



**CAMPBELL RIVER**  
School District 72

# **Our District Story**

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2022 Framework for  
Enhanced Student Learning

## Message from the Superintendent



Welcome to the Campbell River School District's 2021-2022 District Story, our yearly community update on our commitment and progress towards the priorities and goals of the district's strategic plan. This report also meets the requirements of the Ministry of Education and Child Care's Framework for Enhancing Student Learning Ministerial Order.

Data in this report includes: results from the grade 4 and grade 7 Foundation Skills Assessment, DIBELS literacy screening results, grade 10 numeracy and literacy assessments, completion rates, and the results from the student learning survey. This report also includes specific ways that each strategic goal was supported.

While we can see some encouraging results, particularly in improved graduation rates, equity across all measures must continue to be a priority in our work.

A handwritten signature in black ink, appearing to read 'J. Morrow'.

Dr. Jeremy Morrow  
Superintendent/CEO

## Message from the Board Chair



On behalf of the Campbell River School District Board of Education, we invite you to review this document as it provides an important snapshot into how the school district is moving towards the priorities and goals we heard clearly from you – our community.

In the process of developing the current strategic plan, we heard some very specific needs, particularly on the importance of accountability, and we made a commitment that the 2019-2023 strategic plan would be a practical, transparent, measurable and accountable course of action. This yearly report is our follow through on that commitment.

The board hopes you find this informative and we thank school district staff for their ongoing work towards improving student achievement, building a culture of learning and wellness and honouring Indigenous world views and perspectives.

Lastly, we would like to thank district families for your ongoing support of public education. We know that the last two years have been difficult and our number one focus has been on the health and welfare of your children as we continue to strive to provide the best educational outcomes for all students.

A handwritten signature in black ink, appearing to read 'J. Kerr'.

John Kerr  
Board Chair

# Overview of the Campbell River School District

The Campbell River School District (SD72) is honoured to operate on the traditional territories of the Laichwiltach, Klahoose and K'omoks First Nations; land that has always been a place of learning. In addition, the district is a proud community partner with the Homalco First Nation and the North Island Métis Nation. We honour our relationship with these peoples and all other First Nations, Métis and Inuit peoples who reside in these traditional territories.

The district is located on the east coast of central Vancouver Island, extending north to Sayward and south to Oyster River and includes the outer islands of Read, Cortes and Quadra. We are dedicated to the achievement of personal excellence for all members of our learning community: staff, students, and parents alike.

Over 900 employees provide educational programming to approximately 5,500 students in kindergarten to grade 12 across our 13 elementary schools, two middle schools, two secondary schools and alternate learning centre.

The district's annual consolidated budget is approximately \$78 million.

Respectful relationships are fundamental to student learning.

Learning is an active and social process.

All learners vary in their learning styles, prior knowledge and experiences, abilities, and rates of development.

Positive learning behaviours and attitudes lead to greater student independence, success and lifelong learning.

— Campbell River School District Learning Beliefs



## Strategic Plan

2019-2023

Through its strategic plan, the Board of Education and all district employees are committed to helping enhance the opportunities for Indigenous learners. Currently, the district is undertaking an Equity Scan to help identify areas for growth and determine best practices to ensure we achieve the needed outcomes. Collection and sharing of data, particularly the disaggregated information for Indigenous learners, will improve overall learning and assist the district in supporting equitable outcomes for all Indigenous learners. Referencing the Truth and Reconciliation Commission Call to Action #57 is a developing priority for the district. Ongoing professional development with an enhanced suite of resources will continue to support educators and community members as they work to overcome the harmful legacy of colonial practices and residential schools.



## PRIORITY ONE

## Improve Student Achievement.

We have engaged in a robust and targeted literacy plan to build teacher and administrator capacity in strong phonics-based literacy practice, guide district spending, develop and purchase classroom resources, and provide district-wide assessments to measure students' literacy levels and engage in early intervention. Our literacy framework includes district literacy coordinator positions; a literacy lead teacher in each school; the administration of the DIBELS screener to all elementary and middle school students three times a year; the implementation of and training with the Flyleaf and PRESS (Path to Reading Excellence in School Sites) resources; and development of district resources, including a resource website for teachers and parents.

The intent is to build a district-wide and school-based system through assessments and good instruction which will create consistency and reliability. Strong understanding of literacy and assessment practices provide reliable predictors for reading outcomes. Through the lens of equity, we have targeted instruction, early intervention, appropriate resources, and professional learning to ensure that all students meet our district goal of meeting or exceeding expectations. We have collected and will continue to collect data to triangulate with all assessments done by teachers to illuminate concerns and/or confirm assessments.

Understanding the importance of cultural representation in all learning environments, we have increased access to culturally appropriate learning kits, as well as the availability of locally developed books and materials for school libraries and continued to value language revitalization and local knowledge by ensuring K'wak'wala and L'ik'wala language opportunities in all levels of school. Our Indigenous Education and ELL webpages also host a variety of culturally appropriate resources and links.

Our district has also made a commitment to “equity in action” and ensuring that each student has equitable opportunities for a positive school experience and the “Pathways to Graduation” model that engages all educators in their understanding of a student’s progress to ensure that equitable learning opportunities and resources are in place when and where they are needed.



## PRIORITY TWO

## Build a culture of learning and wellness.

Our district created a mental health framework to guide our work in this area and this framework was informed by students. In November 2021, we held a youth forum at Robron Centre with 20 students from our two middle schools, two secondary schools and alternate learning centre to get their feedback on the framework, as well as what priorities they felt were important for us to consider about youth mental health. The framework includes a multi-tiered system of support for mental health and social emotional learning.

We are also working to thread compassionate leadership throughout our work as a leadership team and have 18 members of our leadership team already trained in the Compassionate Systems Framework. We continue to encourage further work in this area by holding a Compassionate Systems dinner series throughout the year and by having members of our leadership team participate in the BC Network for Compassionate Systems Leadership that meets bi-weekly with colleagues from across the province.

