



# Achievement Contract 2008/09

Respect is Fundamental • Learning is Central • Collegiality is Essential

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Submitted by Julie MacRae, Superintendent of Schools





## Our District Goals

The goals established by the District Education Leadership Team (DELT) after reviewing this year's school growth plans are:

### Goal 1

All of our students will be **literate**.

### Goal 2

All of our students will be **numerate**.

### Goal 3

All of our students will be **socially responsible** citizens.

### Goal 4

All of our students will be able to **transition successfully** through each phase of schooling: preschool, primary, intermediate, middle, secondary, and post-secondary.

*School District 72 is dedicated to the achievement of personal excellence for all members of its learning community.*

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Photo courtesy of Tourism North Central Island

## District Context

**S**chool District 72 is located on the east coast of central Vancouver Island, extending north to Sayward and south to Oyster River. The district also includes the outer islands of Read, Cortes, and Quadra.

Serving a population of approximately 6,000 students in 20 schools, the district administers a budget of approximately \$51.5 million. Although the community population has remained stable, an aging demographic

has led to a steady decline in student enrolment. This has created the need for significant restructuring in the district, including the closure of schools and reorganization of programs.

The district has maintained its focus on gains in student achievement and providing its students with a broad array of high quality programs and services.

## District Information

### Community Demographics:

According to the 2006 census, Campbell River's population is 36,461.

- Aboriginal population is 3,655 – an increase from the 2001 census.
- 2.5 per cent of the population has a language other than English spoken most at home.
- Number of dual parent families: 9,150 – 84 per cent.
- Number of single parent families: 1,735 – 16 per cent.
- Average family income: \$62,040

### School District 72 Profile:

Student population for the 2008/09 school year is projected to be 5,692, attending:

- 15 elementary schools
- 2 middle schools
- 2 secondary schools
- 1 alternate program (Robron Centre)
- 2 provincial resource programs (Oasis and HeadStart)



Photo courtesy of Tourism North Central Island

## Unique Characteristics

**C**ampbell River, like many other British Columbia communities, continues to experience a decline in student enrolment.

In order to meet the diverse needs of learners within the district a concerted effort has been made to review delivery models and to implement programs that support *all* learners.

Sample initiatives include:

- Re-opening of Robron Middle School as Robron Centre, now the host site for a wide-range of school district and community programs that share resources and personnel. This includes early learning, adult education, distributed learning, alternate education, a gifted and talented program, and student support services.
- Fall and spring student support conversations between members of the district educational leadership team, school administrators and learning assistance teachers to specify coordinated supports for identified students.
- District leadership and participation with the community in programs such as the Early Development Instrument (EDI), Success by Six, Literacy Now, and Understanding the Early Years.
- Implementation of the Campbell River eBlend program to provide outreach to students who desire an alternate delivery model for educational programs.
- A shared campus between North Island College and Timberline Secondary.
- A collaborative core Pro-D planning committee which meets monthly with partner representation from teachers, administrators and district staff.
- A summer school program, initiated in 1980, which continues to offer alternate pathways to course completion, as well as a young readers program implemented to boost self-confidence, develop skills, and minimize summer reading loss.
- An aboriginal language and culture program that develops local curriculum materials and provides support for local Liqwala / Kwakwala language instruction.
- A French Immersion program which annually attracts one of the highest per-capita Kindergarten enrolment in the province.
- A partnership with Edaus International School. School District 72 annually coordinates placements in Campbell River schools for 60 to 70 Korean students.
- A Connected Learners project that develops e-learning courses currently available online to all school districts in the province.
- Development of a grade four pilot report card based on the BC Performance Standards.



Photo courtesy of Tourism North Central Island

## District Strengths

**G**uided by its mission statement, School District 72 offers innovative programs that contribute to the personal excellence of all its learning community members.

Some examples include:

- Aboriginal completion rates continue to improve. (55% 2006/07)
- District has performed above the province in numeracy results over the last number of years.
- An instructional support team providing teacher leadership and outreach support in the areas of literacy, numeracy, technology, libraries, Aboriginal studies, and French-as-a-Second Language.
- Aboriginal Education Advisory Council which provides feedback and guidance in the development of Aboriginal education programs and goals.
- A long-standing history of quality professional development opportunities planned, developed, and offered in consultation with teachers, administrators, and district staff.
- Early literacy intervention program and EDI support for students identified as significantly below expectations for grade level.
- An inclusive, district-wide student services program which integrates all students into classrooms and provides itinerant Behaviour Resource Team support for at-risk students.
- District adoption of a school-wide effective behaviour support approach to developing and teaching clear expectations for student behaviour (EBS).
- Creation of teacher leadership positions at middle and secondary schools to facilitate student transitions and coordinated support for identified student success goals.
- Locally developed connected learners online courses: Principles of Math 10, Principles of Math 11, Science 10, Biology 12...
- A district tradition of celebration which acknowledges long-service (10, 20, 25, 30, 35 years) for all employee groups.
- Long established district competitions in athletic and academic areas: district chess championship; zone and district track and field; Battle of the Books.
- District Aboriginal celebration dinner to honour students representative of all district schools; district Aboriginal graduation ceremony to honour all Aboriginal student graduates.

## Students at a Glance

- 2,787 elementary students
- 3,234 middle and secondary students
- 154 Continuing Education students
- 92 eBlend students
- 100 AVID students
- 76 alternate school students
- Aboriginal student population of 1,056
- 18 per cent of student population is Aboriginal
- 38 ESL students
- 261 ESD students
- 57 career program students
- 327 low incidence/high cost students
- 336 high incidence/low cost students
- 757 French Immersion students
- 64 international students



Photo courtesy of Tourism North Central Island

## School District 72's Response to the 2006 District Review

The district review occurred in 2005/06 and many of the recommendations have been responded to by the district. Current items of relevance are:

*Stronger connections between secondary teachers in all subject areas, and between sites, to build capacity around assessment and instructional practices to improve student achievement.*

### Recommendation 1 Response

- As part of the new strategic plan, secondary schools are examining the impact of declining enrollment and will look at connecting timetables and sharing course offerings in a real way for the upcoming year.
- Grade 10 science and math online support is now available for all students through collaboration at both schools.
- Science 10 teachers from both schools are meeting regarding implementation of new curriculum.
- Social studies teachers from both schools, guided by a teacher leader, have created a common set of strategies, skills, and assessments for social studies 10 to 12.

*Explicit reference to the Aboriginal Enhancement Agreement needs to be reflected in school improvement plans.*

### Recommendation 2 Response

- This is now a regular part of the school planning process and is contained explicitly in the new school planning template and a part of the school support conversations.
- Principals meet annually with the Aboriginal Advisory Council to share progress towards achievement of the Enhancement Agreement goals.
- The professional development committee offered a course this year on Aboriginal culture.
- A district handbook of Aboriginal education was created to support the sharing of knowledge amongst district educators.

*Build / improve connections with schools distant from the board office.*

### Recommendation 3 Response

- Rural schools report greater support for them from the district.



*Photo courtesy of Tourism North Central Island*

*Organize and consolidate data and provide further assistance to schools in the aggregation and disaggregation of data utilized in developing school improvement plans. Data from some school district instruments are not being reported in school improvement plans.*

**Recommendation 4 Response**

- This continues to be a central part of the school support conversations. A new district database is in development. Data is being distributed to schools in useful forms.

*Continue to examine the practices and procedures related to transitions.*

**Recommendation 5 Response**

- This has become a district goal over the past two years.
- A number of current and future strategies are contained in Goal 4.



Photo courtesy of Tourism North Central Island

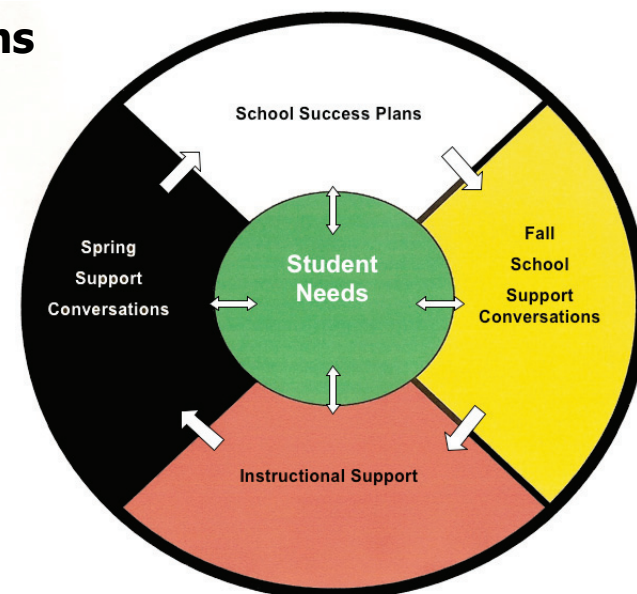
School District 72 • Campbell River

## District and School Connections

With additional staffing at the district level, it has been possible to build stronger connections between the district and the schools around planning and support for student achievement. A conscious attempt has been made to create greater coherence in the structures and actions to support the learning of all students. Focus has shifted at the school level from year-to-year data comparisons to looking at those students that are not currently being successful or as successful as they could be.

### Fall School Support Conversations:

- Focus on the successes and needs of the schools, based on preliminary data, classroom assessments and teacher and school observations.
- District Educational Leadership Team discusses with schools how they have created structures and actions with their school-based resources to meet the needs of students and to enhance the success of already successful learners.
- Students who are emerging as being 'at-risk' are identified and the resources to support the schools are discussed. This could include: focused support from the instructional support team, specific interventions to address emerging needs; long-term plans to deal with broader issues – such as the acquisition of a staff member to support numeracy instruction; action research opportunities, or collaboration; and professional development opportunities.
- Commitments to action by the school and the district are made to support the goals of the student success plans.
- Conversations also provide opportunities to share successful practices between schools.



- A reporting out allows all schools to hear about actions that have made a difference in student achievement. In this way, we share the excellent practices and celebrate the successes of our schools.
- School plans are updated to reflect changes in focus groups or actions and to include interventions.
- Include data collected at the previous year end.

### Spring School Support Conversations:

- Conversations provide an opportunity to assess the school and district preceptions of the successes.
- Newly emerging concerns within each school are discussed and incorporated into plans.
- District staff looks at data from a variety of sources and looks at triangulation with the school's unique knowledge of their students.
- From this conversation, staff and students can be engaged in reflecting on the big data picture and



Photo courtesy of Tourism North Central Island

can effectively look at student needs and resources available when staffing and budget processes are still open and when planning can be the most effective.

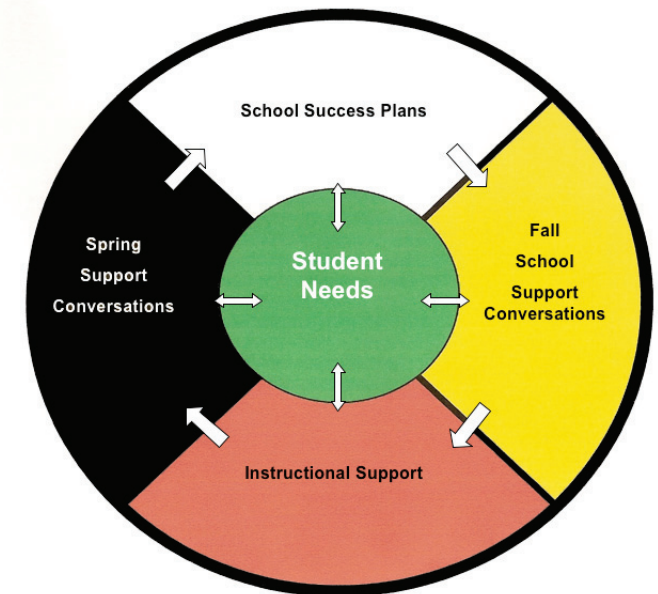
- Changes are incorporated into the Student Success Plan in collaboration with the School Planning Council.

