

School District 57 Strategic Plan 2021-2026

Implementation Year 1 and 2

“The Pathway to a Diverse Learning Community with Purpose, Options and Choices for all”

Skeh Huhoont’i hodul’eh ti.

IMPLEMENTATION PLAN

STRATEGIC PLAN 2021-2026

YEAR 1 AND 2 GOALS, STRATEGIES AND OBJECTIVES:

ACTIONS TOWARD OUR DISTRICT DIRECTIONS



This framework for education was developed in collaboration with our local Lheidli T’enneh and local Dakelh Elders, visually presented by Pam Spooner and created by Becky Dochstader.

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We respectfully acknowledge School District 57, resides on the unceded ancestral lands of the Lheidli T’enneh First Nations, McLeod Lake Indian Band and the Simpcw First Nation. It is our honour to walk alongside our indigenous communities in educating our students.

Our Vision:

All students are prepared for each step of their life’s journey with the skills, knowledge, options, and choices to be successful.

Our Mission

Through innovation, high standards and culturally responsive care, we nurture and empower all students where they are to be proud, confident, and engaged lifelong learners.

Our Values

Community

We engage all members of our learning community through open and respectful relationships.

Integrity

We are ethical, fair and follow through on our commitments.

Inclusion

We ensure all students contribute and participate in all aspects of school life.

Transparency

We are open, honest and accountable for the decisions we make.

Respect

We demonstrate kindness and care for ourselves, others and the environment.

Equity

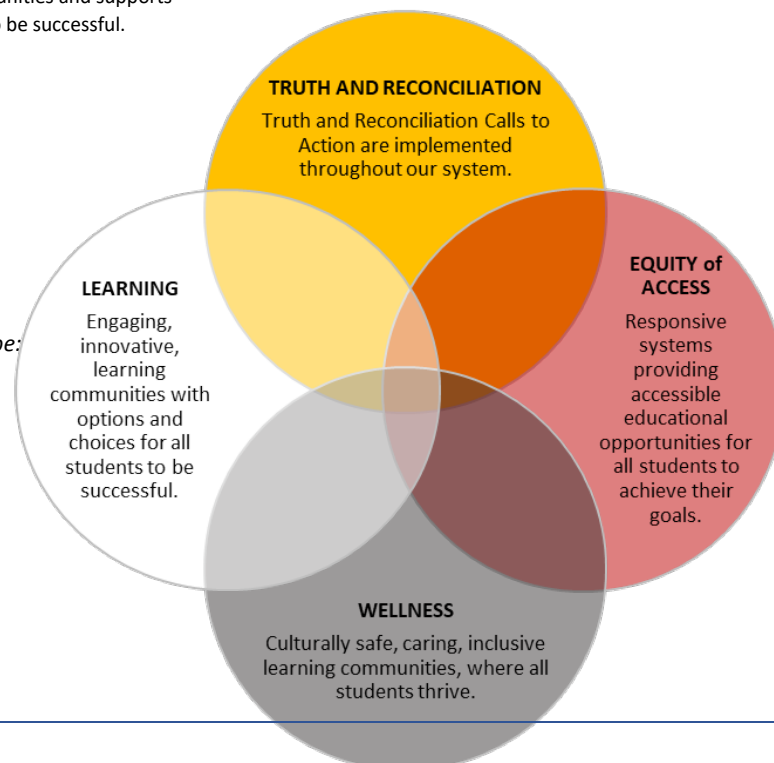
We create systems where every student has opportunities and supports to be successful.

First Peoples Principles of Learning are integral in all we do.

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning involves recognizing the consequences of one’s actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history and story.
- Learning involves patience and time.
- Learning requires exploration of one’s identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Our District Directions

For the next five years, our priorities will be:



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About our District

School District No.57 resides on the unceded ancestral lands of the Lheidli T’enneh First Nations, McLeod Lake Indian Band and the Simpcw First Nations. Geographically we expand from Mackenzie BC, through Prince George BC to McBride and Valemount BC. We serve 41 schools: 32 Elementary schools, 8 Secondary schools and 1 District Learning Support center for alternative and alternate learning opportunities. We provide educational programs for approximately 13000 students inclusive of early learning, after school art and sports programming, trades programs, and dual credit programs with our local post-secondary schools. We support Lheidli T’enneh students, McLeod Lake students and Takla students living on reserve through our Local Education Agreements. With each Nation we co-construct the educational services provided to the students while attending a school within our school district.

