



**School District No. 64 (Gulf Islands)
Achievement Contract – 2014-2017**

July 2014

District Context

School District 64 is comprised of five island communities in the Southern Gulf Islands of British Columbia – Galiano, Mayne, Pender, Salt Spring and Saturna. The district also operates one school – Windsor House— currently located in North Vancouver. In total the District has eleven schools. Each community has its own distinct characteristics and, as an educational organization, we are actively working on building connectivity among communities in the district.

Many of the approximately 1700 students in the district have blended programs where they access educational services or specialized programs in their home community on their home island and also on other islands. Some of this blending is achieved through a combination of electronic and face-to-face learning environments, but the vast majority is face-to-face due to the rich nature of the place-based learning activities offered. Many students travel somewhere each day via bus, water taxi and/or ferry.

Close proximity and easy access to the natural environment makes ecologically focused learning possible. Supportive community members at large help the district to offer learning opportunities that go beyond the walls of the classroom and the school.

Secondary curriculum (Grades 9-12) is offered at several schools in the district as part of K-12 schools and speciality programming, but only one school—Gulf Islands Secondary School—is a comprehensive high school. The majority of students in the district graduate from GISS.

School District 64 is committed to the success of all of our students and we strive to be a “Community of Learners”. We are proud of our Aboriginal Education Enhancement Agreement and the process through which the 2013-2018 document was developed. We believe that working together as a whole community of co-teachers and co-learners builds the capacity that allows us all to be more effective and successful.

In support of our cycle of improvement, we look forward to deepening student and community engagement as part of our ongoing planning process. We implemented a collaborative and transparent Class/School/District Review Process in the 2012-13 school year and are striving to strengthen and further align this strategy as part of the development of our future District Achievement Contracts. We acknowledge that every student has their own unique learning styles, interests, and passions and we continue to work collaboratively to deepen support through a “Learning for All” approach.

School District 64 Goals and Expectations

Goal 1

All students are progressing toward greater competency in foundation skills.

Rationale	<p>As our district pushes the boundaries of personalizing learning, it is important for us to ensure that all learners have the foundational skills and competencies that will enable them to thrive in a more co-constructed, interdependent learning environment.</p> <p>We believe that if we focus our energies more intently on the foundational aspects of reading and mathematical thinking at earlier ages, we will see an improvement in those higher-level reading and math outcomes that we have had as expectations for some time now, with relatively little improvement. These two foundational skill sets are also the most transferrable. Research shows that strong readers and those who are able to really understand mathematical concepts (as opposed to just memorizing algorithms) are able to access much higher levels of learning in other subject areas in later years.</p>
Expectations	<p>a) Early Reading Development - Grades K to 3</p> <ul style="list-style-type: none">• Adoption of a District-wide Response to Intervention model to allow educators to respond to student needs in a timely and systematic manner <p>b) Reading Comprehension - Grades 4 to 9</p> <ul style="list-style-type: none">• 80% of students are competent in correctly identifying an author’s purpose in a piece of fiction or nonfiction (Grades 4 and 7)• 80% of students are competent in correctly identifying the tone in a piece of fiction (Grades 4 and 7) <p>c) Mathematical Literacy – Grades K to 8</p> <ul style="list-style-type: none">• 80% of students are competent in solving mathematical word problems that focus on number, patterns and relations, and shape and space• An increase in student confidence when applying mathematical concepts to real-world problems and inquiries (all levels)

a) Early Reading Development – Grades K to 3

- In 2014-15, the district will continue to engage in the Ministry of Education’s “Changing Results for Young Readers” initiative, focusing on readers in Kindergarten to Grade 3. Early reading interventions will be measured using the BC Performance Standards
- We will continue to expand our use of the Early Primary Reading Assessment and DART to inform instruction

