



STRATEGIC PLAN: WORKPLAN OBJECTIVES 2024-25

Strategic Goal 1: Honour Diversity

- Respect the strength of all diversities within our communities.
- Support the transformation of an education system that recognizes, celebrates, and includes Indigenous history, worldviews, and perspectives.

Objective	24 - 25 Strategies	Timeframe	Team
Deepen Relationships			
HD - A1 Increase accountability and deepen effective working relationships between the district and local First Nations.	<p>A1 Develop and refine strategies for improvement related to new Equity Scan results and feedback.</p> <p>A1 Engage IEC in ongoing dialogue regarding measures of student achievement and well-being for Indigenous learners, including Children and Youth in Care.</p> <p>A1 Work with IEC on the local context and implementation of Bill 40.</p> <p>A1 Collaborate with Nations on new LEA agreements to be in place before start of next school year.</p>	Report to Board: September January June	<p>District LEAD: District Principal (Indigenous Education) Superintendent</p> <p>Additional Supports: Indigenous Education Council School Administration</p>
HD - A2 In compliancy with the Accessible BC Act, enhance inclusive and accessible school environments and remove barriers within the district, school, and classroom environments.	<p>A2 Complete School Site Accessibility Assessment Tool for school sites</p> <p>A2 Continue to provide learning opportunities for PVP and teachers to support teacher growth around accessibility, accommodations, and competency-based, learner-centered IEPs.</p> <p>A2 Engage students, parents, and caregivers of children with disabilities in consultation sessions regarding school experiences, successful practices, and barriers to inclusion, accessibility, well-being, and achievement.</p>		<p>District LEAD: Director of Instruction (Inclusive Education) District Principal (Inclusive Education) Superintendent</p> <p>Additional Supports: Inclusive Education Team Senior Team School Administration Student Voice</p>

Objective	24 - 25 Strategies	Timeframe	Team
Inclusive Curriculum, School & District Environments			
HD - B2 Improve long-term outcomes for identified Children and Youth in Care (CYIC) through the provision of individualized supports.	<p>B2 Track and improve success in literacy, numeracy, and measures of well-being (including extra-curricular and family engagement) for identified CYIC.</p> <p>B2 Engage in bi-annual touchpoints with schools regarding educational plans, progress and well-being of CYIC.</p> <p>B2 Continue building on relationships with MCFD to support Care Plans for CYIC.</p>	Report to Board: October January March June	<p>District LEAD: Director of Instruction (Inclusive Education) District Principal (Inclusive Education) Superintendent</p> <p>Additional Supports: School Principals</p>
HD - B3 Ensure students of diverse sexual orientation and gender identities (SOGI) feel safe, empowered, included, and represented in schools.	<p>B3 Engage PVP and lead teachers in evidence-informed professional learning regarding <i>Best Practices for Serving LGBTQ2+ Students</i>.</p> <p>B3 Engage school GSA's and District GSA in an ongoing manner and respond with improved school environments.</p>		<p>District LEAD: District Principal (Inclusive Education)</p> <p>Additional Supports: SOGI School Leads Principals</p>

Objective	24 - 25 Strategies	Timeframe	Team
Indigenous Language and Curriculum			
HD - C1 Increase the number of language and culture courses offered within SD91 schools.	<p>C1 Collaborate with IEC and the SD91 Language and Culture working group to continue the development of localized curriculum and resources for schools.</p> <p>C1 Consult with local First Nations for feedback on draft Indigenous Languages Policy.</p>	Report to Board: October January February June	<p>District LEAD: District Principal (Indigenous Education)</p> <p>Additional supports: Indigenous Education Council Culture and Language Teachers</p>

Strategic Goal 2: Engage Our Workforce

- Nurture school and district cultures that inspire and support passion-based teaching, learning and leading.
- Create opportunities for every member of our organization to contribute to student success.

Objective	24 - 25 Strategies	Timeframe	Team
Staff Development			
EW - A1 Provide a variety of learning opportunities for both educational and operational staff to ensure a continued focus on equity and student success.	<p>A1 September 20th District Planning Day will focus on Ancestors (6th Annual Indigenous Education Conference) and engage all SD91 staff. Include sessions that is school team based for planning and reflection on learning.</p> <p>A1 Engage education staff in professional learning with Dr. Peter Liljedahl/Dr. Judy Larson (Numeracy), and others.</p> <p>A1 Expand learning opportunities for Compassionate Systems Leadership.</p>	Report to Board: September January June	<p>District LEAD: Directors of Instruction District Principal (Indigenous Education)</p> <p>Additional supports: Superintendent Curriculum Services Team School Principals</p>

