



The Board of Education of School District No. 83 (North Okanagan-Shuswap)

PO Box 129 ~ 341 Shuswap St. S.W. ~ Salmon Arm, BC, V1E 4N2 ~ Phone: (250) 832-2157

Superintendent's Report to the Board

Dear Trustees,

This report is intended to give you an overview on progress specific to the District Strategic Plan and ongoing related projects, as well as some recommendations for possible adjustments or changes in strategic direction. It will also provide some general updates and next steps coming from our departments.

The Strategic Plan Tracking Form is also attached for your further consideration. Note that each set of Outcomes and Strategies comes with Notes/Details where senior staff has commented on District progress. As well, each item's Status has been assessed by senior staff on a four-point scale as follows:

Not started/needing attention=1 Introduced=2 Approaching success=3 Success=4

The intention of the scale is to capture relative progress between Goals, and is not an indicator of true value or outcome completion. Most concepts on the list are abstract in nature and are therefore difficult to assess in this way, and some should not be deemed to be a "Success" because the standard for success should be constantly moving.

Students First

We have made progress in the Student's First Goal area, with a current numerical rating of 2.55. The input that led to the creation of this goal area depicted a school district that was too invested in the preferences of the adults, and not invested enough in the needs of the children. The construction of the \$9.5M DESC was the most obvious symptom of this issue, but hardly the only one. As the pendulum swings back to becoming a more student-focused organization, the real challenge is to remain objective around information that drives decision making, and to be conscious of adult preferences packaged in a "students first" rationale. It should also be noted that focusing the organization on improving student outcomes in the most effective and efficient way gives employees a true sense of purpose, which positively impacts morale, which then in turn positively impacts both staff and student wellness. Conversely, improved wellness leads to more effective working and learning conditions, which in turn promote efficiency and encourage student growth. For these reasons, the three goal areas were designed to be interlocking and in full support of each other, and were not intended to be considered separately or in a particular rank order.

The Students First Goal area is designed to be closely associated with Renewed Curriculum, and asks for organizational change that mirrors the expected curricular change. Along with considering student viewpoints more carefully and co-designing the learning environment more authentically, the emergence of more student voice and choice in classrooms, an increase in co-designed projects and student inquiry should continue to be apparent. Adult learning is the key to these instructional changes, and more targeted professional development, Learner Centered Design sessions with principals, and expanded teacher inquiry work, including a group of teachers that have joined the provincial Changing Results for Young Readers inquiry project, have all added growth and confidence. The most significant change has been the creation of the Instructional Leadership Team, a group of twelve educators with 2.4 FTE of time dedicated to supporting colleagues with full and confident

adoption of Renewed Curriculum. Subscription of this team’s time has been incredible since its inception, indicating a clear need for such a structure. We look forward to greater emphasis on secondary schools as they move to full Renewed Curriculum adoption for the 2019-20 school year. Also of note is the use of student-focused conferencing, which is in its second year of implementation and now a standard reporting practice across the District in elementary schools and Carlin Middle School, with a pilot planned at Shuswap Middle School. The District’s Career and Dual-Credit programs have been a strength for some time, and new course offerings (Office Administrative Assistant, Aircraft Maintenance Technician, Technology Gateway, and Certified Education Assistant) are open for the coming school year.

Other areas of emphasis will include technology and student voice. Supporting teachers with effective education technology use, primarily to assist with Renewed Curriculum adoption, is identified in the Education Technology Plan. As well, a District initiative that supports balanced and appropriate use of technology is a priority, as it will help technology find a more comfortable place in the schools, and will positively impact student wellness. Student leadership has been a strength at the school level, and the District will attempt to expand opportunities for authentic student input through increased committee participation and the use of student forums.

Inclusive Education was a source of much discussion during the Budget Process. Possible modifications to the local CUPE collective agreement made during bargaining, more equitable deployment of replacement staff, and the use of a needs assessment tool (INADS) to assign support to schools will all help improve the accuracy and consistency of student support in schools. Further considerations for altering our service delivery in Inclusive Education should be made through adjustments to the Strategic Plan after these changes strategies are in place and their effectiveness assessed.

