

SCHOOL DISTRICT NO. 23 (CENTRAL OKANAGAN) **ACHIEVEMENT CONTRACT**

2014

2015





TABLE OF CONTENTS

Title	Slides
District Context	3 - 13
Educational Transformation	14 - 20
Goals and Expectations (Targets)	21 - 26
• Student Reading Results	27 - 44
• School Completion Levels	45 - 58
• Improving Achievement Results for Aboriginal Learners	59 - 72
• Increasing Enrolment in Skills and Technical Training	73 – 80
Assessment and Evaluation	81 – 84
Summary	85 - 87

DISTRICT CONTEXT

Community
Demographics

Assets

Challenges



District Context

We are.....living on Okanagan Territory with:

- Approximately 180,000 citizens living in 4 municipalities – Peachland, West Kelowna, Kelowna and Lake Country, and the Regional District of Central Okanagan
- Westbank First Nation as our host Band (The Okanagan Indian Band also has land within the Central Okanagan School District.)
- A District with an increasing number of immigrant families residing in the Central Okanagan
- Welcoming more English Language Learners (ELL) and international students



"Together We Learn"
CENTRAL OKANAGAN
SCHOOL DISTRICT





District Context

We are.....serving a growing community

Community Demographics:

Area Population:	179,830 (2011 census)
Average Family Income:	\$67,610 (below Province)
Adults with University Degrees:	14% (below Province)
Adults 65+ years of age:	19.1% (above Province)
Lone Parent Families:	14.2% (below Province)
Total Aboriginal Students Living on Reserve:	115
Total Aboriginal Students:	2,332 (10.8%)
Prominent Languages of ELL Students:	Punjabi 1.3%, German .7% Spanish .3%

2011/2012 District enrolment decrease:	182
2012/2013 District enrolment decrease:	273
2013/2014 District enrolment decrease:	18



District Context - Who Are We?

We are.....a diverse learning community with:

- 21,985 students, making us the 5th largest district in British Columbia
- 42 schools
 - 30 elementary (including 1 traditional and 6 dual track French Immersion schools)
 - 6 middle (including 1 dual track French Immersion school)
 - 5 secondary (including 1 dual track French Immersion school)
 - 1 alternate school (operating on 4 campuses)
- 7 Board of Education Trustees
- Staff (as of May 6, 2014)
 - 1,282 teachers
 - 208 Temporary Teachers on Call (TTOC)
 - 1,378 support staff
 - 84 Principals and Vice-Principals
 - 35 Senior staff and union-exempt staff



District Context

We are committed to.....

Our Mission

“To educate students in a safe, inspirational learning environment where every student develops the knowledge and skills to be a lifelong learner and a healthy productive member of our global society.”

Our Vision

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

Our Cultural Values

Honesty, Responsibility, Respect, Empathy, Fairness



District Context - Who Are We?

We are.....focused on each student

	Number of Students
Kindergarten	1,575
Elementary (including Kindergarten)	10,932
Middle	3,858
Secondary	6,545
Continuing Education	33
Central Programs	244
Distributed Learning	101
Distributed Learning (including Cross-Enrolled)	1,019



District Context – Who Are We?

We are.....focused on each cohort of learners

Number of Students	Cohort	Number of Male Students	Number of Female Students
2,296	Aboriginal	1,124	1,172
341	English Language Learners	190	151
263	International Education	120	143
2,192	French Immersion	960	1,232
1,808	Students with Special Needs	1,231	577
3,453	Career Programs - Secondary School	1,786	1,667
168	Dual Credit/Secondary School Apprenticeship	130	38



District Context - Our Assets

We collaborate.....with our partners in learning

- **District Partner Groups**

- District Student Council (DSC)
- Central Okanagan Parent Advisory Council (COPAC)
- Canadian Union of Public Employees Local 3523 (CUPE)
- Central Okanagan Teachers' Association (COTA)
- Central Okanagan Principals' and Vice-Principals' Association (COPVPA)



DSC representatives requesting a Policy change at a Public Board Meeting.

- **District Advisory Groups**

- Advisory Council for Exceptional Students (ACES) (Special Education)
- Aboriginal Education Council (AEC)
- Aboriginal Parent and Family Education Council
- Early Learning Partnership Committee



District Context - Our Unique Assets

We are unique with.....

- **Early Learning Partnerships**

- The following programs are distributed geographically throughout the District:
 - 8 StrongStart Centres
 - 12 preschool programs
 - 13 before and after school care programs
- 1 Daycare Centre (included in an Early Learning Hub which has before school, after school and preschool within the building)
- A Young Parent Program is centrally located and available to all students





District Context - Our Improving Results

We track.....the achievement of our students:

DATA SOURCE	AREA OF IMPROVEMENT	2011	2012	2013
Early Learning Profile K-3	Reduction of at-risk students	12.00%	11.00%	11.00%
Early Learning Profile K-3	Reduction of Aboriginal at-risk	15.00%	14.00%	14.00%
Numeracy Report Card Data	Grade 4 to 7 Meeting or Exceeding	94.58%	95.50%	96.3%
Numeracy Report Card Data	Grade 10 to 12 Meeting or Exceeding	79.09%	80.22%	86.0%
Student Graduation Rate	Increase in 6 Year Completion	86.20%	86.50%	85.60%
Aboriginal Graduation Rate	Increase in 6 Year Completion	60.90%	68.90%	66.00%
Grade Readiness Data	Grade 11 – 3 Year Averages	70.90%	72.90%	75.50%
Grade 11 Participation in Career Preparation (CP) Program Experiences	Increase in CP Program Participation	78.00%	66.00%	58.00%

*Grade Readiness is defined in the Central Okanagan School District as passing all five core subjects (English, Math, Social Studies, Science and PE) in the grade appropriate year.



District Context - Our Unique Challenges

What trends in student achievement are of concern to you?

- While we have demonstrated significant improvement in Aboriginal student achievement, the grade readiness and completion rates are still off target
- Moving students from minimally meeting to fully meeting or exceeding expectations for their stage of development continues to be a District focus
- Inconsistent achievement levels of students transitioning from grade 10 to 11

DATA SOURCE	AREA OF CHALLENGE	2009	2010	2011	2012	2013
Aboriginal Graduation Rate	Results are below target	55.3%	60%	60.9%	68.9%	66.0%
Report Card marks	Moving students from minimally meeting to fully meeting/exceeding	District Data Warehouse indicates inconclusive results				
Grade Readiness Data* for grade 10 students	Grade 10 readiness levels have been inconsistent over the past three years	2011 grade 10 readiness data was 76.8% vs 70.9% in 2012 and 76.5% in 2013.				

*Grade Readiness Data is a measure of the number of students successfully transitioning to the next grade level in all five core courses (English, Math, Social Studies, Science and PE).

EDUCATIONAL TRANSFORMATION TO TRANSFORM TEACHING AND LEARNING





Educational Transformation - Deepening the Learning

- Traditional forms of professional learning **activate** new learning; however, the ability to deeply **acquire** or **apply** the learning remains tenuous at best. For educators to effectively move their practice forward to impact the deep learning of students they must be engaged in the co-construction of practice that takes place as close to the context as possible.
- Our District's unique professional learning structures have moved teachers from being traditionally isolated in their classrooms to having opportunities for **authentic professional collaboration within their classroom, school and other classrooms throughout the District.**
- A recursive cycle of job-embedded collaboration (involving co-planning, co-teaching and co-learning) to improve teaching and learning is our most promising work in educational reform.



Educational Transformation - Our Unique Structures

The following collaborative structures have proven to be high yield structures in building teacher capacity to deepen student learning:

- **Instructional Leadership Team (ILT)**

A District Principal and six teachers are seconded to work alongside school teams of educators to co-plan, co-teach, and co-learn new ways to deepen student learning and support the teaching of the 21st century attributes.

- **Collaborative Models of Support (CMOS)**

The development of CMOS teams in our schools bring together classroom teachers and other support staff to co-plan “responses to intervention” in order to meet the diverse needs of our students.

- **Instructional Leadership Network (ILN)**

The ILN involves all Principals and Vice-Principals for the purpose of building capacity as instructional leaders.



Educational Transformation - Our Unique Structures

- **Curriculum, Instruction and Assessment Coaches (CIA)**

The secondary schools have created instructional leadership positions within their schools enabling teachers to work alongside each other to support teaching and learning.

- **Teacher Inquiry Projects**

Together, the District and the Central Okanagan Teachers' Association (COTA) have partnered to support the Teacher Inquiry Projects which have positively impacted classroom instructional practices and student learning.

- **Learning Networks**

The middle schools have established a Project-Based Learning Network to support the teaching of 21st century skills. Additionally, Learning Networks have been created amongst family groups of schools to share best practices and advance common goals.



