

SD70 Strategic Education Plan

2018/2019 – 2022/2023
September 2022 Update



Pacific Rim School District





Land Statement

Pacific Rim School District is situated on the ha-houlthees of the čišaaʔath, hupačasath, tla-o-qui-aht, Yuuʔuʔiʔath, and Huu-ay-aht First Nations and 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.

Table of Contents

Introduction	3
District Context	3
Strategic Plan Development.....	4
Areas of Focus and Growth	4
Setting Our Targets	5
Goals:.....	6
Objectives:.....	6
Strategies.....	7
Measures and Targets – Goal 1.....	9
Measures and Targets – Goal 2.....	11
Measures and Targets – Goal 3.....	13



Introduction

The Board of Education for School District 70 Pacific Rim is pleased to provide to its communities our goals and strategic objectives for 2022/2023. We will move into the development of a new Board Strategic Plan following the election of the Board in the Fall of 2022. This plan will follow a long-range strategic planning cycle, including an annual review.

Through the Board's consultative strategic planning work, within the communities making up the School District 70 Pacific Rim, they shape a vision for the District that is reflective of the input of parents, students, Indigenous Rights Holders, stakeholder groups and other members of the community.

The Strategic Plan will outline the goals and strategies of the Board. The Strategic Plan will guide the development of the District's other key planning documents such as the Board's annual work plan, operational plan, and the long range facilities plan; planning documents that will be completed in parallel with the Strategic Plan and will reflect government direction.

The Board is committed to ongoing improvement, transparency and to evidence-based decision making. This plan guides our decisions and the actions of staff in support of student success now and in the future. This is Year 1 of the current 4-year Strategic Plan Cycle.

District Context

The Pacific Rim School District covers much of Central Vancouver Island's rugged, picturesque West Coast and serves a regional population of approximately 31,000 residing on the ha-houlthees of the čišaaʔath, hupačasath, tla-o-qui-aht, Yuuʔuʔitʔath, and Huu-ay-aht First Nations within the communities Port Alberni, Tofino, Ucluelet and Bamfield. Our district respectfully acknowledges that we work alongside all Nuu-chah-nulth Nations as well as the Nuu Chah Nulth Tribal Council, the Alberni Clayoquot Metis Society and the Port Alberni Friendship Center to serve the children and youth of the Alberni-Clayoquot region.

Our district learning facilities include eight K-7 elementary schools, two 8-12 secondary schools, one K-12 school, one Alternate Education Learning Centre and one Continuing Education Centre serving approximately 4200 students including school aged and adult learners. In addition, our district's Pacific Rim Children and Families programs include a family hub, four StrongStart



programs, and growing childcare programs. The school district employees close to 500 employs and has a 2022/2023 overall budget of nearly \$45 million.

Relative to provincial and regional socio-economic indicators, risk factors that impact our communities include a higher unemployment rate, lower levels of education, lower median income, and higher rates of lone parent families. Thus, the social, emotional, and economic impact on families and learners presents itself daily in schools across the district. Our Indigenous student population is approximately 36%.

Strategic Plan Development

The Board of Education values its relationships with Indigenous Rights Holders, education partners and community stakeholders. Developing and monitoring the Strategic Plan is overseen by the Board's [Education Committee of the Whole](#) and is strongly influenced by the District [Indigenous Education Advisory Committee](#). The mandate of the Education Committee of the Whole is to discuss and make recommendations to the Board of Education on matters related to general education directions and to provide regular reports to the Board on education programs, services and learning outcomes. The Committee meets regularly and considers evidence of student performance and reviews progress towards district goals. Similarly, the Indigenous Education Advisory Committee (IEAC) is comprised of representatives from local nations and tribal council, trustees, and educators, who ensure a focus on Indigenous learner performance, particularly as it relates to on reserve and off reserve Indigenous learners.

The District's Operational Plan is informed by the District's [Executive Committee](#) and influenced by H̓aah̓uup̓c̓amis Cultural Advisory Council. These cultural knowledge keepers of the H̓aah̓uup̓c̓amis Council come from nučaañuł communities working alongside School District 70 Educators. The council will advise and guide on all matters of nučaañuł culture and language. SD70 acknowledges that nučaañuł culture and language inherently belong to all nučaañułat̓haht.

