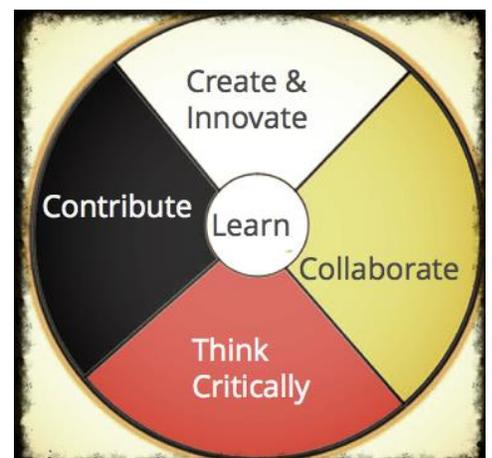# School District No.48
District Achievement Contract

2013 to 2016

We will create safe, purposeful and powerful learning environments in order that all students can think critically, create and innovate, collaborate, contribute and learn.

*We are honoured to be learning on the Traditional Territory of the S*ḵ*w*x̱*wú7mesh Úxwumixw and St'át'yemc Nations.*

- Our diverse citizenship lives in the 3 distinct municipalities of Squamish, Whistler, Pemberton, and the surrounding areas;
- Approximate populations include: Squamish 17 158, Whistler 9 824, Pemberton 2 369 for a total of 29 351 within our 3 distinct municipalities;
- The Canada Census indicates that these communities combined with our surrounding areas contain approximately 38 000 citizens;
- We have an increasing number of immigrant family residents;
- We are welcoming more English Language Learners, English as a Second Dialect, and International students, and are proud of our deep and enduring Aboriginal culture and presence in our schools.

We are serving a diverse community within our corridor.

Area	Total Population (2011)	Median Age of Population (2011)	Median Family Income (2006)	Major Language Origins of our ELL Students (2012)	Aboriginal Students in Area Schools (2012)
Squamish	17 158	36.8	$69 085	Japanese Phillipino South Asian	297 Total 11.5%
Whistler	9 824	32.4	$77 975	Arabic Phillipino Japanese	11 Total 1.3%
Pemberton	2 369	34.9	$51 440	Phillipino Japanese	277 Total 36.5%

We have a growing community.

District Enrolment	Student Headcount	% Increase / Decrease
September 2009	4 184	.14 % increase
September 2010	4 125	1.41 % decrease
September 2011	4 190	1.58 % increase
September 2012	4 215	.60% increase

We have created a new Strategic Plan with our community.

Our Mission
We are committed to engaging all students with personally relevant and flexible learning, empowering them to acquire the competencies vital for success in their future.

Our Values

Learning	Placing learning at the core of all we do.
Excellence	Believing that excellence is within everyone's reach.
Integrity	Having the integrity to be honest and ethical.
Equity	Creating conditions for equal access to opportunities and successes.
Connections	Honouring connections to each other, our communities and our environment.

Our Guiding Principles

Health and Wellness	Take care of each other and our environment.
Purpose and Focus	Create understanding and common direction.
Engagement	Authentically involve each other in learning and decision making processes.
Collaboration	Develop relationships and processes to honour different and diverse perspectives.
Innovation	Encourage curiosity and embrace new opportunities.

Our Vision
Students run to learn here!

We are a Learning Community of:

- 4 215 students
- 15 schools – 10 elementary, 4 secondary and 1 alternate school
- 7 Board of Education Trustees
- Staff *(as of May 31, 2013)*:
    - 305 teachers
    - 36 Teachers on Call
    - 228 support staff
    - 23 Principals and Vice-Principals
    - 15 Senior staff and union-exempt staff

We are … focused on the unique learning style of each student.

Academic Year or Program	Number of Students
Kindergarten	321
Primary Grades 1 to 3	990
Elementary Grades 4 to 7	1 224
Grades 8 to 12	1 604
Alternate School	76
TOTAL	**4 215**

*Some other groups of students are enrolled and/or cross-enrolled in adult and distributed learning programs.

We are … focused on each cohort of learners.

Number of Students *(September 30, 2012)*	Cohort	Number of Male Students *(May 30, 2013)*	Number of Female Students *(May 30, 2013)*
585	Aboriginal	307	292
371	English Language and ESD Learners	176	114
149	International Education	97	48
441	French Immersion	241	204
495	Students with Special Needs	326	176

We have a focus on our Aboriginal learners' success, culture, and language.

- We will implement our first Protocol Agreement with the Squamish Nation and work closely with the Lower *St'át'yemc* Nation.
- We are committed to and excited about completing our second Aboriginal Enhancement Agreement by December this year.

We have many important District Advisory Groups.

