

MISSION PUBLIC SCHOOLS

STRATEGIC PLAN 2023- 2026



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Acknowledgement

We begin our Strategic Plan by acknowledging and honouring the traditional territory and history of the Stó:lō people. We acknowledge that the Mission Public School District is located on the Traditional, Ancestral, Unsurrendered, and Shared territories of Stó:lō people, of Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets and Qwó:ltl'el First Nations, stewards of this land since time immemorial.



Leq'á:mel First Nations



Sema:th First Nations



Matheqwí First Nations



Sq'éwlets First Nations



Qwó:ltl'el First Nations

Il stl'i kw'els spipetstexw kw'eset ite xwelmexwelh stexwlaq temexws ye Stó:lō mestiyexw.

Mission Public School District appreciates the vital role of All First Nations, Inuit, and Metis peoples, groups, and associations, residing within the school district. We acknowledge the traditional teachings of the Elders and the wisdom of their Indigenous Cultures.

Halq'eméylem is the language of this land and of Stó:lō ancestors. The place from where Halq'eméylem (Upriver dialect) originates is Leq'á:mel. The language comes from the land, and it has been this way since time immemorial. We are collaborating with Halq'eméylem speakers to translate the above acknowledgement in it's entirety.

Vision, Mission, & Values



Our Vision

Mission Public School students are prepared for their future as educated global citizens who embrace equity, diversity, and inclusion.



Our Mission

Mission Public School District is committed to a safe, equitable, diverse, and inclusive educational system for ALL students. Mission students benefit from our diverse community, skilled staff, natural environment, and local history.

We are dedicated to honouring student voice and empowering our students to reach their potential.



Our Values

- Working Together
- Lifelong Learning
- Thinking Beyond Today
- Doing the Right Thing

Board of Education



Back Row (L to R):
Trustee Shelley Carter, Trustee Randy Cairns and Trustee Linda Hamel

Front Row (L to R):
Trustee Jash Bains and Trustee Tracy Loffler






The strategic planning process is based on a four-year planning cycle that includes an annual review and update of the plan.

The Board of Education is responsible for effective governance of the Mission Public School District. The Board sets the policy and governance framework for the organization and is accountable to the Ministry of Education and Childcare, the public, and education partners. The Board, working closely with the Superintendent, is committed to working strategically and cooperatively recognizing the need for productive working relationships.

The Board will operate in a respectful, transparent, and fiscally responsible manner, engaging the community and partners in the decisions of the Board. The Board values the collaborative working relationships that are growing among all education partners, parents, and the community.

The Board will continue to nurture these relationships by providing opportunities for meaningful dialogue and collaboration as we move forward with our goal of providing safe, caring, and inclusive learning environments that will result in greater success for our students.

This document details the Board’s objectives for Mission Public Schools to:

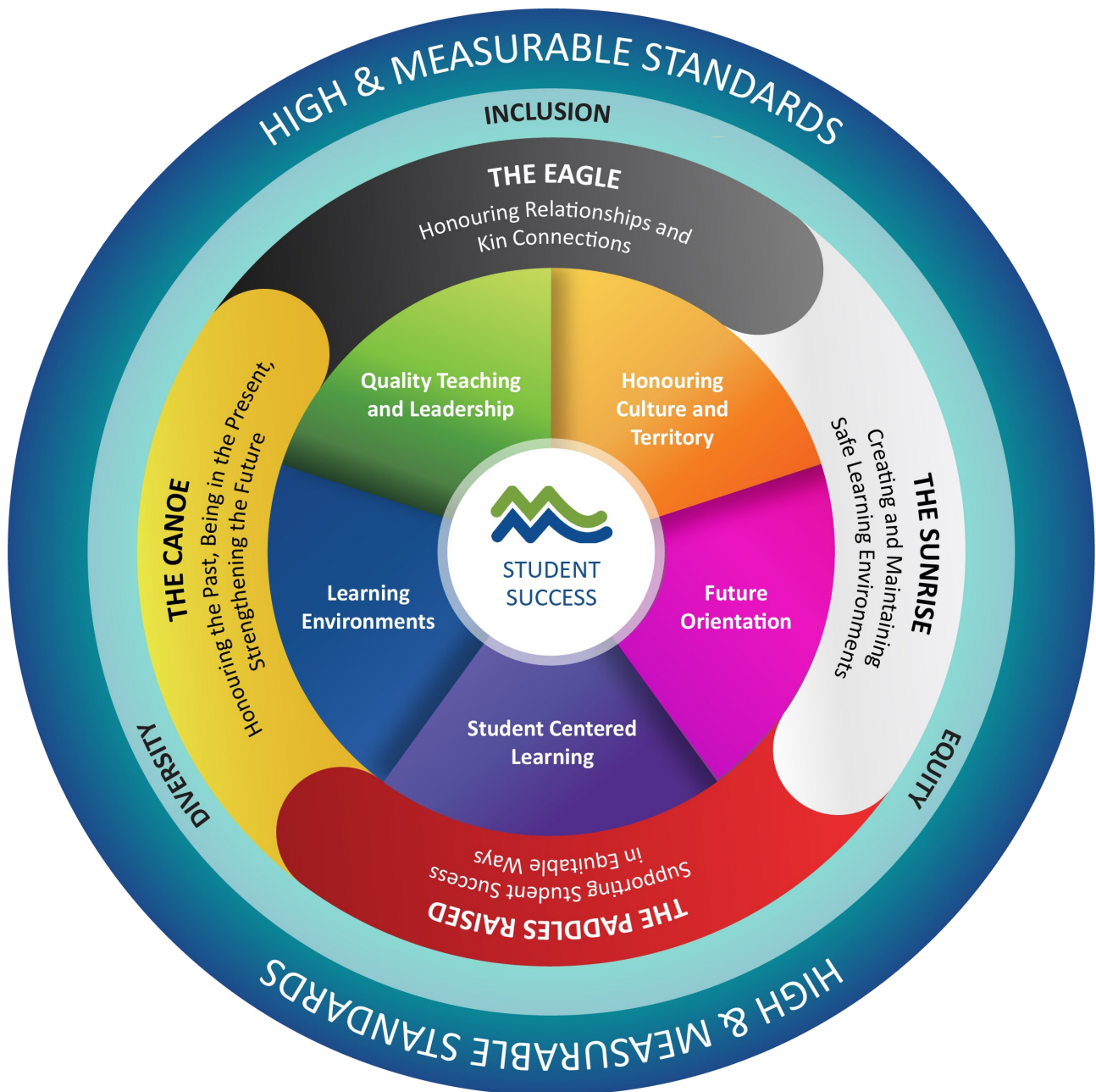
- Support Honouring Culture and Territory** 
- Focus on being Future Oriented** 
- Promote Student Centred Learning** 
- Create Effective Learning Environments** 
- Build Quality Teaching & Leadership** 

