

ACCOUNTABILITY CONTRACT 2005-2006

Vancouver Island West School District 84

District Profile

Vancouver Island West School District 84 serves approximately 460 students in the District's five schools. Three of the schools, Kyuquot, Zeballos, and Tahsis, are located in remote rural communities. Travel to these schools from the District Office in Gold River requires a commute by logging road of 1½ hours to Tahsis, 2½ hours to Zeballos and a four-hour commute to Kyuquot by logging road and water taxi. The District serves a diverse community which includes a significant First Nations enrollment of approximately 44%.

School District 84 includes the following schools:

• Captain Meares Elementary Secondary School, Tahsis:	K-12	35 students
• Kyuquot Elementary Secondary School, Kyuquot:	1-12	45 students
• Gold River Secondary School, Gold River:	8-12	130 students
• Ray Watkins Elementary School, Gold River:	K-7	165 students
• Zeballos Elementary Secondary School, Zeballos:	K-12	70 students

Each of the four communities served by Vancouver Island West School District 84 has a unique history and set of circumstances that have had an influence on each of our schools.

The communities of Gold River and Tahsis have undergone substantial changes as a result of once vibrant industries that have ceased operation in the past ten years. In Gold River, the closure of the pulp and paper mill and in Tahsis the closure of the sawmill brought about these changes. Captain Meares School in Tahsis, once the largest school in our District with an enrollment of 400+ students in Kindergarten to Grade 12, is today the District's smallest school with 35 students. Each of the two schools in Gold River once had enrollments of 300 to 400 students. This year Gold River Secondary School has registered 130 students and Ray Watkins Elementary School, 165 students. The changes within these two communities and the resulting reduced student enrollments have had a significant impact on the schools which have included:

- Diminished course offerings
- Elimination or reduction of positions such as counsellors and librarians
- Teachers assigned courses outside of their training and experience
- Reduced teacher turnover

- Reduced flexibility in staffing
- Increased social issues caused by the loss of employment or relocation of families
- Loss of support services in the school and the community
- Significant change in the community demographics as management and skilled workers and their families left the community

The schools of both communities continue to face the challenges caused by these changes and seek to find successful options for the delivery of educational services for their students and community.

Approximately 25% of the enrollments of the two schools in Gold River are members of the Mowachaht/Muchalaht First Nations. Captain Meares Elementary Secondary School has a very small enrollment of First Nations students with most traveling to school by water taxi from the community of Esperanza.

Zeballos Elementary Secondary School enrolls a student body which is predominantly First Nations and serves a community which is based on an economy of seasonal tourism, fish farms, fishing and logging. The location of the Ehattesaht and Nuchatlaht First Nations near the community of Zeballos is a relatively recent development. Approximately 20 years ago, these two First Nations communities relocated from their settlements on the inlets to Zeballos so their children could attend school. In the past two years, the school has expanded to offer a K to 12 program but prior to this expansion, students were required to leave the community to continue their education beyond Grade 10. While the First Nations community recognizes the importance of education, schooling within its community is a recent development compared to most other communities. The need to develop practices and skills within the family which will develop and support their child's learning is certainly evident.

Kyuquot Elementary Secondary School is located in our most remote community of Kyuquot which is accessible by air or water taxi. The majority of students enrolled are members of the Ka:'yu:'k't'h'/Che:k'tles7et'h' First Nation. The community faces major challenges with limited community capacity and employment opportunities. Community leaders express their concern for the students' lack of hope and vision for their future. The opportunities that education will provide for one's future is not a well established belief or value for many of the students. Other than the teachers and the nurse, there are few role models in the community who have pursued education to achieve a career goal.

Approximately 95-98% of the students in the schools in Zeballos and Kyuquot are of First Nations ancestry. The enrollment of Vancouver Island West School District 84 includes a significant number of First Nations students, most of whom reside on reserve. Our District and the local Education Committees completed a draft Enhancement Agreement at the end of the 2004-05 school year. The goals of this agreement have provided our District with the basis for our initiatives outlined in goal two.

