

# SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and  
Board of Education, School District No. 23 (Central Okanagan)

## École KLO Middle School April, 2009

### **Snapshot of School Goals for 2008/2009**

1. By June 2011, student readiness as defined by passing rates in all 5 (or 6 french immersion) subjects will increase each year to reach:
  - a. 95% in grades 7 and 8
  - b. 90% in grade 9
  
2. By June 2011, student levels of social responsibility as defined by the ministry's performance standard will increase each year so that 85 % of students in each grade will meet or exceed expectations on the social responsibility performance standard.
  
3. By June 2011, achievement indicators for healthy living as defined by the health and career education IRP will increase yearly so that 85% of students will meet or exceed expectations based on a school-based performance standard.

### **School Mission Statement**

Our mission is to create a school community which honours diversity, fosters creativity, encourages adaptability and celebrates learning throughout life.



*“Together We Learn”*

## **SCHOOL DISTRICT No. 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.”

### **DISTRICT FOCUS 2009/2010**

- 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).
- 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.
- The Board continue work toward improving student health, and work toward improving employee health and wellness including the reduction of overall absenteeism.
- 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 AND FOCUS 2009/2010**

## **DISTRICT GOALS**

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

- 1) By June 2013, 89% of our students will graduate or earn their school completion certificate within six years of starting grade 8 – current average is 84%.
  - June 2009 – 85%
  - June 2010 – 86%
  - June 2011 – 87%
  - June 2012 – 88%
  - June 2013 – 89%
- 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%
- 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%
- 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.

### **B. LITERACY - The School District will continue its endeavour to improve all literacy skills for all students with the following objectives:**

- 1) 90% of primary students meeting or exceeding grade level expectations on the Early Intervention Literacy Screener by June 2011.
- 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.
- 3) 90% of students grade 3 - 9 meeting or exceeding writing performance standards by June 2011.

- 4) 90% of students in grades 4 - 8 meeting or exceeding grade level expectations on a whole class reading assessment by June 2011.
- 5) 90% of Grade 10 students completing their English graduation or school completion requirements in the appropriate year by June 2011.

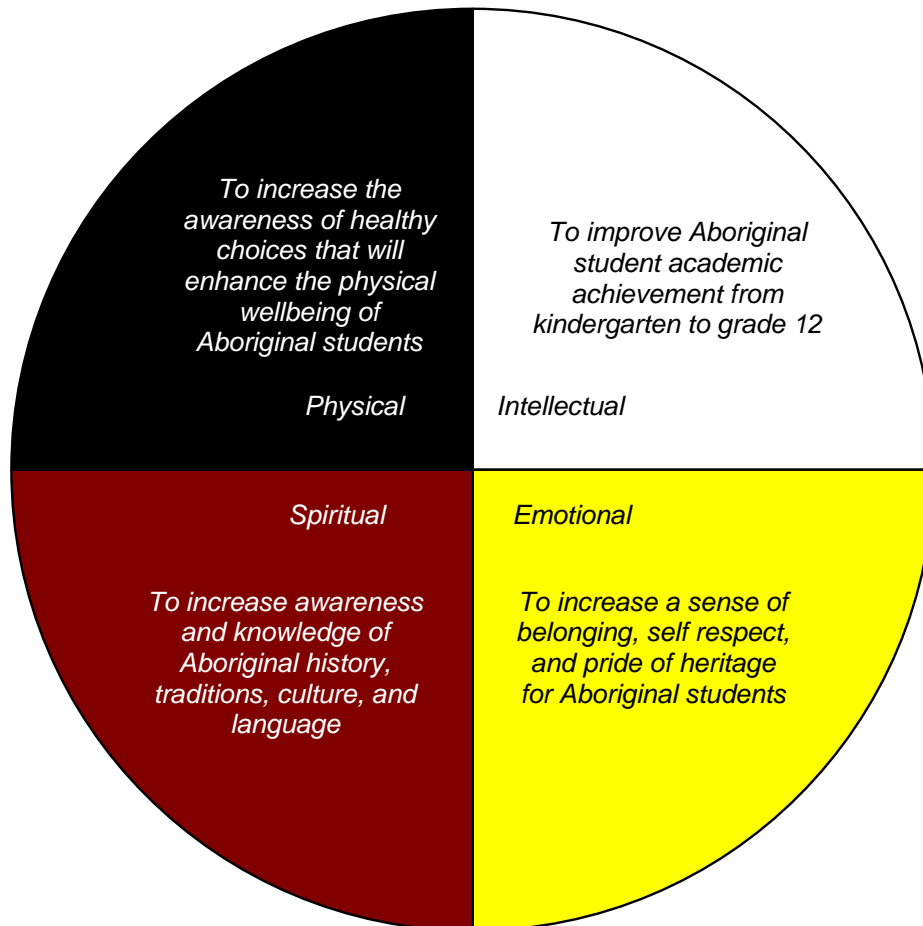
**C. NUMERACY - The number of students in grades K - 3 not yet meeting and approaching expectations in mathematics will be reduced annually by 25% as measured on yearend report cards.**

