

SCHOOL DISTRICT NO. 53 (OKANAGAN SIMILKAMEEN)

DISTRICT ACHIEVEMENT PLAN

2009/2010

www.sd53.bc.ca

Learning today for living tomorrow



District Mission Statement

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

District Goals

Goal #1: To improve student success in literacy

Goal #2: To improve student success in numeracy

Goal #3: To improve the culture and climate in each school

Goal #4: 10's to 2010 – Learning and Leading with Hope... Building Student Success

Attachments

Literacy Now Communities Program

Aboriginal Enhancement Agreement Five Year Plan

Read and Rec' / Rhyme and Rec' 2008 Report

Appendix A

Appendix B

Appendix C

District Context

Introduction

Improving student achievement is the highest 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 individual student achievement in each of our schools.

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. These are 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. Within the district boundaries are three First Nations Bands: Osoyoos Indian Band and the Upper and Lower Similkameen Bands. The district faces the challenge of declining enrolment due largely to economic and demographic changes within the region.

In 2009/10, the District will be supporting 1346.5 FTE elementary students and 1009.5 FTE secondary students for a total of 2356 FTE students. This is a decline of 72 FTE students from the previous school year. The Board is pleased to report that the Hedley students transferred to Cawston Primary School, as a result of last year’s school closure, have done very well this year. Eight schools, ranging from 100 students to approximately 525 students, provide a full offering of academic and career preparation programs. Our Outreach School supports home learning programs for approximately 53FTE students from Kindergarten to Grade 12, while Okanagan Similkameen Learning Centre, with three locations, works with approximately 157 FTE students – which translates into about 500 actual students. Included in overall district numbers are 145 students identified as ESL, over 300 students of Aboriginal ancestry, and approximately 300 students in special education. Concerted efforts to improve our student outcomes have also focussed on increasing our Student Secondary Apprenticeship and ACE-IT programs – we are now seeing more students participate in these valuable programs.

2006 Canada Census

86.3% of families spoke primarily English at home with Punjabi at 11.6% as the next most common language. The population of 22,290 residents in our six communities is made up of 6,980 families. The average family income is \$36,694 which is well below the Provincial average of \$54,840. The latest census data shows about 29% of the population is age 65 and over compared to about 14% in the Province. It is also important to note that only 7.2% of the population have university degrees compared with 17.6% for the province; 12.5% have less than a Grade 9 education compared with 6.6% for the province while 27.7% have Grade 9 to 13 without a certificate or diploma compared to 17.7% for the province. 15% of families with children under 6 are unemployed in the District compared with 9% for the province. In addition our average housing costs have escalated over the past three years with two of our communities, Oliver and Osoyoos with average house prices at \$360,000. This has been affecting our younger families who leave our communities for work and housing in other jurisdictions.

Early Development Indicator

The EDI shows that the district ranks as the 12th most vulnerable in the province. We have taken note of the significant changes in student Emotional Maturity, Language and Cognitive Development and Communication Skills and General Knowledge as listed below. In 2006, the District embarked on a detailed and by school plan to implement early learning opportunities. The year we are proud to say that every one of our elementary schools has either a StrongStart, preschool and/or quality day care opportunity. These options have greatly increased the number of children and families accessing our schools as part of this ‘hub’ of services. In addition, we have implemented a professional development/in-service model for all of our ECE staff to blend the knowledge base from early learning to kindergarten – to best benefit children. We are anticipating that our next EDI results will show a decrease in vulnerability on the indexes below.

Subscale	2001-2003	2004-2007
Physical Health & Well-being	12.2	12.1
Social Competence	11.0	10.8
Emotional Maturity	13.7	15.4
Language & Cognitive Development	9.3	14.3
Communications Skills & General Knowledge	10.8	19.0

Okanagan Falls early learning community and the school staff presented to the Board in early spring of 2009. The early learning to kindergarten model developed at this school is supporting children and families very well and is being looked to, by not only our other schools, but those in other districts as one to emulate.

Unique Characteristics and District Strengths

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 our major initiatives have included:

- District Wide Assessment Plan;
- District Literacy and Numeracy Initiatives;
- Amalgamation and blending of student data - provincial, district, school and teacher ;
- Continued work on our Aboriginal Enhancement Agreement;
- Understanding the Early Years Project – completed this year;
- Development of four Strong Starts and;
- Beginning to integrate the use of technology into the learning environment through a district wide Learning Technology Plan implemented in 2008-09.

District and School Connections

During May 2009, the Board and senior staff have met with each School Planning Council to:

- Review progress on school goals
- Support the School Plan
- Share best practice
- Discuss allocation of funds to meet goal requirements for the coming year
- Open dialogue and reflection upon teaching and learning situations which are researched based and are showing significant gains for student achievement
- Continue the discussion on cohort and individual student data collection processes

Ongoing process:

- Upon completion of the May 2009 review, school plans were approved by the Board at its June 24, 2009 meeting
- Each school has set aside School Plan days to review and discuss updates
- Continue to develop a common assessment database (Michaelangelo) to track cohorts and individual student achievement at all grade levels. We are seeing more schools use this information as part of their planning processes.
- Review of the Aboriginal Enhancement Agreement has again being evaluated this spring
- Individual meetings with each SPC will be scheduled for May 2010 to review the 2009/10 goal outcomes and discuss the 2010/11 school plans and updates.
- The district monitors and supports School Plans, Community Literacy Plan and Aboriginal Enhancement Agreement throughout the school year.

2009 Superintendent of Achievement Review

In early fall 2008, Mr. Rod Allen, Ministry of Education Superintendent of Achievement visited the district. In a morning long meeting with the Board Chair, Superintendent and Assistant Superintendent, the District Achievement Plan and processes for its review and ongoing student improvement was discussed. The Board is pleased to report that the review and responses made by Mr. Allen to the plan, district directions and our student achievement were all very positive. Mr. Allen made particular note of the Board's 10's to 2010 goal to improve the transition and graduation rates of our 2007 Grade 10 cohort group – for which we are already seeing improved outcomes for students. This work is also expanding to other cohort groups this year as we learn more about how we can best support our learners and increase their achievement.

Review of the District Improvement Plan

This year's review was held at School Board open meetings in June of 2009. Trustees, staff and community members reviewed the School Plans, the visits held in May and the alignment to the District Plan.

As part of its budget process, the Board carefully considered its four goals and aligned resources to match the strategies and services needed for students and staff. This process resulted in cuts to services not directly related to the classroom as the Board worked to keep the maximum amount of funding focussed on services for students in the classroom.

District Goals

Goal #1: To improve student success in literacy.

Goal #2: To improve student success in numeracy.

Goal #3: To Improve the culture and climate in each school.

Goal #4: 10's to 2010 – Learning and Leading with Hope... Building Student Success

Goal #1: To improve student success in literacy.

Rationale:

The District moved to an 'across the system' process for review of literacy from K to 12 several years ago. With the new Board of Education mandate for literacy from the early year to adults, this revised goal widens the scope to encompass the work the Board is engaged in with the community in the area of early learning and adults especially as it relates to our District/Community Literacy Plan. Our work in the area of improving literacy for all students is an ongoing process. This goal is divided into two objectives: reading and writing. Each is then 'divided' into sections which span the early years to adults.

Objective #1: To increase the number of students who fully meet/exceed expectations in reading

Performance Indicators/Evidence:

Data in this section is generally categorized by Early Learning, K to 3, 4 - 7, Grade 8 & 9 and Grade 10 - 12. Early Learning data is still being determined as part of a Pre-Literacy project being developed with StrongStart BC and Preschool Partners. Adult data forms a part of the Community Literacy Plan which is addended.

All information is in percentages.

Grade 3 Reading Comprehension: BC Performance Standards				
	2004/05 *	2005/06 **	2006/07 **	2007/08**
Exceeding	7.7	6.4	9.9	4.0
Meeting	51.1	43.6	49.0	49.0
Minimally Meeting	27.5	44.7	27.7	27.7
Not Meeting	13.7	5.6	12.4	13.2
Total Minimally Meeting, Meeting or Exceeding	86.3 *	94.7	86.6	83.3
Target	90.0	90.0	90.0	90.0

* SD 44 Whole Class Assessment Tool

** Peters/Gardner Whole Class Assessment Tool

Grade 3 PM Benchmarks - Reading				
	2004/05	2005/06	2006/07	2007/08
Exceeding	21.7	53.5	32.2	22.3
Meeting	44.6	22.7	34.2	40.4
Minimally Meeting	21.2	12.4	15.4	18.7
Not Meeting	12.5	11.4	11.4	18.1
Total Minimally Meeting, Meeting or Exceeding	87.5	88.6	81.8	81.4
Target	90.0	90.0	90.0	90.0

Our Grade 3 cohort group is showing fairly close alignment between the BC Performance Standards and the PM Benchmarks in reading. We have still not reached our target for either of these measures and so will continue to work on increasing our results in this area.

British Columbia Foundation Skills Assessment - Reading Meeting or Exceeding						
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
Grade 4	77	76	82	64	74	
Target		80	80	85	85	85
Grade 7	79	80	80	76	69	
Target		81	85	85	85	85

We are pleased to see our 2007/08 Grade 4 results go up, however we will continue to work towards our 85% target. The slight decline in Grade 7 results is of concern and has been reviewed with schools. We will continue with our target of 85%.

Reading Comprehension: BC Performance Standards Minimally Meeting, Meeting or Exceeding				
	** 2005/06	2006/07	2007/08	2008/09
Grade 4	92.3	89.5	90.1	
Grade 5	89.3	87.6	89.0	
Grade 6	90.2	84.6	88.5	
Grade 7	94.0	88.7	90.8	
All Intermediate	91.5	87.6	89.6	
Target	90.0	90.0	90.0	90.0

* SD 44 Whole Class Assessment Tool

** Peters/Gardner Whole Class Assessment Tool

Language Arts Final Letter Grades Students receiving C, C+, B, or A				
	2005/06	2006/07	2007/08	2008/09
Grade 4	90.6	87.1	89.2	
Grade 5	87.6	87.6	87.6	
Grade 6	93.1	87.4	87.4	
Grade 7	81.7	87.6	82.0	
All Intermediate	88.2	87.4	86.6	
Target	85.0	90.0	90.0	90.0

Reading comprehension, on the BC Performance Standards, are almost at our target with a very modest slip in our Language Arts letter grades. We will maintain our 90% targets for both.

Both these measures are done at year end and therefore will be included in next year's information.

Our District Wide Reading assessment has been developed 'in-house' and is similar to the Ministry of Education process for these grades.

Grade 8 District-Wide – Reading *				
Grade 8	2005/06	2006/07	2007/08	2008/09
Below	2.9	3.5	1.9	
Minimally Meeting	4.9	11.0	6.0	
Fully Meeting	72.2	76.5	75.5	
Exceeding	20.0	9.0	8.8	
Fully Meeting and Exceeding	92.2	85.5	84.3	
Target	90.0	90.0	90.0	90.0

Grade 9 District-Wide – Reading *				
Grade 9	2005/06	2006/07	2007/08	2008/09
Below	0.0	2.4	2.9	
Minimally Meeting	12.2	6.7	8.3	
Fully Meeting	74.5	76.1	70.7	
Exceeding	13.3	14.8	9.8	
Fully Meeting and Exceeding	87.8	90.9	80.5	
Target	90.0	90.0	90.0	90.0

Our district wide Reading results have slipped at both the Grade 8 and 9 levels. We will be reviewing this during the coming year to determine why.

English/L Arts 10*	2005/2006	2006/2007	2007/08
Provincial Pass Rate	96	96	96
District Pass Rate	97	92	94
Target		95	

Communications 12*	2005/2006	2006/2007	2007/08
Provincial Pass Rate	97	97	98
District Pass Rate	97	97	100
Target	90	90	95

English/L Arts 12*	2005/2006	2006/2007	2007/2008
Provincial Pass Rate	98	97	98
District Pass Rate	98	98	100
Target		98	98

* C- (pass) or better in percentage

With the changes in the provincial examination program, we have removed the participation rates – as rates are significantly down from previous years. Students who do write are doing well with the vast majority of students completing with a C- or better.

