

SD 51 (Boundary)
Strategic Operational Plan 2021-2026
Year Two

For the District's vision, mission, values and beliefs to resonate and come alive with students, staff, families and the community, we must work towards the strategic directions. While lofty aspirations, these are the directions integral to creating a better future.

Equity, Inclusion & Belonging:

For students to reach their potential, it is essential to remove barriers that exist, including systemic ones. Through student-centred, strength-based approaches, we will meet student needs, creating environments, both physical and emotional, where all can flourish. Using the Circle of Courage, we will focus on our most vulnerable learners to ensure all are reaching their full potential in all aspects of their being. Systemic challenges that exist in the school system and the District must be addressed before Reconciliation occurs, and everyone needs to be part of this process.

Student Voice & Agency:

Students who are engaged, passionate and have voice in and power over their learning will be more fulfilled, not only in school, but outside of school as well. Student-centred, strength-based approaches will help students grow not only in skills and knowledge, but also in confidence, self-awareness and wellbeing. Through this process-based approach, students will understand how mistakes are opportunities for learning and will develop a strong sense of personal strengths, stretches and identity.

Wellness & Resilience

Building personal resilience and support networks is essential to wellbeing. We are committed to strengthening mental health and wellness in schools and the District, embedding mental health promotion in all areas, including culture, leadership and learning environments. It is essential to destigmatize mental health and to create comfortable environments to talk about wellness.

Community Connections:

Building opportunities for learners and the community to connect will strengthen relationships, helping learners to position themselves not only as students within a school, but also as valued, contributing citizens. Learning needs to emphasize connections to community and environment, encouraging deep connections that are bi-directional.

Operational Directions from Enhancing Student Learning Report 2022/23

- Continue with focus on developing district-wide assessments/screening tools
 - Expand reading assessments from K-3 to K-7
 - Ensure able to disaggregate data
 - Create and implement K-7 writing assessment
 - Research numeracy assessment, then pilot K-7 in spring 2023
- With District Student Advisory Council begin engagement with students throughout the year (every other month)
- Continue to focus on Truth and Reconciliation and implementing the Calls to Action for Education
- Co-creating with staff and stakeholders a student self-evaluation framework for core competencies using Circle of Courage/Medicine Wheel for all students in district
- Increase Elder in-Residence visits with schools with focus on Talking Circles and Circle of Courage (belonging, mastery, independence, and generosity)
- Create Mental Health in Schools district team to ensure broad, intentional actions are effective and district-wide
- Create and implement engagement process that occurs throughout school year with specific consideration with Indigenous organizations including Métis Nation BC and local organizations to share expertise to provide direction feedback on operational plans
- Broaden the district's understanding and use of data, using Shane Safir's *Street Data* to help pinpoint missing data, enrich the data stories

2022/23 District Initiatives

Student-centred:

- Counselling at all elementary schools
- Literacy Support Teachers at all elementary schools
 - Fall and spring reading assessments in Kindergarten to Grade 7
 - Spring writing assessments in Kindergarten to Grade 7
 - Building strong, balanced literacy instruction K-3
- Numeracy
 - Researching numeracy assessments
 - Joining Okanagan Numeracy Network (sharing of ideas/resources)
- Self-regulation
 - Pilot project at Greenwood Elementary using pulse oximeters
- Outdoor education program
 - Core competencies and curricular connections with outdoor learning
- Innovation and technology
 - Computational thinking and coding
 - Science and Coding Fairs
 - ePortfolios
- Creation District Student Advisory Council with Student Trustees

Staff-centred:

- Inquiry Groups (Winter 2023)
 - Literacy - Story Workshop/The Joy of Reading
 - Numeracy - Building Thinking Classrooms K-12
 - First Peoples Principles of Learning
 - Universal Design for Learning (UDL)
 - Using new performance standards
- Intermediate Literacy Workshop (Winter 2023)
 - Literature Circles using Indigenous Novels and Circle of Courage
- Book Clubs
 - Braiding Sweetgrass by Robyn Wall Kimmerer
 - Wai Wayi by Jo Chrona
- Confidential clinician for all staff
- Teacher mentorship
- Level B assessment mentor
- Professional learning with Katie White re: assessment
- Circle of Courage and student self-assessment working group (Winter 2023)
- Pilot Projects:
 - Compassionate Systems Leadership and School Teams
 - Reporting order, ePortfolios and communicating student learning
- Professional learning opportunities
 - Support staff
 - Trauma-informed practice
 - Regulation
 - Autism
 - Primary Team
 - Early Learning Framework
- Network with provincial outreach programs
 - Collaborate with staff training
 - Improve student support
- Establishing school-specific technology leads
- District Strategic Framework Team
 - Community of Practice with Shane Safir
 - Equity scan for secondary school libraries
 - Establish District Mental Health Strategy in School framework
- District Leadership Team
 - Alignment of School Growth Plans and Strategic Plans
 - Using data effectively and efficiently
 - Compassionate Systems Leadership development
 - Growing Professional Learning through authentic inquiry
 - Book club: *Spirit Work and the Science of Collaboration* by Michael Fullan and Mark Edwards

- Community-centred:
 - Fish in Schools Program
 - Outdoor Education and Community Partner Groups
 - Professional learning with Early Childhood Educators and Primary Team
 - Changing Possibilities for Young Children
 - Early Learning Framework
 - Strengthening relationships with all stakeholders
 - Community child care providers
 - Indigenous rightsholders/community groups
 - Parent Advisory Councils
 - District Parent Advisory Council
 - Equity-seeking families
 - Environmental scan re: child care needs
 - For 0 – 5 years of age
 - For school-aged children