

Rocky Mountain

SD006

Interim Progress Report for the Enhancing Student Learning Report **September 2025**

Part 2B: Respond to Results

In Review of Year 2 of Strategic Plan 2023-2027

Approved by Board on September 23, 2025

Interim Progress Report for Enhancing Student Learning:

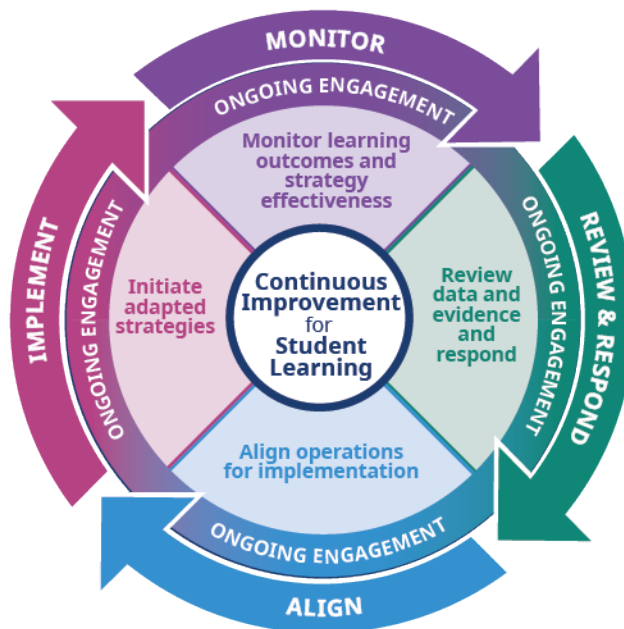
Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a 3-year cycle. In this 3-year cycle, a district team submits a full Enhancing Student Learning report once and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

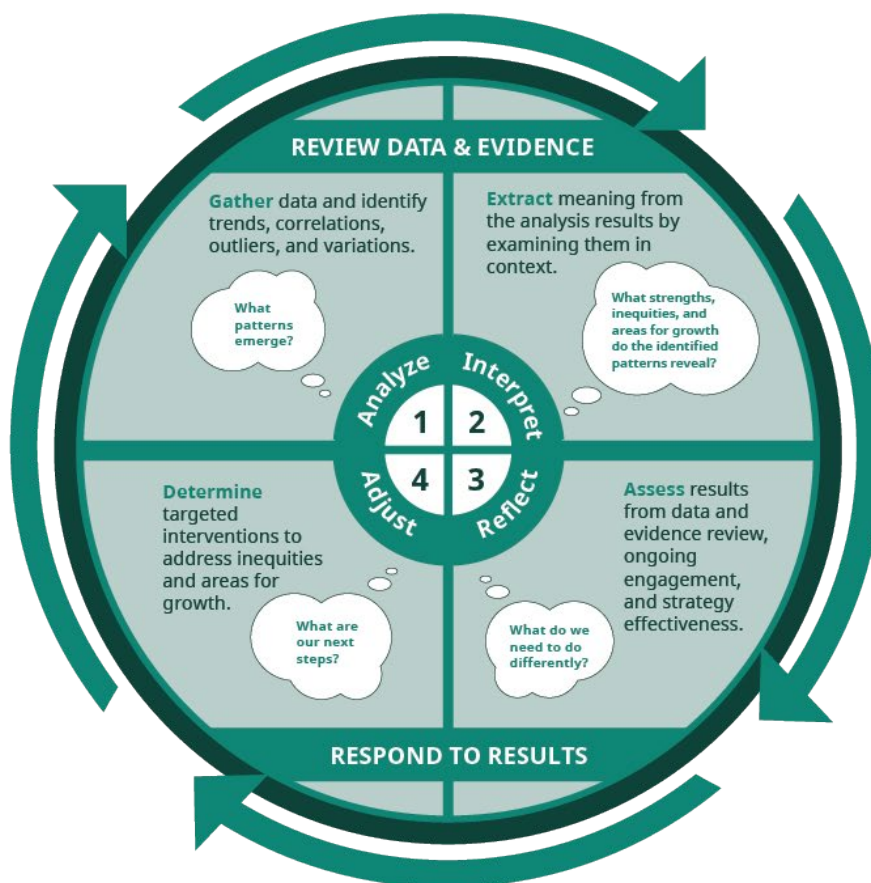
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga’a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board’s Strategic Plan within the district is referred to as an “implementation plan”. The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Interim Progress Report

Respond to Results



Part 2b

Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence (Part 1)** to complete **Respond to Results (Part 2b)**.

Interim Progress Report Provides:

- **Continuous improvement information.** As per the Framework Policy and the Enhancing Student Learning Reporting Order, the Report must include information on the board's approach to continuous improvement of student achievement and equity of outcomes for all learners.

