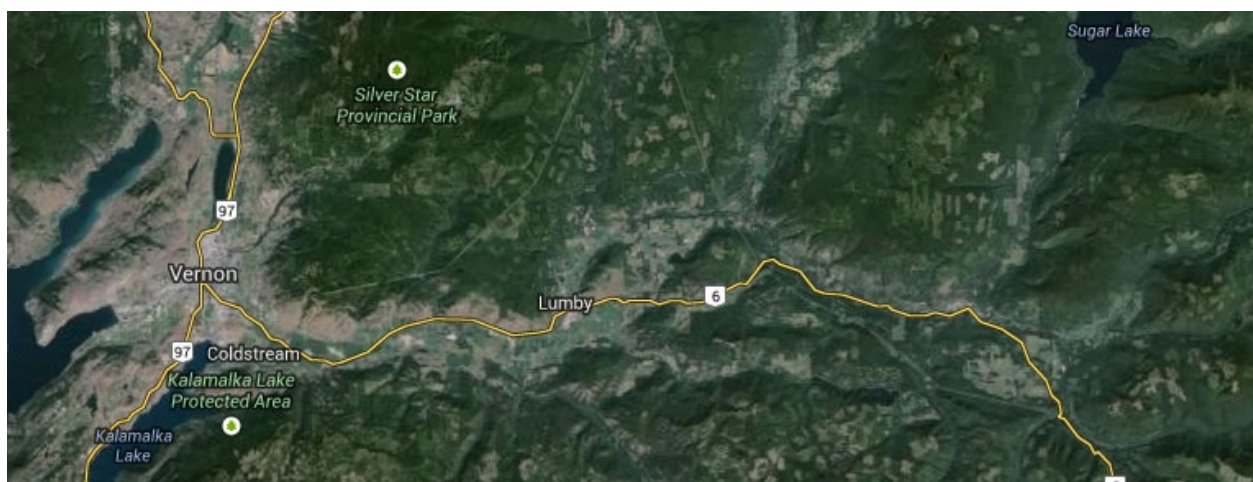




2014 – 2017 Strategic Plan February 2016 Update SUCCESS FOR ALL

The District's motto, *"A Great Place to Learn"* epitomizes the wonderfully rich opportunities our geographical location offers our students and staff as they pursue lifelong learning in their communities. We recognize the Okanagan Nation on whose Traditional Territory we live, learn and work. Our Strategic Plan is a combined effort of all our partners – students, parents, teachers, administrators, support and district staff - to develop a plan to ensure the success of each student in School District No. 22(Vernon).

We believe that all students can experience success and as a district we need to provide the climate, programs, services, support, and opportunities to ensure success.





Mission

- Our mission is to develop in all students a lifelong love of learning and to prepare them to thrive in a changing world

Motto

- A Great Place to Learn

Vision

- Every student will Cross the Stage with Dignity, Purpose and Options for the Future

Goal

- To achieve a 100% success rate for all students

The Attributes of an SD 22 graduate

- Prepared for the transition to post-secondary or the world of work
- Personally and socially aware and respectful
- Creative, critical and reflective thinkers
- Able to communicate effectively through reading, writing, speaking and digital platforms
- Able to demonstrate a positive personal and cultural identity
- Able to persevere to ensure lifelong learning
- Skilled at problem solving and numerate



Demographics:

School District No. 22 (Vernon) is located in the beautiful North Okanagan Valley and serves the educational needs of students in the communities of Vernon, Coldstream, Lavington, Lumby, and Cherryville. The population of the district is approximately 60,000 people.

The district student population of 8420 students is comprised of:

- 7966 K-12 students, including 1101 Full Time Equivalent Aboriginal students
- 253 Full Time Equivalent students enrolled in alternate programs
- 201 Full Time Equivalent international students

There are 19 schools and 5 alternate school sites in our district including:

- 5 secondary schools
- 14 elementary schools
- Alternate Programs at different sites, including our distributed learning program



School populations range in size from 73 to 978. Overall student enrolment appears to have stabilized and is expected to increase slowly over the next three years.

