

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Oyama Traditional School

7/2011

General Information

"...where awesome meets traditional..."

Mission Statement

At Oyama Traditional School we strive for personal excellence and foster traditional values of citizenship, responsibility and respect.

Principal : Ross Hett

Web site : <http://www.ots.sd23.bc.ca>



"Together We Learn"

SCHOOL DISTRICT 23 (CENTRAL OKANAGAN)

Our Mission:

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

Our Vision:

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

Our Cultural Values:

Honesty is the building block for relationships and the basis for trust. It is the absence of falsehood and the action of full disclosure. It is the ultimate test of moral strength. When honesty is present, integrity will also be apparent.

Responsibility is being accountable for our actions and their consequences. When we demonstrate responsibility, we are doing our best to meet the expectations of ourselves and others.

Respect is "to consider worthy of high regard". Being respectful is an attitude of honouring people and caring about their rights.

Empathy is a feeling of concern, compassion and understanding of another's situation or feelings.

While recognizing individual situations and differences, Fairness is ensuring impartiality where everyone plays by the same rules.

DISTRICT GOALS AS OF 7/12/2011

1	Alignment : GRADUATION
1	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, 90% in Gr. 9 , 85% in Gr. 10, 80% in Gr. 11.
2	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.
2	Alignment : NUMERACY
1	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.
2	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.
3	Alignment : Economic Viability and Stability
1	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.

GOALS OF THE SD23 ENHANCEMENT AGREEMENT

The following goals, reflecting the teachings of the Medicine Wheel, will be implemented over the next five years to support the emotional, spiritual, physical, and intellectual development of Aboriginal students in the Central Okanagan School District.



Performance Targets for Five Years:

The baseline data will be developed where not available in the 2006/2007 school year. In each year thereafter, in all categories, increased growth is expected. The Aboriginal Education Committee will review annually and report the level of student and parent satisfaction with the achievement of the goals. The EA Committee will determine annual targets, indicators and strategies that are realistic and attainable for the following year.

CELEBRATING SCHOOL SUCCESSES

Unique School Characteristics:

Oyama Traditional School is a semi-rural school situated in scenic Oyama. During the 2010-2011 school year there were 135 students in grades K - 7, including 68 males and 67 females, including 7 aboriginal students, but not including one additional home schooled student. Oyama Traditional has 6 full-time classroom teachers, a full-time Learning Assistance and Prep teacher, and a full time CEA who is assigned to work with specific students. We also have an aboriginal CEA here one day a week, as well as a part-time aboriginal advocate, a part-time counsellor, a part-time speech and language pathologist as well as other specialist part-time staff members.

Oyama Traditional School is blessed with an extremely active and supportive relationship between the school, parents and the community at large. The school benefits from parent and community volunteers who assist with coaching school teams, sports day, field trips, concerts and the leveled one-to-one Star Reading program. During the 2003-2004 school year, the parents and community took an active role in finding a way to keep the elementary school in Oyama open. Oyama residents live by the philosophy that it takes a whole community to raise a child. In February 2004, the SPC presented the Proposal for Substantive Change to become Oyama Traditional School to the School Board. More than 40 parents and all school staff attended this meeting to support the proposal. The Board voted unanimously to allow Oyama Elementary to become Oyama Traditional School.

The school's mantra, ...where awesome meets traditional..., is intentional in capturing the energy, vibrancy and spirit that is the essence of Oyama Traditional. Contrary to the staid images of prep schools propagated in pop culture, traditional schools with high expectations for student achievement, citizenship, respect and leadership are dynamic and exciting places to be. OTS as an acronym, as embodied in the school's mission statement, stands for outstanding citizenship, taking responsibility and showing respect. This is reinforced at all times. A key foundation of tradition is the importance of presentation and the use of symbolism to enhance school culture. Students at OTS wear a school uniform with a school crest that helps them identify positively with the school and remind them that they are living representatives of the school at all times. Student council leaders wear a leadership tee-shirt, again a visible symbol of their role at the school. When the Principal first enters a classroom during the day, students may be respectfully asked to rise and greet the Principal in unison. The Principal, at such times, represents the school, the teachers, the students themselves. This is one key visual that forms an important part of Oyama Traditional School: the importance presentation; of presenting one's self in the very best light at all times. Other key visuals include walking along the right hand side of the hallway in an orderly fashion, walking around two persons that are speaking with each other, wearing the school uniform properly and with pride.

