



Board of Education of  
*School District No. 27 (Cariboo-Chilcotin)*

P: 250.398.3800  
F: 250.392.3600  
350 Second Avenue N  
Williams Lake, BC V2G 1Z9

# Our Responsibility for Students' Learning and Development

2011-2012

*"Learning, Growing and Belonging Together"*



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## I. Introduction

Improvement in student learning and development in our district is related to the connectedness of district goals and school plans to build resilient learners. The result is an alignment of resources throughout the District with a comprehensive school health approach:

- a. What we call *Healthy Schools, Healthy Students* fosters a sense of belonging through the consideration of: students' physical and social environment; teaching and learning; healthy schools policy; partnerships and services.
- b. With these elements in place, student progress and mastery of literacy is refined through the District Literacy Success Framework built on evidence-based reading instruction and assessment for learning practices.

When the superintendent met with students from each school for a Learning Conversation, they knew what it meant to belong and learn and what was happening in their school to support students – a true indication of the work occurring in our classrooms and schools.

## II. Context

School District No. 27 (Cariboo-Chilcotin) is located in the central interior of British Columbia. It encompasses an area nearly equal to the size of New Brunswick. Williams Lake and 100 Mile House are the two primary urban centres while a number of smaller communities make up the rest of the District. The vast geographic nature of the District graces it with a cultural richness and diversity which is celebrated and honoured.

### A. Schools in the District

- 10 schools are in the south end (100 Mile House) and 21 in the north end (Williams Lake)
- 2 Off-site Alternate Programs
- 1 Adult Continuing Education Centre with 2 satellite centres
- 9 schools are rural
- 5 schools are remote

### B. Enrolment

In the 2010-11 school year, the District enrolled a total of 5,335.3 FTE students in K-12 and Continuing Education and 5,298.8 FTE for school-age students K-12.

- 47% (approximately) of our students are in Grades K-7 and 53% in Grades 8-12

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- 29% of the population is of Aboriginal ancestry
  - 29% live on reserve
  - 71% live off reserve
- 6.4% of the students have a special needs designation
- 6.5% have English as a Second Language/English as a Second Dialect (ESL/ESD) designation
- 2.7% are in Adult Continuing Education

### C. Demographics

The District has been in a state of steady enrolment decline with an approximate drop of 250 students per year for the last five years. The projected decline for 2011-2012 is about 80 students as full day kindergarten mitigates the decline. However, for the following five years a decline of about 150 students per year will continue. While the enrolment continues to decline in the District, the number of children who require additional support for both academic and social emotional issues appears to be on a dramatic incline.

Early Development Instrument data consistently shows that preschool children within community regions in our School District show high vulnerability for issues in one or more developmental Domains. Since the instrument has been in place, in 2000, vulnerability has ranged in the 25% – 50% across the region. The table below shows the consistency of vulnerability issues over time.

Percentage of Vulnerable Students Entering Kindergarten				
Community	Wave 1	Wave 2	Wave 3	Wave 4
Williams Lake – North	25.8	33.3	35.0	16.3
150 Mile/Horsefly	27.1	20.5	25.5	22.2
Williams Lake - Westside	26.5	51.9	35.7	25.5
100 Mile House	23.3	36.2	26.7	31.7
108 Mile	19.4	34.0	29.7	34.7
Williams Lake - Downtown	24.2	40.0	32.7	47.9
Chilcotin	33.9	MASK	MASK	MASK

The consistency of high vulnerability shows the continued need to concentrate on early learning initiatives to be able to meet the provincial government's target of 15% vulnerability outlined in the 15 by 15 document.

The District recognizes that special challenges present themselves with respect to student demographics and individual student needs. However, we remain optimistic about our prospects and we are committed to offering quality programs and instruction to our students. We believe the staff development plans and opportunities for teacher collaboration outlined in this



document will enhance educational opportunities for teachers and students alike.

### **III. Parent and Community Partnership Initiatives**

#### **A. Aboriginal Enhancement Agreement**

The District is working on our second Enhancement Agreement. Invitations to meetings have been extended to representatives from each First Nations community, the Métis Association, Cariboo Friendship Society, District employee groups, Board of Education and District Staff. Regular meetings to update and refine the document have been held since January 2011.

Prior to, and since the signing of the first Enhancement Agreement in 2006, the First Nations targeted budget was managed by the First Nations Education Council. This is a Council of representatives from each of the First Nations communities, the Métis Association, School District staff, the local Teachers' and Principals' and Vice-Principals' associations as well as an International Union of Operating Engineers' representative.

When the first plan was completed, meetings were held in each community to review the plan. Our first Enhancement Agreement has been shared and referenced when the District is planning educational initiatives to ensure First Nations students and families are at the forefront of our work. First Nations community representatives have referenced the Enhancement Agreement when they make plans for educational programs for students in our District.

#### **B. Cariboo-Chilcotin Partners for Literacy**

The District supports and participates in the activities of the Cariboo-Chilcotin Partners for Literacy (CCPL). This organization has been providing literacy services in the region since 1993 and is the partner that the District works with to plan and implement the District Literacy Plan.

#### **C. Communities That Care**

School District No. 27 has been awarded the contract for Communities That Care (CTC) by the Ministry of Children and Family Development (MCFD) for the next school year. The District was recommended by many partner groups to hold the contract due to our record of positive collaborations and strong working relationships with social service agencies/ programs, and the infrastructure is in place in the district to support the program. CTC continues in the communities of Williams Lake and Anahim Lake. The district will provide leadership to facilitate strong Key and Community Leader boards to develop a sustainable vision for CTC and the development of partnerships with First Nations and the business communities



The program was initiated in February 2009 with an extensive survey of 1,281 students in Grades 6 to 12. In June 2011, two and a half years into the project, CTC – Williams Lake has accomplished four major tasks:

- a. The community partners have come together to identify issues related to 'at risk' youth, as well as community strengths related to addressing these issues and has initiated planning collaboratively for change.
- b. The committee has developed a common understanding, based on issues related to risk and protective factors identified through the Community Assessment document.
- c. Appropriate programs to support the communities' greatest needs have been determined
- d. Evidenced based programs - Positive Action and Roots of Empathy - are being piloted in schools with community partner involvement and support.

In the CTC Community Assessment report –Youth Survey, youth identified the highest ranking protective factors were in the 'school domain'. Youth recognized that within their schools:

- a. They were offered opportunities for pro-social involvement.
- b. They were recognized and rewarded for their involvement in pro-social activities

The strength of these protective factors was directly connected to the work done by the schools in developing their Sense of Belonging Plans focused on promoting school connectedness.

Next step: Look to our ongoing connection with CTC, through collaboration and coordination with community partners to increase opportunities for evidence-based programs for children, youth and families to be supported within and by our schools and in the broader community.

#### **D. Early Childhood Networks**

The District participates in the regional Interior Early Childhood Development (ECD) Alliance, a committee of representatives from Interior Health, Ministry of Children and Family Development (MCFD), Health Agency Canada and School Districts. The Alliance meets with the purpose of coordinating early childhood efforts across the interior region.

Locally, the District participates in the ECD Network in Williams Lake and the ECD Table in 100 Mile House. These groups are made up of local organizations and service providers who work together to coordinate ECD services.

#### **E. Interior Health Initiative**

Working in cooperation with Interior Health, the District has engaged in a Health Promoting Schools initiative. Beginning in August 2010, District staff, with Interior Health support, took on the school health promotion portfolio. As

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a direct result of this collaboration with Interior Health – connecting their research, resources and directions with our own – the District has integrated health promotion into our approach to all students. Recognizing the close connection between student health and achievement, the District has prioritized comprehensive school health as a District focus.