**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.**

- 1) The School District 23 K - 12 Numeracy Operational Plan will outline strategies to achieve the following in 2009 - 2010:
  - Develop and circulate the Numeracy Operational Plan to all staff by December 31, 2009, including presentation at a fall Education Committee meeting.
  - 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.
  - 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.
  - Implement the use of a numeracy component of the Early Learning Screener at all elementary schools during the 2009/2010 school year.
  - Include systems and structures to identify and support students at-risk in numeracy within each school's 'pyramid of intervention' by September 1, 2010.
  - Fully operationalize numeracy intervention strategies and resources at the District level by June 2011, and assess these strategies and resources by June 2012.

# Goals of Our 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.

For further information, please refer to the District's Aboriginal Education Enhancement Agreement: "Working Together for Aboriginal Students of all Nations", December 2006 – December 2011.

# CELEBRATING SCHOOL SUCCESSES

## Unique School Characteristics:

École KLO Middle School is the only french immersion middle school in School District 23. Our population of eight hundred and twenty grade seven, eight and nine students consists of thirty five per cent french immersion program students and sixty five per cent English program students. Along with the regular course offerings provided to middle school students we have a number of unique programs for our student population. These include:

- **Dance & Fitness 9** – This is a co-ed course for students who like to improve their fitness level and health primarily through dance instruction.
- **Desktop Publishing** – This course introduces students to desktop publishing and graphic design. Students work as a team to produce the KLO yearbook and monthly KLO newsletter.
- **Marketing** – This course involves the operation of our school store that emphasizes selling healthy food. Students are exposed to many aspects of running a business.
- **Leadership Action Team** This is a program designed to build strong connections between grade 9 leaders and younger students. It involves peer mentorship, peer tutoring and restorative justice facilitation. These students act as our school ambassadors and learn the skills needed to provide a welcoming orientation to new students and visitors to our school throughout the year.
- **Canine Counselor Program** – This program provides our resource program students and a variety of students who access our student support services with the opportunity to positively interact with a canine counselor. Our canine counselor assists students with: heightened interaction and cooperation; increased social stimulation; a safer, more trusting environment; decreased anger, decreased stress; incentives to communicate; appropriate ways to meet the need to touch and be touched. Our program is connected to the St. John's Ambulance therapy dog program which provides training and certification for appropriate canines.
- **WEB Leadership** – This grade 9 elective develops positive school culture as well as helps grade 7 students transition successfully to middle school. WEB leadership students learn the concept of positive school culture in an atmosphere of teamwork, school spirit and fun. WEB students act as leaders, motivators, mediators, and mentors for the new grade 7 students. WEB students plan assemblies, organize events and fundraisers, and work weekly with grade 7 & 8 TAG classes. They also plan, organize and present school assemblies at the elementary feeder schools. These assemblies are directly connected to the social responsibility performance standards and provide meaningful and genuine opportunities for students from KLO to develop relationships with younger students in the same family group of schools. WEB is about students helping students succeed, making sure every student at KLO feels connected to the school community.
- **WIN Program** – This program is designed to provide “at risk” students with individual support systems. Students in this program are provided with “Whatever Is Needed” to be successful.
- **Student Voice** – This program provides all students with the opportunity to have a voice in school goals and strategies. Each month a Student Voice rep from each of the thirty eight advisory classes meets with the principal to discuss issues important to the students and find ways to bring about improvement at the school level.
- **Enviro Voice** – Each TAG class has an Enviro Voice rep that meets once a month with the teacher leader to discuss issues and plan projects to contribute to KLO's Green School initiative. Through Enviro Voice, students learn that they can make a positive difference in their school, for the environment and for the planet.
- **TAILS** – TAILS (Therapy Animals Increase Literacy Skills) is a school/community initiative. It is a program that uses dogs as reading buddies for students. The volunteer handlers have received training in one-on-one reading strategies and work with students who need additional time to improve their reading skills. The TAILS dogs are connected to the St. John's Ambulance therapy dog program which provides training and certification for appropriate canines.

