



Chilliwack
School District

Chilliwack School District Strategic Planning 2016-2021

Updated August 26, 2020





Strategic Plan - Priorities

The Strategic Plan has four main priorities, each with its own goals:

1. Instruction
2. Community and Culture
3. Social Emotional Wellness
4. Resources



Instruction

Priority: Improving student achievement and well-being through high quality instruction (Instruction).

Goal: All students to meet or exceed grade level expectations in literacy and numeracy.



Strategy: EVIDENCE BASED LITERACY PRACTICES

Model and use evidence-based practices for literacy.

Timeline: Fall 2015 – On-going

Person(s) Responsible: Assistant Superintendents/Director of Instruction

Action Steps	Outputs
<ul style="list-style-type: none"> a) Provide professional learning opportunities that align with evidence-based practices for literacy. b) Schools will use data teams to inform literacy instruction and identify student specific targeted interventions. c) Implementation of Grade 3-8 Literacy Assessment Tool. (ACT) d) Assessing PM Benchmark reading levels for all students from grades 4 – 8 and continuing with assessing PM Benchmark reading levels for all students from grades 1 – 3. 	<ul style="list-style-type: none"> • Balanced approach to literacy through instruction and assessment are evident in all Elementary classrooms. • Teaching practices are aligned with the BC curriculum in literacy. • Schools will have vertical and horizontal alignment of literacy instructional strategies and assessment. • Student data will be analyzed to identify efficacy of instruction and targeted intervention. • Planning and providing supports for reading interventions to ensure all students are fluent in reading.



Strategy:	EVIDENCE BASED NUMERACY PRACTICES
	Model and use evidence-based practices for numeracy.
Timeline:	Fall 2015 – On-going
Person(s) Responsible:	Assistant Superintendents/Director of Instruction

Action Steps	Outputs
<p>a) Provide professional learning opportunities that align with evidence-based practices for numeracy.</p> <p>b) Schools will use data teams to inform numeracy instruction and identify student-specific targeted interventions.</p> <p>c) Support and refine use of SNAP. SNAP is used as part of a balanced approach to numeracy instruction on a regular basis.</p>	<ul style="list-style-type: none">• Balanced approach to numeracy through instruction and assessment evident in all Elementary classrooms.• Teaching practices are aligned with the BC curriculum in numeracy.• Student data will be analyzed to identify efficacy of instruction and targeted intervention.• Improved success for our students will be reported through SNAP results and School Based Assessments, as well as Provincial Assessments (FSA 4 & 7).



Strategy:	LEARNING SUPPORTS AND INTERVENTIONS
	Model and use evidence-based practices for early intervention and prevention.
Timeline:	Fall 2015 – On-going
Person(s) Responsible:	Assistant Superintendents/Director of Instruction

Action Steps	Outputs
<ul style="list-style-type: none">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.c) Provide professional learning opportunities that align with evidence-based practices for early intervention.	<ul style="list-style-type: none">• Student data will be analyzed to identify efficacy of instruction and targeted intervention.• Schools can identify and implement supports for at risk students.• Fewer at-risk students at key transition times.• All students have access to high quality instruction.• K/1 intervention time provided to all schools.• Increased interaction between preschool age children and the regular school system.



Strategy: RECONFIGURATION

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.

Timeline: May 2017 – Ongoing

Person(s) Responsible: Assistant Superintendents/Director

Action Steps	Outputs
<p>a) Alignment of Report Cards 6 – 8 with renewed curriculum and assessment practices.</p>	<ul style="list-style-type: none"> • Transition implementation plans. • Clear communication regarding implementation. • Increased staff efficacy to support diverse learning needs of students. • Pillars of practise created at each Elementary, Middle and Secondary school. • Middle School Mission, Vision and Belief Statement created and followed. • All Middle schools will demonstrate a commitment to 4 Pillars: <ul style="list-style-type: none"> a) Exploratory b) Collaboration c) Advisory d) Teaming – teacher partnerships



Strategy: OUTDOOR/ENVIRONMENTAL EDUCATION OPPORTUNITIES

Explore opportunities to provide students with multiple opportunities to connect with and in nature.

