

SCHOOL DISTRICT 72 SUPERINTENDENT'S REPORT JANUARY 2018

Prepared for the Board of Education by:
Thomas Longridge
Superintendent of Schools
School District 72 (Campbell River)

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 24% of the population is of Aboriginal descent. 91% 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 a slight increase.



Students At A Glance

- 5384 total student enrollment
- 18 schools
- 2482 K-5 elementary students
- 1116 middle school students
- 1773 Secondary School Students
- 288/36 FTE Continuing Education students
- 85/47 DL (e Blend) students
- 177 alternate school students
- 1212 (24%) Aboriginal students
- 845 French Immersion students
- 56/49 FTE international students
- Child poverty in the region 24%
- The vulnerability rate for the region is 28% as measured by the Early Development Instrument in five developmental domains. Meaning that 28% of our Kindergarten students were vulnerable, and that without additional support they may face future challenges. (Campbell River's Vital Signs 2016) ³
- Individual school vulnerability ranges from 3.4% to 49%

Context

- Third year of the implementation of the new curriculum
- The implementation schedule has been expanded to come into full effect in September 2018
- The MOE Framework for Enhanced Student Learning is in effect currently
- A Numeracy exam is being developed and piloted to be implemented in 2018
- There is currently Government exams for Grade 12 Language Arts to be replaced by a Literacy Assessment by 2019
- The number of course credits required for high school Graduation are to remain the same at 80 credits.
- The Foundation Skills Assessment (FSA) for Grades 4 and 7 was revised and the administration date moved from February to October

Student Learning in our district is guided by three key documents:

- Strategic Plan
- Aboriginal Education Enhancement Agreement
- Framework to Support Student Learning

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



Safe, caring and engaging learning environments.

Personalized Learning Opportunities.

Enhanced facilities for learning.

Strengthen and expand community relations.

Aboriginal Education Enhancement Agreement



Goal 1: To increase all Aboriginal students' sense of pride and ensure they have the opportunities to participate in and learn about their history, heritage and culture.

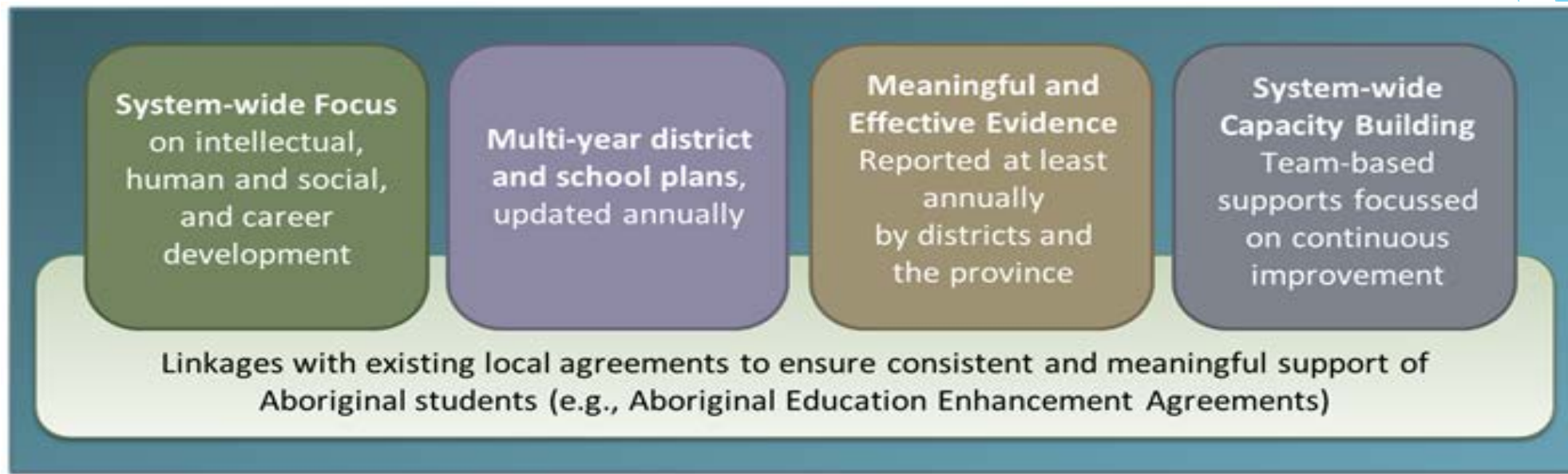
Goal 2: Continued improvement in engaging parents, families, caregivers, educators, and community in supporting all aspects of Aboriginal student success.

Goal 3: Year by year improvement in literacy and numeracy achievement by all Aboriginal students at the elementary, middle, and secondary school levels (K-12).

Goal 4: Continued improvement in the transition readiness of all Aboriginal students at all levels.

Goal 5: To increase the number of Aboriginal students who graduate with a Dogwood diploma. Aboriginal students will develop a strong self-identity and the skills and knowledge needed to achieve career and life goals.

District Framework to Enhance Student Learning



Intellectual Development (Literacy and Numeracy)

Human and Social Development

Career Development

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

The commitments to learning as our core purpose, to teamwork and inclusion as a means of working together, and to respectful approaches to diversity and problem-solving drive how we operate and make decisions.

Our Learning Beliefs

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

- 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 behaviors and attitudes lead to greater student independence, success, and lifelong learning

We will strive 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 freedom to be themselves; confident and successful.

Measurements of Success

The following indicators of success will be considered:

- Students who are cognitively, physically, socially, emotionally and creatively engaged
- Educators who combine their knowledge of curriculum, child development, and the assessed needs and strengths of individuals to effectively keep student needs at the front of curriculum, instruction and assessment
- Projects and activities of choice that interest students, develop their learning goals, and enable them to demonstrate their skills and understandings
- Learning environments where risk taking is valued and supported for both educators and learners, and where mistakes are seen as opportunities to learn, not as failures
- Facilities that support learning and the community to their fullest potential

Strategic Focus 1:

Safe, Caring and Engaging Learning Environments

When students have a sense of belonging they are confident to take risks, set personal goals, and maximize their leadership opportunities. Students who are actively engaged in their learning are more likely to meet their greatest success.

- Welcome all students and their families into the school. Value their insights, honour their culture
- Take a sincere interest in students and work to develop positive, supportive and caring relationships
- Recognize parents as partners in their child's education
- Foster respectful, inclusive, supportive, and collaborative relationships between children and educators, and between educator and families

What is improving?

- Meaningful inclusion
- Enhanced connections with vulnerable students and families
- Increased Sense of safety and willingness to take risks
- Increased student access to the community

Evidence confirms area of improvement?

- Reports from Student Support Services and school based administrators
- Transition planning, multiple visits/events at variety of times,
- New IEP model based on inclusion
- Increased number of students supported in the classroom rather than pulled out.
- Secondary schools putting in effort to keep students and investing in transitions between Robron and homeschool
- Allocation of student learning grant to support vulnerable students
- Increased number of Sensory Rooms to support students with self regulation
- Student Survey results
- Kindergarten transition - Teachers/adults are changing current practices
- Purchased school based busses
- Transportation fund
- Increased access to district busses and Public transit for field trips has increased the number of feildtrips

What is improving?

- Emergency Preparedness
- SOGI Initiative to support LGBTQ+ students

Evidence confirms area of improvement?

- Hour Zero training plan developed and presented to senior management/principals/vice-principals. Training dates to be rolled out during 2018/19 calendar planning
- Gender neutral building renovation requirements and priorities presented at the maintenance leadhand meeting in December 2017. Costs to be prepared and funding.
- Gender neutral washrooms have been created in several schools
- Review and revision of the School District's Diversity policy.
- Working group established to create a SOGI procedure to support LGBTQ+ students in school.
- Information regarding Ministry Of Education SOGI 1,2,3 Program

What is improving?

- Youth trades capital equipment program
- Creating Respectful, Balanced Workplaces
- Wellness & Attendance Support Program
- Self-Management to Better Cope with Stressors
- Integration of indigenous perspectives

Evidence confirms area of improvement?

- Identified to deliver on the required projects.
- Equipment installed and disposal of replaced equipment
- Developed the Wellness & Attendance Support Program, specifically directed towards providing the necessary support to employees who may be struggling to maintain a work/life balance
- Enhanced offerings and greater participation in wellness activities that promote physical and emotional well-being
- Switchback Training on Conflict Resolution was provided to Maintenance and Transportation staff
- Increased resources; Teacher workshops on cultural awareness; Principal and Vice Principal book clubs and field trips focusing on indigenous culture; class projects on residential schools; Elders in schools program

What are the challenges?

- Youth Trades Capital Equipment Program
- Emergency preparedness
- A significant number of Aboriginal students and parents still see schools as institutions biased against indigenous people
- Maintaining momentum with Implementation of new learning curriculum
- Vulnerable kids and families

Steps taken?

- Submitted proposal and waiting for the 2018/19 approval for the Youth Trades Capital Equipment program
- Implementing Hour Zero
- Support the recommendations from the Truth and Reconciliation Commission and the Auditor General's Report by increasing indigenous content, and learning materials
- Working with Aboriginal Education
- Supporting teachers and staff through funding, workshops, providing resources, and providing technology at the point of instruction
- Additional supports and staffing for vulnerable populations and schools

Strategic Focus 2:

Personalized Learning Opportunities

We will respect all students for who they are, where they are on their learning continuum, what they think and believe and how they learn best. By adapting to our students' learning needs we will design and support educational opportunities that promote engagement, lead to individualized success, and instill a joy of learning.

- Recognize that diverse student needs are central to all curricular planning, teaching and assessment decisions
- Teach in a variety of ways to ensure individual success with varied opportunities for students to demonstrate their learning
- Collaborate with students to establish criteria for success and provide opportunities to receive descriptive feedback, self-assess and set goals
- Connect learning to the world around us and allow students to relevantly apply learning both inside and outside the classroom
- Use technology that reflects the outside world to support learning in a sustainable way
- Encourage an appreciation and stewardship for the natural world through environmental awareness and environmentally sustainable behaviours
- Promote physical activity and healthy eating as part of a healthy lifestyle

What is improving?