With regards to training and increasing the mental health literacy of our staff, nine teachers were trained to become core trainers in the “Go-To Educator” training (also referred to as the Mental Health Toolkit) and all district support staff, as well as several school staffs, participated in a “Go-To Educator” training on our February 18, 2022 professional development day. Covering the basics of mental health and mental illness, as well as how to support or refer someone experiencing a mental health challenge, this training will be offered numerous times throughout the next few years. Our district adolescent literacy coordinator also worked with our middle schools on embedding social emotional learning into literacy instruction.

Cultural understanding and equity also play a significant role in building a culture of learning and wellness and we have intentionally provided professional development opportunities to support our Equity in Action commitment, including having all district staff participate in an Indigenous-focused professional development day with keynotes from Jesse Wenthe and Kevin Lamoreaux, and numerous break-out sessions.

We have invested in learning resources to advance student and staff knowledge, awareness and understanding of cultural contributions, as well as purchased Second Step kits for social emotional learning and Kids in the Know for our elementary schools.

One grade 4/5 teacher from every elementary school and one grade 6/7 teacher from each middle school piloted the mental health curriculum from [mentalhealth.org](http://mentalhealth.org) in their classrooms in the spring. Mental health curriculum, as well as sexual health curriculum, has also been developed and is being implemented in all grade 8 classrooms.

GSA/Rainbow clubs are in all middle and secondary schools and Phoenix Middle School has created a wellness journal which, with support from the school, parent advisory club and district, is being professionally published.

We maintain a close relationship with the Foundry to connect schools and community in supporting mental health and we have district representation on the Community of Practice for Mental Health Education, which meets monthly with educators across the province.

Our district has been invited to share at the Community of Practice for Mental Health Education what is working within our district for building mental health literacy.



"Memorial Dance Curtain to Keanan Lucas Sr.," Qwaya Sam, Nuu-Chah-Nulth, on loan by Cedar Elementary School Culture Group to Georgia Park Elementary.

## PRIORITY THREE

## Honour Indigenous world views and perspectives.

Schools have been supported with additional funding for site specific initiatives to support honouring Indigenous world views and perspectives. Some of these initiatives have been local knowledge keepers and role model presentations, drum making, The Village Project, outdoor learning spaces, and traditional gardens to name a few.

A focused effort has been made to increase staff awareness and understanding of the shared history of our country, the effects of residential schools, intergenerational trauma, systemic racism, and the current realities for Indigenous peoples. During 2021-2022 the district held two district-wide professional development sessions, one with Monique Grey-Smith on the ripple effect of resiliency and the other featuring keynotes with Jesse Wenté and Kevin Lamoreaux with a theme of transformation for social change.

These learning opportunities for staff, in the form of online and in-person workshops continue to be well attended and eagerly received.

Each school continues to incorporate how they intend to support Indigenous learning within their school success plans.

The Indigenous education department has substantially increased the amount of culturally appropriate resources available to our schools and teachers, including through the development of several local and learning kits. The department has also increased the number of books by Indigenous authors available in the Indigenous Reads section of our district education centre.

The district continues to be fortunate in receiving guidance and counsel from members of the Indigenous Education Advisory Council.

Secondary schools are working on development and implementation of a new Indigenous-focused course required for graduation.

Conversations with community and with Indigenous Education Advisory Council members continues to direct and shape district direction as we have a deep commitment to relentlessly pursuing equity of outcomes for Indigenous learners.

# District Context

## Number of Students Across All Grades 2021-2022

	K	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total
All Students	414	422	445	418	392	438	412	433	466	441	419	394	421	Msk	5,520
Indigenous	81	84	96	108	80	99	114	100	118	117	93	93	121	Msk	1,305
Students with disabilities or diverse abilities	12	35	29	31	35	64	62	56	81	94	81	71	106	Msk	757

\* Other includes elementary ungraded, secondary ungraded, and graduated adults in the school system.

## Community Socio-Economic Information

	BC Public Schools	Campbell River
Unemployment Rate	6.8%	9.8%
Percent of 25-64 with Post Secondary Credentials	63%	56.9%
Percent of Lone Parent Families	4.4%	4.7%
Median Family Income Economic Families	\$93,013	\$81,276

### Indigenous Students

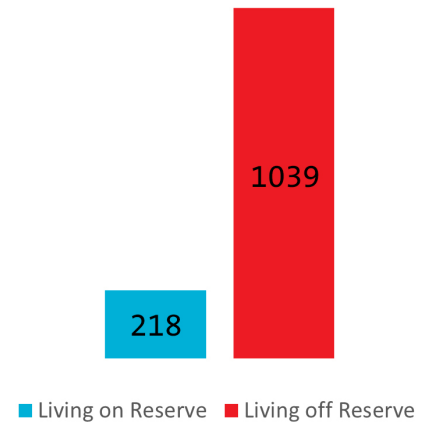
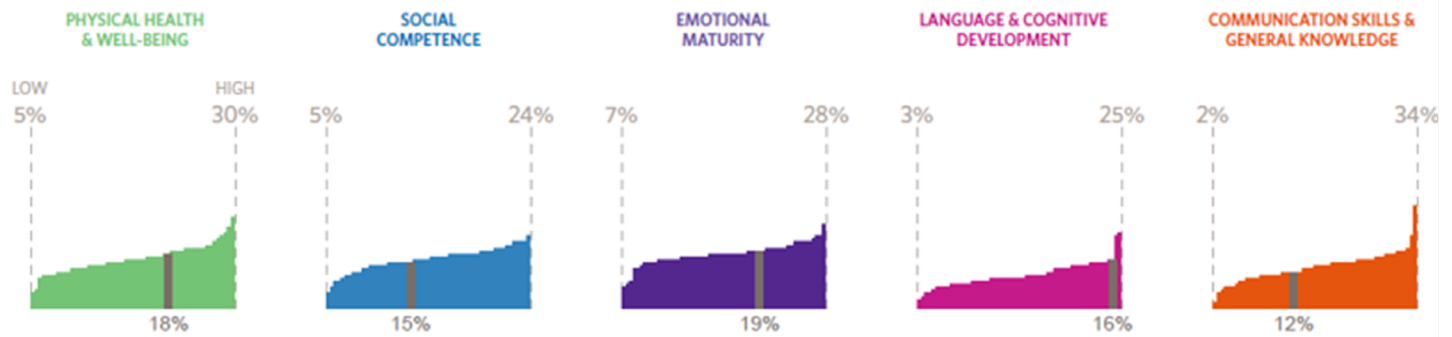
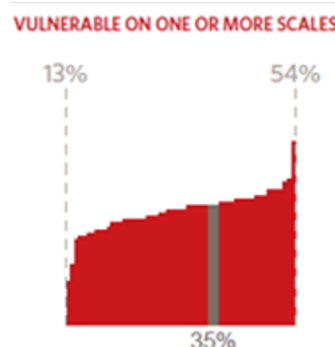


