



Revelstoke Board of Education

District Achievement Contract

2010/2011

June 23rd, 2010



Introduction

This Achievement Contract has been prepared in accordance with the School Act for submission to the Ministry of Education. It outlines our district's plans to sustain and enhance student achievement, focusing on the areas of literacy and student graduation.

Context

Revelstoke is located on the Trans Canada Highway adjacent to the Okanagan and Kootenay regions. We are a vibrant, historic mountain community of 7,230. Our school district serves approximately 950 full-time equivalent students in four elementary schools and one high school, all within the city of Revelstoke. We support a wide range of students with unique needs and take pride in the achievement of these students. Fourteen percent of our students have a diagnosed special need. Approximately ten percent of our student population is of aboriginal descent, most of whom are non-status. Our Aboriginal Education Advisory Committee has recently completed an Aboriginal Education Enhancement Agreement that will guide the accomplishment of objectives in four goals specific to aboriginal student success. Our district will open the first two Neighbourhood Learning Centres in the province in 2011 and 2012.

Our Board employs approximately 66 FTE school based professional staff (60 teachers, five principals and one vice-principal), approximately 40 full-time equivalent support staff and five district excluded staff consisting of a superintendent, a secretary-treasurer, a district vice-principal – support services, a district principal – operations and technology and a confidential secretary. Within our staffing we enjoy a full contingent of support staff including an elementary counselor/behaviour intervention specialist, a school psychologist, a speech-language pathologist, an elementary special education resource teacher (low incidence), a supervisor of aboriginal student services and an elementary aboriginal student assistant. All staff are committed to actively supporting student learning.

Relationships among the Board of Education, administrators, teachers, support staff, parents, the City of Revelstoke and the community are characterized as outstanding. We work collaboratively, solve problems promptly and professionally and capitalize on opportunities to address and resolve issues. Committees operate with high levels of collegiality and effectiveness.

.....our challenges.....

We have been faced with the challenge of a 820 student (46%) decline since 1995. The Board of Education has been vigilant in protecting class sizes and enhancing services and programs for children, while presenting a balanced budget to the Ministry of approximately 10 million dollars. Reorganization in transportation and district administration staff have generated the most recent efficiencies. In 2002, our smallest elementary school was closed. We will be consolidating our two downtown schools for more efficient delivery of elementary education in one new school, opening in September 2012.

.....our strengths.....

We are proud of our very successful early identification and intervention strategy initiated in September 2000. A district literacy committee, led by teachers, shepherded processes wherein all students in Kindergarten and Grade 1 are assessed in terms of early indicators of literacy (D.I.B.E.L.S.). Subsequently, individual student reading levels are systematically monitored in Grades 1 through 3 using PM Benchmarks and in Grades 4 to 9, the reading fluency of every student is monitored using the Gray Oral Reading Test (G.O.R.T.). This provides a continuity of support throughout the elementary years and into high school. Our school psychologist and speech-language pathologist play important roles in identification and intervention for students who are not achieving success in our schools.

Our District enjoys the support of a comprehensive community response to early learning. Our Farwell facility (a closed school) serves preschoolers by housing the *Stepping Stones Childcare*, the *Community Speech-Language* program, the *Family Literacy* coordinator and the *Child Care Resource and Referral Service*. Staff collaborate with preschool teachers, the *Interior Health*'s speech-language pathologist and the *Community Living for Children* program director to transition students requiring support as they enter the school system. We successfully opened the first *StrongStart* centre in one of our underutilized elementary schools in the fall of 2006. We are participants in the *Human Early Learning Project (H.E.L.P.)* and the Early Development Instrument (EDI) indicators describe Revelstoke children among the very least vulnerable in the province. We credit this achievement to the long-standing child focused supports that exist within our community. In addition to early learning, the Trustees and staff are active participants supporting community literacy through the *Revelstoke Literacy Action Committee*.

