

Coast Mountains School District No. 82

Enhancing Student Learning Report – September 2024



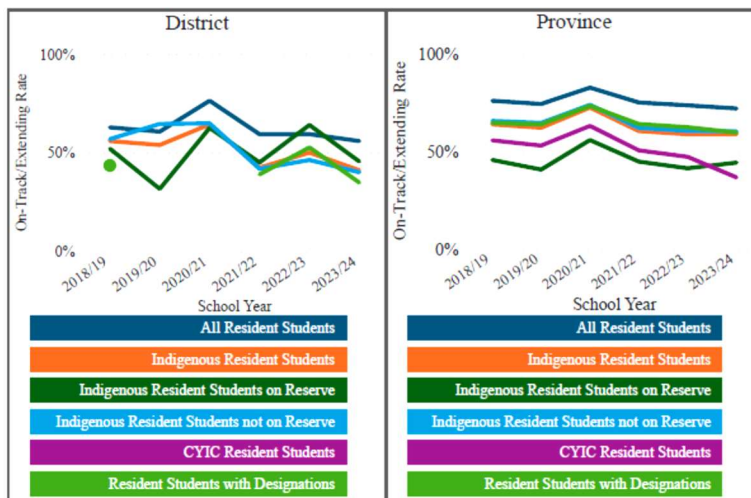
Section A: Reflecting on Student Learning Outcomes

Intellectual Development

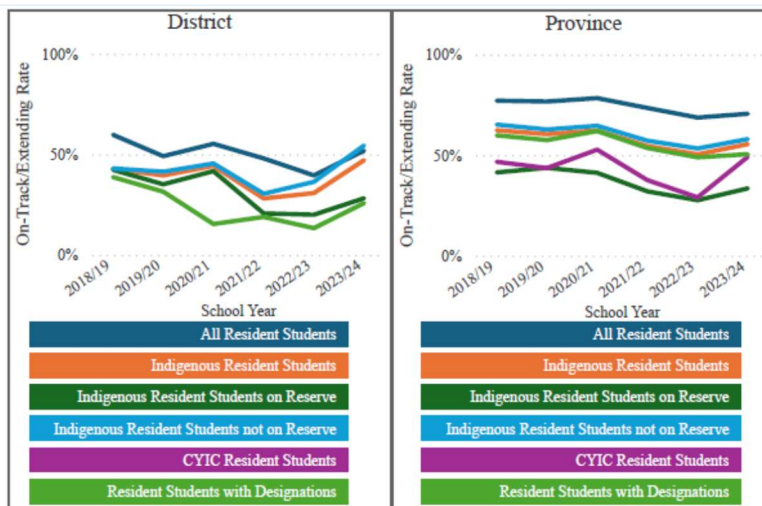
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

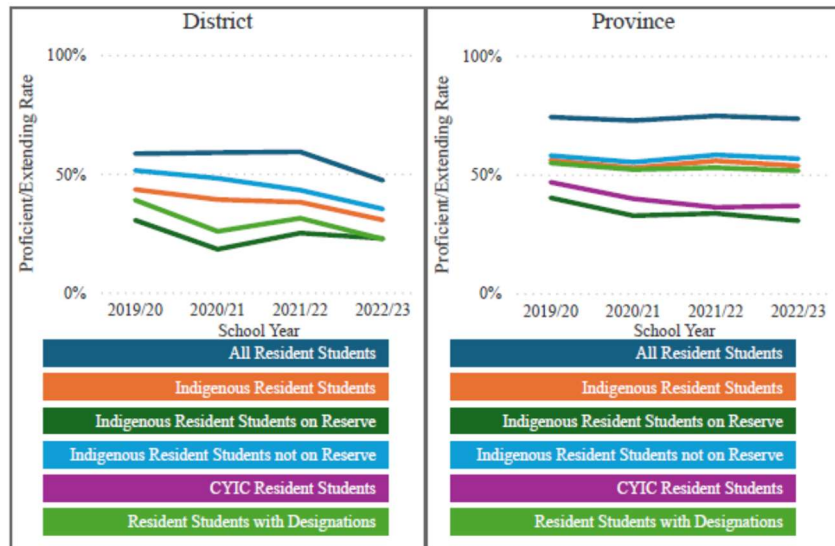
Grade 4 FSA Literacy/Reading (On-Track / Extending Rate)



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

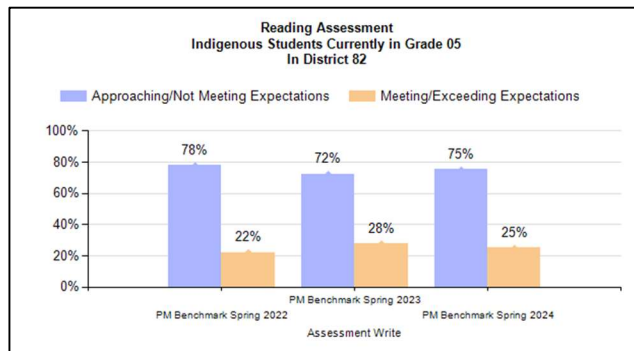
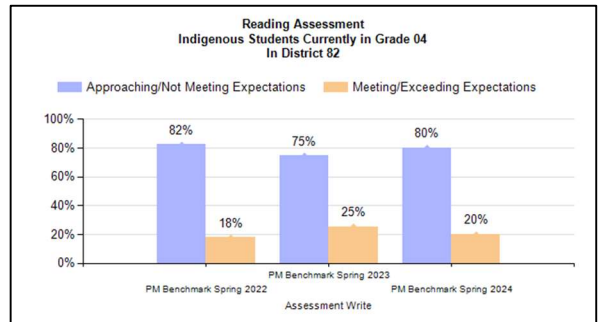
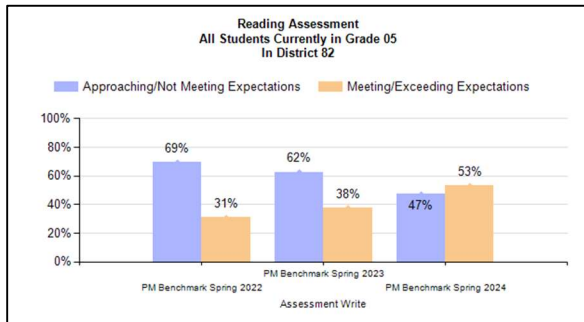


Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



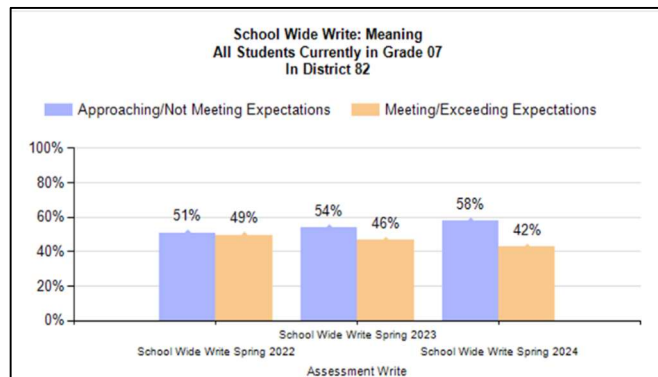
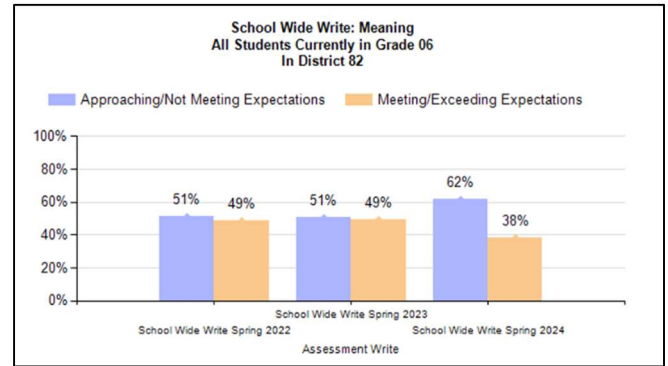
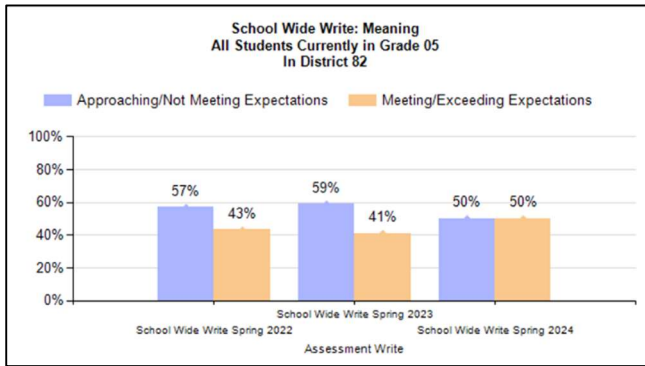
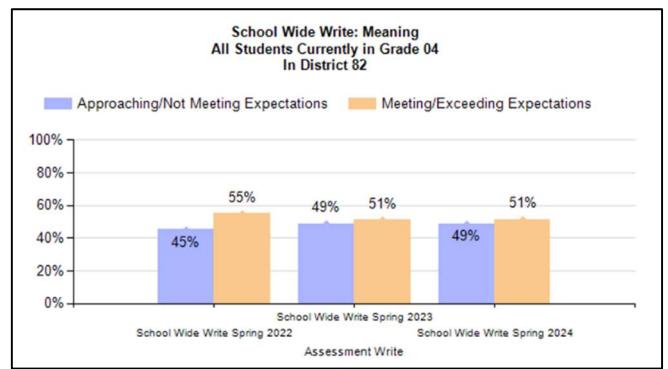
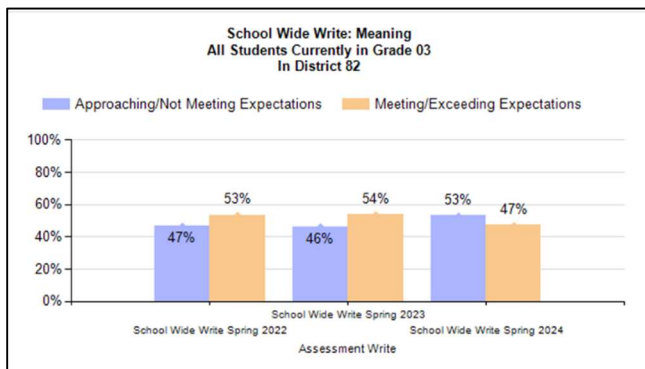
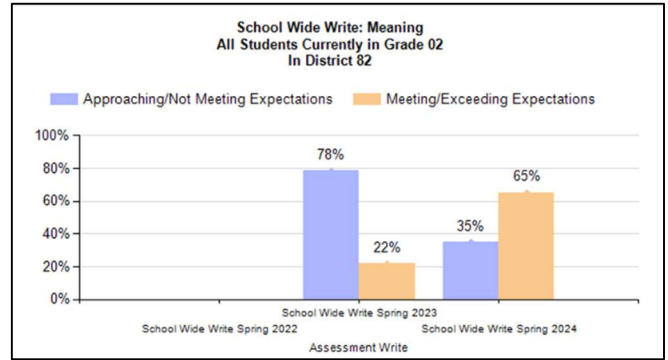
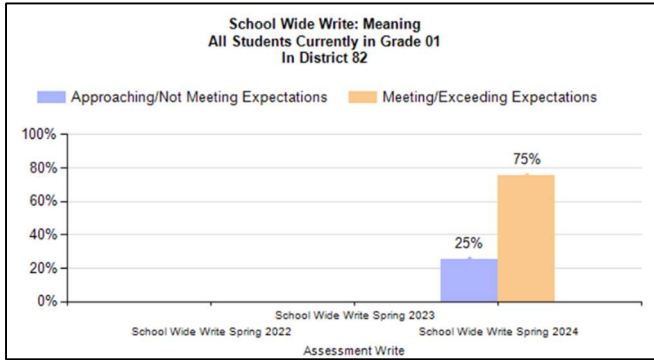
Additional/Local Data and Evidence

PM Benchmarks Grades 4 and 5 (Learner Enrolment as of September 2024)



This was the last year that our district will report on PM Benchmark as they are not a tool that responds to the five (5) pillars of literacy and do not support a structured literacy.

School Wide Write Grades 1-7 (Learner Enrolment as of September 2024)



Analysis and Interpretation: *Outcome 1: Literacy*

FSA Literacy/Reading (Grade 4)

- The results for Grade 4 students in literacy/reading are approximately 20% below the provincial average.
- Indigenous on-reserve learners outperform those off-reserve.
- Between 2022-2023 and 2023-2024 we have seen a downward trend in the district level data.

FSA Literacy/Reading (Grade 7)

- The results for Grade 7 students in literacy/reading are approximately 20% below the provincial average.
- Indigenous off-reserve learners regularly outperform those on reserve.
- Between 2022-2023 and 2023-2024 we have seen an upward trend in the district level data.

Literacy 10 Provincial Assessment

- The results for Grade 10 in Literacy are approximately 25% below the provincial average.
- Indigenous off-reserve students regularly outperform those on-reserve students by 20%.

Note: Children and Youth in Care (CYIC) data is masked as the cohort size is less than 10. These students are included in the "All" data set.

PM Benchmark District Reading Assessment

- For all learners currently in Grades 4 and 5, approximately 48% are on track in relation to grade-level expectations for reading. In comparison, roughly 22% of Indigenous learners at the same grade levels are on track.
- Overall, learners in Grades 4 and 5, have made consistent gains in the last 3 years. However, our primary concern continues to be that Indigenous learners in Grades 4 and 5 are not realizing these same gains.

School Wide Write District Writing Assessment

Across Grades 1-7, approximately 45% of our students are meeting or exceeding grade level expectations.

We are piloting SRSD Writing (Self-Regulated Strategy Development) in a few of our schools this 2024-2025 school year with the hopes of seeing a difference.

Additionally, we are developing a K-6 literacy framework based on structured literacy to support our educators enhance our students' learning outcomes in literacy, in particular writing.

Acadience Data (Literacy Assessment Tool)

During the 2023-2024 school year, we began utilizing the literacy screening tool Acadience.

We have been working to increase the professional capacity of those adults supporting literacy learning and ensure appropriate interventions are in place across a multi-tiered system of support to meet the needs of those struggling learners.

For this 2024-2025 school year, Acadience will be implemented across our K-6 and piloted in grades 7 and 8. We are encouraging our teachers to move away from assessing reading with levelled books such as PM Benchmarks. Teachers will be provided with in-service opportunities to understand the progress monitoring system on Acadience to reach all learners where they are and on building from their strengths.

This year we have launched a multi-year District K-3 Literacy initiative. We have been working to increase the professional capacity of those adults supporting literacy learning and ensure appropriate interventions are in place across a multi-tiered system of support to meet the needs of those struggling learners.

