



ROCKY MOUNTAIN

School District #6

3 Year District Strategic Plan

Annual Operation Plan

August 2021



School District 6 Rocky Mountain is located on the traditional unceded shared territory of the Ktunaxa and Secwepemc peoples and the chosen home of the Métis.



Message from the Board of Education

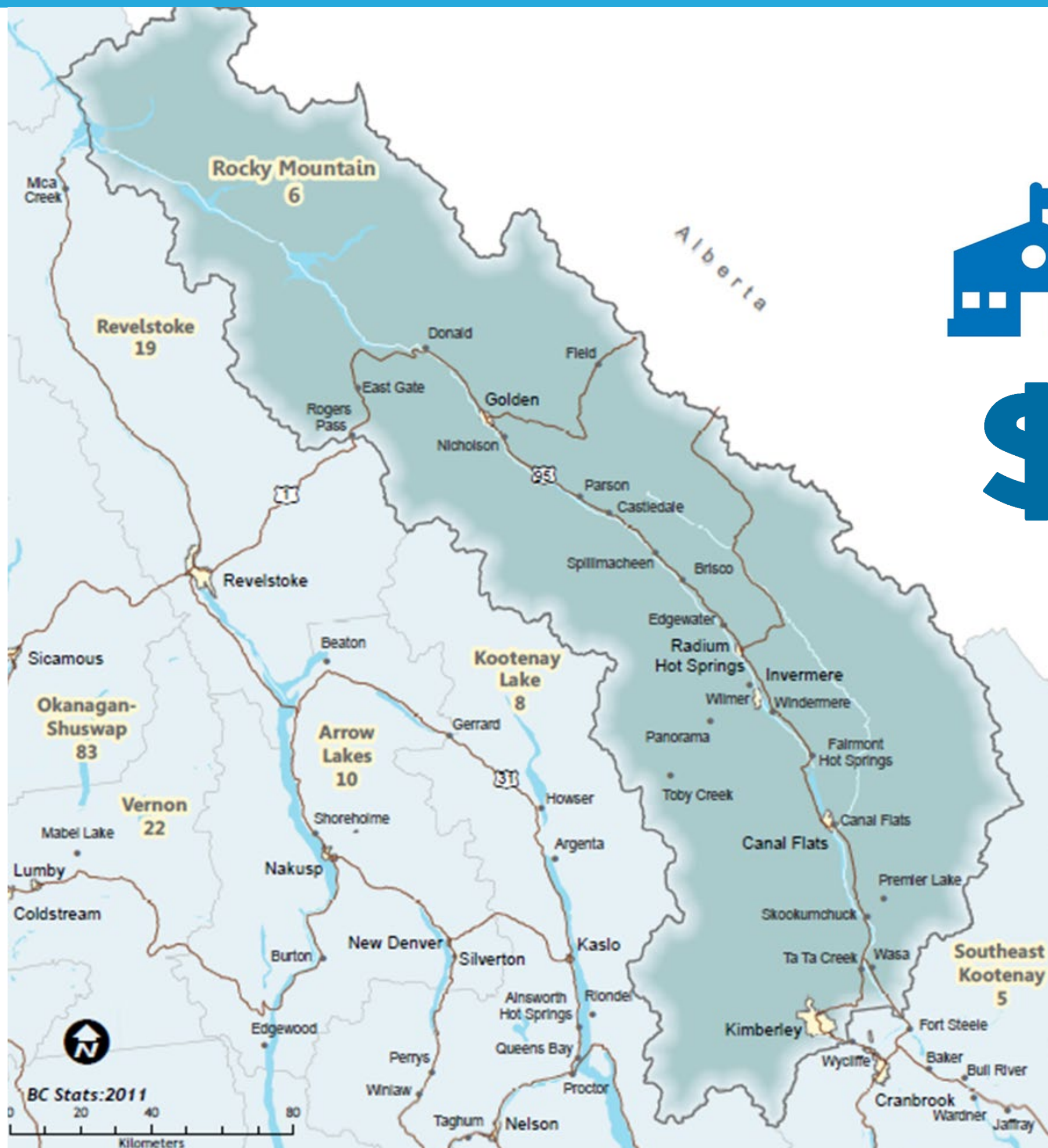
School District No.6 Rocky Mountain is honoured to serve students and families in the communities located along highway 93/95 from Golden to Kimberley. Schools play an integral role within the community and the partnership between families and educators is a strength that supports the growth and development of the children we serve. This was never more evident than in the past school year, when educators, community and families came together in response to the global pandemic. The pandemic was a catalyst for significant change and challenge for our community. In partnership with families, we responded and continued to provide quality teaching and learning opportunities for our students.

