
Achievement Contract 2009-2010



School District No. 60 (Peace River North)

July 15, 2009

“Together We Learn”



“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. Rapid development in the petro-chemical, 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 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 centers of Hudson's Hope, Prespatou, Clearview and Upper Pine. The Northern BC Distance Education School, centered in Fort St John, services all of north-eastern British Columbia, the Yukon and parts of the Northwest Territories.

The district is preparing for a major restructuring in the fall of 2010. The implementation of a middle school model will see our larger elementary schools reorganized to K - 6, the junior secondary schools becoming Grade 7 – 9 middle schools, and the senior secondary expanding to a Grade 10 – 12 format.

Our district's student population is diverse, including significant aboriginal and European 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 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.

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.

External Review

Another influence upon this document are 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 format that more 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 how initiatives are progressing and where they hope to go next.

Conclusion

This district's motto has long been "Together We Learn". This statement certainly 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 will be amongst the best in, and for, the world.



TOGETHER WE LEARN

Almost 20 years ago a group of people sat down to develop some guiding beliefs and principles for School District No. 60. They also coined a motto. It was “Together We Learn.” I’ve seen the logo as letterhead and on a sign in the Board Office many times over the years but I have to admit that it was just recently that I realized how appropriate those three simple words are. They truly represent what we have been working towards.

Together: The word reminds me that kids and teachers learn best when they have conversations. Dialogue cannot take place when you are alone. Collaboration has never been more important for educators as we strive to adapt our system for the kids of the future. Conversations, dialogue and collaboration all require people to be together.

We: Stephen Covey’s “Maturity Continuum” suggests that true maturation moves from “dependence” through “independence” to “interdependence.” Interdependence is a fancy word for “we.” Covey also talks about the importance of synergy and why two (or more) heads are better than one. The move from “me” to “we” is a movement that I believe the world needs right now.

Learn: We are currently seeing a shift from “teaching” to “learning.” We can no longer be satisfied that we “taught it” if kids didn’t “learn it.” In fact, I don’t think we should be satisfied if kids “learn it” for the exam and then forget it immediately afterwards.

There couldn’t be a better motto than... “Together We Learn”

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 challenge is how to find ways to measure progress that are not 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 - Positive Behaviour Interventions and Support (PBIS)

Fourteen of our nineteen schools now have Social Responsibility as their first goal. Our largest high school has made establishing School-Wide Positive Behaviour Support as one of their two goals for next year. By September 2010 all of our elementary schools will be using the Performance Standards for Social Responsibility. The information we gain from these steps allows us to develop school and district level data based on the number of students who are meeting and exceeding expectations in this area.

Currently, one school has even incorporated the Social Responsibility Performance Standards data into a “green, yellow and red pyramid” graphic similar to that used by PBIS (Positive Behaviour Interventions and Support). Our goal is to have all schools develop the graphic and ultimately use the information to create a district-wide “pyramid.” This information will eventually replace and/or compliment traditional suspension data.

One of the district’s eight Action Teams is the Social Responsibility Committee. The committee proposed a district PBIS “support teacher / trainer” position. We have appointed two “.2 FTE” support teachers who will use this year to take an inventory of school needs and to provide training and support for school PBIS teams and initiatives.

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” is to be implemented at North Peace Secondary School this fall. In addition, “WEB” (Where Everyone Belongs) will be used at both Dr. Kearney and Bert Bowes junior secondary schools. As we reconfigure to middle schools 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 continues regarding intergenerational learning.

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 much to say about powerful learning, inspirational teaching, and what is most important to consider for the future of schools in our community. We believe student voice is a critical component as we reconfigure our district, philosophically and practically.

The district has supported isolated events to develop student leadership but we have no formal structure for on-going student involvement at the district level. We will establish student leadership teams at all schools, and will develop a district student advisory team comprised of student representatives from each of our secondary and middle schools. 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.

FOCUS AREA #4: Secondary Student Success

Over the past three years a declining trend in our dogwood completion and grade-to-grade transition rates has begun. Our suspension data indicates a slight decrease in the number of school suspensions this year, and our rates are almost half of what they were four years ago. However, we are concerned that our withdrawal rates are increasing at our secondary schools. Last year we started an on-line exit interview and database designed to collect stories from individual students who leave secondary school. 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. Unfortunately, personnel challenges have changed our plans. We will, however, continue to collect the information in different ways. We are still asking students, "What might have happened differently at school that would have encouraged you to stay?" We use this information to help us develop appropriate interventions.

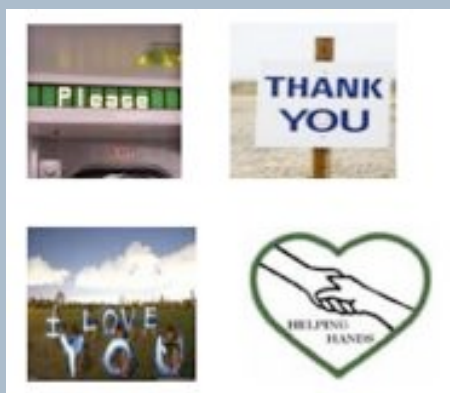
One potential intervention to help rebuild school connections with students is a different kind of alternate program, or storefront school. A group of teachers, counselors and administrators have held meetings this year to research this possibility, however budget restraint has effectively delayed this process. We will continue to pursue possibilities in this area.

