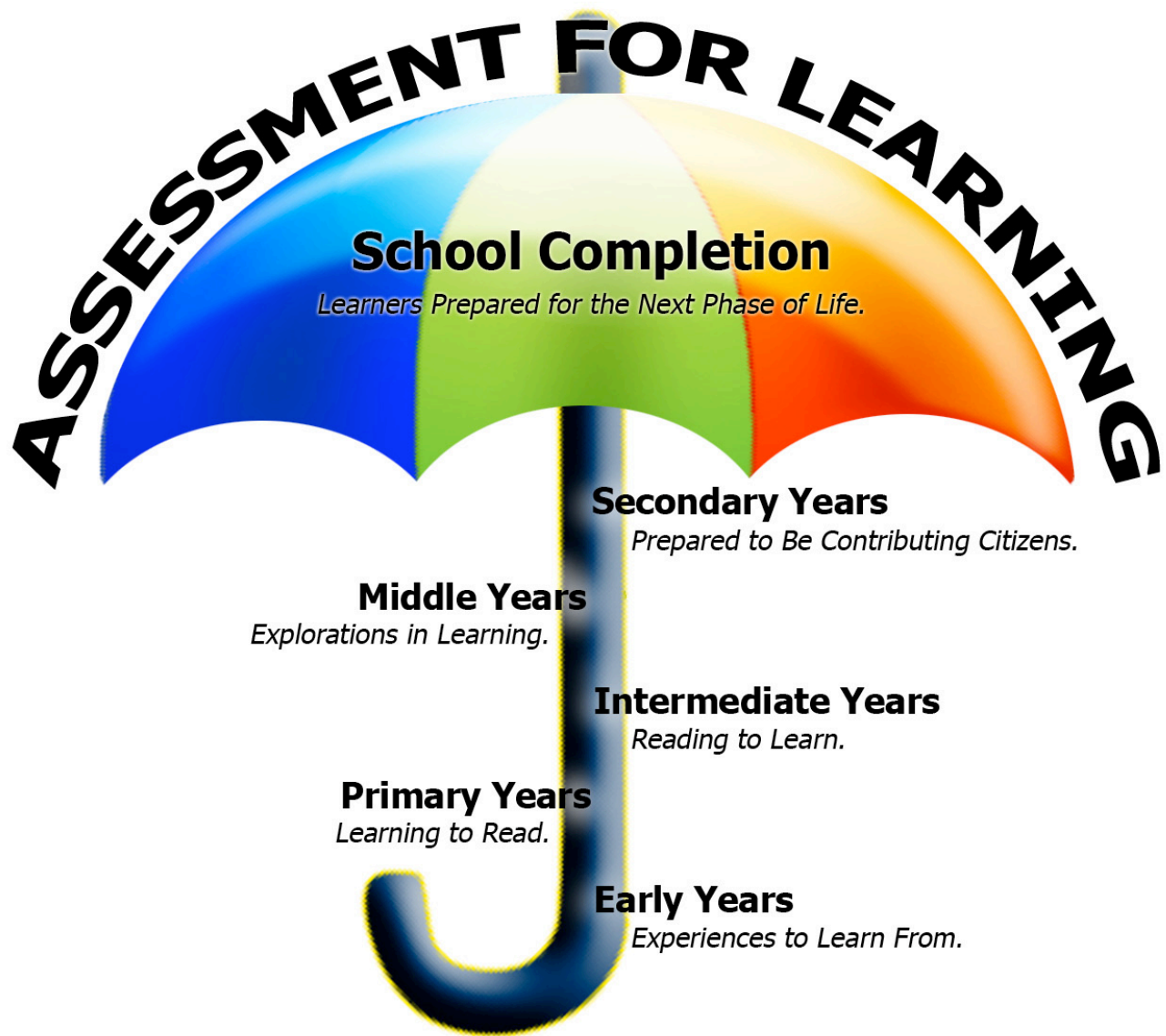


Campbell River School District

ACHIEVEMENT CONTRACT

2009





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

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

District Context

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

Serving a population of approximately 5,500 students in 20 schools, the district administers a budget of approximately \$51.5 million. Although the community population has remained stable, an aging demographic has led to a steady decline in student enrolment. This concern is reflected throughout the strategic plan and has created the need to consider restructuring in the district.

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

District Information

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

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

School District 72 Profile:

Student population for the 2009/10 school year is projected to be 5,385, a decline of 2.56 percent over the previous year, attending:

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

Unique Characteristics

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

Sample initiatives include:

- With strong, enduring connections to the community literacy organizations, we are on the leading edge of the Ministry of Education's expanded mandate for district and community literacy planning. Literacy Now Campbell River and School District 72 are full partners in supporting life-long literacy in all facets of our region.

