



**Achievement  
Contract  
2007-2008**

## CONTEXT:

- School District No. 6 (Rocky Mountain) extends from Field in the Yoho Park through Golden and Invermere to Kimberley, with a district population of over 24,000 people.
- A 'Quest for Quality' and a commitment to building a 'Culture of Optimism' define the philosophy and vision of School District No. 6 (Rocky Mountain).
- Over the past 10 years enrolment in School District No. 6 has declined by 1238 students from 4512 to the current enrolment of 3274 fte. The projection is for continued decline.
- 497fte or 15.18% of the students are of Aboriginal ancestry and 286 students (8.73%) have been identified as having designated special needs.
- School District No. 6 offers students and families a wide range of educational options designed to meet the unique learning needs of all students, including:
  - a full array of academic courses which are enhanced through innovative instructional practice, electronic support and a connected learners' program;
  - French Immersion K to grade 12 in Golden;
  - sports schools which offer skiing, snowboarding and hockey;
  - schools with an embedded environmental focus;
  - a commitment to healthy nutritional practices and physical activity;
  - a Learning@Home Program;
  - outstanding Fine Arts and Athletic programs;
  - well-developed Career Education programs;
  - International education programs;
  - community partnership with early learning programs provided in numerous schools throughout the district, including the implementation of a StrongStart Centre;
  - alternate education programs in Kimberley, Golden and Invermere as well as an adult education program, offered in partnership with the College of the Rockies and Canfor Forest Products, and available throughout the district; and
  - highly skilled teachers and student support professionals.
- **Areas of Strength:**
  - School District No.6 has a clearly demonstrated commitment to learning leadership as evidenced through the District Directions 2008, focused professional growth initiatives, implementation of the 'Learning Coach' model throughout the district, collaborative practice directed at improved outcomes for all students and enhanced leadership development opportunities for teachers, administrators and parents.
  - Demonstrated commitment to developing and nurturing a strong partnership with parents.
  - Commitment to working in partnership with the Aboriginal community and parents to enable continued strong achievement of Aboriginal students.
  - Partnerships with the community to expand the early learning programs throughout the district.
  - Success, one student at a time --- a focus on regular collaborative conversations regarding individual student improvement and how the schools and the district may support student success.

## **District Review Response**

School District No. 6 completed a District Review in April 2004. The Review Team provided the following comments regarding 'Leadership/Communication':

- The Board has developed and continues to communicate a long-term vision and directions for the District.
- The District models shared leadership, collegiality and the importance of positive working relationships.
- Leadership is initiated throughout the school community.
- In many schools leadership capacity is being developed by providing opportunities for staff collaboration focused on student achievement.
- Despite major challenges, the District continues to maintain a clear focus on student achievement.

In addition, the team made the following observations of particular strengths related to student achievement:

- People are valued in School District No. 6.
- The School District is successfully developing one culture focused on a united purpose.
- Trustees and senior management have put significant effort into developing positive working relationships.
- School-based staff demonstrate a high level of commitment to students.
- The District has a model of sustained staff development to achieve long-term goals.
- The District encourages principals and teachers to participate jointly in staff development.
- The District operations staff supports student achievement by maintaining facilities at a high standard.
- The District is committed to improving the success of Aboriginal students.
- Partnerships are in place with public agencies and business; the District continues to seek opportunities to expand these initiatives.
- The District recognizes the importance of DPAC and supports ongoing development.

## **District Review Recommendations**

In response to suggested recommendations from the District Review Team, School District No. 6 has made the following adjustments and decisions:

- The District implemented a district partner team that reviews and analyzes district data in the development of the District's Accountability Contract.
- Through a process of consultation the District has developed and implemented an Accountability Contract and School Success Plan template which reflects the District Review template and points of inquiry.
- The District has continued to use multiple sources of data and has added District Write data derived from a district-wide SMART Write including students in grades 2 to 9.
- The District was part of a Kootenay team of teachers who developed a Numeracy Assessment which was piloted in several schools and was piloted by grade 3 and 5 teachers during the 2006-2007 school year. The 2007-2008 school year will be the baseline year for the Numeracy Assessment.

## **District Goals**

- Aboriginal achievement data is reported through the Enhancement Agreement Working Group and is reported at least annually at Regular Board Meetings.
- Aboriginal student goals, objectives, strategies and/or structures are included in the Achievement Contract and in all School Success Plans where Aboriginal students are in attendance at that school.
- A collaborative partnership group is continuing to develop the Enhancement Agreement.

## **DISTRICT AND SCHOOL CONNECTIONS**

- The 2006-2007 School District No.6 Accountability Contract was developed through a process of consultation and input led by the Accountability Contract Working Group with representation of Trustees, principals, vice-principals, teachers, Aboriginal education support workers, excluded staff, district support staff, parents, and students.
- The 2007-2008 Achievement Contract reflects the goals of the 2006-2007 Accountability Contract with input through the School Success Plan development.
- The Achievement Contract Working Group will continue to consider adjustments to the Contract as further achievement data, including provincial exam results, and Aboriginal student success data becomes available from the Ministry of Education.
- Goals in all School Success Plans are carefully considered and included in the transition to the Achievement Contract Goals.
- The Draft Aboriginal Enhancement Agreement was developed by a collaborative team involving representatives from Bands, Aboriginal organizations, parents, students, SD6 staff and Trustees. This collaborative team considered data in the development of the agreement, much of which was the same data considered in the development of the School Success Plans and the Achievement Contract. The ultimate goal in all three plans is the same --- improved student success.