Each week begins with an assembly at which a virtue of the week is presented by student leaders and/or the Principal aligned with seven pillars of character focused on throughout the year. The virtues project is an important aspect of Oyama Traditional School and throughout the week the virtue being focussed on is woven into the curriculum as teachable moments present themselves. House teams with weekly House Games, Spirit Days, sports teams, academic competitions and major assemblies throughout the year are all traditions and rituals that solidify the identity of the school.

The level of student involvement in Leadership is another unique characteristic of the school. Students take an active responsibility with leadership: coming up with service ideas for the school, making phone calls to outside agencies, and planning out and organizing events, creating multi-media presentations, planning assembly presentations, and so forth.

As part of a healthy schools initiative, we participate in the BC Fruits and Vegetables program in which healthy fresh fruit is distributed to the classes on a weekly basis by a (Food Safe trained) parent volunteer. As well, the local orchardists at Gatzke Farms supply fresh fruit in season to central locations in both the primary and intermediate wings throughout the year. Students participate in DPA (daily physical activity) through a DREAM time each morning (drop everything and move) and as well have P.E. several times throughout the week. Health and family education, targeted toward senior students, as well as the SOAR program for grade 6 students form part of the Health and Career Education initiatives at the upper intermediate level.

As a smaller, semi-rural school, the staff collaborate almost daily on good teaching practices, students, what is going well, and so forth. Time is being dedicated at each staff meeting for collaboration and sharing on issues to do with best teaching practices and learning. Through the coordination of our LAT teacher, students are assessed in the key areas of Literacy and Numeracy at certain times throughout the year so that data can be examined and discussed. This data is also reviewed by the SPC so that strategic goals can be decided. The SPC met several times throughout the 2010-2011 school year to establish three key school goals focused on literacy achievement, numeracy achievement (both with strategies in place to reduce the achievement differential between boys and girls) as well as a goal on enhancing the traditional school model. The teachers are using assessment to inform their instruction and are incredibly dedicated and focused on creating meaningful learning experiences in their classrooms each day.

To summarize, OTS is a school where, as our mantra says, awesome meets traditional!

School Performance Information

For the school year 2010-2011

At lunch time and after school:

Extra-curricular volleyball and basketball for grades 6/7 girls, volleyball for grade 6/7 boys plus an intramural program, and cross-country teams from Grades 1-7

Weekly house games every Friday

Mid-year intramurals for boys in grades 5-7

Student leadership meetings several times a month

Academic competition practice meetings several times a month

A lunch homework club program, offered by our CEA, three times a week

Gardening Club run by parents and community volunteers

A Drama Club featuring presentations during the Winter Concert and during the March presentation of the work of the Drama Club students in the new year (this year it was a fairy tale medley).

In classrooms:

Grade 7 Band program, designed to prepare students for High School music program

Primary Choir (1-3) meets once per week

S.O.A.R. program for all grade 6 students

Weekly whole-school student as well as Principal-led assemblies focusing on whole-school themes, the virtues project and pillars of character

Annual Spelling Bee - winner proceeds to District Zone Finals each year

Annual Public Speaking program - OTS is proud to host the Zone Finals again in April, 2011

Annual Math League competition for grades 4-7

Huge commitment to One-to-One Great Leaps Reading by parent and community volunteers

Grade platooning for Socials and Science

Reading buddies, mixing older and younger children

Terrific Kids program (sponsored by Kiwanis Club)

Smartboards in every classroom!

Beyond the classroom with whole classes and/or the whole school

Winter Concert for all in the community, followed by an intermission for the whole community, followed by some carolling

Whole-school House Program with monthly house point totals celebrated in assemblies, term house point awards, with individual winners also celebrated by drawing from the house point bins. New this year were cheers by the houses at certain mid-year assemblies.

Four cultural performances presented by School District 23

Many class field trips, to local places such as the Art Gallery, Energyplex, Skating, Science Centre, O'Keefe ranch, etcetera.







