

# School District No. 23 (Central Okanagan)

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## Achievement Contract 2009/10



Honesty ■ Responsibility ■ Respect ■ Empathy ■ Fairness

Submitted by:

Board of Education  
School District No. 23  
(Central Okanagan)



*"Together We Learn"*

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1. School Goals - Summary 2008/2009
2. School Goals - Summary 2009/2010
3. Aboriginal Education Enhancement Agreement
4. Board’s Long-Range Strategic Plan

*Our Story*

Significant Change Point for a High Achieving District

**A School District moving ahead and doing great things for each and every child.** That would be a quick summary statement for School District No. 23 (Central Okanagan). Right from our Mission Statement: “... a safe, inspirational learning environment ...” to our Vision of being: “... a progressive leader in Education ...” we embrace the notion of continuous improvement.

For the 2008/2009 school year, our student achievement results show performance significantly above both national and provincial norms on almost every measure. Our students consistently achieve significant recognition and win awards for their achievements. There is always, however, a commitment to success for all learners, including Aboriginal students, gifted individuals, students in the middle, and the most needy.

Our School District takes great pride in the wide variety of innovative initiatives and achievement focused programs that we have been able to offer. Current developments include a continued commitment to Quality Assessment as a vehicle for improving classroom instruction, a fully aligned Learning Centre for all staff including support for leadership development, a leading edge data warehouse and school planning process, and a comprehensive K-12 student assessment plan.

There remains significant work to be done in spite of current high performance levels and the implementation of significant new programs. More of our students need to graduate, overall literacy and numeracy rates could be improved, achieving excellence, not just completion, needs to be the goal for a greater number of learners and staff, and refinement of purpose for special education programs. School District No. 23 is a great place for kids and will no doubt meet these challenges with vigour and success.

22,481 Students At A Glance	Current District Partnerships
29 elementary schools	Okanagan College BC Institute of Technology University of BC - Okanagan
6 Middle Schools	
5 Secondary Schools	District Partner and Advisory Groups
1 alternate school with 4 locations	Canadian Union of Public Employees Local 3523 (CUPE) Central Okanagan Teachers' Association (COTA) Central Okanagan Administrators' Association (COPVPA) Central Okanagan Parent Advisory Council (COPAC) District Student Council (DSC)
Continuing Education Centre	Aboriginal Education Committee Aboriginal Parent and Family Education Council Advisory Council for Exceptional Students (ACES)
Distributed Learning Centre	



- Mission Statement:  
School District No. 23 (Central Okanagan)  
“To educate students in a safe, inspirational learning environment where every student develops the knowledge and skills to be a lifelong learner and a healthy productive member of our global society.”

- Vision Statement:  
“School District No. 23 (Central Okanagan) is a progressive leader in education, which sets the standard for educational excellence and ensures that every student has opportunities to succeed.”



- District Goals 2009/2010:  
The Goals established by the Board are:

- **GRADUATION**

The School District continues with its goal of increasing the Ministry six-year student graduation/completion rate with specific target objectives.

- **LITERACY**

The School District will continue its endeavour to improve all literacy skills for all students with specific target objectives.

- **NUMERACY**

The number of students in grades K - 3 not yet meeting and approaching expectations in mathematics will be reduced annually by 25% as measured on year end report cards. The number of students in grades 4 - 12 achieving C- and F letter grades in mathematics courses will be reduced annually by 25% as measured on final report cards.



● District Context



Currently, the Central Okanagan School District serves approximately 176,000 citizens living in four communities (Lake Country, Kelowna, West Kelowna, and Peachland) near the midpoint of the Okanagan Valley.

The District stretches for 60 kms along the shores of Lake Okanagan and is home to many large commercial interests as well as serving as a regional government and retail hub. As a result, the 'buying area' for the community is approximately 300,000 people.



Our student population as of September 30, 2008 was 22,481, served by 41 schools with a total District budget of \$167.6 m. Although the regional adult population is growing, the number of new students entering the School District in Kindergarten has only recently begun rising again. The movement of families to new developments at the fringe of our immediate region also creates new, unique challenges in transportation and school construction.

The focus in the School District has been to increase opportunities for students at all grade levels, while trying to ensure that every child can find personal success. There has been a purposeful shift from work on behalf of large groups of students to a focus on the achievement of individual learners. We must now alter our practices and processes to match.

● Area Information

Community Demographics:

According to the most recent Statistics Canada Census (2006), our community is made up as follows:

Area Population	173,026 (in 2006)
Median Family Income	\$51,136 (below Province)
Adults with University Degrees	11.6% (below Province)
Adults 65+ years of age	18.5% (above Province)
Lone Parent Families	14% (below Province)
Total Aboriginal Residents	3,950
Total Aboriginal Students	2,050
Prominent Languages of ESL Students	Punjabi 1.25%, German 0.68%
2008/2009 District enrollment increase	78
2009/2010 District projected enrollment increase	98

## ● Unique Characteristics



### Students at a Glance

- 10,695 Elementary
- 4,210 Middle
- 6,349 Secondary
- 99 Continuing Ed.
- 229 Alternate School
- 899 Distance Learning
- **22,481 Total Students**

Student subgroups include:

- 2,050 Aboriginal
- 318 ESL
- 3,213 Career Program
- 168 SSA/Dual Credit
- 1,600 Exceptional Children
- 1,801 French Immersion

School District No. 23 (Central Okanagan), like other school districts and communities in British Columbia, has a number of special programs and structures that make it unique. In order to meet the diverse needs of learners and to continue to strive for continuous improvement, we have in recent years implemented the following initiatives:

### Early Learning Partnerships

As of May 2009, there are 13 preschools operating within School District No. 23 elementary schools, as well as three Strong Start Centres. We also have a young parent program, a senior secondary pre-school program and one daycare. We will be opening four additional Strong Start Centres in the 2009/2010 school year.

### Aboriginal Graduation

131 students of Aboriginal heritage in School District No. 23 are academically eligible for graduation this year. The greatest number ever!

### Dual Credit Programs and

### Secondary School Apprenticeships

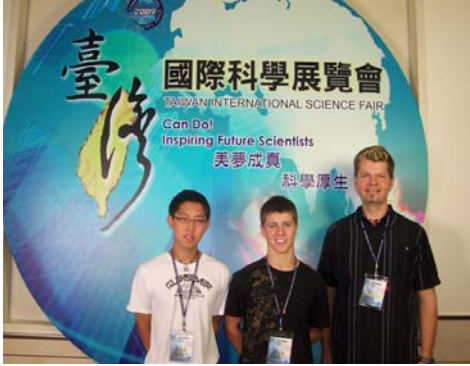
We are home to the largest and most unique combination of the BC Institute of Technology and Okanagan College dual credit post secondary courses and Secondary School Apprenticeship (SSA) placements in the province.

### Expanded Primary Screener

The role of a Primary Screener has been fine tuned to provide teachers with detailed information on their young students' readiness and progress, including new measures of early numeracy.

### Site-Based Financial Flexibility

Several initiatives have begun to provide students (and parents) with a variety of new programs of choice in the arts and university preparation. Flexibility allows for differentiation of learning opportunities.



Data Warehouse for School Planning  
Piloting of a comprehensive data warehouse to track student achievement and link to school planning processes has been completed.

K-12 Comprehensive Assessment Plan  
The District has adopted a comprehensive K-12 student assessment plan for September 2009.



Technology to Support Learning  
Sustainable, current technology had been implemented at all District sites in support of student learning.

School Completion for Exceptional Students  
Emphasis has been placed on obtaining School Leaving Certificates for as many special education students as possible.

## ● District Strengths

- A fully aligned plan of student assessment, data warehousing, school and District planning, instructional improvement, and long-range planning;
- Strong student health and safety initiatives (examples: Safe Schools Committee; Health Promoting Schools Committee and coordinating teacher; physical activity initiatives);
- Increasing numbers of special needs children receiving a School Leaving Certificate (example: We were the first District in the Province to fully implement a new grading structure enabling exceptional children to receive a formal leaving certificate);
- Extensive opportunities for collaborative staff development (examples: The Learning Centre, Joint Professional Development Committee; Beginning Teacher Mentorship program; Leadership Academy; Primary Teacher Learning Community; new local specialist associations (LSAs));
- Trades and technical training opportunities for students in a “hands on” environment (examples: Over 200 students District wide in Secondary School Apprenticeship and dual credit programs, 10 post-secondary dual credit ‘laddering’ programs);
- Student achievement remains high and at the forefront of our effort. (examples: 6 year Dogwood completion rate 82.3%, rising grade to grade transition and readiness rates; improved Aboriginal student results on almost all measures including completion at 63%).

● District and School Connections



Our District considers itself a Provincial leader in terms of building **effective connections between the District and school plans**. We have, over a number of years, developed a variety of collaborative processes and feedback loops in support of school efforts toward student success.

Every school has an effective School Planning Council (SPC). These Councils have become our primary means of reviewing school data and planning future direction. District staff and Trustees meet with all site School Planning Councils each year specifically to discuss school results and direction. **Trustees and parents are a central part of the discussions** that take place at these meetings.



All future SPC reports will be based on the **new SKOVISION component of our data warehouse**. SPCs and individual staff will be able to monitor student performance at “the push of a button”, greatly enhancing both feedback loops and decision making. We feel that we will lead the Province in this regard.

District goals, areas of focus, and objectives are set early each spring so that schools may support District direction when setting their own direction for the coming year. **Alignment of Provincial, District, and school direction is matched with the allocation of resources**, and with professional development through a purposeful process. Differentiation of resource allocations and site-based budget flexibility are both facilitated through collaborative, transparent processes.



Beyond the School Planning Council process, we facilitate a broad-based District Parent Advisory Council. In addition, we have recently formed supplementary advisory **groups representing both parents of Aboriginal students (Aboriginal Parent and Family Education Council) and parents of special needs students (Advisory Council for Exceptional Students)**.

The District also maintains effective Aboriginal, Health Promoting, Joint Professional Development, and Educational Change Committees. Other structures supporting District and school connections include K to 12 regional “family” groupings for all schools, **a long-range comprehensive strategic plan for the District**, a broad-based, transparent budgeting process at both the District and school levels, and purposeful information sharing/alignment sessions for all groups within the School District.



Our School District is proud of the collaborative way in which business is done, problems are solved, and future direction is set. Data is being used to effectively drive decision making within a framework of respect and common wisdom. Core District goals of numeracy, literacy and graduation rate are reflected in school growth plans, while the **unique and independent objectives established at each site serve the diverse needs of students** across the region and help to shape direction at the District level. We have a balance of ‘pushing and pulling’ to help us move forward with a common purpose.