- Aboriginal Education Council
- Aboriginal Education Committee
- Canadian Union of Public Employees Local 779 (CUPE)
- Sea to Sky Teachers' Association (SSTA)
- District Parent Advisory Council (DPAC)
- Student Leadership Councils
- Putting Children First Initiative (PCFI)
- Communities That Care (CTC)
- Sea to Sky Principals' and Vice-Principals' Association (SSPVPA) serve as part of our Educational Leadership Team

We have many important District Partners.

Kwantlen College Trades Program	Ministry of Children and Families
Capilano University	Child and Youth Mental Health
Quest University	Sea to Sky Community Services
University of British Columbia	RCMP
UBC: NITEP	North Shore Mental Health
Whistler Blackcomb Foundation	Public Libraries
Squamish Foundation	Local Community Centers
Municipal Governments	Squamish Lil'wat Cultural Center
Squamish Lillooet Regional District	Free the Children and Me to We
Big Brothers and Big Sisters	Rotary Clubs
Whistler Question Newspaper	Royal Canadian Legions
Whistler Pique Magazine	Local Arts' Councils
Mountain FM	Squamish Breakfast Club
Squamish Reporter eNews	Community Literacy Tables
Squamish Chief Newspaper	Helping Hands
National Crime Prevention Centre	Vancouver Community College

We support our youngest learners through important early learning programs.

- 4 preschool programs
- 3 StrongStart Centres
- 3 before and after school care programs
- Welcome to Kindergarten sessions in every elementary school
- Ready Set Learn in every elementary school
- Transition meetings in each school (Preschool to Kindergarten)

SD48 PATHWAYS TO LEARNING Plan 2013 to 2016 …

LEARNING AS A PROCESS

OUR GOAL

We will create safe, purposeful and powerful learning environments in order that all students can think critically, create and innovate, collaborate, contribute and learn.

LEARNING AS A FOUNDATION

OUR BOTTOM LINE

All students will meet or exceed expectations in literacy.

Understanding the Student Competencies within Our Goal
Knowing precisely what a student will need in order to be successful in the future is a mystery to all. However, we do know that there are key competencies which, if learned and developed, will allow any person to be ready to respond and adjust in a flexible and confident way along life's journey. In order to support our students through this development, encouraging a focus on higher order skills with a focus on doing so through a healthy balanced approach has become the work of our Pathways to Learning. The Medicine Wheel is an Aboriginal symbol which requires us to maintain this balance for our students' ultimate learning outcomes. Beside each stated student competency is a word which describes the relative importance of each place within the Medicine Wheel – Self, Physical, Intellectual, Spiritual, and Emotional. As well, each of the student competencies has been further challenged through, globally recognized learning expert, Howard Gardner's (2009) Five Minds for the Future – Disciplined, Creative, Synthesizing, Ethical, and Respectful. These two broad overarching views of a complete learner serve as a guide to our team's work.

September to December 2013: Assessment Evidence
Since completing our Pathways to Learning, we have assembled two assessment committees, one for our Learning as a Process work and the other for our Learning as a Foundation literacy work, to lead our collection of evidence over time. By December next school year, a clear plan for the collection of direct and indirect data and quantitative and qualitative assessment evidence will be charted.

Targets for Our Goal _ Learning as a Process
During our assessment committee's process, targets will be established for students to demonstrate the following competencies of a successful learner for the future. All information will be collected over time and, whenever possible, will be triangulated from multiple sources in order to create the most valid and reliable data for deeper system understanding and suitable response. Performance standards and/or rubrics at specific grade levels will be created to support system understanding of progress toward this end (ie. Grades 6, 9, and 12). A student engagement survey will be created to provide additional information toward targets. Report Card results, eFolios, and Presentations of Learning will provide additional sources of information to guide the 'Learning as a Process' responsive action planning.

LEARN (Self / Disciplined Mind)
- Core skills – communication, literacy, numeracy, readiness
- Personal responsibility, health, habits of mind – self-regulation, intrapersonal skills
- Resiliency, adaptability, intuitiveness, confidence

CONTRIBUTE (Spiritual / Ethical Mind)
- Local and global citizenship
- Social responsibility, character development, leadership
- Environmental responsibility

CREATE and INNOVATE (Physical / Creative Mind)
- Making something new
- Technical, artistic and digital skills
- Curiosity, imagination

COLLABORATE (Emotional / Respectful Mind)
- Interpersonal skills
- Being respectful of others' opinions, flexible
- Working cooperatively

THINK CRITICALLY (Intellectual / Synthesizing Mind)
- Decision making
- Problem solving
- Synthesizing, analyzing, connecting, deep thinking

Targets for Our Bottom Line _ Learning as a Foundation
Achievement information will also be collected from multiple sources over time to check in on student performance progress.