Areas of Focus and Growth

While there are many areas of success and individual accomplishments, school district staff, representatives of Indigenous Rights Holders and partner groups continue to identify three



priority areas which will be reviewed as part of the new strategic planning process. These include:

1. Numeracy skills for all students
2. Literacy skills for all students
3. Social and emotional wellbeing for all students

Setting Our Targets

Prior to the 2019/2020 school year some of our key data measures demonstrated a positive five-year trend. The COVID-19 pandemic has greatly impacted our local communities in many ways and negatively impacted our learners. As such, one would expect to see a greater negative impact on student performance results. Although we have not hit the targets, we set in September 2021, what we see are relatively stable results over the last three years.

In our 2021/2022 Strategic Plan we set targets to achieve growth across all measures. While we were successful in implementing the majority of the strategies outlined, they did not result in the growth we had hoped. Our target setting represents an effort to get learners back on track and to show continuous, sustainable growth over time. Further, closing the gap between Indigenous and non-Indigenous learners suggests bolder achievement targets are needed for Indigenous learner growth since quicker rates of growth for Indigenous learners will also hasten a quicker rate of growth for all learners.

We have also considered the performance of other specific subpopulations. We note a significant gap in performance between Indigenous students living on reserve and off reserve, as off reserve Indigenous students perform significantly higher than those living on reserve. This gap is noted across most measures. Due to privacy and confidentiality requirements performance results for Children and Youth in Care are often masked. However, we note that these students are performing significantly below our “all student” category. We also question the accuracy of data related to this subpopulation. By definition this measure only includes those students identified by Ministry of Children and Families while 36% of our population is Indigenous and would fall under the care of USMA Child and Family Services. We do not believe they are captured in this data. Regardless, we know that being a child or youth in care presents a significant risk factor which impacts student achievement.

It is also noted that students with disabilities or diverse abilities are performing below the “all students” category across all measures. This is a provincial trend for this subpopulation. For



most measures they are also performing below the provincial average for this subpopulation. We are aware of this achievement gap and individualized plans and interventions are put in place in partnership with our Inclusive Education Team.

Goals:

Goal 1: Improve Numeracy Skills for all Students

Goal 2: Improve Literacy Skills for all Students

Goal 3: Improve Student Social and Emotional Wellbeing

Objectives:

Objective 1.1 – Increase Percentage of Students Meeting or Exceeding (Applying and Extending) Grade Level Numeracy Expectations for Students K – 7

Objective 1.2 – Increase Percentage of Students Meeting or Exceeding (Applying and Extending) Grade Level Numeracy Expectations for Students Grades 8 - 12

Objective 2.1 – Increase Percentage of Students Meeting or Exceeding (Applying and Extending) Grade Level Reading Expectations for Students K – 7

Objective 2.2 – Increase Percentage of Students Meeting or Exceeding (Applying and Extending) Grade Level Writing Expectations for Students K – 7

Objective 2.3 – Increase Percentage of Students Meeting or Exceeding (Applying and Extending) Grade Level Literacy Expectations for Students Grades 8 – 12

Objective 3.1 – Increase Percentage of Students Who Feel Adults at School Care About Them

Objective 3.2 – Increase Percentage of Students Who Feel a Sense of Belonging at School



Strategies

- Utilize common literacy and numeracy assessments across the district in the Fall and Spring.
- Use data collected from common literacy and numeracy assessments to guide instructional practice, in-service and professional development.
- Provide in-service and support at individual school sites on professional development days in literacy, numeracy and social emotional wellbeing.
- Continue to actively participate in the Island Literacy and Numeracy Networks.
- Continue to use data from assessments and learning from District Literacy and Numeracy Networks to strategically plan for the materials, resources and professional development activities required to reach our targets.
- Continue to work with each school's Indigenous Achievement Team and Indigenous Support Teachers to provide targeted interventions to Indigenous students who are not demonstrating grade level expectations.
- Work directly with each Nation's Educational Leads to share data and strategies for student improvement.
- Continue to utilize quarterly "indicators for success" data collection adopted in consultation with our five land based First Nations and the Metis Association to monitor individual student achievement and well-being in these targeted populations.
- Support the work of the Director of Instruction – Learning and Innovation with the resources and structures to lead system-wide strategies on improving student achievement.
- Continue to support and utilize newly hired school-based literacy and numeracy leaders, the District Curriculum Resource Teacher, and the District Principal of Indigenous Education to model and lead best practice.
- Celebrate diversity, embrace inclusion and foster a sense of belonging to ensure all students thrive.