## ● Response to our Most Recent District Review

School District No. 23 underwent a Ministry of Education External District Review from November 18 – 23, 2007. At the end of their visit, the team filed a report that outlined their observations relating to the four key components of review. In addition to the external review process, the District had undertaken a self-directed District and school review process in the spring of 2007 that will be repeated in 2009/2010.

The combination of processes, reports and ongoing self-reflection have provided us with key insights and direction to shape our future toward positive gains in student achievement.

### 1. Setting Directions

#### **Key Observations:**

- The District is committed to and focused on improving success for each student.
- The child-centred goals and philosophies outlined in the Aboriginal Education Enhancement Agreement provide a framework for progress in the District.
- The District is focused on assessment to drive decision-making.
- District leadership is highly organized, supportive and effective in setting direction.

#### **Established Practice:** As a result of the District Review suggestions we have:

- Sharpened the vision of what being a quality School District means to the Central Okanagan School.
- Built school plans that:
  - Are focused on success for each student;
  - Are based on school-level evidence over time; and
  - Ensured that actions lead to the accomplishment of the goals.
- Defined what Quality Assessment means in the District.
  - Moved forward with Quality Assessment;
  - Emphasized school-generated data, and minimized the use of data from standardized and diagnostic assessments;
  - Embed Quality Assessment practices within the classroom to help inform instructional strategies.

### 2. Organizing for Improvement

#### **Key Observations:**

- The District has structured senior management to support District goals.
- The District has organized its schools into families to enhance vertical alignment and communication.
- The District has set ambitious goals and created structures and strategies to meet them.
- The District provides a multitude of opportunities for teachers to engage in professional development directly related to District initiatives.
- The Aboriginal Education Enhancement Agreement has set a clear direction for the future, including philosophies, goals and strategies for Aboriginal students.

**Established Practice:** As a result of the District Review suggestions we have:

- Strategically managed the wide variety of initiatives in place to ensure effectiveness.
- Reviewed the grade configurations and their impact on student success.
- Considered ways for the District to facilitate and enhance collaboration time for school teams.
- Clarified the District's vision for the role of Central School Programs.

3. Building Learning Communities: Dialogue and Communication

**Key Observations:**

- Strong, positive relationships are in place within the District.
- There is active parent involvement at the school level.
- Positive directions in support for Aboriginal education initiatives are evident.
- Both senior management and Board of Education members are open to hearing and considering diverse points of view when making decisions and setting priorities.

**Established Practice:** As a result of the District Review suggestions we have:

- Improved communication with parents.
- Provided District support for the recently formed Aboriginal Parent and Family Education Council.
- Provided District support for the Advisory Council for Exceptional Students.

4. Achieving Results

**Key Observations:**

- The District has a focus on continuous improvement at all levels:
- Many areas of academic achievement show strong results.
- The District has developed rich resources and assessments to support healthy school initiatives and programs for students.
- The District is recognized for an extensive offering of successful career programs.

**Established Practice:** As a result of the District Review suggestions we have:

- Continued the purposeful examination of achievement trends and the implementation of strategies to address identified issues.
- Confirmed reasons for improvement in the six-year Aboriginal grad rates.

The District review team was very impressed with the work in the Central Okanagan School District to improve success for all students, and believes that several of its initiatives are exemplary, including:

- An alignment between District priorities and actions for students in classrooms;
- The critical analysis of results and examination of the effect of actions taken;
- A commitment to continuous improvement at the school level, exemplified by an initiative that has significantly increased course completion rates;
- Holistic philosophy of the Medicine Wheel embedded in our Enhancement Agreement;
- The breadth and depth of career opportunities available to students.

Additionally, the Team believes that the District is poised to make further, substantial strides in student achievement as it challenges itself to deepen the focus on success for each child.

● Progress Since Enhancement Agreement Signing



While the School District is very proud of our Aboriginal Education Enhancement Agreement (EA), and the good working relationship with the local Aboriginal communities it represents, we see the Agreement as only the beginning of a process. The five-year time period covered under the document gives us the time to implement a variety of actions toward substantially improving Aboriginal student achievement.

Steps taken since the signing include:

- Establishment of two new “Storefront” school locations servicing the areas of the region with the highest Aboriginal youth populations (including a significant percentage who are not currently registered for school).
- The hiring of a District Principal for Aboriginal Programs;
- Improved inclusion of EA goals as part of overall District and school planning;
- Expansion of an individual Aboriginal student tracking system to identify students at risk and their areas of need as well as areas of potential growth for students meeting expectations;
- Expansion of academic tutoring programs for elementary, middle and secondary students;
- Once again, increasing the number of Aboriginal Advocates providing academic, social, and emotional support at the classroom level;
- Expanding opportunities for Aboriginal students to celebrate success as well as pride in their culture;
- Establishment of a District Aboriginal Parent and Family Education Council;
- Increased in-service of support staff and teachers working with Aboriginal students, with an emphasis on cultural awareness.



The District remains committed to implementing the actions to meet achievement targets envisioned in our Enhancement Agreement (EA). We routinely emphasize the direct connection between the EA, our District goals, and school goals as well as our Early Learning and Community Literacy plans.



With the current EA expiring in December, 2011, we will soon be entering our stages of evaluating, re-visioning and re-drafting. Work will begin in 2010 on assessing the current EA as well as the future needs of our Aboriginal students. This formal process will help to lead toward a collaborative rewrite of the Agreement in 2011. Like all other programs and departments, Aboriginal Education is committed to ongoing assessment and improvement.

● Alignment Initiatives – Present and Future



The 2007 District Review pointed out that School District No. 23 was doing great work in a number of areas.

The following are some of the most significant initiatives that have been undertaken or will soon begin to help improve alignment within the District:

- Creation of a comprehensive K-12 student assessment plan utilizing teacher generated data in conjunction with some traditional standardized testing.
- Structured liaison meetings regularly take place between District Staff, Learning Centre staff and the executives of both the support staff (CUPE) and the Teachers' Association (COTA).
- All senior staff attend planning sessions in advance of the monthly Superintendent's meetings to prepare a program that reflects the goals of the District and school needs.
- Specific consideration of special needs and alternate education students in establishing new data collection and reporting protocols.
- Reassignment of education coordinators out to the field in direct support of classroom teachers and school goals.



As a result of the various levels of sharing and coordination that are now taking place, there is far greater alignment and focus of activities.

For the coming year, we are planning to continue to support the above initiatives, and will also work to bring the following areas into more complete alignment:

- Individual student data tracking and teacher-based classroom assessment;
- School Planning Council plans and the use of data warehousing through SKOVISION.
- Implementation of our full K-12 comprehensive student assessment plan.



In addition, significant work is being done by a variety of people to support expanded community literacy and early learning in the District. With the number of initiatives that are underway in this regard, continued work will be necessary to achieve a greater sense of overall alignment and common purpose through the coming years.



## ● Long-Range Strategic Plan and Operational Framework

In August 2006, the Board and senior staff committed to a process of long-range strategic planning in support of educational programs as well as the other significant components of the District organizational structure. The purpose of the Strategic Plan is to:

- Facilitate the long-term vision for the School District and its five component sub-structures: Education, Human Resources, Finance, Facilities and Operations, and Auxiliary Services.
- Establish a long-range (from 5 to 20 years) visionary plan within each sub-structure with a primary focus on education services.
- Alignment of support sub-structures (Education, Human Resources, Finance, Facilities and Operations, and Auxiliary programs) to support education goals and initiatives;
- Establishment of a regular review, assessment and refinement schedule and process for all significant District programs and structures.
- Establish timelines and processes for a comprehensive internal District review process supporting any Ministry external review (comprehensive or departmental).
- Establish timelines and processes for the review of our Aboriginal Education Enhancement Agreement, including planning the steps to renewal.

Both the Long-Range Strategic Plan and the Operational Framework are reviewed, challenged and updated on a regular basis. The most recent Plan update was adopted by our Board on September 24, 2008, and the Framework was realigned in May 2009. Some of our best and most significant conversations have occurred as the result of the implementation of this strategy and related structures. Our intention is to more fully integrate our District and school educational plans, including data reviews, into this process. This will include a review and planning session on long-range financial planning.

## ● Tracking Change

**School District No. 23 is at a major jumping off point in regard to data tracking and differentiated instruction.** 2009/2010 will be critical as we transition to much more teacher focused structures and processes. Ensuring the changes we make are effective and meeting our needs is important in helping us reach our goals. In order to track, evaluate and refine both existing and new initiatives we will:

- Continue on our multi-year instructional improvement plan focussing on Quality Assessment and the improvement of differentiated instructional practices.
- Implement full use of our data warehouse allowing ongoing flexible review of significant information right down to the individual student level.
- Refine the collection and use of local data sources toward improving instruction for individuals, groups and all students based on our K-12 assessment plan.
- Reinforce professional development and in-service activities for data analysis and structural change, including revised 2009 training for School Planning Councils.
- Continue to follow and evolve our long-term Strategic Plan with an emphasis on aligning District structures and services to support educational improvement.

● Commitment to Regular Program and Department Reviews

**EVALUATION CYCLE: EDUCATION PROGRAMS, SUPPORT STRUCTURES, SERVICES, AND INITIATIVES**

✓ = YEAR OF REVIEW / EVALUATION CYCLE

Note: The usual interval for internal review/evaluation is 3 years.

	Completed 08/09	09/10	10/11	11/12	12/13	13/14
● Board/Authority Authorized Courses		✓			✓	
● Family Life			✓			
● French Immersion		✓			✓	
● Graduation Program (Grades 10,11 and 12)		Ministry Reviews				
● Intermediate Program (Grade 4 to Grade 9)		Ministry Reviews				
● Primary Program (Kindergarten to Grade 3)		Ministry Reviews				
● Transition Programs (Secondary School Apprenticeship/Dual-credit BCIT/OC Programs)	✓			✓		

**SUPPORT STRUCTURES AND SERVICES:**

**REVIEW / EVALUATION CYCLE**

	Completed 08/09	09/10	10/11	11/12	12/13	13/14
● Aboriginal Education and Enhancement Agreement (EA)		✓	✓ EA Renewal			
● Achieving a Necessary Future (ANF)	Complete			✓		
● Career Development Education	✓			✓		
● Central School Programs & Services					✓	
● English as a Second Language (ESL)		✓			✓	
● Grade Configurations	Complete					✓
● Internal District Review			✓			✓
● International Education		✓			✓	
● Student Support Services / Alternate Education	Complete			✓		
● The Learning Centre (TLC)	Complete				✓	

**INITIATIVES:**

**REVIEW / EVALUATION CYCLE**

	Completed 08/09	09/10	10/11	11/12	12/13	13/14
● Community School Programs		✓			✓	
● Early Learning	Complete			✓		
● Health Promoting Schools		✓			✓	
● Quality Assessment	Complete		✓			✓
● Three Year Rule			✓			✓

**The School District is committed to continuous improvement through the formal review of current practice and the implementation of positive refinements.**

● Grad Readiness Data and Initial Response

2008/2009 saw School District No. 23 make a major effort to dissect, understand and utilize data related to grad readiness and school completion. School by school grade to grade readiness data was produced using completion / pass rates for core academic courses. Student success on a course by course, grade by grade basis is seen as a major component of our efforts to improve graduation rates. Although we are seeing steady improvement over time (see chart to follow), we feel our strategies must become more focused and purposeful in order to meet our future objectives.

