

Continuous Improvement of Instruction and Assessment

OBJECTIVE

Continuous improvement in support for students with diverse abilities and disabilities, Indigenous and overall student population on student achievement

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
1	Build system capacity with respect to supportive post-pandemic instructional approaches	<ul style="list-style-type: none"> •Implementation of the NLPS Reading Assessment as a formative data source to guide instruction will occur for every student in Grades 1-9 for September 2021. (complete) •Monitoring and analyzing attendance and registration patterns during the Spring for September 2021 start-up to ensure schools are "flagging" students who may have missed significant amounts of instructional time during the pandemic. (complete) •Attendance patterns returning to pre COVID numbers •Every teacher is aware of the NLPS Tier 1 universal expectations. (ongoing)
2	Understand and address the learning needs for students in the graduation program as a result of the COVID-19 Pandemic	<ul style="list-style-type: none"> •Review of a student's prior learning to assess and give credit for course specific competencies will occur during the Spring of 2021 for all students who are in a position to graduate. (complete) •Identify and create a pathway to graduation for students who are at risk of not being on target for graduation through the Spring, and Fall of 2021 and spring of 2022.
3	Enhance system awareness of "Tiered Support" through the response to Intervention model.	<ul style="list-style-type: none"> • Implementation of 'Tiered Models of Support' for Life Skills Programs by June 2021. (ongoing) • Implementation of systematized Tiered reading interventions and assessment programs K-12 by January 2022 (ongoing) • Development of a refreshed Inclusive Education portal by June 2021. (complete) • Completion of series for teachers and SSTs in French Immersion regarding effective models of support by June 2023 • Completion of focus group conversations regarding Secondary ELL support model by June 2023
4	Advancing supports to classroom teachers through Learning Coordinators, K-12	<ul style="list-style-type: none"> • Increase percentage of students who report feeling success in reading, writing and numeracy, as per the annual Student Learning Survey. •Increased percentage of students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 and 6 years of starting Grade 8 on an annual basis.
5	Advancing supports to teachers within Focus Schools through placement of Literacy Coordinators.	<ul style="list-style-type: none"> • Increase percentage of students who report feeling success in reading and writing, as per the annual Student Learning Survey. • Increase percentage of students who are meeting or exceeding expectations as per the elementary report card data.
6	Advancing supports to classroom teachers and School-Based Teams through Inclusion Support Coordinators, K-12.	<ul style="list-style-type: none"> • Annual analysis of Inclusion Support survey feedback will reflect increased school team capacity and implementation of program recommendations. (ongoing)
7	Build a data system to support decision making toward improved student success	<ul style="list-style-type: none"> • Elementary Report Card history data system in place. Use the Power BI dashboard to look for trends that will identify areas in need of interventions and support (September 2022)

OBJECTIVE		
Continue-providing collaborative opportunities for employees to work toward full implementation of the new curriculum		
NUMBER	STRATEGIES	INDICATORS OF SUCCESS
8	Undertake an inquiry to review language/literacy instruction and intervention in early years (K-3) French Immersion settings	•Review and recommendations developed for effective approaches in early years language/literacy instruction and intervention for French Immersion (ongoing)
9	Support Collective Teacher Efficacy	•Implement effective Professional Learning Community processes in all schools by September 2024
10	Facilitate and support opportunities for school-based staff to collaborate.	• Gather and review annual feedback regarding efficacy of collaborative opportunities. i.e. - Learning Coordinators embedded in schools - NOIE - Focus School Gatherings - Learning Leaders sessions - Pro D - Town Hall sessions - Inclusion Support mini workshops
11	Enhance the implementation of Tier 2 and 3 reading interventions.	• Increase in the number of students who are within widely held expectations in reading K-9 by June 2023 · Increasing in the number of students improving on the grades 10 and 12 Provincial Literacy assesement by June 2023.
12	Perform focused work with Island Connect Education (ICE) staff to improve pedagogical alignment in course offerings with the curriculum	•Distance learning courses K-12 will be reviewed and/or redesigned by June 2023. · K-Gr.7 reviewed and redesigned (complete)
13	Support and share effective numeracy teaching and assessment practices that align with the curriculum.	•Increase the percentage of students who feel success in numeracy, as per the Student Learning Survey on an annual basis. •Creation of Math Indicators of Proficiency document with supporting resources and strategies. Development of Gr 7-8 Math Formative Assessment tool (ongoing)
OBJECTIVE		
Improve opportunities for early intervention and learning		
NUMBER	STRATEGIES	INDICATORS OF SUCCESS
14	Develop a local Scope and Sequence aligned with the Provincial Early Years' Framework	•Creation of a scope & sequence for the implementation of the Early Years Framework by June 2023
15	Expand childcare and before and after school care programs to be available at every elementary school in the district.	•Increase the number of childcare and before and after care spaces in the district by 3 sites per year.
OBJECTIVE		
Increase leadership capacity and excellence		
NUMBER	STRATEGIES	INDICATORS OF SUCCESS

