



Enhancing Student Learning Report

September 2025



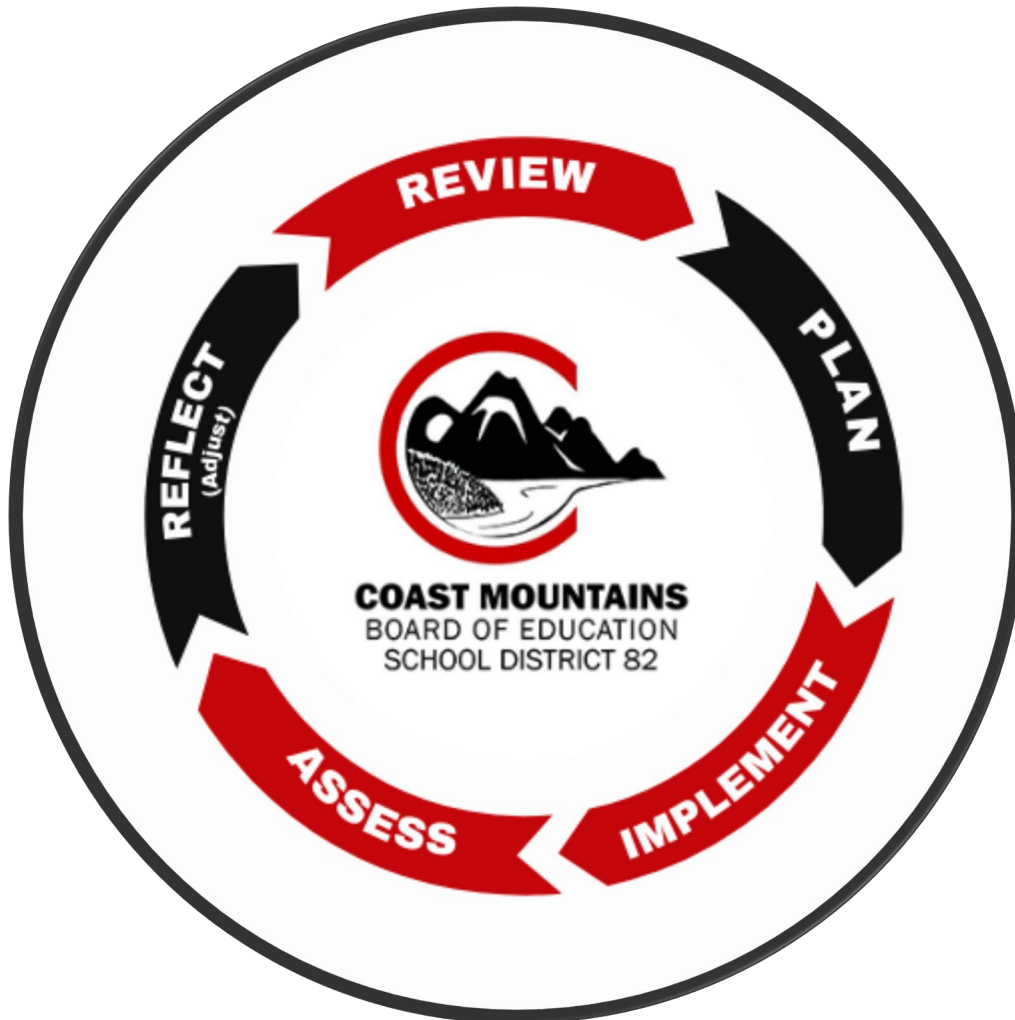
Part 2a: Respond to Results

In Review of Strategic Plan Year 2024-2025: Engage, Ignite, Empower

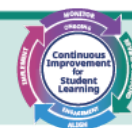
Approved by the Board on September 24, 2025

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District Context for Continuous Improvement



District Context for Continuous Improvement

Coast Mountains School District (CMSD82) is situated on the ancestral, traditional, and unceded territories of the Gitksan, Haisla, Nisga'a, and Ts'msyen Nations. With approximately 4,300 learners across 19 schools, our district is home to a diverse student population, nearly half of whom self-identify as Indigenous. We are guided by our Board's 2022–2027 Strategic Plan, "Engage, Ignite, Empower," which outlines three overarching goals: (1) all learners will realize their full potential; (2) we will honour and respect culture, diversity, and inclusion; and (3) we will facilitate well-being across the district. These goals are grounded in the First Peoples Principles of Learning and form the basis of our continuous improvement cycle, which is iterative, reflective, and deeply rooted in our local context.