Objective #2: To increase the number of students who fully meet/exceed expectations in writing

Writing: BC Performance Standards Minimally Meeting, Meeting or Exceeding				
	2005/06	2006/07	2007/08	2008/09
Grade 1	95.8	91.8	89.6	
Grade 2	86.5	88.8	88.7	
Grade 3	84.6	85.6	81.6	
All Primary (Avg.)	89.0	88.7	86.6	
Target	90.0	90.0	90.0	90.0

We have slipped a bit this year and will maintain our 90% target.

British Columbia Foundation Skills Assessment - Writing Meeting or Exceeding						
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
Grade 4	91	90	88	93	67	
Target		80	80	85	85	
Grade 7	84	90	85	81	72	
Target		81	85	85	85	85

Our Grade 4 and 7 results dipped, this may be a one year anomaly so we will continue with our 85% target. We are also tracking our cohort groups as well to better address student learning needs.

Writing: BC Performance Standards Minimally Meeting, Meeting or Exceeding				
	2005/06	2006/07	2007/08	2008/09
Grade 4	92.4	92.7	87.3	
Grade 5	89.7	89.7	89.9	
Grade 6	91.1	87.6	85.7	
Grade 7	91.4	91.4	85.9	
All Intermediate	91.1	90.4	87.2	
Target	90.0	90.0	90.0	90.0

We have met our target in this measure for two years and notice a slight decline this year so will maintain 90% as the target. One of our schools, Cawston Primary, has moved to a single goal focus for 2009-10 specifically related to increasing students writing skills – we will monitor their work to learn more about the intended success outcomes for students.

Grade 8 District-Wide Write *				
Grade 8	2005/06	2006/07	2007/08	2008/09
Below	2.4	1.0	3.2	
Minimally Meeting	4.9	9.1	10.1	
Fully Meeting	74.8	74.9	65.9	
Exceeding	18.0	15.1	12.9	
Fully Meeting and Exceeding	92.8	90.0	78.8	
Target	90.0	90.0	95.0	90.0

Grade 9 District-Wide Write *				
Grade 9	2005/06	2006/07	2007/08	2008/09
Below	2.6	1.4	1.5	
Minimally Meeting	3.1	9.1	2.9	
Fully Meeting	83.9	71.4	68.8	
Exceeding	10.4	18.1	18.5	
Fully Meeting and Exceeding	94.3	89.5	87.3	
Target	90.0	90.0	95.0	90.0

* We reviewed these measures and increased our target for 2008-09 – however we will move it down to 90% as our results are not consistent over time as we had expected.

These measures are done at year end and therefore will be included in next year’s information.

Actions/Implementation for Goal #1	Success Measures
1. Implement an Early Learning centre at Cawston Primary School by September, 2008.	This program has been implemented as well as one at Osoyoos Elementary School. The schools and communities feel this opportunity will enhance children’s early learning and address some of our EDI concerns.
2. Review recent second evaluation of Okanagan Falls StrongStart BC Centre when available	A highly satisfactory report from HELP BC was provided.
3. Continue the early literacy in-service program for early childhood educators working in our StrongStart BC and Early Learning centres and preschool partnerships.	This program has been very successful this year in working with ECE’s to develop strong early literacy skill sets.
4. Re-evaluation of Ready, Set, Learn programs to align with our StrongStart and Early Learning programs	These programs have been aligned.
5. Continue work with Provincial Early Learning Project (Kindergarten Portfolio Project). Use to review the present district Kindergarten screening program.	We have been evaluating our Kindergarten assessment tools this year with no final decisions at this time.
6. Maintenance of primary reading program assessment and school-based strategies through provision of literacy funds	As per School Plan measures and District measures and targets
7. Continue the summer Rec’ and Read and Rhyme and Rec’ Program in five communities for the summer of 2008 supported by Ministry of Education literacy funding.	Report for 2008 addended.
8. Continue to include First Nation band school teachers in in-service, training and literacy meetings.	Cohort evaluation of students entering our system
9. Continue to send representatives to the Okanagan-Mainline Regional Early Literacy Group. As well as send representatives to the newly formed Okanagan Mainline Regional Late Literacy Group.	Teachers continue to report that they find the information valuable and utilize it in their classrooms

10. Maintenance of intermediate literacy program assessment and school-based strategies through provision of literacy funds	As per School Plan measures and District measures and targets
11. Elementary schools continue to develop strategies to improve writing. Cawston Primary School has a 2009/10 goal specifically focussed on improving student writing.	As per School Plan measures and District measures and targets
12. Hold regular meetings on literacy to discuss progress, share ideas and provide reflection on programs.	Improvement in teacher pedagogical approaches and student performance in reading will improve over time
13. Support the development of secondary school intervention strategies for reading and writing.	Each secondary school has a support system in place and student performance in reading will improve
14. Continue to develop the District-Wide Write process and assessment practices for secondary reading and writing	Student performance in reading and writing will improve
15. Ongoing refinement of the Community Literacy Plan	Plan was reviewed in 2008/09 and moved from a District Transitional Literacy Plan to a full community plan in collaboration with SD #67.

Goal #2: To Improve student success in numeracy.

Rationale:

A review of our evidence for all students at Grade 4 indicates that we have been getting a modest increase in results as of 2006. 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. Options are being reviewed to develop more balanced assessment practises in this area including using letter grades. With the changes to the Graduation Program many provincial exams have become optional. As a result, this section of data which we have historically included has been removed due to concerns regarding inconsistency in participation over time.

Performance Indicators/Evidence:

British Columbia Foundation Skills Assessment - Numeracy Meeting or Exceeding						
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
Grade 4	90	93	93	94	72	
Target			maintain	maintain	90	
Grade 7	82	82	86	86	72	
Target			85	88	88	88

Both our Grade 4 and 7 results have slipped this year, we believe this is an anomaly year and will therefore maintain our previous targets of 90 and 88% respectively.

App of Math 10	2005/2006	2006/2007	2007/2008
Provincial Pass Rate	92	92	93
District Pass Rate	92	95	83
Target		86	86

Essentials of Math 10	2005/2006	2006/2007	2007/2008
Provincial Pass Rate	92	93	92
District Pass Rate	89	87	86
Target		90	90

Principles of Math 10	2005/2006	2006/2007	2007/2008
Provincial Pass Rate	93	93	92
District Pass Rate	88	95	89
Target		90	90

The participation rates in these classes is much lower now, therefore, we hesitate to draw any conclusions from the information. Although students who write these exams, generally do well.

Actions/Implementations for Goal #2	Success Measures
1. Continue work of the District Numeracy/Math Committee to guide work to improve Numeracy/Math results	Teachers participated in the selection of our new elementary math resources and are working to spearhead in-service and training opportunities.
2. Continue to develop teachers' use of the on-line (Testonline.ca) assessment tool for numeracy	Teachers will be comfortable using the tool for evaluation of student needs and for planning instruction, and in-service. We have made this an optional strategy.
3. Implement the new Grade 8 Math learning outcomes	Grade 8 teachers will feel comfortable using the new outcomes.
4. Offer orientation to Grade 9 and 10 teachers on the new math curriculum	Teachers will have an understanding of the flow of learning outcomes from grade to grade.
5. Implement the new Grade 1 to 7 math focus	Teachers will be able to utilize the new IRP's in classes.
6. Implementation of the Trevor Calkins' Power of Tens workshop series in August 2007 (to run through the 2009/2010 school year)	Discussions in SPC meetings indicated that teachers are finding the workshops very valuable and are utilizing the information as part of their teaching practise.

Goal 3: To improve the culture and climate in each school.

Rationale:

This is an ‘encompassing’ goal for the district. Each school reviews their school-based evidence and then identifies a specific and relevant goal in this area to meet the needs of their students and school community. As the data and progress are unique to each school links to the school plans are provided here to facilitate review of this goal as it relates to each school. Schools and the Board are proud of the work being done in this area as it reflects the true connection and relationship between Board directions and school needs. School Planning Council reviews this year show that all schools are making very good progress in this goal area.

Cawston Primary School <http://www.cps.sd53.bc.ca/School%20Plan/School%20Plan%2007%2008.pdf>

CPS has moved to a single goal focus for 2009-10. The previous work in the culture/climate area will be maintained.

Oliver Elementary School <http://www.sd53.bc.ca/oes/schoolplan.pdf>

To promote the concept of respect for self, others and our environment, with a focus on positive, respectful relationships as a basis for decision we make

Okanagan Falls Elementary School <http://www.sd53.bc.ca/OkanaganFallsElem/SchoolPlan.pdf>

To foster respect as well as personal and social responsibility for our students, school and community

Osoyoos Elementary School <http://www.sd53.bc.ca/OSE/School%20and%20District%20Plans/>

To continue to provide a respectful, caring and safe environment

Tuc-El-Nuit Elementary School <http://www.ten.sd53.bc.ca/PDFDocuments/SchoolPlan.pdf>

To develop a socially responsible school community

Learning Centres <http://www.youlearn.ca/site2006/pdfs/School%20Plan%202007-2008.pdf>

To promote personal and social responsibility among students in a safe school community

Outreach School <http://www.sd53.bc.ca/outreach/School%20Plan%202007-08.doc.pdf>

To enhance communication practices and processes with students, families, district and the community.

Osoyoos Secondary School <http://www.oss.sd53.bc.ca/Admin/OSS-SchoolPlan0708.pdf>

To increase involvement by OSS students in the school community

Similkameen Elementary/Secondary School <http://www.ttpsoftware.com/sess/elempplan0607.pdf>

To enhance the whole school culture through increased student leadership opportunities and positive culture and climate activities

Southern Okanagan Secondary School <http://www.sd53.bc.ca/sooss/School%20Plan/SOSS07%3A08Plan.doc?FCItemID=S0032156C>

To support the District’s goal ‘10’s to 2010’ – Leading and Learning with Hope – Building student success

Actions/Implementations for Goal #3	Success Measures
1. Continue to provide services with outside agencies such as counselling, family support and drug and alcohol.	Reviewed annually with referral data and feedback from schools on student success upon completion (or continuation if needed).
2. To maintain a 1.0 elementary district counsellor for behaviour support and other counselling needs.	Review has again been done on this support and a slight increase in service will be provided for 09-10.
3. To provide ongoing training for EA's once a year in August	Feedback from EA's indicates they value the learning from this annual session.
4. Reorganize Aboriginal support to provide more cultural awareness and positive role modelling for older male students.	Follow-up to be reviewed at the end of 2008-09.
5. Providing ongoing guidance and support for refinement of school level Codes of Conduct.	Reviewed with the Board, Admin and SPC during the year and at year end.
6. Continue Roots of Empathy Program at every elementary school at K/1 levels and add two grade 6 classes.	Discussions at SPC visits indicate the program is having a positive affect on student behaviour.
7. Friends program at elementary schools.	Pre/post measure for students involved.
8. Improving Student Outcomes Action Team reviewed best practice for student learning	The research team has reviewed both school goals and administrators' professional growth plans and has moved to Supervision of and Assessment for Learning.
9. District Leadership Program implemented in September 2007 to provided expanded leadership capacity throughout the schools	Teacher feedback indicates the second year has been a great success with a number of teachers applying for administrative positions both within and outside the district with success.
10. Community LINK program	This program was reviewed and changed for 2008-09 – each school now has funding and a variety of programs to meet vulnerable student learning and nutritional needs.

Goal 4: 10's to 2010 Leading and Learning with Hope...Building Student Success

Overall District Target:

Every student in the 2007/08 Grade 10 cohort will graduate or receive a School Leaving Certificate in June 2010.

Rationale:

Examination of district and school level data indicates that students are not transitioning well from Grade 10 to 11 and then to Grade 12. Almost 1 in 3 students do not make it to Grade 12 and once there, only two thirds of this group graduates the first time they are in Grade 12. This is very worrisome. This goal is specifically set to track and target our work in improving the life outcomes for our students through increasing our Transitions from Grade 10 to 12, First Time Grade 12 and Six Year Dogwood rates especially for our 2007-08 cohort Grade 10 students.

This process involves collection and collation of individualized student data with ongoing review. During 2008-09 four meetings were held with principals of the secondary schools to review and update individual student data to student transition rates, learning progress throughout the year and when needed, the necessary supports to ensure students stayed 'on track' for graduation.

