

- Increased number of schools establishing partnerships with schools in other countries.
- Increased number of schools participating in local and global humanitarian projects.

3.1.3: *Increase opportunities for students to demonstrate leadership.*

KEY PROGRESS INDICATORS:

- Increased student participation in leadership activities.

GOAL 3.2 Our students will be guided by clear expectations for responsible students' behaviour.

- Policies, procedures and programs are aligned to support students' sense of belonging in their school community.

STRATEGIC OBJECTIVES

3.2.1: *Support schools in their efforts to implement the district's new Safe & Caring Schools policy, emphasizing the importance of positive relationships, restorative practices, and the need to respond to student misbehaviour with encouragement, respect, and support.*

KEY PROGRESS INDICATORS:

- Reduction in the number of behaviour referrals.
- Reduction in the numbers of student suspensions.
- Increased number of school plans with school-wide effective behaviour management plans.

THEME 4: PREPARE GRADUATES FOR THE MULTIPLE ROLES IN THEIR FUTURE

GOAL 4.1 Our students will be knowledgeable about a broad range of post-secondary and career options.

- Graduates have a clear plan for their immediate post-secondary years.
- Graduates are prepared to access further education or skills training programs.

STRATEGIC OBJECTIVES

4.1.1 *Implement standards for a cohesive and comprehensive career education program for secondary schools.*

KEY PROGRESS INDICATORS:

- Increased enrolment in co-op and apprenticeship programs.
- Expanded opportunities for career preparation in the trades.
- Annual review by school-based professional staff and School Planning Councils indicates progress is being made in implementing standards for Career Education.
- "Education and Career Planning" aspect of the Graduation Portfolio indicates improvement.

4.1.2 *Increase student awareness of a variety of post-secondary options, including careers in the trades.*

KEY PROGRESS INDICATORS:

- Follow up data from the graduate survey.
- "Education and Career Planning" aspect of the Graduation Portfolio indicates improvement.

GOAL 4.2 Our students will develop the confidence and competence to be self directed in pursuing their personal and career goals.

- Graduates have well-developed employability skills.
- Students are able to display initiative, set priorities, establish goals and take responsibility for pursuing those goals in an ever changing society.
- Graduates have a healthy and positive disposition toward life.
- Graduates have knowledge and skills to prepare them for independent and responsible lifestyles.

STRATEGIC OBJECTIVES

4.2.1 *Students will demonstrate employability skills.*

KEY PROGRESS INDICATORS:

- Graduation Portfolio "Employability" aspect evidence indicates improvement.

4.2.2 *Students will have experience planning for and working toward career and life goals.*

KEY PROGRESS INDICATORS:

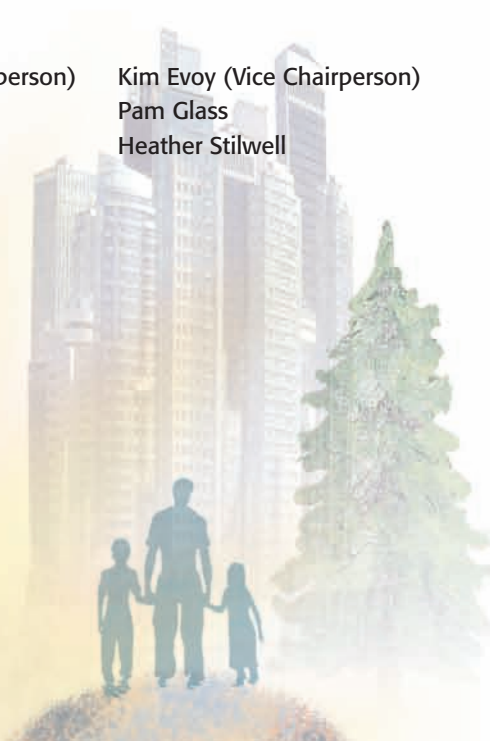
- Surveys of students and follow-up surveys of graduates.
- Graduation Portfolio "Education and Career Planning" aspect evidence indicates improvement.

Thank you...

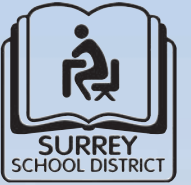
The success of a project of this size requires the assistance and involvement of many people. The Surrey School Board thanks all those who supported our children and our future, as together we developed a powerful vision for public education.

The 2004/2005 Board of School Trustees of School District No. 36 (Surrey)

Shawn Wilson (Chairperson)	Kim Evoy (Vice Chairperson)
Terry Allen	Pam Glass
Laurae McNally	Heather Stilwell



Surrey School District



Vision 2010

**STRATEGIC PLAN
The Pathway from Vision to Action**

In June 2003, the Surrey School District embarked on an ambitious process to create a vision of what public education needs to do to prepare students to have successful and productive lives in the early decades of the 21st century. The criteria for the process were: inclusive community participation; unfettered visioning; reflective responding and responsive planning.

