

Achievement Contract

Improving Achievement For All Learners

SCHOOL DISTRICT NO. 10 (ARROW LAKES)

July 15, 2013

Terry Taylor, Superintendent/Secretary-Treasurer

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District Mission:

Our mission is to provide all our students with an equal opportunity to achieve academic excellence to the utmost of their abilities, to learn to manage change, to learn to live and work in harmony with others and their environment and thus to grow into caring, intelligent and productive citizens. We believe our mission can only be achieved by a highly professional staff and with the active cooperation of family and community members.

1. District Context:

Demographics

School District No. 10 (Arrow Lakes) is a small, rurally-dispersed district in southeastern B.C. with 516 students served by six (6) schools: *Nakusp Elementary School*, a K – 7 school with 183 students, *Nakusp Secondary School*, with Grades 8 – 12 with a population of 172 students, *Lucerne Elementary-Secondary*, a K – 12 school with a population of 96 students, *Burton Elementary school*, a K – 4 school with 0 students, *Edgewood Elementary School*, a K-7 school with 28 students, and *Arrow Lakes Distributed Learning School* comprised of 26 students: home-based learners and youth aged 15-20+. Of the 516 students, there are 51 Special Needs students or 9.9% of the total student population. 12.7% of our students self-identified in 2012-13 with Aboriginal ancestry.

The District serves three incorporated municipalities - Silverton, New Denver, and Nakusp - and the unincorporated areas of Hills, Rosebery, Trout Lake, Burton, Fauquier, and Edgewood.

The District experienced an enrollment decline of 29% between 1999 and 2009. (812 students in 1999 to 581 students in 2009). Between 2009 and 2013 our enrollment declined a further 8%. We anticipate that this declining trend will continue for the next few years given preschool populations and high unemployment rates but will then stabilize.

Staff reductions, school closure and District restructuring were employed in 2011-12 to deal with the corresponding decreases in operating grant revenue, but a status quo budget was approved for 2013-14 to retain stability. Currently, the District employs 34.86 FTE teachers, 5.0 principals/vice-principals, 32.23 FTE support staff workers and 3.0 FTE excluded staff.

Unique Characteristics and District Strengths

The District is proud of the following initiatives:

- Our partnership with Dr. Susan Crichton and *UBC-Okanagan* and our participation in the 1st Inaugural Small Rural Secondary School Think Tank in May 2013 as we work towards revisioning our three small secondary schools to best meet the needs of all learners
- Our *Aboriginal Education Enhancement Agreement*, its focus on Aboriginal learners' success and our increasing numbers of students who self-identify with Aboriginal ancestry
- Our district focus on "Aboriginal literacy" and Aboriginal cultural opportunities for all students - which is increasing Aboriginal understanding for all and sense of belonging

- Our selection as one of only two districts in BC to be chosen for a provincial research project headed by Dr. Catherine McGregor investigating the success of the *Aboriginal Education Schools Network* teacher inquiries in our district
- Our selection as one of 14 districts in the province for a *Innovation Through Collaborative Action Research* project focused on Place-Conscious Learning
- Our successful partnership with UBC's *West Kootenay Teacher Education Program* to share our expertise in Place-Conscious Learning and in multi-age classrooms
- Our work in transitioning to classroom cultures which are *Collaborating to Support All Learners* - Dr. Leyton Schnellert along with our Learning Resource Teachers, classroom teachers and Education Assistants are immersed in this inclusive and exciting work
- Our annual *District Writers' Festival* – powerful writing residencies in schools with professional authors – in 2013-14 Stuart Ross and Caroline Woodward
- Excellence in student documentary film work on social justice issues through partnership with professional filmmakers – www.tellingthestoriesofthenikkei.wordpress.com ; www.valuesofdoukhoborcommunity.wordpress.com
- Selection by the *ArtStarts Gallery* in Vancouver in 2011-12 to showcase 2 of our district schools' ArtStarts projects (Arrow Lakes DL School: *ABCs of Community* and Lucerne Elementary-Secondary School: *Telling the Stories of the Nikkei*) and in 2013-14, the Arrow Lakes DL School: *Patterns and Geometry in Nature*
- Integrated community model including *Columbia Basin Alliance for Literacy* programs, *Strong Start*, *Early Learning* connections through the *Healthy Families Committee*, and partnership with *Selkirk College* for DL School and ACE-IT programs
- “Spring and Fall Into Learning” program at Lucerne Elementary-Secondary School
- *District Professional Learning Teams* comprised of teachers and EAs who learn and collaborate on integrating best learning practices in their classrooms – participation rate in these teams remains high and in 2012-13 over 70% of our teachers participated in one or more learning team demonstrating a high commitment to professional learning
- Providing differentiated resources to classrooms within the district that have the greatest number of vulnerable learners. Additional learning assistance time, reduced class sizes, at-level print resources and IT resources are provided. This has resulted in demonstrable improvement in student achievement in literacy skills and in socio-emotional learning.
- Our leadership in innovative *Online Literature Circles* and *Online Aboriginal Information Circles* which connect teachers and students in learning opportunities across schools in our district using technology, and, our initiative in connecting both students and teachers in other districts in the region (26 schools, 4 school districts and over 450 students for our Fall 2012 Aboriginal Information Circle)

District Challenges

- Enrollment continues to decline across the district though it is projected to plateau shortly. Burton School was closed as a K-4 school last year, and each of our schools faces a drop in enrollment again next year bringing projected district enrollment from 516 students in 2012-13 to 471 students in 2013-14. The district is imaginatively looking at ways to restructure to meet these challenges.
- Social-emotional issues are impacting learning environments in elementary classrooms in the district. High unemployment, poverty, parents needing to work out of town at camp jobs

to provide for their families, and other related social stressors are affecting the health and well-being of our children. The district is committed to providing resources, staffing, and professional learning to help intervene, provide more strategies for self-regulation and thereby increase learning for all students.

- Poverty is a tremendous and growing challenge for our students and their families. Every school now offers breakfast programs and lunch programs of some sort to help address the issues. KSCU has partnered with Lucerne School in New Denver to help support a healthy breakfast program and PACs in every school are committed to extending nutrition to our vulnerable children.

District and School Connections:

The District Leadership Committee, comprised of the five school principals/vice-principals, District Principal, and Superintendent, work together analyzing classroom, school, school district, and provincial data sources, and set priorities based on this analysis. In addition, School Growth plans developed through the work of the School Planning Councils inform the District Achievement Contract. A primary focus for the District Achievement Contract is to support each school in achieving the goals outlined in their growth plans. The alignment of district and school goals in our commitment to literacy improvement using an expanded definition is evident both in the Achievement Contract, and in School Growth plans. In addition, the Literacy Team comprised of teachers from schools across the District collaborate to develop common teaching strategies and objectives to address learning needs of students. These collaborative efforts enhance the connections between schools in the District.

The goals of the Achievement Contract are shared with the broader community at the monthly Committee of the Whole meetings, where all partner groups are invited to provide feedback. In addition, School Growth Plans are reviewed by the Board and presented by each School Planning Council (SPC) and approved at a regular Board Meeting. Should the school plan priorities not be congruent with District priorities, the rationale for the departure is provided in the School Growth plan to deal with the unique circumstances in the school.

2. Goals and Expectations (Targets)

The District plans to continue with long term goals of improving student achievement in Literacy with an expanded definition that includes Social-Emotional learning, Aboriginal learning and Numeracy.