- Commit to truth, reconciliation and healing to address the inequity of outcomes for Indigenous learners.
- Change our narrative. Along with communicating our areas for growth, SD70 is also committed to communicating expressions of gratitude and sharing strengths-based stories about our district.
- Continue to consistently rely on data contained in Early Years Development Instrument (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) to gain deeper insight into student wellbeing.
- All individual school plans will contain a goal focused on social emotional wellbeing.
- Continue to support our students with high absenteeism by providing intensive outreach intervention with the addition of mental health workers, Indigenous Support Teachers, and Nuuchah Nulth Education Workers.



Measures and Targets – Goal 1

Measure	Trend	Target
Math K – 7: All Students - Progress Report Indicator as Applying or Extending	2018/2019 – 74% 2019/2020 – 72% 2020/2021 – 70% 2021/2022 – 68%	Year 1 – 70% Year 2 – 72% Year 3 – 74%
Math K – 7: Indigenous Students - Progress Report Indicator as Applying or Extending	2018/2019 – 62% 2019/2020 – 59% 2020/2021 – 55% 2021/2022 – 54%	Year 1 – 58% Year 2 – 62% Year 3 – 66%
Grade 4 Numeracy FSA: Ontrack and Extending	2018/2019 – 58% 2019/2020 – 59% 2020/2021 – 55% 2021/2022 – 54%	Year 1 – 56% Year 2 – 58% Year 3 – 60%
Grade 4 Indigenous Numeracy FSA: Ontrack and Extending	2018/2019 – 47% 2019/2020 – 38% 2020/2021 – 47% 2021/2022 – 44%	Year 1 – 48% Year 2 – 52% Year 3 – 56%
Grade 7 Numeracy FSA: Ontrack and Extending	2018/2019 – 53% 2019/2020 – 49% 2020/2021 – 54% 2021/2022 – 53%	Year 1 – 55% Year 2 – 57% Year 3 – 59%
Grade 7 Indigenous Numeracy FSA: Ontrack and Extending	2018/2019 – 46% 2019/2020 – 37% 2020/2021 – 38% 2021/2022 – 34%	Year 1 – 38% Year 2 – 42% Year 3 – 46%
Grade 10 Numeracy Assessment: Proficient and Extending	2017/2018 – 23% 2019/2020 – 21% 2020/2021 – 25%	New baseline
Introduce common Numeracy Assessment Fall & Spring Grades K- 3	NEW - 2021/2022 K- 3 All – 50%	Establishing baseline



NLPS Early Numeracy Assessment	K- 3 Indig – 37%	
Introduce common Numeracy Assessment Fall & Spring Grades 4 – 7 <u>Island Numeracy Assessment</u>	NEW - 2021/2022 4 – 7 All – 33% 4 – 7 Indig – 26%	Establishing baseline
Math 8- 12 Progress Report Indicators: Applying or Extending (“C” or better)	2021/2022 Gr. 8 All – 73% Gr. 8 Indig – 63% Gr. 9 All – 67% Gr. 9 Indig – 49% Gr. 10 All – 53% Gr. 10 Indig – 46% Gr. 11 All – 71% Gr. 11 Indig – 70% Gr. 12 All – 76% Gr. 12 Indig – 71%	
Create and implement district level Numeracy 8/9/10 Assessments.	New Measure	Piloted in all secondary schools.