The Board continues to add Academies to support increased choice and engagement for students. Schools are discussing ways to increase student choice, provide more project based learning and use technology across the curriculum as the new curriculum is implemented.

The 2015-2016 budget is \$90,261,844

Unique Characteristics

The district boasts a full offering of academic and career preparation programs. We are particularly proud of our unique career preparation programs in:

- ✓ Aircraft Maintenance Engineering
- ✓ Residential House Construction
- ✓ Electrical
- ✓ Welding
- ✓ Plumbing Heating

As well, students are provided a wide number of innovative programs that encourage risk taking to foster deeper learning and pursuing their passion:

- Distributed Learning
- Career Education Programs
- Early & Late French Immersion
- Grade 1-6 Montessori Program
- Secondary High Performers Program
- Forestry
- Hockey Academy
- Snowsport Academy
- Aboriginal Entrepreneurship
- Earthquest Program
- Soccer Academy
- Students without Borders
- RCMP Youth Academy
- Strong Start Centres
- Okanagan Aboriginal Language
- Advanced Placement courses
- Baseball Academy
- Vernon Community School
- Swimming Academy
- Golf Academy



Our Strategic Plan has one District Goal

To achieve a **100% success rate** for all students.

This will include those students with IEPs who receive School Completion Certificates. It is our intent that every student will cross the stage with dignity, purpose and a plan for their future.

We believe that this is an all-encompassing goal that reflects all the work we do in our District to improve learning.

The objectives to help achieve this goal are:

1. **Kindergarten Project** – phonemics and phonological awareness for our youngest learners
2. **Early Learning** – each primary student will demonstrate growth in reading and writing
3. **Literacy** – increase the number of students who meet or exceed expectations in reading and writing at all levels
4. **Numeracy** – increase the number of students who meet or exceed expectations in mathematics and develop numeracy skills through First Steps in Math (FSIM) diagnostics at grades 3 and 6
5. **Aboriginal** – implement the recently signed Aboriginal Education Enhancement Agreement
6. **Social and Personal Responsibility** – safety, respect and behavioral expectations
7. **Continuous Improvement of Instruction and Assessment**

We are, first and foremost, in the people business and recognize the importance of developing and fostering positive relationships throughout the system to provide quality educational programs and services. Daily activities, fine arts, personal interactions, and the process of learning are not always statistically measurable. This includes learning democratic values, socialization skills, problem solving, sharing, respecting diversity, etc. These areas are also vital to the educational development of our youth as we help prepare them for the future.



Our District offers many services to support student learning that are outside of the regular classroom setting. These services include:

- Targeted Funding for Aboriginal programs and services
- District Substance Abuse Counselor
- Health Promoting Schools Coordinator
- Interior Health Mental Health Worker
- School and District Based Counselors
- North Okanagan Youth and Family Services Society workers
- RCMP liaison officer
- District Secondary Behaviour Specialists

As a district, we review our accomplishments annually and update our targets and directions accordingly.

Our district has deep roots and links within our community to support literacy. We work closely with the Junction Literacy Centre, the Boys and Girls Club and the Early Childhood Development coalition to support both youth and adult literacy.