As described in the Strategic Plan Tracking Tool and on the Education Plan website, our [District results](#) vary depending on the Target. Support for Core Competencies and Graduation success will continue. Additional structures and strategies are being implemented for literacy and numeracy, including additional numeracy FTE and a full time principal, and we are optimistic about making gains in all areas. The District will also be moving towards full implementation of local formative assessment strategies, which will create data that will be shared with teachers in a user-friendly Ed-Insight dashboard. These strategies and the dashboard will create greater alignment between the Students’ First Goal and the Education Plan’s Measures and Targets. This will also allow for the Ministry metrics to revert to a more supporting role, as teachers and principals will be able to use local data more pervasively to advise practice and assess student progress.

	All Respondents 2019				
	Rarely or Never	Some of the time	Much of the time	All/nearly all of the time	Not sure or no opinion
I believe the School District strives to put students first in their work and decisions:	2.6%	30.9%	42.2%	20.2%	3.7%

Recommendation: Changes to the Strategic Plan impacting Inclusive Education should be considered for the 2020-2021 school year.

Recommendation: Include the specific assessment strategies in the next iteration of the Education Plan.

Organizational Efficiency

Broadly viewed, this is the Goal area where we appear to have made the most impact, with a 3.30 average rating. Arguably, it is the Goal area where the District had the most potential for gain, and it is certainly the Goal area that received the most specific attention through the Watson Report and the KPMG recommendations. The general concepts expressed in the Outcomes and Strategies may be abstract, but specific items that may denote progress are often more concrete. For example, we are either meeting the Ministry School Fees or Calendar Regulation, or we are not. Implementation of the Renewed Curriculum by encouraging student inquiry and projects in classrooms is somewhat harder to capture.

Areas of greatest progress in this goal area are those supported by the Communications Committee and resulting Communications Plan, as that work was initiated immediately after the adoption of the Strategic Plan. Social media remains a useful tool for sharing certain types of information as there is a broad subscription, with stories of heightened interest like flood updates (and llama kissing!) receiving views in the thousands. Improved websites and website use, along with the Constant Contact email tool that brings stakeholders back to our District website, have proven to be useful additions. Readers can scan the headlines and easily ascertain the main ideas, which is incredibly helpful for building general understanding, then have the option of clicking into the full text to learn more if interested. It should be noted that progress in the area of communication will likely not reach full consensus, as stakeholders who do not access the Internet will not have the same access to information as those who do.

	All Respondents 2019				
	Rarely or Never	Some of the time	Much of the time	All/nearly all of the time	Not sure or no opinion
I am well informed and/or can easily access appropriate information regarding my school or the District:	3.7%	23.9%	41.5%	28.7%	2.7%

Other endeavours deserve mention. The Human Resources Department has bolstered the teachers’ replacement roster by thirty-percent over previous years, and has introduced three new Atrieve modules that have helped automate processes and improve workflow between departments, which brings practices for sharing financial information in line with those in other school districts. Planning for the transition to MyEducationBC has helped to shift conversations from what we are giving up by leaving CIMS to what we will gain from the new system, and we are using this process as an opportunity to improve the overall level of skills and confidence of all Student Information System users. The Finance department is reorganizing our District GL Codes, which is the way expenses are assigned to budgets. This is a significant and well-needed project, as the Codes have been carried over for many years and need to better support our current values and practices. Operational plans for Education, Education Technology, and Communications will be joined by a Wellness Plan and a Long-Term Facilities Plan. New practices have been established for school improvement planning, conduct investigations, teacher reports, and principal and exempt staff performance appraisals. Our general budgeting process is now extremely transparent, but it is less efficient than it needs to be, and not in line with practices used in other districts. Branding work should follow a review and renewal of District Mission, Vision, and Values, or Board Charter, as it is sometimes called. Some branding work began prior to my arrival, but was delayed with the

understanding that other work was more critical at that time, and that more traction in regard to improving stakeholder perceptions would be gained by working through those other issues first.

	All Respondents 2019				
	Rarely or Never	Some of the time	Much of the time	All/nearly all of the time	Not sure or no opinion
I believe the School District makes decisions that are clear, purposeful, and reliable:	4.2%	36.1%	43.0%	10.9%	5.4%

Recommendation: Move the Budget Consultation Meetings to earlier in the year, then reduce the number of meetings from 11 to 8.

Recommendation: Commence with a development of Board Mission, Vision, and Values in the fall of 2019, followed by branding work in the spring of 2020.

