

Strategic Plan 2022-27

Engage, ignite, Empower - Year End Update



2023-24 Action Plan Commitments

Goal: All students will realize their full potential.

Commitment	Year End Status
<ul style="list-style-type: none"> ▪ Engage early teacher adopters during the implementation of the K-3 Literacy strategy. 	<ol style="list-style-type: none"> 1. District Learning Opportunities: <ul style="list-style-type: none"> ▪ Over 60 educators have been trained in UFLI and more than 70 with Acadience Assessment K-6 literacy tool. ▪ Opportunities were provided to teaching staff to access 2 additional days of coverage to meet with grade level partners, collaborate on literacy initiatives, peer mentor, work one on one with Literacy Lead teacher, have Literacy Lead teacher come into their classrooms to model a UFLI lesson, and more. ▪ Teacher Focus Group established ▪ Efforts towards crafting the 90-minute literacy framework are underway 2. Enhanced Supports: <ul style="list-style-type: none"> ▪ Provided all K-3 programs with decodable readers in paper and digital formats ▪ Provided each K-3 teacher with resources to promote and support the use of UFLI ▪ Provided teachers with technical supports such as clickers, document cameras, interactive television, and iPad ▪ Provided teachers with literacy tables 3. School-based Supports: <ul style="list-style-type: none"> ▪ Assessed all K-3 students in the district 3 times ▪ Provided administrators with a PowerPoint of their first assessment results as a template for them to discuss with their teams, and met with school-based leaders to discuss their progress ▪ Introduced progress-monitoring to many educators including the Focus Group & modeled at Cassie Hall Elementary

	<ul style="list-style-type: none"> ▪ Created a year-long calendar with the in-service, leadership series, and teacher focus group dates to help better plan for our year ▪ Supporting staff on creating intervention groups according to Acadience evidence
<ul style="list-style-type: none"> ▪ Implement enhanced district services that support the achievement of Indigenous learners. 	<p>1. Enhanced Connections and Reporting:</p> <ul style="list-style-type: none"> ▪ Enhanced the approach to Indigenous learners by ensuring all learners had regular connections with Indigenous Education Support Workers (IESWs) and Indigenous Education Graduation Advisors (IEGAs). ▪ Refined the reporting of services received by Indigenous learners, which included on-site training and six online learning sessions for IESW's on utilizing new tools and how to track services and supports provided to Indigenous learners. <p>2. Strategic Support and Mentorship:</p> <ul style="list-style-type: none"> ▪ Director Clifton & District Vice Principal Azak provided on-site and virtual support, mentorship, and ongoing learning to IEGA's, IESWs and Indigenous Education Outreach Workers (EOW's) 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. ▪ Developed and communicated workplans with district staff to improve and prioritize service delivery, including communicating updates to school administration regarding changes in IED staff roles. <p>3. Data-Driven Approaches and Goal Setting:</p> <ul style="list-style-type: none"> ▪ Utilized the new EdPlan Insight - Indigenous Services Module as a tool for Indigenous Education (IED) staff to identify which Indigenous learners to prioritize utilizing a Response To Intervention (RTI) approach in their case management. ▪ Using data from EdPlan Insight to track learner connections and levels of service, and to refine approaches to support Indigenous learners effectively.
<ul style="list-style-type: none"> ▪ Implement and support the use of an electronic dashboard to guide evidence-based decision making. 	<p>1. Implementation:</p> <ul style="list-style-type: none"> ▪ Worked with the IT department and vendor to prepare the data dashboard for launch. ▪ Prepared the data dashboard for assessment data entry for the diagnostic (Fall) and Final (Spring) District Assessments. Developed a step-by-step guide to assist school-based administrators with inputting student results. ▪ The K-3 Literacy Initiative has involved the use of Acadience Literacy assessment. This dashboard was launched. <p>2. Navigating Reports:</p>

