



"Together We Learn"

School District No. 23
(Central Okanagan)

BOARD OF EDUCATION ANNUAL GENERAL MEETING 2013 MINUTES

DATE: Wednesday December 11, 2013
TIME: 6:00 PM
LOCATION: School Board Office
1940 Underhill St.
Kelowna, B.C. V1X 5X7

Attending:

Board of Education:

Trustee M. Baxter (Chairperson)
Trustee D. Butler
Trustee J. Brinkerhoff
Trustee R. Cacchioni
Trustee C. Gorman
Trustee J. Fraser
Trustee M. Pendharkar

Staff:

H. Gloster, Superintendent
L. Paul, Secretary-Treasurer
T. Beaudry, Assistant Superintendent
E. Sadlowski, Director of Finance
B. Bertram, Executive Assistant (Recorder)

Partner Group Representatives Attending:

COPAC	Shaun Bos, President
COPVPA	Jill Voros, Social Liaison
COTA	Susan Bauhart, President, and April Smith, First Vice-President
CUPE	Wendy Johnson, President
DSC	No representative

Acting Chairperson: Larry Paul, Secretary-Treasurer

ORDER

The meeting was called to order at 6:02 p.m.

2013 Chairperson's Report to the Board

Trustee Baxter delivered the 2013 Chairperson's Report to the Board, which is attached to and forms a part of these minutes, and includes a copy of the Superintendent's Mid-Year Report on Student Achievement 2013-2014.

Main

13P-174

MOVED by Trustee Gorman, SECONDED by Trustee Fraser,

**THAT: The Board of Education receive, with thanks, the Chairperson's Report for 2013.
CARRIED**

APPOINTMENT OF SCRUTINEERS

The Secretary-Treasurer, as Acting Chairperson, appointed as Scrutineers:
Terry-Lee Beaudry, Assistant Superintendent
Eileen Sadlowski, Director of Finance

ELECTION OF CHAIRPERSON

The Secretary-Treasurer, as Acting Chairperson, called for nominations for the position of Board Chairperson.

Trustee Gorman nominated Trustee Cacchioni.
Trustee Cacchioni accepted the nomination.

Trustee Butler nominated Trustee Baxter.
Trustee Baxter accepted the nomination.

The Secretary-Treasurer, as Acting Chairperson, called for second and third nominations.
The Secretary-Treasurer, as Acting Chairperson, declared the nominations for Board Chairperson closed.

Each nominated Trustee provided a statement.

The Secretary-Treasurer, as Acting Chairperson, called for a vote by ballot for the Board Chairperson position.

6:20 pm: The Scrutineers collected all ballots and left the meeting.

6:21 pm: The Scrutineers returned to the meeting and provided the results of the ballot count to the Secretary-Treasurer as Acting Chairperson.

The Secretary-Treasurer, as Acting Chairperson, declared **Trustee Baxter** as Chairperson of the Board of Education for the period December 2013 through to December 2014.

TRUSTEE BAXTER, AS CHAIRPERSON, CONTINUED WITH THE BUSINESS OF THE MEETING.

ELECTION OF VICE-CHAIRPERSON

In accordance with Board Policy 115 - Inaugural and Annual Board Meetings, in order that all trustees, during each three year term, shall be provided with the opportunity to serve on the Coordinating Committee, the following process shall be followed: In years two and three of the term of office, at the annual meeting, two names shall be drawn from the trustees who have not served as Chairperson/Vice-Chairperson in the current term and wish to act as vice-chairperson. Should a trustee/trustees not wish to serve in the vice-chairperson role, and all trustees who indicated an interest have completed a term as Chairperson/Vice-Chairperson, then all trustees would be permitted to submit/resubmit their name/names for inclusion in the draw for the position of vice-chairperson.

Trustee Pendharkar and Trustee Brinkerhoff, the two remaining Trustees who have not yet served in the position of Chairperson or Vice-Chairperson during their term, were invited to accept the position of Vice-Chairperson for a six month period each during 2014. Both Trustees accepted the position.

The Chairperson declared **Trustee Pendharkar** as Vice-Chairperson of the Board of Education for the period January – May, 2014.

The Chairperson declared **Trustee Brinkerhoff** as Vice-Chairperson of the Board of Education for the period June - December, 2014.

APPROVAL OF THE AGENDA

Main

13P-175

MOVED by Trustee Fraser, SECONDED by Trustee Brinkerhoff,
THAT: The agenda for the Annual General Meeting 2013 be approved as distributed and in accordance with Board Policy 115 - Inaugural and Annual Board Meetings.
CARRIED

BANKING AUTHORIZATION

Main

13P-176

MOVED by Trustee Cacchioni, SECONDED by Trustee Butler,
THAT: The statutory bank authority forms be duly executed, naming the Chairperson or alternately the Vice-Chairperson, jointly with the Secretary-Treasurer or alternately the Director of Finance, as signing officers for the Board of Education, School District No. 23 (Central Okanagan) and that the Secretary-Treasurer be authorized to transact all other official business for and on behalf of the Board.
CARRIED

CHEQUE SIGNATURE IMAGE

The Secretary-Treasurer advised that the cheque signature image remains unchanged and a motion is not required. This item was deleted from the agenda.

AUTHORIZATION FOR TEMPORARY BORROWING (ANNUAL LINE OF CREDIT)

Main

12P-177

MOVED by Trustee Gorman, SECONDED by Trustee Butler,
THAT: In accordance with the provisions of Section 139 of the School Act, the Board of Education of School District No. 23 (Central Okanagan), effective January 1, 2014 to December 31, 2014, authorize the Secretary-Treasurer to arrange for a borrowing line and credit of an amount not to exceed \$5,000,000.00 to meet current operating and debt services expenditures, but all money so borrowed shall be repaid not later than six months from the date of borrowing.
CARRIED

ELECTION OF BOARD STANDING COMMITTEE CHAIRPERSONS

Note: The Chairperson is an ex-officio member of all Board Committees.