District and School Plans are framed by the comprehensive school health approach to create the conditions for learning necessary to enhance the achievement for ALL learners in the District with particular attention to students who are most vulnerable.

The District Vice-Principal Healthy Schools, Healthy Students works to integrate a student health focus in all systems and structures with a particular emphasis on school plans. Each school's Building Resilient Learners School Plan details a comprehensive school health approach to the unique efforts of each school to address:

- a. physical environment and healthy eating,
- b. emotional environment and school connectedness,
- c. teaching and learning practices
- d. parent and community partnerships

The District Vice-Principal supports schools in the development and implementation of their plans, providing resources, programs, community connections and liaison with the staff and resources of Interior Health.

#### **F. Leaders Moving Forward**

The Mayor of Williams Lake called together a cross section of community leaders to increase communication and networking to build a vibrant community. There are representatives from business, Chamber of Commerce, industry, real estate, health, social services, public and post secondary education, policing and the Regional District. The benefit for all sectors has produced a commitment to meet regularly and work together.

#### **G. Ministry for Children and Family Development Initiative**

Building on the Ministry of Education and Ministry of Children and Families program for supporting Children in Care, the District, working closely with MCFD, has developed an effective system of sharing information that has accomplished the following:

- a. Constant update of contact information on Kids in Care from social worker to schools
- b. Regular report back from schools to social workers on positive accomplishments of Kids in Care
- c. Monthly Team Leader meetings of District staff and MCFD Team Leaders to discuss issues of common concern.
- d. Designation of social worker for each school

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- e. Development of role and connection relationship that benefits both schools and social workers
- f. Implementation of regular weekly social worker connection in schools is underway.

**H. Neighbourhood of Learning Schools**

The Cariboo-Chilcotin School District has many schools which provide space for community partners. Some examples of those partnerships are: after school programs and day cares, Cariboo Regional District libraries, Community Access Program (CAP).

**I. Parent Engagement, Advisory Councils and School Planning Councils**

The Board of Education, District staff and District Parent Advisory Council (DPAC) recognize the important role of parents in a child's education and school and are working with school principals and staff to explore ways to engage more parents.

School plans are developed with a focus on the goals of the District in consultation with school staff and parents. Each year the goals for improved student learning and development are set, based on evidence of achievement from the previous year's work. Plans are reviewed and adjustments are made for strategic instructional decisions to improve student achievement the following year.

In consultation with the District Parent Advisory Council (DPAC) a list of topics for monthly meetings with the principal, Parent Advisory Council (PAC) and School Planning Council (SPC) was developed. This is reviewed with DPAC each year and distributed to principals in August. This has assisted the principal, PAC and SPC to schedule planning sessions regarding the allocation of staff and resources in the school, the school plan, code of conduct and other educational services or programs in the school.

**J. Royal Canadian Mounted Police (RCMP)**

The RCMP work closely with the District and schools to support youth and ensure safety. Following are some highlights of this work:

- a. Williams Lake RCMP has youth as part of strategic plan
- b. Liaison work with schools
- c. Community Policing and services at schools
- d. Drug Abuse Resistance Education (DARE) program
- e. RCMP academy to be offered in this school district in Spring 2012

**K. Social Planning Councils**

As part of the District focus on building effective working partnerships with community agencies and programs, the District Vice-Principal of Healthy Schools Healthy Students sits as a member of the councils in both 100 Mile House and Williams Lake. This facilitates a healthy, ongoing exchange of

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information, but also provides opportunity for creative collaboration and problem-solving. Working with these groups supports the collaboration and coordination of services for schools, students and families.

**L. Social Service Agencies and Organizations**

Our District is very fortunate to work in collaboration with social service agencies and organizations in communities across the region. The collaboration and coordination of services to support students, families and our school staff is evidence of the commitment of our partners. This District recognizes and truly values the positive relationships and resulting synergy of our work for students, families and schools.

**M. Stakeholder Consultation**

In the 2008-2009 school year, the District underwent an extensive process to develop a long-term strategic plan for both the educational and operational aspects of the School District. The educational plan focuses on what students, staff, parents and the community believe is most important in education. The operational plan focuses on creating efficiencies in order to make the necessary changes to improve student achievement, given the projected decline in enrolment and increased costs of operating.

In the 2009-2010 school year, the District underwent further consultation, addressing each of the stakeholder groups in seven communities. The Board of Education is currently in the process of developing goals and setting a strategic direction for the District, both educationally and operationally. This plan takes the stakeholder consultation, operational efficiencies and budgetary constraints into consideration to determine sustainable, educationally sound plans for the next ten years.

## Our Responsibility for Student Learning and Development – Built on Partnerships

Community Supports	District Supports	School Supports
<ul style="list-style-type: none"> <li>• AXIS Family Resources</li> <li>• Big Brothers and Sisters               <ul style="list-style-type: none"> <li>• Boys and Girls Club</li> </ul> </li> <li>• Canadian Mental Health Association</li> <li>• Child Development Centre</li> <li>• Communities That Care</li> <li>• Denisiqi Services Society</li> <li>• Early Childhood Networks/ Tables               <ul style="list-style-type: none"> <li>• Family Enrichment Centre</li> </ul> </li> <li>• First Nations Education Council               <ul style="list-style-type: none"> <li>• Friendship Centre</li> </ul> </li> <li>• Interdisciplinary Child and Youth Teams               <ul style="list-style-type: none"> <li>• Interior Health</li> <li>• Knucwentwecw Society</li> </ul> </li> <li>• Ministry for Children and Family Development               <ul style="list-style-type: none"> <li>• PAC and SPC                   <ul style="list-style-type: none"> <li>• Parents</li> <li>• RCMP</li> </ul> </li> </ul> </li> <li>• Social Planning Councils</li> <li>• Thompson Rivers University               <ul style="list-style-type: none"> <li>• Three Corners Health</li> </ul> </li> <li>• University of Northern BC</li> <li>• Women's Contact Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Aboriginal Enhancement Plan               <ul style="list-style-type: none"> <li>• Career Programs Coordinator</li> </ul> </li> <li>• Community Literacy Plan               <ul style="list-style-type: none"> <li>• CommunityLINK Programs</li> </ul> </li> <li>• Comprehensive School Health               <ul style="list-style-type: none"> <li>• District Literacy Framework</li> </ul> </li> <li>• District Teacher Leaders</li> <li>• Early Learning Initiatives</li> <li>• Professional Learning Communities               <ul style="list-style-type: none"> <li>• Reading Strategies</li> </ul> </li> <li>• Student Support Services               <ul style="list-style-type: none"> <li>• This District Plan</li> <li>• Vulnerable Student Supports</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Alternate and Transition Programs               <ul style="list-style-type: none"> <li>• Building Resilient Learners Plan: A Comprehensive School Health Approach for sense of belonging and literacy goals</li> </ul> </li> <li>• First Nations language, culture, liaison, classroom support</li> <li>• Learning Community, Reading Strategies, Learning Support and English as a Second Dialect/Language Teachers</li> </ul>

## IV. Planning

### A. Ten Year Plan

The Board of Education is engaged in developing a ten year plan for the District. The plan will provide objectives and goals for a healthy system, operating efficiencies and student learning and development.

### B. Community Forums: Our Kids, Our Future

Two years of public consultation provided the current educational and operational directions for the District:

- a. The learning expectations for and success of students in School District No. 27.
- b. The instructional and operational supports needed to ensure student learning is achieved.

## V. Setting Directions

### A. Comprehensive School Health Approach

The District and School Plans are framed by the comprehensive school health approach to create the conditions for learning necessary to enhance the achievement for ALL learners in the District, with particular attention to students who are most vulnerable.

