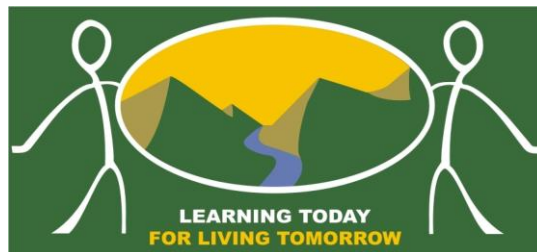


**SCHOOL DISTRICT NO. 53 (OKANAGAN SIMILKAMEEN)**

**DISTRICT  
ACHIEVEMENT PLAN  
2014/2015 TO 2016/2017  
A THREE YEAR PLAN**

[www.sd53.bc.ca](http://www.sd53.bc.ca)

*Learning today for living tomorrow*



**District Mission Statement**

*We provide all learners with relevant learning experiences in a safe, caring, inclusive environment. We promote and inspire personal excellence, lifelong learning and responsive and responsible citizenship.*

**District Vision Statement**

*A leading 21<sup>st</sup> century learning community characterized by strong relationships and partnerships, passion, innovation and excellence in teaching and learning.*

**District Goals**

- Goal #1: To improve the health, social, and emotional wellbeing of all students
- Goal #2: To create welcoming school environments where students, parents and staff belong and feel connected
- Goal #3: To increase transition and completion rates for all students
- Goal #4: To maintain the focus and success established for the foundational skills of literacy and numeracy
- Goal #5: To increase students' contributions to the local and global communities

# District Context

## Introduction

Improving student achievement and success 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.

**The core values for School District No. 53 are:**

- **Community**
- **Integrity**
- **Respect**
- **Curiosity**
- **Leading with Excellence at all levels**

**The vision themes identified for the district and reflected in this document include:**

- **Schools are safe, inclusive and nurturing for all**
- **Students are engaged through personalized, relevant learning experiences**
- **We are a collaborative community of professional learners who lead and model life-long learning**
- **Graduates are equipped to contribute in multiple and meaningful ways, to make a positive impact in local and global communities**

## 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 2014/2015, the District will be supporting a projected total of approximately 2,292 FTE school aged students and 32 Adult students for a total of 2,320 students. This is a decline of approximately 67 FTE from 2013/2014. Eight schools, ranging from 120 students to approximately 460 students, provide a full offering of academic and career preparation programs. Our Outreach School, Continuing Education, Distance Learning Centres and Portage are under one 'umbrella' as YouLearn.ca to provide interconnected support. The District supports approximately 130 ESL students, 375 students of Aboriginal ancestry, and 293 students with identified special needs. Concerted efforts to improve our student outcomes have also focussed on increasing our Student Secondary Apprenticeship and ACE-IT and Dual Credit programs – we are now seeing more students participate in these valuable programs.

## Early Development Indicator

The Okanagan Similkameen has participated in all 5 waves of EDI data collection. Wave 5 results were collected in 2011/12 to 2012/13 from all 7 schools in our district (inclusive of the 2 independent schools). Overall, Okanagan Similkameen had a vulnerability rate of 32% compared to the provincial vulnerability rate of 32.5%. The Social Competence scale increased over the 5 waves. Although the Physical Health & Well-Being scale increased in wave 4, it has returned to close to its previous vulnerability rate in Wave 5. The Communication Skills and Language & Cognitive Development scales decreased over time, and the Emotional Maturity scale remained relatively stable.

The Okanagan Similkameen has made some fabulous gains in Communication Skills and Language & Cognitive Development. We believe this is largely due to our work in literacy through our StrongStart and preschool partnership programs. However, we are concerned about the other three domains and, in conjunction with our district social and emotional/healthy living goal, we will develop strategies to address these domains. At the same time we will maintain our successful strategies in literacy and communication.

## Vulnerability in Percent

Wave	1	2	3	4	5
Subscale	2001-2003	2004-2007	2008-2009	2010-2011	2011-2013
Physical Health & Well-being	12.2	12.1	12.7	16.6	14
Social Competence	11.0	10.8	14.9	18.2	17
Emotional Maturity	13.7	15.4	19.9	21.5	18
Language & Cognitive Development	9.3	14.3	12.7	17.7	8
Communication Skills	10.8	19.0	19.0	17.1	13

Community Summary – EDI (Wave 5), Human Early Learning Partnership [www.earlylearning.ubc.ca/edi](http://www.earlylearning.ubc.ca/edi)

### Unique Characteristics and District Strengths

In the spring of 2013, School District No.53 engaged staff, students and partner groups in a facilitated process regarding the future of the Okanagan-Similkameen School District. We finalized a District Mission, our Core Values and our most inspired and inclusive vision of the future that builds on our strengths and successes. Our mission, values, vision and vision themes will serve as a compass to guide our work over the next five to seven years. Following this work, partner groups met to review the vision themes along with current data regarding our learners in order to establish priorities and goals for the District Achievement Contract. That work is reflected in this document. This spring, due to the labour dispute, we did not have the opportunity to bring educators together with parents to review our year and refine our District Achievement Contract for moving forward. We will do this as soon as we are able following the strike.