Prior to the meeting, Trustees expressed their interest in serving as Committee Chairpersons.

General Affairs

(Committee of the Whole)

Trustee Baxter - Chairperson

Education and Student Services

Trustee Fraser nominated Trustee Butler.

Trustee Butler accepted the nomination.

No further nominations were received.

Trustee Butler was declared the Education and Student Services Chairperson.

Finance and Legal

Trustee Fraser nominated Trustee Cacchioni.
Trustee Cacchioni accepted the nomination.
No further nominations were received.

Trustee Cacchioni was declared the Finance and Legal Chairperson.

Human Resources and Staff Services

Trustee Butler nominated Trustee Pendharkar.
Trustee Pendharkar accepted the nomination.

Trustee Brinkerhoff nominated Trustee Gorman.
Trustee Gorman accepted the nomination.
No further nominations were received.

Trustee Pendharkar withdrew his acceptance of the nomination.

Trustee Gorman was declared the Human Resources and Staff Services Chairperson.

Planning and Facilities

Trustee Butler nominated Trustee Fraser.
Trustee Fraser accepted the nomination.
No further nominations were received.

Trustee Fraser was declared the Planning and Facilities Chairperson.

Superintendent of Schools Evaluation

Trustee Butler nominated Trustee Pendharkar.
Trustee Pendharkar accepted the nomination.
No further nominations were received.

Trustee Pendharkar was declared the Superintendent of Schools Evaluation Chairperson.

ELECTION OF BOARD REPRESENTATIVES TO PROVINCIAL REPRESENTATIVE ASSEMBLIES

BC School Trustees Association (BCSTA) Provincial Council

Trustee Butler nominated Trustee Baxter.
Trustee Baxter accepted the nomination.

Trustee Cacchioni nominated Trustee Fraser.
Trustee Fraser accepted the nomination.
No further nominations were received.

The Chairperson called for a vote by ballot for the position of representative to the BC School Trustees Association (BCSTA) Provincial Council.

6:31 pm: The Scrutineers collected all ballots and left the meeting.

6:32 pm: The Scrutineers returned to the meeting and provided the results of the ballot count to the Secretary-Treasurer, as Chair Baxter was one of the nominees.

Trustee Fraser was declared the representative to the BC School Trustees Association (BCSTA) Provincial Council.

Trustee Gorman nominated Trustee Baxter for the position of alternate representative.
Trustee Baxter accepted the nomination.
No further nominations were received.

Trustee Baxter was declared the alternate representative to the BC School Trustees Association (BCSTA) Provincial Council.

BC Public School Employers' Association - BCPSEA/BCSTA Bargaining Representative Council

Trustee Cacchioni nominated Trustee Gorman.
Trustee Gorman accepted the nomination.

Trustee Butler nominated Trustee Pendharkar.
Trustee Pendharkar accepted the nomination.
No further nominations were received.

The Chairperson called for a vote by ballot for the position of representative to the BC Public School Employers' Association - BCPSEA/BCSTA Bargaining Representative Council.

6:36 pm: The Scrutineers collected all ballots and left the meeting.

6:37 pm: The Scrutineers returned to the meeting and provided the results of the ballot count to the Chairperson.

Trustee Pendharkar was declared the representative to the BC Public School Employers' Association - BCPSEA/BCSTA Bargaining Representative Council.

Trustee Butler nominated Trustee Brinkerhoff for the position of alternate representative.
Trustee Brinkerhoff accepted the nomination.

Trustee Cacchioni nominated Trustee Gorman for the position of alternate representative.
Trustee Gorman accepted the nomination.
No further nominations were received.

The Chairperson called for a vote by ballot for the position of alternate representative to the BC Public School Employers' Association - BCPSEA/BCSTA Bargaining Representative Council.

6:38 pm: The Scrutineers collected all ballots and left the meeting.

6:39 pm: The Scrutineers returned to the meeting and provided the results of the ballot count to the Chairperson.

Trustee Brinkerhoff was declared the alternate representative to the BC Public School Employers' Association - BCPSEA/BCSTA Bargaining Representative Council.

TRUSTEES QUERIES/COMMENTS

SETTING REGULAR BOARD MEETING DATES AND TIMES

Main

13P-178

MOVED by Trustee Pendharkar, SECONDED by Trustee Fraser,

THAT: In 2014, regular Public Board meetings be conducted on the second and fourth Wednesday of each month commencing at 6:00 p.m., with the exception of March, July, August and December.

AND FURTHER THAT: Regular Incamera Board meetings be conducted on the second and fourth Wednesday of each month commencing at 3:30 p.m., with the exception of March, July, August and December.

CARRIED

SETTING REGULAR BOARD STANDING COMMITTEE DATES AND TIMES

The January 15th Human Resources and Staff Services Committee and General Affairs Committee meeting times have been adjusted to later in the day in order to accommodate the signing ceremony for the Enhancement Agreement which is scheduled for 12:30 pm - 3:30 pm.

Main

13P-179

MOVED by Trustee Butler, SECONDED by Trustee Brinkerhoff,

THAT: Board Standing Committee meetings be held according to the schedule attached to the agenda, subject to review by the Standing Committee Chairperson.

CARRIED

DESTROYING OF THE BALLOTS (IF ANY)

Main

13P-180

MOVED by Trustee Brinkerhoff, SECONDED by Trustee Butler,

THAT: The ballots of the Annual General Meeting 2013 be destroyed.