The 10's to 2010 project has been implemented to track every 2007-08 Grade 10 student. We would like every one of these students to complete school by June 2010 with either a Dogwood or School Leaving Certificate. A comprehensive data base has been developed which includes:

- educational background
 - Grade 4 and 7 FSA Reading and Numeracy levels
 - Letter Grades for English, Math, Science and Social Studies by reporting periods for:
 - Grade 8, 9, 10 and now 11.
- special needs
- current interventions and effectiveness
- outside interventions
- any other information which would help us increase student success.

Students included in these numbers, who are identified as special need's will also be tracked to ensure each student meets their identified IEP goals and therefore be eligible for a School Leaving Certificate.

September 2007 – Original cohort group of 235 students

June 2008 Analysis - 235 students (some movement as described below)

Of this group, 41 students have now left the school/district. 25 of the students have moved out of the district/province/country while 16 students made the decision with their parent/guardian to leave school at this time. This is an actual student loss of 6.8% (16 students) and more accurately reflects our student transition numbers.

Individually reviewing the 16 students, we found no student had left the school without numerous interventions, supports and discussions with parents/guardians taking place. Key points we discovered were:

- multiple interventions were provided to several students who were identified with very severe learning difficulties both at the school and district/community level
- significant attendance problems were identified which included issues related to alcohol and drug problems even when outside drug and alcohol prevention and counselling services were provided
- a few students were moved into the community by MCFD and foster placement and living arrangements were changed for a variety of reasons

This has raised a number of questions about finding additional strategies to retain students. All three secondary schools have begun discussions with staff regarding this. Our schools utilize a multitude of strategies to retain and support student growth and learning. One important strategy emerging and being utilized is the one student to one adult connection.

September 2008 – 207 students in the original cohort group

June 2009 Analysis - Four updates and reviews have been completed this year on this cohort group of students with data listed in the chart below.

Performance Indicators/Evidence

Any student who receives a letter grade of C- or below in English, Math, Science and Socials has been identified for detailed monitoring and tracking. These courses were selected from research review which indicates that struggling students will often begin to fail or do more poorly over time as the building blocks are not in place for effective learning. This affects overall long term outcomes for success.

Total Number of Students each September – District Data

School	2007/2008			2008/2009			2009/2010		
	All	F	M	All	F	M	All	F	M
OSS	59	22	37	52	17	35			
SESS	56	30	26	51	28	23			
SOSS	120	61	59	102	50	52			
Total	235	113	122	205	95	110			
% students monitored									
	September 2007			June 2008			June 2009		
OSS	33.8			33.9			32.0		
SESS	50			60.7			46.2		
SOSS	55			55.1			31.5		
DISTRICT	46.5			49.9			36.6		

The number of students requiring monitoring has dropped from 49.9% at the end of June 2008 to 36.6% for June 2009. This is a substantive number! The variety of interventions and options for ‘safety nets’ has increased for students which we believe has created this positive result in student outcomes.

Ministry of Education Data

Five Year Average of Transition Rates				
Grade	2001/02 to 2005/06	2002/03 to 2006/07	2003/04 to 2007/08	2004/05 to 2008/09
10 to 11	91.5	89.2	89.2	
Target			90.0	95.0
11 to 12	66.8	66.2	68.8	
Target			75.0	80.0

Five Year Average – District First Time Grade 12 Rates				
	2001/02 to 2005/06	2002/03 to 2006/07	2003/04 to 2007/08	2004/05 to 2008/09
	65.6	67.8	68.2	
Target			75.0	80.0

Five Year Average - District Six Year Dogwood completion rate				
	2001/02 to 2005/06	2002/03 to 2006/07	2003/04 to 2007/08	2004/05 to 2008/09
	77.0	75.6	77.2	
Target			80.0	80.0

We are very pleased to see our Grade 11 to 12 transition rate increase from 66.2% to 68.8% while our Grade 10 to 11 rate is holding its own. The actual Grade 10 to 11 rate for the 2007/08 cohort was 91% an increase of 11% over the previous year's cohort. We are very pleased to report that our 5 year averages for both our First Time Grade 12 and Six Year Dogwood, have increased this year.

Actions/Implementation for Goal #4	Success Measures
1. Continue to individually track every 2007-08 Grade 10 student.	Continued discussions indicate this process is working to retain students and increase success measures.
2. Continue to review our Transitions, First Time Grade 12 Grad and Six Year Grad Rates	Continued discussions on strategies to increase success in these areas.
3. Begin building a process of interconnection with individual Grade 10 students and teachers	Schools are continuing with one-to-one student connection plans
4. Assessment for Learning Team – works on identifying strategies which will help students succeed	Each school documents successes with students and shares with other schools.

Appendix A

Literacy Now Communities Program South Okanagan Similkameen

Stage Three - Implementation

April 2008 – April 2009



**LITERACY NOW COMMUNITIES PROGRAM
STAGE THREE – IMPLEMENTATION**

2008 - 2009

CONTACT INFORMATION

Name of Community: South Okanagan-Similkameen

Name of persons submitting this report: Caroline Pennelli/ Lorraine Renyard

Address: Penticton and Wine Country Chamber of Commerce

Phone number: 250 492 4103

Email address: chamber@penticton.org

Submission Date: April 30, 2009

YOUR COMMUNITY

1) **What changes do you observe about your community since doing the community plan?**

- We are experiencing reduced employment opportunities, lay-offs and closures of businesses, due to national economic decline
 - We have experienced challenges in provision of essential services in some communities, due to lack of qualified personnel e.g. pre-natal support
 - School District 53 has closed an elementary school in Hedley due to realignment of resources
 - Okanagan College is offering additional programs for adults through its school-based 'Write Out Loud' projects
 - We have increased the availability of information regarding Early Years development and social risk-factors, through the recently completed Understanding the Early Years project
-

YOUR PLAN

2) **List the priorities/objectives and actions from your community's literacy plan that have been addressed this year.**

- Recruited a Job Creation Partnership staff member, to develop a Community Literacy Directory. This will be accompanied by updated information on the Literacy BC website (one of four provincial pilot projects), and a local website, hosted by School District 53
 - Held first annual Family Literacy Day at Cherry Lane Shopping Centre in Penticton, on January 24th, 2009, bringing together 30 service providers and agencies to celebrate and educate families about literacy supports in the South Okanagan-Similkameen.
 - Established 3 literacy subcommittees to address specific goals and objectives of the Literacy Plan:
 - Adult/ Workplace Literacy
 - Health Literacy
 - Family Literacy
-

- Addressed funding and other supports, including CALP and Spirit of BC 2009
- Improved access to and communication between services, through sub-committees, monthly newsletters, and regular Task Group meetings
- Increased awareness of literacy issues in the region through regular articles and announcements in several community newspapers and TV news shows. These include coverage of the Family Literacy Day, Health Literacy initiatives, Write Out Loud, funding for District Literacy from Ministry of Education, and Spirit of BC week activities.
- Increased access and awareness of Early Years literacy activities by producing termly tables of events and activities for parents and care-givers, in Penticton, Oliver, Osoyoos and Okanagan Falls.

3) What have been the major impacts of this work?

We are aware of a heightened awareness and interest in literacy issues in the community.

Service providers at Task Group meetings have requested:

- Termly Early Years Literacy updates
- Health literacy information, with workshops for service providers
- Adult literacy success stories, shared through newsletter
- Involvement of Literacy Coordinator in various service-provider forums e.g. Communities for Kids and Success by Six Steering Committee, South Okanagan Early Years HUB Committee, Child and Youth Services Committees
- Literacy tutors to work with youth that attend their programs.

Large numbers of new collaborations have developed through the outreach work of the Literacy Coordinator and the Literacy sub-committees (Health, Adult/ Workplace, and Family), including

- Oonkane Friendship Centre,
- Penticton Museum,
- Okanagan Regional Libraries,
- Penticton Library,
- Indian Band Schools and Day-Care programs,
- Government service providers (including Service Canada and MCFD),
- WorkZone BC,
- Interior Health, Speech and Language Pathology,
- Mental Health,
- BC Schizophrenia Society,
- Keremeos & Cawston, and Oliver and Osoyoos ESLSAP programs, and
- South Okanagan Immigrant and Community Services.

4) What adjustments have you made to your community plan?

The three subcommittees were formed in November, with first meetings scheduled on Nov 26th, 2008. Their mandate is to further refine the focus areas for adult literacy, health literacy and family literacy, by digging deeper into the goals and objectives of the Community Literacy Plan.

Areas of focus for 2009/ 2010, arising from meetings to date:

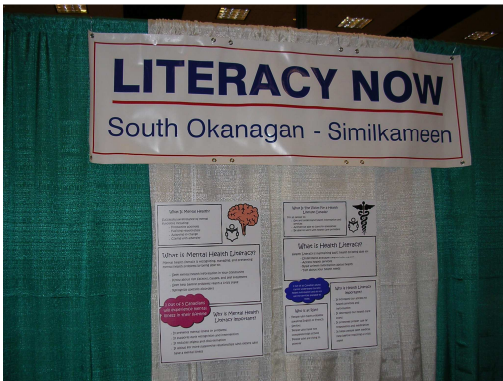
Health Literacy

To facilitate or develop:

- A. Approaches to effective doctor-patient communication, for example
 - Doctor 'Teach Back'
 - 'Ask Me Three'

- B. Points of contact with medical service providers:
 - Doctors: MAC (including central mailing locations in hospitals)
 - Social Workers' Society : monthly meetings
 - Public Health Nurses: Interior Health (locations?)
 - Mental Health Centres (Penticton; Oliver & Osoyoos; Keremeos)
 - College of Pharmacists (local contacts)
 - South Okanagan Health Fair

- C. Points of Contact with Community, to include:
 - Doctors' offices/ health centres
 - Strong Start Centres
 - Early Years HUB Community Bulletin Boards
 - South Okanagan Health Fair



To prepare and disseminate information items:

- Okanagan College Adult Literacy Tutoring posters
- Health Literacy Brochures
- 'Make it Better for Myself Card', including 'Ask me Three'
- ELSA information
- 'Doctor Teach Back' methodology
- Health Literacy Posters

Adult/ Workplace Literacy

Main areas of need identified as follows:

- To raise awareness among employers about effect of enhanced literacy on workplace: productivity, safety, retention, bottom-line
- To raise awareness among employers about effects of low-literacy levels in community: impact on businesses
- Safety around agricultural work-place
- Workplace training opportunities for employees with low literacy levels
- To raise awareness of existing Adult Language learning opportunities

Key Discussion Items:

Points of contact with workplace/ community:

- Small Business Trade Show, Fall 2009, Penticton
- Women in Business luncheons
- WorkZone BC (including ESL specialist)
- South Okanagan Immigrant and Community Services
- Chambers of Commerce
- Francophone Centre
- CFSEO (Centre francophone de services a l'emploi de l'Okanagan)
- Fruit Growers' Association

Sequence of Activities for 2009/2010

- 1) Research: effects of low literacy levels on businesses: economic, health and safety, employee retention
Address the question to employers: why is it important to refer your staff for literacy support/ education?
- 2) Gather success stories, from employers' or employees' perspectives
- 3) Select groups to connect with, for dissemination of findings e.g. Unions, Fruit Growers' Association, Women in Business
- 4) Develop mechanisms and identify forums for communication of findings: newsletters, public forums, Small Business Trade Show, Chamber of Commerce events etc.
- 5) Identify flagship organisations, which might be approached to develop a model of employee training and support e.g. The Lakeside, Penticton; The Ramada, Penticton
- 6) Plan, implement and evaluate model of employee training in flagship business
- 7) Develop further employee training initiatives: spread the wealth

Family Literacy

Focus to date has been on Event Planning for
Family Literacy Day: Jan 24th, 10am - 6pm, Cherry Lane



Literacy Now
South Okanagan-Similkameen
Working Together for Literacy
literacynowsos@gmail.com

Family Literacy Day Celebration

Saturday January 24th, 2009 10 am - 5pm
Cherry Lane Shopping Centre, Penticton

A FUN day out for the entire family: Celebrate with us!
Activities for kids of all ages and adults
Family Literacy Information
Hourly draw prizes
Book Exchanges