Culture of Health and Wellness

This goal area has seen the least amount of progress of the three in numerical terms, with a rating of 2.45. However, we are one of a small but growing number of school districts who are embracing wellness as a goal, and are committing to work that is not traditionally considered by a school district. The adoption of a Strategic Plan does help to give purpose and direction, which is a key part of generating and maintaining morale and a sense of wellness, and as mentioned in the beginning of this document, improvement in each goal area will help to support growth in the other goal areas.

Some highlights should be noted. The formation of a District Wellness Committee has helped focus attention on this topic, and a Wellness Plan is expected to be ready to bring to the Board early in the fall. Activities have already begun to support staff, including expanded onboarding and mentorship activities, increased awareness of EFAP, the recent PATH workshop, and new staff appreciation events. For students, there has been the introduction of the Wellness Center at Sullivan, a Mental Health Literacy pilot at Jackson, the ongoing work of the Self-Regulation and Healthy Schools Coordinator across the District and the Indigenous Equity Committee.

Other endeavours will continue in the coming year. Following the Guarding Minds Surveys, focus group interviews sought out individuals from a range of perspectives to inform the design of future strategies and supports. Better protocols for working with the public are still needed. A significant initiative is needed in regard to balanced and appropriate technology use, as identified in the Education Technology Plan. The local Principals’ and Vice-Principals’ Association has formed a committee to examine District culture. The most significant project for the coming year should be the design and initiation of a configuration review for the Salmon Arm area. Currently, a typical Salmon Arm student will attend different schools for K-5, 6-8, 9-10, and 11-12, a series of transitions which leads to additional student anxiety and forces staff and students to constantly recreate supportive relationships. Further to this, space pressures in the Salmon Arm area resulting from increased enrolment and restored contract language will need to be addressed within the next two years.

	All Respondents 2019				
	Rarely or Never	Some of the time	Much of the time	All/nearly all of the time	Not sure or no opinion
I believe the School District supports students in becoming healthy and socially connected:	6.5%	28.9%	40.8%	20.1%	4.7%
I believe the School District supports staff in becoming healthy and socially connected:	10.4%	30.4%	27.0%	12.5%	19.0%

Recommendation: Continue to make District culture a priority by considering more specific input and designing responses to improve wellness and morale.

Recommendation: Design and initiate a process to review the school configuration in the Salmon Arm area.

The Superintendent's Report and Strategic Plan Tracking form are being shared with the Board of Education in DRAFT form to review at your leisure. I look forward to your questions and comments when we reconvene after summer break.

