

Strategic

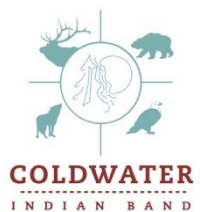
PLAN
2026- 2030



SUCCESS FOR ALL LEARNERS, TODAY AND TOMORROW

The Nicola Similkameen School District (No. 58) acknowledges that we learn, work, and play on the traditional, ancestral, and unceded territories of the Nłeʔkepmx and Syilx peoples.

We are grateful for the opportunity to live, learn, and build relationships on these lands and are committed to advancing reconciliation through education, respect, and meaningful partnerships.



MESSAGE FROM THE BOARD OF EDUCATION



Nicola Similkameen School District – No. 58 Board of Education (from left to right): Jamie Kent-Laidlaw (Trustee), Justin Jepsen (Trustee), Gordon Swan (Chair), Leah Ward (Vice Chair), John Chenoweth (Trustee), Dave Rainer (Trustee) and Everett Hoisington (Trustee)

The Nicola Similkameen School District's (SD 58) Strategic Plan 2026-2030 reflects our shared commitment to ensuring that every school community member thrives, belongs, and succeeds. Developed through meaningful engagement with students, Indigenous Rights Holders and Indigenous communities, families, staff, trustees, and community partners, this plan provides a clear direction for the future of public education in our District.

At the heart of the District's Strategic Plan is the commitment to student success, well-being, equity, and inclusion. We strive to create safe, welcoming, and culturally responsive learning environments where every student is supported to achieve their full potential. We are equally committed to strengthening literacy and numeracy as the foundations of learning, ensuring every student develops the knowledge, skills, and confidence needed for lifelong success. Guided by the Truth and Reconciliation Commission's Calls to Action, we will continue advancing reconciliation by strengthening Indigenous education, fostering respectful relationships, and ensuring Indigenous perspectives are reflected throughout our schools.

We recognize that student success is built through strong partnerships. By working collaboratively, we create the conditions for students to flourish. Student voice has also been central to this plan, with students sharing the importance of feeling safe, connected, respected, and engaged in their learning.

This Strategic Plan establishes our shared vision, priorities, and measurable goals to guide decision-making, continuous improvement, and accountability over the next four years. Together, we will build learning communities where every learner is known, valued, and empowered to succeed.

OUR VISION

Success for all learners, today and tomorrow.

OUR MISSION

Together with families and communities, we nurture safe, inclusive, and equitable learning and working environments that honour Truth and Reconciliation, celebrate diversity, and support every learner to achieve excellence in literacy, numeracy, lifelong learning, and overall wellbeing.

OUR CORE VALUES

Inclusion | Diversity | Fair/Due Process | Dignity
Heritage/Culture/Recognition | Support | Excellence/Personal Best
Well-being | Choice | Citizenship



OUR DISTRICT

Our District is made up of six elementary schools, two secondary schools, two alternate programs, and one provincial online school. We also provide French Immersion and Indigenous language programs.

Nicola Similkameen School District (SD 58) serves the district communities of Merritt and Princeton, as well as surrounding rural communities. We are located within the traditional territories of the Nl̓eʔkepmx and Syilx people. Our district includes six local First Nations communities: Coldwater Indian Band, Lower Nicola Indian Band, Nooaitch Indian Band, Shackan Indian Band, Upper Nicola Band and Upper Similkameen Indian Band. We are honoured to support students from these First Nations Communities as well as the Nicola Valley & District Metis Society and Vermillion Forks Metis Association.

We provide educational services to a diverse and multicultural student population, with approximately 40 percent of our students being of Indigenous ancestry.

Our Indigenous [Local Education Agreements](#) outline the goals, strategies and structures that serve as a framework for our students' success.

OUR COMMITMENT

Our Strategic Plan reflects a shared commitment to fostering student success and achievement while supporting the well-being of both students and staff. Guided by principles of equity, inclusion, Indigenous education, and reconciliation, the plan emphasizes creating welcoming and supportive learning environments for all. Through meaningful engagement with students, families, communities, and Indigenous partners, we work collaboratively to strengthen student outcomes and build strong relationships.

