



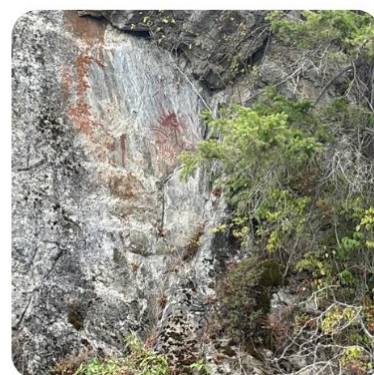
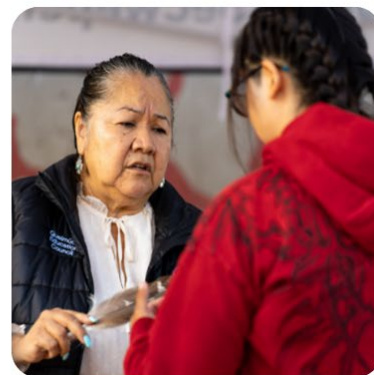
K'wátsalktnéws ne Secwepemcú'ecw
SD83

Interim Progress Report September 2026

In Review of Year 3 of the SD83 Strategic Plan 2023-2028
Approved by the Board of Education on September 29, 2026

LAND ACKNOWLEDGEMENT

We acknowledge that we are learning, and perhaps more importantly, unlearning, on the traditional, unceded, and contemporary lands of the Secwepémc people. We are immensely grateful to work with the Adams Lake Indian Band, Neskonlith Indian Band, Skwlāx te Secwepemcúl'ecw, and Splatšin, as the inherent rights holders of this beautiful place. They have gifted us with our new District name – K̓wsaltktnéws ne Secwepemcúl'ecw – which means that we are all connected, the people (quelmúcw), the land (tmicw), the water (séwllkwe), and the animals (mescéh), on Secwepémc land.



DISTRICT, MISSION, VISION, VALUES

OUR MISSION Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.		OUR VALUES Belonging Respect Reconciliation Empathy Equity Perseverance
	OUR VISION Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.	

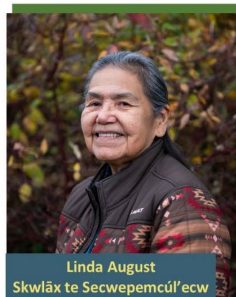
Table of Contents

LAND ACKNOWLEDGEMENT	ii
DISTRICT, MISSION, VISION, VALUES	ii
INTELLECTUAL DEVELOPMENT	6
Educational Outcome 1: Literacy.....	7
Educational Outcome 2: Numeracy.....	10
Review Data and Evidence: Intellectual Development.....	15
Respond to Results: Intellectual Development	15
HUMAN AND SOCIAL DEVELOPMENT.....	17
Educational Outcome 3: Feel Welcome, Safe, and Connected	18
Review Data and Evidence: Human and Social Development.....	22
Respond to Results: Human and Social Development	22
CAREER DEVELOPMENT	23
Educational Outcome 4: Graduation	24
Educational Outcome 5: Life and Career Core Competencies	26
Review of Data and Evidence: Career Development.....	28
Respond to Results: Career Development	28

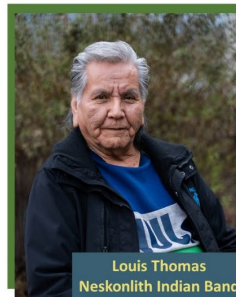
Kwsaltktnéws ne Secwepemcúl'ecw The Story of Our Name



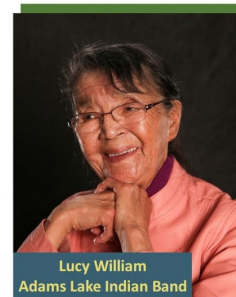
Donna Antoine
Splantsin



Linda August
Skwlāx te Secwepemcúl'ecw



Louis Thomas
Neskonlith Indian Band



Lucy William
Adams Lake Indian Band

We gratefully acknowledge the contributions of Secwépemcú's language speakers, Elders, Knowledge Keepers, and Knowledge Sharers, who worked alongside the Quelmúcw Education Council and district staff to give us the gift of a new district name, Kwsaltktnéws ne Secwepemcúl'ecw. Thank you to Lucy Williams (Adams Lake Indian Band), Louis Thomas (Neskonlith Indian Band), Linda August (Skwlāx te Secwepemcúl'ecw), and Donna Antoine (Splantsin).

Our new district name means that we are all connected – the people, the animals, the land, the water, and the air – on Secwepemc territory. Every time we use our district name, we acknowledge that we are situated on the ancestral, traditional, unceded, and contemporary lands of the Secwepemc people. We are so grateful for this significant and lasting gift.



INTERIM PROGRESS REPORT FOR ENHANCING STUDENT LEARNING

Introduction: Ministry Note

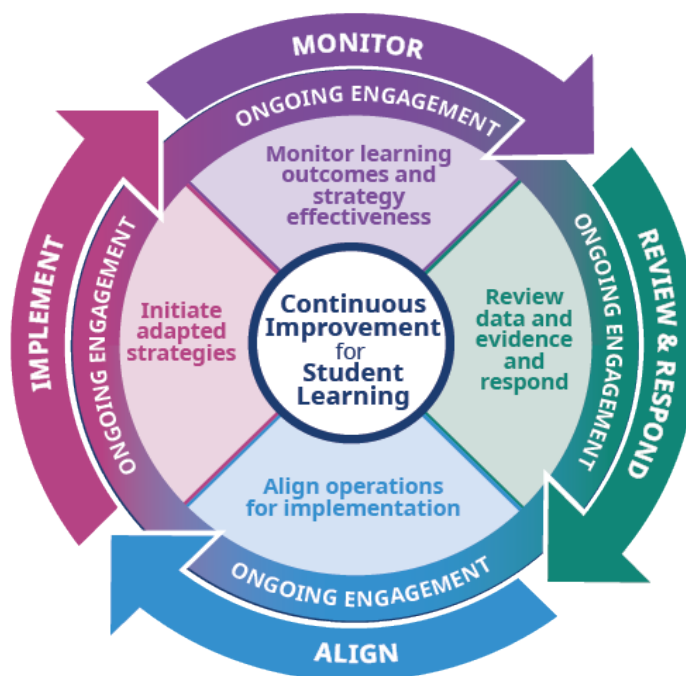


Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

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



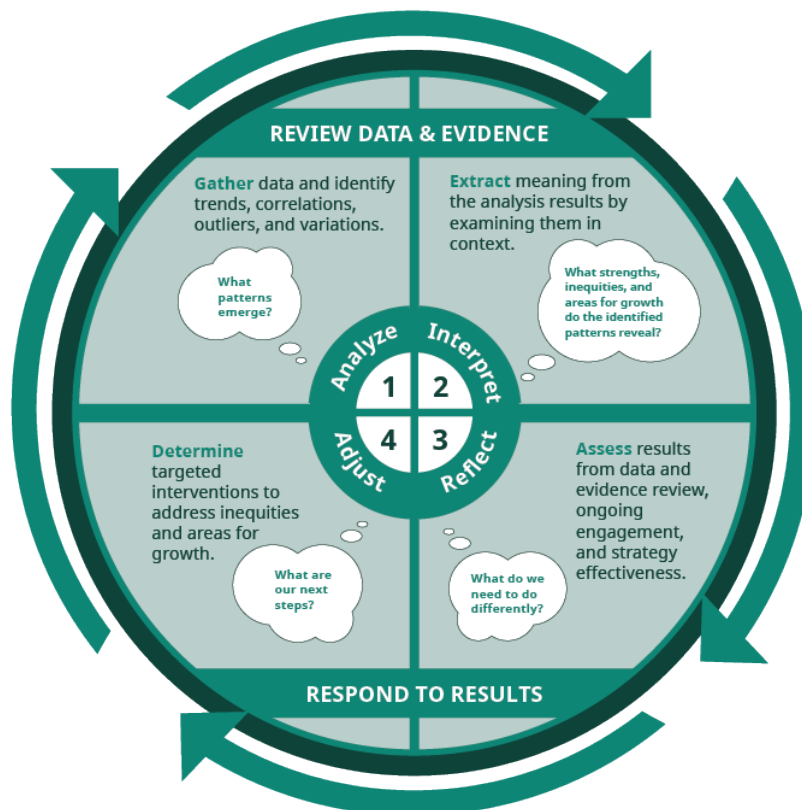
A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous Improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The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

The continuous improvement cycle for the District is identified in the following graphic:



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.

A note on provincial data provided in this report:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report does not display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Data that is not displayed as per the above policy is **masked data**.

A note on children and youth in care data:

As of 2026, the children and youth in care (CYIC) cohort was changed to include students from three Care categories:

- In Care,
- Out of Care (Kinship Care), and
- Youth Services.

Previously, only students that were in the In Care or Youth Services category were included in provincial data for the children and youth in care cohort. This update will result in a more comprehensive view of students that have had agreements with the Ministry of Children and Family Development and will result in more students appearing in this category. The category has been renamed from CYIC All Resident Students to CYIC All Legal Groups Resident Students. For a more comprehensive overview, please see the Children and Youth in Care: How Are We Doing? report [here](#).

Interpreting the provincial data graphs:

Masked – This marker indicates that the data is masked according to the above policy to protect student privacy.

No Data – This marker indicates that no data is available for this cohort and year. This means there are no students in the selected cohort (i.e., cohort=0).

