

School District 71

District Achievement Contract



Sherry Elwood
Superintendent of Schools
School District 71 (Comox Valley)

District Context

Within the district there continues to be evidence that staff are collaborating more within their teaching areas to improve instruction; this is most evident amongst those teachers who are delivering new curriculum. Examples of growth are most evident in our professional learning community initiatives which are occurring in all of our schools.

School completion continues to be an area of growth. After a few years of plateaued results our six-year completion rate increased significantly last year. The gap between the provincial average and our districts average over the past 5 years had been between 9 and 12 percentage points difference.

Our six year completion rate is 74.3%. Although it is slightly lower than last year, we are still moving in an upward trend. The six year completion rate of our Aboriginal students was lower than last year, however, it is still moving in an upward trend. We had expected to see a slight drop in this cohort and will continue to track future cohorts over time.

Scores from provincial exams indicate that for the most part, students in School District No. 71 (Comox Valley) are achieving at or above the provincial average in most exams.

Our English 10 and 12 scores continue to be at or above the provincial average. Our results in the newest Math 10 curriculums are very encouraging and continue to be a focal point of our schools.

Grad Rates

Our six-year grad completion rates decreased significantly from last year. Our 2011/12 rate was 76.8% while our 2012/13 rate was 74.3%. It should be noted however that this rate is the second highest it has been in our district for the past 5 years. Our overall trend continues to show improvement.

We continue to examine why there is a significant difference between the eligible Grade 12 grad rate and our six year completion rate. Furthermore, why a significant difference exists between first time Grade 12 grad rates and eligible Grade 12 grad rates?

Challenging Area

We are still challenged with our grad rate and its discrepancy with the eligible Grade 12 and first time Grade 12 rates. Although we are still in an upward trend we are not satisfied with the difference between our rates and the provincial average.

Targets

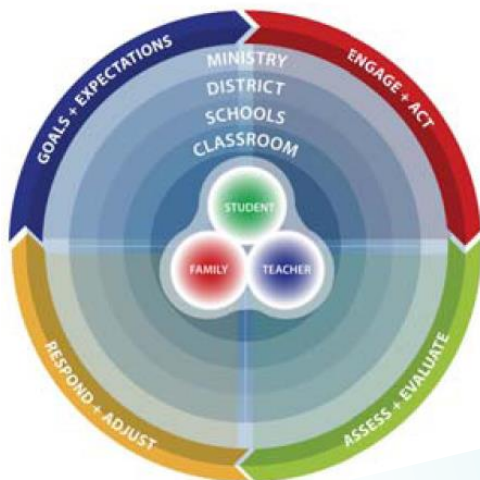
The following is a table of our six-year completion rate. It shows our improvement as well as our work toward our goal of being at the Provincial Average by June 2016.

Year	Prov. Avg.	SD 71 Avg.	Difference
2009/10	79.7	71.3	8.4
2010/11	81.0	69.7	11.3
2011/12	81.8	76.8	5.0
2012/13 (target)	83.6	74.3	9.3
2013/14	?	?	3.0
2014/15			

***Note:** As we cannot predict the provincial graduation average our focus will be in decreasing the difference between the provincial and School District 71 graduation averages. Ultimately, our long term goal will be to have a greater graduation rate than the provincial average.

New Format for the District Achievement Contract

Previous District Achievement Contracts have been organized around goals, having all pertinent information for a given goal in one place. The new [District Achievement Contract Elements](#) call for an organization based on processes. This is described in the graphic below:



Starting in the top left quadrant, the following document will put forth all of our goals and expectations. The graphic on this page will show this quadrant as highlighted. The next section of the document is dedicated to the next quadrant on the graphic, Engage + Act. In this section, all the strategies we intend to employ to meet the aforementioned goals and expectations are described.

The obvious difficulty with this format will be keeping straight which strategies are assigned to which goals, and so on, as one goes through the whole document. To facilitate this, each goal has been assigned its own colour, and goal headings have provided.

