

SCHOOL PLANNING COUNCIL REPORT

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

OYAMA TRADITIONAL SCHOOL

April 2009



Snapshot of School Goals for 2009-10

GOAL 1: Continued implementation of strategies to establish Oyama Traditional School as a Traditional School

GOAL 2: While assuring that students meet District literacy targets (95% of Primary students and 90% of Intermediate students meeting appropriate benchmarks) OTS will develop a student centred approach to measuring progress with the expectation that appropriate value will be added to each student's academic standing each year.

School Mission Statement

Citizenship • Responsibility • Respect

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



“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.

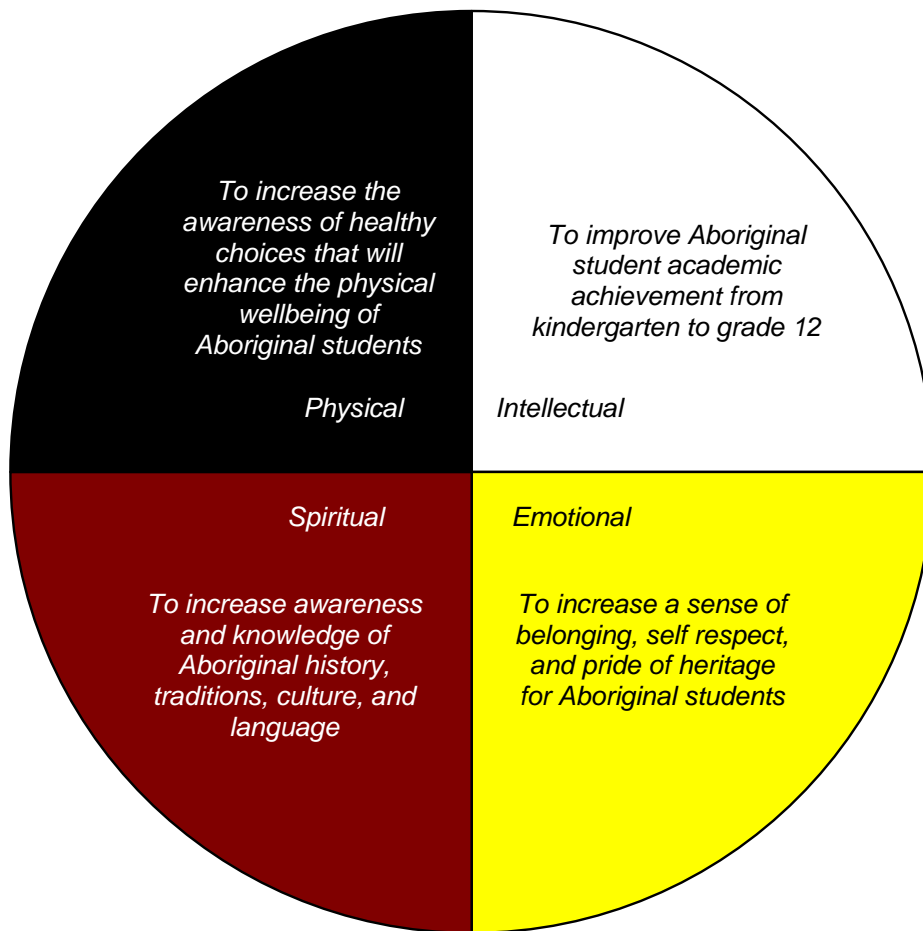
C. NUMERACY - The number of students in grades K - 3 not yet meeting and approaching expectations in mathematics will be reduced annually by 25% as measured on yearend report cards.

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:

Oyama Traditional School is centrally located in the heart of Oyama, one of the four wards within the District of Lake Country. Oyama is primarily a rural and agricultural area. Many professionals choose to make Oyama their home base because of the quality of life offered in this small community by the lake and its close proximity to the larger centres of Vernon and Kelowna. This diverse blend of farming and global culture, work together to enhance Oyama's unique social landscape.

The majority of children attending Oyama Traditional School live in single-family dwellings. During the fall of 2001 the District of Lake Country redesigned the community sector plan to accommodate more housing development, thus ideally allowing for a continuous flow of children into our school to address future enrolment needs.

Oyama Traditional School is blessed with an extremely active and supportive relationship between the school, parents and the community at large. Since 1913, the school and the Oyama Community Club have worked hand in hand to provide the school a venue for pageants, concerts, fundraisers, and school and community meetings. The school and community hall share facilities, equipment and promote each other's events. The school benefits also from parent and community volunteers who assist with coaching school teams, sports day, field trips, concerts and the One-to-One reading program.

Throughout 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" and the school in Oyama has been the heart of the community since the turn of the century. It was determined through surveys and public information meetings that becoming a traditional school would be an ideal fit for the community.

The process of becoming a traditional school highlights the unique working relationship between parents and staff at the school. In 2003, Oyama PAC hosted an information evening on 'Traditional Schools' to educate parents, teaching staff, District #23 staff, trustees, District of Lake Country, and community members on the Traditional School concept. Speakers included Professor Dan Brown, UBC, Trustee Gerda Fandrich, Abbotsford School District, Margaret McDonough, Simpson Traditional Middle School, Abbotsford. In the following month, the vote in favour of becoming a traditional school was 89%, and from here the work began.

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.

Much work was done to prepare for this new school, with the development of the school handbook and the research and choice of the school uniform. In September 2004, Oyama Traditional School opened its doors and the Grand Opening was attended by Tom Christenson, Minister of Education, Ron Rubadeau, Superintendent of School District #23, School Trustees and local government officials.

