



School District 72 is committed to supporting learning at each level of our system under an umbrella of assessment for learning. We will identify the knowledge, skills, attributes and attitudes of the successful learner so that each employee connected to our school district has an understanding of their contribution, and so that each student within our system has an understanding of their progress in becoming a successful learner and that they may be well prepared to move successfully into the next stage of life.

Target: Every child who enters kindergarten will successfully graduate from our programs well prepared to enter the next phase of life.

District Context

School 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 5,482 students in 20 schools, the district administers a budget of approximately \$51 million. Although the community population has remained stable, an aging demographic has led to a steady decline in student enrolment. This concern is reflected throughout the strategic plan and has created the need to consider restructuring in the district.

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

District Information

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

- Aboriginal population is 3,655 – an approximate 38 percent increase from the 2001 census.
- 2.5 percent of the population has a language other than English spoken most at home.
- 9,150 dual parent families or 84 percent.
- 1,735 single parent families or 16 percent.
- Average family income is \$62,040 compared to a provincial average of \$62,346.

School District 72 Profile:

Student population for the 2011/12 school year is projected to be 5,323, a decline over the previous year, attending:

- 15 elementary schools (K to 6)
- 2 middle schools (grade 7 to 9)
- 2 secondary schools (grade 10 to 12)
- 1 alternate program (Robron Centre for Lifelong Learning)
- 2 provincial resource programs (Oasis and HeadStart)
- 4 StrongStart centres

Unique Characteristics

School District 72 (Campbell River) is committed to full engagement with our community to the benefit of all learners. Built on a foundation of learning, respect, and collegiality, our learning organization constantly reflects on its practice in an effort to find thoughtful and research-based ways of improving the learning of every student within our system.

Guided by the recently adopted Strategic Plan for 2009-2012, the district will develop in three focus areas: exceptional learning for all students, strong connections with our community, and a sustainable stewardship of the environment.

Exceptional Learning for All Learners:

- District reconfiguration to ensure greater flexibility for senior secondary students and to renew focus on critical aspects of middle school philosophy.
- Fall and spring student support conversations between members of the district educational leadership team, school administrators and staff specify coordinated supports for identified

students.

- Targeted interventions throughout the year respond to students that are not meeting expectations.
- An Aboriginal language and culture program develops local and provincial curriculum materials and provides support for local Liqwala / Kwakwala language instruction.
- A French Immersion program which annually continues to attract one of the highest per-capita kindergarten enrolments in the province.
- Broad-based community and district input for the implementation of full-day kindergarten and the new configuration model.

Connections to Our Community:

- With strong, enduring connections to the community literacy organizations, we are on the leading edge of the Ministry of Education's expanded mandate for district and community literacy planning. Literacy Now Campbell River and School District 72 are full partners in supporting life-long literacy in all facets of our region.
- Powerful bonds exist between the school district and the Early Years community in our area. School District 72 collaborates with partners in Success by 6 to coordinate efforts to connect high quality early learning programs. This is in response to EDI data that shows an above average number of kindergarten students arrive in our schools at various levels of oral language and letter recognition preparedness for kindergarten.
- Positive and long standing relationships exist between School District 72 and the Aboriginal communities in the Campbell River region. At this time our third Enhancement Agreement has been completed. This agreement will guide us through three more years of collaboration in meeting the specific needs of our Aboriginal community.

Environmental Stewardship:

- Using local technical and educational expertise, in conjunction with a grant from BC Hydro, the district has set consumption targets and educational goals to wisely use resources throughout the district and to educate students about how they can contribute to conservation.
- A district committee, with representatives from all stakeholder groups, has been established to examine our practices and to share and support the environmental efforts of all our worksites.

District Strengths

Campbell River has historically been recognized for leading the way in terms of innovative learning programs. This has led to a number of ongoing strengths.

Some examples include:

- Aboriginal completion rates continue to fall within the top 20 percent of the province.
- An instructional support team provides teacher leadership and outreach support in an effort to build district capacity at the classroom level.
- Aboriginal Education Advisory Council provides feedback and guidance in the development of Aboriginal education programs and goals.
- A long-standing history of quality professional development opportunities planned, developed,

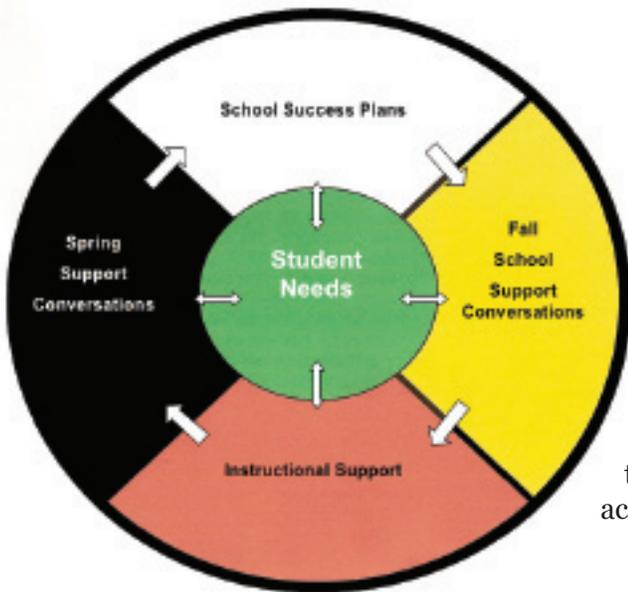
and offered in consultation with teachers, administrators, and district staff.

- Intervention programs support students who are not meeting expectations, throughout the school year.
- An inclusive, district-wide student services program integrates all students into classrooms and provides itinerant behaviour resource team support for at-risk students.
- Long established district competitions in athletic and academic areas, such as the district chess championship, zone and district track and field, and Battle of the Books provide additional opportunities for student success.
- A district Aboriginal recognition dinner and Aboriginal graduation ceremony honours students representative of all district schools.
- The district is committed to applying assessment for learning practices throughout all levels of the district.
- By bringing the achievement planning process into the entire fabric of the district, looking at a single goal and connecting all stakeholders to the part they play, we are working towards successful graduation for all.
- The district has taken significant steps in developing a technology strategy that will place us well as we expand the use of new technologies in assisting student learning.

Students At A Glance

All data as at September 2010

- 2,595 elementary students
- 2,887 middle and secondary students
- 68 Continuing Education students
- 107 eBlend students
- 113 alternate school students
- Aboriginal student population of 1,106 or 20 percent
- 239 ESL and ESD students
- 341 low incidence / high cost students
- 306 high incidence / low cost students
- 775 French Immersion students
- 45 international students



District and School Connections

Ongoing collaboration between the schools and the district is a hallmark of the work in planning for the success of all students in our district. The ongoing commitment to assessment for learning; the sharing of class, school, district and provincial data; and the focus on identifying the characteristics of successful students and developing those behaviours bring us all together in our efforts to create success for every student. As seen in the graphic to the left, a cycle of consultation and planning across the district is at the core of this work.

Fall School Support Conversations:

- Focuses 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 and structures to support the students 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.
- The school and district make commitments to action to support the goals of the student success plans.
- Conversations also provide opportunities to share successful practices between schools.
- A reporting out process 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 based upon the most recent data collected.

Spring School Support Conversations:

- School successes and challenges for the year are reflected on and plans for the upcoming year are discussed.
- Newly emerging concerns and data within each school are discussed and incorporated into plans.

- The district educational leadership team and school staff review 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 are engaged in reflecting on the data and 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:

- The fall and spring support conversations provide the framework for the student success plans.
- Many elementary schools are now working to develop success plans after completing school reviews in late September or early October. In this way, the plans are immediately responsive to emerging data and identified needs. The plan can also be supported through district intervention grants.
- Student success plans are fluid, reflect current trends and responses to emerging data, and are updated regularly as circumstances dictate.
- The plans must consider student achievement data from all sources to ensure that student needs are being met. Goals are supported by clear, data-driven rationale.
- 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 Contract. Plans are reviewed by the Board of Education at education committee meetings.

Supports for Learning:

- The instructional support team provide ongoing support to build instructional capacity.
- Intervention support will be allocated to schools, as needed, to meet emerging needs when individuals and groups of students are not progressing as expected.
- Action research / collaboration grants are available to support schools in developing curriculum strengths that need support based on achievement data.

