

# Strategic Plan 2022-27

## Engage, Ignite, Empower - **FEBRUARY** Update 2024-25 Action Plan Commitments



**Goal: All students will realize their full potential.**

Commitment	Year End Status
<ul style="list-style-type: none"><li>Engage early teacher adopters during the implementation of the K-3 Literacy strategy.</li></ul>	<p><b>1. District Learning Opportunities:</b></p> <p>Over 90 educators have been trained in UFLI (University of Florida Literacy Institute) and all K-6, literacy helping teachers, and learning resource teachers have been trained with Acadience Assessment K-6 literacy tool.</p> <ul style="list-style-type: none"><li>K-3 teachers were provided with a gradual release to the Acadience Assessment with the provision of 2 coverage days.</li><li>Grades 4-6 teachers' Acadience assessments were completed by the district team and literacy school supports. Gradual release will be provided to them next school year.</li><li>Teacher Focus Group has created a K-3 Literacy Framework and are currently completing the Grade 4-6. A plan to work on the Grade 7-9 Framework will begin in the next school year.</li></ul> <p><b>2. Enhanced Supports:</b></p> <ul style="list-style-type: none"><li>Provided literacy helping teachers and administrators with grouping students and developing a support plan.</li><li>All K-6 teachers were provided with an iPad to monitor student progress and complete reading assessments &amp; Supported the training of 4 more educators in Empower.</li></ul> <p><b>3. School-based Supports:</b></p> <ul style="list-style-type: none"><li>Assessed all Grade 4-6 students in the district 3 times (currently completing second session).</li><li>Supported in the Grade 7-8 pilot of Acadience at Skeena Middle School.</li><li>Provided administrators with in-service on MTSS (Multi-Tiered System of Supports) and shifting the culture of change. Provided principals with training on Acadience Data Analysis including the purchase of books Culture Code and Untangling Data-Based Decisions.</li><li>Created a year-long calendar with the in-service, leadership series, and teacher focus group dates to help better plan for our year.</li><li>Supporting staff on creating intervention groups according to Acadience evidence.</li><li>Training ISW to support teachers with enhancement.</li></ul>

