

**School District 84 Vancouver Island West**  
**Strategic Plan, 2020-2025: Our Framework for Enhancing Equity and Achievement**  
**(Approved by a motion of the Board of Education for SD84, Sept.13, 2021)**

**Introduction:**

School District 84 strives to improve the life chances of all of our students through education, and we are pleased to present this comprehensive revision of our Education Plan to our communities and families. We are committed to ongoing improvements in our practice to fully meet the needs of our students. This new five-year plan, developed in collaboration with those we serve, provides direction and guidance for our work with a clear focus on equity, improving outcomes, and enhancing success for every student.

**District Context:**

Vancouver Island West School District 84 is composed of five small schools in the communities of Gold River, Kyuquot, Tahsis, and Zeballos, a district Continuing Education program. We are a rural, remote district with a student population of approximately 300 students, two-thirds of whom identify as Indigenous.

**What the Evidence Tells Us:**

While there are many success stories across our district, there is a critical and persistent disparity in achievement between Indigenous and non-Indigenous students. This disparity is evident in early achievement indicators and persists throughout the school years, leading to low graduation rates for Indigenous learners. Because we are committed to improving the life chances of all students, SD84's foci as presented in this Education Plan address overcoming the equity gaps evident in our system by:

- Improving Early Literacy to ensure that students have the foundational skills to support their learning,
- Increasing School Engagement leading to Graduation to ensure that students graduate with dignity, purpose, and options, and
- Equipping learners for success by developing the attributes of the Educated Citizen

**Our Goal:**

Students will develop as independent learners who can effectively communicate a strong sense of personal and cultural identity and engage with their goals for learning and their future.

**Theory of Action:**

By creating systemic structures that develop our district and schools into collaborative learning communities that are focused on learning, results, and community based partnerships, we commit to creating learning environments that are:

- equitable,
- culturally responsive,
- trauma-informed, and
- inclusive

where all students receive the supports they need to develop as independent learners and effective communicators with positive personal and cultural identities.

## **Engagement with Community and Indigenous Rights-holders**

The Board of Education for School District 84 has made a public commitment to its communities and Indigenous rights-holders to continue to grow and improve public education in the district. This commitment describes our strategic plan as “creating a school district where equity is the norm and where we embrace the wisdom of our communities and the professional judgement of our staff to focus our efforts towards creating a learning community which supports all students’ wellbeing and success for all learners.” A key component of the Board’s commitment is a focus on implementation of the district’s Enhancement Agreement, and there is alignment of objectives and strategies between the strategic plan, the Enhancement Agreement, and the Local Education Agreement.

Strategic consultation takes place through community consultations in each community within the district, and through monthly meetings of the First Nations Education Liaison Committee (FNELC), a committee composed of Indigenous rights-holders, community members, and school district leaders, who guide the implementation of the Enhancement Agreement and Local Education Agreement. Although the district does not have a DPAC, these venues allow for regular, ongoing, and meaningful consultation with both Indigenous rights-holders and local communities.