Assessments

In our district, the focus of assessment is formative practice that guides instruction.

We have been increasingly looking at growth for students, rather than just levels of performance. Below is a description of the tools we have used for district data collection.

The PM Benchmark is a reading tool that assesses reading behaviours, fluency and comprehension, and is used multiple times during the school year. The data is recorded on a numerical continuum. The District Reading Assessments are a snapshot of reading behaviours, fluency and mostly comprehension, which are measured mostly through written responses and teacher/student interview.

The data is recorded on a 4 point rubric that provides individual descriptive feedback to teachers and students. Our district writing assessments are a snapshot of personal writing by students in an area of their own interest or choice. This tool provides information on strengths amongst young writers and areas for future focus. All data and information is shared with schools and teachers, along with a summary report of the overall district results. The report indicates areas of strength and for growth and consideration.

What is improving?

Assessments

- Grade 1 and 2 - PM Benchmarks reading levels collected in June
- Grade 2 - District Writing Assessment in area of Personal Writing scored in May by district-wide teacher team
- Grade 3 - District Reading Assessment scored in May by district-wide teacher team
- Grade 4 - FSA (Reading, Writing, Numeracy)
- Grade 5 - District Writing Assessment in area of Personal Writing scored in May by district-wide teacher team
- Grade 6 - District Reading Assessment scored in May by district-wide teacher team
- Grade 7 - FSA (Reading, Writing, Numeracy)
- Grade 8 - District Writing Assessment in area of Personal Writing scored in May by district-wide teacher team
- Grade 9 - District Reading Assessment scored in May by district-wide teacher team (currently under revision to align with redesigned curriculum and learner profile, focused on student reflections of personal competencies)
- Grade 10 to 12 - Ministry of Education - provincial assessments

What is improving?

Assessments

Diagnostic Math Assessment (currently under revision to align with redesigned curriculum and current wise practices for engagement and success).

Looking for alternate numeracy assessment (looking towards New Zealand).

Over the past three years we have developed the Communicating Student Learning (CSL) tool now called the Student Learning App which tracks student report card data individually and through cohorts. This allows for the creation of class and individual student learning profiles based on the previous year's report card. The classroom profiles will be particularly useful for school class reviews.

The app generates information in graph form (specific details for each subject area in table format), on how the same students as a whole are doing in a school as they progress through the grades. We now have three years of year end data for each cohort which is identified by the year they will graduate. For example, for the students at a school who will graduate in 2027, we have their Kindergarten, Grade One and Grade Two data for behaviours for successful learning, and the three areas of language, arts, and numeracy. The data is presented in four forms; All Students, Male Students, Female Students, and Aboriginal students for all areas.

What is improving?

Literacy

Goal One: Throughout the elementary school years students will show continual progress in all areas of the Language Arts; oral language, reading and writing

Goal Two: By the end of grade 8 students will fully meet expectations in the areas of reading, writing and oral language

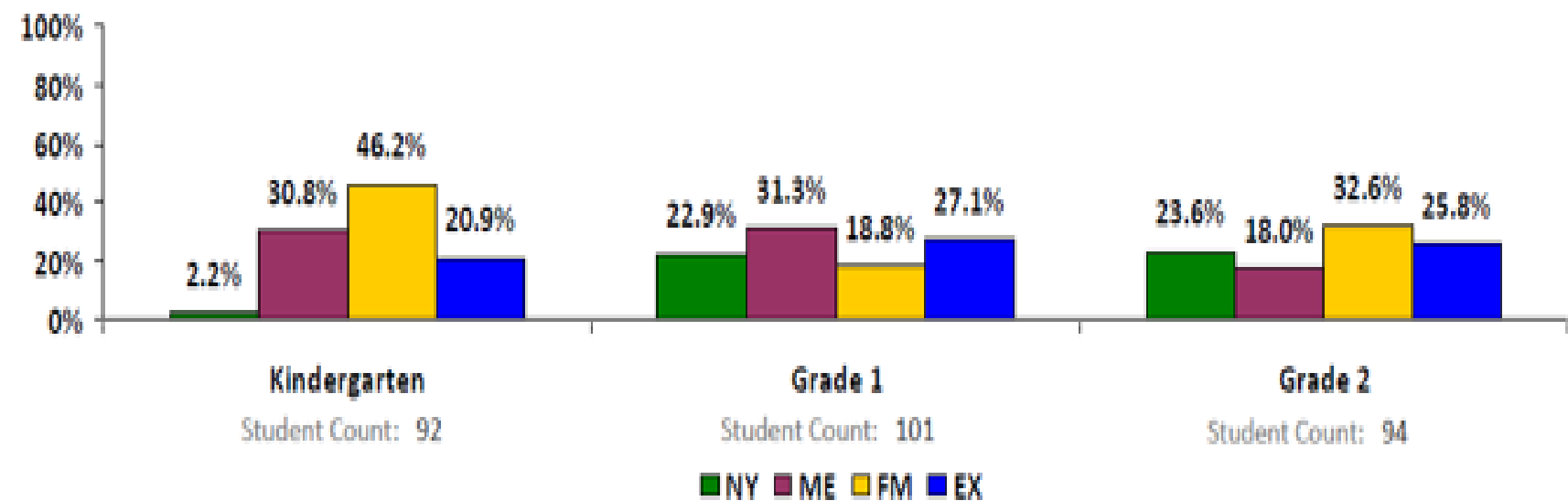
Aboriginal Education Enhancement Agreement

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

Goal Five: To increase the number of Aboriginal students who graduate with a Dogwood diploma. Aboriginal students will develop a strong self-identity and the skills and knowledge needed to achieve career and life goals.

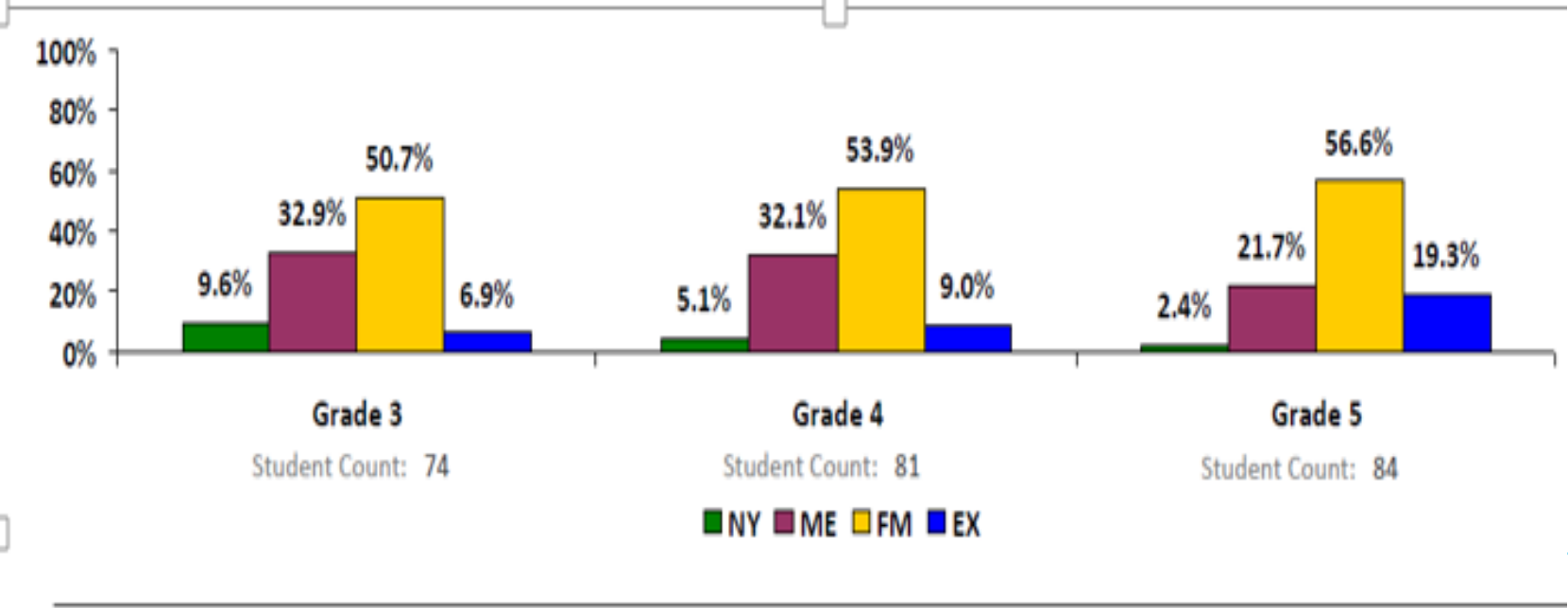
What is improving?

The 2027 Cohort **reading** evidence from year-end report cards show that between the end of grade one to the end of grade two the number of Aboriginal students moving from meeting expectations to fully meeting/exceeding expectations is significantly improving (46 % to 59 %) while there is only a slight improvement for non-Aboriginal (67% to 70%) students.