Last fall a class at North Peace Secondary began an action research project designed specifically to address the needs of a group of 20-25 "at-promise" students. The intention is for this cohort to stay together with the same teacher for three years and to graduate from high school through a variety of courses offering trades and career exploration. The class focuses on relationships, community, attendance, work experience and differentiated instruction. First year results are very promising. Information gained from this action research project will be used to help us provide new options for students encouraging them to stay in school.

10 WORDS...

I came across a short list of simple, but important words the other day. Because Social Responsibility is our district's number one goal, and because we are hoping to create a generation of kids who are best for the world, I think they are especially important. By the way... all 10 words have only one syllable each.

- 1 – Please
- 2 – Thank You
- 3 – I Love You
- 4 – How May I Help?



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 by 2010 present the data in the form of a PBIS style "pyramid."
2. Withdrawal Stories	2 Reduce the number of students who withdrew due to being "underserved."
3. Provincial Satisfaction Survey Results	3. To increase the number of students who feel that staff members at their schools care about them.
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).



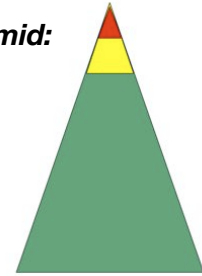
"My Strength... is not for hurting"

Earlier this spring the gym at North Peace Secondary School was full of students wearing "My Strength... is not for hurting" t-shirts. The assembly, and march that followed, was their way of speaking out against violence toward women. This is the third year that students at the high school have taken part in the campaign. The number of students involved continues to grow. Approximately 500 t-shirts (provided by the Parent Advisory Council) were handed out in less than an hour earlier this week.



Once again... our students being best FOR the world.

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. The District Social Responsibility Leadership Team continues 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 is to report more positive data (meeting/exceeding versus suspensions/referrals) and create a pyramid illustrating the results.
- Two .2 FTE “PBIS Support Teachers/Trainers” have been hired for the fall. Their role is to do an inventory of current PBIS practice on a district-wide basis, and to support individual staff and school teams.
- First Nations Education staff (David Rattray and Pat Jansen) will continue to in-service and support school teams in the 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 used to determine optimal intervention strategies for groups, individuals, problem areas and problem time periods. North Peace Secondary School Vice-Principal, Wade Hart, will in-service secondary schools on the use of SWIS (we have experienced some challenges with the implementation of SWIS due to FOIPPA issues, however, we are taking steps to remedy the concern).
- Localized Social Responsibility/Satisfaction Survey questions will be combined with the district’s “Student Engagement” Survey.
- Suspension data is collected monthly. The Social Responsibility Committee is currently working to develop more positive sources of Behavioral data (i.e., Performance Standards “pyramid”).

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 Grades 7 – 9 level. Counselor time has been increased at Bert Bowes and Dr. Kearney in order to support the front-line counseling efforts of teacher advisors and to monitor the program.
- Expand intergenerational learning projects such as the Ecole Central / Heritage Manor Care Home and Secondary Chef Training / Elementary “Food Safe” partnerships.



Intergenerational Opportunities

Grade 6/7 students from Ecole Central School of the Arts worked and learned together with seniors in the Heritage Manor every Friday from February through June this year. Here are the comments from one Grade 6 student:

“Bird’s eye view: I am one of the students who participated with this project. The first day was fun and yet strange in both ways. Although we made great friends in short time we could also see that in their eyes they were sort of, worried. I know they saw it in our eyes too. Some were too shy to come out. Others were there from the beginning to the end, like Ralph. He told us many stories, some sad and some happy, but the sad stories never seemed sad to us because he had an amazing sense of humor! In fact, all of them had a different sense of humor once we got to know them!”

-- Makari Espe



The North Peace Secondary School Hairdressing Class spent a day at the Quality Inn manicuring nails and styling hair with the seniors.

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 meeting with district administrators and trustees.

FOCUS AREA #4: Secondary Student Success

- 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.



NPSS Students & Staff Nominated for the 2009 FSJ Community Awards

The City of Fort St. John hosted the second Annual Community Awards at the Pomeroy Hotel on June 10, 2009. NPSS students and staff were recognized for their significant achievements, leadership roles and personal as well as professional contributions to the community. NPSS nominees included students Darlene Jakubowski, Brandy Palmer, and Aislinn Gentles as well as staff Derek Laychuk and Julie Ludwinowski. In addition to nominations, NPSS's community of learners received the following awards:

- Darlene Jakubowski received the "Athlete of the Year" Award for her dedication to her sport and her passion for helping younger aspiring athletes.
- Brandy Plamer & Aislinn Gentles received the "Social Action & Justice" Award for their proactive involvement in raising awareness about domestic violence through the organization of the NPSS Protest Rally this spring.
- Julie Ludwinowski received the "Making a Difference" award for her genuine commitment, leadership, and guidance in supporting and advocating for our children, youth and families in our community.



Dr. Kearney Jr. Sec. School 30 hour famine, with roughly 100 students and staff participate and raise almost \$6000 in 2 weeks! Most of these students got to spend the night in the school for their efforts.