Our District has a Local Education Agreement with the Nuu-chah-nulth Tribal Council which represents the Bands within our District. This agreement outlines the responsibilities of the Board and the Council in providing educational programs and services to the students of the Mowachaht/Muchalaht First Nations, the Ehattesaht First Nations, the Nuchatlaht First Nations and the Ka:'yu:'k't'h'/Che:k'tles7et'h' First Nation who reside on reserve.

Staff in the District includes a Superintendent of Schools/Secretary-Treasurer, a Human Resources Administrator, an Operations Supervisor, a 1.0 FTE District Special Education

Coordinator, a 1.0 FTE Computer Technician, 2.0 FTE Administrative Assistants, 40.5 FTE Educators (includes Principals), and a 0.4 FTE Aboriginal Education Vice Principal who has responsibilities for programs and services in the two schools located in Gold River. The Education Support Staff in schools equals 22.25 FTE full and part-time employees and the Operations Support Staff equals 11 FTE full and part-time employees. In addition, our students are supported by Native Education Workers, positions which are jointly funded by the Nuu-chah-nulth Tribal Council, the Nuchatlaht Band, the Ehattesaht Band and the District.

<p>Goal 1</p> <p>Goal statements help to focus priorities for improving student learning.</p> <p>Objectives help to focus goals into more specific areas of attention.</p> <ul style="list-style-type: none"> • What specific goals have been chosen for improving student achievement? • What objectives have you chosen to support your goals? • How do the goals and objectives address student achievement for all students? 	<p>To improve reading and writing skills for all students at all grade levels.</p> <p><u>Objective 1:</u> To ensure 85% of K to 3 students meet or exceed expectations in reading and writing for their grade level.</p> <p><u>Objective 2:</u> To ensure 85% of Grade 4 to 7 students meet or exceed expectations in reading and writing for their grade level.</p> <p><u>Objective 3:</u> To ensure 85% of Grade 8 to 12 students meet or exceed expectations in reading and writing for their grade level.</p> <p><u>Objective 4:</u> To ensure all teachers contribute to the development of student literacy.</p>
<p>Rationale</p> <p>Improving districts and schools have a thorough and connected set of reasons, based on evidence, for the selection of their student achievement goals.</p>	<ul style="list-style-type: none"> • An assessment of students completed at the end of the 2004-05 and beginning of the 2005-06 school year indicate that 82% of the First Nations students need the support of an English Skills Development program. • DART assessments completed in the 2004-05 school year indicate that at a minimum, 29% of our students do not meet expectations. • FSA results for the past 6 years indicate that a substantial number of our students do not meet expectations in reading and to a lesser extent in writing.

Performance Indicators/Evidence

Schools should consider at least three sources of evidence including classroom, school, district and provincial data. Analysis of this evidence contributes to the decision to select a goal and enables the school and district to monitor progress.

- When setting your goals what data did you consider?
- What data did you find most useful?
- What did the data tell you about the achievement of all students?
- How are you disaggregating data to get a deeper understanding of what the evidence indicates?
- What did you observe when you considered your participation rates?
- How are you tracking data over time?

ESD enrollment	2005-06	First Nations Enrollment	%
K	4	4	1.000000
1	14	21	0.666667
2	16	19	0.842105
3	12	14	0.857143
4	8	9	0.888889
5	20	24	0.833333
6	15	16	0.937500
7	15	17	0.882353
8	20	23	0.869565
9	15	21	0.714286
10	18	23	0.782609
11	13	16	0.812500
12	9	16	0.562500
Total	179	223	0.819188

DART Assessment Results: Meeting or Exceeding and Minimally Meeting Expectations

Grade	# students	% M or Ex		# students	% MM	
		Fall 04	Fall 04		Spring 05	Spring 05
3	24	62.5	4	19	74	0
4	31	55.0	10	21	81	0
5	2	50.0	0	no report	no report	no report
6	15	60.0	0	16	87.5	0
7	33	75.0	0	27	93	0
8	31	39.0	29	25	44	6
9	36	50.0	27	32	62.5	4
10						