Goals and Expectations

Goal One: *Personalized Learning*: By 2023, all students will graduate from the Comox Valley with purpose, dignity and opportunities, having been supported by a personalized learning plan developed in collaboration between home and school.

Target: All students

Personalized Learning Networks will be established to support the tenets of the BC Education Plan.

District wide work will continue to develop personal learning plans and individual records of achievement of foundation skills and competencies. This work will include the continued exploration of innovative and meaningful methods of assessing student achievement and communication with parents.

Goal Two: *Sense of Belonging*: To develop a sense of belonging and to enhance the engagement in learning for all students

1. While pleased with our trends in attaining our former objectives and meeting targets in this area, we want to continue to monitor the survey responses to these questions: Do you feel welcome at your school? (grades 4, 7, 10, 12)

School Year	Grade 3/4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	#	%	#	%	#	%	#	%
2009/10	307	72	271	69	432	69	333	74
2010/11	314	76	322	71	322	62	347	68
2011/12	267	77	250	67	309	73	233	75
2012/13	297	82	276	70	266	58	246	66
2013/14	319	77	305	68	321	62	219	71

2. How many adults at your school care about you? (grades 4, 7, 10, 12)

School Year	Grade 3/4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	#	%	#	%	#	%	#	%
2009/10	406	93	339	86	474	75	383	84
2010/11	379	92	384	84	346	67	411	80
2011/12	329	93	321	87	334	79	264	86
2012/13	336	92	342	86	335	73	322	85
2013/14	401	96	370	83	385	74	377	83

We believe all students should feel welcome in school. In balancing philosophy with practical realization we are aware that we will need specific strategies to increase this in a positive direction, understanding that over time our ideal goal would be 100%.

Goal Three: Literacy: To improve literacy skills, knowledge and confidence K – 12.

Target: All Students

Maximize performance and success of each individual student in reading and writing.

Target: All students are reading by Grade 4.

Target: All student plans include reflection on his/her writing skills.

Target: All students in a regular program will be enrolled in grade 10 in their 10th year.

Goal Four: Numeracy: To improve numeracy knowledge, skills and confidence across all grades K-12

Target: All Students

Target: K - 9: Maximize performance and success of each individual student on essential math outcomes at each grade level.

Target: Grades 10 – 12: Individual student plans link future career goals to Math course selection.

Goal Five: School Completion: To increase the completion rate of all students

An analysis in 2009-2010 revealed that the bulk of students who leave high school do so between grades 10 and 11, many of which were passing their courses when they left us.

Personalized learning and a strong connection to school and to adults in the building will provide an environment of success for more students.

Continue to develop individual transition records of students to other programs or other schools in order to clarify data. By 2023 all students will graduate from high school with purpose, dignity and options, having followed their plan which had been developed throughout their school years (adapted from Network of Performance Based Schools).

Note: To be compared to the provincial average on the six-year completion rate, we feel it is important that we consider our student population without the impact of the North Island Distance Education School (NIDES/Navigate) students who are not from our district's catchment area.

Queneesh Cup Song Video



Engage and Act

Goal One: *Personalized Learning*

- Engage the school and greater community in establishing the profile of a Comox Valley graduate, including the foundational skills and competencies required.
- Ensure that our Aboriginal learners have access to appropriate resources and opportunities to reach successful Comox Valley graduation through continued partnership with the Aboriginal Education Council (AEC) including the commitment of additional resources and programs intended to enhance the success of these learners.
- Continue to influence and work with curricular changes at all levels.
- Groups of teachers, administrators and parents work together to develop district wide templates and guidelines for personalized learning plans.
- Begin the design of databases to house these plans and track both goals and achievement of foundational skills and competencies during a student's school career.