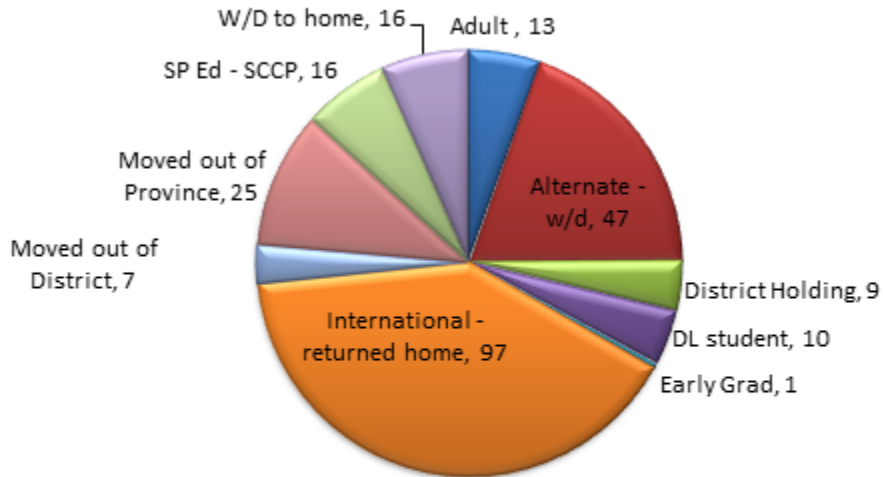
Overall Goal

100% Success Rate for all Students

		FIRST TIME GRADE 12 GRADUATION RATE		
		2012/13	2013/14	2014/15
Five year graduation rate	All Students	88%	88%	89%
	All Male	88%	85%	91%
	All Female	88%	90%	87%
	Aboriginal	81%	80%	79%
	Special Needs	100%	84%	90%

<u>Completion Rates</u>	SIX YEAR COMPLETION RATE						
To achieve a 100% success rate for both Aboriginal and Non Aboriginal (Dogwood or meaningful completion). This includes students on IEPs who receive School Leaving Certificates. It is our intent that every student will cross the stage with dignity, purpose and a plan for the future.	Year	2012/13	2013/14	2014/15	2014/15 Resident		
	All Students	80.7%	83.8%	78.6%	86.7%		
	All Male	78.1%	81.9%	73.7%	86.7%		
	All Female	83.4%	85.9%	83.8%	91.3%		
	Aboriginal	67.6%	70.9%	72.4%	72.4%		
	Special Needs	45.9%	50.2%	62.9%			

Number and category of students not completing grade 12 in 6 years



- Adult
- Alternate - w/d
- District Holding
- DL student
- Early Grad
- International - returned home
- Moved out of District
- Moved out of Province
- SP Ed - SCCP
- W/D to home

Technology Supports

- The District recently refreshed computers in all schools. These devices give students access to desktop resources, district wide applications, education related databases, and other relevant Internet based resources.
- The District recently migrated to the new provincial network (NGN). This will allow for more ubiquitous access to Internet resources and provide the platform for a wide array of education cloud services and BYOD
- An Education-Technology committee consisting of teachers and support staff from around the district has been formed to ensure that technology investments and activities are directly connected to education.
- The IT department has been restructured, including the addition of a Help Desk, to ensure that teachers are supported in all areas of technology and that issues affecting the classroom are resolved quickly.
- A long term Technology Plan is currently being developed in collaboration with Teachers to create and implement a long term vision that connects with education activities, curricular goals and with the District's Education strategy.

District Objectives:

Objective One

Kindergarten Project – phonemic and phonological awareness and improvement for our youngest learners

Kindergarten Projects:

- Mother Goose is offered at Okanagan Regional Library-alternate site is being explored
- StrongStart coordinators continue to receive ongoing professional learning opportunities
- StrongStart coordinators meet regularly to share theme ideas and ways to improve engaging vulnerable families
- All district Kindergarten teachers attended an oral language toolkit in-service with our district speech and language pathologists.
- Several kindergarten teachers (2 Alexis Park, 1 Ellison) attended Vulnerable Readers Focus Group Conference in Vancouver with Janet Mort. Follow up sessions are on-going in their school
- Kindergarten Learning Specialist Association teachers meet monthly to discuss oral language skills and play based early learning projects.
- Early Literacy Screener is completed at each school and data is used to identify student areas of need. Data collection and analysis using computer software technology is being developed to support student profiles that can be used from year to year. It is currently still in paper format.
- Pilot project of UBCO Nurses offering “Kids in the Know” program to kindergarten classes in four classrooms. Looking to expand to all schools next year.
- UBCO nursing students are piloting healthy families information sessions at Harwood and Alexis Park Strong Start centres. Topics include screensmart, sleeping and nutrition.
- Ready, Set, Learn for all upcoming Kindergarten age children. Community partners share services and meet kindergarten teachers in the school.
- Parents As Literacy Supporters (PALS) program provides 3 parent sessions per year focusing on early literacy skills to support early learning skills. iPALS is still offered for immigrant families at Mission Hill StrongStart centre one afternoon per month. Aboriginal PALS is an available resource to be used in schools, but is not common throughout our district.
- BeeBots (programmable robots) support learning through activities for letter recognition, sight words, phonological awareness and spatial awareness.
- Access to early learning web-tools that support literacy development.

