

School District No: 79

School District Name: Cowichan Valley

1. Improving Areas of Student Achievement

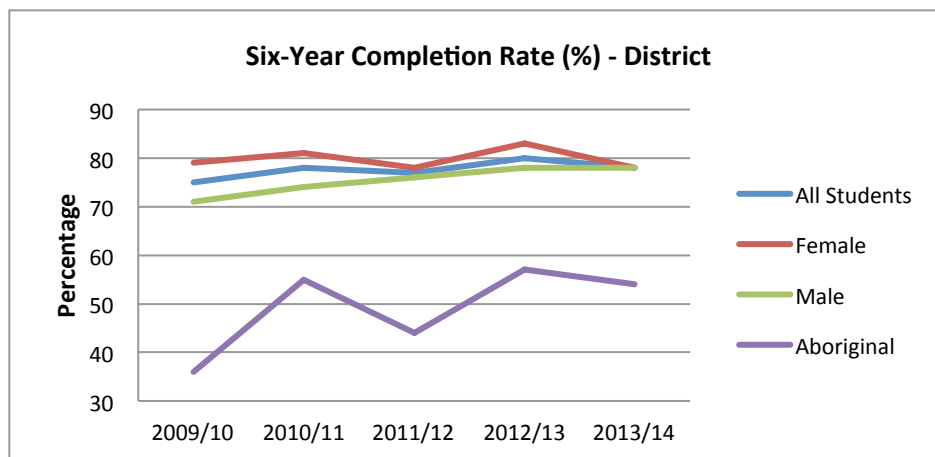
What is improving?

- Six year completion rate has risen to a new base level in the high 70's a positive trend from previous years.
- Completion rates for Aboriginal students maintained above the 50% level for second straight year.
- Transition rate data not available at the time of report submission.

What evidence confirms this area of improvement?

- Improved baseline rate of success of all students, females, males, and Aboriginal students.
- SD79 (Cowichan Valley) Six-Year Completion Rate Charts.

District Six-Year Completion Rate (%)	2009/10	2010/11	2011/12	2012/13	2013/14
All Students	75	78	77	80	78
Female	79	81	78	83	78
Male	71	74	76	78	78
Aboriginal (included in figures above)	36	55	44	57	54
ELL	41	43	31	44	45
Special Needs	45	51	50	62	53



2. Challenging Areas

What trends in student achievement are of concern to you?

- Despite a trend towards improvement, completion rates continue to be below the provincial average in all categories.
- Completion rates for girls dropped to equal that of the boys.
- While eligible graduation rate success continues to be excellent, first time Grade 12 graduation success rate continues to be challenging particularly with our aboriginal students.
- We continue to see very little improvement in non-fiction literacy, especially at the grade 8 and 9 level. June 2013: 59% of our students, grades 4 – 9, met or exceeded expectations. While we do not have data for 2014, it is our sense that little progress has been made in this area. We are continuing with our inquiry projects K-12 and encouraging subject-based teachers to also see themselves as teachers of reading.

What evidence indicates this is an area of concern?

District Six-Year Completion Rate Comparison with the Province

Six-Year Completion Rate (%)	2009/10		2010/11		2011/12		2012/13		2013/14	
	Dist	Prov	Dist	Prov	Dist	Prov	Dist	Prov	Dist	Prov
All Students	75	80	78	81	77	82	80	84	78	84
Female	79	83	81	83	78	84	83	85	78	86
Male	71	77	74	79	76	80	78	82	78	82
Aboriginal (included in figures above)	36	50	55	54	44	56	57	59	54	62
ELL	41	82	43	83	31	83	44	86	45	87
Special Needs	45	49	51	53	50	56	62	59	53	62

First-time Graduation Rate of boys versus girls, and drop in Aboriginal student First-time Grade 12 Graduation Rate.

First-Time Grade 12 Grad Rate (%)	2009/10	2010/11	2011/12	2012/13	2013/14
Boys	78	77	84	80	78
Girls	84	86	82	87	78
Aboriginal	55	53	68	60	57

3. Programs / Performance / Results & Intervention

Comment on the effect of interventions and programs with specific reference to goals and targets set out in your last Achievement Contract.