CARRIED

ITEMS FOR A FUTURE AGENDA

ADJOURNMENT: The Chairperson adjourned the meeting at 6:47 pm.

Chairperson

Secretary-Treasurer

**THE BOARD OF EDUCATION
CENTRAL OKANAGAN SCHOOL DISTRICT No. 23**

CHAIRPERSON'S ANNUAL REPORT – December 11, 2013

Each year the Chairperson of the Board of Education provides an Annual Report to the District, and to the larger community, on the events of the previous year. To try and summarize an entire year in one short report is a difficult undertaking, and there is always the chance that something really important will be left out, but I will try and give a snap-shot of the Central Okanagan School District over the past year.

With approximately 22,000 students and 3000 staff members associated with our 42 schools, the Central Okanagan School District is a large and complex organization. We are the largest single employer within the Okanagan, with an annual budget of \$213 million and a capital budget of \$35 million. As the 5th largest school district in the province, we are also one of the very few districts which is not experiencing significant declines in student enrolment.

Over the past year, our District has experienced a number of challenges, some significant changes, and many accomplishments. At the regular public meeting which follows this Board Annual Meeting, the Superintendent will be presenting his Report on Student Achievement 2013/2014. This comprehensive report identifies areas where we are improving, where we are experiencing challenges, and the strategies we are using to help all our students be successful. I will, therefore, not directly address the area of student achievement, but would ask that the Superintendent's Report be attached to the Minutes of this Annual Meeting.

I believe the major challenge we face is related to our budget. As all BC school districts have acknowledged, our provincial grants have not kept up with inflation. The most recent challenge to our budget has been the directive that Boards must cover the costs of salary increases for our CUPE members which were negotiated directly with government. We have managed to find savings within our budget to cover these costs, but these "savings" will affect the students in our system. We will continue to look for ways to cut costs in order to balance our budget.

The Board has, for the past few years, budgeted to provide funds to cover innovative practices in our schools which provide teachers with support that, in turn, supports our students. It is our hope that we can continue to fund these types of initiatives which are so beneficial to students.

The District's overarching goal is that "Each Central Okanagan District Student (K-12) will provide evidence of being a Learner, Thinker, Innovator, Collaborator, and Contributor". As well, we are focussed on Graduation, Literacy and STEM (Science, Technology, Engineering and Math.) As trustees visit classrooms and schools, we see evidence of the work which goes into accomplishing these goals.

We also remain focussed on raising the graduation rates for our Aboriginal Students. While we have seen the rate increase, we will not be satisfied until our Aboriginal students do as well as our other students, and *all* of our students do better than they are now.

We are looking forward to signing our second Aboriginal Enhancement Agreement on January, 15th 2014, and continue to work collaboratively with our

Aboriginal partners, including Westbank First Nation, on behalf of all the Aboriginal learners in our school district.

Just over a year ago, the Board approved the District's Long-Term Facility Plan, with a proposal to eventually change the Grade Configuration to K - Gr 5 Elementary, Gr 6 - 8 Middle, and Gr 9 -12 Senior Secondary Schools.

With this in mind, earlier this year focus groups were held in Lake Country and Okanagan Mission where there are currently no middle schools. The outcome of these meetings was Board approval to move the Grades 7s into the secondary schools in these areas. Starting in September 2014, both Okanagan Mission and George Elliot Secondary Schools will provide space for a "school within a school", and the grade configurations will conform to the rest of the district.

The long term plan regarding grade configurations will mostly depend on our secondary schools having space for another grade. With this in mind, we have procured sites in Lake Country (the Aspen Grove Golf Course) and the Ponds area in the Mission. We are actively looking for sites in other areas of the school district, which is another challenge for us. The replacement of Rutland Middle and Glenmore Elementary are still top priorities, and we continue to lobby government for capital funds to replace these schools.

Two major building projects are currently underway. Both the expansion to Okanagan Mission Secondary and the new Mar Jok Elementary in West Kelowna will open in September 2014. With the opening of Mar Jok, the overcrowding at Shannon Lake Elementary and Rose Valley Elementary will be alleviated. The discussion around changing the catchment areas for those

schools, and setting a new catchment area for Mar Jok, has not been easy. The District held three public meetings, and a Planning and Facilities Committee meeting, to receive input, as well as having on-line surveys. The catchment areas have now been approved and we look forward to the new school opening in September.

We also held three School Planning Council orientation evenings. These were a great success, and the Board looks forward to continuing to work with our SPCs over the next year.

Our students continue to excel in many areas. These include academics, sports, music and theatre. The Board approved several Academies over the past year, including Golf and Indigenous Studies, and as well, several Board Authorized Courses were approved.

None of the things we celebrate could have been accomplished without our teachers, support staff, administrators and senior staff, as well parents and community members. Many of our employees work behind the scenes: keeping our 42 school sites in good working order; keeping our financial books straight; looking after payroll and driving our school buses. Many of our staff members volunteer as well. Some coach our students, and give extra time to support them. Currently a large number of district staff has formed a committee to bring the Canadian Student Leadership Conference to our School District in September 2014, an event which will bring together about 700 students from across Canada.

The Board appreciates the input received from our partner groups. The participation on committees and attendance at Board Meetings by

representatives of the Central Okanagan Teachers' Association, the Canadian Union of Public Employees Local 3523, the Central Okanagan Principals' and Vice-Principals' Association, the District Student Council, and the Central Okanagan Parent Advisory Council is vital in helping the Board understand and hear everyone's point of view before making a decision. Thanks to all our partners for their work in supporting public education and the students we all serve.

