

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

TUESDAY, NOVEMBER 4, 2025

5:00 PM – 7:00 PM PST

6:00 PM – 8:00 PM MST

In person: School Board Office, 811 Stanley Street, Nelson BC

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

We kindly ask anyone attending in person to provide their full name and affiliation.

Panelists, please log on 10 minutes prior to the meeting for a sound check.

1. Call to Order

Note: The Secretary-Treasurer shall preside at this meeting until the Board Chair is elected during the meeting. Please refer to Section 1 of Policy 120 for process.

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. Trustee Positions & Appointments

For the election of the Chair, Vice-Chair and Provincial Representatives, the process will be:

- *Call for Nominations 1st, 2nd, 3rd time;*
- *Confirmation of each Nominee that they accept their nomination;*
- *Nominees invited to provide brief statement; and*
- *Vote by secret ballot (if there is more than one nominee).*

A. Election of Board Chair (12 month term)

B. Election of Board Vice-Chair (12 month term)

C. Election of Provincial Representative and Alternates (12 month term)

- BCSTA Provincial Councilor
- BCPSEA Representative
- BCSTA Provincial Councilor Alternate
- BCPSEA Representative Alternate

D. Notice for Expression of Interest for Representing the Interests of the Board of Education in Roles at Other Committees (12 month term)

- Accessibility Committee
- Joint Safety Advisory Committee (JSAC)
- Policy Review Committee

E. Destruction of Ballots (if there is a secret ballot vote held)



Proposed Resolution:

THAT the ballots for the selection of School District No. 8 (Kootenay Lake) 2025-2026 Board Chair, Vice-Chair and other Representatives **BE DESTROYED**.

4. Changes to the Proposed Agenda

5. Consent Package Questions (p. 4) App. 5

6. Adoption of Agenda

Proposed Resolution:

THAT the Agenda for this November 4, 2025 meeting **BE ADOPTED**, as circulated.

7. Receiving Public Presentations

A. Nelson and Area Active Transportation Presentation (p. 15) App. 7A

Selena Davis

B. Highway 3 Bypass Presentation – KLTF (p. 26) App. 7B

8. 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.

9. Adoption of Minutes (p. 39) App. 9

Proposed Resolution:

THAT the minutes from the October 14, 2025 Meeting of the Board Held in Public **BE ADOPTED**, as circulated.

10. Future and Action Item Tracking (p. 43) App. 10

11. Education – Reports from the Superintendent

A. Numeracy Continuous Learning Report (p. 44) App. 11A

B. Winter Celebrations (p. 135) App. 11B

12. Operations and Finance – Reports from the Secretary-Treasurer – Nil

13. Governance and Policy – Nil

14. Human Resources – Nil

15. 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

16. 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.

17. Meeting Schedule and Reminders

A. Board Meetings

The next Meeting of the Board held in Public is scheduled for December 9, 2025.

18. Adjournment



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)**CONSENT PACKAGE – PUBLIC MEETING****November 4, 2025**

ITEM

The following Consent items are routine items received for information.

- | | |
|---|-------|
| 1. Board Correspondence Package | p. 5 |
| 2. Superintendent's Report November 2025 | |
| 3. Monthly Financial Report – for period ended September 30, 2025 | p. 8 |
| 4. Transactions over 50k – for period ended September 30, 2025 | p. 12 |
| 5. Indigenous Education Council (IEC) Meeting Minutes | |
| 6. List of Trustee Recusals | p. 14 |



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)**BOARD CORRESPONDENCE PACKAGE****NOVEMBER 4, 2025**

ITEM	DATE
1. Chair Lang to The Honourable Mike Farnworth, Minister of Transportation and Transit related to Creston Highway 3 Bypass.	October 16, 2025



October 16, 2025

Honourable Mike Farnworth, Minister of Transportation and Transit
Province of British Columbia
Parliament Buildings
Victoria, BC V8V 1X4

Re: Creston Highway 3 Bypass – Potential Impacts to Kootenay River Secondary School Grounds

Dear Minister Farnworth:

On behalf of the Board of Education of School District No. 8 (Kootenay Lake), we are writing regarding the Highway 3 bypass project in Creston. We appreciate that staff involved in the project provided us with information and the opportunity to ask questions on June 11, 2024. We understand the Province's objectives to improve safety and mobility along this corridor and appreciate the Ministry's ongoing investments in transportation infrastructure.

The Board of Education is concerned that the project development planning of the bypass appears likely to affect the grounds of Kootenay River Secondary School (KRSS). As advocates of public education, and stewards of public education lands and facilities, the Board has a role to ensure that student learning environments, school ground access and safety, and the long-term usability of school property is considered in all provincial matters of importance.

We respectfully ask the Ministry of Transportation and Transit to consider alternate route options that avoid impacts to school district lands.

If an alternate route proves to be impossible, we would welcome a discussion of design options and mitigations, including but not limited to:

- Alignment alternatives that preserve KRSS grounds and avoid or minimize encroachment on school property.
- Student safety and access, including school-zone traffic patterns, pedestrian and cycling routes, drop-off/pick-up areas, and emergency access.
- Learning environment impacts, such as noise, air quality, and construction staging adjacent to classrooms, fields, and outdoor learning spaces.
- Long-term site planning, including setbacks, drainage, and future educational and community use of the KRSS campus.
- Consider options for additional space for the auxiliary building, tennis courts, and playground space.
- Impacts to community and school district facilities on the school grounds.

- Community coordination, ensuring the project is aligned with the Town of Creston's planning and with local transportation and school bus transportation requirements and student drop off and pick up safety.

We would appreciate the opportunity to meet with you and your staff, together with Board representatives and district staff, to review alternatives and identify a path that advances transportation goals while protecting the Kootenay River Secondary School grounds.

Thank you for your continued collaboration with our district and community.

Sincerely,



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

cc: Trish Smillie, Superintendent
Board of Education of School District No. 8 (Kootenay Lake)
BC School Trustees Association (BCSTA)
Town of Creston, Mayor
Darryl Adams, KRSS School Principal



Monthly Financial Report

For the period ended September 30, 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 three months of actual District operations and one month 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 three months of actual District operations and one month 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

	September 2025 Actuals	2025 - 2026 Budget	\$ Available Budget	% Available Budget	Applicable Months
Salaries					
Principal & Vice-Principal Salaries	1,071,528	4,526,079	3,454,551	76%	12
Teacher Salaries	2,313,891	23,220,748	20,877,597	90%	10
Educational Assistants	384,121	3,922,744	3,535,551	90%	10
Support Staff	1,450,783	8,002,570	6,547,707	82%	10/12
Other Professional Salaries	676,164	2,514,236	1,845,091	73%	12
TOCs/Relief Salaries	100,051	3,408,703	3,270,163	96%	10/12
Total Salaries	5,996,538	45,595,080	39,530,660	87%	
Employee Benefits	1,559,418	11,457,615	9,878,205	86%	10/12
Total Salaries and Benefits	7,555,956	57,052,695	49,408,865	87%	
Services & Supplies					
Services	338,401	2,466,803	2,128,402	86%	
Student Transportation	16,246	340,421	324,175	95%	
Professional Development & Travel	33,529	652,735	619,206	95%	
Rentals and Leases	30,747	122,551	91,804	75%	
Dues and Fees	48,029	99,940	51,911	52%	
Insurance	34,995	225,000	190,005	84%	
Supplies	516,505	3,316,709	2,800,204	84%	
Utilities	192,219	1,829,201	1,636,982	89%	
Total Services & Supplies	1,210,671	9,053,360	7,842,689	87%	
Total Operating Expense	8,766,627	66,106,055	57,251,554	87%	



SPECIAL PURPOSE FUND EXPENDITURE REPORT

	September 2025	2025 - 2026	\$ Available	% Available
	Actuals	Budget	Budget	Budget
Ministry of Education and Child Care Funds				
Annual Facilities Grant	279,640	129,640	(150,000)	-116%
Classroom Enhancement Fund	1,040,595	9,833,908	8,827,241	90%
Community Link	-	759,048	759,048	100%
Early Care and Learning Fund to Schools	43,751	175,000	131,249	75%
Early Years to Kindergarten	86	19,000	18,914	100%
Feeding Futures	128,030	597,706	469,676	0%
First Nation Transportation	-	26,863	26,863	100%
Health Career Work Experiential Learning	-	-	-	0%
Learning Improvement Fund	59,110	218,308	213,144	98%
Mental Health in Schools	-	55,000	55,000	100%
OLEP	9,398	115,835	106,437	92%
National School Food Program	-	122,231	122,231	100%
Professional Learning Grant	453	200,000	199,547	100%
Ready Set Learn	-	41,650	41,650	100%
Seamless Day Kindergarten	8,985	55,400	46,415	84%
StrongStart	3,863	160,000	156,137	98%
Student & Family Affordability Fund	-	50,000	50,000	100%
Work Experience Enhancement Initiative	-	-	50,000	0%
Total MOECC Funds	1,573,911	12,559,589	11,073,552	88%
Other Provincial Special Purpose Funds				
ASSAI	229	50,000	49,771	100%
Health Promoting Schools	-	27,000	27,000	100%
Total MOECC Funds	1,827,816	77,000	76,771	100%
Other Special Purpose Funds				
School Scholarships and Bursaries	20,700	30,000	9,300	31%
School Generated Funds	180,308	1,615,000	1,434,692	89%
Donations	-	10,000	10,000	100%
Total MOECC Funds	3,684,773	1,655,000	1,453,992	88%
All Special Purpose Funds	7,086,500	14,291,589	12,604,315	88%



Monthly Transactions over 50K

For the period ended September 30, 2025

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

Vendor Name	Amount
Receiver General RP0001	\$152,160.52
Receiver General RP0002	\$55,192.76
Teachers' Pension Fund	\$104,992.47
Receiver General RP0002	\$63,357.92
Province of British Columbia	\$307,375.99
Pacific Blue Cross	\$166,743.68
Receiver General RP0001	\$215,000.00
Municipal Pension Fund	\$87,234.58
Receiver General RP0002	129,583
North Mountain Construction Ltd	290,071
Green Roots Play Equipment Inc.	230,552
Pebt In Trust c/o Morneau Shepell	126,177
HP Canada Co.	77,450
CDW Canada Inc.	64,362
Kootenay Lake Painting	54,353



**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

Nelson & Area Community Transportation (NACT)

Nelson & Area Cycling Education



Supported by the RDCK ReDi grant



DISCUSSION FLOW

About NACT & ReDi Grant

Project Objectives & Manager

City of Nelson Active Transportation Plan

Cycling in the News

SD8 Support

Contact Information



Nelson & Area Community Transportation (NACT)



PURPOSE: To provide thought leadership and act as a conduit between the Public and the City of Nelson, RDCK, MoTT, and other organizations (e.g. SD8, Police, Chambers of Commerce) to create a forum for input, decision-making, and communication to further Active Transportation in Nelson & Area.





RDCK ReDi Grant

•••••

2025 REDI GRANT

To employ a project manager for the development of a Nelson & Area cycling education curriculum; including an assessment of the current state of cycling education programs available in British Columbia and across Canada.

CITY COUNCIL SUPPORT

The grant has direct connections to the City of Nelson's "2020–2025 Active Transportation Plan" and city council supported the grant application.



Project Manager: Brooke Jones



SD8 TEACHER – TRAFALGAR
PMBIA LEVEL 1 INSTRUCTOR
NCC BOARD MEMBER
SHERIDES COORDINATOR



Project Objectives



HANDS-ON BIKE EDUCATION

Age-appropriate opportunities for students of all age levels in Nelson to learn how to ride a bike safely.

FOSTER PRIDE IN CYCLING CULTURE

Encourage students and school communities to understand and celebrate the benefits of cycling.

SCHOOL COMMUNITY ENGAGEMENT

Opportunities for school administrators, parents, and students to provide input on how to encourage cycling to, from and at school sites.



Project Aligned with 2 Key Actions in Nelson AT Plan

- Work with the schools to develop an Active and Safe Routes to School program
- Partner with local cycling group to develop education and skills training programs for safe cycling in the community





RISE IN E-BIKE INFRACTIONS CAUSING LEGAL PROBLEMS FOR NELSON CITY POLICE

September 14th, 2025

<https://www.castanet.net/news/Nelson/572215/Rise-in-e-bike-infractions-causing-legal-problems-for-Nelson-city-police>



The Nelson Police Department has seen an increase in electric dirt bike use within the city (Photo/ Nelson Police)

CITY OF NELSON 1 min. read

NELSON POLICE ISSUE MESSAGE ON ELECTRIC DIRT BIKE USAGE

June 20th, 2025

<https://www.mynelsonnow.com/71087/news/municipal-news/city-of-nelson/nelson-police-issue-message-on-electric-dirt-bike-usage/>





Hands-on bike education



KOOTENAY MOUNTAIN BIKING (KMB) & HUB CYCLING

Funded opportunity for grades 4–6, delivered by HUB Cycling, for students to receive professional cycling instruction by trained instructors.



SD8 Support Request



● **DISTRICT-LEVEL SUPPORT**

Representation from the district to help organize, promote, and facilitate bike education programming and curriculum.

● **SUPPORT BIKE-TO-SCHOOL EVENTS**

“Bike to School” week takes place in June. SD8 could assist with permission forms and provide teacher release time.

● **REVIEW & IMPROVE BIKE INFRASTRUCTURE**

Focus on infrastructure that is surrounding local schools to enable cycling and walking to and from school.

● **FINANCIALLY SUPPORT PROGRAMS**

Expenses may include equipment purchases, professional development, external service providers.



Thank you!



CONTACT INFORMATION

SELENA DAVIS

NACT Member

selena@selenadavis.com

ANDREW MURRAY

NACT Member

andrew.murray.1@me.com

BROOKE JONES

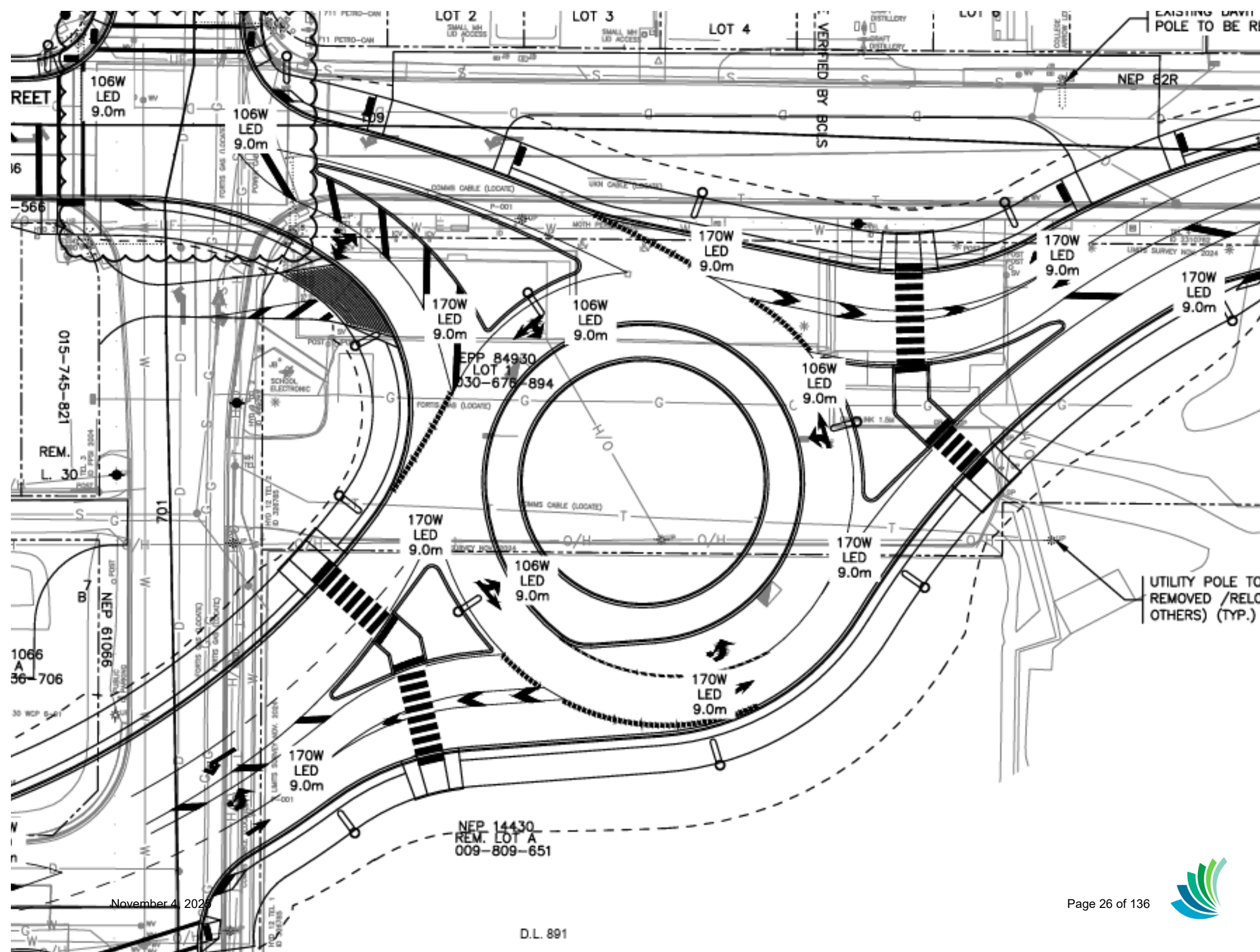
Project Manager

brookejones@sympatico.ca

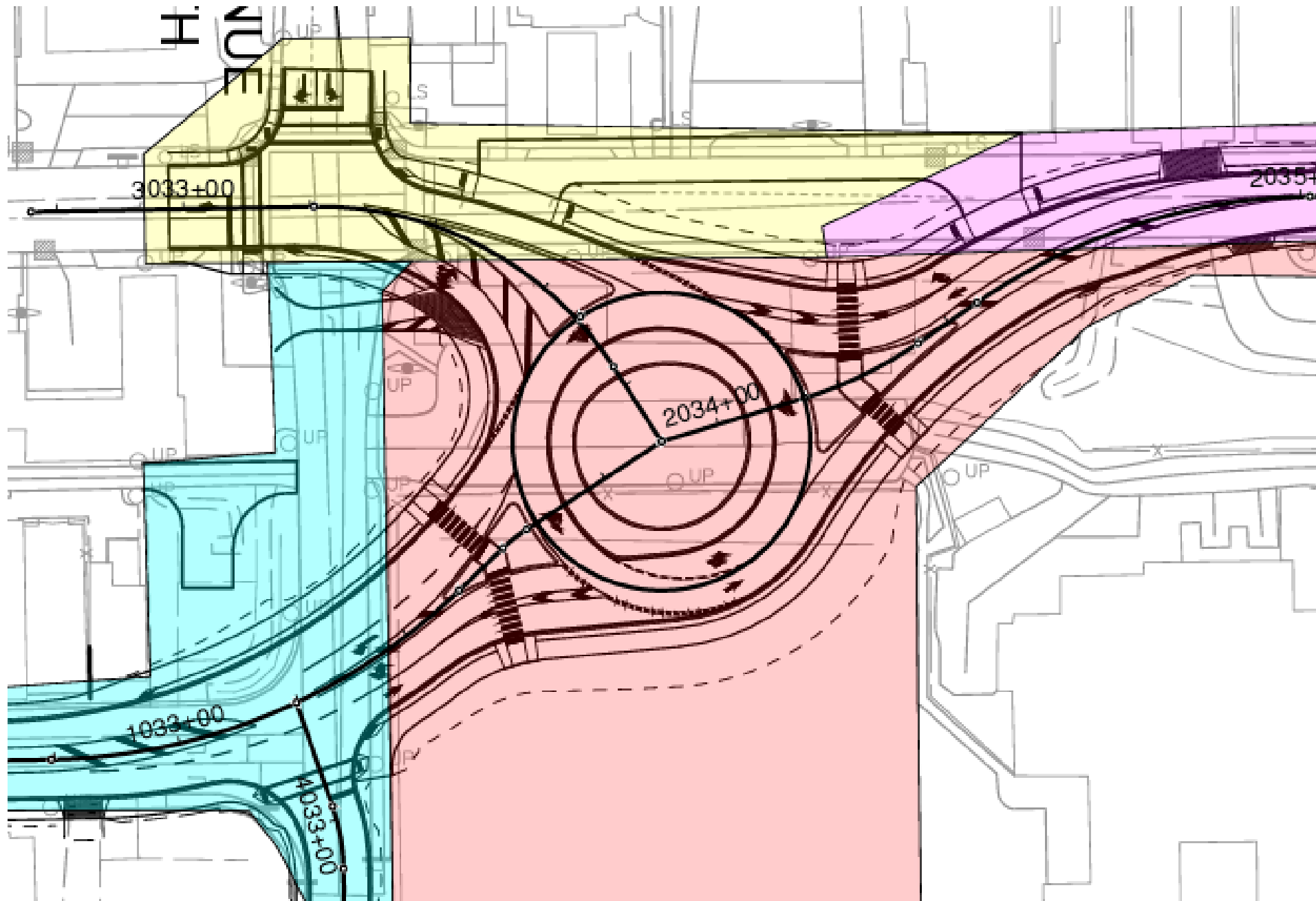


CRESTON BYPASS PROPOSAL

How It Affects KRSS



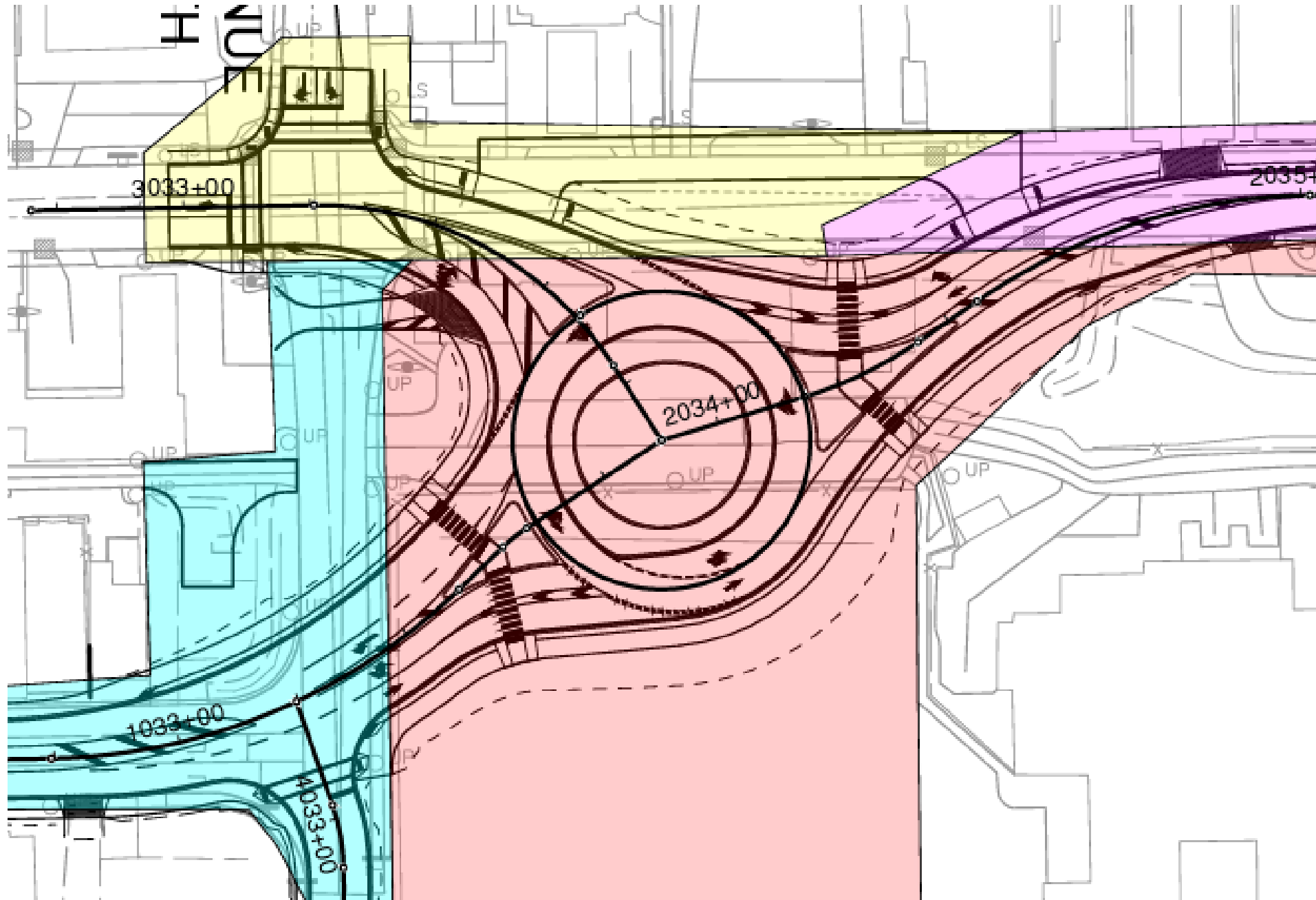
BYPASS PROPOSAL



- **Thank You**
- **What is Happening?**
- **How it Affects Students**
- **Safety**
- **How We Move Forward**

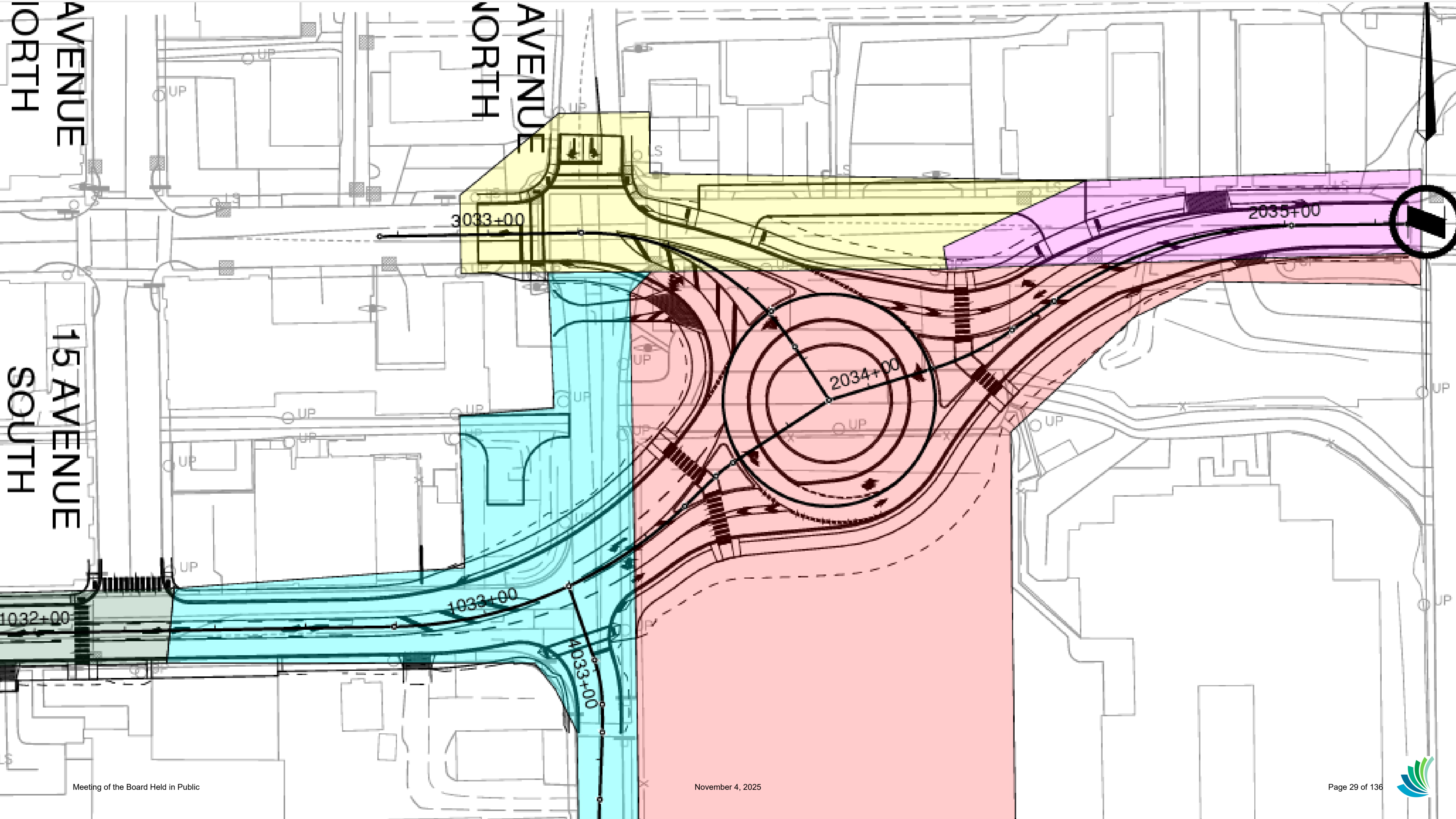


WHAT IS HAPPENING?



- **New truck route & highway realignment - Bypass**
- **Town of Creston**
- **Ministry of Transportation (MOTI)**
- **School District 08**

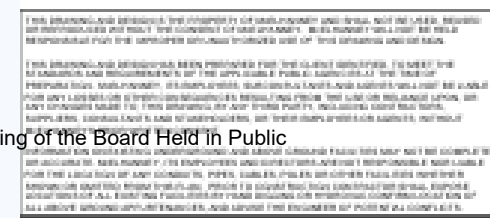




AVENUE NORTH

15 AVENUE SOUTH





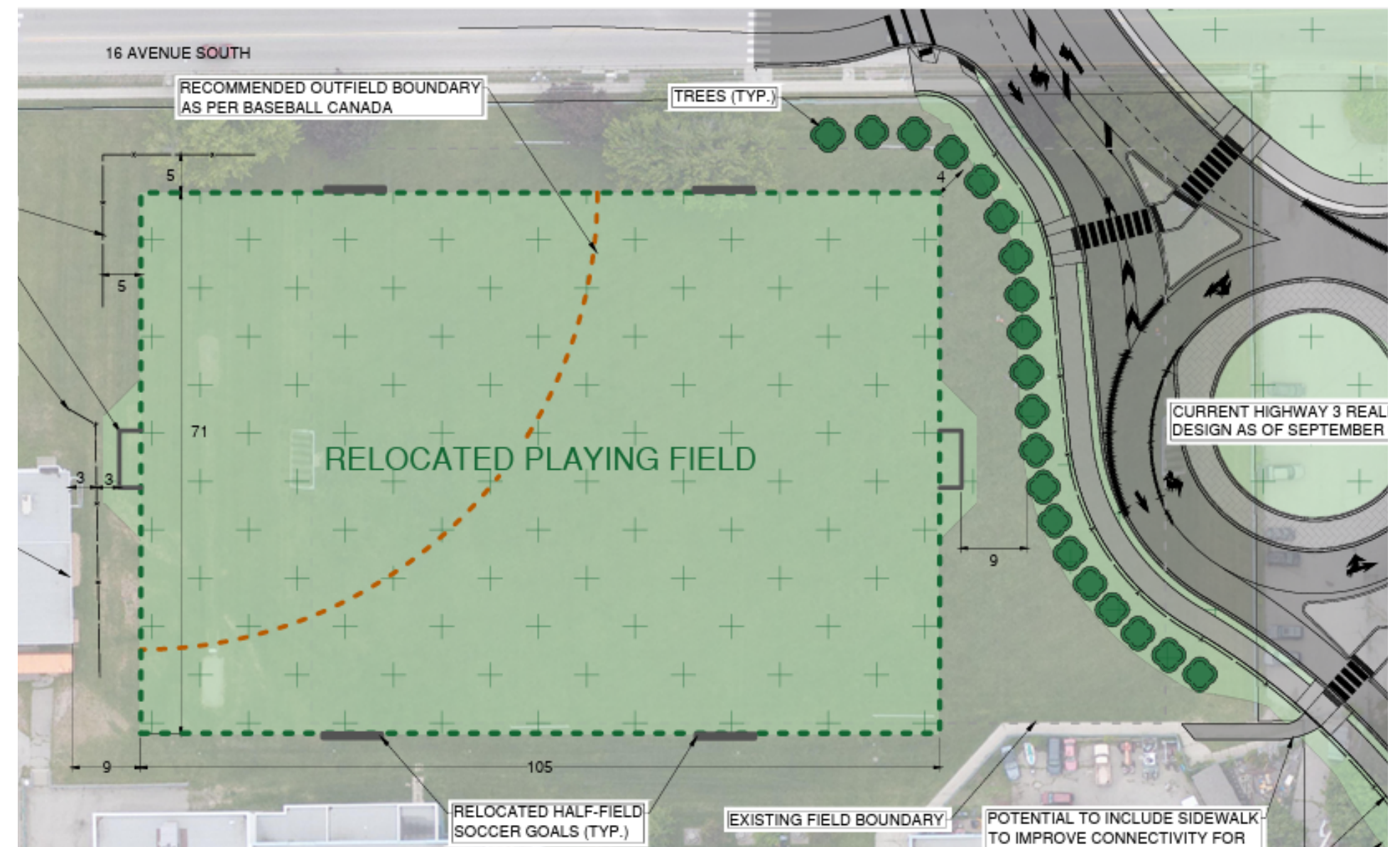
DRAFT

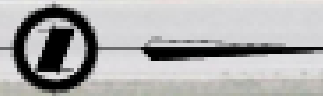
FOR DISCUSSION ONLY



HOW DOES THIS AFFECT STUDENTS?