**CENTRE STAGE
EVENTS ALL DAY!**
Storytelling
Dance
Drumming
Open-mike
Author-readings
German stories
Raise a Reader



Venue has been booked for Saturday, January 23rd, 2010,
for Second Annual Event

TASK GROUP AND ADVISORY COMMITTEE

- 5) **If your task group or advisory committee has a vision or mission statement, list it here.**
NA
- 6) **Number of people participating in the Community Literacy Task Group or Advisory Committee:**
31 (though meetings usually number between 15 and 20, depending on peoples' commitments)
- 7) **List the sectors involved in the Task Group:**
- Lower Similkameen Community Services Society
 - ESLSAP, Lower Similkameen
 - ESAP, Oliver and Osoyoos
 - Okanagan College, Adult Literacy and ESL Tutors, and Coordinators
 - Children's librarian
 - ECD HUB coordinator
 - School District 67, Director of Instruction
 - School District 53, Assistant Superintendent
 - South Okanagan Immigrant and Community Services
 - Service Canada
 - MCFD
 - School District 67 Principal and Literacy Helping Teacher
 - Penticton Museum
 - Communities for Kids
 - OoKnakaneE Friendship Centre
 - Penticton and District Community Resource Society
 - Child Care Resource and Referral
 - Speech and Language Pathology: Interior Health
 - BC Schizophrenia Society
 - SD 53 and 67 Strong Start leaders
 - WorkZone
 - Public Health/ Interior Health
 - Okanagan Boys and Girls Club
 - CAPC
- 8) **Number of times that your Task Group/Advisory Committee met:**
- The Task Group met on four occasions:
 - Sept 18th, Oct 30th, Feb 26th, and April 30th. Two more meetings are scheduled for the remainder of the 08/09 year.
 - The smaller Executive Committee, comprising the Okanagan College Adult Literacy Coordinator; the Director of Instruction from SD 67; the Assistant Superintendent from SD 53, and the Manager of the Penticton and District Chamber of Commerce, met 8 times.
 - Subcommittee meetings took the place of Task Group meetings on Nov 26th, 2009.
 - Subsequently, the subcommittees have scheduled their own meetings:
 - o Family Literacy Sub-committee: 4 to date
 - o Health Literacy Sub-committee: 4 to date
 - o Adult/ Workplace Sub-committee: 2 to date

In addition, regular updates are shared by email, and through the monthly newsletter.

9) Examples of statements/actions that indicate a shared understanding of the issues and needs:

In general, people who attend the Task Group meetings are pleased to attend, and are given opportunities to contribute to the meetings, rather than being passive recipients of information. Thus, Task Group members who are on a Sub-Committee regularly report back to the larger group, to solicit ideas or opinions about projects. Task Group members are willing to share the chairing of the meeting, though the Coordinator ensures that agendas and minutes are kept, and sent out in a timely manner.

Introducing the sub-committee format proved particularly positive. These groups of interested and knowledgeable people in the field, have come together in a very dynamic way to move forward with the implementation of the Community Literacy Plan, as described in the preceding section.

LITERACY OUTREACH COORDINATION

The coordination of literacy work in the community context has been an important outcome of literacy planning work. Therefore, an effort has been made to fund the Literacy Outreach Coordinator (Community Literacy Coordinator) position specifically. In this section, please add any comments that are especially related to the coordinator position and its effect on literacy work.

10) How has the Literacy Outreach Coordinator position funded through 2010 Legacies Now enhanced literacy work in your community?

“The Coordinator position has made a huge difference in the quality and amount of work that we have been able to produce in Penticton. The Coordinator was able to reach out to the Community in a much broader way and bring literacy partners together in the same room for some very important and needed discussions.

People who originally did not think that the Literacy issue affected them, are part of this committee now and are being educated about how it affects everyone.”
(Lorraine Renyard, Manager, Penticton and Wine Country Chamber of Commerce)

“We just need to look at all the work and accomplishments thus far. All these support what we are doing, ergo, they wouldn't be done otherwise! The newsletters and fair were great examples of communicating and awareness.”
(Jim Insley, Assistant Superintendent, School District 53)

“There is a growing realization or acceptance that many behavioural issues with students stem from a lack of literacy ability at an early age. Beginning from a lack of oral stimulation and skills at the infant and preschool stage to underdeveloped phonological awareness at the preschool and primary stage and onward to an inability to keep up and enjoy reading through the intermediate, middle and high school years. Reading and writing are the base of all other academic studies so if literacy is not developed all other areas suffer including behaviour.

Many of the behavioural issues we see from intermediate and higher grade students, seem to stem from the lack of an academic base. These students are embarrassed, have lack of confidence, are frustrated, may hate school, may see teachers as the enemy, want to fit in but they can't, etc. These are the students who may quit school, struggle in life, remain in low paying jobs for the rest of their lives and repeat the cycle with their own children. It is profound to think that so many of the disadvantages plaguing individuals and society could be prevented by a strong literacy ability at an early age.”

(Naomi Ludington, Community Volunteer on Literacy SOS Task Group)

“The Family Literacy Day was the single biggest enhancement to Literacy work in the region. This was the first time that so many service providers and agencies came together in an accessible way for the community. The coverage of the event, and the energy and commitment from the groups involved, helped to get the message out to our local population. We should definitely do it again next year!”

(Blair Lischeron, Project Coordinator, Communities for Kids and Success by Six, South Okanagan-Similkameen)

COLLABORATIONS

11) Number of organizations involved in collaborating in service/event delivery:

30

12) Examples of collaborations:

Annual Family Literacy Day: 30 services represented at various booths and activity-centres throughout the day (see program)

WELCOME

Welcome to our first annual Family Literacy Day Celebration.

- *enjoy the many entertainments,*
- *involve the family in exciting and fun literacy games and activities,*
- *learn something new*

Many thanks to all the people who have made this event possible:

- *Cherry Lane Shopping Centre, Penticton*
- *The Family Literacy planning group*
- *Donors of draw prizes (listed overleaf), and London Drugs*
- *Film-makers Kevin Manning and Tayler Thompson, Penticton High School*
- *Student leaders from Princess Margaret and Penticton High Schools*
- *The Penticton Chamber of Commerce*
- *Chief Jonathan Kruger, MLAs Rick Thorpe and Bill Barisoff, Mayor Dan Ashton, Councillor Judy Sentes and BC Ambassador, Nav Gill.*
- *Emcees Bruce Johnson and Adam Schroeder*

PARTICIPANTS/ BOOTHS

Representing the South Okanagan-Similkameen region

Communities for Kids/ Success by Six
Community Action Program for Children (CAPC)
Child Care Resource and Referral (CCRC)
CUPE
DeafBlind and Rubella Association of BC
Interior Health
Kiwanis Clubs: K Kids
Literacy Now
Mental Health Coalition
Okanagan Boys and Girls Club
Okanagan College: Adult Literacy
Oliver Communities for Kids Table
Oliver Library
Ooknakanee Friendship Centre
Penticton & District Community Resource Society
Public Health
Penticton Library
Penticton Museum and Archives
Penticton Writers and Publishers
Playshare Pre School - Penticton
Raise a Reader Penticton
School District #53, South Okanagan
School District #67, Central Okanagan
Seeds of Empathy

CENTRE-STAGE SCHEDULE

- 10.00 a.m. Bobbi Bovenzi: drumming & dance
10.45 a.m. Marco Carboni: Penticton High
11.00 a.m. Kurt Hutterli: German story-telling
11:30 a.m. Catherine Jamieson: children's author
NOON GetBent Children's Yoga and Dance
12.30 p.m. Sister Circle Singers and Drummers

1 p.m. Chief Jonathan Kruger, Penticton Indian Band, MLAs, Rick Thorpe & Bill Barisoff, Penticton Mayor, Dan Ashton, Councillor Judy Sentes, and BC Ambassador, Nav Gill

- 1:30 p.m. Yasmin John-Thorpe: Raise a Reader
2.00 p.m. Penticton Writers & Publishers
2.30 p.m. Julia Cox: Penticton Public Library
3.00 p.m. Columbia Honour Choir – SD #67
3.45 p.m. Adam Schroeder: local author
4.00 p.m. Osoyoos Indian Band drummers

Other Collaborations:

Ooknakanee Friendship Centre: we are collaborating on a funding application through Frontier College, to run a summer literacy camp for aboriginal youth.

Service Canada, now Ministry of Child and Family Development: Literacy Now has hired candidate through the Job Creation Partnership, to develop a Community Literacy Assets Directory for each of the 10 communities in the region.

Okanagan College: supporting JCP program through in-kind donation of office.

Penticton and Wine Country Chamber of Commerce: supporting JCP through in-kind donation of computer and technical support.

Literacy BC: We are developing a link from our locally developed website, to the LitBC website, and are one of the province's four pilot projects, being supported in this process by Mark Campbell.

School District 53: hosting of locally developed website.

School District 67, School District 53 and Okanagan College: 'Writing Out Loud', journalling and writing workshops for adults in Penticton and Oliver.

Sen Pok Chin School, Osoyoos Indian Band: we partnered in a Spirit of BC week event for parents and children from 1 - 7 years, with a first nations author sharing books and reading strategies for parents.

School District 67: we arranged a parent workshop with Adrienne Gear (Reading Power), by inviting Adrienne to address parents and care-givers while she is in Penticton for two days of teacher-workshops.

Raise a Reader: Funds were made available to support the second phase of the "Writing Out Loud" workshops, for April/ May 2009. Their involvement at the Family Literacy Day involved the distribution of over 1000 books donated by Scholastic Canada. Plans are in the works for a shared Christmas activity, involving schools and local businesses.

Cherry Lane Shopping Centre, Penticton: in-kind donation of entire mall concourse, for agencies to set up zones of activities for families, at the Family Literacy Day. Support from various stores within the centre, including *Booster Juice*, for wireless internet access, and *London Drugs* for prizes.

Penticton Museum and Archives: We partnered in a bid for Literacy Enhancement Funding through the Spirit of BC week initiatives, to put on a poetry slam.

School District 53: hosting LiteracyNowSO-S website



Poetry Slam

at Penticton Museum

Feb 6th - 21st, 2009

Are you ready to rumble?! It's the Vroom! Poetry Slam

- Come and check out our "Vroom" - Magic of Motorcycles" exhibit
- Write and recite slam poetry, hip-hop, dub poetry or any other performance style that works
- Record your piece in front of a Vroom! web-cam
- Prizes will be awarded to the top 3 most creative entries

Stop by on your way home from school, or on your lunch break, and bring your friends along for a wild experience! Develop your 'Wild Side', and be creative!

Penticton Museum is at 785 Main St (next to the Library), Penticton.
For more information, call Peter Ord at (250) 490-2452.

Remember: NO PROFANITIES OR OBSCENITIES WILL BE RECORDED

THE INITIATIVES

13) What new initiatives have been instituted?

Events: Annual Family Literacy Day

Monthly Newsletter for community and service providers

Three subcommittees working on aspects of the Literacy Plan: Health Literacy, Adult/ Workplace Literacy, and Family Literacy

14) What initiatives have been expanded or continued?

This is the first year of implementation and development. The project began in earnest in June 2008, so the year 2009/2010 should see expansion and continuation of initiatives.

15) What programs/projects/events have ceased to exist in your community?

None

16) What was the most successful aspect of initiatives this year?

- Strong Community Partnerships: our meetings are very well attended, and discussion/ participation and problem-solving is collaborative.
- A sense that organizations have somewhere to turn to, in order to access information on a range of literacy activities for their clients: creating a centralized information point.
- A strong sense of the community working together, as evidenced in the Family Literacy Day

17) What was challenging?

- Funding: uncertainty about medium and long-term sustainability of literacy initiatives
- Time: for community outreach coordinator to connect with diverse groups in ten communities across the region

18) # of adult participants in programs specifically focused on adult literacy:

Not available for ABE since Okanagan College manages the adult basic education and adult tutoring programs. Adult tutoring has continued with strong numbers.