I also wish to thank our senior staff and all employees for the exceptional work they do on behalf of our students each and every day. I should particularly mention the three staff members I have worked with most closely: The Superintendent, Secretary Treasurer, and Assistant Superintendent, and their Executive Assistants, Mona Essler, Barb Bertram and Bonnie Browns. Their support and advice is greatly appreciated.

Also, thank you to my fellow trustees for their commitment to the governance and oversight of our School District. You should be proud of your efforts on behalf of the students, parents, staff and community members of the Central Okanagan. As we move forward into the third year of our term as trustees, I know we will continue to stand up for Public Education.

Moyra Baxter

Chairperson

Board of Education – Central Okanagan School District No. 23



"Together We Learn"

School District No. 23
(Central Okanagan)

CENTRAL OKANAGAN SCHOOL DISTRICT

SUPERINTENDENT'S REPORT ON STUDENT ACHIEVEMENT 2013/2014

School District No. 23 (Central Okanagan)

1. Improving Areas of Student Achievement

What is improving?

We continue to be an improving District with a multi-year trend line demonstrating improved achievement results, especially in the following areas:

- Early Learning
- Results in Provincially examinable subjects, including:
 - Math 10 Final Marks - Foundations of and Pre-Calculus - Number of students earning C+ or higher (Aboriginal/All students)
 - English 10 Final Marks - Number of students earning C+ or higher (Aboriginal/All students)
 - Science 10 Final Marks - Number of students earning C+ or higher (Aboriginal/All students)
 - Social Studies 11 Final Marks - Number of students earning C+ or higher (Aboriginal/All students)
 - English 12 Final Marks - Number of students earning C+ or higher (All students)
- Graduation/Completion Rates
- Aboriginal Graduation Rate
- Academic Grade Readiness (see below for definition)

What evidence confirms this area of improvement?

DATA SOURCE	AREA OF IMPROVEMENT	2009	2010	2011	2012	2013
Early Learning Profile K-3	Reduction of at-risk students	16%	15%	12%	11%	11%
Early Learning Profile K-3	Reduction of Aboriginal at-risk students	17%	16%	15%	14%	14%
Ma 10 Final Marks - Aboriginal	Increase in students earning C+ or better	-	-	47%	44%	54%
Ma 10 Final Marks - All students	Increase in students earning C+ or better	-	-	66%	68%	72%
En 10 Final Marks - Aboriginal	Increase in students earning C+ or better	54%	52%	48%	54%	63%
En 10 Final Marks - All students	Increase in students earning C+ or better	70%	70%	67%	72%	75%
Sc 10 Final Marks - Aboriginal	Increase in students earning C+ or better	49%	51%	53%	53%	66%
Sc 10 Final Marks - All students	Increase in students earning C+ or better	67%	68%	70%	73%	74%
SS 11 Final Marks - Aboriginal	Increase in students earning C+ or better	48%	47%	44%	52%	53%
SS 11 Final Marks - All students	Increase in students earning C+ or better	63%	67%	71%	71%	74%
En 12 Final Marks - All students	Increase in students earning C+ or better	67%	68%	73%	75%	78%
Student Graduation Rate	Increase in 6-Year Completion	82.9%	84.7%	86.2%	86.5%	85.6%*
Aboriginal Graduation Rate	Increase in 6-Year Completion	55.3%	60%	60.9%	68.9%	66.0%*

*Although we experienced a slight decline in our graduation rates last year, our multi-year trend line remains positive and above provincial averages. (As a District, we group our results into 3 year data sets, in order to eliminate the variation in cohorts.)

Academic Grade Readiness

(Academic Grade Readiness is defined as a measure of the number of students successfully transitioning to the next grade level in all five core courses – Math, SS, English, Science, and PE.)

GRADE READINESS	AREA OF IMPROVEMENT	2009	2010	2011	2012	2013	Targets
Grade 7	Increase in pass rates	93.5%	93.5%	97.7%	97.3%	98.8%*	95%
Grade 8	Increase in pass rates	91.4%	91.5%	92.0%	94.1%	97.7%*	95%
Grade 9	Increase in pass rates	87.6%	88.4%	87.4%	86.4%	93.2%*	90%
Grade 10	Increase in pass rates	71.9%	75.5%	77.5%	71.8%	75.6%	85%
Grade 11	Increase in pass rates	68.7%	69.6%	70.1%	75.7%	77.3%	80%

*At the grade 7, 8 and 9 levels we have now exceeded the District target for Grade Readiness.

2. Challenging Areas

What trends in student achievement are of concern to you?

- While we are continuing to improve Academic Grade Readiness, our focus remains on reaching our district targets for grade 10 (85%) and grade 11 (80%).
- We continue to have fluctuations in the number of Grade 10 students participating in Career Programs experiences.
- We have demonstrated significant improvement in Aboriginal student achievement over time, however, the grade readiness and completion rates remain off target.
- There remains a significant gap between the number of Aboriginal students achieving a C+ or better when compared to all students. (For example, English 12 - 64% Aboriginal compared to 78% for all students)
- Moving students from minimally meeting to fully meeting or exceeding expectations for their stage of development continues to be a District focus.

What evidence indicates this is an area of concern?

DATA SOURCE	AREA OF CHALLENGE	2009	2010	2011	2012	2013
Aboriginal Graduation Rate	Results are below 75% target	55.3%	60%	60.9%	68.9%	66.0%
CP Grade 10 Participation	CP Program Experiences below target	25.0%	45%	44.0%	60.0%	42.0%
Report Card marks in non-Provincial Exam subjects	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 improved slightly but are well below 85% target	71.9%	75.5%	77.5%	71.8%	75.6%

3. Programs/Performance/Results & Intervention

Comment on the effect of interventions and programs with specific reference to goals and targets set out in your last Achievement Contract.

The existing Achievement Contract for the Central Okanagan School District identifies the following overarching goal and five Attributes:

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

As we strive to equip our students with the Attributes, we remain committed to reaching the following targets in our previously established goal areas:

1. **Graduation** – 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.
 2. **Literacy** – To continue to strive for a high level of literacy skill acquisition for ALL students.
 3. **Science Technology Engineering Math (STEM)** – To implement a STEM approach to curriculum design and pedagogy (K-12) to increase achievement levels in the areas of science and mathematics.
- (Detailed information related to the targets and progress attained in the District's goal areas of Graduation and Literacy appear in Section 4 of this report.)

The following provides an overview of our work in the goal areas:

Graduation:

- Improving our student graduation rate has been a District goal for several years. For the 2012/2013 year, the data shows that we sustained our Six-Year Completion Rate at a level (85.6%) that is still above the Provincial average (83.6%). Over the past five years, the net gain in our completion rate has been close to 10% from 76% to 85.6%.
- In partnership with the Westbank First Nation (WFN) and the Aboriginal communities of the Central Okanagan, the School District has continued to focus on meeting the goals of the Enhancement Agreement which has also had a positive impact on our Six-Year Aboriginal Completion Rate. The average graduation rate from 2003 - 2005 was 48% compared to the average of 65% achieved over the past three years.
- Also demonstrating consistent improvement has been our District's Academic Grade Readiness rates. Course completion has a direct correlation with success in transitioning to the next grade. We are currently tracking information about the number of students who have not successfully completed all five of their core courses from grades 4 to 12, and we are using this data as a major focus for intervention.
- The District's Data Warehouse is being used to track the readiness information for all students in grades 4 to 12. This data provides staff with the opportunity for early intervention to support at-risk students and those working below their potential.

Literacy:

- Improving our students' literacy skills has been a District goal for several years. For the 2012/2013 school year, the data continues a positive trend line with maintaining the reduction of primary students at-risk by the end of grade 3.
- The achievement gap between Aboriginal and non-Aboriginal students in the primary program is narrowing, with 86% of grade 1 to 3 Aboriginal students meeting or exceeding expectations in the area of literacy (compared to 89% for the total population).

STEM – Science, Technology, Engineering and Mathematics:

- The District has established a Lego Robotics in the Classroom program at 12 schools in an effort to integrate STEM subjects, encourage innovative teaching practices and increase student intellectual engagement.
- The District has established a working relationship with the UBCO faculties of Education, Engineering and Science to support the annual District Science Fair as well as to support career exploration in the areas of science and engineering.
- The District has completed a "Bring Your Own Device" readiness study in an effort to assist schools to prepare teachers and students to use personal technology tools to enhance teaching and learning.
- The implementation of the numeracy sub-test of the Early Learning Profile assessment has enabled the District to begin tracking student progress in numeracy and assisting teachers in addressing the individual needs of students.
- The trend line for grade 10-12 numeracy achievement results over the past four years shows an increase in the number of students exceeding expectations (from 18.83% in 2008 to 24.5% in 2013).

Please include comments on the effect of interventions and programs. Based on acquired evidence, what efforts appear to be making a difference?

COMPLETION RATES

- The focused conversation on student readiness and graduation K-12
- The institutionalization of a common language, awareness and understanding of the concept of student 'readiness'
- Development of and discussion around readiness data sets
- Development of specific school plans to address completion rate improvements
- Specific focus on the achievement of each child as per readiness data and discussion around factors that contribute to student disengagement (K-12) (i.e. vulnerability factors)
- The development of immediate academic intervention strategies and structures in each school
- A District Graduation Coordinator who works with the Readiness Department Heads to focus on readiness and fueling the improvement conversations at schools
- Readiness Department Head-led inquiry projects in each middle and secondary school focused on improving student achievement relevant to each school and based on the formation of a diverse school improvement team
- A focus on creating and nurturing positive school cultures building personal connections with students
- WEB/LINK transition programs
- The improvement of School-based team processes and interventions at each school

ABORIGINAL STUDENT COMPLETION RATES

- The ongoing Advocate support at all schools (K-12)
- Dedicated teacher tutorial support at all middle and secondary schools
- Academic support at all elementary and middle schools
- The implementation of Indigenous curriculum (K-12)
- The continuation of Girl Power, Teen Groups, the Paddle Team, Leadership Groups
- The introduction of the Academy of Indigenous Study
- Culturally appropriate transition events
- Grade-specific Cultural Gatherings including the Grade 12 Winter Retreat
- Annual Community Forums
- Ongoing parent meetings in the Aboriginal communities
- A District Resource teacher to coordinate and implement Indigenous curriculum (K-12)
- An Okanagan Language instructor and teacher providing Okanagan Language teaching K-12
- A newly hired Youth and Family Counselor to support middle school youth and families

GRADE READINESS

- Readiness Department Heads at all middle and secondary schools to support students
- Focus on individual students for intervention
- Pyramids of Intervention at all schools
- Focus on effective transition initiatives to support students as they move from one level to the next (ie: WEB and LINK Programs)
- Focus on increasing student engagement through improvements in practice in assessment and instruction
- Improved accuracy of readiness data sets
- Academic Intervention Programs
- Planning conversations between the Graduation Coordinator and each school's administrative and readiness team

List any other Achievement programs you may have implemented in addition to previous years goals and targets and their results.

