

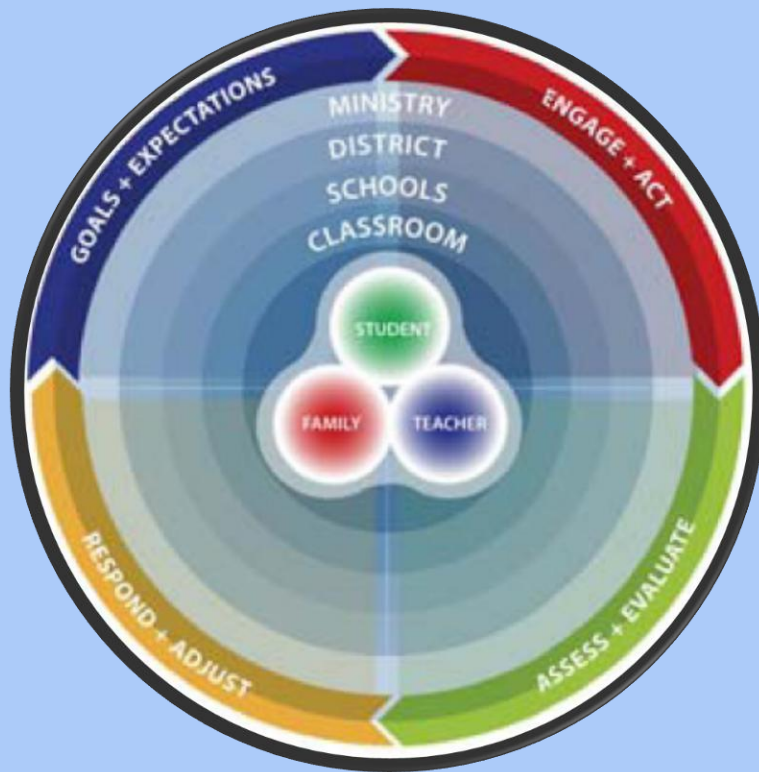


**CAMPBELL
RIVER
SCHOOL
DISTRICT**
Achievement
Contract
2012-2015

Updated 2012



WHAT IS AN ACHIEVEMENT CONTRACT?



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

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

DISTRICT CONTEXT: DEMOGRAPHICS

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

Approximately 20% of the population is of Aboriginal descent. 97% of the population reports English spoken the most at home.

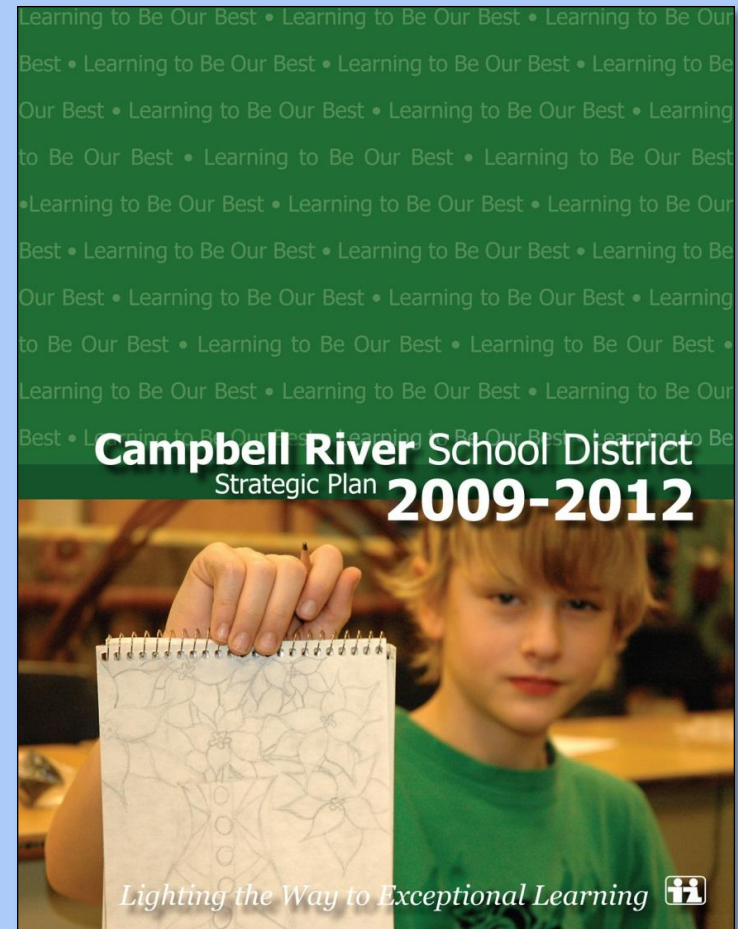
Due to an aging population, current enrolment in our regular school programs is decreasing and is expected to decline for a number of years.