Overnight field trip Grade 7s from OTS and Peter Greer to Gardom Lake in June









Spirit Day monthly days based on a fun theme and organized by Leadership students, in conjunction with house events









RECENTLY COMPLETED GOALS/AREAS OF FOCUS:





	Date	Value	Target	Status
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CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
LITERACY				
While assuring that students meet District literacy targets (90% of all students meeting appropriate benchmarks) OTS will continue to use student centered assessments throughout the year with the expectation that each child make a grade level of progress (or more) from the start to the end of the school year. Incorporated within this goal will be a focus on the unique learning differences between the genders in order to maximize the achievement of all students.				
Early Literacy: In Early Literacy Screener assessments for K and PM Benchmark assessments for grade 1, 90% of K/1 students will be meeting or exceeding expectations for early literacy.	4/9/2010	93	90	 On Target
Early Literacy: In PM Benchmark assessment results 90% of Grade 2 and 3 students will be meeting or exceeding expectations for reading at grade level.	3/31/2010	75	90	 Warning
Early Literacy: In report card results for reading in grades 1-3, at least 90 percent of females will be meeting or exceeding expectations for student achievement at their grade level.	3/22/2011	80	90	 Warning
Early Literacy: In report card results for reading in grades 1-3, at least 90% of males will be meeting or exceeding expectations for student achievement at their grade level.	3/22/2011	75	90	 Warning
Early Literacy: In report card results for writing in grades 1-3, at least 90 percent of females will be meeting or exceeding expectations in student achievement for their grade level.	3/22/2011	60	90	 Off Target
Early Literacy: In report card results for writing in grades 1-3, at least 90 percent of males will be meeting or exceeding expectations in student achievement for their grade level.	3/22/2011	44	90	 Off Target
Intermediate Literacy: In report card results for reading for grades 4 - 7, at least 90 percent of males will be meeting or exceeding expectations (letter grade C or higher) for student achievement at their grade level.	3/22/2011	90	90	 On Target

	Date	Value	Target	Status
Intermediate Literacy: In report card results for reading in grades 4-7, at least 90 percent of females will achieve a letter grade of C+ or higher.	3/22/2011	100	90	 On Target
Intermediate Literacy: In report card results for reading in grades 4-7, at least 90 percent of males will achieve a letter grade of C+ or better.	3/22/2011	73	90	 Off Target
Intermediate Literacy: In report card results for writing in grades 4-7, 90 percent of females will achieve a letter grade of C+ or higher.	3/22/2011	87	90	 Warning
Intermediate Literacy: In report card results for writing in grades 4-7, at least 90 percent of males will achieve a letter grade of C+ or higher.	3/22/2011	63	90	 Off Target
Intermediate Literacy: In report card results in reading for grades 4 - 7, at least 90% of females will be meeting or exceeding expectations (letter grade C or higher) for student achievement at their grade level.	3/22/2011	100	90	 On Target
Intermediate Literacy: In SWW results, 90 percent of students or higher in grades 3 to 7 will be approaching, meeting or exceeding expectations for writing (overall mark) at their grade level.	11/27/2010	82	90	 Warning
Intermediate Literacy: In Whole Class Reading assessments, 90% of Grade 4 through 7 students will be meeting or exceeding expectations for reading comprehension at their grade level.	3/31/2010	58	90	 Off Target
NUMERACY				
The number of students meeting or exceeding expectations in numeracy by year-end (as reflected by data from the numeracy problem sets and report card results) will be 90%. Incorporated within this goal will be a focus on the unique learning differences between the genders in order to maximize the achievement of all students.				
Early Numeracy: In report card results for numeracy in grades 1-3, at least 90% of females and males will be meeting or exceeding expectations for student achievement at their grade level.	3/22/2011	85	90	 Warning

	Date	Value	Target	Status
Intermediate Numeracy: In FSA results for numeracy in grades 4 and 7, 90% of females will meet or exceed expectations for student achievement at their grade level.	3/31/2010	77	90	 Warning
Intermediate Numeracy: In FSA results for numeracy in grades 4 and 7, at least 90% of males will be meeting or exceeding expectations for student achievement at their grade level.	3/31/2010	63	90	 Off Target
Intermediate Numeracy: In report card results for numeracy for grades 4-7, at least 90 percent of females will be meeting or exceeding expectations (letter grade C or higher) for student achievement at their grade level.	3/22/2011	100	90	 On Target
Intermediate Numeracy: In report card results for numeracy in grades 4-7, at least 90% of males will be meeting or exceeding expectations (letter grade C or higher) for student achievement at their grade level.	3/22/2011	91	90	 On Target
SCHOOL BASED				
Continued implentation of strategies to enhance OTS as a traditional school with a specific focus on educating families about our core tenets.				
(COMMUNICATION) In Parent surveys, 85 percent or more will agree that there is an open line of communication between OTS and the parents/guardians of its students.	11/30/2010	89	90	 Warning
(COMMUNICATION) In Parent surveys, 90 percent or more will somewhat agree or agree that there is an open line of communication between OTS and the parents/guardians of its students.	11/30/2010	100	90	 On Target
(STUDENT ACHIEVEMENT) In Parent surveys, 85 percent or more will agree that the instructional practices of the school support student learning.	11/30/2010	86	85	 On Target
(STUDENT ACHIEVEMENT) In Parent surveys, 90 percent or more will somewhat agree or agree that the instructional practices of the school support student learning.	3/22/2011	98	90	 On Target

