

# SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

---

Okanagan Mission Secondary

5/2014

General Information

*"Excellence Through Effort"*

## **Mission Statement**

*The mission of Okanagan Mission Secondary School is to provide, in partnership with parents and the community, a broad, educational experience in a safe environment where students are encouraged to become self-directed, adaptable, confident, responsible citizens who value learning as a life-long pursuit.*

Principal : Leanne Zorn

Web site : <http://www.okm.sd23.bc.ca>





*"Together We Learn"*

## SCHOOL DISTRICT 23 (CENTRAL OKANAGAN)

### **Our Mission:**

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

### **Our Vision:**

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

### **Our Cultural Values:**

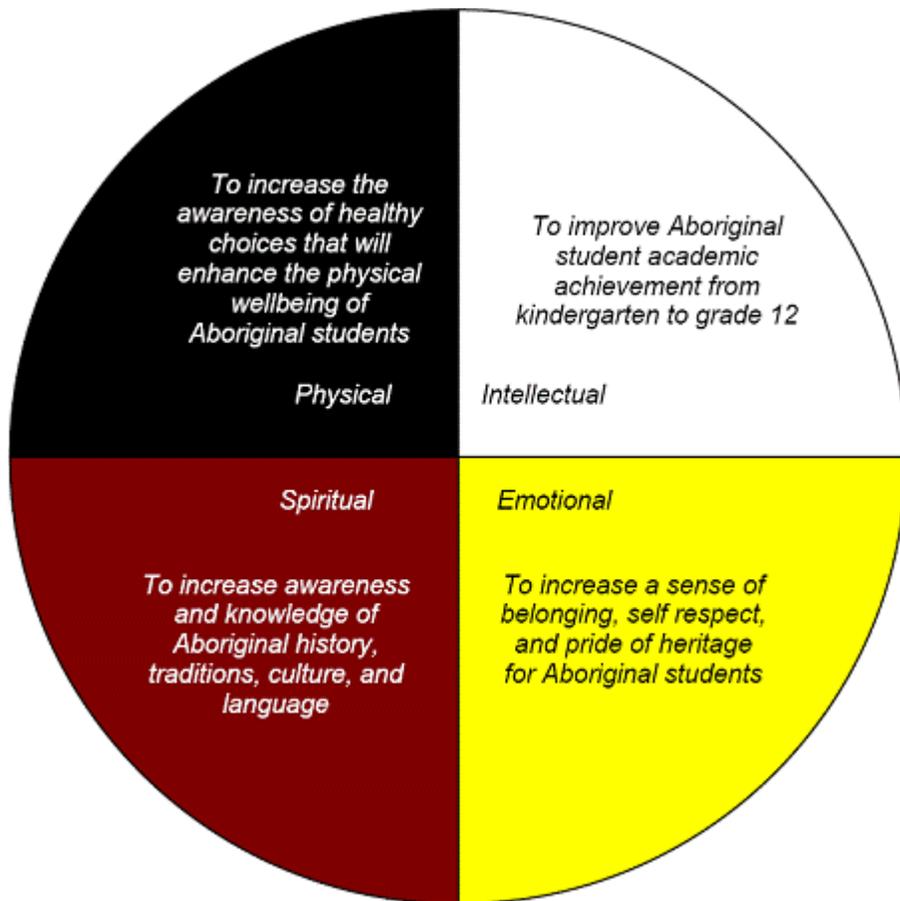
- **Honesty** is the building block for relationships and the basis for trust. It is the absence of falsehood and the action of full disclosure. It is the ultimate test of moral strength. When honesty is present, integrity will also be apparent.
- **Responsibility** is being accountable for our actions and their consequences. When we demonstrate responsibility, we are doing our best to meet the expectations of ourselves and others.
- **Respect** is "to consider worthy of high regard". Being respectful is an attitude of honouring people and caring about their rights.
- **Empathy** is a feeling of concern, compassion and understanding of another's situation or feelings.
- While recognizing individual situations and differences, **Fairness** is ensuring impartiality where everyone plays by the same rules.

## DISTRICT GOALS AS OF 5/30/2014

<b>1</b>	<b>Alignment : Learner</b>
<b>1</b>	Each Central Okanagan School District student (K-12) will provide evidence of being a learner, thinker, innovator, collaborator and contributor.
<b>2</b>	<b>Alignment : LITERACY</b>
<b>1</b>	80% of primary Aboriginal students meeting or exceeding grade level expectations on the ELP (Literacy) by June 2013, with the objective of improving to 90% by 2015. 75% of Aboriginal students meeting or exceeding grade level expectations on the WCRA and SWW by June 2013.

