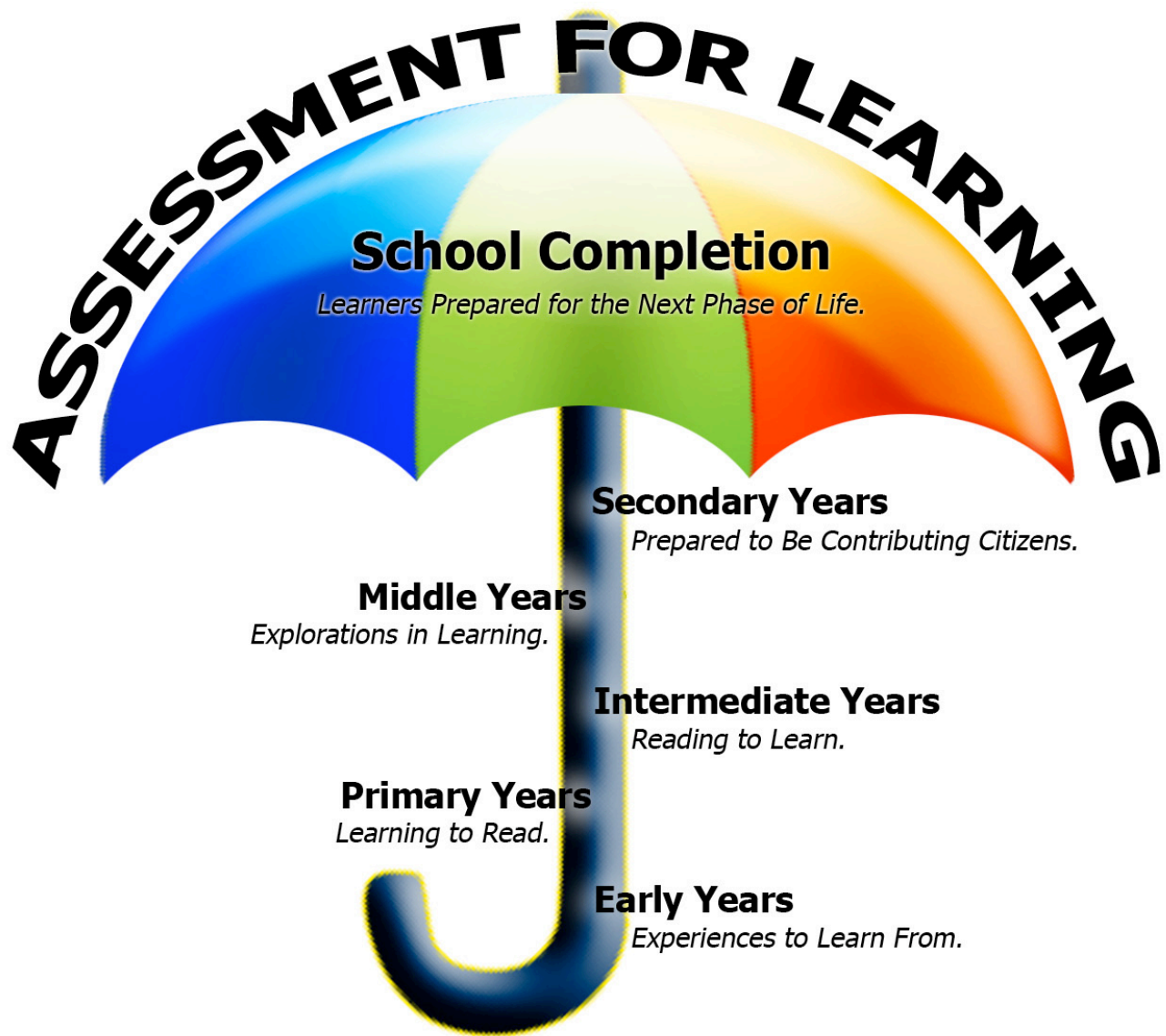


Campbell River School District

ACHIEVEMENT CONTRACT

2010





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 5,874 students in 20 schools, the district administers a budget of approximately \$51 million. Although the community population has remained stable, an aging demographic has led to a steady decline in student enrolment. This concern is reflected throughout the strategic plan and has created the need to consider restructuring in the district.

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

District Information

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

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

School District 72 Profile:

Student population for the 2010/11 school year is projected to be 5,741, a decline over the previous year, attending:

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

Unique Characteristics

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

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

Exceptional Learning for All Learners:

- 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 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.
- Targeted interventions throughout the year respond to students that are not meeting expectations.
- An Aboriginal language and culture program develops local and provincial curriculum materials and provides support for local Liqwala / Kwakwala language instruction.
- A French Immersion program which annually continues to attract one of the highest per-capita kindergarten enrolments in the province.
- A well established “gifted education program” provides additional opportunities for a diverse group of students that have demonstrated mastery, exceptional interest or learning in a topic.

Connections to Our Community:

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

Environmental Stewardship:

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

District Strengths

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

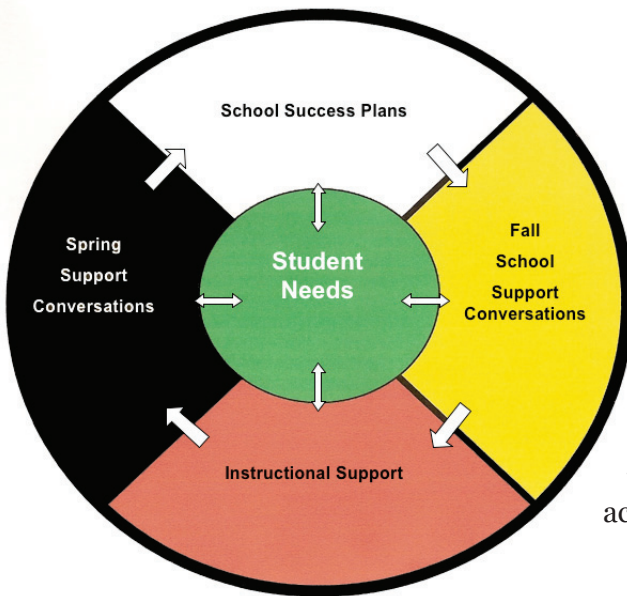
Some examples include:

- Aboriginal completion rates continue to fall within the top 20 percent of the province.
- An instructional support team provides teacher leadership and outreach support in an effort to build district capacity at the classroom level.
- Aboriginal Education Advisory Council provides feedback and guidance in the development of Aboriginal education programs and goals.
- A long-standing history of quality professional development opportunities planned, developed, and offered in consultation with teachers, administrators, and district staff.
- Intervention programs support students who are not meeting expectations, throughout the school year.
- An inclusive, district-wide student services program integrates all students into classrooms and provides itinerant behaviour resource team support for at-risk students.
- 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 and Aboriginal graduation ceremony honours students representative of all district schools.
- The district is committed to applying assessment for learning practices throughout all levels of the district.
- By bringing the achievement planning process into the entire fabric of the district, looking at a single goal and connecting all stakeholders to the part they play, we are working towards successful graduation for all.
- The district has taken significant steps in developing a technology strategy that will place us well as we expand the use of new technologies in assisting student learning.