In the subsequent years the school has worked hard to continue to define its mandate as a Traditional School, with a Traditional School Audit in 2006 and annual OTS forums in 2006 and 2007. Consultation with parents, students and staff continues to be a cornerstone at OTS and shapes the daily life of the school.

2008 was a particularly special year for Oyama Traditional School, as it represents the 100th anniversary of the first school in this community, and this was celebrated in a formal assembly on September 30th 2008.

School Performance Information

For the school year 2008-2009:

At lunchtimes and after school

- Primary choir, Grades 1 – 3, meets once a week;
- Extracurricular volleyball and basketball for grades 6/7 girls, Volleyball for grade 6/7 boys plus an intramural program, and cross country teams from Grade 1-7
- “Read Naturally” program, offered by our CEA, 2 to 3 times a week; students took part before school and at lunch time, every student showed significant improvement in reading fluency
- Gardening Club and Roots and Shoots Club, run by parents
- Yearbook Club and Photograph Club run by a parent.

In classrooms

- Grade 7 Band program, designed to prepare students for High School music program.
- D.A.R.E. Program for all grade 5 students.
- Monthly whole school assemblies focusing on whole school themes
- Public Speaking program - winners from Grade 6 and 7 attend the School District speech contest in April 2009
- Huge commitment to One-to-One Reading by parent and community volunteers
- Guest speakers, such as Reading With The Rockets, visit our school to enrich our curriculum.
- Grade platooning for Socials and Science
- Reading buddies, mixing older and younger children

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

- Team building activities with Peter Greer (grade 7 students only – preparation for going to camp in June.)
- Christmas Concert for those parents who wish their child to perform in a traditional concert celebrating Christmas
- Lemonade Kid musical in Spring 2009 for all students to participate in
- Terrific Kids program (sponsored by Kiwanis Club).
- Whole school House Program with monthly house point totals celebrated in assemblies, with individual winners also celebrated. Culminates in whole school prize giving and sports day
- Harmony Day, with a variety of fundraising activities, supporting micro financing projects
- Four cultural performances presented by School District 23.
- Terry Fox Run (Sept.26th) All students, teachers and some parents participated.
- Play Day in June for all students.
- Many class field trips, to local places such as the Art Gallery, Gymnastics, Skating, Court House, Municipal Hall, Fire Hall, Post Office, Police Stations, Orchards, O’Keefe Ranch,
- Oyama Fun Days with student and parent volunteers, in June
- Overnight fieldtrip – Grade 7 from OTS and Peter Greer to Gardom Lake, June.
- Spirit Day monthly – days based on a fun theme and organized by Leadership students, in conjunction with house events
- Scholastic Book Fair twice, to coincide with Parent Teacher conferences
- Members from the Oyama Legion joined us for our Remembrance Day Assembly
- PAC sponsored a gift basket raffle at Christmas.
- Jump Rope for Heart event in February. Oyama has contributed over \$10,000 to the Heart and Stroke Foundation over the last 8 years..
- All intermediate students will attend the Apple Bowl with Peter Greer in May for track and field events.
- Volunteer Tea to recognize the many volunteers who make things happen at OTS.
- Firefighter For A Day for a Grade 3 student during Fire Safety week.
- Social events organized by PAC and school staff.
- Grade 7 Team Building at the start of the school year at Camp Hatikvah.
- Announcements done on the PA system in the morning by the Leadership students incorporating humour, upcoming school events, recognition of student achievement, birthdays is used as a way to promote school connectiveness on a daily basis.

PREVIOUS YEAR'S GOALS/AREAS OF FOCUS – from 2007-8:

Goal Statement #1:

Continued implementation of strategies to establish Oyama Traditional School as a Traditional School

Summary of Achievements in Relation to Target(s):

All strategies identified in last year's report have shown progress:

- Continued review and implementation of "Characteristics of OTS"
 - Items relating to this have been included in each staff meeting for discussion and implementation
 - It was decided in discussion with parents not to hold a Fall Forum this year, as it was felt that attendance was down and engagement was low. Instead, a written questionnaire with the opportunity to put forward opinions on the role of the traditional school was sent home. Unfortunately, the response was limited with only 14 families replying. Hence, engaging parents in the discussion of the role of the traditional school philosophy should be a target for the future.

- Enhanced communication with parents
 - A new bi-weekly report was established, with a focus on self evaluation by students.
 - Parents were encouraged to sign up for the school emails, with around half of the families in the school participating. These emails are sent at least bi-weekly, on the same day as bi-weekly reports, and often more frequently.

- Establishment on enrichment activities to "raise the bar" on academic success
 - A literacy enrichment group worked on the 100th anniversary celebration of the school at the start of the year.
 - A science fair participation was offered to all intermediate students.
 - The school continues to have a strong presence in the district public speaking contest.

- Develop a heightened sense of school culture through the development of a traditional house system
 - The house system was established, with four houses, Samurai, Bushi, Musha and Tsuwamono named after Japanese warriors – Oyama being named after a Japanese General, and OTS sports teams being the Warriors. The names were put forward by a student and voted on by all students.
 - 2 house leaders were selected for each house
 - Students have been collecting house points and totals are announced in monthly assemblies, with the student in each class with the most house points and 3 randomly picked students picked from all house points rewarded each assembly. A cumulative total of house points for each house is displayed for all students to see.
 - The first spirit day was dedicated to house events and a house sports day is planned for the end of the year.