	Date	Value	Target	Status
(STUDENT WELFARE) In Intermediate student surveys, 90 percent will agree or partially agree/disagree that their experience at OTS is positive.	3/26/2010	94	90	 On Target
(STUDENT WELFARE) In parent and student surveys, 90 percent will somewhat agree or agree that their experience at OTS is positive.	3/26/2010	96.32	90	 On Target
(STUDENT WELFARE) In parent surveys, 85 percent will agree that their child (ren)'s experience at OTS is positive.	3/26/2010	82	90	 Warning
(STUDENT WELFARE) In Primary student surveys, 90 percent will agree or somewhat agree/disagree that their experience at OTS is positive.	3/26/2010	95	90	 On Target



Results

Status : Approaching Expectations

Parent satisfaction surveys on the areas of Communication, Student Achievement, and Student Welfare, indicate an overall level of high satisfaction with the school. The level of participation in the spring survey will again be enhanced by the use of a class reward to motivate students to encourage their parents to complete the survey. Last spring, one class had a 90% return rate while two have 87.5% return rates, a great improvement over previous years.

Report Card results continue to indicate students at OTS are exceeding overall district literacy targets for reading and writing, although when looking at the C+ or above range, we see a significant difference between genders. As well, our goal target for numeracy (90% meeting or exceeding expectations for achievement in numeracy for their grade level) is not being met at this time. The FSA results for numeracy that were introduced as an indicator this year (again delineated between the genders) confirm that we have work to do in improving student achievement in this content area.

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
RESULTS	There is little evidence of monitoring results and adjusting to improve student achievement.	The district and schools are beginning to monitor results and make adjustments to improve student achievement.	The district and schools monitor results and make adjustments to improve student achievement. There is evidence of improving results.	The district and schools consistently monitor results and make adjustments to improve student achievement. There is evidence of improving results over time.



Alignment: LITERACY










SMART Goal: While assuring that students meet District literacy targets (90% of all students meeting appropriate benchmarks) OTS will continue to use student centered assessments throughout the year with the expectation that each child make a grade level of progress (or more) from the start to the end of the school year. Incorporated within this goal will be a focus on the unique learning differences between the genders in order to maximize the achievement of all students.

Rationale:

We will show that every child, as shown by at least two pieces of literary assessment evidence from the start to the end of the school year, meet expectations for progress, with interventions in place for those who are not at an age appropriate grade level and/or are making less than the expected progress over the year.

Disaggregated Data/Evidence:






Indicator	Date	Value	Target	Progress
Early Literacy: In Early Literacy Screener assessments for K and PM Benchmark assessments for grade 1, 90% of K/1 students will be meeting or exceeding expectations for early literacy.	4/9/2010	93	90	On Target
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Early Literacy: In report card results for reading in grades 1-3, at least 90 percent of females will be meeting or exceeding expectations for student achievement at their grade level.	3/22/2011	80	90	Warning
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Early Literacy: In report card results for writing in grades 1-3, at least 90 percent of males will be meeting or exceeding expectations in student achievement for their grade level.	3/22/2011	44	90	 Off Target
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Alignment: NUMERACY

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Disaggregated Data/Evidence:

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Early Numeracy: In report card results for numeracy in grades 1-3, at least 90% of females and males will be meeting or exceeding expectations for student achievement at their grade level.	3/22/2011	85	90	 Warning
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Alignment: SCHOOL BASED

SMART Goal: Continued implementation of strategies to enhance OTS as a traditional school with a specific focus on educating families about our core tenets.