Measures and Targets – Goal 2

Measure	Trend	Target
English/LA K – 7: All Students - Progress Report Indicator as Applying or Extending	2018/2019 – 64% 2019/2020 – 63% 2020/2021 – 62% 2021/2022 – 61%	Year 1 – 63% Year 2 – 65% Year 3 – 67%
English/LA K – 7: Indigenous Students - Progress Report Indicator as Applying or Extending	2018/2019 – 49% 2019/2020 – 48% 2020/2021 – 44% 2021/2022 – 45%	Year 1 – 49% Year 2 – 53% Year 3 – 57%
Students in Grades 1 – 3 meeting or exceeding grade level benchmark standards for yearend.	2018/2019 – 50% 2019/2020 – 45% 2020/2021 – 42% 2021/2022 – 47%	Year 1 – 49% Year 2 – 51% Year 3 – 53%
Students in Grade 4 – 7 Applying or Extending District Wide Reading Assessment.	New Measure 2021/2022 All – 41% Indig – 31%	Establishing baseline
Grade 4 Literacy/Reading FSA: Ontrack and Extending	2018/2019 – 73% 2019/2020 – 68% 2020/2021 – 76% 2021/2022 – 63%	Year 1 – 65% Year 2 – 67% Year 3 – 69%
Grade 4 Indigenous Literacy/Reading FSA: Ontrack and Extending	2018/2019 – 61% 2019/2020 – 58% 2020/2021 – 56% 2021/2022 – 57%	Year 1 – 59% Year 2 – 61% Year 3 – 63%
Grade 7 Literacy/Reading FSA: Ontrack and Extending	2018/2019 – 76% 2019/2020 – 65% 2020/2021 – 70% 2021/2022 – 66%	Year 1 – 68% Year 2 – 70% Year 3 – 72%
Grade 7 Indigenous Literacy/Reading FSA: Ontrack and Extending	2018/2019 – 68% 2019/2020 – 62%	Year 1 – 52% Year 2 – 56%



	2020/2021 – 50% 2021/2022 – 48%	Year 3 – 60%
Introduce a common teacher developed and assessed district wide <u>writing assessment</u> at Grades 1 – 7 Applying or Extending on Assessment	New District Wide Expectation 2021/2022 All – 39% 2021/2022 Ind – 23%	Establishing baseline
Provincial Grade 10 Literacy Assessment: Proficient and Extending	2019/2020 – 57% 2020/2021 – 66%	New baseline
English 8-12 Progress Report Indicators: Applying or Extending (“C” or better)	2021/2022 Gr. 8 All – 66% Gr. 8 Indig – 41% Gr. 9 All – 68% Gr. 9 Indig – 45% Gr. 10 All – 71% Gr. 10 Indig – 52% Gr. 11 All – 69% Gr. 11 Indig – 49% Gr. 12 All – 72% Gr. 12 Indig – 54%	
Create and implement common district level Literacy 8/9/10 Assessments.	New Measure	Piloted in all secondary schools.



Measures and Targets – Goal 3

Measure	Trend	2021/2022 Target
Student Learning Survey: Positive response rate for students in Grades 4, 7 & 10 who report “2 or more adults at school care about them.”	2017/2018 – 70% 2018/2019 – 66% 2019/2020 – 70% 2020/2021 – 63%	Year 1 – 65% Year 2 – 67% Year 3 – 69%
Grade 4 MDI: Percentage of students who report 2 or more important adults at school.	2018/2019 – 61% 2019/2020 – 74% 2020/2021 – 76% 2021/2022 – 74%	Year 1 – 76% Year 2 – 78% Year 3 – 80%
Grade 7 MDI: Percentage of students who report 2 or more important adults at school.	2018/2019 – 46% 2019/2020 – 57% 2020/2021 – 43% 2021/2022 – 47%	Year 1 – 49% Year 2 – 51% Year 3 – 53%
Grade 8 MDI: Percentage of students who report 2 or more important adults at school.	New Measure 2021/2022 – 31%	New baseline
Grade 11 YDI: Percentage of students who report agreement with having supportive adults at school (Medium to High)	2021 Pilot – 69% 2021/2022 – 73%	New baseline
Student Learning Survey: Positive response rate for students in Grades 4, 7 & 10 who report “they feel a sense of belonging at school.”	2017/2018 – 57% 2018/2019 – 50% 2019/2020 – 55% 2020/2021 – 49%	Year 1 – 51% Year 2 – 53% Year 3 – 55%
Grade 4 MDI: Percentage of Students who report a high rate of school belonging. School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."	2018/2019 – 71% 2019/2020 – 69% 2020/2021 – 66% 2021/2022 – 63%	Year 1 – 65% Year 2 – 67% Year 3 – 69%
Grade 7 MDI: Percentage of Students who report a high rate of school belonging. School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."	2018/2019 – 49% 2019/2020 – 49% 2020/2021 – 44% 2021/2022 – 43%	Year 1 – 45% Year 2 – 47% Year 3 – 49%



Grade 8 MDI: Percentage of students who report 2 or more important adults at school.	New Measure 2021/2022 – 25%	New baseline
Grade 11 YDI: Percentage of Students who report agreement with measures relating to school belonging (Medium to High)	2021 Pilot – 60% 2021/2022 – 69%	New baseline