

SCHOOL DISTRICT 63 (SAANICH)

EDUCATION DIRECTIONS COMMITTEE
Report to the Board of September 18, 2024

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| Committee Members: | Trustee Silzer, Chair Trustee Vandall Trustee VanWell |
| Staff Support: | Carly Hunter, Director of Instruction, Learning & Innovation Paul McKenzie, Assistant Superintendent |
| Partner Representatives: | Kelly De Klerk – SAA - Secondary Leila Sinclair Wise – SAA Elementary - regrets Don Peterson, STA Beverly Bastness – CUPE COPACS – regrets |
| Other Attendees: | Chair Dunford, Trustee Elder, Trustee McMurphy Trustee Hickman, Superintendent Dave Eberwein, Director of Instruction, Diversity and Inclusion, Peter Westhaver, |

**Tuesday, September 10, 2024
3:00 pm**

A. PRESENTATIONS AND QUESTIONS

1. The Committee received the Framework for Enhancing Student Learning Report and a presentation from Carly Hunter.
2. The Strategic Plan Student Voice Strategy & Global Citizenship Feedback (Item #2 on the agenda) was postponed to October 15, 2024.

B. ITEMS FOR DISCUSSION

No Items.

C. ITEMS FOR RECOMMEDATION

Recommendation to Board:

The Committee recommends and I, Trustee Silzer, move that the Board approve 2025-26 Enhancing Student Learning (FESL).

D. ITEMS FOR INFORMATION

No Items.

E. FUTURE AGENDA ITEMS

- Data sharing around Strategic Plan goals
- Student Voice Plan
- Literacy Plan Introduction

Enhancing Student Learning Report

September 2024

In Review of Year 3 of our 2022 to 2027 Strategic Plan



Board Approval:

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Section B: Moving Forward

Introduction: District Context

Territorial Acknowledgement

We acknowledge and thank the W̱SÁNEĆ people on whose traditional territory we live, learn, and teach. The W̱SÁNEĆ people have lived and worked on this land since time immemorial.

Introduction

FESL (Framework for Enhancing Student Learning) is a comprehensive approach to continuous improvement. This living document includes input from Saanich Schools staff and represents a culture of collaboration with rights holders, educational partners and the community. This report is evidence-informed and commits to specific actions to support student growth.

Together our learning community aspires to nurture the capacities and skills of all learners. We want students to flourish and contribute to their communities and to the larger world. The strategic priorities of the Saanich School District, referenced throughout this report, are integrally aligned to support the growth of all learners.

Context

The Saanich School District has nearly 8,000 students in eight elementary schools, three middle schools, and three secondary schools. In addition, the District also provides programming at a Children's Development Centre and two Individual Learning Centers. The South Island Distance Education School is a Kindergarten to Grade 12 school offering online courses to students throughout BC. It is important to note that the data for SIDES students is included in our graduation rates. Adjusted rates for only Saanich Schools students are significantly higher. Our District also hosts one of the province's most successful International Student programs.

The Board and its staff place a high priority on our relationship with the W̱SÁNEĆ First Nation on whose traditional territory we live, work and learn. Together, we strive to create strong learning communities focused on the success of every student. Saanich Schools commit to providing exceptional teaching and learning in a culturally diverse and responsive community comprised of caring professionals and families.

In 2023/24, our student population included:

- 561 students with First Nations ancestry comprising 8% of our school population;
- 189 students who are Inuit or Métis comprising 2% of our population;
- 34 Children & Youth in Care; and,
- 15.91% students with identified disabilities or diverse abilities.

We are proud of the achievements of our students, both within our system and beyond. As leaders of tomorrow, Saanich School District graduates are achieving post-secondary success locally, nationally and internationally. Our District culture promotes the growth of future leaders by ensuring that every child's life chances are positively impacted.

Current Strategic Plan Priorities

Saanich Schools Strategic Plan

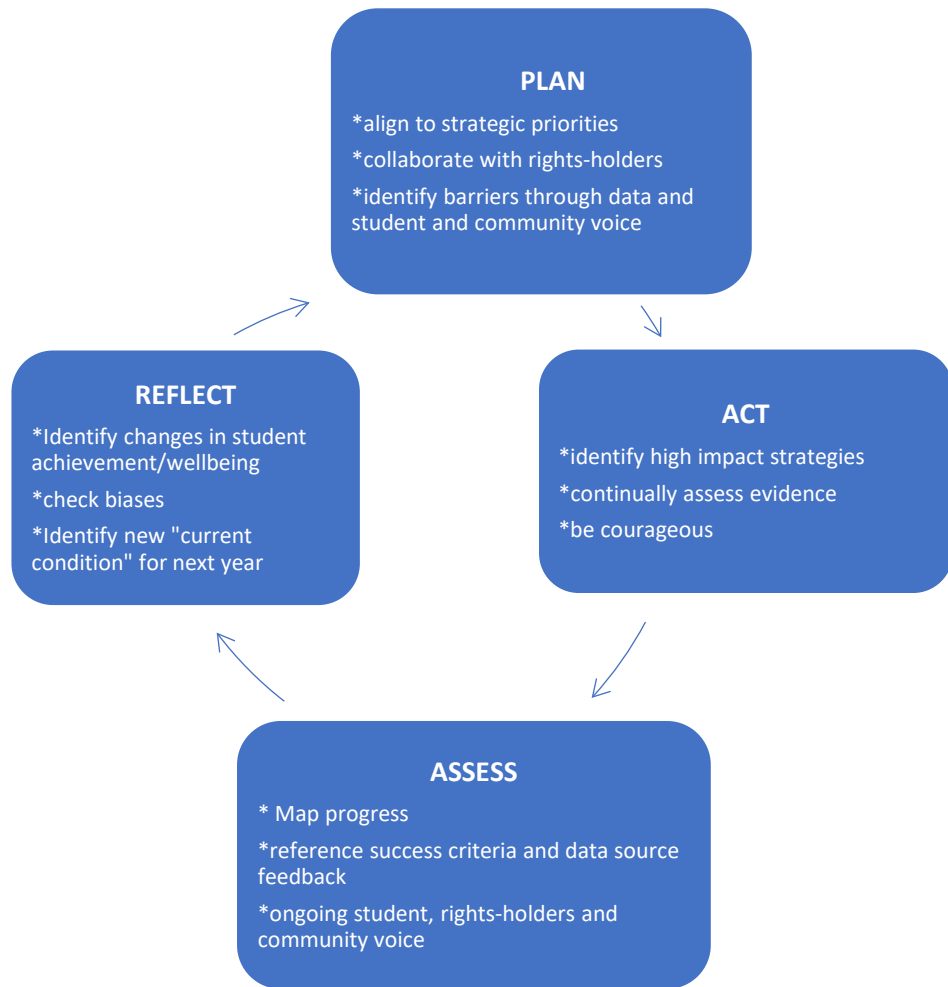
Saanich School District is entering year 3 of our 5-year improvement cycle. The Board's [Strategic Plan](#) serves as a framework through which District directions and decisions are considered, prioritized and initiated. Our Plan is a public facing commitment that serves a road map to guide the District from where it is to where it wants to be and what it must accomplish.

The Strategic Plan informs budget priorities, educational innovation, student voice and school planning direction, all of which help us achieve our goals. Rights holders, partner groups, staff members, caregivers, community members and students are engaged in creating the Plan and its goals. The Plan also provides a lens through which we review and respond to provincial and school-based data. The Saanich School District considers the Strategic Plan a living document and an active resource, with our action plan around each goal responding to feedback and data.

The 2022-2027 Strategic Goals:

- ▶ **LITERACY:** To improve student literacy across the curriculum for all students with a particular focus on early learning
- ▶ **INDIGENOUS LEARNER SUCCESS:** To engage in practices that support culturally responsive and barrier-free learning environments for Indigenous students
- ▶ **MENTAL HEALTH & WELLNESS:** To promote mental health and well-being through social emotional learning and trauma-informed practice
- ▶ **GLOBAL CITIZENSHIP:** To provide opportunities and experiences that inspire learners to be knowledgeable, curious and active global citizens who support the well-being of oneself, family, community and our environment

District Improvement Cycle



Connections/Collaborations

Plan:

- WSÁNEĆ Nation
- School and district leadership
- Student Voice Groups
- Partner groups

Act:

- Partner groups
- Education Directions Committee
- Policy, Finance Facilities & Technology Committees as needed

Assess:

- School leaders
- Management meetings
- Staff Professional Learning
- Student Voice Groups

Reflect:

- WSÁNEĆ Nation
- Student Voice Groups
- Board Meetings

Looking Back on the Year: Effectiveness of Implemented Strategies

In the 2023/24 school year our priority was aligning our Equity in Action Plan with the Strategic Plan goal of Indigenous learner success. Rights holders and school and District communities have come together to focus on strategies to address inequities and barriers to success for Indigenous learners. This aligned effort has led to a significant improvement in Indigenous Student results in many areas. However, there is still much work to be done until we have achieved parity for Indigenous learners.

In 2023/24 we made progress in each of the four Equity in Action Framework quadrants.

Policy & Governance

Strategy: Increase representation of Indigenous employees in Saanich.

Actions: Saanich Schools worked collaboratively with the Saanich Teachers' Association to implement an [Employee Equity Agreement](#) that acknowledges "Indigenous employees are underrepresented in the Saanich School District." The agreement supports the Truth and Reconciliation Call to Action to eliminate educational and employment gaps between Indigenous and Non-Indigenous Canadians. Saanich Schools and CUPE 441 are currently collaborating to formalize a similar agreement for CUPE staff. As we are in the first year, data will be available in the 2024/25 FESL report.

Learning Environment

Strategy: Ensure that Indigenous student voice is authentically heard, engaged with and actioned.

Actions: In 2023/24 we have focused on infusing student voice and have conducted 4 focus groups throughout the year with Indigenous student leaders at every middle and secondary school. The groups include trustees, senior staff, and school staff and focus on the goals of the Strategic Plan.

Student Feedback Summary from those sessions includes:

| Goal | Feedback | Action-Taken |
|---------------------------------------|---|--|
| Mental Health & Well-Being | Students identify growth in positive mental health is supported and normalized throughout the District. They request even greater access to mental health support. | <ul style="list-style-type: none">Identify strategies such as QR codes and on-line appointments to allow greater access to support.Proactive mental health check-ins for students. |
| Indigenous Student Success | Students recognize increased infusion of Indigenous content into courses. They identify that there are still challenges in being able to access safe spaces as well as issues related to racism in schools. | <ul style="list-style-type: none">Building of a new cultural room at Stelly's Secondary SchoolFocus on the creation and implementation of an anti-racism plan in 2024/25. |
| Global Citizenship | Students share that they usually feel safe to identify and communicate their needs and self-advocate. They request more freedom within the curriculum to be curious about the world around them. | <ul style="list-style-type: none">Continue to offer professional learning for teachers around giving students choice in their learning.Further pursue the role of "street data" in engaging a collective curiosity. |
| Literacy | Students recognize the importance of early literacy for student success. They identify the need for literacy support to be available for students who are struggling from kindergarten to grade 12. | <ul style="list-style-type: none">Continue to implement a data-informed and responsive literacy intervention program in early primary. |

| | | |
|--|--|--|
| | | <ul style="list-style-type: none"> • Middle literacy support project involves all three middle schools working collaboratively to provide intervention to struggling readers. |
|--|--|--|

Pedagogical Core

Strategy: Ensure that we address and remove barriers to Indigenous students to ensure that they are graduating with dignity, purpose and options.

Actions:

- We are providing ongoing and intensive support for staff teaching Indigenous-focused classes at the secondary level including a specific staff position, funding for resources and 3 in-service sessions for teachers as well as individual, ongoing school support.
- Since 2021/22, we have offered summer school for students who have not completed courses. This has allowed students to avoid having to repeat a course in its entirety, thus allowing them a better chance of graduating with a Dogwood Diploma in 5 years.

Summer School Course Completion Data

| Year | Courses Completed- All Students | Courses Completed- Indigenous Students |
|---------|---------------------------------|--|
| 2021/22 | 20 | 7 |
| 2022/23 | 39 | 10 |
| 2023/24 | 84 | 27 |

- Ensured all Indigenous students who are emerging in Literacy from K-5 have received direct literacy support as a prioritized group. This includes careful tracking of each student’s progress in every school and communication with families.

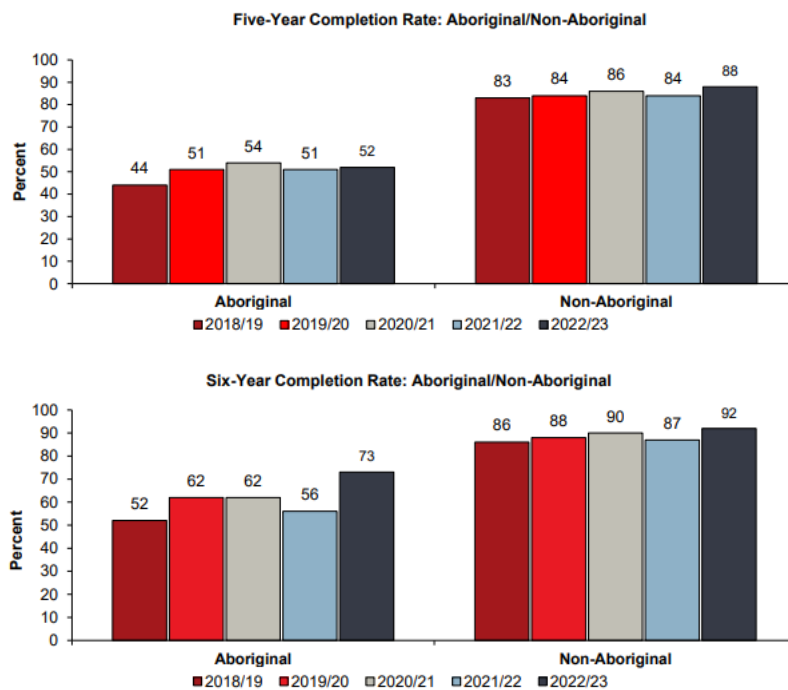
Learner Profile

Strategy: Work alongside families to ensure they feel welcomed, included and connected to the school community.

Actions:

- We have an Indigenous Family Advocate to ensure families have a voice when they need support connecting with the school. The advocate focuses on family and student needs and supports all students with particular attention on students who require cultural support or are transitioning in, out or between schools.
- We reallocated Indigenous staff to focus on supporting language and culture for students.
- The District offered family meetings to support any students who were at risk of not successfully transitioning from one grade to the next or not graduating.

