masked	17 59%	18 78%	Masked	Masked
Indigenous Resident Students off Reserve	Masked	32 59%	37 81%	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	37 49%	48 75%	52 79%	51 80%

SD053 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Local Data: Literacy

Legend: Percentage of students demonstrating proficiency in the following areas

- ELA: % of students proficient or extending on final class-based reports for English Language Arts
- FSA: % of students on-track or extending on Foundation Skills Assessment

Literacy Grade 4

School Year	Grade	% of students demonstrating proficiency
		Cohort 1 (Students in grade 4 in 2022/23)
2020/21	2 ELA	46 %
2021/22	3 ELA	45%
2022/23	4 ELA	45%
2022/23	4 FSA	71 %
2023/24	5 ELA	40%
2024/25	6 ELA	50%
		Cohort 2 (Students in grade 4 in 2023/24)
2021/22	2 ELA	49%
2022/23	3 ELA	46%
2023/24	4 ELA	49 %
2023/24	4 FSA	69%
2024/25	5 ELA	43.5%
		Cohort 3 (Students in grade 4 in 2024/25)
2022/23	2 ELA	49% (39 students emerging)*
2023/24	3 ELA	47% (33 students emerging)*
2024/25	4 ELA	50% (18 students emerging)*
2024/25	4 FSA	60%

*While overall proficiency levels are consistent- a significant number of emerging students did make progress between grade 2 and grade 4.

Literacy Grade 7

School Year	Grade	% of students demonstrating proficiency
		Cohort 1 (Students in grade 7 in 2022/23)
2019/20	4FSA	75.7%
2020/21	5 ELA	53 %
2021/22	6 ELA	45 %
2022/23	7 FSA	73%
2022/23	7 ELA	66%
2023/24	8 ELA	58%
2024/25	9 ELA	59%
		Cohort 2 (Students in grade 7 in 2023/24)
2020/21	4 FSA	75.4%
2021/22	5 ELA	54%
2022/23	6 ELA	52%
2023/24	7 FSA	73%
2023/24	7 ELA	61%
2024/25	8 ELA	58%

		Cohort 3 (Students in grade 7 in 2024/25)
2021/22	4 ELA	49%
2021/22	4 FSA	72%
2022/23	5 ELA	48%
2023/24	6 ELA	52%
2024/25	7 FSA	66.6%
2024/25	7 ELA	63%

FSA Cohort Comparison (Literacy)

FSA 4	OT/EXT%	FSA 7	OT/EXT%
2017/18	81.2	2020/21	71.8
2018/19	78.8	2021/22	71
2019/20	75.7	2022/23	72.7
2020/21	75.4	2023/24	72.7
2021/22	72.1	2024/25	66.7

Grade 4 ELA (2024/25)

All Students	All Students	Non-Indigenous	Indigenous	On-Reserve
# Proficient	89/176	77/149	12/27	MASKED
% Proficient	50%	52%	44%	MASKED
24/25 Gr. 4 Literacy FSA	60%	59%	61%	MASKED

Grade 7 ELA (2024/25)

All Students	All Students	Non-Indigenous	Indigenous	On-Reserve
# Proficient	113/184	99/148	14/35	MASKED
% Proficient	61%	67%	40%	MASKED
24/25 Gr. 7 Literacy FSA	67%	67%	66%	MASKED

Grade 8 ELA (2024/25)

All Students	All Students	Non-Indigenous	Indigenous	On-Reserve
# Proficient	125/220	103/178	21/42	MASKED
% Proficient	57%	58%	50%	MASKED

Grade 9 ELA (2024/25)

All Students	All Students	Non-Indigenous	Indigenous	On-Reserve
# Proficient	98/167	85/132	13/35	MASKED
% Proficient	59%	64%	37%	MASKED

Literacy 10

School Year	Grade	% of Students demonstrating proficiency
		Cohort 1(Students in grade 10 in 2022/23)
2019/20	7 ELA	60%
2020/21	8 ELA	54%
2021/22	9 ELA	53%
2022/23	10 ELA/EFP	60% (C+ or higher in ELA/EFP 10 course)
2023/24	11 ELA/EFP	70 % (C+ or higher in ELA/EFP 11 course)
		Cohort 2 (Students in grade 10 in 2023/24)
2020/21	7 ELA	60 %
2021/22	8 ELA	43 %

2022/23	9 ELA	55 %
2023/24	10 ELA/EFP	64% (C+ or higher in ELA/EFP 10 course)
2024/25	11 ELA/EFP	125/185 = 68%
		Cohort 3 (Students in grade 10 in 2024/25)
2021//22	7 ELA	52%
2022/23	8 ELA	56%
2023/24	9 ELA	48%
2024/25	10 ELA/EFP	61%

2021/22 ELA 7 (Students currently in grade 10 – 2024/25)

All Students	All Students	Non-Indigenous	Indigenous	On-Reserve
# Proficient	106/203	94/156	12/47	2/13
% Proficient	52%	60%	26%	15%

2022/23 ELA 8 (Students currently in grade 10 – 2024/25)

All Students	All Students	Non-Indigenous	Indigenous	On-Reserve
# Proficient	96/170	86/132	10/38	MASKED
% Proficient	56%	65%	26%	MASKED

2022/23 ELA 9 (Students currently in grade 10 – 2024/25)

All Students	All Students	Non-Indigenous	Indigenous	On-Reserve
# Proficient	85/177	77/133	8/44	MASKED
% Proficient	48%	58%	14%	MASKED

ELA/EFP 10 2024/25

All Students	All Students	Non-Indigenous	Indigenous	On-Reserve
# Proficient (C+ or higher)	125/185	107/150	18/35	MASKED
% Proficient C+ or higher)	68%	71%	51%	MASKED

ELA/EFP 11 2024/25

All Students	All Students	Non-Indigenous	Indigenous	On-Reserve
# Proficient (C+ or higher)	106/174	92/133	14/41	MASKED
% Proficient C+ or higher)	61%	69%	34%	MASKED

Literacy 12

School Year	Grade	% of students who scored C+ or higher in ELA Courses (ELA/EFP)
2022/23	11 ELA/EFP	59%
2023-24	12 ELA/EFP	61% (all students) 65% (non-Indigenous) 47% (Indigenous)
2023-24	11 ELA/EFP	71%
2024-25	12 ELA/EFT	68% (all students) 71% (non-Indigenous) 54% (Indigenous)

Analysis:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

Literacy Key Context:

- Provincial data is almost always masked for students living on reserve and CIYC, but we did analyze the unmasked data and use it for our strategic planning
- A suggested area of growth from feedback on the 2024 FESL was to further disaggregate the local data for Indigenous students, and we have done this for the 2025 report.
- In our district there are significant variations in literacy results between families of schools (the specific schools will not be identified in this report), however this information is taken into consideration for our strategic planning and allocation of resources.

Grade 4 FSA Literacy:

- We consistently have very high participation rates for the FSAs that are well above the provincial average (between 10% and 30 % above the provincial average during the last 5 years). Most recently (2024-25) we had 93% participation for all resident students, and a 97% participation rate for Indigenous learners.
- Overall, our students continue to maintain on par results (within 2-3%) of the provincial average, but we have noted a gradual decrease over the last 5 years, and this trend continued in 2024-25 with another decrease.
- Indigenous student results declined from 2020-21 to 2023-24 (4-year trend) but increased slightly (1%) in 2024/25. Despite the decline from in district data, every year the results for Indigenous students are above the provincial average. In 2024-25 they were 14% above the provincial average.
- In 2024/25 Indigenous results were on par with non-Indigenous students (61% and 60% respectively). This ends a 2-year trend from 2022/23 to 2023/24 where the gap was wider.
- On-reserve Indigenous student proficiency rates are on a 4-year decline, but are still above the provincial average every year.
- Off-reserve Indigenous students had an increase in results in 2024-25 after a 4-year downward trend from 2020-21 to 2023-24. Results have been above the provincial average for the past 5 years.
- There has been no data for CIYC students in grade 4 for the past 2 years, and previous years are masked.
- Students with disabilities and diverse abilities have a 2-year declining trend, but have been above the provincial average in 4 of the past 5 years (including the last 2 years).

Local Data Triangulation:

- As our FSA 4 participation rates are very high, we consider them a reliable source of data, but we are also cross-referencing those results with classroom-based assessments.
- Following analysis of the local year-end report card proficiency levels for English Language Arts for the past 4 years, proficiency levels are consistent (around 50%) and when we track cohorts of grade 4 students, we have not seen a significant change in proficiency levels (% of students extending or proficient) between grade 2 and grade 4.
- An encouraging statistic is the decrease in the number of students currently in grade 4 who are emerging compared with the same cohort in grade 2. The number of students who are emerging has dropped significantly (39 students were emerging when this group was in grade 2, and now only 19 are Emerging in ELA 4). So while the percentage of students who are extending and proficient in their classroom marks has not changed significantly, we are seeing an important improvement in students who are improving their literacy skills and moving up from the lowest proficiency level.
- When we break down the classroom proficiency levels further, there is a 6% difference between Indigenous and Non-Indigenous students (50% and 44% respectively).

Grade 7 FSA Literacy:

- Participation rates are very high and have ranged between 92% and 97% over the past 5 years and are consistently well above the provincial average.

- Our overall (all resident student) proficiency levels have been on par with the provincial average for the past 3 years.
- Results have been consistently between 72-73% for the previous 4 years (2020/21-2023/24) then dropped to 67% for 2024/25. A similar drop is seen in provincial FSA scores.
- Proficiency rates for Indigenous students have been inconsistent (no trends). There was a spike in 2023/24 at 74% and back to 66% for 2024/25. However, it is encouraging that proficiency rates for Indigenous students are on-par with non-Indigenous students for the past 2 years.
- In 2020/21 and 2021/22, proficiency levels for Indigenous students were equal to or slightly above the provincial average, and for the past 3 years (2021-22 to 2024-25) they have been well above the provincial average. It's also worth noting that our participation rates for Indigenous students are significantly higher than the provincial average.
- On-reserve students have consistently performed above the provincial average for the past 5 years, but are also consistently below the averages for all-resident students. There was a very small increase in proficiency rates for students living on reserve (43% to 44%) between 2023-24 and 2024-25.
- Indigenous students off-reserve have demonstrated proficiency above all resident students in 2023-24 and 2024-25 and have been well above the provincial average for the past 3 years.
- CIYC data is masked but 100% of students were proficient in 2024/25 (no other data for the past 3 years).
- Students with diverse abilities and disabilities have had a 51% proficiency rate for 2023-24 and 2024-25 and have been at or above the provincial average for the past 3 years.
- When we compare FSA results from grade 4 to grade 7 for cohort groups for the past 5 years (starting with students in grade 7 in 2024-25) every single group has slightly lower proficiency scores on the grade 7 FSAs than they did on their grade 4 FSAs.

Local Data Triangulation:

- As our FSA 7 participation rates are very high we consider them a reliable source of data, but we are also cross-referencing those results with classroom-based assessments.
- FSA results are consistently higher than class-based proficiency levels for literacy.
- Looking at 3 cohorts (students in grade 7 for the past 3 years) we see that year-end classroom proficiency levels increase each year between grade 4 and grade 7.
- When we look at the students in grade 7 for 2024-25 there is a 27% difference in proficiency levels in final classroom marks for Non-Indigenous students (67%) and Indigenous students (40%).

Grade 10 Graduation Assessment Literacy

- Grade 10 Literacy Assessment results in 2023-24 were very consistent with the previous year, but overall there has been a slight decline over the past 5 years.
- Indigenous student results are equal to the provincial average, and students living on reserve have been above the provincial average for the past 3 years.
- CIYC student information is masked and is not available.
- Students with disabilities and diverse abilities had a slight drop from 2022-23 (49%) to 2023-24 (45%), and are still significantly below all resident students (~20% the last 2 years).
- There has been an achievement gap of at least 15% each year between Indigenous and non-Indigenous students for the past 4 years on the literacy 10 assessment.

Local Data Triangulation:

- 61% of all resident students were proficient (C+ or higher in EFP/ELA10) which is comparable to 64% proficiency on the provincial literacy assessment.
- When we look at final course marks in grade 10 in 2024-25 there is a significant gap between Indigenous and Non-Indigenous student proficiency levels that persists at least back to grade 7. 71% of Non-Indigenous students in grade 10 were proficient (scored at C+ or higher) in ELP/EFP10 compared to 51% of Indigenous students. There is an even wider gap for Indigenous students living on reserve, but the data is masked so we will not report specific percentages.
- In grade 11 course-based assessments we see a similar pattern with 69% of Non-Indigenous students scoring a C+ or higher in EFP/ELA11 compared with 34% of Indigenous students. These patterns also emerge with the 2024-25 grade 12 cohort.

- For grade 9 students in 2024-25 there was a 27% difference between non-Indigenous students (64%) and Indigenous students (37%) who were proficient in ELA 9.
- For grade 8 students in 2024-25 there was an 8% difference between non-Indigenous students (58%) and Indigenous students (50%) who were proficient in ELA 8.

Interpretation:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

What new information emerged when comparing provincial data and relevant local data?

- At the grade 4 and grade 7 level we see a divergence in proficiency levels between Indigenous and non-Indigenous students in class-based assessments even though there is parity in performance on the grade 4 and grade 7 FSA's.
- There is a significant difference in proficiency levels in ELA course-based marks between Indigenous and Non-Indigenous students from grade 7 all the way up to grade 12 regardless of cohort.

What strengths and areas of growth were uncovered?

