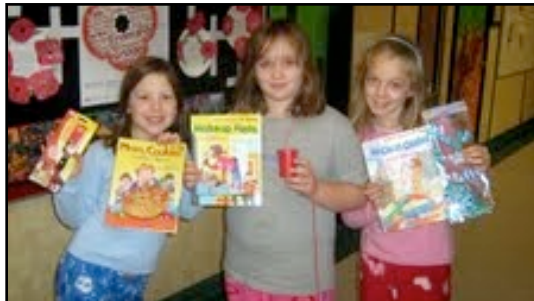# Achievement Contract 2011-2012

School District No. 60 (Peace River North)

July 15, 2011

"Together We Learn"

"Blurring the boundaries between school and community"

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"Blurring the boundaries between school and community"

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District Context

School District No. 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. Rapid development in the petrochemical, energy, forestry and service industries has led to our student population remaining stable at around 5800 students even during the recent times of economic uncertainty in other parts of the province.

Our schools range in size and format, from small rural schools to kindergarten to secondary community schools, to a Distance Education Program that serves a vast geographic area. Fort St John is the district's largest community. It is home to six modern elementary schools, two middle 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 centers of Hudson's Hope, Prespatou, Clearview and Upper Pine. The Northern BC Distance Education School, centered in Fort St John, services all of northeastern British Columbia, the Yukon and parts of the Northwest Territories.

The district implemented a middle school model last fall. Larger elementary schools were reorganized to K - 6, the junior secondary schools became Grade 7 – 9 middle schools and the senior secondary expanded to a Grade 10 – 12 format. Even more exciting were plans to develop secondary teaching space within the city's Pomeroy Sports facility. This initiative, now endorsed and supported by all levels of local and provincial governments, is a clear demonstration of the district's commitment to local partnerships and innovative practice. The learning spaces created by this project will allow schools across the district the flexibility to prepare for and implement full day kindergarten, while also providing secondary students with engaging opportunities to connect with learning within their community beyond the bounds of the regular school building. The Energetic Learning Campus will provide Project Based/Interdisciplinary Learning opportunities for approximately 170 Grade 10 students.

Our district's student population is diverse, including significant aboriginal, immigrant, and ESL populations. 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.

Ongoing Directions

In the summer of 2006, our district underwent a significant re-organization with the appointments of new people in a number of 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.

Senior management continues to use the Appreciative Inquiry (AI) approach first introduced through our "Today and Tomorrow" initiative, to improve student achievement by focusing on existing strengths and capacities to take the district in a positive direction. Conscious decisions have been made to build upon district strengths rather than focus upon district deficits. The AI approach emphasizes the need for ongoing improvement by building from areas of strength to effect continuous improvement.

Through the Today and Tomorrow initiative, the district's Mission, Vision and Values statements were revised with input from students, parents, and school district staff.

MISSION
All of our students will graduate, walking the stage with dignity and grace.

VISION STATEMENT
- We are a community of learners striving together to build success for all. We have a safe, healthy and welcoming environment. Staff and students connect through caring and laughter.

- All members of our learning community are valued and respected. Cultural differences are honored. We all belong.

- We nurture body, mind and spirit and believe in finding the beauty in every human being.

- We provide a variety of learning environments, both in and outside of the classroom integrating technology and innovative practice. With the help of our community partners, we involve students in authentic learning experiences.

- Students discover and pursue their interests and strengths. They are actively engaged and are willing to step outside their comfort zone in order to challenge their learning.

- We are excited about learning. We take time to share stories and celebrate success. We are proud to see students become more confident in their skills and abilities, open to ongoing learning, and prepared to make a difference in our world.

VALUES
The five core ethical values seen as most important to guide our daily lives include:
   Respect
   Compassion
   Honesty
   Responsibility
   Relationships

Learning in the 21st Century will be considerably different than what schools have done for the past one hundred years. Many are calling for "revolution" versus "reform" at a time when schools are improving incrementally, but the world is changing exponentially. Even though our schools may be better in five or ten years, as a system we will fall farther behind the rate of change unless we consider "disruptive innovation." It is time for a focus on "next practice" rather than "best practice". Never has it been more important for teachers to work together to adapt and innovate in efforts to personalize learning on behalf of students.

We plan to emphasize the importance of 21st Century Skills including:
    Critical thinking and problem solving
    Creativity and innovation
    Collaboration, teamwork and leadership
    Cross-cultural understanding
    Communications, computing and ICT literacy
    Career and learning self-reliance
    Care of personal health and the planet earth

External Review

This document also considers the recommendations that arose from an external district review completed in February 2008. Several suggestions were offered as to how the district might better tell its story. We have narrowed our focus, and set fewer specific goals. These goals go deeper and utilize more appropriate data and strategies, clearly stating objectives, and celebrating district accomplishments. Recommendations encouraged dramatic change in the format of our Achievement Contract. We have opted for a new format that clearly tells our story, informs people about what we are doing to enhance student performance, provides clear and understandable reasons for our choices, gives readers a considered view of how initiatives are progressing, and where they hope to go next.

Last year our district was one of three chosen by the Office of the Auditor General (OAG) for a review of Special Education Services – School District Accountability for Service Effectiveness. The purpose was to determine whether selected school districts adequately plan for services, have adequate parameters for resourcing, and monitor and report on the effectiveness of special education services. The audit entailed interviews with District Office staff, Board members, Administrators, Special Education teachers and itinerants, as well as sharing of resources for specific processes.

The OAG and our school district are in the final stretch of consolidating the overall report which will be presented by January, 2012. The existing *Student Support Services Growth Plan* will be formalized into a long term *Strategic Plan* for the district, identifying the key areas for focus. Main areas for the overall district have been embedded in the Achievement Contract. One goal of the *Strategic Plan* is to strengthen communication of the district processes involved for improving achievements for our students with special needs.   The *Strategic Plan* will also follow the format of the Ministry of Education's new *Student Services District Review Tool.*

Conclusion

This district's motto is "Together We Learn", and this statement rings true in the preparation of this document. Drawing from our past, our current context, and ideas expressed by participants in our Appreciative Inquiry processes, district staff put forward a document that honors past performance, illustrates present achievement and maps a path to a more successful future. The presented information has been drawn from School Improvement Plans conscientiously prepared, reviewed by School Planning Councils and subjected to thorough internal reviews. Using both traditional means and Appreciative Inquiry processes, we have expressed our story and articulated goals to address the needs of the district as a whole and of various unique and special constituent populations. It details the provision of education programs that are caring, rigorous and relevant. This contract is to serve as a living document, describing and guiding our practice as we strive to assist and develop young people who will take their place as citizens and will be amongst the best in, and for, the world.

Goal #1

Social Responsibility - Citizenry – "Best FOR the World"

Rationale:

We believe that Social Responsibility is the foundation for everything, including academic achievement, and that our district is proactive and preventative in its approach to developing socially responsible students. Our focus has been to find ways to measure progress that is positive rather than negative or deficit based.

During our "Today and Tomorrow" visioning conversations, it became apparent that relationships are 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 more than good classroom behaviour. Our district is committed to developing 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 – School-Wide Positive Behavior Supports

As we look back on our district Positive Behavior Supports (PBS) objectives from the previous Achievement Contract, we have great cause to celebrate, as our current district PBS data set (Fig. 1, 2 & 3) shows significant progress in these objectives. One major objective was to develop and establish a network of schools implementing School-Wide Positive Behavior Supports with fidelity. Last school year eleven schools signed on to School District No. 60 Positive Behavior Supports (PBS) network of schools. This is an increase of seven schools from the previous year (see Implementation graph, Fig. 1). Participation in the PBS network means these schools choose to use School-Wide Positive Behavior Supports (SWPBS) as the framework for SR initiatives, use and share PBS school data and continue to work collaboratively with District PBS coaches and other schools within the network.

Another objective was to increase use of common Social Responsibility and office referral assessments illustrated in the PBS Pyramid format. Again our district PBS data set also shows progress, as all eleven schools collected data using the two established assessment tools. Schools in the network also have access to their school data in PBS Pyramid format. The aggregate of all network schools' PBS data makes up our district PBS data set.

In the coming year our school district remains committed to "growing the green" and improving the outcomes of our PBS network of schools. One way to move towards this is to deepen school teams' understanding and application of SWPBS. District PBS Coaches' first objective next year is to support schools in the network who are noted as partially implementing SWPBS (fig 1) (schools with implementation averages from 50% to 70%). We want to increase the number of schools implementing the SWPBS with fidelity to the SWPBS framework. If schools increase their level of implementation and fidelity, the result will be greater gains on the school's PBS measures (fig 2 and 3) and thus a stronger foundation for SR action to take place in the school.

Another objective of District PBS Coaches is to work with the middle and high schools to establish a common SR measure other than Office Referral Data. As seen in School District No. 60 SR Quick scale data (Fig 3), we only have a common assessment and data at the elementary level. District Coaches and secondary schools have already started conversations regarding a few possible assessment options for next year. We are excited to continue our focused discussions and move forward on this objective.

For further information please visit our District SR/PBS website @ www.prn.bc.ca/sr-pbs.

