



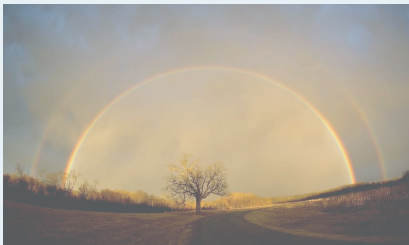
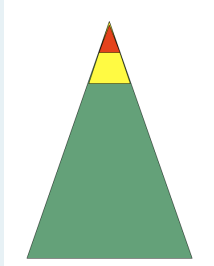

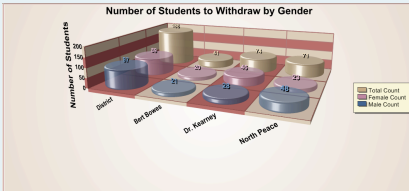
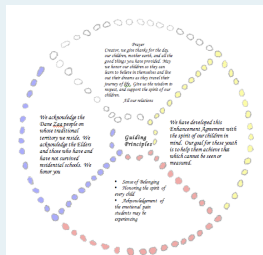
ACHIEVEMENT CONTRACT

2008 - 2009

School District #60 Peace River North...

*“blurring the boundaries between school and
community.”*

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District Context

School District 60 (Peace River North) is located in the northeast corner of British Columbia on the eastern side of the Northern Rockies on the northern edge of the Canadian prairies. The region is characterized by energy and growth. We enjoy a positive economic outlook due to rapid development taking place in the petro-chemical, energy, forestry, agriculture and service industries. As a result our student population has remained stable at around 5800 students.

Our schools range in size and format, from a two room rural school to k to secondary community schools, right through to a Distance Education Program that includes a vast geographic area. Fort St John is the district's largest community. It is home to six modern elementary schools, two junior secondary schools and a large senior secondary school. There are elementary schools in the surrounding communities of Baldonnel, Taylor and Charlie Lake, as well as community elementary/secondary schools in the more distant centres of Hudsons Hope, Prespatou, Clearview and Upper Pine. The Northern BC Distance Education School is also centered in Fort St John, and services all of northeastern British Columbia, the Yukon and parts of the Northwest Territories.

Our district's student population is diverse, including significant First Nations and European ESL populations in addition to the majority Caucasian community. The character of the district is equally varied, blending rural and urban sensibilities as well as two distinct provincial perspectives in BC and neighboring Alberta. Our learning community exemplifies true northern spirit valuing personal resilience, entrepreneurial spirit, independence and hard work.

New Directions

Transitions in Leadership Focus

In the summer of 2007 our district underwent a significant re-organization with the appointments of new people in a number key administrative positions, including the Superintendent and other key members of district staff. This transition led to a complete review of the district's foundational beliefs. As a result the district reaffirmed its commitment to ideas drawn from Covey's Seven Habits, Positive Behavior Intervention Supports (PBIS), Ethical Fitness and Professional Learning Communities (PLC) as guiding influences to all district initiatives.

Through 2007 and into 2008 senior management embraced the appreciative inquiry (AI) approach, dealing with the constant effort to improve student focusing more on what is right with our district and utilizing our existing strengths and capacities to take the district in more positive directions. A conscious decision has been made by district staff to build from district strengths to effectively deal with district deficits. The new AI approach recognizes the ever present need for improvement, but does so in a positive climate that draws upon what we do well in order to help us do other things better.



Today and Tomorrow Conversations

In April and May 2008, almost 300 staff, students and parents took part in a district wide visioning exercise. Groups took part in the 4-D cycle of Appreciative Inquiry (Discovery, Dream, Design and Delivery).



Today and Tomorrow

The inquiry approach furthered the district's review and planning processes, assisting us through a process of reflection, vision and action that has become known as the "Today and Tomorrow" initiative. Initially prompted by the realization that the district would soon be cramped for classroom space, trustees and district staff initiated a review of district resources that quickly expanded to become a wide ranging examination of all district practices involving staff, students, parents and other community stakeholders. Early consultations were conducted in a "World Cafe" format where invited participants considered not only what worked well within the district, but also envisioned a future where the district was able to better meet the needs of all its constituents. Out of the "World Cafe" sessions senior management staff developed the concept for a "Today and Tomorrow" appreciative summit, specifically designed to attract as wide a range of participants as possible and charged with the task of coming up with a vision for the future of the district, and a plan through which to realize this future.

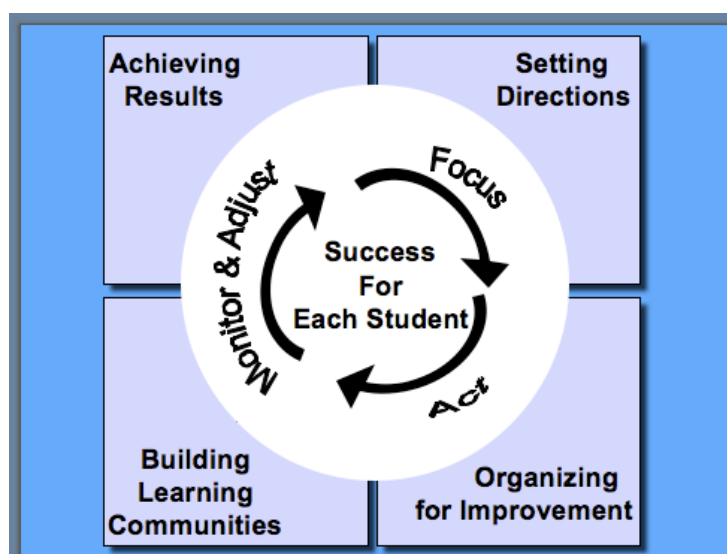
Through the deployment of a multi media presentation, district staff set out to invite, excite and inspire various stakeholder groups. Community members were invited both personally and through an aggressive media campaign to attend a series of inquiry based discovery evenings. These sessions were organized into three waves; the first to identify what was right with the district, the second to help envision the schools we want, and the third to create a plan for moving forward. The goals presented in this Achievement Contract were developed and refined in light of the findings from these Today and Tomorrow sessions.

External Review

The other significant influences upon this document are the recommendations that came out of the district's external review. Completed in February, this review made a number of suggestions about how the district might better tell its story. Specific recommendations are reflected in this document as the district seeks to narrow its focus to fewer specific goals, to go deeper and utilize more appropriate data and strategies, and to clearly state objectives as well as celebrate those things that we do well. The recommendations of the review have encouraged us to dramatically change the format of our Achievement Contract and to go with a form that clearly tells our story, informs people about what we are doing to enhance student performance, provides clear and understandable reasons for our choices, and gives readers a considered view of both how we are doing and where we hope to go next.

Conclusion

This district's motto has long been "Together We Learn". This statement certainly rang true as we worked together to develop and present this document. Drawing from our past, our context, and the ideas expressed by literally hundreds of participants in our appreciative inquiry process, district staff have attempted to put forward a document that honors past performance, illustrates present achievement and maps a path to a successful future. The information presented here has been drawn from School Improvement Plans that have been conscientiously prepared and reviewed by School Planning Councils and been subject to both internal and external review processes. Through traditional means and the appreciative inquiry of the "Today and Tomorrow" process, we have tried to tell our story and articulate goals that address both the needs of the district as a whole and those of our various unique or special constituent populations through the provision of education programs that are caring, rigorous and relevant. It is hoped that this contract will serve as a living document, clearly describing and guiding our efforts as we strive to assist and develop young people who truly are amongst the best in and for the world.



COMMUNITY GARDEN

I was at Robert Ogilvie Elementary the other day. Together with Lucy Gibson, the principal there, I visited teacher Josie Gauthier's Grade 2/3 class. Josie had a few of her students take turns telling us about their recently planted "community garden." We heard that the garden contained flowers, lettuce, and more. We also heard the pride and excitement. The last little guy to speak wanted to make sure that we knew it was a "community garden because his classroom and school were a community."

His comment made me smile (not that the others didn't!) because the word "community" was used so often during our "Today and Tomorrow" conversations.

One of our district's focus areas, based on those conversations, is "Citizenry - Best FOR the World." I think if we have 7 and 8 year-old kids taking that much pride in being part of a community and planting a garden we might already be making headway.

Goal #1

Social Responsibility - Citizenry – "Best FOR the World"

Rationale:

Our district hosted an External Review Team in February 2008. One of their first comments to us was that the rationale and evidence for our Social Responsibility goal seemed to imply that our district was in a bad way. By only using suspension data and the provincial satisfaction survey to measure progress towards our number one goal, gave the impression that our focus on Social Responsibility was because student behaviour was very poor. In fact, our belief is that Social Responsibility is the foundation for everything, including academic achievement, and that we have been proactive and preventative in our approach. Our challenge has become how to find ways to measure progress that are not negative or deficit based.

During our "Today and Tomorrow" visioning conversations this year, it became apparent that relationships were vitally important to all stakeholders. Relationships accounted for 40% of the "root causes of success" generated in the meetings. They are considered foundational to powerful learning, inspired teaching and to the creation of professional learning communities.