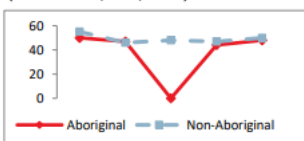
Indigenous Learner Areas for Success and Growth



- While we are committed to supporting student graduation in five years, it is encouraging to see a significant improvement (73%) in the six-year completion rate. This is the highest rate we have ever experienced in Saanich and represents a significant improvement in supporting students who required an extra year.
- In 2024/25, the focus will be on our five-year completion rate and achieving an increase in Indigenous students graduating with their peers.
- 5-year graduation parity remains a District priority and we are working to understand and remove all barriers. Please note that this rate includes SIDES students who may be living and registered in schools out of district. This presence in our data results in a lower-than-expected graduation rate as they are recorded as non-graduates when they return to their home district.

Student Learning Survey Key Focuses

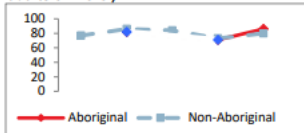
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



| School Year | Gr 10 Respondents | | All of the time or many times | | Gr 10 Respondents | | All of the time or many times | |
|-------------|-------------------|-----|-------------------------------|-----|-------------------|-----|-------------------------------|---|
| | # | % | # | % | # | % | # | % |
| 2018/19 | 20 | 50 | 10 | 50 | 223 | 123 | 55 | |
| 2019/20 | 32 | 47 | 15 | 47 | 341 | 156 | 46 | |
| 2020/21 | 25 | Msk | Msk | Msk | 294 | 141 | 48 | |
| 2021/22 | 27 | 12 | 44 | 362 | 169 | 47 | | |
| 2022/23 | 21 | 10 | 48 | 331 | 166 | 50 | | |

- The infusion of Indigenous content throughout all aspects of the curriculum has been a major focus on the Saanich Equity in Action plan. However, we are not seeing a significant improvement in student opinions. It will be important to focus future Student Voice and staff development sessions in 2024/25 to explore the rationale for this data.

How many adults at your school care about you?/ At your school, how many adults do you feel care about you? (Percentage responding 2 adults or more.)



| School Year | Gr 12 Respondents | | Two adults or more | | Gr 12 Respondents | | Two adults or more | |
|-------------|-------------------|-----|--------------------|-----|-------------------|-----|--------------------|---|
| | # | % | # | % | # | % | # | % |
| 2018/19 | Msk | Msk | Msk | Msk | 194 | 149 | 77 | |
| 2019/20 | 17 | 14 | 82 | 242 | 208 | 86 | | |
| 2020/21 | Msk | Msk | Msk | 213 | 178 | 84 | | |
| 2021/22 | 17 | 12 | 71 | 270 | 196 | 73 | | |
| 2022/23 | 21 | 18 | 86 | 280 | 223 | 80 | | |

- It is encouraging to see that 86% of Indigenous students in Grade 12 feel connected with two or more adults. This result, which is higher than the District average, demonstrates that the Equity in Action focus of ensuring that students have adults supporting with them has been impactful. We are committed to sustaining and building on that momentum.

Existing and/or Emerging Areas for Growth

We have identified areas of growth for each area of focus:

Intellectual Development

Strategy: Address barriers in early Literacy for all students who are identified as requiring support.

Students receiving direct Literacy support (Grade 1-3)

| | All Students | Indigenous | Children in Care |
|--|--------------|---------------|------------------|
| 2021/22 (Reading Recovery Model) | 24 | Not collected | Not collected |
| 2022/23 (Literacy Intervention Support Year 1) | 190 | 43 | 0 |
| 2023/24 (LIT Year 2) | 255 | 59 | 4 |

Students Receiving Literacy Intervention 2023/24

| | All Students | Indigenous | Children in Care |
|---|--------------|------------|------------------|
| Number Supported | 257 | 59 | 4 |
| Number Improved | 252 | 58 | 4 |
| Number Improved from Emerging Term 1 to Developing /Proficient Final on Report Card | 39 | 9 | 0 |

- Significantly more students have been supported.
- All Indigenous students in Grade 1-3 who were emerging in Literacy received support and 58/59 showed significant improvement based on report card and District Literacy assessment data.
- The number of students supported increased from 190 to 255 in 2023/24.
- Feedback from staff and community on a district-wide survey clearly showed that they feel that early Literacy support has led to greater student success.

Percent of students who are emerging in Literacy K-8

| Year | Overall % of students Emerging | On-reserve Indigenous Students | All Indigenous Students | Children in Care | Students with Designation |
|------|--------------------------------|--------------------------------|-------------------------|------------------|---------------------------|
| 2022 | 6.9% | 44% | 27.7% | 45% | 20.3% |
| 2023 | 7.0% | 35.2% | 25.4% | 42.1% | 20.5% |
| 2024 | 7.7% | 35.5% | 26.3% | 42.1% | 24.8% |

- Overall number of students “Emerging” has increased partially because of improved assessment and reporting practices and professional learning on ensuring that students with designations are assessed in relation to the curriculum and the adaptations in their IEP.
- The number of Indigenous students who are Emerging is decreasing. This is a positive sign but there is still much work to be done to attain parity. Students who live on-reserve continue to be a primary focus.
- Data for Children and Youth in Care again highlights need to support these students directly by strategizing at school-based team meetings early in the fall and throughout the year to ensure effective interventions are in place.

District Literacy Assessment (DLA)

Percent of students who are Emerging in Literacy Grade 1-8 *based on an assessment given to Grade 1-8 students each fall and spring. Data below based on spring assessment

| Year | Overall % of students emerging | On-reserve Indigenous Students | All Indigenous Students | Children in Care | Students with Designation |
|------|--------------------------------|--------------------------------|-------------------------|------------------|---------------------------|
| 2022 | 7.9% | 38.3% | 25.1% | 30.7% | 37.8% |
| 2023 | 8.4% | 32.9% | 22.8% | 35.7% | 34.7% |
| 2024 | 9.2% | 37.4% | 29.6% | 46.2% | 47% |

- The DLA allows us to triangulate report card, FSA and DLA data to review trends and adjust strategies as appropriate.
- Report Card Data and DLA data are very aligned. FSA information (see section A) shows higher percentages of students who are Emerging. This is partly due to low participation rates and the need for us to create more consistent testing conditions.
- We have worked to ensure that staff understand and are consistent in assessing in relation to the proficiency scale.
- Barriers are clearly evident in supporting our most vulnerable students. In 2024-25, mid-year assessments and regular support checks will be implemented for all students who are experiencing barriers.

Human & Social Development

Data source: Student Learning Survey 2022/23 and BC Adolescent Health Survey (McCreary) 2022/23

Measure 3.1 Number and percentage of students in grades 4,7,10 who feel welcome, safe and have a sense of belonging in their school:

Students who agreed/strongly agree (McCreary):

- | | | |
|---|-------------|-------------|
| • Felt safe at school | 74% in 2023 | 81% in 2018 |
| • Felt like a part of their school/belong | 61% in 2023 | 67% in 2018 |

Student usually/always felt safe in (McCreary):

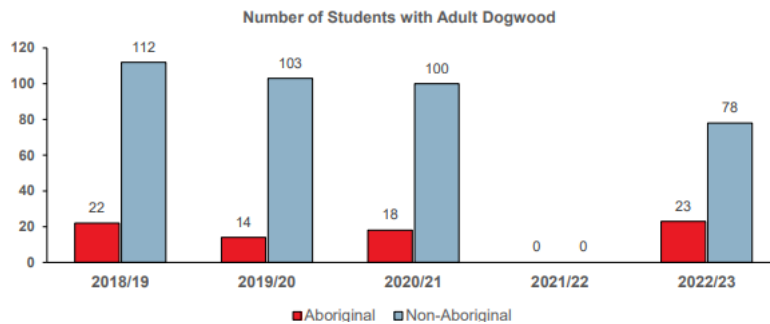
- | | | |
|--------------|-------------|-------------|
| • Classrooms | 91% in 2023 | 94% in 2018 |
| • Washrooms | 75% in 2023 | 92% in 2018 |

Students in Grades 4, 7 and 10 who feel there are two or more adults at their school who care:

Students who agreed/strongly agree (McCreary):

- Felt teachers cared about them 70% in 2023 72% in 2018
- According to the McCreary Survey, there is a decline in the number and percentage of students who feel safe and welcome at school. It is interesting to note in the McCreary Survey, the percentage of students who feel safest in the classroom in comparison to other areas of the school.
- Although our local data is consistent with provincial averages, we are committed to addressing this emerging area of concern.
- Through Student Voice sessions, students expressed the desire to receive presentations from guest speakers, with lived experiences, who could share their mental health journey. We are working with school administration and as a District to identify and engage with resource people/presenters who can effectively share their stories.

Career Education



- This is an identified area of focus as we have seen an increase in the number of Adult Dogwoods in 2022/23. We now require all Adult Dogwood requests to be reviewed and supported by the District Principal for Indigenous Education. The Indigenous family advocate will also ensure that the student's family is included in the process.

Ongoing Strategic Engagement (Qualitative Data)

Saanich Indigenous Engagement Strategy

In Saanich, through our work to achieve the commitments made in the Enhancement Agreement, and our learnings from the First Nations Education Outcomes Improvement Team, Equity Scan, and Strategic Plan, it has been reinforced that effective collaboration and consultation with the WSÁNEĆ community is essential for student success.

Our strategies have included:

- Regular meetings (both formal and informal) between Saanich School District staff and the staff of the W̱SÁNEĆ School Board.
- A Board -to-Board Retreat which will take place in September 2024.
- An Indigenous Student Voice group that-meets four times a year at every middle and secondary school.
- Supporting Indigenous staff to reach out to the W̱SÁNEĆ First Nation whenever feedback and support is needed/requested.
- Support for the Indigenous Family Advocate to ensure that Indigenous families have a voice and an opportunity to engage with schools in safe and meaningful ways.

Future Strategies:

- We are committed to progressing from seeking feedback to working together from the outset in every area in our Strategic Plan. In Saanich, we look forward to the Indigenous Education Council's engagement with and support for improving student success.

Adjustment and Adaptations: Next Steps

There has been a significant emphasis on supporting Children and Youth in Care, Students with diverse abilities and Indigenous students in each goal of the Strategic Plan.

Our strategies have included:

- District process to support Children and Youth in Care as they transition into or between schools.
- District Student Advocates for every school. The role of these teacher leaders is to support students who are disengaged or at risk for disengaging.
- Student Mental Health Support teacher leader who focuses on building capacity with staff and sharing information about mental health with students and their families.
- Mental Health capacity café and monthly mental health newsletters to families.
- Regular on-going professional development for staff who support students with diverse needs.
- Refined IEP process that encourages increased family and student agency.
- Supporting on-reserve students as a population of focus in every goal and aspect of the plan.
- Commitment to using the United Nations Declaration on the Rights of Indigenous People and the Declaration on the Rights of Indigenous Peoples Act as a guide in decision making.

Alignment for Successful Implementation

A significant area of growth in Saanich Schools over the course of 2023/24 has been in the alignment of our District focus and all operational plans with the 2022-2027 Strategic Plan. All departments have engaged in processes to make the plan a living document that has a close connection to everyone. The W̱SÁNEĆ community helped to guide the creation of our Strategic Plan and have been essential partners in the implementation of the plan. The work of our [Facilities](#) Department is another way we commit to alignment for success in achieving our goals. Examples include:

- Enhancement of learning spaces to support Strategic Plan priorities. For example, the creation of a new Cultural room at Stelly's Secondary in support of the Indigenous Learner Success strategic priority.
- Focused investment in the electrification of vehicle fleet and building heating systems to reduce greenhouse gas emissions in support of the Board's Energy Sustainability Plan and the Global Citizenship strategic priority.
- Addition of new spaces to support the diverse learning needs of students including the creation of sensory rooms and specifically designed learning zones.

School Plans (information attached):

- All School Plans have goals directly connected and aligns to the work of our Strategic Plan.
- School Plans are critical to ensure that the Strategic Plan a living document. Senior staff work directly with each school to review School Plans and update progress toward their goals.

Conclusion

In Saanich Schools, we are proud of the collaborative work that is supporting the goals of the Board's Strategic Plan. We believe this aligned focus will make a difference for students. We must be relentless in addressing barriers to student success and continually challenge ourselves to create conditions for students to flourish regardless of their identify, culture and learning needs.

| School | Goal Statements | Guiding Enquiry | Connection to Strategic Plan | Connection to First Peoples Principles |
|--------------------|--|---|---|--|
| ELEMENTARY | | | | |
| Brentwood | Promote mental health and well-being through Social Emotional Learning and trauma informed practice. | How will strengthening resilience and perseverance strategies in our students impact their academic success and well being? | Mental Health and Wellness and Indigenous Learner Success | Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. |
| | To improve literacy skills for all learners. | How can strengthening oral language and storytelling impact literacy skills in all learners? | Literacy | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. |
| Cordova Bay | To foster a culturally responsive school community that celebrates continuous improvement of students' skills in creative and critical thinking. | How can we support our students in their ongoing development of critical and creative thinking skills through a First Peoples' principles of learning lens? | Global Citizenship and Indigenous Learner Success | Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning recognizes the role of Indigenous knowledge. Learning requires exploration of one's identity. |
| | To improve student achievement in reading, writing, listening, and speaking by using a school-wide scope and sequence of literacy concepts and programs. | How can we continue to increase student success in literacy? | Literacy | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. |
| Deep Cove | To build belonging and connection by developing students' social-emotional and social communication skills. | Through school-wide consistency, local teachings of the WSÁNEĆ peoples, and a lens of equity, how will a school-wide SEL approach targeting communication and language learning opportunities impact student achievement in literacy? | Literacy and Mental Health and Wellness | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. |
| | To grow students' abilities to effectively communicate with others, with a focus on literacy communication skills. | Through school-wide consistency, local teachings of the WSÁNEĆ peoples, and a lens of equity, how will a school-wide SEL approach targeting communication and language learning opportunities impact student achievement in literacy? | Literacy and Mental Health and Wellness | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. |
| Keating | To improve student literacy across the curriculum for all students regardless of language program, with a particular focus on primary years, and foundational reading skills. | How can we improve literacy for all students? Which key literacy practices are valued as impactful across all grades? | Literacy | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. |
| | To improve mental health and well-being through social emotional learning (SEL) and trauma informed practice. | How do we establish and nurture a school culture of mental wellness that include students, staff, and families? | Mental Health and Wellness | Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. |
| KELSET | Implement school-wide strategies and activities for students to develop the skills to manage their emotional, mental, and physical wellbeing, requiring awareness of equity, diversity, and inclusive practices. | How can we increase engagement and achievement in literacy while recognizing the importance of having students' minds and bodies ready for learning? | Mental Health and Wellness | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning involves recognizing the consequences of one's actions. Learning involves patience and time. |
| | Literacy | How can we increase engagement and achievement in literacy while recognizing the importance of having students' minds and bodies ready for learning? | Literacy | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning involves recognizing the consequences of one's actions. Learning involves patience and time. |

