



Priority	Improving student achievement and well-being through high quality instruction. <i>(Instruction)</i>		
Goal	All students to meet or exceed grade level expectations in literacy and numeracy.		
Outcome/ Measure(s)	Description	Baseline	Target
<ul style="list-style-type: none"> <li>✓ Provincial Assessments</li> <li>✓ Graduation Rates</li> <li>✓ District Literacy Assessments</li> </ul> <p>FSA – Foundational Skills Assessment            RAD – Reading Assment District            NYM – Not Yet meeting            FM/E – Fully Meeting/Exceeding            SNAP – Student Numeracy Assessment &amp; Practice</p>		Current Provincial Assessment – 2017 FSA pending  Current District & School 6-year Completion Rates CSS, GWG, SSS, Ed Centre & District Ratios  <b>RAD 3:</b> NYM - 5%, FM/E - 64%  <b>RAD 6:</b> NYM - 5%, FM/E - 55%  <b>RAD 8:</b> NYM – TBD, FM/E - 52%  RAD – To be phased out District Literacy Measure - TBD  <b>PM Benchmarks (Gr. 2):</b> NYM - 12%, FM/E - 75%  <b>PM Benchmarks (Gr. 3):</b> NYM - 10%, FM/E - 78%  SNAP 2016/2017 & 2017/2018	Achievement At or Above Provincial Average – 2017 FSA pending  Achievement At or Above 6-Year Completion Rate CSS, GWG, SSS, Ed Centre & District Ratios  NYM-2%, FM/E-75%  NYM – 2%, FM/E – 65%  NYM – TBD, FM/E – 65%  District Literacy Measure - TBD  NYM – 5%, FM/E – 85%  NYM-2%, FM/E - 85%
	✓ District Numeracy Assessment(s)		

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
<b>1. Evidence Based Literacy Practices</b> <ul style="list-style-type: none"> <li>Model and use evidence-based practices for literacy.</li> </ul>	a) Provide professional learning opportunities that align with evidence-based practices for literacy. b) Schools will create data teams to inform literacy instruction and identify student specific targeted interventions. c) Develop Grade 3-8 District Literacy Assessment. (ACT) d) Pilot of Grade 3-8 Literacy Assessment Tool. (ACT) e) Implementation of Grade 3-8 Literacy Assessment Tool. (ACT)	Directors of Instruction	Fall 2015  Fall 2015  Fall 2017  Fall 2018  Fall 2019	Ongoing  June 2019  June 2018 Complete June 2019  June 2020	<ul style="list-style-type: none"> <li>Balanced approach to literacy through instruction and assessment are evident in all Elementary classrooms.</li> <li>Teaching practices are aligned with the BC curriculum in literacy.</li> <li>Schools will have vertical and horizontal alignment of literacy instructional strategies and assessment.</li> <li>Student data will be analyzed to identify efficacy of instruction and targeted intervention.</li> </ul>
<b>2. Evidence Based Numeracy Practices</b> <ul style="list-style-type: none"> <li>Model and use evidence-based practices for numeracy.</li> </ul>	a) Provide professional learning opportunities that align with evidence-based practices for numeracy. b) Schools will create data teams to inform numeracy instruction and identify student-specific targeted interventions. c) Develop Grade 2-7 District Numeracy Assessment Tool. d) Implementation of Grade 2-7 District Numeracy Assessment Tool. e) Support and refine use of SNAP. Transition from “implementation” of SNAP to an embedded phase where our teachers use balanced approach to numeracy instruction on a daily basis.	Directors of Instruction	Fall 2015  Sept 2016  Fall 2015  Fall 2016  Fall 2017	Ongoing  June 2019  Complete  Complete  Ongoing	<ul style="list-style-type: none"> <li>Balanced approach to numeracy through instruction and assessment evident in all Elementary classrooms.</li> <li>Teaching practices are aligned with the BC curriculum in numeracy.</li> <li>Student data will be analyzed to identify efficacy of instruction and targeted intervention.</li> <li>Improved success for our students will be reported through SNAP results and School Based Assessments, as well as Provincial Assessments (FSA 4 &amp; 7).</li> </ul>
<b>3. Learning Supports and Interventions</b> <ul style="list-style-type: none"> <li>Model and use evidence-based practices for early intervention and prevention.</li> </ul>	a) Align supports within a Response To Intervention and Instruction Framework (Tier 1, 2, 3). b) Continue to provide supports and focus to Early Learning.	Directors of Instruction	Fall 2015	Ongoing  Ongoing	<ul style="list-style-type: none"> <li>Student data will be analyzed to identify efficacy of instruction and targeted intervention.</li> <li>Schools can identify and implement supports for at risk students.</li> </ul>