FSA Results

Reading Comprehension: Meeting or Exceeding Expectations

Grade 4 District Results:

	99/00		00/01		01/02		02/03		03/04		04/05	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
All students	29	56	24	55	18	47	17	68	20	69		63
Female	16	73	15	63	8	47	7	70	10	63		58
Male	13	43	9	45	10	48	10	67	10	77		67
Aboriginal	0	0	3	20	3	21	1	13	1	20		38
Non Aboriginal	29	73	21	72	15	63	16	94	19	69		

Grade 4 Provincial Results:

	99/00	00/01	01/02	02/03	03/04	04/05
All students	79%	78%	80%	77%	80%	79%
Female	83%	81%	83%	80%	83%	78%
Male	76%	75%	77%	75%	78%	81%
Aboriginal	56%	55%	56%	57%	62%	61%
Non Aboriginal	81%	80%	82%	79%	82%	

Grade 7 District Results:

	99/00		00/01		01/02		02/03		03/04		04/05	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
All students	38	60	31	76	18	41	19	49	12	33		53
Female	18	62	22	79	9	47	9	64	5	28		35
Male	20	59	9	69	9	36	10	40	7	39		71
Aboriginal	0	0	6	55	0	0	2	17	2	13		10
Non Aboriginal	29	73	25	83	18	60	17	63	10	48		

Grade 7 Provincial Results:

	99/00	00/01	01/02	02/03	03/04	04/05
All students	81%	76%	76%	77%	80%	77%
Female	84%	78%	79%	80%	84%	80%
Male	78%	74%	74%	73%	76%	73%
Aboriginal	56%	52%	52%	54%	59%	53%
Non Aboriginal	82%	77%	78%	78%	82%	

Grade Four Writing

District Results:

	99/00		00/01		01/02		02/03		03/04		04/05	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
All students	NA	NA	38	86	29	73	21	91	23	85		58
Female	NA	NA	22	96	15	79	8	100	14	93		56
Male	NA	NA	16	76	14	67	13	87	9	75		59
Aboriginal	NA	NA	10	67	10	63	6	75	msk	msk		20
Non Aboriginal	NA	NA	18	97	19	79	15	100	21	91		

Grade 4 Provincial Results:

	99/00	00/01	01/02	02/03	03/04	04/05
All students	NA	91%	94%	94%	91%	90%
Female	NA	95%	96%	97%	95%	95%
Male	NA	87%	91%	91%	87%	85%
Aboriginal	NA	77%	84%	86%	77%	75%
Non Aboriginal	NA	92%	94%	94%	92%	

Grade 7 District Results:

	99/00	00/01	01/02	02/03	03/04	04/05
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	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
All students	NA	NA	35	80	15	42	16	42	24	67		58
Female	NA	NA	25	81	11	65	9	56	14	82		56
Male	NA	NA	10	77	4	21	7	32	10	53		59
Aboriginal	NA	NA	6	50	0	0	1	11	6	43		20
Non Aboriginal	NA	NA	29	91	15	56	15	52	18	82		

Grade 7 Provincial Results:

	99/00	00/01	01/02	02/03	03/04	04/05
All students	NA	81%	84%	79%	90%	90%
Female	NA	90%	91%	87%	95%	95%
Male	NA	72%	78%	72%	84%	85%
Aboriginal	NA	61%	66%	62%	75%	75%
Non Aboriginal	NA	82%	86%	81%	91%	

Strategies

Strategies are actions and activities at the classroom, school and district level that will contribute to the achievement of the goal and objectives.

- What instructional strategies are you using in your improvement efforts?
- What other strategies are you using?
- How did you determine the strategies to support your goals and objectives?
- How are you focusing your efforts on the schools or groups of students you are most concerned about?
- What staff development plans are in place to support your strategies?
- How are you monitoring the strategies and adapting or refining them as needed?