| | | | | |
|----------------------|--|---|---|---|
| Lochside | To foster identity, well-being and leadership through a lens of equity and inclusion. | With student voice as our guide, how can we deepen understanding of student experience in order to better identify and remove barriers? | Global Citizenship and Indigenous Learner Success | Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning recognizes the role of Indigenous knowledge. Learning requires exploration of one's identity. |
| | To foster literacy development with a focus on achieving proficiency in reading and writing. | By providing a balanced and foundational early years (K-3) literacy program that address gaps in literacy knowledge (strengthening phonetic and phonemic skills), will we see an increase in literacy proficiency and engagement in all learners? | Literacy | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. |
| Prospect Lake | To improve student achievement in reading, writing, listening, and speaking by using a school-wide scope and sequence of literacy concepts and programs. | How can we amplify the voice of our vulnerable literacy learners and ensure our instruction honours the diversity of our school population? Using a scope and sequence across grades, how can we aim to build a consistent set of skills for our learners across all grades in literacy? | Literacy | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. |
| | To build skills and provide opportunities for students to interact responsibly, thoughtfully, and respectfully in all aspects of their lives. | How can we build skills and provide opportunities for students to interact responsibly, thoughtfully, and respectfully in all aspects of their lives? | Global Citizenship and Indigenous Learner Success | Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning recognizes the role of Indigenous knowledge. Learning requires exploration of one's identity. |
| Sidney | To increase literacy outcomes for all students. | How can we increase student literacy achievement through differentiated whole class literacy practices? | Literacy | Learning involves patience and time; Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. |
| MIDDLE | | | | |
| Bayside | Students will continue to engage and develop their literacy skills. | How can we use data to identify barriers for students and create cohesive and equity based literacy practices at Bayside? | Literacy | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. |
| | To continue to support students to engage in the learning process and to see themselves as a member of their school community while fostering a sense of belonging. | How do we engage students and help them to recognize themselves as learners and part of the learning process? | Mental Health and Wellness | Learning requires exploration of one's identity Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors |
| North Saanich | To improve student engagement and individual academic success with a focus on literacy and numeracy interventions for our most vulnerable students. | How will implementing comprehensive literacy / numeracy instruction and intervention processes increase accessibility, equity, and engagement for all students at NSMS? | Literacy | Learning recognizes the role of Indigenous knowledge; Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place); and That to increase academic success for our WSÁNEĆ, other First Nations, and Inuit students we must ensure that their histories, cultures, and traditions are honored, reflected, and engaged throughout all aspects of their learning journeys. |
| | Enhance the capacity of staff and students to create and maintain respectful, accessible learning environments by developing an inclusive mindset within students and staff. | How might we continue to address inclusion, diversity, equity and accessibility (IDEA) at NSMS? | Global Citizenship | Learning requires exploration of one's identity Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors; and Learning is holistic, reflexive, reflective, experiential, and relational (focus on connectedness, on reciprocal relationships, and a sense of place). |
| Royal Oak | Literacy | How can we guide and support our students to develop the literacy skills they need to read and communicate effectively in order to reach their potential as learners? | Literacy | Learning is embedded in memory, history and story. |

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| | Mental Health | How can we guide and support our students to recognize factors that impact their mental health, to form meaningful connections and to effectively handle challenges? | Mental Health and Wellness | Learning requires exploration of one's identity Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors; and Learning is holistic, reflexive, reflective, experiential, and relational (focus on connectedness, on reciprocal relationships, and a sense of place). |
| SECONDARY | | | | |
| Claremont | To promote a culture of care and inclusivity for all students, especially those that are members of marginalized communities. | How do we foster a school culture that confronts and eliminates racism and focuses on acceptance, empathy and understanding? | Mental Health and Wellness | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning involves patience and time. Learning requires exploration of one's identity. |
| Parkland | To increase student engagement in their learning at Parkland. | How do we create strong roots and connections for students to our school and their learning that allow them to be successful in school? | Mental Health and Wellness, Literacy and Indigenous Learner Success | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning involves patience and time. Learning requires exploration of one's identity. |
| | To increase student engagement in their learning at Parkland. | How do we intervene or support students when they show signs of disengagement? | Mental Health and Wellness, Literacy and Indigenous Learner Success | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning involves patience and time. Learning requires exploration of one's identity. |
| Stelly's | Given the relationship between long-term success and social emotional wellness, we will look to provide opportunities for students to understand, advocate for, and manage their wellness through a school wide, strength-based program. | If students have the strategies and support to positively affect their social & emotional well-being, will we see an increase in attendance, engagement, completion, and self-reports of positive well-being? | Mental Health and Wellness | Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning recognizes the role of Indigenous knowledge. Learning requires exploration of one's identity. Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. |
| | To identify barriers within our school preventing success for our Indigenous Learners. | If we can identify barriers preventing learners from achieving success, will we be able to strategize to address these barriers and therefore, begin to see an increase in our Literacy and Numeracy Assessment scores, students choosing the Foundations/Precalculus pathways, graduation/completion rates, and enrolment in post-secondary? | Indigenous Learner Success | Learning requires exploration of one's identity. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning recognizes the role of Indigenous knowledge. Learning is embedded in memory, history and story. Learning involves patience and time. |
| ILC | At ILC, students will develop resilience, social responsibility, a healthy identity, and a sense of belonging in their community through positive adult connections, supported interpersonal opportunities and wrap around mental health support. | How do we create more opportunities for students to practice and build positive and supported peer connections? How can we develop learning opportunities that are engaging, relevant, and build self confidence in our learners? | Mental Health and Wellness | Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning requires exploration of one's identity. |
| | Students will build strong attendance patterns and experience academic engagement, family connection, and culturally attuned ways of learning during their time at ILC so that they may graduate with dignity, purpose and options. | How can we strengthen student and family connections both on and off campus? How can we further engage students through Indigenous Ways of Knowing? | Indigenous Learner Success | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning recognizes the role of Indigenous knowledge. Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. |

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|---------------------|---|---|-----------------------------------|---|
| <p>SIDES</p> | <p>Support and Improve Mental Health and Wellness for K-8 Learners</p> | <p>How can we better understand the mental health and wellness needs of our school's K-8 learners, almost all of whom are full-time SIDES students; and What steps can we take to support and improve their mental health and wellness outcomes?</p> | <p>Mental Health and Wellness</p> | <p>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning requires exploration of one's identity.</p> |
| | <p>Support and Improve Mental Health and Wellness for grade 9-12 Learners</p> | <p>How can we better understand the mental health and wellness needs of our school's 9-12 learners, almost all of whom are full-time SIDES students; and What steps can we take to support and improve their mental health and wellness outcomes?</p> | <p>Mental Health and Wellness</p> | <p>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning requires exploration of one's identity.</p> |

Section A:

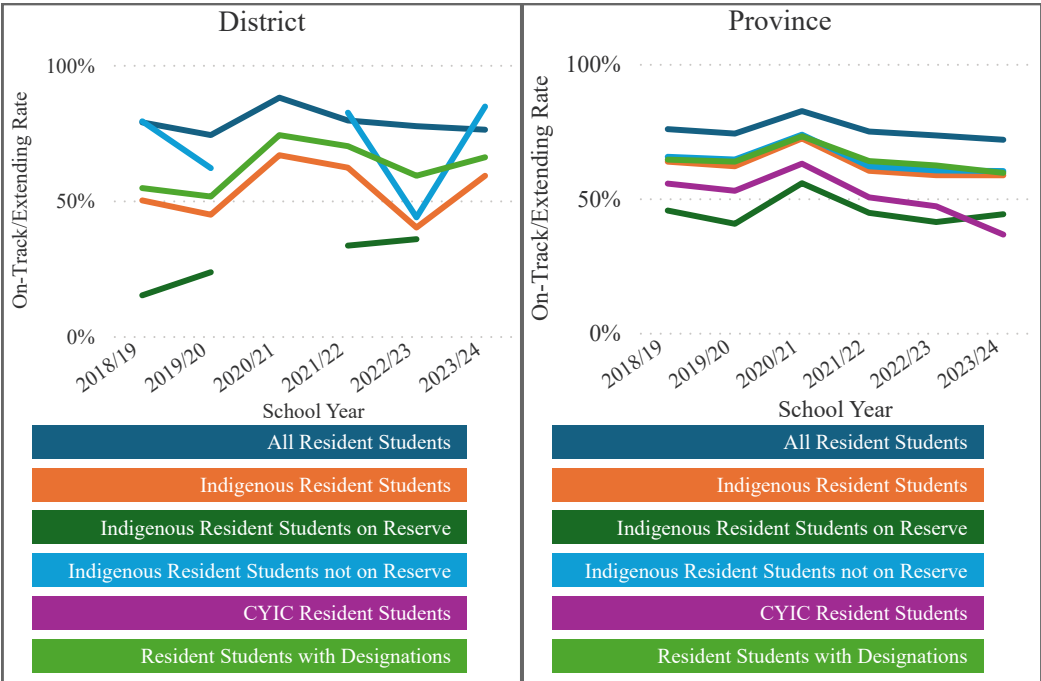
Reflecting on Student Learning Outcomes

Intellectual Development

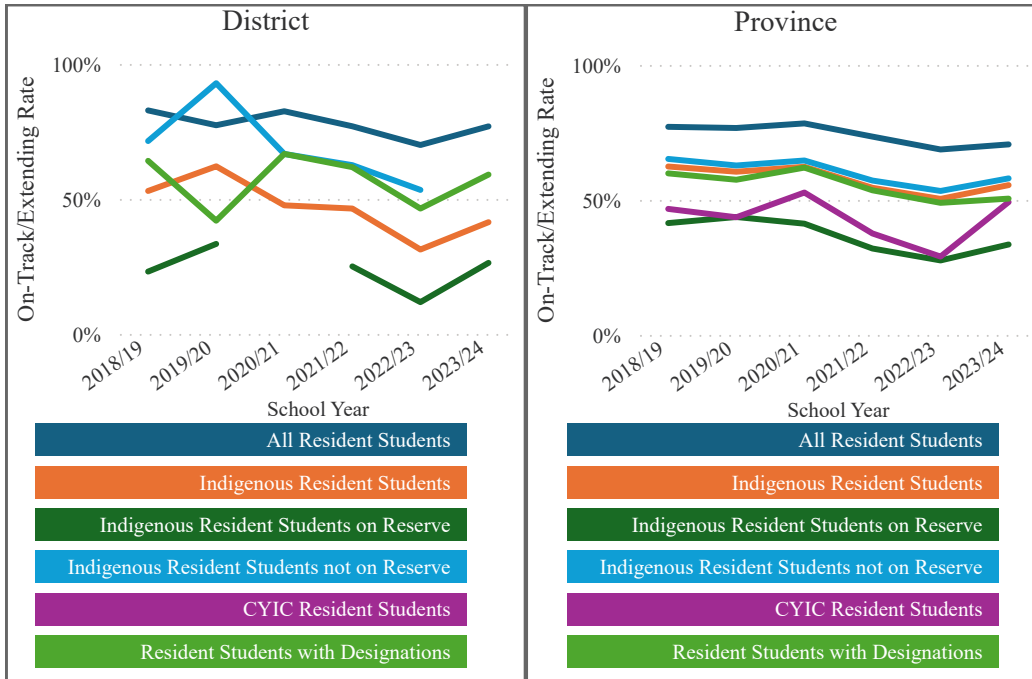
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy/Reading (On-Track / Extending Rate)