Comprehensive school health is an internationally recognized framework for improvements in students' learning and development in an integrated and holistic way. Conditions for learning are optimized with this integrated approach. Health and education are interdependent as healthy young people learn better and achieve more. This encompasses the whole school environment with actions addressing four overlapping areas:

- a. social and physical environment;
- b. teaching and learning;
- c. healthy school policy; and
- d. partnerships and services.

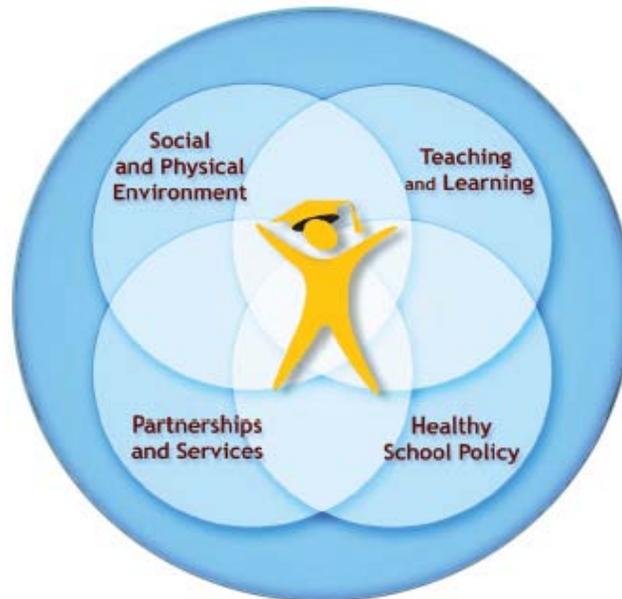


Image from the Joint Consortium for School Health (May 2011)

### B. Inquiry for Learning at all levels

The intent of District and school goals is to enhance student sense of belonging, progression of learning and mastery of literacy skills through an inquiry-based process of assessment, analysis, planning, implementation and reflection. These undertakings promote a culture of inquiry as the core focus of student learning and development at every level of the system, classrooms, schools and District office.

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## **VI. District Goals for Student Learning and Development: Literacy and Sense of Belonging**

The intent of District and school goals is to build resilient learners by creating opportunities for students to have a sense of belonging and fostering progress and mastery of literacy skills through an inquiry-based process of assessment, analysis, planning, implementation and reflection. These undertakings promote a culture of inquiry as the core focus of student learning and development at every level of the system, classrooms, schools and District office.

### **A. Learning Conversations – Student and Staff voices**

Ensuring the work of the district is focused and there is a collective understanding of our work in classrooms, schools and the district is critical. The Superintendent has been visiting schools and speaking with student focus groups to ask three questions:

- a. What helps students have a sense of belonging?
- b. What helps students learn?
- c. What can we do to prepare you for the future?

The student responses are shared and discussed with school staff. The feedback and exemplars provided by staff provide a deeper understanding of the work in our schools. Following a brief overview of the district plan, district wide trends in student achievement and the important link between District and school plans staff discuss their school plan. This has provided valuable insights into school level student evidence, opportunities to share promising practices and is building a collective understanding of our work to improve student learning and development.

Summaries and video clips of these conversations have been shared with the Board of Education, Education Committee and District Parent Advisory Council (DPAC). At the request of DPAC, Learning Conversations with parents will be scheduled in a few communities in 2011-2012 to deepen our understanding with parental voices.

### **B. District Plans**

The District plan reflects and supports school plans.

- a. School plans are summarized and reviewed by the District staff.
- b. Schools are provided feedback with respect to potential modifications or adjustments which could clarify learning intentions.

### **C. Staff Development**

District professional and staff development planning is focused on the goals of the District and school plans.

## VII. School Plans Focused on: Building Resilient Learners

The focus of school plans is to build strong, capable, resilient learners by:

- Increasing protective factors and decreasing the risk factors.

### A. Goal 1: Literacy Plans

School Literacy Plans identify specific teaching strategies to improve student achievement in literacy. The focus of the plan is an inquiry-based process for setting a literacy goal, developing and implementing a plan and determining a method to measure success. Schools engage in a collaborative approach to develop and implement their plans.

Professional Learning Communities (PLCs) are established in each school to support the development and implementation of School Literacy Plans.

- Itinerant or 0.1 FTE Teacher leader supports PLCs.
- Developing and measuring the outcomes of the plans is supported by a full-time District Coordinator.

#### a. 2007-2008 Structures

Most school plans focused on school structures such as programs, resources or schedules as a method for literacy improvement.

#### b. 2008-2009 Strategies

Most schools focused on specific teaching strategies as a focus for literacy improvement.

#### c. 2009-2010 Assessment

All schools have school-wide literacy assessment strategies in place (PM Benchmark, Developmental Assessment Resource for Teachers (DART), Developmental Reading Assessment (DRA), Sequence Read Archive (SRA), STAR Reading Assessment, Jerry Johns, Alberta Diagnostic Reading, BC Performance Standards). District-wide school writing data was collected for the first time (School-Wide Write assessed on the BC Performance Standards).

#### d. 2010-2011 Action Research

School plans focused on cycles of inquiry related to teaching practice and strategies based on a question generated from student achievement evidence.

#### e. 2011-2012 Action Research

The Literacy Success Framework will be implemented in two strands, grades K-3 and grades 4-12. At the primary level the Framework provides support for improved literacy instruction and general classroom instructional support. For grades 4-12 the focus is integrated on



instructional practices which support literacy and general classroom practice.

**B. Goal 2: Comprehensive School Health - For a Sense of Belonging**

Comprehensive School Health Plans identifies specific school and classroom comprehensive school health strategies to improve student health, well-being, engagement and connectedness and therefore, a sense of belonging. The focus of the plans is an inquiry-based process for setting a comprehensive school health goal, developing and implementing a plan and determining a method to measure success. Schools engage in a collaborative approach to develop and implement their plans.

a. 2007-2008 Structures

Most school plans focused on school structures such as EBS or school leadership programs to support sense of belonging.

b. 2008-2009 Strategies

Most schools continued to focus on school-wide systems but included specific strategies targeted at reaching vulnerable students to improve their sense of belonging.

c. 2009-2010 Classroom Strategies

School plans focused on school and classroom strategies to increase student sense of belonging.

d. 2010-2011 Instructional Practices

Schools expanded their focus on sense of belonging to comprehensive school health:

- i. School-wide structures and strategies to promote comprehensive school health and as a result - a sense of belonging.
- ii. Instructional practices tied to cycles of inquiry that are known to increase student engagement (AFL, project based learning, etc).

e. 2011-2012 Comprehensive School Health Approach

School plans focus on structures, strategies and instructional practices designed to build strong, capable, resilient learners using the comprehensive school health model.

**VIII. District Supports for Schools, Students and Families**

**A. Aboriginal Students Support**

The First Nations department and First Nations Education Council (FNEC) and District work collaboratively to support First Nations students.

