

## 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)

Strategic Plan Goal: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.				
Objective 1: Provide opportunities for learners to understand, respect and appreciate diversity and inclusion				
Rating	Strategy	Identified Gap	Strategy Effectiveness	Adjustments and Adaptations
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>		

Strategic Plan Goal: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.				
Objective 2: Provide opportunities for learners to develop critical and creative thinking skills				
Rating	Strategy	Identified Gap	Strategy Effectiveness	Adjustments and Adaptations
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.	HUMAN & SOCIAL DEVELOPMENT	<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>
		<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>		
Progressing	Continue to implement and expand the K-12 Literacy plan which includes professional development, increasing resources, intervention support and K-3 Universal Screening.	INTELLECTUAL DEVELOPMENT <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.	CAREER DEVELOPMENT <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> <li>Future needs for staffing FTE to be considered</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> </ul>

Strategic Plan Goal: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.				
Objective 3: Ensure our learning environments are safe, accessible and welcoming				
Rating	Strategy	Identified Gap	Strategy Effectiveness	Adjustments and Adaptations
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>		

Strategic Plan Goal: Engagement—To create a culture of belonging.				
Objective 2: Further the goals of the Na'tsa'maht Agreement following the objectives of 'One Mind' and 'One Spirit'				
Rating	Strategy	Identified Gap	Strategy Effectiveness	Adjustments and Adaptations
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>		