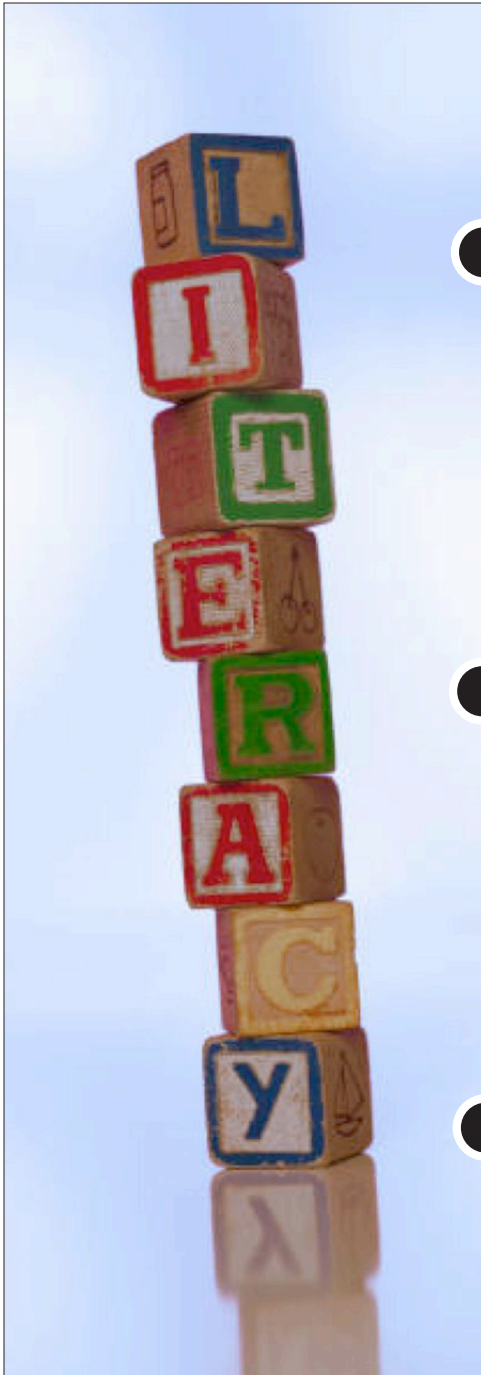
#### Student Success Plans:

- Provide the framework that is supported by the fall and spring support conversations.
- Are fluid, reflect current trends and responses to emerging data, and are updated regularly as circumstances dictate.
- Are balanced with district data to ensure that the schools are using a variety of data sources and that there is alignment between the school focus and the picture of the school that comes from district and provincial data.
- Provide information for the district planning process.
- Schools, in consultation with school planning councils, will develop plans for improving student achievement through the spring of each year in time to inform the district Achievement plans. Each fall, after all data becomes available, plans will be received by the Board of Education. At this time the board will hear from representatives of the school planning councils regarding the plans and the planning process.

#### Supports for Learning:

- The instructional support team will provide ongoing support through building instructional capacity within pods of schools.
- Intervention support will be allocated to schools as needed on a priority basis to meet emerging needs when individuals and groups of students are not progressing as expected.
- Action research / collaboration grants to schools are available to support the school in developing strengths in areas of the curriculum that are shown to need support based on achievement data.





## Goal 1:

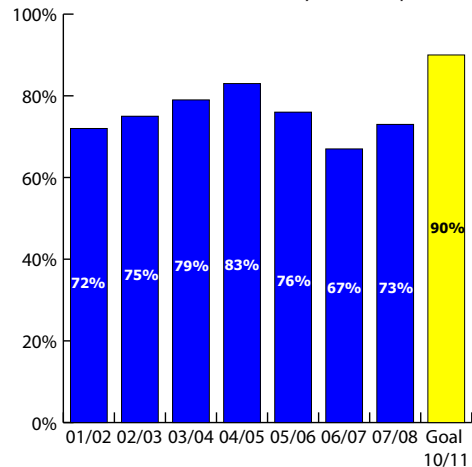
All of our students will be literate.

## Rationale:

Over the past three years, school, district and provincial data have shown a steady decline in overall student results in reading and writing. Part one of the primary maintenance goal of our Aboriginal Enhancement Agreement is to provide sustained and relevant early literacy support for Aboriginal learners. Goal 1 of the same agreement is to sustain year-by-year improvement of Aboriginal student achievement in literacy.

# OBJECTIVE 1 • Our students will meet and exceed expectations in reading.

**Grade 1 District Reading Assessment:**  
Meets and Fully Meets Expectations



**Grade 1 DRA Target 2008/09:**

Continued progress towards the goal of 90 percent.

**Grade 1 District Reading Assessment: 2007/08**  
\* includes Aboriginal students

Fully Meets	Meets	Not Yet Within
57%	16%	27%

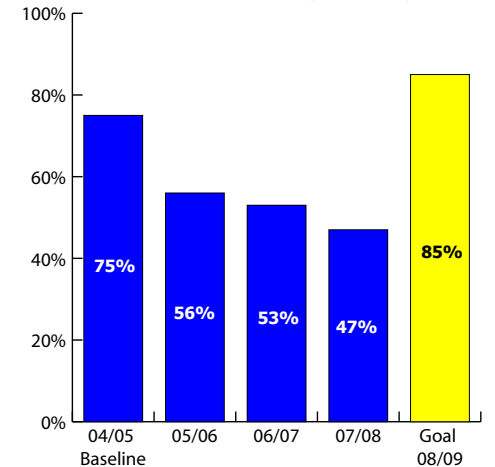
**Grade 1 Aboriginal DRA Target 2008/09:**

Continued progress towards the goal of 85 percent.

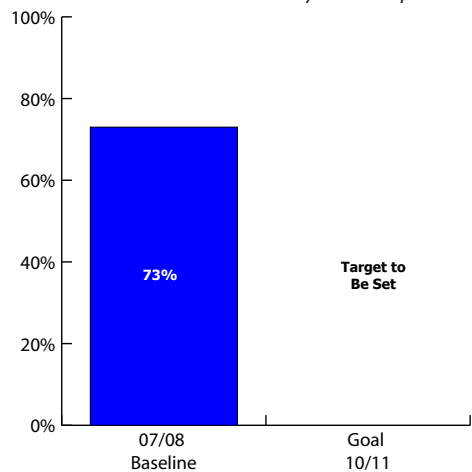
**Grade 1 District Reading Assessment: 2007/08**  
\* Aboriginal student results

Fully Meets	Meets	Not Yet Within
34%	13%	52%

**Grade 1 Aboriginal Student Results:**  
Meets and Fully Meets Expectations



**Grade 2 District Reading Assessment:**  
Meets and Fully Meets Expectations



**Grade 2 DRA Target 2008/09:**

Target to be set.

**Grade 2 District Reading Assessment: 2007/08**  
\* includes Aboriginal students

Fully Meets	Meets	Not Yet Within
51%	22%	27%

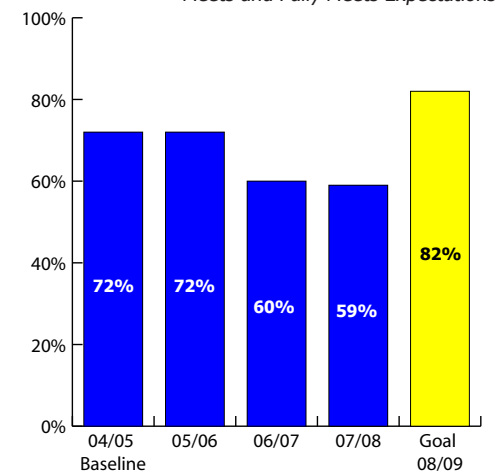
**Grade 2 Aboriginal DRA Target 2008/09:**

Continued progress towards the goal of 82 percent.

**Grade 2 District Reading Assessment: 2007/08**  
\* Aboriginal student results

Fully Meets	Meets	Not Yet Within
32%	27%	40%

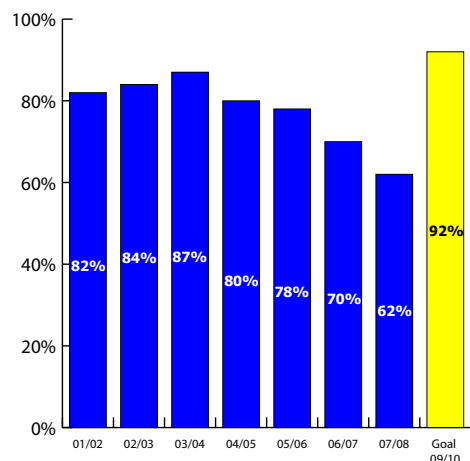
**Grade 2 Aboriginal Student Results:**  
Meets and Fully Meets Expectations



# OBJECTIVE 1 • Our students will meet and exceed expectations in reading.

## Grade 3 District Reading Assessment:

Fully Meets and Exceeds Expectations



## Grade 3 DRA Target 2008/09:

Continued progress towards the goal of 92 percent.

## Grade 3 District Reading Assessment: 2007/08

\* includes Aboriginal students

Exceeds	Fully Meets	Meets	Not Yet Within
7%	55%	37%	1%

## Grade 3 Aboriginal DRA Target 2008/09:

Continued progress towards the goal of 83 percent.

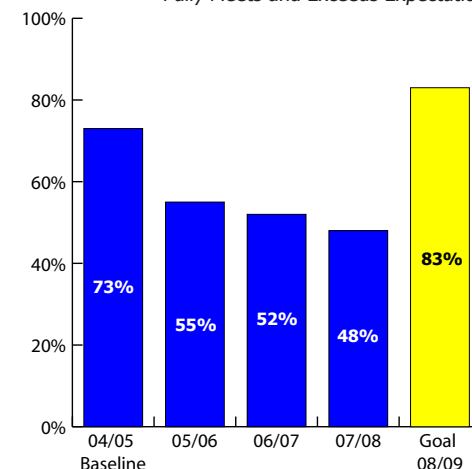
## Grade 3 District Reading Assessment: 2007/08

\* Aboriginal student results

Exceeds	Fully Meets	Meets	Not Yet Within
2%	46%	49%	3%
1	27	29	1

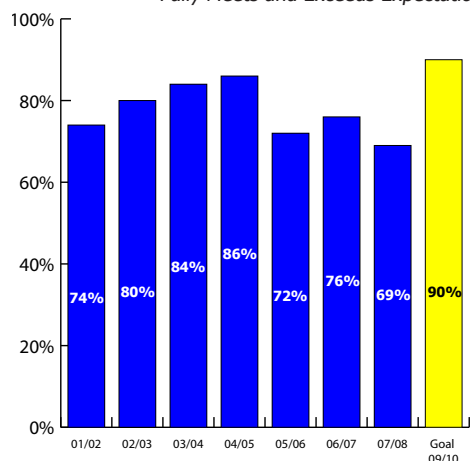
## Grade 3 Aboriginal Student Results:

Fully Meets and Exceeds Expectations



## Grade 6 District Reading Assessment:

Fully Meets and Exceeds Expectations



## Grade 6 DRA Target 2008/09:

Continued progress towards the goal of 90 percent.

## Grade 6 District Reading Assessment: 2007/08

\* includes Aboriginal students

Exceeds	Fully Meets	Meets	Not Yet Within
9%	60%	29%	2%

## Grade 6 Aboriginal DRA Target 2008/09:

Continued progress towards the goal of 89 percent.

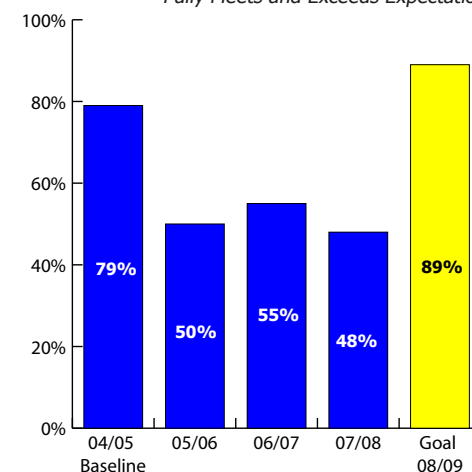
## Grade 6 District Reading Assessment: 2007/08

\* Aboriginal student results

Exceeds	Fully Meets	Meets	Not Yet Within
1%	47%	47%	5%
1	36	36	4

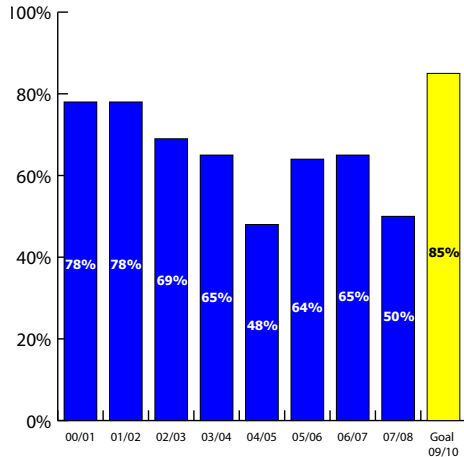
## Grade 6 Aboriginal Student Results:

Fully Meets and Exceeds Expectations



## OBJECTIVE 1 • Our students will meet and exceed expectations in reading.

**Grade 9 District Reading Assessment:**  
Fully Meets and Exceeds Expectations



**Grade 9 DRA Target 2008/09:**

Continued progress towards the goal of 85 percent.

