

SECTION 2 – IMPLEMENTATION

SCHOOL DISTRICT NO. 72 (Campbell River)

EA Goal	Performance Indicator	Strategy	Outcomes
<p>1. Year-by-year improvement in Aboriginal student achievement in literacy and numeracy at the intermediate and middle school levels (Grades 4 to 9)</p>	<p>Gr. 4 FSA: Reading, Writing, Numeracy Gr. 6 District Reading Assessment Gr. 7 FSA Gr. 9 District Reading Assessment</p>	<p>Elementary and middle “Student Success Goals” and district Accountability Contract reflect needs of Aboriginal students.</p> <ul style="list-style-type: none"> • Student support and contact with Aboriginal support workers. • Aboriginal student rooms for gathering, comfort, support and celebration. • Student and parent surveys to determine needs and levels of satisfaction of Aboriginal middle school students and their families. • School-wide use of district assessments and identification of students at-risk in reading, writing and numeracy. • AVID program with a 23 per cent Aboriginal student participation rate in the Grade 9 cohort. AVID teachers being trained and strategies being used in Grade 10 at Carihi. • Aboriginal Educational assistants to support academic development. • English Skills Development teachers. • Development of Aboriginal curriculum. • District Enhancement Agreement support teacher. • Aboriginal support teachers at École Phoenix Middle School. • Transition Teacher to identify and support at-risk students moving into middle school. 	<p>(Meets or Exceeds) G4 FSA Reading 61% Writing 66% Numeracy 81% G6 District Reading Assessment 50% G7 FSA Reading 57% Writing 81% Numeracy 76% G9 District Reading Assessment 57%</p>

SECTION 2 – IMPLEMENTATION

SCHOOL DISTRICT NO. 72 (Campbell River)

EA Goal	Performance Indicator	Strategy	Outcomes
<p>2. Year-by-year improvement in the rates of Aboriginal students who graduate with a Dogwood certificate</p>	<p>Successful transitions from Grade 9 to 10 Successful transitions from Grade 10 to 11 Successful transitions from Grade 11 to 12 Ministry data for six-year Dogwood completion Grade 12 cohort graduation rates</p>	<p>Secondary “Student Success Goals” and district Accountability Contract reflect needs of Aboriginal students.</p> <ul style="list-style-type: none"> • Student support and contact with Aboriginal support workers with emphasis on transitions. • Aboriginal student rooms for gathering, comfort, support and celebration. • Development of database tracking reasons why Aboriginal students move in and out of the district based on the Ministry’s second count in February. • AVID program implemented at Carihi Secondary. • Aboriginal education assistants. • First Nations 12 leadership program. • First Nations Studies 12. • Aboriginal support workers. 	<p>93% 90% 86% 50% 84%</p>

SECTION 2 – IMPLEMENTATION

SCHOOL DISTRICT NO. 72 (Campbell River)

EA Goal	Performance Indicator	Strategy	Outcomes
<p>3. To increase the number of Aboriginal students who graduate having met post-secondary requirements aligned to personal career goals</p>	<p>Prov. exam results Grade 10 English participation Grade 10 English performance Grade 10 Science participation Grade 10 Science performance Grade 10 Principles of Math participation Grade 10 Principles of Math performance Grade 11 Principles of Math participation Grade 11 Principles of Math performance Grade 12 English participation Grade 12 English performance Participation in Planning 10 Participation rates in career programs Participation rates in AVID program</p>	<p>Secondary “Student Success Goals” and the district Accountability Contract reflect needs of Aboriginal students.</p> <ul style="list-style-type: none"> • Literacy project at Timberline and Carihi. • AVID program at Carihi with subject area teachers trained in AVID strategies. • Educational assistant to support academic development at Carihi. • Development of Aboriginal curriculum – novel studies. • Encouragement of Aboriginal students to participate in career-related programs in order to increase their knowledge of workplace-based expectations and post-secondary options. • Promotion of scholarships, bursaries, exchanges and postsecondary visitations for Aboriginal students. • Aboriginal student study/support rooms exist to provide students with a home-base in the school. • Planned in-service of on-reserve learning centre staff to use web-based Essentials and Principles of Math 10, Science 10 and Social Studies 11 courses as review, study and tutorial. • Carihi off-campus program in partnership with Laichwiltach Family Life for early school leavers and disengaged students. • Aboriginal parent nights to local reserves and Laichwiltach Family Life Society by middle and high school principals. 	<p>60% 80% 61% 45% 26% 77% 32% 74% 32% 100% 57% 18% 23%</p>

SECTION 2 – IMPLEMENTATION

SCHOOL DISTRICT NO. 72 (Campbell River)

EA Goal	Performance Indicator	Strategy	Outcomes
<p>4. To increase a positive sense of identity and self-acknowledgement for Aboriginal students</p>	<p>Participation rates in: École Phoenix & Carihi Liq'wala / Kwakwala BC First Nations Studies 11 & 12 Parent satisfaction survey (52 respondents) Aboriginal parents aware of school goals? Are you satisfied with your child's learning? Do teachers care about your child? Do you feel welcome at your child's school?</p>	<ul style="list-style-type: none"> • Liq'wala / Kwakwala instruction for over 20 years. • Knowledgeable and skilled speakers as teachers and local language authorities. • Locally developed language curriculum and teaching materials (new catalog and new titles in Grade 1 leveled readers). • First Nations languages offered at Ripple Rock, Quadra, Cedar, Discovery Passage, and École Georgia Park elementary schools, École Phoenix Middle School and Carihi Secondary School. • Language authorities established through the College of Teachers for Klahoose and Homalco Bands. • Partnered with the University of Victoria to have Campbell River based teacher training program for Developmental Standard Certification in Coast Salish and Liq'wala / Kwakwala. • Liq'wala / Kwakwala 11 & 12 recognized by University of Victoria as fulfilling the entrance requirement for a second language. • Early Liq'wala / Kwakwala programs at Gengenilas, Kwanwatsi Pre-School, Cape Mudge Pre-School, and Cape Mudge Headstart • Early Coast Salish program at Homalco Kindergarten. • Web page development for Liq'wala / Kwakwala dictionary. • Updating Aboriginal role model booklet. • Aboriginal student recognition dinner. • Development of Aboriginal Education department web page on district website. 	<p>37%</p> <p>28%</p> <p>73%</p> <p>81%</p> <p>86%</p> <p>95%</p>
		<p>At the same time School District 72 remains committed to:</p> <ol style="list-style-type: none"> 1. Provision of sustained and relevant early literacy and numeracy support for Aboriginal learners. 2. Increased awareness and identification of educational strategies and structures to support Aboriginal learners needs in the primary grades. 3. Reading and language intervention in the primary grades. 4. Academic and social support for primary students at risk. 5. Language and culture programs in both Liqwala/Kwakwala and Coast Salish (École Georgia Park). 	