<ul style="list-style-type: none"> <li>▪ Implement enhanced district services that support the achievement of Indigenous learners.</li> </ul>	<p><b>1. Enhanced Connections and Reporting:</b></p> <ul style="list-style-type: none"> <li>▪ Enhanced approaches to Indigenous learners' support by ensuring all learners have connection with Indigenous Education Support Workers (IESWs) and Indigenous Education Graduation Advisors (IEGAs).</li> <li>▪ Enhanced supports to academics, goal setting, removing barriers and reporting of services for Indigenous learner success.</li> <li>▪ New school year orientation, coaching, mentoring and in-service sessions provided to IESW.</li> <li>▪ The IESW capacity building sessions included learning to utilize reporting tools, how to report service to track what service support is provided to Indigenous learners, and literacy tools supporting learners.</li> </ul> <p><b>2. Strategic Support and Mentorship:</b></p> <ul style="list-style-type: none"> <li>▪ District Vice Principal provided on-site and virtual support, mentorship, and ongoing learning to IESWs across all schools in the district. This included guidance on implementing tools and focused approaches tailored to Indigenous learners to support goal setting, personal and cultural growth and increasing academic success.</li> <li>▪ Developed and communicated plans with district staff to improve and prioritize service delivery, including communicating updates to school administration regarding processes supporting the work of the IESW in the schools for Indigenous learner success.</li> <li>▪ IESWs received a comprehensive overview about how to track student information including attendance patterns and parental interactions using EdPlan Insight.</li> </ul> <p><b>3. Data-Driven Approaches and Goal Setting:</b></p> <ul style="list-style-type: none"> <li>▪ Developed additional support offerings of the new EdPlan Insight - Indigenous Services Module as a tool for Indigenous Education (IED), district and school staff, to identify which Indigenous learners to prioritize utilizing a Response to Intervention (RTI) approach in their case management.</li> <li>▪ Using data from EdPlan Insight to track learner connections and levels of service, and to refine approaches to support Indigenous learners effectively.</li> </ul>
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<ul style="list-style-type: none"> <li>▪ Implement and support the use of an electronic dashboard to guide evidence-based decision making.</li> </ul>	<ol style="list-style-type: none"> <li> <b>1. Implementation:</b> <ul style="list-style-type: none"> <li>▪ Continued collaboration with our IT department and vendor to ensure the successful implementation of the Data Dashboard, “EdPlan Insight”. Feedback from school-based leadership teams has been positive.</li> <li>▪ Discussed with school-based administrators the importance of utilizing the information in the data dashboards to set goals, collaborate with staff, identify successes and determine next steps using an instructional leadership lens.</li> <li>▪ Providing ongoing support to school leadership teams with the implementation and regular use of the dashboard.</li> <li>▪ Further work on the data dashboard for assessment data entry for the diagnostic (Fall) and Final (Spring) District Assessments. Implementation of a step-by-step guide to assist school-based administrators with inputting student results.</li> <li>▪ The K-3 Literacy Initiative has involved the use of Acadience Literacy assessment. This dashboard was launched.</li> </ul> </li> <li> <b>2. Navigating Reports:</b> <ul style="list-style-type: none"> <li>▪ Developed, shared and implemented with school-based administrators a step-by-step guide on Leadership Reports within EdPlan Insights, including how to identify learners who would benefit from interventions.</li> <li>▪ School-based administrators trained in the generation and use of reports within the Acadience Dashboard to support K-3 Literacy.</li> </ul> </li> <li> <b>3. Preparing for the Year Ahead:</b> <ul style="list-style-type: none"> <li>▪ Ongoing meetings and training with EdPlan Insight to ensure that the data uploads are on track to support the use of the dashboard for the current year.</li> </ul> </li> </ol>
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<ul style="list-style-type: none"> <li>Engage in a robust teacher recruitment and retention strategy to secure a full complement of outstanding educators for anticipated 2024-25 teaching vacancies.</li> </ul>	<p><b>1. Recruitment &amp; Retention Strategies:</b></p> <p>A variety of strategies were used to recruit and retain new teachers in Coast Mountains School District including:</p> <ul style="list-style-type: none"> <li>Northern Bursary (MECC) – Offered to B.Ed. practicum students to assist in their placements.</li> <li>Increased B.Ed. student teacher practicum placements in district including students from: UBC; UNBC; UVic; NITEP (Indigenous Teacher Education Program via UBC); students have been placed in schools in Terrace; Kitimat; and Hazelton.</li> <li>Advertising campaign with B. Ed programs nation wide.</li> <li>Focused advertising via social media and customized landing pages created in partnership with Make a Future.</li> <li>Participation in multiple recruitment fairs, both virtual and in person.</li> <li>Direct email, telephone and Zoom communications with B Ed students expressing interest in the district.</li> <li>New Teacher Orientation – Revised to suit the needs of incoming teachers.</li> <li>New Teacher Mentorship Program is offered to all new teachers. Currently, there are 5 designated Coaches; multiple teachers participate in this program to share their expertise with new teachers.</li> </ul>
<ul style="list-style-type: none"> <li>Enhance school district communications through innovative practices.</li> </ul>	<p><b>1. Innovative Practices:</b></p> <ul style="list-style-type: none"> <li>Website enhancements were implemented during the school year that provided real-time updates related to bussing delays and cancellations.</li> <li>The <i>MyBusStop</i> Application - a GPS tracking service that shares with subscriber's the bus location, route stops, schedules, progress and delays - is now operational. Feedback from the District Parent Advisory Council (DPAC) has been positive.</li> <li>Social media posts are shared on a regular basis.</li> <li>Research was completed into a variety of platforms that could be used to enhance communications, particularly between school/district and parents and caregivers.</li> <li>The district entered into an agreement with School Messenger, a Pearson product, for a communications solution that allows for a variety of options, including SMS. School Messenger training was completed in December 2024.</li> <li>The ability to use the attendance notification system is available for all schools. This feature will be operational in the Spring of 2025.</li> <li>A full product roll-out for School Messenger will take place in the Spring of 2025.</li> <li>The Superintendent of Schools report has been revised to highlight tangible and practical district news items that showcase the Strategic Action Plan in action.</li> </ul>