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 have traditionally focused on learning deficits and the factors that may be contributing to lack of success. More recently, the district has shifted to an Appreciative Inquiry approach seeking to identify and expand on factors contribution 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.

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, 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, 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 on-going 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.

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.

CHEFS PROGRAM AT NPSS

Last semester the Cook Training students at North Peace Secondary School were able to partake in a unique experience. Four groups of eight students from Bert Ambrose each spent a week in our kitchen learning the ins and outs of the trade in preparation for opening their own canteen. Our students acted as mentors in the traditional way that chefs pass on knowledge to their apprentices. It helped to reinforce the skills they learned while teaching others. This is what our students will be doing in the future as they advance in their careers. The experience was invaluable for the Ambrose students as well. They were able to get into the kitchen and get right to work learning their new skills with out feeling intimidated because they had a partner working right along side of them.





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.



Fifteen students participated in Project Heavy Duty in May, 2009..

Hands-on, project-based learning was emphasized as an important example of inclusive learning practice. 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 by-product 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. We will continue to explore the future possibilities for offering more timetabling alternatives, and by providing choice for students.

Our district enjoys success in developing dual credit programs in a variety of trades and career areas. These programs offer applied learning in fields where there is high demand for skilled workers. Students report that these programs capture their interest, and are often the reason they stay in school. Frequently, participation in such programs makes it possible for them to graduate. To expand on this success, we will develop additional dual credit programs in more career areas.

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.

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.

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.



North Peace Secondary School Musical Theatre Class

ACTIONS

FOCUS AREA #1: Assessment for Learning

- 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).
- Ensure that all teachers and administrators have viewed and discussed appropriate sections of the 2008/2009 Ministry of Education archived web cast series on Formative Assessment at school sites.
- Administrators will be able to recognize Assessment for Learning strategies when used successfully by classroom teachers and give them appropriate feedback.

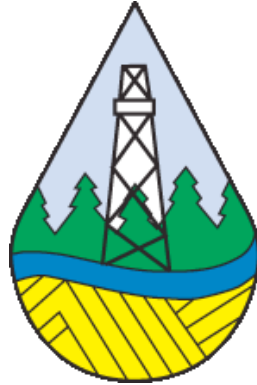
FOCUS AREA #2: Differentiated Instruction

- 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.
- Teach Differentiated Instruction explicitly, in context, in all District 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.
- Encourage and model use of the new webcast series on Differentiated Instruction at school sites.
- Administrators will be able to recognize Differentiated Instruction strategies when used successfully by classroom teachers and give them appropriate feedback.

FOCUS AREA #3: Inclusive and Engaging Learning Practices

- Establish teams to research and plan actions in three focus areas identified by the Today & Tomorrow process;
 - (1) hands on, project based learning,
 - (2) innovative time tabling alternatives
 - (3) expansion of dual credit programs into new curriculum areas (i.e. Wind Turbine Technician and Pre-certificate Program for Early Childhood Education and Nursing).





APPENDIX

2009 - 2010

EVIDENCE TABLES

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

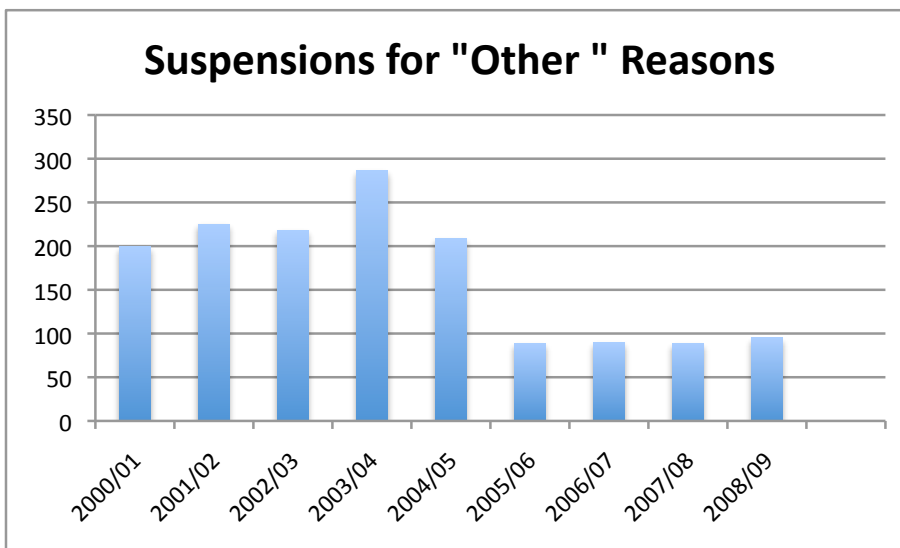
Suspension Data

Year	Fighting	Drugs/ Alcohol	Other	TOTAL
2000-01	84	86	199	369
2001-02	154	94	225	473
2002-03	73	81	218	372
2003-04	92	95	286	473
2004-05	116	52	209	377
2005-06	82	44	89	215
2006-07	83	65	90	238
2007-08	102	75	89	266
2008-09	88	35	95	218

2008-09

Fewer students were suspended for fighting and drug and alcohol use.