Since 2002, Revelstoke Secondary School has had a graduation rate well above the provincial average; the dogwood completion rate in 2009 was 88.2%. In 2009 our secondary school graduated 97% of eligible graduates including 100% of eligible Grade 12 aboriginal students. Annually, approximately 30 percent of our students graduate with honours. Revelstoke students continue to enjoy very high levels of participation and achievement in provincially examinable subjects.

In the last five years, staff have worked diligently to create safe and orderly school environments. Over the past five years, student codes of conduct have been developed, implemented, reviewed and revised at each school. In addition, protocols have been established at the district level in a number of areas to ensure the safety of students including child protection, bomb threats, emergency evacuation, informed consent of risk, locker searches, notification of adult criminal offenders, sexually intrusive behaviours, medical alerts, stranger alerts and dangerous intruders. Our most recent work in the district has been to develop our district's response to threats. We have seen substantial decreases in behavioural incidents district wide and substantial decreases in students diagnosed with moderate and/or severe behavioural disorders. As a result of the success in the social responsibility goal over the past 5 years, the district retired this goal.

In the area of Special Education, a great deal of work has been undertaken to enhance processes and develop consistency in practices. Procedures and services in special education are regularly reviewed through a collaborative process with staff. A successful Ministry Special Education audit completed in May of 2006 found that the District has excellent processes for the identification of students with learning disabilities and was providing high levels of support to these students. Our most current work has been to enhance services for students who are gifted. We are striving for the success of every student as articulated by our vision statement:

We envision an education system that enables all learners to achieve academic success to their potential, obtain personal fulfillment, and demonstrate social responsibility by creating and/or nurturing a learning environment which involves the support and engagement of all staff, parents and the wider community.

External Review Update

Our District participated in an External Review in March of 2003 and again in April of 2006. As a result of the reviews, the external team highlighted numerous strengths of which we are proud. The most recent review outlined four recommendations for consideration. We are pleased to provide an update as to our response to those recommendations.

1. Provide for involvement of parents, in the analysis of achievement results and the formation of goals and objectives for school plans and the District Achievement Contract.

We undertake the analysis of data and evidence on an ongoing basis with staff, School Planning Councils, Parent Advisory Councils and the District Parent Advisory Council allowing us to evaluate data in a timely fashion. An annual planning calendar establishes that a analysis of student achievement occurs regularly over the course of a year. We have reviewed actions to ensure they are designed to improve the performance of all students: our most vulnerable, our mid range, and our high performing students.

2. Consider extending the use of BC Performance Standards in support of ongoing assessment, planning for instruction, and communicating expectations to parents and students.

In the area of Numeracy, we are utilizing the Vancouver Island Diagnostic Math Assessment in Grades 2 to 7 which relies on the problem solving elements of the performance standards. Schools sustaining goals in the area of social responsibility continue to use the social responsibility performance standards.

3. Support ongoing assessment of reading abilities for students in Grades 8 to 12 and the use of instructional strategies for reading across the content areas.

We are now conducting fluency screening each fall in grades eight and nine for all students new to the district as well as those previously identified with difficulties in fluency, followed by direct intervention four times weekly to all students presenting as at risk. In addition, a new pilot project was implemented in February 2010 to assess and then provide direct intervention for reading comprehension in grade eight.

4. Continue to support professional development opportunities for staff and parents.

We will continue to provide a district-wide orientation and training for our School Planning Council members. District staff and our District Parent Advisory Council are providing higher levels of parent awareness and in-service. Monthly DPAC meetings contain an agenda item specific to student success, the district achievement contract or initiatives that support student learning. We continue to undertake a number of in-service activities supporting the goals in our Achievement Contract.

Aboriginal Education Enhancement Agreement Status

Significant consultation has been undertaken to develop our first Aboriginal Education Enhancement Agreement which was signed on March 26th, 2010. We achieved a strong consensus formulating our vision for Aboriginal education.

We envision Aboriginal students who are successful and confident; who have pride in their cultural heritage, unique gifts, strengths and abilities. We are committed to a community that acknowledges, honours and respects the diverse cultures of our Aboriginal students, families and elders.

