



**Central Okanagan
Public Schools**
Together We Learn

Strategic Plan

2026–2031

Each student learns, belongs and thrives.

*A five-year promise to build on our strengths and create an even brighter future
for students together.*

Table of Contents

Relationship to the Land and to Indigenous Peoples	3
Our Shared Commitment	4
Shaped by Our Community.....	5
How the Plan Fits Together.....	7
How Our Values Guide the Plan.....	9
The District Priorities.....	11
District Priority 1 - Student Experience and Outcomes.....	12
District Priority 2 - Family and Community Connections.....	18
District Priority 3 - Responsible Stewardship	20
Communicating Our Progress	22
Turning the Plan into Action	24
Governance, Accountability and Reporting	26
2026–2027 Transition Plan and First-Year Commitments	28
Appendix A: Current Trends.....	29
Appendix B: Plain-Language Terms.....	30
Appendix C: Source Basis.....	32
Appendix D: Research and Policy Basis.....	33

Relationship to the Land and to Indigenous Peoples

Central Okanagan Public Schools respectfully acknowledges that our school communities are situated on the ancestral, contemporary and unceded territory of the syilx (Okanagan) people.

We honour the rich history, culture, teachings, and nsyilxcen language of the syilx people. We also honour the traditional teachings of our Elders, the brilliance of the Okanagan people, and the wisdom they share through their Indigenous culture. Central Okanagan Public Schools also recognizes the contributions of other First Nations, Métis, Inuit, and urban Indigenous partners who reside in the Okanagan territory.

The [Equity in Action Agreement for Truth and Reconciliation 2025–2030](#) guides this plan's implementation. Its vision of every Indigenous learner as culturally confident and courageous is reflected in every priority, partnership and decision.

The Agreement affirms a shared responsibility to Indigenous learners and all students, with equity creating the conditions for everyone to thrive. We will review progress with Indigenous rights holders and partners using information that respects strengths, privacy and dignity. Indigenous student success is a shared responsibility across teaching, school culture, leadership and resource decisions.

Our Shared Commitment

Central Okanagan Public Schools begins this next chapter with much to celebrate: strong completion results, caring and skilled staff, rich learning opportunities, and valued partnerships with families, Indigenous communities and community organizations. Our community is clear about what comes next. Every student needs strong foundations for the future and a school experience filled with meaning, voice, belonging, well-being and safety.

This plan turns that shared hope into a focused five-year commitment. The Board of Education sets the strategic direction and reviews progress. The Superintendent of Schools and staff put the plan into action each year through clear commitments, aligned resources and open reporting.

DISTRICT MOTTO: Together We Learn

VISION: Each student learns, belongs and thrives.

MISSION: Together with students, families, Indigenous communities and community partners, we strive to create safe, inclusive and engaging learning environments where each student builds strong foundational skills, develops confidence and ownership, experiences belonging and prepares for a meaningful future.

ORGANIZATIONAL VALUES: Our work is guided by five shared values: Honesty, Responsibility, Respect, Empathy and Equity.

OUR 2031 GOAL: By 2031, each student will build stronger foundational skills; develop competencies to be ready for the future; experience meaningful and inclusive learning; have agency and growing ownership of learning; and experience belonging, well-being and safety. Differences in results and experiences will narrow for students facing the greatest barriers.

OUR PROMISE TO STUDENTS: Each student should increasingly be able to say: I am known, valued and safe. I understand what I am learning, why it matters and what comes next. My learning challenges and inspires me, and I receive the support I need. I have agency, and growing responsibility. My identity, family, culture and community are respected. I am building the skills and confidence for a meaningful future.

Shaped by Our Community

This plan reflects the most consistent messages heard across the District and community. It brings together public engagement, student and system results, the Board of Education's direction, Ministry of Education and Child Care planning requirements and research about effective school systems.

Building From Strength

We are building from a strong foundation. Most students complete school successfully, benefit from excellent teaching, caring relationships and a wide range of pathways. At the same time, results and experiences are not yet equally strong for every student. Numeracy in the middle and secondary years, adolescent belonging and voice, safety, attendance, inclusive access and confidence about future pathways need sustained attention.

We will build on what has been working and respond where more is needed. We will pay particular attention to Indigenous students, children and youth in care, students with disabilities or diverse abilities, and others facing barriers, while protecting privacy and dignity.

Strategic Plan Engagement Process

Fourteen in-person public and partner group sessions and an online survey brought together students, parents and caregivers, staff, Indigenous partners, the Indigenous Education Council, Westbank First Nation, school and District leaders, Parent Advisory Council representatives and community members. The online survey received 206 responses.

Questions that Guided the Conversation

- What do students need most from their school experiences to be successful in the world they are entering?
- What ideas would improve learning for all students in the future?
- What would help families feel more meaningfully involved in supporting learning?
- What would make schools healthier and more supportive for students, staff and families?

From Community Voice to a Focused Plan

We looked for ideas that were repeated across groups, mattered most to student success and pointed toward the future. Six consistent themes became the six focus areas within three connected District priorities.

BUILDING ON SUCCESS: The plan carries forward the District's commitment to equity, inclusion, the whole child, family and community partnership, Truth and Reconciliation and well-being. It sharpens our focus on strong skills, future readiness, student voice, belonging, safety and responsible leadership.

Staying Connected Throughout the Plan

Community voice will continue to shape the plan. Each year we will review results in the fall, seek input during winter and spring, and share what we learned before setting the next year's commitments. We will work with the Indigenous Education Council, Indigenous communities, students, families, employees and community partners at the points where their knowledge and experience can influence decisions.

The Annual Implementation Plan will explain why engagement is happening, who will be involved and when. Public updates will answer five simple questions: Who was engaged? What did we hear? What changed? What are we learning? What happens next?

What Research Tells Us

Research and the B.C. Framework for Enhancing Student Learning point to six practices that help strategic plans make a real difference:

- keep a small number of priorities stable enough to guide choices about people, time, funding and work that should stop;
- show clearly how planned actions are expected to improve each student's experience and results;
- align Board of Education governance, teaching, school and department plans, staff learning, operations, budgets and public reporting while allowing schools to respond to local needs;
- treat change as a supported learning process over time: prepare carefully, learn during delivery, and decide what to continue, improve, expand or stop;
- use a small and balanced set of results, stories and feedback to understand progress, differences among students and unintended effects;
- involve students, families, Indigenous communities, employees and partners early, and report back on what was heard and what changed.