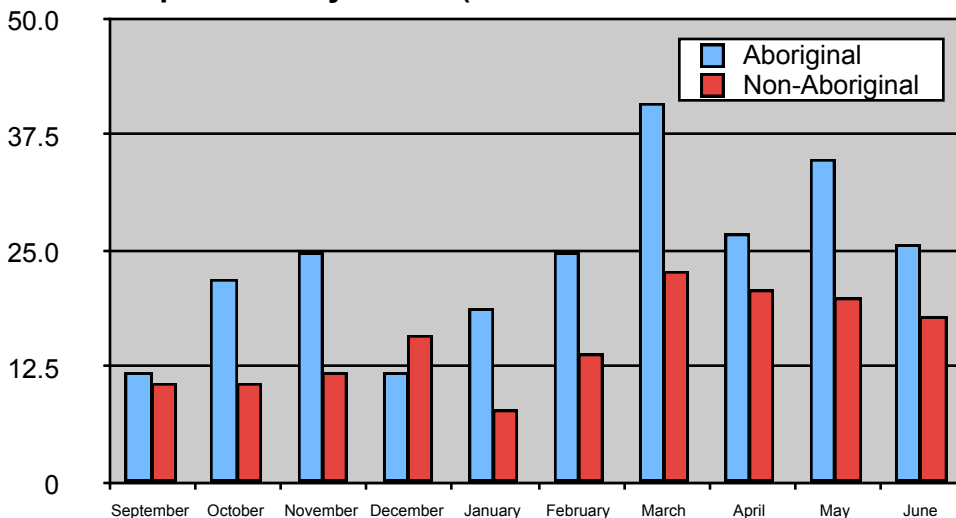
These results will be cross referenced with attendance and withdrawal statistics to identify students who may be candidates for an alternate (i.e. Store Front) school.



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

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

Suspensions by Month (First Nations / Non First Nations)



March and May were our 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.

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

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

	2004/05 Grade 1 Level 16	2005/06 Grade 2 Level 22	2006/07 Grade 3 Level 25
Total	80%	82%	68%
Boys	76%	79%	60%
Girls	85%	83%	77%
Aboriginal	70%	72%	55%
Non-Ab.			71%

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

2008/09

Students are generally maintaining gains in reading achieved in Grade 1 on into Grade 2. Boys are less consistent than girls.

Year-end reading targets are:

Grade 1 Level 16
Grade 2 Level 22
Grade 3 Level 25

Students continue to have difficulty with the Grade 3 assessment which requires written response to reading comprehension. Performance on the Grade 3 year end reading assessment fell noticeably this year, especially for boys. There appears to be a problem in reading fluency. Where reading accuracy and comprehension skills have been maintained, fluency has declined. This will be a focus for teacher professional development and student intervention for next year.

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

	2005/06 Grade 1 Level 16	2006/07 Grade 2 Level 22	2007/08 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%	62%
Boys	77%	70%	49%
Girls	83%	82%	72%
Aboriginal	62%	68%	57%
Non-Aboriginal	82%	79%	63%

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

	2007/2008 Grade 1 Level 16	2008/2009 Grade 2 Level 22
Total	80%	78%
Boys	73%	72%
Girls	87%	85%
Aboriginal	60%	67%
Non-Aboriginal	83%	80%

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%
2008-09	74%	69%	67%	52%

*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.

2008/2009

While our district results on the Grade 4 Reading FSA did not improve compared to last year, our district results were slightly higher than the provincial results. 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%
2008-09	64%	67%	55%	48%

*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.

There was no significant difference between district results on the Grade 7 Reading FSA this year compared to last year. District results remain slight 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

	2005-06	2006-07	2007-08	2008-09
Total	62%	77%	69%	70%
Boys	57%	64%	59%	64%
Girls	67%	85%	78%	78%
Aboriginal	45%	50%	65%	67%
Non-Aborig.		82%	70%	71%

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

2008/2009

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.

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

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%



Settlement Workers in Schools Program

Coming to a new school and learning a new language can be scary for students and their family. The main purpose of the Settlement Workers In Schools (SWIS) program is to assist newcomer students enrolled in the K-12 Public School System and their families with settlement needs.

Picture: Students from the SWIS Program attending a tour of the RCMP Detachment and information session.

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.

2007/08

31 of 44 students improved one or more levels on the Criterion Based Reading Assessments, moving from not yet to minimally or fully meeting expectations for their grade level.

35 of 41 students passed their English course with regular credit, four students passed with modified credit, and three with ESL credit.

2008/2009

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%
2008-09	75%	68%	71%	51%

*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.

2008/2009

District results on the Grade 4 Writing FSA improved slightly over last year's results, and exceeded this year's results for the province by 7%. Results for Aboriginal students in our district significantly 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%
2008-09	78%	66%	74%	48%

*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 improved significantly over last year's results and exceeded this year's results for the province by 12%. Results for Aboriginal students in our district significantly exceeded the provincial results.

Performance Indicator/Evidence for Writing	Target	Results
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Graduation Program Exam
% Passing English 10

District				
Year	All	M	F	AB
2004-05	94%	91%	97%	85%
2005-06	94%	91%	98%	91%
2006-07	96%	93%	98%	96%
2007-08	93%	93%	93%	82%
Province				
2007-08	95%	94%	97%	88%

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.