	<ul style="list-style-type: none"> ▪ 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. ▪ School-based administrators were trained in the generation and use of reports within the Acadience Dashboard to support K-3 Literacy. ▪ 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. <p>3. Preparing for the Year Ahead:</p> <ul style="list-style-type: none"> ▪ Ongoing meetings with EdPlan Insight to ensure that the data upload scheduled for the summer is on track to support the use of the dashboard for next year.
<ul style="list-style-type: none"> ▪ In collaboration with provincial partners, engage in a robust teacher recruitment and retention strategy to secure a full complement of outstanding educators for anticipated 2024-25 teaching vacancies. 	<p>1. Recruitment & Retention Strategies: 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"> ▪ Advertising campaign with B. Ed programs nation wide ▪ Multiple virtual and in personal information sessions with B. Ed programs ▪ Focused advertising via Social Media and customized landing pages created in partnerships with Make A Future ▪ Participation in multiple recruitment fairs, both virtual and in person ▪ Direct email, telephone and Zoom communications with B Ed students expressing interest in the district ▪ In partnership with BCPSEA and Northern districts, hosting of multiple virtual professional learning and networking sessions
<ul style="list-style-type: none"> ▪ Enhance school district communications through innovative practices. 	<p>1. Innovative Practices:</p> <ul style="list-style-type: none"> ▪ Website enhancements were implemented during the school year that provided real-time updates related to bussing delays and cancellations. ▪ As well, research was conducted into a variety of platforms that could be used to enhance communications, particularly between school/district and parents and caregivers. ▪ The district entered into an agreement with School Messenger, A Pearson product, for a communications solution that will allow for a variety of options, including SMS. School Messenger will be fully operational in August 2024, and training will be delivered at that time.

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

Commitment	Year End Status
<ul style="list-style-type: none"> ▪ 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. 	<ol style="list-style-type: none"> 1. District Learning Opportunities: <ul style="list-style-type: none"> ▪ Organized and delivered Non-Instructional Day (NID) program, including learning sessions focused on ReconciliACTION for all CMSD staff, enhancing their understanding and implementation of culturally respectful and responsive practices. ▪ In-class learning supports to Terrace schools by Indigenous Education (IETM) Teacher Mentor and District Vice Principal (DVPs). 2. Enhanced Role Model Program: <ul style="list-style-type: none"> ▪ Reviewed the Role Model program to ensure greater engagement with elders and knowledge holders in schools. New processes and structures for increasing capacity and engagement with schools has occurred and will be in place for the 2024-2025 school year. A Role Model Handbook is being developed over the summer. 3. Launched All Our Relations Gatherings: <ul style="list-style-type: none"> ▪ Launched the "All Our Relations - Compassionate Canoe Journey" initiative, to listen and learn from all educational partners, stakeholders and rightsholders to increase cultural understanding and foster deeper relations and establish greater collaboration to walk together. ▪ Three sessions were held with over 100 participants in total.
<ul style="list-style-type: none"> ▪ Engage school and community champions in implementing an Anti-Racism campaign, including a learner-led Action Grant initiative. 	<ol style="list-style-type: none"> 1. Campaign Implementation: <ul style="list-style-type: none"> ▪ Introduced Anti-Racism campaign work through multiple in person Student Voice working sessions with each of our middle and senior secondary schools ▪ 124 youth actively participated and were highly engaged in questions and discussion around racism and discrimination, related to lived experiences with racism and discrimination ▪ Input solicited as to how schools can deal with systemic racism; elicited many great ideas and developing plans to make use of action grants at all levels ▪ A district-wide Student Voice Advisory Group with representation from all of our middle and secondary schools is being created, fully in place for the upcoming school year and leading the multi-year district anti-racism campaign alongside community partner groups ▪ Anti-Racism materials and resources have been shared with all schools; planning for presentations in all schools for 2024-2025
<ul style="list-style-type: none"> ▪ Collaborate with school communities and local First 	<ol style="list-style-type: none"> 1. Enhanced Seasonal Round Learning:

<p>Nations to deliver enhanced experiential learning opportunities incorporating Indigenous worldview and knowledge systems.</p>	<ul style="list-style-type: none"> ▪ Worked with district Indigenous Education Department (IED) staff to research and locate resources, and recommend materials to enhance Seasonal Round learning. ▪ Monthly newsletters were sent out by the Indigenous Education Teacher Mentor that shared Indigenous worldview and knowledge systems. <p>2. Land-Based Learning Programs:</p> <ul style="list-style-type: none"> ▪ Supported Mount Elizabeth Middle Secondary School (MEMSS) and Parkside in developing a land/place-based learning pilot programs. This included collaborating with local land rightsholders to help guide the development of Land-Based Learning Programs. <p>3. District Scan, Needs Assessment and Collaboration:</p> <ul style="list-style-type: none"> ▪ Conducted a needs assessment of schools with outdoor learning spaces to identify requirements for enhancing experiential learning. Additionally, the IED reached out to Indigenous representatives to compile a list of local knowledge holders to support Land-Based Learning. ▪ Elders and role models gathered to discuss and enhance knowledge sharing in land-based learning opportunities. Enhancement funding of \$15K was allocated for land/place-based learning activities for the 2023/24 school year and funding for \$10K will support these programs for 2024/25.
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Goal: We will facilitate well-being across the district.

Commitment	Year End Status
<ul style="list-style-type: none"> ▪ Together with key partners, develop a K-12 Mental Health & Wellness Strategy, including a learner-led Action Grant initiative. 	<p>1. Mental Health & Wellness Action Plan:</p> <ul style="list-style-type: none"> ▪ 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 following priorities were identified: <ul style="list-style-type: none"> ○ Digital Safety: 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. ○ Mental Health Literacy: 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.

	<ul style="list-style-type: none"> ○ Building Relationships with Students, Staff and Community: focuses on developing trusting relationships through clear communications, deeper connections, and the sharing of resources to support youth. ▪ The plan has recently been shared with Principals and Vice Principals and will be soon shared district wide. The district will begin implementation over the next 3 years. <p>2. Community Scan, Collaboration and Assessment:</p> <ul style="list-style-type: none"> ▪ 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 findings are now being explored with the Provincial Integrated Child and Youth communications and design team. <p>3. Youth Safety & Wellness:</p> <ul style="list-style-type: none"> ▪ The Integrated Child & Youth Team has been supporting over 150 students throughout the district and is an integral structure when supporting youth through complex and critical situations. ▪ The district and community have developed a Stop Human Trafficking Group. Throughout this academic year, they have been educating youth, staff, and community. ▪ Completed a 4-day Critical Incident Stress Management Training for a large group of district employees. The district will be continuing this work into next year.
<ul style="list-style-type: none"> ▪ Grow the professional capacity of school-based teams in Compassionate Systems Leadership. 	<p>1. CSL Team Professional Learning:</p> <ul style="list-style-type: none"> ▪ Ten school teams participated in our second year of working with Joanne Schroeder and her Compassionate Systems Leadership Team, with each team having at least one school-based leader participating (Principal or Vice-Principal), and some teams had school counsellors and classroom teachers participating ▪ Virtual sessions took place introducing teams to the foundational practices of CSL; to support student well-being and resiliency, adults must have the tools to support their own well-being ▪ CSL was identified as a pillar in the Mental Health in Schools Strategy ▪ Feedback from each school team was very positive and supportive with expressions of interest to continue this learning journey ▪ A learning session has been planned for Fall 2024 as well as work with additional school teams
<ul style="list-style-type: none"> ▪ In collaboration with community and provincial partners, implement school 	<p>1. Nutrition Plan Implementation:</p> <ul style="list-style-type: none"> ▪ The School Nutrition Standards were implemented into all our school food programs along with the Visual Guide to assist with shopping.

<p>and district practices that increase students' access to healthy food programming in all schools.</p>	<ul style="list-style-type: none">▪ 4 new Food Service Assistant positions were filled for the 2023/2024 school year.▪ The Feeding Futures Fund enabled our district to increase the number of students that could participate in food programs, and we increased the nutritional value of foods being served.▪ Partnerships supported introduction of more nutritious foods that are produced locally in British Columbia, as well as ways to increase opportunities for delivery of authentic cultural foods with in school programming
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