

Accountability Agreement School District No. 71 (Comox Valley) 2006-07



Vision

- A learning community that embraces diversity, honours relationships and prepares all learners for a changing world.

Mission

- To work with our educational partners to develop responsible, compassionate citizens and successful, lifelong learners.

We Value and Believe In

- trusting relationships based on respect, integrity and ethical behaviour;
- an environment that motivates and actively engages learners;
- innovation and creativity;
- strong partnerships, especially between home and school;
- accountability and shared responsibility;
- individual, professional and organizational growth; and
- celebration of accomplishment.

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October 31, 2006

District Context

School District No. 71 is located in the Comox Valley, with three main centres: Courtenay, Comox and Cumberland. Approximately 40% of the population is rural, and approximately 10% of the population is of Aboriginal descent. Ninety-one percent of the population reports English as their mother tongue. The area has a higher than average percentage (10%) of the population involved in resource industries.

Current enrollment in our regular school programs is decreasing and is expected to continue to decline for a number of years. This decline, similar to many other districts, is causing our district to have a significant look at our grade configuration and our long term plan for facilities. We have already closed three schools and there is the potential for more closures in the coming years.

Our district has one of the highest achievement rates in the province for Aboriginal students. Although we are proud of that success and very appreciative of the partnerships we have with First Nations people, organizations and governments, a gap still exists between Aboriginal student results and the results of other students. We will continue to close that gap.

Several of our schools have been identified, through Dr. Clyde Hertzman's Human Early Learning Partnership (HELP), to have challenges equal to any in the province. These schools have been supported in the 06-07 school year with additional staffing to support these learning challenges.

Among our many innovative programs, the North Island Distance Education School has proven to be a leader and innovator in successfully meeting the needs of students. Combining teacher support, various online systems, and teacher-developed learning objects for online curriculum, NIDES has continued to grow, despite a growth in the number of "e-learning" programs in BC and elsewhere. NIDES will continue to be a leader in "e-learning" and will play a lead role in developing more effective uses of technology in our other schools as well.

This school year we welcome a new superintendent to the district and look forward to many significant challenges in the years ahead including standardizing grade configuration, considering additional school closures, finding a home for the Francophone Education Authority with whom we share our facilities, and relocating the North Island Distance Education School. Each of these challenges presents opportunities as well to consider the best way for us to support all students in the Comox Valley.

District Review Recommendations and Progress to Date

In late February 2005, the ministry of education's district review team submitted to the minister its *District Review Report – School District No. 71 (Comox Valley)*. As a district, we have considered the recommendations seriously, and have implemented strategies and structural changes to ensure that the report's recommendations are addressed.

Recommendation	Action
1. Review the growth plan approval process with SPCs.	<ul style="list-style-type: none"> • Annual review process is now in place including scheduled visits to each school in the district in 06-07 for the purpose of reviewing school plans. • Plans underway for SPC training in spring 07.
2. Clarify the district's vision regarding student success.	<ul style="list-style-type: none"> • New vision, mission and values completed and communicated to the public in a variety of ways.
3. Provide on-going professional growth in assessment "for", "of" and "as" learning.	<ul style="list-style-type: none"> • Continued in-service provided and new links formed with Victor Glickman of Edudata for the purposes of analyzing the district's performance data for the purposes of informing our practice.
4. Support and recognize DPAC.	<ul style="list-style-type: none"> • Superintendent and trustees attend DPAC meetings, funding available to support the DPAC. • DPAC now sits with the Board on the Committee of the Whole.
5. Continue with SPC training.	<ul style="list-style-type: none"> • SPC training to continue including Bruce Wellman and workshops by the superintendent.
6. Review alternate and distance education program structures.	<ul style="list-style-type: none"> • Reviewed in 05-06 and relocation of facilities planned. • NIDES continues to work with new legislation defining distributed learning and to be a provincial leader.
7. Increase participation rates in FSA .	<ul style="list-style-type: none"> • Continues to be a focus in 06-07.
8. Establish a system for differentiated resource support for schools based on need.	<ul style="list-style-type: none"> • School profiles completed and additional staffing provided to three schools in anticipation of the 06-07 school year. This additional staffing is for unique and complex populations.
9. Track students in alternate programs to determine effectiveness.	<ul style="list-style-type: none"> • Student Services to develop a tracking project in 05-06 and continue with this work in 06-07.
10. Acknowledge and celebrate leadership at all levels.	<ul style="list-style-type: none"> • Initiate a district-wide mentorship program beginning in October 06. • Currently 92 participants registered for our opening workshop.
11. Collect and analyze district-level data.	<ul style="list-style-type: none"> • Continues to be a focus for 06-07.