Strategic Plan 2009 - 2012

In the fall of 2009, the Board of Education adopted the Campbell River District Strategic Plan. After a significant review with the stakeholders and the community at large, the Board re-affirmed the district values:

- Learning is Central
- Collegiality is Essential
- Respect is Fundamental

As well, the Strategic Plan outlined three central focus areas to guide the district over a three year period. The focus areas are:

- Success for All Learners
- Enhanced Community Connections
- An Expanded and Purposeful Environmental Ethic

Over the past eighteen months, the Strategic Plan, its objectives and priorities, have brought a clear focus to the work of the Board of Education and the district as a whole. The senior management team and principals and vice-principals developed a set of priorities for the 2010/2011 school year, which have guided our work through this period. Student success plans, support conversations and Education Committee meetings have adapted to keep a clear focus on the three focus areas. The coherence of this alignment has significantly impacted the district in many ways – particularly around decision-making at all levels. As 2010/2011 draws to a close, the process of reviewing the district priorities is underway, based on evidence gathered from many sources including: student data, community input during our recent consultation on configuration, the completion of the third Aboriginal Enhancement Agreement and through our work on developing a local vision for full-day kindergarten, it makes sense that the format of our Achievement Contract should be adapted to reflect the work of our Strategic Plan.

Schools are currently working on various aspects of the Strategic Plan priority areas, based on needs and data developed at the school and district level. In the spring of 2011, a process was begun to adapt the priorities to the changing needs of the district. For example, reconfiguration has become implementation and full-day kindergarten has developed and is ready to implement.

Principals and district staff have been reviewing the implementation of the Strategic Plan and its priorities through the spring. District staff will work with recommendations from principals and develop new district priorities for the Strategic Plan for 2011/2012 over the summer and into the fall, for implementation in 2011/2012.

District Priorities 2010/2011

Priority 1: Assessment

- Policy has been in place for two years.
- Support teachers and schools in improving practice.
- Support schools as they increase application of policy.

Priority 2: Configuration

- Consultation is announced and schedule is being created.
- Concurrent planning of implementation strategies.
- Facilitation of public meetings and engaging with parent advisory council and students.

Priority 3: Full-Day Kindergarten

- Planning, inservice, vision.
- Construction and deployment of resources.
- Staffing considerations.

Priority 4: Technology for Learning

- Universal wireless access.
- Implementation of new technology plan.
- Supporting the growth of skills for classroom use of technology.

Priority 5: Staffing and Human Resource Deployment

- Review current staffing processes – clarify and understand.
- Review how all staff is allocated to schools. Are we getting the best return for our investment? Enrolling, non-enrolling, admin, support, clerical.

Priority 6: Engaging Students

- New behaviour support processes.
- YCW and support worker positions.
- Alternatives to suspension.
- PBS.
- 21st century learning opportunities.
- Improving graduation and transitions.

Priority 7: Communication

- Implementation of DocuShare.
- Website and ICT communication opportunities.
- Ensure that all constituents know of the strategic plan and priorities.

Priority 8: The Environmental Ethic

- Evidence in each school of connection to sustaining energy initiatives.
- Evidence in schools about meaningful contributions to green initiatives.

Goal:

All students who enter our system will successfully complete their education with dignity and purpose, well prepared to enter the next phase of their life.

Rationale:

To make this goal truly system-wide, we must find a way for every member of our learning community to see the role they play in ensuring that students maximize their learning at each level of the system. We must, therefore, identify key factors at each level and the evidence we will use to measure those factors to determine which of our students have fully met or exceeded the expectations outlined by the Ministry of Education. For those who are not meeting expectations, we must identify how we intend to intervene on their behalf so that they can continue to progress.

Identifying key factors and evidence will be a three year process. In that time, we will consult with all members of our learning community in helping to identify the skills and attributes that define success in our context at each level of our system. Further, we will then identify and report annually on the evidence that help us see who is and is not currently meeting the established criteria.

Through the overarching structure of assessment for learning, which will significantly enhance the teaching and learning in our classrooms, we will be able to move the overall achievement levels beyond their current levels. We will actively monitor evidence of the implementation of our assessment for learning initiative within the district.

The descriptors below are a work in progress. Over the next three years, through ongoing consultation with our partner groups, we will refine the key factors and evidence as we gather more input.

The Early Years

Managing the implementation of full-day kindergarten was one of the priorities of the Strategic Plan for this year. The Board of Education's decision to delay implementation for a full year provided a unique opportunity to work with the Early Years community and with kindergarten and primary teachers, as well as administrators and district staff, to develop a vision for full-day kindergarten that build on a shared vision. Many consultations, large and small, took place which led to a framework for kindergarten that is well supported by the community. Key factors of the vision include:

- That kindergarten will be play based.
- That the review of kindergarten is step one in reviewing the primary program as a whole.
- That we will continue the collaboration with the Aboriginal HeadStart programs.

As well, the following developments and ongoing processes will support the collaboration between School District 72 and the Early Years community:

- Increasing use of school facilities for daycares or other gatherings and organizations like: The Black Creek Community Parents group who bring preschool students to Oyster River Elementary twice per week to provide preschool activities for children and parents; the Montessori preschool program at Discovery Passage Elementary; and the preschool program at Sayward Elementary.
- Increased collaboration between agencies like Success by 6 and the Early Childhood Development Table and School District 72. There is a tremendous amount of mutual support

provided for such activities as the community health fairs and summer recreation and learning programs.

- School District 72 supports the Gathering Place facility, a joint facility placed in a housing development where targeted programming is delivered through many community organizations.
- As well, the work on the full-day kindergarten program has been viewed and described publicly as the start of a review of the primary program within our district.

In the above ways, School District 72 is working with our community to use local information, as well as data from the EDI to identify and respond to emerging community needs. We believe that the greater the collaboration between the school district and other community agencies, the better we will be prepared for the students that arrive in our programs. Further, over the past three years there has been a significant shift in the willingness to collaborate between the Early Years community and the school district. When the mandate was expanded, we were viewed with suspicion and as an entity to be feared. However, we are now seen as supportive partners and collaborators with our community. The value of this to our students and families is hard to measure but will have untold benefits over time.

Again the strategic focus “Success for All Learners” is embedded in the full-day kindergarten process. We also see a strong connection to the “Enhanced Community Connections” focus within the implementation of full-day kindergarten.

The Elementary Years

Across the district many aspects of the Strategic Plan have been implemented in our elementary schools. Principals have been engaged in the implementation of full-day kindergarten along with a number of teachers from the primary grades. We have been quite clear that full-day kindergarten is the start of a review process of the entire primary program, which we anticipate to take place during the next three years. Issues of configuration will be on the agenda for schools during the 2011/2012 school year. This will include preparing two grades of students for transition to middle school, as well as developing plans for the schools as they enter into a K-5 configuration.

A number of schools have been looking into 21st century-style learning projects. Increasingly we will look for opportunities for elementary students to engage in project based learning and other forms of education that will lead to the development of appropriate skills for the 21st century.

A large number of schools have embraced the third focus of the Strategic Plan – the environmental ethic. We have Green Teams in most schools. All kinds of recycling, composting, and energy management and monitoring projects are taking place in our schools. Conservation and concern for the environment is becoming second nature in our schools.

Through expanded use of the class review model in schools, specific concerns in literacy, numeracy and social responsibility continue to be identified. Schools look at their own resources to respond to those needs. As well, ongoing support is provided through intervention programs which are available to all schools. Further support is provided through the instructional support teachers in schools.

The Middle School Years

In February of 2011, the Board of Education for School District 72, as part of its Strategic Plan, approved reconfiguration to a new format. The new model will see elementary programs from K-5,

middle years 6-8, and secondary years 9-12. The intent of this reconfiguration was educational, not financial. The second aspect of the decision was to delay implementation until September of 2012.

The district has given itself a year and a half to carefully plan and consult with staff, parents, and the community about what our new models will look like. A significant part of this work will be focused on the middle years. Our present model of middle school is quite similar to a junior high school model. There is tremendous enthusiasm in the community for creating a full middle school model based on the developmental needs of children in this age range.

Concurrently, our work in the area of personalized learning for the 21st century will provide tremendous opportunity for us to create programming that will re-engage students, offer greater choice and opportunities for cross disciplinary project work in an effort to develop the skills and attributes that will be required for our students as they move forward in their education and careers.