Strategic Planning Engagement Process

Our engagement process was designed to gather feedback from our community on what was important for our students to learn, what is valued in education and what our priorities should be for the next 5 years. The engagement process provided us with input from over 2000 people and we recorded over 1500 specific ideas from our staff, students, parents, rightsholders, stakeholders and community at large. Our process included 3 online exchanges of ideas and thoughts, 14 focus group conversations with rightsholders, stakeholders and our local First Nations, and multiple workshops with our Board of Education and District Leaders.

After each online engagement session, a summary was provided to the Board of Education at the public meeting and presented online for additional feedback. Participants in the engagement process consistently expressed the importance of:

- ♦ *All students acquiring the skills necessary to be successful in life*
- ♦ *All students graduating with a Dogwood Graduation Certificate*
- ♦ *All students being provided with options and choice for courses and programs and their future*
- ♦ *All students learning the importance of local Indigenous history, culture and language*
- ♦ *All students having strong Literacy and Numeracy skills*
- ♦ *All students learning in safe, inclusive learning communities with a sense of belonging and purpose*

District Directions

School District No. 57 has identified 4 district directions that set our priorities for the next 5 years. These directions will guide our work.

- ♦ **Truth and Reconciliation**
Truth and Reconciliation Calls to Action are implemented throughout our system.
- ♦ **Equity of Access**
Responsive systems providing accessible educational opportunities for all students to achieve their goals with specific focus for our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities.
- ♦ **Wellness**
Culturally safe, caring, inclusive learning communities, where all students thrive with an emphasis on mental health, physical health and overall well-being for students, staff and families.
- ♦ **Learning**
Engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities

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Truth and Reconciliation

Over the next 5 years we will work towards seeing the 94 Calls to Action outlined in the Truth and Reconciliation Commission of Canada (TRC) Report realized in our school district. We acknowledge the land we are on and respect the local language and culture of the area.

We will work with our Indigenous communities to help guide us in this work prioritizing the Calls to Action for Education #6-12, and Education for Reconciliation #62 and #63. Implementation will include consideration of The United Nation Declaration of Indigenous People (UNDRIP) which safeguards the individual rights of Indigenous People.

Year 1 and 2 Goals

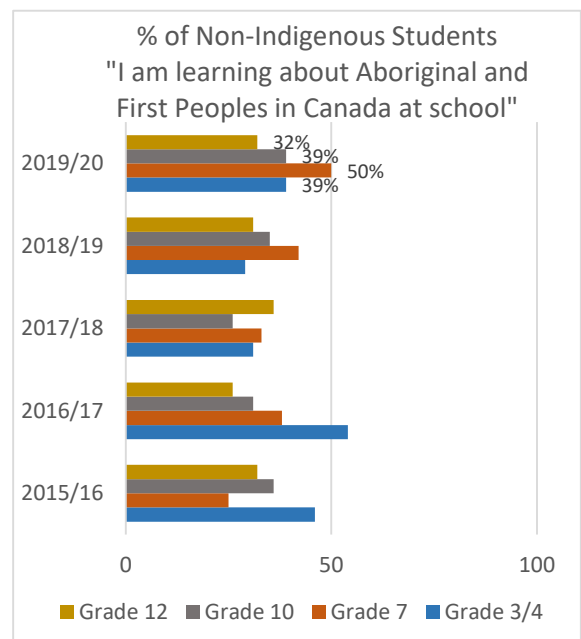
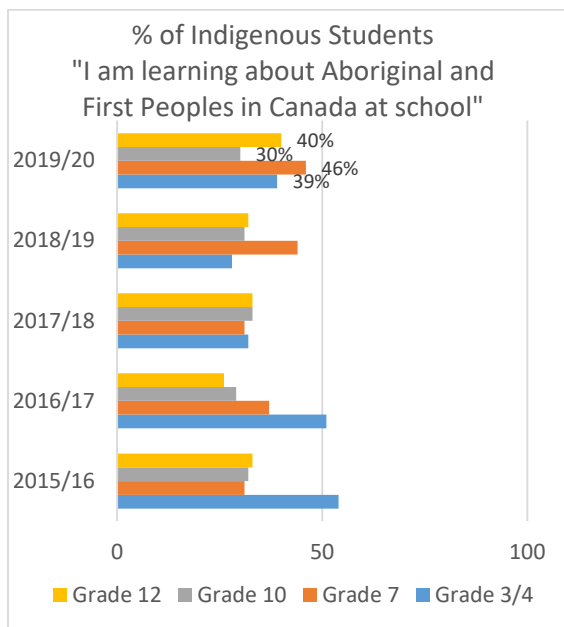
1. Create a systems approach to ensure our staff and students know and understand the TRC Calls to Action as they are implemented in our system
2. Enhance trauma informed and resilience approaches in our schools