	c) Provide professional learning opportunities that align with evidence-based practices for early intervention.			Ongoing	<ul style="list-style-type: none"> <li>• Fewer at-risk students at key transition times.</li> <li>• All students have access to high quality instruction.</li> <li>• K/1 intervention time provided to all schools.</li> </ul>
<b>4. Reconfiguration</b> <ul style="list-style-type: none"> <li>• Supporting the new vision of Elementary K to 5, Middle 6 to 8 and Secondary 9 to 12 schools to effectively support the social, emotional, physical and intellectual learning needs of our students.</li> </ul>	a) Reconfiguration – Implementation Advisory Committee 1st meeting date Sept. 16, 2017.	Executive Team	May 2017	Complete	<ul style="list-style-type: none"> <li>• Transition implementation plans.</li> <li>• Clear communication regarding implementation.</li> <li>• Increased staff efficacy to support diverse learning needs of students.</li> <li>• Pillars of practise created at each Elementary, Middle and Secondary school.</li> <li>• Middle School Mission, Vision and Belief Statement created and followed.</li> <li>• All Middle schools will demonstrate a commitment to: <ul style="list-style-type: none"> <li>a) 4 Pillars</li> <li>b) WEB / LINK</li> <li>c) Teacher team time</li> <li>d) Advisory (student connect)</li> <li>e) Teaming – teacher partnerships</li> </ul> </li> </ul>
	b) Elementary, Middle, Secondary Working Committees creating Implementation Plan – reporting to Advisory Committee.		May 2017	Complete	
	c) Reconfiguration Learning Series – Pro-D opportunities.		May 2017	Complete	
	d) Regular Pro-D opportunities.		May 2017	Ongoing	
	e) Maintain the vision, mission and beliefs developed by the reconfiguration committee.		October 2018	Ongoing	
f) Revised K to 5 Report Card aligned with renewed curriculum and assessment practices					
<b>5. Outdoor / Environmental Education Opportunities</b> <ul style="list-style-type: none"> <li>• Explore opportunities to provide students with multiple opportunities to connect with and in nature.</li> </ul>	a) With SFU, offer a diploma program for teachers based on place-based, environmental education. b) Actively promote "Take Your Classroom Outdoors" days. c) Provide learning opportunities for teachers to explore place-based learning. d) Use the First Peoples Principles of Learning to enhance classroom opportunities connected to sense of place and the outdoors.	Directors of Instruction/ Curriculum Dept.	Spring 2017	Ongoing	<ul style="list-style-type: none"> <li>• Opportunities for students to be engaged through place-based, outdoor experiences will increase.</li> <li>• Clear guidelines for developing practical, sustainable outdoor learning spaces as will be available (gardens, outdoor classroom spaces, natural playgrounds).</li> </ul>

	e) Develop guidelines for creating outdoor learning spaces.				
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<b>Priority</b>	Improving student achievement and well-being through high quality instruction. <b>(Instruction)</b>		
<b>Goal</b>	To increase students' abilities to apply critical, creative and reflective thinking.		
<b>Outcome/ Measure(s)</b>	<b>Description</b>	<b>Baseline</b>	<b>Target</b>
	<ul style="list-style-type: none"> <li>✓ Teachers will create classroom experiences for students that support, engage and inspire students to think in critical, creative and reflective ways.</li> <li>✓ Students will self report on all 3 Core Competencies.</li> <li>✓ Teachers will align classroom assessments with BC Curricular Competencies.</li> <li>✓ District Assessment Rubric to determine the degree to which each school aligns with a culture of innovation and continuous improvement.</li> </ul>	0% of schools	100% of schools

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
<p>1. <b>Utilize Evidence-Based Instructional Practices</b></p> <ul style="list-style-type: none"> <li>• Increase instructional practices that promote critical, creative and reflective thinking.</li> <li>• Promote a common language relating to effective lesson design.</li> <li>• Use formalized (Innovation Grant) inquiry groups of teachers to inform and recommend evidence-based practices to promote the use and integration of core competencies.</li> </ul>	<p>a) Identify and recommend evidence-based instructional practices for critical, creative and reflective thinking.</p> <p>b) Offer multiple in-service and professional development opportunities to increase awareness and competency in high quality instruction.</p>	Directors of Instruction	Fall 2016	June 2019	<ul style="list-style-type: none"> <li>• There will be a common understanding of what “high quality instruction” means throughout our district.</li> <li>• Lesson planning will reflect effective lesson design and be evident in our classrooms.</li> </ul>