This will be an exciting time in our community and will allow us to really focus our attention on what we know are the best practices available, not just locally, but far more globally.

Our staffs are engaging in significant access to research and to examining models of middle schools that will support the best learning opportunities. A group of district personnel recently travelled to San Diego to learn from the exciting model in place at High Tech High and High Tech Middle School.

The goal of all this work must be on achieving the objectives of strategic focus number one "Excellent Learning Opportunities for All Students."

The Secondary Years

Reconfiguration was initially spurred on by a need to consider the significant decline in enrolment of our secondary schools. Both schools had student populations in excess of 1,000 students in 2000. By September 2012, anticipated enrollments are expected to be under 700 at Carihi Secondary School and under 600 at Timberline Secondary School. Offering a reasonably diverse program at each school is impeded when the school population gets too small. Consequently, a decision was made to add grade 9 to our secondary schools. This will create much more reasonable school enrollments and help to create some of the economies of scale that will allow the schools to continue to offer diverse programming to meet the needs of all students.

Over the past two years, our secondary schools have been working on intervention strategies connected to improving attendance and engagement of students and very actively tracking and intervening with students who are not finding success. These interventions have been very successful in seeing students who failed courses or missed significant numbers of classes return to class with much greater success. Over the next three years, the results of these interventions are expected to show up in both the graduation rates and the six year completion rates. Because currently the interventions take place after a demonstrated gap in attendance or after a semester of course failure, it may be the six year completion rates that show the initial success.

With the addition of grade 9's to the secondary schools, there are significant opportunities to recreate the vision of a transition year for students prior to their success and challenges impacting provincial exams at the grade 10 level. Simply increasing the population of the schools without considering the opportunities for enhancing the learning opportunities would be a lost opportunity. Consideration will need to be given to the tenets of personalized learning for the 21st century. Certainly some significant opportunities exist for cross disciplinary problem-based learning. This

could be an excellent way to make a preliminary step in changing the culture of the secondary schools.

Evidence of Success from Each Area of Strategic Focus:

Literacy Rates

In our new format, we will return to a more traditional look at literacy data. We are tracking student success in secondary school, as indicated by results on English 10, English 12, and Communications 12 final marks. At the elementary and middle school levels, we are using district assessments on reading at grade 3, 6, and 9 and writing at grades 2, 5, and 8. We also track PM Benchmark results for grades 1 and 2. Targets will be established in each of these areas.

Secondary Students

Date	Number of Students	Pass	Pass Percentage	Fail	Fail Percentage	District Average Mark	Provincial Average Mark
English 10							
Jan. 2011	208	178	85.6%	30	14.4%	69.9%	71.6%
2010	449	390	86.9%	59	13.1%	68.3%	68.4%
2009	448	411	91.7%	37	8.3%	69.4%	71.4%
2008	493	416	84.4%	77	15.6%	68.8%	70.8%
English 12							
Jan. 2011	192	185	96.3%	7	3.7%	69.1%	71.3%
2010	375	349	93%	26	7%	69.4%	71.7%
2009	318	308	96.8%	10	3.2%	69.7%	70.9%
2008	362	339	93.6%	23	6.4%	70.6%	71.7%
Communications 12							
Jan. 2011	66	59	89%	7	11%	68.8%	65.8%
2010	112	99	88.3%	13	11.7%	64.1%	66.4%
2009	124	113	91.1%	11	8.9%	67.6%	66.8%
2008	115	109	94.8%	6	5.2%	68.9%	66.9%

English 10

Results for the past number of years have been highly inconsistent. No apparent trend exists. Of note is that the district has been below the provincial average by a relatively small margin. It would seem reasonable for us to set a target that was to ***have our students meet the provincial average mark*** on the English 10 final mark scale. As well, pass rates have fluctuated between 84 percent and 91 percent. ***A reasonable target in this aspect would be a pass rate of 87 percent over the next three years.***

English 12

There is positive growth in success rates between grades 10 and 12. While there still remains a gap between district and provincial average marks, the pass rates are quite good and certainly better than English 10. ***A three year average of 95% is a target.***

Communications 12

In this area, our students have consistently been more successful than the provincial average in terms of final marks. ***A benchmark of being 2 percent over the provincial average is our three year target. As well we will establish a 90 percent pass rate as our three year target.***

Elementary and Middle School Students

Measure	Year	Fully Meeting Expectations	Meeting Expectations	Not Yet Meeting Expectations
Benchmarks Grade 1	2010	56%	16%	28%
	2009	56%	19%	24%
	2008	54%	15%	25%
	2007	49%	18%	33%
	2006	54%	17%	29%
	2005	61%	18%	20%
Benchmarks Grade 2	2010	57%	19%	24%
	2009	72%	16%	12%
	2008	47%	20%	25%
	2007	53%	26%	20%
	2006	63%	20%	17%
	2005	67%	16%	17%

Measure	Year	4	3	2	1
Grade 2 Writing	2010	19%	56%	24%	1%
	2009	14%	55%	25%	5%
	2008	8%	51%	31%	10%
	2007	11%	44%	36%	9%
Grade 5 Writing	2010	5%	43%	47%	5%
	2009	10%	44%	42%	4%
	2008	3%	35%	53%	9%
	2007	11%	42%	41%	6%
Grade 8 Writing	2010	11%	52%	33%	4%
	2009	17%	46%	36%	2%
	2008	4%	43%	41%	10%

Measure	Year	4	3	2	1
Grade 3 Reading	2010	1%	54%	42%	4%
	2009	3%	49%	41%	7%
	2008	7%	55%	37%	1%
	2007	20%	54%	23%	3%
	2006	32%	46%	20%	2%
	2005	30%	48%	20%	2%
Grade 6 Reading	2010	3%	47%	46%	4%
	2009	5%	52%	39%	4%
	2008	9%	60%	29%	2%
	2007	21%	55%	24%	1%
	2006	13%	59%	26%	2%
	2005	23%	63%	14%	0%
Grade 9 Reading	2010	14%	46%	37%	3%
	2009	11%	38%	45%	6%
	2008	7%	43%	44%	7%
	2007	17%	49%	31%	4%
	2006	19%	45%	30%	6%
	2005	13%	34%	43%	10%

Reading Grades 3, 6, and 9

If the system is working, a trend should be evident that over time, student results should improve at each level. This is not the case. It should be noted that the assessments changed after the 2007 year – so the long term data is out of sync with the more recent data. Between grades 3 and 6 the trend is working. We are seeing more students exceeding expectations and less minimally meeting expectations. ***Our target here will be that this trend continues.*** The grade 9 situation will change in a year's time with the implementation of reconfiguration. At that time, we will observe the impact of configuration on the achievement of our grade 9 students.

Writing Grades 2, 5, and 8

At the grade 2 level, we are seeing improving results each successive year. Increasing numbers of students are meeting the “exceeding expectations” level and fewer are in the “minimally meeting” expectations category each year.

Six-Year Completion Rate

Student Population	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
All Students	76.9%	76.2%	82.2%	80.4%	74.6%	79.4%
Aboriginal Students	47.7%	50.3%	56.7%	52.7%	49.9%	56.2%
Non-Aboriginal Students	81.2%	80.5%	86.4%	85.9%	78.8%	84.2%
Aboriginal Female Students	56.5%	48.7%	66.5%	54.2%	52.7%	67%
Non-Aboriginal Female Students	85.2%	83.8%	85.3%	91.3%	84.3%	87.8%
Aboriginal Male Students	40.6%	52.2%	45.4%	51.3%	47.4%	40.7%
Non-Aboriginal Male Students	77.6%	77.5%	87.4%	81.2%	74.2%	80.6%

On the surface there appears to be almost no consistency in the movement of the completion rate. However, in fact the completion rate between Aboriginal and non-Aboriginal students is closing over time. In 2005, the difference was 29 percent. In 2010, the difference is now 23 percent. ***A target for the next three years would be to see that reduced to 20 percent.***

Appendix 1: Evidence

- District Literacy Plan, July 2011
- Campbell River Aboriginal Education Enhancement Agreement 2009-2014

School District 72 Campbell River

District Literacy Plan July 2011



Jointly Submitted by:

Jim Ansell, Assistant Superintendent, School District 72
Anne Boyd, Literacy Outreach Coordinator, Campbell River Literacy Now

District Context

Campbell River 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 just under 6,000 students in 20 schools, the district administers a budget of approximately \$47 million. Although the community population has remained stable, an aging demographic has led to a steady decline in student enrolment.