Students At A Glance

All data as at September 2009

- | | |
|--|--|
| • 2,664 elementary students | |
| • 3,210 middle and secondary students | |
| • 111 Continuing Education students | • 340 low incidence / high cost students |
| • 57 eBlend students | • 327 high incidence / low cost students |
| • 68 AVID students | • 761 French Immersion students |
| • 106 alternate school students | • 42 international students |
| • Aboriginal student population of 1,071 or 18 percent | |
| • 60 ESL students | |
| • 201 ESD students | |
| • 139 career program students | |



District and School Connections

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

Fall School Support Conversations:

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

Spring School Support Conversations:

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

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

Student Success Plans:

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

Supports for Learning:

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

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.

Descriptors:

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

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.

Update for the 2009/10 School Year

Anticipating, for much of the year, the implementation of full-day kindergarten at all or some schools took away some of the focus on this area. However, as a bi-product of our work, an advisory group which includes trustees, district staff, principals, primary and kindergarten teachers, Success by 6, early childhood education staff from community programs, daycare operators, and Aboriginal infant development was established. This advisory group looked first at full-day kindergarten issues. However, the opportunity exists for this group to be significant in the development of the preschool rubrics. This will become an additional focus for the group as we enter next year. As the spring progressed a process was begun to create a local vision for all-day kindergarten. From the vision will follow discussions about what success looks like.

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.

Update for the 2009/10 School Year

There has been a tremendous amount of effort in the district to develop a new report card that relies on the provincial learning outcomes and is grounded in clear evidence of student skills, knowledge, and attitudes. These descriptors are clearly what we need to use as rubrics for success. It allows us to increase the efficacy of the report card and connects work in two critical areas. It also honours classroom assessment as a foundation to determining the success of our students. Along with data from district and provincial sources, we will be able to triangulate our data in new ways and create an excellent picture of student success.

See Appendix 1 for samples of the rubrics. At this time, the plan will be that the rubrics will be given to teachers to complete at year end. Those teachers who are using the report cards will be well positioned to complete this task. We will decide, in consultation with stakeholders, whether we need to collect this data

at every grade level or at transition points.

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. • 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"> • 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. • 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.

Update for the 2009/10 School Year

As with the update for primary rubrics for success, a parallel process will take advantage of the good work the report card committee has done with the intermediate report card.

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. 	<ul style="list-style-type: none"> • FSA grade 7 reading, writing and numeracy. • District assessments in reading (grade 9) and writing (grade 7).

- | | |
|---|---|
| <ul style="list-style-type: none"> • 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"> • 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.

Update for the 2009/10 School Year

While our district focus is starting at the elementary and early years levels, work is also underway at the middle and secondary levels focusing on data analysis and transitions. There is a great deal of data available in the middle and secondary levels. Schools are working collaboratively to determine the predictive ability of the data and then to develop plans that support the student learning based on the evidence. The collaboration between the schools has already led to some significant changes in some curricular areas.

The data analysis has shown that the district math assessment at the end of grade 9 is highly predictive of success in Math 10. This is a powerful result as the exam was developed collaboratively between math teachers at the middle and secondary level. It will allow for staff to look at key aspects of the middle school math program and identify critical features that lead to success. These will inform the rubrics, as well as providing evidence. That this work is underway is an excellent sign and model for future collaboration at each level and in considering transitions.

Secondary Years (Gr. 10 to 12)

Key Factors	Possible Evidence
<ul style="list-style-type: none"> • Students understand learning styles. 	<ul style="list-style-type: none"> • Successful completion of grade 10 provincial examinations.

- | | |
|--|---|
| <ul style="list-style-type: none">• 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">• 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.

Update for the 2009/10 School Year

Significant gains are being achieved at the secondary level as a result of a number of new initiatives that are supporting students. At-risk students are being identified earlier and interventions are having significant impacts. Attendance has also been targeted as a key to student success and an outreach worker program has now been implemented at both schools focusing on attendance in a variety of ways. Preliminary results are showing significant gains.

This will be the final area of development for rubrics. However, as increased attention is being paid to the data, it is apparent that there are significant positive trend lines for student success. Concurrently, it is becoming apparent that courses like Communications 11/12 and Essentials of Math are being over subscribed. Given our goal of maximizing student success, this will be an area that bears some attention at the secondary level. As well, we need to examine the transition section as there may be some placement issues for grade 9 students entering grade 10. This is an area where transition work will be critical.

District Cohort Tracking: (Fully Meeting / Exceeding Expectations)**Cohort 1 (1998/99)**

Reading	Sample Size	Percentage
Grade 3	347/419	82%
FSA 4 **	305/396**	74%**
Grade 6	373/436	85%
FSA 7**	302/394**	74%**
Grade 9	137/225	61%
English 10 *	292/495*	59% / 92% *

Cohort 2 (2001/02)

Sample Size	Percentage
350/404	87%
295/395	75%
246/390	63%
319/402**	79%**
N/A	N/A

Cohort 3 (2004/05)

Sample Size	Percentage
268/378	71%
285/390*	75%*
N/A	N/A
N/A	N/A
N/A	N/A

Writing	Sample Size	Percentage
FSA 4	364/396	92%
Grade 5	N/A	N/A
FSA 7**	323/399	79%
Grade 8	186/396	47%

Sample Size	Percentage
303/384	79%
220/415	53%
235/354	66%
238/381	63%

Sample Size	Percentage
256/409*	63%*
N/A	N/A
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 based on Meeting and Exceeding Expectations – 3 point scale not a 4 point scale.

Analysis

The success of cohort 3 in showing gains between grade 3 and grade 4 are reflected in other elementary literacy results. We are seeing increasing success in grades 1 and 2 again. This has been the district pattern in the past, and this pattern has returned. Again – this may be a result of better and more targeted interventions at the early levels of elementary school. Grade 3 reading results in 2008/09 have dipped and this will require some ongoing attention at individual schools.

Targets (2009)

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

This target was achieved. Even though it was an ambitious target, based on previous cohort data, the 2009 grade 10 cohort was as successful as we had hoped. Of 440 grade 10 students, 340 (77%) achieved a C or better on the provincial exam. This corresponds to our acceptance of meeting expectations.

Target 2010: More than 75% of students writing the grade 10 provincial exam will achieve a C or better.

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

This target was met. The result for reading was 79% (319/402) and the result for writing was met at 75% (298/397).

Target 2010: More than 70% of students fully meeting and exceeding expectations on the FSA 7 (reading and writing).

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

This target was met for reading 69% (258/370) and 71 % for writing (260/363).

Target 2010: Over 70% for both reading and writing.

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
08/09	502	75	79

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
08/09	79	502	50	40	49	

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%

Neither of these targets were met.

Targets 2010: Six-year completion rates 09/10 - 80%, 11/12 - 85%

Aboriginal completion rates 09/10 - 55%, 11/12 - 58%

Appendix 1: Evidence

- District Literacy Plan, July 2010
- Campbell River Aboriginal Education Enhancement Agreement 2004-2009
- Campbell River Aboriginal Education Enhancement Agreement 2009-2014
(to be officially signed in September 2010)

SCHOOL DISTRICT #72 CAMPBELL RIVER

DISTRICT LITERACY PLAN

July 2010

Jointly Submitted by:

**Jim Ansell – Assistant Superintendant
Anne Boyd – Literacy Outreach Coordinator – CR Literacy Now**

DISTRICT CONTEXT

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

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

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

COMMUNITY DEMOGRAPHICS:

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

DISTRICT PROFILE:

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

LITERACY IN SCHOOL DISTRICT 72:

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

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

A. PROGRESS IN YEAR 1:

The number one goal of the SD72 achievement contract is to improve the reading and writing levels of all students in the district. This goal is supported by many initiatives in the district and aligns well with the pillars of ReadNow BC. Some examples of these initiatives are:

Improving the Number of Children who read successfully: *

- Maintaining the Literacy support teacher to directly support the spread of best practice instruction across the district.
- Developing a planning guide to support the Assessment for learning of the DART Assessment.
- Supporting teachers and schools in planning instruction based on early assessments
- Implementing 6 week check-ins with all schools to monitor progress of students
- Literacy teacher leaders will be supported in district schools.
- Staff teams from schools focusing on writing will be supported by attending the Leadership Academy sessions with Faye Brownlie this year.
- Promote best instructional practices in developing strategies for literacy in IEP's for special needs students.
- Expand the use of AVID strategies across school staffs.
- Develop exemplars of student writing that can be shared with schools and posted on the district website so that it is accessible to the community as well.
- District wide writing assessments at Grades 2,5,and 8 with an emphasis on developing cohort data that will indicate relative success of interventions and instructional plans
- Begin Oral language screening in Kindergarten and provide interventions as necessary through SLP's.
- Provide inservice in schools on oral language curriculum.

