

School District 10

Arrow Lakes



2019-20 Strategic Plan

Priorities and Actions

World Class Learning
in a Rural Environment



2017-2022 District Strategic Plan

OUR BOLD GOALS



Enhance Teaching and Learning

We'll enhance teaching and learning through personalization and engagement, place-conscious learning, and technologies for learning



Cultivate Connections and Relationships

We'll bring the world to our learners and take our learners to the world



Build Advocacy for SD10

We'll advocate for SD10 and showcase our success!

Students at the centre of all that we do

What's going on for our learners?

The Board of Education thoughtfully reviewed the Strategic Plan goals, the 2018-2019 Progress Report and student achievement data from the District Plan for Learning. The Board decided that the following areas will form Strategic Plan Priorities for the 2019-2020 school year:

- 1. Literacy:** Improve student success in Reading and Writing
- 2. Indigenous Education:** Improve student success and embed cultural programming
- 3. Community Connectedness:** Enhance communication and advocacy for our schools
- 4. Physical and Mental Well-being:** Continue to deepen for all learners and staff
- 5. Environmental Education and Place-conscious Learning:** Continue growing these practices



Literacy: Improve student success in Reading and Writing



Indigenous Education: Improve student success and embed cultural programming



Community Connectedness: Enhance communication and advocacy for our schools



Physical and Mental Well-being: Continue to deepen for all learners and staff



Environmental Education and Place-conscious Learning: Continue growing these practices

Literacy:

Improve student success in Reading and Writing

Why this priority?

► Our scanning through class reviews, 2019 fall assessments and during Fall 2019 FSA marking all show that reading and writing are areas in which to improve.

► Literacy goals are present in each school's Growth Plan based on scanning of classroom, district and provincial data



2019-20 Goal and Actions to Improve Literacy

GOALS

1. Improve reading and writing outcomes for all learners

ACTIONS

What are we doing to reach this goal?

1. What will happen when we increase time spent on reading and writing to closer to 40% of class time each day?
 - a. Research shows that a focus on literacy for 40% per day improves literacy outcomes
2. Increase regular tracking and accountability by using classroom data, school data, Class Reviews three times per year, and reviewing provincial data
3. Host two district-wide literacy sessions with Adrienne Gear on reading and writing strategies and purchase copies of books for all teachers
4. Increase Class Reviews and classroom assessments to three times annually (Fall, Winter and Spring) to better monitor student progress and adjust teaching
5. Continue to focus on assessment through participation in K-9 Reporting Order pilot and building capacity in assessment for learning practices

Literacy:

Improve student success in Reading and Writing

MEASURING SUCCESS

How will we know if we are being successful in improving literacy?

1. Increased time spent on reading and writing each day; literacy embedded in all secondary courses
2. Teacher, EA and PVP engagement at Adrienne Gear virtual sessions, with books and other literacy research articles, and increased use of reading and writing power strategies
3. Class reviews held in September/October, January/February and April/May to track student success and assess impact on reading and writing
4. Deepened focus on assessment
 - a. November 8 District Pro-D day focus on Assessment and Literacy
 - b. Ongoing reading and writing assessments throughout the year
 - c. Fall and spring K-8 reading assessments (EPRA and DART) and Grade 2-10 writing assessments to help inform teaching and learning
 - d. Continued range of innovative ways to communicate student learning – Fresh Grade, Student Led conferences, parent nights, student portfolios, student written reports on learning and self assessments, etc



Indigenous Education:

Improve indigenous learners' success, and deepen cultural and reconciliation programming for all learners

Why this priority?

▶ Though cohort sizes are small, our scanning through class reviews, 2019 district assessments and provincial assessments all show that numeracy, literacy and graduation rates for indigenous learners are areas in which to improve.



▶ Our focus for many years has been on increasing indigenous cultural programming for all learners. While this goal remains important, our scanning showed it was crucial to build capacity in all teachers to do this work in their classrooms and shift the role of the Indigenous Support teacher to more directly support the academic success and well-being of our indigenous students.

2019-20 Goal and Actions to Improve Indigenous Education

GOALS

1. Improve outcomes for all indigenous learners (20% of our student learners)
2. Further embed indigenous education cultural and reconciliation learning for all learners

ACTIONS

What are we doing to reach this goal?

1. Reposition Indigenous Support Teacher role to focus primarily on indigenous student success
2. Build capacity for all teachers at collaboratively planned January 27th, 2020 Pro-D day
3. Extend district Indigenous Education Resources document and document potential regional indigenous education Elders and knowledge-keepers

Indigenous Education:

Improve indigenous learners' success, and deepen cultural and reconciliation programming for all learners

4. Hold 2-3 Equity Scan conversations between February and April 2020 with indigenous students, parents, Elders, indigenous support teachers, teachers, PVPs to help inform the new Enhancement Agreement and our support and services for indigenous learners and their families

MEASURING SUCCESS

How will we know if we are being successful in improving indigenous education?