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.

Community Demographics

- Population of 30,000 with a trading population in the region of 60,000.
- An aboriginal population of 3,470 – increasing.
- 1.75% of homes are non-English speaking
- 83% dual parent families
- Average family income \$53, 350.
- 25% of population below \$30,000 in family income

District Profile

- 15 elementary schools
- 2 middle schools
- 2 secondary schools
- 1 alternate program
- 2 provincial resource programs (Oasis and Head Start)

Literacy in School District 72

Campbell River has been recognized for many years as a leading district in the province for its work in literacy and early literacy initiatives. The district has been heavily involved in the literacy initiatives developed jointly with the Island Network and Island Literacy. Campbell River was also a lead player in the development of the DART assessment which is becoming a standard of assessment in the region and across the province.

Long term data exists in the district, which will allow for careful consideration of cohort data over time. The district's association with Faye Brownlie and Leyton Schnellert in conjunction with a well established Professional Development program has lead to widespread excellence in best practices instruction and collaborative cultures in schools.

Reflections on Literacy Planning within School District 72 – Spring 2011

Submitted By Jim Ansell, Assistant Superintendent, School District 72

The strong and enduring relationship between School District 72 and Literacy Now Campbell River has been a significant benefit to the communities that comprise the Campbell River School District. This collaboration ensures that resources are maximized and ongoing reflection takes place to focus our attention on areas most in need of support.

The strong network that has been established here is an excellent model for community collaboration.

Within the School District this year a major focus has been the visioning and creation of a model of Full Day Kindergarten that has focused attention on play based learning and the types of learning situations that create the proper foundation for literacy as children enter the school system. Again this process has been highly inclusive ensuring a shared understanding between then early years community organizations, kindergarten teachers, primary teachers, administrators and district staff. The shared vision of the type of learning that will form the foundations of literacy and all learning is an excellent start. Throughout the process, this has also been identified as a forerunner of a wider review of the entire primary program within the school district.

Early literacy indicators in the district have continued to show a plateau of student results and even a slight decline – based on Benchmark assessments and District Reading Assessments. While part of this decline can be attributed to a steady rise in expectations amongst experienced teachers, there is a need to review and renew our focus on early literacy through the primary years.

At the other end of the spectrum, Grade 10 English Provincial exam results are not showing the success that we would like to see. That said, our grade 12 results are significantly better – indicating that the program of study at the secondary level is good or that the assessment is not particularly reliable. Either way, it is an aspect of learning that will be watched closely over the coming years.

In looking ahead to 2011 – 2012 a significant opportunity presents itself in terms of student achievement and success. The district is taking a full year to plan and implement a grade reconfiguration. This will result in Secondary Schools of Grades 9-12, Middles of Grades 6-8 and Elementaries of Grades K-5. The fact that time has been set aside to plan the implementation is an indication of the district's desire to ensure that the educational opportunities are maximized. The Middle schools, in particular are looking at ways of enhancing the learning environment with structural changes around teaming and timetable changes. At the secondary level, having students enter in Grade 9 and having a transition year ahead of the start of the graduation program should provide benefit to the incoming students. In all – there is a significant opportunity for the district to make a positive impact on student learning into the future and the conditions have been created to allow the time for this work to happen.

District Literacy Plan 2011



Campbell River Literacy Now

Campbell River Literacy Now is dedicated to providing quality intergenerational experiences to enable all citizens to reach their personal goals.

1. Community Context

Campbell River has been stable in the past year. The economy has continued to be an issue for working people with many dads working away. Absent dads result in many families experiencing more stress. High paying jobs are in short supply and young families often work more than one or two jobs to make ends meet. The population of seniors continues to grow with people relocating from other parts of Canada. People visiting the community see a busy, active community; the underlying economic issues are mostly invisible. Cuts to government programs have resulted in less money in all organizations to support the development of literacy.

2. Task Group

a) Who takes part in the task group?

Task Group:

Name	Organization
Anne Boyd	Literacy Outreach Coordinator
Kat Eddy	Adult Literacy Outreach
Kim Milne	Community member
Donna Bayne	Retired educator
Tony Bellavia	Dean, North Island College
Vivian Hermanson	North Island College
Joyce McMann	A Family Place Coordinator, Family And Children Services

Elizabeth Johnson	Vancouver Island Regional Library
Sharon Bollefer	Altrusa
Brenda Wagman	Private citizen
Kathy Rae	Sunrise Development, Pacific CARE
Elaine Julien	Vancouver Island Regional Library
Chris Button	Altrusa Club
Leah Tremain	Read TV Productions, Rotary Literacy Rep.
Barbara Drake	Chair, Campbell River Literacy Association
Jo-Anne Windsor	Altrusa Literacy Coordinator
Lynne Stone	North Island Constituency office manager
Timothy Skye	Vancouver Island Regional Library
Jim Ansell	School District 72
Patricia Tomlinson	Retired Educator

b) How is the work of this group organized?

The Campbell River Task Group meets monthly for most of the year. Our meetings are generally the last Monday of the month unless we are organizing around a special event. The Task Group is always open and we encourage anyone with an interest in furthering literacy in the community to attend when possible. The work of the task group is also shared at other community tables to keep as much involvement as possible in our work.

3. Community Development and Literacy Collaboration:

a) What are the collaborations that have taken place to support literacy and the work of the task group?

CR Literacy Now has collaborated with:

- City of Campbell River
- School District 72
- Vancouver Island Health Authority
- Success by Six
- Vancouver Island Regional Library
- Family Services
- Supported Child Care
- ECE working Group
- Strong Start Centres

- Parks and Recreation
- John Howard Society
- Aboriginal head Start Programs
- Laichwiltach Family Life Society
- Campbell River Mirror Newspaper
- Local Businesses
- Daybreak Rotary
- Altrusa Club of Campbell River
- Campbell River Community Literacy Association
- Aids Vancouver Island
- North Island College
- Campbell River Multi-Cultural Society

b) What are the essential ongoing collaborations?

Collaborations with all of the above groups are essential for literacy to reach community members. CR Literacy Now works most closely with:

- SD 72
- Success by Six
- John Howard Society
- Parks and Recreation
- Vancouver Island Regional Library
- Campbell River Community Literacy Association
- City of Campbell River

c) What makes collaborations work well?

Collaborations work well as groups are able to share resources of time and money. Large events become manageable when many groups are involved in the planning and production of events. The Children's Health Fair is an example of collaboration that allows Literacy to reach over 300 families in a single day. Many groups work together to sponsor a Health Fair including: SD 72, Success by Six, Vancouver Island Health Authority, Aboriginal Success By Six, Family Services, Supported Child Care.

4. Goals and Actions for the Current Year

a) and b) Things we have accomplished 2010-2011

- Continued support of summer programs for low income students
- Continued support of the backpack program
- Sponsored Family Literacy Day 2011
- Continued to pay for mentorship for a youth computer program
- Promoted literacy at Health Fairs, National Child Day
- Revised our web site and connected to Literacy BC
- Took over Books for Babies after it was cut by the government
- Formed closer partnership with Campbell River Community Literacy Association and jointly sponsored an adult literacy outreach position
- Worked with several community groups to secure an RBC grant to provide afterschool care, including homework support, in a low income housing project
- Teamed with CRCLA to apply for the New Horizons grant to provide computer courses for seniors
- Worked with the School District to apply for funds to improve the Robron Centre for Life Long Learning
- Supported the School Districts effort to include community members in planning for full day kindergarten
- Worked with the city and the School District to provide summer programs for kids at risk in two sites
- Provided books to children of young parents at Christmas
- Provided support and advice to the Aboriginal Success by Six
- Provided support and advice to the team running "The Gathering Place", a centre for children and families in a low cost housing complex
- The LOC attends many community meetings to take the literacy message to more places, some groups don't have time to be part of the task group
- The task group met regularly to advise and support the plan implementation
- Campbell River Literacy Now is an established community resource
- Provided funds to pilot a homework support program for ESL students
- Working to develop a community table to focus on youth at risk
- Seek to partner with other community groups to maximize resources

b) What adjustments were made to the plan?

