



Coast Mountains Board of Education School District 82

2014 - 2015 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 Gitksan, the Haisla, and the Tsimshian. 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 Haisla Nation is centered in Kitamaat Village and the Tsimshian Nation has two distinct band communities in the Terrace and Thornhill areas.

The school district also serves the learning needs of a significant urban Aboriginal population in the community of Terrace and numerous students of Nisga’a heritage from the Nass Valley also attend school in Terrace.

The richness of our local First Nations culture and history contributes to all our schools in a very positive way as Aboriginal and non-Aboriginal learners benefit from the diversity surrounding them.

The school district includes the main communities of the Hazeltons, Kitimat, Kitwanga, Stewart, Terrace and Thornhill. 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.

Coast Mountains School District serves a student population of approximately 5000 students in twenty schools, including three alternate programs 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.

In December 2011 the Coast Mountains School District embarked upon an Improvement Inquiry Plan to bring a focus on learning success to the district. The Goals Sheet on page 2 reflects the goals and ambitions now shared by the school district community to “become a high performance rural school district.” The Goals and Expected Results section following that outlines the goals as well as expected progress in each goal area.

Fundamentally, the school district wishes to provide a learning environment in which all students can feel a sense of accomplishment and pride – in who they are and in what they have done at school.



Coast Mountains Board of Education 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.

*CMSD82 Board of Education Approval
June 8, 2011 Regular Meeting of the Board of Education*

Goals and Expected Results

1. Improving Areas of Student Achievement – 2012/2013, 2013/2014, 2014/2015:

- 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 learners:
 - An increasing trend in readiness to learn factors 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.

This evidence will be derived from district-generated student performance data under development with our acquisition of the AMS (Assessment Management System) and our dedication of an employee to do this work. More meaningful interpretation of Ministry data through AMS will also take place with the appointment of our new Director of Instruction – School Support effective August 1, 2014.

2. Engage and Act (Strategies):

- Interventions established at this time include:
 - Literacy levels
 - Use oral language strategies in primary classrooms to improve language development.
 - Use research-supported strategies, programs and structures for instruction in reading, writing, speaking and listening (including Guided Reading, Reading & Writing Power, Talking Tables, and the Daily Five/CAFÉ).
 - Development of a Kindergarten initiative which partners First Nations Support Workers and classroom teachers to integrate local First Nations language and culture into daily learning activities.
 - Use of culturally relevant teaching and assessment materials to make learning more meaningful for Aboriginal learners.
 - Support 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.

2. Engage and Act (Strategies):

- Interventions established at this time include:
 - Literacy levels (*continued*)
 - Continue to move towards a Learner Support Model, where school-based resource 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.
 - Use the *Response to Intervention* framework to streamline and strengthen support for all learners.
 - Develop an assessment plan with which to regularly track student progress, with a focus on some key transition points: Kindergarten, Grade 1, Grade 2, Grade 3, Grade 6, and Grade 9.
 - Participate in the *Changing Results for Young Readers* Ministry initiative.
 - Continue our work on Reading & Writing strategies with Adrienne Gear; expand the work of the Literacy Leadership Group to reach and support more teachers and classrooms.
 - Success and Graduation Rates
 - Examine 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.
 - Examine 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.
 - Continue to develop the alternate program in the Hazeltons to meet the needs of students who no longer attend regular secondary schooling.
 - Continue to move 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.

2. Engage and Act (Strategies):

- Success and Graduation Rates (*continued*)
 - Development and implementation of the following careers/trades initiatives to increase learner engagement and provide greater post-secondary and career options for students:
 1. Full time Career/Trades Teacher to develop experiential opportunities for elementary students, connect middle school students to local business and industry, and increase the number of students accessing dual credit opportunities for career and trades programs.
 2. Introduction to Trades 10 courses at our secondary schools.
 3. Provision of industry funded scholarships for post-secondary careers and trades programs.
 4. ITA Mentorship Project to connect students with local trades mentors.