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



DISTRICT CONTEXT: STRATEGIC PLAN

- In 2009, the district developed its first three-year strategic plan.
- Covering from 2009 to 2012, the district is nearing the end of the first plan and will be embarking on consultations to develop its next Strategic Plan this school year.
- The existing plan featured three strategic focuses for the district:
 - Success for All Learners
 - Enhanced Community Connections
 - An Expanded and Purposeful Environmental Ethic
- [View the SD72 Strategic Plan](#)



DISTRICT CONTEXT: RECONFIGURATION

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

DISTRICT CONTEXT: VISIONING PROCESS

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

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

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

OUR LEARNING BELIEFS

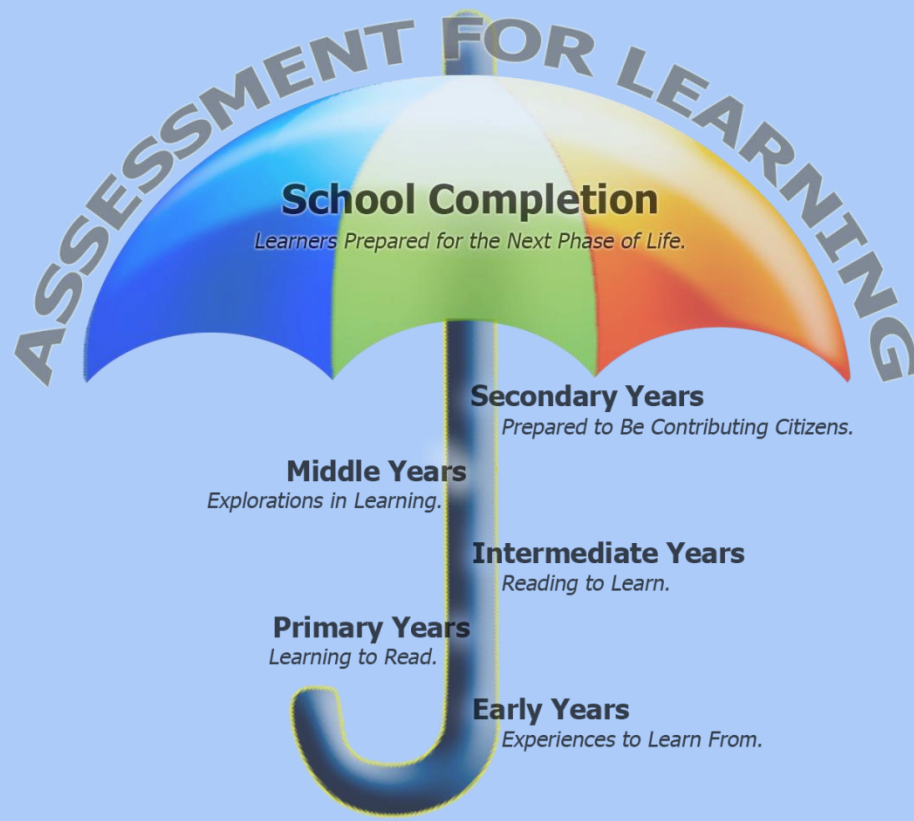
In order to ensure safe, caring and engaging learning environments and progress for all learners, we believe...

