

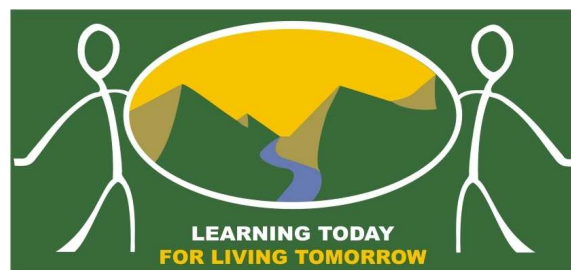
SCHOOL DISTRICT No. 53 (OKANAGAN SIMILKAMEEN)

DISTRICT IMPROVEMENT PLAN

2005/2006

www.sd53.bc.ca

*Enhancing student success through quality learning experiences
in a caring environment*



Introduction

Improving student achievement is a high priority for the Okanagan Similkameen School District and the Ministry of Education.

The primary purpose of this document is to outline district priorities, goals, objectives and strategies that will provide quality learning experiences and improve student achievement in our schools.

District Mission Statement

“We are committed to quality learning experiences in a caring environment which promote personal excellence, life-long learning and responsible citizenship”.

Charter for Trustees

The Charter for Trustees of School District No. 53 (Okanagan Similkameen) clearly states the primary purposes of the Board of Trustees are direction, accountability and advocacy. Each is characterized as follows:

- Direction
 - Envisions the educational future of the district supported by a set of shared beliefs in a mission statement
 - Provides measurable priorities with high but achievable standards for students and employees through consultative and collaborative processes
 - Expects planning will be consistent with the priorities and will include the participation of stakeholder groups in the district
 - Appreciates the pivotal elements of teaching and learning occurring in classrooms
 - Recognizes the central influence of the home and community on a student's educational progress
 - Formulates budgets and policies in support of the mission statement and priorities of the district
 - Nurtures a climate allowing schools to be responsive to a rapidly changing environment
- Accountability
 - Focuses primarily on student achievement in the intellectual domain, as well as social, human, and career development
 - Requires continuous assessment and evaluation as key components in the teaching and learning process
 - Recognizes it is accountable to the district stakeholder groups, as well as the people of British Columbia, for meeting the educational needs of students within a fiscally responsible framework
 - Provides equity of opportunity in all schools throughout the district
- Advocacy
 - Considers itself an advocate for all students, parents and schools in the district
 - Advances the mission statement and its priorities while dealing respectfully with students and employees
 - Supports quality education for all students

Demographics

The Okanagan Similkameen School District covers the Similkameen Valley and the Southern Okanagan Valley including the communities of Hedley, Keremeos, Cawston, Osoyoos, Oliver and Okanagan Falls. Approximately 15% of the homes are non-English speaking and 7% of the population is Aboriginal including the members of the Osoyoos Indian Band and the Upper and Lower Similkameen Bands.

There are just over 3000 students with nearly 1600 elementary students and over 1400 secondary students. Included in these numbers are 144 students in English as a Second Language, over 300 students of Aboriginal ancestry, and over 300 students in special education.

The population of 22,290 residents is made up of 6,980 families. The average family income is \$38,274 which is well below the Provincial average of \$55,185. About 29% of the population is age 65 and over compared to about 13% in the Province.

Unique Characteristics and District Strengths

As with many districts outside of the Lower Mainland, the district faces the challenge of declining enrolment due largely to economic and demographic changes within the region. Each of our schools is unique and we are proud of our hard-working staff which strives to meet the needs of students and communities. Nine schools, ranging from 13 students to over 630 students, provide a full offering of academic and career preparation programs.

In addition to strong comprehensive schools, the district is also proud of our alternate delivery programs. Our Outreach program provides home learning programs to over 100 students in Kindergarten to Grade 12 students. Our Okanagan Similkameen Learning Centre has operating locations in Oliver, Osoyoos and Keremeos with approximately 142 FTE students working with a dedicated and committed staff. These centers provide valuable service to adult learners of any age to further their educational goals and also an alternative to regular school age students.

School District #53 has demonstrated a strong focus on student learning and support for our schools and staffs in implementing strategies for improvement. Over the last three years major initiatives are as follows:

- District Wide Assessment Plan
- Elementary Literacy Initiative
- Secondary Literacy Initiative
- District Numeracy Initiative
- School Based Prevention Worker Program
- District Elementary Behaviour Support
- Formation of the Aboriginal Education Advisory Council
- Development of an Aboriginal Enhancement Agreement
- Implementation of the AVID Program (Advancement Via Individual Determination) at Southern Okanagan Secondary with plans for extension to Osoyoos Secondary and Similkameen Elementary Secondary
- Understanding the Early Years Project

One of the most positive indicators of improvement in student performance in School District No. 53 is the significant increase in the Dogwood completion rate from 67% to 81% over the last five years. This is recognized as one of the most improved graduation rates in the Province and our district ranks fourth overall in the Province in terms of improving graduation rates. According to Ministry data our district now ranks 14th overall out of sixty districts in the Dogwood completion rate.

As a small rural district, we face many challenges including:

- Providing varied and complete programming for secondary students.
- Meeting the needs of a growing ESL population.
- Supporting a growing population of students with severe physical and learning needs.
- Serving a low socio-economic population.
- Declining enrolment.

District and School Connections

The connection between the district and schools is illustrated by the relationship between the District Priorities, the School Plans, and the District Improvement Plan. District Priorities to support student learning are set by the Board of School Trustees at the beginning of each three year term after considering input from the School Planning Councils (SPC) and other information and data from the Ministry, District and schools. The School Planning Council then build their School Plans to address the priorities and needs of the schools. The District Improvement Plan is subsequently prepared to reflect the district priorities and the various School Plans. This alignment allows the district to support all schools by providing specific in-service, resources and structures. Schools are being provided with targeted school funds to address their specific goals and strategies.