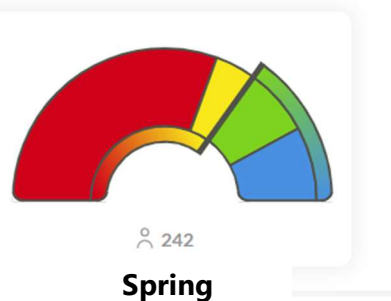
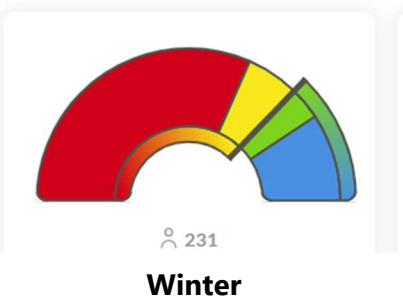
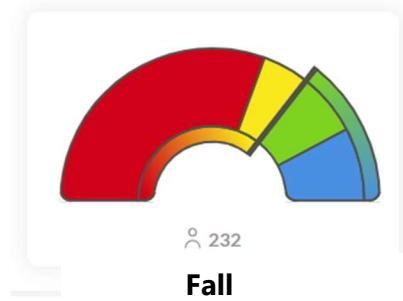
Grade 1

The assessment tool measures student's ability to read by mid-grade 1. Many of our students were still acquiring letter and sound recognition skills by February.

61% Well-below expectations
10% Below expectations
13% Meeting expectations
16% Exceeding expectations

63% Well-below expectations
11% Below expectations
7% Meeting expectations
19% Exceeding expectations

61% Well-below expectations
9% Below expectations
14% Meeting expectations
16% Exceeding expectations



Grade 2

Students seem to be missing phonemic awareness in all levels, however, in grade 2 it is very apparent that many students have learned to read using memorization with site words. Decoding and encoding is a struggle across all levels.

60% Well-below expectations
15% Below expectations
14% Meeting expectations
11% Exceeding expectations



243

Fall

58% Well-below expectations
12% Below expectations
21% Meeting expectations
9% Exceeding expectations



257

Winter

55% Well-below expectations
9% Below expectations
17% Meeting expectations
19% Exceeding expectations



259

Spring

Grade 3

Students struggled with the MAZE component of this assessment that measures reading comprehension. It is essentially a cloze passage requiring the student to choose between three words provided to complete the sentence.

Also to be noted is that all assessment measured are timed. No accommodations can be made for time regardless of IEP.

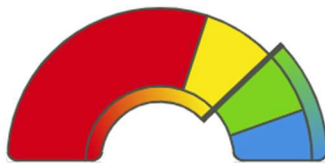
60% Well-below expectations
16% Below expectations
13% Meeting expectations
11% Exceeding expectations



155

Fall

58% Well-below expectations
13% Below expectations
14% Meeting expectations
15% Exceeding expectations



203

Winter

61% Well-below expectations
10% Below expectations
21% Meeting expectations
8% Exceeding expectations



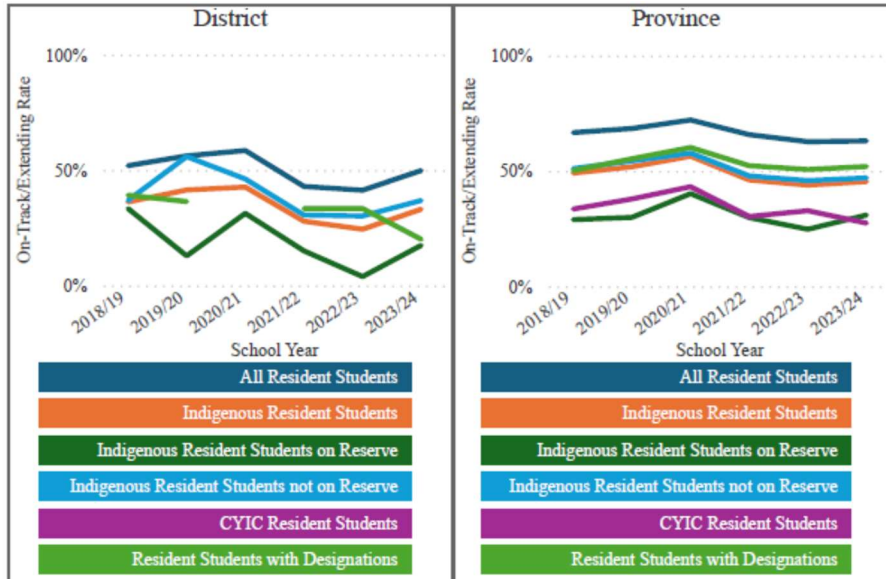
210

Spring

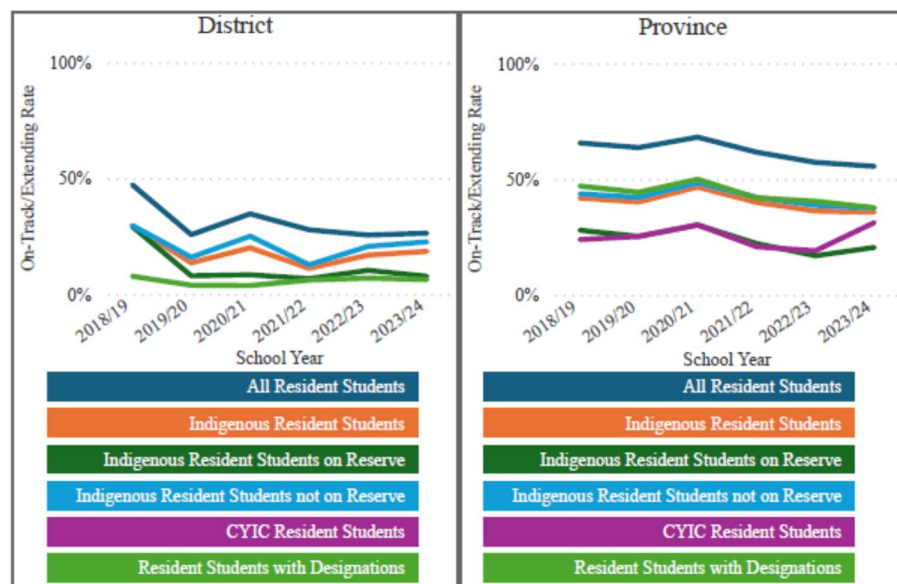
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

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

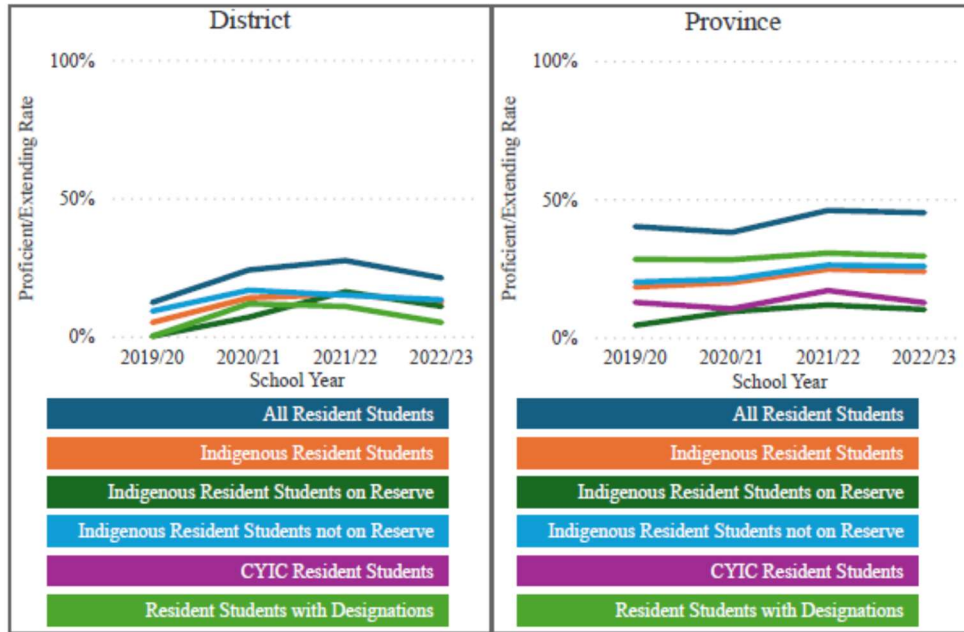


Grade 7 FSA Numeracy (On-Track / Extending Rate)



