

**SEPTEMBER 2024**

# **ENHANCING STUDENT LEARNING REPORT**

**Sooke School District**

**Approved by Board on September 24, 2024**



# Enhancing Student Learning

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## **District Context**

We are honoured by the relationships we have with the three local Nations, and use the words gifted by them in our territory acknowledgement. We raise our hands in gratitude as we learn in, with, and from community. Through these words, we show respect to the Nations who have lived, worked, and played on these lands since time immemorial. Throughout this Report and all our work, we reinforce our collective commitment towards equity and parity for all learners.

Adjacent to Victoria on Southern Vancouver Island, Sooke School District is one of the fastest growing districts in British Columbia. The district encompasses a broad geographical area stretching from the Highlands to Port Renfrew, and is inclusive of the communities of Langford, Colwood, Metchosin, Sooke and the Highlands. Our largest school accommodates 1700 students, while our smallest school serves just 14. The landscape is diverse, featuring oceanfront, forests, farmland, and mountain ranges.

The Sooke School District includes 5 secondary schools, 5 middle schools, and 19 elementary schools. A future elementary school is scheduled to open in September of 2025, with several other capital building projects in various planning stages. We also offer innovative online and continuing education programs, and a robust international school program.

Our schools and programs serve over 14,000 students. The following demographics illustrate Sooke District's diverse student population:

- 16.9% supported through Inclusive Education Services
- 9.8% Indigenous ancestry (68% First Nations, 31% Métis, 1% Inuit)
- 7.9% English Language Learners
- 7.0% Newcomers
- 2.3% International program
- 0.9% Children and Youth in Care

The Sooke District experiences enrolment growth of 4.5% annually, resulting in unique district pressures. Strong partnerships with our municipal governments and community organizations support the district in ensuring that we provide optimal services, infrastructure, and learning environments for our community. The district's ability to respond to growth pressures while meeting community expectations for meaningful and healthy learning environments is an opportunity that our Board of Education steadfastly embraces.

This Enhancing Student Learning Report provides a review of Year 3 of the Sooke School District's 2021-2025 Strategic Plan. Through reflecting on provincial and local data, we have drawn upon the analysis and conclusions to develop intentional action plans, creating the conditions for all learners to develop their individual potential and contribute to a healthy and vibrant community. We strive to be a district where curiosity and lifelong learning thrive in safe, engaging schools that empower voices and inspire growth, creativity, and success for all. We are committed to removing barriers and building equity and parity for all learners through a strategic and intentional focus on continuous improvement.

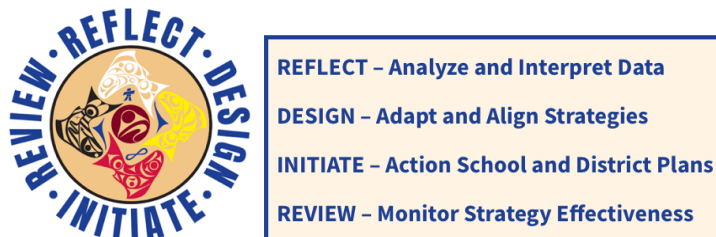
## Current Strategic Plan Priorities

Our current strategic plan is a commitment to equity, inclusion, and progress for all. We are in our final year of the 2021-2025 Strategic Plan which prioritizes its focus on learning, engagement, and growth. As a district, we strive to develop adaptable learners who are creative, critical, and social thinkers, equipped to become educated citizens in a culture of belonging. At the same time, we pursue organizational excellence to sustain a vibrant and thriving school district. The full Strategic Plan 2021-2025 can be found here: [Strategic Plan](#).

Learning	Engagement	Growth
GOAL To develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens	GOAL To create a culture of belonging	GOAL To pursue organizational excellence to support a vibrant school district

Strategic Plans guide districts as they seek to navigate three pivotal questions: How are students doing and how do we know? What did we learn from reviewing the evidence? What are our next steps to address emergent areas for attention? Sooke School District uses multiple sources of data to inform school and district planning. As we begin our final year of this Strategic Plan, we look to further align its focus with School Growth Plans, Department Operational Plans, and the District Operational Plan. A comprehensive review of our Continuous Improvement Cycle can be found in Appendix C of this report.

### *Continuous Improvement Cycle*



*The Cycle of Life is a contemporary design by artist Rande Cooke, commissioned in 2009 for Sooke School District's first Aboriginal Enhancement Agreement.*

## Looking Back on the Year: Effectiveness of Implemented Strategies

Over the course of 2023-2024, staff refined and implemented the strategies outlined in the annual District Operational Plan and in school and department Equity in Action Plans. These collaboratively developed commitments provided a roadmap towards successfully meeting the Strategic Plan's goals and objectives. To view these plans, please use the following links: [2023-2024 Operational Plan](#) and [Equity in Action Plan](#).

The district's comprehensive process of charting accountability through a Strategic Plan Proficiency Scale (rubric) links the progress toward outcomes and goals identified in the Strategic Plan and our various operational plans. Progress is reported to the board quarterly, and Annual Reports are received at the end of each school year. For a deeper overview of the district's progress regarding its Strategic Plan, please see: [Annual Report to the Board of Education 2023-2024](#).

In relation to enhancing student learning, an analysis of the evidence of progress made in the three strategic priorities of Learning, Engagement and Growth is found in this report's *Section A: Reflecting Student Learning Outcomes*. The highlighted strategies below are a few of many key district initiatives which have direct impact on improved student learning outcomes and elimination of parity and equity gaps for priority learners.



## District Successes

**Local Education Agreement** Both of the two LEAs in Sooke School District were renewed with the Nations in 2023-2024. A signing event occurred with T'Sou-ke Nation in the spring of 2024, and one is planned for Pacheedaht in the fall. The LEA ensures accountability for communicating student data.

**Pathway to Graduation Circles** Through safe & focussed conversations, we understand who is on their path to graduate and who may need additional care. Pathway circles include School and NA'TSA'MAHT staff and use a Green (celebrate), Yellow (monitor) or Red (action) framework.

**Elders in Residence** This is a powerful means of deepening understanding & building relationships between staff, students & the Indigenous community. This year, the program included both weekly and rotational cycles totalling 26 schools. This included Kindergarten SENĆOŦEN at four Sooke schools.

**Student Advocates** The Student Advocate position is a new role that provides support to students who are disengaged with school, or on the pathway to disengagement. In its first year, this role walked alongside many youth--an impactful role for students who are CYIC, Indigenous, or have diverse needs.

**Dual Credit Cohort** All of the neighbourhood secondary schools are now following a similar Dual Credit cohort model and are finding student success. The focus for 2023-2024 has been on Dual Credit Academic offerings and creating a consistent process for all secondary students.

**Skills for Life for Work** A collaborative initiative between the district, Ministry, and post secondary institutions to support students with diverse needs and/or disabilities in accessing a college program. Staff support student readiness for the program and all fees are covered through a Ministry grant.

**K-3 Universal Screening & Progress Monitoring** Every elementary school is supported by Literacy Intervention Teachers who use K-3 universal screening to target student literacy outcomes. Professional learning focuses on evidence aligned literacy strategies, using this intervention to improve student success.

**Early Learning** The district has supported a focus on early learning, including strengthening the transition for young learners and their families into Kindergarten. The many Ready, Set, Learn opportunities are valuable to ensure students feel welcome, safe, and connected to school.



## Existing and/or Emerging Areas for Growth

Throughout this Enhancing Student Learning Report is evidence of the programs and initiatives that highlight both student success and staff's commitment to greater educational equity. While the district will continue to support these areas of strength, further consideration of the data reported in *Section A: Reflecting Student Learning Outcomes* calls attention to emergent areas for growth. The opportunities for improvement noted below will be incorporated into the 2024-2025 district and department operational plans.

### Existing Areas for Focus

<b>Learning Objective 1</b> – <i>To provide opportunities for learners to understand, respect and appreciate diversity and inclusion.</i>	<ul style="list-style-type: none"> <li>Implement recommendations outlined in the diversity, equity, and inclusion (DEI) review to enhance student learning.</li> </ul>
<b>Learning Objective 2</b> – <i>To provide opportunities for learners to develop critical and creative thinking skills.</i>	<ul style="list-style-type: none"> <li>Expand K-12 Literacy Plan: focus on Intermediate/Middle</li> <li>Identify metrics and processes necessary to refine the continuous improvement cycle for student achievement.</li> </ul>
<b>Learning Objective 3</b> – <i>To ensure our learning environments are safe, accessible and welcoming.</i>	<ul style="list-style-type: none"> <li>Review current strategies and responses for supporting the needs of newcomer families.</li> </ul>
<b>Learning Objective 4</b> – <i>To enhance student choice and voice.</i>	<ul style="list-style-type: none"> <li>Prioritize enhancing student voice and engagement across all K-12 departments.</li> </ul>
<b>Engagement Objective 1</b> – <i>To develop, expand and implement inclusive and collaborative practices and processes.</i>	<ul style="list-style-type: none"> <li>Establish comprehensive methods for community and district partner involvement, including an engagement strategy for developing the new Strategic Plan.</li> </ul>
<b>Engagement Objective 2</b> – <i>To further the goals of the NA'TSA'MAHT Agreement following the objectives of 'One Mind' and 'One Spirit'.</i>	<ul style="list-style-type: none"> <li>Support a focus on Indigenous learner outcomes through the goals and strategies of the District's Local Education Agreement.</li> <li>Maintain Equity in Action goals and plans at both the school and district level.</li> </ul>

### Emerging Areas for Focus (new)

<b>Learning Objective 2</b> – <i>To provide opportunities for learners to develop critical and creative thinking skills.</i>	<ul style="list-style-type: none"> <li>Pilot and support use of K-8 locally developed assessment and performance indicators – DNA (Diagnostic Numeracy Assessment).</li> <li>Pilot systemic approach to universal screening of foundational literacy skills and interventions for students in intermediate and middle grades.</li> <li>Target intensive literacy-focussed interventions through collaborative partnerships between Inclusive Education and Curriculum departments.</li> <li>Continue developing and profiling accessible employment and training opportunities, as well as apprenticeships and work experience.</li> </ul>
<b>Learning Objective 3</b> – <i>To ensure our learning environments are safe, accessible and welcoming.</i>	<ul style="list-style-type: none"> <li>Transition to a more holistic model of responsibility for CYIC instead of reliance on school-based social workers.</li> <li>Improve Sense of Belonging and Adult Connections to enhance student success and positive mental health.</li> </ul>



## Strategic Engagement

Ongoing and strategic engagement is essential to the cycle of continuous improvement—it includes the consultation, collaboration, and communication efforts that moves our district towards greater student success. Our norms - “*the way we do things around here*” - are shaped by the initiatives that develop as a result of meaningful engagement. For example, Leadership meetings now begin each month with an elder or guest guiding the Leadership team through Indigenous drumming, and by doing so, moving us forward in our journey of truth and reconciliation.

The Sooke School District seeks feedback throughout the year from internal and external partner groups, ensuring we are making and communicating evidence-based decisions when considering future initiatives. Surveys are distributed for various purposes throughout the year and information received on areas such as transportation, Equity in Action, and the Board’s Mission, Vision, and Values have all informed the district’s next steps. Student achievement is reviewed at monthly Leadership meetings, Board committees, and District PAC. District and department leadership regularly meet with their teams to review Ministry and local data as it is released to the system. Quarterly meetings are held between Deputy and Associate Superintendents and District Principals and Vice-Principals to review data and align collaborative practice. Additional engagement sessions that include the voices of partner groups occur specific to district processes, cycles, and events. They include:

### *Indigenous Education Council*

Sooke’s Indigenous Education Council (IEC) formed in the 2023-2024 school year as Bill 40 was introduced and actioned. Prior to this structure, feedback was gathered through regular meetings of the Nations and learners that make up the 4 posts: Pacheedaht, T’Sou-ke, Sc’ianew, and Métis. These gatherings provide the structures and assurances for data sharing and program review for students of those Nations. Strategies and new initiatives, such as the Pathways to Graduation Circle, have come from this collaboration with Indigenous Rights Holders. The IEC’s role in our educational community is being honoured as a standing item on the Board of Education meeting agenda, creating a monthly opportunity for IEC engagement.

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### *Elders’ Circle*

The Elders’ Advisory Circle gathers throughout the year to review consultation requests from schools that are integrating local First Nations culture into learning environments. Projects include art installations and murals where local artists work with schools; Indigenous language, where areas around a school may be gifted a name following local protocol; and logo and mascot design, where a school incorporates Indigenous perspectives when choosing mascots or designing logos.

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### *Community Dinner Events*

The NA’TSA’MAHT Indigenous Education department works with each of the First Nations to co-plan community dinners with host schools, as well as an Urban and Métis dinner to honour the Indigenous people who have moved away from their home communities. This honours a distinctions-based approach to planning and co-creation. Traditional Indigenous dinners are followed by cultural activities such as blanketing, drumming, and dancing. District and school staff are also available to meet with families.

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### *The Village Initiative*

The Sooke School District is a founding member of The Village Initiative (TVI) and continues to be on its Stewardship Committee. TVI pulls together the school district, Island Health, United Way, regional nonprofits, and municipal representatives. This team is dedicated to improving the capacity, coordination, organization, and infrastructure required to better serve children, youth, and families. The Stewardship Committee meets monthly, and the full membership meets quarterly. This collaboration most recently celebrated the culmination of its work in an announcement of a regional Foundry for the Westshore community.

### *Budget Process*

The budget process in Sooke School District involves extensive internal and external engagement, directly linking the Strategic Plan to the Operational Plan and using this focus to inform the district's budget priorities. The process begins with the Executive and Leadership Team working together to review progress on the Strategic Plan. Based on this data, they identify focus areas for the following year's Operational Plan. Input is gathered through Leadership Team meetings, Resource Committee, and Board Meetings. During this time of reflecting on priority areas, partner groups are invited to engage with the Board and District Executive. The broader community also has an opportunity to speak to their priority areas for the district through a Budget Engagement Survey and at the public budget meeting in March.

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### *Leadership Advisory Groups*

Leadership Advisory Groups are brought together based on a particular need for consultation and system engagement. Members of the Leadership Team are invited to participate in an advisory group that is formed in the short term with the intent to provide feedback from school and district departments. Over the course of 2023-2024, teams came together around Budget Advisory; Diversity, Equity, and Inclusion; and Curriculum Innovation. Working collaboratively, the district leaders informed system decisions by bringing a variety of perspectives and experiences when considering an emerging issue.

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### *Student Voice*

Student voice is highlighted through engaging students in student forums, surveys, and focus groups. In order to hear from a diversified group of young people, the district is moving from a formalized Student Council to a responsive student forum or focus group on a particular subject. In February, students from each secondary site were invited to participate in an exploration of the local results from the McCreary data. Students gave feedback in a facilitated focus group, and then, together with The Village Initiative, co-presented at a community event for partner agencies summarizing the McCreary research findings.

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### *School PAC*

School Parent Advisory Councils are key in developing and maintaining parent involvement in the Sooke School District. Their role in supporting advocacy, parent education, and collaboration directly impacts on successful student learning outcomes. The district PAC, Sooke Parents' Education Advisory Council (SPEAC), expresses the parent voice at a district level. Together, these entities provide assurance that parents are part of the decision-making process as a valued district partner.

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### *Municipal Councils*

The Sooke School District has a Memorandum of Understanding with three of the municipalities that fall within the district: Colwood, Langford, and Sooke. This commitment reinforces our intentions to work together on projects of mutual benefit for the local community. The agreements outline terms of reference, including the need for regular meetings between the Mayor and Board Chair. This strategic engagement supports relationships across systems and is pivotal as we support infrastructure and community-based decisions that directly impact student learning.