Educational Transformation - Fostering Collaboration

In addition to establishing collaborative structures to support teaching and learning, a broad based group of educators worked together to generate a common understanding of collaboration.....



Educational Transformation - Fostering Collaboration

Defining Collaboration in the Central Okanagan School District

We believe in collaboration and sustainable learning communities because:

"Together we learn *better*"

The overarching purpose of collaboration is to thoughtfully empower participants in the co-creation of new learning.

Collaboration . . .

- is mindful of every participant and contribution
- recognizes and honours the intrinsic value and interdependence of all those involved in improving the quality of learning
- focuses on meaning making and is therefore based on inquiry

When collaborating, we recognize the importance of . . .

- developing ongoing participatory processes that create opportunities to build a safe, trusting, honest, and respectful learning environment
- fostering high quality dialogue by inviting interested learners to share relevant and diverse perspectives
- learning and growing through tensions and dissonance
- interdependence, inclusiveness, and distributed leadership
- co-constructing and co-creating our practices
- establishing shared goals and responsibilities
- having time to reflect and learn
- celebrating our shared learning

Therefore, we embrace . . .

*collaborative practices that empower every learner
to realize her/his potential*



Educational Transformation - Next Year's Plan

The following outlines next steps in establishing, sustaining and supporting job-embedded collaborative networks of professional development:

- Continue the collaborative work of the District's ILT (in schools/classrooms)
- Continue to support the COTA's request to repurpose the Joint Educational Change Committee to influence and support educational transformation
- Support existing and newly formed Learning Networks
- Explore the possibility of systemic collaborative time to enhance job-embedded collaboration

"Capacity building is a central component of the strategy for improvement."

(Fullan, 2014)

GOALS AND EXPECTATIONS (TARGETS)

Our
Overarching
Goal and
Attributes

Student
Reading
Results

School
Completion
Levels

Improving
Achievement
Results for
Aboriginal
Learners

Increasing
Enrolment in
Skills and
Technical
Training



Our Overarching Goal

The Ministry of Education believes that all Districts should have a long-term overarching goal of success for each student.

In our District we have established the following overarching goal which identifies the attributes we believe are necessary for our students' success in the 21st Century:

Each Central Okanagan School District student (K-12) will provide evidence of being a learner, thinker, innovator, collaborator and contributor.



Attributes of our Learners

Schools have engaged in a variety of initiatives to support our students in acquiring the attributes.

The following descriptions articulate our definition of each attribute:

A **Learner** is one who is engaged, resilient and seeks to understand through:

- Literacy, Numeracy and Subject Competencies
- Information, Media, and Technology Literacy
- Self-Direction, Work Ethic and Accountability
- Healthy Lifestyle
- Financial Literacy



Attributes of our Learners

A **Thinker** is one who analyzes, makes connections, inferences, asks questions, and transfers knowledge through:

- Critical Thinking and Problem Solving
- Open Mindedness and Reflection
- Flexibility and Adaptability

An **Innovator** is one who sees possibilities and generates original ideas with value through:

- Curiosity and Imagination
- Creativity, Design and Performance
- Initiative and Entrepreneurship



Attributes of our Learners

A **Collaborator** is one who excels at working with others to create new understanding through:

- Appreciating Diversity
- Effective Communication
- Interdependence
- Relationship Building

A **Contributor** is a citizen who participates in the local and global community through:

- Finding, Following, and Sharing Passions
- Respect, Empathy, and Kindness
- Integrity and Ethical Behaviour
- Civic and Environmental Responsibility
- Embracing Diverse Cultures and Lifestyles



Goals and Targets

In addition to the overarching goal and our work on the attributes, the Ministry of Education has indicated that “Districts must also articulate goals and expected results (targets) for student performance” in the following areas:

- **Student Reading Results**
- **School Completion Levels**
- **Achievement Results for Aboriginal Learners**
- **Participation Levels in Skills and Technical Training**

STUDENT READING RESULTS

To continue to strive for a high level of literacy skill acquisition for ALL students.





Student Reading Results

For our Primary Students.....

Improving our primary students' literacy skills has been a District goal for several years. For more than a decade now we have had an unwavering focus on Early Learning Programs and a commitment to the acquisition of foundational literacy skills. In 2000, the Early Learning Profile (ELP) was developed locally and has served as a tool to educate and guide both early learning educators' and primary teachers' instructional practice and play-based pedagogy. This early learning assessment tool was the first of its kind in the province.

Our multi-year trend lines show significant decreases in the vulnerability of our early learners. For the 2012-2013 school year, data continues a positive trend line with maintaining a reduction of primary students at risk by the end of grade 3. Some of our best work has been to ensure that students leaving Grade 3, and the primary program, are well prepared with the reading readiness skills they need.



Student Reading Results

STUDENT READING RESULTS

To continue to strive for a high level of literacy skill acquisition for ALL students.

Objectives:

1. To develop strong emergent skills of Pre-K and Kindergarten children.
2. To ensure development of the foundational early literacy skills of Grade 1 to 3 students.
3. To ensure continued development of communication and literacy skills of students in Grades 4-12; specifically students' ability to access, understand, process and effectively use oral, written, digital, and multimedia forms of communication for a range of purposes and audiences.



Student Reading Results

Objective #1: To develop strong emergent literacy skills of Pre-K and Kindergarten children.

RATIONALE:

The collection of the Early Development Instrument (EDI) data over the last decade, through the work of the late Dr. Clyde Hertzman of UBC's Human Early Learning Partnership (HELP), indicates approximately 25% of B.C.'s children are developmentally vulnerable when they enter Kindergarten.

Emergent literacy assumes that literacy acquisition begins at birth and emerges gradually over time. Long before children can read and write in a conventional sense, they are learning about literacy especially when immersed in literate-rich environments. Children arrive at preschools, StrongStart programs and Kindergarten with varying degrees of emerging literacy knowledge dependent upon their prior experiences.

INDICATOR(S):

- Early Learning Profile (ELP) beginning in K

TARGET:

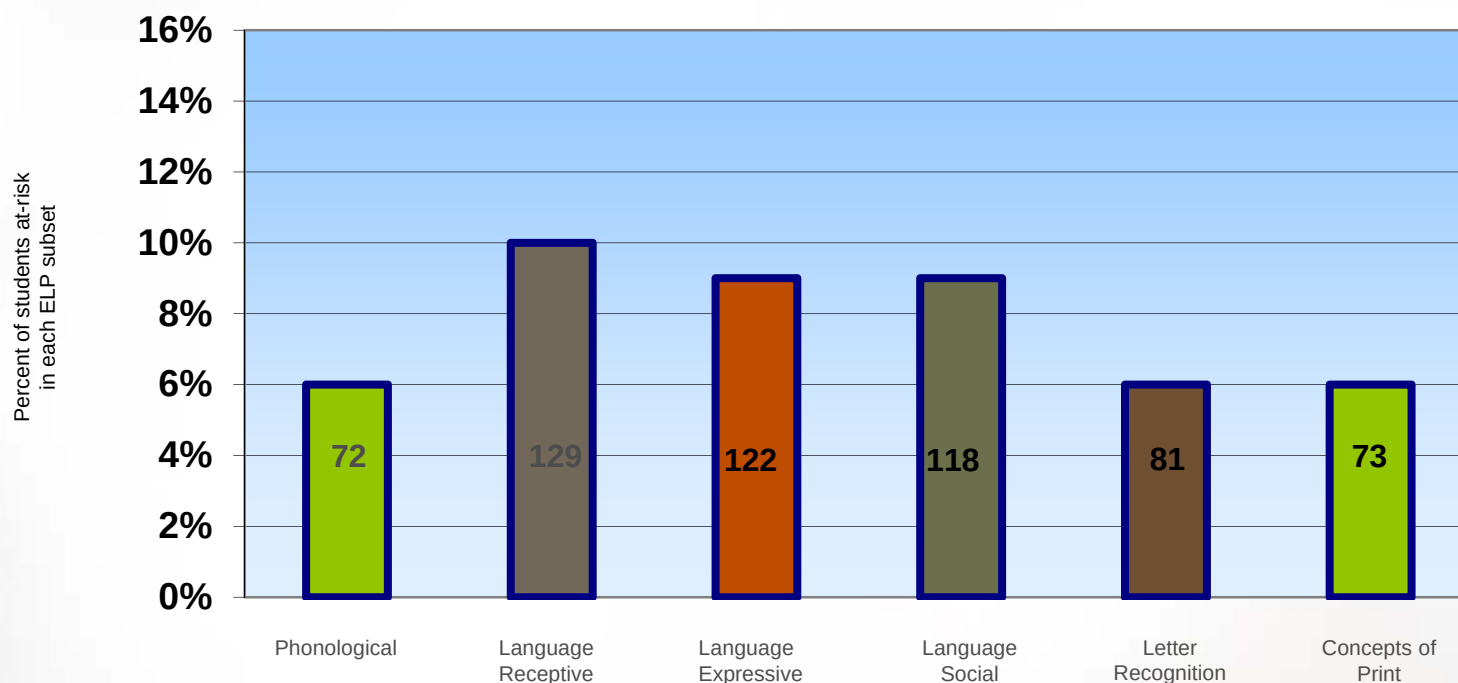
90% of Kindergarten students meeting or exceeding expectations on the Early Learning Profile by June 2015.