1. Evidence of a Continuous Improvement Approach

CMSD82 has adopted a cyclical and adaptive approach to continuous improvement, built around the key phases of **Review**, **Plan**, **Implement**, **Assess**, **Reflect**, and **Adjust**. This cycle is applied at the district, departmental, and school levels and reflects our ongoing commitment to improve outcomes for all learners through evidence-informed and equity-focused actions.

Review

Our cycle begins with regular and comprehensive review of multiple data sources. These include provincial performance measures (e.g., FSA, Graduation Rates), disaggregated student achievement data, attendance trends, report card outcomes, and qualitative evidence such as student voice and survey results (e.g., Adolescent Health Survey, Student Voice Forums). Data for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities are reviewed in depth to surface inequities and inform responsive action. EdPlan Insight, our newly implemented data dashboard, supports real-time data analysis and school-based decision-making.

Plan

Based on the findings from the review phase, strategic planning occurs through the collaboration of our District Education Team (DET), school-based teams, and Indigenous Education leadership. Goals are aligned to our Strategic Plan and articulated through district action plans and school growth plans. This year, our district focused on advancing literacy through a comprehensive K–6 Literacy Framework, improving Indigenous learner supports through enhanced Graduation Success Advisor roles, and deepening engagement in culturally respectful and trauma-informed practices.

Implement

Strategies identified in the planning phase are implemented in collaboration with school leaders, educators, and Indigenous partners. Professional learning is prioritized across departments, including K-3 literacy training using the UFLI model (University of Florida Literacy Institute), Acadience training for



teachers and administrators, and ongoing in-service for Indigenous Education Support Workers. Implementation is supported through designated leadership roles (e.g., District Principal of Curriculum, Director of Inclusive Education), as well as through learning networks and focus groups.

Assess

We have established robust processes to assess the effectiveness of strategies. Key tools include:

- **EdPlan Insight:** Used by school teams to track attendance, learner engagement, and service delivery to Indigenous students.
- **Acadience:** Universal literacy screener data is collected three times per year to inform Tier 1, 2, and 3 literacy interventions.
- **Graduation Success Advisors:** Track academic performance, attendance, and graduation readiness of Indigenous learners.
- **District Review Meetings:** The District Education Team meets weekly to assess implementation progress, review school data, and identify responsive actions.
- **School-Based Team (SBT) Processes:** Weekly school team meetings identify learners requiring additional support, and strategies are reported to the district monthly.

Reflect

Throughout the year, educators, support staff, and district leaders engage in reflective practices that inform real-time adjustments and long-term strategy development. This includes reflections during DET meetings, Principal/Vice-Principal gatherings, Indigenous Education Team reviews, and debrief sessions after engagement forums. These reflections ensure that planning remains responsive to the lived experiences of learners and staff and are essential to building a culture of shared responsibility and continuous learning.

Adjust

Based on insights gained through assessment and reflection, strategies are adjusted to better serve student needs. This has included refining roles within the Indigenous Education Department, adjusting literacy resource allocation, and scaling up pilot projects (e.g., Self-Regulated Strategy Development-SRSD writing, Know Your Code). Regular review cycles allow for mid-year corrections and ensure efforts remain learner-centred.

2. Evidence that Feedback from Previous Reviews Has Been Considered

The district carefully analyzed feedback received from the Ministry following the 2024 ESL review. In response to the identified need for more explicit articulation of the continuous improvement cycle, we have incorporated clear descriptors of each phase into our planning documents and reports. Our current Section B: Moving Forward report includes detailed evidence of how strategies have been monitored and adjusted. We also developed a customized version of the Ministry's Continuous Improvement Cycle image to reflect our district's local processes, which we intend to embed in this year's ESL submission.