Currently we use literacy data from classroom information (Report Cards) and Provincial assessments (FSA and Provincial Exams). We plan to include the creation and use of classroom based common District assessments which disaggregate reading and writing into meaningful chunks of information for planning forward.

Readiness will be tracked in Kindergarten and is already being collected for the Graduation Program years. In Kindergarten, the EDI, key Report Card results (Reading and Viewing, Writing and Representing, Oral Language) and classroom based assessments will determine a student's vulnerability, so that we can track reduction. In the Graduation Program, Readiness is being determined using completion rates for the specific Graduation Program courses at each grade level. In Grade 10, this entails successful on-time completion of English 10, Socials 10, Science 10, a Math 10, and Physical Education 10. In Grade 11, this entails successful on-time completion of English 11, Socials 11, a Science 11, a Math 11, and Planning 10. This means that a student is determined 'Ready' if they successfully complete 5 out 5 of the required courses 'on time' during these two years.

SOURCE OF EVIDENCE	TARGETS
PRIMARY PROGRAM	**BOTTOM LINE:** **TRIANGULATE INFORMATION FROM MULTIPLE SOURCES FOR LITERACY** **(VULNERABILITY, READING, AND WRITING)**
Kindergarten Screener	**Reduction of vulnerable students.** 90% of all students will be meeting or exceeding expectations by the end of Kindergarten. 90% of Aboriginal students will be meeting or exceeding expectations by the end of Kindergarten.
Kindergarten Report Card	**Reduction of vulnerable students.** 90% of all students will be meeting or exceeding expectations in key areas of learning by the end of Kindergarten. 90% of Aboriginal students will be meeting or exceeding expectations in key areas of learning by the end of Kindergarten.
Kindergarten EDI Results	**Reduction of vulnerable students.** 80% of all students in Kindergarten will be assessed as ready for school. 80% of Aboriginal students in Kindergarten will be assessed as ready for school.
Grades 1 to 3 Benchmarks (Reading)	**Reduction of all at-risk students in Reading.** 90% of all students will be meeting or exceeding expectations by the end of Grade 3. 90% of Aboriginal students will be meeting or exceeding expectations by the end of Grade 3.
Grades 1 to 3 Report Cards (Reading and Viewing)	**Reduction of all at-risk students in Reading.** 90% of all students will be meeting or exceeding expectations by the end of Grade 3. 90% of Aboriginal students will be meeting or exceeding expectations by the end of Grade 3.
Grades K to 3 Primary Writing Continuum (Writing)	**Reduction of all at-risk students in Writing.** 90% of all students will be meeting or exceeding expectations by the end of Grade 3. 90% of Aboriginal students will be meeting or exceeding expectations by the end of Grade 3.
Grades 1 to 3 Report Cards (Writing)	**Reduction of all at-risk students in Writing.** 90% of all students will be meeting or exceeding expectations by the end of Grade 3. 90% of Aboriginal students will be meeting or exceeding expectations by the end of Grade 3.

SOURCE OF EVIDENCE	TARGETS
INTERMEDIATE PROGRAM (GRADES 4 to 9)	**BOTTOM LINE:** **TRIANGULATE INFORMATION FROM MULTIPLE SOURCES FOR READING AND WRITING.**
Student Engagement Survey	**Increase number of Intermediate students indicating high levels of 'engagement' on a district student survey.** 90% of all students will indicate that they are frequently to always engaged in the classroom. 90% of Aboriginal students will indicate that they are frequently to always engaged in the classroom.
Intermediate Report Cards (Language Arts)	**Increase all Intermediate students Meeting to Exceeding Expectations in Reading.** 90% of all students will achieve a C+ to A by the end of Grades 5, 7, 9. 90% of Aboriginal students will achieve a C+ to A by the end of Grades 5, 7, 9.
Intermediate Assessments (Reading)	**Increase all Intermediate students Meeting to Exceeding Expectations in Reading.** 90% of all students will be meeting or exceeding expectations by the end of Grades 5, 7, 9. 90% of Aboriginal students will be meeting or exceeding expectations by the end of Grades 5, 7, 9.
Intermediate FSA (Reading)	**Increase Intermediate students Meeting to Exceeding Expectations in Reading.** 90% of all students will meet or exceed expectations in Reading. 90% of Aboriginal students will meet or exceed expectations in Reading.
Intermediate Collaborative Write (Writing)	**Increase all Intermediate students Meeting or Exceeding Expectations in Writing.** 90% of all students will be meeting or exceeding expectations by the end of Grades 5, 7, 9. 90% of Aboriginal students will be meeting or exceeding expectations by the end of Grades 5, 7, 9.
Intermediate FSA (Writing)	**Increase all Intermediate students Meeting to Exceeding Expectations in Writing.** 90% of all students will meet or exceed expectations in Writing in Grades 4 and 7. 90% of Aboriginal students will meet or exceed expectations in Writing in Grades 4 and 7.