Student Reading Results

Objective #1: To develop strong emergent literacy skills of Pre-K and Kindergarten children.

Kindergarten Students At-Risk
2012/2013 – Percent of District Kindergarten Students At-Risk



Total Students = 1289 (155 or 12% are currently at-risk in one or more ELP subset)

Progress:



Approaching target of 90% meeting or exceeding expectations.



Student Reading Results

Objective #1: To develop strong emergent literacy skills of Pre-K and Kindergarten children.

ACTIONS (STRATEGIES/STRUCTURES)

- Identify the emergent literacy skills of K students with the Early Learning Profile (ELP).
- Use data from the ELP, to inform instruction addressing the areas of greatest literacy needs (most at-risk students will be identified).
- Focus on oral language, concepts of print, phonemic awareness, word recognition, the alphabetic principle, and emergent writing as a basis for literacy development.
- Differentiate instruction to address literacy needs both in the early learning programs as well as through the District's Collaborative Model of Support for vulnerable primary students.
- Continue to provide early language and literacy professional development opportunities for Early Childhood Educators in preschools, StrongStart Programs and Kindergarten.
- Continue to implement the Early Learning for Families (ELFF)/Ready, Set, Learn Program for families with children aged 3 to 5 years in each elementary school. (During the 2011/2012 school year, 38 ELFF evenings were facilitated at elementary schools.)
- Continue to host Kindergarten orientation sessions for parents and students entering Kindergarten for the first time.



Student Reading Results

Objective #2: To ensure development of the foundational early literacy skills of Grade 1 to 3 students.

RATIONALE:

The research clearly indicates that there is a very high correlation between children who are poor readers at the end of Grade 1 and those who are still poor readers at the end of Grade 4 (Kaemeeunui, E. in Trehearne, 2004). By the end of Grade 2, students should be reading simple chapter books and texts of their choice with ease and comprehension. Research indicates that children need to gain, by grade two, the foundational decoding skills to facilitate reading comprehension.

Those children who are not on track by Grade 3 have difficulty catching up without extensive additional time-consuming and human resource-demanding intervention. (Snow, et al in Trehearne, 2004) The goal of all elementary schools must be “Success by Seven. Every Child a Reader!” (Trehearne, 2004)

INDICATOR(S):

- Early Learning Profile continued from Kindergarten to Grade 3.

TARGET:

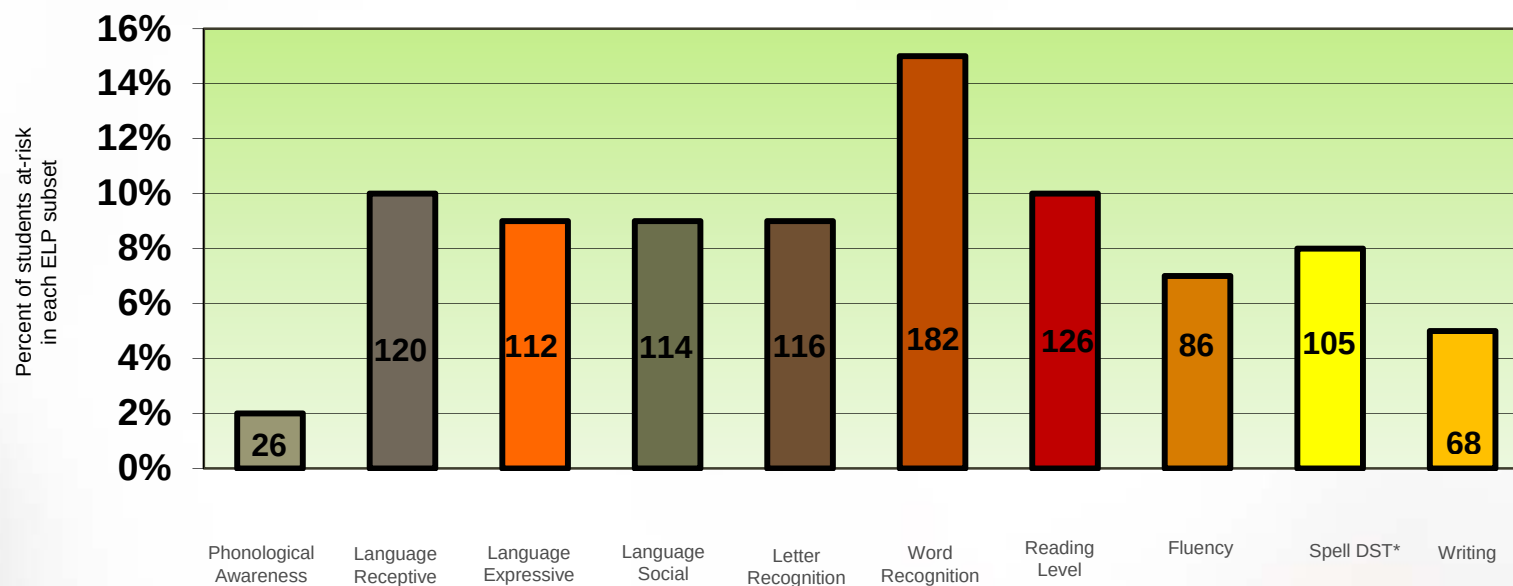
94% of students meeting or exceeding expectations on the Early Learning Profile by June 2015.



Student Reading Results

Objective #2: To ensure development of the foundational early literacy skills of Grade 1 to 3 students.

Grade 1 Students At-Risk
2012/2013 – Percent of District Grade 1 Students At-Risk



Total Students = 1237 (285 or 23% are currently at-risk in one or more ELP subset)

*Spell DST =
Developmental Spelling Test

Progress:



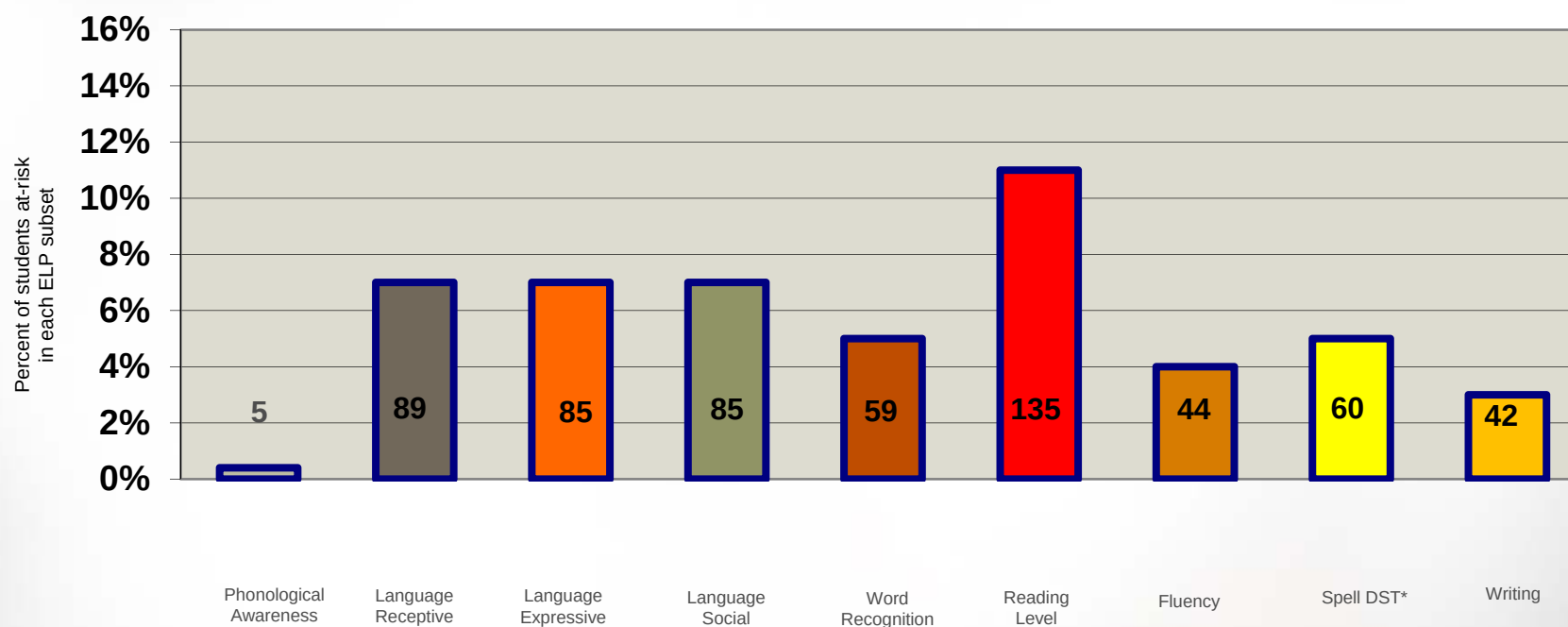
Off target.