Further, feedback emphasizing the need for better alignment and articulation of strategies for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities, has led to explicit planning and tracking mechanisms, such as:



- Redesign of the Indigenous Education structure
- Integration of EdPlan Insight for progress tracking
- Expanded use of case management protocols for vulnerable learners

3. Evidence of Alignment Across the District

CMSD has taken deliberate steps to ensure vertical and horizontal alignment across all layers of the organization. Vertical alignment is maintained through:

- **Weekly meetings of the District Education Team (DET):** This team includes senior instructional leaders who monitor and adjust strategies based on school feedback and learner evidence.
- **Bi-monthly meetings of the District Leadership Team:** This team includes Directors and Managers of Human Resources, IT, Facilities, and Finance, ensuring operational departments are aligned with the educational priorities of the Strategic Plan.
- **Regular Principal and Vice-Principal meetings:** These include both virtual and in-person sessions to ensure school leaders are aligned with district goals and supported in school growth planning.

School plans are increasingly tied to the Strategic Plan, with many schools now explicitly including goals around literacy, Indigenous education, and student well-being. The District is supporting schools to disaggregate their own data and implement strategies that are culturally responsive and evidence-informed. In 2025, we are working toward publishing a centralized repository of all school growth plans on the district website to further promote transparency and alignment.

4. Overview of the District's Strategic Engagement Process

Strategic engagement is central to our continuous improvement efforts. New and ongoing initiatives are filtered through the Board's Education Committee, which includes representatives from the CMTF (Coast Mountains Teachers' Federation), CUPE, DPAC, and ITEC (Inter-Tribal Education Committee). This ensures inclusive input from all key rightsholders and stakeholders.

Engagement processes include:

- **District Education Committee:** Reviews strategic directions, data, and outcomes. Participants include trustees, DPAC, ITEC, Indigenous leaders, and students.
- **LEA Forums:** Co-developed with First Nations and ITEC to discuss service delivery, data sharing, and graduation pathways for Indigenous learners.
- **Student Voice Forums:** Hosted biannually to hear directly from students about safety, wellness, engagement, and discrimination.
- **Staff and Family Surveys:** Used to inform district planning in areas such as mental health, literacy, and the annual budget.
- **Partner Consultations:** Input on initiatives like the School Food Programs, anti-racism action plans, and the new K-12 Mental Health and Wellness Strategy.

Reflect and Adjust



1. Literacy

Existing Areas of Growth:

- Inconsistent Tier 1 structured literacy instruction across classrooms.
- Need for administrator capacity-building in data use for MTSS planning.
- Students below grade-level require more consistent progress monitoring.

Targeted Strategies Implemented:

- District-wide K–3 and 4–6 Literacy Frameworks.
- K–6 Acadience screener with progress monitoring.
- Empower Reading Program (Tier 3) piloted in K–9.
- UFLI Foundations training for Tier 1 instruction.
- SRSD writing pilot, Know Your Code, and Know Your Words programs.

Results & Evidence:

- K–3 Acadience scores improved after one year.
- More than 50% of Grade 3 students receiving Tier 2 intervention improved Reading Composite Scores.
- Participation in FSAs has increased significantly across all groups.
- Students with designations improved in literacy proficiency from 24% → 46%.

Feedback & Engagement:

- School-based leaders value clarity on how to use literacy data for MTSS.
- Indigenous Education teams emphasize the need for culturally responsive literacy resources.

New Areas of Growth & Adaptations:

- Expand Tier 1 UFLI-based PD to ensure consistent instruction across all classrooms.
- Deepen literacy coaching for administrators to support MTSS planning.
- Equip Indigenous Support Workers with literacy games and culturally relevant texts to strengthen home-school connections.
- Explore family literacy nights and community-based partnerships to increase engagement outside of school.