Sincerely,



Peter Jory

*Superintendent of Schools/CEO
School District No.83 (North Okanagan-Shuswap)*

STUDENTS FIRST				
Goal - Students First: Student success is our top priority every day.				
Outcomes	Notes/Details	Status		
1 Students pursue and demonstrate growth and self-awareness in academic and personal goals.	Renewed curriculum is now in the implementation stage in K through grade 12.	Approaching success	3	
2 Students demonstrate proficiency in literacy, numeracy, and core competencies.	Literacy results show strength and core competency reporting is in the early phases of development. Numeracy results are a concern but a strategy is in place.	Approaching success	3	
3 Students are involved in decisions that affect them at individual and systemic levels.	Student centered approaches to curriculum, assessment, and general planning have increased.	Introduced	2	
4 Students are knowledgeable and empathetic to Indigenous world views and perspectives.	Significant learning in recent years is taking hold. Equity work and Ministry Day emphasis will add value.	Introduced	2	
5 Students have successful experiences from K-12 that prepare them for a life with dignity and purpose during their school years and after graduation.	Some longstanding success here. Early calculations show improved 6 yr Grad Rates for this year. New MoE data tool shows positive post secondary participation.	Approaching success	3	
Strategies	Notes/Details	Status		
1 Provide supports to address the diverse needs of students	INADS process for allocating CEA support (based on student needs). Process has been successfully implemented and minor refinements will be made for next year.	Approaching success	3	
2 Develop meaningful, varied, inclusive, and differentiated learning experiences to correspond to the needs and interest of students.	Strat Plan Goal emphasizing New Curric and developing choice is impacting change. Student driven secondary timetables strive to provide greater opportunity though some options will be lost due to CLC class size mandate. Outdoor Learning program has been established. We have initiated Dual Credit pathways for Health Care Assistants, Business Administration, and Technology Gateway this year, as well as Aircraft Maintenance Technician.	Approaching success	3	
3 Integrate Indigenous cultures and perspectives, and incorporate "First People's Principles of Learning" through classroom routines, school, and district-wide activities.	Teacher confidence in curriculum integration is growing. Secwepemc language instruction is needed, as is increased support for students during educational transitions (eg. Moving between school levels or new to our district). Expanding school/district practices to ensure that success of Indigenous students is a collective responsibility, but significant work has begun.	Approaching success	3	
4 Access authentic Indigenous resources.	Material has be located and vetted and the DRC library has been expanded.	Approaching success	3	
5 Implement an equity scan for students of Indigenous ancestry.	Committee is operational and work has progressed. An Equity survey was just released to students.	Approaching success	3	
6 Increase project-based, and inquiry learning opportunities for all students.	Some work in exploratory blocks and drop in sessions has occurred. Inquiry and projects need to be pervasive and available across curricular areas.	Introduced	2	
7 Expand opportunities for students to have input and choice of learning experiences.	Student driven secondary timetables strive to provide greater opportunity, however, more student driven learning should result from full implementation of New Curriculum inside the classroom across all curricular areas	Introduced	2	
8 Expand and support student leadership and advocacy programs.	Some student leadership is present at the school level, including significant Me to We teams.	Introduced	2	
9 Provide diverse learning opportunities inclusive of responsible technology-supported environment.	EdTech Plan will drive change to practice as will adoption of New Curriculum. Additional tech helping teacher time will also help here.	Introduced	2	
10 Provide guidance to students on the healthy use of technologies.	This is a key piece of new EdTech Plan and schools will require significant support to implement learning in schools.	Not started/needing attention	1	
11 Expand student competencies in life skills (e.g., socially appropriate behaviour).	Work is ongoing in schools. Self-regulation is prominent in some school plans.	Approaching success	3	

12	Collaborate with parents and students in establishing and supporting the child's development.	Work is ongoing in schools. Early learning and Wellness efforts are strengths.	Approaching success	3
13	Increase opportunities for collaboration among staff to expand upon a culture of reflective practices.	Often dependent on school culture. ILT has made inroads here. Inquiry and mentorship programs help here, as will new onboarding program.	Approaching success	3
14	Expand high quality professional learning opportunities and instructional support.	Extra attention to District Pro-D has supported growth. ILT is having a significant impact on practice and confidence. Inquiry and mentorship groups are well established.	Approaching success	3
15	Apply models of assessment that include establishing goals and monitoring change along the learning continuum.	Reflected in the new Ministry Reporting Order and our Core Competencies Metric. SNACC and PM Benchmark training is in place and will be standard.	Introduced	2
Measures and Targets		Notes/Details	Status	
1	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.	First attempt at the numeracy assessment led to disappointing results. Other assessments are not yet active.	Introduced	
2	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.	Writing is a District strength and typical results are above the 80% range. Reading results show gains, and are typically in the 65 to 80% range. Numeracy results are poor at this time, typically in the 40 to 60% range. Additional supports have been put in place and increased attention has been placed on the process and teachers are marking the FSA, which will build district capacity.	Approaching success	
3	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.	Six year graduation rates have in the low 80's for all students and high 60's for Indigenous students. Recent data suggests an approximately 5% gain for this cohort.	Approaching success	
4	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.	The first round of data shows some promise, but self-reporting practices are not yet pervasive in our schools.	Introduced	
			2.6	51