For Osoyoos ESLSAP programs: number of tutors : 9
 number of students in the same period : 12

For Oliver ESLSAP programs: number of tutors:
 number of students:

For Keremeos/ Cawston ESLSAP programs: number of tutors: 5
 number of students: 15

19) # of adult participants in programs specifically focused on family literacy:

PALS: Demonstration session for families and trainers, SD 53: 12 adults; SD 67, 19
Aboriginal PALS: 30
Ready Set Learn: 200
Strong Start 242 (Queens Park), 68 (Cawston), 82 (Osoyoos Early Learning Centre), 78 (Oliver),
110 (Okanagan Falls), 134 (Giants Head Elem. Summerland)

20) # of children participating in programs:

PALS: SD 53: 9; SD 67: 17
Aboriginal PALS: 30
Strong Start: 242 (Queens Park), 105 (Cawston), 82 (Osoyoos Early Learning Centre), 78 (Oliver),
68 (Okanagan Falls), 134+ (Giants Head Elem. Summerland)

21) # of youth participating in programs specifically for youth:

Not applicable this year.

22) # of seniors participating in programs specifically for seniors:

Not applicable this year.

23) # of adults participating in events:

See items 19 for specific details regarding 0 - 6 programs.
Estimated over 500 adults attended the Family Literacy Day event, on Jan 24th, based on count
of programs distributed.

24) # of children participating in events:

See items 20 for specific details regarding 0 - 6 programs.
Estimated over 800 children attended the Family Literacy Day event, on Jan 24th, based on
count of bookmarks, books and library bags distributed.

25) # of books or other articles given out in special projects:

Books for Babies: 275
Leap and Hop Books: 1300
PALS program books: weekly to number of families involved (see item 19), plus core literacy
materials such as crayons, pencil boxes, pencils, glue sticks, erasers etc
Ready Set Learn: about 400 books, plus core literacy materials (see above)
Raise a Reader books, distributed through school-based author readings, and at Family Literacy
Day: over 2000

RESOURCES

Some of the information requested below is also requested in the financial statement. These numbers can be shown in both places.

Please list funding from outside sources for all initiatives (not from organizations that participate in delivery or from fundraising):

- Legacies 2010: \$60,000
- Ministry of Ed. District Literacy funds, from SD 53 and SD 67: \$60,000
- Raise a Reader: \$1,000

Have you applied for grants to support initiatives?

26) Number of successful grant applications:

4

27) Total value of successful grant applications:

Spirit of BC:	Keremeos/ Cawston: \$500
	Osoyoos/ Oliver: \$500
	Penticton: \$300
Job Creation Partnership:	6 months of employee salary

What have the partners contributed?

28) Value of in kind resources contributed from organizations that participate in program and event delivery:

Estimate only, \$15,000 - \$20,000 and growing

29) Value of actual funds contributed from organizations that participate in program and event delivery:

\$0

30) Have you held fundraising events?

Not yet, but a fund-raising committee is to be established for 2009/2010, drawing membership from Literacy Task Group members.

List of events: NA

How much money was raised? NA

EVALUATION

31) What evaluation method/s/framework and/or tools did you use to determine how effective your work has been?

Feedback from service providers during the February - March period, using the 'Most Significant Change' model. This is a system for gathering qualitative data about changes in Literacy provision in the region. The model was not utilised in full, but did enable us to gather specific examples and insights from Task Group members.

Data gathering re. numbers of children and parents attending events, through requests sent to Task Group members.

32) What issues/areas of concern do you have about this evaluation technique or evaluation in general?

No concerns yet.

33) What issues/areas of concern were identified in the initiatives that you were evaluating?

None

34) Examples of comments from those who participated in the evaluation.

“Speaking to health care providers at the South Okanagan Health Fair made me aware that more providers have become aware of the barriers to patient care related to health literacy. This included the importance of plain language in developing patient information materials and the importance of having patients repeat information back or having someone with them. The interest shown in having the Health Literacy Task Group attend staff meetings to discuss the issues was heartening.

I have had more organizations ask about Adult Literacy programs as service providers identify individual's requiring assistance with literacy barriers.”

(Sharon Evans, Director of Penticton Branch, BC Schizophrenia Society, Retired Psychiatric Nurse, and Adult Literacy Tutor)

WHAT HAVE YOU LEARNED

35) What have you learned about the community development process?

- That we need to listen, then listen some more.
- That talk without action is not well-received. Service providers have been engaged when there is a specific set of objectives identified, and when they are able to work collaboratively towards achieving outcomes.
- That there is apparently endless good will and energy on the part of service providers, if they feel that an event or program will support the most needy members of our communities, in fostering literacy and early literacy development.
- That we need to listen to the wisdom of the community: when we receive feedback from parents, families and care-givers, the sub-committees are focused on finding ways to address questions, concerns, or suggestions.
- That it takes time: perhaps one additional student enrolling in a program, or one additional tutor supporting an at-risk youth, is a significant achievement for the individual concerned. From these small steps, we can build programs that genuinely meet the needs of the communities we serve.

2010 LEGACIES NOW

36) What else can we be doing to support you?

Looking at sustainable funding solutions
Providing support in responding to grant applications

37) What else do you need in general?

Ongoing dissemination of good practice and successful models from across the province, as we work to implement more programs for youth, adults and families.

ANYTHING ELSE

If you have stories and/or pictures, we would be happy to get these.

Please Note: Included throughout document

Appendix B

Aboriginal Enhancement Agreement Report to Ministry and Five Year Plan with Updated Appendix 1

Enhancement Agreement Report to Ministry of Education: June 2009

Forward

The Aboriginal Enhancement Agreement signed in September 2006 established a new School District No. 53 Aboriginal Education Advisory Council (AEAC) for our school district. This council monitors the Enhancement Agreement, evaluates performance data and Aboriginal programs and makes recommendations to the district. One difficulty we are experiencing is that the Ministry data we depend on to evaluate our progress arrives in the fall. Our AEAC discusses results in December and January of each year setting new directions in the spring. The following is a summary of the process.

Progress to Date

The Enhancement Agreement update attached provides a progress report on each of the strategies proposed.

The Aboriginal Education Advisory Council is in its third year of operation and has been instrumental in initiating new direction in our school district. We have embraced the concept of the AEAC and given excellent support and funding to support its endeavours. The AEAC operates on the basis of open and transparent communication with members feeling comfortable with stating their concerns 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 dialogue.

Each year the membership of the Council changes to some degree creating some challenges with continuity of working relationships, however all members are considerate of the others and try hard to come to consensus on important issues. This year, two new Band Education Coordinators, one new parent rep and four new student reps joined the group. This past year we have struggled with being better connected to the schools and the community, each of which is distinct. For our review in March, we invited support workers, teachers and administrators from all schools to participate in the evaluation process. Through that process we have developed an action plan to address our goals in the 2009/2010 school year.

Around the district, the Aboriginal Ancestry population has been growing significantly. This demographic change has allowed us to put significant Aboriginal support programs in each of our schools. It is our hope to improve on these programs in the 2009/2010 school year.

Successes from 2007/2008

Activity	Outcome/Direction
<p>Goal #1: To build the Kindergarten readiness skills of all Aboriginal students.</p> <p>New StrongStart/Early Learning Centres have been started in Cawston, Oliver and Osoyoos.</p> <p>Teachers from Sen-Pok-Chin school (OIB) and the Lower Similkameen School (LSIB) will partner with our Kindergarten teachers on assessments for learning and the Early Development Instrument.</p> <p>SD No. 53 sponsored the Welcome to Kindergarten program for both Band schools.</p>	<p>StrongStart/Early Learning Centres support young parents and children in learning appropriate strategies and skills. They also provide places to meet other parents.</p> <p>We will be looking at a StrongStart program that does outreach in the coming year.</p> <p>Partnering with the two Band schools provides consistency for learning assessment and de-isolates the teachers for the good of students.</p> <p>Connections between the independent schools and our district schools are invaluable in building good faith between the Aboriginal communities and the District.</p>
<p>Goal #2: To improve Aboriginal student academic achievement.</p> <p>Goal #3: To improve (8 – 12) Aboriginal transition rates and retention rates.</p> <p>Goal #5: To increase the knowledge and appreciation of Aboriginal Culture.</p> <p>2008 FSA results show that Aboriginal students in School District No. 53 are doing as well as the regular population.</p> <p>We have reached out into our non-traditional communities to increase services to Aboriginal Ancestry students. This fall we introduced Aboriginal support and culture programs to Osoyoos Elementary and Osoyoos Secondary in the form of a new Support Worker position. This worker also provided support at Okanagan Falls Elementary</p>	<p>2008 FSA results are encouraging. Although this is only one year and one measure, we should be proud of the progress we are making. We look forward to other measures providing similar results over the next few years.</p> <p>This is an exciting new addition to the program which will provide needed support to those schools, as well as cultural education. It is still too early to see the effects of this.</p> <p>Our aboriginal transition rate for Grade 10 to 11 and 11 to 12 have both increased this year – we believe it may be due to our 10’s to 2010 goal. Our first time Grade 12 graduation rate has gone up marginally from 41% to 48% while our 6 year completion rate has moved up from 80% to 81%. We have a clear pattern of our aboriginal students requiring one additional year to graduate as the success rate dramatically increases in that one year.</p>
<p>Goal #4: To improve Aboriginal students’ social responsibility and feeling of belonging in the schools.</p> <p>Student representation continues to be a valuable component of our Aboriginal Education Advisory Council (AEAC).</p> <p>Students in Grades 10 and 11 attended the regional Youth Leadership Conference sponsored by SD No. 83 and funded by the Okanagan Mainline Aboriginal Contact Group.</p> <p>Senior students volunteered at our district Pow Wow.</p> <p>Tuc-el-Nuit and Sen-Pok-Chin schools collaborated in a Grade four - seven field trip to post-secondary institutes in Vancouver and Victoria with the goal of motivating students to consider various vocations upon graduation.</p>	<p>This was a great success although it was poorly attended by other districts. This was an excellent leadership opportunity for many of our students including those who sit on the AEAC.</p> <p>In future, develop an in-district annual Aboriginal youth conference for grades 8 to 11. In 2008/09 we will be sending a contingent of students to the Gathering Our Voices student conference in Kelowna.</p> <p>The students were very well behaved and came back with great stories. Many of them are enthusiastic about continuing onto post-secondary when they graduate and see greater relevance in working hard at school.</p>

<p>Goal #5: To increase the knowledge and appreciation of Aboriginal Culture.</p> <p>Held our second annual SD 53 Pow Wow in partnership with Southern Okanagan Secondary School and the Upper Similkameen, Lower Similkameen and Osoyoos Indian Bands.</p>	<p>This was again a tremendous success with over 400 participants from inside and outside the district attending. Money to support it was raised by the Bands, the district, and the students. All workers were volunteers with even the Assistant Superintendent and trustees working in the kitchen. The cooks were however paid for preparing the feast.</p> <p>Aboriginal people were pleased with the result and appreciated the participation of the schools and the district.</p> <p>Next year the Pow Wow will be held at Osoyoos Secondary in 2009/2010.</p>
<p>Goal #5: To increase the knowledge and appreciation of Aboriginal Culture.</p> <p>We have had a major change in our Aboriginal Support personnel. With this change, we have attempted to have better gender balance with a greater focus on cultural.</p> <p>Okanagan language was once again introduced at Southern Okanagan Secondary School.</p> <p>In cooperation with the Lower Similkameen and Upper Similkameen bands, we have offered afterschool classes in Okanagan Language in Keremeos. Thirteen students have shown up consistently to take these classes.</p>	<p>It is still too early to see the effects of this. The new support workers are still finding their way in their new positions. There are concerns about students not getting the necessary academic support. We continue to work with our various partners to ensure students get the needed support.</p> <p>Okanagan Language was offered at Southern Okanagan Secondary for the first time in seven years. This was very successful and next year there will be two classes, one each semester. The program uses the Okanagan Language IRP, approved 11 years ago by the Ministry of Education.</p> <p>It has been difficult to secure an Okanagan Language instructor in the Similkameen region this year. The afterschool classes have been very well received. This is the first year in fourteen that classes have not been held at the elementary level <i>there</i> but next year we will have them from K to 7 once again.</p>
<p>Goal #5: To increase the knowledge and appreciation of Aboriginal Culture.</p> <p>Develop an Okanagan culture unit to support the Grade 4 Social Studies curriculum.</p>	<p>This has progressed slowly but will receive greater emphasis next year. This unit will stand alongside the Inuit and Haida curriculums in helping all students learn about our traditional culture in our valleys.</p>
<p>Goal #5: To increase the knowledge and appreciation of Aboriginal Culture.</p> <p>Presentation of Okanagan culture to school with very little exposure to Aboriginal culture.</p> <p>Okanagan Falls Elementary, Oliver Elementary and Sen-Pok-Chin schools collaborated to present Voices in Nature, a program where students are coached to sing and perform as a group.</p>	<p>Our Aboriginal Education Teacher teamed with local resource people and Osoyoos Indian Band school (Sen Pok Chin) presented historical and contemporary culture at Okanagan Falls Elementary school. The school staff thought it was a day well spent and the students got a lot of knowledge and enjoyment from the experience. We are thinking of doing the same in Osoyoos next year.</p> <p>The 'Voices in Nature' concert was held at Frank Venables Auditorium in Oliver and was an unqualified success with close to 500 students attending. It included Aboriginal dancing, drumming and singing. It was an excellent example of cooperation between schools.</p>