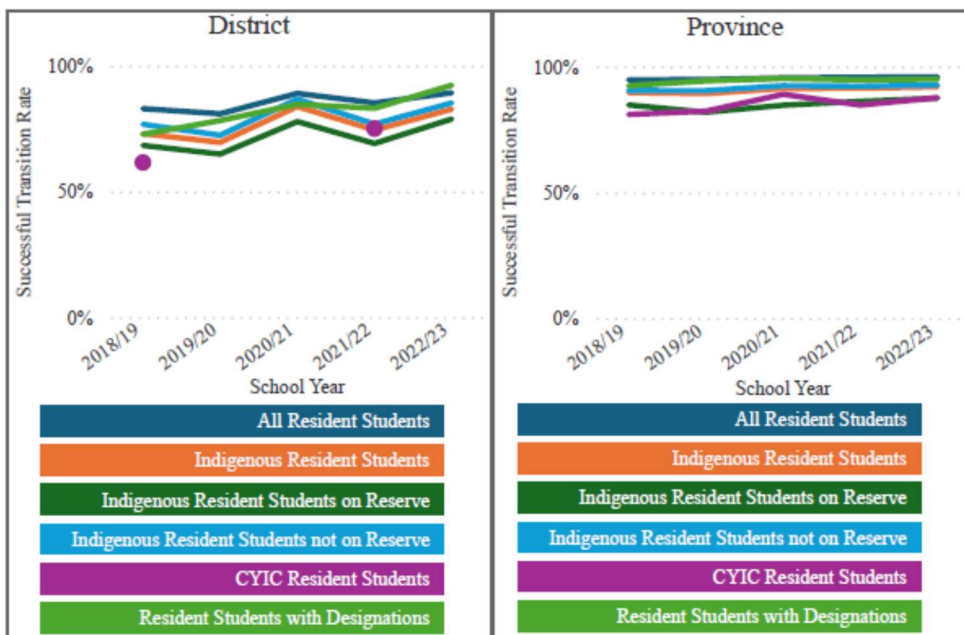
Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

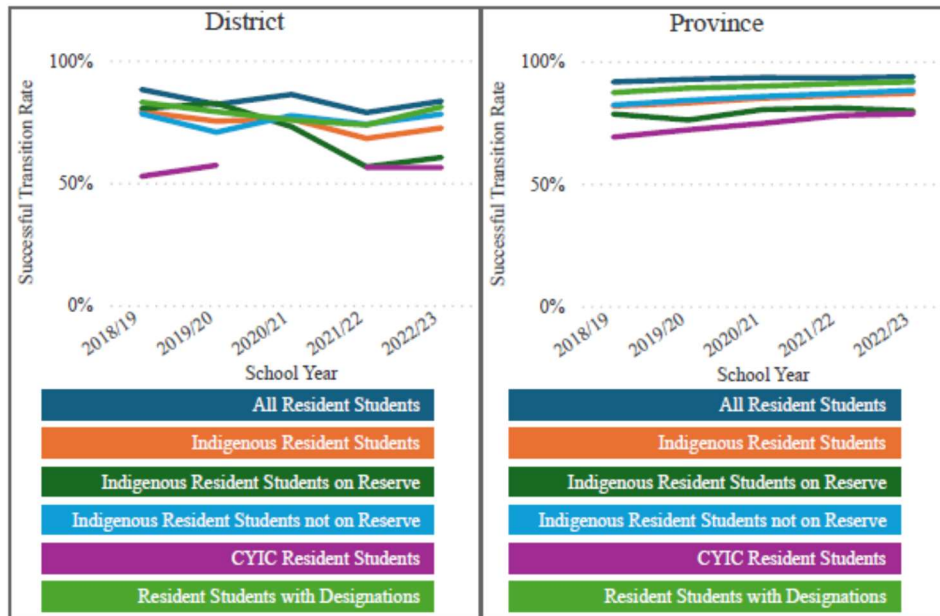


Measure 2.3: Grade-to-Grade Transitions 10 Numeracy Expectations

Grade 10 to 11 Transition Rate



Grade 11 to 12 Transition Rate



Analysis and Interpretation: *Outcome 2: Numeracy*

Grade 4 FSA Numeracy (On Track / Extending Rate)

- In 2022-2023, approximately 50% of learners were on track or extending in the Grade 4 FSA Numeracy Assessment. All sub-groups fell short of this overall achievement level.
- In 2022-2023, there were gains of approximately 5-10% from the previous year for all student groups with the exception of learners with designations which declined approximately 10%.
- Over the last five years, there has been a decline in the success of learners across all groups, most noticeably for learners with designations and those Indigenous learners living on-reserve.

Grade 7 FSA Numeracy (On Track / Extending Rate)

- In 2022-2023, approximately 25% of learners were on track or extending in the Grade 7 FSA Numeracy Assessment. All sub-groups fell short of this overall achievement level.
- In 2022-2023, there were slight gains from the previous year overall, including for Indigenous learners, however, results still significantly lag behind the province. Slight declines were observed for learners with designations, as well as for Indigenous learners who reside on-reserve.
- Over the last five years, like the province there has been a downward trend in student achievement in this assessment.

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

- In 2022-2023, approximately 25% of learners were on track or extending in the Grade 10 Grad Assessment (Numeracy). All sub-groups fell short of this overall achievement level.
- In 2022-2023, there was a slight decline in student achievement from the previous year. Gaps exist in achievement across identified groups, with learners with designations and Indigenous learners experiencing lower levels of success.

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate) *(continued)*

- Over the four years of the assessment, there has been a positive trend in achievement, despite the slight decline in 2022-2023. Compared to the province, trends in achievement are similar, but learners in the district are experiencing much lower levels of success overall.
- Indigenous learners living on-reserve within the school district are performing at levels on par with those around the province, but a significant achievement gap exists.

Local Data: District Numeracy Assessment at Grades 4 & 7

District assessments, administered at a variety of grade levels over the last three years, provide an overall snapshot of learner achievement across curricular themes in Numeracy including Representing and Describing Numbers, Comparing & Ordering Numbers, Partitioning, Operations and Patterning. Criteria are used to classify learners into bands that include Emerging, Developing, Proficient and Extending.

- *Grade 4 District Numeracy Assessment*
 - In 2023-2024, approximately 25% of participants were proficient or extending across the district numeracy assessments for Representing and Describing Numbers, Operational, Partitioning and Patterning.
 - Over the three years of its administration, there has been a decline in the percentage of learners proficient or extending in the assessments for Representing and Describing Numbers, Operational, Partitioning and Patterning.
- *Grade 7 District Numeracy Assessment*
 - In 2023-2024, approximately 35% of participants were proficient or extending across the district numeracy assessments for Operational and Comparing and Ordering Numbers.

Grade 10 to 11 Transition Rate

- Comparatively in 2022-2023, Grade 10 to 11 transition rates for the district are approximately 8% lower than the province for all learners and Indigenous learners.
- Over the last five years, the district Grade 10 to 11 transition rate is improving at a rate faster than the province, thereby closing the gap.
- Transition rates are improving for all identified groups, including Indigenous learners living both on- and off-reserve.