INTELLECTUAL DEVELOPMENT

Educational Outcomes



INTELLECTUAL DEVELOPMENT

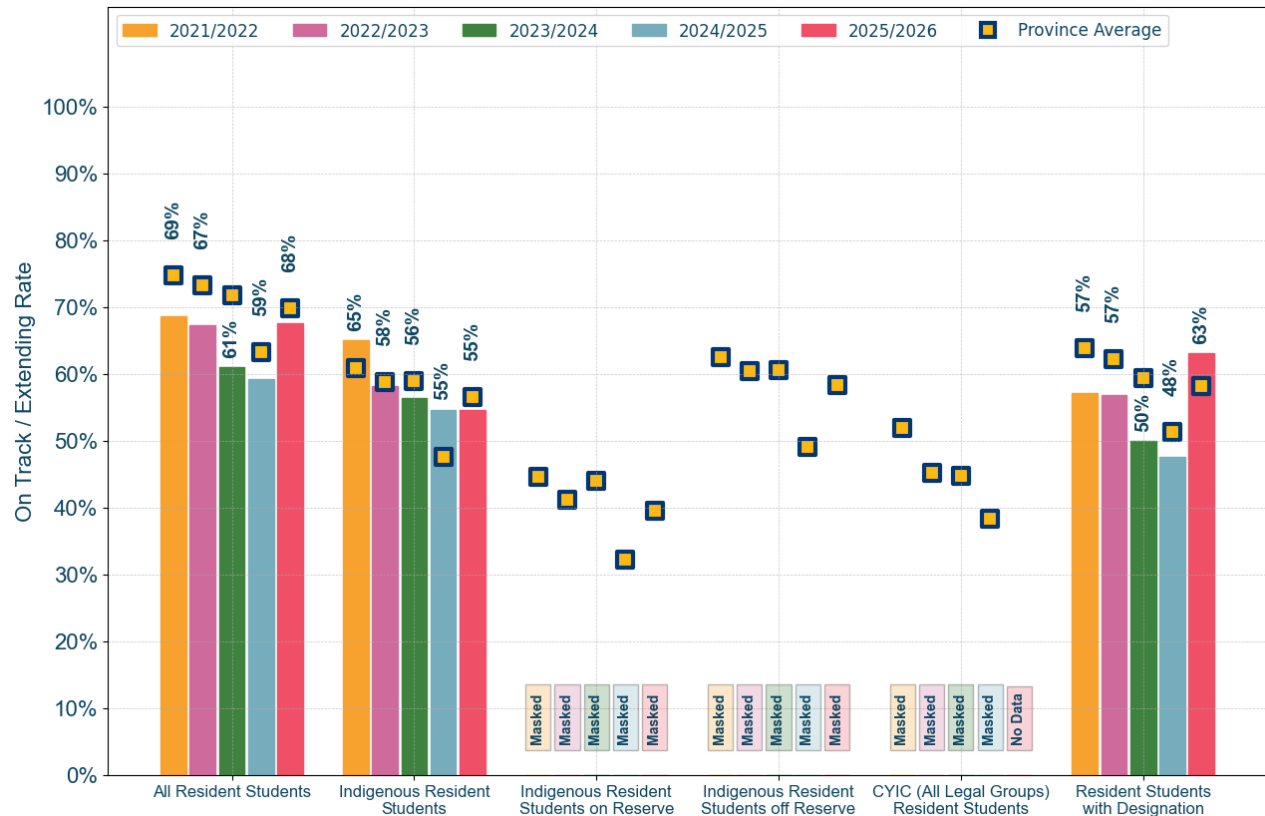
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy – Expected Count/Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	504 93%	502 91%	486 91%	532 97%	511 95%
Indigenous Resident Students	113 96%	103 88%	100 85%	120 98%	94 91%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	72 68%	90 64%	75 80%	67 91%	78 73%

Grade 4 FSA Literacy – On Track / Extending Rate School District No. 83 (K̓wsaltktnéws ne Secwepemcúl'ecw)



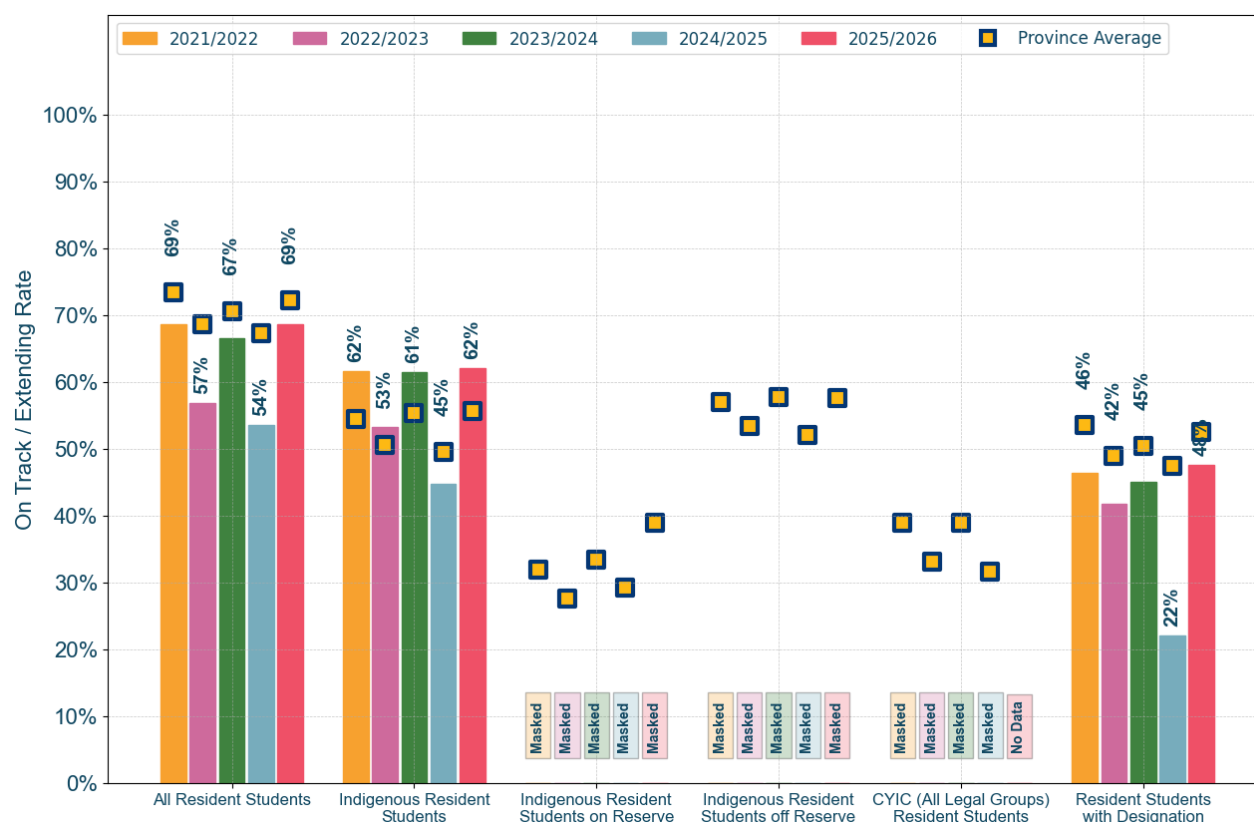
INTELLECTUAL DEVELOPMENT

Educational Outcome 1: Literacy

Grade 7 FSA Literacy – Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	539 92%	560 90%	509 92%	528 94%	520 95%
Indigenous Resident Students	129 93%	128 82%	94 88%	113 93%	108 95%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	114 85%	123 80%	99 81%	110 78%	127 84%

Grade 7 FSA Literacy – On Track / Extending Rate School District No. 83 (K̓wsaltktnéws ne Secwepemcúl'ecw)



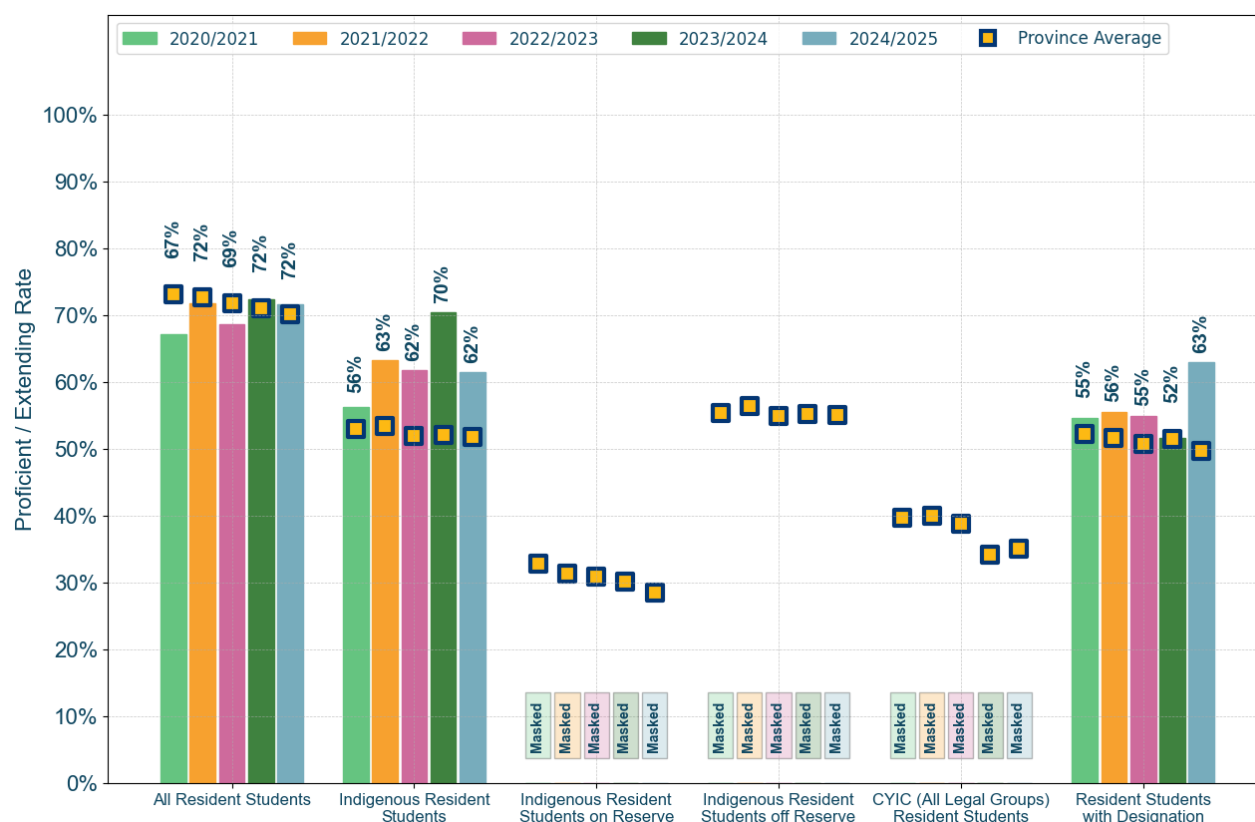
Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy – Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	522 79%	502 81%	535 85%	545 86%	539 90%
Indigenous Resident Students	128 66%	125 70%	134 78%	127 79%	121 86%
Indigenous Resident Students on Reserve	Masked	Masked	11 91%	14 71%	Masked
Indigenous Resident Students off Reserve	Masked	Masked	123 77%	113 80%	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	128 66%	128 70%	140 75%	141 76%	127 77%