# GOALS OF THE SD23 ENHANCEMENT AGREEMENT

The following goals, reflecting the teachings of the Medicine Wheel, will be implemented over the next five years to support the emotional, spiritual, physical, and intellectual development of Aboriginal students in the Central Okanagan School District.



## Performance Targets for Five Years:

The baseline data will be developed where not available in the 2006/2007 school year. In each year thereafter, in all categories, increased growth is expected. The Aboriginal Education Committee will review annually and report the level of student and parent satisfaction with the achievement of the goals. The EA Committee will determine annual targets, indicators and strategies that are realistic and attainable for the following year.

# **CELEBRATING SCHOOL SUCCESSES**

## Unique School Characteristics:

OKM has earned a reputation as a school with exceptionally high academic standards. The staff works diligently to meet the needs of all students in a variety of programs that are geared towards student success. Our enrolment has steadily been increasing as the Mission community selects OKM as a school of choice. For the 2013/14 school year, the student enrolment has been approximately 1060. The school is close to completing its \$15 million dollar expansion project that is scheduled to be completed for September 2014. OKM is also undergoing a change in grade configuration, with the addition of Grade 7s in September.

## School Performance Information

We are proud of the many programs we have implemented to meet the needs and interests of our students. The following programs have been implemented successfully for the last few years.

### **Academic Excellence**

Our staff and community are very proud of the academic excellence we have achieved over the last number of years. Our students perform substantially above the provincial average on all Provincial Exams. This success is due to the concerted effort our staff has in making their lessons as engaging as possible and holding the belief that students must do their work. The support we receive from our parent community in this area is incredible.

### **Fine & Performing Arts Programs/FAME Academy**

OKM has a very vibrant Fine and Performing Arts Program. There are more than 500 students enrolled in Band, Drama, and Art. The number of students taking Art has grown over the last few years. There has been a change in focus that allows students to follow their interest in Art. In the last four years, our Fine and Performing Arts Department has put on four very large productions. In 2007-08 they wrote a production called "James Bond 007". This involved our Band, Drama, Video Production, and Art students. For the 2008/09 school year, the Fine and Performing Arts Department produced the musical "Footloose" which was hosted in the Mary Irwin Theatre. The musical was a huge success that entertained a full house every night for five nights. This production had over 100 students involved. ; The huge success of our Fine Arts Program lead to our Fine Arts Academy. In 2010-11, the first year of the F.A.M.E. Academy, and they produced the musical, "Hairspray". In 2012-13, the F.A.M.E. Academy captivated the community with another phenomenal musical, "42nd Street". This year, the students did their first "all-ages" show with a heart-warming, family-style rendition of "Beauty & the Beast". The department is excited to expand its programing with the renovations in the Band and Dance Rooms, as well as the addition of a new black-box theatre for the fall.

## **High Performance Program (HPP)**

The HPP provides elite-level athletes and performers with an innovative school option. The option gives added support for students who have extra-curricular or performance commitments that result in frequent absences from school.

## **Hockey Canada Skills Academy (HCSA)**

The HCSA program offers students an opportunity to develop their hockey skills within the structure of a traditional school program. Students have the advantage of accessing professional coaches and facilities.

## **Advanced Hockey Canada Skills Academy (ASP)**

The ASP program offers elite hockey players an opportunity to refine their hockey skills as well as learn about sports psychology, nutrition and elite training techniques. This program dedicates two blocks of the student's timetable to hockey. The program maintains an academic focus and allows students to take the required courses for any post-secondary route. Students have the advantage of accessing professional coaches and facilities.

## **Soccer Academy**

The soccer program offers students an opportunity to develop their skills within the structure of a traditional school program. Students have the advantage of accessing professional coaches and facilities.

## **Swim Academy**

Like the Soccer Academy, this program allows students to develop their skills while in a traditional school setting. Students have the advantage of accessing professional coaches and facilities.

## **Advanced Placement Program**

Another initiative well underway is our Advanced Placement Program (AP). As a logical extension of our existing honours programs, and to address the community's desire for further academic challenge, OKM offers Advanced Placement courses to students. Students in Grade 12 take the Pre-AP course in first semester and then the AP course during second semester. For the 2013/14 school year we are offering AP Biology and AP Literature.