- Initiate a reading intervention program in all schools for students in Kindergarten to Grade 3 who are not meeting expectations.
- Initiate an English Skills Development Program to address the literacy needs of the First Nations students Kindergarten to Grade 12.
- Continue the literacy intervention program established in three of our five schools.
- Involve all teachers in a program of staff development and professional development addressing literacy strategies (September 22/23, 2005).
- Provide financial assistance for teachers and teacher assistants to attend summer literacy institutes.
- Involve teachers and students of Grade 5 and 7 in a Grade Wide Write project and initiate a Grade Wide write at the Grade 3, 6, 8 and 9 level.
- Schools will continue to assess students using PM Benchmarks and DART with a continued emphasis to collate data on a District basis with review at the District and school level.
- Continue to involve the Principal and teacher leader of literacy from each school in a program of staff development and network of promising practice.
- A team of Principal and teacher representatives will attend the Leadership for Learning Academy and share the ideas gained through the District Literacy Team.

<p>Structures</p> <p>Structures are the resources, time and organization that will contribute to the achievement of the goal and objectives.</p> <ul style="list-style-type: none"> • What structural changes are in place/are you considering as a result of identifying areas for improvement? • Tell us about any particular research that helped you make your decision. • How are you monitoring your structures and adapting or refining them as needed? • What promising practices from other schools or districts have you considered? 	<ul style="list-style-type: none"> - A District Literacy Team has been established with a teacher leader and the Principal of each school. Role of this team is to share ideas, assist in the development of a District literacy plan and to identify needs for staff development. - Provide schools with additional funds to purchase resources for school based literacy initiatives. - Hire additional staff to implement the ESD and literacy intervention program. - Structure an ongoing staff development program for the staff of the ESD program. - Communicate with all staff regarding the need for and the gains being made in the ESD program and outline strategies that teachers can employ to support the students involved in the program. - Three of our five schools continue with a school wide dedicated time for literacy instruction of approximately 30 to 50 minutes per day.
<p>Performance Targets/Expected Results</p> <p>Clearly articulated expectations for short and long term results support school and district planning for student achievement.</p> <ul style="list-style-type: none"> • What are your expected results/performance targets? • How are you monitoring your results? • How are you considering the results of all students? • What results are you finding so far? • Based on your results, what adjustments are you making? • Have there been surprises or unexpected outcomes? • Have you identified any new challenges? 	<ul style="list-style-type: none"> - All students in the ESD early intervention program will progress by at least one year of reading level in the 2004-05 school year. - To have all students meeting or exceeding expectations in reading comprehension and writing by 2010 as measured by the performance standards. - To have all teachers demonstrate strategies used in their classroom that contribute to the development of student literacy.
<p>Goal 2</p> <p>Goal statements help to focus priorities for improving student learning.</p> <p>Objectives help to focus goals into more specific areas of attention.</p>	<p>To improve the success for all First Nations students.</p> <p><u>Objective 1</u>: To have the First Nations students in our schools</p>

- What specific goals have been chosen for improving student achievement?
- What objectives have you chosen to support your goals?
- How do the goals and objectives address student achievement for all students?

experience the same level of success and achievement enjoyed by other students.

Objective 2: To have each of our schools embrace, embody and value the heritage and culture of the First Nations people.

Rationale

Rationale is a thorough and connected set of reasons, based on evidence, for the selection of student achievement goals.

- Why did you choose these goals and objectives?
- What specific groups of students are you most concerned about? How did you determine this?

Forty four percent of the District's students are of First Nations ancestry. The level of achievement of these students and the presence of First Nations language and culture in our schools has been identified as the priorities of our Enhancement Agreement. The District must honour its commitment to this agreement by addressing these two issues.

Performance Indicators/Evidence:

Schools should consider at least three sources of evidence including classroom, school, district and provincial data. Analysis of this evidence contributes to the decision to select a goal and enables the school and district to monitor progress.

- When setting your goals what data did you consider?
- What data did you find most useful?
- What did the data tell you about the achievement of all students?
- How are you disaggregating data to get a deeper understanding of what the evidence indicates?
- What did you observe when you considered your participation rates?
- How are you tracking data over time?

