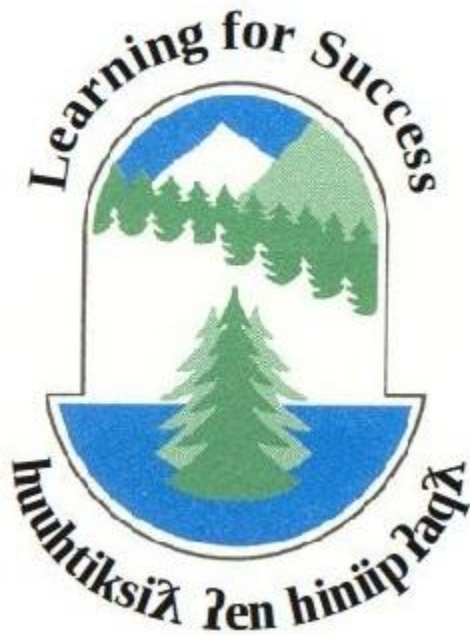


School District 84 (Vancouver Island West)
District Achievement Contract
2012-2013 to 2014-15

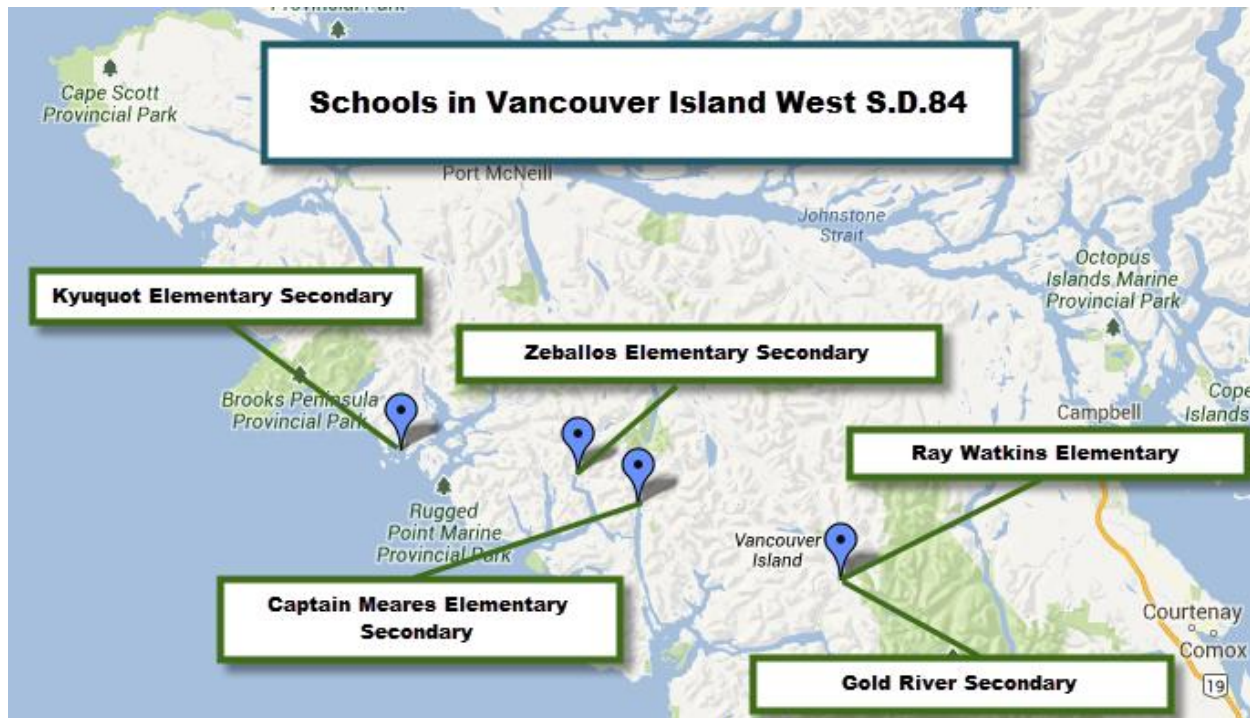


July 2014

District Mission Statement:

In partnership with our diverse communities, School District 84 will provide all students with a quality education relevant to the demands of a modern society.

School District 84 (Vancouver Island West) serves 360 students enrolled in the District's five schools:



School Name	Community	Grades	Projected FTE 2014-15
Captain Meares Elementary Secondary School (CMESS)	Tahsis	K-12	49
Kyuquot Elementary Secondary School (KESS)	Kyuquot	1-12	42
Gold River Secondary School (GRSS)	Gold River	8-12	95
Ray Watkins Elementary School (RWES)	Gold River	K-7	127
Zeballos Elementary Secondary School (ZESS) -includes Continuing Education	Zeballos	K-12	58

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	181	50
Special Needs	73	20
English Second Dialect	69	19

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.