## Adjustment and Adaptations: Next Steps

Embedded within the district's continuous improvement cycle are opportunities to review data, consider emerging trends and evidence, and make any necessary adjustments to current strategies. Throughout the 2023-2024 school year, school and district teams reviewed, analyzed and interpreted data, designed adjustments, and implemented actionable items. Operational plan objectives were reviewed quarterly for their strategic effectiveness, with reports going to the Board. A rubric, shown below, presents an accessible visual that demonstrates the district's progress in relation to its Operational Plan.

Steps made on specific strategic plan priorities can be found in *Appendix D: Monitoring Strategy Effectiveness*. Each quarterly report to the Board tracks progresses so that a visual representation is available for review and reflection. In addition to these areas, the district recognizes 3 emergent themes that require attention:

### *Equity*

Reviewing both provincial and local data directs us to a renewed focus on achieving and sustaining equity and parity for priority learners in our district. This commitment must thread throughout our strategies as we adjust to meet learning outcomes for the operational and strategic plan. Details on how this will be achieved can be reviewed in *Appendix C: Monitoring Strategy Effectiveness* and in this report's *Existing and/or Emerging Areas for Growth*.

### *Data Driven Decision-Making*

As we move into the final year of this Strategic Plan, there is an opportunity to review the use of data, particularly local data, to inform district direction and resourcing. The Operational Plan for 2024-2025 includes a focus on identifying the metrics and processes necessary to refine the continuous improvement cycle for student achievement.

### *Renewed Strategic Plan 2025 - 2029*

While we focus on the final year of the Strategic Plan 2021-2025, we also navigate the process of developing a new Strategic Plan that will set the direction for 2025-2029. This new roadmap is being drafted through staff's review and evaluation of data and evidence, and through consultation with Rights Holders, educational partners and communities. Strategic engagement to create a productive collaborative process will be a central focus for the 2024-2025 school year.

Legend:	Project not started or progress paused	Project is started	Project is progressing	Project completed
LEARNING	Q1	Q2	Q3	Q4
Monitor the implementation of Indigenous graduation credit courses to ensure students have access to Indigenous content through a variety of courses.				
Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen student learning.				
Implement the objectives of the Early Learning Framework (ELF) through existing networks and through strengthening effective pathways for the transition to school.				
Continue to implement and expand the K-12 Literacy plan which includes professional development, increasing resources, intervention support and K-3 Universal Screening.				
Continue to implement the Middle School Philosophy with a focus on aligning Applied Design, Skills and Technologies (ADST) and middle school programming.				
Define and enhance the practices and processes of the work of the Safe Schools Team, particularly regarding Violence Threat Risk Assessment (VTRA).				
Define the practices, processes and structures through Inclusive Education Services that support the increasing complexity and presentation of student behaviour across all school				
In consultation with students and all SD62 Learning departments (Curriculum Transformation, Inclusive Education Services, Na'tsa'maht Indigenous Education, Pathways & Choice), articulate and enhance support for the Careers and Applied Design, Skills and Technologies (ADST) K-12				
ENGAGEMENT	Q1	Q2	Q3	Q4
Implement an accessibility plan, develop an accessibility committee and engage in a feedback mechanism for issues of accessibility in the district.				
Create authentic learning resources & narratives to support the teaching of local Indigenous languages in schools.				
To support graduation and improved life outcomes for students with Indigenous ancestry by utilizing a data gathering tool to track indicators of academic, social-emotional and engagement attributes.				

## Alignment for Successful Implementation

The Sooke School District embodies the challenges and opportunities that come with being a vibrant and growing district. School communities are shifting as the district navigates an exciting time of change. We recognize the need to review and realign structures and processes, ensuring that there is a continued strong focus on students and their success. In Sooke, this alignment is central as we review the district's plans, strategies, and resources.

Our district's Strategic Plan sets the direction for all departments and schools, establishing guideposts towards student success. The District Operational Plan is developed annually and lays out the strategies that will be implemented in actioning the strategic priorities. The Operational Plan is reviewed each year, and the following year's direction builds from this foundation. In 2023-2024, the executive team reviewed the district's progress for each Strategic Plan goal prior to determining the annual budget for 2024-2025. Aligning these two processes ensured that district priorities were factored into the preliminary budget discussions and decisions and will influence the reallocation of resources as we confirm the adjusted district budget.

As the district begins processes to renew the Strategic Plan for 2025-2029, we will fine tune our alignment to better reflect the interdependencies between department and school plans. Part of our work will aim to ensure that a school's continuous improvement cycle includes close examination of local and provincial data. This is an area of growth for the district, as noted in the 2024-2025 Operational Plan.

Local Education Agreements, the NA'TSA'MAHT Enhancement Agreement, and Equity in Action Plans are unique yet interrelated documents that maintain alignment and coherence between provincial, district and community directions for all Indigenous learners. Several schools included an equity goal in their focus for the 2023-2024 school year, and evidence of their work with Elders in Residence, Role Models, and the Indigenous Education Department is found through our Equity in Action report. Moving forward to a new Strategic Plan, and in collaboration with the Indigenous Education Council, we will continue to strengthen the commitments made in these documents and the ones in overall district planning as represented in its Operational and School Plans.

As we align district plans and strategies, we are also committed to reconfiguring staffing and resources to be reflective of system needs. Student Advocates are an example of where staffing was increased to address priority learning cohort students who are disengaged from their pathway to graduation. An increase of staffing for ELL and Indigenous learners also supported an alignment of resources to serve these growing populations. Each district site, whether facilities or an elementary school, has a leadership role in aligning resources and practices that focus our educational system on achieving the goals and objectives set out in the Strategic Plan.







## Conclusion

The Sooke School District is deeply committed to continuous improvement, with additional emphasis in support of students who encounter systemic barriers to their learning and personal development. The work of the district, as represented by the Strategic Plan, is guided by its vision, mission, and values and is grounded in data and local knowledge. As we move into the development of a new strategic plan this fall, we do so with the learning from the 2023-2024 Enhancing Student Learning Report as its foundation.

The Strategic Plan guides district work, not only by stating what we are doing, but also in addressing the how and why. An intentional focus on improving learning outcomes for all students must be represented through a strong alignment between district and school plans and must grow from a deep understanding of the data. Evidence shows that results for priority learning cohorts—students who identify as Indigenous, have diverse learning needs, and are children or youth in care—are consistently below provincial and district averages. Equity in Action plans also highlight the ongoing need to address underlying inequity in our system. As we prepare for our next Strategic Plan, we continue to refine impactful strategies to reach parity in students' academic achievement and overall wellbeing.



The Sooke School District continues to evolve the structures and processes involved in its Continuous Improvement Cycle of Reflect—Design—Initiate—Review. Further evidence of the district's ongoing commitment to improving student learning outcomes can be found at the following links:

- ◇ [Sooke School District Strategic Plan 2021-2025](#)
- ◇ [Annual Report to the Board of Education 2023-2024](#)
- ◇ [Operational Plan 2023-2024](#)
- ◇ [Operational Plan 2024-2025](#)
- ◇ [School Plans](#)
- ◇ [Pacheedaht Signed LEA](#)
- ◇ [T'Sou-ke Signed LEA](#)
- ◇ [NA'TSA'MAHT Enhancement Agreement 2022-2027](#)
- ◇ [NA'TSA'MAHT Enhancement Agreement Report June 2024](#)
- ◇ [Equity in Action Report June 2024](#)
- ◇ [Sooke School District 2024-2027 Financial Plan](#)



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# **APPENDIX A**

## **Reflecting on Student Learning Outcomes**

*(Ministry Prepopulated Data Template)*

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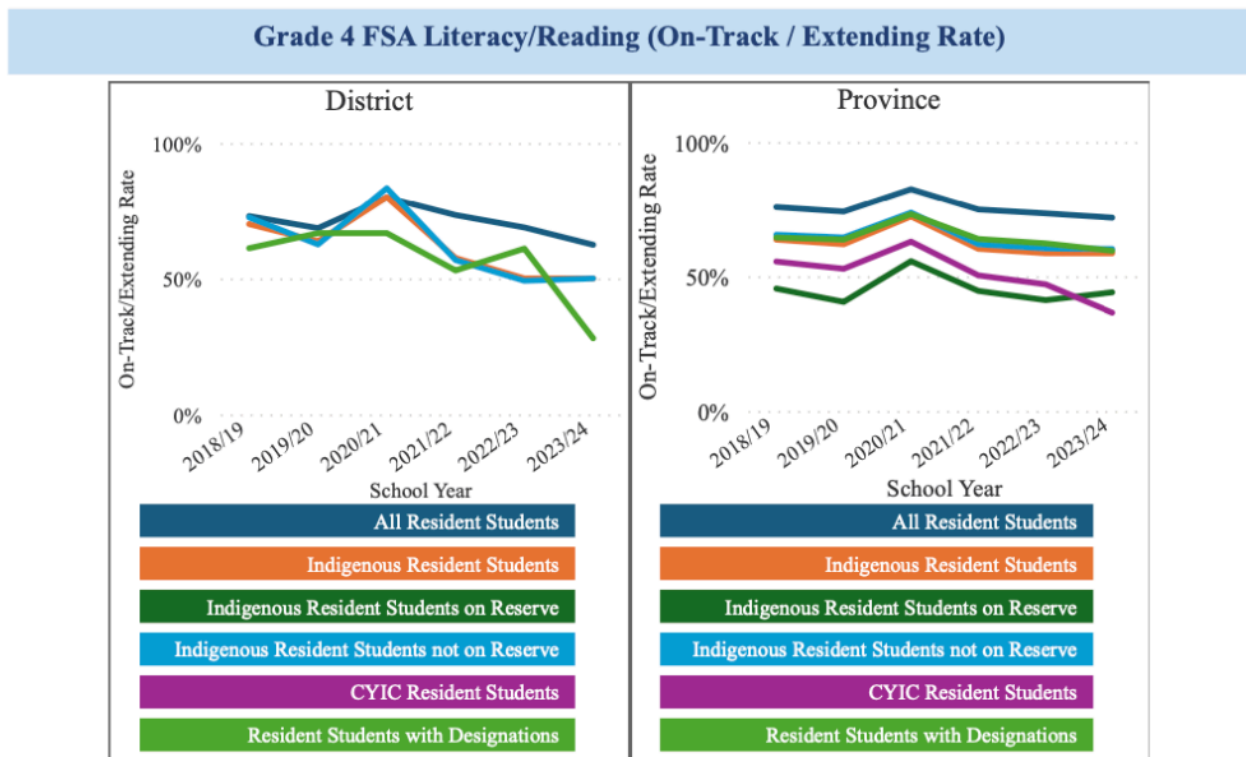
## Section A:

### *Reflecting on Student Learning Outcomes*

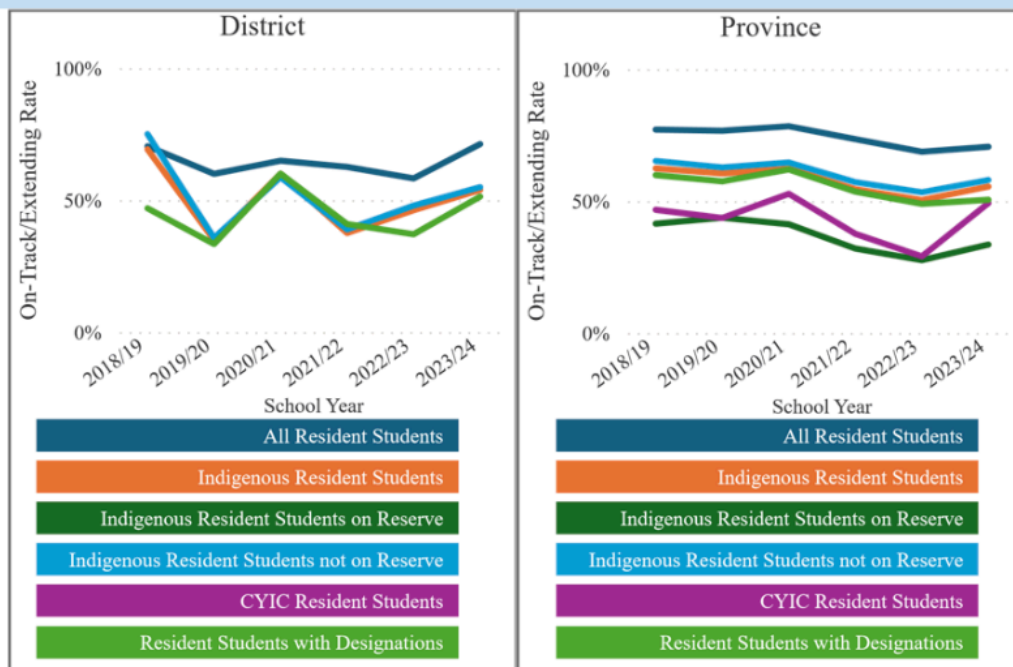
#### Intellectual Development

#### Educational Outcome 1: Literacy

##### *Measure 1.1: Grade 4 & Grade 7 Literacy Expectations*

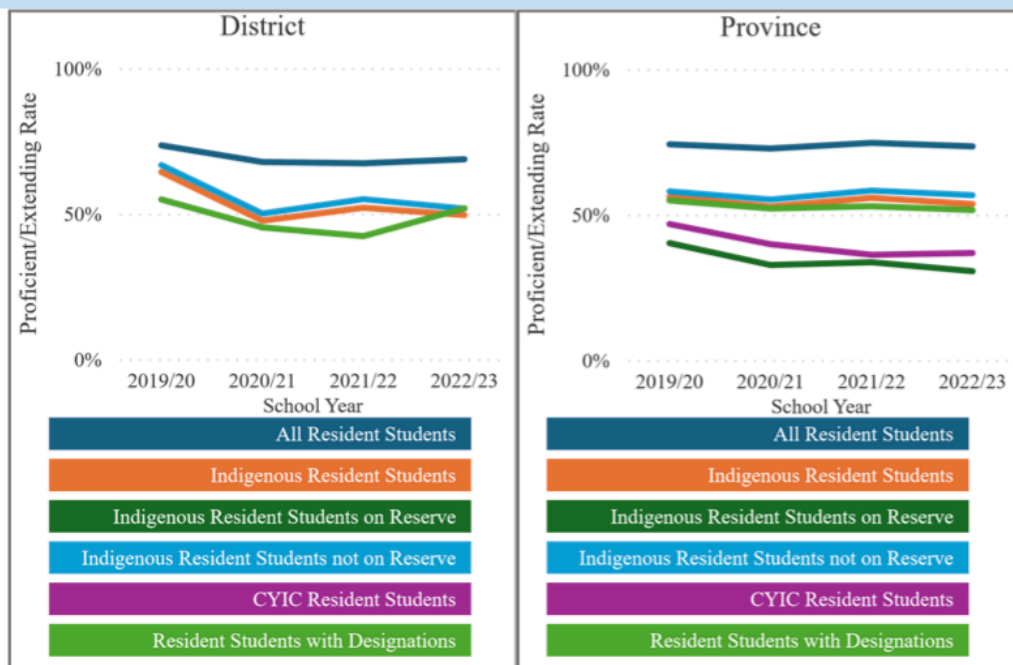


## Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



### Measure 1.2: Grade 10 Literacy Expectations

## Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)





## Analysis and Interpretation

### *Outcome 1: Literacy*

#### **Measure 1.1: Grade 4 & Grade 7 Literacy Expectations**

##### **What does the data tell us?**

###### *All Students*

###### *Grade 4*

- There is a concerning downward trend in the percentage of Grade 4 students “on-track and extending” in 2024 FSA results. There is also a large gap between district and provincial results.
- Local assessment information (Summary of Learning Updates) provides different evidence, showing 88% of Grade 4 students “on-track and extending.” Our focus will be to support a larger percentage of learners progressing from Developing to Proficient and to consider both local and provincial learning assessment results for validity.
- Anecdotal data provides a possible causal factor of increased student dysregulation impacting students’ achievement in the primary grades. More investigation is needed to test this hypothesis.
- Local FSA trend data may be impacted by a three-fold increase in participation rates.

