

**SD #10 (ARROW LAKES)
SUPERINTENDENT'S REPORT ON
STUDENT ACHIEVEMENT**
Celebrating Learning in SD#10



SD10 SCHOOL
DISTRICT 10
ARROW LAKES

World Class Learning in a Rural Environment

**Respectfully Submitted by
Terry Taylor,
Superintendent of Schools**

DECEMBER 2014

*Approved by the Board of Education for SD #10
at December 9, 2014 Regular Meeting of the Board*

2014/2015 Superintendent’s Report on Student Achievement

1. Improving Areas of Student Achievement

What is improving?	What evidence confirms this area of improvement?
<p>1. Early Learning (K-3)</p> <p><i>There is a long-term trend in Early Learning success in SD 10.</i></p> <p><i>That trend continues to hold, albeit with lack of new quantitative data due to the teachers’ strike.</i></p> <p><i>However, what is true in our district is that our children enter Kindergarten with high vulnerabilities, yet almost all are successful in Reading by the end of Grade 3. (87% - 94% over the past few years)</i></p> <p><i>EDI – Early Development Indicator is compiled by UBC and administered to all Kindergarten students in BC</i></p> <p><i>EPRA – Early Primary Reading Assessment data is collected each spring K-2</i></p> <p><i>District Literacy Assessments – Reading is assessed each spring for Grades 3 – 8</i></p>	<p>1. 2013 EDI data (Wave 5 – Fall 2013) continues to show high vulnerability for children entering our schools. This level of vulnerability is consistent over many years.</p> <ul style="list-style-type: none"> • Fall 2013 - 24% vulnerable on at least one EDI scale upon entering Kindergarten... <p>Yet....despite high vulnerability....</p> <p>2. EPRA data – May 2014 (limited date due to strike)</p> <ul style="list-style-type: none"> • 100% of Kindergarten students meet or exceed expectations in Reading • 88% of Grade 2 students meet or exceed expectations in Reading • 75% of Kindergarten students, 40% of Grade 1s, and 27% of Grade 2s fully meet or exceed expectations. <p>3. 2014 DART Grade 3 District Reading data</p> <ul style="list-style-type: none"> • By the end of Grade 3, almost all Grade 3 students meet or exceed expectations in Reading (limited data due to strike) • 88% of students fully met or exceeded expectations in Grade 3 Reading
<p>2. Reading Achievement (Grade 3-8)</p> <p><i>District Literacy Assessments – Reading is assessed each spring for Grades 3 – 8. Cohorts of students are tracked over time to monitor progress and identify gaps. Comparison data in the same cohort over 4 years shows improvement over time.</i></p> <p>FSA – Students from across BC participate in Grade 4 and 7 Foundation Skills Assessments in Reading, Writing and Numeracy. The district uses this as a measure along with other district and classroom based assessment to track,</p>	<p>1. 2014 DART District Reading assessment data shows improvement in several areas: (limited date due to strike)</p> <ul style="list-style-type: none"> • All students in Grade 3 who did not meet expectations in Reading, meet expectations on Grade 4 assessments. • High vulnerability in the Grade 6 cohort had been identified in all previous years, yet in 2014, all students in this cohort meet expectations in Reading. • 76% of Grade 7 students fully meet or exceed expectations. This is a cohort trend

<p>intervene where needed, and support learning.</p>	<p>over time in increased performance from Grade 3 through to their Grade 7 year.</p> <ul style="list-style-type: none"> • 94% of students meet or exceed expectations in Reading overall <p>2. 2014 FSA results show</p> <ul style="list-style-type: none"> • 70% of Grade 4 students meet or exceed expectations in Reading • 87% of Grade 7 students meet or exceed expectations in Reading <p>3. Congruence between FSA and District Assessment data – both show strength in Reading</p>
<p>3. Writing Achievement <i>District Literacy Assessments – Writing is assessed each spring for Grades 2 – 10. Cohorts of students are tracked over time to monitor progress and identify gaps. Comparison data in the same cohort over 4 years shows trends over time.</i></p> <p><i>Note: Due to teachers’ strike action, no 2014 District Writing assessment data is available</i></p> <p><i>FSA – Students from across BC participate in Grade 4 and 7 Foundation Skills Assessments in Reading, Writing and Numeracy. The district uses this as a measure along with other district and classroom based assessment to track, intervene where needed, and support learning.</i></p> <p><i>English 10 –All students in BC write a Provincial Exam in English 10 which counts for 20% of their final mark. 80% of their achievement is based on classroom assessments.</i></p> <p><i>Passing the English 10 exam has shown across the province to be a very strong predictor for graduation.</i></p>	<p>1. District Writing results continue to show strength and improvement, though there are identified areas in which to improve. These are addressed in the “challenges” section of this report.</p> <p>2. 2013 District Literacy assessments indicate</p> <ul style="list-style-type: none"> • 92% of students meet expectations in Writing • Continued increase in number of students Fully Meeting or Exceeding expectations in all cohorts (Grade 2 – 10) <p>3. 2014 FSA results show</p> <ul style="list-style-type: none"> • 94% of Grade 4 students meet or exceed expectations in Writing • 100% of Grade 7 students meet or exceed expectations in Writing <p>4. 2014 English 10 Provincial Exam results show</p> <ul style="list-style-type: none"> • 97% of students passed with 50% or better (higher than 2013 – 93%) <p>5. 2014 English 10 Class Mark results show</p> <ul style="list-style-type: none"> • 97% of students passed with 50% or better <p>6. English 10 Provincial Exam - 2008 – 2013</p> <ul style="list-style-type: none"> • 87% to 97% of students achieve 50% or better on the English 10 exam • Improving trend: cohorts since 2012 have performed at 93% or better

