

SD68 Section B- APPENDIX B

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

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Priority Strategies –Specific Actions & Completion Targets		
Student Success	Student & Employee Wellness	Truth & Reconciliation
<p>Enhance literacy teaching and assessment practices by:</p> <ul style="list-style-type: none"> • Establishing infrastructure for literacy foundations • Ensuring implementation of district wide assessment in all schools • Requiring use of evidence-based practices in every classroom <p>Enhance Numeracy teaching and assessment practices by:</p> <ul style="list-style-type: none"> • Establishing infrastructure for numeracy foundations • Ensuring implementation of district wide assessment in all schools • Requiring use of evidence-based practices in every classroom <p>Ensure intentional strategies are in place to support priority populations.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • Build understanding and collective responsibility for healthy Indigenous Education Systems and Structures
Supportive Foundational Practices – Maintenance/Ongoing		
Student Success	Student Wellness	Truth & Reconciliation
<ul style="list-style-type: none"> • Continue to provide multi-tiered support programs <ul style="list-style-type: none"> ○ Management of designation practices (1701) ○ District screening ○ Supportive planning • Data Management & processes <ul style="list-style-type: none"> ○ Red, Yellow, Green ○ FSA ○ Gr 10 & 12 Assessments • Instruction and Assessment <ul style="list-style-type: none"> ○ NLPS screening tools 	<ul style="list-style-type: none"> • Continue to provide multi-tiered support programs <ul style="list-style-type: none"> ○ Management of designation practices (1701) ○ District screening ○ Supportive planning ○ Staff awareness/capacity building opportunities • Accessibility – access to supports & building awareness/understanding • BDTA/Safer Schools • Review of Community Agreements 	<ul style="list-style-type: none"> • CID 2024 - 2025 • Nacu mat tatalut • Pro Learning with: <ul style="list-style-type: none"> ○ PVP ○ Indigenous Learning staff • Community partners • Audit criteria • Provincial Learning Networks • Leaders for Learning • VI Circle

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

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Strategy Map Summary / ESL Considerations by Focus Area

**All strategies will receive ongoing monitoring of success, with formal review and adjustments completed Spring/Summer 2025*

**All strategies reflect feedback from F/ESL Ministry Team re: ESL 2023/24*

Approach to Continuous Improvement	Board approved <i>Annual Reporting Cycle</i> that utilizes the ESL Report as the reporting mechanism for the Strategic Plan <ul style="list-style-type: none"> • See Annual Reporting Cycle appendix • School Plans due October 2024 • Schools follow same review/reporting cycle schedule 	Approved by Board Sept 2024	District Schools
Data & Evidence	Creating and Implementing local assessments <ul style="list-style-type: none"> • Literacy • Numeracy 	Feb/June 2025 June 2026	District Schools
	Red/Yellow/Green Data Tool <ul style="list-style-type: none"> • Create criteria (district-wide) • Schools required to identify specific strategies for 3 Priority Populations • Expand K-8 • Expand K-12 	Sept 2024 Dec 2024 Dec 2024 June 2026	Schools
	Building infrastructure for data collection tool; provide access to teachers, PVP and district staff	June 2025	District
Ongoing Engagement	Articulate existing engagement opportunities and formalize the collection of feedback <ul style="list-style-type: none"> • Indigenous Ed Council: Implementation of Bill 40 • School participation in LEA meetings 	Sept 2024	District Schools
Alignment & Adaptations	School Plan requirements refreshed to align with goals of the system <ul style="list-style-type: none"> • School Plan Template requires focus areas of: Strategic Plan/ESL 	Sept 2024	Schools
	Schools responsible for showing evidence of data informed decision making/planning	June 2025	Schools
	Schools accountable for demonstrating a continuous improvement cycle in School Plan	Sept 2024	Schools
	All Departments required to create and implement Operational Plans	Sept 2024	District
Improving Equity of Learning Outcomes	School-based interventions/strategies in place for Priority Populations	Dec 2024	Schools
	Regular updates required to the Deputy Superintendent, on all Indigenous students living on-reserve	Dec 2024	Schools

With a new Strategic Plan and a renewed approach to the F/ESL, all strategies will be monitored, reviewed, adjusted and reported out on an annual basis.

District student learning assessments and data/evidence will be created, implemented and utilized over the next 2 years.

The strategies in this map are part of this new approach and therefore, will be reviewed throughout the 2024/25 school year.