## **School Performance Information**

KLO continues to have many school successes of which we are proud.

In May...

- We held an assembly to celebrate some of the student successes outside of the classroom. This included the 30 Hour Famine, where students raised over \$5400 for World Vision.
- KLO received a Green School award from the Seeds Foundation for completing one hundred environmental deeds.
- The Gr. 7 Jr Achievement program raised over \$2400.00 for charity.
- Our annual Abby Baskets Raffle raised \$4800.00 which was donated to the Canadian Cancer Society's Camp Goodtimes.
- All of our students enjoyed a fun-filled KLO Track and Field Day.
- Our grade eight french immersion students attended a cultural play at the community theatre.
- Our grade nine band students enjoyed a five day trip to Edmonton.
- Our Grade six parents attended an information session for our upcoming grade seven students.

In June...

- Our coaching staff organized a fun-filled Athletic Banquet for all of our athletes and their parents. There were four hundred and thirty six participating students in the following sports at KLO: badminton, basketball, cross-country, curling, field hockey, golf, rugby, tennis, track and field, and volleyball. Thirty six staff, parents and community members volunteered their time to coach our teams.
- Our band students wowed their parents with an outstanding evening of performances at the community theatre.
- Through Student Voice, our grade 7, 8 and 9 students organized grade-wide yearend celebrations.
- The DTP class published and distributed 550 copies of their KLO 2007/2008 yearbook that will be enjoyed for years to come.
- The KLO PAC treated our staff to a Staff Appreciation Brunch.
- The KLO staff organized an Excellence in Education evening where we recognized almost three hundred KLO students for their accomplishments this year.

In September...

- We began the year with a welcome assembly for all students that included a performance by many of our teachers.
- Our leadership students organized the Terry Fox Run and raised over \$2600.00 for cancer research.
- Our Fall sports teams started their practices.
- Our School Store and Hot Lunch Program, operated by our Grade 9 Marketing class, began service to our students, using only food that meets the new ministry guidelines.
- All of our Marketing students obtained their Food Safe certificates.
- Our resource room students and staff began selling pizza and healthy drinks every Friday.
- Our recycling program started, organized by our resource program students and staff.
- Hundreds of students and parents attended a fun-filled Meet and Greet evening.
- One hundred and thirty grade nine students went on a wilderness camping experience to Cathedral Lakes.

In October...

- Our first Student Voice meeting of the year took place. Reps from each TAG met with the principal to discuss and set their goals for the year.
- Our five student teachers started their first week of observation at KLO.
- The cross country season ended with KLO again winning the Jr. Okanagan Valley Championships.
- The grade 7 girls and boys had a very successful volleyball season with great participation and sportsmanship.
- Our Healthy Schools Network committee developed an inquiry question to aid transitioning students to grade ten.
- Our Leadership classes added to the school spirit by organizing a successful Haunted House, Halloween Assembly and Spirit Week.

In November...

- Ninety seven per cent of our grade 9 students took part in the national Take Our Kids to Work Day.
- Our grade 7 and 8 boys and girls rugby team played an undefeated season and were the OCSAA City Champs.
- Our grade 8 and 9 girls field hockey team had a great season making it to the semifinals.
- Our grade 9 boys and girls volleyball teams both made it to the semi finals of the playoffs.
- Our Tech 9 class won third place in the National Robocup Challenge held at OUC.
- The KLO band, choir and drama classes organized a meaningful Remembrance Day assembly.
- Grade 8 leadership students organized an activity for a daycare in our community.
- WEB students presented four elementary school assemblies which focused on celebrating differences.
- Grade eight applied skills classes received the community funded Heroes Program.
- Each TAG received a TAG parent to help out in a number of ways in each class.

#### In December...

- Students filled two large trucks with food and gifts for the Food Bank.
- A Turkey Dinner drive provided 18 KLO families with gift certificates for a turkey dinner.
- Fifty students received prizes at our recognition assembly from the “Good News Notes” program draws.
- Marketing students donated money to World Vision for fruit trees, educational supplies and food for students living in third world communities.
- WEB students organized Santa Grams and a Christmas assembly for our school.
- Our Choir performed at Orchard Park Mall.