Grade 10 Graduation Assessment Literacy – Proficient / Extending Rate

School District No. 83 (Ķwáłtknéws ne Secwepemcúl'ecw)

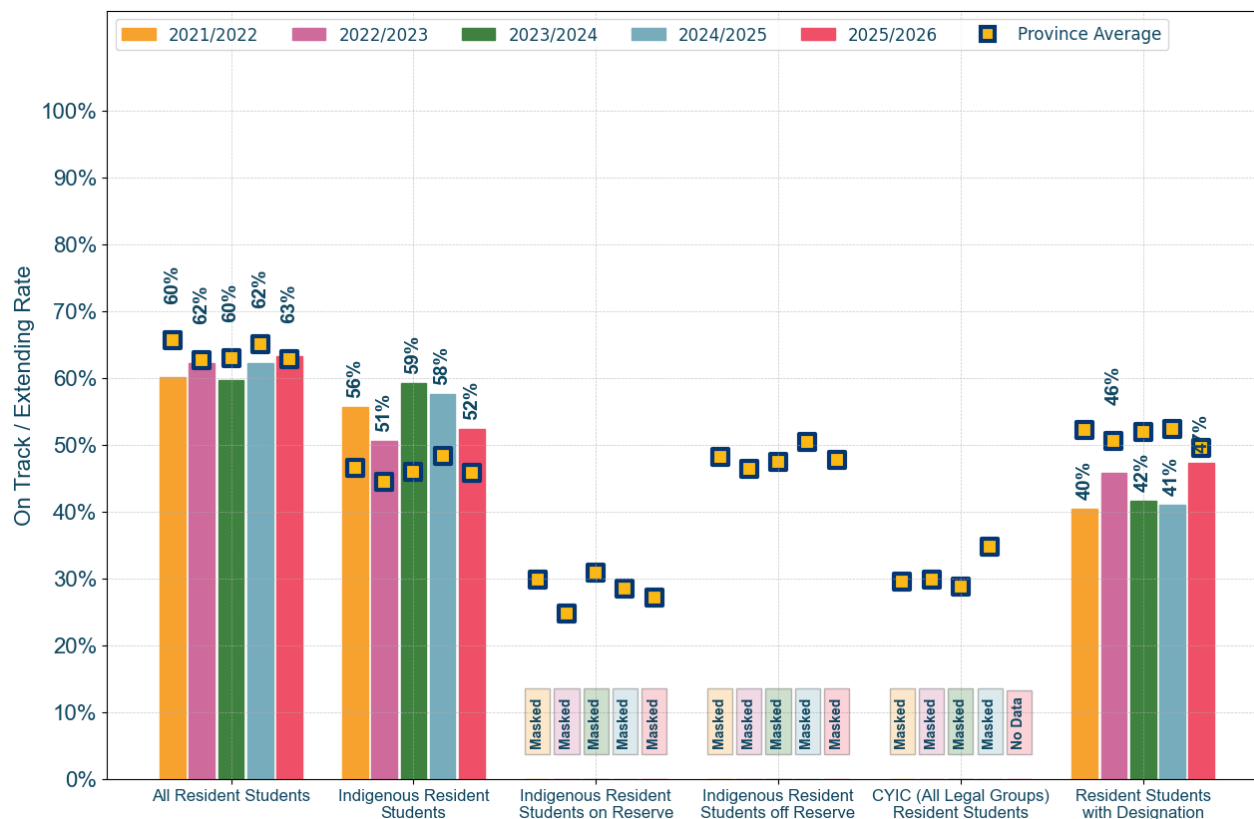


Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy – Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	504 92%	502 91%	486 91%	532 97%	511 94%
Indigenous Resident Students	113 94%	103 86%	100 86%	120 98%	94 89%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	72 65%	90 66%	75 80%	67 91%	78 73%

Grade 4 FSA Numeracy – On Track / Extending Rate School District No. 83 (K̓wsalktnéws ne Secwepemcúl'ecw)



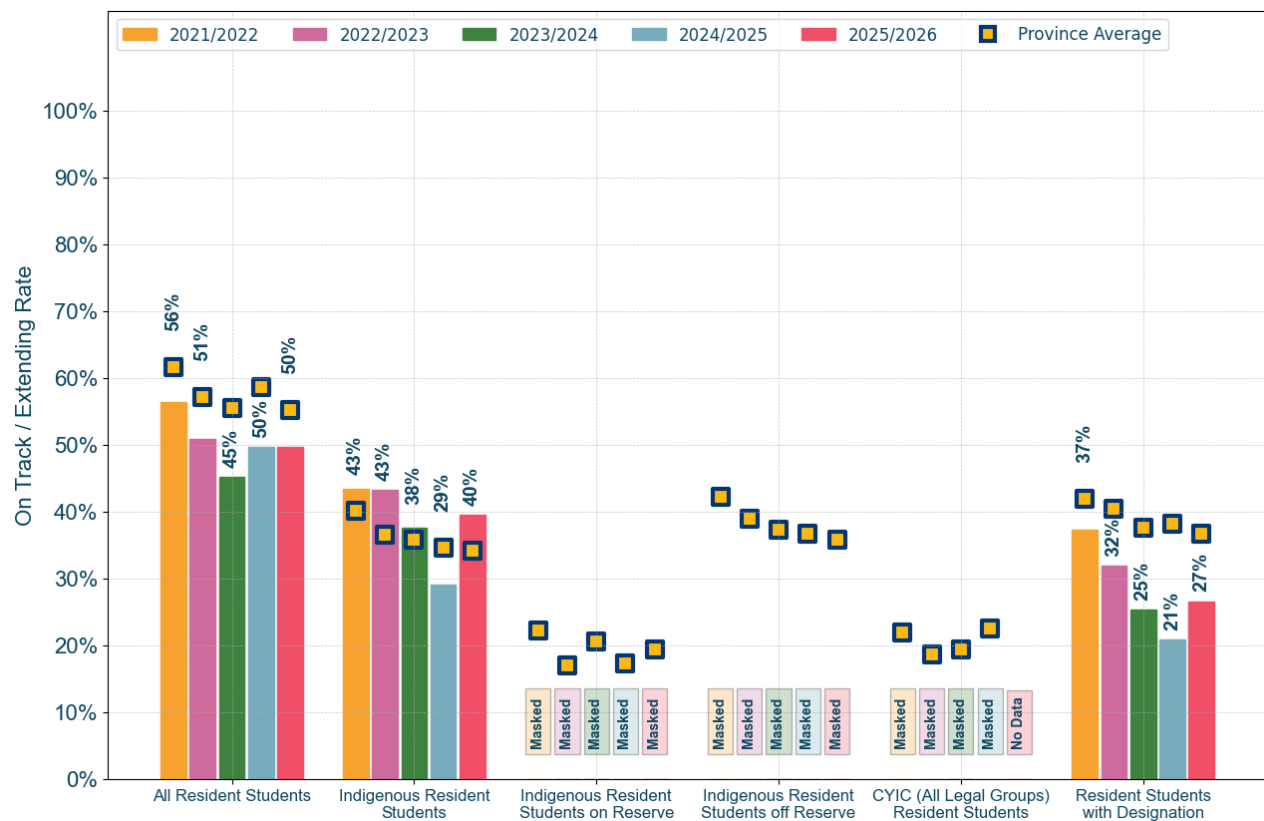
INTELLECTUAL DEVELOPMENT

Educational Outcome 2: Numeracy

Grade 7 FSA Numeracy – Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	539 93%	560 89%	509 92%	528 95%	520 94%
Indigenous Resident Students	129 95%	128 81%	94 90%	113 91%	108 94%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	114 87%	123 79%	99 80%	110 78%	127 86%

Grade 7 FSA Numeracy – On Track / Extending Rate
School District No. 83 (K̓wsalktnéws ne Secwepemcúl'ecw)