SOURCE OF EVIDENCE	TARGETS
GRAD PROGRAM YEARS	**BOTTOM LINE:** **TRIANGULATE INFORMATION FROM MULTIPLE SOURCES FOR LITERACY AND READINESS.**
Student Engagement Survey	**Increase the number of Secondary students indicating high levels of 'engagement' on a district student survey.** 90% of all students will indicate that they are frequently to always engaged in the classroom. 90% of Aboriginal students will indicate that they are frequently to always engaged in the classroom.
Report Card Results (English)	**Increase all Secondary students Meeting to Exceeding Expectations in English.** 75% of all students will achieve a C+ to A by the end of Grades 10, 11, 12. 75% of Aboriginal students will achieve a C+ to A by the end of Grades 10, 11, 12.
Provincial Exam Results (English and Communications)	**Increase all Secondary students Meeting to Exceeding Expectations in English or Communications.** 75% of all students will achieve a C+ to A on their Provincial Exams in Grades 10, 11, 12. 75% of Aboriginal students will achieve a C+ to A on their Provincial Exams in Grades 10, 11, 12.
Grade Readiness Information	**Increase all Secondary students 'Ready' for school completion each year according to Grad Program requirements:** **Gr10:**　**En10**　**SS10**　**Ma10**　**Sc10**　**PE10** **Gr11:**　**En11**　**SS11**　**Ma11**　**Sc11**　**Planning10** 90% of all students will be ready for Grade completion after Grades 10 and 11. 90% of Aboriginal students will be ready for Grade completion after Grades 10 and 11.
Grade to Grade Transitions	**Increase all Secondary students successfully moving from one Grade to the next.** 95% of all students will successfully transition from Grade to Grade. 95% of Aboriginal students will successfully transition from Grade to Grade.
Student 6 Year Graduation Rate	**Increase the 6 year Graduation Rate for all students.** 90% of all students will successfully Graduate within 6 years of beginning Grade 8. 90% of Aboriginal students will successfully Graduate within 6 years of beginning Grade 8.

Pathways to Learning: Strategies

The Pathways to Learning describe the pedagogical or instructional **STRATEGIES** that will lead our staff through the development of higher order skill development for our students. Through these instructional approaches, students will be able to explore, discover and develop themselves as complete learners. By leading through each of these pathways, our teachers can place an emphasis on students demonstrating all of the competencies through a balanced perspective.

Assessment is a pathway to understand student learning. It is knowing where they are, where they were, and what next steps they should take in their learning. By utilizing assessment for, of and as learning students use criteria, rubrics, exemplars, self and peer assessment, descriptive feedback, personal learning targets, reflection, and collect samples of their work to drive their learning forward.

Collaboration is a pathway that leads to groups of students working together toward a common goal. It inspires the creation of new knowledge and respect for different ideas. Students learn to understand each other and monitor themselves.

Engagement is a pathway leading to the active involvement of all students. Cooperative structures and strategies allow students to access prior knowledge and deepen understanding. Students are always actively involved toward a specific end product or goal. Learning is differentiated to reach each learner at his/her own place.

Play and Exploration are pathways that support student curiosity and risk taking. Hands-on and inquiry based approaches lead to the development of individual student creativity and the innovation of something new: an idea, an interpretation, or a product.

Purpose and Authenticity are pathways for students to engage in meaningful and personally relevant learning. Students use interdisciplinary approaches and 'voice and choice' to make connections to their own reality and to a broader perspective. Community partnerships and projects support learners in applying their learning through real world problems.

Technology is a pathway for students to access, use, communicate and produce information. It also allows students to archive, track, and present out their learning over time.

Pathways to Learning: Structures

Inherent in a new approach to teaching and learning, are certain **STRUCTURES** which create more inclusive, natural, and holistic environments to enhance learning and more accurately depict the 'real world' and life-long learning environments. For too long learning has been contained in limiting spaces, groups, and content. We will broaden the learning opportunities for our students through exploring new spaces, new formations of groups with flexible scheduling, and through new narrow, but much deeper content areas of passion. Similarly, Learning Teams of teachers will work together to provide flexible scheduling for students and empowered support for teachers. Collaborative Models of Support will bring teachers together for purposeful dialogue, using data, to plan for intervention toward augmenting specific core skills through invisible interventions.

As well, at the District level, we will engage our community partners in corridor wide structures.

> **Aboriginal Education Programs** as established through the Enhancement Agreement will provide all students with opportunities for increased understandings and learning about Aboriginal culture and language. Further to this, additional support workers will support our Aboriginal students through successful completion of school.