#### In January...

- Five school teams entered the Dragon’s Den Entrepreneur district competition.
- Our Parent Clubs began. Parents offered students lunchtime clubs in scrapbooking, computer games, cards, chess, board games, yoga, bump ball and spinning and weaving. Over one hundred students attended these clubs.
- Our students had their first school dance and activities afternoon that involved all staff.
- The Board of Education recognized students and staff at KLO for their exemplary production of an environmental initiative; building and using a school compost.
- The WEB students organized a very successful Spirit Week.
- Leadership students presented the first transition survey to our grade 9 students.
- Our Art Club and Drama Club started regular meetings.

#### In February...

- Our grade 7 boys and girls basketball teams had a great season with lots of participation.
- Our grade 8 boys basketball team made it to the semi-finals of the City Championships.
- KLO hosted two grade 8 girls teams who played well in both league and tournament play.
- Our WEB students were kept busy as they organized the KLO Idol, KLO Talent Show, Heart-O-Grams, and Match makers quiz.
- The grade 9 boys basketball team played well and had a great season.
- The grade 9 girls basketball team were the city champions and went to provincials.
- KLO students produced an award winning video for Harmony Day that was also shown at a Board Meeting.
- The Millenium in Motion Tour hosted a Free The Children assembly and student workshop which resulted in planning important fundraising projects for this year and next year.
- Our badminton team started their season of play and attended a tournament at the Kelowna Badminton Club.
- WEB students again presented assemblies to our elementary schools.

#### In March...

- A display of KLO student work was set up at the School Board Office.
- A display of KLO student art was part of the Art in Action display at the Kelowna Art Gallery.
- Some of our students represented KLO at the Education Week Breakfast.
- All grade 7 and 8 TAG classes; over 500 students, were involved in the Battle of the Books competition. The final Battles took place in two separate assemblies in the gym.
- Our technology class had many successes at the OUC Spaghetti Bridge Building Contest.
- Leadership students presented the second transition survey to our grade 9 students.
- All grade 9 students experienced the Star Lab that was set up at KLO.
- We celebrated our successes with an assembly recognizing 50 students with Good News prizes and were treated to the music of our grade 8 band and grade 9 Jazz Band Combo.
- Our grade 8 and 9 students received a visit from an Olympic athlete, Andrea Holmes, who brought a prototype of the 2010 Olympic Torch with her.

#### In April...

- All grade 8 and 9 French immersion students attended a performance at the Mary Irwin Theatre.
- All KLO students attended a performance on cyber bullying through the Social Justice Institute.
- KLO took part in the Kelowna Community Clean-up program, filling many bags with litter from around the community.
- Over sixty students took part in a Vow of Silence to raise money for women and children in third world countries.
- The Aqua Van visited all of our grade 8 science classes.
- Thirty grade 9 immersion students spent a week in Farnham, Quebec as part of a French exchange program.

## **PREVIOUS YEAR'S GOALS/AREAS OF FOCUS:**

### **Goal Statement #1:**

To improve the literacy skills of our students in reading, writing and numeracy

### **Summary of Achievements in Relation to Target(s):**

We used the following target for this goal:

By June, 2011, student readiness as defined by passing rates in all 5 (or 6 french immersion) subjects will increase each year to reach:

- 95% in grades 7 and 8
- 90% in grade 9

Success was measured in the area of reading and writing and numeracy using the district's readiness data. This data indicated:

Grade 7 readiness:	94.28 %
Grade 8 readiness:	92.25%
Grade 9 readiness:	93.45%

We are on target for grade 9 results and will continue to strive for the district's goal of 95% for grade seven and eight students. In 2008/2009 we will disaggregate our data to the level of individual students who are not yet ready to move to the next level. Twenty three percent of students achieved Principal's Select Honour Roll status. Our SWW data indicated a significant improvement from the fall to the spring write in all three grades. Improvement in those receiving a 3 or 4 standard: Gr. 7: 27 % to 34%, Gr. 8: 23% to 55%, Gr. 9: 23% to 41%

### **Goal Statement #2:**

To continue to create a safe and caring environment for students

### **Summary of Achievements in Relation to Target(s):**

We used the following targets for this goal:

- By June, 2011, student levels of social responsibility as defined by the ministry's performance standard will increase each year so that 85 % of students in each grade will meet or exceed expectations on the social responsibility performance standard.