**6-Year Dogwood Completion Rate**

2001/02	74%
2002/03	76%
2003/04	76%
2004/05	76%
2005/06	76%
2006/07	82.4%
<b>2007/08</b>	<b>82.2%</b>

Our totals for non-completers have been as follows:

- 2005/06 638
- 2006/07 544
- 2008/08 509

That is a positive reduction of 129 students over the last two years. (129 students as additional grads)

The six-year Dogwood completion rate for School District No. 23 has risen over 8% since 2001/2002. This percentage gain has been matched by a corresponding decline in student “non-completers” in spite of rising overall enrollments. The evidence of gain is even more apparent when you add in the results of students who complete a School Leaving Certificate. (see chart to follow).

**Combined 6-Combined 6-Year Completion Rate with SCC Completion Rate**

No. of Non-completers "ever" Spec Ed in 6 yr. cohort	178
No. of Non-completers who achieved a SCC	40
(2007/08) 6 yr completion rate	82.2%
<b>Combined rate with SCC students (2007/2008)</b>	<b>84.2%</b>
2007/2008 target	85.0%

Our School District has a number of students (mostly with special education designations), who will not be considered for Dogwood graduation diplomas. Instead, success for these exceptional students is marked by their obtaining an official School Leaving Certificate. If we add in the students completing grade 12 with a School Leaving Certificate to the “graduation” total, our success rate rises to 84.2%. Almost on target with our 2007/2008 District improvement goal. Future efforts will include a focus on certification for special education students, and their inclusion in our graduation objectives. For 2008/2009, the combined objective is 86%.

An analysis of grade readiness trend data over the past three years shows significant improvement in grades 7 to 12. More students are completing all of their core courses and are fully ready to move to the next grade. The downward trend in grades 4 to 6 certainly warrants further investigation. Initial review indicates a variation in data gathering parameters, rather than a drop in actual grade completion results. There is a positive three-year trend toward meeting specific long-term objectives, but considerable work needs to be done to reach final targets.

### **Grade Readiness Summary – Current 3-Year Trend**

<b>Grade</b>	<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>	<b>Targets</b>
11	70.03	69.42	73.69	80%
10	67.35	71.25	80.13	85%
9	81.73	84.40	87.28	90%
8	88.29	89.23	90.34	95%
7	95.85	92.53	96.11	
6	99.86		96.59	
5	99.47		94.28	
4	99.76		94.69	

Course completion has a direct correlation with success in transitioning to the next grade. In other words, failure in one or more courses in a given year has negative implications for future years / grades. Those students who say “It’s okay, I’ll do better next year.” may wish to reconsider such risky behaviour. The following chart shows the importance of overall course completion.

### **Readiness and Transition Rates**

<b>Grade</b>	<b>Readiness Rate</b>	<b>Transition Rate</b>
11	71.05	92.2
10	72.91	94.9
9	84.47	96.0
8	89.29	97.0
7	95.43	98.1
6	98.22	97.7
5	96.88	98.2
4	97.23	97.7

Although we lose students at almost every grade, grades 11 and 12 must be considered our high risk years. Programs and resources to counter this risk factor are being concentrated at the senior level. It is also unclear where many of the students go. Can we reclaim them for eventual graduation? A comprehensive plan to track early school leavers has been implemented within the District. An attempt is made to contact every early school leaver to ascertain the reasons for their departure, their motivation to still complete graduation, and what adaptations might be required for them to find success. Whenever possible, District staff actively pursue early leavers and encourage them to re-enter the school system toward completing graduation.

**Non-Completers – What Grade Did they Leave us?**

	2005/06	2006/07	2007/08
Grade 8	48	36	41
Grade 9	49	33	42
Grade 10	88	79	69
Grade 11	179	146	118
Grade 12	273	245	226
Other	1	5	13
<b>Total</b>	<b>638</b>	<b>544</b>	<b>509</b>

Tracking the success of our special education students has always been somewhat problematic. The Province has not traditionally collected data on designated students; nor have individual Districts. The lack of course marks has historically been a barrier to tracking individual and / or cohort grade readiness data. We are now, however, at a point where we can meaningfully track the success of our exceptional students in completing grade 12.

**School Completion – Special Education Data**

msk = masked as fewer than 5 students

	2005/06	2006/07	2007/08
Mild/Mod/Severe/Sensory/Autistic (K,C,F,G)	7	16	11
Learning Disabled (Q)	26	31	48
Moderate/Severe Behaviour (R, H)	28	30	52
Other LD or Behaviour (prev. J, M, N)	13	11	14
Gifted (P)	119	117	115
Physically Dependent (A)	msk	msk	msk
Physical Disabilities/Chronic Health (D)	msk	8	8
<b>Total Special Education Students</b>	<b>198</b>	<b>213</b>	<b>248</b>

**Total number grade 12 completers = 1612**  
(graduated students in the 2007/2008 6-year cohort)

Significant numbers of special education students in School District No. 23 do successfully complete grade 12 by current measures (obtaining a Dogwood or School Leaving Certificate). That is not to say that the rest of the students leave school before the end of grade 12; just that they are unsuccessful in obtaining final formal certification. Work to ensure as many special education students as possible complete certification requirements will be a focus in 2009/2010.

**Non-Completers – Special Education Data**

msk = masked as fewer than 5 students

	2005/06	2006/07	2007/08
Mild/Mod/Severe/Sensory/Autistic (K,C,F,G)	22	25	33
Learning Disabled (Q)	33	22	32
Moderate/Severe Behaviour (R, H)	72	53	87
Other LD or Behaviour (prev. J, M, N)	7	msk	10
Gifted (P)	msk	6	5
Physically Dependent (A)	msk	msk	Msk
Physical Disabilities/Chronic Health (D)	6	7	9
<b>Total Special Education Students</b>	<b>144</b>	<b>117</b>	<b>178</b>
<b>Total number of Non Completers for the District</b>	<b>638</b>	<b>544</b>	<b>509</b>

An analysis of data regarding special education non-completers (those students not obtaining grade 12 final certification) shows some significant indicators:

- The proportion of non-completers to completers is much higher in the special education cohort than the general student cohort.
- Many special education students stay in school through to the end of grade 12 completion certification.
- No one in the Province does a particularly good job of tracking success rates for special education students.
- The number of non-completers is decreasing and formal completion rates are rising in School District No. 23.
- Current intervention strategies are judged as effective in improving overall school completion rates for special education students.

These key points will serve to help focus our work to improve academic achievement and certification for our special education students in 2009/2010.



## ● Student Readiness Action Plan – District and School Action

### **Piloting of Innovative Programs**

The following were identified as required key components of our Action Plan to improve student readiness. Each of the following has been investigated by our Grade Transitions / Readiness Coordinator and response actions have been put in place for 2009/2010. By understanding and addressing each of these areas, we should be able to significantly affect student achievement.

- Assessment Evidence
- Program Infrastructure
- Teacher Pro-D
- Readiness Curriculum
- Student Advocacy
- Positive School Culture
- Transitions
- Parents and Community
- Program management
- Continuous Improvement

### **SD23 Student Vulnerability Factors – Our Initial Work**

Vulnerable students are identified as a combination of three of the following:

- Grade 6 Failure or C- in language Arts and/or math
- Attended 5 or more schools
- Literacy screener results are low
- MCF and/or RCMP involvement
- Family issues – instability/dysfunction
- Middle/secondary suspension (drugs/alcohol)
- Truancy at elementary level (Grade 5.6)
- Behaviour issues (elementary/middle) including peers
- Mental health issues: socialization/depression/anxiety
- Learning Assistance Intervention
- Severe learning disabilities response

By clearly identifying individual at risk / vulnerable students, appropriate intervention measures can be introduced at an early date. Purposeful intervention will not “cure” vulnerability factors, but it can bridge students through to graduation; something that would not likely happen otherwise. Such interventions can realistically be put into place as early as grade 7 (middle school). A District action plan has been developed for 2009/2010 to accomplish this intervention. Likewise our new data warehouse will be used to further track these students over time and as they often transition from school to school.

## **Student Advocacy Action Plan**

- **Pilot innovative Programs**

- **Resiliency 11:**

An intervention course aimed at providing vulnerable senior students (those identified as at risk for not graduation) with the skills, support and confidence to successfully stay in school through to graduation. A required component for many students beginning in 2009/2010.

- **Why Try – Middle Schools:**

A course aimed at changing attitudes and performance for students in grades 7 to 9. Many capable students “tune out” early and get themselves in academic trouble causing graduation failure in later grades.

- **Dual Credit Options**

- **Investigation of Middle/Early College High School Concept:**

Okanagan College has informally extended an invitation to us to explore the creation of a dual credit Middle/Early High School – a concept under development in a couple of U.S. locations. Such a program, aimed at vulnerable grade 10 or above students, would expand our already extensive dual credit offerings.

- **Aboriginal Mentorship**

- **Pilot with UBCO Learning Exchange:**

Aboriginal student achievement results, while steadily improving, still lag behind other students. This proposed post-secondary liaison program would target Aboriginal students and link them to university course work. The result is hoped to be increased graduation rates, plus improved achievement in the “exceeding” category.



## ● Summary of Results for Grade 10 and 11 Examinable Subjects

The District has chosen not to report the results for optional grade 12 exams this year. This has been done because of the continued decline in both the number of and percentage of students writing the now optional exams. Completion of senior courses, and the evaluation of student achievement, based on school letter grades, will continue as part of our tracking of grade readiness data and data warehouse initiatives.

- A review of mandatory exams for grades 10 and 11 was completed (see following page). Results of the review indicated:
- School District No. 23 students outperformed the Provincial average on the majority of required exams.
- The District outperformed the Province in regard to Final Mean Score on all but one course.
- Key areas for attention are the exam scores for Science 10 and Principles of Math 10, where results have consistently remained below Provincial averages.

The relationship between course completion, final exam results and grade readiness remains strong. Doing well on exams supports course completion leading to grade to grade transition readiness, and ultimately graduation. Our research and experience has shown that completion of core academic courses in grades 8 to 12 (defined as grade readiness) is the key indicator of future graduation. If we can find ways to ensure students do not drag incomplete courses into future grades, we can almost guarantee final school completion. The reverse, however, is also true. Dragging incomplete or “failed” courses into future grades is a key risk indicator of non-completion.