- Powerful bonds exist between the school district and the Early Years community in our area. Well connected to early learning, School District 72 collaborates with partners in Success by 6 and Understanding the Early Years to coordinate efforts to connect high quality early learning programs. This is in response to EDI data that shows an above average number of kindergarten students arrive in our schools at various levels of preparedness for kindergarten.
- Positive and long standing relationships exist between School District 72 and the Aboriginal communities in the Campbell River region. At this time our third Enhancement Agreement is being prepared. This agreement will guide us to three more years of collaboration in meeting the specific needs of our Aboriginal community.
- A summer school program, initiated in 1980, continues to offer alternate pathways to course and school completion. As well, a number of young readers programs support the learning of our youngest learners and boost their self-confidence and enjoyment of reading through the summer months.
- Fall and spring student support conversations between members of the district educational leadership team, school administrators and staff specify coordinated supports for identified students.
- A district core Pro-D planning committee meets monthly with partner representation from teachers, administrators, district staff and trustees.
- An Aboriginal language and culture program develops local and provincial curriculum materials and provides support for local Liqwala / Kwakwala language instruction.
- A French Immersion program annually attracts one of the highest per-capita kindergarten enrolments in the province.
- In partnership with Edaus International School, School District 72 annually coordinates placements in Campbell River schools for 50 to 60 Korean students in grades 4 to 8.
- A Connected Learners project that develops e-learning materials currently available online to all school districts in the province.

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:

- Aboriginal completion rates continue to fall within the top 20 percent of the province.
- An instructional support team provides teacher leadership and outreach support in the areas of literacy, numeracy, technology, and French as a Second Language.
- Aboriginal Education Advisory Council provides feedback and guidance in the development of Aboriginal education programs and goals.
- A long-standing history of quality professional development opportunities are planned, developed, and offered in consultation with teachers, administrators, and district staff.

- Intervention programs support students who are not meeting expectations, throughout the school year.
- An inclusive, district-wide student services program integrates all students into classrooms and provides itinerant behaviour resource team support for at-risk students.
- Teacher leadership positions at middle and secondary schools facilitate student transitions and provide coordinated support for student success goals.
- Long established district competitions in athletic and academic areas, such as the district chess championship, zone and district track and field, and Battle of the Books provide additional opportunities for student success.
- A district Aboriginal recognition dinner to honour students representative of all district schools and a district Aboriginal graduation ceremony honours all Aboriginal student graduates.
- The district is committed to applying assessment for learning practices throughout all levels of the district.
- By bringing the achievement planning process into the entire fabric of the district, looking at a single goal and connecting all stakeholders to the part they play, we are working towards successful graduation for all.
- Through environmental initiatives, the school district has created an environmental coordinator position.

Students At A Glance

All data as at September 2008

- 2,715 elementary students
- 3,072 middle and secondary students
- 318 Continuing Education students
- 154 eBlend students
- 68 AVID students
- 106 alternate school students
- Aboriginal student population of 1,055 or 18 percent
- 57 ESL students
- 224 ESD students
- 52 career program students
- 319 low incidence / high cost students
- 333 high incidence / low cost students
- 732 French Immersion students
- 53 international students

School District 72's Response to the 2006 District Review

The most recent district review took place in 2005/06. Over the past three years, significant action has taken place regarding each of the recommendations. A summary of the most significant responses includes:

Recommendation 1

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

- As enrolment declines in our two secondary schools, matching of timetables to allow students to consider taking courses at both schools will become a reality in 2009/10. The schools are currently looking at enrolments in such courses as French 12, Calculus 12, History 12 and Geography 12, which may be offered in one school or the other, but which would be undersubscribed if offered in both schools.
- Our online tutorial offerings in challenging areas of middle and secondary curriculum are growing significantly each year as a supplement to direct instruction and ongoing teacher support.
- Configuration of the secondary schools will be examined as part of the district's strategic plan.
- The 2009, 2010 years will see the introduction of Math 4 online tutorials.

Recommendation 2

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

- This is now a routine part of school planning and is a required part of the school planning template.

Recommendation 3

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

- Rural schools are receiving greater support from the district. The most recent examples have been the consultations with the community members during the process of selecting new administrators for the schools, and the organization of StrongStart to meet the community needs in Sayward.