District and School Connections

School growth plans are developed with the support of the School Planning Council in consultation with school staff. School plans are informed from a variety of sources including classroom, school, district and provincial data, school and parent priorities, and district initiatives. School Planning Councils are supported by a well-established district policy, an annual school planning calendar, a district-wide communication protocol, growth plan templates, a district School Planning Council member orientation and a School Planning Council member handbook. School Planning Council meetings are scheduled over the course of a full school year to ensure a continuity of discussion.

School growth plans are discussed with the superintendent in draft form in June and September. Clarifications, revisions and additions are then made in consultation with staff and the School Planning Council, with a finalized version submitted to the Board for approval in October. School growth plans are considered to be "living documents" with adjustments made throughout the year as staff, School Planning Council and Parent Advisory Councils examine new evidence and monitor and evaluate progress. When school goals are not consistent with district goals, the school has a sound, data-based rationale.

District and school goals inform an annual work plan managed by the superintendent. Weekly principals' meetings contain agenda items related to the objectives and actions in the goal areas of the achievement contract and supporting students.

The district has an extremely collaborative budgeting process which includes district staff, principals, the Revelstoke Teachers' Association President and the CUPE President as equal members on the committee. A transparent and detailed format for school allocations has been developed to share with School Planning Councils. Resources to support the district achievement contract and school plans are allocated district-wide on an equitable basis. Sustaining the resources necessary to support district and school goals remains a priority of the Board and are addressed early in the annual budget process.

As the district prepares to implement its first Aboriginal Education Enhancement Agreement, schools and school staff will be actively engaged in shaping the actions that support the four goal areas established in our enhancement agreement.

Early Learning and Literacy – Our Expanded Mandate

District staff actively participate with the Early Childhood Development Committee and have contributed to the goals and objectives outlined in the Early Childhood Development Strategic Plan. We have been very successful in our community working collaboratively delivering programs and services to support young children and families, with the result being that Revelstoke is the least vulnerable community in British Columbia with respect to the Early Development Indicators established by the Human Early Learning Partnership. The district sees itself as integral to sustaining this work and contributing to healthy young children and families.

The Revelstoke Literacy Action Committee completed a District/Community Literacy plan as one of ten pilot districts in December 2007. The plan was updated in June 2008, received significant revision in June 2009 and has been updated for the 2010/2011 school year. The District Literacy Plan addresses gaps in services in our community and areas where we wish to continue to support youth subsequent to their experiences in high school. Our Board believes that the District Literacy Plan is an extremely important document for the well being of the community at large.

Achievement Contract Reporting

- Successes are highlighted by the Superintendent at each public Board of Education meeting.
- Each spring, principals provide a comprehensive report of school achievements at a public Board of Education meeting.
- Progress is communicated at District Parent Advisory Committee and school Parent Advisory Committee meetings.
- Results are communicated on the district website.
- School newsletters highlight growth plan goals and progress made.
- Presentations are made within the community by the Superintendent.
- The Superintendent's Annual Report on Achievement provides a comprehensive update to the community at large.

...a word about targets

When targets are not met, they are immediately reviewed to determine if they were reasonable and/or achievable. Once that analysis has taken place, district data is then reviewed at the school level to identify any specific trends or outliers. An analysis of our aboriginal students' success also receives scrutiny through the implementation of our Aboriginal Education Enhancement Agreement.



... monitoring success

The achievement contract is a living document and is updated frequently by the Superintendent over the course of the year as new data is available. Updates are published and shared at DPAC meetings and with the Board of Education. An important connection to monitoring and enhancing achievement in the district is the publication of the Superintendent's Annual Report on Achievement in December of each school year. This report provides a mid year snapshot and is utilized as an opportunity to monitor actions to ensure that targets are likely to be met, or conversely, to take new actions where gaps are identified.

Goal 1 – To Increase Students' Reading Achievement

Rationale – Analysis of district Kindergarten screening and Grade 1, 2 and 3 reading assessments indicate a high level of success with our first objective. Grades 4 – 9 reading assessments, anecdotal feedback from our secondary school staff and a review of individual profiles of students indicate that an enhanced focus on fluency and comprehension is now benefitting intermediate and secondary students.