2. Numeracy

Existing Areas of Growth:

- Grade 7 numeracy proficiency remains low (29% on track/extending).
- Indigenous learners' proficiency declined in both Grade 4 (34% → 31%) and Grade 7 (18% → 13%).
- Fewer than 25% of Grade 10 students proficient/extending in numeracy.

Targeted Strategies Implemented:

- Launch of district-wide Numeracy Initiative (September 2025).
- School growth plans aligned to numeracy improvement.
- Common numeracy benchmarks, culturally responsive practices, and diagnostic tools.
- Consultation with teachers, families, Indigenous communities, and students.
- Training for staff in inquiry-based learning and math thinking routines.

Results & Evidence:

- Grade 4 on-track/extending increased 41% → 51% over two years.
- Participation rates for FSAs highest in 5 years.



- Student voice panels highlight a desire for real-life connections and interactive math.

Feedback & Engagement:

- Indigenous communities request culturally grounded math approaches.
- Teachers emphasize the need for time to co-plan and embed inquiry routines.

New Areas of Growth & Adaptations:

- Co-develop math resources with local Indigenous communities.
- Expand use of numeracy coaches to support differentiated instruction.
- Integrate financial literacy and applied trades math earlier (Grades 6–9).
- Offer peer-tutoring or mentorship in numeracy (student-led math clubs).

3. Graduation & Transitions

Existing Areas of Growth:

- Graduation rates below provincial average, despite recent gains.
- Large gap remains between Indigenous students on- vs off-reserve (10%).
- Transition to post-secondary steady at 40%, limited exposure to pathways.

Targeted Strategies Implemented:

- Career-Life Education (CLE/CLC) expansion.
- Dual credit and trades program partnerships with post-secondary.
- Strong work experience and apprenticeship opportunities.
- Career-life connections and post-secondary advising at secondary schools.

Results & Evidence:

- 5-year graduation increased 61% → 75% in one year.
- Indigenous graduation rose 10% (41% → 51%).
- Students with designations improved 18% (36% → 54%).

Feedback & Engagement:

- Families want earlier career conversations (middle school).
- Employers request more trades-prepared graduates.
- Students emphasize relevance and hands-on pathways.

New Areas of Growth & Adaptations:

- Expand early career exploration in Grades 6–9.
- Build mentorship between high school and elementary (e.g., career fairs run by older students).
- Introduce micro-credentials and industry certifications within high school.
- Strengthen family participation in transition planning (especially Indigenous families and CYIC).

4. Student Belonging & Wellbeing

Existing Areas of Growth:

- Decline in students reporting “2 or more adults care” (54% vs provincial 60%).
- CYIC and students with designations report lowest belonging and welcome rates.
- Safety perceptions below provincial average.

Targeted Strategies Implemented:

- Increased ISW (Indigenous Support Worker) role.
- Trauma-informed practices and critical incident training.
- Expanded after-school and lunchtime programs.
- Wrap around services with RCMP, BC Coroners, and nonprofits.
- Community In-service training day to RCMP, Northern Health, MCFD and the school district.
- All youth in grade 6, 9, 10 received targeted curriculum on how to stay safe and become knowledgeable regarding sex trafficking.
- Collecting comprehensive data on youth impacted by Sex Trafficking.
- One day in-service to P/VP regarding supporting priority youth and addressing violence in the classroom.

Results & Evidence:

- “Feeling Welcome” steadily improved, 80% of on-reserve students positive.
- “Feeling Safe” rose from 64% → 73% (close to provincial).
- Participation rates in surveys steadily rising (78% overall).

Feedback & Engagement:

- Students highlight need for more trusted adult connections.
- CYIC youth request individualized timelines and supports.
- Families emphasize importance of school-community relationships.

New Areas of Growth & Adaptations:

- Create youth committees in schools to amplify student voice.
- Formalize adult “check-in/check-out” mentoring systems.
- Embed more culturally responsive mental health supports.
- Pilot peer-support networks, pairing older and younger students.
- Need to develop a closer relationship with MCFD to understand CYIC data, as consent to share information is hindering data collection and impacting programming for priority youth
- The SD has implemented a VP position to focus on community engagement and support our most vulnerable youth that have high absenteeism.