ORGANIZATIONAL EFFICIENCY			
Goal - Organizational Efficiency: Decisions and actions are clear, purposeful, and responsible.			
Outcomes	Notes/Details	Status	
1 The organization is trustworthy, consistent, ethical, and transparent.	Should be considered a strength, but perceptions will take longer to get there.	Approaching success	3
2 Resources (e.g., time, money, and people) are allocated responsibly and equitably.	Strategic Plan, Operational Plans including Long Range Facility Plan will help. Consensus not reached at this time but increased transparency should be helpful.	Approaching success	3
3 Relationships within and among district departments are healthy and personnel work well together toward common goals.	True for most departments. More work required in some areas. Operations to meet quarterly w PVP this coming year.	Approaching success	3
4 The public is informed, connected, and/or can easily access appropriate information.	New websites, tools, and strategies rolled out last year. Communication Plan will support continued growth.	Success	4
5 Financial reporting is consistent and accessible.	Transparent processes and document sharing have supported improvement.	Success	4
6 All employees and trustees are connected to the organization's core purpose and goals.	Creation of Strategic Plan through large and inclusive process has supported the change. Those new to District are not as invested.	Approaching success	3
7 All employees and trustees are committed to individual and organizations capacity building and to continuous development.	System-wide learning opportunities for learning and continuous data driven improvement are now an organizational ethos.	Success	4
Strategies	Notes/Details	Status	
1 Use the Strategic Plan as a regular reference point to provide direction and focus resources.	Constant attention to the main goals is occurring. Operational plans that reference specific strategies are being approved and operationalized.	Success	4
2 Communicate relevant and timely information about student success, and district processes and decision-making.	Communication has improved, and better data reporting tools will further help with this. Budget processes and INADS for SPED are clear and transparent.	Success	4
3 Provide current, accurate, relevant, informative, and accessible communications, including Board publications.	Bi-weekly internal updates and bi-weekly external updates through Constant Contact are getting a solid readership. Social media including FB is still picking up thousands of views. The school and district websites now have significant views as well.	Success	4
4 Model respect, integrity, and transparency.	All District level decisions are subject to the Good v. Right lens.	Success	4
5 Optimize joint committee structures.	The bylaw identifies the Committees of the Board. Sub-committees and working groups are still being organized for maximum effectiveness.	Approaching success	3
6 Create, review, and revise policies and regulations.	Full Policy Framework review is underway, and approximately 30% complete.	Approaching success	3
7 Engage all employees and trustees with learning opportunities an ongoing professional development.	Teacher pro-d is collaboratively planned. Learning focus days are scheduled for PVPs next year and are also collaboratively planned. Trustees access professional learning through the BCSSA and District Education Sessions. MyEducation BC implementation plan has been prepared with substantial training for all users. New teacher and PVP induction programs are moving forward.	Introduced	2
8 Optimize facilities to ensure they are quality learning environments.	Full Facility Review is underway, which will consider current sites and configurations, and future enrolment. Additional manager to be added to Operations. Meeting with NOSTA to consider classroom standards is planned.	Introduced	2
9 Unify branding and cohesiveness of communication strategies so that the district's values are apparent to all.	Use of Strategic Plan is a positive change, but a revision of Vision and Values/Board Charter should precede any rebranding efforts.	Not started/need attention	1
10 Invite community input and provide opportunities for collaboration whereby families, community, and schools work on our students' behalf.	Apprenticeship partnerships and Youth Work in Trades Community Liaison work is a positive example as is Wellness Center. Other opportunities could be considered.	Introduced	2
11 Establish relationships and regular collaboration with formal informal representatives from the Indigenous communities.	Ensure that the terms of the Local Education Agreement are understood and upheld at the school/district level through semi-annual meetings.	Approaching success	3

12	Provide continued transparency throughout the budgeting processes.	Current process has significant stakeholder input, and actually could be pared down. The SPED budget is now transparent and more easily understood.	Success	4
13	Apply policies and procedures clearly and consistently.	The District now operates in much greater alignment with Provincial and District Policy and Regulation, and several new additions have influenced practice. More work is still required on the Policy Manual but it is being attended to but growth has been significant.	Approaching success	3
14	Communicate a comprehensive and well aligned organizational structure.	New organization structure was created and approved July of 2018.	Success	4
15	Ensure there are professional growth opportunities and regular performance evaluations for all staff.	Professional learning opportunities are supported for all staff, and more internal opportunities are occurring, including the new SLT/PVP learning days. The Sup/CEO has joined EDD cohort. All PVP and managerial staff are in an appraisal loop. Sup/CEO appraisals will occur in the fall followed by current SLT.	Success	4
16	Establish and maintain accountability expectations for decisions and actions.	A culture shift has occurred around staff supervision, transparency, and accountability. New practices have been established for school improvement planning, conduct investigations, teacher reports, and principal and exempt staff performance appraisals	Approaching success	4
			3.3	75