###### *Grade 7*

- 71% of students are “on-track or extending” in the Grade 7 FSA results.
- Local assessments (Summary of Learning Updates) show 89% of students “on-track and extending.”
- These results are an increase of 13% from 2023 FSA results, but a decrease of 5% for “on-track” in 2023 Summary of Learning Updates.
- As with Grade 4, our focus will be to support a larger percentage of learners progressing from Developing to Proficient. We will further explore the discrepancy between FSA and Summary ELA course marks to test the hypothesis that the difference may be attributed to the wide range of learners who are deemed “Developing” in their courses.

###### *Indigenous Students*

- While grade 4 2023 FSA results were consistent with the 2022 results, this is the continuation of a concerning downward trend over the past 5 years. Our district results remain below provincial average.
- Grade 7 FSA results show an upward trend and are nearing the provincial average.
- We have seen a significant swing of FSA results for Indigenous Resident Students Not on Reserve and are investigating to identify causal factors.
- Local assessments (Summary of Learning Updates) show 77% of Indigenous students in grade 4 and 74% in grade 7 were “on-track and extending” compared to 90% and 93% respectively for non-Indigenous students. We have not yet achieved our commitment to equity of results.
- Data for Indigenous Resident Students on Reserve is masked to protect student privacy. Progress for individual students is being monitored through school-based teams.

###### *Students with Disabilities or Diverse Abilities*

- FSA results for Gr 4 Students with Disabilities or Diverse Abilities indicate a concerning decline and a downward trend, well below Provincial Average.
- Local assessments (Summary of Learning Updates) show 74% of designated grade 4 students and 76% of grade 7 were “on-track and extending” compared to 91% and 94% respectively for non-designated students. Our supports for these students must be focused on closing the gap toward achievement of parity.

- Gr 7 Students with Disabilities or Diverse Abilities have shown an upward trend in FSA results, an increase of 10% from 2022/23.
- We have seen significant swings in FSA results, with fluctuation of 25% over the past five years, and we are investigating to identify causal factors.

#### *Children and Youth in Care*

- Data for Children and Youth in Care is masked to protect privacy. An internal review shows that Sooke mirrors the provincial trends of a slight decline in grade 4 and increase in grade 7 FSA results.
- The district is working to enhance our local information with families and agencies so we can effectively support CYIC.

### **Measure 1.2: Grade 10 Literacy Expectations**

#### **What does the data tell us?**

##### *All Students*

- We are on a similar level and trajectory with provincial averages in Literacy Graduation Assessment achievement at about 70%. This level is a concern locally as it is provincially.
- Grade 10 summative course marks, Proficient and Extending, support this trend: Composition (67%), Creative Writing (74%) English First Peoples' (68%), Literary Studies (73%), New Media (84%) and Social Studies (52%). This range of local assessment evidence indicates an ongoing need to prioritize literacy across all areas of learning at all grades.

##### *Indigenous Students*

- Results for Indigenous Students have shown a concerning decline in success over five years and currently is on par with the Provincial Average.
- Due to a small population size, FSA data for Indigenous Students on Reserve is masked to protect student privacy.
- An internal review indicates that results for Indigenous students, both on and off reserve, tend to be significantly lower in proficient or extending on Literacy Grad Assessments than those of their non-Indigenous peers. We are working to implement culturally appropriate literacy resources and strategies to support greater success.

##### *Students with Disabilities or Diverse Abilities*

- Grade 10 Literacy Rates for Students with Designations are increasing and are at provincial average.
- There was a 10% increase between the 42% Proficiency Rate in 2021/22 and 52% in 2022/23. This is a positive trend direction, yet still significantly below provincial average. We are reviewing the data to identify and expand on specific strategies and resources that may have supported the increased success.

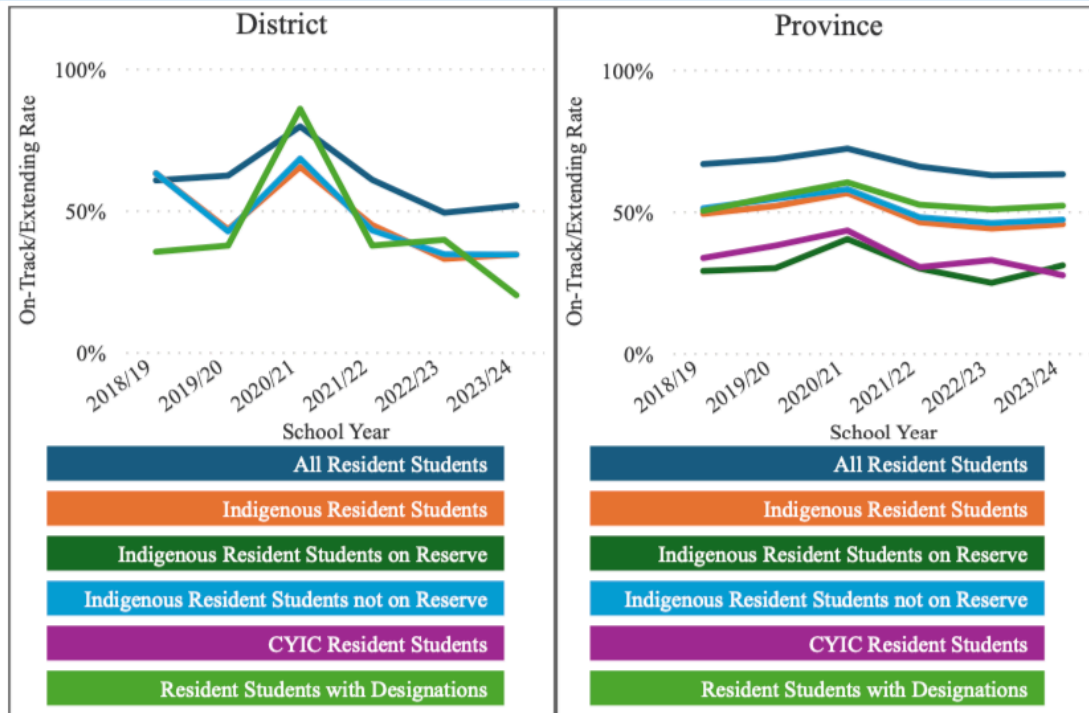
#### *Children and Youth in Care*

- Data for Children and Youth in Care is masked to protect privacy. Due to inconsistent data availability, accurate conclusions about performance cannot be drawn.
- An internal review continues to highlight a significant gap between the results of CYIC and their peers. Recommendations from that Review will inform educator and support staff practices going forward.

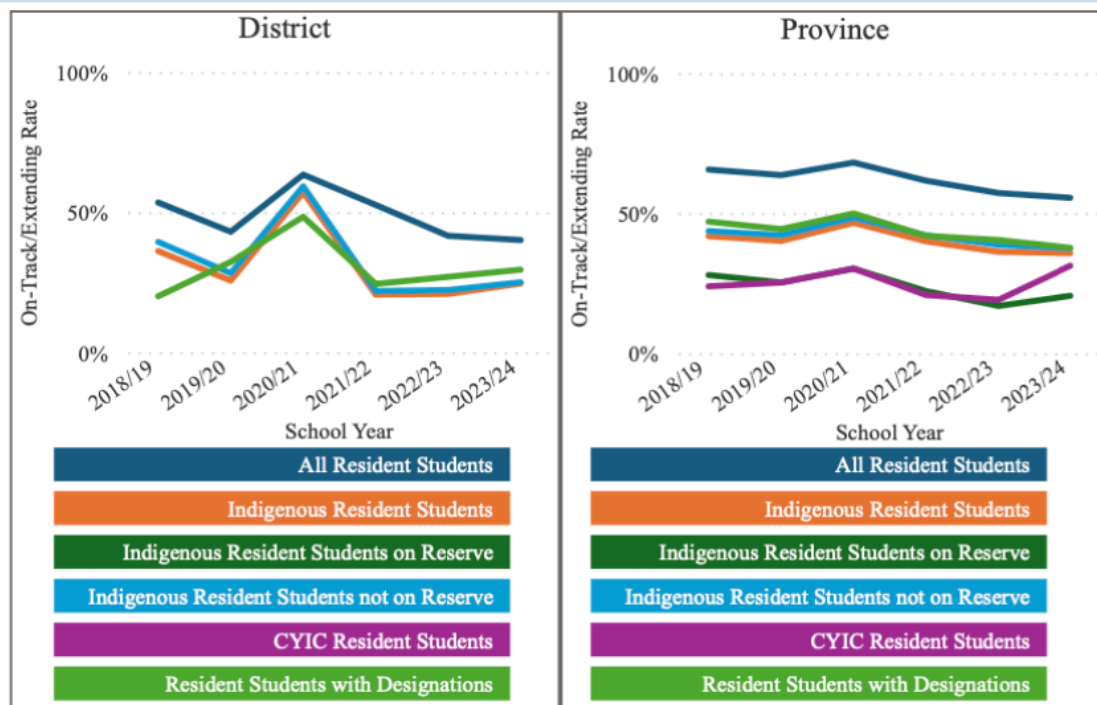
## Educational Outcome 2: Numeracy

### Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

#### Grade 4 FSA Numeracy (On-Track / Extending Rate)



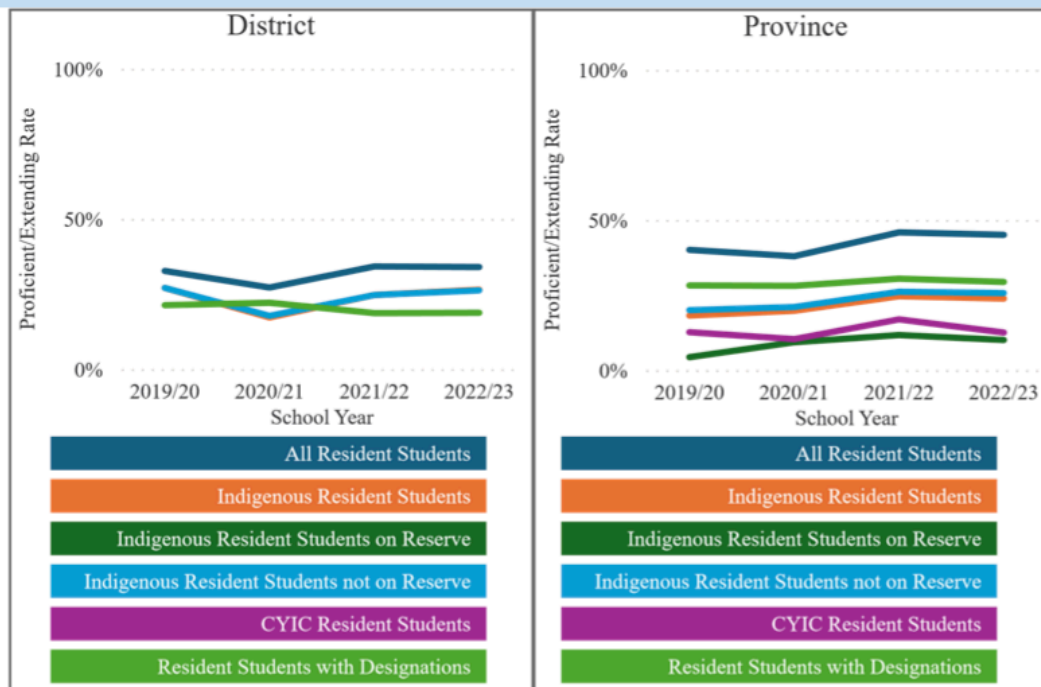
#### Grade 7 FSA Numeracy (On-Track / Extending Rate)





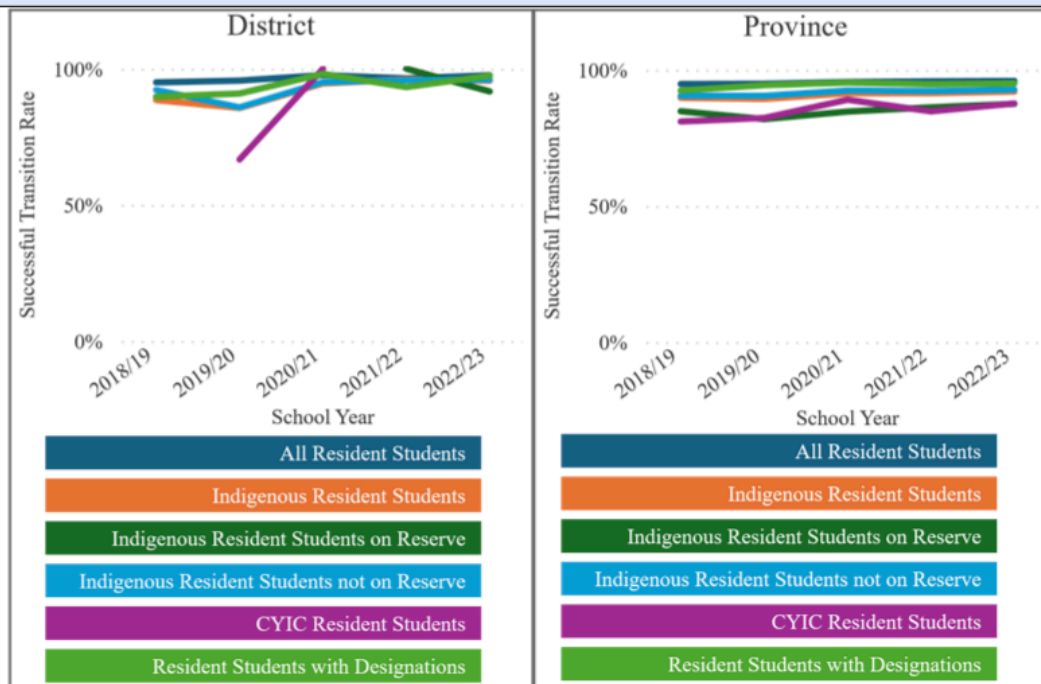
## Measure 2.2: Grade 10 Numeracy Expectations

### Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

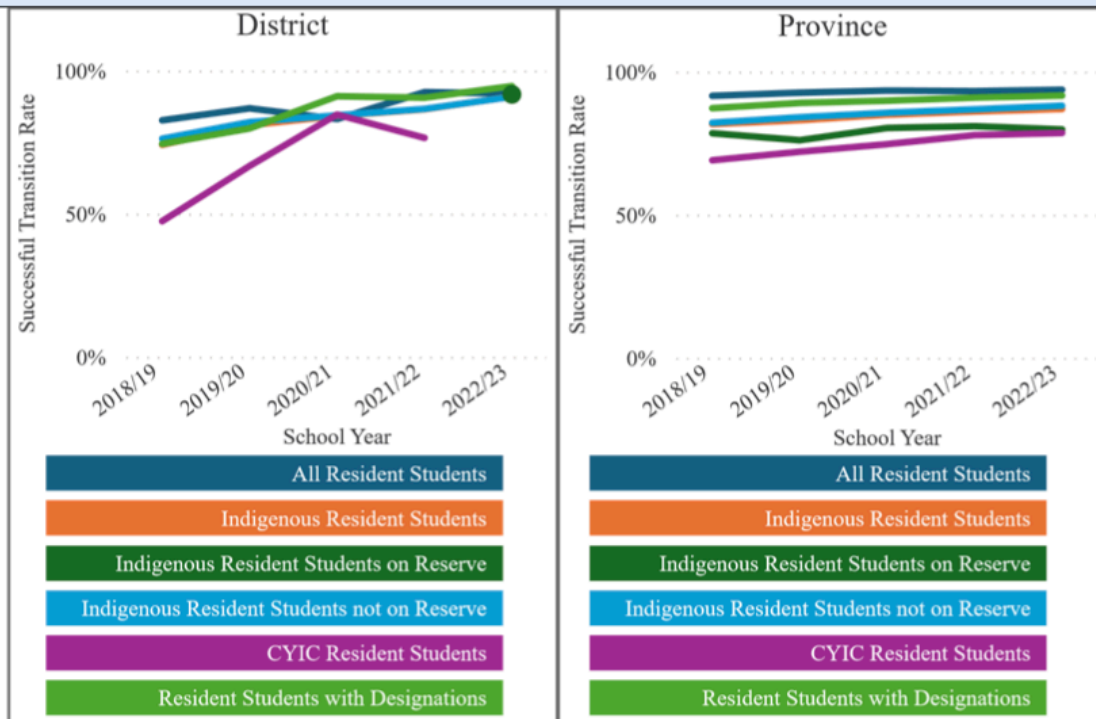


## Measure 2.3: Grade-to-Grade Transitions

### Grade 10 to 11 Transition Rate



## Grade 11 to 12 Transition Rate



## Analysis and Interpretation

### Outcome 2: Numeracy

#### Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

##### What does the data tell us?

###### All Students

###### Grade 4

- 52% of students were 'On-track/Extending' on 2023-24 FSA scores, trending lower than the provincial average and a significant and concerning decrease over the past 4 years.
- Local assessment evidence shows 90% of students are on-track or extending in the 2024 Summary of Learning marks, with one-third of that group achieving at the Developing level.
- Understanding the disparity between FSA and local assessment results over time is a priority, particularly considering the significant variations in our district's FSA results when compared to relatively stable provincial trends.