FOUR BIG BELIEFS

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

To learn more about our learning beliefs visit the [SD72 website](#).

OUR OVERALL GOAL



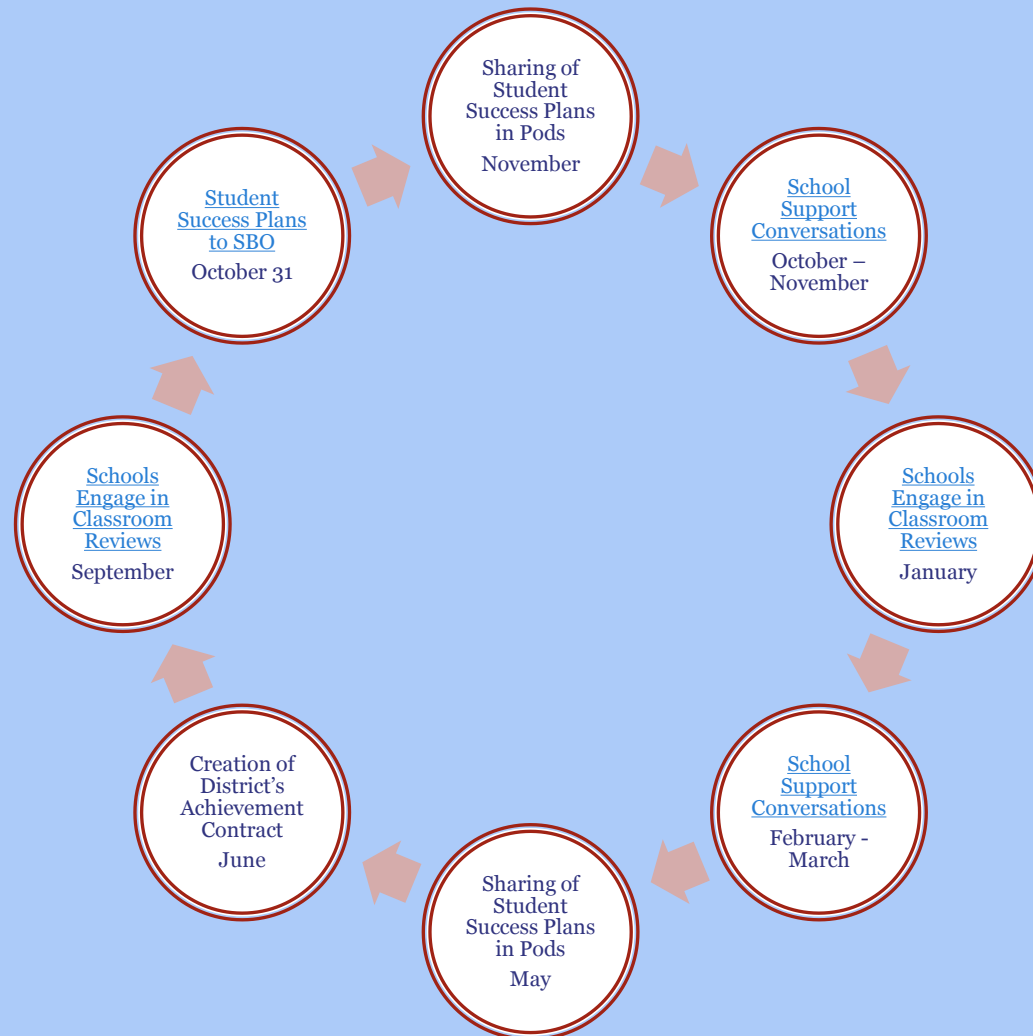
Every child who enters kindergarten will successfully graduate from our programs well prepared to enter the next phase of life.

DISTRICT STRUCTURES TO SUPPORT OUR GOALS

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



HOW WE WILL KEEP OUR LEARNING GOALS MOVING FORWARD



OUR GOALS

Achievement
Contract
2012-2015



GOAL ONE

All students in grades 6 and 7, and 9 and 10 will feel safe and a sense of belonging in their “new” school.