PE Classroom Space





16 AVENUE SOUTH

RECOMMENDED OUTFIELD BOUNDARY
AS PER BASEBALL CANADA

TREES (TYP.)

NEW BASEBALL DIAMOND FENCE

RELOCATED SOCCER GOALS (TYP.)

POTENTIAL FENCE OR NET
TO PROTECT BUILDING

EXISTING CLIMBING
WALL TO REMAIN

EXISTING BUILDING TO REMAIN

RELOCATED PLAYING FIELD

CURRENT HIGHWAY 3 REALIGNMENT
DESIGN AS OF SEPTEMBER 06, 2024

RELOCATED HALF-FIELD
SOCCER GOALS (TYP.)

EXISTING FIELD BOUNDARY

POTENTIAL TO INCLUDE SIDEWALK
TO IMPROVE CONNECTIVITY FOR
STUDENTS WALKING TO CLASS &
IMPROVED ACCESS TO THE FIELD

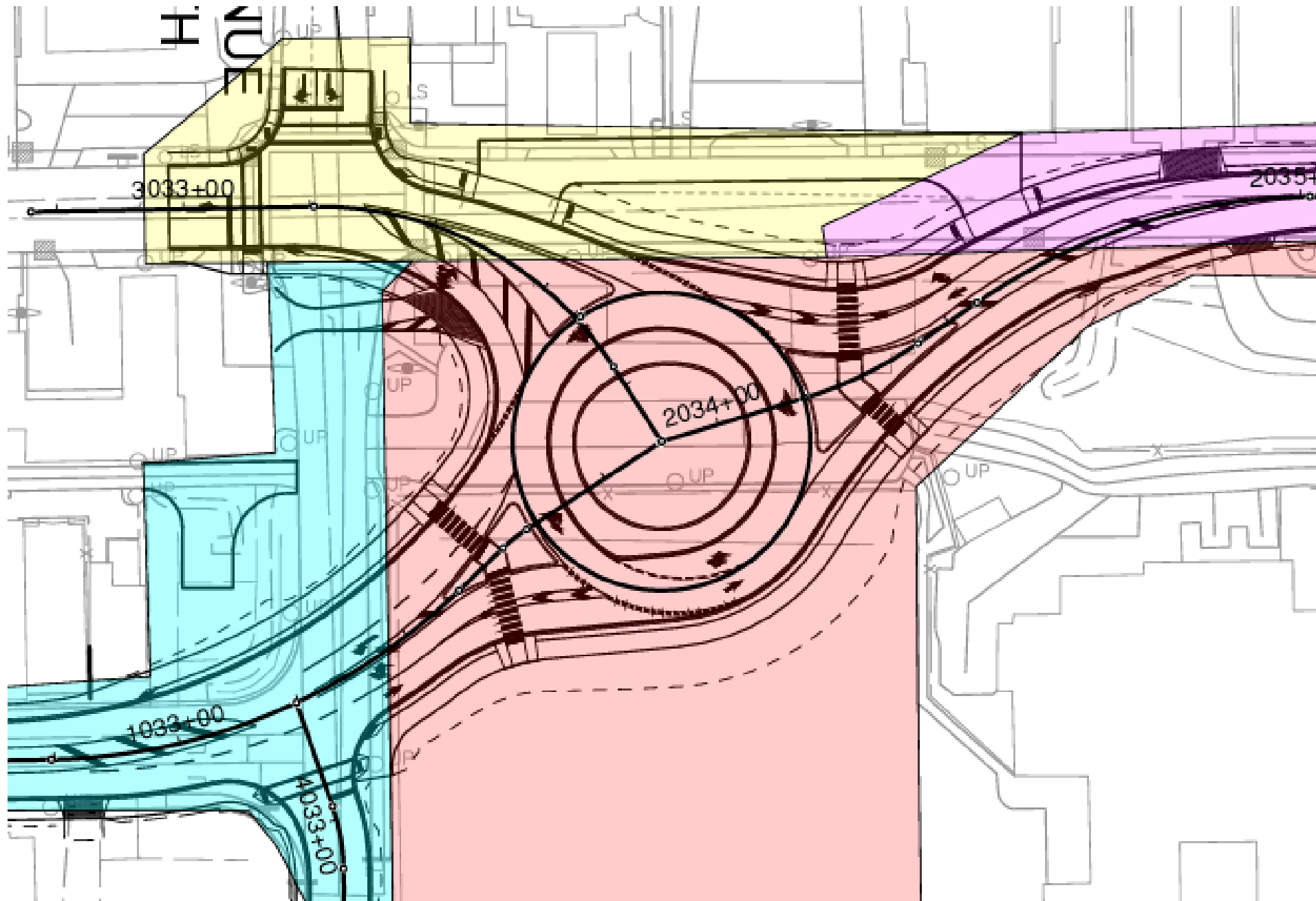
POTENTIAL BICYCLE FENCE
ADJACENT TO ROUNDABOUT

PROPOSED BOTTOM
OF EMBANKMENT

KOOTENAY RIVER SECONDARY SCHOOL

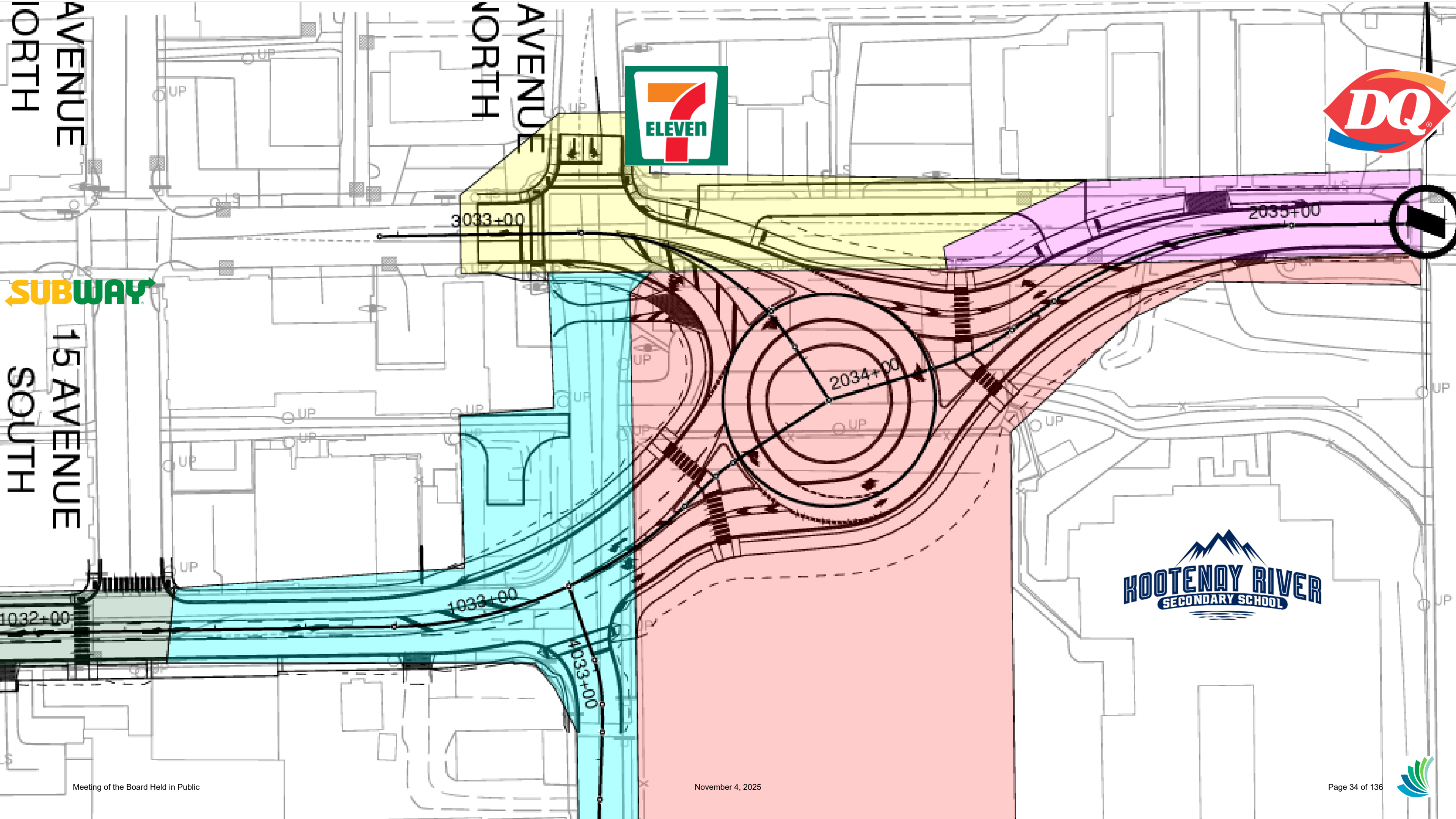


STUDENT SAFETY



- **Pedestrians**
- **Lunch**
- **Balls & Equipment**
- **Slope & Gradient**
- **Highway Traffic**
- **Running Loop**

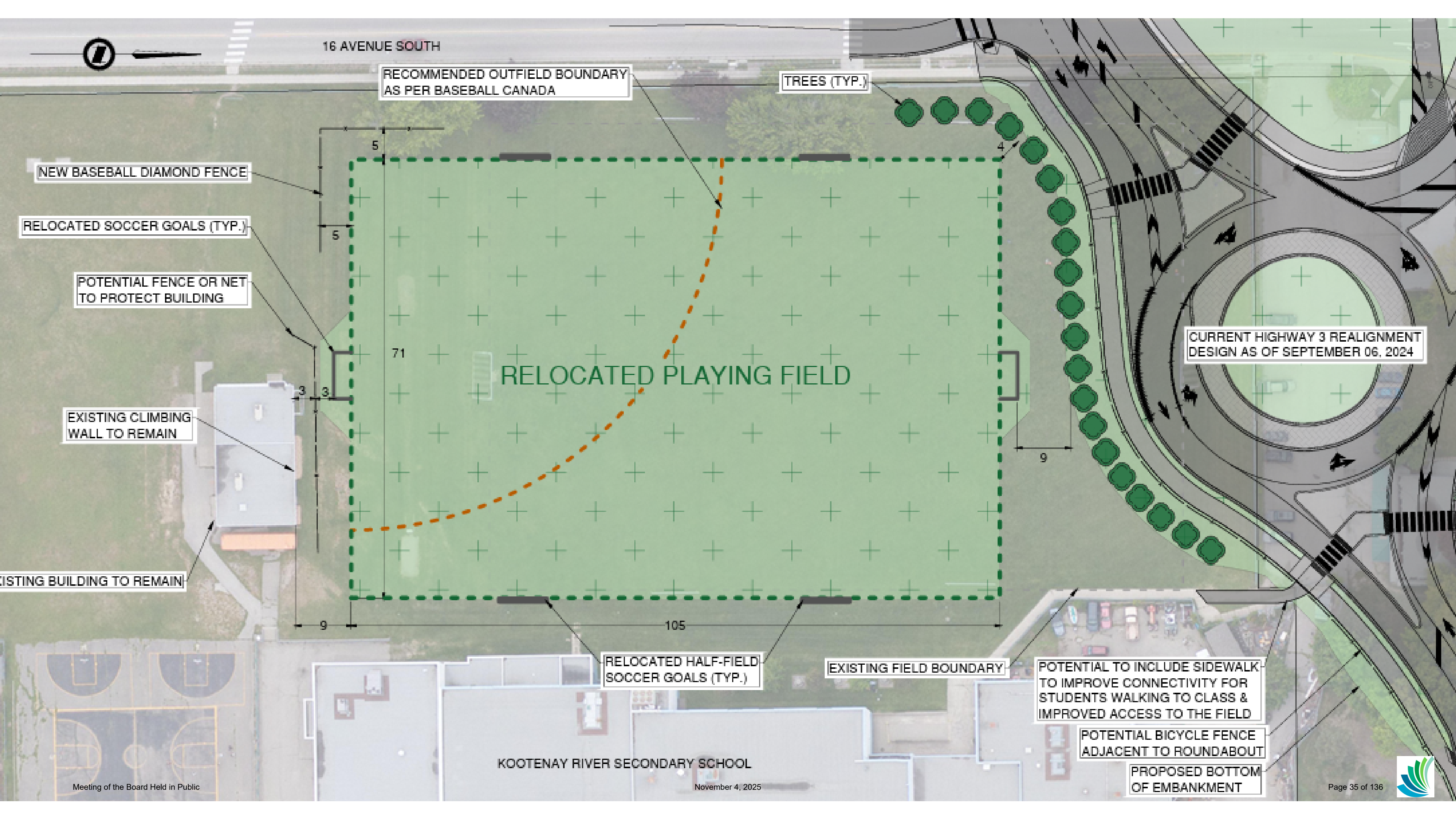




Meeting of the Board Held in Public

November 4, 2025

Page 34 of 136



16 AVENUE SOUTH

RECOMMENDED OUTFIELD BOUNDARY
AS PER BASEBALL CANADA

TREES (TYP.)

NEW BASEBALL DIAMOND FENCE

RELOCATED SOCCER GOALS (TYP.)

POTENTIAL FENCE OR NET
TO PROTECT BUILDING

EXISTING CLIMBING
WALL TO REMAIN

EXISTING BUILDING TO REMAIN

CURRENT HIGHWAY 3 REALIGNMENT
DESIGN AS OF SEPTEMBER 06, 2024

RELOCATED PLAYING FIELD

RELOCATED HALF-FIELD
SOCCER GOALS (TYP.)

EXISTING FIELD BOUNDARY

POTENTIAL TO INCLUDE SIDEWALK
TO IMPROVE CONNECTIVITY FOR
STUDENTS WALKING TO CLASS &
IMPROVED ACCESS TO THE FIELD

POTENTIAL BICYCLE FENCE
ADJACENT TO ROUNDABOUT

PROPOSED BOTTOM
OF EMBANKMENT

KOOTENAY RIVER SECONDARY SCHOOL



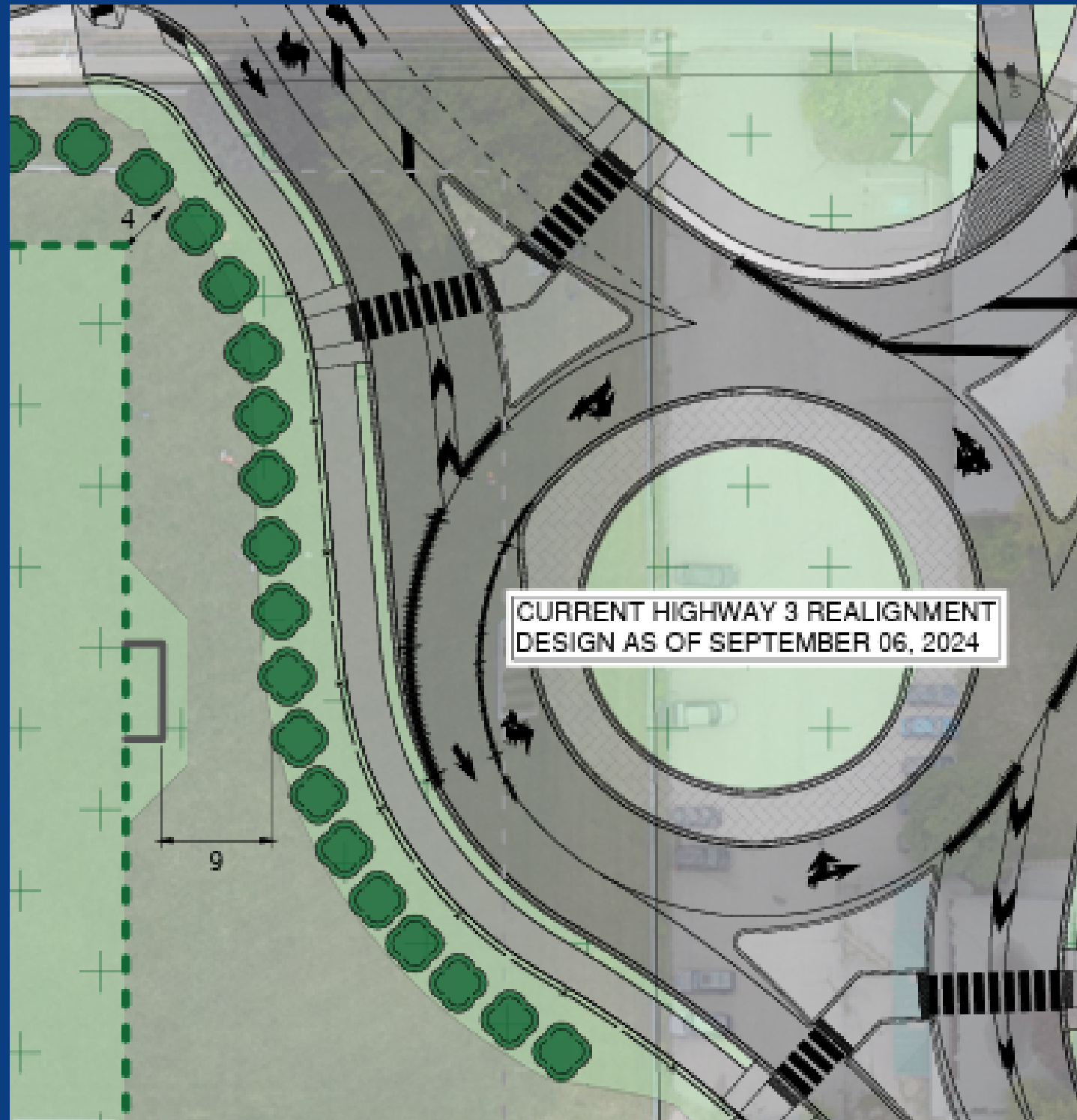
OUR PRIORITY



**KEEP OUR
CLASSROOM
SPACE**



ALTERNATIVE OPTIONS



1. ALTERNATE ROUTE
2. MOVE THE FIELDHOUSE
3. IMPROVE ACTIVE SPACES
4. ALTERNATE GYM SPACES



WHAT WE NEED



1. YOUR SUPPORT
2. ADVOCATE FOR STUDENT NEEDS
3. CONTACT MOTI & TOWN OF CRESTON
4. HOST A BOARD MEETING IN CRESTON
5. INFORM PARENTS, COMMUNITY, PUBLIC



**MEETING OF THE BOARD HELD IN PUBLIC
MINUTES
TUESDAY, OCTOBER 14, 2025**

<u>Board:</u>	D. Lang, Chair (<i>via video conference</i>) J. Bremner, Vice-Chair M. J. Blackmore S. Chew (<i>via video conference</i>) K. Etheridge A. Gribbin S. Nazaroff M. Shunter L. Trenaman (<i>via video conference</i>)
<u>Student Trustees:</u>	K. Keyes, MSSS
<u>District Staff:</u>	T. Smillie, Superintendent C. MacArthur, Secretary-Treasurer L. Carriere, Director of Aboriginal Education (<i>via video conference</i>) B. Eaton, Director of Instruction - Curriculum, Instruction, and Assessment D. Holitzki, Assistant Superintendent C. Kerr, Director of Operations T. Malloff, District Principal – Innovative Learning (<i>via video conference</i>) C. Singh, Director of Human Resources S. Bruskowski, Executive Assistant
<u>Regrets:</u>	Nil

Vice-Chair Bremner was designated to chair the meeting.

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 – Nil

5. Adoption of Agenda

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-009

THAT the Agenda for this October 14, 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



Superintendent Smillie answered questions from the public related to the planned highway bypass affecting the KRSS property as well as questions related to requirements for enrolling a student to a school within the district.

8. Adoption of Minutes

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-010
THAT the minutes from the September 9, 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. Literacy Continuous Learning Report 2025-2026

Assistant Superintendent Holitzki and District Principal Malloff presented the 2025-2026 Literacy Continuous Learning Report, outlining a three-year plan (2024-2027) to improve K-12 literacy proficiency by 15% by 2028. The plan emphasizes equity, culturally responsive and evidence-based instruction, early intervention, and collaboration through school learning plans and partnerships supporting priority learners. Ten strategic actions guide implementation, including strengthening early literacy, transitions, instructional leadership, and system-wide coherence.

B. Inclusive Education Supports

Assistant Superintendent Holitzki presented the Inclusive Education process, outlining how SD8 supports all students through equitable access, individualized programming, and data-informed collaboration aligned with Ministry policy and the School Act. Supports include classroom adaptations, assistive technology, and Inclusion Support staff to help students meet IEP goals and graduate with dignity and purpose.

C. Remembrance Day Ceremonies 2025

Superintendent Smillie presented the schedule for the Remembrance Day Ceremonies 2025 as provided in the agenda package and encouraged Trustees to attend at schools in their area.

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

A. Final Enrolment and Budget Implications

Secretary-Treasurer MacArthur presented the SD8 Final Enrolment and Budget Report which is slightly above projections but down 1.1% from the previous year, with growth in online learning offset by declines in standard school enrolments. Unique student enrolments - including Indigenous learners and those with diverse needs - decreased overall, particularly among Indigenous students. Despite minor funding increases in several categories, adjustments to enrolment and funding protection measures result in no net change to the district's overall operating grant for 2025-2026 compared to the original budget but a decline over the prior year.

In response to Trustees' questions, Secretary-Treasurer MacArthur provided an explanation of the funding protection mechanism.



12. Governance and Policy

A. Indigenous Education Council Representative (Chair)

Chair Lang expressed appreciation to the Indigenous Education Council (IEC) for inviting a Trustee representative to join their committee. She thanked all Trustees who expressed interest in the role and appointed Vice-Chair Bremner as the Board's representative, noting that her background and experience will bring valuable insight to the Council.

UPON a motion duly made and seconded it was **RESOLVED:**

25/26-011

THAT item "KBB Member at Large" be added to the agenda of this meeting.

The motion carried unanimously.

B. KBB Member at Large

Vice-Chair Bremner announced that Trustee Blackmore had been elected as the Kootenay Boundary Branch (KBB) Member at Large, ensuring that the voice of School District No. 8 (Kootenay Lake) is represented at both the KBB Executive and the provincial level.

13. Human Resources – Nil

14. Trustee Verbal Reports

A. Student Trustees

- MSSS (Student Trustee Keyes)

Student Trustee Keyes introduced himself and reported a strong start to the year at Mount Sentinel and Sequoia, with 295 students actively engaged in academics, athletics, and school culture. Student Council hosted a pancake breakfast and spirit events, while clubs and teams are thriving. Grade 12 students are focused on post-secondary planning, scholarships, and campus and trades opportunities.

B. Trustees

- Trustee Blackmore participated in the Truth and Reconciliation Walk with Lower Kootenay and attended the KLTF barbecue, taking time to listen to Elders' reflections.
- Trustee Shunter reported on the Kootenay Boundary Branch (KBB) meeting held in Invermere, noting it was informative and valuable.
- Trustee Trenaman attended the Truth and Reconciliation Assembly at Redfish Elementary and the JSAC meeting.
- Vice-Chair Bremner highlighted Truth and Reconciliation activities across the district, attended the Intercultural Kootenays Advisory Committee meeting on anti-racism, and noted the upcoming DPAC AGM. She also announced that Chair Lang will not seek re-election and expressed the Board's gratitude for her leadership and service.

C. Chair



Chair Lang expressed that it has been a pleasure and an honour to serve the Board as Chair over the past two years. She reported attending the Policy Review Committee meeting, the Student Trustee Orientation, the Board Chairs' meeting, and several BC Public School Employers' Association (BCPSEA) meetings.

D. British Columbia School Trustee Association (BCSTA)

Trustee Chew reminded everyone of the upcoming BCSTA Academy and highlighted the agenda of the Pre-Conference.

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

Chair Lang reported attending several BC Public School Employers' Association (BCPSEA) meetings. She reminded Trustees that they are welcome to join sector calls virtually and highlighted the "BCPSEA and Me" webinar as a valuable resource for Trustees.

F. District Parent Advisory Committee (DPAC)

Vice-Chair Bremner informed the Board of the upcoming District Parent Advisory Council (DPAC) Annual General Meeting.

G. Other – Nil

15. Comments or Questions from the Public

Superintendent Smillie responded to further questions and comments from the public regarding the proposed highway bypass in Creston and the enrollment process for a Canadian student whose legal guardians reside outside the country.

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

The meeting was adjourned at 6:54 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	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; 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; Moved by Trustee Lang , seconded by Trustee Chew: NOW THEREFORE BE IT RESOLVED THAT in line with past Board resolutions, the following property interests be sold forthwith: 1. Former Crawford Bay maintenance yard; 2. Retallack land; 3. Former Yahk Elementary, and; 4. Ymir Land; THAT the sale of the following property interests be deferred until the Board adopts the new 2019-2029 Facilities Plan: 1. Former Al Collinson Elementary; 2. Former Gordon Sargent Elementary; 3. Kin Park in Creston, and; 4. Salmo tennis court & pool land	Secretary-Treasurer	As of April 2023, the following properties have not sold: - Former Crawford Bay maintenance yard; - Retallack II; - Ymir Land - Salmo Tennis Court & Pool Land	In Progress
Standing Resolutions						
Completed Resolutions						
October 14, 2025	25/26-011	Add Agenda Item	THAT item "KBB Member at Large" be added to the agenda of this meeting.			Complete
October 14, 2025	25/26-010	Adoption of Minutes	THAT the minutes from the September 9, 2025 Meeting of the Board Held in Public BE ADOPTED, as circulated.			Complete
October 14, 2025	25/26-009	Adoption of Agenda	THAT the Agenda for this October 14, 2025 meeting BE ADOPTED, as circulated.			Complete
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

FROM: Trish Smillie, Superintendent
DATE: November 4, 2025
SUBJECT: Numeracy Continuous Learning Report 2025-2026

For Information

Introduction

This memorandum provides outlines the [Numeracy Continuous Learning Report](#) for the 2025-2026 school year.

Information

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

“Improve numeracy proficiency for all learners”

The [Numeracy Continuous Learning Report 2025-2026](#) reviews student numeracy trends in district data and provides a description of the supports, resources and goals that comprise SD8’s commitment to ensuring numeracy 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 2024-2025 Enhancing Student Learning Report.

With the implementation of a district-wide numeracy coherence model, and a comprehensive process of data analysis and targeted capacity building, SD8 is optimistic that all learners, and in particular priority learners, will achieve success in numeracy throughout their K-12 school experience and beyond.





School District 8
Kootenay Lake

Numeracy Continuous Learning Report 2025–2026

November 6, 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 SUMMARYiv

INTRODUCTION 1

ALIGNMENT TO STRATEGIC PRIORITIES..... 7

EVIDENCE OF LEARNING | NUMERACY PROFICIENCY..... 8

CONCLUSION 75

GRATITUDE 80



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

The values embedded in the strategic plan include placing learners at the center, 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. Our mission is to inspire and support each learner to thrive in a caring learning environment.

Specifically, the focus is on the following goals in relation to numeracy development:

Lifelong Learning

- Engage each learner to improve and excel in numeracy
- 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





EXECUTIVE SUMMARY

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

In addition, 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 numeracy, 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 numeracy skills.

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

Three-Year Action Plan (2024-2027)

Outlined in this Numeracy 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 2024-25 school year, and over the coming years. SD8 continually monitors these priorities to ensure continuous improvement for all learners - Indigenous learners, learners with 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.”



EXECUTIVE SUMMARY

Strategies

1



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

Monitoring	Success Indicators (2024-2027)
Achievement Data: - Early Numeracy Profile (ENP), Number Sense Assessment (NSA), FSA 4&7, GNA 10, written learning updates - Intermediate and middle years numeracy assessments (INA, MYNA) Transitions Metrics: - Grade-to-grade transition rates - Transitions meetings Surveys & Feedback: - Student learning surveys (numeracy focus), school learning plan proficiency guidelines, school learning plans (numeracy goal)	- All schools set SMART numeracy objectives aligned with strategies and action plans in their School Learning Plans by end of 2026. Priority learner needs (e.g., Indigenous learners, learners with disabilities/diverse abilities, ELLs) are explicitly addressed in numeracy 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 with 100% of schools reporting using numeracy data (ENP, NSA, SNAP, INA, MYNA, FSA, GNA) in planning for success. - Evidence of numeracy instructional shifts and interventions based on ongoing data analysis documented in school learning plans by end of 2026. - Successful grade-to-grade academic transitions with transition rates for priority learners increasing annually.

2



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

Monitoring	Success Indicators (2024-2027)
Achievement/Developmental: - Early Numeracy Profile (ENP) - NSA (grade 2) - Written learning updates (numeracy) - EDI data Transitions Metrics: - Grade-to-grade transition rates - Primary success meetings Surveys & Feedback: - Teacher feedback	95%+ of K-1 students participate in ENP assessments. - Grade 2 implementation of Number Sense Assessment (NSA) in 2025-2026. - Grade 3 implementation of NSA in 2026-2027. - Primary teachers use class and cohort profiles from ENP and NSA data. - Year-over-year growth in participation rates in professional learning, in-service, and Communities of Practice with increased teacher confidence in data use and evidence-based instruction demonstrated through surveys. - By end of 2026, 80% of K-1 students demonstrate proficiency in key numeracy aspects, demonstrated by the ENP. - By 2027, 80% of grade 2 students demonstrate proficiency in foundational numeracy aspects, demonstrated by the NSA.



EXECUTIVE SUMMARY

3



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

Monitoring

Assessment Tools:

- ◆ District intermediate and middle years numeracy assessments (INA, MYNA)

Planning & Implementation:

- ◆ School learning plans (numeracy goal)

Transitions Metrics:

- ◆ Academic transitions meetings (primary, intermediate/middle, secondary)
- ◆ Grade-to-grade transition rates

Success Indicators (2024-2027)

- ◆ Intermediate numeracy assessment (INA) is implemented across all Families of Schools (FOS), with school teams using results to inform instructional planning by end of 2026.
- ◆ Middle years numeracy assessment (MYNA) is developed and piloted in each family of schools by June 2026.
- ◆ District numeracy assessment data (INA, MYNA) is referenced in school learning plans (numeracy) objectives and action plans by end of 2026.
- ◆ Intermediate numeracy assessment (INA) data is referenced at transition meetings to guide planning for cohort-level academic transitions by end of 2026.