**Grade 9 District Reading Assessment: 2007/08**  
\* includes Aboriginal students

Exceeds	Fully Meets	Meets	Not Yet Within
7%	43%	44%	6%

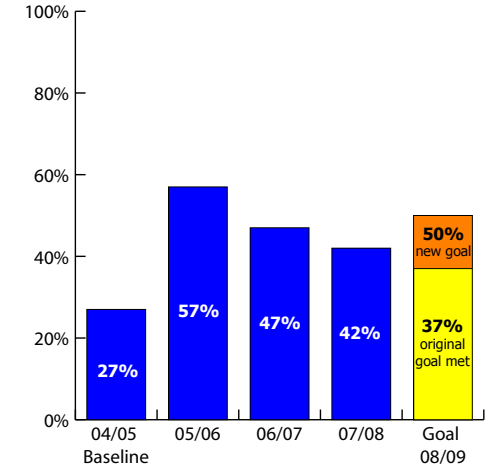
**Grade 9 Aboriginal DRA Target 2008/09:**

Continued progress towards the goal of 50 percent.

**Grade 9 District Reading Assessment: 2007/08**  
\* Aboriginal student results

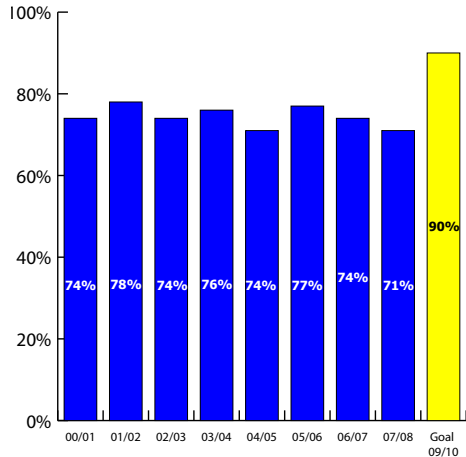
Exceeds	Fully Meets	Meets	Not Yet Within
6%	36%	53%	5%
3	21	31	3

**Grade 9 Aboriginal Student Results:**  
Fully Meets and Exceeds Expectations



# OBJECTIVE 1 • Our students will meet and exceed expectations in reading.

**Grade 4 FSA Reading Results:**  
Meets and Exceeds Expectations



**Grade 4 FSA Target 2008/09:**

Continued progress towards the goal of 90 percent.

**Grade 4 FSA Reading Results: 2007/08**

\* includes Aboriginal students

Meets & Exceeds	Not Yet Within
71%	17%
	* 12% did not write

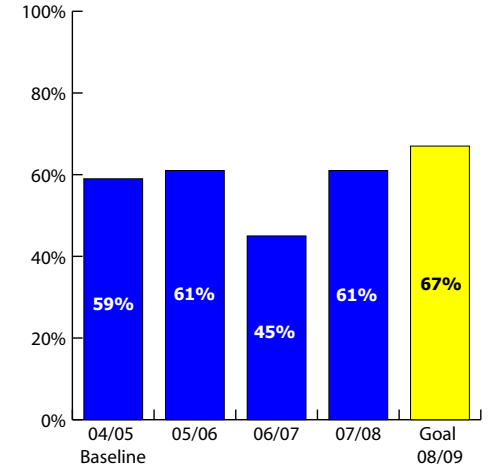
**Grade 4 Aboriginal FSA Target 2008/09:**  
Continued progress towards the goal of 67 percent.

**Grade 4 FSA Reading Results: 2007/08**

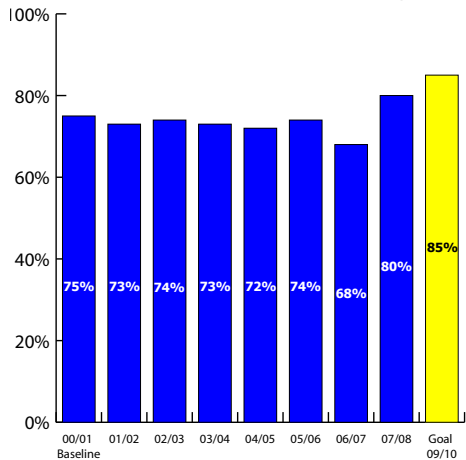
\* Aboriginal student results

Meets & Exceeds	Not Yet Within
61%	39%
41	25

**Grade 4 Aboriginal Student Results:**  
Meets and Exceeds Expectations



**Grade 7 FSA Reading Results:**  
Meets and Exceeds Expectations



**Grade 7 FSA Target 2008/09:**

Continued progress towards the goal of 85 percent.

**Grade 7 FSA Reading Results: 2007/08**

\* includes Aboriginal students

Meets & Exceeds	Not Yet Within
57%	23%
	* 20% did not write

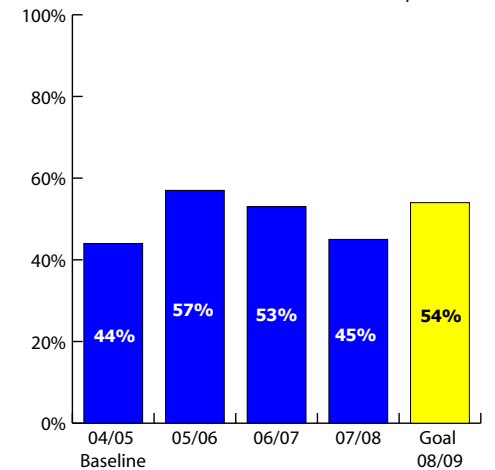
**Grade 7 Aboriginal FSA Target 2008/09:**  
Continued progress towards the goal of 54 percent.

**Grade 7 FSA Reading Results: 2007/08**

\* Aboriginal student results

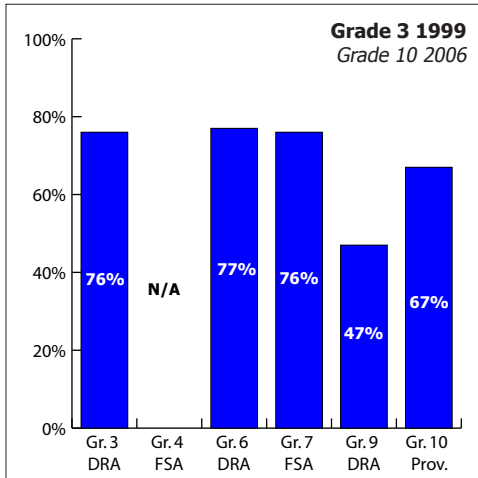
Meets & Exceeds	Not Yet Within
45%	22%
35	43
	* 33% did not write

