

School District No: 82

School District Name: Coast Mountains School District

1. Improving Areas of Student Achievement

What is improving?

We are committed to improving:

- Literacy levels for all learners in elementary schools.
- Success and graduation rates for all learners.

We are improving data collection needed to measure improvement in these areas.

We are curious whether our district focus on these goal areas and on planned interventions will create learning improvement.

What evidence confirms this area of improvement?

- Literacy: FSAs, Report Card marks, Kindergarten screen
- District Reading Assessment (RAD) is under review.
- Success and graduation rates: Ministry data
- New data under development using our recently introduced Assessment Management System (AMS).

2. Challenging Areas

What trends in student achievement are of concern to you?

- High vulnerability in early learners.
- Learners with significant ongoing learning challenges, K-12.
- FSA results showing a levelling out in reading and numeracy and a significant increase in writing for all learners and Aboriginal learners in Grades 4 and 7, who are meeting or exceeding expectations.
- Six-year completion rates for all learners and for Aboriginal learners showing a reduced rate of success well below provincial average.

What evidence indicates this is an area of concern?

- Cumulative early learning vulnerability level of 30% in June 2011 maintained in June 2012.
- This level of vulnerability is showing slight improvement throughout the early learning years.
- FSA results: Grade 4 reading for all students meeting or exceeding:

2011 – 55%

2012 – 45%

2013 – 57%

- FSA results: Grade 4 writing for all students meeting or exceeding:
 - 2011 – 28%
 - 2012 – 40%
 - 2013 – 53%

- FSA results: Grade 4 numeracy for all students meeting or exceeding:
 - 2011 – 44%
 - 2012 – 45%
 - 2013 – 39%

- FSA results: Grade 7 reading for all students meeting or exceeding:
 - 2011 - 53%
 - 2012 – 38%
 - 2013 – 49%

- FSA results: Grade 7 writing for all students meeting or exceeding:
 - 2011 - 37%
 - 2012 – 49%
 - 2013 – 40%

- FSA results: Grade 7 numeracy for all students meeting or exceeding:
 - 2011 – 42%
 - 2012 – 35%
 - 2013 – 36%

3. Programs / Performance / Results & Intervention

Comment on the effect of interventions and programs with specific reference to goals and targets set out in your last Achievement Contract.

Goal:

- To raise literacy levels in all district elementary schools.

Targets:

- To show an increasing trend in demonstrating readiness to learn factors in Kindergarten and Grade One students.
- To increase the percentage of all Grade 4 and 7 learners who meet and exceed expectations on the provincial FSA exams, as revealed by incremental success rate gains each year.
- To establish school and district-wide writes in all intermediate grades by September 2013.

Early learning interventions including Talking Tables for vocabulary development, StrongStart Programs, Guided Reading strategies, developing more culturally relevant Aboriginal instructional and assessment materials and increased professional learning opportunities for all staff.

Goal:

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

Targets:

- To establish trends in graduation rates for all learners that move closer each year to the provincial average, through incremental success gains yearly.
- To establish trends in graduation rates for Aboriginal learners that move closer each year to the provincial average, through incremental success gains yearly that reflect the huge need to improve.
- To continue to make significant changes in program delivery in the district that reflect the needs of our diverse 21st Century Coast Mountains' learners.

Please include comments on the effect of interventions and programs. Based on acquired evidence, what efforts appear to be making a difference?

Early Learning:

We have high teacher interest and participation in professional learning opportunities, particularly Guided Reading and culturally relevant K-1-2 strategies and assessment tools.

Graduation Rates:

Continued implementation of Middle and Grad Program schools in 2013 and expansion of alternate delivery options for Aboriginal learners appears to be engaging more students more successfully in school. Particularly at our 2 new Middle Schools, student enthusiasm, attendance and successful participation in curricular and extracurricular activities is high.

List any other Achievement programs you may have implemented in addition to previous years goals and targets and their results.

The district has changed the fundamental way instructional support services are delivered by migrating from a Special Education pull-out approach to an inclusive Learner Support Model, K-12. For both decreasing vulnerability in the early years and for increasing success in the later years, we are following best Learner Support examples from other districts where this shift in thinking and delivery has had a positive impact on student learning. A key component has been the provision of professional learning opportunities for both teaching and support staff.

Early learning interventions include Talking Tables for vocabulary development, StrongStart Programs, Guided Reading strategies, developing more culturally relevant Aboriginal instructional and assessment materials and increased professional learning opportunities for all staff.

4. Targets (Summarize the targets set out in your Achievement Contracts)

I.) Literacy: Identify your district's target(s) for literacy.

Goal:

- To raise literacy in all district elementary schools.

Targets:

- To show an increasing trend in demonstrating readiness to learn factors in Kindergarten and Grade One students.
- To increase the percentage of all Grade 4 and 7 learners who meet and exceed expectations on the provincial FSA exams, as revealed by incremental success rate gains each year.
- To establish school and district-wide writes in all intermediate grades by September 2013.

Early learning interventions include Talking Table for vocabulary development, StrongStart Programs, Guided Reading strategies, developing more culturally relevant Aboriginal instructional and assessment materials and increased professional learning opportunities for all staff.

State the specific evidence and measures of student achievement in literacy and the results that have been realized.

With 2010/2011 as our benchmark year, we know that:

- Vulnerability rates are still high in all primary grades.
- FSA success results for all learners and Aboriginal learners in reading and writing are increasing.

II.) Completion Rates: Identify your district's target(s) for completion rates.

Goal:

- To increase success and graduation rates for all learners.