Strategies

- ♦ Increase Elders and Knowledge Holders in our schools to support and mentor staff in the education of Residential Schools, Indigenous culture and Indigenous languages
- ♦ Review curriculum to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens
- ♦ Provide professional learning to staff about Truth and Reconciliation Calls to Action and Trauma Informed approaches
- ♦ Wednesdays are targeted as Indigenous days of learning throughout the year- Deconstructing Otherness
- ♦ Develop an Education Council of First Nations leaders, Elders and our K- 12 system leaders to discuss education within our learning communities. – "nothing about us without us"
- ♦ Systematically on-board new staff to the district to ensure local indigenous context is reviewed

Success Measures

We will look to our Student Learning Survey administered at grades 4, 7, 10 and 12 to measure the % of students identifying that they are learning about Indigenous content in schools. We expect to see an increase of 10% or higher of students reporting they are learning about Indigenous and First Peoples in Canada in each year of this implementation plan.



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Equity of Access

School District No. 57 will be responsive in providing accessible educational opportunities for all students to achieve their goals. We will pay attention to the needs of our Indigenous learners, our children and youth in care, our students with diverse abilities/disabilities and our students learning in rural and remote communities.

We acknowledge that not all children learn the same way, and require diverse supports. It falls upon us to ensure all students have access to quality educational opportunities needed to be successful on their learning path.

Year 1 and 2 Goals

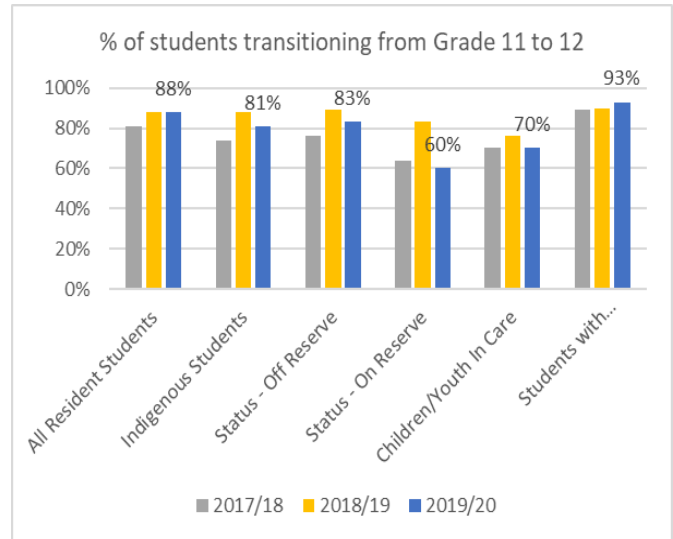
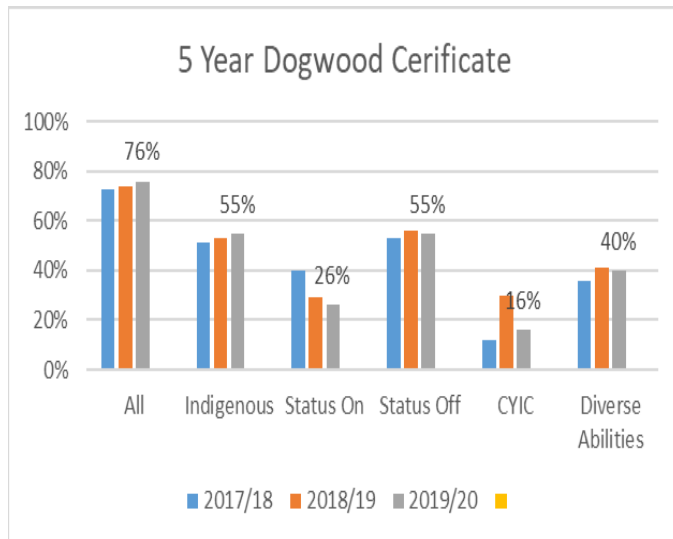
1. Create a continuum of support throughout the district to ensure all students have access to personalized learning.
2. Enhance our learning environments to build diverse supports for students to feel connected, engaged and safe to take learning risks.

Strategies

- ♦ Increase our communication with students and families while developing personalized learning supports to remove barriers for their success
- ♦ Clarify and communicate our process for addressing racism and discrimination within our system
- ♦ Review curriculum to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens
- ♦ Provide professional learning to staff about Continuums of Support at the school and district level
- ♦ Wednesdays are targeted as Indigenous days of learning throughout the year- Deconstructing Otherness.
- ♦ Continue to identify systems and structures that are not equitable and adjust or create systems and structures of equity
- ♦ Continue to develop District Learners Supports to provide alternative learning opportunities for our students to personalize their learning paths
- ♦ Launch our partnership with the YMCA- Alternate to Suspension program for students

Success Measures

We will closely monitor the success of our goals by reviewing our 5-year graduation rates and our grade to grade transitions. We will pay attention to the result of our students living in care, our students with diverse abilities/disabilities and our indigenous learners. By the end of year 2, we expect to see a 10% increase in our students who graduate with a Dogwood Certificate after 5 years of starting grade 8 and we expect to see a 10% increase of students transitioning from Grade 11 to 12.



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Wellness

We believe that in order for student to learn, they need culturally safe, caring, inclusive learning communities. As our world moves out of a pandemic, now more than ever we need to emphasis the support for mental health, physical health and overall well-being of our students, staff and families.

Year 1 and 2 Goals

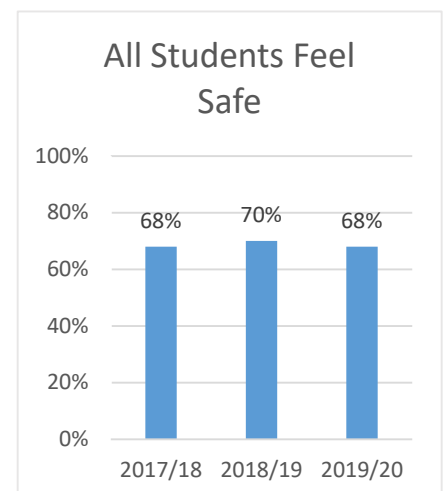
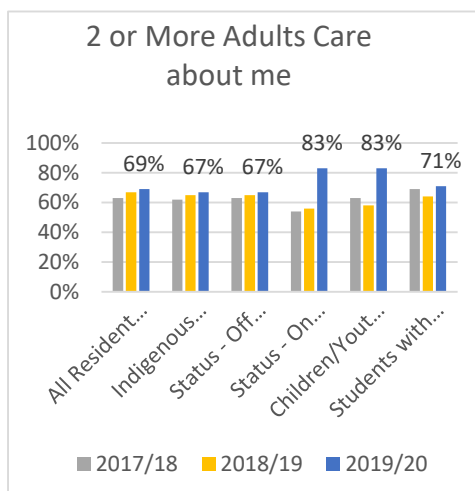
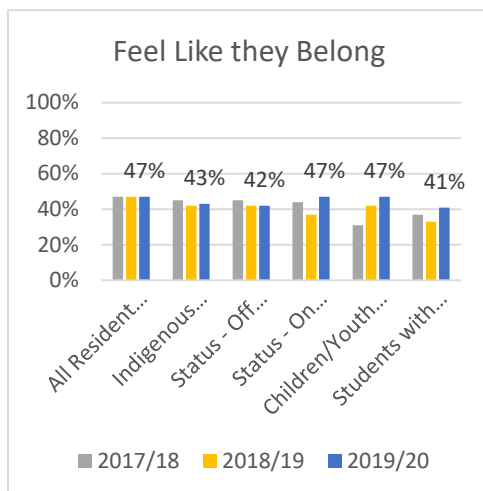
1. Create a systems approach to support equity, diversity, inclusion and belonging
2. Enhance Mental Health Literacy understanding and its implementation