Setting Goals and Expectations:

The District firmly believes in wide spread consultation and the sharing of information with all stakeholders. Each year, the District holds two community consultations in each of our four communities in order to share information and solicit feedback on our District, schools and programs. Following up on the very successful World Café, the District held a community forum at Kyuquot Elementary Secondary School, focused on engagement and attendance. We are working with our Aboriginal communities to draft our second Aboriginal Enhancement Agreement. This process has involved extensive community consultations.

SD84 is committed to using evidence as the basis for school and District planning and the allocation of resources to address needs. To that end, the District implemented the District Assessment Framework in 2008-2009. All schools assess students' reading and writing in the fall and spring using the DART and District Wide Write (DWW). These assessments are used for both formative and summative purposes.

A database 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. In 2013-2014, the District was again not able to collect DART and DWW data due to an ongoing labour dispute.

With support from the Ministry of Education, the District has been able to combine our District Assessment Framework data with Ministry data in order to create a more detailed picture of each of our students. Each year, District and school staff spend a full day at each school reviewing each student's individual data and noting areas of concern. We then look for patterns or trends in these areas throughout groups of students. Finally, we aggregate the results to plan interventions and supports throughout the schools.

Each school and school community creates a school improvement plan based on their analysis of their data. 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.

In 2013-2014, there continues to be three patterns throughout the District's schools which clearly require intervention:

- 1) The majority of students, at all grade levels, were missing a great deal of school.
- 2) Many students, particularly Aboriginal students, were struggling with literacy.
- 3) Many students, particularly Aboriginal students, were struggling to complete secondary school.

The District combined the information from the student data reviews with School Improvement Plans, the District Literacy Plan, the Aboriginal Enhancement Agreement and the feedback provided at community consultations and as a result has committed to continue with the following District-wide goals:

Goal 1: Improve Student Attendance

Rationale: The District believes that students must be at school on a consistent basis in order to develop their academic skills especially in the primary years when the foundations for reading, writing and numeracy are being developed.

Further, as students progress through the school system, students who miss school consistently are more likely to develop “gaps” in their learning which can cause them to become discouraged and attend even less. This pattern can lead to students not completing school and not graduating.

Average # of school days missed	2011-2012	2012-2013	2013-2014	2014-2015
CMESS	All	All	All	All
KESS	12	15	17	
GRSS	26	27	23	
RWES	27	24	25	
ZESS	13	16	14	
	25	24	21	

Through the community consultations, it became clear that many absences are as a result of the demanding geography of SD84. A trip to the dentist or doctor for a simple check up or going into town to buy new shoes may require a student to miss a full day of school and in some communities, two full days.

Strategies and Supports: In order to address attendance issues, the District will continue the following:

- Keeping the District on a nine day fort-night (every second Friday off), will provide families with a positive option to plan dentist, medical and shopping trips on non-instructional days.
- Continuing the “Why Try” program through the District’s Youth and Child Care Workers to provide a positive and proactive approach to getting students to school on a more regular basis.
- Continued meetings with communities to encourage supports for more regular school attendance.
- Providing more academic and career counseling to secondary students with a commitment to use that resource to design and implement programs which will engage students in their learning.

Goal 2: Improve Student Literacy

Rationale: Statistics Canada reports that more than seven 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.

% fully meeting or exceeding expectations	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	All	Ab	All	Ab	All	Ab	All	Ab	All	Ab
DART (grade 4-9)	39	15	N/A	N/A	36	11	N/A	N/A		
DWW (grade 1-9)	38	21	N/A	N/A	42	17	N/A	N/A		

% meeting or exceeding expectations	2011-2012		2012-2013		2013-2014		2014-2015	
	All	Ab	All	Ab	All	Ab	All	Ab
FSA (reading 4)	59	33	53	32	54	45		
FSA (reading 7)	28	14	53	23	44	24		
FSA (writing 4)	47	33	39	5	39	18		
FSA (writing 7)	32	7	44	23	38	5		

% passing (C- or better)	2010-2011			2011-2012		2012-2013		2013-2014		2014-2015	
	All	Ab	Prov	All	Ab	All	Ab	All	Ab	All	Ab
English 10 (C- or better)	67	Msk	96	73	Msk	86	Msk				
English 12 (C- or better)	100	-	98	100	Msk	100	Msk				

DART = District Assessment of Reading

DWW = District Wide Write

All = All District 84 students

Ab = Aboriginal District 84 students

Prov = All BC students

N/A = Not Available

Msk = Data masked

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

Strategies and Supports: In order to address literacy issues, the District will be continuing the following:

- Providing positive early learning experiences by maintaining the StrongStart Outreach which includes Gold River, Tahsis, and Zeballos.
- Expanding the Changing Results for Young Readers provincial initiative to include more intermediate teachers. To support this initiative, the District has created video conference rooms in each community so that staff will be able to collaborate and plan together despite the geographic challenges of the District.
- Continuing both literacy mentoring and early intervention partnerships with Vancouver Island University (VIU). Dr. Janet Mort will continue to work with primary teachers to implement research-based practices to support vulnerable readers in the primary grades. We will expand the group of participating teachers this year.
- Providing tiered reading supports in the elementary grades. All students will take part in a classroom based reading program each day. Those needing further support will receive Tier two targeted individual (such as Precision Reading) and small group supplemental reading instruction. Tier three will involve a struggling student receiving individualized reading support from a Learning Assistance Resource Teacher.
- Providing tiered literacy supports in the secondary grades. Identified students will take part in Precision Reading daily. Tier two will offer students who are still struggling a regular pull out program of targeted small group literacy support. Tier three will involve a struggling student receiving individualized literacy support from a Learning Assistance Resource Teacher.
- Monitoring of student progress regularly in Tier two and three interventions, making adjustments as necessary.
- Reviewing individual student progress using the District Assessment Framework at the school level and groups of students at the District level at least twice during the school year.
- Continuing the writing programs started in each of the schools.
- Continuing the District's Kindergarten readiness screening tool.
- Continuing to provide inservice on the use of assistive technology as appropriate.
- Continuing to provide the Actions for Learning grant opportunity to support teacher inquiry and collaboration on school based initiatives to address student literacy.
- Supporting a collaborative teacher inquiry project (partnership with SET-BC) on the use of iPads to improve student written expression
- Continuing to support our community's Literacy Coordinators in their work as documented in the District Literacy Plan.

Goal 3: Improve School Completion Levels

Rationale: We know that statistically, students who complete secondary school through to graduation have better economic and life chances than those who do not graduate. These discrepancies are even starker for Aboriginal students. Therefore, it is essential that the District improve school completion rates.

	2010-2011			2011-2012		2012-2013		2013-2014		2014-2015	
	All	Ab	Prov	All	Ab	All	Ab	All	Ab	All	Ab
Completion Rate (%)	52	21	81	40	18	65	34				

Strategies and Supports: Research tells us that there are strong links between student engagement and school completion. In order to address school completion issues, the District will be continuing the following:

- Running self-paced programs to allow students at risk of dropping out to stay connected with school.
- Running an afterschool Independent Directed Studies program for Grade 9-12 students with a focus on social responsibility and working in teams.
- Increasing the availability of individual academic counseling to create individualized learning paths for students beginning in the intermediate school years.
- Continuing two adaptive technology programs in “flipped” instruction and engagement through writing.
- Continuing to expand the availability of secondary and post-secondary course offerings through the use of D.L. and Dual Credit courses.
- Small district partnership to explore how to implement pre-trades training in rural and remote communities.
- Implementing the Why Try program to increase student engagement and reduce student absenteeism and drop-out
- Implementing a coordinator specifically targeted at transitioning students into skilled trades.

Goal 4: Improve Achievement Results for Aboriginal Learners

Rationale: Our Aboriginal students are under-performing on most measures of achievement. Given that this group makes up over 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. Research has clearly demonstrated that in order to create successful programs for Aboriginal learners, the school system must partner with Aboriginal communities and incorporate their ways of knowing into our system.

	2010-2011			2011-2012		2012-2013		2013-2014		2014-2015	
	All	Ab	Prov	All	Ab	All	Ab	All	Ab	All	Ab
Completion Rate (%)	52	21	81	40	18	65	34				
F-Math 10 (C- or better)	71	Msk	96	93	Msk	100	Msk				
Science 10 (C- or better)	68	Msk	95	78	64	93	Msk				
BCFN 12 (C- or better)	Msk	Msk	96	Msk	Msk	85	Msk				
Eng. 12 First Peoples (C- or better)	-	-	93	-	-	Msk	Msk				

Strategies and Supports: In order to address Aboriginal student success issues, the District will be continuing the following:

- Implementing the strategies and supports outlined in the Aboriginal Enhancement Agreement. 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 StrongStart centre between Zeballos, Tahsis and Gold River. 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).

Responding and Adjusting:

Because the District is committed to regular community consultations and school data reviews, this cycle allows for the sharing of results and confirmation or adjustment of strategies and supports.