School District No.53 has demonstrated a strong focus on student learning and healthy living for students. Over the last three years our major initiatives have included:

- District Wide Assessment Plan with Literacy Initiatives including common assessments across schools. Common Assessments include a Kindergarten Assessment, PM Benchmarks (1 to 3), Whole Class Reading Assessment for grades 3 to 7 and school wide writing assessments using the BC Performance Standards. We have plans to review these assessments this fall for training needs and to see if we want to adjust the tools.
- District wide implementation of Team Inquiry Model where students are released for an afternoon once each month for staffs as teams to engage in inquiry around meeting the objectives of the district vision and increasing student success.
- Continued work on our Aboriginal Enhancement Agreement.
- Development of four StrongStart Centres, one in each community, and Roots of Empathy in every elementary school and one secondary school. The secondary school pilot was very successful. It was implemented in an alternate program. We will look at the possibilities of expansion in 2014-2015.
- Increased partnerships for early learning including pre-schools in all five elementary schools, child care at two locations and a new hub at one school. We will implement a third child care in 2014-15
- Continuing to integrate learning technology into classrooms.
- Continued work on using assessment to drive instruction, school assessment and the monitoring of results.
- Individual student achievement is tracked through Michelangelo Database. Schools receive information as well as training on accessing available information and customizing it for their school learning plans. Schools also use supplementary tracking processes to monitor individual progress.
- Implementation of the Grade 4 Middle Years Development Instrument (MDI)

## District and School Connections

Usually in the spring, trustees and district staff meet with school administrative teams to review school goals, reflect on progress, discuss evidence and set direction for the following school year. While these presentations did not occur this year due to the strike, they will be rescheduled for the fall where staff and trustees will:

- Hear presentations on how school goals progressed during 2013-2014 as well as plans and goals for student achievement in 2014-2015.
- Listen to school presentations for strategies and structures for 2014-2015 in order to achieve goals for student learning, ways in which schools will monitor their goals and how they will respond when students do not meet expectations.
- Understand each schools inquiry questions, how the Team Inquiry Model is structured and how the inquiry questions align with school plans and the district vision.

On-going process:

- ❖ Each school has set aside School Plan days to review and discuss updates. Schools have been asked to maintain ongoing dialogue about their school learning plan at staff meetings and through supervision of learning initiatives. Each school also has one afternoon a month for team inquiry dialogue. The team inquiry questions are aligned with school and district goals.
- ❖ Continue to build capacity among administrators to access and engage in dialogue around a common assessment database (Michelangelo) to track cohorts and individual student achievement at all grade levels. We continue to see more schools use this information as part of their planning processes.
- ❖ Continue to review the Aboriginal Enhancement Agreement with the Aboriginal Education Advisory Committee.
- ❖ Each school provides a service delivery plan for Aboriginal Education. District staff follows up with school-based staff and administration.
- ❖ Individual meetings will be scheduled throughout the 2014-2015 school year to monitor progress and school directions.
- ❖ The district monitors and supports School Plans, Community Literacy Plan and Aboriginal Enhancement Agreement throughout the school year.

## District Goals

**Goal 1: To improve the health, social, and emotional wellbeing of all students.**

**Goal 2: To create welcoming school environments where students, parents and staff belong and feel connected.**

**Goal 3: To increase transition and completion rates for all students.**

**Goal 4: To maintain the focus and success established for the foundational skills of literacy and numeracy.**

**Goal 5: To increase students' contributions to the local and global communities.**

### Team Inquiry Model:

Through a consultative process with teachers, administrators, parents and trustees, the district has implemented a structure across all schools in the district beginning in the fall of 2013 whereby school staffs gathered as a team once per month for the afternoon to engage in the process of inquiry to address areas of improving learning experiences for students. This structure and team inquiry model has served as a significant vehicle to implement the District Visioning work as well as the goals of the District Achievement

Contract. In the first year, all schools have established a format and process for engaging in team inquiry and all schools have scanned their evidence and student needs to establish inquiry questions. Our overall vision and goal of inquiry is to create a systemic culture of inquiry across the district including classrooms of inquiry. As we work together throughout the upcoming year to continue to build our capacity, working knowledge, and impact of the inquiry model, we will better align this document, our district vision and school plans in order to more effectively align our energy and resources.

**Goal 1: To improve the health, social, and emotional wellbeing of all students.**

**Rationale:** Schools are reporting increasing numbers of students who are experiencing anxiety and related behaviours that are interfering with learning success. Student referrals to counselling and to outside agencies are increasing. Early Development Indicators (EDI) are showing that students in our communities are vulnerable in this area.

**Objective #1: To improve the overall well-being of all students.**

**Performance Indicators/Evidence:**

Data in this area will include EDI results, MDI results, Social Responsibility Performance Standards. We will establish base line data for 2014 - 2015 and investigate other ways to track progress for this objective.

**Objective #2: To increase parent and community partnerships to address physical and mental health issues in schools.**

**Performance Indicators/Evidence:**

We have established a team with outside agencies and began conversations and sharing in this area.