Recommendation 4

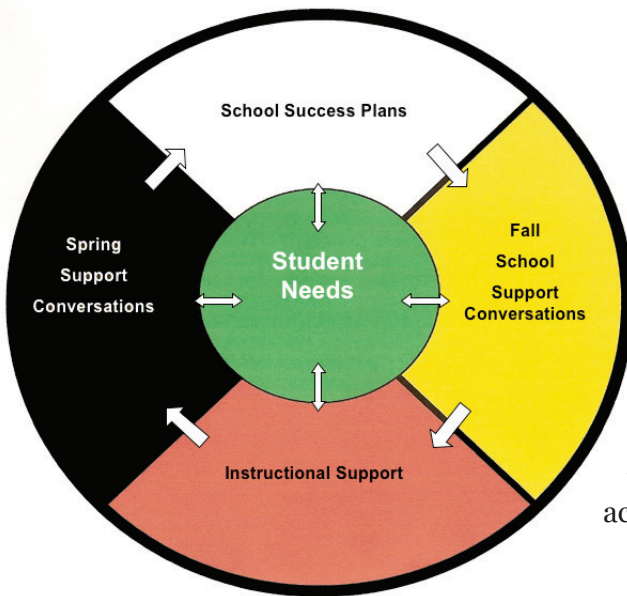
Organize and consolidate data and provide further assistance to schools in the aggregation and disaggregation of data utilized in developing school improvement plans. Data from some school district instruments are not being reported in school improvement plans.

- Our current Achievement Contract attests to the new direction being taken for the collection of evidence of student success. Both the creation of widely accepted descriptors for the "successful student" and the ongoing data collection and analysis of three cohorts of students allows us to track the success of our students. In areas of literacy and school completion, the district will continue its practice of collecting data from multiple sources.

Recommendation 5

Continue to examine the practices and procedures related to transitions.

- Under the new process of identifying the characteristics of the “successful student”, the district has also investigated the differing perceptions that exist between feeder schools and teachers and receiving schools and teachers. From these ongoing discussions, far more clarity is being achieved about expectations and understandings on both sides of the transition points in the system.



District and School Connections

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

Fall School Support Conversations:

- Focuses on the successes and needs of the schools, based on preliminary data, classroom assessments and teacher and school observations.
- District educational leadership team discusses with schools how they have created structures and actions with their school-based resources to meet the needs of students and to enhance the success of already successful learners.
- Students who are emerging as being 'at-risk' are identified and the resources and structures to support the students are discussed. This could include: focused support from the instructional support team, specific interventions to address emerging needs; long-term plans to deal with broader issues – such as the acquisition of a staff member to support numeracy instruction; action research opportunities, or collaboration; and professional development opportunities.
- The school and district make commitments to action to support the goals of the student success plans.
- Conversations also provide opportunities to share successful practices between schools.
- A reporting out allows all schools to hear about actions that have made a difference in student achievement. In this way, we share the excellent practices and celebrate the successes of our schools.
- School plans are updated to reflect changes in focus groups or actions and to include interventions based upon the most recent data collected.

Spring School Support Conversations:

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

- The district educational leadership team and school staff review data from a variety of sources and looks at triangulation with the school's unique knowledge of their students.
- From this conversation, staff and students are engaged in reflecting on the data and can effectively look at student needs and resources available when staffing and budget processes are still open and when planning can be the most effective.
- Changes are incorporated into the student success plan in collaboration with the school planning council.

Student Success Plans:

- The fall and spring support conversations provide the framework for the student success plans.
- Student success plans are fluid, reflect current trends and responses to emerging data, and are updated regularly as circumstances dictate.
- The plans must consider student achievement data from all sources to ensure that student needs are being met. Goals are supported by clear, data-driven rationale.
- Schools, in consultation with school planning councils, will develop plans for improving student achievement through the spring of each year in time to inform the district Achievement Contract. Plans are reviewed by the Board of Education at education committee meetings.

Supports for Learning:

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

Goal:

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

Rationale:

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

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

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

Preliminary discussions with a number of stakeholder groups have created the draft descriptors below. These will continue to be refined as we engage more members of our community in the discussion.

Descriptors:

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

Early Years (0 to 5)

Key Factors	Possible Evidence
<ul style="list-style-type: none"> To be determined through consultation with kindergarten teachers and Early Years organizations by spring of 2010. Ability to self-regulate as defined by Shankar. 	<ul style="list-style-type: none"> SD72 oral language screening tool. Understanding the Early Years data. EDI data regarding the vulnerability of students. KLP continuums as descriptors. StrongStart observations.

Actions

- Develop a rubric around self-regulation.
- Continue to be connected to Early Years discussion tables with as much interaction as possible.
- Facilitate the discussions between Early Years community groups and kindergarten teachers.
- Continue to use Early Years grant to support important projects like inservice for in-home daycare providers.
- Professional development (fall 2009) - the Early Years framework.
- Work with StrongStart facilitators on KLP information.