INTELLECTUAL DEVELOPMENT

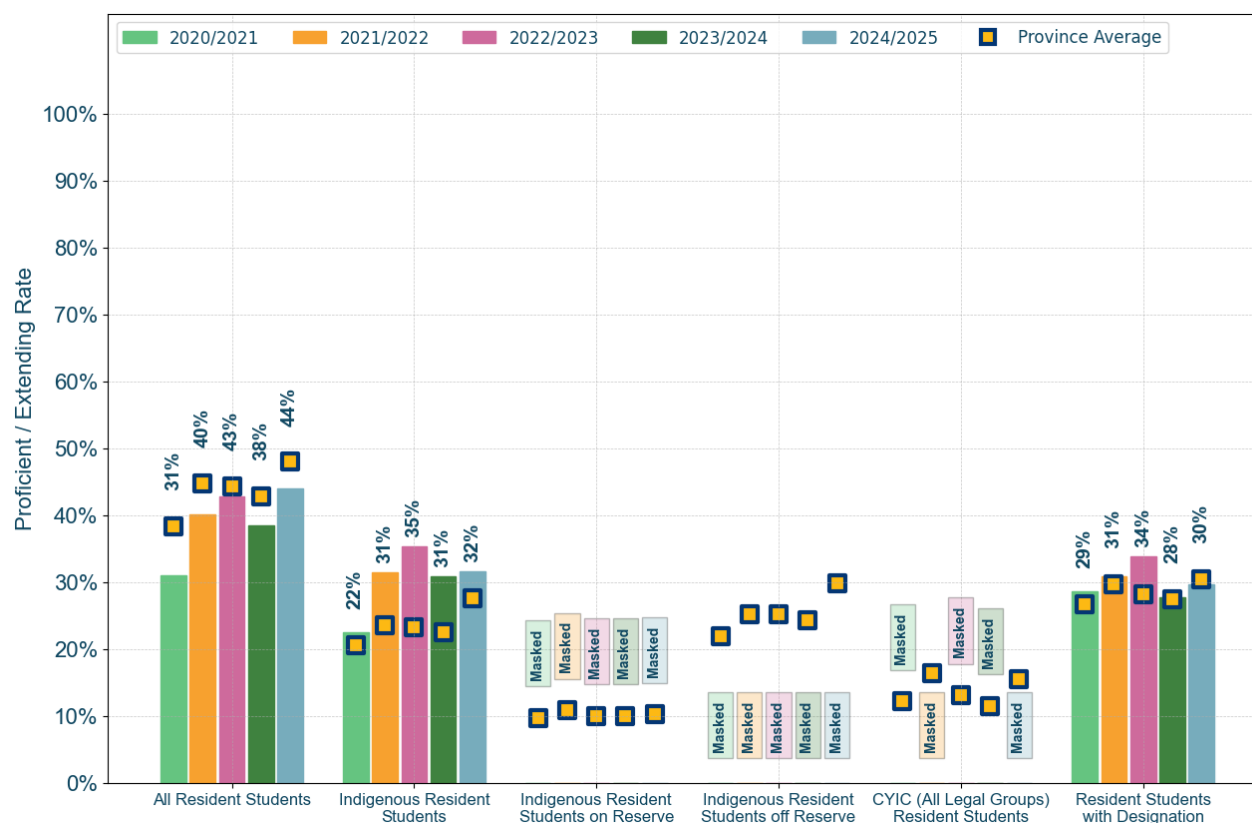
Educational Outcome 2: Numeracy

Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy – Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	521 80%	523 82%	532 88%	547 85%	536 91%
Indigenous Resident Students	126 71%	126 73%	133 83%	130 81%	121 87%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	129 64%	125 71%	139 73%	142 73%	126 77%

Grade 10 Graduation Assessment Numeracy – Proficient / Extending Rate School District No. 83 (K̓wsaltktnéws ne Secwepemcúl'ecw)

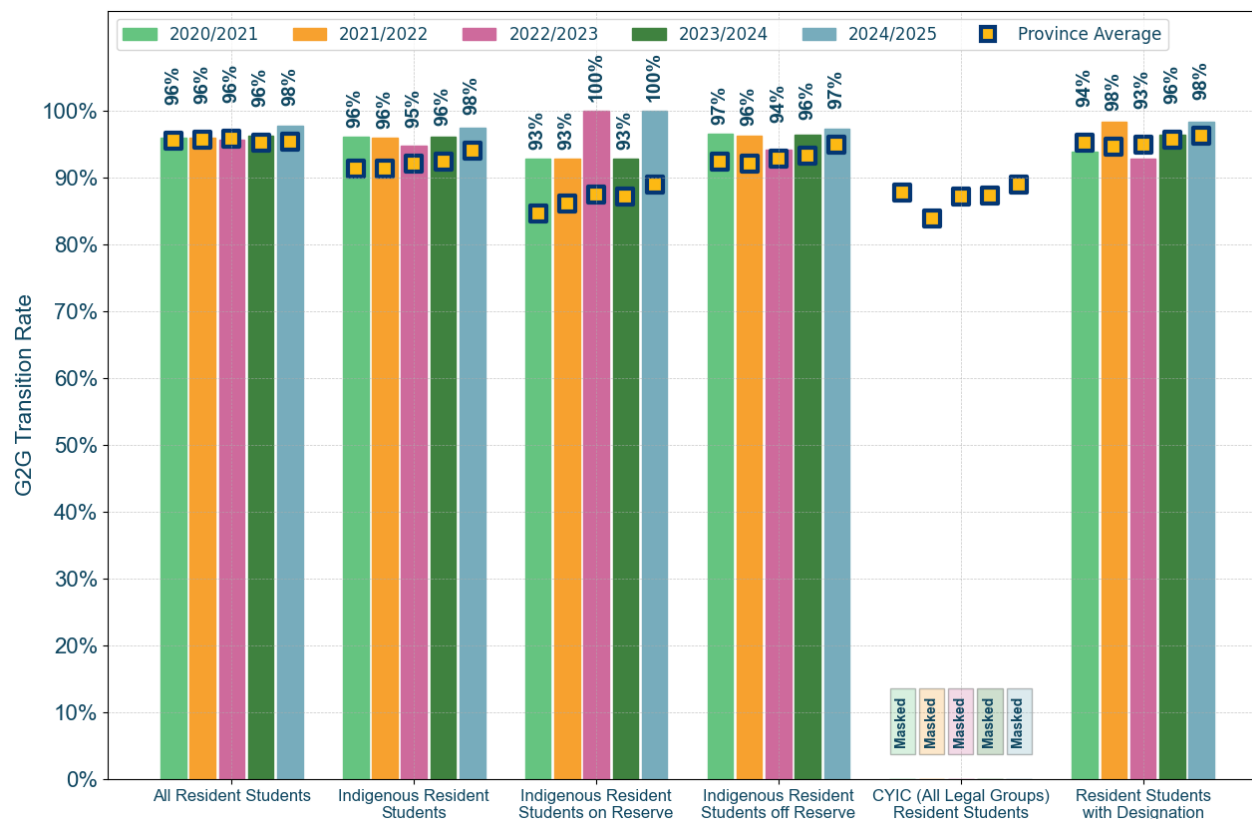


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition – Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	523	516	532	548	541
Indigenous Resident Students	130	124	133	128	122
Indigenous Resident Students on Reserve	14	14	11	14	11
Indigenous Resident Students off Reserve	116	110	122	114	111
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	132	125	140	140	127

Grade 10 to 11 Transition Rate
School District No. 83 (K̓wsalktnéws ne Secwepemcúl'ecw)



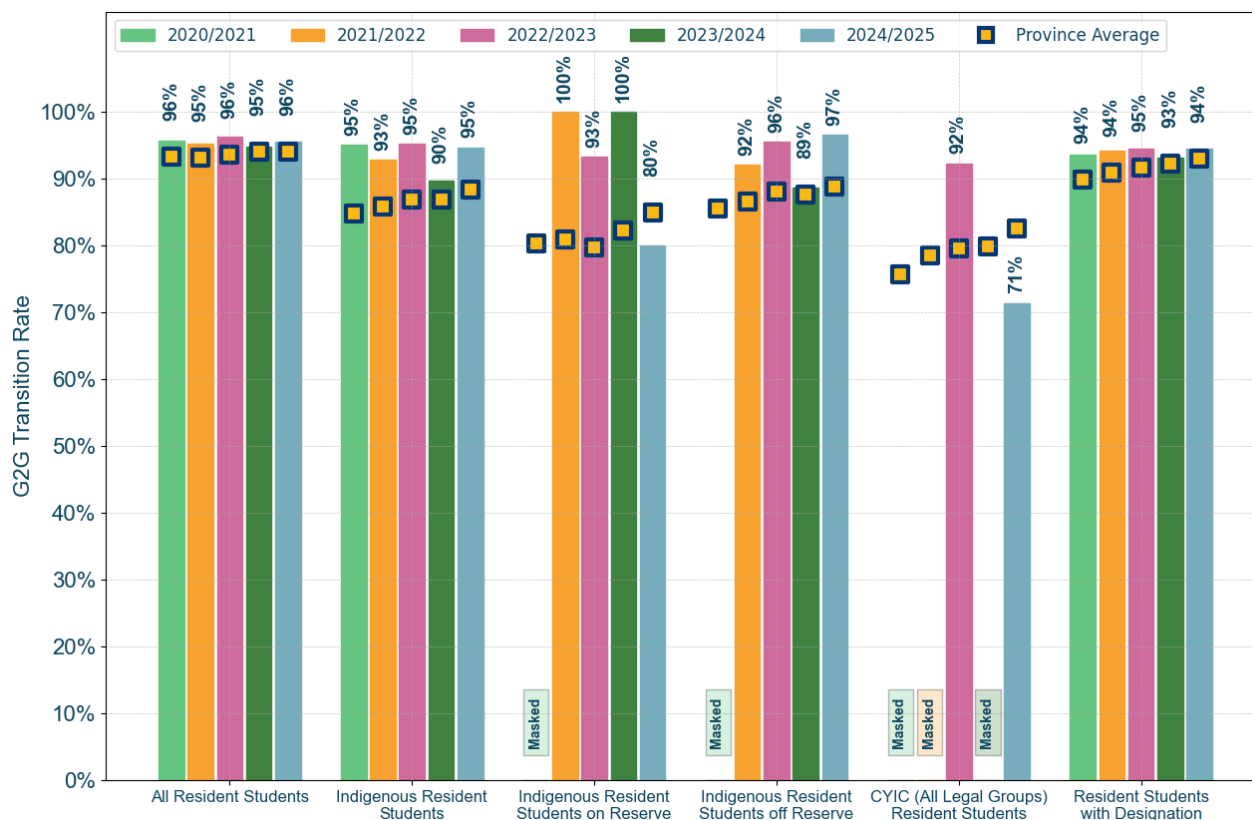
INTELLECTUAL DEVELOPMENT

Educational Outcome 2: Numeracy

Grade 11 to 12 Transition – Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	423	528	512	532	543
Indigenous Resident Students	102	126	127	136	132
Indigenous Resident Students on Reserve	Masked	12	15	13	15
Indigenous Resident Students off Reserve	Masked	114	112	123	117
CYIC (All Legal Groups) Resident Students	Masked	Masked	13	Masked	14
Resident Students with Designation	95	139	128	147	144

Grade 11 to 12 Transition Rate
School District No. 83 (K̓wsalktnéws ne Secwepemcúl'ecw)



Review Data and Evidence – So What?

