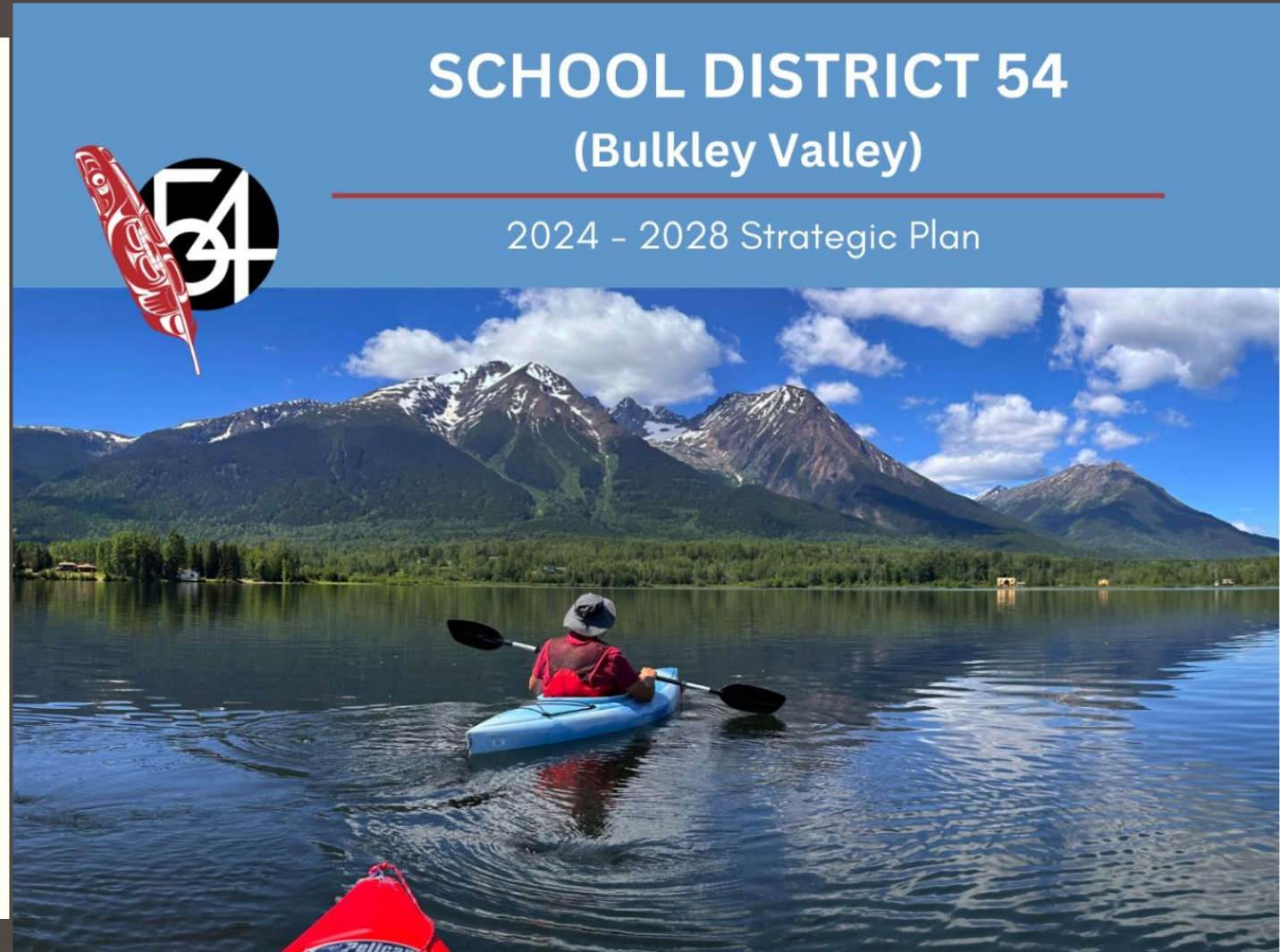
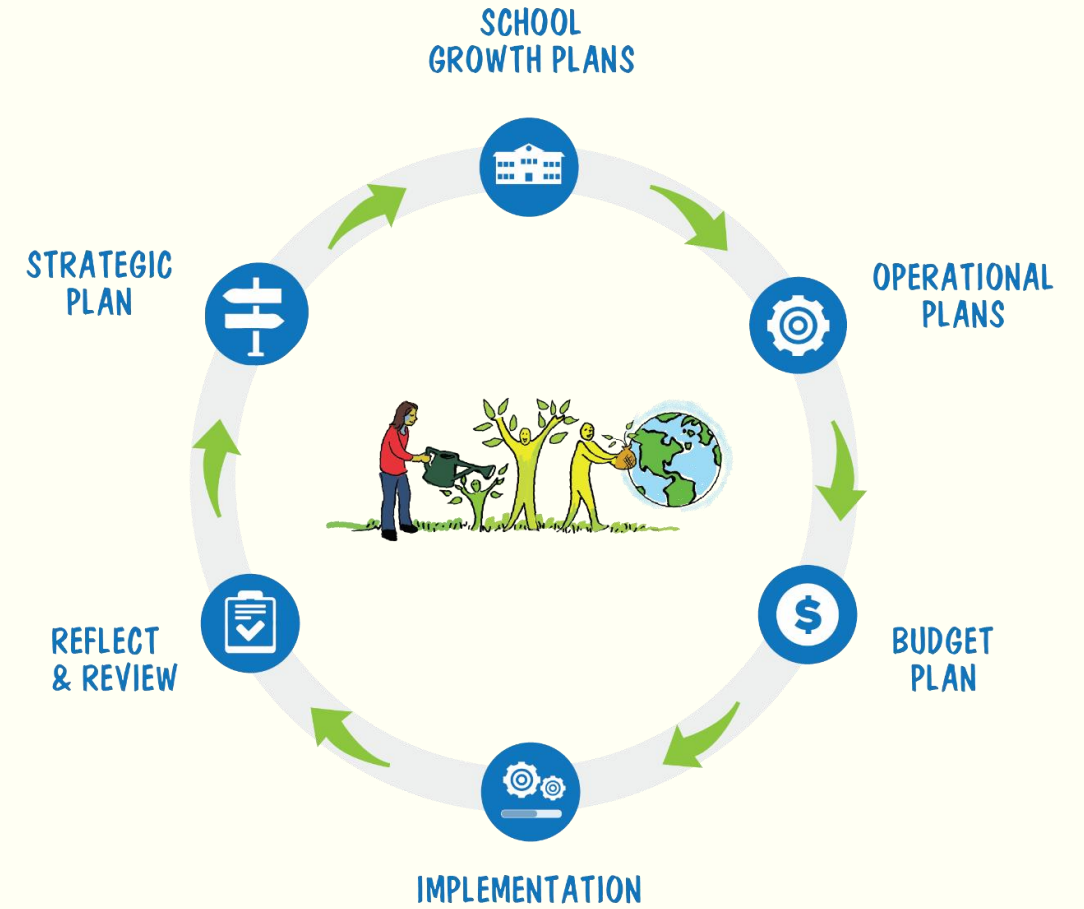