Our original goals remain:

Goal 1: Increase awareness of literacy issues and of services to address these issues in the community with the help of a community literacy coordinator.

Goal 2: Create new programs and provide support for the underserved age groups identified by the CR Literacy Now needs assessment.

During this past year some of our initiatives were adjusted. Our work with the Salvation Army was suspended. The needs of the Salvation Army clients are so great that a literacy centre was not a priority. The materials that were purchased for the program were moved to the church building so they could be used by church members who were interested in building their literacy skills.

Our adult literacy coordinator expanded the scope of her work this past year. In collaboration with the CRCLA computer courses were offered to seniors at the Community Hall and at the Library. This program was very successful and was funded by a New Horizons for seniors grant.

Adult literacy also offered open sessions at the Campbell River Regional Library to anyone wishing to expand their computer skills.

The coordinator attended afterschool sessions at "The Gathering Place", a centre in a low cost housing project to offer computer instruction for grades one to six children.

A second program has started in a second low cost housing project. The adult literacy coordinator attends one day a week to provide support to families in this setting.

A new project began this spring in collaboration with the John Howard society to provide computers and instruction to youth aged 13-24. "The Pad" serves youth who are not connecting with other groups in the community;

some are living on the street. CR Literacy Now offers instruction 6 hours a week in this setting.

5) Indications of Success:

a) How do you know that actions taken are working to support literacy?
What impact have the literacy initiatives had?

- Family Literacy Day 2011 was a huge success. One hundred and twenty families joined in activities held in the downtown core that centred on the theme of play. This day was an excellent example of a collaboration between, Family Place, School District 72 (librarians hosted events in all schools), Campbell River Regional Library, Parks and Recreation, two local book stores, one toy store, a Honda dealership and the Tidemark Theatre. Not only did families learn about the importance of the literacy of play the community as a whole was informed through newspaper articles, a newspaper insert (supported by more local businesses), radio ads, and flyers. Literacy Day has become an event the community looks forward to.
- "Books for Babies" takes the "read early, read often" message to 350 families a year in our region. Literacy Now inserviced public health nurses on the importance of early reading and this message is delivered to new parents along with a bag of materials that supports early learning.
- Information sessions at community events such as the Health Fair allow CR Literacy Now to make families aware of literacy initiatives in the community. Children attend Family Place, Strong Start and library programs as a result of these sessions.
- Seniors have participated in computer classes. All sessions have been full this past year with a constant waiting list. Seniors complete an eight week series of lessons which makes them computer users.

Quotes from Seniors in the computer program:

*This is the computer help I always wanted.
I was lost! A few lessons with Kat and now I'm back on track.
I'm a volunteer and I learn something new every day.*

- At risk children have been offered computer sessions and book time in an afterschool program with the support of Literacy Now. Extra attention to learning was noted in the schools the students attend.
- The new program with John Howard has only been running two weeks and two youth have made major strides with the support of the adult literacy coordinator. One young man applied for his SIN number and was able to join Blade Runners. A second young man made a connection that will allow him to apprentice with an artist. There are eleven youth signed up for help in obtaining a drivers licence.
- Supporting summer programs for at risk kids prevents summer learning loss. It is a documented fact (work of Richard Allington) that students who read 6 books at their reading level over the summer will not slip back in their reading skills over the break. CR Literacy Now has supported the summer programs with coordination and books. More than 90 children attend these programs over the summer.
- Family Services organizes a dinner for young parents at Christmas time. In the past the children were given small toys as gifts. Literacy Now has provided a book for each child for the past two years. The books were very well received, 70 children were provided with a book of their own. Children who have books in their homes are more likely to be ready to read at school age.
- ESL classes were offered to students in the evening. These 15 students attended on a regular basis as the classes were meeting their needs to help them keep up with regular school work.

b) What are the things that support literacy work?

- Literacy work is supported by having someone to coordinate the efforts of the group.
- Literacy work is supported by funding that enables the implementation of goals that meet the needs of the community
- Literacy work is supported by collaborating with other groups in the community
- Literacy work is supported by grants,
- Literacy work is supported by many members of the community who volunteer their time to offer programs and services where needed

- Literacy work is supported by a community that works and plans together to meet the needs of their citizens

6. Challenges:

a) What are the difficulties?

- The uncertainty of continued funding makes planning difficult
- Lack of funding causes a need for a lot of time to be spent fund raising and grant writing
- Keeping the momentum going is a constant challenge
- Meeting the expectations of all groups is difficult when funding is limited

b) What would help?

- Funding that could be relied on would be very helpful
- The continued support of a provincial organization with funding and with messaging around the importance of literacy
- More awareness within the business community of how literacy impacts the whole community
- The continued message to School Districts that they are partners in community literacy planning

For the coming year:

1. Are there new opportunities, challenges, or issues in your community? How will you respond to those?

Campbell River continues to suffer from economic issues due to the closure of two main industries within the past two years. Many families live separately as dad's work in camp situations. High paying jobs are in short supply.

Youth seem to be lost in this climate as jobs that may have been available to those without skills are being taken up by laid off workers.

There is the prospect of a large BC Hydro dam project that may begin within the year. This is bringing an influx of new people to the community and possibly create a housing crisis.

There are still a large number of youth and adults without the literacy skills to obtain and retain employment. High numbers of these people are Aboriginal.

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

Programs and events that have been successful in the past will be continued. Literacy Now is actively seeking partnerships for Books for Babies.

Literacy Now is working with other community members to explore the possibility of establishing a youth table to connect those working with youth. There are some isolated projects doing good things but they could be more powerful if connected. Our adult literacy coordinator will continue to support youth through partnerships with John Howard Society.

Essential Skill training is also being explored. Youth and adults need more training to make them successful in obtaining employment. Literacy Now is connecting with other groups concerned about this issue and connecting with the project in the Comox Valley.

The Literacy Outreach Coordinator and the Task Group will stay alert to needs and changes in the community and respond to those needs as appropriate.

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

The help and guidance of the task force will be needed to continue and expand the work of Literacy Now.

Partnerships will be strengthened and others developed as needs arise.

Funding will need to be secured to continue some programs at local level.

Provincial funding will be needed to continue to work of the LOC. More implementation funding would also help and support the work.

Support of the new provincial organization will continue to be critical to our success.

Working with other LOC"s in our region will strengthen all of our efforts.

The support of our closest partners is critical; Success by Six, School District 72, Parks and Recreation.

District Literacy Plan 2011

Cortes Literacy Now

Submitted by Sarah O'Shannessy, former Cortes LOC

1. Community Context

Cortes Island's economic situation noticeably changed due to the recession. There was much less money to participate in programming and less material goods to donate. It was such a major strain that, in some cases people left the island.

Also, the private alternative school, Linnaea School, ceased to exist. It was an important part of the island for a long time, and the loss of this hub of activity affected many families and people for a certain demographic, logistically and mentally.

2. Task Group

a) Who takes part in the task group?

Task Group:

Name	Organization
Mary Gordon	Instructor-in-Charge at North Island College Cortes Centre
Mark Vonesch	Director of Reel Youth and Board Member of the Wi-Fi Society
Fran Woodcock	Social Development Worker for Klahoose First Nation
Diane Brussell	Homeschooling parent, dance/theatre teacher, counseling psychologist
Lorraine Plouffe	Librarian and OCP Education Coordinator
Lee Reidl	FOCI Youth Sustainability Education Coordinator, Food Bank volunteer, BC Ambulance Paramedic, and OCP Education Coordinator

b) How is the work of this group organized?

The Task Group met as needed, sometimes as much as 3 times per month and sometimes months went by without seeing each other. We communicated a lot by email, for smaller issues or for gaining consensus, and sometimes calls were made to members directly.

3. Community Development and Literacy Collaboration:

a) What are the collaborations that have taken place to support literacy and the work of the task group?

In 2009 - 2010, Cortes Literacy Now collaborated with:

- FOCI and their propagating Prosperity project
- Cortes Public School
- Seniors Helping Seniors
- Reel Youth
- Teen Scene
- Klahoose First Nation
- Whaletown Institute
- Cortes Community Health Association
- Parents and Tots
- Cortes Exchange
- French Immersion Soccer Hour

b) What are the essential ongoing collaborations?