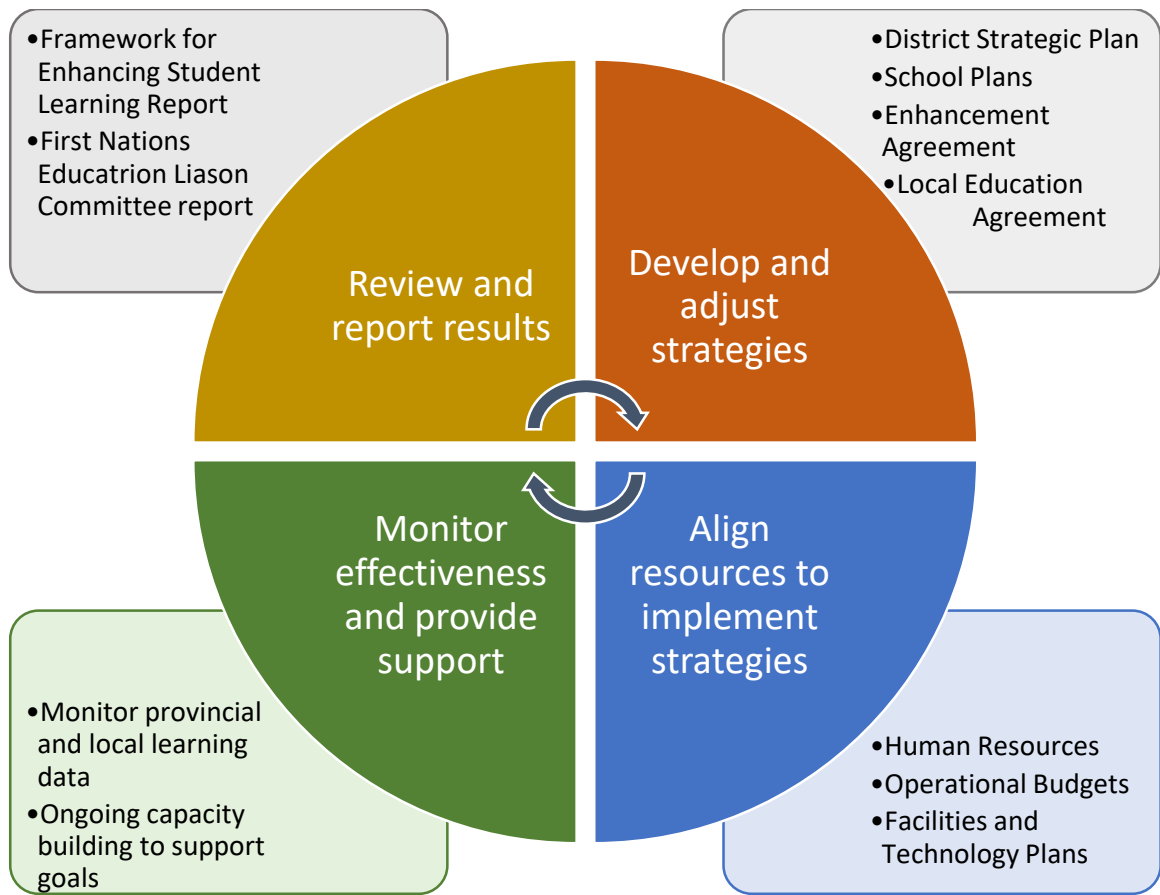
## **Strategic Planning Process**

S.D.84’s strategic plan has evolved from our previous Education Plan to ensure that the district’s strategic plan is in alignment with the Ministry of Education’s Service Plan and the requirements of the Framework for Enhancing Student Learning policy. Goals for the strategic plan were determined in consultation with education partners and Indigenous rights-holders through an examination of district and school achievement data. Existing school plans underwent review and revision to ensure they were focused on student learning data and alignment between school plans, the district strategic plan, and the Ministry of Education’s Service Plan.

Our processes for strategic planning reflect the Board’s commitment to work in partnership with stakeholders, communities, and Indigenous rights-holders in a process of continuous improvement and increased student success.

## **School District 84’s Cycle for Continuous Improvement:**

School District 84’s strategic plan sets ambitious targets for student learning, with a focus on closing the equity gap between Indigenous learners and their non-Indigenous peers. The plan aligns closely with the district’s Enhancement and Local Education Agreements, with many goals and strategies overlapping between documents. Goals are set through ongoing consultation with Indigenous rights-holders and district stakeholders around evidence of student learning.



School Plans are developed and revised each year – these plans both inform, and are informed by, the district’s strategic plan. School plans are submitted to the Board of Education each spring for approval.

Operational budgets, Human Resources, and facilities plans are developed in alignment with the strategic plan, providing both the human resources and other resources necessary to carry out the strategies outlined in the strategic plan to improve equity.

Throughout the school year, the district provides support to build the capacity within each of our schools to support both district and school goals. Ongoing monitoring of the effectiveness of the district and school plans, through both regular informal and quarterly formal check-ins, ensure that progress is being made and allows for strategies to be adjusted as necessary.

At the end of each school year, the district engages in a review of results and a formal reporting-out process. Results of provincial and local assessment and learning data are examined and strategies are adjusted as needed in light of new evidence. The Framework for Enhancing Student Learning report to the Minister is submitted, and a meeting to report results is held with Indigenous rights-holders through the First Nations Education Liason Committee.

**Focus 1: Building a strong foundation of literacy**

Learners require a solid foundation of literacy to achieve success in school and beyond. While non-Indigenous students in SD84 have achieved at or above provincial average on provincial measures of early literacy for the past three years, Indigenous students in SD84 have not achieved parity with their non-Indigenous peers in our district nor with Indigenous students across the province. In reviewing our Early Development Instrument (EDI) data, it is clear that many of our students enter school vulnerable. It is imperative that we intervene early and intensively to improve these student's educational trajectories and life chances.

**Objective 1.1:** Indigenous students will achieve at or above provincial average in reading comprehension by the end of Grade 3.

**Target:** Within five years, 75% of Indigenous students in SD84 will be on-track or extending (meeting or exceeding expectations) for reading comprehension by the end of Grade 3.

**Objective 1.2:** Students will develop as independent learners by developing proficiency in communication.

**Target:** Within five years, 75% of Indigenous students who were not meeting reading expectations in Grade 4 will be meeting expectations by Grade 10.