Student Reading Results

Objective #2: To ensure development of the foundational early literacy skills of Grade 1 to 3 students.

Grade 2 Students At-Risk
2012/2013 – Percent of District Grade 2 Students At-Risk



Total Students = 1219 (171 or 14% are currently at-risk in one or more ELP subset)

*Spell DST =
Developmental Spelling Test

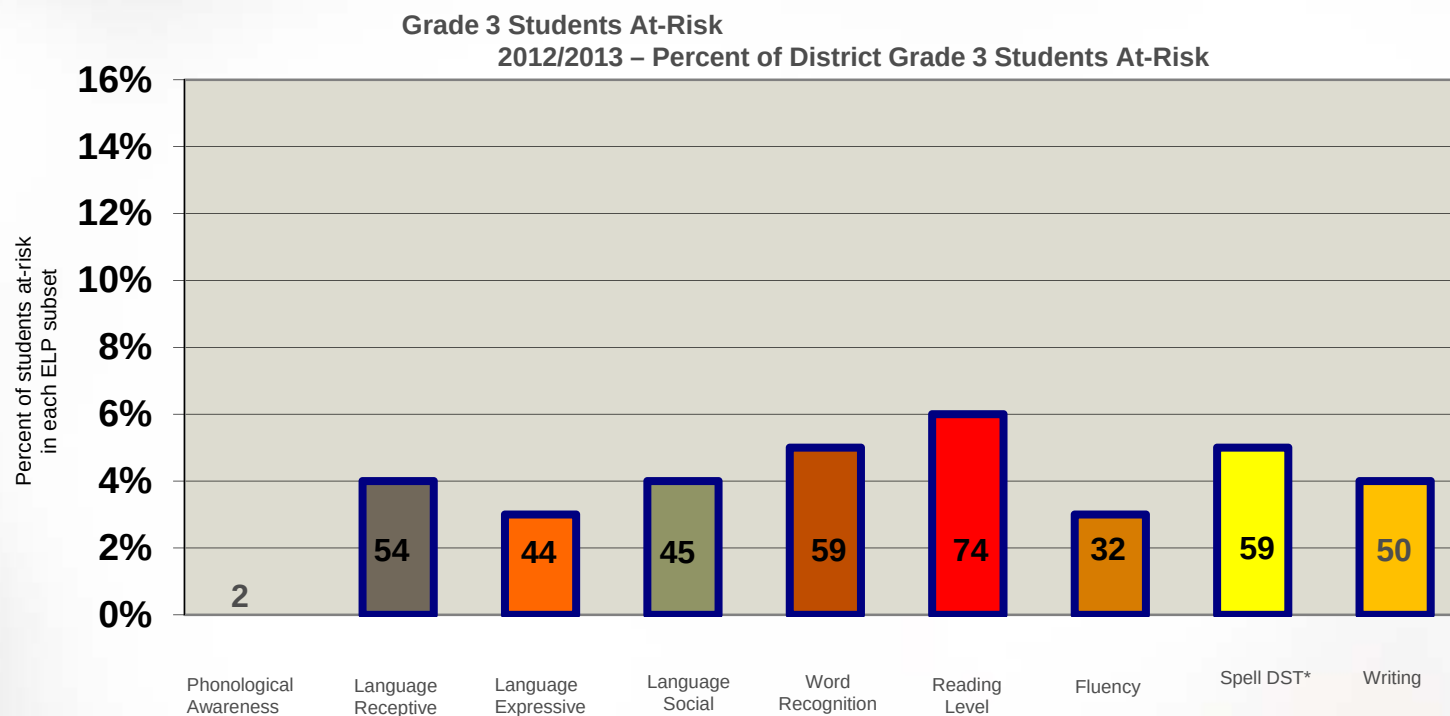
Progress:  Approaching target of 90% meeting or exceeding expectations.

Central Okanagan School District - Achievement Contract



Student Reading Results

Objective #2: To ensure development of the foundational early literacy skills of Grade 1 to 3 students.



Total Students = 1271 (140 or 11% are currently at-risk in one or more ELP subset)

*Spell DST =
Developmental Spelling Test

Progress:



Approaching target of 90% meeting or exceeding expectations.

Central Okanagan School District - Achievement Contract

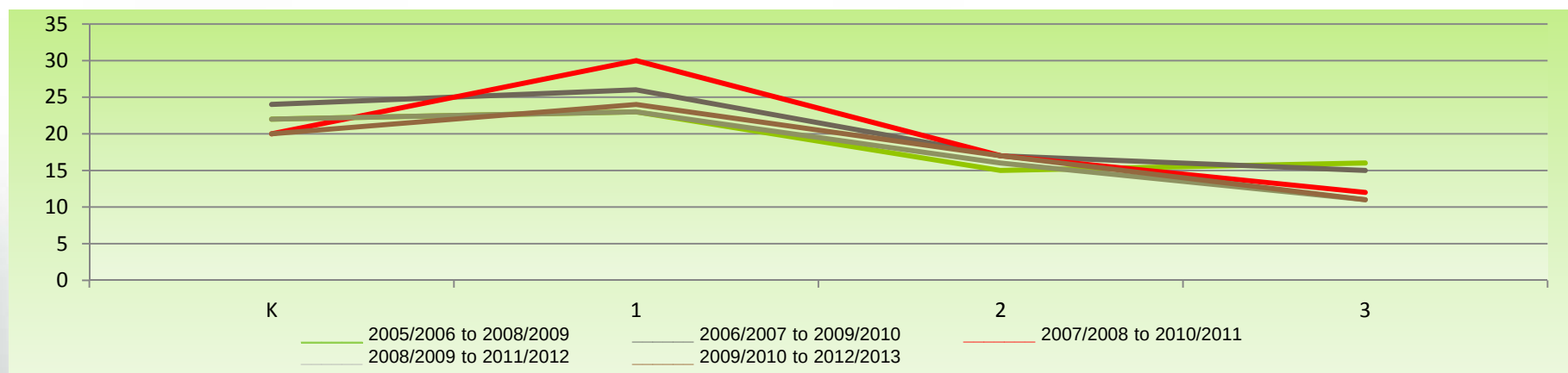


Student Reading Results

Objective #2: To ensure development of the foundational early literacy skills of Grade 1 to 3 students.

PROGRESS TOWARDS TARGETS – District Summary

2012/2013 – District Percent of Primary Students at Risk



2005/2006 to 2008/2009	K	1	2	3
2006/2007 to 2009/2010	22%	23%	15%	16%
2007/2008 to 2010/2011	24%	26%	17%	15%
2008/2009 to 2011/2012	20%	30%	17%	12%
2009/2010 to 2012/2013	22%	23%	16%	11%
2011/2012 Data	20%	24%	17%	11%
2012/2013 Data	17%	23%	17%	11%
	12%	23%	14%	11%

Progress:



Approaching target of 90% of primary students meeting or exceeding expectations.



Student Reading Results

Objective #2: To ensure development of the foundational early literacy skills of Grade 1 to 3 students.

ACTIONS (STRATEGIES/STRUCTURES)

School District No. 23 submitted a District K-3 Reading Plan. Literacy skill acquisition of all primary students will be tracked and reported to the Ministry through the School District No. 23's Early Learning Profile (ELP). Included in the plan are the following inclusive components:

- Developing teams within schools where classroom teachers and resource teachers work together to co-plan, co-teach and co-assess
- Supporting teacher action research groups focused on reading inquiry projects
- Structuring classrooms and schools to support the reading performance of all students
- Reporting on student progress
- Facilitating 6 half-day sessions for school-based literacy support teachers to further their understanding of the Response to Intervention (RTI) model with a special attention to strategies for Tier 2 students and to increase their understanding of literacy instruction and assessment strategies. These same teachers take a "leadership in literacy" role within their schools.



Student Reading Results

For our Intermediate/Secondary Students.....

While we do see improving results within these cohorts of students, we also see a plateauing achievement line for students meeting and exceeding expectations in Grades 4-12.

Report Card marks show that approximately 83% of students are meeting and/or exceeding the requirements of the English Language Arts Curriculum.

This will be a future focus for our District.