- Develop a school PBIS – Positive Behaviour and Intervention System
 - Two half days were spent with all staff and SPC members developing a matrix of behaviours (see Appendix) and agreeing on procedures.
 - Behaviour Matrix presented to all students through the classrooms, with a display in the hallway to re-inforce classroom approach.
 - The OTS – Outstanding Citizenship, Taking Responsibility and Showing Respect – are re-inforced in every classroom and assembly.
 - House points used to re-inforce positive behaviours, with a collection of the reasons house points given displayed in the main hallway.
 - Bullyproofing lessons delivered simultaneously to all classes from September to December.
 - Counsellor involved with grade 7 students about bullyproofing and positive friendships
 - Strong link between teachers, students, parents and counsellor

Goal Statement #2:

Identify that students at OTS are meeting the District goal for Literacy – 95% of students in grades K to 3 and 90% of students in Grades 4 to 7 will at least meet expectations in reading – and establish strategies to increase attainment beyond this, particularly for the most able students.

Summary of Achievements in Relation to Target(s):

All strategies identified in last year's report have shown progress:

- Enhanced data tracking
 - Following discussions on Implementation Day, consistent data recording practices were established, with common data between all grades plus grade specific data.
 - School based data collection procedures have been implemented, in lieu of the district SKOPUS project which is expected to replace this.
 - One classroom is currently trialling data binders, with a view of expanding to all classrooms
 - Each teacher had a "What Now?" discussion with the principal in December, covering the use of data in the classroom, student stars and struggling students, and progress on school goals. These discussions are to be repeated at each reporting period, and were also planned for the start of the year.

- Students at risk
 - Students at risk continued to be monitored closely. An exercise in December 2008 demonstrated the high level of awareness of the students in need of extra support. In meeting with the principal, each teacher was asked to identify the students in need of extra support in each classroom. At the same time, the Learning Assistance Teacher was asked to prepare the same list for the whole school. The two lists matched. This anecdotal evidence demonstrates the close working relationship and understanding of student needs in this small school.

- Enrichment activities for exceptional students
 - As above

- More focussed approach in the classroom
 - A school wide approach to Reading Power has been taken through the library, with the labelling of books and the start of reading to separate classes. This needs further attention.
 - A highly effective writing program is underway. Using buddy time to release teachers, the literacy lead teacher has been working with primary and intermediate teachers separately on Excellence in Writing, and has merged this with 6+1 Traits for primary teachers.
 - Much discussion has taken place on the future of this initiative in creating an assessment tool in writing.

A discussion of current results can be found as part of "Data and Evidence" for Goal 2, starting on page 12.

GOALS ESTABLISHED FOR COMING YEAR

GOAL 1: Continued implementation of strategies to establish Oyama Traditional School as a Traditional School

Year: 3 of 3

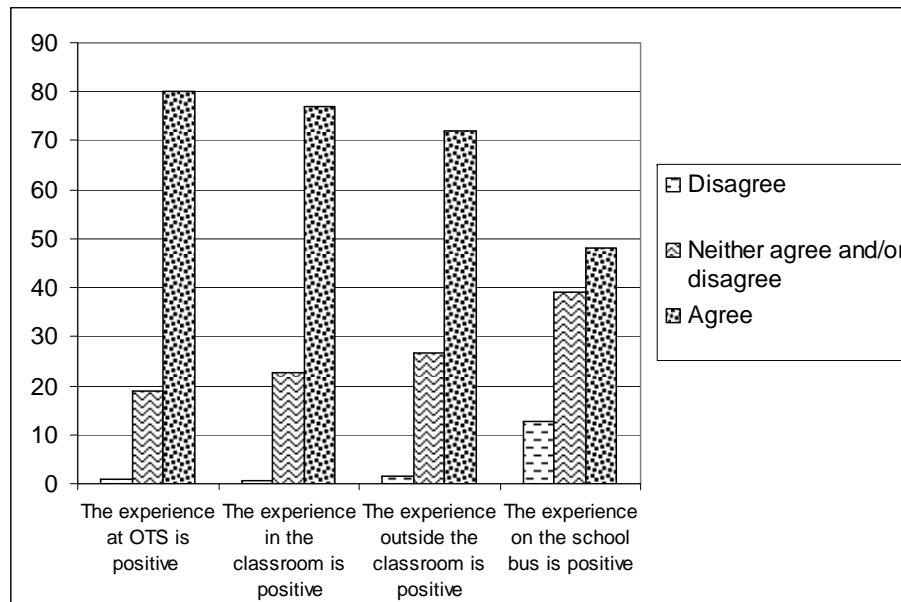
Rationale: Although OTS opened in 2004, there has been significant change in personnel in the school in four years, and there is a need to consolidate and to implement the vision of a traditional school.

Alignment with District Goals: While this goal does not align with district goals, it does connect with the district focus of *“improv[ing] student success by connecting students to a variety of learning opportunities by ... establishing either schools of choice or programs of choice within each region of the School District by 2010.”*

Alignment with Enhancement Agreement: This goal speaks strongly to establishing a feeling of belonging and self respect in students at OTS, and therefore aligns with the Medicine Wheel’s Emotional Development sector.