In 2007/2008 we started collecting baseline data and found that according to the social responsibility performance standards our students are already achieving this standard. We will follow a grade cohort group to see if more students will exceed expectations as they move through their middle grades.

Fifty one per cent of students achieved work ethic list of distinction. This is defined as six or seven G's on their report card with no N's.

### **Goal Statement #3:**

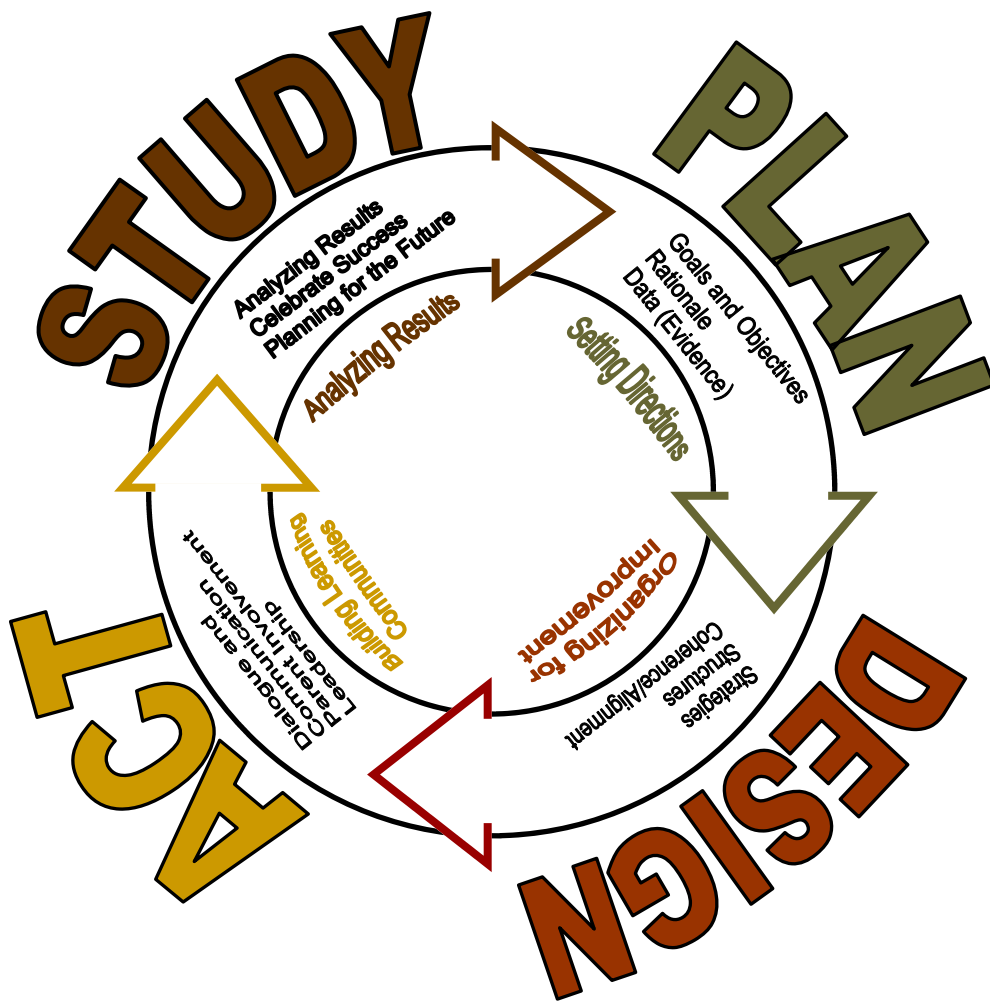
To improve the physical well being of our students

### **Summary of Achievements in Relation to Target(s):**

We used the following targets for this goal:

- By June 2011, achievement indicators for healthy living as defined by the health and career education IRP will increase yearly so that 85% of students will meet or exceed expectations based on a school developed healthy living performance standard
- We are still in the process of designing a performance standard using the draft the ministry has provided to us. The number of students who participate in extra curricular activities remains high. In 2007/2008 there were four hundred and thirty six participating students in the following sports at KLO: badminton, basketball, cross-country, curling, field hockey, golf, rugby, tennis, track and field, and volleyball.