- Strength: Continued high participation rates for the FSAs.
- Strength: Compared to provincial averages, students from priority populations (Indigenous and Students with Diverse Abilities and Disabilities) are at or above the provincial average on the Grade 4 and 7 FSAs. Results for Children and Youth In Care are masked.
- Strength: Indigenous Students (All resident, on reserve and off reserve) are at or above the provincial average on the Literacy 10 Assessment for 2022-23 and 2023-24.
- Strength: In Grade 4 and Grade 7 FSAs for literacy there was parity in 2024-25 between Indigenous and Non-Indigenous students and over the previous 4 years (2022-21-2023-24) results were within 9% or closer.
- Growth: Consistently declining scores on the grade 4 FSA for the past 5 years.
- Growth: 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).
- Growth: Students with Disabilities and Diverse Abilities scores have declined on the grade 4 FSAs for the past 5 years.
- Growth: While students with Disabilities and diverse abilities are on par with all resident students on the Grade 4 FSA for 2022-23 and 2023-24, there is an increasing proficiency gap on the FSA 7 (~16%) and Literacy 10 assessments (~18%).
- Growth: There has been a slight decline in Literacy 10 assessment results for the past 5 years (2019-20 to 2023-24).
- Growth: There is a consistent 15% gap on the Literacy 10 assessment between Indigenous and Non-Indigenous students.
- Growth: Class based results show a significant and 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.

How do the results from the analysis inform the district's commitments to improving equity for all priority populations?

- Compared to provincial assessment results, priority populations in our district are doing well, but we see concerning inequitable proficiency levels in certain areas and with certain cohorts between priority populations and our all-resident student proficiency levels.
- We are using the identified areas where priority populations are not demonstrating equitable proficiency literacy level to inform our strategic planning.

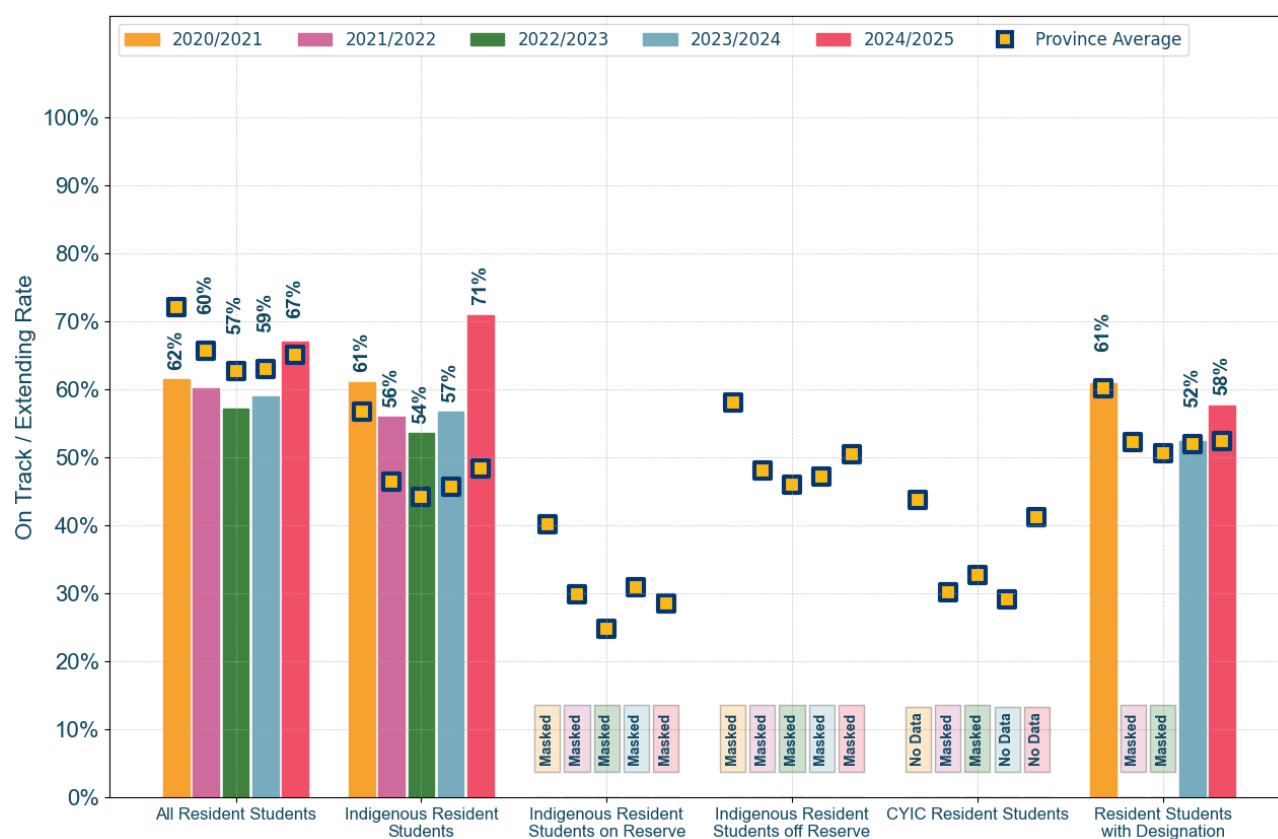
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD053 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	209 89%	169 93%	170 94%	199 90%	177 93%
Indigenous Resident Students	45 80%	27 93%	31 90%	38 79%	32 97%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	0	Masked	Masked	0	0
Resident Students with Designation	34 68%	19 58%	25 72%	32 66%	33 79%

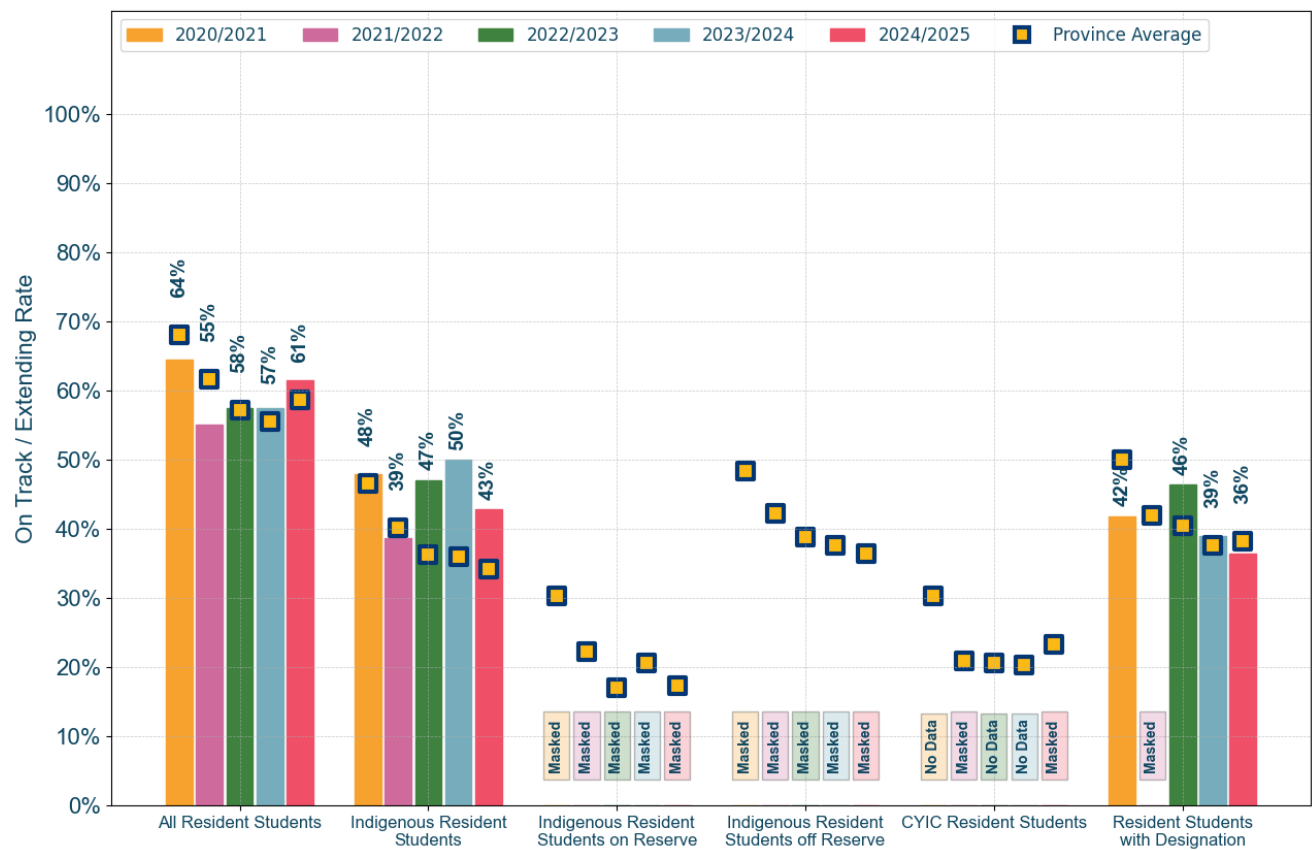
SD053 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD053 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	197 91%	185 95%	168 91%	212 95%	182 96%
Indigenous Resident Students	58 83%	48 92%	38 89%	46 91%	35 100%
Indigenous Resident Students on Reserve	Masked	16 81%	Masked	Masked	11 100%
Indigenous Resident Students off Reserve	Masked	32 97%	Masked	Masked	24 100%
CYIC Resident Students	0	Masked	0	0	Masked
Resident Students with Designation	52 83%	33 79%	37 76%	44 82%	49 90%

SD053 - Grade 7 FSA Numeracy - On Track / Extending Rate

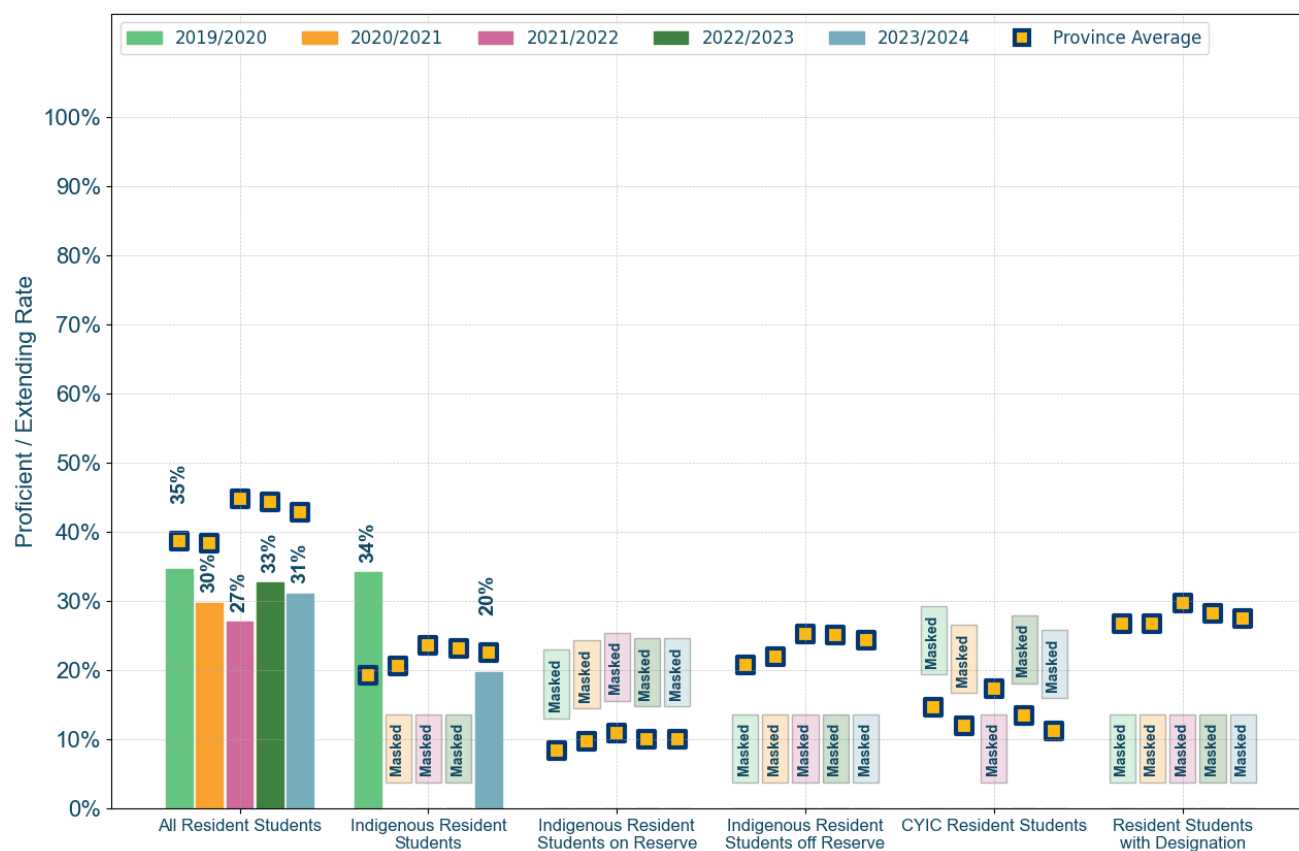


Measure 2.2: Grade 10 Numeracy Expectations

SD053 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	203 36%	177 79%	201 85%	190 83%	202 90%
Indigenous Resident Students	58 38%	49 59%	57 72%	43 65%	55 80%
Indigenous Resident Students on Reserve	Masked	16 63%	18 72%	Masked	Masked
Indigenous Resident Students off Reserve	Masked	33 58%	39 72%	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	43 23%	37 51%	51 65%	50 76%	51 82%