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

- Literacy outcomes show encouraging improvement, but consistency remains a priority. Grade 4 literacy rebounded to 68% in 2025/26 after several years of decline, while Grade 7 literacy returned to 69%, matching the district's strongest recent performance. Despite Indigenous learners outperforming their provincial peers, Indigenous learners, along with students with designations, continue to perform below all resident students within the district.
- Numeracy remains the district's greatest area of concern, particularly in the intermediate years. Although Grade 4 numeracy improved to 63%, Grade 7 numeracy remains well below earlier performance at 50%, with particularly low outcomes for Indigenous learners (40%) and students with designations (27%).
- Persistent achievement gaps remain for priority learners in both the Grade 10 literacy and numeracy assessments, with Indigenous students and students with designations generally demonstrating significantly lower proficiency rates than the overall student population.

Respond to Results – Now What?

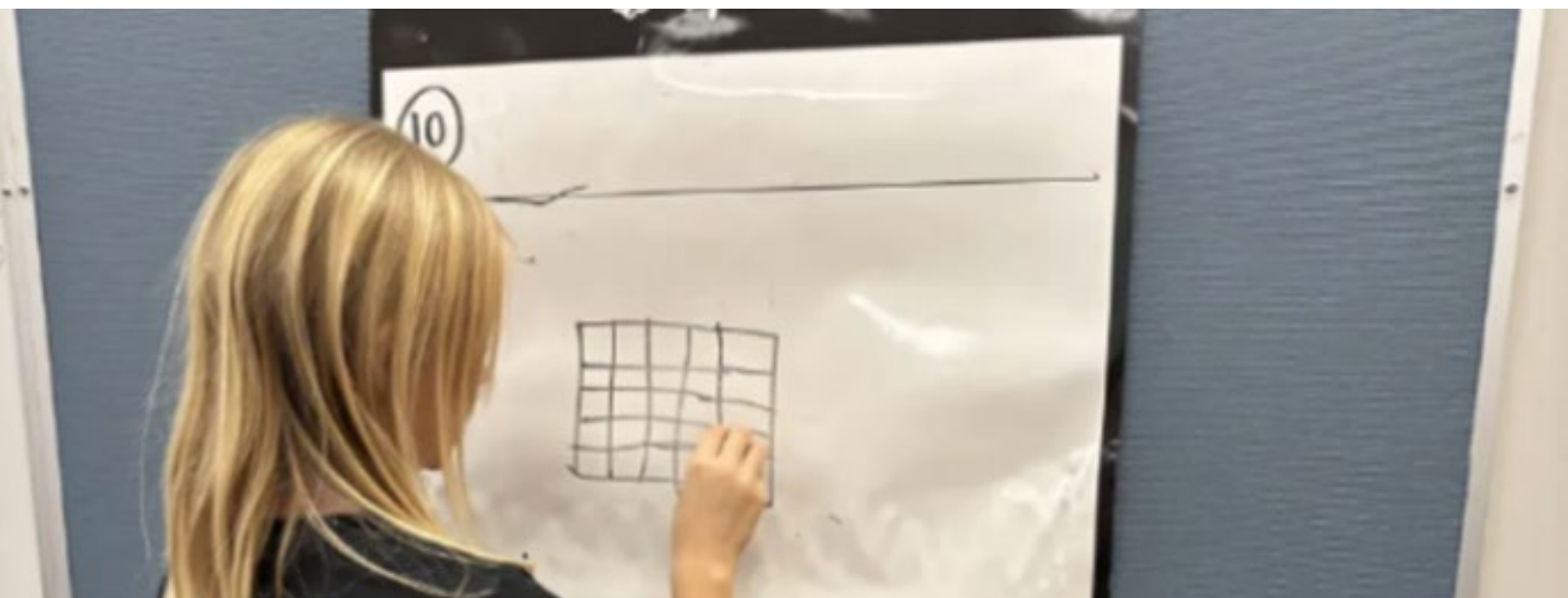
What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

- Continue to strengthen Tier 1 literacy instruction through consistent, high-quality implementation of Heggerty and UFLI Foundations across primary classrooms and the introduction of Word Origins in Grades 3–5. Provide ongoing, job-embedded professional learning, coaching, and collaborative support to build teacher capacity and strengthen fidelity of implementation. Align instruction, intervention, and assessment with evidence-based practices, including the district-wide use of School-Wide Write assessments, to identify learning needs, monitor progress, and inform responsive instruction. This coordinated approach will support stronger literacy outcomes for all students while accelerating growth for Priority Learners.
- Strengthen numeracy achievement through sustained implementation of *Building Thinking Classrooms*, expanded use of MathUP as an anchor resource, and the Numeracy Residency model. Use assessment data, including SNACC (Student Numeracy Assessment of Critical Concepts) and SNAP (Student Numeracy Assessment & Practice), to identify learning needs early, monitor student progress, and provide timely, targeted intervention, with particular attention to Priority Learners. Continue to invest in job-embedded professional learning, collaboration, and instructional coaching to strengthen teacher capacity, improve the consistency of high-quality numeracy instruction, and accelerate numeracy outcomes across the district.

INTELLECTUAL DEVELOPMENT

Analyze, Interpret, Adjust, Reflect

- Continue to leverage Graduation Pathway Circles and Success Teacher time in all secondary schools to ensure Indigenous students are meaningfully engaged in academic and career programming that supports successful graduation and strong transitions to post-secondary education, training, or the workforce. By knowing each student—their strengths, aspirations, interests, and potential—we can provide intentional guidance that encourages students to pursue appropriately challenging academic pathways and keeps future opportunities open. Graduation Pathway Circles also provide an important opportunity for the Indigenous Education Leadership Team to work alongside school teams to deepen understanding of systemic racism, challenge the racism of low expectations, and ensure that high expectations, equity, and student aspirations are central to educational and transition planning.
- Continue to support school teams through their learning partners to develop and refine goals and action plans using data sets and evidence based strategies.
- Strengthen collaboration among classroom teachers, Indigenous Education staff, Student Support Services, and families to create individualized pathways that improve achievement while fostering belonging, engagement, and cultural responsiveness.
- Continue to strengthen inclusive practices and supports for diverse learners, particularly at the elementary and middle school levels, through deeper implementation of Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS). Develop a consistent district-wide MTSS framework that supports early identification, prevention, and targeted intervention based on student need. Build staff capacity through professional learning in behaviour support, classroom management, de-escalation, and evidence-based interventions. Increase school-based capacity through Inclusion Resource Teachers who support social-emotional learning, inclusive practices, and proactive responses to complex behaviour.