Thus began an exciting and engaging sequence based on the Appreciative Inquiry 4-D Model which led the District and its stakeholders and community partners through a sequence of Discovering, Dreaming and Designing the Destiny activities aimed at meeting the needs of all learners in our schools and programs to 2010 and beyond.

In more than 18 months since the launch of Vision 2010, more than 20,000 "pieces" of data in the form of comments, survey results and other feedback were collected from numerous public meetings, forums, conferences, consultations and online surveys.

There were also meetings, advice and involvement of many diverse stakeholders from within and outside the school district, including parents, students, educators, business groups, colleges, universities, local governments and government agencies, RCMP, ethnic communities and more. Several internationally-renowned educational researchers and practitioners were also engaged in the process.

- Theme 1: Provide Quality Educational Programming**
- Theme 2: Involve Parents and the Community**
- Theme 3: Nurture Morally and Socially Responsible Citizens**
- Theme 4: Prepare Graduates for the Multiple Roles of Their Futures**

Through a progressive series of analyses and refinements we identified four broad themes that capture the directions provided by the visioning participants. These themes and the accompanying 10 goals are in keeping with our school district's mission:

"To provide safe and caring environments in which all learners can achieve academic excellence, personal growth and responsible citizenship"

and our most important guiding principle of

"Keeping Learners at the Centre"

In the first weeks of 2005 we engaged in identifying and verifying goals and objectives for a strategic plan in order to operationalize the dreams of our participants into actions that will clearly guide the District toward preparing our students for successful, productive and meaningful futures. The strategic plan ultimately clarifies the strategies, responsibilities and timelines that will bring to life the design for our destiny to 2010.



Key Themes, Major Goals, Strategic Objectives

THEME 1: PROVIDE QUALITY EDUCATIONAL PROGRAMMING

GOAL 1.1 Our students will experience a well-rounded educational program.

- Students have knowledge and skills in reading, writing and numeracy.
- Students have learning opportunities in all curriculum areas including Sciences, Social Studies, Visual and Performing Arts, Technology, Physical Education and Athletics.
- Students use technology as a tool for learning across curriculum areas.
- Students demonstrate leadership skills and social responsibility.
- Students engage in the study of language and culture.
- Students learn about health and nutrition.
- Students have well-developed problem solving, critical thinking and communication skills.

STRATEGIC OBJECTIVES

1.1.1 Increase student achievement in reading, writing and numeracy.

KEY PROGRESS INDICATORS:

- Achievement gains in reading skills as measured by Reading Assessment District 36 (RAD 36).
- Achievement gains in writing skills as measured by BC Writing Performance Standards.
- Achievement gains in numeracy as measured by Numeracy Assessment District 36 (NAD36) in Grades 3, 5 and 8.
- Improving trends in Foundation Skills Assessment (FSA) and provincial examination results.

1.1.2 Students and teachers will increase their use of Information and Communications Technology (ICT) in teaching and learning across grades and subject areas.

KEY PROGRESS INDICATORS:

- Reported increased use of ICT to access, synthesize, and present information as measured by the biennial ICT Survey.
- Increased integration of ICT as a curriculum component across subject areas as measured by the biennial ICT Survey.
- Achievement gains in writing for students participating in the laptop initiative, as measured by the BC Writing Performance Standards.

1.1.3 Students will demonstrate higher levels of physical fitness and a responsibility for personal health.

KEY PROGRESS INDICATORS:

- Increased physical fitness in our students as measured by the BC K-7 Physical Education Achievement Standards.
- Increased achievement scores as indicated in the "Personal Health" aspect of the Graduation Portfolio.

1.1.4 Students will demonstrate an appreciation for the Fine Arts.

KEY PROGRESS INDICATORS:

- Increased achievement in the Fine Arts as indicated in the Graduation Portfolio "Arts & Design" aspect.
- High participation rates in district fine arts events.

GOAL 1.2 Our students will have access to a broad spectrum of educational programs, choices, and timetable options.

- Students have an understanding of their learning needs and interests.
- Students are able to choose educational programs best suited to their learning needs, interests, and personal schedules.

STRATEGIC OBJECTIVES

1.2.1 Provide school communities with the opportunity to pursue alternate scheduling options.

KEY PROGRESS INDICATORS:

- Completed Policy and Regulations by December 2005.

1.2.2 Students will have access to a greater variety of programs of choice.

KEY PROGRESS INDICATORS:

- Increased enrolment in programs of choice.
- Increased number and variety of programs of choice.

GOAL 1.3 Our students will have their diverse educational needs met through relevant learning experiences.

- Students achieve success in an inclusive learning environment.