How the Plan Fits Together

The plan has three District priorities that place students at the center:

Three District Priorities

District Priority	Focus Areas	How It Supports Students
1. Student Experience and Outcomes	Strong Foundations and Future Readiness; Meaningful and Inclusive Learning; Student Agency and Voice; Belonging, Well-Being and Safe Learning Communities	Describes what students will experience and achieve. This is where we focus our student results and experience measures.
2. Family and Community Connections	Families and Community as Partners in Learning	Builds trust, belonging and shared responsibility for student learning and well-being.
3. Responsible Stewardship	Responsive, Sustainable and Stewardship-Centered Leadership	Aligns people, resources, services and decisions so every student is supported today and into the future.

Four Student Experience Focus Areas

Student Focus Area	By 2031, students will continue to:
1. Strong Foundations and Future Readiness	Build strong skills, develop competencies, use their learning with confidence, and pursue meaningful pathways.
2. Meaningful and Inclusive Learning	Experience relevant learning that reflects their strengths, identities and needs, with fair access and meaningful growth.
3. Student Agency and Voice	Understand their learning, set goals, make responsible choices and help shape learning and school life.
4. Belonging, Well-Being and Safe Learning Communities	Feel known, connected, supported, well and safe, with trusted adults and their identities respected.

Within the District priorities, there are six focus areas. Four focus areas describe what will improve for students. One focuses on families and community as partners to support learning. One focuses on responsive, sustainable and stewardship-centered leadership that makes progress possible. The Strategic Plan sets the five-year direction; the Board of Education reviews progress; and the Superintendent of Schools' Annual Implementation Plan identifies the specific actions.

Central Okanagan Public Schools Strategic Plan 2026 - 2031 Framework

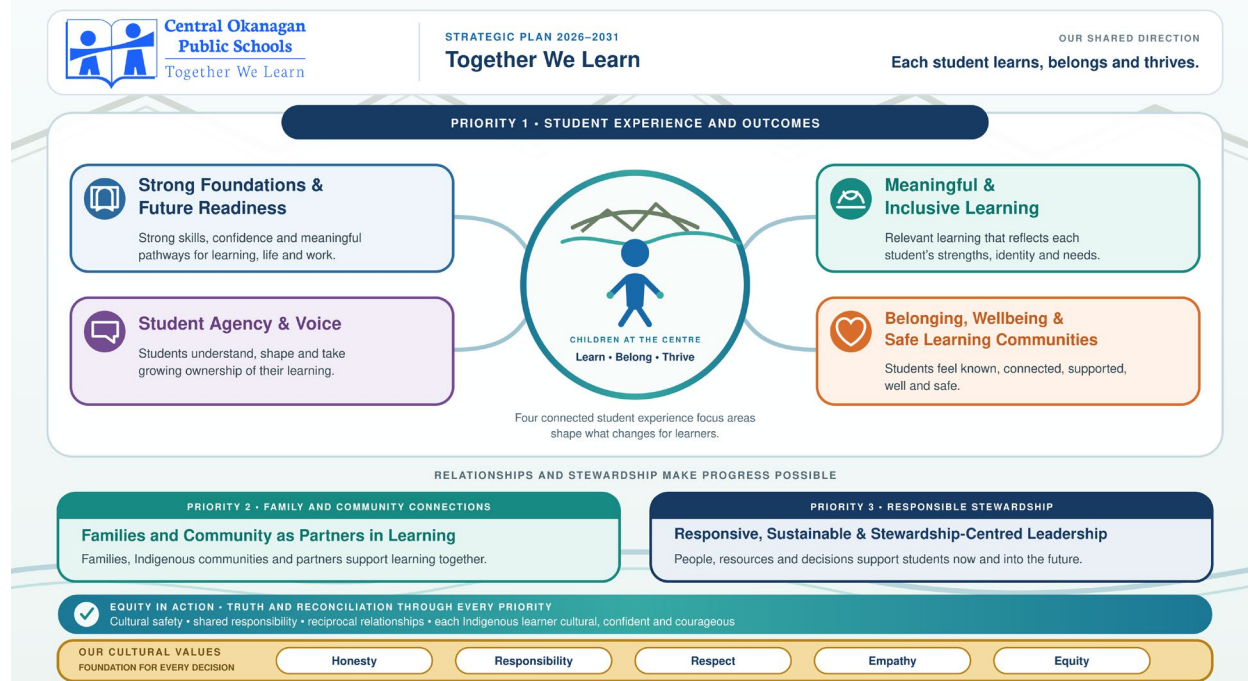


Figure 1. How the Strategic Plan fits together

Connection to the B.C. Curriculum and Student Outcomes

The six focus areas support B.C.'s goals for students' intellectual development, human and social development, and career development. Family and community partnerships and responsible leadership support progress across all three.

B.C. Outcome Area	Strategic Plan Focus Areas	What We Review Each Year
Intellectual development - literacy, numeracy and successful transitions between grades	Strong Foundations and Future Readiness; Meaningful and Inclusive Learning	Provincial and local results, student participation, progress over time and differences among student groups.
Human and social development - students feel welcome, safe and connected, with caring adults	Belonging, Well-Being and Safe Learning Communities; Student Agency and Voice; Families and Community as Partners in Learning	Student surveys and local feedback, attendance, voice, belonging, safety and relationships.
Career development - students graduate with the skills and confidence to pursue life and career goals	Strong Foundations and Future Readiness; Student Agency and Voice; Meaningful and Inclusive Learning	Completion, pathway choices, transitions after school and students' confidence about the future.

How Our Values Guide the Plan

Our organizational values are the foundation of this plan. They describe who we are, how we treat people and how we test our decisions, relationships, use of resources and public accountability.

Cultural Value	What It Means	What It Looks Like In This Plan
Honesty	Honesty builds relationships and trust. It requires truthfulness, full disclosure and moral courage. Where honesty is present, integrity is apparent.	Share progress, challenges and differences openly. Be clear about what the evidence shows, what we assume and what we still need to learn.
Responsibility	Responsibility means being accountable for our actions and their consequences and doing our best to meet expectations.	Name who is responsible, what will be done, the resources required and when progress will be reviewed. Follow through and adjust when needed.
Respect	Respect means holding people in high regard, honouring their dignity and caring about their rights.	Honour the rights, identities, cultures and voices of students, families, Indigenous Peoples, employees and partners.
Empathy	Empathy is concern, compassion and understanding for another person's situation or feelings.	Listen carefully and consider how decisions affect people with different experiences and circumstances.
Equity	Equity means ensuring that every student has equal opportunities to learn, participate, and succeed	Recognize strengths, remove barriers and provide more or different support where it is needed, while protecting privacy and dignity.