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- a. Enhancement Agreement  
Goal 1 is to increase First Nations students' sense of belonging. Our district has incorporated strategies and structures to support improvements and evidence shows improved transition rates.  
Goal 2 is to increase the quality of academic success for all First Nations students. Our district is involved in a number of initiatives toward this end.  
Goal 3 is to increase respect and understanding of history, culture, governance and languages of First Nations. This year the district is developing a unit of study on the three local nations which teachers can incorporate in Social Studies 10 and other secondary courses.
- b. Early Learning  
Full day Kindergarten will be offered in all of the District's schools in the coming year. To support school readiness, both Ready, Set, Learn and StrongStart Programs have been set up to be either in First Nations communities or within their catchment areas.
- c. Culturally Appropriate Programming  
From Early Learning to Grade 12 programs, schools have and will continue to purchase culturally appropriate materials. These purchases include children's books for Ready Set Learn and StrongStart programs, Language Arts materials such as books at all levels, and Science support materials.  
English 12 First Peoples will be offered in the 2010-2011 school year and English 10 First Peoples is being developed for online instruction in our rural schools. At urban high schools, Math 10 will be offered in a year-long format, specifically to help First Nations students find more success in its completion.
- d. Language Programs  
The importance of language has been noted in planning for the revised Enhancement Agreement and goals are being developed to improve language fluency.
- e. First Nations Role Models  
To truly move First Nations student achievement forward, it is important that students have role models to look up to, both in their peer group and as adults. To this end First Nations Youth Liaison Workers, Classroom Support Workers, Counsellors and Language Teachers are in place. In addition, the First Nations Department organizes a student role model contest and celebration each year.
- f. Cultural Events  
The First Nations Department organizes a community and school-based cultural event to celebrate National Aboriginal Day.



g. Hiring Practices

The District actively promotes post secondary education including trades programs to interested First Nations students and communities and has a practice of hiring qualified First Nations professionals as part of the annual recruitment procedure.

**B. Early Learning Programs**

School District No. 27 has a number of Early Learning Programs in place. The District is committed to participation in the Early Development Instrument on an annual basis as a method of gaining information about student readiness for kindergarten. As well, the Early Learning Department and Early Years Itinerant teachers have established a ten-week Ready, Set, Learn Program in most schools to give parents and pre-school children the opportunity to participate in guided play-based learning. At this time the District has four full-time StrongStart Centres and three StrongStart Outreach Programs.

**C. Opportunities for Parental and Community Engagement**

Parental involvement is a critical component of student learning and development. Schools offer a variety of opportunities to engage parents. Following are some examples:

- a. Parent-student-teacher interviews
- b. Sharing strategies to support their child in learning
- c. Parents as literacy partners
- d. Parent Advisory Council (PAC) and School Planning council (SPC)
- e. Developing the school plan
- f. One PAC has a literacy goal they are responsible for in the school plan
- g. Reviewing the school code of conduct
- h. Mentoring students
- i. Chaperones for school trips
- j. Coaching school teams
- k. Assisting with drama productions and speech arts
- l. Assisting with school snack and meal programs

**D. Opportunities for Student Engagement**

Student motivation and engagement is at the core of academic achievement. Opportunities for students to learn in different ways, at different rates, in a variety of settings, and through a variety of program focuses provide District No. 27 students choices based on personal interest and learning style:

- a. Trades Program in partnership with Thompson Rivers University
- b. Distributed Learning Program
- c. On and Off-Site Alternate Programs
- d. Elementary Transitions Program (elementary alternate)
- e. Secondary Transitions Program (secondary alternate)
- f. Hockey Program
- g. Traditional School



- h. Balanced Calendar School
- i. French Immersion K-12
- j. Rural Secondary Synchronous on-line courses

#### **E. Professional Learning Communities**

During the 2009-2010 school year the District developed school and District level structures to support the implementation of Professional Learning Communities (PLCs) throughout the District. Each school has a 0.1 FTE assigned as the PLC leader with a full-time District Coordinator to support and facilitate this initiative. The role of the Learning Communities Coordinator was to facilitate the direction and structure of effective Professional Learning Communities, institute school-based inquiry, provide relevant research to guide the PLC school leaders and to continually offer support and training to the PLC school leaders and the school based PLCs.

Learning Communities in our schools are contributing to increased alignment of district and school goals, the sharing of promising practices between schools and school based inquiry is increasing the capacity of teachers working with their colleagues. This is a significant contribution to positive improvements in student learning and development.

##### **a. Year 1: A Building Year**

The goal was to establish Professional Learning Communities, develop a focus that is relevant and meaningful for the educators involved, and begin to collectively experiment with new ideas and instructional practices in our classrooms.

##### **b. Year 2: A Year of Inquiry**

The goal is to get each Professional Learning Community engaged in collective inquiry within each of the schools.

##### **c. Year 3: A Year of Inquiry**

The inquiry process is established and PLCs will focus on an inquiry question that is explicitly connected to the needs of students as determined by the evidence from the previous inquiry.

#### **F. Reading Strategies**

Since 1997, Reading Recovery and the specialized teaching it provides has benefitted 1,200 of the District's lowest achieving grade one students. Reading Recovery is a short-term early intervention intended to serve the lowest-achieving grade one students. The goals of Reading Recovery are to promote literacy skills, reduce the number of grade one students who are struggling with literacy and prevent long-term literacy difficulties. Reading Recovery supplements classroom teaching with daily, 30 minute, individual instruction, conducted by trained Reading Recovery teachers over 12-20



weeks. In the coming year these Reading theory strategies will support small group and whole class instruction.

#### **G. Rural Secondary Initiative**

The District enrolls 160 FTE students in the five remote schools. These are schools between 88 km and 317 km from the nearest urban centre. Students in these schools are predominantly of Aboriginal ancestry, or they are from families with long histories of rural life. In an attempt to keep children in their home communities, the District currently offers programming to Grade 10.

Teachers in rural schools are faced with multi-grade splits and are responsible for preparing for all subjects for their students. Students are faced with trying to learn materials in an environment where they are one of only a few at their grade level.

2009-10 was the first year of implementation for the Rural Strategies Initiative, offering Grade 8-10 English, Math, Science and Social Studies through an innovative delivery system with the use of technology. It linked students with other students in their grade, as well as provided access to expert teachers in each subject area. The linking provided social connections of students with each other, as well as a more realistic 'big class' feel and rigor to their program.

The program will continue and expand next year to include at least one elective course in addition to the core academic courses already being offered.

#### **H. Vulnerable Students Support**

The District has continued to refine and improve strategies for supporting students with the most difficult behaviour issues. Using a strength-based approach, the District Indefinite Suspension Committee builds a collaborative support group and then a comprehensive support plan to assist students in making a change in behaviour. Follow-up from the support group has helped to ensure behavioural changes are sustained. Community supports such as social workers, public health nurses, and youth care workers are included in the initial discussion with parental permission. Students and families benefit from the multi-dimensional support plan that includes both in-school and out-of-school supports.

### **IX. Strengths Based on Improved Student Learning and Development**

#### **A. Aboriginal Learners**

- a. Transition Rates Compared to Last Year (See tables pp 27-28)
  - i. Gr. 9 to 10 transition 82%
  - ii. Gr. 10 to 11 transition 81%

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iii. Gr.11 to 12 transition improved by 7% to 58%

b. Grade 7 Foundation Skills Assessment (FSA)

- i. Reading improved by 11% (to 52%, Province 46%)
- ii. Writing improved by 12 % (to 57%, Province 49%)

c. Grade 12 Provincial Exam

Continue to reflect close to the provincial average at 86% receiving a C- or better.

**B. All Students**

a. FSA Writing

i. Grade 4

After a 14% increase last year, we continue to see growth to 70% of our students meeting or exceeding expectations. This is **1% higher** than the provincial average.

ii. Grade 7

Increased by 16%, to 74% meeting or exceeding expectations. This is **6% higher** than the provincial average.

b. FSA Reading

i. Grade 4

We had a 3% increase over the previous year to 66% meeting or exceeding expectations. This is the only area where we are below the provincial average by 2%.

ii. Grade 7

Increased by 10% to 71%, this is **4% greater** than the provincial average.

c. English Exam Pass Rates

- i. Grade 10's 84% receiving C- or better.
- ii. Grade 12's 91% receiving C- or better.

d. Rural Secondary

Course completion has improved from 65% to 81% in the 2009-2010 school year.

e. Suspensions

In March of 2011, a review of suspension statistics has shown a continued decrease from 2009-2010 to 2010-2011 for indefinite suspension by 24%, students with repeated out of school suspensions decreased by 24% and in-school suspensions by 42%.