Improving the number of Aboriginal students who read successfully: *

- Continue the operation of the three extended day kindergartens – providing rich environments for language development and exposure to literacy experiences.
- Schools through formative assessments will identify at-risk aboriginal students and develop intervention plans for improving the achievement of identified students.
- Literacy and Aboriginal support teachers will visit all schools together to assess suitability and availability of resources to support aboriginal student reading.
- Continue extensive support for Aboriginal Literacy through ESD programs in all schools.
- Staff schools with proportionate teaching assignments targeted to aboriginal learners.

*** Each of these strategies and structures are found in the SD.72 Achievement Contract.**

CAMPBELL RIVER LITERACY NOW:

The remaining two Pillars of the Read Now BC are also evident within the district and the community; the number of children entering school ready to learn and the number of adults who have literacy and essential skills necessary to compete in today's labour market and to function in everyday life. The district supports these two pillars in the following ways:

- SD. 72 is a full partner in the development of Literacy Now Campbell River – a local Literacy Program with the Vision statement:

Campbell River Literacy Now is dedicated to providing quality inter-generational literacy experiences to enable all citizens to reach their goals.

Literacy Now Campbell River is a vibrant and exciting group in our community. Active since September of 2004, the organization has taken responsibility for moving the community literacy agenda forward in the community. Creating links to numerous community organizations including the School District, Literacy Now has developed the Community Literacy plan. Inside the community plan is an excellent overview of the work done by this organization leading up to the completion and recently the implementation of the Community Plan.

- 1) To increase awareness in the community of both literacy issues and resources, including increasing the access to existing programs;
- 2) To create new programs to provide support for underserved groups in the community.

Task Group:

Name	Organization
Anne Boyd	<i>Literacy Outreach Coordinator</i>
Kat Eddy	Adult Literacy Outreach
Lana Eagle	Rotary Club Literacy Rep.
Donna Bayne	Principal Oyster River Elementary
Judy Brooks	Literacy BC
Marion Johnston	Retired teacher

Joyce McMann	A Family Place Coordinator, Family And Children Services
Carol Forbes	Campbell River Community Literacy Association, Literacy Center Coordinator, Literacy BC Board of Directors
Sharon Bollefer	Altrusa President
Brenda Wagman	Private citizen
Kathy Rae	Sunrise Development, Pacific CARE
Elaine Julien	Vancouver Island Regional Library
Chris Button	Altrusa Club
Leah Tremain	Read TV Productions, Rotary Literacy Rep.
Wendy Tyre	Salvation Army
Jo-Anne Windsor	Altrusa Literacy Coordinator
Lynne Stone	North Island Constituency
Timothy Skye	Vancouver Island Regional Library
Jim Ansell	School District 72
Colleen Ferguson	NIC, ABE Instructor

This team works together to implement the Community Literacy plan keeping the community at large informed.

An excellent example of the collaboration within the organizations in the community is the Aboriginal Success by 6 Project. Success by 6, SD 72, and CR Literacy Now are working with “At Risk” youth to create a DVD of community elders telling stories of the past for young children. Not only does this project connect the youth with the elders and develop new skills in the youth, but it creates a record of the elders’ stories that can be used in Aboriginal communities to strengthen the development of young children.

In 2008-09 CR Literacy Now, SD 72, Success by Six, Family Services, Laichwiltach Family Life Society worked together to lobby BC Housing for a space in low cost housing to run programs to support children and adults. BC Housing granted \$40 000. for renovations to an old day care centre to create the Gathering Place. This space will be used for Aboriginal Head Start, Strong Start, Family Place, Adult literacy, youth programming, and cooking classes to reach many of the most vulnerable in this community. This is an example of a community working together at its best.

School District 72 also partnered with CR literacy Now to create a community wide Family Literacy Day in Jan. 2009. School librarians ran programs in every elementary school and supported the distribution of materials and supplies across the community. The city recognized the day with a proclamation, businesses participated, non-profits held events, the newspaper ran a four page supplement, it truly highlighted literacy cooperation.

The School District also supported the Campbell River Literacy Outreach Coordinator to work with its outlying communities to develop their community literacy plans. Sayward and Quadra successfully submitted plans to 2010 Legacies (attached) and Cortes Island after many delays has restarted the process. Cortes did received planning funds.

By working into the future in the collaborative manner in which the Community Literacy plan has developed, the Literacy leaders in the Campbell River Community and the SD. 72 team will be able to coordinate efforts so that we may all maximize the use of and access to, the many literacy resources in the community. This collaboration will be expanded to include the Sayward Community Plan and the Quadra Community plan now that those two areas have filed plans with 2010 Legacies. Through our ongoing collaboration, we will strengthen the preparedness for success of pre-school students for entering kindergarten by: promoting the community resources that are available, continuing to develop and support initiatives like Head Start and Strong Start and our extended day Kindergarten programs, enhancing the connections between pre-school families and our schools through expansion of our Ready, Set, Learn programs, and through coordinated efforts between the school district and the many community agencies that are actively engaged in promoting success in all ways for the youngest and most at risk members of our community.

Reflecting on the 2008 Plan

Within School District 72 and Connecting to the Communities:

Literacy in all forms continues to be a significant focus for Campbell River Schools. The Provincial Government mandates that Literacy will continue to be a Provincial focus which fits extremely well with the work of SD 72.

Within each of our schools, literacy remains a significant instructional focus. Every school has a goal that is connected to literacy – either reading or writing. Continued access to Literacy District to Innovation grants has allowed the move forward with a number of important and evolving initiatives. The main thrust has been targeted interventions at all elementary schools. Schools identify groups or even individual students that are not making progress as expected in Reading or Writing. Students are then grouped for targeted interventions and additional staff support is provided to provide direct instruction in the areas that require attention.

Schools base their intervention decisions on formative assessment data and the interventions are assessed after completion using the same assessment. Reports are then returned to the district office. Results are kept, but the important measure is the overall impact on student achievement in this area. During the 2007-08 school year, for the first time in 3 years a slight gain was noted in early primary reading results. We expect to see this trend continue as results of good instruction and targeted intervention impact student success.

The School District has also made a significant commitment to a multi-year focus on the practices of Assessment for Learning. While not a literacy strategy, this is a best practice instructional strategy that will also have significant impact on the success of our students across the grades as we move forward.