b) Reading Comprehension – Grades 4 to 9

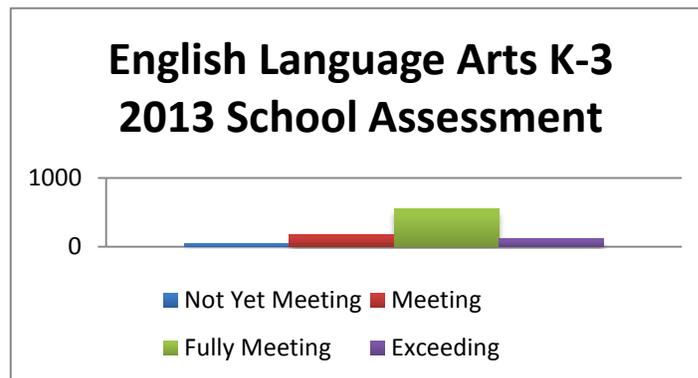
- Based on evidence from item-level FSA and provincial exam data, local school-wide writes, and classroom level observation, our learners still perform very well in basic reading comprehension at all grade levels. Improvement in inferential comprehension and other higher-order comprehension elements remains a goal for our district
- We will continue to use DART to inform instructional practice and educators will engage in inquiry model discussions
- We will enhance our practices that see schools reorganized into multiage, ability-based groupings for specified reading periods

c) Mathematical Literacy – Grades K to 8

- While district results in mathematics at the secondary school level are normally at or above the provincial average each year, we see many ups and downs over the course of the elementary and middle years. As a result of a multi-year item-analysis of FSA (Grades 4 and 7) and of Grade 10 examinations, we can now see that a large number of our students who struggle with applying mathematical concepts to word problems in younger grades continue to do so when older
- We will expand on our use of DMA (Diagnostic Math Assessment) to inform practice and engage in inquiry

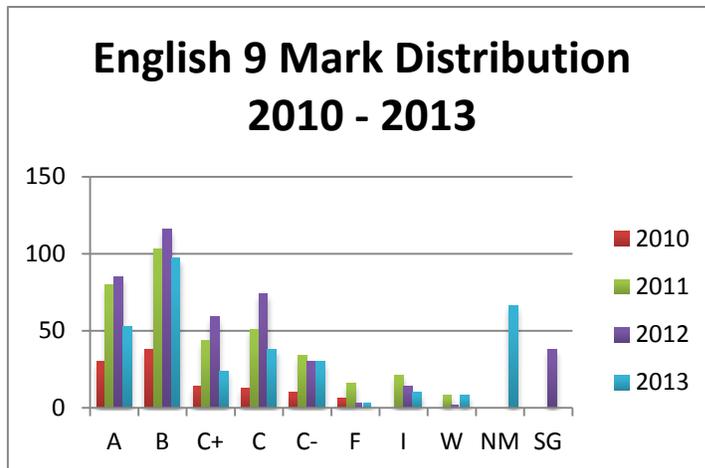
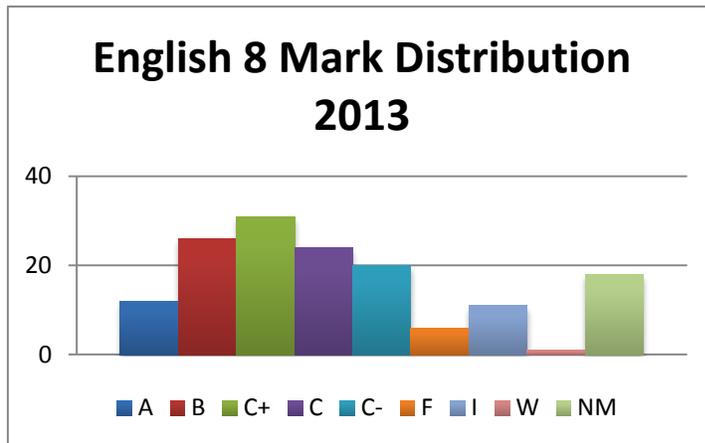
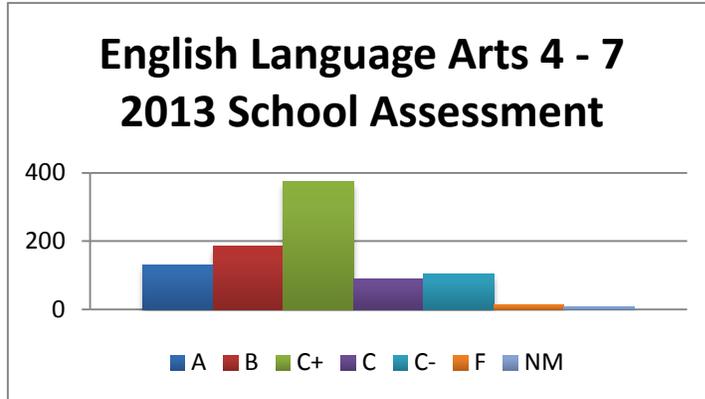
a) Early Reading Development – Grades K to 3

