

# SD70 Strategic Plan

September 2021

## Pacific Rim School District





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## **Introduction**

The Board of Education for School District 70 Pacific Rim is pleased to provide to its communities and to the Ministry of Education the September 2021 update of our district's 2021 – 2025 Strategic Plan. The Board is committed to ongoing improvement, transparency and to evidence-based decision making and 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 in the communities of Port Alberni, Tofino, Ucluelet and Bamfield. The district is also situated on the ha-houlthees of the čišaaʔath, hupačasath, tla-o-qui-aht, Yuuʔuʔiʔath, and Huu-ay-aht First Nations and our district respectfully acknowledges that we work alongside all Nuu-chah-nulth nations as well as the Metis Nation of British Columbia to serve children and youth of the Alberni-Clayoquot region.

Eight K-7 elementary schools, two 8-12 secondary schools, one K-9 elementary-junior school, and one Alternate Education Learning Centre serve approximately 3900 school-aged learners, while Pacific Rim Continuing Education serves approximately 100 adult learners. The school district employees close to 500 employees and has a 2021/22 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.

## **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. Comprised of trustees, district staff, and representatives from District Parent Advisory Council, Indigenous Education Advisory Committee, Principals and Vice Principals Association, Alberni District Teachers Union and CUPE Local 727, 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.

### **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 identified three priority areas for growth. These are:

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

### **Setting Our Targets**

Setting our future targets has been a challenging task. Prior to the 2019/2020 school year some of our key data measures demonstrated a positive five-year trend. The COVID-19 pandemic has negatively impacted our learners and our school communities in many ways, however, and has resulted in a departure from prior trends and generated a degree of unpredictability with our results. COVID-19 will continue to have an impact on student achievement and well-being in the 2021/2022 school year and likely beyond, and as the last 18 months have shown it is hard to predict exactly how significant this effect will be. Thus, while we have strategies and interventions in place for lessening these impacts, where to set targets is challenging. New measures also require baselining before longer term achievement targets can be established. Overall, then, 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 for Indigenous learner growth since quicker rates of growth for Indigenous learners will also hasten a quicker rate of growth for all learners.



## **Goal 1: Improve Numeracy Skills for all Students**

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

#### Key Strategies

- Implement common numeracy assessments at elementary schools across the district in the Fall and Spring.
  - Kindergarten [BC Numeracy Network Kindergarten](#)
  - Grades 1 – 3 [BC Numeracy Network 1 – 3 Assessment](#)
  - Grades 4 – 7 [Island Numeracy Assessment](#)
- Use data collected from common 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 the area of numeracy.
- Re-engage in the Island Numeracy Network and re-establish a local numeracy focused Professional Learning Community (PLC).
- Use data from assessments and learning from PLCs to strategically plan for the materials, resources and professional development activities required to reach our targets.
- 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 numeracy expectations.
- Continue to utilize quarterly red/yellow/green indicators created 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.



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

**Key Strategies**

- Work with secondary schools to implement a school level numeracy assessment, starting with Grade 8-10 math classes.
- Use data collected from numeracy assessment to guide instructional practice.
- Work with secondary math departments to determine areas of focus and professional learning opportunities.
- Provide in-service and support at individual school sites on professional development days in the area of numeracy.
- Continue to utilize quarterly red/yellow/green indicators created in consultation with our five land-based First Nations and the Metis Association to monitor individual student achievement and wellbeing in these targeted populations.
- 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 numeracy expectations.