Social Responsibility is much more than classroom behaviour. Our district is committed to helping to produce responsible citizens. At a time when we need our next generation to work together and to be more creative than ever before, it is imperative that we design schools to suit their needs... especially if we want them to be "the best FOR the world" as well as the "best IN the world."

Objectives / Focus Areas:

FOCUS AREA #1 - Positive Behaviour Interventions and Support (PBIS)

Nine of our nineteen schools have Social Responsibility as their first goal. Our largest high school has made establishing School Wide Positive Behaviour Support one of their two goals for next year. By this September all of our elementary schools will be using the Performance Standards for Social Responsibility. The information we gain from these steps will

allow us to develop school and district level data based on the number of students who are meeting and exceeding expectations. One school has even incorporated the data into a “green, yellow and red pyramid” graphic similar to that used by PBIS (Positive Behaviour Interventions and Support). The green area represents the percentage of students meeting or exceeding expectations, the yellow represents those who are minimally meeting expectations, and the red is for those who are not yet meeting expectations. Our goal is to create these pyramids at each school and ultimately at the district level. This information will help us to monitor and increase the number of students who are in the “green” area of the pyramid.

Ten of our thirteen elementary schools have active PBIS school teams supporting school-wide behaviour interventions. One of our secondary administrators will be working with the three secondary schools to help establish teams at those schools.

FOCUS AREA #2: Mentorships and Intergenerational Learning

Student mentorships provide an effective framework for developing relationships and a sense of belonging at school and in the community. Students involved in successful mentorships feel connected to school and experience a sense of purpose.

We will work to expand and sustain existing mentorship programs. We will establish peer mentoring programs to support student transitions from elementary to middle schools and from middle schools to the high school, based on the success experienced with a pilot implementation of Link Crew. As we reconfigure to a middle school format we will review and build on our knowledge of models for effective teacher advisory groups. Multi-aged mentorships will be supported across the district and professional learning is planned regarding an intergenerational learning initiative.

FOCUS AREA #3: Student Leadership

Throughout the Today & Tomorrow process, we had active involvement from a diverse group of students. We found their input to be honest and refreshing. They had lots to say about powerful learning, inspirational teaching, and what is most important to consider for the future of schools in our community. We believe that student voice is a critical component as we reconfigure our district, philosophically and practically.

To date, we have supported isolated events to develop student leadership but we have had no formal structure for on-going student involvement at the district level. We will establish student leadership teams at all schools, and develop a district student advisory team comprised of student representatives from each of our secondary and middle schools. The district student advisory team will meet regularly with district administrators and Board Members to help keep Today & Tomorrow initiatives front and center.

FOCUS AREA #4: Store Front School

Over the past three years we have seen a declining trend in our dogwood completion and grade-to-grade transition rates. Our suspension data indicates a slight increase in the number of school suspensions this year, although these rates are almost half of what they were three years ago. However, we are concerned that our withdrawal rates are increasing at our secondary schools. This year, we have developed an on-line exit interview and data base designed to collect stories from individual students who leave school in Grades 8 through 12. This tool allows us to break out information by sub-group (i.e. gender, age, Aboriginal and Non-Aboriginal) and to analyze reasons for leaving. In addition, we are asking students, "What might have happened differently at school that would have encouraged you to stay?" This information helps us to develop appropriate interventions.

One potential intervention to help rebuild school connections with students is a different kind of alternate program, or store front school. A group of teachers, counselors and administrators have had some initial meetings this year to research this possibility. We will continue to work on the development of a new program with a target implementation date of September 2009.

THE "POWER OF PINK"

February 27, 2008 was proclaimed "Anti Bullying Day" by the premier. I wore a pink tie for the occasion.

Although I believe it's great that we acknowledge the concern and the efforts being made to address it, I still believe that we should call the day something else... something more positive and pro-active. For example... rather than calling it "Anti-Bullying Day" what if we called it "Creating Environments that Breed Peace Day." Just a thought.



Bert Bowes principal Ray Asai and students Trevor Frankham (in black) and Nick Hazelwood (in yellow) were at the Vancouver "Learning in Action Showcase" to share the efforts and successes of the "Link Crew" at their school.

Link Crew is a high school transition program that welcomes new students and makes them feel comfortable throughout the first year. Built on the belief that students can help students succeed, Link Crew trains older students to be Link Leaders. As positive role models, Link Leaders are motivators, leaders and teachers who guide new students to discover what it takes to be successful during the transition.

GOAL #1

EVIDENCE	TARGETS
1. Social Responsibility Performance Standards (K-10 reports - BCeSIS)	1. Use the performance standards consistently on a district wide basis and eventually present the data in the form of a PBIS style "pyramid."
2. Withdrawal Stories	2 Reduce the number of students who withdraw due to being "underserved."
3. Provincial Satisfaction Survey Results	3. To increase the number who feel that they are cared for by staff members at their schools.
4. District Suspension Data	4. Reduce the number of formal and in-formal suspensions issued (this data will be cross referenced with the Withdrawal data base).

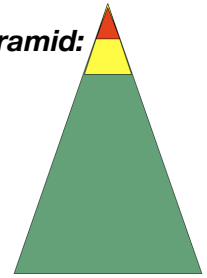


Students participate in the 2nd Annual "Leadership Forum" at the District Development Center.

At one of our junior high schools, last year's leadership theme was "compassion."

The PBIS Pyramid:

ACTIONS



FOCUS AREA #1: Positive Behaviour Interventions and Support (PBIS)

- Positive Behaviour Intervention and Support (PBIS) teams will be formed in 15 schools to develop and evaluate school-wide behaviour support strategies.
- Presentations regarding Discipline with Dignity/PBIS and the “Attachment Theory” will continue to take place on professional development days and at staff meetings. Such presentations will include all district employees.
- First Nations Education staff (David Rattray and Pat Jansen) will continue to in-service and support school teams in their use of “Healing Circles” as a form of Restorative Justice.
- All elementary schools were provided with current copies of “Easy Discipline” and secondary schools received the “SWIS” (School Wide Information System) program. These software programs provide for efficient data collection and, most importantly, the effective dissemination of information that is then used to determine optimal intervention strategies for groups, individuals, problem areas and problem time periods. North Peace Secondary Vice-Principal, Wade Hart, will inservice secondary schools on the use of SWIS.
- The District Social Responsibility Leadership Team will continue to oversee the implementation of PBIS. The team will also be addressing the district-wide use of Social Responsibility Performance Standards on each student report card. The intent will be to report more positive data (meeting/exceeding versus suspensions/referrals) and create a pyramid using the results.
- A localized Social Responsibility/Satisfaction Survey for students and parents will be designed and administered at selected grade levels in order to broaden our sources of information.
- Suspension data is collected monthly. Specific information (gender, grade, reason, location, etc.) will be used. The district will also assist schools in the development of their own PBIS systems by working toward the consistent use of updated office referrals. (These referrals are designed to gather information to support good decision making as opposed to the traditional referral that was often used as a punishment and/or to “build a case against” a student.)

FOCUS AREA #2: : Mentorships and Intergenerational Learning

- Provide training and development of the Link Crew program to additional schools in order to support school transitions beginning with the first year of reconfiguration in September 2009.
- Research student advisory models and make recommendations for implementation at the Grades 7 – 9 level.
- Carry out an action research project on Aboriginal Peer Mentoring at the high school. A small group of Grade 12 Aboriginal students will be trained in mentorship skills and paired with Grade 10 Aboriginal students to support the the development of positive peer relationships.
- Contract Sharon Mackenzie to consult with the district on elements of successful intergenerational learning projects based on the Meadow Lakes School experience in Vernon.

FOCUS AREA #3: Student Leadership

- Establish student leadership teams in all schools. Teach leadership for change skills and model ethical decision making.
- Develop guidelines for a district student advisory team. Determine membership and begin to hold monthly meetings with district administrators and trustees.



Student leaders taking part in World Cafe conversations with Board of Education Chairman Gordon Anderson.

FOCUS AREA #4: Store Front School

- Expand membership on a district action team to research models for alternate or store front schools. Review withdrawal and attendance data on an on-going basis to better understand target students and their needs. Develop a program outline, including resource and staffing recommendations, and plan for implementation by September 2009.

GOAL #2

Improve academic achievement through increased student engagement.

RATIONALE

Each year as we have reviewed our student achievement data in a range of course/subject areas, we have paid attention to sub-groups and individual students who have failed to meet district targets. Our conversations focused on learning deficits and the factors that may be contributing to their lack of success. This year, with our Today and Tomorrow initiative, we are taking a different approach. We are focusing on the factors that contribute to student success. Over and over again in our interviews and conversations with different participant groups, when we asked about the root causes of success and powerful learning experiences, the term “engagement” came up. Successful students attend regularly, actively participate in the learning tasks, reflect and share their thinking, and demonstrate self-monitoring behavior.

When asked about the students they are most concerned about, particularly at the Grade 6 to 12 levels, teachers express frustration with students who show very low levels of engagement. These students seem not to be motivated by letter grades, have difficulty connecting with the learning tasks, and frequently have missing or incomplete assignments. At times, these students have been identified as having learning challenges, but more often, they are students with high learning potential.