Rationale:

Since being established as a Traditional School in 2004, many solid foundations have been put in place to make OTS "traditional". These include the Mission Statement, the school crest and uniform, the behaviour matrix, the virtues project, etcetera. We want to seek to continually improve our practice until all in the community clearly understand the tenets of OTS, and the school is flourishing as one of the finest "best practice" traditional schools in the province.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
(COMMUNICATION) In Parent surveys, 85 percent or more will agree that there is an open line of communication between OTS and the parents/guardians of its students.	11/30/2010	89	90	 Warning
(COMMUNICATION) In Parent surveys, 90 percent or more will somewhat agree or agree that there is an open line of communication between OTS and the parents/guardians of its students.	11/30/2010	100	90	 On Target
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(STUDENT WELFARE) In Primary student surveys, 90 percent will agree or somewhat agree/disagree that their experience at OTS is positive.	3/26/2010	95	90	 On Target

Data

Status : Approaching Expectations

With the traditional school goal, the survey questions are more general towards any learning community, rather than specifically a traditional school. Although this goal will continue to be part of the School Improvement Plan in the 2010-2011 school year, we have made substantial progress over the past few years in establishing the school as a Traditional School. We will continually seek to refine our understanding of what the best Traditional School model is for the demographic of Lake Country, and educate the community on that model. In the plan, assessment is frequently delineated between males and females to illustrate the differences in gender achievement in literacy and numeracy. As well, intermediate report card result data was further delineated between meeting or exceeding expectations (letter grade C or better) and then achieving letter grade C+ or better to show again the significant differences in gender achievement at the latter higher achievement level.

Goals

Status : Meeting Expectations

The Smart Goals chosen for the 2010-2011 school year are strategic and align with District Goals in the areas of Literacy, Numeracy and Schools/Programs of Choice. For the 2011-2012 school year, we will continue to keep the Traditional School goal with the aim of entrenching practices, symbols and traditions that define OTS as a relevant and vibrant 21st Century Traditional School. As well, we will continue to focus on the Literacy and Numeracy goals, both of which include specific strategies to reduce the achievement gap between genders.

Rationale

Status : Meeting Expectations

The rationales for the goals chosen in the planning phase of the School Improvement Plan include the fact that a distinct difference in gender achievement exists at the elementary level across the district and indeed nation-wide. A lot of recent best-practice research on gender education has emerged which seeks to alleviate this achievement gap through targeted pedagogical initiatives that in particular meet the educational requirements of boys. Numeracy had been added as a goal for 2010-2011 in recognition of the importance of numeracy and alignment with the district numeracy goal. The continuation of the goal focused on the continuous improvement of Oyama Traditional School as a Traditional School supports our aim to be one of the best 21st Century Traditional Schools in the province.

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
GOALS	Goals and objectives have little focus on student achievement.	Some goals and objectives are based on evidence and focused on student achievement.	All goals and objectives are relevant, based on evidence, and focused on student achievement.	All goals and objectives are relevant, based on a range of evidence, and focused on student achievement. Goals and objectives are systematically reviewed and revised. Consideration is given to all students.
RATIONALE	Reasons for the selection of goals and objectives appear to be based on little consideration of evidence from data.	There is some evidence that the reasons for the selection of goals and objectives are based on relevant data.	Reasons for the selections of goals and objectives are based on evidence from a variety of sources and focused on student achievement.	Reasons for the selection of goals and objectives are consistently based on evidence from a variety of sources and focused on the achievement of all students
DATA	It is unclear what data are used to determine areas of need and plan for improvement.	Evidence from data is used or beginning to be used to determine areas of need, plan for improvement, and monitor progress.	The district and schools consistently analyze classroom school, district, and provincial data sources to determine areas of need, plan for improvement, and monitor progress.	The district and schools consistently analyze classroom, school, district, and provincial data sources to determine areas of need, plan for improvement, and monitor progress of all students. Data are disaggregated, participation rates are considered, and trends are tracked over time.

DESIGN

Organizing For Improvement

Strategies and Structures:

Continued implentation of strategies to enhance OTS as a traditional school with a specific focus on educating families about our core tenets.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Continuation of the programs in place to boost spirit (high Principal visibility, House Teams, House Points, Spirit Days, Weekly Theme -Based Assemblies, Sports Teams, etcetera.	Ross Hett/School-Based Teachers	8/15/2009	6/26/2013	In-Progress	Medium	70	1,000	★	
Education of school community on the Mission, Philosophy, Values and Vision of OTS through monthly newsletter articles, weekly e-posts, major community gatherings, and multi-media presentations.	Ross Hett/Admin Council	8/15/2009	6/29/2010	In-Progress	Medium	50		★	

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Implementation of programs to enhance communication at the school, including the monthly newsletter Principal's message, the weekly Principal's e-post, the requirement that all staff maintain a Communication Log, the introduction of "Happy Calls" home by the Principal.	Ross Hett/Admin Council	9/8/2009	6/25/2010	In-Progress		75		★	
Initiate a comprehensive marketing campaign to raise awareness about the unique strengths of OTS in the broader communities of Vernon and Winfield	Ross Hett/	4/5/2010	6/15/2012	In-Progress	High	50	5,000	★	