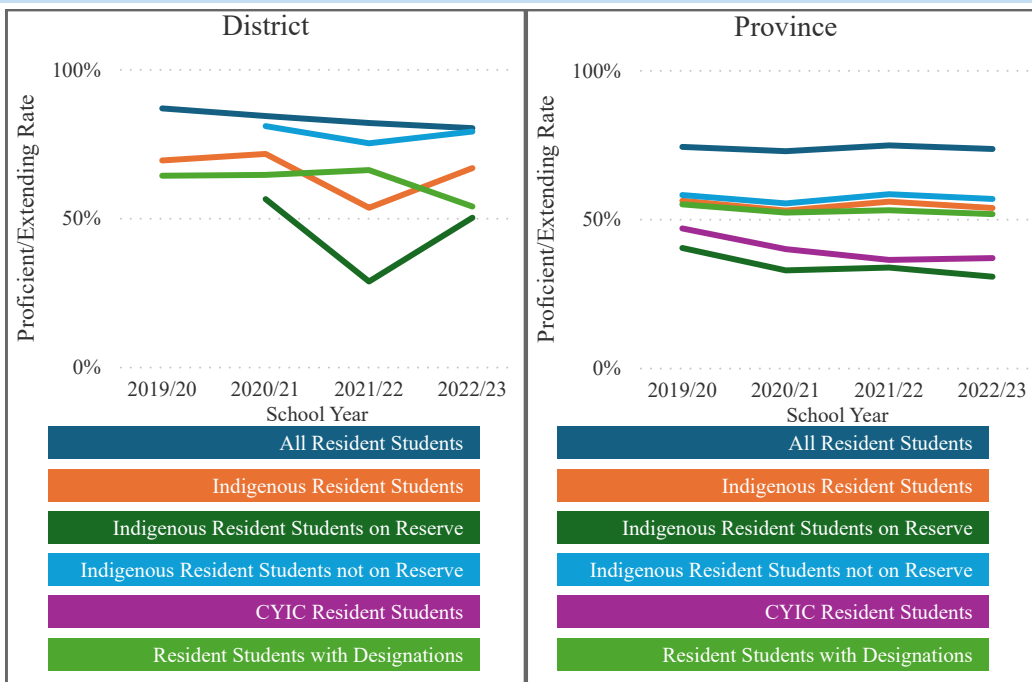


Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



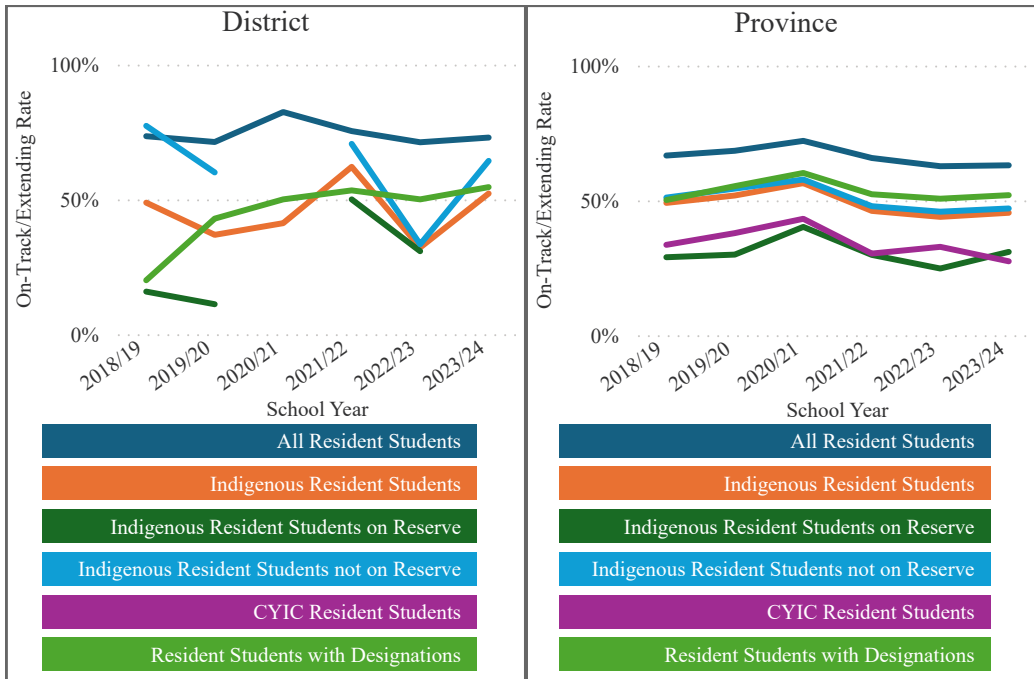
Analysis and Interpretation

Outcome 1: Literacy

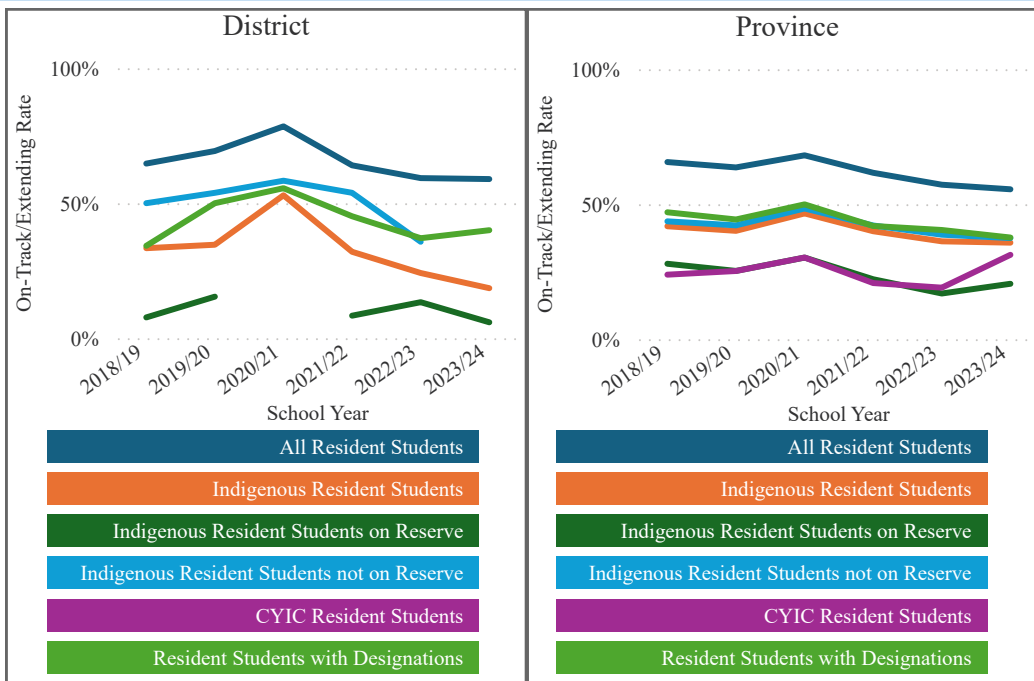
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

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

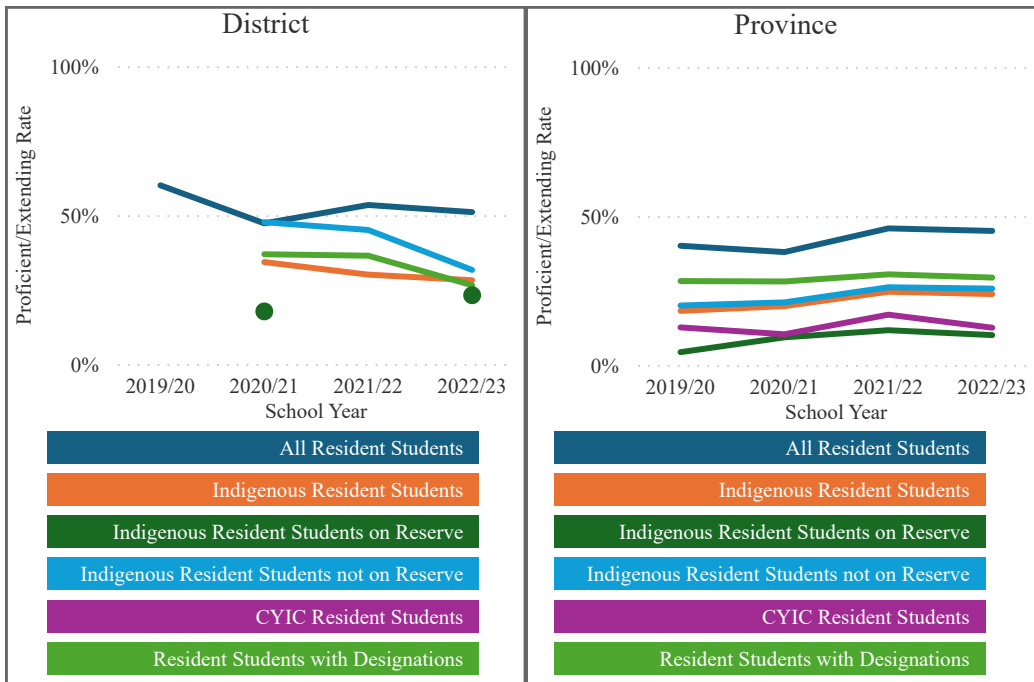


Grade 7 FSA Numeracy (On-Track / Extending Rate)



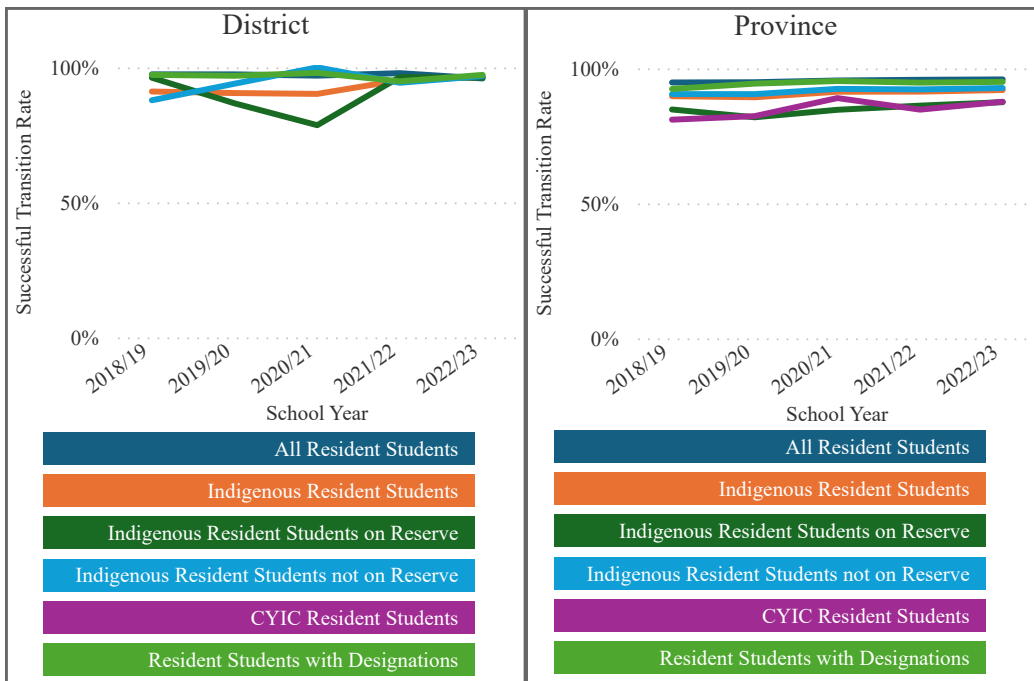
Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

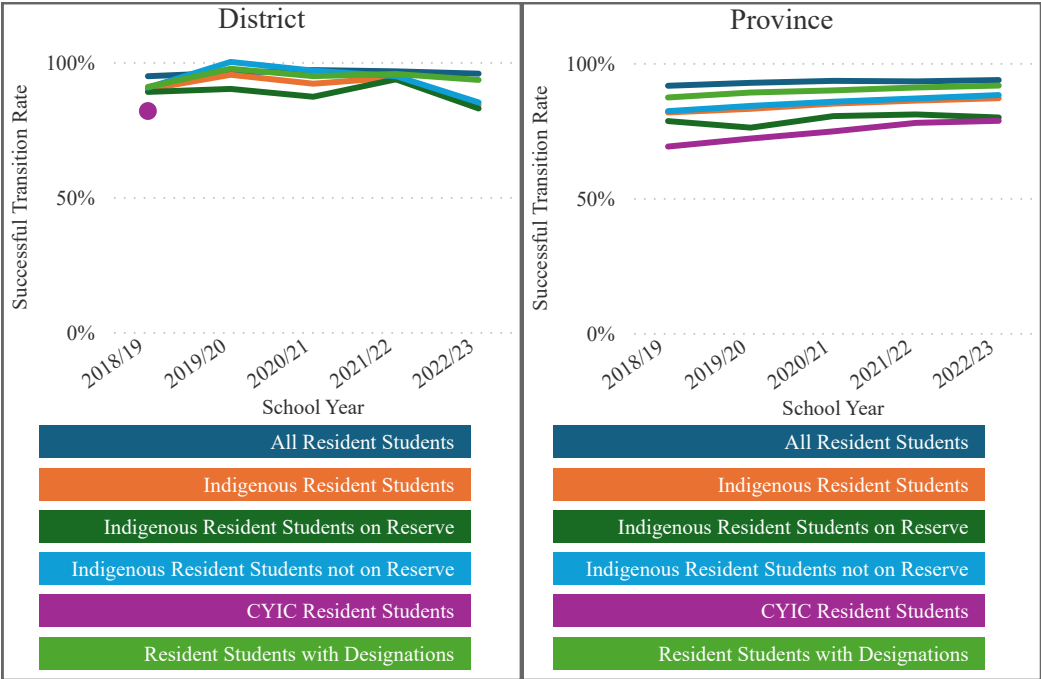


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition Rate



Grade 11 to 12 Transition Rate



Analysis and Interpretation

Outcome 2: Numeracy

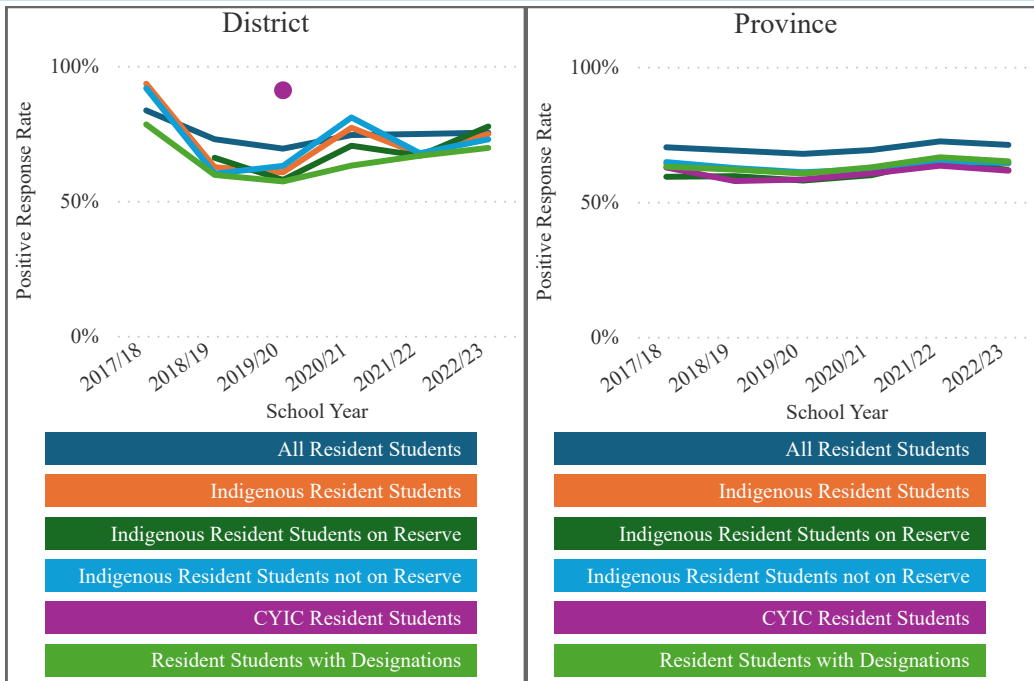
Intellectual Development Summary

Human and Social Development

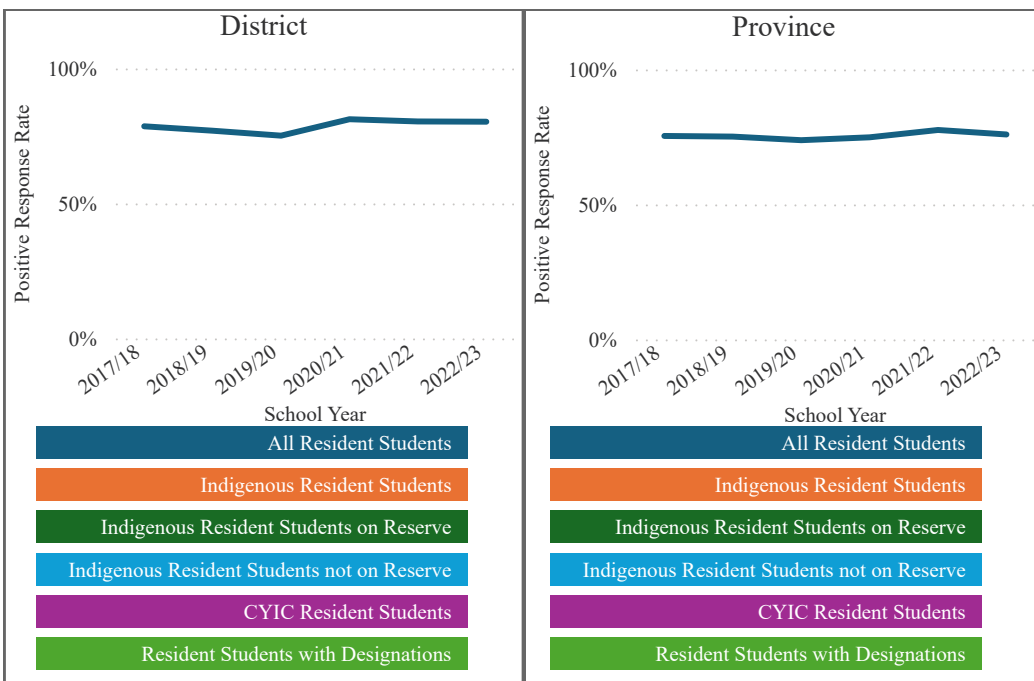
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