Objective	24 - 25 Strategies	Timeframe	Team
New Employee Recruitment, Orientation & Welcome			
EW - B1 Continue recruitment and retention efforts to reduce workforce vacancies and increase employee diversity.	<p>B1 Continue new teacher and LOP support through the District VP lead and other departments.</p> <p>B1 Continue to partner with Ministry and Universities on Recruitment & Retention Initiatives.</p> <p>B1 Senior staff & Trustees to continue advocating with Ministry staff and elected officials to share recruitment context, strategies and impacts on schools and student learning.</p>	Report to Board: November January May June	<p>District LEAD: Superintendent Assistant Superintendent Director of Instruction (Curriculum Services) District Principal (Early Learning and Childcare) Manager of CUPE HR</p> <p>Additional Supports: District Career and Trades Program Coordinator</p>

Objective	24 - 25 Strategies	Timeframe	Team
Expand & Support Culture of Inquiry EW - C1 Deepen the professional capacity of staff through collaborative inquiry teams across the district.	C1 Provide a Fall 2024 orientation to NOLIE for school teams. C1 Provide a monetary subsidy to every school involved with an inquiry question and additional specific resources related to Indigenous Education. C1 Through the SD 91 Regional NOLIE Leaders, support school-based inquiry teams, through regular check-ins and sharing of inquiry questions and progress among schools. C1 Continue sharing/celebration event that showcases staff growth in relation to student success. C1 Continue engagement of leaders in supporting the Inquiry process.	Report to Board: January May June	District LEAD: Curriculum Services Team Additional Supports: District Leadership Team School Principals Board of Education

Objective	24 - 25 Strategies		Timeframe	Team
Principal and Vice-Principal Leadership				
EW- D1 Support formal leadership development across the district.	D1 Engage with PVPA on mentorship and professional learning initiatives that support leadership growth and improved student learning. D2 Develop strategies for regular and ongoing professional learning. D3 Collaborate with PVPA on mentorship structures for staff in their first three years.	Report to Board: December January June	District LEAD: Superintendent Directors of Instruction PVPA Additional Supports: District Leadership Team School Principals	
Employee Well-being				
EW - E1 Develop a wholistic, sustainable plan to support employee well-being.	E1 Through the Well-being Committee, report the initial committee recommendations to stakeholders in spring 2025.	Report to Board: November January June	District LEAD: Director of Instruction (Inclusive Education) Additional Supports: Inclusive Education Team	

Strategic Goal 3: Create Student Success

- *A continued focus on the essential skills of literacy, numeracy, and social-emotional well-being*
- *Support effective teaching and learning strategies*

Objective	24 - 25 Strategies	Timeframe	Team
Strengthen Learner Success			
SS - A1 Expand Literacy strategies and support in primary/intermediate grades	<p>A1 Expand professional learning opportunities for new teachers and Letter of Permission teachers regarding instruction & assessment, as well as responding to assessment results with a focus on Indigenous learners.</p> <p>A1 Engage in primary literacy interventions through the work with Jen Kelly (early literacy)</p> <p>A1 Implement Indigenous Education Early Literacy Pilot projects at Mouse Mtn and WKE.</p> <p>A1 Engage leaders and school staff in literacy foundations focusing on structured approaches to reading, scope and sequence.</p> <p>A1 Engage teachers in specific and purposeful collaboration in developing and curating common research-based literacy and numeracy resources to support student growth.</p> <p>A1 Develop explicit communication from the District regarding impactful and appropriate resources for use in schools, as well as pedagogical philosophies that align with BC curriculum.</p> <p>A1 Engage teachers, especially new teachers and LOPs, to integrate best practice in Math: manipulative use, thinking classrooms strategies, land-based learning, and play-based learning.</p> <p>A1 Enhance the ongoing analysis of district data results to support timely responses for learning improvement.</p>	<p>Report to Board: November January April June</p>	<p>District LEAD: Director of Instruction (Curriculum Services) Curriculum Services Team District Principal of Indigenous Education</p> <p>Additional Supports: District Leadership Team School Principals / Managers</p>

<p>SS - B1 Expand Numeracy strategies and support in primary/intermediate grades</p>	<p>B1 Create a working group to analyze current data and recommend key strategies for improvement.</p> <p>B1 Meet regularly with school-based PVP to analyze district data results and determine strategies for improvement.</p> <p>B1 Work with teachers, especially new teachers and LOPs, to integrate best practices in Math: manipulative use, thinking classroom strategies, land-based learning, and play-based learning.</p> <p>B1 Ensure interventions have a systematic, hands-on approach based on current, effective assessment of number sense.</p>		<p>District LEAD: Directors of Instruction Numeracy Lead Elementary Principals Teachers</p> <p>Additional Supports: High School Principals</p>
<p>SS - B1 Ensure rich opportunities for growth and equity of access for learners within offsite educational pathways.</p>	<p>B1 Continue upgrading of curricular materials in offsite programs.</p> <p>B1 Continue with professional learning opportunities that support trauma-informed practice.</p> <p>B1 Increase the number of learners engaged with the Careers Department programming.</p>	<p>Report to Board: November January April June</p>	<p>District LEAD: Directors of Instruction Assistant Superintendent District Principals</p> <p>Additional Supports: High School Principals</p>