- BC Reading Performance Standards
- K to 3 Reading Continuum and School Assessments



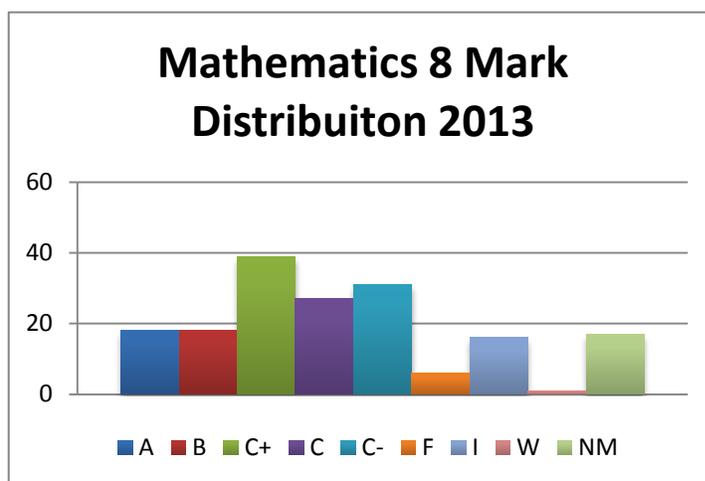
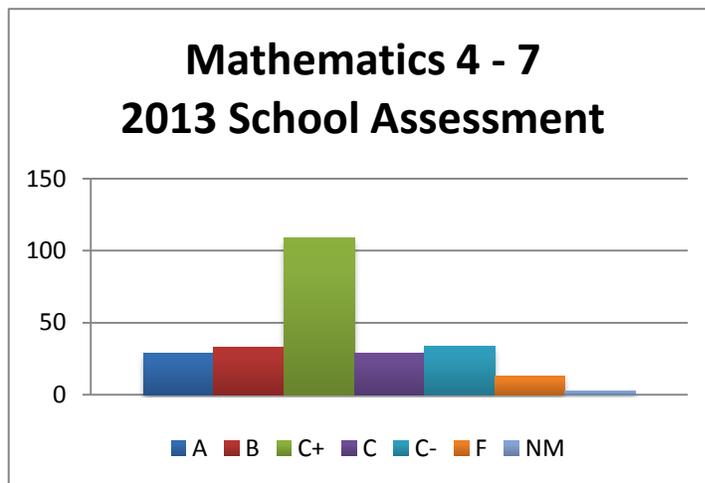
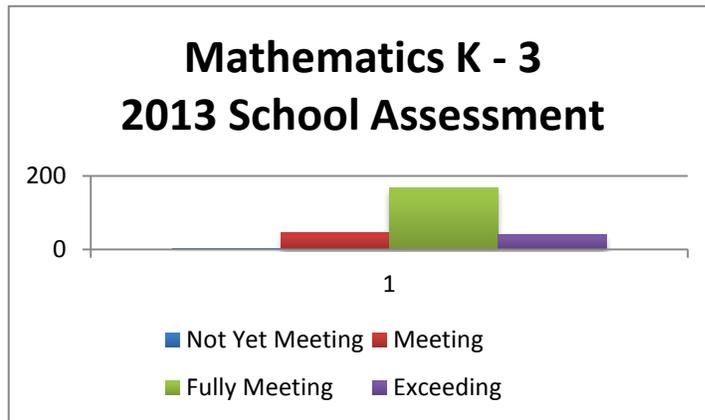
b) Reading Comprehension – Grades 4 to 9