4



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

Monitoring

Achievement Data:

- ◆ ENP, NSA, INA, MYNA, FSA 4 & 7, GNA 10
- ◆ Written learning updates and Student Learning Survey (numeracy focus)

Assessment & Planning Tools:

- ◆ District (localized) numeracy assessments
- ◆ Numeracy objectives and strategies evident in School Learning Plans

Participation & Innovation:

- ◆ Community of practice participation and feedback
- ◆ School learning plan grants (numeracy focus)

Success Indicators (2024-2027)

- ◆ Improved student achievement in numeracy outcomes, evidenced through ENP, NSA, INA, MYNA, and provincial numeracy assessments.
- ◆ Increased educator participation from all Families of Schools (FOS) in primary and intermediate/middle years numeracy communities of practice, with 80% or more reporting positive impact on instructional practice.
- ◆ Demonstrated use of numeracy 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 numeracy, evidenced by positive trends in Student Learning Surveys (numeracy focus) 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 numeracy outcomes are shared widely across the district on an annual basis.



EXECUTIVE SUMMARY

5



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

Monitoring	Success Indicators (2024-2027)
Digital Engagement: - Monthly tracking of Sharepoint view analytics - Weekly numeracy update metric click rates and views Resource Tracking: - Tracking of number and type of numeracy resources distributed during professional learning events, to schools, and through communities of practice - Instructional adoption of numeracy strategies as referenced in district resources Participation and Feedback: - Community of practice feedback on learning resources such as book studies - School learning plan grant numeracy resource references	- Increased engagement with the K-12 Numeracy Professional Learning Sharepoint site as reported by teacher feedback and through data analytics (views). - School learning plans and grants include references to K-12 Numeracy Professional Learning Sharepoint site resources or professional texts to support numeracy strategies and action plans. - Ongoing development of K-12 numeracy resources by district numeracy teacher-coordinators. - Evidence of increased and sustained levels of engagement with weekly numeracy updates through data analytics (views). - Increased satisfaction in numeracy resources as referenced through teacher feedback.

6



Enrich financial literacy environments and programs through provincial and community organizations.

Monitoring	Success Indicators (2024-2027)
- Student Learning Survey (SLS) results (financial literacy) - Community partnership and organization engagement - Survey and inventory of school and district financial literacy programs in use at schools	- Surveys show increased access financial literacy resources, with feedback from students and staff indicating relevance and engagement. - Evidence of collaboration with community partners and organizations in enhancing financial literacy spaces and programming. - Positive trends in Student Learning Survey responses related to financial literacy, particularly among priority learners through 2026-2027.



EXECUTIVE SUMMARY

7



Improve numeracy success through academic transitions meetings across K-12.

Monitoring	Success Indicators (2024-2027)
Achievement & Assessment Data: ◆ ENP, NSA, FSA 4 & 7, GNA 10, and written learning updates ◆ Intermediate and middle years numeracy assessments (INA, MYNA) Transitions Metrics: ◆ Grade-to-grade transition rates ◆ Primary success meetings	◆ Improved grade-to-grade transition outcomes for grade band cohorts, including increased rates of academic readiness and numeracy proficiency at key transition points, as reflected in school and district data. ◆ Transition plans include evidence of focus on 100% of priority learners by end of 2026. ◆ At least 80% of students demonstrate growth on key numeracy benchmarks from fall 2025 to spring 2026.

8



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

Monitoring	Success Indicators (2024-2027)
Achievement & Assessment: ◆ Provincial (FSA, GNA), district (ENP, NSA), intermediate and middle years numeracy assessments (INA, MYNA) School Planning & Leadership: ◆ Numeracy objectives and action plans in school learning plans ◆ School learning plan proficiency guidelines Surveys & Feedback: ◆ Student learning surveys (numeracy focus)	◆ 100% of schools develop and refine numeracy target objectives 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 guideline reflections and improved numeracy outcomes in all schools by the end of 2026 ◆ Improvement in student numeracy achievement (proficiency) for grade band cohorts (focus on priority learners) on provincial and localized assessments by end of 2026. ◆ Improvement in Student Learning Survey (SLS) results (numeracy focus).

9



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

Monitoring	Success Indicators (2024-2027)
Planning & Documentation: ◆ Numeracy target objectives and actions in school learning plans ◆ Grant applications and reports aligned to district numeracy priorities Participation & Engagement: ◆ Participation rates from each family of schools (FOS) ◆ Feedback from participants and school teams on instructional impact ◆ Impact of project outcomes at celebratory events	◆ Evidence of numeracy instructional shifts and interventions based on ongoing data analysis is documented in school learning plan grant outcomes. ◆ Evidence of alignment of district numeracy 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.



EXECUTIVE SUMMARY

10



Promote instructional alignment through a shared numeracy framework for grades K-9.

Monitoring	Success Indicators (2024-2027)
Framework Development & Planning: - Development of the grades K-3 and 4-9 Numeracy Framework - Numeracy target objectives and actions in school learning plans Achievement & Assessment Data: - Provincial (FSA 4 & 7, GNA 10) and localized assessments (ENP, NSA, intermediate numeracy assessment, middle years numeracy assessment) Instructional Impact - Evidence of shifts in instructional practice and targeted interventions - Sharing of practices and results through school learning tours and other events	- Development of a K-9 Numeracy framework by end of 2026. - Evidence of numeracy 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 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

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 Numeracy 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 numeracy.



INTRODUCTION

Numeracy 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 numeracy goal for all students from kindergarten through grade 12:

! *“Improve numeracy proficiency for all learners”*

Numeracy is the ability, willingness, and perseverance to interpret and apply mathematical understanding to solve problems in contextualized situations, and to analyze and communicate these solutions in ways relevant to the given context.

If literacy is the foundation for learning, then numeracy is the house built upon that foundation. Being numerate provides access to opportunities, contributes to career advancement and progress in the fields of science and technology.

! *“The powerful thinkers are those who make connections, think logically, and use space, data, and numbers creatively”*

Jo Boaler, Mathematics Professor and Author

BC Mathematics Curriculum

Big Ideas in mathematics curriculum reflect a variety of important concepts and competencies. They provide the conceptual framework for both instruction and assessment, ensuring that learning is coherent, connected, and focused on deep understanding rather than isolated skills. By centering assessment and teaching on big ideas, educators can better capture student thinking, promote transfer across contexts, and support equitable access to meaningful mathematics learning.

Number	Patterns	Computational Fluency (Operations)	Data Analysis
Number represents and describes quantity . This includes understanding that numbers can be decomposed into parts and wholes , and that fractions, decimals, and percents are used to represent these parts.	Students use patterns to represent identified regularities and to make generalizations . This can include repeating and growing patterns to make predictions.	This develops from a strong number sense and understanding the relationships between operations, such as addition and subtraction.	Concrete graphs help students to compare and interpret data , showing one-to-one correspondence and helping to make sense of large datasets through averages .

The **learning standards** in mathematics define the essential knowledge, skills, and processes students are expected to develop, combining **curricular competencies** (what students do) with **content standards** (what students know) to ensure a balance of conceptual understanding, procedural fluency, reasoning, and problem-solving across grade levels.

INTRODUCTION

Throughout K-12, the BC curriculum focuses on numeracy development. **K-12 Learning Progressions** help teachers plan and deliver lessons and activities, provide formative assessment to students, and 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, across the curriculum.

The **Proficiency Profiles** give grade-level snapshots of what proficient mathematics learning looks like, while the **K-4 Foundational Learning Progressions** provide a developmental roadmap of how students build those skills over time. Together, they ensure instruction and assessment are both grade-appropriate and responsive to where students are on the broader learning continuum.

Resources:

- [BC Mathematics Curriculum](#)
- [K-12 Cross Curricular Learning Progressions](#)
- [K-4 Math Proficiency Profiles](#)
- [K-4 Mathematics Foundational Learning Progressions](#)

Continuous Improvement Cycle

In SD8, there are several data points that are collated at the school or district level to understand student achievement and proficiency in numeracy:

SD8 K-12 Numeracy Assessment Inventory

 Early Numeracy (K-3) Profile (ELP) & Number Sense Assessment (NSA) Building Foundational Numeracy Skills Localized (District-Based) <i>Fall, Winter, Spring</i>	 Intermediate (4-6) Numeracy Assessment (INA-SNAP) Assessment Themes of Number Sense & Operations (Computational Fluency) Curricular Competency Development Localized (District-Based) <i>Fall, Winter, Spring</i>	 FSA 4&7 (Numeracy) Applying the Numeracy Process (Interpret, Apply, Solve, Analyze, Communicate) Building on Skills and Content Knowledge Provincial <i>Annual (Fall)</i>	MYNA 7-9 (Middle Years Numeracy Assessment) Applying the Numeracy Process (Interpret, Apply, Solve, Analyze, Communicate) Building on Skills and Content Knowledge Localized (District-Based) <i>Fall, Winter, Spring</i>	 Graduation Numeracy Assessment (GNA 10) Contextual, Cross-Curricular Applied Numeracy Assessment Provincial <i>Annual (November, April, June)</i>
--	---	---	---	---

The annual school learning cycle outlines a timeline for assessments in relation to school action planning for numeracy.

INTRODUCTION

Annual School Learning Timeframe

 Fall School Planning Day (September 19) Fall Assessment Snapshot & Planning ◆ 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) Intermediate & Secondary Academic Reviews (November)	 Winter District PROD (January 19) School Based PROD (February 13) Mid-Year Check-In ◆ 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 Primary Success Meetings (February)	 Spring District PROD Day (Indigenization) (April 13) School Based PROD Day (May 25) Spring Assessment Snapshot & Transitions ◆ Localized (District) Literacy & Numeracy Summative Assessment (K-3, 4-6, 7-9) ◆ School Learning Plans & Tours ◆ Transitions Planning Based on Class and Cohort Profiles in FOS ◆ School Learning Plans, Celebrations & Tours Intermediate & Secondary Academic Reviews (May) Primary Success Meetings (June)
---	--	--

Ongoing Assessment & Reporting of Learning | Continuous Monitoring for improvement →

Finally, the data and school planning cycle further illustrates how schools collect, plan, review, learn and adjust their school action plans on a continual basis.



INTRODUCTION

Data & School Planning



The Numeracy Continuous Learning Report, in turn, looks at student numeracy trends in district data and provides a description of goals, resources, strategies, and supports.

Over the next three years, SD8 will strengthen the school planning process, including collection of evidence, and use the evidence to plan for systemic, continuous improvement. In addition, SD8 will continue to play a lead role in provincial, regional and community partnerships.

By continually focusing on improving results and striving for equity for all learners, the Ministry of Education and Child Care places student success and well-being at the center 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 Ministry’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.

Numeracy Achievement Outcome Goal and Targets

Numeracy Achievement Goal

By June 2028, SD8 will increase the percentage of all resident and priority learners improving proficiency in numeracy expectations by 15%, as measured across key achievement indicators:

- Kindergarten to grade 3: Early Numeracy Profile (ENP) and Number Sense Assessment (NSA)
- Kindergarten to grade 3: Written Learning Updates
- Grade 4 and 7: Foundational Skills Assessment (Numeracy)
- Grade 10: Graduation Numeracy Assessment (GNA)



INTRODUCTION

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

	2025-2026
K-3 Monitoring Early Numeracy Profile (ENP) assessment, Number Sense Assessment (NSA), Written Learning Updates	All Resident Improve numeracy proficiency rates on the ENP to 80% learner proficiency in all aspects in K-1 by the end of 2026, and to 80% learner proficiency on the NSA in all aspects in grade 2 by the end of 2027, focusing on number sense throughout K-3.
	Priority Learners Improve numeracy proficiency by the end of 2026 by 5% across the board for K-3, focusing on number sense.
4-6 Monitoring Intermediate Numeracy Assessment (INA-SNAP), FSA 4, Written Learning Updates (Mathematics)	All Resident Improve numeracy proficiency on the FSA 4 by 5% to 67% (from 62% in 2024-2025), with a specific focus on procedural fluency and data literacy.
	Priority Learners Improve numeracy proficiency on the FSA 4 by 5% for diverse abilities and to 57% for Indigenous (all) (from 52% in 2024-2025) with a specific focus on procedural fluency and conceptual understanding.
7-9 Monitoring Middle Years Numeracy Assessment (MYNA), FSA 7, Written Learning Updates (Mathematics)	All Resident Improve numeracy proficiency on the FSA 7 by 5% to 60% (from 55% in 2024-2025), with a specific focus on procedural fluency and numeracy tasks.
	Priority Learners Improve numeracy proficiency on the FSA 7 by 5% for diverse abilities and to 50% for Indigenous (all) (from 42% in 2024-2025) with a specific focus on procedural fluency and conceptual understanding.
10-12 Monitoring Grade 10 Graduation Numeracy Assessment (GNA 10), Written Learning Updates (Mathematics)	All Resident Improve numeracy proficiency on the GNA 10 by 6% to 50% (from 44% in 2023-2024).
	Priority Learners Improve numeracy proficiency on the GNA 10 by 7% to 45% (from 38% in 2023-2024) for diverse abilities and to 45% for Indigenous (all) (from 38% in 2023-2024).

Rationale

To improve numeracy 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 numeracy action planning ensures that each school's goals and strategies are responsive to local data and learner needs. Integrated district-wide assessment practices, including tools such as SNAP, FSA item-level analysis, and a consistent numeracy 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 instructional moves and foster shared ownership. Targeted resources and a refreshed K-12 professional learning SharePoint site support ongoing learning and alignment. The development of a grades K-9 Numeracy 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,

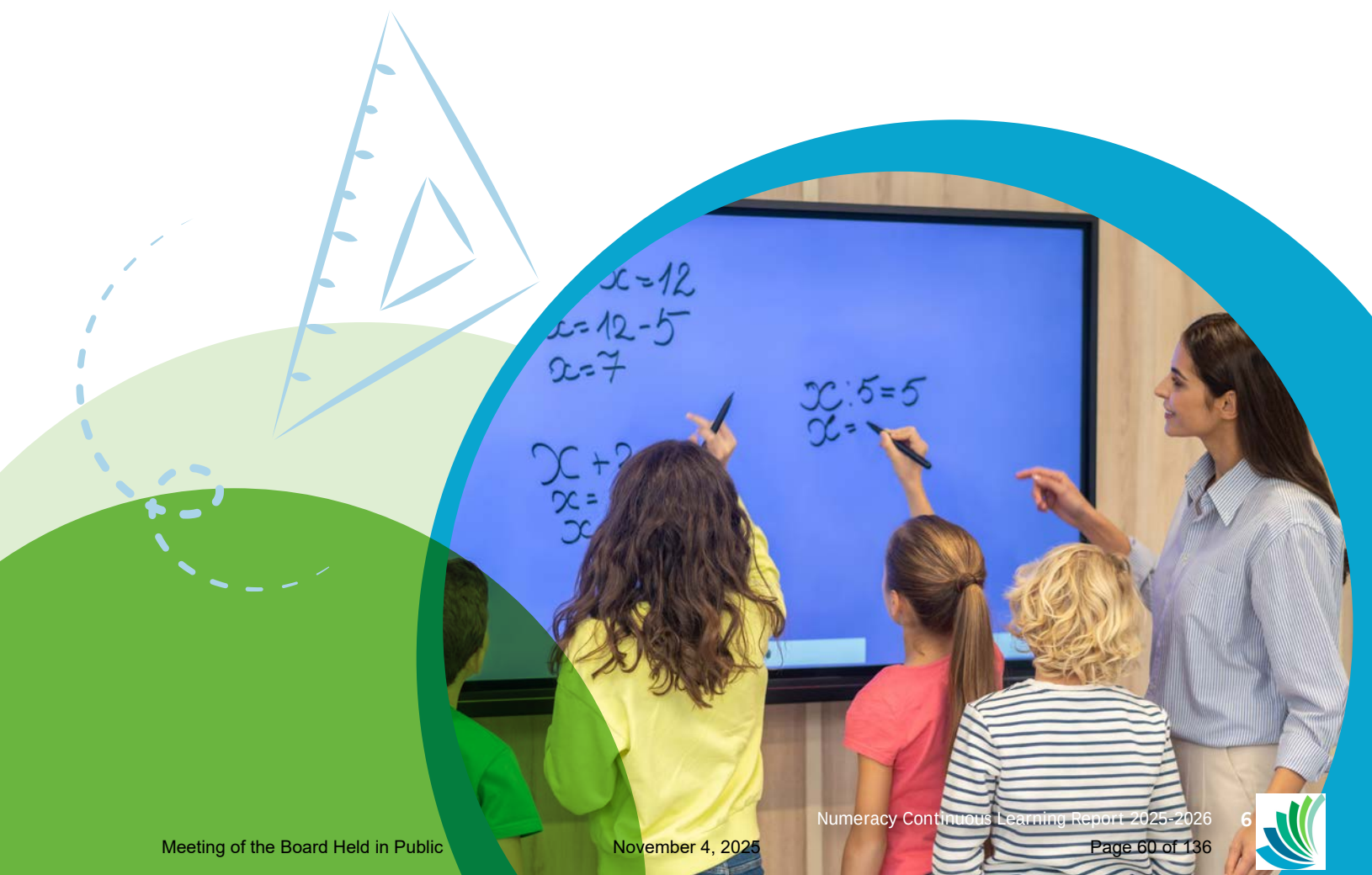
INTRODUCTION

and School Learning Plan Grants (SLPGs) alongside focused numeracy residencies fuel innovation and reflection. Together, these strategies build collective capacity, align efforts across the system, and create the conditions for sustained numeracy improvement.

Theory of Action

The SD8 Numeracy 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 in driving student achievement. Hattie's meta-analyses identify teacher clarity, feedback, and collective teacher efficacy as top influences on student learning—principles embedded in our focus on professional learning and instructional alignment. Fullan emphasizes the power of deep learning and leadership development to create sustainable change across systems, which is reflected in our leadership networks and school-based action planning. It also reflects the core components of effective district leadership as outlined by Leithwood et al. (2020), including setting direction, building capacity, ensuring organizational coherence, and using data for continuous improvement.

Therefore, as SD8 implements a coherent, system-wide approach that integrates data-informed planning, transformative professional learning, and responsive instructional leadership, numeracy outcomes for all students, 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 numeracy development:

Lifelong Learning

- Engage each learner to improve and excel in numeracy.
- 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

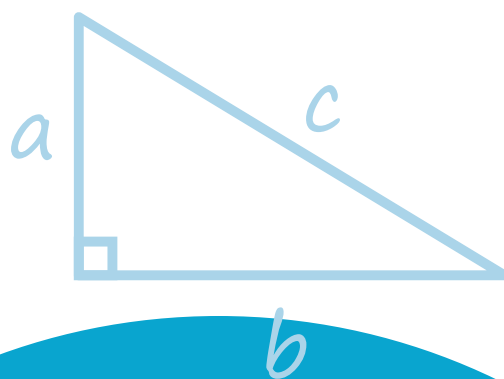
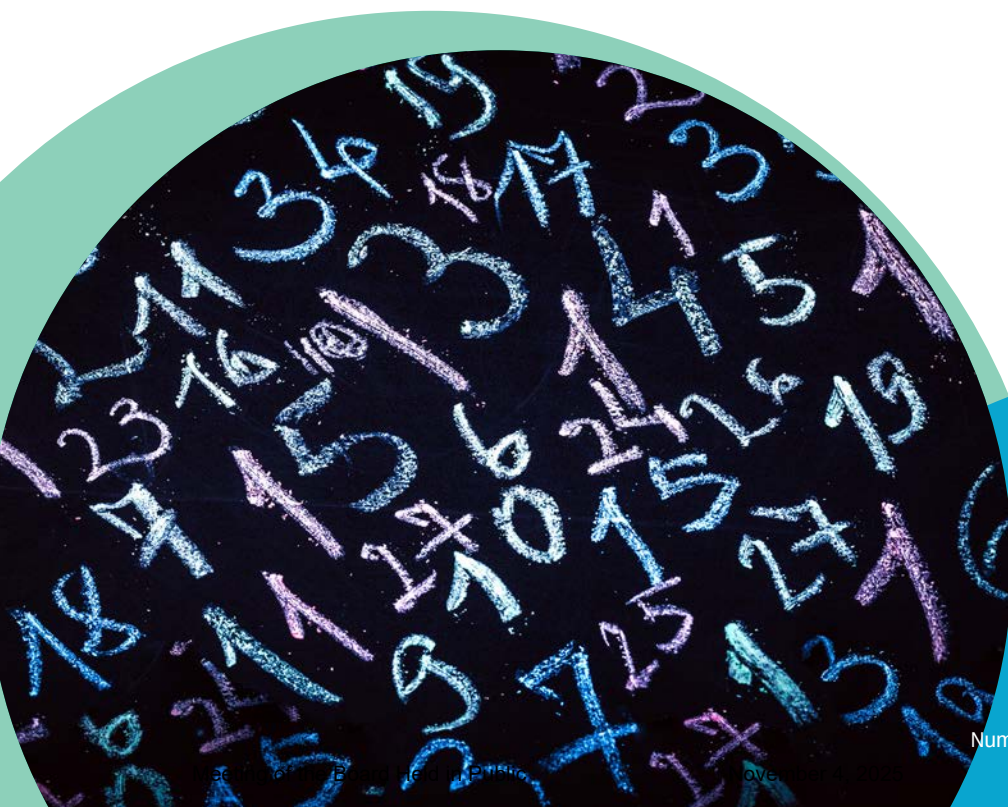
- Promote collaborative partnerships with the local and broader community.

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 | NUMERACY PROFICIENCY

K-3 Numeracy

Numeracy is the ability to understand and apply mathematical concepts, processes, and skills to solve problems in a variety of contexts. In mathematics, children build strategies needed to solve problems, such as determining patterns, measuring length, or adding and subtracting; they also build skills like talking about their process and answering with evidence, and checking alternative problem-solving processes.

Numeracy begins with children's need to describe various elements of their world. Children further build and practice numeracy in all learning areas, using the mathematical skills and strategies they have acquired. Thinking and practicing numeracy in the primary years builds transferable skills of critical thinking, communication, and collaboration. Being numerate helps people make sense of the world, including in daily living activities like telling time, traveling, setting the table, cooking, and playing sports. Numerate individuals feel confident in their understanding of mathematics; they can draw on their knowledge and apply it as necessary.

Numeracy understandings grow naturally from children's explorations. Their spontaneous play can be numeracy based: counting, sorting, measuring, and comparing are part of many games and activities children take part in both inside and outside the classroom. In the primary years, teachers can encourage and take advantage of naturally occurring play – to “mathematize” the explorations of numbers, spatial awareness, and patterns that children willingly seek out in their free time, their classroom time, their outdoor play, and their interactions with other children.

Teachers can help students' explorations grow by modelling their thinking and encouraging students to speak metacognitively. An example is thinking out loud: “I wonder how tall you are in a count of blocks? You could lay the blocks end to end to find out. Is there another way you could measure yourself?” Play-based experiences like these are authentic and positioned at children's developmental levels.

The goal of mathematics and numeracy teaching and learning in the primary classroom is for all learners to develop competence and confidence in these areas. Mathematical competence is meant to support children who can confidently approach a problem, draw from various strategies, assess the best one for the task, and fluently apply the skills necessary to promote and hone conceptual understanding. Children who embody these aspects are better able to think mathematically throughout their lives, confidently exploring ideas and fluently moving between various strategies. When developed early in life, mathematical concepts and numerate habits of mind help children see the math in the world around them and help them gain confidence in their ability to solve everyday problems without doubt or experiencing fear of math.

The primary program in numeracy consists of introducing learners to the skills of basic number sense, computational fluency, patterns and relations. These concepts are introduced in kindergarten and grow with students, expanding in scope and depth of learning as they progress through the primary grades. Hands-on-mathematics manipulatives are used in the classroom to demonstrate, practice and reinforce numerical concepts. In addition, real-world applications are emphasized, giving children an understanding of how numerical skills and concepts are used in their daily lives and experiences.



EVIDENCE OF LEARNING | NUMERACY PROFICIENCY

Numeracy Learning (from British Columbia: Learning in the Primary Years) (2024)

Numeracy Learning is Evident When Learners:	Teachers Promote Numeracy Learning When They:
Take on roles using numeracy in a variety of play activities	Design learning environments to engage children in a range of activities accessible to all abilities, language, and experience
Use symbols in play and begin or continue to make meaningful connections in seeing patterns in their feelings, ideas, words, and materials	Provide children with access to a variety of everyday materials they can use to create patterns and sort, categorize, and compare them
Begin and continue to make patterns and sort and categorize materials in nature	Take children outside to create, sort, and see patterns in nature
Use symbols in play and written work to represent and make meaning	Provide children with opportunities to engage in patterns in movement such as dancing, clapping, and singing
Develop skills in recognizing, sequencing, and predicting, and draw on memories of sequences to complete tasks and numeracy activities	Engage children in discussions about symbol systems, such as letters, numbers, time, money, and musical notation, and in different languages

BC Mathematics Curriculum and the new K-5 Cross Curricular Numeracy Learning Progressions - Grade Level Proficiency Descriptions and the new K-4 Foundational Learning Progressions (Math)

In British Columbia, K–3 numeracy is framed by the redesigned Mathematics curriculum and the province’s Learning Pathways. The curriculum expects teachers to interweave big ideas, curricular competencies (reasoning, modeling, communicating), and content (e.g., number, patterns, geometry, data) from the earliest years, so that students build conceptual understanding and fluency together rather than as isolated skills. In kindergarten, for example, the curriculum highlights one-to-one correspondence, composing/decomposing to 10, and the link between number sense and computational fluency.

To help teachers see what “proficient” looks like in primary math, BC’s new K–4 Foundational Learning Progressions (Math) describe a developmental continuum for skills such as number sense, operations, patterning, measurement, and data, with grade-level descriptors and classroom examples. These progressions are meant for planning and formative assessment (not as a replacement for the curriculum) and align directly to the BC math learning standards. These are used along with the new K–12 Cross-Curricular Numeracy Learning Progressions to describe numeracy thinking and communication skills that all teachers can use across subjects.



EVIDENCE OF LEARNING | NUMERACY PROFICIENCY

New Cross-Curricular Numeracy Learning Progressions – Grade Level Proficiency

CROSS-CURRICULAR NUMERACY LEARNING PROGRESSIONS – GRADE LEVEL PROFICIENCY DESCRIPTORS							
ASPECT	SUB-ASPECT	K	1	2	3	4	5
Solves Implements a plan to solve the mathematical problem and checks their solution	Estimates reasonably in context Uses the information provided to support a best guess solution	Estimates the scope of the answer scope: e.g., range, size, shape, time			Estimates reasonably within identified parameters, using benchmarks and relevant information from the scenario benchmarks: e.g., up to 10 000, fractions, decimals, distance, colour, rhythm, pattern	Estimates reasonably within identified parameters, using benchmarks and relevant information from the scenario benchmarks: e.g., up to 1 000 000, fractions, decimals, distance, colour, rhythm, pattern	Estimates reasonably within identified parameters, using benchmarks and relevant information from the scenario benchmarks: e.g., up to 1 000 000, fractions, decimals, distance, colour, rhythm, pattern
	Solves the mathematical problem Uses various approaches to find a solution to the problem	Finds a solution using play, concrete materials, or models			Finds a solution by applying familiar mathematical tools and/or strategies strategies: e.g., equations, play, concrete materials, models	Finds a solution by applying familiar mathematical tools and/or strategies	Finds a solution by applying familiar mathematical tools and/or strategies
	Verifies accuracy of the mathematical solution Checks their solution based on similar problems, others' solutions, or their estimate	Compares their solution with those of their teacher and/or peers			Verifies the accuracy of their solution, using reasonable estimates and other familiar mathematical strategies	Verifies the accuracy of their solution, using reasonable estimates and other familiar mathematical strategies	Verifies the accuracy of their solution, using reasonable estimates and other familiar mathematical strategies

<https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/learning-pathways/k-5-numeracy-learning-progressions.pdf>





EVIDENCE OF LEARNING | NUMERACY PROFICIENCY

New K-4 Foundational Math Learning Progressions (example)

K-4 Foundational Math Learning Progressions				
Skill: Number Sense				
Students with proficient Number Sense think flexibly and fluently. Number Sense is an understanding of numbers, ways of representing numbers, relationships among numbers, and making sense of numbers and quantities. It is developed through engaging in rich mathematical tasks in which students represent numbers in concrete, pictorial, and symbolic ways.				
Sub-skill	Kindergarten	Grade 1	Grade 3	Grade 4
Whole Number Concepts <i>Students develop an understanding that numbers can represent a quantity. They also learn how to communicate with and about numbers. As students move to higher grades, they investigate relationships and patterns between numbers such as concepts of place value to be able to fluently add, subtract, multiply, and divide.</i>	For numbers up to 10: - Accurately count (stable order counting): - Forwards from 1 to 10 - Backwards from 10 to 1 - Forwards to 10 from different starting points - Backwards to 1 from different starting points - A group of up to 10 objects (one-to-one correspondence, cardinality) - A group of up to 10 objects which has been rearranged (conservation) - Represent the number of objects in a set in concrete, pictorial, and symbolic forms (e.g., using interlocking cubes, natural materials, counting on fingers, pictures, or using a numeral), to make sense of quantities - Identify and write the numerals 0-9 - Instantly recognize the number of objects (subitizing) in sets up to 5 (e.g., images, objects, dots, ten frame) <i>Note: Teachers may find it appropriate to first build number concepts of 5 as a scaffold to number concepts of 10</i>	For numbers up to 100: - Accurately count (stable order counting): - Forwards from 1 to 100 - Backwards from 100 to 1 - Forwards to 100 from different starting points - Backwards to 1 from different starting points - A group of up to 100 objects (one-to-one correspondence, cardinality) - A group of up to 100 objects which has been rearranged (conservation) - Represent the number of objects in a set in concrete, pictorial, and symbolic forms (e.g., using interlocking cubes, natural materials, counting on fingers, pictures, or using a numeral), to make sense of quantities - Identify and write the numerals 0-99 - Instantly recognize the number of objects (subitizing) in sets up to 10 (e.g., images, objects, dots, ten frame)	For numbers up to 1,000: - Compare and order numbers to make sense of quantities - Use flexible counting strategies (e.g., counting up using benchmark numbers like multiples of 2, 5, 10, 25, 50, and 100) - Represent numbers in concrete, pictorial, and symbolic forms - Estimate the number of objects in a set up to 10,000 by decomposing the set into smaller sets or by using references/benchmarks - Understand place value as the relationship between the digits within a number and their value, to 9999 (e.g., the digit 4 in 8342 has the value of 40 ones or 4 tens or the digit 8 is worth 8000) to make sense of quantities - Demonstrate how numbers can be flexibly decomposed (i.e., 8342 can be decomposed to 4000 and 4342 or 83 hundreds and 42 ones) - Connect decomposition of numbers to expanded form (e.g., $8342 = 8000 + 300 + 40 + 2$) - Understand the role of zero as a placeholder (e.g., 701 means that there are 0 tens)	For numbers up to 10,000: - Compare and order numbers to make sense of quantities - Use flexible counting strategies (e.g., counting up using benchmark numbers like multiples of 5, 10, 25, 50, and 100) - Represent numbers in concrete, pictorial, and symbolic forms - Estimate the number of objects in a set up to 10,000 by decomposing the set into smaller sets or by using references/benchmarks - Understand place value as the relationship between the digits within a number and their value, to 9999 (e.g., the digit 4 in 8342 has the value of 40 ones or 4 tens or the digit 8 is worth 8000) to make sense of quantities - Demonstrate how numbers can be flexibly decomposed (i.e., 8342 can be decomposed to 4000 and 4342 or 83 hundreds and 42 ones) - Connect decomposition of numbers to expanded form (e.g., $8342 = 8000 + 300 + 40 + 2$) - Understand the role of zero as a placeholder (e.g., 701 means that there are 0 tens)

<https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/learning-pathways/k-4-math-foundational-learning-progressions.pdf>

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

[BC Curriculum: Mathematics](#)

[BC K-4 Foundational Math Learning Progressions](#)

[BC Cross-Curricular Numeracy Learning Progressions - Grade-Level Proficiency Descriptors](#)

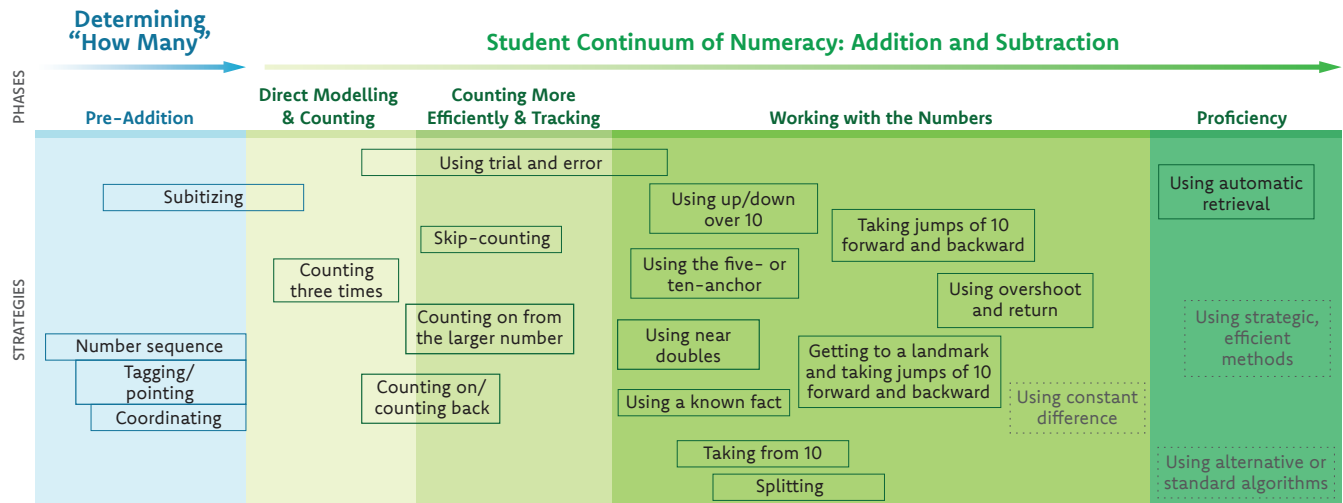
The SD8 primary numeracy plan entails a shift in practice for primary numeracy continuous improvement, from an individual classroom approach to a comprehensive practice that builds on the science of numeracy and number sense and aligns with the BC Math Curriculum, BC Foundational Math Learning Progressions, and the BC Cross-Curricular Numeracy Learning Progressions. This approach focusses on students' growth and proficiency and aligns with provincial proficiency measures. The approach requires coordinated alignment across the district and a commitment to using science-based practices, expert professional learning approaches, and continuous efforts by teachers to promote numeracy development and attainment of proficiency in the primary years.



