

Nechako Lakes School District

School District 91



Enhancing Student Learning Report

September 2025



Part 1: Review Data and Evidence

In Review of Year 5 of Nechako Lakes School District Strategic Education Plan,
2020-2025

Approved by Board on [date]

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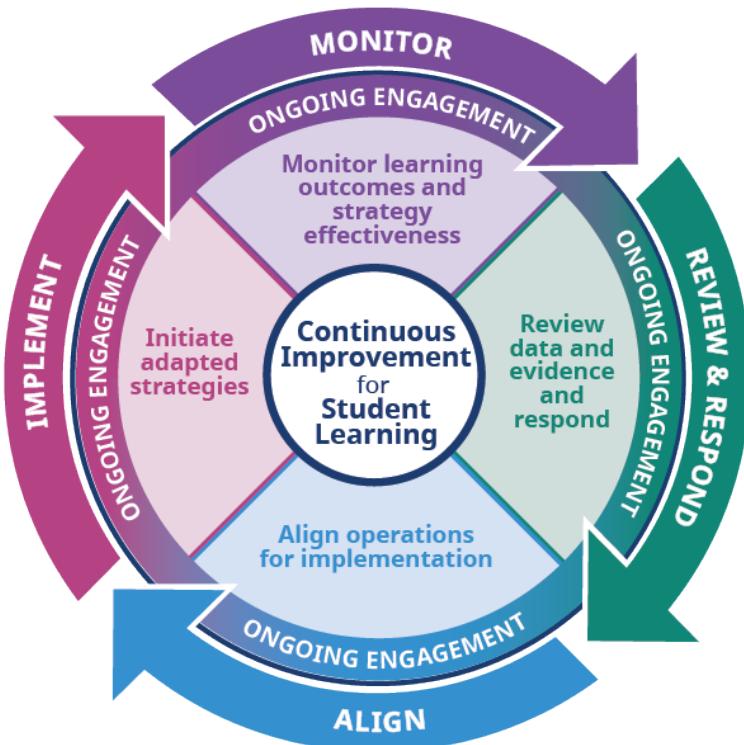
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Enhancing Student Learning Report:

Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

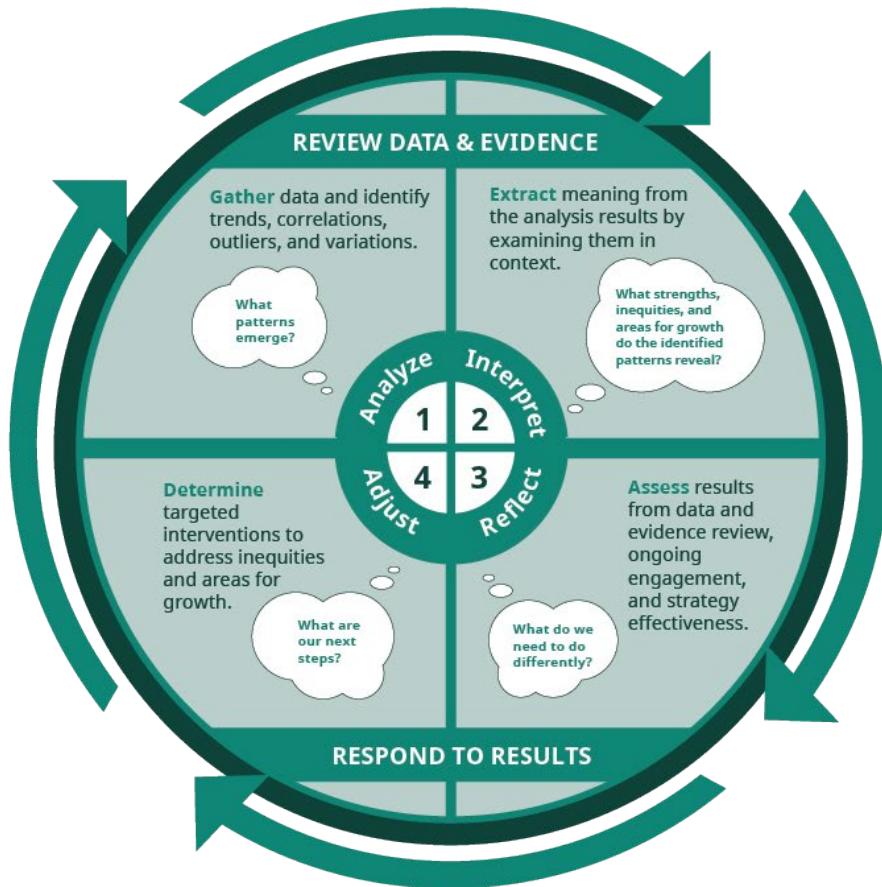
The Report provides information on the district's continuous improvement processes, with a focus on processes included within the **Continuous Improvement Cycle:**



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This "Review and Respond Cycle" is actioned within the "Review and Respond" portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

"Indigenous students, children and youth in care, and students with disabilities or diverse abilities" are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board's Strategic Plan within the district is referred to as an "implementation plan". The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Intellectual Development

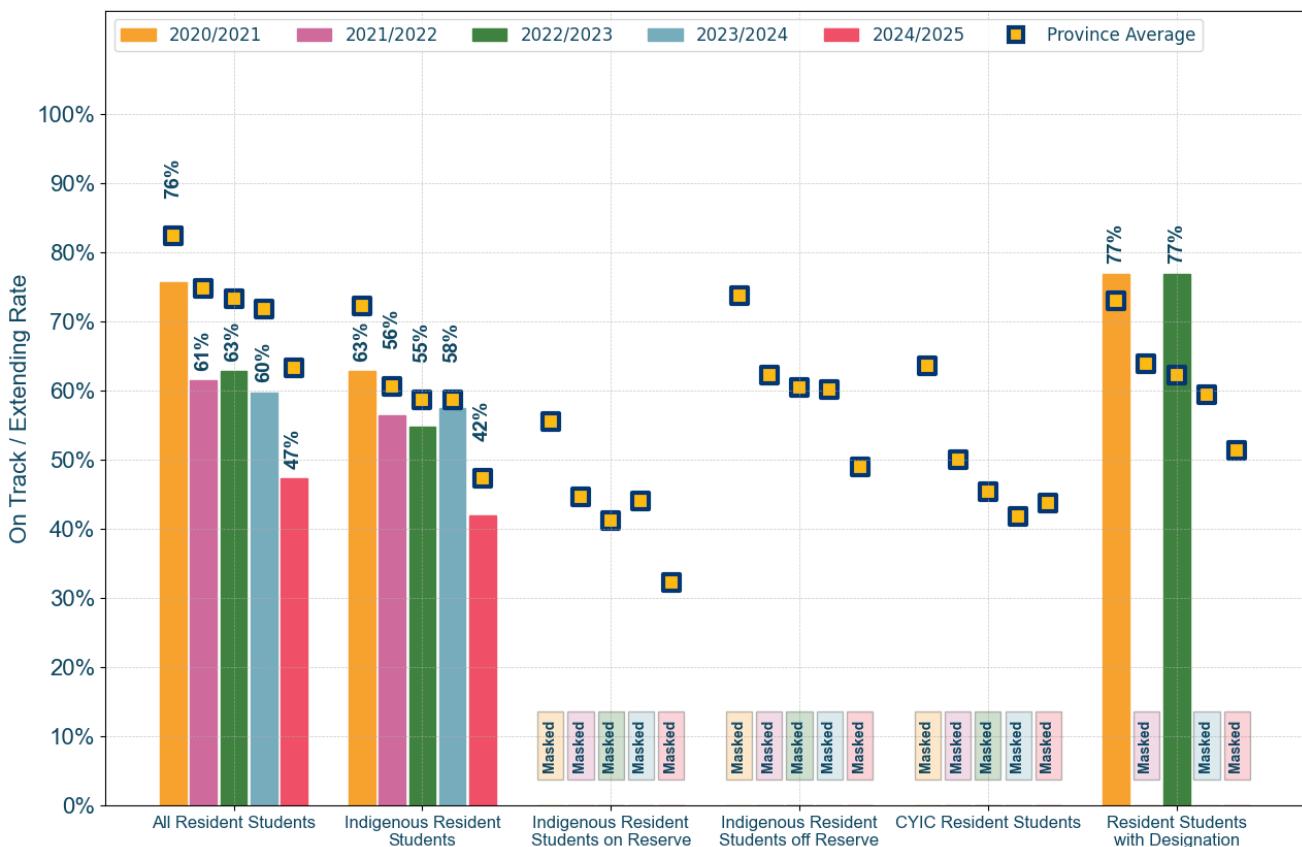
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD091 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	243 64%	229 72%	224 80%	237 73%	231 80%
Indigenous Resident Students	87 49%	97 64%	87 71%	98 74%	95 85%
Indigenous Resident Students on Reserve	22 55%	27 59%	27 67%	27 63%	30 73%
Indigenous Resident Students off Reserve	65 48%	70 66%	60 73%	71 79%	65 91%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	45 29%	35 43%	30 43%	32 50%	32 50%

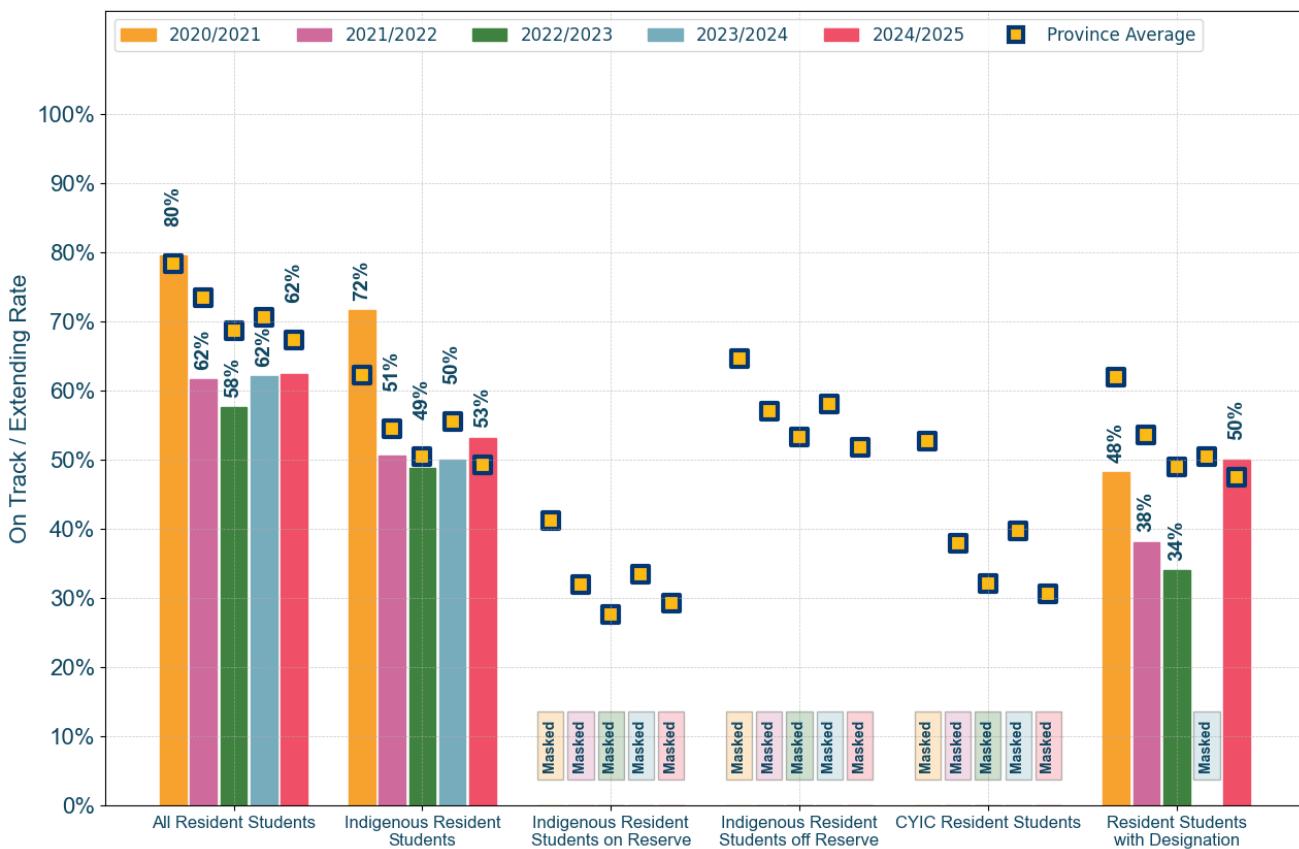
SD091 - Grade 4 FSA Literacy - On Track / Extending Rate



SD091 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	311 60%	283 75%	308 77%	270 70%	249 79%
Indigenous Resident Students	129 52%	118 74%	119 71%	99 67%	95 83%
Indigenous Resident Students on Reserve	32 31%	30 63%	38 63%	31 74%	29 86%
Indigenous Resident Students off Reserve	97 59%	88 77%	81 74%	68 63%	66 82%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	75 36%	63 67%	80 63%	63 38%	56 61%

SD091 - Grade 7 FSA Literacy - On Track / Extending Rate



Measure 1.2: Grade 10 Literacy Expectations

SD091 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

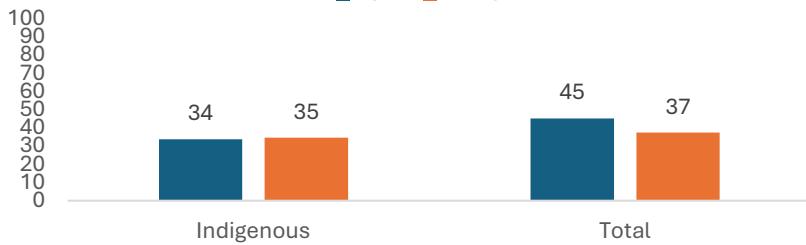
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	328 28%	360 57%	315 64%	365 65%	388 60%
Indigenous Resident Students	124 17%	136 40%	104 58%	157 53%	179 48%
Indigenous Resident Students on Reserve	Masked	48 29%	40 45%	54 37%	62 29%
Indigenous Resident Students off Reserve	Masked	88 45%	64 66%	103 61%	117 58%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	72 17%	91 36%	69 57%	103 49%	117 43%

SD091 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Gr. 3 PM Benchmarks Term 1 Percent on Proficient to Extending

■ 23-24 ■ 24-25



Participation Rate	23-24	24-25
Indigenous	90%/83	86%/70
Total	93%/174	80%/146

All Proficiency Categories PM Benchmarks

Grade 3 All Students		Term 1 PM Benchmark	
Collection	23-24	24-25	
Target Level	%	%	
Totals	100	100	
Emerging	39	35	
Developing	9	8	
Proficient	7	7	
Extending	38	31	
No Data	7	20	

Grade 3 Indigenous		Term 1 PM Benchmark	
Collection	23/24	24/25	
Target Level	%	%	
Totals	100	100	
Emerging	49	41	
Developing	8	11	
Proficient	9	7	
Extending	25	27	
No Data	10	14	

Analysis:

Outcome 1 - Literacy

Grade 4, 7, and 10 Literacy Expectations



Literacy and Assessment in Nchako Lakes

In Nchako Lakes (SD91), recent literacy and assessment data reveal both encouraging developments and ongoing challenges, particularly among Indigenous and designated student populations.

Grade 4 FSA Literacy participation rates have increased for Indigenous students, marking a positive shift in engagement. However, the 2024/25 Grade 4 cohort—whose educational journey began during the COVID-19 pandemic—demonstrates significantly lower literacy skills compared to previous cohorts. Teachers have observed heightened learning needs in language development, communication, social interaction, and self-regulation. Notably, challenges with joint attention are especially pronounced.

Early Development Instrument (EDI) data highlights high vulnerability among Kindergarten students, within Nchako Lakes—particularly in Burns Lake and Fort St James—reporting some of

the highest vulnerability rates in the province. On average, 30% of students are vulnerable in one or more developmental domains.

Grade 3 PM Benchmark assessments indicate fewer students on track compared to FSA results. Interestingly, the same cohort that showed lower performance in Grade 3 PM Benchmarks demonstrated improvement in Grade 4 FSA assessments. Participation in PM Benchmarks remains high, with missing data largely attributed to absenteeism, significant learning needs, or incomplete school-level reporting.

The district team emphasized the need for more granular and disaggregated data, especially for Indigenous students, students in care, and those with designations. Concerns were raised about data aggregation masking performance gaps between Indigenous and non-Indigenous learners. Future Local Education Agreement (LEA) reports will aim to separate non-Indigenous data to enable more accurate analysis and equity-focused goal setting.