Objective Two

Each primary student will demonstrate growth in reading and writing

a) Percentage of students who have improved in reading

2014/2015	5 or less PMs	6-11	12-17	More than 17
Grade 1 Baseline	22%	24%	30%	24%
2014/2015	16 or less PMs	17-23	24-29	More than 30
Grade 2 Baseline	25%	13%	38%	24%
2014/2015	23 or less PMs	24-28	29-39	More than 40
Grade 3 Baseline	14%	6%	45%	35%

b) Percentage of grade 3 students reading at PM 38

Student Group	2013/14	2014/15	2015/16	2016/17
All students	N/A	67%		
Male	N/A	53%		
Female	N/A	66%		
Aboriginal Male	N/A	42%		
Aboriginal Female	N/A	57%		

Early Learning

- Early Learning Screener training is offered to all new teachers and TTOCs with a review session also provided.
- “Come Read With Me” is offered in every school during the fall to all grade one parents and students. This is facilitated by the school based resource teachers with the grade one teachers and parents.
- PM Benchmark Reading assessment training sessions are offered every year for new teachers. We collect PM data at the end of grades 1-3 and beyond if needed. A PM Benchmark refresher session is also offered.
- Grade 2 District Writes are used to collect a writing sample of our students in May and assessed according to the Ministry developed performance rubrics.
- One to One reading programs exist in all elementary schools for students needing a reading boost in developing fluency, decoding and comprehension.
- After School reading programs are offered at five district site locations; JW Inglis, Harwood, Mission Hill, Ellison and Silver Star schools.

- Reading Intervention Focus Group for grade one teachers. This pilot project involves 10 teachers both classroom and school based resource teachers, from Harwood, Mission Hill, and Ellison using an intervention model of support for identified at-risk readers. This is taking place at Ellison Elementary for this year and we would like to expand this to all school intervention support teams throughout the district next year.
- Reading Blitzes are daily guided reading groups offered to same level ability groupings. These are meant to enrich regular classroom reading instruction.
- Changing Results for Young Readers continues in its fourth year in supporting vulnerable readers and how to support them with research based intervention methods.
- Summer Reading program continues to be offered at five site schools for the month of July with morning reading sessions with 10:1 student to teacher ratios.



Objective 3

Increase the number of Grade 4 students who have improved in reading

	2013/14	2014/15	2015/16	2016/17
All	72%	75%		
Female	76%	71%		
Male	67%	66%		
Aboriginal	60%	53%		

Grade 5 Whole Class Reading Assessment (WCRA) results (Meeting or exceeding)

2013/14	2014/15	2015/16	2016/17
N/A	73%		

English 10 Blended Results (pass rates)

Student Group	2012/13	2013/14	2014/15	2015/16	2016/17
All students	97%	97%	94%		
Male	98%	98%	95%		
Female	96%	95%	93%		
Aboriginal	99%	96%	93%		

English 10 Blended Results (School C+ or better plus Provincial Exam)

Student Group	2012/13	2013/14	2014/15	2015/16	2016/17
All students	63%	67%	63%		
Male	50%	57%	54%		
Female	70%	76%	72%		
Aboriginal	44%	59%	55%		

English 12 Blended Results (pass rates)