Supporting School Engagement			
SS - C1 Increase student engagement and attendance to support learning and well-being.	<p>C1 Support schools in the implementation of Universal Design for Learning strategies.</p> <p>C1 Monitor and support school strategies to improve attendance.</p> <p>C1 Continuing to Support schools in creating quality competency-based Individual Education Plans.</p> <p>C1 Implement the district Mental Health Plan</p> <p>C1 Develop equitable access to nourishing food through the Feeding Futures initiative by expanding the District Food program to ensure equitable student access to nourishing food.</p>	<p>Report to Board: December January March June</p>	<p>District LEAD: District Leadership Team</p> <p>Additional Supports: School Principals and staff Student Voice</p>

Increasing Student Belonging			
<p>SS - D1 Increase students' "sense of connection and belonging" at high school (based on Student Learning Survey questions) to above the provincial average.</p>	<p>D1 Expand leadership and cultural mentorship opportunities for Indigenous learners.</p> <p>D1 Develop training opportunities for all staff as part of the BC Anti-racism Action Plan.</p> <p>D1 Expand Student Voice to ensure inclusion of students with disabilities and diverse abilities</p> <p>D1 Consult with Student Voice to broaden student consultation on topics, including those related to school connectedness:</p> <ul style="list-style-type: none"> • How many adults do you think care about you at your school? • Are you happy at school. • Do you feel safe at school? • Is school a place where you feel like you belong? <p>D1 Elicit feedback and insights from younger students regarding school connectedness.</p> <p>D1 Support Student Voice as they address data from the Adolescent Health Survey (e.g. vaping campaign).</p>	<p>Report to Board:</p> <p>January</p> <p>February</p> <p>June</p>	<p>District LEAD: Assistant Superintendent Director of Instruction (Inclusive Education) Principals</p> <p>Additional Supports: District Leadership Team Student Voice Inclusive Education Team</p>
<p>SS - E1 - Assessment and Communicating Student Learning</p>	<p>E1 Provide learning opportunities for staff to work with colleagues and others to improve staff understanding of enhancing assessment practices in student reflections on core competencies, strength-based reporting, and formative assessment strategies.</p>		<p>District Lead Director of Instruction (Curriculum Services)</p>

Strategic Goal 4: Enhance Connections

- *Create opportunities and assist schools to engage in valuable learning activities with community partners.*

Objective	24 - 25 Strategies	Timeframe	Team
Strengthen Partnerships			
EC - A1 Expand future career options for secondary students through collaborative projects with post-secondary institutions.	A1 Collaborate with UNBC and KOH Learning on the next phase of learning opportunities for staff and students. A1 Expand opportunities for early admission, dual credit, and other post-secondary options for students. A1 Update MOU with SFU (School of Interactive Arts and Technology) and continue work with Digital/Graphic Design partnership and Project Illustration.	Report to Board: October January April June	District LEAD: Superintendent Director of Instruction (Curriculum Services) Assistant Superintendent Additional Supports: School Principals SD 91 Careers Dept. Indigenous Education Council
EC - A2 Engage parents, families, and the broader community in engagement sessions about learning initiatives, district data and strategic planning.	A2 Host several engagement sessions in the fall and spring to share successes and challenges and gather feedback.		District LEAD: Superintendent Additional Supports: District Leadership Team School Principals
EC - A3 Collaborate with DPAC on common goals to support student success and well-being.	A3 Collaborate with DPAC and PACs with a focused campaign based on McCreary BC Adolescent Health Survey data (e.g. raise awareness on the effects of lack of sleep on youth, vaping, diet culture).		District LEAD: Director of Instruction Additional Supports: District Leadership Team School Principals DPAC

Board Meeting	Annual Reporting on Strategic Plan Objectives	
September 2024	Honouring Diversity - Accessibility	Engage Our Workforce - Staff Development
October 2024	Honouring Diversity - Inclusive Curriculum & School Environment Honouring Diversity - Valuing Indigenous Language & Curriculum	Enhance Connections - Strengthen Partnerships
November 2024	Engage Our Workforce - New Employee Recruitment, Orientation & Support	Create Student Success - Strengthen Learner Success Engage Our Workforce - Supporting Employee Well-Being
December 2024	Engage Our Workforce - Valuing Employee Contributions	Create Student Success - Supporting School Engagement
January 2025	Mid-Year Update to the Board	
February 2025	Create Student Success - Increasing Student Belonging	Honouring Diversity - Valuing Indigenous Language & Curriculum
March 2025	Create Student Success - Supporting School Engagement	Honouring Diversity - Inclusive Curriculum & School Environment
April 2025	Enhance Connections - Strengthen Partnerships	Create Student Success - Strengthen Learner Success
May 2025	Engage Our Workforce - New Employee Recruitment, Orientation & Support	Engage Our Workforce - Expand & Support Culture of Inquiry
June 2025	Year-End Update to the Board	