###### Grade 7

- In the 2023-24 school year, the percentage of students identified as “On-track and Extending” on the Grade 7 FSA in Numeracy was 40%, continuing a downward trend over the past 4 years.
- Grade 7 FSA Numeracy data tracks similarly to the results in Grade 4, with a more moderate degree of variance.
- Our FSA results do not align with local assessment data which indicate 90% “On-track or Extending” with one-third of that group at the Developing level. The Grade 7 local assessment results are very similar to the Grade 4 local data.
- The 2021/22 FSA results in both Grade 4 and Grade 7 peaked, leading the district to explore factors that may have contributed to the subsequent years' lower results.

###### Indigenous Students

- Although results for Grade 4 Indigenous Students not on Reserve maintained a similar rate for on-track and extending as in 2022/23, there has been a marked decrease since 2020/21 resulting in lower rates than the provincial average.
- Like the other identified populations, results for Grade 7 Indigenous Students not on Reserve have seen a modest increase in those who are on-track or extending in FSA Numeracy.
- The data over the past 5 years has had significant variation and the district is exploring causal factors for this inconsistency between cohort groups.
- Local assessments (Summary of Learning Updates) show 77% of Indigenous grade 4 students and 77% of grade 7 were “on-track and extending” compared to 94% and 92% respectively for non-Indigenous students
- Data for Indigenous Resident Students on Reserve is masked to protect student privacy. Progress for individual students is being monitored through school-based teams.

###### Students with Disabilities or Diverse Abilities

###### Grade 4

- The FSA results for other identified student cohort groups have leveled off over the past two years while results for students with designations continues a concerning decline into 2023/24, well below the provincial average.



### *Grade 7*

- FSA data for our identified student cohort groups showed a spike in success in the 2020/21 school year, similar to the results for our overall student population. Since then, results have been lower with a modest upward trend in the past two years.
- We are concerned that all three identified student cohort groups have been well below 50% “On Track/Extending” in FSA since 2020/21. While the most recent year shows Students with Designations on par with the provincial average, there is significant work required to support these students’ success.
- Local assessments (Summary of Learning Updates) show 81% of designated grade 4 students and 78% of grade 7 were “on-track and extending” compared to 93% and 93% respectively for non-designated students

### *Children and Youth in Care*

- Data for Children and Youth in Care is masked to protect privacy. Due to inconsistent data availability for FSA Numeracy, accurate conclusions about performance cannot be drawn beyond classroom assessments of individual learners.
- An internal review shows rates in Numeracy reflect similar patterns as those seen provincially, pointing to a concerning gap between results for CYIC and their peers.

## **Measure 2.2: Grade 10 Numeracy Expectations**

### **What does the data tell us?**

#### *All Students*

- In 2022-23, 34% of students who wrote the Numeracy 10 Graduation assessment were identified as Proficient/Extending.
- While the trend line is similar to the province and to past years, we are concerned about the low rate and that results are lower than “on-track/extending” numbers in Grade 4 and 7.
- A review of final Grade 10 Math results shows the percentage of students receiving grades of 70% or higher for Foundations and Pre-Calculus (63% of students) and Workplace Math (47% of students). These final local assessments may indicate that actual numeracy skills may be higher than what is reflected on provincial assessments. However, numeracy results from provincial and local assessments identify a serious concern that will be further investigated.

#### *Indigenous Students*

- Following a similar pattern to that of All Students, Indigenous Students not on Reserve have gradually increased their Proficient/Extending rate for Grade 10 Grad Assessments.
- While data for Indigenous Students on Reserve is masked to protect student privacy, internal review suggests a similar trend for students on reserve as for those not on reserve.
- Results for Indigenous students, both on and off reserve, tend to be significantly lower in proficient or extending on Numeracy Grad Assessments than their non-Indigenous peers. This data highlights the importance of the work required to achieve equity of results for Indigenous learners.

#### *Students with Disabilities or Diverse Abilities*

- Grade 10 Numeracy results for designated students are consistently low over the past 4 years. Attention to this consistent low trend line is a priority to ensure that all students are provided with every opportunity to succeed.

### *Children and Youth in Care*

- Data for Children and Youth in Care is masked to protect privacy. Due to inconsistent data availability, accurate conclusions about performance cannot be drawn.
- As is seen provincially, CYIC have a low Numeracy Proficiency Rate, particularly in comparison to those who are not in care. We are developing school and district norms to more effectively monitor and support success for Children and Youth in Care.

### **Measure 2.3: Grade-to-Grade Transitions**

#### **What does the data tell us?**

##### *All Students*

##### *Grade 10-11*

- The 2022/23 data shows that grade 10-11 transitions continue to be strong at 98%.
- Local disaggregated data at our Alternative schools highlights a tremendous increase from the previous 4-year average of 73% jumping to 94% in 22/23.
- Alternative and Career Education provide increased graduation pathway choices, resulting in strong student enrolment, positive engagement and higher transition rates.
- We note that one Secondary School in particular had the highest local grade to grade transitions. This school has longer blocks of learning time and fewer concurrent courses, which, we believe, contributes to this success.
- We also link the increasing transition rates to the provision of on-line learning and cohort programs within each secondary school.

##### *Grade 11-12*

- Most recent data and trend lines indicate that our district has increased grade 11-12 transition from 83% in 2020/21 to 92% in 2022/23. This is now bringing grade 11-12 transition rates in line with trends for grade 10-11.
- Our Alternative school, and one secondary school, have the highest transition rates. Each site has a timetable with longer blocks and fewer consecutive courses. This system may support some students in successfully dealing in a more focused way with complex and challenging course content at the most senior level.
- The district notes a dramatic increase from the previous 4-year average of 50% to 95% in 2022/23 school year at our alternative school campuses.

##### *Indigenous Students*

- The district is concerned with the grade 10-11 results for Indigenous students On Reserve, which show a decline from 2021/22 to 2022/23. Despite this recent decline, this remains a significant increase over time from 80% in 2019/20 to 92% in 2022/23.
- Grade 11-12 transition for Indigenous Students on Reserve has shown a steady increase from 76% in 2019/20 to 92% in 2022/23. We are seeing evidence of the impact of our multi-faceted supports for Indigenous learner success.
- Indigenous Students not on Reserve data indicates a strong transition rate of 96% for grade 10-11 and 91% for Grade 11-12, an increase in grade 11-12 of almost 10% since 2019/20.

##### *Students with Disabilities or Diverse Abilities*

- Results for students with designations indicate they are transitioning at a similarly high rate as their peers for Grade 10 to 11 & Grade 11 to 12 and are at parity with provincial trends.
- Despite a concerning downward trend in FSA literacy and numeracy results for Students with Designations, this population has a transition rate that is higher than that of their peers.

#### *Children and Youth in Care*

- The provincial data set for Children and Youth in Care is incomplete, due to protection of privacy data masking. The district is working to enhance our local information so we can effectively support CYIC as they transition between Grades 10 to 11 and 11 to 12.
- An internal review shows similar trends to provincial rates which, although still gradually increasing, is behind the Transition Rate for students who are not CYIC.



## Intellectual Development Summary

### Overall Trends and Learnings

Low Grade 4 FSA Results—Literacy & Numeracy  
 Discrepancies between FSA and Local Data  
 Focus Needed on Priority Learner Cohorts  
 Strong Grade-to-Grade Transitions

### Emerging Areas of Growth to Support Student Success

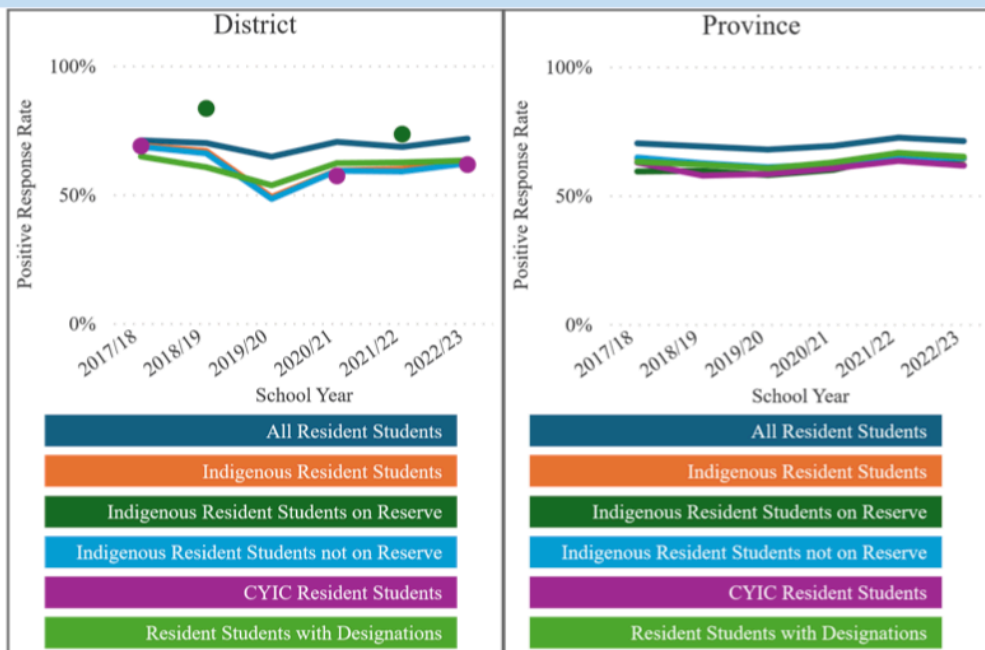
Data Indicators	Specific Initiatives (Existing and New)
<p>Low Grade 4 FSA Results</p> <ul style="list-style-type: none"> <li>⇒ Evidence shows we must support a larger percentage of learners progressing from Developing to Proficient</li> <li>⇒ Support student regulation so that all students can fully engage in their learning</li> </ul> <p>Discrepancy between FSA and Local Data</p> <ul style="list-style-type: none"> <li>⇒ Strengthen consistency of local assessments</li> <li>⇒ Increase understanding of and support for FSA assessments</li> <li>⇒ Improve tracking of and responsiveness to local data</li> </ul> <p>Focus Needed on Priority Learner Cohorts</p> <ul style="list-style-type: none"> <li>⇒ Investigate causes for significant fluctuations in FSA results</li> <li>⇒ Further develop and provide interventions for Students with Disabilities or Diverse Abilities</li> </ul> <p>Strong Grade-to-Grade Transitions</p> <ul style="list-style-type: none"> <li>⇒ Continue provision of multiple <u>pathway</u> &amp; choices</li> </ul>	<p><b>LITERACY</b></p> <ul style="list-style-type: none"> <li>• Refine data collection &amp; analysis of universal screening and progress monitoring of foundational literacy skills for all students in grades K-3 (Year 2 of Implementation).</li> <li>• Ensure that age &amp; development-appropriate norms are used as reference points to identify students 'on-track' or 'not-on-track' and monitor changes in response to intervention.</li> <li>• Build professional capacity in the use of reading fluency measures to support responsive, targeted instruction and intervention.</li> <li>• Provide variety and volume of Ready, Set, Learn (RSL) activities for pre-kindergarten students and families with a focus on literacy.</li> <li>• Continue professional learning for reading/writing-all grade levels.</li> </ul> <p><b>NUMERACY</b></p> <ul style="list-style-type: none"> <li>• Pilot and support use of K-8 locally developed assessment and performance indicator - DNA (Diagnostic Numeracy Assessment).</li> <li>• Continue professional learning for numeracy; supporting pedagogy that facilitates critical thinking.</li> </ul> <p><b>PRIORITY LEARNER COHORTS</b></p> <ul style="list-style-type: none"> <li>• Align Tier 1 and Tier 2 responsive instruction and intervention with Curriculum, NA'TSA' MAHT Indigenous Education, Early Learning, English Language Learners, and Inclusive Education.</li> <li>• Provide Indigenous community-based RSL literacy activities.</li> <li>• Continue learning and implementation of Universal Design practices in support of students with diverse abilities.</li> <li>• Target intensive literacy-focussed interventions by having District Psychologists and Inclusion Coordinators work with Literacy Intervention &amp; Learning Assistance Teachers.</li> <li>• Support learning and implementation of regulation strategies for early learners, their families and staff who work with them.</li> </ul> <p><b>GRADE-TO-GRADE TRANSITIONS</b></p> <ul style="list-style-type: none"> <li>• Continue providing multiple pathways for students with a focus on increasing awareness of student choice to middle school students as they transition to secondary programming.</li> <li>• Develop Kindergarten transition literacy/numeracy/social emotional calendar resource for families.</li> </ul>