Respecting the diversity of each community is integral to the success of students. The District is committed to enhancing equity, to a renewed relationship with our Indigenous Partners based on recognition of rights, mutual respect and co-operation and partnership. A commitment to closing the gap for our Indigenous learners.

Ultimately, following all provincial requirements, the District's mandate is to create and enable the conditions that foster success for every child and student we serve. This work is a collective responsibility shared among the Board of Education, staff, families and community members who, together, strive to fulfill the District's Vision of Opportunity, Equity and Success for Each Learner.



SD6 Catchment Area



Number Of Schools **17**



Operating Budget **54M**



MISSION

We collaborate in the pursuit of each student's success to become knowledgeable caring, contributing, resilient members of a global community.





VISION

Opportunity, Equity,
and Success for
Each Learner



VALUES



Respect

We foster respectful relationships that build trust, safety and well-being.



Equity

We strive to build learning environments that are equitable, honour diversity and inclusion, are safe, caring and healthy places to work and learn.



Integrity

We nurture a sense of self-awareness, responsibility and honesty as we become environmental stewards and morally upright global citizens.



Accountability

We are accountable for ourselves, our students and our communities for professionalism, transparency and quality results.



Innovation

We create learning opportunities that are high quality, place-based, creative, and that encourage students to reach their full potential.



DISTRICT DEMOGRAPHICS

District Student/Staff Population - 3345

GOLDEN



Students = 788

Staff = 204

WINDERMERE



Students = 1238

Staff = 299

KIMBERLEY



Students = 1248

Staff = 239

Note: Staff include Schools, Operations, Casual TTOC, RMISP and in Windermere District Office Staff.



Operational Plan

Operationalizing the District Strategic Plan is done through consultation with our partners in Education. Our partners include:

- District Parent Advisory Council
- Indigenous Education Council
- District Student Advisory Council
- Principal, Vice Principal Association
- Unions: CUPE and Rocky Mountain Teachers' Association

Feedback from our partners and the goals and strategies from Principals and Vice Principals through each of the School Success Plans have influenced the goals and strategies outlined in the Operational Plan.



EQUITY AND INCLUSION

Goal 1 – Remove Barriers to Equity

Strategies

- Establish a district level Indigenous Education Vice Principal position to support capacity building of staff and relationship building with Indigenous Partners.
- Implement the priorities of the Equity Scan.
- District wide professional learning strategy focused on the Calls to Action: Truth and Reconciliation Commission, United Nations Declaration on the Rights of Indigenous Peoples, and First Peoples Principles of Learning.
- Develop a scope and sequence for First Peoples Principles of Learning

Expected Outcome

- Increased partnership between Indigenous communities, the District and schools.
- Increases engagement of Indigenous Partners in education decision making.
- Staff demonstrate a commitment to Truth and Reconciliation.
- Increased capacity of teachers to implement the First Peoples Principles of learning into curriculum through the development of an age appropriate.



Equity and Inclusion

Goal 2 – All Learning Environments and Opportunities are Inclusive

Strategies

- Foster a culture of belonging for ALL students and staff across the district.
- Establish a Mental Health strategy to address the post pandemic mental health needs for students and staff.
- District wide professional development that support the implementation of inclusive learning strategies and the establishment of inclusive learning spaces.
- Remove barriers to learning for vulnerable students, students in care, and students with diverse abilities.

Expected Outcome

- District leaders work with staff to develop strategies that address students' sense of belonging.
- A Mental Health Strategy is developed and implemented.
- ALL classrooms/schools are inclusive.
- ALL students have equitable access to learning.



