

**DLS OPERATIONAL PLAN 2024 2025**

<b>Strategic Plan Goals</b>		
<b>Student Success</b>	<b>Student &amp; Employee Wellness</b>	<b>Truth &amp; Reconciliation</b>
<b>Objectives</b>		
<ul style="list-style-type: none"> <li>• Increase Literacy success rates for all students.</li> <li>• Increase Numeracy success rates for all students.</li> <li>• Increase graduation rates for students: who identify as Indigenous, who have disabilities and diverse abilities, and/or are Children and Youth in Care.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the number of students who feel welcome, safe and have a sense of belonging in their school.</li> <li>• Increase the number of employees who feel valued and/or engaged.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the number of students who engage with hul'q'umi'num language.</li> <li>• Increase awareness of the Syeyutsus Reconciliation Framework.</li> </ul>
<b>Metrics</b>		
<p><i>Literacy</i></p> <ul style="list-style-type: none"> <li>• Report Cards K-12</li> <li>• FSA (Grades 4 &amp; 7)</li> <li>• Grade 10 Literacy Assessment</li> <li>• Grade 12 Literacy Assessment</li> </ul> <p><i>Numeracy</i></p> <ul style="list-style-type: none"> <li>• Report Cards K-12</li> <li>• FSA (Grades 4 &amp; 7)</li> <li>• Grade 10 Numeracy Assessment</li> </ul> <p><i>Graduation Rates</i></p> <ul style="list-style-type: none"> <li>• Completion Rates</li> <li>• Disaggregate by demographics.</li> <li>• Disaggregate by types</li> </ul>	<ul style="list-style-type: none"> <li>• Student Learning Survey</li> <li>• Annual Employee Engagement Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Student Learning Survey</li> <li>• Annual Employee Engagement Survey – focused question on Syeyutsus Principles</li> </ul>

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<b>Priority Strategies –Specific Actions &amp; Completion Targets</b>		
<b>Student Success</b>	<b>Student &amp; Employee Wellness</b>	<b>Truth &amp; Reconciliation</b>
<p>Enhance literacy teaching and assessment practices by:</p> <ul style="list-style-type: none"> <li>• Establishing infrastructure for literacy foundations</li> <li>• Ensuring implementation of district wide assessment in all schools</li> <li>• Requiring use of evidence-based practices in every classroom</li> </ul> <p>Enhance Numeracy teaching and assessment practices by:</p> <ul style="list-style-type: none"> <li>• Establishing infrastructure for numeracy foundations</li> <li>• Ensuring implementation of district wide assessment in all schools</li> <li>• Requiring use of evidence-based practices in every classroom</li> </ul> <p>Ensure intentional strategies are in place to support priority populations.</p>	<ul style="list-style-type: none"> <li>• Implement a tiered approach to student wellness K-12, inclusive of feeling welcome, safe and a sense of belonging and that 2 or more adults care.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase awareness of and access to resources available to support hul’q’umi’num language learning in order to support the everyday use of hul’q’umi’num in classrooms.</li> <li>• Build understanding and collective responsibility for healthy Indigenous Education Systems and Structures</li> </ul>
<b>Supportive Foundational Practices – Maintenance/Ongoing</b>		
<b>Student Success</b>	<b>Student Wellness</b>	<b>Truth &amp; Reconciliation</b>
<ul style="list-style-type: none"> <li>• Continue to provide multi-tiered support programs                             <ul style="list-style-type: none"> <li>○ Management of designation practices (1701)</li> <li>○ District screening</li> <li>○ Supportive planning</li> </ul> </li> <li>• Data Management &amp; processes                             <ul style="list-style-type: none"> <li>○ Red, Yellow, Green</li> <li>○ FSA</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide multi-tiered support programs                             <ul style="list-style-type: none"> <li>○ Management of designation practices (1701)</li> <li>○ District screening</li> <li>○ Supportive planning</li> <li>○ Staff awareness/capacity building opportunities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CID 2024 - 2025</li> <li>• Nacu mat tatalut</li> <li>• Pro Learning with:                             <ul style="list-style-type: none"> <li>○ PVP</li> <li>○ Indigenous Learning staff</li> </ul> </li> <li>• Community partners</li> <li>• Audit criteria</li> <li>• Provincial Learning Networks</li> </ul>