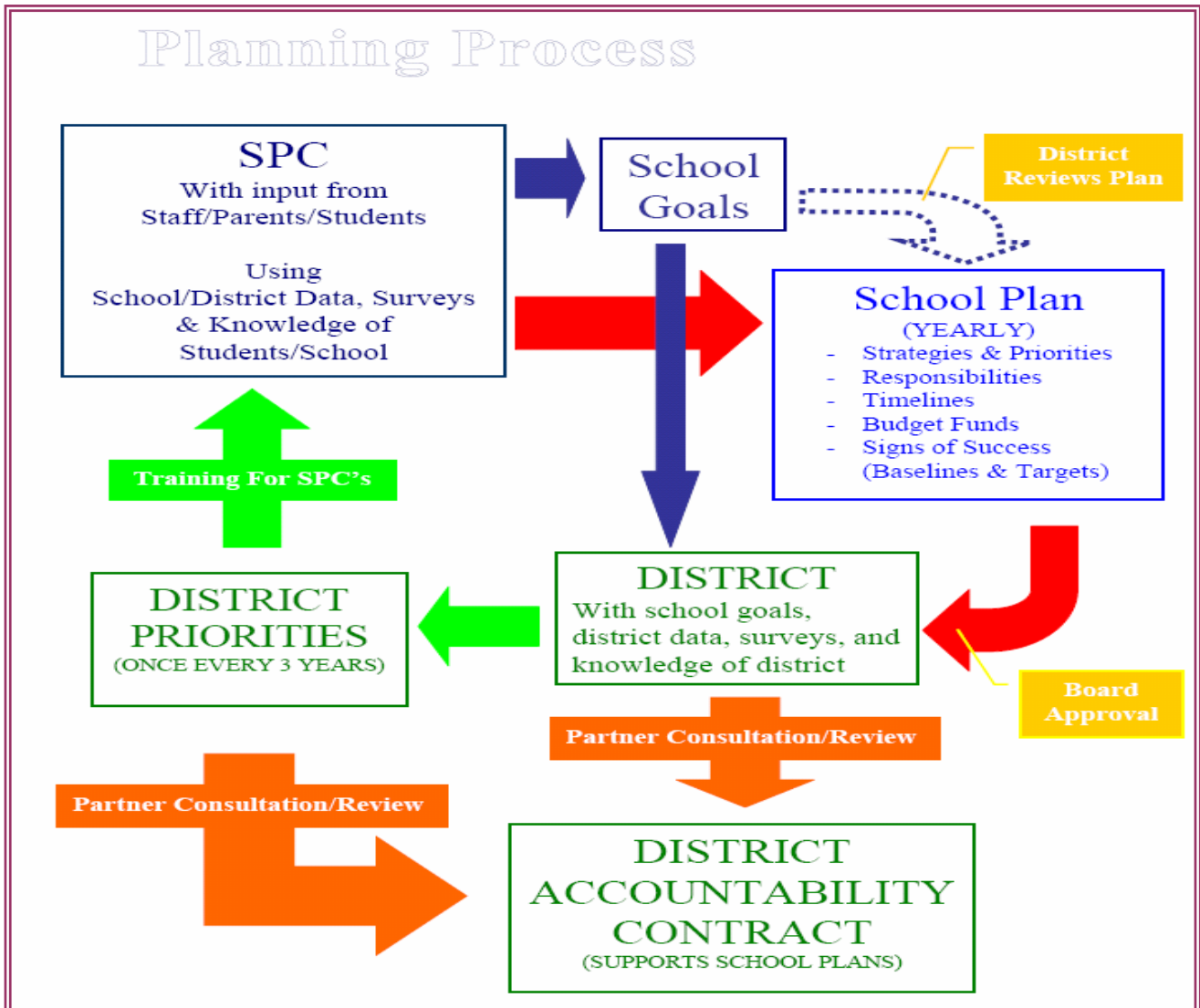
The School Plan is the school vehicle to demonstrate a purposeful planning for achieving the school goals and district priorities. It is developed through the work of the School Planning Council, staff and parents. This plan considers a variety of information including: classroom, school, district, and provincial data; school and parent priorities; as well as available resources. The School Plan includes the school mission statement, information on how decisions were made to develop the plan, school goals, strategies, a summary of required training and resources, and expected student outcomes.

In late spring, a provisional School Plan is established by the School Planning Council, reviewed by a committee of the Board then approved by the Board before June 30. A review of the School Plan occurs in October and February. In October of each year, principals, on behalf of the School Planning Council, produce an Annual School Report based on the previous School Plan including relevant data details. This report is then distributed to parents, trustees and other interested parties such as other schools and the general public.

The district monitors and supports School Plans throughout the school year:

- District staff meets with each School Planning Council to discuss progress with School Plan.
- November to March, normally inter-school visits occur when schools are paired with another school. (This did not occur in 2005/06 due to the concern over lost time). Principals from the teamed schools confer with their staff and then set a date, determining the nature and format of the visit as well as the focuses for the visiting and hosting teams. The goals of the visits are to:
 - Support the School Plan
 - Share best practice
 - Allow participants the opportunity to see what is happening with school structure, instructional strategies and teaching styles.
 - Open dialogue, sharing and discussion among all participants, as well as reflection upon teaching and learning.
 - Provide host school with an opportunity to share goals, strategies and results with visiting colleagues.

- Provide visiting school with an opportunity to ask questions and explore areas of interest.
- In the fall of each year training is provided for School Planning Councils. This year the district in partnership with the Administrators' Association planned and sponsored a two-day workshop with Bruce Wellman on "Assessment, Data, and Collaboration ... more than a few words!" on November 17 - 18, 2005. Each school brought a team to this workshop consisting of administrators, teacher leaders and parent representatives. Trustee representatives also attended.
- In 2005/06 a facilitated workshop in the District Review process will be held in March for administrators. This workshop and training will focus on the "10 Points of Inquiry" and provide opportunity for school teams to review and provide instructive feedback for administrators to share with School Planning Councils.
- In February/March, district staff will meet with the principal to review the School Plan and progress of School Plan development for the coming year.



District Priorities 2004 – 2007

Based on School Plans and District Priorities, School District No. 53 has pinpointed three priorities for the overall improvement of student achievement for the next three years. For each of the district priorities, goals and objectives will be developed to fulfil our expectations for continual student improvement.

District priorities represent the district direction to support student learning:

- In curriculum, by demonstrating improvement in literacy and numeracy performance.
- Through instruction, by advancing student learning through the use of effective instructional and assessment practices.
- And, enhancing culture and climate, by promoting personal and social responsibility and respect within a safe school community.