- BC Reading Performance Standards
- DART
- FSA item analysis
- Teacher observation and classroom assessment

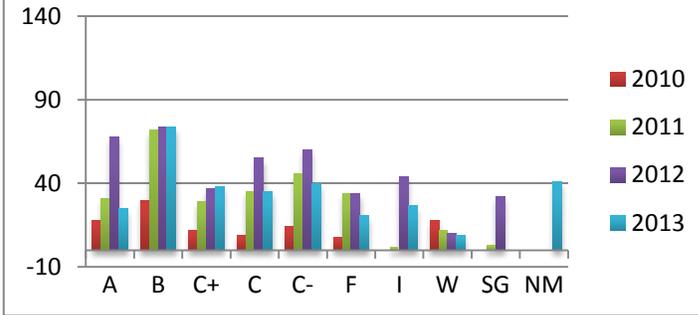


c) **Mathematical Literacy – Grades K to 8**

- Teacher observation and classroom assessment
- Math developmental continuum



Math 9 Mark Distribution 2010 - 2013



Respond and Adjust

Over the next three years, this contract will be expanded to include enhanced assessment and evaluation data that allows for the development of detailed commentary on goals, expectations, strategies, and structures.

Goal 2

All students experience a successful transition from school to their adult lives.

Rationale	<p>One of the main goals of education is to provide service that directly supports lifelong learning and a citizenry that can participate positively in society. If we are doing our work properly, there should be a corresponding level of satisfaction and measurable progress beyond Grade 12 graduation. Furthermore, we think that the very act of gathering and sharing information about our graduates will be instructive and possibly even inspirational to our professional educational staff and our current student body.</p>
Expectations	<p>a) Graduation Rate We hope to see a 6-year dogwood completion rate that exceeds the provincial average for the next three years. (2014-2017)</p> <p>b) Post-school Satisfaction After graduation, we would like to see our former students satisfied with their life-choices. As a part of our district's measure of its own effectiveness, we plan to gather information from recent graduates and to maintain a database of information about them after they leave our system. Some of the information we will gather will be satisfaction survey data (most likely processed further in focus group discussions), allowing our former clients to let us know how satisfied they are with their post-school choices, and to what degree they feel that their time with us offered a satisfactory foundation for what they chose to do next.</p> <p>c) Post-secondary Attendance and Retention Rate While the district recognizes that there are many valuable paths a person can take upon graduation from high school, it is also recognized that participating in post-secondary education or training of some kind is a strong predictor of personal well-being later in life.</p>
Engage and Act	<p>Graduation, Satisfaction, Attendance and Retention Rates</p> <ul style="list-style-type: none">• Continue to expand trades options (apprenticeship, Ace-It, dual-credit programming) and academic dual credit programming through South Island Partnership with Camosun College• Continue to develop an exit survey to graduating students and a tracking database for graduated students• Continue specialized and general secondary level programming on smaller islands to offer home-island high school options• Reference Ministry of Education and BC CAT data on post-secondary enrollment for our graduates

a) Graduation Rate

- BC Ministry of Education 6-year dogwood results (adjusted to account for in- and out-migration of international students)
- “Adminfo” information on grade-to-grade and graduation transition