Focus on grade readiness data, interventions and its effect on graduation rates will remain a major focus for the District in 2009/2010.



Summary of Results for Grade 10 and 11 Examinable Subjects  
Public Standard Schools Only – 2004/2005 to 2007/2008

			1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	
<b>Applications of Mathematics 10</b>	Percent of Students	District	N/A	N/A	N/A	N/A	N/A	N/A	100.0%	100.0%	100.0%	100.0%	
	Opting to Write Exam	All Public	N/A	N/A	N/A	N/A	N/A	N/A	100.0%	100.0%	100.0%	100.0%	
	Exam Mean Score	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	60.8%	63.8%	63.0%	62.9%
		All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	61.5%	61.7%	60.5%	60.1%
	School Mean Score	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.3%	62.1%	63.3%	63.6%
		All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	63.2%	63.6%	63.7%	64.0%
Final Mean Score	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.0%	62.4%	63.2%	63.5%	
	All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.8%	63.2%	63.0%	63.2%	
<b>English 10</b>	Percent of Students	District	N/A	N/A	N/A	N/A	N/A	N/A	100.0%	100.0%	100.0%	100.0%	
	Opting to Write Exam	All Public	N/A	N/A	N/A	N/A	N/A	N/A	100.0%	100.0%	100.0%	100.0%	
	Exam Mean Score	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	70.6%	70.5%	72.4%	72.5%
		All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	68.9%	71.0%	70.4%	71.0%
	School Mean Score	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	72.3%	72.0%	74.2%	73.0%
		All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	71.0%	71.0%	70.9%	71.1%
Final Mean Score	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	71.9%	71.7%	73.9%	72.9%	
	All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	70.6%	71.0%	70.8%	71.1%	
<b>Essentials of Mathematics 10</b>	Percent of Students	District	N/A	N/A	N/A	N/A	N/A	N/A	100.0%	100.0%	100.0%	100.0%	
	Opting to Write Exam	All Public	N/A	N/A	N/A	N/A	N/A	N/A	100.0%	100.0%	100.0%	100.0%	
	Exam Mean Score	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	57.0%	59.3%	59.1%	58.6%
		All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	60.0%	60.6%	60.8%	60.7%
	School Mean Score	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64.3%	66.1%	67.0%	66.2%
		All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64.0%	64.2%	64.8%	64.9%
Final Mean Score	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.8%	64.8%	65.4%	64.7%	
	All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	63.2%	63.4%	64.0%	64.1%	
<b>Principles of Mathematics 10</b>	Percent of Students	District	N/A	N/A	N/A	N/A	N/A	N/A	100.0%	100.0%	100.0%	100.0%	
	Opting to Write Exam	All Public	N/A	N/A	N/A	N/A	N/A	N/A	100.0%	100.0%	100.0%	100.0%	
	Exam Mean Score	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	66.2%	62.8%	61.1%	60.9%
		All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	67.4%	64.7%	64.5%	65.1%
	School Mean Score	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	70.6%	71.4%	72.8%	73.2%
		All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	71.0%	70.5%	70.5%	71.0%
Final Mean Score	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	69.7%	69.6%	70.5%	70.8%	
	All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	70.3%	69.3%	69.3%	69.8%	
<b>Science 10</b>	Percent of Students	District	N/A	N/A	N/A	N/A	N/A	N/A	100.0%	100.0%	100.0%	100.0%	
	Opting to Write Exam	All Public	N/A	N/A	N/A	N/A	N/A	N/A	100.0%	100.0%	100.0%	100.0%	
	Exam Mean Score	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64.9%	62.8%	61.9%	65.6%
		All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64.3%	62.3%	61.5%	66.2%
	School Mean Score	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	70.1%	70.3%	71.5%	72.2%
		All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	71.6%	70.9%	70.7%	70.9%
Final Mean Score	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	69.0%	68.8%	69.6%	70.8%	
	All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	70.2%	69.2%	68.9%	70.0%	
<b>Civics Studies 11</b>	Percent of Students	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100.0%	
	Opting to Write Exam	All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100.0%	100.0%	100.0%	
	Exam Mean Score	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	76.6%
		All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	67.1%	69.0%	68.6%
	School Mean Score	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	70.1%
		All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	72.8%	72.4%	72.8%
Final Mean Score	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	71.4%	
	All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	71.7%	71.7%	72.0%	
<b>Social Studies 11</b>	Percent of Students	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100.0%	100.0%	100.0%	
	Opting to Write Exam	All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100.0%	100.0%	100.0%	
	Exam Mean Score	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	68.8%	70.4%	73.3%
		All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	68.2%	68.3%	70.5%
	School Mean Score	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	73.3%	72.6%	72.2%
		All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	73.6%	72.8%	72.4%
Final Mean Score	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	72.5%	72.2%	72.4%	
	All Public	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	72.5%	71.9%	72.0%	

NOTES:

- 1 Examined students only
- 2 Includes all examined and non-examined students

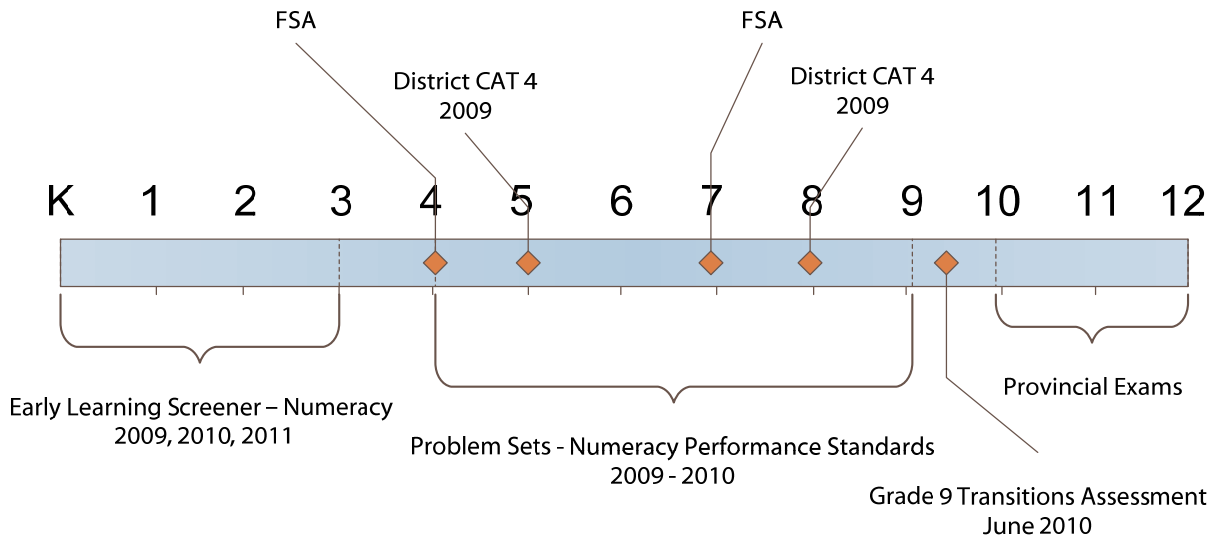
● Assessment Plan for the Future

“If we want to focus exclusively on achievement, there is value in having common assessments.” (Guskey, 2009) The process of selecting District-wide assessment tools was a complex task that involved several months of committee work. The approach of the Assessment Selection Committee was to evaluate and select assessments that will provide meaningful data to improve student achievement. Additionally, the Committee has worked hard to streamline the assessments so that there is a reasonable balance of data across all grades.

- a) The selected assessments should be appropriate to the vast majority of students and sustainable over a number of years.
- b) Mandatory use of ‘CAT 3’ in grades 3 and 6 has been removed.
- c) Mandatory use of the Stanford Diagnostic Assessment at middle schools has been removed.
- d) The Assessment Selection Committee is recommending CAT 4 testing only in grades 5 and 8, with the option of further grades in subsequent years.

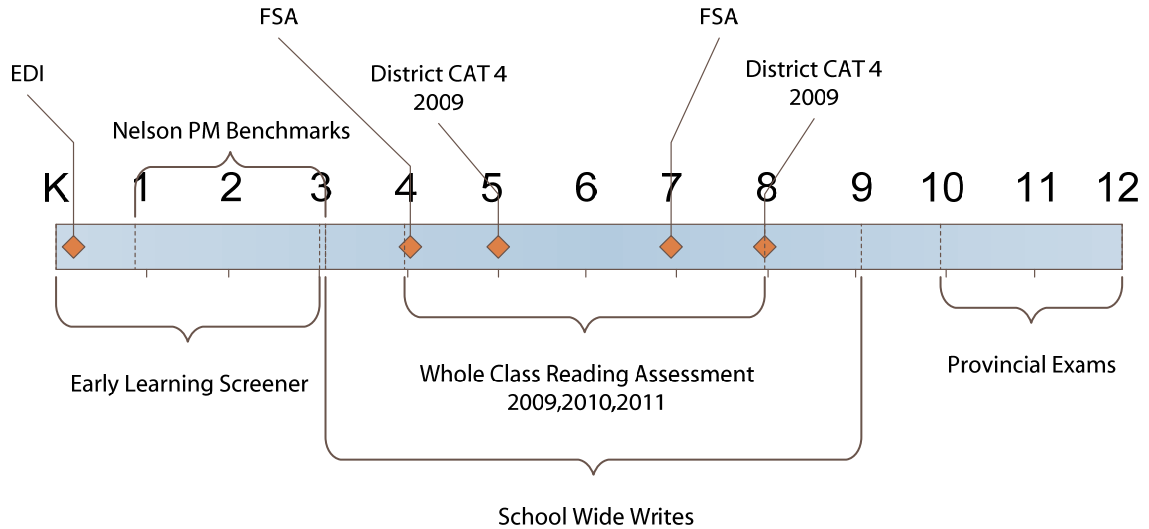
Toward this objective, as part of our multi-year focus on assessment, we have established a comprehensive K-12 plan as outlined below. The plan is divided into separate sections for numeracy and literacy, but should be considered as a single unified and complimentary structure.

SD23 K – 12 Numeracy Assessment Plan



Components of the literacy assessment section of the plan align with the needs and direction of our early learning and community literacy initiatives. The entire structure of assessment is considered to be a key part of our work to achieve District goals.