FIGURE 14. WAVE 7 SCALE-LEVEL VULNERABILITY IN CAMPBELL RIVER WITHIN A PROVINCIAL CONTEXT



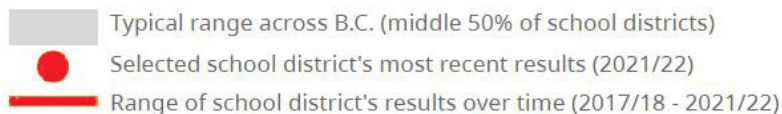
The most recent EDI data shows our youngest students experiencing higher vulnerability in all domains of the survey except one.



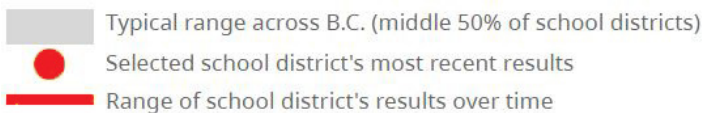
Our biggest concern is that the high vulnerability is in the language and cognitive development section where the district is very close to the most vulnerable districts in the province.

# How Are We Doing?

## Literacy Expectations



## Foundation Skills Assessment



## Graduation Assessment

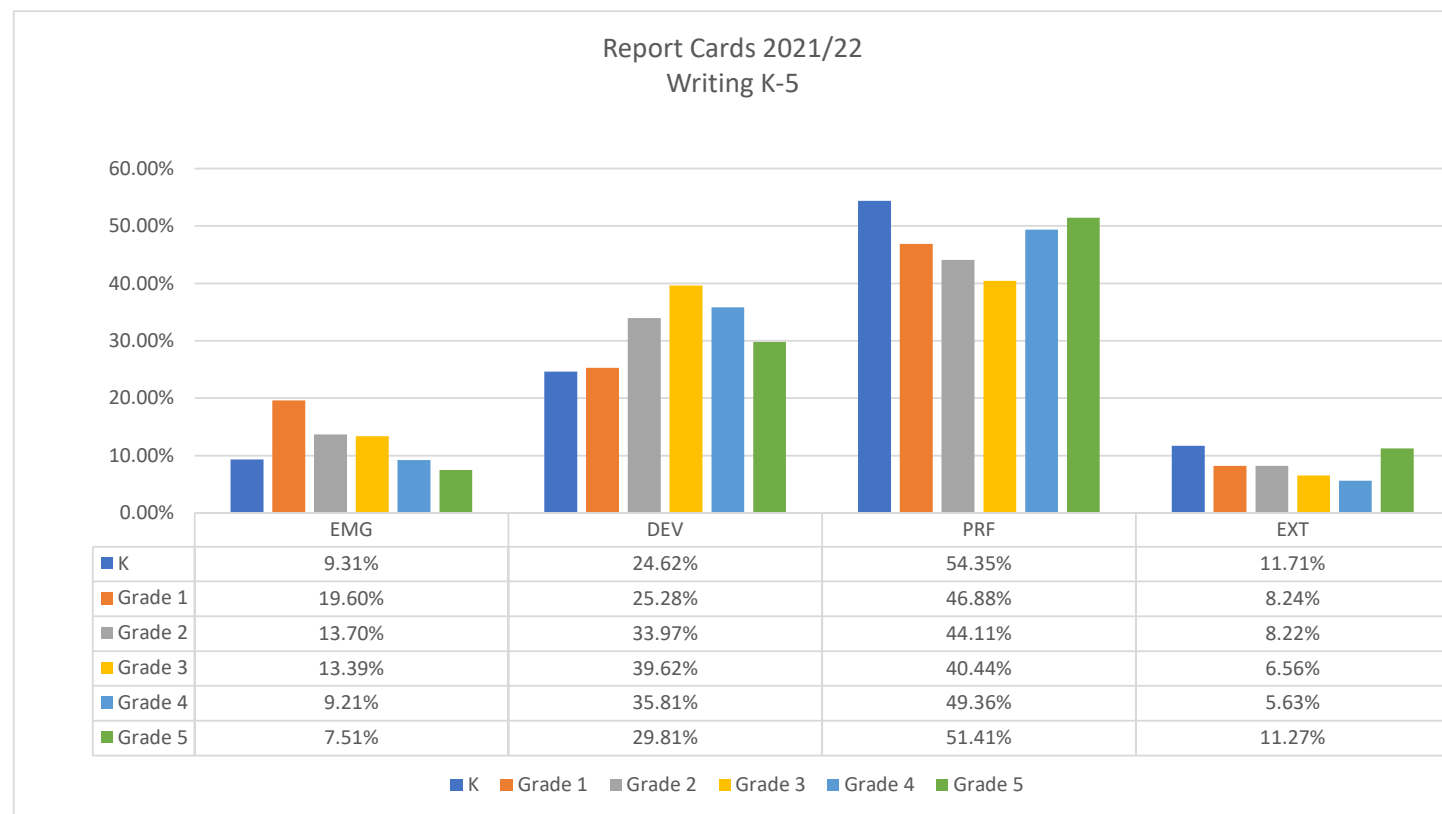
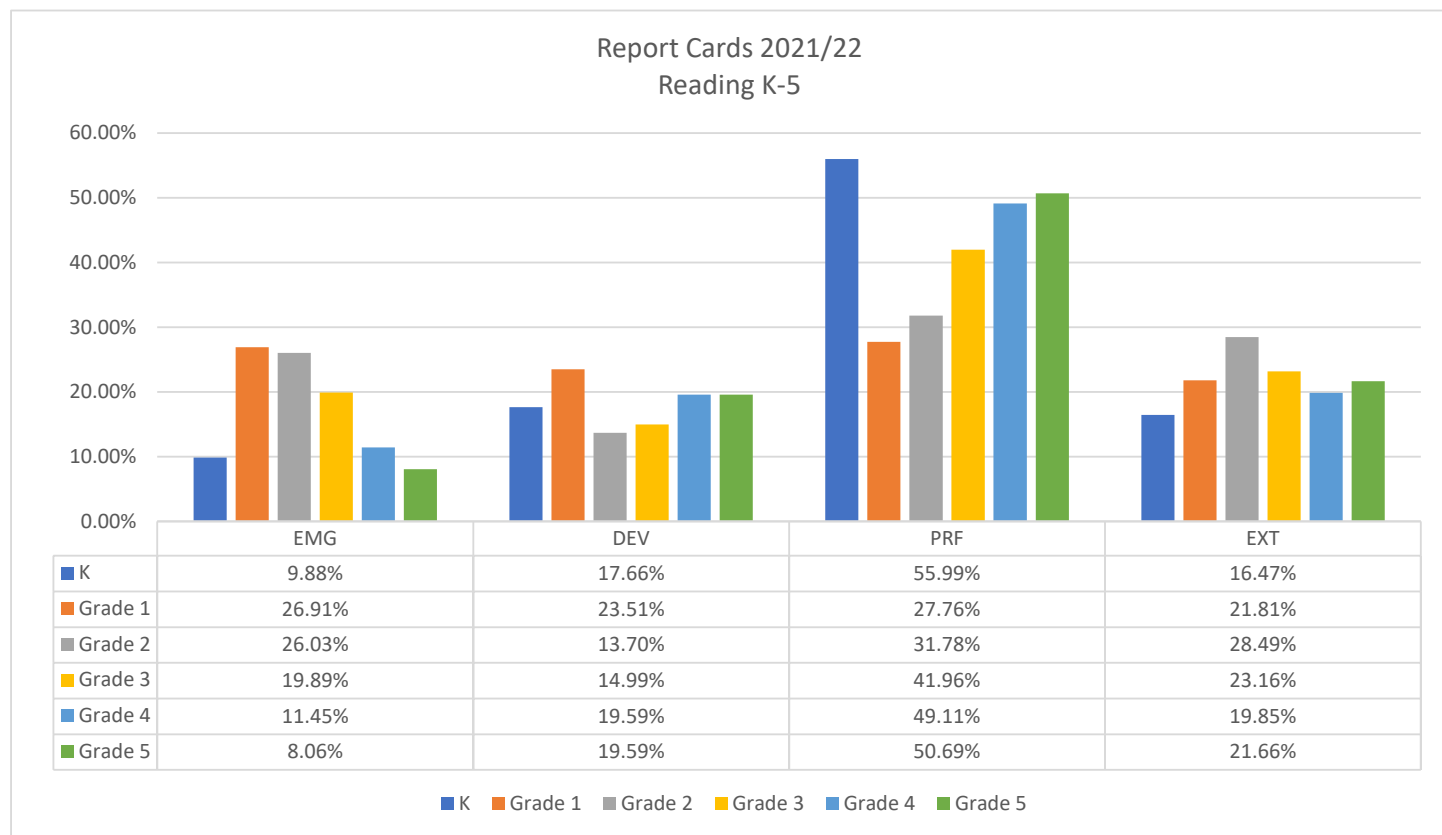


### Notes:

Our FSA literacy results are within the provincial average range for grade 4 and slightly below the provincial average for grade 7 students. In both grade 4 and grade 7 Indigenous and students with special needs score lower. Looking at our graduation assessment results our students are within the provincial average; however, our results declined last year. Our Indigenous students are slightly below the provincial average.