# KEY AREAS FOR INQUIRY TO ENHANCE SCHOOL IMPROVEMENT



## PLANNING CYCLE

# QUESTIONS FOR INQUIRY STUDY

## Analyzing Results

Improving districts and schools continuously improve results. They monitor progress and make adjustments in key areas of student achievement for individual students, groups of students, schools and the district.

### Questions:

- Through a review of classroom, school, district or provincial data, what improved results can you identify?
- What trends or patterns are emerging from the results?
- What evidence can you present to demonstrate that:
  - every school in the district is improving?
  - every classroom in each school is improving?
  - specific groups of students are improving?
- If results are not improving, what are you doing to find out why?
- As a result of your inquiry, what adjustments are you making to ensure that there is improvement?

# PLAN

## Setting Directions: Goals and Objectives

Improving districts and schools have a strong instructional focus. This focus is made visible in relevant goals and objectives for improving achievement for all students.

### Questions:

- What specific goals have you chosen for improving student achievement?
- What objectives have you chosen to support your goals?
- What process is used to review and revise goals and objectives to ensure a focus on areas of need?
- How do the goals and objectives address achievement for all students;
  - The most challenged?
  - The most able?

## Setting Directions: Rationale

Improving districts and schools have a thorough and connected set of reasons, based on evidence, for the selection of their student achievement goals and objectives.

### Questions:

- What reasons do you have for selecting your goals and objectives?
- When selecting your goals and objectives what specific groups of students were you most concerned about? How did you determine this priority?
- Your data seem to indicate some challenges and/or opportunities to enhance student achievement in \_\_\_\_\_.
- How did you consider this information when developing your goals and objectives?

## Setting Directions: Data /Evidence

Improving districts and schools are actively considering at least three sources of evidence including classroom, school, district and provincial data. The analysis of this evidence informs the selection of district goals and objectives and is used to monitor progress.

### Questions:

- When setting your goals and objectives, what data/evidence did you consider:
  - Classroom?
  - School?
  - District?
  - Provincial?
- What did the data/evidence tell you about the achievement of all students?
- How are you disaggregating data to get a deeper understanding of particular groups of students?
- How are you aggregating data from the classroom to use at the school and district levels?
- What did you observe when you considered the relationship between performance and participation rates?
- How are you tracking data/evidence over time?
- What data/evidence did you find most useful?
- How are staff and SPCs engaged in working with data?

# DESIGN

## Organizing for Improvement: Strategies

Improving districts and schools have focused, well organized improvement plans in place. The strategies selected to achieve the goals and objectives are a blend of research, best practice, and innovative thinking.

### Questions:

- How did you determine the strategies to support your goals and objectives?
- What strategies are you using in your improvement efforts in the areas of:
  - staff development?
  - assessment practices?
  - instructional practices?
  - other?
- What strategies are in place for schools that do not demonstrate improvement?
- What specific strategies are in place for groups of students who do not demonstrate improvement?
- How are you determining the effectiveness of your strategies?
  - what adaptations or refinements are you making to your strategies?
- What strategies are you finding promising?

## Organizing for Improvement: Structures

Improving districts and schools have aligned structures – resources, time, organization - to get results. This includes, but is not limited to, effectively differentiating resources in the areas of highest need for improvement.

### Questions:

- How did you determine the structures to support your goals and objectives?
- What structural changes are in place or are you considering as a result of identifying areas for improvement?
- What specific structures are in place for schools that do not demonstrate improvement?
- How do you monitor your structures and adapt or refine them as required?
- How do your structures support your strategies?
- How are you aligning your resources to support the achievement of your school goals?

## Organizing for Improvement: Coherence/Alignment

In improving districts, there is a connection between school and district goals and objectives. School uniqueness and district directions are both valued. Schools connect with other schools to build capacity.

### Questions:

- Describe the connection between school and district plans.
- Describe how the school board:
  - consults with the SPCs.
  - approves school plans.
- To what degree do schools develop goals or objectives that respond to their unique circumstances?
- How is the connection between school and district plans reinforced and supported?
- How are connections among schools reinforced and supported?
- Describe the connection between the Enhancement Agreement and school plans.
- Describe the connection between the Enhancement Agreement and the district Accountability Contract.