Graduation

In the 2012/2013 school year:

- Readiness Department Head-led inquiry projects continued in each middle and secondary school focused on improving student achievement relevant to each school and based on the formation of a diverse school improvement team.
- The five Attributes of a Learner (learner, thinker, innovator, collaborator and contributor) that were developed at a District level, provided a clearer focus and road map for our District's strategic student achievement plan.

Literacy

In the 2012/2013 school year, a specific focus on early learning included the following initiatives:

- Early Learning for Families (ELFF) – Schools were required to facilitate at least one event where parents of 3-5 year olds attend an evening of early literacy activities with their families. Thirty-seven sessions were facilitated in the elementary schools.
- Collaborative Model of Support (CMOS) – Since September 2012, school staffs have been engaged in a process to develop a new Collaborative Model of Support that includes the investigation of differentiated intervention strategies to meet the needs of vulnerable students in all elementary, middle and secondary schools. Staffs have used Mary Howard's resources, *'RTI From All Sides'* and *'Good to Great Teaching'* to assist them in developing an intervention framework.
- Novice Teacher Project
For teachers with less than 2 years teaching experience, a series of 9 sessions utilizing the resource *'Catching Readers Before They Fall'*, by Pat Johnson and Katie Keier, were facilitated to help them develop a comprehensive literacy program in the classroom.
- Grade 3-4 Literacy Transition Assessment Profile Pilot
Teachers from 5 schools piloted assessment profiles of students transitioning from primary into intermediate in order to identify vulnerable learners and intensify instructional support.
- Teaching to Diversity
Sessions were designed, using Universal Design for Learning, to support teachers, counsellors, and instructional leaders (K to 12) in fostering an inclusive approach by differentiating instruction in the classroom to meet the needs of diverse learners.
- K – 3 Reading Plan
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 School District No. 23's Early Learning Profile. 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; and
 - 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 understandings of literacy instruction and assessment strategies. These same teachers take a "leadership in literacy" role within their schools.

4. Targets (Summarize the targets set out in your Achievement Contracts)

I.) Literacy: Identify your district's target(s) for literacy and state the specific evidence and measures of student achievement as well as the results that have been realized.

Progress: on target ● approaching target ◆ off target ■

TARGET	EVIDENCE	PROGRESS
By June 2013, 90% of Kindergarten students will meet or exceed expectations on the District's Early Learning Profile.	As of June 2013, 88% of Kindergarten students met or exceeded expectations. From June 2012 (83%) to June 2013 (88%) significant gains have been achieved to reduce the vulnerability of Kindergarten students.	◆
By June 2013, 90% of grade 1 to 3 students will meet or exceed expectations on the District's Early Learning Profile.	As of June 2013, 89% of grade 1 to 3 students met or exceeded expectations.	●
By June 2013, 90% of grade 1 to 3 Aboriginal students will meet or exceed grade level expectations on the District's Early Learning Profile (Literacy).	As of June 2013, 86% of grade 1 to 3 Aboriginal students met or exceeded expectations.	◆

II.) Completion Rates: District target(s) and specific evidence and measures of student achievement for completion rates and the results that have been realized.

Progress: on target ● approaching target ◆ off target ■

TARGET	EVIDENCE	PROGRESS
By June 2013, 89% of 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.	As of June 2013, 85.6% of students completed their graduation requirements within six years of starting grade 8. When combined with students earning their Evergreen Certificate, this number places the District very close to its target.	◆
By June 2013, 75% of Aboriginal students will earn their Dogwood Diploma or Evergreen Certificate within six years of starting grade 8.	As of June 2013, 66% of Aboriginal students completed their graduation requirements within six years of starting grade 8.	◆
By June 2013, 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 80% in grade 11	As of June 2013, the following grade readiness results were achieved: 97.7% in grade 8 ● 93.2% in grade 9 ● 75.6% in grade 10 ■ 77.3% in grade 11 ◆	◆

By June 2013, 75% of graduating students will have received a Career Programs designation on their Dogwood Diploma.	As of June 2013, 48% of graduating students received a Career Programs designation on their Dogwood Diplomas.	
By June 2013, 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.	As of June 2013, 42% of grade 10 students participated in career/life experiences. As of June 2013, 58% of grade 11 students participated in career/life experiences.	 

Additional multi-year school completion data:

Although we have yet to achieve our ultimate targets, we have demonstrated improvement with completion rates well above provincial averages.

Progress: on target  approaching target  off target 

Six-Year Completion Rate Historical		
2002/03	76%	
2003/04	76%	
2004/05	76%	
2005/06	78%	
2006/07	81%	
2007/08	82.2%	
2008/09	82.90%	
2009/10	84.70%	
2010/11	86.2%	
2011/12	86.5%	
2012/13	85.6%	

Completion Data 2007/2008 – 2012/2013						
	07/08	08/09	09/10	10/11	11/12	12/13
Six-Year Completion Rate	82.2%	82.9%	84.7%	86.2%	86.5%	85.6%
Six-Year Combined Rate with School Completion Certificates	84.2%	84.7%	86.1%	87.4%	90.3%	TBD
Provincial Six-Year Completion Rate	78.7%	79.2%	79.7%	81.0%	81.8%	83.6%

III.) Aboriginal Education: Identify your district's target(s) for aboriginal student improvement.

In our first Enhancement Agreement (EA) we established a 6-year Graduation target of 75%. Our current standing is as follows:

Progress: on target  approaching target  off target 

2003/04	46%	
2004/05	49%	
2005/06	53%	
2006/07	59.50%	
2007/08	59.80%	
2008/09	55.30%	
2009/10	60%	
2010/11	60.9%	
2011/12	68.9%	
2012/13	66%	

State the specific evidence and measures of student achievement for aboriginal students and the results that have been realized.