We believe that we can significantly impact positive trends in student achievement by working on strategies to increase student engagement. We identify three focus areas to direct our work;

- (1) Formative Assessment,
- (2) Differentiated Instruction, and
- (3) Inclusive Learning Practices.

These focus areas are relevant across multiple grade levels and subject areas.

FOCUS AREA #1: Formative Assessment

Professional literature on the impact of formative assessment on student achievement is compelling. The landmark Black & William study (1998) goes as far as to say that assessment explicitly designed to promote learning is the single most powerful tool we have for raising achievement. While it has the potential to help all students, it yields particularly good results with low achievers. Formative assessment fosters motivation by emphasizing progress and achievement rather than failure.

We continue to build the knowledge base of the six essential elements of Formative Assessment with all of our teachers and administrators. We will assist teachers to identify which elements of Formative Assessment they are implementing successfully, and to choose which elements to focus on for on-going professional development.

FOCUS AREA #2: Differentiated Instruction

More than ever, classrooms are characterized by increasing diversity in students' cultural backgrounds, facility with the English language, achievement levels and motivation to learn. Differentiation of instruction refers to a teacher's proactive response to the differing needs of students in their readiness, interests, and learning profiles. Differentiated instruction is based on a set of four key principles including

- The development of a safe, respectful learning community that values the differences of others as an asset.
- The use of a variety of purposeful, flexible grouping configurations.
- The use of ongoing assessment to drive the instructional process.
- The development and implementation of high-quality curriculum as the core of the differentiated instructional process.

(Tomlinson et al, 2007)

While aspects of differentiated instruction have been addressed in a variety of professional development activities in the academic areas on an on-going basis, this topic has never been identified as an area of focus for the district. By increasing our attention to differentiated instruction and providing more direct support to teachers at all levels we hope to increase the consistency with which it is applied across the grades.

FOCUS AREA #3: Inclusive Learning Practices

Inclusive learning practices were described through the Today & Tomorrow initiative as those that offer a variety of entry points for students. They provide highly relevant and practical learning experiences that may take place in a variety of settings in the school and community. They welcome students and attempt to match them with learning opportunities that best meet their needs and interests.

CHEFS AND LITERACY

North Peace Senior Secondary teacher and chef, Andrew Paumier wanted the students in his class to pass the province's Level 1 Chef Certification Exam. Recognizing that many of the students in the class were having difficulty with the text book, Chef Paumier approached one of our district's Literacy Support Teachers, Kim Boettcher, for guidance. Kim and Andrew worked through some Formative Assessment strategies and at the end of the term ALL of the students passed the exam (which required a score of at least 70%).



Hands-on, project-based learning was emphasized as an important example of inclusive learning practices. Students and adults attested to the value of project-based learning and the need to expand on opportunities for this kind of learning throughout the curriculum. Project-based learning includes an emphasis on students constructing individual and shared understandings of important content and concepts as they explore the learning context. Project-based learning has been linked with increased academic achievement. In addition, differentiated instruction is cited as one byproduct of project-based learning, because this strategy allows for individual student needs to be addressed by several means (Schneider et al, 2002).

Students at the secondary levels are interested in the possibility of more flexible time tables. Some students feel they would be more successful in improving their attendance at school if classes began later in the day and extended into the evening. Others feel an early start more effectively meets their needs. Teachers and parents have had some initial conversations around year-round schooling. Is the traditional school year still in the best interest of supporting learning? What are the future possibilities for offering more flexible time tables?

Our district enjoys a great deal of success in developing dual credit apprenticeship programs in a variety of trades and career areas. These programs offer applied learning in fields where there is a high demand for skilled workers. Several of our students report that these programs capture their interest, and are the reason they have stayed in school and made it possible for them to graduate. We are interested in expanding on this success and offering dual credit programs in additional career areas.



Students in our Residential Construction program work on one of the two houses that they built last fall. A strong partnership with Northern Lights College and the City of Fort St. John has made this program successful for the past four years.

EVIDENCE & TARGETS

READING PERFORMANCE	READING TARGETS
1. Early Literacy Cohort Data	1. Students meeting the target for year-end reading in Grade 1 continue to meet the targets in Grades 2 and 3. Year-end reading targets are: Grade 1 Level 16 Grade 2 Level 22 Grade 3 Level 25
2. District and Provincial results for Reading FSA at grades 4 and 7.	2. Establish a positive 3-5 year trend, showing an increase in the percentage of students meeting or exceeding expectations.
3. District wide year-end reading assessment at the Grades 4 – 7 levels.	3. Increase the percentage of students meeting the year-end targets for reading
4. RAD reading assessment administered at the beginning and end of the reading intervention course. Final report card marks in English 8 and English 9.	4. At-risk Grade 8 & 9 students participating in a reading intervention class improve performance on the year-end reading test using grade level text. Students achieve a passing grade in their English course.

WRITING PERFORMANCE	WRITING TARGETS
1. District and Provincial results for Writing FSA at grades 4 and 7.	1. Establish a positive 3-5 year trend, showing an increase in the percentage of students meeting or exceeding expectations.
2. Wireless Writing Project internal data.	2. Increase the percentage of students meeting or exceeding expectations in the WWP internal assessment from 89% to 95%.
3. District and Provincial results for the English 10 graduation program exam.	3. Establish a positive 3-5 year trend, showing an increase in the percentage of students passing the English grad program exam.
4. Aggregated final report card data, students achieving C+ or better at grades 4, 7 & 10.	4. Establish a positive 3-5 year trend showing an increase in the percentage of students achieving C+ or better on the final report card mark for Writing/English.
5. Aggregated final report card data, students passing English 10.	5. Increase the percentage of students passing English 10 from 93% to 98%.

NUMERACY PERFORMANCE	NUMERACY TARGETS
1. District and Provincial results for Numeracy FSA at grades 4 and 7.	1. Establish a positive 3-5 year trend, showing an increase in the percentage of students meeting or exceeding expectations.
2. District and Provincial results for the three strands of grade 10 math (Principles, Essentials, & Applications).	2. District performance on the three strands of the Math 10 Provincial exams will meet or exceed the provincial performance.
3. Aggregated final report card data, students achieving C+ or better at grades 4, 7 & 10.	3. Establish a positive 3-5 year trend showing an increase in the percentage of students achieving C+ or better on the final report card mark for Math.
4. Aggregated final report card data, students passing Math 10.	4. Increase the percentage of students passing Math 10 from 96% to 98%.

SCHOOL COMPLETION PERFORMANCE	SCHOOL COMPLETION TARGETS
1. District dogwood completion within 6 years.	1. Establish a positive trend line towards a 90% Dogwood Completion Rate by 2013.
2. District grade-to-grade progression rates for general population and all sub-groups.	2. To meet or exceed Provincial transition rates with the general population and all sub-groups.



***S e c o n d a r y
s t u d e n t s
contributing their
thoughts as we
analyze this year's
data.***

ACTIONS

FOCUS AREA #1: Formative Assessment

- Teach Formative Assessment explicitly, in context, in all District workshops on Reading, Writing, and Numeracy, and in mentoring sessions for new teachers.
- Provide training on Formative Assessment for all teachers in Department Head Positions.
- Model and debrief elements of Formative Assessment in all demonstration classroom lessons.
- Link a Formative Assessment focus to all applications for collaboration grants.
- Continue with Formative Assessment as a focus for professional development with school administrators, linked to supervision of learning.
- Encourage and model use of the archived webcast series on Formative Assessment at school sites.

FOCUS AREA #2: Differentiated Instruction

- Match students to appropriate instructional level text in the language arts.
- Teach Differentiated Instruction explicitly, in context, in all District workshops on Reading, Writing, and Numeracy, in in mentoring sessions for new teachers.
- Model and debrief elements of Differentiated Instruction in all demonstration classroom lessons.
- Add Differentiated Instruction as a focus for professional development with school administrators, linked to supervision of learning.
- Model and encourage use of the ASCD training materials on Differentiated Instruction at school sites.

FOCUS AREA #3: Inclusive Learning Practices

- Establish teams to research and plan actions in four focus areas identified through the Today & Tomorrow process;
 - (1) hands on, project based learning,
 - (2) intergenerational learning,
 - (3) flexible time tables, and
 - (4) expansion of dual credit/apprenticeship programs into non-traditional areas (i.e. early childhood education, teaching, nursing).