English Skills Development Enrollment:

Grade	2005-06	First Nations Enrollment	%
K	4	4	1.000000
1	14	21	0.666667
2	16	19	0.842105
3	12	14	0.857143
4	8	9	0.888889
5	20	24	0.833333
6	15	16	0.937500
7	15	17	0.882353
8	20	23	0.869565
9	15	21	0.714286
10	18	23	0.782609
11	13	16	0.812500
12	9	16	0.562500
Totals:	179	223	0.819188

- Completion rates for students enrolled in a program that will lead to a school graduation certificate, a Dogwood certificate, as well as those enrolled in a school completion program.
- Literacy levels as represented by Benchmarks, DART, FSA assessments and report card marks for language arts based on the use of the BC Performance Standards.
- Numeracy levels as represented by report card marks.
- Social responsibility as represented by a record of referrals for behavioural issues.
- Attendance reports for all students.
- Number of students registered in special programs.

- Number of students participating in extra curricular activities.
- Students identified as at risk socially or academically.
- Language and culture program activities.
- Number of conferences with parents and level of parent participation in the school.
- A review of the students' presentation of their portfolios.

Results to report on:

	2005-06	reading	writing	numeracy	social responsibility	in support programs	parent participation	full promotion at year end
Enrollment		# nme	# nme	# nme	# nme			
K Class 2005/06	K							
K Class 2004/05	1							
K Class 2003/04	2							
K Class 2002/03	3							
K Class 2001/02	4							
K Class 2000/01	5							
K Class 1999/00	6							
K Class 1998/99	7							
K Class 1997/98	8							
K Class 1996/97	9							
K Class 1995/96	10							
K Class 1994/93	11							
K Class 1993/92	12							

Strategies

Strategies are actions and activities at the classroom, school and district level that will contribute to the achievement of the goal and objectives.

- What instructional strategies are you using in your improvement efforts?
- What other strategies are you using?
- How did you determine the strategies to support your goals and objectives?
- How are you focusing your efforts on the schools or groups of students you are most concerned about?
- What staff development plans are in place to support your strategies?
- How are you monitoring the strategies and adapting or refining them as needed?

- On a quarterly basis the First Nations Education Advisory Committee and staff with direct responsibility for First Nations education for each school will meet to review student performance indicators and program activities.
- An annual report will be compiled to record and represent this information and our progress towards the stated goals of this agreement.
- An annual meeting of all First Nations Education Advisory Committees will be held to share strategies, successes and experiences in addressing the goals of this agreement.
- The District will initiate an English Skills Development Program.
- The District will meet with the Nuu-chah-nulth Tribal Council

<ul style="list-style-type: none"> • What strategies or interventions are you finding promising? 	<p>and the representatives of the Northern Tribes on a bi-monthly basis to review the initiatives being undertaken by the District and the Tribal Council to improve the achievement and esteem of the First Nations students in our District.</p> <ul style="list-style-type: none"> - School staff and members in each community will begin the development of a language and culture program with a goal of having an accredited language program. - A representative of the District will become an active member of the Aboriginal Circle of Educators for Vancouver Island.
<p>Structures</p> <p>Structures are the resources, time and organization that will contribute to the achievement of the goal and objectives.</p> <ul style="list-style-type: none"> • What structural changes are in place/are you considering as a result of identifying areas for improvement? • Tell us about any particular research that helped you make your decision. • How are you monitoring your structures and adapting or refining them as needed? • What promising practices from other schools or districts have you considered? 	<ul style="list-style-type: none"> - A position of Vice Principal, Aboriginal Education, has been created for the 2005-06 school year. - Quarterly meetings between each of the schools and the local Education Committees to review the achievement of the students. - Initiatives being undertaken to implement the language and culture program. - Bi-monthly meetings with the Nuu-chah-nulth Tribal Council and Northern Chiefs. - Each school will allocate a portion of the targeted funds to support the initiatives of the language and culture program. - The organization of the ESD program. - Use of targeted dollars to support the language and culture project.
<p>Performance Targets/Expected Results</p> <p>Clearly articulated expectations for short and long term results support school and district planning for student achievement.</p> <ul style="list-style-type: none"> • What are your expected results/performance targets? • How are you monitoring your results? • How are you considering the results of all students? • What results are you finding so far? • Based on your results, what adjustments are you making? • Have there been surprises or unexpected outcomes? • Have you identified any new challenges? 	<ul style="list-style-type: none"> - Our first step will be to establish benchmarks in the identified areas for each grade cohort and to continue our efforts to work towards the accomplishment of our identified goals. - All students in our ESD program will achieve at least one year's gain in reading and writing levels. - All parents of students placed in special programs or support programs will have been involved in meetings to review the needs of the student and provide their consent for the support. - The schools of the District will have a basic language and culture program to implement in the instructional program for all students for the 2006-07 school year.

	2005-06	reading	writing	numeracy	social responsibility	in support programs	parent participation	year end promotion
Enrollment		# nme	# nme	# nme	# nme			
K Class 2005/06	K							
K Class 2004/05	1							
K Class 2003/ 04	2							
K Class 2002/03	3							
K Class 2001/02	4							
K Class 2000/01	5							
K Class 1999/00	6							
K Class 1998/99	7							
K Class 1997/98	8							
K Class 1996/97	9							
K Class 1995/96	10							
K Class 1994/93	11							
K Class 1993/92	12							

Goal 3

Goal statements help to focus priorities for improving student learning.

Objectives help to focus goals into more specific areas of attention.

- What specific goals have been chosen for improving student achievement?
- What objectives have you chosen to support your goals?
- How do the goals and objectives address student achievement for all students?

To provide all students with access to a quality instructional program with a diversity of course offerings.

Objective 1: To provide all students in Grades 10 to 12 with an expanded course selection offering for the 2006-07 school year.

Objective 2: To develop a plan for all students to participate in a relevant on line learning experience.

Rationale

Rationale is a thorough and connected set of reasons, based on evidence, for the selection of student achievement goals.

- Why did you choose these goals and objectives?
- What specific groups of students are you most concerned about? How did you determine this?

All of our schools strive to provide students with a relevant and diverse program of studies with the staff available. Given our diverse student needs and interests and our small enrollments at any grade level within a school, we recognize that our current organizational and delivery model is limited in its ability to achieve this goal. Our students and parents understand the limitations of a small school but do want, need and are seeking a quality instructional program in a diverse course of studies. This need is particularly evident at the graduation program level.

Although this goal has application for all of our schools, it is particularly needed in our smallest schools.

Performance Indicators/Evidence

Schools should consider at least three sources of evidence including classroom, school, district and provincial data. Analysis of this evidence contributes to the decision to select a goal and enables the school and district to monitor progress.

- When setting your goals what data did you consider?
- What data did you find most useful?
- What did the data tell you about the achievement of all students?
- How are you disaggregating data to get a deeper understanding of what the evidence indicates?
- What did you observe when you considered your participation rates?

- Existence of an infrastructure at the school level which enables and supports students to access a quality, distributed learning network.
- Survey of student, teacher and parent satisfaction addressing the opportunities, quality of access and quality of program provided through the distributed learning network.
- An annual summary of course enrollments, completion rates and achievement levels by school for students engaged in the distributed learning project.
- Active membership and engagement of teachers and administrators in the BC Ed Online consortium and other distributed learning networks.

Strategies

Strategies are actions and activities at the classroom, school and district level that will contribute to the achievement of the goal and objectives.

- What instructional strategies are you using in your improvement efforts?
- What other strategies are you using?
- How did you determine the strategies to support your goals and objectives?
- How are you focusing your efforts on the schools or groups of students you are most concerned about?
- What staff development plans are in place to support your strategies?
- How are you monitoring the strategies and adapting or refining them as needed?
- What strategies or interventions are you finding particularly promising?

