

**SCHOOL DISTRICT NO. 53 (OKANAGAN SIMILKAMEEN)**  
**ENHANCEMENT AGREEMENT REPORT TO MINISTRY OF EDUCATION: OCTOBER, 2007**

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**Forward**

The Aboriginal Enhancement Agreement signed in September 2006 established a new School District No. 53 Aboriginal Education Advisory Council for our school district. This council monitors the Enhancement Agreement, evaluates performance data and Aboriginal programs and makes recommendations to the district. Due to the fact that a great deal of data was not available until late October, the first meeting of the AEAC will not occur until November 6, 2007. At that time, the AEAC will evaluate the student performance data and program changes. A revised report will be submitted to the District and Ministry by the end of November.

**Progress to Date**

The Enhancement Agreement update attached provides a progress report on each of the strategies proposed. The Appendix 1 Update – October 2007 will be revised once again after the Council meets.

Being a new entity, the AEAC spent much time developing a Terms of Reference, approved by all partners on May 2, 2007. Through this process, the AEAC developed an open and transparent working relationship where members feel comfortable stating concern and opinions. The combination of the various participants; students, educators, parents, and advocates brings a valuable perspective to each agenda item. One of the most positive aspects of the formation of the AEAC has been the inclusion of student representatives. These students bring a wealth of concerns, information, and ideas, as well as enthusiasm to the table. We all look on their participation with pleasure and appreciation.

The District's Aboriginal department will take on three major initiatives this school year. The first was to host the Okanagan Mainline Region's Youth Leadership Conference, funded by a Ministry of Education Aboriginal Branch grant. Although there was a disappointing turn out from other districts, it was a great success for those students, teachers and support workers who attended. The program was provided by Mr. David Freeze and included the students working cooperatively to learn and understand several leadership concepts. They had fun and would enjoy a similar opportunity in the future. It also fit well with our Goal 3 for 'responsibility and feeling of belonging' and Goal 4 for 'student transition'.

The second initiative will be to host a winter pow-wow at one of our secondary schools. Our Aboriginal partners are very keen about this and how it will support our Goal 5 for 'knowledge and appreciation of Aboriginal culture'.

The third initiative will be to develop a local grade 4 Okanagan/Similkameen social studies unit. This unit will stand alongside the Inuit and Haida curriculums in helping all students learn about our traditional culture here in our valleys. Our Aboriginal Education teacher will oversee the planning by putting a team of teachers and resource people together, developing and collecting resources and providing an inservice program for teachers.

An Enhancement Agreement is a dynamic and ever evolving document and, as such, many of the strategies and measures will be revised from year to year. Some of the data, for instance, has been difficult to garner or may need to be developed. It is important that this is done in collaboration with the AEAC.

Lastly, it should be noted that one of the roles of the council is to encourage the hiring of Aboriginal people. With this in mind, the District has increased the time of our Aboriginal Education Teacher and, in order to provide culture and language teachers, as well as positive role modeling, we have reorganized our Aboriginal Support Worker team. We believe these changes will make our programs stronger and our support for students and families more effective.

Respectfully submitted,

Helen Gallagher  
Aboriginal Education Teacher

Jim Insley  
Assistant Superintendent

Attachment: Enhancement Agreement with Appendix, updated October 2007



**Aboriginal Education  
Enhancement Agreement**

**Between**

**School District No. 53 (Okanagan Similkameen)**

**The Okanagan Similkameen Aboriginal Education Advisory Council**

**And**

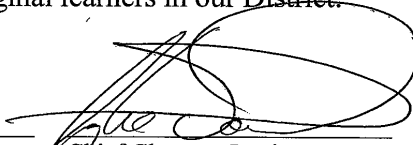
**The Ministry of Education**

**September 12, 2006.**

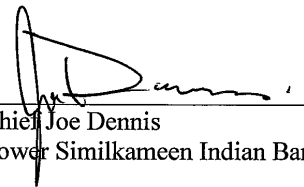
We, the undersigned, recognize and honour our shared responsibilities for the success of all Aboriginal students in School District No. 53. Further, we agree that the terms of the attached Agreement will signify our collective intent to work together in a relationship of mutual respect and strength of purpose that will result in positive outcomes for all Aboriginal learners in our District.



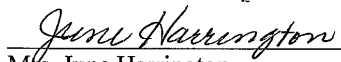
Chief Richard Holmes  
Upper Similkameen Indian Band



Chief Clarence Louie  
Osoyoos Indian Band



Chief Joe Dennis  
Lower Similkameen Indian Band



Mrs. June Harrington,  
Chairperson, Board of Trustees  
School District No. 53 (Okanagan Similkameen)



Ministry of Education  
Province of British Columbia

*Sts-oomsts yeeh*  
*S-Ooknahkchinx*  
**OKANAGAN NATION**  
**DECLARATION**

*Yeeh koo S-Ooknahkchinx kgoolhentem yarpnah shchelhcharlt kchlkedekmintet kgel yayart yeeh sentsoo-weeptet. Oothl yalah yarpnah koo isoot.*

*We, the Okanagan Nation make this declaration today as a sign for every generation to come. Therefore, we hereby declare that:*

*Mneemthltet yeeh koo xahmaskchilwē, koo temskchiwhewoh yatlah te temwhoolahwah, yeeh toomhtemhtet.*

*We are the unconquered aboriginal peoples of this land, our mother;*

*Telh kgoolhentsooten siwhitexxtet yeeh toomhtemhtet, ksnpee-eelsihmenhtemh, kstxetdenhtimh oothl kskgethikchiwhenhtemh.*

*The creator has given us our mother, to enjoy, to manage and to protect;*

*Telhs meeas qchesapih, yeeh koo xahmaskchilwē koos queleewtx eel toomhtemhtet.*

*We, the first inhabitants, have lived with our mother from time immemorial;*

*Yeeh koo S-Ooknahkchinx yeeh tzohtentsootentet koo xeehxeekstim koo kgel yayart phchwikstmentem an hchastan yeeh telh toomhtemhtet.*

*Our Okanagan Governments have allowed us to share equally in the resources of our mother;*

*Loot penhkinh ide xeehxeekxexomentem yeeh stehltethtet yeeh kgel toomhtemhtet, yeeh telh toomhtemh an hchastantet, yeeh txideplahntet oothl yeeh noonenuheenahtentet.*

*We have never given up our rights to our mother, our mother's resources, our governments and our religion;*

*Loot penhkinh koo tdeks ntzespoolawahax. Beentk kstxtdiplahntemh yeeh telh toomhtemh an hchastantet koo kgel yayart, telh yarpnah oothl ideswhoots.*

*We will survive and continue to govern our mother and her resources for the good of all for all time.*

CHIEFS AND COUNCILORS

**OSOYOOS INDIAN BAND**  
Chief - Clarence Lewis  
Councilors - Vernice Mc...  
                  - Thomas Alex  
**FERTICTON INDIAN BAND**  
Chief - Adam Enay  
Councilors - Jeanne...  
                  - Leo Orland  
                  - Joseph...  
                  - Archie Jack  
**UPPER SHILKANEEN INDIAN BAND**  
Chief - Harold...  
Councilors - Karen...  
                  - Carl...

