



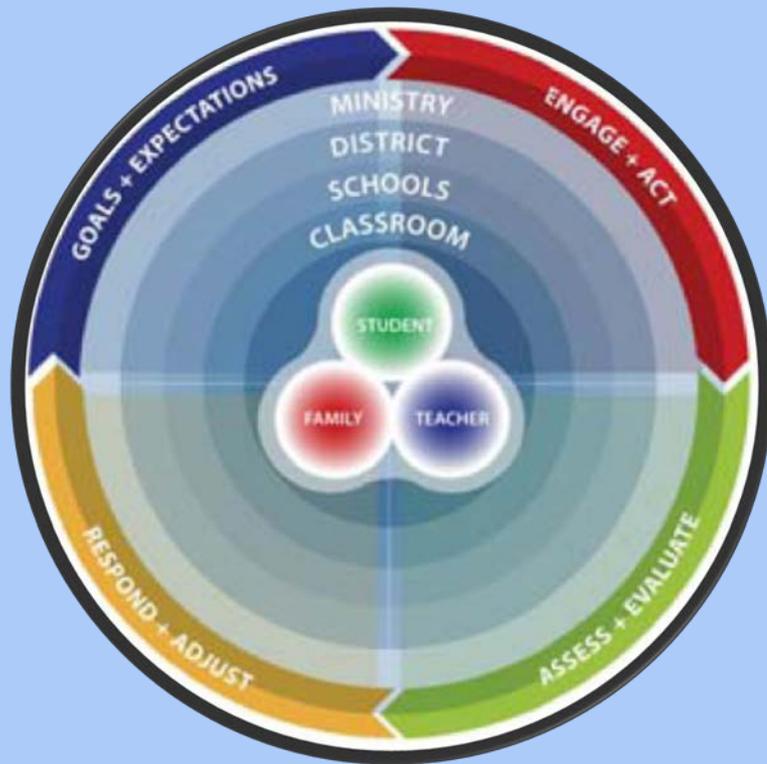
CAMPBELL  
RIVER  
SCHOOL  
DISTRICT

**Achievement  
Contract  
2012-2015**

*Updated July 2014*



# 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.

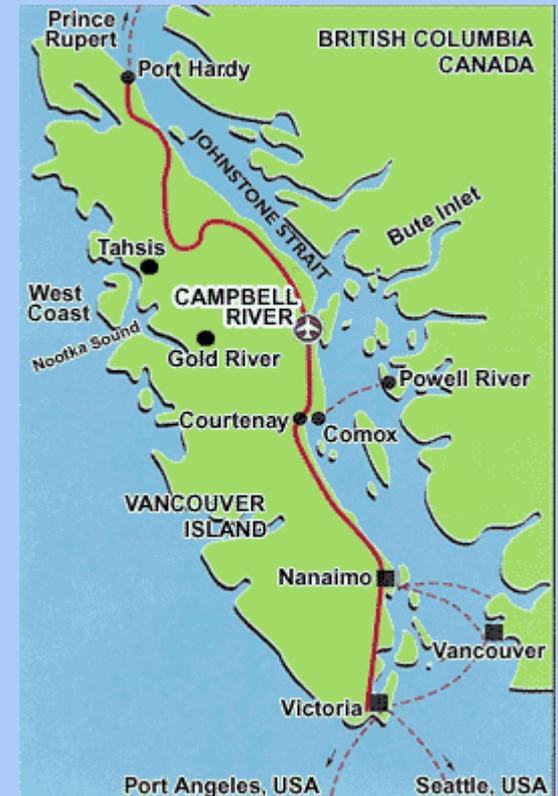
# *DISTRICT CONTEXT:* **DEMOGRAPHICS**

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 23% of the population is of Aboriginal descent. 97% of the population reports English spoken the most at home.

We have experienced a considerable decline in student enrolment for a number of years, and we are now seeing this level off.