Objective 1.1	Performance Indicators / Evidence	Performance Targets	Results	Summary of Progress
To ensure that 90% of our students are reading at grade level by the end of Grade 3. All students not reading at grade level will be identified and supported with an Individual Education Plan, learning assistance and/or individualized literacy interventions.	District Screening DIBELS – Kindergarten Phoneme Segmentation n = 58		2004/2005: 56% 2005/2006: 45% 2006/2007: 51% 2007/2008: 68% 2008/2009: 84% 2009/2010: 62%	These results provide the context for this objective. A fifteen percent increase from K to Grade 1 formed the basis for the Grade 1 target beginning with the 07/08 target.
	District Reading Assessment - PM Benchmarks, meeting or exceeding – Grade 1 n = 77		2004/2005: 68% 2005/2006: 51% 2006/2007: 64% 2007/2008: 74% 2008/2009: 81% 2009/2010: 56% 2009/2010: 85% 2010/2011: 77%	Target not met. While a lower percentage of students are fully meeting our benchmarks, this cohort does not include any larger than expected numbers of students who are considered at-risk.
	District Reading Assessment - PM Benchmarks, meeting or exceeding – Grade 2 n = 68		2004/2005: 79% 2005/2006: 84% 2006/2007: 78% 2007/2008: 77% 2008/2009: 92% 2009/2010: 82% 2009/2010: 86% 2010/2011: 84%	Target not met. Percentage of students within expectation for size of cohort.
	District Reading Assessment - PM Benchmarks, meeting or exceeding – Grade 3 n = 84		2004/2005: 93% 2005/2006: 96% 2006/2007: 92% 2007/2008: 91% 2008/2009: 93% 2009/2010: 95% 2009/2010: 90% 2010/2011: 90%	Target exceeded. Success sustained for six years.

	FSA Reading Grade 4 meeting or exceeding. n = 64		2004/2005: 90% 2005/2006: 83% 2006/2007: 86% 2007/2008: 96% 2008/2009: 99% 2009/2010: 93% 2009/2010: 90% 2010/2011: 90%	Target exceeded. Continued success for three consecutive years at this grade level. This cohort includes 18% of students exceeding expectations.
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Objective 1.2	Performance Indicators / Evidence	Performance Targets	Results	Summary of Progress
To ensure that 90% of our students are reading fluently at grade level by the end of Grade 7. All students not reading at grade level will be identified and supported with an Individual Education Plan, learning assistance and/or individualized literacy interventions.	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 4 n = 70		Fall 05: 82% 2005/2006: 90% 2006/2007: 91% 2007/2008: 80% 2008/2009: 87% 2009/2010: 89% 2009/2010: 90% 2010/2011: 90%	Target almost met.
	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 5 n = 76		Fall 05: 86% 2005/2006: 93% 2006/2007: 93% 2007/2008: 91% 2008/2009: 88% 2009/2010: 94% 2009/2010: 90% 2010/2011: 90%	Target exceeded.
	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 6 n = 82		Fall 05: 82% 2005/2006: 85% 2006/2007: 92% 2007/2008: 96% 2008/2009: 96% 2009/2010: 88% 2009/2010: 90% 2010/2011: 90%	Target almost met.
	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 7 n = 70		Fall 05: 80% 2005/2006: 87% 2006/2007: 92% 2007/2008: 91% 2008/2009: 92% 2009/2010: 95% 2009/2010: 90% 2010/2011: 90%	Target exceeded. Success sustained for a fourth year.

	FSA Reading Grade 7 meeting or exceeding n = 76		2004/2005: 70% 2005/2006: 75% 2006/2007: 79% 2007/2008: 85% 2008/2009: 91% 2009/2010: 94% 2009/2010: 90% 2010/2011: 90%	Target exceeded. Highest ever success at this grade level. Cohort includes 19% of student exceeding expectations.
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Objective 1.3	Performance Indicators / Evidence	Performance Targets	Results	Summary of Progress
To ensure that 90% of our intermediate Aboriginal students are reading fluently at grade level by the end of Grade 7. All students not reading at grade level will be identified and supported with an Individual Education Plan, learning assistance and/or individualized literacy interventions.	District Reading Assessment – PM Benchmarks, meeting or exceeding – Grade 3 n = 10	2009/2010: 90% 2010/2011: 90%	2006/2007: 87% 2007/2008: 67% 2008/2009: 71% 2009/2010: 80%	Eight of ten students met expectations.
	FSA Reading Grade 4 Aboriginal meeting or exceeding n = 8	2009/2010: 90% 2010/2011: 90%	2003/2004: 86% 2004/2005: 100% 2005/2006: 63% 2006/2007: masked 2007/2008: 100% 2008/2009: 86% 2009/2010: 63%	Three of eight students met expectations and two of eight students exceeded expectations. Target revised.
	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 7 n = 10	2009/2010: 90% 2010/2011: 90%	2006/2007: 100% 2007/2008: 80% 2008/2009: 60% 2009/2010: 80%	Eight of ten students met expectations, the two students not meeting are supported by an Individual Education Plan.
	FSA Reading Grade 7 Aboriginal meeting or exceeding n = 10	2009/2010: 85% 2010/2011: 85%	2002/2003: 55% 2003/2004: 78% 2004/2005: 63% 2005/2006: 71% 2006/2007: 60% 2007/2008: 80% 2008/2009: 83% 2009/2010: 70%	Six of ten students met expectations and one of ten exceeded expectations. Target maintained.

Objective 1.4	Performance Indicators / Evidence	Performance Targets	Results	Summary of Progress
To ensure that 90% of our students are reading fluently at grade level by the end of Grade 9.	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 8 n = 93	2009/2010: 88% 2010/2011: 90%	Fall 2007: 84% 2007/2008: 93% 2008/2009: 89% 2009/2010: 91%	Target met.
	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 9 n = 95	2009/2010: 90% 2010/2011: 90%	Fall 2008: 84% 2008/2009: 90% 2009/2010: 89%	Target almost met. Nine of twelve students demonstrated significant improvement.

Actions

1. Provide additional support to each K-9 student not meeting district benchmarks, with targeted Educational Assistant intervention

Implementation Details

- fall district-wide assessments (D.I.B.E.L.S., PM Benchmarks, G.O.R.T.)
- Educational Assistant support provided to individual students who are not meeting established district benchmarks
- locally developed Literacy Toolkits and research-based programs including: Great Leaps Reading, Precision Reading, Phonographix, Corrective Reading, Spelling Through Morphographics and Soar to Success

Evaluation

- fall, winter and spring district-wide assessments using DIBELS, PM Benchmarks and G.O.R.T.

2. Strengthen parents' understanding of early literacy through PALS (Parents as Literacy Supporters) in kindergarten classrooms

Implementation Details

- four in-class parent and student sessions
- delivered with support of the District Literacy Outreach Coordinator in partnership with the Columbia Basin Alliance for Literacy

Evaluation

- parent attendance
- parent survey

3. Strengthen parents' abilities to support their children's' learning through POPS (Parents of Primary Students) at each school

Implementation Details

- three evening parent and student sessions
- delivered with support of the District Literacy Outreach Coordinator in partnership with the Columbia Basin Alliance for Literacy

Evaluation

- parent attendance
- parent survey

4. Continue district-wide use of Accelerated Reading K-7 within each school's library program

Implementation Details

- ongoing implementation over the course of the year
- delivered with the support of the Parent Advisory Councils

Evaluation

- individual, class and school data

5. Continue to implement 'One to One' reading at two schools for students who need additional reading support

Implementation Details

- students identified by classroom and learning assistance staff
- delivered with support of the District Literacy Outreach Coordinator in partnership with the Columbia Basin Alliance for Literacy

