
Achievement Contract 2010-2011



School District No. 60 (Peace River North)

July 15, 2010

“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 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 is implementing a middle school model this fall. Larger elementary schools will be reorganized to K - 6, the junior secondary schools become Grade 7 – 9 middle schools and the senior secondary expands to a Grade 10 – 12 format. Even more exciting are plans to develop secondary teaching space within the city's Enerplex 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.

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 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.

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 on-going 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.

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.

This 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, Board Members, Administrators and Special Education itinerants as well as sharing of resources for specific processes. An overall report is pending with strengths and recommendations. These will be reviewed for integration into our future district plans.

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 will be amongst the best in, and for, the world.

"I have to tell you this story... Today was our annual year-end sports day. We had a boy lined up for a Grade 7 race... he has Down's Syndrome and will often opt out of activities if he doesn't like them. I notice that he does not race but sits down instead. No problem, we roll with the punches. The Grade 8 boys are lining up to race next and they ask him if he wants to join the Grade 8 heat. He does. Unbeknownst to me, one of the Grade 8 runners (a boy who has been on our "severe behaviour" list) gets the Grade 8 boys together before the race after having seen the other boy opt out of his grade level heat. The Grade 8 boys have a plan.... they have agreed to let the Grade 7 boy win the race. So there he is in the lead with all of the Grade 8 boys following behind him -- he is happy as a clam and wins the heat! I am almost in tears... Everybody was a winner today. Awesome eh!"

Submitted by a Principal

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"
-Larry Espe, Superintendent
<http://www.leadership.prn.bc.ca/>

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 will continue on with Social Responsibility as one of their goals for next year within a School-Wide Positive Behaviour Support Framework. During the 2010-2011 school year all elementary schools participating in the network of Positive Behaviour Support Schools will use a common method for administering and collecting data from the Performance Standards for Social Responsibility. The information we gain from these steps allows us to develop and interpret school and district level data.

Currently, three elementary schools have incorporated the Social Responsibility Performance Standards data into a “green, yellow and red pyramid” graphic similar to that used by PBS (Positive Behaviour Support). In addition, four elementary schools and our largest high school presented Office Referral data in a similar pyramid graphic. Our goal is to increase the number of schools developing the graphics and ultimately use the information to create district-wide “pyramids.” 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 PBS “support teacher / trainer” position. Two “0.2 FTE” support teachers or coaches were hired and have used this year to take an inventory of school needs and to provide training and support for school PBS 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 middle schools. Multi-aged mentorships will be 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.

The Senior Alternate and how it affected my life...

“The Senior Alternate Program has taught me many things but above all it taught me that growing up and being responsible for your own actions as well as your outcome in life is not just a lecture that you get to hear from your parents’ everyday for quite some time. The teachers there are very welcoming and understanding, helpful and always in a great mood with great attitudes towards other students that want to learn and are ready to graduate and begin a life of their own. They offer many opportunities for many different careers, apprenticeships, job searches, counseling, etc.

In my case it was an apprenticeship in the culinary arts. I’m currently apprenticing to be a full-time cook; my goal is to become a red seal chef within the next couple of years. I was recently informed that I am eligible for a scholarship for cooking after graduation. I plan to pursue being a cook for as long as possible.

I owe having all of what I have as far as all I’ve learned and experienced to the senior alternate. In many ways, it’s because of the Senior Alternate that I am where I am today.”

Submitted by student...

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 on-going student involvement at the district level. We will include student voice in decisions in the district, specifically related to the Enerplex 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

Last year we saw an improvement in our dogwood completion and grade-to-grade transition rates for the first time after a four year declining trend. There was a decrease in the number of school suspensions this year. However these improvements are not yet well established and we continue to monitor withdrawal rates at the secondary level. We use 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 will help us be proactive in developing more effective interventions for students BEFORE they withdraw.

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 held meetings this year and are pursuing external grants for necessary funding.

The second year of an action research project designed specifically to address the needs of a group of 20-25 “at-risk” secondary students has now been completed. This cohort will stay together with the same teacher for three years and to 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.

Darlene Jakubowski won the International “Yes I Can Award” in the area of Athletics -- one of three recipients. The “Yes I Can” awards are given by the Council of Exceptional Children: Exceptional Children Doing Exceptional Things (April 23 in Nashville,



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

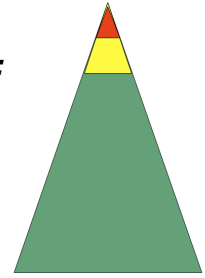
EVIDENCE	TARGETS
1. Social Responsibility Performance Standards	Use the performance standards consistently within PBS Network schools by 2011 and present the data in the form of a PBS style “pyramid.”
2. Office Referral Data	Use Office Referral data consistently by 2011 within PBS Network schools to track the number of students who have 0-1 office referrals per year. Present the data in the form of a PBS “pyramid”
3. Reconnection to Completion	Increase the number of students who are reconnected to the Graduation Program.
4. Provincial Satisfaction Survey Results	To increase the number of students who feel that staff members at their schools care about them.
5. District Suspension Data	Reduce the number of formal and in-formal suspensions issued (this data will be cross referenced with the Withdrawal data base).
6. Grade-to-Grade Transition Rates	Improve transition rates for students with Moderate and Intensive Behavior Disabilities.