Reflect and Adjust Chart



1. Equity, Diversity & Inclusion			
Increase Equity for Marginalized Populations			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Identify Barriers to Equity Across Departments	With a lens of equity, review of policies and practices across all departments and at the district level.	A policy review schedule has been drafted and initial conversations at the committee level have been positive.	Based on the Board's commitment to equity, the Policy Committee will address policies monthly with a lens of equity, consulting appropriate partner groups, including the IEC and rights holders, and soliciting feedback.
Advance Truth & Reconciliation	Support School Learning opportunities about Truth & Reconciliation.	To date the learning opportunities across schools have been well received and attended, including multiple iterations of the Blanket Exercise, Smudging Protocols, engagement with Elders and Knowledge holders on the land, and Language learning programming taking place in all Windermere zone schools.	These activities have been important capacity building experiences, but more work needs to be done to instill confidence for the integration of Indigenous learning daily throughout the curriculum. The district has adjusted the current operational plan to provide professional learning throughout the year focused on Indigenous experiences, culture and ways of knowing and being, with emphasis on local First Nations.

1. Equity, Diversity & Inclusion (continued)

Increase Equity for Marginalized Populations

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Establish an Indigenous Education Council (IEC)	The district did not have an Indigenous Education Council prior to 2025.	Collaboration with First Nations and local Metis Chartered Associations has resulted in an IEC with 9 members. With support from former BC Superintendent of Indigenous Education Denise Augustine, terms of reference for the IEC have been established.	The Board has adjusted to including the work of the council by adjusting their Board agenda to include an Indigenous Education Governance Standing Section. The district looks forward to working alongside the IEC in the upcoming year to improve outcomes for Indigenous learners.
Elevate Student Agency	Provide opportunities for student voice and networking. The district did not have Student Agency support network prior to 2025.	This was an effective strategy for building toward student agency. Participating students from around the district reported increased feelings of efficacy through meeting three times a year with other student agency teams.	Next steps include creating a District Student Advisory Council, ensuring representation from priority populations. The Council will meet 6 times per year, using what they have learned about voice and leadership to inform and advise the district on matters of importance to them.

2. Success for Each Learner

Improve Student Outcomes

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Enhance School Based Teams (SBT)	Create Extended School Based Teams, including district professionals, to support local SBTs.	<p>The strategy thus far has been quite effective. Learning support services teachers from around the district met to determine required district supports. They developed a pilot process to support complex needs in a secondary setting, expanding to support complex needs with all school-based teams and outreach partners.</p> <p>Extended School-Based Team was effective in supporting problem-solving, staff training and development, and curricular planning for students with complex educational needs.</p>	<p>The Extended School-Based team will now be involved in reviewing all referrals for student support services across disciplines. While many services for students with complex needs require a lengthy wait, this process will ensure no student is left without timely support.</p>
Implement Year 2 Competency Based Individual Education Plan (CB IEP)	Develop a strength-based approach to planning for student need.	<p>Yearlong professional learning for Learning Services Teachers took place in Year 2. This included a file review this past Spring to determine an inventory of effective CB IEPs in the district. To date 94% of plans were written in the updated template documenting the skills being developed, emphasizing what students can do.</p>	<p>In Year 3 of the three-year implementation, all schools will adopt strengths-based planning for designated students. Peer review and collaborative team discussion will be facilitated to model and refine the approach. Lastly, we will support teachers in writing descriptive feedback that effectively reflects student achievement against established goals.</p>

2. Success for Each Learner (continued)**Improve Student Outcomes**

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Develop an Early Literacy Network	Explore ways to enhance early literacy programs and assessment models	To date this strategy has proven effective, paving the way for growth in the year ahead. The team developed an inventory of early literacy programs and practices district-wide, considered focus areas for growth, and worked to develop a plan to implement early literacy initiatives.	Professional learning for teachers and key support staff to support the implementation of Acadience screener at grades K-3 across the district. Teacher and district use of evidence to inform next steps with interventions.

Improve Student Transitions

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Improve Student Attendance	Create attendance protocols at every school and set in district policy and practice.	At the Board level and with partner and community consultation, a district policy for student attendance has been passed. All schools have attendance protocols communicated to families and staff.	Develop an associated district practice by collaborating with school teams. Attendance data gathered during the year will be used to identify patterns for more specific interventions (For example, poor student attendance on Fridays during the winter months in communities with abbreviated days.)