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



# *DISTRICT CONTEXT:* STRATEGIC PLANNING PROCESS

- During much of the 2013-2014 school year the school district embarked on an extensive public consultation process to develop our second strategic plan. [View our Strategic Planning Process timeline.](#)
- Through a series of conversations with students, a community forum, and the use of online public engagement software, the Board of Education invited members of our school community to share their thoughts and ideas around three key questions. . .



*Grade 5 students considered their wishes for the Board of Education; What they would like to stay the same; to see more of; to see less of and to have as new experiences.*

# *DISTRICT CONTEXT:* STRATEGIC PLANNING PROCESS

- *What do you feel are some examples of things that we are doing well in our schools and in supporting student learning?*
- ***What do you feel are some of the challenges in our schools and in supporting learning that need to be addressed?***
- ***What are some things that you would like our students to be able to achieve or experience that they currently cannot?***



*Middle School students share at a public meeting what they hope the Board of Education will consider as they develop their five year plan to move student learning forward.*

# *DISTRICT CONTEXT:* **STRATEGIC PLAN**

Best • Learning to Be Our Best • Learning to Be Our Best • Learning to  
Our Best • Learning to Be Our Best • Learning to Be Our Best • Learning  
Be Our Best • Learning to Be Our Best • Learning to Be Our Best • Learni  
to Be Our Best • Learning to Be Our Best • Learning to Be Our Best  
Learning to Be Our Best • Learning to Be Our Best • Learning to Be O  
Best • Learning to Be Our Best • Learning to Be Our Best • Learning to  
Our Best • Learning to Be Our Best • Learning to Be Our Best • Learning  
Be Our Best • Learning to Be Our Best • Learning to Be Our Best • Learni  
to Be O

**Campbell River School District**  
Strategic Plan **2014-2018**



*Learning, Leading & Succeeding Together* 

## **Strategic Focus 1:**

***Safe, caring and engaging  
learning environments.***

## **Strategic Focus 2:**

***Personalized Learning  
Opportunities.***

## **Strategic Focus 3:**

***Enhanced facilities for learning.***

## **Strategic Focus 4:**

***Strengthen and expand  
community relations.***

# *DISTRICT CONTEXT:* **OUR VISION**

**Our vision is to create an environment and experiences where students feel . . .**

- ✓ *Inspired, motivated, excited to learn and eager to accept challenges;*
- ✓ *Respect, acceptance, a sense of belonging and free to be themselves;*
- ✓ *Confident and successful.*



# OUR DISTRICT'S LEARNING BELIEFS

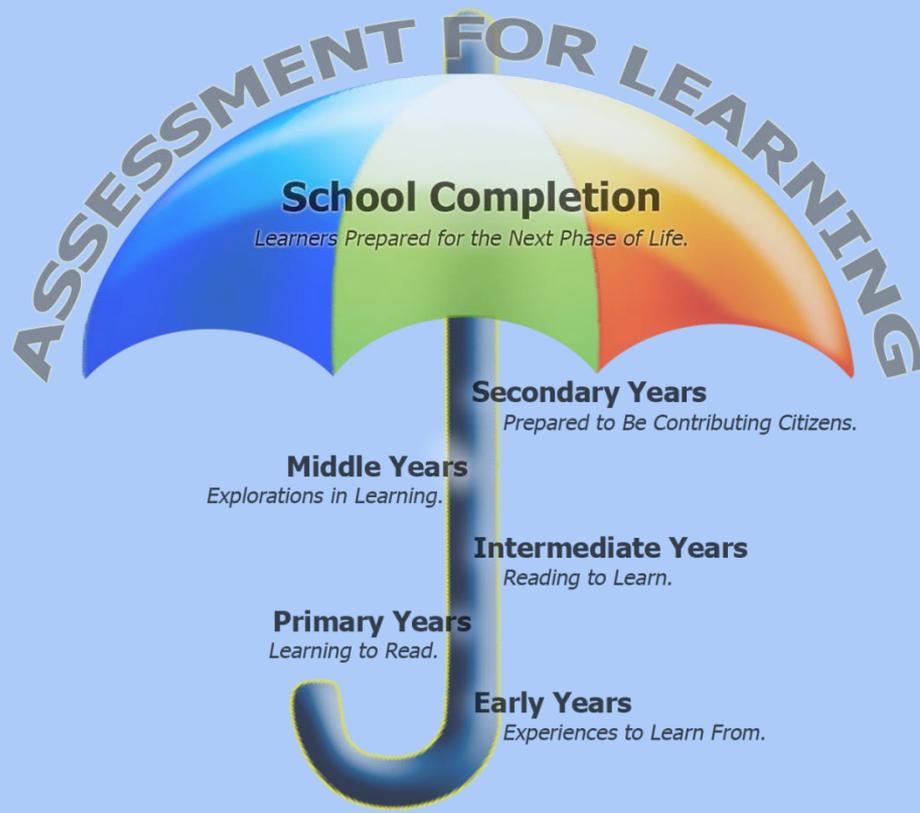
In order to ensure safe, caring and engaging learning environments and progress for all learners, we believe...