Timeline: Spring 2017 – Ongoing

Person(s) Responsible: Director of Instruction

Action Steps	Outputs
<ul style="list-style-type: none">a) Actively promote "Take Your Classroom Outdoors" days.b) Provide learning opportunities for teachers to explore place-based learning.c) Use the First Peoples Principles of Learning to enhance classroom opportunities connected to sense of place and the outdoors.d) Develop guidelines for creating outdoor learning spaces.	<ul style="list-style-type: none">• Opportunities for students to be engaged through place-based, outdoor experiences will increase.• Clear guidelines for developing practical, sustainable outdoor learning spaces as will be available (gardens, outdoor classroom spaces, natural playgrounds).



Priority: Improving student achievement and well-being through high quality instruction (Instruction).

Goal: To increase students' abilities to apply critical, creative and reflective thinking.



Strategy: UTILIZE EVIDENCE-BASED INSTRUCTIONAL PRACTICES

- Increase instructional practices that promote critical, creative and reflective thinking.
- Promote a common language relating to effective lesson design.
- Use formalized (Innovation Grant) inquiry groups of teachers to inform and recommend evidence-based practices to promote the use and integration of core competencies.

Timeline: Fall 2016 – Ongoing

Person(s) Responsible: Assistant Superintendents/Director of Instruction

Action Steps	Outputs
<ul style="list-style-type: none"> a) Identify and recommend evidence-based instructional practices for critical, creative and reflective thinking. b) Offer multiple in-service and professional development opportunities to increase awareness and competency in high quality instruction. c) Establish common expectations surrounding lesson planning/day books/unit planning. d) Focus on Core Competencies. 	<ul style="list-style-type: none"> • There will be a common understanding of what “high quality instruction” means throughout our district. • Lesson planning will reflect effective lesson design and be evident in our classrooms. • Innovation Grant Expo.



Strategy: PRO D/IN-SERVICE

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.

Timeline: Fall 2015 - Ongoing

Person(s) Responsible: Director of Instruction/Assistant School Superintendent

Action Steps	Outputs
<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 Competency Based Assessments from Grades 9-12 aligned with the redesigned curriculum and new models of learning.</p>	<ul style="list-style-type: none">• 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.• Annual plan for professional learning.• Enhanced clarity in communicating assessment information (standards and core competencies) to students and parents.• Continue to create an environment of inclusive education in Chilliwack, where all students are welcomed and supported to achieve success.



Strategy: **COLLABORATIVE LEARNING SCHOOLS**

Promote a district-wide culture of innovation and continuous improvement using evidence-based, promising instructional strategies.

Timeline: Fall 2015 - Ongoing

Person(s) Responsible: Assistant Superintendents/Director of Instruction

Action Steps	Outputs
<ul style="list-style-type: none"> a) Identify, model and support collaborative learning and systematic problem-solving within and across schools. b) Use “School Growth Plan Strategic Plan Alignment” rubric to assess alignment with the Strategic Plan. c) Support After-School Collaborative Learning. d) Partner with the University of the Fraser Valley for increased reciprocal learning opportunities. 	<ul style="list-style-type: none"> • Identified network of demonstration classrooms and schools. • Rubric for continuous school improvement created. • After-School Collaborative Learning Conferences amongst Families of Schools. • Continued support of after school collaboration framework. • Formal partnership established with the University of the Fraser Valley.



Strategy: **Establish New Integrated Arts and Technology School**

Create a world class school for Chilliwack students at the secondary level in the area of integrated arts and technology.