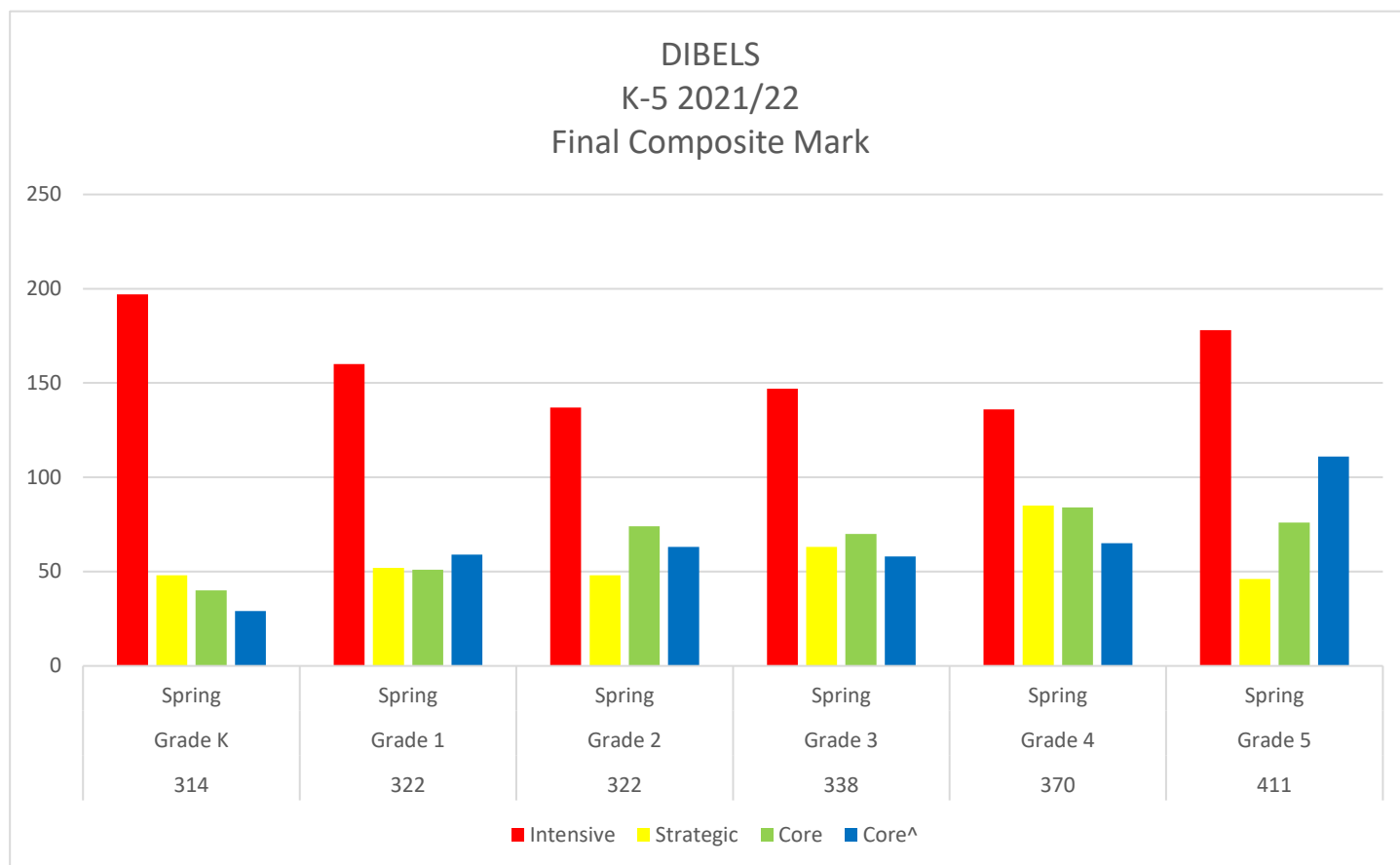
# How Are We Doing?

## Literacy Expectations Report Card Results K-5 in Reading & Writing



# How Are We Doing?

## Literacy Expectations DIBELS



**Above Benchmark - Blue** - can be used to classify students who are performing well above benchmark and are at negligible risk for not meeting proficiency goals. The ambitious cut-score is designed to identify the students who are least at risk in reading. On average, this cut-score identifies 90% or more of students performing below the 40th percentile rank on an external measure of reading ability at the end of the year. Students who fall at or above the ambitious cut-score have a greater chance of performing above the 40th percentile rank on an external measure of reading ability at the end of the year than do students who fall between the benchmark and ambitious cut-scores. Students falling above this cut-score are very likely in need of core support alone, meaning the general curriculum should serve these children well. Students performing well above benchmark may benefit from instruction on more advanced skills.

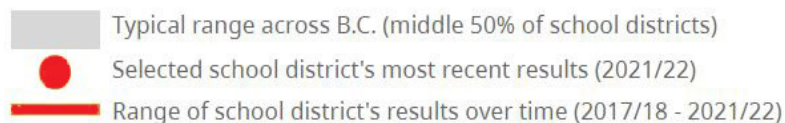
**Benchmark - Green** - the benchmark goal, can be used to classify students who are performing at benchmark levels and are at minimal risk and on track for meeting grade-level proficiency goals from those who are below benchmark performance levels and thus at some risk for not meeting proficiency goals. On average, this cut-score identifies 80% or more of students performing below the 40th percentile rank on an external measure of reading ability at the end of the year. Students falling above this cut score are typically in need of core support alone, meaning the general curriculum should serve these children well.

**Below Benchmark - Yellow** - Students falling between the risk and benchmark cut-scores are at some risk for not meeting proficiency goals compared to those who are on track for meeting proficiency goals. These students are in need of strategic support. Students falling below this cutscore but above the risk cut-score are designated with the color yellow in the DIBELS 8 benchmark documentation.

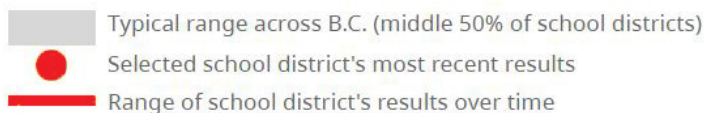
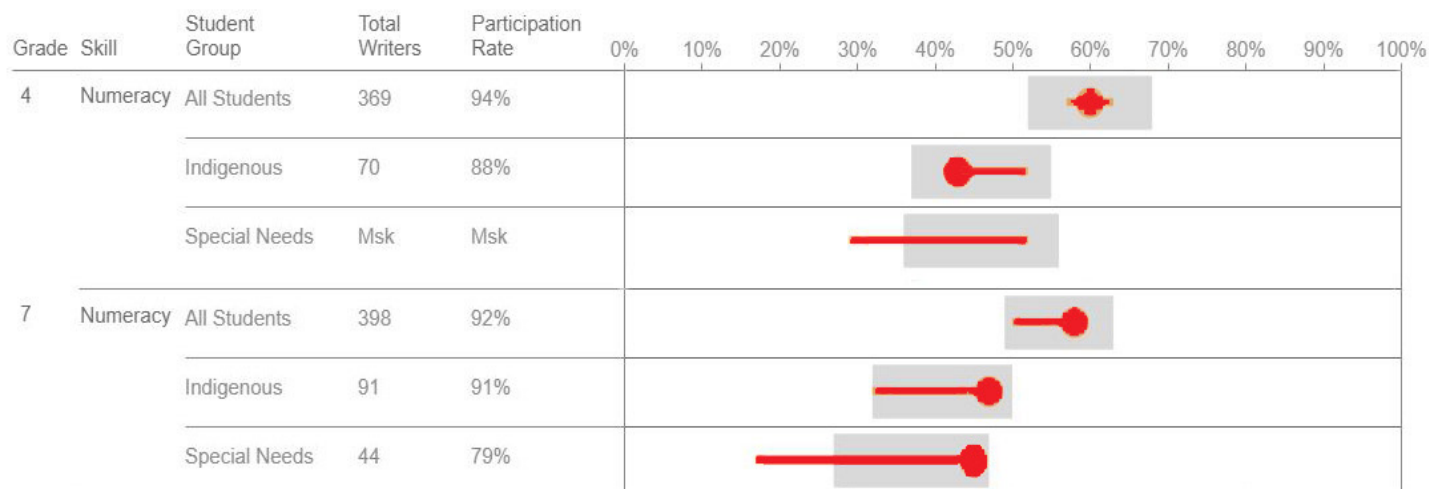
**Well Below Benchmark - Red** - can be used to classify students who are well below benchmark in their performance and at risk for reading difficulties, including dyslexia. On average, the at-risk cut-score identifies 80% of students performing below the 20th percentile on an external outcome measure at the end of the year. Students falling below this cut-score are designated with the color red in the DIBELS 8 benchmark documentation.

