

ACHIEVEMENT CONTRACT

SCHOOL DISTRICT 22

2011-2014



CONTEXT

Demographics

School District No. 22 (Vernon) is located in the beautiful North Okanagan Valley and serves the educational needs of students in the communities of Vernon, Coldstream, Lavington, Lumby, and Cherryville. The population of the district is approximately 55,000 people.

Student population of the District is comprised of approximately:

- 4507 elementary students
- 3269 secondary students
- 287 FTE students enrolled in alternate programs
- 180 FTE International students

Of these students 1141 have self identified as Aboriginal. (including adult learners)

There are 20 schools in our district including:

- 5 secondary schools
- 14 elementary schools
- Alternate schools at 5 different sites, including our distributed learning program

Schools range in size from 55 to 950. Student enrolment continues its downward trend and is expected to continue doing so for at least the next four years. The declining enrolment has had an impact on school and classroom structure, program choice and teaching assignments.

The Board is addressing the decline at the secondary school level through a process that will consider how we maximize achievement, choice and equity for secondary school students. This work continues through the fall of 2013 with a report expected by December 2013. In spite of declining enrolment, we will continue to enhance student educational experiences through personalizing learning.

Funding

The final 2012-2013 budget was \$80,299,533 and includes special purpose and capital funds.

Unique Characteristics

The district boasts a full offering of academic and career preparation programs. We are particularly proud of our unique career preparation programs in Aircraft Maintenance Engineer, Cook Training, Residential House Construction, and Certified Education Assistant.

As well, students are provided a wide number of choices including:

- Distributed Learning
- Career Education Programs
- Early and Late French Immersion
- Grade 1-6 Montessori Program
- Secondary High Performers Program
- Forestry
- Soccer and Hockey elective programs
- Students without Borders
- Global Education
- RCMP Youth Academy
- Strong Start Centres
- Okanagan Language

This current school year, we offered the First People's Academy, a cross discipline approach to grade 10,11 and 12 curriculum.

To maximize course selection opportunities for secondary students, all secondary schools are on a common timetable.

District and School Connections

In accordance with the Ministry of Education's directives, School Planning Councils continue in each of our schools. The District's Achievement Contract reflects the goals generated by each school community.

In 2011-2012 the District undertook a process for engaging our community in the Achievement Contract process. This process included a presentation by the superintendent on the current Achievement Contract, how well our students were achieving, as well as information on 21st century skills. Participants were asked to respond to the following four questions, both individually as well as part of group discussion.

1. What does school success look like for our students?
2. When our students leave our school, what are the skills we want them to have?
3. When our students leave our school, what are the attributes we want them to have?
4. When our students leave our school, what knowledge do we want them to have?

Each school staff responded to these questions. The following groups also participated in a similar discussion:

- DPAC
- Aboriginal Parents
- Early Childhood education coalition
- Community partners group

Based on the information gathered from these meetings, we were able to build a composite picture of what we would like a graduate of School District No 22 to be able to do when they leave our District. This same information guides the goals and objectives for our current achievement contract.

The attributes of a SD 22 graduate include being:

- **Prepared for the transition to post secondary or the world of work**
- **Empathetic and respectful**
- **Confident and competent**
- **Able to communicate effectively through reading, writing and speaking**
- **Able to access information to make informed decisions**
- **Understanding and respectful of one's own culture , Aboriginal cultures and others**
- **Able to persevere to ensure lifelong learning**
- **Numerate and skilled at problem solving**

Our new Achievement Contract will have one District Goal:

To achieve a 100% completion rate for both Aboriginal and Non-Aboriginal students (Dogwood diploma or Meaningful school completion). This will include those students on IEPs who receive School Leaving Certificates. It is our intent that every student will cross the stage with dignity, purpose and a plan for their future.

We believe that this is a stretch goal and encompasses all the work we do in our District to improve learning. We want all of our students to graduate with a sense of purpose, confidence and a plan for their future.

The objectives to support this goal are:

- 1 Early Learning**
By the end of grade three all students who can read, will read at grade level (PM benchmark 38)
- 2 Literacy**
Increase the number of students who meet or exceed expectations in reading and writing at all levels
- 3 Numeracy**
Increase the number of students who meet or exceed expectations in numeracy at all levels
- 4 Aboriginal**
Increase the number of Aboriginal students successfully transitioning from grade to grade, especially from grade 9 to grade 10
Increase Aboriginal completion rates
- 5 Completion rates**
Increase the number of grade 10 students successfully transitioning to grade 11
Increase the Aboriginal six year completion rates
- 6 Social Responsibility**

We recognize that social responsibility is one of the foundations of our school system. Over the next year we will work with our schools and community to look at how we define and measure this objective. This last year the Provincial Government introduced the Erase Bullying Strategy and as such we did not undertake work with our community to define and measure this objective. This objective supports the attributes of a graduate of School District No. 22.