> **Career Programs** will be enhanced in order to support students by providing opportunities in Trades and Apprenticeships, Dual Credit Programs, and Work Experience placements.

> **Community Literacy Programs** will continue to be established through our community literacy tables providing programming for pre-school children and adult learners across our district.

> **District Student Leadership** opportunities will provide broader context for student voice, input, leadership, and service.

> **Early Learning Programs** will continue to be developed to help improve vulnerability rates and assist our students through transitions from pre-school to school. As well these programs will provide parent and family support through the early years.

Our Approach to Systemic Change

We will continue to attempt to remove common systemic barriers and move our systems, for ALL learners, from:

Isolation to Collaboration

Reaction to Purpose

Compliance to Engagement

Tony Wagner, et al., Change Leadership, 2005

Instructional Leadership Team (ILT)

We have created an Instructional Leadership Team to support shared leadership, ongoing action planning and teacher support toward our goal.

The Essential Supports for School Improvement, Consortium on Chicago School Research, 2006

A whole team approach is used for all aspects of our plan. However, clear contact leads have been assigned in order to provide the most relevant and direct support to schools in specific areas.

LEARNING AS A PROCESS

INSTRUCTIONAL LEADERSHIP TEAM for OUR GOAL
We will create safe, purposeful and powerful learning environments in order that all students can think critically, create and innovate, collaborate, contribute and learn.
- **Director of Instruction: Innovation and Technology**
- **Teacher Leader: Technology in the Classroom / Access to Information**
- **Principal: Learning Lab**
- **Teacher Leaders: Project Based Learning (DI)**
- **Site Based Leaders**
- *Director of Instruction: Learning Services*
- *Teacher Leader: Early Learning*
- *Teacher Leader: Literacy*
- *Speech and Language Pathologist*
- *French Language Leader*
- *Reading Advocate*

LEARNING AS A FOUNDATION

INSTRUCTIONAL LEADERSHIP TEAM for OUR BOTTOM LINE
All students will meet or exceed expectations in literacy.
- **Director of Instruction: Learning Services**
- **Teacher Leader: Early Learning**
- **Teacher Leader: Literacy**
- **Speech and Language Pathologist**
- **French Language Leader**
- **Reading Advocate**
- **Site Based Leaders**
- *Director of Instruction: Innovation and Technology*
- *Teacher Leader: Technology in the Classroom / Access to Information*
- *Principal: Learning Lab*
- *Teacher Leaders: Project Based Learning (DI)*

Professional Learning Plan

We have created shared leadership and collaborative systems for advancing adult learning for our goal and our bottom line at all levels. The ILT will support staff through a balance of adult professional learning approaches.

Site Based, Job Embedded Systems

Learning Teams of Teachers   *Observations: Learning Lab and Instructional Rounds*

Collaborative Models of Support   *Learning Practice Communities*

The Instructional Leadership Team will continue to create opportunities for Learning Teams of teachers to observe, collaborate, support, coach, and be invigorated by learning together. Both school based and district level approaches will be used. At the district level, a Learning Lab model will create a Learning Practice Community opportunity for teacher observation, engagement and reflection, as will Instructional Learning Rounds. A system of Collaborative Models of Support will enhance student learning and invisible interventions while also creating job embedded learning for teachers, through collaboration, differentiation and reflective practice.

Tony Wagner et al., Change Leadership, 2005

Instructional Rounds in Education, Elizabeth City, 2009

Expert Infusion Opportunities
The Instructional Leadership Team will ensure that teams of professional learners will attend leading edge learning with change leadership experts, such as, Harvard: Learning Rounds, Kagan: Cooperative Learning Strategies, BUCK Institute: Project Based Learning, Anne Davies: The Connections Group, etc. Some of these opportunities will be outside of our district. As much as practicable, we will bring these learning opportunities to the district for wider reaching impact.

Inquiry Projects
More than 20 teachers on Learning Teams were supported this past year through district funding to establish inquiry projects together. Each team was provided with release time for collaboration. A year end share and celebrate session was held for teachers to report out to each other on their learning journey. This type of learning opportunity will continue to be supported next year.

SD48 Summer Symposiums
Symposiums that bring learning teams together for specific, purposeful learning will be created annually. In the past year, approximately 40% of our teachers engaged in this learning model. We will continue to provide an annual Symposium in August.

District Implementation Day
One day each year will be focused on whole district learning. These sessions will focus on purposeful and intentional learning toward our goal. Any Learning Teams wanting to extend their collaboration from each year's Summer Symposium will use this day for continuing their conversations and reflections to adjust their practice. This year's focus was "Learning in Safe Schools: Creating Classrooms Where All Children Belong."