## Goal: We will honour and respect culture, diversity & inclusion.

Commitment	Year End Status
<ul style="list-style-type: none"> <li>In cooperation with Indigenous partners, deliver ongoing learning opportunities for all school district employees that support professional capacity to incorporate culturally respectful and responsive practices.</li> </ul>	<p><b>1. District Learning Opportunities:</b></p> <ul style="list-style-type: none"> <li>Organized and delivered Non-Instructional Day (NID) program and presentation, including keynote speakers for history, social-emotional considerations, local aspects of legislation and policy by BC and Canada.</li> <li>Learning sessions focused on discussion for all CMSD staff, enhancing their understanding of the need to implement culturally respectful and responsive practices.</li> <li>Learning supports to Terrace schools by Indigenous Role Models, Indigenous Education (IETM) Teacher Mentor and District Vice Principal (DVP).</li> </ul> <p><b>2. Enhanced Role Model Program:</b></p> <ul style="list-style-type: none"> <li>Provided a refined process to access the Role Model program to ensure greater engagement with elders and knowledge holders in schools. A Role Model form has been redrafted and a spreadsheet to manage the process from request, to approval, Role Model attendance to school, school's feedback and finally to payment. The process requires less steps from school request to payment of Role Model.</li> </ul> <p><b>3. Reporting tool – EdPlan Insight:</b></p> <ul style="list-style-type: none"> <li>Principals in Vice-Principals were presented with tools, sessions and material to support the IESW work at the school. The work included making a connection, coaching, planning and goal setting for learner success and understanding core-competencies, and the learning process.</li> <li>The work also included how to login on EdPlan Insight and printing a report of the Indigenous service log for the school.</li> </ul>
<ul style="list-style-type: none"> <li>Engage school and community champions in implementing an Anti-Racism campaign, including a learner-led Action Grant initiative.</li> </ul>	<p><b>1. Campaign Implementation:</b></p> <ul style="list-style-type: none"> <li>Senior Leadership Team collaborating with Surrey School District.</li> <li>Anti-Racism campaign work scheduled through multiple in person Student Voice working sessions with each of our middle and senior secondary schools.</li> <li>Specific questions and discussion for student voice participants will focus on racism and discrimination related to lived experiences.</li> <li>Input solicited as to how schools can deal with systemic racism.</li> <li>Action Grants available to schools again in 2024-2025.</li> <li>Continue to share anti-racism materials and resources with all schools – some schools hosted presentations in 2024 – ongoing efforts to host additional anti-racism presentations in schools.</li> </ul>

<ul style="list-style-type: none"> <li>Collaborate with school communities and local First Nations to deliver enhanced experiential learning opportunities incorporating Indigenous worldview and knowledge systems.</li> </ul>	<p><b>1. Enhanced Seasonal Round Learning:</b></p> <ul style="list-style-type: none"> <li>Indigenous Education Department (IED) staff invited local First Nations and Indigenous peoples to a Role Models gathering to update the list of Indigenous Role Models, their availability and their focus areas.</li> <li>IESW supported classes with accessing eulachan, cedar, salmon, moose and other game hunted from land and how to process their resource and their cultural use.</li> <li>Teachers request support for enhancement of lessons from the Indigenous Education Teacher Mentor, including Indigenous worldview and knowledge systems.</li> </ul> <p><b>2. Land-Based Learning Programs:</b></p> <ul style="list-style-type: none"> <li>Support schools and communities with developing an on-the-land learning program. This includes collaborating with local land rightsholders to help guide the development of Land-Based Learning Programs.</li> </ul> <p><b>3. District and community engagement:</b></p> <ul style="list-style-type: none"> <li>The IED supported collaboration and planning with language immersion, involving fluent speakers and school staff. <ul style="list-style-type: none"> <li>The Gitxsan Language Immersion program approved by the Board was launched in September 2024.</li> <li>The Gitxsanimx Curriculum Grade K-7 Resource (by Dr. Jane Smith) was shared and is being used in the immersion program.</li> </ul> </li> <li>Encouraged schools to access local knowledge holders of the land within seasonal access.</li> </ul>
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## Goal: We will facilitate well-being across the district.

