

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

- 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.

Strategies

- 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

- 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.

Strategies

- 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)

- 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

- 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.

Strategies

- 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)

- 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