

STRATEGIC PLAN

2018 – 2023



**School District #60
Peace River North**

“Together We Learn”



OUR STRATEGIC INTENT

School District 60 is a place where:

Our **students** are safe and have a sense of belonging, take personal responsibility for their learning, and for their interactions with others. Our students have both voice and choice and are fully engaged in their learning in arts and athletics as well as academics. They will be well-prepared for their choices after graduation.

Our **employees** are engaged and passionate about their work in schools that are well-resourced and well supported. They take personal responsibility, take risks, and are empowered to make a difference for students.

Our **schools** are student-focused, inclusive, welcoming, and reflective of community needs and values.

Our **communities** are fully engaged with and share ownership of our schools.

Old School VS. New School

20th Century

21st Century

Time-Based		Outcome-Based
Textbook-Driven		Research-Driven
Passive Learning		Active Learning
Teacher-Centered		Student-Centered
Fragmented Curriculum		Integrated Curriculum
Printed Assessments		Multiple Forms of Assess.
Print		Multimedia
Isolation		Collaboration
Facts & Memorization		Higher-Order Thinking

21st Century Schools, 2010

OUR MISSION

All our students will graduate, crossing the stage with dignity and grace.

OUR VALUES

The core values that guide the work of the school division are **RESPECT, COMPASSION, HONESTY, RESPONSIBILITY, and RELATIONSHIPS.**

OUR PLANNING PRINCIPLES

The Board and district staff are committed to the planning principles outlined in the British Columbia Framework for Enhancing Student Learning. The Board has also articulated guiding principles for its strategic planning process that are congruent with its values. The Board strongly encourages the use of these principles in operational planning throughout the district as well.

Student success is at the core of all we do.

Human, fiscal, and capital assets must be deployed effectively to support student success.

Innovation, inquiry, and creativity are embraced and valued by all.

OUR STRATEGIES

Achieving our “North Star” will require the involvement and commitment of everyone in our Peace River North school community. Our strategies for achieving our goals for students, employees, schools, and communities will both guide and encompass all aspects of school district operations. Departmental planning, school-level planning, and instructional planning need to be aligned with our strategic intent.

As a district, we are committed to **FOUR OVER-ARCHING STRATEGIES:**

- ❖ DELIVERY OF EXCELLENT EDUCATIONAL PROGRAMMING FOCUSED ON STUDENT OUTCOMES
- ❖ PROVISION OF ETHICAL LEADERSHIP FOCUSED ON RELATIONSHIPS AND CONTINUOUS IMPROVEMENT
- ❖ EXEMPLARY MANAGEMENT PRACTICES FOCUSED ON ALIGNING RESOURCES FOR OPTIMAL RESULTS
- ❖ ENGAGED GOVERNANCE FOCUSED ON ADVOCACY, ACCOUNTABILITY, AND COMMUNITY PARTNERSHIPS

EXCELLENT EDUCATIONAL PROGRAMMING FOCUSED ON STUDENT OUTCOMES

School systems exist to support student learning and ensure students achieve their individual potential. School District 60 has a history of providing students with opportunities to explore non-traditional programs, to design a personal path to graduation, and ultimately to personally define success. The district has also leveraged technology well in the pursuit of student success. In the context of the Framework for Enhancing Student Learning, the goals and strategies below are intended to build on that history, create new opportunities for students, and attain excellence in educational outcomes.

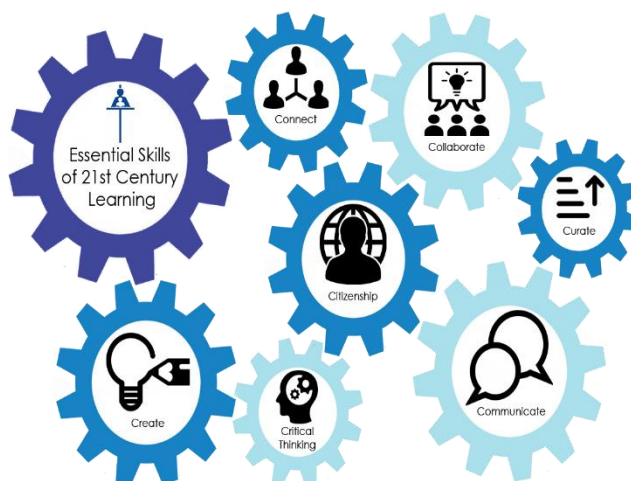


EXCELLENCE IN EDUCATIONAL PROGRAMMING IS:

CHARACTERIZED BY:	ACHIEVED BY:
<p>Learners who are engaged, consulted, satisfied, and accept personal responsibility for their success</p> <p>Curriculum that is innovative, engaging, and useful</p> <p>Instruction that is relevant, purposeful, and skilled</p> <p>Assessment that is formative and measures the right things for the right purposes</p> <p>Learning Resources that are personalized and relevant</p> <p>Results that:</p> <ul style="list-style-type: none"> • Show systemic improvement rather than pockets of success • Narrow the gap between the indigenous and non-indigenous learners • Exceed provincial averages in all grades and levels • Show positive trends year over year, and for cohorts • Graduates who have both options and 'real world' skills 	<p>Hiring, developing, and promoting the best instructional staff</p> <p>Involving staff consistently in robust school-level planning and in reviewing the District's Framework for Enhancing Learning</p> <p>Supporting principals and vice principals as instructional leaders</p> <p>Working collaboratively with the local Teachers' Association</p> <p>Supporting innovation and creative approaches to program delivery</p> <p>Aligning resources with desired results; moving dollars when needs shift</p> <p>Evaluating programs and practices on the basis of student results</p> <p>Creating dashboards and data processes to:</p> <ul style="list-style-type: none"> • Monitor success in human and social development, and career development, as well as intellectual development • Inform all levels of school and district decision-making • Create feedback loops to monitor and communicate consistent improvement to staff and students <p>Reporting to the Board and community annually on goals, targets, and results</p> <p>Valuing and celebrating demonstrated success</p>

Operational Plans to support this strategy include:

- ❖ School District 60 Framework for Enhancing Student Learning
- ❖ School Plans
- ❖ Classroom Level Planning,
- ❖ Individualized Education Plans.



ETHICAL LEADERSHIP FOCUSED ON RELATIONSHIPS AND CONTINUOUS IMPROVEMENT



Nothing has a greater impact on the success of students than the adults who provide instruction and the decisions of those who lead them. Leaders at all levels of the organization must be highly skilled, personable, decisive, and ethical. They must be equally proficient at (and focused on) building relationships and producing improved results for students.

ETHICAL LEADERSHIP IS:

<u>CHARACTERIZED BY:</u>	<u>ACHIEVED BY:</u>
<p>LEADERS who are:</p> <ul style="list-style-type: none">• Courageous, caring, empathetic, honest, resilient, and calm.• Able to appreciate or inject humour• Able to listen and to accept multiple viewpoints• Knowledgeable about current educational leadership practices• Invested in personal and professional growth of self and others• Engaged with students, staff, Board and community• Committed to inclusion, research, and the use of data in decision-making• Hard on issues, soft on people• Aiming for continuous improvement not perfection <p>PROFESSIONAL RELATIONSHIPS that are built on</p> <ul style="list-style-type: none">• Shared ownership and shared goals• Trust• Transparency• Consultation,• Cooperation,• True collaboration <p>And IMPROVEMENT that is</p> <ul style="list-style-type: none">• Incremental• Necessary for Student Success• Monitored and Measured• Celebrated and Appreciated	<p>Creating a culture of service above self, and personal ownership of outcomes</p> <p>Working collaboratively with our local employee associations/unions</p> <p>Wherever possible, buffering local relationships from outside influences</p> <p>Consciously building team and rewarding teamwork</p> <p>Providing relevant, engaging, and current professional development</p> <p>Monitoring adult engagement, satisfaction levels, and sense of connectedness</p> <p>Encouraging risk-taking and innovation</p> <p>Being action-oriented and responsive rather than reactive</p> <p>Creating scheduled opportunities to connect/check-in/check-up/review decisions</p> <p>Regularly scheduling performance reviews and providing follow-up and support where needed</p>

Operational Plans to support this strategy include:

- ❖ District Leadership Development Plan
- ❖ Personal Professional Development Plans
- ❖ School Level Plans aligned with the Framework to Support Student Learning

EXEMPLARY MANAGEMENT PRACTICES FOCUSED ON ALIGNING RESOURCES FOR OPTIMAL RESULTS

School District 60 Peace River North is working from a foundation of strong leadership, solid management practices, and committed and competent employees. With continued emphasis on student-centered decision-making and optimized human, physical, and fiscal resource allocation, the District and the students it serves will be even better positioned for success.

EXEMPLARY MANAGEMENT PRACTICES ARE:

<u>CHARACTERIZED BY:</u>	<u>ACHIEVED BY:</u>
Alignment with the strategic plan and its goals	Communicating the intent of the strategic plan and aligning work with its North Star
Decision-making that is student-centred	Effective recruiting, supervision, evaluation, and succession-planning
Clarity of Roles and Responsibilities	Having a clear organizational chart that is updated regularly
Processes that are consistent, documented, and followed for:	Having reporting relationships that are respected and enforced
<ul style="list-style-type: none">• Human Resources• All Departmental Planning• Budget Development and Reporting• Performance Management• Supporting governance of the Board	Playing your position on the team and supporting others
Teamwork	Creating structures for interdepartmental communication, collaboration, and planning
Proactive problem-solving	Having a budget development process that is inclusive, consistent, transparent, and links improvement data to dollars spent
	Committing to professional development at Senior staff level that is Focused on effective organizational (and self) management
	Ensuring all management processes include metrics for assessing progress
	Anticipating peak demands and scheduling workflow accordingly
	Creating a master reporting schedule that is linked to Board agenda-setting
	Regularly assessing individual, team, and organizational performance

Operational Plans to support this strategy include:

- ❖ District, school and departmental budgets
- ❖ Department plans for Finance, Maintenance, Transportation, Technology, Human Resources and Education

ENGAGED GOVERNANCE FOCUSED ON ADVOCACY, ACCOUNTABILITY, AND COMMUNITY PARTNERSHIPS

The governance, leadership, and management functions in a school district must be aligned and synchronized to serve the public interest and maintain public confidence in the education system. The Board of Education for School District 60 Peace River North takes its responsibilities for high quality educational service delivery and fiscal stewardship very seriously. To that end the Board strives to provide effective and high quality governance that balances the interests of students and their families, the broader community, employees, and the government to whom it is accountable.

EFFECTIVE AND ENGAGED GOVERNANCE IS

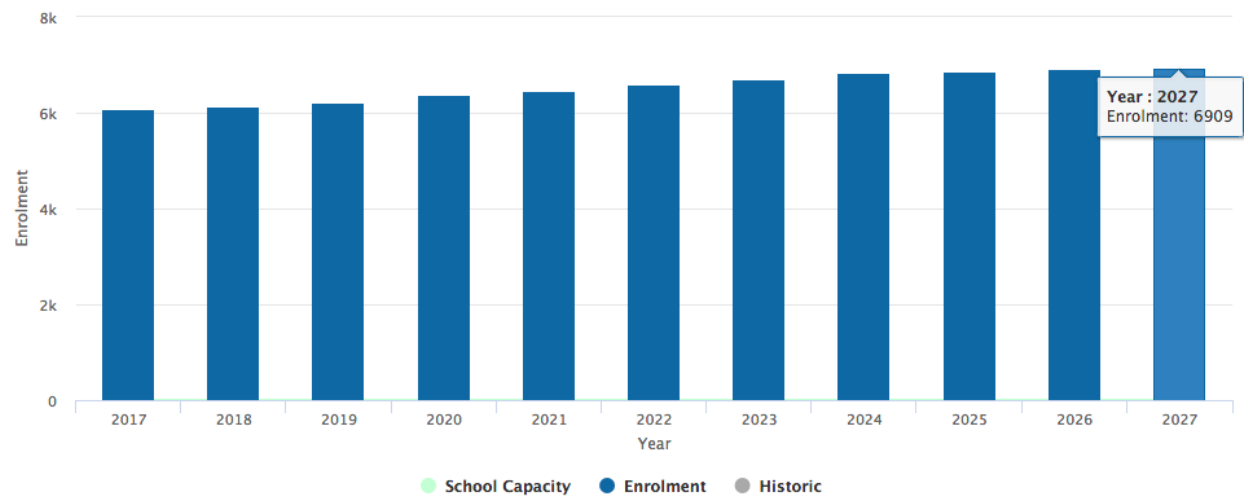
<u>CHARACTERIZED BY:</u>	<u>ACHIEVED BY:</u>
<p>A corporate board that understands its role in setting strategic direction, stewardship of public resources, and creating accountability.</p> <p>Individual board members who exhibit professionalism through:</p> <ul style="list-style-type: none"> • Being curious. open-minded, proactive, committed to improvement • Taking active personal ownership of their role and responsibilities • Active engagement, attendance, and full participation in meetings • Understanding and following procedural rules and Board room decorum <p>Being committed to:</p> <ul style="list-style-type: none"> • Being well-prepared and well-informed • Dialogue and achieving consensus wherever possible • ‘Making the time’ inside and outside of regular meetings • Considering the long-term impacts of decisions on students • Respecting the roles of the Board and the Superintendent <p>And who represent the community by:</p> <ul style="list-style-type: none"> • Being visible and accessible • Creating regular mechanisms for providing Input and sharing information • Developing strategic relationships with MLA’s and other elected officials • Making regular reports to community on student outcomes and efforts to improve them • Involvement in BCPSEA, the BCSTA and the Ministry of Education 	<p>Providing ongoing professional development on governance throughout the Board’s term</p> <p>Protecting and managing time for good governance</p> <p>Creation of an annual Board Work-plan and Agenda Management Plan</p> <p>Annual Board Self Evaluation and Superintendent Performance Evaluation</p> <p>Working together to create one TEAM</p> <p>Informal check-ins with the Superintendent and the Chairperson</p> <p>Regular reporting schedule developed for the strategic plan; 3-5 indicators per strategy</p> <p>Building networks with BCSTA, NIB, BCPSEA</p> <p>Regularly scheduled meetings with SUPAC, MLA’s, and municipal councils</p> <p>Continuing to advocate with government for the resources necessary to ensure student success, particularly in the areas of facilities and transportation</p> <p>Reporting annually to the community on financial and educational status of the district.</p> <p>Creating as many partnerships as possible with local businesses, industry, community agencies, and local governments.</p> <p>Recruitment and Retention advocacy</p>

Operational Plans to support this strategy include:

- ❖ Personal and corporate board professional development calendars and budgets
- ❖ Annual planning sessions
- ❖ Board’s annual work plan
- ❖ Project and/or mandate plans assigned to ad hoc or standing committees of the board

WHO WE SERVE

The district’s current enrollment is 5996 FTE, and numbers have been increasing by 150 - 200 FTE annually for the last five years. Approximately two thirds of the increase in enrollment will impact elementary schools and the remaining one-third the middle and secondary schools. This trend is expected to continue, which has implications for both the District’s operating budget, as well as its capital planning.



20 % of the District’s population are of First Nations ancestry, and a further 8% are English as Second Language Learners. There is no one predominant visible minority, as international and immigrant students come from a wide variety of ethnic and linguistic backgrounds. Ministry and local data indicates vulnerability factors in approximately 15% of the student population.

A significant percentage (11%) of our students are designated as Special Needs or are children in care of the province. The complexity and diversity of student needs, combined with the wide geographic dispersion of the schools that serve them, is a defining feature of the school district.

CONCLUSION

The North Star Statement and the goals and strategies outlined in this document represent our highest aspirations for both the students and the adults who make up School District 60 Peace River North. They are intended to build on our reputation for excellence in academics, arts, and athletics for our students; and, to embed a sense of shared responsibility for student success in all aspects of our school district's culture and its daily operations.

SD 60 Peace River North will continue to evolve and grow; as will the demands and expectations placed on it by its communities, its families, and its partners. The Board recognizes the need to incorporate this inevitable evolution into its strategic planning process, and is therefore committed to reviewing progress annually, and to renewing the plan regularly well into the future.



The “North Star” statement and the strategic plan are the proud legacy of the School District 60 Board of Education 2018-2023.

“Together We Learn”