# ACT

## Building Learning Communities: Dialogue and Communication

Improving districts and schools maintain relationships that promote continuous dialogue about student achievement and make public their improvement goals and the progress being made in specific areas of focus.

### Questions:

- How do you build relationships with all communities in your district and schools that enable you to connect in an ongoing dialogue about student achievement?
- What strategies do you use to seek input about improving achievement?
- What strategies have you found most effective for strengthening dialogue about student achievement?
- How do you ensure communication about student achievement is consistent, timely, and delivered in multiple ways with:
  - Staff?
  - Students?
  - Parents?
  - The community?

## Building Learning Communities: Parent Involvement

Improving districts and schools work with all parents to improve student achievement.

### Questions:

- How do you build relationships with parents/parent groups in your district and schools that enable you to connect in an ongoing dialogue about the student achievement?
- At the school and district:
  - How are parents encouraged to support their child's achievement?
  - How are parents and parent groups, including the PAC(s) and DPAC, involved in efforts to improve student achievement?
- How are parents and SPCs involved in setting goals?
- How are SPCs reaching out to engage all parents, including parents of specific groups such as Aboriginal, Special Needs and ESL students, to support achievement for all students?
- What strategies are you finding most useful in engaging parents?

## Building Learning Communities: Leadership

Leaders in improving districts and schools have a clear vision for, and commitment to improving achievement for all students. Leadership at all levels, in all roles; is distributed, encouraged and systematically developed with a focus on improving student achievement.

### Questions:

- How do leaders in the school/district demonstrate their focus on the continuous improvement of students' achievement?
- How is leadership in the district and schools distributed among principals, vice-principals, teachers, support staff, district staff, parents and students?
- How is leadership capacity encouraged and developed at all levels?

# STUDY



1. Through review of classroom, school, district or provincial data, what improvement results can you identify?
2. What trends or patterns are emerging from previous years' results?
3. What three pieces of evidence have you chosen to demonstrate current results?

## Improvement Results:

We believe that the results for the 2007/2008 school year listed in the summary section of this document have continued to show an upward trend in almost all areas. In September 2008, we re-aligned our goals with the district's readiness goals and continued to focus on quality assessment practices as the main strategy for improving student achievement. We are now completing the second year of a four year process of implementing quality assessment practices and measuring successes using school-based data.

## Trends /Patterns:

- Course failure rates continue to decline.
- FSA results historically show a consistent pattern of meeting or exceeding all district and most provincial averages in all areas.
- School-wide write results continue to show more students achieving a 2 or 3 on their first write as they move into higher grades.
- Honour roll and work ethic data show an increase in the percentage of students exceeding expectations in academic standards. This year there has been a slight decline in work ethic achievements which we attribute to the use of a performance standard by all teachers so the criteria for work ethic is much clearer.

## Evidence to Demonstrate Current Results:

### Goal 1:

- School-Wide Write data, course failure rates including student readiness data, and honor roll data

### Goal 2:

- Social Responsibility Performance Standards, work ethic data and student survey data

### Goal 3:

- the new draft Healthy Living Performance Standards data (presently being revised by staff), number of students involved in physical extra curricular activities and PE fitness results

The final data will be collected and tabulated in June and will be discussed in June or September as part of our goal-setting process for the coming year.

	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.

# PLAN



1. What specific goal(s) / target(s) have you chosen for student improvement?
2. What reasons do you have for selecting your goals?
3. How do goals/objectives address achievement for all students?
  - Most challenged
  - Most able
  - Aboriginal

**Goals/Targets:**

By June 2011, student readiness as defined by passing rates in all 5 (or 6 French Immersion) subjects will increase each year to reach:

- 95% in grades 7 and 8
- 90% in grade 9

By June 2011, student levels of social responsibility as defined by the ministry’s performance standard will increase each year so that 85 % of students in each grade will meet or exceed expectations on the social responsibility performance standard.

By June 2011, student levels for healthy living as defined by the new draft healthy living performance standard will increase yearly so that 85% of students will meet or exceed expectations based on the achievement indicators.

**Rationale:**

The district has recently started to gather data on readiness rates which can be used to establish trend lines and can be disaggregated to look at males, females, most challenged, most able and aboriginal students. This data, along with our honour roll and work ethic data and our school based school-wide write data, will help us to track both large and small groupings of students over time. The ministry performance standards for social responsibility and healthy living will help provide more consistent and objective measurements in the areas of social responsibility and healthy living.