With the Enhancement Agreement (EA) having expired in December 2011, an extensive review of the District's Aboriginal Education Program and community consultation meetings have been conducted to determine future goals for the Aboriginal Education Program. The Board of Education and the Aboriginal Education Council support the goals of the District's second Enhancement Agreement. The signing ceremony for the 2014-2019 Enhancement Agreement will take place on January 15, 2014.

Program achievements include:

- improved 6-Year Dogwood Completion Rate from 46% in 2004 to 66% in 2013;
- improved readiness levels in the primary grades;
- increased participation in upper level English and Math courses;
- increased academic success in provincial examinable courses;
- improved staffing levels with program staffing available in every school; and
- improved support of the program amongst all stakeholders.

5. Children in Care

Summarize the work and your efforts in meeting the needs of Children in Care.

Our efforts to date have focused on:

- Identifying who the students are within this cohort group, along with the names of the adults that are supporting them.
- Establishing lines of communication between the agencies that are involved.
- Tracking the achievement levels of the individual students by identifying them in BCeSIS as well as within our own data warehouse.

What categories of Children in Care have been successfully identified and are being monitored?

- Because of the size of our District, we have agreed with the Ministry of Children and Family Development (MCFD) to focus on the students who are on a Continuing Custody Order.
- The School District and MCFD have met to discuss enhancing our lists to include interim wards, temporary custody wards, voluntary care agreement and special needs agreement children/youth, in the future. We have discussed that children who are in adoption probation will not be a part of this process as, at that stage, the prospective adoptive parents are responsible for supporting their children's educational experience.

What structures are in place to provide effective communications among MCFD offices, social workers, foster parents and schools?

- Regular district-level contact with local MCFD representatives on Children in Care issues.
- Information in BCeSIS has been updated by the School District in partnership with MCFD. Information such as the file number and PEN was shared where appropriate. Both parties see it as reasonable to update in early October and February/March of each year. The goal is to have the list become a live tool in the District's BCeSIS database in the near future, as well as to transition this to the new Provincial student information system when it comes online.
- Each school has identified a Children in Care contact.
- Each school's Children in Care contact is also asked to review the list of students in BCeSIS and check on students on a regular basis (i.e. who are they and how are they doing).
- Each school's Children in Care contact was asked to review the following documents:
 - "Effective Practices" (an excerpt from the shared guidelines);
 - "Protective Factors" (roles of caregivers and School Districts); and
 - "BCeSIS sample reporting options for Children in Care".
- MCFD asked that each social worker of a Continuing Custody Order child/youth make contact with the School District contact for each of their children/youth to introduce themselves and discuss how they might better work together. MCFD has also assigned a social worker to each school to act as an MCFD School Liaison. This relationship allows the schools and MCFD to work collaboratively to address any questions or situations.

What results are being achieved by students within the identified categories?

While efforts are now being made to focus on children in care, we recognize that the achievement levels within this cohort group of students continue to be well below those of the total population.

6. Early Learning

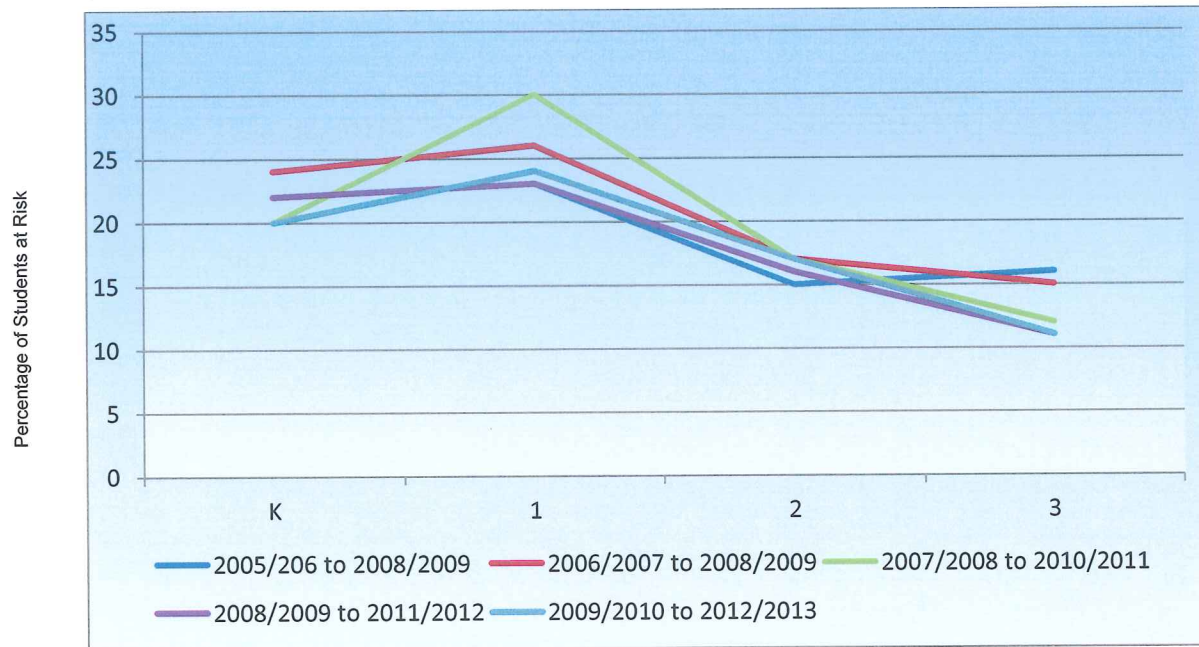
What strategies are in place to address the needs identified in Early Learning?