SD053 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

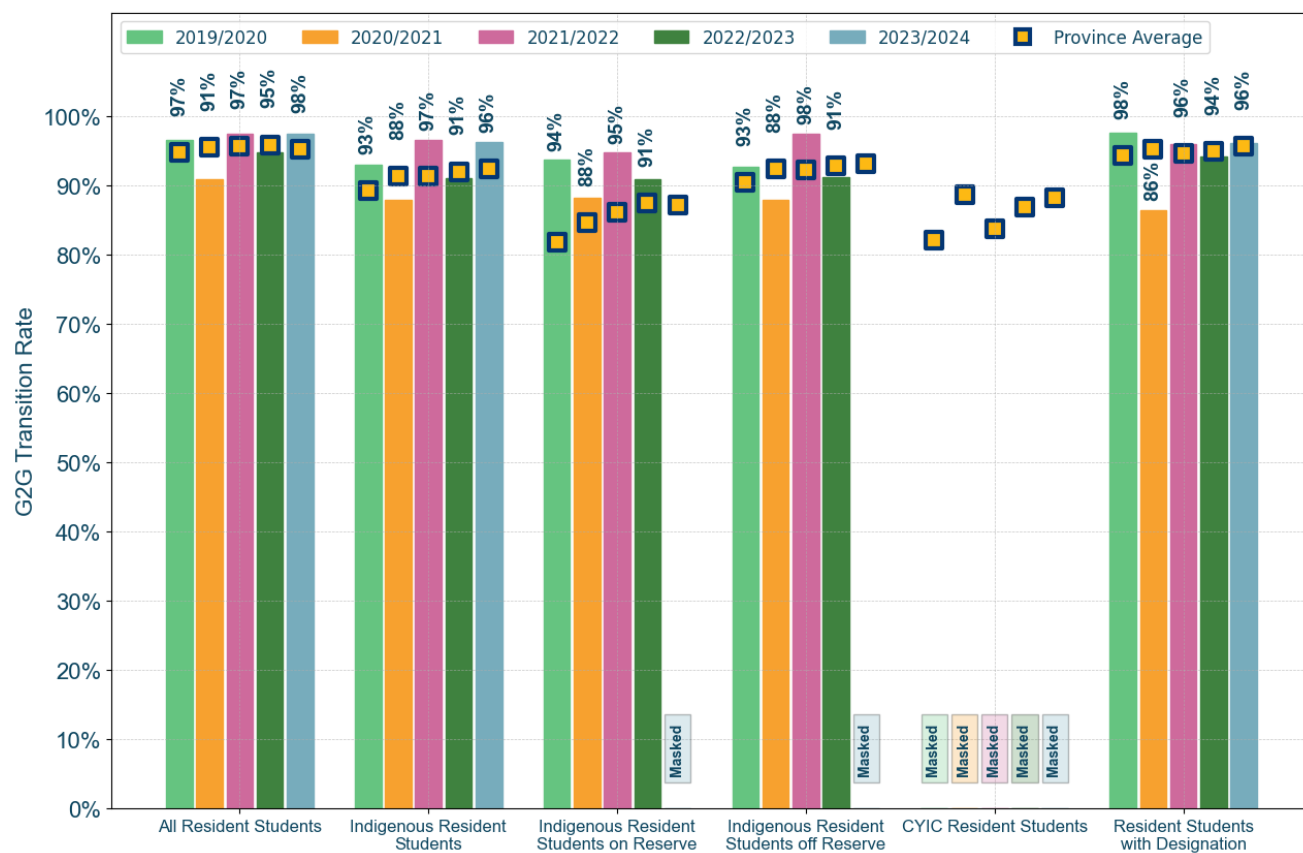


Measure 2.3: Grade-to-Grade Transitions

SD053 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	202	177	199	193	202
Indigenous Resident Students	57	50	60	45	55
Indigenous Resident Students on Reserve	16	17	19	11	Masked
Indigenous Resident Students off Reserve	41	33	41	34	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	43	37	50	52	51

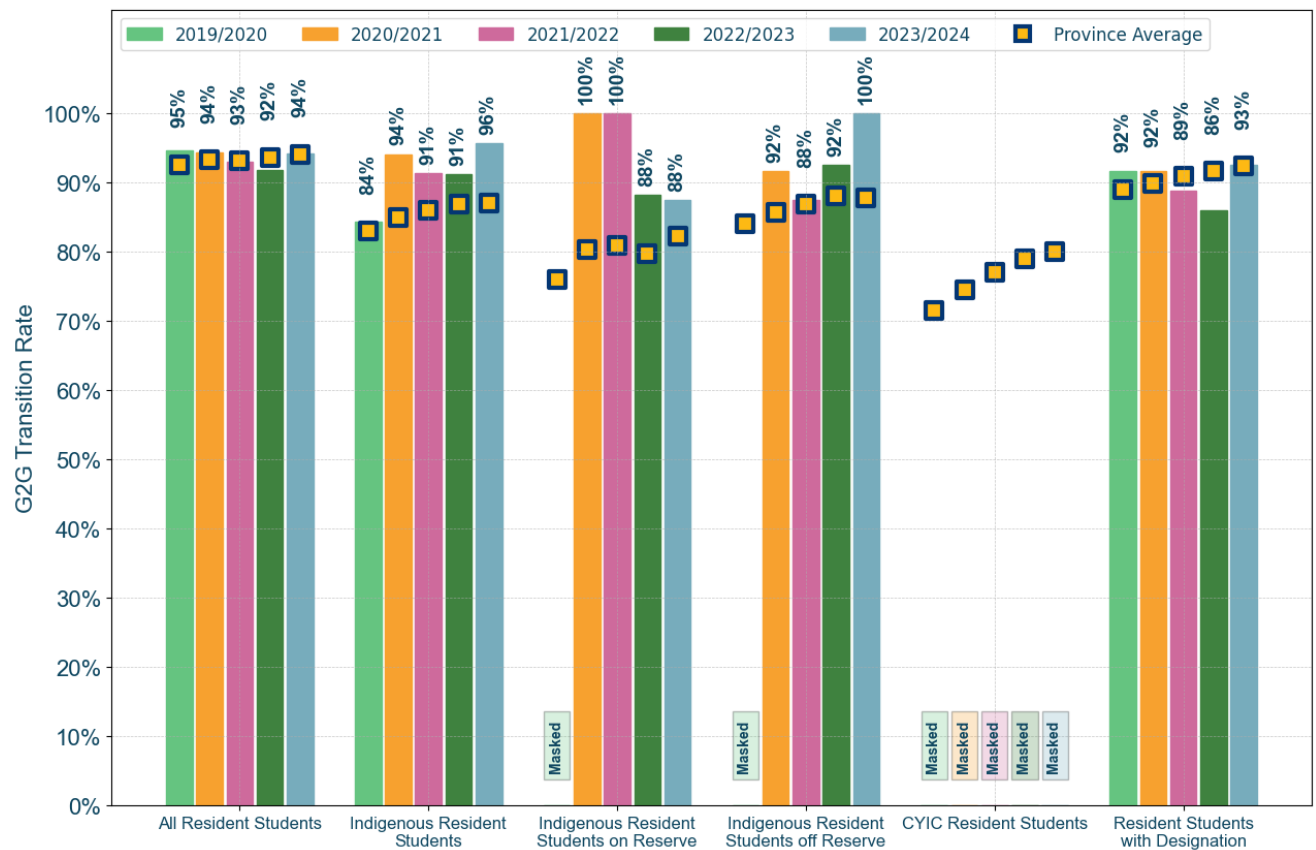
SD053 - Grade 10 to 11 Transition Rate



SD053 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	170	195	170	208	192
Indigenous Resident Students	32	51	46	57	46
Indigenous Resident Students on Reserve	Masked	15	14	17	16
Indigenous Resident Students off Reserve	Masked	36	32	40	30
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	36	48	36	50	54

SD053 - Grade 11 to 12 Transition Rate



Local Data: Numeracy

Legend: Percentage of students demonstrating proficiency in the following areas

- Math - % of students proficient or extending on final class-based reports for Mathematics
- FSA - % of students on-track or extending on Foundation Skills Assessment

Numeracy Grade 4

School Year	Grade	Cohort 1 (Students in grade 4 in 2022/23)
2020/21	2 Math	63%
2021/22	3 Math	64%
2022/23	4 FSA	57%
2022/23	4 Math	64%
2023/24	5 Math	55%
2024/25	6 Math	60%
		Cohort 2 (Students in grade 4 in 2023/24)
2021/22	2 Math	69%
2022/23	3 Math	65 %
2023/24	4 FSA	59%
2023/24	4 Math	61%
2024/25	5 Math	53%
		Cohort 3 (Students in grade 4 in 2024/25)
2022/23	2 Math	69% (13 students emerging)*
2023/24	3 Math	67% (17 students emerging)*
2024/25	4 Math	66% (15 students emerging)*
2024/25	4 FSA	67%

*The number of students at emerging levels is relatively consistent between grade 2 and grade 4.

Numeracy Grade 7

School Year	Grade	Cohort 1 (Students in Grade 7 in 2022/23)
2019/20	4 FSA	72.3%
2020/21	5 Math	70%
2021/22	6 Math	70%
2022/23	7 FSA	58%
2022/23	7 Math	66%
2023/24	8 Math	43.5 %
2024/25	9 Math	38%
		Cohort 2 (Students in Grade 7 in 2023/24)
2020/21	4 FSA	61.5%
2021/22	5 Math	57%
2022/23	6 Math	56 %
2023/24	7 FSA	57.4%
2023/24	7 Math	67%
2024/25	8 Math	46%

		Cohort 3 (Students in grade 7 in 2024/25)
2021/22	4 FSA	55%
2021/22	4 Math	62%
2022/23	5 Math	53%
2023/24	6 Math	57%
2024/25	7 Math	62%
2024/25	7 FSA	61.5%

FSA Cohort Comparison (Numeracy)

FSA 4	OT/EXT%	FSA 7	OT/EXT%
2017/18	67.9%	2020/21	64.5%
2018/19	63.8%	2021/22	55.1%
2019/20	72.3%	2022/23	57.5%
2020/21	61.5%	2023/24	57.5%
2021/22	60.2%	2024/25	61.5%

Numeracy 10

School Year	Grade	% of Students Proficient or Extending
		Cohort 1 (Students in grade 10 in 2022/23)
2019/20	7 Math	54 %
2020/21	8 Math	47%
2021/22	9 Math	37%
% of students who scored C+ or higher on a Gr. 10 or 11 math course		
2022/23	FMP 10	32%
2022/23	WPM10	19%
2023/24	PreCa11	24%
2023/24	WPM11	25%
2023/24	Found11	10%
% of students in a position to pursue an academic path (received credit for Pre-Calc 11 or Foundations 11) = 54%		
		Cohort 2 (Students in grade 10 in 2023/24)
2020/21	MA 7	59%
2021/22	MA 8	39%
2022/23	MA 9	37 %
2023/24	FMP 10	37%
2023/24	WPM10	20%

2023/24 Math 9 (Students currently in grade 10- 2024/25)

All Students	All Students	Non-Indigenous	Indigenous	On-Reserve
# Proficient	70/189	62/141	8/48	1/10
% Proficient	37%	44%	17%	10%

2024/25 Math Foundations and Pre-Calculus 10 vs. Math Workplace 10

Participation Rate MFP10			
		% of total Grade 10 students	% of total cohort group in Grade 10
All Students (187)	126/187	67%	
Non-Indigenous (140)	99/187	53%	99/140=71%
Indigenous (47)	27/187	14%	27/47= 57%
On-Reserve (13)	7/187	4%	7/13=54%

Students who scored C+ or higher in MFP10			
All Students	74/187	40%	
Non-Indigenous	67/187	36%	67/140=48%
Indigenous	7/187	4 %	7/47=15%
On-Reserve	0/187	0%	0/13=0%
Participation Rate MWP10			
All Students (187)	61/187	33%	
Non-Indigenous (140)	41/187	22%	41/140=29%
Indigenous (47)	20/187	11%	20/47=43%
On-Reserve (13)	6/187	3%	6/13=46%
Students who scored C+ or higher in MWP10			
All Students	30/187	16%	
Non-Indigenous	20/187	11%	20/140=14%
Indigenous	10/187	5%	10/47=21%
On-Reserve	2/187	1%	2/13=15%

2024/25 Math Foundations and Pre-Calculus 11 vs. Foundations 11 vs Math Workplace 11

Participation Rate MPREC11 (Pre-Calc)			
		% of total Grade 11 students	% of total cohort group in Grade 11
All Students (181)	88/181	49%	
Non-Indigenous (156)	79/181 (156)	44%	79/156=51%
Indigenous (25)	9/181 (25)	5%	9/25= 36%
On-Reserve (5)	MASKED	MASKED	MASKED
Participation Rate MFOM11 (Foundations)			
All Students	27/181	15 %	
Non-Indigenous	21/181	12%	21/156=14%
Indigenous	6/181	3%	6/25=24%
On-Reserve	MASKED	MASKED	MASKED
Participation Rate MWP11 (Workplace)			
All Students	66/181	36%	
Non-Indigenous	56/181	31%	56/156=36%
Indigenous	10/181	5.5%	10/25=40%
On-Reserve	MASKED	MASKED	MASKED
Students who scored C+ or higher in MPREC11 (Pre-Calculus)			
		% of total Grade 11 students	% of total cohort group in Grade 11
All Students	56/181	31%	
Non-Indigenous	49/181	27%	49/156=31%
Indigenous	7/181	4%	7/25=28%
On-Reserve	MASKED	MASKED	MASKED
Students who scored C+ or higher in MFOM11(Foundations)			
		% of total Grade 11 students	% of total cohort group in Grade 11
All Students	14/181	8%	