**Grade 7 Aboriginal Student Results:**  
Meets and Exceeds Expectations

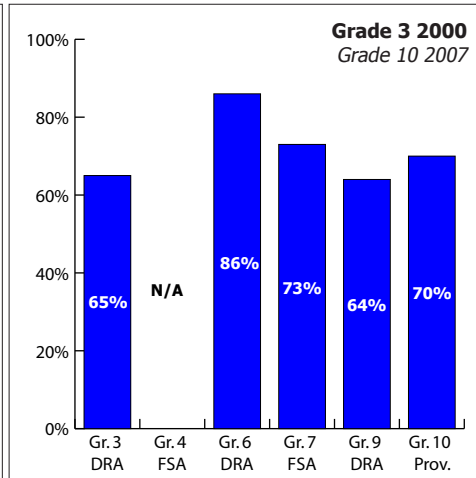


## Cohort Reading Data:

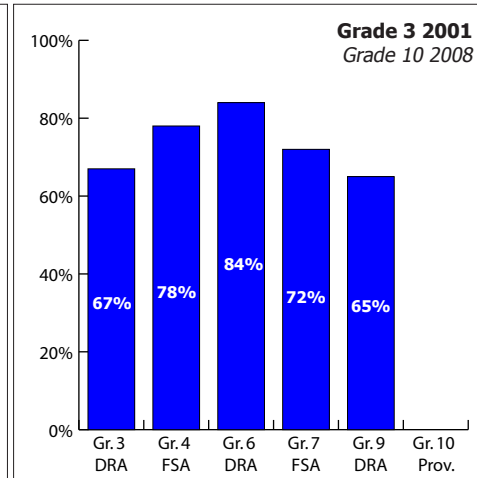
Cohort 1



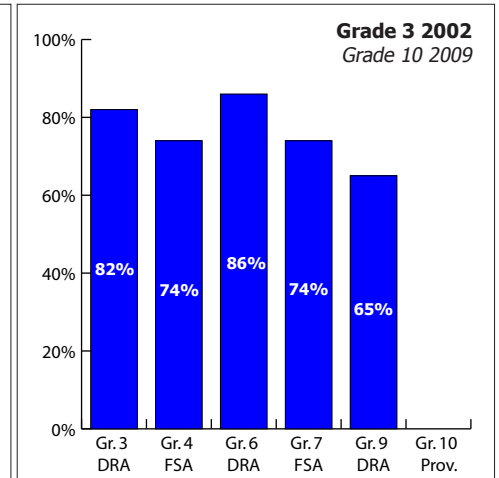
Cohort 2



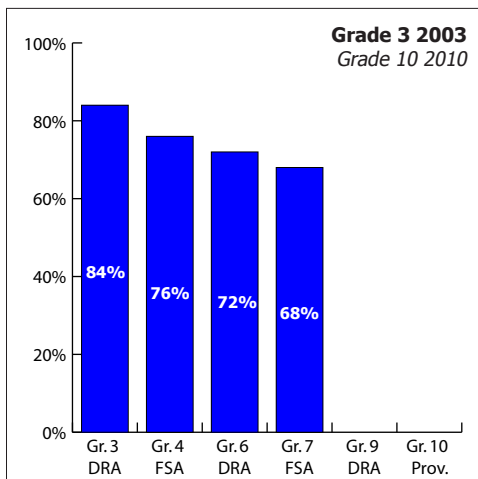
Cohort 3



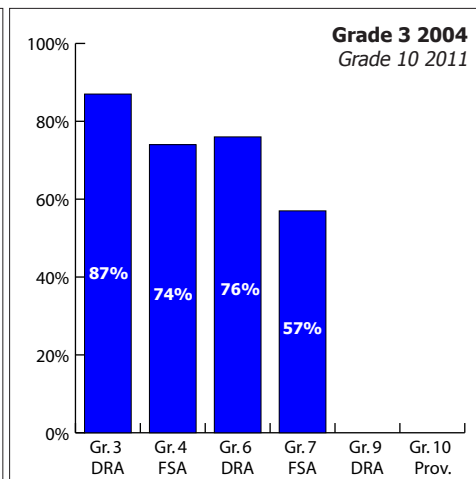
Cohort 4



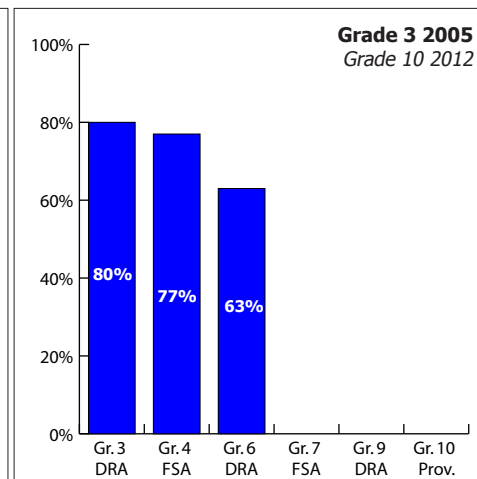
Cohort 5



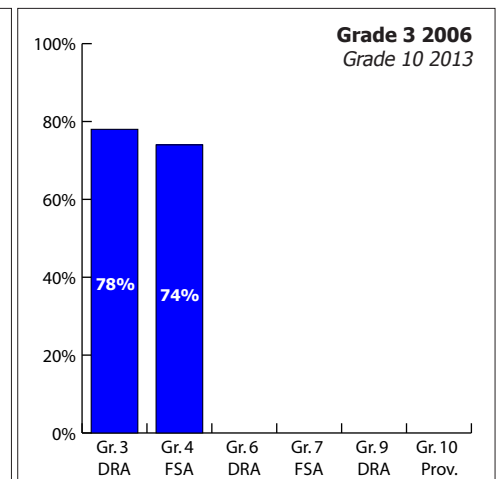
Cohort 6



Cohort 7

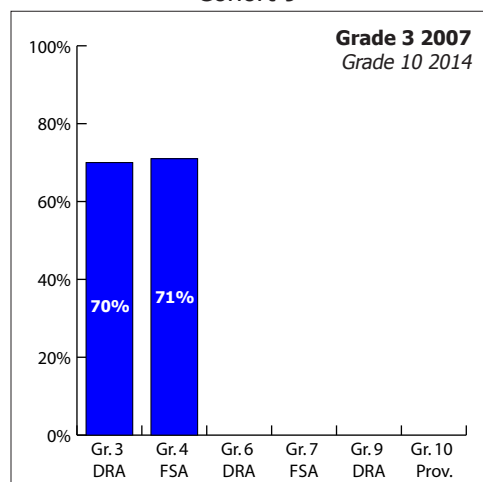


Cohort 8

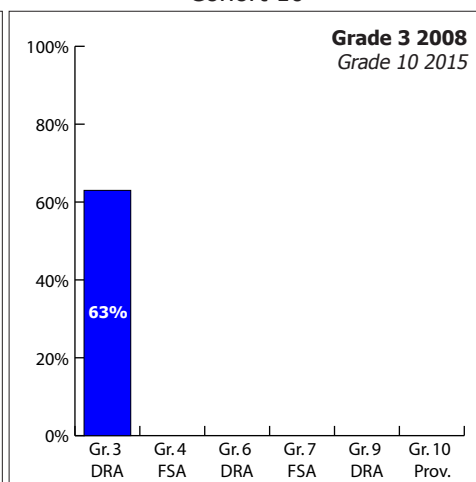


## Cohort Reading Data:

Cohort 9

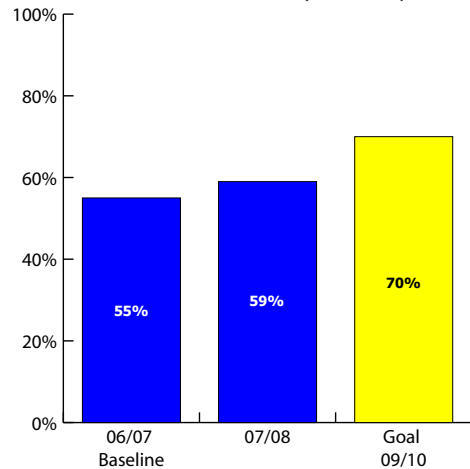


Cohort 10



## OBJECTIVE 2 • Our students will meet and exceed expectations in writing.

**Grade 2 District Writing Assessment:**  
*Fully Meets Expectations*



**Grade 2 DWA Target 2008/09:**

*Continued progress towards the goal of 70 percent.*

**Grade 2 District Writing Assessment: 2007/08**  
*\* includes Aboriginal students*

Fully Meets	Meets	Not Yet Within
59%	31%	10%

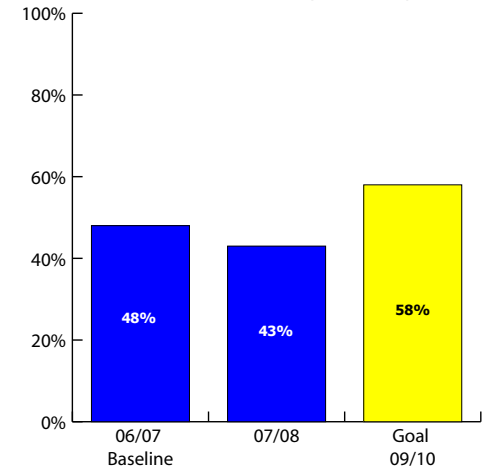
**Grade 2 Aboriginal DWA Target 2008/09:**

*Continued progress towards the goal of 58 percent.*

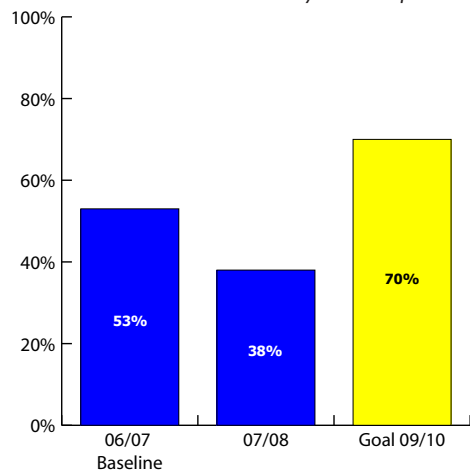
**Grade 2 District Writing Assessment: 2007/08**  
*\* Aboriginal student results*

Fully Meets	Meets	Not Yet Within
43%	34%	24%
29	23	16

**Grade 2 Aboriginal Student Results:**  
*Fully Meets Expectations*



**Grade 5 District Writing Assessment:**  
*Fully Meets Expectations*



**Grade 5 DWA Target 2008/09:**

*Continued progress towards the goal of 70 percent.*

**Grade 5 District Writing Assessment: 2007/08**  
*\* includes Aboriginal students*

Fully Meets	Meets	Not Yet Within
38%	53%	9%

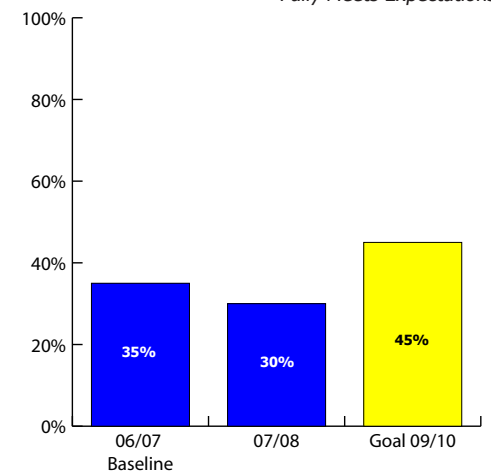
**Grade 5 Aboriginal DWA Target 2008/09:**

*Continued progress towards the goal of 45 percent.*

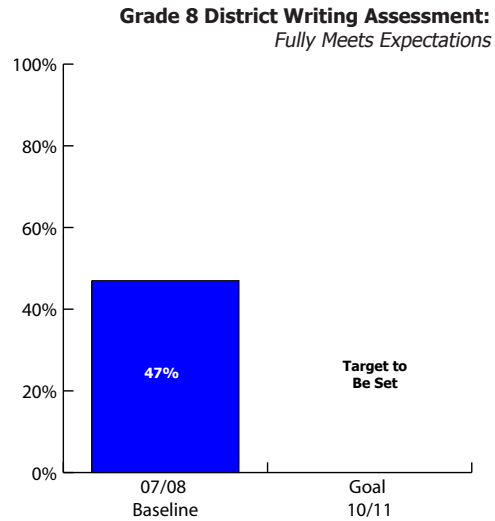
**Grade 5 District Writing Assessment: 2007/08**  
*\* Aboriginal student results*

Fully Meets	Meets	Not Yet Within
30%	50%	20%
15	25	10

**Grade 5 Aboriginal Student Results:**  
*Fully Meets Expectations*



## OBJECTIVE 2 • Our students will meet and exceed expectations in writing.



**Grade 8 DWA Target 2008/09:**  
*Target to be set.*

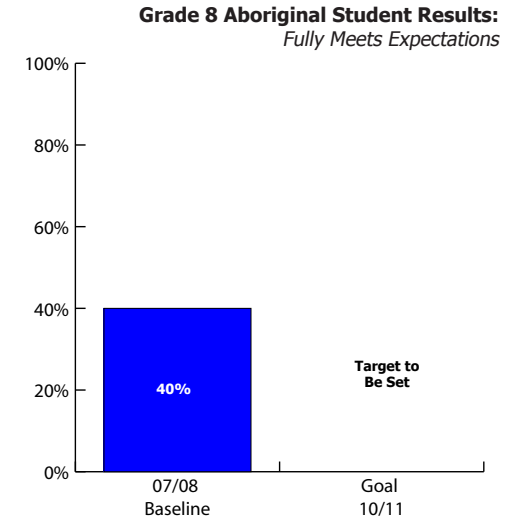
**Grade 8 District Writing Assessment: 2007/08**  
*\* includes Aboriginal students*

Exceeds	Fully Meets	Meets	Not Yet Within
12%	35%	39%	14%

**Grade 8 Aboriginal DWA Target 2008/09:**  
*Target to be set.*

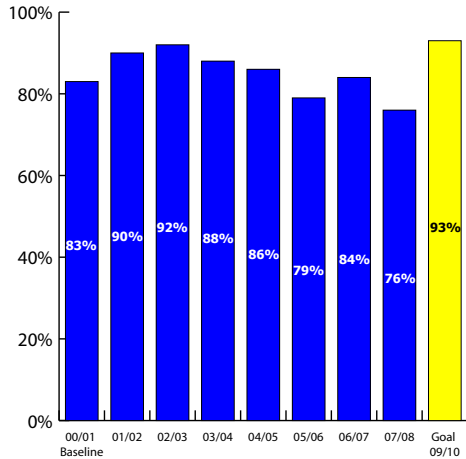
**Grade 8 District Writing Assessment: 2007/08**  
*\* Aboriginal student results*

Exceeds	Fully Meets	Meets	Not Yet Within
8%	32%	28%	32%
2	8	7	8



## OBJECTIVE 2 • Our students will meet and exceed expectations in writing.

**Grade 4 FSA Writing Results:**  
Meets and Exceeds Expectations



**Grade 4 FSA Writing Target 2008/09:**

Continued progress towards the goal of 93 percent.

**Grade 4 FSA Writing Results: 2007/08**

\* includes Aboriginal students

Meets & Exceeds	Not Yet Within
76%	24%

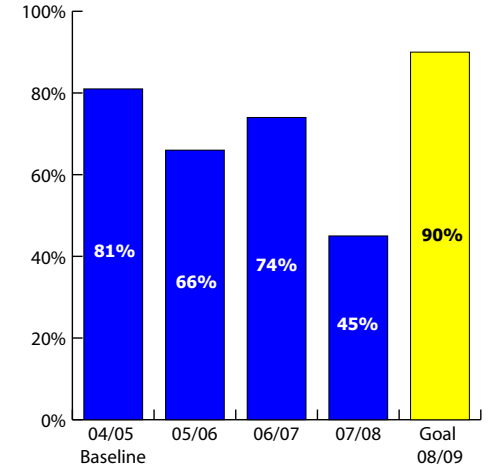
**Grade 4 Aboriginal FSA Target 2008/09:**  
Continued progress towards the goal of 90 percent.

**Grade 4 FSA Writing Results: 2007/08**

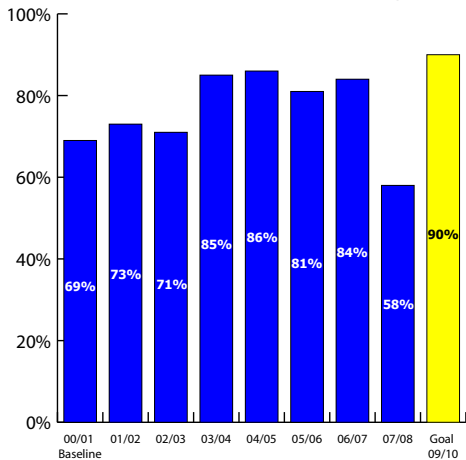
\* Aboriginal student results

Meets & Exceeds	Not Yet Within
45%	55%
30	36

**Grade 4 Aboriginal Student Results:**  
Meets and Exceeds Expectations



**Grade 7 FSA Writing Results:**  
Meets and Exceeds Expectations



**Grade 7 FSA Writing Target 2008/09:**

Continued progress towards the goal of 90 percent.

**Grade 7 FSA Writing Results: 2007/08**

\* includes Aboriginal students

Meets & Exceeds	Not Yet Within
58%	22%

\* 20% did not write

**Grade 7 Aboriginal FSA Target 2008/09:**  
Continued progress towards the goal of 78 percent.

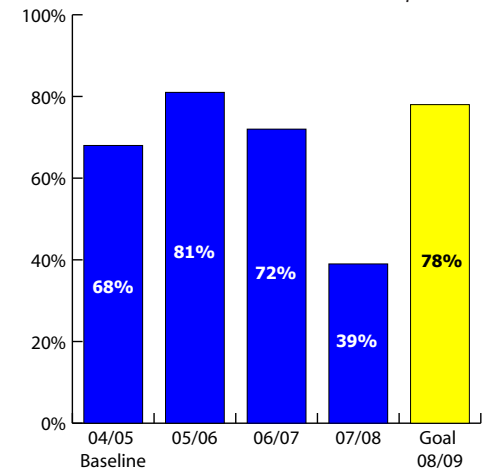
**Grade 7 FSA Writing Results: 2007/08**

\* Aboriginal student results

Meets & Exceeds	Not Yet Within
39%	26%
31	47

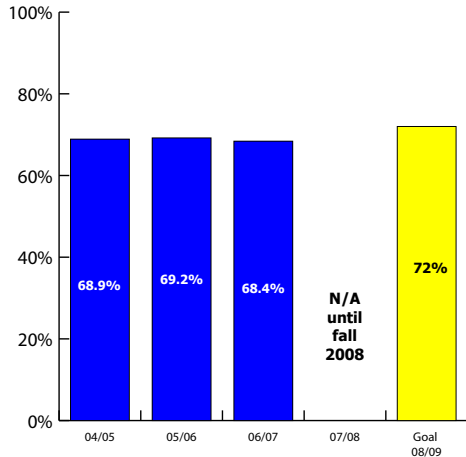
\* 35% did not write

**Grade 7 Aboriginal Student Results:**  
Meets and Exceeds Expectations



# OBJECTIVE 3 • Our students will meet and exceed expectations in secondary English.

**Grade 10 English Results:**  
District Averages



**Grade 10 English Target 2008/09:**

Continued progress towards the goal of 72 percent.