Figure 1

Levels of Implementation of School-Wide PBS
According to PBS Self-Assessment Survey
(11 SD60 PBS Schools)

Figure 2

SD 60 Office Referrals
(2010-4PBS Schools) (2011 10 PBS Schools)

Figure 3a

SR Benchmarks for Contributing to the Classroom Community S.D. 60 Network of PBS Schools (Gr. 2 to 6)

Figure 3b

S.R. Benchmarks for Solving Problems Peaceful Ways S.D. 60 Network of PBS Schools (Gr. 2-6)
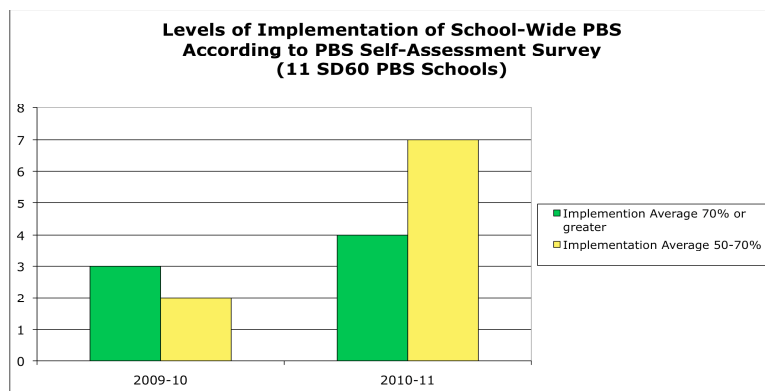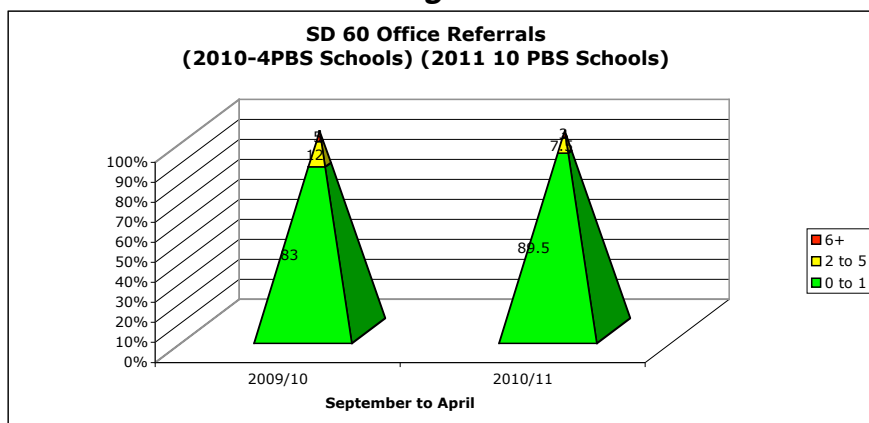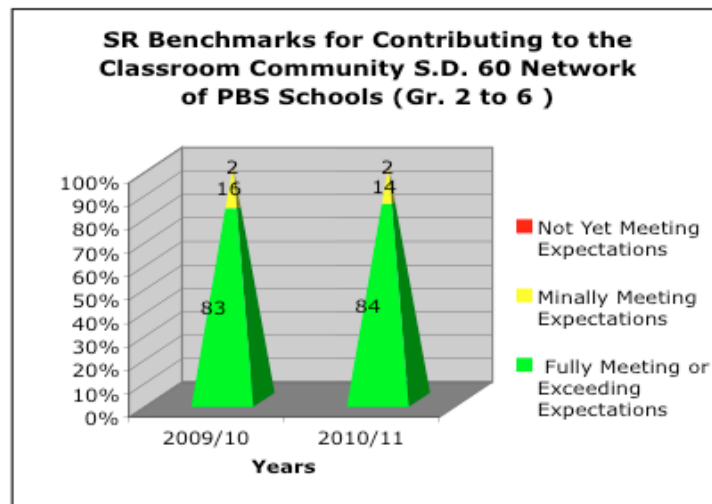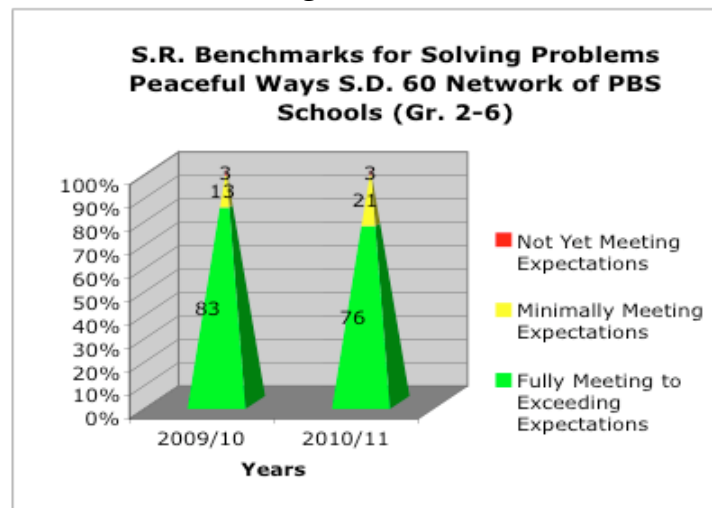
On Figures 3a and 3b, note that three out of seven schools SR data are pending and will be added to the data set in September 2011.

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 are expanding existing mentorship programs. The secondary transition program "Link Crew" was implemented at North Peace Secondary School in the fall of 2010. In addition, "WEB" (Where Everyone Belongs) was used at both Dr. Kearney and Bert Bowes Middle Schools.   Multi-aged mentorships are supported across the district and professional learning continues regarding intergenerational learning.

Mentorship opportunities are also available in the community through Work Experience and Secondary School Apprenticeship programs. These programs increase the relevance of school by helping students connect what they learn in the classroom with the skills and knowledge needed in the workplace, and it helps prepare students for their transition from secondary school.

Our community is fortunate to have been chosen as one of five provincial "Intergenerational Community Demonstration" initiative sites. We look forward to working with the coordinator to inventory, encourage and expand intergenerational opportunities for our students.

FOCUS AREA #3: Student Leadership

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

The district has supported school based events to develop student leadership but we have no formal structure for ongoing student involvement at the district level. We will include student voice in decisions in the district, specifically related to the Energetic Learning Campus. The district student advisory team is to meet regularly with district administrators and Board members to help keep initiatives that are important to youth front and center.

Our internal review process indicates an increase in student leadership activity at several schools. Student-led initiatives are contributing within classrooms, schools, the local community and global environments. The district actively supports school efforts to expand opportunities for student leadership across schools and share stories of activities and events.

FOCUS AREA #4: Secondary Student Success

- Our dogwood completion and grade-to-grade transition rates continue to concern us. We are using BCeSIS data to identify students who leave secondary school and exit interviews to analyze their reasons for leaving or not completing their programs. We have a staff member dedicated to reconnecting with these students and assisting them in developing plans leading to graduation. Information gained from this work is used to help develop more effective interventions for students BEFORE they withdraw. We believe that our recent reconfiguration to a middle school model and the new Energetic Learning Campus of the high school, due to open in September, have the potential to positively impact transition and completion rates in the future.

- The third year of an action research project designed specifically to address the needs of "at-promise" secondary students has now been completed. This cohort will stay together with the same teacher for three years and will graduate from high school with a variety of courses offering trades and career exploration. The class focuses on relationships, community, attendance, work experience and differentiated instruction. Information gained from this action research project will be used to help us provide new options for students encouraging them to stay in school.

- We are currently working with the National Crime Prevention Council (NCPC) on a proposal called "Secondary Student Success". The intention is to create two sites for "at-promise" students (one at Bert Bowes and one at a non-school site). The target group for this project is youth, ages 13 to 15 years, age appropriate for Grades 7 to 9. The project will serve 24 to 36 boys and girls in two classes. A minimum of 50% of the students enrolled will be students of Aboriginal ancestry.

Candidates for the program will meet the following criteria;
- unexcused absences or lates for 20% or more of classes
- achieving an 'I' or an 'F' in two or more key academic subjects
- low levels of success despite interventions by classroom teacher, learning assistant teacher, school counselor, and/or Aboriginal support worker
- low levels of engagement as reported by the classroom teacher
- have no fundable special education designation
- evidence of substance abuse or association with peers who are users
- may have history of office referrals for aggressive, impulsive, or non-compliant behaviors
- have no record of arrest or charges with RCMP

- The 18 month pilot program to support "Immigrant Youth at Risk" (CONNECT in School District No. 60) has received the grant to continue for 2011-12. A cohort group of 27 students was involved with this support, Grades 8-12, coordinated by a counselor with additional ELL experience. Shared outcomes from parents, students and teachers include increased feelings of attachment, friendships, support, integration, academics, confidence, and transition into post secondary as well as employment.

Clearview Elementary-Junior Secondary School

Two water wells in India were built with funds raised by the students through bake sales. They also learned about water shortages and usage in the country.

Cultural Diversity Award

The Youth Making A Difference group won the Cultural Diversity Award for their work on the 2010 World Fair last June. Members included:

Shane Fraser (Canada), Kyle Drew (Canada), Annina Baccante (Italy), Kom Truchon (Thailand), Don Yun (Korea), Shirley Zhang (China), and Lisa Zhang (China)

The Cultural Diversity Award recognizes a young person or group who has made a significant contribution towards promoting diversity and multicultural awareness within our community. Individuals may have dedicated their time encouraging pride in their own culture or the cultural background of the community, or educating others on the positive benefits and advantages of cultural unity.

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

EVIDENCE	TARGETS
1. Level of Implementation and Fidelity (Fig. 1) Using the School-Wide section of PBS Self Survey. District can track the level of implementation of each school in the network and provide the appropriate type of support associated with the implementation stage.	1) Increase the number of schools from four to eight that have 70% or greater level of implementation of PBS. 2) Continue to provide opportunities to connect with schools not currently part of PBS network of schools. The target then would be to increase the number of schools in the 50% to 70% level of implementation by 30%.
2. Office Referral Data (Fig. 2) Data was organized in three sections numbers of students with 0 to 1, 2 to 5 and 6+ referrals. The sections correspond to three different colours in the PBS Pyramid that connects to the different behavioural needs of all the students in the network of schools.	1) Continue to track Office Referral (OR) data from all of the schools in the network. 2) Look at trends in OR data as it compares with SR data. Is there correlation with the increase SR competencies and decrease in OR data over the years?
3. Social Responsibility Performance Standards (Fig. 3a & 3b) The rubric style quick scales from the Ministry of Education is a simple way to document and track student growth on Contributing to Classroom Community and Solving Problems in Peaceful Ways.	1) Continue to work with schools in the network to establish elementary assessments consistently and work towards developing the capacity to collate and interpret data at the school level. 2) Establish a common SR assessment for middle schools and high schools
4. Provincial Satisfaction Survey Results	To increase the number of students who feel safe at school, are rarely or never bullied, and who know expectations for behaviour at their school.
5. District Suspension Data	Reduce the number of formal and informal suspensions issued (this data will be cross-referenced with the withdrawal database).
6. Grade-to-Grade Transition Rates	Improve transition rates for students requiring Moderate and Intensive Behavior Interventions.

Social Responsibility at Bert Ambrose Elementary School

We are very proud of our Social Responsibility at Bert Ambrose Elementary! We will soon be entering into our 5th year of our Virtue's Program at our school.

We focus every year on being Respectful. Responsible and Resourceful. We even have a song written by Paul Hann a professional songwriter, which our whole school sings on a regular basis.

In our Social Responsibility Plan we have a team leader, our Grade 5 teacher, Mr. Filmer, who works with the staff. Each classroom teacher chooses one of the three themes and reports out once a year at a Virtue's Assembly. We have three Virtue's Assemblies, one each term, and the four classroom teachers work together. They prepare skits and songs, to share with the entire school at these wonderful assemblies.

Also in our School Improvement Plan we have been tracking Social Responsibility for the entire school population. (Solving Problems in Peaceful Ways). We have been doing this for over five years and teachers provide this information at each reporting period. The results demonstrate that we know our students who need support. The percentage of students who are Minimally Meeting to Exceeding Expectation this rubric of Solving Problems in Peaceful Ways has been sustained at 96% over the last five years.

We are very proud of Bert Ambrose Elementary School.

D. McCracken
Principal

ACTIONS   *The PBIS Pyramid:*
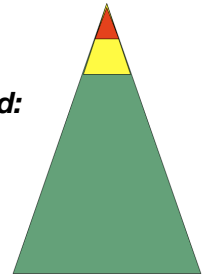
FOCUS AREA #1:   School-Wide Positive Behaviour Supports

Major successful PBS initiatives in 2010-11 included:

- Two-day PBS team leader training sessions, 70% participation from the schools in the district.

- Established and shared Social Responsibility and Office Referral data collection and graphing templates for schools in the network.

- Updated our District SR/PBS website to include movie media of school celebrations of PBS events.

Major PBS initiatives for 2011-12 include:

- A newly established .5 FTE itinerant/coach position will target supports for individual staff and school teams around complex learning and behavioural needs.

- Scheduling collaboration sessions with the middle schools and the high school teams to establish a common and appropriate SR assessment tool.

- Develop a district-wide PBS pyramid that supports all learners in the academic and behavioural domains.

- Focus on two or three specific school teams to help increase their level of implementation and fidelity.

- Explore with the network of schools' assessment tools to connect positive results of SWPBS implementation to positive student academic achievement.

FOCUS AREA #2:   Mentorships and Intergenerational Learning

- Provide training and development of the Link Crew and WEB programs to all secondary schools in order to support school-to-school transitions.

- Research student advisory models and train key staff members for implementation at the Grade 7 – 9 level. Increased counselor time at Bert Bowes and Dr. Kearney will support the front-line counseling efforts of teacher advisors and monitor the program.

- Continue to expand intergenerational learning projects.

FOCUS AREA #3: Student Leadership

- The district advisory team will determine membership and will hold regular meetings with district administrators and trustees.

FOCUS AREA #4: Secondary Student Success

- Work with NCPC to jointly fund a newly developed off-site alternate program.

- Continue programs to engage students in community based activities leading to work placement.

- Continue the CONNECT Program for "Immigrant Youth at Risk" for the year 2011-12. Survey results from the Ministry of Jobs, Tourism and Innovation (Immigration Branch), in addition to our own data, will help inform the support process at the middle and secondary schools.

Academic Dual Credit a Popular Option for Secondary Students

Dual Credit allows high school students to get a head start on their future by earning post-secondary credits at Northern Lights College while they are still in secondary school.

Dual Credit programming started in 2002, with an initial focus on trades and technology program areas. Since 2009, Dual Credit opportunities have expanded into University Arts and Sciences subjects including Biology, Business Management, Criminology, Early Childhood Education and Care, English, Information Technology, Math, and Psychology.

This year, SD 60 has 94 Dual Credit students enrolled in academic courses offered at NLC. And, through the support of Randy Pauls, Principal of the Northern B.C. Distance Education School, NLC academic Dual Credit courses are also available online.

In SD 60, eligible students must select their academic Dual Credit courses by September 30; academic Dual Credit courses usually run from February to May. The School District pays the tuition; the students pay for their textbooks and student fees.

"It's an investment in our community. We're helping students to make a seamless transition from secondary school to the world of university-level Arts and Sciences," said Brian Campbell, SD 60's Principal of Careers and International Education.

- Brian Campbell, District Principal

Psychology 101 Dual Credit students in class at the Fort St. John Campus.

GOAL #2

Improve Academic Achievement Through Increased Student Engagement

RATIONALE

Each year student achievement data is reviewed in a range of course/subject areas, paying attention to sub-groups and individual students who have difficulty meeting district targets. District conversations traditionally focus on learning deficits and the factors that may be contributing to lack of success. The district has shifted to an Appreciative Inquiry approach seeking to identify and expand on factors contributing to student success.

Over and over again throughout the Today and Tomorrow process, different participant groups cited engagement as a root cause of success. Engaged students attend regularly and actively participate in learning tasks. They reflect and share their thinking, and demonstrate self-monitoring behaviors. 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 fail to complete assignments. At times, these students have been identified as having learning challenges, but more often, they are students with high learning potential.

Our plan is to research and develop a systematic plan around the UDL Framework and to continue our work with teachers and administrators for "planning for diversity" at the outset of the lesson plan process.

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

1.   Formative Assessment
2.   Differentiated Instruction
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, assessment yields particularly good results with low achievers. Assessment for learning fosters motivation by emphasizing progress and achievement rather than failure. The district continues to build the knowledge base of the six essential elements of assessment for learning with all of our teachers and administrators. We assist teachers to identify elements of assessment for learning that they are implementing successfully, and to choose elements to focus upon for ongoing professional development.

FOCUS AREA #2: Differentiated Instruction

More than ever, classrooms are characterized by increasing diversity.   Students vary in their cultural backgrounds, their facility with the English language, achievement levels and in motivation to learn. Differentiation of instruction refers to a proactive teaching 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 ongoing basis, this topic is now identified as an area for district focus. 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 all grades. Technology offers students multiple ways to access and demonstrate learning. We will be exploring various forms of instructional technology along with Universal Design for Learning pedagogical practices.

FOCUS AREA #3: Inclusive Learning Practices

Inclusive learning practices were identified 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.

ECOLE CENTRAL ELEMENTARY SCHOOL

Project Based Learning
Following a novel study, the English Grade 3 class wanted to know more about dog sleds. The teacher brought in a dog sled to the class for a week. In the photo they are studying the design to build their own.

Mme Marjo found that these daily stretching and self awareness exercises have really helped to develop self regulation in her young Grade 2 French Immersion students, and has increased learning readiness.

Automotive Dual Credit:
Ryan and his mother talk about how the Automotive Service Technician Program has positively effected his learning. Ryan explains how it is to learn in a college environment and how he is going to transition into his career.   Click on the Link and watch the video of how one student personalized his learning. http://bit.ly/jMMRSw

Residential Construction Program

Project Heavy Duty

Sixteen students participated in Project Heavy Duty May 30th to June 3rd, 2011.

Residential Construction Program

Letter received from a parent: --

My son is currently enrolled in the Open Learning Program and has recently completed the Residential Construction program. I would like to thank you and all others involved for giving him the opportunity to participate in this program. Although he did not receive his certification for it, we feel it was an overwhelming success for him. Not only were they taught an amazing amount on the skills of carpentry, they also learned so much about responsibility, team work, taking pride in a job well done, self esteem and many other invaluable lessons. Our son learned so much and developed so many skills from this course. It has been invaluable for his self esteem and he is now much better equipped to handle many situations. We have had comments from many relatives and friends as to the growth they have seen in him since taking part in this program and each one has attributed it to his participation in the Residential Construction program. I know that he looks upon this experience as one of the highlights of his education and he will be benefiting from it for many years to come. It has helped him mature and plan for his future. This program did not just accomplish building a house, it also built boys into men. I greatly thank you and all others involved in this for the opportunity our son had of being in this program. This program was really education at its finest.

Residential Construction - 7 Year Results

Total number of students	71
Program completion rate	64/71 (90%)
Students achieving Level 1	49/64 (77%)
Have worked in construction since completing the program	41/55 (75%)
Currently working in construction	29/64 (45%)
Finished school and currently working in Fort St. John	26
Completed Level 2 BEFORE high school graduation	11
Finished school and completed Level 2 and higher	24/56 (43%)
Completed Red Seal	10
Completed Graduation Program requirements	95%

STUDENT ENGAGEMENT	
STUDENT ENGAGEMENT PERFORMANCE	**STUDENT ENGAGEMENT TARGETS**
1. A survey designed to measure and monitor over time is currently in draft form.	1. Targets to be determined.

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

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 3 – 9 levels.	3. Close the gap between performance in reading comprehensive and fluency and increase the percentage of students meeting or exceeding expectations to 80%.

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. Students maintain gains in writing achieved in first year of the Wireless Writing Project into the second year with students meeting expectations in the 90-95% range.
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 Graduation Program exam.

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 two strands of Grade 10 Math.	2. District performance on the two strands of the Math 10 Provincial exams will meet or exceed the Provincial performance.
3. Determine a new District Numeracy Assessment tool.	3. Establish baseline performance data.

ACTIONS

FOCUS AREA #1: Assessment for Learning

School District No. 60 continues to:

- Teach Assessment for Learning explicitly, in context, in all district workshops on reading, writing, and numeracy, and in mentoring sessions for new teachers.

- Support the development of professional learning communities and the use of collaboration time to continue the implementation of Assessment for Learning strategies. Link an Assessment for Learning focus to all applications for collaboration grants.

- Provide training on Assessment for Learning for all teachers in department head positions in secondary schools and help them to develop and share practical tools for different subject areas and course content.

- Model and debrief elements of Assessment for Learning in all Demonstration Classroom lessons.

- Link training on Assessment for Learning with implementation of the new district reading assessment for classroom teachers at the elementary level (Grades 3 through 7).

- Assist administrators in recognizing Assessment for Learning strategies when used successfully by classroom teachers and give them appropriate feedback.

FOCUS AREA #2: Differentiated Instruction

School District No. 60 continues to:

- Learn more about the UDL framework. This entails participation at a UDL conference July 2011 as well as coaches and itinerants developing an overall model to support classroom teachers specifically around the UDL Framework. Work will continue with administrators in regard to the development, implementation, and supervision of the framework at the school level.

- Match students to appropriate instructional level text in the language arts by using the district reading assessment. Support the development of professional learning communities and the use of collaboration time to implement Differentiated Instruction strategies.

- Model Differentiated Instruction through its workshops on reading, writing, and numeracy, and in mentoring sessions for new teachers.

- Model and debrief elements of Differentiated Instruction in all demonstration classroom lessons.

- Establish a 0.4 FTE Instructional Technology Support Teacher to work with teacher teams seeking to personalize learning through the integration of technology.

- Assist administrators in recognizing Differentiated Instruction strategies when used successfully by classroom teachers and give appropriate feedback.

FOCUS AREA #3: Personalized Learning

School District No. 60 continues to:

- Establish teams to research and plan actions in focus areas identified by the Today & Tomorrow process:
    1. hands-on, project based learning
    2. expansion of dual credit programs into online delivery
    3. add additional resources and support for student transitional needs
    4. flexible learning environments and schedules
    5. explore technology as a tool to enhance learning

Grade 6 Girls at Duncan Cran Elementary School Getting Ready for Transition

We spent the day working along the lines of Dove Foundation for Real Beauty Program. It considers self esteem, media myths, photo shop "lies", etc.

The girls all decorated their own keepsake bags, and filled it with "truths" they learned from the program videos, games and discussions. We also had draws and prizes. We did yoga with a professional trainer and had deliciously healthy snacks AND a highlight was our two aestheticians from the dual credit hairdressing course who gave a wonderful presentation about hygiene, beauty, makeup and hair ... and did demos on two of the girls!   We all got "Yes To It" t-shirts.

Rosalind Smith
Elementary Counsellor

APPENDIX

2011 – 2012

EVIDENCE TABLES

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

Suspension Data

Year	Fighting	Drugs/ Alcohol	Other	TOTAL	Non First N	First Nations
2003-04	92	95	286	473	N/A	N/A
2004-05	116	52	209	377	N/A	N/A
2005-06	82	44	89	215	N/A	N/A
2006-07	83	65	90	238	N/A	N/A
2007-08	102	75	89	266	N/A	N/A
2008-09	88	35	95	218	N/A	N/A
2009-10	85	26	78	189	117	72
2010-11	68	34	99	201	129	72

2010-11
Fewer students were suspended for fighting. Suspensions for drug and alcohol use increased slightly.

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.

PBIS "pyramids" measuring office referrals will be compared to suspension rates next year.

Suspensions for "Other " Reasons

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

We are now looking much more closely at student withdrawal/ reconnection information to ensure that suspensions have not simply become withdrawal statistics.
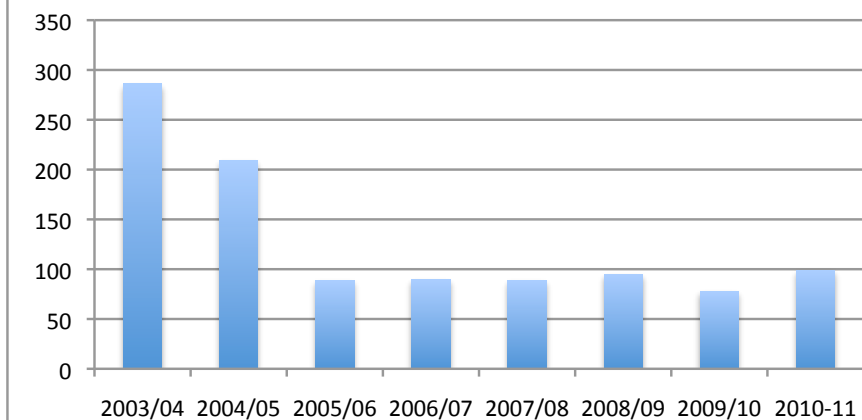
Suspensions by Month (Percentages) 2010-11

Month	Non-First Nations	First Nations
September	33% (3)	64% (6)
October	55% (6)	45% (5)
November	71% (12)	29% (5)
December	79%(15)	21% (4)
January	62% (8)	38% (5)
February	75% (21)	25% (7)
March	58% (17)	42% (12)
April	45% (10)	55% (12)
May	69% (29)	31% (13)
June	73% (8)	27% (3)

Although reduced, Aboriginal suspensions still account for one-third of our total.

The use of aboriginal "Healing Circles" instead of suspensions is intended to improve both suspension and withdrawal rates among Aboriginal students.

Grade to Grade Transition Rates for Students Requiring Behaviour Intervention

Grade 8 to higher:

	2006/07			2007/08			2008/09			2009/10		
	All #	Trans #	%	All #	Trans #	%	All #	Trans #	%	All #	Trans #	%
BEHAVIOUR												
Intensive	13	7	**54**	15	11	**73**	7	5	**71**	8	7	**88**
Moderate	15	15	**100**	12	10	**83**	9	7	**78**	9	8	**89**

Grade 10 to higher:

	2006/07			2007/08			2008/09			2009/10		
	All #	Trans #	%	All #	Trans #	%	All #	Trans #	%	All #	Trans #	%
BEHAVIOUR												
Intensive	11	4	**36**	14	10	**71**	15	6	**40**	13	5	**38**
Moderate	9	3	**33**	8	4	**50**	7	5	**71**	14	13	**93**

- Data collected on transition rates for 2011-12 will reflect the district's reconfiguration to middle school (Grades 6-8) and secondary school (Grades 10-12) model. Up until 2009-10, schools were configured as junior high (Grades 8-10) and senior high (Grades 11-12).

- We predict that transition rates from Grade 6 to 7 will continue to be highly successful. For 2009-10, elementary schools were involved at a higher level with the details of transition for individual students due to reconfiguration and moving a 'younger' student on to the middle school. It is felt that the reconfiguration process has enhanced the value of the whole transition process at all levels.

- A specific database will be developed by Student Support Services to monitor individual students in the Ministry of Education categories for behaviour intervention. Although we have included transition data, above, for specific grades, our database will reflect K-12. It is important to include all possible areas such as gender, learning challenges, assessment, demographics, district data, dual designations, and reasons for non-transition (i.e.; change of category, moved to another province, successful completion ...) to more accurately analyze data and target our supports and interventions. Outcomes from the Ministry's pilot of "High Incidence Review Tool" and from our own internal review of Intensive Behaviour Interventions will also be included in the analysis. Due to the overall number of students identified in these categories, it is manageable to have individual conversations with the schools regarding the support plans, achievements, and transitions.

Performance Indicator/Evidence for Reading	Target	Results

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.

Early Literacy 2007/2008 Cohort Data
Percentage of Students Reading At or Above Target

	2007/08 Grade 1 Level 16	2008/09 Grade 2 Level 22
Total	80%	78%
Boys	73%	72%
Girls	87%	85%
Aboriginal	60%	67%
ESL	77%	63%

Early Literacy 2008/2009 Cohort Data
Percentage of Students Reading At or Above Target

	2008/2009 Grade 1 Level 16	2009/2010 Grade 2 Level 22
Total	83%	78%
Boys	79%	N/A
Girls	84%	N/A
Aboriginal	73%	N/A
ESL	68%	N/A

Early Literacy 2009/2010 Cohort Data
Percentage of Students Reading At or Above Target

	2009/2010 Grade 1 Level 16	2010/2011 Grade 2 Level 22
Total	78%	80%
Boys	N/A	75%
Girls	N/A	80%
Aboriginal	N/A	76%
ESL	N/A	58%

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

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

2010/2011
The new database did not provide subgroup performance data for the 2009/10 school year. We do not have enough data yet to be able to interpret cohort trends.