b) Post-school Satisfaction

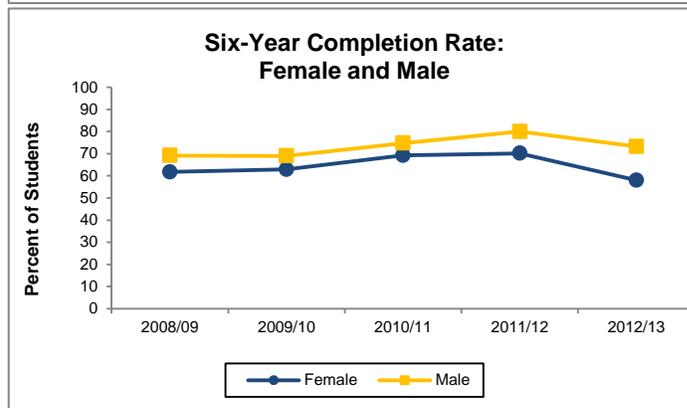
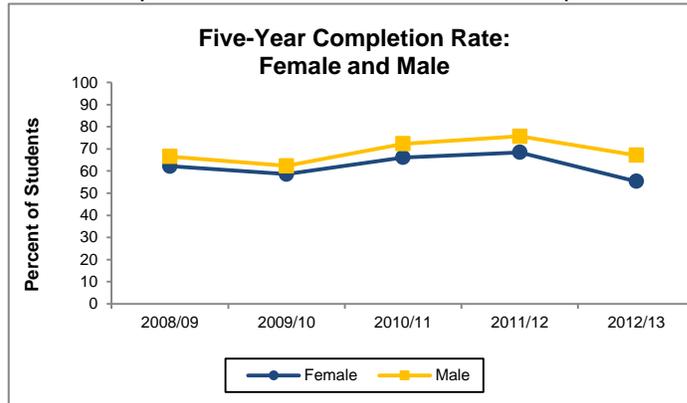
We will continue to work toward setting a baseline for this measure using data that is largely qualitative, beyond a simple binary measure of basic satisfaction.

c) Post-secondary Attendance and Retention Rate

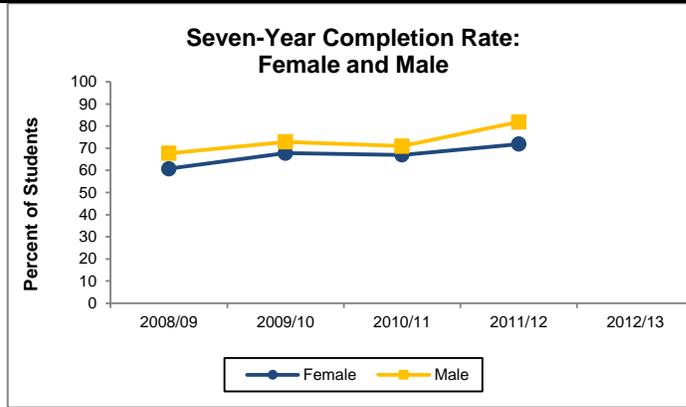
We have yet to establish a baseline against which to measure this expectation, but based on anecdotal data from past years, we are setting an expectation of 75% post-secondary attendance within two years of graduation.

Assessment tools:

- BC Ministry of Education statistics on BC post-secondary enrollment
- District exit survey and database tracking our graduates
- BC Ministry of Education data on school completion rates



Respond and Adjust



Graduation Rate Baseline Data:

- Ministry dogwood completion rates do not reflect actual completion rates. There is a need to recalculate data to correct for those International students who arrive and leave within the grade 8 to 12 window as well as those who arrive after Grade 8 but graduate from School District 64.
- We hope to have the opportunity to collect and analyze additional data as part of the Ministry’s Data Capacity Project

Goal 3

To pursue the goals of the Aboriginal Education Enhancement Agreement district-wide.

The district has chosen to embed the goals of the Aboriginal Education Enhancement agreement into its achievement contract because, in the spirit of Alfred Scow's words, "It wishes to pursue further 'harmonization' through a greater and stronger alignment of established district policies, protocols, and practices with the goals of the agreement." The district believes that doing so will support the implementation of the agreement, in a way that sees the learning experiences and outcomes of our Aboriginal students improved; awareness of Aboriginal cultures increased; and the learning experiences of all students enriched.