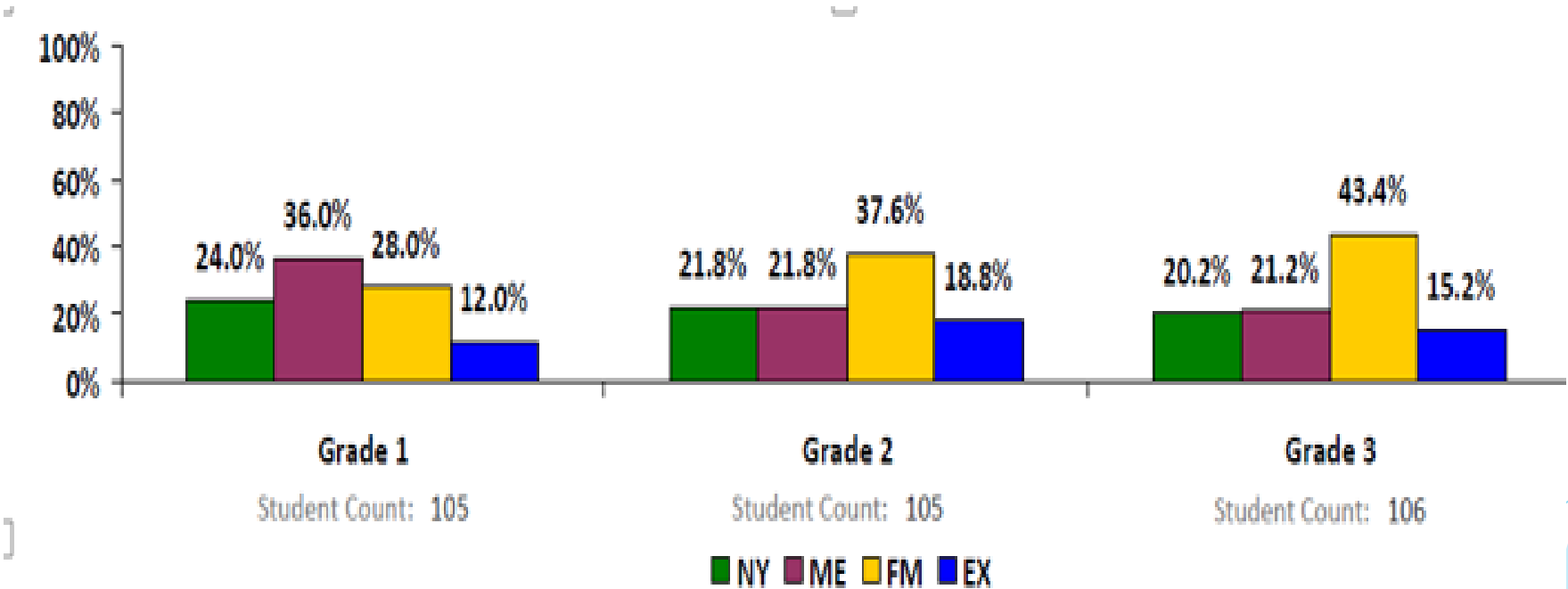
What is improving?

The 2024 Cohort student learning evidence from year-end report cards indicates that there has been a significant improvement in the number of students fully meeting and exceeding expectations from grade three to the end of grade five for both Aboriginal students (58% at the end of grade three to 76% at the end of grade five; 18% increase) and non-Aboriginal students (73% at the end of grade three to 83%; 10% increase) in oral language.



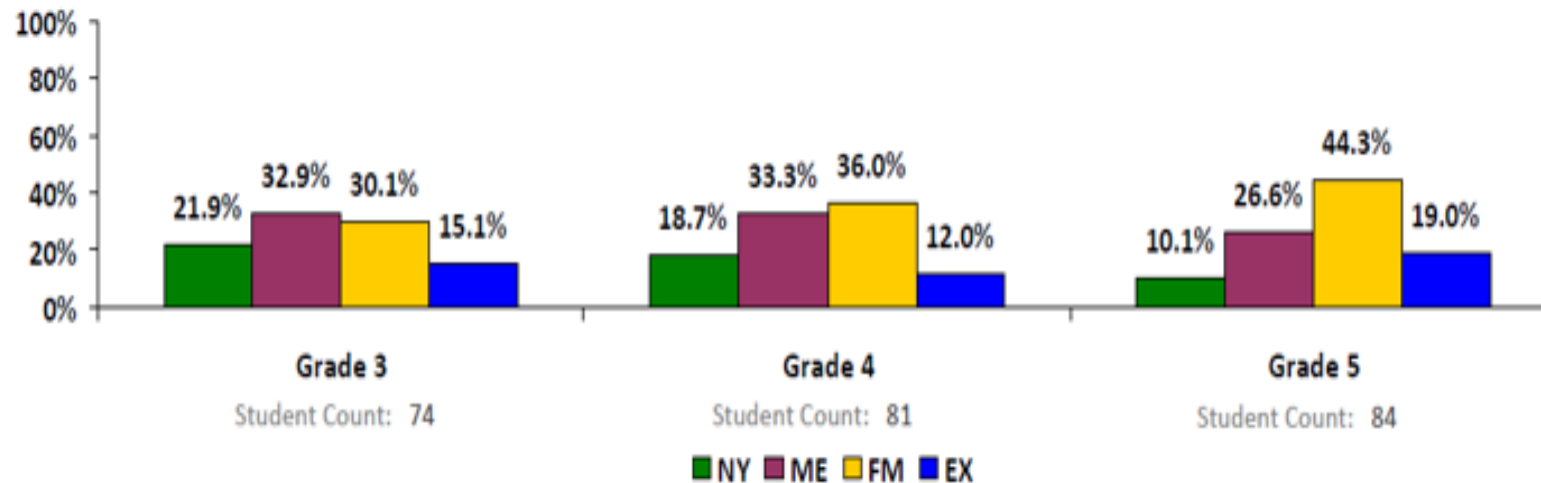
What is improving?

The 2026 Cohort **reading** evidence from year- end report cards indicates that the number of students fully meeting and exceeding expectations for both Aboriginal (40%-57%-58%) and non-Aboriginal students (58%-61%-68%) have been increasing. We are concerned about the number of students not yet meeting expectations in reading (Aboriginal students 18% and Non-Aboriginal 13%) by the end of grade three.



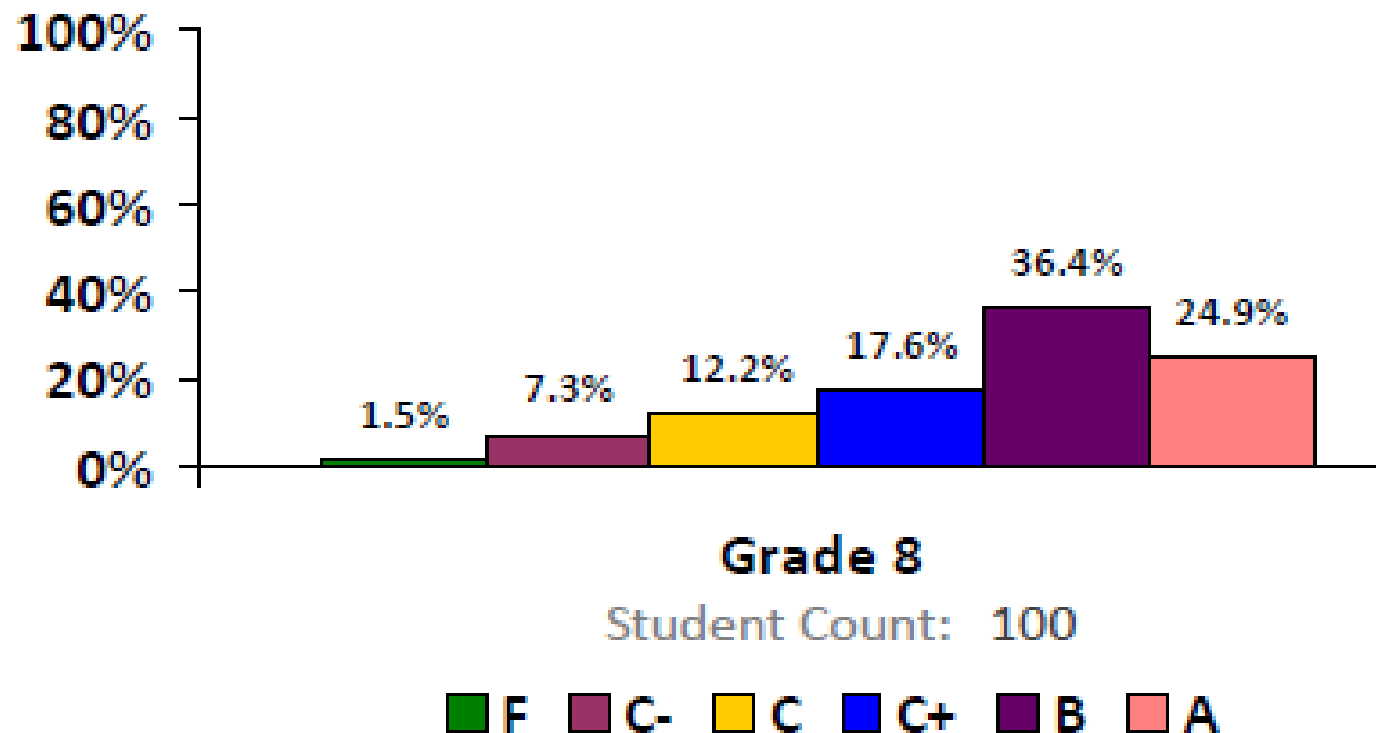
What is improving?

The 2024 Cohort student learning evidence for **reading** from year-end report cards indicates that there has been a significant improvement in the number of students fully meeting and exceeding expectations from the end of grade three to the end of grade five for both Aboriginal students (45% - 48% - 63%; **18% increase**) and non-Aboriginal students (60% - 65%- 76%; **16% increase**) . This data is correlated with the grade four 2015/16 FSA results in reading (Non-Aboriginal student results were 75% fully meeting and exceeding expectations while 61% of Aboriginal students fully met and exceeded expectations).