**LOWER SHILKANEEN INDIAN BAND**  
Chief - Robert...  
Councilors - Richard...  
                  - Ralph...  
                  - Pauline...  
**OKANAGAN INDIAN BAND**  
Chief - Murray...  
Councilors - Orville...  
                  - Johnny...  
                  - Albert...  
                  - Carl...  
                  - Matthew...  
                  - Kelly...  
                  - Herbert...  
                  - Raymond...  
                  - Daniel...

**WESTBANK INDIAN BAND**  
Chief - Robert...  
Councilors - Harold...  
                  - Ross...  
**NICOLA INDIAN BAND**  
Chief - Fred...  
Councilors - Harvey...  
                  - Walter...  
                  - Sharon...  
                  - Richard...

## **1. Preamble**

The Okanagan-Similkameen First Nations and School District No. 53 have historically worked together for the benefit of all aboriginal students. School District 53, the Lower Similkameen Indian Band, the Osoyoos Indian Band, and the Upper Similkameen Indian Band, have worked in partnership to develop this enhancement agreement. As the local Aboriginal governments, these bands have mediated this agreement on behalf of all Aboriginal people in their traditional territories. This enhancement agreement will be implemented with the guidance and approval of this partnership with the vision and spirit of improving educational performance of all Aboriginal learners.

We honour the traditions of the Sukənaqin and Sməlqmix people and support their commitment to the preservation of nsíyilxcən and culture, and further, we acknowledge the nsíyilxcən as the principal language of this territory. This enhancement agreement honours the partnership that exists between School District 53, the Lower Similkameen Indian Band, the Osoyoos Indian Band, and the Upper Similkameen Indian Band, and recognizes the collective responsibility for the success of all Aboriginal learners.

## **2. Establishment of an Aboriginal Education Advisory Council**

In addition to setting goals to improve the performance of Aboriginal students, the enhancement agreement establishes the School District No. 53 Aboriginal Education Advisory Council (AEAC). The AEAC will meet four times each year. The role of the AEAC will be to:

- Operate under a AEAC Terms of Reference
- Monitor the implementation of the Enhancement Agreement
- Periodically evaluate performance data and Aboriginal programs
- Share information about programs
- Recommend and facilitate the implementation of new programs to provide better service to Aboriginal students
- Provide strong communication and connection to Band Councils

The AEAC will be composed of the following members appointed by their organization:

- School District: Trustee, Superintendent designate, District Aboriginal Teacher, Elementary School Administrator, Secondary School Administrator.
- Osoyoos Indian Band: Two representatives\*
- Upper Similkameen Indian Band: Two representatives\*
- Lower Similkameen Indian Band: Two representatives\*
- Formal advocate group: One representative for the South Okanagan Valley and one for the Similkameen Valley.
- Similkameen Schools and Southern Okanagan Schools: Two student representatives each, one for grades 6 – 9, one for grades 10 -12 (see Definitions for election criteria).

**\*Note: It is recommended that one of the representatives be a parent of a student in the District system.**

The AEAC will honour the present relationships the School District has with the Osoyoos Indian Band, the Lower Similkameen Indian Band and the Upper Similkameen Indian Band. As such, the School District will continue to meet with the bands on a local basis as in previous agreements.

### **3. Purposes**

The purposes of the Enhancement Agreement are:

- To collaborate with students, parents, elders, Band staff, as well as District and school staff to build awareness and appreciation for Sukənaqin and Sməlqmix cultures.
- To work collectively for the success of all Aboriginal learners attending public and band schools.
- To continually enhance the academic performance of Aboriginal learners.
- To honour and support the histories, cultures, and languages of the Aboriginal people whose traditional territories School District No. 53 lies within.
- To facilitate and to promote involvement of Aboriginal learners in Aboriginal cultural activities and the arts.

### **4. Guiding Principles**

- The performance areas selected for improvement are those where there is assurance that the data can be:
  - Used to implement effective strategies and interventions
  - Used to encourage best educational practice district-wide
  - Tracked with integrity over time
  - Related to the goals of School District No. 53 (Okanagan Similkameen) Accountability Contract and goals of the Band Councils
  - Used to monitor the culture of school community and the impact on Aboriginal learners and parents.
  - Evaluated in an ongoing manner and reported on annually.

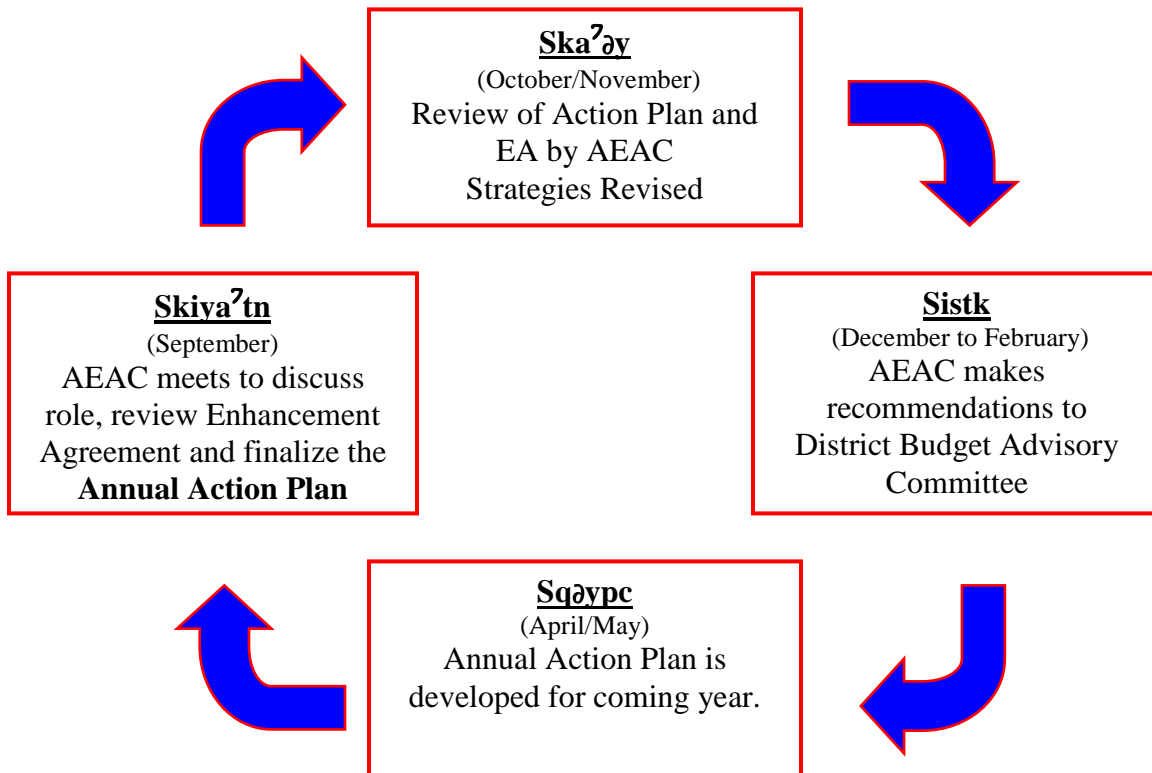
### **5. Establish Aboriginal Performance Targets for Five Years**

- The five year stretch targets set for the 2009-2010 school year, referenced in Appendix 1, represent our belief that our Aboriginal students can perform at higher levels. These targets will remind us of our vision.
- Targets relevant to each cohort group of Aboriginal students will be set annually by the committee after consultation with schools.

**6. Implementation**

- The agreement will be in effect from September 12, 2006 until June 30, 2011.
- Where possible, baselines for goals will have been established by June of 2006. Some will need to be established after the agreement is signed.
- The District Aboriginal Education Advisory Council will meet according to the Annual Enhancement cycle below. Each year it will evaluate district performance data and review this agreement along with District Aboriginal programs and make recommendations to the District.
- An Annual Action Plan will be developed to focus the work of the AEAC.
- An annual report will be prepared at the end of each year and shared with the Aboriginal and Educational communities, and the Ministry of Education.

**Annual Enhancement Cycle**



**Note:** This schematic is a guideline only and the process may change according to the needs and agreement of the Aboriginal Education Advisory Committee.

**7. Framework**

The goals with their rationale and performance indicators/evidence follow as part of the Enhancement Agreement. The results, targets, strategies and structures will be established annually and referenced in Appendix 1.

## **8. Goals**

**Goal #1: To build the Kindergarten readiness skills of all Aboriginal students.**

### **Rationale:**

In BC one child out of every 5 is challenged developmentally in the first year of school. What happens (or does not happen) with children from age 0 to 5 is critical to their developmental readiness for Kindergarten and their success in literacy and learning tasks. Our Early Childhood Instrument (EDI) results indicate that our Aboriginal students are in most cases entering Kindergarten well prepared to learn. Our district is a charter member of Communities for Kids, the early childhood coalition for the South Okanagan Similkameen region. We believe that a good start in life will pay huge dividends as they progress through school. As such, we need to continue to encourage parents to be involved in programs such as Head Start, Ready Set Learn, and preschool so that our students continue to enter Kindergarten with strong readiness skills.

### **Performance Indicators/Evidence:**

The readiness for kindergarten will be measured using the Early Development Instrument (EDI) for the Tuc-el-Nuit and Cawston/Hedley areas. Since the EDI is done twice in three years for our district (sample size ethics), there will be one year out of each three where the data will not be available. We will, therefore, look into using the EDI on a yearly basis with our Aboriginal kindergarten students. The baseline will use 2005 and 2006 cohort data which will be available in the Fall of 2006. The five EDI developmental scores (Physical Health and Well-Being, Social Competence, Emotional Maturity, Language and Cognitive Development, and Communications and General Knowledge) will be used to guide our decision making.

The baseline will be established using the 2005 and 2006 EDI survey results from the:

1. Tuc-el-Nuit and CPS catchment areas.
2. District Aboriginal Students

**Goal #2: To improve Aboriginal student academic achievement.**

**Rationale**

Aboriginal students' performance in academic areas indicates that the learning community needs to focus on reading, writing and numeracy scores and participation and success rates in the secondary subjects leading to graduation. We need to have high expectations for our students if we want to truly improve academic performance.

**Objective 1: Improve (K-Grade 9) Aboriginal student reading comprehension, writing and numeracy.**

**Performance Indicators/Evidence**

Reading comprehension, writing and numeracy will be measured using:

- FSA scores at grades 4 and 7
- District Reading Scores as measured by the PM Benchmarks
- District Reading Comprehension scores using BC performance standards.
- Write scores for Grade 1 to 7 using BC performance standards.
- District-Wide Reading Comprehension scores for Grades 8 & 9
- District-Wide Write scores for Grades 8 & 9.
- District Elementary Numeracy assessments
- District Numeracy scores based on district-wide Grade 8 and 9 exams.
- Final report card summary comments and grades for Language Arts and Mathematics.

**Objective 2: Improve Aboriginal student participation and success rates on Grade 10 and 11 provincially examinable courses**

**Performance Indicators/Evidence**

Participation rates will be determined by the percentage of Aboriginal students enrolled in grade 10 and 11 provincially examinable courses. Success rates will be determined by the percentage of Aboriginal students successfully completing these courses.

**Objective 3: Improve Aboriginal student participation and success rates in university preparation courses (English 11 and 12, Communications 11 and 12, Applied Math 11 and 12, Principles of Math 11 and 12, Biology 11 and 12, Chemistry 11 and 12, Earth Science 11, and Physics 11 and 12.)**

**Performance Indicators/Evidence**

Participation rates will be determined by the percentage of Aboriginal students enrolled in English 11 and 12, Communications 11 and 12, Applied Math 11 and 12, Principles of Math 11 and 12, Biology 11 and 12, Chemistry 11 and 12, Earth Science 11, and Physics 11 and 12.

**Objective 4: Increase the number of Aboriginal students earning a Dogwood Certificate.**

**Performance Indicators/Evidence**

The Dogwood Completion Rates, provided by the Ministry of Education will be used to measure this objective. These are an estimate of the percentage of first time Grade 8 students in September who have received a Dogwood Diploma within six years. The 2002/2003 rate would be the percentage of students entering grade 8 in September 1997 who received a Dogwood Diploma by June 2003

**Goal #3: To improve (8-12) Aboriginal transition rates and retention rates.**

**Rationale**

According to Ministry of Education and District information, transitional rates and participation for work experience for Aboriginal students are low. Our Aboriginal students must be encouraged to stay in school. There is a demand in the workplace for skilled trades-people. By taking a broader look at the variety of high paying jobs available to them once they graduate, Aboriginal students will have more reasons to stay in school.

**Objective 1: Improve transitional rates of secondary Aboriginal Students**

**Performance Indicators/Evidence**

- The Ministry of Education grade-to-grade transitional rates of all Aboriginal students in grades 7 – 12 will be tracked annually.

**Objective 2: Improve student participation in work experience and secondary school apprenticeship programs.**

**Performance Indicators/Evidence**

- The Participation rates will be determined by the percentage of Aboriginal students enrolled in Grade 10 and 12 Work Experience programs and secondary school apprenticeship programs. Baseline: 2004/05

**Goal #4: To improve Aboriginal students' social responsibility and feeling of belonging in the schools.**

**Rationale**

Social Responsibility has been identified as a key growth area. On average, the poor attendance of Aboriginal students because of absences, tardiness and suspension rates is higher than that of the general student population of both elementary and secondary schools. We believe that increasing the involvement of parents with the school and their child's education, as well as building student ownership and pride in their school and community will improve areas of social responsibility and increase the Aboriginal students' feeling of belonging. This, in turn, will result in improved attendance rates.

**Performance Indicators/Evidence**

1. The attendance rates and tardiness rates for Aboriginal students will be tracked annually.
2. The percentage of students absent or late 20 or more times will be tracked annually.
3. The number of students and percentage of Aboriginal students being suspended will be tracked annually. The Ministry data reports will be used to track the percentage of Aboriginal students represented in behaviour categories.
4. Schools will track the number of Aboriginal parents:
  - Attending regular parent/teacher interviews.
  - Attending PAC meetings and activities.
5. We will investigate ways in which the BC Performance Standards for Social Responsibility and surveys may be used to gather data on Social Responsibility. These will be used to gather data related to social responsibility.

**Goal #5: To Increase the knowledge and appreciation of Aboriginal Culture.**

**Rationale**

Aboriginal language and culture is learned through a lifetime of personal experiences by way of traditional teachings and with their connections to the land. Continual exposure to Aboriginal language and cultural teachings within the school curriculum will enhance socio-cultural teachings received at home, thus creating a strong foundation in maintaining cultural identity in all aspects of life.

**Objective 1: Increase greater participation in Okanagan language and cultural classes and First Nation Studies 12.**

**Performance Indicators/Evidence**

- Track the percentage of Aboriginal students:
  - Attending First Nation language and cultural classes.
  - Enrolled in First Nations Studies 12

**Objective 2: Increase educational opportunities for students to maintain their cultural identity by providing relevant experiences.**

**Performance Indicators/Evidence**

- Track the number of Aboriginal Culture events that occur at school and in the community.

**Appendix 1 – Results, Targets, Strategies and Structures**

**Goal #1: To build the Kindergarten readiness skills of all Aboriginal students.**

**Results/Targets:**

Note: The baseline data will be established using the 2005 and 2006 EDI survey results from the:

- Tuc-el-Nuit and CPS catchment areas.
- District Aboriginal Students

<b>Strategies:</b>	<b>Progress to Date</b>
Provide opportunities for parents of 0 – 6 children to learn home literacy and numeracy strategies.	SD has started 2 StrongStart BC centres & 2 preschool partnerships
Encourage parents to enroll their children in pre-schools, head-start programs.	Ongoing. StrongStart Centres and preschools available in schools
Set up regular meetings between ECD providers and Kindergarten teachers to dialogue about services, issues and ways to support each other.	ECE and K teachers participated in a 2 day literacy workshop in August and will participate in three more during the 2007/08 school year.
Encourage parents to participate in Ready, Set, Learn	Ongoing, schools will provide a series of opportunities this year

**Structures**

1. Annual Enhancement Cycle/Yearly Action Plan
2. Early Development Instrument with HELP BC.
3. Communities for Kids and Success by Six.
4. Ministry of Education sponsored Ready, Set, Learn.

**Goal #2: To improve Aboriginal student academic achievement.**

**Objective 1: Improve (K-Grade 9) Aboriginal student reading comprehension, writing and numeracy.**

**Results/Targets:**

Foundation Skills Assessment

Administered annually in May to grades 4 and 7, the Foundation Skills Assessment measures the students' ability in reading, first draft writing and numeracy. Percentages reflect the percentage of students meeting or exceeding the expected levels for respective categories.

**Note: n = number of students writing assessment (based on Reading Comprehension)**

Aboriginal Students Foundation Skills Assessment – SD #53 (Meeting or Exceeding)									Target
Grade 4	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	09/10
n /Participation Rate	22/92%	22/96%	18/90%	13/93%	16/84%				
Reading	64%	50%	72%	69%	44%				85%
Writing	100 %	76%	94%	100%	81%				90%
Numeracy	70 %	81%	95%	83%	94%				85%

Aboriginal Students Foundation Skills Assessment – SD #53 (Meeting or Exceeding)									Target
Grade 7	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	09/10
n /Participation Rate	22/81%	12/75%	23/96%	26/93%	31/89%				
Reading	55%	64%	58%	50%	65%				85%
Writing	71 %	73%	77%	83%	74%				90%
Numeracy	75 %	67%	52%	70%	69%				85%

Primary Reading - PM Benchmarks

Administered throughout the school year, these are used to measure the student's instructional reading level. The score provided is for June of the year. Percentages reflect the percentage of students meeting or exceeding the expected levels for respective categories.

**Note: n = number of students**

Primary Aboriginal Students PM Benchmarks Reading – SD #53 (Meeting or Exceeding)									Target
Primary	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	09/10
Grade 1	66.7%	78.6%	46.7%	54.5%	50%				90%
n =	12	14	15	11	10				
Grade 2	53.9 %	76.5%	70.6%	60.9%	55%				90%
n =	13	17	17	23	13				
Grade 3	43.8 %	68.8%	55.6%	60%	51.1%				90%
n =	16	16	9	15	31				
<b>All Primary</b>	<b>53.6%</b>	<b>74.5%</b>	<b>58.5%</b>	<b>59.2%</b>	<b>51.8%</b>				

Reading Comprehension

Administered in May and June, Reading Comprehension Scores are based on the BC Performance Standards.

Aboriginal Students Reading Comprehension (BCPS) – SD #53 (Meeting or Exceeding) *Not available in June, 2003									Target
Intermediate	03/04	04/05	05/06	06/07	07/08	08/09	09/10		09/10
Grade 3	60.0%	33.3%	33.3%	54.6%					70%
n =	15	9	15	31					
Grade 4	33.3%	40%	50.0%	49.4%					70%
n =	24	15	14	19					
Grade 5	20.0%	30%	42/0%	58.0%					70%
n =	25	20	19	15					
Grade 6	23.5%	23.1%	12.0%	18.3%					70%
n =	17	26	25	25					
Grade 7	18.8%	29.4%	20.0%	23.6%					70%
n =	16	17	25	30					
<b>All Intermediate <sup>†</sup></b>	<b>24.4%</b>	<b>29.5%</b>	<b>28.6%</b>	<b>33.4%</b>					

Note: <sup>†</sup> does not include Grade 3.

Writing Assessment

Administered in May and June, Writing Assessment Scores are based on the BC Performance Standards.

Aboriginal Students Writing Scores (BCPS) – SD #53 (Meeting or Exceeding)									Target
Primary	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	09/10
Grade 1	50.0%	78.6%	40.1%	54.5%	50.0%				80%
n =	8	14	15	11	10				
Grade 2	38.5%	52.9%	52.9%	52.2%	28.8%				80%
n =	13	17	17	23	13				
Grade 3	37.5 %	43.8%	33.3%	46.7%	41.4%				80%
n =	16	16	9	15	31				
<b>All Primary</b>	<b>40.5%</b>	<b>57.5%</b>	<b>43.9%</b>	<b>51.0%</b>	<b>40.0%</b>				

Aboriginal Students Writing Scores (BCPS) – SD #53 (Meeting or Exceeding)									Target
Intermediate	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	09/10
Grade 4	42.9%	50.0%	33.4%	57.1%	47.7%				80%
n =	21	24	15	14	19				
Grade 5	42.1%	28.0%	40%	47.4%	38.4%				80%
n =	19	25	20	19	15				
Grade 6	41.2%	47.1%	19.2%	10.0%	21.7%				80%
n =	17	17	26	25	25				
Grade 7	48.0%	25.1%	29.4%	24.4%	19.4%				80%
n =	25	16	17	25	30				
<b>All Intermediate</b>	<b>43.9%</b>	<b>37.8%</b>	<b>29.5%</b>	<b>30.8%</b>	<b>27.9%</b>				

Secondary District-Wide Write: Grade 8 & 9

During the 2003/04 school-year, District-Wide Writes for all students in Grades 8 and 9 were introduced and provide a writing and Reading Score. The 2004/05 school-year is the base-line year. These are duo marked by teachers from all secondary schools along the same lines as Provincial exams using the Ministry rubric.

Aboriginal Students District-Wide Write – SD #53 <u>Writing Score</u> (Fully Meeting or Exceeding)								Target
Secondary	04/05	05/06	06/07	07/08	08/09	09/10		09/10
Grade 8	78.9%	76.9%	50.7%					90%
n =	15	25	29					
Grade 9	73.7%	73.8%	78.4%					90%
n =	14	20	21					

Aboriginal Students District-Wide Write – SD #53 <u>Reading Score</u> (Fully Meeting or Exceeding) *Not available in June, 2005								Target
Secondary	04/05	05/06	06/07	07/08	08/09	09/10		09/10
Grade 8	-	76.3%	54.9%					90%
n =	-	25	29					
Grade 9	-	58.3%	88.5%					90%
n =	-	20	21					

Report Card Summary Statements and Grades

Primary Teachers provide a summary statement for Language Arts (Reading, Writing, Speaking and Listening) and Mathematics on the final report card.

Aboriginal Students Language Arts: Teacher’s Summary Statement – SD #53 (Fully Meeting or Exceeding)								Target
Primary	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
Grade 1	75.0%	78.6%	46.7%	58.3%	50%			85%
n =	12	14	15	9	10			
Grade 2	48.2%	58.8%	58.8%	50.0%	28.8%			85%
n =	13	17	17	22	13			
Grade 3	37.5 %	43.8%	44.4%	55.6%	41.5%			85%
n =	16	16	9	15	31			
<b>All Primary</b>	<b>51.2%</b>	<b>59.6%</b>	<b>51.2%</b>	<b>53.5%</b>	<b>40.0%</b>			

Aboriginal Students Mathematics: Teacher’s Summary Statement – SD #53 (Fully Meeting or Exceeding)								Target
Primary	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
Grade 1	91.7%	64.3%	73.4%	81.8%	50%			80%
n =	12	14	15	11	10			
Grade 2	46.2%	81.7%	82.4%	43.5%	45%			80%
n =	13	17	17	23	13			
Grade 3	50.0%	56.3%	55.6%	66.7%	51.5%			80%
n =	16	16	9	15	31			
<b>All Primary</b>	<b>63.0%</b>	<b>68.1%</b>	<b>73.2%</b>	<b>59.2%</b>	<b>49.7%</b>			

Intermediate Report Card Summary

This is based on the number of students scoring a mark of C or better on the final report card in Language Arts (Reading, Writing, Speaking and Listening) and Mathematics.

Aboriginal Students Language Arts: Final Report Card Mark – SD #53 (C, C+, B, or A)									Target
Intermediate	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	09/10
Grade 4	42.9%	87.5%	93.4%	71.4%	92.9%				80%
n =	21	24	15	14	19				
Grade 5	47.4%	44.0%	60%	84.2%	85.7%				80%
n =	19	25	20	19	15				
Grade 6	64.7%	52.9%	53.9%	75.0%	71.7%				80%
n =	17	17	26	25	25				
Grade 7	48.0%	43.8%	58.8%	44.0%	81.95%				80%
n =	25	16	17	25	30				
<b>Intermediate</b>	<b>50.0%</b>	<b>58.5%</b>	<b>64.1%</b>	<b>67.2%</b>	<b>82.0%</b>				

Aboriginal Students Mathematics: Final Report Card Mark – SD #53 (C, C+, B, or A)									Target
Intermediate	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	09/10
Grade 4	61.9%	83.3%	93.3%	78.6%	92.9%				80%
n =	21	24	15	14	19				
Grade 5	73.7%	72.0%	80%	73.7%	79.5%				80%
n =	19	25	20	19	15				
Grade 6	58.9%	64.7%	57.7%	68.0%	66.7%				80%
n =	17	17	26	25	25				
Grade 7	48.0%	56.3%	64.7%	52.0%	75.0%				80%
n =	25	16	17	25	30				
<b>Intermediate</b>	<b>59.8%</b>	<b>70.7%</b>	<b>71.8%</b>	<b>66.3%</b>	<b>77.2%</b>				

District Elementary Numeracy Scores (To be developed)

District Secondary Numeracy Assessment

This assessment is being developed by district Math Teachers to measure student success in the core and extended learning outcomes of the Math IRP.

Aboriginal Students District Numeracy Assessment – SD #53 (Meeting or Exceeding) *2005/06 will be baseline year.								Target
Secondary	05/06	06/07	07/08	08/09	09/10			09/10
Grade 8								
n =								
Grade 9								
n =								

Strategies:	Progress to Date
1. Development of a comprehensive tutoring system for providing students with help outside of instructional time (including supporting students in accessing on-line assisted learning programs from home, i.e., CCC SuccessMaker).	Working with the Bands to provide on reserve services. Changes in Support Worker configurations should allow greater flexibility. SuccessMaker training occurred in Oct. 2007
2. Investigation for the use of the Learning Centre for providing evening tutoring services to Aboriginal students.	Learning Centres provide tutorial services in Oliver, Osoyoos and Keremeos. Hours vary.
3. Continuation of school-based and district literacy initiatives.	Continues. Aboriginal students are a priority at every school
4. Continuation of the development of school-based Aboriginal literacy resources.	Continues. Focus at Secondary for novels.
5. Continuation of school-based and district numeracy initiatives with elementary and secondary Math Coordinators focusing of issues relating to Aboriginal student success.	Assessments in place at elementary level. Powers of Ten project will make math learning more fun, more relevant.
6. Aboriginal homework support program at Tuc-el-Nuit Elementary paid for by UBC Literacy Innovation Grant.	Funding cut off. Program continues. Homework club started at Osoyoos Secondary. Math support after school daily at Southern Okanagan Sec.

**Structures**

1. Annual Enhancement Cycle/Yearly Action Plan
2. Support Worker/Teacher service to all Aboriginal students.
3. District Literacy Plan that provides the district with direction and stretch targets for all students including Aboriginal students.
4. Literacy support funds are provided to all schools to support teaching and support staff learning of best practice in literacy.
5. District Numeracy Committee
6. District Math Helping Teachers
7. District assessment program.
8. School-based Aboriginal culture literacy resources.
9. CCC SuccessMaker programs and computers dedicated to Aboriginal students in elementary schools and Band tutorial areas.

**Objective 2: Improve Aboriginal student participation and success rates on Grade 10 and 11 provincially examinable courses.**

**Results/Targets:**

Participation Rates in Grade 10 and 11 Provincially Examinable Courses

As provided by the Ministry of Education.

Participation Rates for Provincially Examinable Courses – SD #53									Target
Secondary	04/05	05/06	06/07	07/08	08/09	09/10			2009/10
n Grade 10 =	28	20							
English 10	61%	62%							90
Essentials of Math 10	21%	39%							-
Applications Math 10	4%	8%							60 (combined)
Principles of Math 10	36%	22%							
Science 10	64%	50%							90
n Grade 11 =	-	49							
Social Studies 11	-	27%							90 (combined)
F. N. Studies 12	Msk	4%							

Successful Completion of Grade 10 and 11 Provincially Examinable Courses

As provided by the Ministry of Education.

Success Rates for Provincially Examinable Courses – SD #53									Target
Note: Msk = Masked as less than 5 students wrote									
Secondary	04/05	05/06	06/07	07/08	08/09	09/10			2009/10
English 10	94%	94%							90
Essentials of Math 10	67%	93%							90
Applications Math 10	Msk	Msk							80
Principles of Math 10	100%	75%							80
Science 10	61%	56%							85
Social Studies 11	-	85%							90
F. N. Studies 12	Msk	Msk							90

<b>Strategies:</b>	<b>Progress to Date</b>
1. Development of a comprehensive tutoring system for providing students with help outside of instructional time (including supporting students in accessing on-line assisted learning programs from home, i.e., CCC SuccessMaker).	Working with the Bands to provide on reserve services. Changes in Support Worker configurations should allow greater flexibility. SuccessMaker training occurred in Oct. 2007
2. Investigation for the use of the Learning Centre for providing evening tutoring services to Aboriginal students.	Learning Centres provide tutorial services in Oliver, Osoyoos and Keremeos. Hours vary.
3. Continuation of school-based and district literacy initiatives.	Continues. Aboriginal students are a priority at every school
4. Continuation of school-based and district numeracy initiatives with elementary and secondary Math Coordinators focusing of issues relating to Aboriginal student success.	Assessments in place at elementary level. Powers of Ten project will make math learning more fun, more relevant.

**Structures**

1. Annual Enhancement Cycle/Yearly Action Plan
2. Support Worker/Teacher service to all Aboriginal students.
3. District Literacy Plan that provides the district with direction and stretch targets for all students including Aboriginal students.
4. Literacy support funds are provided to all schools to support teaching and support staff learning of best practice in literacy.
5. District Numeracy Committee
6. District Secondary Math Helping Teacher
7. District assessment program.
8. School-based Aboriginal culture literacy resources.
9. CCC SuccessMaker programs and computers dedicated to Aboriginal students in elementary schools and Band tutorial areas.

**Objective 3: Improve Aboriginal student participation and success rates in university preparation courses (English 11 and 12, Applied Math 11 and 12, Principles of Math 11 and 12, Biology 11 and 12, Chemistry 11 and 12, Earth Science 11, and Physics 11 and 12.)**

**Results/Targets:**

Participation in Secondary Subjects: (As provided by school data.)

Participation Rates in Identified Secondary Subjects – SD #53 Percentage of all Aboriginal students enrolled in that grade.									Target
Secondary	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	2009/10
n Grade 11 =	22	24	20						
English 11	59.1%	58.3%	35.0%						70%
Applied Math 11	9.1%	16.7%	0.0%						50% (combined)
Principles of Math 11	27.3%	29.2%	30.0%						
Biology 11	45.5%	20.8%	20.0%						50%
Chemistry 11	18.2%	0	0.0%						30%
Physics 11	40.9%	50%	5%						30%
Earth Science 11	4.6%	0	45.0%						30%
n Grade 12 =	11	18	15						
English 12	69.7%	88.9%	66.7%						80%
Applied Math 12	9.1%	5.6%	20.0%						30% combined
Principles of Math 12	9.1%	5.6%	0.0%						
Biology 12*	-	-	-						
Chemistry 12*	-	-	-						
Physics 12*	-	-	-						

Note: \*Data not collected at this time.

Secondary Course Success Rate (As provided by school data.)

Success Rates in Identified Secondary Subjects – SD #53 Percentage of students passing the course as compared to those enrolled in the course.									Target
Secondary	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	2009/10
N Grade 11 =	22	24	20						
English 11	85%	93%	85.7%						90%
Applied Math 11	100%	100%	-						90%
Principles of Math 11	100%	100%	33.3%						90%
Biology 11	90%	80%	100%						90%
Chemistry 11	75%	-	-						90%
Physics 11	100%	-	100%						90%
Earth Science 11	100%	100%	100%						90%
N Grade 12 =	11	18	15						
English 12	91%	100%	80%						90%
Applied Math 12	100%	100%	33.3%						90%
Principles of Math 12	100%	100%	-						90%
Biology 12*	-	-	-						90%
Chemistry 12*	-	-	-						90%
Physics 12*	-	-	-						90%

Note: \*Data not collected at this time

**Objective 4: Increase the number of Aboriginal students earning a Dogwood Certificate.**

**Results/Targets:**

Six Year Dogwood Completion Rate

The six year Dogwood Completion Rate is calculated by using the percentage of students who graduate within six years from the time they enroll in Grade 8, adjusted for migration in and out of BC. A six-year rate provides students with an extra year beyond the five years required to move through Grades 8 to 12.

Aboriginal Students Dogwood Completion Rate – SD #53									Target
	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	2009/10
Dogwood	22%	43%	66%	50%					70%

Graduation: First Time Grade 12 Students

Graduation rates consider the who are entering Grade 12 for the first time. The data below indicate those students who met requirements for graduation in the same school year.

Aboriginal Graduation: First Time Grade 12 Students – SD #53									Target
	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	2009/10
n September 30 <sup>th</sup>	14	20	17	15					
n Graduation	8	13	11	7					N/a
Percent Graduation	57%	65%	65%	47%					?

Strategies:	Progress to Date
1. Development of a comprehensive tutoring system for providing students with help outside of instructional time (including supporting students in accessing on-line assisted learning programs from home, i.e., CCC SuccessMaker).	Working with the Bands to provide on reserve services. Changes in Support Worker configurations should allow greater flexibility. SuccessMaker training occurred in Oct. 2007
2. Investigation for the use of the Learning Centre for providing evening tutoring services to Aboriginal students.	Learning Centres provide tutorial services in Oliver, Osoyoos and Keremeos. Hours vary.
3. Continuation of school-based and district literacy initiatives.	Continues. Aboriginal students are a priority at every school
4. Continuation of the development of school-based Aboriginal literacy resources.	Continues. Focus at Secondary for novels.
5. Continuation of school-based and district numeracy initiatives with elementary and secondary Math Coordinators focusing of issues relating to Aboriginal student success.	Assessments in place at elementary level. Powers of Ten project will make math learning more fun, more relevant.
6. Support blocks for students experiencing difficulties.	Implemented in secondary schools

**Structures**

1. Annual Enhancement Cycle/Yearly Action Plan
2. Support Worker/Teacher service to all Aboriginal students.
3. District Literacy Plan that provides the district with direction and stretch targets for all students including Aboriginal students.
4. Literacy support funds are provided to all schools to support teaching and support staff learning of best practice in literacy.
5. District Numeracy Committee
6. District Math Helping Teachers
7. District assessment program.
8. School-based Aboriginal culture literacy resources.
9. CCC SuccessMaker programs and computers dedicated to Aboriginal students in elementary schools and Band tutorial areas.

**Goal #3: To improve (8-12) Aboriginal transition rates and retention rates.**

**Objective 1: Improve transitional rates of secondary Aboriginal students.**

**Results/Targets:**

Transition Rates

The Ministry of Education provides the percentage of students who enter the grade for the first time from any lower grade and make a transition to a higher grade anywhere in the BC school system in the next school year.

School Year	Grade to Grade Transition - Aboriginal					
	6 to higher	7 to higher	8 to higher	9 to higher	10 to higher	11 to higher
2004/05	100 %	96 %	100 %	100 %	83%	43 %
2005/06	96%	97%	96%	100%	90%	56%
2006/07						
2007/08						
2008/09						
2009/10						
Target					90 %	90 %

**Objective 2: Improve student participation in work experience and secondary school apprenticeship programs.**

**Results/Targets:**

Work Experience Participation

This tracks the percentage of Grade 10, 11, and 12 Aboriginal students completing a work experience program or a Secondary School Apprenticeship during the school year.

Participation in Secondary School Apprenticeship

This tracks the number of secondary students participating in a secondary school apprenticeship.

	Aboriginal Student Work Experience Participation						Target
	2005/06	2006/07	2007/08	2008/09	2009/10		2009/10
Grade 10	0						
Grade 12A	5						
Grade 12B	1						
Apprenticeship	1						

<b>Strategies:</b>	<b>Progress to Date</b>
1. Career prep teachers, administrators, and counsellors will reach out to parents and students by holding meetings on reserves in order to encourage greater participation in Work Experience 12 and Secondary School Apprenticeship.	Ongoing. New CP coordinators at 2 of 3 secondary schools. Looking at ideas to partner with FN bands.
2. Support Workers to encourage participation in Career Fairs being held in the region.	Ongoing
3. Provide some Aboriginal students the opportunity to attend Aboriginal education conferences.	Ongoing. Secondary students attend the UBC-O Career Fair.
4. Bring in inspirational speakers for parents and students.	Not done yet.
5. Encourage participation of students in special events such as Youth Conferences.	District hosted OM Region Aboriginal Youth Leadership Conference. Ten students attended. Very positive feedback.

**Structures:**

1. Annual Enhancement Cycle/Yearly Action Plan
2. District Aboriginal Education Teacher
3. Support Worker/Teacher service to all Aboriginal students.
4. School Work Experience and SSA programs.

**Goal #4: To improve Aboriginal students' social responsibility and feeling of belonging in the schools.**

**Results/Targets:**

Attendance

In this area, Total Attendance, Students absent 20 or more days, and Students late 20 or more times are tracked.

District Elementary Aboriginal Attendance: Percent of Total Aboriginal Ancestry									Target
	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	09/10
Attendance	91.3%	90.8%	91.2%						93%
Absent 20+ days	39 %	29%	28%						15%
Late 20 + times	11 %	11%	13%						5%

District Secondary Aboriginal Attendance: Percent of Total Aboriginal Ancestry									Target
	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	09/10
Attendance	86.9 %	89.5%	88.5%						90%
Absent 20+ days	48 %	40%	44%						20%
Late 20 + times	10 %	15%	11%						5%

Behaviour Disabilities

This information is provided by the Ministry of Education and includes students identified in category H (Intensive Behaviour Interventions/Serious Mental Illness) and category R (Moderate Behaviour Support/Mental Illness).

District Aboriginal K – 12: Behaviour Disabilities from Ministry									Target
	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	09/10
Number of Students	33	27	38						-
Percent of population	11%	9%	13%						5%

Out of School Suspensions

This data will be compiled from the information reported by the schools in their year-end data totals. The number of out-of-school suspensions for elementary aged students is considered to be insignificant.

District Secondary (8 – 12) Aboriginal: Out of School Suspensions (As percentage of total Aboriginal students)									Target
	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	09/10
n Grade 8 – 12 =	98	110	97						
1 day suspension	13.5%	19.8%	14.1%						10%
2 or 3 day suspension	13.5%	14.5%	8.1%						7%
5 day suspension	15.4%	7.55%	17.2%						5%
To Disc. Committee	7.7%	1%	5%						2%
Percent of all Suspensions	25.6%	14.4%	13.8%						8%

<b>Strategies:</b>	<b>Progress to Date</b>
1. Investigate developing Social Responsibility rubrics in terms of the Okanagan Culture	Not started yet.
2. Follow-up on attendance concerns with students and parents by support workers.	Ongoing
3. Involvement of the District Aboriginal Education Teacher on the District Social Responsibility Committee.	Committee change, now Improving Student Outcomes Action Research Team. Needs to be approached.

**Structures:**

1. Annual Enhancement Cycle/Yearly Action Plan
2. District Aboriginal Education Teacher
3. Support Worker/Teacher service to all Aboriginal students.

**Goal #5: To Increase the knowledge and appreciation of Aboriginal Culture.**

**Objective 1: Increase greater participation in Okanagan language and cultural classes and First Nation Studies 12.**

**Results/Targets:**

Aboriginal Language and Culture

As reported by schools.

	Participation in Okanagan Language and Culture Classes (Percentage of Aboriginal Ancestry students)						Target
	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2009/10
Grade K – 3	32	32					
Grade 4 – 7	51	52					
Grade 8- 12	0	1					

First Nation Studies 12

This was introduced as a correspondence course supported by Aboriginal Education staff in 2004/2005. The participation percentage is calculated using the grade 11 and 12 populations.

	Participation in First Nations Studies 12						Target
	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2009/10
No. of Students	5	2					
Participation	14.3%						
Success Rate	100%	50%					

**Objective 2: Increase educational opportunities for students to maintain their cultural identity by providing relevant experiences.**

**Results/Targets:**

Local Aboriginal Cultural Events in Schools

These are special events that are presented to the whole school or groups within the schools. These may include special events in the community in which schools and students may be involved.

	Local Aboriginal Culture Events						Target
	2005/06	2006/07	2007/08	2008/09	2009/10		2009/10
Elementary							
Secondary							
Community							

Strategies:	Progress to Date
1. Provide Aboriginal culture in-service for teaching and support staff.	Being developed
2. Purchase resource materials that include examples of Aboriginal culture and information, e.g. Science texts.	Ongoing
3. Provide targeted funding for district-wide and school-based Aboriginal cultural activities.	Little accomplished in 2006/07. \$5000 earmarked to support in 2007/08
4. Examine ways to enhance Okanagan language and culture programs in schools.	Working with OM Region and Okanagan Nation. Hired new language teachers.
5. Develop culturally relevant resources and a means to share and access the available resources.	Ongoing
6. Invite school staff to Aboriginal culture experiences such as meeting with elders, etc.	Being developed

**Structures:**

1. Okanagan Language Programs
2. Annual Enhancement Cycle/Yearly Action Plan
3. District Aboriginal Education Teacher
4. Support Worker/Teacher service to all Aboriginal students.

**Appendix 2 – Definitions**

- **Aboriginal** For the purpose of this document, this includes First Nations, Métis, Inuit, and status and non-status students.
- **BCPS** Abbreviation for BC Performance Standards.
- **Formal advocate group** A formalized group, other than a Band, which operates within a community to support or advocate for Aboriginal people (e.g., Friendship society, Métis organization).
- **Goal** Goal statements help to focus priorities for improving student learning.
- **“n”** Represents the number of students in a sample.
- **Objectives** Objectives help to focus goals into more specific areas of attention.
- **Partnership** Working together
- **Performance Indicators** Performance indicators or evidence are measures used to indicate progress towards attainment of goals and objectives.
- **Performance Targets** Performance Targets or expected results, clearly articulate expectations for short-term and long-term results that support dialogue around student performance.
- **Rationale Statements** Statements that connect the analysis of student performance and other pertinent information with goal decisions.
- **Results** Actual outcomes of assessments or surveys which allow us to measure our progress.
- **Similkameen Valley** The area from Osoyoos and Twin Lakes to Hedley. It includes the Upper Similkameen Indian Band, Lower Similkameen Indian Band, and the communities of Olalla, Cawston, Keremeos and Hedley.
- **South Okanagan Valley** The area of the Okanagan Valley bounded by Okanagan Falls to the north and Osoyoos to the south. It includes the Osoyoos Indian Band, and the communities of Okanagan Falls, Oliver, and Osoyoos.
- **Strategies** Clearly articulated strategies connect district efforts and activities with desired student results. Strategies are presented as succinct statements outlining actions and activities, directed toward student learning, that clearly link to achieving district goals and objectives.
- **Structures** Structures focus on activities that align district resources, time, personnel, and organizational planning to support achievement of goals and objectives.

### **Appendix 3 – Election of Student Representatives**

Each valley (Similkameen Schools and Southern Okanagan Schools) will elect two representatives to sit on the District Aboriginal Education Advisory Council. One of the representatives from each valley will be from grades 6 – 9 and one will be from grades 10 -12.

The Aboriginal Support Workers/Teachers in collaboration with school administration will be responsible for the following process to elect representatives:

1. Will hold a brief informational meeting by mid-September. This meeting will be scheduled with students to:
  - a. Explain the purpose of the AEAC.
  - b. Describe the role of the student representatives and the time commitments.
  - c. Outline the criteria for student representation.
  - d. Distribute nomination ballots for student reps. Candidates must be nominated by two other Aboriginal students and must have their nomination form signed by their parent/guardian.
  - e. Set a date for the election.
  
2. Eligibility criteria:
  - a. Must be Aboriginal by definition
  - b. Must be nominated by 2 other Aboriginal students
  - c. Must be in Grades 6 to 12
  
3. Election of Reps:
  - a. Aboriginal Support Workers/Teachers will schedule a candidates' forum to allow candidates to present their ideas to other students.
  - b. Each Aboriginal student in the grade range may cast one ballot. Ballots will be produced, distributed and collected by School Aboriginal Support Workers/Teachers on the date set for the election.
  - c. Ballots will be counted by the School Aboriginal Support Workers/Teachers.