Student Group	2012/13	2013/14	2014/15	2015/16	2016/17
All students	97%	98%	98%		
Female	99%	99%	99%		
Male	95%	97%	96%		
Aboriginal	97%	100%	96%		

English 12 Blended Results (School C+ or better plus Provincial Exam)

Student Group	2012/13	2013/14	2014/15	2015/16	2016/17
All students	66%	68%	63%		
Female	75%	79%	71%		
Male	58%	56%	55%		
Aboriginal	49%	59%	50%		

Communications 12 Blended Results (pass rates)

Student Group	2012/13	2013/14	2014/15	2015/16	2016/17
All Students	96%	96%	100%		
Female	96%	94%	100%		
Male	96%	97%	100%		
Aboriginal	100%	100%	100%		

Communications 12 Blended Results (School C+ or better plus Provincial Exam)

Student Group	2012/13	2013/14	2014/15	2015/16	2016/17
All Students	39%	45%	46%		
Female	40%	53%	62%		
Male	38%	41%	38%		
Aboriginal	33%	33%	39%		

Literacy

- Whole Class Reading Assessments are used to identify specific areas of reading support needed. They are administered twice a year and data is collected at the end of each school year. The WCRA Grade 5 data collection is tracked by the district. Grades 4-7 is for guiding instruction.
- Grade 4 & 7 Foundational Skills Assessments are administered each year. Participation is inconsistent throughout the district depending on attendance and parent discretion.
- Education Fund and Learning Improvement Fund allocations are used at each school to support learning needs of students identified as at-risk.
- A teacher generated Grade 8/9 Literacy Assessment tool is needed to identify key areas of comprehension, fluency, decoding and vocabulary skill development to support differentiated text in the high school years. This is becoming a priority based on English 10 provincial results.
- Inquiry based learning initiatives and Core Competency support with the new curriculum
- Formative assessment evidence is being identified to assess core competency skills of students with the new curriculum initiative.
- A variety of assessment tools are being co-created to support student learning profiles. They include performance based rubrics, learning maps, FreshGrade e-portfolios for communication of student learning and summative provincial assessment standards, which are currently under review and development.
- Access to digital resources and web based tools and applications that support the early learning goals providing personalizable plans that can be scaffolded to the appropriate reading level of individual students.

Objective Four

Increase the number of students who meet or exceed in Mathematics

Numeracy

- “You Can Count on Me” has been updated to include spatial reasoning
- Grade One Numeracy Screener, that is teacher generated has been implemented and data is being collected.

Grade One Concept	#of students with concepts 'in-place'	Percentage of students with concepts in place	
Spatial Reasoning	1227/1456	84%	*based on 4 concepts/tasks
Trust the Count	247/340	73%	
Skip-Counting Concept	216/340	64%	
Partitioning	262/338	78%	

- Grade Three Numeracy Screener, that is teacher generated has been developed and will be implemented for this school year.
- Grade Five Numeracy Screener, that is teacher generated is currently being completed and will be implemented next year.

Grade 7 Online Math Assessment – meeting or exceeding

	2012/13	2013/14	2014/15	2015/16	2016/17
Number	41.67%	N/A	62.77%		
Patterns & Relations	30.79%	N/A	61.53%		
Statistics & Probability	36.23%	N/A	61.7%		
Shape & Space	42.82%	N/A	60.07%		
All Strands	43.29%	N/A	61.52%		

Grade 10 Foundations of Math-Pre Calculus (pass rates)

Student Group	2012/13	2013/14	2014/15	2015/16	2016/17
All Students	94%	95%	96%		
Male	93%	95%	97%		
Female	96%	95%	96%		
Aboriginal	89%	84%	90%		

Grade 10 Foundations of Math-Pre Calculus (blended mark C+ or better)

Student Group	2012/13	2013/14	2014/15	2015/16	2016/17
All Students	67%	69%	67%		
Male	63%	68%	65%		
Female	71%	70%	69%		
Aboriginal	57%	47%	55%		