Persistent issues with the E Insight data platform—such as missing student records and unresolved data requests—continue to hinder comprehensive analysis. As a result, the district is exploring alternative data systems to improve accuracy and completeness.

It was also noted that participation rates, teacher attitudes, and test administration practices can influence the validity of FSA and other provincial assessments. Additionally, attendance and staffing shortages, particularly affecting designated students, are impacting both academic outcomes and students' sense of belonging and safety.

Key Trends Across Grade Levels

Grade 4 FSA Literacy results show a sharp decline in "On Track/Extending" rates across both the district and province. While the gap between Indigenous and non-Indigenous learners persists, it has narrowed from 13% in 2020/21 to 5% in 2024/25. The district's decline mirrors provincial trends but is more pronounced among resident students, with Indigenous resident students showing relatively less decline.

Grade 7 FSA Literacy participation has steadily increased, reflecting similar growth patterns seen in Grade 4. Over the past three years, results have improved across all unmasked populations, though they remain below 2020/21 levels. The gap between Nchako Lakes and provincial averages is shrinking for both resident and Indigenous resident students. Notably, Indigenous resident students have surpassed the provincial average for the first time since 2020/21, and resident students with designations have done so for the first time ever.

Grade 10 Graduation Assessment in Literacy (GLA) data reveals that on-reserve students outperformed provincial averages in the two years where data was unmasked—an exception within the broader dataset. While participation rates have declined, the trend for Indigenous priority populations is improving. However, students with designations experienced a significant drop in performance, likely connected to the availability of staff to support one-to-one accommodations. Overall, Nchako Lakes remains below provincial averages, except in unmasked data for on-reserve students, where the district significantly exceeds provincial benchmarks.

Comparative Insights

Nechako Lakes continues to trail provincial averages across most cohorts, with the gap widening for resident students but narrowing for Indigenous learners. Indigenous resident students are increasingly aligning with provincial performance levels and are closing the gap with all resident students.

Masked data presents challenges in accurately representing outcomes for priority populations, particularly Indigenous students with designations. While Grade 4 local data is masked, Grade 7 results are at or above provincial levels. Grade 10 data for designated students was on par with the province last year but has since declined.

Local proficiency distribution data reveals a bimodal trend, with substantial proportions of both Indigenous and total students categorized as either "Emerging" or "Extending," and few in intermediate levels. This pattern prompts further inquiry into whether similar trends exist provincially and what factors may be contributing to such disparities.

Assessment modality differences may also play a role. PM Benchmarks assess oral reading and comprehension, while FSA and local nonfiction assessments (CCR) require written responses. This distinction may explain why fewer students demonstrate "Extending" proficiency on FSA and CCR compared to PM Benchmarks.

Interpretation:

Outcome 1 - Literacy

Grade 4, 7, and 10 Literacy Expectations



What New Info Emerged When Comparing Provincial & Local Data?

A comparative analysis between provincial and local literacy data in Nechako Lakes reveals both encouraging progress and persistent challenges. While the literacy achievement gap is narrowing from Kindergarten through Grade 7, local PM Benchmark data highlights a concerning disparity: between 35–50% of Grade 3 learners remain in the "Emerging" category. This trend is especially pronounced among Indigenous students and has persisted for two consecutive years. At the same time, 25–40% of Grade 3 learners are achieving at the "Extending" level, which suggests that instructional approaches are proving effective for a subset of students.

The current Kindergarten assessment evaluates proficiency across five developmental domains. However, educators have identified a need for more granular measurements within literacy strands to better target interventions and support early literacy development.

What Strengths and Areas for Growth Were Uncovered?

To address early literacy gaps, pilot schools will be administering a Pre-Reading assessment in Kindergarten. This initiative is designed to help educators focus instruction where it is most needed. There is a strong belief among educators that students who are "Emerging" in Grade 3 require intensive, targeted phonics and phonemic interventions early in their learning journey—making early identification in Kindergarten a critical priority.

Professional learning has emerged as a key strength. Over 50 teachers and CUPE support staff (K-12) have completed or are currently completing training in a multi-modal, structured literacy approach known as the Fundamentals of Structured Literacy. Rooted in Orton Gillingham methods, this approach emphasizes phonological skills, vocabulary development, reading comprehension, and multisensory tasks with repetition and review.

The district has also maintained a strong partnership with POPEY (Provincial Outreach Program for the Early Years) over the past two years. This collaboration has included in-class model lessons, teacher debrief sessions, and full-day professional development opportunities. Continued engagement with POPEY is planned to further support staff and student learning.

The Early Literacy Enhancement Grant Report outlines the district's response to these data trends, including targeted interventions and resource allocation. Additionally, the Curriculum Services Department provides a Literacy Support Teacher and a Vice Principal who support early career and LOP teachers. Their work includes learning sessions, collaborative meetings, and direct in-class model lessons. These supports align with evidence-based phonics and phonemic research and help learners improve comprehension, vocabulary, self-regulation, and inquiry skills.

Impact of Attendance & Frequency of Interventions

Attendance has a significant impact on literacy outcomes, particularly at the elementary level. Students who regularly attended structured literacy sessions made substantial progress, while those with sporadic attendance showed less growth. For example, in one pilot school, students receiving structured literacy instruction 4-5 times per day demonstrated measurable growth on PM Benchmarks. In contrast, students receiving instruction only a few times per week showed improvement in phoneme knowledge but struggled to integrate skills for fluent reading.

However, attendance data is not always accurately recorded—especially for Children and Youth in Care (CYIC). Tracking attendance at the high school level remains challenging, and designated students are disproportionately affected by staffing shortages. These issues raise important questions about how best to track attendance in MyEd.

To address these challenges, the district is initiating a data cleanup using Power BI to make attendance and intervention data more accessible in real time. Additionally, Nchako Lakes has engaged in a research partnership with Dr. Dustin Louie from the University of British Columbia to explore long-term solutions for improving data accuracy and equity.

How Do Results from Analysis Inform Commitments to Equity for All?

The district has adopted a philosophy of "relentless incrementalism"—a commitment to ongoing, incremental changes and continuous monitoring to achieve equity. Rather than relying on one-time initiatives, Nchako Lakes is focused on sustained, data-informed action.

Key equity commitments include:

Early Identification and Intervention: Pilot schools will administer Pre-Reading assessments in Kindergarten to guide instruction and ensure early support for students at risk. Educators strongly believe that students who are "Emerging" in Grade 3 likely require intensive phonics and phonemic interventions beginning in Kindergarten.

Staff Training and Capacity Building: More than 50 teachers and CUPE support staff (K-12) have completed or are currently engaged in training on the Fundamentals of Structured Literacy. This approach, rooted in Orton Gillingham methods, emphasizes phonological awareness, vocabulary, reading comprehension, and multisensory learning strategies.

Attendance and Access: Analysis highlights the critical role of attendance and frequency of interventions. Students with consistent access to structured literacy instruction show measurable progress, while those with irregular attendance struggle. The district is working to improve attendance tracking, particularly for CYIC and designated students, and is exploring data cleanup and research partnerships to address these challenges.

Ongoing Professional Development: Nechako Lakes continues to collaborate with POPEY to provide high-quality professional learning opportunities, including model lessons, debrief sessions, and full-day workshops.

Grant-Funded Initiatives: The Early Literacy Enhancement Grant Report outlines the district's strategic response to literacy data, supporting targeted interventions and resource allocation.

Instructional Support Structures: The Curriculum Services Department provides a Literacy Support Teacher and Vice Principal who support early career and LOP teachers through collaborative meetings, learning sessions, and direct classroom support. Their work complements new initiatives and helps learners improve comprehension, vocabulary, self-regulation, and inquiry skills.

Equity Commitment: These actions reflect a district-wide commitment to equity—ensuring that Indigenous learners, students with designations, and other priority populations receive the targeted, evidence-based support they need to succeed.

The urgency highlighted by local data is driving targeted action across Nechako Lakes. Through enhanced assessment tools, intensive early interventions, and sustained professional development, the district is working to ensure that all learners—especially those most at risk—receive the support they need to thrive.

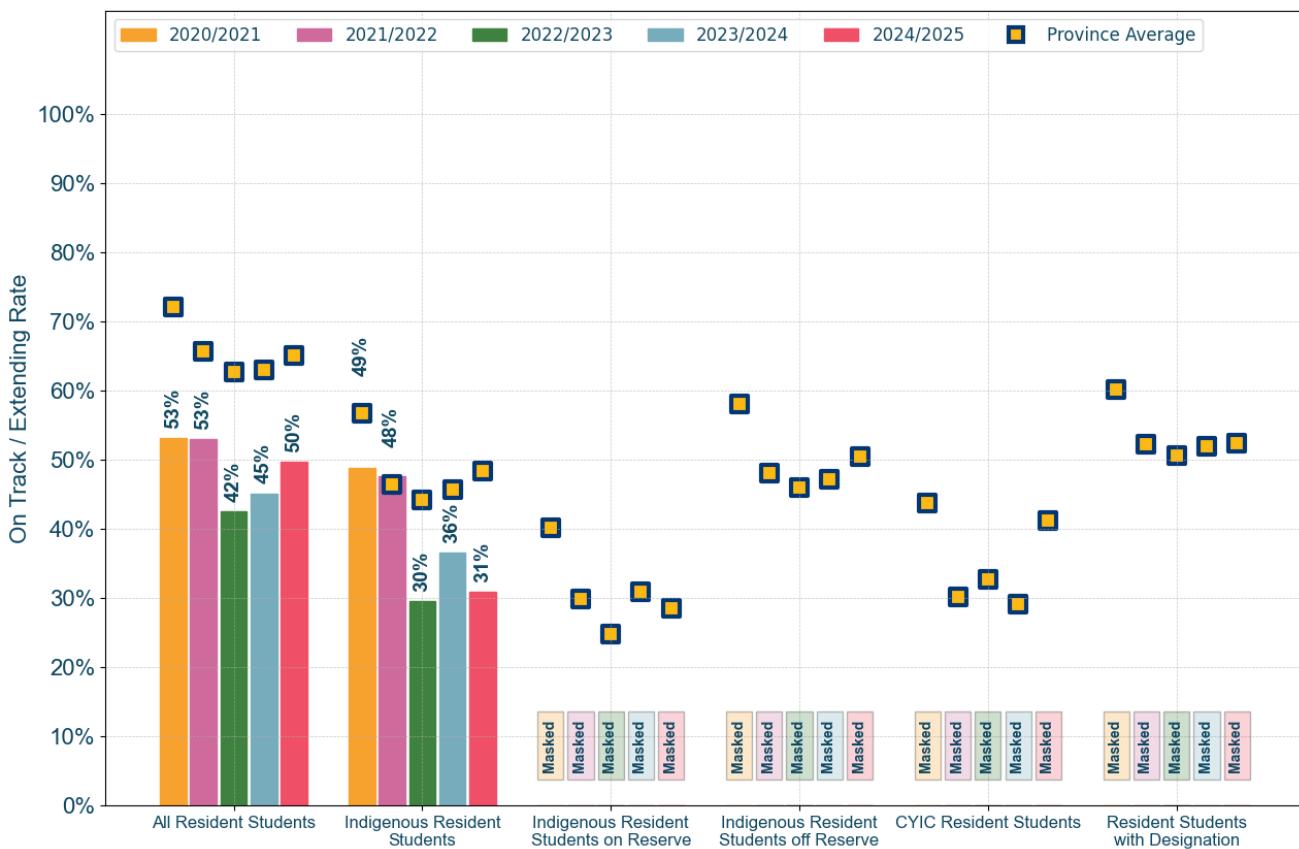
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD091 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	243 65%	229 73%	224 80%	237 74%	231 79%
Indigenous Resident Students	87 49%	97 65%	87 70%	98 76%	95 85%
Indigenous Resident Students on Reserve	22 50%	27 59%	27 67%	27 67%	30 73%
Indigenous Resident Students off Reserve	65 49%	70 67%	60 72%	71 79%	65 91%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	45 31%	35 46%	30 43%	32 50%	32 47%

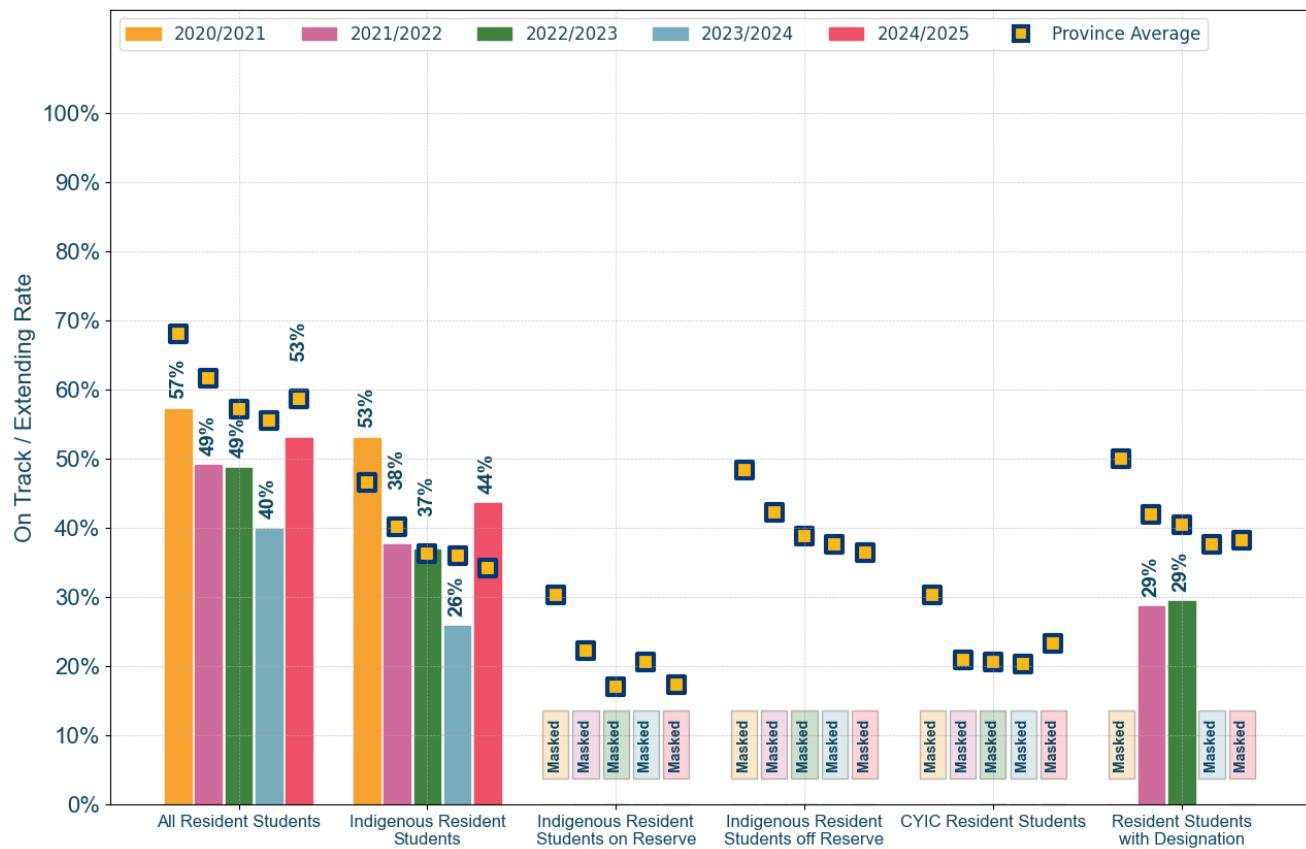
SD091 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD091 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	311 60%	283 73%	308 75%	270 68%	249 79%
Indigenous Resident Students	129 51%	118 72%	119 71%	99 63%	95 82%
Indigenous Resident Students on Reserve	Masked	30 70%	38 66%	31 71%	29 83%
Indigenous Resident Students off Reserve	Masked	88 73%	81 73%	68 59%	66 82%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	75 36%	63 67%	80 64%	63 35%	56 61%