**SD68 Section B- APPENDIX B**

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<ul style="list-style-type: none"> <li>○ Gr 10 &amp; 12 Assessments</li> <li>● Instruction and Assessment             <ul style="list-style-type: none"> <li>○ NLPS screening tools</li> <li>○ ELL</li> <li>○ Ed Tech</li> <li>○ Early Years</li> <li>○ Graduation requirements</li> </ul> </li> <li>● Focus Schools</li> <li>● K – 12 Reporting</li> <li>● Outdoor Education</li> <li>● District Tier 3 Opportunities             <ul style="list-style-type: none"> <li>○ Inclusion Support Classroom</li> <li>○ Skills 4 Life</li> <li>○ District Skills classrooms</li> </ul> </li> <li>● District coordination of community based learning opportunities (eg. RDN, ASSAI, technology)</li> <li>● Provincial Learning Networks</li> <li>● Accessibility - building awareness of Classroom Accessibility Matrix</li> </ul>	<ul style="list-style-type: none"> <li>● Accessibility – access to supports &amp; building awareness/understanding</li> <li>● BDTA/Safer Schools</li> <li>● Review of Community Agreements</li> <li>● District Tier 3 Risk Behaviour Supports             <ul style="list-style-type: none"> <li>○ ICY</li> <li>○ Youth Resiliency</li> <li>○ Situation Table (N-ART)</li> <li>○ Health Hub</li> <li>○ Foundry</li> </ul> </li> <li>● LSST Referral &amp; Workflow</li> <li>● Safe Schools Board Committee</li> <li>● SOGI Provincial Network</li> <li>● Anti-Racism Provincial Network</li> <li>● NCI opportunities             <ul style="list-style-type: none"> <li>○ Develop a Debrief Tool</li> <li>○ Create onboarding tools</li> </ul> </li> <li>● Provincial Learning Networks</li> <li>● Partnership with Kwumut Lelum</li> <li>● Partnership with MCFD</li> <li>● Oversight of RAAFT and Duty to Report</li> </ul>	<ul style="list-style-type: none"> <li>● Leaders for Learning</li> <li>● VI Circle</li> </ul>
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<b>Organizational Leadership</b> (where else DLS interacts to support the organization)				
School Operations	Human Resources	Health & Safety	Facilities	District Operations
<ul style="list-style-type: none"> <li>• School Plans</li> <li>• Annual Ministry Reporting</li> <li>• Feeding Futures</li> <li>• Child Care</li> <li>• Parent issues</li> <li>• Parent Appeals: all levels, internal/external</li> <li>• Budget Oversight</li> </ul>	<ul style="list-style-type: none"> <li>• Investigations &amp; Grievances</li> <li>• Recruitment/Onboarding</li> <li>• Staffing</li> <li>• Interviewing</li> <li>• Union Relationships/Labour Management                             <ul style="list-style-type: none"> <li>○ Bargaining</li> </ul> </li> <li>• Leadership Development                             <ul style="list-style-type: none"> <li>○ ILC</li> <li>○ Critical Friends</li> <li>○ Growth Plans</li> <li>○ Performance Reviews</li> <li>○ P/VP mentorship</li> </ul> </li> <li>• BCSSA</li> <li>• BCCAISE</li> <li>• Employment Equity</li> <li>• QQS MOU</li> <li>• CUPE pro-d</li> <li>• Supervision of District staff</li> </ul>	<ul style="list-style-type: none"> <li>• Safety Committees</li> <li>• SEMP</li> <li>• Critical Incident Response</li> <li>• Workplace Violence Incident Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Long Range Facilities Planning</li> <li>• Liaise for accessibility work</li> <li>• Liaise with transportation</li> <li>• Partnership with City of Nanaimo</li> <li>• Wellness centers</li> <li>• Rutherford Re-opening</li> <li>• ENO Seismic Upgrade</li> <li>• LIS/LPS builds</li> <li>• Accessibility Plan:                             <ul style="list-style-type: none"> <li>○ Guidelines for Built Environment</li> <li>○ Guidelines for playgrounds</li> <li>○ Guidelines for Communication</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Policy and APs</li> <li>• Research requests</li> <li>• Board Meetings/Relations</li> <li>• ESAP</li> <li>• Accessibility Plan                             <ul style="list-style-type: none"> <li>○ Awareness building for staff</li> </ul> </li> <li>• DLS Budget</li> <li>• IT                             <ul style="list-style-type: none"> <li>○ Database</li> <li>○ Devices</li> <li>○ PIAs</li> </ul> </li> </ul>

**DLS OPERATIONAL PLAN 2024 2025**

**Goal:** Student Success  
**Objective:** Increase Literacy Success rates for all students  
**Priority Strategy:** Enhance literacy teaching and assessment practices by:

- establishing infrastructure for literacy foundations
- ensuring implementation of district wide assessment in all schools
- requiring use of evidence-based practices in every classroom

**EXAMPLE TEMPLATE FOR ACTION PLANS – ACTION PLANS EXIST FOR EVERY PRIORITY STRATEGY**

<b>DLS Lead: XX</b>			
<b>Action Steps</b>	<b>Responsible</b>	<b>Completion Date</b>	<b>Evidence of Success</b>
Develop Literacy Framework			
Provide annual capacity building opportunities for the Literacy Framework			
Develop & implement district wide summative writing assessment K – 12			
Refresh the Gr. 8/9 formative reading assessment			
Build school leader capacity to increase literacy success rates			
<b>Staffing Adjustments/Alignment</b>			