# 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.

*Our learning beliefs were developed with our school community during our visioning process in 2011-2012.  
To find out what these beliefs look like in action please click [learning beliefs](#).*

# OUR OVERALL GOAL



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

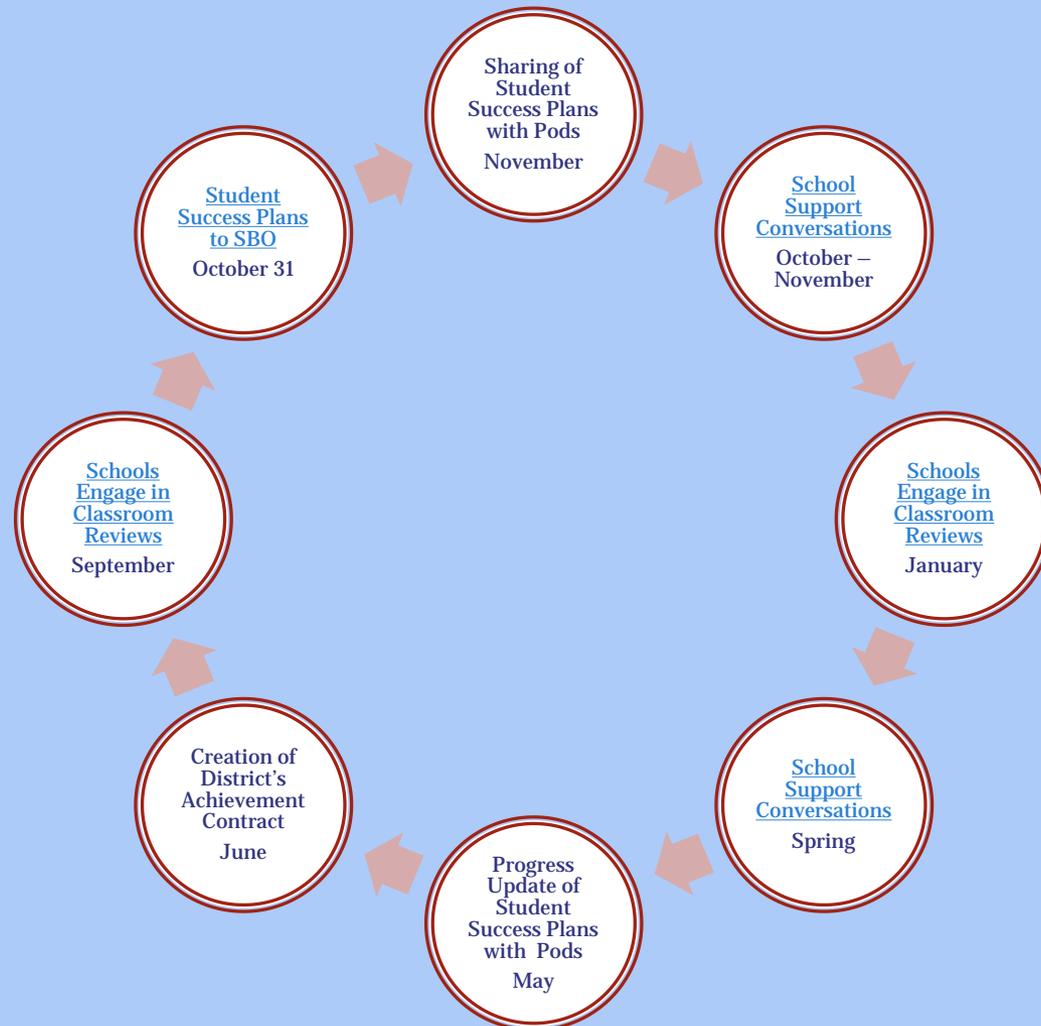
# DISTRICT STRUCTURES TO SUPPORT OUR GOALS