District and School Connections

One of the most substantial recommendations coming from the District Review Team included the need for a more coherent alignment between school and district goals.

As a direct result of this recommendation, we have embarked on a completely revamped process to review school goals and approve school plans. Supported by the Board of Trustees early in the school year, this year each school's plan will be reviewed by a visiting team to explore how each school plan meshes with the ministry's 10 points of inquiry. A new process to the district, this will help us align all of our practices in support of student achievement and will further inform our Accountability Agreement.

The process involved in building our Accountability Agreement was also different this year in an attempt to be as inclusive as possible and as supportive of school goals and plans. At an October meeting with all administrators, each school plan was reviewed the goals listed by zone and then the zones developed joint goals for all levels. In turn, those goals then have fed up to form the basis of the Accountability Agreement Goals. As a result of this work, the Accountability Agreement is a direct reflection of the work done in schools in developing their individual plans.

District resources are aligned with the priorities and initiatives that emerge from school planning and school goals. The primary areas of support are literacy and numeracy. The district will also have innovation grant opportunities to support unique school initiatives and will continue to support a wide range of initiatives in all areas. It is important to note that our initiatives in social responsibility remain a strong third area of growth in the district and our report on safe and caring schools this fall will further inform our practices and challenges in this area.

An important additional component of our Accountability Agreement is the Aboriginal Enhancement Agreement. The Enhancement Agreement outlines our achievement goals for our aboriginal students and in doing so supports all of our students.

District Indicators

Six-Year Dogwood Completion Rate

Students Completing Grade 12 Within Six Years of Entering Grade 8 for the First Time						
Completion Rate	District					
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
All Students	79	80	82	76	74	71
Female	82	83	85	81	76	72
Male	75	78	80	71	71	70
Aboriginal	61	68	68	62	46	60
Non-Aboriginal	80	82	84	77	76	72
Special Needs	24	48	47	62	65	69*

Note 06-07: At the time of this report, the graduation rate for the 05-06 year is not published. While the district average appears to be low, the individual rate for our traditional secondary schools remains high. We continue to explore the impact of students registered at the North Island Distance Education School as having a significant impact on our overall graduation rate.

*Students with learning disabilities

Graduation Rate

Grade 12 Students Who Graduate (%)							
Rate	District						
	1998-1999	1999-2000	2004-2005	2001-2002	2002-2003	2003-2004	2004-2005
District	95.0	92.1	95.2	92.5	90.6	93.1	93.0

District Plan to Support Teaching and Learning: 2006 – 2007

District Goals

We have two district goals that will be described in the report that follows:

1. To improve literacy success for all students in grades K-12

Objectives:

- Enhance early literacy success for **all** students at the K-3 level.
- Improve reading comprehension, with a focus on “reading for information” for **all** students in grades 3 to 9.
- Improve writing success for **all** students K-9.

2. To improve numeracy success for ALL students K-12

Objectives:

- Focus on early numeracy success for **all** students at the K/1 level.
- Improve success in numeracy for **all** students in grades 3 to 9.
- Improve results in numeracy for **all** students in grades 10 to 12.

District Plan to Support Teaching and Learning: 2006 – 2007

Goal 1: To improve literacy success for all K-12 students

Rationale: This goal was selected as a primary focus for the 2004-2005 school year, and continues to be a primary focus in 2006-07. While district success rates are at or near provincial averages at most of our elementary schools, evidence suggests that results decline after grade 4 in reading and writing. While this models the provincial picture, we should address this decline and have strategies to support these critical years.

- Objectives:**
1. Enhance early literacy success for **all** students at the K-3 level
 2. Improve reading comprehension, with a focus on “reading for information” for **all** students in grades 3 to 9
 3. Improve writing success for **all** students K-9

- Performance Indicators:**
- Foundation Skills Assessment
 - performance standards (DART at grades 5 and 8 starting in spring 2005)
 - letter grades/success rates
 - primary success rates at year end
 - satisfaction surveys
 - Speech and language pathologists early assessment
 - *Checkpoints* assessment in primary
 - school-wide “write” data
 - provincial exam results

Objective 1 Enhance early literacy success for all students at the K-3 level.

Result #1: Speech and Language Early Assessment

Screen of kindergarten students – (Note: data available for only five schools in 2000, six in 2001, 17 in 2002, and all schools in 2003. Also, 2003 was done as an assessment team rather than as individual pathologists working independently.)