HUMAN AND SOCIAL DEVELOPMENT

Educational Outcomes

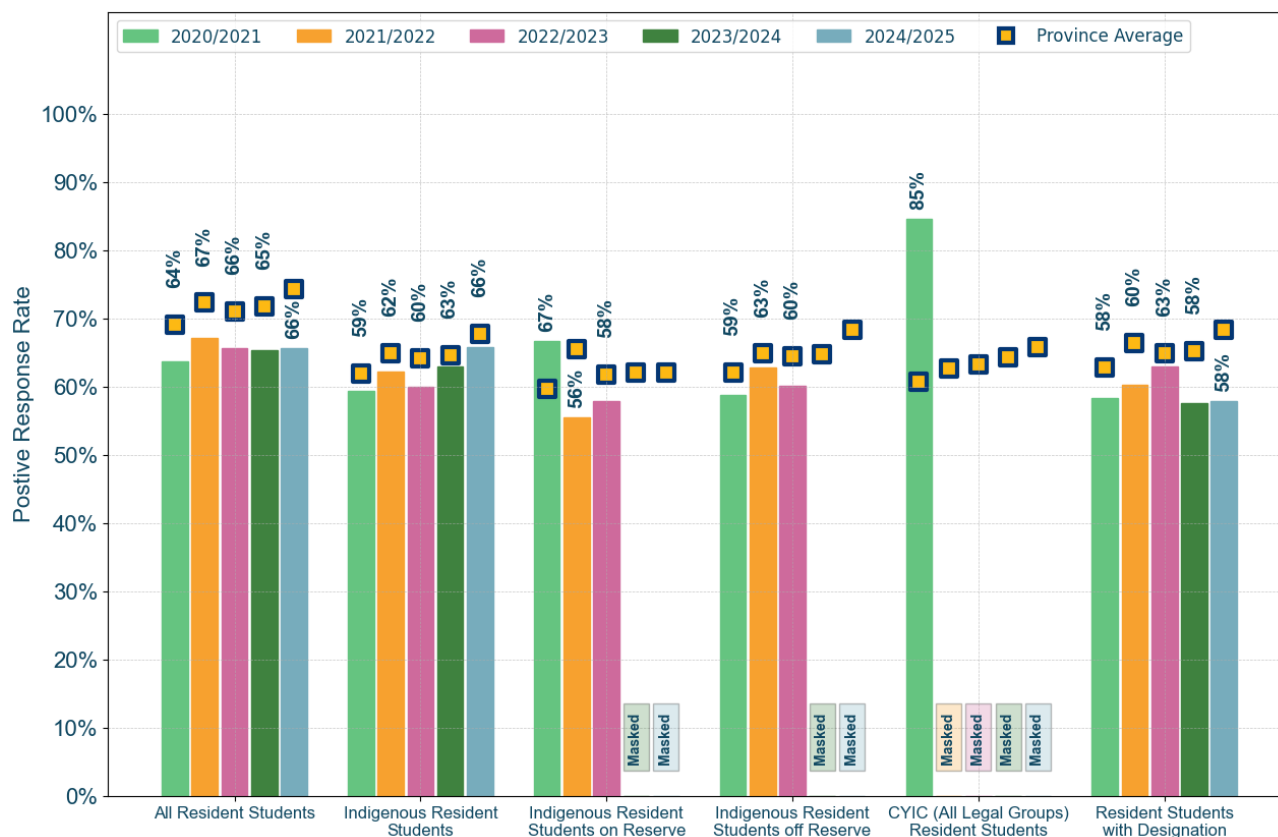


Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

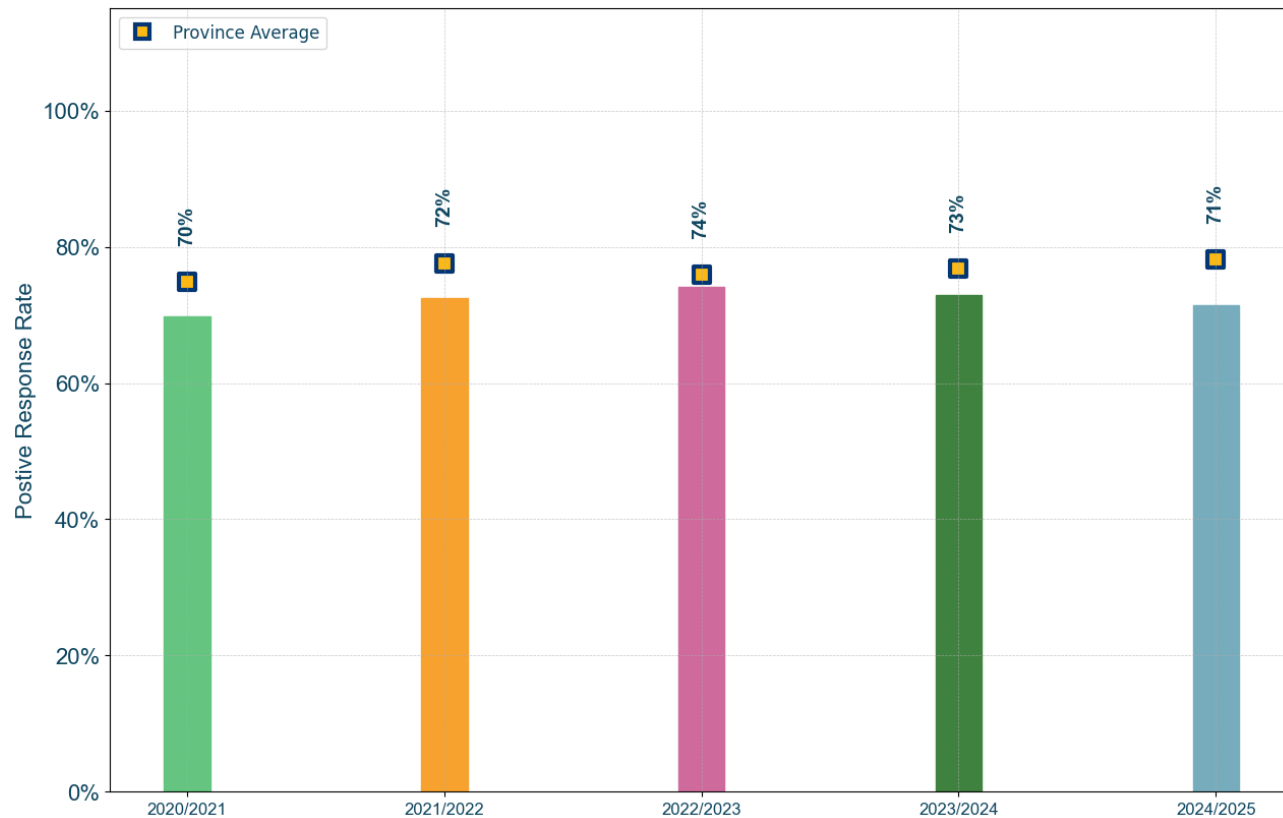
Student Learning Survey – Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1493 80%	1538 80%	1578 81%	1538 83%	1601 85%
Indigenous Resident Students	339 79%	360 74%	360 75%	321 77%	355 78%
Indigenous Resident Students on Reserve	25 64%	28 64%	27 78%	25 72%	26 77%
Indigenous Resident Students off Reserve	314 80%	332 75%	333 75%	296 77%	329 78%
CYIC (All Legal Groups) Resident Students	24 54%	14 71%	Masked	15 73%	Masked
Resident Students with Designation	315 71%	310 72%	351 75%	314 75%	304 77%

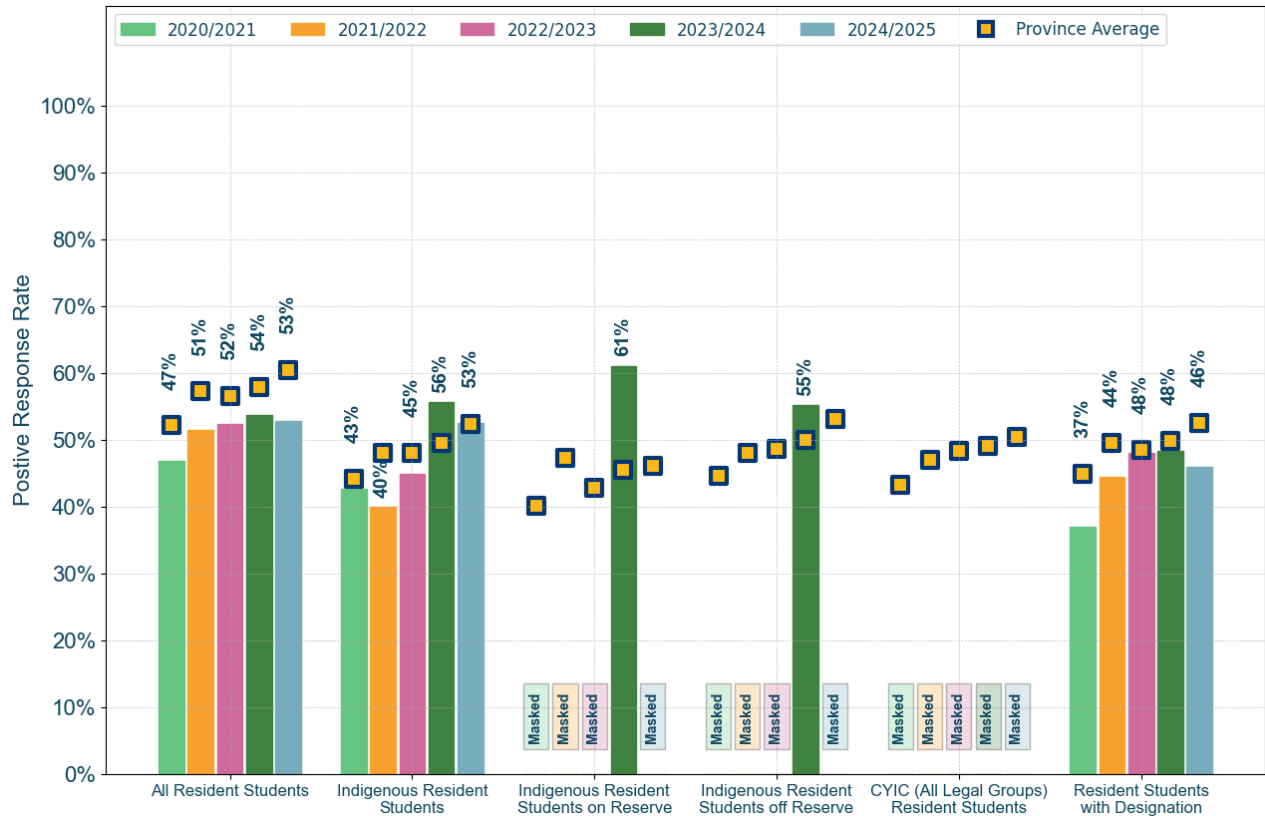
Feel Welcome – Positive Response Rate for Grades 4, 7, and 10 School District No. 83 (K̓wsaltk̓néws ne Secwepemcúl'ecw)