**Objective #3: To Define social and emotional learning (SEL) for SD 53**

Actions/Implementation	Success Measures
1. The District will host a workshop on August 28 <sup>th</sup> 2014 with Dr. Deborah NacNamara ‘Making Sense of Kids from the Inside Out’. This workshop is open to teachers, ECE’s, EA’s, Aboriginal support workers, parents and community members.	Attendance is strong and participants use some of the strategies.
2. The district will complete the implementation of the MDI for a second year for all grade 4s and establish baseline in this first year for administering the MDI for grade 7.	Survey will be completed by 90% of all grade 4’s and 7’s. Debriefing sessions will take place at the district and community levels. Schools and District will use findings to inform their inquiry and planning.
3. Expand the use of the Age and Stages survey for identification of early childhood (age 3) difficulties.	Strategy is developed, funded and implemented. Follow up is facilitated.
4. A focus on self-regulation strategies for students	Increased professional development for staff and increased implementation across classrooms
5. District Healthy Schools Committee (formerly SEL) expanded to include teachers.	Participation of teachers. The work of the committee is more aligned with district policy and Healthy Living Coalition

6. Participation in community Healthy Living Coalition including supporting one teacher's, one administrator's and one trustee's attendance.	Action arising from participation in Coalition.
7. Further strategies as informed by EDI/MDI information	Social Responsibility Performance Standards. Student referrals to district counselors, secondary school counselors, and outside agencies. EDI/MDI Health Outcomes and Social and Emotional Skills, student and parent satisfaction survey results.
8. Support schools in fully implementing Roots of Empathy, and Friends Program including expansion of RoE in secondary Alternate Programs.	Continued high success in implementing the program in all schools.
9. Establish an inventory of what the district is currently offering to address social and emotional health	Inventory established
10. Continue to investigate best practices which are evidence based for addressing aspects of Social and Emotional Learning including CASEL	
11. Re-establish the opportunity for SD 53 involvement with the SEL competency work at conclusion of strike.	

**Goal 2: To create welcoming school environments where students, parents and staff belong and feel connected.**

**Rationale:**

Through the district visioning process, educators and partner groups identified belonging as a vision theme to address so that students and staff feel connected and engaged.

**Objective #1: To improve student and staff engagement.**

**Performance Indicators/Evidence:**

We will monitor student and staff satisfaction surveys, attendance, transition and completion rates and school data regarding student connectedness.

**Objective #2: To increase the rate that students feel safe at school**

**Performance Indicators/Evidence:**

We will monitor satisfaction surveys, attendance, and student achievement.

Actions/Implementations for Goal #2	Success Measures
1. ERASE training for all schools with follow up for the larger school community	Plans established in all schools
2. Healthy Schools Committee	District work, effort and resources are aligned.
3. School inquiry questions	All schools have inquiry questions that relate to this goal
4. Implementation, follow-up and ongoing leadership of District Visioning document/ outcomes	All schools have inquiry questions that relate to this goal

**Goal 3: To increase transition and completion rates for all students.**

**Objective #1: To increase pathways and choices for students.**

**Performance Indicators/Evidence:**

We will monitor transition and completion rates as well as course completion and pass failure rates. Schools will also monitor attendance of at risk students.

Five Year Average of Transition Rates						
Grade	2003/04 to 2007/08	2004/05 to 2008/09	2005/06 to 2009/10	2006/07 to 2010/11	2007/08 to 2011/12	2008/09 to 2012/13
<b>10 to 11</b>	89.2	88.0	87.8	87.6	90.0	90.4
Aboriginal			84.4	83.4	85.2	87.0
Target	90.0	95.0	95.0	95.0	95.0	95.0
<b>11 to 12</b>	68.8	69.6	71.2	74.8	79.6	81.6
Aboriginal			64.0	69.0	74.8	75.0
Target	75.0	80.0	80.0	80.0	80.0	82.0

**Target (10 to 11): 95%**

**Performance: 90% for 'all' grade 10 to 11; 87% for Aboriginal grade 10-to 11**

**Status: Not Yet Met but improving for Aboriginal students. We will maintain a target of 95%**

**Target (11 to 12): 80%**

**Performance: 81.6% for 'all' grade 11 to 12; 75% for Aboriginal grade 11-to 12**

**Status: The goal was exceeded for 'all' students in grades 11 to 12 but not for our Aboriginal students although there is good improvement. We will increase the target to 82%**

Five Year Average – District First Time Grade 12 Rates						
	2003/04 to 2007/08	2004/05 to 2008/09	2005/06 to 2009/10	2006/07 to 2010/11	2007/08 to 2011/12	2008/09 to 2012/13
	68.2	69.0	71.6	73.0	74.0	75.4
Target	75.0	80.0	80.0	80.0	80.0	80.0

**Target: 80%**

**Performance: 75.4%**

**Status: Not yet met. We will maintain our target of 80%**

Five Year Average - District Six Year Dogwood completion rate						
	2003/04 to 2007/08	2004/05 to 2008/09	2005/06 to 2009/10	2006/07 to 2010/11	2007/08 to 2011/12	2008/09 to 2012/13
	77.2	73.3	74.1	73.36	72.3	72.6
Aboriginal			50.3	48.9	50.1	54.7
Target	80.0	80.0	80.0	80.0	80.0	80.0