Evaluation of Data

Key Indicators	Evaluation
<p>FSA</p> <p>Reading: 73% of Grade 4 Aboriginal students fully meet or exceed expectations, which is the same as all students for the district.</p> <p>68% of Grade 7 Aboriginal students fully meet or exceed expectations as compared to 69% for all students.</p> <p>Writing: 58% of Grade 4 Aboriginal students fully meet or exceed expectations as compared to 67% for all students.</p> <p>71% of Grade 7 Aboriginal students fully meet or exceed expectations as compared to 72% for all students.</p> <p>Numeracy: 78% of Grade 4 Aboriginal students fully meet or exceed expectations as compared to 73% for all students.</p> <p>81% of Grade 7 Aboriginal students fully meet or exceed expectations as compared to 72% for all students.</p>	<p>Although 2008 establishes a new baseline, we are pleased with some of our results. There is no gap in Reading between all students and Aboriginal students at the Grade 4 and Grade 7 levels.</p> <p>In writing, there is a bit of a gap with writing at the Grade 4 level only.</p> <p>In Numeracy, Aboriginal students are outperforming the general population at both grade levels.</p>
<p>Reading Scores</p> <p>PM Benchmarks (Grade 1 – 3): Students meeting or exceeding expectations are Grade 1 – 45%, Grade 2 – 60%, and Grade 3 – 47%.</p> <p>Whole Class Reading Assessment (Grade 3 – 7): Overall increase for all grades from 33.4% to 40.0%.</p> <p>At the Grade 8 and 9 levels, 83% and 70% respectfully are either meeting or fully meeting expectations.</p>	<p>PM Benchmark results are below where we would like them. If we included the Minimally Meeting range in this indicator, the percentage would be 67%.</p> <p>This has shown better growth this year although there is still a ways to go.</p> <p>Overall these scores are an improvement over last years.</p>
<p>Writing Scores</p> <p>Close to 40% of students at primary and intermediate are either meeting expectations or fully meeting expectations.</p> <p>At the Grade 8 and 9 levels, 63% and 73% respectfully are either meeting or fully meeting expectations.</p>	<p>Scores are consistent with previous years but lag behind those of the whole population. Improvement is needed.</p> <p>Overall these scores are an improvement over last years.</p>
<p>Mathematics Scores: Report Card</p> <p>Primary students have improved in Math with an increase to 61.8% from 49.7% meeting or exceeding expectations.</p> <p>Intermediate scores are down slightly, 77.2% to 73.7%</p>	<p>This is an area of concentration for the district as teachers are working hard to improve their assessment and instruction practices.</p>

<p>Grade 10/11 Provincials - 2007/08</p> <p>English 10 – 81%</p> <p>Applications of Math 10 – masked</p> <p>Essentials of Math 10 – masked</p> <p>Principles of Math 10 – mask</p> <p>Science 10 – 74%</p> <p>Socials Studies 11 – 100%</p>	
<p>Grade 11 and 12 Academic (of students taking courses)</p> <p>English 11 – 86% pass rate</p> <p>English 12 – 100% pass rate</p>	<p>Participation rates not yet available.</p>
<p>Graduation Rates</p> <p>First Time Grade 12 Completion Rate: 48% up from 41 % in 2006/07</p> <p>Six Year Dogwood Completion Rate: 44%, down from 52% in 2006/07</p> <p>Transition rates: Grade 10 to 11 - 89% from 69% in 2006/07 and Grade 11 to 12 49% to 81%.</p>	<p>Our district’s 10’s to 2010 goal continues to work on addressing this.</p> <p>We believe there are several factors affecting this positive trend. These include our enhancement agreement goals around “a feeling of belonging”, improved support services at each school and our District’s 10’s to 2010 goal.</p>

Actions for 2009/2010

The following actions were given priority next year by our AEAC:

- Pro-D day: Develop a tour for teachers that will take them around to the various Aboriginal communities in the district. Will involve elders to speaking about the culture as they travel around. A lunch will be included. The district will pay costs.
- Workshop for parents: Schools will work with education coordinators to hold an evening for teachers, parents and students to talk about how parents can help their children be successful in school. Topics may include expectations, homework, help available, programming, etc. It should be fun and friendly. The district will provide \$200 to each school in support.
- Role models: District Aboriginal Contact Teacher will work with support workers to develop plans and schedule to bring role models into each school. This may include using our own students to go into elementary schools to talk. Can also be part of the tutoring and work experience already occurring.

Concluding Remarks

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. One of the tasks of the AEAC this year has been to review the data we do collect and consider changes to better represent our story.

Lastly, as a small district with limited resources and significant distances between schools, we will continue to consider our ways of operation and the practices we employ to communicate with our partners. Challenges we have set for ourselves in the coming year include:

- addressing the links between the goals of the AEAC and the schools;
- re-establishing our once excellent Okanagan Language programs in all schools;
- reaching out to our non-Band Aboriginal community; and
- considering more teacher representation on the AEAC.

With these changes, we believe that our programs will be stronger and will better support our students and families.

Respectfully submitted,

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

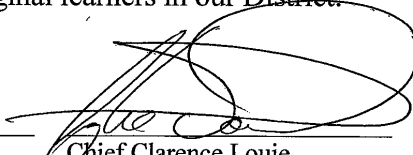
The Ministry of Education

September 12, 2006.

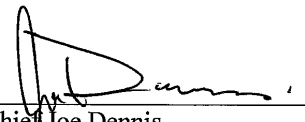
We, the undersigned, recognize and honour our shared responsibilities for the success of all Aboriginal students in School District No. 53. Further, we agree that the terms of the attached Agreement will signify our collective intent to work together in a relationship of mutual respect and strength of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



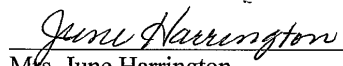
Chief Richard Holmes
Upper Similkameen Indian Band



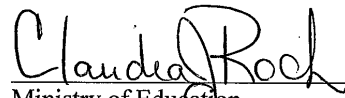
Chief Clarence Louie
Osoyoos Indian Band



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 xarpnah shchelhcharit
kchlkidekmintei kgel yayart yeeh sentsoo-weeptet. Oothl yalax
xarpnah 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 xahmaskchilw, koo temskchiwheowh yatlah te
temwhoolahwah, yeeh toomhtemhtet.*

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

*Telh kgoolhentsooten switzetxet yeeh toomhtemhtet, ksnpee-
eelshtemhtemh, kstxetdenhtimh oothl kskgethikchiwhehtemh.*

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

*Telhs meeas qchesapith, yeeh koo xahmaskchilw koo queleewx eel
toomhtemhtet.*

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

*Yeeh koo S-Ooknahkchinx yeeh tzoehentsootentet koo xeehxeestim 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 xeehxeestmentem yeeh stehltethtet yeeh kgel
toomhtemhtet, yeeh telh toomhtemh an hchastantet, yeeh
txideplahntentet oothl yeeh noonemwheenahtentet.*

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

*Loot penhkinh koo ideks ntzespoolawhahx. Deentk kstxdiplahntemh
yeeh telh toomhtemh an hchastantet koo kgel yayart, telh xarpnah
oothl ideswhootis.*

*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 - Yvonne McLaughlin
 - Thomas Alex
KEKTIKON INDIAN BAND
Chief - Adam Enns
Councilors - Jeannette
 - Leo Oshland
 - Joseph Puce
 - Archie Jack
UPPER SIMILKAMEEN INDIAN BAND
Chief - Nigel Soper
Councilors - Norm Holmes
 - Cami Arken

LOWER SIMILKAMEEN INDIAN BAND
Chief - Susan Adams
Councilors - Richard Tolson
 - Hugh Burn
 - Patricia Tolson
OKANAGAN INDIAN BAND
Chief - Murray Alou
Councilors - Ursula Alou
 - Johnny (Tim) Alou
 - Albert Seaborn
 - Carl Louie
 - Matthew Bonney
 - Kelly Bonney
 - Herbert Simpson
 - Raymond Gregoire
 - Stuart Wilson

WESTBANK INDIAN BAND
Chief - Robert Louis
Councilors - Harold Derksen
 - Ron Demolen
NICOLA INDIAN BAND
Chief - Ted Holmes
Councilors - Harvey Meland
 - Walter Ambrosius
 - Sharon Lindsay
 - Richard Meland

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 Sukḁnaqin and Smḁlqmix people and support their commitment to the preservation of nsíyilxcḁn and culture, and further, we acknowledge the nsíyilxcḁn 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:

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

4. Guiding Principles

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

5. Establish Aboriginal Performance Targets for Five Years

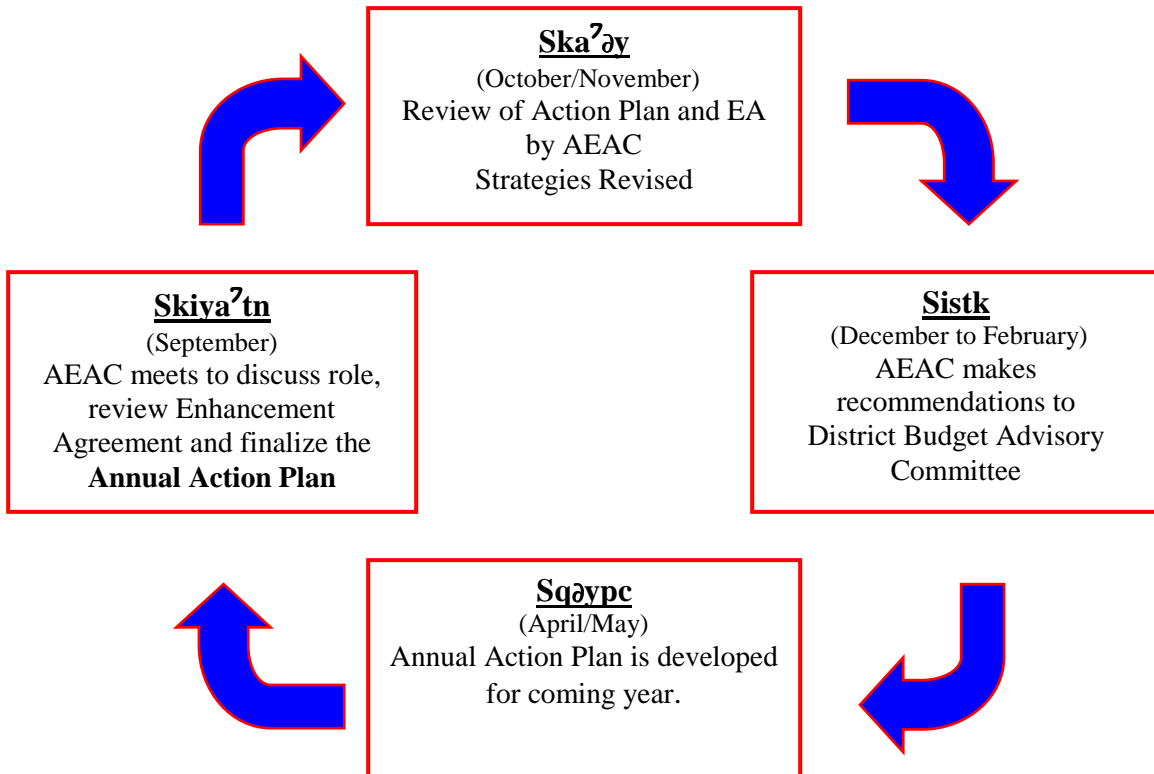
- a. The five year stretch targets set for the 2009-2010 school year, referenced in Appendix 1, represent our belief that our Aboriginal students can perform at higher levels. These targets will remind us of our vision.
- b. Targets relevant to each cohort group of Aboriginal students will be set annually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

6. Implementation

- a. The agreement will be in effect from September 12, 2006 until June 30, 2011.
- b. Where possible, baselines for goals will have been established by June of 2006. Some will need to be established after the agreement is signed.
- c. 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.