District Review Recommendations from 2003

1. Continue to develop, in consultation with schools and School Planning Councils, a district model connecting district priorities, School Plans, and district accountability goals.
 - The district developed a model of planning to have a direct connection and relationship between the District Priorities, the School Plans and the District Improvement Plan. District Priorities to support student learning are set by the Board at the beginning of each three-year term after considering input from the school planning councils and other information and data from the Ministry. The School Planning Councils then build their School Plans based on priorities and the needs of the school. This provides School Planning Councils flexibility within Board priorities. The District Improvement Plan then is developed to reflect school plans and district priorities. This model was developed in consultation with schools and School Planning Councils. This model has been revised to provide input and consultation with partner groups.
2. Consider developing (or identifying) and supporting district-wide use of all classroom assessment measures to supplement Provincial data.
 - A district assessment program has been developed in consultation with schools to provide classroom and school level assessment measures as a supplement to provincial data. The District Assessment Plan includes: Kindergarten Assessment Tools, PM Benchmarks for Grade 1-3, Peters/Gardner Whole Class Reading Assessment for Grade 3-7, BC Performance Standards for Writing for Grade 1-7, District-wide Writes for Grade 8-9, District Math Exams in Grade 8-9, and Grade 8-9 Reading.
3. Develop and support the implementation of specific district strategies aligned with each goal.
 - In 2003/04 the district developed a plan to provide support for strategies aligned with goals. Three district literacy committees were formed with district support for in-service and release time. Procedures were revised in kindergarten assessments so district special education consultants were involved in school-based team discussions. Support was provided for 25 teachers to attend a three-day Four Blocks workshop. Release time and in-service was provided for teachers to mark and score assignments in the Grade 8-9 District-wide Write. This support in implementation carried on in 2004/05 extending the Elementary Literacy Support Program to include kindergarten-grade 3. Administrators were provided support to take part in the Faye Brownlie Leadership Program in Year 3. The district implemented three "Read & Rec" pilot programs with the assistance of a Ministry grant. A Ministry grant also provided support for training of secondary literacy teachers in SmartRead and release time in each secondary school. PM Benchmark training for Grade 1-3 teachers was provided by the district with Cathie Peters. The district helped fund a Frank Serafini workshop on reading instruction. A District Numeracy Committee was formed in 2005/06 with a District Elementary

Numeracy/Math Coordinator and a Secondary Numeracy/Math Coordinator each with .25 release time. A school Literacy Helping Teacher was trained in Pearson's Stepping Out Program. In the area of physical education a part-time (.25) District Coordinator was extended for a third year. Resources and facilities were also provided in support of webcasts and release support for staff to attend sessions.

4. Continue to assist schools and School Planning Councils in the effective use of data.

- The district has supported schools and School Planning Councils in the effective use of data. A training session was held in November 2004 for School Planning Councils in Osoyoos sponsored and presented by the BC Confederation of Parent Advisory Councils (BCCPAC). Administrators and school teams have participated in the Bruce Wellman workshops with district support. Over the past three years, all administrators have been involved in Bruce Wellman/Laura Lipton Data Driven Dialogue workshops, co-sponsored by the BCPVP Association and BCSSA. In November of 2005 the Administrators' Association and the district planned and supported a Bruce Wellman workshop titled "Data, Assessment and Collaboration...more than just a few words". This was a two-day workshop for school teams of administrators, teachers and parents. The district sponsored the School Planning Council webcast on February 22, 2006 to School Planning Council teams wanting further training. Training sessions are held to train teams of teachers in the marking of Grade 10 examinations as well as district-wide writes. Sessions are organized each year for all teachers of Provincial examinations to meet for half-days during the school day to review examination data including results, cognitive level summaries and tables of specifications. Our special education department regularly offers sessions for teachers and teacher assistants to be trained to use various assessments, writing IEPs and strategies on how to best meet the objectives for individual students. These sessions have included a Dawn Reithaug in-service on behavioural interventions, training on the Woodcock Johnson III, ACE and Friends programs, Autism, assistance technology, ESL support, and sponsorship to attend conferences such as the annual PSA Alternate Conference.

Training sessions are held on the use of PM Benchmarks and BC Performance standards. This has resulted in more consistency and the generation of more reliable and valid data and effective use of the data for instruction.

5. Review the content and format of the District Improvement Plan document to ensure it is a clear and comprehensive communication and planning tool.

- The format of the District Improvement Plan has been revised. It currently provides for an Introduction, District Mission Statement and Charter of Trustees, Demographics, Unique Characteristics and District Strengths, District and School Connections and District Priorities, a District Review of Recommendations from 2003 and Goals, Objectives and Strategies. It incorporates the Aboriginal Enhancement (Draft) Agreement as an attachment to this document. A review of this format and the School Plan template will be conducted in May/June of 2006 following receipt of the District Review Report.

Goal #1: To improve student success in reading comprehension.

Rationale:

Current research indicates that student achievement in reading by the end of grade three is the best predictor of later academic success. Research also indicates that by teaching meta-cognitive strategies at all grade levels, students can meet with reading success at the later grades.

District analysis of reading comprehension assessment results at the school, district and provincial levels indicates a lower than expected rate of success. The District Literacy initiative is showing good results at the elementary levels. Although this is an emerging goal at the secondary (Grade 8 – 9) levels, we are pleased to see a growing enthusiasm and commitment by teachers in all subject areas.

Reading Objective #1: To increase the number of students who meet/exceed expectations in reading by the end of Grade 3.

Performance Indicators/Evidence:

Grade 3 reading comprehension will be measured using the:

- BC Performance Standards using the Peters/Gardner Whole Class Assessment. (Note: 2003/04 and 2004/05 results were collected using the School District No. 44 Whole Class Assessment tool.)
- Grade 3 PM Benchmarks Assessment (Kit 1 or 2). Standards were set by the Elementary Literacy Committee.

Note: Although teachers are assessing students on an ongoing basis, only the May/June data will be used for the District Progress Report. Data is also collected for Aboriginal students. Results are reported in the District Enhancement Agreement.

Grade 3 Reading Comprehension: BC Performance Standards				
	2003/04	2004/05	2005/06	2006/07
Exceeding	14.9 %	7.7 %	**	
Meeting	51.0 %	51.1 %		
Minimally Meeting	19.6 %	27.5 %		
Not Meeting	16.0 %	13.7 %		
Total Minimally Meeting, Meeting or Exceeding	84.0 %*	86.3 %*		
Target	90 %	90 %	90 %	

* SD 44 Whole Class Assessment Tool

** Peters/Gardner Whole Class Assessment Tool

Grade 3 PM Benchmarks				
	2003/04	2004/05	2005/06	2006/07
Exceeding	17.6 %	21.7 %		
Meeting	50.3 %	44.6 %		
Minimally Meeting	19.1 %	21.2 %		
Not Meeting	13.1 %	12.5 %		
Total Minimally Meeting, Meeting or Exceeding	86.9 %	87.5 %		
Target	90 %	90 %	90 %	

Strategies:	Progress to Date
1. Provide in-service training to primary teachers in the administration of PM Benchmarks (Cathie Peters) to improve consistency. Support PM Benchmark training with follow-up demonstrations and discussions in each school.	Completed October 2005
2. Provide in-service to primary teachers in making connections between the PM Benchmark assessment and instruction (Cathie Peters).	Completed October 2005
3. Provide training (train-the-trainer) on use and consistency for the Peters/Gardner Whole Class Assessment. Follow-up with school demonstrations and discussions.	Completed October 2005
4. Continue training in meta-cognitive strategies for reading comprehension.	Ongoing
5. To continue with Ready, Set, Learn activities at each school.	Completed at six sites, September to March
6. Support a Frank Serafini workshop during Summer Pro-D in Cawston.	Completed August 2005
7. Continue August training for new teachers in the use of the Reading 44 resource.	Completed
8. Provide time for the Primary Literacy Committee to review and revise District PM Benchmark Standards for each grade.	April, 2006
9. To survey teachers on professional development needs through the Primary Literacy Committee.	April, 2006
10. Implement Summer Rec' and Read Program in five communities for the summer of 2006 supported by Ministry of	Preparation underway