3. Assessment and Evaluation:

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

- **Goal**
To raise literacy levels in all district elementary schools.
Target
 - To show an increasing trend in demonstrating readiness to learn factors in Kindergarten and Grade One students.**Target**
 - 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 increase the percentage of all Aboriginal Grade 4 and 7 learners who meet and exceed expectations on the provincial FSA exams, as revealed by incremental success rate gains each year.

- **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, 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.

- The evidence we will gather to confirm improvement:
 - Literacy:
 - Kindergarten Assessment
 - EDI
 - Kindergarten Report Card data
 - Grade 4 FSA
 - Grade 7 FSA
 - School and District-Wide Writes
 - Primary Report Card data
 - Intermediate Report Card data
 - Primary benchmark data as available

3. Assessment and Evaluation: *(continued)*

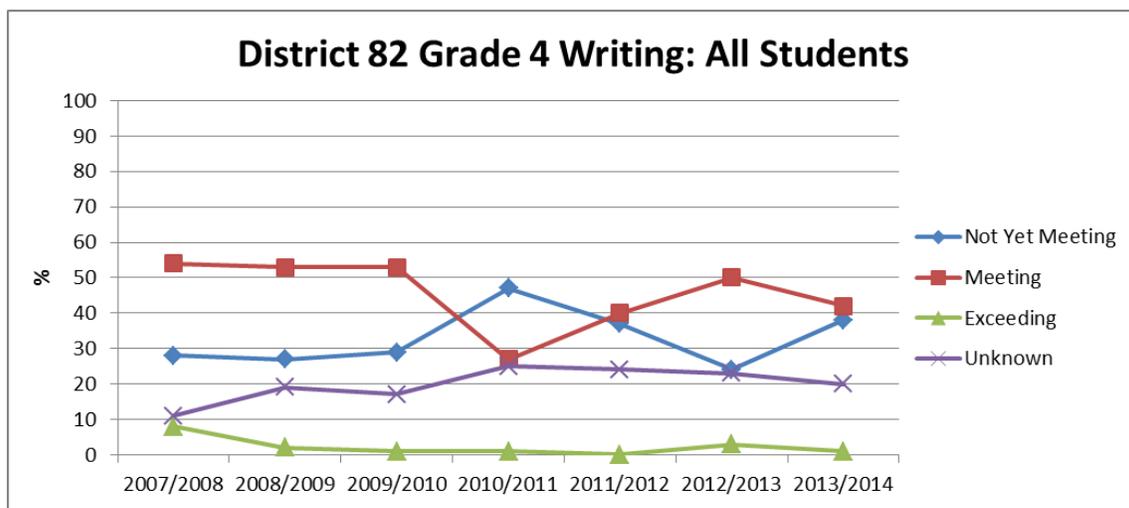
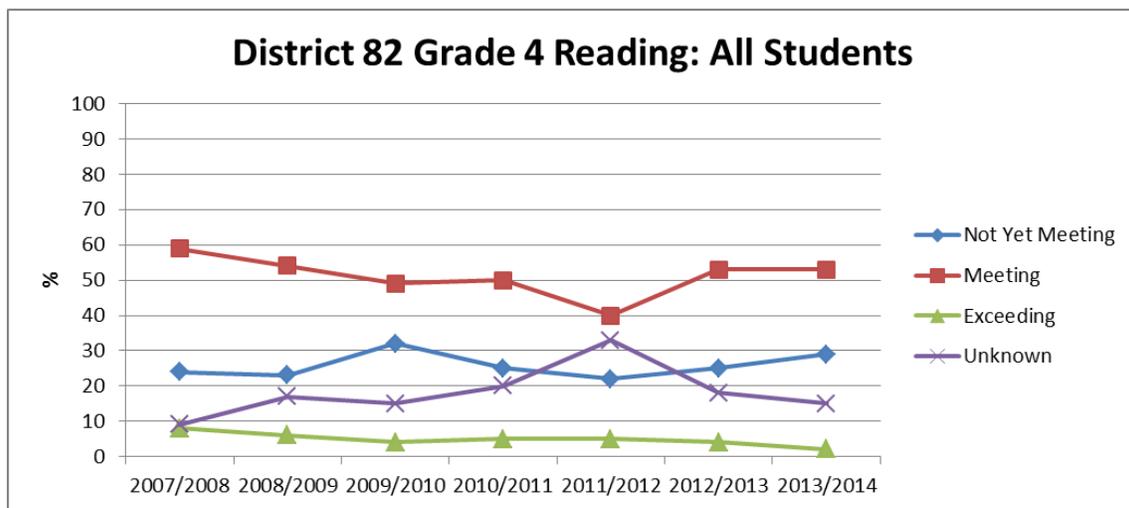
- Success and Graduation Rates for all learners including Aboriginal:
 - Graduation rates
 - Grade 10 Exam success rates
 - Attendance, suspension and withdrawal rates
 - Alternate Program success rates
 - Satisfaction Surveys