**Target: 80%**

**Performance: 72.6% (all students), 54.7% (Aboriginal students)**

**Status: Not Met. We will maintain a target of 80%**

Actions/Implementation	Success Measures
1. Create more personalized learning experiences for students within the classroom	Educators see opportunities to increase personalized learning. Student satisfaction rates.
2. School inquiry questions for TIM	All schools have inquiry questions to increase transition and completion rates.
3. Integration of technology as a learning tool to offer choice and deepen understanding	
4. Continue to individually track individual students and monitor grade to grade. Ensure all schools have a system and practice for this	Discussions indicate this process supported retention of more students.
5. 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.
6. Begin building a process of interconnection with individual Grade 10 students and teachers	Schools are continuing with one-to-one student connection plans



7. Assessment for Learning Team – works on identifying strategies which will help students succeed	Each school documents successes with students and shares with other schools.
8. Meet with schools throughout the year regarding students at risk and supports/plans in place	Improved transition and completion rates
9. Improve and expand upon Career Preparation Programs including Work Experience, Ace-It, SSA and opportunities to engage elementary students. Also improve and expand BAA courses and academies.	Increased number of students enrolled and successful
10. Assign coordination time for a teacher leader to oversee Trades and training initiatives. In addition, assign a block for a teacher leader in this area to run elementary programs.	
11. Continue to work with schools to develop a ‘Pyramid of Support’ for students not meeting expectations as well as implementation of RTI throughout the district.	Identification of students at risk occurs early. Interventions are in place. Graduation rates improve
12. Continue providing opportunities for administrators for professional development on having data driven discussions with staff to focus the identification of what is working and what still needs attention.	Schools will be having more of these conversations before waiting for staff to provide data. Schools can access information through Michelangelo.
13. District emphasis on personalized learning including project based learning, integration and partnerships with YouLearn.ca, and courses outside the timetable	Students will have increased options to meet course requirements and graduation requirements.

**Goal 4: To maintain the focus and success established for the foundational skills of literacy and numeracy.**

**Rationale:**

The District continues to utilize an ‘across the system’ process for review of literacy from K to 12. Our work in the area of improving literacy for all students is an ongoing process and we have shown increasing and steady success in the area of reading and writing. In spite of changing demographics and increased vulnerability, we continue to make very good progress. As a result, the district will maintain established strategies and structures in these areas and continue to monitor results.

**Objective #1: To maintain successful results in increasing the number of students who fully meet/exceed expectations in reading and writing**

**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 through a link to this document.

All information is in percentages.

<b>Grade 3 Reading Comprehension: BC Performance Standards</b>						
	<b>2008/09 **</b>	<b>2009/10 **</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
<b>Exceeding</b>	6.3	4.4	4.9	5.2	2.5	❖
<b>Meeting</b>	41.1	52.8	48.5	51.6	51.5	❖
<b>Minimally Meeting</b>	24.1	25.5	30.7	29.0	32.5	❖
<b>Not Meeting</b>	23.4	14.3	9.8	9.0	7.4	❖
<b>Total Minimally Meeting, Meeting or Exceeding</b>	71.5	82.6	84.0	85.8	86.5	❖
<b>Target</b>	90.0	90.0	90.0	90.0	90.0	90.0

❖ Not available due to teacher strike (*may be available at a later date*)

\*\* Peters/Gardner Whole Class Assessment Tool

Note – students on IEPs – not included in this data

**Target: 90%**

**Performance: Not available due to teacher strike**

**Status: Approaching target. We will maintain this target of 90%.**

<b>Grade 3 PM Benchmarks - Reading</b>						
	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
<b>Exceeding</b>	30.0	22.2	4.9	31.0	25.2	❖
<b>Meeting</b>	34.7	44.1	22.7	38.7	47.9	❖
<b>Minimally Meeting</b>	19.5	16.2	51.5	14.2	11.0	❖
<b>Not Meeting</b>	10.5	13.0	19.0	14.2	84.1	❖
<b>Total Minimally Meeting, Meeting or Exceeding</b>	84.2	84.5	79.1	83.9	84.1	❖
<b>Target</b>	90.0	90.0	90.0	90.0	90.0	90.0

❖ Not available due to teacher strike (*may be available at a later date*)

Note – 2009/10 – 3.1% of students on IEPs – not included in this column

While evidence shows an upward trend as well as a closer alignment with BC Performance Standards assessment, we will need to closely monitor the individual students not meeting expectations in Reading.

**Target: 90%**

**Performance: Not available due to teacher strike**

**Status: Not Yet Met. We will maintain a target of 90%**

**British Columbia Foundation Skills Assessment - Reading  
Meeting or Exceeding**

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
<b>Grade 4</b>	77	80	85	83	80	85
<b>Target</b>	85	85	85	85	85	85
<b>Grade 7</b>	75	73	80	73	77	78
<b>Target</b>	85	85	85	85	85	85