How We Will Work and Learn Together

We will put the plan into action in ways that are informed by evidence, inclusive, collaborative, accountable and sustainable.

Evidence-informed. Use reliable, relevant, and verifiable data, together with meaningful feedback and lived experiences, to assess progress, identify areas for improvement, and guide decisions about next steps

Inclusive. Design learning, environments and services to welcome and support diverse identities, strengths, abilities and needs.

Collaborative. Work in respectful partnership with students, families, Indigenous rights holders, employees and communities.

Accountable. Name the intended result, people responsible, resources, milestones and risks; share progress and adapt openly.

Sustainable. Match change to available people, time and funding; protect essential services; and redesign or stop work that cannot be sustained.

How We Expect Change to Happen

When we build on high-quality teaching, provide timely support, design learning that is relevant and inclusive, strengthen belonging and safety, and align people and resources around student needs, more students will learn, belong, and thrive. The greatest gains will come when we listen carefully, understand differences in experience and direct more support to students facing greater barriers.

- The three priorities and six focus areas will remain stable from 2026 to 2031.
- Each year, the Superintendent of Schools will publish an Annual Implementation Plan that indicates specific commitments, milestones, responsibilities, and resources.
- New initiatives will begin only when they support the plan and when the people, time, and funding needed to do them well are available.
- We will use results, implementation information, lived experience, and feedback for unintended effects to guide decisions and public reporting.
- We will look beyond District averages to better understand which students are thriving and which students experience barriers or achievement differences.

EQUITY AND RECONCILIATION Each student brings strengths, identity and possibility. We will pay close attention to barriers and differences in access, experience and results, including where District averages may hide them. Indigenous rights, Indigenous student success and Truth and Reconciliation are shared commitments across the whole plan.

The District Priorities

The District priorities provide a simple, stable way to organize the work of the Strategic Plan. They clarify what matters most over the next five years, connect the three priorities and six focus areas to a shared direction, and help the Board of Education, Superintendent of Schools, schools and departments align decisions, resources and public reporting.

The priorities are organized so that the first priority focuses directly on student experience and outcomes, the second strengthens the family and community relationships that support learning, and the third ensures the leadership, services and stewardship needed to make progress possible and sustainable.

How We Will Identify, Collect and Interpret Evidence to Assess Progress

Within the priorities, each focus area has a list of commitments, expected outcomes, and what we will do to achieve our intended outcomes. Following those descriptors, there is a table that identifies the specific focus, the evidence that will be collected, and our intentions for progress.

These progress intentions describe the direction of improvement and the observable impact the Board of Education expects to see over time; they are not fixed achievement targets. The Superintendent of Schools will confirm starting points, definitions, evidence sources and review cycles. Evidence will include the provincial outcomes and measures required by the Enhancing Student Learning Reporting Order, local evidence developed through an Observable Impact Model, student and family experience, and checks for equity and unintended effects.

District Priority 1 - Student Experience and Outcomes

What changes for students because of our work.

By 2031, more students will build strong foundational skills and competencies, experience meaningful and inclusive learning, have agency and growing ownership, and learn in communities where they belong, feel well and are safe. These areas strengthen one another: skills build confidence; inclusion opens access; agency deepens engagement; and belonging and safety make learning possible.

OUR EQUITY COMMITMENT: We will review District-wide progress and the experiences of Indigenous students, children and youth in care, students with disabilities or diverse abilities, English language learners and other students facing barriers.

Focus Area 1: Strong Foundations and Future Readiness

OUR COMMITMENT: Learning will be intentionally designed so that students develop and are able to demonstrate strong literacy, numeracy, communication and critical thinking skills, and are able to apply these competencies with confidence in real-world contexts and future pathways.

Expected Outcomes for Students

- Students will be literate, numerate and be able to apply their learning in real-world contexts.
- Students will develop and demonstrate an understanding of their unique gifts, strengths and core competencies enabling them to navigate and pursue meaningful future pathways with confidence.

What We Will Do Together as a School District

- Build on strong early literacy and strengthen literacy and numeracy through the middle and secondary years.
- Use effective teaching, shared ways to understand progress, timely support and professional collaboration.
- Connect learning to practical, relevant, financial, digital and media literacy, career exploration and hands-on, real-world experiences throughout K-12.
- Make learning goals, progress and next steps clear to students and families.

Our Focus	Evidence We Will Monitor and Develop	Progress Intentions and Observable Impact
Literacy and numeracy learning	Required current-year and three-year trends for Grade 4 and 7 literacy and numeracy and Grade 10 literacy and numeracy; participation; local assessments, student work and classroom evidence.	A larger and more equitable proportion of students demonstrate, explain and apply increasingly complex literacy and numeracy learning. Observable evidence shows coherent teaching, tasks and supports, with particular attention to middle and secondary numeracy.

Our Focus	Evidence We Will Monitor and Develop	Progress Intentions and Observable Impact
Equity in literacy and numeracy	Required results for Indigenous students living on and off reserve, children and youth in care, and students with disabilities or diverse abilities, together with other locally identified groups where privacy permits.	Differences in access, experience and results narrow over time without lowering expectations or weakening District-wide progress. Evidence identifies barriers, the students affected, the response and what changed.
Grade-to-grade transitions and graduation	Required on-time grade-to-grade transitions and five-year Dogwood completion, supplemented by six-year completion, credit accumulation, attendance and transition evidence.	More students move through grades on time and complete a meaningful graduation pathway. Students facing barriers show sustained improvement, and the District can explain which supports and conditions are contributing to progress.
Future readiness and pathways after school	Required transition to Canadian post-secondary institutions within one and three years; pathway participation and access; student reflection, core-competency evidence and confidence about life, learning and work.	More students can identify their strengths, demonstrate core competencies and pursue a purposeful next step. Access to career, dual-credit, trades, community and post-secondary pathways becomes broader and more equitable.

Focus Area 2: Meaningful and Inclusive Learning

OUR COMMITMENT: Design engaging, relevant, inclusive, and culturally responsive learning experiences that reflect the diverse identities, strengths, needs, and aspirations of all students, ensuring every learner sees themselves in their learning, has access to the supports they need, and can demonstrate meaningful growth.

Expected Outcomes for Students

- Students will experience engaging, relevant, and appropriately challenging learning that reflects their identities, strengths, interests, and diverse needs.
- Students will access and demonstrate their learning in multiple ways, building on their strengths and abilities.
- Students will apply their learning in meaningful, real-world contexts and make connections across learning experiences.
- Students will exercise voice and agency in their learning, actively participating in decisions about their learning experiences.