Prespatou School

A group of students from Prespatou Elementary-Secondary School in Grades 8-12 took part in a trip to the Paralympic Games. They experienced a very different culture from where they reside, and one event stands out beyond all others. They went to a sledge hockey game, and the students witnessed perseverance and dedication that was inspiring. Many reflected on this event as having the most impact upon them during this trip. They spoke with amazement at the struggles that some of these athletes have fought through. They researched athletes that touched them in a certain way, and they witnessed greatness exemplified in the jaws of diversity. They truly learned some valuable life lessons.

The PBIS Pyramid:



ACTIONS

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

- Positive Behaviour Support (PBS) teams will be maintained or formed in 10 schools to develop and evaluate school-wide behaviour support strategies. The District Social Responsibility Leadership Team with consultation from PBS Coaches continues to oversee the implementation of PBS. The team will also be addressing the use of Social Responsibility Performance Standards and Office Referral data within Positive Behaviour Support Network schools. The intent is to report more positive data (meeting/exceeding versus suspensions/referrals) and create pyramids illustrating the results.
- Two .2 FTE “PBS Coaches” will continue on in their role for the 2010-2011 school year. Their role is to add to their inventory of current PBS practice on a district-wide basis, and to support individual staff and school teams.
- Designated First Nations Education staff will continue to inservice and support school teams in the use of “Healing Circles” as a form of Restorative Justice.
- Localized Social Responsibility/Satisfaction Survey questions will be combined with the district’s Student Satisfaction Survey.
- Suspension data is collected monthly. Positive Behaviour Support Coaches collect and collate more positive sources of Behavioural data (i.e., Performance Standards and Office Referrals “pyramids”) .

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. Increased counselor time at Bert Bowes and Dr. Kearney will support the front-line counseling efforts of teacher advisors and to monitor the program.
- Continue to explore opportunities for intergenerational learning projects.

Charlie Lake Elementary School's Intergenerational Program

"We visited the seniors apartments on the last Thursday of every month. Our first visits saw the kids working on projects that the management of the building had sort of scrambled to come up with (cleaning janitor's closets, workshops etc.). The children worked in teams, each team with an adult team leader (either myself, my EA or one of our parent volunteers). The residents seemed to enjoy seeing the children but were content to smile and watch from a distance, there was very little mingling, which made having social time in the afternoons difficult.

By November we were coordinating with the building management better and organization was much improved. We would arrive to find a typed chore list we could tape to a wall in the room we used as our base of operations. Adult team leaders would pick a chore for their team, sign off on it and take their team to do it. The chores were becoming much more like the household chores the children were used to at home (vacuuming the solarium, dusting stairwells, shoveling snow etc.). It was also around this time that some of the residents were becoming more comfortable with the presence of the children and some were willing to come to the drop in centre (the social area) and interact with us in the afternoons.

Also by November, a number of the residents started requesting groups of students to clean their apartments. These "apartment jobs", as we called them, were just as much about a social visit as they were for the actual chores to be done. In these visits there was often some wonderful exchanges between the students and the residents and more than once old photos and stories were shared- the children always showing genuine interest in seeing or hearing about how things used to be.



By December it became our routine to have our monthly birthday celebrations at the seniors apartments. We would bring in a cake and juice for the kids but they were always aware that guests are served first. Any of the residents who joined us were always waited on by the students and offered a piece of the cake before we took ours.

The residents have come to look forward to our visits. The building manager says she is often asked if "this is the week the children come" as the day for our visits approaches. For our last visit some of the residents are planning to have hotdogs and ice cream for the kids to thank them for all they' have done. I hope to continue the program next year with my new class.

If asked for a highlight I would have to say it was watching the change that came over one of my boys. In September he was put in my class with some in our school thinking he was heading for the 1.16H (severe behaviour) list some day. As a third grader he had exhibited a number of antisocial behaviours. He had no friends in his grade level as the other children saw him as "mean" or "sneaky" (their words). Before our first visit the children were asked for their thoughts on the coming visit, he said quite clearly he did not want to go. He was worried it would be hard, he did not want to work and he was worried the residents would not like him. Just before Christmas I asked the class to write about the best part of the year so far, he said his favorite part was the visits to the senior's apartments. His father recently said "there's been a big change at home this year." The boy has had an excellent year, has made friends and become a happier member of the school community."

Matt Haddrell, Teacher

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 an off-site alternate program outline, including resource and staffing recommendations, and plan for implementation.
- Establish a new program to replace the Pre-employment Program and engage students in community based activities leading to work placement.
- Implement an Immigrant Youth at Risk Pilot Program

Bert Ambrose School

Warren Mears the manager of the LCB store in Fort St. John donated teddy bears to give to the children at Guthrie Elementary in Edmonton Alberta (near the Canadian Armed Forces Base) whose parents are in the Armed Forces (363). The students at Bert Ambrose attached little notes to the bears saying how much they appreciate what their parents do for Canada. Mrs. Harcombe, a retired teacher from Bert Ambrose, delivered the bears to Guthrie Elementary and also visited her children who are stationed there.



North Peace Secondary Students Making A Difference

A campaign by North Peace Senior Secondary students to raise funds for victims of the Haitian earthquake gained national attention when the Canadian Red Cross learned of their efforts and featured the story on its website.

Students also organized a talent night to fundraise for two more projects. They are helping to build a school in El Salvador, and to keep one open in Brazil. Their "Me To We" project addresses the financial needs of keeping the school open in Olinda, Brazil, and offering two meals a day for street kids who live in the local shanty town. For the Seeds of Learning Project, a small group of students will travel to El Salvador to build a school in an impoverished rural community.

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 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
3. Inclusive Learn 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 on-going 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.