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



To find out more about each support structure, please view [here](#)

# HOW WE WILL KEEP OUR LEARNING GOALS MOVING FORWARD



# OUR GOALS

Achievement  
Contract  
2012-2015



## GOAL ONE

All students  
will feel safe  
and a sense of  
belonging at  
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 2009-2014](#)). ([Also view Aboriginal Education evidence for goal one](#))
- As a District, grade to grade transition data shows 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 continue to improve. The number of students who complete grade 12 within six years after reaching grade 8 has risen from 50% in 2008-2009 to 62% in 2012-2013. No matter how long it takes an aboriginal student to reach grade 12, once they are there, our data shows that 97% of them graduate and 17% will do so with honours. Our 2014 Grad Class included 60 aboriginal student graduates!

# WHY THIS GOAL?

- Since reconfiguration took place in the 2012-13 the percentage of middle school students who report that they 'feel safe at school' most or all of the time has risen from 68% in 2008 to 80% in 2013-2014. While there have been other significant improvements, there are still areas for continued focus as students transition to new schools as demonstrated from our [Student "Transition Survey"](#) Results. Ministry [Student Satisfaction Survey](#) Results reflect similar concerns for students in grades 4, 7, 10 and 12.
- While our data continues to show that students who have difficulty managing their behaviour or suffer from mental illness have not been as successful in their transitions to high school there have been some improvements in both categories especially at the middle school level.
- [Aboriginal District Student Survey](#) results still reveal that aboriginal students are feeling less safe in their schools than non-aboriginal students.

# WHAT ARE WE GOING TO DO?

## OUR STRUCTURES AND STRATEGIES

### ■ **District Educational Leadership Team:**

- Based on feedback, edit the student ‘transition survey’ questions to have ready for middle and secondary schools to implement in early November.
- Review the Ministry of Education’s Student Satisfaction Surveys to determine if there are other questions we would like to add. Inform the Ministry of these additions.
- Create a “Kindergarten Transition Survey” for parents to complete in November
- Develop a process to help engage school based Principals and Vice Principals to analyze the survey data at our January School Leadership Team Meeting.

### ■ **School Leadership Team Meetings:**

- Analyse student “transition survey” data in January and identify key themes or areas for follow up action.

### ■ **Schools**

- Through the work of support staff, receiving schools will closely monitor vulnerable students who have transitioned into their schools.
- Conduct the student “transition survey” in November. Compare with previous year’s student satisfaction survey results to find out what strategies may have made a positive difference.
- Based on analysis, school based leaders will implement a plan for any area identified requiring further focus.

# WHAT ARE WE GOING TO DO?

OUR STRUCTURES AND STRATEGIES CON'T . . .

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

- Work with Core Pro-d to support Year 2 *Tribes* training in our district, including having 3 teachers certified as “Tribes Trainers”.
- Develop a district “Positive Learning Environment” framework to support schools.
- Continue to improve communication, sharing and collaboration with our Early Learning community to build stronger connections through the early childhood years. The focus for 2014/15 will be on supporting young children’s physical development and well-being as well as developing a policy around the integration of Early Child Care services within school facilities.

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

- Youth Care Workers will continue to work closely with vulnerable students using our district “[Successful Transition Criteria](#)” for success.
- Continue the implementation of an integrated School Support Model at our two middle schools and elementary schools. Provide a variety of pro-d activities around the *Response to Intervention* (RTI) model.
- Develop a district understanding of what it means to be self-regulated and provide information sessions for parents as well as pro-d for teachers.