**Disaggregated Data/Evidence:**

Last year we started to look at readiness data and established some baseline information. This year we are disaggregating the data down to individual students and connecting each student to our pyramids of intervention. This allows us to look more closely at our most challenged, most able and aboriginal population.

	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

1. What strategies are you using in your improvement efforts in the areas of:
  - Staff development?
  - Assessment practices?
  - Instructional practices?
  - Other?
2. What specific strategies are in place for groups of students who do not demonstrate improvement?
3. Describe the connection between the Aboriginal Enhancement Agreement, District Accountability Contract and school plan.
4. How has staff development and the distribution of resources been aligned to help with the achievement of school and district goals?

### Strategies:

Staff development has continued to focus on assessment and instructional practices. This has been the focus of many staff PGPs and staff development activities. Regular staff development around quality assessment, readiness, and social responsibility occurs at staff meetings.

### Structures:

Our comprehensive student support model includes specific pyramids of intervention which address the social, emotional and intellectual needs of our students through our SBT with varying levels of intervention. Students who do not demonstrate improvement also have access to strategies classes, a homework club, learning assistance, counselling, a literacy intervention program, our student support program (WIN) and a behavioural CEA. The readiness curriculum leader position has allowed us to more consistently look at our readiness data. Additional structures include: a peer mentorship program, fruit and veggie program, an organized DPA program, a standardized work ethic rubric, our WEB and L.A.T. Programs, a school assembly program to provide collaborative time for staff, a healthy network survey to improve our grade 9 to 10 transition program. Our aboriginal advocate and CEA support the emotional, physical, spiritual and intellectual development of our aboriginal students.

### Distribution of resources:

- additional staffing and equipment costs for 21<sup>st</sup> Century learning, daily physical activity and career programs
- release time for teachers to collaborate and attend staff development activities and workshops
- additional blocks to support struggling students in English and French

Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement	
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.	STRATEGIES
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.	STRUCTURES
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.	COHERENCE AND ALIGNMENT

# ACT

## Building Learning Communities

1. What strategies do you use to seek input?
2. How do you ensure communication about student achievement is delivered to:
  - Staff, Parents, Students, Community
3. How is leadership distributed among administrators, teachers, support staff, parents and students?

At KLO we seek input through:

- feedback loops in our newsletters, our SPC meetings, PAC meetings, Student Voice, Enviro Voice, staff meetings, staff input meetings for specific topics, curriculum leader meetings, PGP group meetings, use of conferences in First Class, PLCs, satisfaction surveys, student surveys through TAG classes, and Aboriginal Advocate and CEA requesting input from parent community

Communication about student achievement:

- School newsletters, PAC meetings, media, school and teacher website, PAC meeting presentations, SPC meetings, aboriginal advocate and CEA communicating with parent community, First Class emails, Mastergrade emails, recognition assemblies which include parents and community members, report cards, Good News Notes, and parent conferences

Leadership:

- Curriculum leaders, PGPs which focus on assessment, Healthy Schools Network Team, staff development at staff meetings, assessment study groups, Student Voice, Enviro Voice, WEB leadership classes, PAC executive, SPC members, parent volunteer list, teachers involved in inquiry groups informally and formally through the network of performance based schools, student leadership action team, professional learning community regarding advisement, mentorship of student teachers, Power of One student group, Me to We student group,

Parent Involvement:

- This year we have made a commitment to increase the level of meaningful parent and community involvement. We have added the following new programs and opportunities: a TAG parent for almost every teacher, parent sponsored lunch clubs, Enviro Voice parent rep; Student Voice parent rep; Healthy Schools Network partnership with parents and community, Fruit and Veggie program parents, Garden Committee community rep; Destination Conservation parent rep; Spring Fling organizing committee; T.A.I.L.S. program (detailed on p. 6).

Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement	
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.	IALOGUE AND COMMUNICATION
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.	PARENT INVOLVEMENT
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.	LEADERSHIP

**A. CERTIFICATIONS (This page is to be forwarded to Superintendent's Office.)**

\_\_\_\_\_  
School Name

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

\_\_\_\_\_  
Parent Member's Name (Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Member's Name (Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Member's Name (Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Member's Name (Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Name (Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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  
Assistant Superintendent's Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Board of Education representative at the SPC review meeting:

\_\_\_\_\_  
Trustee's Name (Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date