Education literacy funding.	
11. Encourage schools to send teacher/administrator teams to the Faye Brownlie Leadership Academy sponsored by the BCPVPA and BCSSA – Spring 2006	Three administrators, ten teachers registered Completed, March 2006
12. Provide a Dawn Reithaug Reading Adaptations workshop for Teaching Assistants and Aboriginal Support Workers during the Summer Pro-D week – summer 2006.	Completed, August 2005
13. Continue to send representatives to the Okanagan-Mainline Region Early Literacy Group.	Ongoing
14. Provide One-to-One Reading training program to schools.	Spring 2006
15. Encourage participation in the Early Years Success Symposium being held in Penticton in April 2006.	Fourteen teachers registered
16. Continue to hold regular meetings of school literacy lead teachers to share progress, ideas, innovations, research and resources.	Ongoing
17. Include band schools’ teachers in in-service, training and literacy meetings. Provide support in assessment through lending of materials such as the PM Benchmark kit.	Ongoing
18. Participate in the Early Learning Project (Kindergarten Portfolio Project)	Ongoing

Structures:

1. District Literacy Plan that provides the district with direction and stretch targets for our goals.
2. Early Intervention is a key component of literacy programs in the district. In 1999, a committee of all kindergarten teachers and district special services personnel developed two screening tools.

The first is a November Kindergarten Survey. This is used to look at each kindergarten student prior to the November reporting period to support teacher assessment and identify students who may be at-risk. Each school provides intervention support for students identified and sends a summary of results to the district office.

The second is the Kindergarten June Assessment which is used to summarize the learning for the year. This is used to identify students for home-intervention activities over the summer and school intervention when they return in September. A summary of results is sent to the district office.

3. The district led the establishment of Community for Kids which is a coalition of agencies and school districts in our region working to establish early childhood development resources. In partnership with CFK, School District No. 53 sponsors the Understanding the Early Years initiative which will take a deeper look at children’s readiness for Kindergarten. We have participated in the collection of data for Early Development Instrument (EDI) for five years.

4. Literacy Initiative Funding is provided to each elementary school using a formula that provides each school with funds equivalent to 0.2 FTE teacher plus 1.0 TOC day per teacher on staff. Schools then develop a plan to demonstrate how this funding will be used. This is the third year of the initiative.
5. Primary Literacy Committee meets two or three times per year to discuss progress and to set district direction.
6. Special Services staff acts as conduits of information and resources between the schools and the district and participates on all district literacy committees.
7. UBC Literacy Innovations grants to four schools: Okanagan Falls Elementary, Oliver Elementary, Tuc-el-Nuit Elementary and Osoyoos Secondary.

Reading Objective #2: To increase the number of intermediate students who meet/exceed expectations in reading comprehension.

Performance Indicators/Evidence:

Grade 4 to 7 reading comprehension will be measured using the:

- BC Performance Standards using the Peters/Gardner Whole Class Assessment. (Note: 2003/04 and 2004/05 results were collected using the School District No. 44 Whole Class Assessment tool.)
- FSA results at Grade 4 and 7
- Final letter grades for Language Arts

Note: Although teachers are assessing students on an ongoing basis, only the May/June data will be used for the District Progress Report. Data is also collected for Aboriginal students and reported in the District Enhancement Agreement.

Reading Comprehension: BC Performance Standards				
	2003/04	2004/05	2005/06	2006/07
Grade 4	92.9 %	91.0 %		
Grade 5	78.4 %	89.4 %		
Grade 6	92.6 %	80.5 %		
Grade 7	88.5 %	90.5 %		
All Intermediate	88.1 %*	88.1%*		
Target	90 %	90 %	90 %	

* SD 44 Whole Class Assessment Tool

** Peters/Gardner Whole Class Assessment Tool

British Columbia Foundation Skills Assessment Meeting or Exceeding						
	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Grade 4	79 %	66 %	77 %	76 %		
Target					80%	
Grade 7	71 %	72 %	79 %	80 %		
Target				81%	85 %	

Final Letter Grades for Language Arts Students receiving C, C+, B, or A				
	2003/04	2004/05	2005/06	2006/07
Grade 4	86.6 %	83.8 %		
Grade 5	78.9 %	85.0 %		
Grade 6	83.0 %	74.7 %		
Grade 7	80.5 %	86.9 %		
All Intermediate	82.3 %	82.9 %		
Target	82 %	85 %	85%	

Strategies:	Progress to Date
1. Train teachers (train the trainer format) on using the Peters/Gardner Whole Class Reading Assessment (Cathie Peters).	Completed October 2005
2. Support reading assessment practice and consistency with follow-up demonstrations, collaborative marking, and discussion sessions in the schools.	Completed November 2005
3. Continue training in meta-cognitive strategies for reading comprehension.	Ongoing
4. Encourage intermediate teachers to attend summer SmartRead conference in Penticton – summer 2005.	Completed
5. Support a Frank Serafini workshop during Summer Pro-D in Cawston.	August 19, 2005
6. Continue August training for new teachers in the use of the Reading 44 resource.	Completed

7. Provide in-service to teachers on making connections between assessment (Peters/Gardner) and instructional planning.	Completed October 2005
8. Encourage schools to send teacher/administrator teams to the Faye Brownlie Leadership Academy sponsored by the BCPVPA and BCSSA – winter 2006.	Three administrators, ten Teachers. Completed, March 2006
9. Provide time for the school literacy lead teachers to survey teachers on professional development needs.	Ongoing
10. To provide support for grade 7 to 12 content area teachers as they implement a whole school literacy plan to advance student’s reading and viewing comprehension by training a facilitator/trainer in Stepping Out. The helping teacher will then facilitate the training of school-based personnel and provide on-going support to schools.	Completed February 2006
11. Encourage participation of Special Services staff to continue to act as conduits of information and resources between the schools and the district.	Ongoing
12. Continue to hold regular district meetings of school literacy lead teachers to share progress, ideas, innovations, research and resources.	Ongoing
13. Include band schools’ teachers in in-service, training and literacy meetings.	Ongoing
14. Plan one or two dinner in-service opportunities around reading comprehension.	In Progress
15. Encourage teachers to attend the Adrienne Gear Reading Power workshop in Penticton on March 27, 2006.	Twelve teachers registered

Structures:

1. District Literacy Plan that provides the district with direction and stretch targets for our goals.
2. Literacy initiative funding is provided to each elementary school using a formula that provides each school with funds equivalent to 0.2 FTE teacher plus 1.0 TOC day per teacher on staff. Schools then develop a plan to demonstrate how this funding will be used. This is the third year of the initiative.
3. Intermediate Literacy Committee meets two or three times per year to discuss progress and set district direction.
4. Special services staff acts as conduits of information and resources between the schools and the district and participate on all district literacy committees.
5. UBC Literacy Innovations grants to four schools: Okanagan Falls Elementary, Oliver Elementary, Tuc-el-Nuit Elementary and Osoyoos Secondary.