<p>2. <b>Pro D / In-service</b></p> <ul style="list-style-type: none"> <li>Professional learning structured to empower educators to identify student learning needs, plan and align instruction and assessment across grade levels, and learn evidence-based practices to support student achievement through critical, creative and reflective thinking.</li> </ul>	<p>a) Professional learning designed and delivered in alignment with BC curriculum.</p> <p>b) Professional learning supported through Pro D days, afterschool workshops, mentorship, collaboration and in-school in-service.</p> <p>c) Pilot Standard Based Assessments from Grades 9-12 aligned with the redesigned curriculum and new models of learning.</p> <p>d) Partner with the Ministry of Education and participate in the BC SOGI Educators Network to continue to create an environment of inclusive education in the district as per Safe School Policy 514.</p>	<p>Directors of Instruction</p> <p>Assistant Superintendent</p>	<p>Fall 2015</p> <p>Fall 2015</p> <p>Spring 2018</p> <p>Fall 2017</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Spring 2021</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>Feedback will reflect fluency and confidence to implement BC curriculum in classrooms (i.e., teacher surveys, exit slips, self-evaluations, growth plans, Strategic Plan Rubric.</li> <li>Annual plan for professional learning.</li> <li>Enhanced clarity in communicating assessment information (standards and core competencies) to students and parents.</li> <li>Continue to create an environment of inclusive education in Chilliwack, where all students are welcomed and supported to achieve success.</li> </ul>
<p>3. <b>Collaborative Learning Schools</b></p> <ul style="list-style-type: none"> <li>Promote a district-wide culture of innovation and continuous improvement through the use of evidence-based, promising instructional strategies.</li> </ul>	<p>a) Identify, model and support collaborative learning and systematic problem-solving within and across schools.</p> <p>b) Co-construct a rubric to guide the development of innovative schools.</p> <p>c) Implement the use of the Innovative School Rubric (name change to "School Growth Plan-SGP Strategic Plan Alignment") to assess alignment with the Strategic Plan.</p> <p>d) Support After-School Collaborative Learning .</p> <p>e) Partner with the University of the Fraser Valley for increased reciprocal learning opportunities.</p>	<p>Directors of Instruction</p>	<p>Fall 2015</p> <p>Winter 2016</p> <p>Fall 2015</p> <p>Spring 2017</p> <p>Spring 2016</p>	<p>Ongoing</p> <p>Complete</p> <p>Complete</p> <p>Ongoing</p> <p>Spring 2019</p>	<ul style="list-style-type: none"> <li>Identified network of demonstration classrooms and schools.</li> <li>Rubric for continuous school improvement created.</li> <li>After-School Collaborative Learning Conferences amongst Families of Schools.</li> <li>Continued support of after school collaboration framework.</li> <li>Formal partnership established with the University of the Fraser Valley.</li> </ul>

Priority	Improving student achievement and well-being through high quality instruction. <b>(Instruction)</b>				
Goal	To enhance personal and social responsibility.				
Outcome/ Measure(s)	Description	Baseline	Target		
	✓ BC Core Competencies	Self-Assessment	June 2017 1 Core Competency Self-Reported June 2018 2 CC Self-Reported June 2019 3 CC Self-Reported		
	✓ Discipline Data from MyEducationBC	ISS, OSS Mid/Sec. Average Data from 1112 to 1617	Reduce ISS, OSS Incidents by 15% per district		
	✓ Attendance Data	Period Attendance Mid/Sec 1112 to 1617	Reduce Period Absences by 10% per Class		
	✓ District Behaviour Committee Behavior Data	Average data from Yearly DBC Meetings	Reduce yearly DBC meetings by 20%		
✓ 1701 Count of Number of Students leaving as a result of Institutional Factors	Mid/Sec 1112 to 1617 Current No. of Students Leaving	Reduction in the No. of Students Leaving			
Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
<b>1. Targeted Social-Emotional Learning Experiences (Social-Emotional Skills Development)</b> <ul style="list-style-type: none"> <li>Social-Emotional skills embedded in Tier 1 instruction.</li> </ul>	a) Professional learning sessions to develop an understanding of Social-Emotional learning and to develop S-E competencies. <ul style="list-style-type: none"> <li><i>Self-management, self-awareness, social awareness, relationship skills and responsible decision-making.</i></li> </ul> b) Catalogue of supportive resources to develop social-emotional well-being in all schools.           c) Ensure all students are self-assessing the Personal and Social Core Competency.	District Principal Student Services	Fall 2015  Jan 2016  Fall 2016	Ongoing  June 2016  Spring 2019	<ul style="list-style-type: none"> <li>Improved student achievement.</li> <li>Decrease in referrals to District Behaviour Committee.</li> <li>Improved attendance.</li> <li>Reduced emotional distress for staff and students.</li> <li>Increased teacher satisfaction.</li> <li>Improved attitude about self, others and school for staff and students.</li> </ul>

