	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.		

		Description	Baseline Value	Target Value
Outcome/ Measure(s)		✓ Provincial Assessments	Current Provincial Assessments	Achievement At or Above Provincial Average
		✓ Graduation Rates	Current District & School Graduation Rates	Achievement At or Above Provincial Average
		✓ District Literacy Assessments	**RAD 3:** NYM - 5%, FM/E - 64%	NYM-2%, FM/E-75%
			RAD 6: NYM - 5%, FM/E - 55%	NYM – 2%, FM/E – 65%
			RAD 8: NYM – TBD, FM/E - 52%	NYM – TBD, FM/E – 65%
			PM Benchmarks (Gr. 2): NYM - 12%, FM/E - 75%	NYM – 5%, FM/E – 85%
			PM Benchmarks (Gr. 3): NYM - 10%, FM/E - 78%	NYM-2%, FM/E - 85%
		✓ District Numeracy Assessment(s)	Develop District Measures	Develop District Measures

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
1. **Evidence Based Literacy Practices** • Model and use evidence-based practices for literacy	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	Directors of Instruction	Fall 2015 Fall 2015	On-going June 2019	• 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
2. **Evidence Based Numeracy Practices** • Model and use evidence-based practices for numeracy	a) Provide professional learning opportunities that align with evidence-based practices for numeracy b) Co-construct an understanding of balanced numeracy approach and connect BC curriculum c) Schools will create data teams to inform numeracy instruction and identify student specific targeted interventions d) Develop Gr. 2-7 District Numeracy Assessment Tool e) Implementation of Gr. 2-7 District Numeracy Assessment Tool	Directors of Instruction	Fall 2015 Sept 2016 Fall 2017 Fall 2015 Fall 2016	On-going June 2017 June 2020 June 2016 June 2017	• 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
3. **Learning Supports and Interventions** • Model and use evidence-based practices for early intervention and prevention	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	Directors of Instruction	Fall 2015	On-going	• 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

	evidence-based practices for early intervention				• All students have access to high quality instruction

Priority	Improving student achievement and well-being through high quality instruction. *(Instruction)*		
Goal	To increase students' abilities to apply critical, creative and reflective thinking.		

	Description	Baseline Value	Target Value
Outcome/ Measure(s)	✓ Students will fully meet or exceed expectations on SD33 Thinking Rubric	0% of students	100% of students fully meet or exceed expectations on SD33Thinking Rubric
	✓ District Assessment Rubric to determine the degree to which each school aligns with a culture of innovation and continuous improvement	0% of schools	100% of schools

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
1. **Utilize evidenced-based instructional practices** • Establish Learning Forums to explore and align evidence-based instructional practices with the BC curriculum • Increase instructional practices that promote critical, creative and reflective thinking. • Implement "Thinking Rubric" in K-9 classrooms	a) Research, identify and recommend evidence-based instructional practices for critical, creative and reflective thinking b) Share Report from Learning Forums with SD33 staff for feedback c) Publish reports in SharePoint	Directors of Instruction	Fall 2016 Fall 2016 Spring 2016	June 2018 June 2018 Spring 2018	• Learning Forum Committee established to identify areas of evidence-based instructional practices • Meeting minutes published • Report developed reflecting evidence-based instructional practices • Report published • Learning Forums established • Frequency of use of "Thinking Rubric" in K-8 classrooms increases annually

2. **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, reflective thinking	a) Professional learning designed and delivered in alignment with BC curriculum b) Professional learning supported through Pro D days, afterschool workshops, Mentorship, collaboration and in-school in-service	Directors of Instruction	Fall 2015	On-going	• 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
3. **Collaborative Learning Schools** • Promote a district-wide culture of innovation and continuous improvement through the use of researched-based, promising instructional strategies	a) Identify, model and support collaborative learning and systematic problem-solving within and across schools b) Co-construct a rubric to guide the development of innovative schools c) Implement the use of the Innovative School Rubric to assess alignment with the Strategic Plan d) Support the Partners in Learning Conferences e) Partner with University of the Fraser Valley for increased reciprocal learning opportunities	Directors of Instruction	Fall 2015 Winter 2016 Fall 2015 Spring 2016 Spring 2016	On-going On-going Spring 2016 On-going Spring 2018	• Identified network of demonstration classrooms and schools • Formal partnership established with the University of the Fraser Valley • Rubric for continuous school improvement created • Partners in Learning - Collaborative Learning Conferences held • Teachers' Self-Assessment Innovation Alignment Rubric created (Fall 2016)