16	Build leadership capacity for all Managers and Staff	•The provision of a variety of robust and current professional development topics that provide people management and relations excellence across the leadership group.
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Safe, Caring and Healthy Learning and Working Environment that is inclusive of diversity of our entire learning community		
OBJECTIVES		
Increase the number of students who feel welcomed, safe, connected and have a sense of belonging in their schools		
NUMBER	STRATEGIES	INDICATORS OF SUCCESS
17	Build system capacity to support post-pandemic engagement approaches.	<ul style="list-style-type: none"> •Communicate to families of students who transitioned from their neighbourhood school during the COVID-19 Pandemic, a clear process for accessing learning options for September 2021. (complete) •Continue to track students who transitioned from their neighbourhood school to other learning options during the COVID-19 Pandemic, and ensure that all students are accounted for during the Spring of 2021.(complete) •Create and educate system leaders on a district-wide "Pandemic Recovery Plan" for reengaging students and families with their neighbourhood school community, and to address learning needs by July 2021.(complete) •Use and analyze data sources such as enrollment, attendance records, and Report Cards to continue to monitor student progress through the Fall of 2021.(complete) •Facilitate and implement Compassionate Systems Leadership and Trauma Sensitive practices (ongoing)
18	Creation and implementation of 3 yr Scope and Sequence for Sexual Orientation and Gender Identity (SOGI) and Racism Initiatives	<ul style="list-style-type: none"> •Safe Schools Committee to engage in conversation with community members regarding SOGI/Racism needs/concerns by June 2021. (complete) •System-wide implementation of training and awareness-building initiatives by June 2023
19	Increase community awareness of supports that are available to learners with social/emotional needs	<ul style="list-style-type: none"> •Implementation of a parent resource area on the NLPS website with information regarding social/emotional supports by June 2021. (complete)
OBJECTIVES		
Increasing awareness and capacity in supporting children and youth in care		
NUMBER	STRATEGIES	INDICATORS OF SUCCESS
20	Develop a District wide response and support framework	<ul style="list-style-type: none"> •Enhance deeper relationships with representatives from Ministry of Children and Family Development (MCFD) and Kw'umut Lelum. •Framework and guiding documents for staff are completed by June 2022 •All students in care assigned a mentor by October 2021. (complete)
21	Provide Secondary Administrator and mentors with training	<ul style="list-style-type: none"> •Completion of capacity-building series for Secondary Administrators and mentors (ongoing)
22	Develop a data system that allows the district to track student progress	<ul style="list-style-type: none"> •Data system will be developed and functioning. (ongoing)
OBJECTIVES		
Increase the number of students who feel there are two or more adults at their school who care about them		
NUMBER	STRATEGIES	INDICATORS OF SUCCESS
23	Implementation of the SEAL Teams	<ul style="list-style-type: none"> •Create and implement Social Emotional Academic Learning Teams (SEAL). (complete) •Complete street data review of the CASEL foundation domains by January 2023. •Complete an inventory of resources at each school by March 2023. •Complete a stake holders survey by June 2023.
24	Increase understanding of compassionate systems leadership	<ul style="list-style-type: none"> •Inservise for systems leaders, cross-departmentally by June 2022.
	Elem Tier 3 Program	