**Grade 10 English Results: 2006/07**

\* includes Aboriginal students

	04/05		05/06		06/07	
	Jan.	June	Jan.	June	Jan.	June
District Avg.	66.8%	70.1%	69.6%	68.1%	67.0%	69.8%
Provincial Avg.	69.6%	70.8%	70.4%	70.4%	70.1%	71.8%

**Grade 10 Aboriginal Student Results:**

Continued progress towards the goal of 65 percent.

**Grade 10 English Results: 2006/07**

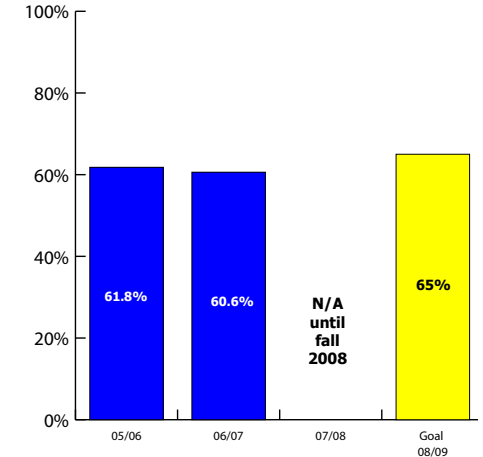
\* Aboriginal student results

	05/06	06/07
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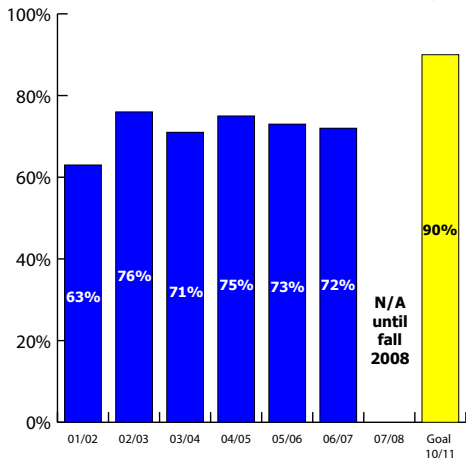
District Avg. 61.8% 60.6%

Provincial Avg. \* Aboriginal avgs. unavailable

**Grade 10 Aboriginal Student Results:**  
District Averages



**Grade 12 English Results:**  
Participation



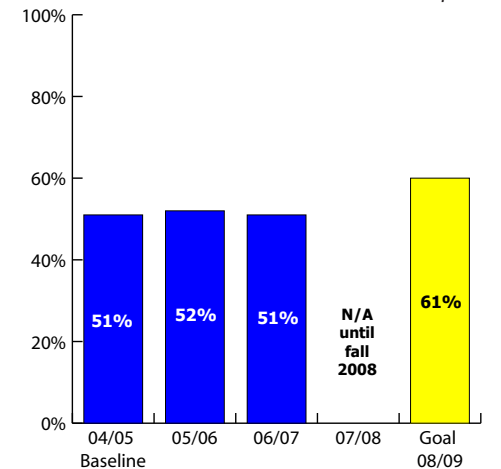
**Grade 12 English Target 2008/09:**

Continued progress towards the goal of 90 percent.

**Grade 12 Aboriginal English Target 2008/09:**

Continued progress towards the goal of 61 percent.

**Grade 12 Aboriginal Student Results:**  
Participation



## Literacy Analysis:

This year's results for reading in the elementary and middle schools have not met targets in any areas except some of the writing results. This can be accounted for, to a certain extent in that a number of significant changes have taken place in the specific assessments and processes we have used.

- FSA was done at a different time of year and measured against a different standard.
- District reading assessments for this year saw new text selections used for the first time. There were text features that were part of the assessments that were not used in previous assessments. We are confident that as the new text and features are seen in assessments, they will be supported by instructional practice in schools.
- Writing results are also still in a baseline mode. The protocol for the writing assessment changed this year and is in need of discussion and some sharing with grade level teachers during the 2008/09 school year.

Digging deeper into the data we find, at the primary levels that 20 percent of our Grade 2 students are in French Immersion and therefore do not participate in our district assessments. Given the standard profile of an immersion student, it may be significant that a large segment of our population that historically is highly successful is not part of our picture of overall student success. The district will need to discuss ways to factor this into our understanding of student success. Further we discover that 20 percent of our Grade 3 and 27 percent of our Grade 2 students are Aboriginal students. Given that these students have not had the same success as non-aboriginal students, we must consider how we are going to better meet the needs of our Aboriginal learners. One area to consider is our ESD program and another is how we target our interventions. This will be a topic of much discussion as we move forward in the fall.

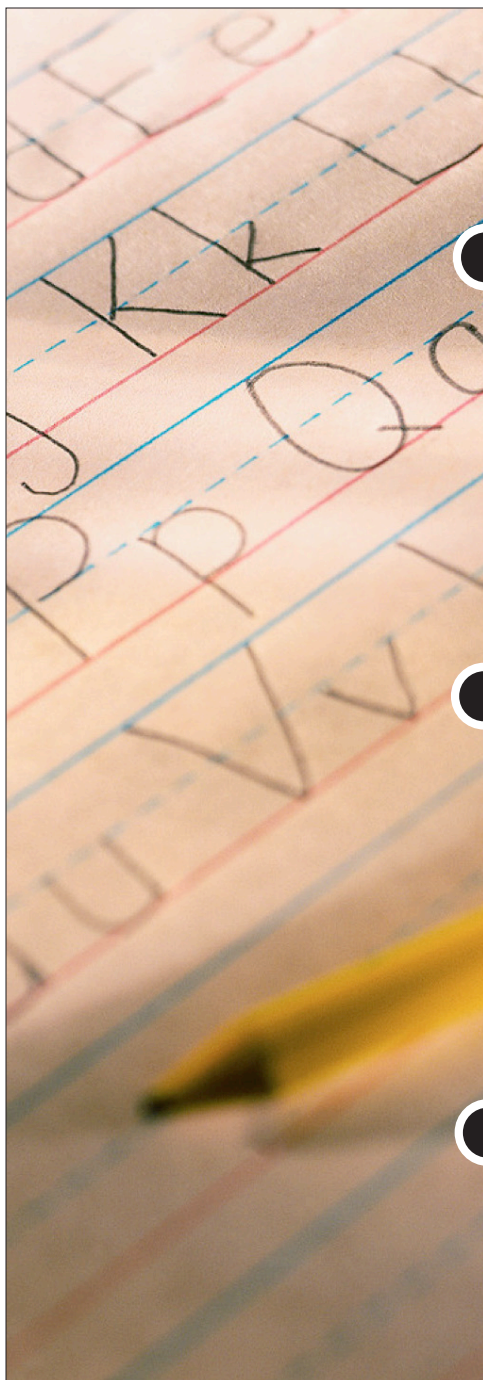
Ultimately, the results will lead to some ongoing discussion with schools and teachers. These will be important conversations that will impact our classroom practices throughout the upcoming school year.



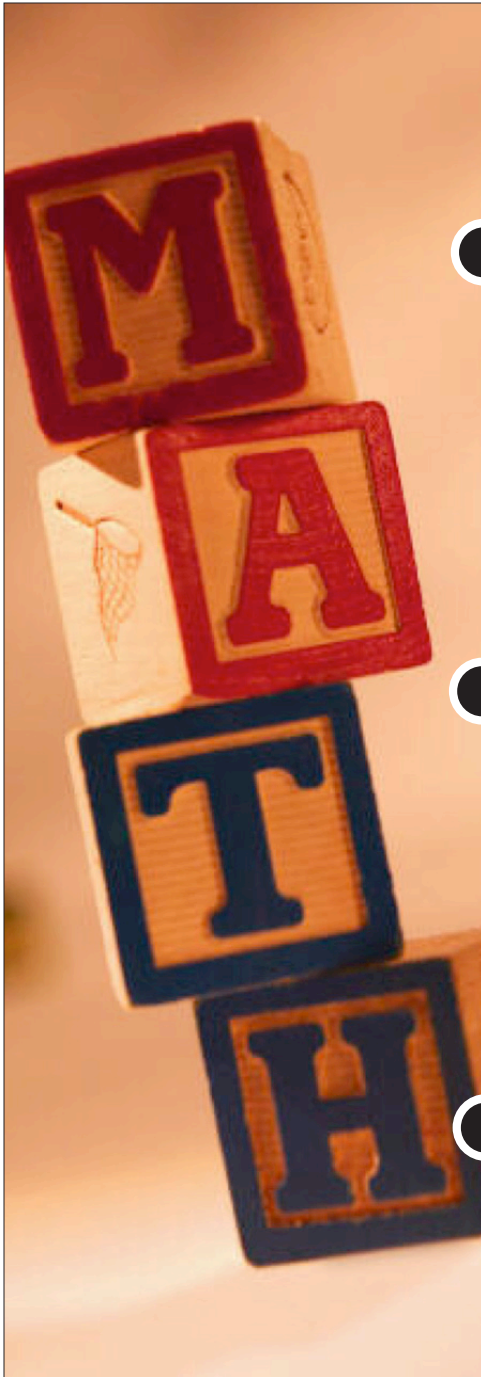
## Literacy Action Plan

The following actions will be taken to respond to the data and to support the reading and writing success of our students.

Resources & Structures	Actions	Timelines
Instructional Support Team	<p>New structure creating three positions to support pods of schools.</p> <p>Will work with administrators, teachers and student success plans to develop instructional capacity to support school and district goals.</p>	<p>Ongoing throughout 2008/09</p> <p>Review spring 2009</p>
Intervention Support	<p>Dedicated staffing to be used on an emerging basis to support small groups and individuals in schools in need of short-term support in goal areas.</p> <p>Additional staffing has been added to three schools based on EDI results and social services index to assist with vulnerable students.</p>	October 2008 - May 2009
Learning Assistance Teachers	Work with both instructional support team and intervention staffing to support student learning.	Ongoing
Superintendent's Meetings	<p>Focus attention on excellent practices and developing and maintaining instructional leadership capacity.</p> <p>Respond to emerging data through strategic discussions and planning.</p>	Monthly
District Educational Leadership Team	<p>Will support schools through providing support for collaboration grants and action research projects.</p> <p>Support will be given through inservice and sharing of best practice for teachers in the area of oral language curriculum. This will include guidance for explicitly teaching oral language skills across curricular areas. As well, support will be provided in understanding the connections between oral language, reading and writing.</p>	October 2008 - May 2009
Speech and Language Pathologists	<p>Kindergarten oral language screening will identify and support students with language deficiencies in Kindergarten.</p> <p>Speech and language pathologist staff will work with teachers and pre-school programs in the community to identify patterns of developmental delay that could be improved pre-school or remediated in Kindergarten classes.</p>	End of September 2008



Resources & Structures	Actions	Timelines
Kindergarten and Primary Teachers	PowerSpeak, Talking Tables, and Moe the Mouse programs will be used throughout the primary program to support the appropriate development of oral language. These programs will be supported by the speech and language pathologists.	
Aboriginal Education Department	Will continue to liaise with the Aboriginal Advisory Council to examine data and achievement issues related to the achievement of Aboriginal students.  Will work on the completion of the third Aboriginal Enhancement Agreement.	Ongoing  By the spring of 2009
Professional Development Programs	Summer professional development in oral language, reading and writing will be offered.  This area will also be a focus of professional development courses in 2008/09.	Summer 2008  October 2008 - March 2009
District Assessments	Changes in the assessments have resulted in a need or grade group meetings in reading and writing to focus on instruction around results taken from the district assessments in reading and writing.	October and November 2008



## Goal 2:

All of our students will be numerate.