# How Are We Doing?

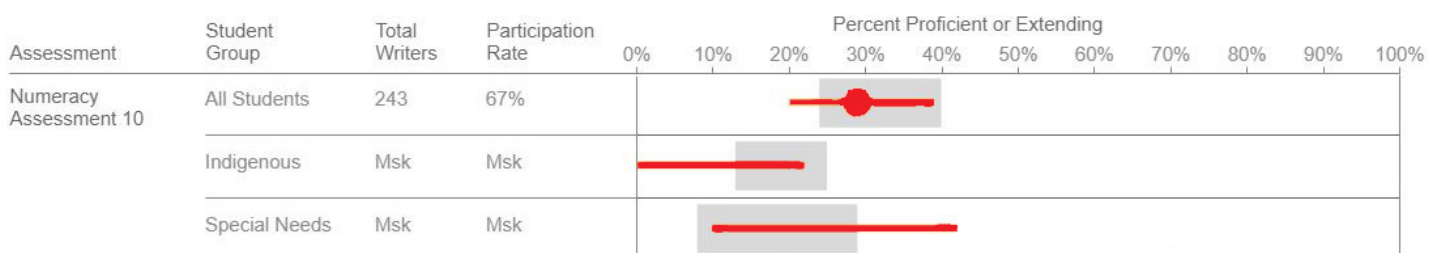
## Numeracy Expectations



## Foundation Skills Assessment



## Graduation Assessment



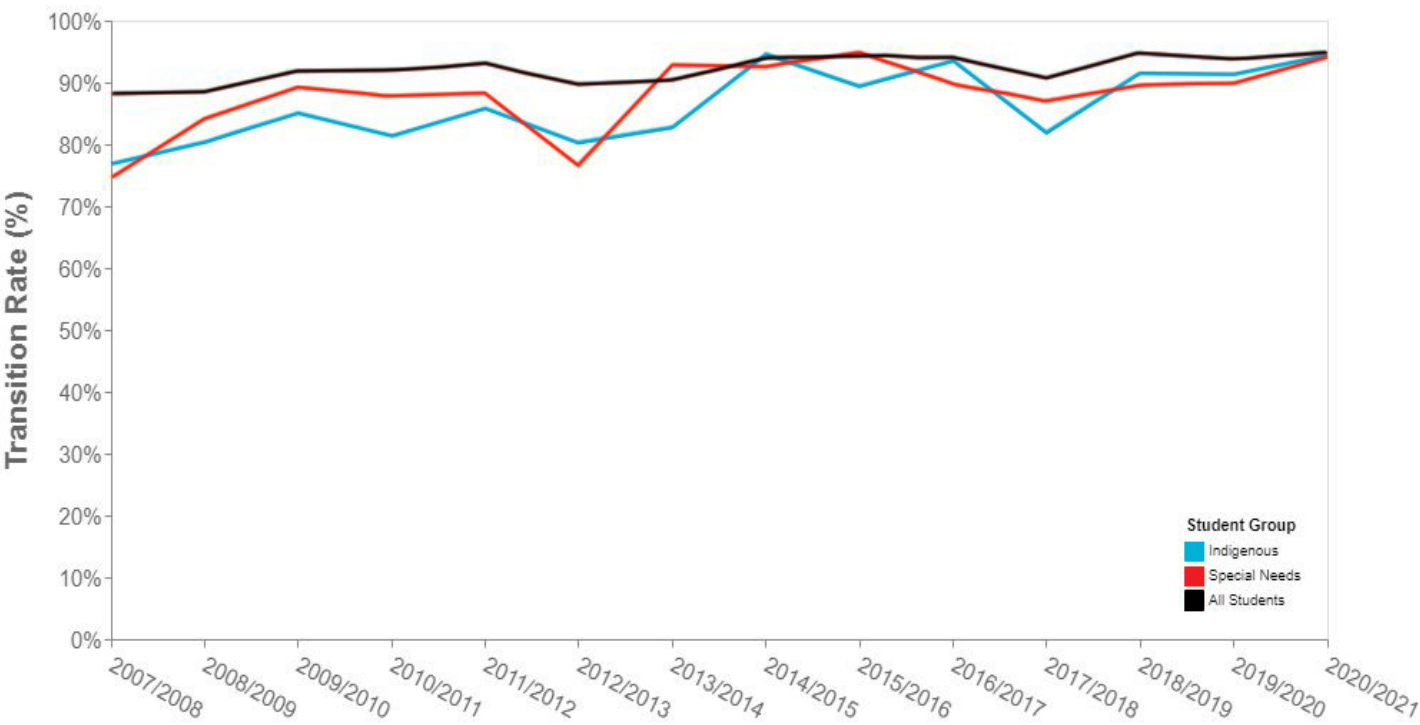
### Notes:

All students, including Indigenous and students with special needs, have scores within the provincial average range. All categories of students in grade 7 have increased. Looking at our graduation assessment results our students are within the provincial average; however, our results are midway between previous results over time.