Close the gap between performance in reading comprehension and fluency, and increase the percentage of students meeting or exceeding expectations to 80%.

2010/2011
Data for 2010-11 was not available at the time of this report.

We have worked with John Taylor to develop a database to monitor student performance on the new district reading assessment. This assessment was implemented for the first time at the Grades 3-7 levels in June 2010. Implementation was extended to Grades 8 and 9 in June 2011.

Baseline data shows that students are not performing as well in reading comprehensive as in reading fluency in non-fiction texts. There are noticeable gaps in sub group performance. We are analyzing this data at the school level, along with other performance indicators, and developing site specific action plans.

June 2010
Grade 3 Reading Comprehension
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceeding	At Target
Total	6%	27%	58%	9%	67%
Boys	8%	31%	54%	6%	61%
Girls	4%	21%	63%	11%	74%
Aboriginal	12%	42%	42%	3%	45%
ESL	32%	24%	42%	3%	45%
Learning Disability	25%	50%	25%	0%	25%
Special Needs	20%	40%	33%	7%	40%

June 2011
Grade 3 Reading Comprehension
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceeding	At Target
Total					
Boys					
Girls					
Aboriginal					
ESL					
Learning Disability					
Special Needs					

June 2010
Grade 3 Reading Fluency
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceeding	At Target
Total	9%	19%	44%	28%	72%
Boys	13%	21%	44%	23%	66%
Girls	4%	17%	45%	33%	78%
Aboriginal	17%	26%	38%	20%	58%
ESL	34%	21%	34%	11%	45%
Learning Disability	50%	25%	25%	0%	25%
Special Needs	53%	13%	27%	7%	33%

June 2011
Grade 3 Reading Fluency
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceeding	At Target
Total					
Boys					
Girls					
Aboriginal					
ESL					
Learning Disability					
Special Needs					

June 2010
Grade 4 Reading Comprehension
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceeding	At Target
Total	7%	29%	53%	11%	64%
Boys	12%	38%	45%	5%	50%
Girls	3%	21%	60%	16%	75%
Aboriginal	14%	29%	47%	10%	57%
ESL	24%	49%	27%	0%	27%
Learning Disability	56%	33%	11%	0%	11%
Special Needs	43%	33%	24%	0%	24%

June 2011
Grade 4 Reading Comprehension
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceeding	At Target
Total					
Boys					
Girls					
Aboriginal					
ESL					
Learning Disability					
Special Needs					

June 2010
Grade 4 Reading Fluency
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceed-ing	At Target
Total	6%	15%	47%	31%	78%
Boys	12%	20%	46%	23%	68%
Girls	2%	11%	48%	38%	86%
Aboriginal	11%	14%	49%	26%	75%
ESL	22%	30%	46%	3%	49%
Learning Disability	56%	22%	11%	11%	22%
Special Needs	43%	29%	14%	14%	29%

June 2011
Grade 4 Reading Fluency
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceed-ing	At Target
Total					
Boys					
Girls					
Aboriginal					
ESL					
Learning Disability					
Special Needs					

June 2010
Grade 5 Reading Comprehension
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceed-ing	At Target
Total	8%	27%	52%	13%	65%
Boys	12%	33%	49%	6%	55%
Girls	2%	19%	56%	23%	79%
Aboriginal	7%	39%	48%	5%	54%
ESL	38%	25%	38%	0%	38%
Learning Disability	86%	14%	0%	0%	0%
Special Needs	38%	24%	28%	10%	38%

June 2011
Grade 5 Reading Comprehension
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceed-ing	At Target
Total					
Boys					
Girls					
Aboriginal					
ESL					
Learning Disability					
Special Needs					

June 2010
Grade 5 Reading Fluency
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceed-ing	At Target
Total	7%	15%	39%	38%	78%
Boys	9%	16%	42%	33%	75%
Girls	4%	13%	36%	46%	82%
Aboriginal	9%	20%	46%	25%	71%
ESL	38%	0%	25%	38%	63%
Learning Disability	57%	29%	0%	14%	14%
Special Needs	31%	17%	24%	28%	52%

June 2011
Grade 5 Reading Fluency
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceed-ing	At Target
Total					
Boys					
Girls					
Aboriginal					
ESL					
Learning Disability					
Special Needs					

June 2010
Grade 6 Reading Comprehension
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceed- ing	At Target
Total	8%	44%	42%	6%	48%
Boys	11%	49%	35%	4%	40%
Girls	5%	39%	48%	8%	56%
Aboriginal	17%	43%	36%	4%	40%
ESL	33%	42%	25%	0%	25%
Learning Disability	27%	60%	13%	0%	13%
Special Needs	25%	58%	17%	0%	17%

June 2011
Grade 6 Reading Comprehension
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceed- ing	At Target
Total					
Boys					
Girls					
Aboriginal					
ESL					
Learning Disability					
Special Needs					

June 2010
Grade 6 Reading Fluency
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceed- ing	At Target
Total	8%	20%	39%	33%	72%
Boys	11%	26%	34%	28%	62%
Girls	4%	13%	45%	38%	83%
Aboriginal	13%	25%	40%	22%	62%
ESL	42%	33%	17%	8%	25%
Learning Disability	47%	47%	0%	7%	7%
Special Needs	31%	39%	22%	8%	31%

June 2011
Grade 6 Reading Fluency
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceed- ing	At Target
Total					
Boys					
Girls					
Aboriginal					
ESL					
Learning Disability					
Special Needs					

June 2010
Grade 7 Reading Comprehension
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceed- ing	At Target
Total	5%	31%	58%	6%	64%
Boys	8%	38%	47%	7%	54%
Girls	2%	23%	70%	5%	75%
Aboriginal	8%	47%	36%	9%	45%
ESL	0%	71%	29%	0%	29%
Learning Disability	19%	75%	6%	0%	6%
Special Needs	27%	55%	18%	0%	18%

June 2011
Grade 7 Reading Comprehension
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceed- ing	At Target
Total					
Boys					
Girls					
Aboriginal					
ESL					
Learning Disability					
Special Needs					

June 2010
Grade 7 Reading Fluency
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceed- ing	At Target
Total	5%	14%	41%	40%	82%
Boys	7%	14%	44%	35%	79%
Girls	2%	13%	38%	46%	85%
Aboriginal	6%	14%	48%	32%	80%
ESL	0%	57%	43%	0%	43%
Learning Disability	31%	63%	0%	6%	6%
Special Needs	27%	36%	18%	18%	36%

June 2011
Grade 7 Reading Fluency
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceed- ing	At Target
Total					
Boys					
Girls					
Aboriginal					
ESL					
Learning Disability					
Special Needs					

June 2011
Grade 8 Reading Comprehension
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceed- ing	At Target
Total					
Boys					
Girls					
Aboriginal					
ESL					
Learning Disability					
Special Needs					

June 2011
Grade 8 Reading Fluency
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceed- ing	At Target
Total					
Boys					
Girls					
Aboriginal					
ESL					
Learning Disability					
Special Needs					

June 2011
Grade 9 Reading Comprehension
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceed- ing	At Target
Total					
Boys					
Girls					
Aboriginal					
ESL					
Learning Disability					
Special Needs					

June 2011
Grade 9 Reading Fluency
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceed- ing	At Target
Total					
Boys					
Girls					
Aboriginal					
ESL					
Learning Disability					
Special Needs					

Performance Indicator/Evidence for Reading	Target	Results

District and Provincial Results for Reading FSA
% of Grade 4 Students Meeting or Exceeding
Expectations

Year	District Meets or Exceeds Expect.	Province Meets or Exceeds Expect.	District Aboriginal Meets or Exceeds Expect.	Province Aboriginal Meets or Exceeds Expect.	District *LD Meets or Exceeds	Province *LD Meets or Exceeds
2008-09	74%	69%	67%	52%	50%	34%
2009-10	68%	68%	62%	51%	20%	31%
2010-11	76%	69%	72%	51%	58%	40%

Learning Disabilities

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.

2010/2011
We have met our targets for the Grade 4 Reading FSA, and are above provincial average in all areas.

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

Year	District Meets or Exceeds Expect.	Province Meets or Exceeds Expect.	District Aboriginal Meets or Exceeds Expect.	Province Aboriginal Meets or Exceeds Expect.	District *LD Meets or Exceeds	Province *LD Meets or Exceeds
2008-09	64%	67%	55%	48%	47%	34%
2009-10	65%	65%	49%	46%	35%	34%
2010-11	62%	66%	49%	49%	36%	37%

Learning Disabilities

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.

2010/2011
There is a slight decrease in District results for the Grade 7 Reading FSA. We will be monitoring Grade 7 transition to Middle Schools.

District and Provincial Results
For Writing FSA
Grade 4

Year	District Meets or Exceeds Expect.	Province Meets or Exceeds Expect.	District Aboriginal Meets or Exceeds Expect.	Province Aboriginal Meets or Exceeds Expect.	District *LD Meets or Exceeds	Province *LD Meets or Exceeds
2008-09	75%	68%	71%	51%	33%	29%
2009-10	81%	69%	78%	54%	30%	28%
2010-11	84%	73%	78%	53%	71%	39%

Learning Disabilities

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.

2010/2011
We have met our targets for the Grade 4 Writing FSA, and are above provincial average in all areas.