SD091 - Grade 7 FSA Numeracy - On Track / Extending Rate

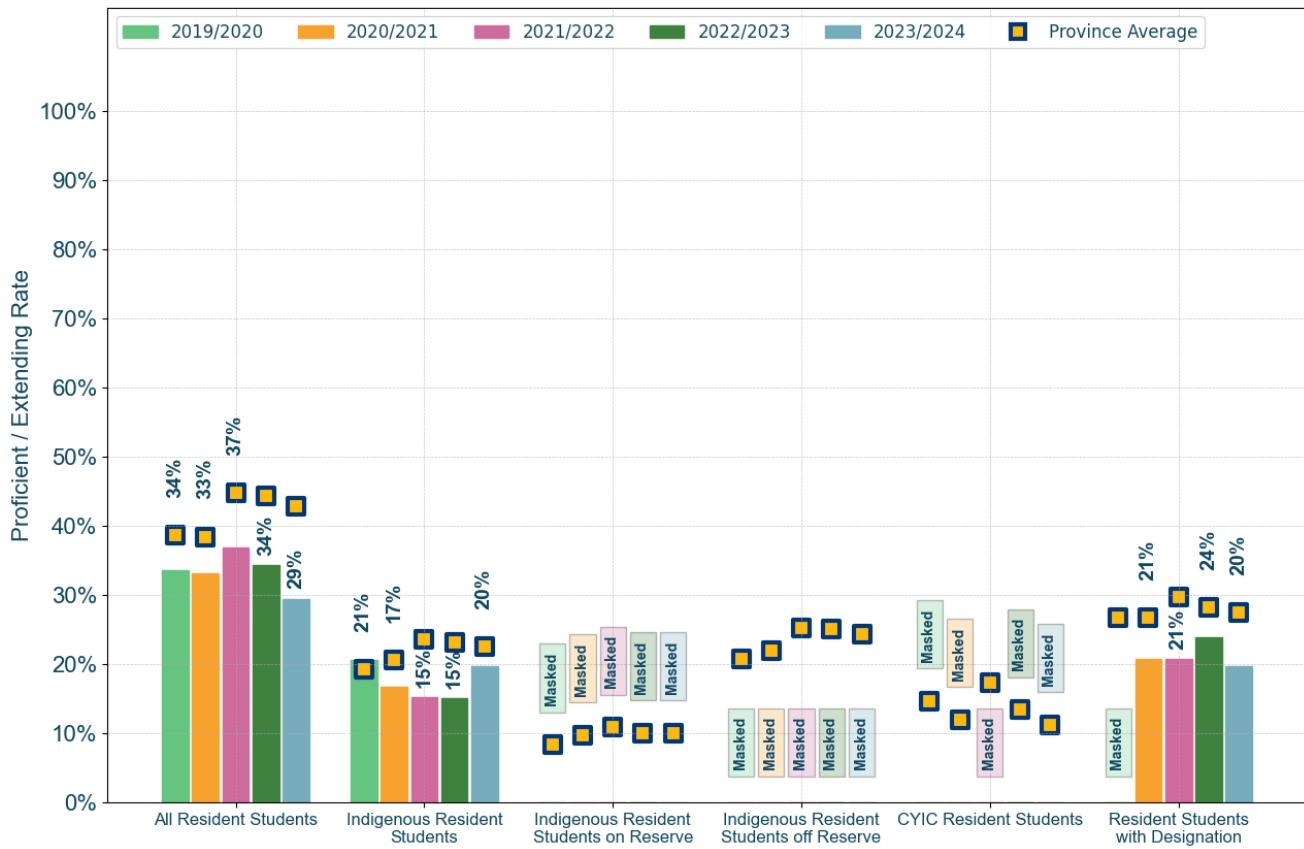


Measure 2.2: Grade 10 Numeracy Expectations

SD091 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	328 32%	360 59%	314 63%	366 61%	387 57%
Indigenous Resident Students	125 31%	136 42%	103 51%	159 47%	181 43%
Indigenous Resident Students on Reserve	36 33%	47 28%	40 43%	55 29%	62 26%
Indigenous Resident Students off Reserve	89 30%	89 49%	63 57%	104 57%	119 52%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	71 25%	91 37%	66 55%	104 43%	118 37%

SD091 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate



Measure 2.3: Grade-to-Grade Transitions

SD091 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	328	357	313	358	385
Indigenous Resident Students	125	133	102	159	181
Indigenous Resident Students on Reserve	36	47	41	56	62
Indigenous Resident Students off Reserve	89	86	61	103	119
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	71	91	68	102	118

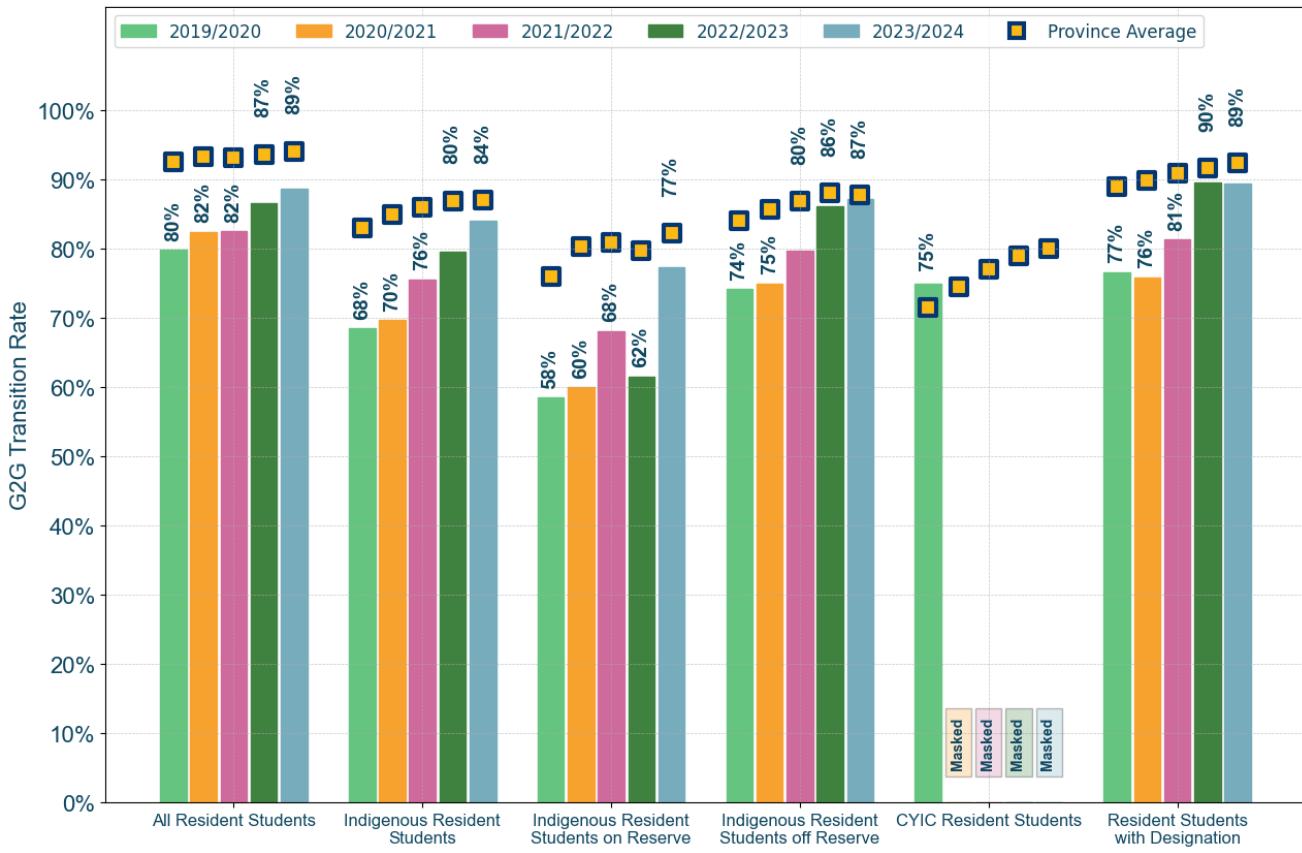
SD091 - Grade 10 to 11 Transition Rate

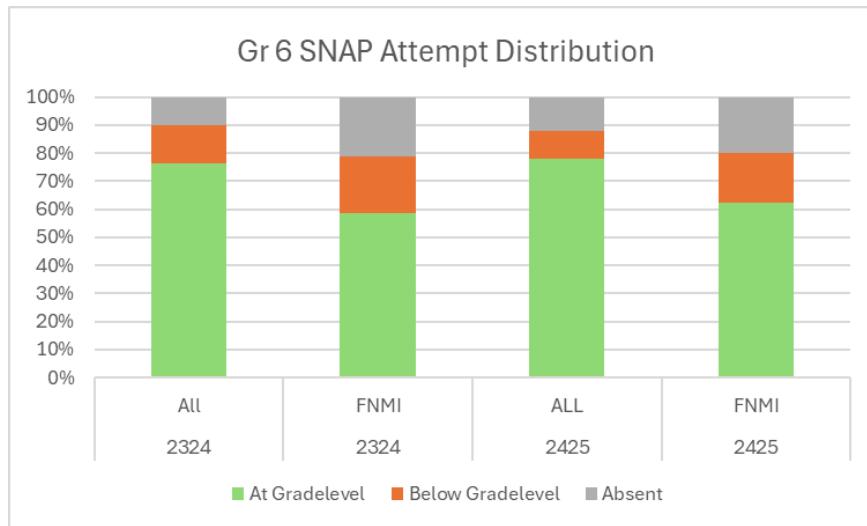
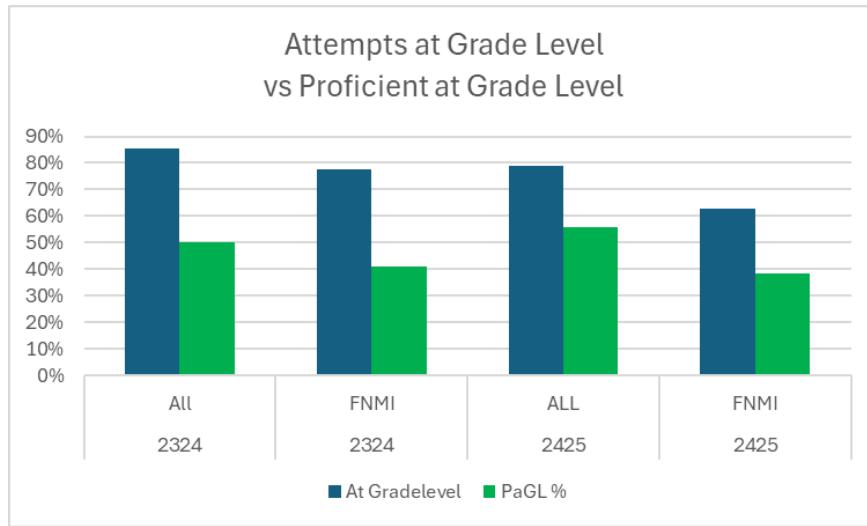
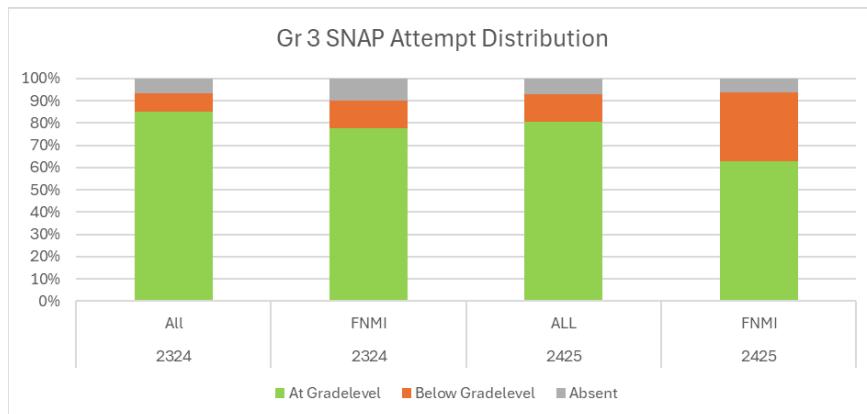


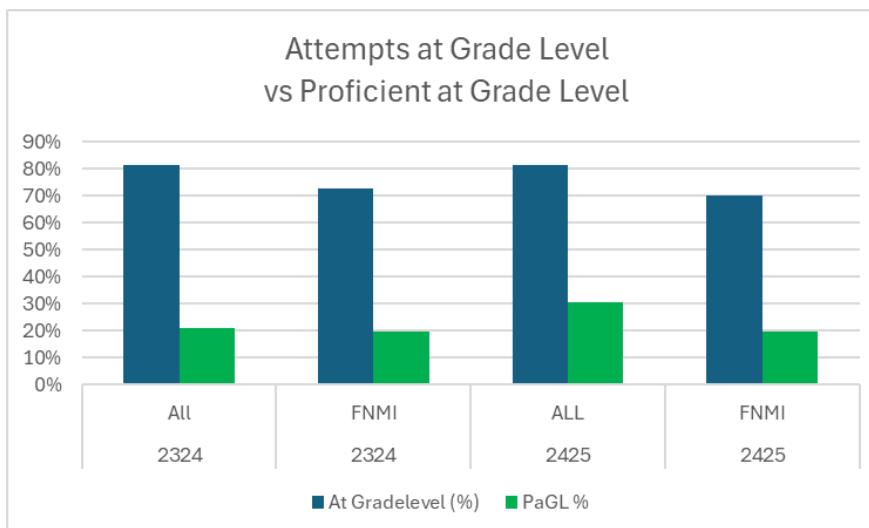
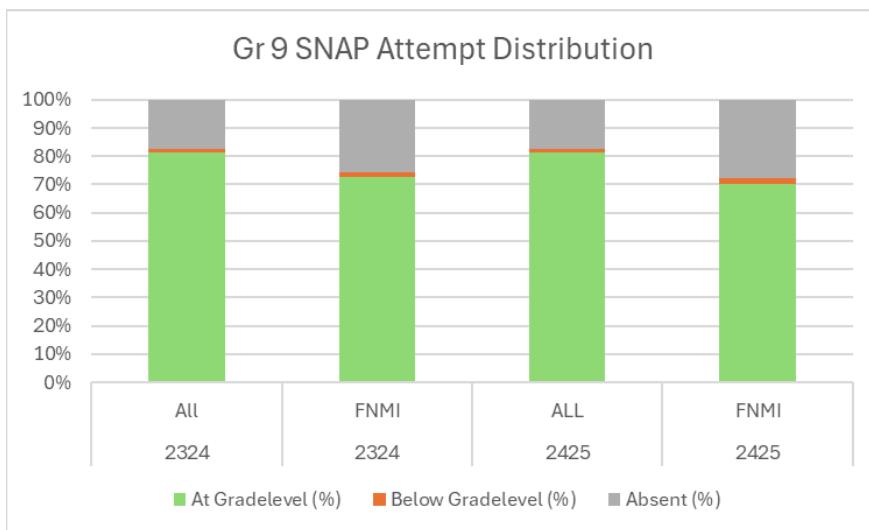
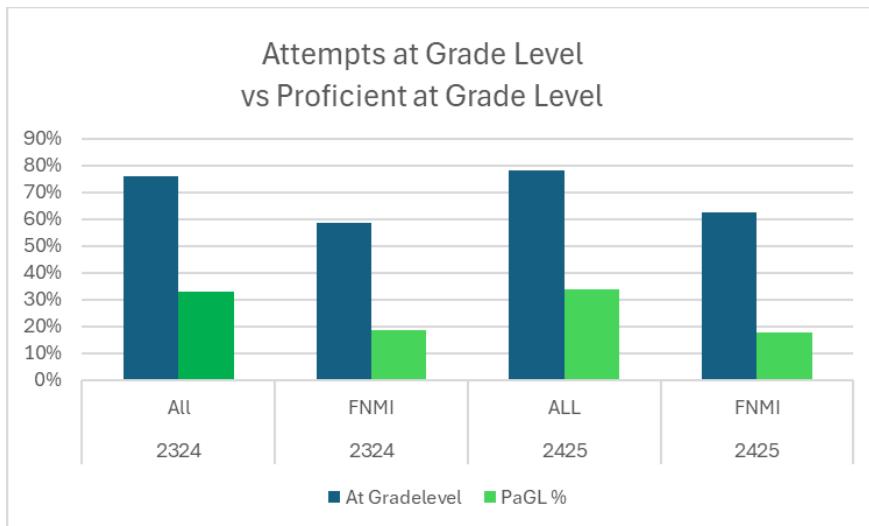
SD091 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	377	370	377	322	355
Indigenous Resident Students	146	142	131	98	138
Indigenous Resident Students on Reserve	53	50	47	26	44
Indigenous Resident Students off Reserve	93	92	84	72	94
CYIC Resident Students	16	Masked	Masked	Masked	Masked
Resident Students with Designation	94	83	107	77	95

SD091 - Grade 11 to 12 Transition Rate







Analysis:

Outcome 2 - Numeracy

Analyze
1

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

Key Context:

Participation rates in the Grade 4 FSA have increased, yet all priority groups remain masked. This limits the ability to analyze equity gaps for targeted populations. Similarly, Grade 7 FSA participation has shown a marked increase—likely influenced by the absence of a letter from BCTF—but again, all priority groups are masked, restricting meaningful analysis.

