



Land Statement

Pacific Rim School District is situated on the ?haah?uuli of the c̓šaa?ath, hupačasath, tla-o-qui-aht, Yuułu?ił?ath, and Huu-ay-aht and we acknowledge that we work alongside all Nuu- chah-nulth nations as well as the Métis Nation of British Columbia to serve the children and youth of the Alberni-Clayoquot region.

The district strives to increase awareness, understanding and integration of Nuu-chah-nulth culture, history and language in all SD70 schools. It is part of our ongoing commitment to Truth and Reconciliation.

Enhancing Student Learning Report

Section B - September 2024

In Review of Year Two of Pacific Rim School District Strategic Plan 2023/24 -2027/28



Approved by Board on September 24, 2024

Signature: Pam Craig
Pam Craig, Board Chair

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Section B: Moving Forward

Planning and Adjusting for Continuous Improvement

Introduction: District Context

The Pacific Rim School District is situated on the ʔhaahʔuuli of the c̓šaaʔath, hupačasath, tla-o-qui-aht, Yuuʔuʔiʔath, and Huu-ay-aht territories. We acknowledge that we work alongside all Nuu-chah-nulth Nations as well as the Métis Nation of British Columbia to serve the children and youth of the Alberni-Clayoquot region. The district is committed to increasing awareness, understanding, and integration of Nuu-chah-nulth culture, history, and language in all Pacific Rim schools, as part of our ongoing commitment to Truth and Reconciliation.

The Pacific Rim School District encompasses much of Central Vancouver Island's rugged, picturesque West Coast and serves a regional population of approximately 31,000. This population resides on the ʔhaahʔuuli of the c̓šaaʔath, hupačasath, tla-o-qui-aht, Yuuʔuʔiʔath, and Huu-ay-aht territories within the communities of Port Alberni, Tofino, Ucluelet, and Bamfield. Our district respectfully acknowledges collaboration with all Nuu-chah-nulth Nations, the Nuu-chah-nulth Tribal Council, the Alberni Clayoquot Métis Society, and the Port Alberni Friendship Center to serve the children and youth of the Alberni-Clayoquot region.

Our district's learning facilities include:

- Eight K-7 elementary schools
- Two 8-12 secondary schools
- One K-12 school
- One Alternate Education Learning Centre
- One Continuing Education Centre

These facilities serve approximately 4,200 students, including school-aged and adult learners. Of these students, approximately 1,150 (36% of total population) self-identify as First Nations, 258 self-identify as Métis, 565 are students with disabilities or diverse abilities, and at least 312 students have been in care at some point in their lives. Additionally, our district's Pacific Rim Children and Families programs include a Family Hub, four StrongStart programs, and growing childcare programs. The school district employs close to 500 staff members and had a 2023/2024 overall budget of nearly \$61 million.

Relative to provincial and regional socio-economic indicators, our communities face several risk factors, including a higher unemployment rate, lower levels of education, lower median income, and higher rates of lone parent families. These social, emotional, and economic challenges impact families and learners daily in schools across the district.

Current Strategic Plan Priorities



Indigenous Learner Success and Relationships with First Nations

The success of our Indigenous learners is of utmost importance to us. We are committed to Truth and Reconciliation, and we are dedicated to honouring and integrating Indigenous knowledge, culture, language, perspectives, and worldviews into our curriculum, ensuring that Indigenous learners feel a strong sense of belonging and connection to their heritage. Through meaningful collaboration with First Nations and Métis, we will work towards achieving equitable educational outcomes for all Indigenous students.

By promoting mental health awareness, offering counseling services, and implementing social-emotional learning programs, we will empower our students to develop resiliency, empathy, and a positive sense of self.

Safe, Welcoming and Modern Learning Environments

Creating safe, welcoming, and modern learning environments is essential to fostering an optimal educational experience. We are dedicated to maintaining facilities that are conducive to learning and equipped with modernized and accessible resources and technology. By promoting a culture of inclusivity, respect, and diversity, we aim to create a sense of belonging for every student, staff member, and family within our schools.

Student Achievement

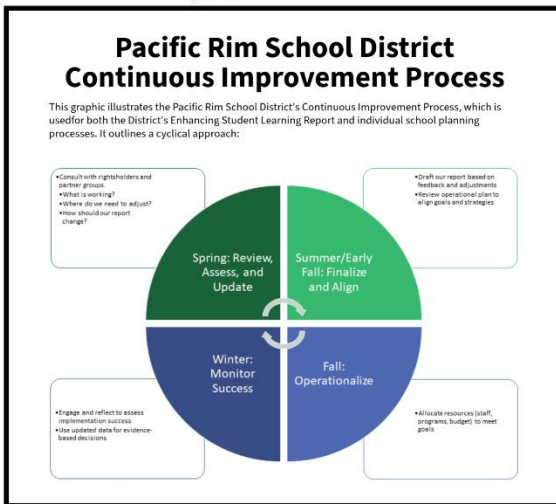
We believe that every child deserves an equal opportunity to reach their full potential. By implementing evidence-based instructional practices, continuously assessing student progress, and providing targeted support, we will ensure that each student receives the necessary tools and support to succeed academically and socially.

