

**BOARD OF EDUCATION OF SCHOOL
DISTRICT NO. 61 (GREATER VICTORIA)
EDUCATION POLICY DEVELOPMENT COMMITTEE
REGULAR MEETING
AGENDA**

Chairperson: Trustee Catherine Alpha

Monday, June 2, 2014 – 7:00 PM

Location: Board Room - Administrative Offices, Tolmie Building

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

ITEM	PRESENTER	STATUS	ATTACH
1. Approval of Agenda			
2. Approval of Education Policy Development Committee Meeting Minutes – May 5, 2014			Pgs. 3-4
3. Business Arising out of the Minutes			
4. Public Request to the Committee			
5. Correspondence Referred to the Committee			
6. Motions Referred to the Committee			
7. General Announcements			
8. New Business			
A. Social Justice Collaborative Learning Project	Tammy Renyard and Barry Janzen, Vice Principals, Spectrum Community School	Info	
B. Culture and Community Committee Draft Statement of Principles	John Fawcett, District Principal, Student Services	Info	Pg. 5
C. French Immersion	Trustee Ferris and Simon Burgers, District Vice Principal, Languages and Multiculturalism	Info	Pgs. 6-11
D. Community Literacy Plan	Janine Roy, District Principal, Learning Initiatives	Info	Pgs.12-22
E. Achievement Contract	Sherri Bell, Superintendent of Schools	Action	Pgs.23-58
F. Updates	Sherri Bell, Superintendent of Schools	Info	
G. Notice of Motions	Trustee Alpha	Action	

That the Board of Education of School District No. 61 (Greater Victoria) direct senior administration to consult with school communities to explore the possibility of an elementary school site that could be designated as wifi free so the parents requesting accommodation for their children will have a public school option that meets their needs.

That the Board of Education of School District No. 61 (Greater Victoria) provide written rationale of the Board's decision regarding designating an elementary school site as wifi free to the parents requesting accommodation for their children after the Board has made that decision.

9. Adjournment

**Education Policy Development Committee
May 5, 2014 – Monterey Middle School**

REGULAR MINUTES

Present: **TRUSTEES**
Tom Ferris - Chair
Bev Horsman
Edith Loring-Kuhanga
Michael McEvoy
Deborah Nohr
Peg Orcherton

Regrets: Catherine Alpha

ADMINISTRATION
Sherri Bell, Superintendent of Schools
Pat Duncan, Associate Superintendent
Janine Roy, District Principal of Learning Initiatives
Kristine Marshall, Recording Secretary

The meeting was called to order at 7:01p.m.

Chair Ferris recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work.

1. APPROVAL OF THE AGENDA

It was moved

That the May 5, 2014 regular agenda be approved.

Motion Carried

2. APPROVAL OF THE MINUTES

It was moved

That the April 7, 2014 Education Policy Development Committee regular minutes be approved.

Motion Carried

- 3. BUSINESS ARISING FROM MINUTES – none**
- 4. PUBLIC REQUEST TO THE COMMITTEE – none**
- 5. CORRESPONDENCE REFERRED TO THE COMMITTEE – none**
- 6. MOTIONS REFERRED TO THE COMMITTEE - none**
- 7. GENERAL ANNOUNCEMENTS - none**

8. NEW BUSINESS

A. Project-Based Learning

Ms. Sherri Bell, Superintendent of Schools, Mr. Colin Roberts, Principal of Esquimalt High School, and Ms. Judy Harrison, Principal of Monterey Middle School provided presentations on Project-Based Learning.

Ms. Bell provided an overview of Project-Based Learning which outlined the essential elements of Project-Based Learning, from the importance of student voice and choice in project selection, the essential driving question which guides the project, the in-depth inquiry process, the importance of sharing the project with a public audience and the steps of revision and reflection. Mr. Roberts presented Esquimalt High School's teacher-led project, which used iPads as reflection tools to improve student writing skills. Ms. Harrison presented Monterey Middle School's Grade 6-7 intergenerational project involving students working with seniors on projects which impacted student learning in meaningful ways.

Trustees asked questions and thanked the presenters.

B. MyEducationBC Update

Associate Superintendent Pat Duncan presented an update on MyEducationBC. BCESIS, our current provincial student information system, is being replaced provincially with MyEducationBC, which is a more sophisticated and user friendly tool. MyEducationBC will be piloted at Mount Doug Secondary and the Link in the fall of 2014, and the pilot will be extended to the Mount Doug Family of Schools by January 2015. All district schools will be using MyEducationBC by January, 2016.

Trustees asked questions and made comments.

C. Learning Improvement Fund

Superintendent of Schools Sherri Bell presented an update on the Learning Improvement Fund.

Last year the Ministry contributed \$1.9 million to the Greater Victoria School District through LIF. For the 2014/15 school year, the Ministry will be contributing \$2.4 million. For 2014/15, the District has maintained the same funding structure while increasing the base amount for all tiers by \$5000, and the per pupil amount will remain the same.

Trustees asked questions and made comments.

D. Student Representative Update

Superintendent of Schools Sherri Bell presented an update on the Student Representative.

Ms. Bell met with the student representatives and explained what the Board of Education is responsible for, who the Trustees are, and discussed how the student representative could be selected. The students expressed their desire to rotate rather than have one representative on a monthly basis. The students also preferred the idea of receiving a letter signed by the Board Chair and Superintendent to be used for scholarships and applications rather than receiving extra credit.

ADJOURNMENT

It was moved

That the meeting adjourn.

Motion Carried

The meeting adjourned at 8:30pm.



MEMO

FROM THE EDUCATIONAL SERVICES OFFICE

Greater Victoria School District #61
556 Boleskine Rd., Victoria, BC V8Z 1E8
Phone: 250-475-4230 Fax: 250-475-4180

TO: **Education Policy Development Committee**

FROM: **Simon Burgers, District Vice-Principal-Languages and Multiculturalism**

DATE: **May 29, 2014**

RE: **French Immersion Registration**

The following attachment outlines the French Advisory Committee's unanimous recommendations concerning Early French Immersion registration. Stakeholders representing the FAC include a trustee, VCPAC, district administration, principals, CPF, and the GVTA.

The following changes are scheduled to take place in the 2014/2015 school year:

- 1) Move registration week for Early French Immersion two weeks earlier than regular Kindergarten registration.
- 2) Introduce a school based draw in accordance to the already established Early French Immersion registration priorities if the number of registrants exceeds the number of seats a school can offer.

Early French Immersion Registration

Registration Process

Any student entering Kindergarten or Grade 1 can attend Immersion in the Greater Victoria School District. French Immersion is a district program and is not offered at all schools. Transportation is the responsibility of parents. No prior knowledge of French is expected or required.

Registration during Early French Immersion Registration Week is important. Families who register during the week of January 12 - 16, 2015 have priority for placement.

Note: Regular Kindergarten program registration takes place the week of January 26 - 30th as well as all kindergarten transfer requests.

To register, go in person to your Immersion catchment school. Families who register during registration week have priority for placement. Since Immersion is a district program, space is not reserved for catchment families that might arrive later in the year.

There is no advantage to being first to register with respect to entering French Immersion at your catchment school.

Registration is not based on a first come first served basis. For schools where there are fewer spaces than the number of applicants, a randomized, supervised draw will take place in accordance to the below priorities.

Registrations without all required documentation will be pending until all the required documentation is submitted. Information with respect to the required documentation can be found on our district web site by following this link <https://www.sd61.bc.ca/kindergarten.aspx>. Any applications missing the required documentation as of 4:00 pm on the last day of early French Immersion Registration Week will not be considered for priority placement. Schools will verify the applicant's residential address to ensure students are registered at their French Immersion catchment school.

Program placements will be offered according to the following priorities:

1. Sibling
2. In catchment
3. Out of catchment but unable to access catchment school
4. Out of catchment
5. Out of district

Placement Procedures

All French Immersion program placements are based on the availability of space and facilities. Placement of students will take place in accordance to the above priorities. For schools where there are fewer spaces than the number of applicants a randomized, supervised draw in accordance to the above priorities will be conducted. Students will be placed based on the draw order. Waitlists will also be established according to the draw order.

Notification of Placement

Families will be notified of the results via e-mail or phone in accordance to the communicated priorities and in draw order, if a draw was necessary.

Parents will be notified by Thursday January 22nd.

Note: Students not accepted into French Immersion for Kindergarten are to register at their English catchment school during Kindergarten Registration Week (January 26 to 30th) to ensure placement.

Determining your French Immersion Catchment School

To be considered for French Immersion placement, you must register at your French Immersion catchment school. Your Immersion catchment school is determined by your residential address and may differ from your regular program catchment school. This can be determined through our district web site or by following this link:

<https://www.sd61.bc.ca/schoolLocator.aspx>

Sibling priority

Families registering a student with an older sibling in attendance at a school the following September, can register directly at the school; they do not need to register at their designated French Immersion catchment school. Sibling preference is given only to those families with a child already at that particular school at the time of registration and in September of the following year. For example, a child registering for Kindergarten or Grade 1 French Immersion would have sibling preference if there is an older brother or sister at that school in kindergarten through grade 4. Sibling priority would not apply for a new registration with a sibling in grade 5, as the grade 5 student will not be in attendance at the same school in September. Sibling priority would also not apply when registering more than one child at the same time.

Siblings will have priority if the applicant's sibling is currently enrolled at the school and will continue to attend the same school during the next school year.

School Draw

In the event a school receives more applications for either Kindergarten or Grade 1 than the number of seats it can accommodate, the priority order of registrants will be determined by a randomized school draw. Due to strong demand, the draw process is introduced on a school by school basis to ensure equitable access to each catchment family wishing to pursue immersion as a district program of choice.

Draw Scenarios

1. *Sibling*

- If the number of sibling registrants exceeds the number of available spaces the school can accommodate, priority order will be determined by *sibling school draw*.
- All other in-catchment registrants will then be waitlisted in accordance to an *in-catchment school draw*.
- Students will have the opportunity to be considered for placement at another dual track elementary school provided the Alternate Early French Immersion School Choice form is completed during Early French Immersion Registration week. See # 3 below.

2. *In-catchment*

- Once siblings have been placed, in-catchment students will be placed.
- If the number of in-catchment registrants exceeds the number of available spaces the school can accommodate, priority order will be determined by *in-catchment school draw*.
- Students not placed will be waitlisted according to draw order.
- Students will have the opportunity to be considered for placement at another dual track elementary school provided the Alternate Early French Immersion School Choice form is completed during Early French Immersion Registration week. See # 3 below.

3. *Out of catchment but unable to access catchment school*

- In the event an in-catchment student is unable to attend their catchment dual track school, parents are encouraged to select an alternate dual track school choice on the Early French Immersion Alternate School Choice form. More than one choice can be selected.
- Alternate choices to a catchment school must be made during registration week to be considered.
- Student names will be entered into an *out of catchment draw* for the alternate schools indicated on the Early French Immersion Alternate Choice form.

4. *Out of catchment* (transfer requests)

- Kindergarten students wishing to attend an Early Immersion program other than their designated catchment school can apply for transfer during regular program Kindergarten Registration Week. Families can also apply for transfer during the District's Kindergarten to Grade 12 Student Transfer Process that follows Kindergarten Registration Week.
- No draw is introduced for transfer requests.
- For more information on the Kindergarten transfer process please follow this link
https://documents.sd61.bc.ca/edsrvs/kindergarten/4.Kindergarten_Transfer_Process_2014.pdf

5. *Out of district*

- If the number of out of district registrants exceeds the number of available spaces the school can accommodate, priority order will be determined by an *out of district school draw*.

Twins

In the event of a draw, one ballot will be entered into the draw for families with twins. If drawn, both twins will be offered placement in the program at the same school.

Waitlists

Should an opening occur once all available seats have been allocated, it will be offered to parents on the waitlist in priority order.

If a parent accepts a spot for their child at a school which is not their catchment school, they will be offered the next available space at the original catchment school according to draw order.

Note: Students who were previously on a waitlist for Kindergarten French Immersion and are still interested in French Immersion the following year must reapply for grade 1 entry into the program.

Registration Deadline

Registration for Early French Immersion takes place during the week of January 12 to the 16th and must be completed and submitted by 4:00 pm on Friday January 16th. While the registration form must be filled out in person at your French Immersion catchment school during this timeframe, there is no advantage to a parent completing it first.

Late Applications

All late applications, including siblings, received after the communicated registration deadline will be added to the end of an established waitlist.

Late sibling and late in-catchment registrations will have priority consideration over out of catchment waitlisted students, provided space is available.

MEMO

FROM THE LEARNING INITIATIVES OFFICE

Greater Victoria School District #61
556 Boleskine Rd., Victoria, BC V8Z 1E8
Phone: 250-475-4230 Fax: 250-475-4180

TO: SCHOOL DISTRICT #61 BOARD OF EDUCATION

FROM: Janine Roy

DATE: June 2, 2014

RE: Community Literacy Plan

Please see the attached 2014 Community Literacy Plan Implementation Report prepared by Literacy Outreach Coordinator, Janice Dupuis.

2013 – 2014 Community Literacy Plan

Prepared By: Jan Dupuis,
Literacy Outreach Coordinator
Victoria Literacy Task Group

May 2014

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INTRODUCTION

The Greater Victoria School District and its community partners enjoy a respectful and highly interactive relationship. The Community Literacy Plan serves as a wonderful example of how when various groups come together for a common cause and higher purpose, positive outcomes occur. We are pleased with the progress made to date

REFLECTIONS ON THE CURRENT YEAR

1. Task Group

A. Who takes part in the Task Group?

- Greater Victoria School District #61 - (SD61)
- The Victoria READ Society
- Greater Victoria Public Library - (GVPL)
- Literacy Victoria - (LV)
- The Victoria Disability Resource Centre - (DRC)
- Together Against Poverty Society - (TAPS)
- The Learning Disabilities Association - (LDA)
- Camosun College
- Victoria Epilepsy and Parkinson's Society - (VEPS)
- Capital Mental Health Association - (CMHA)
- Child Care Resource and Referral - (CCRC)

B. How is the work of this group organized?

- Operates within the Terms of Reference developed by the Literacy Outreach Coordinator (LOC) and TG members;
- Is open to community members and includes representatives from the social services and education sector;
- Works with the LOC to identify and respond to needs in literacy services and resources;
- Makes decisions by consensus;
- Determines the best use of implementation funding;
- Membership, meetings, consultations and activities are organized by the LOC;
- Meets on a quarterly basis, unless extra meetings are required;
- Has the LOC as their primary contact person.

2. Community Context

A. Describe your community in one or two short paragraphs (e.g. size, economy, demographics, and trends).

The Greater Victoria School District serves students from the municipalities of Saanich, Esquimalt, View Royal, Oak Bay, the Highlands, the City of Victoria, and the following Nations and Aboriginal organizations: Esquimalt Nation; Songhees Nation; Métis Community Services; Métis Nation of Greater Victoria; Victoria Native Friendship Centre; Indigenous Interagency Team; Surrounded by Cedar Child & Family Service; and Hulitan Social Services Society. Schools draw from urban, semi-urban, and suburban areas. Five MLAs represent the Greater Victoria area. As of July 2011, BC Stats reports a total of 102,613 private households in the Greater Victoria School District with approximately 223,488 people residing within the School District.

B. Are there any major changes that have taken place over the last year that impact the ability of organizations to support literacy development – positive or negative?

- Responding effectively to reduced community literacy outreach funding required time and energy from provincial LOCs, task groups, Decoda and other concerned individuals, groups and stakeholders.
- Overall tightening of literacy grant funding availability from various sources including reduced funding for LV Learners' Network programming (via CALP).
- Communicating to the public regarding the importance of literacy became a key focus for the LOC this year.

3. Community Development and Literacy Collaboration

Provide an example of an important collaboration that has taken place to support literacy and the work of the task group.

The Task Group supported the LOC to collaborate with SHAW TV to produce two television segments on literacy programs. Community Access Programs on literacy featured Literacy Victoria, Greater Victoria Public Library, Russell Books and the Community Partnership Network. These programs reached 30,000 viewers. They were also sent with a YouTube link to many organizations to add to their websites. One professional estimated the cost to have these shows produced independently would be about \$12,000 each.

4. Goals and Actions for 2013-2014

A. What priorities, goals or objectives have you addressed this year?

1. Increase public awareness of the importance of literacy by collaborating with SHAW TV and providing information via social media to continue to profile literacy issues and services.
2. Continue network development for literacy awareness, promotion of programs and services, interagency support and partnerships.

3. Support community groups engaged in the provision of literacy programs and services by identifying needs and potential solutions. Work with groups and individuals to facilitate the creation of new or enhanced literacy programs and services.

B. What actions were taken to reach these? What organizations and groups participated in these actions?

The LOC met with numerous organizations and groups in the community to promote and support literacy awareness, programs and services and identify gaps/needs including:

- Literacy Victoria
- READ Society
- Greater Victoria Public Library
- Greater Victoria School District #61
- Together Against Poverty Society
- Learning Disabilities Association
- Capital Mental Health Association
- Disability Resource Centre
- Child Care Resource and Referral
- Community Action Plan on Poverty
- Early Years tables
- MLA's at the Legislature
- SHAW TV
- Decoda Literacy Solutions
- Our Place Society
- GT Hiring
- Aids Vancouver Island
- Social Planning Council of Greater Victoria
- University of Victoria
- Community Micro Lending
- Partnership in Learning and Advocacy for Young Children (PLAY)
- InterCultural Association (ICA)
- Outreach Coordinators from Saanich and Westshore
- Community Partnership Network
- SPARK BC
- Ready to Rent
- Collective Impact Initiative
- Provincial Outreach Coordinators

Additionally, the Task Group met during the year to discuss priorities and planning, including meeting regarding cuts to literacy outreach funding.

Examples of actions taken to implement goals:

1. The LOC and SHAW TV produced two TV segments for SHAW TV. See page 4, #3.
2. The LOC met with groups such as the Community Action Plan on Poverty, the Community Partnership Network, the new Collective Impact Initiative group and many others to ensure that literacy is included on various agendas and in service planning.
3. The LOC consulted with Our Place Society regarding their hope to develop a literacy- based cooking class. The LOC did the background research on existing programs and resources for funding and reviewed these with Our Place staff. They now have the information to make decisions on how to proceed with the development of the program. They also have connections with BC organizations currently providing this program who have offered support with planning.

C. What adjustments were made to the plan? Were there new opportunities or were there changes that did not allow for some actions to be taken?

The greater focus became awareness and promotion of literacy: what literacy comprises, how to recognize and respond to literacy issues, community literacy and learning resources for client referral and the wider community, including and embedding the literacy focus in programs, services and local initiatives i.e. the Community Action Plan on Poverty.

5. Indications of Success

A. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? It is important to include examples to illustrate the impacts.

Literacy Victoria:

- A learner who had unsuccessfully attempted her Canadian citizenship exam was able to retake the exam and pass with the help and support of a LV tutor.
- A learner who is in recovery from substance abuse and mental health issues, and living in transitional housing, found LV a safe place to come for support with computer use and tutoring. He built a resume and successfully found work in a downtown restaurant.
- A learner who left school in Grade 10 and worked in the prairies came to LV for help with the resume a local job agency had told him to write. He had no idea what a resume was. A LV tutor worked with him to explain the process and support him in learning to use word processing to create his resume. He found work with a local construction company and is enjoying his time with them.
- A learner who had never read a book before age 50 just completed his 3rd book after being introduced to reading through LV. He and his tutor learned together how to navigate the GVPL online reservation system so that he can find titles of interest and have them put on hold at the branch nearest his home. He particularly enjoys looking for books on First Nations history, and was able to recognize some of the words in

Nuu-chah-nulth, the Coast Salish language he heard his elders speak when he was a small child.

- BC Adult Literacy Benchmarks used with clients.
- Annual learner and tutor surveys.
- Monthly outcomes/goal results reported by individual learners.

READ Society:

The Noisy Kids Reading Club has worked in partnership with School District #61 for the past 3 years. The program operates at Craigflower Elementary and George Jay Elementary. The Noisy Kids Reading Club incorporates the results of four separate development initiatives undertaken by the READ Society between 2009 and 2011. The objective for all of these initiatives was to serve more children and youth who come from low-income households and who are struggling with fundamental literacy skills. Initiatives were evaluated against outcomes associated with student development, learning opportunities and volunteer engagement. A READ stakeholder engagement process provided additional information for program enhancement and focus.

This after-school program serves children in Grades 2 and 3 who are not-yet-meeting or minimally-meeting grade level expectations in Language Arts, and who come from low income households. In a creative, active learning environment this program blends a remediation program using familiar reading, new reading, and word study with Readers Theatre, educational games and learning/sharing opportunities for parents. The invitation went to families whose children could benefit from extra literacy support and who would enjoy being part of something special. The program was designed to be fun and on more than one occasion groups of friends and siblings wanted to join. In 2013-14, twenty-seven children and their families participated in the program.

Impact story for NKRC Volunteer:

"I can tell that this program is immensely important for the students and community. The students were always eager to attend the program. They practiced their roles for the Readers Theatre with enthusiasm and were excited to present for their families. The turnout for the Readers Theatre was great. It was lovely to see the children's families support them. It was clear that everyone (including teachers and volunteers) was proud of the success of the students, both in their reading ability and confidence to present in front of such a large group."

Together Against Poverty:

Together Against Poverty Society (TAPS) is able to provide a greater degree of support to clients dealing with wrongful dismissal. The new funding received to run this project is a directly connected to the earlier funding support from literacy implementation funding.

Literacy Outreach Coordinator:

Ongoing feedback indicates that the LOC plays a vital role in increasing recognition and awareness of the broad cultural definition of literacy, beyond reading and writing, to include technology, social media, financial, health and plain language. Most community organizations indicated that they consider this to be a very important issue.

The media, including CBC, SHAW TV, Times Colonist and Black Press, have shown a great deal of support for community literacy outreach and projects through media coverage and stories.

Numerous comments were also made about the value of the LOC bringing literacy to the table as a key component and common thread in many social issues including people in poverty, under-employed and unemployed, mental health, addictions, and the workplace. Many people expressed their appreciation for the opportunity to discuss literacy, expand their understanding of the issues, identify gaps, and gather information on literacy resources and referral information. Agency staff, community groups and the community have added the awareness of literacy issues and resources to their agendas when looking at client needs for resources to assist them to move forward with their lives. For example, by contributing to the Community Action Plan on Poverty Group (CAPP), literacy is a more visible component of their understanding of strategies to address poverty.

Ongoing identification of needs in adult literacy programs and services was provided, including referrals to community services and identification of potential resource sharing and partnership opportunities.

Agencies at the Task Group table supported each other's programs and sometimes partnered to deliver programs (i.e. School District #61 and READ Society). There was a cumulative effect to groups hearing about literacy. This strongly suggests that the support and expansion of a literacy focus in community networks is a priority for the year ahead.

Feedback was provided for staff literacy orientations and identification of further agency needs, such as plain language reviews and additional literacy resources.

6. Challenges

A. What are the difficulties?

- Lack of sustainable funding to community agencies providing literacy services;
- Changes to LOC funding in 2014;
- Need for greater understanding of literacy issues and their impact on economics and quality of life (skills, confidence, employment);
- Stigma regarding lack of literacy remains a societal issue and needs to be reduced.

B. What would help?

- Sustainable funding for community literacy organizations and LOC;
- Free awareness and promotional materials provided to LOC, Task Groups and literacy agencies (including television, radio and internet).

7. Plans for 2014 - 2015**A. Are there new opportunities, challenges or issues in your community?**

- Opportunity: Initial meetings with Victoria literacy professionals for the Collective Impact initiative to create and fund a \$40,000 literacy pilot project in 2015;
- Opportunity and challenge: growing demand for literacy support within community partner agencies serving disadvantaged clients and those living in transition which requires increased infrastructure on the part of the service provider and, due to minimal resources, puts strain on the existing staffing.

B. What goals, priorities or objectives will you work on in the coming year? What actions are planned against those goals?

The LOC is reviewing last year's priorities in consultation with individual task group members to determine highest priorities. Increased awareness of the broad spectrum of literacy and promotion of a variety of agencies and resources remains a high priority for 2014-2015. The priorities will likely continue to be within these goals.

1. Continue network development for literacy awareness, identification of issues and needs, connection to programs and services, interagency support and partnerships. This includes inviting new members to the task group.

Actions:

- Provide literacy orientations to agency staff and/or groups;
- Participate in community networks, such as Community Action Plan on Poverty (CAPP), Community Partnership Network (CPN) and Downtown Service Providers (DSP);
- Promote the use of plain language to organizations and networks.

2. Continue with media promotion for literacy by collaborating with media sources and using social media to profile literacy issues and services.

Actions:

- Identify programs to be profiled in media;
- Use Facebook, Twitter and other platforms to promote programs, services and events, including Family Literacy Week and other literacy designated days/weeks (IALD,RAR);
- Distribute literacy information to community groups;
- Promote website: www.learnnowvictoria.com.

3. Support community groups engaged in the provision of literacy programs and services. Work with groups and individuals to facilitate the creation of new or enhanced literacy programs and services.

Actions:

- Identify program and service needs for people who require literacy and learning support;
- Identify vulnerable populations with barriers to improving literacy skills;
- Refer agencies to programs and services;
- Facilitate inter-agency collaborations, if needed;
- Support organizations with program development, coordination and promotion.

Additional Actions:

- Invite additional community members to join the Task Group;
- Inform the Task Group of funding opportunities. Assist with proposals where needed, including partnership proposals;
- Act as a liaison at the provincial and community level. Meet with local and provincial Literacy Outreach Coordinators;
- Attend conferences and workshops.

C. What will be required to meet the goals and effectively employ actions for the coming year?

- Realistic framework and timeline for implementation of goals;
- Adequate staff time, including strategic use of LOC hours;
- Task Group availability to participate in meetings, email discussions and decision-making processes.

D. How will you measure the success of actions taken to address those goals?

- Feedback from community;
- Feedback from agencies providing literacy programs and services;
- LOC sharing of community outreach experience.



OFFICE OF THE DEPUTY SUPERINTENDENT

Pat Duncan, Deputy Superintendent
556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8
PHONE (250) 475-4220 FAX (250) 475-4115

MEMO

To: Education Policy Development Committee

From: Pat Duncan

Date: June 4, 2014

Re: Achievement Contract

Attached you will find the 2014-2015 Achievement Contract.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) receives the 2014-2015 Achievement Contract.

2014-2015 Achievement Contract



The Greater Victoria School District is committed to each student's success in learning within a responsive and safe environment.

2014 - 2015 Achievement Contract

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The Greater Victoria School District wishes to recognize and acknowledge the Songhees and Esquimalt Nations on whose traditional territory we live, we learn, and we do our work.

Introduction

Achievement Contracts are the Boards of Education's public commitment to improving student achievement. Achievement Contracts are based on thoughtful consideration of student performance information at the classroom, school, district and provincial level.

The Greater Victoria School District Achievement Contract outlines the intentions and directions that have been designed to continuously improve student learning and achievement. The Achievement Contract reflects the unique characteristics, priorities and needs of our district. These outcomes have been, and will continue to be, the foundation for the work of our District.

The involvement of School Planning Councils, school administrators, and the Achievement Contract Advisory Committee, made up of District partner groups, is valued and appreciated. Our District has used the input of these groups, student performance data, and School Growth Plans to develop this contract.

The following goals and objectives, beginning with the achievement of each student and culminating in their successful transition to the world beyond Grade 12, continue to guide our directions as a District.



District Context

Demographic Data

The Greater Victoria School District serves students from the municipalities of Saanich, Esquimalt, View Royal, Oak Bay, the Highlands, the City of Victoria, and the following Nations and Aboriginal organizations: Esquimalt Nation; Songhees Nation; Métis Community Services; Métis Nation of Greater Victoria; Victoria Native Friendship Centre; Indigenous Interagency Team; Surrounded by Cedar Child & Family Services; and Hulitan Social Services Society. Schools draw from the urban, semi-urban and suburban areas. Five MLAs represent the Greater Victoria area. As of July 2011, BC Stats reports a total of 102,613 private households in the Greater Victoria School District with approximately 223,488 people residing within.

Students come from diverse socio-economic levels with 21 schools qualifying for CommunityLINK (Learning Includes Nutrition and Knowledge) funding. Of the families living in our District, 17.43% are considered low income.

Enrollment 2013 - 2014

We enrolled:

- 8250 Full Time Equivalent Kindergarten through Grade 5 students
- 3866 Full Time Equivalent Grade 6 through Grade 8 students
- 6116 Full Time Equivalent Grade 9 through Grade 12 students
- 56 Full Time Equivalent Adult students
- 1560 Aboriginal ancestry students
- 702 International students
- 8 Home-school students
- 772 students registered in Distributed Learning Programs
- 1671 students with English Language Learning or English as a Second Dialect
- 3352 Early French Immersion students
- 214 Late French Immersion students
- 2165 students designated for Special Education services
- 229 Children in Care

Unique Characteristics & Strengths

The Greater Victoria School District organizes all schools into seven Families of Schools providing a structure that allows for K-12 planning, professional development and collaboration. Principals and Vice Principals have the opportunity to dialogue monthly with their K-12 colleagues to plan initiatives that arise out of shared school goals. Our District transition process was designed to facilitate students attending schools in their Family of Schools. This results in more seamless transitions from school to school as students move from K-5 through to middle and secondary levels.

Our District offers a wide range of Programs of Choice. We have a large and flourishing French Immersion program which is available for K-12 students. Entry points are offered at K, Grade 1 and Grade 6. Beginning in 2014/15, our new “Coastal Kindergarten” district Program of Choice, which will focus on outdoor learning, will be piloted at James Bay Community School and South Park Family School. At the secondary level, district programs include Flexible Studies at Reynolds Secondary and a Challenge Program for gifted learners at Esquimalt High and Mount Douglas Secondary. Spectrum Community School offers the Advancement via Individual Determination (AVID) program. Four secondary schools (Reynolds, Lambrick Park, Spectrum and Esquimalt) offer Programs of Choice in soccer, baseball/softball, hockey, lacrosse and curling respectively. Beginning in September 2014, Esquimalt Secondary will offer a Rugby Program of Choice. Rockheights Middle School offers a Program of Choice in hockey and Arbutus Global Middle School is a School of Choice for Grade 6-8 students. At the K-5 level, our District offers two Schools of Choice: South Park Family School and Cloverdale Traditional School. These schools do not have a catchment area. Two middle schools, Colquitz and Gordon Head, are partnered with the Saanich Municipality. The “Community Space Project” pools resources between our District and the Municipality, thereby creating a facility that meets the needs of the community as well as the school. For students from Kindergarten through Grade 12, our distributed learning program, The LINK, supports students through a combination of on-line and/or paper-based course options.



District and School Connections

Development of School Growth Plans and the Achievement Contract: A District-Wide Conversation

School Planning Councils (SPCs) play an important role in our District's Achievement Contract framework. SPCs collaborate with the school community in the development of the school growth plan. These growth plans are then submitted to the Associate Superintendents, who review and discuss the plans further with school principals. School Growth Plans are shared with the Greater Victoria Board of Education for its consideration.

A "Draft" Achievement Contract is developed from the school growth plans on the basis of priorities identified by schools, District student performance data, and trends over time. All District partner groups are invited to become involved in the process of developing the "draft" Achievement Contract. Invitations to participate on the Achievement Contract Advisory Committee are sent to representatives from the Victoria Confederation of Parents Advisory Councils, the Greater Victoria Teachers' Association, the Canadian Union of Public Employees 947, the Allied Specialists Association and the Victoria Principals and Vice Principals' Association. The Achievement Contract Advisory Committee meets to consider, review and work together collaboratively in this development.

A "Draft" Achievement Contract is provided to each school's SPC to review and consider the information provided in the document. SPCs are asked to pay particular attention to the alignment and coherence between the school's priorities and district goals, and to provide feedback, suggestions and input on any or all of the information they are considering.

Our District entered into its first Aboriginal Education Enhancement Agreement (EA) in June 2005. This agreement includes goals and key performance indicators, with accompanying strategies and structures designed to monitor and support Aboriginal students in our District. Achievement of success for each Aboriginal student is a separate goal of this Achievement Contract (Goal 2). As well, Goals 1 and 3 integrate actions to support Aboriginal learners. In the Spring of 2013, the ongoing work of the Aboriginal Nations Education Council resulted in the renewal of the Agreement, ensuring continued support for the success of our Aboriginal students through to 2018.

These district-wide conversations assist in the development of the Achievement Contract. The Achievement Contract is submitted to the Ministry of Education annually on, or before, July 15th. This cycle of analysis, planning, development and review continues throughout the year.

Early Learning

Early Learning Programs in our District include six Strong Start Centers, twenty-eight Ready, Set, Learn plans, and ten Welcome to Kindergarten partnerships. This work has led to the forging of a stronger collaborative relationship with the early learning community. Our District connects with the Lower Island Success By 6 and the Regional Literacy Task Group. The work with Success By 6 has led to a District Initiative entitled “1000 x 5,” which has most of our elementary schools collecting gently used books from their parent community. These books are then picked up from the schools, levelled and distributed to the Strong Start Programs and Neighborhood Houses in our District. The goal is for each child to read 1000 books before they enter kindergarten.

Community Literacy Plan

In 2009-10, energies were applied to creating a resource list of community literacy assets and engaging the community in an examination, discussion and recommendation process. Following this, an analysis of structures and gaps was undertaken. Goals were set and ranked. In 2011, Legacies Now 2010 and Literacy BC merged to become *Decoda Literacy Solutions* and this organization was charged with overseeing provincial initiatives by providing grant funds, which were targeted for Literacy Outreach Coordinator positions. The community Literacy Task Group, which planned and implemented these initiatives within the geographical area of the District in 2013-2014, is made up of representatives from a variety of community organizations including libraries, family resource programs, our District, and local literacy organizations.

Healthy, Safe and Caring Schools

All schools identify specific strategies and structures to build safe and caring school communities and to honour diversity of both visible and invisible differences. These strategies and structures include reviewing, revising and communicating Codes of Conduct, as well as specific programs to develop and/or support social responsibility such as: WITS (Walk Away, Ignore, Talk it Out, Seek Help), PBS (Positive Behaviour Support), the Virtues Program, Pink Shirt Day, Roots of Empathy, Gay/Straight Alliances, Youth Combatting Intolerance (YCI), Restitution and Student Leadership programs, as well as anti-racism initiatives such as the Holocaust Symposium. All schools have a link on their website to the Ministry ERASE anti-bullying reporting tool and web site.

The Healthy, Safe and Caring Schools program, supported by a coordinator, links directly with all schools to provide leadership training models for students and school staff. A number of schools involved staff members and parents in training in the Restitution Model.

In addition, the District Principal, Student Services, regularly meets with the Ministry of Children and Family Development (MCFD), Island Health Authority (IHA), and local police departments to exchange information and ideas to provide support to schools.

A District Critical Incident Response Team provides support to schools and families in dealing with critical incidents through the provision of expertise, resources, and additional counseling. This team also provides education regarding crisis preparedness such as lockdown procedures and supporting children and youth dealing with grief, loss and trauma. Training for team members assists in keeping team responses current and appropriate to school needs.



Innovative and Promising Practices

Over the last several years, a number of strong innovative and promising practices have been put in place, and/or strengthened, including, but not limited to, the following:

- Families of Schools, a way of making a large district smaller and connecting elementary and middle with a secondary school, collaborate in supporting students from Grades K-12;
- A focus on ESD (English Skill Development/Second Dialect) as a means of providing early intervention to Aboriginal children;
- A purposeful and deliberate focus on pedagogical practices and student learning at Principals' Meetings with a focus on skills, competencies and learning strategies based on what we know about learning, the brain, and self-regulation;
- Secondary school principals meet once a month as a group focusing on increasing student achievement;
- Fast Track, a credit recovery program for students in Grades 9-12;
- TASK (Trades and Apprenticeship Foundational Skills and Knowledge Program) is a Trades awareness program designed in cooperation with the Camosun College South Island Partnership. Students in Grades 10 and 11 can experience a variety of trades including minor carpentry, drywall, electrical, floor laying, painting, plumbing, roofing repairs, and general maintenance and inspection;
- Grade 8 Mini Trades is an intensive 3 day program where students participate in hands on activities in a variety of technical trade areas. This year's eight focus areas include: Cosmetology, Sheet Metal, Electrical, Auto Body, Joinery, Carpentry, Welding and Automotive;
- SPOTLIGHTS is a program that focuses on trades and technical training opportunities, leadership and community building;
- Dogwood Completion Project: The District Student Services Office works closely with schools to track and support each student's journey toward completion of graduation program requirements. In particular, vulnerable and at-risk students are closely monitored by school-based and District counseling and administrative staff;
- Close monitoring and tracking of students needing additional support is provided by the Student Services Office. In addition, regular discussions with the Superintendent, Associate Superintendents, and school-based Principals and Vice Principals regarding unique individual pathways are planned and implemented;
- Our District Gay Straight Alliance (GSA) Committee is a Board of Education Advisory Committee that meets to promote inclusive school activities and a safe and welcoming learning environment for all members of school communities;
- Our District designed the Grades 2-8 Oral Reading Comprehension Assessment (ORCA) to assess reading comprehension in the classroom;

- Reading Recovery for short term early literacy intervention for Grade 1 students;
- Teacher inquiry-based collaborative teams work with Learning Initiatives at elementary, middle and secondary levels on reading, writing, and numeracy;
- District French Immersion website to organize classroom and library resources in French for ease of selection and ordering;
- K – 12 professional development focused on enhancing learning using technology and learning outdoors are offered through Learning Initiatives;
- Ministry K-5 Changing Results for Young Readers Project: a year-long modeled professional development for teachers to analyze existing practice in reading and identify elements for change;
- Forty-five out of forty-seven school sites have implemented a full recycling/waste management program that involves students and staff. By the end of the 2014-15 school year, all schools will have implemented a full recycling/waste management program;
- All of our elementary schools participate in W.I.T.S, which is an elementary anti-bullying program that provides workable and developmentally appropriate social skills for handling conflicts with peers;
- “Friends for Life” is a Grade K-7 program that helps children develop greater life skills in understanding and managing stress and worries;
- School-Based Team training for teams of elementary and middle schools teachers;
- Project-based learning workshops for elementary contact teachers for Gifted students;
- Enhancing Learning Collaborative Inquiry Grants support school teams of teachers, principals and vice-principals working on innovative inquiry projects to improve student engagement and learning;
- Project-Based Learning Collaborative Inquiry Grants support school teams of teachers, principals and vice-principals working on innovative inquiry projects to improve student engagement and learning.



Goals and Objectives

Goal 1

To improve student learning and achievement.

Objective 1:

- a) To improve learning and achievement in Literacy and Numeracy for each student;
- b) To improve learning and achievement in Literacy and Numeracy with particular focus on schools with the highest needs based on CommunityLINK, Early Development Indicators (EDI), Foundation Skills Assessment (FSA) results, classroom achievement end of year marks and completion rates.

Objective 2:

To increase personal and social responsibility for each student.

Goal 2

To increase the success of Aboriginal students from Kindergarten to Grade 12.

Goal 3

To increase the percentage of Grade 8 students who receive a Dogwood Completion Certificate or a School Completion Certificate within six years.

GOAL 1

To improve student learning and achievement.

Objective 1

- a) To improve learning and achievement in Literacy and Numeracy for each student;
- b) To improve learning and achievement in Literacy and Numeracy with particular focus on schools with the highest needs based on CommunityLINK, Early Development Indicators (EDI), Foundation Skills Assessment (FSA) results, classroom achievement end of year marks and completion rates.

RATIONALE

Analysis of school, district and provincial data along with school growth plans indicates that targeted literacy and numeracy support continue to be important and making a difference for our students. We seek to improve learning and achievement in literacy and numeracy for every student with a particular focus on vulnerable or low performing students.

SUMMARY OF PROGRESS

Our data indicates a steady and positive trend in student achievement. This year we equaled or exceeded the Provincial FSA results in reading, writing and numeracy for all students in Grades 4 and in reading and writing for all students in Grade 7. As well, the 2012-13 Provincial FSA results for Grade 4 Aboriginal students showed improvement in reading, writing and numeracy. Support for reading was offered to all elementary schools through the provincially-funded Changing Results for Young Readers Project and our District's Teacher Inquiry Projects on Literacy to develop strategies to continue to improve student achievement in reading. Middle and secondary schools were offered support in literacy through our District's Grade 6-12 Engaging Readers and Writers with Inquiry Project. Support for numeracy was offered to elementary and middle schools through our Grade 4 - 8 Numeracy teacher Inquiry Project.

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New or Ongoing Initiatives	Goals and Expected Results
<p>Ministry K-5 Changing Results for Young Readers Project</p> <ul style="list-style-type: none">• For a second year, additional provincial funding provided the structure of year-long modeled professional development and allocated collaborative planning time to K – 5 teachers to analyze existing practice in reading and identify elements for change. Teachers used the inquiry process to focus on strategies for supporting learners in reading, strategies for supporting vulnerable learners and examining current research. Teachers were then provided additional time for collaborative co-planning, co-teaching and reflections with colleagues to specifically target vulnerable students in reading;• Areas of focus were determined by teachers through observation and teacher reflection;• Areas of support included: focus on inquiry process; strategies for supporting learners in reading; strategies for supporting vulnerable learners; resource exploration; and time for collaborative planning, co-teaching and reflections with colleagues.	<ul style="list-style-type: none">• Ongoing formative assessment and student documentation;• Teachers sharing their reflections on observed student growth;• Improved K-5 student learning in reading.

New or Ongoing Initiatives	Goals and Expected Results
<p>K-1 Elementary Teacher Inquiry Project on Literacy</p> <ul style="list-style-type: none"> Additional provincial funding provided the opportunity to invite K – 1 teachers to join a District inquiry project focused on literacy. K – 1 teachers in all elementary schools were invited to a series of sessions which used the inquiry process, professional development, and collaborative reflection time with colleagues to examine strategies for supporting learners in reading and writing. Teachers were provided release time to co-plan, co-teach and reflect with colleagues to specifically focus on vulnerable students in reading. Areas of focus were determined by teachers through observation and teacher reflection. 	<ul style="list-style-type: none"> Teachers sharing their observations on their inquiry with other teachers in the project; Areas of teacher support and growth include: strategies for supporting learners in literacy, strategies for supporting vulnerable students, and opportunities for collaborative planning, co-teaching and reflections with colleagues; Improved K-5 student learning in reading and writing.
<p>Middle and Secondary Inquiry Projects</p> <ul style="list-style-type: none"> Middle and secondary inquiry projects focus on reading, writing and numeracy; Teachers develop pre- and post- common assessment frameworks and use these assessments to guide instruction and engage in collective inquiry into teaching and learning; Inquiry teams are provided with release time to engage in inquiry projects supported by year-long modeled professional development and are provided additional time for collaborative co-planning, co-teaching and reflection; Teachers implement specific strategies based on identified student literacy and numeracy needs. 	<ul style="list-style-type: none"> Teachers completed a survey to provide their reflections on observed student growth; Improve student achievement in reading and writing; Improve student achievement in understanding of mathematical concepts.

New or Ongoing Initiatives	Goals and Expected Results
<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Provide general teacher support in assessment to guide instruction: <ul style="list-style-type: none"> • Performance Standards; • Vancouver Island Diagnostic Math Assessment (VIDMA); • Elementary and middle schools select one of the following assessment tools to administer two to three times per year to guide instruction: <ul style="list-style-type: none"> – Oral Reading Comprehensive Assessment (ORCA) – Bench Marks – District Assessment of Reading Team (DART) – Alberta Diagnostic Assessment 	<ul style="list-style-type: none"> • Schools will utilize evidence, data and information to guide instruction; • Teacher Inquiry Teams administer pre- and post- common assessments and use those assessments to guide instruction.
<p>Enhancing Learning Grants</p> <ul style="list-style-type: none"> • Enhancing Learning Grants were provided to all of our schools this year. These grants provided teams of teachers and principals/vice principals opportunities for school-based inquiry working together with the goal of increasing student engagement and achievement. The focus of many of the inquiry questions revolved around self-regulation, digital access/literacy, and Assessment for Learning. After completion of the inquiry process, school teams share their results and finding with their colleagues throughout the district. 	<ul style="list-style-type: none"> • To continue collaborative practice that supports and increases student learning and engagement.

New or Ongoing Initiatives	Goals and Expected Results
<p>Project Based Learning Grants</p> <ul style="list-style-type: none"> A limited number of Project Based Learning (PBL) Grants were made available to schools this year. The PBL Grant was designed to provide opportunities for a team of teachers in multiple disciplinary/subject areas to work together to create a cross-curricular project. <p>In Project Based Learning (PBL), teachers guide students through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice important skills (such as collaboration, communication and critical thinking), and create high-quality, authentic products and presentations.</p> <p>After completion of the projects, school teams share their results and findings with their colleagues throughout the district.</p>	<ul style="list-style-type: none"> To continue collaborative practice that supports and increases student learning and engagement; Increase the number of students and teachers who are introduced to the concepts of Project Based Learning.
<p>K-8 French Immersion</p> <ul style="list-style-type: none"> Continue to increase French Immersion resources on our District website that will enable teachers to increase their ability to differentiate instruction in French Immersion. 	<ul style="list-style-type: none"> To increase the number of French Immersion leveled book resources on our District website; Through differentiation we will continue to increase student retention in French Immersion. For the 2014/15 school year, our projections show that 86% of our Grade 5 Immersion students are remaining in Immersion and transitioning to Grade 6.

New or Ongoing Initiatives	Goals and Expected Results
<p>Secondary French Immersion</p> <ul style="list-style-type: none"> • To increase secondary French Immersion elective courses; • Secondary Language Department Heads will collaborate with the District support to share best practice to meet second language learning needs. 	<ul style="list-style-type: none"> • Continue to increase the retention rate of students in French Immersion as they transition from middle school (Grade 8) to secondary (Grade 9). The 2012- 2013 retention rate is 81%.
<p>French Immersion Teacher Professional Development Opportunities</p> <ul style="list-style-type: none"> • French Immersion professional development opportunities offered to immersion teachers through the following initiatives: <ul style="list-style-type: none"> – Teacher mentoring – Math strategies – school-based Power of Ten – French Language Enhancing Learning Grants will provide the opportunity for school-based inquiry by teams of teachers working together with the goal of augmenting language acquisition; – Development of collaborative web presence for teachers to share resources; – Partnership with Sooke and Saanich school districts to share access for teachers to participate in afterschool Professional Development workshops; – Established a Tri-District professional learning day for French Language instruction. 	<ul style="list-style-type: none"> • Continue to increase retention rate and student achievement for all students in French Immersion as a result of meeting the individual learning needs of each student.

New or Ongoing Initiatives	Goals and Expected Results
<p>English as a Second Language</p> <ul style="list-style-type: none"> • Implementation of a standardized Aboriginal Annual Education Plan checklist to aid teachers in supporting ELL/ESD students; • Development of collaborative web presence for teachers to share resources; • Professional Development for elementary school ELL teachers on the use of a locally developed English as a Second Dialect assessment tool as a means of providing early intervention for Aboriginal children. 	<ul style="list-style-type: none"> • Teachers responsible for ELL/ESD programs will use the Annual Education Plan checklist to support ELL/ESD learners; • Facilitate improved transition of information.
<p>Reading Recovery</p> <ul style="list-style-type: none"> • Short-term intervention designed for Grade 1 students with early reading challenges; • Intensive one-on-one lessons for 30 minutes a day with a trained Reading Recovery teacher, for an average of 20 weeks. 	<ul style="list-style-type: none"> • Overall improvement in literacy for each student who completes the intervention.



GOAL 1

Objective 2

To increase personal and social responsibility for each student.

RATIONALE


A school climate that promotes personal and social responsibility is fundamental to student learning and achievement. The Healthy, Safe and Caring Schools section of this report (page 6) outlines some of the initiatives in our schools. Additionally, in 2013 - 2014 twenty-seven schools had a school goal focused on social responsibility, school and community connectedness, and the development of global citizenship skills.

SUMMARY OF PROGRESS

Developing personal and social responsibility has been an ongoing objective in our District Achievement Contract. In the recent past, we have focused on environmental and global awareness. Most schools have established “green teams” with representatives from all stakeholder groups. Forty-five out of forty-seven school sites have implemented a full recycling/waste management program that involves students and staff. School’s growth plan goals for 2013-2014 reflected a shift in emphasis from environmental awareness to self-regulation and personal responsibility. Many schools have also been increasingly focused on digital citizenship as part of their social responsibility goal.

ENGAGE and ACT

New or Ongoing Initiatives	Goals and Expected Results
Community and Culture Committee <ul style="list-style-type: none">District committee composed of a representative from each stakeholder group. Monthly meetings explored strategies to enhance District culture. The Community and Culture Committee will continue to work to promote individual and collective growth.	<ul style="list-style-type: none">The committee will consult with District stakeholders to create a welcoming and inclusive culture for all of our students, parents and employees;The committee will create a statement of beliefs that articulates a vision for our learning community.

New or Ongoing Initiatives	Goals and Expected Results
<p>Self-Regulation</p> <ul style="list-style-type: none"> • The District is one of six school districts in BC participating in the Canadian Self-Regulation Initiative. Lake Hill Elementary School is a First Wave School; • Many schools have targeted their Enhancing Learning Grant to go deeper with their inquiry and investigation of self-regulation practices; • District-wide self-regulation discussion groups held regular meetings throughout the year. These conversations were open to teachers, educational assistants, administrators, and District staff. 	<ul style="list-style-type: none"> • Increase in the use of self-regulation strategies by all members of our school communities to improve student learning.
<p>Healthy, Safe and Caring Schools Program</p> <ul style="list-style-type: none"> • The District Healthy Schools Coordinator continues to facilitate connections between schools and community agencies to support the healthy development of students; • The coordinator supports school social responsibility programs such as: WITS (Walk Away, Ignore, Talk it Out, Seek Help), PBS (Positive Behaviour Support), the Virtues Program, Pink Shirt Day, Roots of Empathy, Gay/Straight Alliances, Restitution and Student Leadership programs, anti-racism initiatives. 	<ul style="list-style-type: none"> • To continue to support schools with their social responsibility goals and initiatives. 

GOAL 2

To increase the success of Aboriginal students from Kindergarten to Grade 12

RATIONALE

The Dogwood Completion Rate of the Aboriginal students in our District receives continuous attention. The actions of this goal are meant to complement Goals 1 and 3. These actions are consistent with our renewed Aboriginal Education Enhancement Agreement. Our District, our Aboriginal parents, and our communities work together to increase the Aboriginal students' sense of place, caring and belonging in the public school system. Knowledge and understanding of Aboriginal history, traditions and culture will be valued and honoured by all students.


SUMMARY OF PROGRESS

In 2012-2013, the Enhancement Agreement renewal process was completed ensuring support for Aboriginal students through to 2018. Due to the District's strong and unwavering commitment to the four goals of our Enhancement Agreement, we have shown a strong upward trend in our Dogwood Completion Rates for Aboriginal students, moving from 32.9% in 2008 to 51% in 2013. In the 2012-2013 school year, 432 teachers accessed our District's Aboriginal Nations curriculum and cultural integration program resources to create a sense of caring and belonging for our Aboriginal students and to provide traditional cultural teachings to 10,132 students in the overall school district. All District schools must report annually on the curriculum integration cultural sessions and Aboriginal programs that support the implementation of the Enhancement Agreement Goals.



ENGAGE and ACT

New or Ongoing Initiatives	Goals and Expected Results
<p>To increase Aboriginal students' sense of place, of caring, and of belonging in the public school system</p> <ul style="list-style-type: none"> • Continue working with Learning Initiatives with Changing Results for Young Readers Project, K-5 Teacher Inquiry on Literacy Project, and Elementary/ Middle/ Secondary Inquiry teams to include Aboriginal content and resources; • Work in partnership with Victoria Native Friendship Centre/Journeys of the Heart and local nations to organize a gathering for preschool children who are transitioning into Kindergarten; • Continue Backpack Counseling Club (6 week programs) for students. 	<ul style="list-style-type: none"> • To increase Aboriginal students' sense of place, of caring, and of belonging in the public school system; • Continue working with Learning Initiatives projects to weave Aboriginal content into school-based work; • To increase the focus on numeracy for Aboriginal students through the Learning Initiatives team; • Increase Backpack Clubs to 6 schools.
<p>To honour and improve relationships between our District and the Aboriginal community and parents</p> <ul style="list-style-type: none"> • Our District partners with the Victoria Native Friendship Centre and the Métis Nation of Greater Victoria to provide cultural and curriculum sessions to schools; • Surrounded By Cedar and our District provide support for Aboriginal children in care through a protocol agreement; • Surrounded By Cedar works with the District Coordinator to support the Back to School Picnic to provide supplies to over 900 students; • The Victoria Native Friendship Centre provides support for District Aboriginal students through their Youth and Family Counsellor and Aboriginal Education Liaison; 	<ul style="list-style-type: none"> • Honour and improve relationships between our District and the Aboriginal community and parents; • Increase the number of schools where the Métis Nation of Greater Victoria provides Métis cultural lessons to students; • Surrounded By Cedar meets annually with principals and our District Principal, Student Services, to monitor progress and support Aboriginal children in care; • The Aboriginal Education Liaison and Aboriginal Youth and Family Counsellor activities and support to Aboriginal students are reported in the District CommunityLINK Annual Report;

New or Ongoing Initiatives	Goals and Expected Results
<p>To honour and improve relationships between our District and the Aboriginal community and parents (continued)</p> <ul style="list-style-type: none"> • Our District meets monthly with the Songhees and Esquimalt Nations; • The Aboriginal Nations Education Council meets monthly to review the implementation of the Enhancement Agreement; • Aboriginal Nations Education Council is developing a District Cultural Protocol Handbook. 	<ul style="list-style-type: none"> • Continue monthly Education meetings with Songhees and Esquimalt Nations Education committees; • Completion of the Cultural Protocol Handbook. 
<p>To increase awareness and understanding of Aboriginal history, traditions and culture</p> <ul style="list-style-type: none"> • Aboriginal Nations Coordinator increases the number of classroom site visits to provide Aboriginal cultural curriculum content in all schools; • Aboriginal Nations Coordinator partners with the University of Victoria & Camosun College for class presentations on Aboriginal Education; • Environmental and traditional tours of Coast Salish territory are conducted by Aboriginal Nations Education Department staff. 	<ul style="list-style-type: none"> • To increase awareness and understanding of Aboriginal history, traditions and culture; • All schools report on the activities that support the Enhancement Agreement goals in June of each year. These reports are submitted to the Associate Superintendent; • ANED documents all teacher requests and the number of students who participate in the district Aboriginal Cultural Curriculum Integration Program; • Increase the number of environmental and traditional tours of Coast Salish territory from 74 in 2012/13 to 85 in 2013/14; • Increase the number of requests for class presentations from 433 in 2012/13 to 460 in 2013/14.

New or Ongoing Initiatives	Goals and Expected Results
<p>To increase success of all Aboriginal students</p> <ul style="list-style-type: none"> • Develop a resource that provides schools with the Ministry of Education Learning Standards that reflect Aboriginal content as well as the available Aboriginal Nations Education Department resources to support K-12; • Liaise with the University of Victoria to have Aboriginal students participate in the Science, Technology, Engineering, Mathematics Coalition and UVIC Mini Summer Camp Programs; • Continue a middle to secondary school twelve week transition program between Shoreline, Rockheights and Esquimalt High School; • Implement a Board Authority Authorized course entitled Aboriginal Cultural Connections 12. This course was developed by our District to support Aboriginal ways of knowing, doing and being. 	<ul style="list-style-type: none"> • To increase success of all Aboriginal students; • Increase the Dogwood completion rate of Aboriginal students; • To increase the number of secondary schools that offer Aboriginal courses; • To increase registration of students in the Cultural Connections course through The LINK; • Access \$3,000 grant from Camosun College to support the Na-sta-maht transition program with 3 schools.



GOAL 3

To increase the percentage of Grade 8 students who receive a Dogwood Completion Certificate or a School Completion Certificate within six years.

RATIONALE

Goal 3 is dependent upon the actions outlined below, as well as those in Goal 1 (Student Achievement), and Goal 2 (Aboriginal Success). Success in literacy, numeracy and social responsibility are fundamental to student achievement in all areas of learning as well as in achievement of graduation. A significant measure of success for our learners, and our system, is the number of Grade 8 students who achieve graduation within six years. Our goal is to continue to increase the Dogwood Completion Rate for all students and remain above the provincial average, including the success of students receiving a School Completion Certificate.

SUMMARY OF PROGRESS

The 2012-2013 Dogwood Completion Rate was the highest on record for our District. Over the last six years the completion rate has shown continual and steady improvement, moving from 70.8% in 2008 to 84.5% in 2013. This is an extraordinary improvement of 13.7%. Additionally in 2013, 53% of students graduated with Honours, four percent above the Provincial average. In each of the last six years we have shown improvement over the previous year. Our District continues to create multiple pathways to enable students with diverse learning needs to achieve a Dogwood Certificate. Our District also continues to expand our Career Programs through partnerships with Camosun College and the University of Victoria. These programs include the Accelerated Credit Enrollment in Industry Training (ACE-IT), the Secondary School Apprenticeships, and U-START.



ENGAGE and ACT

New or Ongoing Initiatives	Goals and Expected Results
Graduation Rate Improvement Plan <ul style="list-style-type: none"> Regular and ongoing meetings of the District Principal, Student Services, Superintendent and Associate Superintendents with school-based administration teams to identify, monitor and support vulnerable learners in each secondary school. Barriers to course completion and graduation program requirements are identified. This problem solving by school-based teams results in greater retention of students in their neighbourhood schools. 	<ul style="list-style-type: none"> Increase in student course completion rates, grade to grade transition rates and graduation completion rates.
6 Year Cohort – Completion of Graduation Program <ul style="list-style-type: none"> Develop, monitor and maintain database of six-year cohort students, identifying barriers to graduation and develop individualized pathways to Dogwood completion; Our District Principal, Student Services, follows up with students by “reconnecting” with those left school. Options and strategies are explored to re-engage students in their education program. 	<ul style="list-style-type: none"> District Graduation completion rate will continue to improve.
Children in Care <ul style="list-style-type: none"> Identify, monitor and support each student determined to be in Continuing or Temporary Care. Every school submits a monthly report to Student Services on the attendance, the behaviour and the achievement of children in care; In 2013 – 2014 there were 229 Children in Care; 83 of these children are of Aboriginal ancestry. 	<ul style="list-style-type: none"> Improvements in attendance, behaviour and achievement of all children in care in our District.

New or Ongoing Initiatives	Goals and Expected Results
<p>District Based Team Meetings</p> <ul style="list-style-type: none"> School administrators and school-based teams refer students identified as struggling with behaviour, attendance and/or achievement to a District-based team for collaboration and consultation. This team works with the school, and student and parents to develop unique and personalized pathways to school completion. The Student Services Department follows up to ensure that the plan for the student is working. 	<ul style="list-style-type: none"> Continue to decrease student withdrawal rate; Increase grade to grade transition rates; Increase student engagement as evidenced by increased attendance and achievement.
<p>Careers and Transition Programming</p> <ul style="list-style-type: none"> Our District Career Coordinator continues to facilitate relationships with community partners to enhance targeted enrolment in TASK, ACE-IT, U-START and other dual-credit programs. In 2013-2014 a plan was implemented to focus on increasing awareness of middle school students of the many benefits of pursuing a technical trade and career. A focus was also put on exposing more girls to careers in the trades. Additional provincial funding from the Education Plan Supplement provided the opportunity to create a District Middle School Initiatives Coordinator position. The focus of this position is to increase awareness among all Middle School students of the various opportunities within the trades and technical skill areas. A deliberate focus of the position is also to increase awareness among Middle School girls of the many opportunities within the trades and technical skill areas. Some of the programs created include: 	<ul style="list-style-type: none"> Increase graduation rate through increased participation in dual-credit programs; Retain students at risk of withdrawing from school through experiential, high-interest trades and academic programs.

New or Ongoing Initiatives

Grade 8 Mini Trades

Mini Trades is an intensive 3 day program where students participate in hands on activities in a variety of technical trade areas. This year's eight focus areas include: Cosmetology, Sheet Metal, Electrical, Auto Body, Joinery, Carpentry, Welding, and Automotive.

Students learn about each focus area, using relevant machinery, tools and safety practices. Career program options are explored throughout the program, introducing students to options such as SSA, ACEIT, Dual Credit courses and program options.

Spotlights

SPOTLIGHTS focuses on trades and technical training opportunities, leadership and community building. These projects are designed to strengthen the connection and relationship between high schools and their feeder (middle) schools. The focus of the SPOTLIGHT is to highlight trade based and technical training career programs. Secondary School students play a role as leaders throughout the program with the middle school students. The final product is donated, or in some way contributed to the community, further enhancing the connection between community and schools.

Goals and Expected Results



Performance Indicators

February 2013: FSA Results Meeting/Exceeding Expectations - Grade 4

READING	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	287	21	152	11	711	53	199	15	86	83
Aboriginal	37	30	25	20	50	41	10	8	71	70
WRITING	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	310	23	107	8	797	59	135	10	90	87
Aboriginal	39	32	14	11	64	52	5	4	83	71
NUMERACY	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	291	22	226	17	733	54	99	7	79	79
Aboriginal	40	33	40	33	41	34	1	1	51	58

February 2013: FSA Results Meeting/Exceeding Expectations - Grade 7

READING	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	394	30	198	15	581	45	131	10	78	78
Aboriginal	52	43	32	26	34	28	3	2	54	61
WRITING	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	420	32	98	8	655	50	131	10	89	87
Aboriginal	60	50	18	15	42	35	1	1	70	71
NUMERACY	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	410	31	281	22	559	43	54	4	69	76
Aboriginal	57	47	47	39	17	14	0	0	27	50

Note: Actual totals have performance level unknown numbers removed

Performance Indicators

FSA Results Meeting/Exceeding Expectations – 5 Year Comparison Grade 4 - All Students

Grade 4 Reading

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding Actual Total District	Meeting/Exceeding Actual Total Province
	#	%	#	%	#	%	#	%	%	%
2013	287	21	152	11	711	53	199	15	86	83
2012	192	14	195	15	782	59	160	12	83	82
2011	216	16	183	14	801	59	152	11	84	81
2010	263	20	183	14	702	53	171	13	83	81
2009	212	16	149	11	801	59	187	14	87	82

Grade 4 Writing

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding Actual Total District	Meeting/Exceeding Actual Total Province
	#	%	#	%	#	%	#	%	%	%
2013	310	23	107	8	797	59	135	10	90	87
2012	233	18	126	9	888	67	82	6	89	85
2011	251	19	131	10	902	67	68	5	88	87
2010	277	21	214	16	798	61	30	2	79	84
2009	227	17	275	20	812	60	35	3	75	82

Grade 4 Numeracy

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding Actual Total District	Meeting/Exceeding Actual Total Province
	#	%	#	%	#	%	#	%	%	%
2013	291	22	226	17	733	54	99	7	79	79
2012	222	17	212	16	795	60	100	8	81	80
2011	240	18	227	17	767	57	118	9	80	79
2010	267	20	248	19	700	53	104	8	77	76
2009	225	17	194	14	810	60	120	9	83	78

Note: Actual totals have performance level unknown numbers removed

Performance Indicators

FSA Results Meeting/Exceeding Expectations – 5 Year Comparison Grade 7 – All Students

Grade 7 Reading

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding Actual Total District	Meeting/Exceeding Actual Total Province
	#	%	#	%	#	%	#	%	%	%
2013	394	30	198	15	581	45	131	10	78	78
2012	342	26	172	13	648	50	144	11	82	77
2011	376	28	191	14	641	48	130	10	80	78
2010	400	29	201	14	661	48	128	9	80	79
2009	297	21	231	17	705	50	167	12	79	79

Grade 7 Writing

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding Actual Total District	Meeting/Exceeding Actual Total Province
	#	%	#	%	#	%	#	%	%	%
2013	420	32	98	8	655	50	131	10	89	87
2012	364	28	76	6	757	58	109	8	92	87
2011	402	30	71	5	717	54	148	11	92	87
2010	421	30	209	15	718	52	42	3	78	84
2009	338	24	279	20	744	53	39	3	74	80

Grade 7 Numeracy

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding Total District	Meeting/Exceeding Real Total Province
	#	%	#	%	#	%	#	%	%	%
2013	410	31	281	22	559	43	54	4	69	76
2012	357	27	218	17	654	50	77	6	77	73
2011	373	28	302	23	600	45	63	5	69	74
2010	404	29	296	21	639	46	51	4	70	75
2009	325	23	291	21	694	50	90	6	73	75

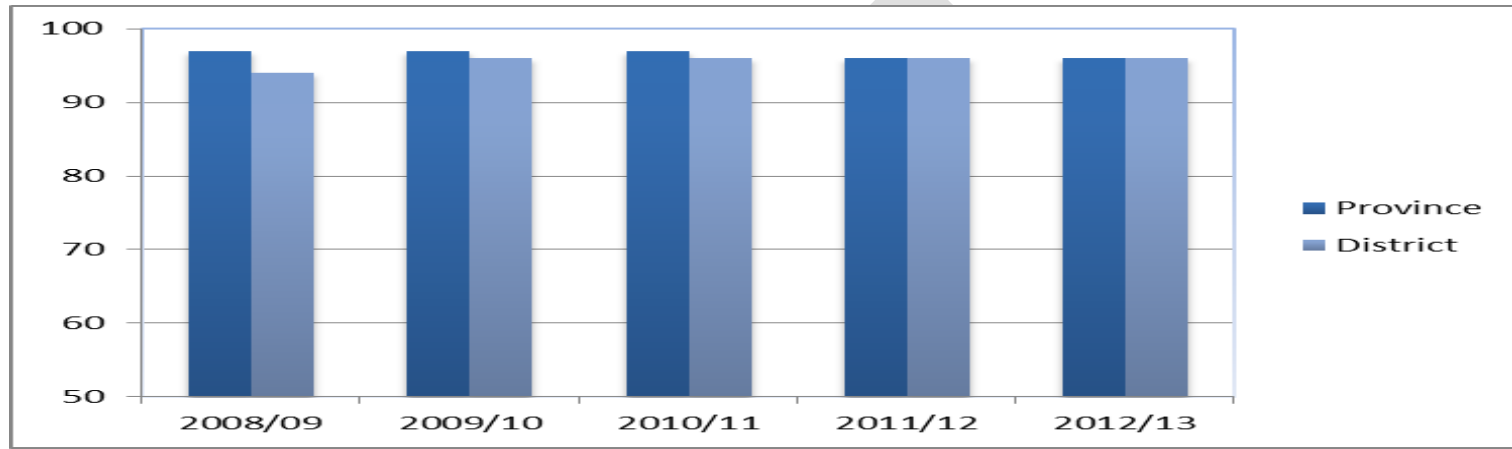
Note: Actual totals have performance level unknown numbers removed

Performance Indicators

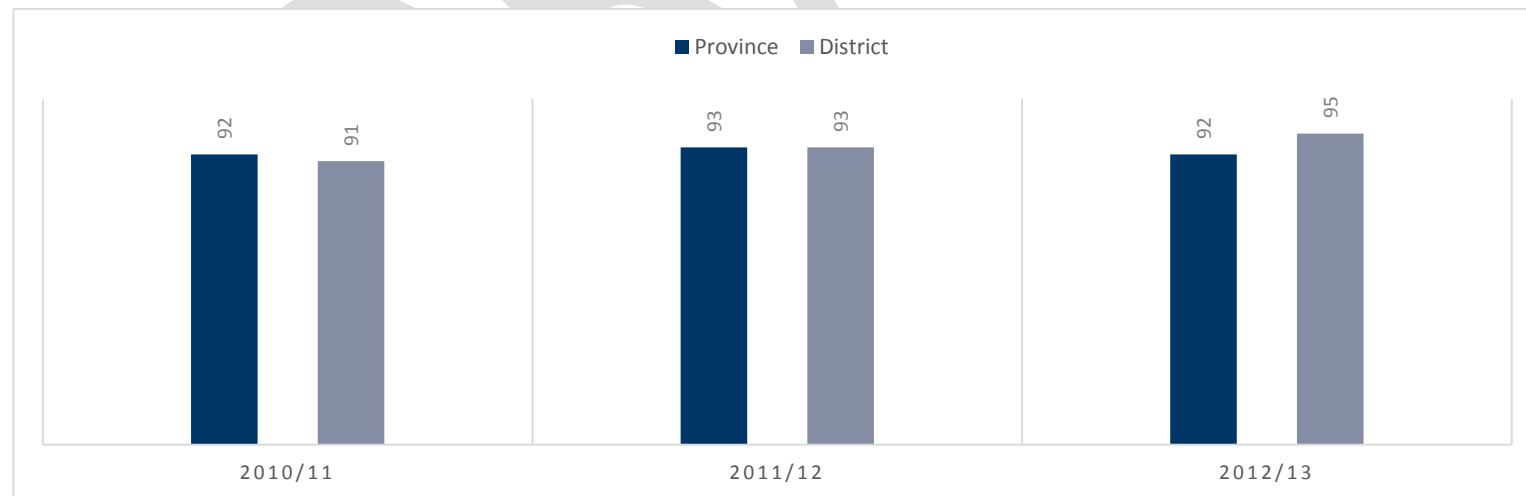
English 10 and Mathematics 10 Completion

Percentages of students in our District who have successfully completed English 10 and Mathematics 10 compared with the Provincial completion percentages:

English 10:



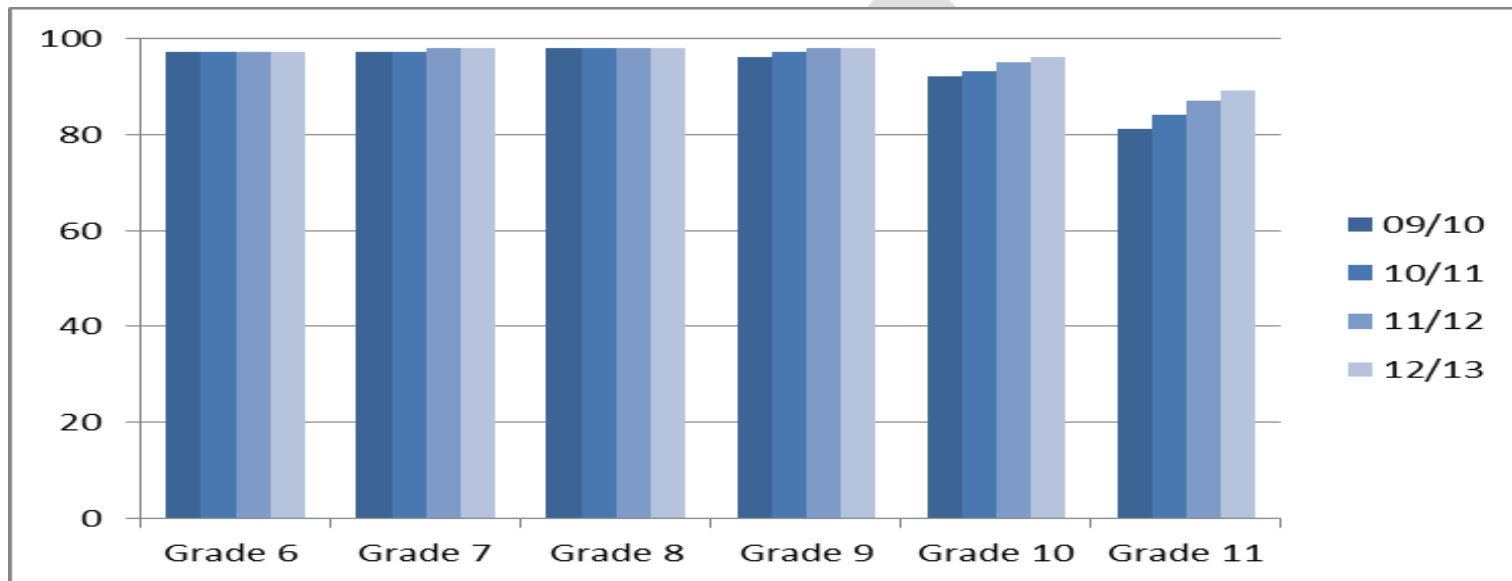
Mathematics 10 (Foundations and Pre-Calculus, Apprenticeship and Workplace):



Performance Indicators

Grade to Grade Transitions

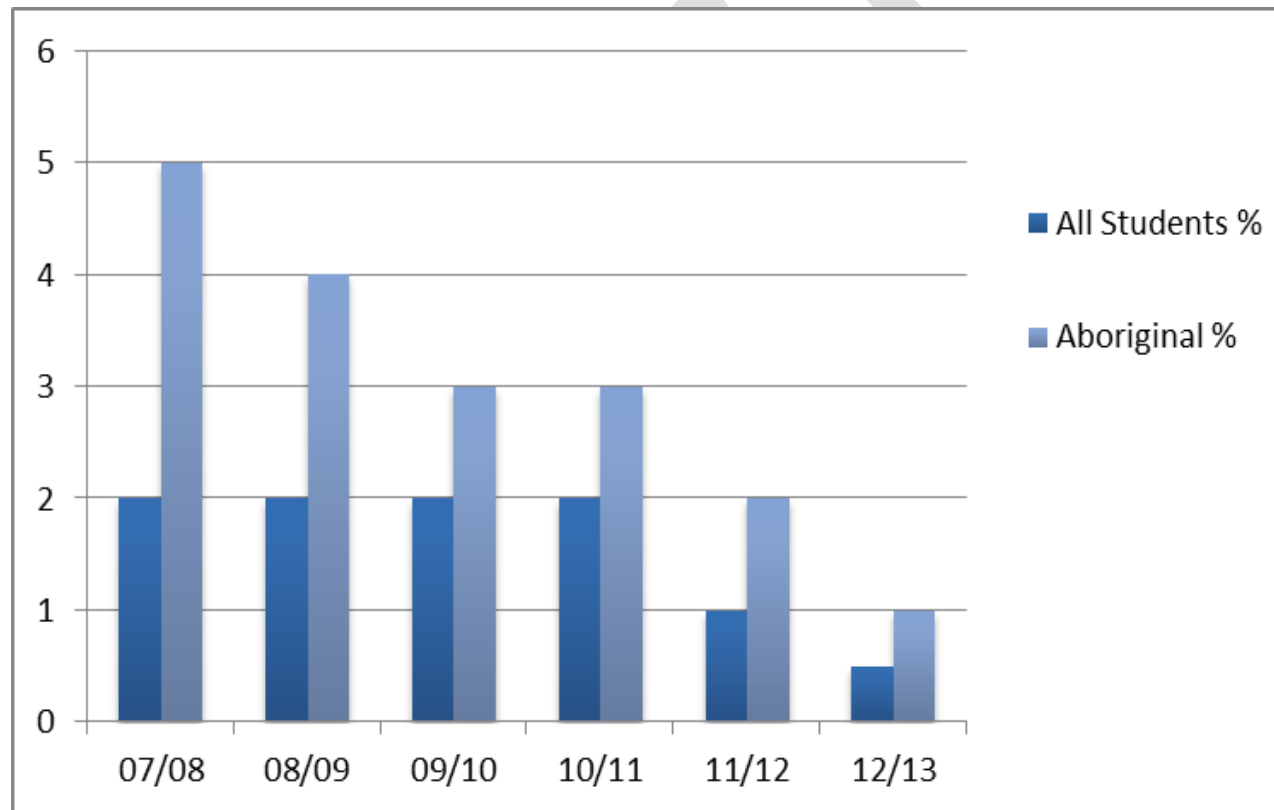
Percentage of all students in our District who have successfully transitioned to the next grade:



Performance Indicators

Student Withdrawals: Grades 9 – 12

District percentage of all students and aboriginal students in Grades 9-12 who have withdrawn:



Performance Indicators

Graduation Completion Rates

Our District percentage of all students and of aboriginal students who have completed graduation:

	2008	2009	2010	2011	2012	2013
All students	70.8	71.1	72.9	76.0	77.8	84.5
Aboriginal	32.9	36.5	40.6	48.8	52.8	50.9