Data for Grade 10–11 and Grade 11–12 transitions is available and reveals persistent gaps, particularly for Indigenous students living on-reserve. Participation for this group in the Grade 10 Graduation Assessment in Literacy (GNA) has declined and is currently very low. All groups are masked except for students with designations.

Concerns have been raised about the validity of FSA and provincial assessment results. Participation rates, teacher attitudes, and test administration practices all influence data reliability. Reports suggest that some teachers are actively undermining the FSA, particularly the numeracy component, which raises questions about the integrity of the results. Additionally, there is limited motivation for teachers to use this data in classroom practice, and family opt-outs further complicate participation rates.

There may also be insufficient accommodations for learners with designations, which can hinder their ability to demonstrate numeracy proficiency. The widespread masking of data for targeted populations continues to limit the district's ability to fully analyze and address performance gaps. Aggregated data may obscure the true achievement gap between Indigenous and non-Indigenous students.

The team emphasized the need for more granular data, especially for Indigenous and designated students, and discussed ongoing challenges with data accuracy and participation rates.

Trends:

Indigenous student participation in FSA numeracy assessments is increasing; however, the gap in "On Track/Extending" rates between Indigenous and non-Indigenous learners is widening. The format and length of the FSA present challenges for vulnerable learners, and the way the assessment is delivered can significantly impact student engagement and outcomes.

Teacher engagement with FSA data remains low. While the district continues to push back against BCTF letters and family opt-outs, teacher buy-in is limited, and there is little emphasis on integrating FSA results into classroom instruction.

Grade 4 FSA results have improved this year compared to the declines seen over the previous two years for all resident students. However, there remains a significant drop from the 2021–22 trend for Indigenous resident students.

Grade 7 FSA results experienced a sharp decline in 2023/24, followed by a strong rebound in 2024/25. This year's performance shows notable improvement, particularly when compared to the provincial average.

Grade 10–11 transition rates are trending downward across all groups except for Indigenous students living off-reserve, who maintain higher transition rates than the district average and remain stable. Except for 2019/20, Indigenous student transitions from Grade 10 to 11 have consistently lagged behind both district and provincial averages.

Grade 11–12 transition rates, while still below provincial averages, are improving significantly. The gap between district and provincial averages is narrowing and is nearly closed for Indigenous students living off-reserve.

Grade 10 GNA results for all resident students are declining slightly, but Indigenous resident student results show an upward trend. Despite this improvement, overall results remain alarmingly low.

Comparisons:

The gap between district and provincial averages for Grade 4 FSA has decreased, though it remains significant. For Grade 7 FSA, the gap is closing for all resident students, and Indigenous resident students have surpassed the provincial average.

Grade 10–11 transition gaps are widening across all groups, with a particularly large gap for Indigenous students living on-reserve. In contrast, Grade 11–12 transition gaps are shrinking and are nearly nonexistent for Indigenous students living off-reserve.

For Grade 10 GNA the gap to the provincial average is increasing for all resident students but decreasing for Indigenous residents.

Available data for visible populations in Grades 7 and 10 shows performance below the provincial average in most cases.

Interpretation:

Outcome 2 - Numeracy

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



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

Local SNAP data reveals a consistent pattern of higher absenteeism rates among First Nations, Métis, and Inuit (FNMI) students compared to the general student population across grades 3, 6, and 9. This trend has significant implications for assessment participation and achievement.

There is a noticeable gap between the percentage of students attempting assessments at grade level and those achieving proficiency at grade level. This gap is more pronounced within the FNMI group, indicating a need for targeted instructional and support strategies. Additionally, the

proportion of students performing below grade level is higher among FNMI students than among all students.

These nuances are not captured in provincial data alone, particularly the impact of absenteeism and the proficiency gap for priority populations. Participation rates, teacher attitudes, and test administration practices also influence the validity of FSA and provincial assessment results. In some cases, students may not take assessments seriously, and local practices such as streaming or enrollment in alternative math courses can further affect outcomes.

What strengths and areas for growth were uncovered?

Strengths:

A significant proportion of students, both across the general population and within the FNMI group, are attempting numeracy assessments at their grade level. Among all students, there is a relatively high percentage achieving proficiency at grade level, which reflects positively on instructional practices and student engagement.

Areas for Growth:

The group advocated for a philosophy of relentless incrementalism—emphasizing ongoing, incremental changes and continuous monitoring to achieve equity, rather than relying on one-time initiatives.

Absenteeism rates, particularly among FNMI students, need to be addressed as they directly impact both assessment participation and achievement. Future Local Education Agreement (LEA) reports should aim to separate non-Indigenous data from Indigenous data to allow for more accurate analysis and targeted planning.

There remains a persistent gap between attempts at grade level and actual proficiency, especially within the FNMI population. Support mechanisms must be strengthened to improve outcomes for students currently performing below grade level. This includes culturally responsive interventions and accommodations for designated learners.

Some schools are streaming grade 9 students into locally developed courses, which limits exposure to the full curriculum. This practice makes comparisons unfair and perpetuates inequities for vulnerable students.

Ongoing issues with the E Insight data platform, including missing student records and unaddressed data requests, continue to hinder accurate and complete analysis. In response, the district is actively working to develop a comprehensive Power BI dashboard and transition to locally housed data systems.

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

The analysis underscores the need for targeted equity initiatives across several domains.

Attendance and staffing shortages, particularly for designated students, impact academic outcomes and students' sense of belonging and safety. Addressing the staffing crisis is essential to improving support and stability for these learners.

Absenteeism must be addressed through culturally sensitive interventions and by removing barriers faced by FNMI communities. Improving support for designated learners also requires equitable access to assessment accommodations, such as ensuring all students have access to headphones during the Graduation Assessment in numeracy (GNA).

Recognizing that local data is not currently accessible in a meaningful way, the district is transitioning to a new data storage and dashboard strategy for the 2026–2027 school year. This shift is in response to ongoing issues with the current provider, eInsight.

Streaming practices are being reviewed and revised to ensure all students have access to the full curriculum and fair assessment opportunities. Increasing teacher engagement with assessment data and its integration into continuous improvement cycles is also a priority.

Resource allocation must be aligned with the goal of bridging achievement gaps between student demographics, with particular focus on FNMI and designated learners. The importance of disaggregating data for Indigenous students, students in care, and those with designations was emphasized to accurately track progress and set meaningful equity targets.

Similar to the key equity commitments listed for literacy, Nchako Lakes has a targeted numeracy support teacher position, provides an on-going professional learning series highlighting BC educators like Kendra Jacobs and Carole Fullerton, and has started initiatives to increase the understanding and use of manipulatives and is developing a numeracy framework to support the pedagogy of the district assessments. In addition, one of our elementary schools has been engaged in a numeracy-focused NOIEE inquiry project that highlights school-based data and data-driven intervention strategies. We are also actively looking into collecting more data for early numeracy learning for Grades K-3 to support schools in making informed decisions about providing early numeracy interventions as well as literacy interventions.

Human and Social Development

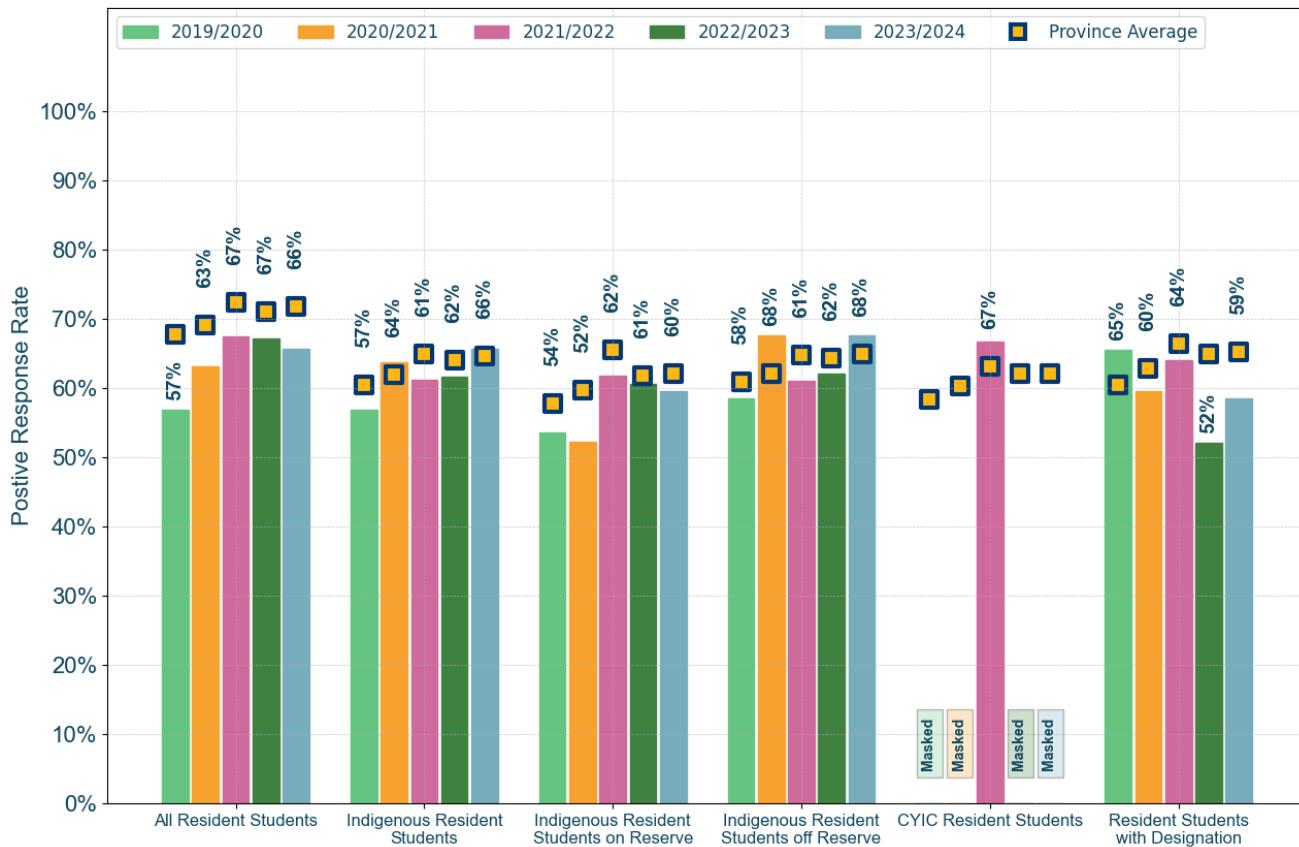
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

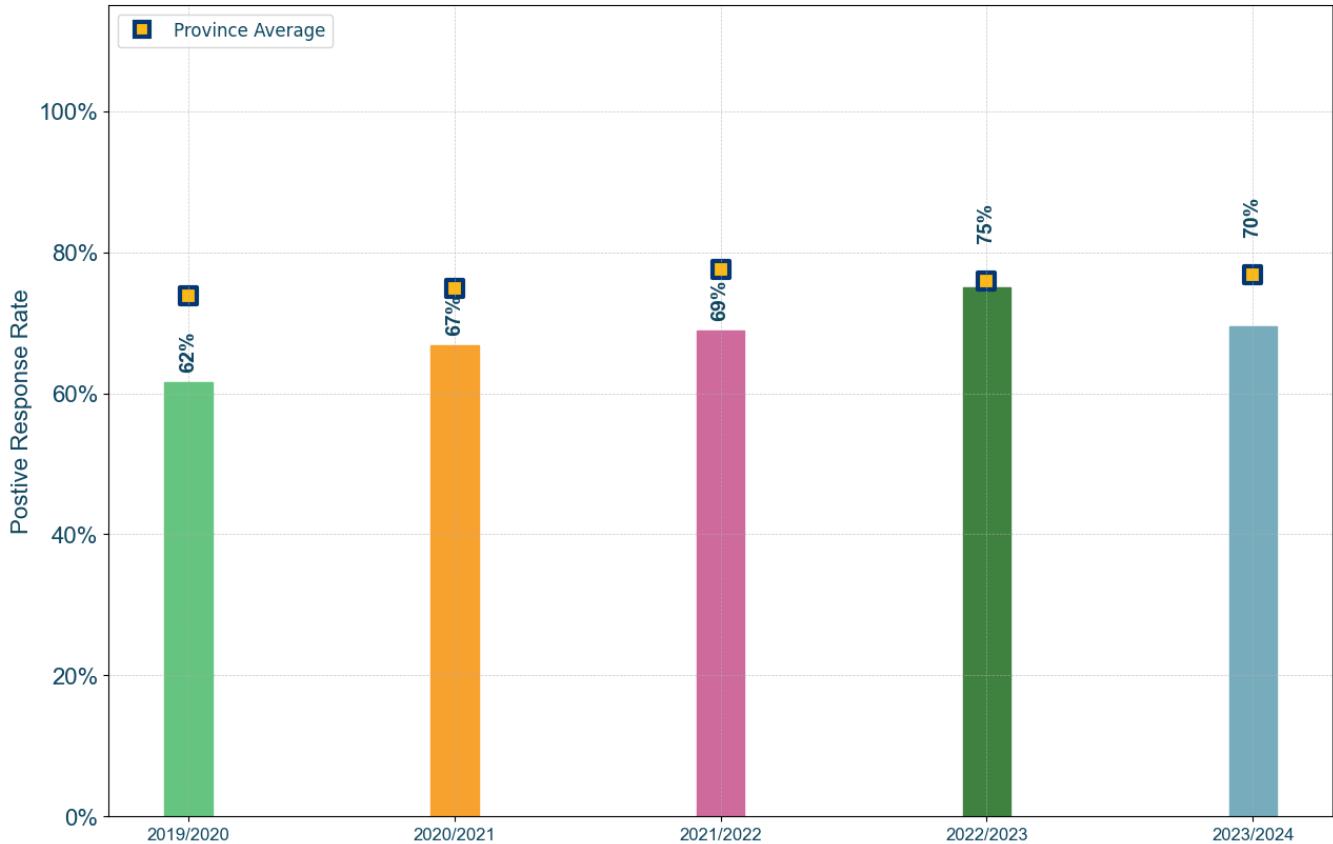
SD091 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	761 63%	690 75%	664 81%	751 72%	699 64%
Indigenous Resident Students	319 66%	295 62%	286 72%	337 63%	327 53%
Indigenous Resident Students on Reserve	97 70%	94 48%	96 56%	120 56%	119 35%
Indigenous Resident Students off Reserve	222 64%	201 69%	190 81%	217 67%	208 63%
CYIC Resident Students	17 71%	24 42%	23 78%	24 46%	Masked
Resident Students with Designation	150 51%	152 61%	132 73%	160 60%	141 50%