What We Will Do Together as a School District

- Design learning that is inclusive and culturally responsive, with flexible supports and different ways for students to participate and show learning.
- Expand authentic hands-on, outdoor, land-based, project, arts, trades, service and community-connected learning.

- Include Indigenous perspectives and local ways of knowing respectfully and in relationship with local First Nations, Knowledge Keepers and Indigenous community partners.
- Strengthen support as students move from early learning through graduation and into further learning, work and community life.

Our Focus	Evidence We Will Monitor and Develop	Progress Intentions and Observable Impact
Learning is relevant, engaging and inclusive	Student work and reflection; participation and engagement; student and family feedback; classroom observation; and evidence of culturally responsive, accessible and appropriately challenging tasks.	Students increasingly see themselves in learning, understand its purpose, engage in appropriate challenge and demonstrate learning in varied ways. Educator practice and task design show stronger responsiveness to identity, strengths and need.
Access to applied and community-connected learning	Access, participation and quality evidence for hands-on, outdoor, land-based, arts, trades, project, service and community-connected learning, examined across student groups and schools.	More students regularly experience authentic learning that connects curriculum to community, land, culture and future pathways. Barriers to participation are identified and reduced as programs develop.
Equitable access to learning and support	Participation, learning progress, support access and student/family experience; disaggregated provincial and local evidence; referrals, wait times and checks for unintended effects.	Students receive timely and appropriate access to learning, supports and multiple ways to show what they know. Differences in experience and progress narrow, and evidence shows that supports are reaching the students for whom they are intended.
Coherent District-wide inclusive practice	School and District evidence of shared expectations, educator learning, observable classroom practice, leadership support, implementation quality and adaptation to local context.	A clear, shared approach becomes increasingly visible across schools while allowing responsive local practice. Teams use observable evidence to decide what to sustain, strengthen, adapt or stop.

Focus Area 3: Student Agency and Voice

OUR COMMITMENT: Students will be active participants in their learning, with opportunities to explore their passions and interests, set goals, and reflect on how their learning connects to their goals and interests.

Expected Outcomes for Students

- Students will have agency in how and what they learn.
- Students will make supported choices about what they learn within the curriculum, how they learn and how they demonstrate their learning, and will explain why those choices matter to their goals and interests.
- Students will set learning goals, gather evidence of their learning, monitor their progress, and reflect on next steps.

What We Will Do Together as a School District

- Use pedagogies of agency to help students explore interests and passions, set goals, make supported choices about how they learn and show learning, reflect on progress, discuss next steps, and build portfolios as a regular part of learning.
- Create meaningful opportunities for students to influence classroom, school and District decisions and show them how their input made a difference.
- Expand opportunities for leadership, service, mentorship, cultural contribution, environmental care and active citizenship.
- Provide the guidance each student needs to take growing responsibility, supported by educators, families, peers, Indigenous communities and community partners.

Our Focus	Evidence We Will Monitor and Develop	Progress Intentions and Observable Impact
Students make choices, set goals and understand progress	Student goals, reflections, portfolios and work; student explanation of choices and next steps; classroom observations; and evidence of educator feedback and task design that support growing independence.	Students increasingly connect learning to their interests and goals, make supported choices, use evidence to understand their progress and identify purposeful next steps.
Students experience agency and meaningful influence	Student surveys, dialogue and representative feedback; differences across grades and student groups; examples of decisions shaped by student input; and evidence that adults report back.	More students, especially those whose voices have been less represented, experience genuine influence over learning and appropriate school and District decisions.
Student evidence informs school improvement	School inquiry and learning plans; representative student evidence; decision records; actions taken; and student feedback on whether the response was visible and meaningful.	Every school develops a reliable listen-act-report-back cycle. Over time, student evidence is routinely used alongside other evidence to shape learning, well-being and school improvement.
Leadership, service and contribution	Access, participation and student experience in leadership, service, mentorship, cultural contribution, environmental care and active citizenship, reviewed across student groups.	More students contribute in ways that reflect their strengths, identities and interests. Opportunities become more varied, accessible and representative of the students and communities the District serves.

Focus Area 4: Belonging, Well-Being and Safe Learning Communities

OUR COMMITMENT: Each student will learn in a healthy, safe, inclusive and caring community where they experience belonging, well-being, dignity, trust and positive relationships.

Expected Outcomes for Students

- Students will experience learning environments where the commitments and priorities of the Equity in Action Agreement for Truth and Reconciliation, the Ministry of Education and Childcare Safe, Caring & Inclusive Schools Framework and the District's Anti-Racism Strategy are meaningfully enacted, and where their identities are valued, respected and reflected.
- Students will see their individual backgrounds, experiences, values, and identities reflected in their learning environment.

What We Will Do Together as a School District

- Strengthen prevention, relationship skills, early help, counselling and coordinated support for students and families.
- Create calm and predictable environments with clear expectations, caring relationships and culturally safe responses to behaviour.
- Prevent and respond to bullying, racism, harassment and discrimination in ways that are culturally responsive and protect dignity and safety.
- Support food security, movement, outdoor learning, healthy spaces and access to trusted adults, mentors and cultural supports.
- Continue to implement the commitments and priorities identified in the Equity in Action Agreement for Truth and Reconciliation, the Anti-Racism Framework and the Diversity and Inclusion Framework.

Our Focus	Evidence We Will Monitor and Develop	Progress Intentions and Observable Impact
Students feel welcome, safe and belonging	Required measures for students in Grades 4, 7 and 10 who feel welcome, safe and that they belong; current results and trends; student dialogue, local feedback and school context.	A larger and more equitable proportion of students experience welcome, safety and belonging. Differences across grades and student groups narrow, and schools can show how student evidence is shaping action.
Caring adults, relationships and well-being	Required measure for students in Grades 4, 7 and 10 who report two or more caring adults at school; well-being evidence; help-seeking, access to supports and student stories.	More students identify trusted, caring adults and can access help when needed. Relationships, routines and supports increasingly promote dignity, connection and well-being.

Our Focus	Evidence We Will Monitor and Develop	Progress Intentions and Observable Impact
Attendance and engagement	Regular attendance, chronic absence, re-engagement and participation; patterns by grade and student group; student and family perspectives on barriers; and evidence about the reach and quality of supports.	Attendance and engagement strengthen over time, especially for students experiencing the greatest barriers. Responses are timely, relational and informed by the reasons students and families identify.
Schools enact belonging and safety commitments	Observable evidence of the Equity in Action Agreement, Anti-Racism Framework and Diversity and Inclusion Framework in student experience, adult practice, school environments, leadership action and responses to harm.	Commitments become increasingly visible and consistent across schools. Each school can show what it observed, how it responded to barriers or harm, what changed and what it will do next.