- District Technology Committee will meet on a monthly basis to develop a plan project implementation which will be presented to the Board in February 2006.
- District Technology Committee will meet with technology leaders from Alberni, Comox Valley and Campbell River to examine initiatives undertaken by these Districts using distributed learning.
- District will meet with PLNet to review the hardware/software needs for the District to access distributed learning and advise the District on the best use of existing hardware.
- District will participate in the Rural Schools project with Campbell River School District.
- Committee members will attend the CUEBC conference on the Moodle Network hosted by the Alberni District.
- District will organize an orientation session on distributed learning for students and parents in each of our schools.

Structures

Structures are the resources, time and organization that will contribute to the achievement of the goal and objectives.

- What structural changes are in place/are you considering as a result of identifying areas for

- Monthly meetings of the District Technology Committee.
- Membership in the BC Ed OnLine consortium.
- Attendance at the CUEBC conference.
- Meeting with Alberni, Comox Valley and Campbell River Districts to examine uses of distributed learning.

<p>improvement?</p> <ul style="list-style-type: none"> • Tell us about any particular research that helped you make your decision. • How are you monitoring your structures and adapting or refining them as needed? • What promising practices from other schools or districts have you considered. 	
<p>Performance Targets/Expected Results</p> <p>Clearly articulated expectations for short and long term results support school and district planning for student achievement.</p> <ul style="list-style-type: none"> • What are your expected results/performance targets? • How are you monitoring your results? • How are you considering the results of all students? • What results are you finding so far? • Based on your results, what adjustments are you making? • Have there been surprises or unexpected outcomes? • Have you identified any new challenges? 	<ul style="list-style-type: none"> - The District and its schools will have a plan for the implementation of distributed learning for the 2005-06 school year. - Course selection for the 2006-07 year will include courses offered through distributed learning.

<p>Communication</p> <p>Improving District and schools are involved in continuous dialogue about student achievement and make public their improvement goals and the progress being made in specific areas of focus.</p> <p>How are you communicating about your improvement areas?</p> <ul style="list-style-type: none"> • With staff • With parents • With students • With the community <p>What strategies do you use to seek input from these groups?</p> <p>How do you ensure communication about student achievement is consistent, timely and delivered in multiple ways?</p> <p>How successful are you in connecting with the diverse groups in your community? What is your evidence for this?</p>	<p>The vehicle for communication with our community will vary depending on the issue being addressed. The following approaches will be used:</p> <ul style="list-style-type: none"> - District newsletter issued quarterly with distribution throughout the community and schools. - Quarterly meetings with the Education Advisory Councils of each Band. Purpose of these meetings is to meet with the community and parents regarding student achievement and language and culture initiatives. - Bi Monthly meetings with Nuu-chah-nulth Tribal Council. The purpose of these meetings is to discuss the needs and successes of First Nations students and the delivery of educational services for First Nations students in the District. - Survey in person First Nations parents to assess the level of awareness and support for the District's and schools initiatives with First Nations education. - Survey parents of special needs students to determine level of
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	<p>satisfaction for the delivery of special education services and the initiatives being undertaken in regard to special education.</p> <ul style="list-style-type: none"> - Reports of student progress to parents of students involved in the English Skills Development program.
<p>Teamwork – District and School Coherence</p> <p>Improving districts and schools have an interactive strategy for connecting school and district goals. School uniqueness and district directions are both valued.</p> <ul style="list-style-type: none"> a. Describe the connection between school and district plans. b. To what degree do schools develop goals and objectives that respond to their unique circumstances? c. What process is in place to approve school plans? d. How is the link between school and district plans reinforced and supported? 	<p>A meeting of the School Planning Councils was convened in the Spring of 2005. The purpose of the meeting was to have each SPC share its school growth plan and to identify common initiatives. The goals of the District Accountability contract were identified through this process. The meeting also enabled the District to state the need for the District’s goal which addresses First Nations education to be included in the goals of the school’s growth plan.</p> <p>The school growth plans of our schools address the following goal areas:</p> <p>Kyuquot Elementary Secondary School:</p> <ul style="list-style-type: none"> • Literacy • First Nations language and culture • Career education • Social Responsibility <p>Zeballos Elementary Secondary School</p> <ul style="list-style-type: none"> • Literacy • Social Responsibility • Parents as partners <p>Ray Watkins Elementary School</p> <ul style="list-style-type: none"> • Literacy • Physical Education, Health and Fitness • Social Responsibility • Technology <p>Captain Meares Elementary Secondary School</p> <ul style="list-style-type: none"> • Literacy and numeracy • Social Responsibility