	Priority	Improving student achievement and well-being through high quality instruction. *(Instruction)*		
	Goal	To enhance personal and social responsibility.		
Outcome/ Measure(s)		**Description**	**Baseline Value**	**Target Value**
		✓ BC Performance Standards for Social Responsibility (i.e., Positive Behaviour)	Develop District Measure	Develop District Measure
		✓ Discipline Data from MyEd and BCeSIS	ISS, OSS Mid/Sec. Average Data from 1112 to 1415	Reduce ISS, OSS Incidents by 15% per district
		✓ Attendance Data	Period Attendance Mid/Sec 1112 to 1415	Reduce Period Absences by 10% per Class
		✓ DBC 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 1415 Current No. of Students Leaving	Reduction in the No. of Students Leaving

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
1. **Targeted Social-Emotional Learning Experiences (Social-Emotional Skills Development)** • Social-Emotional skills embedded in Tier 1 instruction	a) Professional learning sessions to develop an understanding of Social/Emotional learning and t*o develop S/E competencies* o *self-management, self-awareness, social awareness, relationship skills and responsible decision-making* b) Catalogue of supportive resources to develop	District Principal Student Services	Fall 2015 Jan 2016	On-going June 2016	• Improved student achievement • Decrease in referrals to District Behavior Committee • Improved attendance • Reduced emotional distress for staff and students • Increased teacher satisfaction • Improved attitude about self, others and school for staff and students

			Start	End	
	social/emotional well-being in all schools c) Implement Rubric for BC Performance Standards for Social Responsibility		Fall 2016	Spring 2019	
2. **Tier 2 and Tier 3 Supports** • Tier 2 and Tier 3 structures and strategies to support students who require additional instruction/intervention for Social-Emotional learning	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 instructional/intervention	District Principal Learning Services	Fall 2016 Fall 2016 Fall 2016	On-going June 2017 June 2017	• 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)
3. **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	a) Research, identify and recommend evidence-based-practices for critical, creative and reflective thinking b) Share Report from Learning Forum with SD33 staff for feedback c) Publish report in SharePoint d) Professional learning to develop an understanding of brain-friendly classrooms e) Develop a plan to promote and implement brain-friendly classroom best practices	District Principal Learning Services	Fall 2016 Jan 2017 Mar 2017 Fall 2016 Fall 2018	June 2017 Mar 2017 Mar 2017 On-going Jan 2019	• Committee established to identify areas of promising practices • Meeting minutes published • Report developed reflecting promising practices • Report published • Plan developed and published
4. **Vulnerable Student Support and Transition Team** • Honor the work of schools and examine reducing the number of students exiting the district through self-withdrawal or institutional factors, or during the transition process	a) Create Vulnerable Student Support and Transition Team b) Meet with schools to examine reducing the number of students because of self-withdrawal, institutional factors or during transition. c) Partner to hire a contract Drug and Alcohol Support worker with PCRS (Community Partner)	Assistant Superintendent	Fall 2015 Fall 2015 Fall 2015	On-going June 2016 Jan 2016	• Reduce the number of students exiting SD33 through self-withdrawal or institutional factors, or during the transition process • Increase the graduation rate, which include school leaving certificates that provide opportunities for students beyond graduation • Increase engagement of students with the learning process in Alternative Learning environments

			Fall 2015	Dec 2015	• Reduction in the number of youth with substance abuse challenges
	d)	Revised AR500.1 Drugs and Alcohol to support students in their homeschool environments			• Higher participation rates at school for students in Type 3 facilities as a result of enhanced D&A and Mental Health supports
	e)	Partner with other agencies to hire an Adolescent Mental Health Consultant to provide consultation regarding students schools have questions around mental health challenges, as well as act as a consultant to provide supports for students with mental health concerns	Fall 2015	June 2016	

	Priority	Strengthening meaningful relationships within and across schools, district and community to support success for students. (**Community/Culture**)
	Goal	To foster, develop and enhance quality partnerships to improve student experiences and learning outcomes.