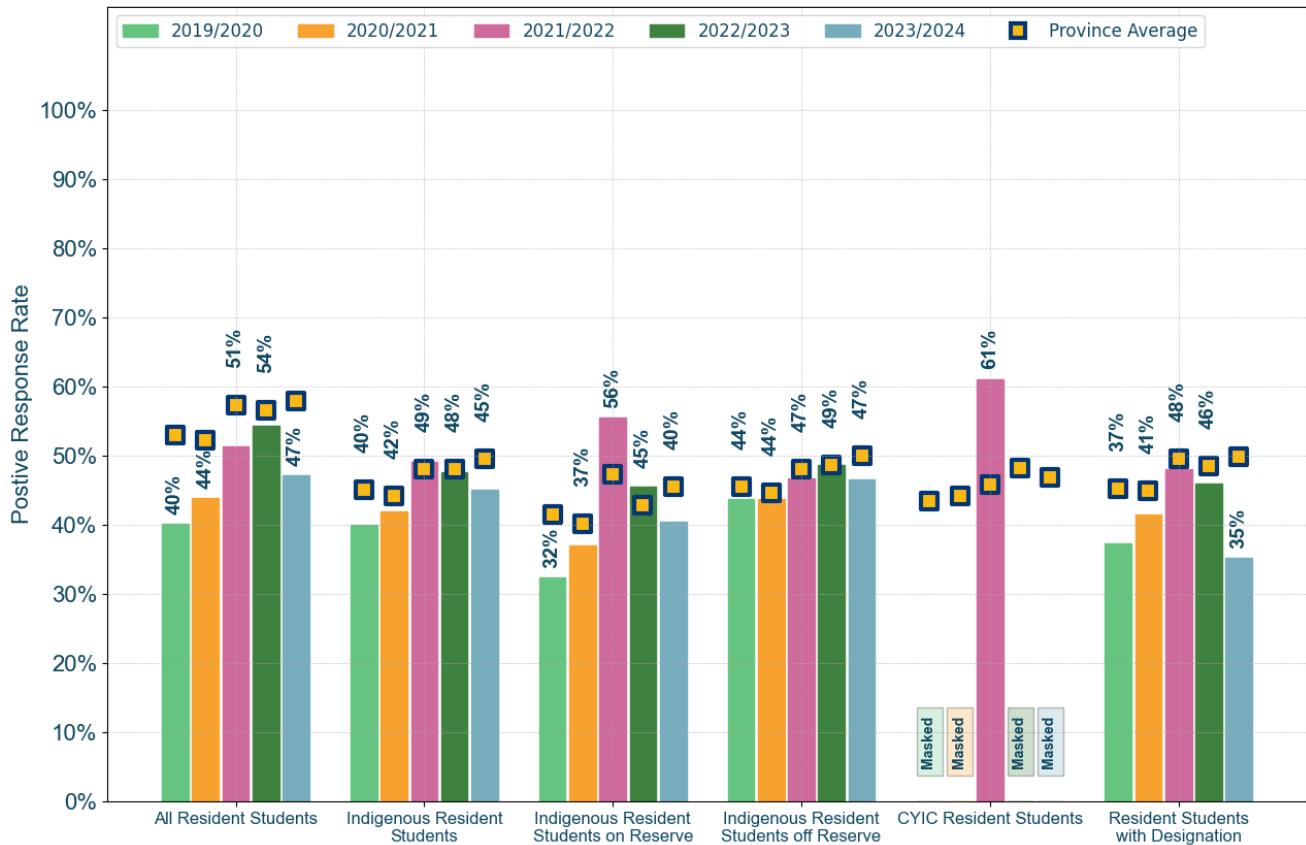
SD091 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD091 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

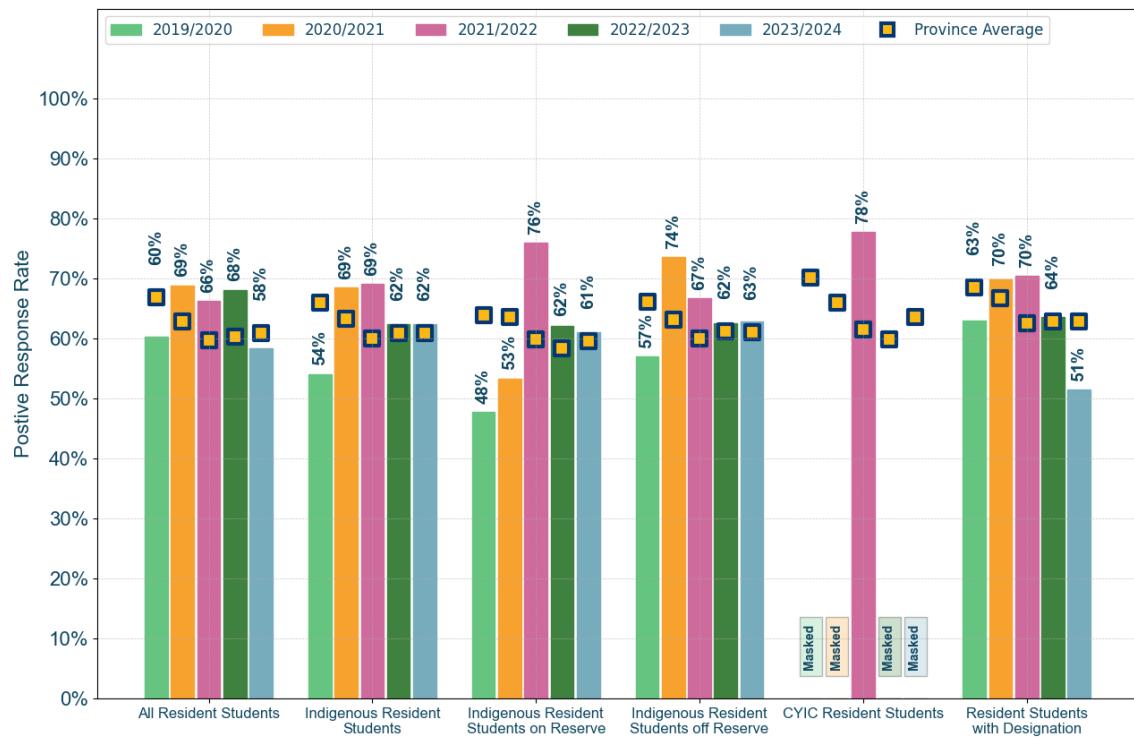


SD091 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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

SD091 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



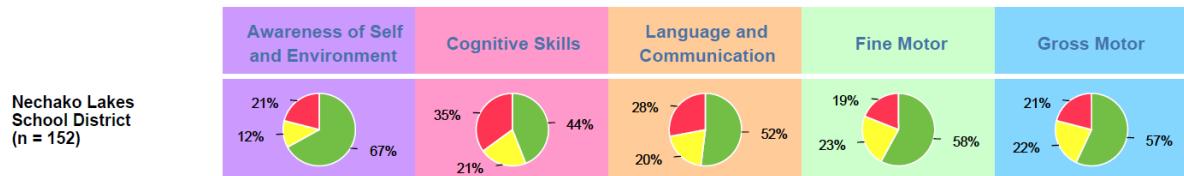
EYE – TA: The Early Years Evaluation

Direct Assessment Overall Domain Results

Nechako Lakes School District, as of 26 Aug, 2024 - 26 Nov, 2024

Legend:

- Percentage of children who are 'Experiencing significant difficulty'
- Percentage of children who are 'Experiencing some difficulty'
- Percentage of children who have demonstrated 'Appropriate development'

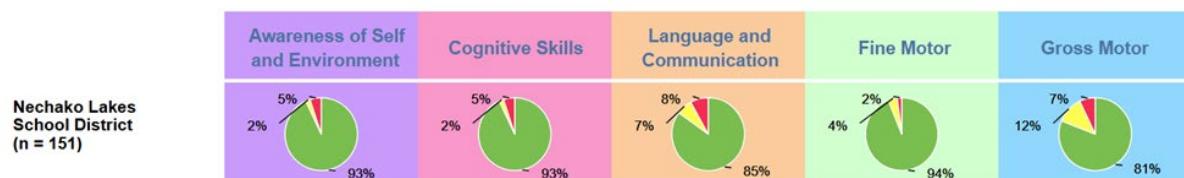


Direct Assessment Overall Domain Results

Nechako Lakes School District, as of 1 May, 2025 - 16 Jun, 2025

Legend:

- Percentage of children who are 'Experiencing significant difficulty'
- Percentage of children who are 'Experiencing some difficulty'
- Percentage of children who have demonstrated 'Appropriate development'



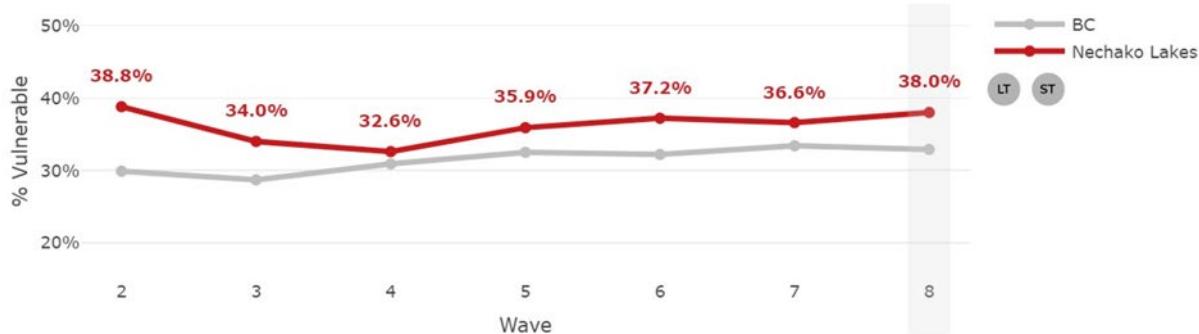


Nechako Lakes, Overall Vulnerability Trends, Wave 2-8

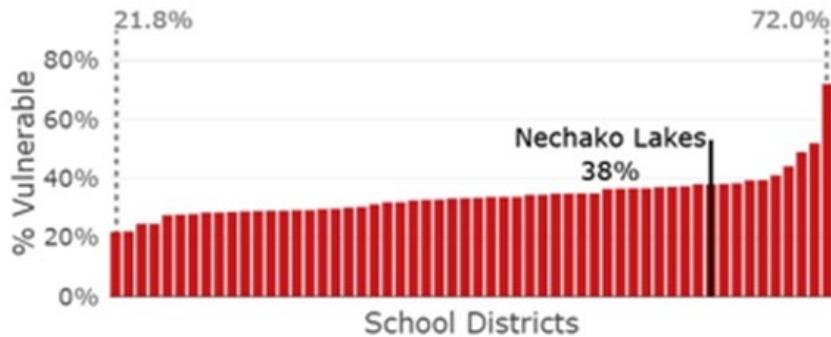
OVERALL TRENDS

Chart View

Overall Vulnerability



RANGE IN VULNERABILITY



Analysis:

Outcome 3 - Feel Welcome, Safe, and Connected

Feel Welcome, Feel Safe, Sense of Belonging

Analyze
1

Key Context

Across grade levels, Indigenous students are reporting an increased sense of feeling welcome at school. Notably, off-reserve Indigenous students are expressing higher levels of feeling welcome compared to their on-reserve peers. In the 2021/22 school year, a significant majority of on-reserve students indicated that they had two or more adults who care about them, a factor that likely contributed positively to their sense of belonging. This trend was also observed among children and youth in care.

However, staffing shortages and attendance issues—particularly affecting designated students—continue to impact both academic outcomes and students' sense of belonging and safety. The importance of disaggregating data for Indigenous students, students in care, and those with designations was emphasized to ensure accurate tracking of progress and the establishment of meaningful equity targets.

Most reading challenges can be prevented through early identification, high-quality classroom instruction, and targeted intervention. Research indicates that 25–50% of children begin primary school with cognitive or language skills that lag one or more years behind their peers. To support these foundational skills, educators require early data on each child's strengths and areas for growth—ideally within the first months of kindergarten.

To meet this need, the district uses the Early Years Evaluation – Teacher Assessment (EYE-TA), which enables tailored teaching strategies and supports for students at risk. The impact is significant: in fall 2024, 24.8% of kindergarten students were experiencing significant difficulty across developmental domains. By spring 2025, that number dropped to just 5.4%.

These results reflect both the challenges students are facing when they enter school and the remarkable progress made by staff in helping them catch up during their first year.

Trends

A broad analysis of social-emotional wellness indicators shows that while there is room for improvement, the district is holding steady slightly below the provincial average year over year.

In terms of feeling welcome, most student cohorts are trending upward. However, learners with designations have experienced a decline. All resident students are holding steady, with a slight upward trend observed among off-reserve Indigenous students.

Sense of belonging saw a decline in 2023/24 following a period of growth. Indigenous student rates are at or slightly below the district average for the current year and have generally followed this pattern over the past two years.

Feelings of safety among students in Grades 4, 7, and 10 show an overall increasing trend, with a slight dip in 2023/24. The gap between district and provincial averages is narrowing.

The indicator for students having adults who care about them experienced a slight decline in 2023/24 across all students, likely influenced by a significant drop among designated students. For Indigenous students, this measure has remained steady.

Overall, social-emotional wellness indicators are stable but continue to fall slightly below provincial averages. Several areas for growth have been identified.

According to the most recent EDI (Early Development Instrument) data, Nechako Lakes School District has an overall vulnerability rate of 38%, compared to the provincial average of 32.9%. Vulnerability is particularly high in areas such as emotional maturity and physical health and well-being. This underscores the importance of early intervention and targeted supports, especially for our most vulnerable learners.

Comparisons

When comparing district data to provincial benchmarks, the feeling of being welcome is generally at or below the provincial level for all students. Indigenous resident students are at the provincial average, and off-reserve Indigenous students are surpassing it.

Sense of belonging shows an increasing gap between the district and the province across all groups, with the most significant disparity observed among designated students.

Feelings of safety are improving, with the gap to the provincial average continuing to close.

The measure of students having adults who care is generally at or above the provincial average. However, the overall percentage dipped slightly below the provincial level, with a dramatic increase in the gap for designated students.

Participation rates in surveys and assessments are critical to the validity of the data. Results must be interpreted with care, taking into account who is present and able to participate.

Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected

Feel Welcome, Feel Safe, Sense of Belonging



What new information emerged when comparing provincial and local data?

The comparison between provincial and local data has revealed several important insights. One key observation is the need for comparative cohort data across Grades 4, 7, and 10 to better understand longitudinal trends and identify persistent gaps. Without this, it is difficult to track progress or pinpoint areas requiring targeted intervention.

Nechako Lakes' results for feeling welcome are consistently below provincial averages for all students. However, Indigenous students living off-reserve report feeling welcome at or above provincial levels, while on-reserve Indigenous students are slightly below. Students with designations have reported the lowest levels of feeling welcome over the past two years.

In terms of feeling safe, the district was nearly aligned with provincial averages last year but has since fallen significantly below. Sense of belonging also declined compared to the previous year and remains below provincial levels overall, with students with designations again reporting the lowest rates.

Positive responses to the indicator "two or more adults care" are generally on par with provincial averages across most categories. However, students with designations show a decline in this area, with results lower than those recorded in the past three years. When we interview students directly through our NOLIE inquiry project, student results for "two or more adults who care" is significantly higher. Students consistently identify two adults that care about them.

What strengths and areas for growth were uncovered?

There are several strengths evident in the data. Indigenous students, particularly those living off-reserve, are reporting levels of feeling welcome that meet or exceed those of the general student population. This suggests that targeted supports and inclusive practices are having a positive impact.

However, students with designations consistently report lower levels of feeling welcome, safe, and connected. This highlights a critical area for improvement. The district's current responses may not be adequately addressing equity for these learners, as reflected in the gaps in sense of belonging and adult support.

Staffing shortages and attendance issues, especially for designated students, appear to be contributing to both academic challenges and diminished feelings of safety and belonging. These systemic issues must be addressed to improve outcomes.

The FESL team emphasized the importance of disaggregating data for Indigenous students, students in care, and those with designations. This is essential for accurately tracking progress and setting meaningful equity targets.

The group also advocated for a strategy of “relentless incrementalism”—a commitment to ongoing, small-scale changes and continuous monitoring to achieve equity, rather than relying on isolated or one-time initiatives.

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

The analysis clearly indicates that district responses must be strengthened to better support students with designations and children and youth in care. This includes fostering a stronger sense of belonging and ensuring that students have meaningful connections with adults in the school environment.

Improved data practices are needed, including more granular cohort tracking and disaggregation, to ensure that disparities are not masked and that equity targets are both visible and actionable.

The district must continue to monitor and address the impact of staffing and attendance on student well-being. Targeted interventions should be developed for those most affected, particularly designated students and those in care.

Ongoing professional development, inclusive practices, and strategic engagement with families and communities are essential to closing gaps and improving outcomes for all priority populations.

The district's commitment to continuous improvement and equity is reflected in its focus on incremental change, data-driven decision-making, and collaborative planning. These efforts are foundational to creating a more inclusive and supportive learning environment for every student.