Goal One - Literacy

District goals for literacy are focused on improving literacy skills for all our students K-12 with a specific focus on phonological awareness at the K/1 level, reading achievement at the K-3 level and reading for information at the grades 4-12 level. Our Literacy Coordinator along with our two Literacy Helping Teachers are working with classroom teachers to support classroom instruction and assessments through inquiry support, coaching and learning rounds.

Improvement in the District has been focused in three domains: Targeted Interventions, Building Staff Capacity, and Increasing Program Opportunities for Students.

Interventions:

- The literacy coordinator and helping teachers have continued to support each of the schools in the implementation and interpretation of the DART (District Reading Assessment) to increase consistency, intensify purpose and focus our formative assessment to inform instruction. There has been an increased interest at the secondary level for support in implementing and interpreting DART and DWW assessment for the purpose of informing instruction.
- We are working on creating and/or improving school wide and district wide systems of intervention for identifying and responding to students with learning challenges

Building Capacity:

- Twelve out of our fourteen elementary schools are involved in Changing Results for Young Readers and/or Nonfiction inquiry for grades 4-7. Three out of our five secondary schools are involved in our 8 to 12 nonfiction inquiry. The teachers participating in these inquiry projects are focused on improving reading results for their students.
- This year we have offered learning initiative grants to schools who want to work on innovative practice to improve student learning. Of the 18 grants 9 schools are focusing on literacy.
- We are providing time for teachers to co-plan, co-teach and co-reflect with a Literacy Helping teacher in a

lesson series or learning rounds to specifically focus in on instructional practices that support vulnerable students in reading.

Program Opportunities:

- Many of our schools are providing increased opportunities for literacy instruction to happen through cross-curricular and project based learning and increased opportunities for student choice.

Goal Two - Transitions

District goals for transitions are focused on improving grade-to-grade transitions at the secondary level (8-12) and to increase the number of students successfully transitioning through grade 12 within six years.

Interventions:

- Expanding opportunities for Trades students to upgrade academic requirements that lead to graduation.
- Continue to work with VIU and Cowichan Tribes to provide opportunities for successful completion of high school and transition to post secondary for all students. Plans to expand program opportunities include, Millwright and Nail Aesthetician.

Building Capacity:

- High school Career and Planning teachers and career counseling staff are being provided with inservice on the expanding career opportunities to increase communication success with students
- Through staff development, career counseling staff and Aboriginal support are able to increase the number of Aboriginal students participating in programs including academic dual credit, trades training, secondary school apprenticeship programs.
- With the support of the Aboriginal Education Department, we continue to focus upon developing teacher skills in integrating Aboriginal content and worldview throughout the curriculum.

Program Opportunities:

- We have expanded the distributed learning course opportunities for local students as well as the enrollment in these programs. Currently we have 27 students enrolled in our Elementary DL program.
- Expanded the use of Independent Directed Studies (IDS) and local Board Authorized Authority (BAA) as an option for elective courses as well as courses that focus on Aboriginal culture and language to improve grade transition and graduation success in grades 10-12.
- Lake Cowichan and Chemainus Secondary have both been focusing on providing students with more choice and personalized learning through inquiry and project based learning initiatives. Both of the schools are expanding these initiatives based on successes noted last year.
- In second semester we will piloting a Try a Trades program for all grade 7 students to increase awareness and understanding of the opportunities in trades.

Please include comments on the effect of interventions and programs. Based on acquired evidence, what efforts appear to be making a difference?

- Last year two schools piloted a Response to Intervention framework. This year we are broadening the discussion to the whole district with a focus on differentiated instruction and a multi-tiered approach to intervention.
- Literacy Helping teachers are being utilized in a variety of ways to support teachers and build capacity.
- By restructuring to a K-7 / 8-12 model we have reduced the number of transitions our students need to make to one. It is hoped fewer transitions will translate into better transition rates.
- Many of our school used the Education portion of the Learning Improvement Funds (LIF) to employ literacy, numeracy and behavioural support teachers. These teachers provide intervention support to students.