Apprenticeship and Workplace Math (pass rates)

Student Group	2012/13	2013/14	2014/15	2015/16	2016/17
All Students	97%	92%	89%		
Male	98%	90%	86%		
Female	96%	96%	92%		
Aboriginal	92%	87%	89%		

Apprenticeship and Workplace Math (blended mark C+ or better)

Student Group	2012/13	2013/14	2014/15	2015/16	2016/17
All Students	52%	49%	43%		
Male	48%	47%	43%		
Female	57%	52%	43%		
Aboriginal	54%	43%	33%		

- Differentiated instruction for Math requires on-going support with guided Math instruction/blitzes both at the Primary and Intermediate grades.
- First Steps in Math continues to be offered to teachers to develop a conceptual understanding of students learning needs with foundational math concepts needed for success.
- Inquiry groups developing throughout the district trying to integrate Math instruction in different ways such as Guided Math stations, Daily Math and Number Math.
- There is an active Elementary Math learning specialist association created with more than fifteen teachers

- Interior Math Conference February 19, 2016 with over 13 Vernon teachers sharing and presenting
- Interior Numeracy Network with representatives from the Thompson/Okanagan region to discuss assessment, pedagogy, initiatives and sharing of resources.
- Provincial Numeracy Focus Group-Vernon is involved with the Ministry of Education in co-designing a data base of resources for teacher to support numeracy in the new curriculum
- Secondary Math teachers will be working with Peter Lijidahl, on Thinking Classrooms and how to incorporate vertical surfaces, varied daily mixed groupings and collaborative thinking strategies to facilitate new math curriculum design. He will be working with 30 teachers (grades 6-12) over 3 sessions this spring on problem solving, student engagement and mathematical thinking.
- Robotics program providing students the opportunity to put math problems and concepts into action while learning spatial awareness and critical math principles that support numeracy outcomes.
- Access to digital resources, software and web-tools that help supplement numeracy learning goals providing the opportunity to personalize learning plans that are at an appropriate level of individual students.
- Access to Smart Technologies that provide hands-on learning activities to support the math learning objectives

Objective 5

Implement the recently signed Aboriginal Education Enhancement Agreement

i) The Okanagan Indian Band, Vernon and District Métis Association, First Nations Friendship Centre, School District 22 and the Ministry of Education signed an Aboriginal Education Enhancement Agreement on May 27, 2015. The Agreement has 4 main goals:

1. Increase Aboriginal student success through improving communication and understanding of the Enhancement Agreement in School District 22.
2. Increase the knowledge and understanding of the culture and traditions of Okanagan people and Aboriginal peoples for all students, parents, community members, and School district employees.
3. Aboriginal students will believe in themselves and be proud of their Aboriginal heritage and identity.
4. Aboriginal students will have a strong vision of who they want to be.

The new director of Aboriginal programs is leading an AEEA implementation committee with the purpose of setting measurable targets for the AEEA goals.

ii) 100% success for Aboriginal students – improve success rates for Aboriginal students in all seven objective areas (kindergarten, early learning, literacy, numeracy, Aboriginal, social and personal responsibility, and continuous improvement of instruction and assessment). This will be achieved through:

a) Professional development opportunities for teachers, administration, and Aboriginal department staff throughout the year and on ProD days (e.g. First Nations Education Steering Committee (FNESC) conference, K-12 Aboriginal content resources kits, residential school educational resources, etc.).

b) Indigenous pedagogy – provide in-class support, in-service opportunities, and professional development sessions for teachers and administration on Indigenous ways of knowing and understanding in curricular areas. For example, FNESC resources such as Learning First Peoples (K-7 and K-3), First Peoples Principles of Learning, etc. Aboriginal Lead Teachers will continue to collaborate and seek partnership opportunities with the Learning Direction Committee members in all areas of curriculum (technology, numeracy, literacy, and student support services). A cohort group of ten teachers is working with Ben Louis learning about indigenous knowledge and ways of knowing.