## Human and Social Development

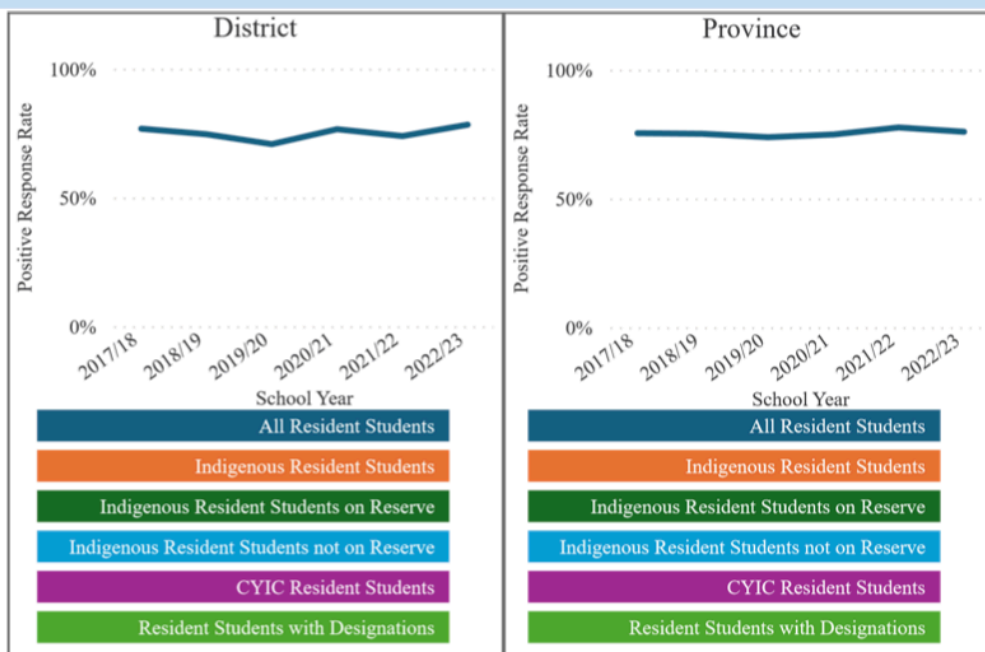
### Educational Outcome 3: Feel Welcome, Safe, and Connected

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

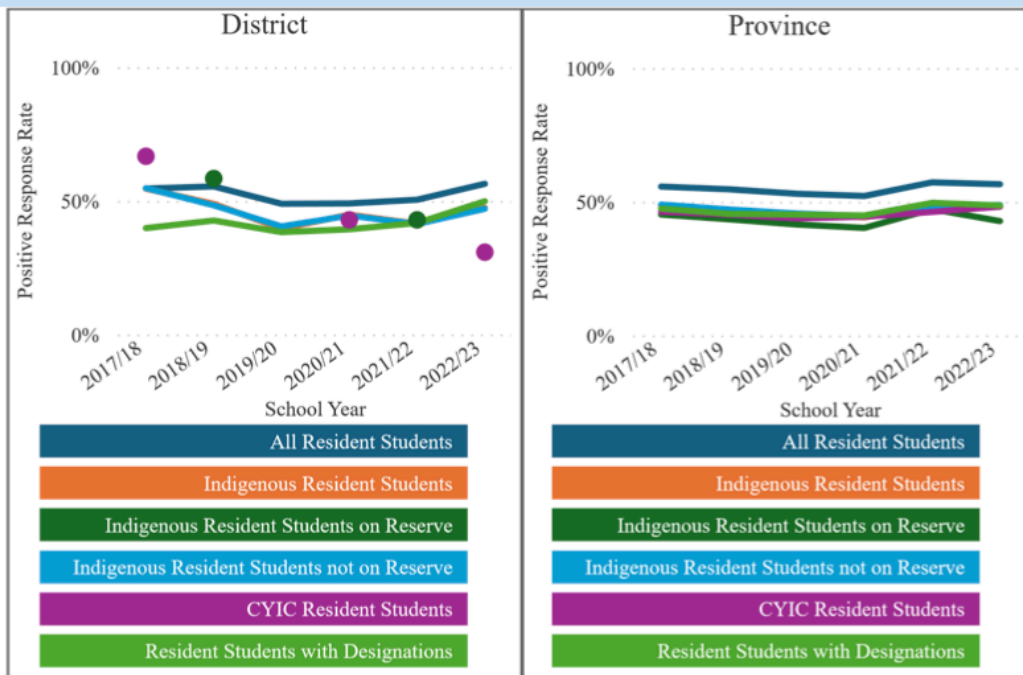
#### Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



#### Feel Safe (Positive Response Rate for Grades 4, 7, and 10)

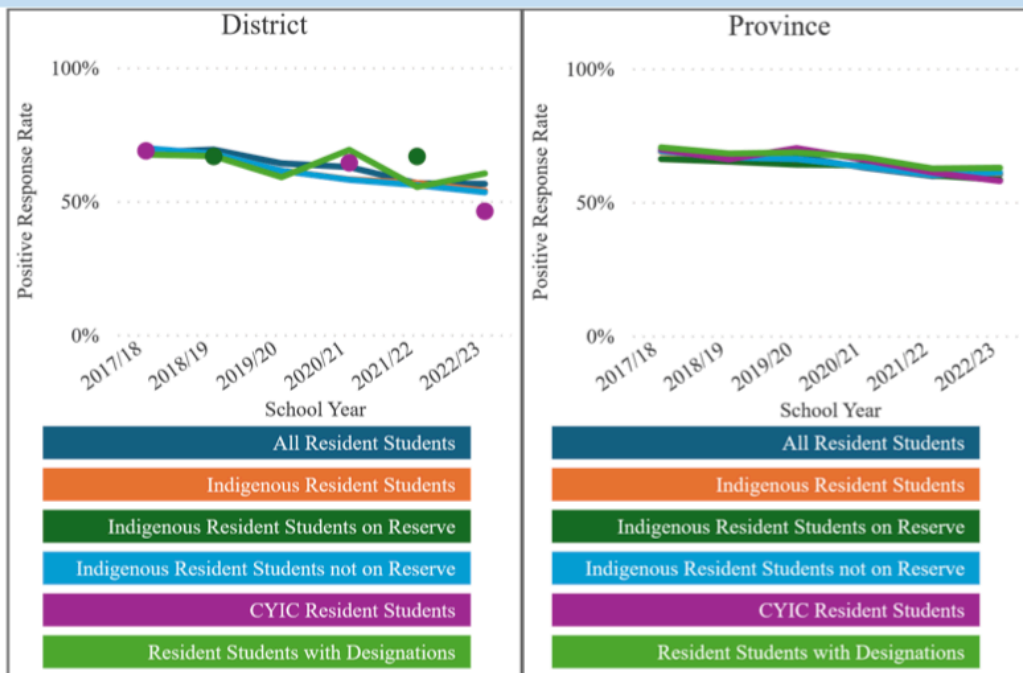


## Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



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)



## Analysis and Interpretation

### *Outcome 3: Feel Welcome, Safe, and Connected*

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

##### **What does the data tell us?**

###### *All Students*

###### *Feel Welcome*

- Data from the Student Learning Survey (SLS) shows a slight increase for our district, reflecting a positive response of 72%. This has brought us back in line with pre-pandemic data points.
- MDI (Middle Years Development Index) from 2022 had very similar data when students were asked about feeling welcome in their school.
- For the early years, 2023/24 Ready, Set, Learn events welcomed 716 adults and 609 children. Participation for our school-based Kindergarten welcome event was 946 adults and 786 children.

###### *Feel Safe*

- Data over time has had a gradual increase from 72% in 2019/20 to 78% in 2022/23 stating that they Feel Safe at school. This overall positive trend is consistent at grade 4, 7, and 10.
- Local data shows that the annual number of completed VTRA and Worrisome reports has been reduced to a very small number per year (under 10). More investigation needs to occur to determine whether fewer Threat Assessments are a result of the district's recent emphasis on prevention.
- Additional data indicates that 418 students participated in Game Ready, a program for youth needing greater connection through adult role models, an increase of approximately 100 students from 2022/23.

###### *Sense of Belonging*

- The data shows a slight upturn for our district compared to a slight downturn provincially, but still concerning as it hovers around only 60%, lower than Feeling Welcome or Feeling Safe.
- Data from the McCreary 2023 Adolescent Health Survey supports the SLS findings as 54% reported that they "felt like a part of their school".
- This is significantly lower than Feeling Welcome or Feeling Safe and requires attention and action.

###### *Indigenous Students*

- 64% of Indigenous students felt welcome at school, 9% lower than their non-Indigenous peers.
- 47% of Indigenous students felt a Sense of Belonging while non-Indigenous students rated it as 57%
- On the Equity in Action Family Survey, 71% responded positively to "Do you believe that school staff are respectful and inclusive of Indigenous learners, families and communities?".
- We are very concerned about the low rates of Feeling Welcome, Safe, and Connected, and will continue to focus on recent work on school Equity goals and plans to build capacity and commitment in every school.

###### *Students with Disabilities or Diverse Abilities*

- On average, students with designations reported approximately 10% lower positive response rate than their peers on questions about Feeling Welcome, Safe, and Connected. This is an area of concern and focus that requires district-wide attention.

###### *Children and Youth in Care*

- Data for Children and Youth in Care is masked to protect privacy. Provincially, data for all three priority learner populations is lower than rates for all learners, leading the district to explore factors that may contribute to the lower results.



- One of the seconded school-based social workers was on leave and not replaced, so some students may have felt a sense of loss or reduction in service. In many cases, they are the key adult for a CYIC and provide support that reaches beyond the school setting. It is essential that service levels are sustained (or increased) to support vulnerable learners.

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

#### **What does the data tell us? (2 or More Adults Care)**

##### *All Students*

- Although data from the Student Learning Survey shows a consistent positive response rate of 57% for students reporting that Adults Care, the trend for this data point has declined over the past 5 years and its low rating is of significant concern to the district.
- Data from the McCreary 2023 Adolescent Health Survey reports a slightly higher amount with 65% of students stating that they “felt teachers cared about them” and 46% who “felt other school staff cared about them”. We will continue to build understanding, commitment and capacity among all staff.
- The new Student Advocate role supported 129 referrals in 2023/24. From that population, of those, 30 students returned to school or graduated and 90 remain on the caseload. Staff play a key role in connecting with youth and helping them to navigate community support, securing their living situation, and engaging in school. More research will be initiated to see if these supports increase the number of students who feel that 2 or more adults care.

##### *Indigenous Students*

- There has been a steady downward trend in Indigenous students identifying positively in the category of Adults Care
- The rate for Indigenous students is 54% for 2023, compared to 57% in 2022; 3% lower than their non-Indigenous peers. Although this is not a statistically significant difference, it is concerning, and the district will explore further strategies and interventions to shift the direction of this trend.

##### *Students with Disabilities or Diverse Abilities*

- On the 2023 Student Learning Survey, 56% of students without a designation positively reported on having an adult that cares about them. Comparatively, 61% of students with a designation reported positively about having an adult who cares.
- Over the past 5 years, the data for Students with Designations has had significant variation and the district is exploring causal factors for this inconsistency between cohort groups.

##### *Children and Youth in Care*

- Data for Children and Youth in Care has had inconsistent data availability across the years, making accurate conclusions about trends difficult to surmise.
- Ministry provided data shows a data point for 2022/23 of less than 50% for Children and Youth in Care. This is below provincial norms and lower than past years. The district is concerned about this result for Children and Youth in Care and investigating causes for this decrease in order to adapt resources and strategies.

## Human and Social Development Summary

### Overall Trends and Learnings

Sense of Belonging data is low compared to students Feeling Welcome or Safe

Low Overall Rate for Adults That Care

Focus Needed on Priority Learner Cohorts

Stronger Rate for Designated Students Reporting That Adults Care

### Emerging Areas of Growth to Support Student Success

Data Indicators	Specific Initiatives (Existing and New)
<p>Sense of Belonging data is low compared to students Feeling Welcome or Safe</p> <ul style="list-style-type: none"> <li>⇒ Strengthen students' sense of belonging &amp; connection with school</li> <li>⇒ Continue with initiatives that lead to increased sense of feeling welcome and safe</li> </ul>	<p>STUDENTS FEEL WELCOME AND SAFE, HAVE A SENSE OF BELONGING</p> <ul style="list-style-type: none"> <li>• Continue to implement comprehensive training to two elementary schools each year on Trauma-Informed Practice.</li> <li>• Increase staff in-service on trauma-informed practice including onboarding new staff (teaching and support).</li> <li>• Provide regular in-service for Student Engagement Facilitators, an adult mentor/coach within the building, who helps create a sense of belonging and security for all students.</li> <li>• Increase participation in Ready, Set, <u>Learn</u> events to strengthen the kindergarten transition for young children and their families so that these early experiences strengthen their sense of being welcome and connected to schools.</li> <li>• Provide engaging strategies and activities to welcome and include all students through a variety of different pathways or programs, strengthening a sense of belonging, purpose and pride.</li> <li>• Develop a comprehensive plan to support system-wide initiatives centered on Diversity, Equity and Inclusion.</li> </ul>
<p>Low Overall Rate for Adults That Care</p> <ul style="list-style-type: none"> <li>⇒ Strengthen adult-student relationships &amp; advocacy</li> </ul>	<p>STUDENTS FEEL THAT ADULTS CARE</p> <ul style="list-style-type: none"> <li>• Support alternative pathways for education that help students and families to feel safe, connected, and cared for by staff and community partners.</li> <li>• Complete training for elementary/middle school counsellors in Nature-Based Counselling as a strategy to support learners who have experienced trauma, and as a different means to build adult-student connections.</li> <li>• When students profile with worrisome behaviour, initiate early attachment-related interventions that build a student's sense of safety, self-worth, and belonging.</li> <li>• Enhance the Student Advocate role so that it is embedded as a fully integrated tertiary resource in our middle and secondary schools, reconnecting more disengaged youth to adults that care.</li> </ul>
<p>Focus Needed on Priority Learner Cohorts</p> <ul style="list-style-type: none"> <li>⇒ Understand and act to address potential causes for lower rates for all 3 priority learner cohorts</li> <li>⇒ Focus on effective implementation of school Equity goals and plans</li> </ul>	<p>PRIORITY LEARNER COHORTS</p> <ul style="list-style-type: none"> <li>• Grow partnership with Game Ready in the areas of 1:1 mentoring, group sessions, and after-school programs to increase identified students' attachment/connection to healthy adult role models.</li> </ul>
<p>Stronger Rate for Designated Students Reporting Adults That Care</p> <ul style="list-style-type: none"> <li>⇒ Continue to strengthen relationships &amp; advocacy for designated students</li> </ul>	

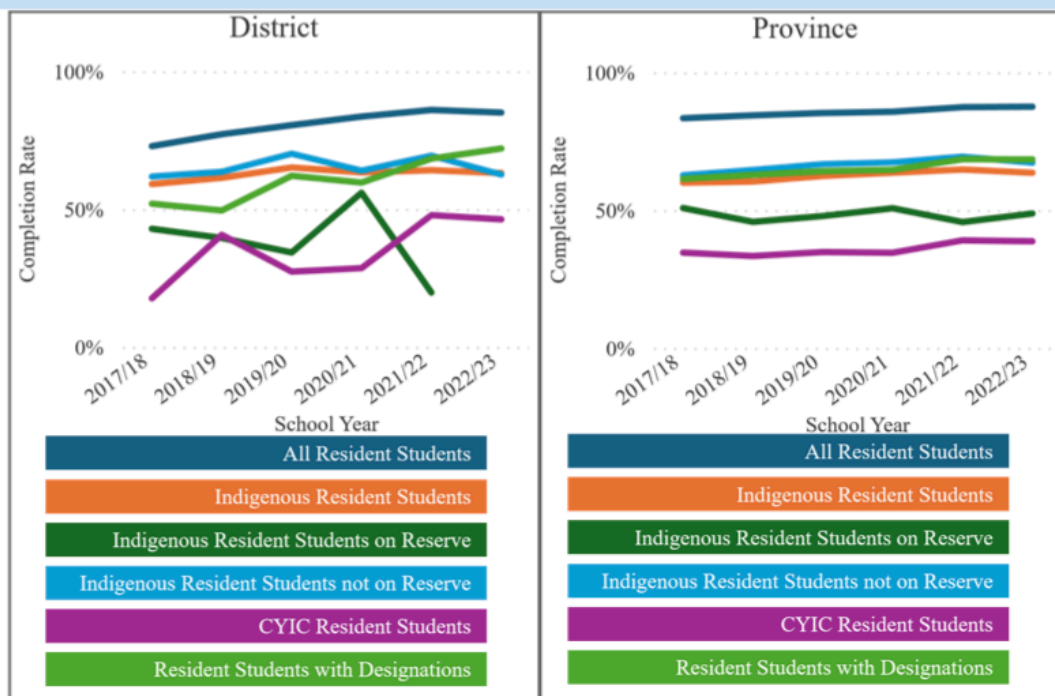
	<ul style="list-style-type: none"> <li>• Focus on school Equity goals and plans, ensuring that they are in place and active at every school and department.</li> <li>• Continue developing Elder Legacy Video Series with Nations and provide ongoing support to the Role Model and Elders in Residence programs.</li> <li>• Transition to a more collaborative and holistic model of responsibility for CYIC instead of the discrete current model of service provided by our specialized school-based social workers.</li> <li>• Review sources of Local Data to better and more timely track progress for students in the priority learner cohorts.</li> </ul> <p>DESIGNATED STUDENTS &amp; ADULTS THAT CARE</p> <ul style="list-style-type: none"> <li>• Continue to strengthen adult connections for students with a designation through increased staff professional learning and an overall commitment to living the values and principles of inclusive learning.</li> </ul>
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## Career Development