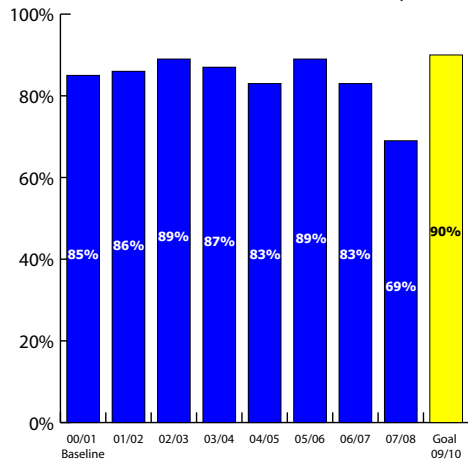
## Rationale:

In some areas, particularly at the secondary level, there has been some positive progress in improving student achievement in numeracy. Provincial exam results show that we remain close to provincial averages in the successful completion of Essentials of Math 10 and Principles of Math 10. However, in the area of C+ or better district results are lower than the provincial results. At the middle school level, based on recent FSA results, some concerns emerge. Significant numbers of students were excused by parents or were kept away from school during the writing period. Nearly 43 percent of students in Grade 7 did not demonstrate successful completion of the FSA in numeracy. Of those who wrote, 22 percent did not meet expectations. This leaves us uncertain about the actual state of numeracy achievement in the district. This will become part of our discussions with schools this spring. In Grade 4, again, many students did not write, but in most schools the numeracy results were the poorest FSA results of the three areas assessed this year. The 2007/08 school year was a first year of implementation for a new math curriculum. As a result, a great deal of inservice has taken place. Continued support to teachers will be given in this area. The Aboriginal Enhancement Agreement cites maintenance of success in numeracy as a maintenance goal. Further, goal number one of the Enhancement Agreement also sets numeracy success as a goal.

Many successful intervention programs took place during the 2007/08 school year. At this time, seven schools have identified numeracy specifically or have included in their focus on individual students that they will respond to numeracy issues as they emerge.

# OBJECTIVE 1 • Our students will meet and exceed expectations in numeracy.

**Grade 4 FSA Numeracy Results:**  
*Meets and Exceeds Expectations*



**Grade 4 FSA Numeracy Target 2008/09:**  
*Continued progress towards the goal of 90 percent.*

**Grade 4 FSA Numeracy Results: 2007/08**  
*\* includes Aboriginal students*

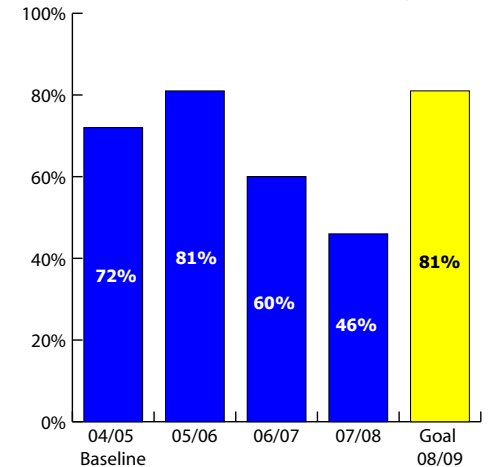
Meets & Exceeds	Not Yet Within
69%	31%

**Grade 4 Aboriginal FSA Target 2008/09:**  
*Continued progress towards the goal of 81 percent.*

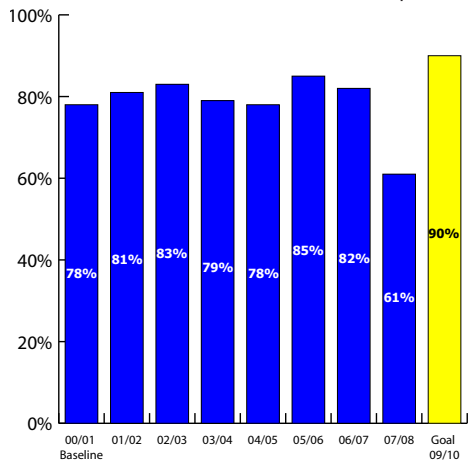
**Grade 4 FSA Numeracy Results: 2007/08**  
*\* Aboriginal student results*

Meets & Exceeds	Not Yet Within
46%	54%
31	35

**Grade 4 Aboriginal Student Results:**  
*Meets and Exceeds Expectations*



**Grade 7 FSA Numeracy Results:**  
*Meets and Exceeds Expectations*



**Grade 7 FSA Numeracy Target 2008/09:**  
*Continued progress towards the goal of 90 percent.*

**Grade 7 FSA Numeracy Results: 2007/08**  
*\* includes Aboriginal students*

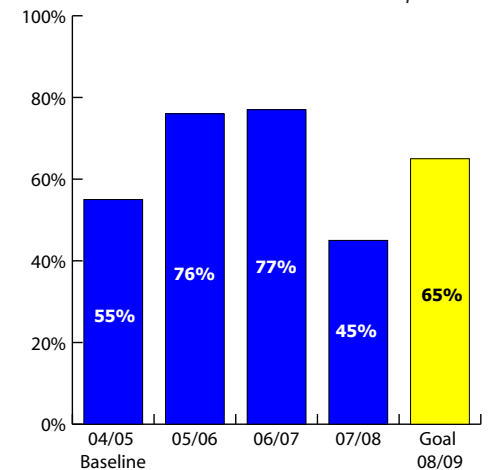
Meets & Exceeds	Not Yet Within
61%	19%
	<i>* 20% did not write</i>

**Grade 7 Aboriginal FSA Target 2008/09:**  
*Continued progress towards the goal of 65 percent.*

**Grade 7 FSA Numeracy Results: 2007/08**  
*\* Aboriginal student results*

Meets & Exceeds	Not Yet Within
45%	22%
35	43
	<i>* 33% did not write</i>

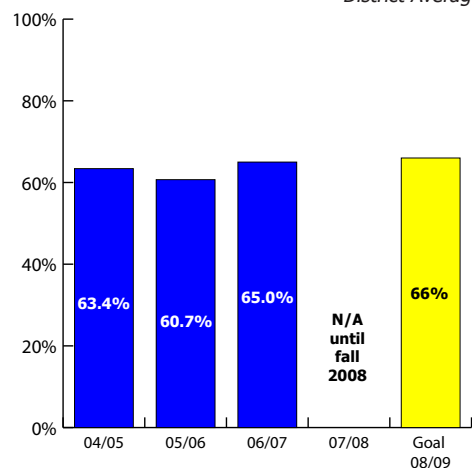
**Grade 7 Aboriginal Student Results:**  
*Meets and Exceeds Expectations*



# OBJECTIVE 1 • Our students will meet and exceed expectations in numeracy.

## Grade 10 Math Essentials Results:

District Averages



## Grade 10 Math Essentials Target 2008/09:

Continued progress towards the goal of 66 percent.

## Grade 10 Math Essentials Results: 2006/07

\* includes Aboriginal students

	04/05		05/06		06/07	
	Jan.	June	Jan.	June	Jan.	June
District Avg.	61.8%	64.2%	61.0%	59.1%	64.2%	65.8%
Provincial Avg.	62.7%	63.5%	63.6%	62.5%	63.4%	64.6%

## Grade 10 Aboriginal Target 2008/09:

Continued progress towards the goal of 75 percent.

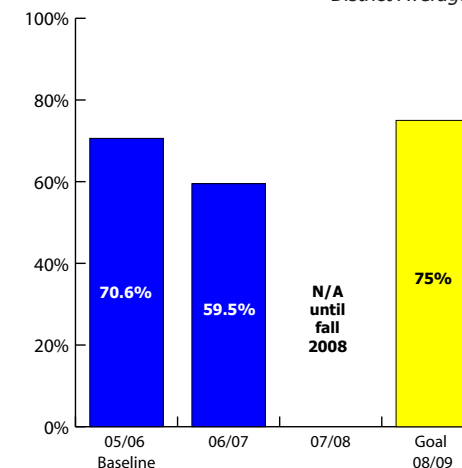
## Grade 10 Math Essentials Results: 2006/07

\* Aboriginal student results

	05/06	06/07
District Avg.	70.6%	59.5%
Provincial Avg.	* Aboriginal avgs. unavailable	

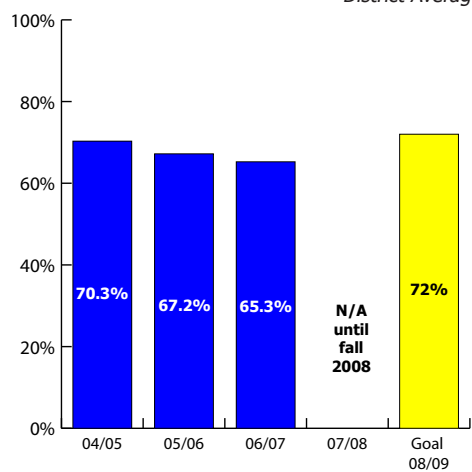
## Grade 10 Aboriginal Student Results:

District Averages



## Grade 10 Principles of Math Results:

District Averages



## Grade 10 Principles of Math Target 2008/09:

Continued progress towards the goal of 72 percent.

## Grade 10 Principles of Math Results: 2006/07

\* includes Aboriginal students

	04/05		05/06		06/07	
	Jan.	June	Jan.	June	Jan.	June
District Avg.	71.7%	67.4%	65.7%	66.9%	66.0%	66.5%
Provincial Avg.	70.2%	70.1%	69.0%	68.7%	69.7%	70.3%

## Grade 10 Aboriginal Target 2008/09:

Continued progress towards the goal of 61 percent.

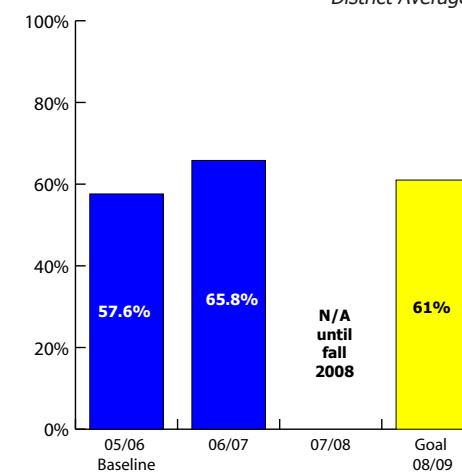
## Grade 10 Principles of Math Results: 2006/07

\* Aboriginal student results

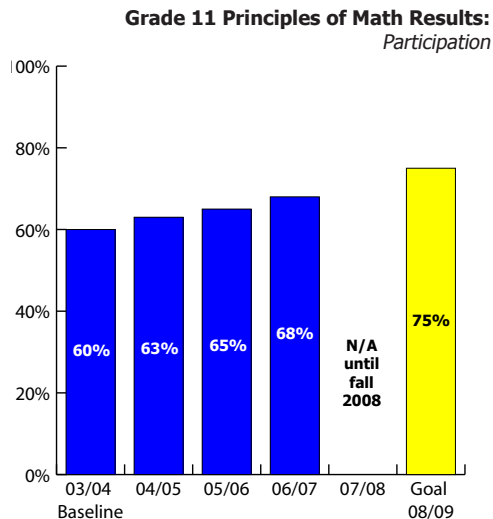
	05/06	06/07
District Avg.	57.6%	65.8%
Provincial Avg.	* Aboriginal avgs. unavailable	

## Grade 10 Aboriginal Student Results:

District Averages

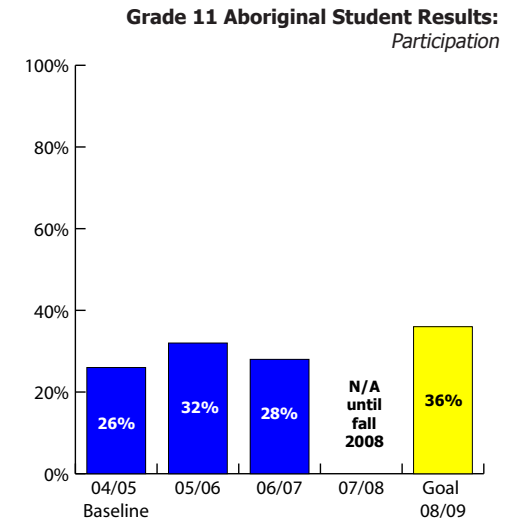


## OBJECTIVE 1 • Our students will meet and exceed expectations in numeracy.



**Grade 11 Principles of Math Target 2008/09:**  
Continued progress towards the goal of 75 percent.

**Grade 11 Aboriginal Target 2008/09:**  
Continued progress towards the goal of 36 percent.



### Numeracy Analysis:

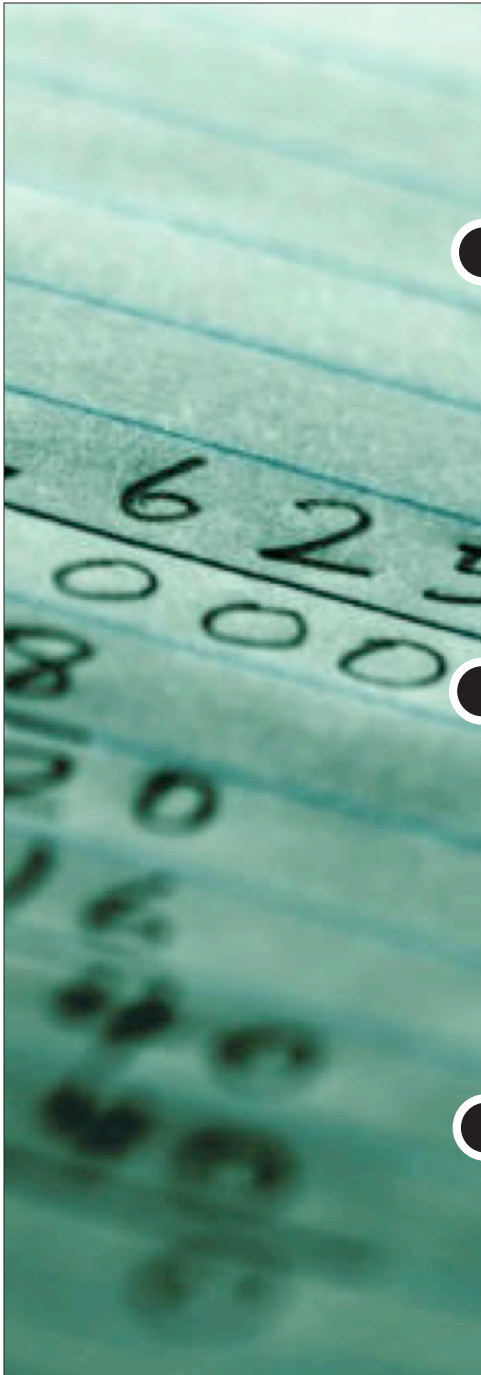
Again, the change in format of the FSA, and the lack of availability of provincial data makes analysis difficult. However, the results are not, on the surface, very positive. We believe that our work in numeracy has continued to be successful. However, it is very apparent that we must begin to collect district data in an organized way across the system. Schools are effectively using their data for support and intervention, however we do not have the district data to monitor trends. This must be attended to.