Grade 11 to 12 Transition Rate

- Comparatively in 2022-2023, Grade 11 to 12 transition rates for the district are approximately 10% lower than the province for all learners and Indigenous learners. Both Indigenous learners living on reserve and learners living in care are more than 15% below the provincial mark.
- At the district level, transition rates for all learners improved between 2021-22 and 2022-2023 by approximately 7%, a rate higher than the province.
- Over the last five years, the district Grade 11 to 12 transition rate for all learners has declined. It has declined most noticeably for Indigenous learners living on-reserve. A very small decline is noted for learners with designations.

Intellectual Development Summary

Grade 4 FSA Numeracy (On Track / Extending Rate)

Despite gains for most students in 2022-2023, gaps persist in the level of achievement for all groups of learners in the district versus the province.

Grade 7 FSA Numeracy (On Track / Extending Rate)

Large gaps persist between the district and the province in numeracy achievement across all student groups.

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

Across all groups, learners in the school district are experiencing lower levels of achievement in numeracy than those reported provincially. Learners with designations and Indigenous learners are experiencing the lowest levels of achievement.

Overall Interpretation of Numeracy Evidence

- Across the key provincial and district numeracy assessments, evidence indicates that learners are not experiencing the levels of success that are being realized provincially.
- Evidence indicates that in recent years, there have been declines in levels of learner achievement in numeracy.
- In all instances where disaggregated evidence exists, learners of Indigenous ancestry, those in care, and those with designations are experiencing reduced levels of success in numeracy.
- It is evident that the current combination of classroom instruction, targeted supports and focused interventions, starting at the earliest grade levels, are not adequately meeting the numeracy learning needs of many students, particularly those representing group who have been historically marginalized.
- Because of the cumulative nature of numeracy, strong foundational skills are critical for students at the elementary grades, ensuring they are able to progress as concepts becomes more complex. With students largely not demonstrating strong skills in assessments at elementary grade levels, this presents an opportunity for dialogue around professional learning, classroom resources, and supports, especially pertaining to the engagement of Indigenous learners, those in care, and those with designations.

Grade 10 to 11 Transition Rate

Overall, the data indicates that learners are experiencing higher levels of success in Grade 10 than they have historically across all groups, and success levels are approaching those of the province. Gaps persist with Indigenous learners experiencing lower levels of success.

Grade 11 to 12 Transition Rate

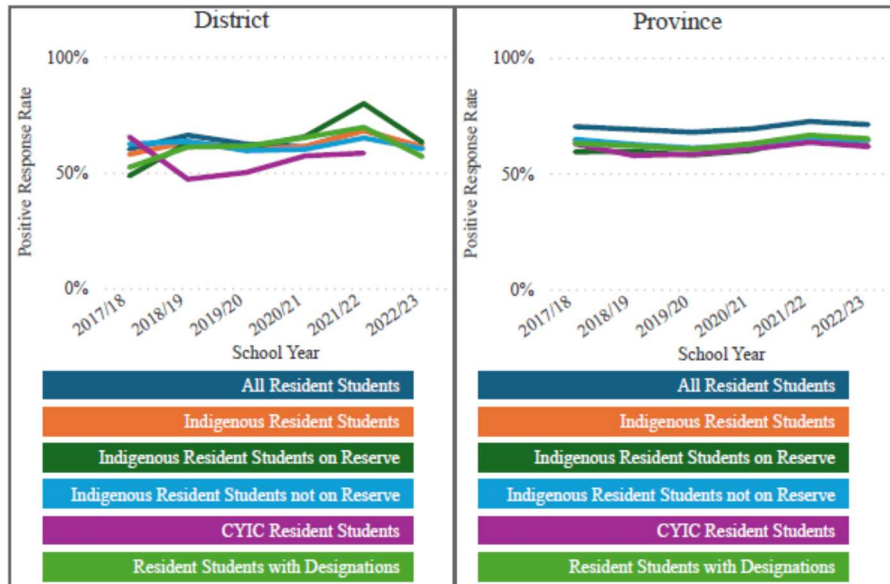
Overall, the data indicates that learners are not experiencing the same levels of success in the district than provincially in Grade 11. Despite gains in 2022-2023, success levels are far below that of the province, especially for Indigenous learners living on-reserve and children living in care.

Human and Social Development

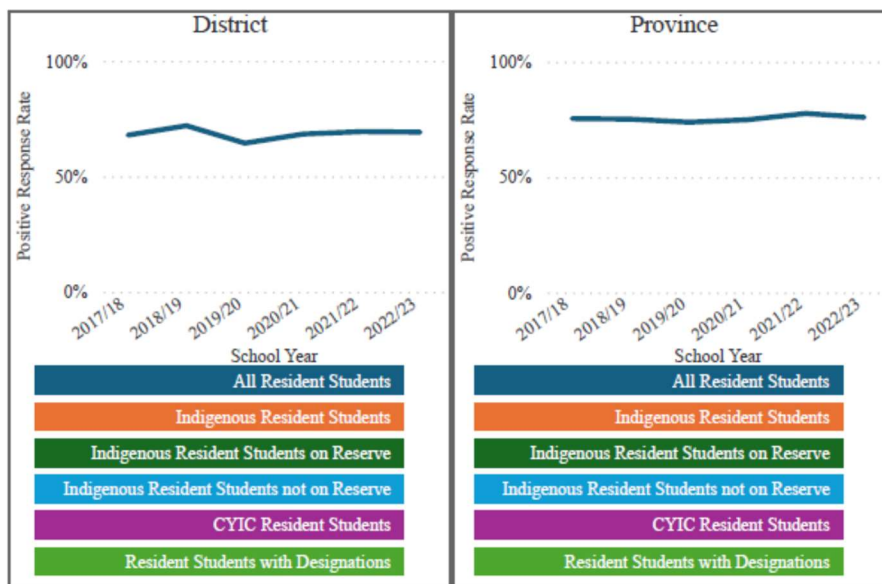
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

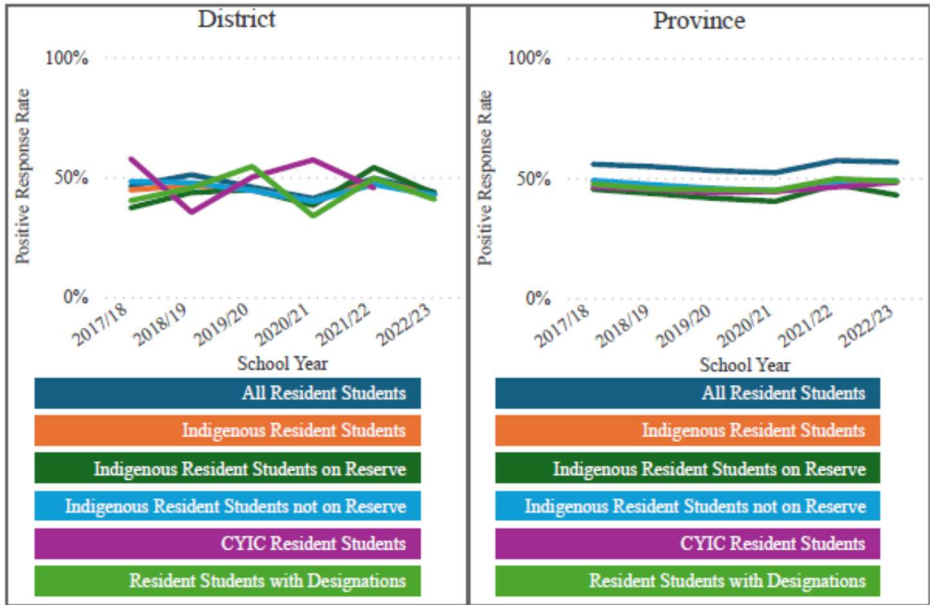
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