District Priority 2 - Family and Community Connections

Relationships that help students learn, belong and succeed.

Focus Area 5: Families and Community as Partners in Learning

OUR COMMITMENT: Engage in meaningful and authentic partnerships with families, Indigenous communities, and community partners that enhance student learning.

Expected Outcomes for Students

- Families, Indigenous communities, and community partners are actively engaged in supporting student learning through clear and consistent communication.
- Staff, parents, caregivers, and students understand and strengthen their shared commitment to meaningful partnerships to enhance student learning.

What We Will Do Together as a School District

- Communicate in ways that are timely, accessible, transparent, consistent, easy to understand and open to two-way conversation.
- Help families understand what students are learning, how progress is assessed and what comes next.
- Reduce barriers for families through flexible access, multiple formats, translation services and proactive relationship-building.
- Deepen relationships with First Nations, Indigenous organizations and other partners, and expand mentorship, hands-on learning and transition partnerships.

Our Focus	Evidence We Will Monitor and Develop	Progress Intentions and Observable Impact
Clear communication and reciprocal partnership	Student, family, staff and partner feedback; accessibility, timeliness and reach; examples of two-way communication; response records; and differences in experience and participation.	Communication becomes clearer, more timely, accessible and reciprocal. Families and partners increasingly know how to connect, experience respectful response and can see how their perspectives informed action.
Family understanding of learning and progress	Family and student feedback; learning updates and conferences; examples of shared goals and next steps; access to translation and varied formats; and educator practice.	More families understand what students are learning, how progress is understood and how they can support next steps. Communication responds to language, culture, access and family preference.
Accessible engagement that reflects our communities	Who participates and who is missing; barriers identified and addressed; quality of dialogue; representation; decisions influenced; and evidence that the District reports back.	Engagement becomes more representative and easier to access. Schools and departments use a consistent listen-act-report-back cycle and adapt approaches when evidence shows that voices are missing.



Our Focus	Evidence We Will Monitor and Develop	Progress Intentions and Observable Impact
Strong Indigenous and community partnerships	Reciprocal review with First Nations, Indigenous organizations, the Indigenous Education Council and community partners; relationship commitments; shared learning; student access and experience; and partner-defined evidence of value.	Relationships deepen through reciprocity, continuity and shared responsibility. Partners and the District can identify how the relationship benefits students, what has been learned and the next commitment.

District Priority 3 - Responsible Stewardship

The people, services and resources that help every student thrive.

Focus Area 6: Responsive, Sustainable and Stewardship-Centered Leadership

OUR COMMITMENT: Lead with care, courage, humility and responsibility so that people, resources, services and decisions support student needs, equity, sustainability and the long-term well-being of learners, communities and the land.

Expected Outcomes for Students

- Students will have equitable and sustainable access to learning environments, learning opportunities and supports.
- Leadership and operations will work together and respond to changing needs.
- Resources will be allocated transparently and prioritized where barriers are greatest.
- Employees will have the well-being and safety to speak up, learn and do their best work.
- Governance, budgets, facilities, technology and services will remain aligned with student success.

What We Will Do Together as a School District

- Align the Board of Education's governance work and priorities with policy, budget, school and department plans, staffing, staff learning, operations and public reporting.
- Use evidence and feedback from students, families, employees, and partners to inform Board of Education decisions.
- Develop leadership skills, employee well-being, psychological safety and sustainable workloads across the District.
- Plan responsively for enrolment, facilities, transportation, technology, environmental sustainability and changing community needs.

Our Focus	Evidence We Will Monitor and Develop	Progress Intentions and Observable Impact
Plans, decisions and actions work together	Alignment among the Strategic Plan, governance workplan, Annual Implementation Plan, school and department plans, budgets and major decisions; ownership, milestones, evidence, dependencies and risk.	Governance, leadership and operations increasingly reinforce one direction. Public reports make alignment, evidence, equity, resources, risks, learning and next steps visible without moving the Board of Education into operational management.
Responsible use of people, funding and resources	Approved budgets and audited statements; staffing and service evidence; resource-allocation decisions; equity and capacity checks; variance, risk and sustainability reporting; and student impact evidence.	Resources are increasingly aligned with student need, equity, strategic priorities and long-term sustainability. Significant trade-offs, variances and risks are explained openly and acted on responsibly.



Our Focus	Evidence We Will Monitor and Develop	Progress Intentions and Observable Impact
Employee well-being, voice and quality service	Workforce experience, psychological safety, workload, retention, learning and service evidence; feedback from schools and departments; access and response times; and differences among employee groups.	Employees increasingly experience the conditions to speak up, learn and do high-quality work. Services become more reliable and responsive, with standards and near-term observables established and refined through Annual Implementation Plans.
Environmental responsibility and future readiness	Energy, emissions, waste, climate resilience, transportation, facilities and capital evidence; lifecycle costs; student and community perspectives; and environmental effects of major decisions.	The District demonstrates sustained movement toward approved sustainability commitments. Major facility and capital decisions make environmental impact, resilience, cost, risk and trade-offs visible.

Communicating Our Progress

We will use a balanced set of evidence to answer four questions:

- Are student results and experiences improving?
- Are agreed actions reaching students and being carried out well?
- What are students, families, employees and partners experiencing?
- Are there unintended effects or trade-offs?

We will continue to profile stories, examples, and case studies from schools that illustrate the priorities and focus areas in action. Local narratives provide evidence of how the commitments of the Strategic Plan are being implemented and experienced by students, staff, families, and communities. These narratives complement quantitative measures by highlighting the impact of the Strategic Plan at the school and classroom level.

A Balanced Picture of Progress

We will monitor progress using the following evidence sources:

- **Required provincial outcomes and measures.** The current year and trends for the intellectual, human and social, and career-development outcomes required by the Enhancing Student Learning Reporting Order, including participation and the student populations specified in the Order.
- **Observable impact and implementation.** Drawing on the Observable Impact Model, what is visible in students, educator practice, tasks and learning environments, and enabling leadership conditions; whether actions are reaching students, are being used well and can be sustained.
- **Lived experience.** Surveys, interviews, observations, student work and feedback from students, families, employees, Indigenous rights holders and partners, ensuring that attention is also given to voices that may be underrepresented or missing.
- **Equity and unintended effects.** Differences in access, experience and results; workload, attendance, privacy, safety, financial sustainability, displacement of essential services and other effects that may not be visible in overall results.
- **Local stories of learning.** Stories, examples and case studies that connect the focus area, context, represented voices, actions, observable evidence, results, limitations and next steps.

