



Coast Mountains Board of Education School District 82

2011 - 2012 Achievement Contract

“Coast Mountains School District shall become a high performance rural school district”

District Context

Coast Mountains School District is located in the northwest of British Columbia and encompasses the traditional territories of three aboriginal nations: the Haisla, the Gitksan and the Tsimshian. The Haisla Nation is centered in Kitamaat Village, The Tsimshian Nation has two distinct communities in the Terrace and Thornhill areas and the Gitksan-Wet’suwet’en Nation of the Hazelton area is made up of seven band communities that range from Gitanyow and Gitwangak through the Hazelton communities, and on up the Kispiox Valley.

The school district includes the communities of Terrace, Thornhill, Kitimat, Kitwanga, Stewart and the Hazeltons. The school board office is located in Terrace with Kitimat a forty-five minute drive from the office, Kitwanga one hour, the Hazeltons one and a half hours, and Stewart three and a half hours.

The communities of Terrace, Thornhill, Kitimat and Hazelton have a number of independent schools and in Terrace, there is also a Friendship Centre that runs Early Learning and Literacy programs. Most of the Aboriginal Communities/Villages have a variety of Early Learning programs as well. Throughout this region there are also programs available to young adults and the communities at large through Northwest Community College and The University of Northern British Columbia.

Coast Mountains School District serves a student population of approximately 5000 students in twenty schools, including three alternate schools and the North Coast Distance Education Centre, with over 800 employees. The operating budget is approximately \$53 million and the geographical area covered by the district is of equivalent size to the country of Finland.

The Aboriginal student population of the district stands at approximately 42%, with some schools serving student populations that are 100% Aboriginal. Although overall student enrolment has declined in the district in recent years, the Aboriginal student population has increased each year.

School and District Connections and Directions

Coast Mountains School District is focused on enhancing the ability of all levels of the organization to set appropriate goals for improving student achievement. Schools produced School Growth Plans for the end of May 2011 and through the all partners Education Committee school goals were then reviewed and district goal areas were identified from them. The Board of Education then set corresponding goals for the remainder of their term in office, which focused on student learning. Based on the goals identified by schools for their learners the following district directions have been established:



Coast Mountains School District 82

SHARED VISION

*"Coast Mountains School District shall become
a high performance rural school district"*

MISSION STATEMENT

Coast Mountains School District supports all learners in a variety of communities and from diverse cultures and backgrounds. Through teamwork and the building of positive relationships we create a fair, respectful and nurturing learning environment. We enable students to experience success, to maximize their potential as educated citizens and to contribute to a changing society.

DISTRICT GOALS

- To raise literacy levels in district elementary schools.
- To increase success and graduation rates for all learners.
- To challenge and engage all students, while increasing their ability to be socially responsible.
- To support staff and student growth through professional learning, networking and the sharing of wise practices.

BOARD OF EDUCATION GOALS

- To focus on the education of students.
- To nurture a supportive and respectful district culture.

*CMSD 82 Board of Education Approval
June 8, 2011 Regular Meeting of the Board of Education*

From these district directions, and for the Achievement Contract, the district is now specifically focused upon:

1. Improving Areas of Student Achievement – 2011/2012, 2012/2013, 2013/2014:

- The areas we want to improve:
 - Literacy levels in all elementary schools
 - Success and graduation rates for all learners

- The evidence we will use to confirm improvement for all learners including Aboriginal:
 - decreased vulnerability rates from the time all our early learners enter our schools to the time they enter Grade Two
 - improved FSA results, which would reflect improvement in primary and intermediate grades
 - increased school completion success for all secondary learners
 - district generated student performance data that is under development

2. Challenging Areas:

- The trends in student achievement that are of most concern:
 - high vulnerability rates indicated by these Early Learning Indicators:
 - Kindergarten Assessment May 2011 – vulnerability 28.3%
 - EDI February 2011 – vulnerability scale 23%
 - Kindergarten Report Card June 2011 – vulnerability 15%
 - Grade One Report Card June 2011 – vulnerability 36%
 - Grade One RAD May 2011 – vulnerability 49%
 - Cumulative Early Learning Vulnerability June 2011 – 30%

 - FSA results showing a disturbing decrease in the percentage of all learners and Aboriginal learners in Grade 4 and 7 meeting or exceeding expectations since 2007/2008, or over the three years of the last District Achievement Contract, including:
 - Grade 4 – Reading Comprehension:
 - All learners down 12%
 - Aboriginal learners down 14%

 - Grade 4 – Writing:
 - All learners down 33%
 - Aboriginal learners down 32%

 - Grade 4 – Numeracy:
 - All learners down 13%
 - Aboriginal learners down 13%

Grade 7 – Reading Comprehension:

- All learners down 14%
- Aboriginal learners down 11%

Grade 7 – Writing:

- All learners down 19%
- Aboriginal learners down 19%

Grade 7 – Numeracy:

- All learners down 19%
- Aboriginal learners down 18%

- Six year Completion Rates for all learners and for Aboriginal Learners showing little sustained improvement since 2007/2008, or over the three years of the last District Achievement Contract, and this year, and well below the provincial average:

➤ 2007/2008:

- All learners - 68.0 %, Province - 79%
- Aboriginal learners – 44%, Province – 47%

➤ 2008/2009:

- All learners - 70.6 %, Province - 79%
- Aboriginal learners – 43%, Province – 49%

➤ 2009/2010:

- All learners - 70.6 %, Province – 80%
- Aboriginal learners – 49%, Province - 50%

➤ 2010/11:

- All learners - 69.7 %, Province - 81%
- Aboriginal learners - 45.8%, Province – 53.7%

3. Programs / Performance / Results & Intervention:

This is a baseline year for this three-year Achievement Contract in Coast Mountains School District. The district is appreciative of being one of the districts that the Ministry is supporting in data development, warehousing and interpretation and predicts a more thorough data discussion within the contract in the very near future.

- Interventions established at this time include:

- Literacy levels

- Use of Talking Tables in Kindergarten and Grade One classrooms to increase vocabulary development.

- Use of Guided Reading Strategies in classrooms.

- Use of culturally relevant teaching and assessment materials to make learning more meaningful for Aboriginal learners.
- Supporting classroom teachers in developing skills in the above areas and in the use of Performance Standards and the acquisition and application of knowledge of Formative Assessment.
- Moving the Special Education work of the district to a Learner Support Model, where school-based learner support teachers will work collaboratively with classroom teachers to support all students. Much of this support will take place in the classroom setting, rather than in “pull-out” situations. We expect this approach will benefit all of our students, as the emphasis will be on best practice in all classrooms. Students with learning differences will benefit from less fragmented programming, less time missed from classroom, and increased feelings of security and belonging. Teachers will benefit from increased opportunities to work together to create positive learning environments for all students.
- Participating in the Growing Innovations Rural Grant Program with a focus on the implementation of an assessment tool that is more culturally relevant and meaningful for Aboriginal Learners in primary grades.

- Success and Graduation Rates

- Reconfiguring district schools in two communities to a Middle School/Grad Program School Model and supporting the introduction of learner focused Middle School practices.
- Examining the way Alternate Programs are delivered in all district communities and creating approaches that best keep learners in school, engaged and on a successful path to Graduation by implementing strategies and supports designed to increase attendance and decrease suspensions and school withdrawals.
- Examining how Student Support Services are provided to students in the Graduation Program and developing a Student Support Model which will meet the needs of all learners.
- Introducing a new Alternate Program in the Hazeltons that reaches right into villages for students who no longer attend regular secondary schooling.
- Moving the Special Education work of the district to a Learner Support Model, where school-based learner support teachers will work collaboratively with classroom teachers to support all students. In our Middle Schools, school based resource teachers will work with teams of teachers assigned to student cohorts to ensure timely and appropriate interventions and supports are provided.

4. Goals and targets set to measure the effects of interventions and programs:

- **Goal**

To raise literacy levels in all district elementary schools

Target

- To lower vulnerability rates in Kindergarten and Grade One students by at least 6% over a three year period, with an annual 2% reduction

Target

- To increase the percentage of all Grade 4 and 7 learners who meet and exceed expectations on the provincial FSA exams, by at least 2% each year
- To increase the percentage of all Aboriginal Grade 4 and 7 learners who meet and exceed expectations on the provincial FSA exams, by at least 3% each year
- To establish school and district wide writes in all intermediate grades by September 2012

- **Goal**

To increase success and graduation rates for all learners including Aboriginal learners

Target

- To establish trends in graduation rates for all learners that move closer each year to the provincial average, by at least 2% yearly
- To establish trends in graduation rates for Aboriginal learners that move closer each year to the provincial average, by at least 3% yearly
- To continue to make significant changes in program delivery in the district that reflect the needs of our diverse 21st Century Coast Mountains Learners

- The evidence will we gather to confirm improvement:

- Literacy:

- Kindergarten Assessment
- EDI
- Kindergarten Report Cards
- Grade One RAD
- Grade 4 FSA
- Grade 7 FSA
- School and District Wide Writes
- Primary Report Cards
- Intermediate Report Cards

- Success and Graduation Rates for all learners including Aboriginal:

- Graduation rates
- Grade 10 Exam success rates
- Attendance, suspension and withdrawal rates
- Alternate Program success rates
- Satisfaction surveys