Reading Objective #3 (Emerging): To increase literacy skills of students by implementing classroom literacy strategies and enhancing school literacy programs at the secondary level.

Performance Indicators/Evidence:

The 2004/05 school year will be the baseline year for some assessments, while the 2005/06 school year will be the baseline year for others.

Writing has been an essential component in getting secondary teachers to commit to the literacy priority and the concept that we are all teachers of literacy. Hence, we are further ahead in writing than reading at this point in time.

Writing progress measurement:

- Grades 8 and 9 District-Wide Write will be marked collaboratively by district teachers using the Ministry of Education's Six Point Writing Rubric, derived from the BC Performance Standards for Impromptu Writing. Each paper is duo marked by teachers from all schools and various subject areas who are trained in the marking process at the beginning of the session.
- Cognitive level results from the English/Language Arts 10 Provincial Exam will be used for Grade 10 writing results.
- Cognitive level results from the English 12 and Communications 12 will be used for Grade 12 writing results.

Reading progress measurement:

- As this is an emerging goal, we will need to explore the various tools available to assess reading comprehension at this level. For a beginning benchmark we will assess reading comprehension using the Grade 8 and 9 District-wide Write using the Ministry of Education's Six Point Reading Rubric derived from the BC Performance Standards for Reading. We believe that it is important to adopt a reliable reading comprehension assessment tool for June 2006.

English/Language Arts:

*Note: Provincial exam results for English will be used at the Grade 10 and Grade 12 levels. We expect to see improvement in our district mean scores. At the Grade 12 level we expect to see a higher participation rate.

Writing: Grade 8 (District-Wide Write)				
Grade 8	2004/05	2005/06	2006/07	2007/08
Below	2.9 %			
Minimally Meeting	7.2 %			
Fully Meeting	83.7 %			
Exceeding	6.3 %			
Fully Meeting and Exceeding	90.0%			
Target	90.0 %	92 %		

*Note: Six point MOE rubric has been converted to four point scale.

District-Wide Write: Grade 9 (District-Wide Write)				
Grade 9	2004/05	2005/06	2006/07	2007/08
Below	3.2 %			
Minimally Meeting	4.1 %			
Fully Meeting	78.5 %			
Exceeding	14.2 %			
Fully Meeting and Exceeding	92.7 %			
Target	90.0 %	95 %		

*Note: Six point MOE rubric has been converted to four point scale.

Reading Comprehension: Grade 8 (District-Wide Write)				
Grade 8	2004/05	2005/06	2006/07	2007/08
Below	2.4 %			
Minimally Meeting	9.5 %			
Fully Meeting	77.7 %			
Exceeding	10.4 %			
Fully Meeting and Exceeding	88.1 %			
Target	90 %	90 %		

*Note: Six point MOE rubric has been converted to four point scale.

Reading Comprehension: Grade 9 (District-Wide Write)				
Grade 9	2004/05	2005/06	2006/07	2007/08
Below	0.9 %			
Minimally Meeting	9.5 %			
Fully Meeting	79.3 %			
Exceeding	10.4 %			
Fully Meeting and Exceeding	89.7 %			
Target	90.0 %	90 %		

*Note: Six point MOE rubric has been converted to four point scale.

Grade 10 Provincial Exams (Note: Mean Score is for the Provincial Exam only.)

English/Language Arts 10	2004/2005			2005/2006			2006/2007		
	All	Female	Male	All	Female	Male	All	Female	Male
Provincial Participation	81%	82%	80%						
Provincial Mean Score	69%	71%	67%						
District Participation	85%	85%	85%						
District Mean Score	69%	71%	67%						
Target (Mean Score)	-	-	-	72%					
Pass Rate	93%	93%	92%						

Grade 12 Provincial Exams (Note: Mean Score is for the Provincial Exam only.)

English/Language Arts 12	2004/2005			2005/2006			2006/2007		
	All	Female	Male	All	Female	Male	All	Female	Male
Provincial Participation	67%	71%	62%						
Provincial Mean Score	70%	72%	68%						
District Participation	48%	51%	45%						
District Mean Score	70%	73%	64%						
Target (Mean Score)	-	-	-	72%					
Pass Rate	93%	97%	87%						

Strategies:	Progress to Date
1. Continue to review and revise the District-Wide Write process.	Completed, will be written in June 2006
2. Ministry Literacy Innovation grants are being used to support the Literacy Helping Teacher initiative.	Ongoing
3. Continue to support school Literacy Helping Teachers in their study and use of meta-cognitive strategies by supporting their attendance at the August 2005 SmartRead Institute and the April 2006 SmartRead Institute.	Completed Registered for April
4. Expand SmartRead expertise by sending a second teacher to the April 2006 SmartRead Institute	Registered for April
5. Literacy Helping Teachers will provide demonstration lessons	Ongoing
6. Have SmartRead facilitator Robin Speed do demonstration lessons at Secondary schools, once in the fall and once prior to Spring Break.	Completed, December 7 & 8, March 2 & 3
7. Hold a workshop on SmartRead strategies with Robin Speed for interested teachers in spring 2006.	Being planned

8. Explore the tools available to assess reading comprehension and implement a framework for assessment.	Ongoing
9. Support the development school level intervention strategies for reading and writing.	Ongoing
10. Train one Literacy Helping Teacher to be a facilitator for Stepping Out, professional development program that supports all grades 7 to 12 content area teachers as they implement a whole school literacy plan as they advance student reading and viewing comprehension. The helping teacher will then facilitate the training of school-based personnel; as well provide on-going support to schools.	Completed, February 2006
11. Literacy Helping Teachers will develop a dinner series of workshops on meta-cognitive strategies.	Ongoing
12. Literacy Helping Teachers will develop workshops for parents to support their child's reading growth.	Ongoing
13. Literacy Helping Teachers will provide workshops on meta-cognitive strategies for the August Summer Pro-D.	Ongoing
14. Support a district public speaking program for the spring.	Being planned
15. Explore the use of Writers Workshop in the schools.	Ongoing
16. Work with Susan Close and TELUS to develop a web link for video conferencing in order to provide training services at a reduced cost.	Ongoing
17. Continue to provide a coordinator for the AVID (Advancement via Individual Determination) program and explore extending it to all secondary schools.	Ongoing

Structures:

1. Provide a 0.25 FTE Literacy Support Teacher to each secondary school to support literacy in the school.
2. Provide schools with funding equivalent to 1 TOC day per teacher to support implementation of classroom literacy strategies.
3. Provide schools with funding equivalent to \$5 per student to purchase literacy resources.
4. Regular meetings of the District Secondary Literacy Committee.
5. Literacy Helping Teachers will meet on a regular basis and as required to share and do district planning for literacy.