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

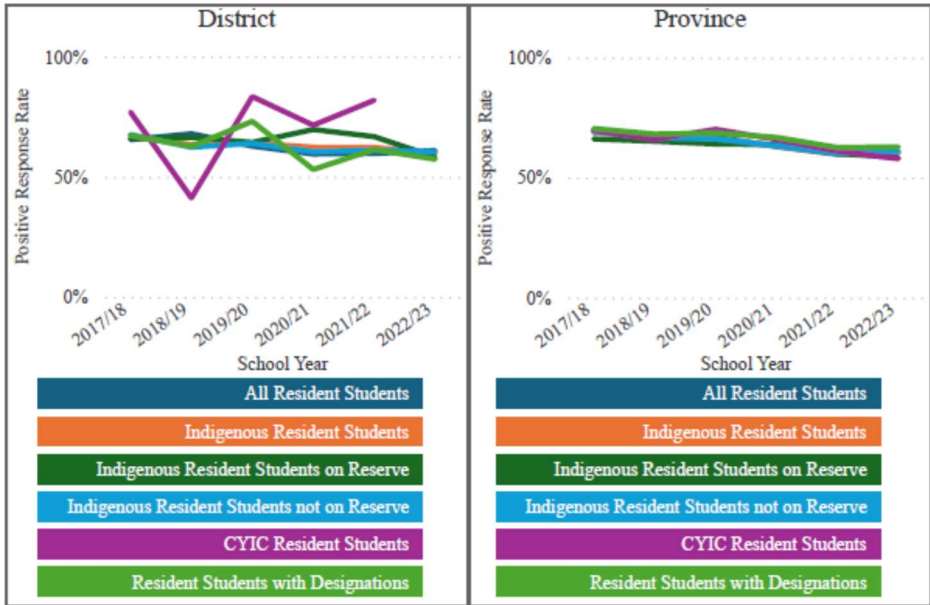


Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



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

2 or More Adults Care (Positive Response Rate for Grade 4, 7, and 10)



Relevant Additional/Local Data and Evidence

School District Student Voice / Spring Forum Events

Learners representing diverse demographics and life experiences participated in the Student Voice Spring Series. Restorative circles and a carousel approach were used to illicit responses related to students' feeling of focus topics of belonging, safety and engagement in school.

Across all key inquiry areas, the majority of participants identified positive aspects to their school experience, including their connectedness to others and finding schools to be welcoming places.

Key highlights included:

- We had a significant increase in the number of students who expressed an interest in participating in Student Voice opportunities this year.
- Every participant had at least one positive thing to say about their school.
- Participants attend school for a variety of reasons, including specific course offerings (i.e. band, arts and trades), extracurricular clubs & teams, school activities, and food programming.
- The majority of participants felt connected to peers and/or adults at school.
- Many participants found school to be a welcoming place.
- Almost all participants indicated they had someone in their life who believed in them.
- Participants have excellent ideas how to address racism and discrimination.
- Many participants want to have more input in their school experience, like bell schedules, course offerings and extracurricular activities.
- Many participants stated clearly that they would like to see increased involvement in having their voices heard during forums such as our Student Voice forums.

Analysis and Interpretation: Outcome 3: Students Feel Welcome, Safe, and Connected

Coast Mountains School District places relationships (between learners, their peers and their teachers and other adults) as foundational to the overall success and well-being of students. The core values outlined within the Strategic Plan point to the importance of a compassionate system that prioritizes the well-being of learners, and the right to a safe, welcoming, and caring environment established through both respectful and meaningful relationships.

As a district, evidence from the provincial Student Learning Survey, the BC Adolescent Health Survey and the Youth Development Instrument were reviewed, along with quantitative responses from students stemming from school and district 'Student Voice and Student Forum' events. The information gathered collectively supports the learner experience in our classrooms across the school district.

The following key highlights were identified from the specific data sets:

Student Learning Survey

- Across all demographics, there is a continual increase in the percentage of learners feeling welcomed in our schools and classrooms.

BC Adolescent Health Survey

- Students generally feel safe in different locations at their school and getting to and from school (51% feel safe at school) - the majority of respondents feel safe in their school, home and community.
- The majority of youth (58%), feel staff treat them fairly and that the teachers care about them (56%).
- 37% of Indigenous youth rated their mental health as good or excellent.
- The majority of Indigenous youth (64%) felt they got along with people around them and that they had a good life.
- The majority of Indigenous youth (55%) felt that school staff treated them well and that the teachers cared about them (53%).
- 53% of youth indicated they felt happy most or all of the time.

Youth Development Instrument

Completed by youth in grades 10-12:

- 37% of youth feel a high sense of belonging to a social group (this is slightly below the provincial average).
- 31% of youth feel supported by the adults in their community.
- 54% of youth indicated that they feel safe at school.
- 38% of youth feel they are supported by the adults at their school.
- 26% of youth feel like they belong on their school (this is below the provincial average).

It can be challenging to effectively tell the story of the learners' experience in school as it pertains to human and social development. Adults in Coast Mountains schools are working diligently to ensure classrooms are safe, caring spaces where every child feels they belong, however the reality is that learners do not always perceive this to be the case, so work remains.

As a school district we remain committed to honouring the history, culture, language and knowledge of local Nations, and in so doing, improving the sense of safety and belonging. With respect to Indigenous learners, both on- and off-reserve, it is promising that both qualitative and quantitative evidence indicates growth in this area.

Human and Social Development Summary

This data area presents is with some challenges to continuous growth. There is a challenge for us as a district to understand the differences in the information gathered from school-based local surveys, the Early Development Instrument (EDI), the Middle Development Instrument (MDI), the Youth Development Instrument (YDI), the Adolescent Health Survey (AHS) and the provincial Student Learning Survey data. For example, student responses for the AHS indicated fewer students feeling a sense of belonging and connection to their school, than we see in our MDI and YDI results. It will be important to continue to investigate the possible reasons for the differences between data sources.

Mentorship Programs for New Teachers

Coast Mountains School District offers a Teacher Mentorship Program to all teachers who are beginning their career or are new to our district.

Through the collaborative efforts of our Mentorship Team, new teachers are connected with a district mentor/experienced colleague who each offer support, guidance, encouragement, resources, and time to assist them in the many demands of their new teaching role.

We know that beginning teachers and those new to their role thrive under the mentorship of experienced colleagues, greatly improving both their effectiveness in the classroom and satisfaction with their work. Mentoring is a central component in helping to build and strengthen a professional culture of collegiality, collaboration, and learning within schools and districts. Feedback from participants has been very positive and encouraging with some participants indicating that this type of support is aiding us in our efforts to retain new teachers.

Compassionate Systems

Coast Mountains School District is pleased to be going into year three working with a team from the University of British Columbia's Human Early Learning Partnership program as we learn about the many benefits of Compassionate Systems Leadership (CSL). CSL uses practices that have been proven to be helpful for personal well-being and expands them to include building strong relationships and understanding how the whole system affects the results we want to achieve. This work is supported by district and school-based leadership teams and is being introduced to our student leadership groups through participation in Student Voice Forums.

Supporting Children in Care

Coast Mountains is a small school district with a very small population of students in care. This allows the unique opportunity of being able to know the story of each child at the district level. The Director of Instruction for Learner Support reviews all students in-care Permanent Record cards and has conversations with schools. This year, schools will start to have yearly meetings with the local First Nation Education Coordinators and the Ministry of Children and Family Development to review each child's academic and social emotional success. It enables the school to put supports in place to ensure the students are thriving and on track for graduation.