- We continue to provide inquiry projects, inservice, lesson series and learning rounds at a district level to support and build teacher instructional capacity.
- There is a continued emphasis on dual credit and trades programs.

List any other Achievement programs you may have implemented in addition to previous years goals and targets and their results.

4. Targets (Summarize the targets set out in your Achievement Contracts)

I.) Literacy: Identify your district's target(s) for literacy.

Goal One: Literacy Targets:

- Improve phonological skills for Kindergarten and grade one learners.
 - Increase percentage of grade 1 students' success in Phonological Awareness to 85% or higher by 2015.
- Improve grade K-3 reading achievement.
 - Increase percentage of grade 1-3 students fully meeting and exceeding in reading to 75% by 2015.
 - Increase percentage of K-2 student successful on the Early Success Screen to 85% by 2015.
 - All students are meeting expectations in reading by the end of grade 3. (June 2013: 68%)
- Improve reading for information skills at grades 4-7.
 - Increase percentage of grade 6 students fully meeting/exceeding in reading for information based on report card data to 80% by 2015.
 - Increase percentage of grade 4-9 students fully meeting or exceeding expectations in the DART to 70% or higher by 2015.
 - Increase percentage of grade 4-9 Aboriginal students fully meeting or exceeding expectations to 60% by 2015.

Goal two – Transition Targets

- To meet and exceed the provincial average for grade-to-grade transitions within three years (2016).
- To meet and exceed the provincial average for Aboriginal grade-to-grade transitions within three years.
- To meet and exceed the provincial average for six year completion rates for all students and Aboriginal students within three years (2016).
- Increase the number of Grade 11/12 students (District wide) participating in Dual Credit Programs (240 students in 2012-2013) by 10% in 2013-2014. (253 students in 2013-2014).
- Increase number of Aboriginal students participating in dual credit courses (both academic and trades training) from 42 students in 2012-2013 to 50-60 students in 2013-2014. Target met. (56 students in 2013-2014)

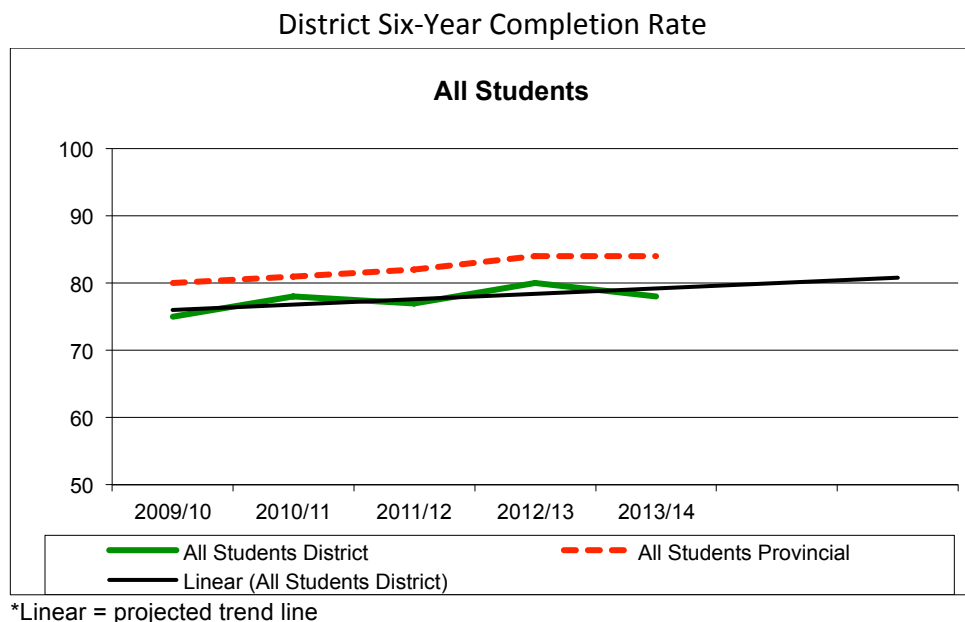
State the specific evidence and measures of student achievement in literacy and the results that have been realized.