# How Are We Doing?

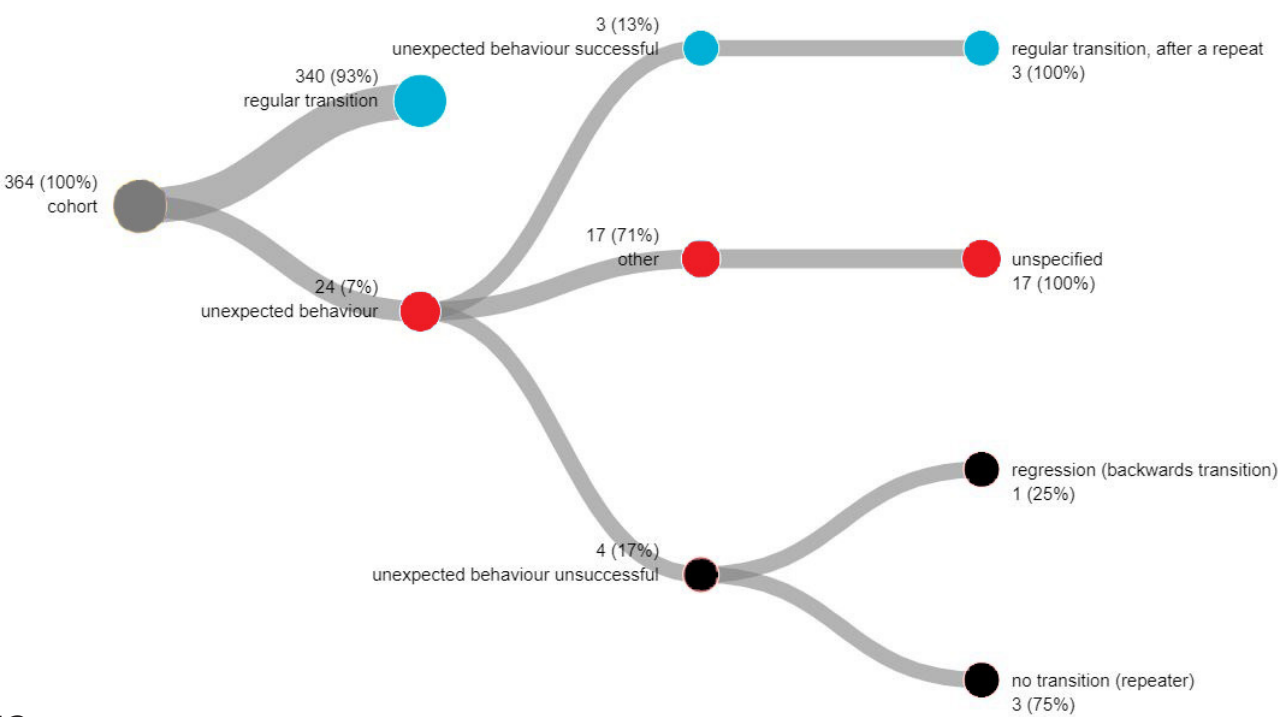
## Transitions and Completion Rates

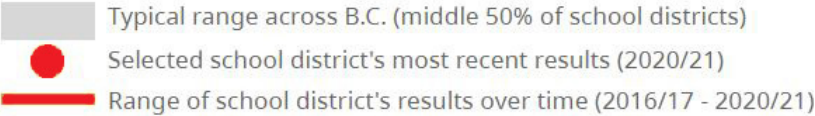
### Grade-to-Grade Transitions



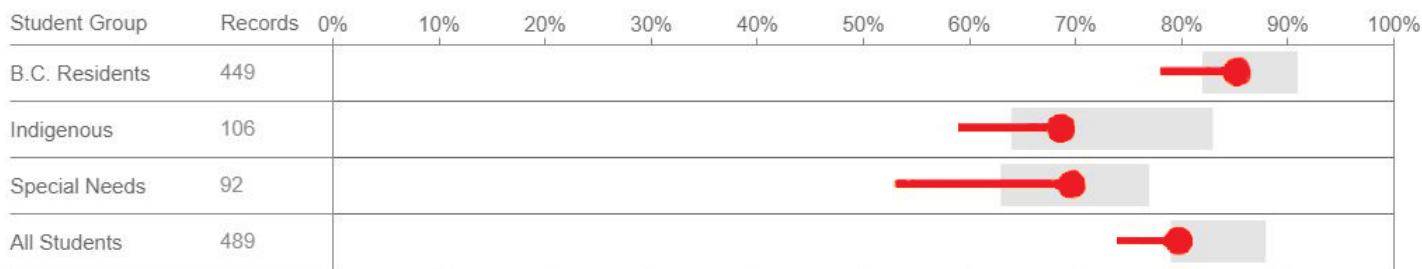
Notes: There has been an increase in grade-to-grade transition in all student categories.

