

School District No. 83 (North Okanagan-Shuswap)

STRATEGIC PLAN: Goals, Outcomes, and Strategies



STUDENTS FIRST

Goal – Students First: Student success is our top priority every day.

Outcomes	Strategies
<ul style="list-style-type: none"> Students pursue and demonstrate growth and self-awareness in academic and personal goals. Students demonstrate proficiency in literacy, numeracy, and core competencies. Students are involved in decisions that affect them at individual and systemic levels. Students are knowledgeable and empathetic to Indigenous world views and perspectives. Students have successful experiences from K-12 that prepare them for a life with dignity and purpose during their school years and after graduation. 	<ul style="list-style-type: none"> Provide supports to address the diverse needs of students Develop meaningful, varied, inclusive, and differentiated learning experiences to correspond to the needs and interests of students. Integrate Indigenous cultures and perspectives, and incorporate “First People’s Principles of Learning” through classroom routines, school and district-wide activities. Access authentic indigenous resources. Implement an equity scan for students of indigenous ancestry. Increase project-based, and inquiry learning opportunities for all students. Expand opportunities for students to have input and choice of learning experiences Expand and support student leadership and advocacy programs. Provide diverse learning opportunities inclusive of responsible technology-supported environment Provide guidance to students on the healthy use of technologies. Expand student competencies in life skills (e.g., socially appropriate behavior) Collaborate with parents and students in establishing and supporting the child’s development. Increase opportunities for collaboration among staff to expand upon a culture of reflective practices. Expand high quality professional learning opportunities and instructional support Apply models of assessment that include establishing goals and monitoring change along the learning continuum.

Measures and Targets

Provincial Literacy and Numeracy Assessments - 70% of all participating students will meet the standard of **Proficient or Extending**, with no significant gap between Indigenous students and all students.

Foundation Skills Assessment - 80% of all participating students will meet the standard of **Proficient or Extending**, with no significant gap between Indigenous students and all students.

Six Year Graduation Rate - 90% of all students in the grade 8 cohort will graduate with a **Dogwood or Adult Dogwood** within six years, with no significant gap between Indigenous students and all students.

Core Competencies - 100% of all students will be able to speak authentically to their learning, using the **Thinking**, the **Communication**, and the **Personal and Social Core Competencies** as the framework.

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ORGANIZATIONAL EFFICIENCY

Goal – Organizational Efficiency: Decisions and actions are clear, purposeful, and responsible.

Outcomes	Strategies
<ul style="list-style-type: none"> • The organization is trustworthy, consistent, ethical, and transparent. • Resources (e.g., time, money, and people) are allocated responsibly. • Relationships within and among district departments are healthy and personnel work well together toward common goals. • The public is informed, connected, and/or can easily access appropriate information. • Financial reporting is consistent and accessible. • All employees and trustees are connected to the organization's core purpose and goals. • All employees and trustees are committed to individual and organizational capacity building and to continuous development. 	<ul style="list-style-type: none"> • Use the Strategic Plan as a regular reference point to provide direction and focus resources • Communicate relevant and timely information about student success, and district processes and decision-making. • Provide current, accurate, relevant, informative, and accessible communications, including Board publications. • Model respect, integrity, and transparency. • Optimize joint committee structures. • Create, review, and revise policies and regulations. • Engage all employees and trustees with learning opportunities and ongoing professional development. • Optimize facilities to ensure they are quality learning environments- • Unify branding and cohesiveness of communication strategies so that the district's values are apparent to all. • Invite community input and provide opportunities for collaboration whereby families, community, and schools work on our students' behalf. • Establish relationships and regular collaboration with formal and informal representatives from the Indigenous communities. • Provide continued transparency throughout the budgeting processes • Apply policies and procedures clearly and consistently. • Communicate a comprehensive and well aligned organizational structure. • Ensure there are professional growth opportunities and regular performance evaluations for all staff. • Establish and maintain accountability expectations for decisions and actions.
Measures (Targets TBD) <ul style="list-style-type: none"> • Student, staff, and parent perception surveys to determine perceptions, with data disaggregated to show FN results and participation • Monitor feedback • Measures in organizational effectiveness (outputs TBD) • Parent & Community engagement • Board meetings • Work order management reports • Artifacts from joint committee work • Social media feedback 	

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CULTURE OF HEALTH AND WELLNESS

Goal – Culture of Health and Wellness: Students and staff are healthy, and connected to the learning community

Outcomes	Strategies
<ul style="list-style-type: none">• Students and staff are meaningfully engaged in their work.• Students and staff feel a sense of connection and belonging to the learning community.• Students and staff co-create and share responsibility for a safe learning environment.• Staff and students support a culture that is respectful and inclusive of indigenous learners and their families, and communities.• Students and staff understand and practice healthy habits regarding nutrition, sleep, and physical activity.• Students and staff utilize resources and strategies to support positive mental health and to respond to mental health concerns and the contributing factors.• Students and staff create and sustain positive personal and cultural awareness, identity, responsibility.	<ul style="list-style-type: none">• Provide and support learning/working environment with strategies to support mental, emotional development/wellness.• Build connections and healthy relationships with one another.• Support learning and strategies that encourage healthy living.• Expand support for Truth and Reconciliation (TRC): Calls to Action, including establishment of TRC Allies, ongoing staff development, and adoption of protocols.• Increase Indigenous perspectives and strategies with supports for staff and student wellness• Incorporate policies, practice, and governance that validates indigenous identity and learning styles.• Expand partnerships with and access to provincial and community agency supports.• Educate and invite parental support and participation to partner in the development and growth of children with additional focus on those children and families who are most vulnerable.• Provide opportunities for student wellness input and advocacy programs and groups• Foster and develop strategies for resiliency, perseverance, and grit.• Explore and initiate avenues for responsible use of technology.• Intervene with supports for personnel and students who demonstrate evidence of need.• Analyze and expand resources and strategies in service of the outcomes through the Wellness Committee.• Expand awareness and increase access to Employee Family Assistance Program (EFAP)• Provide opportunities for staff to work together beyond the boundaries of the traditional school day.
Measures (Targets TBD) <ul style="list-style-type: none">• Staff and student district absenteeism• Survey student, parent and staff culture of wellness and satisfaction• Feedback• Specialized surveys (i.e. McCreary Adolescent Survey, 'Our Schools Survey', MDI); Childhood Experiences Questionnaire (CHEQ) Early Development Initiative (EDI)• Equity scan (Distribution of resources against need)• Employee retention	