SALMON SCHOOLING AT CM FINCH ELEMENTARY SCHOOL

Students in five classrooms at CM Finch Elementary participated in a common school project raising Kokanee salmon. In collaboration with The Peace / Williston Fish and Wildlife Compensation Program students received Kokanee salmon eggs in early November. Careful monitoring of the development of the salmon fry and water quality enabled the students to successfully release this fish back into their natural habitat in June.

Students and teachers collaborated in many curricular projects relating to the salmon hatching project. Student engagement is a key element in school connectedness. Students of all age levels indicated increased connectedness to their school, as measured on a comprehensive set of surveys conducted at the end of the project. The level of commitment, responsibility, learning, and caring demonstrated by students during this project, was outstanding.



Residential Construction Program



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.

Project Heavy Duty



Sixteen students participated in Project Heavy Duty May 31 to June 4, 2010.

Residential Construction - 5 Year Results

Total number of students	63
Program completion rate	56/63 (89%)
Students achieving Level 1	44/56 (79%)
Have worked in construction since completing the program	37/45 (82%)
Currently working in construction	27/40 (68%)
Finished school and currently working in Fort St. John	20
Completed Level 2 BEFORE high school	11
Finished school and completed Level 2 and	22/39 (56%)
Completed Red Seal	6
Completed Graduation Program requirements	93%

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 – 6 levels.	3. Establish baseline data with the new reading assessment.
4. District-wide year end reading assessment at Grades 7 - 9 levels.	4. Establish baseline data with the new reading assessment.

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 1st year of the Wireless Writing Project into the 2nd year with students minimally 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.

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).
- 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

School District No. 60 continues to:

- 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.
- Establish a 0.4 FTE Instructional Technology Support Teacher to work with teacher teams seeking to personalize learning through the integration of technology.
- Introduce teachers and administrators to the principles of Universal Design for Learning (UDL) and classroom strategies for multiple means of representation, expression and engagement.
- 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

School District No. 60 continues to:

- Establish teams to research and plan actions in three focus areas identified by the Today & Tomorrow process;
 1. hands on, project based learning,
 2. expansion of dual credit programs into new curriculum areas with a variety of delivery methods (i.e. , Land Reclamation, Geomatic Engineering Technology, Practical Nursing, Criminology, English 112).
 3. Flexible learning environments and schedules





APPENDIX

2009 - 2010

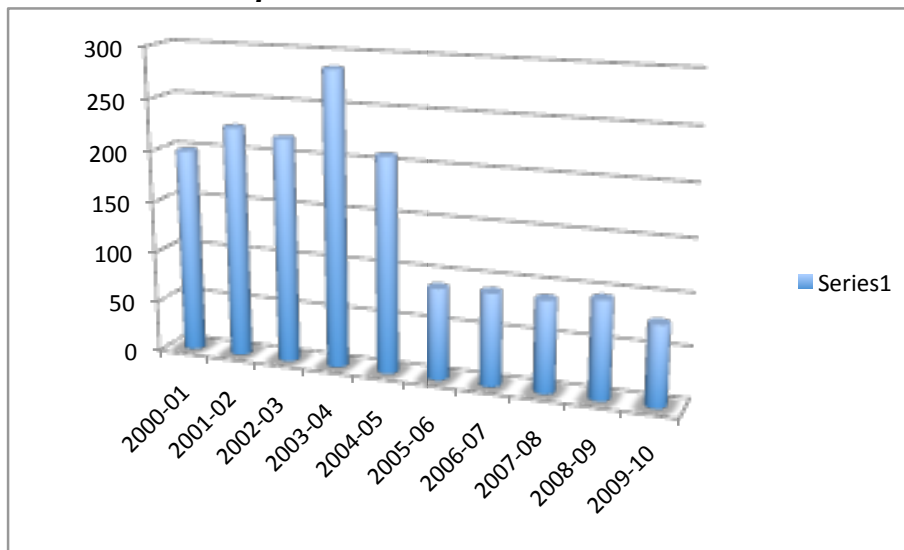
EVIDENCE TABLES

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
2009-10	85	26	78	189

Suspension for “Other” Reasons



2009-10

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.

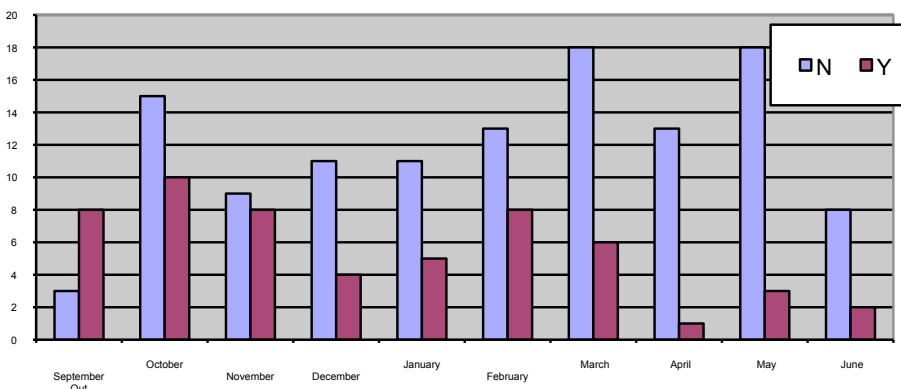
PBIS “pyramids” measuring office referrals will be compared to suspension rates next year.

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 haven’t simply become withdrawal statistics.

Suspensions by Month

(Non First Nations (N) / First Nations (Y))



Although the number of suspensions dropped significantly, March and May continued to be our high suspension months. This information will be analyzed at individual schools.