**Target: 85%**

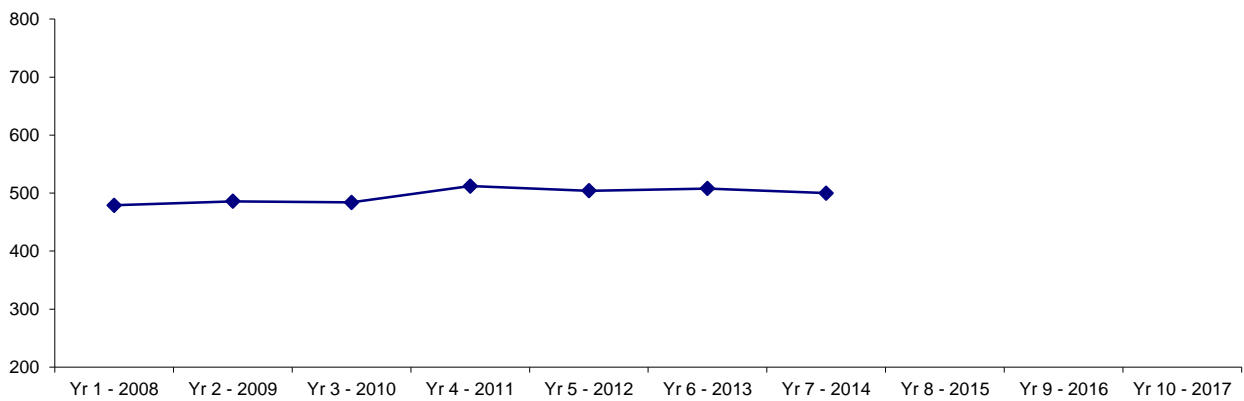
**Performance: 85% (Grade 4), 78% (Grade 7)**

**Status: Goal Attained (Grade 4), approaching goal (Grade 7)**

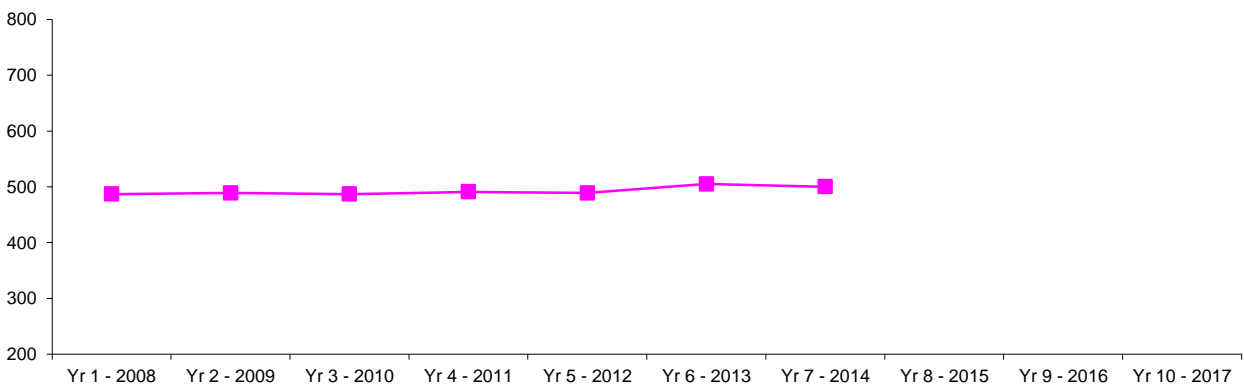
**We will monitor this cohort and maintain target of 85% for both.**

90.0

**Average FSA Scaled Score - Grade 4 Reading**



**Average FSA Scaled Score - Grade 7 Reading**



<b>Reading Comprehension: BC Performance Standards Minimally Meeting, Meeting or Exceeding</b>						
	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
<b>Grade 4</b>	92.7	91.6	91.6	90.7	88.6	❖
<b>Grade 5</b>	84.4	91.2	89.4	88.5	90.4	❖
<b>Grade 6</b>	87.2	91.0	87.8	89.9	85.5	❖
<b>Grade 7</b>	90.4	90.7	88.8	86.5	85.33	❖
<b>All Intermediate</b>	88.5	91.1	89.3	88.9	87.5	❖
<b>Target</b>	90.0	90.0	90.0	90.0	90.0	90.0

❖ Not available due to teacher strike (*may be available at a later date*)

**Target: 90%**

**Performance: Not available due to teacher strike**

**Status: Approaching goal. We will maintain a target of 90%**

<b>Language Arts Final Letter Grades Students receiving C, C+, B, or A</b>						
	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
<b>Grade 4</b>	83.7	83.4	85.7	93.3	92.3	❖
<b>Grade 5</b>	86.3	86.1	94.0	95.5	96.4	❖
<b>Grade 6</b>	85.7	87.9	85.2	84.3	85.7	❖
<b>Grade 7</b>	86.7	80.7	84.1	92.4	83.3	❖
<b>All Intermediate</b>	85.7	84.5	87.3	91.2	88.9	❖
<b>Target</b>	90.0	90.0	90.0	90.0	90.0	90.0

❖ Not available due to teacher strike (*may be available at a later date*)

**Target: 90%**

**Performance: Not available due to teacher strike**

**Status: Grades 4&5 exceeding target; Grades 6&7 approaching target – will monitor for trends**

<b>Blended Final Marks English/L Arts 10*</b>	<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>	<b>2010/2011</b>	<b>2011/2012</b>	<b>2012/2013</b>
<b>Provincial Pass Rate</b>	96	97	97	97	96	96
<b>District Pass Rate</b>	95	94	97	98	95	96
<b>Target</b>	95	95	95	90	100	100