## SD 23 K – 12 Literacy Assessment Plan



### The following outlines the timeline for implementation of the overall assessment plan:

May 2009

- Implementation of the new CAT 4 for all grade 5 and grade 8 students (English version only)

Fall 2009

- Partial Implementation of numeracy problem sets (grades 4 - 9)

Fall 2009/Spring 2010

- Administer the Early Learning Screener
  - o utilize Nelson PM Benchmarks to complete the Early Learning Screener
  - o with the K numeracy component
  - o Pilot Implementation of the Whole Class Reading Assessment (grade 4 and grade 7)
- Administer the School Wide Write (grades 3-9)

February 2010

- Complete the Kindergarten Early Development Instrument (EDI)
- Implementation of the FSA (grade 4 and grade 7)

May 2010

- Administer the CAT 4 for all grade 5 and grade 8 students (English version only)

May/June 2010

- Implementation of the grade 9/10 Mathematics Transition Assessment

Fall 2010

- Full Implementation of numeracy problem sets (grades 4-9).

● Aboriginal Student Academic Achievement

**INTELLECTUAL GOAL: To improve Aboriginal Student Academic Achievement (K-12)**

**Rationale**

Current Aboriginal students' performance in academic areas indicates that the learning community needs to focus on improving the number of Aboriginal students fully meeting and/or exceeding grade level expectations in reading, writing, and numeracy. Improved student performance will lead to a greater number of Aboriginal students achieving Dogwood graduation and our 2012 objective of 79%.

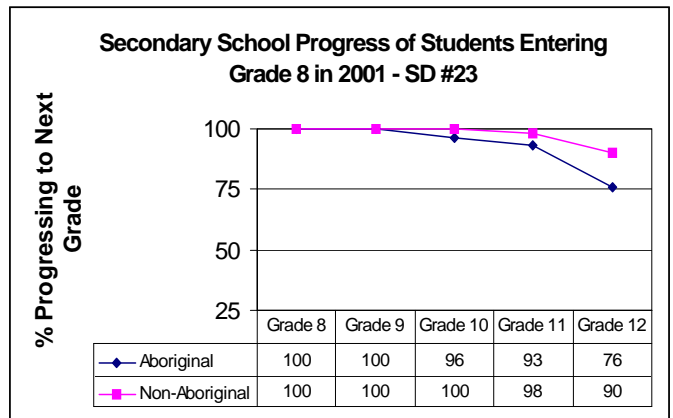
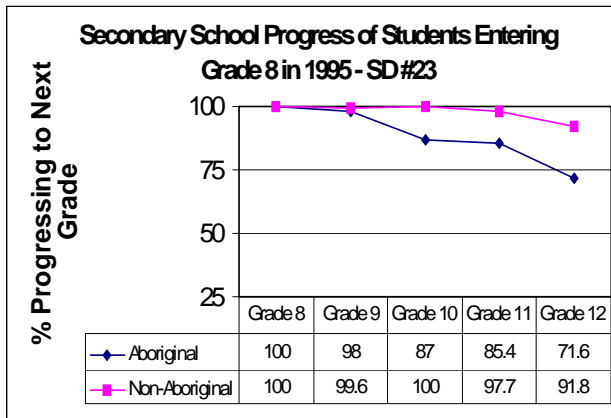
**Early Literacy Intervention Screener Results**

The District has developed an Early Literacy Intervention Screener to identify primary students who are at risk. Once identified, intervention strategies are implemented to support the students. Tracking continues through to graduation.

Grade	Total number of Aboriginal students	Percentage of Aboriginal students at risk	Number of Aboriginal students at risk
Kindergarten	95	31%	30
Grade 1	134	44%	59
Grade 2	132	25%	33
Grade 3	150	29%	44

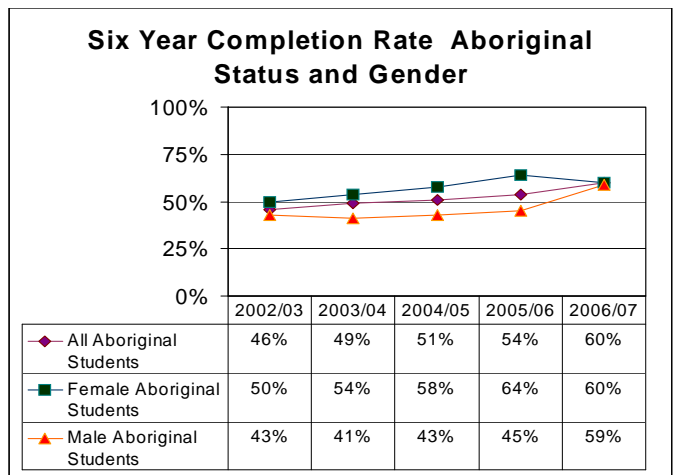
**Student Performance Indicators**

As indicated below, more Aboriginal students are staying in school and graduating. However, the focus will remain to successfully transition students from grade 10 to 11 and from grade 11 to 12.



The Six-Year Completion rate is the percent of grade 8 Aboriginal students who graduate with a Certificate of Graduation and is NOT the inverse of a "dropout rate" as students may graduate after the six-year period.

The percent of Aboriginal students graduating has significantly increased over the past five years. Recent improvement in the percent of male Aboriginal students graduating is most promising. Key work needs to be focused on grade 11 to 12 transition.



1  
9  
9  
5

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**Course Options Leading to Graduation**

The following graph shows the percent of Aboriginal and non-Aboriginal students passing Ministry mandated course work. Improving the grade level standing of Aboriginal students and their grade readiness will continue to be a priority.



Course	Aboriginal C- (Pass) or Better	Non-Aboriginal C- (Pass) or Better	Aboriginal C+ (Good) or Better	Non-Aboriginal C+ (Good) or Better
English 10	89%	98%	53%	75%
Principles of Math 10	92%	96%	35%	60%
Essentials of Math 10	92%	95%	34%	45%
Applications of Math 10	84%	96%	16%	37%
Science 10	85%	95%	33%	60%
Social Studies 10	94%	98%	51%	68%
BC First Nations 12	91%	96%	41%	46%
English 12	99%	99%	55%	73%
Communications 12	100%	99%	35%	50%

Overall, School District No. 23 is making significant progress toward improving results for Aboriginal students.

Key findings include:

- The percentage of Aboriginal students who enter Kindergarten at risk is high, but the actual number of students is small enough to intervene on behalf of individuals.
- We are able to maintain success for Aboriginal students, much longer now than in years past, with the key transition now being grade 11 to 12.
- The performance gap between male and female students regarding graduation has been almost completely eliminated, although the combined rate is still below non-Aboriginal students.
- Future success may be judge on our ability to have more Aboriginal students fully meeting or exceeding grade level expectations, rather than “just passing”.

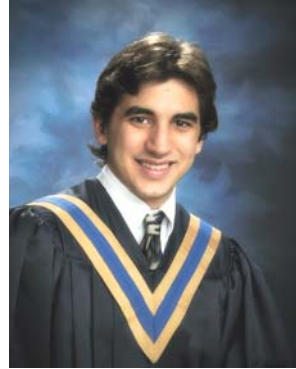
In addition to achievement initiatives applicable to all students, the District has undertaken a number of steps toward improving the academic success of our Aboriginal students. These actions, made in partnership with our Aboriginal Education Advisory Committee include:

- Increased Advocate time.
- Expanded advisement regarding post-secondary opportunities.
- Individualized tracking of yearly results and interventions.

Our Aboriginal Education Enhancement Agreement also contains specific goals for the Emotional, Spiritual and Physical quadrants of the Medicine Wheel. These are detailed in the accompanying attachment.

● 2008/2009 Graduation Goal and Objectives

- **The School District continues with its goal of increasing the Ministry six-year student graduation/completion rate with specific target objectives.**



● Progress Toward 2008/2009 Graduation Goal Objectives

1. By June 2012, 89% of our students will graduate or earn their school completion certificate within six years of starting grade 8.
  - June 2008 – 85%
  - June 2009 – 86%
  - June 2010 – 87%
  - June 2011 – 88%
  - June 2012 – 89%

**Statement of Progress**

- By June 2008, the District had reached a combined graduation / School Leaving Certificate rate of 84.2%.
- Substantive action for the past year has centered on analysis of student readiness and grade to grade transition data to facilitate a multi-year readiness action plan aimed at students in grades 8 to 12.

2. By June 2012, 95% of our students who begin grade 10 in our schools and then remain in our District for the next three years will successfully graduate or earn their School Completion Certificate.

**Statement of Progress**

- In 2007/2008, approximately 90% of students who began grade 10 in our schools successfully completed grade 12.
- It has, however, been difficult to obtain the Ministry data to fully analyze progress. In addition, 20% of the cohort group were either new to School District No. 23 or left the District before completion of grade 12 (they may have graduated elsewhere). Further work on tracking data will need to be done in future years

3. By June 2011, 75% of our Aboriginal students will graduate or earn their School Completion Certificate within six years of starting grade 8.
- June 2008 – 63%
  - June 2009 – 67%
  - June 2010 – 71%
  - June 2011 – 75%
  - June 2012 – 79% (The 2012 specific target has not been identified in our Enhancement Agreement.)

**Statement of Progress**

- We were nearly on target for this objective with 61% of our Aboriginal students completing their grade 12 requirements.
- In order to meet rising expectations of our future year objectives, we will need to improve both our Dogwood and School leaving Certificate success for Aboriginal students.
- The end objective of grade 12 success for Aboriginal students being equal to non-Aboriginal students remains a realistic and appropriate long-range goal.

4. By June 2012, grade readiness (as defined by passing rate in all five core subjects) from grades 8 to 11 will increase each year to reach:
- 95% in grade 8
  - 90% in grade 9
  - 85% in grade 10
  - 80% in grade 11

**Statement of Progress**

- We have been unable to attain grade readiness District averages as follows:
  - 88% in grade 8
  - 81% in grade 9
  - 69% in grade 10
  - 65% in grade 11
- The performance gap between current levels and our 2012 objectives nearly doubled for grades 10 and 11 versus grades 8 and 9.
- Significant work will need to be done at the senior grade levels to meet our long-range objective.

5. By June 2009, grade readiness for each school's cohort in grade 8 – 11 will increase based on the passing rate in all five core subjects.

**Statement of Progress**

- At present, the majority of middle and secondary schools have positive increases in pass rates for each grade cohort group. The overall District trend on grade readiness is 'upward' as it is to varying degrees for all schools.

## ● 2009/2010 Graduation Goal and Objectives

- **The School District continues with its goal of increasing the Ministry six-year student graduation/completion rate with specific target objectives.**

### **Goal Rationale**

A significant number of School District No. 23 students still do not complete graduation or School Leaving Certificate requirements. A disproportionate number of these students continue to be male, Aboriginal or students in programs for exceptional children, or alternate programs.