Data and evidence:

- Changing personnel is still a concern, with the school about to have the third principal in 2 years. This brings with it the need to transform the school’s philosophy and traditional school characteristics into a set of consistent actions and language; a curriculum, as it were.
- Survey responses continue to show a high level of satisfaction with the school (more results can be seen in the Appendices):



- There appears to be an apathy in the parental community in replying to school generated requests for opinions. Once again,

where opinions are held they appear to be strongly felt, but it is difficult to say that these opinions are representative of the entire community. Often, information is anecdotal rather than based in solid evidence.

- Parental involvement in school remains high in terms of parent volunteers in classrooms, on field trips and for programs such as hot lunch. However, the school PAC has seen a reduction in active members, meaning that the “burden” falls to a small group of dedicated parents. This, coupled with the reduction in parental involvement in engaging with the traditional school philosophy, demonstrates the need to engage parents on a deeper level in OTS.

Strategies:

- *Review of Characteristics of Oyama Traditional School document with view to creating supporting documents and curriculum*
 - One possibility for a supporting, values based curriculum may be to explore the Leader in Me approach and curriculum
- *Continued establishment of the house system*
 - Define and establish the roles of house leaders
 - Integrate house activities more fully into school life
 - Continue to support the use of house points to re-inforce positive behaviour
 - Following from possible use of the Leader in Me, review the role of student leadership within the school
- *Increase parental involvement in all areas of the school*
 - Explore ways to increase parental understanding and involvement in the more philosophical aspects of the school
 - Look for new and varied ways to elicit opinions from as widest parental group as possible, to ensure representative opinions

Measurable indicators of success:

Year 3 indicators:

- **By the use of similar questions, satisfaction will at least match 2009 levels in the first five questions.**
- **An evaluation of the house program and the enrichment program will be conducted, with a successful outcome for participants**

GOAL 2: While assuring that students meet District literacy targets (95% of Primary students and 90% of Intermediate students meeting appropriate benchmarks) OTS will develop a student centred approach to measuring progress with the expectation that appropriate value will be added to each student's academic standing each year.

Year: 2 of 3

Rationale: We will show that every child makes a “grade-worth” of progress, as shown by at least two pieces of evidence from the start to the end of the school year, with interventions in place for those who are not at an age appropriate grade level and/or are making less than a “grade’s-worth” of progress.

Why? The “point” of classroom teaching is to help every student improve by a grade’s worth of “learning” in a school year and if necessary, intervene in some way to try to make that happen.

In reading, evidence is shown in all students in

- *STAR Reading – a snap-shot computer test*
- *Jerry Johns – a one-to-one snap shot*

and in grade specific situations in

- *Successmaker – a continuous computer test following weekly work.*
- *PM Benchmarks – a leveled reading program, reading to the teacher*
- *SRA Reading – a leveled reading comprehension program, students working independently and individually*
- *Early Literacy Screener – district wide multi-leveled test*
- *Read Naturally – an intensive program for students who are not at a grade appropriate level with pre and post data*

In writing, evidence is

- *School Wide Write – twice yearly, each grade on same stimulus, district-wide*
- *OTS Personal Writing Assessment, a tool currently being developed*

AND every student knows where they are and where they are going.

- *Our students will be able to articulate their strengths and weaknesses and be an integral part in setting their education path.*

Hence, yearly tests (FSAs, CAT3s) are a check-in to see that our evidence is in roughly the right direction – to calibrate – but are only a snapshot.

Report cards are an amalgamation of our evidence, not a separate piece – all of the evidence feeds into the report card.

The concentration on reading is expected to have the best effect on all curriculum areas, as the ability to read and comprehend is needed in all curriculum areas.

Alignment with District Goals: Aligns with District Literacy Goal.

Alignment with Enhancement Agreement: This goal seeks to improve academic achievement, and therefore aligns with the Medicine Wheel's Intellectual Development sector.

Data and evidence:

Identification of student achievement in Reading

From final report card grades from 2007-2008 it can be seen that 83% of students in grades K to 3 were meeting or exceeding standards, while 96% of students in grades 4 to 7 were meeting expectations.

At the time of writing, it is too early to see the impact of this year's actions, but December report card marks showed that in grades 1 to 3, 76% were meeting expectations. While this initially may seem to be a cause for concern, it should be compared with similar statistics from last year. At this point last year, the same age group had only 58% of students meeting expectations, and as can be seen from the data above, went on to achieve 83% meeting expectations. Given the rate of progress in younger students in a year, it is expected that this group will achieve the District goal.

98% of grade 4-7 students were identified as meeting expectations in December, thus continuing to meet the district targets.

A note of caution: given the size of the school, percentages often give an unrealistic picture, as one or two students can change the figures significantly.

Spring report card figures also show the same trend, and have been tracked over the last 4 years:

Grade	Reading Fully/Exceeds 2006	Reading Fully/Exceeds 2007	Reading Fully/Exceeds 2008	Reading Fully/Exceeds 2009
1	10 out of 15	23 out of 24	22 out of 22	15 out of 16
2	11 out of 15	13 out of 13	22 out of 24	20 out of 22
3	16 out of 23	15 out of 16	8 out of 14	17 out of 23
4	12 out of 25	21 out of 25	19 out of 20	14 out of 15
5	16 out of 23	15 out of 23	22 out of 28	18 out of 20
6	18 out of 27	22 out of 25	20 out of 21	28 out of 28
7	10 out of 17	27 out of 28	24 out of 25	18 out of 19

This year we have also introduced STAR Reading as a test to give standardized data throughout the school. Initial results in November demonstrated that each class averaged as being at grade level, and that students appeared to be performing at “expected” levels. This first test was an important base line in many ways – it gave validity for the test to teachers when they saw that it backed their perceptions and data; it allowed students to get used to the test; and it provided external, standardized base line data as to where our student’s reading abilities lie.