Timeline: 2018 - 2021

Person(s) Responsible: Assistant Superintendent

Action Steps	Outputs
<ul style="list-style-type: none"> a) Visioning and planning for the new school – including programming, pedagogy and priorities. b) Complete construction of gym and renovate the school c) Advertise the school to parents and students to attract enrolment. d) Attract visionary staff who buy into the vision of the school. e) Open the school in September 2021 for grades 9 and 10. Grade 11 will start 2022 and the first class will graduate in the spring of 2024. f) Connect with post secondary and community for authentic partnerships. 	<ul style="list-style-type: none"> • School opens with a vision and philosophy that attracts at least 200+ students in year one. • Community partnerships are evident and integral to the programming and educational experiences of the students attending.



Strategy: Create a district vision for Arts and Technology schools K-12

Create opportunities for Chilliwack students from K-12 in the area of integrated arts and technology.

Timeline: 2018 - 2021

Person(s) Responsible: Assistant Superintendents

Action Steps	Outputs
<ul style="list-style-type: none"> a) Identify schools of choice for all grade levels. (K-5) Leary; (6-8) ADR; (9-12) New School. b) Create a shared vision, mission and belief statement concerning Integrated Arts and Technology for SD33. c) Creation of a K-12 Working group to guide and plan for visioning and alignment of K-12 Integrated Arts and Technology. 	<ul style="list-style-type: none"> • Alignment between FG Leary, ADR Cohort, and the new Secondary School. • Students can start at Leary in Kindergarten and graduate from the Integrated Arts and Technology School in grade 12. • Community partnerships are evident.



Priority: Improving student achievement and well-being through high quality instruction (Instruction).

Goal: To enhance personal and social responsibility.



Strategy:	TARGETED SOCIAL EMOTIONAL LEARNING EXPERIENCES (SOCIAL EMOTIONAL SKILLS DEVELOPMENT) Social-Emotional skills embedded in Tier 1 instruction.
Timeline:	January 2016 – Ongoing
Person(s) Responsible:	Assistant Superintendents/Director Of Instruction

Action Steps	Outputs
a) Professional learning sessions to develop an understanding of Social-Emotional learning and to develop S-E competencies. <ul style="list-style-type: none"> <i>Self-management, self-awareness, social awareness, relationship skills and responsible decision-making.</i> b) Toolkit 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.	<ul style="list-style-type: none"> Improved student achievement. Decrease in referrals to District Behaviour Committee. Improved attendance. Reduced emotional distress for staff and students. Increased teacher satisfaction. Improved attitude about self, others and school for staff and students.



Strategy: TIER 2 AND TIER 3 SUPPORTS

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.

Timeline: Fall 2016 – Ongoing

Person(s) Responsible: Assistant Superintendents/Director Of Instruction

Action Steps	Outputs
<ul style="list-style-type: none"> a) Professional learning to develop an understanding of Tier 2 and Tier 3 instruction/intervention. b) Systematic approach to allocating resources to schools, classrooms and students. c) Opportunity for students to receive additional and/or personalized approach to instruction/intervention. d) Mental Health Support Team will continue to provide onsite, side by side supports for elementary schools. e) Support the work of Inclusion teachers at Middle Schools. f) Implement main stream Alternate Program Framework (Cross ref To Alt Slide) 	<ul style="list-style-type: none"> • Improved student achievement. • Decrease in referrals to District Behavior Committee. • Improved attendance. • Reduced emotional distress for staff and students. • Increased teacher satisfaction. • Fewer reported conduct problems (risk assessments).



Strategy:	ENHANCE MENTAL HEALTH LITERACY AMONG ALL STAFF AND STUDENTS IN THE SCHOOL DISTRICT WITH THE GOAL OF SUPPORTING STUDENT SUCCESS K-12 Implement a vision for enhancing mental health literacy in the district.
Timeline:	Fall 2018 – Ongoing
Person(s) Responsible:	Director of Instruction

Action Steps	Outputs
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.	<ul style="list-style-type: none"> • Increased student engagement in schools and classrooms. • Increased understanding of the stigma of mental illness and how to support those struggling with mental illness. • Awareness that getting help early will help people with a mental illness function effectively in everyday life. • Increasing self efficacy so staff and students will seek help and find support. • The awareness of positive mental health and the skills and strategies needed to live a healthy life.