Non-Indigenous	12/181	7%	12/156=8%	
Indigenous	2/181	1%	2/25=8%	
On-Reserve	MASKED	MASKED	MASKED	
% of students in a position to pursue an academic path (received credit for Pre-Calc 11 or Foundations 11) C- or higher				
	% Credit for MPREC11	% Credit for MFOM11	% of total Grade 11 students	% of total cohort students in Grade 11
All Students	85/181 = 47%	25/181= 14%	110/181= 60.7 %	
Non-Indigenous	77/181=43%	20/181=11%	97/181=54%	97/156=62%
Indigenous	8/181 = 4.4%	5/181 = 3%	13/181 = 7%	13/25=52%
On-Reserve	MASKED	MASKED	MASKED	MASKED

Grade 4 Math (2024/25)

All Students	All Students	Non-Indigenous	Indigenous	On-Reserve
# Proficient	117/176	104/149	13/27	MASKED
% Proficient	66%	70%	48%	MASKED
24/25 Gr 4 FSA Numeracy Proficiency	67%	66.2%	71%	MASKED

Grade 5 Math (2024/25)

All Students	All Students	Non-Indigenous	Indigenous	On-Reserve
# Proficient	105/201	90/166	15/35	MASKED
% Proficient	52%	54%	43%	MASKED

Grade 6 Math (2024/25)

All Students	All Students	Non-Indigenous	Indigenous	On-Reserve
# Proficient	109/183	97/155	12/28	MASKED
% Proficient	60%	63%	43%	MASKED

Grade 7 Math (2024/25)

All Students	All Students	Non-Indigenous	Indigenous	On-Reserve
# Proficient	111/179	98/144	13/35	MASKED
% Proficient	62%	68%	37%	MASKED
2024/25 FSA Numeracy	61%	66%	43%	MASKED

Grade 8 Math (2024/25)

All Students	All Students	Non-Indigenous	Indigenous	On-Reserve
# Proficient	102/225	93/180	9/45	MASKED
% Proficient	45%	52%	20%	MASKED

Grade 9 Math (2024/25)

All Students	All Students	Non-Indigenous	Indigenous	On-Reserve
# Proficient	63/166	56/134	7/32	MASKED
% Proficient	38%	42%	22%	MASKED

Analysis:

Outcome 2 - Numeracy



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

Numeracy Key Context:

- Provincial data is almost always masked for students indigenous students living on reserve and CYIC, but we did analyze the unmasked data and use it for our strategic planning
- A suggested area of growth from feedback on the 2024 FESL was to further disaggregate the local data for Indigenous students, and we have done this for the 2025 report.
- In our district there are significant variations in numeracy results between families of schools (the specific schools will not be identified in this report), however this information is taken into consideration for our strategic planning and allocation of resources.
- Anecdotal evidence from working with elementary teachers on numeracy indicates that math is a subject area where many teachers feel the least comfortable supporting students.
- Our district does not have middle schools, so when we discuss the transition from grade 7 to grade 8, students are moving from an elementary school to a secondary school.

Grade 4 FSA Numeracy

- Participation rates are very high and well above the provincial average, and in 2024-25 our scores in all demographics are above the provincial average.
- Proficiency levels for all resident students have been improving for the past 3 years, and are the highest they have been in 5 years.
- Indigenous students are trending upwards for the past 3 years and have been above the provincial average for the past 5 years, and in 2024-25 were significantly above the provincial average (71% compared to 48%). Indigenous students were the highest performing demographic in 2024-25.
- Indigenous students on-reserve are masked, but are significantly above the provincial average (80% on track vs. 28% provincially) in 2024-25.
- Indigenous students off-reserve are trending upwards for the past 3 years and are significantly above the provincial average.
- Students with disabilities and diverse abilities are also on a 3-year upward trajectory from 2022-23 to 2024-25.

Local Data Triangulation:

- In end of year classroom marks for Grade 4 in 2024-25, classroom marks (66% proficiency) were very aligned with FSA proficiency (67%), but there was a 22% difference between Indigenous students in FSAs (71%) and end of year classroom assessments (48%).
- Indigenous students scored slightly higher than non-Indigenous students on the Grade 4 FSA, but were 22% lower in proficiency levels on final class-based marks for Math 4 in 2024-25.

Grade 7 FSA Numeracy

- We consistently have very high participation rates for all resident students and Indigenous students. Our most recent participation rates in 2024-25 were 96% for All Resident Students and 100% for Indigenous students.
- All resident students increased to 61% which is the highest proficiency level in 4 years. Even though Indigenous students are at or above the provincial average in every category, and have been for the past 3 years (2022-23, 2023-24, 2024-25), there is a significant difference in performance on the FSAs between Indigenous and Non-Indigenous students (62% for All Resident Students compared to 43% for Indigenous students). The data for students on reserve is masked but is significantly below the other groups.
- Indigenous students off reserve scores have been increasing for the past 3 years.
- CIYC data is masked but all students were on-track on the 2024-25 assessment.
- Students with Disabilities and diverse abilities are trending downwards over the past 3 years but are at or very close to the provincial average.

- When we compare FSA results from grade 4 to grade 7 for cohort groups for the past 5 years (starting with students in grade 7 in 2024-25) every single group has slightly lower proficiency scores on the grade 7 FSAs than they did on their grade 4 FSAs except for the 2024-25 cohort of grade 7s whose numeracy proficiency levels improved slightly over their grade 4 FSA performance.

Local Data Triangulation:

- In 2024-25, school assessed proficiency levels in Math 7 (62%) are very closely aligned with FSA 7 numeracy results (61%) for all resident students. Indigenous students scored higher (43%) on the FSAs compared to 37% proficiency levels in classroom-based assessments.
- In 2024-25 in class-based final proficiency levels in Math 7, there is a 31% difference between Non-Indigenous proficiency levels (68%) and Indigenous proficiency levels (37%). There is a gap of 20% in grade 6, and 11% in the grade 5 cohort.

Grade 10 Numeracy

- Results for the Numeracy 10 assessment took a slight decline with every demographic in 2024-25.
- Student proficiency levels are consistently below the provincial averages (but provincial averages are also very low, and no group provincially has achieved over 50% proficient/extending rate over the past 5 years).
- Indigenous (all resident Indigenous) are performing about 10% below the proficiency/extending rate for all resident students.
- Indigenous students on reserve and CIYC data is masked for the numeracy assessment.

Local Data Triangulation:

- We are continuing to see significant drops in proficiency when a cohort transitions from Math 7 to Math 8. For example this year's grade 8s were 46% proficient or extending, and the same group last year in grade 7 were 67% proficient or extending.
- Students who were in grade 7 in 2022-23 had a proficiency level of 66% which dropped to 43.5% in grade 8, and then again this year in 24/25 to 38% when the students were in grade 9. Only 22% of Indigenous students in grade 9 in 2024-25 were proficient.
- When we look at classroom proficiency levels there are significant gaps (between 20% and 30%) between Indigenous and Non-Indigenous students in every cohort from grade 6 to grade 10.
- In 2024-25, 67% of students were enrolled in an academic math stream (up from 64% of grade 10 students in 2023-24).
- In 2024-25, 71% of Non-Indigenous students enrolled in an academic math stream compared with 57% of Indigenous students.
- In 2024-25, 48% of Non-Indigenous students scored a C+ or higher in Math Foundations Pre-Calculus 10, compared to 15% of Indigenous students.
- In Grade 11 in 2024-25, 62% of Non-Indigenous students received credit for an academic math course (Pre-Calc 11 or Foundations of Math 11) compared with 52% of Indigenous students.

Measure 2.3 Grade-to-Grade Transitions (Analysis):

- From grade 10 to 11 students are transitioning close to 100% with 2023-24 showing a slight increase for All resident students and Indigenous Resident students. Students on and off reserve statistics are masked for 2023-24, and students with Diverse abilities and disabilities increased slightly over 2022-23 and have had consistently high rates for the past 3 years. CIYC information is also masked.
- For transitions from grade 11 to 12, every demographic (except CIYC which has masked data) increased rates in 2023-24. "All Resident Students and students with diverse abilities and disabilities are transitioning at the provincial average, and All resident Indigenous students are transitioning at 96% which is above the provincial average. Indigenous students on and off reserve are also consistently transitioning above the provincial average for the past 4 years. Every off-reserve student in grade 11 transitioned to grade 12 in 2023-24.

Interpretation:

Outcome 2 - Numeracy



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

What new information emerged when comparing provincial data and relevant local data?

- For all resident students in 2024-25, the end of year classroom marks for Grade 4 and 7 were closely aligned with FSA proficiency, but for Indigenous students their FSA scores were significantly higher than their end of year classroom assessments in Math 4 and Math 7.
- Students demonstrate slightly higher proficiency levels in classroom final assessments in secondary math courses than they do on the Numeracy 10 assessment.

What strengths and areas for growth were uncovered?

- Strength: Our participation rates for both grade 4 and 7 FSAs are high and consistently above the provincial average.
- Strength: In the grade 4 and 7 FSAs our district scores at or above the provincial average for all resident students as well as every priority population (all resident Indigenous students, on and off reserve Indigenous students, CYIC, and Students with Diverse Abilities and Disabilities)
- Strength: for all resident students, FSA proficiency levels and class-based marks are very closely aligned in grade 4 and grade 7.
- Strength: Very high transition rates from grade 10 to 11 and an increase for Indigenous students, as well as high rates for students with diverse abilities and disabilities.
- Strength: Increasing transition rates for all demographics from grade 11 to 12 and Indigenous students trending above the provincial average.
- Growth: While FSA numeracy scores are trending in a positive direction, in 2024-25 we still had a significant number of students not on track (33% for grade 4, 38% for grade 7). These percentages are even higher for priority populations.
- Growth: Our district is consistently below the provincial average on the Numeracy 10 assessment for the past five years (2019-20 to 2023-24) for all resident students and priority populations.
- Growth: When we track multiple cohorts we see a consistent significant drop in numeracy proficiency levels between grade 7 and grade 8.
- Growth: When we look at year end classroom proficiency levels in math, there are significant gaps (between 20% and 30%) between Indigenous and Non-Indigenous students in every cohort from grade 4 to grade 10.
- Growth: In 2024-25 in Grade 10 academic math courses there was a significant difference in achievement levels with 48% of non-Indigenous students achieving a C+ or higher compared with only 15% on Indigenous students.
- Growth: Students with disabilities and diverse abilities are consistently the lowest performing cohort on the Numeracy 10 assessment and are well below the provincial average (2019-20 to 2023-24).

How do the results from the analysis inform the district's commitments to improving equity for all priority populations?

- Compared to provincial assessment results in grade 4 and 7, priority populations in our district are doing well but we see concerning inequitable proficiency levels in certain areas and with certain cohorts between these populations and our all-resident student proficiency levels. We are using the identified areas where priority populations are not demonstrating equitable proficiency literacy levels to inform our strategic planning.
- All resident students and priority populations continue to struggle on the Numeracy 10 assessment and this is an identified priority in our strategic planning.
- We will continue to monitor transition rates for priority populations.

Human and Social Development

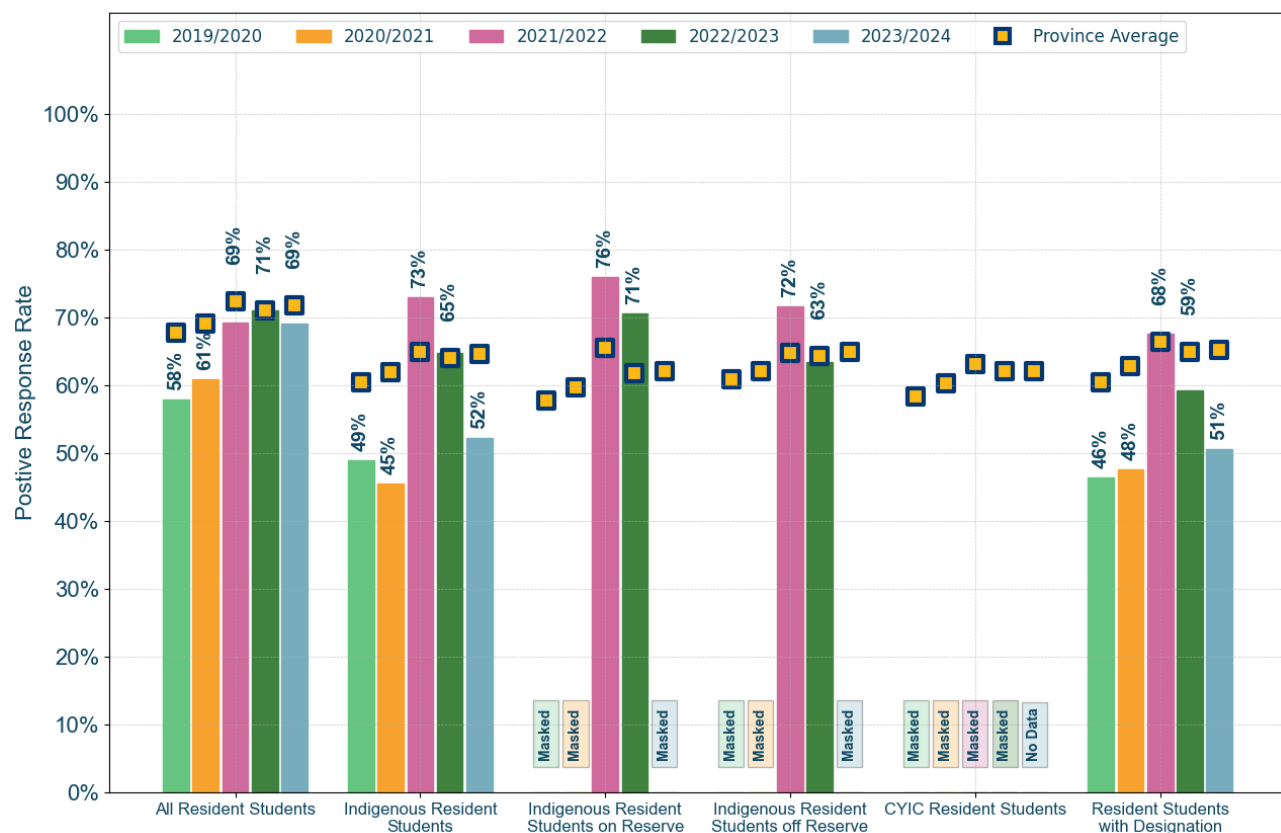
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

