



CAMPBELL RIVER
School District 72

Our District Story

2023 Framework for
Enhanced Student Learning

Message from the Superintendent



Welcome to the Campbell River School District's 2022-2023 District Story, our yearly community update on our commitment and progress towards the priorities and goals of the district's strategic plan. This report also meets the requirements of the Ministry of Education and Child Care's Framework for Enhancing Student Learning Ministerial Order.

Data in this report includes: the most current available results from the grade 4 and grade 7 Foundation Skills Assessment, DIBELS literacy screening results, grade 10 numeracy and literacy assessments, completion rates, and the results from the student learning survey. This report also includes specific ways that each strategic goal was supported.

We continue to look for encouraging results and will focus on improving the gap between Indigenous and non-Indigenous completion rates with an emphasis on equity across all measures being a priority in our work.

It should be noted that this winter marks the end of the Board of Education's current four-year strategic plan. The new strategic plan will be unveiled in January 2024 and will help mold the scope and shape of the Framework for Enhanced Student Learning report for the following year.

A handwritten signature in black ink that reads "G. Manning". The signature is fluid and cursive, with a large initial "G" and a stylized "Manning".

Geoff Manning
Superintendent/CEO

Overview of the Campbell River School District

The Campbell River School District (SD72) is honoured to operate on the traditional territories of the Liḡw̓iḡdaḡw, Klahoose and K'ómoks First Nations; land that has always been a place of learning. In addition, the district is a proud community partner with the Homalco First Nation and the North Island Métis Nation. We honour our relationship with these peoples and all other First Nations, Métis and Inuit peoples who reside in these traditional territories.

The district is located on the east coast of central Vancouver Island, extending north to Sayward and south to Oyster River and includes the outer islands of Read, Cortes and Quadra. We are dedicated to the achievement of personal excellence for all members of our learning community: staff, students, and parents alike.

Over 900 employees provide educational programming to approximately 5,600 students in kindergarten to grade 12 across our 13 elementary schools, two middle schools, two secondary schools and alternate learning centre.

The district's annual consolidated budget is approximately \$87 million.

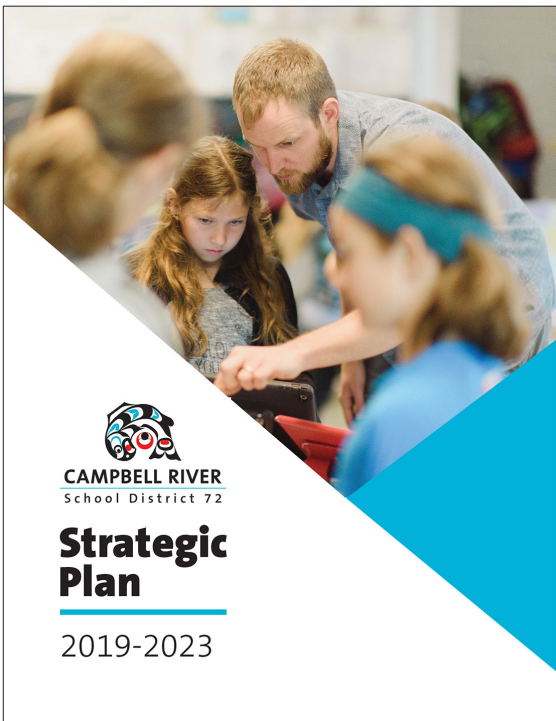
Respectful relationships are fundamental to student learning.

Learning is an active and social process.

All learners vary in their learning styles, prior knowledge and experiences, abilities, and rates of development.

Positive learning behaviours and attitudes lead to greater student independence, success and lifelong learning.

— Campbell River School District Learning Beliefs



Through its strategic plan, the Board of Education and all district employees are committed to helping enhance the opportunities for Indigenous learners. The district continues to undertake an equity scan to help identify areas for growth and determine best practices to ensure we achieve the needed outcomes. Collection and sharing of data, particularly the disaggregated information for Indigenous learners, will improve overall learning and assist the district in supporting equitable outcomes for all Indigenous learners. Referencing the Truth and Reconciliation Commission Call to Action #57 is a developing priority for the district. Ongoing professional development with an enhanced suite of resources will continue to support educators and community members as they work to overcome the harmful legacy of colonial practices and residential schools.



PRIORITY ONE

Improve Student Achievement.

We have engaged in a robust and targeted literacy plan to build teacher and administrator capacity in strong phonics-based literacy practice, guide district spending, develop and purchase classroom resources, and provide district-wide assessments to measure students' literacy levels and engage in early intervention. Our literacy framework includes district literacy coordinator positions; the administration of the DIBELS screener to all elementary and middle school students three times a year; the implementation of and training with the Flyleaf and PRESS (Path to Reading Excellence in School Sites) resources; and development of district resources, including a resource website for teachers and parents.

The intent is to build a district-wide and school-based system through assessments and good instruction which will create consistency and reliability. Strong understanding of literacy and assessment practices provide reliable predictors for reading outcomes. Through the lens of equity, we have targeted instruction, early intervention, appropriate resources, and professional learning to ensure that all students meet our district goal of meeting or exceeding expectations. We are excited to be expanding this program to our middle and secondary schools this year. We have collected and will continue to collect data to triangulate with all assessments done by teachers to illuminate concerns and/or confirm assessments.

Understanding the importance of cultural representation in all learning environments, we have increased access to culturally appropriate learning kits, as well as the availability of locally developed books and materials for school libraries and continued to value language revitalization and local knowledge by ensuring K'wak'wala/Lik'wala language opportunities in all levels of school. Our Indigenous Education and ELL webpages also host a variety of culturally appropriate resources and links.

Our district has also made a commitment to “equity in action” and ensuring that each student has equitable opportunities for a positive school experience and the “Pathways to Graduation” model that engages all educators in their understanding of a student's progress to ensure that equitable learning opportunities and resources are in place when and where they are needed.

We have also committed to strong professional development with all our principals and vice-principals by investing in learning facilitator, Cale Birk. In particular, we are focusing on observable impact on rigorous learning. This will be a year-long professional partnership that should help us achieve our priority of improving student achievement.



PRIORITY TWO

Build a culture of learning and wellness.

Our district created a mental health framework to guide our work in this area and this framework was informed by students. In November 2021, we held a youth forum at Robron Centre with 20 students from our two middle schools, two secondary schools and alternate learning centre to get their feedback on the framework, as well as what priorities they felt were important for us to consider about youth mental health. The framework includes a multi-tiered system of support for mental health and social emotional learning.

We are also working to thread compassionate leadership throughout our work as a senior leadership team and have administrators continuing to update their work in Compassionate Systems. We plan to continue to encourage further work in this area by holding a Compassionate Systems dinner series once again, throughout the year and by having members of our senior leadership team participate in the BC Network for Compassionate Systems Leadership that meets bi-weekly with colleagues from across the province.

We have developed a unique program entitled “The Inreach/Outreach Program” designed to help students who struggle with their attendance and other issues at school. This program employs teachers, counsellors, educational assistants, and senior staff working together to improve the life chances of some of our most needy/diverse students. It is a district-wide program and we will be monitoring the success of the program very closely this year.

We have invested in learning resources to advance student and staff knowledge, awareness and understanding of cultural contributions, as well as purchased Second Step kits for social emotional learning and Kids in the Know for our elementary schools. Many of our schools are piloting the “School of Hope” program and have taken professional development workshops on the topic. As a district we have provided resources to support this program to all our schools across the district.

GSA/Rainbow clubs are in all middle and secondary schools and Phoenix Middle School has created a wellness journal which, with support from the school, parent advisory club and district, is being professionally published.

We maintain a close relationship with the Foundry to connect schools and community in supporting mental health and we have district representation on the Community of Practice for Mental Health Education, which meets monthly with educators across the province.

Our district has been invited to share at the Community of Practice for Mental Health Education what is working within our district for building mental health literacy.



"Memorial Dance Curtain to Keanan Lucas Sr.," Qwaya Sam, Nuu-Chah-Nulth, on loan by Cedar Elementary School Culture Group to Georgia Park Elementary.

PRIORITY THREE

Honour Indigenous world views and perspectives.

Schools have been supported with additional funding for site specific initiatives to support honouring Indigenous world views and perspectives. Some of these initiatives have been local knowledge keepers and role model presentations, drum making, The Village Project, outdoor learning spaces, and traditional gardens to name a few.

A focused effort has been made to increase staff awareness and understanding of the shared history of our country, the effects of residential schools, intergenerational trauma, systemic racism, and the current realities for Indigenous peoples. This year, administrators and teachers will have the opportunity to delve into racism and discrimination by participating in the Anti-Racism Response Training, Train the Trainer Series. These learning opportunities for staff, in the form of online and in-person workshops continue to be well attended and eagerly received.

Each school continues to incorporate how they intend to support Indigenous learning within their school success plans.

The Indigenous education department has substantially increased the amount of culturally appropriate resources available to our schools and teachers, including through the development of several local and learning kits. The department has also increased the number of books by Indigenous authors available in the Indigenous Reads section of our district education centre.

The district continues to be fortunate in receiving guidance and counsel from members of the Indigenous Education Advisory Council (IEAC). Senior leadership meets with the IEAC on a monthly basis.

District Context

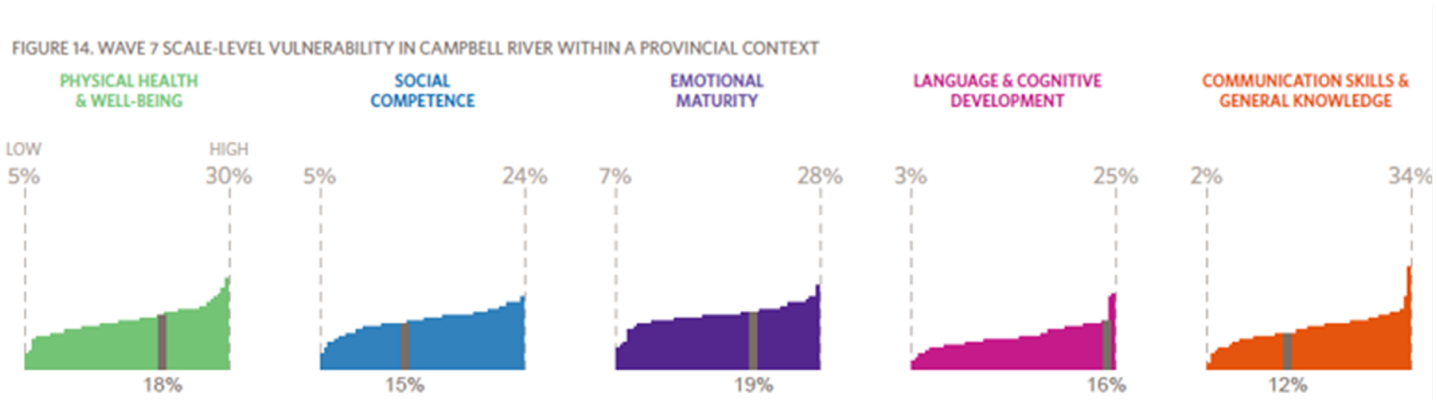
Number of Students Across All Grades 2022-2023

	K	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total
All Students	390	418	427	460	420	403	443	412	443	467	479	434	425	Msk	5,622
Indigenous	88	93	92	108	112	89	97	123	114	123	113	89	112	Msk	1,353
Students with disabilities or diverse abilities	18	24	43	39	41	48	80	66	64	95	96	82	106	Msk	802

* Other includes elementary ungraded, secondary ungraded, and graduated adults in the school system.

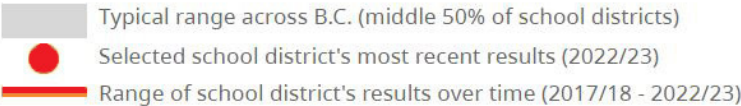
Community Socio-Economic Information

	BC Public Schools	Campbell River
Unemployment Rate	8.27%	8.679%
Percent of 25-64 with Post Secondary Credentials	42.06%	35.628%
Percent of Lone Parent Families	4.286%	4.705%
Median Family Income Economic Families	\$113,137	\$97,635

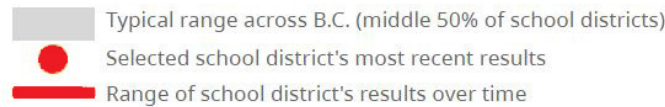


The most recent EDI data shows our youngest students experiencing higher vulnerability in all domains of the survey except one.

Our biggest concern is that the high vulnerability is in the language and cognitive development section where the district is very close to the most vulnerable districts in the province.



Foundation Skills Assessment



Graduation Assessment

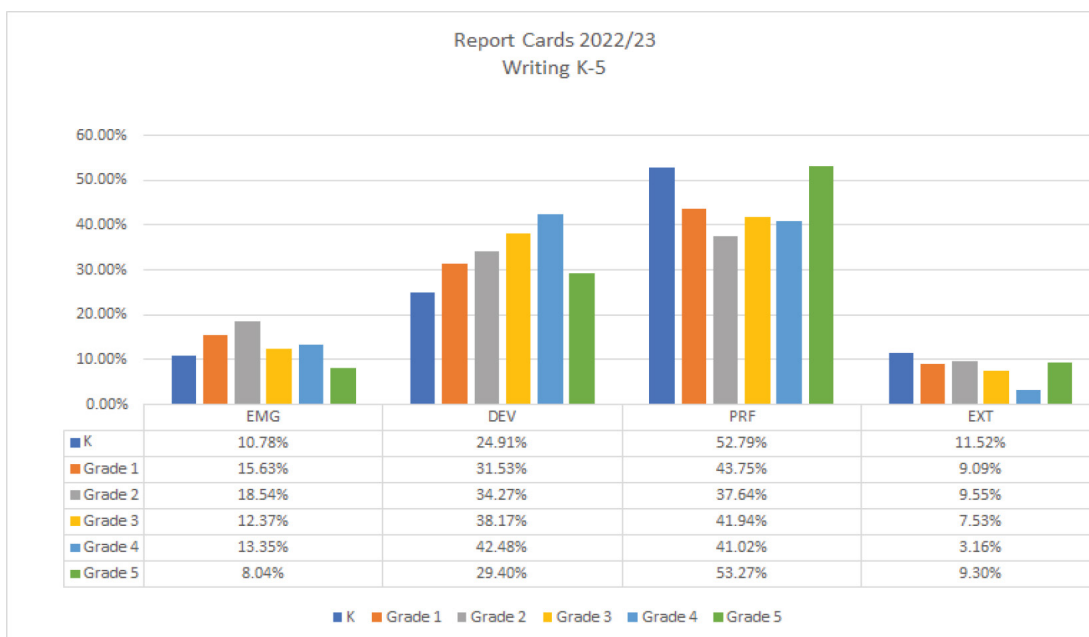
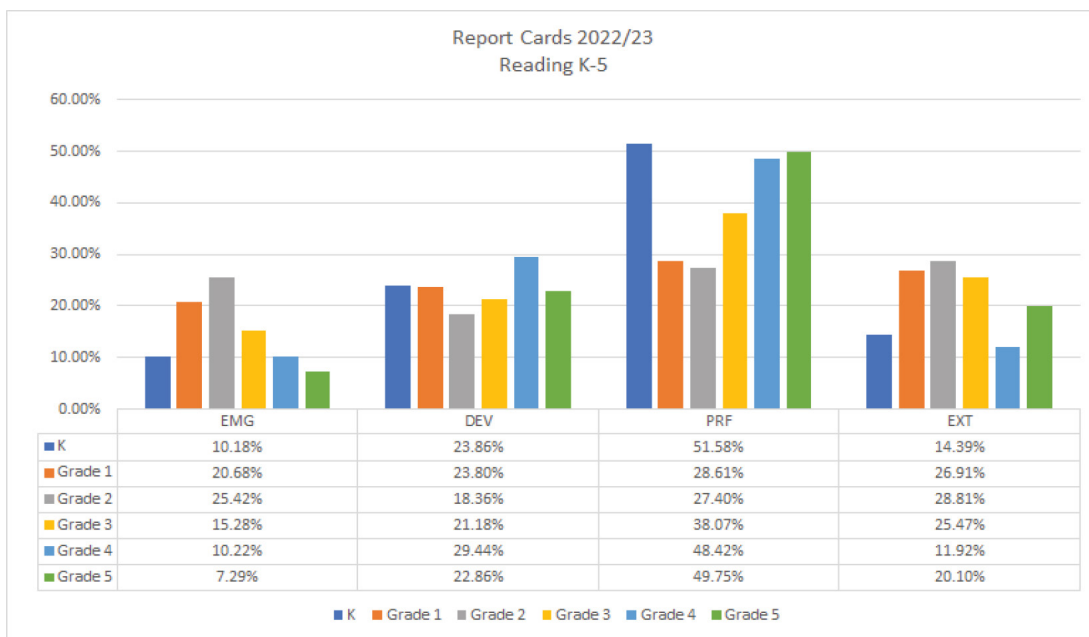


Notes:

Our FSA literacy results are just within the provincial average range for grade 4 and are within the provincial average for grade 7 students. It is encouraging that our grade 7 Indigenous results have improved over time. Participation rates in the FSA are also very encouraging and we are well above the provincial average for participation in the FSA. Looking at our graduation assessment results our students are within or above the provincial average. Once again, it is very encouraging that our Indigenous literacy results have moved beyond the typical range for BC.

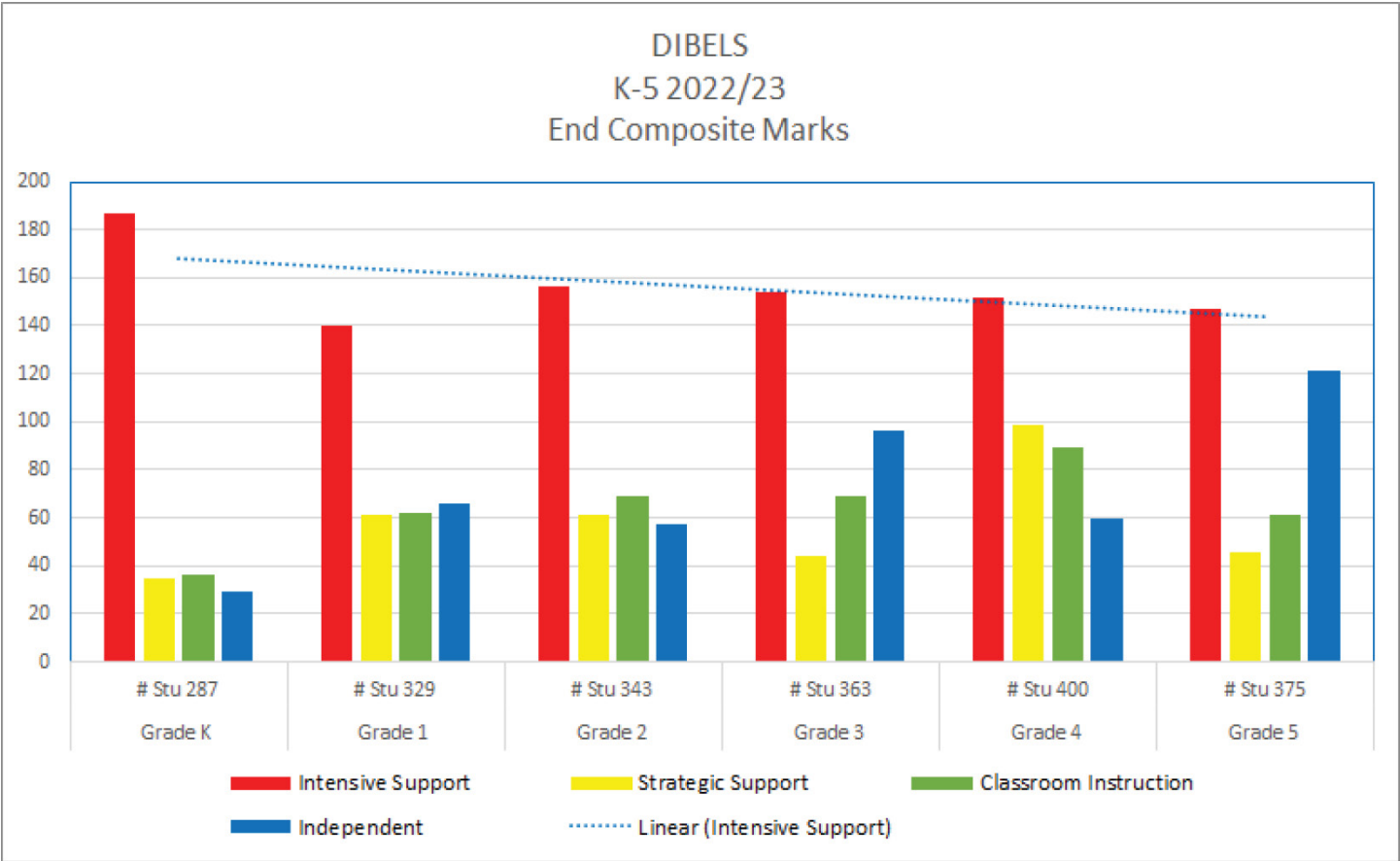
How Are We Doing?

Literacy Expectations Report Card Results K-5 in Reading & Writing



Notes:

Locally, we are very happy with our reading and writing report card assessments. By the time students are ready to leave grade 5 and enter middle school, almost 70% are proficient or extending in their reading. 63% are proficient or extending in their writing by the time they are ready to leave elementary school.



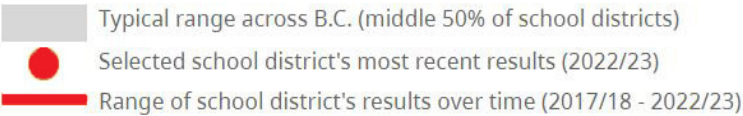
Above Benchmark - Blue - can be used to classify students who are performing well above benchmark and are at negligible risk for not meeting proficiency goals. The ambitious cut-score is designed to identify the students who are least at risk in reading. Students falling above this cut-score are very likely in need of core support alone, meaning the general curriculum should serve these children well. Students performing well above benchmark may benefit from instruction on more advanced skills.

Benchmark - Green - the benchmark goal, can be used to classify students who are performing at benchmark levels and are at minimal risk and on track for meeting grade-level proficiency goals from those who are below benchmark performance levels and thus at some risk for not meeting proficiency goals. Students falling above this cut score are typically in need of core support alone, meaning the general curriculum should serve these children well.

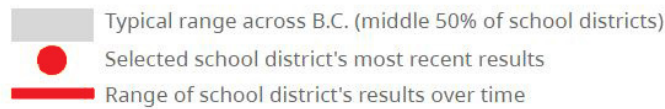
Below Benchmark - Yellow - Students falling between the risk and benchmark cut-scores are at some risk for not meeting proficiency goals compared to those who are on track for meeting proficiency goals. These students are in need of strategic support.

Well Below Benchmark - Red - can be used to classify students who are well below benchmark in their performance and at risk for reading difficulties, including dyslexia. Students falling below this cut-score are designated with the color red in the DIBELS 8 benchmark documentation.

Notes:
The overall trend with our DIBELS scores is a decrease in intensive support as children move through elementary school and an increase in those who are becoming independent. We will continue to use this assessment tool to monitor the success of our students and provide supports where needed.



Foundation Skills Assessment



Graduation Assessment



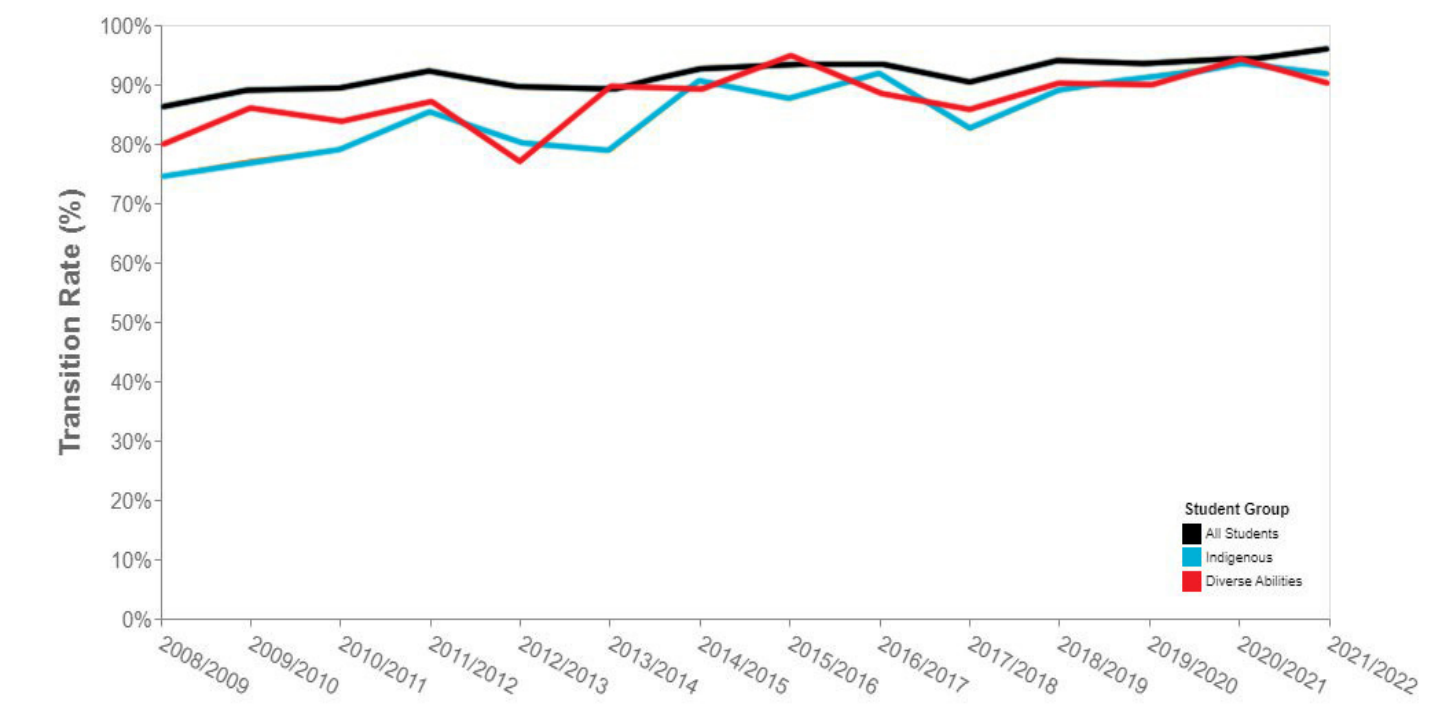
Notes:

We have seen a drop in our grade 4 Indigenous student results in numeracy. This is a cause for concern. The rest of the scores fall within the typical range in BC. The grade 10 numeracy assessment is well within the typical range in BC with our Indigenous learners at the high end of that range.

How Are We Doing?

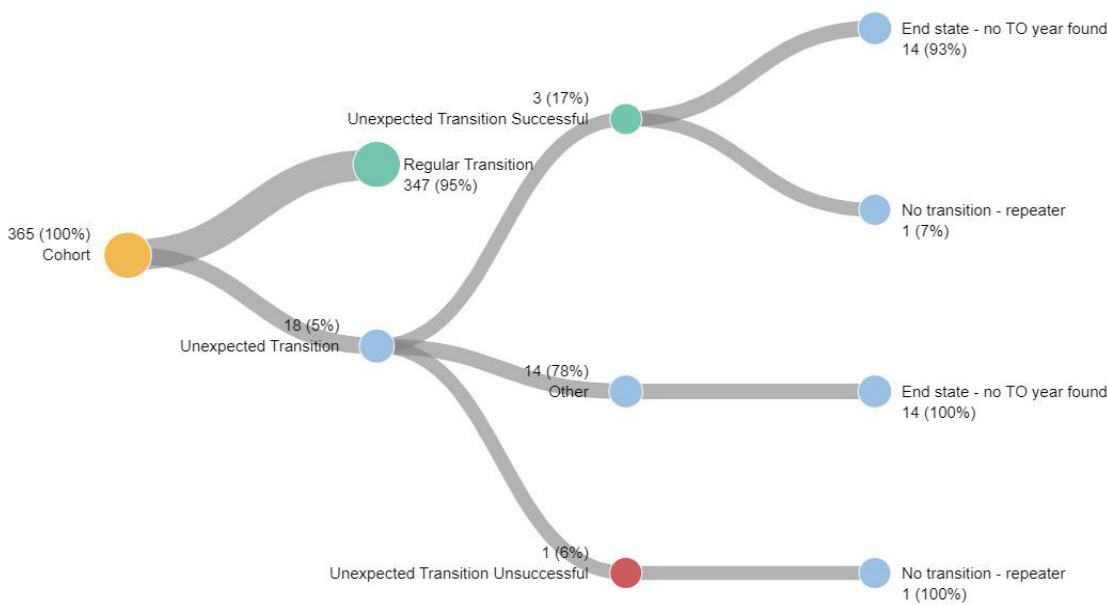
Transitions and Completion Rates

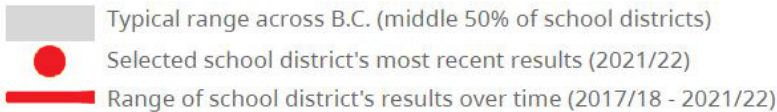
Grade-to-Grade Transitions



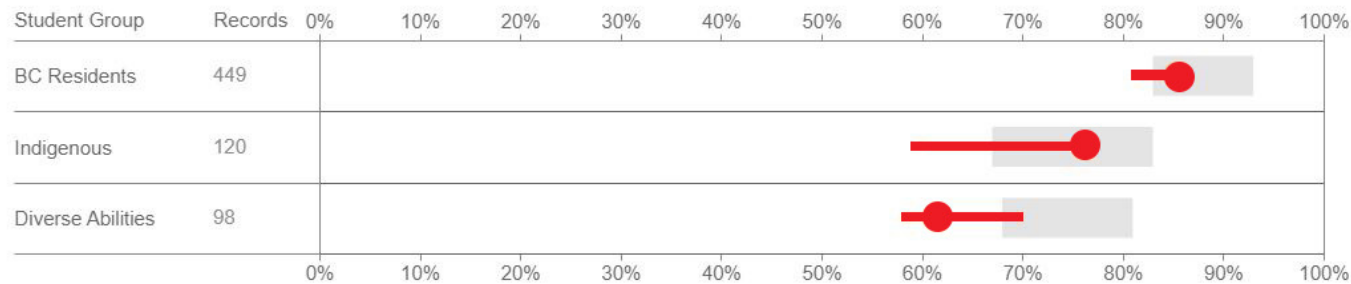
Notes: There continues to be an increase in grade-to-grade transitions for all students with slight decreases for Indigenous students and Diverse Ability students.

2021/2022 Grade-to-Grade Transitions Flow Chart

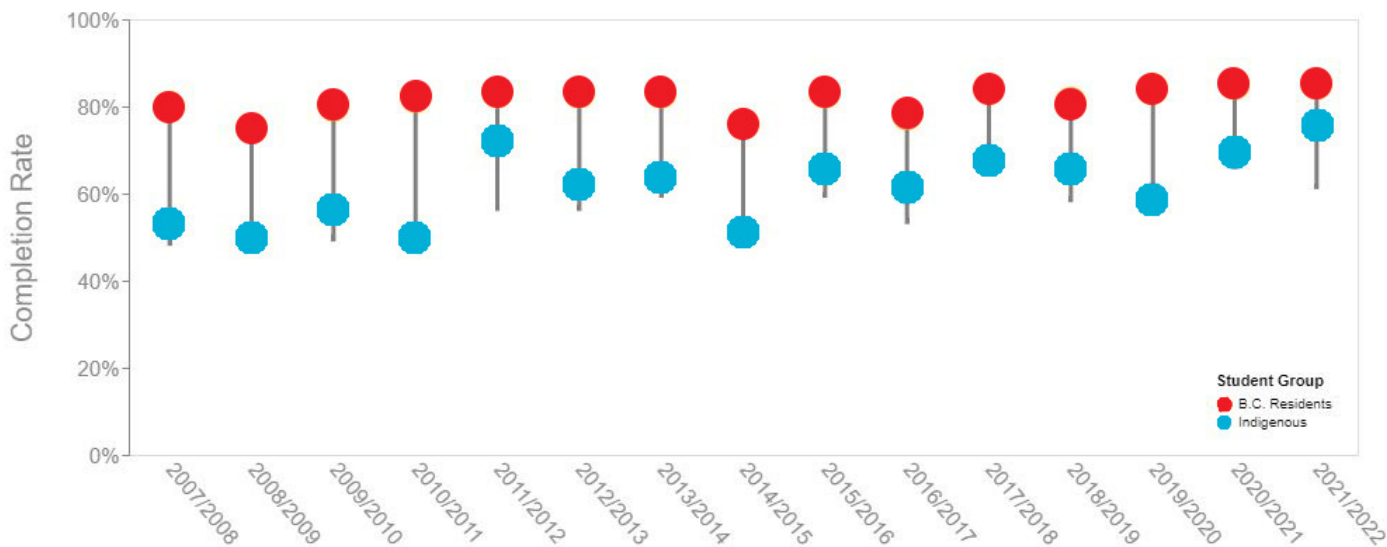




Completion Rates



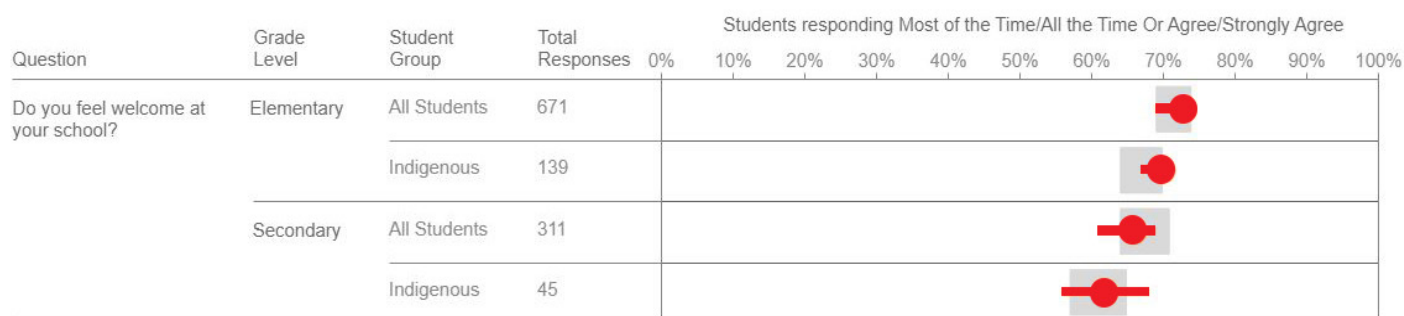
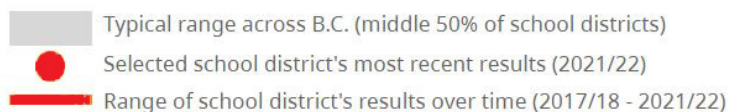
Completion Rate Over Time for Indigenous and BC Residents



Notes:
Completion rates have improved for both Indigenous students and non-Indigenous students. Our Diverse Ability students have dropped below the typical range across BC. We will need to do some investigation into why this has occurred. The gap between our Indigenous and non-Indigenous students has decreased and is at a historical low for our district.

How Are We Doing?

Student Learning Survey



Question: Do You Like School? Responses: All of the Time or Many Times

School Year	Grade 4				Grade 7				Grade 10				Grade 12			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2017-2018	85	68	245	67	70	37	218	48	40	33	198	40	23	52	103	55
2018-2019	88	68	276	66	71	41	262	42	25	Msk	101	43	Msk	Msk	81	58
2019-2020	38	76	66	65	30	43	50	44	-	-	-	-	-	-	-	-
2020-2021	36	60	160	62	40	53	119	44	11	34	69	39	6	46	42	48
2021-2022	36	59	197	62	40	53	159	46	11	34	80	38	6	46	48	48

equals the number of total students who participated in the Student Learning Survey.

Question: How Many Adults at Your School Care About You? Responses: 2 or More

School Year	Grade 4				Grade 7				Grade 10				Grade 12			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2017-2018	85	69	240	76	70	71	215	71	40	60	199	57	23	87	103	84
2018-2019	88	82	275	75	72	76	261	60	25	60	101	59	Msk	Msk	81	83
2019-2020	37	70	65	55	30	67	50	60	-	-	-	-	-	-	-	-
2020-2021	37	60	148	59	37	48	142	51	-	-	-	-	-	-	-	-
2021-2022	37	60	186	59	37	48	179	51	-	-	-	-	-	-	-	-

equals the number of total students who participated in the Student Learning Survey.

Notes:

All elementary students', including Indigenous students, sense of feeling welcome at school is above the provincial average range and has increased to its highest percentage over the past year. It is interesting to note that the percentages go up as students reach grade 12 for both Indigenous and non-Indigenous students when asked "How many adults at your school care about you?" compared to their younger years.



CAMPBELL RIVER

School District 72