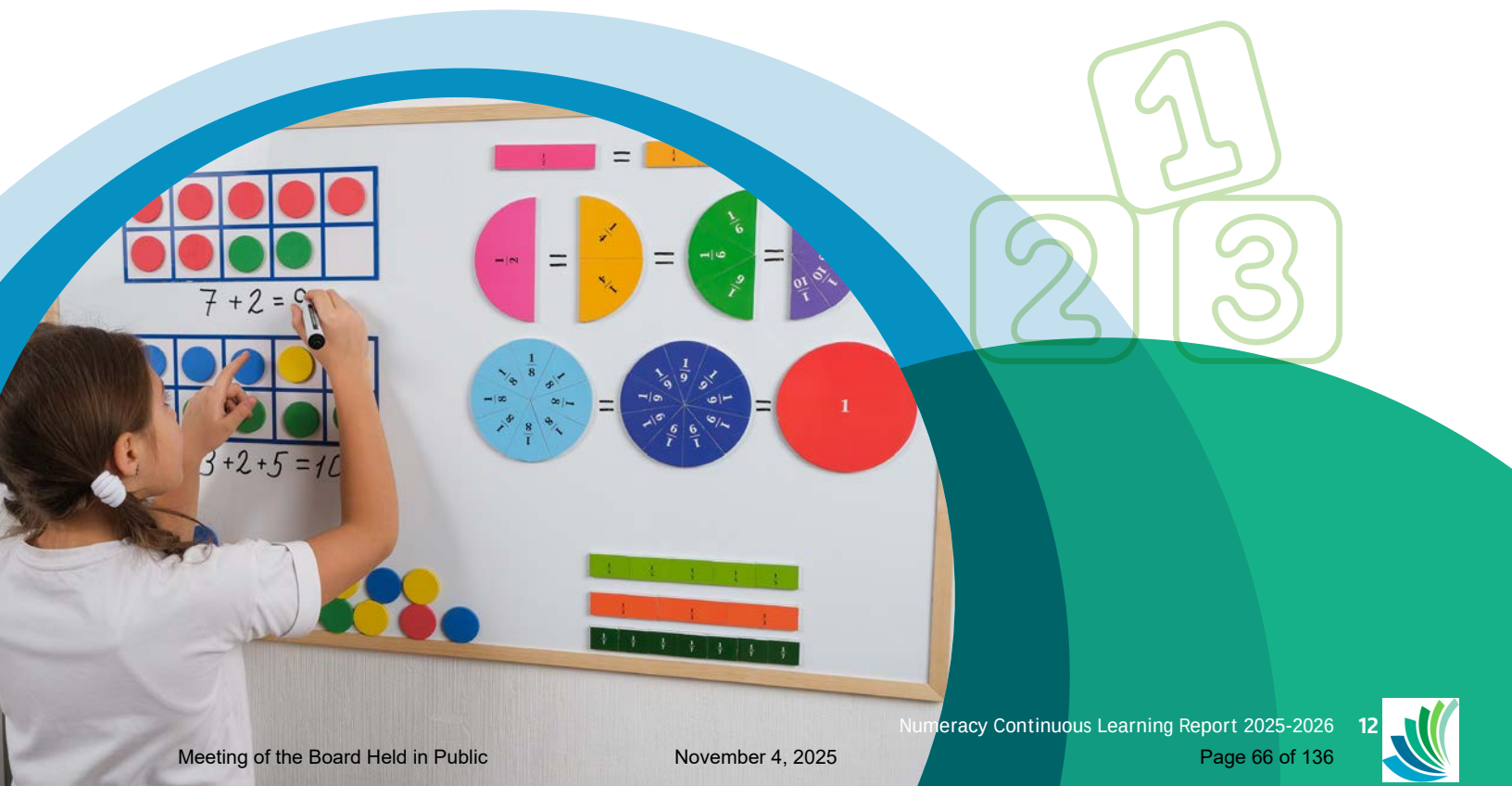


EVIDENCE OF LEARNING | NUMERACY PROFICIENCY

Student Continuum of Numeracy – Addition and Subtraction



From: *What to Look For: Understanding and Developing Student Thinking in Early Numeracy* (Alex Lawson, 2015)



EVIDENCE OF LEARNING | K-3 NUMERACY PROFICIENCY

Early Numeracy Assessments (K-3)

Early Numeracy Profile (ENP):

Beginning in 2022–2023, SD8 began to implement a comprehensive numeracy plan for primary learners, starting with kindergarten, the Early Numeracy Profile (ENP), a locally developed assessment. In 2023–2024, the ENP was rolled out for all kindergarten learners and in 2024–2025 grade 1 students participated in the ENP assessments. Kindergarten and grade one will again use the ENP assessments in the 2025–2026 school year.

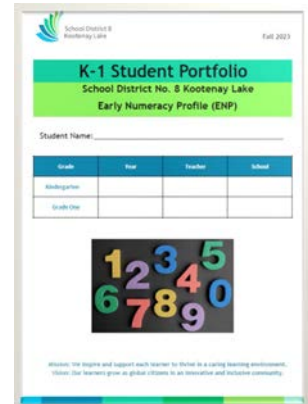
Purpose of the Early Numeracy Profile (ENP)

The SD8 K–12 Numeracy Goal is:

To improve numeracy proficiency for all learners.

The ENP’s purpose is to inform and guide instructional planning through:

- ♦ identifying where learners are in the continuum of math concepts
- ♦ creating student and class profiles to:
 - guide instruction according to next steps for learners
 - communicate student learning in learning updates



Having common language, understandings, and goals throughout the district supports:

- Learners, and in particular, priority learners
- as they grow in their learning
 - transition between classrooms within and between schools
- Educators (teachers, education assistants, principals) in:
 - understanding mathematical concepts and progressions
 - sharing learning and strategies
 - collaborating with and supporting each other
 - working together to support learners
- creating student and class profiles to:
- guide instruction according to next steps for learners
 - communicate student learning in learning updates
 -

Mathematical concepts grow with students and expand in scope and depth of learning as they progress through the grades.

Introduction to Mathematics, BC Curriculum.





EVIDENCE OF LEARNING | K-3 NUMERACY PROFICIENCY

Overview of ENP K- I Tasks:

Here are key curriculum links to the assessment tasks:

Kindergarten		
Question #	Task:	Curricular Content Connections:
1	Counting to 10	- one-to-one correspondence - stable order counting to 10 - cardinality (final # represents all) - number conservation
2	Subitizing 0-10	- perceptual subitizing (I see 5) - conceptual subitizing (I see 4 & 1) - benchmarks of 5 and 10 - numbers can be arranged and recognized
3	Matching Sets to Numerals 0-10	linking sets to numerals
4	Change in Quantity	- change in quantity to 10 using concrete materials - generalize change by adding 1 or 2
5	Ways to make 5	- ways to make 5 - conceptual subitizing (I see 4 & 1)
6	Decomposition of numbers to 10	- decomposing and recomposing of numbers to 10 - numbers can be arranged and recognized - benchmarking of 5 and 10 - making 10 - part-part-whole thinking using concrete materials to show ways to make 10

Grade One		
Question #	Task:	Curricular Content Connections:
1	Counting to 20	- one-to-one correspondence - stable order counting to 20 - cardinality (final # represents all) - number conservation - counting on and counting back - skip counting by 2 and 5
2	Subitizing 11-20	- perceptual subitizing (I see 6) - conceptual subitizing (I see 6 & 6) - benchmarks of 5, 10, and 20 - base 10 - numbers to 20 can be arranged and recognized
3	Matching Sets to Numerals 11-20	- linking sets to numerals - benchmarks of 5, 10, and 20
4	Change in Quantity	- change in quantity to 20 concretely and verbally - verbally describe a change in quantity - mental math strategies (+/- 0, 1, 2)
5	Place Value	- base 10 10 and some more - benchmark of 10
6	Addition and Subtraction to 20	- decomposing 20 into parts - mental math strategies: - counting on from highest number - making 10 - doubles

Early Numeracy Profile: A Sample of Assessment Items and Timeline

First Check-in Timeline for Kindergarten ENP F = Fall W = Winter S = Spring

Counting						Subitizing			Matching Sets to Numerals	Change in Quantity			Ways to make 5	Decomposing 10
1-1 Correspondence	1-10 Counting Sequence	Cardinality	# Conservation	Count up 5-10	Count back 10-0	0-6 Dice Dots	0-5 Ten Frames	6-10 Ten Frames	0-10	Changing 5 to 7	Add 1	Add 2	0-5	3 ways
Y (yes) N (not yet)						EDP			EDP	EDP	Y (yes) N (not yet)	EDP	EDP	
F	F	F	F	F	W	F	F	W	W	W	W	W	W	W



EVIDENCE OF LEARNING | K-3 NUMERACY PROFICIENCY

First Check-in Timeline for Grade One ENP F = Fall W = Winter S = Spring																										
Counting								Subitizing	Matching Sets to Numerals	Change in Quantity							Place Value	Addition to 20	Subtraction to 20							
1-1 Correspondence	1-20 Counting Sequence		Cardinality	# Conservation	Count up 12-20	Count back 18-10	Skip count by 5s to 20	Skip count by 2s to 20	11-20 ten-frame dots	11-20	Changing 16-13	Add 1	Add 2	Add 0	Subtract 1	Subtract 2	Subtract 0	Understands Tens & Ones/Extras	Join Problem –	Separate Problem – Result Unknown						
Y (yes) N (not yet)								EDP				EDP	EDP	Y (yes) N (not yet)							EDP	EDP	EDP			
F	F	F	F	F	F	F	F	F				F	F	W	W	W	W				W	W	W	W	W	W

Number Sense

A specific area of focus in numeracy for primary learners is number sense. Number sense is what many people think of as math. It encompasses an intuitive sense of number, and the ability to estimate reasonably using referents and to describe and make connections with how to use quantity in the world. Children with number sense and computational fluency understand that addition is the act of joining, and subtraction is the act of removing. They have flexible strategies, such as skip counting, using place value, or splitting, for composing and decomposing quantity. Children with number sense can apply whole number strategies for mathematical operations. They understand that while comparing occurs, attributes of length, height, area, mass, capacity, and volume can all be measured.

Number Sense Assessment (NSA) – Grade 2

SD8 has worked with SD73 (Kamloops Thompson) and in 2025-2026, is implementing the Number Sense Assessment (NSA) for grade 2 learners, with grade 3 learners added in 2026-2027. The NSA was developed by School District 73 (Kamloops-Thompson) and is used in grades 1-3 in that district. SD8 has created a locally revised version of the NSA, which is a short, classroom-friendly set of interviews/observations and paper-and-pencil tasks. The NSA emphasizes early concepts like one-to-one counting, more/less, subitizing, decomposing numbers, and “ways to make 5/10”. These are foundational concepts that underpin later fluency and problem solving.

Number Sense Assessment Aspects:

Subitizing & structured images (ten-frames/dot patterns)

- Teacher shows a ten-frame card and asks, “How many do you see? How do you know?” (Encourages instant number recognition and grouping.)
- Rationale:* Builds rapid quantity recognition and early part-whole reasoning.





EVIDENCE OF LEARNING | K-3 NUMERACY PROFICIENCY

Counting principles & one-to-one correspondence

- Teacher counts a small set of objects accurately while moving/lining them up; then asks, “What comes next? What came before?”
- *Rationale:* Confirms stable order, one-to-one, cardinality for foundational number sense.

Comparing quantities: more/less/equal

- Teacher provides students two sets (e.g., two ten-frames or dot trains) and asks them to decide which is more/less and explain how they know (without recounting from 1 if possible).
- *Rationale:* Links quantity to comparison language and mental strategies (e.g., “I saw 7 and 5; 7 is 2 more”).

Composing/decomposing numbers (part-whole) to 5/10/20

- Teacher says, “Show two different ways to make 10” with counters/ten-frames; “If you have 9, how many more to make 10?”
- *Rationale:* Assesses make-ten strategies and later fluency.

Early operations using strategies (not just answers)

- Teacher asks students to solve small addition/subtraction situations with objects/ten-frames: “You had 8, you added 2, what now? How do you know?”
- *Rationale:* Surfaces counting-on/back, doubles, near-doubles.

Place value beginnings (bundling/“ten and some more”)

- Teacher asks students to represent teen numbers on a ten-frame + loose ones and describe (“one ten and four ones”).
- *Rationale:* Establishes early base-ten structure.

Reasoning with representations (talking about thinking)

- Teacher asks students to explain different ways to see the same quantity (e.g., “I saw 5 and 3, so 8”) or to check an answer without recounting from 1.
- *Rationale:* Aligns with emphasis on reasoning/communication.

What is number sense?

Students with proficient Number Sense think flexibly and fluently.

Number sense is an understanding of:

- ♦ numbers
- ♦ ways of representing numbers
- ♦ relationships among numbers and
- ♦ making sense of numbers and quantities.

It is developed through engaging in rich mathematical tasks in which students represent numbers in concrete, pictorial, and symbolic ways.

K-4 Learning Progressions

Skill: Number Sense



EVIDENCE OF LEARNING | K-3 NUMERACY PROFICIENCY

An example of an NSA task for learners (Grade 2):

Some But Different

A 2 tens 7 ones	B 14 + 13
-------------------------------	-------------------------

Same But Different Math Protocol

Step 1: Look carefully at the images.

Step 2: Think silently for 1 minute.

Step 3: Turn and talk to a partner or your group.

Step 4: Share ideas as a whole class.

Step 5: Summarize ideas.

They are the same because _____. They are different because _____.

Step 6 (optional): Create one of your own.

Turn and Talk:

1st round:

They are the same because...

2nd round:

They are different because...

Target Numeracy Objectives (2025-2026)

	2025-2026
K-3 Monitoring Early Numeracy Profile (ENP) assessment, Number Sense Assessment (NSA), Written Learning Updates	All Resident Improve numeracy proficiency rates on the ENP to 80% learner proficiency in all aspects in K-1 by the end of 2026, and to 80% learner proficiency on the NSA in all aspects in grade 2 by the end of 2027, focusing on number sense throughout K-3.
	Priority Learners Improve numeracy proficiency by the end of 2026 by 5% across the board for K-3, focusing on number sense.

$$a^2 + b^2 = c^2$$



EVIDENCE OF LEARNING | K-3 NUMERACY PROFICIENCY

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

Below is the action plan for 2024-2025, including monitoring strategies and outcomes.

Strategies

1



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

Monitoring	Annual Outcomes (2024-2025)
Achievement Data: - Early Numeracy Profile (ENP), FSA 4&7, GNA 10, written learning updates - Intermediate and middle years numeracy assessments (INA, MYNA) Transitions Metrics: - Grade-to-grade transition rates - Transitions meetings Surveys & Feedback: - Student learning surveys (numeracy focus), school learning plan proficiency guidelines, school learning plans (numeracy goal)	- District Learning Team review of School Learning Plans at the end of the year to ensure that numeracy goals and objectives are present and that priority learner strategies are in place - K-3 Literacy and numeracy teacher coordinator promotes ongoing capacity building in K-3 numeracy - Comprehensive primary numeracy professional learning series for teachers and principals to build skills for data review and numeracy strategy implementation - The ENP K-1 assessment tool provides schools with numeracy data. - ENP data is entered into Clevr to create individual, class and grade profiles to inform instruction. - ENP data is analyzed with teachers at numeracy sessions to plan next steps. - ENP data is reviewed for the Primary Success Meetings and with school teams. - Primary numeracy teacher coordinator collaborative work with school teams, Indigenous Education and Inclusive Education itinerant staff, in order to build and implement targeted strategies for priority learners - Communities of Practice put in place for teachers to share strategies, best practices, and to strengthen learning about numeracy development.



EVIDENCE OF LEARNING | K-3 NUMERACY PROFICIENCY

2



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

Monitoring	Annual Outcomes (2024-2025)
Achievement/Developmental: - Early Numeracy Profile (ENP) - Written learning updates (numeracy) - EDI data Transitions Metrics: - Grade-to-grade transition rates - Primary success meetings Surveys & Feedback: - Teacher feedback	- Grade 1 Numeracy Professional Learning Series (4 in-person sessions and one after-school virtual session) supporting the first year of ENP implementation and using data to inform classroom instruction. Teachers received binders for the ENP assessment documents and session handouts, along with a copy of the mentor text <u>What to Look For</u> (Nelson and Creston sessions: 25 teachers). - Kindergarten Numeracy Professional learning Series (2 in-person sessions) supporting the second year of implementation and using data to inform classroom instruction (Nelson and Creston sessions:14 teachers). - K-3 Book Study: Choral Counting and Counting Collections. 4 virtual after-school sessions. Supporting teachers in incorporating these powerful routines to support the development of Number Sense, Number Concepts and Computational Fluency(in-person in Creston/virtual other locations:15 teachers). - Model and/or co-teach number routines in primary classrooms with the teacher (12 lessons). - Supporting teachers through email, Teams, and in-person conversations in schools. - Schools received one or more sets of 32 compact 2 bar 20 bead rekenreks. - Added a 'math kit' to the 2025-26 Welcome to Kindergarten bag (subitizing dice). - District Learning Leader team and School Leader team consistently review data for primary grade numeracy 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 promotes ongoing capacity building in K-3 numeracy - Twice yearly primary success meetings with all elementary schools with data, feedback and follow up action items sent to each school. - ENP outcomes inserted into clev'r database for data analysis by school and overall by district staff. - Primary numeracy 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 NUMERACY PROFICIENCY

3



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

Monitoring	Annual Outcomes (2024-2025)
Assessment Tools: - District primary assessments (ENP) and learning updates Planning & Implementation: - School learning plans (numeracy goal) Transitions Metrics: - Academic transitions meetings (primary, intermediate/middle, secondary) - Grade-to-grade transition rates	- The ENP K-1 assessment tool provides schools with numeracy data. - ENP data is entered into Clevr to create individual, class and grade profiles to inform instruction. - ENP data is analyzed with teachers at numeracy sessions to plan next steps. - ENP data is reviewed for the Primary Success Meetings and with school teams. - Primary numeracy teacher coordinator collaborative work with school teams, Indigenous Education and Inclusive Education itinerant staff, to build and implement targeted strategies for priority learners.

4



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

Monitoring	Annual Outcomes (2024-2025)
Achievement Data: - ENP, FSA 4 & 7, GNA 10 - Written learning updates and Student Learning Survey (numeracy focus) Assessment & Planning Tools: - District (localized) numeracy assessments - Numeracy objectives and strategies evident in School Learning Plans Participation & Innovation: - Community of practice participation and feedback - School learning plan grants (numeracy focus)	- Communities of Practice put in place for teachers to share strategies, best practices, and to strengthen learning about numeracy development. - K-3 Book Study: Choral Counting and Counting Collections. 4 virtual after-school sessions. Supporting teachers in incorporating these powerful routines to support the development of Number Sense, Number Concepts and Computational Fluency(in-person in Creston/virtual other locations:15 teachers). - Model and/or co-teach number routines in primary classrooms with the teacher (12 lessons). - Supporting teachers through email, Teams, and in-person conversations in schools.



EVIDENCE OF LEARNING | K-3 NUMERACY PROFICIENCY

5



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

Monitoring	Annual Outcomes (2024-2025)
Digital Engagement: - Monthly tracking of Sharepoint view analytics - Weekly numeracy update metric click rates and views Resource Tracking: - Tracking of number and type of numeracy resources distributed during professional learning events, to schools, and through communities of practice - Instructional adoption of numeracy strategies as referenced in district resources Participation and Feedback: - Community of practice feedback on learning resources such as book studies - School learning plan grant numeracy resource references	- Primary numeracy resources include: K-1 ENP assessment, guide and slide decks; all slide decks from numeracy sessions, and many have voice overs for educators to watch on-demand. - Many Resources/Links shared by Grade 4+ Teacher Coordinator apply to K-3. - Primary Newsletter posted in February. - Recordings of professional learning series for numeracy available online - Recordings and virtual access to provincial/national numeracy workshops and training for staff. - Recommended resources for students and for teachers are listed on the virtual numeracy hub.

6



Enrich financial literacy environments and programs through provincial and community organizations.

Monitoring	Annual Outcomes (2024-2025)
- Student Learning Survey (SLS) results (financial literacy) - Community partnership and organization engagement - Survey and inventory of school and district financial literacy programs in use at schools	- Recommended resources for students and for teachers are listed on the virtual numeracy hub, including financial literacy resources. - Incorporated coins and money in Choral Counting and Counting Collections book study number routines.

7



Improve numeracy success through academic transitions meetings across K-12.

Monitoring	Annual Outcomes (2024-2025)
Achievement & Assessment Data: - ENP, FSA 4 & 7, GNA 10, and written learning updates - Intermediate and middle years numeracy assessments (INA, MYNA) Transitions Metrics: - Grade-to-grade transition rates - Primary success meetings	Monthly review of data through report card data, grade-to-grade transition rates, ENP data, EDI data, FSA data, graduation assessments, and CHEQ data by District Learning Leadership Team.



EVIDENCE OF LEARNING | K-3 NUMERACY PROFICIENCY

8



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

Monitoring	Annual Outcomes (2024-2025)
Achievement & Assessment: - Provincial (FSA, GNA), district (ENP), intermediate and middle years numeracy assessments (INA, MYNA) School Planning & Leadership: - Numeracy objectives and action plans in school learning plans - School learning plan proficiency guidelines Surveys & Feedback: - Student learning surveys (numeracy focus)	- Families of Schools (FOS) meetings supported schools in coordinating and focusing on data analysis for numeracy goals and objectives - Feedback through the FOS meetings indicated a focus on foundational skills.

9



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

Monitoring	Annual Outcomes (2024-2025)
Planning & Documentation: - Numeracy target objectives and actions in school learning plans - Grant applications and reports aligned to district numeracy priorities Participation & Engagement: - Participation rates from each family of schools (FOS) - Feedback from participants and school teams on instructional impact - Impact of project outcomes at celebratory events	New School Learning Plan Grant initiative demonstrated promising practices in numeracy planning and coordinated school-wide numeracy structures (Slocan Family of Schools and Crawford Bay School).

10



Promote instructional alignment through a shared numeracy framework for grades K-9.

Monitoring	Annual Outcomes (2024-2025)
Framework Development & Planning: - Development of the grades K-3 and 4-9 Numeracy Framework - Numeracy target objectives and actions in school learning plans Achievement & Assessment Data: - Provincial (FSA 4 & 7, GNA 10) and localized assessments (ENP, intermediate numeracy assessment, middle years numeracy assessment) Instructional Impact: - Evidence of shifts in instructional practice and targeted interventions - Sharing of practices and results through school learning tours and other events	Revision of K-3 Numeracy Framework, to reflect beginning use of Number Sense Assessment in grade 2 in 2025-2026 and grade 3 in 2026-2027, alongside ongoing ENP (with revisions) in grades K-1.





EVIDENCE OF LEARNING | K-3 NUMERACY PROFICIENCY

Authentic Assessment in the Primary Grades

The fundamental purpose of assessment is to support and improve children’s learning. Curriculum, instruction, classroom assessment, and 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.

Communicating Learning: Primary Academic Proficiency in Numeracy

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 maintains high provincial standards, helping all students attain proficiency in their learning. It is also inclusive of all learners, focusing on strengths and next steps for each individual student.

	Emerging	Developing	Proficient	Extending
The Provincial 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 NUMERACY PROFICIENCY

Primary K-3 Numeracy Assessment Timeline Summary

Assessment Tool	September	October	November	December	January	February	March	April	May	June
Early Development Instrument EDI <i>Kindergarten</i> Next Wave: 2026-27				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 questionnaire. 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 are encouraged to share reports and connect with their staff and community partners to review CHEQ results. (Fall/Winter)					CHEQ information is shared in Welcome to K family packages.	
Early Numeracy Profile ENP* <i>Grades K-1</i>			Complete for first reporting period		January District Snapshot		Complete for second reporting period		End of year District Summary completed by end of May	
Number Sense Assessment NSA* <i>Grade 2</i>			Complete for first reporting period		January District Snapshot		Complete for second reporting period		End of year District Summary completed by end of May	
Primary Success Meetings <i>Schools and District meet virtually</i>						First Week of February				Second week of June
Communicating Student Learning				Written Learning Updates			Written Learning Updates			Written Learning Updates

*Progress Monitoring is ongoing throughout the year 2025-2026.

Achievement Data (2024-2025)

Early Numeracy Profile (ENP)

The following data tables provide numeracy information for SD8 kindergarten to grade 1 learners from the SD8 Early Numeracy Profile (ENP). At each grade level, a variety of items are used to determine student proficiency in numeracy. These items have been determined through research and consultation with numeracy experts (such as Jo Boaler and Carole Fullarton) and focus primarily on students' proficiency in number sense.

Early Numeracy Profile data is reported as the percentage of students achieving proficiency/mastery (proficient and extending) in a particular numeracy subset. Note that the implementation of the ENP is a rolling implementation, beginning with kindergarten and adding a grade level each successive year.



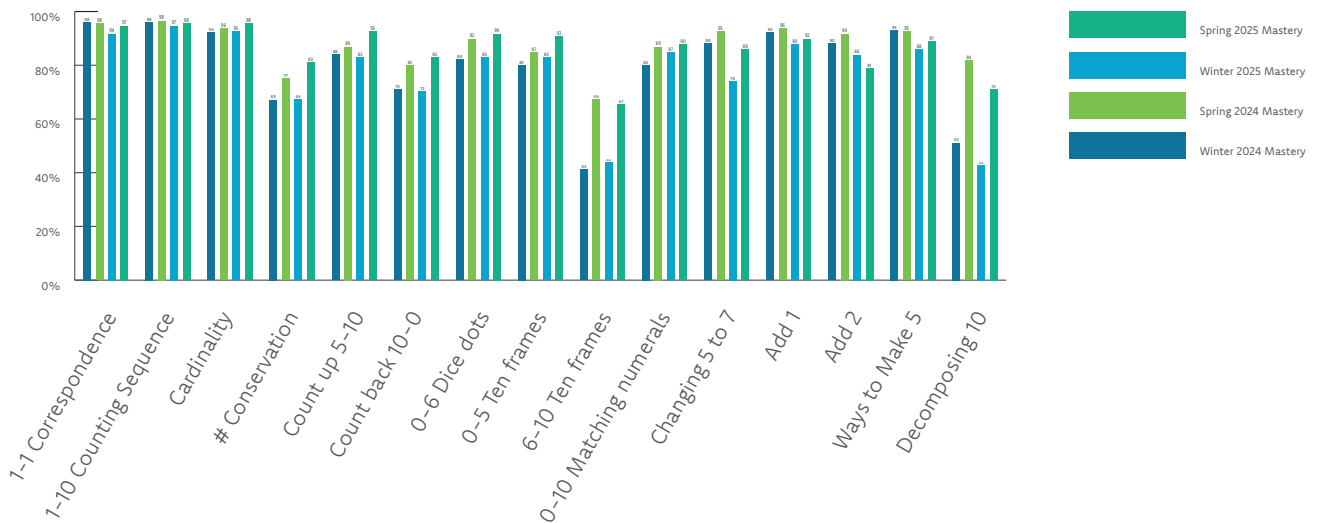


EVIDENCE OF LEARNING | K-3 NUMERACY PROFICIENCY

Note: At this time, it is too early to establish cohort data for the Early Numeracy Profile.