<p><b>2. Tier 2 and Tier 3 Supports</b></p> <ul style="list-style-type: none"> <li>• Tier 2 and Tier 3 structures and strategies to support students who require additional instruction/intervention for academic and behaviour supports, and strategies for Social-Emotional learning.</li> </ul>	<p>a) Professional learning to develop an understanding of Tier 2 and Tier 3 instruction/intervention.</p> <p>b) Systematic approach to allocating resources to schools, classrooms and students.</p> <p>c) Opportunity for students to receive additional and/or personalized approach to instruction/intervention.</p> <p>d) Implementation of Inclusion teachers at Middle Schools.</p>	<p>District Principal Learning Services</p>	<p>Fall 2016</p> <p>Fall 2016</p> <p>Fall 2016</p> <p>Fall 2018</p>	<p>Ongoing</p> <p>June 2017</p> <p>June 2017</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Improved student achievement.</li> <li>• Decrease in referrals to District Behavior Committee.</li> <li>• Improved attendance.</li> <li>• Reduced emotional distress for staff and students.</li> <li>• Increased teacher satisfaction.</li> <li>• Fewer reported conduct problems (risk assessments).</li> </ul>
<p><b>3. Enhance Mental Health Literacy among all staff and students in the school district with the goal of supporting student success K-12</b></p> <ul style="list-style-type: none"> <li>• Implement a vision for enhancing mental health literacy in the district.</li> </ul>	<p>a) Create a vision and a training plan to enhance mental health literacy in the district with the goals of: understanding how to optimize and maintain good mental health; understanding mental disorders and treatment; enhancing self seeking efficacy among staff and students; decreasing stigma around mental illness.</p>	<p>Director of Instruction, District Principal of Student Services and Assistant Superintendent</p>	<p>Fall 2018</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Increased student engagement in schools and classrooms.</li> <li>• Increased understanding of the stigma of mental illness and how to support those struggling with mental illness.</li> <li>• Awareness that getting help early will help people with a mental illness function effectively in everyday life.</li> <li>• Increasing self efficacy so staff and students will seek help and find support.</li> <li>• The awareness of positive mental health and the skills and strategies needed to live a healthy life.</li> </ul>
<p><b>3. Promote and Establish Brain-Friendly Classrooms</b></p> <ul style="list-style-type: none"> <li>• A structured and comprehensive approach to learning and teaching that uses the best information we currently have about how the brain works to enable learning to take place as fully and as easily as possible.</li> </ul>	<p>a) Recommend evidence-based practices for critical, creative and reflective thinking.</p> <p>b) Develop a plan to promote and implement brain-friendly classroom best practices.</p> <p>c) Include brain-friendly strategies in all in-service provided by Learning Services.</p>	<p>Directors of Instruction</p>	<p>Fall 2016</p> <p>Mar 2017</p> <p>Fall 2017</p>	<p>June 2017</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Learning Services staff to identify areas of promising practices.</li> <li>• Share information regarding brain-friendly classes through in-services and professional development.</li> <li>• Learning Services staff available to help support teachers in creating classrooms that support students (through the environment and strategies to promote safe and engaging learning opportunities).</li> </ul>
<p><b>4. Vulnerable Student Support and Transition Team</b></p>	<p>a) Create a Vulnerable Student Support and Transition Team.</p>	<p>Assistant Superintendent</p>	<p>Fall 2015</p>	<p>Complete</p>	<ul style="list-style-type: none"> <li>• Reduce the number of students exiting SD33 through self-</li> </ul>