WHY THIS GOAL?

- Links to our District Learning Belief that “Respectful relationships are fundamental to successful learning.” ([View the SD72 Learning Beliefs](#))
- Supports our Aboriginal Education Enhancement Agreement Goal 2; ‘Year-by-year improvement in the transition rates of all aboriginal students at every grade level’ and Goal 4; ‘To increase all Aboriginal students sense of pride and ensure they have opportunities to participate and learn about their heritage and culture’ ([View Aboriginal Education Enhancement Agreement 2009- 20014](#))
- As a District, grade to grade transition data show that transition rates have been consistently improving especially from grades 10 to 11 and 11 and 12. This tells us that our focus and efforts in this area is making a difference and we need to continue. (See <http://www.bced.gov.bc.ca/reports/pdfs/transition/072.pdf>)
- Grade to grade transition data for our aboriginal students shows a decrease in the number of students successfully transitioning to the next grade. However, aboriginal students who enrol in grade 12 during the last five years have a successful graduation rate of 93 percent and above.

WHY THIS GOAL?

- Acknowledges that over one third of our students will experience a significant transition this year due to reconfiguration
- This goal will address our students with designated special needs who require greater support in order to transition successfully into jobs and independent living situations. This year we will be collecting base line data.
- Our data shows that students who have difficulty managing their behaviour or suffer from mental illness (category H) have not been as successful in their transitions as other students supported by student services.
- Aboriginal Student Satisfaction Survey results reveal that aboriginal students are feeling less safe in their schools particularly at the grade 10 level (Only 37% stated that they felt safe at school)
- [Click here for more rationale data.](#)

WHAT ARE WE GOING TO DO?

OUR STRUCTURES AND STRATEGIES

- **District Educational Leadership Team:**
 - Create a ‘transition survey’ for students, parents, and educators regarding transition
 - Analyze the results identifying key themes and share out the data at January’s School Leadership Team Meeting.
- **School Leadership Team Meetings:**
 - Three meetings during the year will have a transition focus. Meeting in feeder school pods, we will look at the data and plan for follow up actions.
- **Schools**
 - Through the work of support staff, receiving schools will closely monitor vulnerable students who have transitioned into their schools.
 - Conduct the transition survey after first term report cards go out.

WHAT ARE WE GOING TO DO?

OUR STRUCTURES AND STRATEGIES CON'T . . .

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

- Instructional Support Team will work closely with elementary and middle schools in the early months of 2012 to gather assessment data on student literacy and numeracy skills and assist with planning to meet student needs.
- District Teacher-Librarian and Instructional Support Team will ensure that necessary resources for learning appropriate to the new grade configurations are in place to support teaching and learning.

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

- Support Staff will work closely with vulnerable students using a framework for success.
- Re-establish the District Review and Referral Team to create a comprehensive wrap around approach to Student Services.
- Begin to restructure the School Support Model at our two middle schools and start exploring possible structural changes at the elementary level.
- Create and implement a District Counsellor position

WHAT ARE WE GOING TO DO?

OUR STRUCTURES AND STRATEGIES CON'T ...

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

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

ASSESSMENT & EVALUATION

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

- In Spring 2012, together with parents, teachers and students criteria for a successful transition was co-created. ([View the SD72 Criteria for a Successful Transition](#))
- DELT will create a “transition survey” based on that criteria. This survey will be conducted in January.
- District and School Departments will use various assessment tools to measure the success of their efforts with respect to this goal.

RESPOND & ADJUST

HERE'S WHAT... SO WHAT?

- Through structures and processes including school reviews, school support conversations and various department and district level educational leadership teams, progress made on the goals of the achievement contract will be monitored closely throughout the year.
- Adjustments during the year will be recorded in the Superintendent's Report on Achievement due January 31. ([View our 2012 Superintendent's Report on Achievement](#))



GOAL TWO

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

WHY THIS GOAL?