Specific goals for each objective can be found further on in this strategic plan and are intended to ensure that Mission Public Schools continues to be an extraordinary place to learn, work, and grow. The Board will also continue to advocate for enhanced public education in Mission, ensuring that the School District needs are held paramount as mandated by the School Act.

Strategic Priorities

The Board has aligned its strategic priorities with the Ministry's vision for student success. This includes the Framework for Enhancing Student Learning (FESL) and other initiatives, using data and evidence to inform decision making. The Board has also sought to embed the learnings from the [Equity Scan](#) in this document.

The Board envisions that all school growth plans and budget requests will align with this Strategic Plan and the vision for Mission students.



Honouring Culture and Territory

Mission Public Schools is privileged to exist on the Traditional, Ancestral, Unsurrendered, and Shared territories of Stó:lō people, of Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets and Qwó:Itl'el First Nations, stewards of this land since time immemorial. We are cognisant of this debt, and our obligations to work with First Nations partners in the best interests of their culture and people.

Mission Public Schools understands that it has additional obligations for reconciling with Indigenous communities as we are conscious of the presence of a former residential school, St Mary's, in Mission.



GOALS

1. Achieve equitable education outcomes for all Indigenous students in the school district
2. Expand Halq'eméylem language instruction, embedding it throughout the school system
3. Embed Stó:lō Culture into all schools
4. Expand knowledge of contributions made by Metis and Inuit communities, community members, and Knowledge Keepers



STRATEGIES

1. Provide resources and professional growth to develop an understanding of Indigenous history, language, culture, worldviews, and perspectives
2. Provide a variety of opportunities, resources, outdoor education, and/or supports for students of Indigenous ancestry
3. Advance the work outlined in Equity Scan
4. Continue to work with Rights Holders
5. Embed Indigenous world views and tools in future decision-making
6. Engage First Nation Indigenous Education Coordinators with operational plans
7. Incorporate DRIPA and TRC Calls to Action into operational plans



MEASURES

1. Five and six-year completion rates, desegregated data
2. Percentage of students learning Halq'eméylem
3. Siwal Si'wes Sense of Belonging Survey
4. Student connection data collected for Indigenous students, Student Learning Survey (SLS)
5. **How Are We Doing?** Report and the Siwal Si'wes Annual Report

Future Orientation

Due to the pace of social, economic, and environmental change, there is a greater need for all students to have essential skills, adaptability, global competencies and citizenship, and ultimately successful transition to life after school.

Mission Public Schools recognizes that students need the skills to be flexible, adaptable, and resilient in the real world. The MPSD education system will enhance efforts to prepare all students for lifelong learning, the use of ethical technology, and graduation with practical expectations informed by employers, community organizations, and post-secondary institutions.