- Competencies integrated into lesson design allowing students to develop learning and assessment criteria through self-design and/or co-created projects.
- Continue to support Early Years programming ongoing to serve the needs of the community: Mother Goose and Friends, Mother Goose and More, Little Learners in Schools, StrongStart Centers, JumpStart, Aboriginal Headstart, etc.
- Continue to expand programs of choice for parents and students to add to Aboriginal Kindergarten, Montessori K –7, French Immersion K – 12, Navigate, Fine Arts eCademy, ENTER, BEST, IDS, ILC, Nala’atsi, etc. and monitor their effectiveness.
- Develop criteria for new program planning, approvals and implementation.
- Continue to develop and expand trades and technical programs at all levels. Many of these programs may lead to dual credit opportunities while others will focus on an introduction into the trades (example Try-A-Trade, ACE-IT Carpentry Program).

Goal Two: *Sense of Belonging*

- Develop new assessment tools (with Ministry support) to measure school connectedness and personal safety as part of the Ministry’s recent initiatives for Safe and Caring Schools.
- Facilitate opportunities for teachers to collaborate in building a positive school culture.
- Maintain interventions and supports to increase personal and social responsibility.
- Allow student choice in pursuing curricular areas of interest and passion.
- Ensure that activities are designed to be inclusive and welcoming of all students. Examples: activity fairs, peer support, peer mentoring, clubs, assemblies, sports, intramurals, fine arts, roots of empathy.
- Youth and Family Support Workers and Aboriginal Support Workers will continue to support our vulnerable students.
- Continue district wide implementation of SMART IEP goals to increase consistent program implementation and learning experiences as well as reducing behavior incidents.
- Create a district Student Voice structure which involves a rounded cross-section of students in decision making regarding policies, strategies and directions for the district.
- Continue to develop/create a curriculum focused on self-regulation/resilience.

Goal Three: *Literacy*

- Continue the work of our CST and LST teams; teachers use a variety of formative assessments to measure student achievement. Elementary schools are using EPRA, DART and Benchmarks to assess and plan for instruction for individuals and groups. EPRA and DART are fully implemented in our two elementary French Immersion schools (of special note – our district was selected to pilot the French version of EPRA and we created assessment videos and test protocols in French).



- LST will work collaboratively with classroom teachers to integrate instruction, assessment and curriculum in support of student learning.
- Continue with the partnership with the community on 1000 x 5 early learning literacy project.
- Continue with the Summer Rec and Read Program with a vision to expand to other locations.
- Continue to improve student reading skills through inquiry focused school teams participating in the Ministry's CR4YR (Changing Results for Young Readers).
- FSA scores for Grade 4 in Reading have increased to 74% (provincial 71%).
- FSA scores for Grade 4 Writing have increased significantly from 50% in 2012/13 to 76% in 2013/14 (provincial 73%).
- FSA scores for Grade 7 in Reading have increased significantly from 61% to 71% (provincially 66%).
- FSA scores for Grade 7 Writing have increased significantly from 58% to 72% (provincially 72%)
- Play based learning remains a focus area for our district and resource kits have been developed to support this work.
- Continue to support and celebrate the embedding of Aboriginal curriculum and concepts in classrooms across the grades.
- Provide further opportunities for secondary teachers to develop their expertise in Assessment for Learning strategies to ensure consistency in practices and language across the grades.
- Several secondary school teachers are offering interdisciplinary opportunities for students.
- Continue to partner with the Comox Valley Lifelong Learning Association in our work to link home, school and community efforts in supporting literacy for families. The District Literacy Plan is developed in partnership annually and reflects community and district resources.
- Continue our sponsorship of the Raise A Reader Program with other community partners.
- Continue school based programs such as the book bag program which support the capacity of parents to assist their children with reading and their exposure to literature.

Goal Four: *Numeracy*

- Continue with the development of common assessment frameworks at all levels followed by planning and explicit teaching to meet the needs of students.
- In K-8, continue to focus effort on developing the capacity of our teachers to learn from one another as they work on these specific numeracy skills with their students.
- Continue to support First Steps in Math in-service and training for teachers.