Career Development

Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

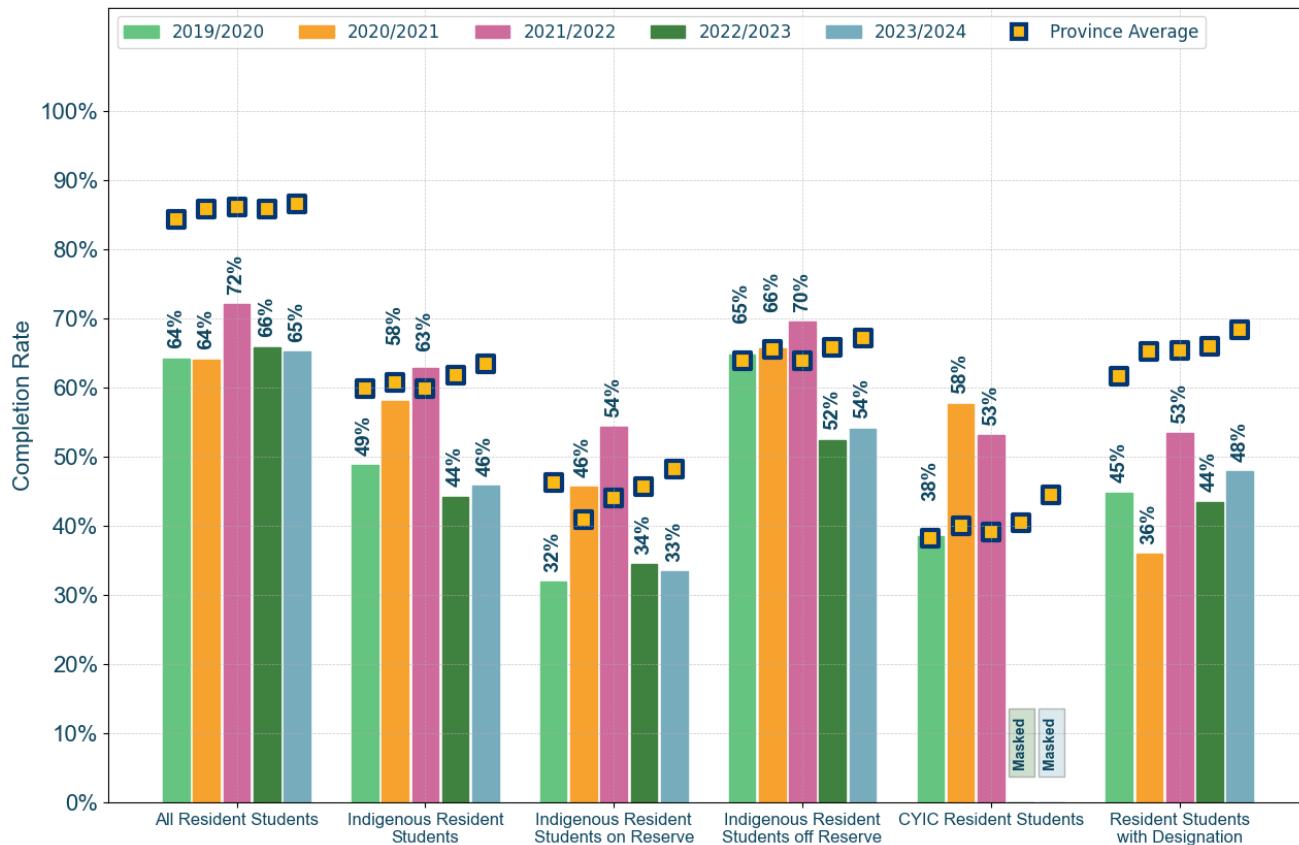
SD091 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	378 32	394 37	396 37	372 40	374 37
Indigenous Resident Students	134 11	134 12	140 13	122 14	116 11
Indigenous Resident Students on Reserve	65 5	51 5	61 6	56 7	47 5
Indigenous Resident Students off Reserve	69 6	83 7	79 7	66 7	69 6
CYIC Resident Students	37 3	34 3	27 3	30 3	Masked
Resident Students with Designation	112 9	113 10	103 9	123 13	108 10

SD091 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD091 - 5-Year Completion Rate - Dogwood



Analysis:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

Key Context

The district continues to use five-year completion rates as a key indicator of student success. These rates have shown notable progress in standard schools, particularly among Indigenous learners and students with disabilities. This improvement reflects the impact of targeted supports and inclusive practices.

EBUS, the district's online learning platform, has a significant influence on graduation data. The group emphasized the importance of manually extracting EBUS results to better understand their effect on overall completion rates and to ensure accurate reporting. Without this step, the data may not fully reflect the unique dynamics of online learners.

There is a growing recognition of the need to value diverse student pathways. The district is critical of the narrow focus on immediate post-secondary enrollment as the sole measure of success. Students who transition into the workforce, trades, or other non-academic options should also be acknowledged and celebrated. This broader view aligns with the district's commitment to equity and relevance in education.

Local economic factors, such as mill closures and emerging mining opportunities, are influencing student choices after graduation. These shifts highlight the importance of tracking workforce transitions as an additional metric of student success.

The district has also seen success in enrolling priority learners in dual credit courses, offering alternative pathways to post-secondary education and career readiness. These programs provide meaningful options for students who may not follow traditional academic routes.

Trends

Five-year completion rates experienced significant growth through 2021/22. However, there has been a steep decline in these rates for Indigenous students, both on and off reserve, over the past two years. This decline may be linked to the profound losses experienced by Indigenous communities and the lingering impact of COVID-19, which led many students to delay or discontinue their schooling.

Despite these challenges, Indigenous off-reserve learners have achieved completion rates exceeding 90 percent, surpassing provincial averages. On-reserve students and students with disabilities also show upward trends, with gaps narrowing over time.

Monitoring grade-to-grade transitions, particularly from Grade 10 to 11, remains a priority. These transitions serve as early indicators of graduation outcomes and help identify areas for targeted intervention.

Participation rates in surveys and assessments are essential for ensuring data validity. Results must be interpreted with care, considering who is present and able to participate.

The team discussed the alignment of district strategic planning with ministry requirements. This includes the implementation of targeted interventions and the documentation of these efforts in the Framework for Enhancing Student Learning (FESL) report.

Comparisons

The group noted that manual extraction of EBUS data is necessary to accurately compare district completion rates with provincial averages. This step is critical for understanding the unique impact of online learning on graduation outcomes and ensuring that data reflects the full range of student experiences.

There was also a critique of the limitations inherent in post-secondary metrics. The team emphasized that focusing solely on immediate post-secondary enrollment fails to capture the success of students entering the workforce, trades, or other non-academic paths. Recognizing these diverse outcomes is essential for a more inclusive and accurate measure of student achievement.

Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

What new info emerged when comparing provincial and local data

The comparison between provincial and local data has highlighted the importance of monitoring grade-to-grade transitions, particularly from grade 10 to 11. These transitions serve as early indicators of graduation outcomes and help identify areas where targeted interventions may be needed.

A significant insight emerged regarding the impact of grief and loss within Indigenous communities. This population represents a larger proportion of the district compared to provincial averages and has experienced profound loss over the past two years. Concerns about this cohort have been ongoing since grade 9, and the emotional and social challenges they face continue to influence educational outcomes.

What strengths and areas for growth were uncovered

The district is actively reflecting on its structural practices to ensure that data is regularly examined at both the school and district levels. This ongoing review is essential to maintaining focus on student success and equity.

Continued collaboration with Indigenous Nations, the provision of wrap-around supports, and the development of flexible learning pathways have been instrumental in driving improvements. These efforts reflect a commitment to inclusive education and responsiveness to community needs.

The equity scan and targeted supports for cohorts of Indigenous students are ongoing, providing a framework for identifying and addressing disparities. These initiatives are helping to build momentum toward more equitable outcomes.

However, there are areas for growth. The district must continue to strengthen its systems for regular data review and ensure that interventions are responsive and sustained. The emphasis on “relentless incrementalism”—making continuous, small-scale improvements—remains a guiding principle for achieving long-term equity.

How do results from analysis inform commitments to equity for all

The analysis reinforces the need to focus on individual students and their unique experiences. Understanding what specific supports were provided and how they impacted outcomes is critical. The philosophy of relentless incrementalism suggests that consistent, targeted efforts will lead to upward trends in student success.

Local economic changes, such as mill closures and the emergence of new mining opportunities, are influencing student decisions after graduation. These shifts underscore the importance of tracking transitions to the workforce as an additional metric of success, beyond traditional academic pathways.

The district's commitment to equity is reflected in its efforts to adapt to changing community contexts, provide culturally responsive supports, and maintain a data-informed approach to planning and intervention.

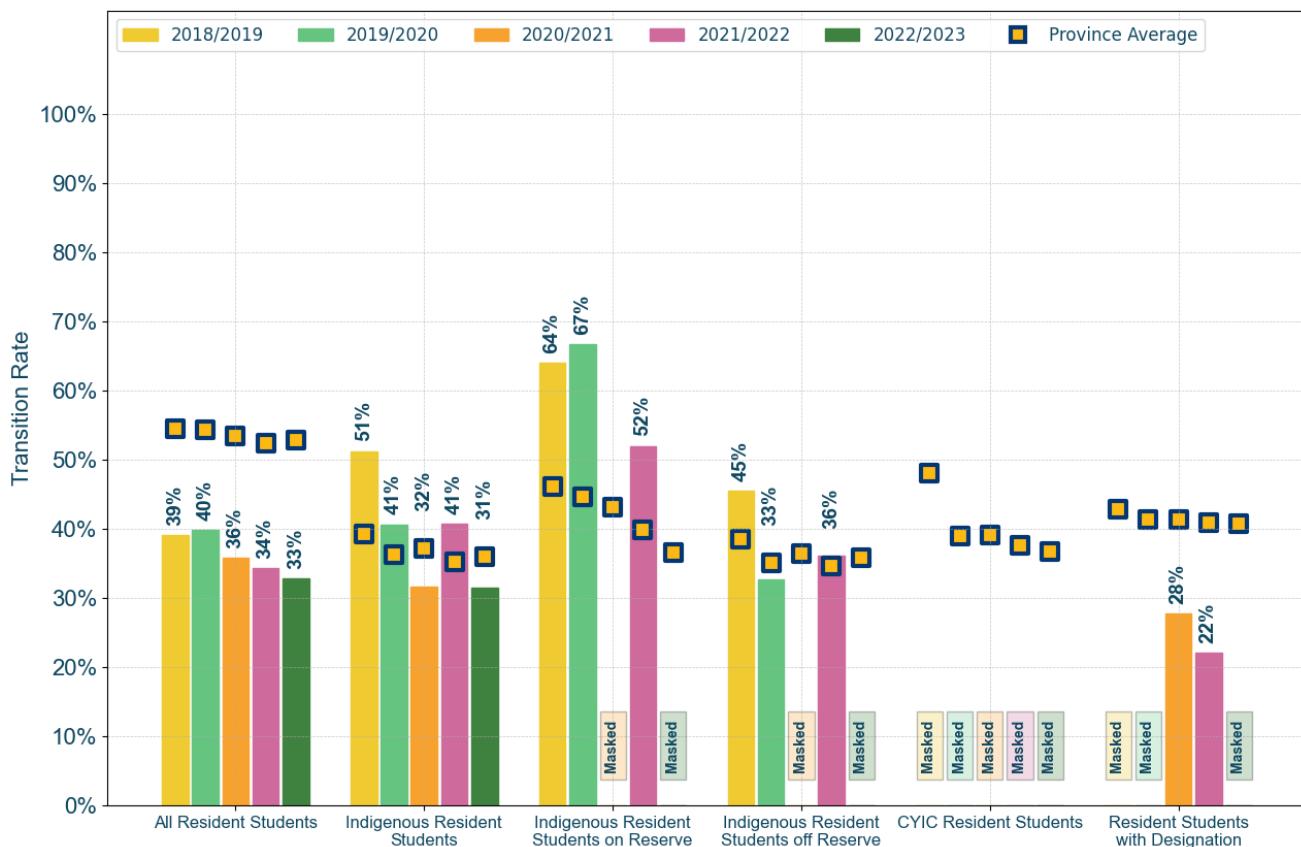
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

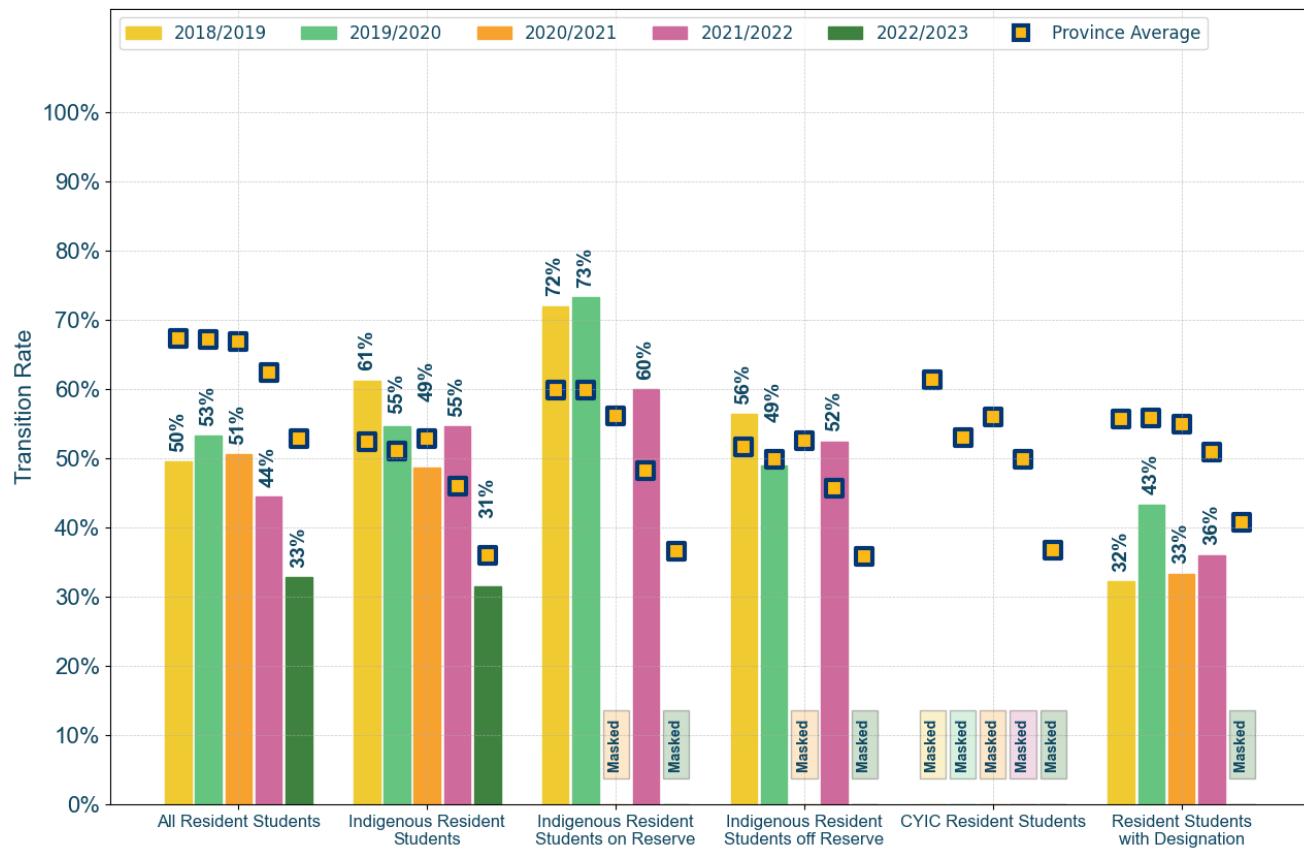
SD091 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	238	246	249	268	241
Indigenous Resident Students	80	64	76	86	54
Indigenous Resident Students on Reserve	25	15	Masked	25	Masked
Indigenous Resident Students off Reserve	55	49	Masked	61	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	36	50	Masked

SD091 - Immediate Transition to Post-Secondary



SD091 - Within 3 Years Transition to Post-Secondary



Analysis:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

Key Context

Although transition rates to post-secondary education for Indigenous students—particularly those living on-reserve—have outpaced those of the general population, there is an overall trend of decline in the percentage of students transitioning to post-secondary institutions. This shift highlights the need to examine broader definitions of success beyond traditional academic pathways.

The district has experienced success in enrolling priority learners in dual credit courses, which offer alternative routes to post-secondary education and career readiness. These programs have become an important part of the district's strategy to support diverse learner needs and aspirations.

Trends

The expansion of dual credit course offerings in Nechako Lakes has led to increased enrolment among students in grades 11 and 12, including those identified as priority learners. This growth reflects the district's commitment to providing flexible and inclusive learning opportunities.

Data shows that if students reach grade 11, their likelihood of transitioning to post-secondary education increases. This trend underscores the importance of supporting students through earlier grade transitions to ensure they remain on track for graduation and future opportunities.

Comparisons

There has been a noticeable increase in the number of priority learners enrolled in dual credit courses, which is a positive indicator of engagement and access to alternative pathways.

However, to fully understand student outcomes, it would be beneficial to have more comprehensive data on those who transition directly into the workforce. This pathway is becoming increasingly relevant for graduates, especially in light of local economic changes.