Performance Indicator/Evidence for Writing	Target	Results

District and Provincial Results
For Writing FSA
Grade 7

Year	District Meets or Exceeds Expect.	Province Meets or Exceeds Expect.	District Aboriginal Meets or Exceeds Expect.	Province Aboriginal Meets or Exceeds Expect.	District *LD Meets or Exceeds	Province *LD Meets or Exceeds
2008-09	78%	66%	74%	48%	47%	33%
2009-10	78%	68%	67%	49%	55%	38%
2010-11	78%	72%	73%	55%	54%	43%

Learning Disabilities

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.

2010/2011
We have met our targets for the Grade 7 Writing FSA, and are above provincial average in all areas.

Graduation Program Exam
% Passing English 10

	District				
Year	All	M	F	AB	*LD
2004-05	94%	91%	97%	85%	--
2005-06	94%	91%	98%	91%	90%
2006-07	96%	93%	98%	96%	100%
2007-08	93%	93%	93%	82%	100%
2008-09	93%	91%	94%	86%	92%
2009-10	92%	90%	94%	87%	94%
2010-11					
	Province				
2007-08	95%	94%	97%	88%	93%
2008-09	95%	94%	97%	88%	92%
2009-10	96%	94%	97%	89%	90%
2010-11					

Learning Disabilities

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.

2010/2011
Data for 2010/11 was not available at the time of this report.

Wireless Writing Results

When the Wireless Writing Project was instituted In 2003/04, School District No. 60 enjoyed a stable and mature elementary teaching work force. That year the Wireless Writing Program was established district-wide; the project allowed students to realize huge gains in student performance. Ninety percent of our students were "Meeting or Exceeding Expectations" against the provincial learning outcomes.
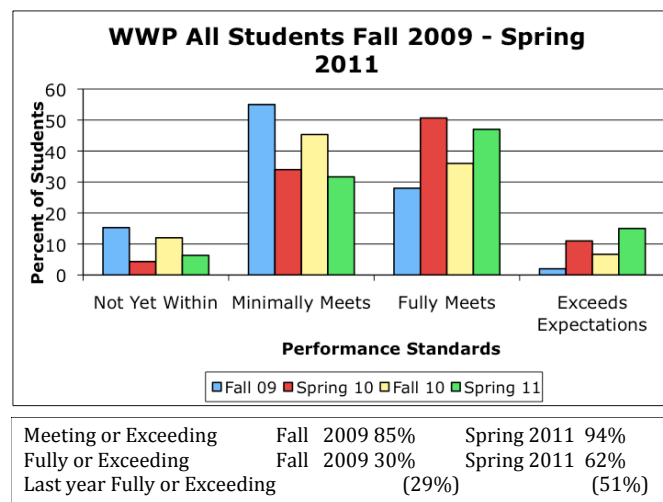
By 2005/06 the district continued to enjoy a stable work force but was severely hampered by a lack of Teachers-On-Call, which impaired our ability to offer professional development to large groups.   This lack of pro-d made the sharing of best practices difficult and our Wireless Writing results dropped to 85% of students meeting or exceeding expectations.

In 2006/07 our Wireless Writing internal data and FSA Grade 7 writing scores decreased considerably. A disturbing trend was noted. 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 were new to the profession. Combined with the ongoing shortage of TOCs, more than half of these teachers did not receive the benefit of being involved with large group professional development activities designed to share best practices, or to build a community of learners across the district. Professional development opportunities and teachers sharing best practices are key elements of success in the Wireless Writing Project.

A continued 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. In 2008 and 2009 we followed the same cohort group. The 2007-2009 cohort demonstrated impressive gains during Grade 6, and was able to maintain and to some extent increase them in Grade 7.

We followed up the 2007-2009 study with a 2009-2011 cohort using the same methodology. We found similar results that large gains were made during the Grade 6 year and sustained in Grade 7.

During the Grade 7 year of the 2009-2011 cohort the percentage of all students meeting expectations grew from 85% to 94%. For Aboriginal students the percentage that met expectations rose from 73% to 86%. The percentage of students minimally meeting expectations also decreased, and there was a substantial increase in the number of students at the upper end of the scale. In the spring of 2011, 62% of student writing samples were assessed as fully meeting or exceeding expectations, as compared with 30% in the fall of 2009.

	Fall		Spring	
Meeting or Exceeding	Fall	2009 85%	Spring 2011	94%
Fully or Exceeding	Fall	2009 30%	Spring 2011	62%
Last year Fully or Exceeding		(29%)		(51%)

Over two years the percentage of boys meeting expectations rose from 80% to 89%; girls, 90% to 99%. The percent of students fully meeting or exceeding expectations increased from 23% to 50% for boys; 36% to 73% for girls from 2007 to 2009.

Over two years the percentage of Aboriginal boys meeting expectations rose from 62% to 72%; Aboriginal girls, 83% to 100%. The percent of Aboriginal students fully meeting or exceeding expectations increased from 7% to 38% for boys; 30% to 53% for girls from 2007 to 2009.

There is still a significant gap between boys and girls fully meeting and exceeding expectations, while overall 94% of our students met expectations at the end of the cohort. The district will continue to support teacher professional development in order to increase the percentage of students fully meeting and exceeding expectations in the WWP internal assessment. We will also examine strategies to increase engagement and choice in writing in order to close the gap between boys and girls.

In 2010-2011 we added a 0.4 FTE Technology Support Teacher to support any teacher in the district with technology. We will continue to offer a variety of professional development opportunities through the WWP Support Teacher, Technology Support Teacher, Principal of Student Learning, and Principal of Technology to support a wider range of teachers in their growth in technology, writing, and assessment practices.

Taylor Elementary School

Mrs. Thorne working with Kindergarten students on the smart board.

Baldonnel Elementary School

Mrs. Cooper working with a student on Abracadabra, an online reading program

Performance Indicator/Evidence for Numeracy

District and Provincial Results for Numeracy FSA -- Grade 4

Year	District Meets or Exceeds Expect.	Province Meets or Exceeds Expect.	District Aboriginal Meets or Exceeds Expect.	Province Aboriginal Meets or Exceeds Expect.	District *LD Meets or Exceeds	Province *LD Meets or Exceeds
2008-09	71%	66%	63%	47%	50%	28%
2009-10	67%	63%	63%	45%	30%	27%
2010-11	73%	67%	60%	45%	58%	34%

*Learning Disabilities

District and Provincial Results for Numeracy FSA -- Grade 7

Year	District Meets or Exceeds Expect.	Province Meets or Exceeds Expect.	District Aboriginal Meets or Exceeds Expect.	Province Aboriginal Meets or Exceeds Expect.	District *LD Meets or Exceeds	Province *LD Meets or Exceeds
2008-09	54%	63%	40%	40%	20%	26%
2009-10	56%	63%	37%	39%	30%	28%
2010-11	56%	62%	36%	38%	21%	31%

*Learning Disabilities

Graduation Program Exam
% Passing Principles of Math 10

Year	All	M	F	AB	*LD
District					
2004-05	99%	98%	99%	100%	--
2005-06	97%	97%	97%	87%	100%
2006-07	91%	88%	93%	84%	100%
2007-08	87%	89%	85%	75%	100%
2008-09	88%	86%	89%	76%	100%
2009-10	95%	92%	99%	95%	67%
2010-11					
Province					
2007-08	92%	91%	93%	84%	89%
2008-09	92%	91%	93%	82%	86%
2009-10	93%	92%	94%	86%	87%
2010-11					

*Learning Disabilities

Graduation Program Exam
% Passing Essentials of Math 10

Year	All	M	F	AB	*LD
District					
2004-05	95%	98%	90%	92%	--
2005-06	94%	94%	93%	96%	90%
2006-07	97%	96%	98%	100%	100%
2007-08	85%	93%	78%	81%	100%
2008-09	87%	93%	82%	85%	92%
2009-10	84%	79%	89%	74%	94%
2010-11					
Province					
2007-08	92%	91%	92%	88%	94%
2008-09	92%	91%	93%	88%	92%
2009-10	92%	92%	92%	90%	91%
2010-11					

*Learning Disabilities

Target

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.

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.

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

Results

2010/2011
We have met our targets for the Grade 4 Numeracy FSA, and are above provincial average in all areas.

2010/2011
We did not meet our targets on the Grade 7 Numeracy FSA. We will monitor Grade 7 transition to middle schools.

We will be implementing a district-wide Numeracy Assessment.

2010/2011
Data for 2010/11 was not available at the time of this report.

2010/2011
Data for 2010/11 was not available at the time of this report.

Performance Indicator/Evidence for Numeracy   **Target**   **Results**

District and Provincial Results
Graduation Program Exam
Applications of Math 10

Year	All	M	F	AB
District				
2004-05	94%	96%	93%	95%
2005-06	96%	96%	97%	88%
2006-07	92%	90%	96%	94%
2007-08	86%	82%	91%	67%
2008-09	85%	83%	86%	75%
2009-10	91%	91%	91%	84%
2010-11				
Province				
2007-08	93%	93%	92%	88%
2008-09	93%	92%	93%	90%
2009-10	93%	93%	93%	89%
2010-11				

2010/2011
Data for 2010/11 was not available at the time of this report.