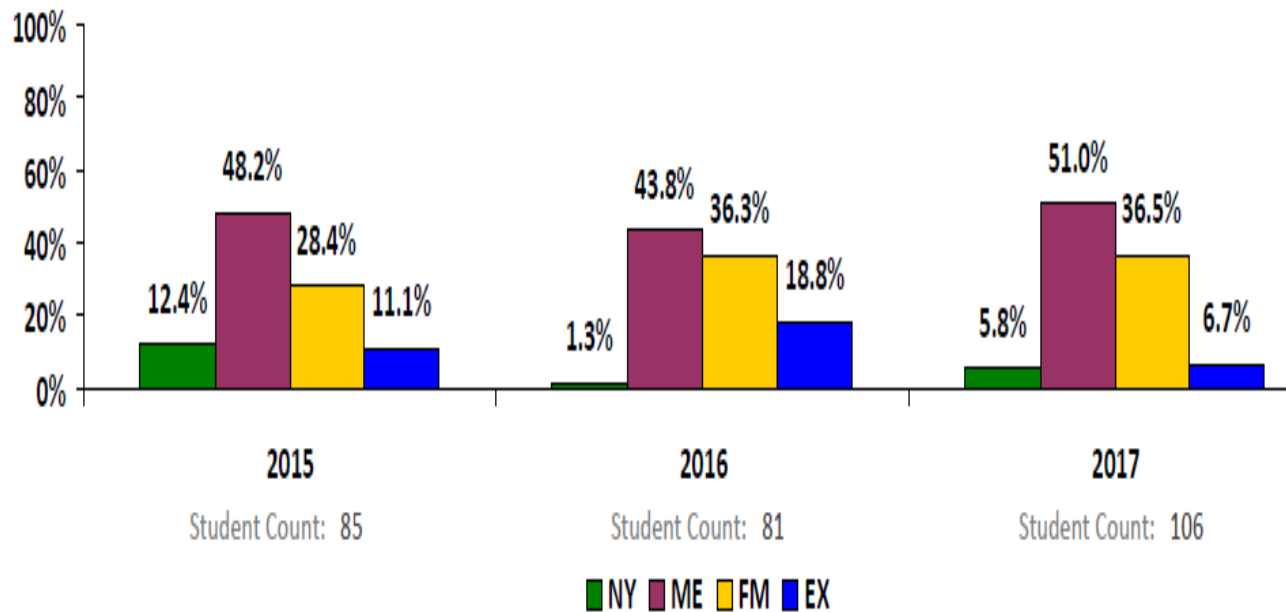
What is improving?

Final district grade 8 report card marks for English combine oral language, reading and writing communication. For the 2021 cohort, 91% of Aboriginal students achieved a C or better while 79% achieved a C+ or higher. 90% of non-Aboriginal students achieved a C or better while 75% achieved C+ or higher. We are using this student learning evidence for our second literacy goal. By the end of grade eight all students will fully meet expectations in the areas of reading, writing, or oral language (English 8).



What is improving?

Grade Four FSA reading - Compared to the provincial Aboriginal results, district year-end report card data for 2014/15, 2015/16 and 2016/17 indicates that 87%, 99% and 95% of Aboriginal students were meeting, fully meeting or exceeding expectations. Conversely, 88%, 89%, and 92% of non-Aboriginal students were meeting, fully meeting or exceeding expectations. This data represents three different groups of students during the span of three years.



What is improving?

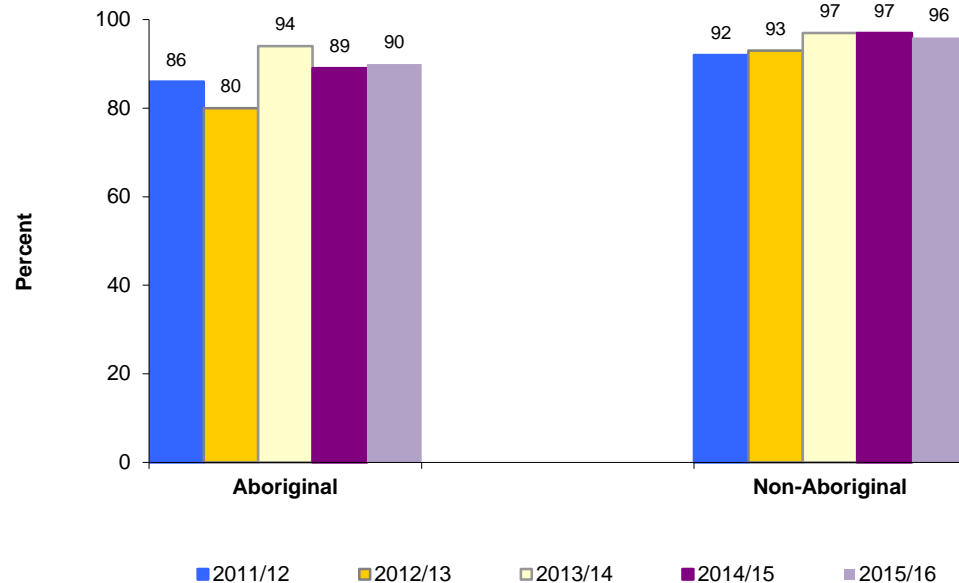
Grade Four FSA reading - Between 2011/12 and 2016/17 the number of Aboriginal students participating in the reading component of the FSA has increased. Four out of the six years the number of Aboriginal students meeting and exceeding expectations has been 60% or higher. In 2015/16 district Aboriginal and non-Aboriginal student reading performance was on par with Aboriginal and non-Aboriginal students provincially.

School Year	Writers Only		Participation		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%	#	%
2011/12	66	78	22	33	38	58	6	9		
2012/13	58	67	17	29	37	64	4	7		
2013/14	57	74	26	46	28	49	3	5		
2014/15	63	73	30	48	32	51	1	2		
2015/16	74	90	25	34	45	61	4	5 ²⁷		
2016/17	101	89	39	39	61	60	1	1		

What is improving?

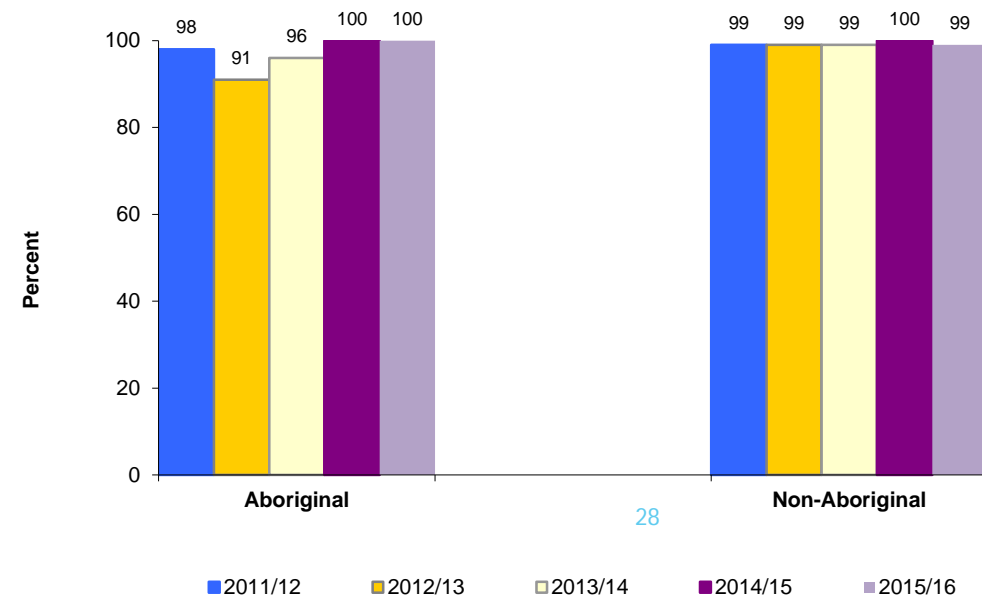
- Between 2011/12 and 2015/16 the number of Aboriginal students achieving a C- or better has increased (90%). The number of Aboriginal students achieving a C+ or better has also increased (31% in 2011/12 to 49% in 2015/16). 66% of eligible grade 10 Aboriginal students received a final mark. Over the course of this report district Aboriginal and non-Aboriginal student performance was on par with provincial results. The number of district non-Aboriginal students achieving a C- or better is slightly higher than Aboriginal students. The number of non-Aboriginal students achieving a C+ or better has usually been in the 60% range over the course of this report.

ENGLISH 10: C- (Pass) or Better

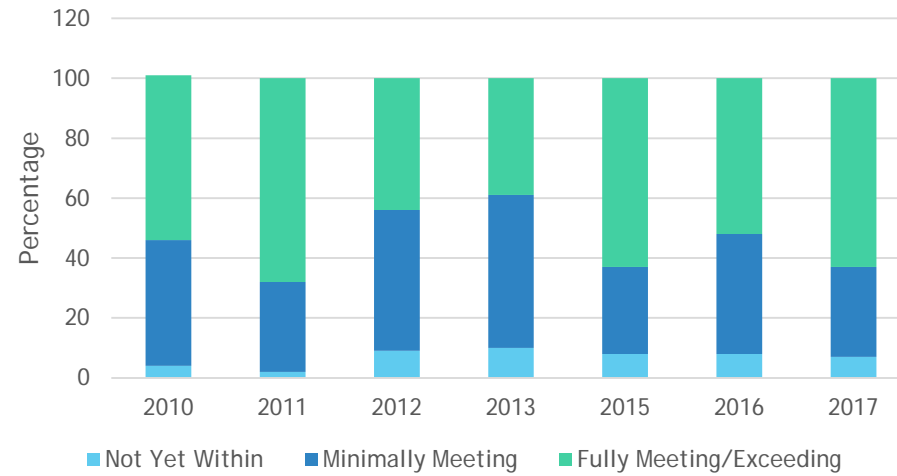


- Between 2011/12 and 2015/16 the number of Aboriginal students achieving a C- or better has increased to 100% while the number of Aboriginal students achieving a C+ or better has decreased to 49%. 28% of eligible grade 12 Aboriginal students received a final English 12 mark. Over the course of this report district Aboriginal and non-Aboriginal student performance is slightly higher than students provincially. The number of district non-Aboriginal students achieving a C- or better is on par with district Aboriginal students. The number of non-Aboriginal students achieving a C+ or better is higher than Aboriginal students. A point of interest is that participation rates for Aboriginal students taking English 12 are higher than those Aboriginal students taking Communication 12.