Events such as mill closures and the emergence of new mining opportunities are influencing student decisions after graduation. These shifts suggest that tracking transitions to the workforce should be considered an additional metric of success.

A thorough analysis of local data sources is essential to accurately capture the diverse pathways and outcomes of students in the district. This approach will ensure that all forms of student success are recognized and supported.

Interpretation:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

What new info emerged when comparing provincial and local data

The comparison between provincial and local data has highlighted several areas for further exploration. Understanding the balance between trades and academic pathways, tracking out-of-province transitions, and incorporating counselor insights are essential to gaining a more complete picture of student outcomes.

A key question that emerged is how students feel about their future. It is important to identify how economic conditions are influencing their decisions and shaping their available options. Local data suggests that economic factors play a significant role in student planning and aspirations.

Tracking data on students who follow non-linear or “windy path” routes to graduation or career readiness is also critical. These pathways, which may include gap years, alternative education models, or delayed transitions, provide a fuller and more accurate representation of student success.

What strengths and areas for growth were uncovered

One of the district’s strengths is its collaborative approach to data analysis. Looking at this data collectively as a district allows for more informed decision-making and targeted support. The expansion of dual credit offerings is another clear strength, providing students with flexible options and access to post-secondary experiences while still in high school.

Programs like Ebus have contributed to a growing number of adult graduates, demonstrating the value of flexible and alternative education models. These programs help meet the needs of learners who may not thrive in traditional settings.

Additionally, many students who do not pursue post-secondary education are entering the local workforce. Their choices are often shaped by the nature of local industry, community values, and opportunities for meaningful and productive lives within their home communities. Recognizing and supporting these pathways is essential to ensuring all students are valued and successful.

How do results from analysis inform commitments to equity for all

The analysis underscores the need to track workforce transitions and understand the economic impacts on student decisions. Expanding work-integrated learning opportunities, providing individualized supports, and co-creating career pathways with students and communities are key strategies for improving equity.

Interpreting these trends requires careful attention to local context, including economic conditions, alternative education pathways, and the evolving aspirations of students. Recognizing the diversity of student choices—whether pursuing post-secondary education, entering the workforce, or taking gap years—ensures that the district’s commitments to equity and relevance remain strong.

By embracing a broader definition of success and continuing to adapt to the needs of all learners, the district can better support students in achieving their goals, regardless of the path they choose.

Nechako Lakes School District

School District 91



Enhancing Student Learning Report

September 2025



Part 2a: Respond to Results

In Review of Year 5 of Nechako Lakes School District Strategic Education Plan,
2020-2025

Approved by Board on [date]

Enhancing Student Learning Report

Respond to Results



Part 2a

Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence (Part 1)** to complete **Respond to Results (Part 2a)**.

Respond to Results Provides:

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

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District Context for Continuous Improvement



Nechako Lakes (SD91) respectfully acknowledges that our schools and communities are located on the traditional, unceded territories of fourteen First Nations, including the Dakelh, Nedut'en, and Wet'suwet'en peoples. This acknowledgement is foundational to our district's work and guides our ongoing commitment to reconciliation and partnership with Rightsholders.

Our district serves five municipalities - Fort St. James, Vanderhoof, Fraser Lake, Burns Lake, and Granisle and supports a population of just under 40,000. As a rural, northern district, our sense of community runs deep. With 15 standard schools and EBUS Academy, our Provincial Online Learning School, SD91 provides educational opportunities to more than 4,000 students, including over 1,000 online learners from across British Columbia.

Nechako Lakes's student population is diverse and reflects the unique character of our region. Approximately 40% of our students are Indigenous, representing a mix of on-reserve, off-reserve, First Nation non-status, Métis, and Inuit learners. We also serve Children and Youth in Care (CYIC) and a significant number of students with designations which represents over 30% of our total enrollment in this area. Like many rural districts, we face ongoing staffing challenges, from teacher shortages to unfilled support staff positions. Despite these realities, our commitment to equity, reconciliation, and continuous improvement remains strong, always guided by authentic relationships with our First Nations Rightsholders.

We are currently in the final year of our Strategic Education Plan (2020–2025), which has provided a clear roadmap for our district's growth and priorities. The plan is anchored by four central goals: Honour Diversity, Engage Our Workforce, Create Student Success, and Enhance Connections. These goals inform our monthly board reports, shape our conversations with families and Rightsholders, and guide our daily work in schools and communities. As we look ahead to renewing our strategic plan, we are preparing to engage our communities, schools, students, parents, and Indigenous partners in shaping the next chapter together as we will discuss more fully later on. Our current plan and workplan objectives are available online:

- [Strategic Education Plan 2020-2025](#)
- [Strategic Work Plan](#)

Continuous improvement is a core value in Nechako Lakes, and our approach is both practical and responsive. We use the Ministry's Framework for Enhancing Student Learning and the NOLIE Spiral of Inquiry to guide our planning and reflection. Every school develops and updates its plan three times a year, and we regularly check in to assess what's working and where we need to adjust. Our teams analyze provincial and local data - FSA scores, graduation rates, attendance, report cards, and student voice with a particular focus on outcomes for Indigenous learners, CYIC, and students with disabilities or diverse abilities.

A key area of growth in Nechako Lakes is our Structured Literacy Pilot, now in its second year. After seeing significant results last year, we have expanded the pilot to more schools and classrooms, focusing on grade 1 and 2 literacy. This initiative is a direct response to our data, which shows that kindergarten students in SD91 consistently enter school well below provincial levels in foundational literacy skills. The pilot provides targeted support for teachers and Indigenous Advocates, including training, coaching, and practical strategies. Our district psychologist is involved in strengthening practices across all tiers of instruction, ensuring that assessment results are used effectively to monitor progress and adjust strategies. The results so far have been impressive, with measurable reading growth for most participating students, and we are optimistic about the continued impact as the pilot expands.

Engagement is at the heart of our work, and our processes are designed to be ongoing, inclusive, and authentic. Nechako Lakes prioritizes engagement with Rightsholders, including First Nations, the Indigenous Education Council (IEC), Elders, parents/caregivers, and students. A trustee, the superintendent, and Indigenous Education department staff meet monthly with the IEC to discuss priorities, review progress, and ensure open communication. In addition, Indigenous Education staff meet in person with education staff from each Nation and school administration to finalize our 1701 numbers, ensuring accuracy and transparency in our reporting.

We are actively planning a yearly day of meetings that will bring together trustees, District senior leaders, and Chief, Council, and staff from every Nation we serve. This annual gathering will provide a dedicated space for relationship-building, strategic planning, and collaborative problem-solving. Beyond these formal meetings, SD91 staff regularly attend meetings and gatherings on the traditional territories of the Local First Nations we serve. We know that spending time with each Nation in their territory is vital to student success and to maintaining productive, respectful relationships.

Our engagement with Nations is ongoing and responsive. We meet with Nations on a regular basis and as requested to discuss data related to our Local Education Agreements (LEAs) and student success. These conversations are essential for monitoring progress, addressing challenges, and celebrating achievements together.

Nechako Lakes also works closely with education and community partners who represent and support students with disabilities or diverse abilities, including parents and caregivers. Meetings may be held to support our school-based team process or to address specific student concerns in an ongoing, meaningful way. These meetings can be initiated by the district, school, families, or education partners, reflecting our commitment to collaboration and responsiveness.

Engaging with education partners and community members for Children and Youth in Care remains one of our most significant challenges. Often, we do not receive timely communication identifying students as being in care, which limits our ability to engage fully and meaningfully with those who support these students. Despite these barriers, we continue to seek ways to improve communication and collaboration, recognizing the importance of wraparound supports for CYIC.

Looking ahead, Nechako Lakes is preparing for a comprehensive renewal of our Strategic Education Plan, beginning in October. This process will start with engagement sessions specifically for Indigenous Rightsholders, ensuring their voices and priorities are central to our planning. We will

then broaden our engagement to include both internal and external stakeholders through a variety of approaches:

- A public online survey will be available for broad community input.
- Staff will host school-based meetings to gather feedback from staff, students, and parents (through PAC).
- Trustees will facilitate round table discussions, bringing together Indigenous communities, parents, students, and staff for open dialogue.
- We will also hold targeted sessions with vulnerable or underrepresented groups to ensure their perspectives are included in the new strategic plan.

This multi-layered engagement process reflects our commitment to listening, learning, and co-creating a vision for the future that truly reflects the needs and aspirations of our district.

The Ministry of Education and Child Care has commended Nechako Lakes School District for its deep commitment to improving student outcomes and transformative change. The Ministry encourages our continued use of the Aboriginal How Are We Doing (AHAWD) data, local evidence, and feedback to drive continuous improvement, especially for Indigenous learners. This external validation affirms the direction of our work and motivates us to keep striving for excellence and equity.

Nechako Lakes's commitment to continuous improvement, equity, and inclusive engagement is evident across all strategic areas. The district's strengths include embedded improvement cycles, comprehensive data review, meaningful engagement, strong alignment, and focused equity initiatives. Key considerations for future growth include deeper data disaggregation, targeted supports for priority populations, and ongoing refinement of engagement and alignment processes as described. As we move forward, we will continue to analyze our data, listen to our students, Rightsholders and stakeholders, and refine our strategies to ensure that all students have the opportunity to succeed.

Reflect and Adjust Chart



Create student success (Literacy)			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adoptions
What targeted actions are being taken?	<p>What gap or problem of practice does this strategy aim to address for a specific cohort of students?</p> <p>Why was this particular strategy chosen?</p>	<p>Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?</p>	<p>Based on their effectiveness, which strategies will the district team:</p> <ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? • Introduce and implement?
Creation of Indigenous Student Success (ISS) teacher positions (1.35 FTE) to focus on Literacy (and numeracy) interventions for priority learners at both the K-7 and grades 8 and 9 levels	At all levels, many learners in SD91 are below grade level expectations on provincial and district level assessments	<p>In progress</p> <ul style="list-style-type: none"> - Monitor through tracking of effectiveness of specific interventions throughout the year 	Continue
Over 50 teachers and CUPE support staff (K through high school), have completed or are in the process of completing training in a multi-model intense literacy instruction	At all levels, many learners in SD91 are struggling to learn to read and write/spell.	<p>All learners that participated in the Structured Literacy Approach improved their reading and spelling skills.</p> <p>Those who received this approach in grade 1, four to five days a week,</p>	Continue and expand, attending to lessons learned from pilots: As we expand the number of educators and schools that are implementing the Structured Literacy approach, supporting schools to ensure it is delivered 4-5 times a week will be important.

<p>approach, titled Fundamentals of Structured Literacy.</p>	<p>showed strong growth in pulling the discrete skills together to learn to read books. Those who received it a couple times a week grew in phoneme and phonological skills but were still learning to pull the skills together to read books. It could be that the latter group also has more students with significant learning and attendance challenges, but we are working with the school staff to analyze the results.</p>	
<p>Addition to above – training of Indigenous Education Staff in structured literacy approach so that they can provide additional targeted literacy support to Indigenous learners</p>	<p>All of our data indicates many and in some grades the majority of Indigenous learners continue to achieve at the emerging levels of literacy. We all know that the connections relationships Indigenous Education Staff to learners from their communities are strengths the district has not often capitalized on in literacy learning initiatives.</p>	<p>The progress of Indigenous learners was evident in the two schools that piloted Foundational Structured Literacy and the Indigenous Ed Staff in both locations was involved in these interventions.</p> <p>Continue involving Indigenous Ed Staff in pilot schools and expand opportunities for other schools' Indigenous Education Staff to have training in many literacy professional learning offerings.</p>

<p>District Support Teachers & Vice Principal of Early Career Teachers work directly in elementary and secondary classrooms to support development of strong evidence-based literacy instruction across the curriculum. They engage in using assessment information to help teacher teams build interventions as well as strengthen tier one instruction.</p>	<p>The District faces challenges in attracting and retaining qualified teachers to this rural northern region. Instability in our teacher force does not support strong learning outcomes for students.</p>	<p>Teachers and Principals have indicated that this support is critical in helping teachers who are on Letters of Permission and those new to BC learn about our provincial curriculum, assessment practices etc. The interventions and instructional approaches that were implemented last year resulted in student learning growth in early literacy as well as in communication and inquiry skills at higher levels.</p>	<p>Continue: As teacher retention and hiring are ongoing challenges in rural and northern districts, we know continuing to provide this type of support as we onboard more early career teachers will be critical for improving teacher retention rates, which in turn will result in strengthening student learning.</p>
<p>Financial and human resources/coaching to support formal deep inquiry by school teams in the area of literacy. An additional \$1000 is provided to each school that conducts formal inquiry. The grants are not limited to literacy, but many schools choose that as a focus. One school was part of a three-year Indigenous Literacy NOIE network that engaged teams from around the</p>	<p>As mentioned before, student literacy rates are low across all schools in general. Supporting teams of educators in schools to collaborate with purpose and intention on literacy initiatives helps changes they make become visibly part of a reflective process that focuses on student learning and teamwork.</p>	<p>Two schools that focused on literacy saw improvements in learning. The testimonies of teams in support of the collaboration and extra funds to purchase updated student resources, books, and professional resources revealed how valued this initiative is at the grassroots level.</p>	<p>Continue Although the provincial Indigenous Literacy & Numeracy network completed its 3-year cycle, SD 91 will continue to support with extra funds for formal inquiry work.</p>

province. Another elementary school formalized their learning with Foundational Structured Literacy through a NOIIE inquiry.			
Addition to above – training of Indigenous Education Staff in structured literacy approach so that they can provide additional targeted literacy support to Indigenous learners	All of our data indicates many and in some grades the majority of Indigenous learners continue to achieve at the emerging levels of literacy. We all know that the connections relationships Indigenous Education Staff to learners from their communities are strengths the district has not often capitalized on in literacy learning initiatives.	The progress of Indigenous learners was evident in the two schools that piloted Foundational Structured Literacy and the Indigenous Ed Staff in both locations was involved in these interventions.	Continue and expand opportunities for other Indigenous Education Staff to have training in many literacy professional learning offerings.
2025-26 Host virtual sessions on Effective Read Alouds by Maria Walther for some CUPE job categories such as Reading Club Worker,	Student comprehension, especially vocabulary knowledge has been identified by our district psychologist	This strategy is just in the implementation stage.	Implement

<p>StrongStart and Preschool educators, and Learning Support Workers. We have one scheduled for October 23rd for Burns Lake region schools on an early dismissal day and another for November 21st, which is a pro-d day. We also have permission to record a session to make it available for staff who may need it at different times.</p>	<p>as being a challenge for many learners. Support staff often have limited training in early literacy learning and yet many are expected to support literacy learning in all grades.</p>		
<p>Provide an incentive in the form of high quality, culturally sensitive decodable books, and/or letter tiles for building words for any K-12 teacher who completes an on-demand literacy session through POPEY. These sessions can be completed in the summer, after hours, or on a professional development day. We value the evidence-based sessions provided by POPEY.</p>	<p>In SD91, bringing teachers together to learn face to face is challenging given the geographic and weather-related conditions in the region.</p> <p>Online, on demand professional learning that is connected to evidence based practices will support teachers to build their knowledge,</p>	<p>New career teachers and experienced teachers found the lessons and sessions invigorating, inspirational and informative. Many of the model lessons have continued in classrooms (book making, writing like an author, exploring language). Resources that were given to participants have continued to be used in many of the classrooms.</p> <p>Students were highly engaged with the naturally differentiated learning tasks, which strengthened their learning because of the willingness</p>	<p>Continue & adapt where financially possible. Even though we are not sure if there will be continued residencies offered by POPEY, we will support teachers to engage with the online learning events.</p>

<p>For the two previous school years, we engaged with POPEY and Jen Kelly to provide professional learning using a residency approach. It involved in-class model lessons, debrief sessions for teams of teachers and full day pro-d sessions. Seven school teams participated in the residencies, and many more participated in the full day pro-d events)</p>	<p>confidence and classroom practices.</p>	<p>to stay with the work and to take risks and stretch themselves.</p>	
<p>The district will honour teacher voice and agency, by providing teachers with the option of engaging in live phonemic awareness professional development sessions from Heggerty. Each school has been given at least one Heggerty resource book and many teachers have begun learning how to use the lessons. We will focus on those educators who have not had the Foundational</p>	<p>Teachers have autonomy to choose which approaches and resources to use in their classrooms. SD91 strives to recommend resources that are evidence based.</p>	<p>Feedback from teachers who have begun using the Heggerty resources has been positive. When they persist with the lessons, they observe improvements in many learners' phonological skills. Some have requested more support to learn to use the resources with more efficacy.</p> <p>Heggerty is an option for educators who may choose not to participate in the Foundational Structured Literacy training.</p>	<p>Implement</p>

Structured Literacy training.			
Curriculum Services purchased three Path to Literacy Phonological Awareness kits (Brooks Publishing) for kindergarten and/or intervention groups.	Phonemic awareness skills are foundational to early literacy learning. Even though we do not mandate a district wide assessment tool, there are enough schools using a variety of tools to show us that this is a skill in need of more attention in all classrooms.	Teachers report that students acquired the skills taught in this resource quite readily. It provided tasks that were engaging, and it was effective for learning as an intervention for primary students still learning K level skills, as well as for K learners when used as a Tier 1 or 2 resources.	The success learners experienced at these three sites have led to the purchase of more kits for other schools 2025-26 school year.
Early Years Evaluation- Direct Assessment by The Learning Bar. is administered to every kindergarten student in the brick-and-mortar schools twice a school year.	Decades of EDI (Early Development Instrument) data has shown that SD 91 Kindergarten learners have some of the highest developmental vulnerability rates in the province. Using the EYE tool provided information during years the EDI was not administered. Kindergarten learners in Ebus Academy	Although this tool provides reports and usable information about children's development in many areas, Teachers have identified the need for richer, more in-depth data on their kindergarten learners than this too offers.	Pilot a variation of this assessment – the Early Years Evaluation – Teacher Assessment because it encompasses the additional domain, “social skills and approaches to learning” as well as access to the Pre-Reading Assessment. This pre-reading assessment will provide insight into fundamental phonics and phonological skills of kindergarten students in the spring of 2026.