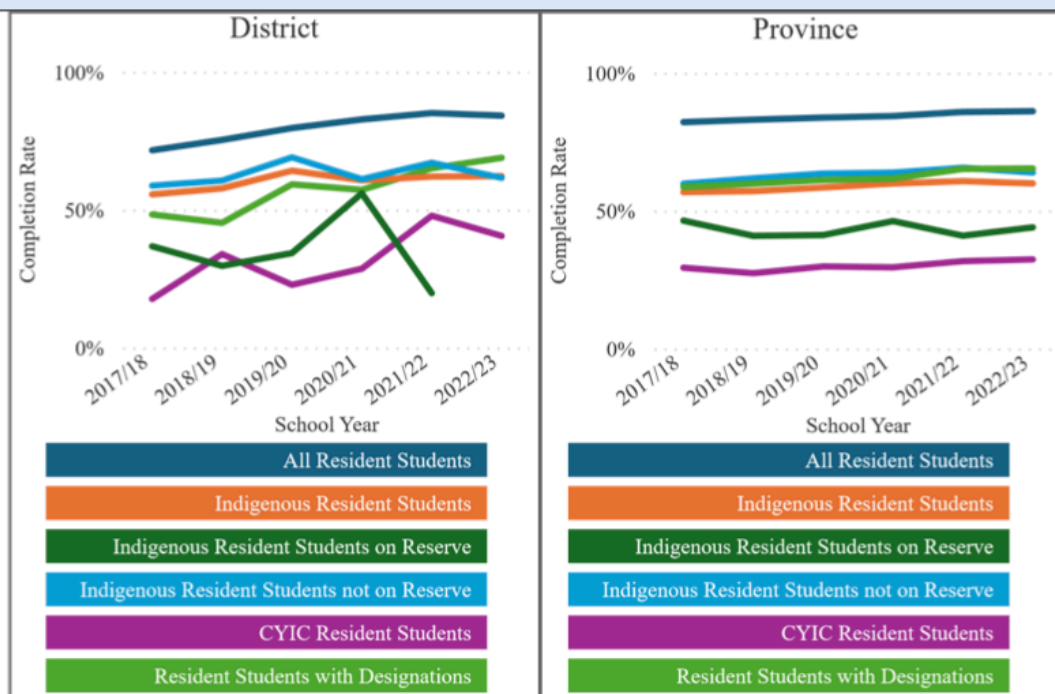
### Educational Outcome 4: Graduation

*Measure 4.1: Achieved Dogwood within 5 Years*

#### 5-Year Completion Rate (Dogwood & Adult Dogwood)



#### 5-Year Completion Rate (Dogwood Only)





## Analysis and Interpretation

### *Outcome 4: Graduation*

#### **Measure 4.1: Achieved Dogwood within 5 Years**

##### **What does the data tell us?**

#### *5-Year Completion Rate (Dogwood & Adult Dogwood)*

##### *All Students*

- Completion rate has seen a positive projection since 2017/18, data for 2022/23 indicates 87%.
- This rate continues to demonstrate parity with the provincial average.
- We believe that the district's strong completion rates are linked to the provision of increased pathways to graduation for secondary students.

##### *Indigenous Students*

- The 5-Year Completion Rate for learners with Indigenous ancestry, not on reserve, has had some minor fluctuations over the past 5 years, and is currently at 68%. We continue to strive for greater success – and parity – for these students.
- Data for students living on reserve shows a concerning decline, well below the provincial average. Our leadership group is focused on investigating and remedying this trend.
- Equity in Action data from Pathways to Graduation Circles—review of each student's progress
  - 48% of students are on track to graduation & 15% require an action from the school team
- While the 5-Year completion rate for indigenous students on reserve is 74%, it moves to 100% when considering 6-Year completion rate. We recognize that a six-year completion is appropriate for some learners but are committed to supporting more Indigenous students achieving success in the five-year timeframe.

##### *Students with Disabilities or Diverse Abilities*

- Over the past 5 years, there has been an increase of students with designations graduating with a Dogwood or Adult Dogwood. The designated student increase over the past five years represents approximately 15% growth, bringing us to 71% in 2022/23, 6% above the provincial average. Our efforts continue as we work to support the most appropriate graduation pathway for students in this cohort. Supporting them achieving a Dogwood graduation is a priority.
- There continues to be a significant gap in completion rates of approximately 20% between designated and non-designated students. We are committed providing appropriate support to the full range of students, whether they have received designations or not.

##### *Children and Youth in Care*

- CYIC have higher completion rates than the provincial average. Despite this positive gap, the results are still approximately 30% lower than All Resident Students and is of significant concern to the district. Our work with families and community agencies requires ongoing attention.

### 5-Year Completion Rate (Dogwood only)

#### All Students

- Results for the 5-Year completion rates, Dogwood only, appear to be very similar trends to those for Dogwood and Adult Dogwood combined. This is true for Sooke District and provincial data. Our district has established clear criteria that need to be met for students to transition to an Adult Dogwood pathway.

#### Indigenous Students and Students with Disabilities or Diverse Abilities

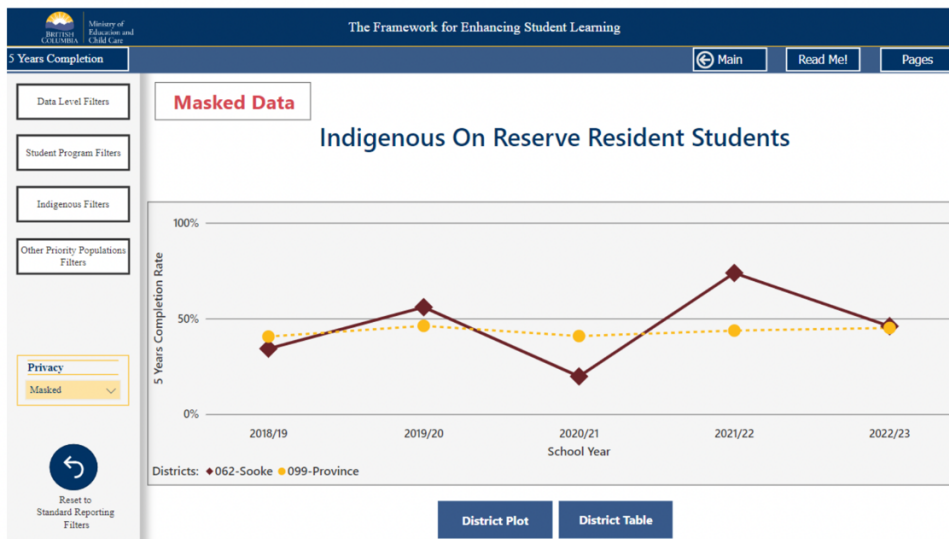
- Data for Indigenous Students and Students with Designations does not appear to significantly change when looking at Dogwood Only completion. We see this as an indication that most Indigenous Students and Students with designations are graduating with a Dogwood certificate.
- Similar concerns remain about the decline in completion rates for Students living on reserve, and for the continued gap between All Students and those in priority learner categories.

#### Children and Youth in Care

- CYIC report a lower 5-year Completion Rate for Dogwood Only. The district is committed to investigating and acting on this finding, particularly if we determine that this indicates an over-reliance on Adult Graduation for this population.

**\*Please Note:** Measure 4.1: Achieved Dogwood within 5 Years does not accurately represent the graph line for Indigenous Resident Students on Reserve (dark green).

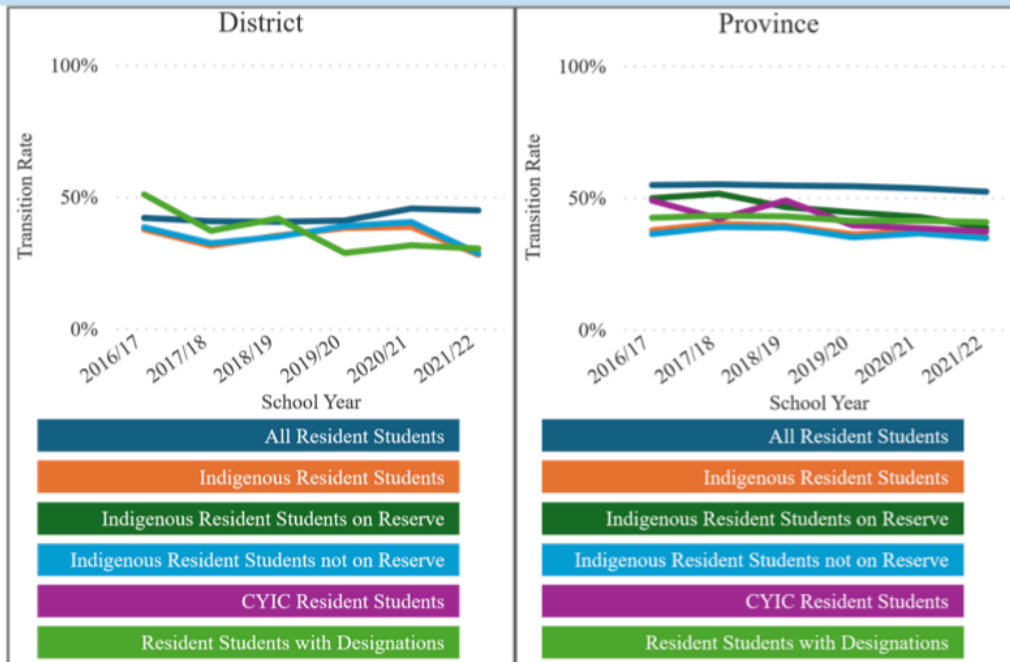
Corrected graph from Ministry of Education and Child Care:



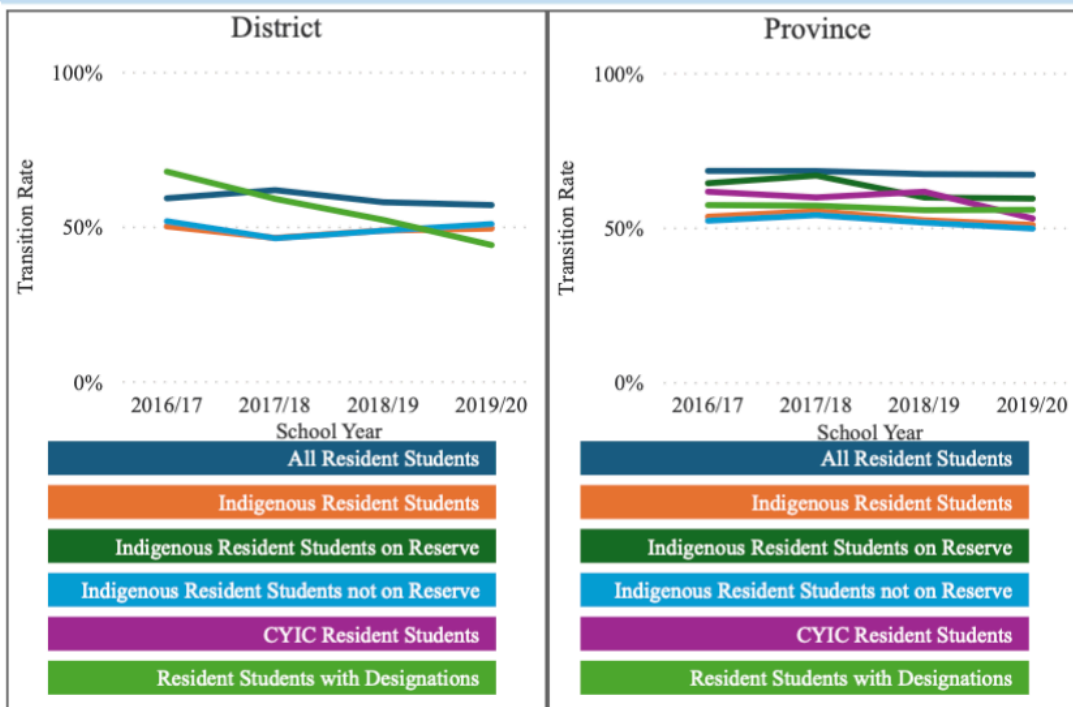
## Educational Outcome 5: Life and Career Core Competencies

### Measure 5.1: Post-Secondary Transitions

#### Transition Rate to BC Public PSI (Immediate)



#### Transition Rate to BC Public PSI (Within 3 Years)



## Analysis and Interpretation

### *Outcome 5: Life and Career Core Competencies*

#### **Measure 5.1: Post-Secondary Transitions**

##### **What does the data tell us?**

##### *Transition Rate to BC Public PSI (Immediate)*

##### *Transition Rate to BC Public PSI (Within 3 Years)*

##### *All Students*

- Data shows that more students are delaying transition to post-secondary as we see an increase to the Transition Rate within 3 years as compared to Immediate Transitions.
- Both Transition Rates are lower than provincial levels, though the gap between Sooke and Province for PSI Transition Rate is brought closer in the 3 years data summary.
- Local data for enrolment in South Island Partnerships, a partnership with Post-Secondary Institutions, indicate strong increases over the past 3 years. In 2020/21, 170 students successfully completed courses whereas 249 students completed courses in 2022/23.
- Similarly, there has been an increase in academic dual credit cohorts from 3 in 2020/21 to 11 in 2024/25.
- The district believes that these engaging learning opportunities will lead to higher rates of both Immediate and Within 3 Years Transition Rates.

##### *Indigenous Students*

- Indigenous Students are more likely to transition to a BC PSI within 3 years than immediately, maintaining a similar rate between district and province.
- There was a decline in the Immediate Transition Rate for Indigenous Students not on reserve in 2021/22. The district will investigate the reasons for this decline and see if it is compensated for in the Within 3 Years category.

##### *Students with Disabilities or Diverse Abilities*

- Students with Disabilities or Diverse Abilities have seen a downward trend in Transition to BC Public PSI, both for Immediate and Within 3 Years. This concerning trend is not mirrored provincially and is a priority for the district as it determines possible causal factors and develops strategies to support these learners to achieve their post-secondary goals.

##### *Children and Youth in Care*

- Data for Children and Youth in Care is masked to protect privacy.
- An internal review of the masked data shows a decrease in the Within 3 Year Transition rate, and a gap between CYIC and their peers who are not in care. The district is clear in its commitment to Children and Youth in Care through the development of effective classroom, school and district strategies to ensure that each learner is supported to meet their full potential.