DOGWOOD COMPLETION WITHIN 6 YEARS
B.C. PUBLIC SCHOOLS
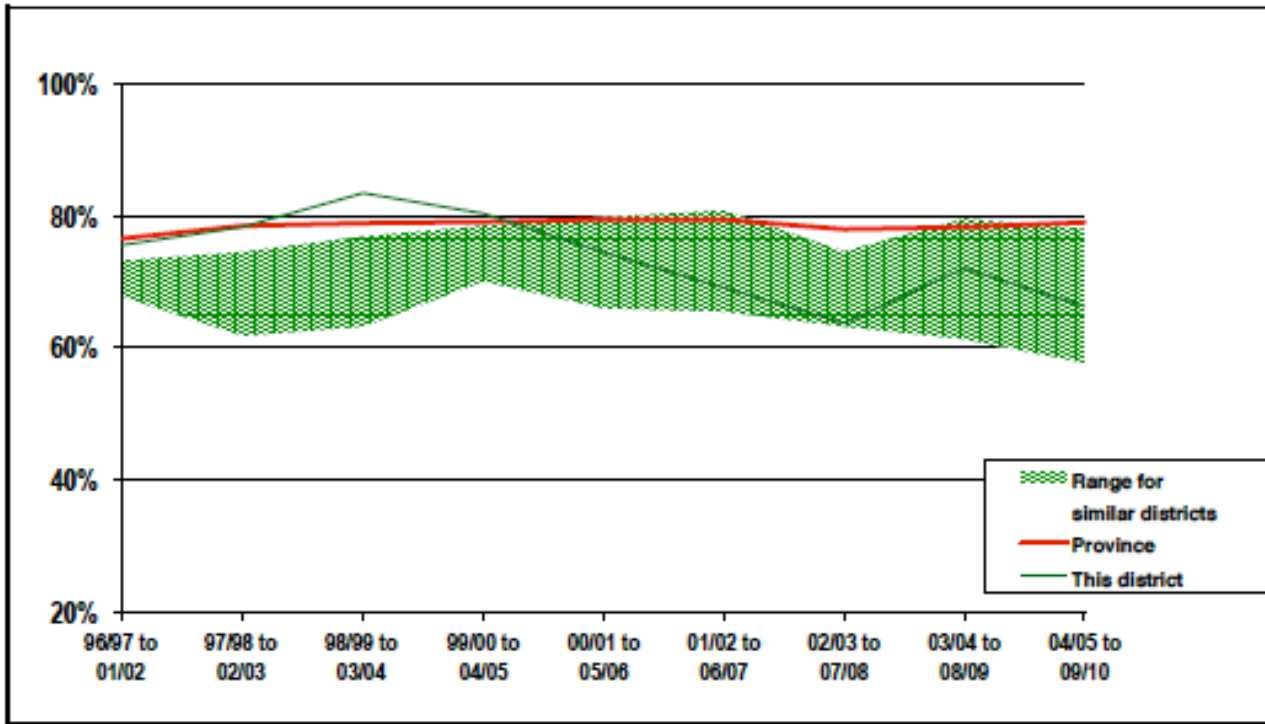
	96/97 to 01/02	97/98 to 02/03	98/99 to 03/04	99/00 to 04/05	00/01 to 05/06	01/02 to 06/07	02/03 to 07/08	03/04 to 08/09	04/05 to 09/10
Similar districts - maximum	73.2%	74.5%	76.8%	78.5%	79.8%	80.8%	74.6%	79.5%	78.0%
Similar districts - minimum	67.7%	61.8%	63.2%	70.1%	66.0%	65.5%	63.2%	61.3%	57.7%
This district	75.6%	78.3%	83.4%	80.3%	74.5%	69.1%	63.7%	72.0%	66.3%
Province (public only)	76.5%	78.5%	78.9%	79.1%	79.4%	79.4%	77.9%	78.3%	79.0%

Notes. Students are tracked over time using their Personal Education Numbers (PENs). Students for whom this
is the last district of enrolment are included in all district computations, regardless of the first grade of
enrolment. Students moving to another district are excluded from all district computations. The number
of students moving out of the province in the 6-year period is estimated from the emigration of grades 2
to 4 students. Most graduates in the 6th year are excluded, since most graduates graduate within 5 years.

*Minor changes to the methodology and storage of data in the Ministry's data warehouse have resulted
in minor changes to some of the data reported prior to April, 2011.*

Source: B.C. Ministry of Education data warehouse, April, 2011.

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
2009/10
We continue to work on student reconnection /
withdrawal data to help us understand factors
contributing to these results.

DOGWOOD COMPLETION WITHIN 6 YEARS
B.C. PUBLIC SCHOOLS
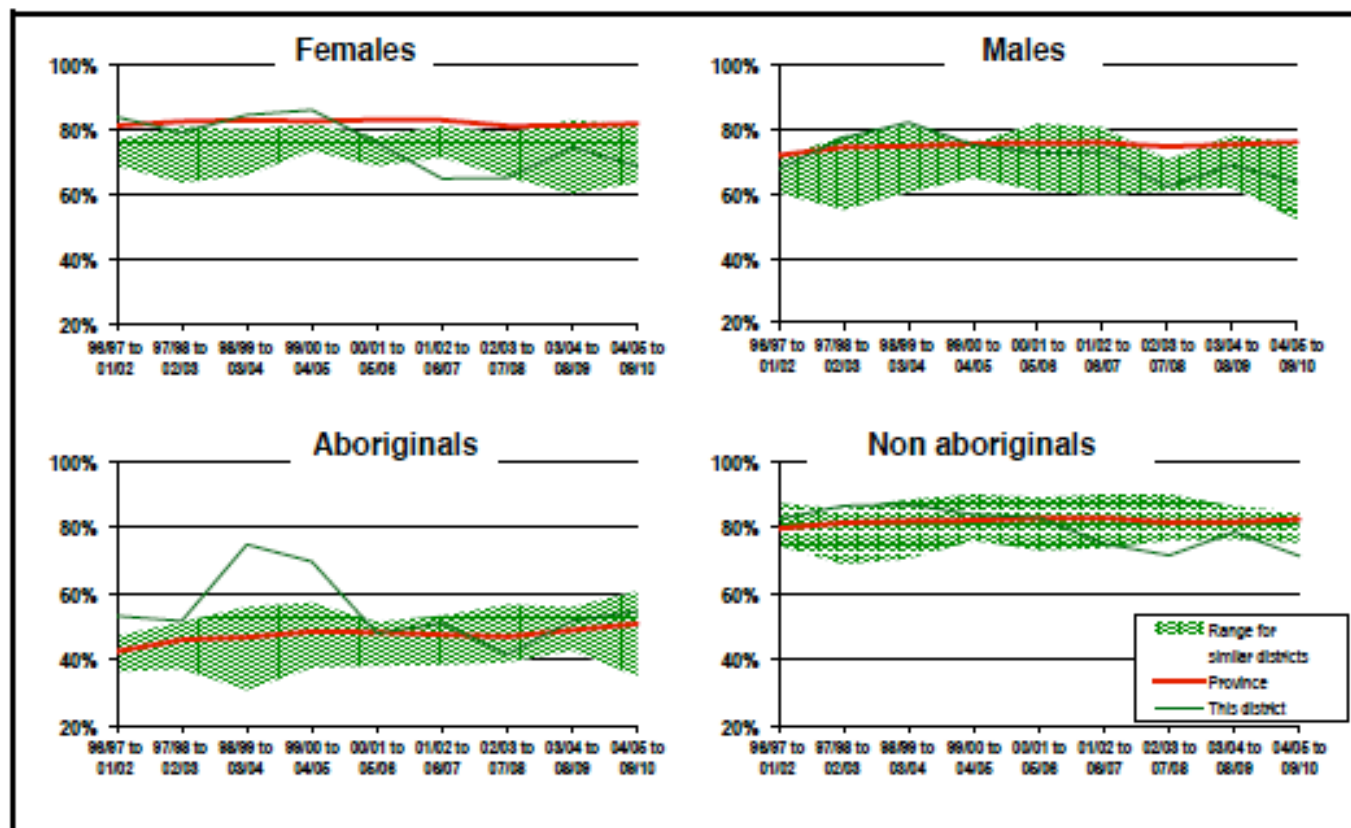
Females

	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	02/03 to 07/08	03/04 to 08/09	04/05 to 09/10
This district	84.1%	79.3%	84.7%	86.2%	76.2%	85.1%	65.2%	74.8%	88.0%
Province (Pub)	81.4%	82.7%	83.1%	82.6%	83.2%	83.1%	81.3%	81.3%	82.0%

Males

	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	02/03 to 07/08	03/04 to 08/09	04/05 to 09/10
This district	67.7%	77.4%	82.3%	75.2%	72.8%	72.9%	82.3%	68.9%	68.8%
Province (Pub)	72.0%	74.6%	74.9%	75.6%	75.9%	75.9%	74.8%	75.3%	76.1%

Aboriginals

	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	02/03 to 07/08	03/04 to 08/09	04/05 to 09/10
This district	53.3%	51.8%	74.8%	66.7%	48.0%	51.1%	41.6%	51.8%	54.7%
Province (Pub)	42.6%	46.1%	46.8%	46.9%	48.3%	47.6%	47.0%	48.0%	50.8%

Non aboriginals

	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	02/03 to 07/08	03/04 to 08/09	04/05 to 09/10
This district	82.6%	86.6%	87.0%	83.6%	83.0%	75.1%	71.6%	78.6%	71.4%
Province (Pub)	79.7%	81.4%	81.9%	82.2%	82.7%	82.9%	81.6%	81.7%	82.4%