Our Commitment

- All schools have developed a Mental Health Goal informed by the Mental Health Plan and survey data collected from students, parents, and staff and will continue to actively implement goals from the plans.
- The district worked closely with BC Children's Hospital School Mental Health Practice Support Coaching Service to develop a multi-year plan.
- Priority Area 1: *Digital Safety*
This priority will support the district's understanding of digital safety and how this relates to other health areas. For example, improved digital safety will also support other related health topics as it is connected to things like bullying, sleep habits, sexual health.
- Priority Area 2: *Increase Mental Health Literacy Across the District*
This priority includes increasing the district's awareness of mental health literacy and its meaning, including reducing stigma, understanding mental health disorders, awareness of help-seeking behaviours, understanding stress, and developing coping mechanisms.

- *Priority Area 3: Building Relationships with Students, Staff, and Communities*
This priority focuses on developing trusting relationships through clear communications, deeper connections, and the sharing of resources to support youth.
- Each year the Director of Instruction for Learner Support reviews all Permanent Records cards for every student in care to ensure that they are on track for graduation or there is a specific plan in place for each student.
- This year we are focused on developing longer transition plans from one program to another, including school to school.
- Establish consistent communication strategies by setting a yearly meeting to discuss students in care to ensure that each child's story is well-known and current with specific conversation with each band.
- Ensure that every child in care is known to school staff. Principals monitor their academic, social emotional and attendance success.

Supporting Learners with Diverse Abilities

Coast Mountains School District strives to support learners with diverse abilities. We are continuing to create safe, inclusive, and trauma-informed learning environments. The Learner Support Team works closely together to provide service across a geographically large district. Often teams including the Inclusive Education Teacher, Integration Support Teacher, Speech Language Pathologist, Behaviour Interventionist and Education Assistant Mentor will support school teams with complex issues by developing comprehensive programs and then supporting schools in implementation and training. In addition, the Learner Support Department is working with schools to develop a tier-three approach to literacy by supporting the training and implementation of an Empowered Reading program supported by the Hospital for Sick Kids in Toronto. The Learner Support Team provides schools with researched-based practices to create real change.

Our Commitment

The district is continuing to implement and extend the following initiatives:

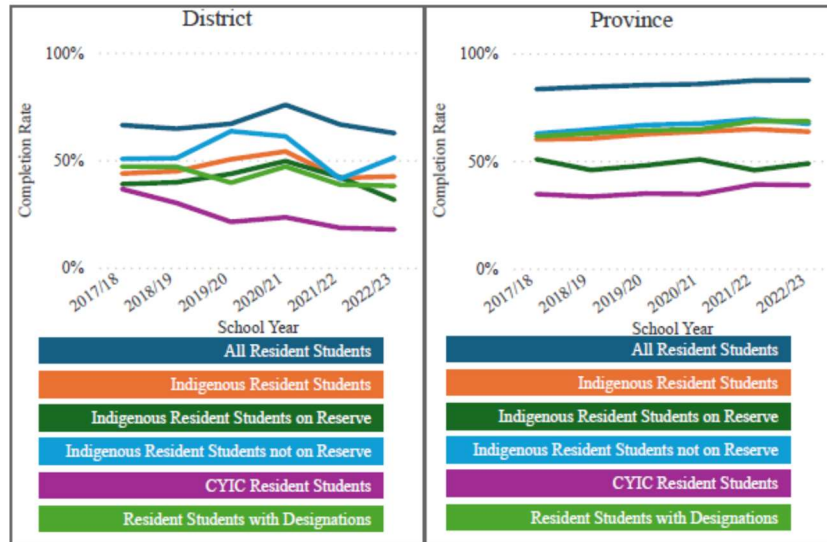
- Focusing on UDL (Universal Design for Learning) through district-wide initiatives as well as with learning opportunities with Counsellors, Learning Assistance and Resource Teachers, Education Assistants and other district Itinerant Specialist staff. UDL will be offered on professional learning days.
- Creating safe and inclusive environments by promoting and supporting the ERASE programs throughout 2023-2024 (targeted focus for the district's non-instructional day in November 2024).
- Implementing goals from Mental Health Plans developed by all schools that are informed by survey data collected from students, parents, and staff.
- Activating a new Behaviour Interventionist position and Education Assistant Mentor position.
- Removing all barriers to access district learner support services by eliminating any referral paperwork.
- Schools have a SOGI lead and run a regular Diversity Club.
- Enhancing knowledge around SOGI curriculum by delivering learning burst videos at every staff meeting and inserting specific information for parents on school newsletters.
- We offer Non-Violent Crisis Prevention Intervention training three times a year and we are working towards all staff have their training in the next few years.

Career Development

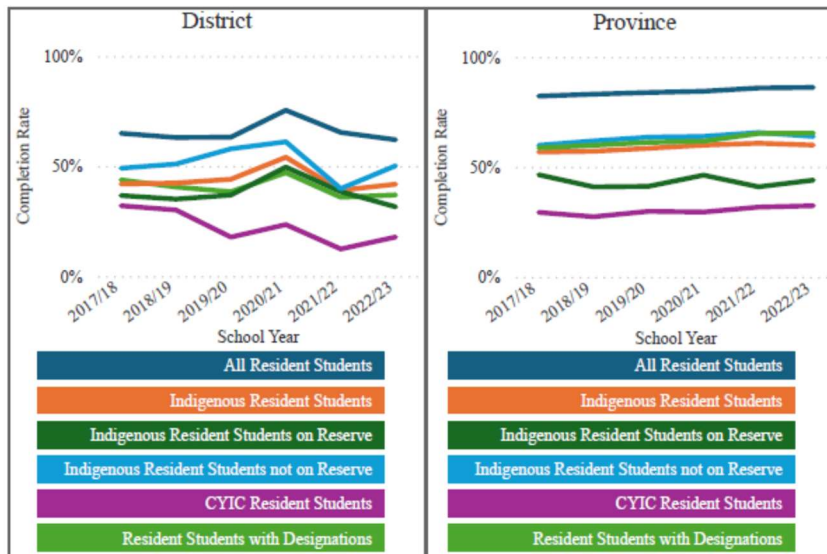
Educational Outcome 4: Graduation

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*

Coast Mountains School District is proud of the progress made with the implementation of the first year of the three goals in the Strategic Plan 2022-2027 Engage Ignite Empower.

Achieved Dogwood Within 5 Years

The 5-year graduation rate decreased for all students to 65%, while Indigenous learners leveled off at 42%.