2007/2008

There has been no significant difference in the percentage of students passing the Grade 10 English Language Arts exam over the past two years. 2008/09 data is not yet available.



Students from Clearview School visiting the SPCA Centre.



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. In 2004/05 there was very little teacher turnover at the Grade 6/7 level within the program 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 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.

“The costs associated with ongoing in-service 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).

By 2007/08 we had many new teachers in the WWP who were able to effectively participate in professional development days. As the year progressed, we saw a large increase in the number of qualified teachers on our TOC list which also grew to healthier levels and enabled the district to provide needed support to new and veteran teachers.

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 cohorts demonstrated impressive gains during Grade 6, and were able to maintain and to some extent increase them in Grade 7. During the Grade 7 year the percentage of students meeting expectations grew from 81% to 92%. 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 spring, 56% of student writing samples were assessed as fully meeting or exceeding expectations, as compared with 34% in the fall. Over the two years approximately 20% more students met at least basic expectations (from 74% to 95%) and approximately 30% more fully met or exceeded expectations (from 25% to 55%).

Over two years the percentage of boys meeting expectations rose from 64% to 92%; girls, 83% to 97%. The percent of students fully meeting or exceeding expectations increased from 18% to 41% for boys; 32% to 70% for girls.

By spring 2009, 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. Girls presented a slightly higher gain during the Grade 7 year; 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. Our 2007-2008 target of moving from 91% to 95% meeting expectations was nearly met with 94% of 2008-2009 students meeting expectations. Next year, we will aim to close the gender gap and increase the percentage of students meeting expectations from 94% to 96% on our internal assessment.

We will continue to offer a variety of professional development opportunities through the WWP Support Teacher, Vice-Principal of Curriculum and Assessment, and Principal of Technology to support a wider range of teachers in their growth in technology, writing, and assessment practices.

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%
2008-9	71%	66%	63%	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 4 Numeracy FSA.

2008/2009

This year we did not improve from District results last year on the Grade 4 Numeracy FSA, but the district results 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%
2008-9	54%	63%	40%	40%

*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.

2008/2009

District results on the Grade 7 Numeracy FSA dropped compared to last year's district's results and were significantly lower than the province. However, results for Aboriginal students in our district exceeded the provincial results.

Graduation Program Exam
% Passing Principles of Math 10

District				
Year	All	M	F	AB
2004-05	99%	98%	99%	100%
2005-06	97%	97%	97%	87%
2006-07	91%	88%	93%	84%
2007-08	87%	89%	85%	75%
Province				
2007-08	92%	91%	93%	84%

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

2008/2008

District performance on the Grade 10 Principles of Math Provincial Exam dropped this year compared to last year and fell below the provincial result for the general and aboriginal populations. 2008/09 data not yet available..

Graduation Program Exam
% Passing Essentials of Math 10

District				
Year	All	M	F	AB
2004-05	95%	98%	90%	92%
2005-06	94%	94%	93%	96%
2006-07	97%	96%	98%	100%
2007-08	85%	93%	78%	81%
Province				
2007-08	92%	91%	92%	88%

2007/2008

District results on the Grade 10 Essentials of Math Provincial Exam dropped this year compared to last and fell below the provincial result for the general and Aboriginal populations. 2008/2009 data not yet available

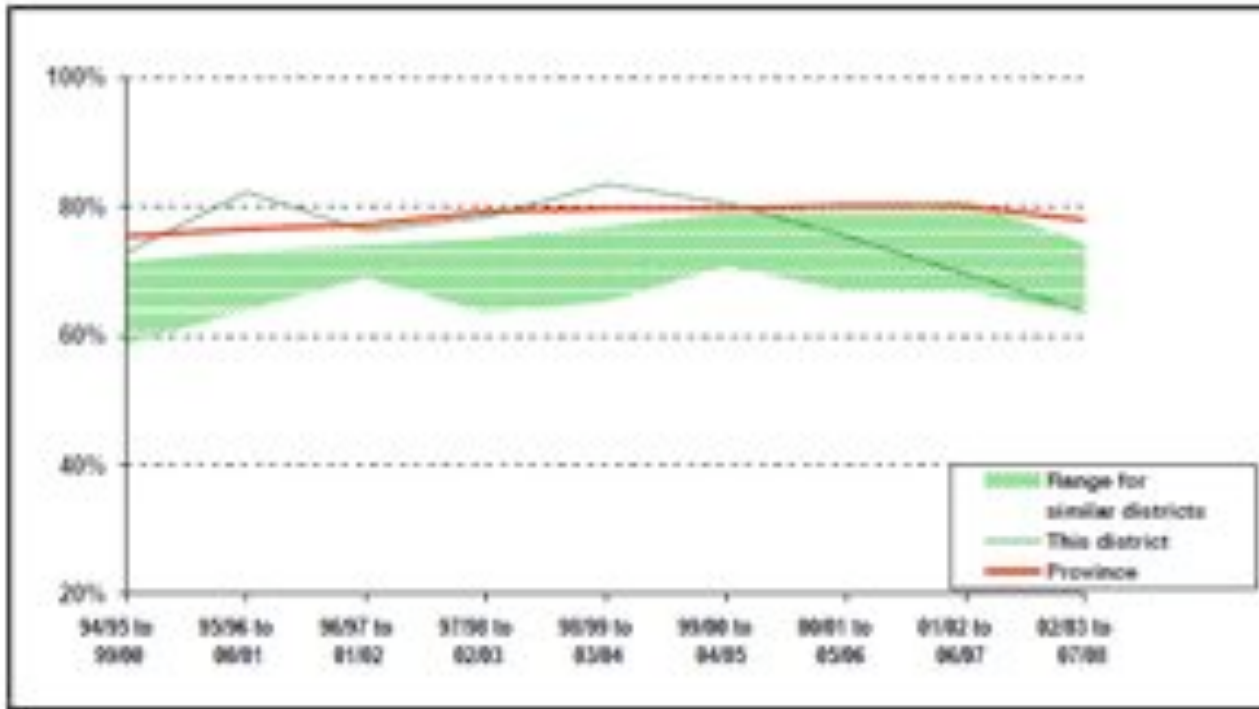
District and Provincial Results
Graduation Program Exam
Applications of Math 10