Note. Minor changes have been made to some of the data reported prior to April, 2011.
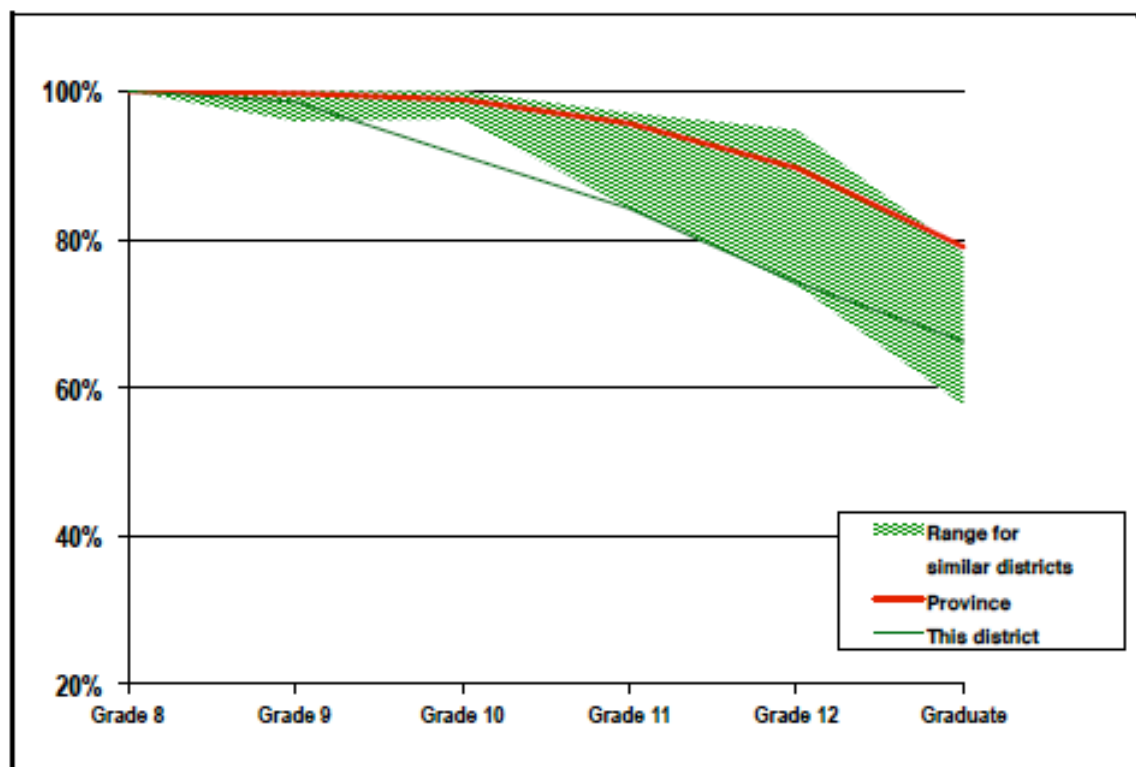
Source: B.C. Ministry of Education data warehouse, April, 2011.

Results
2009/10

We are still concerned with sub-group results; however, we are pleased by the improvement in outcomes for our Aboriginal population..

GRADE PROGRESSION OF SINGLE COHORT OVER 6 YEARS
2004/05 TO 2009/10, B.C. PUBLIC SCHOOLS

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Graduate
Similar districts - maximum	100.0%	100.0%	100.0%	97.1%	94.8%	78.0%
Similar districts - minimum	100.0%	96.0%	96.3%	84.3%	73.9%	57.7%
Peace River North	100.0%	98.6%	91.3%	84.2%	74.2%	66.3%
Province (public only)	100.0%	99.7%	98.9%	95.6%	89.7%	79.0%

Notes. Students are tracked over time using their Personal Education Numbers (PENs). Percentages shown are the percentage of Sept. 2004 grade 8 students who reached grade 9 within 2 years; grade 10 within 3 years; grade 11 within 4 years; grade 12 within 5 years; and the percentage who graduated with a Dogwood certificate within 6 years. The number of students who moved out of the province in the six-year period is estimated from the proportion of students in grades 2 to 4 who moved out of the province during the same period. Most graduates in the sixth year are excluded, since most graduates graduate within five years. Minor changes have been made to some of the data reported prior to June 2011.

Source: B.C. Ministry of Education data warehouse, April, 2011.
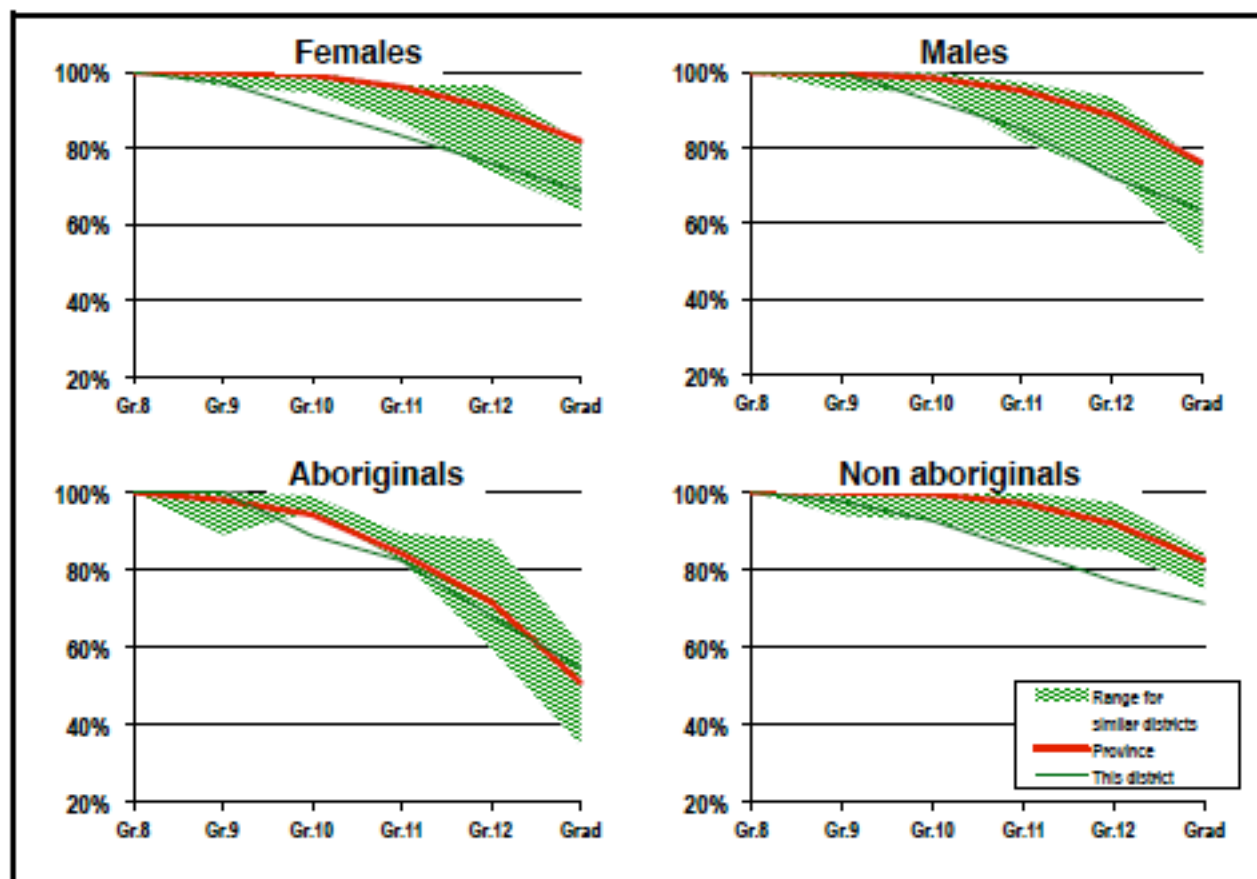
Targets
To improve our district progression rates to meet or exceed the provincial transition rates with the general population and all subgroups.

Results
2009/10
District progression rates continue to concern us.

GRADE PROGRESSION OF SINGLE COHORT OVER 6 YEARS
2004/05 TO 2009/10, B.C. PUBLIC SCHOOLS

Females

	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North	100.0%	97.3%	90.1%	83.3%	76.1%	69.0%
Province (public only)	100.0%	99.8%	99.2%	96.1%	90.7%	82.0%

Males

	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North	100.0%	99.9%	92.5%	85.0%	72.2%	63.6%
Province (public only)	100.0%	99.6%	98.5%	95.2%	88.7%	76.1%

Aboriginals

	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North	100.0%	100.0%	88.7%	82.4%	68.0%	54.7%
Province (public only)	100.0%	98.0%	94.2%	84.2%	71.7%	50.9%

Non aboriginals

	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North	100.0%	97.6%	92.6%	85.1%	77.1%	71.4%
Province (public only)	100.0%	99.9%	99.5%	97.1%	91.9%	82.4%

Results
2009/10
All subgroup outcomes continue to concern us.

Dogwood Completion Rates and Grade-to-Grade Progression Rates

Our Dogwood Completion Rates and Grade-to-Grade Progression Rates regressed slightly this past year, and continues to hold our attention. Our move to reconfigure to a middle years format aimed at developing new structures to help us better connect with students and keep them actively involved in school programs. This move involves significant change and new practices in peer mentoring and teacher advisory programs, integrated curriculum, assessment for learning, differentiated instruction, and response to intervention. This is a complex process that will require time to implement. Improvement in student attendance and achievement is not likely to be immediate. However, we are committed to stay the course and see these changes through, guided by ongoing feedback from our students.

ENHANCEMENT

AGREEMENT

2011 - 2012

Our Enhancement Agreement was signed in November of 2009. 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 Enhancement Agreement is attached.