Strategy: PROMOTE AND ESTABLISH BRAIN-FRIENDLY CLASSROOMS

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.

Timeline: Fall 2016 – Ongoing

Person(s) Responsible: Assistant Superintendents/Director of Instruction

Action Steps	Outputs
<ul style="list-style-type: none"> a) Recommend evidence-based practices for critical, creative and reflective thinking. b) Develop a plan to promote and implement brain-friendly classroom best practices. c) Include brain-friendly strategies in all in-service provided by Learning Services. 	<ul style="list-style-type: none"> • Learning Services staff to identify areas of promising practices. • Share information regarding brain-friendly classes through in-services and professional development. • 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).



Strategy: **VULNERABLE STUDENT SUPPORT AND TRANSITION TEAM**

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.

Timeline: Fall 2015 – June 2016

Person(s) Responsible: Director Of Instruction

Action Steps	Outputs
	<ul style="list-style-type: none"> • Reduce the number of students exiting SD33 through self-withdrawal, institutional factors or during the transition process. • Increase the graduation rate, which includes school leaving certificates that provide opportunities for students beyond graduation. • Increase engagement of students with the learning process in Alternative Learning environments. • Reduction in the number of youth with substance abuse challenges. • Higher participation rates at school for students in Type 3 facilities as a result of enhanced D&A and Mental Health supports.



Strategy:	DISTRICT RESOURCE SUPPORT TEAM (DRT) Enhance supports and intervention plans for success for vulnerable students from K to 12.
Timeline:	Fall 2017 – Ongoing
Person(s) Responsible:	Director of Instruction

Action Steps	Outputs
<p>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).</p> <p>b) District team to track and intervene with students who are loosely connected to high schools.</p>	<ul style="list-style-type: none"> • 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. • District wide tracking system for vulnerable students. • Increase the 4 and 6 year completion rates, which include school leaving certificates that provide opportunities for students beyond graduation. • Increase engagement of students with the learning process in Alternative Learning environments in schools and at district facilities. • Early intervention and prevention for students with lagging skills.



Community and Culture

Priority: Strengthening meaningful relationships within and across schools, district and community to support success for students (Community and Culture).

Goal: To foster, develop and enhance quality partnerships to improve student experiences and learning outcomes.



Strategy: **ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT**
 Redevelop, strengthen and enhance the Aboriginal Education Enhancement Agreement.

Timeline: Fall 2015 – Spring 2018

Person(s) Responsible: District Vice Principal Aboriginal Education/Assistant Superintendent

Action Steps	Outputs
a) Consult with local Aboriginal Community around the goals and strategies to support Aboriginal student success. b) Follow the 5 year Aboriginal Education Enhancement Agreement with the local Aboriginal community, the Ministry of Education and the district.	<ul style="list-style-type: none"> • Implement the new Aboriginal Education Enhancement Agreement. • Aboriginal Education community partners and staff are visible in schools. • School Growth Plans will reflect the goals of the Enhancement Agreement. • Increased transition and school completion rates. • Achieve parity between Aboriginal and non-Aboriginal achievement.



Strategy: **FIRST NATIONS LOCAL EDUCATION AGREEMENTS**

Timeline: Fall 2016 – Ongoing

Person(s) Responsible: District Vice Principal Aboriginal Education/Assistant Superintendent

Action Steps	Outputs
<ul style="list-style-type: none">a) Co-create a plan with First Nations partners regarding enhanced collaboration with staff and interaction with students.b) Review and communicate Local Education Agreements.c) Board of Education to meet with First Nation Chiefs.d) Update LEAs with local transportation agreement clauses.	<ul style="list-style-type: none">• Continue to focus on the First Nations Local Education Agreements.