Overall Next Steps (System-Level):

- Strengthen *consistency* of Tier 1 practices in both literacy & numeracy.
- Expand *culturally grounded and student-driven* learning strategies.
- Increase *family and community partnerships* in transitions and wellbeing.
- Build stronger *data-informed cycles* (progress monitoring → school plans → district review).
- Monitor *equity gaps* with disaggregated data and student voice to adapt interventions.

5. Graduation Rates

Targeted Strategies

- Embed equity and access goals into all district and school growth plans.
- Establish data dashboards to monitor attendance, achievement, and engagement, with disaggregated reporting for priority groups.
- Build culturally responsive curriculum and pedagogy, developed in partnership with Indigenous Nations and community partners.
- Introduce career exploration pathways earlier (Grades 6–9), with mentorship and exposure to trades, college, and university programs.
- Develop family engagement protocols for transitions, learning plans, and post-secondary preparation.
- Expand work experience, dual credit, and apprenticeship partnerships with local employers and post-secondary institutions.

Results & Evidence

- **Graduation Rates:** Increased from 61% to 75% over the past year, narrowing the gap with provincial averages.
- **Post-Secondary Transition:** Immediate and three-year transition rates into BC public institutions hold steady at 40%, with parity between Indigenous and non-Indigenous learners.
- **Equity Gaps:** Status off-reserve Indigenous learners continue to outperform status on-reserve peers in 5-year graduation rates (10% gap).
- **Program Participation:** Strong uptake in dual credit, trades programs, and apprenticeships, supported by community and employer partnerships.
- **Inclusive Practices:** Schools demonstrate effective supports for diverse learners, though gaps remain in equitable access to advanced courses and advising.



Feedback and Engagement

- **Community Partners:** Local businesses and post-secondary institutions affirm the value of dual credit, trades, and apprenticeship programs.
- **Families and Caregivers:** Desire earlier and clearer communication around career-life education, transitions, and post-secondary planning.
- **Students:** Express strong interest in experiential learning, mentorship, and culturally relevant curriculum. Student voice has been under-utilized in decision-making processes.
- **Educators:** Highlight challenges of staffing, housing, and workload in rural/remote contexts, but affirm their commitment to personalized pathways for learners.

New Areas for Growth

- **Rural and Remote Equity:** Address challenges in staffing, housing, and access to technology, mental health supports, and extracurriculars.
- **Professional Learning:** Strengthen teacher recruitment, retention, and development with targeted PD for culturally responsive and career-focused teaching.
- **Technology Infrastructure:** Expand equitable access to digital tools, broadband, and blended learning opportunities.
- **Middle Years Transitions:** Build structured programs to bridge Grades 6–9 with stronger academic advising and career exposure.
- **Student Agency:** Develop formal mechanisms for student voice in program design, equity initiatives, and improvement planning.

Overall Next Steps

1. **Equity Focus:** Embed measurable equity goals in district and school growth plans; prioritize Indigenous and marginalized learners.
2. **Data-Driven Improvement:** Expand use of dashboards to identify and address gaps in real time.
3. **Program Expansion:** Grow experiential learning, trades, dual credit, and culturally responsive programming.
4. **Advising & Transitions:** Begin structured career and post-secondary advising in middle school; strengthen family engagement in transition planning.
5. **Infrastructure & Access:** Advocate for resources to address rural/remote staffing, housing, technology, and mental health supports.
6. **Engagement & Partnerships:** Deepen collaboration with students, families, Nations, local employers, and post-secondary partners.
7. **Continuous Monitoring:** Review evidence annually with stakeholders to assess progress and refine strategies.

6. Post-Secondary Transitions

Targeted Strategies

- Expand career and post-secondary advising starting in middle school (Grades 6–9) with exposure to trades, college, and university.
- Develop culturally responsive pathways planning with Indigenous communities, Elders, and local agencies.
- Strengthen transition supports for students with designations and CYIC, including wraparound services and advocacy teams.
- Increase dual credit and apprenticeship opportunities, particularly in trades and locally relevant industries.
- Enhance data tracking systems (attendance, engagement, course completion) to identify at-risk students early and provide targeted supports.
- Build family engagement structures for transition planning and post-secondary preparation.