**Feel Safe – Positive Response Rate for Grades 4, 7, and 10
School District No. 83 (Kwátsktnéws ne Secwepemcúl'ecw)**

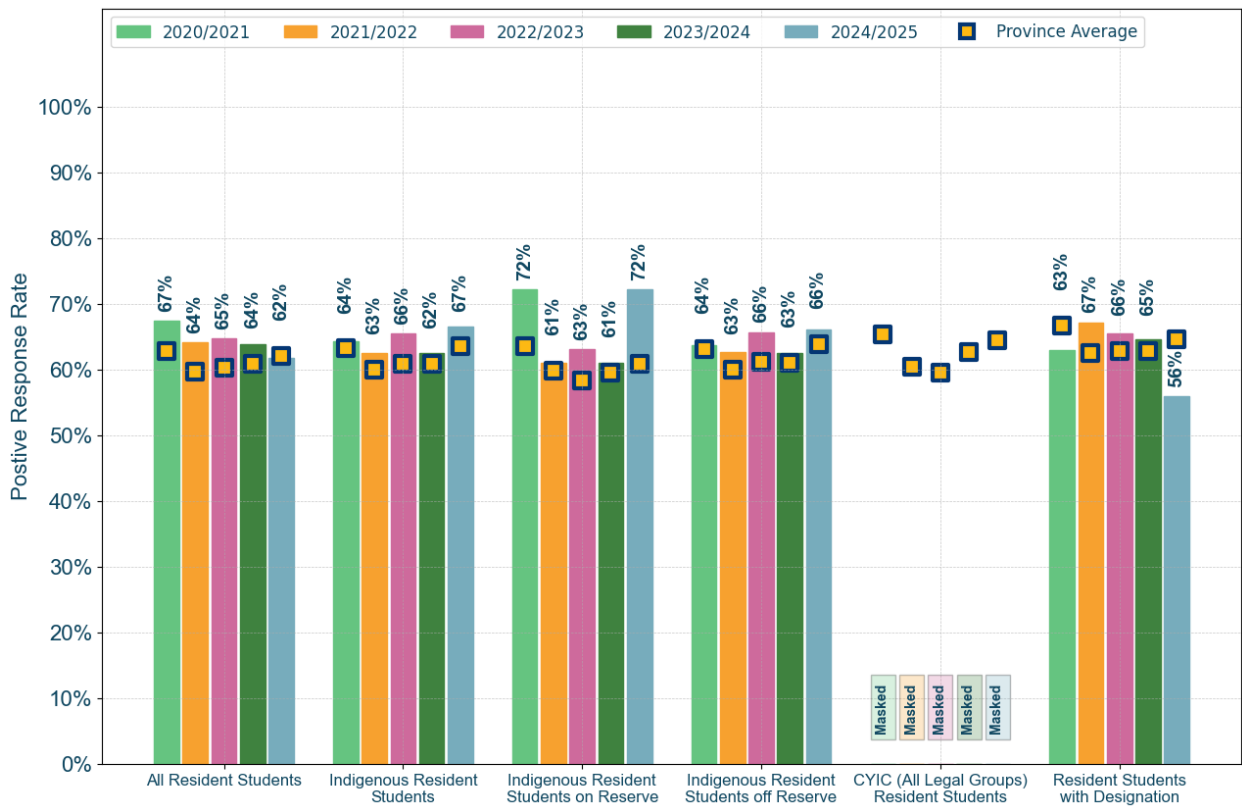


Sense of Belonging – Positive Response Rate for Grades 4, 7, and 10
School District No. 83 (K̓wsaltktnéws ne Secwepemcúl'ecw)



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

2 or more Adults Care – Positive Response Rate for Grades 4, 7, and 10
School District No. 83 (K̓wsaltktnéws ne Secwepemcúl’ecw)



What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

- ## Respond to Results – Now What?

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

- Equity of student experience needs to remain a central focus in school learning plans to ensure the experiences of Indigenous students, children and youth in care, and students with designations are equivalent to those of the overall student population.
- Continue the practice of transition meetings and events that are planned for students who are transitioning into schools and between schools.
- Continue the collection of qualitative data around sense of belonging, feeling welcome at school, and having two or more caring adults for children and youth in care, Indigenous learners, and students with designations.
- Continue the implementation of Restorative Practices across all schools within the district.
- Continue cultivating the collaborative relationship with Splat sin Stsmamlt Services in identifying all on-reserve Splat sin students who are in care arrangements.
- Continue the conversations with the Salmon Arm MCFD office around information sharing and establishing wrap-around Student Support Plans for children and youth in care.

CAREER DEVELOPMENT

Educational Outcomes



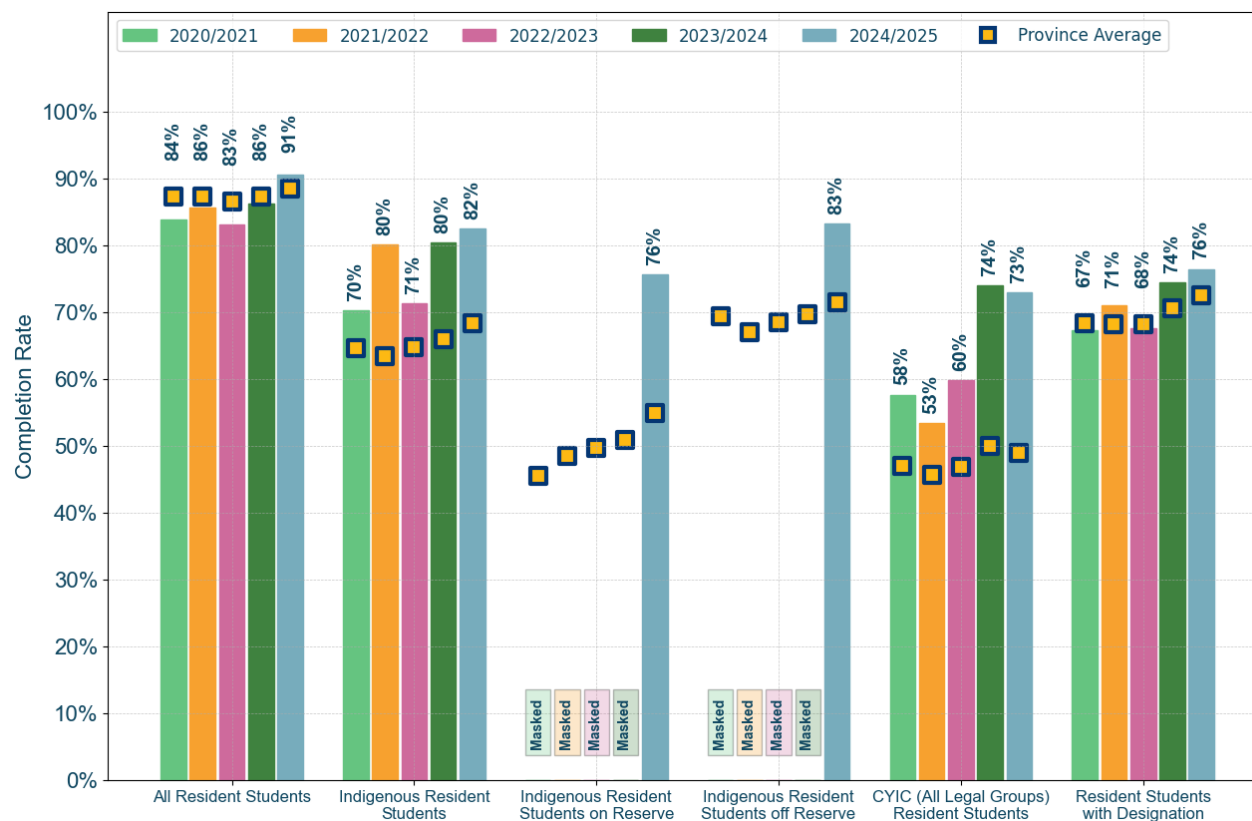
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

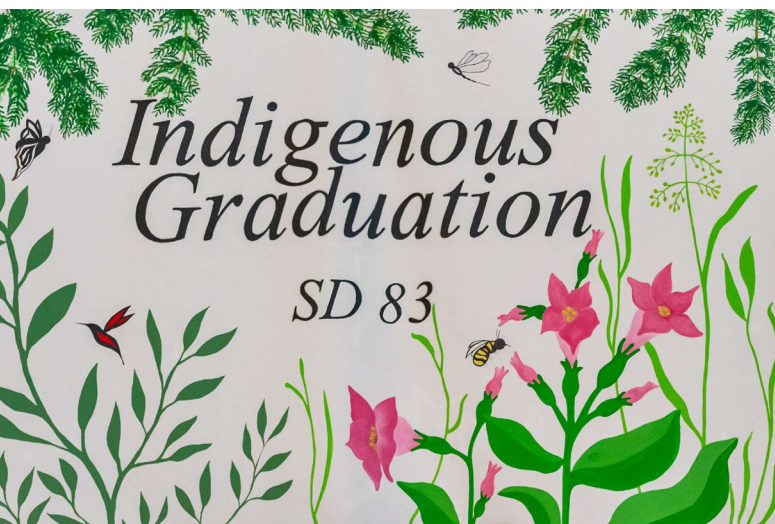
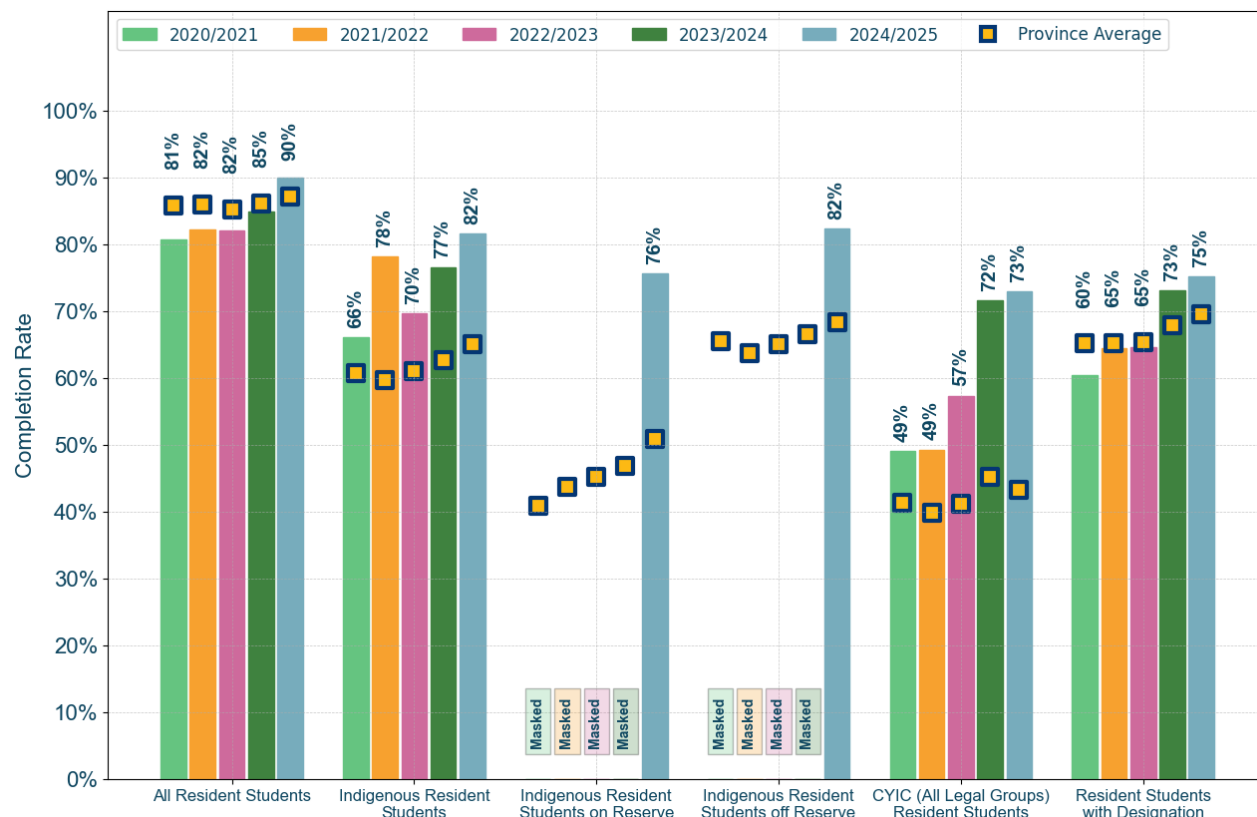
Completion Rate – Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	491 45	480 48	582 54	561 49	585 61
Indigenous Resident Students	105 10	115 11	139 13	139 12	142 15
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	15 2
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	127 13
CYIC (All Legal Groups) Resident Students	38 3	27 3	44 4	46 4	41 4
Resident Students with Designation	158 14	121 13	177 16	163 14	185 19