# 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 2014-2015 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?

- Continue to use the “criteria for a successful transition” and adapt as necessary. ([View the SD72 Criteria for a Successful Transition](#)).
- Our District’s “Student “transition survey” and “Kindergarten parents transition survey” results.
- District and School Departments will use various assessment tools to measure the success of their efforts with respect to this goal.
- Consider creating and implementing a “transition survey” for parents , similar to the one created administrated by the Aboriginal Education Department.

# RESPOND & ADJUST

HERE'S WHAT... SO WHAT?

- Through structures and processes including class reviews, school support conversations and various department and district level educational leadership teams, progress made on this goal 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 2013 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 Student Learning Data for Goal Two](#))
- Consistently over a number of years, our [district cohort reading data](#) shows that although our students improve their reading skills in the primary years, there is a decline in their achievement as they move up in the intermediate grades.

# WHY THIS GOAL?

- [Cohort data](#) demonstrates that aboriginal student achievement in reading also decreases over time.
- Our aboriginal six year completion rate has steadily increased and this year was sixth in the Province (72%). The graduation rate for Eligible grade 12 aboriginal students has increased to 97%. We need to continue the strategies we are using to support our aboriginal students as they are clearly making a difference.
- Results from the student Satisfaction surveys indicate that some of our instructional practices are somewhat incongruent with our vision for personalized learning. ([See Student Satisfaction Survey Results](#)).
- There appears to be an increase in the number of students at both the elementary and middle school levels who struggle in math and writing. This is reflected in both classroom and [FSA data](#).

# WHAT ARE WE GOING TO DO?

## OUR STRUCTURES AND STRATEGIES

### ■ **District Educational Leadership Team:**

- Develop a schedule to review specific district data in order to monitor the progress of the goals of our Achievement Contract and Aboriginal Education Enhancement Agreement
- Share what we notice with our School Based Principals and Vice Principals at monthly SLT meetings as well as with the Board of Education during scheduled information sessions.
- Report on progress and adjustments made in yearly *Superintendent's Report on Student Achievement* and *Aboriginal Education Annual Report*.
- Create a professional development plan which will further build capacity around appropriate assessment practice at the secondary level.

### ■ **School Leadership Team Meetings:**

- At our August meeting, school leaders will engage in a process to analyze our district student learning data to identify trends and priorities relative to each goal of this achievement contract.
- School based leaders will meet in feeder school pods twice a year to share progress (successes and challenges) being made to each school's "Student Success Plans" thereby providing time for reflection while building a network of support.

### ■ **Schools**

- Will develop Student Success Plans that address their students' academic and social/emotional needs.
- Will use the class reviews as well as 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:**

- These fall and spring conversations will focus on each school's Student Success Plans as well as progress being made at the school level towards our District's Learning Beliefs and District Priorities . Through reflective and collaborative dialogue, plans for further student support will be explored.
- **Instructional Support:** [\(Structures and Strategies\)](#)
- Instructional Support Teachers will work collaboratively with classroom teachers to integrate instruction, assessment, and curriculum in support of student learning. For 2014-15, we will continue our focus on developing conceptual understanding in numeracy in grades 2-7, and integrating hands-on, interactive and project focussed inquiry that develops literacy skills in elementary years.
- The Instructional Support Team will promote strategies to meet the diverse needs of their students through professional development courses, supportive learning networks and collaborative inquiry projects.
- Our District Teacher-Librarian will continue to work collaboratively with school Teacher-Librarians in the integration of technology to teach information literacy through inquiry.

# WHAT ARE WE GOING TO DO?

OUR STRUCTURES AND STRATEGIES CON'T ...