APPENDIX

2008 - 2009

EVIDENCE TABLES

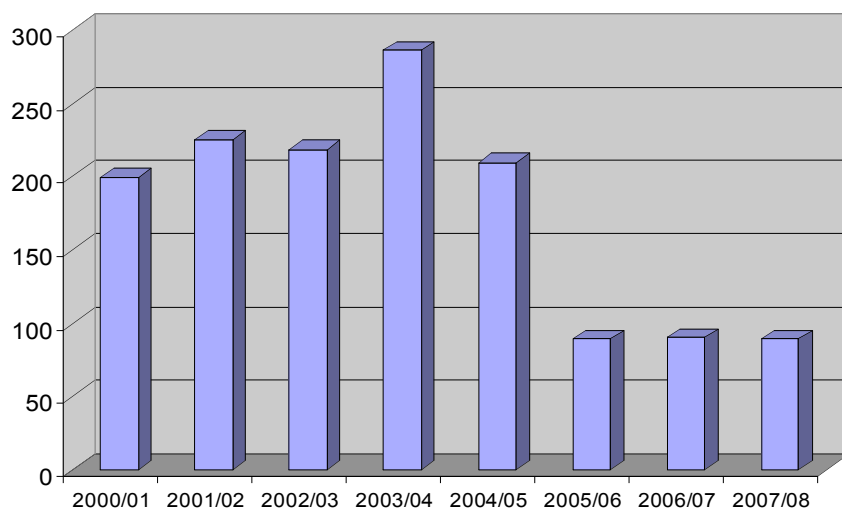
GOAL #1: Social Responsibility - Citizenry - "Best FOR the World"

Suspension Data:

Year	Fighting	Drugs/Alc	Other	Total
00/01	84	86	199	369
01/02	154	94	225	473
02/03	73	81	218	372
03/04	92	95	286	473
04/05	116	52	209	377
05/06	82	44	89	215
06/07	83	65	90	238
07/08	102	75	89	266

Increased numbers of students were suspended for drug and alcohol use. These results will be cross referenced with attendance and withdrawal statistics to identify students who may be candidates for an alternate (i.e. Store Front) school.

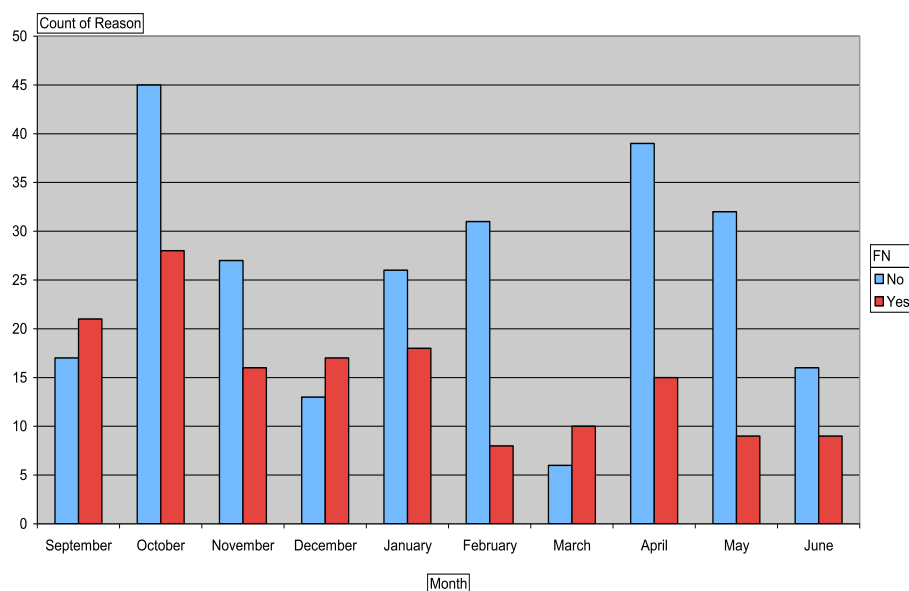
Suspensions for "Other" Reasons



The number of formal suspensions has been reduced significantly in the past three years.

We are now looking much more closely at student withdrawal information to ensure that suspensions haven't simply become withdrawals statistics.

Suspensions By Month (First Nations / Non First Nations)



October and April were once again high suspension months. This information will be analyzed at individual schools using "School Wide Information Systems" (SWIS) and "Easy Discipline."

Aboriginal suspensions still account for almost 1/3 of our total. September is especially of concern. The use of aboriginal "Healing Circles" instead of suspensions is intended to improve both suspension and withdrawal rates among Aboriginal students.

GOAL #2: Improve academic achievement through increased student engagement.

Performance Indicator/Evidence for Reading	Target	Results
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Early Literacy 2004/2005 Cohort Data
Percentage of Students Reading At or Above Target

	2004/2005 Grade 1 Level 16	2005/2006 Grade 2 Level 22	2006/2007 Grade 3 Level 25
Total	80%	82%	68%
Boys	76%	79%	60%
Girls	85%	83%	77%
Aboriginal	70%	72%	55%
Non-Aboriginal			71%

Students meeting the target for year-end reading in Grade 1 continue to meet the targets in Grades 2 and 3.

Year-end reading targets are:
Grade 1 Level 16
Grade 2 Level 22
Grade 3 Level 25

2007/2008

Students are generally maintaining gains in reading achieved in Grade 1 on into Grade 2. Boys are less consistent than girls. Students continue to have difficulty with the Grade 3 assessment which requires written response to reading comprehension. Two of the three cohorts show a positive trend for Aboriginal students.

Some school sites have stronger cohort data than others. We will analyze contextual factors to determine reasons for the difference, and plan appropriate interventions where needed.

Early Literacy 2005/2006 Cohort Data
Percentage of Students Reading At or Above Target

	2005/2006 Grade 1 Level 16	2006/2007 Grade 2 Level 22	2007/2008 Grade 3 Level 25
Total	79%	78%	70%
Boys	77%	72%	64%
Girls	83%	85%	77%
Aboriginal	62%	69%	71%
Non-Aboriginal		80%	69%

Early Literacy 2006/2007 Cohort Data
Percentage of Students Reading At or Above Target

	2006/2007 Grade 1 Level 16	2007/2008 Grade 2 Level 22	2008/2009 Grade 3 Level 25
Total	79%	77%	
Boys	77%	70%	
Girls	83%	82%	
Aboriginal	62%	68%	
Non-Aboriginal	82%	79%	

Cohort data follows one group of students as they progress through the primary grades. The year noted is the year the group was enrolled in Grade 1. There is no adjustment made for students leaving and entering the program over the three-year period.

Performance Indicator/Evidence for Reading	Target	Results
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District and Provincial Results for Reading FSA
% of Grade 4 Students Meeting or Exceeding
Expectations

Year	District Meeting or Exceeding Expect.	Province Meeting or Exceeding Expect.	District Aboriginal Meeting or Exceeding Expect.	Province Aboriginal Meeting or Exceeding Expect.
2007-08	75%	74%	69%	57%

Baseline data for new FSA exams.

Establish a positive trend, over the next 3 – 5 years (2009 - 2012), showing an increase in the percentage of students meeting or exceeding expectations on the Grade 4 Reading FSA.

2007/2008

There was no significant difference between district and provincial results on the Grade 4 Reading FSA. Results for Aboriginal students in our district exceeded the provincial results.

District and Provincial Results for Reading FSA
% of Grade 7 Students Meeting or Exceeding
Expectations

Year	District Meeting or Exceeding Expect.	Province Meeting or Exceeding Expect.	District Aboriginal Meeting or Exceeding Expect.	Province Aboriginal Meeting or Exceeding Expect.
2007-08	66%	69%	56%	49%

Baseline data for new FSA exams.

Establish a positive trend over the next 3 – 5 years (2009 - 2012), showing an increase in the percentage of students meeting or exceeding expectations on the Grade 7 Reading FSA.

District results on the Grade 7 Reading FSA were slightly lower than the province. Again, results for Aboriginal students in our district exceeded the provincial results.

Grade 4 Instructional Reading
Percentage of Students Reading Level 40
With Performance Rating of 3 or 4

	2006	2007	2008
Total	62%	77%	69%
Boys	57%	64%	59%
Girls	67%	85%	78%
Aboriginal	45%	50%	65%
Non-Aboriginal		82%	70%

Improve the performance of intermediate students to 85% meeting or exceeding the target on the district year-end reading assessment.

Establish baseline data for a new, district-wide reading assessment at the Grades 4 – 6 levels.

2007/2008

While we have not yet met our target, we have made significant gains in student reading performance at the Grades 5, 6, and 7 levels.

We are seeing a very positive trend of improved Aboriginal student performance, beginning to close the gap between these students and their non-Aboriginal peers.

We need to focus on improving the performance of boys.



Our "Words on Wheels" Bus...

WOW!

Grade 5 Instructional Reading
Percentage of Students Reading Level 50
With Performance Rating of 3 or 4

	2006	2007	2008
Total	61%	64%	68%
Boys	54%	54%	59%
Girls	65%	72%	78%
Aboriginal	45%	48%	51%
Non-Aboriginal		67%	72%

Grade 6 Instructional Reading
Percentage of Students Reading Level 60
With Performance Rating of 3 or 4

	2006	2007	2008
Total	62%	65%	68%
Boys	55%	59%	59%
Girls	68%	72%	77%
Aboriginal	39%	51%	60%
Non-Aboriginal		68%	70%

Grade 7 Instructional Reading
Percentage of Students Reading Level 70
With Performance Rating of 3 or 4

	2006	2007	2008
Total	76%	73%	75%
Boys	68%	68%	68%
Girls	86%	83%	83%
Aboriginal	75%	65%	69%
Non-Aboriginal		82%	76%



***Students at Baldonnel Elementary
celebrate the grand opening of their
classroom library.***

Performance Indicator/Evidence for Reading	Target	Results
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RAD reading assessment administered at the beginning and end of the reading intervention course.