Targets:

- To establish trends in graduation rates for all learners that move closer each year to the provincial average, through incremental success gains yearly.
- To establish trends in graduation rates for Aboriginal learners that move closer each year to the provincial average, through incremental success gains yearly that reflect the huge need to improve.
- To continue to make significant changes in program delivery in the district that reflect the needs of our diverse 21st Century Coast Mountains' learners.

State the specific evidence and measures of student achievement for completion rates and the results that have been realized.

Since 2007, our six-year completion rates have gone from:

All Students:	68% to 68%
Female:	69% to 70%
Male:	67% to 65%
Aboriginal:	44% to 42%

While some of these trends are encouraging, our results are still well below the provincial average of 81% for all students and 53.7% for Aboriginal students.

III.) Aboriginal Education: Identify your district's target(s) for aboriginal student improvement.

Goal:

- To raise literacy in all district elementary schools.

Targets:

- To show an increasing trend in demonstrating readiness to learn factors in Kindergarten and Grade One Students.
- To increase the percentage of all Grade 4 and 7 learners who meet and exceed expectations on the provincial FSA exams, as revealed by incremental success rate gains each year.
- To establish school and district-wide writes in all intermediate grades by September 2013.

Early learning interventions include Talking Tables for vocabulary development, StrongStart Programs, Guided Reading strategies, developing more culturally relevant Aboriginal instructional and assessment materials and increased professional learning opportunities for all staff.

Goal:

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

Targets:

- To establish trends in graduation rates for all learners that move closer each year to the provincial average, through incremental success gains yearly.
- To establish trends in graduation rates by Aboriginal learners that move closer each year to the provincial average, through incremental success gains yearly that reflect the huge need to improve.
- To continue to make significant changes in program delivery in the district that reflects the needs of our diverse learners.

State the specific evidence and measures of student achievement for aboriginal students and the results that have been realized.

With 2010/2011 as our benchmark year we know that:

- FSA results: Grade 4 reading for Aboriginal students meeting or exceeding:
 - 2011 - 41%
 - 2012 - 35%
 - 2013 - 48%

- FSA results: Grade 4 writing for Aboriginal students meeting or exceeding:
 - 2011 – 18%
 - 2012 – 24%
 - 2013 – 39%

- FSA results: Grade 4 numeracy for Aboriginal students meeting or exceeding:
 - 2011 - 29%
 - 2012 - 33%
 - 2013 – 33%

- FSA results: Grade 7 reading for Aboriginal students meeting or exceeding:
 - 2011 – 43%
 - 2012 – 30%
 - 2013 - 40%

- FSA results: Grade 7 writing for Aboriginal students meeting or exceeding:
 - 2011 – 25%
 - 2012 – 39%
 - 2013 – 26%

- FSA results: Grade 7 numeracy for Aboriginal students meeting or exceeding:
 - 2011 – 26%
 - 2012 – 27%
 - 2013 – 24%

Aboriginal Learners' Completion Rates have gone from 46% to 42% a disappointing drop.

5. Children in Care

Summarize the work and your efforts in meeting the needs of Children in Care.

Children in Care are included in our learning conversation of “all learners”.

We are in the process of:

- Clarifying different levels of care agreements
- Establishing reporting processes to enable district tracking
- Coordinating with our Aboriginal Education Department to facilitate improved communication with First Nations Bands

What categories of Children in Care have been successfully identified and are being monitored? For example: continuing custody orders, temporary custody orders, other...

The majority of our Children in Care are voluntary/temporary custody orders. Systems are being established to track students on continuing custody orders, as identified by the Ministry of Children and Family Development.

What structures are in place to provide effective communications among MCFD offices, social workers, foster parents and schools?

School-based administrators and their teams are responsible to ensure proper protocols with respect to:

- Communication with Ministry of Children and Family Development and foster parent
- Appropriate information sharing with school staff
- Liaison with other agencies such as First Nations
- Reporting of discipline issues and academic progress
- Inter-Agency meetings with school district counsellors

What results are being achieved by students within the identified categories?

Baseline data on attendance and achievement includes:

- The district is developing an internal database using the Assessment Management System (AMS) that will provide data on Children in Care for the 2014/2015 Report.

6. Early Learning

What strategies are in place to address the needs identified in Early Learning?

Strategies:

This is one of our main goal areas and we are committed to making a difference over time through such actions as:

- Establishing a district Early Learning Team to work with schools on early learning strategies and issues
- Implementing a Learner Support Model
- Supporting teachers in their professional learning, focusing on Grades 1 and 2
- Creating more culturally relevant learning and assessment opportunities for our Aboriginal learners
- Participating in the Ministry Early Reading Success initiative and Vancouver Island University Reading Research Project
- Cultivating improved Inter-Agency communication and coordination of services
- Documenting strategies and interventions in Student Intervention Plans for students not designated in a special needs category.

Challenges:

- | | |
|---|--------------|
| ▪ Kindergarten Assessment May 2012: Vulnerability 30.2% | 2013 – 29.3% |
| ▪ EDI February 2012: Masked due to low participation rate | 2013 – 22.7% |
| ▪ Kindergarten Report Card June 2012: Vulnerability 24% | 2013 – 22.0% |

7. Other Comments

For example: education transformation, student wellness, ERASE, skills training

- Our district experiences high levels of vulnerability at school entry.
- These ongoing vulnerability factors interfere with learning:
 - Children in care
 - Poverty
 - Transience
 - Alcohol and drug addiction
 - Health-related issues
 - Family breakdown
- Our FSA results are compromised by unusually low participation rates.

8. Board approval date: January 22, 2014