## X. District Goals and Targets Based on Student Evidence

### A. Student Achievement: Literacy

Literacy is built on the complex integration of skills in oral language, reading and writing. The District Literacy Success Framework provides the structures and strategies for improved literacy for all students.

#### Goal 1

•To create powerful readers and writers Grades K-12

#### a. Literacy Objective 1: (Vulnerability focus ~ Early Learners)

- Improve school readiness skills for students not yet in Kindergarten by:
  - Promoting and developing District pre-school programs.
- Improve reading skills for struggling readers in grade 1 by:
  - Providing Early Literacy Intervention opportunities

#### i. Long Term, Five Year Target:

- Early Development Index will be 15%

#### 1. Performance Indicators

##### 1.1 Performance Indicator 1:

- Increased participation in pre-school programs.

##### 1.2 Performance Indicator 2:

- Increased opportunities for pre-school program participation.

##### 1.3 Performance Indicator 3:

- Increase in the % of students who qualify for service and receive service.
- Increase in the % of grade 1 students meeting or exceeding reading expectations.

#### 2. Performance Measures 1 and 2

Early Learning Initiatives *District Evidence	Opportunities to Participate			
	Student Participation		Number of Sites	
	Number	Increase	Number	Increase
2008-2009	350	n/a	3	n/a
2009-2010	576	61%	14	78%
2010-2011	800	72%	15	93%
2011-2012 Target	800		15	



3. Performance Measure 3

Early Literacy Intervention *District Evidence	Participation	
	Number of Students	% of enrolled Gr. 1's participating
2007-2008	120	33%
2008-2009	121	27%
2010-2011	83	24%
2011-2012 Target		25%

Early Literacy Intervention *District Evidence	Achievement			
	At or above average Gr. 1 level	Recommend -ed for further support	Moved	Progressing but unable to continue due to poor attendance
2007-2008	63%	25%	12%	0%
2008-2009	66%	21%	12%	1%
2010-2011	52%	38%	4.8%	4.8%
2011-2012 Target	65%			

**b. Literacy Objective 2:**

- Improve reading comprehension and writing strategies K-12 by:
  - Supporting and developing teaching strategies based on best practice
  - Developing productive Professional Learning Communities focused on improving literacy instruction in each school in the District.
  - Gathering literacy data from schools based on Assessment for Learning practices.
  - Early identification of students struggling with literacy skills.
  - Developing school-wide strategies to support students who struggle.

**i. Long Term, Five Year Target:**

- Every nine year old will be literate - reading writing and oral language skills at nine year old level or meeting the goals of the Individual Education Plan or Annual Education Plan
  1. Performance Indicators
    - 1.1 Performance Indicator 1:
      - An increase in the % of students meeting/exceeding (Gr.4 & 7) FSA and performing at C- or better on Provincial English Exams.
    - 1.2 Performance Indicator 2:
      - An increase in the % of students who graduate



2. Performance Measures 1 and 2

All Students FSA Reading	*Ministry of Education Data 2009/10 based on grade enrollment (Meeting / Exceeding)			
	Gr. 4		Gr. 7	
	Dist	Prov	Dist	Prov
2007-2008	65	74	63	69
2008-2009	63	69	61	67
2009-2010	66	68	71	65
Difference 2007-2008 & 2008-2009	-2	-5	-2	-2
Difference 2008-2009 & 2009-2010	3	-1	10	-2
2011-2012 Target	70		75	

All Students FSA Reading	*District Key Information data, based on % of students writing the FSA (Meeting / Exceeding)			
	Gr. 4		Gr. 7	
	Dist	Prov	Dist	Prov
2007-2008	68.7	81.5	66.4	76
2008-2009	70.7	82	69.1	78.8
2009-2010	71.6	80.4	75.8	78.1
Difference 2007-2008 & 2008-2009	2	0.5	2.7	2.8
Difference 2008-2009 & 2009-2010	0.7	-1.6	6.7	-0.7
2011-2012 Target	75		78	

All Students FSA Writing	*Ministry of Education Data 2009/10 based on grade enrollment (Meeting / Exceeding)			
	Gr. 4		Gr. 7	
	Dist	Prov	Dist	Prov
2007-2008	53	71	74	75
2008-2009	67	68	58	66
2009-2010	70	69	74	68
Difference 2007-2008 & 2008-2009	14	-3	-16	-9
Difference 2008-2009 & 2009-2010	3	1	16	2
2011-2012 Target	74		76	



All Students FSA Writing	*District Key Information data, based on % of students writing the FSA (Meeting / Exceeding)			
	Gr. 4		Gr. 7	
	Dist	Prov	Dist	Prov
2007-2008	57.3	79.7	79	83.8
2008-2009	79.4	81.8	69.9	79.8
2009-2010	77.3	83.9	79.9	83.6
Difference 2007-2008 & 2008-2009	22.1	2.1	-9.1	-4
Difference 2008-2009 & 2009-2010	-2.1	2.1	10.0	3.8
2011-2012 Target	80		83	

Aboriginal Students FSA Reading	*Ministry of Education Data 2009/10 based on grade enrollment (Meeting / Exceeding)			
	Gr. 4		Gr. 7	
	Dist	Prov	Dist	Prov
2007-2008	46	58	43	59
2008-2009	60	52	41	48
2009-2010	57	51	52	46
Difference 2007-2008 & 2008-2009	14	-6	-2	-11
Difference 2008-2009 & 2009-2010	-3	-1	11	-2
2011-2012 Target	61		54	

Aboriginal Students FSA Reading	*District Key Information data, based on % of students writing the FSA (Meeting / Exceeding)			
	Gr. 4		Gr. 7	
	Dist	Prov	Dist	Prov
2007-2008	49.5	66.8	47.4	57.6
2008-2009	71.3	65.8	50.5	60.3
2009-2010	65.1	64.4	60.8	59.7
Difference 2007-2008 & 2008-2009	21.8	-.8	3.1	2.7
Difference 2008-2009 & 2009-2010	-6.2	-1.4	10.3	-0.6
2011-2012 Target	72		65	



Aboriginal Students FSA Writing	*Ministry of Education Data 2009/10 based on grade enrollment (Meeting / Exceeding)			
	Gr. 4		Gr. 7	
	Dist.	Prov.	Dist.	Prov.
2007-2008	33	52	57	56
2008-2009	62	51	45	48
2009-2010	54	54	57	49
Difference 2007-2008 & 2008-2009	29	-1	-12	-8
Difference 2008-2009 & 2009-2010	-8	3	12	1
2011-2012 Target	60		60	

Aboriginal Students FSA Writing	*District Key Information data, based on % of students writing the FSA (Meeting / Exceeding)			
	Gr. 4		Gr. 7	
	Dist	Prov	Dist	Prov
2007-2008	37.6	62.4	64.3	66.9
2008-2009	78	65.2	60.2	62.7
2009-2010	63.9	70.4	66.3	66
Difference 2007-2008 & 2008-2009	40.4	2.8	4.1	
Difference 2008-2009 & 2009-2010	-14.1	5.2	6.1	
2011-2012 Target	70		70	

All Students School Write	*District Evidence (% Meeting / Exceeding)						
	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7
2010-2011	60.2	67.6	60.7	61.4	58.4	62.3	66.6
2011-2012 Target	62	70	63	63	61	64	68

Aboriginal Students School Write	*District Evidence (% Meeting/Exceeding)						
	Gr.1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr.7
2010-2011	41.4	52.9	51.9	45.3	50.6	50	56.5
2011-2012 Target	43	55	54	48	53	52	59