5-Year Completion Rate – Dogwood + Adult Dogwood
School District No. 83 (K̓wsaltktnéws ne Secwepemcúl'ecw)



5-Year Completion Rate – Dogwood
School District No. 83 (K̓wsaltktnéws ne Secwepemcúl'ecw)



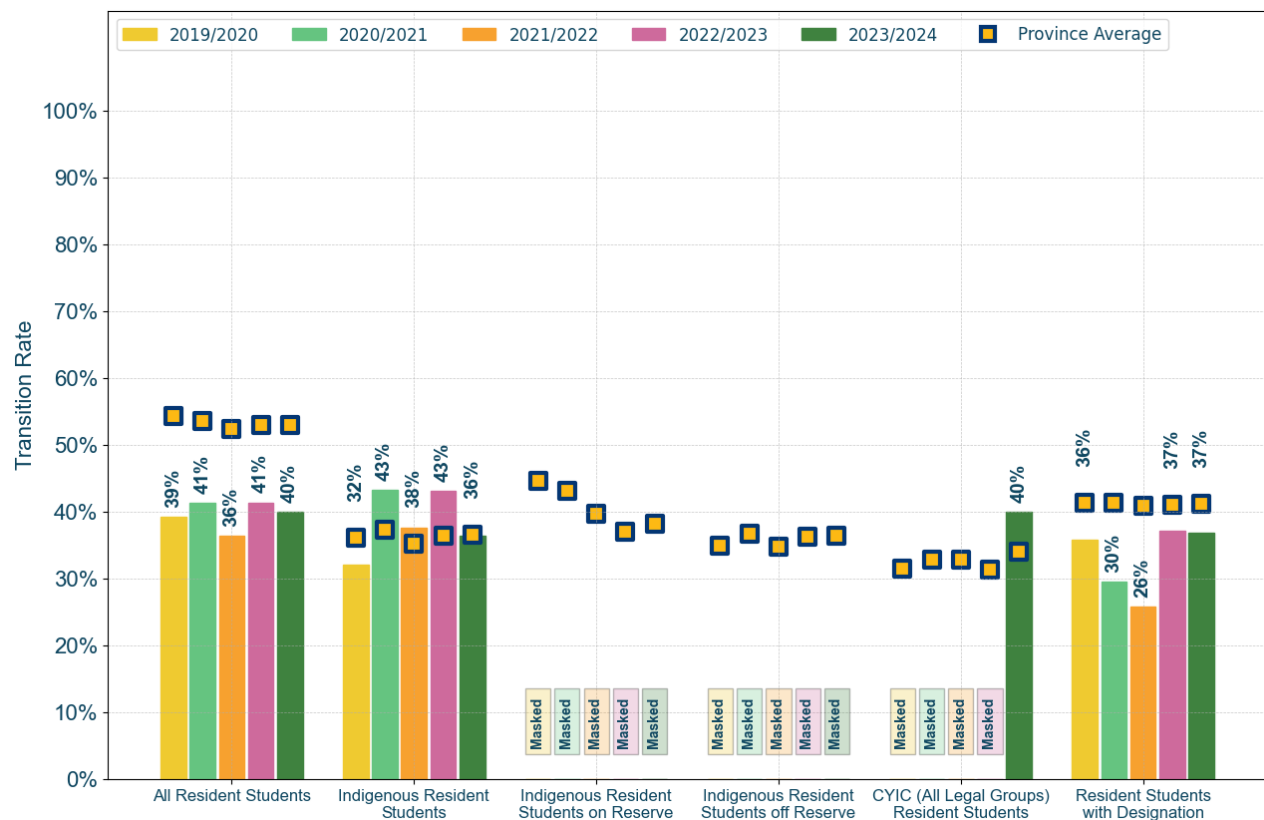
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

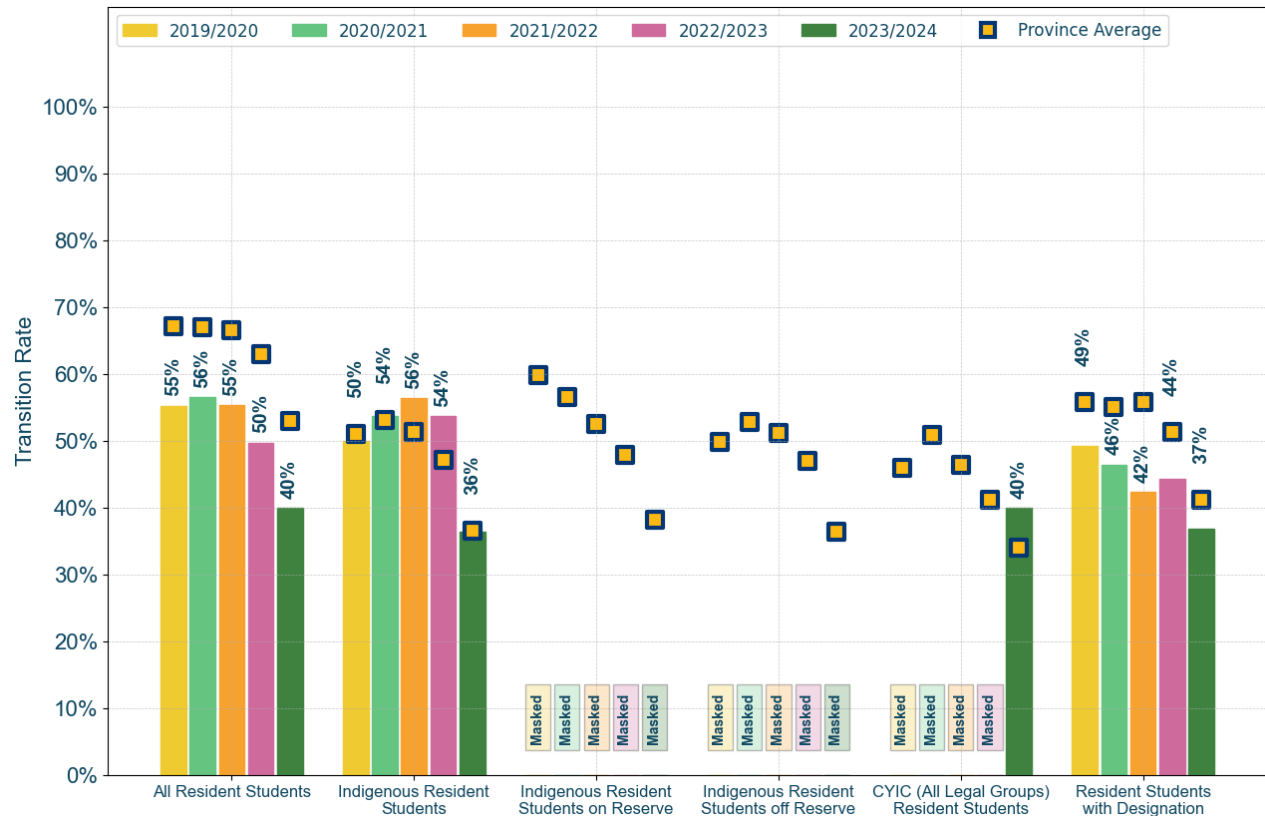
Transition to Post-Secondary – Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	349	377	363	442	445
Indigenous Resident Students	78	67	85	95	99
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	30
Resident Students with Designation	67	71	66	97	95

Immediate Transition to Post-Secondary
School District No. 83 (K̓w̓s̓altk̓tn̓éws ne Secwepemcúl'ecw)



Within 3 Years Transition to Post-Secondary School District No. 83 (K̓wsaltktnéws ne Secwepemcúl'ecw)



Review of Data and Evidence – So What?

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

- Overall completion is a significant strength and has moved above the provincial average for the first time in five years. The district's five-year Dogwood completion rate reached 90% in 2024/25, compared with a provincial rate of approximately 87%. This represents substantial improvement from 81% in 2020/21.
- Students with designations are also completing at rates above the provincial comparison. The district's Dogwood completion rate for students with designations increased from 60% in 2020/21 to 75% in 2024/25, compared with a provincial rate of approximately 70%. This is a significant improvement, although an approximately 15-point gap remains between students with designations and the district's overall student population.
- The transition to post-secondary rates (immediate and within 3 years) is trending in a negative direction. While this mirrors the provincial data, it does signal the need to continue to monitor our strategies and actions to support successful transitions as learners enter and progress through to graduation and determine a life pathway.

Respond to Results – Now What?

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

- Implementation of a new K-12 Career Education Portfolio (myBlueprint+) to provide targeted attention to improving successful transitions for all students.
- Continue to prioritize Indigenous learners' participation in trades samplers and dual credit programs.
- The district will participate in the newly launched Life Skills for Work Provincial Community of Practice, collaborating with Okanagan College to further develop and strengthen our Life Skills for Work initiative. This work will focus on expanding meaningful career exploration, skill development, and transition opportunities for students with diverse abilities and disabilities, supporting successful pathways from secondary school into post-secondary education, training, and employment.



314 Shuswap Street South West Salmon Arm, BC V1E 4N2 | 250.832.2157
www.sd83.bc.ca