## Career Development Summary

### Overall Trends and Learnings

More Students Delaying Transition to BC Public PSI  
 Transition to BC Public PSI Below Provincial Levels  
 Focus Needed on Priority Learner Cohorts  
 Strong 5-Year Completion Rate

### Emerging Areas of Growth to Support Student Success

Data Indicators	Specific Initiatives (Existing and New)
<p>More Students Delaying Transition to BC Public PSI</p> <p>⇒ Explore local data to better understand the trend of more students delaying transition to BC Public PSI</p> <p>Transition to BC Public PSI Below Provincial Levels</p> <p>⇒ Continued focus on supporting opportunities and pathways for students to engage in post-secondary learning</p> <p>Focus Needed on Priority Learner Cohorts</p> <p>⇒ Understand and act to remedy potential causes for lower Completion and Post-Secondary Transition rates for all 3 priority learner cohorts</p> <p>⇒ Focus on goals/strategies in the District Local Education Agreement</p> <p>Strong 5-Year Completion Rate</p> <p>⇒ Continue to be responsive and adaptive to meet student needs and provide multiple pathways to graduation</p>	<p>POST-SECONDARY TRANSITIONS</p> <ul style="list-style-type: none"> <li>• Monitor the connection between BC Public PSI transition rates and a possible positive impact from increased enrolment and support for South Island Partnerships and Dual Credit courses.</li> <li>• Explore local data and engage with student focus groups to better understand potential causes for students delaying transition to BC Public PSI.</li> <li>• Facilitate access to the new Westshore Post-Secondary building, scheduled to open in 2025, which will bring post-secondary courses and programs in closer proximity to where students live.</li> </ul> <p>PRIORITY LEARNER COHORTS</p> <ul style="list-style-type: none"> <li>• Support a focus on Indigenous learner outcomes through the goals and strategies of the District's Local Education Agreements.</li> <li>• Focus targeted support for priority learner cohorts as they begin their transition to BC Public PSI.</li> <li>• Explore local data to better understand potential causes for the decreased/delayed transition to BC Public PSI and its implications.</li> <li>• Continue developing and profiling accessible employment and training opportunities as well as apprenticeships and work experience.</li> <li>• Consider alternative measures of success as supported through the goals &amp; strategies of a student's IEP.</li> <li>• Continue to refine our Pathway to Graduation Circles—an opportunity to review each student's progress towards graduation through a red, yellow, green system of identifying where supports are needed.</li> </ul> <p>5-YEAR COMPLETION RATE</p> <ul style="list-style-type: none"> <li>• Continue providing multiple pathways to success and graduation for secondary students.</li> <li>• Expand awareness of and enrolment in Dual Credit offerings and cohort models, ensuring that there are consistent, low barrier processes for Secondary students.</li> </ul>

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## **APPENDIX B**

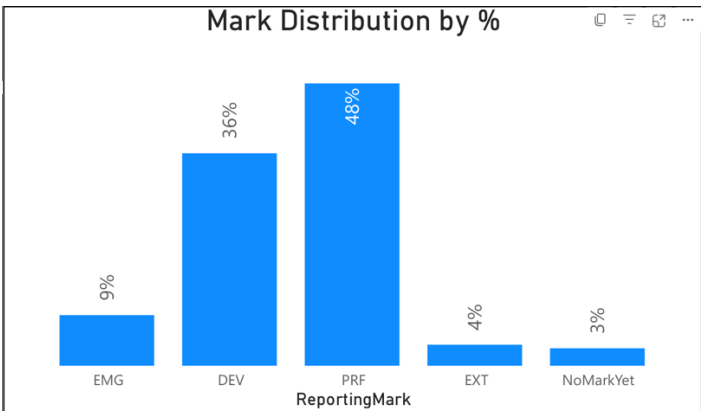
### Local Data and Evidence

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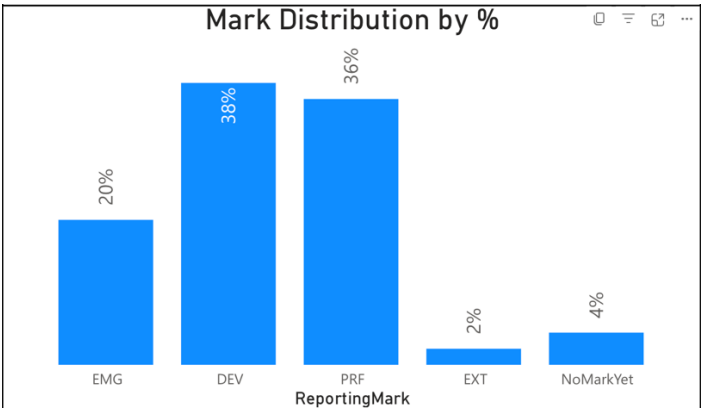
Local Data—Literacy

Local assessment information (Summary of Learning Updates)

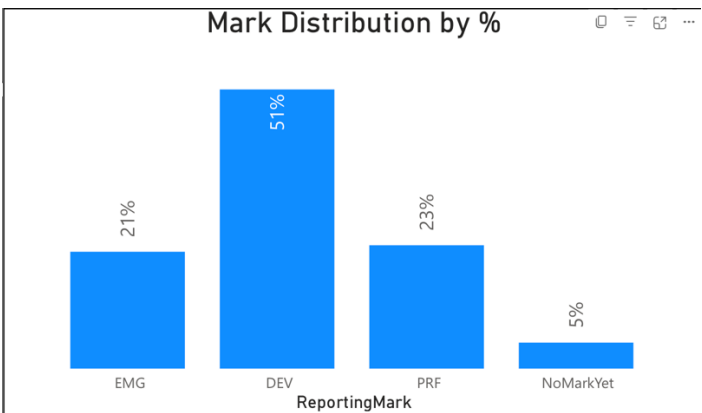
Grade 4 All Students



Grade 4 Indigenous Students



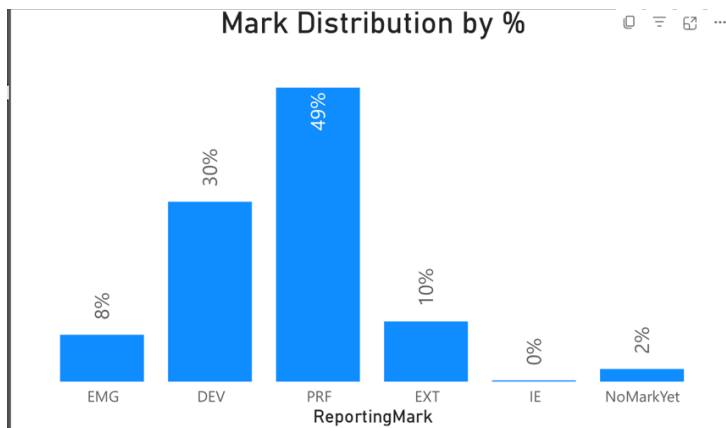
Grade 4 Students with Designations



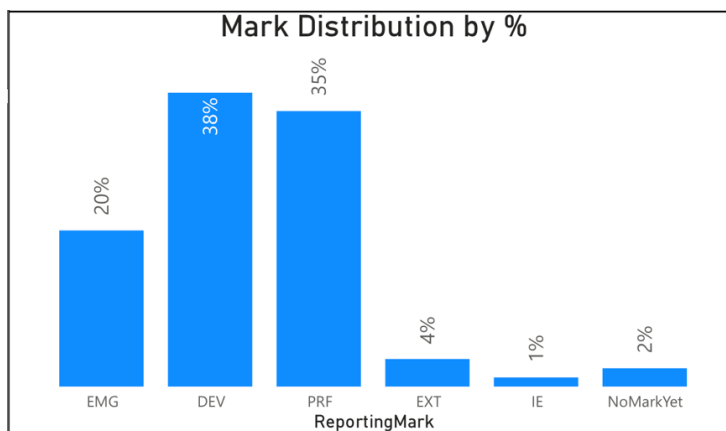
## Local Data—Literacy

Local assessment information (Summary of Learning Updates)

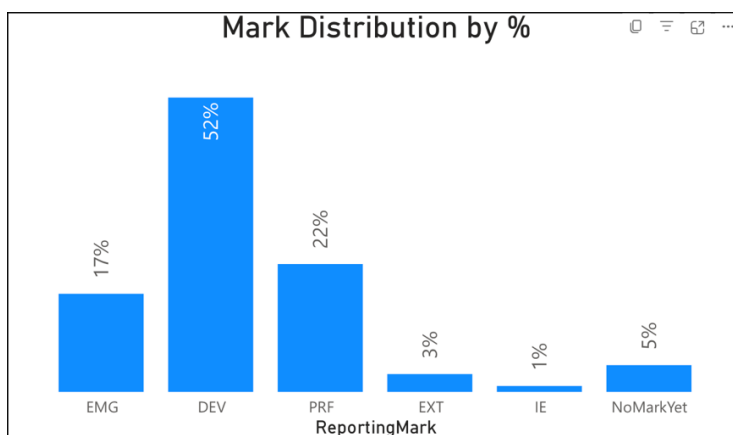
Grade 7 All Students



Grade 7 Indigenous Students



Grade 7 Students with Designations

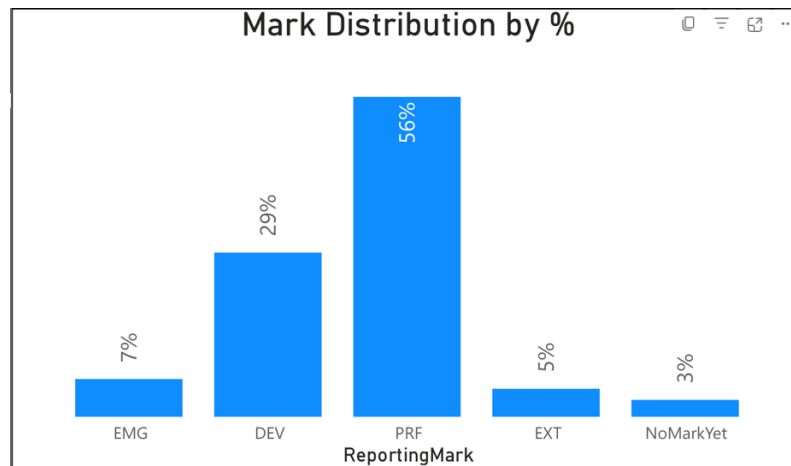




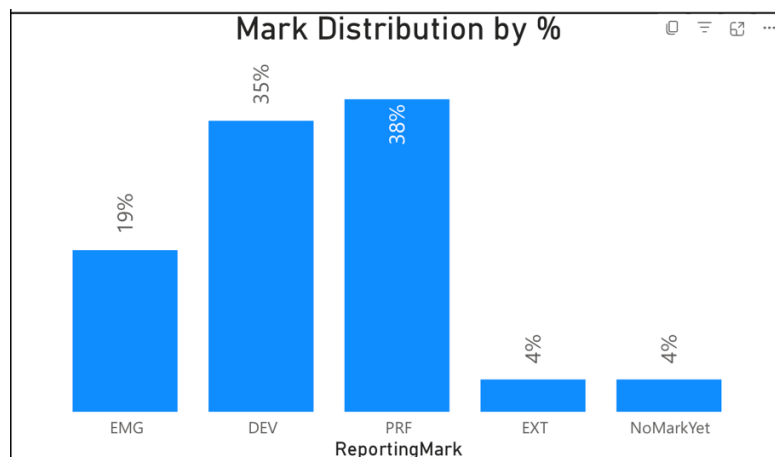
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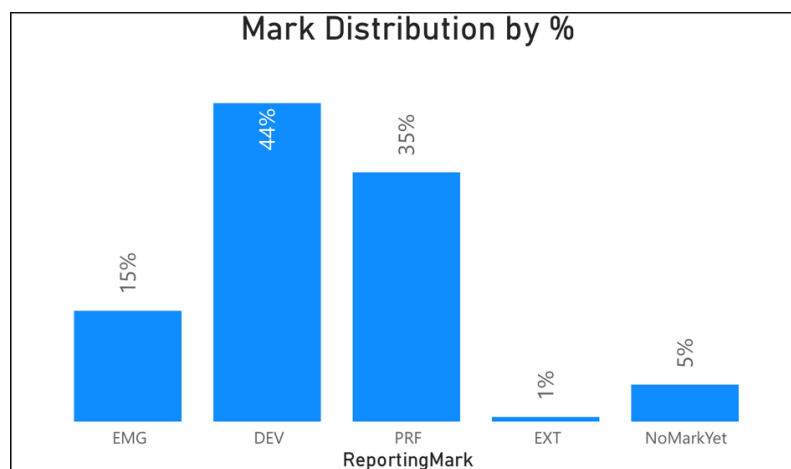
Grade 4 All Students



Grade 4 Indigenous Students



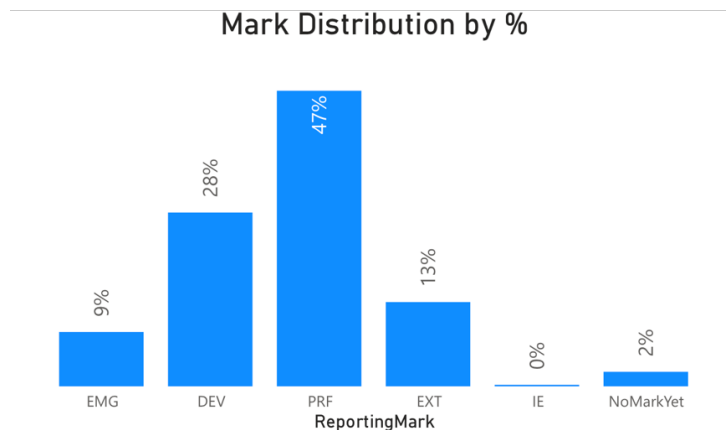
Grade 4 Students with Designations



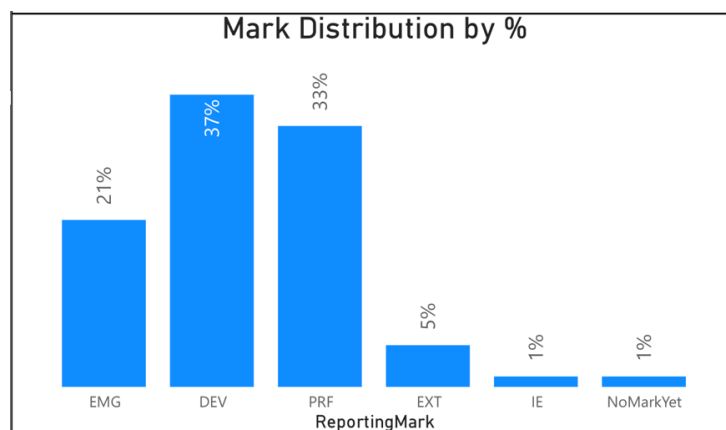
## Local Data—Numeracy

Local assessment information (Summary of Learning Updates)

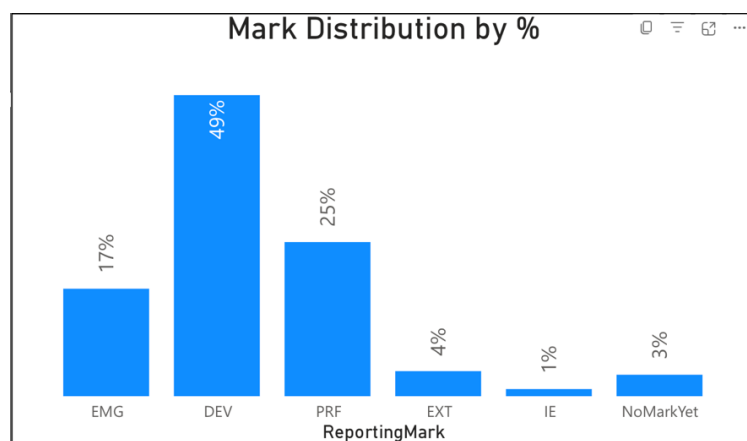
Grade 7 All Students



Grade 7 Indigenous Students



Grade 7 Students with Designations



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## **APPENDIX C**

### Continuous Improvement Cycle

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## Sooke School District: Annual Cycle of Continuous Improvement