- d. An Annual Action Plan will be developed to focus the work of the AEAC.
- e. 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

Strategies:	Progress to Date
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				
All Primary	53.6%	74.5%	58.5%	59.2%	51.8%				

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					
All Intermediate †	24.4%	29.5%	28.6%	33.4%					

Note: † 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				
All Primary	40.5%	57.5%	43.9%	51.0%	40.0%				

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				
All Intermediate	43.9%	37.8%	29.5%	30.8%	27.9%				

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 du 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</u> Score								Target
(Fully Meeting or Exceeding)								
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</u> Score								Target
(Fully Meeting or Exceeding) *Not available in June, 2005								
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									Target
(Fully Meeting or Exceeding)									
Primary	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	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				
All Primary	51.2%	59.6%	51.2%	53.5%	40.0%				

Aboriginal Students Mathematics: Teacher’s Summary Statement – SD #53									Target
(Fully Meeting or Exceeding)									
Primary	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	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				
All Primary	63.0%	68.1%	73.2%	59.2%	49.7%				

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				
Intermediate	50.0%	58.5%	64.1%	67.2%	82.0%				

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				
Intermediate	59.8%	70.7%	71.8%	66.3%	77.2%				

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
Principles of Math 10	36%	22%							(combined)
Science 10	64%	50%							90
n Grade 11 =	-	49							
Social Studies 11	-	27%							90
F. N. Studies 12	Msk	4%							(combined)

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

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 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 th	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.

	Grade to Grade Transition - Aboriginal					
School Year	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						

Strategies:	Progress to Date
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									Target
(As percentage of total Aboriginal students)									
	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%

Strategies:	Progress to Date
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 objective

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.
 - a. Ballots will be counted by the School Aboriginal Support Workers/Teachers

Appendix C

Read and Rec' / Rhyme and Rec' 2008 Report

**2007 – 2008 LITERACY INNOVATIONS GRANT
SUMMARY REPORT**

**READ AND REC' 2008
RHYME AND REC' 2008**

Context

Summer Read and Rec' is a program offered in July and August at all elementary schools enrolling primary grades. The summer of 2008 was our fourth year of running the program. We also offered a Rhyme and Rec' program for Kindergarten students at three schools: Cawston Primary, Okanagan Falls Elementary and Oliver Elementary. This report summarizes the results and makes recommendations for the 2009 programs.

Read and Rec'

Read and Rec' was developed for children who need extra reinforcement in the skills and strategies necessary to become independent readers. Attendees participate in a variety of literacy activities including shared reading, guided reading, reading aloud, literacy centres, interactive writing and a daily component which includes reading their guided reading story to an adult.

The program is an early intervention strategy and is of greatest benefit to students in grades one to three. The intent of the program is to support struggling readers or those who had just begun to consolidate their reading skills and strategies. The teaching was aimed at those who have had some instruction in reading, rather than starting from the very beginning. Sessions were open to students on a priority basis, with low achieving students being the top priority.

Seventy-seven students participated in the programs offered. Each program was different in one or more ways, as we tried to match the program to the uniqueness of each community.

The program was offered:

- 16 days over 4 consecutive weeks, in the months of July and August
- Focused on students who had completed grades 1, 2 or 3. Where space is possible, struggling grade 4 students are included.
- In four schools, crafts and recreation were integrated with the reading during the morning. In the fifth school, there was an afternoon recreation component.
- All schools had one lead teacher and a support teacher.

Assessment

Students were assessed using the PM Benchmark reading standards, which has 30 levels. Levels 14 – 18 are considered to be the expected reading band for students leaving grade one, levels 23 – 24 for grade two, and levels 25 to 27 for grade three. It is important to note however, that the PM Benchmark assessment is not an equal interval scale, i.e. there are not the same numbers of reading levels for each grade. Also the upper level reading tasks are more complex. Consequently, it is more difficult for a student to make a five-point gain from level 20 to 25, than to make a five-point gain from level 10 to 15.

Acknowledgements

We gratefully acknowledge the financial support of the Province of British Columbia through the Ministry of Education.

In addition I wish to acknowledge and thank the following groups of people:

- The principals for organizing and monitoring the programs:
 - Cawston Primary – Ms Linda Thiel
 - Okanagan Falls Elementary – Mr. Garry Sutherland
 - Oliver Elementary – Mr. David Fairbrother
 - Osoyoos Elementary – Mr. Bo MacFarlane
 - Tuc-el-Nuit Elementary – Mrs. Jan Kennedy
- The teaching staff at each school for promoting the program and providing the necessary information on each child and the materials used in the program;
- The South Okanagan Similkameen Teachers Association for their cooperation and support of this program;
- District Staff, particularly those in Human Resources for making everything come together;
- The teachers that ran the program at each site. They truly gave their all to make each program effective and fun for all the students
 - Cawston Primary – Mr. Michael Lucich
 - Okanagan Falls Elementary – Ms. Lisa McCall
 - Oliver Elementary – Ms. Amanda Palmer
 - Osoyoos Elementary – Ms. Cortney Johnston
 - Tuc-el-Nuit Elementary – Ms. Angela Lewis
- The custodians and maintenance staff for their patience while the programs ran during their prime summer cleaning period;
- The parents for regularly getting their children to the program; and
- The children, who behaved wonderfully and made the best of this learning opportunity.

Results

Note: Grade 4 results are not evaluated because of low participation numbers (2).

Participants in 2008

Grade (June 2007)	Female	Male	Total
1	12	23	35
2	15	20	35
3	5	2	7
4	0	0	0
Total	32	45	77

Gains in Reading Scores (averaged)

Grade (June 2007)	Number	Entry	Exit	Gain
1	35	10.49	12.89	2.40
2	35	18.06	20.51	2.45
3	20	19.14	22.86	3.72

Analysis by Gender

Grade	Gender	# Students	Avg. Entry	Avg. Exit	Avg. Gain
1	F	12	9.92	11.83	1.91
1	M	23	10.78	13.43	2.66
2	F	15	19.07	21.20	2.13
2	M	20	17.30	20.00	2.70
3	F	5	19.00	22.40	3.40
3	M	2	19.50	24.00	4.50

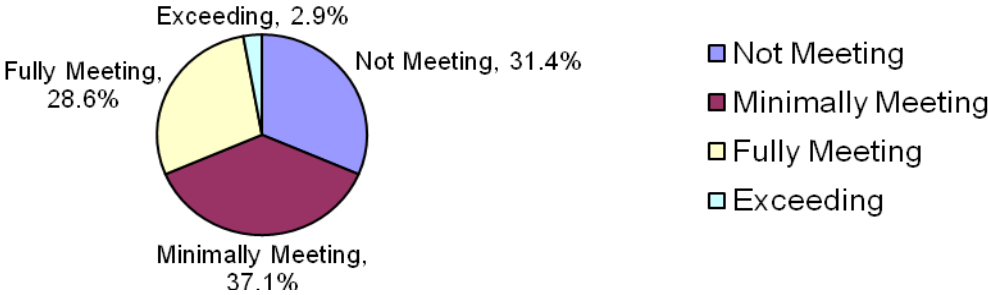
Analysis of the Results by Grade

GRADE 1:

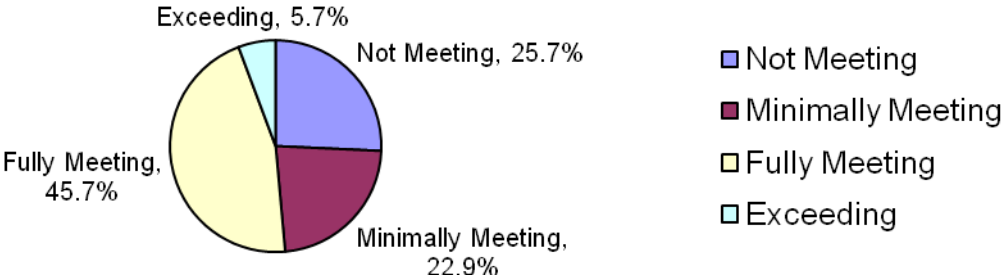
Band (level)	No. Students In Band At Entry	Entry Range	Exit Range	No. Students in Band At Exit	Average Gain
Not Meeting (1 – 9)	11	1 – 9	4 – 10	9	2.36
Minimally Meeting (10 – 13)	13	10 – 12	10 – 16	8	5.54
Fully Meeting (14 – 18)	10	13 – 16	15 – 23	16	2.9
Exceeding (19 +)	1	20	24	2	4.00
Average gain for all grade 1					2.40

Note: Exit Range is the range of the same cohort shown in the Band at Entry

2008 Read and Rec' - Grade 1 Entry Bands



2008 Read and Rec' - Grade 1 Exit Bands



Comments For Grade 1:

At the beginning of the program, there were a total of 11 students in the Not Meeting Expectations (NME) band. All but two of these students made gains of 1 or more levels, with 2 moving into the Minimally Meeting Expectations (MME) band and 1 moving up to the Fully Meeting Expectations (FME) Band. The average gain for students entering the program in the NME band was 2.36 PM Benchmark (PMB) levels

On entry, there were 13 students in the MME band. All these students made gains, with an average gain of 5.54 PMB levels. Of those students, 7 moved into the FME band.

Ten students entered in the FME band and all but one made gains, with an average gain of 2.90 PMB levels. Of these students, 1 exited in the Exceeding Expectations (EE) band. The only student entering the program in the EE band made gains of 4 PMB levels.

The overall average gain for all Grade 1 students was 2.40 PMB levels.

There were 4 Grade 1 Aboriginal Ancestry students in the program. All made gains with an average gain of 1.60 PMB levels.

There were 10 Grade 1 English as a Second Language students. All but one made gains with an average gain of 2.80 PMB levels.

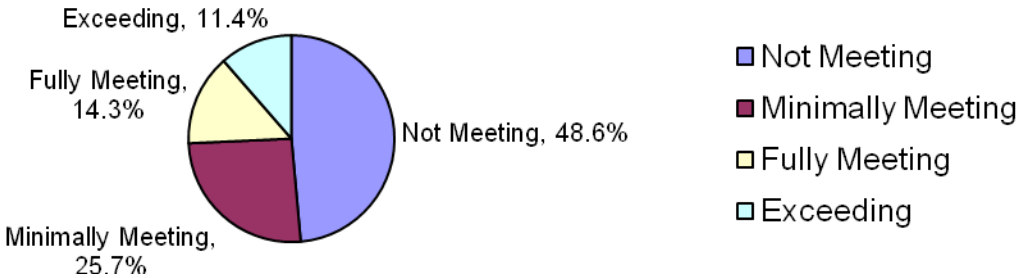
In the grade one program, there were 23 male students and 12 female students, proportionally spaced across the four bands of expectation. The female students average entry level was lower than the boys and the boys made slightly higher gains, females averaging a gain of 1.91 PMB levels and males averaging a gain of 2.66 PMB levels.