**School District No. 6 (Rocky Mountain)**  
**Achievement Contract 2007-2008**  
**Numeracy**

<b>SCHOOL DISTRICT No. 6 (Rocky Mountain)</b>	
<p><b>GOAL #1</b></p> <p>Improving districts and schools have a strong instructional focus. This focus is made visible in relevant goals for improving achievement for all students.</p>	<p><b>Improve student numeracy skills.</b></p>
<p><b>Objectives</b></p> <p>Objectives help to focus goals into more specific areas of attention.</p>	<ol style="list-style-type: none"> <li>1. Improve numeracy skills in all grades and for all students.</li> <li>2. Improve numeracy skills for Aboriginal students.</li> </ol>
<p><b>Rationale</b></p> <p>Improving districts and schools have a thorough and connected set of reasons, based on evidence, for the selection of their student achievement goals and objectives.</p>	<ul style="list-style-type: none"> <li>• Provincial exam results are not yet available, however, in SD6 there were 6 Aboriginal students who completed PMA12 and their average was 62.17% and a success rate of 83%</li> <li>• Foundation Skills Assessment cohort data shows a slight decline in % students meeting or exceeding in 'all student', 'male', 'female' and 'Aboriginal' student categories.</li> </ul>
<p><b>Performance Indicators/Evidence</b></p> <p>Performance indicators are measures used to indicate progress towards attainment of goals and objectives. Improving districts and schools actively consider a variety of indicators that are suitable for showing student performance over time, generate a more complete picture of student achievement in the district.</p>	<p>Data Considered:</p> <ol style="list-style-type: none"> <li>1. Provincial Data           <ul style="list-style-type: none"> <li>• Grade 10 Provincial average exam scores</li> <li>• Principles of Math 12 average exam scores</li> <li>• Foundation Skills Assessment, grades 4 and 7, % meeting or exceeding (all, male, female, Aboriginal students)</li> </ul> </li> <li>2. District Data           <ul style="list-style-type: none"> <li>• 2006-2007 was the pilot year for administration of the Kootenay Numeracy Assessment in grades 3 and 5.</li> <li>• 2007-2008 will be the baseline year for the Kootenay Numeracy Assessment in grades 3 and 5.</li> <li>• The Kootenay Numeracy Assessment will be analyzed for 'all', 'male', 'female' and 'Aboriginal student' success in Problem Solving Written Response, Problem Solving Select Response Questions and Procedures and Concepts Questions, as well as for overall success.</li> </ul> </li> </ol>

**NOTE: 2006-2007 Provincial data has not been released.**

**Grade 10 Provincial Mathematics Exam Data**

		<b>Applications</b>		<b>Essentials</b>		<b>Principles</b>	
		2004/05	2005/06	2004/05	2005/06	2004/05	2005/06
<b>Prov</b>	<b>%A/B</b>	19.94	21.52	23.01	22.89	45.47	43.39
<b>All St.</b>	<b>success</b>	86.62	88.87	88.24	88.67	91.41	89.85
<b>SD6</b>	<b>%A/B</b>	16.00	23.16	5.00	39.70	47.31	43.50
<b>All St.</b>	<b>success</b>	84.00	84.00	67.00	89.00	79.00	85.00
<b>SD6</b>	<b>%A/B</b>	17.00	0.00	11.00	5.00	14.00	21.00
<b>Female</b>	<b>success</b>	92.00	82.00	84.00	100.00	78.00	90.00
<b>SD6</b>	<b>%A/B</b>	15.00	4.00	0.00	12.00	12.00	14.00
<b>Male</b>	<b>success</b>	80.00	85.00	54.00	76.00	80.00	81.00
<b>SD6</b>	<b>%A/B</b>	n/a	0.00	n/a	17.00	n/a	5.00
	<b>success</b>	Msk	75.00	75.00	83.00	73.00	86.00

**Note: 2006-2007 Provincial exam data has not been released**

**PRINCIPLES OF MATHEMATICS 12**

	01/02	01/02	02/03	02/03	03/04	03/04	04/05	04/05	05/06	05/06
	Dist	Prov	Dist	Prov	Dist	Prov	Dist	Prov	Dist	Prov
<b>Av</b>	70.9	72.4	70.5	74.6	64.4	70.0	59.0	74.28	68.91	73.49
<b>Part Rate</b>	37.4	32.9	30.1	35.0	41.0	34.9	38.0	35.0	30.0	34.0
<b>% A/B</b>	41.4	51.2	27.8	52.1	28.5	46.9	27.0	58.5	30.0	47.0