### **Objectives**

- 1) By June 2013, 89% of our students will graduate or earn their School Completion Certificate within six years of starting grade 8.
  - June 2009 – 85%
  - June 2010 – 86%
  - June 2011 – 87%
  - June 2012 – 88%
  - June 2013 – 89%

### **Rationale for Objective**

- Successful completion of secondary school remains one of, if not the key goal of the school system. Increasing the number of students who successfully complete grade 12 is a primary measure of our success.
- Many students are not capable or eligible for a Dogwood graduation certificate, yet their success is still vital to our core mission. Inclusion of School Completion Certificate data as a measure of our success is validation for those students.
- The District is fully capable and prepared to increase our success rate in the coming years.

- 2) By June 2011, 75% of our Aboriginal students will graduate or earn their School Completion Certificate within six years of starting grade 8 - current average is 60%.
  - June 2009 – 65%
  - June 2010 – 70%
  - June 2011 – 75%

### **Rationale for Objective**

- As for the student body as a whole, increasing the grade 12 success rate for our Aboriginal students is a vital part of our core Mission.
- Our ultimate goal is for Aboriginal student results to match those of non-Aboriginal students, but fulfillment of that long-range goal will reasonably take longer than the three-year window covered by this objective.
- The District is fully capable and prepared to increase our success rate for Aboriginal students in the coming years.

- 3) By June 2013, grade readiness (as defined by passing rate in all five core subjects) from grades 8 to 11 will increase each year to reach:
- 95% in Gr. 8 – current 3-year average is 89%
  - 90% in Gr. 9 – current 3-year average is 84%
  - 85% in Gr. 10 – current 3-year average is 73%
  - 80% in Gr. 11 – current 3-year average is 70%

**Rationale for Objective**

- Grade readiness facilitating a full transition to the next grade has been determined to be the primary indicator of future success for middle / secondary students.
- Substantive improvements in grade readiness will lead directly to increases in the number of students who successfully complete grade 12.

- 4) By June 2013, 75% of our graduating students will have received a career programs designation on their Dogwood Diploma – currently, approximately 25% of our graduates earn a CP designation annually.

**Rationale for Objective**

- Students who are tangibly engaged in their school studies and a career-life plan do better in school by all measures.
- Completion of a Career Preparation designation ensures substantive, individualized connection for each student to a post-secondary plan of their choice.
- Our mandate includes preparing students for success after graduation; not just completion of grade 12.
- The current completion rate is only 29%.

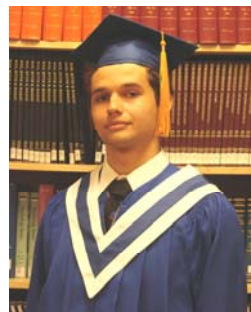
● **Actions to meet Graduation Achievement Targets**

The District will measure both school and District progress toward meeting long-range indicators on a yearly basis. We will also adjust planning, practice, and professional development in support of direction established through the data review.

In support of this goal, the School District in 2009/2010 will:

**Assessment Evidence**

- Addition of Career / Life program evidence to measure the success of student participation in community based career / life experiences.
- Electronic withdrawal protocol.
- Parameters of grade readiness statistics.
- Continued analysis and disaggregation of Ministry statistics.



### **Program Infrastructure**

- Establish a District Readiness Advisory Team.
- Pilot an Aboriginal grad survey.
- School Readiness Department Heads.
- Continuous conversation with District groups (middle / secondary staff, counsellors, Aboriginal advocates).
- Pilot directed suspension.
- Continued discussion with the District's alternate school – Central Programs and Services.

### **Teacher Professional Development**

- Curriculum training for secondary teachers (Resiliency 11 – Reconnecting Youth Curriculum).
- Curriculum training for middle school teachers (Why Try Program).
- Conferences (National Dropout Prevention and International truancy and Dropout Prevention).

### **Readiness Curriculum**

- MAP for each graduating student.
- Committee training regarding Middle School MAP.
- Development of DL Work Experience 12 Course (WEX 12).

### **Student Advocacy**

- Refining criteria for vulnerable students.
- Working with vulnerable students in our District.
- School-based discussion / feedback of most promising work (staff meetings).
- Pilot innovative programs (Resiliency 11, and Why Try – middle schools).
- Dual credit options (investigation of Middle/Early College High School concept).
- Aboriginal mentorship (pilot with UBCO Learning Exchange).

### **Positive School Culture**

- Mike Smith Leadership Day in February.
- Leadership workshop in Vernon in May.
- 2009 BC Student Leadership Conference.

### **Transitions**

- Transition readiness data to schools.
- Transition planning – Department Heads, Administrators and Coordinators.
- WEB and LINK.
- Post Secondary Partnerships (Dual credit / SSA programs, inclusion in our Readiness Committee, Aboriginal Initiatives)/

### **Parents and Community**

- Community Partnerships (Heavy Metal Rocks, BSCLC 2009, Central and Readiness Advisory Committees, Education Week).

### **District Readiness School-Based Department Head – Primary Roles**

- Lead and coordinate school-based action.
- Develop and coordinate advocacy action.
- Complete other school-based readiness responsibilities.

## ● 2008/2009 Literacy Goal and Objectives

- **The School District will continue its endeavour to improve all literacy skills for all students with specific objectives.**

- Progress Toward 2008/2009 Literacy Goal Objectives

1. 95% of the primary students meeting or exceeding grade level expectations on the primary benchmarks by June 2011.

### **Statement of Progress**

- At present, a combined total of 85% of our primary age students (K-3) are meeting or exceeding primary benchmarks as measured in the spring of 2009.
- The percentage of primary students meeting or exceeding grade expectations rises steadily from Kindergarten (70%) to grade 3 (90%) indicating the effectiveness of our intervention strategies.
- The percentage of students entering Kindergarten and deemed to be at risk remains a significant concern. Rates measured on the EDI, MCF and Screener assessment formats exceed 50% for some high need neighbourhoods and schools.

2. 90% of students grade 4 – 9 meeting or exceeding writing performance standards by June 2011.

### **Statement of Progress**

- Data to date in 2009 indicates 85% of students in grades 4 to 9 are meeting or exceeding grade level expectations in writing as measured through School Wide Writes.
- While the percentage of students minimally meeting (level 2) or fully meeting (level3) grade level expectations on School Wide Writes is increasing, the number of students achieving an exceeding standard (level 4) remains low.
- Standardization of School Wide write expectations as well as supporting in-service will greatly improve the validity of testing, reporting and interventions for 2009/2010.

3. 90% of Grade 10 students completing their English graduations requirements in their appropriate year by June 2011.

### **Statement of Progress**

- For June 2008, 97% of students, who took specific courses, passed English 10, 98% passed English 11, and a combined 99% passed English 12 or Communications 12.
- Longitudinal data, which tracks cohort groups over a three-year period to verify that English courses were all passed in their appropriate year, has been difficult to extract. Inferred interpretation of English course grade by grade pass rates would, however, indicate that the current 90% target has been met.
- There is a positive trend line for the percentage of students completing their English requirement at each grade level (10 to 12).
- Our new SKOPUS data warehouse will allow full tracking of cohort groups over time so that more complete analysis can be completed in 2009/2010.

## ● 2009/2010 Literacy Goal and Objectives

- **The School District will continue its endeavour to improve all literacy skills for all students with specific objectives.**

### Goal Rationale

Improvement of individual student success in literacy remains a key component of success for every student. Current achievement levels are improving, but are not meeting targets, especially for boys and Aboriginal students. Continued focus on literacy as defined in this goal most effectively moves us toward our overall vision of student and District success.

### Objectives

1. 90% of primary students meeting or exceeding grade level expectations on the Early Intervention Literacy Screener by June 2011.

#### **Rationale for Objective**

- All current research points to the fact that students found to be at risk entering the intermediate or upper grades are significantly in danger of not graduating.
- Effective intervention strategies have been developed that can address concerns if individuals are identified.
- While we would like 100% of students to fully meet the screener criteria, there are realistically some children who are incapable of doing so and others who enter our system late in the primary grades.

2. 80% of primary Aboriginal students meeting or exceeding grade level expectations on the Early Intervention Literacy Screener by June 2011, with the objective of improving all primary Aboriginal students' literacy skills to equal the literacy skills of all primary students by 2015.

#### **Rationale for Objective**

- While we would like to see results for Aboriginal students equalling those of other students, that objective is unrealistic within the immediate time frame.
- An increase to 80% represents a significant improvement and is important for the reasons listed above.
- A target for performance equal to all other students has been set.

3. 90% of students grade 3 - 9 meeting or exceeding writing performance standards by June 2011.

#### **Rationale for Objective**

- Mandated School Wide Write and other effective writing programs will allow us to both assess progress and intervene with success, beginning in 2009/2010.
- There is a direct correlation between writing skills and the overall literacy skills of all students.

4. 90% of students in grades 4 - 8 meeting or exceeding grade level expectations on a Whole Class Reading Assessment by June 2011.

**Rationale for Objective**

- The introduction of mandated Whole Class Reading Assessment across the School District will give us the opportunity to track data and plan individual intervention strategies.
- Meeting grade expectations for reading is a key predictor of success in all core subject areas.

5. 90% of Grade 10 students completing their English graduation or school completion requirements in the appropriate year by June 2011.

**Rationale for Objective**

- As per grade readiness data review, completing core subjects “on time” is a key predictor of graduation success. English is the only required common subject through grades 10, 11 and 12.
- Failure to complete required English courses will prevent a student from graduating and does necessitate substantive intervention (e.g. retaking a full course) to correct any shortcomings.
- This target represents a significant improvement for the time period, but is realistic considering recent improvements.

## ● Actions to meet Literacy Achievement Targets

The District will measure both school and District progress toward meeting long-range indicators on a yearly basis. We will also adjust planning, practice, and professional development in support of direction established through the data review.

In support of this goal, the School District in 2009/2010 will:

**Assessment and Data Collection**

- Proceed with establishment of new District measurement tools for reading and writing assessment in grades 4 to 9. These will include Whole Class Reading Assessment and School Wide Writes supplemented by CAT 4.
- Proceed with implementation of CAT 4 testing across the District.

**Student Tracking and Intervention**

- Identify the most current and useful sources of local data on literacy (reading and writing) toward informing instruction and identifying promising teaching practices. These will form the core of our data for populating the new data warehouse.
- Refine reading and writing focus sections within our new data warehouse with access to teachers, administrators and District staff.

- Refine the District wide system for tracking at risk students with a deficit in reading and/or writing, and implement with the use of pyramids of intervention at both the school and classroom levels.
- Transition existing trend data in to our new base line and trend lines toward assessing the success of current programs and interventions.

### **Learning Communities and Staff Development**

- Provide staff with in-service and professional development opportunities on accessing the new data warehouse, the expanded use of individual and cohort data to inform differentiated instruction and future professional development needs.
- Further identify and refine exemplar intervention strategies for literacy, and share identified best practices with teachers and administrators District wide.
- Continue with professional development initiatives supporting Quality Assessment and improved instructional practices in literacy as well as appropriate intervention strategies.