Evidence & Results

- **Graduation Improvement:** 61% → 75% overall; +10% Indigenous; +18% students with designations.
- **Post-Secondary Transition:** Plateaued at 40% immediate and 3-year rates, with no proportional increase despite graduation gains.
- **Equity Findings:**
 - On-reserve Indigenous learners outperform off-reserve peers by ~10%.
 - Students with designations show recent improvements but remain below provincial averages.
 - CYIC outcomes remain unclear but historically reflect systemic barriers.

Feedback & Engagement

- **Students:** Desire earlier exposure to career pathways, experiential learning, and culturally meaningful programs.
- **Families:** Request clearer communication and more involvement in transition planning and post-secondary preparation.
- **Educators:** Highlight gaps in resources and staffing, particularly in rural/remote contexts, but affirm commitment to supporting individual pathways.
- **Community & Employers:** Value work experience, dual credit, and apprenticeships as pathways to both employment and continued learning.
- **Nations:** Emphasize the importance of culturally responsive supports and strong school-community partnerships in transition planning.

New Areas for Growth

- Address non-academic barriers (housing, transportation, mental health supports, access to technology).
- Build stronger post-secondary partnerships for Indigenous and equity-seeking learners, including Indigenous-serving institutions.
- Create transition programming specifically for CYIC and students with designations.
- Integrate student voice into transition planning at school and district levels.
- Monitor labour market alignment to ensure pathways connect to local employment opportunities.

Next Steps

1. **Equity Action:** Embed post-secondary transition goals into LEAs and school/district improvement plans.
2. **Advising Expansion:** Introduce structured career/post-secondary advising in middle years.
3. **Program Growth:** Expand dual credit, apprenticeship, and work experience opportunities.
4. **Data & Monitoring:** Implement district-level dashboards to track transition outcomes for priority populations.
5. **Family & Nation Engagement:** Develop protocols for collaborative transition planning with families and Nations.
6. **CYIC Focus:** Establish dedicated support teams to improve transition outcomes for CYIC learners.
7. **Annual Review:** Share transition data annually with Principals, Trustees, and Nations to assess progress and refine strategies.



Reflect and Adjust Chart (Optional)