The second test, in February allowed us to see the progress made. All grades except one, Grade 7, show that progress has been made in the 8 school weeks between testing, with Grade 6 showing an improvement of half a grade in that time. This data will become more important the more data is collected. In Grade 7 a number of students were already testing at the top of the range in the first test, thus reducing the possibility for them to show improvement. It may be that another test should be investigated for these students, and some in Grade 6.

Strategies:

All strategies aim to produce a system that is focussed, targetted and streamlined.

- *Continued implementation of common strategies throughout the school, often following smaller trials*
 - Data binders, following trial by Mrs Halldorson, with school-wide common goal setting procedure
 - Student centred conferences for February conference, following trial by Mrs Ito, and looking at a variety of models.
- *Continued use of data to inform decision making*
 - Continued implementation of common data collecting strategies, using STAR Reading, Jerry Johns, report cards, plus other grade specific measures
 - Continued use of “What Now?” staff discussions, centring on the role of data in setting classroom direction
 - Introduction of district SKOPUS system to make process of data analysis more streamlined and targetted.
- *Development of new assessment tool in writing*
 - Mrs Murdain to continue to lead the development of a whole school writing assessment tool
 - Continuation of the primary/intermediate literacy meetings through buddy release time to ensure consistent application of writing strategies across the school
- *Continued promotion of Reading within the school*
 - Use of library to promote reading for all
 - Exploration of special literary activities, such as Langley School District Festival, to promote reading

- Visible reading in many opportunities, such as assembly reading to support strategies (Reading Power assemblies)
- Increase of resources such a graphic novels to support disenchanting readers

Measureable indicators of success:

Year 2:

- **Visible indications of students interacting with data, such as the writing project**
- **Staff use of data is visible in classrooms and discussions**
- **Data confirms meeting district goals with strategies in place to exceed them**

Year 3:

- **Continued use of data strategies to lead and inform instruction**
- **Data confirms students exceeding district goals in literacy**

Focus Areas

Healthy Eating

OTS strives to be in full compliance with the ministerial order related to Food and Beverages in school, and has also been enhancing areas of education around healthy eating:

- All hot lunches meet requirements, a program offered by the PAC every Friday
- All fundraising where food is directly offered to students meets requirements
- Classroom snacks on special occasions also meet requirements
- Local orchards regularly make fruit available to students
- OTS participates in the Fruit and Vegetable program, bringing a variety of produce into classrooms

Physical Activity

OTS has taken the following steps to fulfill the Physical Activity ministerial order requiring 30 minutes physical activity a day:

- All students participate in DREAM (DRop Everything And Move) every day for approximately fifteen minutes
- Teachers participated in Action Schools training
- A variety of equipment is available in each classroom for students to use at lunchtimes

Response to District Template 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?

While results are discussed within each goal, there are areas to highlight:

1. Satisfaction surveys and school surveys demonstrate that there is a continuing sense of satisfaction at OTS. An area of concern is the decline in parental responses to questionnaires, although anecdotally this is reported to be because of contentment apathy – parents are generally happy and therefore do not feel motivated to reply!
2. Report card data shows that students are on track to meet and exceed District goals.
3. The introduction of consistent data tracking is leading to conversations driven by data, although this is in its infancy.
4. The use of STAR Reading demonstrates that most grades are showing improvement between the first two tests, just eight school weeks apart. The use of STAR Reading is also in its infancy, and the data will become more useful and relevant the more data that is collected.

PLAN

Setting Directions

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

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?

Responses to the Plan and Design sections can be seen embedded within the Goals established on pages 10 to 15

In discussion with staff and parents it was decided to keep to the rolling pattern of two goals this year, as it was felt that more time was needed to do these goals justice. The plan is to add a numeracy based goal in 2010, coinciding hopefully with the introduction of the district numeracy screener.

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?

Communication and input:

With/from staff

- School Surveys
- Staff meeting
- Weekly memo
- Meetings with principal for all staff individually
- Daily discussions in small school make communication approachable

With/from parents

- School Surveys
- Newsletter
- E-mail home which encourages parents to provide feedback by email
- Bi-weekly report
- Agenda
- PAC meetings and newsletter
- SPC parental discussions

With/from students

- School Surveys
- Classroom meetings
- Assemblies
- Discussion with Leadership students

With/from community

- Newsletter
- Large number of community volunteers in school on regular basis
- Articles in local newspaper

How is leadership distributed?

In a small school, leadership is naturally devolved, with many people wearing many “hats” and playing many different roles. Students in the Leadership group have opportunities to both contribute ideas to the school and act as role models to peers. All staff are active in all areas of the school, and readily take the lead in projects, based on personal interest but also on school need. Parents play a vital role in the school in organizational roles such as the PAC and SPC; in academic areas such as One-to-One reading; committees such as fundraising and uniforms; and provide leadership in a variety of school clubs such as the Gardening Club and Yearbook.

	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.
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.
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.
DIALOGUE 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.