### **Program Alignment**

- Review alignment of 2009/2010 literacy goals and actions in the Achievement Contract with those found in school plans, the Enhancement Agreement, the Community Literacy Plan, and our Early Learning Plan. Coordinate all activities and interventions accordingly.



## ● 2008/2009 Numeracy Goal and Objectives

- **The District will establish a formal, grade to grade numeracy monitoring plan applicable to each student in our system from Kindergarten to Grade 12; and**
- **100% of our students at risk in numeracy will be identified annually and supported through school-based and/or District intervention strategies beginning in 2008/2009.**

### ● Progress Toward 2008/2009 Numeracy Goal Objectives

#### 1. Develop a process for monitoring the numeracy achievement of every student.

##### **Statement of Progress**

- The District has developed a data warehouse that provides all school-based administrators and teachers with web-based tools to monitor numeracy student achievement in real-time.
- The Director will meet with all school Principals twice a year to discuss numeracy achievement data.

#### 2. Analyze current sources of student performance data (e.g. report card results, local, provincial and standardized assessments, etc) and investigate other possible sources.

##### **Statement of Progress**

- The School District's K-12 Numeracy Committee reviews numeracy achievement data on a quarterly basis and provides recommendations to the Director.

#### 3. Develop an early Numeracy Screener.

##### **Statement of Progress**

- The early numeracy component of the Early learning Screener has been developed and will be piloted in the fall of 2009.

#### 4. Identify annually 100% of our students at risk in numeracy and support them through school-based intervention strategies.

##### **Statement of Progress**

- All 40 schools have developed a formal system of intervention for students at risk, which includes the area of numeracy. Support for schools has been provided in the form of numeracy resources, in-service and professional development opportunities.

#### 5. Develop District-based intervention strategies to support at risk students in numeracy.

##### **Statement of Progress**

- The District has developed a K-12 Numeracy Assessment Plan to identify numeracy achievement gaps across the system – K-12. In addition the numeracy strategic plan identifies specific strategies that focus on supporting students at risk.

## ● 2009/2010 Numeracy Goal and Objectives

- **The number of students in grades K - 3 not yet meeting and approaching expectations in mathematics will be reduced annually by 25% as measured on year end report cards.** (see baseline data on page 39)
- **And, the number of students in grades 4 - 12 achieving C- and F letter grades in mathematics courses will be reduced annually by 25% as measured on final report cards.** (see baseline date on page 39)

### Goal Rationale

Improvement of individual student success in numeracy remains a key factor in our overall vision of all students graduating with the tools to move into a variety of positive post-secondary options. In order to meet the needs of all students, we first must be able to identify those students at risk of not meeting expectations. We must then have a comprehensive plan to address the learning deficits of individual students. Continued focus on numeracy through this goal most effectively moves us toward our overall vision of student and District success.

The objectives chosen for our District numeracy goal have been varied significantly from 2008/2009. It was felt that the previous objectives were too general in nature and that results could not be easily measured. The District Numeracy Committee collaborated with staff at all levels in creating the new 2009/2010 objectives.

### Objectives

The School District 23 K - 12 Numeracy Operational Plan will outline strategies to achieve the following in 2009 - 2010:

1. Develop and circulate the Numeracy Operational Plan to all staff by December 31, 2009, including presentation at a fall Education Committee meeting.

### **Rationale for Objective**

- Creation of a comprehensive implementation plan for numeracy initiatives K-12 is critical in facilitating improvement to instructional practices. This plan will be circulated and discussed with appropriate staff K-12.

2. Implement the three year District-wide K-12 numeracy assessment plan by February 28, 2010 and begin school level implementation in the spring of 2010.

### **Rationale for Objective**

- This objective fully aligns with the District's comprehensive K-12 overall assessment plan. Up to now, we have not been able to properly assess cohort numeracy skills, thus limiting the effectiveness of intervention strategies and program improvements. This work will also support our SPC school goal process.

3. Implement use of the District data warehouse to monitor and report numeracy achievement of every student K - 12 in all schools by June 30, 2010.

**Rationale for Objective**

- In order to track individual and cohort group progress efficiently over time, we will be fully implementing our data warehouse project in 2009/2010. There will be full inclusion of numeracy achievement and assessment data as well as full reporting and feedback loops supporting all grade levels and staff needs.

4. Implement the use of a numeracy component of the Early Learning Screener at all elementary schools during the 2009/2010 school year.

**Rationale for Objective**

- To date, our Early Learning Screener has not included a numeracy component. Results should directly inform teacher instruction down to the individual student level and allow for targeted intervention regarding basic arithmetic skills.

5. Include systems and structures to identify and support students at risk in numeracy within each school's 'pyramid of intervention' by September 1, 2010.

**Rationale for Objective**

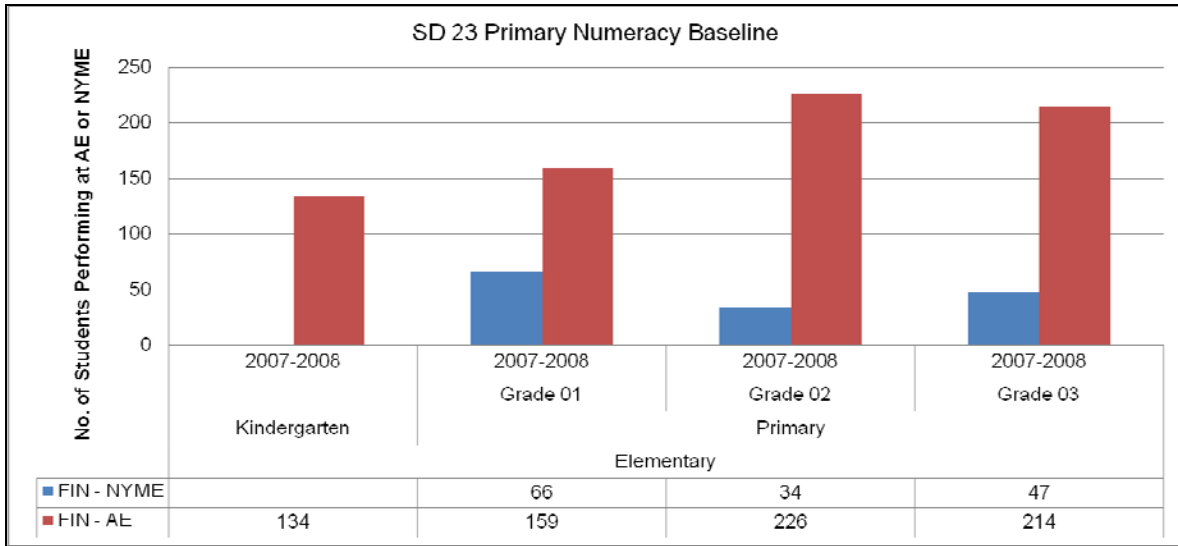
- Students, who are identified as having learning / skills deficits in regard to numeracy and / or who are deemed to be at risk in terms of math course completion, will be able to have their individual needs addressed through a subject specific "pyramid of intervention" at each school. Work done in 2008/2009 to formalize "pyramids" at all schools will be refined to include subsets specific to numeracy.

6. Fully operationalize numeracy intervention strategies and resources at the District level by June 2011, and assess these strategies and resources by June 2012.

**Rationale for Objective**

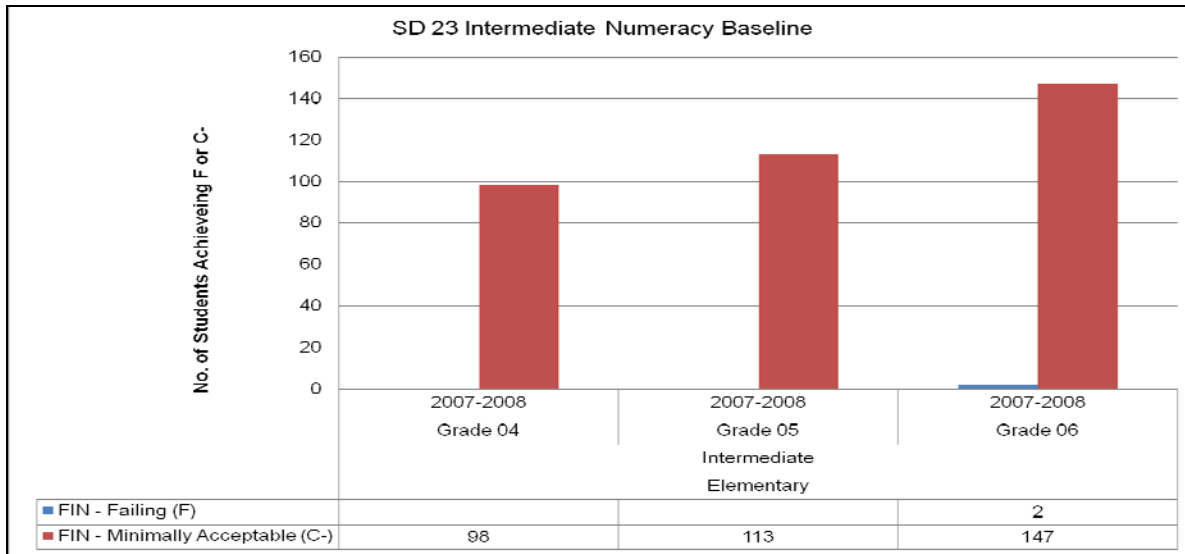
- Schools and teachers will require appropriate resources and professional development opportunities to operationalize numeracy program improvements. The plan itself is without benefit unless it can effectively be brought into practice. An assessment of strengths, weaknesses, and appropriate refinements will be undertaken in follow up the next year.