While assuring that students meet District literacy targets (90% of all students meeting appropriate benchmarks) OTS will continue to use student centered assessments throughout the year with the expectation that each child make a grade level of progress (or more) from the start to the end of the school year. Incorporated within this goal will be a focus on the unique learning differences between the genders in order to maximize the achievement of all students.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Supervision of learning through daily walkthroughs	Ross Hett/Admin Council	8/15/2009	6/29/2010	In-Progress	Medium	50		★	

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Allocation of time at each staff meeting for authentic learning experiences/professional sharing by staff	Ross Hett/School-Based Teachers	3/23/2010	6/29/2012	In-Progress	High	80		★	
Ensure consistency with the use of both "Excellence in Writing" and "6+1 Traits Writing" across all applicable grade levels.	Ross Hett/School-Based Teachers	9/8/2009	6/25/2010	In-Progress	High	50			★
Begin implementation of the Great Leaps one-to-one reading program for students who are not yet meeting or approaching expectations in Reading.	Ross Hett/Department Heads	9/15/2010	6/18/2011	In-Progress	High	100			★
Ensure consistency with use of assessment measurements in Literacy so that trend-line data can be accumulated from year to year	Ross Hett/Curriculum Leaders	9/14/2009	6/17/2011	In-Progress	High	50		★	
Initiate professional staff learning on gender differences in education and how to implement strategies in the classroom to maximize the achievement of both genders.	Ross Hett/Curriculum Leaders	8/30/2010	6/17/2012	In-Progress	High	80	1,000	★	

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Develop a program for implementation in the 2010-11 school year that enhances the importance of assessment data and ensures students do their best on assessment instruments and that all assessment instruments are completed fully.	Ross Hett/School-Based Teachers	4/12/2010	6/17/2011	In-Progress	High	50			★
Develop structures and resources that support the maximum achievement of both genders in literacy and numeracy based on current research.	Ross Hett/Curriculum Leaders	1/18/2010	6/22/2012	In-Progress	High	75	8,000		★

The number of students meeting or exceeding expectations in numeracy by year-end (as reflected by data from the numeracy problem sets and report card results) will be 90%. Incorporated within this goal will be a focus on the unique learning differences between the genders in order to maximize the achievement of all students.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Supervision of learning through daily walkthroughs	Ross Hett/Admin Council	8/15/2009	6/29/2010	In-Progress	Medium	50		★	
Allocation of time at each staff meeting for authentic learning experiences/professional sharing by staff	Ross Hett/School-Based Teachers	3/23/2010	6/29/2012	In-Progress	High	80		★	

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Initiate professional staff learning on gender differences in education and how to implement strategies in the classroom to maximize the achievement of both genders.	Ross Hett/Curriculum Leaders	8/30/2010	6/17/2012	In-Progress	High	80	1,000	★	
Develop a program for implementation in the 2010-11 school year that enhances the importance of assessment data and ensures students do their best on assessment instruments and that all assessment instruments are completed fully.	Ross Hett/School-Based Teachers	4/12/2010	6/17/2011	In-Progress	High	50			★
Develop structures and resources that support the maximum achievement of both genders in literacy and numeracy based on current research.	Ross Hett/Curriculum Leaders	1/18/2010	6/22/2012	In-Progress	High	75	8,000		★

Strategies

Status: Approaching Expectations

The strategies chosen generally fall into the Promising Practice category. A key initiative introduced late in the 2009-2010 school year is to incorporate a significant learning piece into every staff meeting, based on the belief that whenever the staff get together, the main purpose should be a learning focus. Another focus during the 2010-2011 school year has been to start learning about differences in gender and how the knowledge of those differences can be used to create engaging learning experiences that maximize the student achievement of both genders. To date, the book, "Why Gender Matters" by Dr. Leonard Sax, has been given to the staff to read, gender specialist teacher Erika Van Oyen presented at a staff meeting, and data has been shared that shows differences in achievement between the genders. As well, a very engaging literacy series has been purchased for all the grades and the collection of motivational non-fiction books, as well as appropriate graphic novels, has been augmented in both the library and some classrooms.