### 2020/2021 Grade-to-Grade Transitions Flow Chart

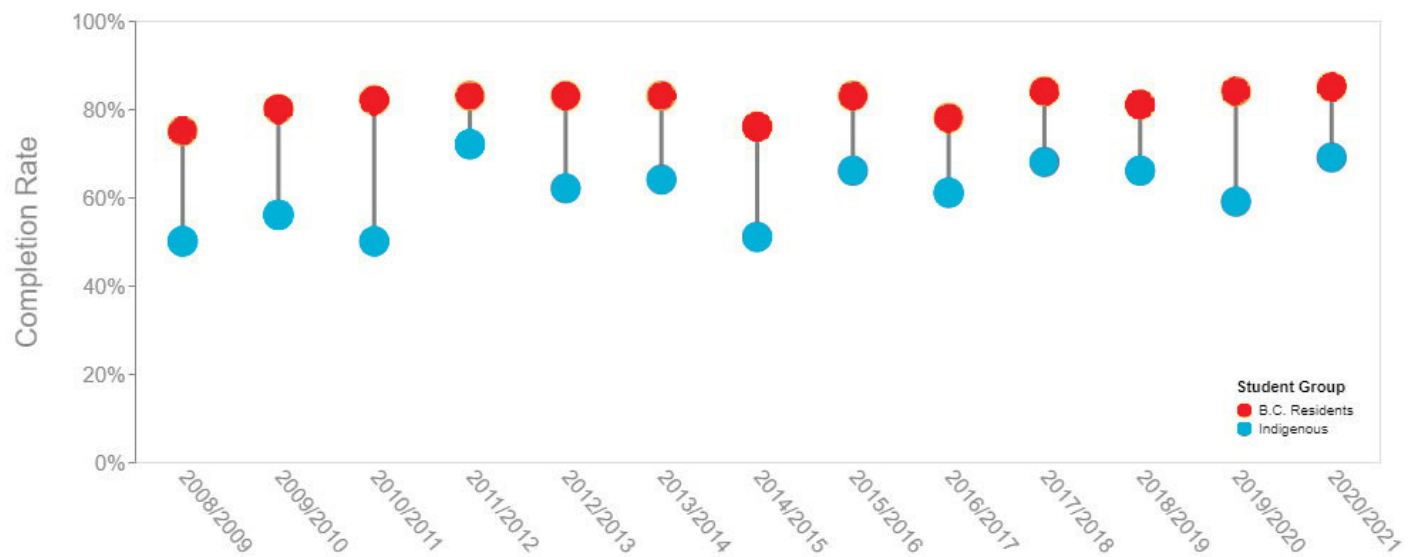




### Completion Rates



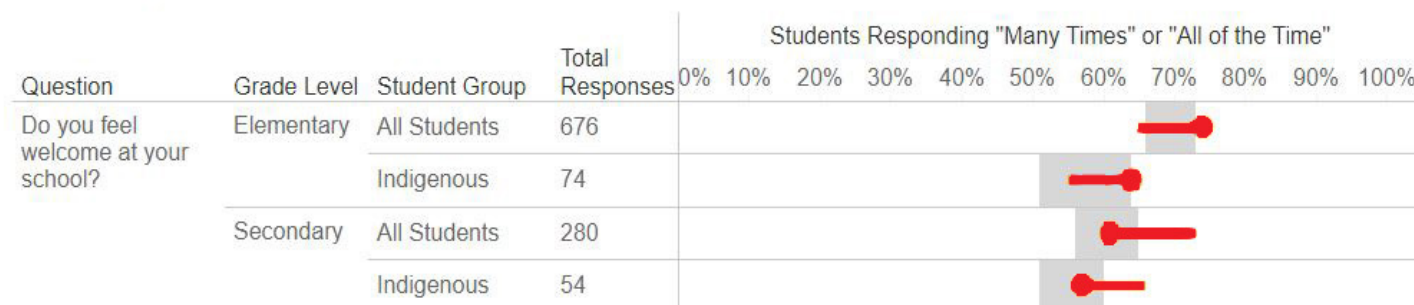
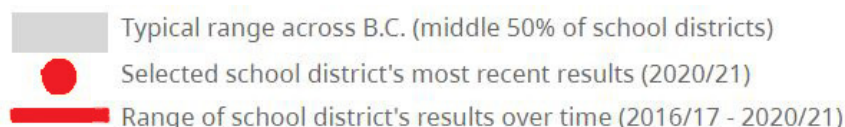
### Completion Rate Over Time for Indigenous and BC Residents



Notes:  
 All students, including Indigenous and students with special needs, have scores within the provincial average range. All categories of students have increased and are at their highest rates historically. The gap between Indigenous students and all students has narrowed.

# How Are We Doing?

## Student Learning Survey



### Question: Do You Like School? Responses: All of the Time or Many Times

School Year	Grade 4				Grade 7				Grade 10				Grade 12			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2015-2016	76	64	233	68	75	49	247	55	55	38	206	49	25	64	121	54
2016-2017	65	55	237	53	69	35	234	38	25	40	99	48	18	Msk	82	46
2017-2018	85	68	245	67	70	37	218	48	40	33	198	40	23	52	103	55
2018-2019	88	68	276	66	71	41	262	42	25	Msk	101	43	Msk	Msk	81	58
2019-2020	38	76	66	65	30	43	50	44	-	-	-	-	-	-	-	-
2020-2021	36	60	160	62	40	53	119	44	11	34	69	39	6	46	42	48

# equals the number of total students who participated in the Student Learning Survey.

### Question: How Many Adults at Your School Care About You? Responses: 2 or More

School Year	Grade 4				Grade 7				Grade 10				Grade 12			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2015-2016	77	96	242	97	76	93	253	91	56	75	206	79	26	92	120	87
2016-2017	66	73	235	74	69	71	232	67	25	56	99	72	18	83	81	84
2017-2018	85	69	240	76	70	71	215	71	40	60	199	57	23	87	103	84
2018-2019	88	82	275	75	72	76	261	60	25	60	101	59	Msk	Msk	81	83
2019-2020	37	70	65	55	30	67	50	60	-	-	-	-	-	-	-	-
2020-2021	37	60	148	59	37	48	142	51	-	-	-	-	-	-	-	-

# equals the number of total students who participated in the Student Learning Survey.

#### Notes:

All elementary students', including Indigenous students, sense of feeling welcome at school is above the provincial average range and has increased to its highest percentage over the past year. All secondary school students, including Indigenous students, are within the provincial range with regard to feeling welcome at school, but last year was the lowest percentage over the past five years.



**CAMPBELL RIVER**

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School District 72