Although reduced, 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.

Grade to Grade Transition Rates for Students with Behaviour Disabilities

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			
Moderate	15	15	100	12	10	83	9	7	78			

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			
Moderate	9	3	33	8	4	50	7	5	71			

Performance Indicator/Evidence for Reading	Target	Results
--	--------	---------

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-Ab.		80%	69%

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

2009/2010

District Reading Data for 2009/10 is not yet available.

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

Students continue to have difficulty with the Grade 3 assessment which requires written response to reading comprehension. 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 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-Ab.	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	2009/2010 Grade 3 Level 25
Total	80%	78%	
Boys	73%	72%	
Girls	87%	85%	
Aboriginal	60%	67%	
Non-Ab.	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.

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	2010/2011 Grade 3 Level 25
Total	83%		
Boys	79%		
Girls	84%		
Aboriginal	73%		
Non-Ab.	85%		

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%
2009-10	68%	68%	62%	51%

*Baseline data for new FSA exams.

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

2009/2010

FSA remains a contentious measure due to fluctuating participation rates. Results must be interpreted cautiously. While our district results on the Grade 4 Reading FSA dropped 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%
2009-10	65%	65%	49%	46%

*Baseline data for new FSA exams.

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

District results on the Grade 7 Reading FSA this year improved slightly compared to last year. Again, results for Aboriginal students in our district exceeded the provincial results.

We have noticed a three-year declining trend in the performance of our Aboriginal students on the reading FSA. This decline is localized at four elementary schools. We will look more closely at the factors contributing to Aboriginal student performance and will target interventions to these foresights in the 2010/11 school year.

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
Total				
Boys				
Girls				
Aboriginal				
Non-Ab.				
Special Ed.				
Learning Disability				

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

2009/2010

New data base to record results is still under construction with John Taylor. Year end reading data for June 2010 will be available in September.

June 2010

Grade 4 Reading Fluency
Percentage of Students in Each Performance Rating

	1 Not Yet Meeting	2 Minimally Meeting	3 Fully Meeting	4 Exceeding
Total				
Boys				
Girls				
Aboriginal				
Non-Ab.				
Special Ed.				
Learning Disability				

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

	2006	2007	2008	2009
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	2009
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	2009
Total	76%	73%	75%	
Boys	68%	68%	68%	
Girls	86%	83%	83%	
Aboriginal	75%	65%	69%	
Non-Aboriginal		82%	76%	

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%
2009-10	81%	69%	78%	54%

*Baseline data for new FSA exams.

**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%
2009-10	78%	68%	67%	49%

*Baseline data for new FSA exams.

**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%
2008-09	93%	91%	94%	86%
Province				
2007-08	95%	94%	97%	88%
2008-09	95%	94%	97%	88%



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.

2009/2010

District results on the Grade 4 Writing FSA improved significantly from 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.

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 did not change compared to last year and exceeded this year's results for the province by 10%. Results for Aboriginal students in our district dropped compared to last year, but continue to exceed provincial results.

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.

2008/2009

There has been no significant difference in the percentage of students passing the Grade 10 English exam over the past two years. Data for 2009/10 is not yet available.

Settlement Workers in Schools (SWIS) Program

WORLD FAIR! - Youth leading youth!

Four SWIS students from Thailand, China and Korea came forward to participate on the 10 person volunteer committee to organize the event on June 10th, 2010. The event was supported by the FSJ Mayor and City Council along with several other community businesses & groups.

The extravaganza greeted over 600 people who enjoyed activities from around the world including: Chinese calligraphy, East Indian henna, Mexican rock painting, Nigerian hair braiding, Italian pasta making and of course Canadian road hockey. The 2010 Allan Cup Champion FSJ Flyers came out to play street hockey with the kids and brought the cup with them for quick photos.

The intended outcome of the event was to promote diversity in the community through the eyes of our youth.

Wireless Writing Results

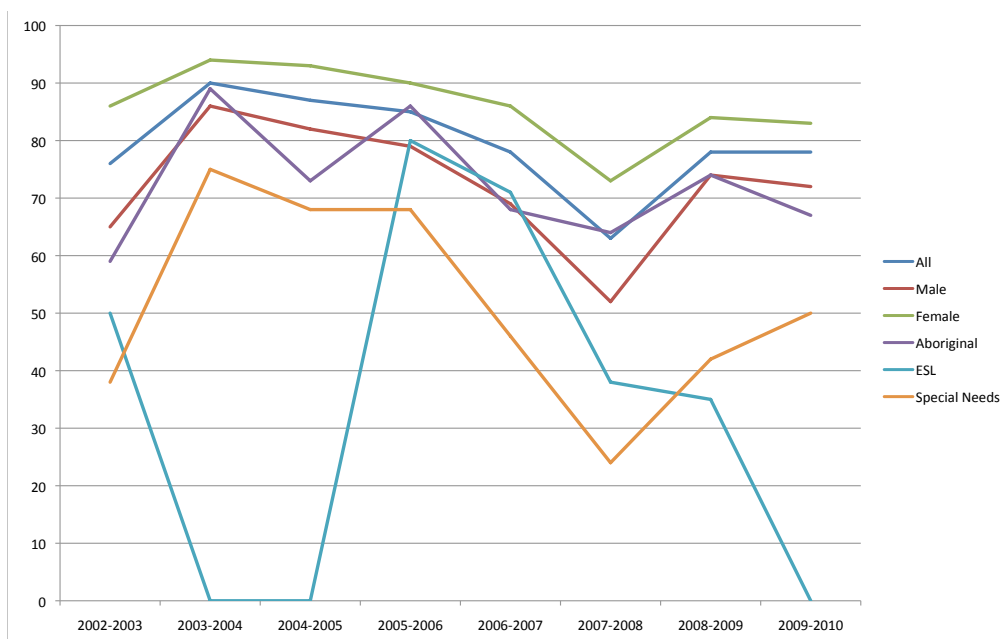
When the Wireless Writing Project was instituted In 2003/04, School District No. 60 enjoyed a stable and mature elementary teaching work force. That year the Wireless Writing Program was established district-wide, the project allowed students to realize huge gains in student performance. Ninety percent 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).