In-service Learning
Ongoing in-service opportunities will be provided for 'just in time' learning for our staff. For example, in-service sessions this year have included using French language performance standards, building Glogs with your students, WiKis in the classroom, Smart Boards in the classroom, and weekly 'Tech Tuesdays', etc.

Leadership Learning Network
Principals and Vice Principals are joining the BCPVPA Supervision for Learning series with support of our District funding for leadership learning. District senior staff will continue to participate in a local series of learning sessions to deepen collective understanding and commitment to supporting teachers and all staff through change efforts.

Current Promising Practices
The ILT will continue to support many promising practices which are currently advancing the SD48 teaching and learning environment. Here is a snap shot of some examples.

Project Based Learning
During our past Summer Symposium, 105 teachers attended five days of Project Based Learning (PBL) curricular design. Teachers have engaged hundreds of students in authentic tasks in our community toward the completion of real world projects. Our community partners have supported dozens of classrooms in their work. More PBL learning will continue and more classrooms will be supported in exploring this new approach to teaching and learning.

Secondary 'Readiness' Teams
Readiness data creation, including tracking students down who are not in school (Missing in Education), has prompted our team to engage in 'next steps' planning for intervention. Each secondary school now takes this data and engages in critical discussions about each student. Each student is assigned a team to track and advance their student learning plan. Each team engages with any necessary community partnerships to support students.

Learning Support Teachers (LIF)
Through the Learning Improvement Fund, supports were provided to applicable classrooms in the form of Learning Support Teachers (LST). LSTs were placed in each complex classroom to co-plan, co-assess, and co-teach in the classroom. Release time was also provided for each partnership (classroom teacher and LST) to meet for this purpose. LSTs assigned to each school for next school year from across our district have already met and renamed themselves as CSTs, Collaborative Support Teachers. They have worked as a district wide team to establish a goal for their continued work: *To support teachers in complex classes in a job embedded, site specific environment.*

Communicating Student Learning
A group of teachers and administrators from most elementary schools have been meeting to discuss the purpose of student reporting and how to better communicate with parents about student learning. Specifically, the group is looking for alternates to letter grades for more formative and descriptive feedback. Our group is currently working with the Ministry of Education toward this end.

Putting Children First: Community Strategic Plan
SD48, together with community organizations, previously formed a committee called 'Putting Children First'. The purpose of the committee is to look for long term trends and needs in the 0-6 population, and to plan for improvements. This committee meets monthly to assess needs, plan for programming, align resources and provide updates to stakeholders. The outcomes of the data will continue to be used to drive program planning for specific neighbourhoods (ie. Mother Goose, Nobody's Perfect), in-service for teachers (ie. Sea to Sky Early Learning Conference), and grant applications (ie. Accessible Playgrounds).

SOURCE OF EVIDENCE	INDICATOR OF IMPROVEMENT	2010	2011	2012	2013	2014	2015	2016
PRIMARY PROGRAM	**BOTTOM LINE:** TRIANGULATE INFORMATION FROM MULTIPLE SOURCES FOR LITERACY (VULNERABILITY, READING, AND WRITING)							
Kindergarten Screener	**Still in progress.**							
Kindergarten Report Card	**Reduction of vulnerable students.** 90% of all students will be meeting or exceeding expectations in key areas of learning by the end of Kindergarten.							
	Reading and Viewing	87%	83%	87%				
	Writing and Representing	86%	83%	87%				
	Oral Language	90%	84%	86%				
	90% of Aboriginal students will be meeting or exceeding expectations in key areas of learning by the end of Kindergarten.							
	Reading and Viewing	80%	80%	71%				
	Writing and Representing	76%	79%	68%				
	Oral Language	65%	77%	67%				
Kindergarten EDI Results	**Reduction of vulnerable students.**	**Wave 2** 2007 to 2009	**Wave 3** 2009 to 2011	**Wave 4** 2012				
	80% of all students in Kindergarten will be assessed as ready for school.	70.3%	75%	70%				
Grades 1 to 3 Benchmarks (Reading)	**Still in progress.**							
Grades 1 to 3 Report Cards (Reading and Viewing)	**Reduction of all at-risk students in Reading.** 90% of all students will be meeting or exceeding expectations by the end of Grade 3.							
	Grade 1	70%	77%	75%				
	Grade 2	70%	73%	78%				
	Grade 3	78%	80%	77%				
	90% of Aboriginal students will be meeting or exceeding expectations by the end of Grade 3.							
	Grade 1	62%	65%	76%				
	Grade 2	41%	52%	55%				
	Grade 3	38%	50%	48%				
Grades K to 3 Primary Writing Continuum (Writing)	**Still in progress.**							
Grades 1 to 3 Report Cards (Writing)	**Reduction of all at-risk students in Writing.** 90% of students will be meeting or exceeding expectations by the end of Grade 3.							
	Grade 1	71%	75%	79%				
	Grade 2	70%	73%	77%				
	Grade 3	78%	77%	75%				
	90% of Aboriginal students will be meeting or exceeding expectations by the end of Grade 3.							
	Grade 1	62%	58%	71%				
	Grade 2	47%	48%	48%				
	Grade 3	38%	42%	52%				

*Colors will be used for cohort data to be tracked over time for student progress toward these targets.

SOURCE OF EVIDENCE	INDICATOR OF IMPROVEMENT	2010	2011	2012	2013	2014	2015	2016
INTERMEDIATE PROGRAM (GRADES 4 TO 9)	**BOTTOM LINE:** TRIANGULATE INFORMATION FROM MULTIPLE SOURCES FOR READING AND WRITING.							
Student Engagement Survey	**Still In progress.**							

Source of Evidence	Indicator of Improvement							
Intermediate Report Card (Language Arts)	**Increase all intermediate students Meeting to Exceeding Expectations in Language Arts.**							
	90% of all students will achieve a C+ to A by the end of:							
	Grade 4	81%	79%	84%				
	Grade 5	83%	80%	81%				
	Grade 6	79%	83%	79%				
	Grade 7	77%	84%	90%				
	Grade 8	73%	72%	78%				
	Grade 9	69%	85%	74%				
	90% of Aboriginal students will achieve a C+ to A by the end of:							
	Grade 4	54%	45%	50%				
	Grade 5	68%	58%	71%				
	Grade 6	61%	68%	50%				
	Grade 7	46%	67%	70%				
	Grade 8	37%	21%	50%				
	Grade 9	41%	36%	27%				
Intermediate Assessments (Reading)	Still in progress.							
Intermediate FSA (Reading)	**Increase intermediate students Meeting to Exceeding Expectations in Reading.**							
	90% of all students will meet or exceed expectations in Reading.							
	Grade 4	78%	78%	78%	76%			
	Grade 7	77%	79%	73%	73%			
	90% of Aboriginal students will meet or exceed expectations in Reading.							
	Grade 4	49%	58%	60%	67%			
	Grade 7	46%	68%	44%	49%			
Intermediate Collaborative Write (Writing)	Still in progress.							
Intermediate FSA (Writing)	**Increase all intermediate students Meeting to Exceeding Expectations in Writing.**							
	90% of all students will meet or exceed expectations in Writing.							
	Grade 4	73%	79%	78%	77%			
	Grade 7	84%	92%	84%	85%			
	90% of Aboriginal students will meet or exceed expectations in Writing.							
	Grade 4	47%	53%	65%	64%			
	Grade 7	61%	86%	72%	66%			

*Colors will be used for cohort data to be tracked over time for student progress toward these targets.

SOURCE OF EVIDENCE	INDICATOR OF IMPROVEMENT	2010	2011	2012	2013	2014	2015	2016
GRAD PROGRAM YEARS	**BOTTOM LINE: TRIANGULATE INFORMATION FROM MULTIPLE SOURCES FOR LITERACY AND READINESS.**							
Student Engagement Survey	Still in progress.							
Report Card Results (English)	**Increase all secondary students Meeting to Exceeding expectations in English.**							
	75% of all students will achieve C+ to A on their report card.							
	Grade 10 English	56%	67%	72%				
	Grade 11 English	63%	64%	72%				
	Grade 12 English	68%	70%	74%				
	Grade 11 Communications	21%	40%	26%				
	Grade 12 Communications	48%	40%	41%				
	75% of Aboriginal students will achieve C+ to A on their report card.							
	Grade 10 English	12%	40%	48%				
	Grade 11 English	39%	35%	55%				
	Grade 12 English	62%	50%	35%				
	Grade 11 Communications	22%	41%	18%				
	Grade 12 Communications	47%	32%	40%				