STRATEGIC PLAN

REVIEW
JUNE 2026



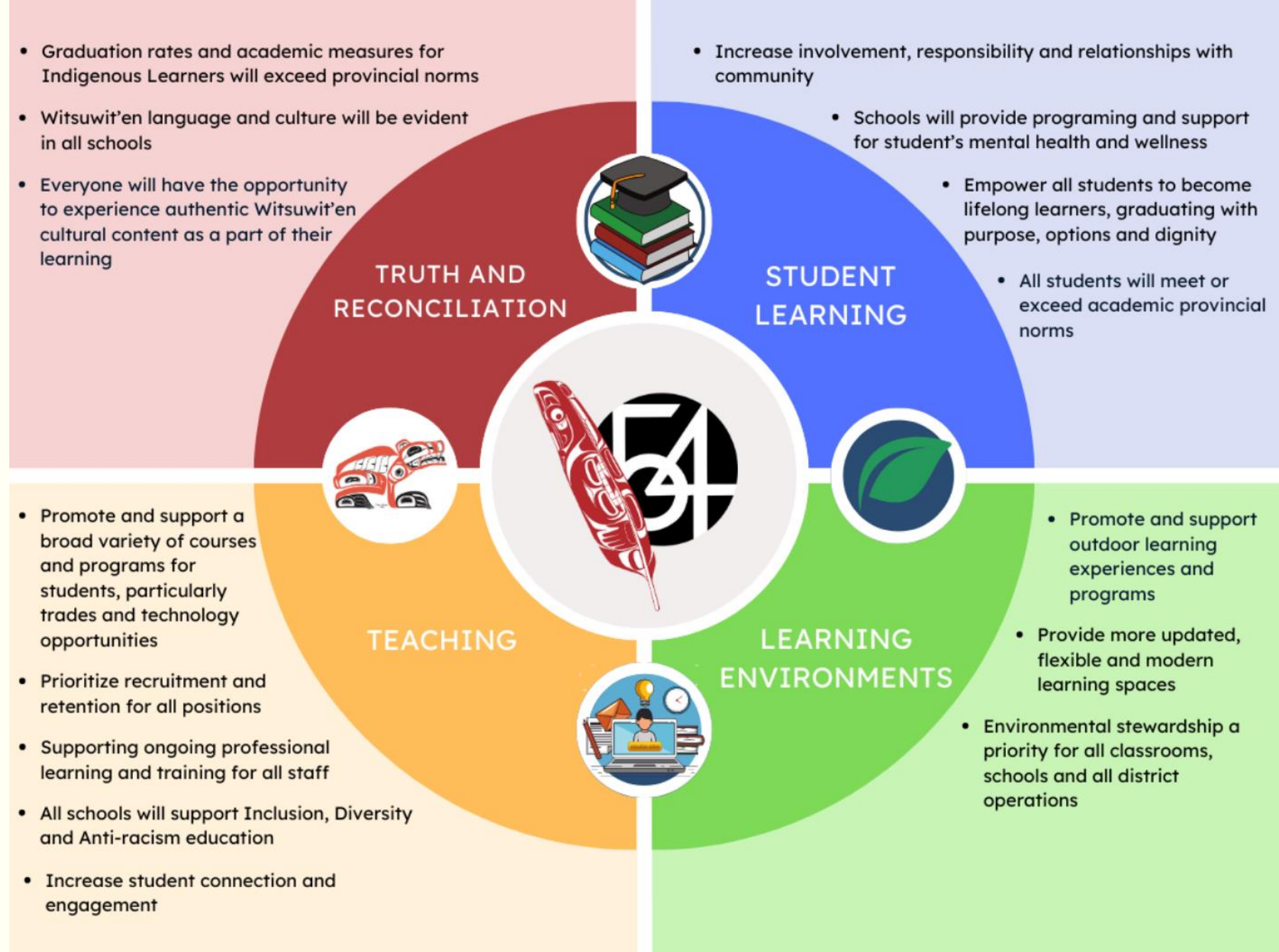
In September 2024 a four year strategic plan was approved and implemented



Strategic Plan

2024-2028

Four Priority Areas with fifteen goals for the next four years...



Actions to support the Board

- Work with schools to create school growth plans that have been aligned to support the goals in the new District Strategic Plan
- Engaged a wide variety of stakeholders when we renewed the Strategic Plan - including student voice
- Use of a variety of provincial and local student achievement data to create meaningful analysis to assist with school / district planning
- Work to align strategic priorities with budgets and to create targets for budget allocations
- Communicate goals of the Strategic Plan and specificity of actions related to plan with community and stakeholders
- Continue to support a part-time communications officer to enhance school district communications on multiple platforms, specifically referencing strategic plan progress

School District 54 (Bulkley Valley)

Mission

"To empower all learners to live the challenges of a diverse and changing world."



The Board of Trustees of School District 54 commits to the following **Core Values**:

Compassion	Habi ghē dzī Ts'ıl Ts' ıtl (Haba hae dzee dzilh tsulth)	La Compassion
Honesty	Tsē'un hol'iy (tjee un holhiy)	Honnētetē
Respect	Wiggus (Wagoose)	Le Respect
Responsibility	Wighin līnī (Wha hhun lee knee)	Responsabilité
Fairness	Tsē'un (tjee un)	Justice

STUDENT LEARNING

GOALS

- Increase involvement, responsibility and relationships with community
- Schools will provide programming and support for student's mental health and wellness
- Empower all students to become lifelong learners, graduating with purpose, options and dignity
- All students will meet or exceed academic provincial norms



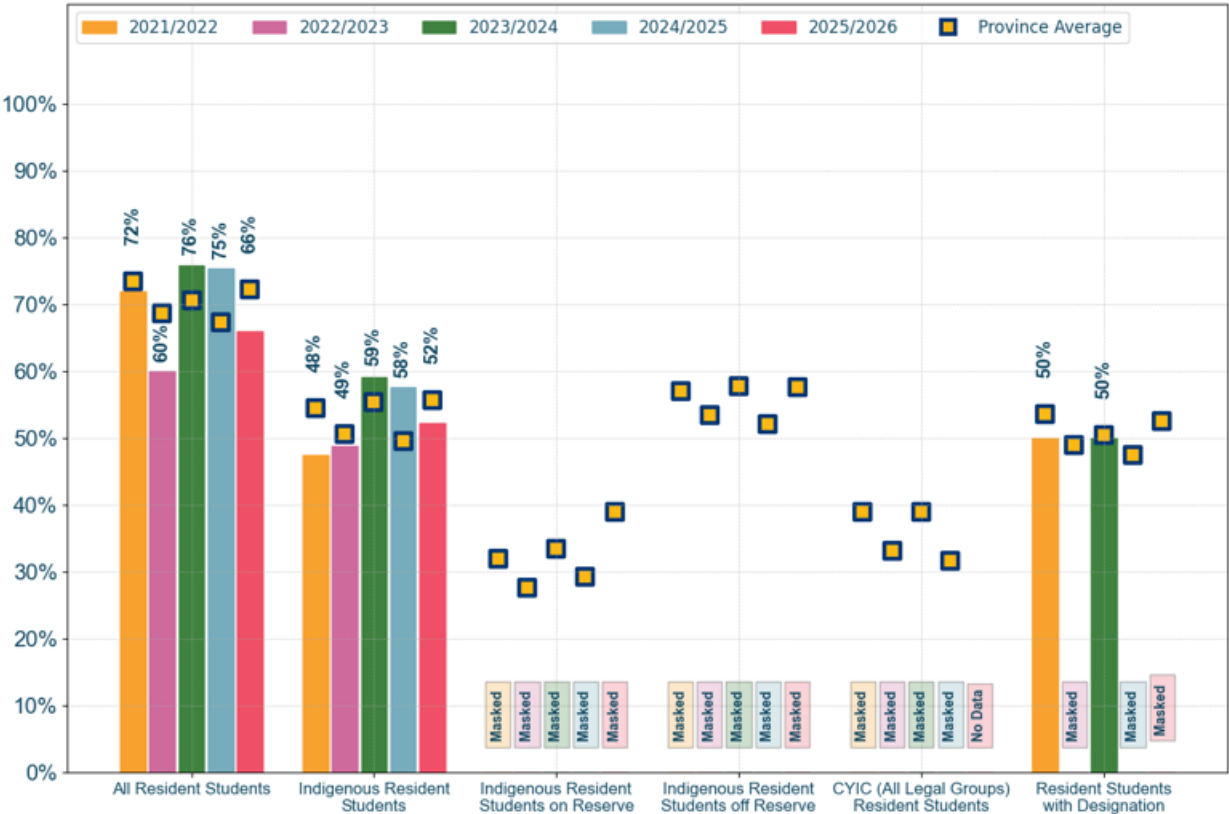
DATA / METRICS THAT ARE MONITORED

- Completion rates
- Foundation skills assessment - (FSA) literacy / numeracy Gr. 4/7 data
- Letter grades (Gr.10 -12)
- Report card rubrics (Gr. 4 -9)
- EPRA (Gr.3s) and DART (Early Primary Reading Assessment, District Assessment of Reading Team) - written in fall and spring
- Early Learning Portfolio: identifies students' development in phonological awareness. It supports teachers in guiding general instruction and planning targeted interventions for students who need additional time to acquire the early literacy skills necessary to become proficient readers
- Numeracy Assessment: District is collecting grades 4 -7 data in the spring
- Student satisfaction surveys - student wellness, support at school
- EDI (Early Development Index) - Vulnerability of children entering K
- Attendance data
- Suspension rates
- YDI - Youth Development Instrument - physical and mental well being Gr.10 -12
- Street data - student interviews, teacher observations, interviews for strategic plan
- Indigenous "How are we doing" report
- Adolescent Health Survey - McCreary Centre Society