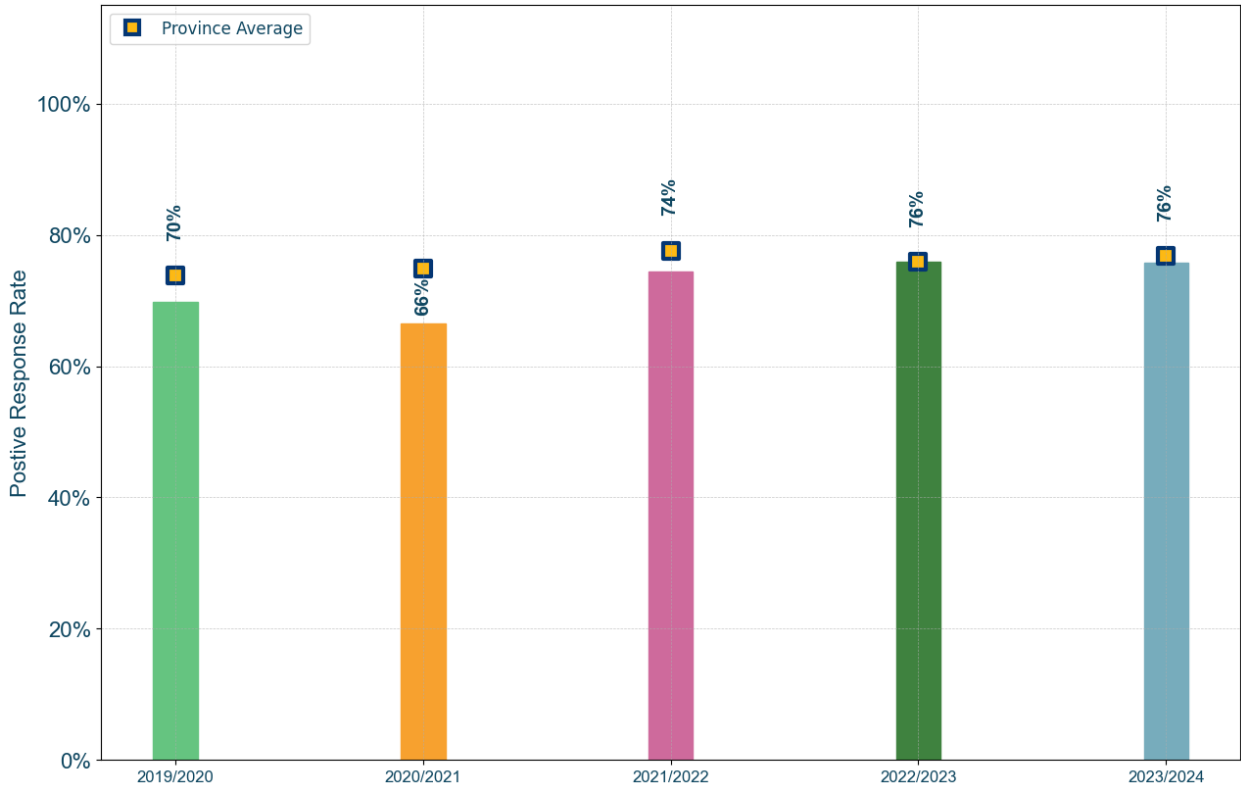
SD053 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	515 36%	560 81%	534 82%	507 84%	602 84%
Indigenous Resident Students	136 36%	145 69%	126 70%	108 81%	130 71%
Indigenous Resident Students on Reserve	30 37%	21 62%	38 68%	26 69%	23 61%
Indigenous Resident Students off Reserve	106 36%	124 70%	88 70%	82 85%	107 73%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	104 24%	111 68%	93 67%	105 77%	122 75%

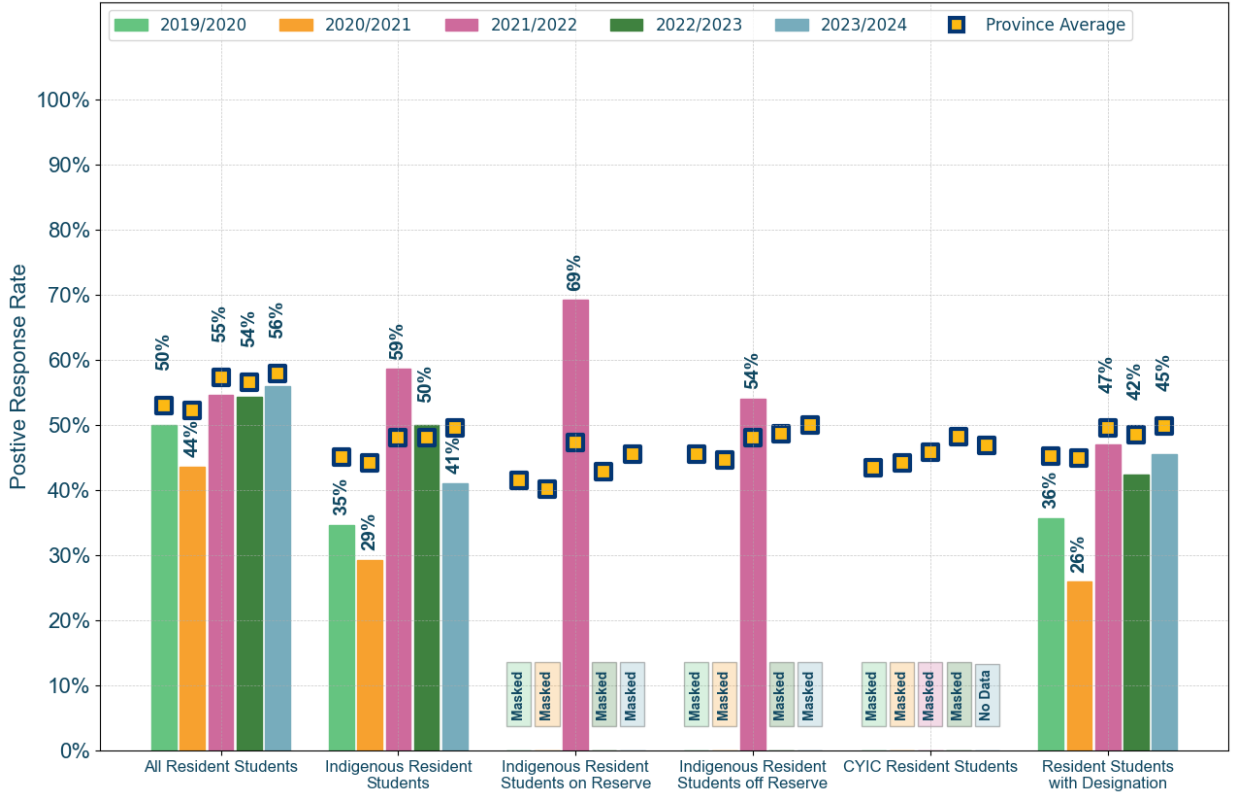
SD053 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD053 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

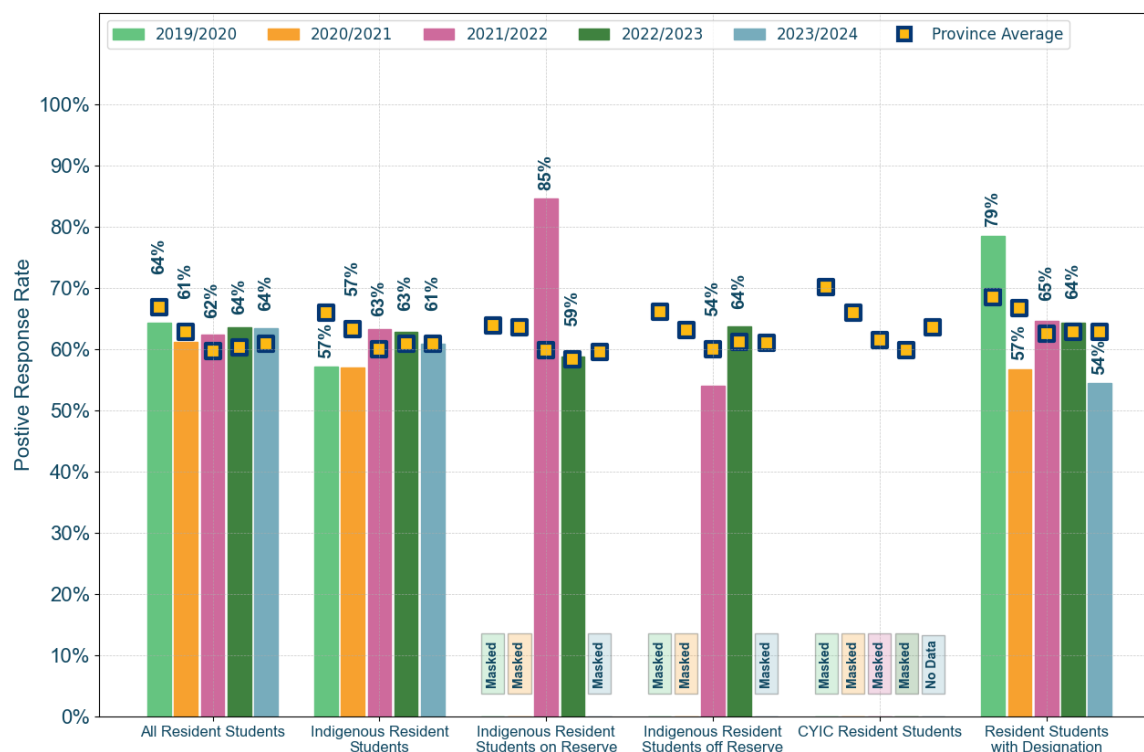


SD053 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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

SD053 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



Okanagan Similkameen SD53 MDI 2024-25

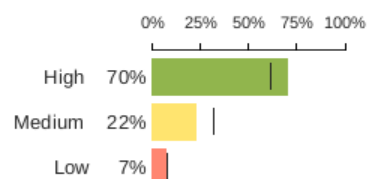
Connectedness with Adults

Grade 6

CONNECTEDNESS WITH ADULTS

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."

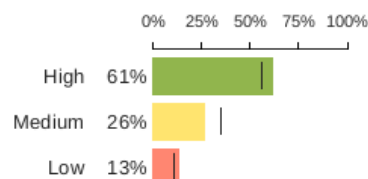


Grade 8

CONNECTEDNESS WITH ADULTS

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."

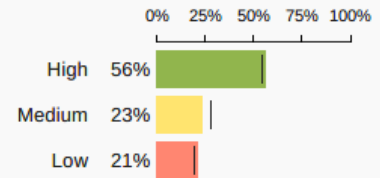


School Belonging

Grade 6

SCHOOL BELONGING

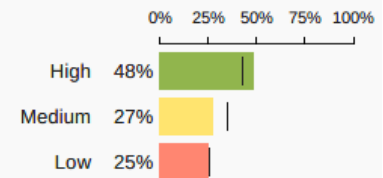
School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



Grade 8

SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."

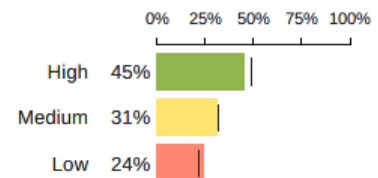


School Culture/Climate

Grade 6

SCHOOL CLIMATE

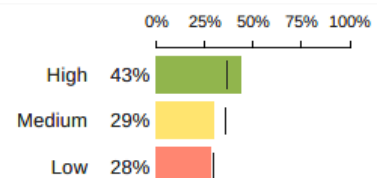
The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



Grade 8

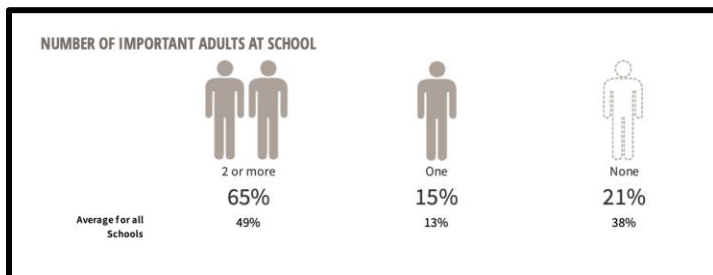
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."

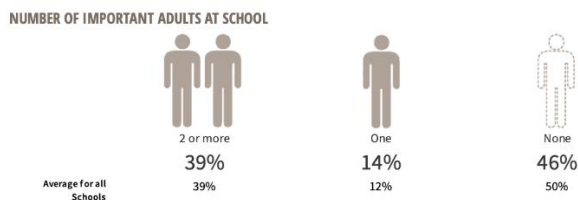


Number of Important Adults at School

Grade 6



Grade 8



Analysis:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

Local Data Context:

This year we did not conduct the MDI for students in grade 4, and the YDI was not offered, so we will be cross-referencing the Student Learning Survey results with MDI results for grades 6 and grade 8. We continue to focus on the transition in our district between elementary and secondary school, so the data for grade 6 and 8 are well positioned on either side of this transition.

Also participation rates for Indigenous in the student learning survey were lower in 2023-24 with 71% of Indigenous students participating, and only 61% of Indigenous students on reserve, which has lead to this data being masked in most categories.