- Where appropriate, continue to use the results of the DMA data for planning and targeting EA time and LST time to classes demonstrating the greatest need for intervention.
- Continue to use AFL strategies in numeracy.
- Continue to model play-based learning in numeracy.
- FSA scores for Grade 4 students have maintained at 66% (provincial 68%).
- FSA scores for numeracy for Grade 7 students have increased slightly to 54% (provincial 63%).

Goal Five: *School Completion*

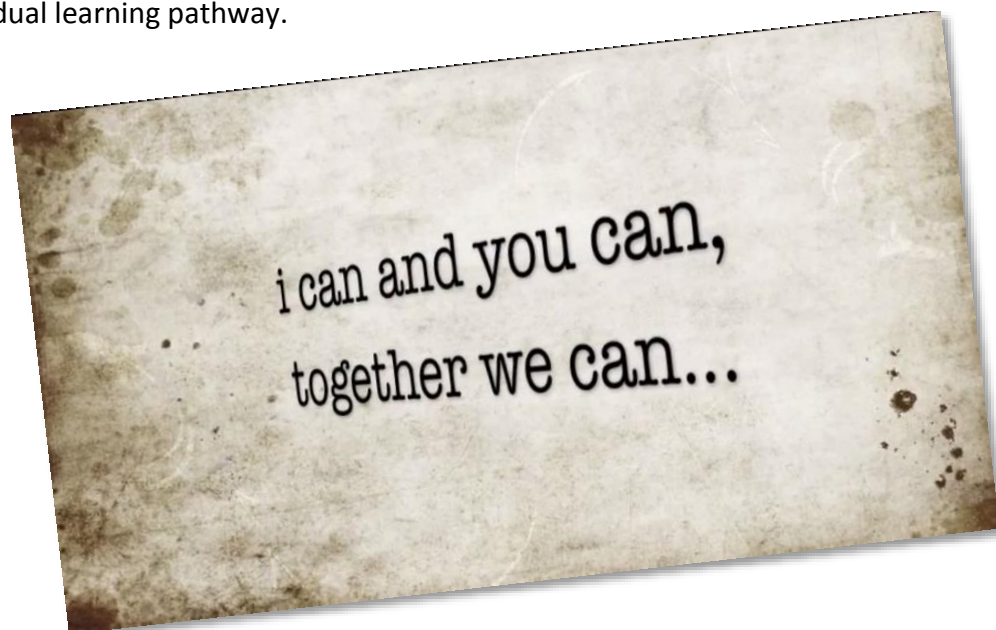
School Completion: To increase the six-year completion rate of all students. Our goal has two focuses:

One: That the gap between the provincial six-year completion rate and our district will be 3% or less.

Two: That the gap between our Aboriginal students six-year completion rate and that of non-Aboriginal students will be 4% or less.

We feel that through the creation of personalized learning pathways for students, their engagement in school will increase resulting in a higher level of completion and less disengaged students which ultimately should decrease the number of drop-outs.

We continue to focus on the goal that by 2023 all students in School District 71 (Comox Valley) will graduate from high school with purpose, dignity and options, having completed their individual learning pathway.





Assess and Evaluate

Goal One: *Personalized Learning*

- ☐ Templates developed and available
- ☐ Electronic database and storage exists
- ☐ Assessment and review process established
- ☐ Scope and Sequence (Navigation Curriculum)