Strategies

- ♦ Continue work towards schools that provide a sense of belonging for all students through various strategies.
 - Diversity audit of resources, Afterschool Art and Sport Programming, etc.
- ♦ Continue work with educational researchers and curriculum developers towards implementation of a new course on Identity at the grade 8 level
- ♦ Administer the MDI (Middle Years Development Instrument), at grades 5 and 8
- ♦ Develop an EDIB (equity, diversity, inclusion and belonging) team in each school to address racism and support anti-racism initiatives
- ♦ District and school leaders will work through Coaching through Equity book study led by Directors of Instruction
- ♦ Provide professional learning to staff about Compassionate Systems Leadership at the school and district levels
- ♦ Focus on transitions into our schools, from grade to grade, between elementary and secondary school and from secondary to post-secondary
 - Work with our early learning and early care providers on seamless transitions into the k-12 system
 - Work with our Post-Secondary institutions on seamless transitions out of our system
- ♦ Provide instruction for Mental Health Literacies to staff and students
- ♦ Continue to partner with Northern Health to develop stronger supports for students struggling with mental health and/or addictions

Success Measures

Our Student Learning Surveys for our Grades 4,7,10 and 12 students help us identify a sense of belonging for our students. When students are connected and feel like they belong, they are successful. For this implementation cycle ending in 2023, we expect to see a 10% increase in students feeling like they belong for each year. We will also be looking for in increase in students knowing that at least 2 adults care about them and they have systems for support. Our overall measure of success will be students feeling safe at school. We expect a 10% increase in all students feeling safe at the end of this implementation plan in 2023.



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Learning

We will work to achieve engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities

Year 1 and 2 Goals

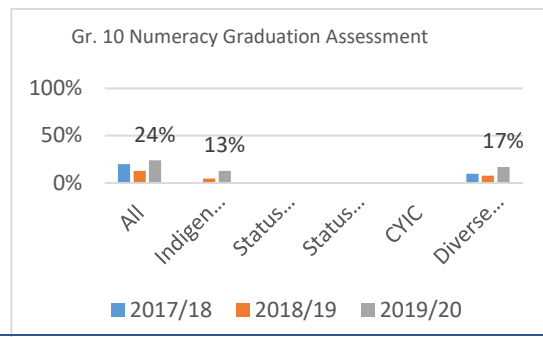
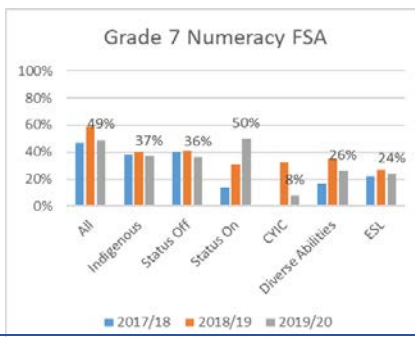
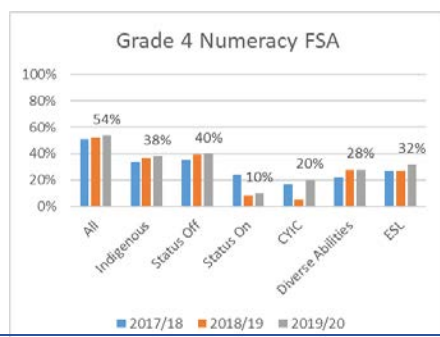
1. Increase literacy, numeracy and graduation rates for all students and close the gap for Indigenous learners, children and youth in care and students with diverse abilities/disabilities.
2. Create a system where all students develop a graduation success plan before transitioning to secondary school to help guide them towards their goals.
3. Enhance the district’s academic learning opportunities connected to people, place and land (Land based, Experiential, Passion based, Connected to Identity)

Strategies

- ♦ Focus on data dialogue to move from data as information to data that informs actions.
- ♦ Support continued work on looking for evidence of learning in multiple ways
- ♦ Implement a Framework Implementation Team (FIT) in our secondary schools to focus instruction on Literacy, Numeracy, Indigenous Education and Inclusive Education at the grades 8-12 level
- ♦ English First Peoples 10 will be a required 2 credit course for grade 10 students
- ♦ Provide professional learning to staff for Numeracy and Literacy Instruction for K- 12. All teachers are teachers of Literacy and Numeracy
- ♦ Utilize the [MyBluePrint](#) to support students developing their graduation pathway before entering secondary.
- ♦ Review resources for both literacy and numeracy in all schools to ensure current and culturally responsive resources are being used with students.
- ♦ Review curriculum to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens.
- ♦ Administer a district numeracy assessment at each grade level in elementary school to monitor students’ progress
- ♦ Develop and implement a District Numeracy Advisory Committee
- ♦ Implement a Rural Schools Network Project to build on educators’ Literacy capacity and understanding within, across, and beyond the curriculum.
- ♦ Continue to support equity in our schools with professional development and supports for teachers to provide intervention in both literacy and numeracy

