

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:

- 4522 elementary students
- 3502 secondary students
- 225 FTE students enrolled in alternate programs
- 180 FTE International students

Of these students 1173 have self identified as Aboriginal.

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 should be completed in the spring of 2012 with implementation beginning in the fall of 2012. In spite of declining enrolment, we will continue to enhance student educational experiences through personalizing learning.

Funding

The 2011 - 2012 preliminary aggregate funding is \$70,840,181.00.

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 1-4 Montessori Program
- Secondary High Performers Program
- Forestry
- Soccer and Hockey elective programs
- Students without Borders
- Global Education
- RCMP Youth Academy
- StrongStart Centres
- Okanagan Language

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.

This past year 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

This is a new Achievement Contract and although it may look different than the previous one, much of the intent and work of the previous agreement is reflected in the new contract. We have been working on five goals for approximately six years. These goals are:

- To improve student academic achievement in literacy
- To improve student academic achievement in numeracy
- To enhance educational opportunities for Aboriginal students
- To improve student transition at key periods of their education process
- To enhance student engagement, motivation, preparedness and success

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 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 2012, 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 this is a new achievement contract, the data indicated is used as a baseline. 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 has committed to begin the process for the completion of the AEA in the 2012—2013 school year. 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.) The 2010 data does not include the School leaving certificate students.

Six year completion rate

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

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%				
Male	66%				
Female	74%				
Aboriginal Male	58%				
Aboriginal Female	45%				

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					
StrongStart					

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%				
Male	62%				
Female	71%				
Aboriginal	61%				

Grade 4 FSA - Writing (meeting or exceeding)

Student Group	2011	2012	2013	2014	2015
All Students	72%				
Male	65%				
Female	80%				
Aboriginal	66%				

Grade 7 FSA - Reading (meeting or exceeding)

Student Group	2011	2012	2013	2014	2015
All Students	67%				
Male	63%				
Female	72%				
Aboriginal	61%				

Grade7 FSA - Writing (meeting or exceeding)

Student Group	2011	2012	2013	2014	2015
All Students	82%				
Male	76%				
Female	88%				
Aboriginal	81%				

Grade 7 Whole Class Reading Assessment (WCRA)

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

Grade 8 Reading Assessment – District (RAD)

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

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

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

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

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

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%				
Male	58%				
Female	60%				
Aboriginal	41%				

Grade 7 FSA (Numeracy)

Student Group	2011	2012	2013	2014	2015
All Students	56%				
Male	56%				
Female	57%				
Aboriginal	49%				

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

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

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

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

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

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

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

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

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	2010	2011	2012	2013	2014
All Aboriginal Students	75%				

Increase Aboriginal six year completion rates

Aboriginal 6 year completion rate

Student Group	2010	2011	2012	2013	2014
All Aboriginal Students	61.6%				

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.

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%				
Male	85%				
Female	88%				
Aboriginal	72%				

Appendix

Learning Plan

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

Using Diagnostic tools

Continue to use various diagnostic tools to help inform instruction including: PM Benchmarking, WCRA, RAD, Grade level Writes 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.

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.

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 (FSiM)

K-8 teachers are being trained in FSiM during 8 afterschool sessions. 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 three 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 7 school sites this past July.

After School Inservices

- Grade 6 -9 writing session
- Primary Writing session
- Two Math 11 IRP sessions
- PM Benchmark and WCRA Training
- Three Kindergarten sessions
- Three Strong Start sessions
- Grades 4, and 7 District Wide Writes
- Kindergarten book club
- Secondary book club
- Four Technology sessions
- Three Health Promoting Schools sessions

New or Refined Programs

Students from four of our lowest performing elementary schools have been selected based on data from PM Benchmarks, WCRA and FSA results to receive extra support from the district.

Schools receiving extra support from Lynda Henney and Erin Louis for reading and writing are Alexis Park, Mission Hill, Ellison and Harwood.

Specific Programs

- Writing/Reading demo lessons
- Carole Fullerton demo lessons and feedback sessions
 - Sept 2 Primary session
 - Nov 8/9 demo lessons in 4 different classrooms attended by 40 teachers with a follow up discussion Nov 10
 - Feb 15/16 demo lessons with a follow up discussion Feb 17
- Developing specific, measureable goals for struggling students with the teachers
- Training all grade 1 and 2 teachers and RTs on reading instruction
- Training all K, Grade 1,2 and Resource Teachers on phonological awareness, phonemic awareness and phonics instruction
- Training teachers, CEAs, learning buddies and volunteers on how to use sight word and letter name kits.
- With support from the Aboriginal Education Department and in partnership with the Junction Literacy provide an afterschool reading program at Alexis Park, Mission Hill, and Ellison Harwood for 80 students. Struggling readers receive 2 hours of small group or individual reading instruction per week for 27 weeks.
- Developed Grade 1 Parent Programs for use at every school. These provide parents with specific strategies for helping their children read and numerate:
 - Come Read with Me
 - You Can Count on Me
- Teacher Development Program- teachers working together with some TOC time in three areas:
 - Play based Learning In Kindergarten
 - FSiM primary implementation kits and strategies
 - Supporting Teachers of K/1 split classes
- Support the Professional growth of StrongStart facilitators through a book club and regular sharing sessions.
- Provide an Immigrant PALs program (IPALS) in partnerships with Decoda Literacy Solutions.

Aboriginal Education Plan



**FAMILY OF SCHOOLS
GOAL SETTING**

FULTON FAMILY			
School	Goal 1	Goal 2	Goal 3
Fulton	Raise academic achievement of all students Literacy, numeracy and social responsibility	Raise social responsibility of all students	Raise exposure of Career Ed.
Ellison	Reading	Writing	Numeracy Social responsibility (4)
OK Landing	Writing traits	Reading Comprehension	Project Based Learning (K)
Mission Hill	Writing	Behaving in safe/respectful manner	

BLOOM FAMILY			
School	Goal 1	Goal 2	Goal 3
Bloom	Ownership of Learning leading to Academic Success		
Cherryville	Writing with focus on Style	Mathematical Thinking	
JW Inglis	Intermediate Writing (style)	Primary Numeracy (place values)	

VSS FAMILY			
School	Goal 1	Goal 2	Goal 3
VSS	Student Achievement and Motivation	Social Responsibility	
BX	Reading Comprehension	Writing	Social Responsibility Mathematical literacy (4)
HILLVIEW	Numeracy	Oral Language	
SILVER STAR	Numeracy (Number concepts)	Reading Comprehension / Fluency	Social Responsibility (Pos. Behav. Matrix)

KAL FAMILY

School	Goal 1	Goal 2	Goal 3
Kal	Prepare for Post Kal learning opportunities		
Coldstream	Narrative Writing	Numeracy	Social Responsibility
Kidston	Writing Sentence Fluency	Numeracy Mental Math Skills	
Lavington	Writing	Social Responsibility	

SEATON FAMILY			
School	Goal 1	Goal 2	Goal 3
Seaton	Successful transition Gr 8 to Gr 9	Increased Aboriginal Success	
Alexis Park	Literacy (Writing)	Numeracy	Social Responsibility
Harwood	Reading	Numeracy Number strands	
Beirsto	Literacy (Oral Language and functional fluency)		