Evaluation

- participation rates
- student progress information

6. Support underperforming aboriginal students K - 9

Implementation Details

- district-wide fall assessments (D.I.B.E.L.S., PM Benchmarks, G.O.R.T.)
- targeted Educational Assistant support provided to individual students who are not meeting established district benchmarks
- locally developed Literacy Toolkits and research-based programs including: Great Leaps Reading, Precision Reading, Phonographix, Corrective Reading, Spelling Through Morphographics and Soar to Success
- individualized support to secondary students by the Supervisor of Aboriginal Student Services
- support to secondary students with an Aboriginal support block in each semester staffed with a certificated teacher

Evaluation

- fall, winter and spring district-wide assessments using DIBELS, PM Benchmarks and GORT
- attendance and letter grade data

7. Continue to collaborate with the Revelstoke Literacy Action Committee in the implementation of the District Literacy Plan, the delivery of parent workshops and the provision of family literacy programs

Implementation Details

- liaise with the District Parent Advisory Council to determine which parent workshops would be of most value
- continued membership by the superintendent and a trustee in the Revelstoke Literacy Action Committee

Evaluation

- parent attendance
- parent survey

8. Continue to collaborate with the Revelstoke Early Childhood Development Committee to support a community coalition in support of early learning

Implementation Details

- continue to work collaboratively to enhance the use of the StrongStart facility
- continue to work collaboratively to implement Ready, Set, Learn
- utilize the district Early Learning Grant to the best possible benefit of early learners in the community
- collaborate with the Early Childhood Development Committee to implement ASQ for children aged 36 months

Evaluation

- EDI data
- child participation rates

- continue to support the use of Farwell School as a community early learning and literacy hub
- continued membership by the superintendent and a trustee in the Early Childhood Development Committee

9. Continue to implement the Screen Smart initiative, community-wide, with a focus on parent education

Implementation Details

- continue to actively collaborate in the Screen Smart committee
- continue to participate in all Screen Smart initiatives, especially maintaining the Screen Smart website

Evaluation

- student survey data
- parent survey data



Progress Summary

Significant progress has been made in this goal area with objectives one and two both achieved and sustained. An increased focus for upcoming years will be on objective three, enhancing literacy of our aboriginal students. This work will be supported by our recently developed Aboriginal Education Enhancement Agreement.

Goal 2 – To Increase the Numbers of Students Who Graduate

Rationale – This goal was initially articulated in our first achievement contract as historically our Dogwood completion rate was significantly below the provincial average (64.4% in 97/98). While the current Dogwood completion rate exceeds the provincial average and has been improved over the past ten years by 20%, we believe that we can be successful achieving a 90% graduation rate.

Objective 2.1	Performance Indicators / Evidence	Performance Targets	Results	Summary of Progress
To ensure that 90% of Revelstoke Secondary School students graduate.	Six Year Dogwood Completion Data n = 96	2008/2009: 86% 2009/2010: 90% 2010/2011: 90%	2003/2004: 79% 2004/2005: 85% 2005/2006: 82% 2006/2007: 84% 2007/2008: 80% 2008/2009: 88% 2009/2010: nya	Target exceeded. In 2009, 97% of students eligible to graduate did, in fact, do so. 27% of grade 12 students graduating obtained an honours standing. 100% of eligible Grade 12 Aboriginal students graduated.
Objective 2.2				
To transition 90% of Grade 11 students to Grade 12.	Ministry Grade to Grade Transition Data n = 79	2008/2009: 90% 2009/2010: 90% 2010/2011: 90%	2003/2004: 80% 2004/2005: 85% 2005/2006: 80% 2006/2007: 79% 2007/2008: 91% 2008/2009: 83% 2009/2010: nya	While the target was exceeded in 2008, the cohort in 08/09 did not meet our target. Of the students who did not transition, five are still at risk of not graduating (12%). The balance of students were international students or have moved out of the province.
Objective 2.3				
To motivate 80% of our students to do their best as they enter and leave the Graduation Program.	Provincial Satisfaction Surveys – Grade 10 Try to do your best at school, all or many times. n = 81	2008/2009: 70% 2009/2010: 80% 2010/2011: 80%	2003/2004: 62% 2004/2005: 65% 2005/2006: 66% 2006/2007: 64% 2007/2008: 70% 2008/2009: 79% 2009/2010: 63%	Although a lower percentage of students are reporting that they are “trying their best”, all or most of the time, achievement data indicates that this group of grade 10 students is the strongest overall cohort in the past number of years with the highest number of students on the honour role and in receipt of our P.E.R.C. card (students who consistently get straight Good on report cards). In particular, the number of students achieving a B or better in the content areas at the Grade 10 level is also at the highest level ever. These high achieving students may be less satisfied with their own efforts.