**Target: 100%**

**Performance: 96%**

**Status: Not yet meeting our goal. We will continue to monitor this for trends.**

<b>Blended Final Marks Communications 12*</b>	<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>	<b>2010/2011</b>	<b>2011/2012</b>	<b>2012/2013</b>
<b>Provincial Pass Rate</b>	98	98	98	98	97	98
<b>District Pass Rate</b>	100	100	95	100	100	100
<b>Target</b>	95	95	95	90	100	100

**Target: 100%**  
**Performance: 100%**  
**Status: Goal Met for second consecutive year.**  
**Target: 100% continued**

<b>Blended Final Marks English/L Arts 12*</b>	<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>	<b>2010/2011</b>	<b>2011/2012</b>	<b>2012/2013</b>
<b>Provincial Pass Rate</b>	98	98	98	98	98	98
<b>District Pass Rate</b>	100	95	98	98	100	98
<b>Target</b>	98	98	98	98	100	100

\* C- (pass) or better in percentage

**Target: 100%**  
**Performance: 98%**  
**Status: Approaching. We will continue to monitor this for trends and maintain target of 100%**

<b>Writing: BC Performance Standards Minimally Meeting, Meeting or Exceeding</b>						
	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
<b>Grade 1</b>	87.2	82.8	92.5	88.1	91.8	❖
<b>Grade 2</b>	88.4	87.7	91.4	82.6	91.5	❖
<b>Grade 3</b>	83.2	79.5	89.0	85.8	90.2	❖
<b>All Primary (Avg.)</b>	86.1	83.5	84.0	85.4	91.1	❖
<b>Target</b>	90.0	90.0	90.0	90.0	90.0	❖

❖ Not available due to teacher strike (*may be available at a later date*)

As results have not significantly changed we will maintain our 90% target. Grades results show a decrease which will be monitored and compared with other data.

**Target: 90%**  
**Performance: Not available due to teachers strike**  
**Status: Exceeded Target. Target of 90% will be maintained to monitor trend**

**British Columbia Foundation Skills Assessment - Writing  
Meeting or Exceeding**

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
<b>Grade 4</b>	65	73	77	80	84	84
<b>Target</b>	85	85	85	85	85	85
<b>Grade 7</b>	74	72	82	83	75	74
<b>Target</b>	85	85	85	85	85	85

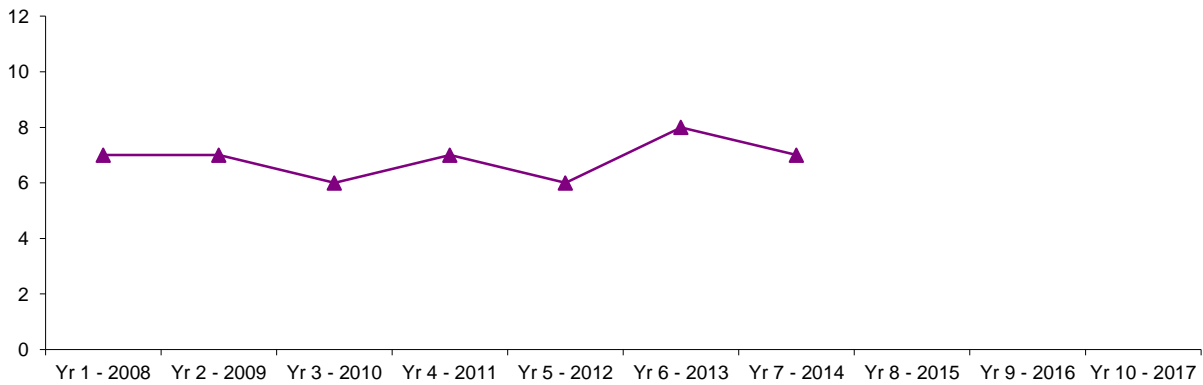
**Target: 85%**

**Performance: 84% (Grade 4), 74% (Grade 7)**

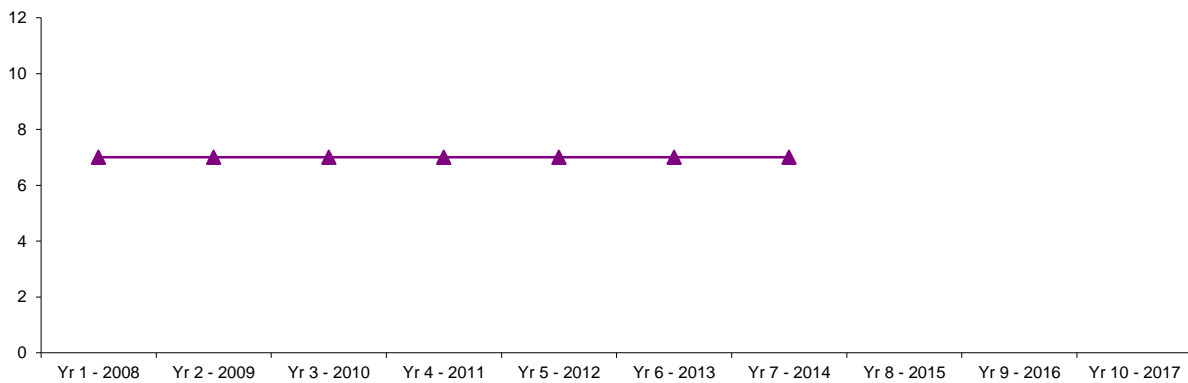
**Status: Approaching for Grade 4. Not yet met for Grade 7 with a decrease for this cohort.**