<ul style="list-style-type: none"> <li>Honour the work of schools and examine reducing the number of students exiting the district through self-withdrawal, institutional factors or during the transition process.</li> </ul>	<ul style="list-style-type: none"> <li>Meet with schools to examine reducing the number of students exiting because of self-withdrawal, institutional factors or during transition.</li> <li>Partner to hire a contract Drug and Alcohol Support worker with Pacific Community Resources Society (Community Partner).</li> <li>Revise AR 500.1 Drugs and Alcohol to support students in their homeschool environments.</li> <li>Partner with other agencies to hire an Adolescent Mental Health Consultant who will support schools that have questions regarding students with mental health challenges, in addition to consulting with students regarding mental health concerns.</li> </ul>		<ul style="list-style-type: none"> <li>Fall 2015</li> <li>Fall 2015</li> <li>Fall 2015</li> <li>Fall 2015</li> </ul>	<ul style="list-style-type: none"> <li>June 2016 Complete</li> <li>Jan 2016 Complete</li> <li>Dec 2015 Complete</li> <li>June 2016 Complete</li> </ul>	<ul style="list-style-type: none"> <li>withdrawal, institutional factors or during the transition process.</li> <li>Increase the graduation rate, which includes school leaving certificates that provide opportunities for students beyond graduation.</li> <li>Increase engagement of students with the learning process in Alternative Learning environments.</li> <li>Reduction in the number of youth with substance abuse challenges.</li> <li>Higher participation rates at school for students in Type 3 facilities as a result of enhanced D&amp;A and Mental Health supports.</li> </ul>
<p><b>5. District Resource Support Team (DRT)</b></p> <ul style="list-style-type: none"> <li>To enhance supports and intervention plans for success for vulnerable students from K to 12.</li> </ul>	<ul style="list-style-type: none"> <li>Implement new district-level accountability structures (DRT) to support the work of School-Based Teams and vulnerable students.</li> <li>Review and support collaborative and adaptive learning environments in schools.</li> <li>Implementation of a district-level structure to keep track of vulnerable students from K-12 (Use of MyEducation to access authentic data to plan for student success).</li> <li>Implementation of district team to track and intervene</li> </ul>	<p>Assistant Superintendent and District Principal/Vice-Principal Student Services</p>	<ul style="list-style-type: none"> <li>Fall 2017</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing June 2019</li> </ul>	<ul style="list-style-type: none"> <li>Reduce the number of students who withdraw from schools due to personal life circumstances or institutional factors during the school year or during the school transition process.</li> <li>District wide tracking system for vulnerable students.</li> <li>Increase the 4 and 6 year completion rates, which include school leaving certificates that provide opportunities for students beyond graduation.</li> <li>Increase engagement of students with the learning process in Alternative Learning environments in schools and at district facilities.</li> </ul>

	with students who are loosely connected to high schools.				<ul style="list-style-type: none"><li>• Early intervention and prevention for students with lagging skills.</li></ul>
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Priority	Strengthening meaningful relationships within and across schools, district and community to support success for students. <b>(Community &amp; Culture)</b>				
Goal	To foster, develop and enhance quality partnerships to improve student experiences and learning outcomes.				
Outcome/ Measure(s)	Description	Baseline	Target		
	✓ Increase the sense of meaningful partnership connections between schools and district	Expired Aboriginal Enhancement Agreement	Renewed Aboriginal Enhancement Agreement		
	✓ Increase the sense of meaningful connections between students and adults	Student Learning Survey (formerly changed from Student Satisfaction Survey) Baseline District Results	Increase in Student Engagement Indicators		
	✓ Collaborative Partnership Assessment using Partnership Quality Rubric	Develop District Measure	Develop District Measure		
	✓ Increased use of Blended Learning	Current Baseline	Increased Use		
Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
4. <b>Aboriginal Education Enhancement Agreement</b> • Redevelop, strengthen and enhance the Aboriginal Education Enhancement Agreement.	a) Review the 2010-2015 Aboriginal Education Enhancement Agreement. b) Co-construct a plan in conjunction with the Aboriginal Education Advisory Committee for consultation with the Aboriginal Community. c) Consult with local Aboriginal Community around the goals and strategies to support Aboriginal student success. d) Co-construct a 5 year Aboriginal Education Enhancement Agreement with the local Aboriginal community, the Ministry of Education and the district. e) Share Aboriginal Education Enhancement Agreement with the Board of Education and community.	District Vice Principal Aboriginal Education	Fall 2015  Fall 2015  Winter 2016  May 2016	Complete  Complete  Complete	<ul style="list-style-type: none"> <li>Implement the new Aboriginal Education Enhancement Agreement.</li> <li>Aboriginal Education community partners and staff are visible in schools.</li> <li>School Growth Plans will reflect the goals of the Enhancement Agreement.</li> <li>Increased transition and school completion rates.</li> <li>Achieve parity between Aboriginal and non-Aboriginal achievement.</li> </ul>
				Spring 2018  Winter 2018	