Primary Years (K to Gr. 3)

Key Factors	Possible Evidence
<ul style="list-style-type: none"> • Reading fluency and comprehension. • Foundation skills in numeracy. • The ability to express thoughts in written form. • The ability to self-regulate and interact appropriately with others. • Demonstrate growth over time for Aboriginal students as outlined in the goals of the Aboriginal Education Enhancement Agreement. • Self-assessment by students. • Confidence as a learner. 	<ul style="list-style-type: none"> • PM Benchmarks. • SD72 oral language screening. • BC Performance Standards for grade 3 in reading, writing and numeracy. • School-wide writes and district writing assessment at grade 2. • Staff, parent and student observation and anecdotal evidence regarding progress in areas of social responsibility. • Diagnostic math assessment. • Early primary reading assessment.

Actions

- Best practice instruction in all classes, supported through effective professional development.
- Instructional support from the instructional support team.
- Intervention grants to support identified individuals and small groups that are not meeting expectations at any time throughout the primary years.
- Wide-spread use of key assessment for learning practices in all classes.
- Continue to support ESD instruction and the work of Aboriginal support workers.
- Consider extending gradual entry for kindergarten students with a.m./p.m. classes.
- Continue discussion between parents, students and staff to complete key factors.

Intermediate Years (Gr. 4 to 6)

Key Factors	Possible Evidence
<ul style="list-style-type: none"> • Uses reading skills to learn new knowledge and skills. • Comprehension is meeting or exceeding expectations on the Performance Standard. • Writing is meeting or exceeding expectations on the Performance Standard at grade level. • Numeracy is meeting or exceeding expectations on the Performance Standard at grade level. 	<ul style="list-style-type: none"> • FSA grade 4. • District reading assessment at grade 6. • District writing assessment at grade 5. • Comparison to BC Performance Standards for reading, writing and numeracy at grade level.

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| <ul style="list-style-type: none"> • Demonstrates ongoing ability to regulate behaviour and to interact with others. As well, shows increasing care and empathy for others. • Aboriginal students will continue to improve reading and writing skills as outlined in the Aboriginal Education Enhancement Agreement. • Ability to use technology as a means to learn. | <ul style="list-style-type: none"> • Anecdotal evidence from parents and staff, as well as self assessment by students, for social responsibility scales. • Diagnostic math assessment. |
|--|---|

Actions

- Best practice instruction in all classes, supported through effective professional development.
- Instructional support from the instructional support team.
- Intervention grants to support identified individuals and small groups that are not meeting expectations at any time throughout the intermediate years.
- Wide-spread use of key assessment for learning practices in all classes.
- Increasing integration of technology into student learning.

Middle Years (Gr. 7 to 9)

Key Factors	Possible Evidence
<ul style="list-style-type: none"> • Increasing sophistication of literacy and numeracy skills are meeting grade level expectations. • Expanding world view through engagement with exploratory curriculum. • Developing the ability of middle years students to continue to interact effectively with others, as well as showing increasing empathy for others and acceptance of increasing diversity. • Beginning explorations of career path work. • Aboriginal students will make effective transitions to the middle school and from the middle school as outlined in the Aboriginal Education Enhancement Agreement. • Expand understanding of various literacies – beyond reading and writing. • Develop self-advocacy for learning needs. 	<ul style="list-style-type: none"> • FSA grade 7 reading, writing and numeracy. • District assessments in reading (grade 9) and writing (grade 7). • Cross grade examinations at year-end in math in grades 8 and 9. • Career portfolio. • Anecdotal evidence from parents and staff, as well as self assessment by students, for social responsibility factors.

Actions

- Best practice instruction in all classes, supported through effective professional development.
- Instructional support from teacher leaders and technology support blocks.
- Wide-spread use of key assessment for learning practices in all classes.
- Exploratory programs will be relevant and engaging to the students at this level and will lead to potential areas of further development as they move towards school completion.
- Continue discussions between middle and secondary schools regarding transitions.

Secondary Years (Gr. 10 to 12)

Key Factors	Possible Evidence
<ul style="list-style-type: none"> Students understand learning styles. Students have goals for post-secondary years for work or further learning. Students are engaged and have positive relationships with staff and peers. Students meet graduation requirements within six years of entering grade 8. Students engage with others as full citizens. Students will choose challenging programs that cause them to stretch their learning. Aboriginal students will achieve parallel success to non-Aboriginal students. Students use self-advocacy to assist with their learning. 	<ul style="list-style-type: none"> Successful completion of grade 10 provincial examinations. Completion rates. Provincial examination results. School-based assessments. Attendance data. Conversations and observations of student behaviour and achievement with parents, staff and students. Enrolments in career programs will increase. Transition reports to post-secondary. Amount of participation in associations with a more global focus.