Percent of Students Meeting & Exceeding Expectations in Writing
Grade 7 All Categories



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.

Starting in 2009-2010 we have begun to follow the next cohort of grade 6 students in a similar fashion as the previous cohorts. The 2009-2010 Grade 7 FSA results for writing showed that 74% of males, 84% of females, and 74% of our Aboriginal students are meeting or exceeding expectations in writing. Compared to the Provincial Grade 7 FSA Writing results, students in SD60 were meeting or exceeding expectations at a significantly higher rate (Males +14%, Females are +11%, Aboriginal students +26%).

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**

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%
2009-10	67%	63%	63%	45%

*Baseline data for new FSA exams.

District and Provincial Results
for Numeracy FSA -- Grade 7

*Baseline data for new FSA exams.

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%
2009-10	56%	63%	37%	39%

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.

2009/2010

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.

2009/2010

District results on the Grade 7 Numeracy FSA improved compared to last year's district's results but were significantly lower than the province. Results for Aboriginal students in our district dropped compared to last year and fell below the provincial results.

We have noticed a three-year declining trend in the performance of our Aboriginal students on the numeracy FSA. This decline is localized at six elementary schools. We will look more closely at factors contributing to Aboriginal student performance and will target interventions to these six sites in the 2010-11 school year.

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%
2008-09	88%	86%	89%	76%
Province				
2007-08	92%	91%	93%	84%
2008-09	92%	91%	93%	82%

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%
2008-09	87%	93%	82%	85%
Province				
2007-08	92%	91%	92%	88%
2008-09	92%	91%	93%	88%

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

2008-09

District performance on the Grade 10 Principles of Math Provincial Exam did not change significantly this year compared to last year but remained below the provincial result for the general and aboriginal populations. Data for 2009/10 is not yet available.

2008/09

District results on the Grade 10 Essentials of Math Provincial Exam improved slightly this year compared to last year but remained below the provincial result for the general and Aboriginal populations. Data for 2009/10 is not yet available

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

District and Provincial Results
Graduation Program Exam
Applications of Math 10

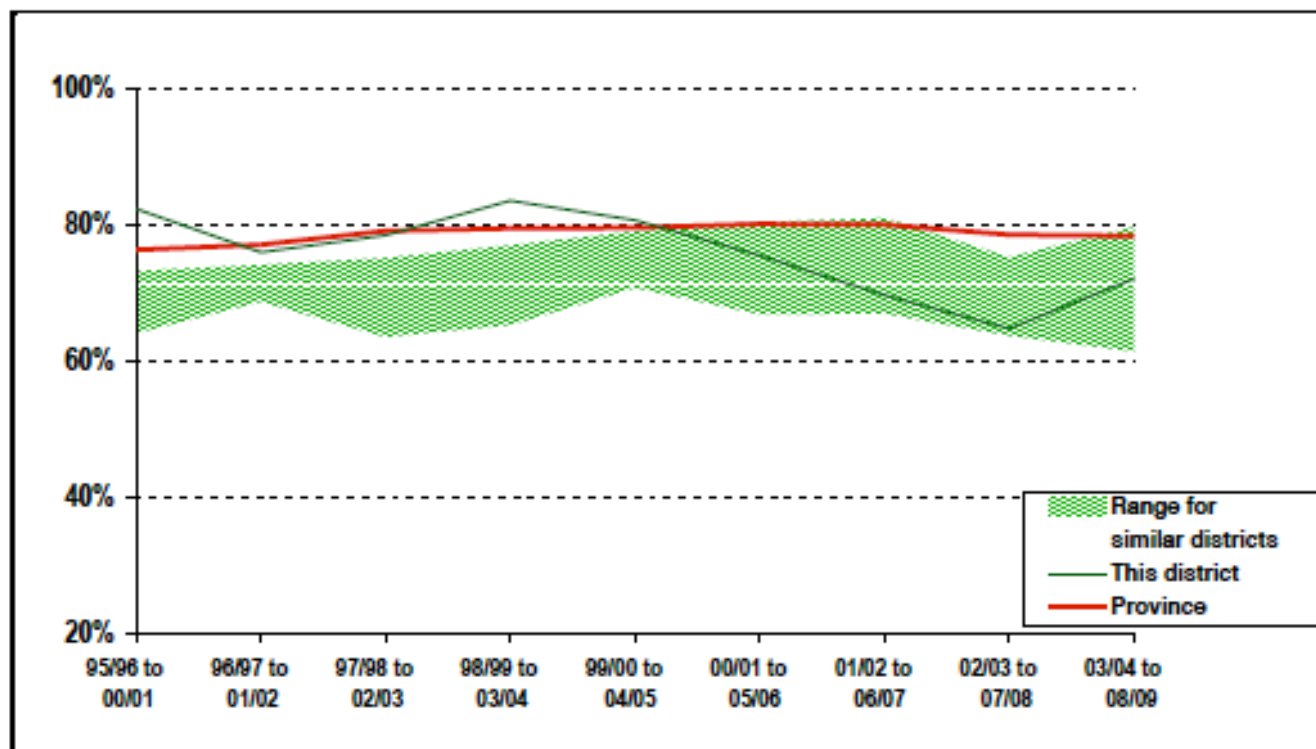
District				
Year	All	M	F	AB
2004-05	94%	96%	93%	95%
2005-06	96%	96%	97%	88%
2006-07	92%	90%	96%	94%
2007-08	86%	82%	91%	67%
2008-09	85%	83%	86%	75%
Province				
2007-08	93%	93%	92%	88%
2008-09	93%	92%	93%	90%