	f) Board of Education to meet with First Nation Chiefs.				
5. <b>First Nations Local Education Agreements</b>	a) Co-create a plan with First Nations partners regarding enhanced collaboration with staff and interaction with students.		Fall 2016	Ongoing	<ul style="list-style-type: none"> <li>Continue to focus on the First Nations Local Education Agreements.</li> </ul>
	b) Review and communicate Local Education Agreements. c) Board of Education to meet with First Nation Chiefs.		Fall 2017	Ongoing	
6. <b>Community Partnerships</b> <ul style="list-style-type: none"> <li>Strengthen and enhance community partnerships to support well being, engagement and achievement for children and youth.</li> </ul>	a) Create a centralized database of district community partners for review.	Directors of Instruction	Fall 2017	June 2018	<ul style="list-style-type: none"> <li>Efficient and effective use of district and community resources.</li> <li>District representation on community committees.</li> <li>Partnership Quality Metric to be used in understanding the effectiveness of Partnerships.</li> </ul>
	b) Define the roles and responsibilities for district, school and community members. c) Select district representatives for community committees. d) Create Partnership Quality Rubric.		Fall 2017	Ongoing June 2018	
7. <b>Student Engagement</b> <ul style="list-style-type: none"> <li>Strengthening and authentically using student voices for the leadership of their classrooms and schools.</li> </ul>	a) Meet with Middle and Secondary School Student Advisory groups.	Director of Instruction	Winter 2016	Ongoing	<ul style="list-style-type: none"> <li>Increased student engagement in schools and classrooms.</li> <li>Increasing number of teachers use student perspective to inform instruction and assessment.</li> </ul>
	b) Create District Student Engagement Committee to determine District Student Engagement Strategic Plan.		Fall 2016	Ongoing	
8. Renewed vision for Distance Learning at SD33 <ul style="list-style-type: none"> <li>Implement renewed vision for Distance Learning in the Chilliwack School District, with a focus on serving Chilliwack students.</li> </ul>	a) Review, co-construct and articulate the vision for Distance Learning including increased blended opportunities to support success for students in Chilliwack. b) Develop strategies to encourage blended learning opportunities and personalization.	Assistant Superintendent And Principal and Vice Principal of FVDES			<ul style="list-style-type: none"> <li>Increased student success rates at Distance Learning.</li> <li>Increased student personalization.</li> <li>Increased student engagement.</li> <li>Sustainable within district funding.</li> <li>Increased student success for secondary students who are cross enrolled with FVDES including Alternate Education students.</li> </ul>

	<ul style="list-style-type: none"> <li>c) Communicate vision to parents, staff, students and the community.</li> <li>d) Promote blended learning opportunities for at-risk youth.</li> <li>e) Implement vision including transitioning from existing framework to the new vision for Distance Learning.</li> <li>f) Develop systems to ensure appropriate placement at FVDES for Chilliwack students.</li> </ul>		Jan 2018	June 2020	
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Priority	Enhancing the culture, climate and learning environment to promote a sense of belonging, diversity, well-being and safety. <b>(Social Emotional Wellness)</b>				
Goal	To foster a positive, respectful workplace culture and sense of community.				
Outcome/ Measure(s)	Description			Baseline	Target
	✓	Bi-annual Employee Satisfaction Survey			Establish baseline
✓	Improvement of intermittent staff absences relative to provincial norms			Chilliwack and provincial attendance data	Increase in Staff Attendance Levels
Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
<b>1. Staff Engagement</b> <ul style="list-style-type: none"> <li>Create new initiatives based on employee feedback to increase engagement, health and wellness across the district.</li> </ul>	a) Summary Executive Report highlighting the Employment Engagement data to be received by Executive. b) Focus groups to be developed based on data from Employee Engagement Survey. c) Recommendations from focus groups to be considered as key initiatives for implementation plan. d) District Wellness Committee finalizes a Wellness Growth plan. e) Create a working group to review and create an inclusive philosophy for School Sports. f) Plan an annual celebration and recognition gala for volunteer coaches in our system <u>where the new School Sports plan is unveiled.</u>	Human Resources Department	Summer 2017  Fall 2017  Fall 2017  Fall 2017  Fall 2018  Fall 2018	Fall 2017  Fall 2018  Spring 2019  Fall 2019  Spring 2019  Spring 2019	<ul style="list-style-type: none"> <li>Improvements in Employee Engagement.</li> <li>Improvements in Health and Wellness.</li> </ul>

<b>Priority</b>	Aligning and allocating resources, equitably, responsibly and effectively, to support goals and key initiatives. <b>(Resources)</b>		
<b>Goal</b>	To align resources to efficiently and effectively execute the Strategic Plan.		
<b>Outcome/ Measure(s)</b>	<b>Description</b>	<b>Baseline</b>	<b>Target</b>
	✓ The Board of Education and district leadership will have available understandable, accurate, relevant and timely financial information	4 Financial Reports/Year	4 Financial Reports with Improved analysis
	✓ Regular program reviews to determine efficient and effective use of resources	Limited staff use of financial information  Ad hoc review of programs to determine efficiency and effective use of resources	Increased staff use of financial information  Regular review of programs to determine efficiency and effective use of resources
	✓ Analysis of staffing allocation processes to create a stable and satisfying working and learning environment	Excessive number of part-time jobs  Lack of spring projection alignment with fall actuals	Lower number of part-time jobs  Greater alignment between staffing projections and staffing actuals