Final report card marks in English 8 and English 9.

Grade 8 & 9 students participating in a reading intervention class improve performance on a criterion referenced reading test using grade level text. Students achieve a passing grade in their English course.

2006/2007

36 of 40 students improved one or more levels on the RAD assessment, moving from not yet to minimally or fully meeting expectations for their grade level. 33 of 40 students passed their English course with regular credit, two students passed with modified credit.

2007/2008

This year's results were not available at the time of writing the current report.

Performance Indicator/Evidence for Writing	Target	Results
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District and Provincial Results For Writing FSA Grade 4

Year	District Meeting or Exceeding Expect.	Province Meeting or Exceeding Expect.	District Aboriginal Meeting or Exceeding Expect.	Provincial Aboriginal Meeting or Exceeding Expect.
2007-08	71%	71%	66%	52%

Baseline data for new FSA exams.

Establish a positive trend, over the next 3 – 5 years (2006 – 2009/2011), showing an increase in the percentage of students meeting or exceeding expectations on the Grade 4 Writing FSA.

2007/2008

There was no significant difference between district and provincial results on the Grade 4 Writing FSA. Results for Aboriginal students in our district exceeded the provincial results.

District and Provincial Results For Writing FSA Grade 7

Year	District Meeting or Exceeding Expect.	Province Meeting or Exceeding Expect.	District Aboriginal Meeting or Exceeding Expect.	Provincial Aboriginal Meeting or Exceeding Expect.
2007-08	69%	75%	60%	56%

Baseline data for new FSA exams.

Establish a positive trend, over the next 3 – 5 years (2006 – 2009 /2011), showing an increase in the percentage of students meeting or exceeding expectations on the Grade 7 Writing FSA.

District results on the Grade 7 Writing FSA were slightly lower than the province. Again, results for Aboriginal students in our district exceeded the provincial results.

**District and Provincial Results
Graduation Program Exam
English 10**

Year	District % Students Passing	Province % Students Passing
2004-05	90%	92%
2005-06	92%	94%
2006-07	94%	95%
2007-08	NA	NA

Establish a positive trend over the next 3 – 5 years (2006 – 2009/2011) showing an increase in the district percentage of students passing the English Grad Program Exam.

2006/2007

There has been a slight increase in the percentage of students passing the Grade 10 English Language Arts exam over the past two years. 2007/08 data is not yet available.

**Aggregated Final Report Card Data
% of Students with C+ or better in Writing/English**

Grade	2/3	3/4	4/5	5/6	6/7	7/8
4	77%	76%	76%	79%	74%	NA
7	70%	66%	71%	71%	72%	NA
10	45%	55%	49%	53%	57%	NA

Establish a positive trend, over the next 3 – 5 years (2006 – 2009/2011) showing an increase in the percentage of students achieving C+ or better on the final report card mark for Writing/English.

2006/2007

Report card performance improved at Grades 7 and 10 levels, but declined at the Grade 4 level. 2007/08 data is not yet available

**Aggregated Final Report Card Data
% of Students Passing
English 10**

Grade	2/3	3/4	4/5	5/6	6/7	7/8
10	84%	91%	92%	92%	93%	NA

Increase the percentage of students passing English 10 from 92% to 98%.

2006/2007

The percentage of students passing English 10 improved slightly, from 92% to 93% this year. 2007/08 data is not yet available.



Upper Halfway teachers, Kim and Kris Chenier with some of their students.



District FSA Scores For Writing – Grades 4 and 7 2007-08

	NYM	NYM	M	M	E	E	Total %
	#	%	#	%	#	%	
Writing Grade 4 All	75	18	266	63.79	30	7.19	70.98
Writing Grade 4 Boys	53	24.5	121	56.02	11	5.09	61.11
Writing Grade 4 Girls	22	11	143	71.14	20	9.95	81.09
Writing Grade 4 Aboriginal	11	13.6	53	65.43	1	1.00	66.43
Writing Grade 7 All	85	19.5	262	60.09	38	8.68	68.77
Writing Grade 7 Boys	69	30.7	118	52.44	11	4.89	57.33
Writing Grade 7 Girls	16	7.58	144	68.25	27	12.8	81.04
Writing Grade 7 Aboriginal	22	26.8	45	54.88	4	5.00	59.88

Wireless Writing Reports Strong Results

In 2006/07 our Wireless Writing internal data and FSA Grade 7 writing scores decreased significantly. In 2003/04 our district enjoyed a stable and mature elementary teaching work force. That year the Wireless Writing Program was established district wide and realized huge gains student performance. 90% of our students were “Meeting or Exceeding Expectations” against the provincial learning outcomes. In 2004/05 there was very little teacher turnover at the Grade 6/7 level and were able to maintain our gains in student performance.

By 2005/06 the district continued to enjoy a stable work force but was severely hampered by a lack of Teachers-On-Call, which severely impaired our ability to offer professional development to large groups. This lack of Pro-D made the sharing of best practices difficult and our results dropped to a point where 85% of students met or exceeding expectations.

By 2006/07 a disturbing trend had emerged. During each of the next two years the district experienced a 30% turnover of the teaching staff involved in the Wireless Writing program. Suddenly more than half of our WWP teachers had less than two years experience with the program, and of those teachers, many are new to the profession. Combined with the ongoing shortage of TOCs, more than half of these teachers had not had the benefit of being involved with large group professional development to share best practices or to build a community of learners across the district.

“The costs associated with ongoing inservice for all participating teachers, and the lack of TOCs presents extreme challenges for PRN (Peace River North); however, it is essential to sustain commitment to the WWP, to provide for continued growth in understanding of the integration of technology to improve achievement, and to offer an essential forum where project teachers can share their views and expertise.” (2005-06 Wireless Writing Report Page 32)

The Wireless Writing Program has always focused on integrating technology into the teacher's writing program, but last year's FSA results, feedback from district itinerants and writing consultants make it very clear that many of our intermediate teachers need some support for their writing programs.

By June of 2007 we decided to view these challenges as opportunities and began exploring creative ways to strengthen the program and to keep our teachers well versed in writing and technology integration pedagogy. All Wireless Writing teachers with less than two years of teaching experience enjoyed six training sessions on integration of technology in writing, use of the BC Performance Standards and student use of the BC Performance Standards Quick Scales for student self assessment.

Our strong focus on writing instruction has made a difference. In 2007-2008, all Grade 6 teachers submitted student writing samples from assessments conducted in the fall and the spring. Samples were received from approximately 370 Grade 6 students in 14 schools (26 different classrooms.) Results reported here are based on results for the 285 regular classroom students who submitted samples in both the fall and spring sessions.

These samples were assessed by a district marking committee. Fall and spring writing samples were mixed together and each writing sample was assessed by two independent markers, using the Grade 6 BC Performance Standards (Impromptu Writing.) Discrepancies of more than one scale point were assessed by a third marker. Markers were extremely consistent; only five samples required a third assessment. Students with missing data were excluded from the analysis.

Grade 6 students in the WWP have exhibited strong gains in writing achievement. For 2007-2008, the gains were substantially beyond what would normally be expected in a single year. The percentage of students not yet meeting expectations fell from 27% to 9%. The percentage of those minimally meeting expectations also decreased, and there was a substantial increase in the number of students at the upper end of the scale: in Spring, 53% of student writing samples were assessed as fully meeting or exceeding expectations, as compared with 23% in the Fall.

From Fall to Spring, the percentage of male students meeting at least minimal expectations increased from 63% to 87%. Female students increased from 82% to 95%. This shift favours male students (24% increase compared with 13%); however, the very high percentage for female students may represent a ceiling effect.

Improvements are greatest in the core aspect of written communication – meaning. By Spring, most students were able to express, develop, and organize their ideas at a relatively high level. Female students outperformed their male counterparts in both the Fall and Spring. Both groups demonstrated approximately the same level of improvement; thus, the gender gap did not decrease.

The district will continue to support teacher professional development in order to increase the percentage of students meeting and exceeding expectations in the WWP internal assessment from 91% to 95%. Closing the gender gap will also remain a high district priority.

Performance Indicator/Evidence for Numeracy	Target	Results
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District and Provincial Results
for Numeracy FSA
Grade 4

Year	District Meeting or Exceeding Expect.	Province Meeting or Exceeding Expect.	District Aboriginal Meeting or Exceeding Expect.	Province Aboriginal Meeting or Exceeding Expect.
2007-8	73%	70%	70%	51%

Baseline data for new FSA exams.

Establish a positive trend, over the next 3 – 5 years (2009 - 2012), showing an increase in the percentage of students meeting or exceeding expectations on the Grade 4 Numeracy FSA.

2007/2008

District results on the Grade 4 Numeracy FSA exceeded the provincial results for both the general population and the Aboriginal sub-group.

District and Provincial Results
for Numeracy FSA
Grade 7

Year	District Meeting or Exceeding Expect.	Province Meeting or Exceeding Expect.	District Aboriginal Meeting or Exceeding Expect.	Province Aboriginal Meeting or Exceeding Expect.
2007-8	60%	71%	51%	47%

Baseline data for new FSA exams.