Equity and Inclusion

Goal 3 – Student, Parent and Partner Engagement

Strategies

- Develop and implement an engagement plan that invites input from students, parents and education partner groups.
- Redevelop district and school websites to improve overall communication.
- Establish a Student Advisory Council.
- Establish a District Indigenous Education Council.

Expected Outcome

- An engagement plan is implemented to provide students, parents and education partner groups an opportunity to provide input into the district strategic plan.
- District and school websites are primary sources of information.
- The Student Advisory Council is established and student voice is valued in decision making.
- The Indigenous Education Council is actively engaged in SD6 education decision making.



Success for Each Learner

Goal 1 – ALL Students are Ready to Learn

Strategies

- Explore early learning options for all students in all communities.
- District wide focus on wrap around supports to meet the individual learning needs of students.
- Professional learning opportunities focused on developing student and staff independence.

Expected Outcome

- An Early Learning strategy is developed to meet the needs of each community.
- Increased capacity of School Based Team to identify and meet the needs of students.
- Staff have the capacity to help students understand and develop independence.



Success for Each Learner

Goal 2 – Success for ALL Learners in Literacy and Numeracy

Strategies

- Identify and implement a district wide, performance based reading assessment.
- Target Literacy supports at the intermediate years.
- District wide professional learning strategy focused on Literacy and Numeracy.
- Establish district support positions for Literacy and Numeracy.
- Identify and establish district wide Numeracy assessments at all levels.

Expected Outcome

- A consistent approach to assessing reading is implemented across the district.
- Intermediate years students demonstrate increased achievement level in literacy.
- Increased teacher capacity in literacy and numeracy instruction and assessment.
- Teachers have access to Numeracy and Literacy supports and expertise.
- A consistent approach to Numeracy assessment is implemented across the district.



Success for Each Learner

Goal 3 – Success Beyond Classroom

Strategies

- Ensure that all teachers and students have access to current teaching and learning resources about the history of Indigenous Peoples.
- Establish partnerships in each community to enhance the delivery of supports and services for students.
- Provide seamless transitions for all students at each stage of their growth and development.

Expected Outcome

- Teachers and students have access to up to date resources regarding Indigenous Peoples providing multiple perspectives.
- Improved community partnerships strengthen the delivery of services to children and families.
- Student transition experiences are improved at all levels.



Excellence in Teaching and Leadership

Goal 1 – Develop a Coordinated Approach to Professional Learning

Strategies

- Develop and implement professional learning that will further advance the goals of the district and school plans that are cyclical and foster a continuous growth mindset.
- Establish an Aspiring Leaders program to address succession planning.
- Provide a variety of professional learning opportunities for teachers and support staff to support student learning.

Expected Outcome

- Increased capacity of staff to further the goals outlined in the School Success Plan and District Strategic Plan.
- The Aspiring Leaders program is fully subscribed and learnings are evident in leadership practices across the district.
- Student achievement is increased.



Excellence in Teaching and Leadership

Goal 2 – Building Leadership Capacity through a Culture of Collaboration

Strategies

- Continue monthly District Leadership Team meetings that build collective capacity of school leaders.
- Continue to build Instructional Leadership capacity with Principals and Vice Principals using an “Instructional Rounds” method.

Expected Outcome

- Principal and Vice Principal capacity is enhanced through meaningful learning opportunities.
- Increased capacity of school leader to conduct instructional rounds and coach teachers.



Excellence in Teaching and Leadership

Goal 3 – Engagement Through Innovative Practices

Strategies

- Principals and Vice Principals model and encourage a culture of supported risk taking when coaching and mentoring staff.
- Continue to build support, Instructional Leadership capacity with Principals and Vice Principals using an “Instructional Rounds” method.
- Offer a variety of professional learning opportunities for teachers and support staff that fosters innovative and creative learning opportunities for students.

Expected Outcome

- Innovation is evident in classrooms.
- Increased capacity of school leaders to conduct instructional rounds and coach teachers.
- Student engagement is increased as a result of innovative teaching and learning opportunities.

