

Welcome DPAC





Our Collective Purpose

Every student on track to graduation – it's all of our responsibilities

Every learner *passionately engaged* in high quality learning experiences which reflect who *they* are and result in *every* learner crossing the stage with dignity, purpose and options.

Community/Board Goals

- ❖ Raise literacy and numeracy levels for our learners at elementary, middle and secondary
- ❖ Graduation for every learner; crossing the stage with dignity, purpose, and options
- ❖ Enhance learner engagement, opportunities and choice through personalized learning





Our Journey

- ❖ Implement aligned, comprehensive district reading and numeracy strategies to raise individual literacy levels and numeracy skills
- ❖ Increase authentic Aboriginal content, language, and pedagogy to develop relevancy in the learning experience, increase engagement and graduation
- ❖ Increase career and trades opportunities at all levels of our system to provide options for all students
- ❖ Align the learning of educators with the learning needs of their students to increase learner success through a district mindset of Inquiry
- ❖ Support the learning of stakeholders and partner groups to make our schools and district responsive to the interests of our students, parents and communities



District Support Initiatives

- ❖ Literacy Coordinator working with teachers to implement the CMSD Literacy Framework; a balanced approach to teaching literacy
- ❖ Common literacy and numeracy assessments/ knowledge/ action
- ❖ Directors of Instruction working with every school to implement a reading intervention strategy targeting students reading below grade level at elementary, middle and secondary
- ❖ Numeracy Coordinator developing a numeracy framework to guide numeracy instruction
- ❖ Principals working with the Knowledge Mobilization Branch at the Ministry to determine if each student is on track for graduation and design interventions to get them on track
- ❖ Chris Webber working directly with school teams to design tiered school based intervention models; redefining roles

District Support Initiatives



- ❖ Dr. Lorna Williams and Aboriginal Education Coordinator working directly in schools with teachers and support workers to learn how to embed the First Peoples Principles of Learning into the daily learning experience
- ❖ Ministry of Education “Equity Scan” at the classroom, school and district levels
- ❖ Aboriginal Educational Enhancement Agreement process
- ❖ Director of Instruction Aboriginal Education working with principals to implement all terms of the Local Education Agreements.
- ❖ Revitalization of English First Peoples 10,11,12 to ensure all secondary schools are running the courses
- ❖ Hazelton Language Planning Team: Gitksan language revitalization plan

District Support Initiatives



- ❖ Expansion of Northwest Trades and Employment Training Centre programs for students: Expansion of school based experiential opportunities for students
- ❖ “Destination Dogwood” discussions:
 1. Do you know where every child is on the track to graduation?
 2. Which learners are not on track?
 3. Do you have enough knowledge to be able to get the learners back on track? (This is about us and what we do)
 4. Are the interventions working?
- ❖ District process to monitor, limit and approve only Ministry designated students for the Evergreen path



Measures of Success



- ❖ Do students indicate they find relevance in their learning?
- ❖ Are students achieving high levels of success in reading, writing, and numeracy?
- ❖ Are we closing the achievement gap for our learners of Aboriginal ancestry?
- ❖ Are we increasing the number of students graduating with a Dogwood?
- ❖ What is the feedback from our communities about the job we are doing?