All Students English Exams	*Ministry of Education data (C- or better)			
	Gr. 10		Gr. 12	
	Dist	Prov	Dist	Prov
2007-2008	90	92	96	93
2008-2009	90	92	92	97
2009-2010	84	91	91	91
Difference 2007-2008 & 2008-2009	0	0	-4	4
Difference 2008-2009 & 2009-2010	-6	-1	-1	-6
2011-2012 Target	90		95	

Aboriginal Students English Exams	*Ministry of Education data (C- or better)			
	Gr. 10		Gr. 12	
	Dist	Prov	Dist	Prov
2007-2008	80	81	93	91
2008-2009	82	81	88	87
2009-2010	70	80	86	88
Difference 2007-2008 & 2008-2009	2	0	-5	-4
Difference 2008-2009 & 2009-2010	-8	-1	-2	1
2011-2012 Target	80		90	

All Students Graduation Rates	*Ministry of Education data					
	First Time Gr. 12		Six Year Completion		Eligible and Do Graduate Gr. 12 yr.	
	Dist	Prov	Dist	Prov	Dist	Prov
2007-2008	64	80	66	79	90	96
2008-2009	60	79	64	79	91	95
2009-2010	59	80	65	80	88	95
Difference 2007-2008 & 2008-2009	-4	-1	-2	0	1	-1
Difference 2008-2009 & 2009-2010	-1	1	1	1	-3	0
2011-2012 Target	65		70		91	

Aboriginal Students Graduation Rates	*Ministry of Education data					
	First Time Gr. 12		Six Year Completion		Eligible and Do Graduate Gr. 12 yr.	
	Dist	Prov	Dist	Prov	Dist	Prov
2007-2008	34	59	42	47	76	90
2008-2009	37	59	33	49	84	90
2009-2010	38	59	42	50	78	89
Difference 2007-2008 & 2008-2009	3	0	-9	2	8	0
Difference 2008-2009 & 2009-2010	1	0	9	1	-6	-1
2011-2012 Target	42		50		84	

**B. Student Achievement: Sense of Belonging**

Goal 2

•To foster vibrant learning environments where all students are engaged in their learning, feel safe and respected, and have a sense of belonging.

**a. Sense of Belonging Objective 1:**

- Improving student self-efficacy by:
  - Determining the reasons and addressing why student transition is less successful as students move into senior high.
- Increase student level of active participation in learning activities by:
  - Supporting and developing teaching strategies based on practices that ensure student engagement at all levels of learning within a classroom

**i. Long Term, Five Year Target:**

- Grade 11 to 12 transition rate will improve to 85% for all students and to 75% for aboriginal students.

1. Performance Indicator

1.1 Increased number of students who are successfully transitioning from one grade to the next

2. Performance Measure

<b>% Students Transitioning from One Grade to the Next Grade</b>						
<b>ALL STUDENTS</b>	Grade 6		Grade 7		Grade 8	
*Ministry of Education data	Dist	Prov	Dist	Prov	Dist	Prov
2007/2008	96	97	96	97	95	96
2008/2009	98	97	97	97	95	97
2009/2010	99	97	97	98	96	97
Difference 2007-2008 & 2008-2009	2	0	1	0	0	1
Difference 2008-2009 & 2009-2010	1	0	0	1	1	0
<b>2011-2012 Target</b>	<b>99</b>		<b>99</b>		<b>99</b>	

<b>% Students Transitioning from One Grade to the Next Grade</b>						
<b>ALL STUDENTS</b>	Grade 9		Grade 10		Grade 11	
*Ministry of Education data	Dist	Prov	Dist	Prov	Dist	Prov
2007/2008	90	95	84	90	67	84
2008/2009	92	95	85	92	67	85
2009/2010	91	96	89	91	70	86
Difference 2007-2008 & 2008-2009	2	0	1	2	0	1
Difference 2008-2009 & 2009-2010	-1	1	4	-1	3	1
<b>2011-2012 Target</b>	<b>95</b>		<b>92</b>		<b>75</b>	

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<b>% Students Transitioning from One Grade to the Next Grade</b>						
<b>ABORIGINAL STUDENTS</b>	Grade 6		Grade 7		Grade 8	
	Dist	Prov	Dist	Prov	Dist	Prov
*Ministry of Education data						
2007/2008	96	97	95	96	90	91
2008/2009	96	97	95	96	90	93
2009/2010	98	97	93	97	92	94
Difference 2007/08 & 2008/09	0	0	0	0	0	2
Difference 2008/09 & 2009/10	2	0	-2	1	2	1
<b>Target 2011-2012</b>	<b>99</b>		<b>98</b>		<b>95</b>	

<b>% Students Transitioning from One Grade to the Next Grade</b>						
<b>ABORIGINAL STUDENTS</b>	Grade 9		Grade 10		Grade 11	
	Dist	Prov	Dist	Prov	Dist	Prov
*Ministry of Education data						
2007/2008	84	87	65	77	42	67
2008/2009	87	89	76	81	49	69
2009/2010	82	90	81	84	58	73
Difference 2007-2008 & 2008-2009	3	2	11	4	7	2
Difference 2008-2009 & 2009-2010	-5	1	5	3	7	4
<b>Target 2011-2012</b>	<b>88</b>		<b>84</b>		<b>63</b>	

**b. Sense of Belonging Objective 2 (Vulnerability focus: Gr. 8-12 Students):**

- Increase student's positive perception of their school, learning environment, and their relationships with others in the school by:
  - Developing and implementing a 'Sense of Belonging' plan with the above-stated objective in each school in the District.
  - The early identification of each 'vulnerable' student in each school in the District.

**i. Long Term, Five Year Target:**

- Every student can identify three or more ways the school supports their sense of belonging.

**1. Performance Indicator**

1.1 Satisfaction Survey results.

1.2 The District will develop and administer a survey for students in grades 3 and 6 during 2011-2012 to provide information about students' sense of belonging at their school. This evidence will be a comparator to the Satisfaction Survey results and provide information about district strategies. In consultation with secondary schools a



survey will be developed for specific grades over the next two years.

2. Performance Measure

Satisfaction Survey	Grade 4			Grade 7		
	07/08	08/09	09/10	07/08	08/09	09/10
Do you feel welcome in your school?	N/A	79	80	N/A	66	74
% Diff		N/A	1		N/A	6
2011-2012 Target			84			79
Are teachers helpful to you?	84	84	71	84	71	78
% Diff		0	-13		-13	7
2011-2012 Target			80			81
Do 2 or more adults care about you?			93			89
% Diff						
2011-2012 Target			95			94

Satisfaction Survey	Grade 10			Grade 12		
	07/08	08/09	09/10	07/08	08/09	09/10
Do you feel welcome in your school?	N/A	66	68	N/A	75	73
% Diff		N/A	2		N/A	-2
2011-2012 Target			72			76
Are teachers helpful to you?	70	59	58	78	74	68
% Diff		-11	-1		-4	-6
2011-2012 Target			64			72
Do 2 or more adults care about you?			79			85
% Diff						
2011-2012 Target			85			88

\*Ministry of Education Satisfaction Survey 2009-2010

\* Wording for the last question was different for 2009-2010 so there is no comparable

c. **Sense of Belonging Objective 3**

(Vulnerability focus: Students with behavioural challenges):

- Improve the learning environment in classrooms where there are students with behaviour challenges/disabilities by:
  - Supporting and developing teaching strategies based on practices that ensure student engagement at all levels of learning within a classroom.
  - Improving student self-efficacy by implementing Assessment for Learning strategies.

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- Effective Behaviour Support System is entrenched across the system in all schools
- Ensuring school Codes of Conduct have clearly articulated behaviour expectations where consequences are consistently enforced, are actively taught, prominently displayed, reinforced, and celebrated.

**i. Long Term, Five Year Target:**

- 10% reduction in the areas of Against Self and Significant Vulnerability Actions.