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

School Name OYAMA TRADITIONAL SCHOOL

School Planning Council:

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

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

APPENDICES

1. Behaviour Matrix
2. School Survey Results

Oyama Traditional School Behaviours

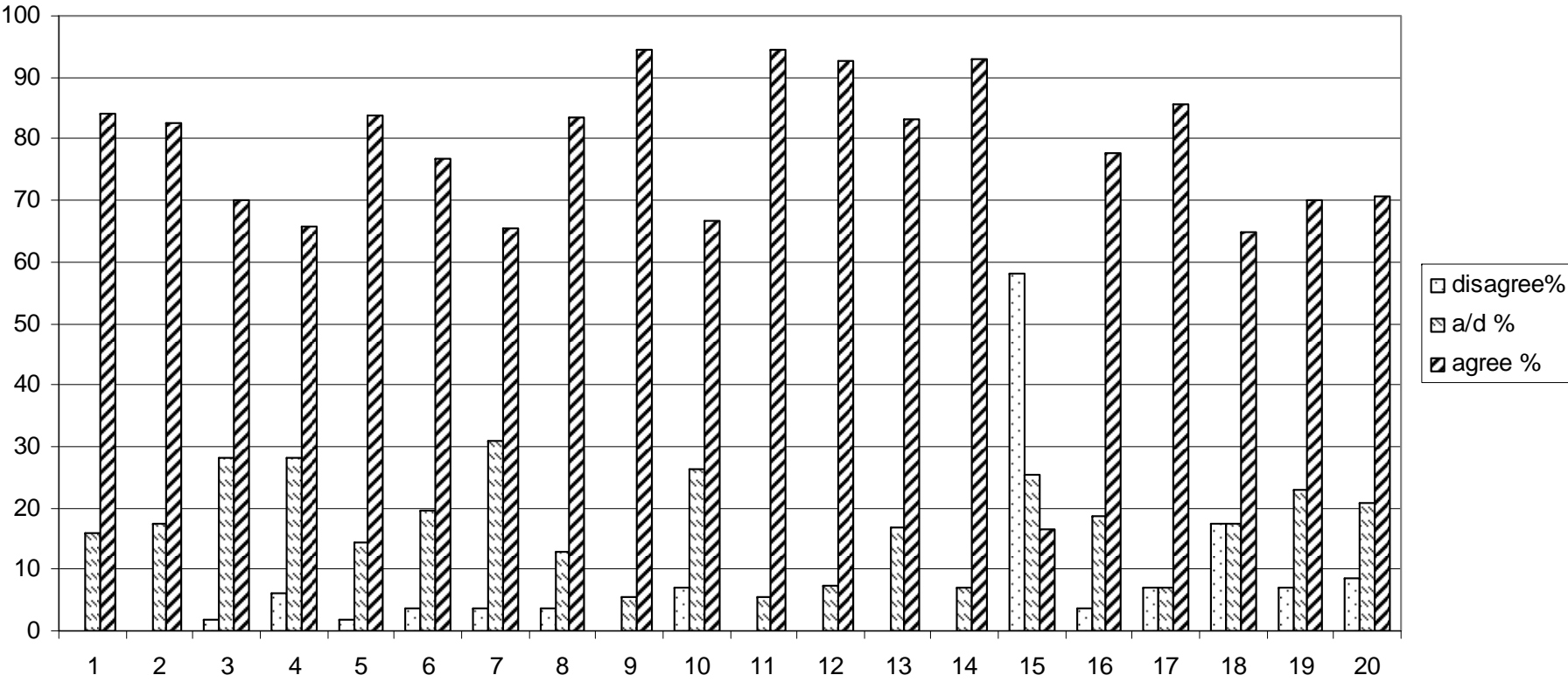
		EVERYWHERE	Classroom	Hallways	Lunchtime	Playground	Washrooms	Bus
O utstanding Citizenship	MAKE OTS A BETTER PLACE - BECAUSE <u>YOU</u> ARE HERE	<ul style="list-style-type: none"> Recycle Pick up litter Help others Include others Show that you care about others 	<ul style="list-style-type: none"> Volunteer Be patient in the cloakroom 	<ul style="list-style-type: none"> Look at the displays Help visitors to our school 	<ul style="list-style-type: none"> Put garbage in the garbage can Take uneaten food home Clean up your desk Eat healthy food 	<ul style="list-style-type: none"> Take turns on the equipment 	<ul style="list-style-type: none"> Tell an adult about any problems in the washroom Get back to class quickly so that others can use the washroom 	<ul style="list-style-type: none"> Take all garbage off the bus Accept partners on seats
T aking Responsibility	MAKE GOOD CHOICES - YOU ARE ACCOUNTABLE FOR THEM	<ul style="list-style-type: none"> Be on time Be prepared Use quiet voices inside buildings Consider the feelings of others before acting 	<ul style="list-style-type: none"> Know the task and stay on it Be prepared to learn Use your agenda Follow the dress code Try your best Get help when needed Stay in your seat 	<ul style="list-style-type: none"> Keep to the right Walk in single file when with your class Wipe your feet when entering the buildings Remove headgear when entering the buildings 	<ul style="list-style-type: none"> Ask permission to leave the room Stay in your seat 	<ul style="list-style-type: none"> Have a plan for play Dress for the weather Take responsibility for any equipment you have borrowed Return any borrowed equipment to where you got it from 	<ul style="list-style-type: none"> Pick up your towels Wash hands Flush 	<ul style="list-style-type: none"> Wait patiently in a line outside the bus Stay in your seat
S howing Respect	TREAT OTHERS AS YOU WANT TO BE TREATED YOURSELF	<ul style="list-style-type: none"> Keep hands and feet to yourself Be polite to everyone Listen Follow instructions 	<ul style="list-style-type: none"> Share and be fair Accept ideas and beliefs of others Listen to others Put up your hand 	<ul style="list-style-type: none"> Walk In the morning enter the building when you have permission Listen to any instructions you are being given by an adult 	<ul style="list-style-type: none"> Eat your own lunch Listen to the Noon Hour Supervisors 	<ul style="list-style-type: none"> Play safe Listen to supervisors Speak appropriately to everyone 	<ul style="list-style-type: none"> Ask permission to leave class to go to the washroom Leave the washroom as you found it or better Treat each other politely 	<ul style="list-style-type: none"> Use quiet voices on the bus Listen to the bus driver Keep hands and feet to yourself