## FOUNDATION SKILLS ASSESSMENT DATA

### GRADE 4 NUMERACY:

#### % of Students Meeting or Exceeding Expectations

	2002/03	2003/04	2004/05	2005/06	2006/07	Province 2006/07
<b>All Students</b>	83	89	86	86	85	85
<b>Male</b>	84	90	86	88	83	85
<b>Female</b>	81	89	85	85	86	85
<b>Aboriginal</b>	72	86	88	87	74	73
<b>ESL</b>	Msk	100	86	Msk	Msk	79
<b>French Immersion</b>	75	Msk	Msk	93	88	90
<b>Special Education*</b>	64	100	89	60	75	69
<b>Gifted</b>	100	100	100	Msk	n/a	99

\*Includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities

### GRADE 7 NUMERACY:

#### % of Students Meeting or Exceeding Expectations

	2002/03	2003/04	2004/05	2005/06	2006/07	Province 2006/07
<b>All Students</b>	86	83	77	83	84	80
<b>Male</b>	86	86	80	80	86	82
<b>Female</b>	86	79	74	86	83	79
<b>Aboriginal</b>	88	78	65	74	85	63
<b>ESL</b>	Msk	Msk	Msk	Msk	Msk	78
<b>French Immersion</b>	80	100	95	88	75	90
<b>Special Education*</b>	62	47	44	69	78	56
<b>Gifted</b>	100	100	80	100	100	99

\*Includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities

**Performance targets  
(Expected Results)**

Improving districts have clearly articulated expectations for short-term (1 to 2 year) and long-term (3 or more years) results which support district planning for enhanced student performance. Performance targets help to determine progress toward meeting goals and objectives. Performance targets are directly linked to established goals and objectives, expressing both the desired level of student performance to be attained and the anticipated timeframe for achievement.

**GRADE 4/7 NUMERACY COHORT DATA:**

**% Meeting or Exceeding Expectations**

	2002/03 Gr 4	2005/06 Gr 7	2003/04 Gr 4	2006/07 Gr 7
<b>All Students</b>	83	83	89	84
<b>Male</b>	84	80	90	86
<b>Female</b>	81	86	89	83
<b>Aboriginal</b>	72	74	86	85

**Short-Term - By June 2009:**

- Based on the Kootenay Numeracy Assessment results Aboriginal student success will meet or exceed district success rate for all students.
- SD6 'all students', 'female', 'male' and 'Aboriginal students' will meet or exceed provincial success rates in Applications of Math 10, Essentials of Math 10 and Principles of Math 10.

**Long-Term – By June 2012:**

- SD6 'all students' will meet or exceed the provincial %A/B and provincial average in Principles of Mathematics 12.

<p><b>Progress Towards Achievement of Performance Targets</b></p> <p>In improving districts achievement of progress towards achievement of established performance targets informs ongoing district planning. A statement of progress in achievement of specific targets is presented as 'met' or 'not met'. A summary statement of the progress made in the overall achievement of district goals and objectives is also provided. When targets are not met or exceeded, results are presented together with an explanation and any district actions to be taken to support improved success for each student in the district.</p>	<ul style="list-style-type: none"> <li>• Applications of Mathematics 10 'female' students, all other students declined in improvement, however, 'all students', 'male', and 'Aboriginal students' demonstrated improved success on Applications of Mathematics 10, Essentials of Mathematics 10 and Principles of Mathematics 10 provincial exams between 2004/05 and 2005/06.</li> <li>• 2006/07 SD6 Numeracy FSA grade 4 and 7 results met or exceeded provincial success rates other than for 'male' students who achieved 2% lower than the provincial success rate of 85%.</li> </ul>
<p><b>Actions (Strategies and Structures)</b></p> <p>Improving districts have clearly articulated actions which connect district efforts and activities with desired student results. They are a combination of the specific actions, activities, resources, time, personnel and organizational planning directed toward and supportive of improved student learning in the classroom. Actions are clearly linked to the district goals and objectives. Actions are selected to achieve the goals and objectives and are drawn from research, best practice and innovative thinking.</p>	<p>The District has set a direction and allocated resources focused on building capacity and enabling success to reflect 'improvement for one student at a time':</p> <ul style="list-style-type: none"> <li>• The Superintendent and Assistant Superintendent, Learning Leadership meet with principals/vice-principals with a focus on individual students, areas of specific concern for those students and interventions that are in place/being planned to address improved learning outcomes for those students.</li> <li>• With a focus on Assessment for Learning, the District has participated in developing and has implemented the Kootenay Numeracy Assessment to be conducted with all students in grades 3 and 5. This assessment provides individual student assessment information for teachers designed to inform student progress and enable adjustment of teacher practice with resulting improved learning outcomes for students. Assessments must be analyzed based on specific areas of achievement and strategies must be developed to address unique areas of concern.</li> <li>• Beginning in 2007-2008 Kootenay Numeracy Assessment Data will be analyzed based on outcomes in Problem Solving Written Response, Problem Solving Select Response Questions, and Procedures and Concepts Questions. Specific intervention will be determined based on outcomes in skill areas.</li> </ul>