1. Performance Indicator  
 1.1 Decrease in suspension rates.

2. Performance Measure

SUSPENSION RATE COMPARISON TOTALS																		
*District Evidence	Demographics			Actions Against Self				Actions Against Others							All Suspensions	Significant Vulnerability		
	Male	Female	Aboriginal	Alcohol	Drugs	Smoking	Truancy	Defiance	Fighting	Aggression	Assault/Threats to Staff	Inappropriate Behaviour	Vandalism Stealing	Bullying		No. of Students With Repeated Suspensions	Indefinite	Repeat Indefinites
<b>Out-of-School</b>																		
2008-2009	279	102	183	13	53	0	24	56	59	55	9	74	12	27	<b>380</b>	54	94	3
2009-2010	190	40	89	21	29	7	20	31	41	30	1	31	4	15	<b>230</b>	26	46	3
2010-2011	242	62	114	39	82	1	17	34	45	28	8	38	4	7	<b>303</b>	20	35	1
<b>2011-2012 Target</b>				2%	2%	2%	2%									2%	2%	2%
<b>In-School</b>																		
2008-2009	217	100	83	10	22	4	72	27	56	22	0	79	2	23	<b>317</b>	55		
2009-2010	196	49	87	10	20	4	87	26	32	20	0	32	5	8	<b>244</b>	47		
2010-2011	159	42	47	27	27	5	51	5	29	17	0	34	1	5	<b>201</b>	20		

## **XI. Systemic Capacity Building**

Student learning and development is driven by what teachers and students do in classrooms. An extensive body of evidence suggests formative assessment for learning (AFL) practices are an essential component of classroom work and that this approach can raise student achievement, "We know of no other way of raising standards for which such a strong prima facie case can be made" (Black and William, 1998). However, for assessment to function formatively the results have to be used to adjust teaching and learning; thus a significant aspect of any program will be the ways in which teachers make these adjustments. Therefore the District is making a concerted effort to support all educators, principals and teachers, by providing opportunities to build and extend existing good practice.

### **A. Focus on Instruction**

Schools apply to the District for release time for collaborative planning sessions with respect to literacy initiatives and assessment practices. In addition the following initiatives were supported by the District:

#### Professional Learning Communities

The Learning Communities Coordinator will monitor and support the ongoing directions of each school-based PLC and work to imbed what we know, from research and experience, into daily practice. PLC initiatives will provide opportunities for teachers to become strategic and explicit in their instruction and improve student learning and achievement.

#### a. Inquiry-based approach to improve learning through examples such as:

- Book and reading clubs
- Grade group meeting for sharing literacy practices
- Professional book clubs
- Assessing student writing collaboratively
- Ways to use oral language to improve reading and writing
- Using images to support student writing to include detail and description
- Setting goals
- Establishing criteria

#### b. Quality Instruction and Programs

##### i. Reading Strategies

Reading Recovery in-service and ongoing professional development has continued with District support over the last 15 years. The comprehensive staff development model ensures the quality of teaching and implementation in our schools. Integral to Reading Recovery professional development is the use of a one-way glass, with colleagues observing lessons and talking about a

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child's behaviours and a teacher's decisions. In the coming year, Reading theory strategies will support small group and whole class instruction.

ii. Assessment for Learning

Professional development resources and opportunities have been provided for schools and staff. The BCELC Assessment for Learning webcast series has been organized on our School District website in an easily accessed format. This video resource has been well utilized by both in-district and out-of-district staff. There is strong evidence that student achievement is significantly enhanced through descriptive feedback between students and teachers. This process requires significant changes in classroom practice. Current research indicates students who are engaged in their own learning not only have greater academic achievement; they also have greater self-esteem and sense of belonging (Black and William, 1998).

1. AFL Practices

- Learning Teams
- Voluntary groups working/learning AFL Strategies

2. AFL Elluminate Live! Podcasts

iii. SmartLearning

A coordinated effort to provide in-service and professional development toward increased knowledge of current practices has resulted in groups of teachers coming together over the course of the year to learn and practice SmartLearning strategies. A series of workshops and subsequent learning rounds continue to be provided by local teachers and principals with support from the District. For the second year in a row, the District hosted a three-day SmartLearning Summer Institute for educators across BC and Alberta.

1. SmartLearning

- SmartLearning Workshops
- SmartLearning
  - Learning Teams
  - Voluntary groups working/learning Smart Strategies

**B. Focus on Educational Leadership**

Principals and Vice-Principals – Professional Development Opportunities:

- 6 completed the UNBC Master's Program in the last 5 years
- 5 are currently enrolled in UNBC Master's Programs
- 3 participated in the BCELC Assessment for Learning in 2008-2009

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- 14 participated in the BCELC Leadership Program 2009-11
- 5 participated in the UBC Short Course 2007-2008
- 4 participated in the UBC Short Course 2008-2009
- 4 participated in the UBC Short Course 2009-2010
- 2 will participate in the UBC Short Course this year
- Cooperative planning and funding for professional development at principals' meetings is ongoing

**C. Focus on Informative and Accessible Student Evidence**

The district has completed a pilot in four schools of Assessment Management System (AMS). This system was selected as it assists teachers in recording student evidence to support their classroom instruction, provides an overview of a student's progress and the information is easily accessible for the next teacher. This year AMS provided teachers in the pilot project with British Columbia Enterprise Student Information System (BCeSIS) marks and School-Wide Write results. The pilot has been very successful and AMS will be available for every teacher to use. Templates are currently being developed for PM Benchmarks, ESL/ESD information and a monthly student report for First Nations Liaison Staff. In consultation with staff additional information to assist teachers in planning and instruction and tracking students' progress will be developed.

**XII. Moving Forward to Support Student Learning and Development**

**A. Our Responsibility**

We envision a systemic shift to a culture of collective responsibility for each student's learning and development. The learners in our classrooms are diverse and the world they will work in is changing at an unprecedented pace. No individual can be responsible; it is our collective responsibility – family, student, teacher, school and district staff, Board of Education, community partners, and Ministry of Education. Our goal is to ensure every student is progressing - acquiring the necessary skills and mastering the course content and learning outcomes. We must work and learn together to assume responsibility for the learning and development of all students.

**B. Why Is This the Time For Different?**

1. We are in a knowledge-based society where change is a constant factor. Schools are exploring ways to personalize learning by engaging students in learning and providing opportunities for the development of skills needed for the 21<sup>st</sup> Century. It is imperative we build the capacity of our staff at all levels so they are on the forefront of acquiring and mastering 21<sup>st</sup> Century skills if we are to ensure these skills are embedded in our students' learning experiences. In addition, we must provide information to parents and community partners about this work. This will require systemic learning at an unprecedented rate and scale.

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2. This district has been working diligently over the last four years to improve student learning and development and we are proud of the progress made. We believe continued improvement for our students requires a shift from an Achievement Contract and compliance approach, to an Inquiry/Action Research approach. An inquiry at all levels of the district can build a culture of learning, collaboration and shared responsibility. The process of identifying an important challenge, generating an improvement oriented question, developing criteria, taking action, assessing and analyzing evidence provides the vehicle to implement next practices to support improved student learning and development.
3. As more Personalized Learning opportunities are provided, our system must be able to track the acquisition of skills and mastery of content and learning outcomes for each student. In addition, we must build capacity for the interpretation of student evidence in order to direct curriculum decisions, instructional approaches and provide interventions and challenges for each student
4. Engaging parents in their child's education is important. Personalized learning requires a partnership between students, parents and teachers where student evidence, interests and passions provide direction for the plan.
5. Districts need information to identify which systemic changes, approaches, resources, or programs improve student learning and development to ensure strategic resourcing decisions, particularly as resources and finances are more limited. (Appendix I)

**C. What Could Different Look Like?**

1. An inquiry or action research model for systemic learning is required to provide evidence and deepen our understanding of the strategies, structures, approaches and supports required at every level to improve student learning and development.
2. Locating teachers as critical in the 'evidence cycle' where excellent diagnostic and formative evidence (Hattie, p.4) informs practice and moves the discussion from student outcomes to teaching successes and improvements for students (Hattie p.9).
3. Determining a process for student evidence to be gathered and recorded by teachers which pushes information up to the school level, the district level and the provincial level.