Structures

Status: Meeting Expectations

One of the major structural changes in the school has been the ability for Smartboards to be installed in every classroom by the end of the 2010-2011 school year. This will ensure pedagogical consistency between the grades using this technology and continuous sharing and learning by teaching staff (as they all will now be interacting with this learning tool on a daily basis). Another structural change was the establishment of an ad hoc marketing committee, using a significant amount of SPC meeting time for this task. It is hoped a separate marketing committee will be established, so that the SPC can focus on the school improvement plan, as well as liaison with other School Planning Councils in Lake Country. A structural change involving student leadership and opening that leadership to all grade levels (1-7) was the establishment of a Student Council in the 2010-2012 school year. This initiative will evolve in the following year to have two terms (Sept. - Jan. and Feb. - June) for the council members so that more students can partake in this leadership. As well, the virtues project, in which a virtue of the week is introduced at the weekly Monday assembly, has now been augmented to have the virtues clustered around 7 pillars of character (essential and high virtues) that will help students thrive in meaningful lives as they grow and mature.

A final comment needs to be made about the support of the Boys and Girls Club in providing licensed after school care at Oyama Traditional School during the 2010-2011 school year. Investigations are now in progress to having licensed morning care by the club for the 2011-2012 year to augment the afterschool care for families who live in Oyama but need to commute early for work. At least three potential additional K registrations are hinging on this care.

Coherence and Alignment

Status: Meeting Expectations

There is alignment within these strategies and structures with the strategic goals selected for the School Improvement Plan. For example, the District Goals for Literacy include 90% of students in grades 3-9 meeting or exceeding writing performance standards by June, 2011, and one of the strategies at OTS is to ensure both "Excellence in Writing" and "6+1 Traits Writing" are used consistently by all teachers across the grade 3 - 7 levels. Another District goal is to ensure 90% of students in grades 4-8 are meeting or exceeding grade level expectations on a whole class reading assessment by June, 2011; we have a strategy of ensuring any student who is struggling to meet grade level expectations is placed in a supplementary one-to-one reading program in order to help the student increase their reading level.

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
STRATEGIES	Strategies are not connected to school and/or district goals and objectives.	The district and schools have improvement strategies in place with some connection to goals and objectives.	The district and schools have practical, research-based strategies in place to achieve goals and objectives. Strategies link to staff development and other improvement efforts. There is evidence of monitoring and adjusting strategies as required.	The district and schools have practical, research-based strategies in place to achieve goals and objectives. Strategies are in place to address areas of highest need and link to staff development and other improvement efforts. The district and school consistently monitor and adjust strategies as required.
STRUCTURES	The district and schools have not aligned structures to support school and/or district goals and objectives.	The district and schools have some structures in place to support school and/or district goals and objectives.	The district and schools have structures in place to support school and or district goals and objectives. Structures support areas of highest need and align with strategies.	The district and schools have structures in place to support school and/or district goals and objectives. Structures support the areas of highest need and align with strategies. Structures are consistently monitored and adjusted as required.
COHERENCE AND ALIGNMENT	There is little connection between school and district plans, and there is little evidence of efforts to develop connections.	The district and schools are developing connections between school and district plans.	Connections between the district and schools are interactive and reflect both school uniqueness and district directions.	Connections between the district and schools are interactive and reflect both school uniqueness and district directions. Schools connect with other schools to build capacity.

ACT



Building Learning Communities

Dialogue and communication

Status : Meeting Expectations

Communication, dialogue, and input with/from staff, students, parents and the community is facilitated by many avenues from weekly e-posts to parents and memos to staff, to parent and student surveys, to weekly theme-based assemblies with student presentations, etcetera. Several articles in the local newspaper as well as a network of relationships with outside agencies such as the Boys' and Girls' Club, the local daycare, and strong start program personnel, the Kiwanis Club, the Oyama Community Centre, etcetera, ensure close community links. The small size of OTS enables collaborative opportunities daily with staff and students. The ad hoc marketing committee, comprised of the members to the School Planning Council, has helped raise awareness about OTS through newspaper display ads, the placement of brochures and posters throughout the wider community of Winfield, etcetera.

Parent involvement

Status : Meeting Expectations

Oyama Traditional School has one of the highest levels of parent involvement of any school in the district. Parents give their input through the very active Parent Advisory Council as well as the School Planning Council. Many parents volunteer countless hours in programs and clubs that help the school thrive, including the Greenhouse Club, the Hot Lunch Program, the One to One Leveled Reading Program (Star Reading), fundraising drives, marketing and even student enrichment (tutoring students on the programming attached to our new tera-gig video-editing workstation). Parent volunteerism, although strong, will continue to be organizationally enhanced next year with a sign-up for the various needs throughout the year at the opening day Welcome Back Breakfast. One success of doing this in 2010 was parents signing up for the supervision of Friday House Games (enabling the House Team system to be greatly enhanced) as well as the maintenance of uniforms.

