

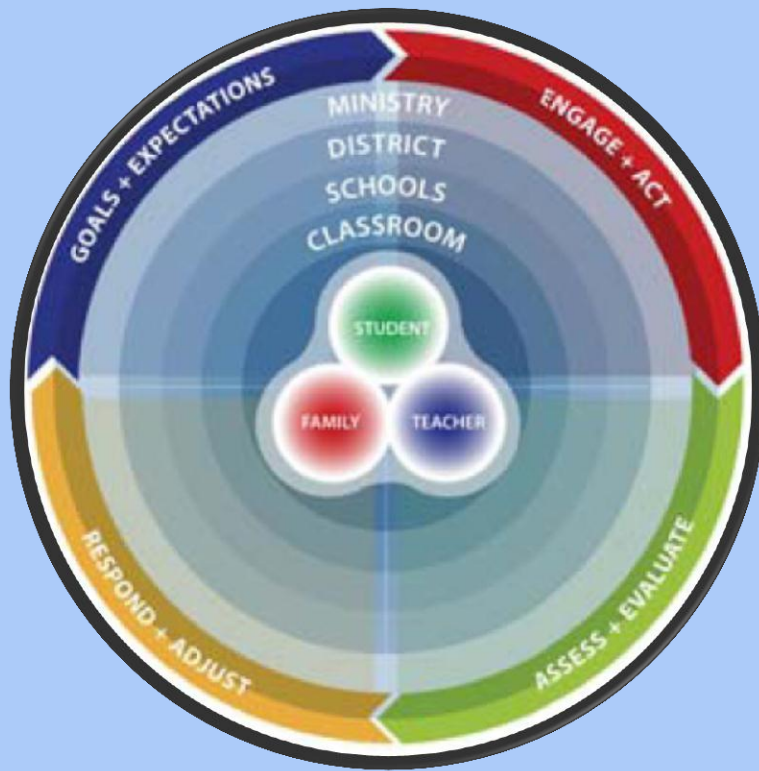


**CAMPBELL
RIVER
SCHOOL
DISTRICT**
Achievement
Contract
2012-2015

Updated July 2013



WHAT IS AN ACHIEVEMENT CONTRACT?



A three-year, annually updated, plan required by the Ministry of Education, that considers student performance and how to improve achievement.

- Sets goals and expectations.
- Identifies strategies and actions.
- Assesses the impact of our actions.
- Leads the district to monitor and adjust the plan as necessary.
- It is viewed as a living document that changes as our district continues to evolve.

DISTRICT CONTEXT: DEMOGRAPHICS

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.

Approximately 23% of the population is of Aboriginal descent. 97% of the population reports English spoken the most at home.

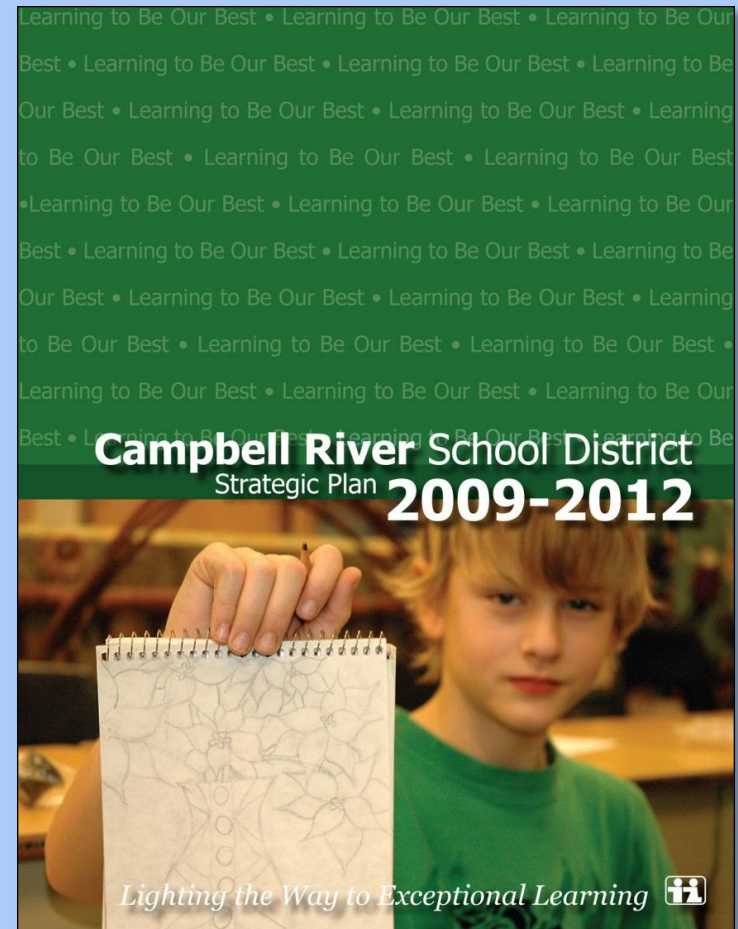
We have experienced a considerable decline in student enrolment for a number of years, and we are now seeing this level off.