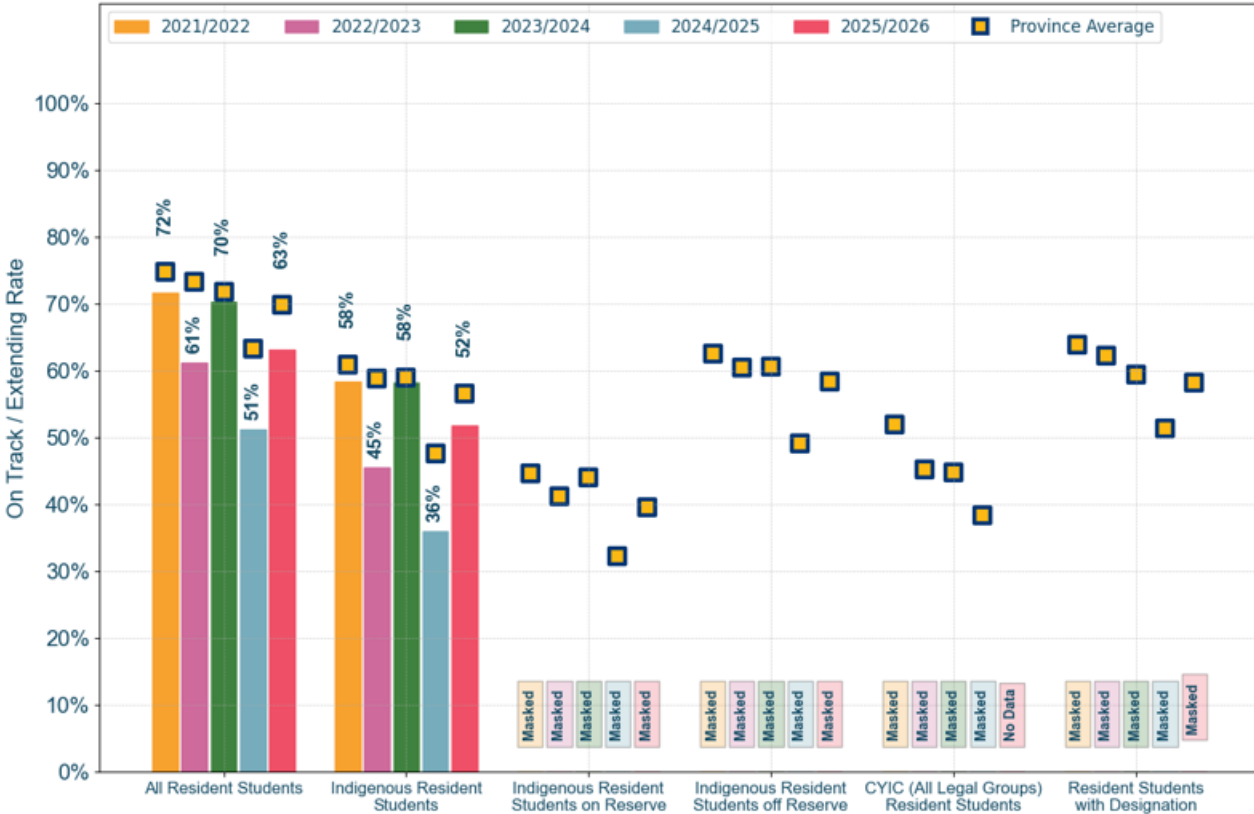


Current FSA measures by priority group - (masked)

Grade 7 FSA Literacy - On Track / Extending Rate
Bulkley Valley

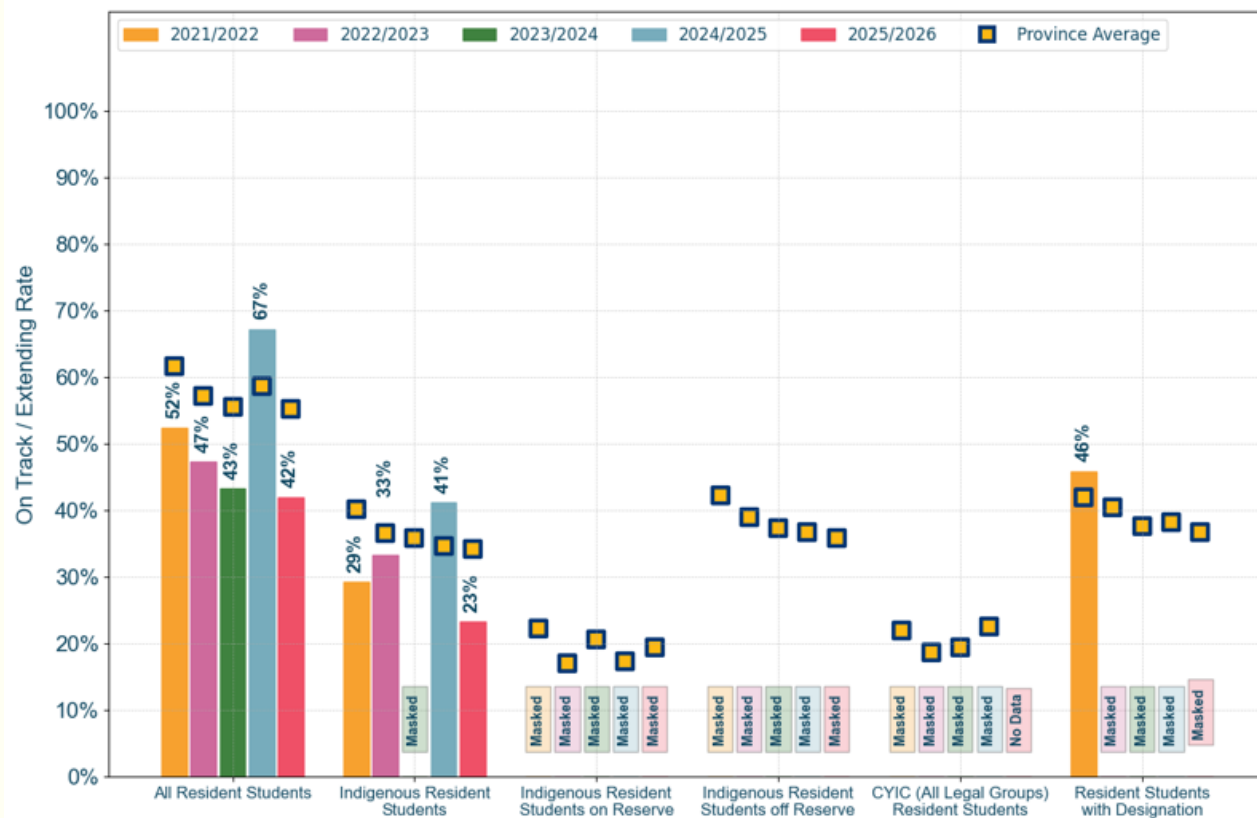


Grade 4 FSA Literacy - On Track / Extending Rate
Bulkley Valley

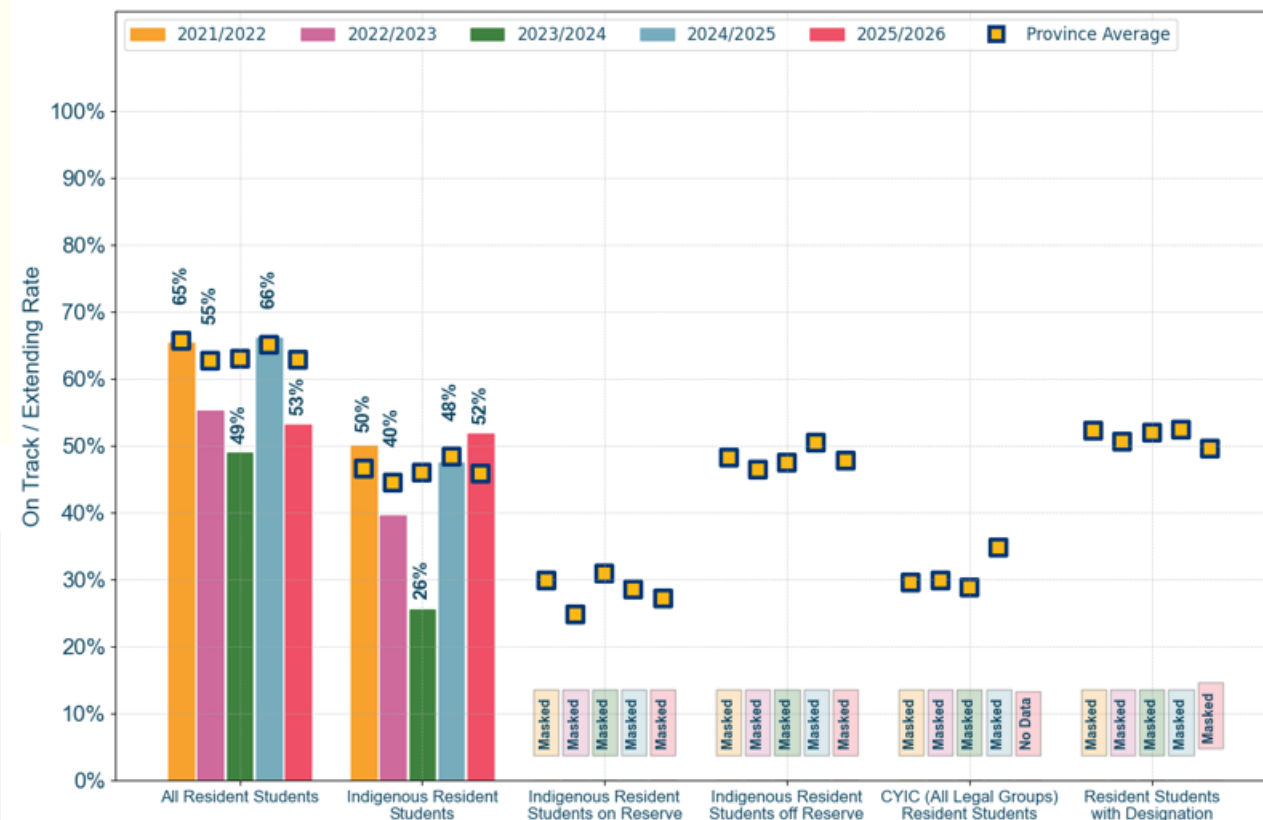


- ❖ Continues to be a persistent achievement gap on standardized and local measures for priority students...

Grade 7 FSA Numeracy - On Track / Extending Rate
Bulkley Valley



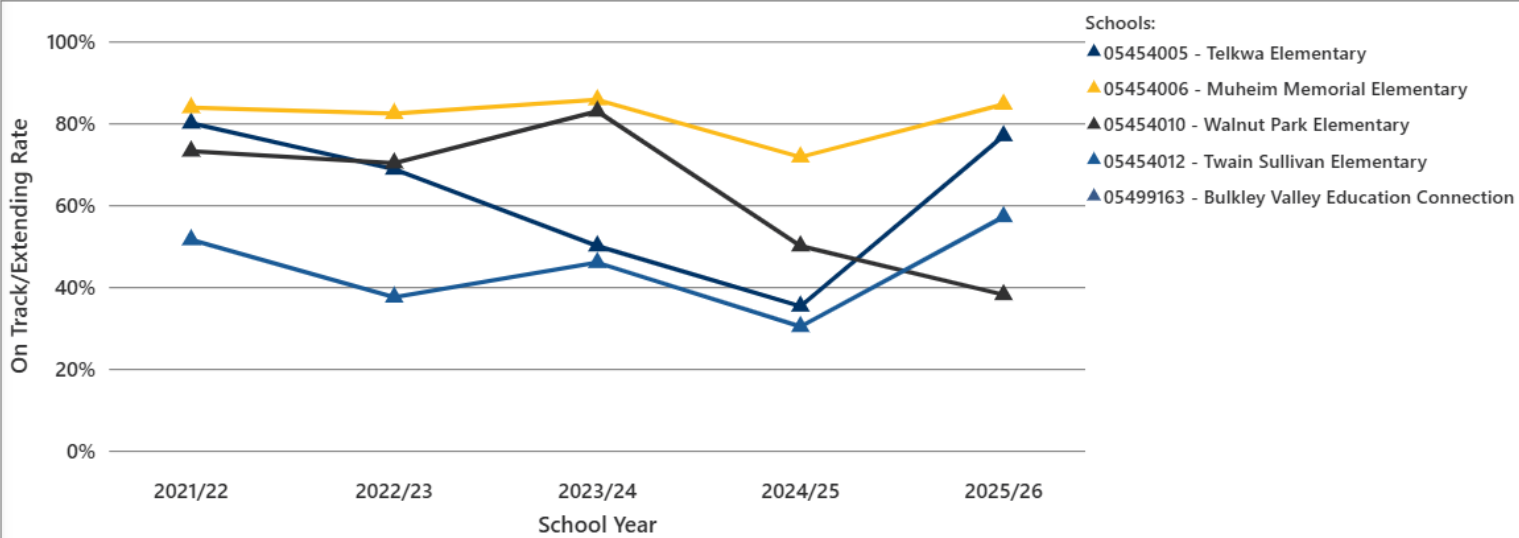
Grade 4 FSA Numeracy - On Track / Extending Rate
Bulkley Valley



Current measures by school....

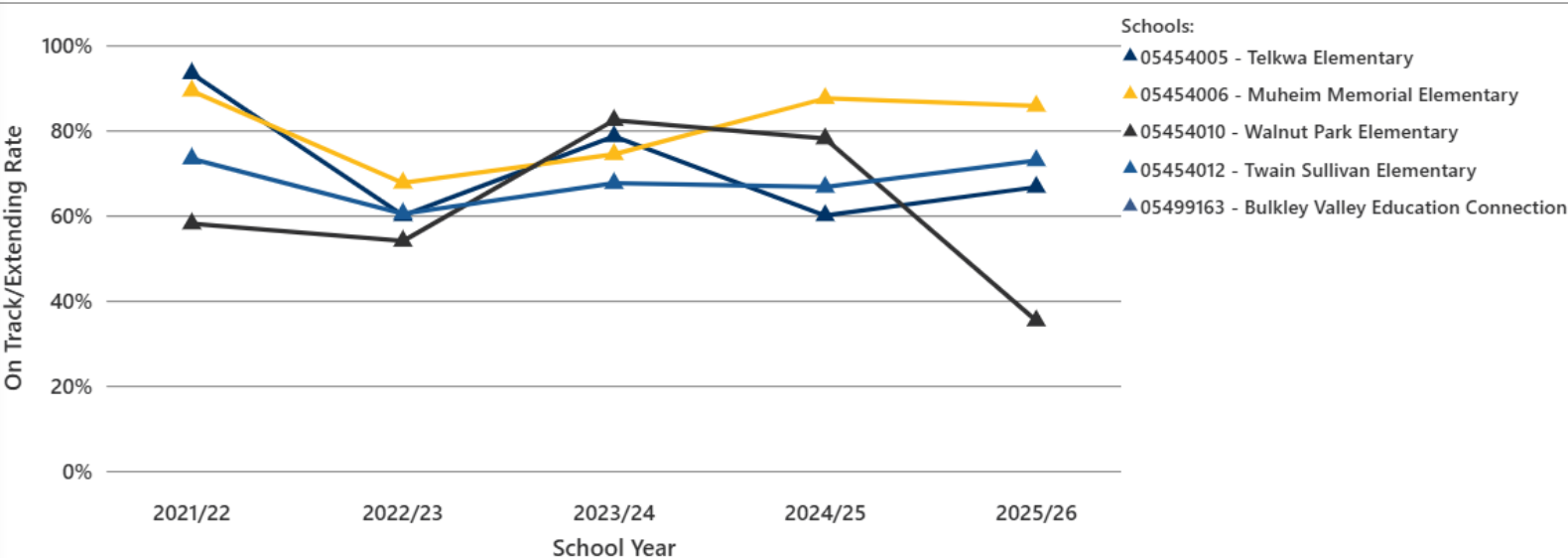
Masked Data

Grade 04 Literacy 054-Bulkley Valley All Schools



Masked Data

Grade 07 Literacy 054-Bulkley Valley All Schools

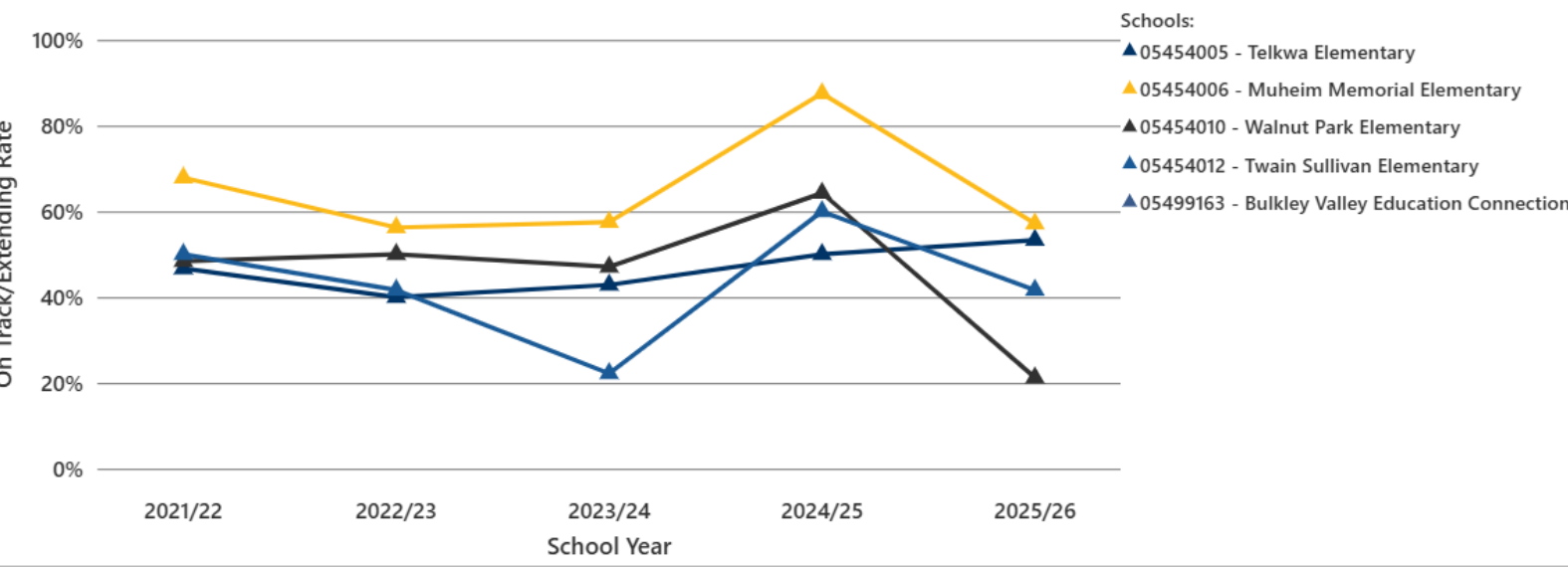


Masked Data

Grade 07 Numeracy

054-Bulkley Valley

All Schools

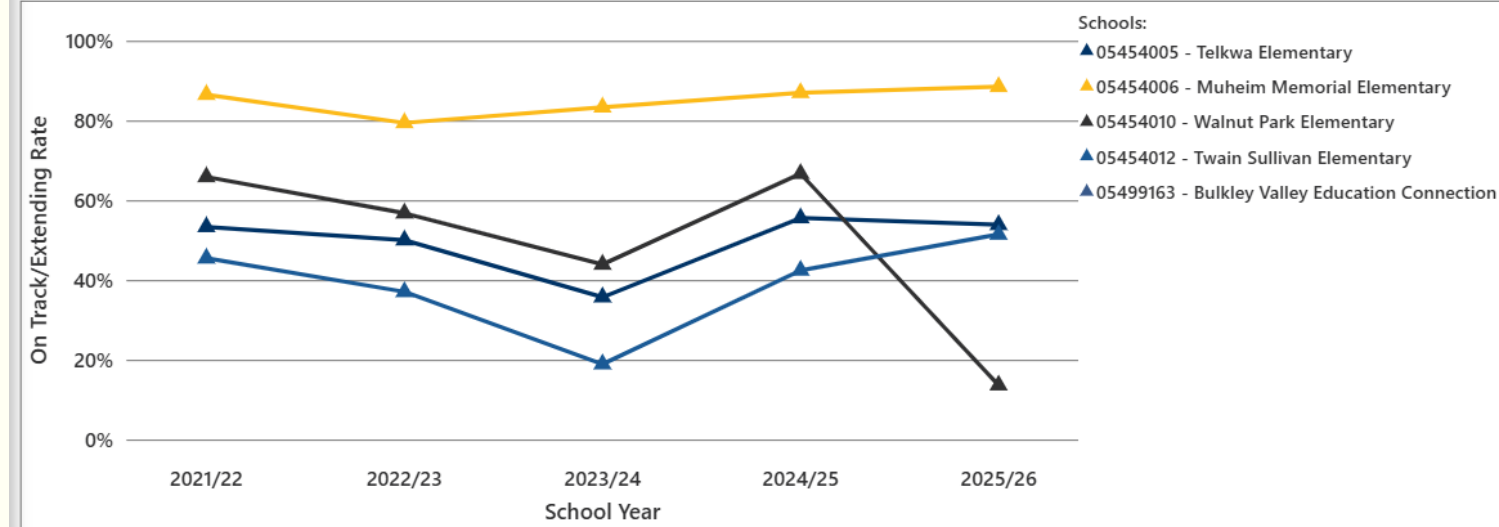


Masked Data

Grade 04 Numeracy

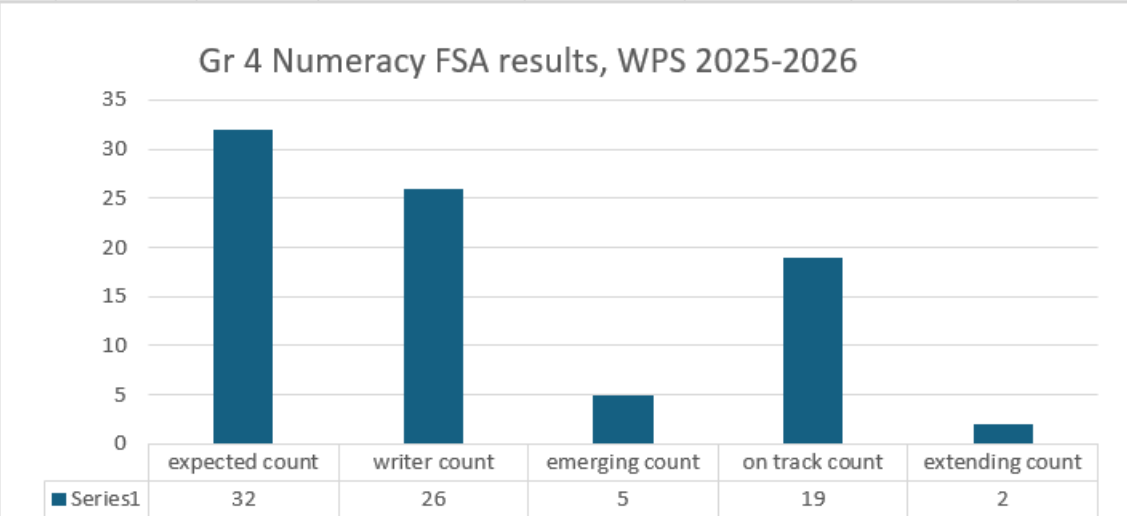
054-Bulkley Valley

All Schools



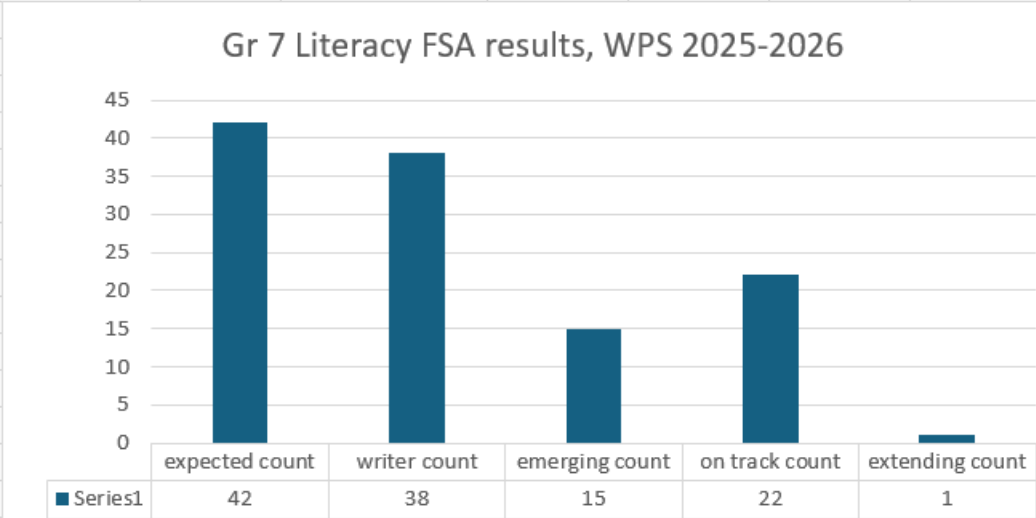
Walnut Park, gr 4 Numeracy

2025/2026	expected count	writer count	participation rate	emerging count	emerging %	on track count	on track %	extending count	emerging %
	32	26	81.3	5	19.2	19	73	2	7.7