- Links to two of our District Learning Beliefs; ‘All learners vary in their learning styles, prior knowledge and experiences, abilities and rates of development and ‘Learning is a active process’. ([View the SD72 Learning Beliefs](#))
- Supports our Aboriginal Education Enhancement Agreement Goal 1; ‘Year-by-year improvement in literacy and numeracy achievement by all Aboriginal students at the elementary, middle and secondary school levels” and Goal 3; ‘To increase the number of Aboriginal students who graduate with a Dogwood Certificate. All Aboriginal students will be well prepared and knowledgeable about how to achieve their career and life goals’ ([View Aboriginal Education Enhancement Agreement 2009-20014](#))
- Over the past 12 years, our district reading data shows that children improve their reading skills in the primary years, but there is a decline in their results as they move up in the intermediate grades.

WHY THIS GOAL?

- Cohort data demonstrates that aboriginal student achievement in reading decreases over time.
- Our percentage of aboriginal students receiving a honours standing upon graduation as well as first time graduation rates has been steadily increasing. Our effort are making a difference
- This District reading assessment results for this school year (2011-2012) have decreased significantly at all levels. [\(See detailed results\)](#)



WHAT ARE WE GOING TO DO?

OUR STRUCTURES AND STRATEGIES

■ **District Educational Leadership Team:**

- Regularly and collaboratively analyze district data to monitor the progress of the goals of our Achievement Contract and Aboriginal Education Enhancement Agreement
- Report on progress and adjustments made in yearly *Superintendent's Report on Student Achievement* and *Aboriginal Education Annual Report*

■ **School Leadership Team Meetings:**

- Meet in feeder school pods twice a year to share progress (successes and challenges) being made on Student Success Plans provide a network of support.

■ **Schools**

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

WHAT ARE WE GOING TO DO?

OUR STRUCTURES AND STRATEGIES CON'T...

- **School Support Conversations:** (<http://www.sd72.bc.ca/Publications/School%20Support%20Conversations.pdf>)
 - These fall and spring conversations will focus on the school's Student Success Plans and progress being made on our District's Learning Beliefs. Through a reflective and collaborative dialogue plans for further student support will be made.

- **Instructional Support:** ([Structures and Strategies](#))
 - Instructional Support Teachers will work collaboratively with classroom teachers classrooms to integrate instruction, assessment, and curriculum to support student learning.
 - The Instructional Support Team will support teachers in their professional growth to meet the diverse needs of their students through professional development courses, opportunities to build supportive learning networks and collaborative inquiry projects.
 - District Teacher-Librarian will continue to work collaboratively with school Teacher-Librarians on the integration of technology to teach information literacy aligned with curriculum and sound practice.

WHAT ARE WE GOING TO DO?

OUR STRUCTURES AND STRATEGIES CON'T ...

■ **Instructional Support:**

- Continue to provide intervention support to elementary schools and use Learning Improvement Funds to implement intervention programs at our Secondary Schools
- District will become active participants of the Ministry's "Changing Results for Young Readers Project K-3"
- Implement a middle and secondary school teacher leader pilot to support the district learning beliefs and school goals
- Continue to support the Technology Instructional Support Teacher (TIST) positions at the middle and secondary schools to help teachers integrate technology into their practice
- Continue to provide support for teachers to acquire the skills and knowledge in order to successfully implement our [assessment policy](#).
- Working with district and community members, create then implement a vision around "how we can embed career awareness and personal planning throughout all areas of the K-12 journey".

WHAT ARE WE GOING TO DO?

OUR STRUCTURES AND STRATEGIES CON'T ...

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

ASSESSMENT & EVALUATION

HOW DO WE KNOW IF OUR ACTIONS ARE MAKING A DIFFERENCE

- As a school community, educators, parents and students will co-create criteria for students success as well as possible triangulated evidence sources at determined transitional levels (End of Kindergarten, grade 3, grade 6 and grade 9)
- School staff will work together to use evidence sources to determine individual student achievement using the Student Success criteria for the transitional levels and this will be used at the District level for evidence of individual student progress.
- We will develop a web based tool to track individual student growth that can be used at both the school and district level.
- We will explore creating our own district survey to be used regularly at the middle and secondary school levels to start with (similar to Willms and Flanagan's *Tell Them From Me*) to obtain evidence around student engagement and wellness.