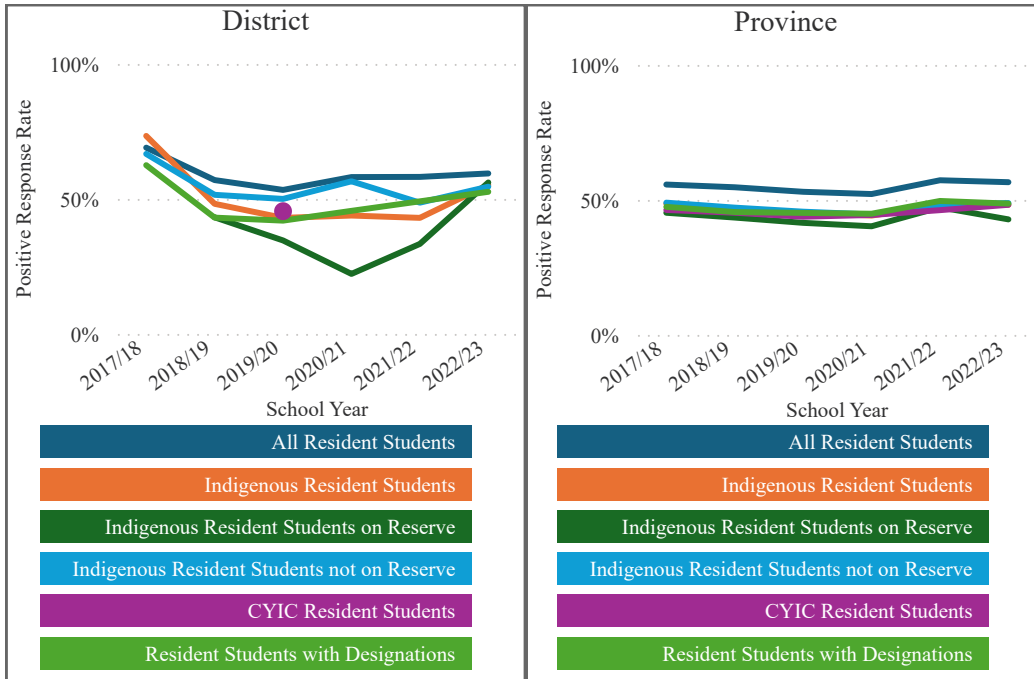
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



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

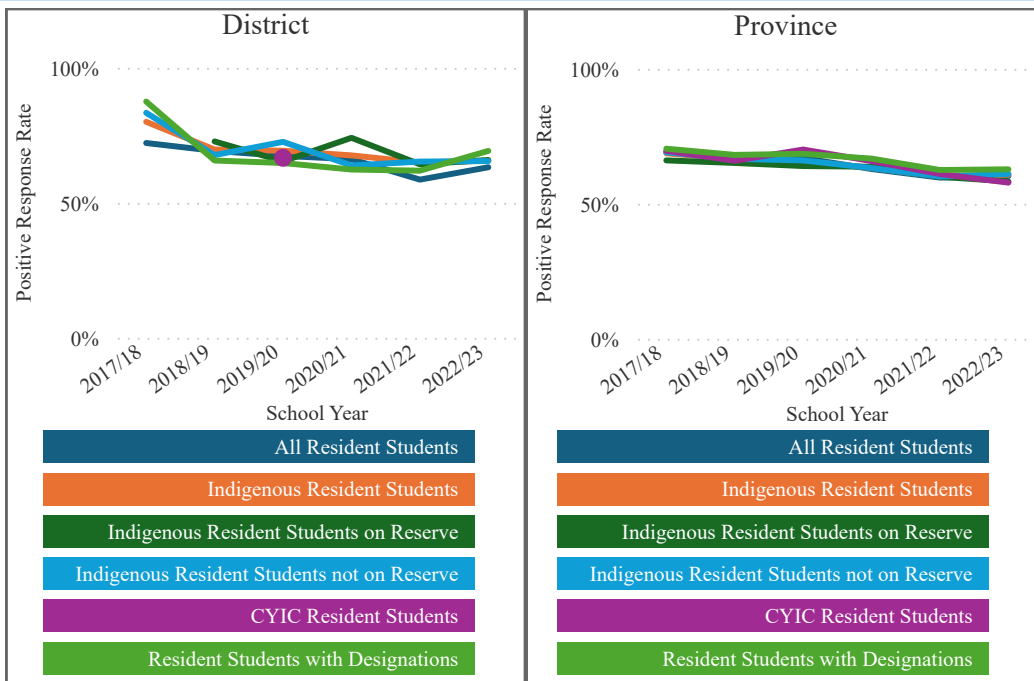


Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



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: Students Feel Welcome, Safe, and Connected

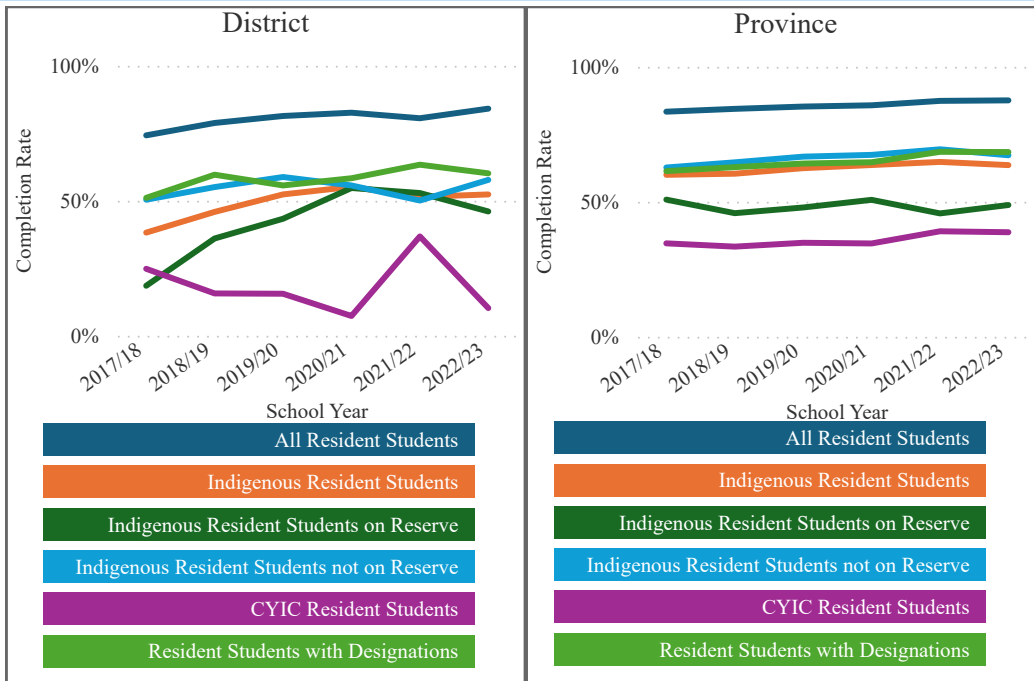
Human and Social Development Summary

Career Development

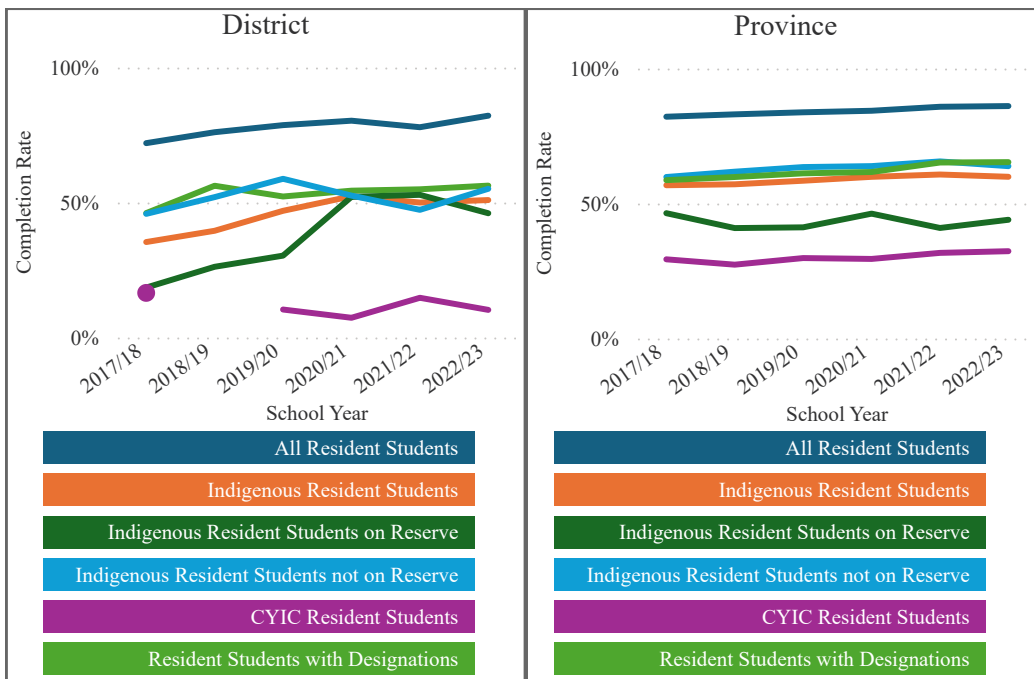
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)



5-Year Completion Rate (Dogwood Only)



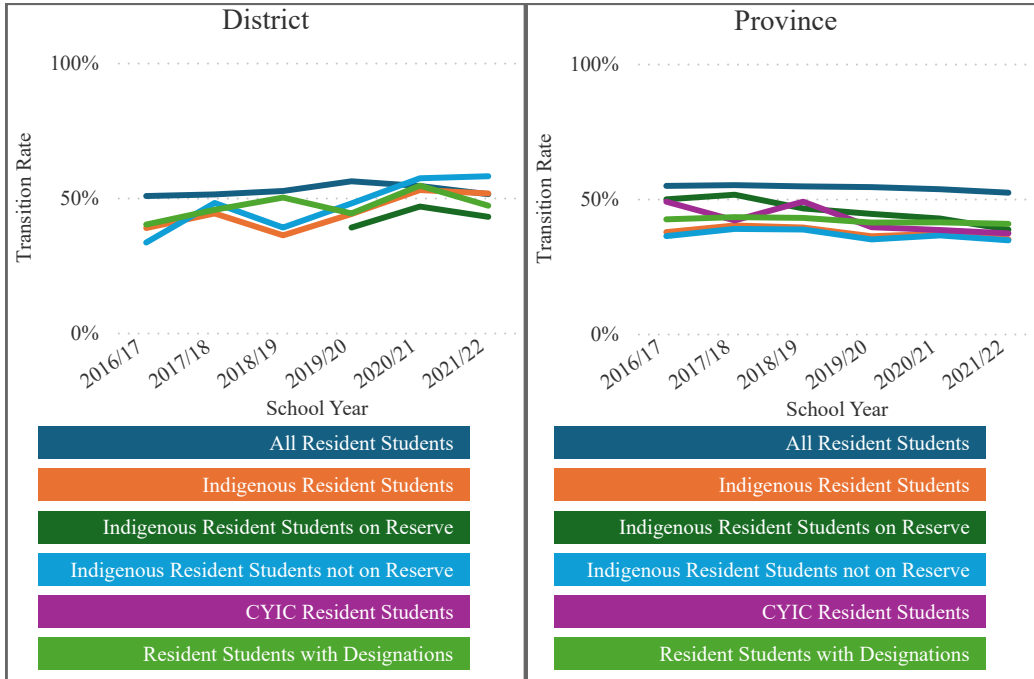
Analysis and Interpretation

Outcome 4: Graduation

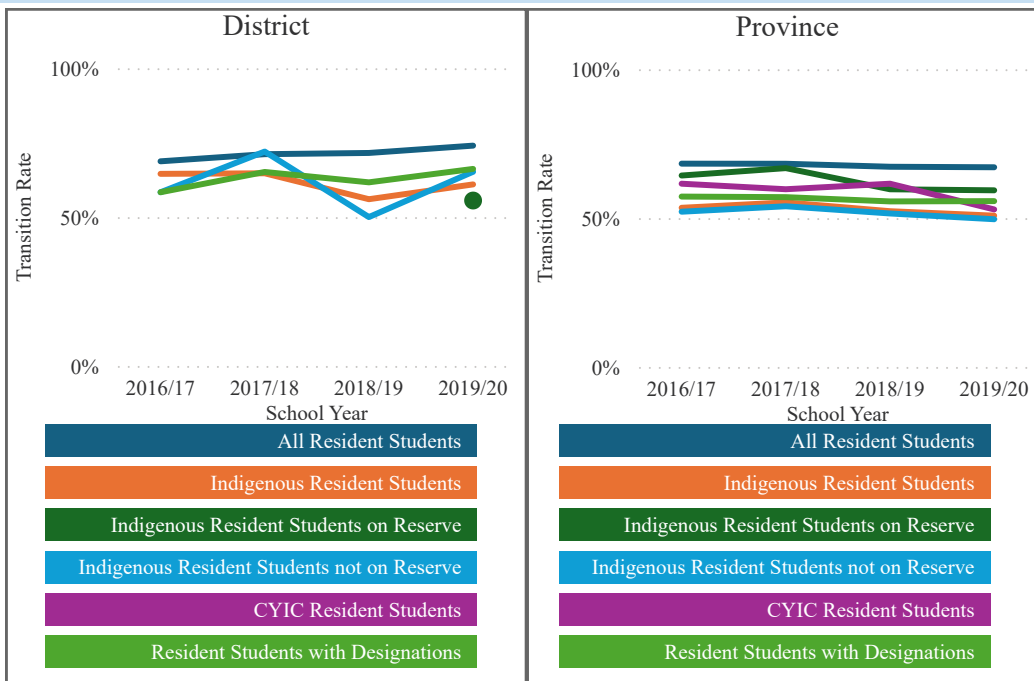
Educational Outcome 5: Life and Career Core Competencies