2008/09

District performance on the Grade 10 Applications of Math Provincial Exam did not change significantly this year compared to last year and fell below the provincial results for the general and Aboriginal populations. Data for 2009/10 is not yet available.

Schools where site results on Provincial Exams in Numeracy fell below the Provincial results have established a focus on Numeracy instruction in their school improvement plans for 2010/11. They will be using the Vancouver Island Diagnostic Math test to identify areas of weakness, and teacher teams will be working with our Numeracy Support Teacher to implement new instructional strategies. The Numeracy Support Teacher will also be working with Grade 10 Math teachers to help them with the transition to a revised Math curriculum.

DOGWOOD COMPLETION WITHIN 6 YEARS B.C. PUBLIC SCHOOLS



	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	03/04 to 08/09
Similar districts - maximum	73.1%	74.0%	75.0%	76.8%	78.9%	80.3%	80.8%	75.1%	79.5%
Similar districts - minimum	64.0%	66.6%	63.5%	65.2%	70.7%	66.8%	66.9%	63.7%	61.3%
This district	82.2%	75.8%	78.3%	83.4%	80.8%	75.4%	69.5%	64.8%	72.0%
Province (public only)	76.3%	77.0%	79.0%	79.4%	79.5%	80.0%	79.9%	78.4%	78.3%

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 June 2010.

Source: B.C. Ministry of Education data warehouse, June 2010.

Targets

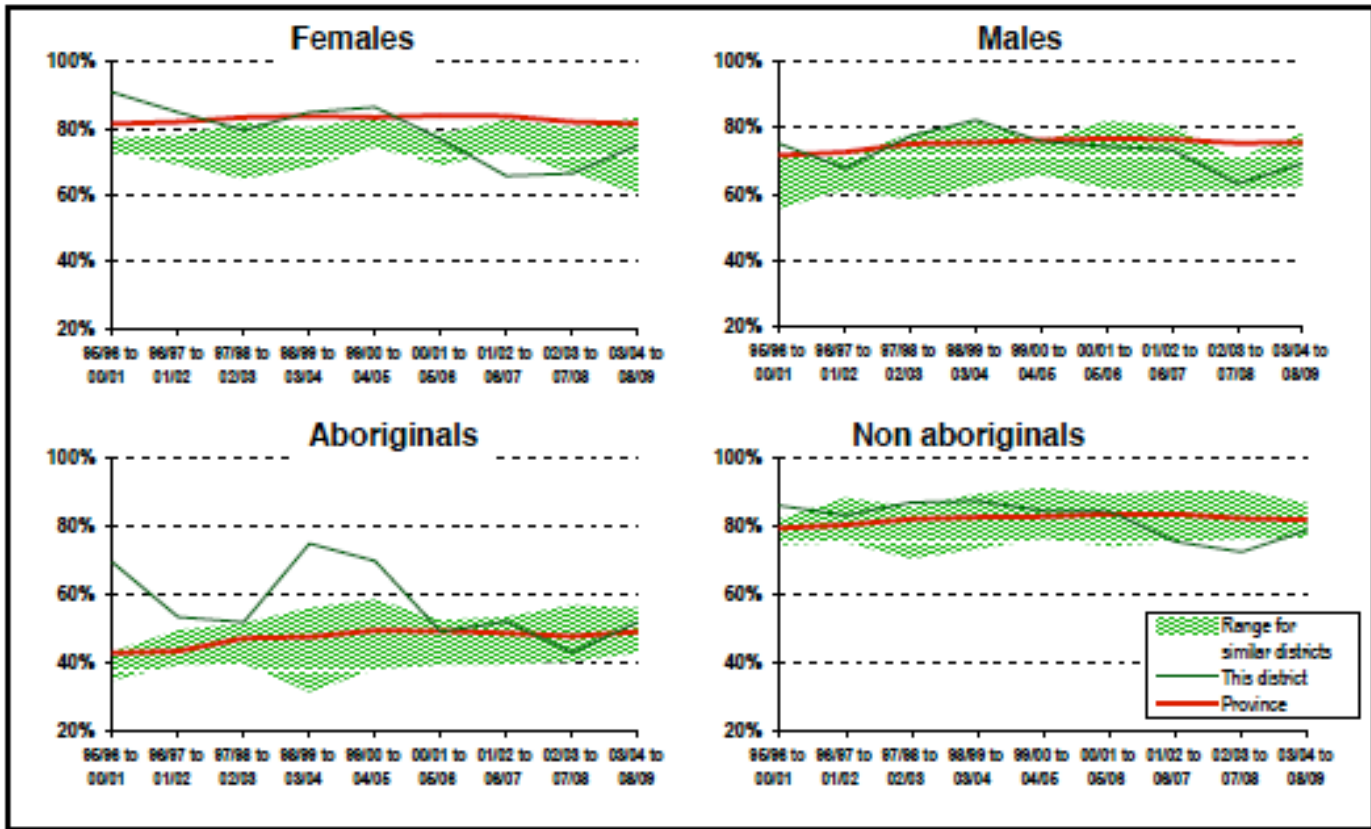
In the past, we have enjoyed an 83% Dogwood Completion Rate. Our target is to turn around the more recent declining trend and work towards a 90% completion rate by 2013.