Strategy: **Equity in Action – School District Equity Scan**

Timeline: Fall 2019 – Spring 2021

Person(s) Responsible: District Vice Principal Aboriginal Education/Assistant
Superintendents/Director of Instruction/Superintendent

Action Steps	Outputs
<p>a) Conduct the Equity Scan</p> <p>b) Develop a District Equity Profile (in two phases)</p> <p>c) Construct an Equity Action Plan</p>	<ul style="list-style-type: none">• Within each of the four dimensions (Learning Profile, Policy and Governance, Pedagogical Core, and Learning Environment), determine the way Indigenous students, families and communities are served by education in our District• Inequities in our District will be planned for and addressed



Strategy: COMMUNITY PARTNERSHIPS

Strengthen and enhance community partnerships to support well being, engagement and achievement for children and youth.

Timeline: Fall 2017 – Ongoing

Person(s) Responsible: Director of Instruction

Action Steps	Outputs
<ul style="list-style-type: none">a) Create a centralized database of district community partners for review.b) Define the roles and responsibilities for district, school and community members.c) Select district representatives for community committees.d) Create Partnership Quality Rubric.	<ul style="list-style-type: none">• Efficient and effective use of district and community resources.• District representation on community committees.• Partnership Quality Metric to be used in understanding the effectiveness of Partnerships.



<u>Strategy:</u>	STUDENT ENGAGEMENT Strengthening and authentically using student voices for the leadership of their classrooms and schools.
<u>Timeline:</u>	Fall 2016 – Ongoing
<u>Person(s) Responsible:</u>	Superintendent/Director of Instruction

Action Steps	Outputs
<p>a) Meet with Middle and Secondary School Student Advisory groups.</p> <p>b) Create District Student Engagement Committee to determine District Student Engagement Strategic Plan.</p>	<ul style="list-style-type: none">• Increased student engagement in schools and classrooms.• Increasing number of teachers use student perspective to inform instruction and assessment.



Strategy: DEVELOP A FRAMEWORK OF COMMUNITY SUPPORT FOR STUDENT SUCCESS

Develop a framework of supporting student success through the analysis of Middle Years Development Instrument and the McCreary Adolescent Health Survey With Community Partners

Timeline: Fall 2019 – Ongoing

Person(s) Responsible: Superintendent/Assistant Superintendent/Director of Instruction

Action Steps	Outputs
<p>a) Assess the 5 areas of development in the Middle Years Development Instrument that are linked to well-being, health and academic achievement, and put into place specific strategies that enhance outcomes for middle years students.</p> <p>b) Analyze McCreary Adolescent Health Survey data for Chilliwack every 5 years with community partners and build programs and supports to enhance outcomes for all youth .</p> <p>c) Review programs offered in the community and develop Continuing Education opportunities in consultation with community partners to support all learners.</p>	<ul style="list-style-type: none"> • Increased programs of support for students across Chilliwack and enhanced partnerships to support “at-risk” families • Increased opportunities to weave together data and local knowledge to create a change process that reflects the unique context of schools, the district and community. • Increased 6-year completion rates for all students, with a special focus on Aboriginal students and children in care. • Increased transition rates from grade to grade • Increased adult completion rates



Strategy: DEVELOP A FRAMEWORK OF COMMUNITY SUPPORT FOR STUDENT SUCCESS

Develop a Framework of Supporting Youth and Adults That Have Not Received Their Dogwood Diploma As A Result Of Leaving School

Timeline: Fall 2018 – Ongoing

Person(s) Responsible: Assistant Superintendent/Director of Instruction

Action Steps	Outputs
<p>a) Review programs offered in the community and develop continuing education opportunities in consultation with community partners to support all learners, including non-graduated adult learners.</p> <p>b) Continue to review partnership with the Ford Mountain Correctional Facility to ensure the continuing education program funded by the district provides opportunities for adults to obtain their adult dogwood diplomas.</p>	<ul style="list-style-type: none"> • Increased programs of support for students and non-graduated adults across Chilliwack and enhanced partnerships to support “at-risk” adults • Increased 6-year completion rates for all students, with a special focus on Aboriginal students. • Increased adult completion rates. • Reduction in recidivism rates amongst inmates taking continuing education course offerings at Ford Mountain.



