

District Achievement Contract 2011-2012

School District 84 (Vancouver Island West) serves 429 students enrolled in the District's five schools:

School Name	Community	Grades	Projected FTE 2011-12
Captain Meares Elementary Secondary School (CMESS)	Tahsis	K-12	54
Kyuquot Elementary Secondary School (KESS)	Kyuquot	1-12	53
Gold River Secondary School (GRSS)	Gold River	8-12	116
Ray Watkins Elementary School (RWES)	Gold River	K-7	154
Zeballos Elementary Secondary School (ZESS) -includes Continuing Education	Zeballos	K-12	52

Three of the schools, Kyuquot, Zeballos, and Captain Meares, are located in remote rural communities. Travel to these schools from the District Office in Gold River requires a commute by logging road of one and a half hours to Tahsis, two and a half hours to Zeballos and four hours to Kyuquot by logging road and water taxi.

The District serves a diverse community which includes:

	# of Students	% of Total Students
Aboriginal	223	52
Special Needs	81	19
English Second Dialect	93	22

Like many other rural districts in British Columbia, SD84 faces major challenges around sparsity/resources due to declining enrollments and communications/coordination due to geography.

The last District Review was completed in the fall of 2007 and made several recommendations which the District has and will continue to work towards implementing.

The District is committed to using evidence as the basis for school and district planning actions and the allocation of resources to address needs. To that end, the District implemented the District Assessment Framework for literacy and numeracy in 2008-2009. All schools assess students in the fall and spring using the DART and District Wide Write. These assessments are used for both formative and summative purposes. A data base with assessment information for each student is used to record, analyze and monitor student assessment information. The data base enables student

assessment information to be viewed and analyzed on a student, group of students, class, school, and District level.

The District, Aboriginal communities, and the Ministry of Education signed the District's Aboriginal Enhancement Agreement (EA) in November 2008. The EA includes:

SENSE OF BELONGING AND COMMUNITY

Each year, all students are surveyed to identify their individual strengths, interests and needs. As well, the survey captures the students' perspective of the meaning, importance and value of Aboriginal ceremonies and traditions, and determines the impact and importance of the study of Residential Schools.

In addition, the District hosts an annual Student Potlatch which creates a strong focus for Aboriginal themed experiential learning in all schools.

TRADITIONAL WAY OF LIFE

The EA Implementation Committee selected English Language Arts as a program of instruction in SD84 that will integrate Aboriginal content within the existing curriculum and subject Integrated Resources Program (IRP). A Sub-committee has developed several resources for use towards this goal.

The Nuu-chah-nulth language IRP has received approval from the Aboriginal communities and the Ministry of Education. Nuu-chah-nulth language is offered in four of five schools.

SKILLS FOR SUCCESS IN LEARNING

The District continues to operate a shared Strong Start centre between Zeballos and Tahsis. All four elementary schools are offering a school readiness program through Ready, Set, Learn funding. The communities of Gold River, Kyuquot and Tsaxana run community based pre-school programs.

PLACES OF LEARNING: Home, Community, School

The District is working with the Aboriginal communities to develop ways of recognizing student participation in community activities through Board Authority Authorized (BAA) courses and Independent Directed Studies (IDS).

The District is working with the Ministry of Education and other partners to plan for a District technology infrastructure which is robust enough to facilitate education initiatives such as the UDL project at GRSS and DL course offerings throughout the District, data initiatives such as BCeSIS, EDAS, and SADE, business initiatives such as the shared Business Operations Centre with SD49, and communication initiatives such as special education services delivery and teacher collaboration via web-cam, while remaining

simple enough that the system can be managed by the District's one computer technician.

District, parent, and community priorities are aligned around the themes of student literacy and Aboriginal student achievement.

Goals	CMESS	GRSS	KESS	RWES	ZESS	Achievement Contract	EA	Literacy Plan
Increasing Literacy	√	√	√	√	√	√	√	√
Increasing Aboriginal Achievement	√		√		√	√	√	√
Increasing Social Skills	√	√	√	√				
Technology Education					√			
Numeracy		√						

The District facilitates the School Improvement Plan (SIP) process by training administrative staff and providing each school with a planning template to be used with staff and the School Planning Council (SPC). Completed school plans are signed by each member of the SPC and forwarded to the Board for approval.

Due to the small size of the District's staff and relatively limited resources, the District will continue to focus on the goals that will have the greatest impact on student achievement: increase student literacy and improve the success of Aboriginal students.

Our Aboriginal students are under-performing on most measures of achievement. Given that this group makes up more than fifty percent of the District's population, in terms of maximizing achievement, it makes sense for the District to place an emphasis on researching, implementing, assessing, and reporting on actions that address Aboriginal student success.

Statistics Canada reports that more than 7 million Canadian adults can barely read and comprehend simple printed materials. Adult language and literacy skills are built on the foundation of the language skills, which are acquired over the first dozen years of life. When children are unable to develop good language and literacy skills, they ultimately suffer profound and enduring consequences — including poor psychosocial development, academic failure leading to reduced employment opportunities and an overall reduced sense of well-being.