Goal #2: To Improve student success in numeracy.

Rationale:

The National Council of Teachers of Mathematics has developed a vision for all students based upon the statement that "...Mathematical competence opens doors to productive futures...." The five goals that support this vision state that all students should:

1. Learn to value mathematics
2. Become confident in their ability to do mathematics
3. Become mathematical problem solvers
4. Learn to communicate mathematics
5. Learn to reason mathematically.

A review of our 2003 FSA numeracy results indicates that we are getting good results at the end of Grade 4 with 93 percent of our students meeting or exceeding expectations. However, there does seem to be a drop-off in performance when we consider Grade 7 results, noting that we are consistently in the low 80 % of students meeting or exceeding expectations. We seem to have plateaued at that level and would like to see an improvement in student results. It should also be mentioned that we would like to have assessments, other than FSA, that reflect the growth in student performance both for individuals and for groups.

Although parents of elementary students are reasonably satisfied with the development of their child's mathematics skills (80 – 89% in 2004/05), secondary parents are not (0 – 59% in 2004/05). Grade 7, 10 and 12 students feel they are not getting better at math. At the secondary level, few of our students take mathematics at the higher levels. Only 17 percent of grade 12 students took Principles of Mathematics during the 2004/2005 school year. We believe that we need to do a better job of preparing students in this area and more students should be capable and willing to succeed in the more rigorous mathematics courses.

Note: This is an emerging goal.

Numeracy Objective #1: To increase the number of intermediate students who minimally meet, meet, and exceed expectations in Numeracy.

Performance Indicators/Evidence:

Numeracy results will be measured using:

- Grade 4 and 7 Foundations Skills Assessment.
- District developed Numeracy assessments.

British Columbia Foundation Skills Assessment Meeting or Exceeding						
	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Grade 4	88 %	79 %	90 %	93 %		
Target					maintain	
Grade 7	79 %	83 %	82 %	82 %		
Target					85 %	

Strategies:	Progress to Date
1. Develop a grade 6 assessment tool through a collaborative process of grade 6 teachers.	Ongoing
2. Investigate the resources being used in the district and report back to the District Numeracy Committee.	Ongoing
3. Develop a strategy to address “enthusiasm for math”.	Ongoing
4. Teams of four from each school invited to participate in the Trevor Calkins web casts in January and February. Teams to be made up of two teachers, a parent and an administrator.	Completed
5. Elementary Numeracy Helping Teacher to help teachers develop a better understanding of the BC Performance Standards for Numeracy.	Ongoing
6. Elementary Numeracy Helping Teacher will do demonstration lessons for teachers using the Power of Ten concepts.	Ongoing
7. Develop a plan for in-service and professional development. Ongoing work with Trevor Calkins or associate.	Underway

Structures:

1. District Committee to lead the Numeracy Initiative. This committee will be comprised of a teacher from each school, the elementary numeracy helping teacher and secondary numeracy helping teacher, an elementary administrator and a secondary administrator, a trustee, and a parent (appointed by DPAC). Established January 2006.

The committee will develop a three-year strategic plan for the district that will include:

- Recommendations for numeracy/mathematics assessment (including the use of the BC Performance Standards)
 - Implementation of an assessment program and a process to review data and determine direction for staff development
 - Plan to support teachers in the development of best practice of instruction
 - Develop a strategy for evaluation and upgrading of resources
2. A District 0.2 FTE Elementary Numeracy/Math Helping teacher is in place to support the implementation of the District Numeracy Strategic Plan.
 3. District Numeracy Strategic Plan (to be developed).

Numeracy Objective #2: To increase the number of Grade 8 - 12 students who minimally meet, meet, and exceed expectations in Numeracy.

Performance Indicators/Evidence:

Numeracy results will be measured using:

- Grade 8 and 9 District Exams.
- Grade 10 and 12 Provincial Exam Results. (average of Provincial Exam Score)
- Participation results for Grade 12 Applied or Principles of Mathematics

Grade 8 and 9 District Exams

Note: 2005/06 will be a base-line year.

Grade 10 Provincial Exams (Note: Mean Score is for the Provincial Exam only.)

Applications of Math 10	2004/2005			2005/2006			2006/2007		
	All	Female	Male	All	Female	Male	All	Female	Male
Provincial Participation	6%	5%	7%						
Provincial Mean Score	62%	60%	63%						
District Participation	10%	10%	10%						
District Mean Score	57%	54%	59%						
Target (Mean Score)	-	-	-	59%					
Pass Rate	74%	62%	86%						

Essentials of Math 10	2004/2005			2005/2006			2006/2007		
	All	Female	Male	All	Female	Male	All	Female	Male
Provincial Participation	13%	12%	14%						
Provincial Mean Score	60%	59%	61%						
District Participation	15%	11%	18%						
District Mean Score	58%	55%	59%						
Target (Mean Score)	-	-	-	60%					
Pass Rate	83%	80%	84%						

Principles of Math 10	2004/2005			2005/2006			2006/2007		
	All	Female	Male	All	Female	Male	All	Female	Male
Provincial Participation	64%	67%	62%						
Provincial Mean Score	68%	68%	68%						
District Participation	58%	62%	54%						
District Mean Score	65%	65%	65%						
Target (Mean Score)	-	-	-	67%					
Pass Rate	94%	90%	97%						

Grade 12 Provincial Exams (Note: Mean Score is for the Provincial Exam only.)