Strategy: RENEWED VISION FOR DISTANCE LEARNING AT SD33

Implement renewed vision for Distance Learning in the Chilliwack School District, with a focus on serving Chilliwack students.

Timeline: January 2018 – June 2020

Person(s) Responsible: Assistant Superintendent/Principal and Vice Principal of FVDES

Action Steps	Outputs
<ul style="list-style-type: none"> a) Review, co-construct and articulate a sustainable 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 at each all schools. c) Communicate vision to parents, staff, students and the community. d) Promote blended learning opportunities for at-risk youth. e) Implement vision including transitioning from existing framework to the new vision for Distance Learning. f) Develop systems to ensure appropriate placement at FVDES for Chilliwack students. 	<ul style="list-style-type: none"> • Increased student success rates at Distance Learning. • Increased student personalization. • Increased student engagement. • Sustainable within district funding. • Increased student success for secondary students who are cross enrolled with FVDES including Alternate Education students.



Social Emotional Wellness

Priority: Enhancing the culture, climate and learning environment to promote a sense of belonging, diversity, well-being and safety (Social Emotional Wellness).

Goal: To foster a positive, respectful workplace culture and sense of community.



Strategy: STAFF ENGAGEMENT

Create new initiatives based on employee feedback to increase engagement, health and wellness across the district.

Timeline: Ongoing

Person(s) Responsible: Director of Human Resources

Action Steps	Outputs
<p>a) Continue to gather data from employee groups to develop initiatives aimed at increasing engagement, health and wellness.</p> <p>b) District Wellness Committee continues to work with -Wellness Growth plan.</p>	<ul style="list-style-type: none"> • Improvements in Employee Engagement. • Focus on Respectful Workplace Training Improvements in Health and Wellness • Wellness Committee and Wellness Initiatives across the District • Health and Safety Program improvements • Compliance with Legislation



Strategy: BUILDING STAFF CAPACITY TO ADDRESS THE SYSTEMIC RACISM AND DISCRIMINATION IN THE DISTRICT

All staff can understand each other without judgment, and this strategy create an organizational culture where diverse thoughts, perspectives, and experiences are valued, celebrated and respected

Timeline: Ongoing

Person(s) Responsible: Superintendent & Director of Human Resources

Action Steps	Outputs
<ul style="list-style-type: none"> a) Staff Development & Capacity Building b) System Scan - Work with the Ministry of Education to complete the <i>“Equity in Action Project”</i> c) Curriculum in the Classroom - Ensure K-12 learning outcomes that focus on racism and discrimination are taught in all schools and that the curriculum is <i>inclusive and multi-centric</i>. d) Policy and Regulations - Develop comprehensive policy and regulations on inclusion and anti-racism, including how teachers, students, and parents can <i>report and follow up on racist incidents at school</i>. 	<ul style="list-style-type: none"> • Improvements in Employee Moral. • <i>Cultural Sensitivity and Awareness Training</i> • Compliance with Legislation • Accountability and a district culture where systemic racism will not be tolerated • Member of the network of equity scan districts – where promising practices in relation to equity will be shared with all districts



Resources

Priority: Aligning and allocating resources, equitably, responsibly and effectively, to support goals and key initiatives (Resources).

Goal: To align resources to efficiently and effectively execute the Strategic Plan.



Strategy: FINANCIAL STABILITY AND SUSTAINABILITY

Develop multi-year financial plans with capacity to absorb unexpected resource needs, provide for new initiatives, and provide for Board required reserves.

Timeline: November 2019 – On-going

Board Presentation Date: January 2021

Person Responsible: Secretary Treasurer/Assistant Secretary Treasurer

Action Steps	Outputs
<ul style="list-style-type: none">a) Develop base budget requirementsb) Develop understanding of variable and fixed District costsc) Long-term view of all resource decisions	<ul style="list-style-type: none">• Rolling 3 year financial forecast• Financial reserves adequate to meet Ministry capital commitments and Board policy



Strategy: **FINANCIAL INFORMATION AND REPORTING**
Facilitate timely and accurate financial information, reporting and decision-making in support of student learning.

