

District Plan 2012-13
School District No. 10 (Arrow Lakes)

Achievement Contract

Improving Achievement For All Learners

SCHOOL DISTRICT NO. 10 (ARROW LAKES)

July 15, 2012

Denise Perry, 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 543 students served by six (6) schools: *Nakusp Elementary School*, a K – 7 school with 224 students, *Nakusp Secondary School*, with Grades 8 – 12 with a population of 214 students, *Lucerne Elementary-Secondary*, a K – 12 school with a population of 87 students, *Burton Elementary school*, a K – 4 school with 11 students, *Edgewood Elementary School*, a K-7 school with 34 students, and *Arrow Lakes Distributed Learning School* comprised of 36 students: home-based learners and other DL students. Of the 543 students, there are 35 Special Needs students or 6.8% of the total student population. 11.2% of our students self-identified in 2011-12 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 2011 our enrollment declined a further 6.5% We anticipate that this declining trend will continue for the next few years given preschool populations and high unemployment.

Staff reductions, school closure and District restructuring were employed to deal with the corresponding decreases in operating grant revenue. Currently, the District employs 35.9 FTE teachers, 4.0 principals/vice-principals, 29.2 FTE support staff workers and 3.5 FTE excluded staff.

Unique Characteristics and District Strengths

The District is proud of the following initiatives:

- Our Aboriginal Education Enhancement Agreement with a focus on Aboriginal learners' success.
- Our district focus on increasing “Aboriginal literacy” and Aboriginal cultural opportunities for all students which is increasing Aboriginal understanding and sense of belonging.
- District Writers' Festival – annual residencies in schools with professional authors.
- Integrated community model including Columbia Basin Alliance for Literacy programs, Strong Start programs, 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.
- 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 computer resources have been provided. This has resulted in demonstrable improvement in student achievement in literacy skills.
- Our leadership in innovative practices such as which connect teachers and students in learning opportunities across schools in our district using technology, and, our involvement in initiatives connecting both students and teachers in other districts in the region.

District Challenges

- Though enrollment is stabilizing in the Nakusp and New Denver schools, it continues to drop dramatically in the Southern Zone of the district (Edgewood and Burton). Edgewood School enrollment drops by almost 50% in 2012-13 to only 18 students, while Burton has been closed as a K-4 school this year due to unsustainable low enrollment projections. 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, 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 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.

District and School Connections:

The District Leadership Committee, comprised of the four 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 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, the 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.

This shift to a broader goal with inclusive terms of reference, aligns with the expanded literacy terms inherent in the 2012-13 provincial K-3 Reading for Success literacy program. We will pilot a parallel program to support Grades 4-10 students in literacy skills and also enhance numeracy achievement. 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 at grade level by the end of Grade 3 in reading.
- 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

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.

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 and District Literacy Assessments point out that though we have steadily increased achievement in reading and writing over the past seven 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 two years. This year, we intend to invest in teacher professional development and improve 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 and increasing options for students to use self-regulation strategies, yet this remains an area that is crucial as it impacts academic achievement.

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
- *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* (in 2012-13)
- *Qualitative data – Social Responsibility; Social Emotional Learning* (in 2012-13)
- *WNCP Numeracy Assessment tools* (in 2012-13)

d. Performance Targets:

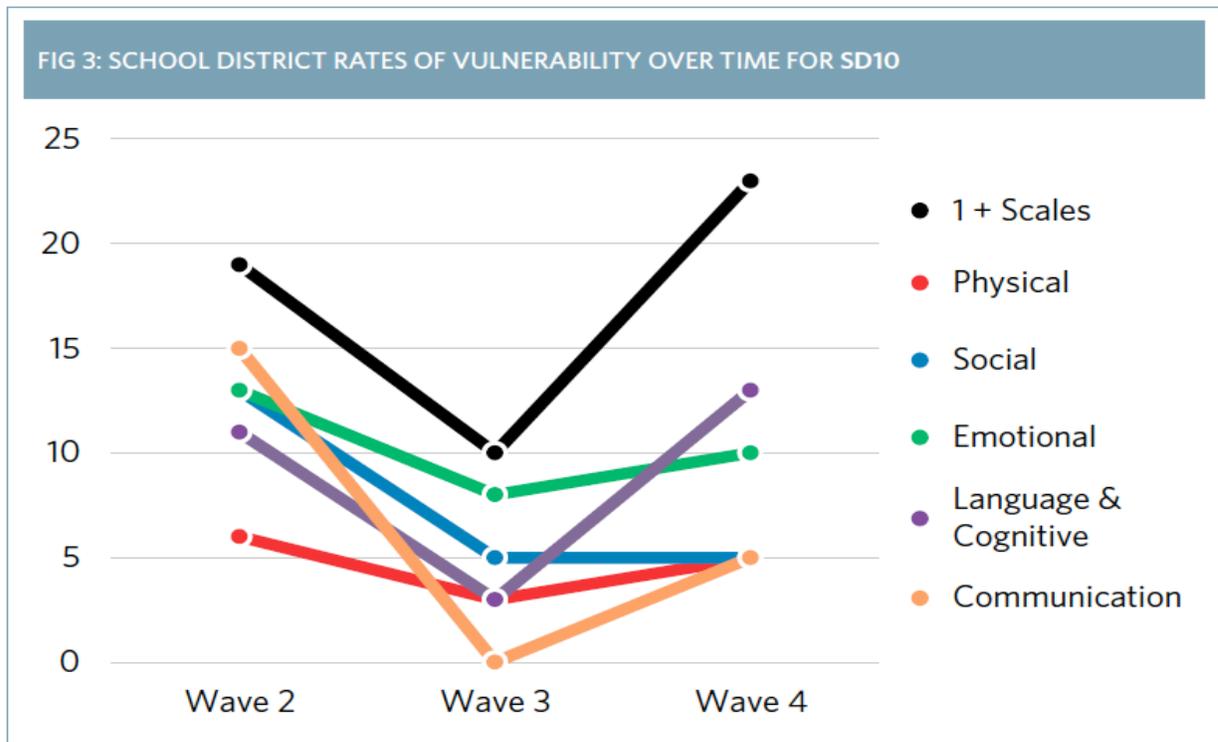
- Identify Kindergarten children with weaknesses in reading readiness by December/January each year. Once this assessment is done, personalized targets are set for children who have been identified as at risk.
- Within the next three to five years, 90% of primary students, with the exception of special 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

The EDI was completed for 23 Kindergarten students in Arrow Lakes in the 2010-11 year. 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 the 2011 cohort has higher 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:

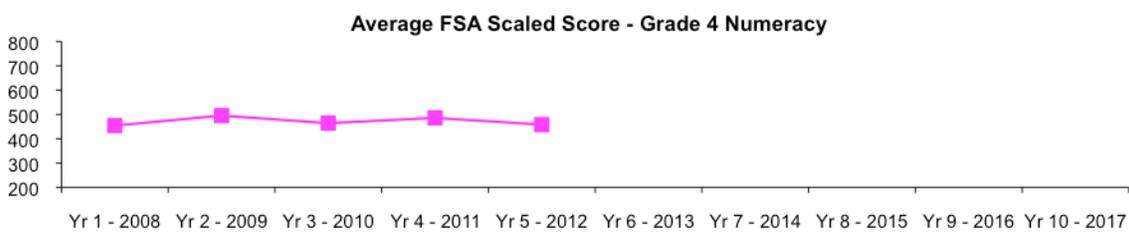
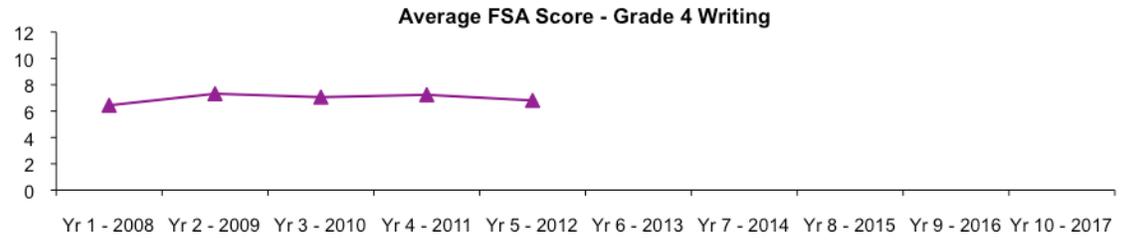
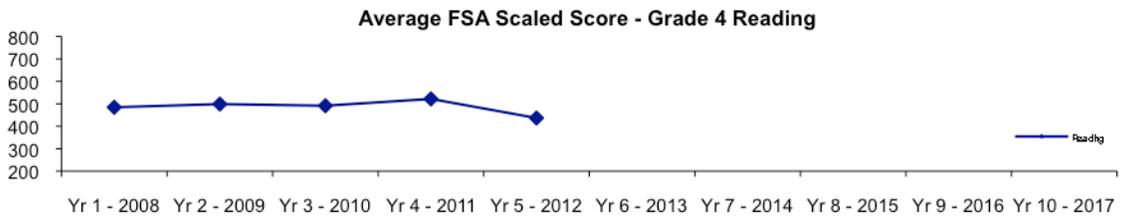
The district’s Early Literacy Screener data shows similar trends to data provided in the Hertzman EDI study. 2012 Early Literacy Screener data indicates that 16 of the 102 of next year’s Grade 1-3 students (15.7%) require reading intervention and support programs. We note that vulnerability in 2012 Kindergarten cohort appears to be lower than in the previous 7 years of the Early Screener data at 9%.

However, the district is re-examining our definition of vulnerability. We are looking at an early reading assessment tool which more accurately reflects literacy achievement. The new provincial Early Reading for Success program will doubtless aid us as we fine-tune our assessment processes, systematically gather evidence of learning, and continue to improve literacy instruction for our children.

Kindergarten Vulnerability- in 3 more areas of Early Literacy Screener					
	Vulnerable in 3 or greater areas	Number of students	Performance Level Unknown	Number of Students Vulnerable	Percentage of Students Vulnerable
2011-12	Kindergarten Grade 1 Grade 2	36 27 40	0 2 2	4 6 6	9% 22% 15%
2010-11	Kindergarten Grade 1 Grade 2	28 36 31	0 0 0	7 9 1	25% 25% 3%
2009-10	Kindergarten Grade 1 Grade 2	39 30 36	0	10 8 9	26% 26% 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 2012-13 Early Reading for Success program. We recognize the need to address vulnerabilities in our early learners and to scaffold professional learning to focus on an expanded definition of literacy inclusive of aboriginal learning, social emotional factors and numeracy.

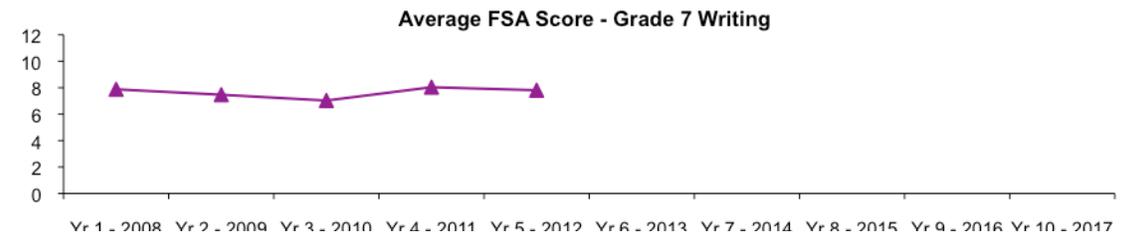
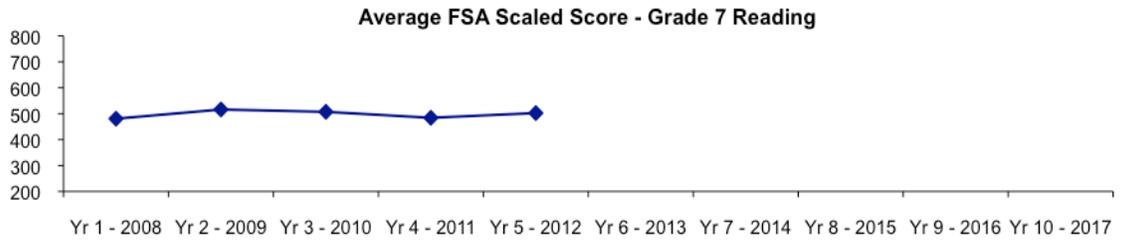
iii. FSA Reading, Writing and Numeracy – Grade 4

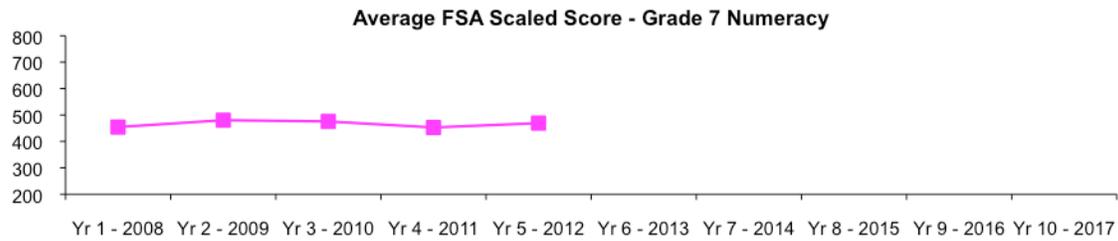


Analysis of Student Performance:

The trend over time in the following Grade 4 FSA graphs indicates a significant drop in reading performance for this year’s cohort as well as lower achievement in writing and numeracy. We are aware that many students in the 2011-12 Grade 4 cohort are vulnerable in reading, writing and numeracy based on qualitative data from schools. The district is committed to supporting this cohort with additional personnel and resources to enhance both academic achievement and social emotional skills. However, it is difficult to entirely ascertain the validity of the 2012 FSA data as 40% of Grade 4 students did not participate in the assessments.

iv. FSA Reading, Writing and Numeracy – Grade 7





Analysis of Student Performance:

Grade 7 FSA results have the same inconsistencies in procedures and participation rates in the cohort as the Grade 4 data – between 40% and 44% of students in the cohort did not participate in the assessment. As a result, the data may be flawed. Nevertheless, there are parallels between the performance of this Grade 7 cohort on past district literacy assessments and the 2012 FSA.

The 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

Due to teacher job action, district reading assessments were not done in 2012. Our 2011 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:

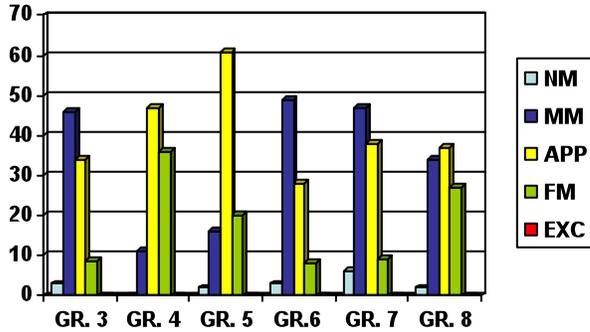
2011 Reading assessment data showed improvement in several areas:

- 1) Reduction in students not yet meeting expectations in Grades 4 through 8 cohorts
- 2) More students exceed expectations in reading (4 out of 6 cohorts saw an increase)
- 3) Almost all students meet expectations in reading (MM to EXC)

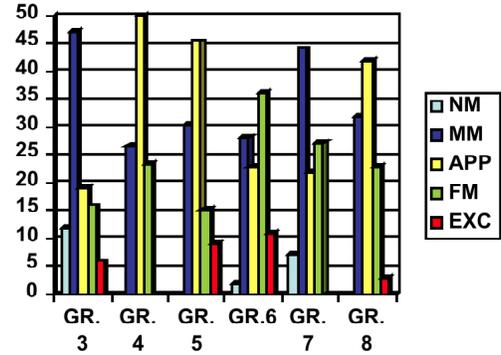
An area to improve remains the reduction of students only minimally meeting expectations in reading. Likewise, continued focus on reading across all grade and content levels is crucial to improve life chances and opportunities for all learners.

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



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



vi. District Writing Assessment – Grade 2-10

Due to teacher job action, district writing assessments were not done in 2012. Our 2011 and previous years' 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.

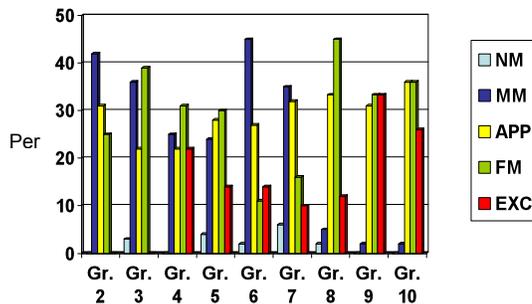
Analysis of Student Performance:

In 2011, District Writing results continue to show strong improvement. Since 2010, the following are observed:

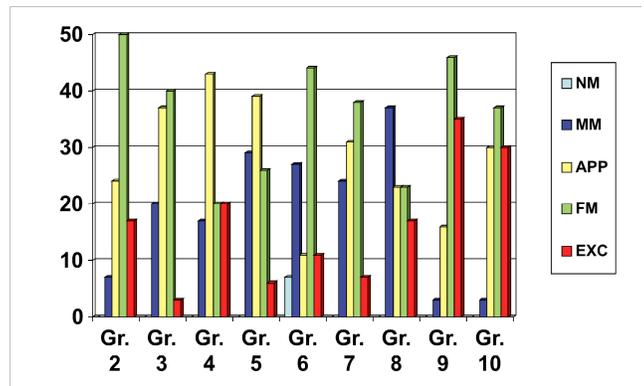
1. Continued increase in number of students exceeding expectations in Grade 2,3,4,8,9 & 10 cohorts
2. Significant decrease in students not yet meeting (only Grade 6 cohort shows 7% NYM)
3. Fewer students minimally meeting expectations in current Grade 2,3,4,7,9,10 cohorts

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

2010 School District No. 10



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



vii. 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 % <i>C- or better</i>	Province % <i>C- or better</i>	# students	District % <i>C+ or better</i>	Province % <i>C+ or better</i>
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 %

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09/10	54	98 %	96%	33	60 %	66%
10/11	58	98 %	96%	34	67%	67%

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, literacy head teacher, and district principal will participate in the year long provincial Early Reading for Success professional learning program.
- The district will investigate and implement a new reading assessment for Grades 1 – 8.

- Continue reading readiness activities in the StrongStart and StrongStart Outreach programs throughout the District.
- With the support of the 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, BC Performance Standards in Reading, and the District Reading Assessment will guide instruction and inform resourcing for at risk-learners.
- Collaboratively develop 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:
 - **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 success team** comprised of principals, teachers and SEAs from across the district will examine our provincially examinable course results, the gender gap in performance between boys and girls, and correlate with district reading and writing data, and investigate teaching and learning strategies to improve student achievement.
 - **Aboriginal education learning team:** This team will expand the highly successful Aboriginal Information Circle pilot project between SD 10 and 51 joining 10 classrooms and over 200 students in expanding 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.
 - **Secondary Student Success Team:** Examining the gender gap, student achievement data and current research, this team will pilot new strategies at Nakusp Secondary.

Improving Numeracy

- The district will investigate an appropriate 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 team of teachers from Grades 4-12 will join a numeracy team in SD 20 in a 6 week 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
- 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.
- Create a database of scholarships and bursaries to share with Aboriginal students and their families, supporting transition to post-secondary.
- With Selkirk College, create an ACE-IT Welding/Pipefitting Trades Training program with funding to support Aboriginal youth and adults.
- Implement Circle of Courage and Developmental Audit strategies to support at-risk Aboriginal children and youth and their families

Improving Social Emotional Learning

- Continue *Fun Friends* and *Friends for Life* programs in elementary grades
- Investigate and implement *Mind Up* program for elementary schools
- Support elementary counsellor professional learning opportunities and networking such as Circle of Courage with SD 51
- Coordinate school and district goals in social emotional learning
- Explore hosting 2-3 day institute for teachers and SEAs with UBC researcher, Kimberly Shonert-Reichl in collaboration with UBC – WKTEP Program
- Conduct internal Special Education Audit, implement “pull-in” programs and transform teaching and learning practices to better meet the needs of vulnerable learners

b. Structures to Support Goals – Teaching and Learning

- Implement and refine Early Literacy assessments and interventions for all primary students
- 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 Early Reading for Success team
- Expand inquiry, differentiated instruction, project-based learning, assessment for learning and inclusion of all students and other strategies
- 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 for Special Education Assistants and Teachers in inclusion and working alongside classroom teachers.
- Implement a Coaching/feedback Professional Learning network to improve student achievement through research-based effective instructional practices.

c. Organizational Structures to Support Goals

- District professional learning teams and school-based collaborative inquiry teams
- School Planning Councils
- School PACs and DPAC
- Provincial, regional and district K-3 Reading for Success program
- Release time for professional learning, and 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 weaker cohorts (eg: Education Assistants, Special Education/Learning Assistant Teacher time, differentiated program resources and materials)
- District literacy coordination and literacy leadership
- Elementary Counselling
- Aboriginal Education Support Teachers (Elementary and Secondary)
- Partnership between SD 8, 20 and 51 to augment in-district professional learning capacity
- 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
All Grad	88	95	93	98	91	87	94	100	95
Aboriginal Grad Rate			100	n/a	100	88	100	100	100
Special Needs			83	100	100	83	100	73.2	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, as well as a partnership with Selkirk College are helping meet these needs and increase graduation and transition to post-secondary and/or the workplace.

b. Aboriginal Education Enhancement Agreement

61 students self-identified as having aboriginal ancestry in 2011-12 – 11.2% of our students.

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 be a focus in the 2012-13 year as we revisit our of Enhancement Agreement and refine 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 current Enhancement Agreement has two goals:

Goal #1: Enhance the Aboriginal student's sense of belonging and improve self-esteem.

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.

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.