*Our learning targets have been set to achieve parity for Indigenous learners in SD84 with all students across the province of British Columbia within five years. Because our evidence clearly demonstrates a disparity in the achievement of Indigenous learners when compared to their non-Indigenous peers we will be focusing our efforts on ensuring that Indigenous learners receive the support and interventions required to meet expectations in reading. This requires training for primary educators to ensure that we are providing high quality and culturally responsive reading instruction, early identification of students requiring additional supports, and targeted interventions to support those learners both before they enter the school system and during the primary grades.*

## **Focus Area 2: Student engagement and connection to school**

Evidence shows us that Indigenous learners in SD84 do not graduate at the same rate as their peers within the district or across the province. Three critical factors which influence graduation are: regular school attendance, being engaged while at school and feeling connected to school. It is critical that all learners feel that they belong in their school and that the educators in the school care for them, believe in them, and provide them with the support they need in order to learn. School absenteeism can be both a symptom of a learner's lack of engagement and a cause of further learning challenges. Many learners in SD84 have very high rates of absenteeism. Increasing school engagement and connectedness will result in more students graduating with dignity, purpose, and options.

**Objective 2.1:** Improve engagement of Indigenous learners leading to successful completion of Dogwood graduation.

**Target:** Within five years, graduation rates for Indigenous students in SD84 will meet or exceed the provincial average for all students.

**Objective 2.2** Increase attendance of Indigenous learners to maximize opportunities to learn and prevent students from falling behind

**Target:** Within five years, decrease by half the number of Indigenous students with high absenteeism.

We need to ensure that all students are engaged with their learning and connected to their school in order for them to graduate. Our results show that we have not met that mark with Indigenous learners. Our targets for graduation are to bring our district up to provincial averages for 5-year Dogwood graduation. However, while not lowering our expectations, we must also ensure that students who require extra time receive the support they need in order to graduate so we also include measures for 6, 7, and 8-year graduation.

### **Focus Area 3: Equipping learners for success**

Recent community consultations reveal that there is a need for our students to build resilience and learn to care for their mental health. Further, our secondary students report feeling unprepared for their future. While our graduates enter post-secondary at the same rate or above provincial and regional averages, this number is influenced by our overall low graduation rates. As our graduation rate rises we must ensure that students are prepared for the next stage of their lives. Guided by BC's vision for the Educated Citizen, informed by specific local Indigenous context, we are committed to ensuring our students develop in the core competencies: think critically and creatively, communicate effectively, and thrive personally and socially. We will focus on developing students into resilient, goal-directed learners who are equipped for future success as Educated Citizens of their communities and the world, regardless of their plans after graduation.

**Objective 3.1:** Learners will graduate prepared for success in post-secondary education and careers.

**Target:** Within five years, 70% of learners will attend post-secondary within three years of graduation.

**Objective 3.2:** Learners will develop the core competencies of communication, thinking, and personal and social responsibility

**Target:** Within five years, 90% of students will identify that they are developing in the core competencies (communication, thinking, personal & social responsibility)

**Objective 3.3:** Students will develop resilience

**Target:** Within five years, 90% of students will identify that they are learning to care for their mental health

While our post-secondary entrance rates currently present as close to provincial average or above, we must ensure that our efforts to increase graduation rates (Goal 2) do not just end with more students just "crossing the stage" – all of our graduates need to leave school equipped for future success.

## **SD84 Strategic Plan, Appendix A**

### **Strategies: Year One (2020-21)**

#### **Focus 1: Building a strong foundation of literacy**

##### **Strategies 1.1:**

- Increase professional learning in research-based culturally responsive early literacy pedagogy
- Use of early screening to identify vulnerable students
- Develop and implement evidence-based culturally responsive early intervention strategies
- Establish teacher collaborative inquiry group focused on improving literacy for Indigenous learners
- Build parent, guardian, and community capacity to support early (ages 0-5) literacy through collaboration with community agencies through the VIW Children's Health Hub
- Provide schools and classrooms with authentic Indigenous texts

##### **Strategies 1.2:**

- Development of individual Student Learning Plans for all students (aligned to Pathways program) which include students' strengths, community assets to support learning, goals for the future, barriers to success, and strategies to overcome the barriers, all with a focus on increasing students' communication skills.
- Regular monitoring and adjustment of strategies to support Pathways plans
- Integrate Pathways planning into existing individualized support plans (e.g. IEP's, Student Learning Plans)

#### **Focus Area 2: Student engagement and connection to school**

##### **Strategies 2.1:**

- Professional learning in culturally relevant Indigenous pedagogy
- Implementation of a Pathways plan for each Indigenous student in Grades 6-12 to identify student strengths, community assets, barriers to success, and strategies to overcome barriers
- Engage local knowledge keepers in development of calendar of local culturally relevant learning opportunities
- Co-construction of interdisciplinary Nuu-chah-nulth curriculum with local First Nations

##### **Strategies 2.2:**

- Daily monitoring of student attendance and follow-up on all absences
- Tiered attendance intervention plan developed in each school
- Increase two-way school and community communication and connections
- Collaborate with NTC and local communities to host parent and community education sessions to increase awareness of importance of regular consistent attendance

### **Focus Area 3: Equipping learners for success**

#### **Strategies 3.1:**

- Training for upper intermediate and secondary teachers in Indigenous Learning and Reflection Portfolio program (ILRP 100) through VIU to support transition of Indigenous students to post-secondary programs
- Increase opportunities for secondary students to visit post-secondary institutions
- Facilitate visits from postsecondary representatives to remote K-12 schools to improve student and staff awareness of postsecondary opportunities at an early stage of their secondary years
- Formalize learning opportunities partnership agreement between VIU, NTC and SD84
- Haahuupa camp to build student familiarity and relationships for transition to VIU

#### **Strategies 3.2:**

- Professional learning series for intermediate and secondary teachers focused on effectively instructing, supporting student self-assessment, and reporting using core competencies.
- Implementation of Pathways planning for Indigenous students in Grades 6-12 to identify student strengths, community assets to support learning, barriers to student success, and strategies to overcome barriers
- Partner with community to explore development of Nuu-chah-nulth language immersion programs

#### **Strategies 3.3:**

- Implementation of Mental Health in Schools curriculum in secondary classrooms
- Collaborative teacher inquiry in intermediate & middle years on self regulation



## SD84 Strategic Plan, Appendix B

### Measures

#### Focus 1: Building a strong foundation of literacy

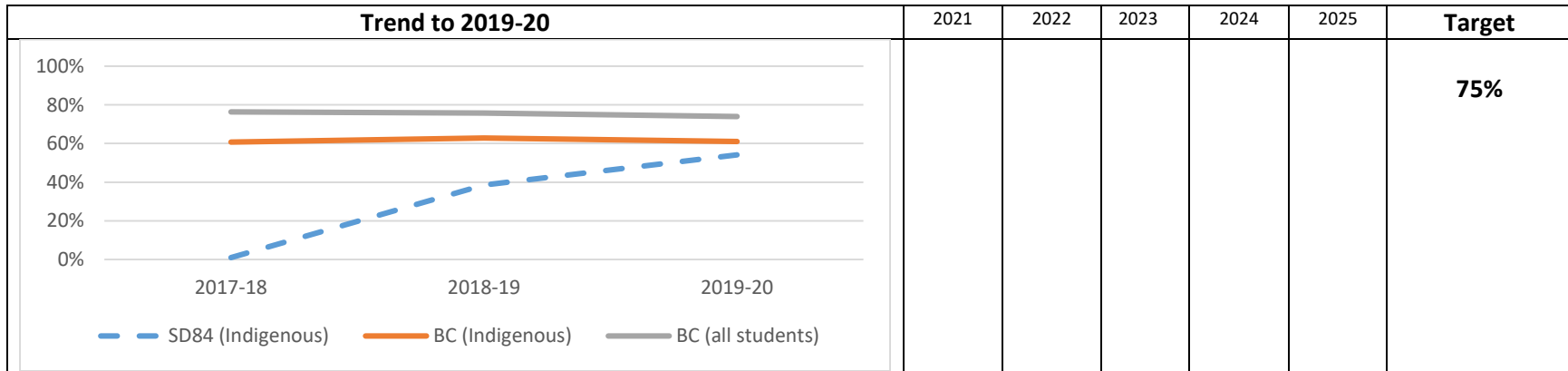
**Objective 1.1:** Indigenous students will achieve at or above provincial average in reading comprehension by the end of Grade 3.

**Target:** Within five years, 75% of Indigenous students in SD84 will be on-track or extending (meeting or exceeding expectations) for reading comprehension by the end of Grade 3.

District Reading Assessments: Indigenous students achieving Proficiency on Benchmarks / EPRA

Grade	2020-21	2021-22	2022-23	2023-24	2024-25	Target
One	<i>Assessment Framework under development</i>					75%
Two						75%
Three						75%

FSA Grade 4 reading comprehension (% Indigenous students on track or better):



**Objective 1.2:** Students will develop as independent learners by developing proficiency in communication.

**Target:** Within five years, 75% of Indigenous students who were not meeting reading expectations in Grade 4 will be meeting expectations by Grade 10.

District Reading Assessments DART (Grades 4 - 9): Indigenous students achieving proficiency

Grades	2020-21	2021-22	2022-23	2023-24	2024-25	Target
Four / Five	<i>Assessment Framework under development</i>					75%
Six / Seven						75%
Eight / Nine						75%

FSA Grade 7 reading comprehension (% Indigenous students on track or better):

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Target
Gr. 7	9%	10%	27%	MSK						75%

Students who were not meeting expectations on FSA 4 Reading Comprehension who are now meeting expectation in Grade 7 (FSA 7):

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Target
Gr. 7	31% (4/13)	MSK						75%

Students who were not meeting expectations on FSA 4 Reading who are now meeting expectation on Literacy graduation assessment:

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Target
Gr. 10								75%

Overall Students proficient on Grade 10 Literacy Graduation assessment:

	2019-20	2020-21	2021-22	2022-23	2023-24	Target

All Students	48%						90%
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Indigenous students who believe they are getting better at reading (Student Learning Survey)

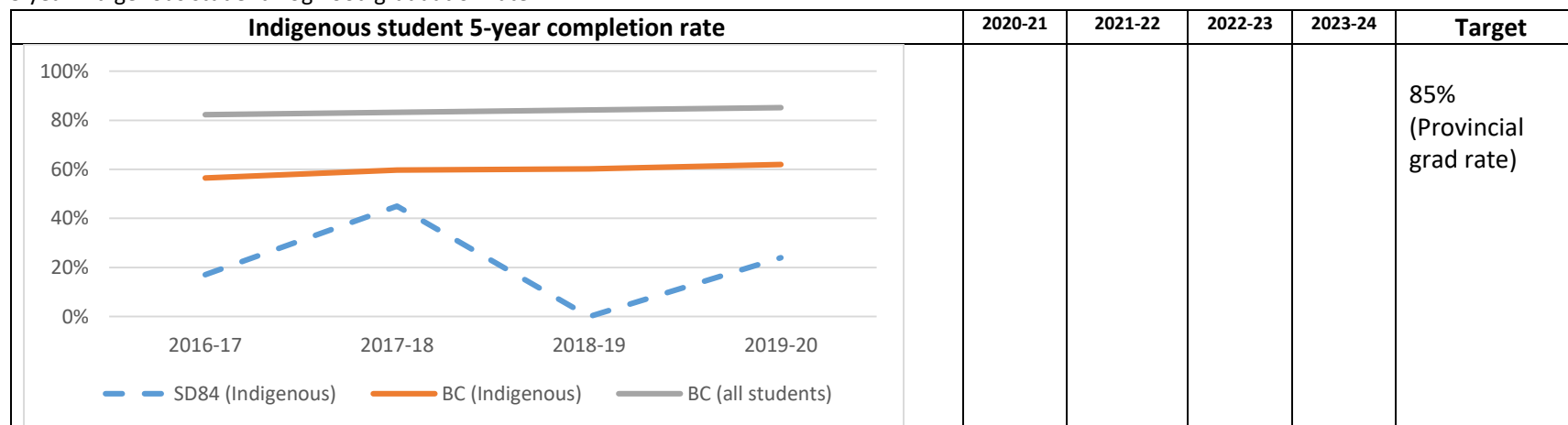
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Target
Grade 3/4	73%	69%	54%					90%
Grade 7	50%	MSK	55%					90%

**Focus Area 2: Student engagement and connection to school**

**Objective 2.1:** Improve engagement of Indigenous learners leading to successful completion of Dogwood graduation.

**Target:** Within five years, graduation rates for Indigenous students in SD84 will meet or exceed the provincial average for all students.

5 year Indigenous student Dogwood graduation rate:



Dogwood graduation rate for Indigenous students after 6, 7, and 8 years:

	June 2018 Cohort	June 2019 Cohort	June 2020 Cohort	June 2021 Cohort	June 2022 Cohort	June 2023 Cohort	June 2024 Cohort	Target
<b>6 Year</b>	10%	31%						85%
<b>7 Year</b>	21%							88%
<b>8 Year</b>								90%

Grade to Grade Transitions of Indigenous students:

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Target
<b>Grade 9</b>	100%	92%	77%						100%
<b>Grade 10</b>	82%	81%	59%						100%
<b>Grade 11</b>	87%	83%	52%						100%

**Objective 2.2** Increase attendance of Indigenous learners to maximize opportunities to learn and prevent students from falling behind

**Target:** Within five years, decrease by half the number of Indigenous students with high absenteeism.

Students with high absenteeism (students missing more than 20% of school days)

	2017-2020	2020-21	2021-22	2022-23	2023-24	2024-25	Target
<b>All Students</b>	32%	28%					19%
<b>Indigenous Students</b>	38%	38%					19%

Indigenous students who can name 2 adults who care for them at school (Student Learning Survey):

	2018-19	2019-2020	2020-21	2021-22	2022-23	2023-24	2024-25	Target
<b>Grade 7, 10, and 12</b>	66%	72%	63%					90%

Indigenous students who feel they belong at school (Student Learning Survey):

	2018-19	2019-2020	2020-21	2021-22	2022-23	2023-24	2024-25	Target
<b>Grade 7, 10, and 12</b>	29%	26%	20%					90%

Indigenous students who feel they get the help they need at school in order to learn (Student Learning Survey):

	2018-19	2019-2020	2020-21	2021-22	2022-23	2023-24	2024-25	Target
<b>Grade 7, 10, and 12</b>	37%	44%	40%					90%

**Focus Area 3: Equipping learners for success**

**Objective 3.1:** Learners will graduate prepared for success in post-secondary education and careers.

**Target:** Within five years, 70% of learners will attend post-secondary within three years of graduation.

Post-secondary Transition – Percentage of students who attend post-secondary within 3 years of graduation

	<b>Graduation Rate (5y)</b>	<b>PSI Entry after 1 year (grads)</b>	<b>Target (based on BC Average)</b>	<b>PSI Entry after 3 years (grads)</b>	<b>Target (based on BC Average estimate)</b>
<b>2015-16</b>	48%	50%	55%	71%	70%
<b>2016-17</b>	52%	50%	55%	50%	70%
<b>2017-18</b>	31%	60%	55%	73%	70%
<b>2018-19</b>	36%	54%	55%	54%	70%
<b>2019-20</b>			55%		70%
<b>2020-21</b>			55%		70%

Students who feel prepared for post-secondary (Student Learning Survey)

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>Target</b>
<b>Grade 10</b>	41%	33%	Masked					<b>75%</b>
<b>Grade 12</b>	25%	17%	48%					<b>75%</b>

Students who feel prepared for careers (Student Learning Survey)

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>Target</b>
<b>Grade 10</b>	30%	33%	Masked					<b>75%</b>
<b>Grade 12</b>	19%	22%	52%					<b>75%</b>

**Objective 3.2:** Learners will develop the core competencies of communication, thinking, and personal and social responsibility

**Target:** Within five years, 90% of students will identify that they are developing in the core competencies (communication, thinking, personal & social responsibility)

Students who identify that they are learning to communicate effectively (Student Learning Survey)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Target
<b>Grade 7</b>	33%	57%	56%					90%
<b>Grade 10</b>	52%	54%	36%					90%
<b>Grade 12</b>	63%	50%	48%					90%

Students who identify that they are learning to think creatively (Student Learning Survey)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Target
<b>Grade 7</b>	24%	21%	31%					90%
<b>Grade 10</b>	22%	29%	7%					90%
<b>Grade 12</b>	6%	11%	10%					90%

Students who identify that they are learning to be critical thinkers (Student Learning Survey)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Target
<b>Grade 7</b>	14%	36%	31%					90%
<b>Grade 10</b>	22%	29%	29%					90%
<b>Grade 12</b>	38%	28%	10%					90%

Students identify that they are learning social skills (inter-personal, teamwork) (Student Learning Survey)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Target
<b>Grade 10</b>	63%	54%	21%					90%
<b>Grade 12</b>	56%	61%	57%					90%

**Objective 3.3:** Students will develop resilience

**Target:** Within five years, 90% of students will identify that they are learning to care for their mental health

Students who identify that they are learning to care for their mental health (Student Learning Survey)

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>Target</b>
<b>Grade 7</b>	43%	14%	56%					<b>90%</b>
<b>Grade 10</b>	48%	42%	21%					<b>90%</b>
<b>Grade 12</b>	25%	28%	38%					<b>90%</b>



## SD84 Strategic Plan, Appendix C

### Strategies: Year Two (2021-22)

The strategic plan sets the focus and direction of the work of the district over the span of five years. As we continue to learn and grow as a district, our strategies to achieve our goal and objectives will evolve to fit changing circumstances and new evidence. While this list is not exhaustive, the strategies below outline the most significant adaptations to our district strategies for the 2021-22 school year:

a) **Engaging in an Equity Scan**

***What is an Equity Scan?*** The Equity in Action Project is an effort to address systemic barriers to Indigenous student achievement. It involves a review of practices and policies that may be creating obstacles for Indigenous learners in our school district.

***Why does it matter?*** Our achievement results show that there is a critical disparity in outcomes for Indigenous learners in our district. With our belief that all students can learn, and our commitments to equity and success for all learners, as a district we must engage in a process of identifying and addressing any systemic barriers that exist for Indigenous learners. We also know that effective practices and strategies for Indigenous students will have positive impacts for all learners.

b) **Renewing the district's Enhancement Agreement with Indigenous rights-holders.**

***What is the Enhancement Agreement?*** An Indigenous Education Enhancement Agreement (EA) is a working agreement between the school district and local Indigenous rights-holders to enhance the learning and achievement of Indigenous students.

***Why does it matter?*** The EA confirms a collaborative partnership and shared decision-making to meet the needs of Indigenous learners. The EA is designed to continuously improve outcomes for Indigenous learners, including an emphasis on the importance of Indigenous language and culture for student success. The collaborative relationship of the EA provides Indigenous rights-holders and the school district greater autonomy to find solutions that work in our local context.

c) **Implementation of a district-wide Common Assessment Framework**

***What is the Common Assessment Framework?*** The common assessment framework is a set of formative assessment tools that will be implemented across the district in the areas of reading, writing, and numeracy.

***Why does it matter?*** Implementation of the common assessment framework will give teachers quality formative assessment tools that can be used to monitor student learning and to guide instruction and target interventions for those that need additional support. The common assessment framework will provide a common language across the district for student learning, which will support the work of the district's collaborative learning teams.

d) **Providing common time and support for district-wide collaborative learning teams.**

***What are collaborative learning teams?*** Collaborative learning teams are groups of educators who meet regularly to examine evidence of student learning and plan instruction based on that evidence. The district has created common collaborative time and staffed first-call TTOC positions in each school to allow educators to meet with colleagues across the district, as well as providing facilitators for collaborative learning teams to help guide the work.

***Why does it matter?*** Meeting the diverse needs of all students is a complex challenge and complex challenges require collaboration among professionals. By focusing on key questions of what we want students to learn, how we know if they've learned it, and how we respond to those who have or haven't learned it, collaborative learning teams work together to tackle complex challenges of ensuring that all students are learning.

e) **Creating additional district learning support positions to support teachers in better meeting the needs of their students.**

***What are the new district learning support positions?*** The district has created an Indigenous Learning Support Teacher and a district principal responsible for literacy development.

***Why do they matter?*** Building on the successes we have seen through the creation of the district's Literacy Support Teacher, these new positions will expand the amount of support available to teachers and school teams to support students needs. In literacy, our previous focus on primary literacy development will be expanded to provide additional support in the intermediate and secondary years. The Indigenous Learning Support Teacher will provide support to teachers and schools in making classrooms and curriculum more culturally responsive to better meet the needs of Indigenous learners.

f) **Engaging schools in quarterly student learning reviews.**

***What is a student learning review?*** School leadership will meet with district support teams four times per year to review evidence of student learning and adjust interventions as warranted.

***Why do they matter?*** Evidence of student learning is a powerful tool to inform practice and ensure that supports and interventions are targeted where they are needed most. Regular reviews of student learning allow schools to monitor the effectiveness of our interventions and make adjustments as necessary in order to better support learners needs; these reviews also allow the district to be responsive to school needs and adjust supports provided to schools in a timely fashion.

## **Review of Strategies from 2020-21 School Year**

### **Focus 1: Building a strong foundation of literacy**

#### **Objective 1.1:**

- Professional learning in research-based culturally responsive early literacy pedagogy
- Use of early screening to identify vulnerable students
- Develop and implement evidence-based culturally responsive early intervention strategies
- Teacher collaborative inquiry group focused on improving literacy for Indigenous learners
- Build parent, guardian, and community capacity to support early (ages 0-5) literacy through collaboration with community agencies through the VIW Children's Health Hub
- Provide schools and classrooms with authentic Indigenous texts

#### **Strategies 1.2:**

- Development of individual Student Learning Plans for all students (aligned to Pathways program) which include students' strengths, community assets to support learning, goals for the future, barriers to success, and strategies to overcome the barriers all with a focus on building communication skills.
- Regular monitoring and adjustment of strategies to support Pathways plans
- Integrate Pathways planning into existing individualized support plans (e.g. IEP's, Student Learning Plans)

#### **Review of 2020-21 Focus 1 Strategies:**

The ongoing coaching and capacity building amongst primary teachers has been positive and appears to be contributing to increased achievement (based on steady increases in the rate of students achieving proficiency on FSA Reading 4). The adoption and implementation of the Early Reading Profile and the design of the Common Assessment Framework provide a solid foundation of formative assessments necessary to move student learning forward. A design for individual student learning plans was co-constructed with Nuuchahnulth Tribal Council and the FNELC; implementation of the plans to take place in the upcoming school year.

#### **New and Adapted Focus 1 Strategies for 2021-22:**

The addition of the district-based principal to support literacy allows us to significantly increase the amount of support for elementary teachers, increasing support in the intermediate and secondary years. The implementation of the common assessment framework, along with the focused work of our collaborative learning teams, will be guided by our district literacy specialist team. Collaborative cross-school learning teams will be supported in using evidence of student learning to guide instruction and target interventions. The district Indigenous Learning Support Teacher will assist teachers and school teams in creating more culturally responsive classrooms, curriculum, and pedagogy. School based teams will receive support to build capacity to design, select, implement, and monitor targeted interventions for students requiring additional support.

## **Focus Area 2: Student engagement and connection to school**

### **Strategies 2.1:**

- Professional learning in culturally relevant Indigenous pedagogy
- Implementation of a Pathways plan for each Indigenous student in Grades 6-12 to identify student strengths, community assets, barriers to success, and strategies to overcome barriers
- Engage local knowledge keepers in development of calendar of local culturally relevant learning opportunities
- Co-construction of interdisciplinary Nuu-chah-nulth curriculum with local First Nations

### **Strategies 2.2:**

- Daily monitoring of student attendance and follow-up on all absences
- Tiered attendance intervention plan developed in each school
- Increase two-way school and community communication and connections
- Collaborate with NTC and local communities to host parent and community education sessions to increase awareness of importance of regular consistent attendance

### **Review of 2020-21 Focus 2 Strategies:**

The design of Individual Pathways plans was undertaken in collaboration with Nuu-chah-nulth Tribal Council and the FNELC. Examples of co-construction of curriculum with Indigenous rights-holders were found in different areas of the district. Schools reviewed and revitalized their attendance protocols, with increased monitoring and communication regarding student absenteeism; however, the impact of the Covid-19 pandemic certainly affected attendance, and curtailed the plans for parent-community education sessions.

### **New and Adapted Focus 2 Strategies for 2021-22:**

The addition of the Indigenous Learning Support Teacher position will be a significant asset to drive the Pathways work forward, including the implementation of individual student learning plans, and more widespread engagement with Indigenous knowledge-keepers. Previously planned parent and community education sessions regarding the importance of regular attendance will proceed and will be integrated with both the Equity Scan and the development of the district's third Enhancement Agreement. The appointment of staff champions for children and youth in care will help increase their sense of belonging in school.

### **Focus Area 3: Equipping learners for success**

#### **Strategies 3.1:**

- Training for upper intermediate and secondary teachers in ILRP program through VIU to support transition of Indigenous students to post-secondary programs
- Increase opportunities for secondary students to visit post-secondary institutions
- Facilitate visits from postsecondary representatives to remote K-12 schools to improve student awareness of postsecondary opportunities at an early stage of their secondary years
- Formalize learning opportunities partnership agreement between VIU, NTC and SD84
- Haahuupa camp to build student familiarity and relationships for transition to VIU

#### **Strategies 3.2:**

- Professional learning series for intermediate and secondary teachers focused on effectively instructing, supporting student self-assessment, and reporting using core competencies.
- Implementation of Pathways planning for Indigenous students in Grades 6-12 to identify student strengths, community assets to support learning, barriers to student success, and strategies to overcome barriers
- Partner with community to explore development of Nuu-chah-nulth language immersion programs

#### **Strategies 3.3:**

- Implementation of Mental Health in Schools curriculum in secondary classrooms
- Collaborative teacher inquiry in intermediate & middle years on self regulation

#### **Review of 2020-21 Focus 3 Strategies:**

Teacher, principal, and support staff participation in the ILRP program was impressive, as staff learned more about themselves and the local Indigenous communities in which we work. Unfortunately, many of the student visits and in-person connections to post-secondary institutions had to be postponed due to the Covid-19 pandemic. The professional learning series for intermediate and secondary teachers, focused on building a love of reading was launched; this work will continue with a greater focus on assessment in the new school year. The formal partnership agreement between NTC, VIU and SD84 is now signed. Training for the Mental Health in Schools curriculum has taken place, and the curriculum is in use in some classrooms.

#### **New and Adapted Focus 3 Strategies for 2021-22:**

The addition of an administrator responsible for work experience, post-secondary transitions, and capstone projects will provide dedicated time to support secondary students' post-secondary and career readiness. The partnership with VIU and NTC to provide the ILRP 100 and EDUC 450 courses for teachers will continue, and is being expanded to include joint planning to use the lessons learned in these initial course offerings to further decolonize both the public and post-secondary education systems.