Student Reading Results

Objective #3: To ensure continued development of communication and literacy skills of students in Grades 4-12; specifically students' ability to access, understand, process and effectively use oral, written, digital, and multimedia forms of communication for a range of purposes and audiences.

RATIONALE:

We are committed to ensuring that all students develop their literacy and communication skills to the fullest extent to promote individual empowerment, social engagement, and social equity. English Language Arts is a foundational curriculum “which provides students with the language and literacy skills for success in school, community and life” (BC Draft English Language Arts Curriculum, 2013). Our District currently has approximately 20% of students in Grades 8-12 not meeting/minimally meeting English Language Arts requirements as evidenced by report card data. Similarly, approximately 14% of students in Grades 4-7 are not meeting/minimally meeting expectations of reading and viewing outcomes.

INDICATOR(S):

Elementary Reading Report Card Marks; Secondary English Language Arts Marks

TARGET:

90% of Grade 4-12 students meeting or exceeding expectations, as indicated through Report Card Marks, by June 2015.

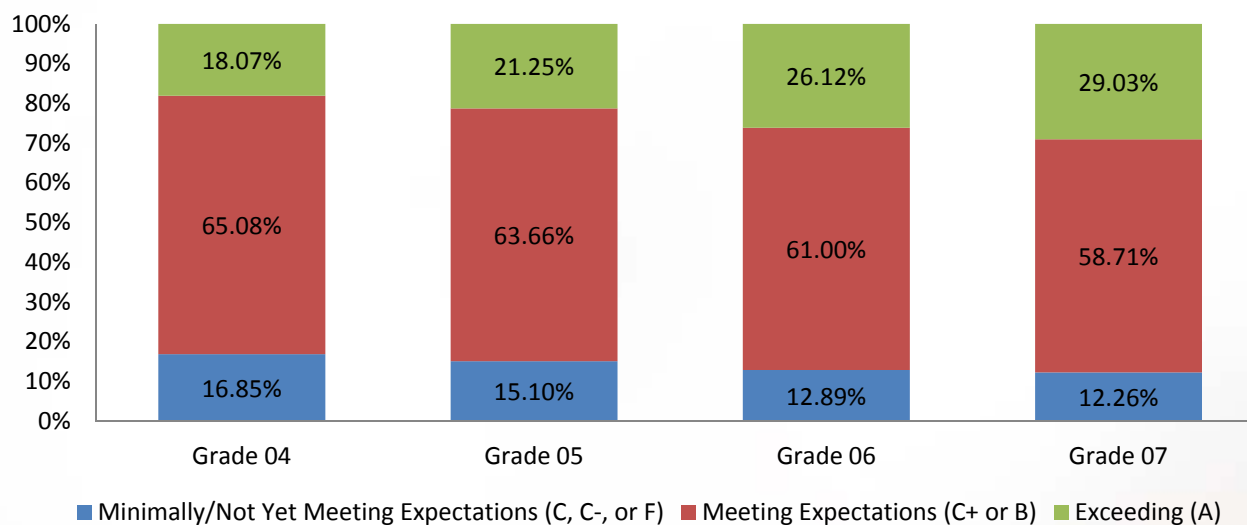


Student Reading Results

Objective #3: To ensure continued development of communication and literacy skills of students in Grades 4-12; specifically students' ability to access, understand, process and effectively use oral, written, digital, and multimedia forms of communication for a range of purposes and audiences.

2012-2013 Elementary Reading

Report Card Final Marks



Progress:  Approaching target of 90% of Grade 4-12 students meeting or exceeding expectations, as indicated through Report Card Marks, by June 2015.

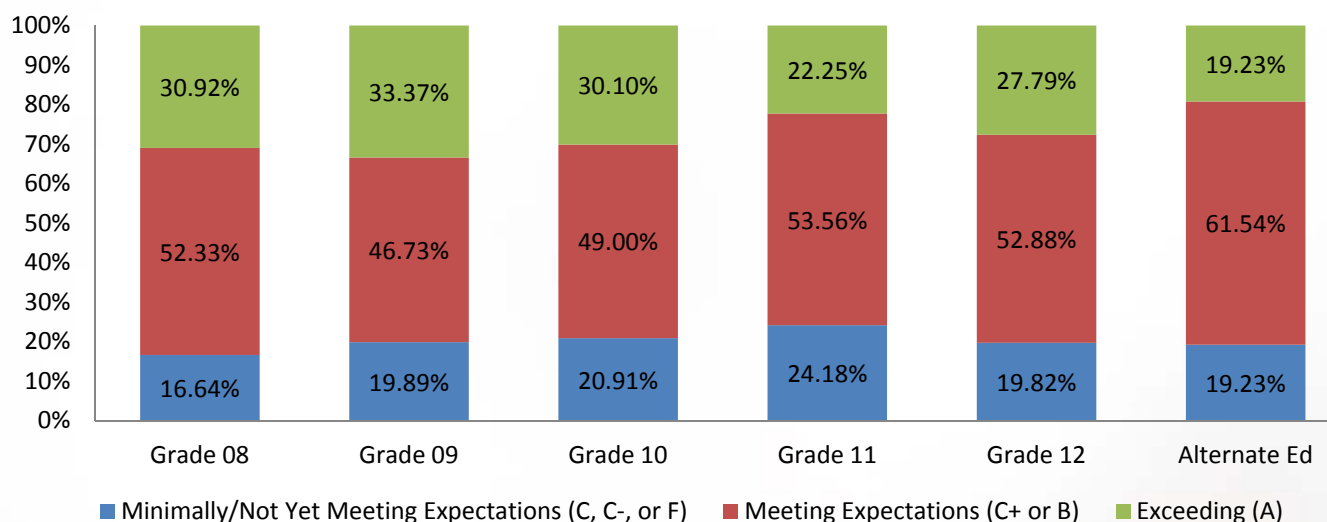


Student Reading Results

Objective #3: To ensure continued development of communication and literacy skills of students in Grades 4-12; specifically students' ability to access, understand, process and effectively use oral, written, digital, and multimedia forms of communication for a range of purposes and audiences.

2012-2013 Secondary English Language Arts

Final Report Card Marks



Progress: ■ Off target of 90% of Grade 4-12 students meeting or exceeding expectations, as indicated through Report Card Marks, by June 2015.



Student Reading Results

Objective #3: To ensure continued development of communication and literacy skills of students in Grades 4-12; specifically students' ability to access, understand, process and effectively use oral, written, digital, and multimedia forms of communication for a range of purposes and audiences.

ACTIONS (STRATEGIES/STRUCTURES)

- Continuing to foster school-based Collaborative Models of Support (CMOS) to identify and provide wrap around support for our most vulnerable elementary, middle and secondary students.
- Supporting a team of District Literacy Leaders (comprised of teachers with experience teaching K-12) who respond to needs of the field and provide support in the area of literacy. Focus has been on supporting the activation and acquisition of new skills, applying new knowledge, and shifting pedagogy to foster development of literacy skills at all levels, through all content areas.
- Developing teams within schools where principals, vice-principals, enrolling and non-enrolling teachers work together with the coaching and mentorship of the Instructional Leadership Team and school-based teacher leaders/mentors.



Student Reading Results

Respond and Adjust

While we are showing steady and continued improvement, as indicated by the Early Learning Profile, and are approaching District targets in literacy for students in Grades 1-3, we recognize the following:

1. That we are off District targets in literacy for students in Grades 4-12, as reported by English Language Arts Report Card data.
2. Continued development of assessment practices are needed to help us better understand the strengths and needs of our intermediate and secondary students.
3. Identifying foundational skills that require our support in Grades 4-12 will help us target instruction and differentiate learning tasks accordingly.
4. Revising and refining the District Whole Class Reading Assessment protocol to align with the District Assessment Committee's belief statements will be a focus.

SCHOOL COMPLETION LEVELS

To continue to improve the number of our students who will earn their Dogwood Diploma or Evergreen Certificate within six years of starting grade 8, and be ready for the transition beyond secondary school.





School Completion Levels

School Completion Levels

To continue to improve the number of our students who will earn their Dogwood Diploma or Evergreen Certificate within six years of starting grade 8, and be ready for the transition beyond secondary school.

Objectives:

1. By June 2016, 93% of our students will earn their Dogwood Diploma or Evergreen Certificate within six years of starting grade 8, and be ready for the transition beyond secondary school.
2. By June 2016, academic grade readiness from grades 8 to 11 will increase each year to reach: 95% in grade 8; 90% in grade 9; 85% in grade 10; 85% in grade 11.



School Completion Levels

Objective #1: By June 2016, 93% of our students will earn their Dogwood Diploma or Evergreen Certificate within six years of starting grade 8, and be ready for the transition beyond secondary school.