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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	Notes/Details	Status June 2019		
1 Students and staff are meaningfully engaged in their work.	The Strategic Plan helps create purpose. Better allocation of supports and more consistent and balanced replacement of staff will help. The Guarding Minds Staff Survey showed us to with within industry norms, which would not have been the case two years prior.	Approaching success	3	
2 Students and staff feel a sense of connection and belonging to the learning community.	District wide pro-d events help build connection. Microsoft teams to bring our staff together for learning and support in a JIT basis. Schools are using circles and co-developing expectations more frequently. *Design and initiate a process to review school configuration in the Salmon Arm area.*	Approaching success	3	
3 Students and staff co-create and share responsibility for a safe learning environment.	Co-developed expectations are set in many classrooms. ERASE tool accessible with follow up processes in place.	Introduced	2	
4 Staff and students support a culture that is respectful and inclusive of Indigenous learners and their families, and communities.	Many good practices are in place. The Equity scan will reveal gaps and support necessary strategies. Greater alignment is needed between culture and student success.	Introduced	2	
5 Students and staff understand and practice healthy habits regarding nutrition, sleep, and physical activity.	Recent MDI survey results show challenges here. The new EdTech Plan will support learning opportunities in regard to appropriate use and balance.	Not started/need attention	1	
6 Students and staff utilize resources and strategies to support positive mental health and to respond to mental health concerns and the contributing factors.	Mental Health Literacy Program (grade 8-12). Pilot at Jackson was a success (grade 9-10) and will be implemented across the district in September 2019.	Approaching success	3	
7 Students and staff create an sustain positive personal and cultural awareness, identity, responsibility.	School dependent. Featured in some school plans.	Approaching success	3	
Strategies	Notes/Details	Status		
1 Provide and support learning/working environment with strategies to support mental, emotional development/wellness.	Mental Health Scope & Sequence is under development. (Guarding Minds survey, focus group discussions, PATH activity re action planning). Action plan is under development.	Introduced	2	
2 Build connections and healthy relationships with one another.	Staff appreciation activities are being planned and implemented.	Introduced	2	
3 Support learning and strategies that encourage healthy living.	Self-Reg and Healthy Schools coordinator working in schools.	Introduced	2	
4 Expand support for Truth and Reconciliation (TRC): Calls to Action, including establishment of TRC Allies, ongoing staff development, and adoptions of protocols.	TRC allies are impacting change in schools and informing the work of the Equity Committee.	Approaching success	3	
5 Increase Indigenous perspectives and strategies with supports for staff and student wellness.	In addition to the above, local pro-d opportunities have made a difference. Note that the next four Ministry designated days will have an Indigenous focus.	Approaching success	3	
6 Incorporate policies, practice, and governance that validates Indigenous identity and learning styles.	Expand onboarding practices for all new staff, including providing a foundation of knowledge regarding local/cultural Indigenous understandings. Increase clarity and understanding of all roles and responsibilities within the system.	Approaching success	3	
7 Expand partnerships with and access to provincial and community agency supports.	Rebuilding positive relationships with community partners. Connections have been made (many new faces) and working relationships are being established.	Introduced	2	
8 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.	Parent dinners and community activities have helped to build relationships. New Curriculum events, math workshops, and reading events have been well attended. Improved protocols for working with the public are still needed.	Approaching success	3	
9 Provide opportunities for student wellness input and advocacy programs and groups.	Student wellness: many programs and supports are in place and continued additions are planned. Explore restorative practices and supportive approaches for students experiencing mental wellness challenges wherever possible.	Approaching success	3	
10 Foster and develop strategies for resiliency, perseverance, and grit.	School dependent. Growth Mindset work established in some locations.	Introduced	2	

11	Explore and initiate avenues for responsible use of technology.	New EdTech Plan and additional support time with help build well-needed capacity. PVP workshops and senior staff modeling should help shift culture. Microsoft teams training has been a useful tool.	Introduced	2
12	Intervene with supports for personnel and students who demonstrated evidence of need.	Wellness Committee established and active. EFAP resources shared more prominently, which provide counselling services, and access to community agencies.	Approaching success	3
13	Analyze and expand resources and strategies in service of the outcomes through the Wellness Committee.	Wellness Committee: major focus this year was staff wellness. (Guarding Minds survey, focus group discussions, PATH activity re action planning). Action plan is under development.	Introduced	2
14	Expand awareness and increase access to Employee Family Assistance Program (EFAP).	Monthly newsletters, website, and conversations with staff.	Approaching success	3
15	Provide opportunities for staff to work together beyond the boundaries of the traditional school day.	Microsoft Teams is now a standard admin tool. GoogleDocs used in some locations.	Introduced	2
			2.5	54

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