School District 72 • Campbell River

## Numeracy Action Plan

Resources & Structures	Actions	Timelines
School Plans	<p>Seven schools have identified numeracy as a focus area and are developing actions and structures in their schools as part of their planning for next year.</p> <p>In schools the following are examples of structures and actions that have been identified in schools for responding to numeracy concerns:</p> <ul style="list-style-type: none"> <li>a) Specific targeted interventions;</li> <li>b) Math groups somewhat like guided reading groups;</li> <li>c) Using the fall DMA to identify at-risk students and develop support strategies as needed;</li> <li>d) Learning assistance support; and</li> <li>e) Support from the instructional support team to develop teacher strategies in this area.</li> </ul>	Ongoing through 2008/09
New Curriculum	Middle school teacher-leaders worked with numeracy teachers on implementation of new math curriculum and effective instructional and assessment practices.	
Instructional Support Team	Instructional support teachers will be placed in elementary schools to work with teachers in building capacity for best practice numeracy instruction.	
Professional Development	<p>Professional development will include another course with Carole Saundry.</p> <p>Shared district professional development opportunity for middle and secondary math teachers.</p>	
Intervention Program	<p>Through the spring of 2008, four elementary schools ran intervention projects targeting small groups of students who were in need of additional support. These interventions showed good gains for students which should impact results for the 2008/09 year. This support will be available throughout the 2008/09 school year.</p> <p>The district has offered to pay for the DMA in the spring of 2008 for schools to do a final check on student success and to develop profiles for their classes which should help with the development of appropriate groupings and school-based interventions for the fall.</p>	



Resources & Structures	Actions	Timelines
Differentiated Staffing	Schools with specific challenges in terms of at-risk populations have been given additional staffing to support these students who are at-risk. Some of the plans for this staffing include: reducing the class size, providing in-school intervention support and additional administrative support for a variety of purposes.	
Technology Support	The district will explore other sources of data to get a more comprehensive understanding of student achievement. Other supports are coming online regularly in the areas of secondary math.	



## Goal 3:

All of our students will be socially responsible citizens.

## Rationale:

Our schools know that appropriate behaviour and a positive school climate create circumstances that are a prerequisite to student learning. We are also seeing a wide range in the social skills students bring to schools from a broadly diverse community. To these ends, many schools are focusing on social responsibility school-wide, many emphasizing the need for personal, individual responsibility within a group.

Social responsibility is not an achievement goal in the same sense that literacy, numeracy and transitions are. The issues in social responsibility are hard to quantify and examine in the sense of trends over time, cohort data and those kinds of analytical approaches. However, appropriate school tone, positive, responsible behaviour, respect and tolerance are not just goals, but are prerequisites for a proper learning environment. Many schools in the district continue to focus on these aspects of social responsibility. This is a highly appropriate endeavour and will continue. We need to develop a reasonable way to attend to this while recognizing that the data do not operate the way that they do in other achievement areas.

To that end, schools will continue to identify individuals and groups of students that are not meeting expectations. They will create structures to support these students. The district will continue to assist with these processes by helping schools access the resources that they need. Concurrently, all schools are continuing to work with their codes of conduct. They are reviewed annually and schools are working with staff, parents and students to ensure that the codes work and are adapted to meet emerging circumstances.

Schools will use a variety of means of identifying target behaviours or social skills that they feel are appropriate to their circumstances. They will also continue both formal and informal processes that support the explicit teaching of the appropriate behaviours. Because each school has unique circumstances, there is no appropriate district data to collect. Provincial data, in the form of surveys do not clearly represent the variety of goals and focus areas in our schools. Consequently, we have a worthwhile area of focus, but an inability to examine meaningful data at a district level. So, rather than create data that is a stretch, or to attempt to make data fit with our process, the district will keep supporting the schools and monitoring their progress. The district is confident that schools have their data and are responding appropriately. This work will be monitored at our support conversations each spring and fall. It will also be a topic of discussion at district administrator's meetings.

Some ongoing areas of support from the district include:

- sending teams to the Making Connections conference annually;
- supporting the development of EBS / PBS processes in schools;
- supporting specific interventions for vulnerable students through Community Link funding.

### **Social Responsibility Target 2008/09:**

*To have schools that identify social responsibility as a goal indicate positive improvement in their school targets. To have identified students who are not meeting expectations, meet expectations.*

## Goal 4:

Our students will transition successfully from level-to-level and from school to adult life.

## Rationale:

The 2005/06 District Review recommended that the district increase focus on transitions for students in our schools. During the 2007/08 school year, transitions became a baseline goal. The work that was completed this year has created a focus on two key transitions – from Grade 9 to 10 and from Grade 12 to the post secondary world. As well, a significant part of this transition work was to identify students that did not graduate as expected and to work to develop a completion plan or a transition plan with students.

At the time of writing this plan, the two secondary schools are developing plans to support incoming Grade 10 students and are continuing to work to support non graduating students in returning to school or in their transition to post secondary placements – work or further training. No new data is available to us at this time as schools are baselining Grade 10's, the Grade 12 year is not complete, and we are developing strategies at the school and district level to respond to the need that we know exists.





## Transition Action Plan

Resources & Structures	Actions	Timelines
	<p>Acknowledge student' success through recognition assemblies, Aboriginal student recognition dinner, Aboriginal graduation celebration and a vast array of student recognition that takes place in all schools will continue to be supported by the district.</p> <p>Continue to develop vocational programs based on student interest.</p> <p>Ensure that students are adequately prepared for Grade 10 provincial examinations.</p> <p>Encourage early meetings with parents of designated students to develop appropriate educational programs.</p> <p>Continue to work with the alternate programs at Robron Centre, which are transitioning from a program-based focus to a student-based focus. That is, upon intake, students will not be fit into a program, but rather, the student's needs will be determined and a program designed to meet those needs.</p> <p>Continue to refine the mandate of the alternate programs to encourage alternate students to return to regular programs within the mainstream schools in the district.</p> <p>Continue the structures that exist within middle and elementary schools that see counsellors meet with classroom teachers in the spring to ensure effective communication about students needs.</p> <p>March 2008, Aboriginal support workers identified at-risk students who would be transitioning and developed plans to support the transition.</p>	Continuing
	<p>Explore ways to provide a more formalized tutorial time for students. Connect with other secondary schools in the region to find successful strategies being used to create tutorial time.</p> <p>Create a steering committee to develop strategies to increase student engagement in classrooms. Connect the strategies to the professional development opportunities that are currently planned for 2008/09.</p> <p>Identify students who are struggling in academic courses and develop alternate schedules. These schedules could include additional support blocks or specific skill development programs like learning assistance in other levels.</p>	Ongoing throughout 2008/09



## Transition Action Plan

Resources & Structures	Actions	Timelines
	<p>Develop an email group for Grade 10 parents to keep them informed.</p> <p>Assess incoming students in literacy and numeracy for appropriate placement. Use Grade 6 and 9 district assessments to create class profiles for developing effective programming for September classes.</p> <p>Implement the use of a transition guide and workbook in support of students with special needs called Planning for Adulthood. This transition guide was developed by a wide range of community specialists and is intended to be used when the student is 14-years-old, usually Grade 9.</p> <p>Participate with the other three North Island districts to use the new coordinator position at North Island College to facilitate and enhance transitions between the schools and the college.</p>	Ongoing throughout 2008/09
Data	<p>A variety of sources will be developed and explored. Secondary schools will be asked to review recent cohort data and identify incoming students as Grade 10s and track progress through to graduation.</p> <p>Ministry of Education data on school completion and graduation rates.</p> <p>Attempt to gather seven and eight year completion data.</p> <p>Begin to collect data on summer school students and their relative success in transitions (e.g. if a student passes Language Arts 9, how successful are they in successive Language Arts / English classes? Or how many students are able to transition from level-to-level based on summer school course completion?)</p>	Ongoing throughout 2008/09

This list of actions will be expanded and further developed as we work with our secondary schools throughout the 2008/09 school year. Targets will be developed as we gather current data and as we review cohorts over the past several years.

### Transition Target 2008/09:

*The district's transition target will be established once completion and transition data are available in the fall of 2008.*

# Appendix 1

## District FSA Data 2007/08

Achievement Contract 2008/09

### Grade 4

School Totals	Reading			Writing			Numeracy			Did Not Write
	Not Yet Within	Meets	Exceeds	Not Yet Within	Meets	Exceeds	Not Yet Within	Meets	Exceeds	
	71/414	254/414	39/414	98/414	307/414	9/414	128/414	261/414	25/414	
	17%	61.3%	9.4%	23.6%	74.1%	2%	30.9%	63%	6%	12%

Reading	2003-2007 Average Meeting / Exceeding Expectations	75%	Current Results	70.7%
Writing	2003-2007 Average Meeting / Exceeding Expectations	85.8%	Current Results	76.1%
Numeracy	2003-2007 Average Meeting / Exceeding Expectations	86.2%	Current Results	70.7%

## Grade 4 FSA Analysis:

The 2007/08 school year was a new departure for the FSA. The format was different, the time of year was different, and the marking process was different. At this time, no provincial data is available for comparison, so we cannot draw significant conclusion. There are concerns about the significant drop in each curricular area, but as a single data set, we cannot yet draw conclusions, especially without a comparison across the province. Discussions will take place with individual schools to look at their school-based data to see if there is a connection with this trend. District data will also be used as a third point of triangulation to determine the validity of this data.

### Grade 7

	Reading			Writing			Numeracy			Did Not Write
	Not Yet Within	Meets	Exceeds	Not Yet Within	Meets	Exceeds	Not Yet Within	Meets	Exceeds	
Phoenix	56/282	133/282	38/282	60/282	162/282	5/282	36/282	174/282	17/282	55
Southgate	60/223	89/223	28/223	50/223	124/223	3/223	63/223	112/223	2/223	46
Totals	116/505	222/505	66/505	110/505	286/505	8/505	99/505	286/505	19/505	101
	22.9%	43.9%	13%	21.7%	56.6%	1.5%	19.6%	56.6%	3.7%	20%

Reading	2003-2007 Average Meeting / Exceeding Expectations	72.2%	Current Results	56.9%
Writing	2003-2007 Average Meeting / Exceeding Expectations	81.2%	Current Results	58.1%
Numeracy	2003-2007 Average Meeting / Exceeding Expectations	81.4%	Current Results	60.3%

## Grade 7 FSA Analysis:

As with Grade 4, there are significant concerns with dramatic changes in results. However, without proper triangulation, we will not be able to draw effective conclusions.