- District Staff: Assignment of district staff with specific responsibility to provide learning leadership, build capacity and support improved learning for all students.
  - Assistant Superintendent, Learning Leadership and Student Services responsible for district support for student improvement focus.
  - District Principal, Student Services responsible for providing district support to enhance learning outcomes for students identified as having unique needs.
  - The district has appointed a teacher with responsibility for numeracy leadership who is supporting teachers in their focus on improved instructional strategies and improved numeracy learning outcomes for students.
- Resources allocated/interventions supported based on specific identified needs
  - CommunityLINK resources distributed to schools based on Early Development Instrument(EDI) results and vulnerability statistics.
  - StrongStart Centre and pre-school program developed at Alexander Park Elementary School in Golden and early intervention programs implemented at Marysville, Lindsay Park Elementary Schools and at the Blarchmont Centre in Kimberley.
- Collaborative Practice
  - Contribute to the staffing of the Kootenay Regional Coordinator position and participate as a member of the Kootenay-Boundary Regional Planning Team.
  - District, through Barb Morris, Assistant Superintendent, Learning Leadership, coordinates the district numeracy work and works in collaboration with the Kootenay Regional Team.
  - Collaborative support and planning is enabled and enhanced through the Network of Performance Based Schools research questions and through the District School Group Grants.
  - There is a shared focus on instructional innovation focused on student success with all secondary schools participating in 'assessment for learning' professional development through the Kootenay Grad Conference, Interactive Innovations, School-Based District Day initiatives and teacher-led research projects.
  - Schools include budgets and develop strategies to enable collaborative practice among staff.
  - Schools work together with a common focus, including SMART learning, Trevor Calkins math strategies and early learning direction through Ready, Set, Learn initiatives.
  - Aboriginal Education Support Workers and district staff collaborate with school/district colleagues, with regional colleagues and with the Aboriginal Bands, organizations, community and parents to address improvement for students.
  - District and school staff work in collaboration with the early learning coalitions and parents in all communities to support early intervention and effective transition planning from early learning to kindergarten.



**School District No. 6 (Rocky Mountain)**  
**Achievement Contract 2007-2008**  
**LITERACY**

**SCHOOL DISTRICT No. 6 (Rocky Mountain)**

**GOAL #2**

Improving districts and schools have a strong instructional focus. This focus is made visible in relevant goals for improving achievement for all students.

Objectives help to focus goals into more specific areas of attention.

**Improve student literacy skills.**

**Objectives**

Objectives help to focus goals into more specific areas of attention.

1. Improve writing skills for male students in grades 4 to 8.
2. Improve writing skills for Aboriginal students in grade 7 and 8.
3. Improve early learning language, communication and general knowledge skills.

**Rationale**

Improving districts and schools have a thorough and connected set of reasons, based on evidence, for the selection of their student achievement goals.

- Grade 4 and 7 Aboriginal and male students achieve lower success than all students in SD6 on Foundation Skills Assessment
- Grade 4 – 8 Aboriginal and male students achieve lower success on the District Write assessment.
- Grade 7 and 8 Aboriginal and male students achieve lower success than 'all students' and female students on the Foundations Skills Assessment.
- Early Development Instrument (EDI) results demonstrate 20.4% increase in vulnerability between 2001 and 2007 for children in Golden and .4% increase for children in Kimberley.

**Performance Indicators/**

**Evidence**

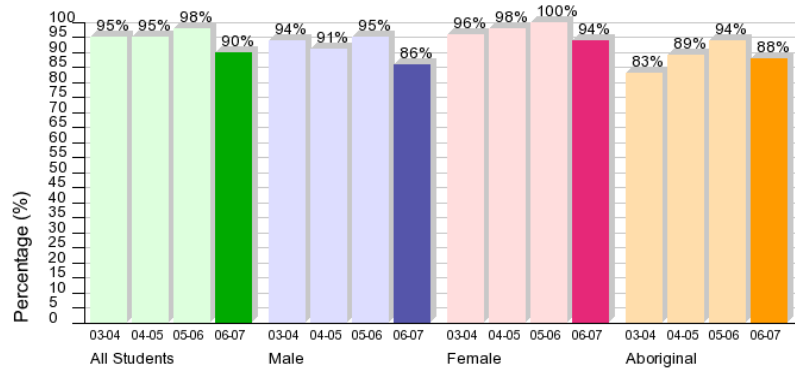
Improving districts and schools are actively considering at least three sources of evidence including classroom, school, district and provincial data. The analysis of this evidence informs the selection of the district goals and is used to monitor progress.