With input from our comprehensive consultative Strategic Planning Session held in January 2013, we will refine our student achievement results by also specifically focusing on

- a) Improving Numeracy
- b) Closing the Gender Gap, and
- c) Fostering Personalization of Learning.

This shift to a broader goal with expanded inclusive terms of reference, aligns with the expanded definition of literacy inherent in the provincial K-3 Changing Results for Young Readers (CR4YR) initiative, and responds to the specific needs identified in our District. Close analysis of our qualitative and quantitative data support the selection of this one central goal.

Goal Statement and Objectives, Rationale, Performance Indicator & Targets:

a. GOAL STATEMENT and Objectives:

“To improve student achievement in Literacy K-12” through the following objectives:

- 1) To increase the number/ percentage of Kindergarten students’ readiness to read before Grade One.
- 2) To increase the number/ percentage of children reading at grade level by the end of Grade 3.
- 3) To provide continued support and intervention to ensure students in the intermediate and secondary (Grades 4-12) program read at grade level expectations.
- 4) To enhance and increase all students’ social-emotional learning, Aboriginal learning, and numeracy achievement
- 5) To improve Numeracy achievement
- 6) To close the gender gap in our achievement results
- 7) To foster personalization of learning including a revisioning of secondary learning

b. Rationale - Overview:

Our goal encompasses an expanded definition of literacy, responsive to the needs of our schools and communities, informed by a range of qualitative and quantitative data, and confirmed by school planning councils and school growth plans as well a community consultative Strategic Planning Session held in January 2013.

We have successfully focused on reading and writing achievement for several years in the district and have made good gains. Yet, the need to keep our attention on this target is clearly evident. EDI data continues to show that our students enter Kindergarten with high vulnerability. Likewise, the Early Literacy Screener, PM Benchmarks, Early Primary Reading Assessment and District Literacy Assessments point out that though we have steadily increased achievement in reading and writing

over the past eight years, there remains the need to improve results for all children. Our goals remain to focus our attention on grey area students, while also increasing the number of students exceeding expectations. Because our district is small, we are able to track the progress of each student over time and our attention is on improving results for all learners.

Numeracy data from the FSA in Grades 4 and 7 over time show that student success in this area is less robust. We have identified Numeracy as a need in the District Literacy Plan for the past three years and in last year's Achievement Contract. This year, one of our principals will lead a prototype initiative in teacher professional development, begin use of the WNCP assessment, and work towards targeted improvement of student achievement in numeracy.

Likewise, social emotional learning has been identified at all schools as a growing area of challenge. We have recently begun addressing this need by providing elementary counselling services, contracting with a community counselor, and increasing options for students to use self-regulation strategies. Yet SEL remains an area that is crucial to address as it impacts academic achievement.

Providing diverse and personalized pathways for student success was a goal identified at the January 19, 2013 Strategic Planning Session. This is a district-wide focus and is embraced in the many professional learning teams from Collaborative Inquiry to Changing Results for Young Readers. Our district was invited to the Inaugural Small School Think Tank at UBC-Okanagan in May 2013. The Think Tank validated directions we had been moving towards in terms of greater cross-curricular and competency-based learning, and also identified next steps to increase personalization to better meet the skills students need for 21st century learning.

Finally, the district is proud of our growth in enhancing Aboriginal understanding. We identify this as an area of student learning that we will continue to enhance in an inclusive manner.

c. Performance Indicators – Sources of Data

- *Early Literacy Screener* - Kindergarten - Phonological Awareness, Letter Recognition, Concepts about print.
- *Early Literacy Screener* - Grade 1 and 2 - Phonological Awareness, Letter Recognition, Test of Written Vocabulary, Graded Sight Word Recognition, Developmental Spelling Test
- *PM Benchmarks* Reading Assessment
- *Early Primary Reading Assessment* – K-2
- *District Whole Classroom Reading Assessment* - Grade 3-8
- *District Writing Assessment* - Grade 1-10
- *Provincial FSA data* - Grade 4 and 7
- *Provincial Exam results in English* - Grade 10 and 12
- *Graduation rate data*
- *SD 68 Aboriginal Understandings Performance Standards data* – Aboriginal Information Circles
- *Qualitative data* – *Social Responsibility; Social Emotional Learning* (in 2012-13)
- *WNCP Numeracy Assessment tools* (in 2013-14)

d. Performance Targets:

- Identify Kindergarten children with weaknesses in reading readiness by December/January each year. Once this assessment is done, personalized targets are set for children who have been identified as at risk.
- Within the next three to five years, 90% of primary students, with the exception of special needs students will meet or exceed grade level expectations in Reading and Writing by the end of Grade 3.
- Within the next three to five years, 90% of Grade 4-8 students, with the exception of special needs students, will meet or exceed grade level expectations in Reading and Writing by the end of Grade 8.
- Within three years, 90% of students in Grades 4 and 7, with the exception of special needs students, will meet or exceed grade level expectations in numeracy as demonstrated on the FSA.
- Within three years, secondary student achievement on provincially examinable courses will exceed provincial averages by 5% to 10% in both the C- or better and C+ or better categories.
- Within three years, 95% of Aboriginal students will meet or exceed grade level expectations in numeracy, reading and writing.
- Provide support to all students requiring social-emotional assistance, coaching and counselling.

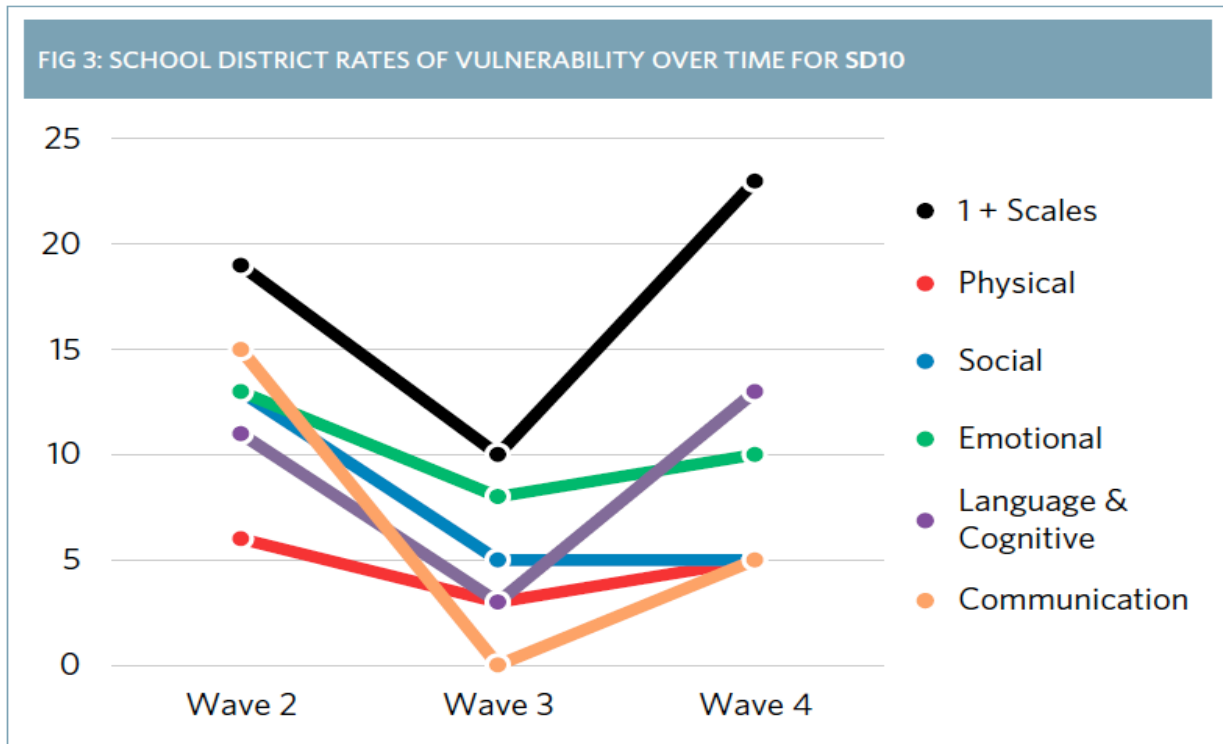
e. Rationale: Evidence to support goal and targets **Early Learning Data K-3**

i. 2011 EDI Results – Wave 4 Data

The EDI was completed for 23 Kindergarten students in Arrow Lakes in the 2010-11 year and remains the most up to date data until 2013 data is released in the fall of 2013. The table below illustrates the proportion of children vulnerable on each scale.