Student Learning Survey: Students Feel Welcome:

- The positive response rate for all resident students in grades 4,7,10 has been consistent over the past 3 years (up to 2023-24).
- Indigenous students have shown a steady decline in this area for the past three years and a sharp decline of 14% from 2022-23 to 2023-24. In 2021-22, and 2022-23, the positive response rate for Indigenous students was above the provincial average, but it has fallen below the provincial average in 2023-24.
- Students living on reserve are also on a 3-year decline, but are higher than other Indigenous students (64% positive response) and remain above the provincial average for 2021-22, 2022-23, and 2023-24.
- CYIC is masked for this indicator.
- Students with disabilities and diverse abilities trends mirror Indigenous students with a steady decline over the past three years, with results that were above the provincial average in 2021-22 and 2022-23, but dropped below the provincial average in 2023-24.

Local Data Triangulation:

- According to the MDI for grade 6 and 8 students, most students report a positive school climate with respectful interactions. The numbers do decrease slightly from grade 6 (76% high or medium positive school culture) to grade 8 (72%).

Student Learning Survey: Students Feel Safe

- After increasing for the previous 4 years, our positive response rate remained the same in 2023-24 at 76% and are at provincial averages.
- Data for all priority populations was masked for this question.
- As the YDI was not available in 2024-25, we don't have specific local data to cross reference with this year.

Student Learning Survey: Sense of Belonging:

- Results have been consistent for the three years (up to 2023-24) but are lower than student responses to the other questions, hovering around 55% for all resident students and slightly below the provincial average. Indigenous students are on a 3-year decline and in 2023-24 were 14% below all resident students (only 41% of Indigenous students report a feeling of belonging).

- Students with diverse abilities and disabilities are also low overall but increased slightly between 2022-23 to 2023-24 from 42% to 45%.
- On/off reserve data is masked, but on-reserve data shows that the sense of belonging is less than half of all resident students.

Local Data Triangulation:

- MDI results for students in grade 6 and 8 were higher than the Student Learning Survey with 79% of grade 6 students reporting a positive sense of belonging at school, and 75% of students in grade 8. This still indicates a slight decline as students get older and transition to secondary school.

Student Learning Survey: 2 or more Adults Care:

- Most demographics have remained consistent in this category over the past 5 years with very little change between 2022-23 and 2023-24 for all resident students, and all resident Indigenous students.
- Masked results for students on and off reserve are very consistent with other results and all demographics except CYIC (masked). Students with disabilities and diverse abilities are at or above the provincial average.
- The highest demographic in this category is students on reserve (73%) which is a curious contrast with the very low positive response to sense of belonging.

Local Data Triangulation:

- MDI results are very positive in this category with 92% of grade 6 students, and 87% of grade 8 students reporting positive connections with adults at school.
- This MDI information is contrasted by 21% of grade 6 students and 46% of grade 8 students reporting on the MDI that they have no important adults at school. This is a slight improvement over last year's cohort of grade 8s where 50% reported that they had no important adults.

Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected

Feel Welcome, Feel Safe, Sense of Belonging



Interpretation:

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

- Student responses on the MDI show higher rates of feeling welcome, safe, and connected than on the Student Learning Survey.

What strengths and areas for growth were uncovered?

- Strength: Perceptions that adults care. Both SLS and MDI show high levels of students feeling that adults care about them (SLS stable over 5 years; MDI 92% in grade 6, 87% in grade 8). Students with disabilities/diverse abilities, and Indigenous students (including on-reserve) report consistent or above-average results in feeling that adults care.
- Strength: School climate and respectful interactions: MDI results indicate a generally positive school climate: 76% (grade 6) and 72% (grade 8) report respectful interactions. While lower than grade 6, the grade 8 results are still solid compared to belonging indicators.
- Strength: Perceptions of safety: "Do students feel safe?" has steadily improved over four years and has stabilized at 76%, in line with provincial averages. This indicates consistency and no decline during a time when belonging and welcome indicators are sliding.
- Strength: Sense of belonging for students with disabilities and diverse abilities while still lower overall, showed an improvement from 42% to 45% in belonging between 2022-23 and 2023-24.
- Growth: Indigenous students' feelings of being welcome: Sharp 14% decline in 2023-24, falling below provincial average after being above for two years.
- Growth: Sense of belonging across all groups: Overall low (55%) and below provincial average. Indigenous students report especially low belonging (41%).

- Growth: Disconnect between adult care and belonging: Students report high levels of adult care but much lower belonging, especially Indigenous and on-reserve students. This could suggest that relationships exist but do not always translate into cultural safety or inclusive school identity.
- Growth: Transition to Secondary School: Both MDI and SLS show belonging and school climate indicators drop from grade 6 to grade 8. Students report fewer important adults as they move into grade 8 (46% with no important adults).
- Growth: Decline Among Students with Disabilities/Diverse Abilities in Feeling Welcome. Mirroring Indigenous students, this group dropped from above provincial average in 2021–22 and 2022–23 to below in 2023–24.

How do the results from the analysis inform the district's commitments to improving equity for all priority populations?

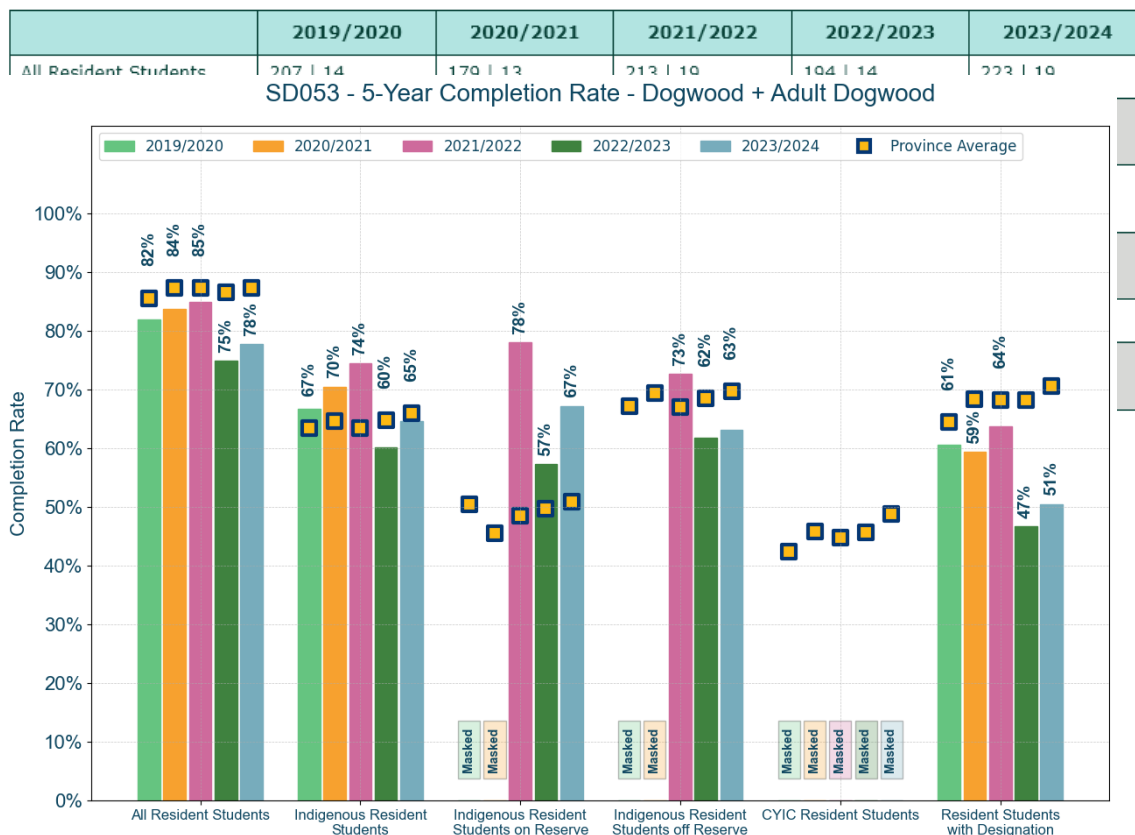
- Improvements are most urgently needed in belonging and feeling welcome for Indigenous students, and students with disabilities and diverse abilities. While the data is masked, it is likely that Children and Youth in Care would also benefit from targeted effort to support their sense of safety, feeling welcome, and feeling like they belong.

Career Development

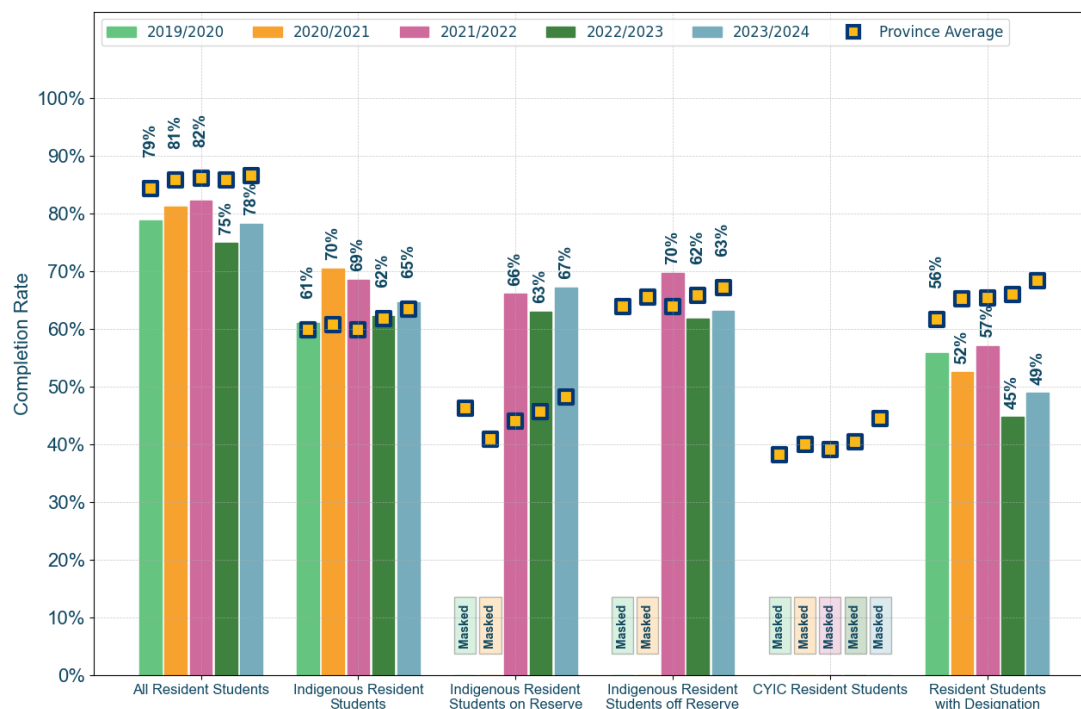
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

SD053 - Completion Rate - Cohort Count | Outmigration Estimation



SD053 - 5-Year Completion Rate - Dogwood



Analysis:

Outcome 4 - Graduation

Achieved Dogwood Within 5 Years

- Our 5-year completion rate was steadily increasing across all cohorts until 2022-23 when it dropped, and then is continuing to climb again in 2023-24. The only exception is CYIC because the data is masked.
- The completion rate for students living on reserve jumped 10% between 2022-23, and 2023-24.
- We have a 13% gap in completion rates between all-resident students and Indigenous students.
- The percentage of students graduating with an adult dogwood is very low as is indicated by the minimal increase in completion rates with the inclusion of adult dogwoods. There is an increase of 2% for all resident students and all resident Indigenous students, and 4% for students with disabilities and diverse abilities and 5% for Indigenous students living on reserve.

Interpretation:

Outcome 4 - Graduation

Achieved Dogwood Within 5 Years

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

- We don't have comparative local data in this category. We do work with individual schools and with each Indigenous community to break down graduation rates, but that will not be shared in this report.

What strengths and areas for growth were uncovered?

- Strength: Recovery and upward trend in completion rates. After the dip in 2022-23, overall completion rates are climbing again in 2023-24.

- Strength: Significant gains for Indigenous students living on reserve. A 10% increase in one year is a notable success but we will have to continue to monitor to see if the trend continues.
- Strength: Minimal contribution of Adult Dogwoods to overall completion (2–5% increases across groups).
- Growth: Completion gap for Indigenous students. A 13% gap between all-resident and Indigenous students remains an equity issue, even with recent gains.
- Growth: Completion gap for students with disabilities and diverse abilities. A 29% gap between all resident students and students with disabilities and diverse abilities remains an equity issue.

How do the results from the analysis inform the district's commitments to improving equity for all priority populations?

- Improvements are most urgently needed to increase the completion rate for Indigenous students, and students with disabilities and diverse abilities. While the data is masked, it is likely that Children and Youth in Care would also benefit from targeted efforts to support improved completion rates.