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
<b>1. Financial Information and Reporting</b> <ul style="list-style-type: none"> <li>Facilitate timely and accurate financial information, reporting and decision-making in support of student learning.</li> </ul>	a) Develop timely and accurate financial reports. b) Utilize financial reporting to support decision-making and resource allocation.	Secretary Treasurer Assistant Secretary Treasurer	Sept 2015	Ongoing	<ul style="list-style-type: none"> <li>Implement “Toolkit for Boards of Education” Financial Statement Discussion and Analysis Reporting.</li> <li>Fully implement Policy 234 Budget Monitoring &amp; Reporting.</li> </ul>
<b>2. Review of Operations Department Asset Management</b> <ul style="list-style-type: none"> <li>To ensure protection of district assets and manage risks around those assets.</li> </ul>	a) Implement an asset management process for inventorying and prioritizing replacement of district assets (i.e., vehicles, roofs, boilers, etc.).	Director of Facilities and Transportation Secretary Treasurer	May 2016	September 2018	<ul style="list-style-type: none"> <li>All significant assets and transactions involving assets included in inventory system.</li> <li>Inventory information about assets (age, condition, repair history, etc.) used as the basis for replacement decisions.</li> </ul>

<p><b>3. Attendance Support</b></p> <ul style="list-style-type: none"> <li>To facilitate attendance improvement.</li> </ul>	<p>a) Implement a comprehensive attendance support program consistent with provincial initiatives.</p> <p>b) Presentation to Executive, Board of Education, PVP and managers.</p> <p>c) Policy development that supports and encourages a culture of positive work attendance.</p>	<p>Director of Human Resources</p>	<p>Fall 2017</p>	<p>Complete</p> <p>Complete</p> <p>Spring 2019</p>	<ul style="list-style-type: none"> <li>Timely and accurate reporting regarding employee absences and district-wide levels of absenteeism relative to provincial norms.</li> <li>Policy development related to a culture of positive work attendance.</li> <li>Process to assist supervisors in creating a work culture that encourages attendance at work.</li> <li>Process to assist supervisors in working with staff experiencing attendance difficulties, including workplace accommodations and return to work programs.</li> </ul>
<p><b>4. Career Program Review</b></p>	<p>a) Establish Committee to create strategy for review.</p> <p>b) Complete review.</p> <p>c) Consider Recommendations from review.</p>	<p>Director of Instruction Secretary-Treasurer</p>	<p>Sept 2015</p>	<p>June 2016 Complete</p>	<ul style="list-style-type: none"> <li>Clear understanding of revenues/resources and desired outcomes.</li> <li>Recommendations stemming from committee for consideration.</li> <li>Alignment of district revenues/resources with appropriate and aligned programming.</li> </ul>
<p><b>5. Re-envision Career Education In the Chilliwack School District</b></p> <ul style="list-style-type: none"> <li>Create a vision to support the successful implementation of the new K-12 career education curriculum.</li> <li>Review and redesign district career education resources and services to support the renewed vision.</li> </ul>	<p>a) Consult with school based principals and review the recommendation from the career program review to create a vision to implement career education from K-12 in SD33.</p> <p>b) Realign existing career education department structures to maximize resource allocation to support district vision.</p> <p>c) Provide ongoing training for all staff to enhance capacity to successfully implement the vision and enhance student learning.</p> <p>d) Implement K-12 Career Education curriculum to ensure integration across multiple areas of learning.</p>	<p>Assistant Superintendent</p>	<p>Fall 2018</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>Increased student engagement in schools and classrooms.</li> <li>Increase number of students engaged in youth in trades opportunities.</li> <li>Enhanced partnerships with universities and colleges.</li> <li>Increased opportunities for vulnerable students in all schools, including Type 3 alternate school.</li> <li>All schools working collaboratively on the visioning of careers in the district.</li> <li>Increased teacher capacity and understanding of district vision.</li> <li>Enhanced opportunities for cross curricular learning.</li> </ul>