OBJECTIVES		
Increasing awareness and capacity in addressing mental health and wellness		
NUMBER	STRATEGIES	INDICATORS OF SUCCESS
25	Provide on-going communication and education with regards to mental health.	•Monthly mental wellness newsletter to be distributed to all school on an on-going basis.
26	Ensure PVP's and Counsellors have up to date Crisis Response Training	•All PVP's trained in Violent Threat Assessment on a two-year cycle. •One PVP trained in Non-Violent Crisis Intervention at each site on a two-year cycle.
27	Ensure all Elementary Counsellors are trained in both EASE and ERASE protocols	•All Elementary Counsellors to receive EASE Training by June 2021. (complete) •All newly hired Elementary Counsellors receive ERASE training (complete)
28	Implement the "Response to Vaping Strategy" across the district	•All Secondary schools to receive school-wide presentations by June 2021. (complete) •All CYFSWs have received in-service training by June 2021. (complete) •Decrease the percentage of students who report vaping, as per the annual Student Learning Survey for January 2022.
OBJECTIVES		
Accelerate seismic upgrades and upgrade aging facilities		
NUMBER	STRATEGIES	INDICATORS OF SUCCESS
29	Complete and Implement the Board's Long-Range Facilities Plan	•Ministry of Education approval of seismic upgrades on a yearly basis
30	Implement the Access to Technology Program (school WI-FI infrastructure program)	•Upgrade 20% of schools each year until completion
31	Use local and provincial funding for health and safety upgrades to address COVID 19	•All district facilities will have modern HVAC systems and the ability to support high efficiency filtration
OBJECTIVES		
Increase employee engagement		
NUMBER	STRATEGIES	INDICATORS OF SUCCESS
32	Develop and orchestrate viable HR Systems, Processes and Guidelines	•Respond and comply to legal, system, process and informational needs of all users of HR related matters. •District risk is managed by compliance to legal and labour relations requirements.
33	Develop strategies for positions that present recruitment and retention challenges	•Reduction in the number of unfilled vacancies and attrition for positions that are challenging to recruit

To Be a leader in Environmental Stewardship and Sustainability

OBJECTIVES

Annually reduce School District Greenhouse gas emissions by 4.5% a year.

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
34	Continue to apply for Ministry funding to support low carbon infrastructure updates	•One or more successful major project approvals yearly from the Ministry
35	Convert our bus fleet to electric	•Reduce the percentage of bussing in our fleet using diesel by 5% each year.
36	Utilize low GHG technology when replacing infrastructure and equipment where feasible	•Reports from purchasing indicating low carbon equipment purchases by departments and schools

OBJECTIVES

Establish a Board Environmental Stewardship and Sustainability Committee

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
37	Establish a committee that has representation from trustees, staff, DPAC, students and the community	•Established committee meets quarterly to identify strategies to achieve Board Goal during 2021-2022 school year.

OBJECTIVES

Increase learning opportunities for students and staff on climate change and sustainability

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
38	Disseminating climate change and sustainability materials including Indigenous principles	•Identify and distribute resources for use by staff and students by June 2021
39	Create a Learning Series available to NLPS staff, students and community partners with respect to climate change and sustainability	•Large attendance in session •Media attention of the Learning Series

OBJECTIVES

Implement a food security initiative that includes community partners

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
40	Develop a food security strategy in consultation with community partners	•Establish key partnerships and operationalize working group structures by June 2021 COMPLETE •Identify district representatives of Farm to School Advisory Committee by June 2021 COMPLETE •Food Security strategy established by June 2021 COMPLETE
41	Continue to respond to food security challenges that escalated as a result of the COVID 19 Pandemic	•Food Depot at Woodlands site operational and fully functioning by January 2021. COMPLETE