The goal statements in the Aboriginal Education Enhancement Agreement began as questions posed and are the result of an inquiry-based approach to goal-setting.

- Does every learner have the dignity of knowing who they are, the knowledge of where they're from, and the confidence in where they are going?
- How do we enable conditions that strengthen community/learner connections?
- Can we create a process that encompasses equality, perspective, and engagement in learning, allowing for formative feedback, evidence of knowledge and self-assessment, and could it ever be too early?

Resultantly, the goals of the agreement focus on "The Individual", "The Community", and "Learning".

Focus One: The Individual

Every Aboriginal learner will have the dignity of knowing who they are, the knowledge of where they are from and the confidence to shape their future.

Rationale

As members of School District No. 64's "Community of Learners", we believe learning is a lifelong process of engagement, personal growth and self-awareness. It is a shared responsibility to foster and nurture the dignity that arises out of each learner's growing sense of self. We envision that as we are implementing this goal area we will see all learners talking about and being excited about Aboriginal topics and content.

Engage and Act

Strategies to Support Implementation of this goal are:

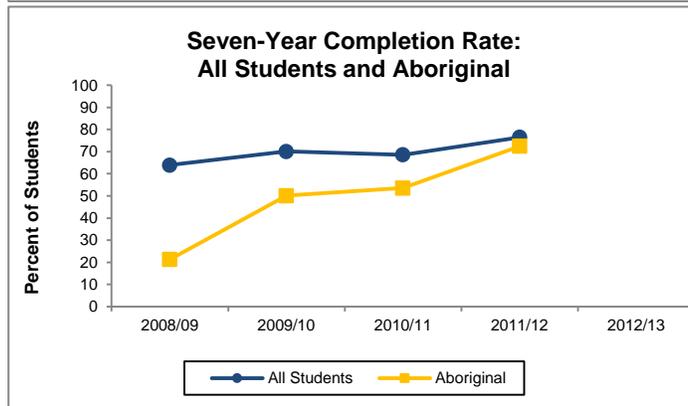
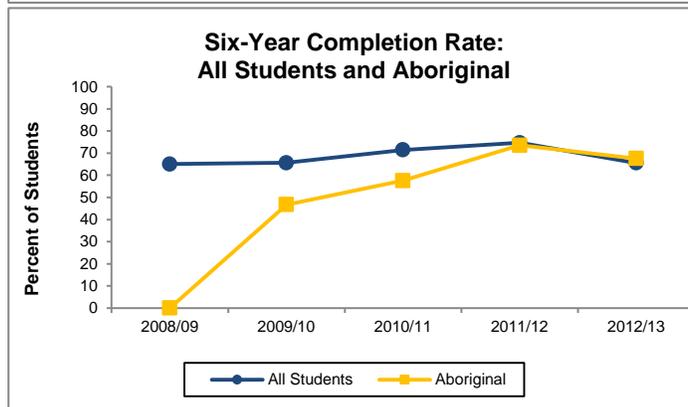
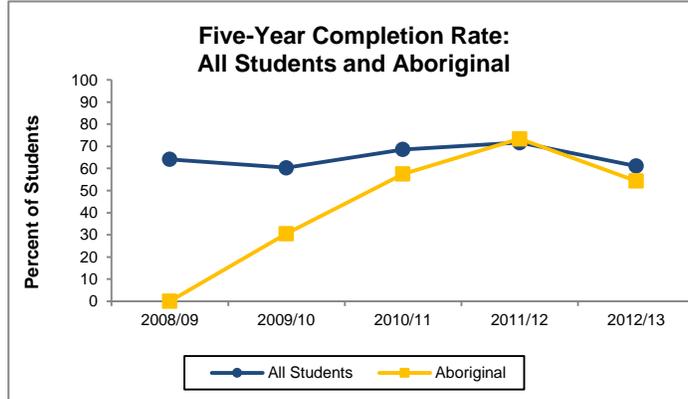
- Encourage, Focus, Strengthen, Promote, Identify, and Develop

These strategies are outlined in detail in the Aboriginal Enhancement Agreement.