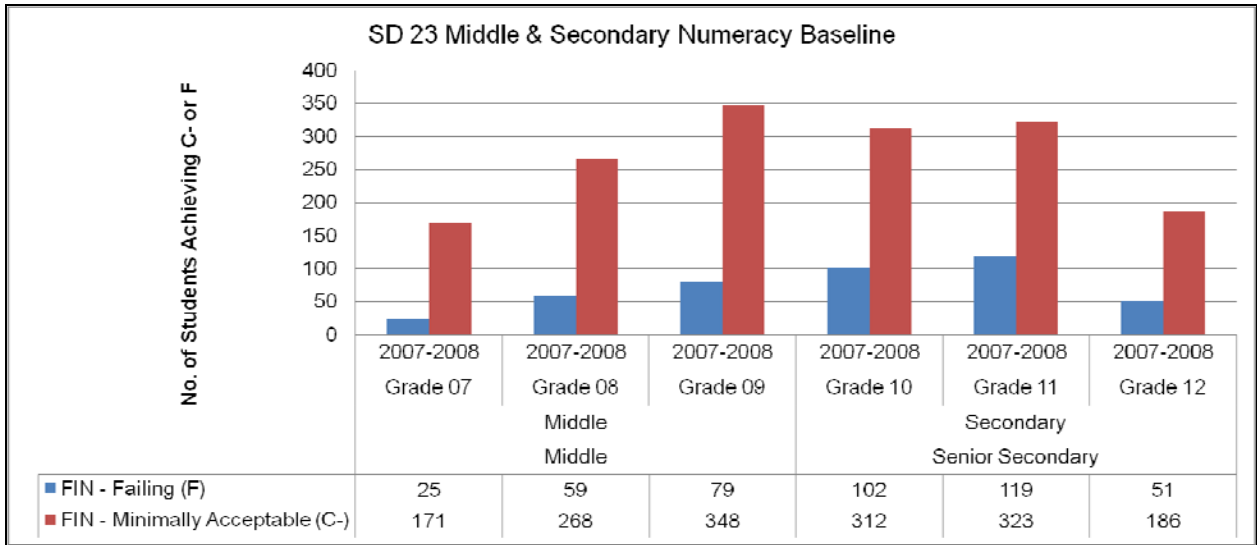
<b>TOTAL</b>	134	225	260	261
<b>COHORT</b>	1311	1382	1437	1494

NYME = Not Yet Meeting      AE = Approaching Expectations  
 FIN = Final Grade for School Year



<b>TOTAL</b>	98	113	149
<b>COHORT</b>	1452	1639	1625

In July 2009, the District will have 2008/2009 results available on which to establish the baseline data in order to measure improvements projected through work to meet our 2009/2010 numeracy goals.



TOTAL	196	327	427	414	442	237
COHORT	1734	1784	1812	1944	1909	2029

FIN = Final Grade for School Year

As in the elementary age cohort groups, a baseline of students for 2007/2008 has been established but will be updated in July 2009 using the most up to date data. Measurement of progress toward meeting the numeracy goal for the next school year will be done against a baseline of the current year (June 2009) data. Effort will have to be made each year to analyze data based on “current year” cohort groups, as well as percentage improvements, in order to gauge our degree of success.



## ● Actions to meet Numeracy Achievement Targets

The District will measure both school and District progress toward meeting long-range indicators on a yearly basis. We will also adjust planning, practice, and professional development in support of direction established through the data review.

In support of this goal, the School District in 2009/2010 will:

### **Assessment and Data Collection**

- Proceed with District development of a Primary Screener for numeracy assessment in grades K to 3. This will be supplemented by CAT 4 data in later grades.
- Proceed with implementation of a replacement assessment tool for CAT 4 across the District.
- Identify the most current and useful sources of local data on numeracy toward informing instruction and identifying promising teaching practices. These will form the core of our data for populating the new data warehouse.
- Refine the numeracy focus section within our new data warehouse with access to teachers, administrators and District staff.

### **Student Tracking and Intervention**

- Refine the District wide system for tracking at risk students with a deficit in numeracy, and implement with the use of pyramids of intervention at the school and classroom levels.
- Further identify and refine exemplar intervention strategies for numeracy, and share identified best practices with teachers and administrators.
- Transition existing trend data in to our new base line and trend lines toward assessing the success of current programs and interventions.
- Continue with professional development initiatives supporting Quality Assessment and improved instructional practices in numeracy as well as appropriate intervention strategies.

### **Learning Communities and Staff Development**

- Provide staff with in-service and professional development opportunities on accessing the new data warehouse, the expanded use of individual and cohort data to inform differentiated instruction and future professional development needs.

## ● 2008/2009 District Areas of Focus

### **Program Choice**

That the Board work to improve student success by connecting students to a variety of learning opportunities by establishing new schools of choice or programs of choice within each region of the School District by 2010.

#### **Statement of Progress**

- Several new programs of choice have been added to the School District over the past year. These include new soccer and hockey academies, an elite level hockey academy and several new locally developed courses. Proposals to introduce the Primary Years Program International Baccalaureate and a Middle College High School Program have also come forward. A District Learning Through the Arts initiative is also now underway.

### **Highest Quality Staff**

The Board obtain and develop the highest quality staff by implementing a new employee recruitment portal, a national recruitment portal, and national recruitment strategy by June 2009, as well as providing mentorship for new employees.

#### **Statement of Progress**

- Our Human Resources department has completed full implementation of the new 'Make a Future' online application system. Parallel development of specialized advertising initiatives on profession specific websites and list serves has also been completed. Results to date have been optimistic.

### **Improved Instructional Practices / Quality Assessment**

The Board continue to implement a five-year comprehensive plan to improve classroom instructional practices through the use of Quality Assessment in cooperation with teachers and administrators. (completion by June 2011)

#### **Statement of Progress**

- Great strides have been made in this area. The teachers' and administrators' associations have partnered with us to increase professional development opportunities. Many professional learning community initiatives have been founded in schools, in addition to Network of Performance Based Schools projects. Substantive change in instructional practice and assessment is now evident.

### **Health Initiatives**

The Board implement the new District Health Promoting Schools Plan, with emphasis on promoting the physical health of students by having all schools fully implement student activity initiatives by September 2009, and by eliminating all man-made Trans Fats from foods prepared, sold or served at school by June 2009.

#### **Statement of Progress**

- All School District No. 23 schools now have fully implemented Daily Physical Activity plans in place. This initiative has complimented the significant progress made in recent years regarding student health and nutrition initiatives. The District Health Promoting Schools Committee should be proud of its accomplishments over the past year.

- 2009/2010 District Area of Focus

**Classroom Instructional Practices**

The Board continue to implement a four-year comprehensive plan to improve classroom instructional practices through a focus on Quality Assessment and the use of Data Warehouse technology (Skopus and Skovision).

**Planned Actions**

- Two primary objectives to be achieved through this area of focus in 2009/2010 are:
  - o Full implementation of SKOVISION and SKOPUS to all 42 District schools (including SPCs) and all appropriate senior staff.
  - o Extension of professional development, in-service and leadership opportunities centered on Quality Assessment, professional learning communities and the creation of collaborative time.

**Schools and Programs of Choice**

The Board work to improve student success by connecting students to a variety of learning opportunities by establishing further schools of choice or programs of choice within each region of the School District by June 2010.

**Planned Actions**

- Primary objectives in this area of focus will be consolidation of existing programs of choice such as our traditional school and academies, implementation of new programs of choice at the elementary level, and a review of the applicability of the International Baccalaureate Primary Years Program for our District.

**Health, Wellness and Absenteeism**

The Board continue work toward improving student health, and work toward improving employee health and wellness including the reduction of overall absenteeism.

**Planned Actions**

- Proactive initiatives on student health will continue within the additional objective of creating a comprehensive employee wellness plan. A new joint Wellness Committee is operational and will hopefully be able to contribute solutions to our long-range objective of reducing employee absenteeism.

**Long-Term Economic Viability and Stability**

The Board encourage substantive structural change in District and school programs, and operational procedures toward creating long-term economic viability and stability for the School District.

**Planned Actions**

- The Board and senior staff will begin working toward the objective of creating a long-range budgeting strategy through a comprehensive interchange process beginning in June 2009. A written strategy document will be created by the end of 2009/2010.

## ● 2009/2010 Early Learning and Community Literacy Plans

In June 2008, the District established both a formal Early Learning Plan and a Community Literacy Plan. The strength of both of these documents is based on:

- Broad-based consultation with both District stake holders, partner groups and a variety of community organizations.
- Very specific overlap of the goals and objectives for both plans with our District goals and areas of focus, Enhancement Agreement, school plans, and our professional development/in-service programs.
- Allocation of both internal and external resources to support implementation of the plans and their specific objectives.
- Support for our efforts to improve classroom assessment, differentiated instruction, and instructional practices.
- A significant overlap with community efforts through such programs as Success by Six, University of BC-Okanagan Learning Exchange, and Literacy Now.
- Scheduled evaluation of progress through both of these initiatives.

Both our Early Learning and Community Literacy Plans have been updated for the next school year. Expansion of Strong Start and cooperative planning with community literacy support groups, such as Success by Six and CATCH. Substantive progress has been made in both of these areas.

## ● CONCLUSION

Reconfiguration of District Data Sources and Tracking are our Key to Future Improvement

As noted several times within this document, the District is at a major stepping off point with both our student achievement performance indicators and the methods by which we track and utilize that data. While FSA data will continue to be monitored, it will no longer be as significant a part of our District data assessment. Likewise, CAT 3 is being dropped as a long-term District assessment tool and will be replaced in 2009/2010 with a more appropriate and useful instrument.

**The creation of a comprehensive student assessment plan with results feeding into a local data warehouse (that also takes in BCeSIS information), which supports differentiated instruction and the school planning process, is perhaps the most significant step forward on the student achievement agenda for this School District in the past 20 years.**

The goal of all of this change is to provide teachers and administrators with data that better informs instruction and decisions right down to the student level. Transition from our current system of tracking progress to this much more learner focused system will still be somewhat 'messy' through 2009/2010. Long-term benefits should, however, be substantial and show a significant change in our Achievement Contract by June 2010. Likewise, already good student achievement results should soar in future years.

## GLOSSARY OF TERMS

<b>ACES</b>	Advisory Council for Exceptional Students
<b>ANF</b>	Achieving a Necessary Future
<b>BCELC</b>	British Columbia Education Leadership Council
<b>BCPSEA</b>	British Columbia Public Sector Employers' Association
<b>Board</b>	Board of Education, School District No. 23 (Central Okanagan)
<b>CAT 3</b>	Canadian Achievement Test - Version 3
<b>CAT 4</b>	Canadian Achievement Test - Version 4
<b>COPAC</b>	Central Okanagan Parent Advisory Council
<b>COPVPA</b>	Central Okanagan Principals and Vice-Principals Association
<b>COTA</b>	Central Okanagan Teachers' Association
<b>CUPE</b>	Canadian Union of Public Employees Local 3523
<b>DL</b>	Distance Learning
<b>DSC</b>	District Student Council
<b>EA</b>	(Aboriginal Education) Enhancement Agreement
<b>ESL</b>	English as a Second Language
<b>Exceptional Children</b>	Children with Special Needs
<b>FSA</b>	Foundation Skills Assessment
<b>LSA</b>	Local Specialist Association
<b>Ministry</b>	Ministry of Education
<b>NPBS</b>	Network of Performance Based Schools
<b>NPLI</b>	National Principals Leadership Conference
<b>PAC</b>	Parent Advisory Council
<b>SPC</b>	School Planning Council
<b>SSA</b>	Secondary School Apprenticeship