Survey Results

PARENTS

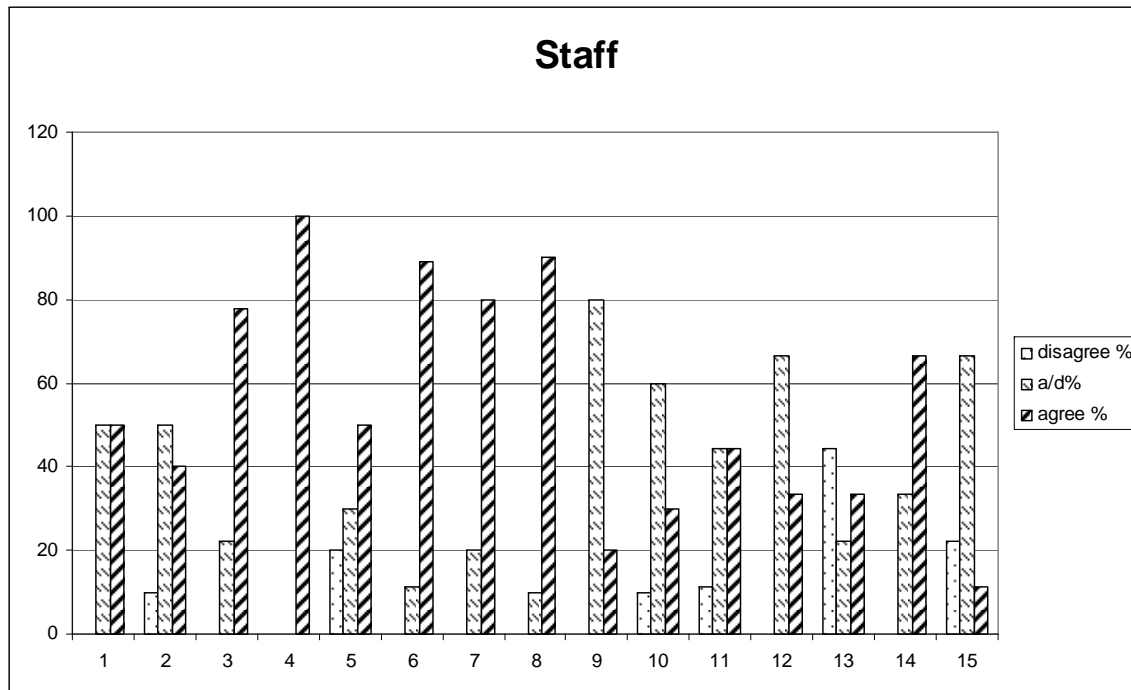
Q No		disagree	a/d	agree	total		disagree%	a/d %	agree %
1	My child's experience at OTS is positive	0	9	48	57		0	16	84
2	My child's experience in the classroom is positive	0	10	47	57		0	18	82
3	My child's experience outside the classroom is positive	1	16	40	57		2	28	70
4	My child's experience on the school bus is positive	2	9	21	32		6	28	66
5	There is an open line of communication between OTS and the parents/guardians of its students.	1	8	47	56		2	14	84
6	The OTS School Planning Council (SPC) informs me about school planning activities.	2	11	43	56		4	20	77
7	The OTS School Planning Council (SPC) asks for my feedback on school planning activities.	2	17	36	55		4	31	65
8	I am encouraged to participate in the Parent Advisory Council (PAC).	2	7	45	54		4	13	83
9	I feel welcome at Oyama Traditional School.	0	3	52	55		0	5	95
10	My child's agenda is used daily	4	15	38	57		7	26	67
11	My child(ren) adheres to the uniform policy on a daily basis	0	3	53	56		0	5	95
12	I contact the teacher when there is an issue with my child.	0	4	51	55		0	7	93
13	The instructional practices at OTS support my child's learning.	0	10	49	59		0	17	83
14	I am aware of my child's achievement level.	0	4	53	57		0	7	93
15	My child is struggling academically.	32	14	9	55		58	25	16
16	If your child is struggling - I am aware of the strategies in place to help my child to improve.	1	5	21	27		4	19	78
17	and – I am encouraged by the school to help with these strategies.	2	2	24	28		7	7	86
18	I receive bi-weekly reports.	10	10	37	57		18	18	65
19	Biweekly reports are helpful.	4	13	40	57		7	23	70
20	My child is sufficiently challenged academically.	5	12	41	58		9	21	71