More information can be found on the [SD72 website](#).



DISTRICT CONTEXT: STRATEGIC PLAN

- In 2009, the district developed its first three-year strategic plan. Due to the Reconfiguration Process which involved both consultation and re-visioning, the [Strategic Plan](#) was extended to June 2013.
- The existing plan featured three strategic focuses for the district:
 - Success for All Learners
 - Enhanced Community Connections
 - An Expanded and Purposeful Environmental Ethic
- During the fall of 2013 the Board of Education will be engaging the school community in the development of their next Strategic Plan. [View our Strategic Planning Process timeline.](#)



DISTRICT CONTEXT: RECONFIGURATION

- Declining student enrolment provided the district with an opportunity to configure schools in such a way that best meets the developmental and educational needs of its students.
- At the February 1, 2011 public board meeting, after five months of consultations along with a review of the research, the Campbell River Board of Education voted to change the configuration of district schools to **K-5** elementary schools, grades **6-8** middle schools, and grades **9-12** secondary schools
- Implementation of the newly configured schools began in September 2012.

DISTRICT CONTEXT: VISIONING PROCESS

- Instead of viewing reconfiguration as merely a reallocation of students, staff and resources, the district approached reconfiguration as an opportunity to revisit our beliefs about teaching and learning.
- A Visioning leadership team, consisting of representatives at all levels of our learning community, was formed and visioning sessions were held with parents, teachers, and district staff to gather their thoughts and feelings on five questions:

When thinking about the opportunity to create schools that are made for my child and all children or all learners:

- *What excites you?*
 - *What questions do you have?*
 - *What are your worries or fears?*
 - *What would help you and your family or school be prepared and ready for the reconfigured school settings?*
 - *What do you hope reconfigured schools in School District 72 will look, sound and feel like?*
- This led to the development of four specific learning beliefs for our district...

OUR LEARNING BELIEFS

In order to ensure safe, caring and engaging learning environments and progress for all learners, we believe...

FOUR BIG BELIEFS

- Respectful relationships are fundamental to successful learning.
- All learners vary in their learning styles, prior knowledge and experiences, abilities, and rates of development
- Learning is an active and social process.
- Positive learning behaviours and attitudes lead to greater student independence, success, and lifelong learning.

OUR OVERALL GOAL



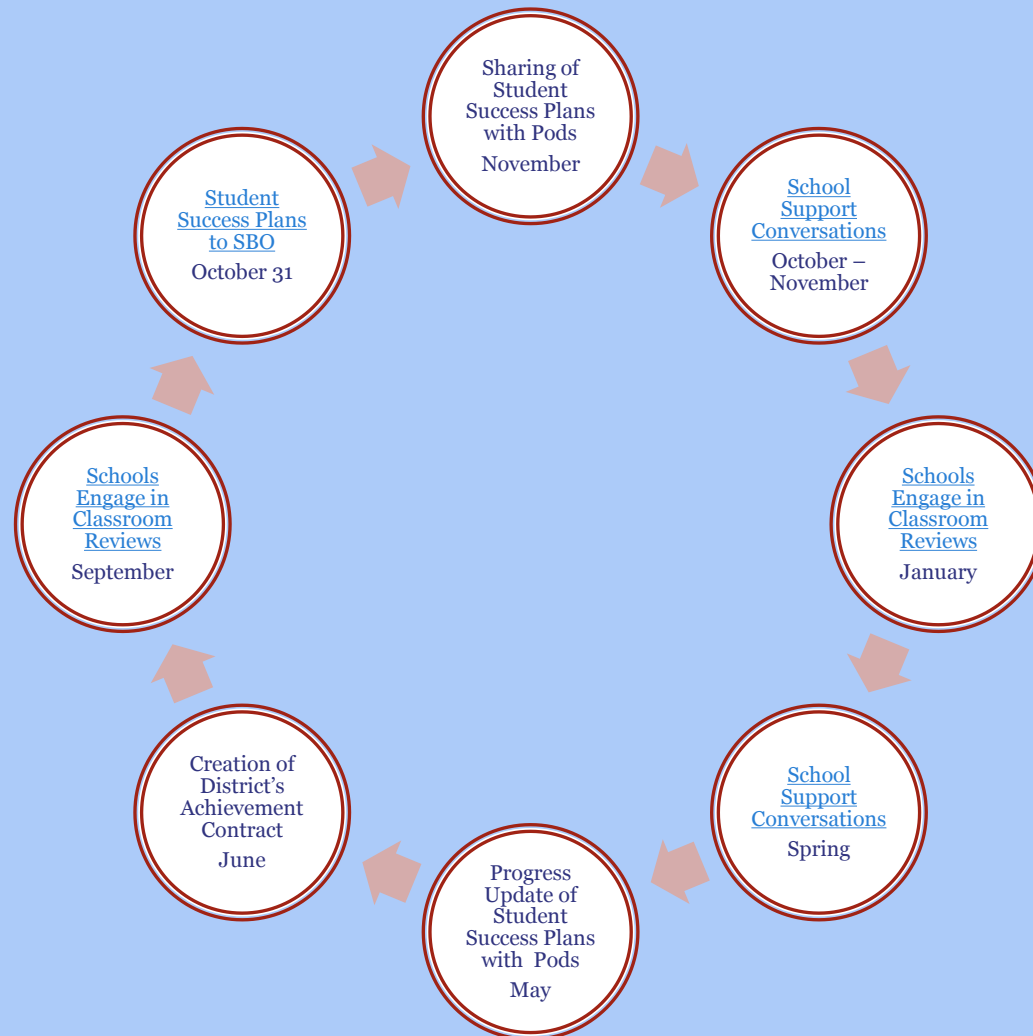
Every child who enters kindergarten will successfully graduate from our programs well prepared to enter the next phase of life.

DISTRICT STRUCTURES TO SUPPORT OUR GOALS

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



HOW WE WILL KEEP OUR LEARNING GOALS MOVING FORWARD



OUR GOALS

Achievement
Contract
2012-2015



GOAL ONE

All students
will feel safe
and a sense of
belonging at
school.

WHY THIS GOAL?

- Links to our District Learning Belief that “Respectful relationships are fundamental to successful learning.” ([View the SD72 Learning Beliefs](#))
- Supports our Aboriginal Education Enhancement Agreement Goal 2; ‘Year-by-year improvement in the transition rates of all aboriginal students at every grade level’ and Goal 4; ‘To increase all Aboriginal students sense of pride and ensure they have opportunities to participate and learn about their heritage and culture’ ([View Aboriginal Education Enhancement Agreement 2009- 2014](#))
- As a District, grade to grade transition data shows that transition rates have been consistently improving especially from grades 10 to 11 and 11 and 12. This tells us that our focus and efforts in this area is making a difference and we need to continue.
(See<http://www.bced.gov.bc.ca/reports/pdfs/transition/o72.pdf>)
- Grade to grade transition data for our aboriginal students shows a decrease in the number of students successfully transitioning to the next grade. However, during the last five years, aboriginal students who enrol in grade 12 have successfully graduated at a rate of 93 percent and above. This past year the graduation rate of eligible grade 12 aboriginal students was 97%!

WHY THIS GOAL?

- The reconfiguration of our schools took place in this last school year. While there were some significant successes, there are still areas for continued focus as students transition to new schools as demonstrated from our [Student “Transition Survey” Results](#). Ministry [Student Satisfaction Survey](#) Results reflect similar concerns for students in grades 4, 7, 10 and 12.
- Our data continues to show that students who have difficulty managing their behaviour or suffer from mental illness have not been as successful in their transitions to high school.
- [Aboriginal District Student Survey](#) results reveal that aboriginal students are feeling less safe in their schools than non-aboriginal students.

WHAT ARE WE GOING TO DO?

OUR STRUCTURES AND STRATEGIES

■ **District Educational Leadership Team:**

- Based on feedback, edit the student ‘transition survey’ questions to have ready for middle and secondary schools to implement in early November.
- Review the Ministry of Education’s Student Satisfaction Surveys to see if there are other questions we would like to add. Inform the Ministry of these additions.
- Create a “Kindergarten Transition Survey” for parents to complete in November
- Develop a process to help engage school based Principals and Vice Principals to analyze the survey data at our January School Leadership Team Meeting.

■ **School Leadership Team Meetings:**

- Analyse student “transition survey” data in January and identify key themes or areas for follow up action.

■ **Schools**

- Through the work of support staff, receiving schools will closely monitor vulnerable students who have transitioned into their schools.
- Conduct the student “transition survey” in November. Compare with previous year’s student satisfaction survey results to find out what strategies may have made a positive difference.
- Based on analysis, school based leaders will implement a plan for any area identified requiring further focus.

WHAT ARE WE GOING TO DO?

OUR STRUCTURES AND STRATEGIES CON'T . . .

■ **Instructional Support** ([Structures and Strategies](#))

- Work with Core Pro-d to support *Tribes* training in our district.
- Develop a district “Positive Learning Environment” framework to support schools.
- Continue to work with our Early Learning community to enhance connections with families before children begin school.

■ **Student Services:** ([Structures and Strategies](#))

- Youth Care Workers will work closely with vulnerable students using a framework for success.
- Continue the implementation of an integrated School Support Model at our two middle schools and start providing pro-d around the **Response to Intervention** (RTI) models.
- Develop a district understanding of what it means to be self-regulated and provide information sessions for parents as well as pro-d for teachers.

WHAT ARE WE GOING TO DO?

OUR STRUCTURES AND STRATEGIES CON'T ...

- **Aboriginal Education Department:**[\(Structures and Strategies\)](#)
- Work with schools and district staff to assess success of transition plans; visits and continued support for aboriginal students throughout the 2012-13 year
- Aboriginal Education departments at all schools will monitor student success in transitions from an academic and social emotional perspective and adjust plans as necessary.

“The litmus test of all leadership is whether it mobilizes people’s commitment to putting their energy into actions designed to improve things.” Michael Fullan

ASSESSMENT & EVALUATION

HOW DO WE KNOW IF OUR ACTIONS ARE MAKING A DIFFERENCE?

- Continue to use the “criteria for a successful transition” and adapt as necessary. ([View the SD72 Criteria for a Successful Transition](#)).
- Our District’s student “transition survey” and Kindergarten parents “transition survey” results.
- District and School Departments will use various assessment tools to measure the success of their efforts with respect to this goal.
- Consider creating and implementing a “transition survey” for parents , similar to the one created administrated by the Aboriginal Education Department.

RESPOND & ADJUST

HERE'S WHAT... SO WHAT?

- Through structures and processes including class reviews, school support conversations and various department and district level educational leadership teams, progress made on this goal will be monitored closely throughout the year.
- Adjustments during the year will be recorded in the Superintendent's Report on Achievement due January 31. ([View our 2013 Superintendent's Report on Achievement](#))



GOAL TWO

All students
will experience
success and
demonstrate
continuous
improvement
in their
educational
program.

WHY THIS GOAL?

- Links to two of our District Learning Beliefs; ‘All learners vary in their learning styles, prior knowledge and experiences, abilities and rates of development and ‘Learning is a active process’. ([View the SD72 Learning Beliefs](#))
- Supports our Aboriginal Education Enhancement Agreement Goal 1; ‘Year-by-year improvement in literacy and numeracy achievement by all Aboriginal students at the elementary, middle and secondary school levels” and Goal 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’ ([View Aboriginal Education Enhancement Agreement 2009-20014](#))
- Consistently over a number of years, our [district reading data](#) shows that although our students improve their reading skills in the primary years, there is a decline in their achievement as they move up in the intermediate grades.

WHY THIS GOAL?

- [Cohort data](#) demonstrates that aboriginal student achievement in reading also decreases over time.
- Our aboriginal six year completion rate has steadily increased and this year was sixth in the Province (72%). The graduation rate for Eligible grade 12 aboriginal students has increased to 97%. We need to continue the strategies we are using to support our aboriginal students as they are clearly making a difference.
- Results from the student Satisfaction surveys indicate that some of our instructional practices are somewhat incongruent with our vision for personalized learning ([See Student Satisfaction Survey Results](#)).
- Math results at the elementary and middle school levels show that a number of students are struggling. This is reflected in both the [FSA data](#) as well as our own [Year End Report Card data](#).

WHAT ARE WE GOING TO DO?

OUR STRUCTURES AND STRATEGIES

■ **District Educational Leadership Team:**

- Develop a schedule to review specific district data in order to monitor the progress of the goals of our Achievement Contract and Aboriginal Education Enhancement Agreement
- Share what we notice with our School Based Principals and Vice Principals at monthly SLT meetings as well as with the Board of Education during scheduled information sessions.
- Report on progress and adjustments made in yearly *Superintendent's Report on Student Achievement* and *Aboriginal Education Annual Report*.

■ **School Leadership Team Meetings:**

- At our August meeting, school leaders will engage in a process to analyze our district student learning data to identify trends and priorities relative to each goal of this achievement contract.
- School based leaders will meet in feeder school pods twice a year to share progress (successes and challenges) being made to each school's "Student Success Plans" thereby providing time for reflection while building a network of support.

■ **Schools**

- Will develop Student Success Plans that address their students' academic and social/emotional needs.
- Will use the class reviews as well as staff and school based team meetings to monitor and adjust plans and support structures to meet student needs.

WHAT ARE WE GOING TO DO?

OUR STRUCTURES AND STRATEGIES CON'T...

- **School Support Conversations:**

- These fall and spring conversations will focus on each school's Student Success Plans as well as progress being made at the school level towards our District's Learning Beliefs and District Priorities . Through reflective and collaborative dialogue, plans for further student support will be explored.

- **Instructional Support:** [\(Structures and Strategies\)](#)

- Instructional Support Teachers will work collaboratively with classroom teachers to integrate instruction, assessment, and curriculum to support student learning while modeling our district's beliefs about learning.
- The Instructional Support Team will support teachers to meet the diverse needs of their students through professional development courses, supportive learning networks and collaborative inquiry projects.
- District Teacher-Librarian will continue to work collaboratively with school Teacher-Librarians in the integration of technology to teach information literacy.

WHAT ARE WE GOING TO DO?

OUR STRUCTURES AND STRATEGIES CON'T ...

■ **Instructional Support:**

- Continue to provide intervention support to elementary schools and use the Learning Improvement Funds to support these programs at our Middle and Secondary Schools.
- Continue to improve early reading by participating in the Ministry's "Changing Results for Young Readers Project K-3".
- Through Technology Instructional Support Teachers we will continue to provide side by side coaching support for teachers as they work towards the integration of technology into classroom practices.
- Continue to place greater emphasis on Assessment *for* Learning practices in our district by providing support to build teacher capacity in this area ([See District Co-Created AFL Poster](#) and AFL based [assessment policy](#).)

WHAT ARE WE GOING TO DO?

OUR STRUCTURES AND STRATEGIES CON'T ...

- **Student Services:** [\(Structures and Strategies\)](#)
 - Begin to restructure the School Support Model at our two middle schools and start exploring possible structural changes at the elementary level.
- **Aboriginal Education:** [\(Structures and Strategies\)](#)
 - The Aboriginal Education Department will work with schools to monitor aboriginal student success in all academic areas K-12 with particular attention to the Enhancement Agreement goals.
 - Liaise with community Early Years Consortium to support and encourage literacy and numeracy initiatives.
 - Create and integrate Aboriginal resources, culture and *ways of knowing* into all curricular areas at all levels.
- **Professional Development:** <http://cgrg.sd72.bc.ca/default.aspx>
 - Continue to support teacher professional development through mentorship programs, collaboration grants, courses and book clubs.

ASSESSMENT & EVALUATION

HOW DO WE KNOW IF OUR ACTIONS ARE MAKING A DIFFERENCE

- Our “[Communicating Student Learning](#)” action research project this year helped us significantly in our quest to increase our emphasis on Assessment for Learning practices in our elementary and middle schools (See our [Rationale](#) as well as [Feedback comments](#) from teachers who were part of this initiative). This project provided us with an opportunity to co-create, with over 70 teachers, a common understanding of what success looks like from Kindergarten to grade 7 (See samples [Primary](#) and [Intermediate](#)). Our K-7 year end report cards will provide us with more valid and reliable [data](#) for student learning than we currently have in our district. In addition, a database is being developed that can collate the information quickly by class, school, gender, subject area, aspect, ancestry, etc. This rich and descriptive data can be used by classroom teachers to plan meaningful learning experiences when they meet their new students in September.
- We are currently developing a web based tool to track individual student growth that can be used at both the school and district level.

“The closer the evidence is to the classroom and to individual learners, the greater the validity of the evidence.” (Judy Halbert and Linda Kaser, 2012)

RESPOND & ADJUST

HERE'S WHAT. SO WHAT?

- Through structures and processes including school reviews, school support conversations and various department and district level educational leadership teams, progress made towards goal two will be monitored closely throughout the year.
- Adjustments during the year will be recorded in the Superintendent's Report on Achievement due January 31. ([View the Superintendent's Report on Achievement](#))



GOAL THREE

All learners
will be actively
engaged.

WHY THIS GOAL?

- Links to our District Learning Belief that ‘Learning is an active process. ([View the SD72 Learning Beliefs](#))
- Inquiry based learning is strongly supported by research. ([View SD72 Summary Quotes of the Research that Support Our District’s Learning Beliefs](#))
- Student ‘Transition Survey’ and ‘Satisfaction Survey’ results indicate that some of our instructional practices and content foci are somewhat incongruent with our vision for personalized learning ([See Student Engagement and Satisfaction Survey Results](#)).

“Focusing on mutually-agreed upon questions is more motivating for educators than trying to meet a goal...inquiry focuses on generating new knowledge as well as new practices...” (Judy Halbert and Linda Kaser, 2012.)

WHAT ARE WE GOING TO DO?

OUR STRUCTURES AND STRATEGIES

■ **District Educational Leadership Team:**

- Develop a District “Student Engagement Survey”.
- Monitor data related to student engagement closely.

■ **School Leadership Team Meetings:**

- Continue to support the Professional Growth Plan (PGP) model for our Principal and Vice Principals and engage our school based leaders in two formal PGP conversations per year (Early Fall and Late Spring)
- Provide time during SLT meetings twice per year for PGP reflections
- Pilot our first year of a “continuous learning PGP model” with our school based leaders replacing our former evaluation process (summative model).

■ **Schools:**

- Use an inquiry based approach to improve student achievement in their schools.

WHAT ARE WE GOING TO DO?

OUR STRUCTURES AND STRATEGIES CON'T...

- **Instructional Support Team:** [\(Strategies and Structures\)](#)
- Members of the Instructional Support Team will engage with primary teachers in inquiry projects aimed at supporting early reading development in connection with “Changing Results for Young Readers 2012-13” initiative in B.C.
- Each member of the Instructional Support Team will engage in an inquiry/professional learning project which is embedded in their work supporting teachers in schools.
- Use Professional Development Courses and Collaboration for Growth Grants to network teachers to work together to develop project/inquiry based learning for themselves and their students.

WHAT ARE WE GOING TO DO?

OUR STRUCTURES AND STRATEGIES CON'T...

- **Instructional Support Team:** ([Strategies and Structures](#))
 - Expand our Work Experiences Partnership and dual credit courses
 - Fully implement our “[Communicating Student Learning](#)” initiative District wide K-7. The increased focus on assessment for learning practices during our pilot year of this action research project showed an increase of both student and parent engagement in the learning process.

- **Student Services:** ([Strategies and Structures](#))
 - Work collaboratively with Psychologists to create an inquiry based learning project around early identification as it would pertain to their work.
 - Continue to guide the work of our Youth Care Workers using the question “How do Youth Care Workers best support successful transition for our students?”

- **Aboriginal Education:** ([Strategies and Structures](#))
 - The Language and Culture Department will develop inquiry based units on First Nations Art for grades 6 through 8.

ASSESSMENT & EVALUATION

HOW DO WE KNOW IF OUR ACTIONS ARE MAKING A DIFFERENCE

- Student Satisfaction Surveys
- Develop a District Student Engagement survey to be used regularly at the middle and secondary school levels to start with (similar to Willms *Tell Them From Me*).
- School Support Conversations Data
- Results of Student Success Plan inquiry projects
- Results of the District Teams' Inquiry Projects
- Examine improvements made in student learning K-12 across all areas of learning. (Report Card data)
- Conversations with students using Linda Kaser and Judy Halbert's 'four questions'.

RESPOND & ADJUST

HERE'S WHAT. SO WHAT?

- Through structures and processes including school reviews, school support conversations and various department and district level educational leadership teams, progress made on the goals of the achievement contract will be monitored closely throughout the year.
- Adjustments during the year will be recorded in the Superintendent's Report on Achievement due January 31. ([View the Superintendent's Report on Achievement](#))

ACHIEVEMENT CONTRACT: APPENDICES

To make the Achievement Contract read more clearly, we have moved some required portions to this area. This additional context is provided should the reader wish to understand the district in more detail.

In the appendices you will find:

- School District 72's vision and values;
- [The District Literacy Plan](#);
- [The Aboriginal Enhancement Agreement](#);

APPENDIX: DISTRICT VISION AND VALUES

Our Vision

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

Our Values

Learning is Central.

Collegiality is Essential.

Respect is Fundamental.

CONCLUSION

If you wish Provincial data on student achievement for our district here is a link to an important site.

[Ministry of Education – Reporting on Education K-12](#)

In addition to information regarding our school district, this link can provide you will information regarding all public schools and districts across British Columbia.

We welcome your feedback and input on our Achievement Contract and can be reached through email at nevenka.fair@sd72.bc.ca.