## Appendix 2 Snapshot of District

Achievement Contract 2008/09

Year Grade	Vulnerable		Meeting Expectations			High Achieving	Total Number of Students Per Grade
	IEP	Non-IEP	Minimally Meeting	Meeting	Fully Meeting		
Kindergarten	33	15	15	27	18	13	121
Grade 1	10	17	20	18	25	12	102
Grade 2	5	11	22	28	33	7	106
Grade 3	4	16	22	25	23	9	99
Grade 4	8	12	20	22	24	18	104
Grade 5	13	16	10	20	15	18	92
Grade 6	9	9	24	25	15	20	102
Grade 7	0	18	23	20	22	19	102
Grade 8	3	15	22	23	25	20	108
Grade 9	5	13	24	22	20	20	104
Grade 10	7	13	20	26	25	11	102
Grade 11	8	23	26	26	18	6	107
Grade 12	9	22	24	28	21	8	112

## Appendix 3 School Focus Areas

## Achievement Contract 2008/09

School	Focus 2007/08	Focus 2007/08	Focus 2008/09	Focus 2008/09
Carihi Secondary	Incoming Grade 10's and fail rates term 1.	Improve student achievement through better collaboration with feeders and other secondary schools.	Transitions in from middle and out to the community after completion.	Attendance and student engagement.
Cedar Elementary	Primary students (all) literacy and numeracy.	Build positive learning situations for Aboriginal learners incorporating cultural and academic aspects.	Reading and writing.	Oral language.
Cortes Elementary / Junior	Impact of poor attendance on academic achievement.	Agency and district support for students with special needs.	Consider individual needs and respond as needed – given school size.	
Discovery Passage Elementary	Writing based on results of school-wide write.	Numeracy – school-wide assessments and planning based on profiles.	Numeracy.	Healthy Living.
École des Deux Mondes Elementary	Integrating new students as a result of district reconfiguration.	Using guided reading groups to support students who struggle with reading and the new second language.	Social responsibility and problem-solving.	Numeracy – specifically solving problems in French.
Georgia Park Elementary	Improve the use of special education technology for students with special needs to increase their independence as learners.	Support for students identified as not meeting expectations in numeracy.	Reading comprehension Grades 2, 3, 4.	Social responsibility – school-wide.
Ocean Grove Elementary	Fifteen students Grades 4-6 reading comprehension.	17 students Grades 4-5 numeracy – basic skills.	Literacy through oral language at primary.	Social responsibility, specifically personal responsibility.
Oyster River Elementary	To move many students who are meeting expectations in reading and numeracy to exceeding expectations.	Support the powerful enthusiasm for reading that characterises the students and parents in the school.	Numeracy confidence and skills.	Single focus.
Penfield Elementary	Enhance learning opportunities for students with special needs in a variety of ways.	Improve reading skills in identified primary students. Also, focus on social skill development for 8 to 10 identified primary students.	Writing at all levels.	Single focus.

<b>School</b>	<b>Focus 2007/08</b>	<b>Focus 2007/08</b>	<b>Focus 2008/09</b>	<b>Focus 2008/09</b>
Phoenix Middle School	Improve transitions from elementary schools by creating student profiles to ensure needs are being met.	Specific focus on providing cultural and academic support to Aboriginal students.	Social responsibility.	Literacy.
Pinecrest Elementary	Reading at primary level – Grades 1 and 2 identified students not showing progress expected.	Focus on writing across the school, especially with intermediate students.	Social responsibility.	Use schools data systems to identify and respond to emerging needs for individuals and small groups – continuing the intervention model that was implemented several years ago.
Quadra Elementary	Overall focus on differentiated instruction to meet the wide diversity of students.	Focus on Grade 3 reading and Grade 5 girls reading.	Numeracy – basic facts at primary and problem-solving at intermediate.	Writing school-wide.
Ripple Rock Elementary	Oral language across primary grades.	Reading groups fall, numeracy groups spring, special support for social skills with small group of primary students.	Oral language K-6.	Cultural diversity and social responsibility.
Robron Centre	Redefining the role of the centre as an alternate learning centre with programs that are geared to individual student needs.		Individual programs designed to meet the needs of each student who enters the school.	To improve course and program completion.
Sandowne Elementary	Numeracy Grades 1 to 6 school-wide focus.	Literacy support for identified groups.		
Sayward Elementary / Junior	Comprehensive approach to meeting needs of special needs students.	Reading support for identified students.	Literacy K-8 – focus on primary.	Social responsibility. Reduce physical responses to frustration.
Southgate Middle	Support student learning through effective assessment practices.	Reading and writing with identified students – enhanced use of assessment for learning to drive instruction and to identify small groups for support.	Social responsibility.	

<b>School</b>	<b>Focus 2007/08</b>	<b>Focus 2007/08</b>	<b>Focus 2008/09</b>	<b>Focus 2008/09</b>
Timberline Secondary	Better assessment practices to support learning.	Reading support based on fall DART data.	Attendance as a means of improving achievement.	School culture through engagement in a variety of activities.
Willow Point Elementary	Numeracy – based on DMA results groups will be identified.	Use of class profiles to determine areas of need and additional support.	Reading.	Grade 4-5 numeracy.

## Appendix 4 Aboriginal Students FSA Data 2007/08

Achievement Contract 2008/09

Grade 4

School Totals	Reading			Writing			Numeracy		
	Not Yet Within	Meets	Exceeds	Not Yet Within	Meets	Exceeds	Not Yet Within	Meets	Exceeds
	25/66	39/66	2/66	36/66	29/66	1/66	35/66	28/66	3/66
	37.8%	59%	3%	54.5%	43.9%	1.5%	53%	42.4%	4.5%

Grade 7

School Totals	Reading			Writing			Numeracy			Did Not Write
	Not Yet Within	Meets	Exceeds	Not Yet Within	Meets	Exceeds	Not Yet Within	Meets	Exceeds	
	7/78	28/78	43/78	36/66	29/66	1/66	35/66	28/66	3/66	
	37.8%	59%	3%	54.5%	43.9%	1.5%	53%	42.4%	4.5%	

## Appendix 5



# **Campbell River Aboriginal Education Enhancement Agreement 2004-2009**



Submitted by Stella Bates,  
District Vice-Principal  
of First Nations Education

School District 72  
Campbell River, B.C.



## Preamble

The Aboriginal Education Advisory Council (AEAC) is a partnership between the Cape Mudge First Nation, Campbell River First Nation, Xwémalkwu First Nation, Klahoose First Nation, Kwakiutl District Council, North Island Metis Association, Nuu-Chah-Nulth Tribal Council and the Campbell River School District 72.

This Aboriginal Education Enhancement Agreement (AEEA) has been developed and will be implemented with the guidance and approval of the AEAC with the vision and spirit of improving the educational performance of all Aboriginal Learners within the School District's jurisdiction.

The AEAC and School District No. 72 acknowledge and honour the special relationship that exists with the First Nations in whose traditional territories they operate. They also recognize and honour the historical and critical importance original peoples place on the preservation of their language and culture.

Further, they recognize the primacy of each First Nation's language and culture within its traditional territory. This AEEA is inclusive of all people of Aboriginal Ancestry and honours the School District's special relationship with the:

- Laich-Kwil-Tach people and supports their commitment to the preservations of their language and culture. Further this AEEA acknowledges and honours Laich-Kwil-Tach as the principal language of this territory and School District No. 72, and will continue to support the development of its programs and curriculum;
- Xwémalkwu people and support their commitment to the preservation of their language and culture. The AEAC and School District No. 72 are committed to supporting the development of Xwémalkwu language program and curriculum;
- Klahoose people and supports their commitment to the preservation of their language and culture. The AEAC and School District No. 72 are committed to supporting the development of First Nations language programs and curriculum;



- Metis people and supports their commitment to the preservation of their language and culture. The AEAC and School District No. 72 are committed to supporting the development of First Nations language and programs and curriculum;
- Member Nations of the Kwakiutl District Council;
- Member Nations of the Nuu-Chah-Nulth Tribal Council.



Notwithstanding the aforementioned obligations the Aboriginal Education Advisory Council acknowledges the collective responsibility for the success of all Aboriginal learners attending school in School District No. 72. In respect and honour of all Aboriginals we intend, with their participation and wisdom, to develop appropriate and meaningful educational programs for the benefit of all Aboriginal learners.

### **Principles of the Aboriginal Education Enhancement Agreement**

The Campbell River School District is committed to ensuring that Aboriginal students receive a quality education; one that prepares them to lead successful, productive and healthy lives while enhancing their Aboriginal identity through language and culture programs.

In 1999, in recognition of limited success in British Columbia schools for Aboriginal students, the Campbell River School District and local Aboriginal Communities developed one of the first Local Education Improvement Agreements (LEIA) in the province. This first, five-year agreement was aimed at closing the performance gap between Aboriginal and Non-Aboriginal students.

In this, the renewed AEEA, the aim will be to continue to build on the successes that resulted from the first LEIA by increasing the number of Aboriginal students who are achieving at or above expected levels.

The Campbell River School District will work in partnership with individual schools and Aboriginal Communities to ensure that strategies and structures are in place to address the need for increased academic success for Aboriginal students including:

- District Accountability Contract
- School Based Aboriginal Action Plans
- Aboriginal Education Assistants
- Aboriginal Education Support Teachers
- School Growth Plans
- Aboriginal Education Advisory Council
- Aboriginal Youth Support Workers
- Aboriginal Language & Culture Program



The first LEIA provided the education community with a unique opportunity to reduce the gap in performance levels between Aboriginal and non-Aboriginal students.

Significant gains were made in the areas of early and primary literacy. These gains were largely attributable to the efforts on the part of the Aboriginal Advisory Council, the Aboriginal Communities and School District to:

- Increase Aboriginal family involvement in the schools
- Research and implement programs and learning strategies that better met the needs of Aboriginal students
- Increase knowledge of and respect for Aboriginal histories, cultures and significance throughout the entire education community

**I**n order to maintain the gains that have been realized at the primary level through the first LEIA, there needs to be a continued effort on the part of the Aboriginal Communities, families and educators to provide the services and support that are essential to building success for Aboriginal students at this foundational level.

School District No. 72 remains committed to maintaining the gains made in primary literacy and numeracy and these will be supported by the primary maintenance goal:

1. Provision of sustained and relevant early literacy & numeracy support for Aboriginal Learners
2. Increased awareness and identification of educational strategies and structures to support Aboriginal learner's needs
3. Increased knowledge and respect for Aboriginal histories and cultures throughout the district
4. Increased participation rates of Aboriginal parents, families and communities in education



**Mother, Child and the Moon**  
by Stacia Goodman,  
Grade 10 Carihi student,  
2002-03

## **Aboriginal Enhancement Agreement Goals for Aboriginal Students**



1. Year by year improvement in Aboriginal student achievement in literacy and numeracy at the intermediate and middle school levels. (Grades 4-9)

### *Rationale for the Goal:*

The need to improve the performance levels for our Aboriginal students at the intermediate and middle school levels is critical. Extra efforts must be made to ensure that personal, cultural and academic success is promoted through relevant, engaging and systematic strategies that promote successful learning at this challenging stage of development. Without continued academic and social progress in the intermediate and middle school grades, a graduation program can become out of reach, thus closing many doors to future opportunities.

2. Year by year improvement in the rates of Aboriginal students who graduate with a Dogwood Certificate.

### *Rationale for the Goal:*

Graduation rates improved somewhat throughout the first LEIA but results were inconsistent and so the goal must be maintained. Ministry data shows that an important factor in graduation rates is the number of students successfully making the year-by-year transition from grade to grade. The greatest rate of drop off in transition rates happens at the secondary level. Data, collected locally, shows that there is a greater pattern of relocation for Aboriginal students, often due to economic, family and/or cultural reasons. The renewed AEEA will focus on transition rates as a means of improving graduation rates for Aboriginal students. Transitions present special challenges for Aboriginal students throughout their school careers, which become increasingly more difficult at the middle and secondary levels. It is often during these times of change, from grade-to-grade, school-to-school, district-to-district or level-to-level that Aboriginal students lose momentum in their social, cultural and academic development.

3. To increase the number of Aboriginal students who graduate having met post-secondary requirements aligned to personal career goals.

*Rationale for the Goal:*

Aboriginal students may graduate without a suitable range of post-secondary entrance requirements, and are frequently returning to school after graduation to “upgrade” to meet these requirements. Course selection and relevant skill development need to go hand in hand for Aboriginal students in order that their graduation programs reflect their skills, knowledge, passions and future goals. All too often a graduation program for an Aboriginal student includes Communications and Essentials Math in combination with a limited science and social studies background. Aboriginal students are often unaware of the wide range of post-secondary and career options available to them. The new graduation program in combination with the renewed AEEA, presents an opportunity to ensure that Aboriginal students are being targeted, supported and encouraged to include appropriate post-secondary prerequisites in their graduation programs.



4. Increase a positive sense of identity and self-acknowledgement for Aboriginal students.

*Rationale for the Goal:*

A positive sense of self-identity and self-acknowledgement are critical for Aboriginal students to experience academic and social success. Aboriginal students need greater access to learning opportunities that allow them to feel connected, capable and responsible and which support them in developing positive attitudes, attendance and achievement.