Applications of Math 12	2004/2005			2005/2006			2006/2007		
	All	Female	Male	All	Female	Male	All	Female	Male
Provincial Participation	2%	2%	2%						
Provincial Mean Score	58%	56%	60%						
District Participation	2%	3%	2%						
District Mean Score	57%	55%	mask						
Target (Mean Score)	-	-	-	60%					
Pass Rate	88%	80%	mask						

Principles of Math 12	2004/2005			2005/2006			2006/2007		
	All	Female	Male	All	Female	Male	All	Female	Male
Provincial Participation	35%	33%	37%						
Provincial Mean Score	72%	73%	72%						
District Participation	15%	13%	18%						
District Mean Score	66%	66%	66%						
Target (Mean Score)	-	-	-	70%					
Pass Rate	86%	85%	87%						

Combined Participation	2004/2005			2005/2006			2006/2007		
	All	Female	Male	All	Female	Male	All	Female	Male
Applications of Math 12	2%	3%	2%						
Principles of Math 12	15%	13%	18%						
Combined	17%	16%	20%						
Target				20%					

Strategies:	Progress to Date
1. Implement the use of OMR software for marking the grade 8 and 9 District exams. This will allow for the specific IRP strand information to be gathered.	Ongoing
2. Data analysis of math results at all levels and to provide time for discussion and collaboration.	Ongoing
3. Investigate new resources for grades 8 and 9.	Ongoing
4. Develop a strategy to address “enthusiasm for math” such as a series of workshops on fun math activities.	Ongoing
5. Develop links to websites with math materials.	Ongoing
6. Develop forums for instructional strategy sharing.	Ongoing
7. Grade 10 and Grade 12 Math teachers meet to discuss Provincial exam results, cognitive level information and to share strategies for improvement.	Spring 2006
8. Promote the Applications of Mathematics pathway.	Ongoing
9. Investigate ways to provide more opportunities for talented math students (contests, acceleration, and enrichment).	Ongoing
10. Numeracy Helping Teacher to help teachers develop a better understanding of the BC Performance Standards for Numeracy.	Ongoing
11. Continue to provide a coordinator for the AVID (Advancement via Individual Determination) program and explore extending it to all secondary schools.	Ongoing

Structures:

1. A District Committee to lead the Numeracy Initiative. This committee will be comprised of a teacher from each school, the elementary numeracy helping teacher and secondary numeracy helping teacher, an elementary administrator and a secondary administrator, a trustee, and a parent (appointed by DPAC). Established January 2006.

The committee will develop a three year strategic plan for the district that will include:

- Recommendations for numeracy/mathematics assessment (including the use of the BC Performance Standards)
- Implementation of an assessment program and a process to review data and determine direction for staff development
- Plan to support teachers in the development of best practice of instruction
- Develop a strategy for evaluation and upgrading of resources

2. A District 0.25 FTE Secondary Numeracy/Math Helping teacher is in place to support the implementation of the District Numeracy Strategic Plan.
3. District Numeracy Strategic Plan (to be developed).
4. All Math 8, Math 9 and Principles of Math 11 students write the district exams. The results of these exams are discussed at the school and district levels.

Goal 3: To improve student social responsibility and provide a safe learning environment for all our students.

Rationale:

Student safety is a priority for School District No. 53 as all students should feel safe and welcome in school. When students feel safe, parents' confidence increases and student achievement is positively impacted. From kindergarten to grade 12, we must be proactive in teaching students about safety, citizenship, and social responsibility. We must be diligent in dealing with concerning behaviours. In spite of implementation of proactive programs, there is increasing concern about the increased use of drugs and alcohol by our students from parents and the community. Anecdotal reports and evidence from students and staff support these concerns. School level reports indicating an increase in out of school suspensions and the number of District Discipline Committee referrals also cause concern. Ministry Satisfaction Survey results indicate that grade four students feel safe at school with 80-90% of students reporting they "feel safe" "many times" or "all of the time". This percentage drops to 70-79% in grade seven and 60-69% in grade ten and rises again to 80-89% in grade twelve. Survey results on a key indicator relating to students doing their best in school shows a similar trend with 90-100% of grade four students reporting they try their best at school "many times" or "all of the time". This percentage drops to 80-89% in grade seven and 60-69% in grade ten and grade twelve. Our long term objective is to have a High to Very High (4 or 5) ratings on key indicators. We also need to develop assessment instruments to gather reliable and valid data to fully implement the BC Performance Standards for Social Responsibility. We feel strongly that we must continue to maintain what we have developed and accomplished in these areas and continue to help ensure a safe learning environment and develop socially responsible behaviour in our schools.

Leading Performance Indicator(s):

- Ministry Satisfaction Surveys
- Referrals to the District Discipline Committee
- Ministry of Education 1701 Behaviour Data

Ministry Satisfaction Survey Results:

1	2	3	4	5
0 – 59%	60 –69%	70 – 79%	80 – 89%	90 – 100%

Grade	Ministry Satisfaction Survey Indicators	01/02	02/03	03/04	04/05	Province
3/4	Do you feel safe at school?	3	4	5	4	4
	Do you know how your school expects students to behave?	N/A	N/A	4	5	4
	Do you try to do your best at school?	5	5	5	5	5
	At school, do you respect people who are different from you?	4	4	5	5	5
7	Do you feel safe at school?	3	4	3	3	3
	Do you know how your school expects students to behave?	N/A	N/A	3	4	3
	Do you try to do your best at school?	4	4	4	4	4
	At school, do you respect people who are different from you?	4	4	4	4	4
10	Do you feel safe at school?	2	2	4	2	3
	Do you know how your school expects students to behave?	N/A	N/A	3	3	2
	Do you try to do your best at school?	2	1	2	2	2
	At school, do you respect people who are different from you?	3	4	4	4	4
12	Do you feel safe at school?	3	4	4	4	3
	Do you know how your school expects students to behave?	N/A	N/A	4	3	2
	Do you try to do your best at school?	2	2	2	2	2
	At school, do you respect people who are different from you?	4	4	4	4	4
Elementary Parent	Does your child feel safe at school?	4	4	5	5	4
	Does your child's school provide clear expectations for student behaviour in the school?	N/A	N/A	5	5	4
	Are the rules related to behaviour enforced consistently at your child's school?	3	3	4	4	3
Secondary Parent	Does your child feel safe at school?	3	3	3	3	4
	Does your child's school provide clear expectations for student behaviour in the school?	N/A	N/A	3	4	3
	Are the rules related to behaviour enforced consistently at your child's school?	2	1	2	1	2
Staff	Is your school a safe place to work and learn?	5	5	5	4	5
	Does your school provide clear expectations for student behaviour in the school?	N/A	N/A	3	3	4
	Are the rules related to behaviour enforced consistently at your school?	2	2	2	1	3

DISTRICT DISCIPLINE CASES: Drugs/Alcohol/*Violence/**Other					
	Drugs	Alcohol	Violence	Other	Total
2001/002	5	1	5	5	16
2002/003	6	0	13	0	19
2003/04	5	1	6	4	16
2004/05	6	0	16	0	22
2005/06					
2006/07					
2007/08					

* Violence = assault, fighting, weapons, harassment, bullying, intimidation, verbal abuse (vulgarity) directed at a staff member
 ** other = vandalism, property damage, theft, smoking, general misconduct, inappropriate language, swearing, disrespect and rudeness

MINISTRY OF EDUCATION 1701 BEHAVIOURAL DATA						
	# of identified students		% of District student population		Province	
	Intensive Behaviour	Moderate Behaviour	Intensive Behaviour	Moderate Behaviour	Intensive Behaviour	Moderate Behaviour
2004/05	90	62	3.19%	2.20%	1.24%	1.64%
2005/06						
2006/07						
2007/08						

Note: District student population 2004/05 = 2824

Objective #1: To increase the percentage of students who feel safe in the learning environment.