4. Respond and Adjust

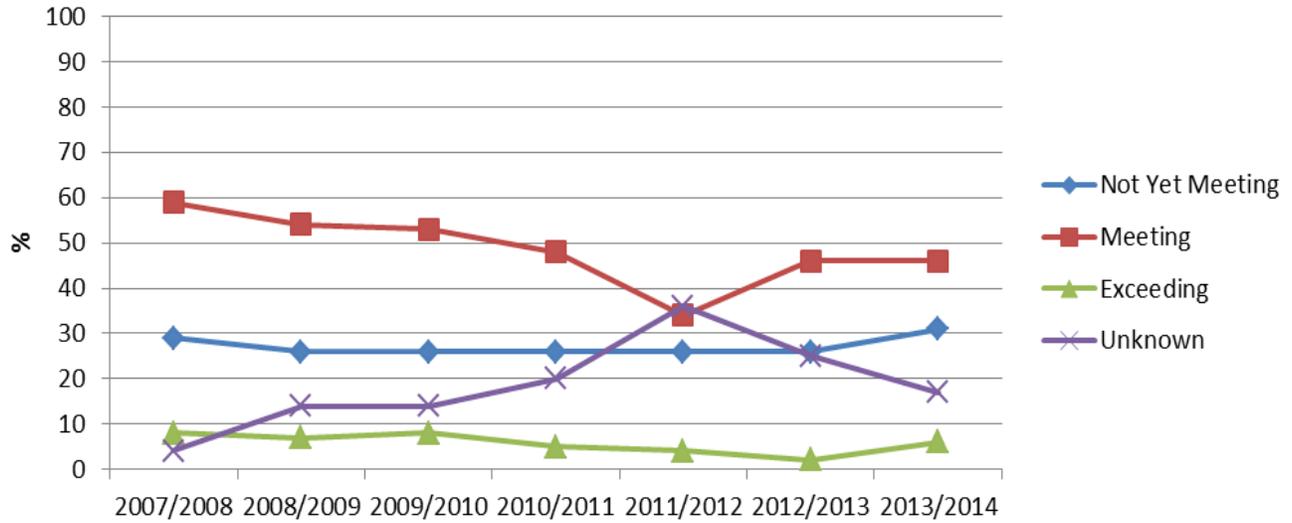
Our Inquiry Improvement Plan is guided by a fundamental question at this early time in its development –

By focusing on learning needs as identified by schools in their Growth Plans in our Achievement Contract and by encouraging Coast Mountains' schools to approach their quest for increased learner success using a Cycle of Inquiry approach, and by providing informal and formal school leaders with ongoing Inquiry & Innovation Coaching – can the Coast Mountains School District reverse the current trend of decreasing learner success rates to create improving trends?

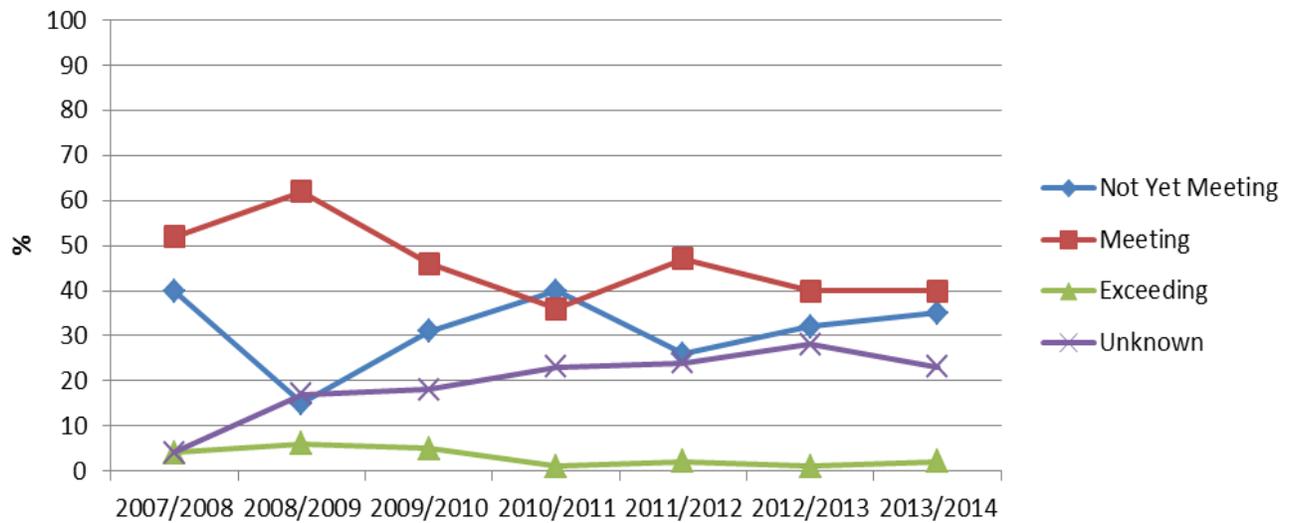
At this time the district is responding to the following FSA and Graduation Rates data by maintaining a clear focus on literacy, school completion and professional learning initiatives.



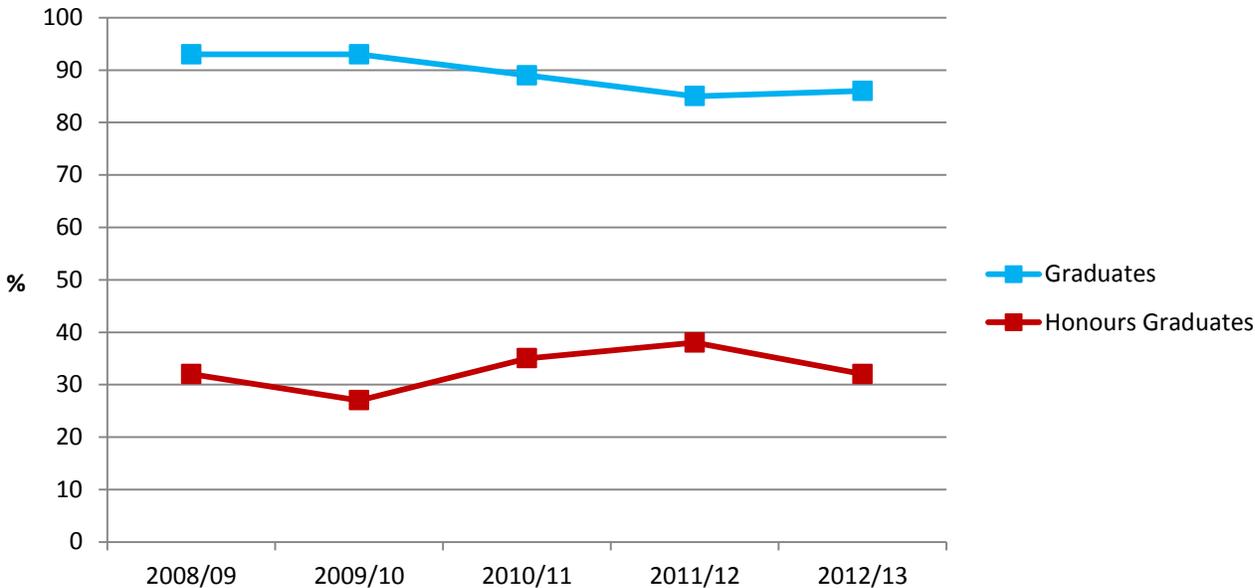
District 82 Grade 7 Reading: All Students



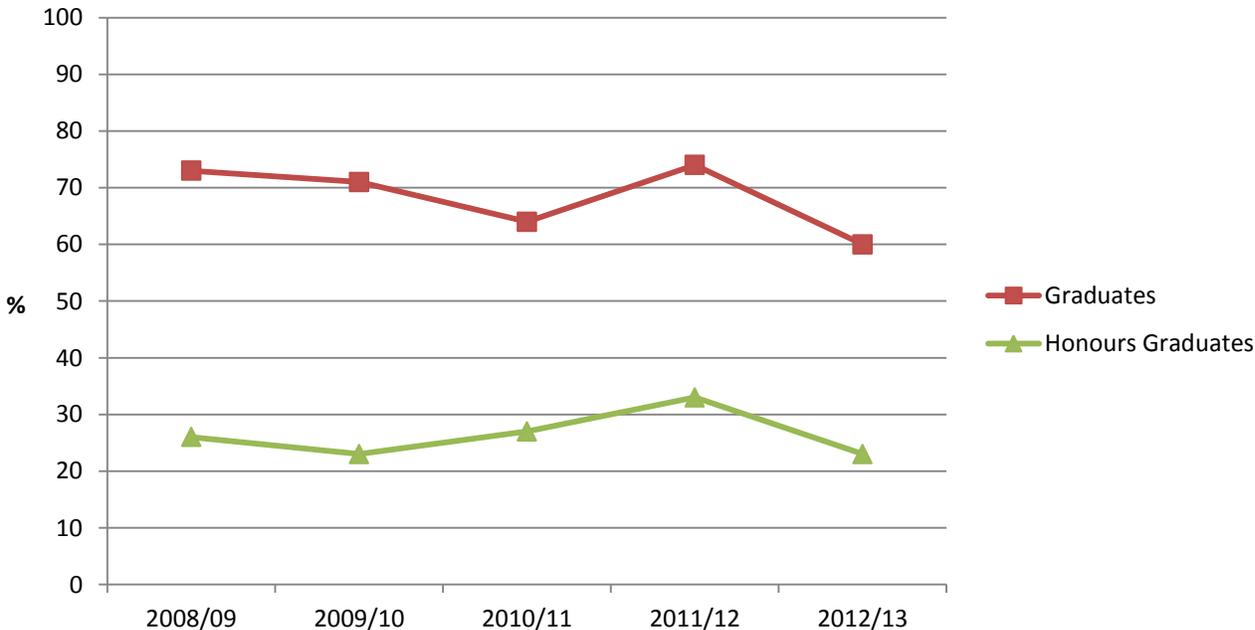
District 82 Grade 7 Writing: All Students



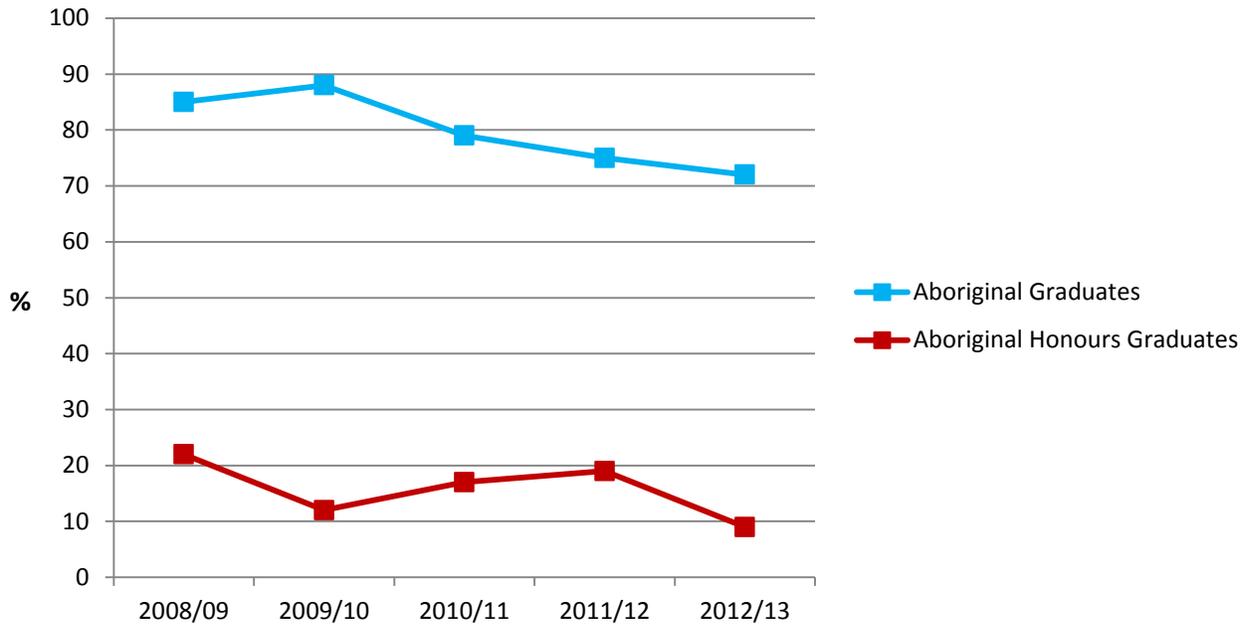
Eligible Grade 12 Graduation Rate All Students



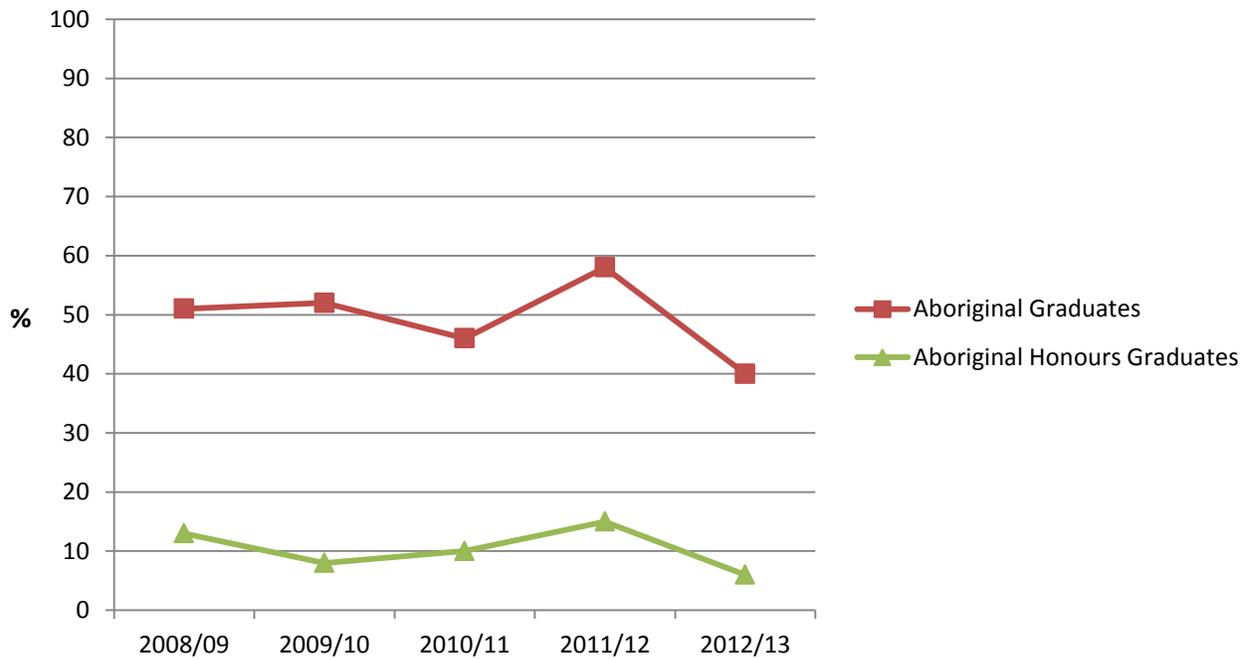
First-Time Grade 12 Graduation Rate All Students



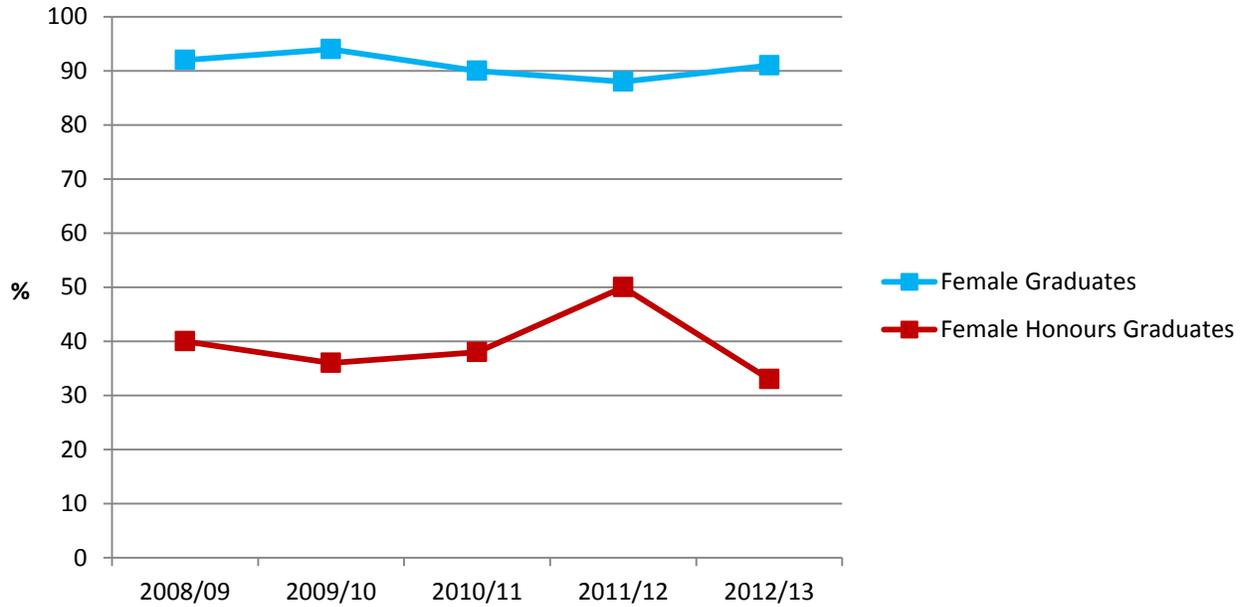
Eligible Grade 12 Graduation Rate Aboriginal Students



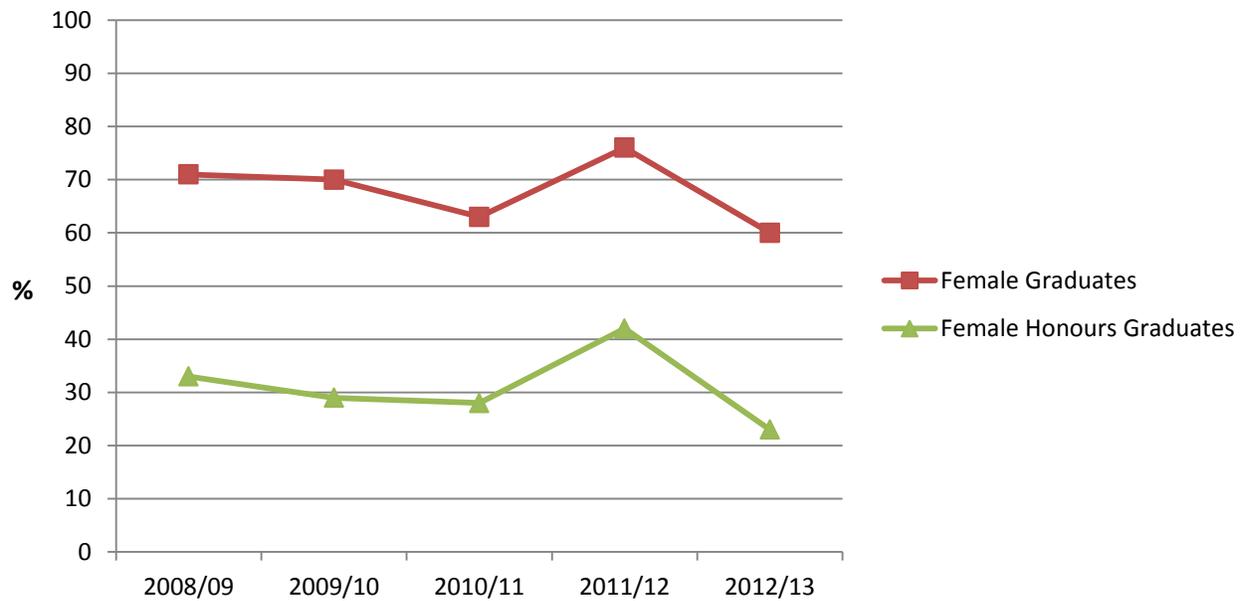
First-Time Grade 12 Graduation Rate Aboriginal Students



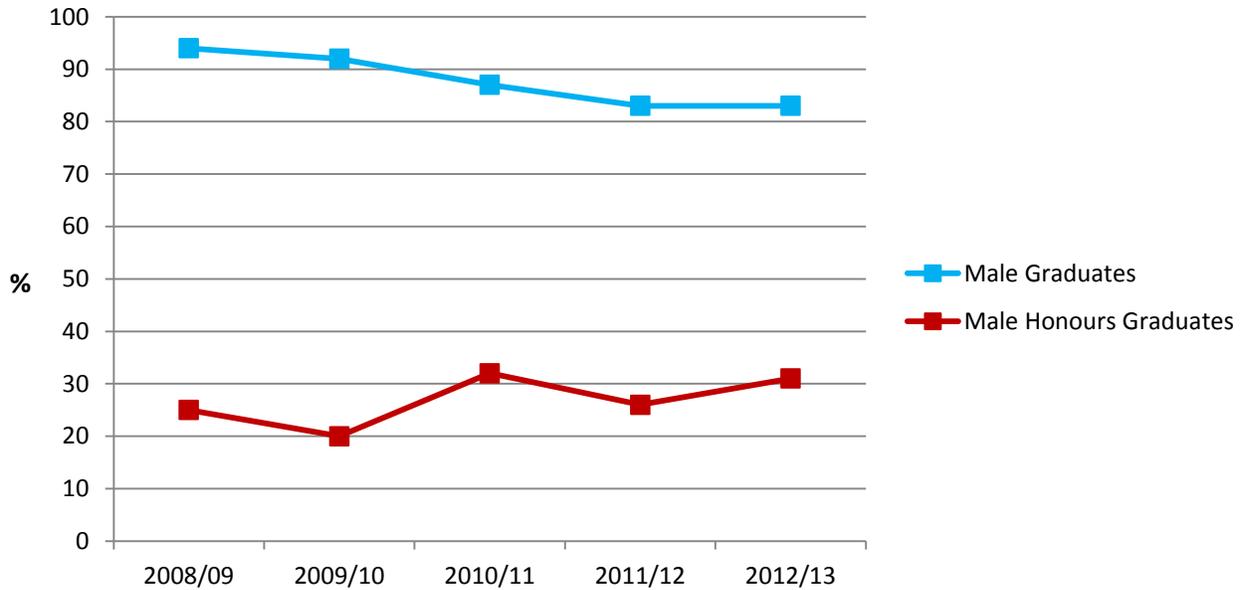
Eligible Grade 12 Graduation Rate Female Students



First-Time Grade 12 Graduation Rate Female Students



Eligible Grade 12 Graduation Rate Male Students



First-Time Grade 12 Graduation Rate Male Students

