

District Achievement Contract 2009-2010

School District 84 (Vancouver Island West) serves 442 students enrolled in the District's five schools:

School Name	Community	Grades	Projected FTE 2009-10
Captain Meares Elementary Secondary School (CMESS)	Tahsis	K-12	36
Kyuquot Elementary Secondary School (KESS)	Kyuquot	1-12	40
Gold River Secondary School (GRSS)	Gold River	8-12	121
Ray Watkins Elementary School (RWES)	Gold River	K-7	161.5
Zeballos Elementary Secondary School (ZESS)	Zeballos	K-12	60

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	221	50
Special Needs	70	16
English Second Dialect	140	32

Like many other rural districts in British Columbia, SD84 faces major challenges around sparsity/resources due to declining enrolments 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 held a meeting in the Spring of 2008 to engage all stakeholders in the development the District Achievement Contract 2008-2009. This meeting was attended by trustees, representatives of the Aboriginal Enhancement Agreement Working Group, a team from each school including the Principal, a teacher, a parent and in one case students, the Vancouver Island West Teachers' Union, CUPE, and District staff.

As a result of this meeting it became clear that the District needed to clarify its mission, vision, and values and then, based on this platform of common understandings, build a

strategic education plan with goals which are ambitious, attainable, and linked to the Aboriginal Enhancement Agreement and District Literacy Plan.

The District held a series of community consultation meetings in the spring of 2009. Each of the four communities hosted two meetings at which stakeholders were asked to provide the Board with both long term guidance, based on what they envision for their children over the next five years, and short term advice as to budget and staffing priorities for the coming year.

In July 2009, the Board and stakeholders will be spending two days working with a facilitator to develop a working document outlining the District's mission, vision, and values. This document will form the basis for another series of community consultations in the 2009 –2010 school year. These consultations will move towards a clearer draft of the District's mission, vision, and values and lay the groundwork upon which to build a strategic plan with clearly defined goals, procedures, and processes to guide operations, assessment, instruction, and sustainability at the school and District levels.

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 have assessed students in the fall and spring using the DART and Grade Wide Write. These assessments were used for both formative and summative purposes. A data base with assessment information for each student has been completed and will continue to be 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:

Moolth mooms: SENSE OF BELONGING AND COMMUNITY

A student survey will be implemented in September 2009 to identify the strengths, interests and needs of individual students, determine the students' perspective of the meaning, importance and value of Aboriginal ceremonies and traditions, and determine the impact and importance of the study of Residential Schools.

Communities, in a letter from the Tribe, will extend an invitation to school staff to participate in community based cultural activities.

Ha houpa: 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 towards this goal for use in classrooms beginning in

September 2009. Zeballos will be running English 12 First Peoples in 2009–2010 instead of English 12 and the hope is that eventually all schools will offer the English First Peoples option for Grades 10-12.

The Nuu-chah-nulth language IRP has received approval from the Aboriginal communities and the Ministry of Education. Nuu-chah-nulth will be offered in all five schools next year.

HAA? AKWI: SKILLS FOR SUCCESS IN LEARNING

The District will continue 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.

Hi>%at%i q huuh=tiks^ii>at, nana%ic^ii>at, Wa>yu, Wa>ya@as, +iisuwi>: PLACES OF LEARNING: Home, Community, School

The District is working with the Aboriginal communities to develop ways of recognizing student participation in community activities.

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 an approved 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.

Notwithstanding the work currently underway on the District’s mission, vision, and values, and the work yet to come developing a strategic plan, school, 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 Responsibility		√	√					
Technology Education	√							

The District facilitated the School Improvement Plan (SIP) process by providing each school with a planning template to be used with staff and the School Planning Council

(SPC). The completed school plans were signed by each member of the SPC and forwarded to the Board for approval.

The District's 2008-2009 Accountability Contract addressed three goals: Increase Literacy, Increase Aboriginal Student Success, and Increase Numeracy. Within each goal were several objectives, strategies and structures. These goals, while commendable, were difficult to fully implement due to the small size of the District's staff and relatively limited resources. Therefore, going forward, the District will focus on two areas over the next three years. The goals that will have the greatest impact on student achievement are to increase student literacy and to improve the success of Aboriginal students.

Our Aboriginal students are under-performing on most measures of achievement. Given that this group makes up fully 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 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.

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

% 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 NM	11 NM						
DWW (grade 1-9)	27	10	38 M	24 M						

% 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 NM	14 NM						
FSA (reading 7)	43	32	69	45 M	18 NM						
FSA (writing 4)	43	22	71	30 NM	7 NM						
FSA (writing 7)	27	18	75	34 M	18 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								
English 12 (C- or better)	100	100	96								

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

Some of the highlights of this year's data include a significant improvement in the percentage of all students and Aboriginal students meeting or exceeding expectations on the District Wide Write.

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

Actions:

1. Create an English Skills Development handbook, professional learning opportunities, and classroom resource kits for teachers of the English Skills Development Program to guide ESD teachers in their practice.
2. 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.
3. Continue the writing programs started in each of the schools.
4. The Vice Principal of District Programs will work with the staff of each school to assist staff with resource selection, instructional practices and program assessment.
5. Continue to budget \$10,000 to support schools in the purchase of learning resources to support student literacy. Establish a second fund of \$10,000 for Aboriginal and primary student literacy.
6. Budget \$10,000 to research best practices in Aboriginal and primary reading instruction and implement professional learning based on this research.
7. Continue teacher assistant training to increase their skills and knowledge in the development of student reading and writing skills.
8. Continue to provide the Actions for Learning grant opportunity to support teacher inservice and collaboration on school based initiatives to address student reading.
9. Create professional learning opportunities and classroom resource kits for our Strong Start Centres to ensure that they are as effective as possible in improving student literacy.

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								
English 10 (C- or better)	79	70	96								
P-Math 10 (C- or better)	85	75	92								
E-Math 10 (C- or better)	85	60	92								
Science 10 (C- or better)	91	81	95								
Socials 11 (C- or better)	100	100	97								
BCFN 12 (C- or better)	100	100	95								
English 12 (C- or better)	100	100	98								
Comm 12 (C- or better)	78	100	98								
Eng. 12 First Peoples (C- or better)	N/A	N/A	N/A								

Actions:

1. Implement the Aboriginal Enhancement Agreement