

**MEETING OF THE BOARD HELD IN PUBLIC
AGENDA**

TUESDAY, OCTOBER 14, 2025

5:00 PM – 7:00 PM

In person: Conference Room at Creston Hotel, 1418 Canyon Street in **Creston**

Via video conference: [Zoom](#) - Webinar ID: 657 3277 9733 – Password: 495118

1. Call to Order

2. Acknowledgement of Aboriginal Territory

We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District No. 8.

3. Changes to the Proposed Agenda

4. Consent Package Questions (p. 3)

App. 4

5. Adoption of Agenda

Proposed Resolution:

THAT the Agenda for this October 14, 2025 meeting **BE ADOPTED**, as circulated.

6. Receiving Public Presentations

7. Comments or Questions from the Public regarding items on this Agenda

The public may post comments or questions in the Q&A area on the webinar. These will be read aloud during the meeting.

8. Adoption of Minutes (p. 19)

App. 8

Proposed Resolution:

THAT the minutes from the September 9, 2025 Meeting of the Board Held in Public **BE ADOPTED**, as circulated.

9. Future and Action Item Tracking (p. 25)

App. 9

10. Education – Reports from the Superintendent

A. Literacy Continuous Learning Report 2025-2026 (p. 26)

App. 10A

B. Inclusive Education Supports (p. 127)

App. 10B

C. Remembrance Day Ceremonies 2025 (p. 132)

App. 10C



11. Operations and Finance – Reports from the Secretary-Treasurer

- A. Final Enrolment and Budget Implications (p. 133)

App. 11A

12. Governance and Policy

- A. Indigenous Education Council Representative (Chair)

13. Human Resources – Nil

14. Trustee Verbal Reports

- A. Student Trustees
- B. Trustees
- C. Chair
- D. British Columbia School Trustee Association (BCSTA)
- E. British Columbia Public School Employers' Association (BCPSEA)
- F. District Parent Advisory Committee (DPAC)
- G. Other

15. Comments or Questions from the Public

The public may post comments or questions in the Q&A area on the webinar. These will be read aloud during the meeting.

16. Meeting Schedule and Reminders

- A. Board Meetings

The next Meeting of the Board held in Public is scheduled for November 4, 2025.

17. Adjournment



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)**CONSENT PACKAGE – PUBLIC MEETING****OCTOBER 14, 2025**

ITEM

The following Consent items are routine items received for information.

- | | |
|--|-------|
| 1. Board Correspondence Package | p. 4 |
| 2. Superintendent's Report October 2025 | |
| 3. Monthly Financial Report – for period ended August 31, 2025 | p. 12 |
| 4. Transactions over 50k – for period ended August 31, 2025 | p. 16 |
| 5. List of Trustee Recusals | p. 18 |

SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)**BOARD CORRESPONDENCE PACKAGE****OCTOBER 14, 2025**

ITEM	DATE
1. Office of the Ombudsperson Quarterly Reports	August 15, 2025
2. Letter from Chair Lang to Minister Beare re: Capital Planning Equity for Rural Schools	September 11, 2025





OMBUDSPERSON BRITISH COLUMBIA

The *Ombudsperson Act* requires that investigations be conducted in private. Ombudsperson investigation documents are not available through the *Freedom of Information and Protection of Privacy Act* and may be subject to rules preventing their use in court and tribunal proceedings. **Please contact the Office of the Ombudsperson before disclosing this document, or any responses, to any third parties.**

August 15, 2025

Lenora Trenaman
Chair
School District 08 (Kootenay Lake)
811 Stanley Street
NELSON BC V1L1N8

Dear Lenora Trenaman:

Re: Office of the Ombudsperson Quarterly Report: April 1 - June 30, 2025

This package of documents details the complaint files the Office of the Ombudsperson closed for School District 08 (Kootenay Lake) between April 1 and June 30, 2025. Though no action is required on your part, we hope that you will find this information useful and share it within your organization.

These reports provide information about the complaint files we closed regarding your organization within the last quarter, including both files we investigated and files we closed without investigation. Files currently open with the office are not included in these reports.

If you would like further information about the complaints our office received about your organization, or you have identified inaccuracies in the data, please contact our office's Policy, Research and Continuous Improvement team. They can provide further details upon request and can be reached at PRCI@bcombudsperson.ca or by phone at 250-953-4171.

Enclosed you will find detailed reports containing the following:

- A one-page report listing the number of files closed and the category under which they were closed. The categories we use to close files are based on the sections of the *Ombudsperson Act*, which gives the Ombudsperson the authority to investigate complaints from the public regarding authorities under our jurisdiction. A more detailed description of our closing categories is available on our website at: <https://bcombudsperson.ca/assets/media/QR-Glossary.pdf>.
- If applicable: Copies of closing summaries written about the complaint files we investigated. These summaries provide an overview of the complaint received, our investigation and the outcome. Our office produces closing summaries for investigated files only, and not for enquiries or those complaints we chose not to investigate.

Mailing address: PO Box 9039 Stn Prov Govt • Victoria BC V8W 9A5

Phone in Victoria: 250-387-5855 • Toll-Free: 1-800-567-3247 • Fax: 250-387-0198 • bcombudsperson.ca





- If applicable: A summary of the topics identified in the complaint files closed during the quarter. We track general complaint topics for all complaints we receive, and when applicable, we include authority-specific and/or sector-specific topics for your organization and/or sector. Our office tracks the topics of complaints we investigate and those we close without investigation, but not for enquiries. Because complaints to our office are confidential, we do not share complaint topic information if we received too few complaints to preserve the complainants' anonymity.

If you wish to update your organization's contact information, please contact us by email at info@bcombudsperson.ca.

To learn more about educational opportunities on administrative fairness provided by our office, or if you wish to consult with our office to enhance fairness within your organization's policies or procedures, our Public Authority Consultation and Training (PACT) Team can assist you. Please contact them by email at consult@bcombudsperson.ca or by phone at 250-508-2950.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Jay Chalke".

Jay Chalke
Ombudsperson
Province of British Columbia

Enclosures





OMBUDSPERSON BRITISH COLUMBIA

Quarterly Report for 1 April - 30 June, 2025
School District 08 (Kootenay Lake)

Type of complaint closure for Authority: School District 08
(Kootenay Lake)

closed

Enquiries – Many people who contact us are not calling to make a complaint, but are seeking information or advice. These contacts are classified as *Enquiries* to distinguish them from *Complaints*, which are requests that our office conduct an investigation.

0

Complaints with No Investigation – Our office does not investigate every complaint it receives. First, we determine whether we have authority to investigate the complaint under the *Ombudsperson Act*. We also have discretion to decline to investigate for other reasons specified in the *Ombudsperson Act*.

1

Early Resolution Investigations – Early Resolution investigations provide an expedited process for dealing with complaints when it appears that an opportunity exists for the authority to take immediate action to resolve the issue. Typical issues that are addressed through Early Resolution include timeliness, communication, and opportunities for internal review.

0

Complaint Investigations – When we investigate a complaint we may conclude with a determination that a complaint is not substantiated, or with a negotiated settlement of the complaint, or with public findings and recommendations. We may also exercise discretion to cease investigation for a number of other reasons specified in the *Ombudsperson Act*.

0

Reason for closing an Investigation

Pre-empted by existing statutory right of appeal, objection or review.

0

Investigation ceased with no formal findings under the *Ombudsperson Act*.

More than one year between event and complaint

0

Insufficient personal interest

0

Available remedy

0

Frivolous/vexatious/trivial matter

0

Mailing address: PO Box 9039 Stn Prov Govt • Victoria BC V8W 9A5

Phone in Victoria: 250-387-5855 • Toll-Free: 1-800-567-3247 • Fax: 250-387-0198 • bcombudsperson.ca



Can consider without further investigation	0
No benefit to complainant or person aggrieved	0
Complaint abandoned	0
Complaint withdrawn	0
Complaint settled in consultation with the authority – When an investigation leads us to conclude that action is required to resolve the complaint, we try to achieve that resolution by obtaining the voluntary agreement of the authority to settle the complaint. This allows matters to be resolved fairly for the complainant and authority without requiring a formal finding of maladministration.	0
Complaint substantiated with formal findings under the <i>Ombudsperson Act</i> .	0
Complaint not substantiated under the <i>Ombudsperson Act</i> .	0
Ombudsperson Initiated Investigations – The Ombudsperson has the authority to initiate investigations independently from our process for responding to complaints from the public. These investigations may be ceased at the discretion of the Ombudsperson or concluded with formal findings and recommendations.	0



OMBUDSPERSON BRITISH COLUMBIA

Complaints Closed from 1 April - 30 June, 2025
School District 08 (Kootenay Lake)

The tables below summarize the complaint topics we are tracking for your sector and/or authority and the number of times this topic was identified in the files (investigated and non-investigated complaints) that were closed in the most recent quarter.

If you would like more information on the types of complaints we receive, please contact our Public Authority Consultation and Training Team: email us at consult@bcombudsperson.ca or call us at 250-508-2950.

Sector-Specific Complaint Topics – All School Districts

Bans from School Property (Section 177)	2	5%
Enrolment/Registration	2	5%
Other	16	38%
Special Education	7	17%
Student Safety	8	19%
Student Suspension or Exclusion	7	17%

General Complaint Topics – All School Districts

Accessibility	5	7%
Administrative Error	2	3%
Communication	12	17%
Delay	2	3%
Disagreement with Decision or Outcome	7	10%
Discrimination	3	4%
Employment or Labour Relations	2	3%
Other	4	6%
Process or Procedure	21	30%
Treatment by Staff	11	16%



September 11, 2025

Honourable Lisa Beare
Minister of Education and Child Care
PO Box 9045 Stn Prov Govt
Victoria, BC V8W 9E2

Honourable Bowinn Ma
Minister of Infrastructure
PO Box 9021 Stn Prov Govt
Victoria, BC V8W 9E2

Honourable Brittney Anderson
Minister of State for Local Governments and Rural Communities
Member of Legislative Assembly Kootenay Central
Parliament Buildings
Victoria, BC V8V 1X4

Dear Ministers Anderson, Beare, and Ma:

Re: Capital Planning Equity for Rural Schools

On behalf of the Board of Education of School District No. 8 (Kootenay Lake), we write to draw your attention to the continued challenges rural school districts face in securing capital funding to address critical facility needs. Despite recent historic investments in school infrastructure across British Columbia, many rural communities, including ours, remain without the major capital support required to modernize aging facilities and ensure safe, equitable learning environments.

While we recognize and appreciate the provincial commitment of \$3.75 billion over three years toward new schools, seismic upgrades, and expanded capacity, particularly in areas of rapid population growth, the needs of rural districts like SD8 remain largely unmet. The shift in provincial priorities toward seismic upgrades and urban enrolment growth is understandable; however, capital renewal in smaller communities remains a relevant concern in our region, where schools are often beyond their functional lifespan.

Specifically in School District No. 8 (Kootenay Lake), Salmo Secondary stands as a case in point. For eight consecutive years, the Board has submitted a capital plan request to construct an \$18.7 million addition to the secondary school that would consolidate K-12 programming in a single, safe, modern facility. This project would allow students to move from the adjacent Salmo Elementary School, constructed in 1953 and now at the end of its serviceable life, into a purpose-built learning environment. Despite the educational,

operational, and long-term fiscal rationale, this proposal has not advanced under the current capital evaluation criteria.

In the absence of this major capital approval, we have redirected operating and Annual Facilities Grant funds to make essential repairs, including interior upgrades and maintenance updates. As the Province itself has acknowledged, deferring investment in school infrastructure only compounds lifecycle costs and limits the delivery of high-quality public education.

We are aware that the Province faces a significant projected deficit in Budget 2025 and that capital investments must be prioritized judiciously. We also understand that rural capital projects must compete with urgent seismic and capacity demands in high-growth districts. Nonetheless, we respectfully suggest that a review of rural capital prioritization is now warranted. The educational needs of students in communities like Salmo cannot be equitably met if capital renewal is continually deferred.

The Board urges the BC Government to consider mechanisms that better reflect the realities of rural school districts, where facility condition, geographic isolation, and the absence of alternate options make local school infrastructure not only essential, but foundational to student success and community stability. We welcome the opportunity to meet with you and provide further information on our capital plans and the condition of our facilities.

Thank you for your ongoing commitment to public education and for your consideration of this important matter.

Sincerely,



Dawn Lang, Chair, Board of Education
On behalf of the Board of Education of School District No. 8 (Kootenay Lake)

cc: Board of Education of School District No. 8 (Kootenay Lake)
Cathy MacArthur, Secretary-Treasurer, SD8
Trish Smillie, Superintendent, SD8
BC School Trustees Association
Diana Lockwood, Village of Salmo, Mayor
Aimee Watson, Regional District Central Kootenay (RDCK), Board Chair,
Hans Cunningham, RDCK, Area G Director for Salmo
Michelle Harris, Kootenay Lake DPAC, Chair



Monthly Financial Report

For the period ended August 31, 2025



COMMENTS

Operating Expenditure Report

- The budget information is based on the 2025-2026 Budget approved by the Board on May 13, 2025.
- The last column shows whether the salaries expense is incurred based on the school calendar (10 months), or for the whole year (12 months), or a combination of both.
- The Operating Expenditure Report reflects two months of actual District operations and no months of School operations.
- The salaries and benefits are trending as expected based on the budgeted amounts and the applicable months for all employee groups.
- Other than dues and fees, the spending on services and supplies generally occurs during the school year.

Special Purpose Expenditure Report

- The budget information is based on the 2025-2026 Budget approved by the Board on May 13, 2025.
- The Special Purpose Expenditure Report reflects two months of actual District operations and no months of School operations.
- Other than the Annual Facility Grant and Early Care and Learning Fund to Schools, spending on the special purpose funds generally occurs during the school year.



OPERATING EXPENDITURE REPORT

	August 2025 Actuals	2025 - 2026 Budget	\$ Available Budget	% Available Budget	Applicable Months
Salaries					
Principal & Vice-Principal Salaries	666,820	4,526,079	3,859,259	85%	12
Teacher Salaries	81,220	23,220,748	23,139,528	100%	10
Educational Assistants	(38,489)	3,922,744	3,961,233	101%	10
Support Staff	386,207	8,002,570	7,609,344	95%	10/12
Other Professional Salaries	357,015	2,444,361	2,082,160	85%	12
TOCs/Relief Salaries	69,461	3,408,703	3,339,242	98%	10/12
Total Salaries	1,522,234	45,525,205	43,990,766	97%	
Employee Benefits	435,794	11,457,615	11,019,886	96%	10/12
Total Salaries and Benefits	1,958,028	56,982,820	55,010,652	97%	
Services & Supplies					
Services	220,566	2,466,803	2,246,237	91%	
Student Transportation	1,979	340,421	338,442	99%	
Professional Development & Travel	16,128	652,735	636,607	98%	
Rentals and Leases	20,434	122,551	102,117	83%	
Dues and Fees	41,198	99,940	58,742	59%	
Insurance	35,106	225,000	189,894	84%	
Supplies	271,137	3,316,709	3,045,572	92%	
Utilities	129,127	1,829,201	1,700,074	93%	
Total Services & Supplies	735,675	9,053,360	8,317,685	92%	
Total Operating Expense	2,693,703	66,036,180	63,328,337	96%	



SPECIAL PURPOSE FUND EXPENDITURE REPORT

	August 2025 Actuals	2025 - 2026 Budget	\$ Available Budget	% Available Budget
Ministry of Education and Child Care Funds				
Annual Facilities Grant	35,979	129,640	93,661	72%
Classroom Enhancement Fund	-	9,833,908	9,833,908	100%
Community Link	-	759,048	759,048	100%
Early Care and Learning Fund to Schools	28,482	175,000	146,518	84%
Early Years to Kindergarten	85	19,000	18,915	100%
Feeding Futures	109,427	597,706	488,279	0%
First Nation Transportation	-	26,863	26,863	100%
Health Career Work Experiential Learning	-	-	-	0%
Learning Improvement Fund	523	218,308	217,785	100%
Mental Health in Schools	-	55,000	55,000	100%
OLEP	1,387	115,835	114,448	99%
National School Food Program	-	122,231	122,231	100%
Professional Learning Grant	-	200,000	200,000	100%
Ready Set Learn	-	41,650	41,650	100%
Seamless Day Kindergarten	1,501	55,400	53,899	97%
StrongStart	3,839	160,000	156,161	98%
Student & Family Affordability Fund	-	50,000	50,000	100%
Work Experience Enhancement Initiative	-	-	50,000	0%
Total MOECC Funds	181,223	12,559,589	12,378,366	99%
Other Provincial Special Purpose Funds				
ASSAI	229	50,000	49,771	100%
Health Promoting Schools	-	27,000	27,000	100%
Total MOECC Funds	229	77,000	76,771	100%
Other Special Purpose Funds				
School Scholarships and Bursaries	9,250	30,000	20,750	69%
School Generated Funds	50,331	1,615,000	1,564,669	97%
Donations	-	10,000	10,000	100%
Total MOECC Funds	59,581	1,655,000	1,595,419	96%
All Special Purpose Funds	241,033	14,291,589	14,050,556	98%



Monthly Transactions over 50K

For the period ended August 31, 2025

PAYMENTS IN JULY 2025 OVER \$50K (CHEQUES AND EFT)

Vendor Name	Amount
North Mountain Construction Ltd	\$454,788.97
Twin Rivers Controls Ltd.	\$163,360.05
Trainor Mechanical Contractors Ltd	\$380,016.90
Pacific Blue Cross	\$201,909.98
British Columbia Teacher Federation	\$69,026.11
BC Teachers Federation	\$58,037.43
Softchoice	\$71,474.27
Worksafe BC	\$256,620.74



**LIST OF TRUSTEE RECUSALS
2025-2026**

**Date of Meetings held in the
absence of the public with one or
more declared Conflicts of Interest**

NIL

**MEETING OF THE BOARD HELD IN PUBLIC
MINUTES
TUESDAY, SEPTEMBER 9, 2025**

Board:

D. Lang, Chair
J. Bremner, Vice-Chair (*via video conference*)
M. J. Blackmore
S. Chew (*via video conference*)
K. Etheridge (*via video conference*)
A. Gribbin
S. Nazaroff (*via video conference*)
M. Shunter
L. Trenaman

Student Trustees:

Nil

District Staff:

T. Smillie, Superintendent
C. MacArthur, Secretary-Treasurer
L. Carriere, Director of Aboriginal Education
B. Eaton, Director of Instruction - Curriculum, Instruction, and Assessment
D. Holitzki, Assistant Superintendent
C. Kerr, Director of Operations
C. Singh, Director of Human Resources
S. Bruskowski, Executive Assistant

Regrets:

Nil

1. Call to Order

The meeting was called to order at 5:00 PM.

2. Acknowledgement of Aboriginal Territory

3. Changes to the Proposed Agenda - Nil

4. Consent Package Questions

5. Adoption of Agenda

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-001

THAT the Agenda for this September 9, 2025 meeting **BE ADOPTED**, as circulated.

The motion carried unanimously.

6. Receiving Public Presentations – Nil

7. Comments or Questions from the Public regarding items on this Agenda – Nil

8. Adoption of Minutes

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-002



THAT the minutes from the June 10, 2025 Meeting of the Board Held in Public **BE ADOPTED**, as circulated.

The motion carried unanimously.

9. Future and Action Item Tracking – Nil

10. Education – Reports from the Superintendent

A. Temporary Superintendent Succession Designate 2025-2026

Superintendent Smillie designated Assistant Superintendent Holitzki to take on her responsibilities for the current school year in case of her temporary emergency absence as outlined in the memo.

B. School Food Program

Assistant Superintendent Holitzki reported to the Board on the 2025–2026 school food program. She noted that SD8 will receive \$597,706 in Feeding Futures funding along with \$122,231 from the new National School Food Program, which together will expand support for vulnerable students. She highlighted that approximately 3,000 students accessed food programs in 2024–2025 and that this number is expected to increase with the additional funding. She confirmed that programs such as Fresh for Kids and Indigenous food equity support will continue to ensure students have daily access to nutritious meals that support their health and learning.

In response to Trustees' inquiries, Assistant Superintendent Holitzki explained that the BC Fresh for Kids Program prioritizes sourcing food as locally as possible. The district is actively exploring opportunities to expand its food sourcing from the Creston Valley. Additional information was shared regarding grant programs that support school food initiatives, as well as efforts to ensure student access to these programs.

C. Student Trustee Program and District Student Voice Framework

Director Eaton reported to the Board on the Student Trustee Program and the District Student Voice Framework. He highlighted that since 2018, the Student Trustee Program has ensured students directly influence Board decisions while fostering leadership and civic responsibility. He also noted that the District Student Voice Council and leadership conferences provide important forums for students to shape district policy and initiatives, including climate action, equity, and wellness. He confirmed that in 2025–2026, the framework will further strengthen connections between Student Trustees and school-level councils to ensure student perspectives continue to guide district planning.

Trustees expressed their appreciation and strong support for the program, highlighting their interest in its continued expansion and their desire to involving Student Trustees in policy development.



D. Indigenous Education Council (IEC) Board Representative

Superintendent Smillie informed the Board that a Board Representative will attend the Indigenous Education Council (IEC) meetings moving forward as per IEC Terms of Reference. Chair Lang invited Trustees to express interest in that role via email to the Board Chair by Friday, September 12, 2025 by 4:00 pm.

E. National Day for Truth and Reconciliation

Director Carriere informed the Board that SD8 consulted with the Indigenous Education Council (IEC) to guide activities for the National Day for Truth and Reconciliation. She noted that schools will host assemblies, engage Elders and Knowledge Keepers, and embed year-round learning to honour survivors and advance reconciliation.

Director Carriere and Superintendent Smillie responded to Trustees' questions regarding curriculum development related to Truth and Reconciliation, as well as the role of Indigenous Education Councils (IECs) and their intended relationship with the Board of Education.

11. Operations and Finance – Reports from the Secretary-Treasurer

A. 2024-2025 Audited Financial Statements

Secretary-Treasurer MacArthur reported that KPMG had presented School District No. 8 (Kootenay Lake) with a clean audit with no issues, deficiencies, or unadjusted errors. Trustees thanked the Secretary-Treasurer and her team for their strong work.

She presented the 2024-2025 Audited Financial Statements, noting the operating fund appropriation of \$275,873, from \$4,122,404 to \$4,398,277. She confirmed the district remains in a strong financial position, with unrestricted accumulated operating surplus levels aligned with Board Policy 621 and ministry guidelines.

Trustees' questions were answered, and the Superintendent thanked Secretary-Treasurer MacArthur and her team for their work.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-003

THAT the appropriation of the accumulated surplus for the Operating Fund be increased by \$275,873 from \$4,122,404 to \$4,398,277 as stated in note 19 of the audited financial statements of the year ended June 30, 2025, **BE APPROVED.**

The motion carried unanimously.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-004

THAT the Audited Financial Statements and Financial Discussion & Analysis for the year ended June 30, 2025, **BE APPROVED.**

The motion carried unanimously.

B. Statement of Financial Information (SOFI)



Secretary-Treasurer MacArthur presented the 2024–2025 Statement of Financial Information (SOFI) to the Board. She explained that the SOFI, required under the Financial Information Act, must be submitted by December 31, 2025, and includes audited financial statements, debt schedules, remuneration and expense reporting, and vendor payments. She confirmed that the report will be posted to the SD8 website.

C. Quarterly Capital Plans Update

Director Kerr presented the quarterly capital plans update, as outlined in the agenda package. In response to Trustees' questions, Director Kerr provided information on measures to address the rising frequency of heat waves, as well as plans for window replacements.

D. Approve Minor Capital Plans Submission

Secretary-Treasurer MacArthur presented the district's draft 2026/27 Minor Capital Plan to the Board as outlined in the agenda package. A submission is required annually by the Ministry of Education and Child Care and required Board approval prior to submission to the ministry. She outlined proposed projects totaling \$1.863 million. She noted that School Enhancement Projects (SEP) projects support building efficiency and safety, while Carbon Neutral Capital Program (CNCP) funding addresses carbon reduction goals. She recommended the Board give all three readings and approve the submission of the 2026/27 Minor Capital Plan.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-005

THAT the Board of Education conclude three readings at this meeting for the approval of the submission of the Minor 2026/27 Capital Plan.

The motion carried unanimously.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-006

THAT the 2026/27 funding request of \$1,400,000 for window replacement and sprinkler upgrades under the School Enhancement Program be approved. **READ A FIRST TIME** THE 9th DAY OF September 2025; **READ A SECOND TIME** THE 9th DAY OF September 2025; **READ A THIRD TIME, PASSED** THE 9th DAY OF September 2025.

The motion carried unanimously.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-007

THAT the 2026/27 funding request of \$463,000 for the HVAC (Heating Ventilation Air Conditioning) under the Carbon Neutral Capital Program be approved. **READ A FIRST TIME** THE 9th DAY OF September 2025; **READ A SECOND TIME** THE 9th DAY



OF September 2025; **READ A THIRD TIME, PASSED** THE 9th DAY OF September 2025.

The motion carried unanimously.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-008
THAT the 2026/27 funding request for 6 buses be approved. **READ A FIRST TIME**
THE 9th DAY OF September 2025; **READ A SECOND TIME** THE 9th DAY OF
September 2025; **READ A THIRD TIME, PASSED** THE 9th DAY OF September 2025.

The motion carried unanimously.

12. Governance and Policy – Nil

13. Human Resources – Nil

14. Trustee Verbal Reports

A. Student Trustees – NIL

B. Trustees

- Trustee Trenaman attended the Kootenay Boundary Branch (KBB) meeting, where she met with the Branch Chair and BCSTA staff to review the Branch constitution.

C. Chair

Chair Lang attended the Jewett Elementary School time capsule opening, the JV Humphries Elementary-Secondary School graduation ceremony, the BC Public School Employers' Association meetings, Trustee representative sector calls, the monthly BCSTA board chairs meeting, and various meetings of the Board of Education meetings over the summer. She met with the BC School Trustees' Association, with MLA Anderson and Minister Ma, from the Ministry of Infrastructure

D. British Columbia School Trustee Association (BCSTA)

Trustee Chew reminded everyone of the upcoming BCSTA Academy.

E. British Columbia Public School Employers' Association (BCPSEA)

Chair Lang reminded the Board of information that was circulated via email.

F. District Parent Advisory Committee (DPAC) – Nil

G. Other – Nil

15. Comments or Questions from the Public – Nil

16. Meeting Schedule and Reminders

A. Board Meetings

The next Meeting of the Board held in Public is scheduled for October 14, 2025 **in Creston.**

17. Adjournment



The meeting was adjourned at 7:11 PM.

Board Chair

Secretary-Treasurer



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions in Progress						
February 26, 2019	18/19-092	Properties Sell or Defer	<p>WHEREAS there are nine Board owned properties under consideration for sale in the existing 2016-2026 Facilities Plan, which the Board has previously resolved to sell;</p> <p>WHEREAS the Board is currently in the process creating a new facilities plan (the "2019-2029 Facilities Plan"), for which it is currently consulting with stakeholders and has contracted Baragar Systems to provide long-range enrolment projections and demographic analysis;</p> <p>Moved by Trustee Lang , seconded by Trustee Chew:</p> <p>NOW THEREFORE BE IT RESOLVED</p> <p>THAT in line with past Board resolutions, the following property interests be sold forthwith:</p> <ol style="list-style-type: none"> 1. Former Crawford Bay maintenance yard; 2. Retallack land; 3. Former Yahk Elementary, and; 4. Ymir Land; <p>THAT the sale of the following property interests be deferred until the Board adopts the new 2019-2029 Facilities Plan:</p> <ol style="list-style-type: none"> 1. Former Al Collinson Elementary; 2. Former Gordon Sargent Elementary; 3. Kin Park in Creston, and; 4. Salmo Tennis Court & Pool Land; 	Secretary-Treasurer	<p>As of April 2023, the following properties have not sold:</p> <ul style="list-style-type: none"> - Former Crawford Bay maintenance yard; - Retallack II; - Ymir Land - Salmo Tennis Court & Pool Land 	In Progress
Standing Resolutions						
Completed Resolutions						
September 9, 2025	25/26-008	Approve 2025-2026 Minor Capital Submission (3)	THAT the 2026/27 funding request for 6 buses be approved. READ A FIRST TIME THE 9th DAY OF September 2025; READ A SECOND TIME THE 9th DAY OF September 2025; READ A THIRD TIME, PASSED THE 9th DAY OF September 2025.			Complete
September 9, 2025	25/26-007	Approve 2025-2026 Minor Capital Submission (2)	THAT the 2026/27 funding request of \$463,000 for the HVAC (Heating Ventilation Air Conditioning) under the Carbon Neutral Capital Program be approved. READ A FIRST TIME THE 9th DAY OF September 2025; READ A SECOND TIME THE 9th DAY OF September 2025; READ A THIRD TIME, PASSED THE 9th DAY OF September 2025.			Complete
September 9, 2025	25/26-006	Approve 2025-2026 Minor Capital Submission (1)	THAT the 2026/27 funding request of \$1,400,000 for window replacement and sprinkler upgrades under the School Enhancement Program be approved. READ A FIRST TIME THE 9th DAY OF September 2025; READ A SECOND TIME THE 9th DAY OF September 2025; READ A THIRD TIME, PASSED THE 9th DAY OF September 2025.			Complete
September 9, 2025	25/26-005	Reading of Minor Capital Plan Submissions	THAT the Board of Education conclude three readings at this meeting for the approval of the submission of the Minor 2026/27 Capital Plan.			Complete
September 9, 2025	25/26-004	Approve Audited Financial Statements	THAT the Audited Financial Statements and Financial Discussion & Analysis for the year ended June 30, 2025, BE APPROVED.			Complete
September 9, 2025	25/26-003	Approve Appropriation of Accumulated Surplus	THAT the appropriation of the accumulated surplus for the Operating Fund be increased by \$275,873 from \$4,122,404 to \$4,398,277 as stated in note 19 of the audited financial statements of the year ended June 30, 2025, BE APPROVED.			Complete
September 9, 2025	25/26-002	Adoption of Minutes	THAT the minutes from the June 10, 2025 Meeting of the Board Held in Public BE ADOPTED, as circulated.			Complete
September 9, 2025	25/26-001	Adoption of Agenda	THAT the Agenda for this September 9, 2025 meeting BE ADOPTED, as circulated.			Complete

Memorandum to the Board of Education Public

FROM: Trish Smillie, Superintendent
DATE: October 14, 2025
SUBJECT: Literacy Continuous Learning Report 2025-2026

For Information

Introduction

This memorandum provides an overview of the [Literacy Continuous Learning Report for the 2025-2026](#) school year.

Information

The mandate of public education is to develop the educated citizen. School District No.8 (Kootenay Lake) is guided by its vision and core values. All resources and district initiatives are aligned with Ministry of Education and Child Care goals. School learning plans also support the commitment to the “Educated Citizen” mandate that focuses on the intellectual, human and social and career development of every student.

SD8 has one literacy goal for all students from kindergarten through grade twelve:

“Improve literacy proficiency for all learners”

The Literacy Continuous Learning Report 2025-26 reviews student literacy trends in district data and provides a description of the supports, resources and goals that comprise SD8’s commitment to ensuring literacy success for all learners. Action items are prioritized to ensure continuous learning for all learners, including Indigenous learners, learners with diverse abilities, children and youth in care, and English language learners. These action items are connected to the priority areas outlined in the [September 2025 Enhancing Student Learning Report](#).

With the new Ministry of Education and Child Care’s focus on literacy K-12 and the ongoing implementation of a coherent district-wide literacy plan, SD8 is optimistic that all students will be set up for success throughout their K-12 school experience and beyond. Continued analysis of literacy data will help to ensure that in particular, priority learners achieve success in literacy.





School District 8
Kootenay Lake

Literacy Continuous Learning Report 2025– 2026

October 14, 2025





ACKNOWLEDGMENT

We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District No. 8.





CONTENTS

ACKNOWLEDGMENT	ii
EXECUTIVE SUMMARY	iv
INTRODUCTION	1
ALIGNMENT TO STRATEGIC PRIORITIES.....	7
EVIDENCE OF LEARNING LITERACY PROFICIENCY.....	8
CONCLUSION	83
ANNOTATED REFERENCES	88
GRATITUDE	89



EXECUTIVE SUMMARY

Goals of K-12 Education

School District No. 8 (Kootenay Lake) (SD8) supports all learners with continuous improvement in their learning so that each learner may graduate with purpose and options for their future. This aligns with the B.C. mandate for public education outlined in the Statement of Education Policy Order, the Framework for Enhancing Student Learning Policy, and the Declaration of the Rights of Indigenous Peoples Act.

"The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy."

B.C. Statement of Education Policy Order Mission Statement

To support government to achieve their mission, school districts in B.C. are tasked with educating each child so they can become "the Educated Citizen." This is a child who throughout their schooling demonstrates intellectual development – literacy and numeracy – human and social development, and career development.

The Framework for Enhancing Student Learning policy requires that boards of education will set, create and maintain a strategic plan that articulates the vision, mission, and values of the school district and identifies priorities that guide the district towards its short and long-term goals.

The Declaration on the Rights of Indigenous Peoples Act represents the province's reconciliation framework and the commitments that Board of Education must support in furthering reconciliation.

Aligning to Our Strategic Plan

School District No. 8 (Kootenay Lake) endeavours to improve student learning through interest-based, competency-based, flexible, and innovative approaches. Specifically, the focus is on the following goals in relation to literacy development:

Lifelong Learning

- Engage each learner to improve and excel in literacy
- Enhance success for early learners, learners with diverse needs, English language learners, and children and youth in care
- Provide opportunities for high-quality online learning and flexible, adaptable and personalized learning

Connected Learners

- Promote collaborative partnerships with the local and broader community



EXECUTIVE SUMMARY

Caring and Inclusive Learning Culture

- Create welcoming, engaging and accessible learning spaces

Cultural and Identity Development

- Engage in practices that champion healing and Truth and Reconciliation
- Include Indigenous worldviews and ways of knowing in our teaching and learning
- Celebrate diversity by embedding opportunities for learning focused on diversity and inclusive practices

The values embedded in the strategic plan include placing learners at the centre, building communities of caring and connection, ensuring equity for diverse learners and respect for cultural identity, and fostering lifelong learning and caring for the future.

Specifically, School District No. 8 endeavours to improve student learning through interest-based, competency-based, flexible, and innovative approaches.

The primary focus is on lifelong learning: ensuring all learners reach proficiency in literacy, especially for early learners, learners with diverse needs, English language learners, and children in care. Through the development of welcoming, engaging and accessible learning spaces, collaborative community partnerships, and through supporting cultural and identity development, all learners will have opportunities to thrive and develop essential literacy skills.

This report outlines the literacy action plan, including the process for monitoring for continuous improvement.

Three-Year Action Plan (2024-2027)

Outlined in this Literacy Continuous Improvement Report are actions that serve as strategies for continuous improvement. The items in our action plan will be given high priority for the 2024-2027 school years. SD8 continually monitors these priorities to ensure continuous improvement for all learners and particularly for priority learners – Indigenous learners, learners with disabilities and diverse abilities, children and youth in care, and English language learners.

Strategic Priority: Lifelong Learners

“We aim to improve student learning through interest-based, competency-based, flexible and innovative approaches.”

The following table represents the literacy action plan for 2025-2026 (Year Two of the 2024-2027 Literacy Plan), including monitoring strategies, success indicators, and annual outcomes.



EXECUTIVE SUMMARY

Strategies

1



Empower schools to create data-informed, inclusive literacy action plans that support all learners.

Monitoring	Success Indicators (2024-2027)
<p>Achievement Data:</p> <ul style="list-style-type: none"> Early Literacy Profile (ELP), FSA 4&7, GLA 10, written learning updates Intermediate and middle years literacy assessments (ILA, MYLA) <p>Screening Tools:</p> <ul style="list-style-type: none"> Acadience <p>Feedback & Planning:</p> <ul style="list-style-type: none"> Student surveys, school learning plans, district proficiency guidelines 	<ul style="list-style-type: none"> All schools set SMART literacy objectives aligned with strategies and action plans in their School Learning Plans by end of 2025. Priority learner needs (e.g., Indigenous learners, learners with disabilities/diverse abilities, ELLs) are explicitly addressed in literacy objectives and action plans in all school learning plans by end of 2026. Evidence of school teams regularly using localized and provincial data to monitor progress in their school learning plans by end of 2026. Evidence of literacy instructional shifts and interventions based on ongoing data analysis documented in school learning plans by end of 2026.

2



Strengthen early literacy through targeted assessment and instruction in K-3 classrooms.

Monitoring	Success Indicators (2024-2027)
<p>Achievement Data:</p> <ul style="list-style-type: none"> ELP data Written learning updates <p>Screening Tools:</p> <ul style="list-style-type: none"> Acadience <p>Feedback & Planning:</p> <ul style="list-style-type: none"> Acadience screener data, ELP data, written learning updates, school learning plans, provincial proficiency profiles, provincial learning progressions, teacher feedback after learning events 	<ul style="list-style-type: none"> Systematic literacy screening three times per year using Acadience screeners in grades K-3. Systematic use of ELP data and written learning update data to identify skill gaps in K-3 learners. Implementation of research-based foundational literacy instruction (e.g., phonics, phonemic awareness). Targeted instructional plans created for priority learners (Indigenous learners, students with disabilities/diverse abilities, ELL students, children in care). Increased teacher confidence in data use and evidence-based instruction. Ongoing professional development and Communities of Practice.

EXECUTIVE SUMMARY

3



Develop and implement responsive literacy assessments and tools to guide instruction and to support transitions from K-9.

Monitoring	Success Indicators (2024-2027)
<p>Achievement Data & Screening Tools:</p> <ul style="list-style-type: none"> District Literacy Assessments (grades K-3, grades 4-6 and 7-9) Universal Literacy Screeners (Acadience) <p>Planning & Implementation:</p> <ul style="list-style-type: none"> School Learning Plans (with a focus on priority learners) <p>Transitions & Collaboration:</p> <ul style="list-style-type: none"> Scheduled academic transitions meetings (Primary, Intermediate, Middle, Secondary) Data-informed team meetings across Families of Schools (FOS) 	<ul style="list-style-type: none"> Literacy screener (Acadience) is fully implemented for primary and intermediate years by end of 2026. Grades K-3 district literacy assessment (Early Literacy Profile – ELP) continues in place for all K-3 learners, using data to inform instruction. Grades 4-6 district literacy assessment (DLA) is implemented across all Families of Schools (FOS), with school teams using results to inform instructional planning by end of 2026. Middle years literacy assessment (MYLA) is completed by fall 2025 and piloted in each family of schools by January 2026, with full implementation by end of 2026. Intermediate literacy assessment (DLA) data is referenced in school learning plans (literacy) objectives and action plans. Intermediate (DLA) data is referenced at transition meetings to guide planning for cohort-level academic transitions by end of 2026.

4



Create communities of practice to enhance and strengthen literacy instruction for primary (K-3), intermediate (4-6) and middle years (7-9).

Monitoring	Success Indicators (2024-2027)
<p>Achievement & Engagement Data:</p> <ul style="list-style-type: none"> ELP K-3, FSA 4 & 7, GLA 10, and intermediate and middle years literacy assessments (ILA, MYLA) Written learning updates and Student Learning Survey (language arts/literacy) <p>Assessment & Planning Tools:</p> <ul style="list-style-type: none"> Primary, Intermediate and Middle Years Literacy Assessments Universal literacy screener (Acadience) Literacy objectives and strategies evident in School Learning Plans <p>Participation & Innovation:</p> <ul style="list-style-type: none"> Community of practice attendance and feedback from families of schools School Learning Plan Grants and Proficiency Guidelines 	<ul style="list-style-type: none"> Improved student achievement in grade 3 literacy outcomes, evidenced by ELP assessment results and grade 3 written learning updates. Increased educator participation from all Families of Schools (FOS) in primary and intermediate literacy communities of practice, with 80% or more reporting positive impact on instructional practice. Demonstrated use of literacy assessment data in instructional planning, particularly for priority learners, as reflected in all School Learning Plans by end of 2026. Improved student achievement (proficiency) and engagement in literacy, evidenced by positive trends in Student Learning Surveys (literacy) and improvement in assessment results for priority learner cohorts at the school and district level. School Learning Plan Grants showcasing innovations linked to communities of practice participation and literacy outcomes are shared widely across the district on an annual basis.



EXECUTIVE SUMMARY

5



Provide equitable access to high-impact literacy resources to support professional learning.

Monitoring

Achievement & Engagement Data:

- ◆ ELP K-3, FSA 4 & 7, GLA 10, and intermediate and middle years literacy assessments (ILA, MYLA)
- ◆ Written learning updates and Student Learning Survey (language arts/literacy)

Assessment & Planning Tools:

- ◆ Primary, Intermediate and Middle Years Literacy Assessments
- ◆ Universal literacy screener (Acadience)
- ◆ Literacy objectives and strategies evident in School Learning Plans

Participation & Innovation:

- ◆ Community of practice attendance and feedback from families of schools
- ◆ School Learning Plan Grants and Proficiency Guidelines

Success Indicators (2024-2027)

- ◆ Increased engagement with the K-12 Literacy Professional Learning Sharepoint site as reported through school staff and families of schools (FOS) feedback, professional learning opportunities and events engagement and feedback, and through data analytics.
- ◆ School learning plans and grants include references to K-12 Literacy Professional Learning Sharepoint site resources or professional texts to support literacy strategies and action plans.

6



Enrich literacy environments and programs through culturally responsive resources and community collaboration.

Monitoring

- ◆ Student Learning Survey (Literacy)
- ◆ Cultural and Identity
- ◆ Development reporting
- ◆ Community Partnership & Organization engagement
- ◆ Survey and inventory of school and district literacy programs

Success Indicators (2024-2027)

- ◆ Surveys show increased access to culturally responsive literacy resources and environments, with feedback from students and staff indicating relevance and engagement.
- ◆ Evidence of collaboration with community partners and organizations in designing or enhancing literacy spaces and programming.
- ◆ Positive trends in Student Learning Survey responses related to cultural identity, belonging, and engagement in literacy activities, particularly among priority learners through 2026-2027.



EXECUTIVE SUMMARY

7



Support literacy success through academic transitions meetings across K-12.

Monitoring	Success Indicators (2024-2027)
<p>Achievement & Assessment Data:</p> <ul style="list-style-type: none"> ◆ ELP, FSA 4 & 7, GLA 10, and written learning updates ◆ Intermediate and middle years literacy assessments (ILA, MYLA) ◆ Universal Screener (Acadience) <p>Transitions & Planning Practices:</p> <ul style="list-style-type: none"> ◆ Transitions Meetings (Primary, Intermediate, Middle, Secondary) ◆ Grade-to-grade transitions data ◆ School-based documentation of literacy goals linked to transition supports 	<ul style="list-style-type: none"> ◆ Improved grade-to-grade transition outcomes for grade band cohorts, including increased rates of academic readiness and literacy proficiency at key transition points, as reflected in school and district data.

8



Strengthen instructional leadership through collaborative literacy planning and data-informed decision-making.

Monitoring	Success Indicators (2024-2027)
<p>Achievement & Assessment:</p> <ul style="list-style-type: none"> ◆ Provincial (FSA, GLA), district (ELP), intermediate and middle years literacy assessments (ILA, MYLA) ◆ Universal literacy screeners (Acadience) <p>School Planning & Leadership</p> <ul style="list-style-type: none"> ◆ Literacy objectives and action plans in school learning plans ◆ School Learning Plan Proficiency Guidelines <p>Engagement & Feedback</p> <ul style="list-style-type: none"> ◆ Student Learning Survey (literacy focus) ◆ Feedback from school leaders and staff on planning and implementation 	<ul style="list-style-type: none"> ◆ All schools develop and refine literacy goals and action plans within their School Learning Plans, with a clear focus on priority learners and informed by cohort and class-level profile data. ◆ School leaders demonstrate enhanced capacity in data literacy and instructional leadership, as evidenced through the school learning plan proficiency guidelines. ◆ Improvement in student literacy achievement (proficiency) for grade band cohorts (focus on priority learners) on provincial and localized assessments by end of 2026. ◆ Improvement in Student Learning Survey results (literacy focus).



EXECUTIVE SUMMARY

9



Empower schools to innovate literacy practice through targeted funding and shared learning.

Monitoring	Success Indicators (2024-2027)
Planning & Documentation: <ul style="list-style-type: none"> ♦ Literacy objectives and actions in School Learning Plans ♦ Grant applications and reports aligned to district priorities Participation & Engagement <ul style="list-style-type: none"> ♦ Participation rates from each family of schools (FOS) ♦ Feedback from participants and school teams on instructional impact Celebration & Sharing <ul style="list-style-type: none"> ♦ Showcasing project outcomes in Celebration of Learning events 	<ul style="list-style-type: none"> ♦ Evidence of literacy instructional shifts and interventions based on ongoing data analysis is documented in school learning plan grant celebrations. ♦ Evidence of alignment of district literacy priorities with school learning plan grant reports and reflections. ♦ Widened and continued (year 2) participation from each family of schools (FOS). ♦ Increase in positive feedback from participants and school teams on instructional impact.

10



Promote instructional alignment through a shared literacy framework for Grades K-9.

Monitoring	Success Indicators (2024-2027)
Framework Development & Planning: <ul style="list-style-type: none"> ♦ Development of the grades K-3 and 4-9 Literacy Framework ♦ Literacy objectives and actions in all School Learning Plans Achievement & Assessment Data <ul style="list-style-type: none"> ♦ Provincial (FSA 4 & 7, GLA 10) and localized assessments (ELP, Intermediate DLA, Middle Years Literacy Assessment) Instructional Impact <ul style="list-style-type: none"> ♦ Evidence of shifts in instructional practice and targeted interventions ♦ Sharing of practices and results through school learning tours and other events 	<ul style="list-style-type: none"> ♦ Development of a K-9 Literacy framework by end of 2026. ♦ Evidence of literacy instructional shifts and interventions based on ongoing data analysis is documented in school learning plans and shared at school learning tours. ♦ Improvement in achievement (proficiency) for grade band cohorts (with a focus on priority learners) on provincial and localized assessments by end of 2026.

The literacy action plan is developed on the premise that ensures:

- Students are at the centre of our individual and collective work in SD8, particularly priority learners: Indigenous learners, learners with disabilities and diverse abilities, children and youth in care, and English language learners.
- Commitments to SD8 strategic priorities of measuring and reporting on performance in key areas — evidence is robust, timely, and meaningful
- Collaboration with community, regional, and provincial partners
- A sustained focus on a cycle of continuous improvement
- Aligned with the goals and mandate of the Ministry of Education and Child Care





EXECUTIVE SUMMARY

A Focus on Student Success

SD8 continues to look for ways to build on strengths and celebrate learner success. By referring to evidence that informs decision-making, planning and practices, and by working with education partners, the district can make a difference for all SD8 learners. The annual Literacy Continuous Learning Report supports the district's mission and vision:

MISSION

We inspire and support each learner to thrive in a caring learning environment.

VISION

Our learners grow as global citizens in an innovative and inclusive community.

This report outlines how SD8 supports learner success in literacy.



INTRODUCTION

Background - Literacy in SD8

School District No.8 (Kootenay Lake) is guided by its vision and core values. All resources and district initiatives are aligned with Ministry of Education and Child Care goals. School Learning Plans also support the commitment to the “Educated Citizen” mandate that focuses on the intellectual, human and social and career development of every student.

SD8 is a learning organization committed to continuously reviewing, refining and reflecting upon its practice to support the best possible outcomes for learners. SD8 has one literacy goal for all students from kindergarten through grade 12:

“Improve literacy proficiency for all learners”

Literacy is the ability to understand, critically analyze, and create a variety of communication forms, including oral, written, visual, digital, and multimedia, to accomplish one’s goals. Literate students can make meaning from text and express themselves in a variety of modes; they are able to comprehend, make connections, critically analyze, as well as create texts and communicate for a variety of purposes. Throughout K-12, the BC curriculum focuses on literacy development through the English Language Arts curriculum’s [Big Ideas](#), [Curricular Competencies](#), and [Content](#).

Big Ideas in English Language Arts reflect a variety of important concepts and competencies, such as strategies, connection building, identity, diverse perspectives, and cultural awareness. The example below illustrates how the language arts curriculum grows with students and expands the scope and depth of learning.

	K and 1	3	4 and 5	6 and 7	10, 11, 12
Big Ideas	Everyone has a unique story to share.	Stories can be understood from different perspectives.	Texts can be understood from different perspectives.	Exploring and sharing multiple perspectives extends our thinking.	People understand text differently depending on their worldviews and perspectives.

Curricular Competencies describe what students should be able to do with the knowledge they have gained. English Language Arts is a process-driven area of learning: students develop as they engage with language and texts. Through purposeful communication, students can develop competencies in listening to understand; communicating effectively; presenting information and ideas with confidence and fluency; and understanding the connections.

	K	1	4	English 10-12	EFP 10-12
Curricular Competencies	Recognize the structure of story	Stories and other texts help us learn about ourselves and our families	Exploring stories and other texts helps us understand ourselves and make connections to others and the world	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world	First Peoples’ texts and stories provide insight into key aspects of Canada’s past, present, and future

INTRODUCTION

The new [BC K-12 Learning Progressions](#) developed by the Ministry of Education and Child Care in 2024 help teachers to plan and deliver lessons and activities, to provide formative assessments to students, and to communicate student learning to students, parents, and caregivers. K-12 Learning Progressions assist teachers in purposefully incorporating the development of key literacy and numeracy skills into their teaching practice, in order to develop students' curricular competencies.






[K-5 Cross-Curricular Literacy Learning Progressions](#)

The Ministry of Education and Child Care has also recently developed the [K-4 Cross Curricular Literacy Proficiency Profiles](#) to demonstrate what a proficient learner will know and do in language arts at each grade level. The first set of proficiency profiles (K-4) will be accompanied in the future by grades 5-12 proficiency profiles, with the completed set of grades K-12 profiles providing students, teachers, and parents consistent proficiency markers for K-12 literacy development across the province.

[Kindergarten - English Language Arts Proficiency Profile](#)

SD8 uses a system-wide set of literacy assessments from K-12. These assessments provide a consistent approach to data collection, review, and implementation of improvement strategies across the district.

SD8 K-12 Literacy Assessment Inventory

 Early Literacy (K-3) Profile (ELP)	 ILA (4-6) Assessment	 FSA 4&7 (Literacy)	 MYLA 7-9 (Middle Years Literacy Assessment)	 GLA 10 & GLA 12
Building Foundational Literacy Skills Localized (District- Based) <i>Fall, Winter, Spring</i>	Themes of Reading Comprehension and Fluency Curricular Competency Development Localized (District- Based) <i>Fall, Winter, Spring</i>	Applying the literacy Process (Comprehend, Connect, Analyze, Interpret, Respond) Building on Skills and Content Knowledge Provincial <i>Annual (Fall)</i>	Applying the Literacy Process (Comprehend, Connect, Analyze, Interpret, Respond) Building on Skills and Content Knowledge Localized (District-Based) <i>Fall, Winter, Spring</i>	Contextual, Cross-Curricular Applied Literacy Assessment Provincial <i>Annual (November, April, June)</i>
Acadiance universal literacy screener				

The Literacy Continuous Learning Report reviews student literacy trends in district data and describes supports, resources and goals. Over the next three years, SD8 will strengthen the school planning process, including collection of a variety of data, and use data to continue to engage in systemic, continuous improvement. In addition, SD8 will continue to engage in provincial, regional and community activities and partnerships.

To continue with a robust school planning process, an annual school learning cycle promotes continuous learning and improvement of student outcomes.




INTRODUCTION

Data & School Planning Cycle



INTRODUCTION

Annual School Learning Timeframe

 Fall School Planning Day (September 19)	 Winter District PROD (January 19) School Based PROD (February 13)	 Spring District PROD Day (Indigenization) (April 13) School Based PROD Day (May 25)
Fall Assessment Snapshot & Planning <ul style="list-style-type: none"> Localized (District) Literacy & Numeracy Assessment Snapshot (K-3, 4-6, 7-9) Provincial Assessment Adjudication & Review Class/Cohort Profile Review (Plan Day) Develop Instructional Targets & Plan for Literacy & Numeracy Apply for School Learning Plan Grant (optional) <p>Intermediate & Secondary Academic Reviews (November)</p>	Mid-Year Check-In <ul style="list-style-type: none"> Localized (District) Literacy & Numeracy Assessments ct'd. (K-3, 4-6, 7-9) Class/Cohort Profile Review & Updates Adjust Instructional & Professional Learning Plan for Numeracy & Literacy Monitor School Learning Plans/Grants Ensure Priority Learners are on Track <p>Primary Success Meetings (February)</p>	Spring Assessment Snapshot & Transitions <ul style="list-style-type: none"> District Literacy & Numeracy (ELP, ENP, SNAP) Finalize School Learning Plan Transitions Planning Based on Class and Cohort Profiles <p>Secondary Academic Reviews (May) Primary Success Meetings (June)</p>

By continually focusing on improving results and striving for equity for all learners, the Ministry of Education and Child Care (MoECC) places student success and well-being at the centre of its mandate. As specified in the [Statement of Education Policy Order](#), the ministry's mandate is to develop the "Educated Citizen," which is defined as the intellectual, human, social, and career development of students.

The MoECC's ultimate goal is that children achieve their individual potential and become independent adults who have a lifelong appreciation for learning, a curiosity about the world around them, and a capacity for creative thought and expression through compassionate and empathetic worldviews.

Literacy Achievement Outcome Goal and Targets

Literacy Achievement Goal

By June 2028, SD8 will increase the percentage of All Resident and Priority Learners improving proficiency in literacy expectations by 15%, as measured across key achievement indicators:

- Kindergarten to grade 3: Early Literacy Profile (ELP)
- Kindergarten to grade 3: Written Learning Updates
- Grade 4 and 7: Foundational Skills Assessment (FSA)
- Intermediate Literacy Assessment (grades 4-6)
- Middle Years Literacy Assessment (grades 7-9)
- Grade 10: Graduation Literacy Assessment (GLA)

INTRODUCTION

Annual progress will be monitored through disaggregated cohort data¹, informing district-wide instructional strategies, resource allocation, and professional learning to ensure strong literacy development across all grade bands.

Literacy Achievement Target Objectives (2025–2026)

K-3 Monitoring Early Literacy Profile (ELP) assessment, Acadience screener, Written Learning Updates	All Resident Improve learner proficiency rates in High Frequency Words on the ELP in kindergarten by 5% by spring 2026 (from 78% learner proficiency to 83% learner proficiency).
	Priority Learners Improve literacy proficiency in Written Learning Updates in Language Arts for grades K–3 by 5% at each grade level.
4-6 Monitoring Intermediate Literacy Assessment (DLA), Acadience screener, FSA 4, Written Learning Updates (ELA)	All Resident Improve literacy proficiency on the FSA 4 by 5% to 60% (from 55% in 24–25), with a specific focus on literary text and written expression.
	Priority Learners Improve literacy proficiency on the FSA 4 by 5% to 35% (from 30% in 24–25) for diverse abilities and to 56% for Indigenous (all) (from 51% in 24–25) with a specific focus on literary text and written expression.
7-9 Monitoring Middle Years Literacy Assessment (MYLA), FSA 7, Written Learning Updates (ELA)	All Resident Improve literacy proficiency on the FSA 7 by 5% to 70% (from 65% in 24–25), with a specific focus on literary text and written expression.
	Priority Learners Improve literacy proficiency on the FSA 7 by 5% to 57% (from 52% in 24–25) for diverse abilities and to 56% for Indigenous (all) (from 51% in 24–25) with a specific focus on literary text and written expression.
10-12 Monitoring Grade 10 Graduation Literacy Assessment (GLA 10), Written Learning Updates (ELA)	All Resident Improve literacy proficiency on the GLA 10 by 5% to 75% (from 70% in 23–24).
	Priority Learners Improve literacy proficiency on the GLA 10 by 5% to 54% (from 49% in 23–24) for diverse abilities and to 72% for Indigenous (all) (from 67% in 23–24).

Rationale

To improve literacy outcomes for all learners, particularly priority learners, SD8 is implementing a comprehensive, system-wide approach grounded in evidence-informed practices and coherence across schools. School-based literacy action planning ensures that each school's goals and strategies are responsive to local data and learner needs. Integrated district-wide assessment practices, including new tools and a consistent screener for grades K–9, provide actionable insights to guide instruction and improve proficiency levels.

Transformative professional learning, anchored in communities of practice and leadership development through Families of Schools, empowers educators to apply high-impact strategies and foster shared

¹ Disaggregated cohort data is information about a specific group (a “cohort”) that has been broken down into smaller, more detailed categories to reveal differences and inequalities within that group. Instead of an overall average (aggregated), you see specific numbers for different learners or grades, helping to identify hidden trends and support targeted, equitable approaches.

INTRODUCTION

ownership. Targeted resources and a refreshed K-12 professional learning Sharepoint site support ongoing learning and alignment. The development of a grades K-9 Literacy Framework will promote instructional consistency across the district, while responsive learning environments ensure cultural relevance and inclusivity. Strategic monitoring of academic transitions at key grade bands supports continuity of learning, and School Learning Plan Grants (SLPGs) and a grade 3 Literacy Residency Project fuel innovation and reflection. Together, these strategies build collective capacity, align efforts across the system, and create the conditions for sustained literacy improvement.

Theory of Action

The SD8 Literacy Action Plan is informed by the [research of John Hattie, Michael Fullan, and Kenneth Leithwood](#), whose work underscores the importance of system-wide coherence, collective efficacy, and data-informed practice to drive student achievement. Teacher clarity, feedback, and collective teacher efficacy are identified as top influences on student learning—principles embedded in SD8's focus on professional learning and instructional alignment. An emphasis on the power of deep learning and leadership development to create sustainable change across systems is reflected in our leadership networks and school-based action planning. This theory of action reflects the core components of effective district leadership including setting direction, building capacity, ensuring organizational coherence, and using data for continuous improvement. These elements are embedded in SD8's system-wide approach to professional learning, instructional leadership, and targeted literacy strategies for priority learners.

As SD8 implements a coherent, system-wide approach that integrates data-informed planning, transformative professional learning, and responsive instructional leadership, literacy outcomes for all students, and particularly priority learners, will improve through equitable and evidence-based instructional practices consistently applied across all schools.





ALIGNMENT TO STRATEGIC PRIORITIES

School District No. 8 (Kootenay Lake) endeavours to improve student learning through interest-based, competency-based, flexible, and innovative approaches. Specifically, the focus is on the following goals in relation to literacy development:

Lifelong Learning

- Engage each learner to improve and excel in literacy.
- Enhance success for early learners, learners with diverse needs, English language learners, and children in care.
- Provide opportunities for high-quality online learning and flexible, adaptable and personalized learning.

Connected Learners

- Promote collaborative partnerships with the local and broader community.

Caring and Inclusive Learning Culture

- Create welcoming, engaging and accessible learning spaces.

Cultural and Identity Development

- Engage in practices that champion healing and Truth and Reconciliation.
- Include Indigenous worldviews and ways of knowing in our teaching and learning.
- Celebrate diversity by embedding opportunities for learning focused on diversity and inclusive practices.





EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

Literacy is the ability to understand, critically analyze and create a variety of forms of communication, including oral, written, digital and multimedia. Literacy includes comprehending, making connections, critically analyzing, and creating and communicating. Literacy begins with oral language, then moves to reading and writing and extends to critical thinking skills, including analysis, synthesis, communication, and creation for a variety of purposes and audiences. Literacy permeates all primary classrooms. Whether in kindergarten or grade 3, the school day engages children in robust, meaningful literacy experiences. These create the foundations for listening, speaking, listening, reading, and writing.

Language and story are sources of creativity and exploration for K-3 students. Literacy is developed through five critical components: phonological and phonemic awareness, phonics, oral language, reading, and writing. Students use stories and a variety of texts to learn about themselves, their families, and their communities through listening, speaking, reading and writing.

“Children bring language and literacy knowledge with them to school that need to be recognized and valued (sociocultural, linguistic, and background knowledge and experiences). This disrupts the notion that some children are ready for kindergarten, while others are not.”

Dr. Donna Kozak

Developing literacy skills begins at an early age, and literacy thinking and communication skills can be developed in a variety of ways. Children can practice their literacy skills when making connections with text (oral, written, visual, digital, etc.) through personal connections and/or prior knowledge. They may generate ideas based on their personal experiences and/or share their ideas with their peers. Developing children’s literacy thinking and communication skills helps them build confidence and connect with their learning in a meaningful way.

In addition to oral language, understanding the structure of language on a written page is important for the early development of reading and writing skills. Teachers play a key role in facilitating this understanding by providing students with opportunities to bridge the gap between oral and written language. Students learn that similar to oral language, words on a printed page also convey meaning. In early literacy, students discover that both spoken and written words can be broken into syllables. Students understand that words are constructed from letters and letter combinations (graphemes) representing distinct sounds (phonemes). To equip students with the necessary skills for decoding, teachers provide enriching experiences aimed at building word reading fluency in increasing independence. This involves creating meaningful learning opportunities to deepen students’ understanding of the sounds of language (phonemic awareness) and understanding how letters and letter patterns correspond to each sound (grapheme-phoneme correspondence).

References:

[BC Curriculum: English Language Arts](#)

[British Columbia: Learning in the Primary Years](#)

[K-5 Cross-Curricular Learning Progressions](#)

[K-12 Literacy Supports and Learning Disabilities](#)

[All About Early Literacy](#)





EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

Beginning in 2020–2021, SD8 implemented a comprehensive early literacy plan for primary students (kindergarten to grade 3). This early literacy plan entailed a philosophical and pedagogical shift in practice to promote early literacy continuous improvement, shifting from an intervention approach to a teach-and-prevention approach to literacy. Rather than focusing on student deficits, the new approach focuses on student’s strengths, growth, and proficiency. The new early literacy plan entailed a coordinated approach by schools and the district, with a commitment to using science-based literacy strategies, expert professional learning approaches, and continuous efforts by teachers to promote literacy development in the primary years.

SD8 staff were guided in this shift by UBC education expert Dr. Leyton Schnellert (Associate Professor in UBC’s Department of Curriculum & Pedagogy and Co-Director of the Canadian Institute for Inclusion and Citizenship), early years literacy consultant Dr. Donna Kozak (then in SD23 – Central Okanagan; now a UBC primary education professor), and SD23 literacy expert Lisa Wilson to create a series of targeted professional development workshops for K–3 teachers, principals, inclusion support teachers (ISTs), and speech and language pathologists (SLPs), in addition to utilizing the professional capacities of district staff. Through this work, the district’s literacy assessment tool, called the Early Literacy Profile (ELP), was created and has been in place in the district since 2020–2021.

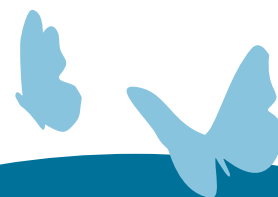
Literacy Target Objectives (2025-2026)

The goal is to improve literacy proficiency for all learners, with the aim to increase achievement by five percent annually.

K-3	All Resident
Early Literacy Profile (ELP) assessment, Acadience screener, Written Learning Updates	Improve learner proficiency rates in High Frequency Words on the ELP in kindergarten by 5% by spring 2026 (from 78% learner proficiency to 83% learner proficiency)
	Priority Learners Improve literacy proficiency in Written Learning Updates in Language Arts for grades K–3 by 5% at each grade level.

K-3 Literacy Guiding Documents

Along with the [BC Ministry of Education and Child Care’s English Language Arts Curriculum](#) for grades kindergarten to grade 3, literacy development is also guided by new Ministry documents including the [K-5 Cross Curricular Literacy Progressions](#), the [K-4 English Language Arts Proficiency Profiles](#), and [British Columbia Learning in the Primary Years](#).





EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

What does Literacy Learning look like in primary classrooms:

Literacy learning is evident when children:

- ♦ Use language and representations from play, music, and art to share their learning
- ♦ Show increasing knowledge, understanding, and skill in conveying meaning
- ♦ Explore texts from a range of different perspectives and begin or continue to analyze meaning and demonstrate learning
- ♦ Share the stories, language, music, art, or drama of their own culture and re-enact these as a way of sharing their culture with others
- ♦ Demonstrate enthusiasm, engagement, and joy in participating in literacy activities
- ♦ Celebrate and share their contributions and achievements with others

Teachers promote literacy learning when they:

- ♦ Model language and encourage children to express themselves through language in a range of contexts and a range of purposes
- ♦ Design language-rich environments that provide opportunities for children to build their vocabulary and experiment with expressing themselves through methods such as visual arts, music, literacy, and movement
- ♦ Engage children in discussions about books and other texts that promote consideration of diverse perspectives
- ♦ Teach skills and encourage children to use a variety of ways, including technologies, to explore new information and represent their ideas
- ♦ Provide opportunities to engage children in a variety of co-operative projects with a variety of partners and groups
- ♦ Engage children in shared writing and stories to build a collaborative atmosphere and respect for all learners

From British Columbia Learning in the Primary Years

The [K-5 Cross Curricular Literacy Learning Progressions](#) demonstrate a continuum of proficiency in literacy from kindergarten through grade 5. The K-5 Progressions are part of the [K-12 Cross Curricular Literacy Learning Progressions](#) developed by the Ministry to assist teachers in intentional literacy instruction from K-12. The grade level proficiency descriptors highlight what a thinking or communication skill may look like for a proficient student across all learning areas, emphasizing their cross curricular nature.

In addition to the K-5 Literacy Progressions, the new Ministry of Education and Child Care's K-4 English Language Arts Proficiency Profiles (the K-4 Proficiency Profiles) outline the knowledge, skills, and strategies that demonstrate a student's progression toward meeting provincial learning standards. These profiles describe proficiency in reading, such as the ability to interpret and evaluate both literary and informational texts, and in writing, including the organization of ideas, use of supporting details, and application of appropriate conventions. They serve as a developmental continuum to guide instruction and assessment, ensuring that learners build the competencies necessary for success in subsequent grades. In SD8, the profiles are used in conjunction with assessment data and written learning updates in Language Arts curriculum to inform targeted instruction and monitor student growth over time.

Useful links:

[BC Curriculum, English Language Arts](#)

[K-5 Cross Curricular Literacy Progressions](#)

[K-4 English Language Arts Proficiency Profile](#)

[British Columbia Learning in the Primary Years](#)





EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

District K-3 Literacy Assessment: The Early Literacy Profile (ELP)

In SD8, the Early Literacy Profile (ELP) is a formative assessment for K-3 that tracks mastery of key early reading and writing subskills and gives teachers a common, data-driven pathway for teachers to set goals, differentiate instruction, and monitor progress of K-3 learners. The ELP generates proficiency percentages by sub-skill (e.g. high-frequency words, phoneme segmentation, overall reading, overall writing). The ELP gathers evidence in phonological & phonemic awareness (rhyming; sound isolation, blending, segmentation, deletion, manipulation), alphabet knowledge (letter names and correct sounds), oral language, concepts of print, high-frequency word knowledge, the reading process (decoding accuracy, fluency, comprehension), and development in writing. There are fall and spring checks at each grade, with class and student summary sheets for tracking growth and proficiency.

Schools implement the ELP to guide teaching practice, setting targets and aligning classroom routines and interventions accordingly. The district uses the ELP to analyze early literacy proficiency, and to determine professional learning plans for teachers and intervention plans for learners.

District-Wide Assessment: Early Literacy Profile (ELP): A Sample of Sub-Assessment Items

Alphabet Knowledge	K	Key	Gr. 1	Key	Gr. 2	Key	Gr. 3	Key
Uppercase	/26	In any subskill 0-21 = Concern 22-26 = No Concern	/26	In any subskill 0-25 = Concern 26 = No Concern				
Lowercase	/26		/26					
Correct Sound	/26		/26					
Nonsense Word Phonics Inventory	Optional /90	TBD	/90	TBD	/90	TBD	/90	TBD
High Frequency Sight Words	/225	0-5 = Emerging 6-11 = Developing 12-225 = Proficient	/225	0-49 = Emerging 50-99 = Developing 100-225 = Proficient	/225	0-149 = Emerging 150-199 = Developing 200-225 = Proficient	/225	0-174 = Emerging 175-224 = Developing 225+ = Proficient
Reading	Optional	1 = Emerging 2 = Developing 3 = Proficient 4 = Extending	Proficiency	1 = Emerging 2 = Developing 3 = Proficient 4 = Extending	Proficiency	1 = Emerging 2 = Developing 3 = Proficient 4 = Extending	Proficiency	1 = Emerging 2 = Developing 3 = Proficient 4 = Extending
Writing (add end of year writing sample at end of book)	Optional	1 = Emerging 2 = Developing 3 = Proficient 4 = Extending	Proficiency	1 = Emerging 2 = Developing 3 = Proficient 4 = Extending	Proficiency	1 = Emerging 2 = Developing 3 = Proficient 4 = Extending	Proficiency	1 = Emerging 2 = Developing 3 = Proficient 4 = Extending

	Emerging	Developing	Proficient	Extending
BC Proficiency Scale	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.
POPEY.ca Student Language	I am beginnig in my learning.	I am learning more on my own and need more practice.	I get it and can show you how much I understad.	I get it and go beyond what is expected of me.





EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

Results of Previous Year (Year One of the 2024–2027 Action Plan: 2024–2025)

The table below describes the outcomes for grades K–3 from 2024–2025, as part of the 2024–2027 Literacy Action Plan.

Strategies

1



Empower schools to create data-informed, inclusive literacy action plans that support all learners.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades K-3 (2024-2025)
<p>Achievement Data:</p> <ul style="list-style-type: none">♦ Early Literacy Profile (ELP), FSA 4&7, GLA 10, written learning updates♦ Intermediate and middle years literacy assessments (ILA, MYLA) <p>Screening Tools:</p> <ul style="list-style-type: none">♦ Acadience <p>Feedback & Planning:</p> <ul style="list-style-type: none">♦ Student surveys, school learning plans, district proficiency guidelines	<ul style="list-style-type: none">♦ All schools set SMART literacy objectives aligned with strategies and action plans in their School Learning Plans by end of 2025.♦ Priority learner needs (e.g., Indigenous learners, learners with disabilities/diverse abilities, ELLs) are explicitly addressed in literacy objectives and action plans in all school learning plans by end of 2026.♦ Evidence of school teams regularly using localized and provincial data to monitor progress in their school learning plans by end of 2026.♦ Evidence of literacy instructional shifts and interventions based on ongoing data analysis documented in school learning plans by end of 2026.	<ul style="list-style-type: none">♦ K–3 literacy objectives embedded in every school plan, with explicit strategies for priority learners; use of class profiles and ELP data to inform plans.♦ K–3 Literacy and numeracy teacher coordinator hired full time to promote ongoing capacity building in K–3 literacy.♦ Twice yearly primary success meetings with all elementary schools with data, feedback and follow-up action items sent to each school.♦ Comprehensive primary literacy professional learning series for teachers and principals to build skills for data review and literacy strategy implementation.♦ ELP outcomes are inserted into clev'r database for data analysis by school and overall, by district staff.





EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

2



Strengthen early literacy through targeted assessment and instruction in K-3 classrooms.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades K-3 (2024-2025)
<p>Achievement Data:</p> <ul style="list-style-type: none">♦ ELP data♦ Written learning updates <p>Screening Tools:</p> <ul style="list-style-type: none">♦ Acadience <p>Feedback & Planning:</p> <ul style="list-style-type: none">♦ Acadience screener data, ELP data, written learning updates, school learning plans, provincial proficiency profiles, provincial learning progressions, teacher feedback after learning events	<ul style="list-style-type: none">♦ Systematic literacy screening three times per year using Acadience screeners in grades K-3.♦ Systematic use of ELP data and written learning update data to identify skill gaps in K-3 learners.♦ Implementation of research-based foundational literacy instruction (e.g., phonics, phonemic awareness).♦ Targeted instructional plans created for priority learners (Indigenous learners, students with disabilities/diverse abilities, ELL students, children in care).♦ Increased teacher confidence in data use and evidence-based instruction.♦ Ongoing professional development and Communities of Practice.	<ul style="list-style-type: none">♦ District Learning Leader team and School Leader team consistently review data for primary grade literacy development during regular meetings and coordinated review of data.♦ Teams regularly use data to pose questions to school teams, especially for priority learner development and progress.♦ Implementation throughout the district of the questions: What do you see? What do you know? What do you wonder? for principals, district staff and school staff to use in analyzing data.♦ Ongoing learning for school and district leaders in creating class profiles for coordinated analysis of class-based data.♦ K-3 Literacy and numeracy teacher coordinator hired full time to promote ongoing capacity building in K-3 literacy.♦ Twice yearly primary success meetings with all elementary schools with data, feedback and follow -up action items sent to each school.♦ Comprehensive primary literacy professional learning series for teachers and principals to build skills for data review and literacy strategy implementation.♦ ELP outcomes inserted into clev'r database for data analysis by school and overall, by district staff.♦ Primary literacy teacher coordinator collaborative work with school teams, Indigenous Education and Inclusive Education itinerant staff, to build and implement targeted strategies for priority learners.





EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

3



Develop and implement responsive literacy assessments and tools to guide instruction and to support transitions from K-9.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades K-3 (2024-2025)
<p>Achievement Data & Screening Tools:</p> <ul style="list-style-type: none">◆ District Literacy Assessments (grades K-3, grades 4-6 and 7-9)◆ Universal Literacy Screeners (Acadience) <p>Planning & Implementation:</p> <ul style="list-style-type: none">◆ School Learning Plans (with a focus on priority learners) <p>Transitions & Collaboration:</p> <ul style="list-style-type: none">◆ Scheduled academic transitions meetings (Primary, Intermediate, Middle, Secondary)◆ Data-informed team meetings across Families of Schools (FOS)	<ul style="list-style-type: none">◆ Literacy screener (Acadience) is fully implemented for primary and intermediate years by end of 2026.◆ Grades K-3 district literacy assessment (Early Literacy Profile – ELP) continues in place for all K-3 learners, using data to inform instruction.◆ ELP assessment data is referenced in school learning plans (literacy) objectives and action plans.◆ Primary assessment data is referenced at transition meetings to guide planning for cohort-level academic transitions by end of 2025.	<ul style="list-style-type: none">◆ ELP district-wide assessment for early literacy performed by all K-3 classrooms.◆ The Acadience screener will be added in 2025 for all K-3 students.◆ Instructional strategies for K-3 literacy with presentations from the Provincial Outreach Program for the Early Years (POPEY) throughout 2024-2025 to build foundational literacy instruction capacity amongst educators.◆ K-3 data referenced in primary success and transition meetings .◆ K-3 literacy data and instructional strategies are present in all school literacy plans.



EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

4



Create communities of practice to enhance and strengthen literacy instruction for primary (K-3), intermediate (4-6) and middle years (7-9).

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades K-3 (2024-2025)
<p>Achievement & Engagement Data:</p> <ul style="list-style-type: none"> ♦ ELP K-3, FSA 4 & 7, GLA 10, and intermediate and middle years literacy assessments (ILA, MYLA) ♦ Written learning updates and Student Learning Survey (language arts/literacy) <p>Assessment & Planning Tools:</p> <ul style="list-style-type: none"> ♦ Primary, Intermediate and Middle Years Literacy Assessments ♦ Universal literacy screener (Acadience) ♦ Literacy objectives and strategies evident in School Learning Plans <p>Participation & Innovation:</p> <ul style="list-style-type: none"> ♦ Community of practice attendance and feedback from families of schools ♦ School Learning Plan Grants and Proficiency Guidelines 	<ul style="list-style-type: none"> ♦ Improved student achievement in grade 3 literacy outcomes, evidenced by ELP assessment results and grade 3 written learning updates. ♦ Increased educator participation from all Families of Schools (FOS) in primary literacy communities of practice, with 80% or more reporting positive impact on instructional practice. ♦ Demonstrated use of literacy assessment data in instructional planning, particularly for priority learners, as reflected in all School Learning Plans by end of 2026. ♦ Improved student achievement (proficiency) and engagement in literacy, evidenced by positive trends in Student Learning Surveys (literacy) and improvement in assessment results for priority learner cohorts at the school and district level. ♦ School Learning Plan Grants showcasing innovations linked to communities of practice participation and literacy outcomes are shared widely across the district on an annual basis. 	<ul style="list-style-type: none"> ♦ 2024-2025 K-3 professional learning series with K-3 District Literacy Teacher Coordinator – 4 part ELP implementation update and early literacy instructional strategies series: October 22 and 29, 2024 - 17 participants and February 26, and April 4, 2025 - 17 participants. ♦ POPEY expert series: Matt Glover 4-part series: How to Become a Better Writing Teacher Fall 2024. ♦ POPEY conference October 25, 2024. ♦ POPEY expert series: David Feinstein 2-part series: Early Literacy Screening April 2025. ♦ Use of Mentor Texts: UFLI Foundations, Heggerty, and Shifting the Balance . ♦ Ongoing collaboration across schools focused on foundational skills, in particular: fluency, morphology, and phonological & phonemic awareness.





EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

5



Provide equitable access to high-impact literacy resources to support professional learning.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades K-3 (2024-2025)
<p>Achievement & Engagement Data:</p> <ul style="list-style-type: none">♦ ELP K-3, FSA 4 & 7, GLA 10, and intermediate and middle years literacy assessments (ILA, MYLA)♦ Written learning updates and Student Learning Survey (language arts/literacy) <p>Assessment & Planning Tools:</p> <ul style="list-style-type: none">♦ Primary, Intermediate and Middle Years Literacy Assessments♦ Universal literacy screener (Acadience)♦ Literacy objectives and strategies evident in School Learning Plans <p>Participation & Innovation:</p> <ul style="list-style-type: none">♦ Community of practice attendance and feedback from families of schools♦ School Learning Plan Grants and Proficiency Guidelines	<ul style="list-style-type: none">♦ Increased engagement with the K-12 Literacy Professional Learning Sharepoint site as reported through school staff and families of schools (FOS) feedback, professional learning opportunities and events engagement and feedback, and through data analytics.♦ School learning plans and school learning grants include references to K-12 Literacy Professional Learning Sharepoint site resources or professional texts to support literacy strategies and action plans.	<ul style="list-style-type: none">♦ K-3 teachers participated in the POPEY learning series in 2024-2025.♦ 17 K-3 teachers participated in literacy professional learning opportunities in the district during the year.♦ Teachers regularly access and use ELP support documents, games, and UFLI/Heggerty/POPEY resources.♦ District-purchased decodable books sent to each school .♦ Sharepoint resources curated for K-3 application.♦ Recordings and virtual access to provincial/national literacy workshops and training for staff.♦ Recommended resources for students and for teachers are listed on the virtual literacy hub.♦ Literacy Newsletter and updates virtually distributed to staff throughout the school year.



EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

6



Enrich literacy environments and programs through culturally responsive resources and community collaboration.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades K-3 (2024-2025)
<ul style="list-style-type: none"> Student Learning Survey (Literacy) Cultural and Identity Development reporting Community Partnership & Organization engagement Survey and inventory of school and district literacy programs 	<ul style="list-style-type: none"> Post presentation surveys of staff show increased access to culturally responsive literacy resources and environments, with feedback from staff indicating relevance and engagement. Evidence of collaboration with community partners and organizations in designing or enhancing literacy spaces and programming. 	<ul style="list-style-type: none"> K-3 teachers surveyed by K-3 Literacy Teacher Coordinator for cultural responsiveness. Increased culturally relevant literacy materials included in teaching resources and Kindergarten welcome bags. Increased collaboration with Indigenous Education staff Recommended resources for students and for teachers are listed on the virtual literacy hub, including resources that are culturally responsive and diverse. Regular collaboration with the Columbia Basin Alliance for Literacy (CBAL) for professional learning and literacy initiatives.

7



Support literacy success through academic transitions meetings across K-12.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades K-3 (2024-2025)
<p>Achievement & Assessment Data:</p> <ul style="list-style-type: none"> ELP, FSA 4 & 7, GLA 10, and written learning updates Intermediate and middle years literacy assessments (ILA, MYLA) Universal Screener (Acadience) <p>Transitions & Planning Practices:</p> <ul style="list-style-type: none"> Transitions Meetings (Primary, Intermediate, Middle, Secondary) Grade-to-grade transitions data School-based documentation of literacy goals linked to transition supports 	<ul style="list-style-type: none"> Improved grade-to-grade transition outcomes for grade band cohorts, including increased rates of academic readiness and literacy proficiency at key transition points, as reflected in school and district data. 	<ul style="list-style-type: none"> ELP and other Kindergarten data (CHEQ, EDI) reviewed at Primary Success Meetings. Analysis of cohort data for ELP to inform schools. Focused discussions on key transitions: home to kindergarten and grade 3 to grade 4. Robust Ready Set Learn, StrongStart, and Welcome to Kindergarten programs throughout the district to support incoming learners. CHEQ and EDI assessments are conducted according to provincial schedule to inform teachers. DLLT review grade 3 to 4 transitions, data differences from grade 3 to 4, and FSA grade 4 data to determine strategies for improved outcomes for grade 4 learners.



EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

8



Strengthen instructional leadership through collaborative literacy planning and data-informed decision-making.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades K-3 (2024-2025)
Achievement & Assessment: <ul style="list-style-type: none"> Provincial (FSA, GLA), district (ELP), intermediate and middle years literacy assessments (ILA, MYLA) Universal literacy screeners (Acadience) School Planning & Leadership <ul style="list-style-type: none"> Literacy objectives and action plans in school learning plans School Learning Plan Proficiency Guidelines Engagement & Feedback <ul style="list-style-type: none"> Student Learning Survey (literacy focus) Feedback from school leaders and staff on planning and implementation 	<ul style="list-style-type: none"> All schools develop and refine literacy goals and action plans within their School Learning Plans, with a clear focus on priority learners and informed by cohort and class-level profile data. School leaders demonstrate enhanced capacity in data literacy and instructional leadership, as evidenced through the school learning plan proficiency guidelines. Improvement in student literacy achievement (proficiency) for grade band cohorts (focus on priority learners) on provincial and localized assessments by end of 2026. 	<ul style="list-style-type: none"> K-3 leaders use ELP data, Ministry proficiency profiles, and school-level data including written learning updates for Language Arts to guide instructional decisions and team professional learning with an emphasis on supporting priority learners. School teams are supported by district team to implement specific literacy plans for struggling learners through school based team and district based team collaboration.

9



Empower schools to innovate literacy practice through targeted funding and shared learning.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades K-3 (2024-2025)
Planning & Documentation: <ul style="list-style-type: none"> Literacy objectives and actions in School Learning Plans Grant applications and reports aligned to district priorities Participation & Engagement <ul style="list-style-type: none"> Participation rates from each family of schools (FOS) Feedback from participants and school teams on instructional impact Celebration & Sharing <ul style="list-style-type: none"> Showcasing project outcomes in Celebration of Learning events 	<ul style="list-style-type: none"> Evidence of literacy instructional shifts and interventions based on ongoing data analysis is documented in school learning plan grant celebrations. Evidence of alignment of district literacy priorities with school learning plan grant reports and reflections. Widened and continued (year 2) participation from each family of schools (FOS). Increase in positive feedback from participants and school teams on instructional impact. 	<ul style="list-style-type: none"> School Learning Plan Grants support innovative K-3 literacy strategies, particularly for priority learners. K-3 teachers participate in POPEY and SD8 workshops to supplement competence in teaching early literacy. K-3 Literacy Teacher Coordinator and Grade 4-12 Literacy Teacher Coordinator collaborative professional learning presentations at professional learning event in spring 2025.



EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

10



Promote instructional alignment through a shared literacy framework for Grades K-9.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades K-3 (2024-2025)
<p>Framework Development & Planning:</p> <ul style="list-style-type: none"> Development of the grades K-3 and 4-9 Literacy Framework Literacy objectives and actions in all School Learning Plans <p>Achievement & Assessment Data</p> <ul style="list-style-type: none"> Provincial (FSA 4 & 7, GLA 10) and localized assessments (ELP, Intermediate DLA, Middle Years Literacy Assessment) <p>Instructional Impact</p> <ul style="list-style-type: none"> Evidence of shifts in instructional practice and targeted interventions Sharing of practices and results through school learning tours and other events 	<ul style="list-style-type: none"> Development of a K-9 Literacy framework by end of 2026. Evidence of literacy instructional shifts and interventions based on ongoing data analysis is documented in school learning plans and shared at school learning tours. Improvement in achievement (proficiency) for grade band cohorts (with a focus on priority learners) on provincial and localized assessments by end of 2026. 	<ul style="list-style-type: none"> K-3 instruction aligned with Ministry of Education and Child Care's Early Literacy Framework (ELF), new BC Cross-Curricular Literacy Learning Progressions, and new K-4 Literacy Proficiency Profiles. ELP targets; schools embed this coherence in planning and assessment practices.

Authentic Assessment in the Primary Grades

The fundamental purpose of assessment is to support and improve children's learning. Curriculum, instruction, classroom assessment, and the communication of student learning are interconnected. The curriculum sets learning standards, which inform and inspire classroom instruction and meaningful learning experiences for students.

Authentic assessment involves the wide variety of approaches teachers use to describe and evaluate student learning in relation to the provincial learning standards. Thoughtful, responsive, and meaningful communication about student learning provides students, parents and guardians with a clear understanding of where students are at in their learning and helps set goals for future learning. Authentic assessment recognizes the diversity of learners.

Teachers gain insights into what and how individual children learn through observation and conversation. Documenting some of these observations to reflect on and analyze them and using them over time can provide important insights about children's learning. Collecting samples of work, documenting conferences, debriefing and documenting children's self-assessments, and capturing performances and representations can provide essential insights into children's learning.





EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

SD8 Primary Assessment Timeline Summary

Assessment Tool/Screeners	September	October	November	December	January	February
Early Literacy Profile ELP* <i>Grades K–3 Annually</i>			Phonological Awareness, Alphabet Knowledge, High Frequency Sight Words, Reading, Writing Complete for first reporting period		SLP oral language assessment in kindergarten End of January District Snapshot	Phonological Awareness, Alphabet Knowledge, High Frequency Sight Words, Reading, Writing Complete for second reporting period
Acadience Screener for ALL K-3 STUDENTS <i>As of September 2025</i>		Administer Acadience Screener for all K-3 students	Review with School-Based Team and District Team Create literacy support plans for students requiring extra literacy instruction and practice Complete for first reporting period and include in reporting to parents	Monitor Literacy Plan at least monthly Review progress of students and report out through SBT and learning progress updates	Administer Acadience Screener for all K-3 students	Monitor Literacy Plan at least monthly Review progress of students and report out through SBT and learning progress updates
Early Development Instrument EDI <i>Kindergarten Next wave: 2026–27</i>				Kindergarten teachers participate in standardized training. Families receive information about the EDI.		Kindergarten teachers complete the EDI questionnaire for their students this month (in 2027).
Childhood Experience Questionnaire CHEQ <i>Grade: Start of K Cycle: Annually</i>	Kindergarten families receive invitation to complete questionnaires. Completed reports are available immediately to schools.		Schools and teachers use individual, classroom, and school reports to identify needs and next steps.	District and Schools encouraged to share reports and connect with their staff and community partners to review CHEQ results. (Fall/Winter)		
Primary Success Meetings <i>Schools and District meet virtually.</i>						First week of February
Communicating Student Learning				Written Learning Updates		

*Progress Monitoring is ongoing throughout the year





EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

SD8 Primary Assessment Timeline Summary (Continued)

Assessment Tool/Screeners	March	April	May	June
Early Literacy Profile ELP* <i>Grades K–3 Annually</i>	End of year district summary Completed by end of May		End of year district summary Completed by end of May	
Acadience Screener for ALL K-3 STUDENTS <i>As of September 2025</i>	Monitor Literacy Plan at least monthly Review progress of students and report out through SBT and learning progress updates Update for second reporting period and include in reporting to parents	Administer Acadience Screener for all K-3 students	End of year district summary Completed by end of May Review progress of students and report out through SBT and learning progress updates	Review progress of students and report out through SBT and learning progress updates Update for final reporting period and include in reporting to parents
Early Development Instrument EDI <i>Kindergarten</i> <i>Next wave: 2026–27</i>				
Childhood Experience Questionnaire CHEQ <i>Grade: Start of K Cycle: Annually</i>			CHEQ information is shared in Welcome to K family packages.	
Primary Success Meetings <i>Schools and District meet virtually.</i>				Second week of June
Communicating Student Learning	Written Learning Updates			Written Learning Updates

*Progress Monitoring is ongoing throughout the year

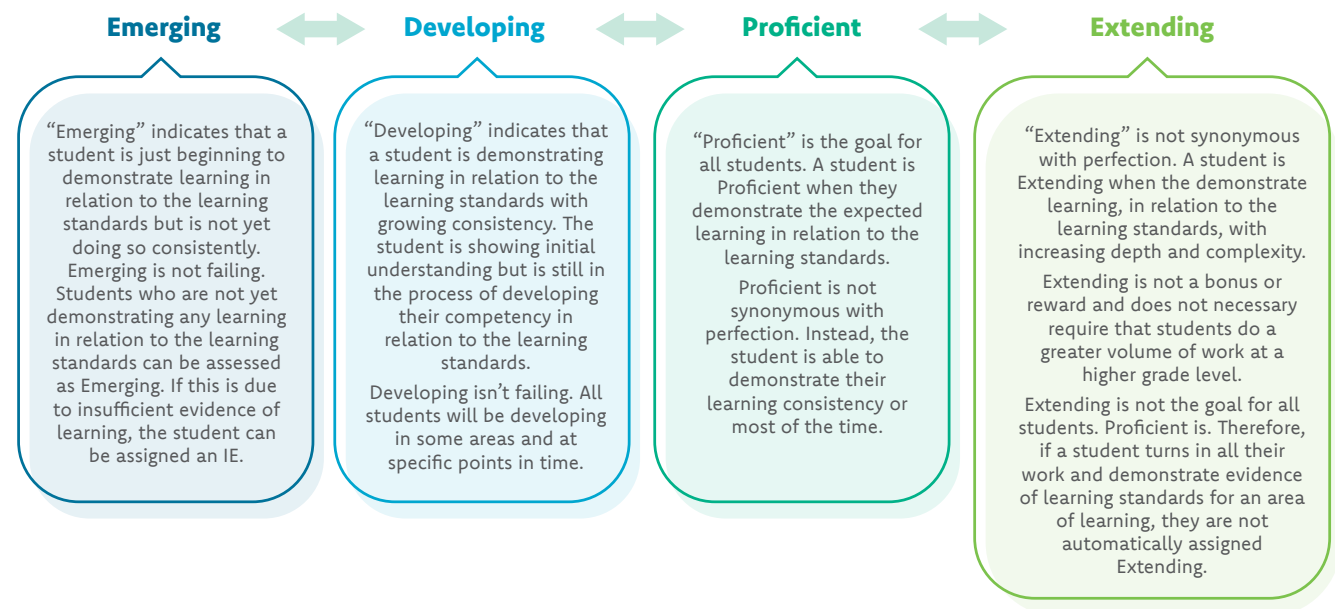
EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

Communicating Learning: Primary Academic Proficiency in Literacy

Student reporting in grades K-9 requires use of the Provincial Proficiency Scale to communicate students' learning in all areas of learning. The Proficiency Scale describes learning as ongoing and part of a continuum, promoting proficiency in their learning. It is inclusive of all learners, focusing on strengths and next steps for each individual student.

The Proficiency Scale provides feedback to both students and their parents/caregivers about where students are in their learning and how to help them move forward.

	Emerging	Developing	Proficient	Extending
BC Proficiency Scale	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.





EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

Achievement Data (2024-2025)

Early Literacy Profile (ELP)

The following data tables provide literacy information for SD8 Kindergarten to grade 3 learners from the SD8 Early Literacy Profile (ELP). At each grade level, a variety of items are used to determine student proficiency in foundational literacy. These items have been determined through research and consultation with literacy experts and use literacy resources such as [The Science of Reading](#), [Shifting the Balance](#), [University of Florida Literacy Institute \(UFLI\)](#), and [Heggerty](#).

Early Literacy Profile data is reported as the percentage of students achieving proficiency (proficient and extending) in a particular literacy subset. Note that the implementation of the ELP has been a rolling implementation, beginning with kindergarten and adding a grade level each successive year, starting in 2020-2021. Full implementation of the ELP was achieved in the 2024-2025 school year.

Early Literacy Profile Data All SD8 Schools 2021-2025	2021–22 Data		2022–23 Data		2023–24 Data		2024–25 Data	
	Percentage of Students Achieving Mastery							
Skill	Winter Mastery	May Mastery	Winter Mastery	Spring Mastery	Winter Mastery	Spring Mastery	Winter Mastery	Spring Mastery
K-Initial Phoneme Isolation			52	91	88	94	84	93
K-Correct Sound	32	74	22	70	46	71	35	76
K-High Frequency Words	7	71	11	55	21	70	53	60
1-Phoneme Segmentation	27	45	32	62	38	62	45	74
1-Correct Sound	41	84	52	78	59	78	62	84
1-High Frequency Words	14	57	14	48	16	55	25	50
1-Overall Reading	7	67	9	50	39	51	53	56
1-Overall Writing	4	79	3	42	38	46	42	51
2-Phoneme Segmentation						83	76	85
2-Correct Sound						92	88	91
2-High Frequency Words	32	82	37	73	68	83	69	79
2-Overall Reading	6	55	26	63	45	61	48	56
2-Overall Writing	6	61	2	11	36	47	42	44
3-Phoneme Segmentation						80	89	90
3-Correct Sound						85	93	95
3-High Frequency Words			22	42	34	46	52	60
3-Overall Reading			39	65	46	58	59	63
3-Overall Writing			19	26	39	45	44	49

■ - 2021-22 Kindergarten Cohort ■ - 2022-23 Kindergarten Cohort ■ - 2023-24 Kindergarten Cohort
■ - 2024-25 Kindergarten Cohort ■ - Assessment not administered











EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

Written Learning Update Data – English Language Arts K-3

Written Learning Update data indicates the percentage of students achieving proficiency in English Language Arts curriculum by the end of the indicated school year.

Grade Level	Subsets	Years				
		2020–2021	2021–2022	2022–2023	2023–2024	2024–2025
Kindergarten	All Resident	71%	66%	71%	73%	74%
	Indigenous Students	57%	45%	51%	67%	66%
	Students with Diverse Abilities	83%	50%	27%	masked	masked
Grade 1	All Resident	64%	58%	61%	52%	61%
	Indigenous Students	54%	45%	46%	33%	45%
	Students with Diverse Abilities	50%	58%	46%	38%	masked
Grade 2	All Resident	63%	62%	50%	62%	56%
	Indigenous Students	88%	53%	36%	33%	37%
	Students with Diverse Abilities	40%	31%	23%	19%	46%
Grade 3	All Resident	66%	58%	60%	56%	60%
	Indigenous Students	59%	37%	52%	46%	40%
	Students with Diverse Abilities	36%	43%	40%	38%	19%

 - 2020-21 Kindergarten Cohort  - 2021-22 Kindergarten Cohort  - 2022-23 Kindergarten Cohort
 - 2023-24 Kindergarten Cohort  - 2024-25 Kindergarten Cohort  - Assessment not administered

Developmental Data

Childhood Early Experiences Questionnaire (CHEQ)

A recent addition to SD8's data repertoire is the Childhood Early Experiences Questionnaire (CHEQ) from UBC's Human Early Learning Program (HELP). The CHEQ provides information about children as they enter kindergarten in September of each year (starting in 2023 for the whole district). There are 55 questions on the CHEQ covering five domains strongly linked to children's health and well-being, learning and social outcomes: Physical Health & Well-being, Language & Cognition, Social & Emotional Experiences, Early Learning & Care, and Community & Context. CHEQ data provides an overview of children's experiences prior to the start of school and the frequency of those experiences.

The CHEQ data is aggregated by school district boundaries. The following data are a summary of the responses parents/caregivers provided for kindergarten children attending school in SD8 for 2024–2025. The report provides valuable information on the unique experiences of this group of learners as they entered into kindergarten in September 2024. Eighty percent of parents/caregivers completed the CHEQ questionnaire in September 2024.

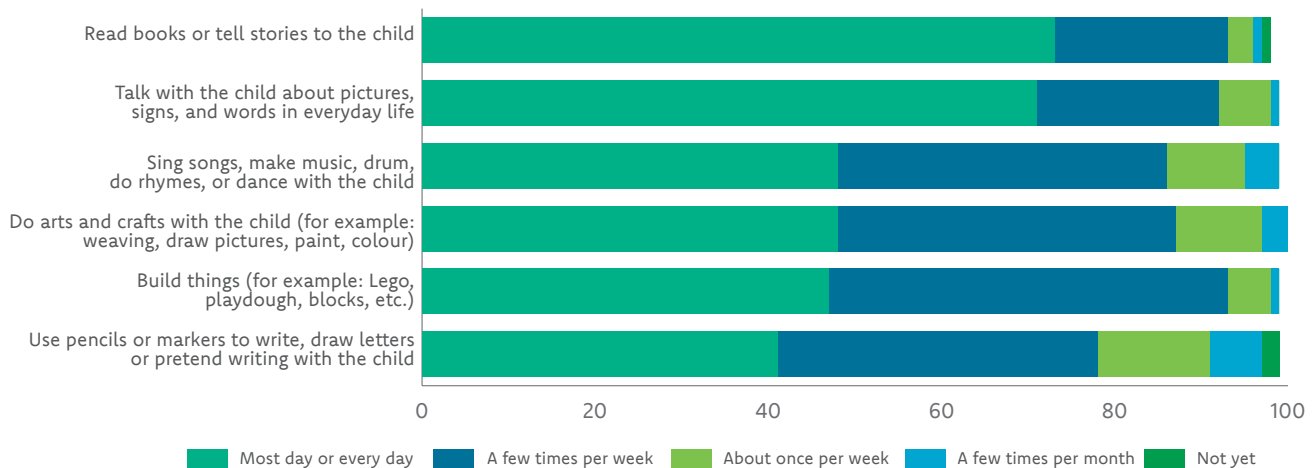




EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

CHEQ - Language and Cognition Developmental Data, September 2024

In the last 6 months, how often did the parent /caregiver or another adult in the kindergarten student's household:



	Read books or tell stories to the child	Talk with the child about pictures, signs, and words in everyday life	Sing songs, make music, drum, do rhymes, or dance with the child	Do arts and crafts with the child (for example: weaving, draw pictures, paint, colour)	Build things (for example: Lego, playdough, blocks, etc.)	Use pencils or markers to write, draw letters or pretend writing with the child
Most day or every day	73%	71%	48%	48%	47%	41%
A few times per week	20%	21%	38%	39%	46%	37%
About once per week	3%	6%	9%	10%	5%	13%
A few times per month	1%	1%	4%	3%	1%	6%
Not yet	1%	0%	0%	0%	0%	2%

Early Development Instrument (EDI)

The Early Development Instrument (EDI) is a short questionnaire completed by kindergarten teachers in February. The instrument is used not only across SD8 but across the province, Canada, and internationally. The purpose of the EDI is to measure a child's ability to meet age-appropriate developmental expectations in five domains. These domains are: Physical Health & Well-being, Social Competence, Emotional Maturity, Language & Cognitive Development, Communication Skills & General Knowledge. Data collected using the EDI measures the rate of the developmental vulnerability of kindergarten children across the district and across BC. Children are considered vulnerable on the EDI if the data show that they are below a provincially determined cut-off score for each domain.





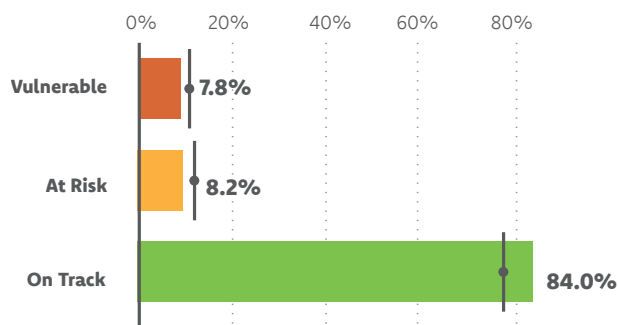
EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

The EDI is completed in cycles called “waves”, with the district engaging in the EDI once each cycle. The current cycle, from September 2022 to June 2026, is Wave 9. In February of 2023, SD8 kindergarten teachers completed the EDI as part of Wave 9. This data is the most current that the district has at this time; the EDI will be administered again in the early spring of 2027 as part of Wave 10.

The domain reflected in this report is Language and Cognitive Development, which in part measures children’s basic and advanced literacy skills.

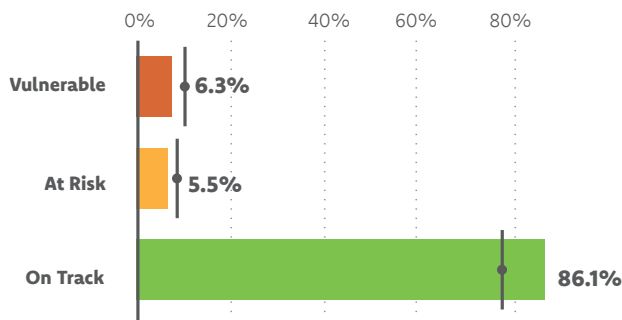
EDI Wave 9 Language & Cognitive Development (as of February 2023)

Scale Outcomes Summary



EDI Wave 9 Communication Skills & General Knowledge (as of February 2023)

Scale Outcomes Summary



EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

Analysis & Interpretation (Grades K-3)

Sources of Data and Evidence Analyzed

The district analyzed literacy results from the district-based Early Literacy Profile (ELP), written learning update data for K-3 learners, the Kindergarten Childhood Early Experiences Questionnaire (CHEQ) from UBC-HELP, and the Kindergarten Early Development Instrument (EDI) from UBC-HELP. The analysis includes data on All Residents, Indigenous Students (including On Reserve and Not On Reserve), students with disabilities and diverse abilities, and children and youth in care (CYIC) as applicable and available over the past four to five years depending on the data set. Some data were available or analyzed for one year (EDI), while other data were analyzed over multiple years.

Missing or Masked Data

Data sets that are missing or masked were omitted due to small group sizes and/or privacy concerns for priority learner populations. The Early Literacy Profile data has not to date been broken into priority learner sub-sets as the data is manually collated at schools. ELP data collation will include district-level data subsets for priority learners starting in 2025-2026.

Also, CHEQ and EDI data is suppressed for groups smaller than 35 students. The CHEQ and EDI data are also suppressed when the uncertainty of the results (i.e., margin of error) is greater than 10%, which can result from low coverage particularly in areas with small populations. However, local knowledge has been incorporated into planning for support for priority learners throughout the district.

Trends Emerging from the Data Analysis

Early Literacy Profile (ELP) analysis shows that kindergarten learner data has remained fairly consistent from fall 2021 to spring 2025 for foundational literacy skills (Phoneme Isolation, Correct Sound, and High Frequency Words), with students achieving the highest proficiency in the sub-skills identified in phoneme isolation, which is a building block of literacy development (93% of kindergarten students were proficient in this aspect in spring 2025). However, performance in the high frequency words aspect declined from spring 2024 to spring 2025, from 70% proficiency to 60% proficiency. This is a concerning result, as proficiency in high frequency words is an indicator of early reading proficiency.

From fall 2022 to spring 2025, grade 1 student data has remained fairly consistent. There has been an increase in proficiency from spring 2024 to spring 2025 in phoneme segmentation (from 62% to 74% proficiency), correct sound (from 78% to 84% proficiency), overall reading (from 51% to 56% proficiency), and overall writing (from 46% to 51% proficiency), with increases in proficiency ranging from 5% to 12%. However, there was a proficiency decline in high frequency words from 55% to 50%. While four of five sub-aspects showed an increase, proficiency in overall reading and writing is lower than expected.

From spring 2024 to spring 2025, grade 2 student data have shown an increase of proficiency in phoneme segmentation (from 83% to 85% proficiency); however, there has been a decline in the other aspects: correct sound (from 92% to 91%), high frequency words (from 83% to 79%), overall reading (from 61% to 56%), and overall writing (from 47% to 44%). This cohort of students were grade 1 students when the ELP was first introduced at grade 1 in 2022. Overall, this cohort's proficiency in early foundational literacy skills has increased over time; that said, it remains that overall writing (at 44% proficiency) is lower than expected.

Grade 3 student proficiency increased from spring 2024 to spring 2025 in all five aspects: phoneme segmentation (from 80% to 90%), correct sound (from 85% to 95%), high frequency words (from 45% to 60%), overall reading (from 58% to 63%) and in overall writing (from 45% to 49%). This cohort of students



EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

were kindergarten students when the ELP was first introduced in 2021. Overall, this cohort's proficiency in early foundational literacy skills has increased over time; that said, it remains that overall writing (at 45% proficiency) is lower than expected.

An analysis of the ELP data shows that over time, student proficiency in foundational early literacy skills has generally increased in the aspects of phoneme segmentation and correct sound, is mixed in high frequency words, and is mixed in overall reading and overall writing. Overall reading and overall writing proficiency are lower than would be expected for each grade at which data are collected (grades 1, 2, and 3).

Written learning update data over a five-year period are displayed, from 2020–2021 to 2024–2025. Data sets include all resident students, Indigenous students, and students with disabilities and diverse abilities.

At the kindergarten level, written learning updates for all resident students have increased marginally from 2023–2024 to 2024–2025 (from 73% to 74%). Indigenous students at this grade level have declined marginally over the same period (from 67% to 66%). Students with disabilities and diverse abilities are masked at this grade level as the number of students is fewer than 10.

At the grade 1 level, written learning update results have increased for all resident students from 2023–2024 to 2024–2025 by 9% (52% to 61%). Indigenous students at this grade level have increased 12% for the same period (from 33% to 45%). Students with disabilities or diverse abilities are masked as the number of students is fewer than 10.

At the grade 2 level, written learning update results have decreased for all resident students from 2023–2024 to 2024–2025 by 6% (62% to 56%). However, Indigenous students at this grade level have increased 4% for the same period (from 33% to 37%). Students with disabilities and diverse abilities have significantly increased (by 25%), from 19% to 44%. Overall, however, the written learning update results for language arts achievement are lower than expected at the grade 2 level. That said, the data for this grade cohort (started kindergarten in 2022–2023), has increased from 2023–2024 to 2024–2025 in each data set (all resident students by 4%, Indigenous students by 4%, and students with disabilities and diverse abilities by 8%).

At the grade 3 level, written learning update results have increased for all resident students from 2023–2024 to 2024–2025 by 4% (56% to 60%). However, Indigenous students at this grade level have decreased 6% for the same period (from 46% to 40%). Students with disabilities and diverse abilities have decreased substantially (by 19%), from 38% to 19%. This cohort of students began kindergarten in 2021–2022. Over the four-year period of 2021–2022 to 2024–2025, this grade cohort has decreased in each data set (from 66% to 60% for all resident students, from 45% to 40% for Indigenous students, and from 50% to 19% for students with disabilities and diverse abilities).

SD8 CHEQ data for fall 2024 show that daily or a few times a week, most parents of children entering kindergarten:

- Read books or tell stories with their children
- Talk with children about pictures, signs and words they experience in everyday life
- Sing songs, make music, drum, do rhymes or dance with their children
- Do arts and crafts with their children
- Build things with their children
- Use pencils/markers to write/draw letters and numbers or to pretend write





EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

SD8 EDI Wave 9 data show that over 80% of kindergarten students were on track for Language and Cognitive Development and Communication and General Skills (in February 2023). This group of kindergarten students were the grade 2 cohort of students in 2024–2025.

Inequities of Learning Outcomes

Written learning update data in 2024–2025 shows an 8% gap between Indigenous students and all resident students at the kindergarten level. This gap has reduced significantly from 2022–2023 (20% gap) to 2024–2025 (8% gap); however, the goal is to achieve parity in student proficiency. At the grade 1 level, the gap between all resident students and Indigenous students remains significant in 2024–2025 (16% gap), although the gap has reduced by 3% from 2023–2024.

At the grade 2 level, the gap between all resident students and Indigenous students has decreased substantially between 2023–2024 (29%) and 2024–2025 (19%); however, the learning gap remains significant. The gap between all resident grade 2 students and students with disabilities or diverse abilities has also decreased substantially between 2023–2024 (43%) and 2024–2025 (10% gap). For this cohort, who started kindergarten in 2022–2023, the gap has remained relatively steady between 2023–2024 and 2024–2025 for each data set.

At the grade 3 level, the gap between all resident students and Indigenous students has increased substantially between 2023–2024 (10%) and 2024–2025 (20%). The gap between all resident grade 3 students and students with disabilities or diverse abilities has also increased substantially between 2023–2024 (18%) and 2024–2025 (41% gap). The gap for this grade cohort, who started kindergarten in 2021–2022, has remained mostly consistent over time, except for students with disabilities and diverse abilities, with a substantial increased learning gap from 2021–2022 to 2024–2025 of 15% (from 16% to 31%).

Data were masked in other assessments (i.e.: CHEQ and EDI) due to small numbers of students, so it is difficult to assess performance by priority learners against All Resident students in these developmental assessments.

Stories Revealed about Approaches to Supporting Teaching and Learning

The literacy data for K–3 students in SD8 that deeper and broader analysis of early literacy data is required in order to better support teaching practices and improve early literacy learning. Early Literacy Profile results highlight consistent growth over time in foundational literacy skills such as phoneme segmentation and identification of the correct sound across grades K–3, suggesting that early phonological instruction is well supported in classrooms. At the same time, persistent challenges in high-frequency word recognition, overall reading, and especially overall writing identify a need for a greater instructional emphasis on vocabulary development, morphology, fluency, and written expression.

Student grade level cohort trends over time show that while students benefit from sustained exposure to early literacy supports, improvements are uneven, with grade 2 and 3 cohorts continuing to underperform in writing relative to district expectations. Written learning update data reinforce this observation, with written learning updates over time showing marginal gains at some grade levels, but notable declines for priority learners, particularly Indigenous students and students with disabilities and diverse abilities by grade 3. These disparities suggest that while inclusive practices are in place, differentiated interventions and culturally responsive approaches require strengthening to ensure equity of outcomes. At the same time, reductions in the kindergarten and grade 2 learning gaps for Indigenous students and for students with diverse abilities indicate that targeted supports, when consistently applied, can make a measurable difference.





EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

Complementary CHEQ and EDI data reinforce the importance of strong early learning experiences at home, with most families reporting active engagement in storytelling, music, and pre-literacy activities before school entry, and most kindergarten students entering school on track in language and communication.

Together, these data suggest that SD8's teaching and learning approaches are building early phonological foundations, but that continued focus on high-frequency word recognition, reading comprehension, and particularly overall writing, as well as more intentional, equity-focused interventions, will be important for closing persistent gaps and ensuring that all learners thrive.

Current Approaches to Equity of Learning

SD8 continues to focus on equity of outcomes for priority learners through school-based and district-based wraparound services, ongoing tracking and intervention planning for Indigenous learners and learners with disabilities and diverse abilities, through collaboration between the school-based team and the district-based team, and through the provision of additional supports and resources for priority learners: Indigenous students, students with disabilities and diverse abilities, English Language learners, and Children and Youth in Care.

There is a clear need to analyze ELP data by priority learner data sets, in order to delve more deeply into the specific foundational literacy aspects that students are struggling with, and to more precisely inform universal design for learning and school- and district-based targeted tiered supports.

Three-Year Action Plan Moving Forward (2024-2027)

Trends and Learning

Overall trends and learning that emerged through analysis and interpretation of both achievement and developmental data indicate that foundational literacy skills need to continue to be a focus in the next three years for grades K-3 learners. Also, data analysis over time shows that the district-wide focus on foundational reading and writing skills needs to be consistently applied, science-based, and explicitly instructed across the district. Therefore, continuing to focus on foundational literacy development and building further strategies to promote proficiency in overall reading and writing, are focus areas for K-3 literacy in 2025-2026.

Across the district, phonological awareness skills (such as phoneme isolation and segmentation) are improving over time, with proficiency rates climbing steadily from kindergarten through grade 3. This suggests that early classroom instruction and interventions in phonological foundations are effective. However, high-frequency word recognition shows mixed results, with a decline in kindergarten, grade 1, and grade 2, and a positive trend at grade 3. Because high-frequency word knowledge is a key indicator of reading fluency, this downward trend in the earlier grades signals a need for more targeted practice in primary classrooms.

Another clear trend is that overall reading and writing proficiency lag behind expectations at grades 1, 2, and 3. While there were modest gains in grade 1 and grade 3 cohorts, grade 2 results showed a decline, and writing proficiency remains low across all primary grade levels. This indicates that while phonological skills are improving, the transfer into more complex literacy tasks of comprehension, fluency, and written expression require more focused instructional strategies in the classroom.

At kindergarten and grade 2, the gap between Indigenous students and all resident students has narrowed, and students with disabilities and diverse abilities at grade 2 showed substantial improvement. By contrast, grade 3 outcomes indicate widening gaps, particularly for Indigenous students and students with disabilities and diverse abilities, with written learning update results showing declines. Inequities at the later primary level





EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

suggest that current literacy strategies are more effective earlier on, with less consistent results as students move through the grades. More analysis is required in this area to determine the effectiveness of current foundational literacy strategies.

CHEQ and EDI results confirm that most children enter kindergarten with strong home-based literacy experiences and are developmentally “on track” in early language and communication. This foundation positions students well for kindergarten entry, but the data over time reveal that sustaining early literacy strengths into reading and writing proficiency is an ongoing challenge.

New Areas for Growth

New areas for growth that emerged through the analysis and interpretation, and through a review of school plan goals and objectives for literacy indicate a focus on developing overall reading and writing skills at the grades K-3 levels, particularly for priority learners. In addition, a focus on priority learners in the school learning plans will be emphasized in the coming year, as will a deeper dive into item level analysis and an analysis of priority learner data in the Early Literacy Profile (ELP).

As part of the Ministry of Education and Child Care’s mandate to ensure that BC’s literacy instruction and early interventions are the most effective in North America, the Ministry is expanding its direction on early literacy screening to require school districts to begin implementing mandatory screening in kindergarten (as a minimum) for the 2025-26 school year. Mandatory early literacy screening is one of the ways for districts to make meaningful progress on literacy outcomes for BC students.

Early literacy screening tools are quick, evidence-based assessments used to identify students who may be lagging in literacy proficiency. Early literacy screening tools assess key elements of early literacy, such as phonemic awareness, letter recognition, and decoding skills, to gauge where students are in their development of foundational reading skills and inform targeted instruction approaches for students, including those who may need literacy intervention plans.

Early literacy screening tools are:

- Brief
- Specific
- Reliable and valid
- Predictive and,
- Administered by the classroom teacher



EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

What are screeners and assessments? – A comparison

Assessment Comparison

Assessment type	Purpose	When to Use	Tools/Methods	Outcome	Analogy
Universal Screener	To quickly identify students who may be at risk for literacy difficulties.	Beginning of the school year or periodically (e.g., fall, winter, spring).	Standardized tests, digital screening tools (e.g., DIBELS, Acadience, aimsweb+).	Broad overview of students' abilities; identifies who needs additional support or intervention.	Like a diagnostic check engine light to flag potential problems early.
Diagnostic Assessment	To pinpoint specific areas of strength and weakness in literacy skills.	After screening identifies a student at risk or struggling.	Detailed, individualized assessments (e.g., running records, phonemic awareness inventories).	Deep understanding of specific skill deficits and strengths; guides targeted instruction.	Equivalent to a mechanic running specific tests to identify exactly what needs repair.
Learning Profiles	To document individual student progress and learning characteristics over time.	Continuously updated throughout the year as part of ongoing monitoring.	Portfolios, anecdotal records, observational notes, and samples of student work.	Comprehensive view of a student's literacy development; informs personalized teaching strategies.	Similar to monitoring fuel efficiency and overall engine performance over time.
Classroom Assessment	To assess daily learning, monitor progress, and adjust instruction as needed.	Regularly during daily instruction or at the end of a unit/lesson.	Formative assessments (e.g., exit tickets, quick writes), Summative assessments (e.g., projects).	Immediate feedback to adjust teaching; evaluates mastery of specific skills or concepts taught.	Like checking oil levels and making small tune-ups to ensure the engine runs smoothly every day.

**Adapted from LD@school's Evidence-Based Assessment in the Science of Reading*

The district has chosen the [Acadience Learning](#) Reading screener for use in K-3 classrooms and in intermediate grades. The screener will be administered three times each year by classroom teachers. The Acadience screener is a quick, standardized universal screener and progress-monitoring system that helps identify students at risk for reading difficulties, set benchmark goals, and guide tiered literacy supports.

Core components of the screener include:

- First Sound Fluency (FSF) – early phonemic awareness
- Letter Naming Fluency (LNF) – alphabet knowledge/automaticity
- Phoneme Segmentation Fluency (PSF) – phonemic awareness
- Nonsense Word Fluency (NWF) – basic phonics/decoding (Correct Letter Sounds and Whole Words Read)
- Oral Reading Fluency (ORF) – accuracy and words-correct-per-minute in connected text
- Maze – reading comprehension




EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

Given the Ministry's direction for K-3 screening, the district will train K-3 teachers in the use of Acadience starting in the fall of 2025. Following screening, district staff will collaborate with school staff to review results, and to provide assistance with creating literacy intervention plans for students in grades K-3, where indicated by screening data and ELP data.

A comprehensive district-wide professional learning series in literacy will continue to be provided to school staff in the coming year; compared with previous years, the professional learning series will go deeper with one set of classroom teachers. Based on analysis of data, grade 3 teachers will engage in a robust assessment, reading, and writing professional learning series over the year. The project will engage the expertise of the [Provincial Outreach Program for the Early Years \(POPEY\)](#) literacy experts, over nine days of intensive learning. These POPEY experts will attend the district to work with grade 3 teachers three times in 2025-2026, providing teachers with science-based information and current strategies to support the development of proficiency in grade 3 learners in their transition year before leaving the early years and entering the intermediate grades.

SD8 POPEY Residency Project 2025-2026



SAVE THE DATES!

SD8 and POPEY Partnership
Literacy Rural Residency Project
2025-26

We are excited to announce SD8 received a POPEY Rural Residency Grant for 2025-26!

Grade 3* teachers and Elementary ISTs are invited to engage in Literacy Learning for nine days over three weeks.

Here is the rhythm for the October weeks:

Day 1:

- Learn together with Jen Kelly from POPEY about the focus area
- Learn how to use DIBELS in Week 1 and Writing assessment in Week 2

Day 2:

- Grade 3 classroom teachers complete the assessment with their own learners (TTOC release time will be provided for Grade 3 teachers)
- ISTs will participate in online literacy learning with District Staff

Day 3:

- Everyone comes back together, analyzes data and plans for next steps

Note: Grade 3* Teachers will receive TTOC release time for all 9 days.

	Focus	Day 1	Day 2	Day 3
Week 1	Reading	Tuesday, October 7 <small>9:00-2:30 Nelson Board Office</small>	Wednesday, October 8 <small>in schools</small>	Thursday, October 9 <small>9:00-2:30 Nelson Board Office</small>
Week 2	Writing	Tuesday, October 28 <small>9:00-2:30 To be determined</small>	Wednesday, October 29 <small>in schools</small>	Thursday, October 30 <small>9:00-2:30 To be determined</small>
Week 3	TBD <small>will emerge from group</small>	Tuesday, April 28 <small>To be determined</small>	Wednesday, April 29 <small>To be determined</small>	Thursday, April 30 <small>To be determined</small>

Existing Areas for Growth

Existing Areas for growth confirmed by the analysis and interpretation continue to indicate a focus on supporting students, especially priority learners, in developing foundational literacy skills. Again, a district-wide, school-based literacy assessment as part of the annual school assessment cycle will continue to provide formative assessment information to school teams.

Professional learning for teachers has evolved into the district-wide K-3 literacy community of practice, including several POPEY after school workshop series. Other resources include books and resource guides for literacy intervention and reading skills such as those mentioned earlier (i.e.: UFLI, Heggerty, Shifting the Balance), as well as resources available on the Literacy Hub.





EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

To focus on ongoing continuous improvement in primary literacy, the K-3 Literacy and Numeracy Teacher Coordinator has developed ELP implementation frameworks to build teacher capacity in using the Early Literacy Profile (ELP). These ELP implementation frameworks for teachers and principals include:

- Introduction/Purpose/Benefits – how the assessment supports instruction and learning
- Know the Learner – Know the Curriculum
- Curriculum Connections
- Class Profiles – how to use your results to guide instruction
- Timelines and clevr database input dates
- Sharing ideas of how to embed assessment into the day

The district will continue to review overall reading and writing proficiency and will continue to research science-based approaches to improving reading and writing proficiency for grades K-3 learners and in particular for priority learners.

Primary Success Meetings will continue to be held twice per year, for school and district staff to review K-3 students throughout the district with a focus on priority learners. At the meetings with each school, the following questions will continue to be posed:

1. What has been implemented this year to improve priority learner academic outcomes?
2. How does the school team know these steps are making a difference for these students and what does ongoing monitoring look like?
3. What top 2 “inclusive + equitable + individualized” actions will the team commit to doing to improve learner academic outcomes and support grade/class transitions in the fall?

An improvement in practice in this area will be to consistently collate data district-wide to use in structuring practices and interventions to support literacy development for primary learners. This will include the use of a literacy screener across grades K-3.

Action Plan Summary (Kindergarten to Grade 3)

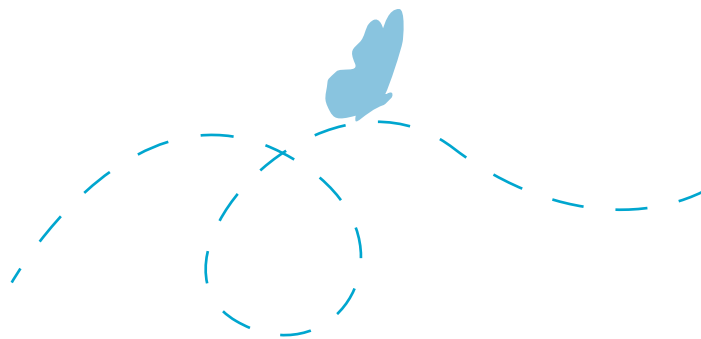
- Continue to use the district Literacy K-grade 3 Assessment tool (ELP) for all students in grades K-3, twice per year
- Start using a literacy screener for all students in grades K-3 at least three times per year to collect literacy data across the district, according to Ministry direction
- Ensure that teachers have confidence to use a variety of specific, targeted classroom strategies throughout grades K-3 to develop foundational reading and writing proficiency
- Continue with district twice-annual Primary Success Meetings for school and district staff to effectively and comprehensively review data for all K-3 students in the district, with a focus on deeper analysis and planning for priority learners
- Provide professional learning workshops for primary literacy several times per year for kindergarten to grade 3 teachers, focused on a responsive literacy program designed to meet the needs of all learners and in particular priority learners. This includes a 9-day residency project with POPEY for grade 3 teachers





EVIDENCE OF LEARNING | K-3 LITERACY PROFICIENCY

- Provide more opportunities for teachers to collaborate about literacy through an ongoing Community of Practice (COP) model with after school check-ins and skill development opportunities (particularly through POPEY workshop series)
- Expand district staff research into science-based, effective literacy practices for K-3 learners, particularly in reading and writing
- Provide access to rich, culturally responsive, science-based literacy resources through the Literacy Hub.
- Continue to support implementation and effective teaching practices in primary literacy through the district Literacy and Numeracy Teacher Coordinator working throughout the district with K-3 teachers, to continue to provide opportunities for learning, resource support, support with data collection and analysis, and strategic implementation of effective primary literacy tools to improve K-3 learner proficiency in literacy.



EVIDENCE OF LEARNING | 4-6 LITERACY PROFICIENCY

Literacy in the intermediate (grades 4–6) and middle years (grades 7 and 8) focuses on teaching learners to think critically, creatively and reflectively by exploring ideas within and beyond texts. Reading instruction focuses on text comprehension and analysis and building new understanding by applying the ideas learned to new contexts. Learners gain skills in accessing information and ideas for diverse purposes and from a variety of sources as well as evaluating their relevance, accuracy and reliability. Writing for a variety of purposes including expository, narrative, comparison and contrast, and persuasive formats are taught.

The **Grade 4 English Language Arts Proficiency Profiles** outline the knowledge, skills, and strategies that demonstrate a student’s progression toward meeting provincial learning standards. These profiles describe proficiency in reading, such as the ability to interpret and evaluate both literary and informational texts, and in writing, including the organization of ideas, use of supporting details, and application of appropriate conventions. They serve as a developmental continuum to guide instruction and assessment, ensuring that learners build the competencies necessary for success in subsequent grades. In SD8, the profiles are used in conjunction with assessment data to inform targeted instruction and monitor student growth over time.

Reference: [BC Curriculum English Language Arts, K-4 English Language Arts Proficiency Profile](#)

Grade 4 – English Language Arts Proficiency Profile

Curricular Competencies (CC)	Cross-Curricular Literacy Proficiency Description	Content (Know)	Oral Language, Reading and Writing Foundational Proficiency Descriptors
Learning Standard: Required Using oral, written, visual, and digital texts, students are expected to understand and communicate to be able to: Competential and confident (reading, listening, viewing) + Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding + Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text + Consider different purposes, audiences, and perspectives in influencing texts + Apply a variety of thinking skills to gain meaning from texts + Identify how different texts	What does proficient student learning look like when students DO the Curricular Competencies? A proficient Grade 4 student: Comprehend and connect + applies strategies (e.g., monitoring, summarizing, using graphic organizers, generating questions) and identifies text features to highlight themes, key messages, ideas, and/or time to examine purpose and perspective of the text (e.g., oral, visual, digital, etc.) + makes connections (personal experiences, prior knowledge, other texts) with key elements of text(s) and important when text(s) is/are support understanding + explains text to formulate questions, information directly related to the text to create predictions and inferences and asks questions to deepen understanding of text(s) + reads a variety of texts relevant to the task and purpose and explains their relevance + extracts relevant ideas and information from the text and applies it to the task and purpose + connects ideas and information from two or more texts to support new ideas	Learning Standard: Required Students are expected to know the following: Language + terms, functions, and genres of text + text features + literary elements + literary devices + audience Strategies and processes + reading strategies + oral language strategies + metacognitive strategies + writing processes Language features, structures, and conventions + features of oral language + paragraph structure + sentence structure and punctuation	What does proficient student learning look like when students MEET the Content Learning Standards? A proficient Grade 4 student: Story + acquires and uses implicitly taught Tier 1, Tier 2 and Tier 3 vocabulary words in various contexts, including other subject areas + has a bank of high frequency words that are used as sight words (e.g., "open", "reach", "best", "beginning") + uses developing morphological knowledge to analyze and understand new words in context + begins organizing sentences and paragraphs with topic sentences and supporting details + uses a variety of sentences including compound sentences + fiction writing follows a logical sequence with ideas that are easy to follow and connected by verbal transitions + uses key features of the form including plot, characters, dialogue, conflict and setting + non-fiction writing elaborates on main ideas with a variety of connecting words, supporting detail and explanations + writing is clear, generally accurate and visually appealing + includes clear, relevant text features (e.g., title, headings, subheadings, diagrams)

*Grade 4 – English Language Arts Proficiency Profile Exemplar

Literacy School Success Story

“DEEP DIVING INTO THE PEOPLE OF KASLO”

A school learning plan grant literacy success story with J.V. Humphries school. Students in grades 5, 6, 7, and 8 wrote biographies of inspiring Kaslo residents with the support of their teachers.





EVIDENCE OF LEARNING | 4-6 LITERACY PROFICIENCY

Literacy Target Objectives (2025–2026)

The goal is to improve literacy proficiency for all learners, with the aim to increase achievement by five percent annually.

4-6	All Resident
Monitoring FSA 4, Intermediate Literacy Assessment (ILA), Acadience	Improve literacy proficiency on the FSA 4 by 5% to 60% (from 55% in 24–25), with a specific focus on literary text and written expression.
	Priority Learners
	Improve literacy proficiency on the FSA 4 by 5% to 35% (from 30% in 24–25) for diverse abilities and to 56% for Indigenous (all) (from 51% in 24–25) with a specific focus on literary text and written expression.

Results of Previous Year’s Action Plan (2024–2025)

Below is the action plan for 2023–2024, including monitoring strategies and outcomes.

Strategies

1



Empower schools to create data-informed, inclusive literacy action plans that support all learners.

Monitoring	Success Indicators (2024–2027)	Annual Outcomes Grades 4–6 (2024–2025)
Achievement Data: <ul style="list-style-type: none">ELP, FSA 4 & 7, GLA 10, and written learning updatesIntermediate and middle years literacy assessments (ILA, MYLA) Screening Tools: <ul style="list-style-type: none">Acadience Feedback & Planning: <ul style="list-style-type: none">Student surveys, school learning plans, district proficiency guidelines	<ul style="list-style-type: none">All schools set SMART literacy objectives aligned with strategies and action plans in their School Learning Plans by end of 2025.Priority learner needs (e.g., Indigenous learners, learners with disabilities/diverse abilities, ELLs) are explicitly addressed in literacy objectives and action plans in all school learning plans by end of 2025.Evidence of school teams regularly using localized and provincial data to monitor progress in their school learning plans by end of 2025.Evidence of literacy instructional shifts and interventions based on ongoing data analysis documented in school learning plans by end of 2026.	<ul style="list-style-type: none">Clear SMART target objectives in about half of the school plans, with about 65% of plans having alignment in the professional and student literacy plans.About 70% of plans have explicit priority learner focus, with 65% having disaggregated Indigenous data, and about 25% mentioning ELL learners.Planning Day resources, including FSA data sets made available to all schools, with item level analyses for intermediate schools made available to schools in Spring 2025.



EVIDENCE OF LEARNING | 4-6 LITERACY PROFICIENCY

2



Strengthen early literacy through targeted assessment and instruction in K-3 classrooms.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 4-6 (2024-2025)
<p>Achievement Data:</p> <ul style="list-style-type: none"> ♦ ELP data and written learning updates <p>Screening Tools:</p> <ul style="list-style-type: none"> ♦ DIBELS <p>Feedback & Planning:</p> <ul style="list-style-type: none"> ♦ EDI data, school learning plans, district proficiency guidelines, teacher feedback after learning events 	<ul style="list-style-type: none"> ♦ Systematic use of ELP data to identify skill gaps in K–3 learners ♦ Implementation of research-based foundational literacy instruction (e.g., phonics, phonemic awareness) ♦ Targeted instructional strategies for priority learners (Indigenous, students with disabilities/diverse abilities, ELLs, children in care) ♦ Increased teacher confidence in data use and evidence-based instruction ♦ Ongoing professional development and communities of practice 	<ul style="list-style-type: none"> ♦ Not applicable.

3



Develop and implement responsive literacy assessments and tools to guide instruction and to support transitions from K-9.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 4-6 (2024-2025)
<p>Achievement Data & Screening Tools:</p> <ul style="list-style-type: none"> ♦ Intermediate and middle years literacy assessments (ILA, MYLA) ♦ Universal literacy screener (Acadience) <p>Planning & Implementation:</p> <ul style="list-style-type: none"> ♦ School learning plans (with a focus on priority learners) <p>Transitions & Collaboration:</p> <ul style="list-style-type: none"> ♦ Scheduled academic transitions meetings (primary, intermediate, middle, secondary) ♦ Data-informed team meetings across families of schools (FOS) 	<ul style="list-style-type: none"> ♦ Literacy screeners (Dibels, Acadience) are fully implemented for primary and intermediate years by end of 2026. ♦ Grades 4–6 intermediate literacy assessment (ILA) is implemented across all Families of Schools (FOS), with school and district teams using results to inform instructional planning by end of 2026. ♦ Grades 7–9 Middle years literacy assessment (MYLA) is completed by fall 2025 and piloted in each family of schools by January 2026, with full implementation by end of 2026. ♦ Intermediate literacy assessment (ILA) and middle years assessment (MYLA) data is referenced in all school learning plans (literacy) objectives and action plans by end of 2027. ♦ Intermediate (ILA) and middle years assessment (MYLA) data is referenced at transition meetings to guide planning for cohort-level academic transitions by end of 2026 and 2027 respectively. 	<ul style="list-style-type: none"> ♦ Intermediate literacy assessment (ILA) developed through consultation with an intermediate working group of 7 teacher members from each family of schools (FOS) and one principal from the Learning Leadership Team (LLT). ♦ Intermediate DLA introduced in each FOS through demo classrooms (with 20 teacher participants) and through school leaders' meetings by Spring 2025. ♦ Positive feedback from FOS demo classrooms and ILA working group during spring review.



EVIDENCE OF LEARNING | 4-6 LITERACY PROFICIENCY

4 Create communities of practice to enhance and strengthen literacy instruction for primary (K-3), intermediate (4-6) and middle years (7-9).

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 4-6 (2024-2025)
<p>Achievement & Engagement Data:</p> <ul style="list-style-type: none"> FSA 4 & 7, GLA 10, intermediate and middle years literacy assessments (ILA, MYLA) Written learning updates and Student Learning Survey (literacy) <p>Assessment & Planning Tools:</p> <ul style="list-style-type: none"> Universal literacy screeners (Acadience) Literacy target objectives and strategies in School Learning Plans <p>Participation & Innovation:</p> <ul style="list-style-type: none"> Community of practice attendance and feedback from families of schools School Learning Plan Grants and Proficiency Guidelines 	<ul style="list-style-type: none"> Increased educator participation from all Families of Schools (FOS) in literacy communities of practice, with 80% or more reporting positive impact on instructional practice. Demonstrated use of literacy assessment data in instructional planning, particularly for priority learners, as reflected in all School Learning Plans by end of 2026. Improved student achievement (proficiency) and engagement in literacy, evidenced by positive trends and growth in assessment results for priority learner cohorts at the school and district level. School Learning Plan Grants showcasing innovations linked to communities of practice participation and literacy outcomes are shared widely across the district on an annual basis. 	<ul style="list-style-type: none"> 7 teachers from 3 families of schools participated in “Shifting the Balance” virtual book study and 3 teachers participating in the online course, “Developing Readers.” 22 teachers from all families of schools participated in spring virtual book study, “Artfully Teaching the Science of Reading” book study. Over 50 teachers total participated in 3-part district series with Dr. Chase Young to improve reading fluency and vocabulary (morphology) strategies. 90% positive feedback from participants in intermediate events.

5 Provide equitable access to high-impact literacy resources to support professional learning.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 4-6 (2024-2025)
<p>Achievement & Engagement Data:</p> <ul style="list-style-type: none"> FSA 4 & 7, GLA 10, intermediate and middle years literacy assessments (ILA, MYLA) Written learning updates and Student Learning Survey (literacy) <p>Assessment & Planning Tools:</p> <ul style="list-style-type: none"> Intermediate and middle years literacy assessments Universal literacy screeners (Dibels, Acadience) Literacy target objectives and strategies in school learning plans <p>Participation & Innovation:</p> <ul style="list-style-type: none"> Community of practice attendance and feedback from families of schools School learning plan grants (resources) 	<ul style="list-style-type: none"> Increased engagement with the K-12 Literacy Professional Learning Sharepoint site as reported through school staff and families of schools (FOS) feedback, professional learning opportunities, events engagement, and feedback, and through data analytics. School learning plans and grants include references to K-12 Literacy Professional Learning Sharepoint site resources or professional texts to support literacy strategies and action plans. 	<ul style="list-style-type: none"> Extensive development of SD8 Literacy 4-12 Sharepoint site included: intermediate literacy assessment (ILA 4 -6), demonstration classroom materials, science of reading resources. Weekly virtual literacy newsletter grew to over 70 views or engagements weekly. Book study resources for “Shifting the Balance” and “Artfully Teaching the Science of Reading” distributed to over 32 participants from across the district. Slide decks and resources from 4 learning bursts and Dr. Chase Young series published to the Literacy portal and communicated in the weekly school bulletins.



EVIDENCE OF LEARNING | 4-6 LITERACY PROFICIENCY

6



Enrich literacy environments and programs through culturally responsive resources and community collaboration.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 4-6 (2024-2025)
<ul style="list-style-type: none"> Student Learning Survey (Literacy) Cultural and Identity Development reporting Community partnership & organization engagement Survey and inventory of school and district literacy programs 	<ul style="list-style-type: none"> Surveys show increased access to culturally responsive literacy resources and environments, with feedback from students and staff indicating relevance and engagement. Evidence of collaboration with community partners and organizations in designing or enhancing literacy spaces and programming. Positive trends in Student Learning Survey (SLS) responses related to cultural identity, belonging, and engagement in literacy activities, particularly among priority learners through to 2026-27. 	<ul style="list-style-type: none"> Families of schools meeting in April 2025 focus on a culturally responsive learning environments introduction to school leaders. District staff met with Columbia Basin Alliance for Literacy representatives to explore partnership possibilities. Several elementary schools partnered with CBAL for volunteer reading.

7



Support literacy success through academic transitions meetings across K-12.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 4-6 (2024-2025)
<p>Achievement & Assessment Data:</p> <ul style="list-style-type: none"> ELP, FSA 4 & 7, GLA 10, and written learning updates Intermediate and middle years literacy assessments (ILA, MYLA) Universal screeners (Acadience) <p>Transitions & Planning Practices:</p> <ul style="list-style-type: none"> Transitions meetings (primary, intermediate, middle, secondary) Grade-to-grade transitions data School-based documentation of literacy target objectives linked to transition supports 	<ul style="list-style-type: none"> Improved grade-to-grade transition outcomes for grade band cohorts, including increased rates of academic readiness and literacy proficiency at key transition points, as reflected in school and district data. 	<ul style="list-style-type: none"> Inaugural intermediate-middle years academic transitions meetings in April 2025 incorporated FSA literacy data as starting points for academic success programs.



EVIDENCE OF LEARNING | 4-6 LITERACY PROFICIENCY

8



Strengthen instructional leadership through collaborative literacy planning and data-informed decision-making.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 4-6 (2024-2025)
Achievement & Assessment: <ul style="list-style-type: none"> Provincial (ELP, FSA, GLA) FSA 4 & 7, GLA 10, intermediate and middle years literacy assessments (ILA, MYLA) Universal literacy screeners (Acadience) School Planning & Leadership: <ul style="list-style-type: none"> Literacy target objectives and action plans in school learning plans School learning plan proficiency guidelines Engagement & Feedback: <ul style="list-style-type: none"> Student Learning Survey (literacy focus) Feedback from school leaders and school teams 	<ul style="list-style-type: none"> All schools develop and refine literacy goals and action plans within their School Learning Plans, with a clear focus on priority learners and informed by cohort and class-level profile data. School leaders demonstrate enhanced capacity in data literacy and instructional leadership, as evidenced through the school learning plan proficiency guidelines. Improvement in student literacy achievement (proficiency) for grade band cohorts (focus on priority learners) on provincial and localized assessments by end of 2026. Improvement in Student Learning Survey results (literacy focus). 	<ul style="list-style-type: none"> School learning plan proficiency guidelines and themed topics supported scaffolded data analysis for school leaders in development of school learning plans in 2024-25. Clear SMART objectives in about half of the school plans, with about 65% of plans having alignment in the professional and student literacy plans. About 70% of plans have explicit priority learner focus, with 65% having disaggregated Indigenous data, and about 25% mentioning ELL learners.

9



Empower schools to innovate literacy practice through targeted funding and shared learning.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 4-6 (2024-2025)
Planning & Documentation: <ul style="list-style-type: none"> Literacy objectives and actions in school learning plans Grant applications and reports aligned to district priorities Participation & Engagement: <ul style="list-style-type: none"> Participation rates from each family of schools (FOS) Feedback from participants and school teams on instructional impact Celebration & Sharing: <ul style="list-style-type: none"> Showcasing project outcomes in year-end share and learn event 	<ul style="list-style-type: none"> Evidence of literacy instructional shifts and interventions based on ongoing data analysis is documented in school learning plan grant reflections. Evidence of alignment with district literacy priorities and school learning plan grant reports and reflections. Widened and continued (year 2) participation from each family of schools (FOS). Increase in positive feedback from participants and school teams on instructional impact. 	<ul style="list-style-type: none"> 12 applications for school learning plan grants, with five schools focusing on intermediate literacy. School learning plan grant resources and reflections published to SD8 Professional Learning Sharepoint site for distributed sharing and learning. Successful indications of innovations in literacy included: published community book for Kaslo (JVH), Salmo family of schools literacy transitions project, WEG/Winlaw differentiated & cross-curricular text sets, and Brent Kennedy literacy celebration week.



EVIDENCE OF LEARNING | 4-6 LITERACY PROFICIENCY

10



Promote instructional alignment through a shared literacy framework for Grades K-9.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 4-6 (2024-2025)
Framework Development & Planning: <ul style="list-style-type: none"> Development of an intermediate and middle years literacy framework Literacy objectives and actions in school Learning plans Achievement & Assessment Data: <ul style="list-style-type: none"> Provincial (ELP, FSA 4 & 7, GLA 10) and intermediate and middle years literacy assessments (ILA, MYLA) Instructional Impact: <ul style="list-style-type: none"> Evidence of shifts in instructional practice and targeted interventions evidenced in school learning plans Sharing of practices and results through school learning tours and other events 	<ul style="list-style-type: none"> Development of an intermediate literacy framework by end of 2026 and a middle years literacy framework by end of 2027. Evidence of successful literacy instructional shifts and interventions based on ongoing data analysis is documented in school learning plans and shared at school learning tours. Improvement in achievement (proficiency) for grade band cohorts (with a focus on priority learners) on provincial and localized assessments by end of 2026. 	<ul style="list-style-type: none"> Intermediate literacy framework development to commence in fall 2025.

Achievement Data (2024-2025)

Foundation Skills Assessment

Current Year and 3-year trends for the percentage of students in grade 4 on track and extending expectations in literacy and reading comprehension.

Note: As of 2021-2022 FSA Literacy comprises a combination of reading comprehension and writing. In previous years, FSA reported reading comprehension and writing separately.

FSA 4 Participation Rates

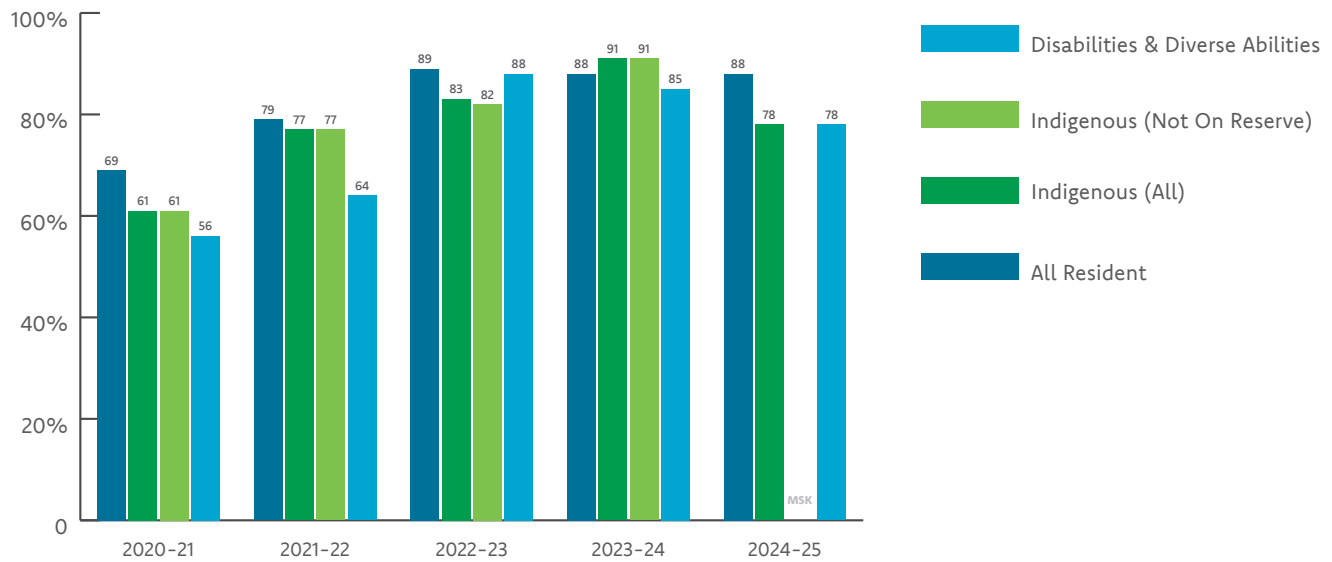
Sub-Groups	2020-21	2021-22	2022-23	2023-24	2024-25
All Resident	69%	79%	89%	88%	88%
Indigenous (All)	61%	77%	82%	91%	78%
Indigenous (Not On Reserve)	61%	77%	82%	91%	msk
Disabilities & Diverse Abilities	56%	64%	88%	85%	78%

Note: data is masked for Indigenous students on reserve and children and youth in care.

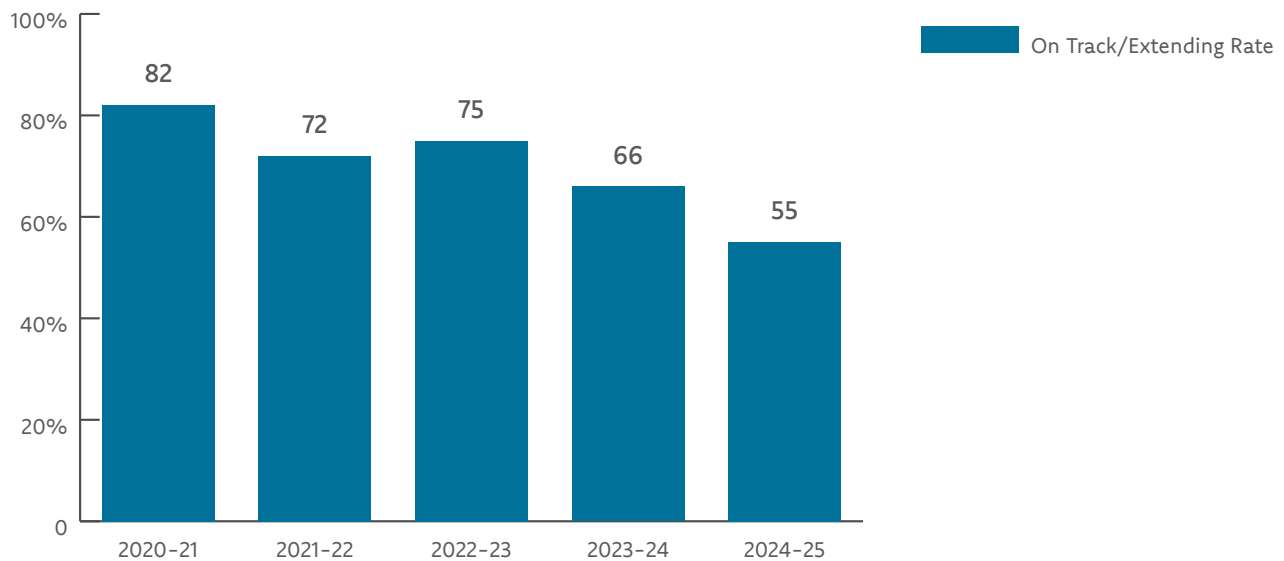




EVIDENCE OF LEARNING | 4-6 LITERACY PROFICIENCY



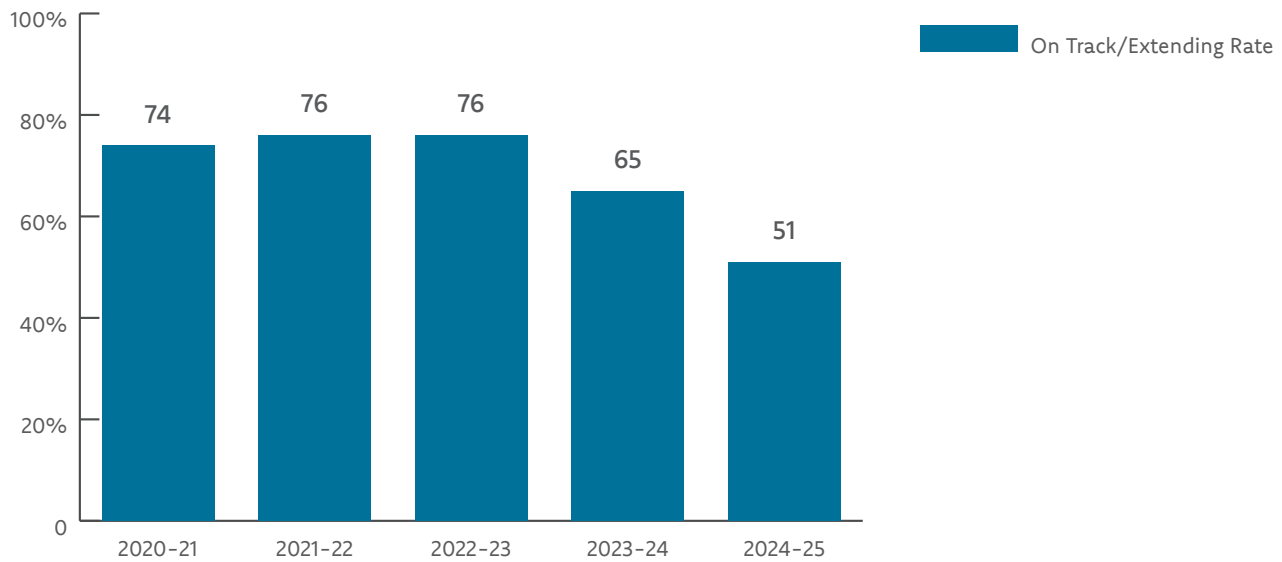
Grade 4 FSA Literacy - All Resident



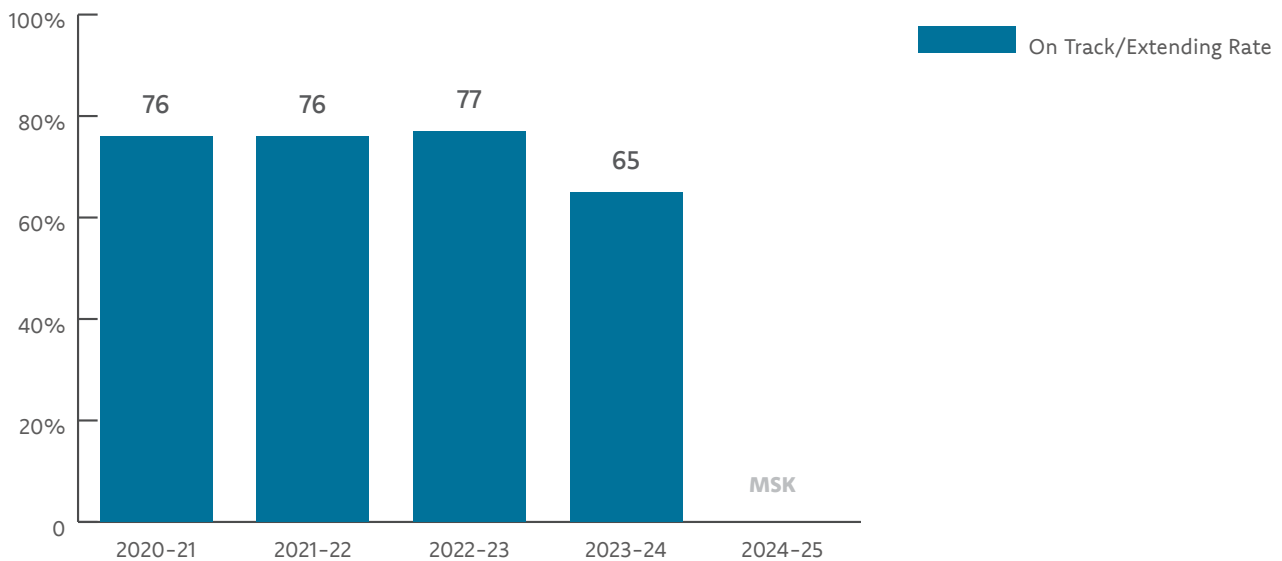


EVIDENCE OF LEARNING | 4-6 LITERACY PROFICIENCY

Grade 4 FSA Literacy - Indigenous All



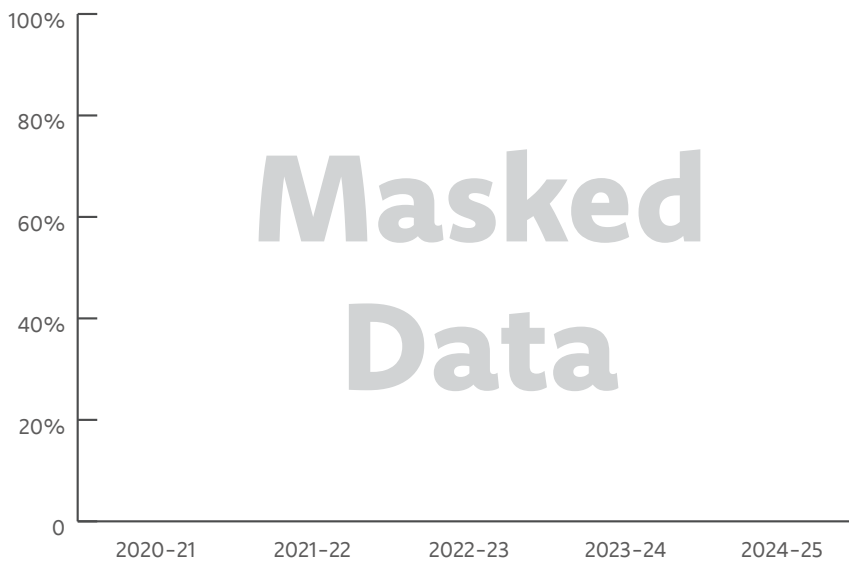
Grade 4 FSA Literacy - Indigenous Not on Reserve



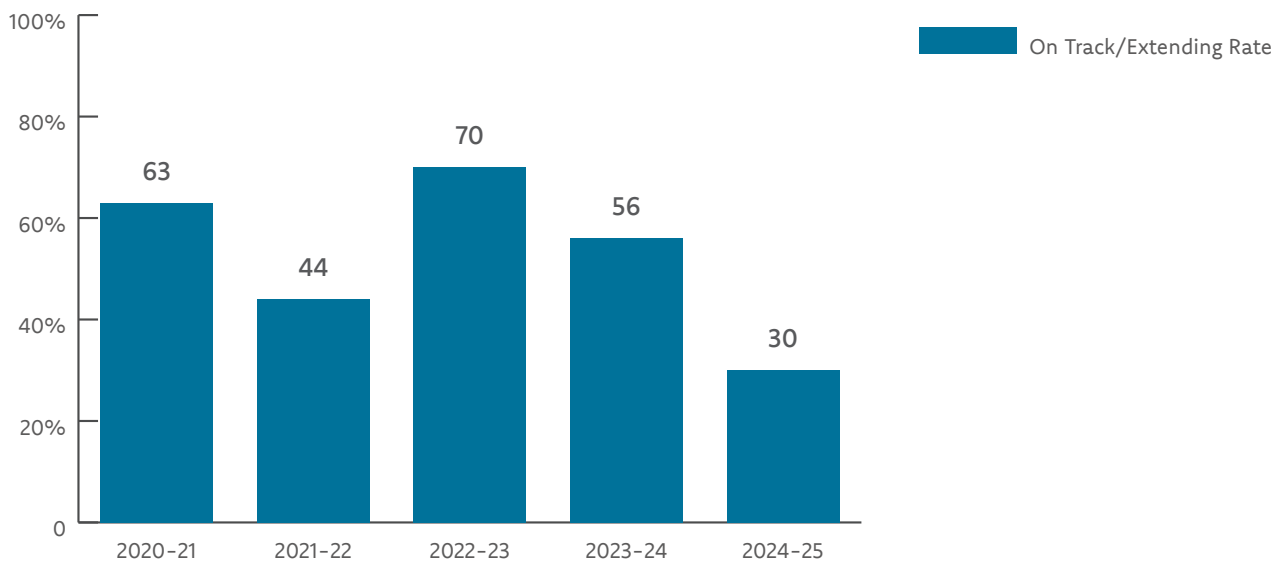


EVIDENCE OF LEARNING | 4-6 LITERACY PROFICIENCY

Grade 4 FSA Literacy - Indigenous (On Reserve)

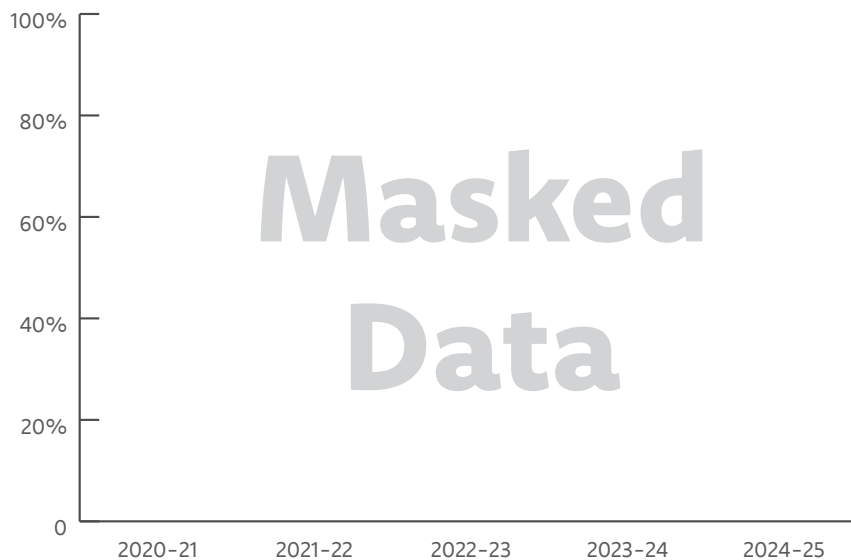


Grade 4 FSA Literacy - Disabilities & Diverse Abilities



EVIDENCE OF LEARNING | 4-6 LITERACY PROFICIENCY

Grade 4 FSA Literacy – Children/Youth in Care

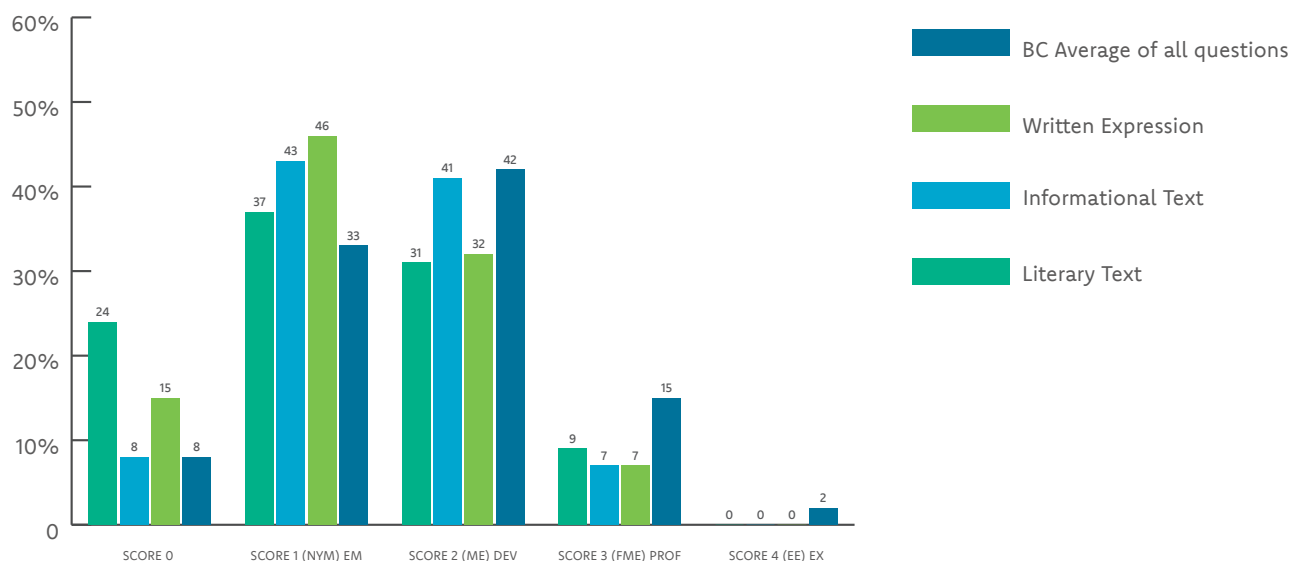


FSA 4 (Literacy) Item Level Analysis

Current Year and 3-year trends for the percentage of students in grade 4 on track and extending expectations in literacy and reading comprehension. Item-level analysis for constructed response includes literary text, informational text, and written expression in comparison to the BC average of all questions.

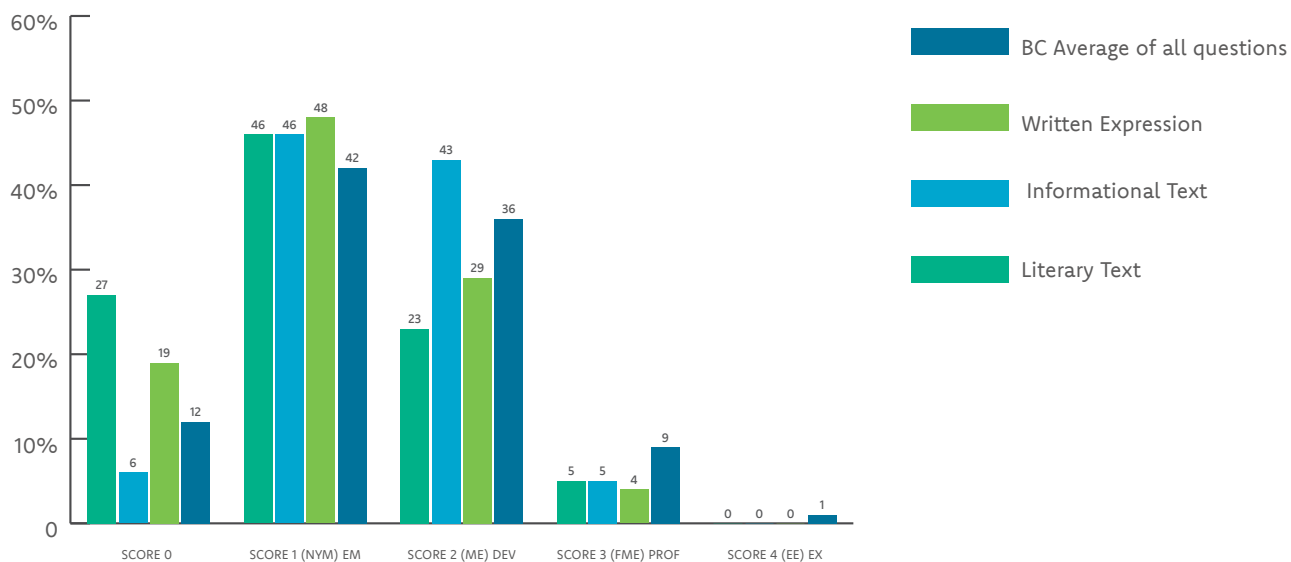
Note: Item level analysis for constructed response (disabilities/diverse abilities) is not available due to masking on the [Student Success Website](#).

FSA 4 Literacy Constructed Response (All Resident) 2024-25



EVIDENCE OF LEARNING | 4-6 LITERACY PROFICIENCY

FSA 4 Literacy Constructed Response (Indigenous All) 2024-25



Written Learning Updates (Report Cards): English Language Arts (Grades 4-6)

Report Card Data

Percentage of students meeting and exceeding expectations in Language Arts by the end of the school year.

Note: meeting or exceeding expectations includes both “proficient” and “exceeding”

Grade Level	Subsets	Years				
		2020–2021	2021–2022	2022–2023	2023–2024	2024–2025
Grade 4	All Resident	59%	59%	63%	65%	53%
	Indigenous Students	47%	61%	40%	52%	39%
	Students with Diverse Abilities	18%	25%	39%	19%	26%
Grade 5	All Resident	68%	70%	67%	69%	64%
	Indigenous Students	71%	57%	47%	46%	53%
	Students with Diverse Abilities	18%	50%	33%	33%	18%
Grade 6	All Resident	74%	68%	68%	67%	59%
	Indigenous Students	63%	74%	60%	59%	42%
		34%	38%	40%	30%	32%



EVIDENCE OF LEARNING | 4-6 LITERACY PROFICIENCY

Affective Domain Data

Student Learning Survey

Percentage of students indicating a positive response to the statement, “I continue to get better at *reading*.”

Reading		Years				
Grade Level	Subsets	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024
Grade 4	All Resident	77%	78%	76%	80%	81%
	Indigenous Students	84%	77%	67%	87%	82%
	Students with Diverse Abilities	69%	74%	90%	85%	79%

Percentage of students indicating a positive response to the statement, “I continue to get better at *writing*.”

Writing		Years				
Grade Level	Subsets	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024
Grade 4	All Resident	70%	65%	71%	71%	75%
	Indigenous Students	54%	43%	73%	67%	71%
	Students with Diverse Abilities	56%	63%	71%	57%	64%

Analysis & Interpretation (Grade 4-6)

Sources of Data and Evidence Analyzed

The district analyzed literacy results from the Foundation Skills Assessment (FSA 4) at the holistic and item-level analysis (constructed response) level, FSA participation rates, written learning update evidence, and Student Learning Survey (SLS) results. FSA participation rates have generally improved over the last two years; therefore, data reliability has increased. School learning plans have also been reviewed for correlated literacy data and action plans. The analysis includes data on All Residents, Indigenous Students (including On Reserve and Not On Reserve), students with Disabilities/Diverse Abilities, and Children in Care as applicable over the last four years.

Missing or Masked Data

Data sets that are missing or masked were omitted due to small group sizes or privacy concerns for Indigenous (on reserve) and children in youth and care populations. Item-level data for students with diverse abilities or children and youth in care is masked to protect privacy. However, school teams have provided contextual evidence and observations that continue to inform planning to support these learners.





EVIDENCE OF LEARNING | 4-6 LITERACY PROFICIENCY

Trends Emerged from the Analysis

In 2024–2025, there was a decline in the percentage of students “on track” or “extending” in FSA 4 Literacy:

- All resident students fell from 66% (2023–24) to 55%, a drop of 11 percentage points.
- Indigenous students fell from 65% to 51%, again reflecting a widening of the achievement gap.
- Item-level analysis reveals further insight:
- In constructed response writing, 46% of students scored at Level 1 (not yet meeting or emerging), with only 7% reaching fully meeting and 0% exceeding.
- In literary and informational text, a similar pattern emerged, with most students clustered at Score 1 or 2.

Report card (written learning update) data indicates:

- Grade 4 saw a significant drop among all residents (65% to 53%) and Indigenous learners (52% to 39%).
- Grade 5 Indigenous learners showed a recovery (46% to 53%), but students with diverse abilities declined (33% to 18%) meeting proficiency.
- Grade 6 reflected the most severe drop for Indigenous learners (59% to 42%), and continued underperformance among students with diverse abilities (hovering at 32%), though a slight improvement over the prior year.

Across all grades, students with diverse abilities consistently performed well below their peers, with equity gaps ranging from 27%–32%.

In contrast, the Student Learning Survey (SLS) data shows a modest increase in student perception of their reading and writing improvement across all subgroups, suggesting positive affective engagement despite declining achievement scores.

Inequities of Learning Outcomes

In grade 4, notable disparities were observed across both FSA and report card measures. Indigenous students saw a drop from 52% to 39% (report cards), widening the gap with all resident peers by 14 percentage points. Similarly, students with diverse abilities experienced a steep drop in report card performance (from 39% to 19% in 2023–24), with only modest recovery to 26% in 2024–25. These gaps were mirrored in FSA 4 constructed response writing, where a large proportion of students (46%) scored at Level 1, and no students exceeded expectations. These findings underscore persistent inequities in early intermediate writing proficiency, particularly among priority learners, and point to a need for enhanced scaffolding and intervention in writing development.

Stories Revealed about Approaches to Supporting Teaching and Learning

The disparity between perceptual and performance data suggests that while students are engaged and feel they are progressing, there is a disconnect between perceived and demonstrated literacy proficiency, especially in writing and higher-order comprehension.





EVIDENCE OF LEARNING | 4-6 LITERACY PROFICIENCY

The sharp decline in FSA 4 results may reflect:

- Post-pandemic learning recovery gaps, especially in sustained writing stamina.
- A need for deeper alignment between instruction and assessment, proficiency profiles, and FSA-style constructed responses.
- Ongoing variance in instructional and assessment approaches between grades and schools.
- A need to bridge the gap between grade 3 and 4 foundational literacy instruction, with a focus on overall writing fluency, sentence structure, and response to text, particularly for learners requiring additional support.

Current Approaches to Equity of Learning

SD8 continues to prioritize equity through:

- School-based wraparound supports and referrals.
- Ongoing tracking and intervention planning for Indigenous learners (on and off reserve).
- Integration of local knowledge, class profiles, and collaboration through the district-based team and Aboriginal education teams.

There is a clear need to deepen universal instruction while strengthening tiered supports, particularly in written expression and reading comprehension strategies at grades 4 and 5.

Three-Year Action Plan Moving Forward (2024-2027)

Trends and Learning

Analysis of 2024–2025 FSA data, student perceptual data, report cards (written learning updates), and school growth plans reveals a decline in literacy achievement across all subgroups, with written expression and reading comprehension as key areas of concern. This decline is most evident in constructed response performance, suggesting a growing need to embed explicit instruction in writing and deeper reading strategies into intermediate literacy programs.

Despite this decline, student confidence in reading and writing continues to improve, as shown in Student Learning Survey data, indicating sustained engagement among learners. This contrast between affective and achievement data highlights the urgency to align instruction and assessment practices more closely with BC's literacy proficiency profiles.

The trend also confirms the need for greater coherence across grades 3–5, particularly in transitions from primary to intermediate literacy expectations, and signals the importance of data-informed instruction using class profiles and item-level analysis.

New Areas for Growth

Analysis of the 2024–2025 literacy data highlights a need to strengthen academic transitions between primary and intermediate grades, with particular attention to writing stamina and written expression, paragraph structure, and continued reading comprehension in grade 4. A key priority will be building shared instructional routines and expectations across grades 3–5, supported by a collaborative professional learning model that bridges primary and intermediate teams. This includes planning using student writing samples, aligning to BC's proficiency profiles, and unpacking FSA item-level data to inform next steps. Continued emphasis will





EVIDENCE OF LEARNING | 4-6 LITERACY PROFICIENCY

be placed on embedding foundational literacy skills into intermediate instruction, informed through the intermediate literacy assessment (ILA) and class profile process that supports responsive teaching for all learners, especially those requiring additional supports.

Existing Areas for Growth

Foundational literacy instruction remains a key area of focus, particularly in strengthening vocabulary development, comprehension strategies, sentence fluency, and paragraph construction. Indigenous students and those with disabilities/diverse abilities continue to show persistent gaps in achievement and writing confidence, reinforcing the need for sustained and targeted supports. Promising practices in collaboration—especially within and across families of schools—demonstrate the positive impact of shared planning, aligned goals, and collective professional learning, all of which will continue to inform and guide literacy improvement efforts moving forward.

Action Plan Summary (Grades 4–6)

- Support school teams in developing and refining SMART literacy target objectives and action plans, using class profiles, data scans, and evidence-based strategies.
- Widen the use of the intermediate literacy assessment (ILA) to ensure responsive assessment and instructional planning through an annual cycle.
- Introduce and support the use of Acadience as a universal foundational literacy screener.
- Strengthen transitional planning from primary to intermediate grades through alignment of class and cohort profiles and instructional practices in written expression and comprehension.
- Evolve the intermediate literacy community of practice to ensure continuity, sustainability, and to deepen foundation literacy practice and instruction across families of schools.
- Develop an intermediate literacy framework to ensure cohesive, evidence-based instruction and assessment practices.
- Continue literacy innovation grants to support collaborative inquiry, professional learning, and school-based instructional shifts.
- Emphasize equity-focused instruction through demonstration classrooms, culturally responsive learning environments, and professional learning aimed at closing gaps for priority learners.
- Leverage the SD8 professional learning Sharepoint site to centralize access to literacy program resources, assessment tools, and instructional exemplars aligned to proficiency profiles.



EVIDENCE OF LEARNING | 7-9 LITERACY PROFICIENCY

Literacy in the intermediate (grades 4–6) and middle years (grades 7 and 8) focuses on teaching learners to think critically, creatively and reflectively by exploring ideas within and beyond texts. Reading instruction focuses on text comprehension and analysis and building new understanding by applying the ideas learned to new contexts. Learners gain skills in accessing information and ideas for diverse purposes and from a variety of sources as well as evaluating their relevance, accuracy and reliability. Writing for a variety of purposes including expository, narrative, comparison and contrast, and persuasive formats are taught.

Reference: [BC Curriculum, English Language Arts](#)

Literacy Target Objectives (2025–2026)

The goal is to improve literacy proficiency for all learners, with the aim to increase achievement by five percent annually.

7-9 Monitoring Middle Years Literacy Assessment (MYLA), Acadience, FSA 7	All Resident Improve literacy proficiency on the FSA 7 by 5% to 70% (from 65% in 24–25), with a specific focus on literary text and written expression. Priority Learners Improve literacy proficiency on the FSA 7 by 5% to 57% (from 52% in 24–25) for diverse abilities and to 56% for Indigenous (all) (from 51% in 24–25) with a specific focus on literary text and written expression.
---	--





EVIDENCE OF LEARNING | 7-9 LITERACY PROFICIENCY

Results of Previous Year's Action Plan (2024-2025)

Below is the action plan for 2023-2024, including monitoring strategies and outcomes.

Strategies

1



Empower schools to create data-informed, inclusive literacy action plans that support all learners.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 7-9 (2024-2025)
Achievement Data: <ul style="list-style-type: none">♦ ELP, FSA 4 & 7, GLA 10, and written learning updates♦ Intermediate and middle years literacy assessments (ILA, MYLA) Screening Tools: <ul style="list-style-type: none">♦ Acadience Feedback & Planning: <ul style="list-style-type: none">♦ Student surveys, school learning plans, district proficiency guidelines	<ul style="list-style-type: none">♦ All schools set SMART literacy objectives aligned with strategies and action plans in their School Learning Plans by end of 2025.♦ Priority learner needs (e.g., Indigenous learners, learners with disabilities/diverse abilities, ELLs) are explicitly addressed in literacy objectives and action plans in all school learning plans by end of 2025.♦ Evidence of school teams regularly using localized and provincial data to monitor progress in their school learning plans by end of 2025.♦ Evidence of literacy instructional shifts and interventions based on ongoing data analysis documented in school learning plans by end of 2026.	<ul style="list-style-type: none">♦ Clear SMART target objectives in about half of the school plans, with about 65% of plans having alignment in the professional and student literacy plans.♦ About 70% of plans have explicit priority learner focus, with 65% having disaggregated Indigenous data, and about 25% mentioning ELL learners.♦ All schools use provincial FSA data at the global level. Evidence of localized assessments in just over half of the school plans in 7-9 configurations.♦ Planning Day resources, including FSA data sets made available to all schools, with item level analyses for grade 7 schools made available in Spring 2025.

2



Strengthen early literacy through targeted assessment and instruction in K-3 classrooms.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 7-9 (2024-2025)
Achievement Data: <ul style="list-style-type: none">♦ ELP data and written learning updates Screening Tools: <ul style="list-style-type: none">♦ Acadience Feedback & Planning: <ul style="list-style-type: none">♦ EDI data, school learning plans, district proficiency guidelines, teacher feedback after learning events	<ul style="list-style-type: none">♦ Systematic use of ELP data to identify skill gaps in K-3 learners♦ Implementation of research-based foundational literacy instruction (e.g., phonics, phonemic awareness)♦ Targeted instructional strategies for priority learners (Indigenous, students with disabilities/diverse abilities, ELLs, children in care)♦ Increased teacher confidence in data use and evidence-based instruction♦ Ongoing professional development and communities of practice	<ul style="list-style-type: none">♦ Not applicable.



EVIDENCE OF LEARNING | 7-9 LITERACY PROFICIENCY

3



Develop and implement responsive literacy assessments and tools to guide instruction and to support transitions from K-9.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 7-9 (2024-2025)
<p>Achievement Data & Screening Tools:</p> <ul style="list-style-type: none"> Intermediate and middle years literacy assessments (ILA, MYLA) Universal literacy screener (Acadience) <p>Planning & Implementation:</p> <ul style="list-style-type: none"> School learning plans (with a focus on priority learners) <p>Transitions & Collaboration:</p> <ul style="list-style-type: none"> Scheduled academic transitions meetings (primary, intermediate, middle, secondary) Data-informed team meetings across families of schools (FOS) 	<ul style="list-style-type: none"> Literacy screeners (Acadience) are fully implemented for primary and intermediate years by end of 2026. Grades 4–6 intermediate literacy assessment (ILA) is implemented across all Families of Schools (FOS), with school and district teams using results to inform instructional planning by end of 2026. Grades 7–9 Middle years literacy assessment (MYLA) is completed by fall 2025 and piloted in each family of schools by January 2026, with full implementation by end of 2026. Intermediate literacy assessment (ILA) and middle years assessment (MYLA) data is referenced in all school learning plans (literacy) objectives and action plans by end of 2027. Intermediate (ILA) and middle years assessment (MYLA) data is referenced at transition meetings to guide planning for cohort-level academic transitions by end of 2026 and 2027 respectively. 	<ul style="list-style-type: none"> Middle years assessment working group of 6 teachers convened from each FOS and including one principal from the LLT consulted on the pilot format in late spring 2025.

4



Create communities of practice to enhance and strengthen literacy instruction for primary (K-3), intermediate (4-6) and middle years (7-9).

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 7-9 (2024-2025)
<p>Achievement & Engagement Data:</p> <ul style="list-style-type: none"> FSA 4 & 7, GLA 10, intermediate and middle years literacy assessments (ILA, MYLA) Written learning updates and Student Learning Survey (literacy) <p>Assessment & Planning Tools:</p> <ul style="list-style-type: none"> Universal literacy screener (Acadience) Literacy target objectives and strategies in School learning plans <p>Participation & Innovation:</p> <ul style="list-style-type: none"> Community of practice attendance and feedback from families of schools School learning plan grants and proficiency guidelines 	<ul style="list-style-type: none"> Increased educator participation from all Families of Schools (FOS) in literacy communities of practice, with 80% or more reporting positive impact on instructional practice. Demonstrated use of literacy assessment data in instructional planning, particularly for priority learners, as reflected in all school learning plans by end of 2026. Improved student achievement (proficiency) and engagement in literacy, evidenced by positive trends and growth in assessment results for priority learner cohorts at the school and district level. School learning plan grants showcasing innovations linked to communities of practice participation and literacy outcomes are shared widely across the district on an annual basis. 	<ul style="list-style-type: none"> Middle years assessment working group of 6 teachers convened from each FOS and including one principal from the LLT consulted on the pilot format in late spring 2025. Anticipate continued development of middle years communities of practice in fall 2025.





EVIDENCE OF LEARNING | 7-9 LITERACY PROFICIENCY

5



Provide equitable access to high-impact literacy resources to support professional learning.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 7-9 (2024-2025)
<p>Achievement & Engagement Data:</p> <ul style="list-style-type: none">♦ FSA 4 & 7, GLA 10, intermediate and middle years literacy assessments (ILA, MYLA)♦ Written learning updates and Student Learning Survey (literacy) <p>Assessment & Planning Tools:</p> <ul style="list-style-type: none">♦ Intermediate and middle years literacy assessments♦ Universal literacy screeners (Acadience)♦ Literacy target objectives and strategies in school learning plans <p>Participation & Innovation:</p> <ul style="list-style-type: none">♦ Community of practice attendance and feedback from families of schools♦ School learning plan grants (resources)	<ul style="list-style-type: none">♦ Increased engagement with the K-12 Literacy Professional Learning Sharepoint site as reported through school staff and families of schools (FOS) feedback, professional learning opportunities, events engagement, and feedback, and through data analytics.♦ School learning plans and grants include references to K-12 Literacy Professional Learning Sharepoint site resources or professional texts to support literacy strategies and action plans.	<ul style="list-style-type: none">♦ Extensive development of SD8 Literacy 4-12 Sharepoint site included: district literacy assessment (DLA 4 -6), demonstration classroom materials, science of reading and learning burst resources.♦ Weekly virtual literacy newsletter grew to over 70 views or engagements weekly.♦ Slide decks and resources from 4 learning bursts and Dr. Chase Young series published to the Literacy portal.

6



Enrich literacy environments and programs through culturally responsive resources and community collaboration.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 7-9 (2024-2025)
<ul style="list-style-type: none">♦ Student Learning Survey (Literacy)♦ Cultural and Identity♦ Development reporting♦ Community partnership & organization engagement♦ Survey and inventory of school and district literacy programs	<ul style="list-style-type: none">♦ Surveys show increased access to culturally responsive literacy resources and environments, with feedback from students and staff indicating relevance and engagement.♦ Evidence of collaboration with community partners and organizations in designing or enhancing literacy spaces and programming.♦ Positive trends in Student Learning Survey (SLS) responses related to cultural identity, belonging, and engagement in literacy activities, particularly among priority learners through to 2026-27.	<ul style="list-style-type: none">♦ Families of schools meeting in April 2025 focus on culturally responsive learning environments as introduction to school leaders.♦ District staff met with Columbia Basin Alliance for Literacy representatives to explore partnership possibilities.



EVIDENCE OF LEARNING | 7-9 LITERACY PROFICIENCY

7



Support literacy success through academic transitions meetings across K-12.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 7-9 (2024-2025)
<p>Achievement & Assessment Data:</p> <ul style="list-style-type: none"> ♦ ELP, FSA 4 & 7, GLA 10, and written learning updates ♦ Intermediate and middle years literacy assessments (ILA, MYLA) ♦ Universal screeners (Acadience) <p>Transitions & Planning Practices:</p> <ul style="list-style-type: none"> ♦ Transitions meetings (primary, intermediate, middle, secondary) ♦ Grade-to-grade transitions data ♦ School-based documentation of literacy target objectives linked to transition supports 	<ul style="list-style-type: none"> ♦ Improved grade-to-grade transition outcomes for grade band cohorts, including increased rates of academic readiness and literacy proficiency at key transition points, as reflected in school and district data. 	<ul style="list-style-type: none"> ♦ Inaugural intermediate-middle years academic transitions meetings in April 2025 incorporated FSA literacy data as starting points for academic success programs.

8



Strengthen instructional leadership through collaborative literacy planning and data-informed decision-making.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 7-9 (2024-2025)
<p>Achievement & Assessment:</p> <ul style="list-style-type: none"> ♦ Provincial (ELP, FSA, GLA) FSA 4 & 7, GLA 10, intermediate and middle years literacy assessments (ILA, MYLA) ♦ Universal literacy screeners (Acadience) <p>School Planning & Leadership:</p> <ul style="list-style-type: none"> ♦ Literacy target objectives and action plans in school learning plans ♦ School learning plan proficiency guidelines <p>Engagement & Feedback:</p> <ul style="list-style-type: none"> ♦ Student Learning Survey (literacy focus) ♦ Feedback from school leaders and school teams 	<ul style="list-style-type: none"> ♦ All schools develop and refine literacy goals and action plans within their School Learning Plans, with a clear focus on priority learners and informed by cohort and class-level profile data. ♦ School leaders demonstrate enhanced capacity in data literacy and instructional leadership, as evidenced through the school learning plan proficiency guidelines. ♦ Improvement in student literacy achievement (proficiency) for grade band cohorts (focus on priority learners) on provincial and localized assessments by end of 2026. ♦ Improvement in Student Learning Survey results (literacy focus). 	<ul style="list-style-type: none"> ♦ School learning plan proficiency guidelines and themed topics supported scaffolded data analysis for school leaders in development of school learning plans. ♦ Clear SMART objectives in about half of the school plans, with about 65% of plans having alignment in the professional and student literacy plans. ♦ About 70% of plans have explicit priority learner focus, with 65% having disaggregated Indigenous data, and about 25% mentioning ELL learners.



EVIDENCE OF LEARNING | 7-9 LITERACY PROFICIENCY

9



Empower schools to innovate literacy practice through targeted funding and shared learning.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 7-9 (2024-2025)
<p>Planning & Documentation:</p> <ul style="list-style-type: none"> ♦ Literacy objectives and actions in school learning plans ♦ Grant applications and reports aligned to district priorities <p>Participation & Engagement:</p> <ul style="list-style-type: none"> ♦ Participation rates from each family of schools (FOS) ♦ Feedback from participants and school teams on instructional impact <p>Celebration & Sharing:</p> <ul style="list-style-type: none"> ♦ Showcasing project outcomes in year-end share and learn event 	<ul style="list-style-type: none"> ♦ Evidence of literacy instructional shifts and interventions based on ongoing data analysis is documented in school learning plan grant reflections. ♦ Evidence of alignment with district literacy priorities and school learning plan grant reports and reflections. ♦ Widened and continued (year 2) participation from each family of schools (FOS). ♦ Increase in positive feedback from participants and school teams on instructional impact. 	<ul style="list-style-type: none"> ♦ 12 applications for school learning plan grants, with four schools focusing on middle years literacy. ♦ School learning plan grant resources and reflections published to SD8 Professional Learning Sharepoint site for distributed sharing and learning. ♦ Successful indications of innovations in literacy included: published community book for Kaslo (JVH), Salmo family of schools literacy transitions project, LVR/Trafalgar middle years literacy transition project, and Wildflower poetry thematic unit.

10



Promote instructional alignment through a shared literacy framework for Grades K-9.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 7-9 (2024-2025)
<p>Framework Development & Planning:</p> <ul style="list-style-type: none"> ♦ Development of an intermediate and middle years literacy framework ♦ Literacy objectives and actions in school Learning plans <p>Achievement & Assessment Data:</p> <ul style="list-style-type: none"> ♦ Provincial (ELP, FSA 4 & 7, GLA 10) and intermediate and middle years literacy assessments (ILA, MYLA) <p>Instructional Impact:</p> <ul style="list-style-type: none"> ♦ Evidence of shifts in instructional practice and targeted interventions evidenced in school learning plans ♦ Sharing of practices and results through school learning tours and other events 	<ul style="list-style-type: none"> ♦ Development of an intermediate literacy framework by end of 2026 and a middle years literacy framework by end of 2027. ♦ Evidence of successful literacy instructional shifts and interventions based on ongoing data analysis is documented in school learning plans and shared at school learning tours. ♦ Improvement in achievement (proficiency) for grade band cohorts (with a focus on priority learners) on provincial and localized assessments by end of 2026. 	<ul style="list-style-type: none"> ♦ Middle years literacy framework development to commence Fall 2026.





EVIDENCE OF LEARNING | 7-9 LITERACY PROFICIENCY

Achievement Data

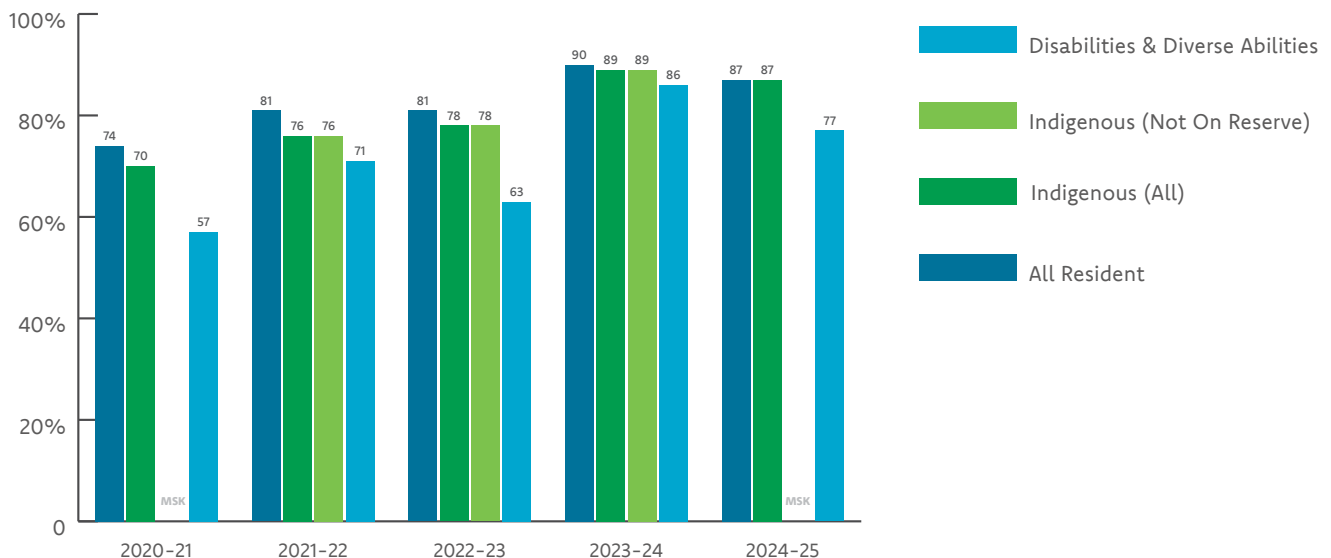
Current Year and 3-year trends for the percentage of students in grade 4 on track and extending expectations in literacy and reading comprehension.

Note: As of 2021-2022 FSA Literacy comprises a combination of reading comprehension and writing. In previous years, FSA reported reading comprehension and writing separately.

FSA 7 Participation Rates

Sub-Groups	2020-21	2021-22	2022-23	2023-24	2024-25
All Resident	74%	81%	81%	90%	87%
Indigenous (All)	70%	76%	78%	89%	87%
Indigenous (Not On Reserve)	msk	76%	78%	89%	msk
Disabilities & Diverse Abilities	57%	71%	63%	86%	77%

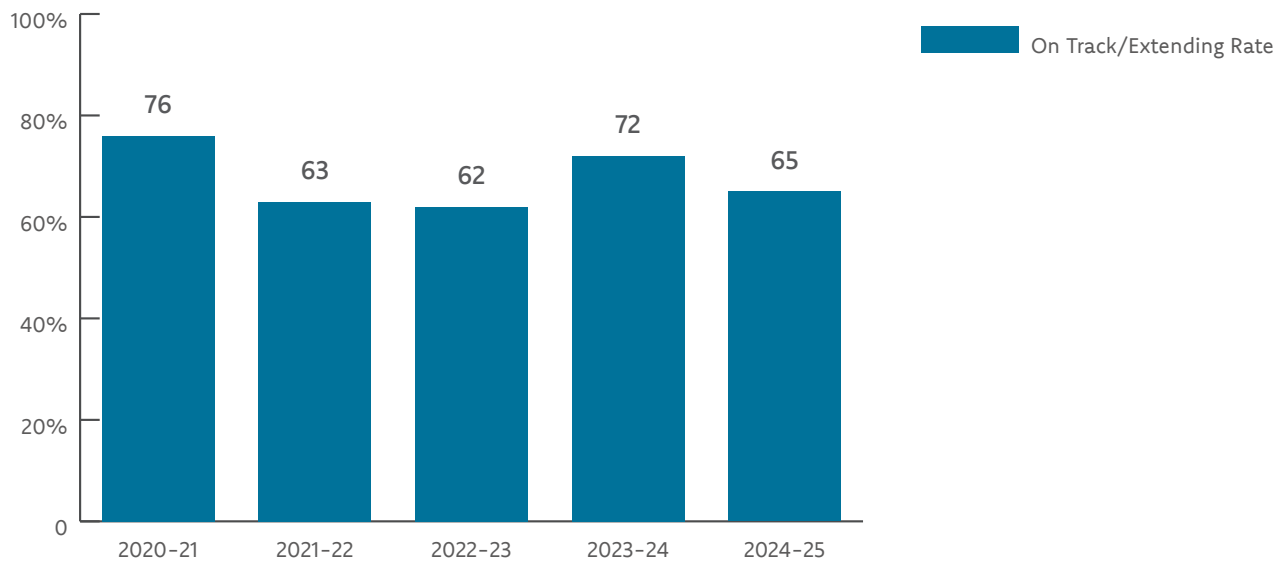
**Note: data is masked for Indigenous students on reserve and children and youth in care*



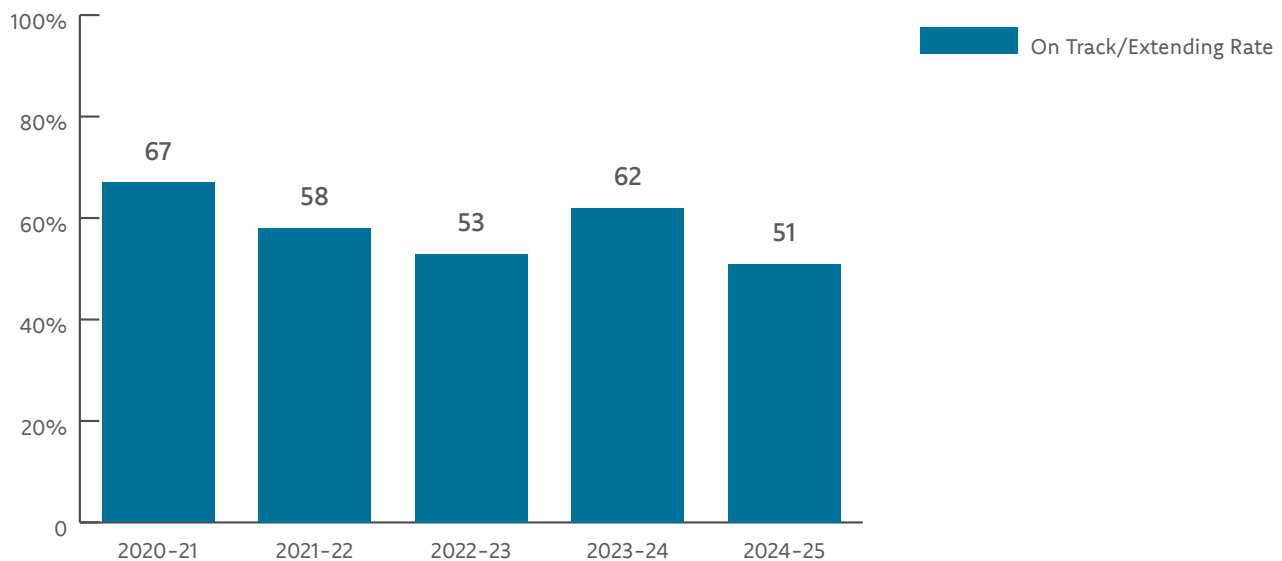


EVIDENCE OF LEARNING | 7-9 LITERACY PROFICIENCY

Grade 7 FSA Literacy – All Resident



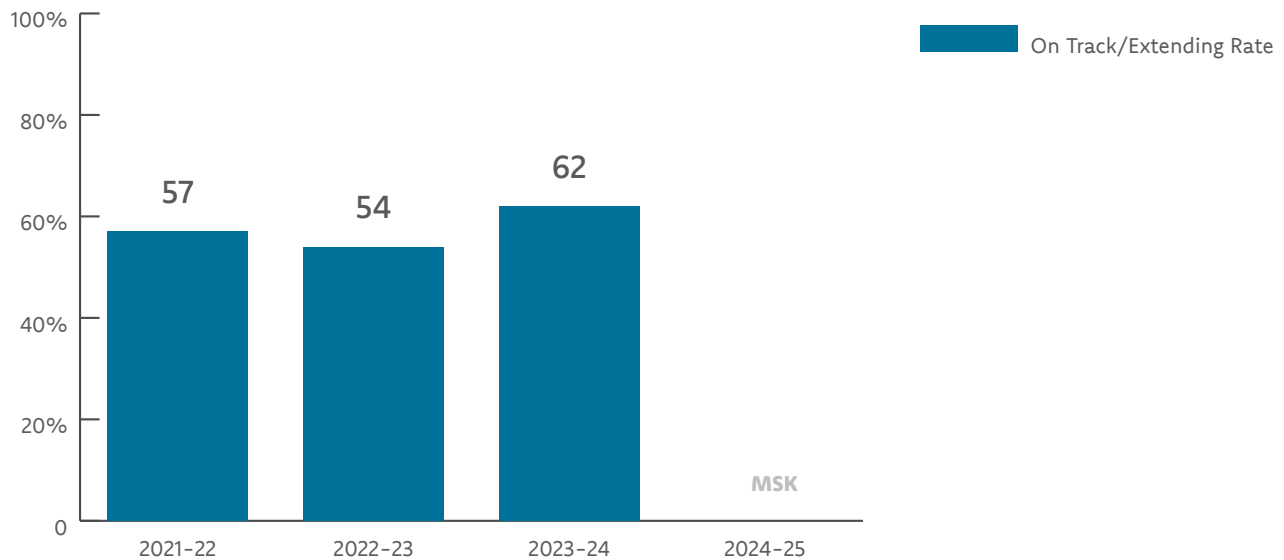
Grade 7 FSA Literacy – Indigenous All



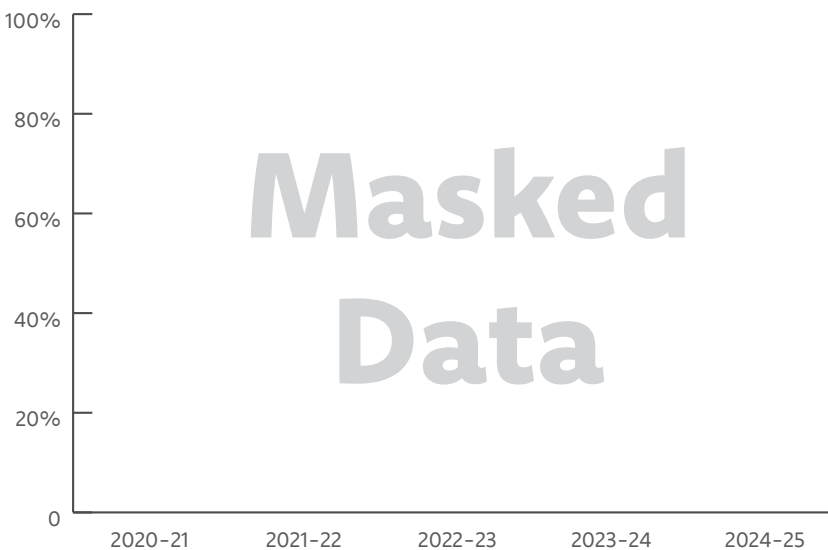


EVIDENCE OF LEARNING | 7-9 LITERACY PROFICIENCY

Grade 7 FSA Literacy – Indigenous Not on Reserve



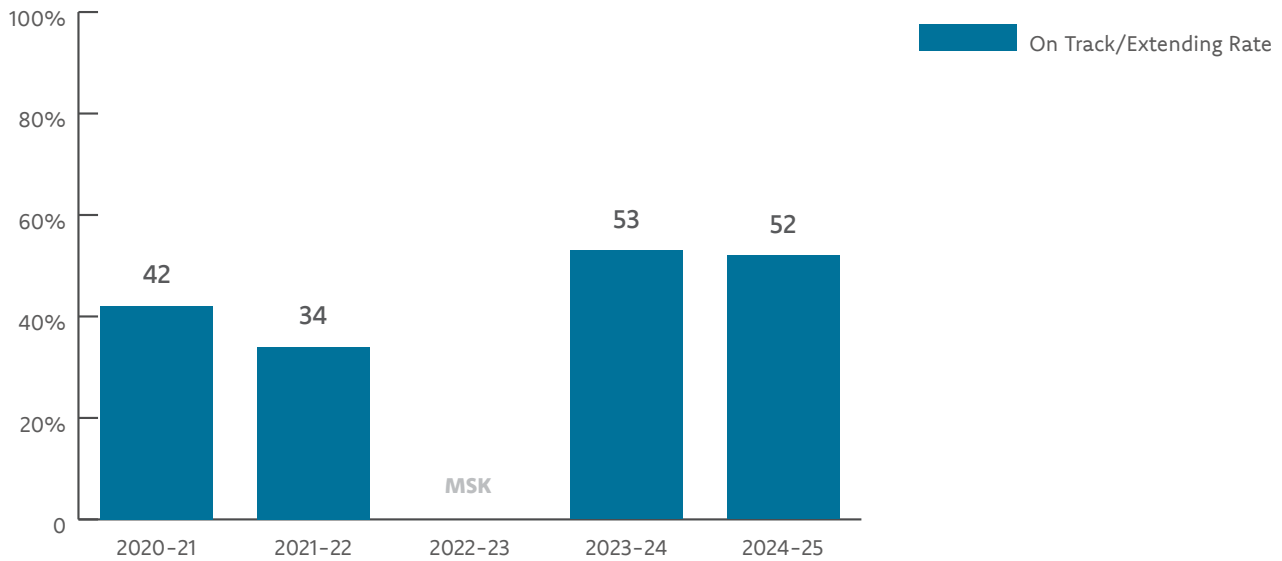
Grade 7 FSA Literacy – Indigenous On Reserve



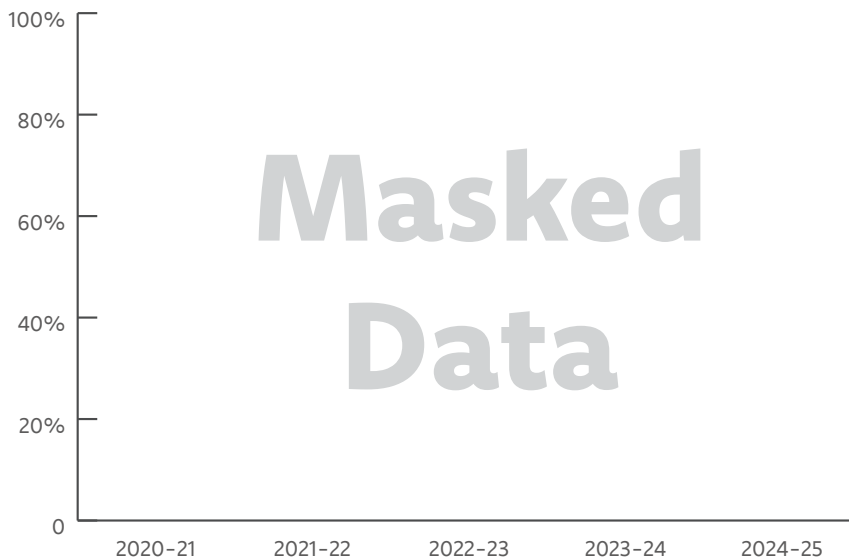


EVIDENCE OF LEARNING | 7-9 LITERACY PROFICIENCY

Grade 7 FSA Literacy – Disabilities & Diverse Abilities



Grade 7 FSA Literacy – Children/Youth in Care





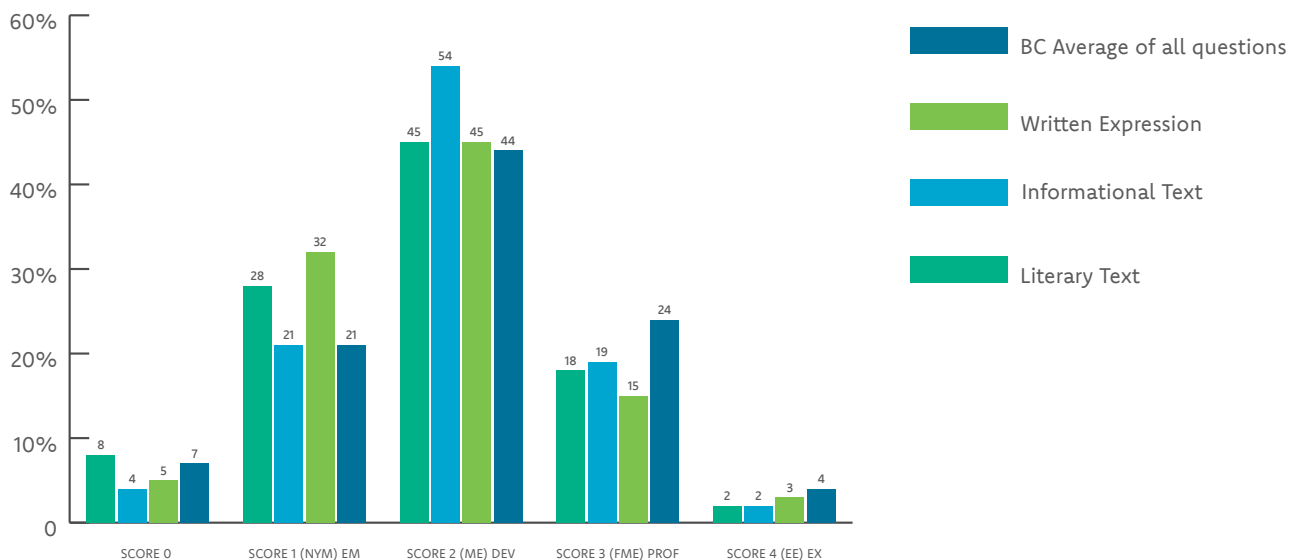
EVIDENCE OF LEARNING | 7-9 LITERACY PROFICIENCY

FSA 7 (Literacy) Item Level Analysis

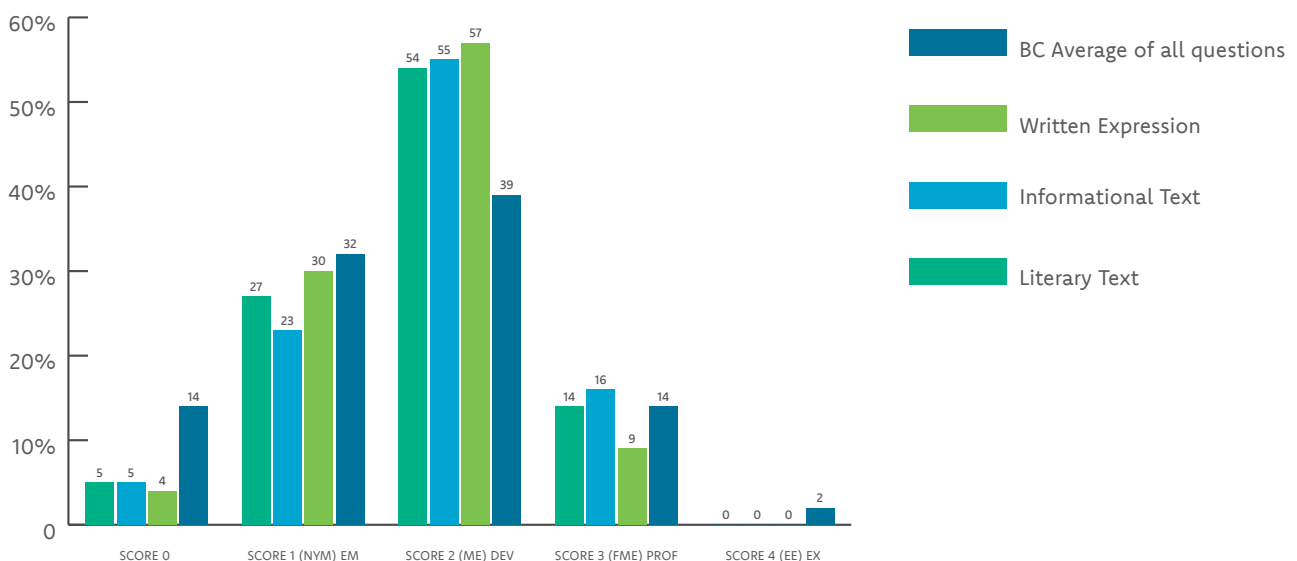
Current Year and 3-year trends for the percentage of students in grade 4 on track and extending expectations in literacy and reading comprehension. Item-level analysis for constructed response includes: literary text, informational text, and written expression in comparison to the BC average of all questions.

Note: Item level analysis for constructed response (disabilities/diverse abilities) is not available due to masking on the [Student Success Website](#).

FSA 7 Literacy Constructed Response (All Resident) 2024-25



FSA 7 Literacy Constructed Response (Indigenous) 2024-25





EVIDENCE OF LEARNING | 7-9 LITERACY PROFICIENCY

Literacy School Success Story

SALMO ELEMENTARY & SECONDARY LITERACY TRANSITIONS

Salmo family of schools worked together to strengthen literacy transitions between grades 5/6 and grade 7, demonstrating how common assessment language and class profiles strengthened literacy transitions for students.

Written Learning Updates (Report Cards): English Language Arts (Grades 7–9)

Percentage of students meeting and exceeding expectations in Language Arts by the end of the school year.

Note: meeting or exceeding expectations includes both “proficient” and “exceeding”

		Years				
Grade Level	Subsets	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025
Grade 7	All Resident	73%	64%	59%	65%	53%
	Indigenous Students	64%	58%	57%	52%	39%
	Students with Diverse Abilities	25%	22%	18%	19%	26%
Grade 8	All Resident	69%	72%	61%	69%	64%
	Indigenous Students	64%	57%	58%	46%	53%
	Students with Diverse Abilities	42%	54%	32%	33%	18%
Grade 9	All Resident	71%	73%	74%	67%	59%
	Indigenous Students	66%	56%	70%	59%	42%
		48%	49%	53%	30%	32%

Affective Domain Data

Student Learning Survey

Percentage of students indicating a positive response to the statement, “I continue to get better at reading.”

Reading		Years				
Grade Level	Subsets	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024
Grade 7	All Resident	63%	64%	63%	58%	65%
	Indigenous Students	61%	64%	60%	52%	71%
	Students with Diverse Abilities	58%	52%	52%	59%	76%





EVIDENCE OF LEARNING | 7-9 LITERACY PROFICIENCY

Student Learning Survey

Percentage of students indicating a positive response to the statement, “I continue to get better at writing.”

Writing		Years				
Grade Level	Subsets	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024
Grade 7	All Resident	58%	58%	64%	62%	70%
	Indigenous Students	55%	64%	72%	49%	71%
	Students with Diverse Abilities	46%	39%	47%	61%	55%

Analysis & Interpretation (Grade 7-9)

Sources of Data and Evidence Analyzed

The district analyzed literacy data from the FSA 7 (holistic and item-level results), FSA 7 participation rates, report cards (written learning updates), Student Learning Survey (SLS) for grade 7, and reviewed local literacy planning through the school learning plans. FSA participation rates have generally improved over the last two years; therefore, data reliability has increased. Where possible, results were disaggregated to reflect the achievement and confidence in literacy of all residents, Indigenous students (on and off reserve), and students with disabilities/diverse abilities. Masked data sets were excluded due to privacy restrictions. However, school teams have provided contextual evidence and observations that continue to inform planning to support these learners.

Missing or Masked Data

Data sets that are missing or masked were omitted due to small group sizes or privacy concerns for Indigenous (on or off reserve) and children and youth and care populations. Item-level data for students with diverse abilities or children and youth in care is masked to protect privacy. However, school teams have provided contextual evidence and observations that continue to inform planning to support these learners.

Trends Emerged from the Analysis

Participation in FSA 7 remained strong in 2024–2025 with 87% of all resident and Indigenous students participating. This trend strengthens the reliability of achievement data and has been consistent in the last two years.

- All Resident students scored 65% on track/extending in 2024–25 — a decline from 72% in 2023–24.
- Indigenous (all) student results declined to 51% from 62% in 2023–24.
- Students with disabilities/diverse abilities held relatively steady at 52%, only a 1% drop from 2023–24, but still 13 percentage points below all resident peers.
- All resident and Indigenous learners clustered at Score 2 (meeting expectations), and with about 51% (not yet within expectations) for written expression in the item level analysis.



EVIDENCE OF LEARNING | 7-9 LITERACY PROFICIENCY

- The Student Learning Survey (SLS) showed improvement in perception of literacy growth in 2023–2024, especially for Indigenous learners:
 - ◇ 71% of Indigenous students indicated improvement in reading (up from 52% the previous year).
 - ◇ Confidence in writing also rebounded to 71% from 49% in 2022–23.
- Students with disabilities/diverse abilities remained steady at about 52% in the last couple of years, a major improvement over the pandemic years of 2020–21 and 2021–22.
 - ◇ While 76% expressed confidence in reading (a positive trend), only 55% felt they were improving in writing.

The grade 7–9 report card data further supports these findings and reveals widening gaps in achievement:

- Indigenous students experienced significant declines across all grades, with grade 9 falling from 70% (2022–23) to 42% (2024–25).
- Students with diverse abilities showed wide variation, with the most severe drop in grade 8 (from 54% to 18%), but a slight recovery in grade 7 of 7% (2024–25).

Inequities of Learning Outcomes

Despite steady participation rates, significant gaps in literacy outcomes persist for priority learners. In 2024–25, students with disabilities and diverse abilities achieved a 52% on track/extending rate, which was 13 points below all resident peers. Indigenous learners experienced a notable decline to 51% from the prior year and 14% below their all resident peers. Item-level and report card data reveals that both groups remain concentrated in the developing and emerging categories, particularly in written expression. These disparities highlight the need for targeted interventions, responsive instruction, and strengthened academic transitions.

Stories Revealed about Approaches to Supporting Teaching and Learning

The grade 7–9 literacy data reveals that, while FSA participation remains high, most student performance still falls within the developing range, particularly in written expression and literary response. Post-pandemic learning disruptions may continue to impact this cohort, especially in areas such as writing fluency and stamina. Item-level analysis shows that many learners, including priority groups, are not yet demonstrating proficiency in extended written expression or deeper text engagement. These results have informed the development of the Middle Years Literacy Assessment (MYLA), designed to provide more timely, relevant, and instructionally aligned data to guide classroom practice and academic transitions.

Current Approaches to Equity of Learning

SD8 continues to advance equity of outcomes for priority learners through school-based wraparound services, district-based team support, and targeted tracking of Indigenous students both on and off reserve. School action plans for literacy have demonstrated an increased use of disaggregated data with priority learners as a focus.



Three-Year Action Plan Moving Forward

Trends and Learning

The 2024–2025 literacy data reveals a continued need to strengthen foundational literacy competencies for middle years learners, particularly in writing fluency and comprehension of complex texts. While FSA participation remains strong, a significant proportion of students continue to perform at the developing level, especially on constructed response tasks. These gaps are more prominent among priority learners, including Indigenous students and those with disabilities/diverse abilities. These trends emphasize the need for deeper instructional coherence, aligned transitions between grades 6–9, and more targeted assessment practices to guide responsive teaching.

New Areas for Growth

This year’s analysis reveals a growing need to strengthen academic transitions from intermediate to middle years, with a specific focus on writing development, analytical reading, and application of comprehension strategies. Emerging gaps in alignment between classroom-based instruction and provincial assessment expectations, such as FSA 7 and GLA 10, point to the importance of improving assessment literacy across grades 6–9. The upcoming development and piloting of the Middle Years Literacy Assessment (MYLA), alongside universal screening tools like Acadience, represents a strategic opportunity to inform both instructional planning and school-wide literacy goals.

Existing Areas for Growth

Persistent disparities in writing proficiency and confidence remain for priority learners, including Indigenous students and students with disabilities or diverse abilities. While initial progress is visible through school learning plan grants and the establishment of middle years communities of practice, these efforts need to be deepened and sustained. Academic success transition meetings between grades 6–7, and the continued development of class and cohort profiles, are helping educators build responsive supports—but require further integration into school planning cycles. There is also a continued need for a common literacy assessment framework with universal screening to guide instructional decision-making and ensure consistency in identifying and supporting learner needs across all middle years classrooms.

Action Plan Summary (Grades 7–9)

- Support the development of SMART literacy target objectives with aligned action plans in School Learning Plans, with specific attention to priority learner needs and disaggregated data.
- Implement and scale the Middle Years Literacy Assessment (MYLA) to inform instruction, transitions, and equity-based planning.
- Expand use of universal screeners (e.g., Acadience) to identify early gaps and guide targeted supports for middle years learners.
- Build instructional coherence through cross-grade collaboration and planning, with a focus on transitions from grades 6–9.
- Develop the Middle Years Literacy Framework (by 2027) to support alignment of assessment, instruction, and reporting.





EVIDENCE OF LEARNING | 7-9 LITERACY PROFICIENCY

- Deepen participation in middle years Communities of Practice to drive shared instructional shifts and build teacher capacity.
- Increase equitable access to culturally responsive literacy resources and create inclusive environments that reflect student identity and foster engagement.
- Strengthen instructional leadership and planning through data-informed cycles, shared learning, and leadership capacity-building.
- Continue innovation and inquiry through school learning plan grants, ensuring results are documented and shared through SD8 platforms.
- Centralize access to assessments, resources, exemplars, and professional learning through the SD8 Literacy SharePoint site to support consistency and sustainability.





EVIDENCE OF LEARNING | 10-12 LITERACY PROFICIENCY

The graduation program prepares students for graduation and for post-secondary transitions. Students may choose from several courses in grade ten from the English language arts curriculum. In grade eleven and twelve, students continue to choose from a variety, though English Studies 12 or English First Peoples 12 are the culminating courses that support post-secondary transitions. The new Indigenous graduation requirement emphasizes the need for a minimum of four credits in Indigenous-focused coursework that will be fully implemented in the 2023-2024 year.

In the graduation program, the focus in English language arts is to prepare students to transition to their post-secondary plans, to be prepared as literate citizens, and to have choice and options to reflect their strengths, interests, and career goals.

Reference: [BC Curriculum, English Language Arts](#)

Literacy Target Objectives (2025-26)

The goal is to improve literacy proficiency for all learners, with the aim to increase achievement by five percent annually.

Monitoring Grade 10 Graduation Literacy Assessment	10-12	All Resident
		Improve literacy proficiency on the GLA 10 by 5% to 75% (from 70% in 23-24).
		Priority Learners
		Improve literacy proficiency on the GLA 10 by 5% to 54% (from 49% in 23-24) for diverse abilities and to 72% for Indigenous (all) (from 67% in 23-24).

**Note: there is a data release lag for the grade 10 graduation literacy assessment of one year as the prior year's results are aggregated, so for the 2024-25 year, only last year's (2023-24) data is available. The data for 2024-25 will be released prior to the 2025-26 academic year.*





EVIDENCE OF LEARNING | 10-12 LITERACY PROFICIENCY

Results of Previous Year's Action Plan (2024–2025)

Below is the action plan for 2023–2024, including monitoring strategies and outcomes.

Strategies

1



Empower schools to create data-informed, inclusive literacy action plans that support all learners.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 10-12 (2024-2025)
Achievement Data: <ul style="list-style-type: none">♦ ELP, FSA 4 & 7, GLA 10, written updates Screening Tools: <ul style="list-style-type: none">♦ Acadience Feedback & Planning: <ul style="list-style-type: none">♦ Student surveys, school learning plans, district proficiency guidelines	<ul style="list-style-type: none">♦ All schools set SMART literacy objectives aligned with strategies and action plans in their School Learning Plans by end of 2025.♦ Priority learner needs (e.g., Indigenous learners, learners with disabilities/diverse abilities, ELLs) are explicitly addressed in literacy objectives and action plans in all school learning plans by end of 2025.♦ Evidence of school teams regularly using localized and provincial data to monitor progress in their school learning plans by end of 2025.♦ Evidence of literacy instructional shifts and interventions based on ongoing data analysis documented in school learning plans by end of 2026.	<ul style="list-style-type: none">♦ Secondary-focused literacy plans show promise for integrating SMART literacy target objectives aligned with literacy action plans.♦ Area of focus is disaggregating data for priority learners♦ Planning Day resources, including GLA 10 data sets made available to all schools.

2



Strengthen early literacy through targeted assessment and instruction in K-3 classrooms.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 10-12 (2024-2025)
Achievement Data: <ul style="list-style-type: none">♦ ELP data and written learning updates Screening Tools: <ul style="list-style-type: none">♦ EDI data, school learning plans, district proficiency guidelines, teacher feedback after learning events	<ul style="list-style-type: none">♦ Systematic use of ELP data to identify skill gaps in K–3 learners.♦ Implementation of research-based foundational literacy instruction (e.g., phonics, phonemic awareness).♦ Targeted instructional strategies for priority learners (Indigenous, students with disabilities/diverse abilities, ELLs, children in care).♦ Increased teacher confidence in data use and evidence-based instruction♦ Ongoing professional development and Communities of Practice.	<ul style="list-style-type: none">♦ Not applicable.



EVIDENCE OF LEARNING | 10-12 LITERACY PROFICIENCY

3



Develop and implement responsive literacy assessments and tools to guide instruction and to support transitions from K-9.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 10-12 (2024-2025)
<p>Achievement Data & Screening Tools:</p> <ul style="list-style-type: none"> Intermediate and middle years literacy assessments (ILA, MYLA) Universal literacy screeners (Acadience) <p>Planning & Implementation:</p> <ul style="list-style-type: none"> School learning plans (with a focus on priority learners) <p>Transitions & Collaboration:</p> <ul style="list-style-type: none"> Scheduled academic transitions meetings (primary, intermediate, middle, secondary) Data-informed team meetings across families of schools (FOS) 	<ul style="list-style-type: none"> Literacy screeners (Dibels, Acadience) are fully implemented for primary and intermediate years by end of 2026. Grades 4–6 district literacy assessment (DLA) is implemented across all Families of Schools (FOS), with school teams using results to inform instructional planning by end of 2026. Middle years literacy assessment (MYLA) is completed by fall 2025 and piloted in each family of schools by January 2026, with full implementation by end of 2026. Intermediate literacy assessment (DLA) data is referenced in school learning plans (literacy) objectives and action plans. Intermediate (DLA) data is referenced at transition meetings to guide planning for cohort-level academic transitions by end of 2026. 	<ul style="list-style-type: none"> Development of the middle years literacy assessment (MYLA) and integration of the Acadience literacy screener will support transitions to secondary programs starting in 2027.

4



Create communities of practice to enhance and strengthen literacy instruction for primary (K-3), intermediate (4-6) and middle years (7-9).

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 10-12 (2024-2025)
<p>Achievement & Engagement Data:</p> <ul style="list-style-type: none"> FSA 4 & 7, GLA 10, intermediate and middle years literacy assessments (ILA, MYLA) Written learning updates and Student Learning Survey (literacy) <p>Assessment & Planning Tools:</p> <ul style="list-style-type: none"> Universal literacy screeners (Acadience) Literacy target objectives and strategies in School Learning Plans <p>Participation & Innovation:</p> <ul style="list-style-type: none"> Community of practice attendance and feedback from families of schools School learning plan grants and proficiency guidelines 	<ul style="list-style-type: none"> Increased educator participation from all Families of Schools (FOS) in literacy communities of practice, with 80% or more reporting positive impact on instructional practice. Demonstrated use of literacy assessment data in instructional planning, particularly for priority learners, as reflected in all School Learning Plans by end of 2026. Improved student achievement (proficiency) and engagement in literacy, evidenced by positive trends and growth in assessment results for priority learner cohorts at the school and district level. School learning plan grants showcasing innovations linked to communities of practice participation and literacy outcomes are shared widely across the district on an annual basis. 	<ul style="list-style-type: none"> Secondary program teachers in grade 10 literacy programs are welcome to join middle years communities of practice where relevant, and especially to foster transitions between middle years and graduation programs.





EVIDENCE OF LEARNING | 10-12 LITERACY PROFICIENCY

5



Provide equitable access to high-impact literacy resources to support professional learning.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 10-12 (2024-2025)
<p>Achievement & Engagement Data:</p> <ul style="list-style-type: none">♦ FSA 4 & 7, GLA 10, intermediate and middle years literacy assessments (ILA, MYLA)♦ Written learning updates and Student Learning Survey (literacy) <p>Assessment & Planning Tools:</p> <ul style="list-style-type: none">♦ Intermediate and middle years literacy assessments♦ Universal literacy screener (Acadience)♦ Literacy target objectives and strategies in school learning plans <p>Participation & Innovation:</p> <ul style="list-style-type: none">♦ Community of practice attendance and feedback from families of schools♦ School learning plan grants (resources)	<ul style="list-style-type: none">♦ Increased engagement with the K-12 Literacy Professional Learning Sharepoint site as reported through school staff and families of schools (FOS) feedback, professional learning opportunities, events engagement, and feedback, and through data analytics.♦ School learning plans and grants include references to K-12 Literacy Professional Learning Sharepoint site resources or professional texts to support literacy strategies and action plans.	<ul style="list-style-type: none">♦ Currently a low level of applicability for secondary program teachers as development of secondary resources will take place in the 2025-26 year.

6



Enrich literacy environments and programs through culturally responsive resources and community collaboration.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 10-12 (2024-2025)
<ul style="list-style-type: none">♦ Student Learning Survey (Literacy)♦ Cultural and Identity♦ Development reporting♦ Community partnership & organization engagement♦ Survey and inventory of school and district literacy programs	<ul style="list-style-type: none">♦ Surveys show increased access to culturally responsive literacy resources and environments, with feedback from students and staff indicating relevance and engagement.♦ Evidence of collaboration with community partners and organizations in designing or enhancing literacy spaces and programming.♦ Positive trends in Student Learning Survey (SLS) responses related to cultural identity, belonging, and engagement in literacy activities, particularly among priority learners through to 2026-27.	<ul style="list-style-type: none">♦ Columbia Basin Alliance for Literacy (CBAL) has engaged with Nelson FOS secondary programs to support training for “That Reading Thing” to support priority learners who are emergent readers.



EVIDENCE OF LEARNING | 10-12 LITERACY PROFICIENCY

7



Support literacy success through academic transitions meetings across K-12.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 10-12 (2024-2025)
<p>Achievement & Assessment Data:</p> <ul style="list-style-type: none"> ♦ ELP, FSA 4 & 7, GLA 10, and written learning updates ♦ Intermediate and middle years literacy assessments (ILA, MYLA) ♦ Universal screener (Acadience) <p>Transitions & Planning Practices:</p> <ul style="list-style-type: none"> ♦ Transitions meetings (primary, intermediate, middle, secondary) ♦ Grade-to-grade transitions data ♦ School-based documentation of literacy target objectives linked to transition supports 	<ul style="list-style-type: none"> ♦ Improved grade-to-grade transition outcomes for grade band cohorts, including increased rates of academic readiness and literacy proficiency at key transition points, as reflected in school and district data. 	<ul style="list-style-type: none"> ♦ Secondary academic reviews take place 3 times per year with school teams leading the review; results indicate continued improvement in proactive supports for student graduation (grade 10 and 12 graduation literacy assessments are one of the achievement indicators, as is successful course completion of the English language arts graduation requirement).

8



Strengthen instructional leadership through collaborative literacy planning and data-informed decision-making.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 10-12 (2024-2025)
<p>Achievement & Assessment:</p> <ul style="list-style-type: none"> ♦ Provincial (ELP, FSA, GLA) FSA 4 & 7, GLA 10, intermediate and middle years literacy assessments (ILA, MYLA) ♦ Universal literacy screeners (Acadience) <p>School Planning & Leadership:</p> <ul style="list-style-type: none"> ♦ Literacy target objectives and action plans in school learning plans ♦ School learning plan proficiency guidelines <p>Engagement & Feedback:</p> <ul style="list-style-type: none"> ♦ Student Learning Survey (literacy focus) ♦ Feedback from school leaders and school teams 	<ul style="list-style-type: none"> ♦ All schools develop and refine literacy goals and action plans within their School Learning Plans, with a clear focus on priority learners and informed by cohort and class-level profile data. ♦ School leaders demonstrate enhanced capacity in data literacy and instructional leadership, as evidenced through the school learning plan proficiency guidelines. ♦ Improvement in student literacy achievement (proficiency) for grade band cohorts (focus on priority learners) on provincial and localized assessments by end of 2026. ♦ Improvement in Student Learning Survey results (literacy focus). 	<ul style="list-style-type: none"> ♦ School learning plan proficiency guidelines and themed topics supported scaffolded data analysis for school leaders in development of school learning plans. ♦ Continue disaggregation and item level analysis of GLA 10 results for depth of knowledge in literacy. ♦ Grade 10 students indicated across the board they have improved their reading (SLS, literacy focus question).



EVIDENCE OF LEARNING | 10-12 LITERACY PROFICIENCY

9



Empower schools to innovate literacy practice through targeted funding and shared learning.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 10-12 (2024-2025)
Planning & Documentation: <ul style="list-style-type: none"> Literacy objectives and actions in school learning plans Grant applications and reports aligned to district priorities Participation & Engagement: <ul style="list-style-type: none"> Participation rates from each family of schools (FOS) Feedback from participants and school teams on instructional impact Celebration & Sharing: <ul style="list-style-type: none"> Showcasing project outcomes in year-end share and learn event 	<ul style="list-style-type: none"> Evidence of literacy instructional shifts and interventions based on ongoing data analysis is documented in school learning plan grant reflections. Evidence of alignment with district literacy priorities and school learning plan grant reports and reflections. Widened and continued (year 2) participation from each family of schools (FOS). Increase in positive feedback from participants and school teams on instructional impact. 	<ul style="list-style-type: none"> Evidence of successful literacy collaboration in Nelson FOS for middle years and secondary transitions literacy grant using Acadience screener.

10



Promote instructional alignment through a shared literacy framework for Grades K-9.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes Grades 10-12 (2024-2025)
Framework Development & Planning: <ul style="list-style-type: none"> Development of an intermediate and middle years literacy framework Literacy objectives and actions in school Learning plans Achievement & Assessment Data: <ul style="list-style-type: none"> Provincial (ELP, FSA 4 & 7, GLA 10) and intermediate and middle years literacy assessments (ILA, MYLA) Instructional Impact: <ul style="list-style-type: none"> Evidence of shifts in instructional practice and targeted interventions evidenced in school learning plans Sharing of practices and results through school learning tours and other events 	<ul style="list-style-type: none"> Development of an intermediate literacy framework by end of 2026 and a middle years literacy framework by end of 2027. Evidence of successful literacy instructional shifts and interventions based on ongoing data analysis is documented in school learning plans and shared at school learning tours. Improvement in achievement (proficiency) for grade band cohorts (with a focus on priority learners) on provincial and localized assessments by end of 2026. 	<ul style="list-style-type: none"> Development and promotion of middle years literacy framework will support academic transitions to graduation program literacy environments.



EVIDENCE OF LEARNING | 10-12 LITERACY PROFICIENCY

Achievement Data

Graduation Literacy Assessment 10

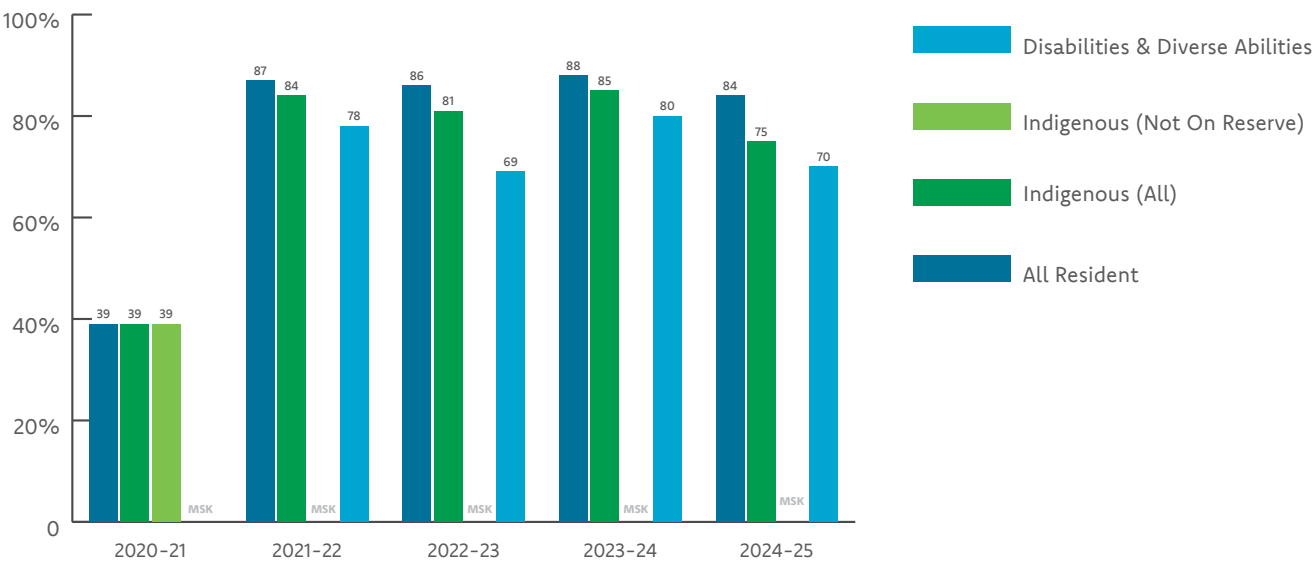
Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level.

Measure 1.2: Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the grade 10 literacy assessment.

GLA 10 Participation Rates

Sub-Groups	2020-21	2021-22	2022-23	2023-24	2024-25
All Resident	39%	87%	86%	88%	84%
Indigenous (All)	39%	84%	81%	85%	75%
Indigenous (Not On Reserve)	39%	msk	msk	msk	msk
Disabilities & Diverse Abilities	msk	78%	69%	80%	70%

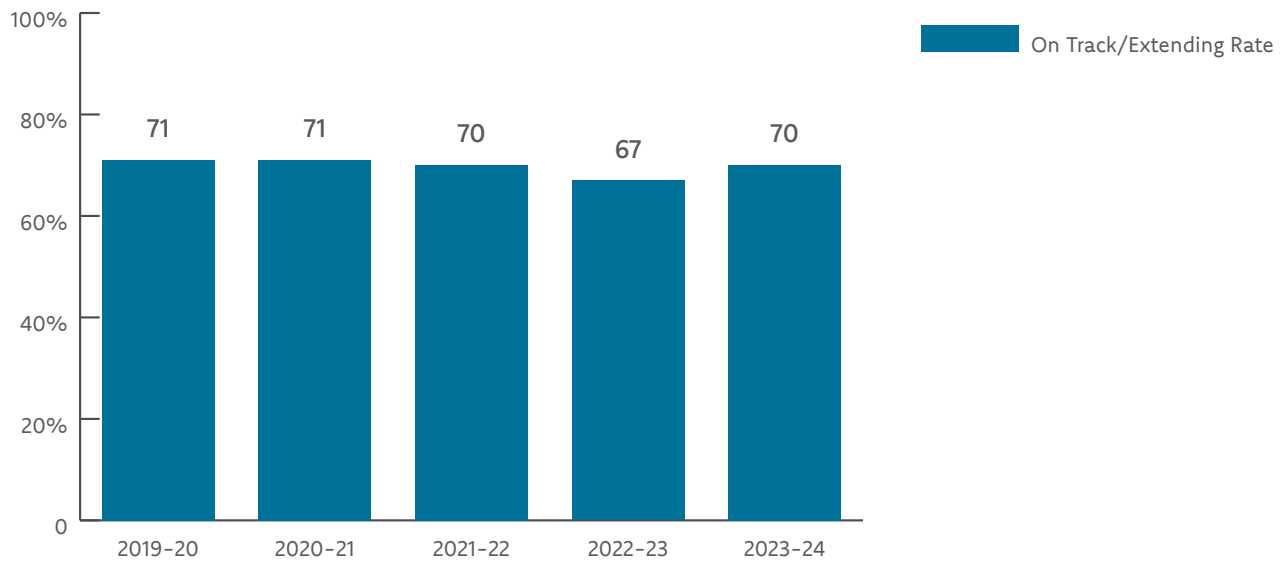
**Note: data is masked for Indigenous students on reserve and children and youth in care*



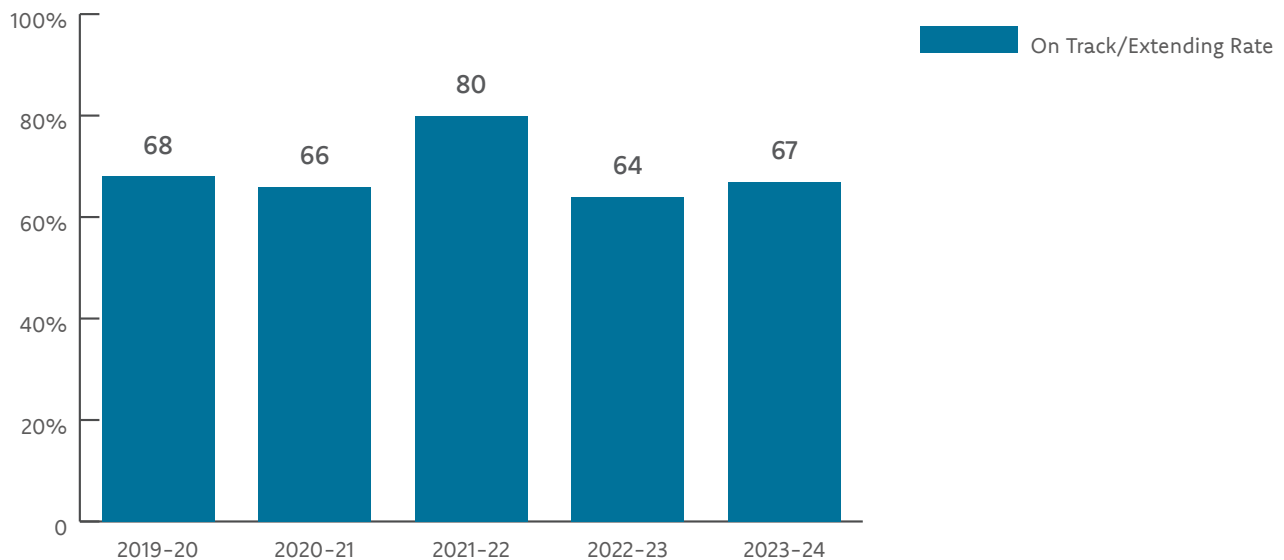


EVIDENCE OF LEARNING | 10-12 LITERACY PROFICIENCY

Grade 10 Grad Assessment Literacy – All Resident



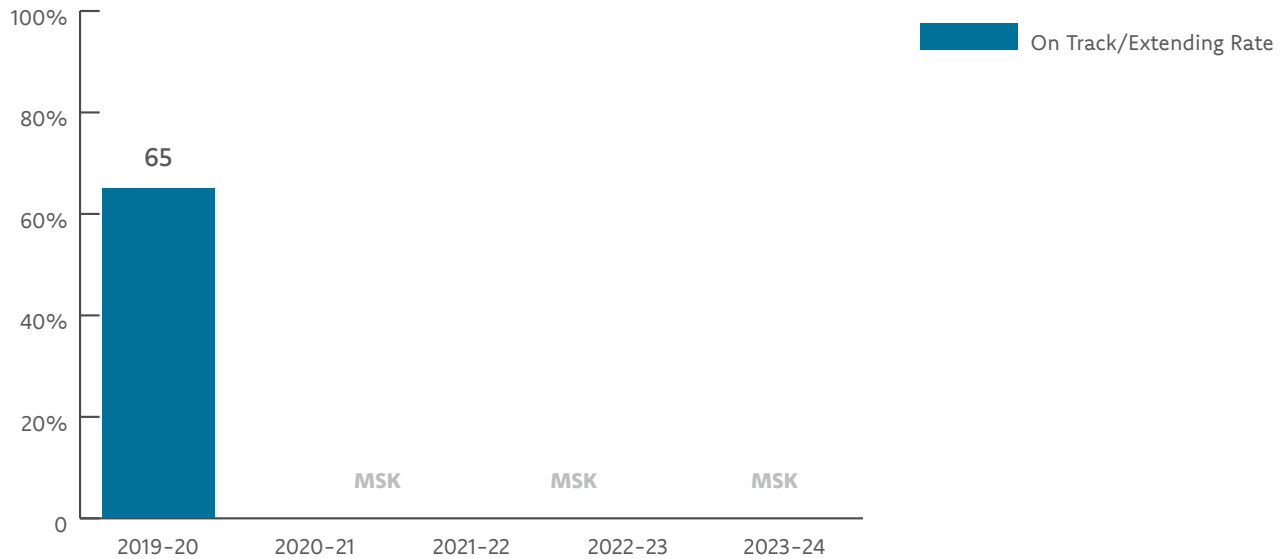
Grade 10 Grad Assessment Literacy – Indigenous All



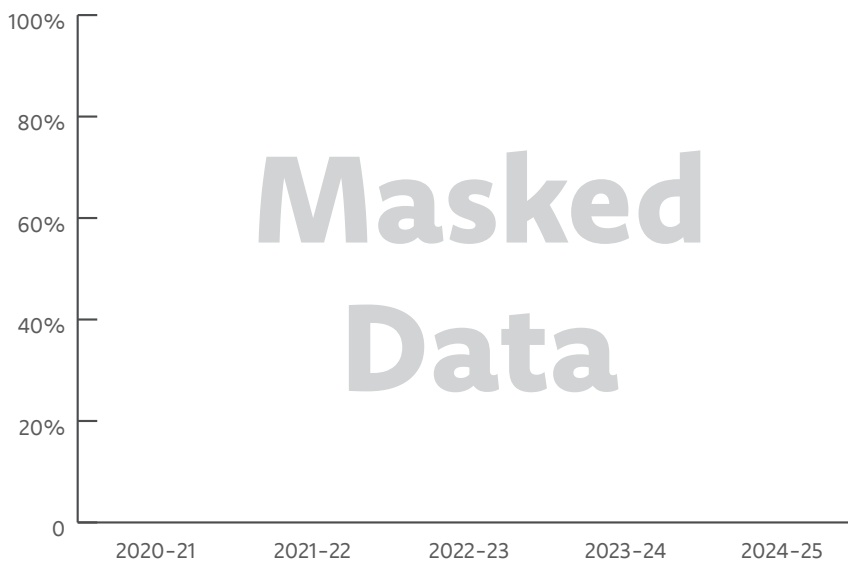


EVIDENCE OF LEARNING | 10-12 LITERACY PROFICIENCY

Grade 10 Grad Assessment Literacy – Indigenous Not on Reserve



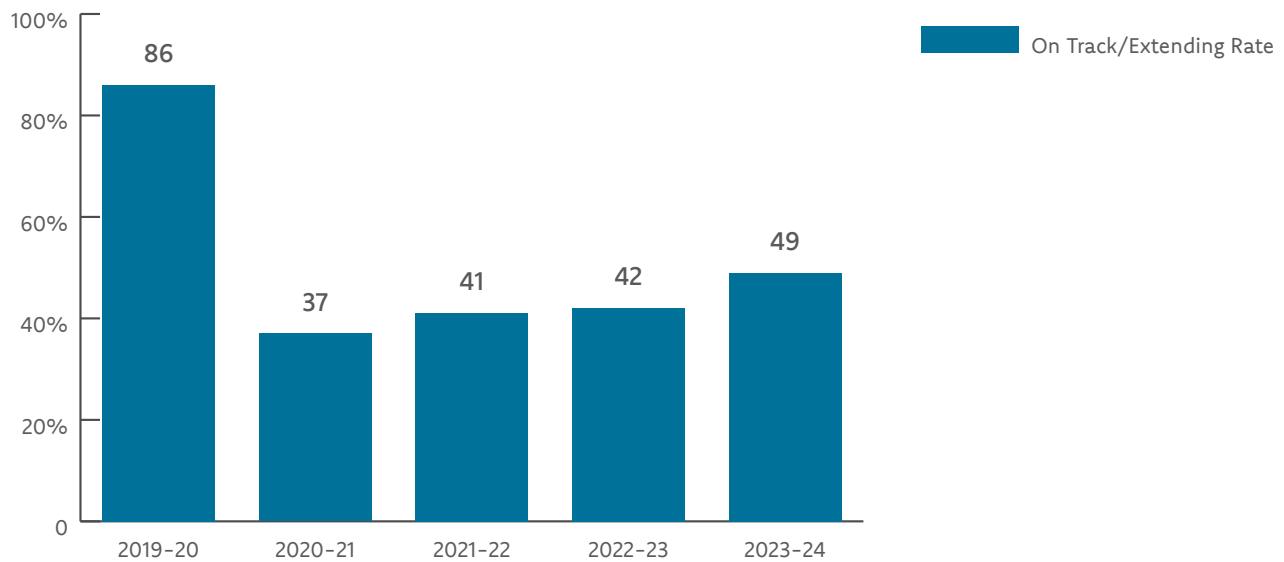
Grade 10 Grad Assessment Literacy Indigenous (On Reserve)



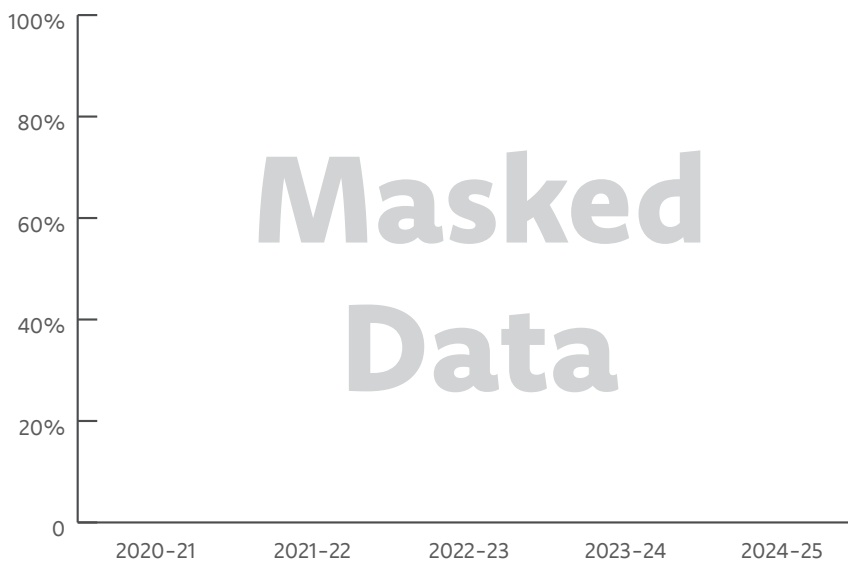


EVIDENCE OF LEARNING | 10-12 LITERACY PROFICIENCY

Grade 10 Grad Assessment Literacy – Disabilities & Diverse Abilities



Grade 10 Grad Assessment Literacy (Children/Youth in Care)



EVIDENCE OF LEARNING | 10-12 LITERACY PROFICIENCY

Written Learning Updates (Report Cards): Language Arts (Grades 10–12)

Percentage of students meeting and exceeding expectations in Language Arts by the end of the school year.

Note: All [eligible English language arts \(ELA\)](#) MOECC courses are included, with a proficiency baseline of 60% (C letter grade) in accordance with MOECC [Provincial Letter Grades Order](#).

Grade Level	Subsets	Years				
		2020–2021	2021–2022	2022–2023	2023–2024	2024–2025
Grade 10	All Resident	77%	75%	65%	86%	88%
	Indigenous Students	70%	72%	52%	79%	84%
	Students with Diverse Abilities	55%	47%	48%	75%	68%
Grade 11	All Resident	76%	80%	74%	92%	94%
	Indigenous Students	62%	59%	76%	92%	93%
	Students with Diverse Abilities	50%	55%	55%	75%	88%
Grade 12	All Resident	n/a	86%	76%	94%	96%
	Indigenous Students	n/a	83%	73%	89%	88%
	Students with Diverse Abilities	n/a	n/a	60%	84%	84%

Affective Domain Data

Student Learning Survey

Percentage of students indicating a positive response to the statement, “I continue to get better at *reading*.”

Grade Level	Subsets	Years				
		2019–2020	2020–2021	2021–2022	2022–2023	2023–2024
Grade 10	All Resident	71%	56%	84%	61%	67%
	Indigenous Students	56%	56%	71%	53%	60%
	Students with Diverse Abilities	n/a	42%	64%	45%	67%
Grade 12	All Resident	50%	63%	68%	63%	57%
	Indigenous Students	60%	63%	61%	61%	69%
	Students with Diverse Abilities	n/a	65%	46%	42%	53%



EVIDENCE OF LEARNING | 10-12 LITERACY PROFICIENCY

Student Learning Survey

Percentage of students indicating a positive response to the statement, “I continue to get better at *writing*.”

Writing		Years				
Grade Level	Subsets	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024
Grade 10	All Resident	65%	65%	86%	73%	75%
	Indigenous Students	56%	62%	73%	74%	69%
	Students with Diverse Abilities	n/a	50%	57%	68%	63%
Grade 12	All Resident	61%	70%	68%	66%	63%
	Indigenous Students	80%	70%	65%	61%	58%
	Students with Diverse Abilities	n/a	53%	69%	28%	53%

Sources of Data and Evidence Analyzed

The district analyzed literacy results from the Graduation Literacy Assessment (GLA) 10, participation rates for the GLA 10 (focusing on the last couple of years of tracking), written learning updates, and Student Learning Survey (SLS) results. The analysis includes data on all residents, Indigenous students (including on reserve and not on reserve), students with disabilities/diverse abilities, and children and youth in care as applicable over the last four years.

Missing or Masked Data

Data sets that are missing or masked were omitted due to small group sizes or privacy concerns for Indigenous (on and not on reserve) and children and youth in care populations. However, local knowledge and school team information from academic reviews has been incorporated into planning to support priority learners in these categories.

Trends Emerged from the Analysis

GLA 10 performance for all resident students has remained largely stable over the past five years, hovering between 67% and 71% proficiency. Indigenous students experienced a performance peak in 2021–22 (80%) followed by a decline to 67% in 2023–24. Students with diverse abilities consistently perform below their peers, although an improvement was noted this year (49%, up from 42% in 2022–23).

In parallel, report card achievement data for grades 10–12 shows strong growth over the last three years, particularly following a low point in 2022. Grade 10 resident student performance rebounded from 65% (2022–23) to 88% (2024–25). Indigenous students followed a similar trajectory, rising from 52% to 84%, while students with diverse abilities showed growth followed by a decline (75% to 68%), highlighting ongoing volatility in this subgroup. In grade 11, all student groups show steady upward trends, with residents reaching 94%, Indigenous students 93%, and students with diverse abilities improving from 55% to 88% over the past three years. Grade 12 outcomes remain strong and stable for all subgroups, with resident students at 96%, Indigenous students at 88%, and students with diverse abilities holding steady at 84%. These trends suggest successful literacy transitions and interventions in grades 11–12, though continued monitoring of grade 10 is essential—especially for students with diverse learning needs.





EVIDENCE OF LEARNING | 10-12 LITERACY PROFICIENCY

Perceptual data from the Student Learning Survey shows that writing confidence is trending more positively than reading, with 75% of grade 10 students (all resident) reporting growth in writing skills in 2023–24, compared to 67% for reading. However, confidence among Indigenous students declined in writing (from 74% to 69%) and remained lower in reading (60%). Students with diverse abilities showed a notable rebound in reading confidence (up from 45% to 67%) and stable levels in writing (63%). These findings suggest a persistent achievement-confidence gap for priority learners.

Inequities of Learning Outcomes

Despite modest gains in some areas, inequities in literacy proficiency persist, particularly for students with disabilities/diverse abilities, whose GLA 10 outcomes, report card trends, and SLS responses indicate continued need for foundational literacy supports. The drop in grade 10 report card performance for this group (75% to 68%) reinforces the importance of deeper differentiated instruction and inclusive practices. Disaggregated Indigenous data also highlights variability across years, reinforcing the importance of targeted, sustained interventions. These disparities suggest that some students may enter grade 10 without fully developed academic writing and comprehension skills, potentially limiting success in post-secondary environments or career pathways without additional scaffolding and instructional support.

Stories Revealed about Approaches to Supporting Teaching and Learning

Initiatives such as the Middle Years Literacy Assessment (MYLA) and a successful Nelson FOS literacy transitions grant indicate the continued need to focus on seamless academic transitions between middle years and secondary English language arts programs. Community partnerships, particularly with CBAL, have extended foundational literacy supports beyond the classroom. Culturally responsive pedagogy, especially through the Indigenous graduation requirement (IGR) courses and Universal Design for Learning (UDL) continue to shape instructional environments, and will support diverse needs of all learners, especially priority learners. In parallel, conversations with post-secondary institution partners underscore the continued need for stronger academic writing skills, particularly for students entering dual credit programs. In response, school-based teams provide academic and transition supports, especially for priority learners requiring upgrading or literacy intervention to be successful in post-secondary pathways.

Current Approaches to Equity of Learning

SD8 continues to focus on equity of outcomes for priority learners through school-based wraparound services, through the support of the district-based team and through support and tracking of Indigenous students on and not on reserve. Further conversations with post-secondary institute partners, especially with respect to dual credit opportunities is garnering success for reducing barriers to English Language Arts (ELA) 12 for regional partners through PSI Student Services program orientations. Community partner collaboration also supports priority learners, with the CBAL program “That Reading Thing,” a voluntary program for late emergent readers in the graduation years.





EVIDENCE OF LEARNING | 10-12 LITERACY PROFICIENCY

Three-Year Action Plan Moving Forward

Trends and Learning

Analysis of 2023–2024 Graduation Literacy Assessment (GLA 10) and Student Learning Survey (SLS) data reveals that literacy confidence and proficiency remain uneven across learner groups, particularly for students with diverse abilities. While overall grade 10 proficiency rates have remained relatively stable, perceptual data highlights ongoing gaps in student confidence, especially in reading. Priority learners continue to require targeted support, and successful transitions into the Graduation Program and beyond remain a key area of focus. Initiatives like the Middle Years Literacy Assessment (MYLA) and secondary academic success transitions meetings are helping to identify and respond to learner needs earlier, contributing to more effective and proactive planning for academic success.

New Areas for Growth

New growth areas center on ensuring students possess the academic writing and literacy skills required for success in dual credit and post-secondary programs. Feedback from post-secondary institutions reaffirms the need for greater attention to academic writing proficiency, especially for learners entering college-level coursework while still in high school. As such, enhanced instructional support, upgrading pathways, and stronger academic advising will be critical. The pilot and implementation of MYLA for grade 8–9 learners in the coming two years will provide upstream data to inform transitions and improve instructional responsiveness at earlier stages.

Existing Areas for Growth

Foundational literacy skills remain a priority for students in the Graduation Program, particularly for Indigenous learners and students with disabilities or diverse abilities, who continue to demonstrate lower levels of proficiency and confidence. Strengthening UDL-aligned, culturally responsive teaching and cross-grade instructional collaboration will be important. Continued use of school learning plan grants to fund middle-secondary transition projects and ongoing academic success meetings will support alignment across grade levels. A common assessment framework and universal screening practices are also essential for monitoring and responding to the needs of learners, especially those at risk of falling behind.

Action Plan Summary (Grades 10–12)

- Continue supporting school teams in developing and refining literacy goals, strategies, and action plans across grades 10–12.
- Strengthen academic transitions and support pathways into dual credit and post-secondary programs, especially for priority learners.
- Scale use of school learning plan grants to enhance cross-grade instructional alignment and literacy innovation.
- Use disaggregated GLA 10 data to inform school-based interventions and identify instructional priorities.

EVIDENCE OF LEARNING | 10-12 LITERACY PROFICIENCY

- Encourage secondary program schools to distribute the grade 10 graduation literacy assessment individual student reports to students to support their understanding of their level of literacy proficiency and areas of improvement.
- Expand access to professional learning and instructional tools via the SD8 Literacy SharePoint site, with a focus on academic writing and culturally responsive practice.
- Continue to provide literacy supports focused on priority learners at the secondary level through community collaboration, post-secondary partnerships, and through career-oriented literacy programs.



CONCLUSION

Three-Year Action Plan (2024-2027)

Strategic Priority: Lifelong Learners

“We aim to improve student learning through interest-based, competency-based, flexible and innovative approaches.”

Literacy continues to be a cornerstone of student success in SD8. Following notable gains in the early years through the Early Literacy Profile (ELP), the district has made meaningful inroads in supporting learners across the system. The implementation of the intermediate literacy assessment (ILA) has begun to strengthen assessment coherence and instructional responsiveness in grades 4–6. Communities of practice and school learning plan grants have empowered school teams to engage in targeted, collaborative inquiry. At the secondary level, ongoing academic reviews and deepening partnerships with post-secondary institutions are helping ensure that all learners—particularly priority students—are equipped with the literacy skills needed for graduation, college, career, and life. As SD8 looks ahead, the district remains committed to a unified, K–12 approach to literacy that is inclusive, data-informed, and grounded in the belief that every learner can achieve success and thrive in a caring learning environment.

Strategies

- 1  Empower schools to create data-informed, inclusive literacy action plans that support all learners.

Monitoring	Success Indicators (2024-2027)
Achievement Data: <ul style="list-style-type: none"> Early Literacy Profile (ELP), FSA 4&7, GLA 10, written learning updates Intermediate and middle years literacy assessments (ILA, MYLA) Screening Tools: <ul style="list-style-type: none"> Acadience Feedback & Planning: <ul style="list-style-type: none"> Student surveys, school learning plans, district proficiency guidelines 	<ul style="list-style-type: none"> All schools set SMART literacy objectives aligned with strategies and action plans in their School Learning Plans by end of 2025. Priority learner needs (e.g., Indigenous learners, learners with disabilities/ diverse abilities, ELLs) are explicitly addressed in literacy objectives and action plans in all school learning plans by end of 2025. Evidence of school teams regularly using localized and provincial data to monitor progress in their school learning plans by end of 2025. Evidence of literacy instructional shifts and interventions based on ongoing data analysis documented in school learning plans by end of 2025.

- 2  Strengthen early literacy through targeted assessment and instruction in K-3 classrooms.

Monitoring	Success Indicators (2024-2027)
Achievement Data: <ul style="list-style-type: none"> ELP data Written learning updates Screening Tool: <ul style="list-style-type: none"> Acadience Feedback & Planning: <ul style="list-style-type: none"> Acadience screener data, ELP data, written learning updates, school learning plans, provincial proficiency profiles, provincial learning progressions, teacher feedback after learning events 	<ul style="list-style-type: none"> Systematic literacy screening three times per year using Acadience screeners in grades K-3. Systematic use of ELP data and written learning update data to identify skill gaps in K–3 learners. Implementation of research-based foundational literacy instruction (e.g., phonics, phonemic awareness). Targeted instructional plans created for priority learners (Indigenous learners, students with disabilities/diverse abilities, ELL students, children in care). Increased teacher confidence in data use and evidence-based instruction. Ongoing professional development and Communities of Practice.



CONCLUSION

3



Develop and implement responsive literacy assessments and tools to guide instruction and to support transitions from K-9.

Monitoring	Success Indicators (2024-2027)
<p>Achievement Data & Screening Tools:</p> <ul style="list-style-type: none"> District Literacy Assessments (grades K-3, grades 4-6 and 7-9) Universal Literacy Screeners (Acadience) <p>Planning & Implementation:</p> <ul style="list-style-type: none"> School Learning Plans (with a focus on priority learners) <p>Transitions & Collaboration:</p> <ul style="list-style-type: none"> Scheduled academic transitions meetings (Primary, Intermediate, Middle, Secondary) Data-informed team meetings across Families of Schools (FOS) 	<ul style="list-style-type: none"> Literacy screener (Acadience) is fully implemented for primary and intermediate years by end of 2026. Grades K-3 district literacy assessment (Early Literacy Profile – ELP) continues in place for all K-3 learners, using data to inform instruction. Grades 4-6 district literacy assessment (DLA) is implemented across all Families of Schools (FOS), with school teams using results to inform instructional planning by end of 2026. Middle years literacy assessment (MYLA) is completed by fall 2025 and piloted in each family of schools by January 2026, with full implementation by end of 2026. Intermediate literacy assessment (DLA) data is referenced in school learning plans (literacy) objectives and action plans. Intermediate (DLA) data is referenced at transition meetings to guide planning for cohort-level academic transitions by end of 2026.

4



Create communities of practice to enhance and strengthen literacy instruction for primary (K-3), intermediate (4-6) and middle years (7-9).

Monitoring	Success Indicators (2024-2027)
<p>Achievement & Engagement Data:</p> <ul style="list-style-type: none"> ELP K-3, FSA 4 & 7, GLA 10, and intermediate and middle years literacy assessments (ILA, MYLA) Written learning updates and Student Learning Survey (language arts/literacy) <p>Assessment & Planning Tools:</p> <ul style="list-style-type: none"> Universal literacy screener (Acadience) Literacy objectives and strategies evident in School Learning Plans <p>Participation & Innovation:</p> <ul style="list-style-type: none"> Community of practice attendance and feedback from families of schools School Learning Plan Grants and Proficiency Guidelines 	<ul style="list-style-type: none"> Improved student achievement in grade 3 literacy outcomes, evidenced by ELP assessment results and grade 3 written learning updates. Increased educator participation from all Families of Schools (FOS) in primary and intermediate literacy communities of practice, with 80% or more reporting positive impact on instructional practice. Demonstrated use of literacy assessment data in instructional planning, particularly for priority learners, as reflected in all School Learning Plans by end of 2026. Improved student achievement (proficiency) and engagement in literacy, evidenced by positive trends in Student Learning Surveys (literacy) and improvement in assessment results for priority learner cohorts at the school and district level. School Learning Plan Grants showcasing innovations linked to communities of practice participation and literacy outcomes are shared widely across the district on an annual basis.



CONCLUSION

5



Provide equitable access to high-impact literacy resources to support professional learning.

Monitoring	Success Indicators (2024-2027)
<p>Achievement & Engagement Data:</p> <ul style="list-style-type: none"> ♦ ELP K-3, FSA 4 & 7, GLA 10, and intermediate and middle years literacy assessments (ILA, MYLA) ♦ Written learning updates and Student Learning Survey (literacy) <p>Assessment & Planning Tools:</p> <ul style="list-style-type: none"> ♦ Primary, Intermediate and Middle Years Literacy Assessments ♦ Universal literacy screeners (Acadience) ♦ Literacy objectives and strategies in School Learning Plans <p>Participation & Innovation:</p> <ul style="list-style-type: none"> ♦ Community of practice attendance and feedback from families of schools ♦ School Learning Plan Grants and Proficiency Guidelines 	<ul style="list-style-type: none"> ♦ Increased engagement with the K-12 Literacy Professional Learning Sharepoint site as reported through school staff and families of schools (FOS) feedback, professional learning opportunities and events engagement and feedback, and through data analytics. ♦ School learning plans and grants include references to K-12 Literacy Professional Learning Sharepoint site resources or professional texts to support literacy strategies and action plans.

6



Enrich literacy environments and programs through culturally responsive resources and community collaboration.

Monitoring	Success Indicators (2024-2027)
<ul style="list-style-type: none"> ♦ Student Learning Survey (Literacy) ♦ Cultural and Identity ♦ Development reporting ♦ Community Partnership & Organization engagement ♦ Survey and inventory of school and district literacy programs 	<ul style="list-style-type: none"> ♦ Surveys show increased access to culturally responsive literacy resources and environments, with feedback from students and staff indicating relevance and engagement. ♦ Evidence of collaboration with community partners and organizations in designing or enhancing literacy spaces and programming. ♦ Positive trends in Student Learning Survey responses related to cultural identity, belonging, and engagement in literacy activities, particularly among priority learners through to 2026-27.

7



Support literacy success through academic transitions meetings across K-12.

Monitoring	Success Indicators (2024-2027)
<p>Achievement & Assessment Data:</p> <ul style="list-style-type: none"> ♦ ELP, FSA 4 & 7, GLA 10, and written learning updates ♦ Intermediate and middle years literacy assessments (ILA, MYLA) ♦ Universal Screener (Acadience) <p>Transitions & Planning Practices:</p> <ul style="list-style-type: none"> ♦ Transitions Meetings (Primary, Intermediate, Middle, Secondary) ♦ Grade-to-grade transitions data ♦ School-based documentation of literacy goals linked to transition supports 	<ul style="list-style-type: none"> ♦ Improved grade-to-grade transition outcomes for grade band cohorts, including increased rates of academic readiness and literacy proficiency at key transition points, as reflected in school and district data.



CONCLUSION

8



Strengthen instructional leadership through collaborative literacy planning and data-informed decision-making.

Monitoring	Success Indicators (2024-2027)
Achievement & Assessment: <ul style="list-style-type: none"> ♦ Provincial (FSA, GLA), district (ELP), intermediate and middle years literacy assessments (ILA, MYLA) ♦ Universal literacy screeners (Acadience) School Planning & Leadership: <ul style="list-style-type: none"> ♦ Literacy objectives and action plans in school learning plans ♦ School Learning Plan Proficiency Guidelines Engagement & Feedback: <ul style="list-style-type: none"> ♦ Student Learning Survey (literacy focus) ♦ Feedback from school leaders and staff on planning and implementation 	<ul style="list-style-type: none"> ♦ All schools develop and refine literacy goals and action plans within their School Learning Plans, with a clear focus on priority learners and informed by cohort and class-level profile data. ♦ School leaders demonstrate enhanced capacity in data literacy and instructional leadership, as evidenced through the school learning plan proficiency guidelines. ♦ Improvement in student literacy achievement (proficiency) for grade band cohorts (focus on priority learners) on provincial and localized assessments by end of 2026. ♦ Improvement in Student Learning Survey results (literacy focus).

9



Empower schools to innovate literacy practice through targeted funding and shared learning.

Monitoring	Success Indicators (2024-2027)
Planning & Documentation: <ul style="list-style-type: none"> ♦ Literacy objectives and actions in School Learning Plans ♦ Grant applications and reports aligned to district priorities Participation & Engagement: <ul style="list-style-type: none"> ♦ Participation rates from each family of schools (FOS) ♦ Feedback from participants and school teams on instructional impact Celebration & Sharing: <ul style="list-style-type: none"> ♦ Showcasing project outcomes in Celebration of Learning events 	<ul style="list-style-type: none"> ♦ Evidence of literacy instructional shifts and interventions based on ongoing data analysis is documented in school learning plan grant celebrations. ♦ Evidence of alignment of district literacy priorities with school learning plan grant reports and reflections. ♦ Widened and continued (year 2) participation from each family of schools (FOS). ♦ Increase in positive feedback from participants and school teams on instructional impact.



CONCLUSION

10



Promote instructional alignment through a shared literacy framework for Grades K-9.

Monitoring	Success Indicators (2024-2027)
<p>Framework Development & Planning:</p> <ul style="list-style-type: none"> Development of the Grades K-3 and 4-9 Literacy Framework Literacy objectives and actions in all School Learning Plans <p>Achievement & Assessment Data:</p> <ul style="list-style-type: none"> Provincial (FSA 4 & 7, GLA 10) and localized assessments (ELP, Intermediate DLA, Middle Years Literacy Assessment) Instructional Impact Evidence of shifts in instructional practice and targeted interventions Sharing of practices and results through school learning tours and other events 	<ul style="list-style-type: none"> Development of a K-9 Literacy framework by end of 2026. Evidence of literacy instructional shifts and interventions based on ongoing data analysis is documented in school learning plans and shared at school learning tours. Improvement in achievement (proficiency) for grade band cohorts (with a focus on priority learners) on provincial and localized assessments by end of 2026.





ANNOTATED REFERENCES

John Hattie

Reference:

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.

Annotation:

Hattie's seminal work identifies and ranks instructional strategies based on their impact on student achievement using effect sizes. This research supports SD8's evidence-informed approach to improving literacy instruction by focusing on what works best in teaching and learning, including strategies such as feedback, teacher clarity, and formative assessment.

Michael Fullan

Reference:

Fullan, M. (2016). *The new meaning of educational change* (5th ed.). Teachers College Press.

Annotation:

Fullan's work on system change emphasizes coherence, capacity-building, and moral purpose which are key pillars for sustainable literacy improvement. For SD8, this supports district-wide alignment through collaborative inquiry, professional learning communities, and change leadership that empowers educators rather than prescribing reforms.

Kenneth Leithwood

Reference:

Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership & Management*, 28(1), 27–42. <https://doi.org/10.1080/13632430701800060>

Annotation:

Leithwood's research demonstrates that effective school leadership is critical to improving student outcomes, second only to classroom instruction. His emphasis on transformational and distributed leadership aligns with SD8's focus on building instructional leadership capacity at the school level, enabling teachers to implement high-impact literacy strategies in supportive environments.





GRATITUDE

[Circle of Indigenous Nations Society \(COINS\)](#)

[College of the Rockies](#)

[Columbia Basin Alliance for Literacy \(CBAL\)](#)

[Columbia Basin Environmental Educators Network \(CBEEN\)](#)

[Creston Valley Youth Network](#)

[East Kootenay Teacher Education Program \(UVic\)](#)

[Interior Health](#)

[Kaslo Youth Network](#)

[Kootenay Kids Society](#)

[Ktunaxa Kinbasket Child and Family Services Society](#)

[Lower Kootenay Band](#)

[Metis Nation British Columbia](#)

[Ministry of Children and Family Development](#)

[Ministry of Education and Child Care](#)

[Nelson & District Youth Centre](#)

[North Kootenay Lake Community Services Society](#)

[Okanagan Nation Alliance](#)

[Selkirk College](#)

[UBC Okanagan](#)

[West Kootenay Child Care Resource and Referral \(CCRR\)](#)

[West Kootenay Metis Society](#)

[West Kootenay Teacher Education Program \(UBC\)](#)



Memorandum to the Board of Education PUBLIC

FROM: Trish Smillie, Superintendent
DATE: October 14, 2025
SUBJECT: Inclusive Education Supports

For Information

Introduction

This memorandum provides an overview of the process for providing inclusive education supports and resources in School District No. 8 (Kootenay Lake).

Background

SD8 follows the direction of the BC Ministry of Education and Child Care with regard to determination of category designations for students. The Ministry's [Inclusive Education Services Manual of Policies, Procedures and Guidelines \(2024\)](#) describes the expectations of the Ministry of Education and Child Care for full inclusion of students with disabilities and diverse needs in their neighbourhood schools, and provides procedures to guide the work of school and district staff.

The Ministry of Education and Child Care expects that districts create an inclusive education system where "students with [diverse] needs are fully participating members of a community of learners". In the inclusive system, "all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs".

The Ministry of Education and Child Care's direction to school districts is to "provide a student who has [diverse] needs with an educational program in a classroom where the student is integrated with other students who do not have [diverse] needs, unless the educational needs of the student with [diverse] needs or other students indicate that the educational program for the student with [diverse] needs should be provided otherwise".

Districts who have students with an approved Ministry of Education and Child Care diverse needs designation may receive supplemental funding from the Ministry of Education and Child Care, depending on the student's Ministry designation. This supplemental funding to districts is described by the Ministry of Education and Child Care in [K-12 Funding - Inclusive Education](#).

Unique student funding is determined by the number of students who meet criteria as Level 1, 2 or 3 unique needs, in Categories A-H.

These funds are not allocated to individual students; rather, they form a portion of the district's operating funds.

Unique funding is provided in the following categories:

- **Level 1 (Categories A & B)** - Includes students with multiple needs who are Physically Dependent or Deaf Blind.



- **Level 2 (Categories C-G)** - Includes students with Moderate/Profound Intellectual Disabilities, with Physical Disabilities or Chronic Health Impairments, with Visual Impairments, with Autism Spectrum Disorder, or students who are Deaf or Hard of Hearing.
- **Level 3 (Category H)** - Includes students requiring Intensive Behaviour Interventions or students with Serious Mental Illness.

The district is not provided supplemental funding for all diverse education designations. Designation categories K-R are included as part of regular operational funds only; there is no supplemental diverse needs funding received by the district from the Ministry of Education and Child Care for students in these categories.

Regardless of district funding from the Ministry of Education and Child Care, students are supported according to their presented needs, through classroom teacher adaptations to curriculum and learning environments, assistive technology, in school staff support and/or resources, and in some cases, district staff support and/or resources.

Each student with a Ministry of Education and Child Care category designation has an annually updated Individual Education Plan (IEP) that provides information about the student's strengths, interests, stretches and needs, and guides school and district staff in supporting the student. As the Ministry notes, "some students require small adaptations and minimum levels of support; other students with more complex needs may require detailed planning. The IEP will reflect the complexity of the student's need".

Students with diverse needs are supported in classrooms in a variety of ways. In its fundamental competency-based approach, [BC's curriculum](#) has built-in supports for all students including those with diverse needs. All students are supported to learn about big ideas and to develop their curricular competencies and core competencies.

The IEP for students with diverse needs describes supplemental strategies to support this development and describes possible supports that students may access. In the classroom for example, these supports may include materials adapted by the teacher, adapted assessment strategies, learning environment changes, seating changes, augmentative technology, software and hardware in the classroom, tools that support student function, and other accommodations based on the student's learning profile.

All education staff support students with diverse needs. However, the classroom teacher is the primary support for students with diverse needs and is responsible for designing programs for students with diverse needs and for implementing the strategies described in the IEP.

The teacher's role is described in Sections 17(1) and (2) of the [School Act](#) and the attendant [School Regulation Section 4](#), which prescribe that "the teacher responsible for a student with diverse needs is responsible for designing, supervising and assessing the educational program for that student".

School principals have a significant role in supporting students with diverse needs, including "ensuring that a school-based team is operational in the school and facilitating the collaborative efforts of the team members in meeting the diverse needs of students".



Education Assistants may be an additional resource for classrooms with students with diverse needs. In schools, not every classroom, nor every classroom with students with designations has an EA. EAs are assigned, scheduled, and supervised by the school principal. [Section 18 of the School Act](#) describes that "a board may employ persons other than teachers to assist teachers in carrying out their responsibilities and duties" and that education assistants "shall work under the direction of a teacher and the general supervision of a teacher or school principal".

Further background information describing inclusion, IEPs, student supports and roles and responsibilities of staff is included in the linked documents: [BC Ministry of Education and Child Care's Inclusive Education Services: A Manual of Policies, Procedures and Guidelines](#) the [BCTF/CUPE joint paper on the Roles and Responsibilities of Teachers and Education Assistants](#), and [SD8's Inclusive Education Procedures](#).

Information

SD8 promotes learning and well-being for all students including those with inclusive education designations and works to build staff capacity to support students with designations in schools. Classroom teachers provide the primary support to students, with schools providing caring and inclusive learning environments for all students. SD8 provides resources and supports to help the few students who require intensive interventions.

Students and school staffs are supported where required, by the District's Inclusive Education Department. This support is in a variety of areas, such as the review and approval of files toward a Ministry of Education and Child Care designation, the review and confirmation of school levels of support for students, the allocation of resources requested by schools, consultation in strategies to support students, supports and/or interventions for students, and in the provision of professional learning, training and mentoring for staff. Inclusive Education staff also work closely with parents, outside agencies, and other government agency supports (such as Community Living BC).

As is their responsibility through the School Act, classroom teachers design learning experiences that provide students with access to the learning environment and to the curriculum, and support students to demonstrate learning in ways best suited to them.

For students with designated diverse needs, Individual Education Plans (IEPs) provide the classroom teacher and school Inclusion Support Teacher with information and strategies they can use to create meaningful and effective learning opportunities tailored to students' needs. Each student in SD8 with a Ministry of Education and Child Care designation has an IEP. This document is a collaborative effort amongst classroom teachers, Inclusion Support teachers in schools, the school counsellor, the school principal, District Inclusive Education staff, the involved Education Assistants, the student, and the student's family. In addition to collaboration amongst the team above, some IEPs draw recommendations from psychoeducational assessment reports generated by school psychologists, as well as medical reports and reports from health agencies such as the Interior Health Children's Assessment Network (IHCAN). On a yearly basis, the IEP is updated at the school to reflect the student's growing strengths, interests, stretches, and needs and how these will be supported within the student's classroom.



There are many forms of support provided to students with diverse needs in SD8, including teaching strategies, environmental changes to the classroom and seating, assistive technology and adaptive software, structural changes such as different break times, and adaptations to classroom materials (such as one-point rubrics, different access points for curriculum, etc).

In some classrooms with students with diverse needs, Education Assistants have been assigned to provide universal supports (to all or groups of students) and potentially to provide more specific targeted and/or essential supports (for some students with specific needs). Essential supports draw information from the student's IEP and are directed by the classroom teacher, the principal, and the Inclusion Support teacher.

In order to support schools with the provision of additional resources for each student with diverse needs through the IEP and other information, the parameters from the Ministry of Education and Child Care regarding audit criteria for each designation, the Board of Education's budget determinations, and timelines that guide our work, the District undertakes a comprehensive process each year to provide an allocation for staffing levels that may include Education Assistants and/or Youth and Family Workers.

Collection and Review of Student Support Files

In preparation for the following year's compliance with the Ministry of Education and Child Care's September 1701 reporting, Inclusive Education works with school staff starting in February each year.

According to the [Ministry of Education and Child Care Funding Allocation Category Checklists \(2024\)](#), staff at schools must submit complete information to Inclusive Education for each student for whom a diverse needs designation is being sought. The principal at each school must verify that the information submitted is complete, accurate, and meets the Ministry category checklist.

Submitted student support files are reviewed at the district office by a team of district staff, to determine whether the specific Ministry designation category checklist criteria have been met. Files that do not meet the criteria for Ministry designations are returned to schools to be updated, completed, and re-submitted for a further review if additional information is available.

Assignment of Resources and Supports to Schools

The classroom teacher, school Inclusion Support teacher, and school principal jointly determine through the School-Based Team, the type of supports needed at the school in order to support the inclusion of all students with diverse needs. These supports, as previously indicated, include a variety of possible supports or resources such as classroom environment changes, adaptations by the teacher for learning activities, access to assistive technology, school Inclusion Support teacher time in the classroom, learning resources, teacher training, and so on.



In some cases, students in Level 1, 2, or 3 may also benefit from additional staff assigned to the classroom in the form of the Inclusion Support teacher and/or an education assistant to support the classroom teacher and to support the achievement of IEP goals for a student with designated disabilities and diverse needs. The district distributes allocations to schools for specialized teacher and education assistant staffing in the spring of each year so that principal can assign these supports by September of the upcoming school year.

SD8 provides support and resources to schools for students with designated diverse needs in a variety of ways. Staff throughout the district support full inclusion of students with their peers and in their classrooms in order that students may achieve their IEP goals and ultimately, graduate with dignity, purpose and options.



FROM: Trish Smillie, Superintendent
DATE: October 14, 2025
SUBJECT: Remembrance Day Ceremonies 2025

For Information

Introduction

This memorandum provides the schedule of 2025 Remembrance Day ceremonies.

Information

Remembrance Day ceremonies are held on the school day immediately preceding Remembrance Day. School staff take this time to ensure our past continues to be remembered at each stage of a student's life.

Trustees are invited to attend their local schools' ceremony. An invitation will be sent by the principal to each trustee.

The Remembrance Day ceremony schedule follows for the Board's review.

School Name	Date	Time of Ceremony (Morning)
Adam Robertson Elementary	Nov 10th	11:00
Blewett Elementary	Nov 10th	11:00
Brent Kennedy Elementary	Nov 10th	9:30
Canyon-Lister Elementary	Nov 10th	10:45
Crawford Bay	Nov 10th	10:45
Erickson Elementary	Nov 10th	11:00
Hume Elementary	Nov 10th	10:50
Jewett Elementary	Nov 10th	11:00
J.V. Humphries	Nov 10th	11:00
Kootenay River Secondary	Nov 10th	11:00
L.V. Rogers Elementary	Nov 10th	10:45
Mt Sentinel Secondary	Nov 10th	12:00
Redfish Elementary	Nov 10th	12:30
Rosemont Elementary	Nov 10th	10:45
Salmo Elementary	Nov 10th	9:45
Salmo Secondary	Nov 10th	10:30
South Nelson Elementary	Nov 10th	9:30
Trafalgar Middle	Nov 10th	10:48
W.E. Graham	Nov 10th	9:30
Wildflower Creston	Nov 10th	11:00
Wildflower Nelson	Nov 10th	11:00
Wildflower Nelson	Nov 10th	11:00
Winlaw Elementary	Nov 10th	10:45



FROM: Cathy MacArthur, Secretary-Treasurer

DATE: October 14, 2025

SUBJECT: Final Enrolment and Budget Implications

For Information

Introduction

This memorandum provides information on the enrolment determined in the 1701 verification process and the resulting budget update.

Background

The district is required to submit student enrolment data to the Ministry of Education and Child Care for enrolment on September 30th each year. After the initial submission is received, there is a period of data verification by the Ministry of Education and Child Care to account for duplicate enrolments and other anomalies. Once that process is complete, the district receives an echo report around the third week of October that confirms the enrolment.

Information

Overall Enrolments

Total student enrolment in SD8 schools includes online learning students and adult students, as well as students who are unique learners, but does not include homeschool students. The table below provides a comparison of actual Full-Time Equivalent (FTE) enrolments as of September 30, 2025, with both the projected FTEs for the same date and the actual FTEs recorded on September 30, 2024.

Student FTEs	Actual Sept 30, 2025 (A)	Projected Sept 30, 2025 (B)	Actual Sept 30, 2024 (C)	Variance from Projected Sept 30, 2025 (A)-(B)	Variance from Actual Sept 30, 2024 (A)-(C)
Standard, continuing education and alternate schools	4,324.0625	4,340.0000	4,414.1875	(15.9375)	(90.1250)
Online learning	299.4375	270.0000	261.6875	29.4375	37.7500
	4,623.5000	4,610.0000	4,675.8750	13.5000	(52.3750)

Based on the 1701 enrolment data as of September 30, 2025, total elementary and secondary enrolment in SD8 is 13.5000 Full-Time Equivalents (FTEs), or 0.3%, above projected figures. However, this represents a decrease of 52.3750 FTEs (1.1%) compared to the actual enrolment reported on September 30, 2024.

Enrolment in standard, continuing education, and alternate schools accounts for 94% of the total, while online learning programs (Elev8 - DESK and Elev8 - Homelinks) comprise the remaining 6%. FTEs in standard, continuing education, and alternate schools are 15.9375 below projections and 90.1250 lower



than the previous year. Conversely, online learning enrolment exceeds projections by 29.4375 FTEs and is 37.7500 FTEs higher than the prior year.

Unique Student Enrolments

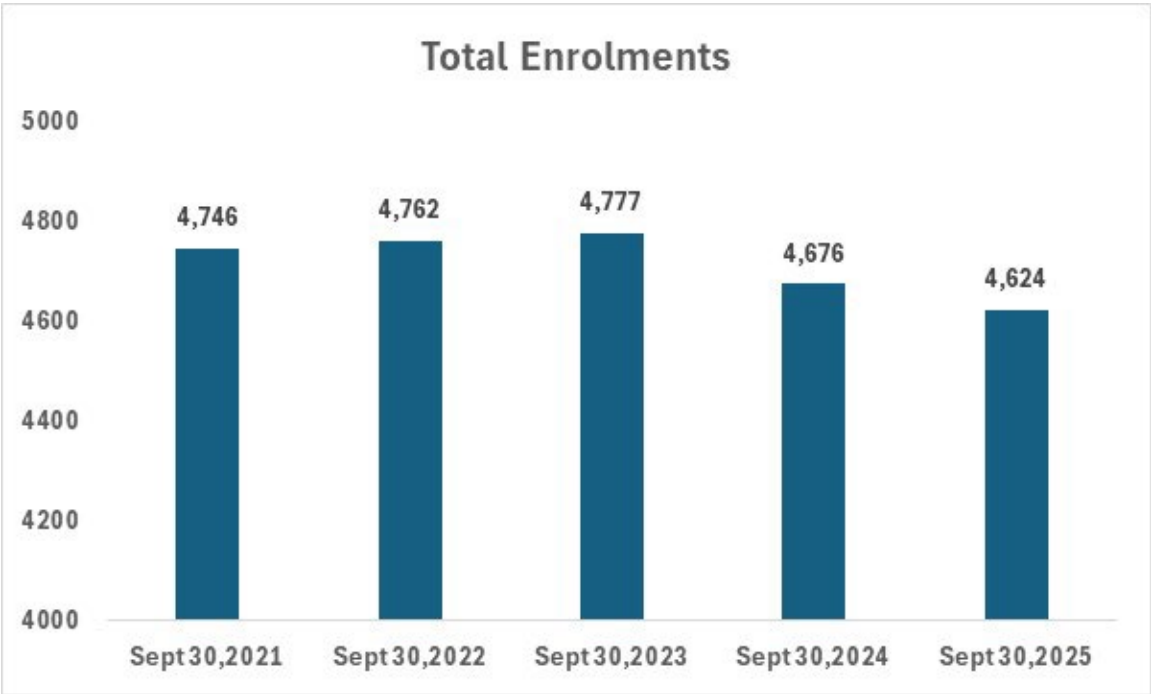
The table below compares actual Full-Time Equivalent (FTE) enrolments for unique student groups as of September 30, 2025, with both projected 2025 FTEs and actual FTEs from September 30, 2024.

Student FTEs	Actual Sept 30, 2025 (A)	Projected Sept 30, 2025 (B)	Actual Sept 30, 2024 (C)	Variance from Projected Sept 30, 2025 (A)-(B)	Variance from Actual Sept 30, 2024 (A)-(C)
Inclusive Education Level 1	2.0000	2.0000	3.0000	-	(1.0000)
Inclusive Education Level 2	224.0000	213.0000	215.0000	11.0000	9.0000
Inclusive Education Level 3	14.0000	29.0000	33.0000	(15.0000)	(19.0000)
English/French Language Learning	66.0000	63.0000	73.0000	3.0000	(7.0000)
Indigenous Education	795.0000	833.0000	866.0000	(38.0000)	(71.0000)
	1,101.0000	1,140.0000	1,190.0000	(39.0000)	(89.0000)

Overall, unique student enrolment is 39 FTEs below projections and 89 FTEs lower than the previous year. Students with inclusive education needs are 11 FTEs below projected levels and 12 FTEs below the 2024 actuals. English/French Immersion language learners exceed projections by 3 FTEs but are 7 FTEs below the prior year. Indigenous student enrolment is 38 FTEs below projections and 71 FTEs lower than in 2024.

Historical Enrolments

The chart below shows the September enrolments over the last four years showing a declining enrolment compared to previous years.



Appendix A provides further historical information on enrolments by school for September 30, 2025 compared to the prior four years. September enrolments increased between September 30, 2021 and September 30, 2023 and have decreased since over the last two years.

Change in Operating Grant Funding Compared to Original 2025-2026 Budget

For 2025-2026, funding rates have increased by 1.1% for the following categories:

- Basic per-student allocation
- Students with inclusive education needs (Levels 1 and 2)
- English/French language learners
- Indigenous Education
- Non-graduated adult education

Additionally, funding for students with inclusive education needs (Level 3) has increased by 1.2%. Funding for homeschool students remains unchanged from the previous year.

The following table presents a comparison between the forecasted operating grant revenue, based on actual Full-Time Equivalent (FTE) enrolments as of September 30, 2025, and the budgeted operating grant revenue for the 2025-2026 school year.

	Student FTEs				\$			
	Actual Sept 30, 2025	Projected Sept 30, 2025	Variance from Budgeted Sept 30, 2025		Actual Sept 30, 2025	Budgeted Sept 30, 2025	Variance from Budgeted Sept 30, 2025	
Basic Allocation (standard, continuing) education, and alternate schools)	4,324.0625	4,340.0000	(15.9375)	(0.4%)	38,981,423	39,125,100	(143,677)	(0.4%)
Basic Allocation (online learning)	299.4375	270.0000	29.4375	10.9%	2,179,905	1,965,600	214,305	10.9%
Basic Allocations	4,623.5000	4,610.0000	13.5000	0.3%	41,161,328	41,090,700	70,628	0.2%
Students with Inclusive Education Needs - Level 1	2.0000	2.0000	0.0000	0.0%	102,600	102,600	-	0.0%
Students with Inclusive Education Needs - Level 2	224.0000	213.0000	11.0000	5.2%	5,452,160	5,184,420	267,740	5.2%
Students with Inclusive Education Needs - Level 3	14.0000	29.0000	(15.0000)	(51.7%)	172,200	356,700	(184,500)	(51.7%)
English / French Language Learners	66.0000	63.0000	3.0000	4.8%	119,790	114,345	5,445	4.8%
Indigenous Education	795.0000	833.0000	(38.0000)	(4.6%)	1,423,050	1,491,070	(68,020)	(4.6%)
Non-graduated Adult Education	4.2500	1.5000	2.7500	183.3%	24,459	8,633	15,826	183.3%
Unique Student Enrolments	1,105.2500	1,141.5000	(36.2500)	(3.2%)	7,294,259	7,257,768	36,491	0.5%
Homeschooling	48.0000	51.0000	(3.0000)	(5.9%)	12,000	12,750	(750)	(5.9%)
Course Challenges	1.0000	4.0000	(3.0000)	(75.0%)	282	1,128	(846)	(75.0%)
Other Funding	49.0000	55.0000	(6.0000)	(10.9%)	12,282	13,878	(1,596)	(11.5%)
Supplement for Enrolment Decline					28,981	86,176	(57,195)	(66.4%)
Supplement for Funding Protection					287,041	335,369	(48,328)	(14.4%)
					316,022	421,545	(105,523)	(25.0%)
					48,783,891	48,783,891	0	0.0%

Based on September 30, 2025 enrolments, the operating grant revenue from the basic allocation is forecasted to increase by \$70,628, while revenue from unique student enrolments is projected to rise by \$36,491. Conversely, other funding sources, including homeschooling and course challenges, are expected to decrease by \$1,596.

Within the basic allocation, the increase reflects a decrease in funding for standard learners, offset by a higher allocation for online learners.



Funding for students with inclusive education needs is projected to exceed the budget by \$83,240. However, revenue for English/French Language Learners, Indigenous Learners, and Non-Graduated Adult Learners is forecasted to be \$46,749 below budget.

The Enrolment Decline Supplement, which provides funding when school-age FTEs decline by more than 1% from the previous September, is expected to decrease by \$57,195, as actual enrolments for September 30, 2025, indicate an increase over the approved budget. This supplement provides 50% of the standard per-student funding rate (\$4,508 per FTE) for the portion of the decline in student FTEs exceeding 1%.

Funding Protection is provided to safeguard districts from funding reductions greater than 1.5% compared to the previous fall. The district is forecast to receive \$287,041 in funding protection. Due to the district being under funding protection, the funding changes from the basic enrolment, unique student needs enrolment, and enrolment decline are completely offset by the reduction in funding protection, resulting in no change in the operating grant.



APPENDIX

HISTORICAL ENROLMENTS BY SCHOOL

School	Actual Enrolment - Student FTEs				% Increase (Decrease)		
	Sept 30, 2025	Sept 30, 2024	Sept 30, 2023	Sept 30, 2022	2025 vs 2024	2024 vs 2023	2023 vs 2022
Adam Robertson Elementary	309.0000	308.0000	308.0000	292.0000	0.3%	0.0%	5.5%
Blewett Elementary	91.0000	97.0000	105.0000	100.0000	(6.2%)	(7.6%)	5.0%
Brent Kennedy Elementary	174.0000	183.0000	203.0000	204.0000	(4.9%)	(9.9%)	(0.5%)
Canyon Lister Elementary	127.0000	119.0000	133.0000	131.0000	6.7%	(10.5%)	1.5%
Crawford Bay Elementary Secondary	63.2500	65.5625	68.3750	80.9375	(3.5%)	(4.1%)	(15.5%)
Elev8 - DESK	163.5000	139.1250	125.6875	75.8125	17.5%	10.7%	65.8%
Elev8 - Homelinks	135.9375	130.8125	153.6250	159.6200	3.9%	(14.8%)	(3.8%)
Erickson Elementary	191.0000	187.0000	184.0000	189.0000	2.1%	1.6%	(2.6%)
Hume Elementary	210.0000	203.0000	228.0000	221.0000	3.4%	(11.0%)	3.2%
JV Humphries Elementary Secondary	199.8125	189.0000	198.6250	198.3750	5.7%	(4.8%)	0.1%
Jewett Elementary	11.0000	19.0000	13.0000	10.0000	(42.1%)	46.2%	30.0%
Kootenay River Secondary	511.5000	563.4375	579.0000	545.2500	(9.2%)	(2.7%)	6.2%
LV Rogers Secondary	540.6250	562.5000	577.8750	569.7500	(3.9%)	(2.7%)	1.4%
Mount Sentinel Secondary	297.6250	291.7500	274.9375	281.6200	2.0%	6.1%	(2.4%)
REACH Alternate	11.0000	11.0000	7.0000	3.0000	0.0%	57.1%	133.3%
Redfish Elementary	107.0000	107.0000	98.0000	109.0000	0.0%	9.2%	(10.1%)
Rosemont Elementary	111.0000	125.0000	123.0000	122.0000	(11.2%)	1.6%	0.8%
Salmo Elementary	149.0000	139.0000	136.0000	147.0000	7.2%	2.2%	(7.5%)
Salmo Secondary	135.0000	150.9375	143.0000	144.4375	(10.6%)	5.6%	(1.0%)
Sequoia Centre	10.0000	15.0000	8.0000	13.0000	(33.3%)	87.5%	(38.5%)
South Nelson Elementary	180.0000	184.0000	203.0000	190.0000	(2.2%)	(9.4%)	6.8%
Trafalgar Middle	543.0000	558.0000	563.0000	615.0000	(2.7%)	(0.9%)	(8.5%)
W. E. Graham Community	82.2500	70.0000	74.0000	96.0000	17.5%	(5.4%)	(22.9%)
Wildflower	175.0000	172.0000	174.0000	168.0000	1.7%	(1.1%)	3.6%
Winlaw Elementary	95.0000	94.0000	96.0000	96.0000	1.1%	(2.1%)	0.0%
	4,623.5000	4,684.1250	4,777.1250	4,761.8025	(1.3%)	(1.9%)	0.3%