Current research shows that the time when students are most able to make large and consistent gains in literacy is between the ages of three and eight. In terms of maximizing achievement, it makes sense for the District to place an emphasis on

researching, implementing, assessing, and reporting on actions that address literacy, particularly at the pre-school and primary grade levels.

A focus on two goals does not mean that the District and schools will not carry on with all the other strategies and initiatives that are all so essential to student learning. Rather, this focus will serve as a model of what the District can accomplish when it concentrates on these two clear goals. Consistent success in these areas will build confidence that the work that the District and schools do each day is maximizing the learning of all our students.

Goal 1: Improve student literacy.

Objective 1: Increase the number of students reading and writing at grade level with a focus on Aboriginal and primary students.

% fully meeting or exceeding expectations	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	All	Ab	All	Ab	All	Ab	All	Ab	All	Ab
DART (grade 4-9)	33	12	28	11	39	11	39	15		
			NM	NM	M	NM	NM	M		
DWW (grade 1-9)	27	10	38	24	45	25	38	21		
			M	M	M	M	NM	NM		

% meeting or exceeding expectations	2007-2008			2008-2009		2009-2010		2010-2011		2011-2012	
	All	Ab	Prov	All	Ab	All	Ab	All	Ab	All	Ab
FSA (reading 4)	60	28	74	40	14	53	23	58	38		
				NM	NM	M	M	M	M		
FSA (reading 7)	43	32	69	45	18	61	36	49	22		
				M	NM	M	M	NM	NM		
FSA (writing 4)	43	22	71	30	7	60	31	50	29		
				NM	NM	M	M	NM	NM		
FSA (writing 7)	27	18	75	34	18	36	25	41	11		
				M	NM	M	M	M	NM		

% passing (C- or better)	2007-2008			2008-2009		2009-2010		2010-2011		2011-2012	
	All	Ab	Prov	All	Ab	All	Ab	All	Ab	All	Ab
English 10 (C- or better)	79	70	96	78	Msk	67	Msk				
				NM		NM					
English 12 (C- or better)	100	100	96	94	Msk	95	Msk				
				NM		NM					

DART = District Assessment of Reading

DWW = District Wide Write

All = All District 84 students

Ab = Aboriginal District 84 students

Prov = All BC students

M = Target Met

NM = Target Not Met

It is difficult to compare different cohort groups (especially when they are very small); therefore, all targets will be to show continuous improvement.

Precision Reading Intervention as measured by DART and PM Benchmarks	2009-2010 (Baseline)				2010-2011 (Intervention)			
	NY	MM	FM	EX	NY	MM	FM	EX
	68	14	14	4	46	35	14	5

NY = % Not Yet Meeting Expectations

MM = % Minimally Meeting Expectations

FM = % Fully Meeting Expectations

EX = % Exceeding Expectations

For Precision Reading, the data compares the same cohort of 81 students pre and post intervention.

One of the highlights of this year's data is a significant improvement in the percentage of those students taking part in the Precision Reading Intervention who improved from Not Yet Meeting Expectations to Minimally Meeting Expectations in Reading over the past school year. It will be interesting to track these students to see if this program will continue to move them forward to the point where the majority are Fully Meeting Expectations.

Based on this data, the District will focus its actions on continuing the programs which appear to be leading to increased student achievement in reading while researching and implementing new programs to continue to improve student literacy.

Actions:

1. Use the District Assessment Framework to review the progress of each student at the school level and groups of students at the District level twice during the year.
2. Continue the writing programs started in each of the schools.
3. Pilot a Kindergarten readiness screening tool.
4. Inservice and Pilot "Literacy in Action" resources at the intermediate level.
5. Continue to inservice the use of assistive technology as appropriate.
6. Continue teacher assistant training to increase their skills and knowledge in the development of student reading and writing skills.
7. Continue to provide the Actions for Learning grant opportunity to support teacher inservice and collaboration on school based initiatives to address student literacy.
8. Continue and expand the Precision Reading program in all schools.

Goal 2: To improve the success of the District's Aboriginal students.

	2007-2008			2008-2009		2009-2010		2010-2011		2011-2012	
	All	Ab	Prov	All	Ab	All	Ab	All	Ab	All	Ab
Completion Rate (%)	62	49	78	68	35	46	13				
				M	NM	NM	NM				
English 10 (C- or better)	79	70	96	72	Msk	67	Msk				
				NM		NM					
P-Math 10 (C- or better)	85	75	92	100	Msk	94	Msk				
				M		MN					
E-Math 10 (C- or better)	85	60	92	100	Msk	73	Msk				
				M		NM					
Science 10 (C- or better)	91	81	95	85	Msk	81	Msk				
				NM		NM					
Socials 11 (C- or better)	100	100	97	84	Msk	73	N/A				
				NM		NM					
BCFN 12 (C- or better)	100	100	95	N/A	N/A	Msk	Msk				
English 12 (C- or better)	100	100	98	94	Msk	95	Msk				
				NM		M					
Comm 12 (C- or better)	78	100	98	Msk	Msk	Msk	Msk				
Eng. 12 First Peoples (C- or better)	N/A	N/A	N/A	N/A	N/A	N/A	N/A				

Actions:

1. Implement the strategies and supports outlined in the Aboriginal Enhancement Agreement.