Parents



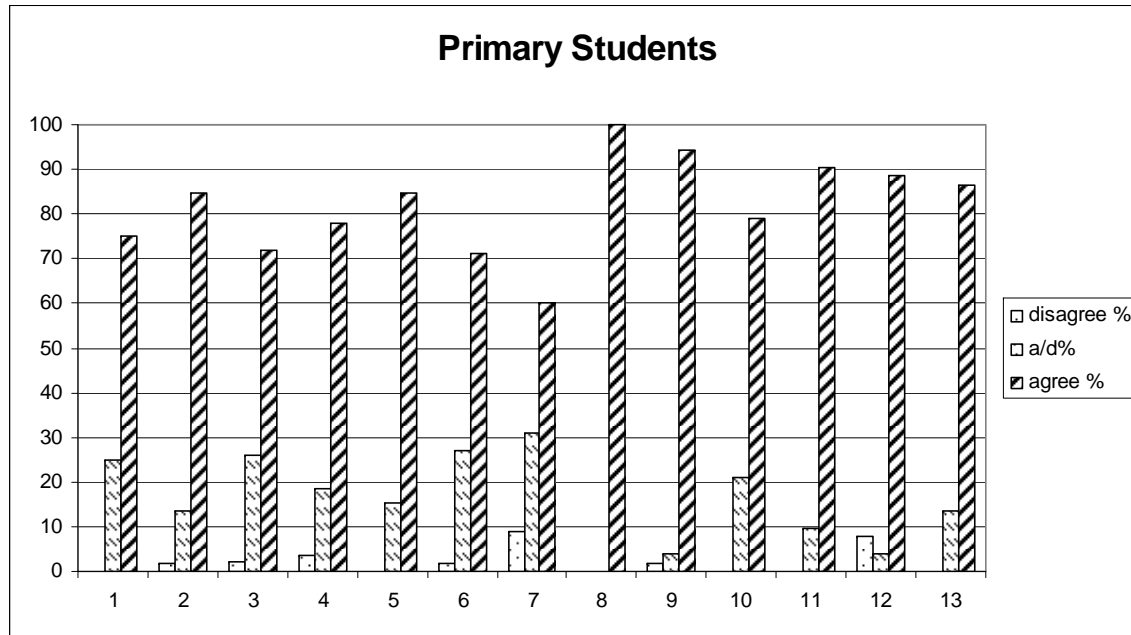
STAFF

Q No		disagree	a/d	agree	Total	disagree %	a/d%	agree %
1	Students interact well in the classroom	0	5	5	10	0	50	50
2	Students interact well outside the classroom	1	5	4	10	10	50	40
3	I receive support, where needed, to deal with difficult situations	0	2	7	9	0	22	78
4	There is an open line of communication between OTS staff and the parents/guardians of its students.	0	0	10	10	0	0	100
5	The OTS School Planning Council (SPC) informs me about school planning activities.	2	3	5	10	20	30	50
7	I use the agenda on a daily basis	0	1	8	9	0	11	89
8	I am encouraged to attend in Parent Advisory Council (PAC) meetings.	0	2	8	10	0	20	80
9	I feel welcome at Oyama Traditional School	0	1	9	10	0	10	90
10	Students are achieving their potential.	0	8	2	10	0	80	20
11	There are sufficient strategies in place for struggling students.	1	6	3	10	10	60	30
12	I assign homework regularly – most days.	1	4	4	9	11	44	44
13	Homework is usually completed.	0	6	3	9	0	67	33
14	Bi-weekly reports are helpful.	4	2	3	9	44	22	33
15	I am supported in providing the right strategies to support my students.	0	3	6	9	0	33	67
16	There are opportunities for enrichment for bright students.	2	6	1	9	22	67	11



PRIMARY STUDENTS

Q No		disagree	a/d	agree	Total		disagree %	a/d%	agree %
1	I am happy at school	0	13	39	52		0	25	75
2	I am happy in my classroom	1	7	44	52		2	13	85
3	I am happy during lunch and recess	1	13	36	50		2	26	72
4	I am happy on the bus	1	5	21	27		4	19	78
5	When I talk to my teacher, he/she listens to me	0	8	44	52		0	15	85
6	I am able to give my opinion on things	1	14	37	52		2	27	71
7	I use my agenda every day	4	14	27	45		9	31	60
8	I wear the correct uniform every day	0	0	52	52		0	0	100
9	I know who to talk to if I have a problem	1	2	49	52		2	4	94
10	I am doing well in my work	0	11	41	52		0	21	79
11	I always try my best	0	5	47	52		0	10	90
12	I ask my teacher for help when I need it	4	2	46	52		8	4	88
13	I get help from my teacher when I ask	0	7	45	52		0	13	87



INTERMEDIATE STUDENTS

Q No		disagree	a/d	agree	total		disagree %	a/d%	agree %
1	I enjoy school	2	14	18	34		6	41	53
2	My classroom environment is positive	1	13	20	34		3	38	59
3	At lunch and recess students interact in a positive way	3	18	13	34		9	53	38
4	The bus ride is a good experience	7	6	14	27		26	22	52
5	When I talk to my teacher, he/she listens to me	0	4	30	34		0	12	88
6	I am able to give my opinion on things	0	8	26	34		0	24	76
7	I use my agenda every day	5	13	20	38		13	34	53
8	I wear the correct uniform every day	0	3	31	34		0	9	91
9	I have my gym strip on PE days	1	4	29	34		3	12	85
10	I know who to talk to if I have a problem	0	3	31	34		0	9	91
11	I am doing well in my work	0	10	24	34		0	29	71
12	I always try my best	0	4	29	33		0	12	88
13	When I find my work hard I ask my teacher for help	2	11	21	34		6	32	62
14	When my work is hard I get help from my teacher to do better	0	13	21	34		0	38	62