RATIONALE:

Successful completion of secondary school remains our key goal at the Middle/Secondary level. Increasing the number of students who successfully complete grade 12 is a vital part of our District's success.

Many students are not capable or eligible for a Dogwood graduation certificate, yet their success is still vital to our core mission. Inclusion of the Evergreen Certificate data as a measure of success is validation for those students. The District is fully capable and prepared to increase our success rate in the coming years.

INDICATOR(S):

- Ministry of Education six-year completion rate

TARGET:

By June 2016, 93% of our students will earn their Dogwood Diploma or Evergreen Certificate within six years of starting grade 8, and be ready for the transition beyond secondary school.



School Completion Levels

Objective #1: By June 2016, 93% of our students will earn their Dogwood Diploma or Evergreen Certificate within six years of starting grade 8, and be ready for the transition beyond secondary school.

PROGRESS TOWARDS TARGETS

Central Okanagan School District Six Year Completion Rate Three Year Trends				
	09/10	10/11	11/12	12/13
Six-Year Completion Rate	84.7%	86.2%	86.5%	85.6% 
Six-Year Combined Rate with School Completion Certificates	86.1%	87.4%	90.3%	91.7% 
Provincial Six-Year Completion Rate	79.7%	81.0%	81.8%	83.6%

Progress:  on target  approaching target  off target



School Completion Levels

Objective #1: By June 2016, 93% of our students will earn their Dogwood Diploma or Evergreen Certificate within six years of starting grade 8, and be ready for the transition beyond secondary school.

PROGRESS TOWARDS TARGETS

We are on target to achieve our goal by 2016.

Central Okanagan School District Six Year Completion Rate (Historical)	
2005/06	78.0%
2006/07	81.0%
2007/08	82.2%
2008/09	82.9%
2009/10	84.7%
2010/11	86.2%
2011/12	86.5%
2012/13	85.6% 

Progress:  on target  approaching target  off target



School Completion Levels

Objective #1: By June 2016, 93% of our students will earn their Dogwood Diploma or Evergreen Certificate within six years of starting grade 8, and be ready for the transition beyond secondary school.

PROGRESS TOWARDS TARGETS

Central Okanagan School District Six Year Completion Rate Three Year Trends		
2005-2008	80.40%	
2006-2009	82.03%	
2007-2010	83.30%	
2008-2011	84.60%	
2009-2012	85.80%	
2010-2013	86.10%	●

Progress: ● on target ◆ approaching target ■ off target



School Completion Levels

Objective #1: By June 2016, 93% of our students will earn their Dogwood Diploma or Evergreen Certificate within six years of starting grade 8, and be ready for the transition beyond secondary school.

ACTIONS (STRATEGIES/STRUCTURES)

- Continue personal connections and interventions with vulnerable students in each of our schools with support from the Readiness Department Heads.
- Continue inquiry focused Readiness Learning Teams within each Middle and Secondary School.
- Create a plan to have each student (K to 12) provide evidence of each of the Attributes of a School District No. 23 Learner.
- Reinforce and reinvigorate our commitment to build positive school cultures, especially at our middle and secondary schools.
- Build school-based readiness 14-point plans.



School Completion Levels

Objective #2: By June 2016, academic grade readiness from grades 8 to 11 will increase each year to reach: 95% in grade 8; 90% in grade 9; 85% in grade 10; 85% in grade 11.

RATIONALE:

Academic grade readiness, facilitating a full transition to the next grade, has been determined to be the primary indicator of future success for middle and secondary students. Substantive improvements in academic grade readiness will lead directly to increases in the number of students who successfully complete grade 12 within six years.

INDICATOR(S):

- Report card marks as defined by the successful completion of the five core subjects of English, Social Studies, Science, Mathematics, and Physical Education.

TARGET:

By June 2016, academic grade readiness (as defined by passing rate in all five core subjects) from grades 8 to 11 will increase each year to reach:

95% in grade 8
90% in grade 9
85% in grade 10
85% in grade 11



School Completion Levels

Objective #2: By June 2016, academic grade readiness from grades 8 to 11 will increase each year to reach: 95% in grade 8; 90% in grade 9; 85% in grade 10; 85% in grade 11.

PROGRESS TOWARDS TARGETS

Central Okanagan School District Grade Readiness Summary					
Grade	09/10	10/11	11/12	12/13	Targets
11	67.7	68.1	74.0	78.9	85% 
10	75.1	76.8	70.9	76.5	85% 
9	88.0	87.2	85.8	93.3	90% 
8	91.5	92.0	94.1	97.7	95% 

Progress:  on target  approaching target  off target

Central Okanagan School District - Achievement Contract



School Completion Levels

Objective #2: By June 2016, academic grade readiness from grades 8 to 11 will increase each year to reach: 95% in grade 8; 90% in grade 9; 85% in grade 10; 85% in grade 11.

PROGRESS TOWARDS TARGETS

Central Okanagan School District Grade Readiness Summary - Current Three-year Trend			
Grade	09/12	10/13	Targets
11	69.9	75.5	85% 
10	74.3	77.4	85% 
9	87.0	89.1	90% 
8	92.5	94.6	95% 

Progress:  on target  approaching target  off target



School Completion Levels

Objective #2: By June 2016, academic grade readiness from grades 8 to 11 will increase each year to reach: 95% in grade 8; 90% in grade 9; 85% in grade 10; 85% in grade 11.

ACTIONS (STRATEGIES/STRUCTURES)

- Continue the use of the Readiness Data Sets in the data warehouse SKOPUS.
- Continue the District readiness focus at schools through ongoing networking, sharing and showcasing via Readiness Department Heads and Inquiry Teams.
- Continue and extend the rich conversations around readiness and graduation K to 12.
- Develop and implement readiness curriculum K to 12.
- Collect and analyze school-based chronic absence data.
- Continue to work on transitional improvements and academic intervention strategies with school teams.
- Create a plan to have each student (K to 12) provide evidence of the School District No. 23 Attributes of a Learner.
- Continue our commitment to making personal connections with each student (K to 12).
- Reinvigorate our efforts to build positive and engaging environments in each of our schools.



School Completion Levels

Respond and Adjust

1. Continue to explore formalized District cornerstone activities at the grade 3 and 6 levels
2. Support the formalized creation of a Readiness Improvement Plan in each middle and secondary school
3. Focus improvement efforts on the grade 10 transition year
4. Develop a strategic plan to align with the BC Skills for Jobs Blueprint
5. Continue to explore a District-wide withdrawal process



School Completion Levels - Special Education

We are committed to.....fully integrating our students with special needs into a broad array of programming options designed to meet their unique needs.

We are now at a point where we can meaningfully track the success of our special education students and differentiate instruction to enhance learning, with the commitment that ALL of our students will complete grade 12.

Where appropriate, our students also participate in the School District's Grade 12 My Action Plan culminating activity to celebrate their successes and help them transition to a new phase in their life.

Please note:

- Special Education cohorts vary in size and number from year to year making it difficult to compare cohorts without additional information.
- Cohort categories with fewer than five individuals are masked when presenting data.
- Data collection on students receiving School Completion Certificates began in the 2007/2008 school year.



School Completion Levels - Special Education

We are committed to.....all our students reaching their potential.

Significant numbers of special education students in the Central Okanagan School District complete grade 12 by current measures (obtaining a Dogwood Diploma or Evergreen Certificate). Ensuring as many special education students as possible complete certification requirements will continue to be a focus in the future.

SPED Funding Category	2010/2011		2011/2012		2012/2013	
	Size of Cohort	Graduated	Size of Cohort	Graduated	Size of Cohort	Graduated
Mild/Moderate-Severe (K,C)	14	13	28	25	11	10
Autism/Hearing/Vision/Deaf-Blind (G,F,E,B)	14	12	17	17	22	21
Learning Disabled (Q)	64	55	30	28	66	55
Severe and Moderate Behavior (H,R)	64	32	37	32	54	21
Physically Dependent (A)	Mask	Mask	Mask	Mask	Mask	Mask
Physical Disabilities/Chronic Health (D)	15	13	16	13	13	11
Gifted (P)	10	10	12	12	10	9
Total in SPED Designations	181	135	140	127	176	127
SPED Graduation Rate as a percentage of Cohort	75%		91%		72%	

IMPROVING ACHIEVEMENT RESULTS FOR ABORIGINAL LEARNERS





Improving Achievement Results for Aboriginal Learners

The Central Okanagan School District acknowledges and honours the traditional territory and history of the Okanagan (Syilx) People and Westbank First Nation as our host band. We also acknowledge the traditional teachings of Elders and the wisdom of their Aboriginal culture.

In partnership with the local Aboriginal communities, we build on the success of Aboriginal students who self-identify as First Nation, Metis, and Inuit. We continue to foster cultural awareness, cultural pride, and improved student achievement for our 2,296 Aboriginal learners.