District				
Year	All	M	F	AB
2004-05	94%	96%	93%	95%
2005-06	96%	96%	97%	88%
2006-07	92%	90%	96%	94%
2007-08	86%	82%	91%	67%
Province				
2007-08	93%	93%	92%	88%

2007/2008

District performance on the Grade 10 Applications of Math Provincial Exam dropped this year compared to last year and fell below the provincial results for the general and Aboriginal populations. 2008/2009 data not yet available.

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



	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	02/03 to 07/08
Similar districts - maximum	71.4%	73.1%	74.9%	75.8%	76.3%	76.3%	78.3%	80.2%	74.3%
Similar districts - minimum	58.6%	64.8%	68.0%	63.5%	63.2%	70.8%	66.9%	66.9%	63.2%
This district	72.8%	82.2%	76.1%	78.2%	81.4%	80.6%	75.4%	69.3%	63.7%
Province (public only)	75.4%	76.4%	77.2%	79.1%	79.6%	79.6%	80.1%	80.8%	77.9%

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 May 2009.

Source: B.C. Ministry of Education data warehouse, January 2009

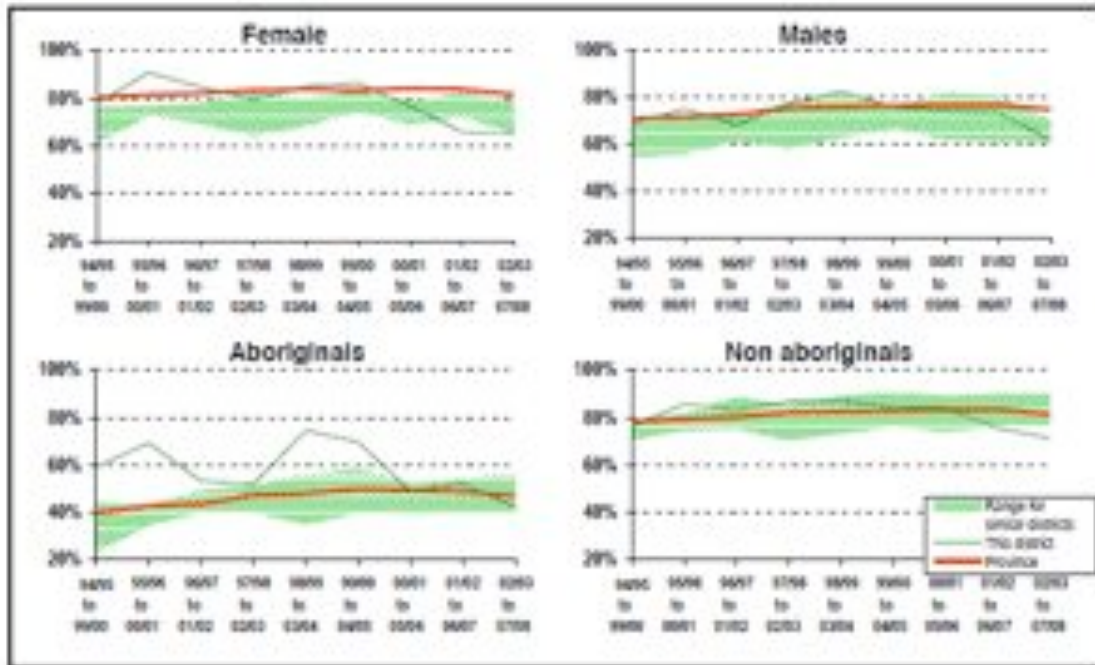
Targets

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

2007/08
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.