### Measures and Targets – Goal 1

Measure	Trend	2021/2022 Target
<b>Math K – 7: All Students - Progress Report Indicator as Applying or Extending</b>	2018/2019 – 74% 2019/2020 – 72% 2020/2021 – 70%	Year 1 – 74% Year 2 – 76% Year 3 – 78%
<b>Math K – 7: Indigenous Students - Progress Report Indicator as Applying or Extending</b>	2018/2019 – 62% 2019/2020 – 59% 2020/2021 – 55%	Year 1 – 59% Year 2 – 63% Year 3 – 67%
<b>Grade 4 Numeracy FSA: Ontrack and Extending</b>	2018/2019 – 58% 2019/2020 – 59% 2020/2021 – 55%	Year 1 – 56% Year 2 – 58% Year 3 – 60%
<b>Grade 4 Indigenous Numeracy FSA: Ontrack and Extending</b>	2018/2019 – 47% 2019/2020 – 38% 2020/2021 – 47%	Year 1 – 47% Year 2 – 51% Year 3 – 55%
<b>Grade 7 Numeracy FSA: Ontrack and Extending</b>	2018/2019 – 53% 2019/2020 – 49% 2020/2021 – 54%	Year 1 – 56% Year 2 – 58% Year 3 – 60%
<b>Grade 7 Indigenous Numeracy FSA: Ontrack and Extending</b>	2018/2019 – 46% 2019/2020 – 37% 2020/2021 – 38%	Year 1 – 46% Year 2 – 50% Year 3 – 54%
<b>Grade 10 Numeracy Assessment: Proficient and Extending</b>	2017/2018 – 23% 2019/2020 – 21%	New baseline
<b>Introduce common Kindergarten Numeracy Assessment Fall &amp; Spring Kindergarten <u>BC Numeracy Network Kindergarten</u></b>	New Measure	100% of classrooms



<b>Introduce common Numeracy Assessment Fall &amp; Spring Grades 1- 3 <u>BC Numeracy Network 1 – 3 Assessment</u></b>	New Measure	100% of classrooms
<b>Introduce common Numeracy Assessment Fall &amp; Spring Grades 4 – 7 <u>Island Numeracy Assessment</u></b>	New Measure	100% of classrooms
<b>Math 8- 10 Progress Report Indicators: Applying or Extending (“C” or better)</b>	Due to a technical issue with our data storage site, three-year trends and targets are not currently available and will be added once the problem is resolved.	
<b>Create and implement district level Numeracy 8/9/10 Assessments.</b>	New Measure	Piloted in all secondary schools.



## **Goal 2: Improve Literacy Skills for all Students**

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

#### Key Strategies

- Increase consistency and implementation of common reading assessments at elementary schools across the district in the Fall and Spring.
  - Grades 1 – 3 PM Benchmarks
  - Grades 4 – 7 Reading assessment using Performance Indicators
- Use data collected from common reading assessments to guide instructional practice, in-service and professional development.
- Re-engage in the Island Literacy Network and re-establish a local literacy focused PLC.
- Engage literacy PLCs to research and improve use of intermediate reading assessments.
- Use data from assessments and learning from PLCs to strategically plan for the materials, resources and professional development activities required to reach our targets.
- Early intervention and ensuring elementary students have the requisite literacy skills in Grade 7 will enable success at high school.
- Continue to utilize quarterly red/yellow/green indicators created in consultation with our five land-based First Nations and the Metis Association to monitor individual student achievement and wellbeing in these targeted populations.
- 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 reading expectations.



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

#### Key Strategies

- Use a common teacher developed and assessed district wide writing assessment at Grades 1 – 7 to determine student writing levels and identify areas for individual improvement in writing skills.
- Review outcomes on FSA at Grades 4 and 7 to determine areas for classroom, school, and district improvement in writing.
- Provide in-service and support at individual school sites on professional development days in the area of literacy.
- Use data from assessments and collaborative learning from PLCs to strategically plan for the materials, resources and professional development activities required to reach our targets.
- Early intervention and ensuring elementary students have the requisite literacy skills in Grade 7 will enable success at high school.
- Continue to utilize quarterly red/yellow/green indicators created in consultation with our five land-based First Nations and the Metis Association to monitor individual student achievement and wellbeing in these targeted populations.
- 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 writing expectations.

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

#### Key Strategies

- Work with secondary schools to formalize current grade-wide writes (Sweeps) and extend to all English classes in grades 8-10

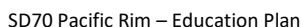


- Use data collected from grade-wide assessments to guide instructional practice.
- Work with secondary English departments to determine areas of focus and professional learning opportunities.
- Provide in-service and support at individual school sites on professional development days in the area of literacy.
- Continue to utilize quarterly red/yellow/green indicators created in consultation with our five land-based First Nations and the Metis Association to monitor individual student achievement in these targeted populations.
- 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 literacy expectations.