Goal Two: *Sense of Belonging*

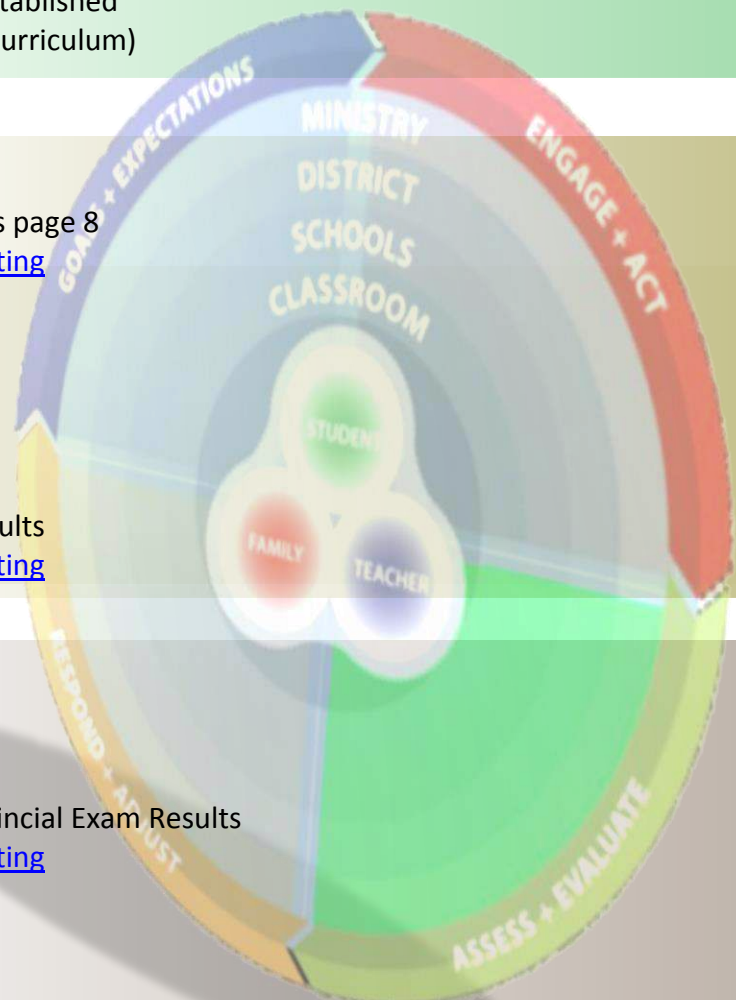
- ☐ Satisfaction Survey –See Questions page 8
<http://www.bced.gov.bc.ca/reporting>

Goal Three: *Literacy*

- ☐ FSA Results
- ☐ English 10 Results
- ☐ Français Langue Première (10) Results
<http://www.bced.gov.bc.ca/reporting>

Goal Four: *Numeracy*

- ☐ FSA Results
- ☐ Math 10 Blended Course and Provincial Exam Results
<http://www.bced.gov.bc.ca/reporting>



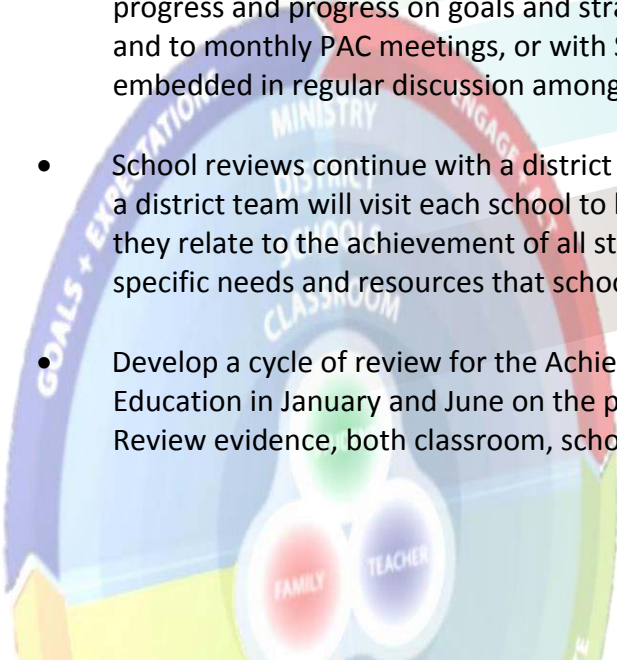
Goal Five: School Completion

- ❏ School Completion Rate
- ❏ Grade to Grade Transition Rates – Percentage of student transitioning from one grade to a higher grade
<http://www.bced.gov.bc.ca/reporting>