Within the community, the School District continues to play a supportive role in developing connections and supporting programs aimed at community literacy. In matters of funding and direct support, the District has supported many of the projects that have been lead by Literacy Now Campbell River. The District supported the Backpack program, and the computer program with the Salvation Army. As well, District personnel remain highly engaged with Campbell River and surrounding community literacy committees and are engaged in the projects that are taking place.

The partnership in Literacy is strong and comfortable in all areas of the Campbell River School District region. There continues to be a strong commitment to this collaboration to the benefit of our entire community.

1. Quadra Island

- In the fall of 2008 the Quadra task group hired Robin Beaton to write their community plan. The group continued to meet monthly as Robin completed the stages of plan preparation. In May of 2009 the plan was submitted to 2010 Legacies for funding approval. This plan is attached.

2. Sayward

- The Sayward community changed focus after receiving the planning funds. Their first concern was early learning which was addressed when the School District opened a Strong Start Centre in Sept. 08. The original working group reformed and hired Julie Matte to complete their plan. Julie was assisted by Rita Rambo who was able to attract a large section of the community to task force meetings. Sayward has completed their plan and submitted it to 2010 Legacies for approval. They are currently advertising for a Literacy Outreach Coordinator to help with implementation of their plan.

3. Cortes Island

- The Cortes Community applied for and received planning funds in 2008. Unfortunately due to illness of the Literacy Now chair nothing happened toward completing a plan for the community. They have now found a new chair who has wisely decided to restart the process by launching the plan again. Their launch meeting will take place in June 2009. A task group

will form from that meeting and work can begin on preparing a community plan.

4. Campbell River

1) List the priorities/objectives and actions from your community's literacy plan that have been addressed this year.

- Created an online literacy information resource
www.literacyforall.ca
- Purchased audio-visual equipment for use by marginalized youth who created DVD's of aboriginal elders passing on their teachings
- Supported summer programs for low income kids
- Contributed to training for home based day care providers
- Created a literacy centre at the Salvation Army Lighthouse
- Created a backpack program for young learners
- Worked with other community agencies to enhance literacy opportunities
- Sponsored Family Literacy Day 2009 – a community wide event
- Donated computers to Family Services for enhancing literacy programs with youth
- Provided funding for a mentor to work with youth and computers
- Supported Campbell River Literacy Association in piloting benchmarks for adult learners
- Promoted literacy at community events such as Health Fairs, National Child Day, etc.
- Assisted with books for babies distribution

2) What have been the major impacts of this work?

- Campbell River Literacy Now is an established community resource
- Partnerships have been firmly established with other community groups
- Community groups seek advice about literacy initiatives from CR Lit. Now when they have money to invest in literacy
- LOC is invited to community tables such as, Success by Six, Early Learning Coalitions, Library planning, Family Services, School District
- Support has been recognized in the Aboriginal Community
- Children and Youth have been supported in programming through other agencies
- Community events have had Literacy Now featured, National Child Day (100 families attended), Health Fairs 140 families represented

3. What was the most successful aspect of initiatives this year?

- This was the year when much of our planning came to fruition, the work with the Salvation Army literacy centre was in the planning stage for 3 years and delayed due to circumstances beyond control
- Back Packs for literacy finally had funding in place and orders completed

What was challenging?

- Keeping the group busy enough to stay interested but not too busy to overwhelm task group members
- Finding meeting dates that didn't conflict with other events
- Dealing with ABC Canada around Family Literacy Day, they lost our order, left us hanging and send poor quality materials
- Finding enough time to keep everything moving

4. What evaluation method/s/framework and/or tools did you use to determine how effective your work has been?

- Used the evaluation statements from our plan
- Counted participants in events

What issues/areas of concern do you have about this evaluation technique or evaluation in general?

- It is difficult to track numbers at events Literacy Now supports but does not necessarily have control over
- Many of our events and projects will only be able to be evaluated over time as they are implemented

5. How has the Literacy Outreach Coordinator position funded through 2010 Legacies Now enhanced literacy work in your community?

- The LOC has time to call meetings, publish minutes, follow up on suggestions
- LOC attends other community meetings to provide liaison and keep literacy in all events
- LOC is able to connect with other communities and can offer and receive support and new ideas
- LOC is available to answer questions and be the person associated with literacy initiatives at community events
- LOC organizes work meetings, purchases needed supplies (eg. books, bags, activities for Back Pack project)
- LOC delivers literacy materials

6. What have you learned about the community development process?

- Everything takes a lot more time than you think it will

- It takes time to build relationships
- Nothing happens without relationships
- They are more meetings than actions
- When partners see you are willing to participate and support with time and funding they give back

7. Number of organizations involved in collaborating in service/event delivery:

- *City of Campbell River*
- *School District 72*
- *Vancouver Island Health Authority*
- *Success by Six*
- *Vancouver Island Regional Library*
- *Family Services*
- *Supported Child Care*
- *ECE Advisory Group*
- *Strong Start Centres*
- *Parks and Rec*
- *John Howard Society*
- *Salvation Army*
- *Aboriginal Head Start programs*
- *Laichwatach Family Life Society*
- *RCMP*

Examples of collaborations:

- Community Health Fair – community wide events focused on young families, planned and presented by 15 community groups
- CR Literacy now working with Family Services to provide computer literacy to pre-teens at a Friday night family night for aboriginal families
- CR Literacy Now provided coordination for obtaining a building in a low cost housing complex which now provides programming in the form of Aboriginal Head Start, after school programs for youth, teen programming, Strong Start, Family Services Community Kitchens, and soon adult literacy programming
- CR Literacy Now provided funding for a literacy centre in the Salvation Army Lighthouse Centre serving street people, Rotary has now provided support
- CR Literacy Now donated video equipment to a project where aboriginal first nations students filmed elders passing on teachings to young children, the equipment is now help by the Arts Council who provide training to youth at risk
- CR Literacy Now provided books and training to home based day care providers to increase the literacy in these programs, this was a collaboration with Family Place and Success by Six

- CR Literacy Now coordinated Family Literacy Day and involved service providers, schools, businesses and newspapers

8. What resources were effective in helping to achieve desired outcomes?

- Services of the Literacy Outreach Coordinator who was able to work with the outlying communities and assist with their planning
- In kind support from the school district in secretarial, book keeping and use of space to further initiatives
- Money that was found to support projects
- Many hours of volunteer time from community members
- Time from SD 72 employees who attended meetings and assisted with projects

Thinking About the 2009 Plan

1) What changes do you observe about your community since doing the community plan?

- Economic downturn, major mill closures resulting in high unemployment and young families leaving the community
- Declining school enrolment and school closures
- Increase in “at risk” children in the EDI report
- Adults needing retraining to obtain employment

2) What is the stage (or stages) of community literacy planning?

- **Sayward** – submitted a plan to 2010 Legacies as of May 2009
- **Quadra Island** - submitted a plan to 2010 Legacies as of May 2009
- **Cortes Island** – received planning funds, working on preparing a community plan
- **Campbell River** – entering third year of implementation of the community plan

3) What new challenges or opportunities have arisen since your 2008 plan?

- Two other communities have completed plans
- Challenges existed in both communities but have been overcome with support
- One community experienced difficulty but is now back on track
- Campbell River has continued to implement their plan and was able to involve the school district with many of the community projects
- The School District is perceived as a partner in these projects, not as a controller
- The School District has found opportunities through collaboration to extend support to at risk early learners as well as school age learners

4) What adjustments have you made to your community plan?