Outcome/ Measure(s)	Description	Baseline Value	Target Value
	✓ 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 Engagement Survey Baseline Develop District Measure	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
1. **Aboriginal Education Enhancement Agreement** • 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 five year Aboriginal Educational Agreement with the local	District Vice Principal Aboriginal Education	Fall 2015 Fall 2015 Winter 2016 May 2016	Fall 2015 Fall 2015 April 2016 June 2016	• Implement the new Aboriginal 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

	Aboriginal community, the Ministry of Education and the District				
2. First Nation Local Education Agreement	. Co-create a plan with First Nations partners regarding enhanced collaboration with staff and interaction with students . Review and communicate Local Education Agreement		Fall 2016	On-going	• Implement the First Nation Local Education Agreements
3. Community Partnerships • Strengthen and enhance community partnerships to support children and youth well being, engagement and achievement	a) Create a centralized data base of community partners b) Define the roles and responsibilities for district, school and community members c) Select District representatives for Community committees d) Create Partnership Quality Metric	Directors of Instruction	Jan 2016 Jan 2016 Fall 2015 Fall 2016	June 2016 On-going On-going June 2017	• Efficient and effective use of school district and community resources • School district representation on community committees • Partnership Quality Metric to be used in understanding the effectiveness of Partnerships
4. Student Engagement • Strengthening and authentically using student voice for the leadership of their classrooms and schools	a) Meet with Middle and Secondary School Student Advisory groups b) Create District Student Engagement Committee to determine District Student Engagement Strategic Plan	Director of Instruction	Winter 2016 Fall 2016	On-going On-going	• Increased student engagement in school and classrooms • Increasing number of teachers use student perspective to inform instruction and assessment
5. School Partnerships • Strengthen school partnerships to increase student opportunities for Blended Learning and Personalization	a) Determine SD33 Vision for Blended Learning opportunities b) Develop strategies to encourage Blended Learning opportunities c) Encourage planning to assist Blended Learning opportunities between schools d) Promote blended learning opportunities for at-risk youth	Directors of Instruction	Winter 2016	Spring 2018	• Increased student choice • Increased student personalization • Increased student engagement

	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.		
		Description	**Baseline Value**	**Target Value**
	Outcome/ Measure(s)	✓ Bi-annual Employee Satisfaction Survey	Establish baseline value	75% Satisfaction Rate
		✓ Improvement of intermittent staff absences relative to provincial norms	SRB attendance data for Chilliwack and Provincial EDAS attendance data as provided by BCPSEA	Increase in Staff Attendance Levels

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
1. Pro D / In-service • Provide staff with learning opportunities to enhance an understanding of practices that foster social and emotional competence and well-being	a) Establish a District Wellness Committee with representatives of all employee groups to create a Strategic Plan for staff social emotional wellness b) Create report of current strategies that support staff social emotional wellness c) Provide 3 Pro D sessions for all leaders regarding social emotional wellness d) Utilize BCPSEA resources to support Pro-D In-service	Human Resources Department	Winter 2015/2016 Winter 2015/2016 Fall/Winter 2015/2016 Winter 2016	Ongoing Spring 2016 Dec 2016 On-going	• Publish and communicate Report • Publish and communicate Plan • Pro D sessions delivered
2. Staff Engagement • Support all leaders in understanding staff engagement and its impact.	a) Through District Wellness Committee, create and circulate an electronic anonymous employee satisfaction survey	Human Resources Department	Winter 2015/2016	May 2016 Dec 2016	• Quality conversations – growth and change conversations • Improvements to Employee Satisfaction and Engagement

	b) Identify factors that will positively impact staff engagement		Winter 2015/2016	June 2016	
	c) All leaders to receive 3 Pro D sessions regarding culture building and staff engagement		Fall 2015		