Actions

- Excellent teaching and assessment practice in all classes supported by teacher leaders, and school and district professional development.
- A reasonable offering of elective offerings will be provided through the two secondary schools.
- Learning will be available in many formats – face-to-face, online, and blended programs to facilitate learning in a variety of ways.
- Course completion processes will replace outright failure.
- Strong supports for at-risk students will be in place.
- Differentiation of instruction will be seen in classes.
- Wide-spread use of key assessment for learning practices in all classes.

District Cohort Tracking: (Fully Meeting / Exceeding Expectations)**Cohort 1 (1998/99)****Cohort 2 (2001/02)****Cohort 3 (2004/05)**

<i>Reading</i>	Sample Size	Percentage	Sample Size	Percentage	Sample Size	Percentage
Grade 3	347/419	82%	321/399	80%	128/290	44%
FSA 4 **	305/396	74%	295/383	77%	N/A	N/A
Grade 6	373/436	85%	285/415	69%	N/A	N/A
FSA 7	302/394	74%	N/A	N/A	N/A	N/A
Grade 9	188/383	49%	N/A	N/A	N/A	N/A
English 10 *	292/495	59% / 92% *				

<i>Writing</i>	Sample Size	Percentage	Sample Size	Percentage	Sample Size	Percentage
FSA 4	364/396	92%	303/384	79%	N/A	N/A
Grade 5	N/A	N/A	220/415	53%	N/A	N/A
FSA 7	323/399	79%	N/A	N/A	N/A	N/A
Grade 8	186/396	47%	N/A	N/A	N/A	N/A

* Data is based on a C+ or Better – as reported by Ministry of Education 92% of students C- or better.
Data will be disaggregated over time for Aboriginal students.

** FSA results do not distinguish between meeting and fully meeting, therefore this data is meeting.

Analysis

Reading achievement as measured by district and provincial assessments is dropping steadily both within and between cohorts. This may be a loss of impetus based on many years of literacy emphasis in our schools or an increase in standards as teachers become more proficient with assessment. There is a slight growth coming in primary reading success, likely due to a new intervention strategy that was implemented in the 2007/08 school year. Actions for the 2008/09 school year should show ongoing increases in student success in reading. Writing data is quite incomplete for the district. However, at the school level, some good evidence exists that schools are meeting with increasing success in writing. The district has done some baseline tracking that will show up more completely in cohort tracking next year.

Targets

Cohort 1 – 75% of students will be successful on the grade 10 provincial English exam.

While this is a large increase over the grade 9 results, we believe that the gains will occur based on previous experience. There were other factors that impacted the grade 9 assessment, besides student achievement. We need to determine the interpretation of data for fully meeting expectations.

Cohort 2 – 70% of students fully meeting and exceeding expectations on FSA 7 (reading & writing.)

Cohort 3 – 50% of students fully meeting or exceeding expectations on FSA 4 (reading & writing.)

Writing targets will be established during the next school year.

Completion Rates:**Six-Year Completion Rate**

Reporting Year 6	Students in District Cohort	District %	Province %
03/04	636	79	80
04/05	624	77	80
05/06	535	76	80
06/07	587	83	80
07/08	599	80	78

Six-Year Completion Rate Aboriginal (Ab) / Non-Aboriginal (N-Ab)

Reporting Year 6	Students in District Cohort Ab	Students in District Cohort N-Ab	District		Province	
			Ab %	N-Ab %	Ab %	N-Ab %
03/04	85	551	57	83	48	83
04/05	81	543	49	81	50	83
05/06	77	458	50	81	49	83
06/07	84	503	57	87	49	83
07/08	100	499	53	86	47	81

Analysis

The six-year completion rate has shown some fluctuation over time, however, there appears to be an upward trend. The secondary schools have developed a number of strategies that are showing significant promise in improving this rate. We expect to see gains over the next three years.

Aboriginal completion rates continue to exceed provincial levels. There are some drops in our rates that are not viewed positively by the district, however, the targeted interventions at the secondary levels described in the action planning sections, according to the research, should have the greatest impact on the most at-risk population. We believe that this will bear out in our results.

Targets

Six-year completion rates 08/09 - 84%, 10/11 - 88%

Aboriginal completion rates 08/09 - 57%, 10/11 - 60%

School Focus Areas:

School	Focus 2007/08	Focus 2008/09	Focus 2009/10
Carihi Secondary	Incoming grade 10s and fail rates term 1. Improve student achievement through better collaboration with feeders and other secondary schools.	Transitions in from middle school and out to the community after completion. Attendance and student engagement.	Transitions in from middle school and out to the community after completion. Attendance and student engagement. (continuing)
Cedar Elementary	Primary students (all) literacy and numeracy. Build positive learning situations for Aboriginal learners incorporating cultural and academic aspects.	Reading and writing. Oral language.	Oral language. Writing. Technology.
Cortes Elementary / Junior Secondary	Impact of poor attendance on academic achievement. Agency and district support for students with special needs.	Consider individual needs and respond as needed – given school size.	Consider individual needs and respond as needed – given school size. (continuing)
Discovery Passage Elementary	Writing based on results of school-wide write. Numeracy – school-wide assessments and planning based on profiles.	Numeracy. Healthy living.	Numeracy. Healthy living. (continuing)
École des Deux Mondes Elementary	Integrating new students as a result of district reconfiguration. Using guided reading groups to support students who struggle with reading and the new second language.	Social responsibility and problem-solving. Numeracy – specifically solving problems in French.	Social responsibility and problem-solving. (continuing) Oral French improvement.
École Phoenix Middle School	Improve transitions from elementary schools by creating student profiles to ensure needs are being met. Specific focus on providing cultural and academic support to Aboriginal students.	Social responsibility. Literacy.	Transitions into and out of middle school. Assessment for learning.

School	Focus 2007/08	Focus 2008/09	Focus 2009/10
École Willow Point Elementary	Numeracy – based on DMA results groups will be identified. Use of class profiles to determine areas of need and additional support.	Reading. Grade 4-5 numeracy.	Oral language development.
Georgia Park Elementary	Improve the use of special education technology for students with special needs to increase their independence as learners. Support for students identified as not meeting expectations in numeracy.	Reading comprehension grades 2, 3 & 4. Social responsibility – school-wide.	Numeracy. Writing.
Ocean Grove Elementary	Fifteen students grades 4 to 6 reading comprehension. Seventeen students grades 4 to 5 numeracy – basic skills.	Literacy through oral language at primary. Social responsibility, specifically personal responsibility.	Reading comprehension. Social responsibility, specifically personal responsibility. (continuing)
Oyster River Elementary	To move many students who are meeting expectations in reading and numeracy to exceeding expectations. Support the powerful enthusiasm for reading that characterizes the students and parents in the school.	Numeracy confidence and skills. Single focus.	Social responsibility.
Penfield Elementary	Enhance learning opportunities for students with special needs in a variety of ways. Improve reading skills in identified primary students. Also, focus on social skill development for 8 to 10 identified primary students.	Writing at all levels. Single focus.	Writing at all levels. (continuing) Social responsibility – working effectively alone, with partners, in groups, and as a school.

School	Focus 2007/08	Focus 2008/09	Focus 2009/10
Pinecrest Elementary	Reading at primary level – Grades 1 & 2 identified students not showing progress expected. Focus on writing across the school, especially with intermediate schools.	Social responsibility. Use schools data systems to identify and respond to emerging needs for individuals and small groups – continuing the intervention model that was implemented several years ago.	Use schools data systems to identify and respond to emerging needs for individuals and small groups – continuing the intervention model that was implemented several years ago. (continuing)
Quadra Elementary	Overall focus on differentiated instruction to meet the wide diversity of students. Focus on Grade 3 reading and Grade 5 girls' reading.	Numeracy – basic facts at primary and problem-solving at intermediate. Writing school-wide.	Social responsibility. Writing.
Ripple Rock Elementary	Oral language across primary grades. Reading groups Fall, numeracy groups Spring, special support for social skills with small group of primary students.	Oral language K-6. Cultural diversity and social responsibility.	Oral language. Writing. Numeracy.
Robron Centre	Redefining the role of the centre as an alternate learning centre with programs that are geared to individual student needs.	Individual programs designed to meet the needs of each student who enters the school. To improve course and program completion.	Individual programs designed to meet the needs of each student who enters the school. To improve course and program completion. (continuing)
Sandowne Elementary	Numeracy Grades 1 to 6 school-wide focus. Literacy support for identified groups.	Numeracy. Writing.	Transition of Grade 6 students into middle school.
Sayward Elementary / Junior Secondary	Comprehensive approach to meeting the needs of special needs students. Reading support for identified students.	Literacy K-8 – focus on primary. Social responsibility. Reduce physical responses to frustration.	Social responsibility. Student engagement.

School	Focus 2007/08	Focus 2008/09	Focus 2009/10
Southgate Middle School	Support student learning through effective assessment practices. Reading and writing with identified students – enhanced use of assessment for learning to drive instruction and to identify small groups for support.	Social responsibility.	Social responsibility. (continuing) Literacy. Numeracy.
Timberline Secondary	Better assessment practices to support learning. Reading support based on Fall DART data.	Attendance as a means of improving achievement. School culture through engagement in a variety of activities.	School completion through individual intervention.