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



Females											Males																
	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	
This district	77.7%	86.7%	84.8%	75.2%	84.7%	81.2%	74.4%	85.4%	86.0%	85.4%	85.4%	85.4%	85.4%	80.7%	74.2%	80.2%	77.4%	82.2%	75.7%	74.2%	75.2%	82.1%	82.1%	82.1%	82.1%	82.1%	82.1%
Province (pub)	81.2%	81.4%	81.2%	83.2%	83.7%	83.2%	83.2%	83.2%	83.2%	83.2%	83.2%	83.2%	83.2%	79.8%	79.8%	79.7%	79.2%	79.7%	79.2%	79.2%	79.2%	79.2%	79.2%	79.2%	79.2%	79.2%	79.2%

Aboriginals											Non-Aboriginals																
	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	
This district	58.0%	66.7%	52.2%	51.8%	74.5%	69.7%	69.0%	82.0%	82.0%	82.0%	82.0%	82.0%	82.0%	76.2%	80.7%	82.2%	86.6%	87.1%	84.2%	86.2%	75.4%	75.4%	75.4%	75.4%	75.4%	75.4%	75.4%
Province (pub)	38.0%	42.7%	43.2%	47.2%	47.8%	49.8%	49.7%	48.0%	47.0%	47.0%	47.0%	47.0%	47.0%	76.2%	76.2%	80.2%	82.1%	82.6%	82.7%	80.4%	80.4%	80.4%	80.4%	80.4%	80.4%	80.4%	80.4%

Note: Minor changes have been made to some of the data reported prior to May 2008.

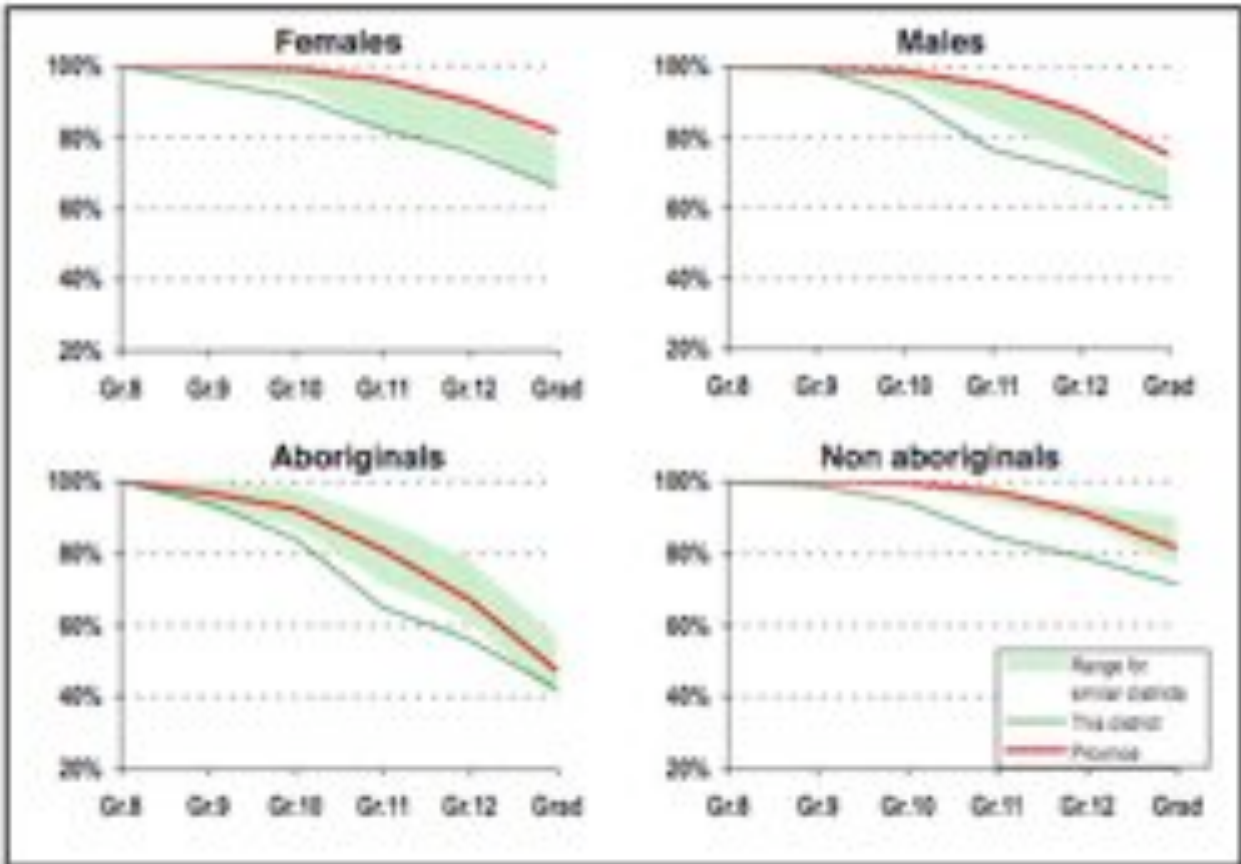
Source: B.C. Ministry of Education data warehouse, January 2009.

Results

2007/2008

We are concerned with all sub-group results. We are analyzing information from our withdrawal interviews to help inform appropriate interventions.