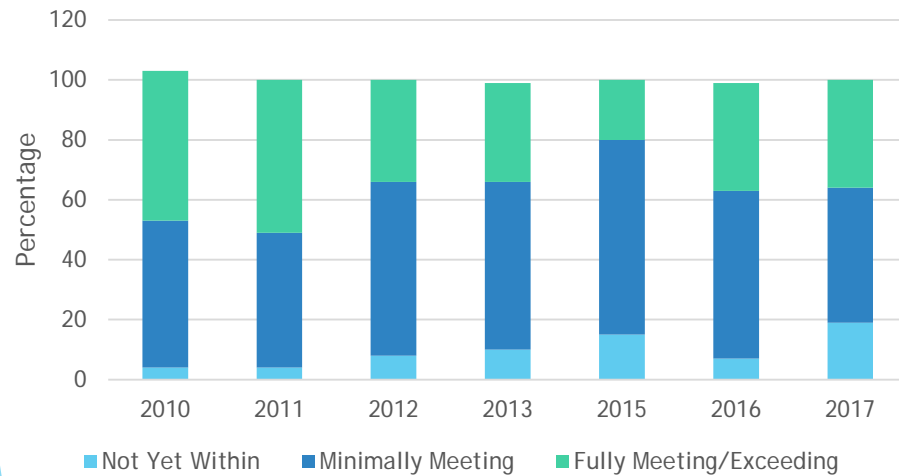
English 12: C- (Pass) or Better



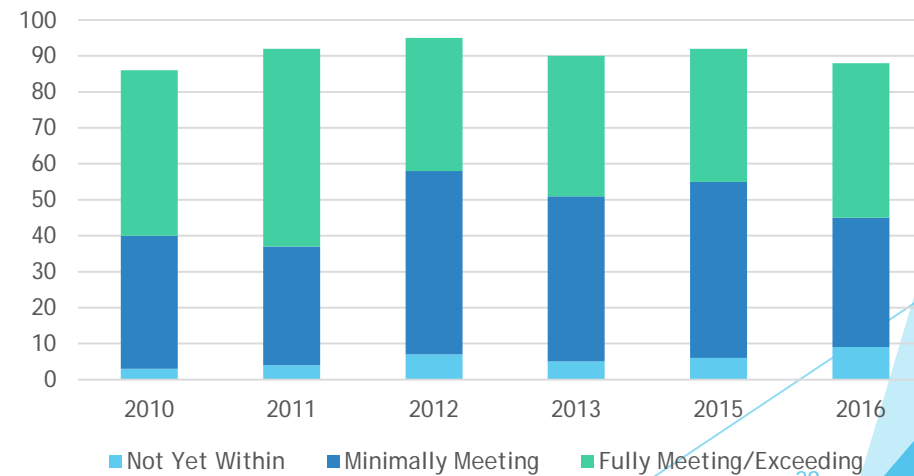
Grade 3 District Reading Assessment



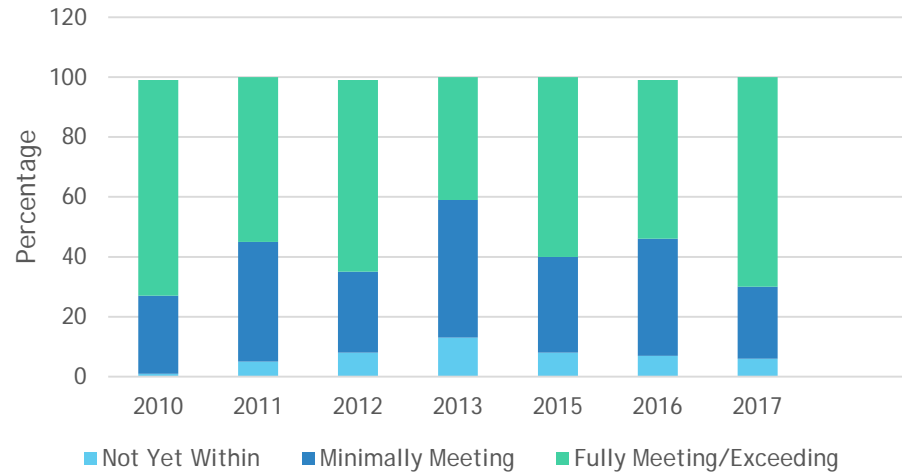
Grade 6 District Reading Assessment



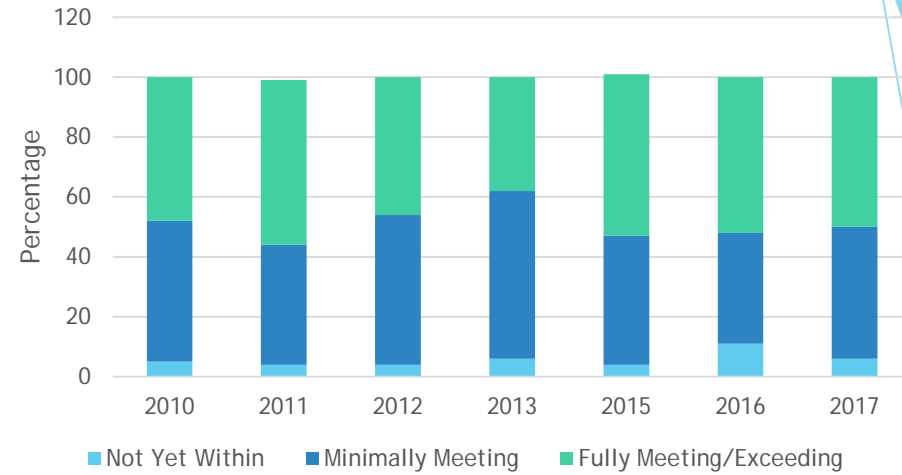
Grade 9 District Reading Assessment



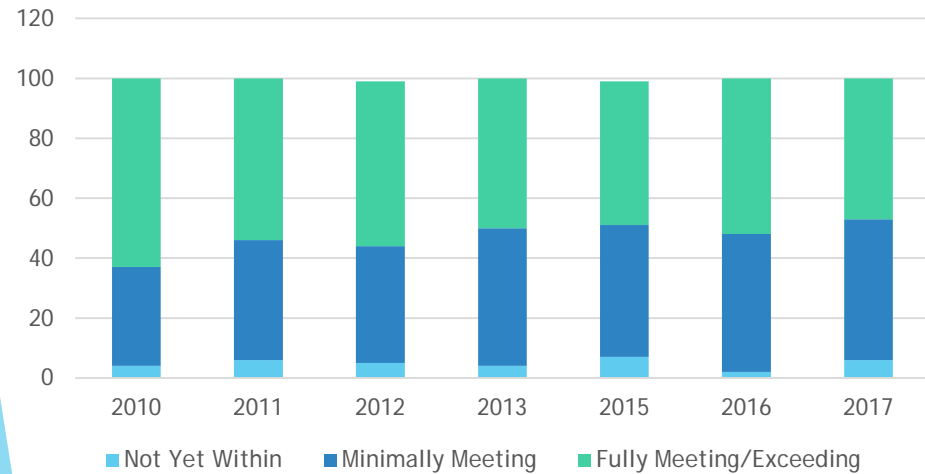
Grade 2 District Writing Assessment



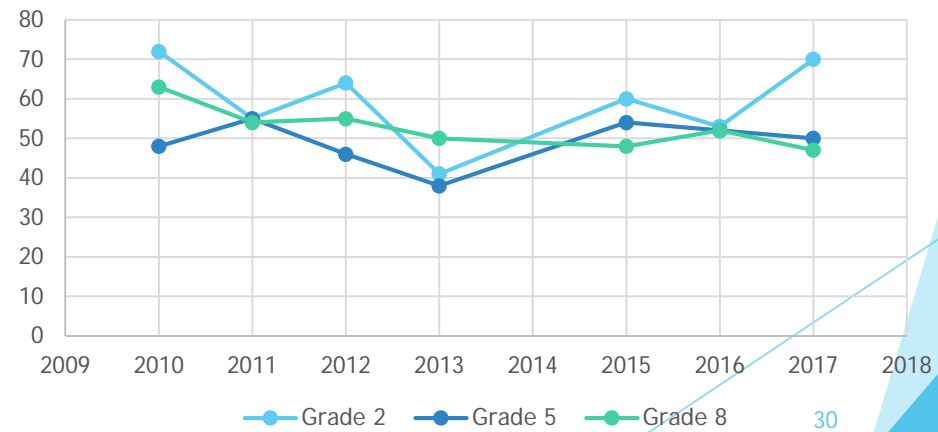
Grade 5 District Writing Assessment



Grade 8 District Writing Assessment



Fully Meeting Comparisons Grades 2, 5, 8



What is improving?

Numeracy

Goal One: Create a culture of professional inquiry where all learners develop a strong mathematical mindset.

Aboriginal Education Enhancement Agreement

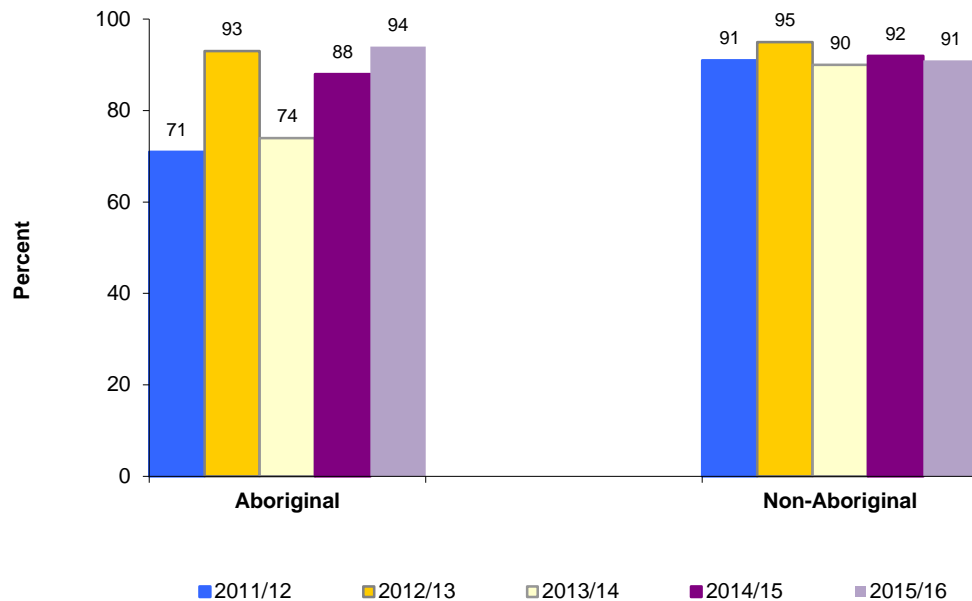
Goal Three: Year by year improvement in literacy & numeracy achievement by all Aboriginal students at the elementary, middle, and secondary school levels (K-12).