Establish a positive trend over the next 3 – 5 years (2009 - 2012), showing an increase in the percentage of students meeting or exceeding expectations on the Grade 7 Numeracy FSA.

2007/2008

District results on the Grade 7 Numeracy FSA were significantly lower than the province. However, results for Aboriginal students in our district exceeded the provincial results.

District and Provincial Results
Graduation Program Exam
Principles of Math 10

Year	District % Students Passing	Province % Students Passing
2004-05	93%	91%
2005-06	86%	89%
2006-07	91%	92%
2007-08	NA	NA

District performance on the three strands of the Math 10 Provincial exams will meet or exceed the Provincial performance.

2006/2007

District performance on the Grade 10 Principles of Math Provincial Exam improved and fell only slightly below Provincial performance. 2007/2008 data not yet available.

**District and Provincial Results
Graduation Program Exam
Essentials of Math 10**

Year	District % Students Passing	Province % Students Passing
4/5	86%	84%
5/6	82%	86%
6/7	97%	92%
7/8	NA	NA

2006/2007

District performance on the Grade 10 Essentials of Math Provincial Exam improved significantly and exceeded Provincial performance. 2007/2008 data not yet available

**District and Provincial Results
Graduation Program Exam
Applications of Math 10**

Year	District % Students Passing	Province % Students Passing
4/5	85%	85%
5/6	80%	84%
6/7	90%	91%
7/8	NA	NA

2006/2007

District performance on the Grade 10 Applications of Math Provincial Exam improved significantly and fell only slightly below Provincial performance. 2007/2008 data not yet available.

**Aggregated Final Report Card Data
% of Students with C+ or better
in Mathematics**

Grade	2/3	3/4	4/5	5/6	6/7	7/8
4	77%	83%	79%	78%	78%	NA
7	75%	70%	77%	69%	73%	NA
10	54%	58%	48%	49%	43%	NA

Establish a positive trend, over the next 3 – 5 years (2006 – 2009/2011) showing an increase in the percentage of students achieving C+ or better on the final report card mark for Mathematics.

2006/2007

Report card performance dropped at the Grade 10 level, remained the same at the Grade 4 level and improved at the Grade 7 level. 2007/2008 data not yet available.

**Aggregated Final Report Card Data
% of Students Passing
Math 10**

Grade	2/3	3/4	4/5	5/6	6/7	7/8
10	90%	95%	95%	94%	95%	NA

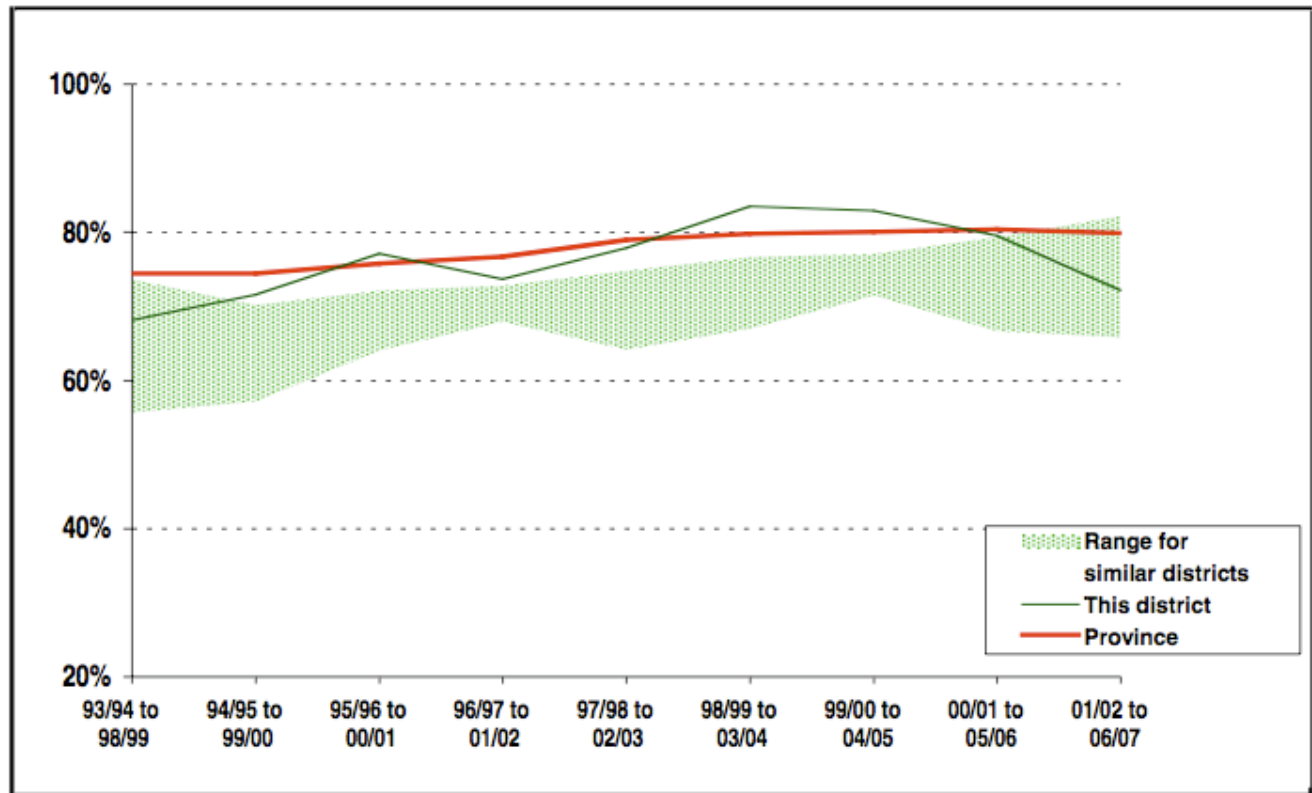
Increase the percentage of Math10 students who receive a passing mark to 98%.

2006/2007

Improvement toward target was made. The percentage of Math 10 students receiving a passing mark increased slightly. 2007/2008 data not yet available.

PERFORMANCE INDICATOR/EVIDENCE FOR DOGWOOD COMPLETION

DOGWOOD COMPLETION WITHIN 6 YEARS B.C. PUBLIC SCHOOLS



	93/94 to 98/99	94/95 to 99/00	95/96 to 00/01	96/97 to 01/02	97/98 to 02/03	98/99 to 03/04	99/00 to 04/05	00/01 to 05/06	01/02 to 06/07
Similar districts - maximum	73.6%	70.2%	72.2%	72.8%	74.8%	76.7%	77.1%	79.4%	82.2%
Similar districts - minimum	55.7%	57.1%	64.1%	68.0%	64.2%	67.0%	71.5%	66.7%	65.8%
This district	68.1%	71.6%	77.1%	73.7%	77.9%	83.5%	82.9%	79.5%	72.1%
Province (public only)	74.4%	74.4%	75.8%	76.7%	78.9%	79.8%	80.1%	80.4%	79.9%

Targets

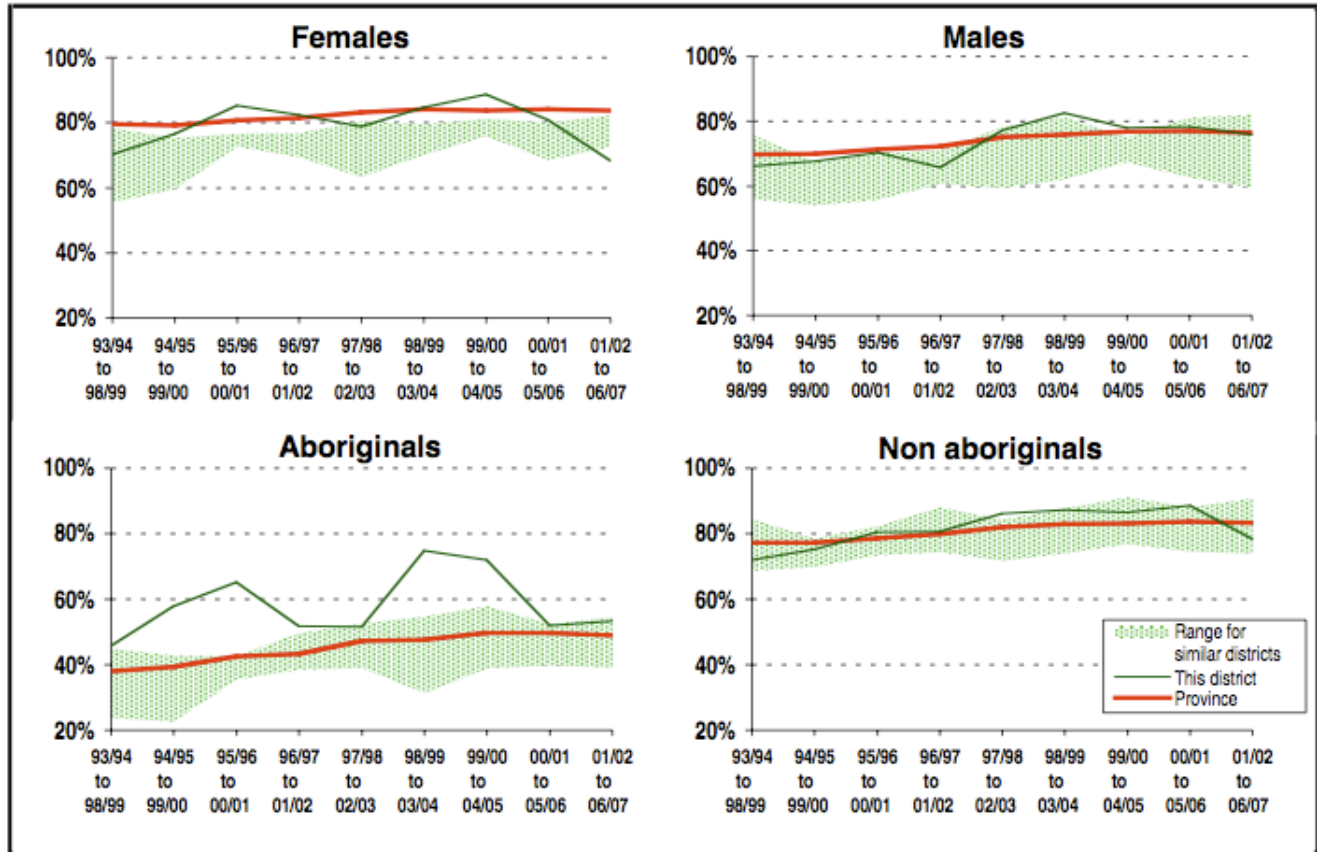
In the past, we have enjoyed an 83% Dogwood Completion Rate . Our target is to turn around the more recent declining trend and work towards a 90% completion rate by 2013.