Results

2008/09

Our completion rate has improved by 7.5% this year. 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		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	03/04 to 08/09
This district		90.7%	84.8%	79.3%	84.7%	88.2%	78.8%	85.8%	88.4%	74.8%
Province (Pub)		81.2%	81.8%	83.1%	83.8%	83.2%	83.8%	83.8%	81.8%	81.9%

Males		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	03/04 to 08/09
This district		74.9%	87.7%	77.4%	82.3%	75.7%	74.2%	73.3%	83.0%	68.9%
Province (Pub)		71.8%	72.6%	75.1%	75.6%	78.1%	78.6%	78.4%	75.2%	75.3%

Aboriginals		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	03/04 to 08/09
This district		88.3%	63.3%	61.8%	74.8%	88.7%	48.0%	62.0%	42.8%	61.8%
Province (Pub)		42.8%	43.2%	47.3%	47.5%	48.3%	48.1%	48.5%	47.5%	48.0%

Non-aboriginals		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	03/04 to 08/09
This district		85.7%	82.8%	86.8%	87.0%	84.2%	84.0%	75.4%	72.4%	78.8%
Province (Pub)		79.1%	80.1%	81.9%	82.5%	82.8%	83.3%	83.4%	82.0%	81.7%

Note. Minor changes have been made to some of the data reported prior to June 2010.

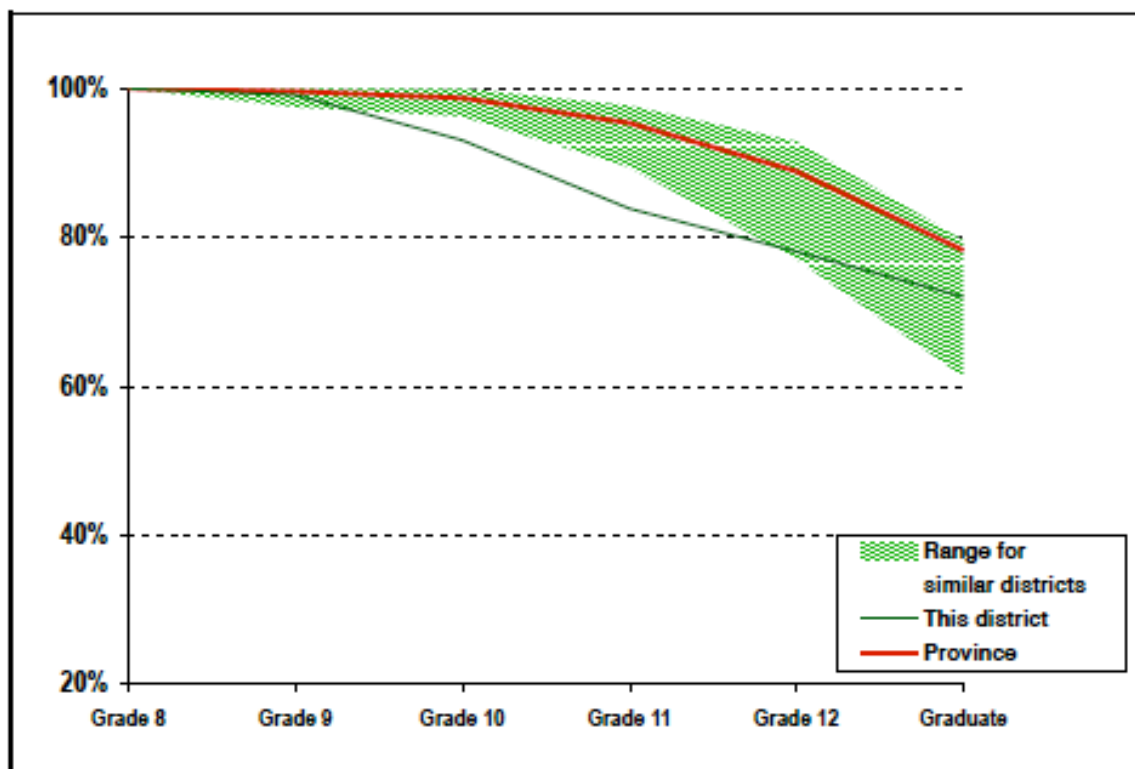
Source: B.C. Ministry of Education data warehouse, June 2010.

Results

2008/09

We are still concerned with all sub-group results, however, we are pleased by the improvement in all areas over last year.

**GRADE PROGRESSION OF SINGLE COHORT OVER 6 YEARS
2003/04 TO 2008/09, B.C. PUBLIC SCHOOLS**



	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Graduate
Similar districts - maximum	100.0%	100.0%	100.0%	97.7%	92.9%	79.5%
Similar districts - minimum	100.0%	97.5%	96.3%	89.5%	77.2%	61.3%
Peace River North	100.0%	99.1%	93.1%	83.8%	78.1%	72.0%
Province (public only)	100.0%	99.6%	98.7%	95.4%	88.9%	78.3%

Notes. Students are tracked over time using their Personal Education Numbers (PENs). Percentages shown are the percentage of Sept. 2003 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 2010.