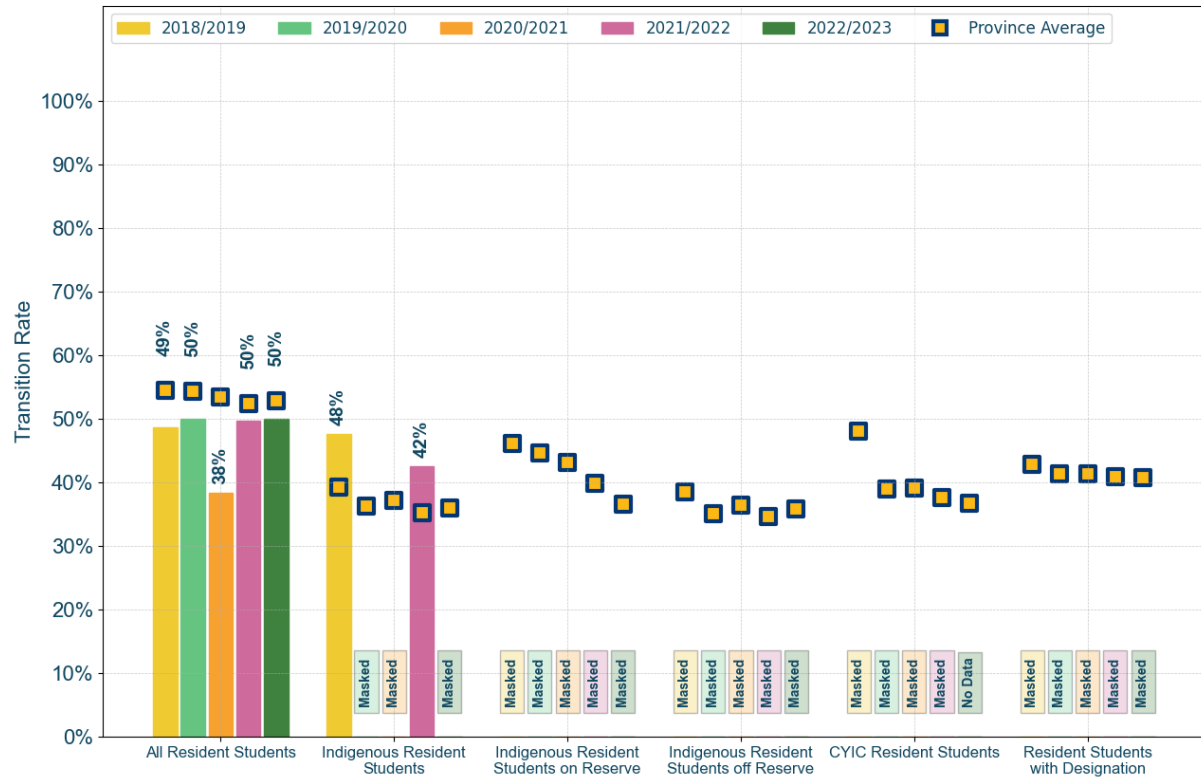
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

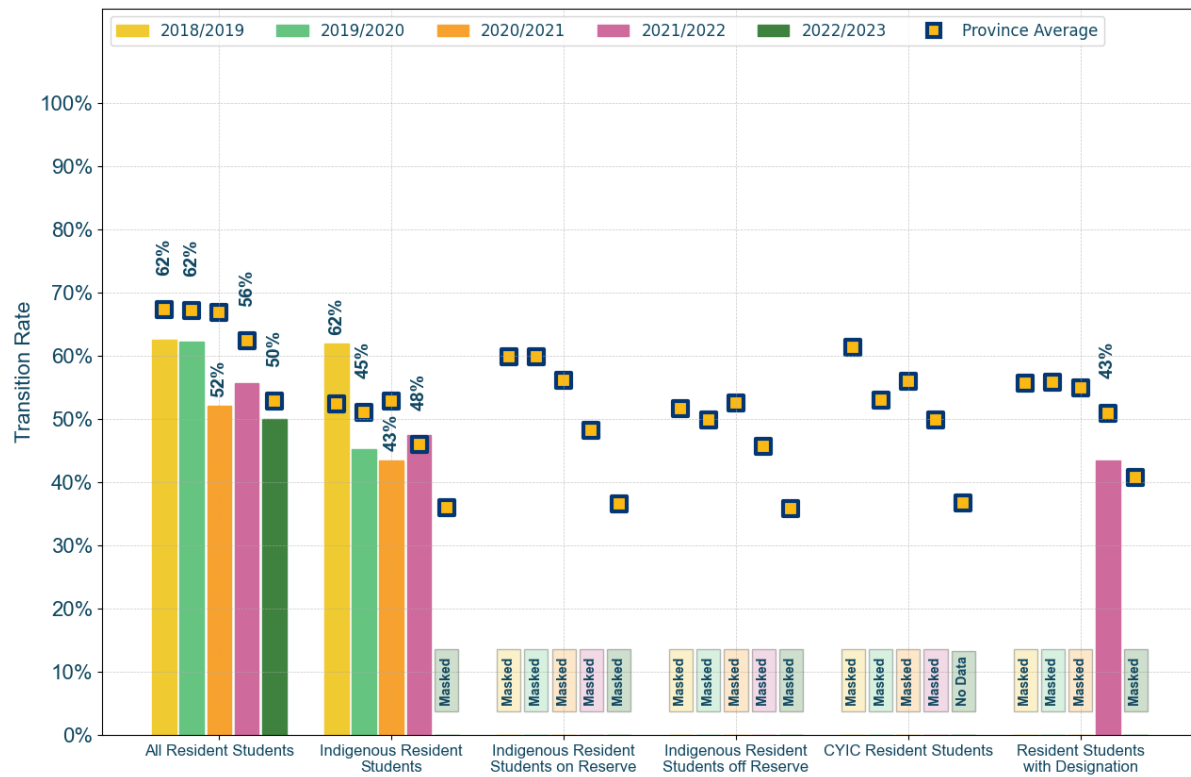
SD053 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	144	156	146	169	134
Indigenous Resident Students	21	Masked	Masked	40	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD053 - Immediate Transition to Post-Secondary



SD053 - Within 3 Years Transition to Post-Secondary



Analysis:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

Transition to Post Secondary Key Context:

While our district does a good job in preparing students for post-secondary opportunities, as a rural district, our students face significant barriers to post-secondary education and/or training as they must leave home to access most programming. The requirement to move away from their home communities creates financial, housing, transportation, and sometimes emotional barriers that are not faced by students who live in larger urban centers.

Life and Career Core Competencies:

- 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, but we saw slight drops for Indigenous students and students with diverse abilities and disabilities.
- The 3-year transition rate to PSI shows a slight drop across all demographics from 2021-22 to 2022-23, which mirrors the provincial results.

Interpretation:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

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

- We don't have comparative local data in this category. We do work with Individual schools and with each Indigenous community to promote post-secondary opportunities.
- We are exploring ways to collect local data from graduates to inform us on their experiences in Post-Secondary Institutions.

What strengths and areas for growth were uncovered?

- Strength: 3-year improvement trend for all resident students on immediate transition to PSI.
- Growth: Slight decline in immediate transition for Indigenous students and students with diverse abilities and disabilities, but not enough data to indicate a trend.
- Growth: Slight drop from 2021-2022 to 2022-23 in 3-year transition rates for all demographics.

How do the results from the analysis inform the district's commitments to improving equity for all priority populations?

- As noted in the Reflect and Adjust chart, 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. Work experience opportunities are currently created in collaboration with the OIB, LSIB, and USIB.

Part 2a: Respond to Results

District Context for Continuous Improvement

1. District Context

The Okanagan Similkameen School District No. 53 resides on the traditional unceded ancestral territories of the Sukənaqin and Sməłqm̓ix people and serves 2408 students from Kindergarten to Grade 12, in 9 schools. Our elementary schools are Kindergarten to grade 7, and our secondary schools are grades 8-12. We also have one Kindergarten to grade 4 primary school, one elementary-secondary school that serves students in grades 5-12, and one online school (YouLearn). We are a rural school district serving the communities of Osoyoos, Oliver, Keremeos, Cawston, Hedley, Olalla, and Okanagan Falls as well as three First Nations: The Osoyoos Indian Band, the Lower Similkameen Indian Band, and the Upper Similkameen Indian Band. 5% of the students served live on First Nations Communities and 20% of all students self-identify as Indigenous. As a rural district 32% of students are bused to school, and 24% of students in the district have diverse abilities. Less than 0.4% of students in the district are classified as Children and Youth in Care (CIYC).

The Southern Okanagan Valley and Similkameen regions are renowned for their picturesque landscapes, abundant vineyards, and orchards. The region's agricultural industry, particularly viticulture and fruit production, combined with a robust tourism industry, creates a vibrant and diverse economy in the region.

Over the past five years, the region has been affected by multiple climate-related events, including forest fires that have impacted every community in the district. Some areas (particularly the Similkameen Valley) have also suffered from flooding and landslides leading to evacuations and highway closures, and these disruptions have placed stress on families and local businesses. Weather conditions in 2023 and 2024 have had a devastating impact on both vineyards and orchards. 2025 has been a more positive year with fewer local fires, but the impact of previous years still continues. In education, an increasing staffing shortage (particularly TTOCs) has begun to put a strain on staff and students, and we continue to explore ways to respond to this challenge.

Our district's Mission is to support the development of all learners through real-world, relevant experiences that promote responsible, culturally aware citizenship and lifelong learning.

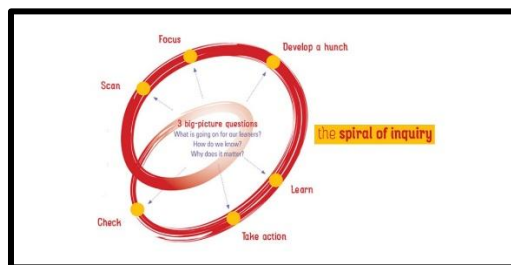
2. Strategic Plan Priorities



[Our Strategic Plan, FESL Report and School Plans - Okanagan Similkameen SD53](#)

3. Continuous Improvement Cycle/Approach

Our district's approach to continuous improvement is through the Spirals of Inquiry model developed by Dr. Judy Halbert and Dr. Linda Kaser. We are in our 12th year as a district of embedding the spirals model at the district, school, and individual levels. We have monthly embedded inquiry time that allows all school staff to collaborate on their school plans. Every school plan and individual growth plan (school staff, administration, and district leadership) is developed using the Spirals of Inquiry framework. This model allows us to create district coherence in our approach to continuous improvement.



The stages of the spiral have built in phases to monitor, evaluate and adjust, and implement strategies.

Monitoring for Effectiveness: The **Scanning** and **Focusing** phases of the spirals ensures that any actions (strategies) being taken are evidence-driven, and the **Checking** stage of the spirals allows the opportunity for reflection and adjustment on any strategies being implemented.

Evaluating and Adjusting: We have regular processes scheduled into the school year to review and respond to collected data and evidence. Our Strategic Plan is operationalized through Implementation Plans that are created in two-year cycles and reviewed bi-annually. The Ministry's Reflect and Adjust Chart will allow us to break down the Implementation Plan even further and provides a structure for reviewing each strategy for its effectiveness and alignment with district priorities. It will allow us to both share district successes and assure the public that areas of growth are being addressed. The Reflect and Adjust charts will be reviewed twice a year and referenced throughout the school year with our school-based administration team to ensure that there is alignment with school plans (which are also organized through the Spirals of Inquiry model).

Alignment: The **Focusing** and **Developing a Hunch** phases of the spiral go beyond the Ministry's model and require school and district teams to prioritize areas that evidence demonstrates are the most important. The **Hunch** phase requires educators to authentically reflect on their own contributions to the current state.

Implementation: The **Taking Action** phase of the spiral ensures that strategies are put in place and the **Learning** phase ensures that staff are supported in any professional development required.

4. Ongoing Engagement Specific to Student Learning

As a district we use a broad range of engagement activities to ensure active involvement and feedback from various rightsholders, stakeholders, students, parents, educators, and community members. This meaningful feedback informs and improves the quality of educational experiences provided to students within the district. In 2022-23 our engagement was focused on developing our 10-year strategic plan, while in 2023-24, and 2024-25 our focus shifted to prioritizing and fully operationalizing the plan. We consistently provide multiple access points to continually gather input and feedback from students, parents, staff, and community members.

Issues that were raised as part of our engagement included:

- Strategic Plan and Implementation Plan Priorities
- Positive Culture (Strategies for inclusion and safety such as promoting student voice)
- Health and Well-Being (strategies to promote physical and mental well-being)
- Student Achievement (strategies for numeracy, literacy, completion rates, and PSI transition)
- Supporting Truth and Reconciliation (strategies to promote equity and the success of Indigenous students)
- Results of Ministry Reports (HAWD, FESL, etc.)
- Provincial Data (FSA, SLS, Completion Rates etc.)
- Budget priorities
- School Plans

Specific Methods of Engagement Included:

- Regular, consistent, and scheduled structures are in place for community engagement at the school and district levels. These include in-person PAC meetings, School Board meetings, budget meetings, District

Education Meetings, school plan presentations, Indigenous Education Council (IEC) meetings, and LEA Oversight Meetings.

- School Plans (aligned with the District Strategic Plan (2023-2033) and District Implementation Plan (2025-2027)) are presented to the public at the beginning and the end of the year. For the past 2 years we also published videos of the final school plan presentations on school websites to increase parent access.
- At the school level, school-based teams work collaboratively in consultation with parents of students with diverse abilities and disabilities to develop educational goals and discuss progress and transition planning.
- Consultation also includes provincial and community partners such as Inclusion Outreach, POPARD, SET BC, MCFD-CYSN, social workers and other connected community supports who may be working with the students, staff, and families, to ensure a full wrap-around approach.
- Our Integrated Child Youth team (ICY) works within a wraparound collaborative care model with MCFD, Interior Health, MMHA and MECC as partner entities to support our local children, youth, and families.
- Consistent meeting structures are in place with the Community Situation Table and Integrated Child and Youth (ICY) Team. These structures provide senior district leadership and school-based leadership with the ability to connect regularly to discuss priority SD53 students (including any CYIC) and to respond to any emergent needs relating to their health, well-being, and educational success.
- The Strengthening Early Years to Kindergarten Transition (SEY2KT) teams held 11 “Pop Up Plays” throughout district communities including Olalla, Hedley, Keremeos, Cawston, and Okanagan Falls and multiple events in Oliver including at the Recreation Center and Bhav Sagar Sikh Temple. At these events families participated in play-based experiences, story time, and dinner. The families were able to make valuable connections with community providers and access support as needed.
- Numerous “Come Rhyme With Me” and “Come Count With Me” events were held throughout the district. These sessions provide education for families on the importance of developing early literacy and numeracy skills and habits. Families were provided with games and books to support fun and practical ways engage with their children at home and support their learning. All kindergarten and grade 1 families in the district had the opportunity to attend these events and the participation rates were very high (between 72% and 79% engagement for all sessions). A Come Count With Me event was also offered for parents of grade 3 students at Osoyoos Elementary with a participation rate of 82%.
- In the Spring of 2025 our early learning team connected with the families of 109 new Kindergarten students to introduce them to their new schools and begin to build strong relationships before the students enter kindergarten in September 2025.
- Two members of our district staff (the Director of Student Support Services, and the District Vice-Principal of Early Learning) are part of an MCFD Community Led Collaboration Project with the goal to engage with families of children with support needs to determine their service needs and make recommendations to MCFD.
- Our district has a strong relationship with the Southern Okanagan Immigrant & Community Services (SOICS). This group works with us to provide a variety of supports for new families such as interpreter services, as well as partnering with schools to support anti-racism initiatives and cultural performances that promote diversity.
- From February until May of 2025, public budget consultation meetings were held for the 2025-26 budget. All shareholders, rightsholders, and partner groups were consulted, and in addition an online survey was used to increase accessibility and engagement for anyone who could not participate in person.