<http://www.sd64.bc.ca/aboriginal/downloads/agreement2013.pdf>

We will know we're achieving this goal when:

- Aboriginal learners demonstrate increasing participation in extracurricular and leadership opportunities
- Aboriginal learners demonstrate greater success in making grade to grade and post-secondary transitions
- Parent-teacher relationships are strengthened through increased dialogue concerning Aboriginal education programs and student achievement



During the first year of this agreement we focused on implementation strategies to support contract goals. In 2014-2015, we will focus on improving our baseline data that will inform our decision-making with respect to targets in following years.

Focus Two: The Community

Every Aboriginal learner will have opportunities to connect with community members to enhance and extend the learning beyond the classroom.

Rationale	We believe the needs of Aboriginal learners are best served when their learning takes place in a context of a supportive community. We value the shared understandings that result because this, in turn, strengthens the community. We recognize that this goal is difficult to quantify; therefore, the indicators reflect a mix of quantitative and qualitative data.
Engage and Act	Strategies to Support Implementation of this goal are: <ul style="list-style-type: none">• Encourage, Focus, Strengthen, Promote, Identify, and Develop These strategies are outlined in detail in the Aboriginal Enhancement Agreement. http://www.sd64.bc.ca/aboriginal/downloads/agreement2013.pdf
Assessment and Evaluation	We will know we're achieving this goal when: <ul style="list-style-type: none">• We see greater breadth and depth of programs involving Aboriginal content, district-wide• There is an increased presence of Aboriginal community members in our schools• There is an increase in media stories about Aboriginal education• There are strengthened community/learner connections reflected in the self-awareness and self-confidence levels of Aboriginal students
Respond and Adjust	During the first year of this agreement we focused on implementation strategies to support contract goals. In 2014-2015, we will focus on improving our baseline data that will inform our decision-making with respect to targets in following years.

Focus Three: Learning

From the time Aboriginal learners enter a school community they will experience a culture that encompasses equality, awareness and engagement in learning, allowing for formative feedback, evidence of knowledge and self-assessment.

Rationale	<p>We believe in the equality of all learners, and we recognize that learning is best supported in school cultures rooted in this belief. Trust develops in school communities that promote equality. Where there is trust, learners feel safer and more willing to take risks. Where there is safety, there are opportunities to give and receive formative feedback; to self-assess and reassess; to learn from our challenges and the challenges of others; and to share our growing understanding through demonstration of what we know and what we can do. We believe that learning is a life-long process, and that it is never too soon to welcome young learners into school cultures founded upon promoting, and sustaining this belief.</p>
Engage and Act	<p>Strategies to Support Implementation of this goal are:</p> <ul style="list-style-type: none"> • Encourage, Focus, Strengthen, Promote, Identify, and Develop <p>These strategies are outlined in detail in the Aboriginal Enhancement Agreement. http://www.sd64.bc.ca/aboriginal/downloads/agreement2013.pdf</p>
Assessment and Evaluation	<p>We will know we're achieving this goal when:</p> <ul style="list-style-type: none"> • Aboriginal learners demonstrate a greater sense of belonging and engagement with the system, as reflected in school attendance • Aboriginal learners demonstrate increasing participation in a wide variety of learning experiences • There is promotion of teacher professional development with respect to ways of incorporating Aboriginal themes and content into their programs • Aboriginal learners have improved performance in the areas of numeracy and literacy • Students, teachers, and parents indicate growing satisfaction with learning environments in our school district • There is increased participation by Aboriginal parents in their children's school experience, particularly in early grades • There is an increase in levels of self-identification by Aboriginal students • There is increased Aboriginal knowledge incorporated into the learning journey of all students
Respond and Adjust	<p>During the first year of this agreement we focused on implementation strategies to support contract goals. In 2014-2015, we will focus on improving our baseline data that will inform our decision-making with respect to targets in following years.</p>