Strategies: 2004-2006	Progress to Date
1. To provide support for all intensive behaviour students by providing three hours a week of teaching assistant support to focus on social skills, training, teaching replacement behaviours, and minimizing both internal and external frustration.	Established in 2005-06 (secondary) and 2004-04 (elementary)
2. To provide support for all designated intensive behaviour students by providing .02 FTE per student to help develop and maintain an individualized education plan (IEP) to address specific unique behaviours.	Established in 2004-2005
3. To provide support for all moderate behaviour students by providing a formula of 1:1000 FTE (regular students) and supporting all moderate behaviour students with an IEP to assist with behavioural interventions.	Established in 2005-06
4. To establish a district contract with Desert Sun Counselling and Resource Centre to address teen violence and prevention.	Established in 2005-06

<p>5. To establish a contract with Michael Pond & Associates Ltd to secure individual counselling services and family support.</p>	<p>Established in 2005-06</p>
<p>6. To maintain a district contract with the Minister of Finance (Ministry of Children & Family Development) to ensure that a mental health clinician provides on-site service to students diagnosed with a mental illness.</p>	<p>Established in 2002-03</p>
<p>7. To continue with the implementation of a School-Based Prevention Worker Program in our three secondary schools to provide intervention and prevention services. This will be done with a contract with Pathways in Osoyoos Secondary and Southern Okanagan Secondary and the provision of additional time for a Child Care Worker in Similkameen Elementary Secondary. Okanagan Similkameen Learning Centres will also contract for services with Pathways.</p>	<p>Established in February 2005</p>
<p>8. To maintain a 1.0 elementary district counsellor for behaviour support and other counselling needs.</p>	<p>Established in 2003-04</p>
<p>9. To provide training for teaching assistants with a two day workshop that addresses behaviour will be organized</p>	<p>Once a year - August 2005</p>
<p>10. To continue to utilize integrated case management techniques to ensure all stakeholders are informed and involved regarding behavioural students.</p>	<p>Ongoing</p>
<p>11. To ensure each school conducts weekly school-based team meetings to further discuss and refine the plans for behavioural students.</p>	<p>Weekly schedule developed in 2003</p>
<p>12. To provide in-service for Aboriginal Support Workers there will be in-service each year regarding solution focused counselling, cooperative discipline, reality therapy and effective behaviour support.</p>	<p>Annually, last one February 2006</p>
<p>13. To support our schools School District 53 will regularly review and refine the Progressive Discipline Policy.</p>	<p>Ongoing, updated in 2006 re: cell phones and cameras</p>
<p>14. To provide for an increased level of assessment for behavioural students, the district will increase the FTE of school psychologists.</p>	<p>Increase school psychologists to four part-time FTE contracts in 2006.</p>
<p>15. To provide support to elementary and secondary students who are experiencing anxiety, ACE and Friends programs will be instituted at elementary and secondary schools.</p>	<p>In place at the Grade Four level in elementary schools and in each secondary school</p>

16. To provide support for our schools by providing more services and resources to be purchased by the district so that behavioural students can be accurately assessed. Beck Youth Inventories, BASC, Connors, and functional behavioural assessments will be widely used.	BASC USED SINCE 2001 CONNORS used since 2001 BECK purchased in 2006
17. To support school personnel by developing a district template for constructing “Safety Plans” to improve services for select intensive behaviour students.	Developed and implemented in 2005-06
18. To hold focus meetings with Grade 7 and Grade 10 students to determine reasons for responses to the key indicator question on student safety.	April/May 2006

Objective #2: To increase the percentage of students demonstrating socially responsible behaviour in the school community. (emerging)

Strategies: 2004-2006	Progress to Date
1. To investigate Restorative Justice processes with presentations to administrators and Trustees.	Presentations to be held April for Trustees and administrators
2. To implement a District Social Responsibility Committee to investigate best practices, programs, assessment instruments, data collection methods and support required.	May 2006
3. To continue to support schools in proactive programs to increase social responsibility in students and to increase school safety such as EBS.	Ongoing
4. To support the implementation of the Link Crew Program at Southern Okanagan Secondary School as a pilot project.	Implemented September 2005

Targets:

1. To maintain or improve district ratings on the key indicator questions of the Ministry surveys to be High to Very High (4 or 5 ratings). Target to be determined.
2. Our long-term target is to have 90% of all students meeting or exceeding grade level expectations on the BC Performance Standards for Social Responsibility. A baseline will need to be established once we have developed assessment instruments and methods for collecting the data.
3. To reduce the number of students being reported in categories R- moderate behaviour and H-intensive behaviour over the next three years. Target to be determined.
4. To reduce the number of students referred for drug and alcohol intervention counselling within three years. A baseline to be determined in 2005-06.

5. A reduction in the number of referrals to the District Discipline Committee within three years. (Baseline 2004/05.)
6. A reduction in the number of out-of-school suspensions and an increase in the percentage of students who do not receive an out-of-school suspension over the next three years. (Baselines and targets to be determined.)

Structures: (2003-2006)

1. District Discipline Committee and Discipline Policy
2. District and school-based behaviour programs
3. Funding:
 - a) Funds provided to provide three hours of TA time for all intensive behaviour students
 - b) Funds provided to establish .02 FTE for all intensive behaviour students
 - c) Funds provided to establish a FTE ratio of 1:1000 for moderate behaviour students
 - d) Service contract established with Desert Sun Counselling Centre for teen violence and prevention
 - e) Service contract established with Mike Pond and Associates to provide individual and family counselling
 - f) Service contract established with MCFD- Mental Health to provide the services of a mental health clinician
 - g) Service contract established with Pathways Addictions Resource Centre for drug and alcohol counselling
 - h) Funds provided for a full time elementary counsellor
 - i) Funds provided for a two-day in-service on behaviour for teaching assistants
 - j) Funds provided so that each intensive behaviour students' IEP can be reviewed with TOC coverage twice a year
 - k) Funds provided so that the district could increase the number of psychologists from two to four so that behavioural students could be assessed cognitively
 - l) Funds provided to purchase the Beck Youth Inventories and to provide in-service on the use of these and FBAs
 - m) Funds provided to provide training for the Link Crew Program pilot project at Southern Okanagan Secondary School
 - n) Funds for inservice in Restorative Justice