Engagement with Indigenous Partners:

Engagement with Indigenous Rightsholders, Stakeholders, partner groups, students, parents, families and community members is conducted to communicate and consult on all areas of our strategic plan, and particularly the Truth and Reconciliation goal.

- Regular meetings are held (4 times per year) with the district Indigenous Education Council (IEC) which includes 2 voting members from each of the three First Nations, and one voting member from the South Okanagan Métis Association. The IEC is consulted on district budget priorities and has authority over the spending decisions of any targeted funding for students of Indigenous ancestry. Each IEC gathering also

includes student presentations from each of the schools. Extra meetings are scheduled as required. For example, in 2024-25 there was an extra meeting to finalize the budget for targeted funds.

- One IEC meeting is held at the school board office annex and the other three meetings are held at the band offices of the three First Nations (OIB, LSIB, USIB).
- For 2025-26, the Director of Learning and Inquiry, the District Principal of Indigenous Education, and the District lead teacher for Indigenous education have added 4 extra meetings a year with the Education Coordinators from OIB, LSIB, and USIB to discuss any emergent concerns related to on-reserve students.
- Each secondary school team also meets with the Education coordinator(s) from the First Nation(s) they serve at least twice during the year.
- The District renewed the 5-year LEAs with the Lower Similkameen Indian Band in the spring of 2023, and with the Upper Similkameen Indian Band in early 2025. The process of renewing the LEA with the OIB began in 2025 and will continue into 2026.
- For each LEA there is an LEA Oversight Team with representatives from both the First Nation and the District whose responsibilities are to manage, support, and monitor the implementation of the LEA. These teams meet bi-annually to review the LEA.
- IEC representatives are involved in the hiring process of any position in the district that focuses on Indigenous students, as well as any administrative positions in schools with high Indigenous student populations.
- We have two feeder on-reserve elementary schools. Our district works to coordinate with these schools by inviting students to participate in district events, having focused transition meetings, working with administration of the schools, participating in cultural events hosted by the schools, and having graduates of the secondary schools visit for a “grad walk” in June. Staff and administration from these schools are also invited to participate in our district professional development day, as are members of the Indigenous Education Council.
- The District’s Equity-In-Action Plan has been woven into the Indigenous Education Council’s framework, LEA agreements, and the District’s Strategic and Implementation Plan. This has increased efficiency, reduced redundancy, and decreased the time and commitment required for individuals such as First Nations Education coordinators from small communities. The same Indigenous representatives were being stretched when asked to collaborate with the school district on multiple initiatives and committees with the same goals.

Reflect and Adjust

Additional Context for Reflect and Adjust Chart

This year marks the first use of the Reflect and Adjust Chart, which was recommended as a consideration in the review of our 2024 Enhancing Student Learning Report. We value this tool as a practical organizer that is directly aligned with the evidence presented in Part 1 (Review of Data and Evidence) and with our two-year Implementation Plan. The chart is structured around the four pillars of our Strategic Plan—Positive Culture, Health and Well-Being, Student Achievement, and Truth and Reconciliation—and cross-referenced with the Ministry of Education and Childcare’s three Pillars of the Educated Citizen: Intellectual Development, Human and Social Development, and Career Development. Designed as a living document, the Reflect and Adjust Chart will be regularly reviewed by district and school-based leaders, then shared and discussed with shareholders and stakeholders, including school staffs, the Indigenous Education Council and our School Board. The chart will be formally reviewed and revised as necessary in its entirety twice per year. Please note, this document only includes higher level strategies in the chart due to length restrictions. The full Reflect and Adjust Chart can be found on our [district website](#) alongside the 2025-27 Implementation Plan.

Reflect and Adjust Charts

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?
Strategic Plan Goal 1: Positive Culture (Human and Social Development)			
Objective: Create a culture in every school and building that honours diversity including race, sexual orientation, gender identity, and diverse abilities.			
Objective: Increase the number of learners who feel welcome, safe, and have a positive sense of belonging in their schools.			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Street Data Community of Practice for Staff (to continue to ensure student voice is informing any actions to make students feel welcome and safe)	Lower (compared to safety and adult connections) and declining positive response rates for students on SLS for belonging and feeling welcome, including priority populations.	Engagement in the staff community of practice was high and sustained throughout the 2024-25 year. We don't have enough data to establish a trend but students in all schools provided valuable insight into their experiences and articulated their appreciation of having their voices heard. We are seeing the increased use of student voice from panels and empathy interviews to inform school plans and school decision making.	Community of practice from 2024-25 will be expanded to support both continuing teachers and new teachers in 2025-26. The resource <i>Pedagogies of Voice</i> will be used in addition to the book <i>Street Data</i> . Expectation that evidence of Street Data is provided as part of all school plans in 2025-26.
Intentional focus on transition to secondary school Focus by both elementary schools and secondary schools	Both MDI and SLS show belonging and school climate indicators drop between elementary and secondary school. Students report fewer important adults in grade 8 than in grade 6. Drop in literacy and numeracy proficiency levels from grade 7 to grade 8.	While there have been many efforts and school-based plans to support students transitioning to secondary, we are going to have more intentional discussions at the district level and with school admin to emphasize this importance of this transition. This strategy has not been effective enough, so we need to be more intentional.	Increased focus in 2025-26.

Strategic Goal 2: Health & Well-Being (Human and Social Development)			
Objective: Support Children and Youth In Care			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Designate a case manager and create a monitoring plan for every identified CYIC. Each student's plan will be reviewed 3 times during the school year.	Specific data for CIYC is difficult to isolate, but we know this is a priority population facing significant barriers to success in the education system.	This plan was introduced to our administration team in the spring of 2025 after district leadership attended 2 separate sessions provided by the Ministry to support the development of this strategy for SD53's context. It is too early to detect any trends in data.	This strategy will continue in 2025-26 with no adjustments at this time.
ICY Youth Support Worker provides supports for CYIC.	Specific data for CIYC is difficult to isolate, but we know this is a priority population facing significant barriers to success in the education system	Students on youth agreements (YAGs) are supported to navigate the complexities of school life while living independently.	This strategy will continue in 2025-26 with no adjustments at this time.

Strategic Goal 3: Student Achievement (Intellectual Development/Career Development)			
Objective: Improve student proficiency in numeracy			
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 instructional interventions.	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 class-based marks from grades 4-10	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 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.	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).
Creation of a district inquiry group focused on declining rates of proficiency in numeracy from grade	Significant drop in class based proficiency from grade 7 to grade 8.	New in 2025-26. Will evaluate throughout the year.	N/A

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
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
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

Strategic Plan Goal 4: Truth and Reconciliation (Intellectual Development/Human and Social Development/Career Development)			
Objective: To strive for parity in graduation rates and provincial assessment results.			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Collaborative meetings with the Director of Learning and Inquiry, the District Principal of Indigenous Education and the Education	We have identified significant gaps in proficiency levels in numeracy and literacy between Indigenous and Non- indigenous students that increases as students progress through higher	New in 2025-26.	N/A

Coordinators of the OIB, LSIB, and USIB to specifically discuss literacy and numeracy for students on reserve. This is part of fulfilling the expectations of the three LEAs.	grades. Statistics for students on-reserve are masked but are lower than all resident Indigenous students.		
Objective: To ensure that Indigenous students feel safe, welcome and a sense of belonging at school. * (under Positive Culture Strategic plan goal)			
Creation of a District Indigenous Student Voice Advisory Council	On MDI and SLS students report high levels of adult care but much lower belonging, especially Indigenous and on-reserve students.	This council was just formed at the end of 2024-25, and will begin to consistently provide student voice in 2025-26. Members of the district council have participated for the past two years in the Okanagan Mainline Regional Indigenous Education (OMRIE) Indigenous Student Leadership Summit held at TRU.	The council was formed in 2024-25 but only met once near the end of the year. This year a regular schedule for meetings will be established and processes for sharing advisement from the council to groups such as district leadership, school leadership, staff, and the IEC will be put in place.
Participation in NOIIE Indigenous Impact Series	On MDI and SLS students report high levels of adult care but much lower belonging, especially Indigenous and on-reserve students. Identified gap in proficiency levels between Indigenous and Non-Indigenous students in literacy and numeracy.	In year one (2024-25) 2 district secondary schools completed the scanning and focusing phases for their inquiry. One school is focusing on attendance, and the second is focusing on bringing culturally responsive pedagogy into classrooms to support the well-being of Indigenous students. SD53 is one of 5 districts involved in the NOIIE Indigenous Impact initiative.	This is a 3-year project. Year one was mainly gathering information (scanning) from students and families and year two will include actionable items in response to the scanning.

Creating Alignment to Enhance Student Learning

The district's approach to overall alignment, ensuring that resources are leveraged and allocated effectively to support the successful implementation of strategies, includes:

- All public communications (PAC meetings, School Board meetings, budget meetings, District Education Meetings, administration meetings, and school plan presentations) are framed through the four goals of our Strategic Plan and, often, through the more focused language of our two-year Implementation Plan. School-based administrators are also encouraged to frame communications with staff, students, and parents through the lens of the Strategic Plan.
- We have completed our first two-year Implementation Plan and developed a second, which takes effect in September 2025. This plan allows us to prioritize and implement the Strategic Plan with actionable and measurable items. It is directly aligned with and organized through the pillars of our Strategic Plan, informed by provincial, district, and school-level data, and reviewed twice annually using the Reflect and Adjust Charts.
- Weekly meetings with the full senior management team—including Education (including Indigenous Education), Facilities, Finance, Human Resources, and Student Support Services—ensure horizontal alignment and efficiency in the distribution of resources.
- The Spirals of Inquiry framework is used at the district level, in school plans, and to guide individual administrator and teacher growth plans. All school plans align with and support the two-year Implementation Plan, which in turn supports the 10-year Strategic Plan.
- Our budget consultation process is organized through the goals of the Strategic Plan, enabling us to prioritize resources to implement adaptive strategies and ensure both vertical and horizontal alignment across the district.
- School plans are presented to the Board, senior staff, school and district administrators, staff, and the public at the beginning of October, with a final review presented at a public meeting in early June each year.
- School plans are adjusted to reflect the context of each school, taking into account the greatest student needs as identified through the Spirals of Inquiry process (scanning, focusing, professional learning, action, and reflection).
- Our Equity in Action plan has been integrated into both the Strategic and Implementation Plans.
- Local Education Agreements (LEAs) include Oversight Teams that reflect on and evaluate the district's progress in supporting the success and well-being of local First Nations students. SD53's Oversight Teams include leadership from the Education and Finance departments.
- The Indigenous Education Council, in place since 2007, continues to guide district initiatives supporting all students of Indigenous ancestry.

Some explicit examples of district departments supporting the implementation of the Strategic Plan (horizontal alignment) include:

- The Director of Learning and Inquiry collaborating with the Director of Facilities, Secretary Treasurer, and First Nations Education Coordinators to ensure on-reserve bus routes meet the needs of Indigenous students.
- The Human Resources department working with the Director of Learning and Inquiry to implement IEC recommendations in job postings for language teacher positions.
- Despite financial constraints, the Transportation, Facilities, Finance, Education, and Student Services departments agreed to continue the district strategy of not charging bus fees, which removes barriers for families and ensures alignment with the Strategic Plan.
- Student Support Services coordinated with the Indigenous Education Department to implement a restorative justice process in response to a serious discipline issue at the district level.
- District guidelines for artificial intelligence use were crafted through the lens of the values of the Strategic Plan, and all district departments were consulted in coordination with the I.T. department.
- Finance, Education, and Human Resources departments collaborated to budget core funding to support Indigenous language instruction.
- Finance, Education, Human Resources, and Student Support Services coordinated staffing resources to identify and support schools with high-priority populations.
- Student Services collaborated with the Transportation Department to coordinate supports for students with diverse abilities and disabilities on buses.
- Literacy Grant spending decisions were made collaboratively with the senior management team (Human Resources, Finance, Education—including Indigenous Education—and Student Support Services), resulting in staffing positions to build capacity in schools serving the highest-priority populations.

- All senior management team members attend school plan presentations to remain aware of school-level goals and priorities, and all attend monthly administration meetings to ensure clear communication between district departments and schools.

The district has found that by aligning our Strategic and Implementation Plans both vertically and horizontally, we not only achieve a stronger sense of purpose and coherence district-wide but also foster greater collaboration on the issues and challenges that most directly impact students. We continue to draw on the work of educators in School District 38 (Richmond), particularly their strategies and visual graphics that emphasize creating district coherence.