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

RESPOND & ADJUST

HERE'S WHAT. SO WHAT?

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



GOAL THREE

All learners will
be actively
engaged in an
inquiry and/or
project-based
learning.

WHY THIS GOAL?

- Links to our District Learning Belief; ‘Learning is an active process. ([View the SD72 Learning Beliefs](#))
- Inquiry based learning is strongly supported by research. ([View SD72 Summary Quotes of the Research that Support Our District’s Learning Beliefs](#))

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

WHAT ARE WE GOING TO DO?

OUR STRUCTURES AND STRATEGIES

■ **District Educational Leadership Team:**

- Will engage in the following inquiry “*Will a change from a goal based to an inquiry based Student Success Plan create deeper commitment and engagement to student learning from all stakeholders?*”

■ **School Leadership Team Meetings:**

- Continue to support the Professional Growth Plan model for our Principal and Vice Principals and engage our school based leaders in two formal PGP conversations per year (Early Fall and Late Spring)
- Co-create the process for how to integrate the former evaluation process (summative model) into this continuous learning Professional Growth Plan model.

■ **Schools:**

- Will modify current Student Success Plan template into an inquiry based format.

WHAT ARE WE GOING TO DO?

OUR STRUCTURES AND STRATEGIES CON'T...

- **Instructional Support Team:** [\(Strategies and Structures\)](#)
- Members of the Instructional Support Team will engage with primary teachers in inquiry projects aimed at supporting early reading development in connection with “Changing Results for Young Readers 2012-13” initiative in B.C.
- Each member of the Instructional Support Team will engage in an inquiry/ professional learning project which is embedded in their work supporting teachers in schools.
- Use Professional Development Courses and Collaboration for Growth Grants to network teachers to work together to develop project/inquiry based learning for themselves and their students.
- Collaborate with other districts on projects related to nature based and personalized learning
- Pilot a new Instructional Support Position (District Innovation and Project Based Learning Support Teacher) who will work with classroom teachers to create inquiry based learning opportunities for students.

WHAT ARE WE GOING TO DO?

OUR STRUCTURES AND STRATEGIES CON'T...

- **Instructional Support Team:** [\(Strategies and Structures\)](#)
 - Expand our Work Experiences Partnership and dual credit courses
- **Student Services:** [\(Strategies and Structures\)](#)
 - Work collaboratively with Psychologists to create an inquiry based learning project around early identification as it would pertain to their work.
 - Continue to guide the work of our Youth Care Workers using the question “How do Youth Care Workers best support successful transition for our students?”
- **Aboriginal Education:** [\(Strategies and Structures\)](#)
 - Have our Aboriginal Youth Care Workers engage in a team inquiry around the question, “Will our work on Goal One increase Aboriginal Student Success in the early years
 - The Language and Culture Department will develop inquiry based units on First Nations Art for grades 6 through 8.

ASSESSMENT & EVALUATION

HOW DO WE KNOW IF OUR ACTIONS ARE MAKING A DIFFERENCE

- Student Engagement Data (Our school district created *Tell Me More* survey)
- School Support Conversations Data
- Examine Number and Results of Student Success Plan inquiry projects
- Examine the number and the results of classroom inquiry projects
- Results of the District Teams' Inquiry Projects
- Examine improvements made in student learning K-12 across all areas of learning
- Conversations with students using the 'four questions'.

RESPOND & ADJUST

HERE'S WHAT. SO WHAT?

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

ACHIEVEMENT CONTRACT: APPENDICES

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

In the appendices you will find:

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

APPENDIX: DISTRICT VISION AND VALUES

Our Vision

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

Our Values

Learning is Central.

Collegiality is Essential.

Respect is Fundamental.

CONCLUSION

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

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

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

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