Focus on Incoming Students to the System and to Post-Secondary	<p>Create a standard timeline for Kindergarten transition supports.</p> <p>Build awareness of Dual Credit programs.</p>	<p>Training provided to staff across the system who support students in Dual Credit was enhanced through release time and meetings throughout the year. Feedback noted this was beneficial for participants.</p> <p>Through support from the MOECC Dual Credit Enhancement Grant, the district was able to leverage regional partnerships to expand academic Dual Credit opportunities for secondary school students.</p>	<p>During the 2025-26 school year, the final version of the Kindergarten Transitions document will be shared, and the district will maintain the current levels of support.</p> <p>Growing interest and connection for our secondary school students who are geographically disadvantaged in access to Dual Credit programming remains a focus. An overnight “Student for a Day” will be hosted in the Fall.</p>
--	---	---	--

3. Growing Capacity of Self & Others

Implement Meaningful Learning Opportunities

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Offer Meaningful Professional Learning	Early Literacy Network, New Teacher and PVP Supports.	This strategy has proven quite effective to date. Six unassigned itinerant teachers were hired and shared across RMSD schools to support professional learning opportunities. Three New Teacher orientations were hosted during the year, primarily focused on inclusion. Early Literacy professional development for teachers in early literacy assessment has begun.	Build on Early Literacy work and expand training to include all K-3 teachers. Unfortunately, New Teacher sessions and proposed Mentor program have temporarily been scaled back due to budget constraints.

Increase Capacity to Include Indigenous Content in All Learning Environments

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
----------	-----------------	------------------------	---------------------------

Use Key Indigenous Learning Contacts to Support Resource Development and Learning Opportunities.	Ensure grade level resources are available at all schools.	These efforts have proved effective. Blanket Exercise kits have been distributed throughout the district to appropriate leads. Information was gathered from teachers about resources needed. Local First Nations language classes have been offered in some schools, and an Indigenous Learning Network has been created.	The District Principal of Indigenous Learning & Equity will support as appropriate (school-based staff meetings, PAC meetings, and Student Advisory Councils) on issues such as Elders and Knowledge Holders in the classroom, the work of the IECs, guidelines around Targeted Funding, planning for National Indigenous History Month, and more.
--	--	--	--

3. Growing Capacity of Self & Others (continued)			
Improve Health & Well-Being for People in the Organization			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Implement Mental Health in Schools Plan	New plan, new practices – focus on implementation and change management.	This work has been effective. Social Emotional Learning Teams have been created in each zone of the district, meeting three times to complete training in Studio III and Compassionate Systems Leadership. The group reviewed results from MDI and YDI to guide future district work. SEL teams learned from Elders and	Sustainability of new and effective practices will be an ongoing focus. Establishing SEL team norms and service delivery models to ensure efficient and effective systems of support for student well-being.

		Knowledge Holders, MCFD staff, and Interior Health partners.	
Implement District Wellness Committee Initiatives for Employee Wellness	Support change management, Psychological Safety training for leaders, Review district communication policy and practice.	The work of the Wellness Committee has been important in the context of district climate. A new Communication Policy and Practice has received positive feedback for work/life balance. A principle-based Organizational Change Framework has been approved by committee and shared with all staff. All PVP and district leaders received 6 hours of Psychological Safety training from Ed Can Network staff throughout the year.	<p>For next year the district will continue to support the District Wellness Committee goals.</p> <p>District will visit all schools to support the implementation of the Organizational Change Framework.</p> <p>Organization wide re-survey Feb 2026.</p> <p>Expand Compassionate Systems Leadership training to school staff.</p> <p>Offer collaborative grants to support wellness activities in all three communities of the district.</p>

4. Stewardship for the Future			
Strengthen Relationships with Community Partners			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Strengthen Food Security and Food Literacy for Students	Create partnerships with supportive organizations in the community.	Efforts under the umbrella of the Feeding Futures mandate have been effective. Universally available breakfast and snack programs are up and running in all schools to ensure a	Two adjustments include the implementation of a Food Steering Committee to increase engagement and collaboration, and a renewed focus on food literacy that builds

		complete nutritional start to the day for all students.	community and sense of place in the context of food programming.
Take Action for a Healthy Climate			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
District Updates to EV White Fleet, LED Lighting, and EV Infrastructure	Continue to reduce district carbon footprint.	Efforts aligning with this strategy have been effective. Charging station upgrades at each Operations facility, energy efficient envelope upgrades at Kimberley Alternate School, white fleet EV delivery and multiple LED lighting projects completed.	In 2025-26, action grants for 'Climate Healthy Projects' will support local school initiatives across the district.
Enhance Digital Citizenship			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Provide Learning for AI, Cybersecurity, and Online Student Safety	Elevate the importance of this learning to embrace today's changing tech landscape, addressing challenges experienced by users and organizations.	The efforts focused on this strategy have been effective. A Tech Leaders Network has been developed consisting of teachers, leaders and other staff. Phase 1 of Cybersecurity training has been implemented for district leadership team. District policy and practice have been updated to include considerations for Artificial Intelligence, and applicable resources have been shared with staff via the district web site.	Phase 2 of Cybersecurity Training will be implemented, as will further capacity-building opportunities to support a better understanding of the potential for safe and meaningful use of AI by staff and students. Improve functionality of universal support tools for student assessment accommodations.