**We will monitor for cohort trend. We will maintain target of 85%**

**Average FSA Score - Grade 4 Writing**



**Average FSA Score - Grade 7 Writing**



**Writing: BC Performance Standards  
Minimally Meeting, Meeting or Exceeding**

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
<b>Grade 4</b>	89.9	84.3	90.3	89.5	92.6	❖
<b>Grade 5</b>	85.9	87.9	85.5	90.4	86.7	❖
<b>Grade 6</b>	86.2	85.6	83.7	89.9	86.1	❖
<b>Grade 7</b>	89.4	89.4	88.2	86.0	89.1	❖
<b>All Intermediate</b>	87.7	85.9	86.8	88.9	88.6	❖
<b>Target</b>	90.0	90.0	90.0	90.0	90.0	

❖ Not available due to teacher strike (*may be available at a later date*)

**Target: 90%**

**Performance: Not available due to teachers strike**

**Status: Approaching target. We will maintain target of 90%**

Actions/Implementation	Success Measures
1. Continue the Changing Results for Young Readers project. We expanded this project in 2014-2015 to include a small intermediate group. While we will continue this project for 2014-2015, due to the strike we have not confirmed plans for next year as far as focus.	Participation from all elementary schools.
2. Complete review of the primary literacy assessment process.	Review process complete and recommendations for training and revision implemented.
3. Review the intermediate literacy assessment process.	Recommendations are provided and district/schools have begun implementation.
4. Provide literacy workshops for StrongStart facilitators and ECE partners in the district.	Continuation of strong growth in 'Language and Cognitive Development' and 'Communication Skills' domains of the EDI.

**Objective #2: To continue improved student success in numeracy**

While our FSA scores show steady improvement when looking at the last few years, most schools have indicated that this is an area where whole school investigation needs to occur in order to develop school wide strategies.

**Performance Indicators/Evidence:**

We monitor FSA results, provincial exam results, and report card information.

**British Columbia Foundation Skills Assessment - Numeracy  
Meeting or Exceeding**

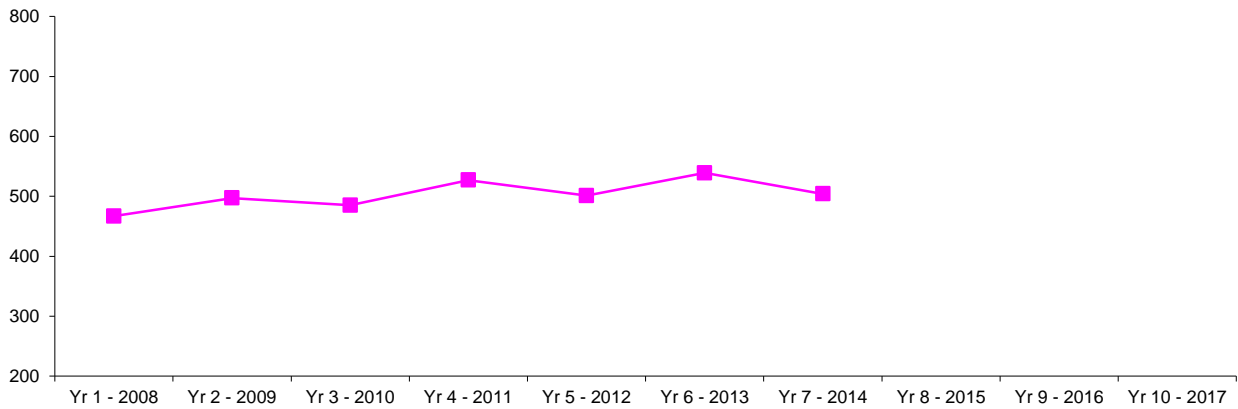
	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
<b>Grade 4</b>	75	80	87	80	78	80
<b>Target</b>	80	80	80	80	80	85
<b>Grade 7</b>	68	66	77	66	80	78
<b>Target</b>	80	80	80	80	80	80

**Target: 80%**

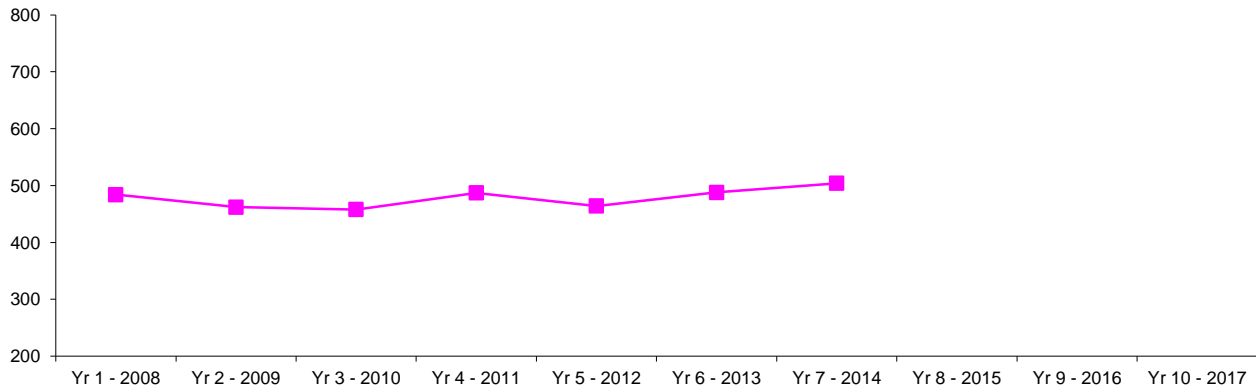
**Performance: 80% (Grade 4), 78% (Grade 7)**