Goal 1 was to increase literacy awareness and issues in the community:
creating an online directory, conducting literacy audits, improving access to programs, working on transportation issues with other community groups

- Our online directory is being updated, with the money allocated for web site updates Literacy Now will be working with Literacy BC
- Literacy Audits have not been conducted, a kit was purchased by a local employment agency but the person trained to use the kit has not been available
- Improving access to programs continues to be a focus, Literacy Now CR works with other groups to highlight literacy opportunities in many settings
- CR Literacy Now partnered with Success by Six to pilot a bus pass program, results are being tabulated
- CR Literacy Now was instrumental in establishing programming in a low cost housing complex reducing the need for transportation, programming will include literacy opportunities for babies to seniors
- CR Literacy Now will continue to work on getting programming to clients or getting clients to programming

Goal 2 was to create new programs for underserved groups of preteens, youth and Seniors.

- This goal continues to be a priority, CR Literacy Now has just hired a researcher to create a plan for adult learning in Campbell River
- Programs for preteens and youth have been established

5) How will Regional Literacy Coordinators and Literacy Outreach Coordinators contribute to the literacy work in your community over the next year?

- The Regional Literacy Coordinator has and will continue to help connect communities in our region. This allows communities to share ideas and improve their plans. The Regional Literacy Coordinator has pulled the region together and is available to offer advice and support to LOC's.
- Literacy Outreach Coordinators are established in two or our four communities and they are able to keep the implementation of plans moving forward. Without having someone directly responsible to call meetings, organize events and oversee budgets the community planning would not be possible.
- One community is currently in the process of hiring a coordinator and the fourth community is beginning plan preparation with a paid position
- Funding for coordination has been extremely helpful in keeping the communities moving forward

6) Have there been any changes or additions to your thinking about evaluating the progress of your work?

- The work of the School District is monitored through the Achievement Contract

- The work of the communities will be monitored through the updates to their plans – we will rely on the LOC's to keep the SD apprised of progress and changes to their plans judged against their statements of success

7) What resources will you need?

- Continued funding for LOC support for communities, it will be impossible for school districts to monitor community plans without the help of literacy coordinators. The importance of this collaboration and mutual support cannot be overstated
- The one time Early Learning Grant that was sent to School Districts has gone a long way to supporting many worthwhile collaborations in the area of Early Years literacy.

B. ANTICIPATED NEXT STEPS

1. All of the processes and projects reported above will continue to move forward.
2. Plans are underway to do another large collaborative project between Literacy Now, The School District, and Success by 6 for Family Literacy in January of 2010.
3. Some form of collaborative project connected to Ready Set Learn is under development for the winter and spring of the next school year which will give an educational focus to the Community Health Fairs that take place in the community.
4. We will continue to build the collaboration between the communities of Cortes, Quadra, and Sayward as we move forward in working with the community committees.

REPORTING

1. An electronic copy of the plan was forwarded to : Educ.Literacy@gov.bc.ca
By July 15, 2009

Appendix 1

The Quadra Island Community Literacy Plan

Our vision is to support a strong, vibrant and healthy community by promoting accessibility to literacy and life long learning.

GOAL NUMBER ONE

Collaboration and sustainability to ensure resources, connections and communication are in place to maintain vitality and viability of the literacy plan.

Objective 1: Provide a central database for gathering and disseminating all current literacy information accessible to the entire community.

HOW: Post the Quadra Island Literacy Inventory of all literacy resources and programs on the websites for Literacy B.C., School District #72 and theGumboot.ca

Printed copies of the inventory would be available at the Heriot Bay branch of the V.I.R.L., Quadra Elementary and Quadra Community Centre for those not familiar with computers.

WHO: Quadra Island Literacy Now
Quadra Island Library
Community groups

RESOURCES:

Literacy B.C. and School District #72 will assist in linking our plan to their websites and developing a Quadra website.

Information from the community regarding literacy resources and current programs will be available.

Some volunteer hours will be necessary, not only to obtain information of the moment, but also to keep the website current.

Publicity for the website and the information so that the entire community knows what is available.

Printing and distribution of hard copies of the Inventory.

DATE: The Inventory will be posted on the website. Publicity for the website and printing and distribution of hard copies will occur when funds are in hand, hopefully by September 2009.

Success can be measured by use of the website and the printed copies.

GOAL NUMBER ONE

Collaboration and sustainability to ensure resources, connections and communication are in place to maintain vitality and viability of the literacy plan.

Objective 2:

Firmly establish a strong literacy presence in the community as an available resource for assistance with literacy at all levels of competency.

HOW: Publicize literacy efforts, capabilities, information, and help provided on a frequent and on going schedule through all means possible.

WHO: Quadra Island Literacy Now and volunteers

RESOURCES:

Rental space sufficient for literacy programs, tutor-student sessions, Coordinator activities and, if possible, access to a computer lab, will be needed. Quadra Elementary School will be considered.

Equipment needed - at least one computer, locked filing cabinet, desk, chairs, shelving for supplies and lesson materials, good lighting.

Coordinator. Need a job description, advertise position, interview applicants.

Volunteers to run programs.

Publicity. Paid ads in local paper, listing on our website, a sign on the door.

Campbell River Literacy Now and Robron Adult Education Centre may provide assistance with set up, problems and procedures.

Funding anticipated from Literacy Now.

DATE: September 2009 or as soon as funds to cover are in hand.

Number and quality of contacts, literacy problems solved, and local awareness in response to publicity can measure success.

GOAL NUMBER ONE

Collaboration and sustainability to ensure resources, connections and communication are in place to maintain vitality and viability of the literacy plan.

Objective 3:

Maintain the Literacy Now initiative of monthly meetings to ensure resources are being well utilized and to continue the successful collaborative efforts amongst community groups involved in literacy.

HOW: Continue monthly meetings

WHO: Quadra Literacy Outreach Coordinator, Success by 6 Coordinator, Quadra Recreation Society coordinator, Quadra Children's Centre Director, Outreach Coordinator for the We Wai Kai band, V.I.R.L. Librarian, school

administrator, teachers, educational assistants and many active and knowledgeable community members. The Literacy Now Task Group also includes many individuals who are informed and contributing members but don't attend regular meetings.

RESOURCES:

Quadra School Library

Lunch - Meeting over the lunch hour enables representatives from many community groups and school staff to attend on their lunch break.

DATE: Monthly

Success can be measured in the unified approach connecting various groups

GOAL NUMBER TWO

Literacy skills and services for adults

Objective 1:

Ensure that literacy help is available to adults in the community who need assistance with their basic literacy skills.

WHO: Quadra Literacy Now to identify and encourage people to take advantage of the opportunity to improve their skills.

HOW: Provide volunteer tutors to work one-on-one with willing students to improve literacy skills at no charge to the student.

RESOURCES:

Trained tutors willing to volunteer for the task.

A room for learning sessions.

Volunteer support for distance education and invigilating exams.

Means of evaluating the skill level of students when they enroll and at intervals thereafter.

On going monitoring and trouble-shooting of the learning process.

Supply of written materials deemed to be of interest to the students and written at a learning level.

Coordinator for the project. This is a big job.

DATE: Mid-September 2009, and on going. This is a long-term project. Participation is expected to be minimal until some success can be demonstrated and potential students become aware of it.

Success will be obtained with the first enrollment and some demonstrable progress for the individual.

If four or five students enroll in the first year, it will be a huge success.

GOAL NUMBER TWO

Literacy skills and services for adults

Objective 2:

Provide training for volunteers to equip them to handle individuals with low literacy levels in one-on-one learning sessions to improve their literacy skills.

HOW: Training sessions

WHO: Instructors from Robron Centre
Community Volunteers
North Island College

RESOURCES:

North Island College offering courses.