## **Academic Intervention Program (AI)**

The AI Program has been designed to provide additional time and support for students who may be "at risk" of failing. This program is coordinated by a student support services teacher and Certified Educational Assistants. The program has had a significant impact on decreasing the number of students failing courses. The additional support is offered outside of regular instructional hours, Monday through Thursday from 3:30 pm to 5:00 pm. Attendance for identified students is mandatory.

## **Enrichment Program**

Our enrichment program is offered through Health and Career Education 9. This program covers the Health and Career 9 curriculum as well as the Planning 10 course requirements. Students in this program have completed exceptional projects during the past year.

## **Athletics/Extra-Curricular**

As a result of the myriad of extra-curricular and athletic offerings, OKM was awarded the **BC School Sports Outstanding School of the Year for 2007/08**. We have had a number of teams make it to the Valley and/or Provincial Championships, including our Senior Boys Soccer Team who won a provincial silver medal for OKM. They have previously won gold and bronze in the last two consecutive years.

## **Leadership Excellence Program**

The Leadership Excellence Program for grades 10 - 12 has 50 students enrolled in the class. The students are taught leadership skills and they use these skills to organize events for the school. The impact of this program has been tremendous, as it has positively affected our school culture. We feel leadership skills are important for success in life and thus we have expanded our leadership program to grades 8 and 9.

## **Experiential Learning**

Having opportunities to learning outside the classroom is important at OKM. Every year we take most of our grade 12's to a week long hiking and camping trip in the Lake O'Hara area. The students are pushed physically and mentally and feel a great sense of accomplishment when the trip is over. Our Lake O'Hara trip is well known in the community as it has been occurring for over 30 years. For several years we have been taking students on the S.A.L.T.S. trip. Students spend one week on a tall ship where the main learning is about themselves and learning how to work with others. Our Band Program has trips for our grade 9 - 12 band students. This year our junior Band students traveled to Whistler, and senior Band students went to to Croatia.

## **Healthy Living Initiatives**

At OKM we are pleased to have met District and Provincial requirements relative to the Health Promoting Schools policies and procedures. All food sales through our school store meet the Healthy Food Guidelines. Proper nutrition is promoted through the Free Veggie and Fruit Program that our school has been part of for 4 years.

## **Environmental Sustainability**

OKM's Environmental Sustainability class expanded its recycling program throughout the school. As well, the community garden project is well underway with its second harvest coming up in the summer..

## **Social Media**

The Social Media class continued to make an impressive impact on OKM and the greater community. As the result of its impressive \$15,000 provincial grant to promote digital citizenship, the students hosted a hugely successful district-wide conference that involved elementary, middle and secondary students, as well as parents and administrators.

## CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
<b>GRADUATION</b>				
<b>To build CHARACTER through demonstrating self-direction, work ethic and accountability; and practicing respect, empathy and kindness</b>				
Course Failures	3/31/2014 12:00:00 AM	0	0	 On Target
MAP - My Action Plan	3/18/2014 12:00:00 AM	99.5	100	 On Target
Suspensions	3/18/2014 12:00:00 AM	33	30	 Warning
Work Ethic	1/31/2014 12:00:00 AM	83	85	 Warning
<b>To build COMPETENCY through being an engaged, reflective and resilient learner; thinking critically and solving problems with curiosity and creativity</b>				
Graduation Rate	6/30/2013 12:00:00 AM	99.5	100	 On Target
Outstanding Report Card Marks	1/31/2014 12:00:00 AM	59	50	 On Target
Provincial Exam - English 10	1/31/2014 12:00:00 AM	79	80	 On Target
Provincial Exam - English 12	1/31/2014 12:00:00 AM	74	80	 Off Target
Provincial Exam - Math 10	1/31/2014 12:00:00 AM	82	80	 On Target
Provincial Exam - Science 10	3/18/2014 12:00:00 AM	74	70	 On Target
Provincial Exam - Socials 11	1/31/2014 12:00:00 AM	80	80	 On Target
Readiness - Grade 11	6/30/2013 12:00:00 AM	2	0	 Warning
School Wide Write	1/31/2014 12:00:00 AM	4.5	3	 Warning



**Results**

Status : Approaching Expectations

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
RESULTS	There is little evidence of monitoring results and adjusting to improve student achievement.	The district and schools are beginning to monitor results and make adjustments to improve student achievement.	The district and schools monitor results and make adjustments to improve student achievement. There is evidence of improving results.	The district and schools consistently monitor results and make adjustments to improve student achievement. There is evidence of improving results over time.