The following data is monitored:

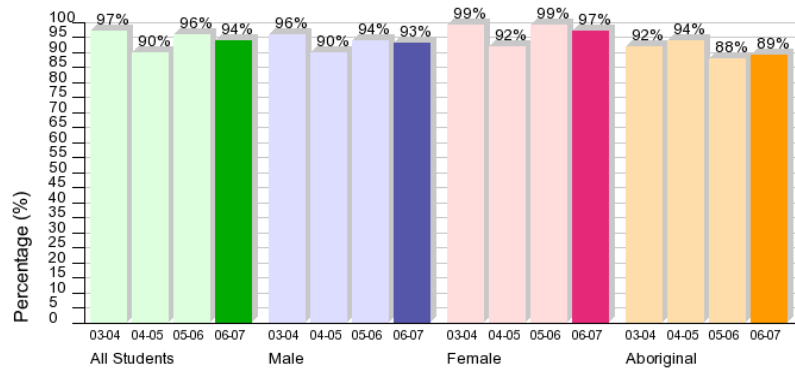
- Foundation Skills Assessment
- District SMART Write assessment
- Early Development Instrument
- Provincial Exams

## S.M.A.R.T. Write Data

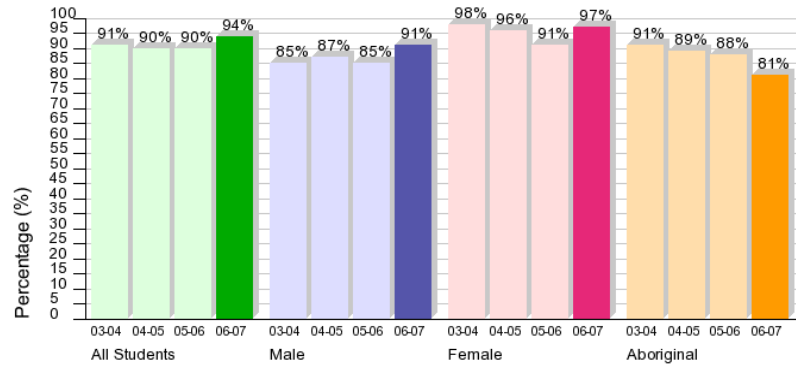
### Smart Write District Results, Grade 2



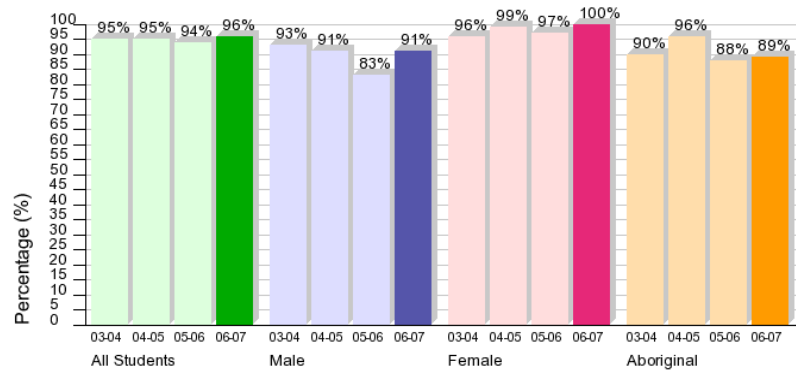
### Smart Write District Results, Grade 3



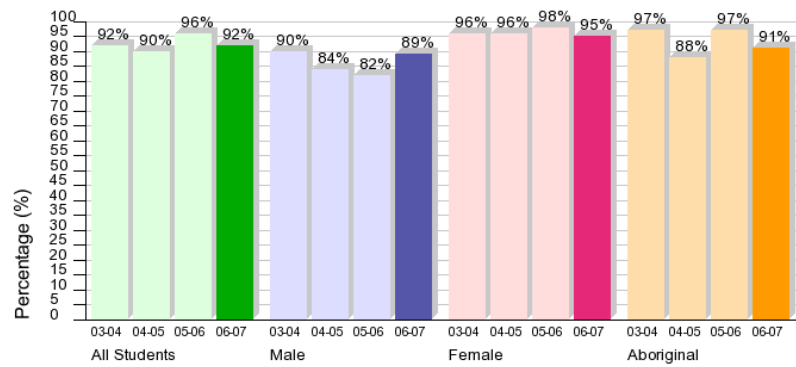
### Smart Write District Results, Grade 4



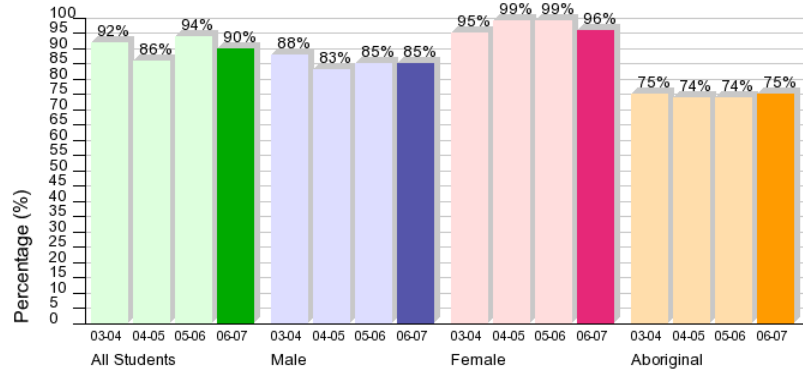
### Smart Write District Results, Grade 5