	(online school) have never participated in the EDI or the EYE assessment processes.		Expand the use of the EYE to our online school, Ebus Academy.
Create student success (Numeracy)			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adoptions
Indigenous Student Success (ISS) teacher positions have been created to support numeracy achievement for Indigenous students at two schools as pilot projects	At all levels, many learners in SD91 are below grade level expectations on provincial and district level assessments	In progress Monitor through tracking of effectiveness of specific interventions throughout the year	Continue
Introduction of new digital math tool that is equipped with AI that differentiates learning based on individual student needs	Differentiation and formative assessment to determine learner needs	Staff/student feedback will be sought after this first year of implementation	Continue/adapt
On-going Pro D with BC-based educators to increase staff content knowledge (Kendra Jacobs, Carole Fullerton, BCAMT executive)	High rate of staff turnover, many staff with multi-grade split classes, providing ongoing learning opportunities for long-time teachers	Qualitative feedback from staff after sessions, requests for repeat sessions or access to recordings	Continue

Development of a District Numeracy Framework	Connecting pedagogy and research with district assessment and instructional practices	Feedback from stakeholders will be considered once a draft document is created	Introduce and implement
Inventory and provide resources as required to improve access to teaching resources including manipulatives	Ensuring equity across schools and communities	Survey results have been consolidated but only some gaps have been addressed due to budget constraints	Continue
Early Numeracy Screener	Collect more granular data for K-3 learners to identify trends earlier than Grade 3, especially in creating community profiles of learning gaps	The district is in the process of implementing an early numeracy screener that will be piloted in K-3 classes to collect data on trends that are emerging before learners enter Gr 3. Currently, the earliest district numeracy assessment occurs in Gr 3.	Introduce and Implement

Creating student success (grade to grade transitions and graduation rates)			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adoptions
What targeted actions are being taken?	<p>What gap or problem of practice does this strategy aim to address for a specific cohort of students?</p> <p>Why was this particular strategy chosen?</p>	<p>Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?</p>	<p>Based on their effectiveness, which strategies will the district team:</p> <ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? • Introduce and implement?
AIMS Grad Reports - Indigenous education dept. collects grad program progress for all Grade 10-12 Indigenous students in the district and meets with schools to discuss each student with school leadership, indigenous education staff, and school counsellors.	Gap in graduation rates for Indigenous learners – a collaborative approach to bring multiple levels of support to grad program achievement for Indigenous students.	The practice has helped us to identify both specific interventions for individual students as well as district level activities that will support the system as a whole.	Continue with some adaptations identified by participating staff.
Indigenous student success (ISS) teacher position created at one high school and a portion of their work is dedicated to Grad Coaching	<p>Gap in graduation rates for Indigenous learners</p> <p>Through our AIMS grad report process last year we identified ways that grad coaching could</p>	In progress	Continue

	<p>provide valuable support to Indigenous learners in navigating the grad program, connecting with families and communities, and helping students to explore post-graduation paths.</p>		
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Honouring Diversity (Feel Welcome, Safe, and Connected)

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adoptions
What targeted actions are being taken?	<p>What gap or problem of practice does this strategy aim to address for a specific cohort of students?</p> <p>Why was this particular strategy chosen?</p>	<p>Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?</p>	<p>Based on their effectiveness, which strategies will the district team:</p> <ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? • Introduce and implement?
Ongoing Compassionate Systems training for students, teachers, CUPE, PVP, district leadership.	This strategy is part of the Mental Health Plan for SD 91	Based on qualitative data and feedback, commitment to compassionate systems awareness and change improves student understanding of core competencies and goal setting and increases staff and student wellness, as well as ability to approach problems of practice from a compassionate framework	This will continue and expand
Creation of Pride Prom	Safe environment for learners to participate in prom	Student and GSA initiative that had a positive impact on individuals 38 students participated in the event. 50 Adults supported the event.	This will continue
Infusing Mental Health Literacy (MHL) in PHE classes K-12.	Tried to address PHE completion rates	This was an effective strategy for those who followed through with it	Further attempts will be made to expand in high schools and introduce to elementary schools

Bringing awareness to Inclusive Education staff and PVP, “Ditching Diet Culture.”	Implemented to address body image/bullying/eating disorder trends	This strategy was at initial stages this year and difficult to determine measurable results at this time	Under review
Share the Love Week	Expanded from Share the Love Day, designed to educate and make inclusive space for, SOGI-inclusive schools and workplaces	Share the Love Week created a lot of community response this year. We will be assessing with SOGI leads and GSAs whether the expansion to a week was helpful or harmful for increasing safety in our schools and create a strategy for the upcoming school year	This will continue to adapt year-to-year based on student and community feedback
SNAP SEL program for classrooms	SEL classroom learning	Based on our survey data, a review of SEL programming in SD 91 is needed and will commence this upcoming year	May discontinue; currently under review as the company has been unable to meet the promises of the contract, including digital classroom resources
School and District GSA's	Needed to increase safety and belonging for LGBTQ2+ learners and staff	All members of the GSAs consider them effective and want them to continue as an important part of culture and community	This will continue
SOGI Lead Teachers monthly meetings	Needed to increase safety and belonging for LGBTQ2+ learners and staff	All members of the GSAs consider them effective and want them to continue as an important part of culture and community	This will continue
Starling Minds App	Need to increase wellness at work	No data currently. Staff survey in process to determine effectiveness	Currently evaluating effectiveness
EASE SEL program for classrooms	SEL classroom learning	Based on our survey data, a review of SEL programming in SD 91 is	This will continue but our district SEL approach is under review

		needed and will commence this upcoming year	
Zones of Regulation program for classrooms	SEL classroom learning	Based on our survey data, a review of SEL programming in Nechako Lakes is needed and will commence this upcoming year	This will continue but our district SEL approach is under review
Welcome to Kindergarten	Creates an introduction to K classrooms and teachers, provides families with knowledge needed to prepare for kindergarten.	It is very well attended in schools that undertake this initiative and lowers family anxiety about kindergarten startup. Assists schools in getting insight into new learners entering the school	This will continue
CARES student leaders to welcome students transitioning to and from elementary/high school	Provides learners with a connection to an older student who can help them feel safe and welcome	Local qualitative data suggests this is a meaningful opportunity for student leadership and creating welcoming schools	This will continue
Indigenous Youth Leadership Groups at 4 high schools	Arising out of research into the experience of Indigenous girls at one of our high schools, we identified a need for a targeted program to build connections with students, between students, cultural connections and an	Engagement feedback from students and families has been overwhelmingly positive and school-based leadership has also expressed the positive impact of the programs.	Continue

	increased sense of belonging in the school.		
Update suspension policy with trauma-informed and decolonizing lens	Suspensions are alienating learners who already don't feel welcome at school and compound the disconnection	We are in consultation process with this so feedback is ongoing	This will continue
Student Voice	<p>Need to include students in vision and governance.</p> <p>Students are given a platform at the district level to voice the concerns and issues they experience in their schools</p>	<p>Gives students a direct channel to share experiences and concerns with decision-makers.</p> <p>Builds leadership, communication, and advocacy skills in students.</p> <p>Increases trust and transparency between students and district leaders</p>	This will continue
Staff Well-being Committee	After multiple attempts to infuse staff wellness, the need arose to gather more information as to what would be seen as impactful by various roles	In development, effectiveness is undetermined	Under review
Breakfast & Lunch programs in all schools	Ensuring equitable access to nutritious	Effectiveness varies site to site but there is currently no tool to measure	This will continue

	food throughout the school day	its impact on student safety or belonging	
“Belonging” site self-assessments for students with designations	Low numbers of designated students report a sense of belonging	New initiative to gather qualitative data used with success in other systems	Introducing
Addiction and substance use program/support	Meaningful outlet for youth needing support with their own substance use or that of a family member or loved one	Beginning stages of new and ongoing implementation under Mental Health Plan	Introducing and continuing

Engaging our Workforce			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adoptions
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? • Introduce and implement?
Training and professional development: structured literacy, advocate training, case manager training, compassionate systems	Literacy and Mental health have been identified by both the province and the school as areas needing to support	Structured Literacy has shown a growth for learners at both elementary and secondary levels. Regular training for Case Managers helps to update current practice and support new best practices. Compassionate Systems continues to support learners and educators' well-being and mental health. Indigenous Education Advocate Engagements Sessions have been very well received by staff as a chance to share best practices and share in meaningful professional development and self-care.	Continue
De-escalation strategies online course for new employees	Supporting staff in de-escalations strategies as they work with learners who may be	New staff do not always have training to support learners in the early part of escalating behaviour.	Introduce

	showing anxiety or defensive behaviours		
Annual Indigenous Education Conference	Professional learning opportunities for all School District staff to engage in learning about Indigenous peoples, decolonization, and to focus on supporting success for Indigenous learners.	We have received excellent feedback from many staff members but our continuing gap in critical areas shows we have more work to do.	Continue
Collaborative CUPE days of learning.	To increase access to quality learning experiences of all of our CUPE employees, regardless of role in the district.	All departments along with community partners provide a rich selection of learning opportunities twice a year. The growth and development of our CUPE staff in targeted areas of concern identified by the district has been marked and is reflected in the type of learning our CUPE staff are requesting for future learning days.	Continue

Enhancing Connections			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adoptions
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? • Introduce and implement?
Early Learning and Childcare partnership with NWCDC, CSFS, Thomas Robinson, private daycares	Learners transitioning to school can need complex wrap around support.	Through Kindergarten transition meetings and site visits we can better meet learners needs as they enter school	Continue
Partnerships with CSFS, YMCA, CFN providing before and after school care	Before- and after-school care programs bridge the gap between school hours and family work schedules, while also supporting student learning, safety, and well-being.	Some Before and After school programs are doing well, while others have not been able to start because of lack of staffing.	This strategy will continue
Indigenous Education Council – aligning practice with legislative changes	Indigenous student achievement gap and Indigenous participation in the school system.	Our district has had a long-standing IEC with approval authority over IETF, so these changes supported those continuing efforts.	Continue

Local Education Agreement negotiated with 6 First Nations	One of the avenues through which we can collaboratively describe and set goals for our relationships with Nations	Implementation phase but we are excited to see how the periodic and annual data reporting will encourage meaningful conversations.	Continue
Careers Department Projects – Greenhouse, BOAT, Outdoor Learning Spaces	Expand projects and initiatives to other communities. Create new partnerships to help equity for students	Learning and opportunities have increased for staff and students when partnerships have been implemented. As each community is unique, partnerships will look different.	Continue and expand connections with an eye on equity of opportunities
Dual Credit partnership with CNC	Allow students some options as not all secondary schools can offer some courses.	Dual credit courses open doors earlier, save time and money, and help students see themselves in future pathways—whether that's university, college, trades, or direct entry into the workforce.	Continuing and would like to expand

Create Alignment to Enhancing Student Learning



Nechako Lakes School District (SD91) has developed a comprehensive approach to aligning school and operational plans with its strategic priorities, ensuring that the work at every level is focused on enhancing student learning and equity. The district's continuous improvement cycle is evident in its annual planning, monitoring, and adaptation processes, which are deeply embedded in both district and school-level practices. The Board's [Strategic Education Plan \(2020-2025\)](#) and the annual [Strategic Workplan Objectives](#) serve as guiding documents, and the district's commitment to these priorities is reflected in the way school plans are developed, implemented, and reviewed.

Each school in the district is required to build its plan around the four strategic goals: Honour Diversity, Engage our Workforce, Create Student Success, and Enhance Connections. These plans are not static; they are living documents, updated regularly with evidence of learning and progress, and are accessible to the public online ([School Plans to Enhance Student Learning](#)). The process is collaborative, involving students, staff, parents/caregivers, and Indigenous communities, and is informed by both local and provincial evidence of learning. The district encourages the use of the [NOIE Spiral of Inquiry](#) as a framework, which supports ongoing reflection and improvement, particularly for priority populations such as Indigenous learners, Children and Youth in Care, and students with disabilities or diverse abilities.

The alignment between school plans and district strategic priorities is further strengthened by regular "check-in" opportunities with senior staff, who support schools in reflecting on data and adapting plans as needed. Recent operational plan adjustments, such as the implementation of a common report card aligned with BC Curriculum and the launch of early literacy intervention pilots, are integrated into school plans and supported by targeted professional learning and instructional coaching. The district's commitment to equity is also evident in the expansion of Indigenous language and culture programs, the development of [accessibility plans](#), and the focus on creating inclusive environments for all students.

Evidence of the impact of these aligned strategies can be seen in several areas. Collaborative marking sessions and revised assessment tools have supported improved outcomes in literacy and numeracy, particularly for Indigenous learners. Student survey data shows positive trends in students feeling safe and welcome at school, with notable gains among Indigenous learners. Graduation rates for Indigenous off-reserve learners and students in alternative programs have increased, reflecting the effectiveness of the district's approach. School plans are available for review [on our website](#), and the strategic documents guiding this work are our [Strategic Education Plan](#) and [Strategic Workplan](#).

The district's operational plans—including IT, HR, and financial planning—are also closely aligned to support the implementation of new and adapted strategies for student learning. Recruitment

and retention efforts have been prioritized, with targeted financial resources allocated to support new teachers and staff on Letters of Permission. Ongoing professional learning and mentorship have resulted in high retention rates and improved instructional practices, even as the district faces chronic shortages of certified teachers and support staff. Innovative approaches, such as increased support from District Vice-Principals and Lead Teachers in Curriculum Services, have helped to address these challenges.

In the area of information technology, the district has shifted assistive technology allocations to refresh plans supporting students with diverse abilities. A district-wide technology inventory is underway to ensure that IT resources are aligned with the goals of student learning, innovation, and accessibility. Financial resources have been strategically allocated to support initiatives such as the Feeding Futures program, which addresses student nourishment, cultural connections, and equity. The district's approach to "funding the plan" ensures that financial decisions are driven by strategic priorities, rather than the reverse.

Departments across the district are responsible for ensuring that their efforts and resources align with the overarching goal of enhancing student learning. Operational plans are refined annually, with a focus on clear and public articulation of goals and strategies. Feedback from previous reviews is considered in planning, and ongoing data analysis informs adjustments. The impact of these efforts is evident in the recruitment of approximately 40 new teachers in the last two years, high retention rates due to ongoing support and professional learning, and improvements in technology and accessibility across the district. The Feeding Futures program has laid the foundation for cultural connections and equity, with a dedicated Food Program Manager supporting implementation.

Nechako Lakes School District has demonstrated a coherent and comprehensive approach to aligning school and operational plans with its strategic priorities for enhancing student learning. Through continuous improvement cycles, stakeholder engagement, targeted resource allocation, and evidence-informed strategies, the district ensures successful implementation of both educational and operational plan adjustments. The commitment to equity, inclusion, and student success is evident in the ongoing efforts to monitor, adapt, and refine practices at all levels, supported by transparent reporting and accessible planning documents.