The information presented here is a statistical overview of a representative portion of the academic and social programs of our students. Data is gathered from student report card marks, Foundations Skills Assessment results, Grade 10, 11 and 12 provincial examination results, graduation results, PM benchmarks, Whole Class Reading assessments and Aboriginal student success. In an attempt to better serve our students, the data will be disaggregated to focus on specific student populations. In 2013, we will begin to disaggregate data to show Aboriginal student results by gender.

While this statistical information is important to provide some indicators of general accountability for School District No. 22 (Vernon), it falls short of describing the complete offerings and accomplishments of the public school system. Daily activities, fine arts, personal interactions, and the process of learning are not always statistically measurable. This includes learning democratic values, socialization skills, problem solving, sharing, respecting diversity, etc. These areas are also vital to the educational development of our youth as we help prepare them for the future.

Our District offers many services to students to support learning that are outside of the regular classroom setting. These services include:

- District Substance Abuse Counselor
- Health Promoting Schools Coordinator
- IHA Mental Health Worker
- School and District Based counselors
- NOYFSS workers
- RCMP liaison officer

As a district, we will review our accomplishments annually and update our targets and directions accordingly.

Our district has deep roots and links within our community to support literacy. We work closely with the Literacy Outreach Coordinator and the Early Childhood Development Coalition to support both youth and adult literacy. This partnership is reflected in the District Literacy Plan.

To date, we do not have an Aboriginal Enhancement Agreement. (AEA) Our Aboriginal Education Committee has recently worked on a strategic plan and had committed to begin the process for the completion of the AEA in the 2012—2013 school year. This commitment is still ongoing. The goals and strategies from this Enhancement Agreement will give guidance to determine the work needed to improve Aboriginal student achievement.

District Goal

To have 100% completion rate for both Aboriginal and non-Aboriginal students (Dogwood diploma or Meaningful school completion.)

Our completion rate has been holding at around the 79 – 80 percent rate. We would like to continue to track this traditional manner of looking at year completion rates, but also add to this the number of students who complete with a School Leaving Certificate. These students have successfully completed their graduation requirements based on their IEP (individual education plan.) We will connect with the Kamloops/Thompson school district this fall to understand what processes they used to include school leavers and students who left the province in their completion rate. The current data does not include the School leaving certificate students.

Six year completion rate

Student Group	2011	2012	2013	2014	2015
All Students	79.3%	82%			100%
Male	76.6%	78%			
Female	81.9%	86%			
Aboriginal	61.1%	61%			

The work we will be doing around restructuring our secondary schools to personalize learning will support this goal. All the objectives that are included in this plan will support students in successful completion of their schooling.

1 Early Learning:

- a) By the end of grade three, all students who are able, will read at grade level (PM benchmark 38)

Percentage of grade 3 students reading at grade level (PM Benchmark 38)

Student Group	2011	2012	2013	2014	2015
All Students	60.6%	69%			
Male	66%	67%			
Female	74%	73%			
Aboriginal Male	58%	60%			
Aboriginal Female	45%	47%			

Currently our Ministry of Education and our Okanagan region are looking at kindergarten screening processes. Once this screener has been developed and implemented, we will use this screener as a means to identify our struggling kindergarten students. This will allow us to provide appropriate services for them to develop the skills required to be competent readers.

We will continue to work with our primary teachers to develop instructional strategies to support reading. A description of some of this work is found in the appendix.

- b) To increase the number of families attending PALS and StrongStart Centers. Both programs help parents work with their children to develop self-regulation, creativity and problem solving skills through play based learning.

	2012	2013	2014	2015	2016
PALS		237			
Strong Start	6714	7000			

2 Literacy

Increase the number of students who meet or exceed expectations in reading and writing at all levels.