**GRADE PROGRESSION OF SINGLE COHORT OVER 6 YEARS
2002/03 TO 2007/08, B.C. PUBLIC SCHOOLS**



	Females					
	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North	100%	98%	97%	82%	78%	65%
Province (public only)	100%	100%	99%	98%	99%	91%

	Males					
	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North	100%	99%	92%	78%	79%	62%
Province (public only)	100%	100%	99%	99%	97%	79%

	Aboriginals					
	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North	100%	94%	84%	63%	58%	42%
Province (public only)	100%	97%	92%	87%	87%	47%

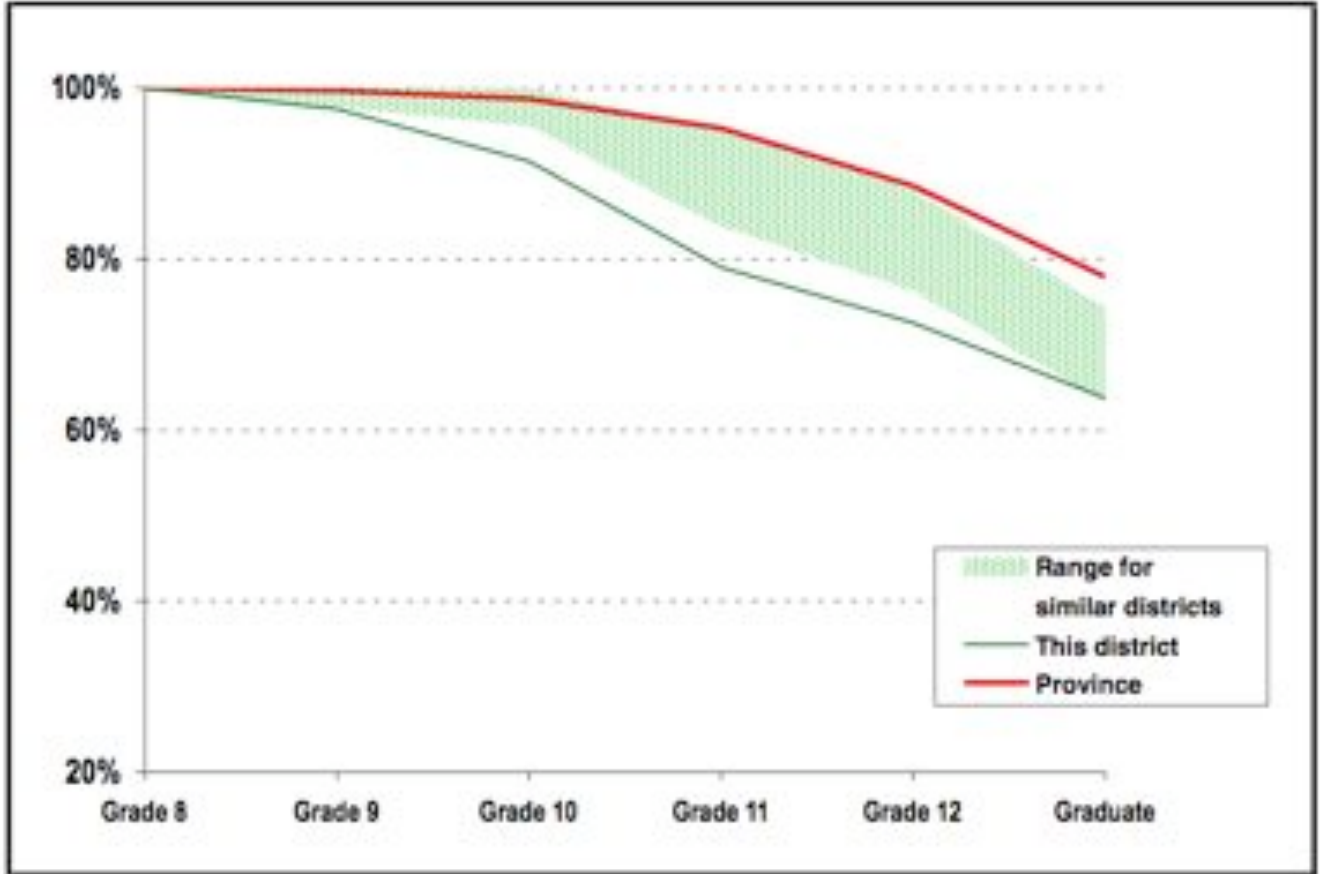
	Non-Aboriginals					
	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North	100%	99%	94%	84%	79%	71%
Province (public only)	100%	100%	100%	97%	97%	81%

Results

2007/08

All subgroups are currently below the provincial average and have declined since last year.

**GRADE PROGRESSION OF SINGLE COHORT OVER 6 YEARS
2002/03 TO 2007/08, B.C. PUBLIC SCHOOLS**



	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Graduate
Similar districts - maximum	100.0%	100.0%	100.0%	94.8%	88.0%	74.3%
Similar districts - minimum	100.0%	97.8%	95.5%	83.9%	76.3%	63.2%
Peace River North	100.0%	97.5%	91.4%	79.0%	72.5%	63.7%
Province (public only)	100.0%	99.7%	98.7%	95.3%	88.5%	77.9%

Targets

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

Results

2007/08

We are very concerned by our cohort group results this year (Grade 10 declined by 5%, Grade 11 declined by 13%, and Grade 12 declined by 10%).

Dogwood Completion Rates and Grade-to-Grade Progression Rates

Our Dogwood Completion Rates and Grade-to-Grade Progression Rates are a serious concern for us. Our move to reconfigure to a middle years format is 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 on-going feedback from our students.





ENHANCEMENT AGREEMENT 2009 - 2010

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 is attached.