1. Increased time and support for indigenous learners by Indigenous Support Teacher for academic success, career and post-secondary transitions
2. Deeper teacher confidence and self-assessment of increased capacity in teaching indigenous education while integrating First Peoples Principles of Learning and Indigenous Worldviews and Perspectives for all learners
3. Expanded Indigenous Education resources shared with all educators and schools



Community Connectedness:

Enhance communication and advocacy for our schools

Why this priority?

▶ As we scan our schools and the communities we serve, the need to continually improve and enhance communication with parents, and community members is vital



▶ Working collaboratively with our communities, community agencies and resources and regional and local governments benefits both our learners and our communities

2019-20 Goal and Actions to Improve Community Connectedness

GOALS

1. Improve and enhance communication to our community instilling confidence in the education for all learners in our schools and district
2. Sustain and enhance collaboration with community, community and regional agencies and local governments

ACTIONS

What are we doing to reach this goal?

1. Continue and extend communication strategies: use school newsletters and FaceBook sites, school and district websites, ALELA and Superintendent reports to Board meetings, Superintendent reports to local media and Board of Education reports to PACs and community to ensure the public is aware of the significant innovation and success in our schools and districts
2. Connect and garner support from local granting organizations to deepen student learning (eg NACFOR, CBT, MCFD, RDCK, Basin Plays, Rotary)
3. Deepen district participation in community GAP Interagency committee

Community Connectedness:

Enhance communication and advocacy for our schools

4. Renew and develop partnership agreements with a range of community partners
5. Develop a Child Care Centre at Lucerne Elementary Secondary School and explore feasibility of a Nakusp Centre
6. Complete sale of Fauquier School property to community of Fauquier
7. Review and update VTRA (Violence Threat Risk Assessment) training linking all relevant community agencies and school district

MEASURING SUCCESS

How will we know if we are being successful in improving community connectedness?

1. Strong communication strategies in place between schools and district with community and public
2. Grants received from community, regional and provincial sources to support student learning
3. Measures developed in collaboration with community GAP committee to enhance student well-being
4. Annual renewal of partnership agreements with local societies and organizations; development of new partnership agreements
5. Completion of Goat Mountain Kids Child Care Centre by September 2020
6. Completion of sale of Fauquier School property in 2020
7. VTRA training with community partners completed in 2020



Physical and Mental Well-being:

Continue to deepen for all learners and staff

Why this priority?

► Physical and mental well-being and social-emotional learning are clearly linked to greater student success and productivity for both students and staff as articulated in research literature.



► Scanning of our students and employees in accordance with provincial initiatives identifies physical and mental well-being as a continued priority

2019-20 Goal and Actions to Improve Physical and Mental Well-being

GOALS

1. Continue to provide opportunities which enhance physical and mental well-being for students and staff

ACTIONS

What are we doing to reach this goal?

1. Develop a district Mental Health Framework and 3 year plan for mental well-being
2. Sustain and deepen CBT Basin Plays activities and physical literacy and Take Me Outside for Learning in all schools
3. Plan for professional learning in SEL (social emotional learning) for teachers
4. Increase successful SEL and early learning transitions through Changing Results for Young Children (CR4YC)
5. Engage with community-based organizations and agencies for mental and physical health supports
6. Support nutrition programs at schools through Community LINK funding, PACs, and other local community support and grants; develop school gardens and greenhouses at NES and NSS to augment healthy food options

Physical and Mental Well-being:

Continue to deepen for all learners and staff

MEASURING SUCCESS

How will we know if we are being successful in improving physical and mental well-being?

1. Development of a clear and sustainable plan for mental well-being through a Mental Health Framework
2. Basin Plays physical literacy in all schools and increase in Take Me Outside for Learning engagement
3. SEL learning opportunities provided for all teachers in 2020
4. CR4YC professional learning team of primary teachers, community early childhood educators and Strong Start coordinators meets six times in 2019-20 to improve SEL and early learning transitions
5. Student responses on the annual Ministry Student Learning survey, MDI (Middle Years Development Instrument), EDI (Early Learning Development Instrument), and new Vulnerability Tracking tool
6. Monitor provision of student nutrition programs



Environmental Education and Place-conscious Learning:

Continue growing these practices

Why this priority?

▶ Place-conscious learning is SD 10's signature pedagogy and is related to strong student success and student engagement in relevant learning



▶ Caring for the environment and increasing environmental stewardship is key to our planet and our learners' present and future well-being

2019-20 Goal and Actions to Improve Environmental Education and Place-Conscious Learning

GOALS

1. Increase opportunities and support for environmental education and place-conscious learning

ACTIONS

What are we doing to reach this goal?

1. Increase CBEEN Wild Voices environmental education programming in schools
2. Deepen work of district Environmental Ed Committee including district Waste Audits
3. Enhance Local Food Production with school gardens and greenhouses
4. Continue support for K-12 field studies and curricular experiences

Environmental Education and Place-conscious Learning:

Continue growing these practices

MEASURING SUCCESS

How will we know if we are being successful in improving environmental education and place-conscious learning?

1. More Wild Voices programs provided to students
2. Environmental Education Committee including students and teachers spearheading waste audits and changing district practices
3. By June 2020, have greenhouses and gardens at three schools: NES, NSS and Lucerne
4. Summative report on field studies and environmental or place-conscious learning



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