4. Ensuring we are mindful of the interpretation of student evidence from the classroom to the District office.
5. Using the evidence to develop inquiries/action research questions in schools and districts to improve student learning and development.
6. Communicating to the student and parents regularly the evidence of learning - progression in the acquisition of skills and mastery of content and learning outcomes. Each student's personalized learning plan would be built on the student's strengths and interests with specific interventions to fill skill and content knowledge gaps. What do parents need to know and what will they want to know? How do we communicate this? How frequently will information need to be shared with parents and what are the implications to adjustments of the learning plan?
7. All levels of knowing linked and pushing up and down (Appendix II):
  - a. student and parent knowing and understanding progression of learning and development
  - b. teacher knowing and understanding/interpreting student evidence
  - c. principal knowing and understanding/interpreting student evidence
  - d. District knowing and understanding/interpreting student evidence
  - e. Ministry knowing and understanding/interpreting student evidence
  - f. and then sending information back through these levels
8. Identifying the roles of all stakeholders in the inquiry/action research process and determining the next steps to improve student learning and development: Ministry, Board of Education, District office, schools, teachers, students, families and communities.

**D. Taking Action: From District Plan to District Inquiry for Systemic Learning**

1. ALIGN and link student data/evidence collection processes at all levels.
2. INTERPRET student and cohort evidence – content, skills, transitions and graduation.
3. Based on interpretation of evidence the district determines specific AREAS OF FOCUS
  - a. to understand and expand areas of significant and/or steady student improvement.
  - b. to close gaps in achievement.
4. Develop INQUIRY - set goals, targets and measurement indicators.
5. ACCOUNTABILITY is embedded:

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- a. through the interpretation and analysis of evidence at many time points, at all levels.
  - b. reporting to all stakeholders the results of the inquiry and specific actions/next steps based on learning from the inquiry.
6. Inquiry process develops SYSTEM CAPACTY and feeds information to create common vision and support changes in the practices and behaviors of stakeholders at all levels.
7. As systemic capacity increases the CULTURE of RESPONSIBILITY emerges.
8. An EXAMPLE of inquiry foci for our district:
- a. What do we know about the practices teachers are using that are making a positive change in student writing? What do we know about current research?
  - b. What do we know about the practices teachers are using that are making a positive change in reading for our Aboriginal students? What do we know about current research?
  - c. What initiatives, resources and structures are contributing significantly to improvements in student literacy and sense of belonging?
  - d. What methods of reporting a student's progress acquiring skills and mastering content and learning outcomes will increase that student's engagement and ownership of the learning? What information do parents and students need to understand when the student is prepared for the next step (the test, next unit of study or next grade)?

### **XIII. Conclusion**

This district is moving forward. We are proud of the improved results for our students' learning and development. We know there is much work to do and are steadfast in our commitment to work together to ensure ongoing improvements. Over the next year every school will be involved in a second inquiry related to school goals. In addition, the Board of Education and district staff will be involved in an inquiry related to district goals. We will strengthen our collective responsibility by learning together, deepening our understanding and increasing our capacity.

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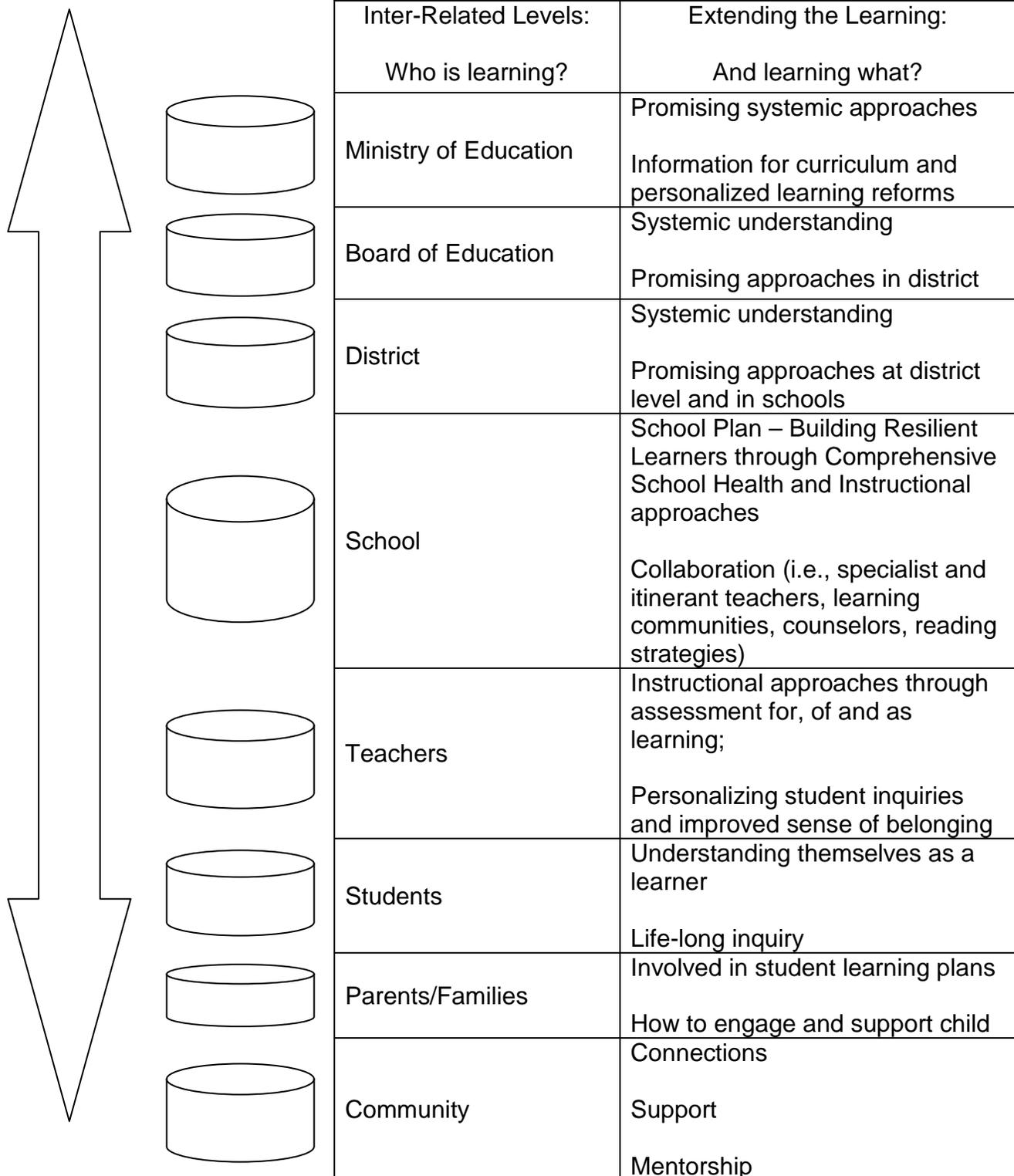


**Appendix I: A System Where We are All Responsible**





**Appendix 2: Inter-Related Levels of Inquiry**



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**References:**

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Diane Wright  
Superintendent of Schools

Wayne Rodier  
Chair, Board of Education

July 4, 2011  
Date

July 4/11  
Date