The strategic planning process is grounded in continuous improvement, using evidence-informed practices to guide decision-making, monitor progress, and ensure accountability in meeting the needs of our learners and communities.



OUR PROCESS

The development of the Strategic Plan took place through engagement with families and caregivers, Rights Holders, Indigenous Education Council, staff and employee groups, school administrators, and trustees from the Board of Education.

Student voice also played an important role, providing valuable insights into student hopes and aspirations for their schools.

Feedback was gathered through facilitated discussions and strategic planning sessions, and the priorities outlined in this plan reflect the themes and needs most consistently identified by participants throughout the engagement process.

OUR GOALS

WELL-BEING

k^wuk^wzncút

practice things that keep one
healthy/healthy living

nǎstan

That what gives us good health
and well being



WELL-BEING,
BELONGING &
RELATIONSHIPS

LEARNING

cunemncút

teaching yourself/the act of doing
something

scmipnwiłnx

Learning what we begin to
understand and know



LEARNING &
TEACHING
EXCELLENCE

COMMUNICATION

nq^wincútn

language, usage, way of talking

q^wa?q^wa?almínm

Discussing/talking about
something with others



COMMUNICATION
& TRANSPARENCY

Each goal includes specific objectives and strategies necessary to reach these goals. A full description of the goals, objectives and strategies follows.



WELL-BEING ♦ k^wuk'z'ncút ♦ nǎstan

Students learn best and staff are most effective when they feel safe, well cared for and connected.

Students and staff experience safe, caring, culturally responsive, and inclusive learning environments where all individuals feel connected, supported, respected, and valued. Feedback emphasized the importance of meaningful relationships, cultural safety, Indigenous perspectives, student voice, and ensuring that students' social, emotional, and basic needs are met.

OBJECTIVES

1. Implement Indigenous wellness, land-based practices, and cultural safety.
2. Meet students where they are and support student well-being and basic needs.
3. Ensure students feel cared for, connected, and supported.
4. Strengthen student voice and relationships.

STRATEGIES

By June 2027, all schools will implement a minimum of one Indigenous-informed wellness, land-based, or circle learning experience per term, and 100% of staff will participate annually in professional learning focused on Indigenous perspectives, cultural safety, and wellness practices.

By June 2027, every school will establish a student support team that meets monthly to review attendance, engagement, wellness, interventions, and support needs.

Beginning September 2026, schools will implement a tiered student connection process to identify and respond to student wellness and belonging concerns, with follow-up support initiated within two weeks for identified students.

Beginning September 2026, all schools will implement regular student voice and relationship-building opportunities at least once a month through advisory programs, circles, classroom meetings, or mentor groups.

SUCCESS INDICATORS

Success indicators for all strategies:

- School reports
- Student Learning Survey results related to belonging and safety
- Attendance rates
- Student engagement data
- Indigenous student sense of belonging measures
- Reduction in behaviour and bullying incidents
- Participation in student voice opportunities
- Superintendent's report



LEARNING ♦ cunemncút ♦ scmipnwitnx

All students experience high-quality instruction, meaningful assessment, and appropriate support to achieve success. Feedback emphasized the importance of strong literacy and numeracy instruction, meaningful assessment practices, high expectations for all learners, and the use of evidence to inform teaching and interventions.

OBJECTIVES

1. Strengthen literacy and numeracy achievement.
2. Maintain high expectations for student achievement.
3. Use screening and assessment data to guide instruction.

STRATEGIES

By June 2027, all K-12 schools will implement evidence-informed explicit instruction practices in literacy and numeracy, resulting in an increase in students meeting or exceeding grade-level expectations from district baseline data.

Beginning September 2026, schools will review student achievement, intervention, and course completion data at least three times annually to identify and respond to students at risk of not meeting learning standards.

By June 2027, all schools will complete at least three collaborative data review cycles annually using screening and assessment data to guide instructional planning and targeted interventions.