## ■ **Instructional Support:**

- Continue to provide intervention support at our Elementary, Middle and Secondary Schools.
- Continue to improve student reading skills through inquiry-focussed school teams participating in the third year of the Ministry's "Changing Results for Young Readers Project".
- On-going instructional support for literacy development in a play/inquiry-based model at the elementary grades.
- Expand the in-class collaborative model of instructional support in numeracy that enhances professional judgements and informed decisions about student thinking and understanding which make it possible for all students to progress well in mathematics.
- Through Technology Instructional Support Teachers we will continue to provide side by side coaching support for teachers as they work towards the integration of technology into classroom practices.
- Continue to place emphasis on Assessment *for* Learning practices in our district by providing support to build teacher capacity in this area ([See District Co-Created AFL Poster](#) and AFL based [assessment policy](#).)

# 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 all our elementary schools as well as our two middle schools.
- **Aboriginal Education:** ([Structures and Strategies](#))
  - The Aboriginal Education Department will 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

- Regularly monitor student success in all our classrooms.
- Our K-7 [“Communicating Student Learning”](#) initiative which is based on an emphasis on Assessment for Learning practices in our elementary and middle schools (See our [Rationale](#) as well as [Feedback comments](#) from teachers who were part of the initial action research project in 2012-2013) provides students and teachers with ongoing opportunity to monitor student progress and make adjustment to student goals or instructional strategies.
- Use our K-8 database tool to monitor and track student data on a regular basis. Part of this tool includes a database that can collate the information quickly by class, school, gender, subject area, aspect, ancestry, etc. This rich and descriptive data can be used by classroom teachers to plan appropriate learning experiences that meets students needs.
- Examine improvements made in student learning K-12 across all areas of learning. (Report Card data)
- Student and parent satisfaction survey data
- Student ePortfolios

*“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 towards goal two 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.

# WHY THIS GOAL?

- Links to our District Learning Belief that ‘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](#))
- Student ‘Transition Survey’ and ‘ Satisfaction Survey’ results indicate that some of our instructional practices and content foci are somewhat incongruent with our vision for personalized learning. Only 23% of our grade 12 students are reporting that they are satisfied that their school is preparing them for a job in the future ([See Student Engagement and Satisfaction Survey Results](#)).

***“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:**
  - Develop a District “Student Engagement Survey”.
  - Monitor data related to student engagement closely.
- **School Leadership Team Meetings:**
  - Continue to support the Professional Growth Plan (PGP) model for our Principals and Vice Principals and engage our school based leaders in two formal PGP conversations per year (Early Fall and Late Spring)
  - Provide time during SLT meetings twice per year for PGP reflections
  - Pilot our first year of a “continuous learning PGP model” with our school based leaders replacing our former evaluation process (summative model).
- **Schools:**
  - Use an inquiry based approach to improve student achievement in schools as demonstrated in their [Student Success Plans](#).

# 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 elementary and middle school teachers in inquiry projects aimed at supporting reading development in connection with “Changing Results for Young Readers” 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 enrolling teachers.
- 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.

# WHAT ARE WE GOING TO DO?

## OUR STRUCTURES AND STRATEGIES CON'T...

- **Instructional Support Team:** [\(Strategies and Structures\)](#)
  - Expand our Work Experiences, community partnerships and dual credit courses in order to provide a greater range of career learning opportunities for students at all levels.
  - Continue to integrate subject areas and develop BAA courses that use a project based approach to learning.
  
- **Student Services:** [\(Strategies and Structures\)](#)
  - 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 who are about to graduate?”
  - Form an implementation committee for the Response To Intervention model of student support services.
  
- **Aboriginal Education:** [\(Strategies and Structures\)](#)
  - 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 Satisfaction Surveys
- Develop a District Student Engagement survey to be used regularly at the middle and secondary school levels.
- School Support Conversations Data
- Results of Student Success Plan inquiry projects
- Increased diversity in program and class learning opportunities that support broad career paths for students.
- Examine improvements made in student learning K-12 across all areas of learning. (Report Card data)
- Conversations with students using Linda Kaser and Judy Halbert's '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.

- [The Aboriginal Enhancement Agreement;](#)
- [The District Literacy Plan;](#)

# APPENDIX: DISTRICT 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](mailto:nevenka.fair@sd72.bc.ca).