Goal Five: To increase the number of Aboriginal students who graduate with a Dogwood diploma. Aboriginal students will develop a strong self-identity and the skills and knowledge needed to achieve career and life goals.

What is improving?

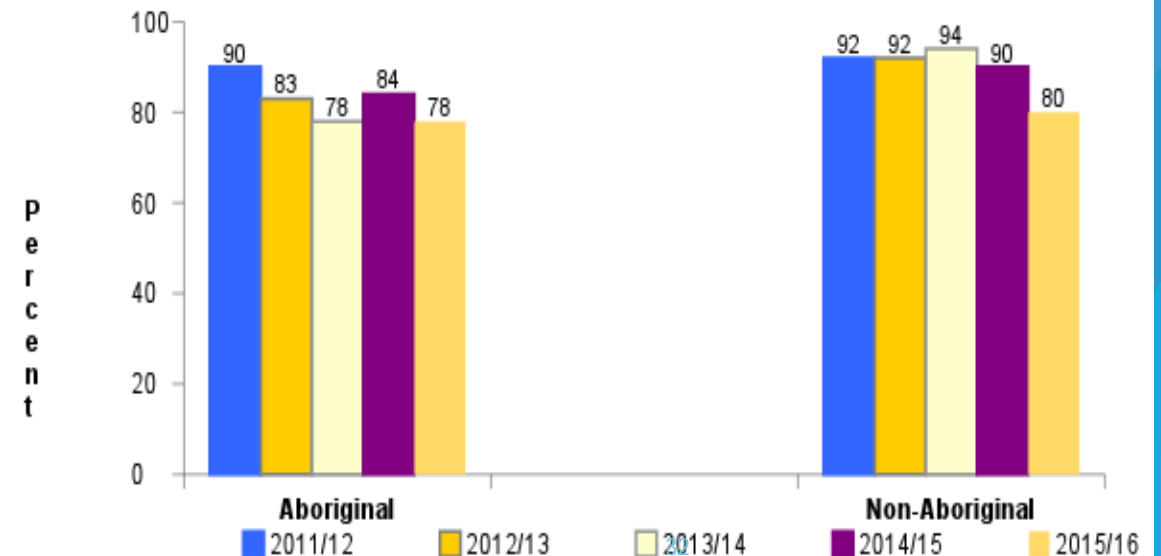
- Between 2011/12 and 2015/16 the number of Aboriginal students achieving a C- or better has increased from 71% to 94% while the number of Aboriginal students achieving a C+ or better has increased from 29% to 60%. District Aboriginal and non-Aboriginal student performance is on par with one another. District Aboriginal students are performing slightly above Aboriginal students provincially while non-Aboriginal students are performing slightly lower. 38% of eligible grade 10 Aboriginal students received a final Foundations of Math 10 mark. The number of non-Aboriginal students achieving a C+ or better is slightly higher than Aboriginal students.

Foundations & Pre-Calculus Math 10:
C- (Pass) or Better



- Between 2011/12 and 2015/16 the number of Aboriginal and non-Aboriginal students achieving a C- or better has decreased. The number of Aboriginal students achieving a C+ or better has increased from 28% to 37% while 34% of non-Aboriginal students achieved a C+. District Aboriginal and non-Aboriginal student performance is on par with one another but slightly below provincial student performance. 37% of eligible grade 10 Aboriginal students received a final Apprenticeship and Workplace Math 10 mark.

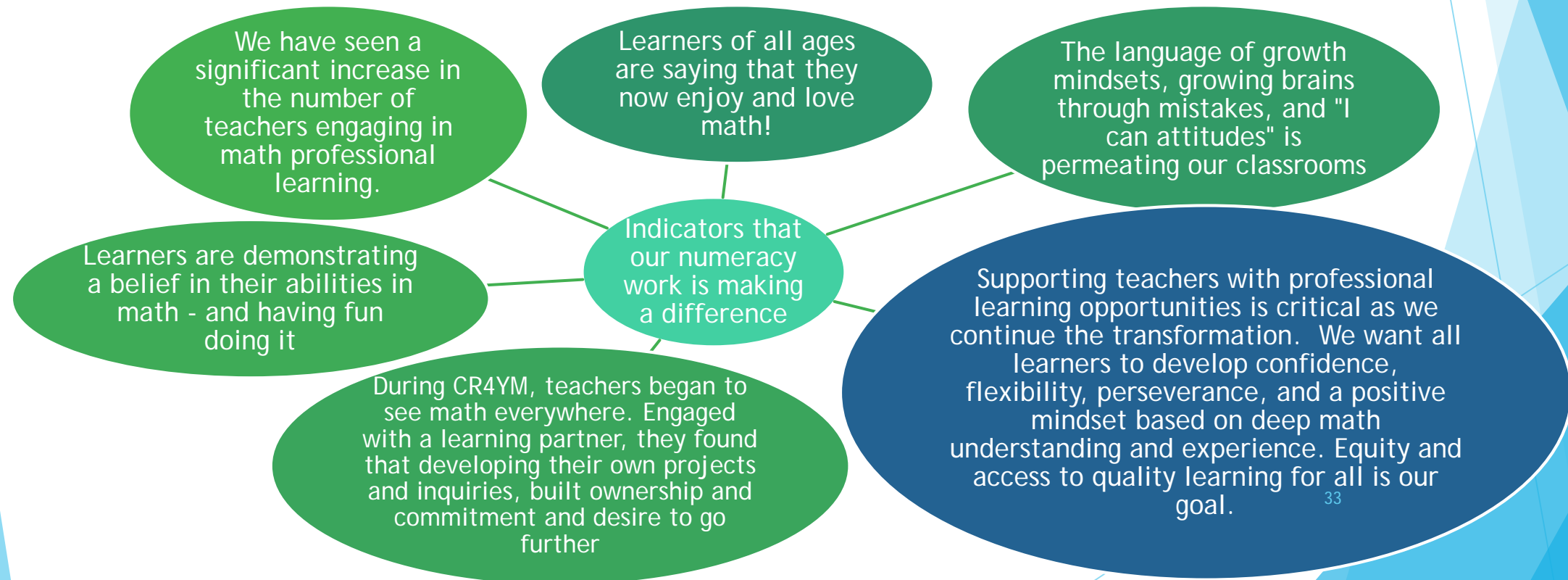
Apprenticeship And Workplace Math 10: C- (Pass) or Better



What is improving?

Professional development for teachers to teach mathematics skills to students

Some numeracy stories:



Evidence confirms area of improvement?

100 educators - 25% of district educators were involved in at least one on-going professional learning opportunity focused on mathematics instruction and learning: "How to Learn Math: for teachers" an online course through Stanford University, by Jo Boaler; re-designed "Changing Results for all Mathematicians" inquiry program; "Rethinking Math" (RM) course; "Cuisenaire Rods for Intermediate & Geometry" workshop; and school-based pro-d sessions

What is improving

School completion and graduation rates

Aboriginal Education Enhancement Agreement

Goal Four: Continued improvement in the transition readiness of all Aboriginal students at all levels.

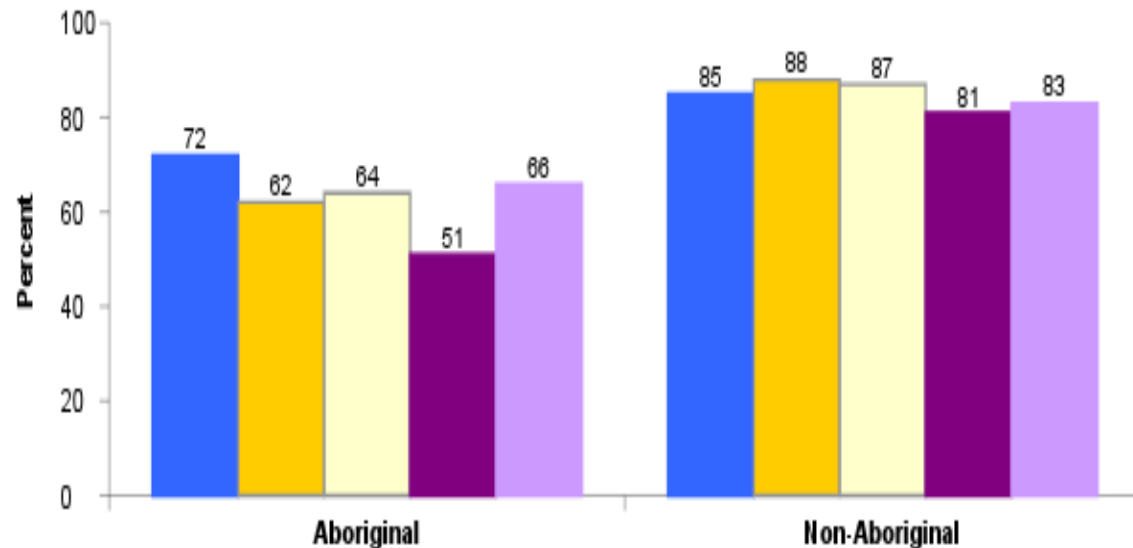
Goal Five: To increase the number of Aboriginal students who graduate with a Dogwood diploma. Aboriginal students will develop a strong self-identity and the skills and knowledge needed to achieve career and life goals.