OBJECTIVES		
Supply and support infrastructure for sorting, composting and recycling at all educational facilities		
NUMBER	STRATEGIES	INDICATORS OF SUCCESS
42	Require DAC and schools to develop innovative practices and report out on results annually	•Infrastructure for sorting, composting, recycling, and collection of materials is in place at all NLPS sites by June 2021
OBJECTIVES		
Increase opportunities for outdoor education and programming in the district		
NUMBER	STRATEGIES	INDICATORS OF SUCCESS
43	Financially support school requested outdoor learning spaces	•At least one outdoor learning space supported from the Annual Facilities Grant (AFG) on a yearly basis.
44	Encourage schools to develop outdoor learning opportunities	•Create an inventory of school and community based outdoor learning opportunities to be shared with schools by June 2022. Provide inservice to ensure a qualified Outdoor Education teacher at each secondary school (2022-2023). Use train the trainer model to provide professional learning for minimum one teacher per school (2022-2023)

Truth and Reconciliation

OBJECTIVES

Implementation of the Syeyutsus Reconciliation Framework in the school community

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
45	Create a common understanding of the Syeyutsus framework throughout the system	•A clear understanding of the Syeyutsus Framework will be evident through out the system.
46	Environmental scan of understanding re: Syeyutsus Reconciliation will be conducted throughout the district	•An environmental scan report will be prepared and presented by June 2021 COMPLETE
47	Creation of information packages for departments and schools (eg print, banners, posters)	•Syeyutsus Reconciliation information packages will be created and displayed in all schools and district work sites.

OBJECTIVES

Support innovative indigenous educational and community partnerships

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
48	Influencing local organizations and influencing other reconciliation activities	•NLPS working within established relationships of local organizations to promote and foster reconciliation, always ongoing.
49	Continue and grow First Nation and Indigenous relationships	•Foster good working relationships with local First Nation and Indigenous partners as recognized by signing formalized agreements (LEA, MOU, Partnership/Collaboration Agreements) which are reviewed annually, to solidify our working relationship.
50	Supporting our most vulnerable students by developing a business case with partners for the Te'tuxwtun project.	•A plan that includes the final determination of the intended programming for the site. •Support by the Ministry of Education for the Te'tuxwtun project through the District's Capital Plan
51	Support the transition of Tsawalk and Nisaika Kumtuks Programs from SD84 to SD68	•Facilitation of a smooth transition of students from Tswawalk and Nisaika Kumtuks Programs to SD68 is to occur for September 2021 COMPLETE

OBJECTIVES

Implement Truth and Reconciliation Commission Calls to Action #57

NUMBER	STRATEGIES	INDICATORS OF SUCCESS
52	Increase Cultural awareness by identifying opportunities across the district	•Compile a data base of Indigenous cultural awareness opportunities and share with all schools annually.
53	Increase Cultural awareness by identifying experienced trainers to deliver training	•Compile a data base of experienced Indigenous presenters who may share understandings of cultural awareness in schools annually.

OBJECTIVES		
Promote land and Hul'qumi'num language based learning programs		
NUMBER	STRATEGIES	INDICATORS OF SUCCESS
54	Purchasing and create resources to support Indigenous content	•Allocate budget to increase resources depicting Indigenous content that will be added to the district collection and available to all schools.
55	Creating resources to support Hul'q'umi'num language developent	•Allocate budget to increase resources that support Hul'q'umi'num language development to be added to the district collection that is available to all schools .
56	Explore the possibility of creating a Hul'q'umi'num immersion school	•Create draft guidelines for use when considering Hul'q'umi'num Immersion School. Hul'q'umi'num classroom teacher at K/1 level at QQS