c) In-school support – Aboriginal lead teachers will offer collaborative sessions with teachers (e.g. for elementary CR4YR and for secondary English First Peoples/BC FN12). Aboriginal Support Workers will provide programs and services and in-classroom support.

d) Early Learning Programs – 2 Aboriginal Mother Goose programs are being offered.

e) Aboriginal Education Department program and services - the Aboriginal Education department will continue to offer programs and services to students who identify as Aboriginal and who have 'opted in' to access these services. Programs and services can be inclusive (offered to all students) such as An Expression of Aboriginal People and Culture Week or exclusive (designed for Aboriginal students only) such as the Aboriginal Entrepreneurial Program.

iii) Local Education Agreement (LEA): An LEA is an agreement between SD22 and Okanagan Indian Band (OKIB) for the purchase of educational services for status Indian students ordinarily resident on reserve but attending schools off reserve. An LEA defines the relationship between the two administrations, areas of mutual responsibility and agreed upon schedule for payment for the purchase of education programs and services by the OKIB. SD22 is required to report achievement rates to OKIB as indicated in the LEA.

Enabled by S. 86 (3) of the B.C. School Act, LEAs are intended to give First Nations a stronger voice in the education of their children and improve educational outcomes for First Nations learners.

Source: <http://www.fnesc.ca/new/lea>

Objective 6

Improve Social and Personal Responsibility percent of students who feel safe at school

Many school goals include programs to teach pro-social behaviours, communication/friendship skills, and activities that develop school spirit, engagement and belonging. All administrators and counsellors have been trained in the provincial Erase Bullying program. The New Practices Program is working with at risk students to keep them connected to schools when suspended.

At school, do you respect people who are different from you?

	2012/13	2013/14	2014/15	2015/16	2016/17
Grade 3-4	93%	92%	92%		
Grade 7	92%	93%	92%		
Grade 10	87%	88%	85%		
Grade 12	86%	86%	85%		

Do you feel safe at school?

	2012/13	2013/14	2014/15	2015/16	2016/17
Grade 3-4	78%	80%	82%		
Grade 7	82%	80%	79%		
Grade 10	73%	78%	74%		
Grade 12	81%	81%	78%		

At school, are you bullied, teased, or picked on?

	2012/13	2013/14	2014/15	2015/16	2016/17
Grade 3-4	12%	7%	9%		
Grade 7	10%	9%	7%		
Grade 10	13%	9%	7%		
Grade 12	6%	6%	9%		

Number of Out of School suspensions

	2012/13	2013/14	2014/15	2015/16	2016/17
1-3 day Suspensions	126	138	92		
4-5 day Suspensions	35	67	40		
5 or greater day Suspensions	3	8	7		
Referred to Director of Instruction	21	19	12		

Objective 7

Continuous Improvement of Instruction and Assessment

Develop Professional Development Opportunities for staff through:

- ✓ Updated Teacher Development Program
- ✓ Inquiry Project partnership with the Vernon Teachers' Association
- ✓ District Pro-D plan based on teacher input and district directions
- ✓ Administrator Pro-D on Inquiry
- ✓ Use of technology to enhance learning Pro-D
- ✓ Increased use of Problem Based Learning
- ✓ Piloting grade 7 Exit Interviews with portfolios and public presentation
- ✓ Continue with Grad Transition Presentation
- ✓ Work with teachers and district staff to develop a District Assessment Policy
- ✓ Continue to expand opportunities for student choice. New additions:
 - Swimming Academy
 - Expanding Vernon Community School
 - Golf Academy
- ✓ Continue to develop services to support students with mental health and addiction challenges
- ✓ Work with the Education Change Committee and school administration to plan the successful implementation of the new curriculum
- ✓ Pilot new assessment tools and practices including Freshgrade
- ✓ Organizing and hosting the Interior Mathematics Conference
- ✓ Ignite Okanagan event to share innovative ideas organized and hosted by SD22 educators