	Description	Baseline Value	Target Value
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.		
Outcome/ Measure(s)	✓ The Board of Education will receive understandable, relevant and timely financial updates throughout the year	4 Financial Reports/Year	4 Financial Reports with Improved analysis
	✓ Survey of Budget Managers to assess access to and use of financial information for planning and decision making	Limited staff use of financial information	Increased staff use of financial information
	✓ Regular program reviews to determine efficient and effective use of resources	Ad hoc review of programs to determine efficiency and effective use of resources	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	Fewer number of part-time jobs
		Lack of spring projection alignment with fall actuals	Greater alignment between staffing projections and staffing actuals

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
1. **Financial and Human Resources Information and Reporting** • Facilitate timely and accurate financial and human resources information, reporting and decision-making in support of student learning.	a) Develop timely and accurate financial and human resource reports b) Utilize Financial and 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 e) Creation of full-time specialist positions whenever possible	Secretary-Treasurer Director Human Resources Assistant Superintendent	Sept 2015	On-going	• District needs prioritized in readiness for future budgets • District is proactive agile and responsive to emergent information needs • Budget managers provided with timely and accurate information to make student focused decisions based on available resources • Stakeholders confident in the financial and human resources information they receive • Timely and accurate information used to ensure staffing needs are met • Minimal changes in staffing plans from year to year except as required by unanticipated enrollment changes
2. **Budget Process** • Utilize the Budget process to connect accountability to decision-making.	a) Budget Managers receiving timely, accurate information b) Departments Managers analyzing and providing feedback on variances c) Detailed district wide variance analysis available to Exec and Budget Committee.	Secretary-Treasurer	Spring 2016	On-going	• Budget and Department managers will receive and use timely and accurate information to make student focused decisions based on available resources • Exec and Budget Committee will have timely and accurate information on which to base Budget recommendations
3. **Attendance Support** • To facilitate attendance improvement.	a) Implement a comprehensive attendance support program consistent with provincial initiatives b) Advice and guidance provided to policy development encouraging a culture of positive work attendance	Director of Human Resources	Sept 2015	December 2017	• Timely and accurate reporting regarding employee absences and district-wide levels of absenteeism relative to provincial norms • Policy development related to a culture of positive work attendance • Process to assist supervisors in creating a work culture that encourages attendance at work • Process to assist supervisors in work with staff experiencing

						attendance difficulties including workplace accommodations and return to work programs
4.	**Career Program Review**	a) Establish Committee to create strategy for review b) Complete review c) Consider Recommendations from review	Director of Instruction Secretary-Treasurer	Sept 2015	June 2016	• Clear understanding of revenues/resources and desired outcomes • Recommendations stemming from committee for consideration • Alignment of district revenues/resources with appropriate and aligned programming
5.	**Transportation Services Review**	a) Develop RFP for external support of review b) Retain consultant through RFP c) Receive Recommendations d) Implement recommendations	Secretary-Treasurer	March 2015	June 2016	• Greater student and staff satisfaction • Improved public confidence in district operations • Recommendations to provide a more efficient and effective student transportation system
6.	**Staff Replacement Process Review** • Review TTOC (Teachers Teaching on Call) and support staff replacement processes	a) Establish a representative review committee b) Review TTOC and support staff replacement systems c) Next steps as identified by review	Director of Human Resources	Winter 2015/2016	December 2016	• Responding effectively to identified replacement needs • Regular and replacement staff satisfaction in replacement process
7.	**Capacity and Program Review** • To develop a renewed vision for supporting students and programs	a) Consult with the Board of Education regarding North Side capacity and program review b) Establish a representative Review Committee c) Consultation process to be determined by review committee d) Report to be received by the Board of Education with next steps to be determined	Assistant Superintendent	June 2015	Spring 2016	• Presentation of report to the Board of Education
8.	**Job Descriptions and Job Evaluation**	a) Finalize updating of job descriptions	Director of Human Resources	October 2015	Ongoing	• Completion of updating of job descriptions

• To complete the updating of support staff job descriptions and evaluations and to ensure an ongoing process to maintain currency	b) Establish a committee and process to review outstanding reclassification requests c) Establish a committee and process to maintain job descriptions and evaluations through an ongoing process				• Establishment of a process to maintain job descriptions and job evaluation