	<ul style="list-style-type: none"> • Technology <p>Gold River Secondary School</p> <ul style="list-style-type: none"> • Literacy • Diversity of quality program options <p>The District’s three goals certainly support the priorities of the schools. The absence of a goal addressing social responsibility in the District Accountability contract is not a reflection of a lack of importance for this goal but rather the inability to address this with a District initiative given the other priorities of the District.</p>
<p>Teamwork – District and Parent Involvement</p> <p>Improving districts and schools work as a team with parents, including specific groups of parents, to improve student achievement.</p> <p>At the school and District levels:</p> <ul style="list-style-type: none"> • Describe how your SPC(s) work(s) to focus on student achievement. • How are your parents and parent groups, including the PAC(s) and DPAC, involved in efforts to improve student achievement? • How are you reaching out to engage all parents, including specific groups such as Aboriginal, Special Needs and ESL, to support achievement for all students? 	<p>Although the geography of our District makes it difficult for parents to come together for common meetings, the District is committed to an annual meeting of the School Planning Councils to enable the SPCs to identify common initiatives and to share strategies. Most of our efforts to work with parents and the community will be directed through our schools. Specific initiatives will include:</p> <ul style="list-style-type: none"> - Communication with parents of children involved in the ESD program provides the District with the opportunity to provide parents with suggestions of how they can support their child’s learning and be involved with the school. The District will undertake this initiative. - The quarterly meetings with the Local Education Committees of each Band will enable the schools of the District to identify the needs of students, outline the initiatives to address these needs and show the progress being made with the students. - The language and culture project provides each of our schools the opportunity to work closely with the community and, in particular, the elders. Building on the importance of respect and values within the First Nations community and bringing the school and community together to address these core beliefs within the programs and culture of the school is key to the social responsibility goals of the schools.
<p>Leadership / Teamwork</p> <p>Leaders in improving districts and schools have a clear vision for, and a commitment to improving achievement for all students. Leadership at all levels, in all roles, is encouraged and systematically developed in a collaborative learning community with a focus on improving student achievement.</p> <p>a. How are the district and schools providing for the leadership development of principals, vice principals, teachers, support staff, district staff, parents and students?</p> <p>b. How is leadership development</p>	<p>The District is committed to the development of distributed leadership and has undertaken the following to develop this leadership:</p> <ul style="list-style-type: none"> - Each of the schools has identified a lead teacher for the District Literacy Team. The lead teacher and the principal will be involved in a program of staff development, planning for the District’s and schools’ literacy initiatives and providing leadership with their school’s literacy initiative. - The District has a team of teachers, principals and parents who will be attending the Leadership for Learning Academy series that

focused on improving student achievement?

c. How are district and schools working as a team to improve student results?

d. What processes are in place for a team approach to improve student achievement results?

will address planning for growth and literacy. These teams will then share their experiences from the conference with the other schools of the District through the District Literacy Team and the School Planning Council groups.

- We will continue to bring the school planning councils together to share their plans for their schools.
- The District and the Vancouver Island West Teachers' Union will be developing a model for supervision for learning which will include teacher mentorship, coaching and networking. Although this will not be in place for this year we believe this will benefit student learning in the future.
- Each agenda of the Leadership team will address issues of student learning. The discussions will address:
 - What are we doing and what progress is being made?
 - What needs to be done?
 - Where are we going?