**Goals**

Status : Approaching Expectations

**Rationale**

Status : Meeting Expectations

**Data**

Status : Approaching Expectations

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
GOALS	Goals and objectives have little focus on student achievement.	Some goals and objectives are based on evidence and focused on student achievement.	All goals and objectives are relevant, based on evidence, and focused on student achievement.	All goals and objectives are relevant, based on a range of evidence, and focused on student achievement. Goals and objectives are systematically reviewed and revised. Consideration is given to all students.
RATIONALE	Reasons for the selection of goals and objectives appear to be based on little consideration of evidence from data.	There is some evidence that the reasons for the selection of goals and objectives are based on relevant data.	Reasons for the selections of goals and objectives are based on evidence from a variety of sources and focused on student achievement.	Reasons for the selection of goals and objectives are consistently based on evidence from a variety of sources and focused on the achievement of all students
DATA	It is unclear what data are used to determine areas of need and plan for improvement.	Evidence from data is used or beginning to be used to determine areas of need, plan for improvement, and monitor progress.	The district and schools consistently analyze classroom school, district, and provincial data sources to determine areas of need, plan for improvement, and monitor progress.	The district and schools consistently analyze classroom, school, district, and provincial data sources to determine areas of need, plan for improvement, and monitor progress of all students. Data are disaggregated, participation rates are considered, and trends are tracked over time.

# DESIGN

## Organizing For Improvement

### Strategies and Structures:

To build **COMPETENCY** through being an engaged, reflective and resilient learner; thinking critically and solving problems with curiosity and creativity

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Best Instructional Practice	Leanne Zorn/Curriculum Leaders	9/7/2009 12:00:00 AM	6/30/2015 12:00:00 AM	In-Progress	High				
Professional Development and Collaboration	Leanne Zorn/School-Based Teachers	9/7/2009 12:00:00 AM	6/30/2015 12:00:00 AM	In-Progress	High				
Best Assessment Practice	Leanne Zorn/School-Based Teachers	9/7/2009 12:00:00 AM	6/1/2015 12:00:00 AM	In-Progress	High				

To build **CHARACTER** through demonstrating self-direction, work ethic and accountability; and practicing respect, empathy and kindness

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Readiness & Collaborative Models of Support	Leanne Zorn/School-Based Teachers	9/7/2009 12:00:00 AM	6/1/2015 12:00:00 AM	In-Progress	High				

### Strategies

Status: Meeting Expectations

### Structures

Status: Meeting Expectations

### Coherence and Alignment

Status: Meeting Expectations

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
STRATEGIES	Strategies are not connected to school and/or district goals and objectives.	The district and schools have improvement strategies in place with some connection to goals and objectives.	The district and schools have practical, research-based strategies in place to achieve goals and objectives. Strategies link to staff development and other improvement efforts. There is evidence of monitoring and adjusting strategies as required.	The district and schools have practical, research-based strategies in place to achieve goals and objectives. Strategies are in place to address areas of highest need and link to staff development and other improvement efforts. The district and school consistently monitor and adjust strategies as required.
STRUCTURES	The district and schools have not aligned structures to support school and/or district goals and objectives.	The district and schools have some structures in place to support school and/or district goals and objectives.	The district and schools have structures in place to support school and or district goals and objectives. Structures support areas of highest need and align with strategies.	The district and schools have structures in place to support school and/or district goals and objectives. Structures support the areas of highest need and align with strategies. Structures are consistently monitored and adjusted as required.
COHERENCE AND ALIGNMENT	There is little connection between school and district plans, and there is little evidence of efforts to develop connections.	The district and schools are developing connections between school and district plans.	Connections between the district and schools are interactive and reflect both school uniqueness and district directions.	Connections between the district and schools are interactive and reflect both school uniqueness and district directions. Schools connect with other schools to build capacity.