- There was no data last year. Unable to give this info.

II.) Completion Rates: Identify your district's target(s) for completion rates.

- To meet and exceed the provincial average for six year completion rates for all students and Aboriginal students within three years (2016).
 - Target not met. (75% → 78% → 77% → 80% → 78% - Provincial average 84%)

State the specific evidence and measures of student achievement for completion rates and the results that have been realized.



III.) Aboriginal Education: Identify your district's target(s) for aboriginal student improvement.

Targets: (as previously identified on page 4.)

- Improve reading for information skills at grades 4-7.
- Increase percentage of grade 4-9 Aboriginal students fully meeting or exceeding expectations to 60% by 2015.
- To meet and exceed the provincial average for Aboriginal grade-to-grade transitions within three years.
- To meet and exceed the provincial average for six year completion rates for all students and Aboriginal students within three years (2016).
- Increase number of Aboriginal students participating in dual credit courses (both academic and trades training) from 42 students in 2012-2013 to 50-60 students in 2013-2014. Target met. (56 students in 2013-2014)

Interventions:

- Diverse professional development opportunities are being offered to teachers and support staff to build their background knowledge and appreciation of Coast Salish history, culture and world view including Pro-D day events, book clubs, and inquiry groups.
- Malahat is in year two of offering a program to youth designed to connect them to their history and identity as Malahat. The high school is ensuring students get school credit for their work.

Building Capacity:

- ABED teachers are working alongside Coast Salish, Inuit, and Métis cultural knowledge holders to create, pilot, document, polish and publish a set of lessons for integration throughout the K-7 curriculum including lessons for language arts, math, social studies, science, and art.

Program Opportunities:

- All grade eight students throughout the district are learning about the resilience and strength of the Coast Salish people through an exploratory course titled, "Coast Salish Studies". The course includes an opportunity for each student to explore their personal identity and see strength in diversity.

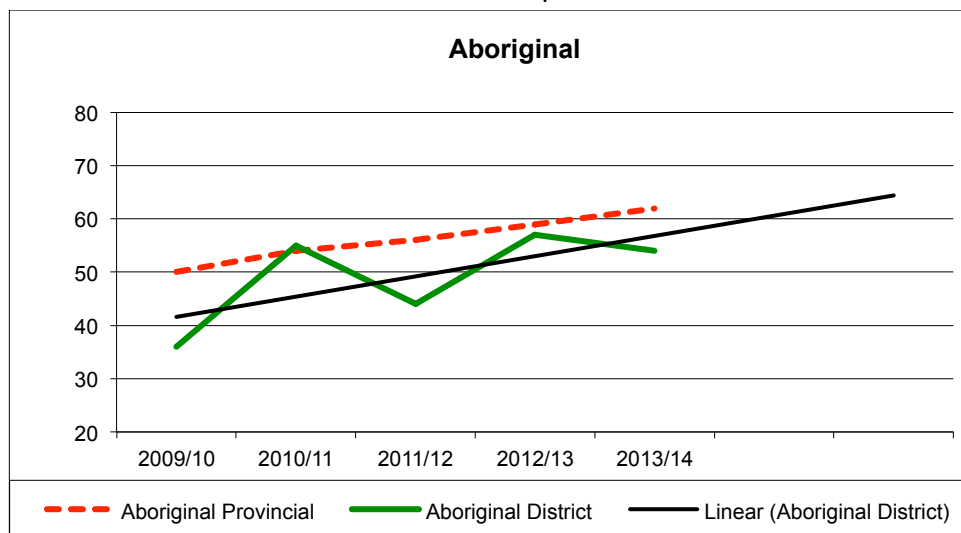
- The transition rate of our Aboriginal learners continues to improve in all grade areas (8-12) to exceed the provincial average. Data for 2013-14 not available at this time.

