

SD53 STRATEGIC IMPLEMENTATION PLAN 2025 – 2027



Okanagan
Similkameen
SD53

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

1. Inclusivity.
2. Well-being.
3. Relationships.
4. Curiosity.
5. Adaptability.
6. Truth and Reconciliation.

Board Strategic Goals

1. Positive culture.
2. Health and Well-being.
3. Student Achievement.
4. Supporting Truth & Reconciliation.



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



SCHOOL DISTRICT NO. 53: 2023 - 2033

Okanagan-Similkameen

VISION
 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

TRUTH & RECONCILIATION

CURIOSITY

ADAPTABILITY

WELL-BEING

sh'kw'at' (Okanagan Falls)

TRUTH & RECONCILIATION

sh'kw'at' (Okanagan Falls)

WELL-BEING

sh'kw'at' (Okanagan Falls)

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sh'kw'at' (Okanagan Falls)

ACKNOWLEDGING WITH RESPECT AND GRATITUDE THAT SDS3 IS LOCATED ON THE ANCESTRAL TERRITORIES OF THE SYLIX (C'UKONAGIN AND SMOLGMIX) PEOPLE



Strategic Goal :

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

Objectives:

1. Create a culture in every school and building that honours diversity including race, sexual orientation, gender identities, and diverse abilities.
2. Increase the number of learners who feel welcome, safe and have a positive sense of belonging in their school.
3. Increase the number of learners who attend regularly.
4. Create opportunities for all families to build connections with schools.

Action Plan:

1. Apply *Street Data* practices to elevate student experiences and perspectives as essential evidence in shaping school and district priorities.
2. Offer Safer Schools Together training and learning opportunities for staff, students and families.
3. Provide professional learning opportunities to support staff in practicing culturally responsive pedagogy and identifying and addressing systemic racism.
4. Increase support for families to access the SpacesEDU platform.
5. Increase focus on transition from elementary to secondary schools.
6. Create a district communication plan to communicate the value of regular attendance to families.
7. Monitor attendance trends and gather more evidence about barriers to regular attendance.

Indicators Used to Measure Success:

1. Student Learning Survey (SLS), specifically areas of safety, belonging, and feeling welcome, (student and parent version)
2. Empathy interviews and student panels
3. EDI, MDI, and CHEQ surveys
4. Attendance tracking through MyEducationBC.
5. Staff participation rates in training and learning opportunities related to the above goal.

Strategic Goal:

Health and Well-Being: We will apply 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:

1. Align age-appropriate programs/resources across district to support mental and physical health and well-being.
2. Coordinate programming and in-service for students, staff, and families.
3. Build capacity among educators to implement trauma-informed strategies.
4. Support Children and Youth in Care (CYIC).
5. Support Students with Diverse Abilities and Disabilities.
6. Strengthen relationships with community partners.
7. Support students experiencing food insecurity.

Action Plan:

1. Provide learning opportunities for adults on the topic of mental health and well-being.
2. Maintain services to address mental health and well-being, educate students and families on protective factors, and provide sessions to staff, students, and families.
3. Provide professional learning opportunities and support for Sexual Health Education.
4. Support the continued development of social and emotional regulation for all students through professional learning opportunities, and ongoing school and district support.
5. Continue to support students with Diverse Abilities and Disabilities through case management and school based team support.
6. Designate a case manager and create a monitoring plan for every identified CYIC.
7. Continue supporting families through wrap-around ICY services.
8. Continue to build capacity for place-based learning that connects to core and curricular competencies.
9. Support students experiencing food insecurity with efficient use of provincial and federal funding.

Indicators used to measure success:

1. Tracking of program participation rates for students, staff, and families.
2. Student Learning Survey (SLS), Middle Years Development Instrument (MDI), and Youth Development Instrument (YDI).
3. McCreary Adolescent Health Survey.
4. Tracking conducted by the District Healthy Schools Coordinator and the District Mental Health Coordinator.

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:

1. Improve student proficiency in numeracy.
2. Improve student proficiency in literacy.
3. Improve school completion rates.
4. Increase pathways and options following graduation.

Action Plan:

1. Implement a standard numeracy assessment throughout district elementary classes.
2. Focus on pedagogical practices for teaching numeracy at the K-9 level.
3. Increased in-service opportunities for all K-9 teachers responsible for teaching mathematics.
4. Introduction of the Non-Fiction Reading Assessment (NFRA) from grades 4-9.
5. Implement a K-3 literacy screening tool by 2027.
6. Focus on pedagogical practices for teaching literacy at the K-9 level.
7. Targeted instructional literacy support for K-7 priority schools.
8. Targeted instructional literacy support for secondary schools with a focus on grades 8 and 9
9. Regularly scheduled meetings between the Director of Learning and Inquiry and secondary school admin teams to review completion rates.
10. Offer a variety of career programs and exploratory opportunities for successful transition to post-secondary institutions.

Indicators Used to Measure Success:

1. Foundations Skills Assessment (FSA) data (percentage of students who are on-track or extending).
2. Provincial Grade 10 Numeracy and Literacy Assessments and the Grade 12 Literacy Assessment (percentage of students who are proficient or extending).
3. Year-end classroom marks in math and ELA grades 1-9 (percentage of students who are proficient or extending).
4. Year-end classroom marks in grade 10 and 11 math and ELA/EFP courses (percentage of students achieving a C+ or higher) .
5. Completion rate data.
6. Student participation rates in career programs and exploration opportunities for post-secondary transition.
7. Transition rates to Post Secondary Institutions (PSIs).

Strategic Goal:

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

Objectives:

1. To strengthen relationships with OIB, LSIB, and USIB students and families by increasing communication, LEA updates, and collaboration.
2. To strengthen collaboration and relationships with Métis and off reserve Indigenous students and families.
3. To prioritize opportunities for students to experience local Indigenous language, culture, and history.
4. To strive for parity in graduation rates and provincial assessment results.
5. To ensure that students of Indigenous ancestry are equitably represented across all school and district programs.
6. To ensure the inclusion of Indigenous perspectives and understanding throughout the K-12 curriculum.

Action Plan:

1. Improve equity in student achievement through tracking and focusing on individual student needs and schedule regular meetings with the District Principal of Indigenous Education and school teams.
2. Bridge relationships between rights holders and Indigenous partners and our school teams.
3. Create a District Indigenous Student Leadership Council.
4. Conduct regular and ongoing needs assessments with teachers for areas of in-service to support bringing Indigenous perspectives into classrooms.
5. Provide in-service for teachers to support bringing Indigenous approaches and perspectives into classrooms.
6. Explore ways to recruit and retain staff of Indigenous ancestry.
7. Review TRC Calls to Action that primarily focus on actions that can be taken by schools. Include this as a regular item at IEC, admin, and staff meetings.
8. Infuse age-appropriate curriculum on residential schools, treaties, and historical and contemporary contributions to Canada.

Indicators Used to Measure Success:

1. A District Indigenous Student Leadership council has been created and provides advisement based on the experiences of Indigenous students.
2. Completion rate data for Indigenous students.
3. Student Learning Survey (Question: At school are you learning about local First Nations?).
4. Equity Scan Surveys.
5. Participation rates for Indigenous students in academic, elective, and extracurricular programs.
6. Provincial literacy and numeracy assessments (FSAs, Grade 10 Numeracy and Literacy, and Grade 12 Literacy assessment).
7. Classroom-based assessments for math and ELA/EFP.
8. A regular meeting structure has been implemented with rights holder groups.