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: Post-Secondary Transitions

Career Development Summary

| School | Goal Statements | Guiding Enquiry | Connection to Strategic Plan | Connection to First Peoples Principles |
|--------------------|--|---|---|--|
| ELEMENTARY | | | | |
| Brentwood | Promote mental health and well-being through Social Emotional Learning and trauma informed practice. | How will strengthening resilience and perseverance strategies in our students impact their academic success and well being? | Mental Health and Wellness and Indigenous Learner Success | Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. |
| | To improve literacy skills for all learners. | How can strengthening oral language and storytelling impact literacy skills in all learners? | Literacy | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. |
| Cordova Bay | To foster a culturally responsive school community that celebrates continuous improvement of students' skills in creative and critical thinking. | How can we support our students in their ongoing development of critical and creative thinking skills through a First Peoples' principles of learning lens? | Global Citizenship and Indigenous Learner Success | Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning recognizes the role of Indigenous knowledge. Learning requires exploration of one's identity. |
| | To improve student achievement in reading, writing, listening, and speaking by using a school-wide scope and sequence of literacy concepts and programs. | How can we continue to increase student success in literacy? | Literacy | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. |
| Deep Cove | To build belonging and connection by developing students' social-emotional and social communication skills. | Through school-wide consistency, local teachings of the WSÁNEĆ peoples, and a lens of equity, how will a school-wide SEL approach targeting communication and language learning opportunities impact student achievement in literacy? | Literacy and Mental Health and Wellness | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. |
| | To grow students' abilities to effectively communicate with others, with a focus on literacy communication skills. | Through school-wide consistency, local teachings of the WSÁNEĆ peoples, and a lens of equity, how will a school-wide SEL approach targeting communication and language learning opportunities impact student achievement in literacy? | Literacy and Mental Health and Wellness | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. |
| Keating | To improve student literacy across the curriculum for all students regardless of language program, with a particular focus on primary years, and foundational reading skills. | How can we improve literacy for all students? Which key literacy practices are valued as impactful across all grades? | Literacy | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. |
| | To improve mental health and well-being through social emotional learning (SEL) and trauma informed practice. | How do we establish and nurture a school culture of mental wellness that include students, staff, and families? | Mental Health and Wellness | Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. |
| KELSET | Implement school-wide strategies and activities for students to develop the skills to manage their emotional, mental, and physical wellbeing, requiring awareness of equity, diversity, and inclusive practices. | How can we increase engagement and achievement in literacy while recognizing the importance of having students' minds and bodies ready for learning? | Mental Health and Wellness | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning involves recognizing the consequences of one's actions. Learning involves patience and time. |
| | Literacy | How can we increase engagement and achievement in literacy while recognizing the importance of having students' minds and bodies ready for learning? | Literacy | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning involves recognizing the consequences of one's actions. Learning involves patience and time. |

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| Lochside | To foster identity, well-being and leadership through a lens of equity and inclusion. | With student voice as our guide, how can we deepen understanding of student experience in order to better identify and remove barriers? | Global Citizenship and Indigenous Learner Success | Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning recognizes the role of Indigenous knowledge. Learning requires exploration of one's identity. |
| | To foster literacy development with a focus on achieving proficiency in reading and writing. | By providing a balanced and foundational early years (K-3) literacy program that address gaps in literacy knowledge (strengthening phonetic and phonemic skills), will we see an increase in literacy proficiency and engagement in all learners? | Literacy | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. |
| Prospect Lake | To improve student achievement in reading, writing, listening, and speaking by using a school-wide scope and sequence of literacy concepts and programs. | How can we amplify the voice of our vulnerable literacy learners and ensure our instruction honours the diversity of our school population? Using a scope and sequence across grades, how can we aim to build a consistent set of skills for our learners across all grades in literacy? | Literacy | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. |
| | To build skills and provide opportunities for students to interact responsibly, thoughtfully, and respectfully in all aspects of their lives. | How can we build skills and provide opportunities for students to interact responsibly, thoughtfully, and respectfully in all aspects of their lives? | Global Citizenship and Indigenous Learner Success | Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning recognizes the role of Indigenous knowledge. Learning requires exploration of one's identity. |
| Sidney | To increase literacy outcomes for all students. | How can we increase student literacy achievement through differentiated whole class literacy practices? | Literacy | Learning involves patience and time; Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. |
| MIDDLE | | | | |
| Bayside | Students will continue to engage and develop their literacy skills. | How can we use data to identify barriers for students and create cohesive and equity based literacy practices at Bayside? | Literacy | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning is embedded in memory, history, and story. |
| | To continue to support students to engage in the learning process and to see themselves as a member of their school community while fostering a sense of belonging. | How do we engage students and help them to recognize themselves as learners and part of the learning process? | Mental Health and Wellness | Learning requires exploration of one's identity Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors |
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| | Enhance the capacity of staff and students to create and maintain respectful, accessible learning environments by developing an inclusive mindset within students and staff. | How might we continue to address inclusion, diversity, equity and accessibility (IDEA) at NSMS? | Global Citizenship | Learning requires exploration of one's identity Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors; and Learning is holistic, reflexive, reflective, experiential, and relational (focus on connectedness, on reciprocal relationships, and a sense of place). |
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| | Mental Health | How can we guide and support our students to recognize factors that impact their mental health, to form meaningful connections and to effectively handle challenges? | Mental Health and Wellness | Learning requires exploration of one's identity Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors; and Learning is holistic, reflexive, reflective, experiential, and relational (focus on connectedness, on reciprocal relationships, and a sense of place). |
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| Claremont | To promote a culture of care and inclusivity for all students, especially those that are members of marginalized communities. | How do we foster a school culture that confronts and eliminates racism and focuses on acceptance, empathy and understanding? | Mental Health and Wellness | Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning involves patience and time. Learning requires exploration of one's identity. |
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| Stelly's | Given the relationship between long-term success and social emotional wellness, we will look to provide opportunities for students to understand, advocate for, and manage their wellness through a school wide, strength-based program. | If students have the strategies and support to positively affect their social & emotional well-being, will we see an increase in attendance, engagement, completion, and self-reports of positive well-being? | Mental Health and Wellness | Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning recognizes the role of Indigenous knowledge. Learning requires exploration of one's identity. Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. |
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| <p>SIDES</p> | <p>Support and Improve Mental Health and Wellness for K-8 Learners</p> | <p>How can we better understand the mental health and wellness needs of our school's K-8 learners, almost all of whom are full-time SIDES students; and What steps can we take to support and improve their mental health and wellness outcomes?</p> | <p>Mental Health and Wellness</p> | <p>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning requires exploration of one's identity.</p> |
| | <p>Support and Improve Mental Health and Wellness for grade 9-12 Learners</p> | <p>How can we better understand the mental health and wellness needs of our school's 9-12 learners, almost all of whom are full-time SIDES students; and What steps can we take to support and improve their mental health and wellness outcomes?</p> | <p>Mental Health and Wellness</p> | <p>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning requires exploration of one's identity.</p> |

Section A:

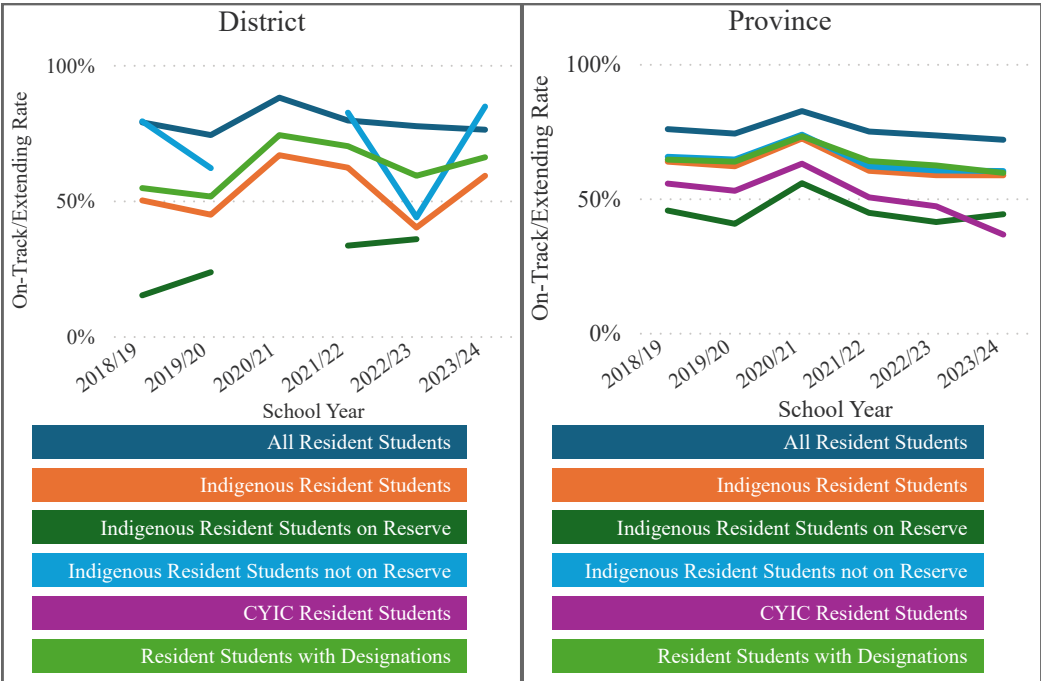
Reflecting on Student Learning Outcomes

Intellectual Development

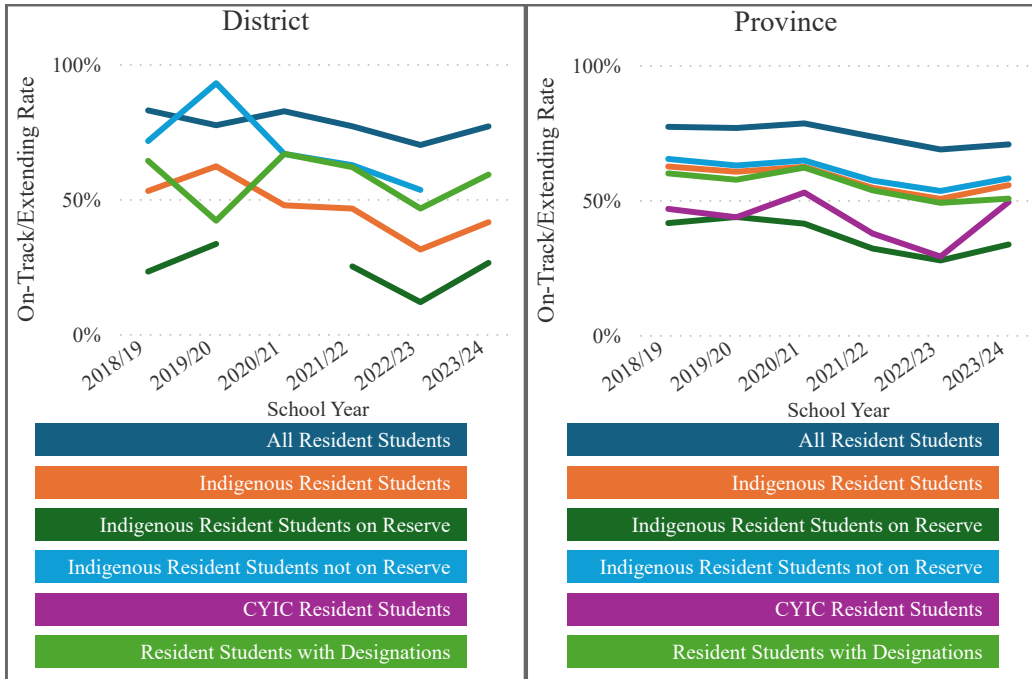
Educational Outcome 1: Literacy

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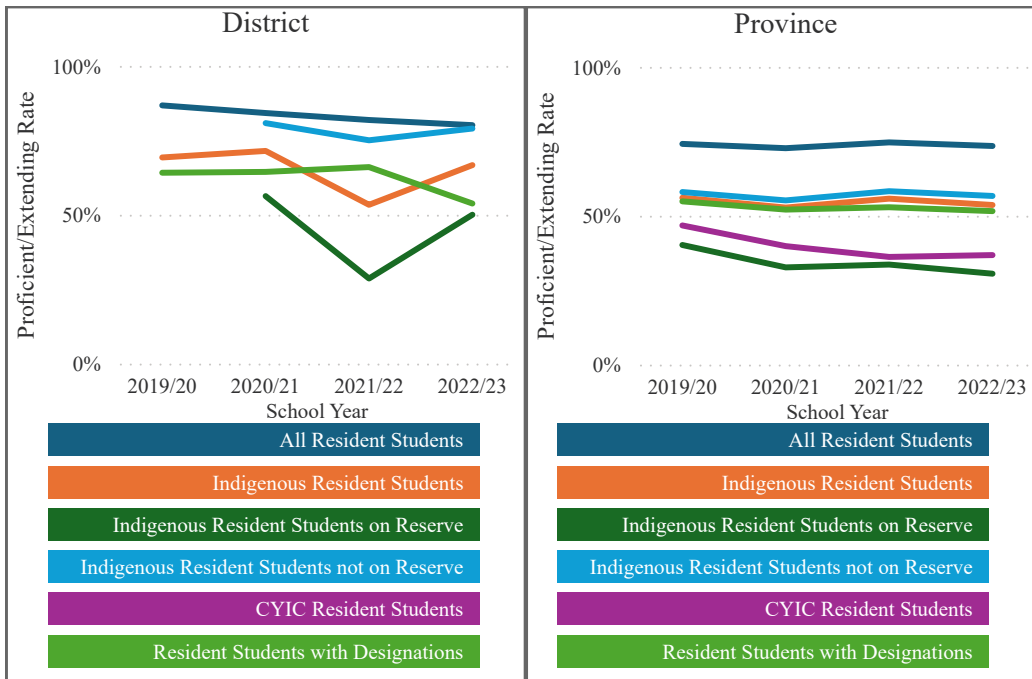


Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



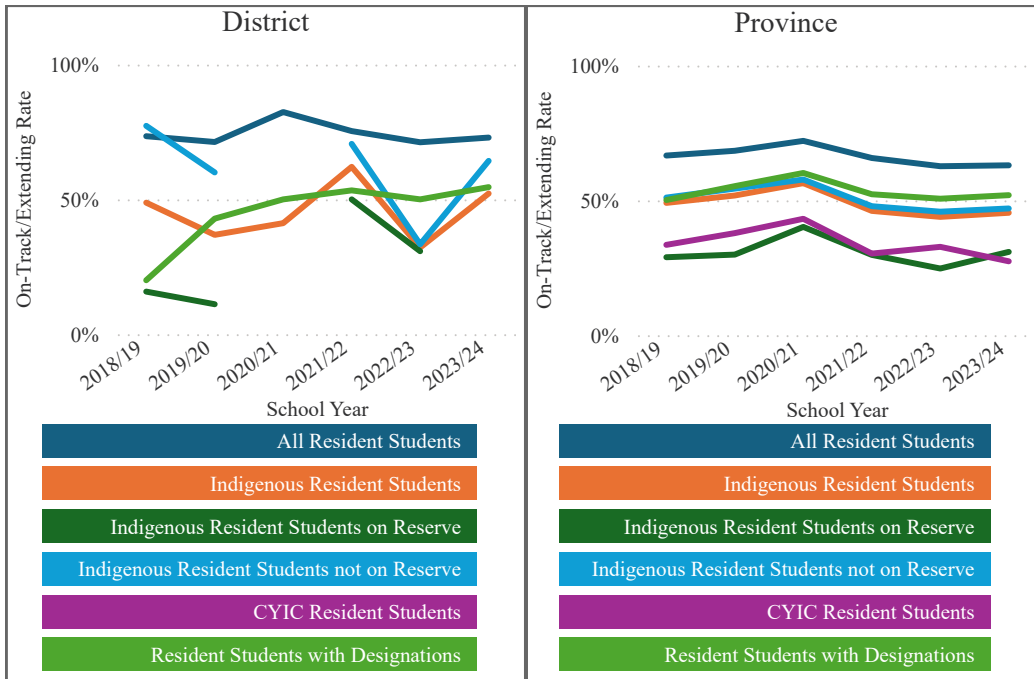
Analysis and Interpretation

Outcome 1: Literacy

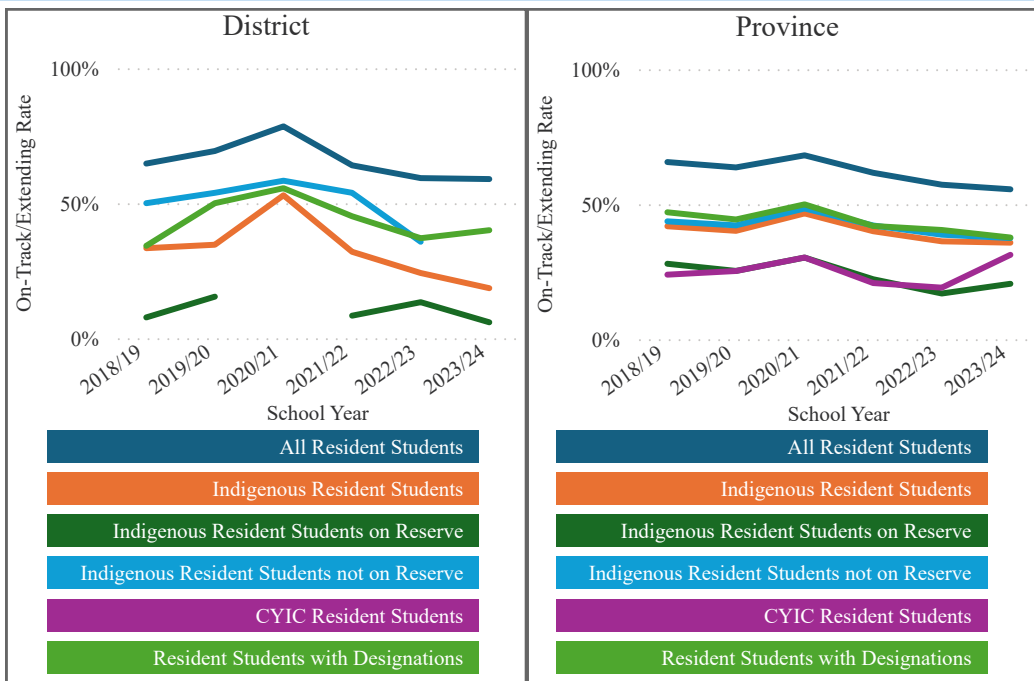
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

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

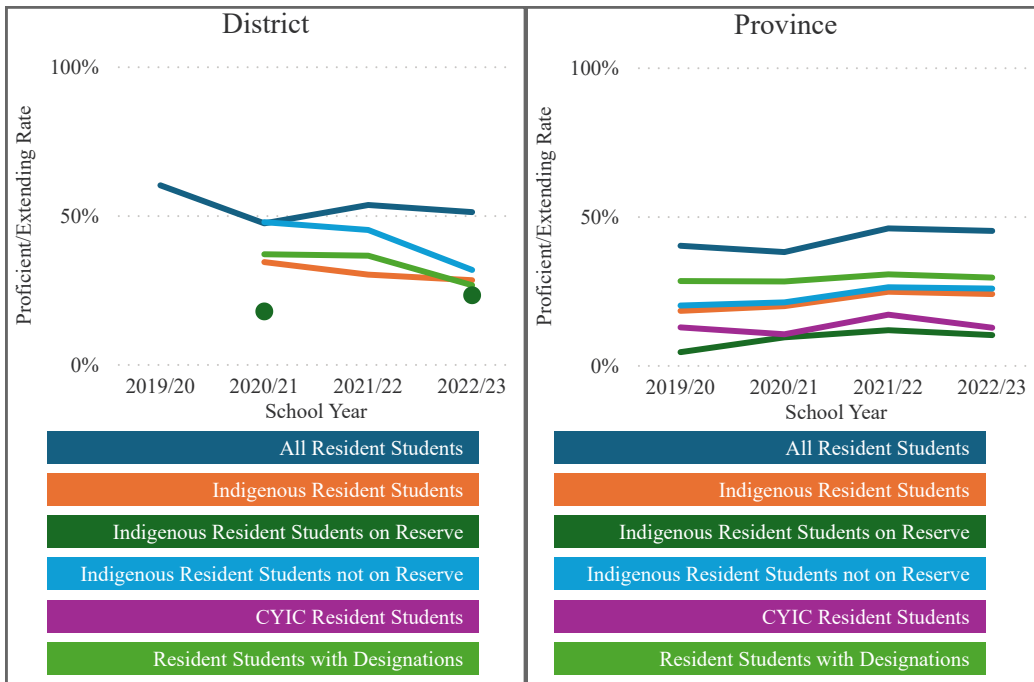


Grade 7 FSA Numeracy (On-Track / Extending Rate)



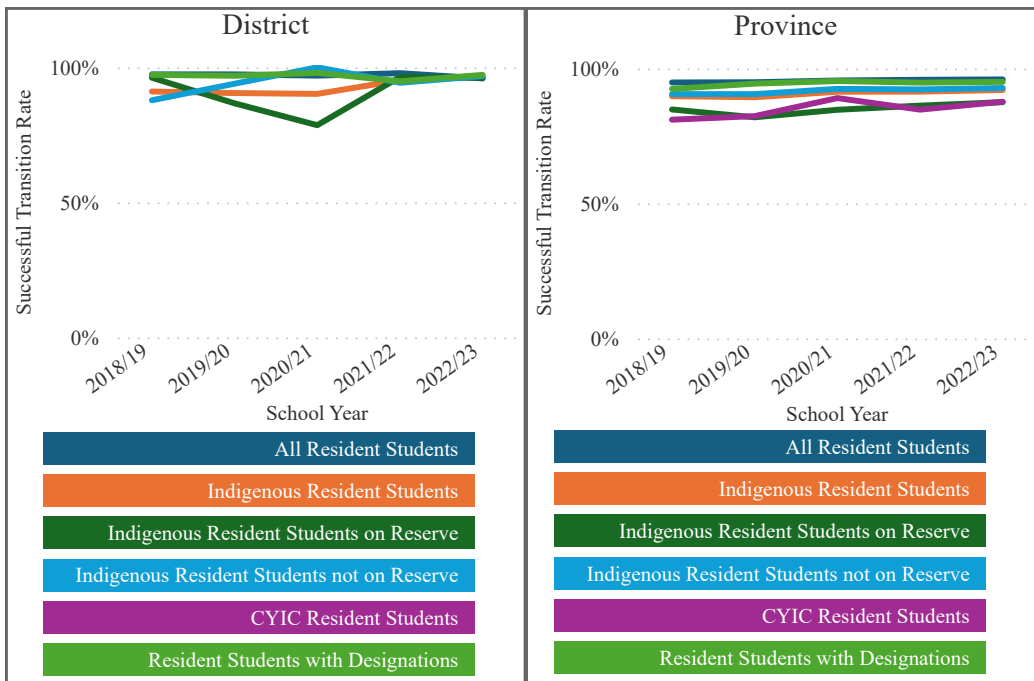
Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

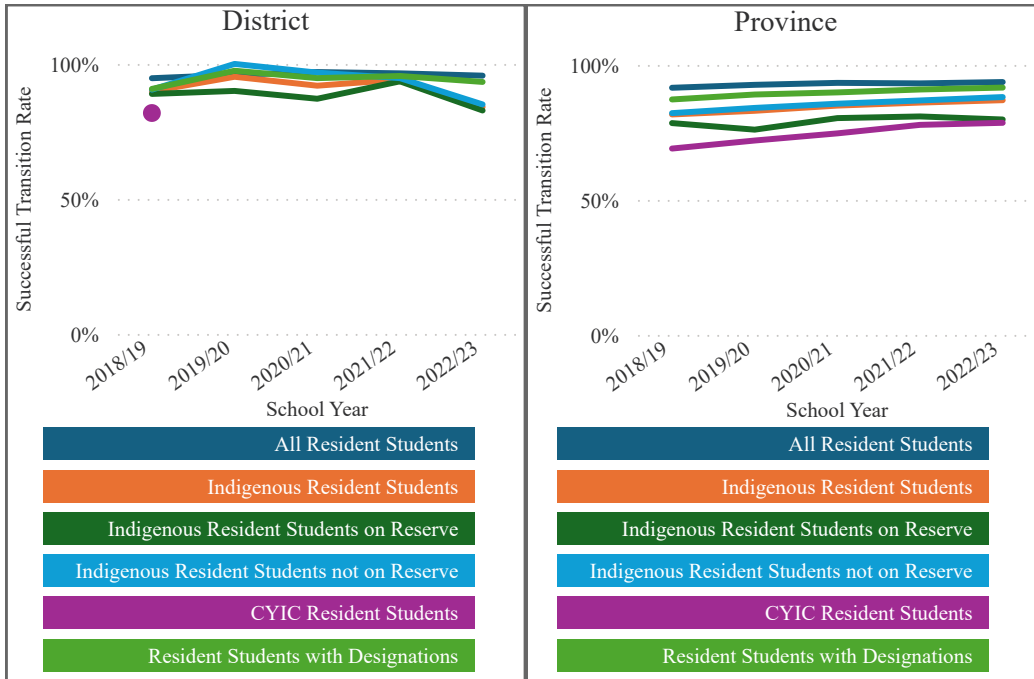


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition Rate



Grade 11 to 12 Transition Rate



Analysis and Interpretation

Outcome 2: Numeracy

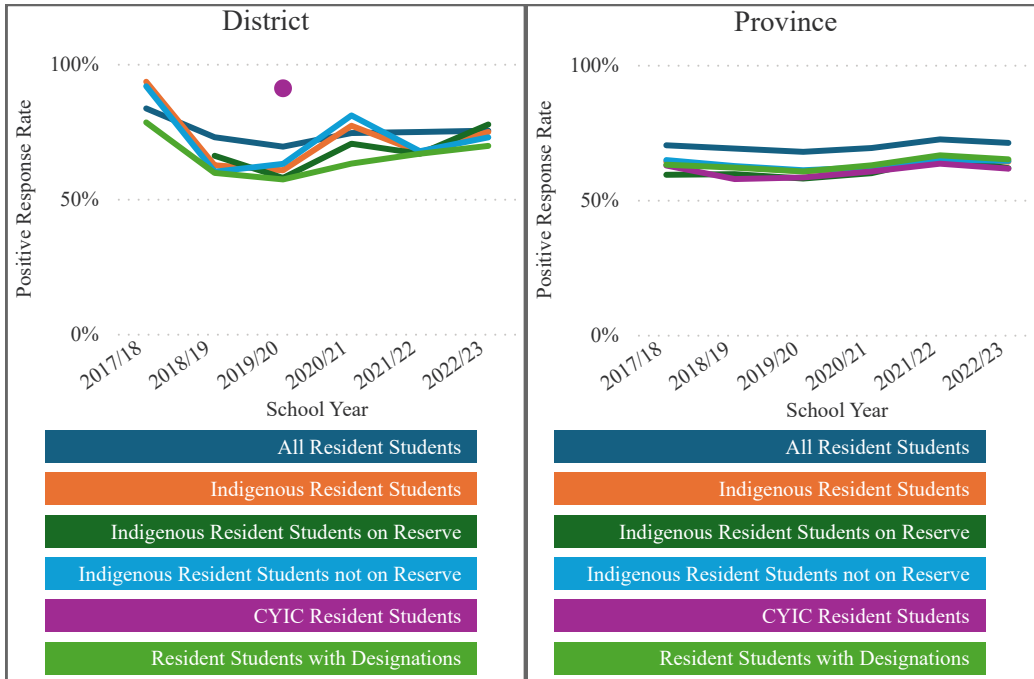
Intellectual Development Summary

Human and Social Development

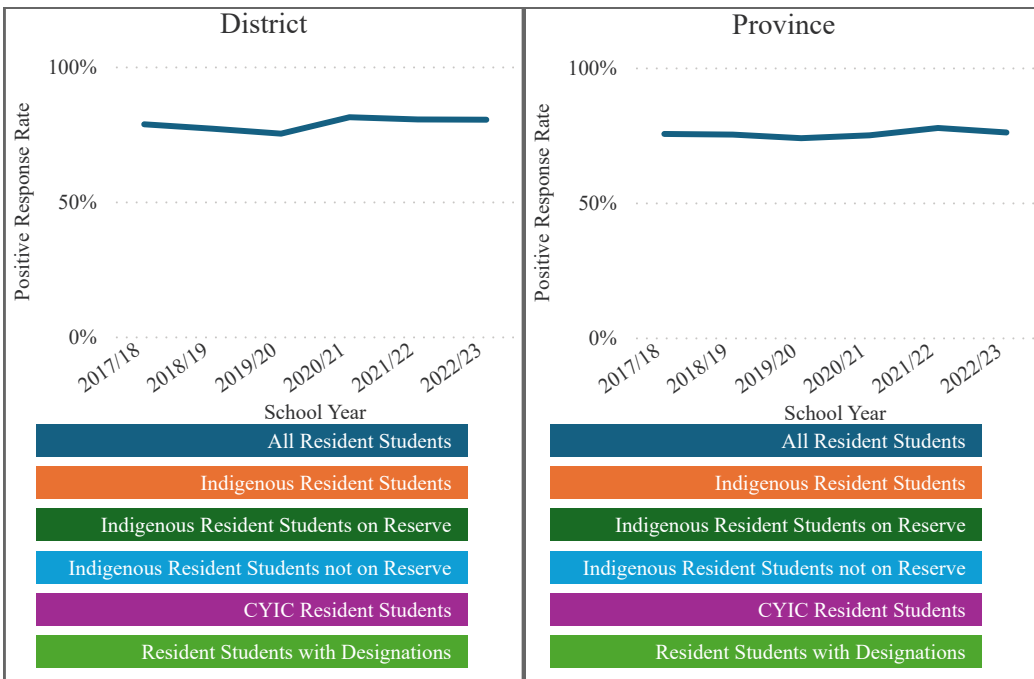
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