Provincial Exam Results (English and Communications)	**Increase all Secondary students Meeting to Exceeding Expectations in English or Communications.** 75% of all students will achieve a C+ to A on their Provincial Exams.							
	Grade 10 English	58%	56%	68%				
	Grade 12 English	54%	53%	62%				
	Grade 12 Communications	58%	49%	44%				
	75% of Aboriginal students will achieve a C+ to A on their Provincial Exams.							
	Grade 10 English	24%	23%	43%				
	Grade 12 English	50%	44%	33%				
	Grade 12 Communications	52%	46%	38%				
Grade Readiness Information	**Increase all Secondary students 'Ready' for school completion each year according to Grad Program requirements:** 90% of all students will be ready for Grade completion after Grades 10 and 11. Gr10: En10 SS10 Ma10 Sc10 PE10							
	Readiness of 5	21%	58%	74%				
	Readiness of 4	63%	20%	12%				
	Readiness of 3 or less	34%	15%	14%				
	Missing in Education (MIE)	Mask	Mask	Mask				
	Gr11: En11 SS11 Ma11 Sc11 Planning10							
	Readiness of 5	52%	51%	60%				
	Readiness of 4	22%	21%	14%				
	Readiness of 3 or less	25%	26%	26%				
	Missing in Education (MIE)	Mask	Mask	Mask				
	90% of Aboriginal students will be ready for Grade completion after Grades 10 and 11. Gr10: En10 SS10 Ma10 Sc10 PE10							
	Readiness of 5	0%	26%	45%				
	Readiness of 4	27%	19%	15%				
	Readiness of 3 or less	71%	54%	40%				
	Missing in Education (MIE)	Mask	Mask	Mask				
	Gr11: En11 SS11 Ma11 Sc11 Planning10							
	Readiness of 5	6%	15%	17%				
	Readiness of 4	22%	19%	22%				
	Readiness of 3 or less	72%	68%	61%				
	Missing in Education (MIE)	Mask	Mask	Mask				
Grade to Grade Transitions	**Increase all Secondary students successfully moving from one grade to the next.** 95% of all students will successfully transition from Grade to Grade.							
	Grade 9 to 10	98%	94%	96%				
	Grade 10 to 11	95%	89%	88%				
	Grade 11 to 12	82%	85%	86%				
	95% of Aboriginal students will successfully transition from Grade to Grade.							
	Grade 9 to 10	93%	90%	98%				
	Grade 10 to 11	92%	85%	89%				
	Grade 11 to 12	68%	82%	95%				
Student 6 Year Graduation Rate	**Increase the 6 year Graduation Rate for all students.** 90% of all students will successfully Graduate within 6 years of beginning Grade 8.	73%	80%	79%				
	90% of Aboriginal students will successfully Graduate within 6 years of beginning Grade 8.	39%	56%	61%				

*Colors will be used for cohort data to be tracked over time for student progress toward these targets.

PATHWAYS to LEARNING: RESPONSIVE ACTION …

Collaborative Models of Support, using authentic classroom based assessments and / or performance standards will be responsive to student learning needs. All learning will be differentiated and personalized toward invisible interventions within each classroom. As well, as a District, we use our collection of evidence to establish new targets, new professional learning planning, and improved strategies and structures as a system.

LEARNING AS A PROCESS

RESPONSE to OUR GOAL
We will create safe, purposeful and powerful learning environments in order that all students can think critically, create and innovate, collaborate, contribute and learn.

Classroom Based Assessments
    Differentiated Instruction
- The ILT will work with teachers in the development of authentic assessments to help drive learning and instruction through the competencies (rubrics, surveys, e-folios, and presentations of learning);
- These assessments will be developed for teachers to reflect and plan for responsive, differentiated instruction at the classroom level;
- Students will also be able to use these assessments to establish personal learning targets to establish their own learning plan and to target their own practice.

Collaborative Models of Support
    Teacher Learning Teams
- Teacher learning teams will be created at each school as a collaborative structure for co-planning, co-assessing and co-teaching;
- These teacher learning teams will be trained in collaborative processes to examine data;
- The classroom based assessments such as Presentations of Learning will then be used by teacher learning teams to plan to address specific competencies targeted for improvement;
- The ILT will use information collected by teachers to drive the provision of further professional learning opportunities for teachers.

RESPONSE to OUR BOTTOM LINE
All students will meet or exceed expectations in literacy.

Classroom Based Assessments
    Differentiated Instruction
- The ILT is currently working with teachers in the development of authentic, teacher developed assessments to measure discrete skills within the broader context of literacy (reading and writing);
- These assessments will be developed for teachers to reflect and plan for responsive, differentiated instruction at the classroom level;
- Students will also be able to use these assessments to establish personal learning targets to establish their own learning plan and to target their own practice.

LEARNING AS A FOUNDATION

Collaborative Models of Support
    Teacher Learning Teams
- Teacher learning teams will be created at each school as a collaborative structure;
- These teacher learning teams will be trained in collaborative processes to examine data;
- The classroom based assessments such as Collaborative Writes will be used by teacher learning teams to approach differentiated instruction across wider ranging groups (ie. multiple classrooms) of students to address specific skills targeted for improvement.
    Learning Support Teams
- School based and itinerant teachers will join the Learning Teams to create a broader support system within each classroom, at each school, for each student, toward invisible interventions within each classroom. Wide scale implementation of Response to Intervention (RTI) will occur.

District Support for Learning Teams
- At set intervals the district will take a snapshot of our student results on these assessments to check for understanding, target resource development and professional learning, address staffing needs and provide other supports to our staff.