Students designated as “moderate/severe” will receive further assessment and/or intervention.

(NS=number screened, NI= number identified as M/S (moderate/severe))

	2000	2001	2002	2003	2004	2005
Screened	194	248	475	516	521	
Identified as M/S	16	33	56	119	81	
Percentage	8%	13%	12%	23%	15.5%	

Target:

To continue monitoring of these data. Pre-school intervention programs should be more closely examined to see if they can positively impact the results in this area. No target at this time.

Comment:

The percentage of students needing some level of support appears to be increasing. This is consistent with the report of the Human Early Learning Partnership (HELP), and will result in greater service needs at the early primary and pre-school years. We should be tracking the 2003 cohort to assess how many are on the active caseload.

Result #2:

We are currently involved in the Early Success Project that will result in the establishment of district-wide screening data beginning in September 2006.

Target:

Targets will be established once baseline data are available.

Comment:

The original HELP information does not always appear to be relevant for schools, as it crosses over neighbourhoods serving more than one school. We will continue to support the Early Success initiatives to enhance opportunities and service for students in greatest need.

Result #3: District Success at End of Grade 3 – Language Arts

Grade 3 students meeting or exceeding expectations at year-end (% successful)

School	2001-2002	2002-2003	2003-2004	2004-2005 DART	2005-2006 FSA	Diff. FSA - DART
Airport	81	85	85	81	91	10
Arden	81	90	86	88	80	-8
Brooklyn	95	85	89	91	85	6
Comox	74	86	71	80	73	-7
Courtenay El	83	78	79	92	80	-12
Cumberland	90	91	89	85	75	-10
Denman	75	80	80	100	Msk	MSK
Ecole Puntledge Park (Eng)	83	94	88	82	84	2
Ecole Puntledge Park (Fr)	92	95	90	90		
Ecole Robb Road	n/a	n/a	95	84	82	-2
Hornby	91	89	71	100	Msk	MSK
Glacier View	81	88	77	86	77	-9
Huband Park	85	78	94	93	86	-7
Miracle Beach	92	94	75	97	100	3
Royston	76	94	85	81	71	-10
Tsolum	86	86	89	89	100	11
Union Bay	75	85	100	90	92	2
Valley View	93	90	91	91	85	-6
Village Park	84	88	83	83	88	5
Total	1517	1576	1617	1683		
District	84	88	85	89		

Target:

The three-year average success rate will be at or above 90% by 2009 (currently at 87%).

Comment:

There is some concern that setting an artificially high target in this area may put pressure on to raise teacher assessments falsely. Local summary evaluations like this are useful in providing discussion points but do not necessarily do much to inform practice. The substantial differences in achievement between the DART and the FSA should be explored for coherence between the two assessments.

Strategies and Structures to Support Objective 1:

- Implement the early success assessment instrument at kindergarten
- Implement the Early Success project in 6 high needs elementary schools
- Pilot the Ministry Kindergarten Learning Project focusing on oral language, social responsibility, reading and writing in 9 elementary schools
- Participate in year three of *Ready, Set, Learn* and associated early intervention projects sponsored by the Ministry
- Complete the district speech and language kindergarten screen (analyze results and develop a plan for support, with the assistance of the SLPs; coordinate with the early success/assessment project)
- Examine the results of the *Human Early Learning Partnership (HELP)* ECD Mapping Project (Nov. 2006) and determine if there are areas that may be in need of special projects to support early literacy.
- Recommend consistent, standardized district early assessment tools (e.g. Checkpoints, PM Benchmarks)
- Examine current data sources, intervention and remediation practices and programs to see if we need to develop and support a more consistent approach. (L.A./Resource models and programs that support “closing the gap.”)
- Early Success Teams
- Explore interventions that support early learners at ALL of our schools (e.g. Mother Goose, full-day kindergarten, CDA research project).
- Work with the ministry liaison and community to coordinate initiatives in support of literacy success for all citizens.
- Continue all-day Aboriginal kindergarten at Puntledge Park.
- Pilot Scholastic early reading resource at three elementary schools.
- Implement a kindergarten literacy network to parallel the work of the primary literacy network that has been running for one year.
- Strengthen student self esteem and skill development through Aboriginal elementary intervention teacher working with school-based teams.
- Connect L.A. teachers with the literacy network.
- Student services software purchases will support early literacy.

Objective 2 Improve reading comprehension, with a focus on “reading for information” for all students in grades 3 to 9.

