Okanagan-Similkameen

School District No. 53

Operational Plan

2023 – 2025

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Vision

- We are an innovative learning community where all members are supported in their academic, social, and mental well-being equipped with the skills and experiences necessary to thrive in a diverse and changing world.

Mission

- To support the development of all learners through real-world, relevant experiences that promote responsible, culturally aware citizenship and lifelong learning.

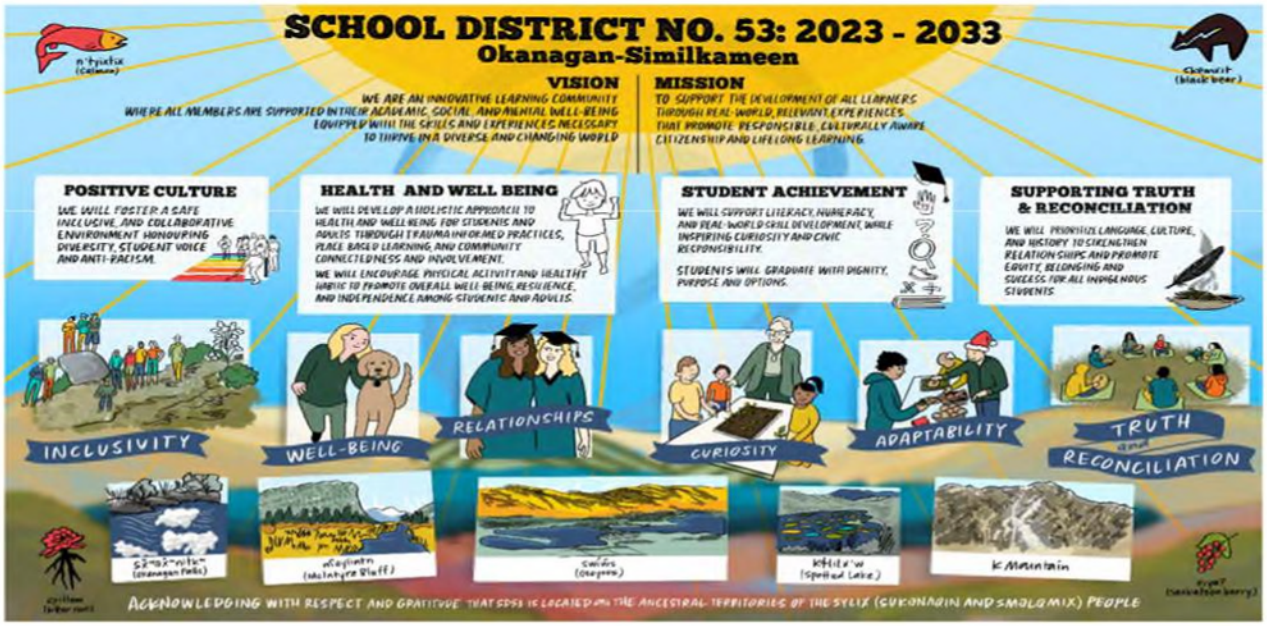
Values

- Inclusivity.
- Well-being.
- Relationships.
- Curiosity.
- Adaptability.
- Truth and Reconciliation.

Board Strategic Goals

- Positive Culture.
- Health and Well-Being.
- Student Achievement.
- Supporting Truth & Reconciliation.

Acknowledging with respect and gratitude that SD 53 is located on the ancestral territories of the syilx (sukənaqin and səlqmix) people.


SCHOOL DISTRICT NO. 53: 2023 - 2033
Okanagan-Similkameen
VISION
WE ARE AN INNOVATIVE LEARNING COMMUNITY WHERE ALL MEMBERS ARE SUPPORTED IN THEIR ACADEMIC, SOCIAL, AND MENTAL WELL-BEING EQUIPPED WITH THE SKILLS AND EXPERIENCES NECESSARY TO THRIVE IN A DIVERSE AND CHANGING WORLD
MISSION
TO SUPPORT THE DEVELOPMENT OF ALL LEARNERS THROUGH REAL-WORLD, RELEVANT EXPERIENCES THAT PROMOTE RESPONSIBLE, CULTURALLY AWARE CITIZENSHIP AND LIFELONG LEARNING.
POSITIVE CULTURE
WE WILL FOSTER A SAFE INCLUSIVE, AND COLLABORATIVE ENVIRONMENT HONOURING DIVERSITY, STUDENT VOICE AND ANTI-RACISM.
HEALTH AND WELL BEING
WE WILL DEVELOP A HOLISTIC APPROACH TO HEALTH AND WELL-BEING FOR STUDENTS AND ADULTS THROUGH TRAUMA INFORMED PRACTICES, PLACE BASED LEARNING, AND COMMUNITY CONNECTEDNESS AND INVOLVEMENT.
WE WILL ENCOURAGE PHYSICAL ACTIVITY AND HEALTHY HABITS TO PROMOTE OVERALL WELL-BEING, RESILIENCE, AND INDEPENDENCE AMONG STUDENTS AND ADULTS.
STUDENT ACHIEVEMENT
WE WILL SUPPORT LITERACY, NUMERACY, AND REAL-WORLD SKILL DEVELOPMENT, WHILE INSPIRING CURIOSITY AND CIVIC RESPONSIBILITY.
STUDENTS WILL GRADUATE WITH DIGNITY, PURPOSE AND OPTIONS.
SUPPORTING TRUTH & RECONCILIATION
WE WILL PRIORITIZE LANGUAGE, CULTURE, AND HISTORY TO STRENGTHEN RELATIONSHIPS AND PROMOTE EQUITY, BELONGING AND SUCCESS FOR ALL INDIGENOUS STUDENTS.
INCLUSIVITY
WELL-BEING
RELATIONSHIPS
CURIOSITY
ADAPTABILITY
TRUTH and RECONCILIATION
ACKNOWLEDGING WITH RESPECT AND GRATITUDE THAT SDS3 IS LOCATED ON THE ANCESTRAL TERRITORIES OF THE SYLIX (SUKONAQIN AND SMOLQMIX) PEOPLE

Strategic Goal :

Positive Culture: We will foster a safe, inclusive, and collaborative environment honouring diversity, student voice and anti-racism.

Objectives:

- Collection of evidence from student voice across schools to inform this goal to move forward.
- Capacity building for all staff and students on anti-racism.
- Create a culture in every school and building that honours diversity including race, sexual orientation, gender identities, and diverse abilities.
- Increase the number of diverse learners who feel welcome, safe and have a positive sense of belonging in their school.

Action Plan

- Utilize empathy interviews to capture student voice.
- Offer SAFER Schools training and learning opportunities for staff, students and families.
- Identify and address systemic racism through professional learning opportunities and use of the BC Ministry of Education & Childcare Anti-Racism toolkit.
- Continue to provide opportunities for all staff to engage in professional learning and growth as it relates to the above goal.
- Find ways for all families to build connections to schools.

Indicators of Success

- Student Learning Survey.
- Equity Scan Surveys.
- Empathy Interviews.
- EDI & MDI Surveys.
- Staff participation rates in training and learning opportunities related to the above goal.

Strategic Goal :

Health and Well-Being: We will develop a holistic approach to health and well-being for students and adults through trauma-informed practices, place-based learning, and community connectedness and involvement.

We will encourage physical activity and healthy habits to promote overall well-being, resilience, and independence among students and adults.

Objectives:

- Build capacity among educators to implement trauma-informed strategies.
- Coordinate programming and in-service for students, staff, and families.
- Align age-appropriate programs/resources across district to support mental health and well-being.
- Develop a district mental health strategy.
- Continue to build capacity for place-based learning that connects to core and curricular competencies.