Our Annual Review and Public Report

Every year, the Superintendent of Schools will complete a full review of required provincial results, local observable evidence, community feedback, implementation quality, equity and unintended effects. The District will publish the Enhancing Student Learning Report required by the Ministry of Education and Child Care and use the review to recommend next year's commitments, resources and evidence priorities.

- Report the outcomes and measures required by the Enhancing Student Learning Reporting Order: literacy in Grades 4, 7 and 10; numeracy in Grades 4, 7 and 10; on-time grade-to-grade transitions; welcome, safety and belonging in Grades 4, 7 and 10; two or more caring adults in

Grades 4, 7 and 10; five-year Dogwood completion; and transition to Canadian post-secondary institutions within one and three years. Current-year and three-year trends will be included where the Order requires them.

- Report required measures separately for Indigenous students, children and youth in care, and students with disabilities or diverse abilities, while applying Ministry requirements and privacy protections. Additional local evidence may be examined for other groups where it supports responsible action.
- Bring required measures together with local results, student work, observable evidence, community and partner perspectives, stories and context. The report will distinguish what the evidence shows, the District's interpretation, actions taken, what was learned and what will happen next.

Confirming Starting Points and Progress Intentions

By February 2027, the Superintendent of Schools will bring to the Board of Education a public Evidence and Progress Monitoring Schedule. It will identify the required provincial measures, confirmed starting points and trends, evidence definitions, student groups, participation, privacy rules and reporting cycle. For each focus area, it will also identify near-term observables and the broad range of local evidence to be developed through the Observable Impact Model. The Board of Education will use this schedule to monitor strategic direction, equity, public accountability and resource alignment. The Superintendent of Schools may refine technical definitions, evidence sources and inquiry questions as the District learns, and will explain material changes publicly. Numeric forecasts or operational thresholds may be used where useful but will not replace the progress intentions in this plan or be treated as fixed strategic achievement targets unless explicitly approved by the Board of Education.

Using Data, Evidence and Information to Enhance Student Learning

We will use data, evidence and information to understand how students are learning, where experiences and outcomes are improving, and where barriers remain. Used responsibly, this information helps us ask better questions, focus support where it is needed most, test whether our actions are making a difference, and adjust our work so each student is better supported to learn, belong and thrive.

We will work as a District to:

- Use shared definitions, student groups, time periods and evaluation methods.
- Report on student participation and explain any change in a survey, assessment or student group.
- Separate what the information shows from possible explanations and recommended action. Claim that an action caused a result only when the evaluation supports that conclusion.
- Protect small groups and sensitive information through masking, grouping and authorized access.
- Avoid treating provincial and local measures as directly comparable.
- Look at differences by student group, grade, school and context where responsible action can be taken. Do not publicly rank schools as a substitute for understanding and improvement.

Turning the Plan into Action

The Board of Education approves the five-year priorities, focus areas and intended results. Each year, the Superintendent of Schools publishes an Annual Implementation Plan that identifies specific actions, responsible leaders, resources, timelines and measures. Schools and departments connect their existing plans to the same direction instead of creating a separate planning system.

Planning Cycle	Purpose	What the Public Can Expect
Five-year Strategic Plan	Sets the stable public direction and the progress expected by 2031.	Three priorities, six focus areas and clear progress intentions.
Board of Education Governance Framework and Annual Workplan	Organizes trustee learning, oversight and public decisions across the year.	Committee review, monitoring, statutory oversight, public decisions, transparency and advocacy.
Superintendent of Schools' Annual Implementation Plan	Turns the approved direction into a manageable set of annual actions.	Areas for growth, proven District-wide and focused actions, responsible leaders, resources, milestones, measures, engagement, risks and capacity decisions.
Monthly management	Keeps delivery, dependencies, risk and workload on track.	A Senior Leadership Team dashboard, milestone review and decisions about work to continue, delay, redesign or stop.
Scheduled Board of Education and public updates	Connects strategic progress to the Board of Education's annual work.	Results, risks, changes and next actions through existing Board of Education reports and at least four public updates each year.
Annual review and reset	Learns from results and aligns the next budget and school year.	A full results and engagement review, decisions about what to continue or change, and the next year's commitments and resources.

Our Annual Improvement Cycle

Over the course of each school year, we will follow a simple improvement cycle: understand, act, check, learn, align and share. New approaches will be prepared carefully, supported during delivery and continued, improved, expanded or stopped based on what we learn.

- **Understand.** Review results and community experience, celebrate strengths, identify where growth is needed and work with the Indigenous Education Council and education partners to understand likely causes.
- **Act.** Choose and resource proven District-wide and focused actions; identify the students to be supported, the people responsible for supporting them, the resources and timelines required, and any equity considerations.
- **Check.** Track how well actions are reaching students, the quality of delivery, early results, resources, feedback, barriers and risks.
- **Learn.** Make sense of numbers, stories and feedback and decide what to continue, improve, stop or introduce.
- **Align.** Update school and department plans, staff learning, staffing, budgets and long-term plans so they support the approved priorities.
- **Share.** Report results, changes, limitations and next steps in clear and accessible language through the required provincial report and regular public updates.

Staying Focused on the Priorities

- To ensure schools and departments remain focused on the District priorities, any new initiative must:
 - begin with a clear student need or opportunity, and an explanation of how the work should improve experience or results;
 - support at least one student focus area and identify the relationships, people and services it needs;
 - show how it advances Truth and Reconciliation and equity;
 - have one accountable member of the Senior Leadership Team, a named owner, identified resources, milestones, measures, dependencies and risks;
 - be aligned with the Strategic Plan, deepen coherence and fit within available people, time and funding. If it does not, lower-priority work must be delayed, redesigned or stopped.
- Work will be reduced, delayed or declined when financial, operational or human capacity is not sufficient to do it responsibly.
- Work will expand only when schools and teams are ready, implementation is strong and benefits are seen across different students and settings. Higher-cost or higher-risk work will receive stronger evaluation and safeguards.

One Direction and Responsive Schools

The District sets common goals, definitions and expectations. School plans will align with the common District direction while using local evidence, student voice and school context to identify priorities for inquiry and responsive action.

Connecting Plans and Resources

The Strategic Plan will guide Board of Education governance, policy, budgets, school community learning plans, department service plans, staff learning, Equity in Action, provincial reporting, facilities planning, operations and public accountability.

SCHOOLS, DEPARTMENTS AND RESOURCES School and department plans will connect to the six focus areas and the Annual Implementation Plan. Students and families will be involved; plans will be reviewed each year; school plans will receive the approval required by the School Act and be available to parents. Budgets and long-term plans will also be reviewed for alignment, equity, impact and capacity.

Governance, Accountability and Reporting

The Strategic Plan sets the public direction and intended results. The Board of Education's Governance Framework outlines when trustees learn, review progress, make decisions and report publicly. The Board of Education governs through policy and public decisions. The Superintendent of Schools advises the Board of Education, implements the plan and reports on the work.

Clear Roles and Responsibilities

Who	Main Responsibility
Board of Education	Approve the Strategic Plan, policies, annual budgets, capital and school plans, and other matters required by law; work with the Indigenous Education Council on priorities; review student success, equity, risk and stewardship; support public engagement and advocate for public education.
Superintendent of Schools	Recommend and carry out the plan; publish and monitor the Annual Implementation Plan; align people and resources; establish annual commitments and leadership responsibilities; lead annual provincial reporting; advise the Board of Education about results, risk and needed changes; remain accountable for implementation as a whole.
Senior Leadership Team	Lead student focus areas or supporting conditions with a cross-department team; oversee milestones, resources, evidence, risks and needed changes; report through the Superintendent of Schools.
School and department leaders	Connect local plans and services to the Strategic Plan; respond to student strengths and needs; engage students, families, employees and partners; report progress, barriers and learning.
District Staff	Deliver defined work within the approved scope, resources, milestones and measures; raise risks and dependencies early.
Students, families, Indigenous partners and community	Share experience, knowledge and questions; help shape and assess actions through accessible engagement and partnership; receive a timely response explaining what was heard, what changed and what was learned.

How the Board of Education Monitors and Reviews Progress Each Year

Time of Year	What the Board of Education Reviews	Main Public Report or Decision
September	School opening, safety, staffing and readiness; confirmation that the year's Implementation Plan is in place.	Superintendent of Schools' school-opening report and trustee orientation to the Strategic Plan and Enhancing Student Learning Report.
October–November	Prior-year student results and experiences, progress for different student groups, areas for growth and changes to strategies.	Implementation Plan, public committee and Board of Education reporting, and trustee learning about results.
December–January	Finances, operations, risk, learning progress, enrolment, staffing and planning assumptions.	Financial and risk reports, mid-year learning updates, projections and approval of public budget consultation.
February–March	Confirmed starting points and trends, required provincial measures, progress intentions, performance indicators, student-experience evidence, equity, unintended effects, budget assumptions and sustainability.	Evidence and Progress Monitoring Schedule, Finance and Planning Committee review, public budget consultation, amended budget and advocacy decisions.
April–May	Learning progress and alignment among capital, policy, budget and implementation decisions.	Learning analysis, capital plan, policy review, final budget and other major approvals.
June	Year-end student and system performance, what was learned and readiness for the next year.	Year-end public progress report and next-year commitments and resources.

Learning Before Decisions

Trustees receive background learning before major decisions so they can understand the context, evidence and implications. Board of Education committees examine issues in greater depth and make recommendations within their mandates; final decisions rest with the full Board of Education. The Indigenous Education Council has a distinct legal and reciprocal role and is not a Board of Education committee.

Board of Education Committee	How it Supports the Strategic Plan
Education and Student Services	Reviews student learning and experience, provincial reporting, program quality, student and family voice, educational services and related policy.
Finance and Planning	Reviews budget and resource alignment, capital and facilities, financial sustainability, service risk, audit and capacity.
General Affairs	Supports community and government relations, coordination across committees, engagement, emerging matters and advocacy.
Policy	Reviews policy implications and supports clear, lawful and well-aligned governance.

Reporting Progress and Continuous Learning

Every year, senior leaders will complete the full review of results, consult with the Indigenous Education Council, consider community feedback and update the Annual Implementation Plan. The District will publish the required Enhancing Student Learning Report and provide updates to the Board of Education as specified in the Evidence and Progress Monitoring Schedule, while completing the same careful internal review every year.

Annual reporting will explain who was engaged, what was discussed, what we heard and how the District responded. The review will identify strengths, areas for growth, changes made and next steps.

Beginning in 2027, the District will publish concise priority progress updates using a consistent status scale: not started, emerging, progressing, on track, complete or at risk. Updates may be included in learning, financial, budget, capital or year-end reports. Significant risks or changes will be reported sooner. Completing activities will not be presented as proof of student impact, and significant changes to the approved plan require Board of Education approval.

STUDENT FEEDBACK: LISTEN, ACT, REPORT BACK By 2027/28, every school will complete at least one feedback cycle each year, with particular attention to students in priority populations. Schools will listen, make sense of what they hear, take action and report back. District reporting will summarize common messages, actions and learning.

2026–2027 Transition Plan and First-Year Commitments

The first year will build from proven work and the strong practices already serving students well. We will revise and connect school plans to the new direction, strengthen shared understanding and confirm the information needed to track progress. We will avoid unnecessary rebranding, duplicate planning and data collection that does not support a decision. New initiatives will begin only when capacity is available, essential services will be protected and significant risks will be reported.

First-Year Commitment	What Will be Completed	Lead Responsibility
Establish starting points and the Evidence and Progress Monitoring Schedule	Bring the public Evidence and Progress Monitoring Schedule to the Board of Education by February 2027. Include the required B.C. outcomes and measures, confirmed starting points and trends, specified student populations, participation and privacy rules, local evidence sources, near-term observables, evidence owners, review cycles and checks for equity and unintended effects.	Superintendent of Schools; Senior Leadership Team; Learning Services and evidence owners.
Publish the Annual Implementation Plan	Develop an Implementation Plan that connects each area for growth to proven District-wide and focused actions, students to be supported, responsible leaders, resources, staff learning, milestones, measures, engagement, risks and capacity decisions.	Superintendent of Schools and senior leadership team.
Connect school learning plans, resources and Equity in Action and Anti-Racism	Align school, department, budget, staffing, staff learning, technology, facilities and operations with the six focus areas. Embed Equity in Action, Anti-Racism and progress review in the Annual Implementation Plan and school plans.	Senior Leadership Team; school and department leaders; Secretary-Treasurer/CFO.
Build understanding and strengthen engagement	Provide learning for leaders and trustees. Begin the implementation of the improvement cycle that includes collaboration with the Indigenous Education Council, Indigenous communities and education and community partners.	Senior Leadership Team; Indigenous Education leadership; school leaders; Communications.
Monitor and report publicly	Complete monthly leadership reviews and the annual results, engagement and strategy review. Connect reporting to the Board of Education's annual workplan, complete the required provincial report and publish at least four public updates.	Superintendent of Schools; Senior Leadership Team; Finance and evidence owners.

Appendix A: Current Trends

The measures below provide a current reference point using the January 2026 Ministry School District Report and September 2025 Enhancing Student Learning reports. They do not yet include every required measure and cannot all be compared directly. The Evidence and Progress Monitoring Schedule will confirm required measures, starting points, trends, definitions, participation, student populations and reporting cycles before formal progress reporting begins.

Indicator (2024/25 unless noted)	All students	Indigenous learners	Students in inclusive education
Grade 4 Foundation Skills Assessment literacy	66% (92% participation)	54% (90%)	50% (66%)
Grade 4 Foundation Skills Assessment numeracy	70% (92%)	60% (90%)	56% (65%)
Grade 7 Foundation Skills Assessment literacy	66% (91%)	58% (84%)	47% (76%)
Grade 7 Foundation Skills Assessment numeracy	46% (91%)	35% (85%)	27% (76%)
Grade 10 literacy assessment	67% (86%)	57% (78%)	44% (74%)
Grade 10 numeracy assessment	33% (87%)	17% (79%)	21% (75%)
Grade 12 literacy assessment	79% (88%)	72% (76%)	57% (68%)
Grade 11-to-12 transition	97%	95%	96%
Six-year completion	96%	86%	86%

How to read the table: percentages show students who were on track, proficient or extending; participation appears in parentheses. The Evidence and Progress Monitoring Schedule will add all required measures, three-year trends and provincial comparisons where available. Small-group information will be protected through authorized access, masking or grouping consistent with Ministry reporting and privacy requirements.

Appendix B: Plain-Language Terms

Plain-language key terms

Senior Leadership Team member. A member of the Senior Leadership Team responsible for one student focus area or supporting condition, working with a cross-department team.

Annual Implementation Plan. The Superintendent of Schools' annual public plan connecting the six focus areas to specific actions, students to be supported, and the people responsible for that support, resources, milestones, measures, engagement and annual adjustments.

Balanced picture of progress. A small combination of student results, information about actions, lived experience and checks for unintended effects.

Check for unintended effects. A measure that identifies possible decline, harm, inequity, burden, risk or displacement while improvement work proceeds.

Evidence and Progress Monitoring Schedule. A public document that confirm required measures, starting points, trends, definitions, participation, student populations and reporting cycles before formal progress reporting begins.

Promise to students. A student-friendly statement of the learning, voice, belonging, safety, support and future preparation every learner should increasingly experience.

How we expect change to happen. A clear explanation of how planned actions and supporting conditions are expected to improve student experience and results.

Quality of implementation. How well an action reaches the intended students, is used, is supported, responds to context and can be sustained.

Progress intention. The direction of improvement the Board of Education expects to see over time. It expresses a public commitment to better and more equitable student experience, learning or system performance without presuming that one fixed number can represent progress.

Observable Impact Model. An inquiry approach for defining what improvement should look like in students, educator practice, tasks and learning environments, and leadership conditions; gathering varied evidence; checking predicted progress; and deciding what to sustain, strengthen, adapt or stop.

Starting point. The confirmed value, definition, student group and time period used to measure progress.

Board of Education oversight information. The evidence and questions the Board of Education uses to review direction, student and system performance, risk and legal requirements without managing daily operations.

Governance Framework and Annual Workplan. The Board of Education's annual map for trustee learning, committee work, monitoring and public decisions. It is not the Superintendent of Schools's operational plan.

Capacity check. A decision about whether enough people, time, funding and manageable workload are available to carry out work responsibly.

Shared support and responsibility. Students, educators, families, peers and communities working together toward shared goals.

Local story of learning. A school or community example linked to a focus area, question, context, represented voices, actions, evidence and limitations.

Equity in action. Providing more or different support where strengths, needs and barriers differ so that each learner can thrive.

Student agency. A student’s capacity to set goals, reflect and act responsibly to shape their learning and contribute to positive change, rather than simply following the directions of others.

Indigenous. This term accounts for First Nations, Métis and Inuit students and families.

Appendix C: Source Basis

- Board of Education, Central Okanagan Public Schools, Governance Framework and Annual Workplan 2026–2027
- Strategic Plan Refresh - Public and Partner Engagement Synthesis, 2026
- Enhanced School District Report for School District No. 23, Ministry update January 2026
- Enhancing Student Learning Report Parts 1 and 2, September 2025
- Equity in Action Agreement for Truth and Reconciliation 2025–2030
- Central Okanagan Public Schools organizational values: Honesty, Responsibility, Respect, Empathy and Equity

Appendix D: Research and Policy Basis

- British Columbia Ministry of Education and Child Care. (2026). A Guide to Effective Planning and Reporting in the B.C. K-12 Education Sector.
- British Columbia School Act; Statement of Education Policy Order; Policy for Student Success; Framework for Enhancing Student Learning Policy; and Enhancing Student Learning Reporting Order.
- British Columbia Indigenous Education Council Order and Policy; School Amendment Act, 2023 (Bill 40); Declaration on the Rights of Indigenous Peoples Act; and B.C. Tripartite Education Agreement.
- United Nations Declaration on the Rights of Indigenous Peoples; Truth and Reconciliation Commission Calls to Action; and First Peoples Principles of Learning.
- McDowell, M., & Birk, C. (2023). Navigating Leadership Drift: Observable Impact on Rigorous Learning. FIRST Educational Resources.
- Australian Education Research Organization. (2023). The Features of an Effective School Strategic Plan: Literature Review.
- Education Resource Strategies. (2025). From Static to Strategic: A Guide to an Effective and Empowering Strategic Plan.
- Education Endowment Foundation. (2024). A School's Guide to Implementation.
- Carnegie Foundation for the Advancement of Teaching. (2025). The Six Core Principles of Improvement; see also Bryk, Gomez, Grunow and LeMahieu (2015), Learning to Improve.
- Harvard Public Education Leadership Project. (n.d.). PELP Coherence Framework.
- Leithwood, K. (2013). Strong Districts and Their Leadership. Council of Ontario Directors of Education.
- OECD. (2019). Student Agency for 2030 and the OECD Learning Compass 2030.
- Winthrop, R., Barton, A., Ershadi, M., and Ziegler, L. (2021). Collaborating to Transform and Improve Education Systems: A Playbook for Family-School Engagement. Brookings Institution.
- Korpershoek, H., Canrinus, E., Fokkens-Bruinsma, M., and de Boer, H. (2020). The relationships between school belonging and students' motivational, social-emotional, behavioural, and academic outcomes in secondary education: a meta-analytic review.