Appendix 1: Evidence



Assessment For Learning

Our Districts' Commitment

Throughout the district, there will be a shared understanding that when we talk about Assessment for Learning we are talking about:

- Learning Destination is Clear
- Co-constructing Criteria
- Giving and Receiving Feedback
- Collecting Evidence of Learning
- Self Assessment and goal setting

At the District Level:

- District leadership commits to Assessment for Learning as the focus for system change for 3 to 5 years. The purpose is to increase student learning and achievement. Further, the district leadership team agrees to link any new proposed initiatives to assessment for learning or make the decision to not pursue it. The district uses assessment for learning to guide their work and their ongoing improvement.

School or Department Level Focus:

- Schools link their learning goals to the district assessment for learning initiative. This may mean including a new goal after ending an earlier goal or reframing current goals to include an assessment for learning focus. School leaders use evidence or proof of learning at the school level.

Classroom Level:

- Teachers make a commitment to use assessment for learning strategies in their classroom and to deepen their own learning. Students, with the teacher's assistance, use assessment for learning to increase their learning and achievement. This includes co-constructing criteria, giving and receiving specific feedback, setting goals, collecting evidence of learning and communicating growth or progress towards the learning intention.



Assessment *for* Learning Initiative

Plan to the end of this school year

1. May 1st (Anne Davies here working with us)

- Morning (IST STAFF) Sheila and Anne have worked out a plan for the morning.
- Afternoon (Assessment Focus Group)
 - Focus will be on celebrating our work together, identifying the evidence of learning, advice to DELT for next steps....
 - Lunch will be provided for this group as a way of thanking them for their work in developing the Assessment Policy
 - This will end the work of this group.

Still need to determine the location for this event.

2. May 6th (Superintendent's meeting)

- Hand out Journals; have administrators reflect on where they are in their “assessment for learning” journey at their school and where they would like to go next. These journals will become the administrator’s “evidence of learning” and can be used as evidence during their evaluation.
- Handout rest of the books to those who did not get them in March
- Do a “scavenger hunt” to walk people through each of the two books.

3. May 8th (Anne is working with us all day)

- Morning (DELT)
 - Revisit our learning intentions this year; Implementation of the AFL District wide initiative; our team’s intention focused around “alignment”
 - Review where we are as “system leaders” in each stage of implementation: activate, acquire, and apply

- Next steps; individually in our separate roles as well as a collective group... maybe state one or two goals that would make the biggest difference
- Afternoon (School-based administrators) Anne has planned this!

4. Professional Learning Resources

- An order has been placed to provide each school with a small collection of “Assessment for Learning” Resources
- We will have a link on our school website by the end of summer that will have articles, webcasts, and hopefully a blog where people can post their own AFL stories, questions, etc. We are exploring the possibility of giving rights to outside people like Anne Davies, Linda Kaiser, and Judy Halbert to be able to log into the blog and make comments, etc.
- Core Pro-d is going to ensure that AFL will be part of the three day pro-d plan next September (The need for this was brought up again at yesterday’s meeting by a teacher!)
- There will be a course/book club focusing on AFL
- Assessment for Learning Posters will be available for all schools/classrooms in September.

Proposal for next year

AFL Teams:

1. Hire Cheryl Macdonald for .2 next year to be our in-district AFL Coach and facilitator
2. In this year where we will place more emphasis on the “acquire” stage of Implementation, create AFL Learning Teams from each school where at least one of the members have to be an administrator. Be sure that each of the other educational departments in the District (Aboriginal Education, Student Services, Technology, etc...) also has a Learning Team.

3. Cheryl, with the support of DELT, will facilitate three sessions with the the AFL Teams. Each Learning Team will create an action plan to help move the AFL initiative forward in their school or department. Cheryl, along with DELT's support, will work to support each Learning Team throughout the year as their "guide on the side" and coach.
4. The year will culminate in an AFL fair and celebration of some kind!

Continue the AFL web-conferences/webinars next year:

- The structure has been revamped for next year; reduced to only five and they will be held in October and November with a follow up in Feb or March.
- We could consider a person from each Learning Team to be connected with a series so they in turn can "teach" the rest of their team what they learned. It also may be a way to involve "new" administrators to the District
- I suggest that we continue for another year with the "system leaders" session to further our alignment of AFL throughout the system
- Anne work with us for two days next year; two half day sessions with DELT and two half day sessions with the AFL Teams

Parent and Trustee Education and Participation:

- DELT will develop a plan to help parents and trustees to develop a deeper understanding of "assessment for learning"
- Highlight for Trustees, for example, what they should be looking for when they make their school visits...so they are well informed and can be ready to give the schools positive descriptive feedback when they see evidence of AFL! Perhaps we can take them on a tour to showcase what good AFL practices look like!