	d) Monitor the implementation of the vision and adjust plan as required based on evidence collected.				
<b>6. Transportation Services Review</b>	a) Work with Provincial Committee to implement a new transportation system and complete a Route Optimization.	Director of Facilities & Transportation/ Secretary-Treasurer	Fall 2017	June 2019	<ul style="list-style-type: none"> <li>Operational efficiencies.</li> <li>Improved service &amp; communications to students/parents.</li> <li>Real time information on ridership, bus tracking, diagnostics, etc.</li> </ul>
<b>7. Space Management – Portable Classrooms</b>	a) Develop a District plan for the management of portable classrooms.	Director of Facilities & Transportation/Secretary Treasurer	September 2017	May 2019	<ul style="list-style-type: none"> <li>Annual space plan for the determination of purchase/placement of portables.</li> <li>Replacement/refurbishment/decommissioning plan.</li> <li>Improved comfort &amp; safety for staff &amp; students using portables.</li> </ul>
<b>8. Hazardous Materials Management Plan</b>	a) Develop a District plan to minimize the use of, and for the management of, hazardous materials.	Director of Facilities & Transportation/Secretary Treasurer	September 2017	May 2019	<ul style="list-style-type: none"> <li>Inventory of chemicals used in the District (including herbicides, cleaning supplies, paint, shop supplies, science labs).</li> <li>Replace maintenance supplies with the least hazardous material possible.</li> <li>Develop a plan to ensure the safe storage and disposal of all hazardous materials.</li> </ul>
<b>9. Human Resources Information and Reporting</b> <ul style="list-style-type: none"> <li>Facilitate timely and accurate human resources information, reporting and decision-making in support of student learning.</li> </ul>	c) Develop timely and accurate human resource reports. d) Utilize Human Resources reporting to support decision-making and resource allocation. e) Staff utilization review to ensure a stable and fulfilling working and learning environment. f) Long term staffing plans established to ensure maximum staff stability. g) Creation of full-time specialist positions whenever possible.	Director Human Resources Assistant Superintendent	Sept 2015	Ongoing	<ul style="list-style-type: none"> <li>District is proactive, agile and responsive to emergent information needs.</li> <li>Stakeholders confident in the human resources information they receive.</li> <li>Timely and accurate information used to ensure staffing needs are met.</li> <li>Stable staffing plans from year to year, except as required by unanticipated enrollment changes.</li> </ul>

<p><b>10. District Plan Review</b></p> <ul style="list-style-type: none"> <li>To develop a renewed vision for supporting students and programs.</li> </ul>	a) Decision Report to Board of Education regarding District Plan Review.	Superintendent	January 2016	Complete	<ul style="list-style-type: none"> <li>Administration to receive direction regarding District Plan Review.</li> <li>Reduce the number of students exiting SD33 through self-withdrawal or institutional factors, or during the transition process.</li> <li>Increase the graduation rate, which includes school leaving certificates that provide opportunities for students beyond graduation.</li> <li>Increase engagement of students with the learning process in Alternative Learning environments and Middle/Secondary schools.</li> <li>Improve student achievement results at the Middle/Secondary levels.</li> </ul>
	b) Establish a Representative Committee to review Alternative Programs, Facilities and Structures, which includes reviewing recommendations from district and Ministry reports and studies.	Assistant Superintendent	February 2016		
	c) Meet with staff and parents regarding students attending Type 3 facilities to re-vision supports for At-Risk Learners.	Assistant Superintendent	June 2016		
	d) Establish a committee of youth and parents from Alternative programs to explore a vision of Alternative supports. Youth will contribute to the creation of an educational learning program that supports the needs of youth attending an Alternative program.	Assistant Superintendent	March 2016		
	e) Information presented to the Board of Education by students and parents in Alternate Education.	Assistant Superintendent	April 2016		
	f) Report to be received by Board of Education with next steps to be determined.	Board of Education			
	g) Board of Education to determine next steps based on Report received.	Board of Education			
	Board of Education	June 2018			

	<p>h) Determine vision of Alternative supports and programs for students.</p> <p>i) Determine Alternative facility supports and structures.</p> <p>j) Establish a Representative Review Committee for District Program/Facility planning and district vision for Middle/Secondary schools reconfiguration.</p> <p>k) Consultation process to be determined by Review Committee.</p> <p>l) Data gathering, staff and community consultation, analysis.</p>	<p>Assistant Superintendent</p> <p>Assistant Superintendent</p>	<p>Spring/fall 2016</p> <p>June 2017</p>		
<p><b>11. Efficient Fiscal and Resource Management</b></p> <ul style="list-style-type: none"> <li>Review school staffing allocations and implement an online registration system for new students to the district in order to provide optimal learning environments for all students.</li> </ul>	<p>a) Review Board of Education and Administrative staffing Regulations.</p> <p>b) Explore on-line registration models and promising practices with the goal of implementing a centralized student registration system for September 2018.</p> <p>c) Review vision and mission of the SD#33 International Education model and provide a revised framework to the Board of Education.</p>	<p>Assistant Superintendent</p>	<p>December 2017 to June 2018</p>		<ul style="list-style-type: none"> <li>Equitable allocation of staffing resources that takes into consideration unique neighbourhood risk factors, while aligned with the budget framework.</li> <li>Enhanced use of Baragar Staff Allocator to maximize staffing allocations to elementary schools.</li> <li>Enhanced district centralized registration system to track and efficiently manage the placement of all new students to the district while optimizing student choice in programs and schools.</li> <li>Robust support services for International Students.</li> <li>Long term planning and capacity building for the International Education program.</li> </ul>