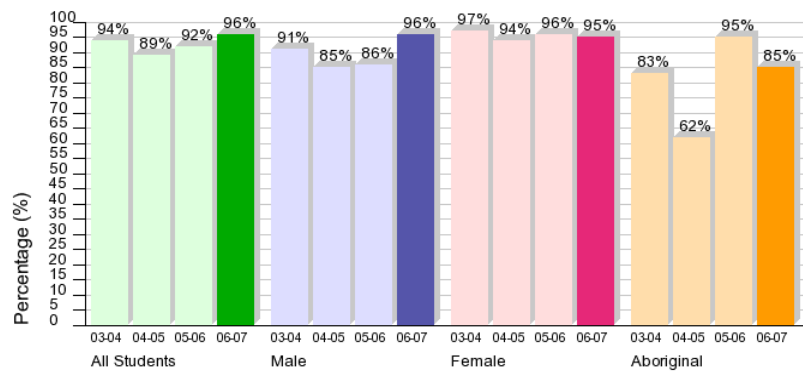
### Smart Write District Results, Grade 6



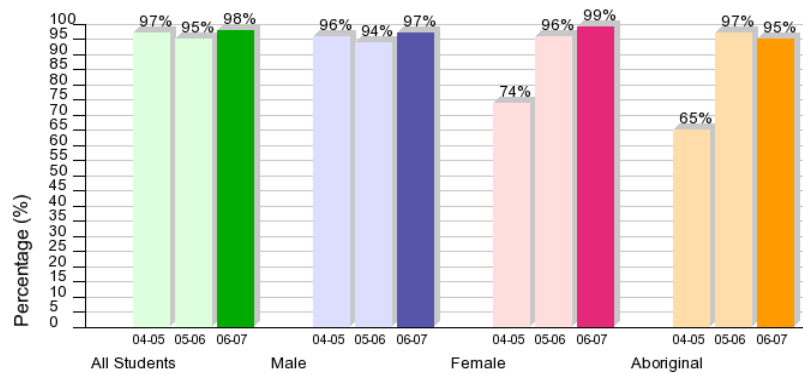
### Smart Write District Results, Grade 7



### Smart Write District Results, Grade 8



### Smart Write District Results, Grade 9



**Performance targets  
(Expected Results)**

Improving districts have clearly articulated expectations for short-term (1 to 2 year) and long-term (3 or more years) results which support district planning for enhanced student performance. Performance targets help to determine progress toward meeting goals and objectives. Performance targets are directly linked to established goals and objectives, expressing both the desired level of student performance to be attained and the anticipated timeframe for achievement.

**Progress Towards Achievement of Performance Targets**

In improving districts achievement of progress towards achievement of established performance targets informs ongoing district planning. A statement of progress in achievement of specific targets is presented as 'met' or 'not met'. A summary statement of the progress made in the overall achievement of district goals and objectives is also provided. When targets are not met or exceeded, results are presented together with an explanation and any district actions to be taken to support improved success for each student in the district.

**EARLY DEVELOPMENT INSTRUMENT: % VULNERABILITY**

ZONE	Language and Cognitive Development		Communication Skills and General Knowledge		Neighborhood Vulnerability on One or More Scales	
	2001-2004	2005-2007	2001-2004	2005-2007	2001-2004	2005-2007
Wind	6.5	5.1	4.9	6.8	17.9	13.1
Golden	3.8	11.3	3.8	9.9	13.8	34.3
Kim	9.6	9.6	6.0	5.6	22.2	22.6

**LITERACY**

- **Short-Term - By June 2009:**
  - Male students will achieve success in reading and writing, based on the District Write and Reading Assessments, equivalent to 'all students' in SD6.
  - Success for Aboriginal students will have increased by at least 10% based on the District Write and Reading Assessments.
  - Early Development Instrument results will demonstrate 5% reduction in vulnerability for children in Golden.
- **Long-Term - By June 2012:**
  - Success for Aboriginal students will be at the same rate as 'all students' SD6 based on the District Write and Reading Assessment.
  - Early Development Instrument results will demonstrate 15% reduction in vulnerability for children in Golden.

**READING:**

Analysis of Foundation Skills Reading Assessment data demonstrates that success for Aboriginal students is as follows:

- While Aboriginal student success is above the provincial success rate, it is below the SD6 student success.
- Cohort data 2002/03 grade 4 students and 2005/06 grade 7 students declined from 75% success to 59% success.
- Cohort data 2003/04 grade 4 students and 2006/07 grade 7 students declined from 77% success to 58% success.

**Action:** Progress is not being achieved in meeting the Aboriginal student improvement goal in reading. The district will determine specific areas of concern in reading and research interventions which would be expected to result in improved reading outcomes for Aboriginal students.

**WRITING:**

Analysis of District SMART Write Assessment Data demonstrates:

- Cohort data 2003/04 Aboriginal students in grade 4 had 91% success but success in grade 7 2006/07 had dropped to 75%.
- Cohort data 2003/05 Aboriginal students in grade 5 had 90% success but success in grade 8 had dropped to 85%.
- In 2006/07 District Write Data demonstrated:

## **Actions (Strategies and Structures)**

Improving districts have clearly articulated actions which connect district efforts and activities with desired student results. They are a combination of the specific actions, activities, resources, time, personnel and organizational planning directed toward and supportive of improved student learning in the classroom. Actions are clearly linked to the district goals and objectives. Actions are selected to achieve the goals and objectives and are drawn from research, best practice and innovative thinking.