Other:

- Our May 8th morning with Anne will result in some both individual and collective “next steps” for next year.
- To further guide us in these plans and give us time to develop them with greater detail, I suggest that as many of us as possible should attend Anne’s symposium at Crown Isle this summer during the week of July 2nd to 7th. Nevenka will book all those able to attend.
- To continue having the Superintendent’s meetings structured as we have had them the last few months with “For Learning” being first on the agenda. We might want to consider lengthening the time for these meetings to ensure we are giving our administrators enough time to learn and reflect.
- To consider having AFL part of Education Committee meetings. In this way, schools can highlight an AFL practice at their school.



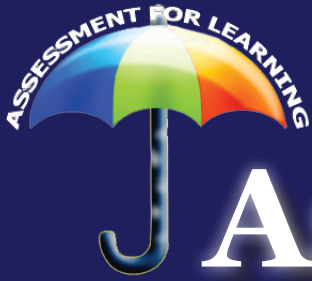
collecting Setting Goals
Co-Creating Criteria

Assessment For Learning

self-assessment

evidence of learning receiving
giving presenting feedback

Learning Destination is Clear



Assessment For Learning

Learning Destination is Clear

- Every subject and unit of study will begin with a clear purpose and picture of what is expected.
- Use language students will understand and describes what the students are expected to know, understand, and be able to do.
- Discuss the evidence that will be used to determine the extent to which learning has occurred.
- This evidence will include a variety of ways of knowing including conversations, observations, and products.

Co-Creating Criteria

- Learners, along with the teacher, have input into creating the criteria.
- Criteria will help learners know that quality looks like while increasing their engagement and their ownership in their learning.
- Samples will be provided at all levels to provide students with a picture of where they are now and where they need to go next.
- Revisit and refine the co-criteria on an on-going basis.

Giving & Receiving Feedback

- Feedback is based on the criteria.
- Comes 'during', as well as, 'after the learning.
- The feedback needs to be descriptive and specific; not a letter grade, a number or a percent.
- Feedback helps to inform each learner's next steps in their learning as well as each teacher's next step in their teaching.

Collecting Evidence of Learning

- Evidence must be linked to the learning destination / the learning outcomes which are embedded in the co-criteria.
- Evidence becomes 'valid' when it is collected from multiple sources (observations, conversations, products).
- Having enough evidence to see patterns over time makes evidence 'reliable'.
- Each learner's collection of evidence must be valued and considered when the learner is evaluated by the teacher (assessment of learning).

Self-Assessment

- Based on the criteria.
- Framed around:
What's Working? What's Not?
- Goal is based on "What's the Next Step in Learning?"

The more students are involved in assessment the more they will learn!



School District #72 "Spring Assessments"

Why do we collect assessment data in the Spring?

Whether you're a classroom teacher, the school administrator, or a member of the District Educational Leadership team, it's important that we all reflect on some key questions at the end of each school year:

- How are our students doing with their **learning** and how do we know? To what extent did our students improve their learning this school year?
- How have our actions and efforts **make a difference?** (teaching strategies, school structures and supports, district structures and supports)
- What will we continue to do **next year**....what might we "tweak" ... what might we stop doing ...what might we try and what do we still need to learn more about?

In addition to providing each level (classroom, school, and district) with information to guide their future work (assessment *for* learning), many of these assessments can provide **classroom teachers** with another piece of **evidence** that can be used for **reporting purposes** in June (assessment *of* learning). Along with the evidence that teachers already gather from **observing** and having **conversations** with their students, these district assessments can be added to the other **products** that teachers collect (assignments, projects, etc)..

District Assessment Tool	Grade Level
Benchmarks	Grades 1, 2, and 3
District Reading Assessment	Grades 3, 6, and 9
District Writing Assessment	Grades 2, 5 and 8

Please note the following:

1. **Benchmark** levels are to be recorded on the attached class lists. Send one copy to Julie Watson by **June 5th** and keep a copy for the school.
2. **District Reading and Writing Assessment Protocols** will be attached for all classroom teachers .Please ensure that these assessments are sent to Julie Watson by **June 5th**.
3. If you need some extra **assistance** with these assessments please contact your school administrator, instructional support teacher (elementary), teacher leader (middle and secondary school), or Nevenka Fair (830-2339)
4. Educators will be invited to help with the **scoring** of these assessments during the week of **June 8 – 12th**
5. The assessments will be returned to the schools by **June 17th** in order for teachers to have the option to use the information for reporting purposes.

Appendix 5



Campbell River Aboriginal Education Enhancement Agreement 2004-2009



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

School District 72
Campbell River, B.C.



Preamble

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

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

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

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

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



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



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

Principles of the Aboriginal Education Enhancement Agreement

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

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

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

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

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



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

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

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

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.