Area/Dept	JULY/AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
<b>School Planning</b>	School plans reviewed	School Planning Day	Associate Superintendent school continuous improvement visits	School goal strategy implementation			FSA data review	School goals evidence/data feedback, progress assessment		Partner group engagement annual planning process for next year school plan	
<b>Student Learning and Achievement</b> <i>(EDI/MDI on alternate years)</i>	Student success data (secondary reporting)	Enhancing student learning report submitted	Classroom based student assessments; School based local data discussions (Ind, CYIC, Incl Ed specific)	FSA delivery	6 yr completion rates reviewed Review of Alt Ed grad rate (Ind, CYIC, Incl Ed)	Equity in Action Data Term 1 Local data review Grade to grade transitions review	Student success data (secondary reporting) HAWD report review (Incl Ed, CYIC)		Term 2 local data review	Transition Meetings (Middle/secondary) PEN level student data tracking PATH process for post secondary planning	Year end local enhancing student learning data Grade to grade transitions review
	Student Learning Survey Results		Review of ministry data to align department goals (CYIC, Incl Ed)	10/12 Provincial assessments		10/12 Provincial assessments			10/12 Provincial assessments		
			Review of ministry data to align department goals (Indigenous Ed)	Lellum (School Data)	LEA School Reports 1	HAWD Report; LEA Final Report	NEAR Report	Pathways summary	LEA reports 2	Equity in Action Data LEA Reports 3	NEAR Summary; Pathways Summary
			Regularly scheduled meeting for Indigenous Education Committee and Elder's Circle								
		EDI/MDI data shared to PVP for school goals CHEQ survey completed	Implementation of EDI/MDI goal strategies; Receive CHEQ reports			Mid year progress assessment EDI/MDI and CHEQ strategies	EDI questionnaire completed			Receive EDI/MDI reports	Analyze EDI/MDI data for goal planning
<b>Governance and Engagement</b>			IEC Meeting; Q1 Operational Plan Update		IEC Meeting	IEC Meeting; Q2 Operational Plan Update	IEC Meeting		IEC Meeting; Q3 Operational Plan Update		IEC Meeting; Q4 Operational Plan Update
	Board Meeting		Monthly Board meeting; Ed Policy/Resources Committee								
<b>HR (staffing)</b>		Onboarding strategy based positions	Strategy based positions implementation				Strategy based positions progress assessment		Strategy based staffing allocations	Spring Staffing R1 (strategy driven targeted positions)	
<b>Finance</b>	Annual audit	Audit findings review	1701 enrollment confirmation				Revised budget - strategy resourcing	Budget planning (targeted resource allocations)			Final budget approval
<b>Facilities/transportation</b>		Route implementation	Ongoing monitoring and adjustment to meet needs					Transportation registration		Route planning (BCTEA, CYIC, Incl Ed, Ind student considerations)	



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## **APPENDIX D**

### Monitoring Strategy Effectiveness

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## MONITORING STRATEGY EFFECTIVENESS

### Year 3 of Strategic Plan 2021-2025

Summary of Operational Plan & Targeted Enhancing Student Learning Objectives  
(Intellectual Development, Human & Social Development, and Career Development)

<b>Strategic Plan Goal: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.</b>				
<b>Objective 1: Provide opportunities for learners to understand, respect and appreciate diversity and inclusion</b>				
<b>Rating</b>	<b>Strategy</b>	<b>Identified Gap</b>	<b>Strategy Effectiveness</b>	<b>Adjustments and Adaptations</b>
Started, Progressing, Complete?	What targeted actions are being taken?	What gap or problem does this strategy aim to address?	Based on quantitative and qualitative data, how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
Progressing	Monitor the implementation of Indigenous graduation credit courses to ensure students have access to Indigenous content through a variety of courses.	CAREER DEVELOPMENT	<ul style="list-style-type: none"> <li>Increased number of courses are now in place</li> <li>Continuing to build capacity through in-service training for teachers</li> <li>Resources are in place for the courses; work is ongoing to continue developing the resource banks</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Transformation and NA'TSA'MAHT Indigenous Education continue to support this work through creating in-service and professional learning opportunities</li> </ul>
		<ul style="list-style-type: none"> <li>Lower 5-year completion rate for Indigenous students</li> <li>Need to increase sense of belonging and embracing of Indigenous teaching</li> </ul>		
Progressing	Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen student learning.	HUMAN & SOCIAL DEVELOPMENT	<ul style="list-style-type: none"> <li>Executive summary of the report was received and reviewed by Leadership Working Group</li> <li>Leadership Working Group prepared recommendations regarding communication of the report and a future DEI committee</li> </ul>	<ul style="list-style-type: none"> <li>Establish district DEI committee</li> <li>Develop and communicate Racism Response guidelines for the system</li> <li>Review policy and code of conducts for common language &amp; focus on DEI</li> <li>Draft DEI strategy to align with the 2025-2029 Strategic Plan</li> </ul>
		<ul style="list-style-type: none"> <li>Need for systemic approach to supporting diversity and equity across departments &amp; schools</li> </ul>		

<b>Strategic Plan Goal: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.</b>				
<b>Objective 2: Provide opportunities for learners to develop critical and creative thinking skills</b>				
<b>Rating</b>	<b>Strategy</b>	<b>Identified Gap</b>	<b>Strategy Effectiveness</b>	<b>Adjustments and Adaptations</b>
Started, Progressing, Complete?	What targeted actions are being taken?	What gap or problem does this strategy aim to address?	Based on quantitative and qualitative data, how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
Complete	Implement the objectives of the Early Learning Framework (ELF) through existing networks and through strengthening effective pathways for the transition to school.	<b>HUMAN &amp; SOCIAL DEVELOPMENT</b> <ul style="list-style-type: none"> <li>Community data: students entering Kindergarten have no/limited preschool experiences</li> <li>Students struggle with transition to formal school environment</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning dinner series completed for elementary teams</li> <li>Pedagogical narration workshops were completed</li> <li>Planned and led various Ready, Set Learn events at schools and in the community</li> </ul>	<ul style="list-style-type: none"> <li>Continue to move forward with professional learning offerings</li> <li>Continue to monitor data sources, including our latest EDI report, to better understand students' needs coming into kindergarten</li> <li>Monitor student progress to determine if evidence-informed instructional approaches are making a difference</li> </ul>
Progressing	Continue to implement and expand the K-12 Literacy plan which includes professional development, increasing resources, intervention support and K-3 Universal Screening.	<b>INTELLECTUAL DEVELOPMENT</b> <ul style="list-style-type: none"> <li>District and provincial data indicate concerns for student literacy, K-12</li> <li>Local data indicates a need to support teachers in further developing areas of literacy instruction and assessment</li> <li>Strategy aims to develop educator capacity with the goal of improving student achievement</li> </ul>	<ul style="list-style-type: none"> <li>K-3 universal screening &amp; monitoring is supported in all elementary schools</li> <li>Professional learning and in-service sessions continue to be offered for school teams</li> <li>Students with interventions showing increased gains in literacy benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>Establish a K-12 District Literacy Stewardship Team with school and district-level representation</li> <li>Develop a collaborative cross-department K-12 literacy strategy</li> <li>Pilot and monitor, at Intermediate &amp; Middle, a common district screening and assessment framework</li> <li>Establish a continuous data reporting structure (frequency and content) for the K-12 Literacy Plan</li> <li>Review and refine professional learning and In-Service Models relative to Tier 1 and Tier 2/3 Instruction</li> </ul>
Complete	Continue to implement the Middle Years Philosophy with a focus on aligning Applied Design, Skills, and Technologies (ADST) and middle school programming.	<b>CAREER DEVELOPMENT</b> <ul style="list-style-type: none"> <li>There were inconsistent approaches to ADST</li> <li>Some schools had shorter days following a secondary model rather than middle</li> </ul>	<ul style="list-style-type: none"> <li>All middle schools have consistent start and end times throughout the week, supporting student programming</li> <li>Schools expanded ADST programs to include a differentiated focus in grade 6 and 7 from grade 8</li> </ul>	<ul style="list-style-type: none"> <li>Continue to support schools in broadening the opportunities and experiences for middle school students</li> <li>Develop a consistent approach to scheduling and FTE assignments for band and ADST in the revised middle school schedule</li> <li>Consider future staffing needs</li> </ul>

<b>Strategic Plan Goal: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.</b>				
<b>Objective 3: Ensure our learning environments are safe, accessible and welcoming</b>				
<b>Rating</b>	<b>Strategy</b>	<b>Identified Gap</b>	<b>Strategy Effectiveness</b>	<b>Adjustments and Adaptations</b>
Started, Progressing, Complete?	What targeted actions are being taken?	What gap or problem does this strategy aim to address?	Based on quantitative and qualitative data, how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
Complete	Define and enhance the practices and processes of the work of the Safe Schools Team, particularly regarding Violence Threat Risk Assessment (VTRA)	HUMAN & SOCIAL DEVELOPMENT	<ul style="list-style-type: none"> <li>• Ongoing threat assessment training</li> <li>• South-Island Safe Schools team met to review and refresh regional processes and communication pathways</li> <li>• PVP at middle &amp; secondary trained in response to reports of sexual misconduct</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to ensure ongoing training and in-service, particularly for those new to PVP roles</li> <li>• Continue to develop strong working relationships with South-Island districts regarding regional processes and tri-district supports</li> <li>• Align strategies to Ministry ERASE and Mental Health in Schools Strategy</li> </ul>
		<ul style="list-style-type: none"> <li>• Qualitative: increase in community and school-based incidents</li> <li>• Need to mature the system processes for more efficient and effective responses to student concerns</li> </ul>		
Progressing	Define the practices, processes and structures through Inclusive Education Services that support the increasing complexity and presentation of student behaviour across all schools	HUMAN & SOCIAL DEVELOPMENT	<ul style="list-style-type: none"> <li>• IES department established a network of support for elementary school staff in newly developed Behaviour Support position—0.2 FTE per school</li> <li>• Continuing to develop in-service and learning sessions as well as resources for student self-regulation plans</li> </ul>	<ul style="list-style-type: none"> <li>• Synchronize the flow of supports making sure there is a clear system-wide understanding for how and when to access interventions</li> <li>• Create supportive links for students struggling with regulation to access learning interventions in conjunction with behaviour interventions</li> </ul>
		<ul style="list-style-type: none"> <li>• Qualitative data: increase in student dysregulation</li> <li>• Quantitative: increase in elementary behaviour designations</li> </ul>		

<b>Strategic Plan Goal: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.</b>				
<b>Objective 4: Enhance student voice and choice</b>				
<b>Rating</b>	<b>Strategy</b>	<b>Identified Gap</b>	<b>Strategy Effectiveness</b>	<b>Adjustments and Adaptations</b>
Started, Progressing, Complete?	What targeted actions are being taken?	What gap or problem does this strategy aim to address?	Based on quantitative and qualitative data, how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
Complete	In consultation with students and all SD62 Learning departments, articulate and enhance support for the Careers and Applied Design, Skills and Technologies (ADST) K-12 curricula in support of student voice and choice.	CAREER DEVELOPMENT	<ul style="list-style-type: none"> <li>Focus from career coordinators was on middle school engagement</li> <li>Accessed a grant to support an exploration of health careers</li> <li>Increase in dual credit opportunities</li> <li>Increase in student course completion</li> </ul>	<ul style="list-style-type: none"> <li>Implement Emergency Medical Response program at secondary level</li> <li>Continue to maximize growth in Dual Credit course opportunities</li> <li>Develop local ADST events to engage middle school learners</li> </ul>
		<ul style="list-style-type: none"> <li>Building systemic capacity for ADST instruction to support increased pathways of choice for graduation</li> </ul>		

<b>Strategic Plan Goal: Engagement—To create a culture of belonging.</b>				
<b>Objective 1: Develop, expand, and implement, inclusive and collaborative practices and processes</b>				
<b>Rating</b>	<b>Strategy</b>	<b>Identified Gap</b>	<b>Strategy Effectiveness</b>	<b>Adjustments and Adaptations</b>
Started, Progressing, Complete?	What targeted actions are being taken?	What gap or problem does this strategy aim to address?	Based on quantitative and qualitative data, how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
Complete	Implement an accessibility plan, develop an accessibility committee and engage in a feedback mechanisms for issues of accessibility in the district.	HUMAN & SOCIAL DEVELOPMENT	<ul style="list-style-type: none"> <li>The plan, committee and feedback mechanisms are all in place</li> <li>Feedback and engagement led to action being taken to reduce barriers and increase safety at our schools.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to meet regularly with the district Accessibility Committee</li> <li>Continue to monitor public feedback and be responsive to emergent concerns as they are brought forward to the team</li> <li>Revise the district Accessibility Plan as per the committee's Terms of Reference</li> </ul>
		<ul style="list-style-type: none"> <li>Need to meet requirements of Accessibility Act</li> <li>Low rates for students with diverse abilities and/or disabilities for feeling welcome, safe and belonging</li> </ul>		



<b>Strategic Plan Goal: Engagement—To create a culture of belonging.</b>				
<b>Objective 2: Further the goals of the NA'TSA'MAHT Agreement following the objectives of 'One Mind' and 'One Spirit'</b>				
<b>Rating</b>	<b>Strategy</b>	<b>Identified Gap</b>	<b>Strategy Effectiveness</b>	<b>Adjustments and Adaptations</b>
Started, Progressing, Complete?	What targeted actions are being taken?	What gap or problem does this strategy aim to address?	Based on quantitative and qualitative data, how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
Progressing	Create authentic and engaging learning resources & narratives to support the teaching of local Indigenous languages in schools	HUMAN & SOCIAL DEVELOPMENT	<ul style="list-style-type: none"> <li>Significant progress made on resource development; there continues to be a focus on building more and varied resources across curricular areas</li> <li>SENCOTEN language videos are available through department, with more to come as Elders are able to develop them</li> <li>SENCOTEN kindergarten language program is established at 5 elementary schools in Sooke community.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build SENCOTEN Language Program, Elder Language Video Development, and SENCOTEN Language Resources</li> </ul>
		<ul style="list-style-type: none"> <li>Language is a significant part of cultural identity; we need to focus on increasing sense of belonging for Indigenous students</li> <li>SENCOTEN language for all Kindergarten students is part of Truth &amp; Reconciliation</li> </ul>		
Complete	Support graduation and improved life outcomes for students with Indigenous ancestry by utilizing a data gathering tool to track indicators of academic, social emotional and engagement attributes	CAREER DEVELOPMENT	<ul style="list-style-type: none"> <li>Tool is in use; speed and efficiency of the tool has improved—continue to upgrade</li> <li>Provides data to inform Pathways to Graduation meetings at the schools, providing data on each student and the services they are receiving</li> </ul>	<ul style="list-style-type: none"> <li>Continue using and refining the Pathways to Graduation framework and the Indigenous Information Management System (IIMS) to gather services &amp; programs for Indigenous Learners</li> </ul>
		<ul style="list-style-type: none"> <li>Lower rates for 5-year completion and PSI transition for students who are Indigenous</li> <li>Need to manage and streamline data analysis &amp; to support timely responsive interventions</li> </ul>		