2012-13 Aboriginal Transition Rates (%)	Gr 6-7	Gr 7-8	Gr 8-9	Gr 9-10	Gr 10-11	Gr 11-12
District	92	93	88	91	85	72
Province	97	98	95	92	86	77

*2013/14 Data not yet available.

State the specific evidence and measures of student achievement for aboriginal students and the results that have been realized.

District Six-Year Completion Rates



*Linear = projected trend line

5. Children in Care

Summarize the work and your efforts in meeting the needs of Children in Care.

- Each school continues to have an identified school contact person to monitor the success of Children and Youth in Care. Children and youth with continuing custody orders have been successfully identified, and their success on a number of indicators tracked and monitored at reporting periods and transition opportunities. School contact (principal) and school learning services teams ensure that appropriate and effective interventions are in place as needed.
- When children and youth with temporary custody orders are made known to the school contact, student progress is tracked and monitored at reporting periods and transition opportunities.

What categories of Children in Care have been successfully identified and are being monitored? For example: continuing custody orders, temporary custody orders, other...

- Children and youth in continuing custody orders continue to be successfully identified and are being monitored. We have had limited success in identifying children and youth in temporary custody orders as these seem to begin as informal arrangements that become temporary custody orders that are very brief in duration. We continue to communicate with our partners MCFD and the delegated authorities: Lalum'utul' Smun'eem (LS) and Kwumut Lelum (KL) Child and Family Services, parents, and foster parents

to successfully identify and monitor progress of students in temporary custody orders.

What structures are in place to provide effective communications among MCFD offices, social workers, foster parents and schools?

- The structures in place to provide effective communications among MCFD offices, delegated authorities, social workers, foster parents and school contact at school, families of schools, and district levels continue to include identification, review and progress monitoring meetings at each reporting period and annual review, January/ June and emergent transition points.

What results are being achieved by students within the identified categories?

(as per Spring 2014 data collection)

- We are unable to report on the progress of Elementary school aged primary students with continuing custody orders in oral language, phonological awareness, concepts of print & letter association due to our inability to collect District Early Success Assessment (K-2) data in Spring 2014.
- We are unable to report on or make a comparison of their progress of Elementary school aged intermediate students with continuing custody orders in meeting expectations on the FSA Grade 4 & 7, the DART snapshot assessment of reading, or the District Wide Write (DWW) assessment of writing skills due to our inability to collect this data in Spring 2014.
- Of Secondary aged students with continuing custody orders who participated in English 10, 86% successfully completed with a passing grade or better. Of the students who participated in a Math 10, 19% successfully completed with a passing grade or better.

6. Early Learning

What strategies are in place to address the needs identified in Early Learning?

- The district has a strong community connection with Early Learning in the Cowichan Valley. We participate in monthly meetings that bring together Aboriginal, Success by Six, Health and Early Childhood and Local business partners.
- Our StrongStart facilitators and Early Learning Coordinator meet regularly and we encourage joint professional development and transition work between our Early Childhood Educators and our K and K/1 teachers.
- We have 5 StrongStarts and one outreach StrongStart bus. We have also developed a Community partnered Early Learning Centre. The goal for each of these centres is to provide quality early learning experiences for children aged 0 – 5, to encourage families to support early learning activities in the home, and to connect families with community resources and supports.
- PALS – Parents and Literacy Supporters is offered at 6 of our Elementary schools. This is coordinated and facilitated by our Early Learning Coordinator who works closely with the classroom teachers. PALS focuses on early learning principles through play based activities and include explicit instruction with parents and caregivers. We also have Aboriginal PALS in 2 of our schools.
- We host 4 Ready, Set Learn sessions in the Spring. Each session provides a variety of Early Learning experiences and connects families to community resources.
- In the Spring, each of our schools offers an 'Introduction to Kindergarten' session. The focus is to provide an advance look into what Kindergarten looks like as well as the opportunity to experience some early learning activities that can be replicated at home to support the transition to Kindergarten.
- Fun Family Literacy Nights are held 8 times throughout the year in partnership with the Duncan Mall. The