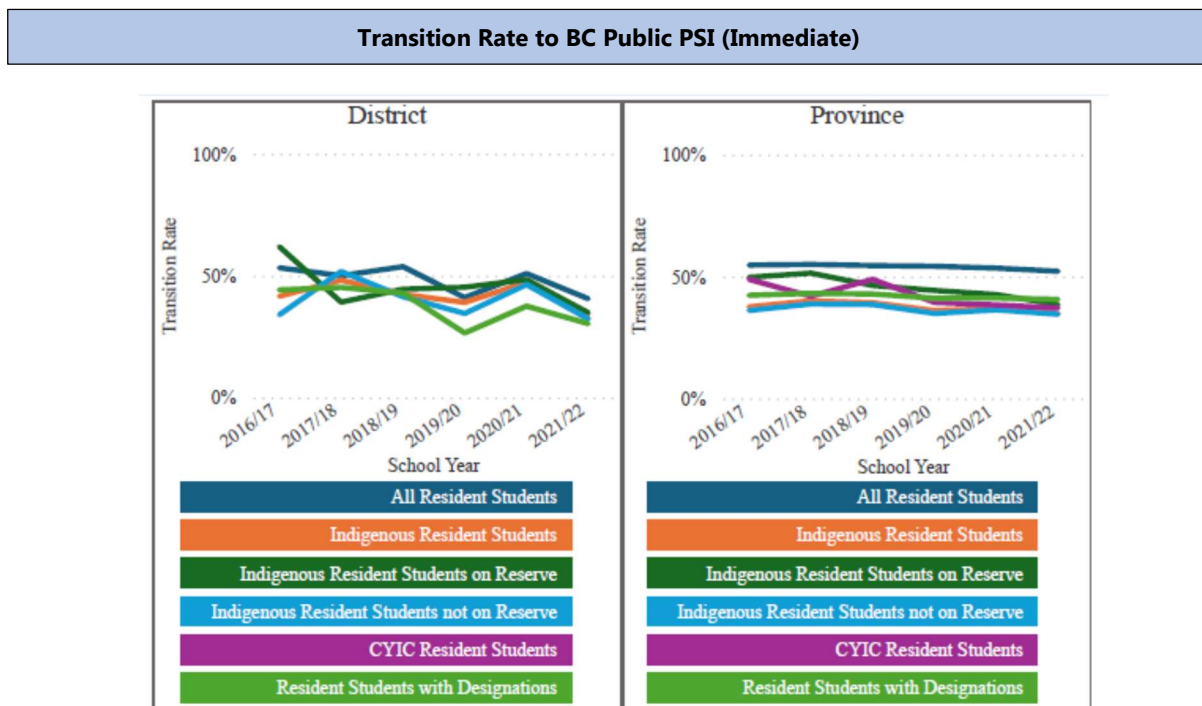
Achieved Dogwood Within 6 Years

The 6-year completion rate for all students is 70%, while Indigenous learners are at 55%.

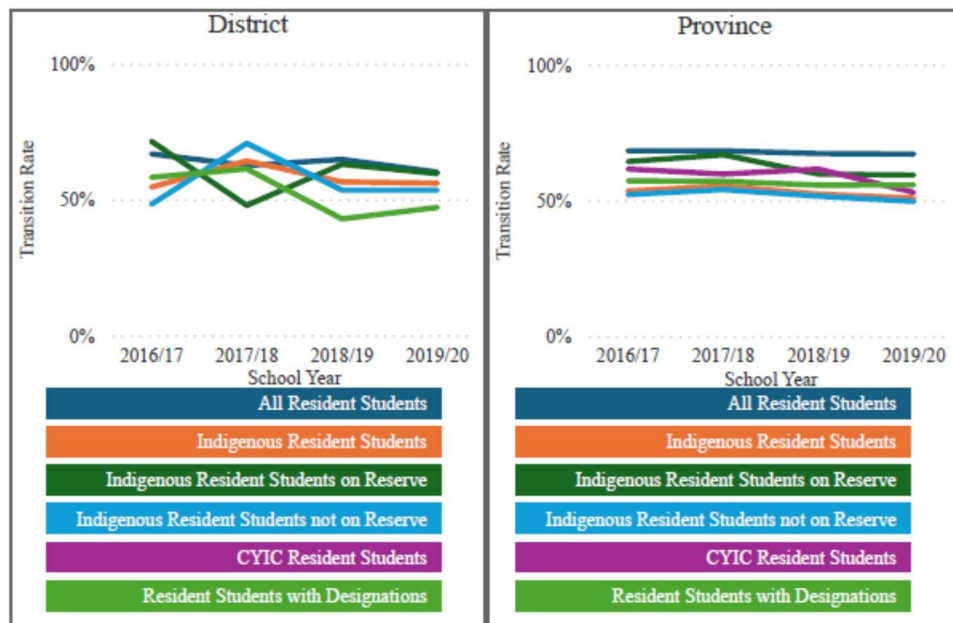
The 5-year graduation rates for status off-reserve Indigenous learners continue to trend higher than the status on-reserve Indigenous learners with an increased gap of 15%. The steep changes in the rates in years 2020-2022 is the time of the COVID Noro-virus pandemic. Transitioning to home schooling in virtual classes and returning to schools during that period of time.

Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Transitioning to Post-Secondary



Transition Rate to BC Public PSI (Within 3 Years)



Analysis and Interpretation: *Outcome 5: Post Secondary Transitions*

Post-Secondary Institution (PSI) Transition Rates: Immediate Transition

Over 27.5% of all students are transitioning to public post-secondary institutions immediately following graduation. Indigenous learners transition close to the same rate as the rest of the district at 26.4%.

Post Secondary Institution (PSI) Transition Rates: Within 3 Years

All students in the district are transitioning to BC public institutions within 3 years at a rate of 65%, while Indigenous learners were transitioning at 60% within 3 years.

Interpretation

The percentage of learners who transition into a BC public Post-Secondary Institution is 30% of all students and there is little difference in the Indigenous learner population transitioning immediately following graduation.

Career Development Summary

The commitment of the Board's Strategic Plan Goal is that ALL STUDENTS WILL REALIZE THEIR FULL POTENTIAL. This included examining the Indigenous Education Department programs and services provided for learner success. The initial actions included refining services and building capacity to support learner success.

The Director of Instruction for Indigenous Education attended the Ministry of Education and Child Care's Northern Region Equity Scan Gathering in 2023, to learn and understand the impactful work other districts have been involved in to support learner success.

Coast Mountains School District gathered with 30 Equity Scan members, rightsholders and partners in May 2023. The Indigenous Education Department supported the members to understand the actions that engage, inspire, and ignite the process. Members/partners were reminded of the need for and importance of working in collaboration.

Commitments and action items in the Strategic Plan 2022–2027 were implemented this year with reviewing service delivering with intentions to improve programming to meet the need for improving learner success. Implementation of the goals and action items will require focused and intentional implementation with planning, communication, and collaboration with all stakeholders.

The district achieved procurement and design of an online dashboard accessible by school and district staff to support conversations related to learner success. This district-wide platform will support Principals and Vice Principals for learner success meetings and support Indigenous Education Support Worker interface reporting and informing engagement with learners.

Existing and/or Emerging Areas for Growth

The design and implementation of a focused approach to service delivery and clarification of enhanced services to best meet the needs of all Indigenous learners, including the re-design of both structures and processes that create impact. Coast Mountains School District acknowledges that much more work is required to transform the system and realize the intended impacts for learners.

It's not surprising that high school transition rates, as well as the 5- and 6-year graduation rates for all groups of learners, are also lagging. The re-imagining, refining, and capacity building of roles/responsibilities within the Indigenous Education Department will attend to improved service delivery and support across the system, including the monitoring of progress towards graduation for Indigenous learners at the secondary grades.

Ongoing Strategic Engagement (qualitative data) to support monitoring the progress in 2023-2024 had a focus on learner outcomes, including the analysis and interpretation of the provincially issued *Aboriginal How Are We Doing?* report. The Indigenous Education Department created roles and responsibilities to increase capacity in Indigenous learner focus and learner success, supporting learners with making connection to Indigenous Support Workers and developing trusting relationships.

In response to learner evidence, a re-imagining of the district's Indigenous Education Department has led to the collaborative creation of refined roles and responsibilities for team members, as well as the creation of new positions to support the monitoring of success for Indigenous learners K-12. Regional team members will provide wrap-around support in relation to Indigenous youth outreach, while Indigenous Education Graduation Advisors will operate as a small team across 6 district schools to ensure learners are on track for success in Grades 8-12.

Trusting relationships support identifying barriers to learner success and allowing for learners to set goals to understand their learning process. Indigenous Education Support Workers accessed the district Student & Family Affordability Fund Consultations with Principals and families to support removal or reducing barriers to learning success.

Indigenous Education Graduation Advisors support making connections with Indigenous learners in Grades 9–12 to support transitions through the grades, advocating discussions with Teacher and Principal for options in credit recovery, collaborating with Indigenous Education Support Workers, School Counsellors, Teachers and Principals.