Full Day Kindergarten support sessions have been offered throughout the year, including:

- Introduction to the Early Learning Profile for new Primary teachers and continued support for all teachers implementing the ELP
- Early Learning Summer Institute, facilitated by Dr. Kim Schonert-Richl - participants included Kindergarten/Grade 1 and Early Childhood Education partners
- September sharing sessions for and by Kindergarten teachers and the purchase of supplemental resources to support best practice in instruction
- Kindergarten teacher book study sessions
- Continued support of a Kindergarten/Grade 1 collaborative learning community
- Providing additional resources of word recognition cards, leveled books and letter manipulatives to all Kindergarten and Kindergarten/Grade 1 classrooms
- Job embedded individual school support involving the Instructional Leadership Team and the District's Early Learning Coordinator

- Purchase of leveled books in June for all schools to enhance student access to just right text in their classroom programs

School District No. 23 has developed an Early Learning Profile (ELP) that tracks all Kindergarten to grade 3 students. The following chart outlines the success that has been achieved in reducing the number of students who are 'At Risk' by the time they exit Grade 3:



2005/2006 to 2008/2009	22% = 252/1143	23% = 262/1226	15% = 196/1308	16% = 212/1324
2006/2007 to 2009/2010	24% = 272/1134	26% = 314/1208	17% = 212/1249	15% = 195/1297
2007/2008 to 2010/2011	20% = 236/1181	30% = 358/1193	17% = 208/1226	12% = 154/1282
2008/2009 to 2011/2012	22% = 260/1181	23% = 285/1238	16% = 206/1288	11% = 143/1296
2009/2010 to 2012/2013	20% = 240/1201	24% = 297/1239	17% = 216/1226	11% = 140/1271
2011/2012 Data	17% = 208/1226	23% = 275/1196	17% = 216/1268	11% = 143/1296
2012/2013 Data	12% = 155/1289	22% = 272/1237	14% = 171/1219	11% = 140/1271

The five year trend line data has shown a significant decrease in primary vulnerability. Making these results even more significant is the fact that the total size of the cohorts grew from Kindergarten to Grade 3 at the same time that vulnerability levels decreased. For example, the cohort that started Kindergarten in 2010 included a total of 1201 students with a 20% vulnerability level. By the end of Grade 3 (2013), that same group had increased in size to 1271 students, however, vulnerability rates had reduced to 11%.

It is important to note that there has been a significant drop in the vulnerability of Kindergarten students with the onset of Full Day Kindergarten. Additionally, District inservice opportunities focused on best practice and structures targeting foundational literacy skill instruction in a play-based environment have also contributed to reduced levels of vulnerability.

7. Other Comments

We are committed to providing innovative programs and collaborative opportunities to ensure EVERY student will reach his or her full potential. The District's Instructional Leadership Team (ILT), for example, have worked alongside 300 teachers in 74% of the Central Okanagan schools during the Fall of 2013. The goal of the ILT is to collaborate with teachers in classrooms in every school by June 2014.

Additionally, the following examples describe some of our most recent work in personalizing the learning journey for our middle and secondary school students:

- Expanding the District's offering of Board Authorized Courses to 113 and Specialty Academies to 19, to meet the diverse needs of our learners
- Continuing to offer dual credit programs with Okanagan College, BCIT and other partners
- Maintaining a Career-Life Programs Department that assists students in exploring their futures through a range of community-based experiences
- Expanding the online Blended Learning Model that connects secondary students across the District

In our attempt to personalize the learning for our students, we remain committed to engaging in our own learning through the following initiatives:

- Operationalizing our District's single overarching goal to harness our efforts toward the achievement of the five Attributes: Learner, Thinker, Innovator, Collaborator and Contributor
- Establishing a District-wide focus on job-embedded collaboration for the 2013/2014 school year
- Implementing a Collaborative Model of Support (CMOS) to identify and provide wrap-around support for our most vulnerable elementary, middle and secondary students
- Maintaining a commitment to collaboration - the Education Leadership Group, consisting of the Superintendent, Assistant Superintendent, Directors of Instruction, meets every week to coordinate and align our work in the areas of instruction, assessment and engagement
- Continuing to support an Instructional Leadership Team (consisting of a District Principal, and 6 teacher leaders representing curricula areas K-12) who are seconded to collaborate with schools to improve instructional practice in classrooms through the model of Instructional Rounds
- Seconding one lead principal (part-time) to develop a 'learning lab' approach at his school to enhance collegial understanding of best instructional practices and to model project-based learning, presentations of learning and instructional rounds
- Seconding a second lead principal (part-time) to work on leadership development
- Continuing to implement an Instructional Leadership Network for Principals and Vice-Principals that meet bi-monthly to focus on ways to positively impact instructional practices within classrooms at each school site
- Offering a multi-day summer symposium for teachers, Principals, Vice-Principals and District staff to build capacity in increasing student engagement (K-12)
- Co-sponsoring, with the local teachers' association, inquiry projects involving teams of teachers for the past five years

The available data, as of June 2013, suggests that the Central Okanagan School District is an improving District with student achievement levels that are typically above provincial averages. While significant work continues to be required in order for us to reach the goals established in our Achievement Contract and Enhancement Agreement, all partner groups should be very proud of what has been accomplished to date. In our efforts to reach our District's overarching goal, the focus on Collaborative Models of Support (CMOS), early learning and literacy, student readiness at each grade level transition, and grade 12 completion rates will remain a priority. At the same time, we remain committed to supporting our students as they develop the critical Attributes of being learners, thinkers, innovators, collaborators and contributors which will be necessary to ensure their success in the future.

8. Board approval date:
