

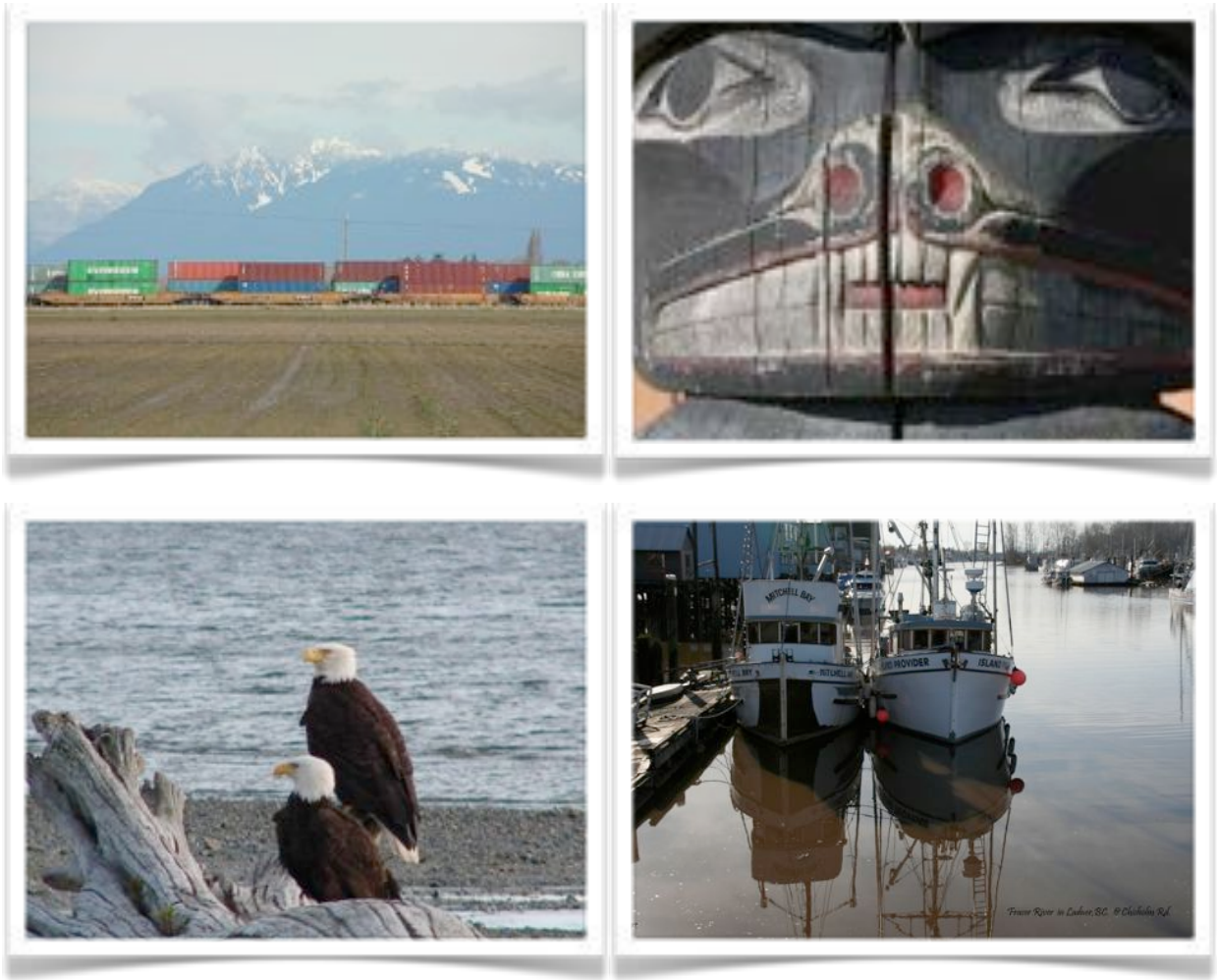
# District Achievement Contract 2012-2015



Delta School District

May 29, 2012

# 1. District Context



## **The Delta Context**

The Delta School District encompasses the communities of Ladner, Tsawwassen and North Delta. Delta has a long history of being a fishing and farming community, and many of our families have resided in Delta for multiple generations. Over the past thirty years, the suburban and multi-cultural communities have grown. The area population of just under 100,000 residents is made up of more than 25,000 families. Approximately 14% of the homes are non-English speaking and 2% of the people are Aboriginal, including members of the Tsawwassen First Nation, the Musqueam First Nation, and the Wilson Family. The majority of our Aboriginal families live in an urban setting.

Approximately 15,000 students attend the 31 public schools in Delta. This group is composed of about 8,300 children in 24 elementary schools and 7,000 students in seven secondary schools. Included in these demographics are 2,000 Special Needs, 500 Aboriginal, 2,000 French Immersion, 150 Alternate Education and about 300 International students.

North Delta has a well-established multicultural community. Ninety percent of our 1,500 ESL students reside in North Delta. There are many languages spoken at home with a majority of non-English families speaking Punjabi, Mandarin or Cantonese.

Over the past ten years, the District has declined by almost 3,000 students. Because the Delta District is comprised of three distinct communities separated by farmland, declining enrolment has not been evenly distributed within the three communities. This has presented financial challenges, geographic challenges, as well as service delivery challenges.

The Delta School District has an excellent record of high student achievement and Dogwood/Evergreen completion rates. Our Dogwood completion rate is 87% for all students and the completion rates for our Aboriginal, behaviourally challenged, and special needs students are well above the provincial average.

Although Delta does not have a specific neighbourhood where poverty is the major concern, we do have families scattered throughout our community who face financial challenges. In over half of our schools, 3-8% of the children come from families on income assistance. In addition, we have clusters of schools that face challenges due to a high degree of student transience. Research has shown that multiple school moves negatively impacts student achievement and success. Finally, according to the Early Development Indicator (EDI), thirty percent of kindergarten students entering the system are vulnerable on one or more scales.

Efforts to improve student achievement in Delta are enhanced through a common purpose. During the first four months of the 2011 school year, the Delta School District underwent a visioning process that included all stakeholders including teachers, support staff, administrators, parents and students. This has provided the district with a clear vision of Delta being a “Leading District for Innovative Teaching and Learner Success”. Through the process, we re-affirmed our Mission “to enable all learners to succeed and contribute their full potential to the future”. By focusing on our at-risk learners, we aspire to fulfill our Mission Statement.

The District goals of increasing success in reading - writing and student engagement are reflected in all of the District documents including the Aboriginal Enhancement Agreement and the District Literacy Plan. The **Aboriginal Education Enhancement Agreement** also has student achievement as one of its goals. The **District Literacy Plan** has as its priorities “to locate and support hard-to-reach individuals and families” and “to expand the possibility of literacy for all.”

## 2. Goals and Expectations (Targets)

For the past several years, the district has worked on addressing its achievement goals by concentrating on structures and programs. However, research tells us that the most effective way to affect student learning is to engage teachers in professional learning/inquiry focused on student learning needs, curriculum and assessment. After a careful analysis of district data, it became apparent that we needed to revise our achievement goal and refine its emphasis in order to provide alignment with our current directions, actions, goals and expectations. Our intent in the current document is to fine-tune the District Achievement Contract in order to produce a more concise, highly targeted document. Because reading - writing underpins the success of students in all areas and is a key determinant of a student’s likelihood of graduation, we have made a decision to focus in this area at the primary and secondary levels. In adopting this goal, we have elected not to focus on the intermediate grades at this time. This is due to the fact that currently, our percent of at-risk students is at ten percent with a continued downward trend over the past five years. We will monitor our progress at the intermediate level, and adopt a goal if the need arises.

As well, for many years, the district has highlighted Social Responsibility. There has been much attention on Social Emotional Learning (SEL), with students being taught to understand and manage their feelings. Currently, we have nineteen (out of twenty-four) elementary schools and one secondary school that have adopted SEL as an area of interest. This has led to students developing increased social awareness and improved interpersonal skills, developing positive relationships, being able to solve problems in peaceful ways, making positive healthy lifestyle choices, and making positive contributions to their class, school and community. Although the SEL initiative will continue in the district, we are no longer including it as a part of our achievement contract. The decision to

no longer report on the SEL initiative in the achievement contract aligns with our intent to reduce the number of goals and create a sharper district focus.

## **Goal Area - Student Achievement in Reading - Writing**

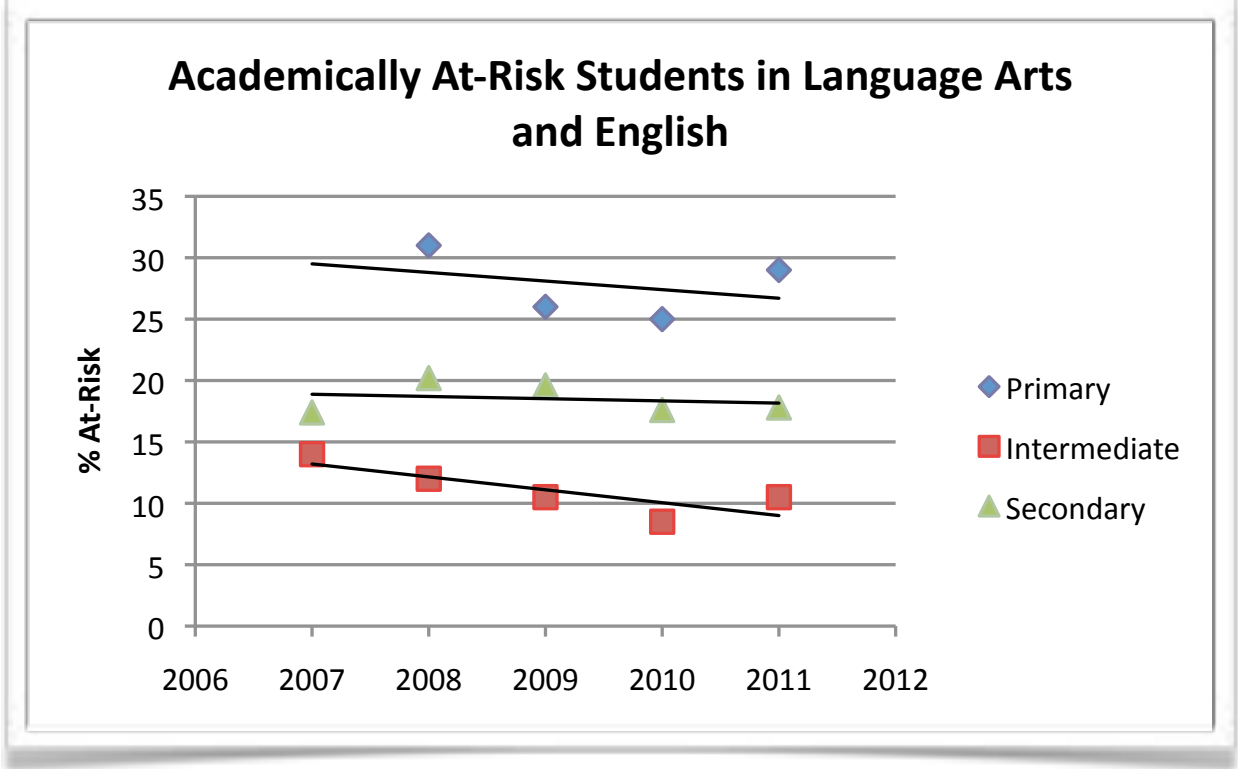
**Goal One:** To raise the achievement of primary and secondary students in Language Arts/English

**Target 1:** The district will show a decrease in the percent of academically at-risk\* primary and secondary students in Language Arts/English by June 2015.

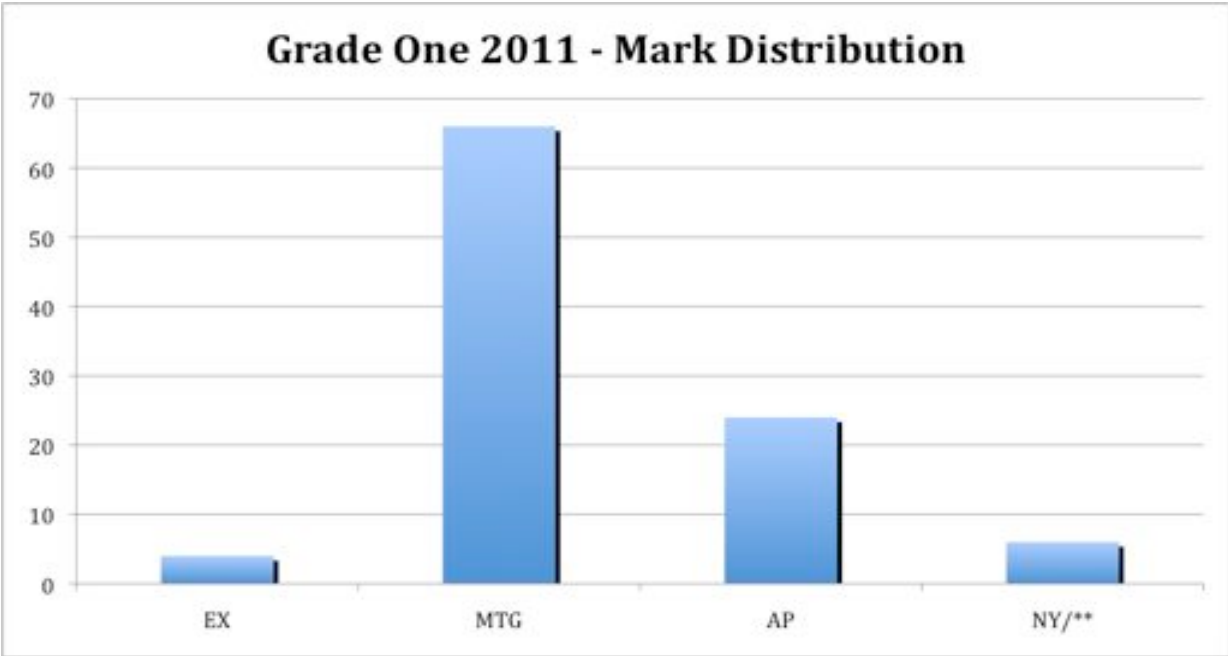
\* At-risk students are defined as students who receive “Not Yet Meeting Expectations” or “Approaching Expectations” (primary), or “C-“ or “F” (grades four to twelve) on their final report cards.

**Target 2:** The district will show an increase in the percent of primary students who are academically above average\*\* in Language Arts by June 2015.

\*\*Academically above average is defined as students who receive “Exceeding Expectations” (primary), or “A” and “B” (grades four to twelve) on their final report cards.

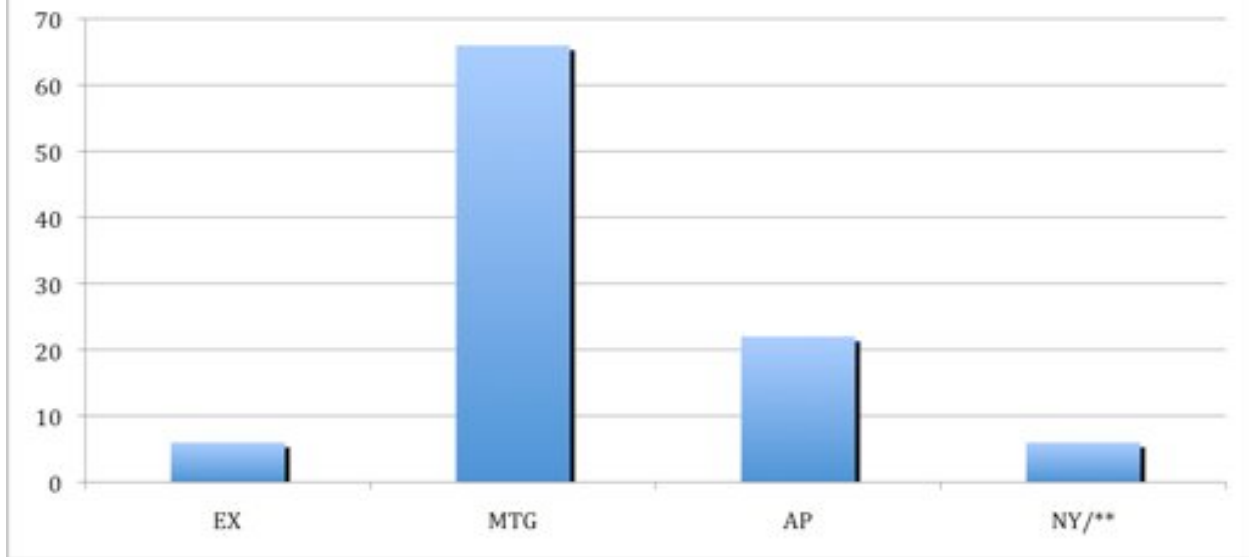


\* At-risk students are defined as students who receive “Not Yet Meeting Expectations” or “Approaching Expectations” (primary), or “C-” or “F” (grades four to twelve) on their final report cards.



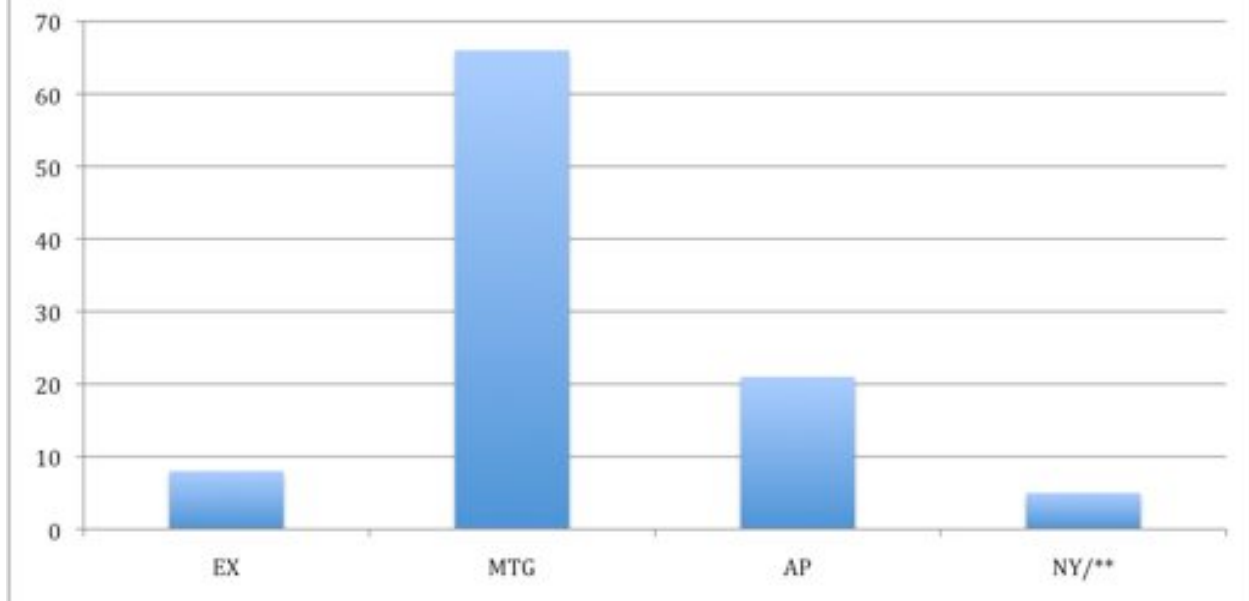
\*June 2011 Final Report Card Marks

### Grade Two 2011 - Mark Distribution



\*June 2011 Final Report Card Marks

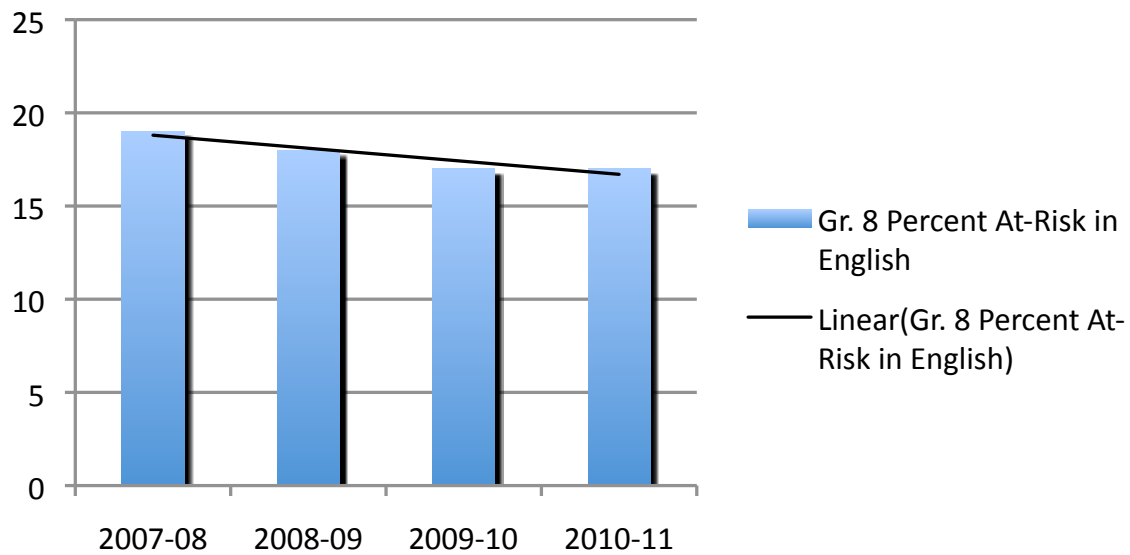
### Grade Three 2011 - Mark Distribution



\*June 2011 Final Report Card Marks

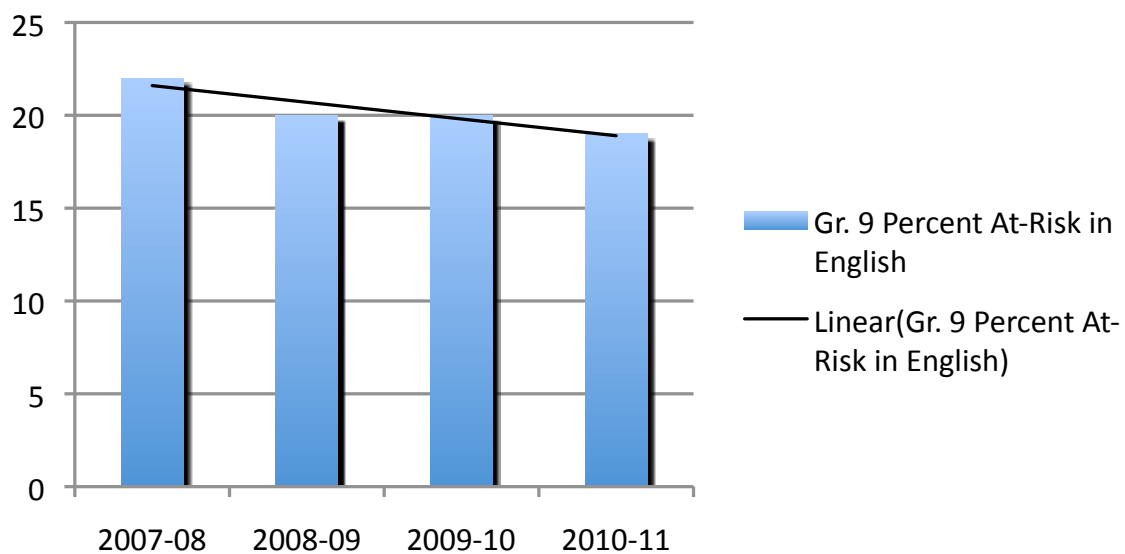


## Gr. 8 Percent At-Risk in English



\* At-risk students are defined as students who receive "Not Yet Meeting Expectations" or "Approaching Expectations" (primary), or "C-" or "F" (grades four to twelve) on their final report cards.

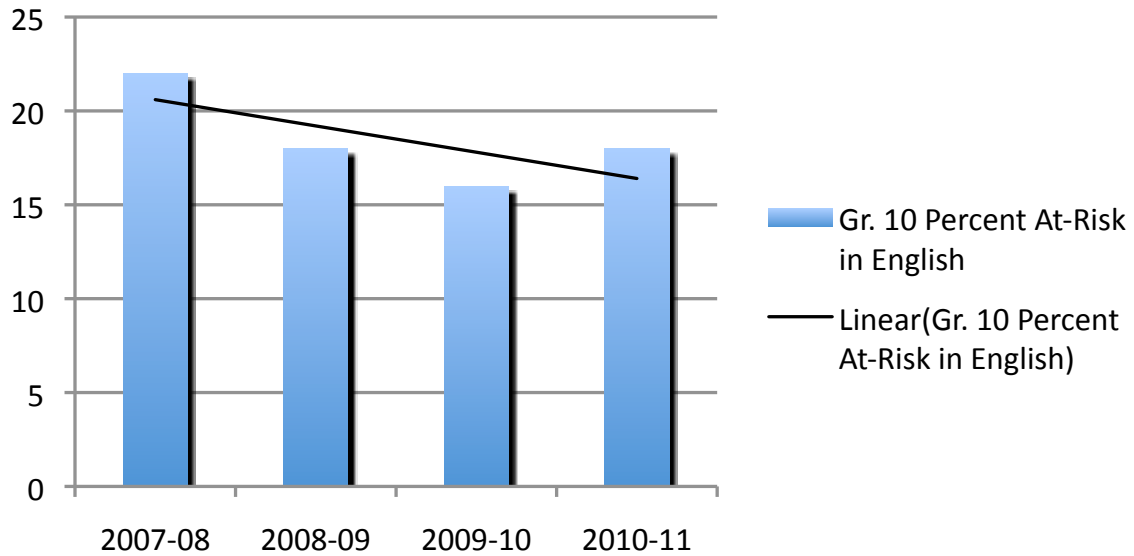
## Gr. 9 Percent At-Risk in English



\* At-risk students are defined as students who receive "Not Yet Meeting Expectations" or "Approaching Expectations" (primary), or "C-" or "F" (grades four to twelve) on their final report cards

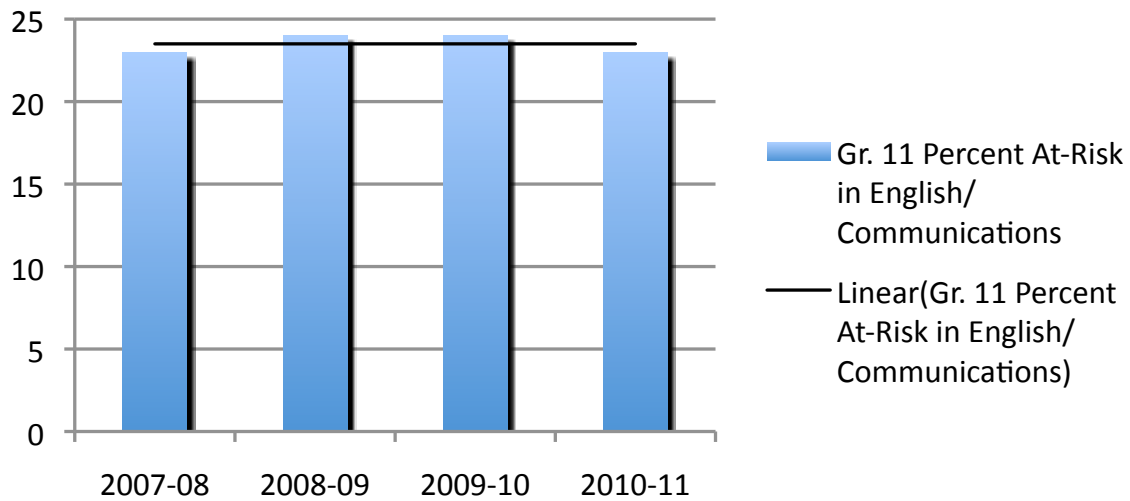


## Gr. 10 Percent At-Risk in English



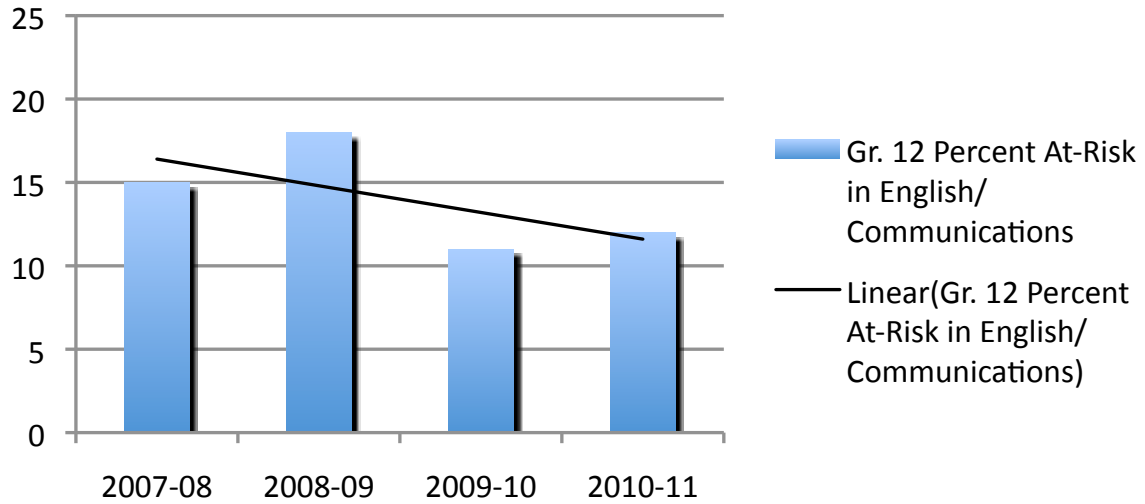
\* At-risk students are defined as students who receive “Not Yet Meeting Expectations” or “Approaching Expectations” (primary), or “C-” or “F” (grades four to twelve) on their final report cards.

## Gr. 11 Percent At-Risk in English/ Communications



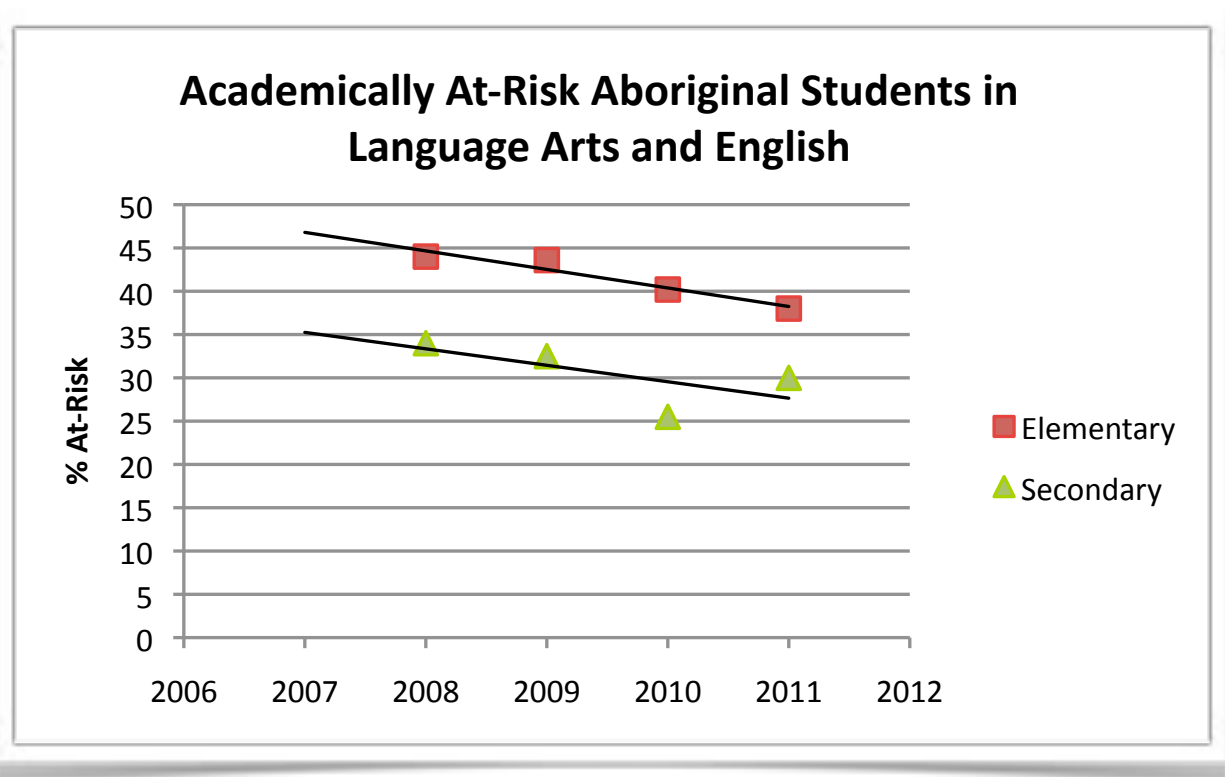
\* At-risk students are defined as students who receive “Not Yet Meeting Expectations” or “Approaching Expectations” (primary), or “C-” or “F” (grades four to twelve) on their final report cards.

## Gr. 12 Percent At-Risk in English/ Communications



\* At-risk students are defined as students who receive "Not Yet Meeting Expectations" or "Approaching Expectations" (primary), or "C-" or "F" (grades four to twelve) on their final report cards.

**Target 3:** The district will show a decrease in the percent of Aboriginal students (K-12) who are academically at-risk in Language Arts/English by June 2015.

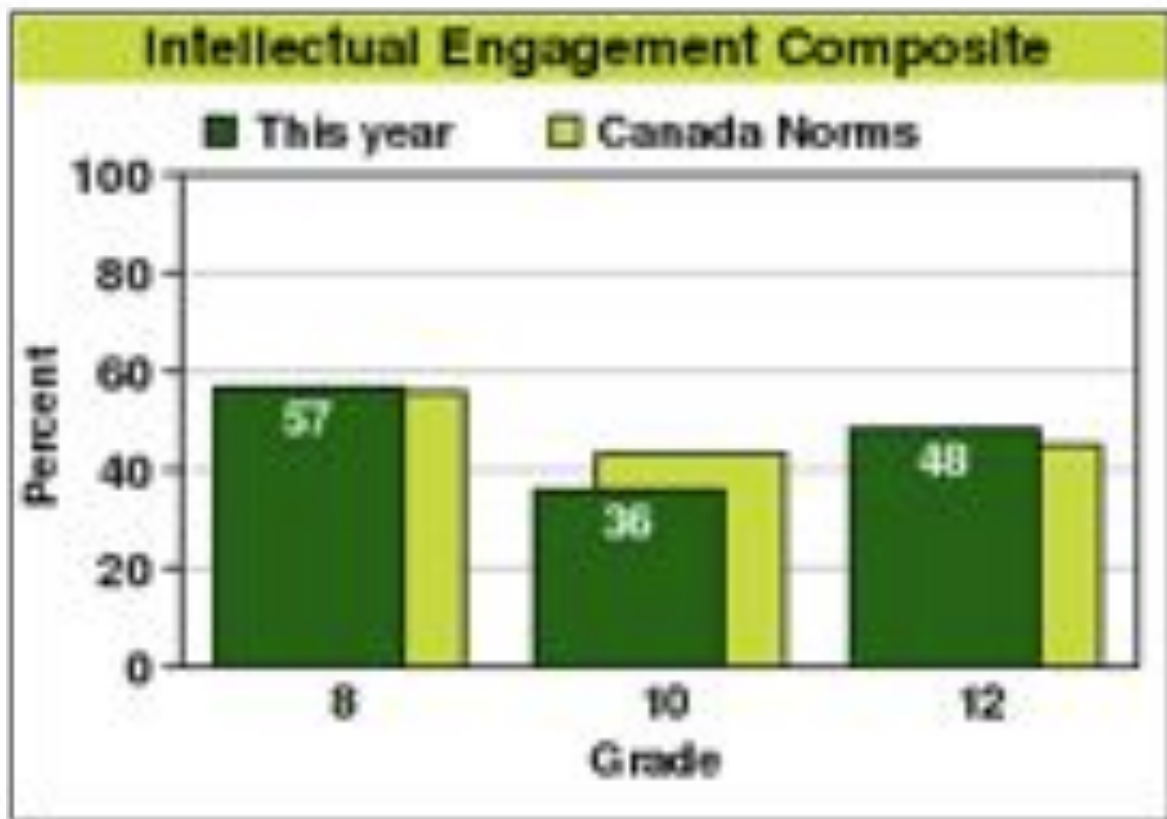


\* At-risk students are defined as students who receive “Not Yet Meeting Expectations” or “Approaching Expectations” (primary), or “C-” or “F” (grades four to twelve) on their final report cards.

## Goal Area - Student Engagement

**Goal Two:** To increase the level of intellectual engagement of our secondary students

**Target:** The district will show an increase in the percentage of students who are intellectually engaged at the grade 10 level (as measured by the Intellectual Engagement Composite Score on the Tell Them From Me Survey) by June 2015.

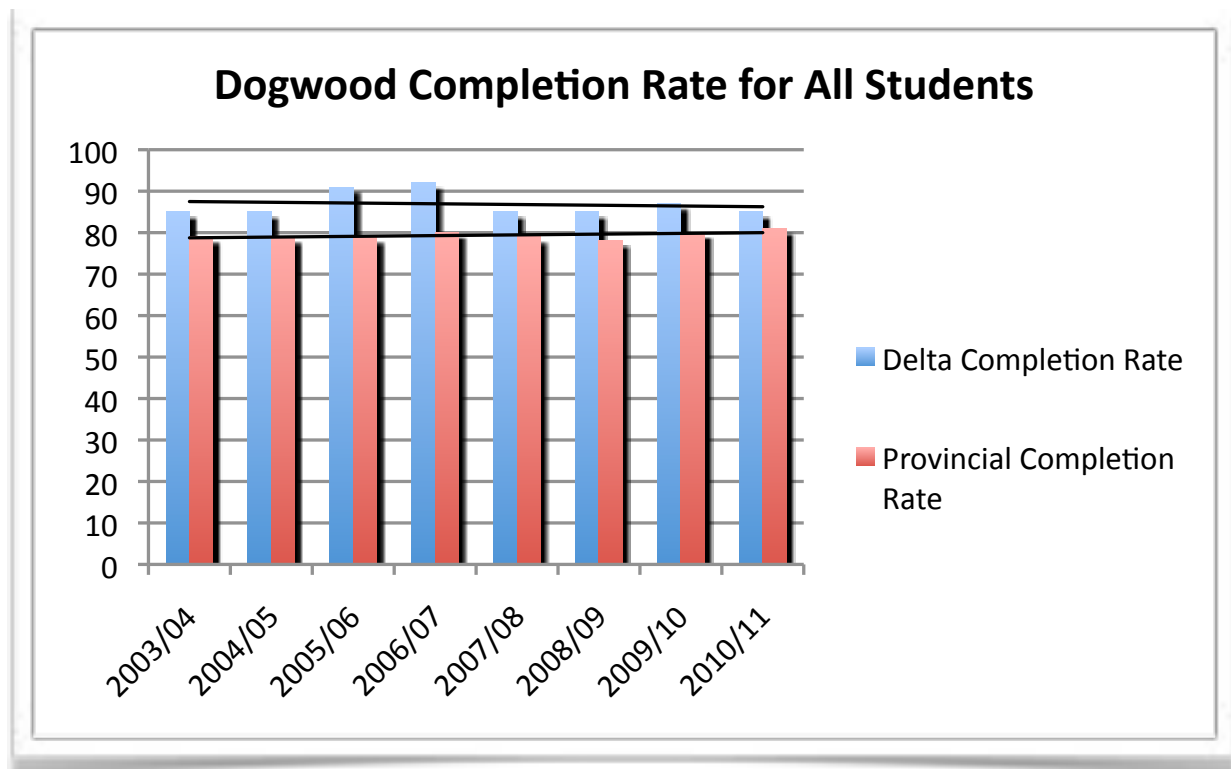


\*From the Tell Them From Me Survey, 2011-12

## Goal Area - Completion Rates

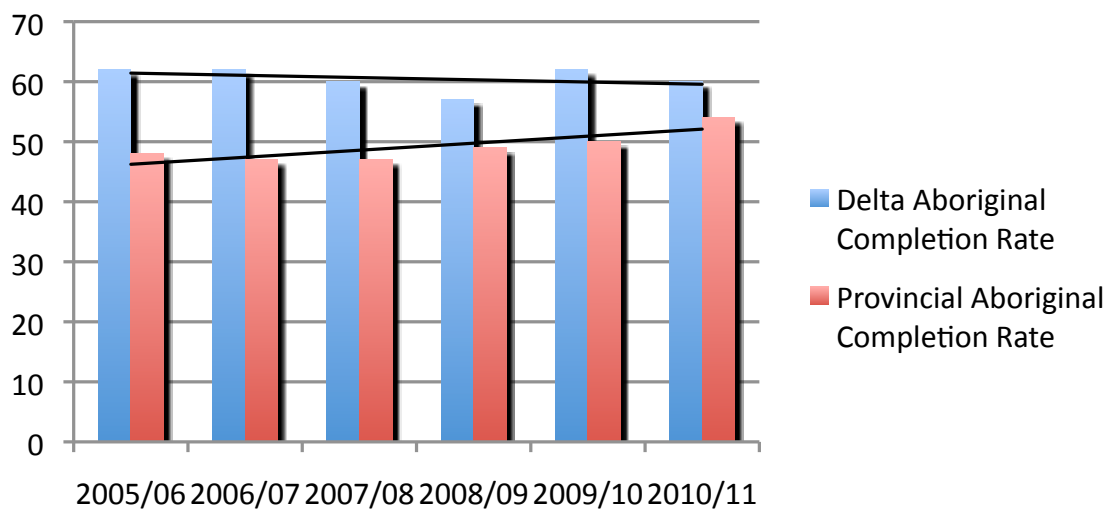
The district believes that by focusing on reading - writing and secondary school engagement, that we will see an improvement in our completion rates. Research suggests that students who are well grounded in reading - writing by the end of grade three are more likely to graduate. Additionally, we believe that students who are intellectually engaged in their learning and see the relevance of their studies will be more likely to successfully complete school.

**Target 1:** The District will attain an improved Dogwood completion rate for all students by June 2015.



**Target 2:** The District will attain an improved Dogwood completion rate for Aboriginal students by June 2015.

### Dogwood Completion Rates for Aboriginal Students



## 3. Engage and Act (Actions)

### **Goal One: Reading - Writing**

#### **Specific actions (primary):**

- 1.0 FTE is dedicated to providing leadership about best practices in Reading - Writing instruction in schools
- Will develop a kindergarten screening for at-risk learners in reading
- Have implemented an Early Reading Intervention Program - ERIP (one to one reading intervention) for at-risk grade one students at eight schools
- Continue to provide schools with lists of at-risk students in order to allow for targeted intervention through the School-based Team and Learning Support Teachers
- Will pilot Levelled Literacy Intervention by Fountas & Pinnell with primary grade children in five of our elementary schools
  
- Development and continuation of the Academic Language Development (ALD) Program for our Aboriginal at-risk students
- Provide culturally appropriate reading resources for our Aboriginal learners
  
- Have created a Balanced Literacy Handbook as a resource for teachers of Grade One, and will be extending this project for teachers of Grades Two and Three
- Establish regular professional learning opportunities for primary teachers (a minimum of four half-day sessions per year beginning with Grade One in the 2012-13 school year and expanding to include Grades Two and Three by 2013-14)
- Establish term-by-term benchmarks for “meeting expectations” in reading-writing
- Review these benchmarks with teachers and administrators for their use in assigning of report card letter grades



## **Specific actions (secondary):**

- Establish benchmarks for meeting expectations in reading-writing for intermediate grades and share the grade seven benchmarks with our Grade Eight teachers
- Initiate a conversation with our secondary English Department Heads and Learning Assistance Teachers to discuss assessment of and support for students who struggle in reading - writing
- Establish benchmarks for meeting expectation in secondary English for Grades Eight through Twelve

## **Goal Two: Student Engagement**

### **Specific actions:**

- Meet with secondary teacher librarians to discuss ways of introducing student inquiry projects into the classroom
- Identify two teachers (at the grade nine-ten level) in every secondary school who are interested in pursuing student inquiry within their subject areas
- Develop a train the trainer model with these teacher-leaders so that they can become in-school experts in student inquiry
- Create a district wide website for the sharing of innovative, inquiry-based teaching ideas designed to enhance student engagement.

## **Goal Three: Completion Rates**

### **Specific actions (All students):**

- Continued monitoring of our at-risk student lists with the intent of providing targeted, individualized support to those students who are at-risk of non-completion. Examples of these supports include:
  - monitoring at-risk students' attendance and course completion
  - increased support through learning support teachers
  - increased support through counseling time
  - enrolment in additional support blocks for learning support

- alternate forms of study such as apprenticeship programs, distance education courses, etc.

### **Specific actions (Aboriginal students):**

- Continued monitoring of our at-risk student lists with the intent of providing targeted, individualized support to those students who are at-risk of non-completion. Examples of these supports include:
  - use of district grants to provide additional EA and teacher time to target reading - writing
  - ensure students are receiving ERIP, Learning Assistance, or Soar to Success Support
  - Aboriginal Support Workers will monitor and support students for successful school completion
  - provide opportunities for the Aboriginal culture to be highlighted in our schools' curriculum and environment

## 4. Assessment and Evaluation

Throughout the 2012-13 school year, we will put in place the strategies listed in the “Engage and Act Section” of this document and we will report on our progress at the end of 2013.

## 5. Respond and Adjust

Based on the June 2013 data review, we will adjust the goals and actions required to meet our revised objectives.