Respond and Adjust

- Schools develop school based plan supported by staff and parents. School growth plans will reflect the standards of the District Achievement Contract. Principals will collaborate with staff and parents on the development of a communication mechanism in the school community to review and report regularly. An example may be to include students' progress and progress on goals and strategies as a regular item on monthly staff meetings and to monthly PAC meetings, or with SPC meetings. Student achievement becomes embedded in regular discussion among stakeholders.
- School reviews continue with a district team visiting each school annually. Once annually a district team will visit each school to be informed of their successes and challenges as they relate to the achievement of all students. This enables the district to respond to specific needs and resources that schools may require to achieve their goals.
- Develop a cycle of review for the Achievement Contract through a report to the Board of Education in January and June on the planning cycle, outlining, monitoring and adjusting. Review evidence, both classroom, school and district ongoing to guide adjustments.



- Individual school district personnel will assume responsibility for the leadership, monitoring and revision of the Achievement Contract Goal and Targets. They will purposefully work with school and district partners to accomplish our annual goals.



"Happy" – Ms. Devlin's Class Dances Across Canada [video]

Professional Learning Communities (PLC)

It is our belief that in the movement towards a more 21st Century personalized learning organization, educators and para-professional staff will need time to work together with school leaders as innovative instructional strategies and authentic assessment practices and creativity combine to embed engaged learning opportunities for our students. Professional learning groups were formed in every school to engage all staff in working together for the improvement of student learning. We are certain that by honouring the expectations for enhanced learning with collaboration time, we will be more successful in enhancing learning for our students – and we will learn and grow ourselves.

Assessment

Formative assessment, particularly Assessment for Learning (AFL) strategies, are becoming more prevalent. Teachers who have embraced these strategies will continue to collaborate with colleagues who as yet are not using the strategies regularly. District resources continue to be committed to staff development and in-service opportunities.

(Sandra Herbst Series, elementary and secondary)

Elementary Assessment and Reporting – a pilot project on assessment and reporting...

Our school district has a culture of innovation and inquiry. A small group of teachers wanted to work on assessment and reporting to parents with the guiding principle from the superintendent of “can you find a way to report to parents and students that is reflective of the work you are doing in 21st Century Learning “.....the teachers worked on a collaborative inquiry project for the year designing and experimenting with different formats including a student “e portfolio” through the use of QR codes. The work was well received by the parents and students and the Ministry of Education. The reporting work will continue with a larger group of teachers.

Intergenerational Project

Our intergenerational project involved two kindergarten classes working with seniors at Berwick (Berwick is a senior citizens complex in Comox). The two classes went on alternate weeks to Berwick where they worked with the seniors on literacy and fine arts activities. The “joy” of learning, as experienced by both the seniors and the students was a wonderful thing to watch unfold as the year progressed. The program was so successful we plan to do it this year with a new cohort of kindergarten students.

Distributed Learning

Among our many innovative programs, the North Island Distance Education School has proven to be a leader and innovator in successfully meeting the needs of students. Combining teacher support, face to face instructional student hours, various online systems, and teacher-developed learning objects for online curriculum, NIDES has continued to grow, despite a growth in the number of “e-learning” programs in BC and elsewhere. NIDES will continue to be a leader in “e-learning” and will play a lead role in developing more effective uses of technology in our other schools as well. The DL Program has grown to offer blended programs throughout the district (example: Fine Arts *e-Cademy*, ENTER I and II). Independent learning centres have been established in all of our secondary schools including Glacier View Secondary Centre. These centres use DL platforms from *Navigate/NIDES* as the curriculum of choice.

Curriculum Support Teachers -- CST

- We have 3 itinerant CST positions in our district. CSTs work with AFL strategies, planning with teachers and building teacher capacity focusing on improving student achievement for all students in our elementary schools.
- The district uses a variety of assessments in the Fall to determine a focus for the school for the year....EPRA, DART, DMA, Benchmarks and First Steps. After the assessments are completed the CST and LST team work collaboratively with the classroom teachers to look at the class profiles and build a plan of support for the year.
- Some of our schools focused on “I Can” projects with their students having them engage in self designed projects that would make a positive impact in their communities. A student summed it up well “my favourite part of the project was being able to choose what I want to learn, pick my own information and meet new people”...