<p>4. Performance in English 10 and 12 courses</p>	<p>1. The strength in reading and writing for students in the district in elementary grades also shows up in 2014 Provincial Final Blended Marks -</p> <ul style="list-style-type: none"> • 97% achieved C- or better in English 10; • 97% C- or better in English 12
<p>4. Numeracy <i>2014 FSA results in Numeracy are stronger than in the previous 4 years for Grade 7s. Grade 4 achievement remains consistent.</i></p> <p><i>Note that the sample sizes for Math Provincial exam scores are small, so should be interpreted as trends over time.</i></p>	<p>2014 FSA results show</p> <ul style="list-style-type: none"> • 70% of Grade 4 students meet or exceed expectations in Numeracy • 90% of Grade 7 students meet or exceed expectations in Numeracy • These results are higher than the provincial average of 76% (Grade 7) <p>2014 Provincial Exam Results</p> <ul style="list-style-type: none"> • 80% (FPC) and 81% (AW Math) of students achieved 50% or better on provincial exam • This is an improvement in the Apprenticeship and Workplace Math success rate over last year • 2013 and 2014 cohorts both improved their performance on Math 10 provincials over their Grade 7 FSA results in Numeracy • 2014 cohort: 70% meet or exceeded in Grade 7 vs. 75% (Apprenticeship and Workplace Math 10 exam) and 76% (Foundations and Pre-Calculus 10 exam) in Math 10 courses
<p>5. Aboriginal Student Achievement and Completion Rates</p> <p><i>Note: Given the very small cohort sizes (4-8 students per year in the graduating class), the Ministry completion rate data does not accurately capture our completion rates.</i></p> <p><i>As a result, the district reports each year on the actual students who have self-identified with Aboriginal ancestry, and their success in that given graduation year. This data indicates a much higher success rate.</i></p>	<p>1. Graduation/6 Year Completion Rates –</p> <ul style="list-style-type: none"> • 100% of our Aboriginal learners completed high school within six years in all years from 2005–2014 (except 2008 - 88% graduated). <p>2. 2014 FSA results for Aboriginal learners –</p> <ul style="list-style-type: none"> • 43% of Aboriginal students in Grade 4 met expectations in Reading; 100% of students in Grade 4 are meeting expectations in Writing; 43% are meeting expectations in Numeracy • 100% of Grade 7 students meet expectations in Reading; 100% meet expectations in Writing; 100% meet expectations in Numeracy

<p><i>The Ministry data reports -</i></p> <ul style="list-style-type: none"> • <i>Students registered since Grade 8 regardless of which school they attended earlier</i> • <i>Includes students who moved out of province, died, or claimed ancestry previously but may not have done so in SD 10</i> <p><i>(Note: due to strike action, District Literacy Assessment 2014 data was not collected)</i></p>	<p>3. 2013 District Literacy Assessment data indicates</p> <ul style="list-style-type: none"> • Aboriginal students continue to achieve as well as non-Aboriginal students in Reading and Writing • The district Aboriginal Education Support teachers, in collaboration with vice-principals, principals, teachers, support staff and the district, closely monitor and support vulnerable Aboriginal students
<p>6. Social-emotional learning</p>	<p>1. Elementary counselling support</p> <ul style="list-style-type: none"> • is available for all students who need it. Data is being gathered on the provision of counselling services. • .9 FTE elementary counsellors in 2014-15 vs. .7 FTE in 2013-14 and 0 FTE in 2011-12 and years prior <p>2. Self-Regulation strategies</p> <ul style="list-style-type: none"> • are being used more consistently in classes across the district through the use of programs including <i>Fun Friends, Friends for Life, MindUP</i> and <i>How Does Your Engine Run?</i>
<p>7. Inclusion of Special Needs students/support for all learners</p>	<p>1. Since September 2012, greater inclusion of all students and increased in-class support have allowed more students with special needs to be assisted within their classroom contexts</p> <p>2. Professional learning support for Learning Resource teachers happens regularly, including at team meetings</p> <p>3. The CR4YR and Collaborating to Engage All Learners Teams both focus on assisting classroom teachers and EAs with strategies to support the diverse needs of all learners</p> <p>4. POPARD webinars have been recorded for all educators to access.</p> <p>5. A SET-BC pilot project involving three classrooms uses technology to support all learners</p>