Timeline: September 2015 – Ongoing

Person Responsible: Secretary Treasurer/Assistant Secretary Treasurer

Action Steps	Outputs
a) Develop timely and accurate financial reports b) Utilize financial reporting to support decision-making and resource allocation	<ul style="list-style-type: none">• Develop Financial Statement Discussion and Analysis (FSDA) report• Ensure allocation of new resources is supported by a business case



Strategy: REVIEW OF OPERATIONS DEPARTMENT ASSET MANAGEMENT

To ensure protection of district assets and manage risks around those assets.

Timeline: May 2016 – September 2018

Person Responsible: Director of Facilities and Transportation/Secretary Treasurer

Action Steps	Outputs
<p>a) Implement an asset management process for inventorying and prioritizing replacement of district assets (i.e., vehicles, roads, boilers, etc.).</p> <p>b) Building assets (boilers, other heating equipment) is in process.</p> <p>c) Large custodial equipment is also in process</p>	<ul style="list-style-type: none">• Use Asset Planner to inventory and track all costs associated with vehicles, building assets (boilers, other heating equipment), and large custodial equipment



Strategy: CAREER PROGRAM REVIEW

Timeline: September 2015 – June 2016

Person Responsible: Assistant Superintendent/Secretary Treasurer

Action Steps	Outputs
	<ul style="list-style-type: none">• Clear understanding of revenues/resources and desired outcomes.• Recommendations stemming from committee for consideration.• Alignment of district revenues/resources with appropriate and aligned programming.



Strategy: RE-ENVISION CAREER EDUCATION IN THE CHILLIWACK SCHOOL DISTRICT

- Create a vision to support the successful implementation of the new K-12 career education curriculum.
- Review and redesign district career education resources and services to support the renewed vision.

Timeline: Fall 2018 - Ongoing

Person Responsible: Director of Instruction

Action Steps	Outputs
<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>e) Monitor the implementation of the vision and adjust plan as required based on evidence collected.</p>	<ul style="list-style-type: none"> • Increased student engagement in schools and classrooms. • Increase number of students engaged in youth in trades opportunities. • Enhanced partnerships with universities and colleges. • Increased opportunities for vulnerable students in all schools, including Type 3 alternate school. • All schools working collaboratively on the visioning of careers in the district. • Increased teacher capacity and understanding of district vision. • Enhanced opportunities for cross curricular learning.



Strategy: **TRANSPORTATION ROUTE OPTIMIZATION**

Timeline: Fall 2017 – June 2019

Person Responsible: Director of Facilities and Transportation/Secretary-Treasurer

Action Steps	Outputs
<p>a) Work with Provincial Committee to implement a new transportation system and complete a Route Optimization</p> <p>b) Working on the addition of student management on buses, including tracking and notification.</p>	<ul style="list-style-type: none">• Operational efficiencies• Improved service & communications to students/parents• Real time information on ridership, bus tracking, diagnostics, etc.• Implemented new transportation software for registrations and routing• Implemented Ride 360 app, real time ridership information for parents and communication to parents.



Strategy: **UPDATE LONG RANGE FACILITIES PLAN**
Revise the current plan to recognize current realities

Timeline: December 2019 – April 2021

Person Responsible: Director of Facilities and Transportation/Secretary Treasurer

Action Steps	Outputs
a) Develop plan format and structure b) Develop consultation plan c) Finalize plan	• Updated Long Range Facilities Plan to be used for future space planning



Strategy: **SPACE MANAGEMENT – PORTABLE CLASSROOMS**

Timeline: September 2017 – May 2019

Person Responsible: Director of Facilities and Transportation/Secretary Treasurer