What is improving?

- The six year completion rate has remained relatively consistent for both Aboriginal and non-Aboriginal students with more non-Aboriginal students graduating within six years. The difference between the Aboriginal and non-Aboriginal six year completion rate still exists but has narrowed slightly over the course of this report. District Aboriginal students' six year completion rate was 2% higher than the provincial average while non-Aboriginal students' six year completion rate was 3% less.

Six-Year Completion Rate: Aboriginal/Non-Aboriginal

2011/12 2012/13 2013/14 2014/15 2015/16



- District Aboriginal eligible grade 12 graduation rates are 5% higher than provincial rates while our first time grade 12 graduation rates are 1% higher. The percentage of district aboriginal students graduating with honors is lower than the provincial rate.

		Six-Year Completion		Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate			
		Cohort Size	Rate	Total Gr 12	Graduates		Honours Graduates*	Total Gr 12	Graduates		Honours Graduates*
Aboriginal	2011/12	104	71.9	62	60	97		94	54	57	
	2012/13	113	62.0	59	57	97		103	56	54	
	2013/14	113	64.3	46	45	98	26	85	47	55	12
	2014/15	108	50.6	46	45	98	28	72	44	61	18
	2015/16	84	65.9	62	59	95	21	98	59	60	12

Six-Year Completion and Grade 12 Graduation Rates

		Six-Year Completion %		Eligible Grade 12 Graduation Rate %		First-time Grade 12 Graduation Rate %	
		Campbell River	Province	Campbell River	Province	Campbell River	Province
All Students	2011/12	82.4	81.8	98	94	76	80
	2012/13	82.5	83.6	97	95	73	81
	2013/14	82.1	84.2	98	94	73	80
	2014/15	74.4	83.9	99	96	79	81
	2015/16	79.8	83.6	98	95	74	79
Aboriginal	2011/12	71.9	56.4	97	88	57	59
	2012/13	62	59.4	97	92	54	61
	2013/14	64.3	61.6	98	89	55	60
	2014/15	50.6	63	98	92	61	61
	2015/16	65.9	63.8	95	90	60	59
Special Needs	2011/12	53.5	55.6	100	91	63	62
	2012/13	58.6	58.7	100	93	53	64
	2013/14	62.3	62.2	100	92	59	65
	2014/15	51.5	65.9	100	94	60	66
	2015/16	63.2	67	100	93	56	66

Six-Year Completion Rate - The proportion of students who graduate, with a British Columbia Certificate of Graduation or British Columbia Adult Graduation Diploma, within six years from the first time they enroll in Grade 8, adjusted for migration in and out of British Columbia. The data are only available at district and province level.

Eligible Grade 12 Graduation Rate - The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Students are eligible to graduate if they have enrolled in sufficient courses to meet the requirements to graduate during that school year.

First Time Grade 12 Graduation Rate - A measure of students recorded as being in Grade 12 for the first time in September who then graduate in that same school year.

What is improving?

Human and Social Development

Goal One: All students will feel safe and a sense of belonging at school. They will seek assistance when needed in order to develop socially and emotionally into healthy adults.

Aboriginal Education Enhancement Agreement

Goal One: To increase all Aboriginal students' sense of pride and ensure they have the opportunities to participate in and learn about their history, heritage and culture.

Goal Two: Continued improvement in engaging parents, families, caregivers, educators, and community in supporting all aspects of Aboriginal student success.

Goal Four: Continued improvement in the transition readiness of all Aboriginal students at all levels.

What is improving?

Safety and belonging - Aboriginal students feedback

- The percentage of Aboriginal students who have felt bullied, teased or picked on in district schools has decreased
- The percentage of Aboriginal students in grade 4, 7, 10 and 12 who report that at least 2 or more adults care about them has increased significantly particularly as they move through the adolescent years

What is improving?

Career Development (First year that the district has had a goal specific to career development)

Goal One: Use students' voices in the development of a district vision of learning and opportunities that will allow students to share what will make school more meaningful and engaging while providing them with purpose and the tools, knowledge and skills for a balanced fulfilling life.

Aboriginal Education Enhancement Agreement

Goal Two: Continued improvement in engaging parents, families, caregivers, educators, and community in supporting all aspects of Aboriginal student success.

Goal Four: Continued improvement in the transition readiness of all Aboriginal students at all levels.

Goal Five: To increase the number of Aboriginal students who graduate with a Dogwood diploma. Aboriginal students will develop a strong self-identity and the skills and knowledge needed to achieve career and life goals.

What is improving?

Transitions - Aboriginal parent feedback

- 76% of 91 parents surveyed last year report that their child is successful at school
- 88% of the parents survey feel that their child is confident they will finish school
- 95% of the parents feel that their child will finish school
- 96% of the parents stated that their child has someone at the school that they can go to when they need help
- 86% of parents of grade six and nine children who transitioned to a new school reported that the transition was successful
- 96% of parents of grade six and nine children feel their children feel safe and welcome at their new school

Transition Rates

		Aboriginal					Non-Aboriginal				
		All		Female			All		Female		
School		Students			Male		Students			Male	
Year	Year	%		%	%		%		%	%	
2010/11	Grade 8	100		100	100		100		100	100	
	Grade 9	100		100	100		100		100	100	
	Grade 10	100		100	100		100		100	100	
	Grade 11	92		89	95		97		97	98	
	Grade 12	90		85	95		92		91	92	
2015/16	Completion	66		78	54		83		86	81	

District Aboriginal and non-Aboriginal students' transition rates have remained relatively consistent over the course of this report. District Aboriginal student transition rates from grade eleven to twelve are 10% higher than provincial transition rates. That being said the six year completion rate and graduation rate have not increased significantly for either population and require further investigation. Aboriginal and non-Aboriginal females are meeting with greater success in school than males.

Grade to Grade Transitions - Percent of Student Making Successful Transitions to a Higher Grade

	School Year	Grade 6 Students %		Grade 7 Students %		Grade 8 Students %		Grade 9 Students %		Grade 10 Students %		Grade 11 Students %	
		CR	Prov	CR	Prov	CR	Prov	CR	Prov	CR	Prov	CR	Prov
All Students	2011/12	99	97	98	97	97	97	96	96	94	91	92	87
	2012/13	99	98	98	98	98	97	96	96	93	92	88	88
	2013/14	98	98	98	98	98	97	97	97	94	93	88	89
	2014/15	99	98	98	98	99	97	98	96	96	93	91	89
	2015/16	98	98	99	98	99	98	98	97	93	93	91	90
Aboriginal	2011/12	99	97	97	97	93	95	94	91	87	86	86	75
	2012/13	98	97	99	98	97	95	95	92	88	87	80	77
	2013/14	98	97	98	97	99	95	94	93	94	88	83	78
	2014/15	100	97	100	97	99	95	94	93	94	89	95	83
	2015/16	100	98	99	98	99	96	92	94	94	89	89	82
Special Needs	2011/12	100	97	98	97	96	96	95	92	89	86	84	78
	2012/13	97	98	100	98	100	96	94	93	84	88	72	81
	2013/14	100	98	97	98	98	97	95	95	97	90	91	85
	2014/15	100	98	100	98	100	97	98	95	97	91	91	85
	2015/16	100	98	97	99	100	98	97	96	96	91	97	87

What is improving?

- Reimplementation of contract language from the supreme court decision meant lower class sizes K-12 and increases in student support, and Librarians
- Diversity, individualization in teaching
- Wellness and attendance support
- Teachers engaged in personal/professional learning
- Student led conferences
- Communicating student Learning

Evidence confirms area of improvement?

- Hired 30 new teachers, reduced class size, increased school based student supports and library staffing (HR Staffing report)
- BAA courses created: Outdoor Adventures 12; Flex 10,11,12; Middle Earth 12; Philosophy 12; River Fishing, Aviation 12. Technology courses in coding, Virtual Reality, 3D animation and Printing
- Reduced staff absenteeism resulting in increased continuity for students and healthier working environment. Increased participation in “Mindwell”, and other wellness based programs
- Teachers are responding to the redesigned curriculum and creating learning opportunities outside the traditional classroom. Increased number of teachers participating in Professional learning activities sponsored through Core Pro D
- Students are able to describe to their parents what is happening with their learning and what’s next
- CSL App improved access to cohort, ⁴³ year by year report card data based on Assessment for Learning performance standards (learning progressions)

What are the challenges/concerns?

- Adult learning time not laid out in school calendar
- Changes to graduation program requirements and assessments
- Change to content, structure and administration dates for Foundation Skills Assessment (FSA)
- FSA continues to be politicized which negatively effects participation and results.
- Ministry reporting expectations inconsistent with educational transformation
- Limited learning resources and pro-d available to implement the new Curriculum

Steps taken?

- Discussion underway to add time to calendar for teacher collaboration planning time to support professional learning communities
- District and Core Pro D opportunities focusing on curriculum implementation
- Work with Principals and vice-principals to increase participation rates
- Set goals for increased the number of students meeting or exceeding
- Developed communicating Student learning App
- Creating District Numeracy Assessment for administration in 2018/19 school year
- Review District Reading Assessment and FSA results with PVPs and build expectations of increased results.
- Increased reporting and accountability through use of "Envisio" Planning tool
- Engaged Shelley Moore to work with District over the next three years to increase teacher capacity regarding inclusion

What are the challenges/concerns?

Literacy

- Number of students in the 2027 cohort meeting expectations did not noticeably change from grade one to grade two in oral language and writing
- Fewer K-7 Aboriginal students fully meet and exceed expectations in writing than they do in reading
- Difference in achievement between the aboriginal and non-aboriginal students
- On provincial measures in reading and writing over 30% of grade 4 Aboriginal students did not meet or exceed expectations while over 50% of grade 7 Aboriginal students did not meet expectations in reading.

What are the challenges/concerns?