Environmental Stewardship and Global Citizenship

As responsible stewards of the environment, we recognize our duty to promote environmental stewardship and global citizenship. We are committed to incorporating sustainable practices into our schools and curriculum, educating our students about environmental issues, and fostering a sense of responsibility towards our planet. Through these efforts, we aim to cultivate environmentally conscious citizens who will actively contribute to creating a sustainable future.

Mental Health and Social-Emotional Well-being

Mental health and social-emotional well-being are integral to the overall development of our students. We are committed to providing a supportive and nurturing environment that addresses their emotional and psychological needs.



[Pacific Rim School District's 2023/2024-2027/2028 Strategic Plan](#)

Looking Back on the Year: Effectiveness of Implemented Strategies

Overview of Implemented Strategies

- **Equity in Action Plan:** Strategies implemented across four key areas to improve equity and student outcomes. [Equity and Four Pillars](#) & [Equity Action Plan 2023](#)

Impact and Success by Quadrant

- **Policy and Governance**
 - **Accountability and Alignment:** We have undertaken an ambitious review of our policy and procedures, which includes regular community consultations to ensure transparency and alignment with the strategic plan.
 - **Commitment to Action:** Indigenous Education Council independently approved the targeted funding budget and staffing.
 - **Partnerships:** We have successfully reviewed and updated LEAs with the Nuuchahnulth Tribal Council, Huu-ay-aht First Nation and Yuułu?íł?at̓ Government. We have also signed a new

Education Agreement with the Métis Nation of BC and the Alberni-Clayoquot Métis Society. As well a working group has been formed to develop an updated Enhancement Agreement.

- **Learning Environment**
 - **Bias and Privilege Awareness:** Indigenous focused non-instructional day and ongoing professional learning plans include training and awareness of implicit bias.
 - **High Expectations and Belonging:** Strengthened Indigenous culture and language programs. We work closely with West Coast and Port Alberni Culture Councils to help guide our Learning Services Team.

- **Pedagogical Core**
 - **Cultural Relevance:** Inclusion of Indigenous perspectives in the curriculum.
 - **Community Connection:** Regular collaboration with Indigenous communities. Our West Coast and Port Alberni Culture Councils play an integral role in guiding our Learning Services work.

- **Learning Profile**
 - **Personalized Practices:** Our Quarterly Indicators for Success meetings provide individualized tracking and support plans.
 - **Reflective Practices:** Data analysis and stakeholder feedback to adjust strategies.

Improvement in Student Learning Outcomes

- **Overall:** While quantitative data has not yet shown significant improvements in performance rates, we know that achievement rates would be lower without these targeted interventions. We are laying a foundation for systemic changes to create a more equitable system.

Specific Strategies and Outcomes

- **First Nations and Indigenous Students**
 - **Engagement Programs:** Enhanced language and culture initiatives.
 - **Improved Kindergarten Transitions for Indigenous Children:** Early Years Manager for Indigenous Children/Early Years Navigator collaborates and engages with Indigenous partners, Nations and school teams to ensure a strong foundation for young learners by offering the following:
 1. Culturally relevant programming on and off reserve incorporating Nuu-chah-nulth and Metis traditional teachings, languages and stories.
 2. Collaborate with district staff, community service providers and indigenous families to facilitate access to early learning programs, childcare and school age care programs and provide seamless transitions between early years to kindergarten transitions.

- **Children and Youth in Care**
 - **Collaborative Support:** Increased collaboration with USMA & MCFD for individualized interventions. (see [Chaputs Project Article from Ha-Shilth-Sa](#))
 - Quarterly reports from both USMA and MCFD regarding enrolled students who are children/youth in care.

- **Students with Disabilities or Diverse Abilities**
 - **Universal Design for Learning:** Inclusive classroom strategies and district services to support teachers with implementation of UDL strategies.
 - **Active joint committees and working groups:** Gather feedback and suggestions regarding the districts work to support students with diverse abilities and/or disabilities.
 1. SEAC (Special Education Advisory Committee) – Joint Committee as per ADTU collective agreement.
 2. IDEA (Inclusion Diversity Equity and Accessibility) - Joint Committee as per Policy 101.
 3. DAAT (District Accessibility Advisory Team) – a working group comprised of Pacific Rim staff, parents, and community stakeholders as per the BC Accessibility Act. This working group has members who have lived experience with accessibility challenges or work closely and support individuals living with accessibility challenges.

Collaboration with Local First Nations

- **Core Belief:** Commitment to "nothing about us without us" underlies all district actions.
- **Ongoing Engagement:** Regular dialogue and educational agreements with Indigenous communities.

Greatest Areas of Success

- **Indigenous Education Council:** Independent approval of budget and staffing demonstrates the impact of purposeful work building relationships and trust. The climate and working relationship between the IEC and District Staff is positive and collaborative.
- **Data-Driven Interventions:** Improved sharing and use of data has helped guide strategies to address equity gaps and improve outcomes.

Evidence of Effectiveness

- **Qualitative Data:** Positive community and stakeholder feedback. Improved working relationships and collaboration.
- **Quantitative Data:** We do not yet have substantial quantitative evidence.