Action Steps	Outputs
<p>a) Develop a District plan for the management of portable classrooms</p> <p>b) In process of evaluating portables and identifying deficiencies and establishing a priority for major repair or replacement.</p>	<ul style="list-style-type: none">• Annual space plan for the determination of purchase/placement of portables• Replacement/refurbishment/decommissioning plan• Improved comfort & safety for staff & students using portables• All portables are inventoried in Asset Planner with identified deficiencies and prioritization for major repair or replacement



Strategy: **HAZARDOUS MATERIALS MANAGEMENT PLAN**

Timeline: September 2017 – May 2019

Person Responsible: Director of Facilities and Transportation/Secretary Treasurer

Action Steps	Outputs
<p>a) Develop a District plan to minimize the use of, and for the management of hazardous materials</p> <p>b) Develop and implement a 3 year plan to evaluate all shop and science labs.</p> <p>c) Investigating options for vegetation management.</p>	<ul style="list-style-type: none">• Inventory of chemicals used in the District (including herbicides, cleaning supplies, paint, shop supplies, science labs)• Replace maintenance supplies with the least hazardous material possible• Develop a plan to ensure the safe storage and disposal of all hazardous materials• All shops and science labs evaluated and staff trained• Application and storage of pesticides and herbicides exceeding Environment Canada requirements



Strategy: HUMAN RESOURCES INFORMATION AND REPORTING

Facilitate timely and accurate human resources information, reporting and decision-making in support of student learning.

Timeline: Ongoing

Person Responsible: Director of Human Resources

Action Steps	Outputs
<ul style="list-style-type: none"> a) Develop timely and accurate human resource reports. b) Utilize Human Resources reporting to support decision-making and resource allocation. c) Staff utilization review to ensure a stable and fulfilling working and learning environment. d) Long term staffing plans established to ensure maximum staff stability. 	<ul style="list-style-type: none"> • District is proactive, agile and responsive to emergent information needs. • Stakeholders confident in the human resources information they receive. • Timely and accurate information used to ensure staffing needs are met. • Stable staffing plans from year to year, except as required by unanticipated enrollment changes.



Strategy: DISTRICT PLAN REVIEW

To develop a renewed vision for supporting students and programs.

Timeline: January 2016 – June 2018

Person Responsible: Superintendent/Board of Education

Action Steps	Outputs
	<ul style="list-style-type: none">• Administration to receive direction regarding District Plan Review.• Reduce the number of students exiting SD33 through self-withdrawal or institutional factors, or during the transition process.• Increase the graduation rate, which includes school leaving certificates that provide opportunities for students beyond graduation.• Increase engagement of students with the learning process in Alternative Learning environments and Middle/Secondary schools.• Improve student achievement results at the Middle/Secondary levels.



Strategy: **EFFICIENT FISCAL AND RESOURCE MANAGEMENT**
 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.

Timeline: December 2017 – June 2018

Person Responsible: Superintendent

Action Steps	Outputs
<p>a) Review Board of Education and Administrative staffing Regulations.</p> <p>b) Review vision and mission of the SD#33 International Education model and provide a revised framework to the Board of Education.</p>	<ul style="list-style-type: none"> • Equitable allocation of staffing resources that takes into consideration unique neighbourhood risk factors, while aligned with the budget framework. • Enhanced use of Baragar Staff Allocator to maximize staffing allocations to elementary schools. • 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. • Robust support services for International Students. • Long term planning and capacity building for the International Education program.



Strategy: **SPECIAL EDUCATION RESOURCES REVIEW**

Timeline: December 2019 – October 2020

Person Responsible: Director of Instruction/Assistant Superintendents/Secretary Treasurer

Action Steps	Outputs
<p>a) District leadership team will review the new funding model</p> <p>b) District leadership team will create new procedures and processes for the allocation of resources</p>	<ul style="list-style-type: none">• Clear understanding of revenues/resources and desired outcomes• Recommendations stemming from the district leadership team for consideration• Alignment of district resources with appropriate programming