## Measures and Targets – Goal 2

Measure	Trend	2021/2022 Target
<b>English/LA K – 7: All Students - Progress Report Indicator as Applying or Extending</b>	2018/2019 – 64% 2019/2020 – 63% 2020/2021 – 62%	Year 1 – 64% Year 2 – 65% Year 3 – 66%
<b>English/LA K – 7: Indigenous Students - Progress Report Indicator as Applying or Extending</b>	2018/2019 – 49% 2019/2020 – 48% 2020/2021 – 44%	Year 1 – 48% Year 2 – 52% Year 3 – 56%
<b>Students in Grades 1 – 3 meeting or exceeding grade level benchmark standards for yearend.</b>	2018/2019 – 50% 2019/2020 – 45% 2020/2021 – 42%	Year 1 – 45% Year 2 – 50% Year 3 – 52%
<b>Grade 4 Reading FSA: Ontrack and Extending</b>	2018/2019 – 73% 2019/2020 – 68% 2020/2021 – 76%	Year 1 – 76% Year 2 – 78% Year 3 – 80%
<b>Grade 4 Indigenous Reading FSA: Ontrack and Extending</b>	2018/2019 – 61% 2019/2020 – 58% 2020/2021 – 56%	Year 1 – 60% Year 2 – 64% Year 3 – 68%
<b>Grade 7 Reading FSA: Ontrack and Extending</b>	2018/2019 – 76% 2019/2020 – 65% 2020/2021 – 70%	Year 1 – 72% Year 2 – 74% Year 3 – 76%
<b>Grade 7 Indigenous Reading FSA: Ontrack and Extending</b>	2018/2019 – 68% 2019/2020 – 62% 2020/2021 – 50%	Year 1 – 62% Year 2 – 66% Year 3 – 70%
<b>Grade 4 Writing FSA: Ontrack and Extending</b>	2018/2019 – 74% 2019/2020 – 69% 2020/2021 – 60%	Year 1 – 68% Year 2 – 70% Year 3 – 72%



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## **Goal 3: Improve Student Social and Emotional Wellbeing**

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

#### Key Strategies

- 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 utilize quarterly red/yellow/green indicators created in consultation with our five land-based First Nations and the Metis Association to monitor individual student achievement and wellbeing in these targeted populations.
- Work with each school's Indigenous Achievement Team and Indigenous Support Teachers to provide targeted interventions to Indigenous students who are at risk.

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

#### Key Strategies

- 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.

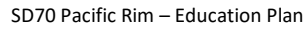


- Change our narrative. Along with communicating our areas for growth SD70 is also committed to communicating expressions of gratitude and sharing strength based stories about our district.
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- Work with each school's Indigenous Achievement Team and Indigenous Support Teachers to provide targeted interventions to Indigenous students who are at risk.



### Measures and Targets – Goal 3

Measure	Trend	2021/2022 Target
<b>Student Learning Survey: Positive response rate for students in Grades 4, 7 &amp; 10 who report “2 or more adults at school care about them.”</b>	2018/2019 – 70% 2019/2020 – 66% 2020/2021 – 70%	Year 1 – 72% Year 2 – 74% Year 3 – 76%
<b>Grade 4 MDI: Percentage of students who report 2 or more important adults at school.</b>	2018/2019 – 61% 2019/2020 – 74% 2020/2021 – 76%	Year 1 – 78% Year 2 – 80% Year 3 – 82%
<b>Grade 7 MDI: Percentage of students who report 2 or more important adults at school.</b>	2018/2019 – 46% 2019/2020 – 57% 2020/2021 – 43%	Year 1 – 58% Year 2 – 60% Year 3 – 62%
<b>Grade 8 MDI: Percentage of students who report 2 or more important adults at school.</b>	New Measure	New baseline
<b>Grade 11 YDI: Percentage of students who report agreement with having supportive adults at school (Medium to High)</b>	2021 Pilot – 69%	New baseline
<b>Student Learning Survey: Positive response rate for students in Grades 4, 7 &amp; 10 who report “they feel a sense of belonging at school.”</b>	2018/2019 – 76% 2019/2020 – 65% 2020/2021 – 70%	Year 1 – 72% Year 2 – 74% Year 3 – 76%
<b>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.”</b>	2018/2019 – 71% 2019/2020 – 69% 2020/2021 – 66%	Year 1 – 73% Year 2 – 75% Year 3 – 77%
<b>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.”</b>	2018/2019 – 49% 2019/2020 – 49% 2020/2021 – 44%	Year 1 – 51% Year 2 – 53% Year 3 – 55%
<b>Grade 8 MDI: Percentage of students who report 2 or more important adults at school.</b>	New Measure	New baseline



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