The qualified instructors.

Funds for the instructors, plus expenses.

Appropriate venue for training.

Hospitality including luncheon, supplies, and volunteers to provide a warm welcome.

DATE: Early September 2009

Success will be achieved when the instructors determine the volunteers are ready for students.

GOAL NUMBER TWO

Literacy skills and services for adults

Objective 3:

Provide a means for people with adequate literacy levels to enhance their literacy skills in an informal environment enjoyable to them.

HOW: Offer workshops on basic computer literacy, web design, financial literacy, and writer's skills.

Annually celebrate community literacy at the Literacy Festival at the Community Centre.

WHO: Volunteers and/or paid presenters.

RESOURCES:

Computer lab at Quadra Elementary.

Venue for sessions.

Local writers group offering the workshop.

Literacy Festival presenters, storytellers, activities for young children, teens and adults.

DATE: October for computer literacy workshop. Other workshops held, as interest is determined. Literacy Festival late January-early February

Success can easily be determined by participation.

GOAL NUMBER THREE

Support for early learning and literacy for children and families.

Objective 1:

Support early learning and literacy outreach

HOW: Access grants to provide literacy programs with Parents and Babes and Parents and Tots programs at the Community Centre.

WHO: Coordinators for Success by 6, Quadra Community Centre, Quadra Children's Centre and Literacy Now Outreach Coordinator.

RESOURCES:

Grants from Success by 6

Dee and Barb from the Quadra Children's Centre provide programs to the parent groups at the community centre.

DATE: Annual application for grant from Success by 6 in April

Success can be determined by the number of parents receiving information and engaged in programs.

Support for early learning and literacy for children and families.

Objective 2:

Support access to literacy for children and families

HOW	Weekly story time for children and families	Family film matinees	Backpacks for literacy	Literacy Kits
WHO	Volunteers and Elders at Cape Mudge	Volunteers and by donation to Friday Flicks	Volunteers to maintain and distribute backpacks	Literacy Now Task Group
RESOURCES	<p>Reading great children's literature and modeling how to share a book for parents</p> <p><i>Venues:</i> Farmer's Market</p> <p>Nuyumbalees Cultural Centre (Museum @ Cape Mudge)</p>	<p>Community Centre venue</p> <p>Films to be selected with support of Friday Flicks</p>	<p>Literacy Now funds for materials.</p> <p>Backpack would contain four children's books and West Coast Reader for adults</p> <p>Available for families from We Wai Kai Children's Centre, Quadra Children's Centre and the Community Centre</p>	<p>These kits would be similar to the Lit Kits available through VIRL, which are not available on Quadra.</p> <p>Each kit would contain 10 - 12 books and activities based on a common theme.</p>
DATE	<p>Saturdays</p> <p>July and August at the Farmer's</p>	Once a month on a Saturday in January, February and March	As soon as funds are in hand	As soon as Literacy Now funds are in hand

	<p>Market</p> <p>Oct., Nov., Mar. & Apr. @ the Museum</p>			
--	---	--	--	--

Success would be a small group of children with their families attending story time or the film matinees.

Success would be a family reading together and discussing a book.

APPENDIX TWO

SAYWARD COMMUNITY LITERACY PLAN

ACTION PLAN

Goal 1: Hire a Literacy Outreach Coordinator to implement the Literacy Action Plan.

What	Who	Resources	Timeline
Post position and hire the Literacy Outreach Coordinator	Regional Literacy Now Coordinator and the Sayward Literacy Task Group	Sayward News for posting the position.	Within one month of receiving the implementation funds from Literacy Now a Literacy Coordinator will be in place

Success Statement:

We will know that we have been successful when:

- a Literacy Coordinator is hired within one month of receiving implementation funds.

Goal 2: Provide programs that allow the youth to become involved in the community.

Objective 1

Develop programs with the youth that give them autonomy yet support.

What	Who	Resources	Timeline
Engage the youth in planning sessions regarding possible activities and programs for youth	Literacy Outreach Coordinator and/or Youth Coordinator, if found	Venues (Kelsey Centre, Heritage Hall, churches, other)	Within six months of Literacy Outreach Coordinator being hired
Assist the youth in implementing programs	Sayward Literacy Outreach Coordinator, Youth Coordinator,	Seed money from implementation funds, other fundraising efforts, community	Programs will begin within six months of Literacy Outreach Coordinator being

	Kelsey Centre Manager, Heritage Hall rep, churches	support, space for activities	hired
--	---	----------------------------------	-------

Success Statements

We will know that we have been successful when:

- youth are engaged and organized;
- program plans are developed;
- fundraising or grant proposals are sent out to relevant funders;
- activities as planned and coordinated by youth (with adult support) are in place.

Goal 3: Meet needs of young adult, adult and senior learners in Sayward.

Objective 1

Work with community organizations to provide course programming to include computer training, school upgrading, art, dance, cooking and other classes.

What	Who	Resources	Timeline
Organize courses as indicated in the Community Literacy Plan (See minutes of the February 20, 2009 meeting for details)	Literacy Outreach Coordinator	Kelsey Centre, Heritage Hall, Sayward School, other locations	Fall 2009.
Partner with community groups	Literacy Outreach Coordinator	Kelsey Centre, Heritage Hall, other locations	Fall 2009.
Seek and apply for funding and program offerings that Sayward may qualify for	Literacy Outreach Coordinator	Literacy Now staff, fellow Literacy Coordinators across the province for information, Internet	Once programs are set in motion, take time to look for further opportunities.

Success Statements

We will know that we have been successful when:

- local talents are utilized in transferring needed training, i.e. computer training, first aid, GED tutoring, etc.;

- courses are provided by local or other trained persons;
- further funding opportunities are researched and applied for;
- literacy needs are satisfied

Objective 2

Explore potential partnerships between the Sayward School Library and the Vancouver Island Regional Library Sayward Branch.

What	Who	Resources	Timeline
Review the community needs and the program partnership possibilities as determined through the literacy process	Literacy Outreach Coordinator, VIRLibrary, Sayward School representative	Sayward School library and the VIRL Sayward Branch Library	Begin the process by fall 2009.
Implement programs	Same as above	Same as above	Ongoing.

Success Statements

We will know that we have been successful when:

- joint programs are established between the public and school libraries;
- both libraries are more accessible for book clubs, GED for adults, and literacy training

Reflecting on the 2009 Plan – Thinking about 2010 - 11

From the School District Perspective:

The connection to our outlying communities that moved forward in 2009 has strengthened this year. The relationships between the schools and the literacy community have evolved and grown. The exchange of information and resources has been excellent. Sayward and Quadra run literacy centres in Schools and have formed a strong bond between school and community.

There is a strong movement under way to support literacy in the schools by giving significant attention to developing oral language in children. In a number of schools, this has become part of the school culture, while in others the practice is gaining a foothold. As well, many schools are indicating a desire to refocus attention on concerted efforts at improving literacy success. Because of our long term commitment, schools are beginning to look at data to find keys to success for intervention – that is – are there times in the year where students seem more successful or need additional support. This will allow us to target our interventions where they can be most effective.

The School District was able to open a satellite Strong Start Centre in a low cost housing project in partnership with Success by Six, Laichwiltach Family Life Society, Family Services, Campbell River Parks and Rec and Literacy Now.

At the secondary level, success is apparent in our Grade 10 English results. While overall, we are pleased with the success of our students, literacy continues to be a focus of school based interventions.

