

## 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**

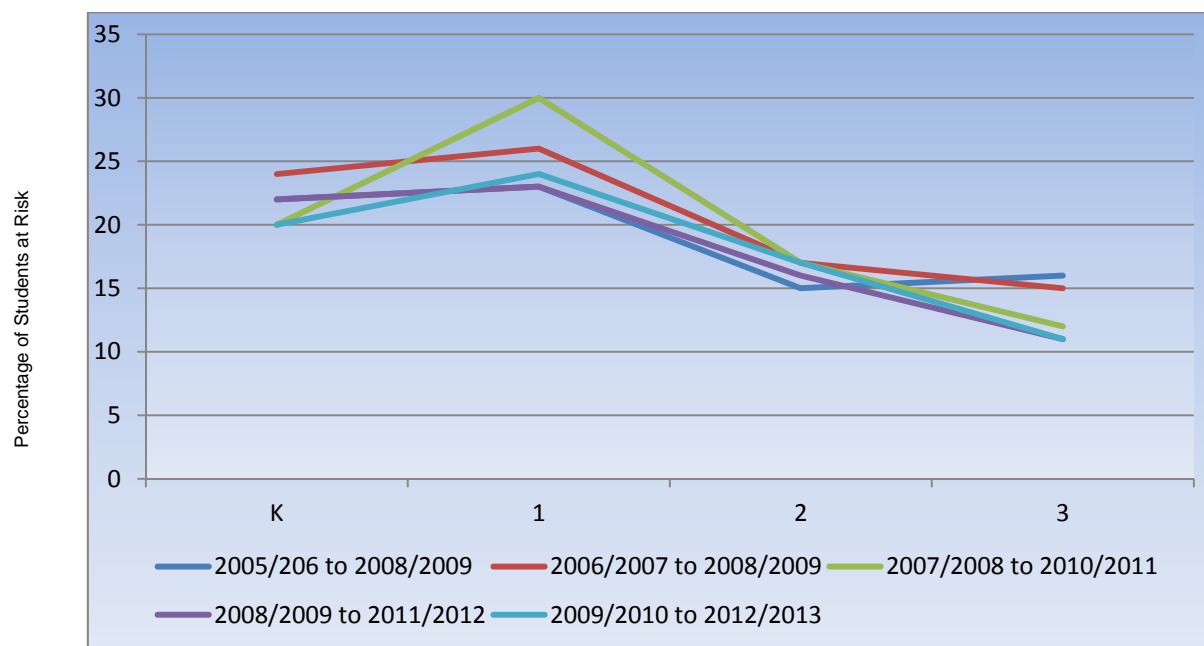
**What strategies are in place to address the needs identified in Early Learning?**

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: December 11, 2013**

---