Building a Foundation for Future Success

In year one of our five-year strategic plan, we focused on building relationships and systems to address inequities. Trust and collaboration efforts, though not yet fully reflected in quantitative data, show positive anecdotal evidence. We believe we are laying a strong foundation for future improvements and remain committed to enhancing equity and student outcomes. We anticipate continued progress and improvements in achievement over time.

Existing and/or Emerging Areas for Growth

Emerging Areas for Growth and Current Strategic Plan Coverage:

- **Emerging Areas for Growth:**
 - **Student Voice:** There is a need for improved opportunities for student voice, enabling students to participate actively in their learning processes and decisions.

- **Coordination in Professional Learning:** Greater coordination and focus are needed in the professional learning series, with an emphasis on universal design for learning (UDL) for the next year.
- **School Planning Process:** Increase the frequency of focused conversations and data dives with school principals to enhance the school planning process.
- **Effectiveness of UDL Strategies:** There is a need for a more explicit review of data and the effectiveness of UDL strategies, particularly for Children and Youth in Care (CYIC), students with disabilities or diverse abilities and Indigenous students.
- **Strategic Focus:** A general strategy of narrowing the focus, prioritizing quality over quantity in operational goals, as the previous operational plan was overly ambitious.
- **Addressed and Unaddressed Areas in the Current Plan:**
 - The district has begun addressing these areas through various initiatives, such as the Truth and Reconciliation Advisory Committee, co-governance efforts with local Indigenous communities, and targeted support programs. However, gaps remain, particularly in fully integrating student voice and ensuring effective coordination across departments.

Next Steps and Focus Areas:

Short-Term (Next Few Weeks/Months):

- **Enhance Student Engagement:** Develop frameworks for increased student participation in decision-making processes.
- **Refine Professional Learning Programs:** Launch a coordinated professional learning series focused on Universal Design for Learning.
- **Review District Plans for Vertical and Horizontal Alignment:** District staff have developed a framework that aligns our Board of Education’s Strategic Plan, the District Operational Plan, and School Plans. A schedule of actions to support this framework has been set.
- **Narrow the Operational Plan Focus:** Revise the operational plan to concentrate on high-impact goals, ensuring effective implementation and monitoring.

Medium to Long-Term (Next Year and Beyond):

- **Strengthen Early Literacy and Numeracy Interventions:** Focus on foundational skills, especially for priority populations.

Numeracy – For the past four years, the district has focused on enhancing numeracy through professional learning, led by Numeracy expert Carole Fullerton. Her work, which includes district-wide assessments (K-9) and instructional support, will continue this year with an expanded professional learning series. In 2024/2025, in-service sessions will also focus on collaboratively marking assessments to promote consistent implementation across the district.

Literacy - Each school has historically developed its own literacy focus, but current trends suggest the need for a more unified approach. In 2024/2025, Literacy leader Jen Kelly will visit our district for six days, building on existing practices and helping to establish a consistent literacy strategy across the district.

- **Address Disparities Among Indigenous Students:** Enhance support for Indigenous students, particularly those on-reserve, to bridge performance gaps.

Addressing Identified Inequities and Building on Strengths:

- **Inequities:** The district must address disparities in literacy and numeracy outcomes, particularly for Indigenous students, CYIC, and students with disabilities or diverse abilities. This includes targeted interventions, better resource allocation, and continuous monitoring.
- **Building on Strengths:** The district can leverage its high participation rates in assessments and existing partnerships with Indigenous communities. Expanding cultural and language programs and developing a purpose-built Indigenous gathering place are critical steps.

Collaboration with First Nations and Indigenous Communities:

- **Local First Nations Collaboration:** The district should continue co-governance efforts with local First Nations to co-create strategies for Indigenous student success.
- **Engagement with Indigenous Communities:** Continuing to broaden engagement with Métis communities is necessary to incorporate diverse perspectives and ensure comprehensive support for all Indigenous students.

By focusing on these areas, the district aims to create a more equitable and supportive educational environment, fostering success for all students, particularly those from priority populations.

Ongoing Strategic Engagement (Qualitative Data)

Areas of Need Addressed by the District's Engagement Initiatives

The Pacific Rim School District's engagement initiatives focus on addressing inequities in student learning outcomes, with particular attention to Indigenous students, CYIC and students with disabilities or diverse abilities. The district's initiatives aim to enhance educational outcomes for these groups by identifying gaps and trends through data analysis and implementing targeted strategies. This effort is reflected in the District's Strategic Plan and Board's Operational Plan, which include goals such as increasing graduation rates for Indigenous students and addressing their disproportionate representation in alternative programs.

Community Involvement in Engagement Initiatives

The district actively involves a broad range of community members in its engagement initiatives:

- **Local First Nations and Indigenous Education Council:** The district collaborates with local Indigenous communities, including the Nuu-Chah-Nulth Tribal Council, to co-create and monitor agreements such as the Enhancement Agreement and Local Education Agreements. The Truth and Reconciliation Advisory Committee, including representatives from local Indigenous Rights Holders and the Alberni-Clayoquot Métis Nation, advises the district on meeting educational Calls to Action.
- **Students, Teachers, Parents, and Guardians:** Engagement includes regular meetings with the Board, rightsholders, and stakeholders, such as ADTU, CUPE, PVPA, and DPAC, to gather input and feedback.
- **Organizations Supporting Children and Youth in Care and Students with Disabilities:** The district partners with organizations such as USMA and the Ministry of Children and Family Development (MCFD) to provide support for CYIC. Although data-sharing limitations present challenges, the Director of Inclusive Education meets regularly with directors from USMA and MCFD to strategize and enhance

collaborative efforts for supporting these students. In conjunction with the Learning Services Leadership Team, the Director also supports school-based teams in developing targeted interventions for CYIC.

Conducting Ongoing Engagement Initiatives

The district employs a systematic approach to ongoing engagement that models a commitment to continuous improvement, including:

- **Planning and Strategy:** The district uses both qualitative and quantitative data to inform strategies. They have shifted focus to include "street data" for a more nuanced understanding of individual student needs.
- **Levels of Engagement:** The district uses various levels of engagement, including consultation, involvement, and collaboration, particularly with Indigenous communities. Quarterly Indicators of Success meetings are used to monitor the progress of strategies and interventions.
- **Engagement with Local First Nations:** The district has formalized its engagement with local First Nations through various agreements and regular consultation, ensuring that Indigenous student success is a priority.
- **Feedback Utilization:** Feedback from engagement sessions informs the district's continuous improvement processes, ensuring strategies are data-driven and adapted as needed.

In our pursuit of continuous improvement, we have made a deliberate effort to incorporate references to the continuous improvement model and regularly review the criteria for success when soliciting feedback from the following groups and committees. Moreover, we consistently disseminate updated data as it becomes available throughout the year.

A significant lesson gleaned from recent years is the importance of explicitly articulating and employing the phrase "as part of our commitment to continuous improvement and in an effort to inform our Enhancing Student Learning Report." We have discovered that explicitly stating this purpose helps to align all our working groups with the overarching purpose:

- Board of Education
- Indigenous Education Committee
- Education Committee
- Executive Committee
- West Coast and Port Alberni Elders Council
- District Parent Advisory Council
- Quarterly Indicators of Success Meetings
- Principals and Vice Principals Association

Throughout the year these groups regularly have the opportunity to engage in the continuous improvement process and monitor the success of our interventions and strategies. The work we do is iterative so there are ongoing opportunities to ask questions, seek further evidence and adjust strategies.

Reflection on Engagement Approaches

The district acknowledges both successes and areas for improvement in its engagement approaches:

- **Successes:** The District's Indigenous Education Council is well established and has full and active participation. There is complete transparency with the IEC and where we are at with our operational

plan. The creation of advisory committees and the use of comprehensive data review processes have been effective. The district's focus on fostering strong relationships with Indigenous communities is particularly noted.

- **Challenges and Areas for Improvement:** The district recognizes a need for better data analysis regarding CYIC and students with disabilities or diverse abilities. There is also an acknowledgment of the need for more explicit articulation of the district's continuous improvement processes in public communications.
- **Data and Evidence Interpretation:** The district integrates feedback and data analysis into its strategic planning cycles, with ongoing reviews to adapt and refine strategies based on new evidence and stakeholder input.

Overall, the Pacific Rim School District's engagement initiatives are comprehensive, with a clear focus on improving outcomes for underrepresented and disadvantaged student groups. The district is committed to continuous improvement through data-driven strategies and active collaboration with community stakeholders.

Adjustment and Adaptations: Next Steps

The district's strategic plan involves a comprehensive approach to improving educational outcomes, with a significant focus on Indigenous student success, inclusion, and equity. By leveraging community feedback, research, and networking, the district aims to adapt and refine strategies to address emerging needs and ensure all students receive the support they need to thrive.

Strategy	Strategic Plan Focus Area	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions	Metrics to Measure Impact
<p>What targeted actions are being taken?</p>	<p>What Strategic Plan focus area(s) align with this strategy?</p>	<p>What gap or problem does this strategy aim to address? Why was this particular strategy chosen?</p>	<p>Based on quantitative and qualitative data (including feedback from engagement), how effectively has this strategy addressed the identified gap or problem?</p>	<p>How will we move forward accordingly?</p>	<p>How will we measure the impact of our strategies?</p>
<p>Support for the Board of Education in Co-Governance and Reconciliation</p>	<p>Indigenous Learner Success and Relationships with First Nations</p> <p>Student Achievement</p>	<ul style="list-style-type: none"> -Need to implement Bill 40, DRIPA, BC Tripartite Education Agreement, and Truth and Reconciliation Calls to Action. -Persistent performance gaps across all measures (lower completion rate, disproportionate students in alternate programs and adult dogwood recipients). -Indigenous peoples have the right to self-determination (DRIPA). 	<ul style="list-style-type: none"> - Rightsholder feedback confirms this strategy is foundational to our progress. - Reflects our core belief: "Nothing about us without us." - Continuous reflection ensures our actions align with this commitment. 	<ul style="list-style-type: none"> - Progress is being made through regular consultations and joint initiatives with the Indigenous Education Council. - More systematic gathering of qualitative feedback from the IEC regarding their thoughts on our process and progress is needed. 	<ul style="list-style-type: none"> - Hosting of engagement meetings. - Documented and measurable progress towards Co-Governance. - Qualitative and quantitative feedback from rightsholders and stakeholder groups.
<p>Strategy</p>	<p>Strategic Plan Focus Area</p>	<p>Identified Gap or Problem</p>	<p>Strategy Effectiveness</p>	<p>Adjustments and Adaptions</p>	<p>Metrics to Measure Impact</p>
<p>Co-Creation and Monitoring of Enhancement Agreements</p>	<p>Indigenous Learner Success and Relationships with First Nations</p>	<p>-Persistent performance gaps across all measures (lower completion rate, disproportionate students</p>	<p>- We are in the beginning stages of measuring impact. Initial focus has been on foundational relationships.</p>	<ul style="list-style-type: none"> - Drafting of the agreement is underway. - Regular updates and feedback loops established. 	<ul style="list-style-type: none"> - Feedback and engagement with rightsholders and IEC. - Enhanced Indigenous Student Achievement

	Student Achievement	in alternate programs and adult dogwood recipients). -Need to cocreate supports and interventions. -Developing with Indigenous partners joint strategy to eliminate gaps. (TRC Call to Action)	- Feedback from rightsholders and IEC indicates the need to strengthen partnerships to ensure educational programs meet Indigenous students' needs. -Initial efforts to strengthen relations have formed the foundation (formed committee and working group) for moving forward.	- Further adaptations and adjustments to Indicators of Success data collection and use implemented in 24/25.	measures as evidenced by the HAWD Report, FSAs, District Assessments, Indicators of Success, Learning Updates, Performance Indicators, and Graduation Rates. - Collection and analysis of qualitative data through student voice initiatives.
Strategy	Strategic Plan Focus Area	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions	Metrics to Measure Impact
Implementation of Learning on the Land Programs at ADSS and USS.	Student Achievement Mental Health and Social-Emotional Well-being Indigenous Learner Success and Relationships with First Nations	- Focus on in-risk students showing decreasing engagement. - Prioritize Indigenous CYIC and students with disabilities and diverse abilities. -Indigenous peoples have the right to practice and revitalize their cultural traditions and practices (DRIPA). -Graduation rate gap and adult dogwood a concern.	Rightsholders, IEC and Culture Council have been engaged and consulted with throughout the development of these programs.	- Staffing and resources have been allocated to start these programs in September 2024. - Evidence of success will include improved student attendance, successful grade-to-grade transitions, improved graduation rates, and pre/post program student surveys.	- Indicators for Success for Students in Program. - Early indicators include improved attendance rates and successful grade-to-grade transitions. - Qualitative data collected through student voice.
Strategy	Strategic Plan Focus Area	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions	Metrics to Measure Impact
Increasing Indigenous Student Voice Initiatives	Indigenous Learner Success and Relationships with First Nations Student Achievement	-Persistent performance gaps for Indigenous students particularly those living on reserve. -Indigenous individuals particularly children have the right to all levels and forms of education of the	-Use of student voice on Indigenous non-instructional day demonstrated power to drive change. -USS' "Street Data" CoP project, initiated from insights in the Aboriginal	- Further initiatives have been planned and incorporated into several school plans. - Budget allocated to facilitate expanded District student voice initiatives.	- Increased student engagement and participation in student voice initiatives. - Utilization of student input to inform new strategies, incorporated

	Mental Health and Social Emotional Well-being	state without discrimination (DRIPA).	HAWD report and engagement feedback, has uncovered barriers in Math and Science. Adjustments based on this feedback are already yielding positive results.		into School and District Plans. -Measurable improvements in student achievement metrics. -Reduction in the achievement gap.
Strategy	Strategic Plan Focus Area	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions	Metrics to Measure Impact
Creation of Inclusion, Diversity, Equity and Accessibility (IDEA) Student Voice Committee	Student Achievement Mental Health and Social Emotional Well-being Safe, Welcoming and Modern Learning Environments	-Persistent performance gaps for students with disabilities or diverse abilities, CYIC, and Indigenous students. - Accessibility barriers identified through community and parent feedback (DAAT).	- Initial planning and consultation began last year; this is the first year of implementation. - Accessibility gap analysis has been launched. -This initiative is in its infancy and feedback suggests this will improve student achievement results for students with disabilities or diverse abilities, CYIC, and Indigenous Students.	- Resources allocated to complete the gap analysis. - Formation of an implementation plan for the Student IDEA Committee. - Evidence of success will include student participation in gap analysis, input informing actions, and improved achievement and well-being.	- Active student participation in the gap analysis process. - Student input driving actions to remove accessibility barriers. - Utilization of SLS, MDI, YDI, McCreary Survey, and Preventure data to track progress. - Reduction in the achievement gap for students with disabilities or diverse abilities, CYIC, and Indigenous Students.
Strategy	Strategic Plan Focus Area	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions	Metrics to Measure Impact
Maintain focus on continuous improvement with more frequent focused conversations and data dives.	Student Achievement Indigenous Learner Success and Relationships with First Nations Mental Health and Social Emotional Well-being	-Current achievement results are below the provincial average across most measures, highlighting the need for strategic adjustments. -Our recent Focused Conversation with the Ministry Team, along with the June 2024 School Plan Reviews, emphasized the need for more frequent and focused conversations	- This is the first year of explicit implementation. - Conversations are designed to enable honest, informed, evidence-based decisions leading to targeted interventions and improved outcomes. - Increased accountability and alignment to equip administrators and teachers for effective planning.	-To support this initiative, we have developed a structured plan for focused conversations on critical areas, including instructional planning, literacy and numeracy strategies, differentiation for designated and Indigenous students, and District Assessments. - Admin will be regularly asked to share what data	-Key success indicators will include confirmed discussions and observable adjustments/adaptations based on these conversations. -Improved alignment and more effective data utilization as reported in the School Planning Review.

		and data dives with our school administrators regarding their school plans.		they are accessing and how they are utilizing data to guide interventions. - Monthly reviews with school administrators to ensure sustained focus and continuous improvement. - Regular meetings to strengthen alignment between District Strategic Plan, School Plans, and professional growth plans.	-Long-term indicator: improved student achievement measures.
Strategy	Strategic Plan Focus Area	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions	Metrics to Measure Impact
Continue Numeracy Professional Learning Series and nurture District Numeracy Network.	Student Achievement	- Current numeracy achievement levels indicate the need to focus on Numeracy and adapt strategies	While qualitative improvements have been noted, efforts are being made to better integrate these strategies into daily practice. In the 2024/2025 school year we will continue to offer a professional learning series with Carole Fullerton and collaborative marking sessions will be offered to help strengthen teacher's assessment practices.	- More explicit tracking and evaluating impact of numeracy interventions - Continued professional learning through the 2024/2025 school year. - Budget allocated for professional learning series and collaborative marking sessions. These sessions are a key strategy to support teachers with using assessment to guide their practice. -Funds allocated to support Numeracy Inquiry projects.	- Leading indicator – Participation and engagement in professional learning series. Feedback collected. -Improved numeracy results as measured by FSA, Grad Assessments, District Assessments, Indicators for Success, Learning Update Performance Indicators and Graduation Rate.
Strategy	Strategic Plan Focus Area	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions	Metrics to Measure Impact
Renew the focus on district-wide literacy practices by establishing a literacy-focused professional	Student Achievement	- District Literacy Results Below Provincial Average: - 2023/2024 District Literacy FSA results are below Provincial Average across all measures.	-Over the last decade or more each school has created their own literacy focus. The trend with our literacy results indicates	- Budget set and professional learning series scheduled. - District Resource Teachers, in collaboration	- Leading indicator: Participation and engagement in professional learning series; feedback collected. - A clearly articulated and

learning community.			there is a need to adapt our strategy. -MOECC's Early Literacy Initiative is well aligned with our need to establish a more consistent approach to literacy across our District.	with a consultant from POPEY, guiding this work. - Year 1 will focus on assessing strengths, challenges, and establishing a shared understanding of district-wide literacy supports. - Further direction from the MOECC expected to guide this work. -Funds allocated to supported Literacy Inquiry projects. - Resources dedicated to collecting and utilizing district assessment data.	consistent approach to literacy intervention across the district. - Improved literacy results as measured by FSA, Graduation Assessments, District Assessments, Indicators for Success, Learning Update Performance Indicators, and Graduation Rates.
Strategy	Strategic Plan Focus Area	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions	Metrics to Measure Impact
Universal Design for Learning (UDL) Professional Learning Series	Student Achievement Mental Health and Social Emotional Well-being Safe, Welcoming and Modern Learning Environments	Current data regarding students with diverse abilities and/or disabilities indicates a need to implement strategies and practices that provide effective access points for learning. Building skills in our classroom and resource teachers will assist in enhancing our instructional strategies.	- First year of implementation. -Feedback from ISTs and administration has revealed a need and interest to support more consistent UDL practices. - Research supports improved classroom strategies and planning for diverse learners.	- Focus on professional learning in UDL strategies. - Ongoing support from Jennifer Katz and District Resource Teachers. - Professional learning scheduled through 24/25 with plans to continue for 2-3 years. -Funds allocated to support UDL Inquiry Projects.	- Leading indicator – Participation and engagement in professional learning series. Feedback collected. -Observable increase in the use of UDL strategies as reported by school leaders. -Improved literacy results as measured by FSA, Grad Assessments, District Assessments, Indicators for Success, Learning Update Performance Indicators and Graduation Rate.
Strategy	Strategic Plan Focus Area	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions	Metrics to Measure Impact

Improved Kindergarten Transitions for Indigenous children	Indigenous Learner Success and Relationships with First Nations Student Achievement Mental Health and Social Emotional Well-being	-EDI data reveals that Indigenous children exhibit higher rates of developmental vulnerability compared to non-Indigenous children. -CHEQ data suggests that Indigenous children in Pacific Rim may not be receiving early learning experiences that are culturally relevant and supportive of their identity. -Call to develop culturally appropriate Early Childhood Education programs for Indigenous families (TRC). -Low representation in StrongStart, Ready Set Learn, and K Day Events. Higher representation at Pop Up Plays in community.	- Second year of having an Early Years Manager for Indigenous Children/Early Years Navigator. - Staffing interruptions occurred in year one. - Evidence suggests increased attendance and participation in early learning/Kindergarten transition programs.	- Continue offering one day a week StrongStart outreach in Opitsaht and Hitacu. - Plan to offer one day a week outreach in Tseshaht or Hupacasath nations. - Increase outreach to families on reserve by Early Years Manager for Indigenous Children/Early Years Navigator. -Continue to offer Pop Up Play opportunities on and off reserve at unique locations, evenings and weekend offerings to entice engagement from children and families who do not normally participate in StrongStart programs -Plan to implement Elder in Residence program in childcare and early learning programs	- Leading indicators: Parent and community feedback, and participation rates in outreach programs. -Indicators for Success -Improved Student Achievement rates.
Strategy	Strategic Plan Focus Area	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions	Metrics to Measure Impact
Continue support for and expansion of Chaputs Partnership Program. (Partnership with USMA Child Services Agency)	Student Achievement Indigenous Learner Success and Relationships with First Nations Mental Health and Social Emotional Well-being	-Persistent performance gaps for CYIC, and Indigenous students. (In District 80% of CYIC are Indigenous. Approx 17% of Indigenous students have been in care at some point) -Indigenous peoples have the right to practice and revitalize their cultural	- 24/25 is second year. -Collaborative work of District Principal Learning and Innovation. -Positive feedback from the partnership and engagement from students and staff. -Promotes cultural pride and practical skills.	-Expand the program to more schools. -Adapt the program to include other cultural contexts. -Build systems and capacity in others to sustain the program's success.	- Lead Indicator – participation rates and requests for program. - Feedback systematically gathered from students & stakeholders. - Indicators for Success for Students in Program. -Reduction in achievement gap for CYIC.

		traditions and practices (DRIPA).			
Strategy	Strategic Plan Focus Area	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions	Metrics to Measure Impact
Continue support for and expansion of Elders in School Program.	<p>Student Achievement</p> <p>Indigenous Learner Success and Relationships with First Nations</p> <p>Mental Health and Social Emotional Well-being</p>	<p>-Persistent performance gaps across all measures (lower completion rate, disproportionate students in alternate programs and adult dogwood recipients).</p> <p>-Need to cocreate supports and interventions.</p> <p>-Take measures in order for Indigenous children to have access to education in their own culture and language (DRIPA).</p>	<p>-24/25 will be the third year this program has been implemented.</p> <p>-Improvements made each year through feedback and engagement.</p> <p>-Several school plans report the Elders in schools program supporting self-regulation and promoting cultural pride and engagement.</p>	<p>-Mental health dollars have been allocated equitably to schools.</p> <p>-Terms of Reference co-created with IEC to help build shared understanding and commitment.</p>	<p>-Leading Indicator – Elders in School Program accessed consistently by all schools.</p> <p>-Documented impact of Elders on school climate through feedback.</p> <p>-Enhanced student achievement rates.</p>
Strategy	Strategic Plan Focus Area	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions	Metrics to Measure Impact
Continued oversight and adjustments to Alternative Referral Process	<p>Indigenous Learner Success and Relationships with First Nations</p> <p>Student Achievement</p>	<p>-Indigenous students disproportionately represented in alternate programs.</p> <p>-Adjusted graduation rate reveals achievement gap is even larger for Indigenous students.</p> <p>-Rightsholders and community engagement compels us to take targeted and measurable steps to address the disproportionate representation of Indigenous student in our alternative programs and increase our dogwood graduation rates for Indigenous students.</p>	<p>-24/25 will be the third year of implementing a more guided alternate referral process.</p> <p>-Process is refined through feedback and consultation.</p> <p>-Final quantitative data is not yet available but we have reduced the rate of students graduating with an adult dogwood.</p> <p>-Some concerns raised regarding delayed entry. A good process ensures the right placement for students.</p>	<p>- Continue refining referral process.</p> <p>- Staffing and budget support for early intervention (BRIDGE Program).</p> <p>- Launch BRIDGE with two cohorts.</p>	<p>- Lead Indicator – improved Indicators of Success (attendance, academic, SEL) for students enrolled in program.</p> <p>- Student voice feedback.</p> <p>- Reduced referrals to alternate programs.</p> <p>- Improved student achievement rates.</p> <p>-Final outcomes: Increased graduation rates and a decrease in adult graduation rates.</p>

Strategy	Strategic Plan Focus Area	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions	Metrics to Measure Impact
Continue to Develop Resources for supporting students who are vulnerable or in risk and disengaged from school.	Mental Health and Social Emotional Well-being	<ul style="list-style-type: none"> -Data indicates increasing numbers of students who are vulnerable or in risk. -Indigenous students overrepresented in this subpopulation. -Designed to target youth who are involved in negative peer interactions that have the potential to lead to individual or group criminal behaviours and/or exploitation. -Remove barriers to education by helping to stabilize and re-engage students with their education. 	<ul style="list-style-type: none"> - Provides targeted support through FIT and ICY teams. - Fosters strong relationships with students and families. - create meaningful relationships with students, caregivers and community supports through a collaborative framework that is trauma-informed and culturally safe. 	<ul style="list-style-type: none"> - Funding resources secured outside of operational dollars. - Actively hiring to complete teams. - Ongoing work within schools and communities. - ICY Clinical Counsellor holds an active caseload. 	<ul style="list-style-type: none"> -Strengthened connections with school. -Improved adherence to education plans, attendance, graduation rates, and academic performance -Increased positive community involvement. -Regularly accessing additional community services.

Alignment for Successful Implementation

The preceding table outlines how our identified next steps, as articulated in the Pacific Rim School District's Operational Plan, align with and are guided by the Board's Strategic Plan. This alignment extends through our various plans and processes, ensuring coherence across the district. The Leadership Team is responsible for allocating the necessary resources to implement these actions effectively.

District Strategic Plan: The Pacific Rim School District's Strategic Plan outlines overarching goals and objectives aimed at addressing educational inequities. This plan serves as the foundation for all district initiatives and is regularly reviewed to ensure alignment with student learning priorities.

Operational Plan: The strategies listed form our District's Operational Plan. Developed through thoughtful engagement, this plan reflects the collective efforts of our Learning Services Leadership Team. We have ensured vertical and horizontal alignment across our portfolios to support the strategic goals by aligning other operational plans (IT, HR, Maintenance, Operations, and Long-Range Facilities) with these strategies. These plans are regularly reviewed and revised to ensure resources are effectively allocated and managed.

School Plans: It is a long-standing expectation that every individual school has a plan that is developed in consultation with stakeholders and aligned directly with the district's strategic goals. Also, that these plans are reviewed continuously to reflect new data and emerging needs. In 2024/2025, a commitment has been made to have more frequent focused conversations and data dives. To support this initiative, we have developed a structured plan for focused conversations on critical areas, including instructional planning, literacy and numeracy strategies, differentiation for designated and Indigenous students, and District Assessments. Monthly reviews with school administrators will ensure sustained focus and continuous improvement. Conversations are designed to enable honest, informed, evidence-based decisions leading to targeted interventions and improved outcomes, enhancing accountability and alignment across the District Strategic Plan, School Plans, and professional growth plans.

Local Education Agreements (LEA): The district has established LEAs with the five land-based nations and an Education Agreement with the Métis Nation of BC and the Alberni Clayoquot Métis Association. These agreements are pivotal in ensuring that the educational needs of Indigenous students are met.

Enhancement Agreements (EAs): Currently, the district is working on creating an Enhancement Agreement with local Indigenous rightsholders and the Alberni Clayoquot Métis Association focusing on enhancing educational outcomes and fostering collaboration.

Professional Learning Plan: The strategy table above clearly illustrates how district-supported professional learning series are integral to the operational plan. The Learning Services Team has collaborated to create a comprehensive calendar of professional learning events. This schedule was coordinated to avoid conflicts with other key district activities, complement the learning from other initiatives, and account for workforce supply challenges. These professional learning plans are crafted to build the collective efficacy of staff and leaders, ensuring that all development initiatives align with the

district's strategic goals and operational priorities. This strategic alignment fosters a cohesive approach to enhancing instructional practices and improving student outcomes across the district.

Budget Development Process: The budget development process is closely linked to the strategic and operational plans, ensuring that financial resources are aligned with district priorities and objectives. This process involves input from various stakeholders, including the Indigenous Education Council (IEC).

Vertical and Horizontal Alignment: The district ensures vertical alignment by aligning school plans with the district strategic plan. Horizontal alignment is achieved by ensuring that all our operational and department plans support the implementation of new, adapted, or continued strategies.

Annual Review and Adaptation: All plans are reviewed annually to ensure they remain relevant and effective. This includes revisiting the operational plans and school plans to incorporate new data, emerging needs, and feedback from rights and stakeholders.

Summary - Alignment for Successful Implementation

The Pacific Rim School District's continuous improvement cycle, guided by its strategic and operational plans, ensures that all efforts are aligned toward enhancing equity and student learning outcomes. Regular reviews and adaptations based on feedback and data maintain a cohesive and responsive approach to education. This alignment is crucial for addressing the needs of Indigenous students, children and youth in care, and students with disabilities or diverse learning needs.

Conclusion

The Pacific Rim School District is dedicated to making sure every student gets the best education possible, focusing especially on equity and inclusion. We're always listening to feedback and using data to understand and meet the needs of all our students, including Indigenous students, children and youth in care, and those with disabilities or diverse abilities. We've set up important committees and support programs, and we're trying new teaching methods to make sure we're building a strong foundation for lasting positive change.

Our partnerships with local Indigenous communities are key, and we're working hard to follow through on plans that align with provincial guidelines. By doing this, we aim to create a fair and supportive learning environment for everyone. Looking ahead, we'll keep adjusting and improving our strategies to ensure every student has the chance to succeed. Our ongoing commitment to these efforts is crucial in achieving our goal of equity and success for all students in the Pacific Rim School District.