SUCCESS INDICATORS

Success indicators for all strategies:

- School based team minutes
- Collaborate support meetings
- Diploma verification report meetings
- Literacy achievement data
- Numeracy achievement data
- Graduation completion rates
- Indigenous student achievement outcomes
- Student growth measures
- Inclusive Education achievement data
- Course completion rates

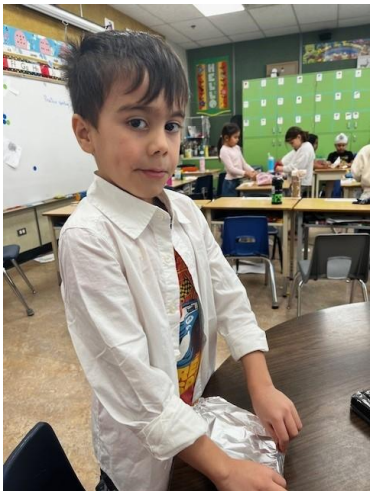


COMMUNICATION ♦ nq^wincútn ♦ q^wa?q^wa?almínm

Communication across the district is clear, consistent, accessible, and relationship focused.

Rightsholders and partner groups have identified the need for more consistent communication practices, increased transparency regarding decisions, stronger family engagement, and greater celebration of student and school successes.

OBJECTIVES	STRATEGIES	SUCCESS INDICATORS
1. Ensure consistent communication across schools and classrooms.	By June 2027, all schools will implement district communication guidelines outlining minimum expectations for communication frequency, response timelines, and approved communication platforms.	Success indicators for all strategies: ➤ Administration meeting debriefs ➤ Accessible guide on website ➤ Family engagement survey results ➤ Communication satisfaction measures ➤ Website and social media engagement data ➤ Attendance at family information sessions in community ➤ School communication data
2. Improve family understanding of school systems and processes.	By October of each school year, all schools will provide annual family orientation sessions and communication guides explaining MyEducation BC access, reporting practices, attendance procedures, graduation requirements, and school contacts.	
3. Increase visibility of school and district successes.	By June 2027, every school will maintain at least one active communication platform (website and/or social media account) with a minimum of two updates per month highlighting student learning, events, and accomplishments.	



ANNUAL REVIEW

Progress toward each strategic goal will be monitored annually through district and school-level data, partner feedback, and reporting to the Board of Education.

Annual updates will include:

- Student achievement outcomes
- Well-being and belonging measures
- Indigenous learner success indicators
- Data on family and community engagement in school events
- Progress on strategic plan actions



IMPLEMENTATION AND ACCOUNTABILITY

The Strategic Plan will guide district and school improvement planning from 2026 - 2030.

Each year, the District will create strategies that will align with the Strategic Plan priorities through the following means:

- District departments will identify annual actions supporting strategic goals.
- Progress indicators will be reviewed and reported publicly.
- The Board of Education will receive quarterly and annual updates on progress toward goals and outcomes.
- Objectives and strategies will be refined yearly where needed based on evidence and feedback.
- Board materials will reference applicable Strategic Plan goals that agenda items are linked to.
- Leadership Team meeting agendas will be broken down by Strategic Plan goals.



RESPONSIBILITY CHART

BOARD OF EDUCATION

Determines the strategic direction of the district.



SUPERINTENDENT

Aligns goals, objectives and strategies with the Board's direction.



ASSISTANT
SUPERINTENDENT

DISTRICT PRINCIPAL,
INDIGENOUS
EDUCATION

DIRECTOR OF
INSTRUCTION, INCLUSIVE
EDUCATION & EARLY
LEARNING/CHILD CARE

SECRETARY
TREASURER

Create and implement the annual strategies for areas of responsibility.

RIGHTSHOLDERS

INDIGENOUS EDUCATION
COUNCIL

PARTNERS

Advocate for and support in the context of the strategic plan.



SCHOOL / DEPARTMENT PLANS

Deliver annual strategies.