Strategic Plan Monitoring Table

Strategic Plan Priority	Strategic Plan Objective	Strategy: What targeted actions are being taken?	Area for Growth: What gap/problem of practice does this strategy aim to address? Why was this strategy chosen?	Strategy Effectiveness: Based on data, evidence & feedback, how effectively has this strategy addressed the gap?	Adjustments & Adaptations (Continue, Discontinue, Adapt, Introduce)
Literacy	Improve early literacy and writing outcomes	<ul style="list-style-type: none"> - K-3 & 4-6 Literacy Frameworks - K-6 Acadience screener with progress monitoring - Empower Reading Program (Tier 3) - UFLI Foundations PD - SRSD writing pilot; Know Your Code/Know Your Words 	Inconsistent Tier 1 instruction; lack of administrator capacity to use data for MTSS; need for more progress monitoring of below-level students	<ul style="list-style-type: none"> - K-3 Acadience scores improved - >50% of Grade 3 Tier 2 students improved - Students w/ designations literacy proficiency ↑ 24% → 46% - FSA participation ↑ 	Continue UFLI PD, Acadience monitoring Adapt literacy coaching for admin & ISWs Introduce family literacy nights & culturally relevant resources
Numeracy	Improve numeracy proficiency across all grades	<ul style="list-style-type: none"> - Launch of district-wide Numeracy Initiative (2025) - Common benchmarks & diagnostic tools - Culturally responsive practices - Staff training in inquiry-based routines - School growth plan alignment 	Low Grade 7 & 10 numeracy proficiency; Indigenous learners' decline (Gr. 4: 34→31%; Gr. 7: 18→13%)	<ul style="list-style-type: none"> - Gr. 4 proficiency ↑ 41% → 51% - FSA participation at 5-year high - Student voice: want real-life math - Communities: request culturally grounded math 	Continue Numeracy Initiative Adapt coaching and inquiry-based practices Introduce financial literacy, applied trades math, peer mentoring
Graduation & Transitions	Increase graduation rates and successful post-secondary transitions	<ul style="list-style-type: none"> - CLE/CLC expansion - Dual credit & trades partnerships - Work experience & apprenticeships - Post-secondary advising 	Grad rates below provincial; 10% gap between on/off-reserve Indigenous learners; post-secondary transition stagnant at 40%	<ul style="list-style-type: none"> - 5-year grad ↑ 61% → 75% - Indigenous grad ↑ 10%; students w/ designations ↑ 18% - Families: want earlier career advising 	Continue CLE/CLC, dual credit Adapt transition advising Introduce micro-credentials, career exploration Grades 6-9
Student Belonging & Wellbeing	Improve student sense of safety, belonging, and support	<ul style="list-style-type: none"> - Expanded ISW role - Trauma-informed practices - After-school/lunchtime programs - Wraparound services (RCMP, MCFD, nonprofits) - Targeted safety curriculum (Gr. 6, 9, 10) - VP position for vulnerable youth 	Decline in students reporting adult connections; lowest belonging for CYIC & designated students; safety below provincial	<ul style="list-style-type: none"> - "Feeling Safe" ↑ 64% → 73% - "Feeling Welcome" 80% on-reserve positive - Student surveys participation ↑ 78% 	Continue trauma-informed & ISW expansion Adapt youth committees & mentoring Introduce peer support networks; closer MCFD data collaboration
Graduation Rates	Narrow district/provincial gap & equity gaps	<ul style="list-style-type: none"> - Embed equity/access goals in plans - Establish data dashboards - Build culturally responsive curriculum with Nations - Early career pathways (Gr. 6-9) - Expand work experience, dual credit, apprenticeships 	Grad rates remain below provincial; persistent 10% on/off-reserve Indigenous gap	<ul style="list-style-type: none"> - Grad rates ↑ 61% → 75% - Program participation strong - Post-secondary transition steady at 40% 	Continue data dashboards, experiential pathways Adapt equity focus Introduce student voice in program design
Post-Secondary Transitions	Improve transition rates beyond graduation	<ul style="list-style-type: none"> - Expand middle years career advising - Develop culturally responsive pathways planning - Strengthen supports for designations & CYIC - Increase dual credit & apprenticeship - Enhance early warning data tracking - Build family engagement protocols 	Post-secondary transitions steady at 40%; Indigenous and designated students transition lower than provincial; CYIC face systemic barriers	<ul style="list-style-type: none"> - Graduation improved but transitions stagnant - On-reserve Indigenous students outperform off-reserve by ~10% - Families & Nations call for earlier advising & culturally responsive planning 	Continue dual credit & apprenticeship Adapt advising practices Introduce CYIC-specific transition programming, student voice mechanisms



Create Alignment to Enhancing Student Learning



Coast Mountains School District is committed to ensuring that strategic priorities are not only established at the district level but are also lived out through school and operational plans. The updated district “continuous improvement cycle” embeds review and reflection points across both school and operational plans. This ensures that learning goals and strategies remain adaptive to new evidence, Ministry feedback, and emerging district needs, while aligning IT, HR, and financial priorities to directly support student learning and equity. The following sections outline how school plans and operational plans have been aligned to these priorities.

Aligning School Growth Plans to District Priorities for Enhancing Student Learning

Unified School Growth Plan Template: Schools have adopted a new School Growth Plan template that embeds four district-wide focus areas — literacy, numeracy, inclusion, and mental health/well-being — ensuring direct alignment with the Board’s *Engage, Ignite, Empower* Strategic Plan. Schools may use either the new template or a Canva-based version during the transition year, while district leaders provide ongoing support. The new template also incorporates the new Coast Mountains Continuous Improvement Cycle.