Results

2006/2007

Our completion rate has continued to decline this year. We are working on a student withdrawal data base to help us understand factors contributing to this decline. 2007/08 data is not yet available.

DOGWOOD COMPLETION WITHIN 6 YEARS B.C. PUBLIC SCHOOLS



Females

	93/94 to 98/99	94/95 to 99/00	95/96 to 00/01	96/97 to 01/02	97/98 to 02/03	98/99 to 03/04	99/00 to 04/05	00/01 to 05/06	01/02 to 06/07
This district	70.1%	76.3%	85.1%	82.2%	78.7%	84.6%	88.6%	80.9%	68.3%
Province (pub)	79.5%	79.2%	80.7%	81.5%	83.1%	84.0%	83.7%	84.1%	83.6%

Males

	93/94 to 98/99	94/95 to 99/00	95/96 to 00/01	96/97 to 01/02	97/98 to 02/03	98/99 to 03/04	99/00 to 04/05	00/01 to 05/06	01/02 to 06/07
This district	66.0%	67.5%	70.2%	65.7%	77.1%	82.4%	77.9%	78.2%	75.8%
Province (pub)	69.6%	69.8%	71.2%	72.2%	75.1%	75.8%	76.7%	76.8%	76.4%

Aboriginals

	93/94 to 98/99	94/95 to 99/00	95/96 to 00/01	96/97 to 01/02	97/98 to 02/03	98/99 to 03/04	99/00 to 04/05	00/01 to 05/06	01/02 to 06/07
This district	45.7%	57.8%	65.1%	51.7%	51.5%	74.7%	71.9%	51.8%	53.3%
Province (pub)	37.9%	39.3%	42.5%	43.2%	47.1%	47.6%	49.6%	49.6%	48.8%

Non-aboriginals

	93/94 to 98/99	94/95 to 99/00	95/96 to 00/01	96/97 to 01/02	97/98 to 02/03	98/99 to 03/04	99/00 to 04/05	00/01 to 05/06	01/02 to 06/07
This district	72.0%	75.1%	80.3%	80.5%	86.1%	87.1%	86.5%	88.5%	78.3%
Province (pub)	77.2%	77.2%	78.6%	79.7%	81.8%	82.8%	83.1%	83.5%	83.2%

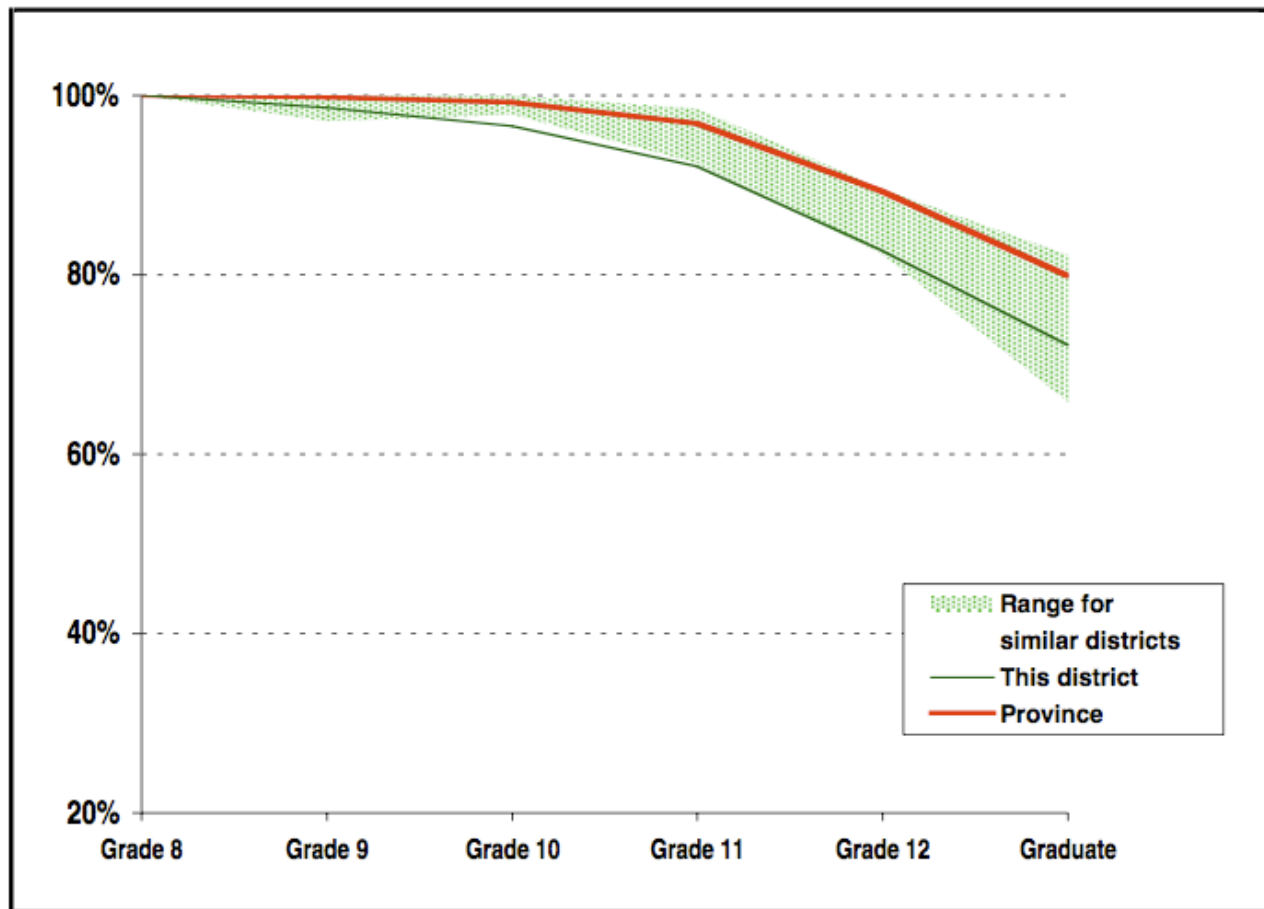
Results

2006/2007

We are most concerned with our Female sub-group performance. We are analyzing information from our withdrawal data base to help inform appropriate interventions.