Reflections on the 2009-10 year – Campbell River Literacy Now

1. Priorities/objectives and actions from the 2009 District Literacy Plan

- Continued support of summer programs for low income students
- Continued to support the learning centre at the Salvation Army
- Continued to support the backpack program
- Sponsored Family Literacy Day 2010
- Continued to pay for mentorship for a youth computer program
- Promoted literacy at Health Fairs, National Child Day
- Revised our web site and connected to Literacy BC
- Took over Books for Babies after it was cut by the government
- Formed closer partnership with Campbell River Community Literacy Association and jointly sponsored an adult literacy outreach position
- Worked with several community groups to secure an RBC grant that will provide afterschool care, including homework support, in a low income housing project
- Teamed with CRCLA to apply for the New Horizons grant to provide computer courses for seniors
- Worked with the School District to apply for funds to improve the Robron Centre for Life Long Learning
- Supported the School Districts effort to include community members in planning for full day kindergarden
- Worked with the city and the School District to provide summer programs for kids at risk in two sites
- Provided books to children of young parents at Christmas
- Provided support and advice to the Aboriginal Success by Six
- Provided support and advice to the team running “The Gathering Place”, a centre for children and families in a low cost housing complex
- By expanding and strengthening partnerships with other community groups more diverse sectors of the community have been served
- The LOC attends many community meetings to take the literacy message to more places, most groups don’t have time to be part of the task group
- The task group met regularly to advise and support the plan implementation and took on the Books for Babies project by fund raising and meeting to stuff the bags
- Campbell River Literacy Now is an established community resource and works regularly with:
 - *City of Campbell River*
 - *School District 72*
 - *North Island College*
 - *Vancouver Island Health Authority*

- *Success by Six*
- *Vancouver Island Regional Library*
- *Family Services*
- *Supported Child Care*
- *ECE Advisory Group*
- *Strong Start Centres*
- *Parks and Rec*
- *John Howard Society*
- *Salvation Army*
- *Aboriginal Head Start programs*
- *Laichwiltach Family Life Society*
- *RCMP*

2. The Community of Campbell River has been fairly stable in the past year. Employment continues to be an issue and families are struggling at all levels of income. Dads are working away which creates a different dynamic. Jobs are at the service level and some parents are working more than one job to make ends meet. More seniors are moving to the area.

In response to this changing face of the community Literacy Now worked with CRCLA to hire an adult literacy outreach coordinator. Using laptops and a portable internet site the coordinator offers computer support to adults in various locations in the community. Seniors are very keen as are young people that would like to learn social networking, etc. This program has become very popular and will expand if the New Horizons grant application is successful. The ultimate goal is to reach those hard to reach and encourage them to use the literacy centre run by CRCLA and the School District.

More support is also being directed at school age children with summer programming involving literacy and after school care in a low cost housing complex. These initiatives are partnerships with the School District, Laichwiltach Family Life Society, Parks and Recreation, Family Services and Literacy Now.

3. Partnerships are essential to move ahead with community work. It is only with the cooperation of many groups at the table that large projects can be successful. Although many groups are facing funding issues it is by collaborating and combining resources and talents that things move ahead. It takes time to build relationships and Literacy Now is welcomed and encouraged at many community tables.

Thinking About the 2010-11 year:

4. There are always new opportunities, challenges and issues in the community. As we work to expand the work of the Adult Literacy Outreach Worker there will be more areas that require attention. For example, working at the library and teaching people basic computer skills led to applying for a Horizons Grant to help seniors become more computer literate. The need for such a program became apparent through this work.
5. The major goals of our plan remain the same. As we move forward and meet one set of needs others surface that need attention.
Although much work has been done in one low cost housing project there are two more that are now asking for services. Working with BC Housing and other community groups the plan is to expand literacy and social services to these groups.
Out of school youth is another group that has yet to be fully reached. Although the school district offers an alternate program this does not reach many young people who are currently un-schooled. Further outreach will need to be developed to better serve this population.
6. The coming year will require the task group to continue meeting and finding ways to meet the literacy needs of our community. Efforts to build community partnerships will continue and hopefully expand. The support of the task force will direct the Learning Outreach Coordinators efforts to bring the community of Campbell River together around the goals of improving literacy for all.
7. We will measure our progress by reviewing our growth over time. As we prepare annual reports we will review our goals and take measure of how far we have moved toward them. Our success will be reflected in the improved level of literacy in the community.

**Reflections on the 2009- 2010 year: Sayward Literacy Now
submitted by Ann Vanswick – Literacy Outreach Coordinator**

Sayward submitted their plan in June 2009 and hired a literacy coordinator at that time, they did not receive funding and begin activities until Jan. 2010.

- What priorities/objectives and actions from your 2009 District Literacy Plan have you addressed this year?
- Arranged through meetings and emails to have use of a room at the Sayward School.
- Received used computers from NIC
- Gave books away to the 6/7 class for Literacy Day
- Hired computer teacher. Held a session of classes free of charge.
- Offered free home lessons to learners after taking 4 classes
- Had use of Sayward School Computer Lab
- The 6/7 class came in and did one on one with our senior computer learners
- Teen Socials. Great turnouts
Purchased projector and screen, karaoke machine, stereo and Wii for Teen socials
- Worked with the Family Connections worker. (Success by six)
- Using SCRA hall for Teen Socials and storing some of our equipment
-Getting books together with Family Connections for packsacks to be available in our community.
- Had a logo made so we have something that everyone will know it is Sayward Literacy Now
- Set up the boating course to be given locally.
- Have an online info/literacy site being workdc on. Will be called **Around Sayward**

What have been the major impacts or outcomes?

- Seniors learned about computers. Some have even now ordered internet at home.
Teens look forward and ask me when the next teen social will be.

What are the factors that contribute to success? Here you might consider partnerships, community resources, the task group, coordination, communication. Examples are important to include.

- Working at our local school. Seniors interacted with kids at computer classes. Have been working with Family Connections (Success by Six). Gone to some of their meetings and met connections and gave me great ideas. Cheryl Jordan Success by Six comes up and is part of our task group and passes on great info to our task group and myself. Anne Boyd CR literacy now is part of my task group, has guided us through many obstacles, great resources. Christine Ansell principal, Sayward School has facilitated having our task group and classes in her school. Christine suggested the grade 5/6/7 come in to the computer lab and do one on one with our seniors in computer classes.

Evaluating the effectiveness of community partnerships and development can be a challenge. However, if you have thought about or found effective ways to evaluate how you have achieved goals and objectives, this is important to include in your district literacy plan.

- Try to work with other groups, working with Family Connections has been helpful, it stretches the budget to meet the same goals. Working around other things happening in community helps to not cause conflicts
- What has changed in the past year that affects literacy in the community? What has been the impact of these changes? How are you addressing these changes?
- There has been little to no change in our community in the past year. People are now thinking about literacy as we raise the issue through community events.
- What have you learned about collaboration and the community development process?
- Hard to please everyone. Our community is much divided over some issues. The computer class brought people together and I am sure friendships were made. Having the teen night has given the teens a place in our community to come together. Hard to get people involved at times. Lots of task group members have great ideas and we are working on getting more going for our community.