Data-Informed Alignment: The “How Are We Doing?” report, Superintendent’s reports, Indigenous Education reports, district and school assessments inform school-based goal setting. For example, K–6 literacy gaps identified in FSAs and Acadience data are directly linked to school literacy goals, with structured support from district literacy leaders and Learning Resource Teachers.

Equity for Indigenous Learners: School goals are intentionally aligned with Indigenous Education priorities, including new Local Education Agreements (to be implemented July 1, 2025), strengthened ISW roles, and culturally responsive practices. This ensures that Indigenous Education Council directions and Nation partnerships are visible in school-level planning.

Leadership Capacity: The District Education Team and Principal and Vice Principal learning sessions (August 2025 PVP Forum), which focused on Compassionate Systems Leadership, inquiry-based practices, and evidence-informed decision making, were structured to support principals/vice-principals in implementing aligned goals at the school level. In parallel, teachers are supported through professional learning connected to district priorities — for example, training in the K–6 Literacy Framework and UFLI Foundations. Looking ahead, teachers will also have input into the development of the new Numeracy Framework, ensuring that classroom practices are shaped collaboratively and aligned with both school growth plans and district strategic goals.

Continuous Improvement Cycle: The District Education Team — consisting of the Superintendent, Directors, and District Principal — meets with each school’s administrative team to review growth plans, provide feedback, and, when needed, assist in co-developing strategies. Strategies are developed at the school level, ensuring that plans reflect the unique context and

priorities of each learning community. This process positions school plans as *living documents* that adapt to district operational adjustments and Ministry expectations. For example, schools have aligned their literacy goals with the district's K–6 Literacy Framework, using data from Acadience and FSAs to guide targeted supports. By engaging every school in a consistent cycle of dialogue and reflection, the district builds shared understanding and alignment across the system — from Trustees and the District Education Team to school administrators, teachers, and staff.

Aligning Operational Plans to Support Student Learning

Human Resources (HR): Early recruitment and succession planning have resulted in more teaching positions being filled at the start of the 2025–26 school year compared to last year, providing greater stability for schools and consistency for students. Retention and professional growth are supported through mentorship, professional learning tied to district initiatives (e.g., literacy frameworks, upcoming numeracy framework), and leadership development opportunities. Staff well-being is also prioritized, with access to school gyms, yoga classes led by teachers, and other wellness activities encouraged locally. Together, these HR strategies strengthen workforce stability and well-being, directly supporting student learning and the district's strategic priorities.

Information Technology (IT): IT plans are aligned to support literacy and numeracy frameworks (e.g., Acadience Online Learning screener, Lexia Core5 pilot, UFLI resources). Schools now have stronger digital infrastructure for multi-tiered supports, and senior staff are exploring instructional innovation through the Northern BC GenAI cohort. Assistive technologies, including augmentative and alternative communication (AAC) tools, are also used to support non-verbal students, ensuring equitable access and voice. Together, these investments enhance teaching and learning by providing students with more accessible, personalized, and engaging experiences.

Financial Planning: Budget alignment ensures resources are directed to strategic priorities such as the Empower Reading expansion, the launch of the Numeracy Framework in Fall 2025, Student Success Coordinators for First Nations learners, and investments in mental health initiatives. Funding also explicitly supports equity for priority learners, including Indigenous students, English Language Learners, and students with designations.

Facilities & Safety: Operational planning includes capital advocacy (e.g., Mount Elizabeth Middle Secondary School replacement) and aligns safety initiatives with human and social development goals through student sense of safety work, trauma-informed training, and RCMP partnerships. Renovations are prioritized to keep facilities safe and ready for learning, as outlined in the district's Long-Term Facilities Plan.

Integration Across Plans: Monthly District Leadership Meetings emphasize breaking down silos between operations and instruction. For example, HR staffing plans are reviewed alongside instructional frameworks; financial planning cycles incorporate input from the District Education Team (DET) and Indigenous Education, with the Indigenous Education Council (IEC) to be engaged in this work beginning in Fall 2025; and IT planning is directly connected to classroom implementation and equitable access for students.