ENP Kindergarten Data – All SD8 Schools

Concept	Skill	Winter 2024 Mastery	Spring 2024 Mastery	Winter 2025 Mastery	Spring 2025 Mastery
Counting	1-1 Correspondence	98	98	94	97
	1-10 Counting Sequence	98	99	97	98
	Cardinality	94	96	95	98
	Number Conservation	69	77	69	83
	Count up 5-10	86	89	85	95
	Count back 10-0	73	82	72	85
Subitizing	0-6 dice dots	84	92	85	94
	0-5 ten frames	82	87	85	93
	6-10 ten frames	43	69	45	67
Sets to Numerals	0-10 matching numerals	82	89	87	90
Change in Quantity	Changing 5 to 7	90	95	76	88
	Add 1	94	96	90	92
	Add 2	90	94	86	81
Part-Part-Whole	Ways to make 5	95	95	88	91
	Decomposing 10	53	84	44	73

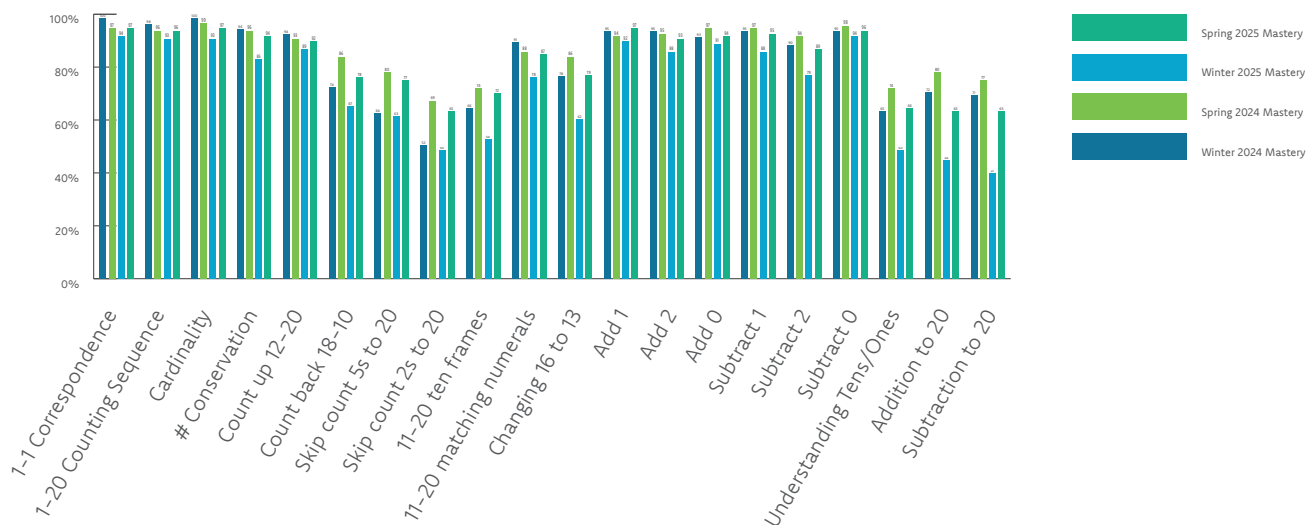




EVIDENCE OF LEARNING | K-3 NUMERACY PROFICIENCY

ENP grade 1 data – all SD8 schools

Grade One Concept	Skill	Winter 2024 Mastery	Spring 2024 Mastery	Winter 2025 Mastery	Spring 2025 Mastery
Counting	1-1 Correspondence	100	97	94	97
	1-20 Counting Sequence	98	96	93	96
	Cardinality	100	99	93	97
	Number Conservation	96	96	85	94
	Count up 12-20	94	93	89	92
	Count back 18-10	74	86	67	78
	Skip count 5s to 20	64	80	63	77
	Skip count 2s to 20	52	69	50	65
Subitizing	11-20 ten frames	66	74	54	72
Sets to Numerals	11-20 matching numerals	91	88	78	87
Change in Quantity	Changing 16 to 13	78	86	62	79
	Add 1	95	94	92	97
	Add 2	95	95	88	93
	Add 0	93	97	91	94
	Subtract 1	95	97	88	95
	Subtract 2	90	94	79	89
	Subtract 0	95	98	94	96
Place Value	Understanding Tens/Ones	65	74	50	66
Addition & Subtraction to 20	Addition to 20	72	80	46	65
	Subtraction to 20	71	77	41	65





EVIDENCE OF LEARNING | K-3 NUMERACY PROFICIENCY

Learning update data – Mathematics

Learning update data indicates the percentage of students achieving proficiency in mathematics 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	74	80	78	87	81
	Indigenous Students	60	65	60	83	64
	Students with Diverse Abilities	67	54	75	86	11*
Grade 1	All Resident	83	78	79	72	79
	Indigenous Students	78	62	68	56	61
	Students with Diverse Abilities	36	55	59	75	80
Grade 2	All Resident	77	80	71	75	74
	Indigenous Students	58	68	63	63	55
	Students with Diverse Abilities	48	33	50	41	50
Grade 3	All Resident	73	73	71	71	72
	Indigenous Students	64	59	62	64	68
	Students with Diverse Abilities	56	61	24	53	53

■ - 2020–21 Kindergarten Cohort ■ - 2021–25 Kindergarten Cohort

Developmental Data

Childhood Early Experiences Questionnaire (CHEQ)

A new 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 data are a summary of the responses that parents/caregivers provided for kindergarten children attending school in SD8 for 2024/25, the last reporting information at time of this report. The report provides valuable information on the unique experiences of this group.



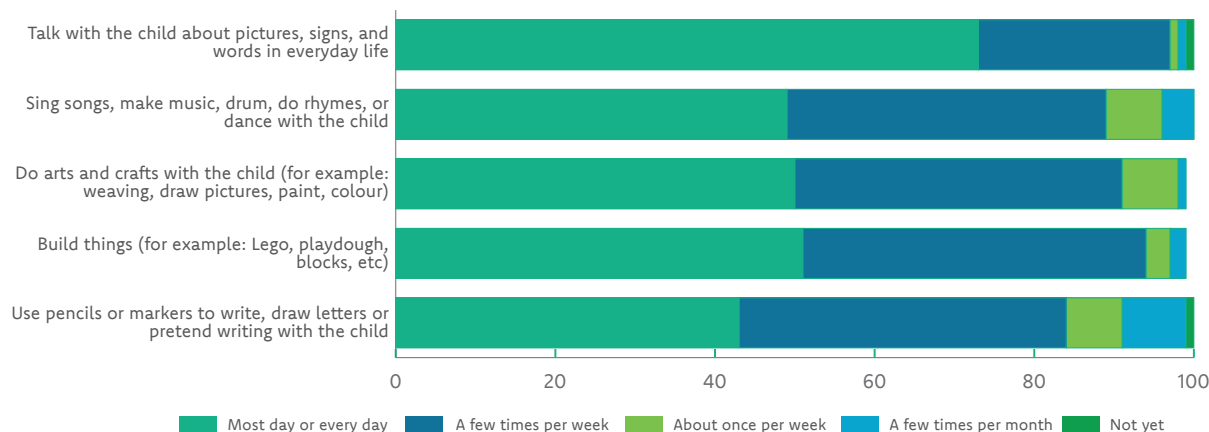
EVIDENCE OF LEARNING | K-3 NUMERACY PROFICIENCY

Language and Cognition Developmental Data, September 2024

Numeracy learning is part of cognitive development, and in the early years, regular activities with children in the home help to build numeracy development.

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

	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	Use pencils or markers to write, draw letters or pretend writing with the child
Most day or every day	73%	49%	50%	51%	43%	41%
A few times per week	24%	40%	41%	43%	41%	37%
About once per week	1%	7%	7%	3%	7%	13%
A few times per month	1%	4%	1%	2%	8%	6%
Not yet	1%	0%	0%	0%	1%	2%



Early Development Instrument (EDI)

SD8 monitors and supports early learning programs. The complexity of measuring early learners combined with the knowledge that learning is fluid in the early years requires ongoing measurement throughout the year. 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.





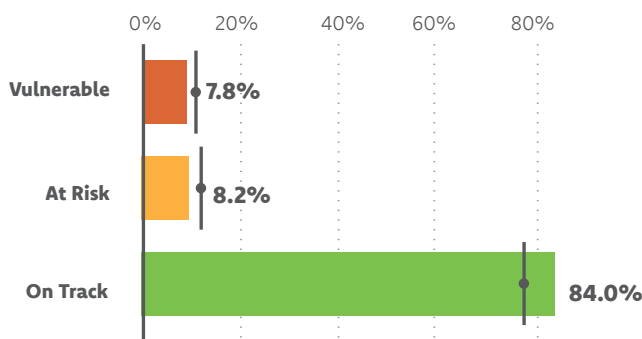
EVIDENCE OF LEARNING | K-3 NUMERACY PROFICIENCY

The EDI is completed in four-year cycles called “waves”, with the district engaging in the EDI three out of every four years. In February of 2023, SD8 kindergarten teachers completed the EDI. This data is the most current that the district has at this time; the EDI will be administered again in the early spring of 2025.

The aspect of “language and cognitive development” includes the concepts of numeracy learning for young children.

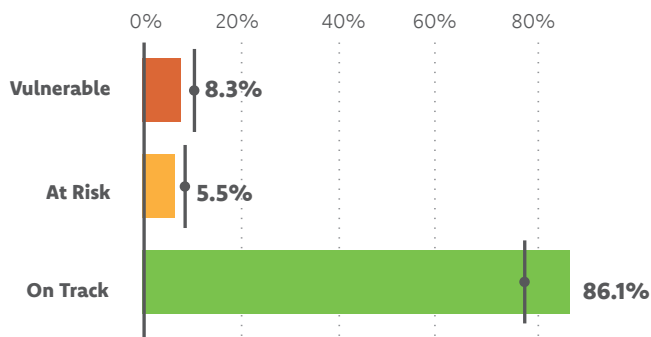
EDI Wave 8 Language & Cognitive Development

Scale Outcomes Summary



EDI Wave 8 Communication Skills & General Knowledge

Scale Outcomes Summary





EVIDENCE OF LEARNING | K-3 NUMERACY PROFICIENCY

Analysis & Interpretation (Grades K-3)

Sources of Data and Evidence Analyzed

The district analyzed numeracy results from the district-based Early Numeracy Profile (ENP), report card data for K-3 learners, the Kindergarten Childhood Early Experiences Questionnaire 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 one to five years, depending on the data set. Some data were only available for one year (EDI), while other data were available for 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. As well, 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 Data Analysis

In 2022-2023, SD8 began implementing the Early Numeracy Profile (ENP) in kindergarten as a pilot project that year. The data has been collected throughout the district for 2023-2024 and 2024-2025 for both kindergarten and grade 1 learners. The first year of ENP provided a baseline for important foundational skills, with the second year building on skills that teachers had developed over 2024-2025.

In both kindergarten and grade 1 in the 2024-2025 year, student proficiency/mastery increased between the winter and spring assessments, in most cases substantially. For example, in kindergarten student mastery increased in the 6-10 frame aspect between winter 2025 and spring 2025 by 18% and the decomposing 3 ways aspect by 29%. Likewise in grade 1, students demonstrated significant jumps in 11-20 ten-frame dots aspect by 18% and in addition and subtraction by 19% and 24% respectively.

Report card analysis shows inconsistent data over time amongst the K-3 grades, with no particular grade demonstrating greater proficiency or less proficiency in mathematics curriculum. However, in each grade, all resident learners outperform priority learners. At each grade level, students with diverse abilities lag most significantly behind their counterparts, and Indigenous learners also demonstrate less proficiency than all resident peers.

SD8 CHEQ data show that daily or a few times a week, most parents of children entering Kindergarten:

- 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, and
- use pencils/markers to write/draw letters and numbers or to pretend write



EVIDENCE OF LEARNING | K-3 NUMERACY PROFICIENCY

SD8 EDI data shows that kindergarten students are less vulnerable in all five domains compared to their similar aged peers in BC. In addition, SD8 kindergarten children are less vulnerable in Language and Cognitive Development and Communication Skills and General Knowledge compared to the last two EDI waves in SD8.

Inequities of Learning Outcomes

Through report card data, students with disabilities or diverse abilities and Indigenous students showed lower proficiency than All Resident students and showed inconsistency of proficiency across time. Data were masked in other assessments (eg: CHEQ and EDI) due to small numbers of students, so it is difficult to assess performance by priority learners against All Resident students in developmental assessments.

Stories Revealed about Approaches to Supporting Teaching and Learning

Numeracy Professional Learning Series Information

It is clear from the data that over time that it is important to continue to build on the use of research-based strategies and coordinated structures to teach students about numeracy. Student proficiency in overall numeracy / mathematics is not yet at the desired level. Therefore, continuing to focus on foundational numeracy/number sense development and building further strategies to promote proficiency in overall numeracy, will be the focus for K-3 numeracy in 2025-2026.

With the implementation of a district-wide numeracy coherence model, SD8 has a consistent tool with which to track numeracy data in the primary years, including the beginning work of tracking cohorts of students. The ENP guides SD8 staff in developing and implementing science-based strategies in their classrooms in order to respond in a timely and responsive manner to promote student learning. As well, ENP data for the district as a whole, as represented below, helps SD8 district staff to develop professional learning series, to supply learning resources and to place human resources and supports where needed, particularly for priority learners.

Numeracy learning resources (sample)

Welcome to Kindergarten bag items for 2025-2026 learners, included a math kit: clear spinner, numeral and subitizing spinner templates; gameboards, dice (two 1-6 dotted; one 1-9 dotted; 1-10 numeral), and instructions for families.

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 priority learners: Indigenous students, students with disabilities and diverse abilities, English Language learners, and Children and Youth in Care.





EVIDENCE OF LEARNING | K-3 NUMERACY PROFICIENCY

? Why Subitizing Matters...

develops cardinality – how many

comparing quantities

decomposing numbers into parts and recomposing them as a whole

part-part-whole

building relationships between numbers and with benchmarks of 5, 10, 20

helps students move along the continuum

? Why Place Value Matters...

base 10 is our number system

includes all counting concepts

the position of each digit tells us about the quantity

helps build relationships with/between numbers

helps us count/work with/represent large quantities

Existing Areas for Growth: Professional Connections and Resources

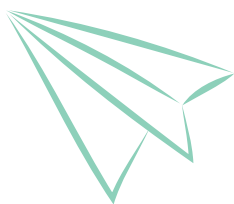
SD8 Numeracy Newsletter and Numeracy Series Links 2024– 2025

Flyers and Newsletter: [Numeracy Gr1 ProD Series 24 25.docx](#)

[Numeracy K ProD Series 24 25.docx](#)

[K-3 Numeracy Book Study CCCC 24 25.docx](#)

[SD8 Primary Numeracy Newsletter Feb 2025.pdf](#)



EVIDENCE OF LEARNING | K-3 NUMERACY PROFICIENCY

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

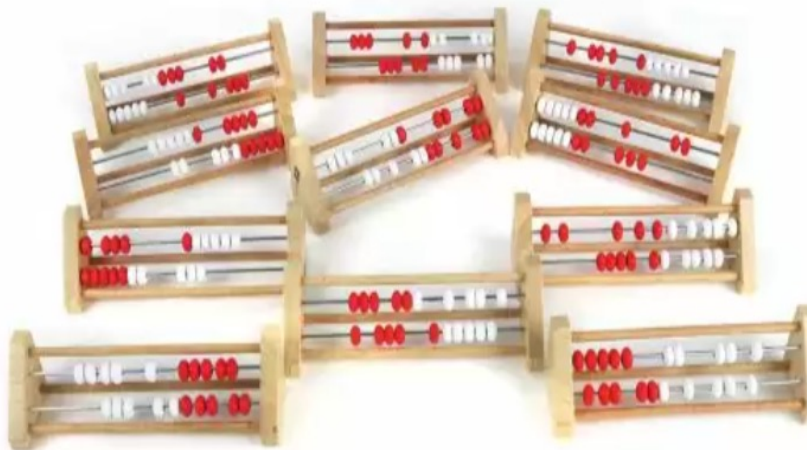
Trends and Learning

Overall trends and learnings that emerged through analysis and interpretation of both achievement and developmental data indicate that foundational numeracy skills continue to need to be a focus in the next three years for primary learners. As well, an analysis shows that a focus on number sense (as developmentally appropriate) needs to be a concentrated focus for the next three years.

Resources provided for both kindergarten and grade one teachers through Numeracy Communities of Practice included [32 compact 2 bar/20 bead Rekenreks](#) for classrooms.

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 priority learners: Indigenous students, students with disabilities and diverse abilities, English Language learners, and Children and Youth in Care.



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 numeracy indicate a focus on developing foundational numeracy skills, particularly number sense. In addition, a focus on priority learners in the school growth plans will be emphasized in the coming year, as will a deeper dive into item level analyses for numeracy in the Early Numeracy Profile (ENP) and the new Number Sense Assessment (NSA) at the grade 2 level.

To focus on ongoing continuous improvement in primary numeracy, the Primary Literacy and Numeracy Coordinator has begun the work of developing frameworks to build capacity with the Early Numeracy Profile (ENP). These ENP implementation frameworks for teachers and principals include:



EVIDENCE OF LEARNING | K-3 NUMERACY PROFICIENCY

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 – as a guide; and Clevr input dates
- Administration – explicitly share ideas of how to embed assessment into the day.

The next iteration of K-3 numeracy will entail a focus on the aspects of learning more about number sense and implementing the Number Sense Assessment in grade 2 in 2025-2026 and grade 3 in 2026-2027, as well as continuing to assess students in kindergarten and grade 1 using the ENP.



2025-26 K-3 Numeracy Communities of Practice Learning Sessions

Presented by K-3 Numeracy/Literacy/Assessment Teacher Coordinator

Grade 2 Numeracy				
	Date – Nelson 8:30-11:30 Rural until 2:00	Location	Date – Creston 8:30-11:30	Location ARES
#1	Wed. Sept 24	Bdrm-am C-pm	Friday, Sept. 26	ARES art room
#2	Wed. Jan. 28	Bdrm-am C-pm	Wed. Feb. 11	ARES art room
#3	Fri. Apr. 10	Bdrm-all day	Wed. Apr. 15	ARES art room



EVIDENCE OF LEARNING | K-3 NUMERACY PROFICIENCY

Grade 1 Numeracy				
	Date – Nelson 8:30–11:30 Rural until 2:00	Location	Date – Creston 8:30–11:30	Location ARES
#1	Th. Jan. 22	Bdrm–am C–pm	Tues. Feb. 10	ARES art room
#2	Wed. April 8th	Virtual	For both Nelson & Creston	8:30–11:30

Numeracy Virtual Book Club		Choral Counting and Counting Collections	
	Date – Nelson & Creston	Time Nelson	Time Creston
#1	Wed. October 22nd	3:15–4:00 PST	
#2	Thurs. January 8th	3:15–4:00 PST	3:15–4:00 MST
#3	Thurs. April 16th	3:15–4:00 PST	
	Tentative Dates – Nelson & Creston	Time Nelson	Time Creston
#1	Tues. November 6th	3:15–4:00 PST	3:15–4:00 MST
#2	Tues. January 13th	3:15–4:00 PST	3:15–4:00 MST
#3	Tues. February 24th	3:15–4:00 PST	3:15–4:00 MST

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 numeracy skills. Again, a district-wide, school-based numeracy assessment as part of the annual school assessment cycle will continue to provide formative assessment information to school teams. District-wide professional learning series in numeracy will continue to be provided to school staff in the coming year.

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:

What has been implemented this year to improve priority learner academic outcomes?

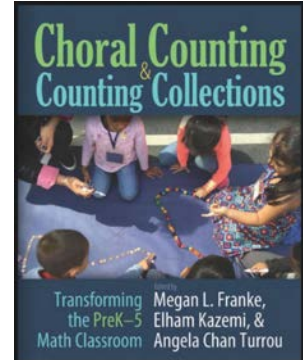
1. How does the school team know these steps are making a difference for these students and what does ongoing monitoring look like?
2. What top 2 “inclusive + equitable + individualized” actions will the team commit to doing to improve learner academic outcomes and support grade/class transitions in the fall?
3. An improvement in practice in this area will be to collate information district-wide to use in structuring programs and practices to support numeracy development for primary learners.



EVIDENCE OF LEARNING | K-3 NUMERACY PROFICIENCY

Professional learning for teachers has evolved into the district-wide K-3 numeracy community of practice, including several POPEY (Provincial Outreach Program for the Early Years) workshops. Other resources include books and resource guides for numeracy development such as those listed below:

- Carole Fullerton: *Good Questions: Lessons and Tasks for Building Number Sense in Kindergarten and Grade 1*
- Alex Lawson: *What to Look For*
- Megan L. Franke et. al.: *Choral Counting & Counting Collections: Transforming the PreK-5 Math Classroom.*



Action Plan Summary (Kindergarten to Grade 3)

- Continue to use the district Numeracy Primary Assessment tool (ENP) for students in grades K-1, twice per year.
- Begin to use the Number Sense Assessment (NSA) at the grade 2 level in 2025-2026 and at the grade 3 level in 2026-2027.
- Ensure that teachers have confidence to use a variety of specific, targeted classroom strategies throughout the primary grades to develop numeracy skills.
- 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.
- Further develop professional learning workshops and communities of practice for primary numeracy several times per year for kindergarten to grade 3 teachers, focused on number sense.
- Continue to focus on priority learners at the K-3 level to ensure that numeracy/mathematics proficiency is increasing each year for Indigenous learners, learners with diverse needs, ELL learners, and children in care.
- Improve access to information through an online numeracy resource database.
- Continue to support implementation and effective teaching practices in primary numeracy through the district K-3 numeracy teacher coordinator throughout the district with K-3 teachers and elementary principals.





EVIDENCE OF LEARNING | 4-6 NUMERACY PROFICIENCY

4-6 NUMERACY

Mathematical skills are essential for solving problems in most areas of life. Numeracy in the intermediate (grades 4–6) years focuses on developing a deeper understanding of both factual (content) and process-based (curricular competencies) information needed to solve complex problems. Students practice reasoning mathematically, using their understanding of number, pattern and spatial relationships and analyzing data to solve problems. Students also begin applying mathematical thinking to concrete and abstract concepts and are given opportunities to navigate their world with a mathematical perspective.

Reference: [BC Curriculum, Mathematics](#)

Numeracy Target Objectives (2025–2026)

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

	2025-2026
4-6 Monitoring Intermediate Numeracy Assessment (INA-SNAP), FSA 4, Written Learning Updates (Mathematics)	All Resident Improve numeracy proficiency on the FSA 4 by 5% to 67% (from 62% in 24–25), with a specific focus on procedural fluency and data literacy . Priority Learners Improve numeracy proficiency on the FSA 4 by 5% for diverse abilities and to 57% for Indigenous (all) (from 52% in 24–25) with a specific focus on procedural fluency and conceptual understanding .

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

Below is the action plan for 2024–2025, including monitoring strategies and outcomes.

Strategies

1



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

Monitoring	Outcomes Grades 4-6 (2024-2025)
Achievement Data: - Early Numeracy Profile (ENP), Number Sense Assessment (NSA), FSA 4&7, GNA 10, written learning updates - Intermediate and middle years numeracy assessments (INA, MYNA) Transitions Metrics: - Grade-to-grade transition rates - Transitions meetings Surveys & Feedback: - Student learning surveys (numeracy focus), school learning plan proficiency guidelines, school learning plans (numeracy goal)	- Clear SMART target objectives in about half of the school plans, with about 65% of plans having alignment in the professional and student numeracy action 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 NUMERACY PROFICIENCY

2



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

Monitoring	Outcomes Grades 4-6 (2024-2025)
Achievement/Developmental: ◆ Early Numeracy Profile (ENP), Number Sense Assessment (NSA) ◆ Written learning updates (numeracy) ◆ EDI data Transitions Metrics: ◆ Grade-to-grade transition rates ◆ Primary success meetings Surveys & Feedback: ◆ Teacher feedback	◆ Not applicable.

3



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

Monitoring	Outcomes Grades 4-6 (2024-2025)
Assessment Tools: ◆ District intermediate and middle years numeracy assessments (INA, MYNA) Planning & Implementation: ◆ School learning plans (numeracy goal) Transitions Metrics: ◆ Academic transitions meetings (primary, intermediate/middle, secondary) ◆ Grade-to-grade transition rates	◆ Intermediate numeracy assessment (INA-SNAP) has been piloted in each FOS with 12 teachers participating, but is not yet implemented fully. A review of the assessment will take place in 2025-26. ◆ Middle years numeracy assessment (MYNA) working group convened in Fall 2025. ◆ District numeracy assessment data (INA-SNAP) not yet referenced in each FOS. ◆ Intermediate numeracy assessment (INA) data is not yet referenced in academic transitions meetings. ◆ Middle years numeracy assessment working group convened in spring 2025 for pilot development.

4



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

Monitoring	Outcomes Grades 4-6 (2024-2025)
Achievement Data: ◆ ENP, NSA, FSA 4 & 7, GNA 10 ◆ Written learning updates and Student Learning Survey (numeracy focus) Assessment & Planning Tools: ◆ District (localized) numeracy assessments ◆ Numeracy objectives and strategies evident in School Learning Plans Participation & Innovation: ◆ Community of practice participation and feedback ◆ School learning plan grants (numeracy focus)	◆ Numeracy proficiency scale community of practice with Chris Hunter (BCAMT) with 10 participants over three sessions to develop numeracy proficiency scales for grades 4-9. ◆ Seven teacher participants in book study. ◆ One school learning plan grant showcasing innovations linked to communities of practice participation and numeracy outcomes shared widely across the district on an annual basis (Trafalgar Middle School).



EVIDENCE OF LEARNING | 4-6 NUMERACY PROFICIENCY

5



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

Monitoring	Outcomes Grades 4-6 (2024-2025)
Digital Engagement: - Monthly tracking of Sharepoint view analytics - Weekly numeracy update metric click rates and views Resource Tracking: - Tracking of number and type of numeracy resources distributed during professional learning events, to schools, and through communities of practice - Instructional adoption of numeracy strategies as referenced in district resources Participation and Feedback: - Community of practice feedback on learning resources such as book studies - School learning plan grant numeracy resource references	- Increased engagement with the K-12 Numeracy Professional Learning Sharepoint site as reported by teacher feedback and through data analytics (views). - Ongoing development of K-12 numeracy resources by district numeracy teacher-coordinator, with updates on intermediate and middle years resources. - Evidence of increased and sustained levels of engagement with weekly numeracy updates through data analytics (views), averaging 50 views Fall 2025. - Seven teachers participated in the “Becoming The Math Teacher You’ve Always Wanted to Be” book study in spring 2025.

6



Enrich financial literacy environments and programs through provincial and community organizations.

Monitoring	Outcomes Grades 4-6 (2024-2025)
- Student Learning Survey (SLS) results (financial literacy) - Community partnership and organization engagement - Survey and inventory of school and district financial literacy programs in use at schools	Evidence of collaboration with community partners and organizations in enhancing financial literacy spaces and programming focussed on Junior Achievement (JA BC) resources, but with limited uptake in SD8 schools.

7



Improve numeracy success through academic transitions meetings across K-12.

Monitoring	Outcomes Grades 4-6 (2024-2025)
Achievement & Assessment Data: - ENP, NSA, FSA 4 & 7, GNA 10, and written learning updates - Intermediate and middle years numeracy assessments (INA, MYNA) Transitions Metrics: - Grade-to-grade transition rates - Primary success meetings	Initiated academic transitions meetings in spring 2025, with a focus on numeracy.



EVIDENCE OF LEARNING | 4-6 NUMERACY PROFICIENCY

8



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

Monitoring	Outcomes Grades 4-6 (2024-2025)
Achievement & Assessment: - Provincial (FSA, GNA), district (ENP/NSA), intermediate and middle years numeracy assessments (INA, MYNA) School Planning & Leadership: - Numeracy objectives and action plans in school learning plans - School learning plan proficiency guidelines Surveys & Feedback: - Student learning surveys (numeracy focus)	- Clear SMART target objectives in about half of the school plans, with about 65% of plans having alignment in the professional and student numeracy action 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 numeracy practice through targeted funding and shared learning.

Monitoring	Outcomes Grades 4-6 (2024-2025)
Planning & Documentation: - Numeracy target objectives and actions in school learning plans - Grant applications and reports aligned to district numeracy priorities Participation & Engagement: - Participation rates from each family of schools (FOS) - Feedback from participants and school teams on instructional impact - Impact of project outcomes at celebratory events	One school learning plan grant showcasing innovations linked to communities of practice participation and numeracy outcomes shared widely across the district on an annual basis (Trafalgar Middle School).

10



Promote instructional alignment through a shared numeracy framework for grades K-9.

Monitoring	Outcomes Grades 4-6 (2024-2025)
Framework Development & Planning: - Development of the grades K-3 and 4-9 Numeracy Framework - Numeracy target objectives and actions in school learning plans Achievement & Assessment Data: - Provincial (FSA 4 & 7, GNA 10) and localized assessments (ENP, NSA, intermediate numeracy assessment, middle years numeracy assessment) Instructional Impact: - Evidence of shifts in instructional practice and targeted interventions - Sharing of practices and results through school learning tours and other events	Intermediate working group for Numeracy framework development to be convened spring of 2026.



EVIDENCE OF LEARNING | 4-6 NUMERACY PROFICIENCY

Achievement Data (2023-2024)

Foundation Skills Assessment

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

FSA 4 Participation Rates

Sub-Groups	2020-21	2021-22	2022-23	2023-24	2024-25
All Resident	67%	81%	90%	88%	88%
Indigenous (All)	57%	78%	84%	92%	80%
Indigenous (Not On Reserve)	57%	78%	84%	92%	msk
Disabilities & Diverse Abilities	56%	61%	96%	85%	78%

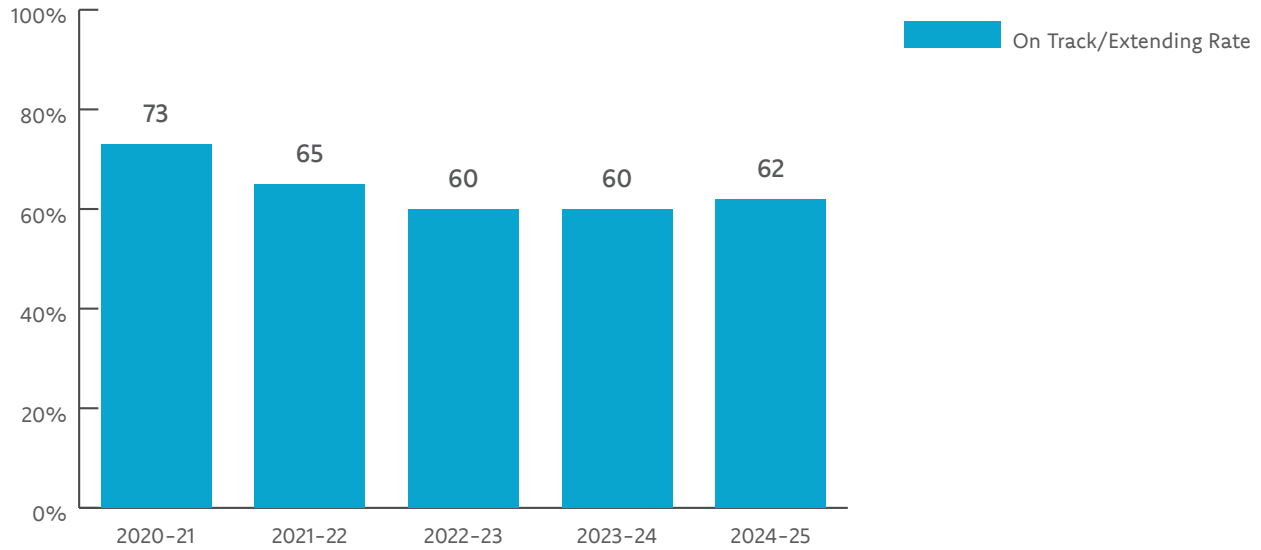
**Note: data is masked for low student populations*



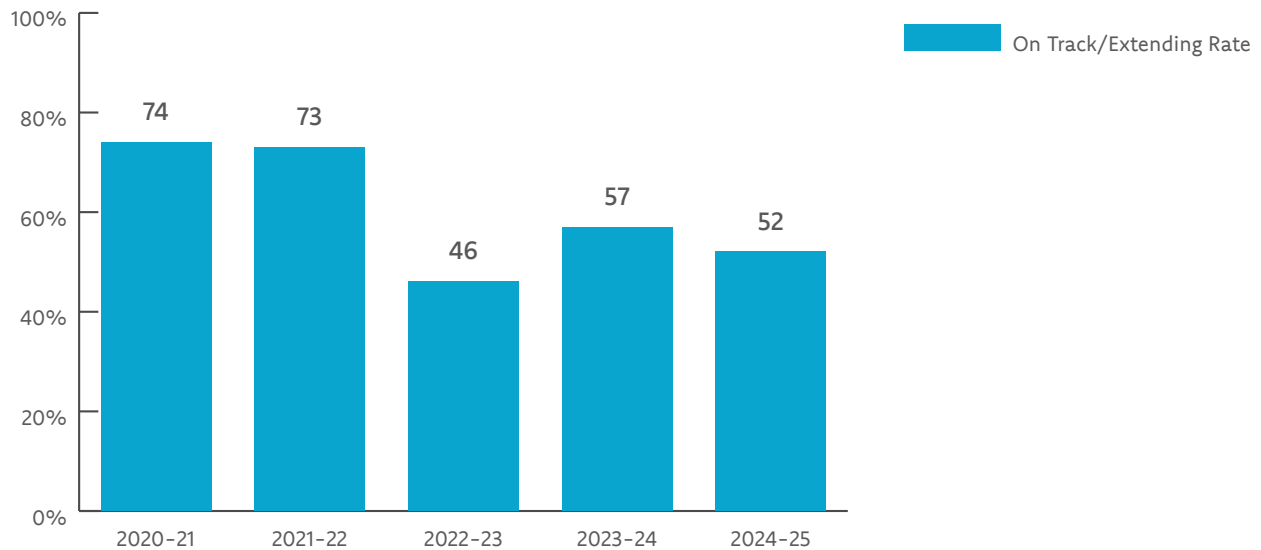


EVIDENCE OF LEARNING | 4-6 NUMERACY PROFICIENCY

FSA 4 Numeracy (All Resident)