<p>8. Graduation Program Exams and Courses <i>SS 11 – Social Studies 11</i> <i>FNS 12 – First Nations 12</i> <i>Eng 12 – English 12</i> <i>Comm 12 – Communications 12</i> <i>Sc 10 – Science 10</i> <i>AW 10 – Apprenticeship and Workplace Math 10</i> <i>FPC 10 – Foundations and Pre-Calculus Math 10</i></p>	<p>1. 2014 District Provincial Exam Course Results indicate</p> <ul style="list-style-type: none"> • 100% of students passed SS11 (91%) , Eng 12 (89%) with 50% or better • C- or better achievement based on blended exam/class marks in 2014 as follows: Eng 12 – 89%; Eng 10 – 97%, Sc 10 – 94%, AW10 - 81%, FPC 10 – 80%; SS 11 – 100%
<p>9. Dogwood Graduation/School Completion rates</p>	<p>1. Graduation rates from 2003 till 2014 range from 88% to 100% depending on the cohort.</p> <ul style="list-style-type: none"> • In 2014, 90.3% of students graduated • Partnership between the Arrow Lakes DL School and Selkirk College’s ABE program continues to demonstrate increased success for non-graduated adults and youth who require alternate pathways to graduation or who require more time • These programs are helping students “drop in”, complete graduation, and also upgrade for specific skill training

2. Challenging Areas

<p>What trends in student achievement are of concern?</p>	<p>What evidence indicates this is an area of concern?</p>
<p>1. Early Learning</p> <p><i>Performance Standards scale:</i> <i>NYM – Not Yet Meeting</i> <i>MM – Minimally Meeting</i> <i>FM – Fully Meeting</i> <i>EXC- Exceeding Expectations</i></p>	<p>1. 2012 Wave 5 EDI data shows</p> <ul style="list-style-type: none"> • students continue to enter Kindergarten with high vulnerability – 24% on at least one EDI scale <p>3. 2014 Spring EPRA data is limited due to the teacher strike but indicates</p> <ul style="list-style-type: none"> • 100% Meeting or Exceed Expectations in Kindergarten; 80% in Grade 1 • 11% Not Yet Meeting Expectations in Grade 2
<p>3. Reading Achievement</p> <p><i>Note: District Literacy Assessments were not done in</i></p>	<p>1. Both 2014 FSAs and 2013 District Reading Assessments show</p> <ul style="list-style-type: none"> • District results for Grade 4 FSAs (this year’s Grade 5s) are lower than the provincial average

<p><i>2014 due to the teachers’ strike</i></p>	<p>in Reading and Numeracy</p> <ul style="list-style-type: none"> • We need to continue to reduce the number of students who only “minimally meet expectations” in Reading • Continued focus on reading across all grade and content levels is crucial to improve life chances and opportunities for all learners <p>2. 2014 FSA results for Aboriginal learners –</p> <ul style="list-style-type: none"> • Only 43% of Aboriginal students in Grade 4 met expectations in Reading – cohort is small but this is a concern and is being closely monitored with support provided.
<p>4. Numeracy Achievement</p> <p><i>Note that Foundation and Pre-Calculus 10 is the higher level academic math course at the Grade 10 level. High participation rates open doors for students to greater post-secondary options.</i></p>	<p>1. 2014 FSA results and past years’ FSA results over time indicate that</p> <ul style="list-style-type: none"> • Both Grade 4 and 7 cohorts need improvement in numeracy skills • 2014 Grade 7 results indicate that 10% were Not Yet Meeting expectations • 2014 Grade 4 results show 30% NYM <p>2. 2006-2014 Math 10 Blended Mark</p> <ul style="list-style-type: none"> • Achievement is significantly lower than English 10 marks for the same cohort of students. <p>2010-14 Foundations and Pre-Calculus</p> <ul style="list-style-type: none"> • There is a high participation rate in FPC 10 – 2011 (31/58 = 53%), 2012 (34/37 = 92%), 2013 (21/31= 68%) 2014 (25/51 = 49%) vs less rigorous Math courses
<p>5. Gender Gap</p> <p><i>Note that the gender gap doesn’t appear until secondary school.</i></p> <p><i>How can we better meet the needs of both boys and girls in our secondary classrooms and better prepare elementary boys for secondary success? How can we engage boys and girls in relevant and real-world problem-solving in our schools?</i></p>	<p>1. Though 2012 and 2013 FSA results don’t show a gender gap in student achievement, secondary 2014 Provincial Exam and Blended Mark scores do. This parallels provincial and national patterns.</p> <p>Achievement for boys in the 2014 cohort is significantly higher in English 10, Math 10 courses, while boys are lower in achievement in English 12, Science 10 and Socials 11. This is the first year in which there is a drop in female achievement/increase in male achievement in these course. As this has been an area of concern, it’s interesting that the gap is less skewed in one direction with the 2014 Grade 10 and 12 cohorts.</p> <ul style="list-style-type: none"> • Examples include:

	<ul style="list-style-type: none"> • English 10: 69% of females achieve C+ or better; 83% of males • English 12: 85% of Females achieve C+ or better; 69% of Males • Foundations and Pre-Calculus Math: 30% of females achieve C+ or better; 47% of males • Apprenticeship and Workplace Math 10: 50% of females achieve C+ or better; 60% of males • Science 10: 92% of Females achieve C+ or better; 70% of Males • Socials 11: 57% of Females achieve C+ or better; 47% of Males
<p>7. Diverse pathways for students in skills, trades and technology</p> <p><i>The district is growing in practices which offer greater personalization and more diverse pathways for student learning. These are some examples of our work, and the need to continuing to work together with our community partners to enhance opportunities for students is crucial.</i></p> <p>ACE-IT – a secondary school pre-apprenticeship program where students earn both high school and college credit in the trades</p> <p>ITA – Industry Trades Authority</p>	<p>1. Trades Training</p> <ul style="list-style-type: none"> • An ACE-IT Carpentry program was initiated September 2014 in one school in the district with the teacher taking leadership in organizing the program and registering 2 students with ITA • Community partnerships between the regional college – Selkirk College – and the district have helped share resources and provide greater opportunities • High enrollment in Foods classes in both secondary schools is a growing strength <p>2. Outdoor Education program</p> <ul style="list-style-type: none"> • At one school, Outdoor Education focusses on students acquiring skills in Ground Search and Rescue, First Aid, WHMIS, Avalanche Safety, Traffic Control and Flagging, FoodSafe, Conflict Resolution and entrepreneurship, marketing and making • At another school, the focus on Outdoor Education is on teaching students skills in Avalanche safety, trail-building, mountain-biking, canoeing, skiing and leadership. <p>3. Opportunities for Hands-On Learning</p> <ul style="list-style-type: none"> • Spaghetti Bridge Building • KAST Competition • Robotics Team • Zucchini car races – Grade 4-12

	<p>4. Work Experience Program</p> <ul style="list-style-type: none"> • A successful work experience program at one school places students in week-long relevant real-world placements across BC to assist them in career and post-secondary planning <p>5. School-Community Partnerships</p> <ul style="list-style-type: none"> • Greater partnerships between school and community to offer relevant hands-on training for students are being pursued. • School-Community conversations with Larry Espe, school personnel and community partners are helping identify gaps and challenges
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3. Programs / Performance / Results & Intervention/Targets

The effect of interventions and programs with specific reference to goals and targets set out in our last Achievement Contract.

i. 2014-15 Goal and Objectives (from the July 15, 2014 District Achievement Contract)

<p>“To improve student achievement in Literacy K-12” through the following objectives:</p>
<ol style="list-style-type: none"> 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 4. 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 digital literacy 5) To enhance learning experiences which address the gender gap in our achievement results 6) To foster personalization of learning including a revisioning of secondary learning

ii. 2013-14 Targets (from the July 15, 2013 District Achievement Contract)

Comments on the effect of interventions and programs. Based on acquired evidence, these efforts appear to be making a difference.

2014-15 Achievement Contract Target	August – December 2014 Interventions/Programs	What Appears to be Making a Difference?
<p>Identify Kindergarten children with weaknesses in reading readiness by December/January each year. Personalized targets are set for children who have been identified as at risk and interventions are planned and monitored.</p> <p>Within the next five years, 90% of primary students, with the exception of students with Special Needs will meet or exceed grade level expectations in Reading and Writing by the end of Grade 4 <i>Note: We are exceeding this target (94%). Note that most students with Special Needs are also included in the assessment data, sometimes with adaptations.</i></p>	<ul style="list-style-type: none"> • CR4YR (Changing Results for Young Readers) team of 5 teachers, 2 EAs, and district staff focus on improving K-3 reading achievement • Literacy initiatives fostered in partnership with CBAL (Columbia Basin Alliance for Literacy), CLAC (Community Literacy Advisory Council) and Strong Start Centres • EPRA (Early Primary Reading Assessment) is conducted throughout the district as formative assessment, and then in the spring, for district assessments and school reporting to parents • Class Reviews in all elementary grades and early secondary help identify strengths and vulnerability and regularly assess progress and success. • Personalized targets for vulnerable children set and progress monitored through CR4YR initiative and in collaborative School-Based teams 	<ul style="list-style-type: none"> • CR4YR team meets 6 times in 2014-15 over the year; teachers implement new strategies in their classroom, study the impact of their teaching, and adjust their practice to better meet student learning needs • One to One Reading, Family Literacy, Strong Start Centres and our constant and long-term focus on literacy. • EPRA and Class Reviews are used to identify reading progress and target reading comprehension issues and challenges • Professional Lesson Study/Learning Rounds are helping teachers learn from one another by seeing strong literacy practices and reflecting on their own classrooms
<p>Within the next three years, 90% of Grade 5-8 students, with the exception of students with unique and</p>	<ul style="list-style-type: none"> • Collaborating to Engage All Learners with Leyton Schnellert--- 6 Professional Learning Round and research 	<ul style="list-style-type: none"> • Collaborating to Engage All Learners team of 5 teachers and 2 UBC-WKTEP Student Teachers meets 6 times in the

<p>special needs, will meet or exceed grade level expectations in Reading and Writing by the end of Grade 8.</p>	<p>sessions in classrooms and schools across the district</p> <ul style="list-style-type: none"> • Rocking the Page! Virtual and F2F District Writers Festival – students in classrooms across the district will connect with seven professional writers over five months and 25 other schools across BC in online video conferences, on our Rocking the Page site http://rockingthepage.sd10.bc.ca , publishing their work online. In May 2015, a three day F2F festival will have students work with authors in longer residencies. • DMA was used in Fall 2013 as the first district-wide numeracy assessment. Teachers indicate that the DMA has helped guide their teaching to more closely align with student needs. • One school’s Growth Plan focuses on numeracy with collaboration from all teachers to improve achievement K-7. • Numeracy specialist, Carole Fullerton will begin working with the district in 2015-16 	<p>year; each teacher works in a collaborative team, has a professional inquiry related to student engagement, and in Learning Rounds, reflects on their professional practice, and implements new learning in their classroom</p> <ul style="list-style-type: none"> • Teacher engagement in professional learning is very high (25% of teachers on either CR4YR or C2EAL team) • Working Together to Support All Learners: Learning Support teachers and EAs work alongside classroom teachers in inclusive settings to support vulnerable students • SET-BC Pilot Project connecting three classrooms and using technology to support learning for all students will increase teacher capacity and collaboration. • Analysing DMA Math Assessment FSA,s and Math 10 exams helps inform teaching and enables greater staff discussion about improving student learning.
<p>Within three years, 90% of students in Grades 4 and 7, with the exception of students with unique and special needs, will meet or exceed grade level expectations in numeracy as demonstrated on the FSA.</p>	<ul style="list-style-type: none"> • School-based review of data and team planning to intervene and improve learning. 	<ul style="list-style-type: none"> • School teams and School Planning Council conversations and actions; School Growth Plans developed to respond to identified secondary achievement challenges. • Collaborative Inquiry Projects launched to improve learning (9 intermediate and secondary teachers collaborating on inquiries)
<p>Within three years, secondary student achievement in provincially examinable courses will exceed provincial averages by 10% in both the C- or better and C+ or better categories</p>	<ul style="list-style-type: none"> • School-based review of data and team planning to intervene and improve learning. 	<ul style="list-style-type: none"> • School teams and School Planning Council conversations and actions; School Growth Plans developed to respond to identified secondary achievement challenges. • Collaborative Inquiry Projects launched to improve learning (9 intermediate and secondary teachers collaborating on inquiries)

<p>Within three years, 95% of Aboriginal students will meet or exceed grade level expectations in numeracy, reading and writing.</p>	<ul style="list-style-type: none"> • After school Homework Clubs for secondary students • Aboriginal Support Teachers track student achievement, make regular contact with parents and students and help support learning. 	<ul style="list-style-type: none"> • Both Aboriginal and non-Aboriginal students receive Ab Ed Support teacher support in after school Homework Clubs. Support is open to all students as per our inclusion goal in the Enhancement Agreement. • Close tracking of each Aboriginal student’s progress in reading, writing, and numeracy is focusing additional support for learners who need it.
<p>Provide support to all students requiring social- emotional assistance, coaching and counselling.</p>	<ul style="list-style-type: none"> • Elementary Counselling provided for all schools • Fun Friends and Friends for Life program • MindUp Program • Restorative Justice Program (Conversation Peace) • Pro-social skills with noon-hour supervision • District professional development opportunities continue to build skills and knowledge for all staff 	<ul style="list-style-type: none"> • Students, parents and school staff report that elementary counseling (one to one, group and whole class pro-social skills training) has made a significant difference to student learning. Time increased to .9 FTE in 2014-15. • Pro-social skills training programs are offered at all three district elementary schools. Feedback from teachers and students indicate strong success. • Workshops on self-regulation, behavior management, using technology to support diverse needs, executive functioning.

4. Completion Rates: Our district’s targets for completion rates.

District Completion Rate Targets:

- As seen in the chart of completion rates below, our graduation rates are solid. The district targets therefore are to
 - enhance the *quality of graduation* by monitoring student progress on Grade 10 exams, identifying those students who are vulnerable in intermediate and junior secondary grades, and intervening early to **ensure as many students as possible take English 12 and FPC Math 11**
- Our target: Within three years, **secondary student achievement on Grade 10, 11, 12 provincially examinable courses will exceed provincial averages by 5% to 10%** in both the C- or better and C+ or better blended mark categories.

Participation rates in English 12 (vs. Communications 12) remain high:

2013/14	36/42 (English 12)	0/42 (Comm 12)
2012/13	48/51 (English 12)	4/51 (Comm 12)
2011/12	43/53 (English 12)	0/53 (Comm 12)
2010/11	57/68 (English 12)	3/68 Comm 12)

a. Dogwood/School Completion Graduation Rates 2002 – 2014

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Grad	93	98	91	87	94	100	95	95	94	90.3
Female				85	92	100	100	100	93	94.5
Male				89	96	100	93	90	95	84.5
Aboriginal Grad Rate	100	n/a	100	88	100	100	100	100	100	100 (61)
Special Needs	83	100	100	83	100	73.2	MSK	100	75	MSK

5. Aboriginal Education: Our district targets for Aboriginal student improvement.

Specific evidence and measures of student achievement for aboriginal students and the results that have been realized:

Note: Due to the small size of our Aboriginal student cohort (71 students overall in 2013-14 with a total district population of 489 students), graduation and assessment data may be based on only a few students and therefore achievement data should be viewed with a cautionary lens. We track trends over time rather than one year’s data as a result of these small cohort sizes.

Aboriginal Education Targets	Evidence and Measures of Student Achievement	Results that have been realized
<ul style="list-style-type: none"> • Within three years, 95% of Aboriginal students will meet or exceed grade level expectations in numeracy, reading and writing. <p><i>Performance Standards scale:</i> <i>NYM – Not Yet Meeting</i> <i>MM – Minimally Meeting</i> <i>FM – Fully Meeting</i> <i>EXC-Exceeding Expectations</i></p>	<ul style="list-style-type: none"> • Grade 4 and 7 FSA (Reading, Writing and Numeracy) • Dogwood/School Completion Graduation Rates 	<p>2014 Grade 4 FSA – (78% participation rate):</p> <ul style="list-style-type: none"> • 44% NYM in Reading and Numeracy • 22% NYM in Writing • 11% exceeding in Numeracy <p>2014 Grade 7 FSA – (100% participation rate)</p> <ul style="list-style-type: none"> • 100 % Meeting in Reading, Numeracy and Writing • 0% exceeding in Reading and Numeracy • Though cohorts are small, 100% of students with Aboriginal ancestry graduated in all years from 2005 – 2014 (except 2008 – 88% - 1 student),
<ul style="list-style-type: none"> • Enhance the Aboriginal student’s sense of belonging and improve self-esteem. 	<ul style="list-style-type: none"> • SD 68’s Aboriginal Understandings rubric • Survey Grade 3, 6 and 9 students with Aboriginal ancestry 	<ul style="list-style-type: none"> • This rubric is being used to assess all students’ Aboriginal Understanding in AESN/ Collaborative Inquiry projects
<ul style="list-style-type: none"> • Improve Aboriginal student achievement: We will maintain and enhance the high rate of success enjoyed by Aboriginal students in SD 10. 	<ul style="list-style-type: none"> • Database of Aboriginal Student Achievement from 2006-2014 	<ul style="list-style-type: none"> • Student achievement data from FSAs and District Assessments are collated and used by Aboriginal Education Support teachers and schools to provide targeted support to learners

		<p>with Aboriginal ancestry</p> <ul style="list-style-type: none"> • Individual student achievement tracked by Aboriginal Education Support teachers
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6. Children in Care

Summary of the work and our efforts in meeting the needs of Children in Care.

- Formal meetings between schools, district administration and MCFD are held to best meet the needs of Children in Care
- School counselors and principals have regular contact with MCFD to aid in planning
- MCFD alerts schools to new Children in Care transitioning from other areas in the province
- MCFD social workers attend IEP meetings to help support Children in Care and regularly collect information about progress for children at risk and on Youth Agreements

Categories of Children in Care successfully identified and monitored.

- We identify and monitor children who are in foster care under continuing custody and temporary custody orders. Regular meetings and phone calls with MCFD are conducted.
- District schools and district administration support and monitor families who have voluntary custody agreements with the Ministry of Children and Families
- Schools and MCFD regularly monitor and support youth who live independently and are on Youth Agreements (YAGs)

Structures in place to provide effective communications among MCFD offices, social workers, foster parents and schools.

- Communication is provided to principals by MCFD social workers. Principals are informed of the status, visitation rights, and learning needs for all Children in Care.
- Team meetings and ICMs are held when needed. MCFD, foster parents/ caregivers, and school personnel collaboratively plan to provide behavioural support and a safe environment for children.
- The child’s individual education plan (IEP) or student learning plan is reviewed and adjusted with input from all team members (caregivers, MCFD and school personnel).
- Collaboration amongst school, caregivers and Ministry partners for each child in care is evident; school personnel actively lobby for support for children & youth at risk.

- Liaison and communication between the district and MCFD personnel is positive and productive in planning and monitoring programs for Children in Care.

Results achieved by students within the identified categories.

- There are currently two Children in Care in the school district.
- One Grade 8 child on a Continuing Care Order is being closely monitored for success, has support in the classroom with a part-time EA, and is currently minimally meeting grade expectations. They have also received Provincial Outreach Program support.
- One Grade 11 child is living independently on a Youth Agreement and the Arrow Lakes Distributed Learning School is in close contact with MCFD
- Children and youth with special needs (CYSN) are accommodated with adapted or modified programs at their schools.
- MCFD, parents, foster parents and other agencies work with school personnel and collaborate to best meet the needs of children and youth with special needs and children in care.

7. Early Learning

Strategies are in place to address the needs identified in Early Learning.

- Changing Results for Readers (CR4R) district team has 7 members (4 primary teachers, 2 intermediate teachers and 1 Educational Assistant) and includes educators from 2 of the 3 district elementary schools
- Strategies to address the needs of all learners and case studies of vulnerable learners in each CR4R classroom are helping to focus our interventions
- Faye Brownlie will provide professional learning sessions in 2015 with all interested teachers to support reading achievement.
- The Early Primary Reading Assessment (EPRA) has been implemented in the district's three elementary schools, with hopes that its more comprehensive view of early reading comprehension gaps and challenges will lead to more targeted interventions for vulnerable children
- Columbia Basin Alliance for Literacy works in close collaboration with the school district to offer One to One Reading programs and other additional early literacy experiences for early learners and their parents
- Strong Start Centres build relationships with the schools, young children, parents and caregivers
- Ready, Set, Learn programs are offered at all district schools for parents and young children

8. Other Areas Fostering Student Achievement in SD 10:

1. Educational Transformation

i. Conversations about Learning: BC EdPlan and New Curricula

- Beginning in August 2013, community partners joined all educators in the district and engaged in discussions about the BC EdPlan, district practices that align with the Plan, and examined Educational Transformation in Finland. The work continues.
- Promising practices from classrooms across the district are highlighted and shared with community, our staff, and with student teachers from the West Kootenay Teacher Education Program on Professional Development days, in a district DVD of 8 short films, and in video stories told on the district website sd10.bc.ca and shared on Twitter.
- In May 2015, another set of films showcasing more examples of the district’s work in transforming and personalizing learning will be created and shared on the website and on DVD.
- Professional learning teams model and reflect on new curriculum strategies and employ Universal Design for Learning pedagogy.
- Greater personalization, differentiation and adaptation of learning environments to meet the needs of all learners continues to be a focus in the district.
- Conversations at staff meetings on the new curriculum and the core competencies build understanding and collaboration.
- Collaboration time at each school enables teachers to work together.
- Monthly professional learning and book club readings for all principals and vice-principals focuses on actively leading learning, co-learning and creating a culture of risk-taking and educational improvement.
- Larry Espe, Superintendent of Skills and Career Pathways, visited the district in November 2014 and returns in February 2015 as we work together to increase community partnerships and opportunities for hands-on learning.
- Maureen Dockendorf, Superintendent of Reading and Numeracy, and Jan Unwin, Superintendent of Graduation and Transitions will visit the district on April 27th to help lead community, parent and staff conversations about the new curriculum, competencies, assessment, and graduation years.

ii. Secondary Revisioning

- The district partnered with UBC-Okanagan and Dr. Susan Crichton beginning in February 2013, to *Re-Vision the Future of Small Secondary Schools*. A Think Tank was held in May 2013. The Think Tank was a catalyst for change and revision:
 - At one school, the timetable has now been significantly adapted to allow for **9 “immersion weeks” per year** where students can choose to engage in relevant, real-world learning with **cross-curricular competencies embedded in experiential, place-conscious learning**. There are also self-organized learning

times embedded in the school day. The initiative is being monitored and assessed by parents, students and school staff.

- At another secondary school, students and staff enjoy **four “X-Plore” days** throughout the year involving **taking students into the community** and afield to learn actively and experientially. This school also created a cross-disciplinary structure where the learning outcomes of two Grade 10-12 courses are blended to create richer active learning experiences one day per week. This approach is called the **“Worlds”** as each cross-disciplinary “world” straddles an authentic application to the real world.
- **Teacher inquiry projects** investigate **assessment practices, co-teaching and planning, UDL (Universal Design for Learning)**, and other approaches to shift teaching and learning practice
- An **Outdoor Education** course has been expanded to create a new cross-enrolled Academy program at our newest school – the program involves various skill certifications for students: **GSAR, First Aid, WHMIS, Traffic Control and Flagging, FoodSafe** and involves close **partnerships with community** resources and **post-secondary connections** at Selkirk College
- **Cross-district conversations** with staff and parents about what’s working, what’s not and what’s next, looking at our successes and challenges are being planned in coordination with 2015-16 budget consultations
- **Support and strategic planning assistance from our post-secondary partners at UBC WKTEP and UBC-O Faculty of Education** is ongoing. UBC-O researcher, Dr. Leyton Schnellert is involved in examining district practices and innovations around engaging all learners through the *Collaborating to Engage All Learners* district team. Dr. Linda Farr Darling works with the district on Place-Conscious Learning practice and research. Dr. Farr Darling presented at our January 2015 Pro-D day, sharing current pedagogy and using district and provincial video examples to illustrate place-conscious learning experiences.

iii. Place-Conscious Learning – Our Signature Pedagogy

- The district has a well-earned reputation for innovation in Place-Conscious Learning. Some examples of our work in this area in 2014-15 include:
 - **Reconciliation Through Art** is an integration of Elders, Aboriginal artists, community members and children and youth from schools across the district weaving art-making inspired by personal narratives about residential schools and reconciliation with the earth. The project aims to lead to greater understanding, healing and reconciliation. Integration with projectoftheheart.ca schools across Canada is part of the initiative. UBC’s Eleanor Rix Rural Education Professor, Dr. Linda Farr Darling conducted educational research on this innovative cross-district project which has been presented at BCSSA Summer Academy and Fall Conference, NOII Symposium, UBC’s IOP Conference, and most recently at FNEESC.

- **Thinking Trees** are used at one school in the district to help students touch base with the environment outside their classroom. Students learn to self-regulate and plan and organize their thinking. Each primary child has their own tree on the school grounds and writes, draws, does math problem-solving etc, rooted alongside their personal thinking tree.
- **Walking Wednesdays** are held weekly at an elementary school in the district. These half days in the “outdoor classroom” of the environment right outside the door of the school integrate science, math, language arts, social studies and a wide range of cross-curricular competencies for K-2 students. The teacher has presented on this innovative place-conscious learning practice at numerous conferences including CBEEN, ACEE (Alberta Council for Environmental Education), BC Rural and Small Schools Conference, and more.
- **Faces in Places** is a project for DL home-based learners with local artist, Morgen Bardati. Students explore identity and culture both within their own family and community, and make connections across the world.
- **Getting Outside** regularly is embedded practice in many classrooms across the district. Cross-curricular competencies are entwined in these learning experiences which range from Outdoor Education to Science Education to Ethno-botany to Visual Art. Many classrooms use the outdoors as a place to learn both on longer term field trips and shorter day or partial day excursions.

2. Safe Schools

- The district has implemented the ERASE Bullying initiative. Local representatives from MCFD, MH, RCMP and principals/vice-principals were introduced to the Violence Threat Risk Assessment (VTRA) process and established community protocols for working together for safe communities. The Safe School Coordinator presented to all staff in the district last school year and the Fair Notice brochure was presented and accepted by all stakeholder groups; schools are distributing the Fair Notice brochure to students and staff. The East/West Kootenay/Boundary Regional VTRA Protocol was signed by RCMP, MCFD and Superintendents in October 2014.
- All principals have received Level 2 VTRA training as of November 2014. The West Kootenay region piloted Level 3 VTRA training with the Ministry of Education in January 2015.