Numeracy

- Difference in achievement between the aboriginal and non-aboriginal students
- On provincial measures between 2014/15 and 2016/17 50% of grade 4 and grade 7 Aboriginal students did not meet or exceed expectations
- There continues to be a significant difference between Aboriginal and non-Aboriginal students graduating and completing school
- There are still a percentage of Aboriginal students 20-25% who do not always feel safe in their schools
- Over 50% of grade 10 and 12 Aboriginal students do not feel the schools are preparing them for a job or a post secondary education

Strategic Focus 3:

Enhanced Facilities for Learning

Our buildings contribute both through their physical space and condition to the learning of our students and the community. We will ensure that these resources are used to their highest potential in complement of the exciting work of our students and educators between their walls.

- Embed sustainability in all planning, decision-making, and daily practice
- Develop a long term strategy for our facilities, taking into account district challenges and demographics
- Use our resources to optimize the well-being of learners and benefit the long-term interest of the community

What is Improving?

- Technology at the point of Instruction
- Enhanced technology for learning
- Increased number of Maker Spaces
- Disposition of Evergreen. The Board decided to retain property for future growth
- Increased interest to lease surplus properties
- Long term strategies for facilities
- The Board has decided to prepare a proposal to the MOE requesting renewal of Cedar Elementary
- Redevelopment of the Heritage Lands complex has provided an opportunity to modify and improve learning spaces i.e. Shops, classrooms, and Learning commons

Evidence confirms area of improvement?

- District wide upgrade in wireless capability.
- Implementation of Google App for Education
- Over 160 Surface pro tablets distributed to elementary teachers
- Each classroom equipped with new technology work station i.e. projectors, document camera, etc.
- Hazardous material removed and finalized cost for demolition expected by March 2018
- Several enquiries regarding lease or purchase of School District property
- Ten Year Facility Plan

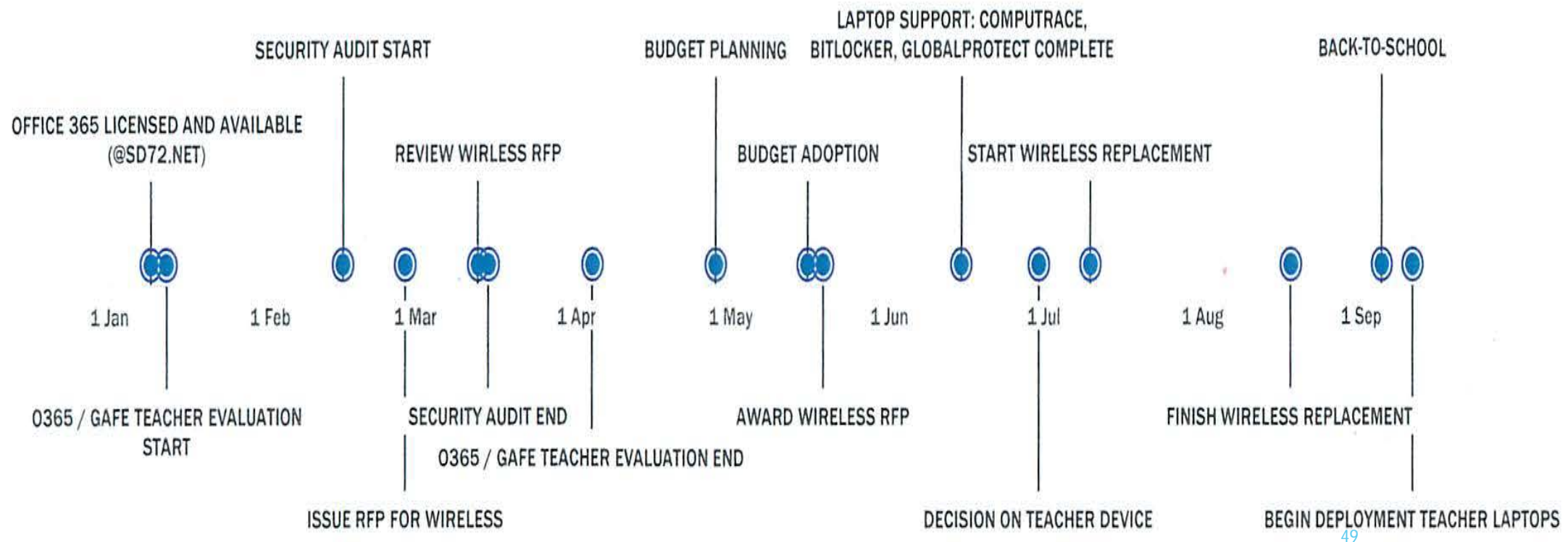
What is improving?

- Launch of the technology plan
- Major wireless network replacement

Evidence confirms area of improvement?

- Digital device procurement/roll-out to elementary schools
- Increased network capacity
- Implementation of G Suite platform
- The implementation is ahead of schedule

2017 Technology Plan Timeline Summary



What are the challenges?

- Schools deteriorating faster than they can be repaired
- Older buildings are not built to support flexible learning environments
- Need for storage spaces in/out of school building
- Timberline will require significant increased costs to bring some areas up to code i.e. Woodshop Dust collection system
- Implementation of MOA has created space challenges in some of our schools

Steps taken?

- Ten Year Facility plan
- Utilize seismic grants creatively to improve buildings
- Created working group to seek interim and longer term solutions
- Added metal storage containers at specific school sites
- Requested additional funding from NIC and MOE
- Catchment review

Strategic Focus 4:

Strengthen and Expand Community Relations

As we strive to provide learning opportunities outside of the traditional classroom, the connection with our communities will become even more critical to our success. Through active engagement we will move education from a service to a partnered commitment between educators, families and the community.

- Draw upon the strengths and skills within our community to open multiple pathways and develop a variety of skills within our students
- Nurture positive relationships with our Aboriginal community, early years and literacy organizations, post-secondary institutions, city administration and support services
- Build upon environmental efforts through continued work with community partnerships
- Involve students more in shaping their education and future
- Continue to make schools and the school district accessible with open, direct communications

What is improving?

- Discussions with Strathcona Regional District re: disposal of Stuart Island and Quadra properties
- Aboriginal Organizations communication
- Increased Service learning opportunities

Evidence confirms area of improvement?

- Set up regular liaison meetings with Strathcona Regional District
- Nviats, bladerunners, shoulder tapper, Wei Wai Kum band students commercial fishing with professional fishers, Laichwiltach elders role models, artist in residence; Elders in Schools program
- Students participating in community outreach such as Yaculta Lodge, interact clubs, Teen Flight; Homeless Coalition; Greenways Land Trust

What is improving?

- Literacy support from community
- North Island College (NIC) reconfiguration
- Increased collaboration in trades and dual credit programs with NIC
- Community partnerships
- Increased communications / social media presence using website; Facebook, and Twitter

Evidence confirms area of improvement?

- Retired teachers and administrators mentoring students in classrooms
- Construction has begun Heritage Lands project addition
- Students are included in district committees and consulted on major initiatives including the development of the strategic plan
- Foundry partnership with John Howard society and MCFD; Newcomers Strategic Planning Council – Immigrant Welcome Centre; Creation of the Campbell River Learning Council; NIC, SD72, local Chamber of Commerce, ITA, NIEFS
- Increased positive news coverage from local media; Increased number of “hits”, “likes” and positive comments on our social media platforms regarding staff newsletter, and superintendent’s blog

What is improving?

- Hiring the most qualified and competent staff
- Maintaining Healthy Collaborative Relationships with CRDTA and CUPE, Local 723

Evidence confirms area of improvement?

- Worked collaboratively with our District directors and principals on dissecting the requirements of the Supreme Court of Canada (SCC) ruling on Class Size & Composition. Interpretations of the ruling and how each related to our Collective Agreement language was imperative in building our approach to ensuring the requirements of the ruling were met.
- Through joint committees and dealing with any issues that arose, the Department continued to build trusting, collaborative relationships with both unions to the benefit of both employee and labour relations.

What are the challenges?

- North Island College reconfiguration/redevelopment emergent capital project requirements and negotiation of new operating & maintenance agreement
- School calendar structure
- Enhancing relations with aboriginal community

Steps taken?

- Dust collector system added to North Island College reconfiguration/redevelopment
- Discussing with calendar committee, Principals/Vice-Principals to build in adult collaboration time into 2018/2019 calendar
- Working with local nation to create aboriginal language immersion Kindergarten/primary program.

Questions?

- ▶ Where do we go from here?

“What does this information tell you about where we are and where we need to go to improve achievement in SD72?”

Literacy (Reading and Writing):

- ▶ Goal One: Throughout the elementary school years students will show continual progress in all areas of the Language Arts; oral language, reading and writing
- ▶ Goal Two: By the end of grade 8 students will fully meet expectations in the areas of reading, writing and oral language
- ▶ Goal Three: Year by year improvement in literacy and numeracy achievement by a Aboriginal students at the elementary, middle, and secondary school (K-12)
- ▶ Goal Four: To increase the number of Aboriginal students who graduate with a Dogwood diploma. Aboriginal students will develop a strong self-identity and the skills and knowledge needed to achieve career and life goals.

Numeracy:

- ▶ Implement District Math Assessment for grade 5 during the 2018, 19

“What plans does the Senior Management Team have to implement a course of action, based on this data, that will result in improved student achievement?”

- ▶ Meeting with Principals and Vice principals to discuss, analyze data and set goals
- ▶ Introduced district wide planning and reporting program to enhance alignment of school goals, district goals, with the strategic plan.
- ▶ School Support Conversations in fall and spring where members of the Senior Management Team meet with school admin to discuss individual school “Student Success Plans and student outcomes

“How can building administrators and teachers be enlisted to become part of an overall plan to improve student achievement?” “How can progress toward a goal be measured and reported

- ▶ We are continually working with school, based leaders, teachers, and support staff to build a culture of transformation and continuous improvement.
- ▶ We will be working together with the Board and the community stakeholders as we develop our next strategic plan for the school district.

Thank You