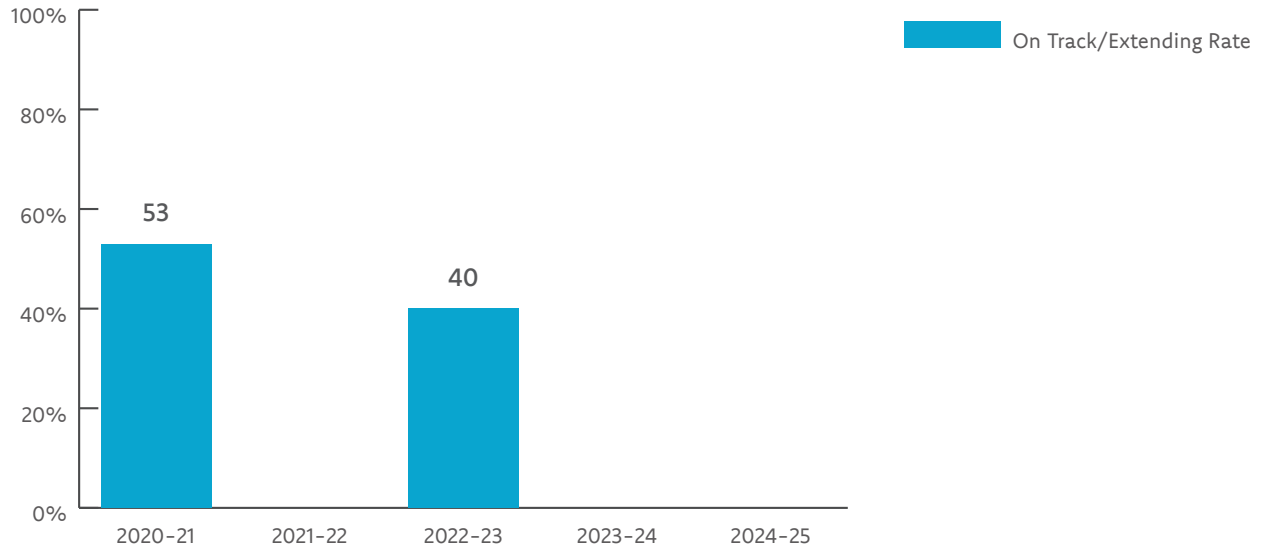
FSA 4 Numeracy (Indigenous All)



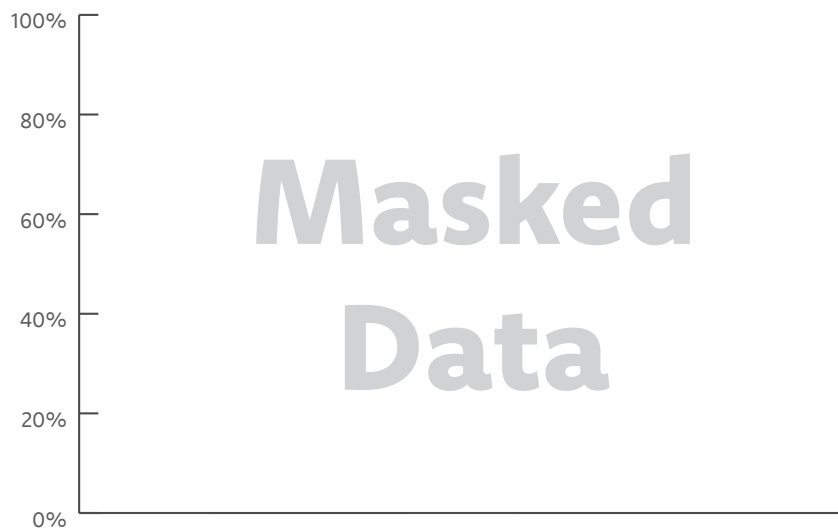


EVIDENCE OF LEARNING | 4-6 NUMERACY PROFICIENCY

FSA 4 Numeracy (Diverse Abilities)



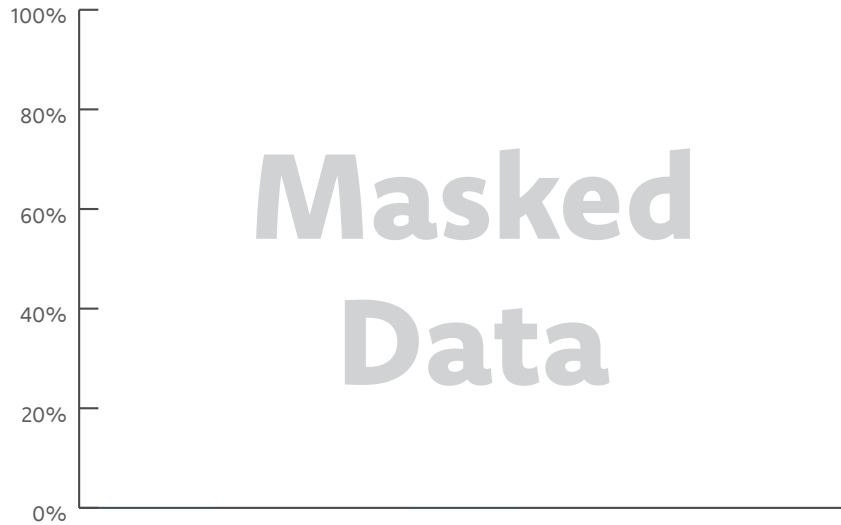
FSA 4 Numeracy – Indigenous (On Reserve)



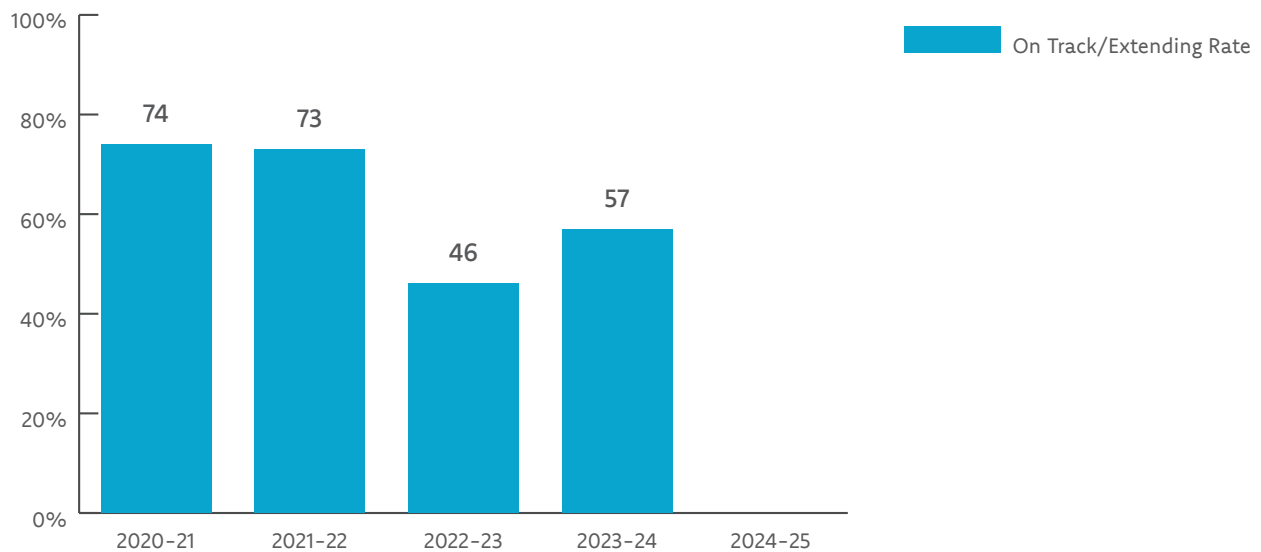


EVIDENCE OF LEARNING | 4-6 NUMERACY PROFICIENCY

FSA 4 Numeracy (Children & Youth in Care)



FSA 4 Numeracy - Indigenous (Not on Reserve)



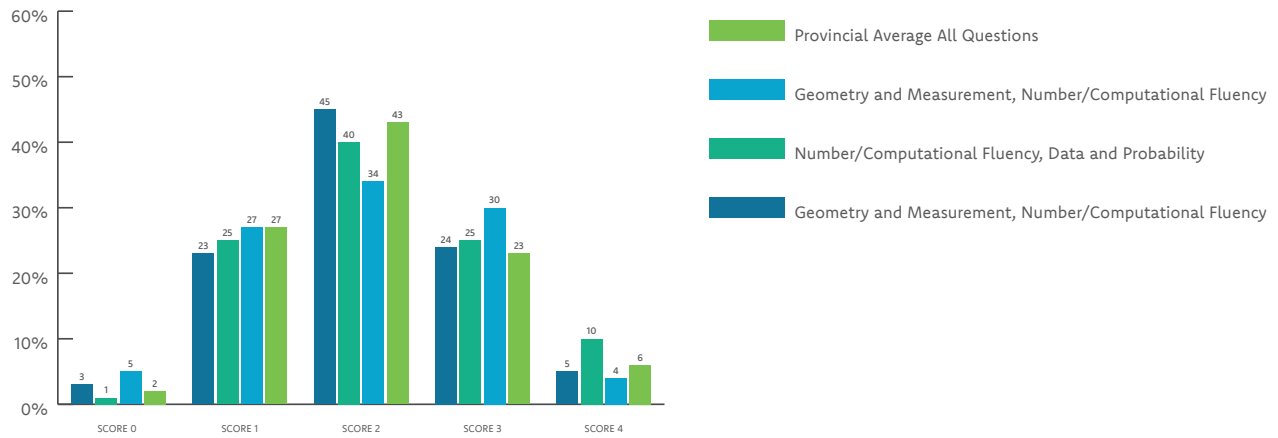
EVIDENCE OF LEARNING | 4-6 NUMERACY PROFICIENCY

FSA 4 (Numeracy) Item Level Analysis

Current Year and 3-year trends for the percentage of students in grade 4 on track and extending expectations in numeracy. Item-level analysis for constructed response includes: number & computational fluency, data and probability, and geometry and measurement in comparison to the BC average of all questions.

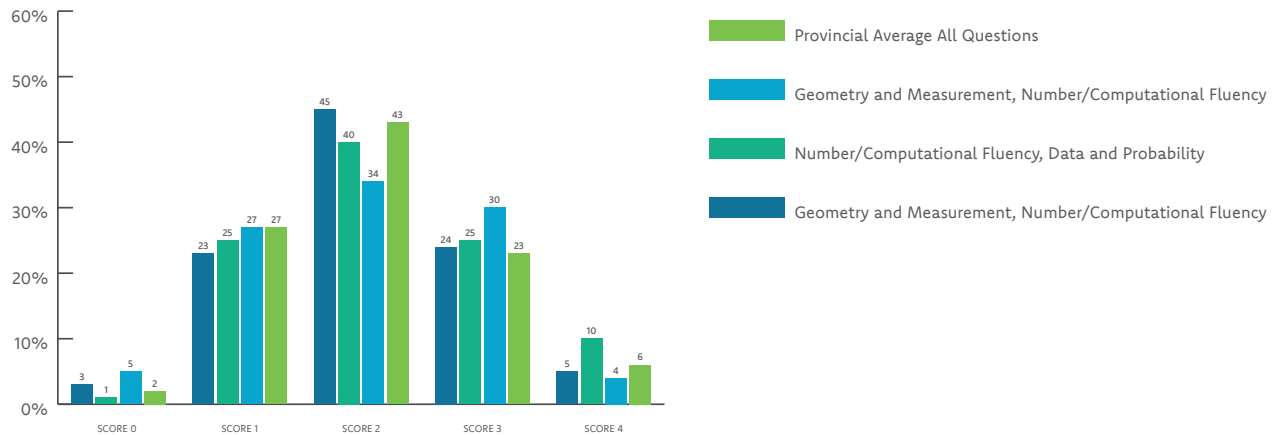
Note: Item level analysis for constructed response (disabilities/diverse abilities) is not available due to masking on the [Student Success Website](#).

SD8 FSA 4 Constructed Response –Numeracy 23–24 (All Resident)



*This is currently the grade five cohort (2024–25)

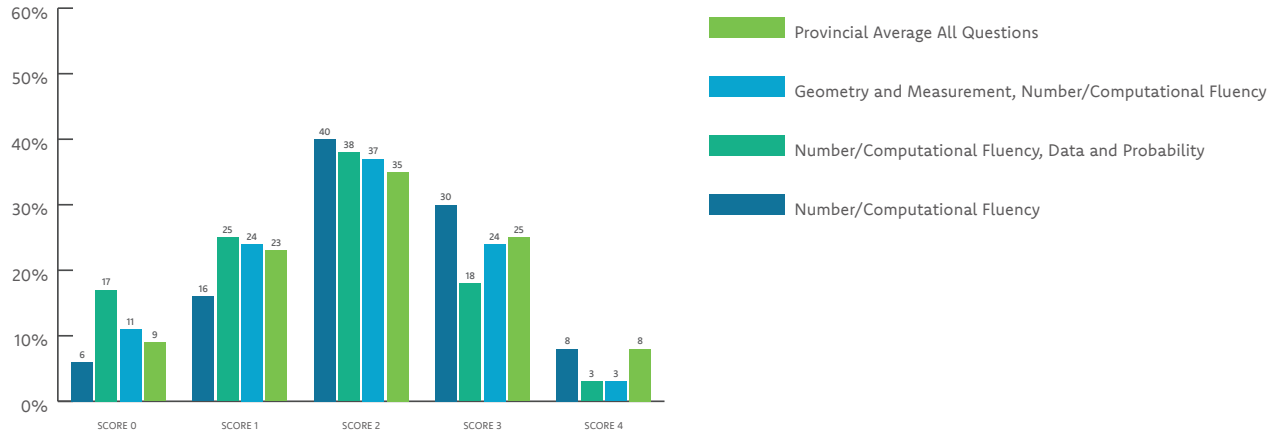
SD8 FSA 4 Constructed Response –Numeracy 23–24 (All Resident)



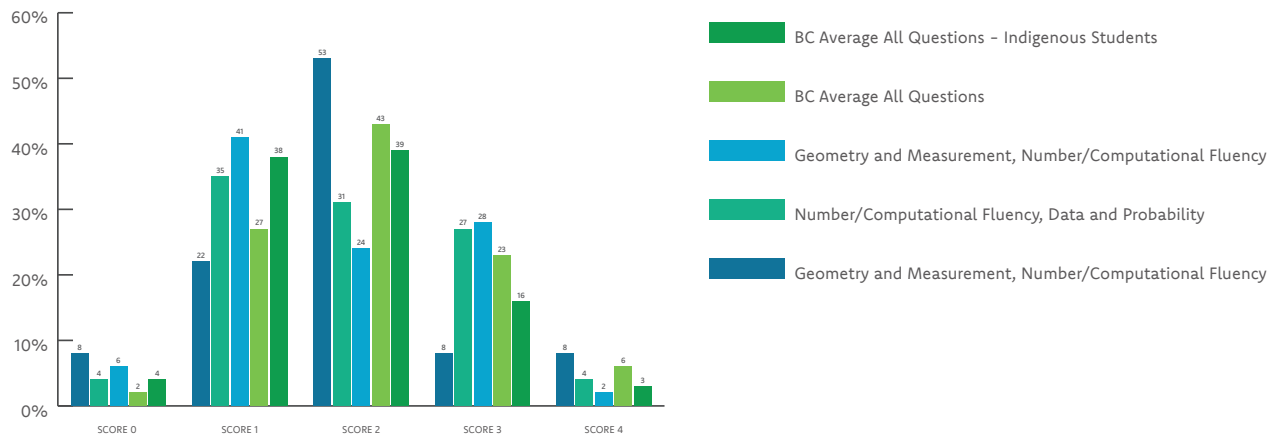


EVIDENCE OF LEARNING | 4-6 NUMERACY PROFICIENCY

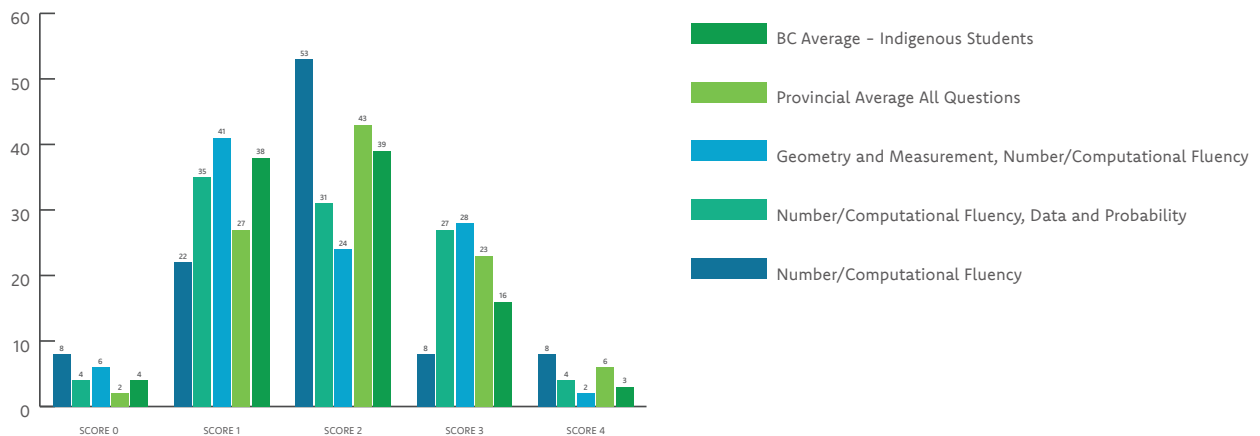
SD8 FSA 4 Constructed Response –Numeracy 24-25 (All Resident)



SD8 FSA 4 Constructed Response –Numeracy 23-24 (Indigenous All)



SD8 FSA 4 Constructed Response –Numeracy 24-25 (Indigenous All)





EVIDENCE OF LEARNING | 4-6 NUMERACY PROFICIENCY

Written Learning Updates (4-6)

Written Learning Updates: *Percentage of students meeting and exceeding expectations in numeracy by the end of the school year.*

Grade 4– 6 Report Cards

Grade Level	Subsets	Years	
		2023–2024	2024–2025
Grade 4	All Resident	73%	65%
	Indigenous Students	61%	52%
	Students with Diverse Abilities	41%	47%
Grade 5	All Resident	72%	68%
	Indigenous Students	49%	53%
	Students with Diverse Abilities	45%	37%
Grade 6	All Resident	70%	69%
	Indigenous Students	57%	36%
	Students with Diverse Abilities	42%	50%

Affective Domain Data

Student Learning Survey: *Percentage of students indicating a positive response to the statement, “I continue to get better at math.”*

Note: Student Learning Surveys (SLS) is administered annually to students in grades 3 or 4, 7, 10 and 12. The SLS asks students questions about their school experiences. Student participation is voluntary.

Grade Level	Subsets	Years				
		2020–2021	2021–2022	2022–2023	2023–2024	2024–2025
Grade 4	All Resident	65%	66%	77%	76%	71%
	Indigenous Students	29%	38%	65%	70%	75%
	Students with Diverse Abilities	24%	31%	38%	70%	73%

FSA 7 (Numeracy) Item Level Analysis

Current Year and 3-year trends for the percentage of students in grade 7 on track and extending expectations in numeracy. Item-level analysis for constructed response includes: number & computational fluency, data and probability, and geometry and measurement in comparison to the BC average of all questions.





EVIDENCE OF LEARNING | 4-6 NUMERACY PROFICIENCY

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

Sources of Data and Evidence Analyzed

SD8 analyzed numeracy results from the Foundation Skills Assessment (FSA 4), grades 4–6 report card data, and Student Learning Survey (SLS) results. Subgroup analysis included all resident students, Indigenous learners, students with disabilities/diverse abilities, and children and youth in care where data was available over the last four years.

Missing or Masked Data

Due to privacy constraints, data for Indigenous (on reserve) and children in care students were masked in several data sets, as were some data sets for students with diverse abilities/disabilities. Despite this, local school knowledge was incorporated into planning to support these priority groups.

Emerging Trends

Numeracy outcomes rebounded from a 2022–2023 dip in FSA 4 scores across all populations. However, students with diverse abilities continue to trail by 20 percentage points on FSA results overall. Written learning update data show that in the past year grade 4 and 6 diverse learners improved in meeting/exceeding expectations. Indigenous student outcomes were on par with FSA and written learning updates (WLUs) at about 52%. Item-level analysis trends for FSA 4 indicate the following:

- Overall, across all three categories, there is a decline in higher-level (score 3 and 4) responses from 2023–24 to 2024–25, particularly in data and probability constructed tasks.
- A trend toward increased score 0 responses, especially in integrated tasks involving data interpretation and spatial reasoning, will be an area of focus.

All resident students remained steady at 70% in the holistic FSA 4 trends. SLS responses echoed these patterns, showing positive perceptions of improvement in numeracy among all student populations at an average of 73% indicating they “continued to get better at math.”

Equity of Learning Outcomes

Achievement and perceptual data point to persistent inequities for students with diverse abilities, with gaps of 15–20% in both performance and perception data. Indigenous students experienced a mid-year dip in grade 5, followed by gains in grade 6, reflecting school transition points.

Instructional Insights

Numeracy data underscores the importance of using FSA item-level and classroom-based assessment to refine instruction. The constructed response results for all resident students on the FSA 24–25 indicate that procedural fluency and conceptual understanding should be a focus. In response, the district continues to support targeted, job-embedded professional learning in numeracy in tandem with district professional learning events and communities of practice. School learning plan grants have helped strengthen site-based professional inquiry and collaboration.

Equity-Focused Strategies

Equity remains a central focus through school-based wraparound supports, enhanced data tracking, RTI modeling, and district coordination for Indigenous learners and students with diverse abilities.





EVIDENCE OF LEARNING | 4-6 NUMERACY PROFICIENCY

Three-Year Numeracy Action Plan (2024-2027)

Trends and Learning

Achievement and perceptual data reinforce the need to sustain a focus on numeracy, especially for intermediate and priority learners.

New Areas for Growth

Key priorities include:

- Strengthen foundational and problem-solving skills (procedural fluency and conceptual understanding focus).
- Provide opportunities for rich numeracy tasks.
- Expand item-level analysis use in FSA 4 in tandem with localized intermediate assessments.
- Embed a district-wide numeracy assessment into the annual planning cycle.
- Consistent use of class profiles, numeracy instructional planning tools, and learning progressions/proficiency scales to guide instruction.

Existing Areas for Growth

Continued emphasis is needed on:

- Supporting priority learners with foundational numeracy skills.
- Using the annual numeracy assessment and school grants to enhance collaboration and responsiveness.

Action Plan Summary (Grades 4–6)

- Support schools in developing and implementing numeracy goals through families of schools targeting priority learners.
- Scale up the SD8 Intermediate Numeracy Assessment (INA-SNAP) with a target of 70% implementation by 2025–2026.
- Expand the intermediate numeracy community of practice to focus on key curricular competency development both the district level and in a FOS model.
- Focus professional learning on both computational fluency and conceptual understanding for all resident and priority learners' numeracy development.
- Collaborate with Inclusive Learning Services to align supports for learners with diverse abilities through an RTI model.
- Develop a draft of an intermediate numeracy framework to guide best practices in numeracy and the school planning process.
- Use school learning plan grants to promote innovation and collective learning.
- Monitor transition success to support sustained numeracy proficiency.
- Continue to provide centralized access to numeracy resources and share success stories on SD8's virtual hub.





EVIDENCE OF LEARNING | 7-9 NUMERACY PROFICIENCY

7-9 NUMERACY

Numeracy in the middle years focuses on key concepts of:

- Reasoning and analysis
- Understanding and solving
- Communicating and representing
- Connecting and reflecting

Students are expected to use reasoning and logic to explore, analyze and apply mathematical ideas in increasingly conceptual ways while building on the numeracy skills foundation in the intermediate years. They are expected to use multiple strategies to solve problems, to demonstrated mathematical understanding through inquiry problem-solving and place-conscious contexts. Middle years learners are expected to use mathematical language to contribute to discussions, and to explain and justify mathematical ideas and decisions. Finally, they should be able to connect mathematical concepts to each other and other areas of personal interests, to support personal choices, and to incorporate First Peoples worldviews and perspectives.

Reference: [BC Curriculum, Mathematics](#)

Numeracy Target Objectives (2025-2026)

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

	2025-2026
7-9 Monitoring Middle Years Numeracy Assessment (MYNA), FSA 7, Written Learning Updates (Mathematics)	All Resident Improve numeracy proficiency on the FSA 7 by 5% to 60% (from 55% in 24-25), with a specific focus on procedural fluency and data literacy . Priority Learners Improve numeracy proficiency on the FSA 7 by 5% for diverse abilities and to 50% for Indigenous (all) (from 52% in 24-25) with a specific focus on procedural fluency and conceptual understanding .



EVIDENCE OF LEARNING | 7-9 NUMERACY PROFICIENCY

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

Below is the action plan for 2024-2025, including monitoring strategies and outcomes.

Strategies

1



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

Monitoring	Outcomes Grades 7-9 (2024-2025)
Achievement Data: - Early Numeracy Profile (ENP), NSA, FSA 4&7, GNA 10, written learning updates - Intermediate and middle years numeracy assessments (INA, MYNA) Transitions Metrics: - Grade-to-grade transition rates - Transitions meetings Surveys & Feedback: - Student learning surveys (numeracy focus), school learning plan proficiency guidelines, school learning plans (numeracy goal)	- Clear SMART target objectives in about half of the school plans, with about 65% of plans having alignment in the professional and student numeracy action 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.

2



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

Monitoring	Outcomes Grades 7-9 (2024-2025)
Achievement/Developmental: - Early Numeracy Profile (ENP), Number Sense Assessment (NSA) - Written learning updates (numeracy) - EDI data Transitions Metrics: - Grade-to-grade transition rates - Primary success meetings Surveys & Feedback: - Teacher feedback	Not applicable

EVIDENCE OF LEARNING | 7-9 NUMERACY PROFICIENCY

3



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

Monitoring	Outcomes Grades 7-9 (2024-2025)
Assessment Tools: - District intermediate and middle years numeracy assessments (INA, MYNA) Planning & Implementation: - School learning plans (numeracy goal) Transitions Metrics: - Academic transitions meetings (primary, intermediate/ middle, secondary) - Grade-to-grade transition rates	Middle years numeracy assessment (MYNA) working group convened in spring 2025 for pilot development and reconvened in fall 2025 for implementation strategy review.

4



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

Monitoring	Outcomes Grades 7-9 (2024-2025)
Achievement Data: - ENP, NSA, FSA 4 & 7, GNA 10 - Written learning updates and Student Learning Survey (numeracy focus) Assessment & Planning Tools: - District (localized) numeracy assessments - Numeracy objectives and strategies evident in School Learning Plans Participation & Innovation: - Community of practice participation and feedback - School learning plan grants (numeracy focus)	- Numeracy proficiency scale community of practice with Chris Hunter (BCAMT) with 10 participants over three sessions to develop numeracy proficiency scales for grades 4-9. - Seven teacher participants in book study. - One school learning plan grant showcasing innovations linked to communities of practice participation and numeracy outcomes shared widely across the district on an annual basis (Trafalgar Middle School).

5



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

Monitoring	Outcomes Grades 7-9 (2024-2025)
Digital Engagement: - Monthly tracking of Sharepoint view analytics - Weekly numeracy update metric click rates and views Resource Tracking: - Tracking of number and type of numeracy resources distributed during professional learning events, to schools, and through communities of practice - Instructional adoption of numeracy strategies as referenced in district resources Participation and Feedback: - Community of practice feedback on learning resources such as book studies - School learning plan grant numeracy resource references	- Increased engagement with the K-12 Numeracy Professional Learning Sharepoint site as reported by teacher feedback and through data analytics (views). - Ongoing development of K-12 numeracy resources by district numeracy teacher-coordinator, with updates on intermediate and middle years resources. - Evidence of increased and sustained levels of engagement with weekly numeracy updates through data analytics (views), averaging 50 views Fall 2025. - Seven teachers participated in the “Becoming The Math Teacher You’ve Always Wanted to Be” book study in spring 2025.



EVIDENCE OF LEARNING | 7-9 NUMERACY PROFICIENCY

6



Enrich financial literacy environments and programs through provincial and community organizations.

Monitoring	Outcomes Grades 7-9 (2024-2025)
- Student Learning Survey (SLS) results (financial literacy) - Community partnership and organization engagement - Survey and inventory of school and district financial literacy programs in use at schools	Evidence of collaboration with community partners and organizations in enhancing financial literacy spaces and programming focussed on Junior Achievement (JA BC) resources, but with limited uptake in SD8 schools.

7



Improve numeracy success through academic transitions meetings across K-12.

Monitoring	Outcomes Grades 7-9 (2024-2025)
Achievement & Assessment Data: - ENP, NSA, FSA 4 & 7, GNA 10, and written learning updates - Intermediate and middle years numeracy assessments (INA, MYNA) Transitions Metrics: - Grade-to-grade transition rates - Primary success meetings	Initiated academic transitions meetings in spring 2025, with a focus on numeracy.

8



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

Monitoring	Outcomes Grades 7-9 (2024-2025)
Achievement & Assessment: - Provincial (FSA, GNA), district (ENP, NSA), intermediate and middle years numeracy assessments (INA, MYNA) School Planning & Leadership: - Numeracy objectives and action plans in school learning plans - School learning plan proficiency guidelines Surveys & Feedback: - Student learning surveys (numeracy focus)	- Clear SMART target objectives in about half of the school plans, with about 65% of plans having alignment in the professional and student numeracy action 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 NUMERACY PROFICIENCY

9



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

Monitoring	Outcomes Grades 7-9 (2024-2025)
Planning & Documentation: - Numeracy target objectives and actions in school learning plans - Grant applications and reports aligned to district numeracy priorities Participation & Engagement: - Participation rates from each family of schools (FOS) - Feedback from participants and school teams on instructional impact - Impact of project outcomes at celebratory events	One school learning plan grant showcasing innovations linked to communities of practice participation and numeracy outcomes shared widely across the district on an annual basis (Trafalgar Middle School).

10



Promote instructional alignment through a shared numeracy framework for grades K-9.

Monitoring	Outcomes Grades 7-9 (2024-2025)
Framework Development & Planning: - Development of the grades K-3 and 4-9 Numeracy Framework - Numeracy target objectives and actions in school learning plans Achievement & Assessment Data: - Provincial (FSA 4 & 7, GNA 10) and localized assessments (ENP, NSA, intermediate numeracy assessment, middle years numeracy assessment) Instructional Impact: - Evidence of shifts in instructional practice and targeted interventions - Sharing of practices and results through school learning tours and other events	Intermediate working group for Numeracy framework development to be convened spring of 2026.

Foundation Skills Assessment

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

FSA 7 Participation Rates

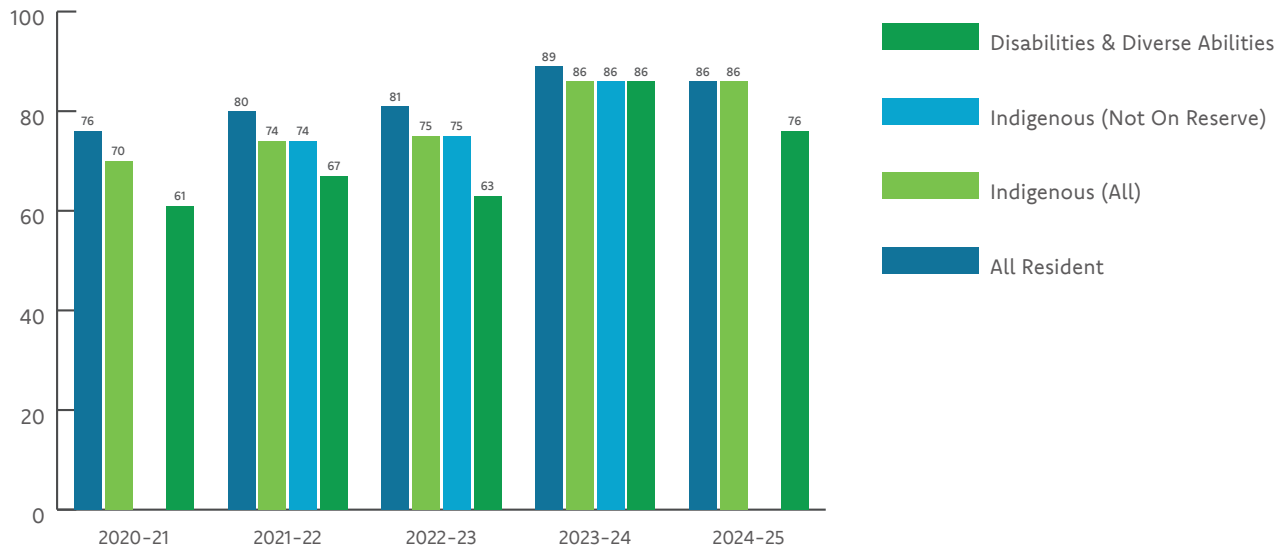
Sub-Groups	2020-21	2021-22	2022-23	2023-24	2024-25
All Resident	76%	80%	81%	89%	86%
Indigenous (All)	70%	74%	75%	86%	86%
Indigenous (Not On Reserve)	msk	74%	75%	86%	msk
Disabilities & Diverse Abilities	61%	67%	63%	86%	76%

*Note: data is masked for low student populations





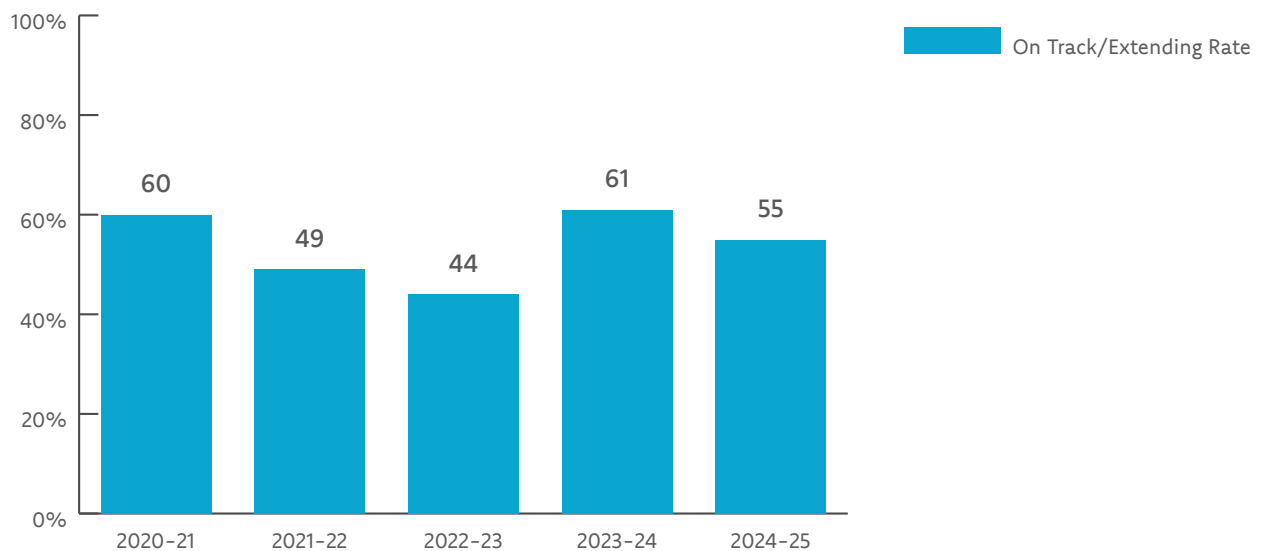
EVIDENCE OF LEARNING | 7-9 NUMERACY PROFICIENCY



Achievement Data 2024-25

Foundation Skills Assessment: **Current Year and 3-year trends for the percentage of students in grades 4 and 7 on track and extending expectations in numeracy.**

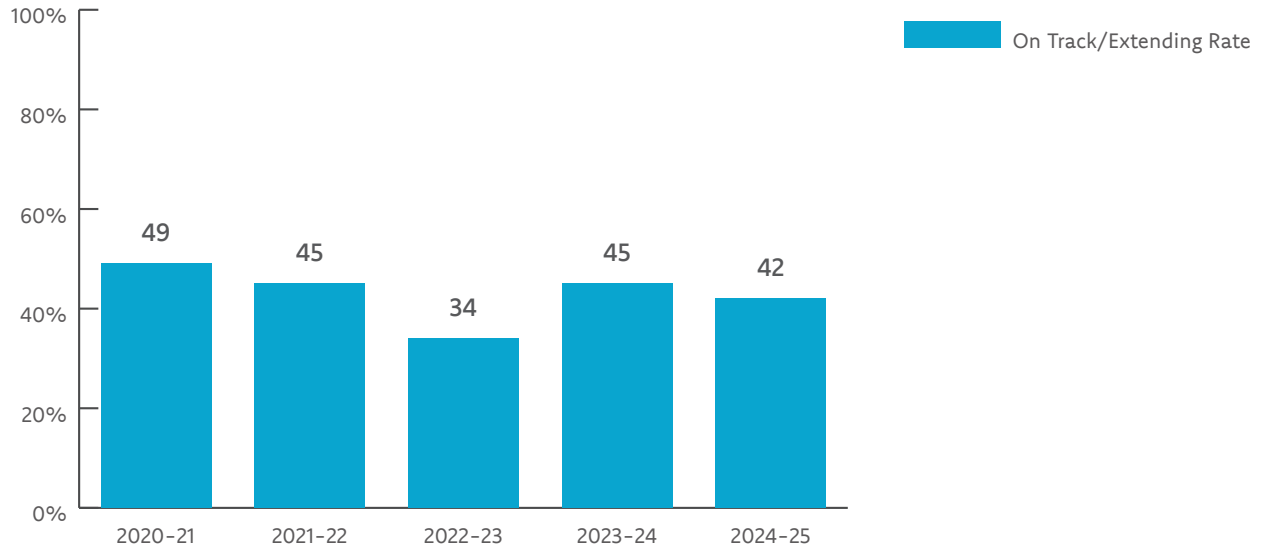
FSA 7 Numeracy (All Resident)



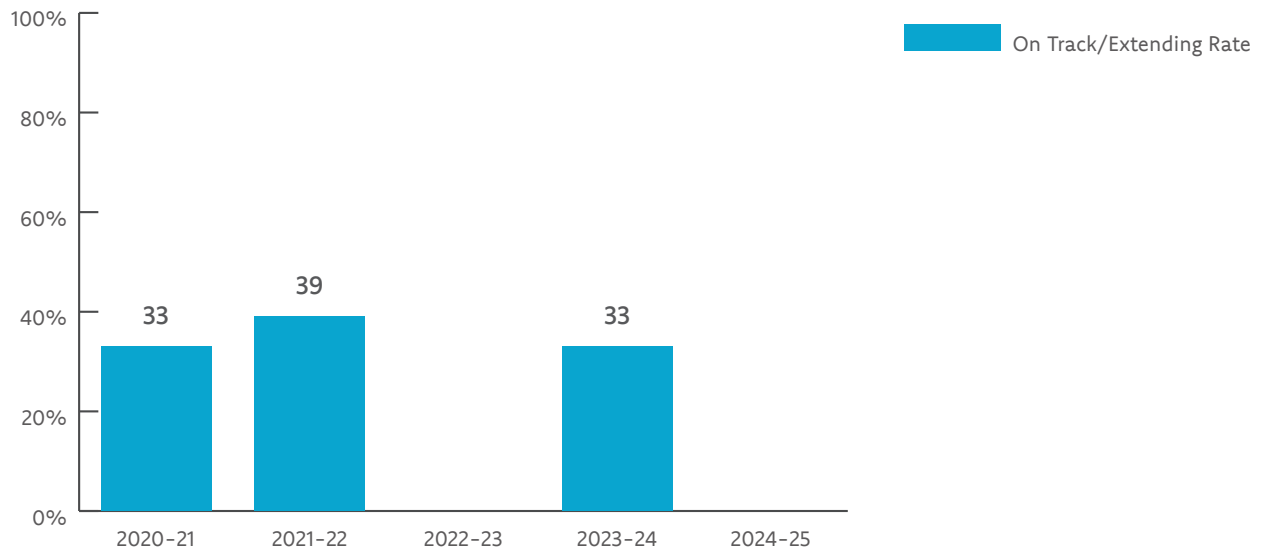


EVIDENCE OF LEARNING | 7-9 NUMERACY PROFICIENCY

FSA 7 Numeracy (Indigenous All)



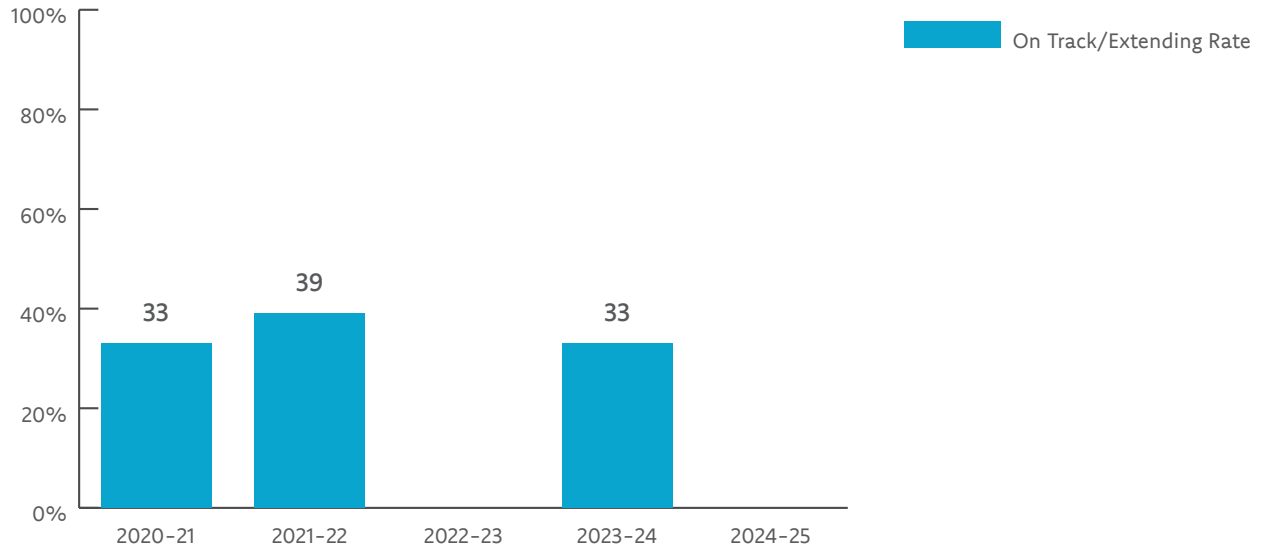
Grade 7 On Track/Extending Rate



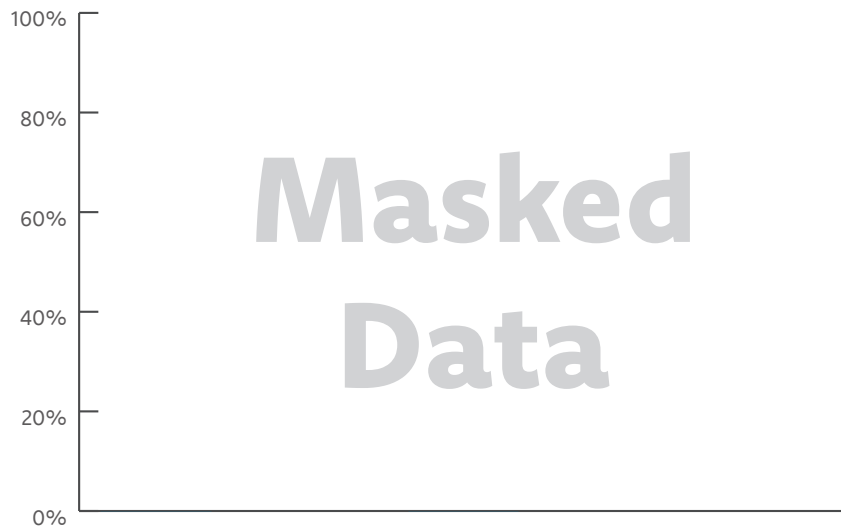


EVIDENCE OF LEARNING | 7-9 NUMERACY PROFICIENCY

FSA 7 Numeracy (Diverse Abilities)

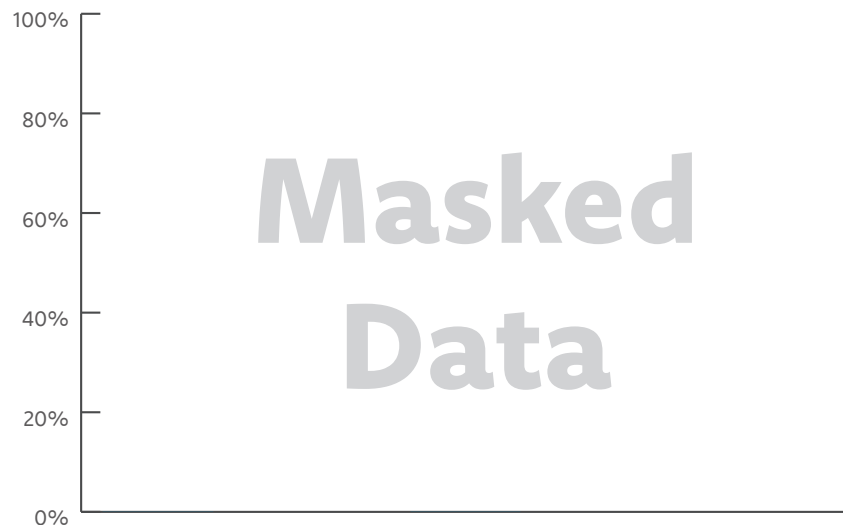


Grade 7 FSA Numeracy (Children/Youth in Care)



EVIDENCE OF LEARNING | 7-9 NUMERACY PROFICIENCY

Grade 7 FSA Numeracy (Indigenous Students on Reserve)



Report Card Data: Numeracy (Grades 7-9)

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

Note: Course data is for active students only and where “data incomplete” is noted. Data is historical and only accurate for currently active students, not historical marks.

Grade 7- 9 Report Cards

Written Learning Updates (Report Cards): Mathematics (grades 7-9)

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

Grade Level	Subsets	Years				
		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grade 7	All Resident	74%	71%	55%	69%	65%
	Indigenous Students	63%	68%	55%	59%	42%
	Students with Diverse Abilities	79%	36%	22%	46%	59%
Grade 8	All Resident	68%	65%	62%	64%	59%
	Indigenous Students	63%	63%	49%	65%	47%
	Students with Diverse Abilities	50%	55%	19%	35%	43%
Grade 9	All Resident	n/a	71%	62%	53%	62%
	Indigenous Students	n/a	63%	49%	46%	52%
	Students with Diverse Abilities	n/a	36%	40%	31%	30%





EVIDENCE OF LEARNING | 7-9 NUMERACY PROFICIENCY

Affective Domain Data

Student Learning Survey

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

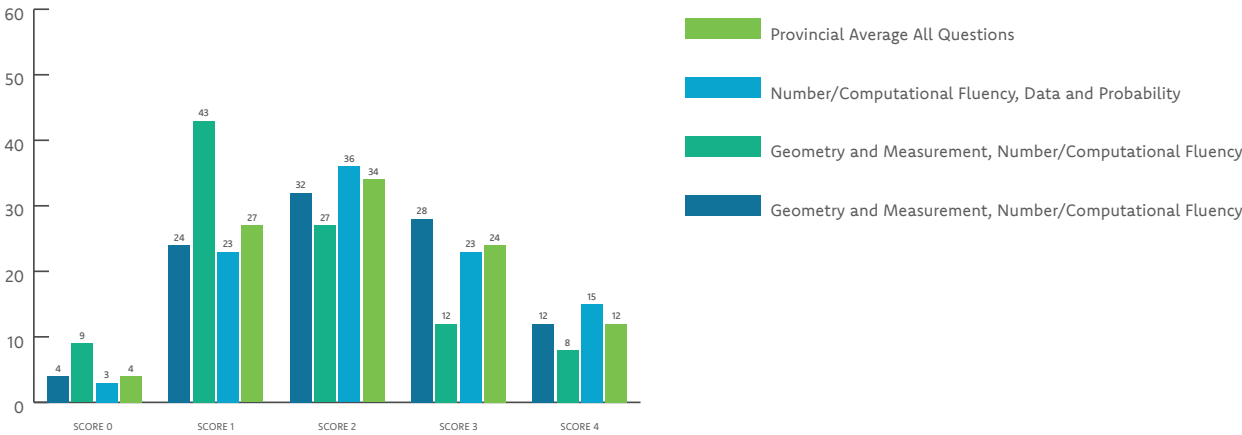
Grade Level	Subsets	Years				
		2020–2021	2021–2022	2022–2023	2023–2024	2024–2025
Grade 7	All Resident	53%	60%	77%	71%	66%
	Indigenous Students	50%	40%	65%	66%	60%
	Students with Diverse Abilities	38%	27%	70%	67%	79%

FSA 7 (Numeracy) Item Level Analysis

Current Year and 3-year trends for the percentage of students in grade 7 on track and extending expectations in numeracy. Item-level analysis for constructed response includes: number & computational fluency, data and probability, and geometry and measurement 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](#).

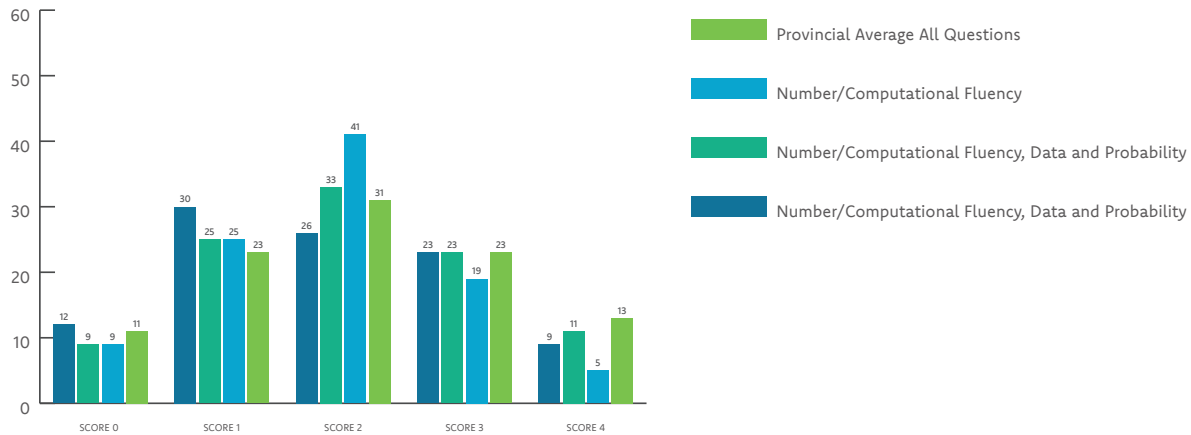
SD8 FSA 7 Constructed Response – Numeracy 23–24



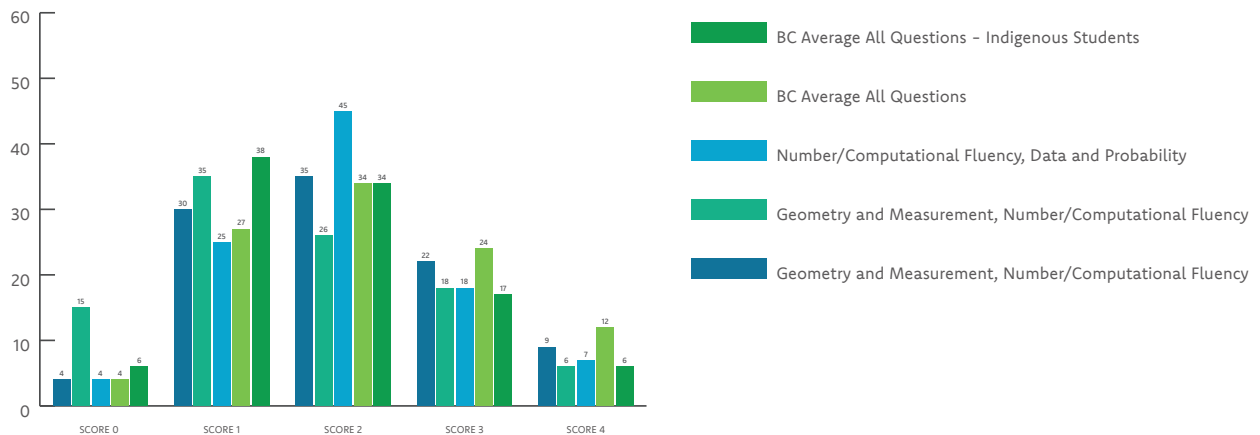


EVIDENCE OF LEARNING | 7-9 NUMERACY PROFICIENCY

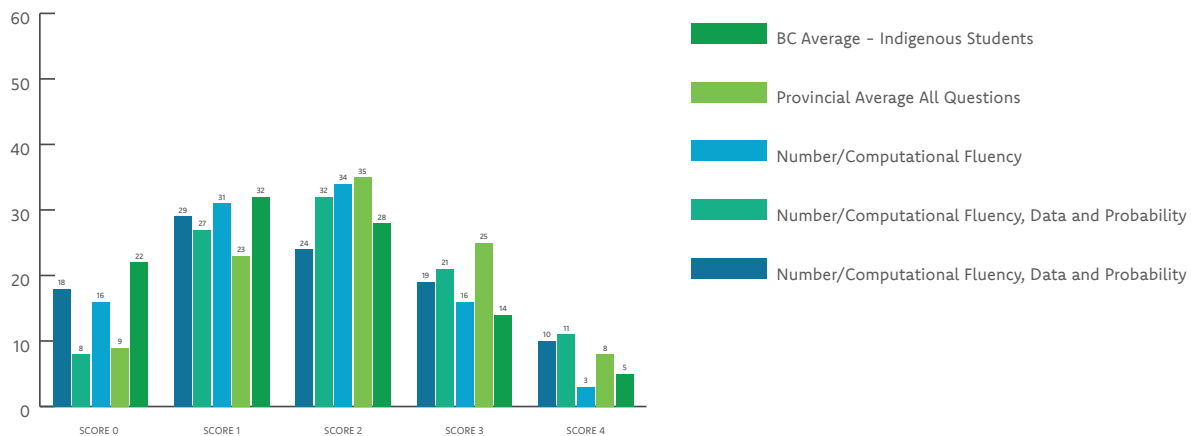
SD8 FSA 7 Constructed Response – Numeracy 24–25



SD8 FSA 7 Constructed Response – Numeracy 23–24 (Indigenous All)



SD8 FSA 7 Constructed Response – Numeracy 24–25 (Indigenous)



EVIDENCE OF LEARNING | 7-9 NUMERACY PROFICIENCY

Analysis and Interpretation (Grades 7-9)

Sources of Data and Evidence Analyzed

SD8 analyzed numeracy results from the Foundation Skills Assessment (FSA 7), grades 7–9 report card data, and Student Learning Survey (SLS) results. Subgroup analysis included all resident students, Indigenous learners (on reserve and not on reserve), students with disabilities/diverse abilities, and children and youth in care where data was available over the last five years.

Missing or Masked Data

Due to privacy constraints, data for some Indigenous (on reserve) and children and youth in care groups were masked. Despite this, local school-level knowledge was incorporated into planning to support these priority groups.

Trends Emerging from the Analysis

FSA 7 participation continues to provide a more accurate snapshot of student achievement.

FSA 7 Numeracy (2024–2025):

- Current results show all resident students at 63% on track/extending in numeracy, consistent with prior years.
- Indigenous students scored 46%, maintaining parity with last year’s results but remaining below the provincial average.
- Students with diverse abilities are not disaggregated in the FSA due to masking, but report card data provides insight into progress.
- Item-level analysis indicates computational fluency is a common theme across all populations
- For 2024–2025, report card data indicates:
- Grade 7: All Resident students declined slightly to 65% meeting/exceeding expectations, Indigenous students dropped to 42% (from 59%), while students with diverse abilities rose markedly to 59% (from 46%).
- Grade 8: All Resident students declined to 59% (from 64%); Indigenous students dropped to 47% (from 65%), and students with diverse abilities improved to 43% (from 35%).
- Grade 9: All Resident students rebounded to 62% (from 53%); Indigenous students improved to 52% (from 46%), but students with diverse abilities dropped slightly to 30% (from 31%).

SLS data shows mixed perceptions: All Resident students decreased to 66% feeling they are “getting better at math” (from 71%), Indigenous students decreased to 60% (from 66%), while students with diverse abilities rose sharply to 79% (from 67%).

This year’s FSA 7 item-level analysis indicates below-BC-average performance in constructed response areas of number/computational fluency, data and probability, and geometry/measurement—consistent with patterns seen in the intermediate grades.





EVIDENCE OF LEARNING | 7-9 NUMERACY PROFICIENCY

Inequities of Learning Outcomes

Students with diverse abilities continue to lag on provincial FSA 7 numeracy outcomes where data is available, though report card data shows improvement for this group at grades 7 and 8. Conversely, Indigenous learners fell below 50% proficiency on grade 7 and 8 report cards but improved to 52% in grade 9. Perceptual data suggests that both Indigenous and diverse ability students feel they are making gains, even as achievement data remains inconsistent. This mismatch between perception and actual achievement highlights an opportunity for targeted support.

Stories Revealed about Approaches to Supporting Teaching and Learning

The data underscores that while participation rates and some subgroups have improved, achievement gaps persist—especially for Indigenous students at the entry to middle years and for students with diverse abilities at the transition to high school. Item-level FSA 7 results and report cards together point to the need for a closer alignment of curricular competency instruction and assessment practices. The district's continued focus on piloting the Intermediate–Middle Years Numeracy Guide, triangulating FSA, report card, and classroom assessment data, and supporting job-embedded professional learning through school learning plan grants remains essential.

Current Approaches to Equity of Learning

SD8 continues to focus on equity outcomes for priority learners through school-based wraparound supports, the district-based team, and targeted tracking and support of Indigenous learners on and off reserve. Collaboration with Inclusive Learning Services remains key to supporting students with diverse abilities as they transition through grades 7–9.

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$



EVIDENCE OF LEARNING | 7-9 NUMERACY PROFICIENCY

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

Trends and Learning

Achievement and perception data confirm that numeracy remains a key area of focus, particularly in the middle years. While some subgroups show growth (notably students with diverse abilities in grades 7 and 8), gaps persist, especially for Indigenous students and at transition points (grades 7 and 9). FSA 7 item-level analysis identifies persistent skill gaps in number fluency and data literacy.

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 numeracy indicate a focus on developing both foundational numeracy skills as well as curricular competency development. For students in the middle year, an increased focus on procedural fluency is of increasing importance. Recognizing achievement declines during the grade 8–9 transition, particularly for students with diverse abilities, transition planning will be strengthened to ensure academic continuity.

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 analyses for numeracy in the FSA 7. Furthermore, a focus on professional development with respect to developing curricular competencies in tandem with proficiency standards will be a priority in the coming year. Finally, a district-wide, school-based numeracy assessment as part of the annual school cycle will support schools in developing and evolving their numeracy goals and objectives, and action plan for instruction. Coupled with class profiles and standards-based proficiency scales, school numeracy teams will have impactful information to move their learners forward in numeracy development. Incentives such as the school learning plan grant will further support leadership in numeracy instruction.

Existing Areas for Growth

Existing areas for growth confirmed by the analysis and interpretation of numeracy data continue to indicate a focus on supporting students, especially priority learners, in developing foundational and problem-solving numeracy skills. Again, a district-wide, school-based numeracy assessment as part of the annual school cycle will continue to provide formative assessment information to school teams. The implementation of school learning plan grants has proved promising for teacher collaboration within and across schools, including families of schools, and will become part of the revised three-year action plan moving forward.

Action Plan Summary (Grades 7–9)

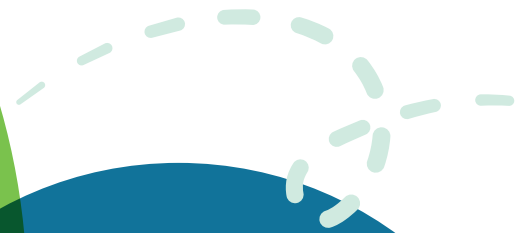
- Continue with support for school teams in developing numeracy goals, objectives and strategies (action plan) through individual schools, families of schools, and through families of schools monthly meetings.
- Continue to scale the implementation of the SD8 intermediate to middle years numeracy assessment, with a target of 50% implementation across middle years program schools in 2025–2026.
- Further develop an intermediate to middle years community of practice to scale the implementation of the intermediate to middle years numeracy assessment and corresponding class or cohort profiles to inform the school action plans for numeracy.





EVIDENCE OF LEARNING | 7-9 NUMERACY PROFICIENCY

- Continue to work with an SD8 intermediate to middle years numeracy working group from each family of schools to consult on developments in numeracy assessment and instruction as represented in the SD8 Intermediate to Middle Years Numeracy Guide pilot.
- Ensure SD8 has a Learning Leadership Team (LLT) families of schools principal who is closely tied with the SD8 Numeracy Continuous Learning Report and Three-Year Action Plan.
- Collaborate with Inclusive Learning Services district teachers to support numeracy school goals and objectives for learners with diverse abilities.
- Develop a middle years numeracy framework to support school teams in leveraging best practice numeracy teaching and learning through the school planning process.
- Continue to promote and explore numeracy innovation through school learning plan grants and a cumulative sharing and dissemination of learning amongst SD8 schools.
- Continue transition supports and monitoring of academic success to ensure all learners, and specially priority learners are meeting proficiency in numeracy in the intermediate years.
- Ensure numeracy program resources are available to schools through an SD8 virtual hub, and that numeracy school success stories are published as exemplars.





EVIDENCE OF LEARNING | 10-12 NUMERACY PROFICIENCY

10-12 NUMERACY

Secondary numeracy encompasses grades 10–12 in the graduation program. At this point, students plan for their graduation requirements using the SD8 3-Year Graduation Program Plan for any of the following program pathways depending upon their graduation and post-secondary goals:

- Apprenticeship and Workplace Math
- Foundations of Mathematics
- Pre-Calculus and Calculus

Numeracy Target Objectives (2025–2026)

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

	2025-2026
10-12 Monitoring Grade 10 Graduation Numeracy Assessment (GNA 10), Written Learning Updates (Mathematics)	All Resident Improve numeracy proficiency on the GNA 10 by 6% to 50% (from 44% in 23–24). Priority Learners Improve numeracy proficiency on the GNA 10 by 7% to 45% (from 38% in 23–24) for diverse abilities and to 45% Indigenous (all) (from 38% in 23–24).

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 numeracy action plans that support all learners.

Monitoring	Outcomes Grades 10-12 (2024-2025)
Achievement Data: ♦ Early Numeracy Profile (ENP), NSA, FSA 4&7, GNA 10, written learning updates ♦ Intermediate and middle years numeracy assessments (INA, MYNA) Transitions Metrics: ♦ Grade-to-grade transition rates ♦ Transitions meetings Surveys & Feedback: ♦ Student learning surveys (numeracy focus), school learning plan proficiency guidelines, school learning plans (numeracy goal)	♦ Clear SMART target objectives in about half of the school plans, with about 65% of plans having alignment in the professional and student numeracy action 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 | 10-12 NUMERACY PROFICIENCY

2



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

Monitoring	Outcomes Grades 10-12 (2024-2025)
Achievement/Developmental: - Early Numeracy Profile (ENP), NSA (Number Sense Assessment) - Written learning updates (numeracy) - EDI data Transitions Metrics: - Grade-to-grade transition rates - Primary success meetings Surveys & Feedback: - Teacher feedback	Not applicable

3



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

Monitoring	Outcomes Grades 10-12 (2024-2025)
Assessment Tools: - District intermediate and middle years numeracy assessments (INA, MYNA) Planning & Implementation: - School learning plans (numeracy goal) Transitions Metrics: - Academic transitions meetings (primary, intermediate/middle, secondary) - Grade-to-grade transition rates	Not applicable

4



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

Monitoring	Outcomes Grades 10-12 (2024-2025)
Achievement Data: - ENP, NSA, FSA 4 & 7, GNA 10 - Written learning updates and Student Learning Survey (numeracy focus) Assessment & Planning Tools: - District (localized) numeracy assessments - Numeracy objectives and strategies evident in School Learning Plans Participation & Innovation: - Community of practice participation and feedback - School learning plan grants (numeracy focus)	Numeracy proficiency scale community of practice with Chris Hunter (BCAMT) with 10 participants over three sessions to develop numeracy proficiency scales for grades 4-9.



EVIDENCE OF LEARNING | 10-12 NUMERACY PROFICIENCY

5



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

Monitoring	Outcomes Grades 10-12 (2024-2025)
Digital Engagement: - Monthly tracking of Sharepoint view analytics - Weekly numeracy update metric click rates and views Resource Tracking: - Tracking of number and type of numeracy resources distributed during professional learning events, to schools, and through communities of practice - Instructional adoption of numeracy strategies as referenced in district resources Participation and Feedback: - Community of practice feedback on learning resources such as book studies - School learning plan grant numeracy resource references	- Increased engagement with the K-12 Numeracy Professional Learning Sharepoint site as reported by teacher feedback and through data analytics (views). - Ongoing development of K-12 numeracy resources by district numeracy teacher-coordinator, with updates on intermediate and middle years resources. - Evidence of increased and sustained levels of engagement with weekly numeracy updates through data analytics (views), averaging 50 views Fall 2025. - Seven teachers participated in the “Becoming The Math Teacher You’ve Always Wanted to Be” book study in spring 2025.

6



Enrich financial literacy environments and programs through provincial and community organizations.

Monitoring	Outcomes Grades 10-12 (2024-2025)
- Student Learning Survey (SLS) results (financial literacy) - Community partnership and organization engagement - Survey and inventory of school and district financial literacy programs in use at schools	Evidence of collaboration with community partners and organizations in enhancing financial literacy spaces and programming focussed on Junior Achievement (JA BC) resources, but with limited uptake in SD8 schools.

7



Improve numeracy success through academic transitions meetings across K-12.

Monitoring	Outcomes Grades 10-12 (2024-2025)
Achievement & Assessment Data: - ENP, NSA, FSA 4 & 7, GNA 10, and written learning updates - Intermediate and middle years numeracy assessments (INA, MYNA) Transitions Metrics: - Grade-to-grade transition rates - Primary success meetings	Secondary academic reviews continue to garner success in proactive measures for student graduation.



EVIDENCE OF LEARNING | 10-12 NUMERACY PROFICIENCY

8



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

Monitoring	Outcomes Grades 10-12 (2024-2025)
Achievement & Assessment: - Provincial (FSA, GNA), district (ENP, NSA), intermediate and middle years numeracy assessments (INA, MYNA) School Planning & Leadership: - Numeracy objectives and action plans in school learning plans - School learning plan proficiency guidelines Surveys & Feedback: - Student learning surveys (numeracy focus)	- Clear SMART target objectives in about half of the school plans, with about 65% of plans having alignment in the professional and student numeracy action 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 numeracy practice through targeted funding and shared learning.

Monitoring	Outcomes Grades 10-12 (2024-2025)
Planning & Documentation: - Numeracy target objectives and actions in school learning plans - Grant applications and reports aligned to district numeracy priorities Participation & Engagement: - Participation rates from each family of schools (FOS) - Feedback from participants and school teams on instructional impact - Impact of project outcomes at celebratory events	Not applicable this year

10



Promote instructional alignment through a shared numeracy framework for grades K-9.

Monitoring	Outcomes Grades 10-12 (2024-2025)
Framework Development & Planning: - Development of the grades K-3 and 4-9 Numeracy Framework - Numeracy target objectives and actions in school learning plans Achievement & Assessment Data: - Provincial (FSA 4 & 7, GNA 10) and localized assessments (ENP, intermediate numeracy assessment, middle years numeracy assessment) Instructional Impact: - Evidence of shifts in instructional practice and targeted interventions - Sharing of practices and results through school learning tours and other events	Not applicable.



EVIDENCE OF LEARNING | 10-12 NUMERACY PROFICIENCY

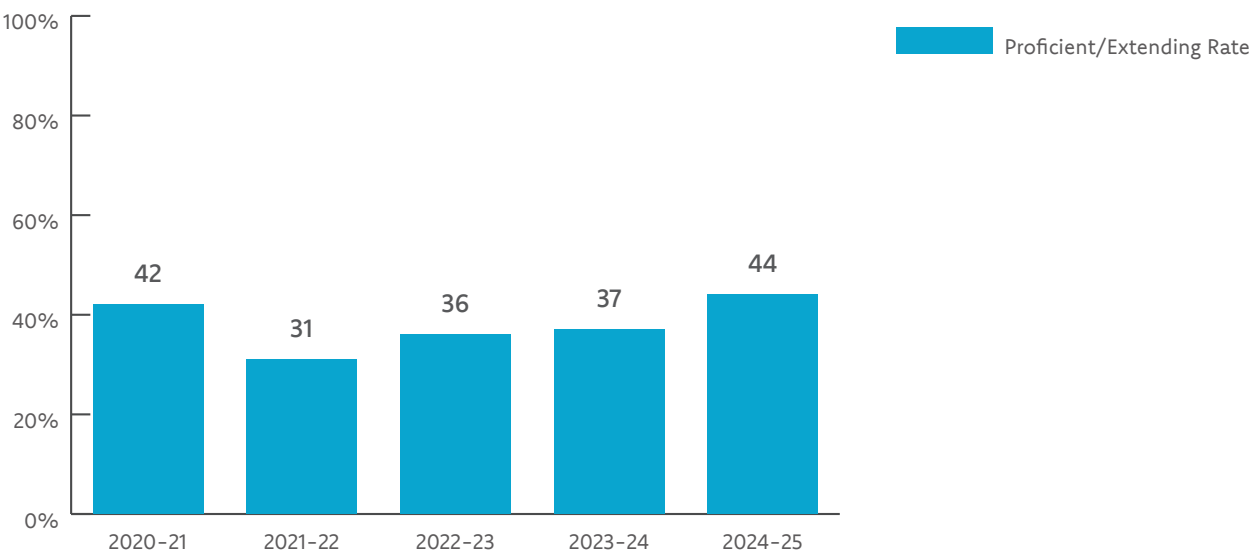
Achievement Data 2024-25

Graduation Numeracy Assessment 10

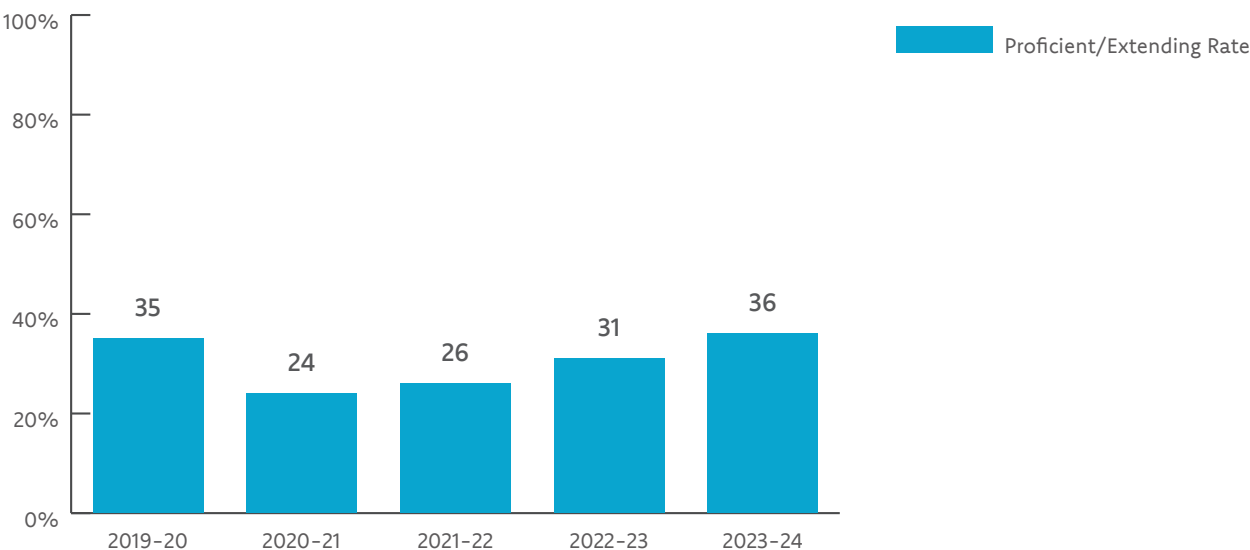
Educational Outcome 1: Students will meet or exceed numeracy expectations for each grade level.

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

Grade 10 Grad Assessment Numeracy – (All Resident)



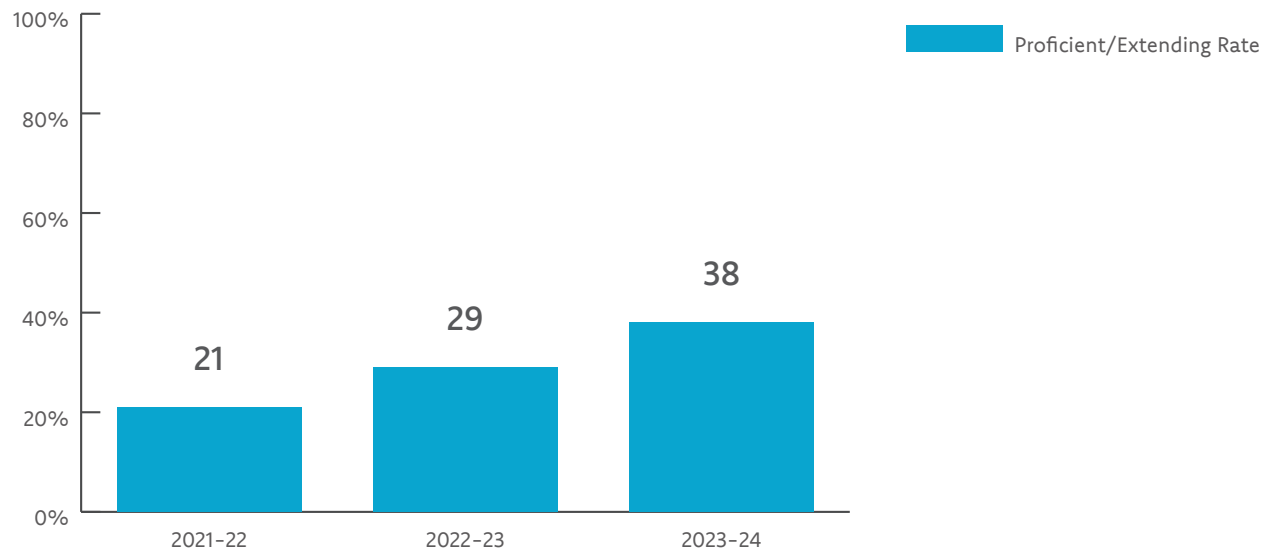
Grade 10 Grad Assessment Numeracy – (Indigenous All)



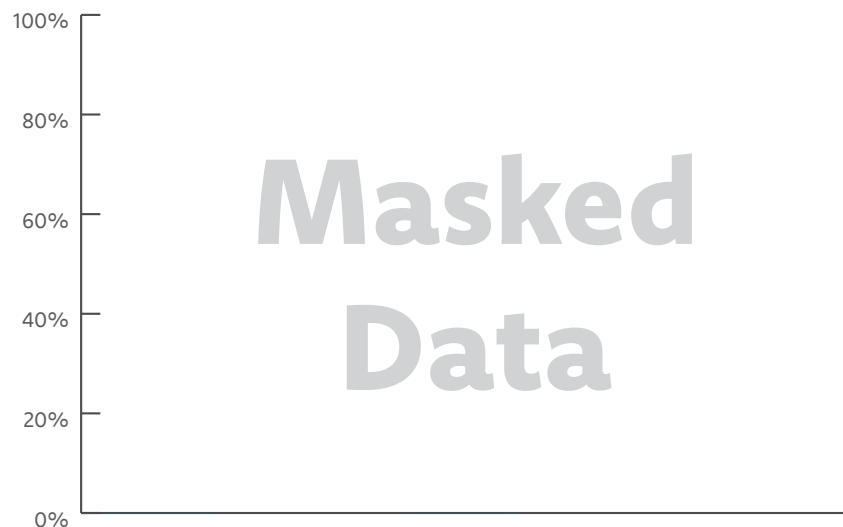


EVIDENCE OF LEARNING | 10-12 NUMERACY PROFICIENCY

Grade 10 Grad Assessment Numeracy – (Diverse Abilities)



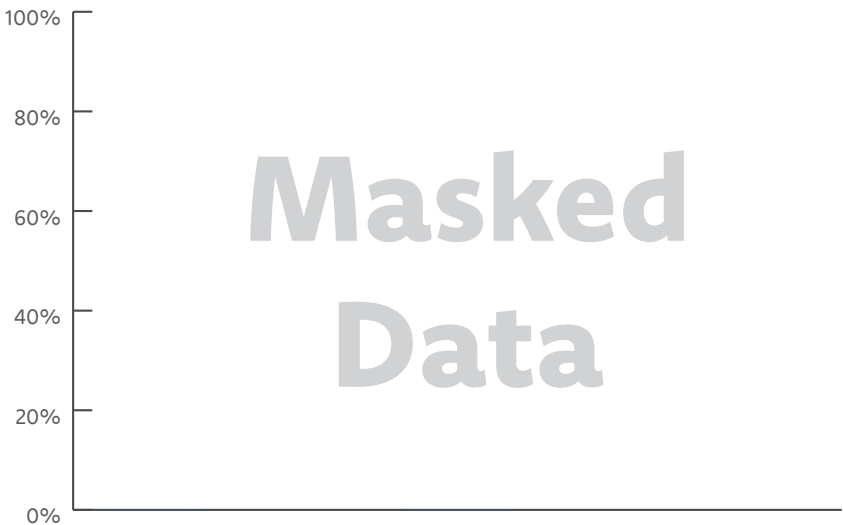
Grade 10 Grad Assessment Numeracy – Indigenous (On Reserve)





EVIDENCE OF LEARNING | 10-12 NUMERACY PROFICIENCY

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



Report Card: Mathematics (Grades 10-12)

Percentage of students achieving a C+ or better on their final report card in all math courses.

Note: Report card data accessible for grade twelve is not historically accurate for data analysis.

Written Learning Updates (Report Cards): Mathematics (Grades 10-12)

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

Note: All eligible Mathematics 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	
		2023-2024	2024-2025
Grade 10	All Resident	86%	83%
	Indigenous Students	77%	84%
	Students with Diverse Abilities	85%	78%
Grade 11	All Resident	90%	90%
	Indigenous Students	85%	82%
	Students with Diverse Abilities	90%	78%
Grade 12	All Resident	98%	94%
	Indigenous Students	100%	81%
	Students with Diverse Abilities	93%	77%





EVIDENCE OF LEARNING | 10-12 NUMERACY PROFICIENCY

Affective Domain Data

Student Learning Survey

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

SD8 Students		Years				
Grade Level	Subsets	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025
Grade 10	All Resident	55%	59%	62%	63%	54%
	Indigenous Students	43%	53%	54%	62%	44%
	Students with Diverse Abilities	22%	33%	47%	57%	35%
Grade 12	All Resident	49%	51%	42%	44%	55%
	Indigenous Students	37%	41%	29%	31%	36%
	Students with Diverse Abilities	26%	24%	42%	25%	70%

Analysis & Interpretation (Grade 10-12)

Sources of Data and Evidence Analyzed

The district analyzed numeracy results from the Graduation Numeracy Assessment (GNA) 10, report card data for secondary Mathematics programs, 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 reserve) and children and youth and care populations. However, local knowledge has been incorporated into planning to support priority learners in these categories.

Trends Emerged from the Analysis

Recent data reveals key trends in senior secondary numeracy outcomes:

- Report card proficiency rates remain relatively strong across all groups, with 2024–2025 results showing 83% of grade 10, 90% of grade 11, and 94% of grade 12 all resident students meeting or exceeding expectations.
- Indigenous learners demonstrated growth in grade 10 outcomes (84%), though results in grade 11 (82%) and grade 12 (81%) highlight areas for continued support.
- Students with diverse abilities showed a decline in grade 10 and 11 report card results (78% both years) and a further drop in grade 12 (77%).





EVIDENCE OF LEARNING | 10-12 NUMERACY PROFICIENCY

However, these positive trends in report cards contrast with lower performance on the GNA 10, where only 45% of all resident students, 24% of Indigenous students, and 31% of students with diverse abilities achieved proficiency. This suggests a gap between course-based achievement and standardized assessment outcomes.

Student Learning Survey data highlights further perceptual gaps: grade 10 confidence in math decreased across groups in 2024–2025, with only 54% of all residents, 44% of Indigenous students, and 35% of students with diverse abilities agreeing they are “getting better at math.”

Inequities of Learning Outcomes

Efforts by school-based teams and Aboriginal Education staff have positively influenced the graduation outcomes for Indigenous students, particularly in grades 10 and 11. However, the sustained discrepancy in standardized assessments underscores the need for explicit support in numeracy fundamentals. In partnership with post-secondary institutions, SD8 continues to identify mathematics readiness, especially for trades and dual credit programming as a key area for development. Bridging programs, academic advising, and access to numeracy upgrading remain essential components of SD8’s support for student transitions beyond graduation.

Stories Revealed about Approaches to Supporting Teaching and Learning

In addition, school-based team and Aboriginal education team efforts to track student success at the graduation program level have supported closing the achievement gap for Indigenous students overall, though there is still room for improvement. Conversations with post-secondary institution partners still indicates that support for foundational mathematics skills is required when considering transitions, especially dual credit programs such as trades training. School-based teams support students, especially priority learners, through academic advising and bridging transitions to post-secondary institutions where academic supports and upgrading is required.

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 ensuring supportive transitions with regard to mathematics foundational skills.





EVIDENCE OF LEARNING | 10-12 NUMERACY PROFICIENCY

Three-Year Action Plan Moving Forward

Trends and Learning

Overall trends and learnings that emerged through the analysis and interpretation of both achievement and perceptual data indicate that supporting student transitions regarding numeracy skills into post-secondary and workforce continues to be a focus.

New Areas for Growth

A key area of growth for grades 10–12 is ensuring numeracy readiness for post-secondary transitions by prioritizing the development of foundational math skills necessary for success in trades, college, university, and dual credit pathways. To support this, instructional strategies must be aligned with the competencies assessed in the Graduation Numeracy Assessment (GNA 10), incorporating formative practice and familiarity with assessment rubrics. Additionally, integrating financial literacy and real-world numeracy into senior-level courses will enhance relevance and engagement, equipping students with practical skills applicable to everyday life and future careers.

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 numeracy skills to ensure dual credit, post-secondary, and workforce entry success. More detailed item-level analysis of the GNA 10 would support schools in developing their numeracy goals and action plan for students in the graduation program.

Action Plan Summary (Grades 10–12)

- Continue with support for school teams in developing numeracy goals, objectives and strategies (action plan) through individual schools, families of schools, and through families of schools monthly meetings.
- Promote numeracy innovation through school learning plan grants and a cumulative sharing of learning.
- Continue transition supports and monitoring of academic success to ensure all learners, and specially priority learners are meeting proficiency in numeracy.
- Ensure numeracy program and financial literacy resources are available to schools through an SD8 virtual hub.



CONCLUSION

Supporting students in achieving strong foundational numeracy skills addresses School District No. 8 (Kootenay Lake)’s commitment to ensuring the success of all learners and improving their life chances as they transition to adulthood and follow their chosen career trajectory.

Numeracy is important in that “a mathematically literate student recognizes the role that mathematics plays in the world in order to make well-founded judgments and decisions needed by constructive, engaged and reflective citizens” in an increasingly complex world (OECD, PISA Mathematics). As well, essential skills in numeracy account for a significant proportion of earnings and income regardless of other factors (Statistics Canada, 2005).

Therefore, it is important that the strategic priorities for lifelong learning are realized for each learner, including the connection to the board goal of numeracy proficiency within the context of priority learners: Indigenous learners, learners with disabilities and diverse abilities, English language learners, and children and youth in care.

Strategic Priority: Lifelong Learners

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

Three-Year Action Plan (2024-2027)

Strategies

1



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

Monitoring	Success Indicators (2024-2027)
Achievement Data: - Early Numeracy Profile (ENP), Number Sense Assessment (NSA), FSA 4&7, GNA 10, written learning updates - Intermediate and middle years numeracy assessments (INA, MYNA) Transitions Metrics: - Grade-to-grade transition rates - Transitions meetings Surveys & Feedback: - Student learning surveys (numeracy focus), school learning plan proficiency guidelines, school learning plans (numeracy goal)	- All schools set SMART numeracy 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 numeracy 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 with 100% of schools reporting using numeracy data (ENP, NSA, SNAP, INA, MYNA, FSA, GNA) in planning for success. - Evidence of literacy instructional shifts and interventions based on ongoing data analysis documented in school learning plans by end of 2026. - Successful grade-to-grade academic transitions with transition rates for priority learners increasing annually.



CONCLUSION

2



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

Monitoring	Success Indicators (2024-2027)
Achievement/Developmental: - Early Numeracy Profile (ENP) - NSA (grade 2) - Written learning updates (numeracy) - EDI data Transitions Metrics: Grade-to-grade transition rates - Primary success meetings Surveys & Feedback: - Teacher feedback	95%+ of K-1 students participate in ENP assessments. - Grade 2 implementation of Number Sense Assessment (NSA) in 2025-2026. - Grade 3 implementation of NSA in 2026-2027. - Primary teachers use class and cohort profiles from ENP and NSA data. - Year-over-year growth in participation rates in professional learning, in-service, and Communities of Practice with increased teacher confidence in data use and evidence-based instruction demonstrated through surveys. - By end of 2026, 80% of K-1 students demonstrate proficiency in key numeracy aspects, demonstrated by the ENP. - By 2027, 80% of grade 2 students demonstrate proficiency in foundational numeracy aspects, demonstrated by the NSA.

3



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

Monitoring	Success Indicators (2024-2027)
Assessment Tools: - District intermediate and middle years numeracy assessments (INA, MYNA) Planning & Implementation: - School learning plans (numeracy goal) Transitions Metrics: - Academic transitions meetings (primary, intermediate/middle, secondary) - Grade-to-grade transition rates	- Intermediate numeracy assessment (INA) is implemented across all Families of Schools (FOS), with school teams using results to inform instructional planning by end of 2026. - Middle years numeracy assessment (MYNA) is developed and piloted in each family of schools by June 2026. - District numeracy assessment data (INA, MYNA) is referenced in school learning plans (numeracy) objectives and action plans by end of 2026. - Intermediate numeracy assessment (INA) data is referenced at transition meetings to guide planning for cohort-level academic transitions by end of 2026.



CONCLUSION

4



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

Monitoring	Success Indicators (2024-2027)
Achievement Data: ◆ ENP, NSA, INA, MYNA, FSA 4 & 7, GNA 10 ◆ Written learning updates and Student Learning Survey (numeracy focus) Assessment & Planning Tools: ◆ District (localized) numeracy assessments ◆ Numeracy objectives and strategies evident in School Learning Plans Participation & Innovation: ◆ Community of practice participation and feedback ◆ School learning plan grants (numeracy focus)	◆ Improved student achievement in numeracy outcomes, evidenced through ENP, NSA, INA, MYNA, and provincial numeracy assessments. ◆ Increased educator participation from all Families of Schools (FOS) in primary and intermediate/middle years numeracy communities of practice, with 80% or more reporting positive impact on instructional practice. ◆ Demonstrated use of numeracy 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 numeracy, evidenced by positive trends in Student Learning Surveys (numeracy focus) 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 numeracy outcomes are shared widely across the district on an annual basis.

5



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

Monitoring	Success Indicators (2024-2027)
Digital Engagement: ◆ Monthly tracking of Sharepoint view analytics ◆ Weekly numeracy update metric click rates and views Resource Tracking: ◆ Tracking of number and type of numeracy resources distributed during professional learning events, to schools, and through communities of practice ◆ Instructional adoption of numeracy strategies as referenced in district resources Participation and Feedback: ◆ Community of practice feedback on learning resources such as book studies ◆ School learning plan grant numeracy resource references	◆ Increased engagement with the K-12 Numeracy Professional Learning Sharepoint site as reported by teacher feedback and through data analytics (views). ◆ School learning plans and grants include references to K-12 Numeracy Professional Learning Sharepoint site resources or professional texts to support numeracy strategies and action plans. ◆ Ongoing development of K-12 numeracy resources by district numeracy teacher-coordinators. ◆ Evidence of increased and sustained levels of engagement with weekly numeracy updates through data analytics (views). ◆ Increased satisfaction in numeracy resources as referenced through teacher feedback.



CONCLUSION

6



Enrich financial literacy environments and programs through provincial and community organizations.

Monitoring	Success Indicators (2024-2027)
- Student Learning Survey (SLS) results (financial literacy) - Community partnership and organization engagement - Survey and inventory of school and district financial literacy programs in use at schools	- Surveys show increased access financial literacy resources, with feedback from students and staff indicating relevance and engagement. - Evidence of collaboration with community partners and organizations in enhancing financial literacy spaces and programming. - Positive trends in Student Learning Survey responses related to financial literacy, particularly among priority learners through 2026-2027.

7



Improve numeracy success through academic transitions meetings across K-12.

Monitoring	Success Indicators (2024-2027)
Achievement & Assessment Data: - ENP, NSA, FSA 4 & 7, GNA 10, and written learning updates - Intermediate and middle years numeracy assessments (INA, MYNA) Transitions Metrics: - Grade-to-grade transition rates - Primary success meetings	- Improved grade-to-grade transition outcomes for grade band cohorts, including increased rates of academic readiness and numeracy proficiency at key transition points, as reflected in school and district data. - Transition plans include evidence of focus on 100% of priority learners by end of 2026. - At least 80% of students demonstrate growth on key numeracy benchmarks from fall 2025 to spring 2026.

8



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

Monitoring	Success Indicators (2024-2027)
Achievement & Assessment: - Provincial (FSA, GNA), district (ENP, NSA), intermediate and middle years numeracy assessments (INA, MYNA) School Planning & Leadership: - Numeracy objectives and action plans in school learning plans - School learning plan proficiency guidelines Surveys & Feedback: - Student learning surveys (numeracy focus)	100% of schools develop and refine numeracy target objectives 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 guideline reflections and improved numeracy outcomes in all schools by the end of 2026. - Improvement in student numeracy achievement (proficiency) for grade band cohorts (focus on priority learners) on provincial and localized assessments by end of 2026. - Improvement in Student Learning Survey (SLS) results (numeracy focus).



CONCLUSION

9



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

Monitoring	Success Indicators (2024-2027)
Planning & Documentation - Numeracy target objectives and actions in school learning plans - Grant applications and reports aligned to district numeracy priorities Participation & Engagement - Participation rates from each family of schools (FOS) - Feedback from participants and school teams on instructional impact - Impact of project outcomes at celebratory events	- Evidence of numeracy instructional shifts and interventions based on ongoing data analysis is documented in school learning plan grant outcomes. - Evidence of alignment of district numeracy 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 numeracy framework for Grades K-9.

Monitoring	Success Indicators (2024-2027)
Framework Development & Planning - Development of the grades K-3 and 4-9 Numeracy Framework - Numeracy target objectives and actions in school learning plans Achievement & Assessment Data - Provincial (FSA 4 & 7, GNA 10) and localized assessments (ENP, NSA, intermediate numeracy assessment, middle years numeracy assessment) Instructional Impact - Evidence of shifts in instructional practice and targeted interventions - Sharing of practices and results through school learning tours and other events	- Development of a K-9 Numeracy framework by end of 2026. - Evidence of numeracy 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.





GRATITUDE

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

[College of the Rockies](#)

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

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

[Junior Achievement BC](#)

[Kootenay Association for Science and Technology \(KAST\)](#)

[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](#)

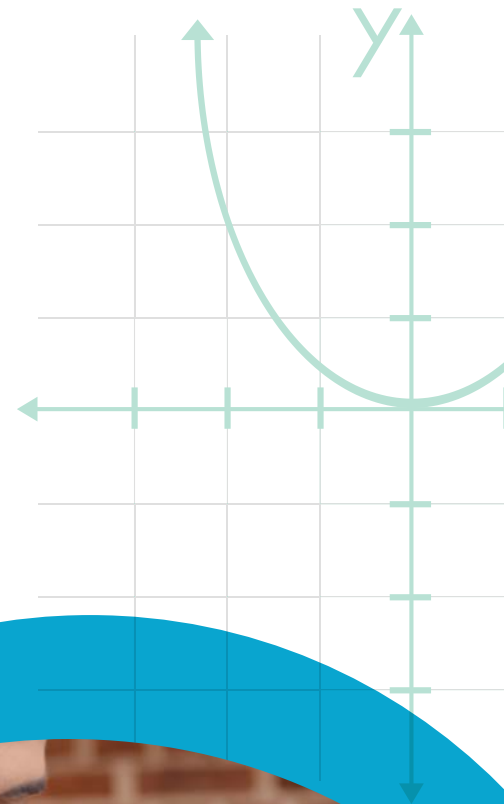
[Okanagan Nation Alliance](#)

[Selkirk College](#)

[UBC Okanagan](#)

[West Kootenay Metis Society](#)

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



FROM: Trish Smillie, Superintendent
DATE: November 4, 2025
SUBJECT: Winter Celebrations

For Information

Introduction

This memorandum outlines the events for 2025 winter celebrations at schools.

Information

Winter celebrations may be held by schools as a tradition to celebrate the end of the year. Local trustees will be invited to attend their school's celebration and will be contacted directly by school leaders once final arrangements have been confirmed.

The Winter Celebration schedule for 2025-2026 is tentatively scheduled and may change prior to the date. Local trustees will be invited to attend by the school's principal.

School Name	Date of concert/event	Time	Name of event
Creston Valley Family of Schools			
ARES	December 17 (K-4) December 18 (5-7)	6:30 pm	Winter Concert (K-5) / Winter Maker's Studio Showcase (Intermediate)
CLES	December 15	TBD	TBD
Erickson	December 18	1:15 pm	Winter Concert
KRSS	December 4	10:05 am	Performing Arts (Winter Songs and Dance)
Wildflower Creston	December 18	2:00 pm	Winter Concert
Nelson Family of Schools			
Blewett	December 16	TBD	Winter Concert
Hume	December 18	9 am and 1 pm	Winter Concert
LVR	December 11	6:00 pm	Winter Concert
REDFISH	December 17	12:30 pm	Winter Concert (<i>Variety Show Extravaganza</i>)



Rosemont	December 16	1:00pm & 6:00pm	Winter concert
SNES	December 10	1:30-2:30 pm	Winter concert
Trafalgar	December 4	6:00 pm	Winter Band Concert
Wildflower Nelson	December 3, 4, & 10	5:00 pm	Celebration of learning
Slocan Valley Family of Schools			
BKES	December 18	10:30 am and 1:00 pm	Winter Concert
MSSS	December 16	2:00 pm	Winter Band Concert
WE Graham	December 11	6:00 pm	Winter Concert
Winlaw	December 10	12:30 pm	Winter Celebration
Salmo Family of Schools			
SES	December 18	7:00 pm	TBD
SSS	N/A	N/A	
Crawford Bay Family of Schools			
CBESS	December 18	2:30-4:00 pm	Winter Concert
Kaslo Family of Schools			
Jewett	N/A	N/A	
JVH	December 17	5:00 - 6:00 pm	Winter Craft Fair