STRATEGIC OBJECTIVES

1.3.1 Students with diverse learning needs will demonstrate improved achievement.

KEY PROGRESS INDICATORS:

- Increased school completion and graduation rates.
- Achievement gains in reading skills as measured by Reading Assessment District 36 (RAD 36).
- Achievement gains in writing skills as measured by BC Writing Performance Standards.
- Achievement gains in numeracy as measured by Numeracy Assessment District 36 (NAD36) in Grades 3, 5 and 8.
- Improving trends in Foundation Skills Assessment (FSA) and provincial examination results.

1.3.2 Aboriginal students will demonstrate improved achievement.

KEY PROGRESS INDICATORS:

- Increased school completion and graduation rates.
- Achievement gains in reading skills as measured by Reading Assessment District 36 (RAD 36).
- Achievement gains in writing skills as measured by BC Writing Performance Standards.

- Achievement gains in numeracy as measured by Numeracy Assessment District 36 (NAD36) in Grades 3, 5 and 8.
- Improving trends in Foundation Skills Assessment (FSA) and provincial examination results.

1.3.3 Nurture students' sense of belonging and membership in their school community.

KEY PROGRESS INDICATORS:

- Safe Schools and Social Responsibility Survey Gr. 8-12 indicates improvement.
- Social Responsibility Survey Gr. 1-7 indicates improvement.
- Ministry student satisfaction surveys indicate improvement.

GOAL 1.4 Our students will experience smooth transitions from preschool through post secondary.

- Students are able to move from grade-to-grade, program-to-program, school-to-school with ease.

STRATEGIC OBJECTIVES

1.4.1 Improve Kindergarten students' readiness to learn.

KEY PROGRESS INDICATORS:

- Increased number of full-day Kindergartens.
- Improved Early Literacy Phonemic Awareness Test Surrey (ELPATS) results.
- Improved participation rates in the project SPARK family literacy program.

1.4.2 Improve articulation practices between elementary and secondary schools.

KEY PROGRESS INDICATORS:

- Level of adherence to recommended guidelines for quality Gr. 7-8 transitions.

1.4.3 Increase the number and variety of partnerships with post-secondary institutions.

KEY PROGRESS INDICATORS:

- Increased number and variety of partnerships.

THEME 2: INVOLVE PARENTS AND THE COMMUNITY

GOAL 2.1 We will enhance communication between schools, parents and the community.

- Parents and caregivers are encouraged and supported in engaging in their children's learning.
- Students, parents and school staff members make significant use of technology for interactive communication with parents and community.
- Parents have better access to information about curriculum.

STRATEGIC OBJECTIVES

2.1.1 Improved use of technology to communicate with parents.

KEY PROGRESS INDICATORS:

- Improvement as indicated by parent survey administered by School Planning Councils.

2.1.2 Increase district and school capacity to communicate with our diverse and multicultural communities.

KEY PROGRESS INDICATORS:

- Increased use of multilingual translations in district and

school communications.

- Increased number of stories and articles pertaining to school and district programs and service presented in ethnic media.

2.1.3 Improve district communication with parents, community, staff and students about our programs, services and initiatives.

KEY PROGRESS INDICATORS:

- Improvement as indicated by parent survey administered by School Planning Councils.

GOAL 2.2 We will enhance the participation of parents and communities in our schools.

- Parents are welcomed and supported as members of the school community.
- Parents and community members experience schools as centres for community activities.

STRATEGIC OBJECTIVES

2.2.1 Increase parental involvement in the daily life of schools.

KEY PROGRESS INDICATORS:

Parent survey results indicate:

- Parents and community members feel welcome and valued in the day-to-day activities and programs in their schools.
- Increased parent attendance at parent/teacher conferences.
- Increased parent attendance and participation at school and PAC events and activities.

2.2.2 Build the leadership capacity of School Planning Councils and the role of PACs.

KEY PROGRESS INDICATORS:

- Biennial progress review of School Planning Council activities indicate improved leadership capacity.

2.2.3 Make schools centres for community participation and services.

KEY PROGRESS INDICATORS:

- Increased number of school/community programs and activities for parents, families, and community members.

THEME 3: NURTURE MORALLY AND SOCIALLY RESPONSIBLE CITIZENS

GOAL 3.1 Our students will demonstrate respect, social responsibility and global citizenship.

- Students provide service to others.
- Students demonstrate leadership qualities.

STRATEGIC OBJECTIVES

3.1.1 Improve student skills in demonstrating socially responsible behaviour.

KEY PROGRESS INDICATORS:

- Improvement as indicated by the BC Performance Standards for Social Responsibility.
- Increase the number of schools that utilize the BC Performance Standards to teach Social Responsibility.

3.1.2: Students will participate in volunteer community service as part of a well-rounded education.

KEY PROGRESS INDICATORS:

- School surveys indicate high levels of student participation in one or more service learning opportunities each year.
- "Community Involvement" aspect of the Graduation Portfolio indicates increased participation.