Collaborations that continue and evolve are:

- FOCI's Propagating Prosperity
- Cortes Public School
- Seniors Helping Seniors
- Teen Scene
- Reel Youth
- Campbell River Community Literacy Association

- City of Campbell River

c) What makes collaborations work well?

Definitely collaborations come together with much more ease when there are common interests at stake. Creating common goals and having a common approach to communication greatly improve the chances of success. When there are niches to be filled and a sense of possibility and potential, this creative space allows for further excitement and inspiration. People light up when they know they can help others and resources are there to make it happen.

4. Goals and Actions for the Current Year

*** Submitted by Coreen Boucher, current LOC Cortes Literacy Now**

a) What priorities, goals or objectives have you addressed this year?

- increasing accessibility (transport, family support including childcare, safe learning environments, funding to take part in on and off island events, etc)
- resources (employment, venues, teachers of knowledge, etc)
- programming (events, workshops, courses, education, etc)

b) What actions were taken to reach these? What organizations and groups participated in these actions?

- To support collaborations for childcare among parents as well as existing childcare programs
- To increase resources on the island, some of the funding went to assist in maintaining venues for learning that already existed on the island as well as to help improve the health library at the medical centre.
- To support a local exchange project that would increase access to many different kinds of resources available within the community
- To support projects in First Nations language and song revival, computer classes for seniors, creative writing and music classes, media production for youth and French language learning

opportunities.

Organizations and groups that participated were: Childcare for Cortes, French Immersion Soccer Hour, Reel Youth, Ty-eh Ums Tlok Quiness Language Project, Computers for Seniors, Whaletown Institute Micro College, Manson's Parents and Tots, Whaletown Parents and Tots, Propagating Prosperity (FOCI), Linnaea Food Security Program, CCHA Library, and the Cortes Exchange.

c) What adjustments were made to the plan? That is, as the year progressed were there new opportunities or were there changes that did not allow for some actions to be taken?

When the Linnaea School closed and the Food Security Program didn't run, money was redirected into the Propagating Prosperity project, providing new opportunities and is likely the reason their collaborative efforts were such a success with ongoing benefits.

Also, the First Nations language revival project didn't receive other funding and it struggled to get support from the Band Council (although it eventually offered a letter of support). Adjustments were made as this latter project went along.

5) Indications of Success:

a) How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had?

Indications that people's understanding about literacy and the issues in the community have increased include: increased participation in literacy-related programming, increased interest in Literacy Now and the work it does on Cortes Island, increased participation in the Task Group, and local philanthropic donations to help support literacy-related work in the island community. Two donors supplied cash prizes for the current year and two upcoming years for the Young Writer's competition.

Measuring success is definitely a challenge and something we tried to keep in

mind throughout the whole process. Largely indicative of the success, however, is the number of people who were directly involved with literacy programming. This was a big portion of the island's population and was in many different areas of need.

b) What are the things that support literacy work?

- Strong leadership, organization, and clear vision support literacy work.
- Funding definitely supports the work.
- Passion, need, volunteer time and in-kind donations support literacy.
- Collaborations, networks, and communication - the stronger collaborations and networks become, the more support they offer.
- The unique organization of our community supports literacy work - our well-used community flyer, website and radio reach a wide range and cross-section of the community, as well as our fast, effective, reliable and time-proven Cortes grapevine.

6. Challenges:

a) What are the difficulties?

The familiarity of people on the island, where everything is more personal due to the fact that we are closely connected and having any sort of distance is very challenging.

Also, there isn't much in the way of separation between public and private life and roles in the community (many people wear many hats). This is a benefit (having fingers in many pots) in many ways, but difficult as well in that it produces an over-involved group of people who are challenged to meet goals and who spread their energy widely and thinly.

Lastly, the First Nations language revival program was a huge frustration and disappointment. It seemed the potential is so huge, yet it is so hard to tap into that.

b) What would help?

With regards to the second difficulty is that around community issues and process, if the people who come to the table are immediately engaged in a discussion about whether they have time for this or not, there might be a chance for more commitment and increased accountability. People would have to settle into the idea of being involved every step along the way. It would be an ongoing literacy in learning and practicing personal boundaries as well.

With regards to the First Nations issue, we are not sure what would help. Chief and Council was not on board, is not on board, with community processes. This is a sensitive issue and one that is larger and more political than can be addressed in a small, island community.

For the coming year:

1. Are there new opportunities, challenges, or issues in your community? How will you respond to those?

- There is a lack of affordable, adult programming that gives adults a chance to learn skills pertinent to our unique lifestyles and community ie: job skills, computer skills, small business management skills and training for those who become board members
- Youth leave the island early because of a serious lack of empowerment and leadership programming primarily for youth, but also for adults.
- Cortes Island lacks adequate services for parents of children with special needs and counseling services for people with depression or youth being affected by bullying.

Two focus groups were created: one that will coordinate a Skills Centre that addresses the first two opportunities; another that coordinates a literacy campaign and provides programming that addresses the last two opportunities.

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

- Mental health and invisible challenges in people of all ages will be addressed by:
 - promote situations that empower and encourage healthy living
 - reduce the stigma around mental health and invisible challenges
 - provide greater accessibility to services

- Actions planned against these goals include:
 - a mental health & well-being speaker and film series
 - training for leaders/coordinators working with teens and families
 - bringing children, youth and seniors together in community garden spaces for horticultural therapy
 - research, fundraise and create a transportation assistance fund for off-island services
 - raise money for counseling through community film production and film screening
 - run a series of healthy food production workshops
 - provide greater access to crisis lines, service providers, youth helplines

- We will develop a Skills Centre for people to learn and share skills pertinent to life in our unique community using a monthly thematic approach.

- Actions planned against these goals are:
 - to find (and hire if necessary) presenters and teachers who will teach the following topics, seeking locally first
 - to offer youth leadership and empowerment programming
 - to offer programming that addresses the needs for job and computer skills, as well as training in small business management and board of director roles

- Accessibility will continued to be a priority by advertising and addressing childcare and transportation in all that programming that we do.

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

Those in the task group will need to continue to think collaboratively rather than independently.

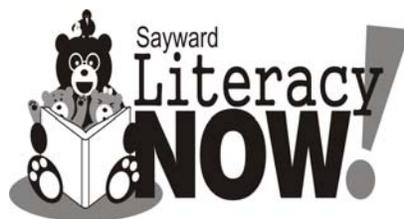
Regular check-ins to promote collaboration and networking

To continue to explore new, possible collaborations.

To fundraise and research grants.

To network with other LOCs.

District Literacy Plan 2011



Sayward Literacy Now

Submitted by Ann Vansnick, Sayward LOC

1. Community Context

Sayward has been fairly stable in the past year. The population of seniors and low income families continues to grow within our community. There are not many jobs in our community and almost all courses/help are an hour drive away. Cuts to government programs have resulted in less money in all organizations to support the development of literacy.

2. Task Group

a) Who takes part in the task group?

Task Group:

Name	Organization
Ann Vansnick	<i>Literacy Outreach Coordinator</i>
Laura Thiessen	<i>Success by 6/ Family Connections</i>
Barb Bowbrick	School Board Trustee
Anne Boyd	<i>Literacy Outreach Coordinator</i>
Cheryl Jordan	<i>Success by 6 Campbell River</i>
Jan Bakker	Computer Teacher
Richard Glover	Private citizen/computer class student
Nancy Bakker	Private citizen /Vancouver Island Regional Library
Gerry Mitchell	Private citizen/computer class student

High Knudson	Private citizen/computer class student
Karen Knudson	Private citizen/computer class student
Christine Ansell	Principle Sayward School
Rosemary Croteau	Sayward Councilor
Steve Jewell	Emergency Preparedness Coordinator
Heather Campbell/Wachs	Retired Councilor
Barry Hall	NIEFS

b) How is the work of this group organized?

The Sayward Task Group tries to meet monthly for most of the year. The Task Group is open to our whole community. It is hard to fit into everyone's schedule but we do our best to make it accessible to all.

3. Community Development and Literacy Collaboration:

a) What are the collaborations that have taken place to support literacy and the work of the task group?

Sayward Literacy Now has collaborated with:

- School District 72
- Success by Six CR
- Success by Six/Family Connections Sayward
- Vancouver Island Regional Library
- Strong Start Centre
- Campbell River Literacy Now
- Marine Harvest Canada
- Village of Sayward
- SCRA
- Fisherboy
- Salmon River Inn Hotel
- Kelsey Rec. Centre
- Adult Literacy Outreach Campbell River
- NIEFS

b) What are the essential ongoing collaborations?

Collaborations with all of the above groups are essential for literacy to reach community members. Sayward Literacy Now works most closely with:

- SD 72
- Family Connections/Success by Six Sayward
- Success by Six CR
- Campbell River Literacy Now
- SCRA
- Village of Sayward
- NIEFS

c) What makes collaborations work well?

Being a small community working together means a lot. Our community benefits from it in all different ways. Groups are able to share resources of time and money.

4. Goals and Actions for the Current Year

a) Goals and Priorities

- Continued teen nights
- Continued computer classes for adults/Seniors
- Gave every class a few books for their classroom Literacy Day 2011
- Book bags for the whole family
- Promoted literacy at Health Fair
- Provided books for every child in our school for end of the year
- Web site being worked on
- Health Fair
- Provided support and advice to the Sayward Success by Six
- The task group met regularly to advise and support the plan implementation
- Seek to partner with other community groups/businesses to maximize resources

b) Actions

- Keeping computer classes up and running for the adults/seniors
- Teen nights.
- Family book bags
- Marine Harvest donating laptops
- Health Fair
- Vancouver Island Library
- RCMP
- PAC
- SCRA
- Family Connections
- Local Dr.
- Local RN
- Ambulance
- Red Cross
- Health Nurse
- Dental Nurse
- Strong Start
- Child find
- NIEFS

c) Adjustments

I feel we have pretty well stuck on course of what we planned to do.

5) Indications of Success:

**a) How do you know that actions taken are working to support literacy?
What impact have the literacy initiatives had?**

- Teen Nights- number of teens that come out for it. They bring friends from CR. Teens asking when we can have another one. This has given a place for the teens in our community to be theirs. They hang out, play games, listen to music, interact with other teens and adults that are chaperoning the teen nights.

- Health Fair-was a well attended event put on by Sayward Literacy. All ages came out and learned new things. Our community found out some of what we have to offer locally. This will grow within the community.
- Computer Classes-They are well attended. Average age of users is about 70. We have offered classes on certain subjects and some classes are come with what you want to learn. Have seen many happy faces leaving and returning to keep learning. We offer home visits also and that has helped many out.
- Family Book Bags- Working with Family Connections/Success by Six we got our bags together. They are placed out at certain businesses for anyone to use. We are hoping they get well used in our community. Also a tote for families has been put together to be at our local library to be taken home.

b) What are the things that support literacy work?

- Literacy work is supported by having a coordinator for the task group
- Literacy work is supported by funding and meeting the needs of the community
- Literacy work is supported by collaborating with other groups in the community
- Literacy work is supported by many different members of the community who volunteer their time
- Literacy work is supported by bringing our community together in many different ways.

6. Challenges:

a) What are the difficulties?

- Making sure our funding is going to last
- Keeping the momentum going
- Not knowing if we are going to be able to continue our goals

b) What would help?

- Having awareness within the business community of how literacy impacts our whole community
- The continued message to School Districts that they are partners in community literacy planning

For the coming year:

1. Are there new opportunities, challenges, or issues in your community? How will you respond to those?

Sayward hasn't had many changes in the last year. More seniors and low income families have moved in. Very few jobs are here in our community. More programs could be brought up to help our seniors in different areas from filling in forms, to getting help when needed. Offer more programs on resumes, etc for all ages.

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

Programs that we have done will continue. Computer classes for adults/seniors, teen nights, Family book bags, Health Fair. For Health Fair include Woss a smaller community north of us. Invite them so they can take advantage of our fair.

Literacy Now is working with NIEFS to come up with different programs for our youth and getting into the work force.

The Task Group and the LOC will watch for needs and changes in the community.

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

The help and guidance of the task force will be needed to continue and expand the work of Literacy Now.

Partnerships will develop as needs arise.

Funding will need to be secured to continue some programs.

Support of the new provincial organization will continue to be critical to our success.

District Literacy Plan 2011

Quadra Literacy Now

Submitted by Robin Beaton, Quadra LOC

1. Community Context

Resource based jobs are dwindling, in turn, affecting all other employment opportunities. Some single parent families struggle to afford childcare. We are a small community with demands from many groups for attendance to events and support for various projects.

2. Task Group

a) Who takes part in the task group?

Community members, Quadra Elementary teachers, staff and school administrator, Early Childhood educators, VIRL librarian, and community recreation coordinator.

b) How is the work of this group organized?

There are those who attend the meetings and those who are unable to attend the meetings but receive the agenda and minutes and are regularly consulted for their expertise, insight and opinion. Task group members support events and projects with their time and energy when possible.

3. Community Development and Literacy Collaboration:

a) What are the collaborations that have taken place to support literacy and the work of the task group?

- The Play to Learn-Learn to Play Workshop was funded by a Success by 6 grant, Quadra Elementary offered the space for the evening workshop for educators and parents and the Heriot Bay VIRL hosted the Story Time event for children and families.
- Quadra Elementary provides a classroom for a Literacy Centre where weekly tutoring takes place as well as monthly task group meetings.
- Quadra Elementary provides access to the computer lab for adult computer literacy classes.
- The medical clinic and dental clinic accepted a collection of children's books and a bookshelf for community use.
- QLitKits (Quadra Literacy Kits) are now circulated through Quadra Children's Centre and We Wai Kai Child Care Centre.

d) What are the essential ongoing collaborations?

Collaboration with Quadra Elementary staff, Quadra Recreation, Quadra Children's Centre and the Quadra branch of the VIRL are essential in identifying needs and interests for projects and programs.

e) What makes collaborations work well?

Trust, respect and a shared interest in creating opportunities for learning and literacy.

4. Goals and Actions for the Current Year

a) Goals and Priorities

- To offer programs to enhance adult literacy

- 20 people attended computer literacy courses since September.
- 22 people attended the Facebook workshop presented by two young Quadra women.
- Volunteers tutors work weekly, one on one, with adults.
- In progress... computer refurbishment project - providing a refurbished, donated computer and tutored computer instruction to adults who are new to the technology.
- To offer programs and support for children and families
 - 18 QLitKits (Quadra Literacy Kits) are in active circulation and distributed through Quadra Children's Centre and the We Wai Kai Child Care Centre.
 - 15 parents, grandparents and early Childhood Educators attended the inspiring Play to Learn - Learn to Play Workshop at Quadra Elementary
 - 29 children and 10 adults attended the Play to Learn - Learn to Play Story Time event at the Heriot Bay branch of the VIRL.
 - Hall rental and educational support for Parents and Tots
 - A collection of children's books on a bookshelf for family use while waiting at the medical clinic and dental clinic
 - Three environmental literacy programs sponsored at Quadra Recreation and at Quadra Children's Centre last summer
 - On Being a Writer class visits by authors to Quadra Elementary
 - Access to learning (transportation for Quadra Elementary students)- Salmon Studies field trip, First Nations studies at Nuyumbalees Cultural Centre
- To ensure ongoing collaboration in the Literacy Task group will have had 8 'monthly' meetings from September 2010 to June 2011.

b) Actions

Participatory organizations and groups: Quadra Recreation, Quadra Children's Centre, We Wai Kai Child Care Centre, VIRLibrary - Quadra branch, Quadra Elementary staff.

C) Adjustments

People who struggle with literacy have not come forward for help or tutoring. Microsoft has accepted us for their Refurbished Computers Program. This project will be an opportunity for people to learn about computer technology while strengthening literacy skills.

5) Indications of Success:

a) How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had?

- Parents have talked about using The Play to Learn workshop ideas successfully with their children.
- Parents have expressed their appreciation and their children's pleasure in the diversity of books, music, puzzles and games in the QLitKits.
- Now the QLitKits are also being circulated at Cape Mudge through the We Wai Kai Child Care Centre.
- Well attended workshops.

b) What are the things that support literacy work?

It is important to have opportunities to meet with people like Leona Gadsby and Laurie Walker of Legacies 2010 and other Literacy Outreach Coordinators from small island communities. The meeting in Campbell River last fall and the West Coast Literacy Symposium in Port Alberni this spring provided essential information, inspiration and networking opportunities. I learned about Susan Munzer's Play to Learn workshops and the Microsoft Refurbished Computer Program from other Literacy Outreach Coordinators, both very successful programs for Quadra.

6. Challenges:

a) What are the difficulties?

- Finding a way to engage people that struggle with literacy and are reticent to access learning opportunities.
- The uncertainty of continued funding makes planning difficult.

b) What would help?

- Being given a computer with one on one tutoring.
- Funding that could be relied on to ensure ongoing programs and supports.

For the coming year:

1. Are there new opportunities, challenges, or issues in your community? How will you respond to those?

The director at the We Wai Kai Child Care Centre is enthusiastic about sharing the Q. Literacy Kits with the families at Cape Mudge. I will circulate kits between the two childcare centres. She has also asked for any First Nations resources I might come across. I am looking forward to more collaboration with the staff and families that use this Child Care Centre.

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

Literacy through computer technology

- Offering computer workshops to enhance literacy, ie, basic instruction, browsing the internet, etc.
- Offering computers and tutored instruction to develop literacy skills.

Support for Children and Families

- Hall rental and educational support for Parents and Tots.
- Maintaining the QLitKits.
- A workshop of interest to parents and early childhood educators.

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

Continued monthly meetings - The Literacy Task Group meetings provide the collaboration necessary to envision, discuss and provide literacy opportunities.

Donated computers.

A volunteer computer technician to prepare computers.

More volunteer tutors.

A volunteer tutor-training workshop.

This third Aboriginal Education Enhancement Agreement affirms a deep commitment to honouring a partnership and pathway for continued improvement in the achievement of all Aboriginal students.

This Aboriginal Education Enhancement Agreement proudly acknowledges a formal relationship of trust and shared responsibility focused on attaining success for all Aboriginal students.

Aboriginal Education Enhancement Agreements are founded on the principles that have been developed by the Ministry of Education recognizing that Enhancement Agreements...

- Are intended to continually improve the quality of education achieved by all Aboriginal students;
- Support strong cooperative, collaborative relationships between Aboriginal communities and school districts;
- Provide Aboriginal communities and districts greater autonomy to find solutions that work for Aboriginal students, the schools and the communities; and
- Require a high level of respect and trust to function.

The Aboriginal Education Advisory Council (AEAC) is a partnership between the We Wai Kai First Nation, Wei Wai Kum First Nation, Kwiakah First Nation, Xwémalhkwu First Nation, Klahoose First Nation, Kwakiutl District Council, North Island Metis Association, Laichwiltach Family Life Society, Nuu-Chah-Nulth Tribal Council and School District 72.



This Aboriginal Education Enhancement Agreement has been developed and will be implemented with the guidance and approval of the Aboriginal Education Advisory Council with the vision and spirit of improving the educational performance of all Aboriginal learners within the school district's jurisdiction.

The Aboriginal Education Advisory Council and School District 72 acknowledge and honour the ongoing relationship that exists with the First Nations within whose traditional territories they operate. They also respectfully recognize and honour the historical and critical importance indigenous 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 Aboriginal Education Enhancement Agreement is inclusive of all people of Aboriginal ancestry and supports their commitment to the preservation of their language and culture. This Aboriginal Education Enhancement Agreement wishes to acknowledge and honour Liqwala as the principal language of this territory and School District 72, and will continue to support the development of its programs and curriculum. The Aboriginal Education Advisory Council and School District 72 are committed to supporting the development of Aboriginal language programs and honours the school district's special relationship with the:



- Klahoose people
- Member Nations of the Kwakiutl District Council
- Laichwiltach people
- Métis people
- Member Nations of the Nuu-Chah-Nulth Tribal Council
- Xwémalhkwu people
- All other Aboriginal peoples who reside within SD 72

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 72. In respect and honour of all Aboriginal people we intend, with their participation and wisdom, to develop appropriate and meaningful educational programs for the benefit of all Aboriginal learners.

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 in the province. This first, five-year agreement was aimed at closing the performance gap between Aboriginal and non-Aboriginal students. A second Aboriginal Education Enhancement Agreement (2004 – 2009) reaffirmed the commitment to continued Aboriginal student success by focusing on the importance of ensuring Aboriginal students remain connected to their identity through language and culture. Emphasis was also given to maintaining and improving levels of literacy and numeracy achievement during the intermediate and middle school years and to increasing the number of Aboriginal graduates from high school.

The third Aboriginal Education Enhancement Agreement will continue to build on the successes of the previous Aboriginal Education Enhancement Agreements 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, Aboriginal peoples and communities to ensure that strategies and structures are in place to address the need for increased academic success for Aboriginal students including:

- District Achievement Contracts
- School Success Goals
- School Support Conversations
- Targeted Interventions
- Aboriginal Education Assistants
- Aboriginal Education Support Teachers
- Aboriginal Education Advisory Council
- Aboriginal Support Workers
- Aboriginal Language and Culture Teachers

Since the first Campbell River Aboriginal Education Improvement Agreement and during the second Enhancement Agreement gains have been made in literacy and numeracy for many students at all grade levels resulting in higher graduation

rates for Aboriginal students. 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 meet the needs of Aboriginal students.
- Increase knowledge of and respect for Aboriginal histories, cultures and significance throughout the entire education community.

The Aboriginal Advisory Council and School District 72 recognize the paramount role that parents play in the achievement and life successes of their children. School District 72 is committed to working in partnership with the Advisory Council to explore opportunities to strengthen and extend the partnership between parents and the school community. By fostering welcoming schools, encouraging active parental input and participation, and providing parents with knowledge and information that will assist them in identifying ways to support their children, the valuable role parents play in furthering the success of their children will be enriched. School District 72 and the Aboriginal Advisory Council will continue to formally acknowledge successes through school and district celebrations such as the district student success dinner and the Aboriginal graduation ceremony. The active participation of parents and community at these events provides clear evidence that parental involvement fosters and supports student success.



1. Year-by-year improvement in literacy and numeracy achievement by all Aboriginal students at the elementary, middle & secondary school levels (K-12).

Rationale for Goal:

The need to improve the performance levels for our Aboriginal students at all 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 all stages of development. Without continued progress in literacy and numeracy at the elementary, middle and secondary school levels, a graduation program can become out of reach, thus closing many doors to future opportunities.

Schools and the District Education Leadership Team have developed means of tracking student progress over time. This has enabled School District 72 to provide information about individual students and groups of students so that student success can be monitored.

2. Year-by-year improvement in the transition rates of all Aboriginal students at every grade level.

Rationale for Goal:

Although graduation rates have improved during the second Enhancement Agreement, increasing the number of Aboriginal students graduating continues to be a focus.

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 Aboriginal Education Enhancement Agreement will focus on transition rates as a means of improving graduation rates for Aboriginal students.

Transitions present challenges for 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. The Aboriginal Education Enhancement Agreement recognizes that it is important to support students in moving from grade-to-grade.

3. To increase the number of Aboriginal students who graduate with a Dogwood Certificate. All Aboriginal students will be well prepared and knowledgeable about how to achieve their career and life goals.

Rationale for Goal:

This goal will ensure that Aboriginal students have an education program that will lead to a Dogwood Certificate and result in achievement of career and life goals. Aboriginal students need to be supported in the development of their life and career goals and be given multiple opportunities to explore career options. Some parents have expressed a need for the district to increase student and parent involvement in decisions which affect the attainment of career and life goals. Students need to have a clear understanding of the relationship between course and program choices and the opportunities that exist following high school.

4. To increase all Aboriginal students' sense of pride and ensure they have opportunities to participate in and learn about their heritage and culture

Rationale for Goal:

This goal is in many ways a foundation for all other Aboriginal Education Enhancement Agreement goals as a positive sense of self, belonging, and safety 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. These opportunities can promote attendance, develop positive attitudes to learning, and ultimately improve achievement.

The Aboriginal Education Advisory Council is committed to working in partnership with School District 72 to explore means of promoting, honouring and celebrating Aboriginal heritage and culture. Listening to the traditional stories of elders and sharing the success of Aboriginal role models can motivate and inspire Aboriginal students.