# ACT

## Building Learning Communities

### Dialogue and Communication

Status : Meeting Expectations

### Parent Involvement

Status : Approaching Expectations

### Leadership

Status : Sustaining Improvement

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
COMMUNICATION AND DIALOGUE	There is no consistent approach to communicating about student achievement.	The district and schools communicate about student achievement and make public their improvement goals and the progress being made.	The district and schools communicate in multiple ways about improving student achievement. There are opportunities for dialogue, and community input is valued.	The district and schools communicate in multiple ways about improving student achievement. There are ongoing opportunities for dialogue, and community input is actively sought and valued. These practices are embedded in school and district culture and are sustained over time.
PARENT INVOLVEMENT	There is little evidence of parent involvement. Few ideas are sought or heard in setting goals and working collaboratively to improve the achievement of all students.	Some groups of parents have a role in setting goals and working collaboratively with schools and the district to improve the achievement of all students.	Parents, individually and collectively are actively involved in setting goals and are working collaboratively with schools and the district to improve the achievement of all students.	Parents, individually and collectively, are actively involved in setting goals and are working collaboratively with schools and the district to improve the achievement of all students. Efforts to engage less active parents as well as specific groups of parents are evident. Parental involvement is embedded in school and district culture and sustained over time.
LEADERSHIP	There is little evidence of collaborative leadership.	There is some evidence of collaborative leadership.	Leadership is collaborative at all levels of the system with a shared commitment to improving student achievement.	Leadership is collaborative at all levels of the system with a shared commitment to improving student achievement. Efforts to build and sustain leadership capacity at all levels are evident.

# PLAN ASSESSMENT

## 10 Points of Inquiry Summary

Point of Inquiry		Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
<b>STUDY</b>	<b>Results</b>		X		
<b>PLAN</b>	<b>Goals</b>		X		
	<b>Rationale</b>			X	
	<b>Data</b>		X		
<b>DESIGN</b>	<b>Strategies</b>			X	
	<b>Structures</b>			X	
	<b>Coherence and Alignment</b>			X	
<b>ACT</b>	<b>Dialogue and Communication</b>			X	
	<b>Parent Involvement</b>		X		
	<b>Leadership</b>				X

<b>TASK</b>	<b>STRATEGY/STRUCTURE</b>	<b>OWNER</b>	<b>Expected results</b>
Exit Interviews	Best Assessment Practice	Staff, Curricular Leaders, ILT, CIA Coaches	Improved Assessment & Engagement
Formative Assessment	Best Assessment Practice	Staff, Curricular Leaders, ILT, CIA Coaches	Improved Assessment
Portfolios	Best Assessment Practice	Staff, Curricular Leaders, ILT, CIA Coaches	Improved Assessment & Engagement
Presentations of Learning	Best Assessment Practice	Staff, Curricular Leaders, CIA Coaches	Improved Assessment & Engagement
Whiteboarding	Best Assessment Practice	Staff, Curricular Leaders, ILT, CIA Coaches	Improved Assessment & Engagement
Collaboration Time	Best Instructional Practice	Staff, Curricular Leaders, ILT, CIA coaches	Improved Instruction
Genius Hour	Best Instructional Practice	Staff, Curricular Leaders, CIA coaches	Improved Instruction & Engagement
Kagan Structures	Best Instructional Practice	Staff, Curricular Leaders, ILT	Improved Instruction & Engagement
Project-Based & Inquiry Learning	Best Instructional Practice	Staff, Curricular Leaders, ILT	Improved Instruction & Engagement
Technology - BYOD, Flip, etc	Best Instructional Practice	Staff, Curricular Leaders, ILT	Improved Instruction & Engagement
Understanding by Design	Best Instructional Practice	Staff, Curricular Leaders, ILT	Improved Planning & Instruction
Assessment Gang	Professional Development and Collaboration	Interested Staff	Collaboration & Professional Development
CIA Coaches	Professional Development and Collaboration	Admin, ILT	Increased Leadership Capacity & Collaboration
Collaboration Time (incl. Ed Camp)	Professional Development and Collaboration	Admin	Collaboration & Professional Development
Conferences: AAC, ISTE, Kagan, Educon	Professional Development and Collaboration	Staff	Collaboration & Professional Development
Curricular Leaders & Department Meetings	Professional Development and Collaboration	Curricular Leaders	Increased Leadership Capacity & Collaboration
Implementation Day	Professional Development and Collaboration	Admin	Collaboration & Achievement of Goals
Instructional Leadership Team	Professional Development and Collaboration	ILT, Staff	Collaboration & Professional Development
Sandra Herbst	Professional Development and Collaboration	Admin, CIA Coaches, ILT	Collaboration & Professional Development
Staff Meetings	Professional Development and Collaboration	Admin, CLs	Collaboration & Achievement of Goals
40 Developmental Assets	Readiness & Collaborative Models of Support	Staff, SBRT	Support for all students
Academic Intervention	Readiness & Collaborative Models of Support	Staff, SBRT	Support for at-risk students
Attributes Postcards	Readiness & Collaborative Models of Support	Staff, SBRT	Connections for all students
Book: Parent, Teacher, Mentor, Friend by Dr. Benson	Readiness & Collaborative Models of Support	Readiness	Connections for all students
Class Reviews	Readiness & Collaborative Models of Support	Staff, SBRT	Support for all students
Digital Citizenship	Readiness & Collaborative Models of Support	Staff, Social Media Class	Support for all students
Direct Instruction of Attributes in Grad Transitions, Planning & HCE	Readiness & Collaborative Models of Support	Staff	Support for all students
Drug & Alcohol Awareness	Readiness & Collaborative Models of Support	Staff, SBRT	Support for all students

Monitoring of Attendance, Ns, Is	Readiness & Collaborative Models of Support	Readiness, SBRT	Support for at-risk students
Peer Supports: Peer Counsellors, Link, LEX	Readiness & Collaborative Models of Support	Staff, Students	Connections for all students
School-Based Resource Team	Readiness & Collaborative Models of Support	SBRT	Support for all students
Skill-Building Courses: Dynamics, Jump, Intro	Readiness & Collaborative Models of Support	Staff, SBRT	Support for at-risk students
Specialty Programs: AP, High Performance, Academies, Enrichment, Honours	Readiness & Collaborative Models of Support	Staff	Engagement and Support for all students
Support Classes: AI, Behaviour, LAT, Homework, Math/Science	Readiness & Collaborative Models of Support	SBRT	Support for at-risk students

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

Okanagan Mission Secondary

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

\_\_\_\_\_  
Student Member's Name (Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Member's Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Member's Name (Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Member's Name (Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Member's Name (Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Name (Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Superintendent or Assistant Superintendent: I confirm that the requirements of the School District No. 23 (Central Okanagan) accountability program have been fulfilled.

\_\_\_\_\_  
Superintendent's Name (Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Board of Education representative at the SPC review meeting:

\_\_\_\_\_  
Trustee's Name (Print)

\_\_\_\_\_  
Signature

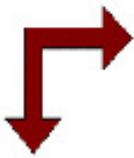
\_\_\_\_\_  
Date

PLAN-DESIGN-ACT-STUDY PLANNING CYCLE

**KEY AREAS FOR INQUIRY  
TO ENHANCE SCHOOL IMPROVEMENT**



**PLANNING CYCLE**



# QUESTIONS FOR INQUIRY STUDY

**Assessing Results**

Improving districts and schools continuously improve results. They monitor progress and make adjustments in key areas of student achievement for individual students, groups of students, schools and the district.

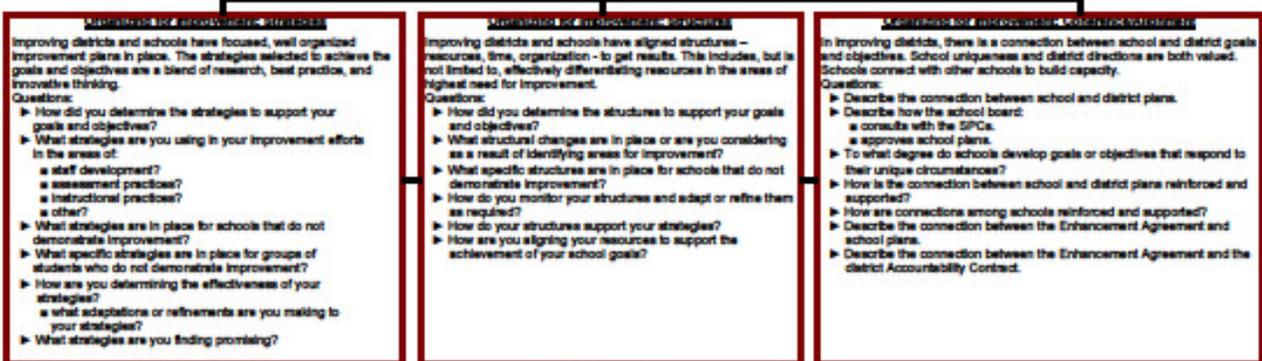
Questions:

- ▶ Through a review of classroom, school, district or provincial data, what improved results can you identify?
- ▶ What trends or patterns are emerging from the results?
- ▶ What evidence can you present to demonstrate that:
  - every school in the district is improving?
  - every classroom in each school is improving?
  - specific groups of students are improving?
- ▶ If results are not improving, what are you doing to find out why?
- ▶ As a result of your inquiry, what adjustments are you making to ensure that there is improvement?

## PLAN



## DESIGN



## ACT