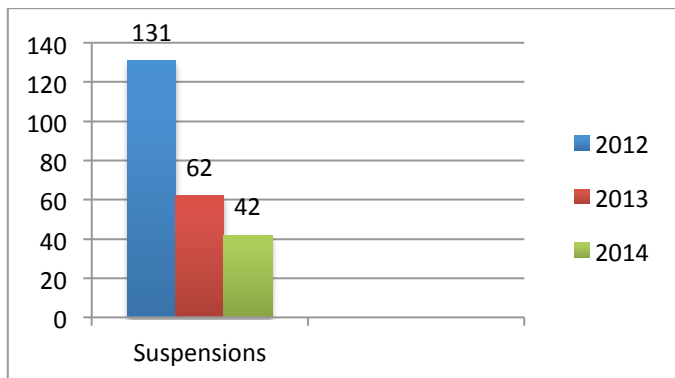
purposes are to provide quality early learning literacy based experiences for children aged 0 – 7, to encourage families to replicate the activities in the home, and to connect families with community recourses and supports.

- We have 15 teachers (Kindergarten) participating in phonological awareness inquiry project for K and K/1 teachers. The Early Learning Coordinator and one the Literacy Helping Teachers are supporting this work. The goals are to build teacher capacity and increase students' acquisition of phonemic awareness.
- We have approximately 23 primary teachers, primarily at the K and grade 1 level, participate in a dramatic play bin inquiry. This project has taken on a life of its own and we now have approximately 25 large bins filled with a variety of items that include dress-up clothes, puppets, and books that simulate a child's sense of play and creativity. The focus of this project is to increase students' oral language abilities in a play-based environment.
- We developed a French Immersion Early Success Screen to better support our French Immersion students and teachers.

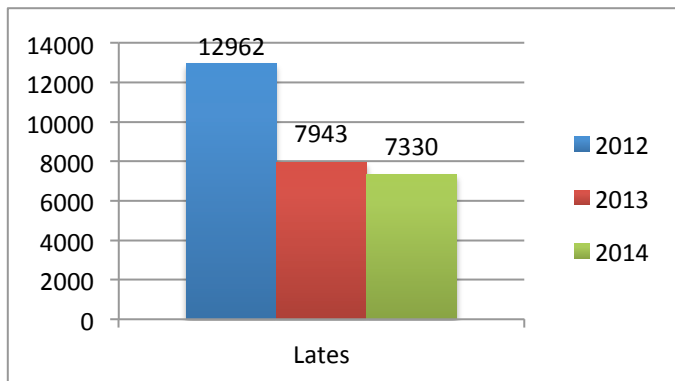
7. Other Comments

For example: education transformation, student wellness, ERASE, skills training

- Completion of ERASE Regional Training in Preventing Bullying and Ensuring Safe & Caring School Communities in February 2014 as well as the completion of our restructuring process to align all elementary schools in a common K-7 system and secondary schools in common 8-12 system continued to contribute to fewer suspensions as teams work together to build positive school cultures, set clear, consistent expectations, and implement proactive interventions earlier.



- The positive trend of significant improvements in secondary student rates of attendance and lates continued from the introduction of later school start and stop times in 2013-14 at our secondary schools (8-12) through our restructuring process through September to November 2014.



- School team inquiry based learning during our five professional learning community 80 minute early dismissals and school based implementation days continues to provide teachers with opportunities to develop and implement instructional strategies to engage students in 21st century skills of creativity, critical thinking, innovation, communication, and collaboration to help promote personalized learning and increase student engagement across curricular areas.
- As a District, we are proud of our progress on improving success for each student with a focus on our vulnerable learners. We recognize that the success we achieve is the result of the dedication and care of our staff, parents, volunteers, community partners, and most importantly, our students. As life-long learners, it is our intention to continue to talk, explore, refine and improve our practices to better serve all of our learners in the Cowichan Valley School District.

8. Board approval date: January 7, 2015