- Grade 4: Improved success for all students, male and female students.
- Grade 5: Improved success for all students, male, female and Aboriginal students.
- Grade 8: Improved success for all students and male, with the highest success since 2003/04.
- Grade 8: Improved success for all students, male, and female and a decline of 2% for Aboriginal students.

The District is setting a direction and allocating resources focused on building capacity and enabling success to reflect 'improvement for one student at a time':

- The Superintendent and Assistant Superintendent, Learning Leadership meet with principals/vice-principals with a focus on individual students, areas of specific concern for those students and interventions that are in place/being planned to address improved learning outcomes for those students.
- With a focus on Assessment for Learning, the District has implemented a District SMART Write Assessment and is in the process of determining an appropriate reading assessment which provides individual student assessment information for teachers designed to inform student progress and enable adjustment of teacher practice with resulting improved learning outcomes for students.  
  
Assessments must be analyzed based on specific areas of achievement and strategies must be developed to address unique areas of concern.
- District Staff: Assignment of district staff with specific responsibility to provide learning leadership, build capacity and support improved learning for all students.
  - Assistant Superintendent, Learning Leadership and Student Services responsible for district support for student improvement focus.
  - District Principal, Student Services responsible for providing district support to enhance learning outcomes for students identified as having unique needs.
  - Learning Coaches appointed to provide direct support and leadership in demonstrating instructional practice, mentoring and coaching colleagues with a focus on increasing student success.
- Resources allocated/interventions supported based on specific identified needs
  - CommunityLINK resources distributed to schools based on Early Development Instrument(EDI) results and vulnerability statistics.
  - StrongStart Centre/pre-school programs developed at Alexander Park Elementary School in Golden and early intervention programs implemented at Marysville, Lindsay Park Elementary Schools and at Blarchmont in Kimberley.

- Collaborative Practice
  - Barb Morris, Assistant Superintendent, Learning Leadership is working in consultation and collaboration with the communities throughout SD6 to develop the District Literacy Plan.
  - Contribute to the staffing of the Kootenay Regional Coordinator position and participate as a member of the Kootenay-Boundary Regional Planning Team.
  - District, through Barb Morris, Assistant Superintendent, Learning Leadership, coordinates the Literacy Forum, a regional collaborative initiative.
  - Schools participating in the Network of Performance Based Schools
  - District School Group Grant provided to support collaborative practice in schools.
  - District providing funds to facilitate release of Learning Coaches and teachers for collaborative work.
  - Schools include budgets and develop strategies to enable collaborative practice among staff.
  - Schools working together with a common focus, including SMART learning, and early learning direction through Ready, Set, Learn initiatives.
  - Specialist teachers, district student services staff, classroom teachers and administrators working collaboratively through the Leyton Schnellert sessions and School Based Teams to support improved achievement for students with unique learning needs.
  - Aboriginal Education Support Workers collaborating with school/district colleagues and with regional colleagues through shared practice and Dr. Martin Brokenleg Circle of Courage work.
  - District and school staff working in collaboration with the early learning coalitions and parents in all communities to support early intervention and effective transition planning from early learning to kindergarten.
  - District, through Barb Morris, Assistant Superintendent, Learning Leadership and Vicci Nelson, Principal, Alexander Park Elementary School, providing leadership in planning the Regional Early Childhood Education Conference.
  - Parents, Trustees and community members as partners in collaborative practice including participation in learning leadership sessions.

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|  | <ul style="list-style-type: none"><li>• Learning Leadership/Staff Development: Focus on intentional, long-term improvement in instructional capacity and student success including:<ul style="list-style-type: none"><li>- SMART Summer Institutes attended by Learning Coaches and entire school staffs</li><li>- The Literacy Initiative: Reading, Writing, Thinking in Inclusive Classrooms and Schools presented by Faye Brownlie</li><li>- Supporting Struggling Readers: Differentiated Instruction Across the Curriculum presented by Leyton Schnellert and attended by school teams including teachers, Special Education Assistants and administrators</li><li>- Continued focus on Assessment for Learning through learning leadership initiatives with Kathleen Gregory, Damian Cooper and other learning leaders.</li></ul></li></ul> |
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**School District 6 (Rocky Mountain)  
Achievement Contract 2007-2008  
ABORIGINAL STUDENT SUCCESS**

**SCHOOL DISTRICT No. 6 (Rocky Mountain)**

**GOAL #3**

Improving districts and schools have a strong instructional focus. This focus is made visible in relevant goals for improving achievement for all students.

Increase Aboriginal student graduation rates.

**Objectives**

Objectives help to focus goals into more specific areas of attention.

1. Improve graduation rates so Aboriginal students in SD6 graduate at the same rate as all students in SD6.

**Rationale**

Improving districts and schools have a thorough and connected set of reasons, based on evidence, for the selection of their student achievement goals and objectives.

- Provincial graduation statistics demonstrate that Aboriginal students in SD6 graduate at a rate lower than 'all students' in SD6.

**Performance**

**Indicators/Evidence**

Performance indicators are measures used to indicate progress towards attainment of goals and objectives. Improving districts and schools actively consider a variety of indicators that are suitable for showing student performance over time, generate a more complete picture of student achievement in the district.

**GRADUATE: FIRST TIME GRADE 12**

YEAR	DISTRICT		PROVINCE	
	AB	NON-AB	AB	NON-AB
01/02	72	84	52	76
02/03	78	78	54	76
03/04	84	86	51	77
04/05	69	86	51	77
05/06	73	82	51	77

**Performance targets (Expected Results)**  
 Improving districts have clearly articulated expectations for short-term (1 to 2 year) and long-term (3 or more years) results which support district planning for enhanced student performance. Performance targets help to determine progress toward meeting goals and objectives. Performance targets are directly linked to established goals and objectives, expressing both the desired level of student performance to be attained and the anticipated timeframe for achievement.

**GRADUATE: 6 YEAR**

YEAR	DISTRICT		PROVINCE	
	AB	NON-AB	AB	NON-AB
01/02	72	82	42	79
02/03	58	87	46	81
03/04	85	85	47	82
04/05	72	86	48	82
05/06	72	85	47	82

- **Short-Term – By June 2010:**
  - Aboriginal students will graduate at the same rate as SD6 students with a 6 year graduation.
- **Long-Term – By: June 2012**
  - Aboriginal students will graduate at the same rate as SD6 students who are 1<sup>st</sup> time in grade 12.

<p><b>Progress Towards Achievement of Performance Targets</b></p> <p>In improving districts achievement of progress towards achievement of established performance targets informs ongoing district planning. A statement of progress in achievement of specific targets is presented as 'met' or 'not met'. A summary statement of the progress made in the overall achievement of district goals and objectives is also provided. When targets are not met or exceeded, results are presented together with an explanation and any district actions to be taken to support improved success for each student in the district.</p>	<ul style="list-style-type: none"> <li>• This is a new goal, however, it is noted that in 2003-2004 Aboriginal students graduated within 2% of the rate of all SD6 students who graduated at 1<sup>st</sup> time in grade 12 and graduated at the same rate as SD6 students who graduated within 6 years of entering grade 8.</li> </ul>
<p><b>Actions (Strategies and Structures)</b></p> <p>Improving districts have clearly articulated actions which connect district efforts and activities with desired student results. They are a combination of the specific actions, activities, resources, time, personnel and organizational planning directed toward and supportive of improved student learning in the classroom. Actions are clearly linked to the district goals and objectives. Actions are selected to achieve the goals and objectives and are drawn from research, best practice and innovative thinking.</p>	<ul style="list-style-type: none"> <li>• The SD6 Aboriginal Education Enhancement Agreement has been developed as a draft plan and clearly focuses on enhanced success for all Aboriginal students.</li> <li>• Working in stronger collaboration with the Aboriginal community, Bands and parents is expected to have a positive impact on Aboriginal student success.</li> <li>• Aboriginal Education Support Workers, principals/vice-principals, teachers and district staff will focus on supporting Aboriginal students as individuals and will be intentional in planning for success for each student, as an individual.</li> </ul>

**Addendum**  
**2007-2008 Achievement Contract: Transition Plan**

	<b>Yes</b>	<b>No</b>
There is a plan in place to develop and implement codes of conduct that meet the provincial standards.	X	
There is a process to implement, monitor and annually review the code of conduct at each school in the district.	X	
There is a plan in place to implement daily physical activity in all schools for all students. *Kindergarten to grade 7 schools have already met the requirement. Grade 8 – 12 schools are working on plans to meet the requirements.	X*	
Tobacco free schools legislation is implemented with a monitoring process in place.	X	
There is a policy for monitoring and responding to anaphylaxis emergencies at each school in the district.	X	
The 2005 <i>Guidelines for Food and Beverage Sales in BC Schools</i> are fully implemented.	X	
There is a plan in place to implement the September 2007 <i>Revised Guidelines for Food and Beverage Sales in BC Schools</i> .	X	
A School Planning Council is in place and functioning in each school. *School Plans have been developed jointly by parents and staff in all schools.	X*	
The Board of Education has reviewed school fees for compliance with legislation.	X	
The Board of Education has reviewed their appeals bylaws and procedures for compliance with section 11 of the School Act. *The Board Policy Committee has reviewed the appeals bylaw and is prepared to make any further changes necessary based on advice from the BCSTA.	X*	

October 31, 2007

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Superintendent of Schools

\_\_\_\_\_  
 Board Chair

The 2007-2008 Achievement Contract, School District No. 6 (Rocky Mountain) has been reviewed and approved by the Board of School Trustees, School District No. 6 (Rocky Mountain).

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Greg Anderson, Board Chair  
School District No. 6 (Rocky Mountain)

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Bendina Miller, Superintendent of Schools  
School District No. 6 (Rocky Mountain)