Commitment	Year End Status
<ul style="list-style-type: none"> <li>Together with key partners, develop a K-12 Mental Health &amp; Wellness Strategy, including a learner-led Action Grant initiative.</li> </ul>	<p><b>1. Mental Health &amp; Wellness Action Plan:</b></p> <ul style="list-style-type: none"> <li>The Mental Health Working Group developed a K-12 MH Action Plan with BC Children's Hospital. Information and data was gathered from students, staff, parents and the community. The plan is completed and is now ready to forward to The Education Committee and then to the Board Meeting for Information.</li> <li>The following priorities were identified: <ul style="list-style-type: none"> <li><b>Digital Safety:</b> 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. A comprehensive list of digital resources has been collated and shared with BC Children's Hospital for review.</li> <li><b>Mental Health Literacy:</b> Increasing the district's awareness of mental health literacy and its meaning, including reducing stigma, understanding mental health disorders, awareness of help-seeking behaviors, understanding stress, and developing coping mechanisms.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ <b>Building Relationships with Students, Staff and Community:</b> focuses on developing trusting relationships through clear communications, deeper connections, and the sharing of resources to support youth.</li> <li>▪ The plan has recently been shared with Principals and Vice Principals as schools will be developing a school based mental health goal based on assessment data and student voice. The district will begin implementation over the next 3 years 2025-2028.</li> </ul> <p><b>2. Community Scan, Collaboration and Assessment:</b></p> <ul style="list-style-type: none"> <li>▪ Community MH professionals and the SD school gathered to unpack school and community-based supports and pathways. A Journey Map is being created for youth, as a visual representation of how to access services both locally and provincially. The MH resources available to support youth will be catalogued. Youth will then be able to find the supports through scanning a QR code and accessing the comprehensive list.</li> <li>▪ The findings are now being explored with the Provincial Integrated Child and Youth communications and design team.</li> </ul> <p><b>3. Youth Safety &amp; Wellness:</b></p> <ul style="list-style-type: none"> <li>▪ The Integrated Child &amp; Youth Team has been supporting over 250 students throughout the district and is an integral structure when supporting youth through complex and critical situations.</li> <li>▪ The ICYT are almost complete with new program leads both in Terrace and Hazelton</li> <li>▪ The district and community have developed a Stop Human Trafficking Group. Throughout this academic year, they have been educating youth, staff, and community. CMSD is now engaged closely with the Joy Smith Foundation, Justice for Girls, Be amazing, and The Native Court workers association. All organizations presenting to youth across the district.</li> <li>▪ Completed an amazing 4-day Critical Incident Stress Management Training with Bruce Ramsay Traumatologist for district 40 employees. The district will be continuing this work into next year.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Grow the professional capacity of school-based teams in Compassionate Systems Leadership.</li> </ul>	<p><b>1. Compassionate Systems Leadership (CSL) Team Professional Learning:</b></p> <ul style="list-style-type: none"> <li>▪ Senior Leadership Team collaborating with Joanne Schroeder in our third year of CSL work</li> <li>▪ Last year, ten school teams participated in our second year of working with Joanne Schroeder and her CSL Team.</li> <li>▪ CSL outlines strategies and ways to support student well-being and resiliency; adults must have the tools to support their own well-being.</li> <li>▪ CSL was identified as a pillar in the Mental Health in Schools Strategy.</li> </ul>

<ul style="list-style-type: none"> <li>▪ In collaboration with community and provincial partners, implement school and district practices that increase students' access to healthy food programming in all schools.</li> </ul>	<p><b>1. Nutrition Plan Implementation:</b></p> <ul style="list-style-type: none"> <li>▪ School Nutrition Standards Implementation: All school food programs now adhere to the School Nutrition Standards, supported by the Visual Guide for shopping and the Food Fundraiser &amp; Nutrition Standards Classroom Quick Guide for educators.</li> <li>▪ Capacity Building for Food Services: A Pro-D Information Session was held for Casual Employees to encourage interest in the Casual Food Services Assistant list, ensuring a well-supported program. Additionally, Food Service Assistants procedures were developed to streamline onboarding and support for casual staff.</li> <li>▪ Expanding Student Participation &amp; Nutrition Quality: The Feeding Futures Fund (MOECC) enabled the district to expand student participation with an open access food program while also improving the nutritional value of meals served.</li> <li>▪ Strengthening Community &amp; Provincial Partnerships: Collaborations with local and provincial partners facilitated the introduction of more locally produced foods from British Columbia into school programs. These partnerships also helped increase opportunities for students to experience authentic cultural foods within their school environment. (e.g., Breakfast Club of Canada, Food Out Front)</li> <li>▪ Engaging Families &amp; Community: A Food Program Newsletter was created to highlight the district's initiatives, celebrate successes, and strengthen connections with families and community partners.</li> </ul>
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