*nya = not yet available

	<p>Provincial Satisfaction Surveys – Grade 12</p> <p>Try to do your best at school, all or many times.</p> <p>n = 87</p>	<p>2008/2009: 70%</p> <p>2009/2010: 74%</p> <p>2010/2011: 74%</p>	<p>2003/2004: 60%</p> <p>2004/2005: 63%</p> <p>2005/2006: 72%</p> <p>2006/2007: 61%</p> <p>2007/2008: 64%</p> <p>2008/2009: 71%</p> <p>2009/2010: 69%</p>	<p>Although the target was not met, the Grade 12 cohort exceeds previous numbers of students on the honour roles and performance on provincial exams. This group reported lower levels of satisfaction with their efforts despite high levels of achievement.</p>
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Actions

1. Provide course selections that are relevant to students lives and future goals

Implementation Details

- continue to offer, and expand where possible, secondary school apprenticeship, dual-credit and work experience programs
- provide sufficient elective choices to continue to respond to student interests
- create opportunities for students to be part of building other students' successes through the Teacher Assistant course
- continue to provide a broad range of academic coursework in the graduation program

Evaluation

- Provincial Dogwood completion data
- Provincial student satisfaction surveys Grade 8 – 12
- numbers of students enrolling in SSA and dual credit courses
- number of grade 12 courses offered and the corresponding enrolment in each class

2. Support vulnerable secondary students by providing a behaviour support program

Implementation Details

- provide an on-site Behaviour Support Program staffed with a teacher and an Educational Assistant
- provide ongoing support to teens involved with drugs and alcohol with a substance abuse support group

Evaluation

- grade transition data
- course completion data

3. Analyze non-graduate data to determine further actions

Implementation Details

- review, on an individual basis, all non-graduate student profiles
- track non graduated/non enrolled students to reconnect them with a graduation program through one-to-one contact

Evaluation

- Provincial Dogwood completion data
- maintain tracking of completion rates for students not yet graduated after year 5 of high school

4. Provide homework completion opportunities for students who are struggling to succeed

Implementation Details

- utilize Community Link funding to provide an after school Homework/Study/Tutor Teacher position
- provide supervised opportunities at lunch for students to complete homework
- require students to complete missed or incomplete work through a school-wide “no incomplete work” policy

Evaluation

- program participation rates
- course completion data
- course letter grade data
- tracking of fail rates

5. Collaborate with community agencies to support at risk and vulnerable youth

Implementation Details

- connect RSS students to Community Connections personnel to enhance their social functioning
- designate the Principal at each school to monitor support for Children In Care
- develop and implement a community Transition Plan for Youth with Special Needs

Evaluation

- student survey data
- student attendance data

6. Identify and support students in grades 6 and 7 who present as being at increased risk.

Implementation Details

- identify target population
- provide additional support to those students

Evaluation

- student attendance data
- course letter grade data



Progress Summary

Course letter grade and course completion data at the school level looks promising. Fail rates have decreased at grades 8-12 with a corresponding increase in the number of students achieving B or better in content area courses. The number of ‘Good’ grades assigned to student work habits has increased with a corresponding decrease in the number of ‘Needs Improvement’ grades assigned. In addition, the number of students achieving honour roll status has increased, with the grades 8-10 students posting the most significant gains. Students are entering grade 8 more prepared to achieve higher grades. These students are the benefactors of the early and late literacy initiatives at K-7.