GRADE 2:

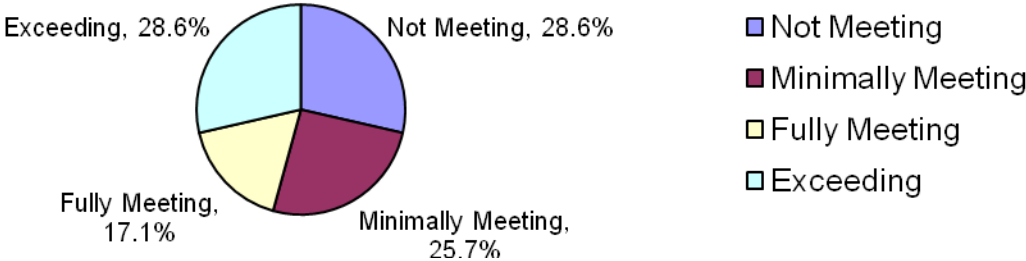
Band (level)	No. Students In Band At Entry	Entry Range	Exit Range	No. Students in Band At Exit	Average Gain
Not Meeting (1 – 18)	17	7 – 17	11 – 20	10	2.41
Minimally Meeting (19 – 20)	9	20	20 – 28	9	2.56
Fully Meeting (21 – 22)	5	21 – 22	22 – 28	6	2.20
Exceeding (23 +)	4	23 – 24	24 – 28	10	2.00
Average gain for all grade 2					2.46

Note: Exit Range is the range of the same cohort shown in the Band at Entry

2008 Read and Rec' - Grade 2 Entry Bands



2008 Read and Rec' - Grade 2 Exit Bands



Comments For Grade 2:

At the beginning of the program, there were a total of 17 students in the Not Meeting Expectations (NME) band. All but four of these students gained 2 or more levels, with 7 moving into the Minimally Meeting Expectations (MME) band. Two students made a gain of 1 PMB level and two stayed at the same level. The average gain for grade 2 students entering the program in the NME band was 2.41 PMB levels

On entry, there were 9 students in the MME band. All, but one of these students made gains, with an average gain of 2.56 PMB levels. Of those students, 3 students moved into the FME band and 4 moved into the EE band. The two students who did not make gains attended only half the days and (8 and 10 days out of a possible 16).

Five students entered in the FME band and all made gains, with an average gain of 2.20 PMB levels. Of these students, 3 exited in the FME band and 2 in the Exceeding Expectations (EE) band.

The four students entering the program in the EE band made gains averaging 2.75 PMB levels.

The overall average gain for all Grade 2 students was 2.46 PMB levels.

There were 2 Grade 2 Aboriginal Ancestry students in the program, one of who moved into the Below Expectation range to the Minimally Meeting Expectation range.

There were 12 Grade 2 ESL students. All, but two, made gains with an average gain of 2.25 PMB levels. One male student made gains of 7 PMB levels, which is outstanding.

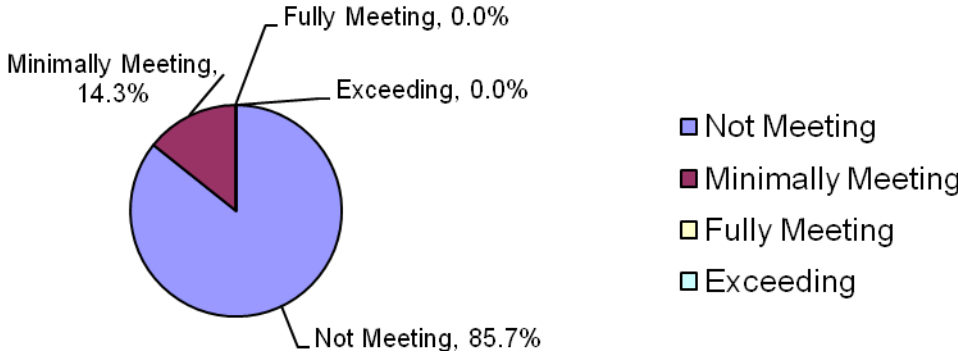
In the Grade 2 program, there were 20 male students and 15 female students, proportionally spaced across the four bands of expectation. The female students average entry level was higher than the boys, but on average both groups made comparable increases, females averaging a gain of 2.13 PMB levels and males averaging a gain of 2.70 PMB levels.

GRADE 3:

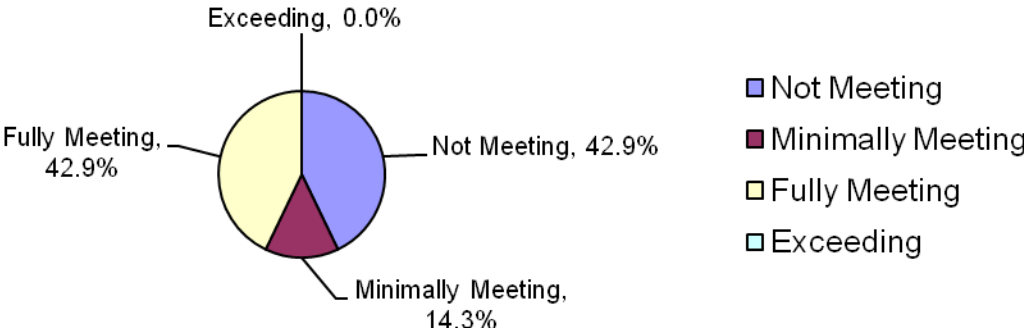
Band (level)	No. Students In Band At Entry	Entry Range	Exit Range	No. Students in Band At Exit	Average Gain
Not Meeting (1 – 22)	6	16 – 20	23 – 27	3	3.83
Minimally Meeting (23 – 24)	1	24	27	3	3.0
Fully Meeting (25 – 27)	0	n/a	n/a	1	n/a
Exceeding (28 +)	0	n/a	n/a	0	n/a
Average gain for all grade 3					3.71

Note: Exit Range is the range of the same cohort shown in the Band at Entry

2008 Read and Rec' - Grade 3 Entry Bands



2008 Read and Rec' - Grade 3 Exit Bands



Comments For Grade 3:

This year 7 Grade 3 students took part in the program, down from 15 in 2007. At the beginning of the program, there were 6 students in the NME band. Three of these students made gains of only 1 level, while 1 gained 5 levels and 2 gained 7 levels. One student moved into the MME band and 2 into the FME Band. The average gain for Grade 3 students entering the program in the NME band was 3.83 PMB levels.

On entry, there was 1 student in the MME band. The student gained 3 PMB levels moving into the FME band.

The overall average gain for all Grade 3 students was 3.71 PMB levels.

There were no Aboriginal Ancestry students in the program.

There were 2 ESL students. Both made gains with an average gain of 2.0 PMB levels.

In the Grade 3 program, there were 5 male students and 2 female students. The female students average entry level was lower than the that of the males', with the males making higher increases, females averaging a gain of 3.4 PMB levels and males averaging a gain of 4.5 PMB levels.

Rhyme and Rec'

In the summer of 2008, Rhyme and Rec' was held at Cawston Primary School, Okanagan Falls Elementary and Oliver Elementary. This program is intended for kindergarten students who have been identified as being at risk on the literacy portion of the District Kindergarten June Assessment. In conjunction with the Read and Rec' program, Rhyme and Rec' ran for two weeks (4 days per week) in July for a 3.5 hours daily.

Activities:

The goals of the program are:

- development of receptive and expressive language skills
- development of phonemic awareness skills (appropriate for end of Kindergarten)
- development of listening comprehension skills
- appreciation of and opportunity to interact with books and stories.

Students listen to stories, “memorize” text through repeated readings, interact with stories through movement, puppets, art, etc. and “play” with the language heard in stories (change words, create own versions, etc.). Poetry and songs will also be used to develop language skills.

The phonemic awareness portion of the program focuses on rhyming and the oral blending and segmenting of sounds. Brain Gym activities such as learning to cross the midline are included in the program. Instruction in alphabet recognition and letter sounds is not a focus of this program.

Identification:

A Planning Group selects students finishing Kindergarten who:

- are identified as having low language skills
- have weak phonemic awareness skills (rhyming, oral blending, and segmenting sounds)
- are still learning to listen to and respond to stories
- are ESL students
- were at-risk in the literacy portion of the June Kindergarten assessment

Assessment:

The children are pre and post assessed using an assessment tool adapted from the work of Kame'enui & Simmons (1999) and recommended by Dawn Reithaug. This assessment looks at the concepts of:

- Sound and Word Discrimination
- Rhyming
- One-to-One (Understanding the difference between letters, words and sentences)
- Oral Blending of Sounds
- Oral Segmenting of Sounds

Results:

We were very pleased with the results. Each of the twenty-five children in the program made significant gains and were able to do what most students are able to do by the end of Kindergarten.

There were a total of 25 students, 12 boys and 13 girls. Two of the students were ESL.

Focus	Number of Students at Threshold (n = 25)	
	Entry	Exit
Crossover (Crossing the Midline)	15	24
One-to-one word correspondence	10	20
Rhyming	22	25
Oral Blending of Sounds	15	23
Oral Segmenting of Sounds	Not assessed	20

Students were chosen to attend the program at different schools for different reasons. The reason for selection for one student may have been because s/he may have been seriously at risk, another may have been selected to solidify skills, and another still due to socialization difficulties. The key results are that all students showed some growth with the overall outcome being students who are more ready for grade one.

In the fall, we will be able to re-evaluate these students and see how they did perform in grade one in 2008/09.

GENERAL REMARKS AND CONCLUSIONS

Read and Rec'

The results from the Summer of 2008 show excellent overall improvement in reading skills for the cohort involved. The summer Read and Rec' program makes it possible for students, struggling in reading, to acquire the reading strategies that will bring them close to, or for many, up to the average skill level of others in the same grade entering school in September, 2008. As teachers will tell you, many of these kids would not read during the summer if not for this program and that, in itself, makes the program worthwhile.

Other important aspects of the program are the social gains of students and the confidence that they gain. Some of the children, and in particular, boys take off and become readers. Past analysis shows that these students continue to be competent readers.

Read and Rec' is allowing struggling grade 1, 2 and 3 students to succeed, making it a key intervention for our district.

The Rhyme and Rec' Pilot

The Rhyme and Rec' program provided 25 students with early intervention at its best and allowed each of them a better chance of being successful in their future learning. Research shows that students must master the skills that were focused on by the end of the first term of Grade 1 if they are to be successful in their acquisition of reading.

RECOMMENDATIONS

Read and Rec'

- Continue to run the program for students in grades 1, 2 and 3. Priority should be given to students in the Not Meeting and Minimally Meeting bands and in grades 1 and 2.
- Run the program for a minimum of 15 days (16 days over 4 weeks or 15 days over 4 weeks). Although results show that it is better to have students attend for all 4 weeks, even students who attend for two weeks benefit from time in the program.
- Provide a minimum of 3.5 hours of Reading instruction with integrated crafts and recreation activities. If another agency is used for the recreation portion, ensure that the activities enhance the literacy portion of the day.
- A recreational/craft thematic approach works best. Make the program fun!
- Careful consideration for selecting of students must be exercised. Questions asked should include:
 - Does the student exhibit behaviour difficulties? In a 4 week program, behaviour training is wasted time.
 - Can the child make suitable progress in the program? (a gray-area child as opposed to a student required extensive learning assistance)
 - Can this group of children be sorted into “workable guided reading groups”?
- Classroom teachers and principal must support the program by dialoguing with parents and communicating the benefits of the program. A prioritized list of students needs to be created. Principals must confirm participation. Some students will fail to show up, replacements are required.
- Program pre-meeting with parents must stress that the program is limited in the number of students it can enroll. Parents need to commit to having their children attend daily and for the duration of the Read and Rec' program. Parents need to be aware of the expectations for the program, all its routines and activities.
- Have the Read and Rec' teacher meet with the participants prior to the end of June to inform them about the program and the fun activities and to help motivate them.
- If a child does not attend the first two days of the program and an attempt has been made to contact the home, be prepared to add children from a wait list to the program.
- Each site must have an experienced lead teacher who is in charge. Although not always possible, it is beneficial to have a lead teacher who is from the host school and knows the students and has had an opportunity to meet with the students' teachers. Teachers who have just completed their teaching degree have proven to be as effective as a second experienced teacher. Other programs have found that volunteers do not work well.
- Bring lead teachers together by the end of May for a collaborative meeting to connect and network.
- Continue to monitor the students involved to see if there are long term benefits.

The Rhyme and Rec' Pilot

- The recommendations made for Read and Rec' also apply to Rhyme and Rec'.
- Standards for the entry of students into the program vary. Selection, however, is based on solid evidence that the students will benefit in some manner. Review these standards with the teachers after the 2009 program.
- The pre/post assessment requirements are standard at each school, but need to be reviewed along with our K assessments.
- Continue to look for ways to integrate this program with Read and Rec' to minimize personnel costs.

Respectfully submitted,

James Insley
Assistant Superintendent