GOALS

1. Strengthen supports and services for learners to adapt to shifting learning requirements, including technology.
2. Embrace equity, diversity, and inclusion in a complex and ever-changing global society
3. Promote environmental stewardship, reconciliation, sustainability, and Indigenous Worldviews and Perspectives
4. Expand Early Learning Programming



STRATEGIES

1. Utilize contemporary teaching practices to encourage students' critical and creative thinking.
2. Embed Indigenous Worldviews and Perspectives in future decision-making
3. Provide contemporary technology and tools to assist and enhance learning and skill development across all curricular areas.
4. Encourage programming for students on interconnectedness locally, regionally, and globally.
5. Collaborate with community partner organizations, agencies, and Elders



MEASURES

1. Report on the progress towards implementing the 5-year Technology Plan
2. Graduation rates and post-secondary participation
3. Transition rates to Middle and Secondary Schools
4. Middle Years Development Instrument (MDI) Survey
5. Report on environmental stewardship and sustainability
6. Participation in Early Learning Programs
7. Equity Scan
8. Report on the progress towards the goals of the Accessibility Plan

Student Centred Learning

Students benefit from more flexibility and choice of how, when, and where their learning takes place. It also means offering a greater variety of pathways to graduation and more opportunities for hands-on learning.
(Ministry of Education, 2019)

“We believe in the importance of educating the whole student “where a student has the right to manage decisions and choices, to control positive outcomes in their learning.”

— *Leyton Schnellert and Shelley Moore 2020*



GOALS

1. Create positive learning experiences that support literate and numerate students
2. Provide a choice of how, when, and where student learning takes place
3. Foster safe, caring, compassionate, and collaborative learning environments
4. Students successfully transition in their learning environments



STRATEGIES

1. Develop student understanding and ownership of their learning process
2. Provide resources for personalized learning/programs of choice
3. Support kindness, and social/emotional learning (social awareness, self-awareness, responsible decision-making, self-management, relationship skills)
4. Apply trauma-informed practices
5. Engage student leadership in operational planning



MEASURES

1. Annually collect and track district-wide literacy & numeracy assessments
2. Student Learning Surveys
3. EDI/MDI Reports
4. Presentations or reports on how diverse learners are being supported

Effective Learning Environments

We will foster inclusive learning environments where all students feel that they are safe and belong — physically and emotionally — and where all students are inspired to explore their personal strengths and interests. We recognize that everyone can make meaningful contributions to the school community.

“We are diverse, all of us. We all have strengths, we all have stretches, and we all need to get better at something... Inclusive education relies on the diversity of its ecosystem, to not only promote coexistence and tolerance but to thrive on the learning and interaction of each person in the community.”

-Shelley Moore



GOALS

1. Maintain welcoming, modern, healthy, safe, and inclusive working and learning environments
2. Ensure students are meaningfully included in the learning environment
3. Ensure every school is accessible so that full participation is possible
4. Build an environment that respects differences in gender, family structures, worldviews, and abilities



STRATEGIES

1. Further the progress of inclusive teaching strategies
2. Develop a district-wide mental health strategy in collaboration with external organizations
3. Improve technology and resources to foster modern learning environments
4. Provide support for students to transition to new schools
5. Incorporate childcare and early learning into schools
6. Expand community engagement with district planning



MEASURES

1. Inclusive Education provincial data report
2. Accessibility Certifications (External, Internal, and Student Rated)
3. Evidence of student voice in the planning of their Individual Education Plan
4. Report on the use of Inclusive Support Programs (ISP) and learning structures
5. Students Surveys: MDI and YDI, Indigenous Sense of Belonging and Student Learning Survey

Quality Teaching and Leadership

Great teachers and educational leaders have always been the key to student success. The critically important role of teachers in a student's life will be constantly evolving to adapt to the rapidly changing context in children's lives.

Teachers will act as guides and coaches for learning for all students, including those with diverse learning needs. (Ministry of Education, 2019)



GOALS

1. Hire and retain highly competent and diverse staff in all positions in the School District
2. Increase employment of persons of Indigenous ancestry in all positions of the School District
3. Increase employment of persons of visible minorities & diverse abilities.
4. Support all staff to adapt to the rapidly changing educational environment and students' needs
5. Staff understanding of Indigenous Worldviews



STRATEGIES

1. Maintain high standards for recruitment and retention
2. Utilize Special Program of the Office of the BC Human Rights Commissioner
3. Support Growth Plans for Educational Leaders
4. Provide staff mentoring, leadership, collaboration, and professional learning opportunities for all staff



MEASURES

1. Participation in Professional Learning Opportunities
2. Ongoing Professional Growth Plans and/or staff evaluations
3. Reporting on hiring and retention rates for staff
4. Annual Employee Feedback
5. Develop measures to determine the effectiveness of staff mentoring, leadership, collaboration, and professional learning opportunities



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Zoey G., ESR, Gr 5



Hana M., ESR, Gr 6



Greyson B., HPMS, Gr 7



Kayden M., HMS, Gr 9



Megan M., HPMS, Gr 9



Megan M., HPMS, Gr 9

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