**Status: goal is approaching (Grade 4), not met (Grade 7). Increase target to 85% for Grade 4, we will maintain target of 80% for grade 7**

**Average FSA Scaled Score - Grade 4 Numeracy**



**Average FSA Scaled Score - Grade 7 Numeracy**





Blended Final Mark Provincial Exam Course	Applications of Math 10			Apprenticeship & Workplace		
	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Provincial Pass Rate %	81	81	79	91	92	91
District Pass Rate %	74	83	86	93	95	90
Target %	86	86	86	92	95	95

As of September 2010, Applications of Math 10 was no longer offered

As of September 2010, Apprenticeship & Workplace Math 10 was offered for the first time

Target: 95%

Performance: 90%

Status: Not Yet Meeting target.

Blended Final Mark Provincial Exam Course	Principles of Math 10			Foundations & Pre-Calculus		
	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Provincial Pass Rate %	85	87	87	93	93	93
District Pass Rate %	85	88	92	88	89	92
Target %	90	90	90	90	90	95

As of September 2010, Principals of Math 10 was no longer offered

As of September 2010, Foundations & Pre-Calculus Math 10 was offered for the first time

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

Target: 90%

Performance: 92%

Status: Goal attained. We will establish a new target of 95%

Actions/Implementation	Success Measures
1. Create, support, and facilitate a PLC of secondary Math teachers	Sharing of identified strong practice.
2. Support school inquiry questions in this area	Schools are sharing and making their work public

### Goal 5: To increase students' contributions to the local and global communities

**Rationale:** During the District visioning process, partner groups identified this goal area as a vision theme in order to better prepare students to contribute to their local and global communities. The district has had a number of initiatives in place; however, the formulation of a specific goal will bring focus and attention to this area to align school and district actions.

**Performance Indicators/Evidence:**

We will monitor participation and opportunities as well as student satisfaction surveys.

**Objective #1:** To increase opportunities for student leadership in schools.

**Objective #2:** To increase student involvement in and awareness of global issues.

Actions/Implementation	Success Measures
1. Student leadership courses/clubs	All schools will offer a course or club with good participation. Student Satisfaction surveys.
2. Career Days, SSA/ACE-IT, Work Experience, Grad transition fairs in schools	Increased participation and increase number of opportunities
3. District 'We Day' Educational Partner – all schools involved	Identified 'We Day' actions in all schools
4. Student membership on the Aboriginal Education Advisory Council.	Students feel listened to and involved in the decision making process.
5. Continue to investigate ways to hear student voice in district and school matters	Increased number of opportunities

## Aboriginal Education

While we still have work to do, we are proud of the efforts and gains we have made to increase the success of our Aboriginal students. We strive for alignment of our Aboriginal Enhancement Agreement goals with those of our Achievement contract. The following chart illustrates this alignment:

Achievement Contract	Enhancement Agreement
To improve the health, social and emotional wellbeing of all students	<ul style="list-style-type: none"> <li>• Educate parents about importance of involvement in their child(ren)’s education</li> <li>• Increase students’ “sense of belonging” in the schools.</li> <li>• Increase knowledge and appreciation of Aboriginal culture for all students and staff.</li> </ul>
To create welcoming school environments where students, parents and staff belong and feel connected.	<ul style="list-style-type: none"> <li>• Increase students’ “sense of belonging” in the schools.</li> <li>• Increase knowledge and appreciation of Aboriginal culture for all students and staff.</li> </ul>
To Increase transition and completion rates for all students.	<ul style="list-style-type: none"> <li>• Improve the grade cohort Dogwood Certificate completion/graduation rate.</li> <li>• Improve (8 – 12) transition rates and retention rates.</li> </ul>
To maintain the focus and success in the foundation skills of literacy and numeracy.	<ul style="list-style-type: none"> <li>• Improve Kindergarten students’ readiness skills.</li> <li>• Improve primary foundation skills achievement results in Grades 1 – 3 Reading, Writing and Math.</li> <li>• Improve intermediate foundation skills achievement results in Grades 4 – 7 Reading, Writing and Math.</li> <li>• Improve pass rates for provincial exams in English 10, Foundations of Mathematics 10, Pre-calculus 10, Applications and Workplace Mathematics 10, Social Studies 11 and First Nations Studies 12.</li> <li>• Increase the number of students successfully participating in English 12, Foundations of Mathematics 12, Pre-calculus 12, and at least one grade 12 science.</li> </ul>
To increase students contributions to the local and global communities.	<ul style="list-style-type: none"> <li>• Our enhancement agreement outlines the requirement for four Aboriginal students to sit as members of our Aboriginal Education Advisory Council. This provides them with a voice in decisions affecting our Aboriginal programs.</li> </ul>