Vulnerability has returned to levels seen in the first wave of EDI data indicating that the 2011 Kindergarten cohort has high literacy needs.

Scale	Percentage of Students Vulnerable
Physical Health & Well-Being	5%
Social Competence	5%
Emotional Maturity	10%
Language & Cognitive Development	13%
Communication Skills & General Knowledge	5%
Vulnerable on at least 1 EDI Scale	23%



SD 10 EDI Results – Summary Waves 2 – 4 data

- District-wide in 2011, 23% of Kindergarten children were vulnerable on at least one scale of development in Wave 4 (Year 2). This is a significant increase from Wave 3 (10%), and returns to a level similar to Wave 1 (25.6%).
- The largest proportion of children identified as vulnerable were at risk on the Language and Cognitive Development scale 13%, down slightly from 2010 Wave 4 data of 17.6%.
- Given the small population in Arrow Lakes, slight changes in population can have a large impact on the results. EDI data changes of over 9% are seen to be statistically significant when measured over time. However, as the district tracks each child individually as well as in cohort groups, the data is useful in indentifying targets and showing progress.

ii. K – 3 Early Literacy Screener Data

Analysis of Student Performance:

The district's Early Literacy Screener data shows similar trends to data provided in the EDI study. 2013 Early Literacy Screener data indicates that 21 of the 101 of next year's Grade 1-3 students (20.8%) require reading intervention and support programs. Of note also according to the Screener date, is the trend since 2010 that by Grade 2 in our district, student vulnerability decreases significantly.

Interpolation of the Early Literacy Screener data with Early Primary Reading Assessment data will help us more closely choose and monitor our early reading interventions as the EPRA more aptly

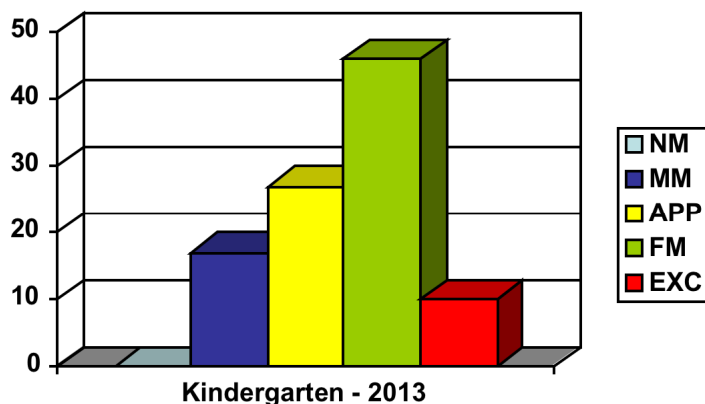
tracks reading comprehension while the Screener identifies a bank of pre-reading subtests including PM Benchmarks.

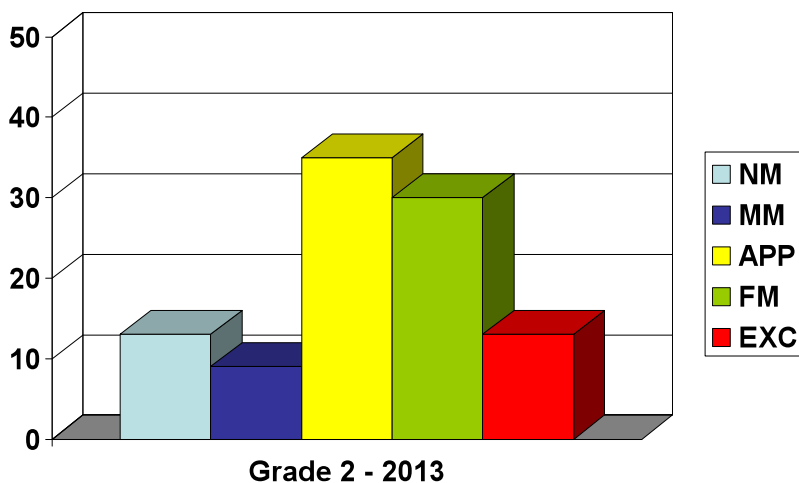
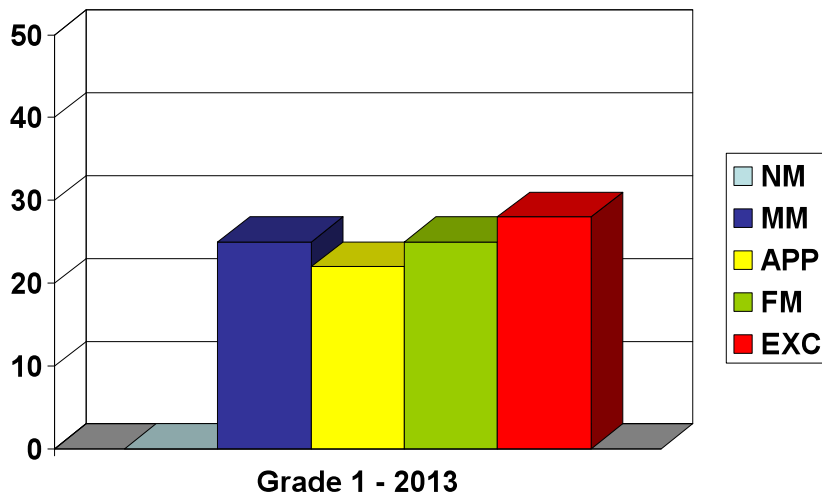
Kindergarten Vulnerability- in 3 more areas of Early Literacy Screener					
School Year	Vulnerable in 3 or greater areas	Number of students	Performance Level Unknown	Number of Students Vulnerable	Percentage of Students Vulnerable
2012-13	Kindergarten	41	0	11	24%
	Grade 1	38	0	9	24%
	Grade 2	22	0	1	4.5%
2011-12	Kindergarten	36	0	4	9%
	Grade 1	27	2	6	22%
	Grade 2	40	2	6	15%
2010-11	Kindergarten	28	0	7	25%
	Grade 1	36	0	9	25%
	Grade 2	31	0	1	3%
2009-10	Kindergarten	39	0	10	26%
	Grade 1	30		8	26%
	Grade 2	36		9	25%
2008-09	Kindergarten	33	0	9	27.3%
2007-08	Kindergarten	37	0	14	38%
2006-07	Kindergarten	35	0	8	35%
2005-06	Kindergarten	37	0	7	19%

The district plans to include all primary teachers and the students in their classrooms in the 2013-14 Changing Results for Young Readers program. We recognize the need to address vulnerabilities in our early learners and to scaffold professional learning based on an expanded definition of literacy inclusive of Aboriginal learning, socio-emotional factors and numeracy.

iv. Early Primary Reading Assessment Data

The District began using the Early Primary Reading Assessment in the fall of 2012 and conducted spring assessments of all K-2 students in May 2013. The following graphs summarize student achievement in reading. Of note is that students' ability to comprehend text is higher than indicated on the Early Literacy Screener data. All students in the district meet expectations for reading on the EPRA assessment.





Analysis of Student Performance:

This year, 2013, marks the first year that the Early Primary Reading Assessment has been used in the district. We chose this instrument as it is well-researched and was developed by Faye Brownlie and a consortium of BC primary teachers and corresponds with BC Performance Standards in Reading. Whereas the Screener identifies vulnerability using a range of sub-tests, the EPRA measures a range of comprehension indicators and shows student progress over five scale points (NYM, MM, APP, FM, EXC).

EPRA data shows different patterns than the Early Literacy Screener and will help us refine our efforts to build on successful literacy practices and to intervene more strategically.

EPRA Kindergarten results:

Early Primary Reading Assessment results show a range of student achievement with all students meeting or exceeding expectations for reading -- versus the Early Literacy Screener data which

indicate 24% of children vulnerable in 3 or more areas. Instead EPRA indicates that while 17% of Kindergarten students are minimally meeting expectations in reading, the remainder of Kindergarten students are approaching expectations (27%), fully meeting (46%) and exceeding expectations (10%).

EPRA Grade 1 results:

There is more alignment between rates of vulnerability shown on the EPRA for Grade 1 cohort and the same cohort's Early Literacy Screener results.

The Early Literacy Screener indicates that 24% of Grade 1 students are vulnerable in 3 or more areas while EPRA data indicates that 25% of Grade 1 students are minimally meeting expectations. Note however, that 100% of students meet expectations in reading based on EPRA data within the range of minimally meeting (25%), approaching expectations (22%), fully meeting (25%), and exceeding expectations in reading (28%). Also of note is that EPRA data for this cohort captures not just vulnerability, but also reading success and that 28% of students are exceeding reading expectations based on the BC Performance Standards in Reading for Grade 1.

EPRA Grade 2 results:

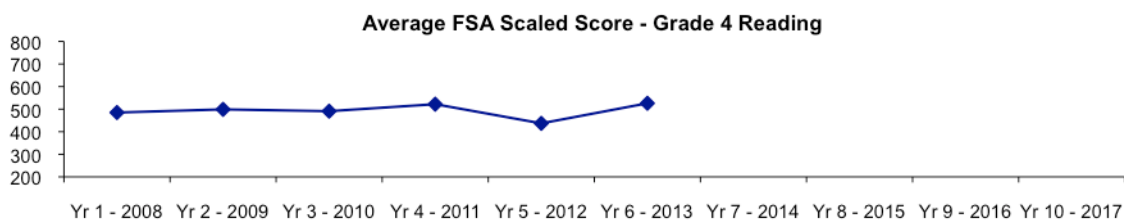
Whereas Screener results show a noticeable decline in vulnerability in the 2013 Grade 2 cohort, instead, the Early Primary Reading Assessment indicates 13% of students are not yet meeting grade expectations in reading and 9% are minimally meeting expectations. This is a large contrast in results and will require further investigation, monitoring and support at the class and individual student level.

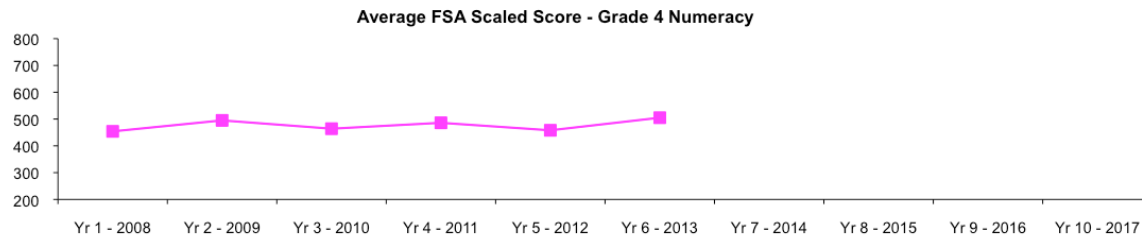
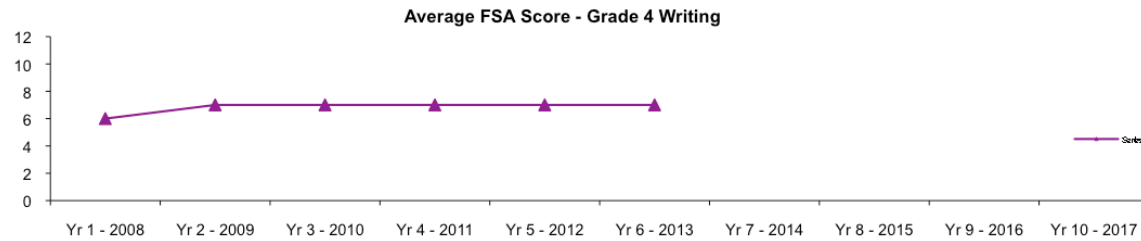
While the Screener data suggest that only 4.5% of children in the Grade 2 cohort are vulnerable, EPRA data demonstrates that a larger range of this cohort struggle with reading comprehension. 13% of students are not yet meeting expectations, 9% minimally meet expectations and 35% of students approach expectations. The number of students who fully meeting expectations (30%) and exceed expectations (13%) is lower than the K or Grade 1 cohorts.

Implications and Action

Clearly, the district needs to continue to monitor both EPRA and Early Literacy Screener data at both the individual and class level. We will use this information in our fall 2013 Class Review processes to help meet the needs of all students, identify Learning Resource teacher and Education Assistant support, and use a fall EPRA assessment to thoughtfully inform classroom instruction. This is a more comprehensive process than has been undertaken in the past in the district.

iii. FSA Reading, Writing and Numeracy – Grade 4





Analysis of Student Performance:

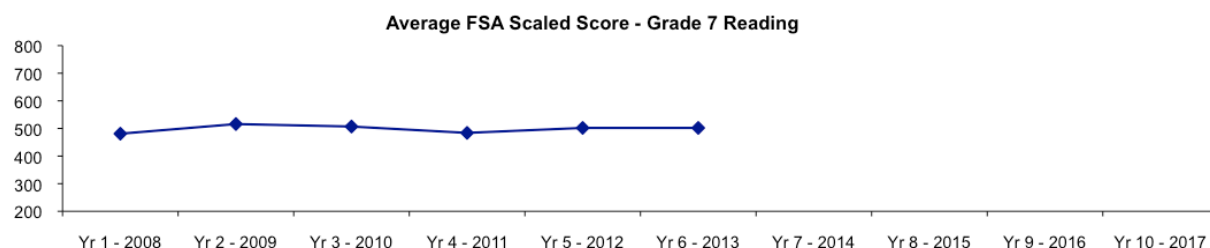
2013 Grade 4 FSA data indicates stronger reading performance for this year's cohort as well as increased achievement in writing and numeracy over last year's cohort. 2013 FSA data is more reliable than 2012 as almost all students participated in the assessment. Triangulating FSA data with district reading and writing data suggests that reading performance for the cohort is valid.

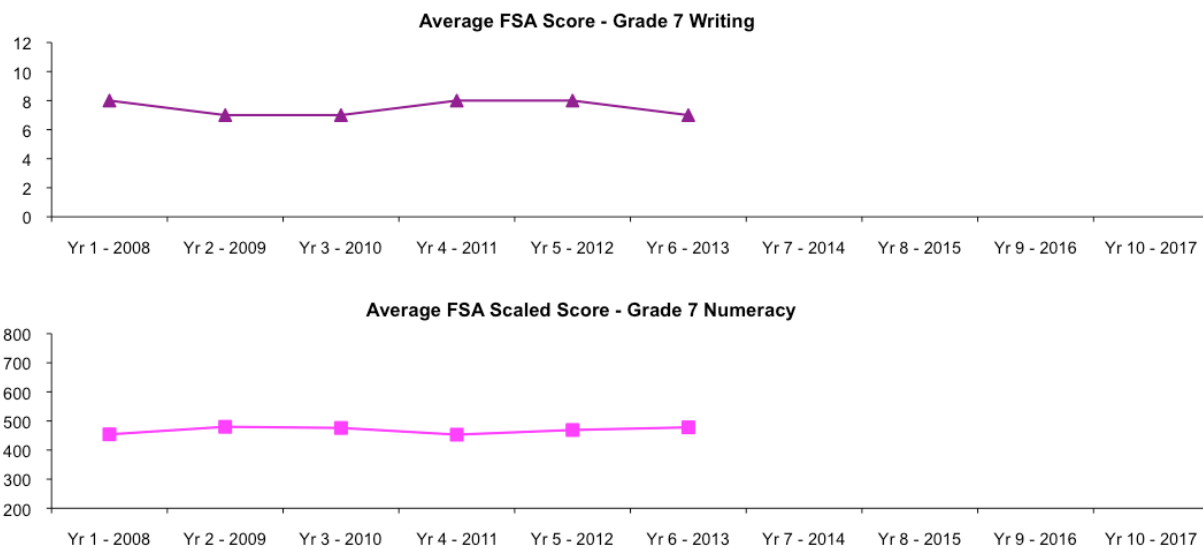
The district is aware that many students in the 2011-12 Grade 4 cohort are vulnerable in reading, writing and numeracy based on qualitative data from schools and on FSA results. The district provided additional support to this cohort to enhance both academic achievement and social emotional skills.

Implications and Action

FSA results over time show primarily consistent results. Our results tend to be stronger in reading and writing than in numeracy, indicating a need for action in addressing student numeracy results. The FSA data also suggests that the district's continued efforts in addressing literacy are well-founded. As a result, our Achievement Contract goal with its expanded definition of literacy is appropriately grounded.

iv. FSA Reading, Writing and Numeracy – Grade 7





Analysis of Student Performance:

Grade 7 FSA participation rates were again high as has been the district pattern. (2012 was an exception to this trend. Overall, 2013 Grade 7 results are consistent with trends over time indicating a need for continued focus in the district in improving reading, writing and numeracy achievement. Of note is the fall in writing results in this cohort which parallels a similar trend in the 2013 district writing assessment. Numeracy and reading for the 2013 cohort are at par with previous years.

Implications and Action

The continued need to enhance numeracy achievement and to improve reading and writing performance is indicated, as results in Grade 7 FSAs over time are fairly consistent.

v. District Reading Assessment – Grade 3-8

2013 Reading assessments generally show increases in student achievement. Due to teacher job action, district reading assessments were not done in 2012. District 2011 and 2010 data therefore serves to help frame past trends.

Reading assessments are assessed collaboratively by teachers from across the district using the BC Performance Standards in Reading. Results are disaggregated for boys and girls, for Aboriginal students, for special needs students, and are also tracked over time by cohort group and PEN number.

Analysis of Student Performance:

2013 Reading assessment data showed improvement in several areas:

- Reduction in students not yet meeting expectations in Grades 4, 6, 7 and 8 cohorts compared to previous years

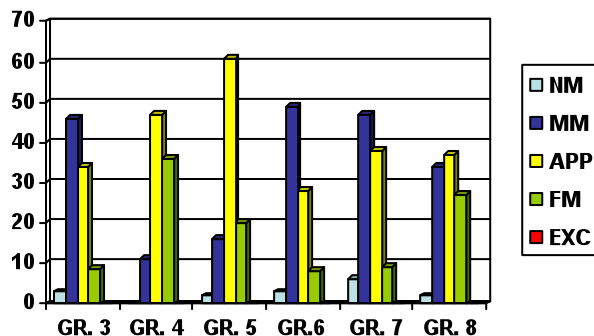
- More students exceed expectations in reading (5 out of 6 cohorts saw an increase)
- Almost all students meet expectations in reading (MM to EXC), vulnerability in Grade 3 and 5 groups

Implications and Action

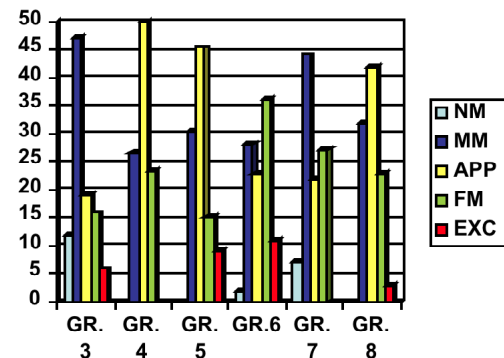
Our 2013 Grade 3 and 5 cohorts include students who are not meeting expectations in reading. We must address these students' learning needs and will track them individually over the course of the year to intervene and closely monitor their progress.

Another area to improve remains further reducing the number of students only minimally meeting expectations in reading (Grade 3, 4, 5 and 7 cohorts especially which are all over 20% MM), as well as increasing the percentage in each cohort of students fully meeting and exceeding expectations. Continued focus on reading across all grade and content levels is crucial to improve life chances and opportunities for all learners.

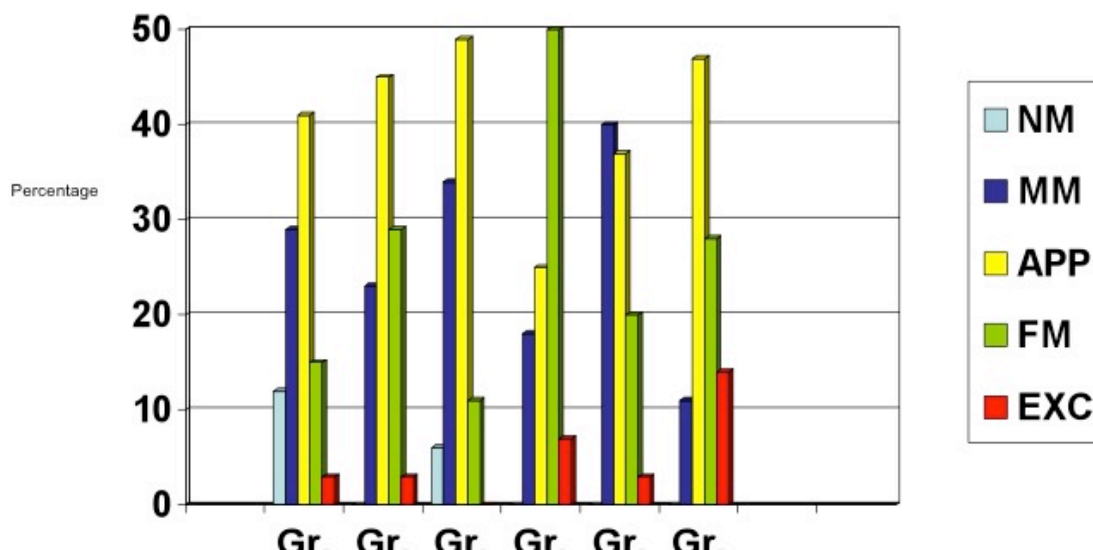
2010 School District No. 10
(Arrow Lakes)
District Reading Assessments



2011 School District No. 10
(Arrow Lakes)
District Reading Assessments



School District No. 10
Arrow Lakes
District Reading Assessments
Spring 2013



vi. District Writing Assessment – Grade 2-10

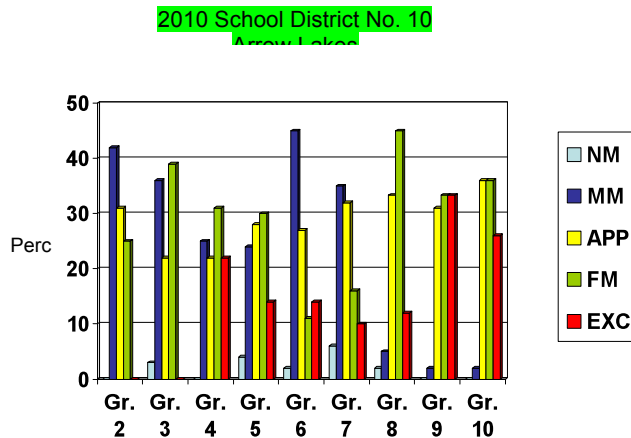
2013 Writing assessments show continued strength overall. Due to teacher job action, district writing assessments were not done in 2012. Our 2011 and 2010 data therefore remains to help frame understanding for the current year. Though we are making progress in writing achievement over time, the need remains to stay the course and continue to support this critical literacy skill.

Analysis of Student Performance:

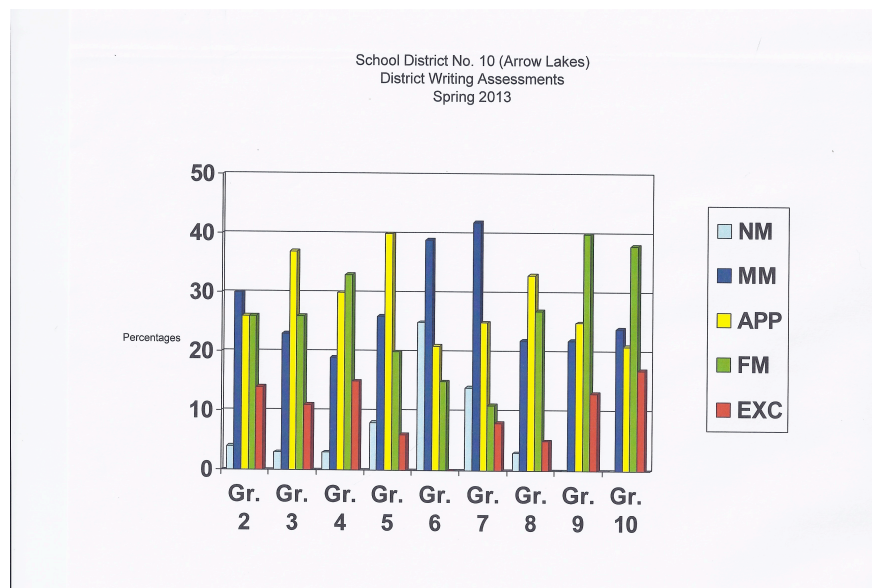
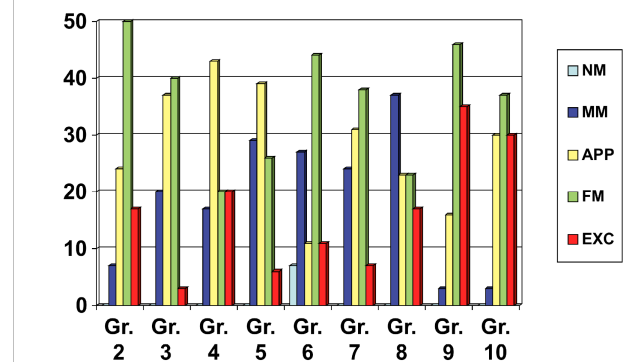
In 2013, District Writing results show improvement and some regression to earlier levels. Since 2010, the following are observed:

1. Continued increase in number of students fully meeting or exceeding expectations in all cohorts
2. An increase in students not yet meeting expectations in Grades 2-7.
3. Several cohorts with over 20% of students minimally meeting (Grade 2, 3, 5, 6, 7, 8, 9, 10)

2010 School District No. 10
District Writing Assessments



2011 School District No. 10
District Writing Assessments



Implications and Action

Clearly, although writing has typically been a district strength and continues to be solid, it is important to ensure that our students have all the skills necessary to communicate well using the English language. We need to continue to teach our students skills in expressing their ideas with power and concision. During the district marking, teachers noted that many students wrote long but not very compelling work. We will focus on improving this.

vii. Provincial Exam Mark results

ENGLISH 10 - Exam Marks																		

Analysis of Student Performance:

Given that student performance on the English 10 exam is a valid predictor of graduation, the district trends are very good over time. District averages for students passing the English 10 exam with 50% or better range from 86% to 95%.

Implications and Action

Most certainly the district will use this data to intervene with students at risk based on not passing the English 10 exam. This is an area of secondary student vulnerability we have not previously addressed but will take action on in the coming year.

viii. Provincial Final Blended Mark results

Analysis of Student Performance:

A number of district trends stand out:

- Mathematics achievement for the same cohort over time is lower than English Language Arts. For example, Math 10 results are lower than English 10 in all years from 2006/07 till the present. This parallels the district achievement gap in numeracy in Grades 4 and 7 as seen on FSAs.
- There is a significant discrepancy between the achievement of boys and girls on English 12 blended final marks over a five year period. Boys perform between 7% to 30% lower in each of the years between 2006/07 and 2010/11 in achieving blended grades of C+ and better. Eg. 63% of boys versus 93% of girls in 2010/11 scored at C+ or better; . This trend is also evident in English 12 exam results and in English 10 blended course marks. (see chart below)
- A gender gap is evident throughout secondary courses which does not appear in the FSA data. Boys have higher failure rates and lower achievement than girls in all provincially examinable courses including Social Studies 11, First Nations 12, Science 10, English 10 and all Math 10 courses (with the exception of Foundations and Pre-Calculus 10 where 58% of boys vs 50% of girls in 2010-11 achieved C+ or better). (see chart below)
- Exam and class marks are generally contiguous across most courses. Surprisingly, given the district's strong results in reading and writing achievement, students are not as strong in English 10 or 12 achievement.

Gender Gap Comparisons – students achieving C+ or better

Gender Gap Comparison		2006/07	2007/08	2008/09	2009/10	2010/11
English 10 Blended Mark	Girls	84	80	82	75	81
	Boys	64	65	50	44	42
Science 10 Blended Mark	Girls	60	43	64	60	59
	Boys	26	46	50	36	37
SS 11 Blended Mark	Girls	69	76	50	81	94
	Boys	43	42	50	76	MSK
English 12 Blended Mark	Girls	79	93	80	86	93
	Boys	56	70	54	79	63

Though there is a provincial gender gap in the same courses, the district gap between boys' and girls' success is much greater.

English 10 Final Blended Mark

School Year	# students	District % C- or better	Province % C- or better	# students	District % C+ or better	Province % C+ or better
04/05	30	100 %	96 %	23	77 %	65 %
05/06	64	100 %	96 %	42	66 %	65 %
06/07	50	100 %	96 %	37	74 %	65 %
07/08	51	100 %	95 %	36	73 %	65 %
08/09	63	97 %	96 %	42	67 %	66 %
09/10	54	98 %	96%	33	60 %	66%

10/11	58	98 %	96%	34	67%	67%
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District results in C- or better range parallels the provincial averages but does not exceed by only 1 or 2%; district achievement in the C+ or better scores on English 10 is marginally lower in some years or only a small amount higher. This is an area to focus our efforts.

Mathematics 10 - Foundations and Pre-Calculus Final Blended Mark

School Year	# students	District % <i>C- or better</i>	Province % <i>C- or better</i>	# students	District % <i>C+ or better</i>	Province % <i>C+ or better</i>
10/11	58	90 %	92%		48%	63%

Of note is the fact that district results in Foundations and Pre-Calculus 10 are 15% lower than the provincial average.

Mathematics 10 – Apprenticeship and Workplace Math Final Blended Mark

School Year	# students	District % <i>C- or better</i>	Province % <i>C- or better</i>	# students	District % <i>C+ or better</i>	Province % <i>C+ or better</i>
10/11	58	86 %	88%		36%	39%

Similarly, the district results in Apprenticeship and Workplace Math 10 trail the provincial average.

English 12 - Final Blended Mark

School Year	# students	District % <i>C- or better</i>	Province % <i>C- or better</i>	# students	District % <i>C+ or better</i>	Province % <i>C+ or better</i>
03/04	37	100%	98%	30	81%	65%
04/05	50	96%	98%	31	62%	68%
05/06	40	100%	98%	33	83%	68%
06/07	30	97%	98%	20	67%	68%
07/08	56	98%	98%	46	82%	69%
08/09	44	95%	98%	29	66%	66%
09/10	41	100%	98%	34	83%	69%
10/11	56	100%	98%	44	79%	71%

District achievement in English 12 over time shows a close correlation between provincial results in those students reaching C- or better. For the most part, the district averages in the C+ or better range have been higher than the provincial average, but not strikingly or consistently so.

3. Engage and Act (Actions)

a. Strategies and Actions

Improving Reading and Writing

- All primary teachers in the district, an Early Reading Advocate, and Director of Learning will continue our work in the provincial Changing Results for Young Readers program.
- The district will continue to use the EPRA reading assessment and expand its use into the fall to help inform instruction and classroom based interventions.
- We will investigate the use of the DART reading assessment to further target reading gaps from Grades 3-9.

- We will continue reading readiness activities in the StrongStart and StrongStart Outreach programs throughout the District.
- With the support of our CLAC (Community Literacy Advisory Council), the district will enhance and expand our One to One Reading programs in all elementary schools. Both youth and adult volunteers will be trained to read each week with children.
- Continue to provide additional Educational Assistant support and interventions for Grade K – 3 children not reading at grade level expectations utilizing LINK funding. Ongoing monitoring of student progress in reading as measured on the Early Literacy Screener, Early Primary Reading Assessment, and the District Whole Class Reading Assessment will guide instruction and inform resourcing for at risk-learners.
- Collaboratively develop and refine primary literacy learning toolkits using a range of reading strategies and resources.
- Provide additional 1-1 support and intervention in Grades 4-12. District Reading assessments and Grade 10 and 12 reading tasks will guide classroom instruction and individual reading interventions. Student progress will be monitored at the school and district level and interventions implemented to address learning needs.
- Continue collaborations and partnerships with early learning partners: community pre-schools, families, Columbia Basin Alliance for Literacy (CBAL), Healthy Families Group, and Strong Start Centres on language development activities to increase, language skills prior to kindergarten. This strategy is foundational to the District Literacy Plan.
- Continue to support the District Writers Festival bringing authors and illustrators into the classroom in residencies.
- Enhance Writing 12 as an online district course providing opportunities for excellence in creative writing.
- Build capacity through professional learning teams:
 - **Collaborating to Support All Learners** team led by Leyton Schnellert will use a lesson study focus in classrooms across the district as we implement strategies to increase the success of all learners in inclusive classroom environments.
 - **Changing Results for Young Readers** team – we are aiming for 100% participation from our primary teachers this year on this vital team focusing on early literacy success.
 - **Grade 4-12 Literacy team:** Representatives from each school will continue focus on improving reading and writing achievement in classrooms. The team will share strategies and build capacity in reading and writing success across the district. Writing Power, Six +1 Traits in Writing, Reading Power and other literacy practices will be implemented and student success tracked.
 - A **Secondary Revisioning team** comprised of principals, teachers and EAs from across the district in collaboration with our partner, UBC-Okanagan will examine our secondary school structures and student achievement including provincially examinable course results, the gender gap in performance between boys and girls, correlate with district reading and writing data, and investigate teaching and learning strategies and structures to improve student achievement.
 - **Aboriginal education learning team:** This team will expand the highly successful fall 2012 Aboriginal Information Circle project between SD 10, SD 51, SD 50 and SD 74 - 26 classrooms and over 450 students expanded learning about Aboriginal issues and culture.

- **Online and classroom-based Literature Circles:** Continue to implement Grade 4-12 literature and information circles as a strategy to differentiate text, increase reading volume and address diversity and inclusion. A three-school cross-curricular/cross-district project on “Making the World a Better Place” will use Online Lit Circles to examine differentiated dystopic fiction.

Improving Numeracy

- The district will investigate and pilot the WNCP numeracy assessment to gather baseline data and gauge success in improving numeracy achievement.
- Preparation of Grades 4 and 7 students for the Numeracy section of the FSA will be implemented. Problem-solving strategies will be modeled and practiced.
- A district Numeracy team will engage in a reflective practice professional learning model to improve math teaching strategies.
- School and district numeracy initiatives will be coordinated and results shared.
- Secondary math teachers will form a teacher inquiry team to examine ways to improve math results in provincially examinable courses and enhance math instruction.

Improving Aboriginal Learning

- Increase academic success for all Aboriginal students through inclusive and whole class strategies.
- Continue successful integration of Aboriginal cultural learning in all classrooms.
- Expand membership on the Aboriginal Education Enhancement Council.
- Investigate implementation of an elders/grandmothers program in schools to further support Aboriginal students.
- Expand pathways for graduation including a new Carpentry ACE-IT program and a new Outdoor Education program with a focus on Ground Search and Rescue (GSAR)
- Expand our database of scholarships and bursaries to share with Aboriginal students and their families, supporting transition to post-secondary.

Improving Social Emotional Learning

- Continue *Fun Friends* and *Friends for Life* programs in elementary grades
- Continue to implement *Mind Up* program in elementary schools
- Continue skill-building with students in Self-Regulation strategies
- Support elementary counsellor positions in all three elementary schools
- Coordinate school and district goals in social emotional learning
- Explore hosting 2-3 day institute for teachers and EAs with UBC researcher, Kimberly Shonert-Reichl in collaboration with UBC – WKTEP Program
- Further implement “pull-in” programs and transform teaching and learning practices to better meet the needs of vulnerable learners in their classroom environments

b. Structures to Support Goals – Teaching and Learning

- Implement and refine use of Early Literacy assessments and interventions for all primary students
- 2013-14 District Professional Learning Plan created to enhance instructional strategies and student achievement in literacy, numeracy, Aboriginal learning and social-emotional learning
- Invite all primary staff to join the K-3 CR4YR team

- Expand use of student inquiry, differentiated instruction, project-based learning, portfolio assessments, assessment for learning by offering professional learning teams and targeted district professional development days
- Expand use of Performance Standards and Aboriginal Understanding rubric to improve teaching and learning.
- Continue use of archived webcasts and synchronous online technologies as a means of conducting teacher in-service and collaborative work within the district and across the province.
- Continue participation in the Network of Inquiry and Innovation, and the Aboriginal Education Schools Network, as well as other district-based action research and inquiry projects in reading, writing, numeracy, aboriginal learning and social-emotional learning.
- Continue to build teacher leaders and literacy capacity within the district through a range of teacher learning teams and teacher inquiries.
- Continue to foster distributed leadership networks including instructional and literacy mentoring among teachers; support of CBAL programs in the schools such as the One to One Reading Program, Roots of Empathy, and buddy reading programs; enhance partnerships for at-risk secondary students between Arrow Lakes DL School and Selkirk College and WorkBC.
- Continue to differentiate resources for those students/classes in highest need.
- Continue to increase use of aboriginal texts and learning resources for all learners K – 12 as per goals in our Aboriginal Education Enhancement agreement
- Provide professional learning with Leyton Schnellert for Education Assistants and teachers : Colloborating to Support All Learners.
- Provide support for principals in Supervision for Learning strategies.

c. Organizational Structures to Support Goals

- District professional learning teams and school-based collaborative inquiry teams
- School Planning Councils
- School PACs and DPAC
- Provincial and district K-3 Changing Results for Young Readers program
- Release time for professional learning and for collaborative coding of literacy assessments
- Local marking of FSAs and English 10 exams using provincial standards
- District database tracks all students' achievement by PEN number and cohort from Kindergarten to Grade Ten. This evidence informs school and district goals, professional learning plans and school resourcing
- Additional structures and resources provided to vulnerable cohorts and groups of students (eg: Education Assistants, Learning Resource Teacher time, increased elementary counseling, nutrition programs, differentiated program resources and materials)
- District literacy coordination and literacy leadership
- Elementary Counselling support
- Aboriginal Education Support Teachers (Elementary and Secondary)
- Regional partnerships between SD 10 and SD 8, 20 and 51 to augment in-district professional learning capacity and to support learning
- Provide additional resources - material and human where required

4. Assessment and Evaluation

a. Dogwood/School Completion Graduation Rates 2002 – 2011

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
All Grad	88	95	93	98	91	87	94	100	95	95
Aboriginal Grad Rate			100	n/a	100	88	100	100	100	100
Special Needs			83	100	100	83	100	73.2	MSK	MSK

The district is successfully capturing and providing for the needs of students who had not graduated previously or who need greater flexibility in their graduation plan.

Both district secondary schools and the Arrow Lakes Distributed Learning School, through a partnership with Selkirk College are helping meet these needs and increase graduation and transition to post-secondary and/or the workplace. Six at-risk youth graduated this year from the ALDL school – 4 Dogwood and 2 School Completion Certificates were earned.

Our partnership with UBC-Okanagan to revision our three secondary schools and better meet the needs of 21st century learners will help us further meet the graduation and transition needs of our secondary students.

b. Aboriginal Education Enhancement Agreement

66 students self-identified as having Aboriginal ancestry in 2012-13 – 12.7% of our students. The percentage of students acknowledging their ancestry continues to increase as the district Aboriginal learning grows roots.

PERCENT OF STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District		
	All Students	Aboriginal Students	
	#	#	%
01/02	809	17	2.1
02/03	708	22	3.1
03/04	692	62	9.0
04/05	678	73	10.8
05/06	668	85	12.7
06/07	625	81	13.0
07/08	625	75	12.0
08/09	601	71	11.8
09/10	580	75	12.9
10/11	562	72	12.8
11/12	519	67	12.9

1. Aboriginal Education Enhancement Agreement Consultation and Renewal

On June 20, 2010 after three years of thoughtful and respectful work, our first Aboriginal Education Enhancement Agreement was completed and signed by the Ministry, School District, Sinixt Nation, and Circle of Aboriginal Women and Friends. Representatives of Aboriginal parents and elders, Community members, Nakusp and District Museum, Circle of Aboriginal Women & Friends, and School District No.10 share the collective responsibility for the Arrow Lakes Aboriginal Enhancement Agreement through *the Arrow Lakes Aboriginal Educational Enhancement Council* (ALAEEC).

Ongoing consultation and reflection on how best to meet the needs of our Aboriginal learners will was a focus in the 2012-13 year as we revisited our of Enhancement Agreement and refined the Enhancement Agreement and the work we do to further increase Aboriginal student achievement and foster their sense of belonging.

It is acknowledged that there is no defined First Nations Band within the Arrow Lakes School District boundaries. The school district falls within the traditional territory of the Sinixt Nation. The ALAEEC acknowledges this relationship with the Sinixt heritage as well as a commitment to embrace other Aboriginal peoples since we have a diverse population of students with Aboriginal ancestry.

Our revised Enhancement Agreement has two goals:

Goal #1: Enhance the Aboriginal student's sense of belonging and improve well-being

Rationale: We believe that increased awareness, knowledge, appreciation, and respect for Aboriginal culture, history and contemporary issues will improve students' sense of belonging and well-being

Indicators of success:

- Increased participation of Aboriginal students in cultural and learning activities in school and community
- Increased participation of non-Aboriginal students in cultural and learning activities in school and community
- Increase in Aboriginal students taking a leadership role in their school and community – narratives and stories will be shared
- Increased participation of Aboriginal students involved in extra-curricular activities, in school activities and in community activities
- Increase in the percent of Aboriginal student's positive responses to questions related to self-esteem on a district developed survey

Evaluation

- Teacher participation in Aboriginal Education Network (AESN) and Aboriginal Education inquiry projects which promote aboriginal cultural learning and increase understanding of Aboriginal issues, history and culture remains high.
- Aboriginal cultural experience offered in all schools and communities for all students.

- Increasing number of students appreciating diversity as measured by the BC Performance Standards in Social Responsibility shown in aboriginal education inquiries.
- Increase of Aboriginal understanding as measured by SD 68's rubric in inquiry projects.

Goal #2: To improve Aboriginal student achievement.

Rationale: We believe that although our district achievement results for students with Aboriginal ancestry exceed many other districts in the province, we remain committed to doing all that we can to ensure success for all our students with Aboriginal ancestry.

Indicators of success:

- Increase number of students meeting or exceeding expectations to B.C. Performance Standards in school-wide Reading and Writing assessments from Grade Two to Grade Ten.
- Increase the number of students meeting or exceeding expectations in grade 4 and 7 in Reading, Writing and Numeracy in the Foundation Skills Assessment (FSA) and on Ministry provincial exams.
- Improve parent and student satisfaction with student progress in Reading, Writing and Mathematics as measured by Provincial surveys in grade 4 and 7, or by a district developed survey.
- Number of students taking English 12 or First Peoples 12(vs. Communications 12) and Foundations and Pre-Calculus 11 in their graduation program.

We will maintain the high rate of success enjoyed by Aboriginal students in SD 10 (Arrow Lakes).

Evaluation

- Student achievement on district assessments, EDI, FSAs, provincial exams, graduation and school completion rates remains high.
- Tracking of individual Aboriginal students' learning over time to identify needs and challenges is effectively focussing our support for vulnerable learners.
- Appropriate and culturally sensitive support for Aboriginal students is provided in coordination with parents, ALAEEAC, and Aboriginal Education Support teachers.
- Graduation transition plans to post-secondary and/or employment will be in place for all Aboriginal learners by 2012-13.
- Support and intervention for vulnerable Aboriginal students is congruent with the inclusion goals of our agreement.