Grade 4 FSA - Reading (meeting or exceeding)

Student Group	2011	2012	2013	2014	2015
All Students	68%	68%	72%		
Male	62%	63%	67%		
Female	71%	73%	77%		
Aboriginal	61%	56%	59%		

Grade 4 FSA - Writing (meeting or exceeding)

Student Group	2011	2012	2013	2014	2015
All Students	72%	77%	76%		
Male	65%	71%	72%		
Female	80%	84%	82%		
Aboriginal	66%	66%	63%		

Grade 7 FSA - Reading (meeting or exceeding)

Student Group	2011	2012	2013	2014	2015
All Students	67%	66%	71%		
Male	63%	63%	68%		
Female	72%	69%	74%		
Aboriginal	61%	56%	62%		

Grade7 FSA - Writing (meeting or exceeding)

Student Group	2011	2012	2013	2014	2015
All Students	82%	75%	85%		
Male	76%	69%	82%		
Female	88%	80%	90%		
Aboriginal	81%	66%	76%		

Grade 7 Whole Class Reading Assessment (WCRA)

Student Group	2011	2012	2013	2014	2015
All Students	53.1%	55%			
Male	42%	47%			
Female	65%	63%			
Aboriginal Male	44%	46%			
Aboriginal Female	55%	58%			

Grade 8 Reading Assessment – District (RAD)

Student Group	2012	2013	2014	2015	2016
All Students					
Male					
Female					
Aboriginal					

Currently not all secondary schools participate. District data unavailable

Grade 10 English (blended final mark C+ or better)

Student Group	2011	2012	2013	2014	2015
All Students	65%	67%			
Male	58%	56%			
Female	71%	78%			
Aboriginal	41%	58%			

Grade 10 English (blended final mark C- or better)

Student Group	2011	2012	2013	2014	2015
All Students	96%	97%			
Male	95%	92%			
Female	97%	98%			
Aboriginal	91%	94%			

3 Numeracy

Increase the number of students who meet or exceed expectations in numeracy at all levels.

Grade 4 FSA (Numeracy)

Student Group	2011	2012	2013	2014	2015
All Students	59%	67%	66%		
Male	58%	65%	68%		
Female	60%	69%	65%		
Aboriginal	41%	53%	48%		

Grade 7 FSA (Numeracy)

Student Group	2011	2012	2013	2014	2015
All Students	56%	59%	62%		
Male	56%	60%	63%		
Female	57%	59%	60%		
Aboriginal	49%	47%	50%		

Grade 10 Foundations of Math + Pre Calculus (blended mark C+ or better)

Student Group	2011	2012	2013	2014	2015
All Students	61%	66%			
Male	59%	62%			
Female	64%	70%			
Aboriginal	44%	54%			

Grade 10 Foundations of Math + Pre Calculus (blended mark C- or better)

Student Group	2011	2012	2013	2014	2015
All Students	93%	96%			
Male	95%	95%			
Female	92%	96%			
Aboriginal	82%	90%			

Grade 10 Apprenticeship and Workplace (blended mark C+ or better)

Student Group	2011	2012	2013	2014	2015
All Students	47%	49%			
Male	48%	46%			
Female	45%	54%			
Aboriginal	37%	44%			

Grade 10 Apprenticeship and Workplace (blended mark C- or better)

Student Group	2011	2012	2013	2014	2015
All Students	96%	90%			
Male	94%	89%			
Female	99%	90%			
Aboriginal	93%	85%			

The District will begin work with teachers to research and create a district wide numeracy assessment tool for grades 4, 7, 8.

4 Aboriginal

Increase the number of grade 9 students successfully transitioning to grade 10.

Grade 9 Aboriginal students transitioning to Grade 10

Student Group	2011	2012	2013	2014
All Aboriginal Students	92%	94%		

Increase Aboriginal six year completion rates

Aboriginal 6 year completion rate

Student Group	2011	2012	2013	2014
All Aboriginal Students	61.1%	61%		

Beginning in June 2012, we will collect baseline data on the number of Aboriginal students who graduate with English 12, First Peoples English 12, Math Foundations or Pre-calculus 11.

Math Foundation / Pre Calc 11 - Participation

Student Group	2012	2013	2014	2015
All Aboriginal Students	12			

Data based on participation by 90 grade 12 Aboriginal students

English 12 - Participation

Student Group	2012	2013	2014	2015
All Aboriginal Students	57			

Data based on participation by 90 grade 12 Aboriginal students

Note: No Aboriginal students participated in First Peoples English 12.

5 Completion rates

Increase the number of grade 10 students successfully transitioning to grade 11.

