OPERATIONAL PLAN
2026-2027

SOOKE SCHOOLS 62
Shaping Tomorrow Today

OPERATIONAL PLAN 2026-2027 DELIVERABLES AND METRICS: LEARNING

STAFF WILL	STUDENTS WILL	MEASURES	PROGRESS & EVIDENCE
GOAL: ADVANCE THE ANNUAL CONTINUOUS IMPROVEMENT CYCLE TO CREATE EXPERIENCES AND OPPORTUNITIES THAT SUPPORT STUDENTS' INTELLECTUAL GROWTH AND ACADEMIC ACHIEVEMENT. L1-2 (DD, LL, MB)			
Staff will: • Expand communities of practice to support continuous improvement at the school (micro), department (meso), and executive (macro) levels. • Enact a communication plan to enhance system-wide awareness and understanding of continuous improvement for student achievement to build awareness and shared understanding. • Refine school goals and plans to further align with the strategic plan's focus on intellectual development. • Annually review student achievement data (local and provincial) to guide decision-making and resource allocation. • Identify and leverage school structures to enhance consistent continuous improvement practices across schools.	**Students will:** • Participate in the development of school goals and strategies to achieve them. • Understand how school goals connect to the learning they are doing in the classroom through core competency reflections. • Experience increased focus on literacy and numeracy achievement outcomes. • Experience visible, school-wide efforts to monitor, evaluate, and celebrate progress toward school goals. • Participate in monitoring and review of progress toward school-based goals.	**The Organization will show progress by:** • Demonstrating organizational coherence through aligned strategic plan goals, operational plan goals, and school goals. • Leveraging an effective communications plan to support broader shared understanding, awareness and engagement of continuous improvement for student success. • Improving literacy and numeracy outcomes through district, school and classroom assessments. • Collaborating with partner groups to review continuous improvement language and intentions • Identify school structures to support continuous improvement strategies (staff meetings, consultation meetings, lunch and learn etc.). • Identify alignment to instructional improvement, data use and collaboration • Leveraging local and provincial data to guide decision making and resource allocation.	**The Organization has demonstrated progress by:** • *To be completed in annual review cycle.*
GOAL: STRENGTHEN SYSTEM CAPACITY TO PREPARE STUDENTS AND PROMOTE PATHWAYS TO POST-SECONDARY EDUCATION OR ENTRY INTO THE WORKFORCE. L4 (DD)			
Staff will: • Implement updated policy to support clarity of roles and responsibilities in promoting pathways to post-secondary transitions. • Develop implementation guidelines for updated policy including school-based operating. • Create a resource map for pathway conversations for students and families. • Monitor and track pathway conversations in schools.	**Students will:** • Engage in high-quality career education opportunities that build clear pathways to post-secondary education, supporting successful transitions to post-secondary institutions. • Experience increased dual credit, co-op, and work experience opportunities. • Develop a deeper understanding of career education and post-secondary pathways. • Utilize resources and experience pathway opportunity conversations.	**The Organization will show progress by:** • Implementing revised and updated policy to support increased engagement with post-secondary transition pathways. • Increasing dual credit, co-op, and work experience opportunities. • Developing processes for placement of priority learners (Indigenous, CYIC, diverse abilities) in programs to support post-secondary transitions.	**The Organization has demonstrated progress by:** • *To be completed in annual review cycle.*

• Support student and family understanding of career education and post-secondary options. • Support secondary school career educators with in-service training and awareness. • Explore increased dual credit, co-op, and work experience program offerings. • Pursue opportunities to secure increased post-secondary youth train in trades seats. • Maintain a focus on priority learner student placement in post-secondary transition programs (Indigenous, CYIC, diverse abilities).	• Experienced increased access to post-secondary institutions through partnership with SD62. • Experience equity in access and participation in careers related cohort programs.	• Increasing student post-secondary institution transition rates. • Developing implementation guidance for updated policy (what it should look like in schools, counselling, timetables). • Creating a map for pathway conversations for students and families (who should they talk to). • Monitoring consistent implementation in schools by tracking pathway conversations/meetings with students. • Providing in-service for career educators. • Advising priority learners into pathways, what does that look like? Develop targeted outreach and advising strategies for priority learners. • Supporting families understanding of career education and post-secondary options. • Yearly reporting (number of students in trades, dual-credit, work experience, students' stories, partner highlights).	
GOAL: FINALIZE IMPLEMENTATION OF A LITERACY SCREENING AND FRAMEWORK TO STRENGTHEN LITERACY SKILLS WITHIN THE CURRICULUM, EMPOWERING STUDENTS TO COMPREHEND, ANALYZE, AND CREATE TEXTS WHILE EFFECTIVELY EXPRESSING IDEAS ACROSS DIVERSE FORMATS AND PURPOSES. L1 (LL)			
Staff will: • Continue implementation of K-3 universal screening and progress monitoring. • Continue implementation of universal screening and progress monitoring for students in Grades 4-8. • Continue developing communities of practice with LSTs to develop intervention practices as Tier 2 support. • Continue developing communities of practice with Grades 4-8 teachers to enhance evidence aligned Tier 1 literacy instruction.	**Students will:** • Engage in high-quality inclusive literacy learning experiences which span subject areas. • Experience regular ongoing literacy screening and assessment throughout the year. • Demonstrate competency and confidence in reading, writing and oral language.	**The Organization will show progress by:** • Increasing % of students 'on-track' or 'extending' on Provincial FSA literacy assessments. • Increasing % of students Proficient or Extending on Written Learning Updates and Summary of Learning. • Broad implementation and support of the use of common assessment practices across the district. • Staff can name and describe the instructional priorities of the literacy plan.	**The Organization has demonstrated progress by:** • *To be completed in annual review cycle.*
GOAL: DEVELOP AND IMPLEMENT A COMPREHENSIVE K-12 NUMERACY PLAN TO ENHANCE STUDENTS' ABILITY TO INTERPRET INFORMATION, DEEPEN MATHEMATICAL UNDERSTANDING, SOLVE COMPLEX PROBLEMS, AND EFFECTIVELY ANALYZE AND COMMUNICATE SOLUTIONS. L2 (LL)			
Staff will: • Develop and implement a District Numeracy Plan for K- 8. • Explore high quality numeracy classroom instruction and intervention resources,	**Students will:** • Engage in high-quality inclusive numeracy learning experiences which spans subject areas.	**The Organization will show progress by:** • Increasing % of students 'on-track' or extending' on Provincial FSA Numeracy Assessments.	**The Organization has demonstrated progress by:** • *To be completed in annual review cycle.*

including frameworks for monitoring impact and refining instruction based on data. • Develop a system-wide curriculum-aligned learning progressions reference tool for educators. • Develop communities of practice to engage in collaborative job-embedded professional learning. • Develop communities of practice with LSTs to develop intervention practices as Tier 2 support. • Provide quality resources to support instruction and interventions that reflect the plan.	• Develop increased number sense and conceptual understanding and procedural fluency in math. • Demonstrate increased confidence and competency in applying math reasoning to real world applications.	• Increasing % of students Proficient or Extending on Written Learning Updates and Summary of Learning. • More effectively aligning staff learning opportunities with instructional intervention and intervention focus areas. • Broad implementation and support of the use of common assessment practices across the district. • Staff can name and describe the instructional priorities of the numeracy plan.	
GOAL: STRENGTHEN CROSS-DEPARTMENT COLLABORATION AND TEAM COHESION TO ENHANCE STUDENT SUCCESS, USING DATA-DRIVEN STRATEGIES TO SUPPORT STUDENT OUTCOMES WITH A FOCUSED COMMITMENT TO PRIORITY LEARNERS. L1, 2, 3 (MB, DD, LL)			
Staff will: • Facilitate district PVP meetings that prioritize cohesion, data-informed decision-making, and targeted support for priority learners. • Align budgets and resource allocation to ensure cross-departmental initiatives effectively support student success. • Leverage data strategically by assessing its use in decision-making and identifying opportunities for improved utilization. • Review tools to support data analysis and integration in ways that ensure sustainability and work across platforms. • Conduct a comprehensive review of local and provincial data collection practices across departments to enhance alignment and effectiveness. • Celebrate highly effective and successful cross-departmental initiatives that showcase possibilities and foster connections.	**Students will:** • Experience more coordinated and targeted support that enhances their learning and well-being, as departments work together using data-driven strategies to address their needs, with a focus on priority learners.	**The Organization will show progress by:** • Demonstrating cross-departmental alignment in department goals, making visible the district's shared priorities and collaboration. • Ensuring collaboration is evident in leadership teams, PVP meetings, and DP meetings. • Highlighting the collaborative strategies that support student outcomes through the annual Enhancing Student Learning Report. • Aligning school plans with departmental goals and operational priorities to create a cohesive, system-wide approach. • Investing resources collaboratively to support shared goals and maximize impact across departments. • Monitoring and reflecting on how resource alignment decisions impact student experience and outcomes. • Ensuring department plans transparently prioritize and target support for priority learners. • Identifying and exploring how data analysis may support instructional alignment, shared understanding of practice, and evidence-based decision making across the system.	**The Organization has demonstrated progress by:** • *To be completed in annual review cycle.*

OPERATIONAL PLAN 2026-2027 DELIVERABLES AND METRICS: ENGAGEMENT

STAFF WILL	INTEREST HOLDERS WILL	MEASURES	PROGRESS & EVIDENCE
GOAL: DEVELOP DECISION-MAKING FLOWCHARTS, TOOLS, AND TRAINING MODULES TO SUPPORT STAFF IN EFFECTIVE COMMUNICATION WITH FAMILIES AND CLIENTS. E2-3 (PB)			
Staff will: • Develop decision-making flowcharts to guide effective communication with parents and clients. • Create tools and resources to support clear, consistent messaging. • Design training modules to enhance staff communication skills. • Implement professional development opportunities focused on effective communication. • Embed shared communication practices through training and leadership modelling. • Partner with STA and CUPE to co-deliver training focused on: difficult conversations, de-escalation and empathy, trauma-informed communication, managing conflict while managing relationships. • Develop a district communication cycle that clarifies what schools communicate, what the district communicates and when. • Guidance for teachers on frequency, tone and purpose of communication. • At the leadership level, examine challenging communication cases safely and respectfully and identify patterns and gaps in communication practice.	**Families/clients will:** • Experience clearer and more consistent and timely communication from staff. • Benefit from improved coordination between staff, families, and support services. • Feel more informed and engaged in their educational experience.	**The Organization will show progress by:** • Ensuring clearer and more consistent communication from staff. • Improving response times and support for students' needs and concerns. • Strengthening coordination between staff, parents, and support services.	**The Organization has demonstrated progress by:** • *To be completed in annual review cycle.*
GOAL: MODERNIZE AND TRANSITION SCHOOL WEBSITES TO A SECURE, CLOUD-BASED PLATFORM THAT IMPROVES ACCESSIBILITY, CONSISTENTCY, AND USABILITY FOR SCHOOLS AND FAMILIES. E2 (PB)			
Staff will: • Develop a district-wide school website strategy that defines purpose, standards, governance, and sustainability. • Select and implement a secure, cloud-hosted website platform that ensures reliability, scalability, and disaster recovery.	**Families will:** • Experience improved access to timely, accurate, and easy-to-navigate school information. • Navigate school websites with consistent structure and layout, regardless of school.	**The Organization will show progress by:** • Successfully migrating school websites to a centralized, cloud-based platform. • Reducing technical support issues related to website hosting and maintenance. • Improving consistency, accessibility, and reliability of school websites across the district.	**The Organization has demonstrated progress by:** • *To be completed in annual review cycle.*

• Establish design, accessibility, and content standards to support consistent navigation and user experience across school websites. • Migrate existing school websites from locally hosted WordPress environments to the approved cloud-based platform. • Develop user-friendly templates that enable school staff to manage content efficiently with minimal technical expertise. • Provide training, documentation, and ongoing support for school-based website administrators. • Define roles, responsibilities, and update cycles to ensure websites remain current and accurate.	• Access content that meets accessibility standards and supports diverse user needs. • Feel more informed and connected to school and district communications.	• Increasing staff confidence in maintaining and updating school website content. • Ensuring compliance with accessibility, privacy, and security standards.	
GOAL: ESTABLISH SUPPORTS AND PROCESSES TO IMPROVE STUDENT ATTENDANCE, EMPOWERING STAFF TO FOSTER RESPECTFUL, WELL-BEING-FOCUSED INTERACTIONS WITH STUDENTS AND FAMILIES. E3 (DD, PB)			

Staff will:
• Analyze attendance data to identify priority areas.
• Develop a communications plan to support the implementation of newly developed attendance improvement protocols.
• Engage students and families in ongoing culturally-responsive conversations about improving attendance.
• Implement newly developed protocols to support improved attendance across all schools.
• Establish clear attendance targets and protocols to monitor and evaluate progress toward these targets.
• Develop consistency in attendance support practices.
• Expand secondary program supports such as the grade 9 cohort model.
• Implement secondary blended learning models that foster belonging, voice, and choice.
• Explore sustaining and expanding Board-Operated Child Care services and building on the integration of third-party child care.
	Students will:
	• Feel welcomed and supported through school efforts to encourage attendance.
	• Experience consistent attendance supports and interventions across schools.
	• Develop a stronger sense of belonging.
	• Attend class more consistently.
	• Experience smoother grade-to-grade transitions and greater academic success.
		The Organization will show progress by:
		• Improving attendance, with a focus on priority learner groups.
		• Improving a sense of belonging as reflected student learning survey data.
		• Standardize supportive practices, expand what works, and set clear improvement targets.
		• Develop a district attendance engagement guide that outlines:
		    ○ When and how to initiate conversations
		    ○ Language that emphasizes care and partnership
		    ○ Roles of teachers, counsellors, administrators and other staff
		• Escalation pathways when additional support is needed. Establish clear attendance improvement targets to guide monitoring and resource allocation.
			The Organization has demonstrated progress by:
			• *To be completed in annual review cycle.*

GOAL: ADVANCE INITIATIVES IN BELONGING, ACCESS AND EQUITY (BAE) TO CULTIVATE A WELCOMING AND INCLUSIVE COMMUNITY. E2-3 (MB)			

Staff will:
• Foster inclusive practices that create a sense of belonging for all students and colleagues.
• Engage in professional learning to deepen understanding of equity, accessibility, and cultural responsiveness.
• Identify and address barriers to participation and success for students and staff.
• Collaborate across departments to embed equity and accessibility into policies, programs, and daily practices.
	Students will:
	• Feel valued, seen, and supported in a school community that prioritizes belonging and inclusivity.
	• Experience equitable access to opportunities, resources, and learning environments that meet diverse needs.
	• Develop respect and understanding for diverse perspectives through an inclusive school culture.
		The Organization will show progress by:
		• Embedding equity and accessibility into strategic planning, policies, and decision-making.
		• Tracking and addressing barriers to participation, engagement, and success for all students and staff.
		• Providing targeted training and resources that are inclusive of all roles (educational and operational) to build staff capacity.
		• Delivering professional learning sessions focused on:
		  ○ Inclusive classroom practices
		  ○ Cultural humility and responsiveness
		  ○ Addressing bias and accessibility
		• Creating welcoming environments through inclusive design, accessible resources, and culturally responsive initiatives.
		• Normalizing BAE through learning, storytelling, and student voice.
		• Establishing a clear and regularly updated BAE space on Engage to highlight progress and share learning and/or professional resources.
			The Organization has demonstrated progress by:
			• *To be completed in annual review cycle.*

GOAL: STRENGTHEN DISTRICT-LEVEL COMMUNICATION ACCESS BY EXPANDING TRANSLATION AND MULTILINGUAL SUPPORT FOR KEY INFORMATION AND SERVICES. E1-2 (PB/MB)			

Staff will:
• Identify the top three languages spoken by families across the district using enrollment and demographic data.
• Develop a district translation strategy that prioritizes clarity, consistency, and sustainability.
• Identify high-impact district documents and communications for translation, including but not limited to:
  ○ Student registration
  ○ School change and choice processes
  ○ Transportation information
  ○ Attendance and engagement supports
• Establish a translation service model (e.g., contracted translator or service) to ensure accuracy and timely access to translated materials.
	Students will:
	• Access essential district information in clear, understandable language.
	• Feel more informed and confident navigating district processes and supports.
	• Experience increased inclusion and trust through communication that reflects their language needs.
		The Organization will show progress by:
		• Increasing the availability of translated district-level documents in identified priority languages.
		• Improving family access to key information related to registration, transportation, and school transitions.
		• Reducing reliance on ad-hoc or informal translation practices.
		• Increasing family engagement and understanding, particularly among multilingual communities.
			The Organization has demonstrated progress by:
			• *To be completed in annual review cycle.*

• Ensure translated materials are easily accessible through district communication platforms.			
GOAL: ADVANCE INITIATIVES TO ENGAGE IN A STRUCTURED PROCESS TO CREATE A DISTRICT-WIDE GENERATIVE AI PLAN, DESIGNED FOR STUDENTS, STAFF, DISTRICT SYSTEMS / DEPARTMENTS AND FAMILIES. E2-3 (PB, BJ, MB, DD, LL, FH)			
Staff will: • Participate in a cohort-based program for Vancouver Island districts to collaboratively develop district-specific GenAI implementation plans. • Define high-level goals and measurable objectives. • Develop goals for students, employees, systems (Ops/Finance/IT), and families. • Develop a complete implementation plan and a Key Performance Indicator (KPI) scorecard to track progress. • Develop a governance structure for the use and support of Generative AI across the district. • Collaborate across departments to embed equity and accessibility into policies, programs, and daily practices.	**Students will:** • Feel valued, seen, and supported in a school community that prioritizes technological tools and learning. • Experience equitable access to opportunities, resources, and learning environments that meet diverse needs. • Develop respect and understanding for the ethical use and application of Generative AI tools in the development of knowledge both individually and collectively.	**The Organization will show progress by:** • Providing targeted training and resources to build staff capacity in Generative AI. • Enhancing representation and voice by engaging diverse perspectives in decision-making of tools and supports for the use of AI. • Staff and students will demonstrate competencies in ethical and responsible use of AI.	**The Organization has demonstrated progress by:** • *To be completed in annual review cycle.*

OPERATIONAL PLAN 2026-2027 DELIVERABLES AND METRICS: GROWTH

STAFF WILL	STUDENTS WILL	MEASURES	PROGRESS & EVIDENCE
GOAL: EXECUTE HR ACTIONS THAT SUPPORT INDIGENOUS EDUCATION COUNCIL PRIORITIES AND LOCAL EDUCATION AGREEMENTS (LEAS) TO ENHANCE INDIGENOUS STUDENT SUCCESS AND STRENGTHEN RELATIONSHIPS WITH INDIGENOUS COMMUNITIES. G2, G4 (FH)			
Staff will: • Prioritize recruitment, hiring, and retention strategies that support Indigenous representation in the workforce. • Engage in professional learning to deepen understanding of Indigenous Education Council priorities and Local Education Agreements. • Foster collaborative partnerships with Indigenous communities to ensure HR practices align with their priorities. • Ensure equitable access to opportunities for Indigenous staff and students through intentional HR policies and practices.	**Students will:** • Benefit from a more inclusive and representative learning environment, supported by staff who understand and respect Indigenous perspectives.	**The Organization will show progress by:** • Increasing Indigenous representation in staffing at all levels. • Aligning HR policies and practices with Indigenous Education Council priorities and LEAs. • Tracking and reporting on HR actions that support Indigenous recruitment, retention, and professional development. • Strengthening partnerships with Indigenous communities through ongoing engagement and collaboration. • Securing an approved Special Program.	**The Organization has demonstrated progress by:** • *To be completed in annual review cycle.*

• Complete and submit a Special Program application to the BCOHRC.			
GOAL: BUILD LEADERSHIP CAPACITY TO ENHANCE LABOUR RELATIONS, COMMUNICATIONS, STRENGTHENING ORGANIZATIONAL OPERATIONS AND SUPPORTING SYSTEM-WIDE SUCCESS. G4 (FH, BJ, PB)			
Staff will: • Develop leadership and strategy skills in labour relations, communications, and financial literacy to enhance decision-making and operational effectiveness. • Foster collaboration across departments to improve transparency, efficiency, and alignment with system-wide goals. • Apply financial literacy skills to ensure responsible resource management and long-term sustainability. • Strengthen communication strategies to build trust and clarity within the organization and with partners.	**Students will:** • Benefit from a more predictable, well-managed system, where strong leadership supports effective resource allocation and student-centered decision-making.	**The Organization will show progress by:** • Increasing leadership capacity in key operational areas, demonstrated through improved decision-making and problem-solving. • Enhancing financial accountability and strategic resource management to support system priorities. • Improving communication and transparency, fostering stronger relationships across departments and audiences. • Strengthening labour relations, creating a more collaborative and productive work environment. • Developing a structured training calendar that incorporates diverse learning methodologies to engage leaders in meaningful and effective ways.	**The Organization has demonstrated progress by:** • *To be completed in annual review cycle.*
GOAL: CONTINUE TO LEVERAGE TECHNOLOGIES TO ENHANCE OPERATIONAL EFFICIENCY, STREAMLINE PROCESSES, AND SUPPORT THE DISTRICT'S ABILITY TO MEET THE EVOLVING NEEDS OF ITS GROWING COMMUNITIES. G1-3 (FH, BJ)			
Staff will: • Adopt and utilize technologies to improve efficiency in recruitment, onboarding, and workforce management. • Engage in training and professional development to effectively use new digital HR/Finance systems and tools. • Leverage data-driven insights to support workforce planning and decision-making. • Enhance communication and accessibility of HR/Finance services through digital solutions.	**Students will:** • Benefit from a more responsive and well-supported workforce, ensuring continuity and quality of services. • Experience improved hiring and staffing processes, leading to greater consistency in classroom instruction and support services.	**The Organization will show progress by:** • Implementing and optimizing HR/Finance technologies to streamline administrative processes and enhance service delivery. • Improving workforce planning and resource allocation through real-time data and analytics. • Enhancing user experience for employees with more efficient, accessible HR/Finance systems. • Reducing administrative burden on staff by automating repetitive tasks and improving workflow integration. • Providing ongoing training and support to ensure staff can fully utilize HR/Finance technologies effectively. • Develop AP's within departments to codify processes & expected service delivery	**The Organization has demonstrated progress by:** • *To be completed in annual review cycle.*

		• Continue to explore options to improve transportation registration and fee collection processes.	
GOAL: ADVANCE INITIATIVES TO SUPPORT SUSTAINABILITY BEST PRACTICES. G1, 5 (BJ)			
Staff will: • Recruit and onboard an energy manager in alignment with policy F-201 (Energy Management) ($). • Develop an internal energy management practice to optimize energy usage in buildings and by their systems. • Review and analyze data to inform and develop options and recommendations for future enhancement of energy savings and greenhouse gas emissions reductions. • Maintain best practices for sustainable waste management. • Develop a strategy and implementation plan for white fleet renewal, targeting 20% of the fleet being electric or PHEV by 2035. • Provide recommendations for the district to become its own fuel supplier and transition to B100 fuel for buses, including exploring fuel supply and refueling with partners.	**Students will:** • Engage in sustainability initiatives and energy conservation practices in schools. • Participate in waste reduction programs such as recycling, composting, and responsible consumption. • Contribute to school-based sustainability teams and leadership initiatives that promote environmental stewardship. • Support active and sustainable transportation options such as walking, biking, or carpooling.	**The Organization will show progress by:** • Tracking and reporting energy consumption reductions and efficiency improvements across district facilities. • Evaluating and adjusting policies and programs based on data analysis and energy performance reviews. • Emphasize reducing the district's operational footprint through practical, measurable actions. • Prioritize data-informed decision-making to identify high-impact sustainability actions. • Align sustainability actions with operational efficiency, reinforcing cost and environmental benefits together.	**The Organization has demonstrated progress by:** • *To be completed in annual review cycle.*
GOAL: IMPLEMENT AN INFORMATION TECHNOLOGY ROAD MAP TO SUPPORT RELIABLE AND RESILIENT SERVICES AND TECHNOLOGY DEPLOYMENT. G2-4 (BJ)			
Staff will: • Review infrastructure and digital services to develop strategies to support reliability and eliminate redundancy. • Develop a plan for centralized lifecycle management of all district and school-based digital devices, including procurement, deployment, and retirement. • Develop a technology and digital solutions multi-year investment plan that smooths investments over time. • Ensure cybersecurity measures are integrated to protect district assets and information, including recommendations from the 2025 cybersecurity audit.	**Students will:** • Utilize district-provided digital tools and platforms responsibly to enhance learning and collaboration. • Engage in opportunities to provide feedback on digital services and technology enhancements that support student learning. • Follow cybersecurity best practices when accessing digital resources, including safeguarding personal information and recognizing online threats.	**The Organization will show progress by:** • Establishing and maintaining a centralized inventory and lifecycle management system for all district and school-based devices. • Enhancing system reliability and redundancy through infrastructure upgrades and digital service improvements. • Strengthening cybersecurity through policy updates, security audits, and implementation of best practices. • Demonstrating measurable improvements in cybersecurity awareness and compliance through mandatory staff training. • Finalizing an IT Roadmap and developing an implementation plan.	**The Organization has demonstrated progress by:** • *To be completed in annual review cycle.*

<table>
<tr><th colspan="4">GOAL: ENHANCE FINANCIAL CONTROLS AND RISK MANAGEMENT THROUGH THE REVIEW AND REVISION OF POLICIES, PROCEDURES AND PRACTICE. G2 (BJ)</th></tr>
<tr><td>Staff will:
Develop and implement an internal controls risk analysis and review with recommendations on areas of focus.
Recommend amendments to policy, procedures, and practices for executive and board approval where appropriate.</td><td>Students will:
Contribute to school-based initiatives that emphasize financial responsibility and ethical decision-making in resource allocation.</td><td>The Organization will show progress by:
Completing an updated Enterprise Risk Management (ERM) assessment with support from KPMG.
Embedding risk analysis in the annual budget development process.
Planning for centralization of financial functions into the Finance department.
Strengthening financial governance through the implementation of revised policies, procedures, and best practices.</td><td>The Organization has demonstrated progress by:
To be completed in annual review cycle.</td></tr>
<tr><th colspan="4">GOAL: CONDUCT A PROGRAM REVIEW TO BUILD CAPACITY AND SUPPORT RESILIENCY AND SUSTAINABILITY IN THE CONTEXT OF SLOWING ENROLMENT GROWTH. G1-5 (BJ)</th></tr>
<tr><td>Staff will:
Develop the program review process for implementation and identify priority areas of focus.
Conduct a jurisdictional scan and develop recommendations for digital tools to improve services, maximize efficiency, and modernize reporting.</td><td>Students will:
Provide input on programs and services to ensure they align with student needs and enhance learning experiences.</td><td>The Organization will show progress by:
Executing at least one program review in a priority area or function.
Implement a year-long leadership budget working group cohort to build capacity across the organization.
Ensure revenue generating programs are operating on a cost neutral basis including direct and indirect costs and mandate of the district.</td><td>The Organization has demonstrated progress by:
To be completed in annual review cycle.</td></tr>
<tr><th colspan="4">GOAL: ADVANCE MAJOR AND MINOR CAPITAL PROJECTS TO SUPPORT DISTRICT GROWTH AND EFFECTIVE ASSET MANAGEMENT, REHABILITATION AND MAINTENANCE. G1-3, 5 (BJ)</th></tr>
<tr><td>Staff will:
Design efficient and inclusive new schools prioritizing function while meeting Ministry Area Standards and Simplified Design Guidelines.
Develop standardized spaces and maximize prefabricated components within renovations, expansions, and new builds.
Use data and the VFA tool to prioritize investments based on the facility condition index and manage buildings and their systems proactively.
Execute required certificates of approvals and obtain Board approval for necessary capital by-laws.
Explore and leverage partnerships to support and/or augment capital projects where possible.</td><td>Students Will:
Learn in well-designed, inclusive, and functional learning environments that support accessibility and diverse learning needs.
Provide feedback on school spaces and facilities through student engagement opportunities.
Experience minimal disruptions to learning due to proactive facility maintenance and improvements.</td><td>The Organization Will Show Progress By:
Utilizing data-driven decision-making through the VFA tool to allocate resources effectively and maintain facilities proactively.
Securing necessary approvals and funding for capital projects to ensure timely execution.
Building strategic partnerships to enhance capital projects and maximize resources.
Advancing the NLSS project through initial design processes and phase 1 civil works as applicable.
Advance the Port Renfrew Seismic Replacement Project through procurement.</td><td>The Organization has demonstrated progress by:
To be completed in annual review cycle.</td></tr>
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