Result #1: Foundation Skills Assessment – Reading Comprehension

Grade 4 Performance by Specific Groups of Students (percentage of students meeting or exceeding expectations)							
Reading Comprehension	District						Gains
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-06	0405-0506
All Students	84	82	81	83	78	85	7
Male	84	78	80	80	74	83	9
Female	84	85	82	87	82	87	5
Aboriginal	70	64	70	74	72	74	2
ESL	33	Msk	33	67	43	50	7
French Immersion	80	81	74	83	89	83	-6
Special Education					57	76	19
Gifted					100		

Grade 7 Performance by Specific Groups of Students (% of students meeting or exceeding expectations)							
Reading Comprehension	District						Cohort Match**
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-06	0203-0506
All Students	77	75	75	78	77	72	-3
Male	72	72	73	74	74	68	-5
Female	83	77	78	81	80	75	-3
Aboriginal	65	66	61	71	60	65	4
ESL	Msk	Msk	Msk	Msk	Msk	Msk	MSK
French Immersion	98	94	85	81	90	80	-5
Special Education					59	44	
Gifted					100		

Target:

To have the five-year average of success for FSA be at or above 85% for ALL students. (The five-year average is 82% at grade 4 and 78% at grade 7.)

Comments:

It is important to monitor and address the decrease in performance from grades 4 to grades 7. These matched cohorts of students show a small decrease in performance after three years and we should expect to see at least similar achievement given the match of students three years later.

Participation Rates

Grade 4 Participation by Specific Groups of Students (# and %)												
Reading Comprehension	District										05-06	Province
	2000-2001		2001-2002		2002-2003		2003-2004		2004-2005			2004-2005
	#	%	#	%	#	%	#	%	#	%		%
All Students	692	89	607	89	625	91	619	89	577	91	88	92
Male	358	87	296	88	307	91	305	88	267	88	85	90
Female	334	91	311	90	318	92	314	90	310	93	91	93
Aboriginal	40	89	36	92	52	90	48	83	50	93	91	84
ESL	12	100	4	44	6	86	15	68	31	94	93	84
French Immersion	66	100	37	100	48	91	54	95	47	94	77	97
Special Education									50	81	71	67
Gifted									28	100	89	99

Grade 7 Participation by Specific Groups of Students (# and %)												
Reading Comprehension	District										05-06	Province
	2000-2001		2001-2002		2002-2003		2003-2004		2004-2005			2004-2005
	#	%	#	%	#	%	#	%	#	%		%
All Students	764	86	728	85	724	87	724	87	666	90	87	92
Male	400	85	367	84	351	86	363	85	319	88	86	90
Female	364	86	361	86	373	88	361	90	347	93	89	93
Aboriginal	38	84	55	83	42	81	53	83	49	83	80	82
ESL	1	33	2	33	1	n/a	2	67	1	100	100	72
French Immersion	45	96	52	93	37	100	46	96	41	100	100	96
Special Education									56	78	88	70
Gifted									29	100	100	99

Target:

To meet or exceed the provincial average for participation rates in FSA

Comments:

We must meet this goal or the FSA results will be of little value. We will work with schools directly to support the strong participation in FSA beginning immediately.

Strategies and Structures to Support Objective 2:

- Implement the District Assessment of Reading Team (DART) at grades 3 to 9. Continue to host a fall training series that will focus on the assessment philosophy, protocol, and scoring methods. (Note: This is year two of training and implementation.) Conduct in-service pilots in at least one middle school and the remaining seven elementary schools. Literacy resource teachers will deal with specific strategies to address gaps identified by the DART.
- In-service and support from our literacy teachers: reading in the content areas – demo lessons and after school workshops to be held throughout the year. Strategies will be aligned to support student understanding of material read using the style of questions included in the DART project.
- Host summer institute on “assessment for learning” with Anne Davies. (A team of 20 teachers from our district attended.)

- Host at least three literacy network meetings (for each of the intermediate, middle and secondary levels) to share school successes, examine the latest research in what really works in literacy development, examine the district assessment data, and in-service lead teachers in the strategies proven to be the most effective.
- Support “Soar to Success” at the grades 3 to 8 levels as an intervention resource.
- Implement and train teachers in the use of technology to support students who experience challenges with reading and writing (Kurzweil 3000, Dragon Naturally Speaking, Write Out Loud, and Co-writer; district student services technology coordinator now in place)
- District resource teachers to support middle school Aboriginal students
- Assign an elementary intervention teacher to support Aboriginal students.
- Analyze school growth plans and performance indicators in order to develop special projects or initiatives using the inquiry model to address identified student needs (similar to the network of performance-based schools).
- Provide in-service to principals and vice-principals, on a monthly basis, on instructional strategies that really matter in support of literacy improvement.
- Provide in-service in the use of performance standards to assess students in reading.
- Continue with the “diversity and differentiated learning” workshop series focused on intermediate and middle schools.
- Continue membership in TC² (Critical Thinking Consortium – a group of BC universities and school districts interested in the development of critical thinking) as it directly relates to the focus on Social Studies and “reading for information.”
- Effective training and assignment of Aboriginal staff and resource aides to support academically challenged students.
- Continue alternate programs (Contract Tutoring and Sandwich Alternate) to provide support for students at risk in grades 7-9.
- Social studies kits are being developed at middle school to support reading for information.
- Leyton Schnellert – Reading across the curriculum. Targetted funding for secondary and middle schools to support this goal.

Objective 3 Improve writing success for all students K-9.

Result #1: Foundation Skills Assessment – Writing

Grade 4 Performance by Specific Groups of Students (percentage of students meeting or exceeding expectations)							
Writing	District					05-06	Province 2004-2005
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005		
All Students	92	91	91	91	93	90	93
Male	88	86	87	87	88	86	90
Female	96	95	95	94	97	94	96
Aboriginal	93	83	89	85	90	81	84
ESL	75	Msk	100	93	83	72	93
French Immersion	91	100	87	83	98	96	93
Special Education						82	
Gifted						100	

Grade 7 Performance by Specific Groups of Students (percentage of students meeting or exceeding expectations)							
Writing	District					05-06	Province 2004-2005
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005		
All Students		82	80	87	85	83	90
Male		73	73	84	76	73	85
Female		90	88	91	92	93	95
Aboriginal		76	72	80	77	84	75
ESL		Msk	Msk	Msk	Msk	Msk	84
French Immersion		84	91	91	95	98	96
Special Education		59	56	55	60	56	
Gifted		96	95	95	100	91	

Target:

To have the five-year average for grades 4 and 7 FSA results attain or exceed provincial average

Comments:

We will be trying to improve performance at the same time as we strive to increase participation rates. There is a feeling that the FSA writing is not sensitive enough as an instrument to measure small achievement improvement. Students must significantly improve before it shows. We will attempt to use school-wide writing information to track more subtle improvement gains. We should pay particular attention to the achievement levels of grade 7 boys. At 12% below the provincial average, this is an area of particular attention.

Strategies and Structures to Support Objective 3:

- Implement and train teachers in the use of technology to support students who experience challenges with reading and writing (Kurzweil 3000, Dragon Naturally Speaking, Write Out Loud, and Co-writer).
- Schools are continuing to use “school-wide writes” to assess students using the performance standards.
- Schools are using the following resources to support their work with trait based writing: 6 Plus 1 Traits, Trait Based Writing, Units of Study for Primary Writing
- Continue alternate programs (Contract Tutoring and Sandwick Alternate) to provide support for students at risk in grades 7-9.
- Middle school cohort working on 6+1 traits of writing
- Curriculum – distributed leadership funds targeted to the middle schools to support this goal

Goal 2: To improve numeracy success for all students K-12

Rationale: This goal was selected by many of our schools. There is general dissatisfaction with student performance in the area of mathematics. Parent satisfaction surveys as well as FSA data indicate that there is a sharp decline in success, relative to the provincial average, at both grade 7 and 10 levels. We continue to be close to provincial average at grades 4 and 7, but we feel our students should be experiencing greater success as they move up in grades.

Objectives:

1. Focus on early numeracy success for **all** students at the K/1/2 level
2. Improve success in numeracy for **all** students in grades 3 to 9
3. Improve results in numeracy for **all** students in grades 10 to 12

Performance Indicators:

- FSA data
- letter grade data
- primary success rates
- early numeracy screen
- performance standards for problem-solving
- school-wide assessments in mathematics
- satisfaction surveys
- provincial examination results
- success rates in Mathematics 10E, 10A and 10P

Objective 1 Focus on early numeracy success for all students at the K/1 level.

Results: We do not have current results available but are implementing the early numeracy assessment at the K/1 level and we will need to decide how to aggregate this information.

Target:

Not available at this time.

Comments:

Early use of the K/1 numeracy screen will identify possible strands to focus on in the math curriculum. With the implementation of *Math Makes Sense* and the constructivist approach to math instruction, we expect to more clearly identify learning needs and to address them through instructional support.

Strategies and Structures to Support Objective 1:

- Implement *Math Makes Sense* at the K-3 level.
- Hire and support a numeracy support teacher (K-6).
- Train instructional support teachers/mentors to assist with assessment and instructional planning to meet the needs of all students.
- Continue work with Trevor Calkins and the three local trained facilitators to support classroom teachers.
- Establish an elementary mathematics network to review results and discuss strategies to improve student learning.
- Continue to support implementation of SuccessMaker software.
- Early elementary intervention teacher to support Aboriginal students
- Student Services software purchases will support early numeracy (Math bundle).
- Examine the Promising Practices document to find strategies to support students who face learning challenges.
- Effective training and assignment of Aboriginal staff and resource aids to support academically challenged students.
- Continue to work with the network of schools and districts through Island Numeracy.
- Continue to develop and work with the planning documents entitled "Year at a Glance" for math instruction K-7.

Objective 2 Improve success in numeracy for all students in grades 3 to 9.

Result #1: Foundation Skills Assessment

Grade 4 Performance by Specific Groups of Students (percentage of students meeting or exceeding expectations)							
Numeracy	District					05-06	Province 2004-2005
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005		
All Students	89	87	90	90	85	89	87
Male	89	88	89	91	86	89	88
Female	88	86	90	89	85	89	86
Aboriginal	78	76	85	83	78	77	92
ESL	75	Msk	100	64	73	67	83
French Immersion	89	86	80	93	91	89	90
Special Education						82	
Gifted						100	

Grade 7 Performance by Specific Groups of Students (percentage of students meeting or exceeding expectations)							
Numeracy	District					05-06	Province 2004-2005
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005		
All Students	77	80	83	81	81	76	83
Male	76	81	83	85	83	78	84
Female	79	80	82	77	80	75	81
Aboriginal	71	62	76	71	64	71	62
ESL	Msk	Msk	Msk	Msk	Msk	Msk	79
French Immersion	98	83	83	81	95	86	91
Special Education						60	
Gifted						100	

Target:

To have the three-year average on FSA maintain the provincial average or show continued growth at both grades 4 and 7.

Comment:

Again, as the results suggest in other FSA assessments, the decline in achievement from grade 4 to grade 7 is an area of interest and concern. Why is it that students are not achieving as well in grade 7 as they are in grade 4. In addition, in mathematics, this decline appears to continue through to grade 10.

Result #3: District Data – Numeracy Assessment

Note: The Diagnostic Math Assessment (DMA) is a formative assessment for the purposes of informing instruction in grades 3 to 9. This assessment will continue to be used in our district during the 2006-2007 school year.

Result #4: Grade 3 Mathematics

*Grade 3 students meeting or exceeding expectations (%)
(Teacher classroom assessment)*

School	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006 FSA	Diff Gr3 – FSA
Airport	85	85	88	83	93	10
Arden	84	88	89	88	91	3
Miracle Beach	95	94	85	97	100	3
Brooklyn	92	94	93	91	94	3
Comox	78	89	95	72	88	16
Courtenay El	88	80	83	95	88	-7
Cumberland	86	88	80	84	66	-18
Denman	88	87	100	91	Msk	Msk
Ecole Puntledge Park (Eng)	91	100	92	82	85	3
Ecole Puntledge Park (Fr)	96	100	95	90		
Ecole Robb Road	n/a	n/a	97	89	92	3
Hornby	100	100	100	100	Msk	
Glacier View	83	70	85	89	80	-9
Huband Park	93	78	100	93	81	-12
Royston	86	97	81	88	96	8
Tsolum	86	89	93	91	87	-4
Union Bay	90	100	100	90	91	1
Valley View	87	87	91	90	92	2
Village Park	82	92	77	98	93	-5
District	88	91	91	90		

Target:

We would like to see an increase in the district average to have it be between 90-95%.

Comment:

In this area, we see some examples of the mixed results in achievement between the teachers evaluation of students in grade 3 and the FSA in grade 4. We should be doing a cross-correlation between these two assessment practices to further explore the validity of these assessments and the apparent discrepancies in results. In addition, we should be fully integrating the DMA into our assessment practices and our use of achievement evidence for district planning.

Strategies and Structures to Support Objective 2:

- Conduct numeracy leadership sessions at least three times/year to identify strategies that would support improved student success in mathematics such as *Focus on Teaching Developmentally* by John Van de Walle and *Lenses on Learning* as study guides.
- Host school and district-level in-service with Trevor Calkins to model strategies that support student numeracy.
- Encourage and support schools in the development of school-wide or grade-level common assessment tools. Continue to use the DMA for grades 3 to 9 to inform instruction and planning.
- Continue the use and support of *Math Makes Sense* resources for grades K to 6 with the Numeracy helping teacher and mentor providing on-going in-service.
- Review the effectiveness of the *Math 44* resources and provide opportunities for feedback and implementation strategies.
- Train and support elementary and middle school mathematics mentors.
- Hold articulation meetings with mathematics teachers at the transition grades (i.e., grades 3-4; 6-7; 9-10 to identify strengths and areas needing attention).
- **Continue with *SuccessMaker* implementation across the district.**
- Develop local electronic mathematics satisfaction surveys K-12.
- Develop a grade 9 math assessment based on the Vancouver Island math assessment.
- Host school and district in-service for grades 7-12 teachers with David Sufrin: Strategies to engage all learners.
- Curriculum distributed leadership funds targeted to support this goal at the school level.

Objective 3 Improve results in numeracy for **all** students in grades 10 to 12

Results:

Our provincial examination evidence indicates that students are not achieving as they could particularly in the mathematics 10 curriculum. The percentage of students obtaining an F or C- in our core math 10 courses are as follows:

Applications of Math 10	52%
Essentials of Math 10	50%
Principles of Math 10	40%

Target:

To reduce the percentage of failures in each of our three math streams by 50%.

Comments:

It may be necessary to review the timetable possibilities and support particularly for the Applications of Mathematics pathway to enhance our overall achievement in this area. Many students may require additional instructional time and support in mathematics and there may be structural changes that are possible to attain this support. For example, offering Applications of Mathematics in semester 1 so that students may then take Principles of Mathematics in semester 2 is a viable option in secondary schools.

We would then anticipate that this additional focus in grade 10 would result in increased participation and success in grade 12 courses.

Strategies and Structures to Support Objective 3:

- Implement a mathematics network to include all secondary schools
- Monitor district results with the network and at all school levels
- Develop an in-service plan to meet the needs of current secondary mathematics teachers
- Itinerant mathematics resource teacher for tutoring support for Aboriginal students at all secondary schools
- Hold articulation meetings between middle and secondary schools
- Support and train grade 10 and grade 12 mathematics leaders – year 2 (review results, examine strategies, discuss assessment)
- Establish an administrators' mathematics focus group
- Secondary schools are resourced to provide tutoring support in senior mathematics courses
- Continue City Centre alternate programs (Independent Learning, Senior Alternate, Nala'atsi) to provide support for students at risk in grades 10-12.
- Review and respond to all draft IRPs (Applications, Essentials and Principles of Mathematics).
- Curriculum leadership funds targeted at the school level to support this goal.

Other Strategies and Structures to Support Achievement

1. Funding: Schools are allocated up to \$4.00 per student to use in support of their school growth plans. Additional funding has been provided to some schools to support more difficult objectives. In 2005, the Board also approved an additional \$5 per student for district and school growth plan support and this funding continues in 05-06.
2. Other District Initiatives:
 - health and safety initiatives
 - school safety committee training
 - critical incident response training
 - a district-level safe schools committee
 - international student program
 - Hornby Island Outdoor Education Centre
 - complete alignment of science materials to support the new provincial curriculum
 - training for school planning councils
 - supervision for learning sessions for principals, vice-principals, and district staff
 - in-service sessions, usually on instruction, at the monthly management team meetings
 - orientation series for all new principals and vice-principals
 - Mentorship program focuses on action research for teams of teachers.

Appendix

Aboriginal Enhancement Agreement

(Note: This is an unsigned copy of the original document for the purposes of informing the 2006-07 Accountability Agreement)

between

Comox Valley Aboriginal Education Council

and

School District No. 71 (Comox Valley)

and the

Ministry of Education, Province of British Columbia

We, the undersigned, in recognition of our shared responsibility to improve the quality of education of Aboriginal students in School District No. 71 (Comox Valley), agree that the terms of the attached *Aboriginal Enhancement Agreement* form the basis of Aboriginal education programs and services of School District No. 71 (Comox Valley) for the period October 4, 2001 to June 30, 2006.

Chairperson, Aboriginal Education Council
Comox Valley

Chairperson, Board of School Trustees
School District No. 71 (Comox Valley)

Director, Aboriginal Education Branch
Ministry of Education

This amendment dated the _____ day of _____, _____.

1. Preamble

The Aboriginal Education Council (AEC) is made up of delegated representatives of the Comox Indian Band, the Wachiay Friendship Centre, the North Island Metis Association, Upper Island Women of Native Ancestry, Comox Valley Aboriginal Head Start, North Island College, School District No. 71 (Comox Valley), elected Aboriginal parents and an elder.

The AEC believes in:

- Honouring the Comox Indian Band as the territorial people and recognizing the importance of their leadership role in Aboriginal education
- Our children and families are our priority and deserve quality service.
- Involving parents at all levels in public education
- Honouring Aboriginal community uniqueness and its cultural diversity
- Continuous learning to improve the quality of life
- Promoting the importance of Aboriginal education for all learners
- Respecting Aboriginal cultural diversity while striving for unity of one voice
- Open and respectful communications at all levels.

The Aboriginal Education Council acknowledges the collective responsibility of the Aboriginal community and School District No. 71 (Comox Valley) for the success of all Aboriginal learners.

2. Purpose

The purpose of this enhancement agreement is to improve the quality of education achieved by Aboriginal students. Specifically, this Aboriginal Enhancement Agreement will strive to narrow the gap between Aboriginal students and the general student population until parity is reached in the areas identified below. This includes Aboriginal students having a good understanding of their own history, language and culture.

3. Principles

The performance areas selected for enhancement are those where there is assurance that the data can be:

- tracked with integrity;
- tracked over time, and
- effectively used to implement intervention.

The performance targets are designed to narrow the gap on an annual basis. Data and performance targets will be reported in an annual Aboriginal Education report.

4. Definitions

Aboriginal Peoples are recognized in the *Canadian Constitution 1982* (Section 35), and include Indian, Metis, and Inuit.

Aboriginal students are school-age students who have Aboriginal ancestry.

5. Performance Goals and Indicators

- 5.1 To increase the number of aboriginal students who meet expectations or exceed expectations according to the provincial performance standards for reading and writing, Grade 1 to Grade 3.

Indicator: Provincial performance standards tasks administered to Grades 1 to 3 Aboriginal students in Arden, Courtenay, Comox, Cumberland, Glacier View and Puntledge Park Elementary schools.

- 5.2 To increase the number of Aboriginal students who meet expectations or exceed expectations in the Foundation Skills Assessment results in grades 4, 7, and 10 in reading, writing and numeracy.

Indicators: Foundations Skills Assessment; annual comparison of the percentage of Aboriginal students requiring the Primary Intervention Program.

- 5.3 To increase participation and success rates in key math, science and English courses.

Indicator: Change in the number of Aboriginal students passing Math 10 (Essentials) and Math 10 (Principles), Math 11 (Essentials) and Math 11 (Principles), Math 12, English 11, English 12, Biology 11, Chemistry 11, and Physics 11, compared to the 2001-02 baseline data.

- 5.4 To increase student participation in BC First Nations Studies 12.

Indicator: An annual comparison of student enrolment in BC First Nations Studies 12 with the 2001-02 baseline data.

- 5.5 To improve the Dogwood completion rate.*

Indicator: Provincial How Are We Doing data.

* Based on the number of students entering grade 8 six years earlier.

- 5.6 To increase Aboriginal parental/guardian participation in their child(ren)'s education.

Indicator: The percentage of parents/guardians of Aboriginal children attending fall parent-teacher meetings.

- 5.7 To monitor student success in the Aboriginal Education Alternate High School Program toward re-integration, course completion and graduation.

Indicators: Student data on the number of students re-integrating into regular school programs, the number of individual course completions, and the number of students achieving a Dogwood Certificate or school-leaving certificate.

- 5.8 To increase the number of Aboriginal students in the Challenge program each year

Indicator: A comparison of the number of students accepted in the Challenge Program each year.

- 5.9 To decrease the number of Aboriginal students in behaviour programs each year

Indicator: The number of aboriginal students identified with Program 116 designation.

- 5.10 To monitor student success in the Vanier Secondary Alternate Aboriginal Program

Indicator: The number of Aboriginal students taking course, and the number of those who complete them.

- 5.11 To increase the awareness of Aboriginal culture

Indicator: Number of cultural events in the district, number of teachers participating, percentage of teachers and students participating in cultural events

- 5.12 To increase attendance of Aboriginal students

Indicator: Create baseline data for attendance of Aboriginal students.

6. Annual review

The performance goals established in this process will be reassessed annually by School District No. 71 (Comox Valley) and the Aboriginal Education Council to ensure that they remain reasonable and attainable, and represent meaningful progress toward parity with non-Aboriginal students. Any changes in the performance goals resulting from the annual review will be promptly conveyed to the Ministry of Education.

The Annual Report on the Performance of Aboriginal Students in School District No. 71 (Comox Valley) will be submitted in September of each year to the Aboriginal Education Council, the Board of School Trustees and the Ministry of Education.