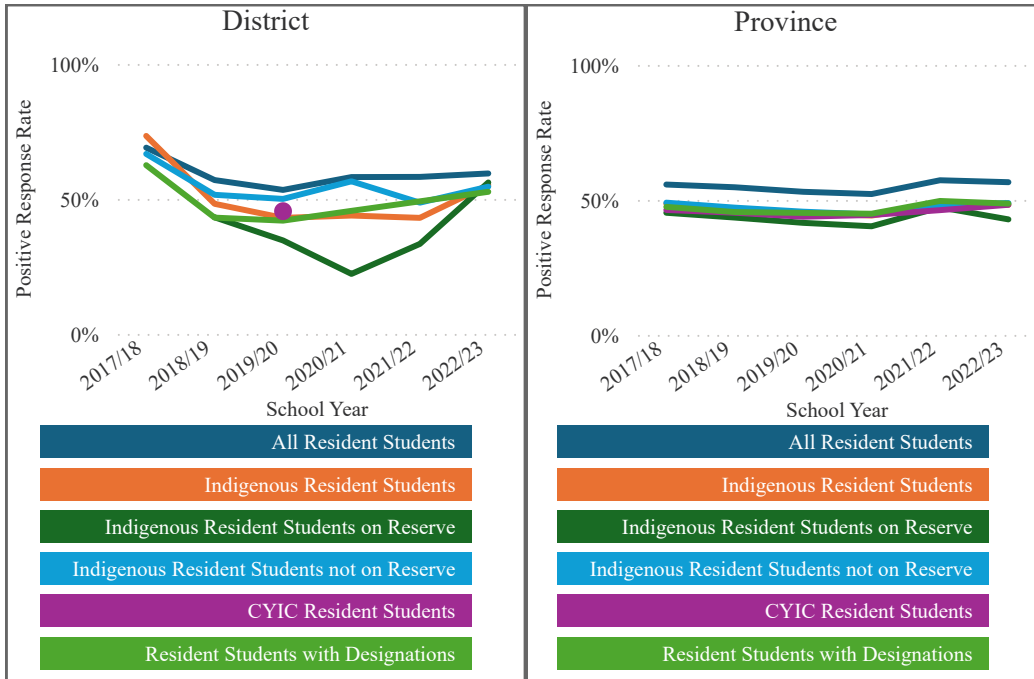
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



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

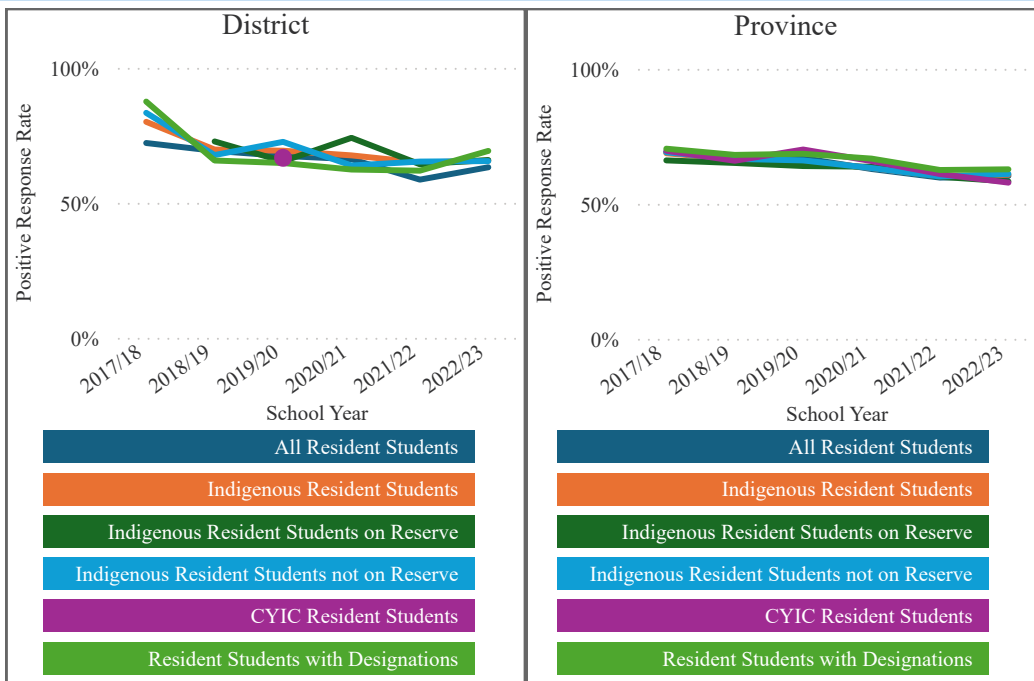


Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



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: Students Feel Welcome, Safe, and Connected

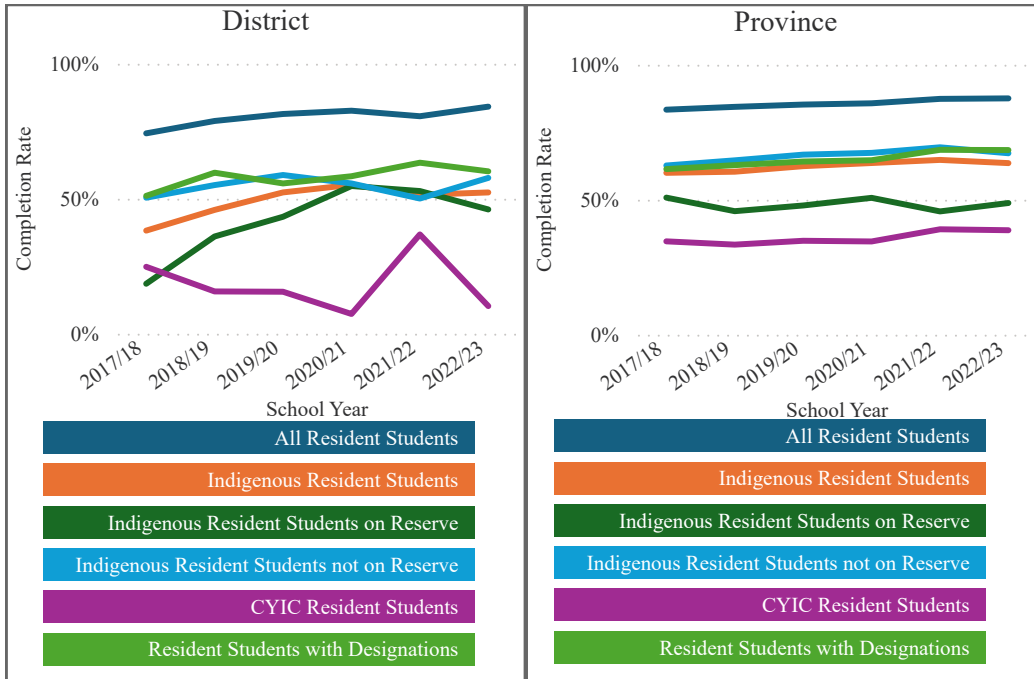
Human and Social Development Summary

Career Development

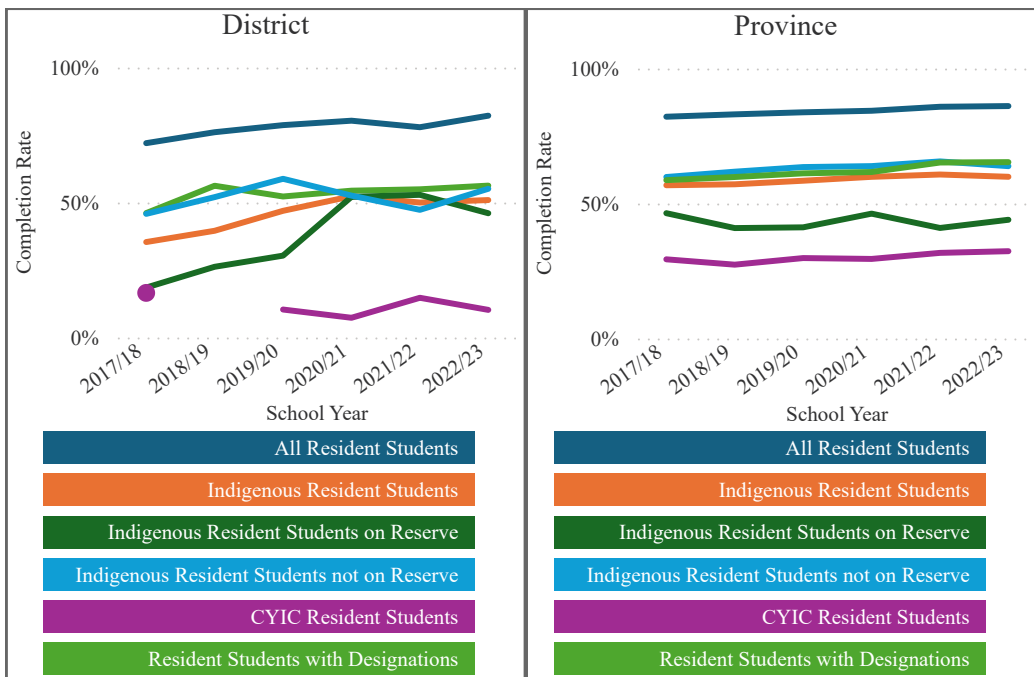
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)



5-Year Completion Rate (Dogwood Only)



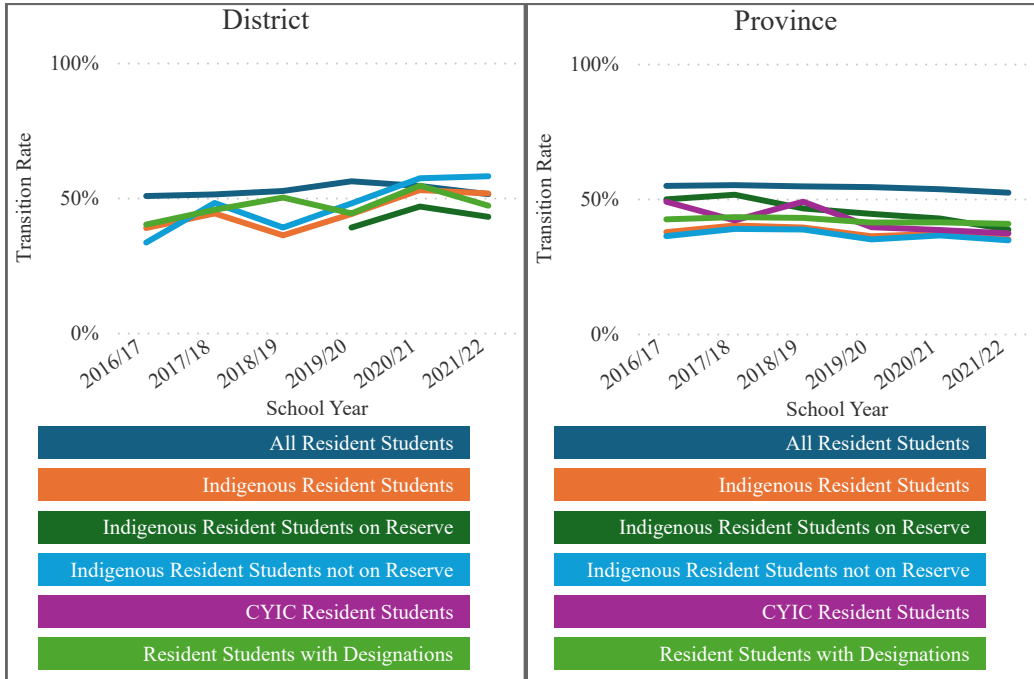
Analysis and Interpretation

Outcome 4: Graduation

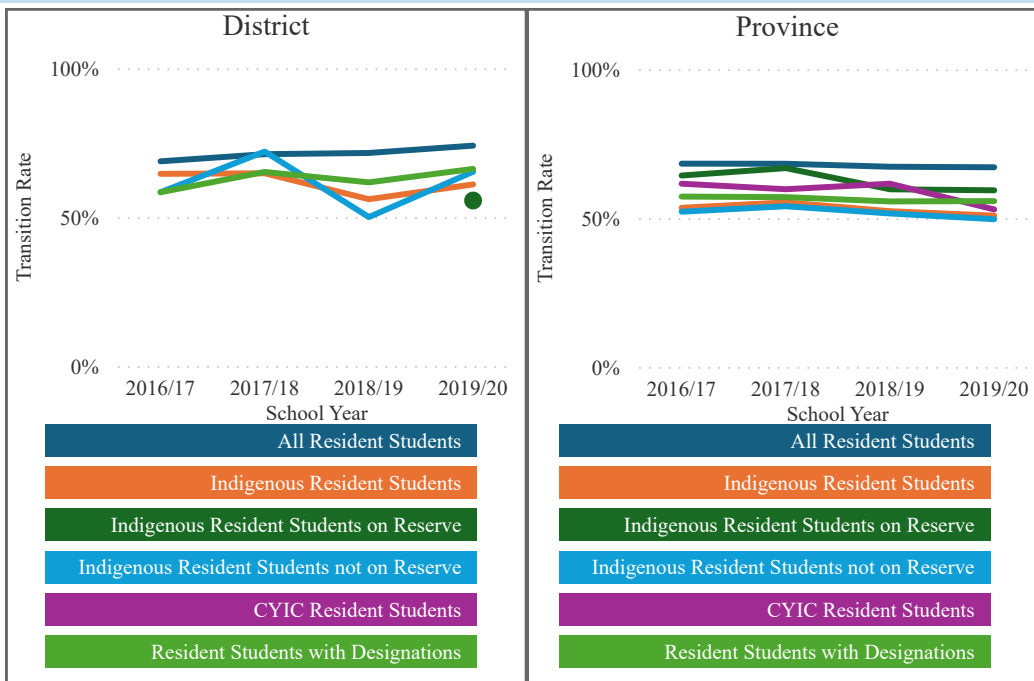
Educational Outcome 5: Life and Career Core Competencies

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: Post-Secondary Transitions

Career Development Summary