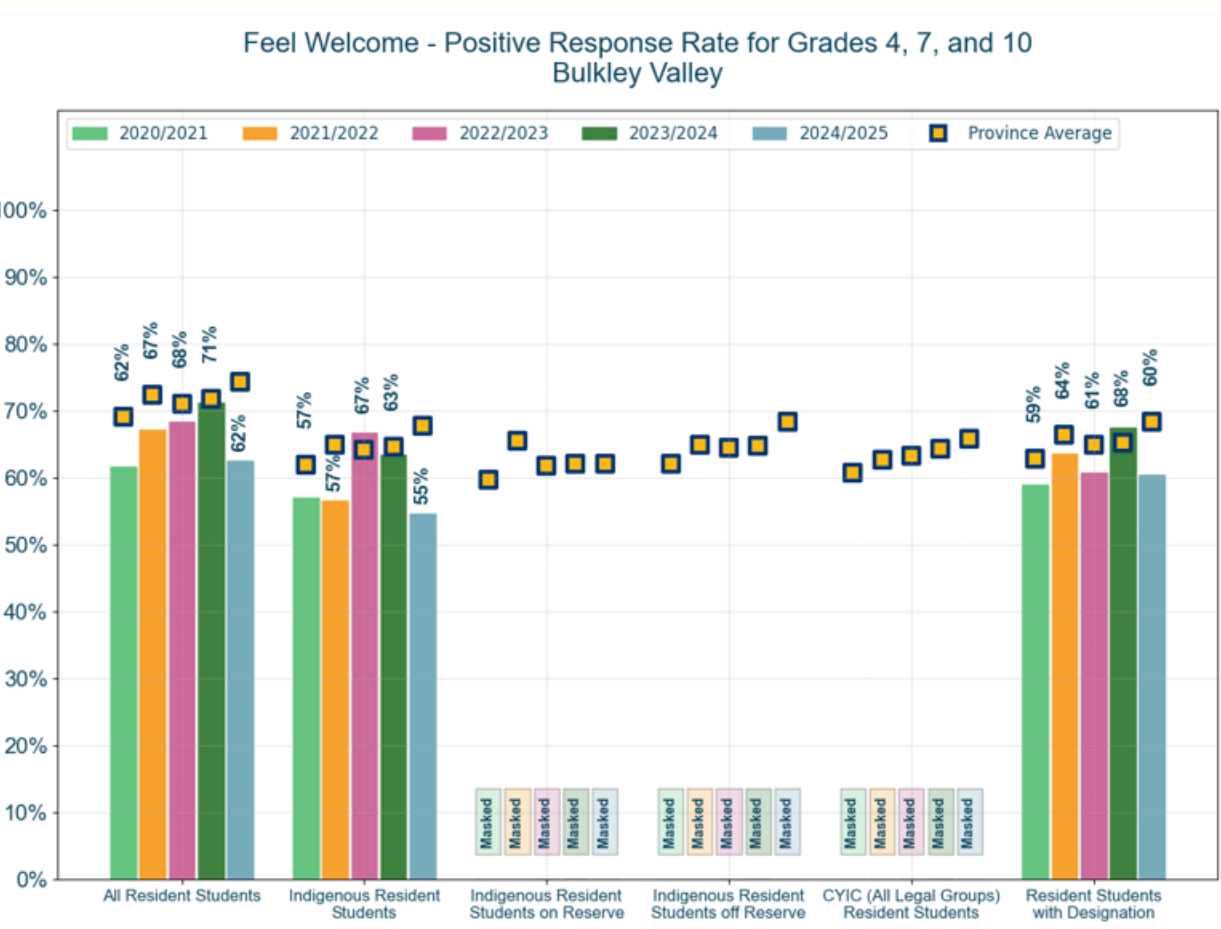
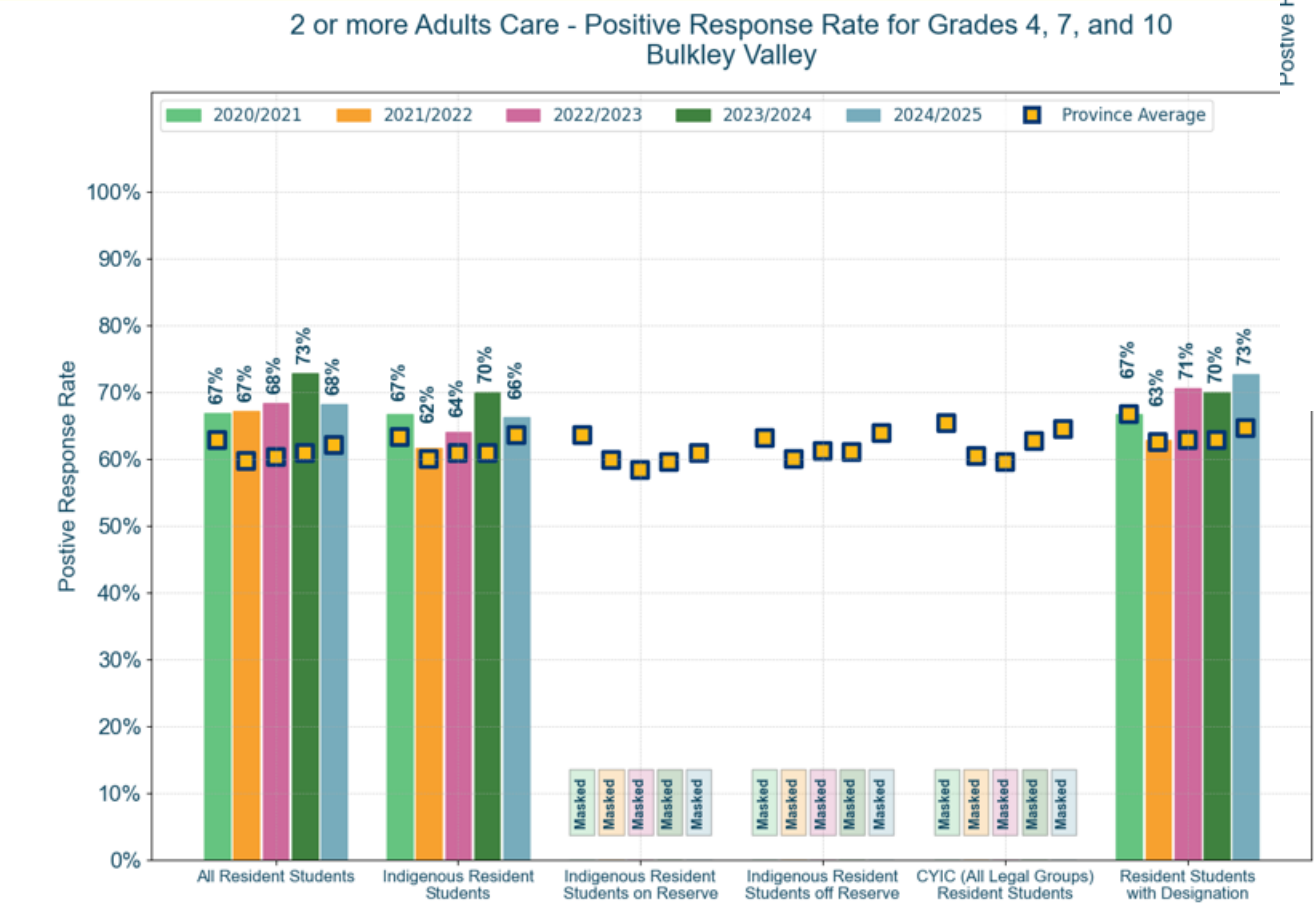


Walnut Park, gr 7 Literacy

2025/2026	expected count	writer count	participation rate	emerging count	emerging %	on track count	on track %	extending count	emerging %
	42	38	90.5	15	39.5	22	57.9	1	2.5



Student wellness / Emotional health indicators compared to Provincial Norms



Support for Learning Goals

- ❖ Continued numeracy focused professional development opportunities for teachers
- ❖ Continued early learning opportunities
- ❖ Teacher mentorship program continues to provide direct, responsive support for new staff and educators by strengthening pedagogical practice, supporting numeracy assessment and data implementation, and fostering collaborative use of data to inform instruction
- ❖ Twain Sullivan and Smithers Secondary School are participating in the Network of Inquiry & Indigenous Education (NOIE) Indigenous impact initiative - inquiring as a school team how they can improve outcomes for indigenous learners
- ❖ Work with schools and their planning process to create school plans that have been realigned to support the goals in the district strategic plan



Smithers Secondary School Growth Plan 2025/2026

SD #54 Mission - To empower all learners to live the challenges of a diverse and changing world.

School Culture - What does it mean to be a Gryphon?

School Focus - Literacy/Numeracy

Goal - to create a network of understanding and knowledge for students to make relevant, meaningful personal connections to themselves and the world around them.

- Quality assessment of literacy and numeracy at all levels
- How do we help students become more comfortable with risk/discomfort in problem solving?
- Common/shared vocabulary - community understanding
- Explicitly teaching strategies that support literacy and numeracy: persistence, confidence, new applications, independence, resilience, meta cognition.
- Explicitly teaching reading, writing, vocabulary building, problem solving and specific mathematical applications



Support for Learning Goals

- ❖ All schools have ongoing community engagement activities
 - ❖ e.g. work with seniors, Christmas activities, Carolfest, performances, sporting events, and with community organizations such as Links to Learning and the Friendship Centre
- ❖ District has increased counselling support
- ❖ Many school plans emphasize student wellness by prioritizing belonging, social-emotional well-being, mental health, family connection, and building strong relationships
- ❖ Trial of Open Parachute to support mental health awareness and literacy learning for teachers and students
- ❖ We have extended substance use prevention program
- ❖ Development of a District Mental Health Strategy and plan



MUHEIM ☆ **BE YOU** ☆ **PRIDE DAY**

Everyone Belongs. Everyone Shines.

Many of our Grade 6 and 7 students are continuing to take on leadership roles for this event that values inclusivity, kindness and taking pride in **BEING YOU!**

We have been fortunate to have many Muheim family members support students in gathering materials, brainstorming and planning, helping with set-up, supervising at stations and participating with us during our afternoon event.

This is a day to acknowledge and celebrate that Muheim Marmots treat others with kindness and we all strive to lead with compassionate hearts.

We celebrate all kinds of people and all the ways we are unique.
Everyone has the right to be **themselves** and to feel **safe, included** and **respected**.

BE KIND • BE CURIOUS • BE PROUD • BE YOU

People come in many wonderful ways.
We are all different and that's amazing.
We all deserve kindness and respect.
Families can look many different ways.
We include everyone.
We speak up for each other.

Some of the stations at our event include: art & colouring, writing messages on the Banner of Inclusion, singing, dancing, photo booth, face-painting, parachute games and a story walk.

WEDNESDAY, JUNE 10TH

12:30 – 1pm
• music and fun outside if you want to join in during your lunch play time

1pm – 2:00pm
• teachers can bring their classes outside when ever they wish (stay for 30 min or more, it's up to teachers 😊)
• students can visit stations

It's OK to be yourself.
It's OK to love who you love.
It's OK to be **YOU!**

KINDNESS • RESPECT • INCLUSION • ACCEPTANCE • COMMUNITY • COURAGE • LOVE

TRUTH AND RECONCILIATION

GOALS

- Graduation rates and academic measures for Indigenous Learners will exceed provincial norms
- Witsuwit'en language and culture will be evident in all schools
- Everyone will have the opportunity to experience authentic Witsuwit'en cultural content as a part of their learning

Welcome to the unceded territory of the Gidimt'en clan,
home of the Witsuwit'en Nation



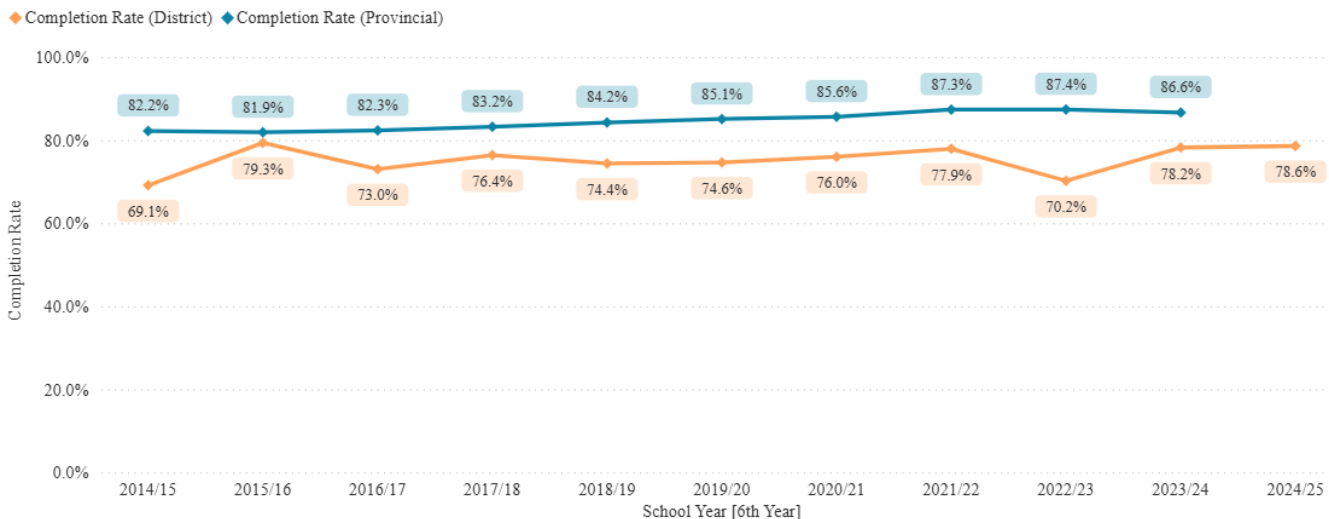
Respect and care for all living things
on these lands



Truth and Reconciliation Goals

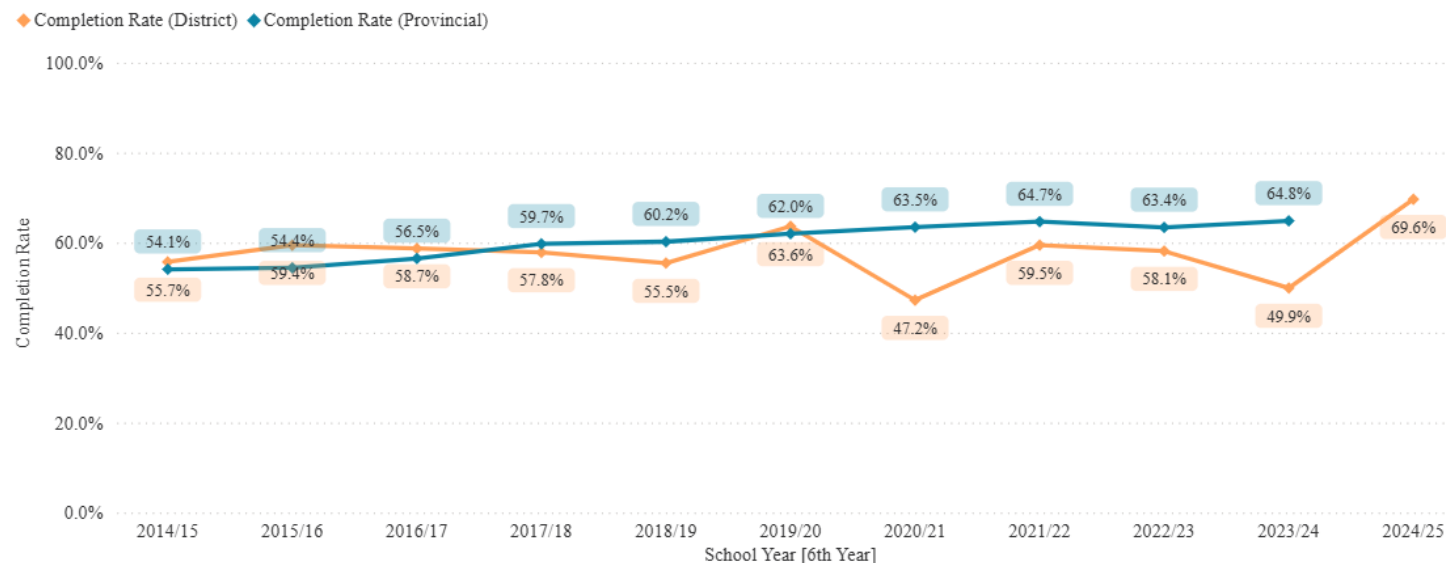
Last school year's completion numbers

5 Year - Completion Rate - 054 - Bulkley Valley



Indigenous
Students...

5 Year - Completion Rate - 054 - Bulkley Valley



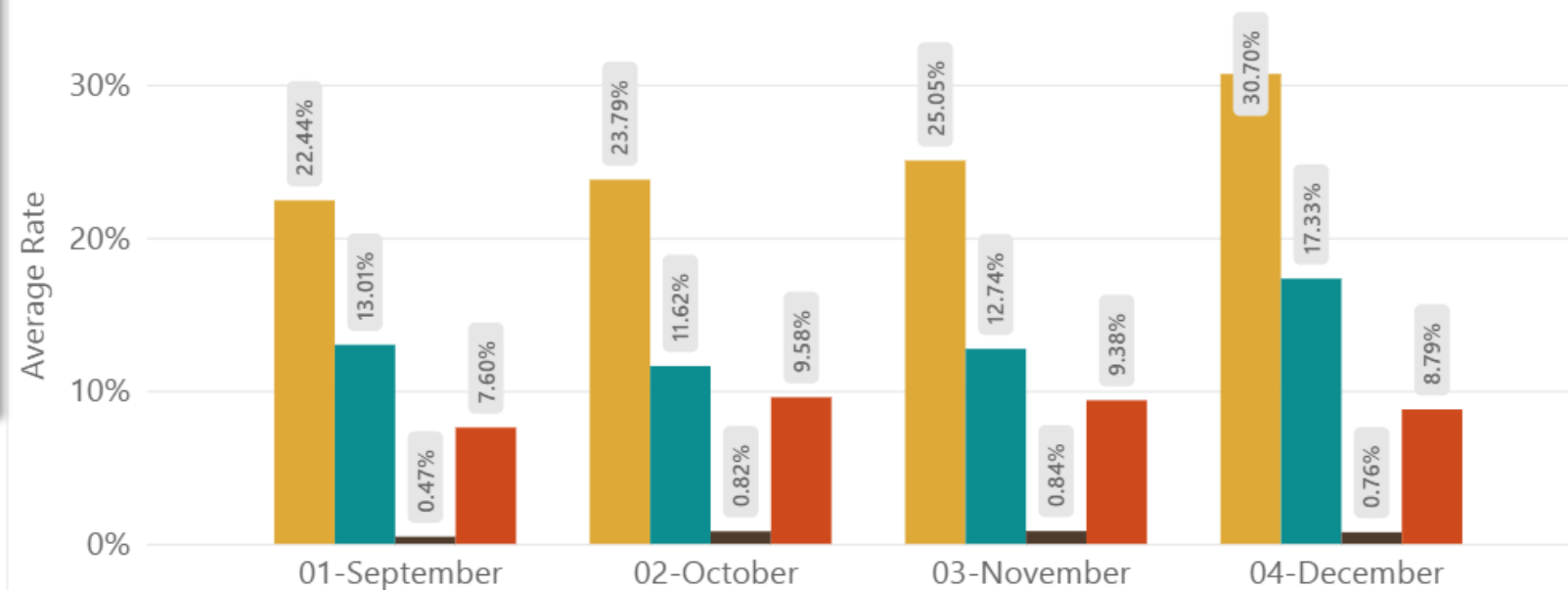
Truth and Reconciliation Goals

- ❖ We track every student and our results are generally higher – many continue their education
- ❖ Our secondary schools often have results that exceed provincial averages
- ❖ Persistent and ongoing challenges with completion rates for highly vulnerable Indigenous students
- ❖ Ongoing issues with attendance for a small number of students

054 - Bulkley Valley - Average Full Day Indicator Rates

All Schools

● Absent ● Excused ● Dismissed ● Late



Average Indicators

Reason Code

Bell Schedule

Filters Applied :

School Years: 2018/19 - 2025/26, Residency: Resident, Indigeneity: Indigenous

Supports for Truth and Reconciliation Goals

- ❖ Grad recovery teacher position at SSS continues
- ❖ District Indigenous Curriculum teacher working on math concepts with teachers at Muheim
- ❖ Plan to restart “Elders in Residence” project – Smithers
- ❖ Working with Witset community to address attendance issues
- ❖ Thursday professional development opportunities provided by District Indigenous staff
- ❖ Excellent participation at all schools for orange shirt day/ national day for truth and reconciliation
- ❖ Plan to bring a guest artist to the district to support Witsuwit'en artwork at all schools
- ❖ Witsuwit'en language activities at all schools
- ❖ Return of District feast for all Gr.5 students
- ❖ Science unit on Migration of animals on Witsuwit'en Territory with David Dewit
- ❖ Staff participating in Bystander Training - anti-racism initiative

Silverthorne Elementary School Plan...

Weave Witsuwit'en and Indigenous knowledge and language into our daily and diverse ways of learning and being. Witsuwit'en language will be modeled daily during morning announcements and common words and phrases will become part of everyday Silverthorne vocabulary.

TRC Calls to Action we are addressing:

- Improve education attainment levels and success rates
- Develop culturally appropriate curricula
- Protect the right to Aboriginal languages
- Aboriginal languages are fundamental and valued element of Canadian Society, and there is an urgency to preserve them
- The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities

First Peoples Principles of Learning in our work:

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

TEACHING

GOALS

- Promote and support a broad variety of courses and programs for students, particularly trades and technology opportunities
- Prioritize recruitment and retention for all positions
- Supporting ongoing professional learning and training for all staff
- All schools will support Inclusion, Diversity and Anti-racism education
- Increase student connection and engagement



Teaching Goals

- ❖ District ADST kits and tool libraries have been accessed by schools across the District to support hands-on learning
- ❖ Working with district leadership team to keep PVP meetings focused on professional learning and explicitly referring to strategic plan
- ❖ Trades program registrations for next year include: carpentry, electrical, professional cook, automotive technician, heavy duty mechanical, plumbing/pipefitting and hairstylist
- ❖ Dual credit university course registrations: financial accounting, business, microeconomics, management, psychology
- ❖ Supporting ongoing professional learning and training for all staff. To date, educators have engaged in learning focused on the following areas:
 - ❖ Numeracy, Literacy, Inquiry, Artificial Intelligence, Indigenous Education, Writing Learning Updates/Summaries
 - ❖ Mental Health Wellness – healthy eating and online behaviour trends (for parents and staff)
- ❖ Continue programs of choice for students: sports academies, outdoor education, sports school, local distributed learning through BVEC



Teaching Goals

- ❖ Recruitment and Retention, teacher support
 - ❖ Participate in Smithers recruitment and retention roundtable - community wide recruitment
 - ❖ Participating in Ministry post secondary support programs
 - ❖ Hosted 10 teacher candidates for their B.Ed. practica Employed 3 graduates this fall/winter.
 - ❖ Providing support for teachers new to district or teaching- mentorship program
 - ❖ Continue to support the training of new uncertified CUPE employees
 - ❖ Continue working with the ministry and Coast Mountain College to deliver a dual credit ECE training program
 - ❖ Continue District professional learning series with leading experts visiting the District
 - ❖ Continue to support NOII-PLC meetings
 - ❖ Innovation Grants
 - ❖ Provided support for teacher representatives to attend Provincial NOII conference



LEARNING ENVIRONMENTS

GOALS

- Promote and support outdoor learning experiences and programs
- Provide more updated, flexible and modern learning spaces
- Environmental stewardship a priority for all classrooms, schools and all district operations



Learning Environments Update

Promote and support outdoor learning experiences and programs:

- ❖ Continued Investment in field structures (equipment purchase, irrigation and maintenance) SSS, Walnut Park
- ❖ Currently exploring a standardized outdoor classroom for all schools

Provide more updated, flexible and modern learning spaces:

- ❖ SSS Learning commons: the project will have new electrical, new wall surfaces, new circulation Desk, new office cabinets /counters, new double door entrance and new furniture
- ❖ Twain building envelope June 26: new triple pane windows, with new blinds, vented ridged insulation, strapping and new cladding. This included new bike racks , new stainless school signage with a local custom steel shop
- ❖ Kitchen upgrades Telkwa: kitchen will be ready for new year featuring new large commercial fridge and freezer
- ❖ SSS renovations: LED light in wood shop, metal shop, auto shop and offices, two new offices added in the repurposed old bathrooms, wood shop wall surfaces have been resurfaced and painted, ceiling, truss work and pipes will be painted over the summer break, new lathes have been ordered, 60 new locker in front of the newer bathrooms



Learning Environments Update



Environmental stewardship a priority for all classrooms, schools and all district operations:

❖ Upgrades for Telkwa

- *Variable Air Volume (VAV) Ventilation upgrade:* 12 classrooms and offices have had a VAV box installed. VAV reacts to heating and CO2 extracting needs reducing energy consumption by 20-30%
- *Heat Pumps:* One large Air source heat pump was added to the heating /cooling system as well as a medium size Water source heat pump. Heat pumps are typically 3-5 times more efficient
- *Building envelop finish:* During the new electrical service upgrade at Telkwa the remainder of the building envelope was finished. New triple pane windows , ridged vented insulation and new cladding was installed
- *Water heater for Telkwa:* upgrade to new heater with a separated outside water jacket used to preheat the water in the water heaters

❖ New Doors In The District: All exterior doors replaced at Muheim to reduce energy loss, 3 shop roll up doors replaced at the Maintenance, 2 sets of door were replaced at Twain, 4 doors at SSS were upgraded to help with security and energy, 2 were replaced at Silverthorne Elementary

❖ Rocky Point Engineering Energy Audit: retained to review SD54 computer controlled heating ventilation systems to look at efficiency

Our Strategic Plan thus far has...



provided guidance as we continue to move forward and ensure our School District remains progressive, positive and reflects the community we serve.