Parent Series

The school district hosted Dr. Claire Vanston who offered parent workshops on sexual health. As a result of a grant application, School District No. 71 (Comox Valley) in partnership with Dr. Vanston and the RCMP had secondary students, under the direction of secondary teachers, produce a drama production: Operation Solid-High Score.

School Reviews

The weekly review of one district school by a visiting team remains a valued practice now and in the future. This year schools were asked to share the work they have undertaken in moving forward with school goals and in particular to illustrate newly developed or revised offerings focused on developing 21st century learning opportunities for students.

Aboriginal Enhancement Agreement

The district is proud of the current supports that are available to our aboriginal learners but continues to work toward improvement of achievement for these students. In the 2013/14 school year the Aboriginal Education Council and the Board of Education signed the 3rd Aboriginal Enhancement Agreement. This Agreement is the culmination of the essence of broad consultation with our Aboriginal students, their families, their communities and our district community. It is through the strong, positive relationship between district staff and the Aboriginal Education Council (AEC) that we identify areas of improvement. We feel very strongly that while we need to attend to the achievement of our aboriginal students, we stay away from talks of “the gap” in achievement. We are concerned about the achievement of our aboriginal students and will continue to support strategies and interventions such as our aboriginal *Head Start* program, full day aboriginal kindergarten programs, Nala’atsi alternate learning program and the nationally recognized Ravens program as ways to improve the results of our aboriginal students. Currently, the AEC works with district staff to commit targeted funds in specific aboriginal learning areas. Highly skilled teacher and support staff work in the specific areas of literacy, numeracy, and aboriginal curriculum development.

A major focus of the Aboriginal Enhancement Agreement includes raising cultural awareness among all of our learners and the AEC and District continue to resource activities and opportunities which engage all students and staff. Continuation of the successful Grade 4 Big House experience is an excellent example of this collaboration. Highly skilled cultural workers continue to provide school based projects that engage all learners.

Self Regulation

The Student Services Occupational Therapy (OT) Department began implementing The Zones of Regulation, a promising new program for teaching children how to self-regulate

(www.zonesofregulation.com). This program builds on The Alert Program, which was presented to hundreds of children in SD 71. The Zones of Regulation teaches children to recognize their emotions and the effect these have on others by grouping them into four different zones. The program then teaches kids how to use sensory strategies and thinking skills to change their zones to meet environmental demands.

Many schools are using LIF funds to support the work of student self-regulation.



Link Transition Program

As a way to support special needs students for as long as possible, our school district runs a year 13 program called The Link Transition Program. This SD 71 program is targeted towards students with special needs who are looking at independent or semi-independent living. It is designed to augment the independent living skills and pre-employment skills that designated low incidence students encountered in their high school Life Skills Programs. The Link Transition Program has 5-7 students with one program worker and an educational assistant. The program is run in cooperation with North Island College where the students take classes in the Employment Transition Program four or five afternoons per week. The courses will include: First Aid, FoodSafe, Math and Money Management, Workplace Communications, and Anger/Conflict Management. When not taking college courses, the students work together in their small groups learning how to access the community. For example, they learn how to take the bus, learn about their own strengths in order to explore employment interests, prepare resumes, practice interview skills, and learn about work search techniques. Another important component of the Link Transition Program is teaching the students about short and long term goal setting and personal development. Students are given opportunities to practice decision making and problem-solving with real life scenarios. By the end of the year, the aim is for all students to gain the skills necessary to participate in some form of work experience independently or with a job coach in order to reach their goal of living semi-independently or independently.

The Link Transition Program is a testament to the district's belief in inclusion and the support given to students with disabilities to live and participate to the best of their ability as regular citizens in their own community.