Source: B.C. Ministry of Education data warehouse, June 2010.

Targets

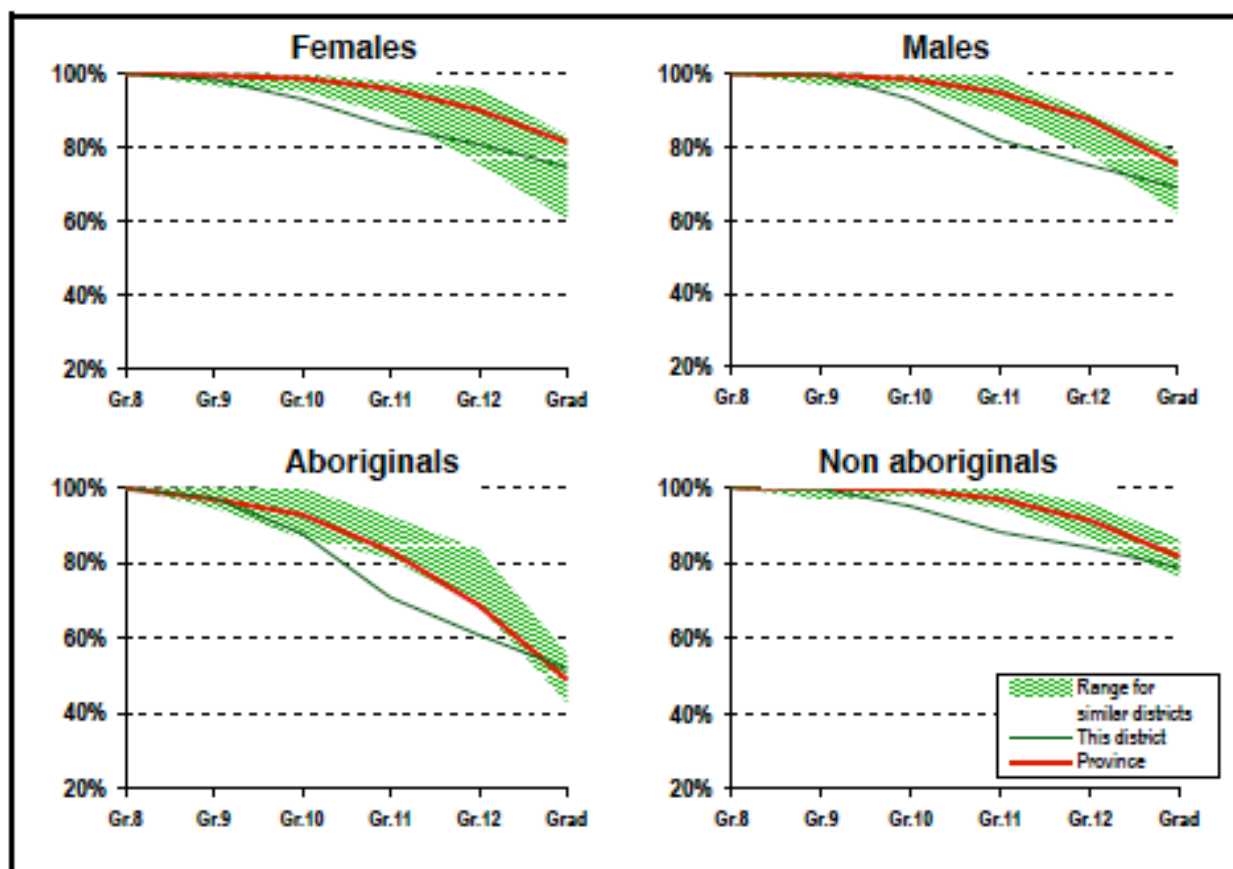
To improve our district progression rates to meet or exceed the provincial transition rates with the general population and all subgroups.

Results

2008/09

We are pleased by our improved cohort group results this year (Grade 9 by 2%, Grade 10 by 2%, Grade 11 by 5%, Grade 12 by 6%).

GRADE PROGRESSION OF SINGLE COHORT OVER 6 YEARS 2003/04 TO 2008/09, B.C. PUBLIC SCHOOLS



Females						
	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North	100.0%	98.4%	93.1%	85.5%	80.9%	74.8%
Province (public only)	100.0%	99.6%	98.8%	96.0%	90.2%	81.3%

Males						
	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North	100.0%	99.9%	93.1%	82.0%	75.1%	68.9%
Province (public only)	100.0%	99.6%	98.6%	94.8%	87.7%	75.3%

Aboriginals						
	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North	100.0%	97.5%	87.9%	70.8%	60.8%	51.8%
Province (public only)	100.0%	97.1%	92.9%	83.3%	68.9%	49.0%

Non-aboriginals						
	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North	100.0%	99.7%	95.0%	88.2%	83.9%	78.6%
Province (public only)	100.0%	99.9%	99.5%	96.9%	91.3%	81.7%

Note. See previous page and accompanying definitions and notes for methodology and interpretive comments.
Minor changes have been made to some of the data reported prior to June 2010.

Source: B.C. Ministry of Education data warehouse, June 2010.

Results

2008/09

All subgroups are currently below the provincial average but have improved since last year.

Dogwood Completion Rates and Grade-to-Grade Progression Rates

Although our Dogwood Completion Rates and Grade-to-Grade Progression Rates have improved this past year, they continue to hold our attention. 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

2010 - 2011

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.