Success Measures

We will look to our Foundation Skills Assessment and Graduation Assessments to monitor our progress towards our goals. Our numeracy results continue to be of concern. We will provide more focus on numeracy instruction at the K- 12 levels and a new assessment will be administered annually at all grades to monitor our progress in a timelier manner. With enhanced focus on instruction, and ongoing assessment we expect to see a 10% increase on our Grade 4 and 7 FSA and our Grade 10 Numeracy Assessment of student meeting or exceeding expectations.



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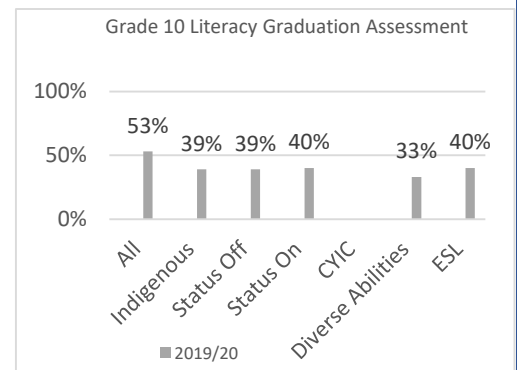
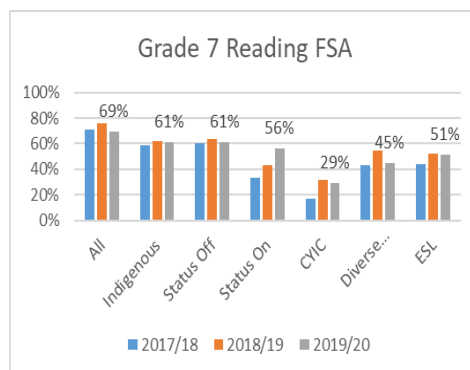
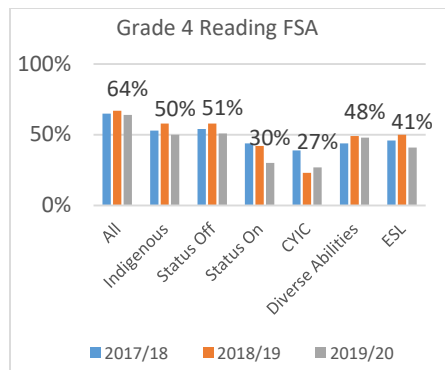
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Success Measures- Learning Cont.

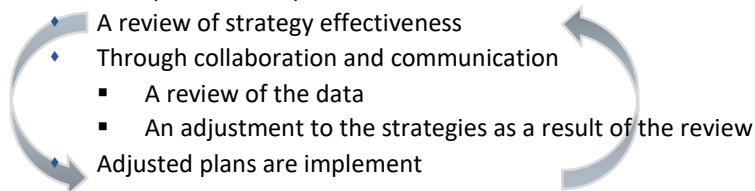
Our district has been on a literacy journey for several years. We have implemented many different instructional strategies to provide intervention. Over the duration of this implementation plan, we will continue to build teacher capacity in reading intervention to support our struggling readers at all grade levels; we want all students to be literate. We will look to classroom based reading assessments collected at the district level to help inform interventions. With our continued focus on literacy by 2023 we expect a 10% increase in the number of students who are meeting or exceeding reading expectations.



Summary

We will review our strategic plan and our implementation plan on an annual basis. This review will include a comprehensive engagement process with our community. Upon completion of our review we will make adjustments to our strategies to support our goals toward the District Directions.

The continuous improvement cycle will ensure:



In addition, our work in the 2021-2022 year will include:

- Schools and learning departments creating implementation plans in alignment with our strategic plan and reporting out progress. The plans and reports will be made available to the public by September 30th of each year.
- Operations of the district (Finance, Facilities, Human Resources, and Technology) aligning with the strategic plan.

For additional data and information please visit:

- [B.C. Education System Performance - Prince George School District \(gov.bc.ca\)](#)
- [School District 57 Framework for Enhanced Student Learning Report](#)
- [Framework to Enhance Student Learning- BC Ministry of Education](#)