Student Services Technology

The following are examples of innovative practice that School District 71 (Comox Valley) Student Services Technology Department has been engaged in this school year, 2012-2013: Kurzweil 3000 Up-Grade, Training, and Material Creation

- We have continued this year to create Kurzweil material for students and educators to use. This included transforming the DART - FSA assessments into Kurzweil for students to use who need reading or writing adaptations for those assessments. We also have continued to donate numerous books to the ARC-BC (Accessible Resource Collection-BC) as well as SET-BC (Special Education Technology-BC) that have been turned into Kurzweil e-text, or Accessible Books by staff and students in our district. This included six books on disability awareness that were bought using a Times Colonist Raise a Reader grant, and turned into Accessible books (some by a high school work experience student).

Universal Design for Learning Training

- We have continued to promote and train staff and students in a number of schools on the concepts of Universal Design for Learning (UDL).

To join our SD No 71 iTunes U Course

Developing Student Services Technology Training Plans with School Staff

- We have been working closely with a number of schools to develop technology plans to address the needs of their students with specialized learning needs. Planning includes discussions on the technology needs of students and staff at the schools, the unique challenges that affect each school, and how technology integration could change teaching, the use of school time, and the technology that exists at their schools.
- Training includes staff and student training in hardware and software use. Software products include Kurzweil 3000 version 13, Google Chrome (with educational apps and extensions), Apps for Education, etc.
- It is anticipated that creating Student Services Technology Training Plans will continue to be developed with more schools in the 2014-2015 school year.

Children in Care

- Lists are shared between MCFD and School District No. 71 (Comox Valley) as working documents throughout the school year.
- A tracking form has been developed and modified to better monitor progress and information.
- A CIC contact person (usually an administrator) is appointed by each school. The contact person acts as a liaison between the school and MCFD. Their responsibility includes contacting the social worker 2-3 times per year; acting as an advocate for the CIC; updating the tracking form with pertinent information, collecting information from teachers and submitting it to the Director of Student Services.
- The school district has hosted a “meet and greet” event for school contacts and social workers to enhance working relationships.
- We identified and are monitoring children with continuing custody orders and temporary custody orders.

The school district has a long term positive working relationship with MCFD which is both collaborative and cooperative. Formal structures include:

- Regular meetings between MCFD Manager and the Director of Student Services.
- School District Administrators and Lead Teachers (Behaviour, Autism, Low Incidence) sit on multi-disciplinary teams with MCFD.
- Lists are shared in *Excel* so that both MCFD and the school district can add information as needed.
- School contacts are available for both social workers and foster parents.
- A tracking form has been developed and modified to better monitor information.
- Both school contacts and social workers are encouraged to communicate by phone, email and school visits.

Unfortunately, our data is not available at this time. We continue to see some improvement in school/social worker contact and will continue to focus on relationship building.

Resiliency

A group of teachers and administrators from across the district have been working on a resiliency curriculum. There are three parts to their plan. The *first* calls for developing capacity in adults through in-service training, professional development, a current blog, open presentations, and increased awareness. The *second* part focuses at the elementary level on integrating resilience related work to our existing character education programs. The *third* part involves our secondary programs and begins with a *Resilience Café* at the grade 8/9 level followed by increased depth and exploration through to a summative project on individual character traits at grade 12. Our expectation is that these interventions

will increase the grit, perseverance, and resilience in our students which will lead to increased success in all facets of their lives and in their personal affect.

Outdoor Education

Two of our elementary schools are working on outdoor early learning experiences for their students. These include forest studies, creek and beach walks. Students are spending a large part of the day in all kinds of weather and seem to be thriving.

Early Learning

School District No. 71 (Comox Valley) continues to co-chair the early learning table in our community. Members from Strong Start, Community Literacy, Comox Valley Daycare, Island Health, College, Aboriginal Head Start, MCFD and Success by Six meet monthly to discuss and coordinate services and funds.