Grade 10 students transitioning to grade 11

Student Group	2010	2011	2012	2013	2014
All Students	86%	88%	91%		
Male	85%	86%	90%		
Female	88%	90%	92%		
Aboriginal	72%	88%	89%		

Strategies and Actions

Background

Beginning in September 2011, the curriculum department refined its approach to improving student learning based on the evidence that the achievement data from the past 5 years has improved only slightly in many areas. The data included PM Benchmarks, WCRA, FSA, Provincial Exam and School results. The department has continued some programs that benefit all schools and teachers and has refined other programs to address the needs of our struggling learners in our lowest performing schools.

Continuing Programs

Supervision for Learning

District staff meets 3 times per year with their family of schools administrators to discuss how they are improving learning in their schools. We are asking what changes they are making to ensure their lowest performing students are receiving the support they need to improve. Bev presented the SFL process to the Board last year.

Using Diagnostic tools

Continue to use various diagnostic tools to help inform instruction including: PM Benchmarking, Early Literacy Screener, WCRA, RAD, Grade level Writes, FSiM, and on line Math assessment.

Lit Lead Teachers

Each school sends two teachers to four ProD sessions per year. These sessions provide ideas and support for the lead teachers to collaborate with their colleagues on promising teaching strategies, examine current research on improving learning and share new resources.

Monthly Admin Meetings

Principals and Vice Principals share strategies and programs that are improving learning in their schools. Recent discussions have focused on the use of data to inform our use of resources and the development of programs that address individual student needs. Two data committees have been formed to look at the common data needs of all schools.

First Steps in Math

The FSiM program helps teachers diagnose students Key Understandings and Misunderstandings of basic math concepts and provides teaching strategies and resources to address those misunderstandings. Over 200 teachers have completed the training over the past four years.

Parents as Literacy Supporters

In partnership with the Boys and Girls Club, we are providing a minimum of 3 PALS sessions at 13 elementary schools. The sessions provide parents/guardians with concrete ideas of how to support their child's literacy development.

Summer Reading

The summer reading program continues to expand with 180 students receiving 40 hours of reading instruction at up to 7 school sites these past 6 years in July.

Curriculum Planning for 2013-2014

Literacy

Pro D

1. Kindergarten Makes a Difference – two groups of 16
2. Changing Results for Young Readers – three groups of teachers
 - a. 1 of 19 returning teachers
 - b. 2 groups of 15 teachers new to the program
3. Still Learning to Read (grades 4-9) One group of 23 teachers
4. It's All About Thinking Book Study – One group of 18 teachers
5. UBCO – EP8E 471 Intermediate Reading Instruction – group of up to 25 teachers

In School Support

1. Lynda and Erin will co plan and co teach literacy strategies as requested by schools.
2. Lynda and Erin will do two 10 week small group reading instructions with school teams.
3. Erin will continue to support secondary school Literacy Inquiry Projects.

Inquiry

1. The District will match VTA funds to provide release time to support teacher inquiry projects.

Mathematics

1. Carole Fullerton will provide demo lessons and follow up discussion twice at 6 elementary and 2 secondary schools.
2. Carole Fullerton will provide 8 after school PD sessions for all levels of Math Instruction.
3. Carole will also provide a Parent Workshop on teaching for understanding in Mathematics.
4. First Steps in Math Pro D sessions – 8 sessions

Early Learning

1. We will continue to offer PALS, Ready, Set, Learn, You Can Count on Me and Come Read with Me at every elementary school.
2. Lynn Reside will continue to offer Early Learning Professional Development to our Strong Start Facilitators.

3. Curriculum development will develop a proposal to use the Strong Start facilities in Kindergarten classrooms in the afternoon

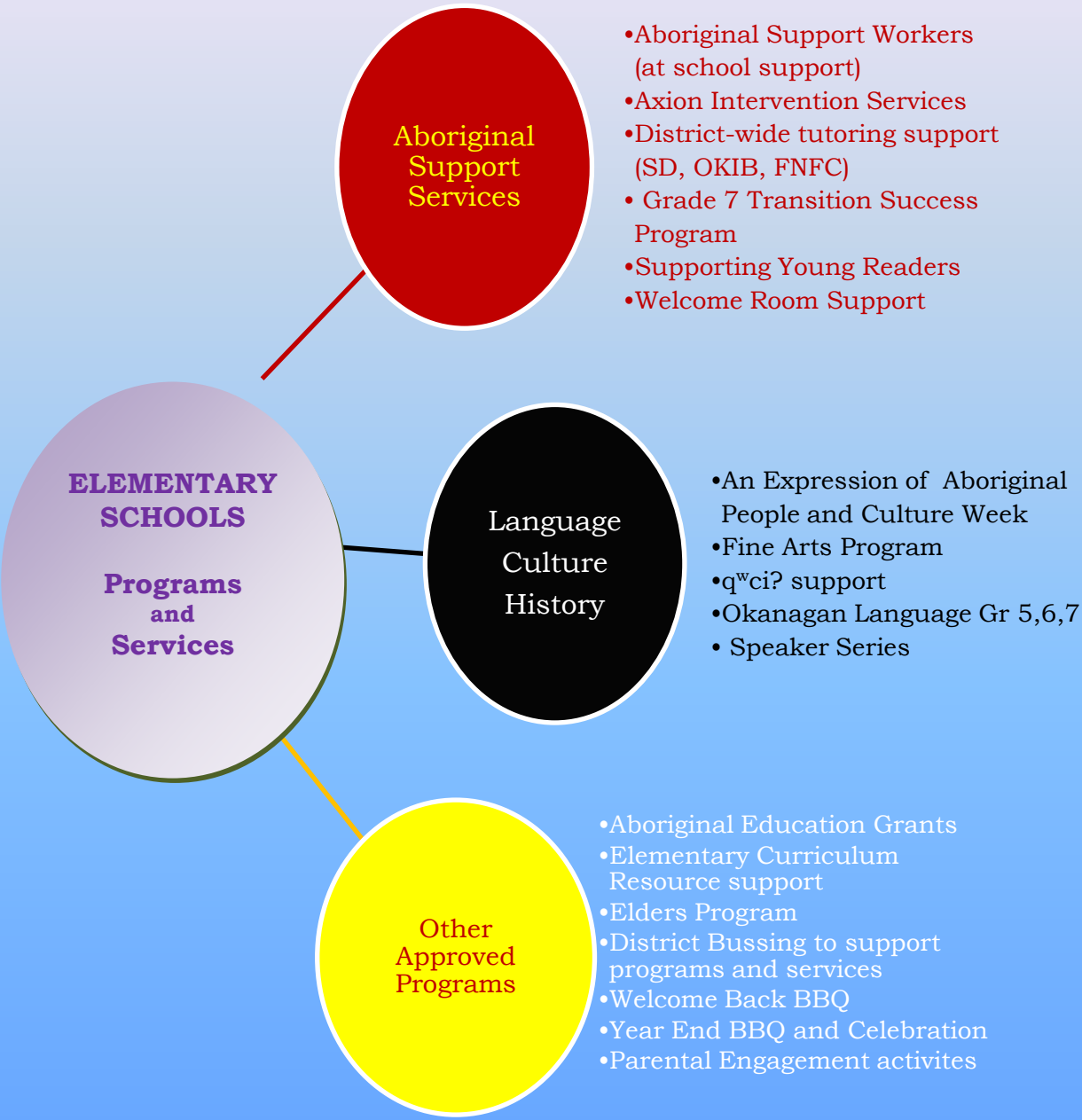
Technology

1. The three Technology Helping Teachers will:
 - a. Assist with the roll out of the new platform
 - b. Develop training videos for teachers
 - c. Provide PD on ways to use technology to support / improve learning for students

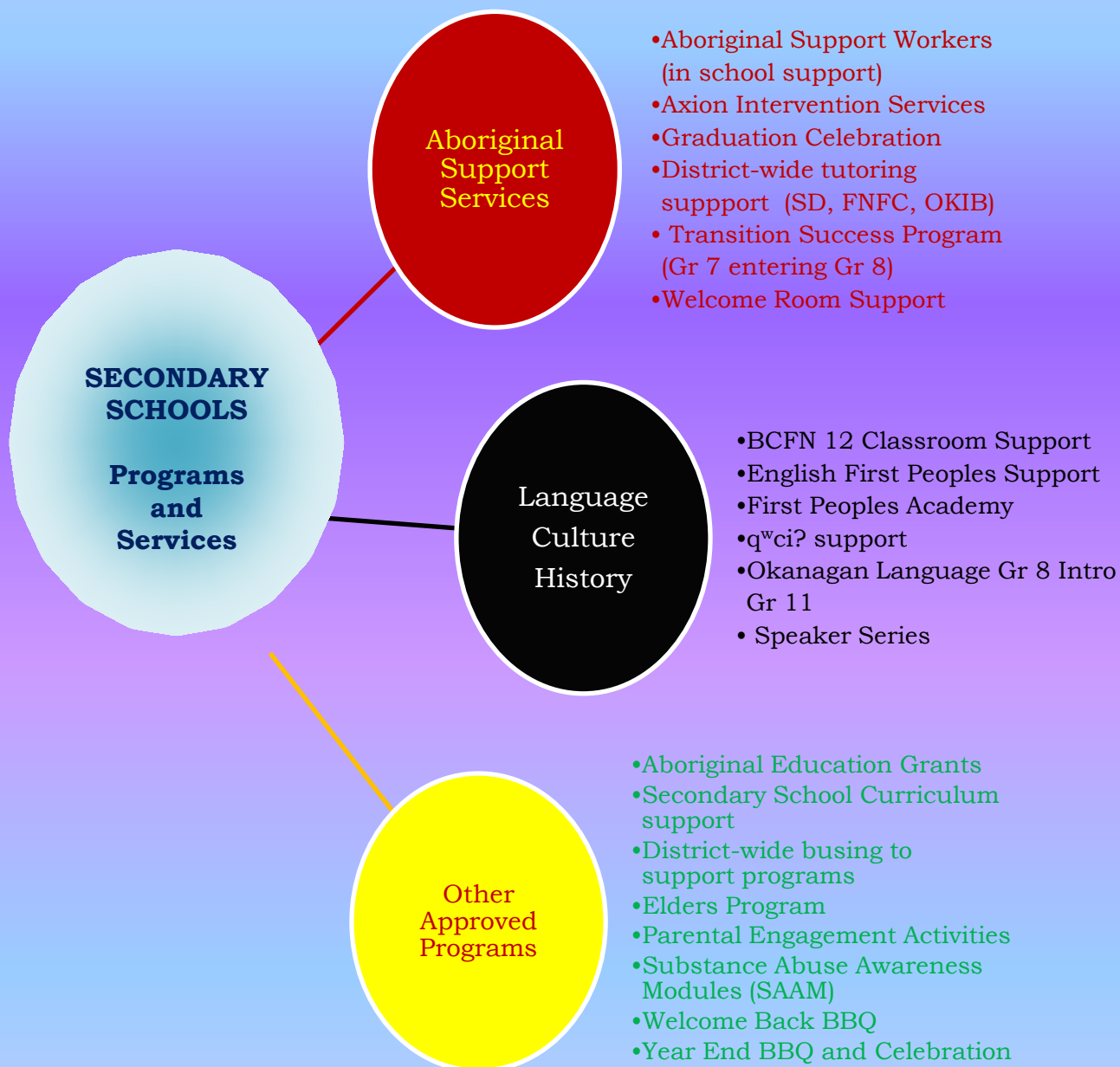
Career Programs

1. The two teachers will continue to support ACE IT and SSA programs.
2. Ensure the process of a Grade 10 Trade Sampler Course.
3. Increase the number of students completing Career Prep Work experience.

ELEMENTARY SCHOOLS PROGRAMS AND SERVICES



SECONDARY SCHOOLS PROGRAMS AND SERVICES



How are Programs and Services Defined?

ABORIGINAL SUPPORT SERVICES are programs or services intended to assist Aboriginal students to achieve success in school by providing support services. Services are provided by personnel who are familiar with, and sensitive to, the values, beliefs and needs of the Aboriginal community from which the student comes.

ABORIGINAL LANGUAGE, CULTURE AND HISTORY PROGRAMS are programs leading to knowledge and understanding of Aboriginal language and/or culture.

OTHER APPROVED ABORIGINAL PROGRAMS are programs or services developed, defined, approved, and delivered through a shared decision-making process.

2013-2014 Aboriginal Education Department Programs and Services

ABORIGINAL SUPPORT SERVICES		September	October	November	December	January	February	March	April	May	June
Continuum of substantive learning and support services											
Program & Services	Axis Intervention Services	On a needs basis at both elementary and secondary schools									
	ASW Classroom Support	17 ASWs in 14 elementary schools and 5 secondary schools									
	District-wide Tutoring (SD, OKIB, FNFC)			Fulton, VSS, Seaton, OKIB and FNFC to be established							
	Transition Success Program										All elementary schools
	Graduation Celebrations										All secondary schools
	Welcome Room Support	Seaton, Fulton, Charles Bloom, Kalamalka, VSS, Alexis Park, Beairsto, Kidston, Lavington, JW Inglis, Okanagan Landing, Ellison, Mission Hill, Harwood, Silver Star									
	Supporting Young Readers	Working with Literacy Coordinator in all elementary schools									