Our program and services continue to evolve to meet the needs of Aboriginal students, families, and communities.





Improving Achievement Results for Aboriginal Learners

On January 15, 2014, the Central Okanagan School District and the community came together to celebrate the signing of the District's second Enhancement Agreement.

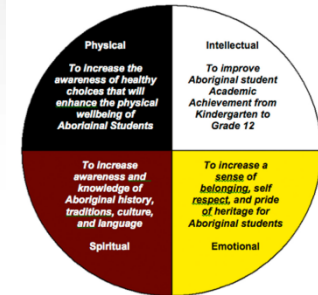
Our new 2014-2019 Enhancement Agreement focuses on "*Empowering our Youth*" to achieve their potential.





Improving Achievement Results for Aboriginal Learners

Our goals reflect the teachings of the Medicine Wheel



EMOTIONAL

Aboriginal students and families will attain a sense of belonging, self-respect, and pride of heritage.



SPIRITUAL

Aboriginal students will actively participate in Aboriginal teachings, traditions, culture and language.



PHYSICAL

Aboriginal students will make healthy choices that will enhance their physical well-being.



INTELLECTUAL

Aboriginal students will achieve high academic standards from K-12.



Improving Achievement Results for Aboriginal Learners

Our Enhancement Agreement Goals align with the 40 Developmental Assets®. We are committed to helping students gain the following Assets:





Improving Achievement Results for Aboriginal Learners

Our recent 10th Annual Report highlights how far we've come in:

- **Reducing Primary Vulnerability**

- From 28% Kindergarten vulnerability in 2010 to 14% grade 3 vulnerability in 2013

- **Increasing Readiness Levels**

- From 49.6% grade 11 readiness in 2009 to 73% grade level readiness in 2013

- **Increasing Student Completion Rates**

- From 49% school completion rate in 2005 to nearly 70% school completion rate in 2013



Improving Achievement Results for Aboriginal Learners

Student Reading Results

Objective #1:

To enhance literacy skill development of Primary Aboriginal students.

Student Completion Levels

Objective #1:

By June 2019, 90% of our Aboriginal students will earn their Dogwood Diploma or Evergreen Certificate within six years of starting grade 8.



Aboriginal Learners Student Reading Results

Objective #1 To enhance literacy skill development of Primary Aboriginal students.

RATIONALE:

The overall target is 90% of Aboriginal students meeting or exceeding expectations in literacy. We are committed to equity and excellence for all our learners.

INDICATOR(S):

- Early Learning Profile (ELP) – K to 3 (Literacy)
- Whole Class Reading Assessment (WCRA) (Gr. 4 and 7)
- School Wide Write (SWW) (Gr. 4 to 9)

TARGET:

80% of primary Aboriginal students meeting or exceeding grade level expectations on the ELP (Literacy) by June 2013, with the objective of improving to 90% by 2016.

75% of Aboriginal students meeting or exceeding grade level expectations on the WCRA and SWW by June 2016.



Aboriginal Learners Student Reading Results

Objective #1: To enhance literacy skill development of Primary Aboriginal students.

PROGRESS TOWARDS TARGETS

- Early Literacy Learning Profile Results

The District has developed an Early Learning Profile to identify primary students who are at risk. Once identified, intervention strategies **are** implemented to support the students at risk.

Grade	Total Number of Aboriginal Students			Number of Aboriginal Students at Risk			Percentage of Aboriginal Students at Risk		
	2010/ 2011	2011/ 2012	2012/ 2013	2010/ 2011	2011/ 2012	2012/ 2013	2010/ 2011	2011/ 2012	2012/ 2013
Kindergarten	147	139	153	52	32	35	35%	23%	23%
Grade 1	115	140	138	35	41	49	30%	29%	36%
Grade 2	137	132	128	27	27	30	20%	20%	23%
Grade 3	126	138	131	19	19	18	15%	14%	14%

Progress: on target approaching target off target



Aboriginal Learners Student Reading Results

Objective #1 To enhance literacy skill development of Primary Aboriginal students.

ACTIONS (STRATEGIES/STRUCTURES)

- Identify literacy skills of all Aboriginal students in K to 3 with the Early Learning Profile (ELP).
- Use the data from ELP to inform instruction addressing the areas of greatest literacy needs (most at-risk students will be identified).
- Differentiate instruction to address all literacy needs in classroom instruction and through the District's Collaborative Model of Support.
- Focus on all aspects of the foundational literacy skills including: phonological awareness, phonics, fluency, vocabulary and comprehension. (National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.*)



Aboriginal Learners School Completion Levels

Objective #1: By June 2019, 90% of our Aboriginal students will earn their Dogwood Diploma or Evergreen Certificate within six years of starting grade 8.

RATIONALE:

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

INDICATOR(S):

- Ministry of Education Aboriginal Six-year Completion Rate
- Aboriginal Academic Readiness Data

TARGET:

By June 2019, 90% of our Aboriginal students will earn their Dogwood Diploma or Evergreen Certificate within six years of starting grade 8.



Aboriginal Learners School Completion Levels

Objective #1: By June 2019, 90% of our Aboriginal students will earn their Dogwood Diploma or Evergreen Certificate within six years of starting grade 8.

PROGRESS TOWARDS TARGETS

Central Okanagan School District Aboriginal Six-Year Completion Rate	
2006/07	59.5%
2007/08	59.8%
2008/09	55.3%
2009/10	60.0%
2010/11	61.0%
2011/12	68.9%
2012/13	66.0% 

Progress:  on target  approaching target  off target



Aboriginal Learners School Completion Levels

Objective #1: By June 2019, 90% of our Aboriginal students will earn their Dogwood Diploma or Evergreen Certificate within six years of starting grade 8.

ACTIONS (STRATEGIES/STRUCTURES)

- Maintain and enhance our Ministry of Education Aboriginal graduation data sets.
- Disaggregate Aboriginal student academic readiness data.
- The District Aboriginal Education Program Principal, the Aboriginal Education Program staff, Aboriginal Education Council, along with District and school-based staff, will continue to work toward increased Aboriginal student engagement and graduation objectives within a new Enhancement Agreement.
- Continue to build stronger connections and integration between the work of the Aboriginal Education Program and Career Life Programs, Readiness, Health Promoting Schools Committee, and Middle and Secondary Principals.



Improving Achievement Results for Aboriginal Learners

Respond and Adjust

We have responded to the voices of our community by establishing a new five-year Enhancement Agreement with a strong vision and commitment to reach the following targets:

Intellectual Goal

1. 90% transition rate at each grade level
2. 95% of K- 6 students meeting or exceeding grade level expectations in reading, writing, and numeracy
3. 90% of grade 7-9 students meeting or exceeding grade level expectations in reading, writing, and numeracy
4. 90% of students graduating with a Dogwood Certificate

INCREASING ENROLMENT IN SKILLS AND TECHNICAL TRAINING





Increasing Enrolment in Skills and Technical Training

We offer a diverse range of Dual Credit programs in skills and technical training.....

6 Teacher taught Dual Credit Programs:

- Automotive Service Technician Level 1 (KSS)
- Justice Institute Firefighting Program (MBSS)
- Justice Institute Emergency Medical Responder Program (RSS)
- Industry Training Authority Hairdressing Program (MBSS)
- BCIT Computer Information System Administration (RSS)
- OC Residential Construction Program (RSS)

5 Partnership Dual Credit Programs:

- OC Culinary Arts Program (MBSS)
- BCIT Diesel Engine Mechanic (RSS)
- BCIT Electrical and Industrial Electronics (RSS)
- BCIT Motorcycle/Marine Repair (RSS)
- EITI Utility Arborist Program (RSS)



.....and access to Okanagan College Dual Credit training in 15 trade programs and one health care program.



Increasing Enrolment in Skills and Technical Training

We also offer a diverse range of courses and programs in our schools which develop student skill and leads students effectively into specific technical training of their choice. Courses and programs such as:

- 25 Specialty Academies
- 124 Board Authorized (locally developed) Courses
- A broad range of Applied Skills courses at each school
- A diverse offering of skill and technical training exploration activities at the District level



Central Okanagan School District - Achievement Contract



Increasing Enrolment in Skills and Technical Training

In the past five years, we set two objectives to increase enrolment in career-related courses and activities with the rationale that students who are tangibly engaged in their school studies, who have developed a career/life plan and who explore meaningful career/life pathways, will be more successful in developing related skills and technical training.

Objectives:

1. By June 2014, 75% of our graduating students will have received a Career Programs designation on their Dogwood Diploma.
2. By June 2014, participation in community-based career/life experiences (as defined by Career Programs involvement) from grade 7 – 11 will increase each year to 75% in grade 10 and 90% in grade 11.

Those two data sets follow on the next two slides.



Increasing Enrolment in Skills and Technical Training

Objective #1: By June 2014, 75% of our graduating students will have received a Career Programs designation on their Dogwood Diploma.

PROGRESS TOWARDS TARGETS

Central Okanagan School District Current Career Preparation Designation Graduation Data			
	10/11	11/12	12/13
Total Grade 12 Students	2043	1915	1890
Total Grade 12 Work Experience 12 Completed	915	999	895
% of Students Earning a Career Preparation (CP) Designation	45%	52%	47% 

Progress:  on target  approaching target  off target



Increasing Enrolment in Skills and Technical Training

Objective #2: By June 2014, participation in community-based career/life experiences (as defined by Career Programs involvement) from grades 7 to 11 will increase each year to reach: 75% in grade 10 and 90% in grade 11.

PROGRESS TOWARDS TARGETS

Central Okanagan School District Baseline Career Experiences Data				
	10/11	11/12	12/13	Goal
Grade 10	37%	60%	42%	75% 
Grade 11	78%	66%	58%	90% 

Progress:  on target  approaching target  off target



Increasing Enrolment in Skills and Technical Training

In response to the Ministry of Education's new focus on increasing enrolment in Skills and Technical Training, we are monitoring our current trend data in dual credit enrolment in technical training.

PROGRESS TOWARDS TARGETS

Dual Credit Enrolment				
	11/12	12/13	13/14	Goal
Teacher Taught	116	111	89	TBD
Partnership	89	75	70	TBD
OC Programs	53	60	58	TBD

Progress:  on target  approaching target  off target



Increasing Enrolment in Skills and Technical Training

Respond and Adjust

With the new provincial focus on skills and technical training, we anticipate greater clarity and direction from the Ministry to support our work in this area.

It is clear that our District's future work plan must involve defining, designing and creating meaningful metrics that will accurately reflect our success in "increasing enrolment in skills and technical training". Metrics under current exploration include:

1. Number of students participating in applied skills courses
2. Percentage of students excelling in applied skills courses
3. Number of career preparation students in trade and technical training
4. Percentage of students graduating with Level 1 technical trades training
5. Number of students transitioning to post-secondary technical training
6. Number of students completing Level 1, 2, 3 and 4 technical training

ASSESSMENT AND EVALUATION





Assessment and Evaluation

We align.....to create common assessments

Following best practices in assessment, we have adopted common assessments to:

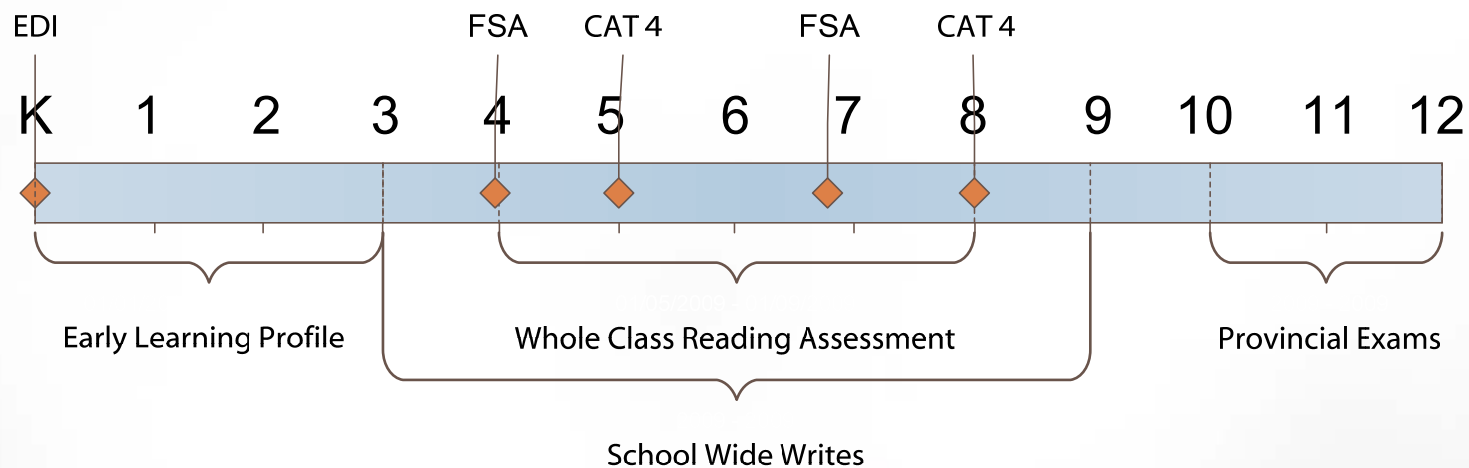
- establish meaningful data to inform decision making at all levels in our system
- differentiate learning resources and respond with intervention strategies
- track trends over time to assist us with improvement planning

We are nearing the completion of establishing our first District-wide Assessment Policy and remain committed to reviewing the K-12 Assessment Plan in the 2014/2015 school year.



Assessment and Evaluation

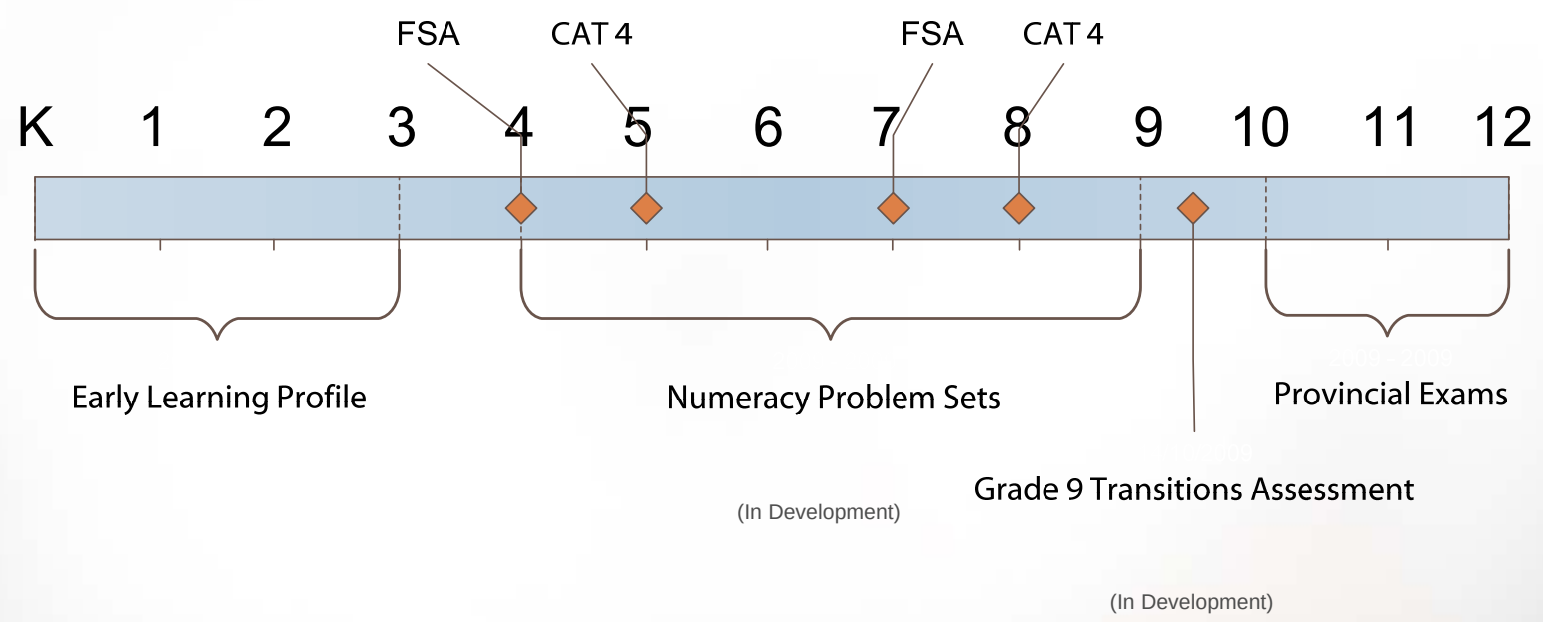
Our current K to 12 Literacy Assessment Plan





Assessment and Evaluation

Our K to 12 Numeracy Assessment Plan



SUMMARY





In Summary.....

We are most proud of.....

- our cultural shift towards job-embedded collaboration
- our efforts to move from teaching in isolation to co-planning, co-teaching, and co-learning together
- reducing levels of vulnerability in the early years
- improving our graduation trendline
- the efforts of our staff to create Learning Networks
- the commitment to continuous improvement

“There is a single ‘culture shift’ at the school level (collaborative/professional). The work is proving to be both sustainable and generative.”

(Survey Respondent During Instructional Leadership Team Review Process 2014)