Thinking about the 2010-11 year:

4. Are there new opportunities, challenges, or issues in your community? How will you respond to those?
 - Our task group will look for new opportunities in our community and respond to them the best we can.
5. What adjustments have you made to your plan? What new initiatives are planned? What initiatives have been expanded or continued?
 - We have been in contact with all our groups (library, school, Heritage Hall, Kelsey Recreation Centre) trying to join with them or use their facilities as needed. We had new ideas come from task group. Online literacy page being worked on, boating course just completed 38 participated. Maybe will see if we can do a CORE course for hunters in the fall. This summer will continue teen socials, hopefully with dance instructors for the teens.
6. What will be required to meet the goals and effectively employ actions for the coming year?

- Make sure the community is well informed. Get them involved in the task group. Many hours of getting out in the community and attending meetings of different groups.
7. How will you measure or assess your progress?
- Participation by members of our community. Making differences in peoples lives from our community. Feed back from our community.

**Reflections on the 2009-2010 year: Cortes Island Literacy Now
– Submitted by Sarah O'Shawnessy – Literacy Outreach
Coordinator**

Cortes Island submitted a literacy plan to 2010 Legacies in November of 2009. They hired a literacy coordinator and have been working to implement the following plan since that time.

Action Plan Cortes Island Literacy Now				
What?	Who?	Resources?	Date?	Measure of Success?
Goal #1: To coordinate the development of the Cortes Community Literacy Plan, ensuring program financial sustainability and broad community participation.	-Hire a Literacy Outreach Coordinator to facilitate creation and implementation of our community literacy plan -Form a Task Group who can support and evaluate our community literacy plan.	-2010 Legacies Now online resources and planning guide -Community members as volunteers, experts and workers	-starting June 2009 -completed December 2009	-When Literacy Outreach Coordinator is working on completing the plan -Community meetings have been held -Task Group volunteers have come forward (especially when we have a number of people, with varied interests, knowledge of the community, and expertise)
Goal #2: To increase community awareness in regards to literacy issues and the literacy services available.	-Literacy Outreach Coordinator	-use of community meetings -use of local advertising -through completing the community plan and making it available to every member of the community	- Specifically June 1 2009 to December 31, 2009 -Ongoing (sharing of community plan and maintaining it as a living document)	-Well attended community meetings -interest and dialogue within the community -completed community plan available to entire community, listing all literacy services in an easy to access format

Goal #3: To coordinate development and implementation of literacy programming to address identified gaps and needs in the community, therefore increasing availability of literacy programs and services within the community.	-Literacy Outreach Coordinator -Task Group	-Funding from Literacy Now and other organizations dedicated to literacy	-Specifically October 2009 to December 2012 -Ongoing	-Implementation of community literacy plan -long term funding secured -increased programming -presence of new and old faces at literacy related events and programs -updated literacy assets inventory that is constantly evolving and better addressing the needs of the community (especially as identified in the community literacy plan)
Goal #4: To work in partnerships with community organizations to help ensure financial and transportation accessibility to existing and newly developed literacy programs for families, youth and seniors.	-Literacy Now Coordinator -All programs funded with micro grants with Literacy Now funding will be required to take this into account in their proposals. -All community organizations and related government organizations	-Funding from Literacy Now and other organizations dedicated to literacy -Interest and communication with government organizations -dedication of community organizations	-Specifically January 2010 to December 2012 -Ongoing	-public transportation options available -long term funding secured -venues such as Manson's community hall having completed necessary upgrades and renovations.
Goal #5: To ensure the long term success of all literacy programs affecting our community	-Literacy Outreach Coordinator -All community organizations and related government	-Funding from Literacy Now and other organizations dedicated to literacy -Interest and	-Specifically January 2010 to December 2012 -Ongoing	-Implementation of community literacy plan -maintenance of community literacy plan as a living document

(funding, venues, and community support) through the implementation of our Community Literacy Plan.	organizations -All programs funded with micro grants with Literacy Now funding will be required to show dedication to working towards financial sustainability in their proposals	communication with government organizations -dedication of community organizations		-continued community awareness and interest in literacy issues within our community -long term funding secured
---	--	---	--	---



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

A banner with a blue and red background. The text "Campbell River School District" is in white on a blue background. "ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT" is in white on a red background. "Submitted by Greg Johnson, District Principal of Aboriginal Education" is in white on a red background. "2009 - 2014" is in large white numbers on a blue background.

Campbell River School District
ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT
Submitted by Greg Johnson, District Principal of Aboriginal Education
2009 - 2014

Submitted by Greg Johnson, District Principal of Aboriginal Education

2009 - 2014



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

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

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

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

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



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

The Aboriginal Education Advisory Council and School District 72 acknowledge and honour the ongoing relationship that exists with the First Nations within whose traditional territories they operate. They also respectfully recognize and honour the historical and critical importance indigenous peoples place on the preservation of their language and culture.

Further, they recognize the primacy of each First Nation's language and culture within its traditional territory. This Aboriginal Education Enhancement Agreement is inclusive of all people of Aboriginal ancestry and supports their commitment to the preservation of their language and culture. This Aboriginal Education Enhancement Agreement wishes to acknowledge and honour Liqwala as the principal language of this territory and School District 72, and will continue to support the development of its programs and curriculum. The Aboriginal Education Advisory Council and School District 72 are committed to supporting the development of Aboriginal language programs and honours the school district's special relationship with the:



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

Notwithstanding the aforementioned obligations the Aboriginal Education Advisory Council acknowledges the collective responsibility for the success of all Aboriginal learners attending school in School District 72. In respect and honour of all Aboriginal people we intend, with their participation and wisdom, to develop appropriate and meaningful educational programs for the benefit of all Aboriginal learners.

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

In 1999, in recognition of limited success in British Columbia schools for Aboriginal students, the Campbell River School District and local Aboriginal communities developed one of the first Local Education Improvement Agreements in the province. This first, five-year agreement was aimed at closing the performance gap between Aboriginal and non-Aboriginal students. A second Aboriginal Education Enhancement Agreement (2004 – 2009) reaffirmed the commitment to continued Aboriginal student success by focusing on the importance of ensuring Aboriginal students remain connected to their identity through language and culture. Emphasis was also given to maintaining and improving levels of literacy and numeracy achievement during the intermediate and middle school years and to increasing the number of Aboriginal graduates from high school.

The third Aboriginal Education Enhancement Agreement will continue to build on the successes of the previous Aboriginal Education Enhancement Agreements by increasing the number of Aboriginal students who are achieving at or above expected levels.

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

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

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

rates for Aboriginal students. These gains were largely attributable to the efforts on the part of the Aboriginal Advisory Council, the Aboriginal communities and school district to:

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

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



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

Rationale for Goal:

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

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

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

Rationale for Goal:

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

Data shows that an important factor in graduation rates is the number of students successfully making the year-by-year transition from grade-to-grade. The greatest rate of drop off in transition rates happens at the secondary level. Data collected locally, shows that there is a greater pattern of relocation for Aboriginal students, often due to economic, family and/or cultural reasons.

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

Transitions present challenges for students throughout their school careers, which become increasingly more difficult at the middle and secondary levels. It is often during these times of change, from grade-to-grade, school-to-school, district-to-

district or level-to-level that Aboriginal students lose momentum in their social, cultural and academic development. The Aboriginal Education Enhancement Agreement recognizes that it is important to support students in moving from grade-to-grade.

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

Rationale for Goal:

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

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

Rationale for Goal:

This goal is in many ways a foundation for all other Aboriginal Education Enhancement Agreement goals as a positive sense of self, belonging, and safety are critical for Aboriginal students to experience academic and social success. Aboriginal students need greater access to learning opportunities that allow them to feel connected, capable and responsible. These opportunities can promote attendance, develop positive attitudes to learning, and ultimately improve achievement.

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

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.