Leadership

Status : Meeting Expectations

Leadership is naturally distributed in many areas of school life. Student leaders have the opportunity to give their input as they meet in the various roles of Student Council members, We Day student leaders, House Team Captain leaders and as they do so, they represent the school as role models to their peers. One example of how powerful this student leadership can be was the 10 Day Random Act of Responsibility Challenge, where the student council members wrote as many "random acts of responsibility" as they could find over a 10 day period on sticky notes, sticking them to the principal's door each day. Then these were collated and some of the best shared in a powerpoint developed by the students at one of the assemblies. Another example, is the initiative of three senior We Day student leaders in arranging for a program for grade 6/7 girls, and to include a blend of girls from the three feeder schools, to take place at OTS in May. Staff leadership is one of the strengths of the school; they readily take the lead on projects (i.e. the "Writing Clothesline", planning for spirit days and theme days, organizing inservice on the Smart Board, participating actively in learning discussions about gender differences in education, etcetera). In my role as Principal, my goal of continually improving the school as one of the best practice traditional schools in the province, sensitive to the unique demographic of northern Lake Country, will continue. The explicit and overt focus on character on a weekly basis, combined with the energy and friendly competition of the House Team system, the number of parents volunteering in the school, and the focus of the talented staff on creating engaging and assessment driven learning experiences makes leading OTS to be one of the most professionally satisfying positions of my career.

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
IALOGUE AND COMMUNICATION	There is no consistent approach to communicating about student achievement.	The district and schools communicate about student achievement and make public their improvement goals and the progress being made.	The district and schools communicate in multiple ways about improving student achievement. There are opportunities for dialogue, and community input is valued.	The district and schools communicate in multiple ways about improving student achievement. There are ongoing opportunities for dialogue, and community input is actively sought and valued. These practices are embedded in school and district culture and are sustained over time.
PARENT INVOLVEMENT	There is little evidence of parent involvement. Few ideas are sought or heard in setting goals and working collaboratively to improve the achievement of all students.	Some groups of parents have a role in setting goals and working collaboratively with schools and the district to improve the achievement of all students.	Parents, individually and collectively are actively involved in setting goals and are working collaboratively with schools and the district to improve the achievement of all students.	Parents, individually and collectively, are actively involved in setting goals and are working collaboratively with schools and the district to improve the achievement of all students. Efforts to engage less active parents as well as specific groups of parents are evident. Parental involvement is embedded in school and district culture and sustained over time.
LEADERSHIP	There is little evidence of collaborative leadership.	There is some evidence of collaborative leadership.	Leadership is collaborative at all levels of the system with a shared commitment to improving student achievement.	Leadership is collaborative at all levels of the system with a shared commitment to improving student achievement. Efforts to build and sustain leadership capacity at all levels are evident.

PLAN ASSESSMENT

10 Points of Inquiry Summary

Point of Inquiry		Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
STUDY	Results		X		
PLAN	Goals			X	
	Rationale			X	
	Data		X		
DESIGN	Strategies		X		
	Structures			X	
	Coherence and Alignment			X	
ACT	Dialogue and communication			X	
	Parent involvement			X	
	Leadership			X	

CERTIFICATIONS

(This page is to be forwarded to Superintendent's Office)

Oyama Traditional School

School Planning Council:

We certify that, to the best of our knowledge, the information provided in this progress report is accurate.

_____ Student Member's Name (Print) (grades 10-12 school)	_____ Signature	_____ Date
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_____ Parent Member's Name (Print)	_____ Signature	_____ Date
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_____ Parent Member's Name (Print)	_____ Signature	_____ Date
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_____ Parent Member's Name (Print)	_____ Signature	_____ Date
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_____ Teacher Member's Name (Print)	_____ Signature	_____ Date
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_____ Principal's Name (Print)	_____ Signature	_____ Date
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Superintendent or Assistant Superintendent:

I confirm that the requirements of the School District No. 23 (Central Okanagan) accountability program have been fulfilled.

_____ Superintendent's Name or Designate's Name (Print)	_____ Signature	_____ Date
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Board of Education representative at the SPC review meeting:

_____ Trustee's Name (Print)	_____ Signature	_____ Date
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PLAN-DESIGN-ACT-STUDY PLANNING CYCLE

key areas for inquiry
to enhance school improvement



PLANNING CYCLE