Action Plan

- Provide learning opportunities for adults on the topic of mental health and well-being.
- Increase services to address mental health and well-being, educate students and families on protective factors, and provide sessions to staff, students, and families.
- In-service and support for Sexual Health Education (secondary).
- Create a position for a district mental health coordinator.
- Create professional learning opportunities and supports for Sexual Health Education.
- Support the development of social and emotional regulation for all students.
- Utilize the process of empathy interviews to capture student voice for needs assessment and planning purposes.
- Build capacity and supports for families.
- Strengthen relationships with community partners.

Indicators of Success

- Tracking of in-service participation rates (staff, families).
- MDI & YDI survey results.
- McCreary Adolescent Health Survey (long term).
- District Healthy Schools Coordinator, District Mental Health Coordinator– survey and tracking.

Strategic Goal :

Student Achievement: We will support literacy, numeracy, and real-world skill development while inspiring curiosity and civic responsibility.

Students will graduate with dignity, purpose, and options.

Objectives:

- Improve student proficiency in numeracy.
- Improve student proficiency in literacy.
- Improve school completion rates.
- Increase pathways and options following graduation.
- Increase the number of learners taking academic courses in graduation years (grades 10-12).
- Enhance direct instruction, practice, and self-assessment of the core competencies in all grades.
- Deepen students' abilities to reflect on the core competencies and to set goals.

Action Plan

- Implement a standard numeracy assessment throughout district elementary classes.
- Focus on pedagogical practices for teaching numeracy at the K-7 level.
- Increase~~d~~ in-service opportunities for all K-9 teachers responsible for teaching mathematics.
- Create authentic and meaningful opportunities for student involvement with the core competencies in all classrooms.

Indicators of Success

- Increase in completion rates.
- Increase in the number of students who graduate in the dual credit program.
- Increase in the percentage of students who are on-track or extending on the Foundations Skills Assessments (FSAs).
- Increase in the number of students participating in academic courses in graduation years.
- Increase in the percentage of students who are proficient or extending in Grade 10 Provincial Numeracy and Literacy Assessments and the Grade 12 Literacy Assessment.
- Increase in the percentage of students who demonstrate proficiency on Elementary year-end assessments.
- Students can effectively self-reflect on all Core Competencies.

Strategic Goal:

Supporting Truth & Reconciliation: We will prioritize language, culture, and history to strengthen relationships and promote equity, belonging, and success for all Indigenous students.

Objectives:

- To strengthen relationships with OIB, LSIB, and USIB by increasing communication, LEA updates, and collaboration.
- To strengthen collaboration and relationships with Metis and off-reserve Indigenous students and families.
- To prioritize opportunities for students to experience local Indigenous Language, Culture, and History.
- To strive for parity in graduation rates and provincial assessment results.
- To ensure that students of Indigenous ancestry are equitably represented across all district programs.
- To ensure the inclusion of Indigenous perspectives and understandings throughout the K-12 curriculum.

Action Plan

- Improve equity in student achievement through tracking and focusing on individual student needs, and schedule regular meetings between the District Vice-Principal of Indigenous Education and school teams.
- Bridge relationships between rights holders and Indigenous partners and our school teams.
- Schedule meetings with Senior staff (Superintendent, Director of Learning and Inquiry and Director of Student Support Services, and Secretary Treasurer) regarding LEAs and any other inquiry for discussion.
- Complete needs assessment from teachers for areas of in-service.
- Review TRC Calls to Action that primarily focus on actions that can be taken by schools. Include this as a regular item at IEAC, admin and staff meetings.
- Infuse age-appropriate curriculum on residential schools, treaties, and historical and contemporary contributions to Canada.
- Provide in-service to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

Indicators of Success

- Increase in school completion rates of Indigenous students.
- Decrease in the equity gap in provincial assessments and achievement.
- Increase in the participation rates of Indigenous students in academic graduation courses.
- A regular meeting structure has been implemented with rights holder groups.