



Accountability Contract 2006/07

Respect is Fundamental • Learning is Central • Collegiality is Essential

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Superintendent of Schools

School District 72
Campbell River, B.C.

"Learning to Be Our Best"





Accountability Contract 2006/07



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

Our District Goals

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

Goal 1:

- Our students are **literate**.

Goal 2:

- Our students are **numerate**.

Goal 3:

- Our students are **socially responsible** citizens.

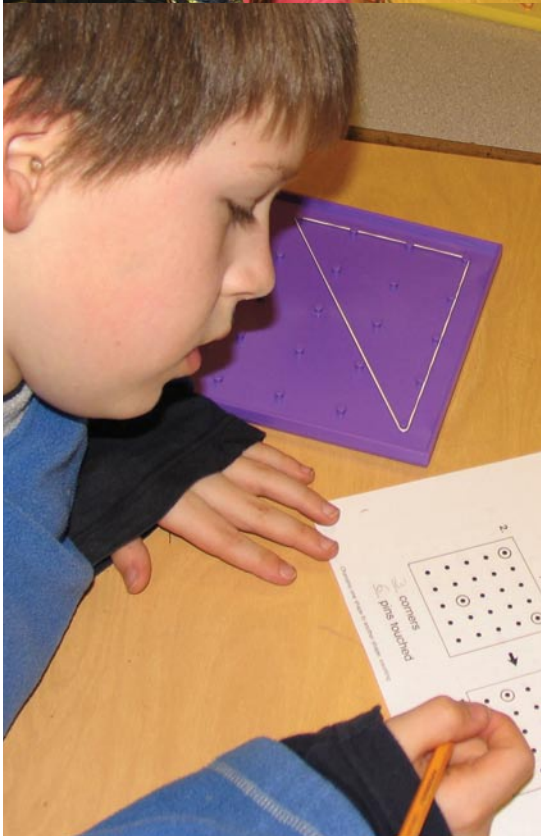


Table of Contents

Introduction

District Context	Page 4
District Information	Page 4
Unique Characteristics	Page 5
District Strengths	Page 6
SD72 Response to 2006 District Review	Page 7
District and School Connections	Page 9
Summary of Results	Page 11

Goal 1 — Our Students are Literate

Objective: Goal 1	Page 12
Rationale: Goal 1	Page 12
District Reading Assessment for Grade 1	Page 13
District Reading Assessment for Grade 3	Page 14
FSA Reading Results for Grade 4	Page 15
FSA Writing Results for Grade 4	Page 16
District Reading Assessment for Grade 6	Page 17
FSA Reading Results for Grade 7	Page 18
FSA Writing Results for Grade 7	Page 19
District Reading Assessment for Grade 9	Page 20
Achievement Rates for Grade 10 Language Arts	Page 21
Participation Rates for English 12	Page 22
Cohort Data — Grade 3 and Grade 6 Comparison	Page 23
Strategies: Goal 1	Page 24
Structures: Goal 1	Page 25

Goal 2 — Our Students are Numerate

Objective: Goal 2	Page 26
Rationale: Goal 2	Page 26
FSA Numeracy Results for Grade 4	Page 27
FSA Numeracy Results for Grade 7	Page 28
Achievement Rates for Grade 10 Math	Page 29
Participation Rates in Principles of Math 11	Page 30
Strategies: Goal 2	Page 31
Structures: Goal 2	Page 31

Goal 3 — Our Students are Socially Responsible Citizens

Objective: Goal 3	Page 32
Rationale: Goal 3	Page 32
Grade 5 Social Responsibility: Classroom Contribution	Page 33
Grade 8 Social Responsibility: Classroom Contribution	Page 33
Grade 5 Social Responsibility: Solving Problems	Page 34
Grade 8 Social Responsibility: Solving Problems	Page 34
Provincial Satisfaction Survey Results	Page 35
Participation Rates for Grade 12 Career Programs	Page 36
Strategies: Goal 3	Page 37
Structures: Goal 3	Page 38

Appendix 1 — Student Success Goals Summary	Page 39
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Appendix 2 — Campbell River Aboriginal Education Enhancement Agreement	Page 43
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Appendix 3 — SD72 Response to 2003 District Review	Page 50
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Photos courtesy of: Tourism North Central Island

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 6,269 students in 19 schools, the district administers a budget of approximately \$46 million. A steady decline in student enrolment has created the need for significant restructuring in the district, including the closure of six schools.

Despite these challenges, the district has continued to make gains in student achievement and providing its students with a broad array of high quality programs and services.

District Information

Community Demographics:

According to the 2001 census, Campbell River's population is 33,872 with another 8,376 in surrounding rural areas.

- Aboriginal population is 3,470 – an increase from the 1996 census.
- 1.75 per cent of the homes are non-English speaking.
- Number of dual parent families: 9,170 – 83 per cent.
- Number of single parent families: 1,905 – 17 per cent.
- Average family income: \$53,350.
- Percentage of families earning below \$30,000 in annual income – 25 per cent.

School District 72 Profile:

Total population of 6,269 students attending:

- 15 elementary schools
- 2 middle schools
- 2 secondary schools
- 1 alternate school
- 1 Continuing Education Centre
- 1 eBlend (Distributed Learning Centre)
- 2 provincial resource programs (Oasis and HeadStart)

Unique Characteristics

Students at a Glance

- 2,945 elementary students
- 3,068 middle and secondary students
- 139 Continuing Education students
- 57 eBlend students
- 58 AVID students
- 85 alternate school students
- Aboriginal student population of 1,105
- 17 per cent of student population is Aboriginal
- 46 ESL students
- 302 ESD students
- 353 career program students
- 268 low incidence/high cost students
- 314 high incidence/low cost students
- 774 French Immersion students
- 100 international students

Campbell River, like many other British Columbia communities, continues to experience a decline in student enrolment. In September 2005, Ripple Rock Elementary was opened to replace two small schools that were closed in June 2005. In order to meet the diverse needs of learners within the district a concerted effort has been made to review delivery models and to implement programs that reach out to a wider community.

Some examples of these initiatives include:

- Student services support teams organized by zones to meet the diverse learning styles and needs of students.
- A rural schools initiative and subsequent implementation of the eBlend program in order to provide outreach to students who desire an alternate delivery of educational programs.
- An 'in-house' alternative education program in middle schools to complement existing supports for at-risk youth.
- A summer school program, initiated in 1980, which continues to offer alternate pathways to course completion and an early reader's program that provides a boost to self-confidence and skills for struggling young readers.
- AVID, a pilot program in its second year, which focuses on 'learning to learn' for an identified group of middle school students at École Phoenix Middle School and has now moved to Carihi Secondary.
- An extensive career program that provides opportunities for students through career preparation, co-operative education and secondary school apprenticeship.
- A French Immersion program which currently attracts the highest per-capita Kindergarten enrolment in the province.
- District leadership and participation with the community in programs such as *Early Development Instrument (EDI)*, *Success by Six*, *Literacy Now*, and *Understanding the Early Years*.
- A highly skilled Aboriginal support workers team in place to liaise between home and school which results in greater student success and participation in schools.



Photos courtesy of: Tourism North Central Island

District Strengths

Guided by its mission statement, School District 72 offers innovative programs that contribute to the personal excellence of all its learning community members. Some examples include:

- an early literacy intervention program operates in every school to ensure all students have equal opportunity of learning to read by the end of Grade 3.
- a second Aboriginal Enhancement Agreement is being implemented with the guidance and approval of the Aboriginal Education Advisory Council and in the spirit of improving the educational achievement of all Aboriginal learners.
- an inclusive, district-wide student services program integrates all students into classrooms. In all special education categories the district grade-to-grade transition rates are higher than provincial average.
- the district's Core Pro-D committee routinely brings teachers, administrators and district staff together to develop best instructional practices.
- the adoption of a school-wide effective behavioural support (EBS) approach to developing and teaching clear expectations for student behaviour in most district schools.
- the mentorship program for administrators new to the position or for those who wish to work collaboratively to improve their practice.
- a long-standing tradition of professional development for principals and vice-principals.
- Connected Learners online math support for Principles of Math 10 includes a virtual tutor and tutor support.
- teacher leaders at middle and secondary school staffed to facilitate student success as outlined in the school improvement plan.

SD72 2006 Response to 2006 District Review

** see Appendix for 2003 Responses*

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

Recommendation 1 Response

- With the upcoming retirement of a secondary school principal in January 2007, the board has hired a new principal, assigned as a district principal for the next four months with the specific task of working with both secondary schools' staff to develop a stronger connection.
- Grad portfolio teachers were hired for each of the two secondary schools to develop the program in concert and ensure that students would have the same experience at both schools. The result has been the building of strong connections between many teachers.
- Two summer institutes were designed to support both secondary and middle schools and with the intent of drawing together math and science teachers.
- A specific professional development program has been identified for this academic year utilizing assessment practices advocated by Ken O'Connor in his book *How to Grade for Learning* and aimed at bringing together staff at the two secondary schools.
- Marking teams from the two secondary schools continue to work together in marking government exams.
- The district will continue to develop the assessment literacy of the middle and secondary teacher leaders, enabling them, in turn, to work with teachers in their own schools.

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

Recommendation 2 Response

- All administrators and school planning councils have been advised of their responsibility to reflect this practice in their School Growth Plans (called Student Success Goals in School District 72).
- The new principal of Aboriginal education is monitoring and supporting this process.

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

Recommendation 3 Response

- Additional student service support was provided during the spring semester to assist school staff.

- A principal with rural and small school experience was hired to provide the knowledge necessary to support the most rural school in the district.
- The board has agreed to increase the 'allowance' for the teachers in the rural schools to offset their added costs of transportation.
- The board has also increased the rural schools professional training fund allocation.
- The director of instruction will meet with staff from these schools to discuss how the district might be able to meet their needs around realizing their School Growth Plan (student success) goals in terms of improving instructional and assessment practices.

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

Recommendation 4 Response

- The district plans to utilize portions of its Superintendent and District Educational Leadership Team (DELT) meetings to develop these skills in principals and teacher leaders.
- The board has created a clerical staff position, which includes providing data analysis support directly to schools.

Recommendation 5 Response

- All four of the secondary and middle schools participated in at least five transition meetings in the spring. The teacher leaders who organized these meetings will continue to organize more throughout the year.
- Kindergarten transitions will be reviewed with our partner groups.
- Elementary to middle school transition program (SmartStart) held during late summer is in the process of being completed for the second year and it is hoped that both middle schools will be involved next year.

Continue to examine the practices and procedures related to transitions.

District and School Connections

School District 72:

**"Learning to be
our best."**



Campbell River students were given the opportunity to share their hopes for the future of Campbell River with city councillor, and teacher, Laird Ruehlen as part of the city's recent vision exercise.

Now in its ninth year of the school growth planning process (referred to as the Student Success Goals in School District 72), the district has worked in consultation with administrators, teachers, and parents to develop a model which supports school efforts to plan for student success.

School Planning and Parent Advisory Councils assist schools in reviewing school-level data to develop school growth plans that establish goals and set targets for student achievement. The District Education Leadership Team (DELT) analyses School Growth Plan goals and targets, providing the foundation for the district Accountability Contract.

School District 72 provides training and support for members of the School Planning Councils (SPC) to build a broader understanding of student achievement. The core goals of literacy, numeracy and social responsibility are often at the centre of school growth plans. However, there are unique and independent goals that also acknowledge and serve a diversity of student needs.

Special training sessions for School Planning Councils are held to provide each school's SPC information about the district budget and individual school resource allocation. A transparent budget development process invites participation from all partner groups and contributes to an understanding of resource allocation decisions and service levels within School District 72. This year trustees invited School Planning Council input into recommendations for expenditure of surplus funds.

Several structures exist to enhance the connections between school and community. Each school hosts the school board's Education Committee at an annual meeting that provides an opportunity for schools to share highlights of their School Growth Plan and invites parents to pose clarifying questions to the board.

The Aboriginal Education Advisory Council creates an opportunity for the First Nations principal and representatives of each of the

Accountability Contract 2006/07



Campbell River elementary schools welcome pre-schoolers with exciting and creative activities as part of our involvement in Ready, Set, Learn.

local bands to meet and to ensure elements of the Aboriginal Education Enhancement Agreement are reflected in both the School Growth Plans and the district Accountability Contract.

Within the Superintendent's meeting, principals from similar catchment areas are brought together to become aware of the goals at elementary, middle and secondary school levels and to build a greater sense of 'team' in working towards common literacy, numeracy, and social responsibility goals.

An active District Parent Advisory Council (DPAC) meets monthly and ensures that a trustee, school principal, the superintendent and union representatives can hear parent initiatives and concerns and gather information about current district goals and activities.

Summary of Results

Reading and Writing

District Reading Assessment for Grade 1	Requires Attention
District Reading Assessment for Grade 3	Requires Attention
FSA Reading Results for Grade 4	Continued Progress
FSA Writing Results for Grade 4	Requires Attention
District Reading Assessment for Grade 6	Requires Attention
FSA Reading Results for Grade 7	Continued Progress
FSA Writing Results for Grade 7	Requires Attention
District Reading Assessment for Grade 9	Continued Progress
Achievement Rates for Grade 10 Language Arts	Continued Progress
Participation Rates for English 12	Requires Attention

Numeracy

FSA Numeracy Results for Grade 4	Continued Progress
FSA Numeracy Results for Grade 7	Continued Progress
Achievement Rates for Grade 10 Math	Requires Attention
Participation Rates for Principles of Math 11	Continued Progress

Social Responsibility

Grade 5 Classroom Contribution	Continued Progress
Grade 5 Solving Problems	Continued Progress
Grade 8 Classroom Contribution	Continued Progress
Grade 8 Solving Problems	Continued Progress
Participation Rates for Grade 12 Career Programs	Requires Attention



Objective: Goal 1

To improve the reading and writing levels of students in K-12



Rationale: Goal 1

- Analysis of district assessments and FSA indicate a need to continue to focus on reading and writing in order to improve student achievement in these areas.
- Analysis of district assessments, FSA, and exam results show a need for continued support of Aboriginal students in reading and writing.
- Fourteen of 14 schools enrolling children in Grades K-6 have reading and writing as a goal.
- Both middle schools have identified reading and writing as a goal.
- Both secondary school are working on improving reading and writing across the curriculum.



“

Quality reading instruction in the primary grades is the single best defense against reader failure, overcoming even the effects of childhood poverty.

Snow & Burns (1998)

”



OUR RESULTS • Grade 1 District Reading Assessment

Objective

To improve the reading skills of all Grade 1 students.

Participation Rate

95 per cent

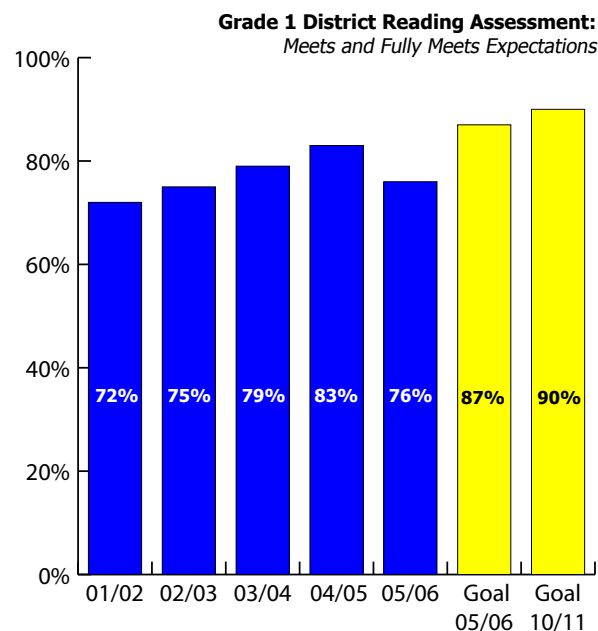
Target 2006/07

Continued progress towards the goal of 90 per cent.

Grade 1 District Reading Assessment: 2005/06

* includes Aboriginal students

Fully Meets	Meets	Not Yet Within
54%	22%	25%



The drop in results is very concerning. Grade 1 experienced an interruption in their learning last year which may account for this result. Steps have been taken to support this group of learners in the fall of 2006. The district has also formed strong links with the early literacy coalitions in the community.

Participation Rate

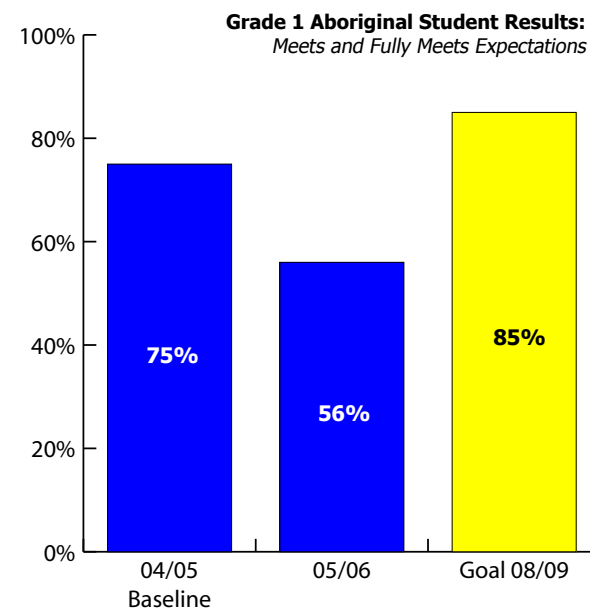
100 per cent

Target 2006/07

Continued progress towards the goal of 85 per cent.

Grade 1 Aboriginal Student Results: 2005/06

Fully Meets	Meets	Not Yet Within
43%	13%	43%



OUR RESULTS • Grade 3 District Reading Assessment

Objective

To improve the reading skills of all Grade 3 students.

Participation Rate

94 per cent

Target 2006/07

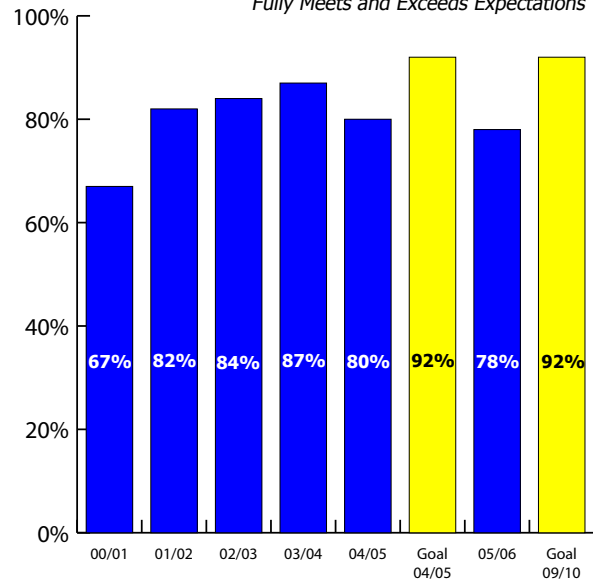
Continued progress towards the goal of 92 per cent.

Grade 3 District Reading Assessment: 2005/06

** includes Aboriginal students*

Exceeds	Fully Meets	Meets	Not Yet Within
32%	46%	20%	2%

Grade 3 District Reading Assessment:
Fully Meets and Exceeds Expectations



The decline in Grade 3 results for the second year is causing a deeper look at primary reading instruction. This will be a year of research and support for our primary learners. All of these students will be assessed this fall and further strategies developed.

Participation Rate

84 per cent

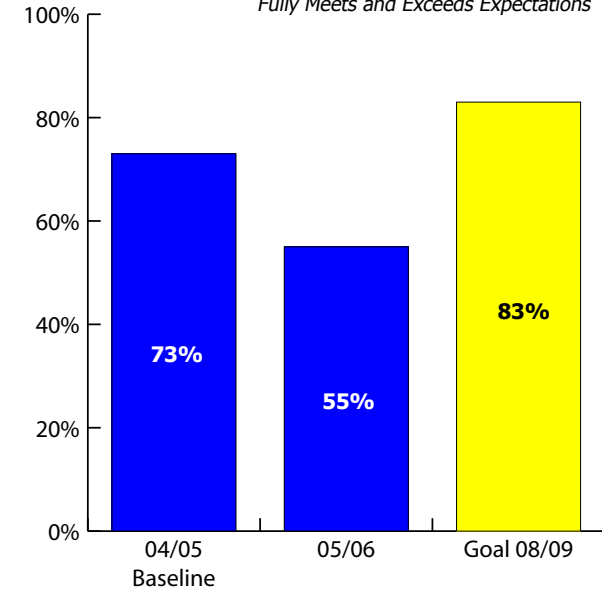
Target 2006/07

Continued progress towards the goal of 83 per cent.

Grade 3 Aboriginal Student Results: 2005/06

Exceeds	Fully Meets	Meets	Not Yet Within
19%	36%	36%	9%

Grade 3 Aboriginal Student Results:
Fully Meets and Exceeds Expectations



OUR RESULTS • Grade 4 FSA Reading Results

Objective

To improve the reading skills of all Grade 4 students.

Participation Rate

84 per cent

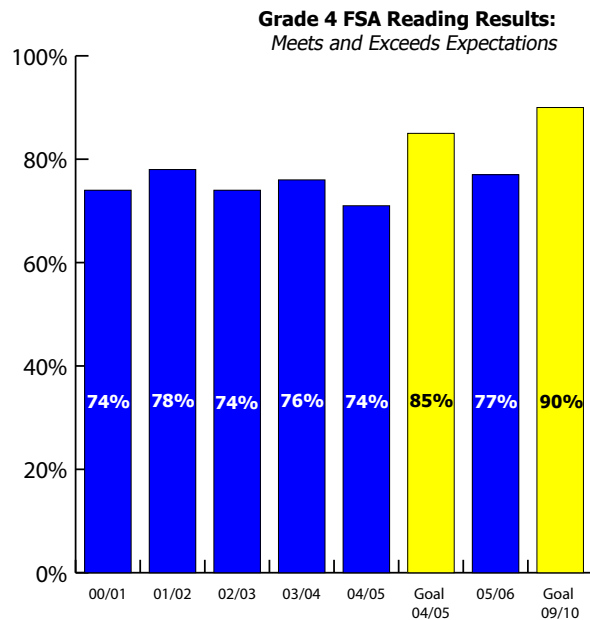
Target 2006/07

Continued progress towards the goal of 90 per cent.

Grade 4 FSA Reading Results: 2005/06

** includes Aboriginal students*

Meets and Exceeds	Not Yet Within
77%	23%



Participation Rate

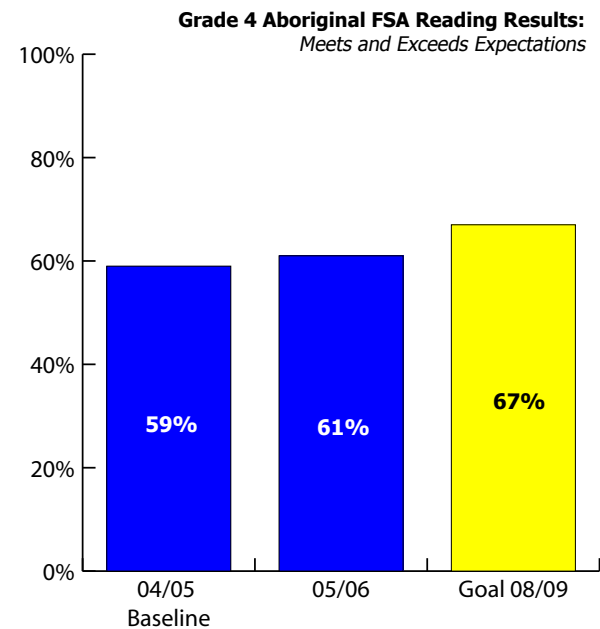
82 per cent

Target 2006/07

Continued progress towards the goal of 67 per cent.

Grade 4 Aboriginal FSA Reading Results: 2005/06

Meets and Exceeds	Not Yet Within
61%	39%



OUR RESULTS • Grade 4 FSA Writing Results

Objective

To improve the writing skills of all Grade 4 students.

Participation Rate

84 per cent

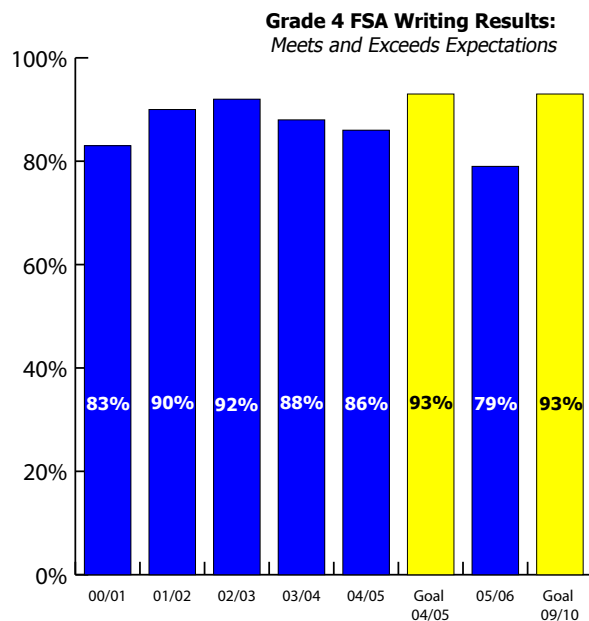
Target 2006/07

Continued progress towards the goal of 93 per cent.

Grade 4 FSA Writing Results: 2005/06

** includes Aboriginal students*

Meets and Exceeds	Not Yet Within
79%	21%



The district will continue to monitor achievement in writing by conducting district-wide writes in Grades 2, 5 and 8. This data will be used as baseline data and analysed in order to improve student achievement.

Participation Rate

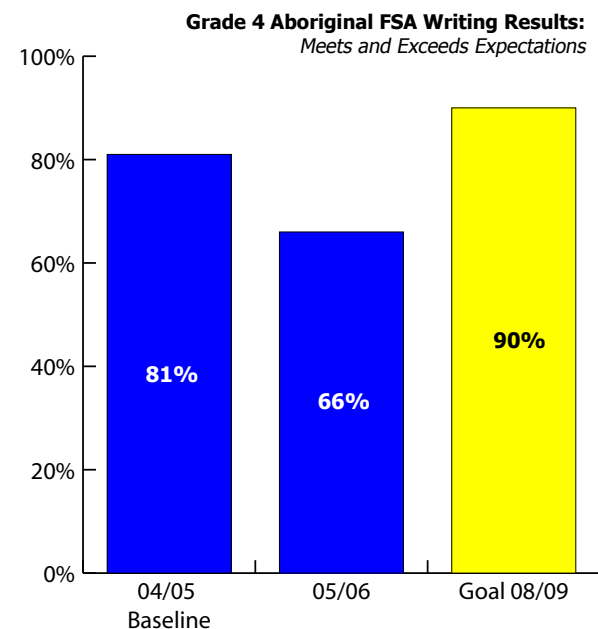
82 per cent

Target 2006/07

Continued progress towards the goal of 90 per cent.

Grade 4 Aboriginal FSA Writing Results: 2005/06

Meets and Exceeds	Not Yet Within
66%	34%



OUR RESULTS • Grade 6 District Reading Assessment

Objective

To improve the reading skills of all Grade 6 students.

Participation Rate

93 per cent

Target 2006/07

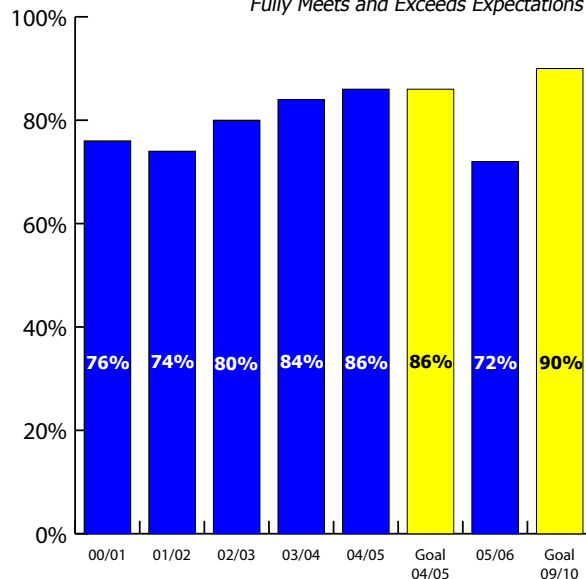
Continued progress towards the goal of 90 per cent.

Grade 6 District Reading Assessment: 2005/06

* includes Aboriginal students

Exceeds	Fully Meets	Meets	Not Yet Within
13%	59%	26%	2%

Grade 6 District Reading Assessment:
Fully Meets and Exceeds Expectations



Two elementary schools account for the drop in results. These students have been targeted for intervention at the middle school. The two elementary schools are putting programs in place to support their Grade 6 students this year. District support is being provided.

Participation Rate

88 per cent

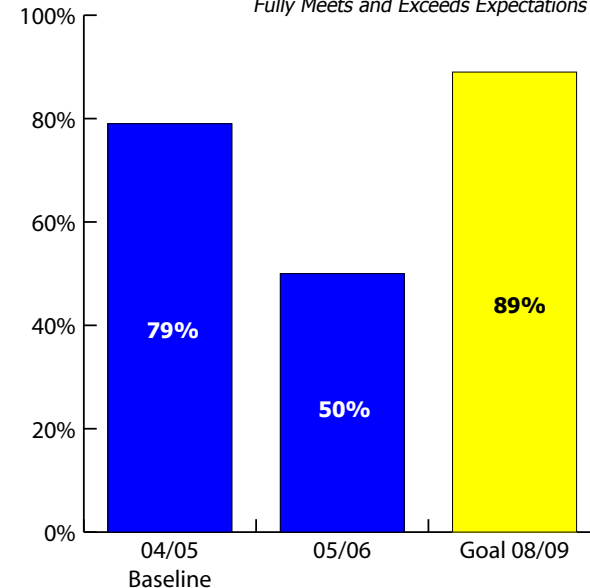
Target 2006/07

Continued progress towards the goal of 89 per cent.

Grade 6 Aboriginal Student Results: 2005/06

Exceeds	Fully Meets	Meets	Not Yet Within
6%	44%	46%	4%

Grade 6 Aboriginal Student Results:
Fully Meets and Exceeds Expectations



OUR RESULTS • Grade 7 FSA Reading Results

Objective

To improve the reading skills of all Grade 7 students.

Participation Rate

90 per cent

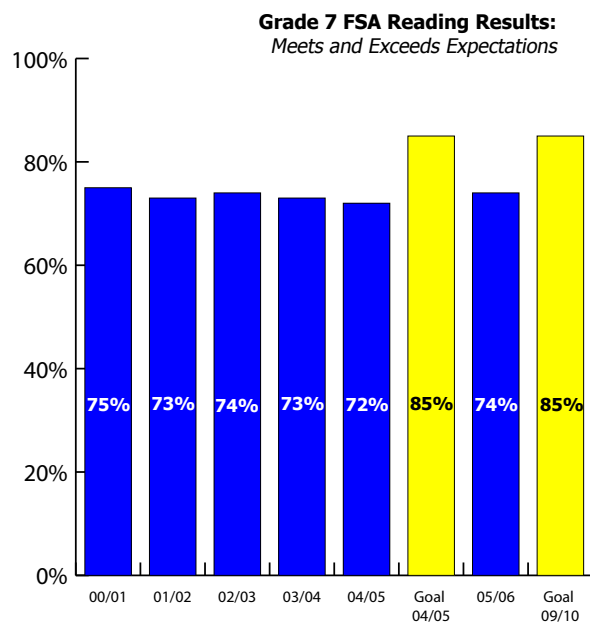
Target 2006/07

Continued progress towards the goal of 85 per cent.

Grade 7 FSA Reading Results: 2005/06

** includes Aboriginal students*

Meets and Exceeds	Not Yet Within
74%	26%



Participation Rate

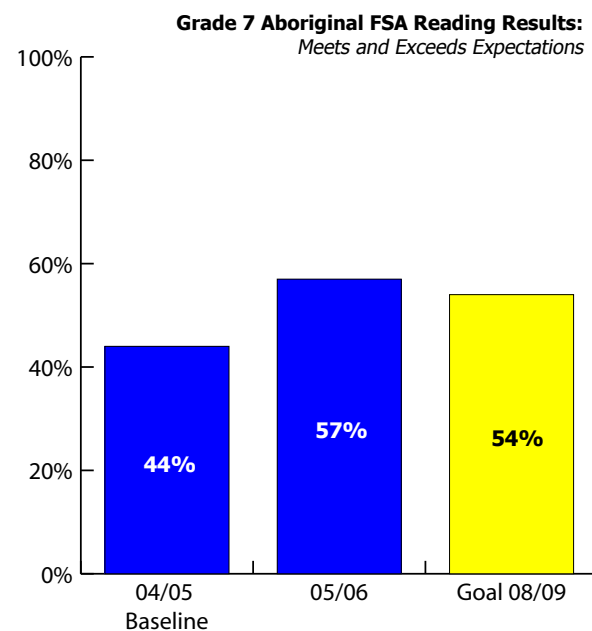
88 per cent

Target 2006/07

Maintain the achieved target of 54 per cent.

Grade 7 Aboriginal FSA Reading Results: 2005/06

Meets and Exceeds	Not Yet Within
57%	43%



OUR RESULTS • Grade 7 FSA Writing Results

Objective

To improve the writing skills of all Grade 7 students.

Participation Rate

88 per cent

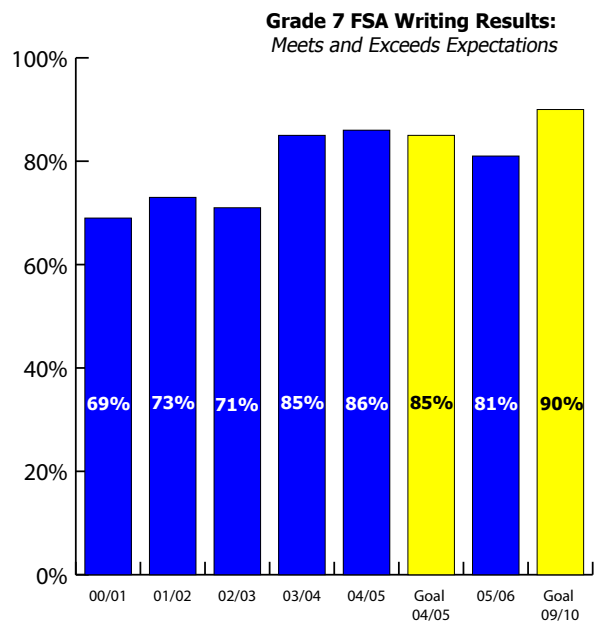
Target 2006/07

Continued progress towards the goal of 90 per cent.

Grade 7 FSA Writing Results: 2005/06

** includes Aboriginal students*

Meets and Exceeds	Not Yet Within
81%	19%



The district will continue to monitor achievement in writing by conducting district-wide writes in Grades 2, 5 and 8. This data will be used as baseline data and analysed in order to improve student achievement.

Participation Rate

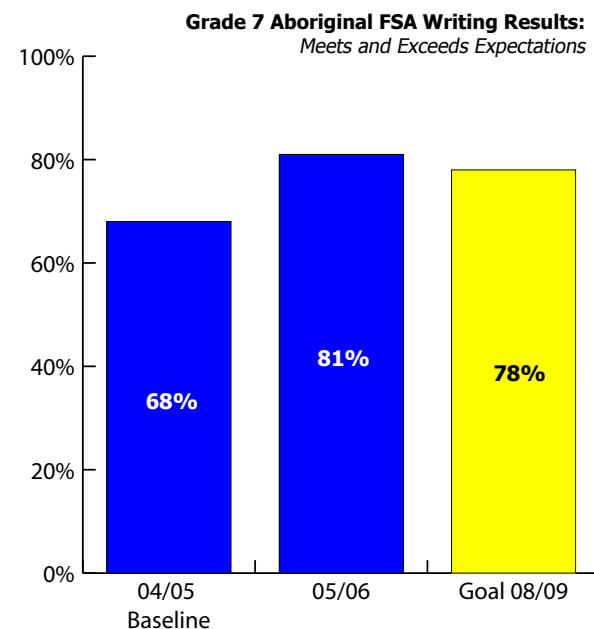
83 per cent

Target 2006/07

Maintain the achieved target of 78 per cent.

Grade 7 Aboriginal FSA Writing Results: 2005/06

Meets and Exceeds	Not Yet Within
81%	19%



OUR RESULTS • Grade 9 District Reading Assessment

Objective

To improve the reading skills of all Grade 9 students.

Participation Rate

88 per cent

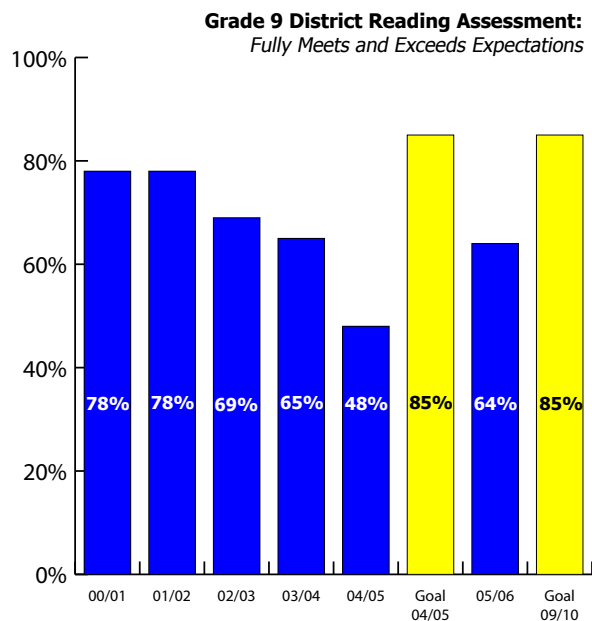
Target 2006/07

Continued progress towards the goal of 85 per cent.

Grade 9 District Reading Assessment: 2005/06

** includes Aboriginal students*

Exceeds	Fully Meets	Meets	Not Yet Within
19%	45%	30%	6%



Participation Rate

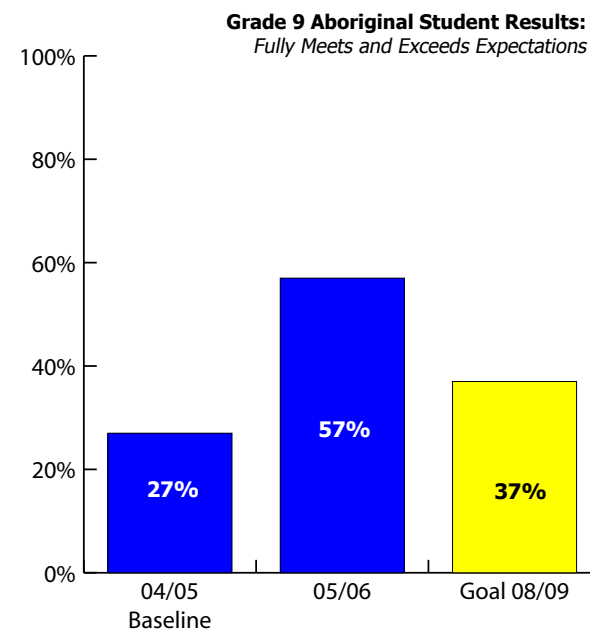
89 per cent

Target 2006/07

Maintain the achieved target of 37 per cent.

Grade 9 Aboriginal Student Results: 2005/06

Exceeds	Fully Meets	Meets	Not Yet Within
10%	47%	34%	9%



OUR RESULTS • Grade 10 Language Arts Results

Objective

To improve the achievement of Grade 10 students as assessed by the Language Arts final mark.

Target 2006/07

Continued progress towards the goal of 72 per cent.

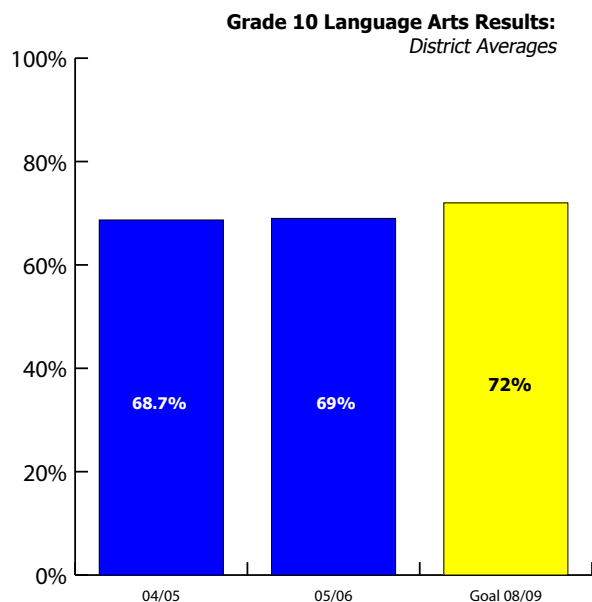
Grade 10 Language Arts Results: 2005/06

** includes Aboriginal students*

	04/05		05/06	
	January	June	January	June
District Averages	66.81%	70.13%	69.64%	68.14%
Provincial Averages	69.59%	70.77%	70.42%	70.44%

Aboriginal Student Baseline Data:

- *Not available until December and target to be determined*



We believe assessment closest to the student (school mark) is a more authentic measure of student achievement.

OUR RESULTS • Grade 12 English Participation Rates

Objective

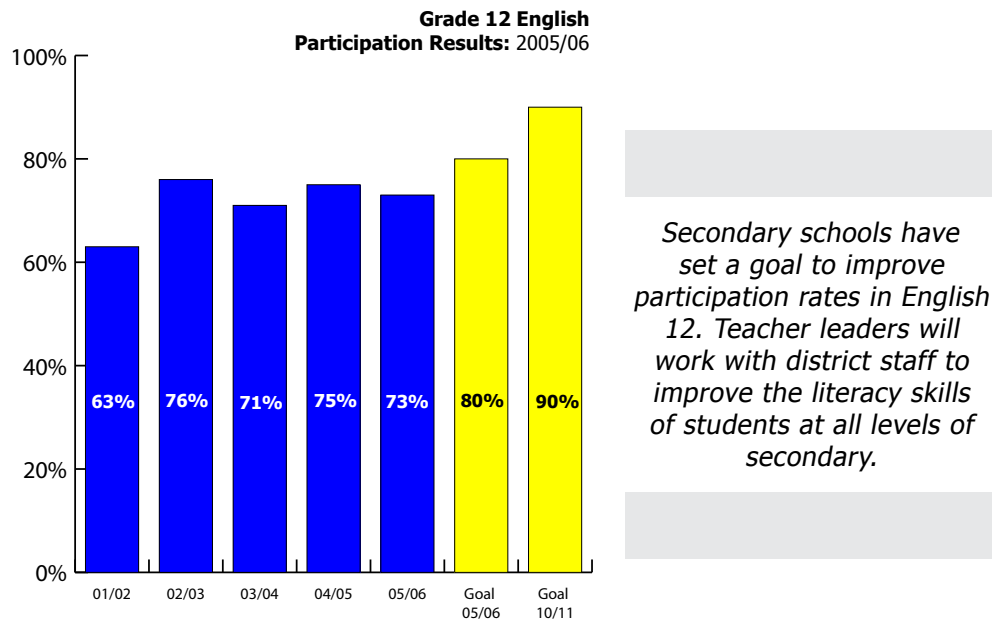
To improve the participation rate of students in English 12.

Participation Rate

73 per cent

Target 2006/07

Continued progress towards the goal of 90 per cent.

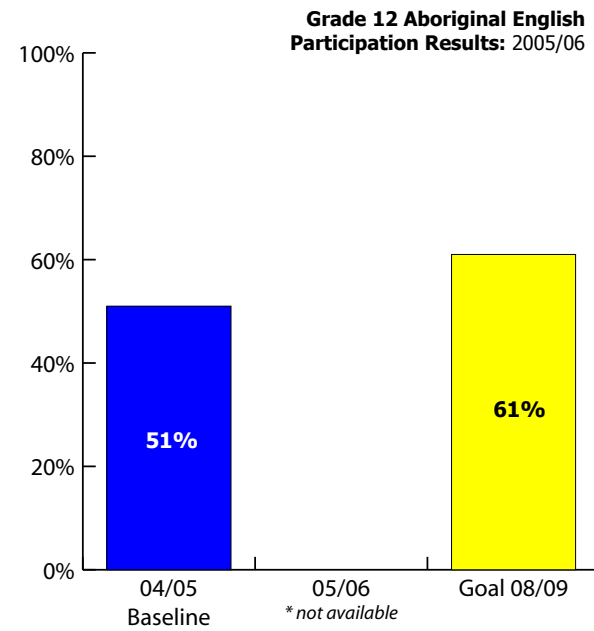


Participation Rate

Data not available until January 2007

Target 2006/07

Continued progress towards the goal of 61 per cent.



OUR RESULTS • Cohort Data: Grade 3 and Grade 6 Comparison

This cohort data reflects the growth in student achievement between Grade 3 and Grade 6 as measured on the district reading assessment.

District Reading Assessment:

Grade 3 students in 2001

Exceeds	Fully Meets	Meets	Not Yet Within
29%	38%	28%	4%

District Reading Assessment:

Grade 6 students in 2004

Exceeds	Fully Meets	Meets	Not Yet Within
32%	52%	15%	0%

District Reading Assessment:

Grade 3 students in 2002

Exceeds	Fully Meets	Meets	Not Yet Within
35%	47%	15%	2%

District Reading Assessment:

Grade 6 students in 2005

Exceeds	Fully Meets	Meets	Not Yet Within
23%	63%	13%	1%

District Reading Assessment:

Grade 3 students in 2003

Exceeds	Fully Meets	Meets	Not Yet Within
37%	47%	14%	2%

District Reading Assessment:

Grade 6 students in 2006

Exceeds	Fully Meets	Meets	Not Yet Within
13%	59%	26%	2%

Strategies: Goal 1

Grades K-2

- Administer district assessments in January and June to monitor growth.
- Provide a targeted intervention at Grade 2 based on June 2006 results.
- Identify schools with high numbers of at-risk students in January and provide additional teacher support to those schools.
- Ensure all schools offer a reading intervention program.
- Target district and school-based learning resources to maintain and expand levelled book rooms and classroom libraries in all schools.
- Expand levelled Aboriginal resources.
- Promote best instructional practices that focus on comprehension strategies.
- Provide in-service at the district and school level to support the skill development of all teachers as ‘teachers of reading.’
- Participate in the provincial Kindergarten initiative on oral language and social responsibility.
- Support schools with implementing school-wide writes to gather data that informs instruction.
- Provide support to schools on improving writing instruction.
- Promote best instructional practices based on the specific needs of students with learning challenges through the development and implementation of effective IEP’s.

Grades 4-6

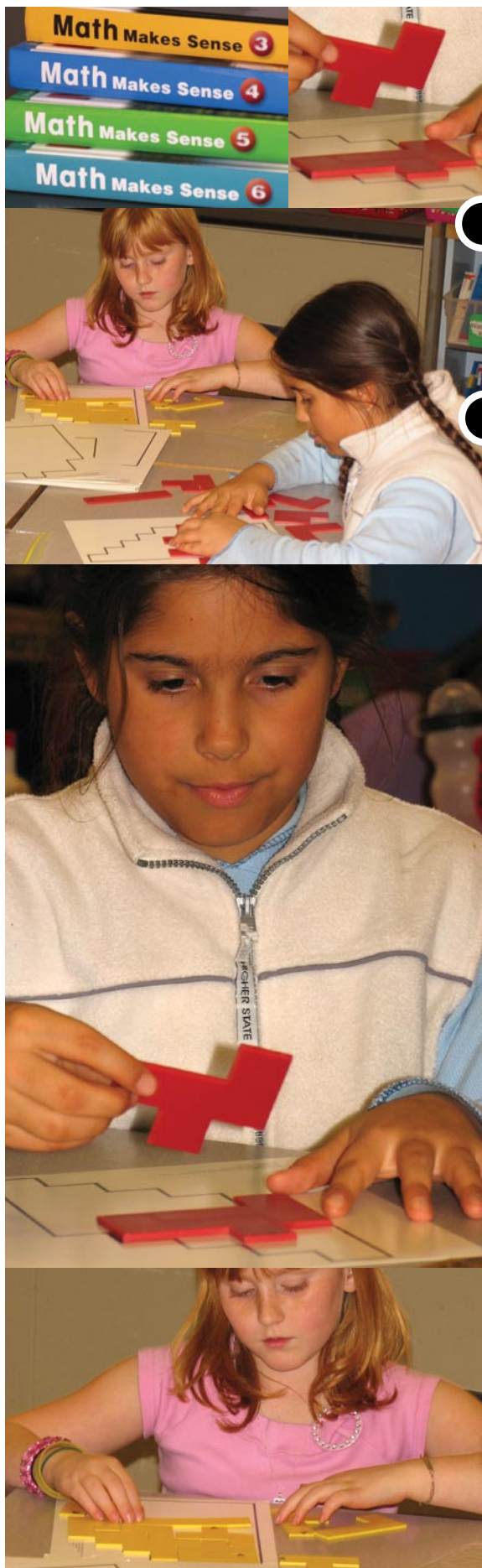
- All schools will administer a district reading assessment at Grades 3-6 linked to the reading Performance Standards that will provide teachers and schools with useful data for instruction and data collection. (DART)
- Target district and school-based learning resources to establish and expand intermediate classroom libraries and intervention materials.
- Identify and promote powerful reading strategies based on DART results.
- Provide in-service for intermediate teachers on the reading strategies their students as identified by DART.
- Identify at-risk Aboriginal learners and provide extra support.
- Support schools with implementing school-wide writes to gather data that informs instruction.

Grades 7-12

- Provide in-service to schools on improving the teaching of writing.
- Administer a district reading assessment at Grades 7-9 linked to the reading Performance Standards that will provide teachers and schools with useful data for instruction and data collection. (DART)
- Target district and school-based learning resources to expand middle school classroom libraries and intervention materials.
- Support programs—such as ESL, LA, and ESD—for struggling readers.
- Provide in-service and best practices sessions for middle and secondary teachers on teaching comprehension strategies (Schnellert and Brownlie).
- Identify at-risk Aboriginal learners and provide extra support.
- Support schools with implementing school-wide writes to gather data.
- Provide in-service to schools on improving the teaching of writing.
- Facilitate district conversations for school teams to support assessment ‘for’ learning practices.
- Provide the resources, training and support for the implementation of the AVID program at Carihi Secondary and École Phoenix Middle School.

Structures: Goal 1

- The District Education Leadership Team (DELT) sets goals and priorities for supporting school growth plans.
- The district provides coordinated support through a .8 literacy support teacher and a .5 district teacher-librarian coordinates literacy efforts with teacher librarians.
- Addition of teacher leaders (1 block) at middle and secondary to support literacy.
- Aboriginal education provides Aboriginal support workers and education assistants; Aboriginal learning assistants, ESD teachers, and a newly added .5 Aboriginal education curriculum support teacher.
- An established summer school program that enables students to strengthen literacy skills.
- A Grade 3, 6 and 9 district reading assessment is administered in May.
- A diagnostic assessment of Grades 3-9 administered in the fall.(DART)
- The district Education Centre supports literacy with levelled sets of materials for intervention and literature circles as well as professional books and videos.
- The First Nations Language Department develops materials that provide First Nations content for teachers.
- Core Pro-D and DELT coordinate efforts to provide opportunities and grants to support best practices in literacy.
- Principals and vice-principals participate in professional growth that enables them to access current information and strategies about best literacy practices and data collection.
- The implementation of “IEP Central”, a web-based approach to the development, management and monitoring of IEP’s.



● Objective: Goal 2

To improve the numeracy skills of K-12 students.

● Rationale: Goal 2

- Analysis of FSA and government exam results indicate a need to improve the numeracy level of our students over the established five-year time frame.
- It is increasingly important for students to be numerate in order to achieve their goals.
- There is a need to improve the performance of Aboriginal students on math assessments.
- Twelve schools with K-6 students have set a numeracy goal.
- The Aboriginal Education Enhancement Agreement includes numeracy goals for Aboriginal students.
- Both middle schools have identified numeracy as a goal.
- Participation rates in Principles of Math 11 are below the provincial average.

“

Children will become confident “doers” of mathematics only if mathematics makes sense to them and if they believe in their ability to make sense of it.

Trafton and Claus (1994)

”

OUR RESULTS • Grade 4 FSA Numeracy Results

Objective

To improve the numeracy skills of all Grade 4 students.

Participation Rate

83 per cent

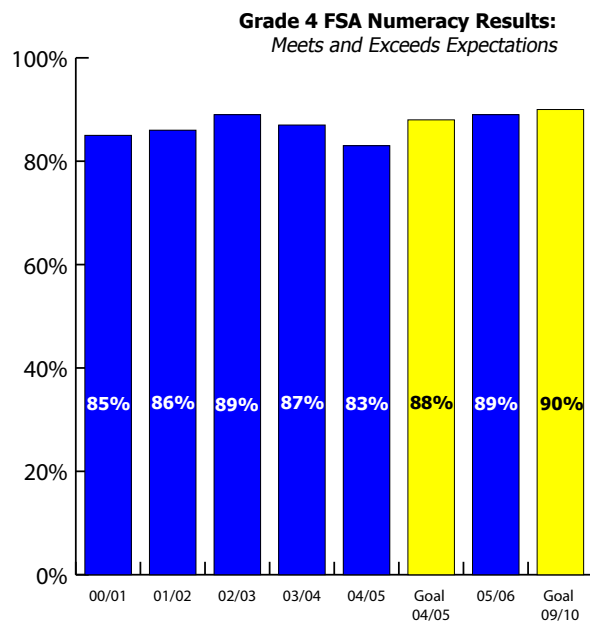
Target 2006/07

Continued progress towards the goal of 90 per cent.

Grade 4 FSA Numeracy Results: 2005/06

** includes Aboriginal students*

Meets and Exceeds	Not Yet Within
89%	11%



Participation Rate

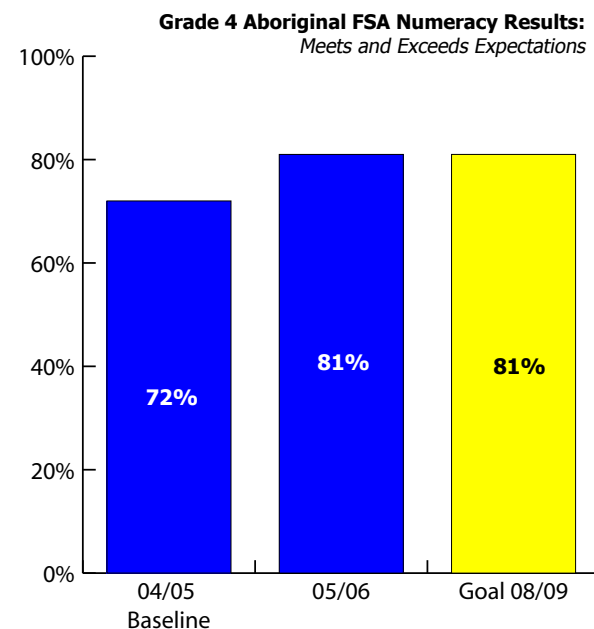
79 per cent

Target 2006/07

Maintain the achieved target of 81 per cent.

Grade 4 Aboriginal FSA Numeracy Results: 2005/06

Meets and Exceeds	Not Yet Within
81%	19%



OUR RESULTS • Grade 7 FSA Numeracy Results

Objective

To improve the numeracy skills of all Grade 7 students.

Participation Rate

87 per cent

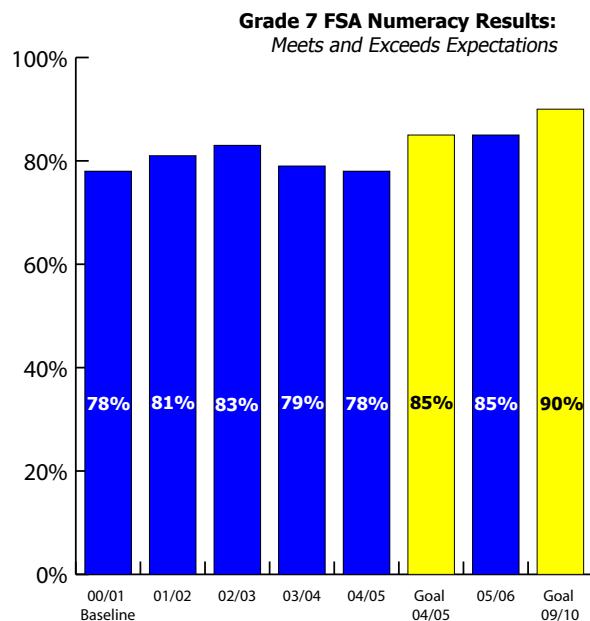
Target 2006/07

Continued progress towards the goal of 90 per cent.

Grade 7 FSA Numeracy Results: 2005/06

** includes Aboriginal students*

Meets and Exceeds	Not Yet Within
85%	15%



Participation Rate

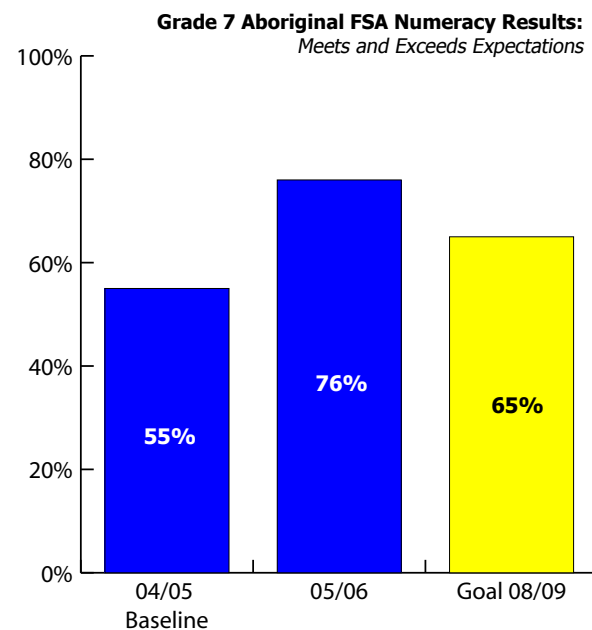
80 per cent

Target 2006/07

Maintain the achieved target of 65 per cent.

Grade 7 Aboriginal FSA Numeracy Results: 2005/06

Meets and Exceeds	Not Yet Within
76%	24%



OUR RESULTS • Grade 10 Math Results

Objective

To improve the achievement of Grade 10 students as assessed by the Math Essentials 10 and Principles of Math 10 final marks.

Target 2006/07

Continued progress towards the goal of 66 per cent.

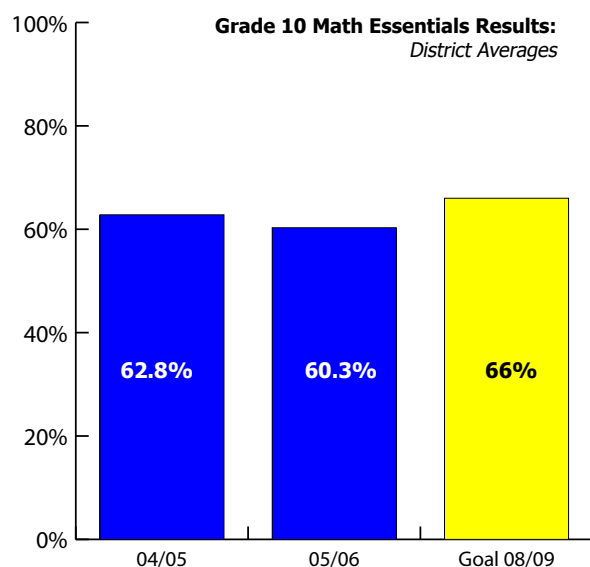
Grade 10 Math Essentials Results: 2005/06

* includes Aboriginal students

	04/05		05/06	
	January	June	January	June
District Averages	61.82%	64.18%	60.95%	59.05%
Provincial Averages	62.72%	63.45%	63.6%	62.49%

Aboriginal Student Baseline Data:

- Not available until December and target to be determined



Numeracy is a district goal from Grades K -12. Improved instruction at all levels should result in improved results at Grade 10.

Target 2006/07

Continued progress towards the goal of 72 per cent.

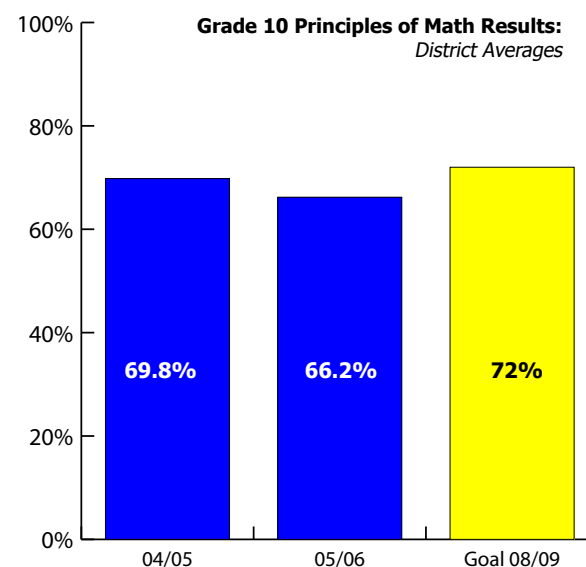
Grade 10 Principles of Math Results: 2005/06

* includes Aboriginal students

	04/05		05/06	
	January	June	January	June
District Averages	71.70%	67.44%	65.67%	66.93%
Provincial Averages	70.22%	69.97%	69.04%	68.69%

Aboriginal Student Baseline Data:

- Not available until December and target to be determined



OUR RESULTS • Grade 11 Principles of Math Participation Results

Objective

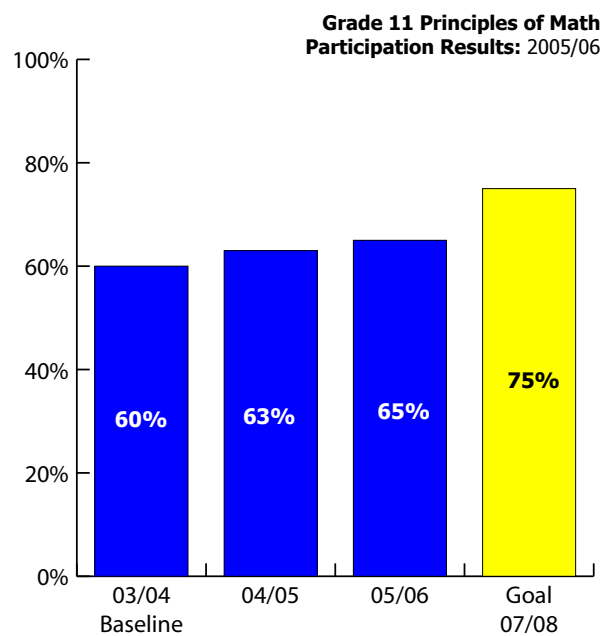
To improve the participation rate of students in Principles of Math 11.

Participation Rate

65 per cent

Target 2006/07

Continued progress towards the goal of 75 per cent.

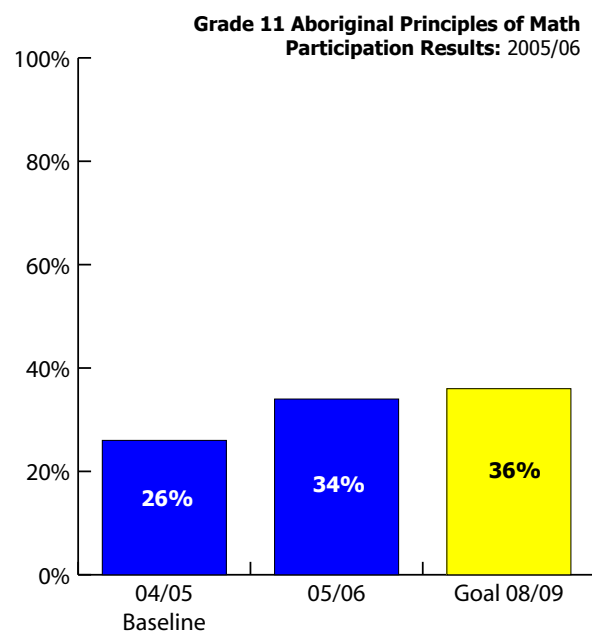


Participation Rate

34 per cent

Target 2006/07

Continued progress towards the goal of 36 per cent.



Strategies: Goal 2

Grades K-6

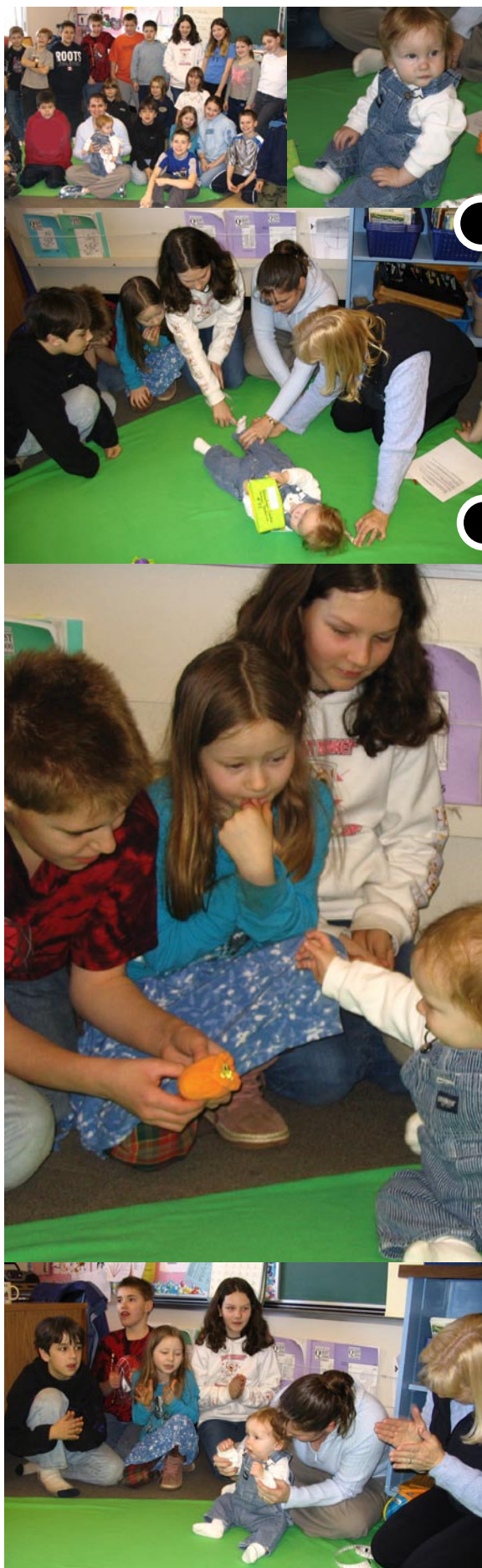
- Use the early numeracy resource at Kindergarten and Grade 1.
- Produce additional math kits based on First Nations themes.
- Implement *Math Makes Sense* at Grades K to 6.
- Work with teachers to improve the transition for students from Grade 6 to 7 math.
- Identify and provide extra support to Aboriginal students experiencing difficulty with math.
- Continue Diagnostic Math Assessment Grades 3 to 6.

Grades 7-12

- Introduce new math curriculum and combined class overview sheets.
- Provide planning time to grade level teachers to work on common goals and assessment strategies based on DMA results.
- Provide in-service in the use of manipulatives at the middle school level.
- Refine the Grade 9 cross-district math exam.
- Explore alternate methods of delivery of Principles of Math 10 for Aboriginal students.
- Investigate ways technology can enhance student learning.

Structures: Goal 2

- The District Education Leadership Team sets goals and priorities for supporting schools based on school growth plans (student success plans).
- The district provides .5 staffing to support elementary numeracy.
- Grant monies are available to schools working on numeracy projects.
- The education centre provides support through purchasing latest materials, professional books and videos.
- Promote best instructional practices based on the specific needs of students with learning challenges through the development and implementation of effective IEP's.
- Addition of teacher leaders (1 block) at middle and secondary to support numeracy.



Accountability Contract 2006/07

Objectives: Goal 3

1. To acquire the skills needed to become socially responsible citizens.
2. To increase the participation and success rates in district career programs at the Grade 12 level.

Rationale: Goal 3

- Sixteen schools identified social responsibility as a targeted area in their school growth plans.
- Analysis of satisfaction survey results indicates a need to continue to develop strategies to improve social responsibility through student contributions to classrooms and school community.
- Research indicates that positive school culture creates a sense of belonging, which in turn promotes academic achievement.
- It is important for our students as Canadian citizens to become contributing members of their communities.
- It is important to provide students with opportunities to explore a variety of career paths.
- To have safe and caring schools, students must have the attitudes and skills to be socially responsible.
- The Aboriginal Enhancement Agreement goal is to increase the number of Aboriginal students who graduate having met post-secondary requirements aligned with personal career goals.

“

When the actions of the school (both instructional practices and structural systems) are aligned with what's best for students, student achievement in all areas will improve.

*École Phoenix Student Success Plan
2005/06*

”

OUR RESULTS • Social Responsibility: Contributing to the Classroom & School Community

Objective

To acquire the skills needed to become socially responsible citizens.

Participation Rate

85 per cent

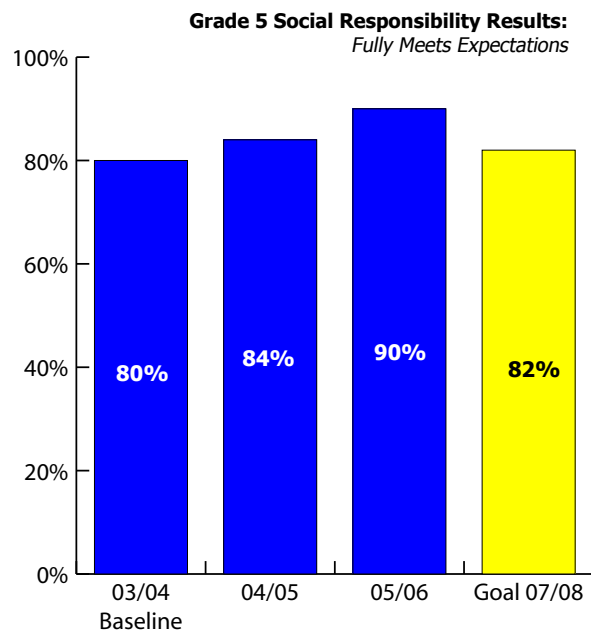
Target 2006/07

Maintain the achieved target of 82 per cent.

Grade 5 Social Responsibility Results: 2005/06

** includes Aboriginal students*

Fully Meets	Meets	Not Yet Within
90%	10%	0%



Participation Rate

72 per cent

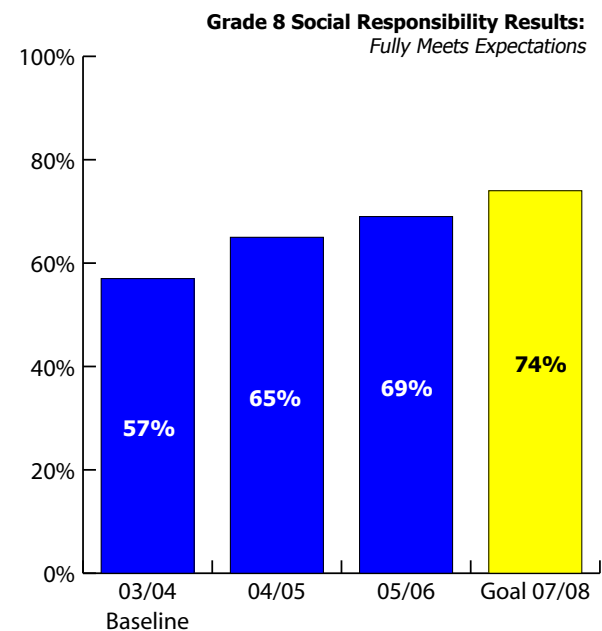
Target 2006/07

Continued progress towards the goal of 74 per cent.

Grade 8 Social Responsibility Results: 2005/06

** includes Aboriginal students*

Fully Meets	Meets	Not Yet Within
69%	26%	5%



OUR RESULTS • Social Responsibility: Solving Problems in Peaceful Ways

Objective

To acquire the skills needed to become socially responsible citizens.

Participation Rate

88 per cent

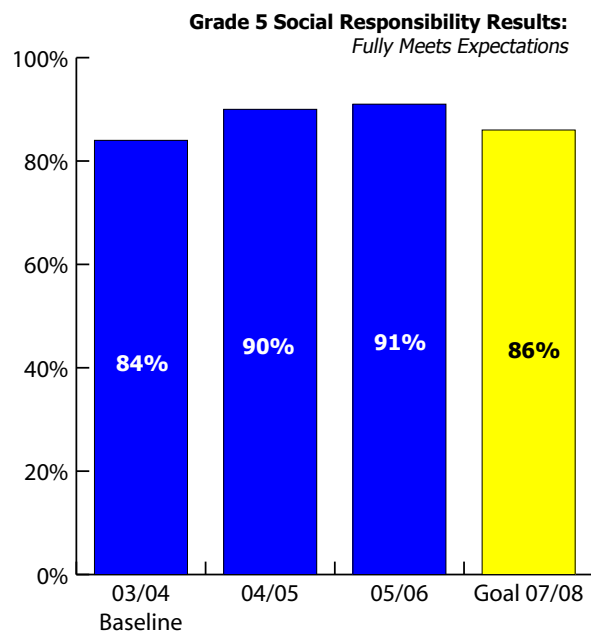
Target 2006/07

Maintain the achieved target of 86 per cent.

Grade 5 Social Responsibility Results: 2005/06

** includes Aboriginal students*

Fully Meets	Meets	Not Yet Within
91%	8%	1%



Participation Rate

73 per cent

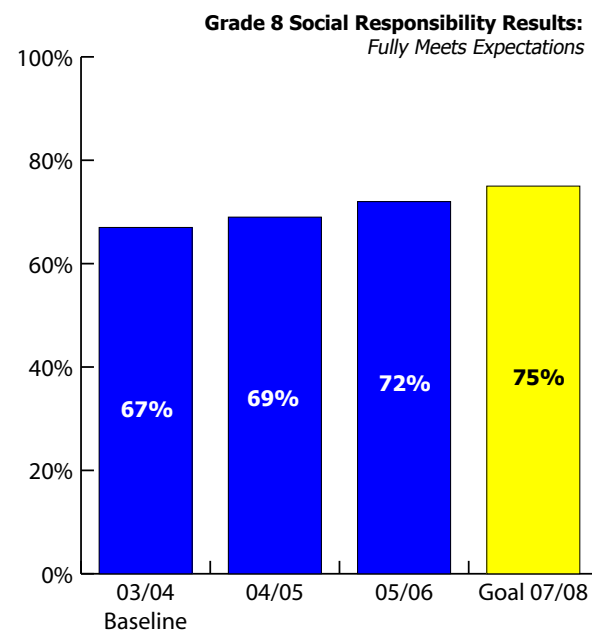
Target 2006/07

Continued progress towards the goal of 75 per cent.

Grade 8 Social Responsibility Results: 2005/06

** includes Aboriginal students*

Fully Meets	Meets	Not Yet Within
72%	23%	5%



Accountability Contract 2006/07

Objective: To meet or exceed provincial results in each satisfaction survey area.

○ We met or exceeded the provincial results.

* Within 1% of provincial results.

Participation Rates:

Grades 3 & 4	92%
Grades 7	76%
Grades 10	56%
Grades 12	36%
Elem. Parents	41%

It is recommended individual schools target actions to address results that appear to be below the district / provincial norm.

Provincial Satisfaction Survey Results: 2005/06

(percentage of respondents who answered *All of the Time* or *Many Times*)

Background Indicators	2004/05	2005/06	2006/07	2007/08
<i>Do you try to do your best at school?</i>				
Grade 3 & 4	89%	89%		
Grade 7	78%	83%		
Grade 10	75%	72%		
Grade 12	57%	58%		
<i>At school, do you respect people who are different from you?</i>				
Grades 3 & 4	93%	91%		
Grade 7	79%	92%		
Grade 10	90%	84%		
Grade 12	62%	84%		
Elem. Parents	78%	80%		
<i>Do you feel safe at school?</i>				
Grades 3 & 4	84%	84%*		
Grade 7	65%	68%		
Grade 10	75%	68%		
Grade 12	78%	73%		
Elem. Parents	84%	85%		
<i>At school, are you bullied, teased or picked on?</i>				
Grade 3 & 4	15%	12%*		
Grade 7	16%	9%		
Grade 10	6%	7%		
Grade 12	6%	7%*		
Elem. Parents	15%	10%		
<i>Do you know how your school expects students to behave?</i>				
Grade 3 & 4	92%	89%		
Grade 7	77%	85%		
Grade 10	66%	67%*		
Grade 12	61%	63%		
Elem. Parents	84%	88%		

OUR RESULTS • Grade 12 Career Programs Participation Results

Objective

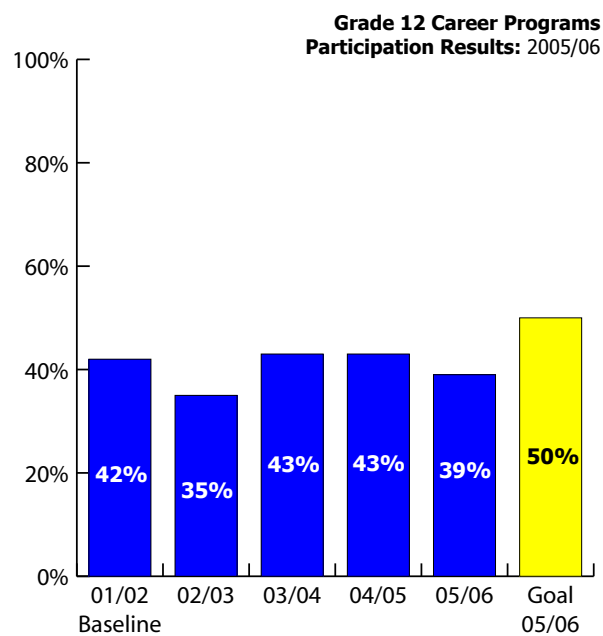
*To increase participation and success rates in Grade 12 extended career programs.
(Co-op Education, Secondary School Apprenticeship, Ace-It, Work Experience 12A, Work Experience 12B)*

Participation Rate

** 39 per cent, Participation rates in career programs have decreased since the introduction of the Grad 2004 program as Career Preparation 12 is no longer offered.*

Target 2006/07

To be determined



Aboriginal Student Baseline Data:

- *Not available until December and target to be determined*

With introduction of the Grad 2004 program, the focus of career programs has changed. Baseline data will be collected in the 2006/07 school year to establish participation targets for extended (multiple hour) career programs.

Strategies: Goal 3

Objective 1: Acquire the skills needed to become socially responsible citizens.

- District-wide student self-assessment data will be gathered in November and May at Grades 5 and 8 using two sections of the Performance Standards: *Contributing to the Classroom and School Community* and *Solving Problems in Peaceful Ways*. Students are encouraged to target an individual social responsibility area for improvement.
- Codes of Conduct are developed, reviewed, and published annually.
- Professional development opportunities will continue to be offered to teachers to further develop skills using the social responsibility Performance Standards.
- Effective Behaviour Support (EBS) is available to all schools.
- The district encourages and promotes school participation in community-based events and environmental issues that develop social consciousness. Examples include: Cops for Cancer, Terry Fox Run and Pitch In campaign
- Roots of Empathy program in most schools.

Objective 2: Increase the participation and success rates in district career programs at the Grade 12 level.

- Provide career program support at the school and district level in order to facilitate participation and success in career program options: Cooperative Education, Career Preparation and Secondary School Apprenticeship.
- Expand community participation and connection to career programs through a variety of opportunities including Spotlights, Take Your Teen to Work, Career Camps, and skill development programs and explore the increased participation in the secondary school career fairs and apprenticeship (SSA) program.
- Increase Aboriginal student participation and success in career programs by providing opportunities such as the Aboriginal career fair.
- Explore Trades In Training and Accelerated Credit Enrolment in Industry Training to promote participation in career development.
- Life skills training for special needs students preparing for work experience placements.

Structures: Goal 3

- The District Education Leadership Team (DELT) sets goals and priorities for supporting schools based on school growth plans (student success plans).
- The district education centre stocks and distributes resources that support social responsibility initiatives.
- The district has three trained EBS coaches available to support EBS implementation.
- Career programs staffing consists of a district career co-ordinator responsible for community liaison and for work placement of all students. Each secondary school has maintained a career facilitator position. Career programs are supported by the assistant superintendent.
- The school district provides staffing to support trade programs initiatives.
- Core Pro-D and DELT coordinate efforts to provide opportunities through the district professional development day and grants to support best practices in social responsibility and career development.
- The district has established a social responsibility committee which meets regularly to assist with implementation of social responsibility initiatives.
- Schools annually review and communicate the code of conduct that defines behavioural expectations.

Appendix 1

Student Success Goals Summary

School	Literacy	Numeracy	Social Responsibility	Other
Elementary Schools				
Cedar	Improve number of students meeting or fully meeting expectations in the area of reading and writing.	To maintain or improve the number of students meeting or fully meeting expectations in the area of numeracy.	To increase the number of positive reinforcement incidents.	<ul style="list-style-type: none"> • AVID • Healthy Buddies Program • <i>Aboriginal goals embedded.</i> • <i>Roots of Empathy</i>
Discovery Passage	Improve student achievement in literacy, especially writing.	Improve student achievement in numeracy.	<i>To continue a school wide focus on social responsibility that will have a direct impact on students' attitude, learning and achievement.</i>	<ul style="list-style-type: none"> • Action Schools • Healthy Schools • <i>Roots of Empathy</i>
EDM	<i>To continue to improve students' French writing skills. Continue with guided reading.</i>	To improve problem-solving in French.	Improve students' social skills so that they demonstrate more respect for others.	<ul style="list-style-type: none"> • <i>Roots of Empathy</i> • Monitor Aboriginal student progress.
Ecole Georgia Park	To improve students' abilities in reading comprehension.	<i>Continue with the implementation of Math Makes Sense. Plan common math times to support all learners.</i>	To continue to create a safe, caring, healthy, and accepting learning environment by increasing students' social responsibility.	<ul style="list-style-type: none"> • Action Schools • Integrate technology in all learning. • <i>Aboriginal goals embedded.</i> • <i>Roots of Empathy</i>
Ecole Willow Point	<i>To continue to improve student achievement in reading and writing.</i>	<i>To improve student achievement in numeracy.</i>	<i>To improve student achievement in the skills of contributing to the classroom community and solving problems in peaceful ways.</i>	<ul style="list-style-type: none"> • <i>Aboriginal goals embedded.</i> • Action Schools
Ocean Grove	<i>Maintain and improve literacy initiatives.</i>	<i>To implement Math Makes Sense.</i>	<i>To develop and improve social responsibility to maximize learning.</i>	
Oyster River	<i>Maintain and improve literacy skills.</i>	<i>Maintain and improve numeracy skills.</i>	<i>To improve the social and intellectual development of students at Oyster River by focusing on personal responsibility and habits of mind.</i>	<ul style="list-style-type: none"> • Action Schools

* *Italicized goals are maintenance goals.*

Accountability Contract 2006/07

School	Literacy	Numeracy	Social Responsibility	Other
Penfield	To have Penfield students become better writers and thereby better communicators.	To increase the number of students able to communicate their math knowledge. <i>To have students become better problem-solvers thereby more numerate.</i>	<i>To continue to improve students sense of social responsibility.</i>	• Action Schools
Pinecrest	<i>To identify and support students struggling in literacy.</i>	<i>To identify and support students struggling in numeracy.</i>		• Aboriginal goals embedded. • Fitness and Nutrition
Ripple Rock	To improve reading at all levels for all students.		<i>To implement and maintain structures and systems to ensure a caring and respectful learning community and to celebrate student success.</i>	• Aboriginal goals embedded.
Sandowne	To improve our students' performance in writing.	To improve performance in computation, problem-solving and understanding concepts.	<i>To continue the focus on social responsibility and healthy living.</i>	• Action Schools
Middle Schools				
Ecole Phoenix	<i>To help students become successful readers who can understand and use the information that they read.</i>	<i>To improve our students skills in numeracy.</i>	<i>To create a safe and respectful learning community to which people belong and contribute.</i>	<i>To continue to examine and evaluate our school's systems, programs and practices to ensure they are aligned with our core values and that they improve student learning.</i> • Aboriginal goals embedded. • AVID • Smart Start program
Southgate	<i>To optimize student abilities in literacy.</i>	<i>To optimize student abilities in numeracy.</i>	<i>A focus on respect for self, others, and the environment.</i>	To improve student achievement and satisfaction through use of technology. • Aboriginal goals embedded.

* *Italicized goals are maintenance goals.*

Accountability Contract 2006/07

School	Literacy	Numeracy	Social Responsibility	Other
Secondary Schools				
Carihi	To develop and implement a school wide literacy program beginning at Grade 10.	Improve the Math 10 and 12 provincial exam results.	To create and maintain a school culture which is responsive to the individual and the school community.	<ul style="list-style-type: none"> • Gather data for Healthy Schools. • Create a general trades training program. • Improve the Ace-It program. • Development of AVID program. • Reduce fail rate in Science. • <i>Continue to meet diverse needs of Aboriginal students.</i>
Timberline	To raise achievement levels of literacy by adopting standards of reading and writing across curricula.		To improve student achievement through the further development of a safe and health conscious learning environment.	<i>To enhance student achievement through the implementation of assessment and evaluation practices which are consistent with Ministry of Education policy and current research findings. To improve student achievement through the promotion of careers in the trades and technologies.</i>
Outlying Schools				
Cortes	To identify and support students who are struggling in literacy.		<i>Socially responsible, safe and happy in the school community.</i>	
Quadra	<i>Maintain development of reading and writing skills.</i>	<i>To improve student numeracy skills through the full implementation of Math Makes Sense program.</i>	To improve students' positive social responsibility by developing healthy and active living habits of students.	<ul style="list-style-type: none"> • <i>Aboriginal goals embedded.</i>
Sayward	<i>To maintain the frequency of use and effectiveness of reading strategies.</i>	To increase the math skills of students at Sayward school.	Healthy living.	<ul style="list-style-type: none"> • <i>Action Schools</i>

* *Italicized goals are maintenance goals.*

Accountability Contract 2006/07

School	Literacy	Numeracy	Social Responsibility	Other
Surge Narrows	<i>To improve the reading and writing of all students.</i>		<i>To improve the social responsibility of students at school and in the community.</i>	
Other				
Robron Centre				<p>Increase community awareness of the Robron Centre to inform potential students that new options exist to help them successfully meet their educational goals.</p> <p>The programs that are part of the Robron Centre will work together sharing resources and expertise and to form partnerships with other agencies and educational institutions.</p>

* *Italicized goals are maintenance goals.*

Appendix 2



Campbell River Aboriginal Education

Enhancement Agreement 2004-2009



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

School District 72
Campbell River, B.C.



Preamble



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

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

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

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

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

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



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

Principles of the Aboriginal Education Enhancement Agreement

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

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

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

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

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



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

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

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

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

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

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



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

Aboriginal Enhancement Agreement Goals for Aboriginal Students



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

Rationale for the Goal:

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

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

Rationale for the Goal:

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

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

Rationale for the Goal:

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

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

Rationale for the Goal:

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



Appendix 3

SD72 Response to 2003 District Review Ongoing Activities

Recommendation 1 Response

Most schools need to focus their student learning goals.

Schools are encouraged to limit the number of goals in their growth plans to focus student learning at a deeper level. School Planning Councils take an active role in the development of learner-focused goals. Annually, the school board meets as an education committee in each school providing School Planning Councils an opportunity to review their growth plans with board members. Since the initial district review schools recognize the role of data in developing rationale for goal selection.

Recommendation 2 Response

Schools need to recognize their obligation to include the Aboriginal Improvement Agreement and its goals in the development of school goals.

Initially a planning template was used as a model to assist schools in developing specific plans to support achievement goals for Aboriginal students. Schools now embed Aboriginal goals within their growth plans where there are significant numbers of Aboriginal students. Rather than developing gap targets, targets now measure growth in achievement for Aboriginal students. In May 2005, the district signed an Aboriginal Enhancement Agreement which identifies five key goal areas.

(See Appendix 2)

The district should consider aligning the school planning cycle with the submission of proposals for Aboriginal education funding submitted to the First Nations Education Advisory Committee.

Recommendation 3 Response

Schools with significant Aboriginal populations have established programs that are developed in consultation with the district vice-principal for First Nations. Through review of the enhancement agreement and school growth plans, individual schools, in collaboration with the district vice-principal for First Nations and the First Nations Advisory Council, obtain the required resources.

The district and schools should differentiate between providing "opportunities" and developing "intervention strategies" for student learning.

Recommendation 4 Response

The school growth plan template now includes a section that encourages schools to highlight opportunities they provide for sharing achievement initiatives with their communities. School Planning Councils are encouraged to use this section to communicate the many and varied opportunities that are provided to district students. As a result, school growth plan strategies are being more clearly articulated.

The district is encouraged to continue to use the leadership demonstrated at some schools to build capacity for improvement planning across the district. This is important as the district considers implementation of the new graduation program.

Recommendation 5 Response

Blocks of time for teacher leadership have been provided at middle and secondary schools in order to build capacity for planning and leadership. Schools have also formed committees around different areas of the graduation program that have been cross-district. Administrators have had several opportunities in 'pod' meetings to discuss each other's growth plans and to share best practices. Monthly meetings of K-6 and 7-12 administrators provide a forum for principal and vice-principal leadership to support district goals.

The team encourages the district to continue to find ways to further align its professional development efforts and resources with school and district plans.

Recommendation 6 Response

During the 2004/05 school year, the board of school trustees requested a review of professional development in the district. An extensive report was accepted by the board in June 2005 and is being implemented this school year. In order to implement the plan, the board authorized increasing the Pro-D coordinators role for one year from .5 to a 1.0 position. The Core Pro-D committee has also been invited to contribute to the district plan for improving student achievement.

The use of the BC Performance Standards should be pervasive across the district.

Recommendation 7 Response

The district has implemented an assessment plan that results in over 1,500 students having a reading Performance Standard form completed in 2004/05. The DART reading assessment is based on the BC Performance Standards and is used in every elementary and middle school in the district. Many schools are now participating in school-wide writes that use BC Performance Standards. The district initiated a writing project this school year to involve Grade 5 and 7 teachers in improving student writing using the Performance Standards. The district reading assessment completed by all Grade 3, 6 and 9 students is marked using the reading Performance Standards. Annually students in Grades 5 and 8 self-assess in November and May using the Social Responsibility Performance Standards in the areas of *Contributing to Classroom and Community* and *Solving Problems in Peaceful Ways*. Some schools have joined the network of performance-based schools. It is also important to note the Student Services staff continues to use Performance Standards for planning.