PERFORMANCE INDICATOR/EVIDENCE FOR GRADE PROGRESSION

GRADE PROGRESSION OF SINGLE COHORT OVER 6 YEARS 2001/02 TO 2006/07, B.C. PUBLIC SCHOOLS



	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Graduate
Similar districts - maximum	100.0%	100.0%	100.0%	98.5%	89.6%	82.2%
Similar districts - minimum	100.0%	97.2%	97.9%	92.5%	82.2%	65.8%
Peace River North	100.0%	98.6%	96.6%	92.1%	82.7%	72.1%
Province (public only)	100.0%	99.8%	99.2%	96.9%	89.2%	79.9%

Targets

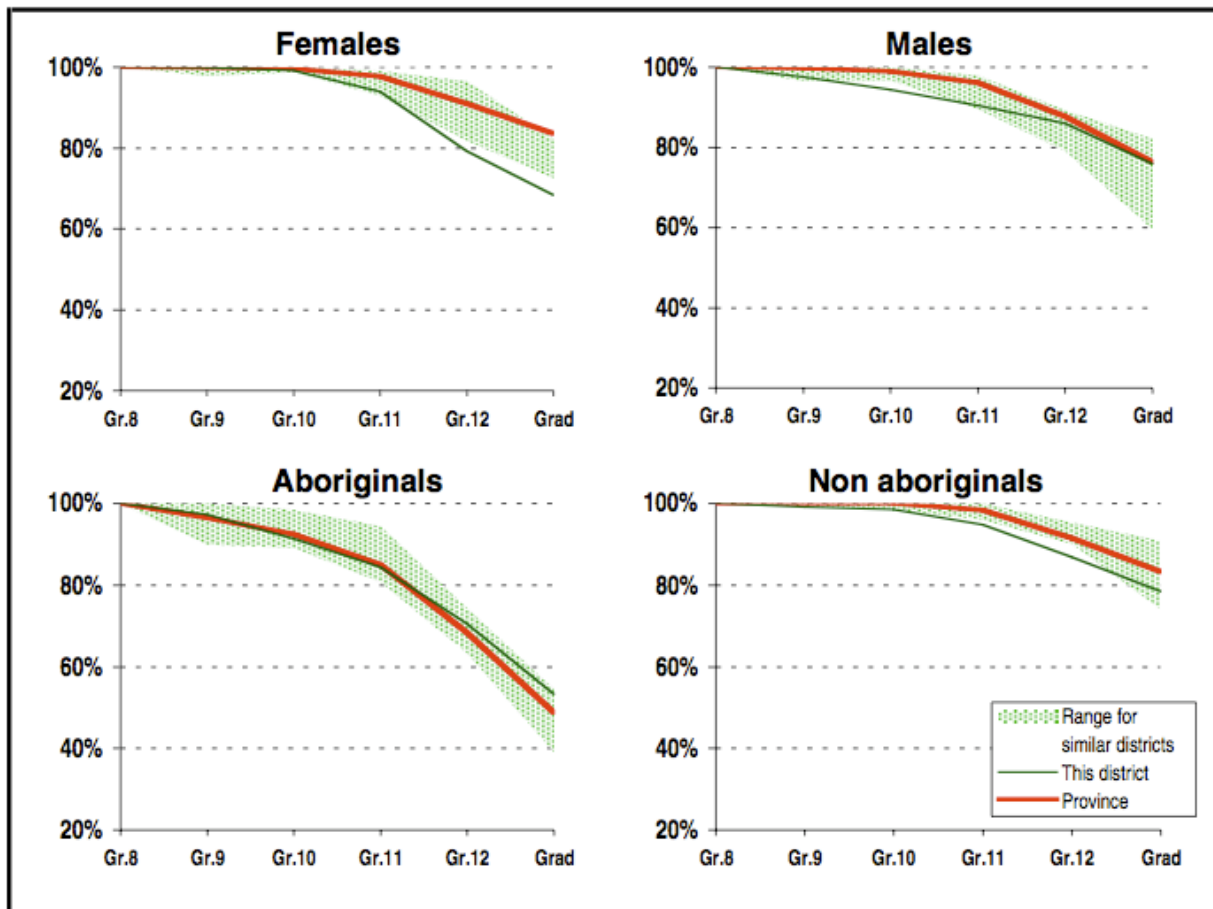
To improve our district progression rates to meet or exceed the provincial transition rates with the general population and all subgroups.

Results

2006/2007

We did not make progress toward our target this year. 2007/2008 data is not yet available.

GRADE PROGRESSION OF SINGLE COHORT OVER 6 YEARS 2001/02 TO 2006/07, B.C. PUBLIC SCHOOLS



Females		Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North		100%	100%	99%	94%	79%	68%
Province (public only)		100%	100%	100%	98%	91%	84%

Males		Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North		100%	97%	94%	90%	86%	76%
Province (public only)		100%	100%	99%	96%	88%	76%

Aboriginals		Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North		100%	97%	91%	84%	70%	53%
Province (public only)		100%	96%	92%	85%	68%	49%

Non-aboriginals		Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North		100%	99%	98%	95%	87%	78%
Province (public only)		100%	100%	100%	98%	91%	83%

Results

2006/2007

Although our district transition rate for Aboriginals exceeded the provincial rate, we are concerned about our Female sub-group. 2007/2008 data is not yet available.

NEW DATA-BASE FOR STUDENT WITHDRAWALS

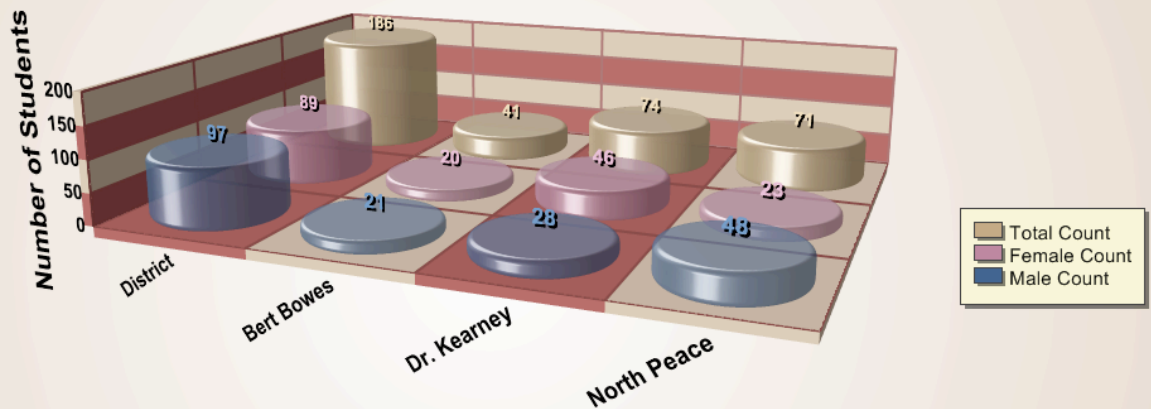
STUDENT STORIES

In our district, just like many others, about 20% of students do not complete their Dogwood within six years of starting Grade 8. It dawned on us that in our district this means about 80 students per year. In fact, 1% is equal to four students... four students with names and stories.

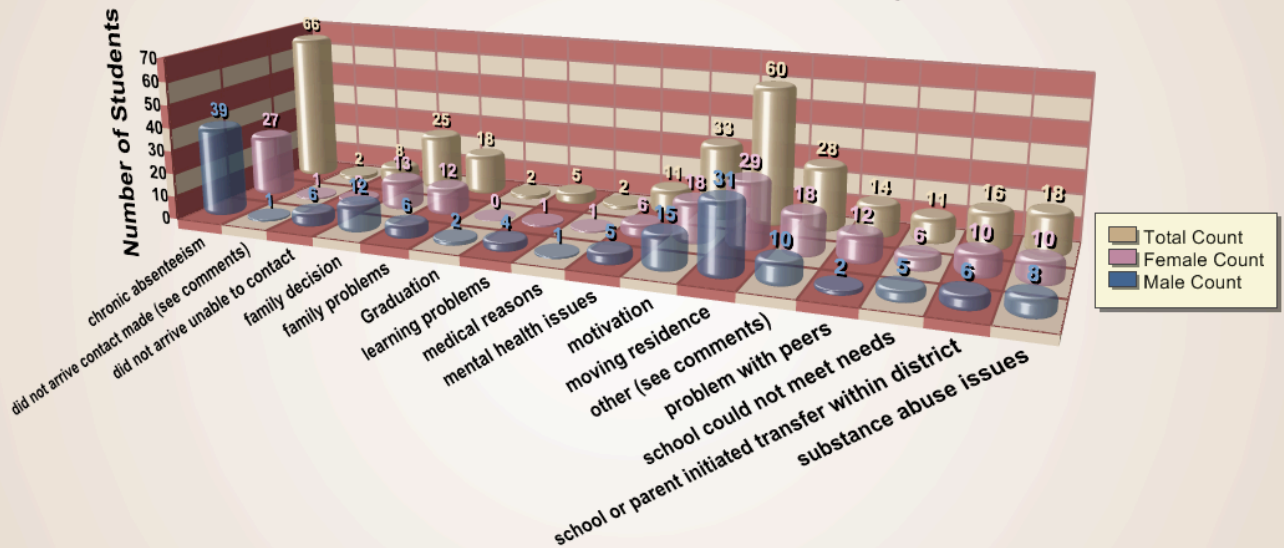
In an effort to collect those stories we have developed an on-line “withdrawal interview” guide that is designed to gather specific information and help us hear student stories.

The technology is in place and many interviews were conducted this spring. As of September we will begin collecting the first full year of data. Below are samples of the information that is being collected and analyzed.

Number of Students to Withdraw by Gender



District Students' Reasons for Withdrawal by Gender





ENHANCEMENT AGREEMENT 2008 - 2009

Although our Enhancement Agreement is still in draft form, we believe it is one of the best in the province. Over twenty meetings with community members gathered the information included in the agreement. It is currently being implemented.

In April of 2008, the External Review Team commented that our First Nations Education Center's processes for tracking and supporting individual students is exemplary and, in fact, could be a model for other districts to consider.

In every area of achievement that we are tracking we are breaking out the Aboriginal sub-group and monitoring progress.

The draft Enhancement Agreement follows: