



## *School District No. 60 (Peace River North)*

# **ACCOUNTABILITY CONTRACT**

**2005-06**

### **DISTRICT CONTEXT:**

The Peace River North School District is located on the eastern side of the Rocky Mountains in the northern tip of the Canadian Prairies. The region's economy is both prosperous and expanding. This positive economic outlook is based on the petro-chemical, agriculture, forestry, tourism and commercial/service industries. The availability of employment has an impact on the secondary student population with estimates of 70% of our secondary students working between 14 and 40 hours weekly. We are in the unique situation of experiencing an increase in student enrolment. Our student numbers have increased from 5650 to 5716 FTE.

Our schools range in size and number including an Open Learning School, three two-room rural schools and four kindergarten to secondary grade schools. The major center, Fort St. John, hosts six modern elementary schools, two junior secondary schools, and one large senior secondary school. There are also three elementary schools in the surrounding communities of Taylor, Charlie Lake and Baldonnel. The district hosts one of the nine provincial Distance Education Schools, which serves the northeast region and parts of the Yukon and Northwest Territories.

The district's student population is diverse. At this time, we accommodate the education needs of our First Nations students who make up 18% of our student population, our European ESL students, and the dominant Caucasian student population. The district's character is also diverse with the need to blend rural and urban philosophies and the distinct provincial perspectives of two strong provinces, Alberta and B.C. There is also a strong northern influence with a community philosophy that values personal resilience, the sense of entrepreneurial spirit, and hard work.

The district is committed to providing a quality education program to all students. Specific areas of strength based on student performance that we would like to celebrate include:

- success of our early literacy program resulting in steadily increasing numbers of students meeting or exceeding targets in reading;
- achievement of our Aboriginal students who continue to perform above Provincial levels in a variety of measures of school success;
- student improvement in writing, resulting from the integration of technology through the Wireless Writing Program; and
- success of our career programs as evidenced by high completion rates in secondary school apprenticeships and level one training in a range of trades and technical areas leading to subsequent employment.

District staff, in consultation with representatives from different stakeholder groups, have developed the district Accountability Contract. An interactive process involving data driven dialogue with district administrators, trustees, students, parents and teachers, along with an extensive review of the school Improvement Plans developed by School Planning Councils, took place before submitting the final document. School administrators participated in activities to ensure that the Accountability Contract and School Improvement Plans were aligned and provided input on the prioritization of district goals. Thus, the district accountability contract reflects both school and district goals. The First Nations Council and district First Nations support staff were actively involved in articulating goals for Aboriginal students.

School District No. 60 participated in a District Review in April of 2004. The review team made three recommendations to the district, summarized below with our response:

(1). That the district reduce and prioritize district goals, and ensure thoughtful selection and consistent use of data when setting goals to support student achievement at the school level.

- The Accountability Contract has been revised to eliminate some goals and objectives to permit a focus on priorities.
- Principals and Vice-Principals have participated in coaching sessions with John Taylor and training with Bruce Wellman on effective use of data for setting and monitoring student achievement goals.
- Principals and Vice-Principals engage in peer reviews of their draft school improvement plans, receive feedback from district staff, and then present their plans, along with members of their School Planning Councils, to a review committee comprised of members of the Board and district staff.

(2). That the district work in partnership with the Aboriginal communities to develop an Enhancement Agreement which supports Aboriginal student achievement and encourages deeper understanding of local Aboriginal history and culture for all students and staff.

- After a lengthy process of consultation with the First Nations community, an Aboriginal Enhancement Agreement has been developed and presented to the Board of Trustees for review. The approval process is expected to be completed by early 2006. This document outlines a range of strategies to promote a deeper understanding of local Aboriginal history and culture.

(3). That the district develop more two-way dialogue with partner groups.

- The Board rotates the second Board Meeting each month to a different school venue, encouraging parents to participate and provide feedback to Board members and district staff, and offering an opportunity for them to showcase their schools.
- The Superintendent hosts a monthly meeting with the SUP-PAC Committee, whose membership includes the President of each school PAC. This forum permits two-way dialogue with parents regarding a wide range of educational issues focused on student achievement.
- The district will create a Student Achievement Interpretative Committee with representation from our School Trustees and stakeholder groups. The purpose of the committee will be to review information on student achievement and make recommendations to the Board regarding learning priorities and goal setting.

The district has developed an early Spring training session and year-end evaluation session for School Planning Councils. All schools and School Planning Councils participate in a district-wide planning day held in May of each year.

**GOAL 1: To develop students who are socially responsible and contribute positively to a safe and caring school environment.**

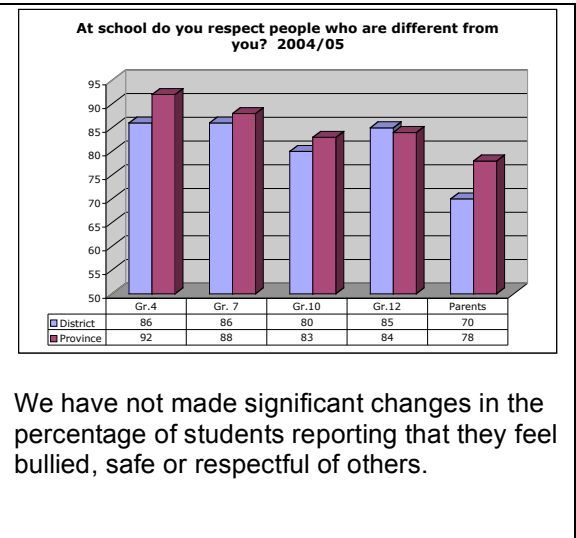
**RATIONALE FOR THE GOAL:** Provincial Satisfaction Survey results indicate very little change in our results from last year in response to the following three questions:

- 1) **At school are you bullied, teased or picked on?** - 16% of Grade 4 students, 12% of Grade 7 students, 13% of Grade 10 students, and 7% of Grade 12 students felt that they had been bullied at school.
- 2) **Do you feel safe at school?** - 79% of Grade 4 students, 75% of Grade 7 students, 76% of Grade 10 students, and 76% of Grade 12 students said they felt safe at school.
- 3) **At school do you respect people who are different from you?** - 86% of Grade 4 students, 86% of Grade 7 students, 80% of Grade 10 students, and 85% of Grade 12 students felt that they respected people who were different than them.

There were no significant changes from last year other than 5% more of our Grade 12 students said they felt safe at school. On all three questions Grade 4 students and Elementary Parents were less satisfied than the rest of the province.

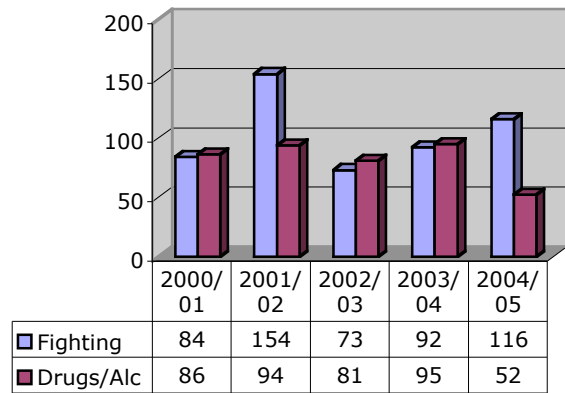
District suspension data indicates a reduction in the number of student suspensions; however, we see a need to analyze the inconsistencies from year-to-year.

Performance Indicator/Evidence	Target	Results																		
% of Students and Parents Responding to Selected Satisfaction Survey Questions:																				
Gr.4	Target	<table border="1"><thead><tr><th></th><th>Gr.4</th><th>Gr. 7</th><th>Gr.10</th><th>Gr.12</th><th>Parents</th></tr></thead><tbody><tr><td>District</td><td>16</td><td>12</td><td>13</td><td>7</td><td>15</td></tr><tr><td>Province</td><td>12</td><td>10</td><td>9</td><td>7</td><td>10</td></tr></tbody></table>		Gr.4	Gr. 7	Gr.10	Gr.12	Parents	District	16	12	13	7	15	Province	12	10	9	7	10
	Gr.4		Gr. 7	Gr.10	Gr.12	Parents														
District	16		12	13	7	15														
Province	12		10	9	7	10														
Bullied?	0																			
Safe?	90																			
Respect?	90																			
Gr.7	Target	<table border="1"><thead><tr><th></th><th>Gr.4</th><th>Gr. 7</th><th>Gr.10</th><th>Gr.12</th><th>Parents</th></tr></thead><tbody><tr><td>District</td><td>79</td><td>75</td><td>76</td><td>76</td><td>80</td></tr><tr><td>Province</td><td>86</td><td>79</td><td>70</td><td>77</td><td>88</td></tr></tbody></table>		Gr.4	Gr. 7	Gr.10	Gr.12	Parents	District	79	75	76	76	80	Province	86	79	70	77	88
	Gr.4		Gr. 7	Gr.10	Gr.12	Parents														
District	79		75	76	76	80														
Province	86		79	70	77	88														
Bullied?	0																			
Safe?	90																			
Respect?	90																			
Gr.10	Target																			
Bullied?	0																			
Safe?	90																			
Respect?	90																			
Gr.12	Target																			
Bullied?	0																			
Safe?	90																			
Respect?	90																			
Parents	Target																			
Bullied?	0																			
Safe?	90																			
Respect?	90																			
Gr.4	01/02	02/03	03/04	04/05	Prov.															
Bullied?	16	16	16	16	12															
Safe?	77	79	81	79	86															
Respect?	90	91	89	86	92															
Gr.7	01/02	02/03	03/04	04/05	Prov															
Bullied?	20	12	13	12	10															
Safe?	69	79	74	75	79															
Respect?	85	88	89	86	88															
Gr.10	01/02	02/03	03/04	04/05	Prov															
Bullied?	10	13	10	13	9															
Safe?	68	66	75	76	70															
Respect?	81	76	84	80	83															
Gr.12	01/02	02/03	03/04	04/05	Prov															
Bullied?	6	11	7	7	7															
Safe?	75	66	71	76	77															
Respect?	80	78	86	85	84															
Parent	01/02	02/03	03/04	04/05	Prov															
Bullied?	17	12	13	15	10															
Safe?	73	82	81	80	88															
Respect?	61	70	73	70	78															

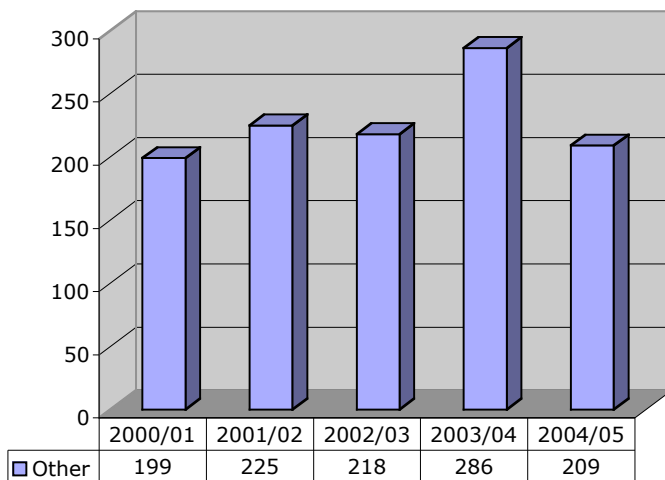


Performance Indicator/Evidence	Target	Results																																																							
<p>Suspension Data:</p> <table><tr><th>Year</th><th>Fighting</th><th>Drugs/Alc</th><th>Other</th><th>Total</th></tr><tr><td>00/01</td><td>84</td><td>86</td><td>199</td><td>369</td></tr><tr><td>01/02</td><td>154</td><td>94</td><td>225</td><td>473</td></tr><tr><td>02/03</td><td>73</td><td>81</td><td>218</td><td>372</td></tr><tr><td>03/04</td><td>92</td><td>95</td><td>286</td><td>473</td></tr><tr><td>04/05</td><td>116</td><td>52</td><td>209</td><td>377</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	Year	Fighting	Drugs/Alc	Other	Total	00/01	84	86	199	369	01/02	154	94	225	473	02/03	73	81	218	372	03/04	92	95	286	473	04/05	116	52	209	377						<p>To consistently reduce the total number of suspensions issued per year. Our target for 2005/06 is 300 or lower.</p> <p>*The number of suspensions for “Fighting” and “Drugs and Alcohol” has fluctuated dramatically from year-to-year. Our Social Responsibility Leadership Team will analyze the use, and reporting, of student suspensions on a district-wide basis.</p>	<p>Differences - the table below shows the differences between this year and last:</p> <table><tr><td></td><td>03/04</td><td>04/05</td><td>Difference</td></tr><tr><td>Fighting</td><td>92</td><td>116</td><td>+24</td></tr><tr><td>Dr/Alc</td><td>95</td><td>52</td><td>-43</td></tr><tr><td>Other</td><td>286</td><td>209</td><td>-77</td></tr><tr><td>Total</td><td>473</td><td>377</td><td>-96</td></tr></table>		03/04	04/05	Difference	Fighting	92	116	+24	Dr/Alc	95	52	-43	Other	286	209	-77	Total	473	377	-96
Year	Fighting	Drugs/Alc	Other	Total																																																					
00/01	84	86	199	369																																																					
01/02	154	94	225	473																																																					
02/03	73	81	218	372																																																					
03/04	92	95	286	473																																																					
04/05	116	52	209	377																																																					
	03/04	04/05	Difference																																																						
Fighting	92	116	+24																																																						
Dr/Alc	95	52	-43																																																						
Other	286	209	-77																																																						
Total	473	377	-96																																																						

### Suspensions - Fighting and Drugs/Alcohol

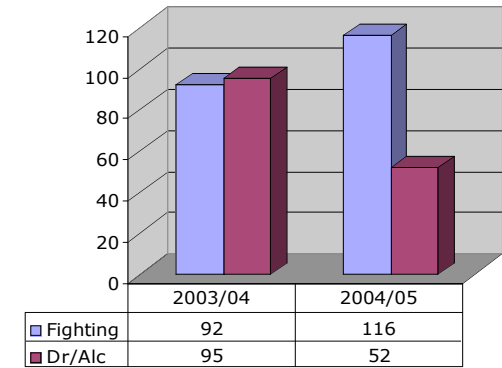


### Suspensions for "Other" Reasons



Suspensions for "other" reasons are also difficult to compare as they are currently reported. These suspensions will be disaggregated and analyzed.

### Suspensions - Fighting and Drugs/Alcohol - This year and last year



**Strategies:**

- The District Social Responsibility Leadership Team will oversee the implementation of Effective Behaviour Support (EBS) in pilot schools this year. The committee will meet monthly and attend an EBS Planning Session in the fall of 2005.
- The District Social Responsibility Leadership Team will review instructional materials for implementation of the CAPP curriculum and use of the B.C. Performance Standards on Social Responsibility.
- The District Social Responsibility Leadership Team will work with First Nations Education staff to develop and implement a District Aboriginal Healing Circle to add to our arsenal of interventions.

**Structures:**

- A localized Social Responsibility/Satisfaction Survey for students and parents will be designed and administered at selected Grade levels.
- In an effort to align our Social Responsibility initiatives and Student Conduct/Discipline, the Assistant Superintendent will now be responsible for both areas.

**GOAL 2: To improve student achievement in writing.**

**RATIONALE FOR THE GOAL:** There has been a historical trend of student performance on the Grades 4 and 7 Writing FSA falling below the provincial results. In 2001/2002 the district initiated the Wireless Writing Project as one strategy to improve writing skills at the upper elementary level. This project integrates technology with the use of the B.C. Writing Performance Standards, and staff development to improve student success in writing. The project was initiated district-wide, at the Grades 6/7 level in 2003 with positive outcomes, and will expand to Grade 8 this year. We will continue to monitor the impact of this project on student achievement in Writing.

**OBJECTIVE 2.1: Improve writing skills at the K through Grade 10 levels**

Performance Indicator/Evidence					Target	Results																												
<div>District and Provincial Results For Writing FSA Grade 4</div> <table><tr><th>Year</th><th>District Meeting or Exceeding Expect.</th><th>Province Meeting or Exceeding Expect.</th><th>District Compare to Province</th></tr><tr><td>00/01</td><td>84%</td><td>91%</td><td>below</td></tr><tr><td>01/02</td><td>90%</td><td>94%</td><td>below</td></tr><tr><td>02/03</td><td>93%</td><td>94%</td><td>NSD</td></tr><tr><td>03/04</td><td>85%</td><td>91%</td><td>below</td></tr><tr><td>04/05</td><td>90%</td><td>93%</td><td>NSD</td></tr><tr><td>05/06</td><td></td><td></td><td></td></tr></table>					Year	District Meeting or Exceeding Expect.	Province Meeting or Exceeding Expect.	District Compare to Province	00/01	84%	91%	below	01/02	90%	94%	below	02/03	93%	94%	NSD	03/04	85%	91%	below	04/05	90%	93%	NSD	05/06				Increase the percentage of students meeting or exceeding expectations in the Grade 4 Writing FSA from 90% to 95% by June 2007.	<b>2004/05</b> Progress toward target made. Writing performance increased from 85% to 90% (+/- 3.8%) and was not significantly different from Provincial results.
					Year	District Meeting or Exceeding Expect.	Province Meeting or Exceeding Expect.	District Compare to Province																										
					00/01	84%	91%	below																										
					01/02	90%	94%	below																										
					02/03	93%	94%	NSD																										
					03/04	85%	91%	below																										
					04/05	90%	93%	NSD																										
					05/06																													

District and Provincial Results  
For Writing FSA  
Grade 7

Year	District Meeting or Exceeding Expect.	Province Meeting or Exceeding Expect.	District Compare to Province
00/01	73%	81%	below
01/02	74%	84%	below
02/03	76%	79%	NSD
03/04	90%	90%	NSD
04/05	87%	90%	NSD
05/06			

District and Provincial Results  
Graduation Program Exam  
English 10

Year	District Average Best Mark	Province Average Best Mark	District Compare to Province
04/05	67%	69%	below
05/06			

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

Grade	02/03	03/04	04/05	05/06
4	77%	76%	76%	
7	70%	66%	71%	
10	45%	55%	49%	

Aggregated Final Report Card Data  
% of Students with I or F  
English 10

Grade	02/03	03/04	04/05	05/06
10	16%	9%	8%	

Increase the percentage of students meeting or exceeding expectations in the Grade 7 Writing FSA from 87% to 95% by June 2007.

District performance on the English 10 Provincial exam will meet or exceed the Provincial performance.

Increase the percentage of students achieving C+ or better on the final report card mark for Writing/English:  
Gr. 4 76% to 90%  
Gr. 7 71% to 90%  
Gr. 10 49% to 70%  
by June 2007.

Reduce the percentage of English 10 students who receive a mark of F or I from 8% to 2%.

**2004/05**

Writing performance decreased from 90% to 87% (+/- 3.5%) but was not significantly different from Provincial results. Target not met.

Baseline data. Margin of error not known at this time.

Report card performance remained the same at Grade 4, improved slightly at Grade 7, and decreased at Grade 10. Target not met.

Progress toward target made. The percentage of English 10 students receiving a mark of F or I was reduced by 1% last year.

Wireless Writing Project Internal Data  
Overall Results and Results by Grade and Gender:  
June 2004 and June 2005  
% of Students Meeting/Exceeding

	Not Yet Meeting	Minimally Meeting	Fully Meeting	Exceeds	Fully Meets or Exceeds Combined
All Students 2004 (n=693)	14	50	30	6	36
All Students 2005 (n=690)	12	42	35	11	46
Grade 6 2004 (n=336)	10	52	33	5	38
Grade 6 2005 (n=319)	12	41	38	9	47
Grade 7 2004 (n=356)	18	47	29	6	35
Grade 7 2005 (n=346)	12	44	31	12	43
Boys 2004 (n=246)	18	56	22	3	25
Boys 2005 (n=332)	11	41	36	12	48
Girls 2004 (n=267)	8	45	39	8	47
Girls 2005 (n=319)	12	41	38	9	47

Wireless Writing Project Internal Data  
Student Survey Results  
% of Students Reporting Often/Most of the Time

I like writing.

2003	48%
2004	49%
2005	58%

Increase the percentage of students meeting or exceeding expectations in the WWP internal assessment from 88% to 90%

Continue to improve student perceptions regarding the efficacy of their writing ability. Increase the percentage of students feeling that they like writing and are good writers to 65%.

**2004/05**

Progress toward target made. Nearly half of all students reached the top two levels of achievement, an increase from 36% in 2004 to 46% in 2005. There was no significant difference between the percentage of boys and girls scoring in the top two levels of achievement.

A group of students tracked over two years were more successful in meeting Grade-level expectations by the end of Grade 7 than they had been at the end of Grade 6.

Target met. Last year we saw a significant increase in student efficacy in writing.



I am a good writer.			
2003	48%		
2004	48%		
2005	56%		

### STRATEGIES:

- Increase the number of schools using school-wide writes at the Grades 4 – 8 levels, using B.C. Performance Standards as a framework for assessment and to inform instruction.
- Continue to work on aligning performance standards with letter Grades in reading and writing.
- Expand school-wide use of Words Their Way to develop spelling and vocabulary skills in writing.

### STRUCTURES:

- Offer collaboration grants to support work of professional learning communities engaged in examining student work, using the B.C. Performance Standards, and adjusting instructional strategies.
- Expand the WWP district-wide to Grade 8 and model, through expanded teacher professional development, the writing initiatives to all English classes. Introduce Grade 8 Math/Science classroom teachers to staff development that aids teachers in integrating laptop technology into their pedagogy. Continue on-going staff development on Wireless Writing for Grades 6 & 7 classroom teachers. Increase the FTE for Wireless Writing Mentor Teachers from 0.4 to 0.8 to offer in-class support for the program and facilitate transfer of training from workshops.

### GOAL 3: To improve student achievement in Numeracy.

**RATIONALE FOR THE GOAL:** Classroom instruction in Mathematics across the district has not been consistently aligned with the NCTM Principles and Standards for School Mathematics. A developmental approach to teaching Mathematics is not yet widely used by classroom teachers. At a district Numeracy Alignment Meeting held in the spring of 2003, elementary teachers expressed a reluctance to change their classroom practice due to frustration with the existing instructional resources. In addition, classroom teachers find the B.C. Numeracy Performance Standards difficult to work with. There has been a historical trend of student performance on the Grades 4 and 7 Numeracy FSA falling below the provincial results. District aggregated report card data for 04/05 indicates that the percentage of students achieving “C+” or better in Mathematics improved ,compared to the previous year's data, for students in Grade 7 but dropped for students in Grades 4 and 10.

**OBJECTIVE 3.1:** To improve mathematics skills at the K through Grade 10 levels.

Performance Indicator/Evidence	Target	Results																																																																				
<p>District and Provincial Results for Numeracy FSA Grade 4</p> <table><tr><th>Year</th><th>District Meeting or Exceeding Expect.</th><th>Province Meeting or Exceeding Expect.</th><th>District Compare to Province</th></tr><tr><td>00/01</td><td>78%</td><td>84%</td><td>below</td></tr><tr><td>01/02</td><td>81%</td><td>85%</td><td>below</td></tr><tr><td>02/03</td><td>84%</td><td>87%</td><td>below</td></tr><tr><td>03/04</td><td>87%</td><td>88%</td><td>NSD</td></tr><tr><td>04/05</td><td>82%</td><td>87%</td><td>below</td></tr><tr><td>05/06</td><td></td><td></td><td></td></tr></table> <p>District and Provincial Results for Numeracy FSA Grade 7</p> <table><tr><th>Year</th><th>District Meeting or Exceeding Expect.</th><th>Province Meeting or Exceeding Expect.</th><th>District Compare to Province</th></tr><tr><td>00/01</td><td>78%</td><td>81%</td><td>below</td></tr><tr><td>01/02</td><td>74%</td><td>82%</td><td>below</td></tr><tr><td>02/03</td><td>83%</td><td>84%</td><td>NSD</td></tr><tr><td>03/04</td><td>80%</td><td>83%</td><td>below</td></tr><tr><td>04/05</td><td>81%</td><td>83%</td><td>NSD</td></tr><tr><td>05/06</td><td></td><td></td><td></td></tr></table> <p>District and Provincial Results Graduation Program Exam Principles of Math 10</p> <table><tr><th>Year</th><th>District Average Best Mark</th><th>Province Average Best Mark</th><th>District Compare to Province</th></tr><tr><td>04/05</td><td>64%</td><td>68%</td><td>below</td></tr><tr><td>05/06</td><td></td><td></td><td></td></tr></table>	Year	District Meeting or Exceeding Expect.	Province Meeting or Exceeding Expect.	District Compare to Province	00/01	78%	84%	below	01/02	81%	85%	below	02/03	84%	87%	below	03/04	87%	88%	NSD	04/05	82%	87%	below	05/06				Year	District Meeting or Exceeding Expect.	Province Meeting or Exceeding Expect.	District Compare to Province	00/01	78%	81%	below	01/02	74%	82%	below	02/03	83%	84%	NSD	03/04	80%	83%	below	04/05	81%	83%	NSD	05/06				Year	District Average Best Mark	Province Average Best Mark	District Compare to Province	04/05	64%	68%	below	05/06				<p>Increase the percentage of students meeting or exceeding expectations in the Grade 4 Numeracy FSA from 82% to 90% by June 2007.</p> <p>Increase the percentage of students meeting or exceeding expectations in the Grade 7 Numeracy FSA from 81% to 90% by June 2007.</p> <p>District performance on the three strands of the Math 10 Provincial exams will meet or exceed the Provincial performance.</p>	<p><b>2004/05</b> Numeracy performance dropped from 87% to 82% and remained below the Provincial results. Target not met.</p> <p>Progress toward target made. Numeracy performance improved slightly from 80% to 81% and was not statistically different from the Provincial results.</p> <p>Baseline data. Margin of error not known at this time.</p>
Year	District Meeting or Exceeding Expect.	Province Meeting or Exceeding Expect.	District Compare to Province																																																																			
00/01	78%	84%	below																																																																			
01/02	81%	85%	below																																																																			
02/03	84%	87%	below																																																																			
03/04	87%	88%	NSD																																																																			
04/05	82%	87%	below																																																																			
05/06																																																																						
Year	District Meeting or Exceeding Expect.	Province Meeting or Exceeding Expect.	District Compare to Province																																																																			
00/01	78%	81%	below																																																																			
01/02	74%	82%	below																																																																			
02/03	83%	84%	NSD																																																																			
03/04	80%	83%	below																																																																			
04/05	81%	83%	NSD																																																																			
05/06																																																																						
Year	District Average Best Mark	Province Average Best Mark	District Compare to Province																																																																			
04/05	64%	68%	below																																																																			
05/06																																																																						

District and Provincial Results  
Graduation Program Exam  
Essentials of Math 10

Year	District Average Best Mark	Province Average Best Mark	District Compare to Province
04/05	61%	60%	above
05/06			

District and Provincial Results  
Graduation Program Exam  
Applications of Math 10

Year	District Average Best Mark	Province Average Best Mark	District Compare to Province
04/05	63%	62%	above
05/06			

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

Grade	02/03	03/04	04/05	05/06
4	77%	83%	79%	
7	75%	70%	77%	
10	54%	58%	48%	

Aggregated Final Report Card Data  
% of Students with I or F in  
Math 10

Grade	02/03	03/04	04/05	05/06
10	10%	5%	5%	

**2004/05**

Baseline data. Margin of error not known at this time.

Baseline data. Margin of error not known at this time.

Increase the percentage of students achieving C+ or better on the final report card mark for :  
Gr. 4 79% to 90%  
Gr. 7 77% to 90%  
Gr. 10 48% to 75%  
by June 2007.

Report card performance dropped from 83% to 79% at Grade 4, improved from 70% to 77% at Grade 7, and decreased from 58% to 48% at Grade 10. Target not met.

Reduce the percentage of Math10 students who receive a mark of F or I from 5% to 2%.

Progress toward target made.

**STRATEGIES:**

- Expand implementation of Math Makes Sense from Grades K, 1, and 3 to include Grades 2, 4, and 5. Provide orientation and assessment training sessions for all Grade 2, 4, and 5 classroom teachers and school administrators.
- Complete school inventories of math manipulatives and assist with funding to eliminate gaps in resources.
- Certify four classroom teachers as trainers for Power of Ten. Continue with Power of Ten workshops for primary and intermediate classroom teachers, facilitated by our new local trainers. Contract Trevor Calkins to consult with trainers, offer demonstration classroom lessons, complete training session with Learning Assistants, and provide a parent workshop.
- Continue work on the design and implementation of a district-wide assessment tool for numeracy at the Grades 8 & 9 levels.
- Coordinate a common assessment, using the assessment tools available with the new elementary math program, at Grades K through 7.

**STRUCTURES:**

- Offer collaboration grants to support work of professional learning communities engaged in examining student work, using the B.C. Performance Standards, and adjusting instructional strategies.
- Establish a Math Mentor at each elementary school. Hire a 0.2 Elementary Numeracy Coach to coordinate Math Mentors.

**GOAL 4: To improve Aboriginal student performance on a K-12 basis and to address their emotional needs.**

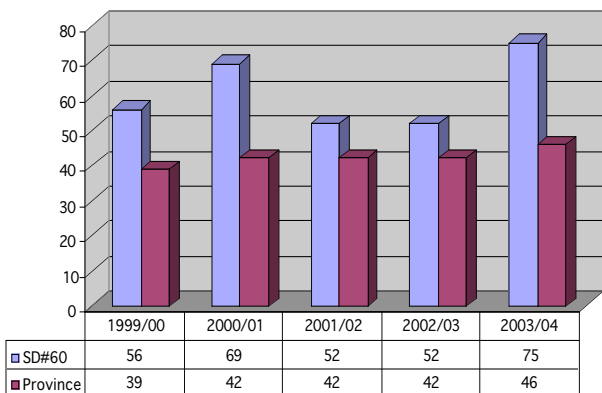
**RATIONALE FOR THE GOAL:** Although our Aboriginal students do well in comparison to the province, there is a disparity between the academic performance levels of Aboriginal and non-Aboriginal students. In the spring of 2004, a District Review Committee advised that we work in partnership with Aboriginal communities to develop an Enhancement Agreement to support Aboriginal student achievement. We were advised to encourage a deeper understanding of local Aboriginal history and culture for all students and staff. Our First Nations Education staff has worked tirelessly, holding more than twenty focus group meetings, to develop a draft Enhancement Agreement that we are hoping to sign-off in early 2006. The four goals in our Enhancement Agreement include Student Wellness, the establishment of a district-wide Cultural Program to promote Cross-Cultural Awareness, and to increase Academic Success. Our objective is to sign-off and begin to implement our Aboriginal Educational Enhancement Agreement by late November.

Grade-to-Grade transition data for 2003-04 show that 75% of Aboriginal students who enter Grade 8 graduate with a Dogwood diploma after six years. While this exceeded by 29% the provincial rate of 46% we are still below our non-aboriginal rate of 86%. Additionally, Foundational Skills Assessment results indicate that our students exceeded the provincial average on five of six FSA exams and improved over last year on four of six. Our goal was to decrease the gap between Aboriginal and non-Aboriginal achievement by 5% on all exams. We were successful on two of the six and were within 1% of our target on three others. Grade 7 Writing, however, saw the gap increase from 3% to 15%.

**Objective 4.1:-** Reduce the gap between Aboriginal students and the total student performance on FSA exams in our district.

Performance Indicator/Evidence	Target	Results																																																						
<p>The gap between Aboriginal and all students scores on FSA exams:</p> <table><tr><th></th><th>00/01</th><th>01/02</th><th>02/03</th><th>03/04</th><th>04/05</th></tr><tr><td>Grade 4 Reading</td><td>12%</td><td>9%</td><td>13%</td><td>13%</td><td>9%</td></tr><tr><td>Grade 4 Writing</td><td>7%</td><td>4%</td><td>4%</td><td>8%</td><td>3%</td></tr><tr><td>Grade 4 Numeracy</td><td>10%</td><td>6%</td><td>7%</td><td>15%</td><td>7%</td></tr><tr><td>Grade 7 Reading</td><td>19%</td><td>11%</td><td>19%</td><td>19%</td><td>15%</td></tr><tr><td>Grade 7 Writing</td><td>21%</td><td>4%</td><td>20%</td><td>3%</td><td>15%</td></tr><tr><td>Grade 7 Numeracy</td><td>15%</td><td>9%</td><td>6%</td><td>16%</td><td>12%</td></tr></table>		00/01	01/02	02/03	03/04	04/05	Grade 4 Reading	12%	9%	13%	13%	9%	Grade 4 Writing	7%	4%	4%	8%	3%	Grade 4 Numeracy	10%	6%	7%	15%	7%	Grade 7 Reading	19%	11%	19%	19%	15%	Grade 7 Writing	21%	4%	20%	3%	15%	Grade 7 Numeracy	15%	9%	6%	16%	12%	<p>Reduce the gap between Aboriginal and the total student population by 5% per year on each FSA exam.</p>	<p>The difference between this year and last:</p> <table><tr><td>Grade 4 Reading</td><td>4%</td></tr><tr><td>Grade 4 Writing</td><td>5%</td></tr><tr><td>Grade 4 Numeracy</td><td>8%</td></tr><tr><td>Grade 7 Reading</td><td>4%</td></tr><tr><td>Grade 7 Writing</td><td>-12%</td></tr><tr><td>Grade 7 Numeracy</td><td>4%</td></tr></table> <p>We reduced the gap on five of six exams. We met our 5% target on two exams.</p>	Grade 4 Reading	4%	Grade 4 Writing	5%	Grade 4 Numeracy	8%	Grade 7 Reading	4%	Grade 7 Writing	-12%	Grade 7 Numeracy	4%
	00/01	01/02	02/03	03/04	04/05																																																			
Grade 4 Reading	12%	9%	13%	13%	9%																																																			
Grade 4 Writing	7%	4%	4%	8%	3%																																																			
Grade 4 Numeracy	10%	6%	7%	15%	7%																																																			
Grade 7 Reading	19%	11%	19%	19%	15%																																																			
Grade 7 Writing	21%	4%	20%	3%	15%																																																			
Grade 7 Numeracy	15%	9%	6%	16%	12%																																																			
Grade 4 Reading	4%																																																							
Grade 4 Writing	5%																																																							
Grade 4 Numeracy	8%																																																							
Grade 7 Reading	4%																																																							
Grade 7 Writing	-12%																																																							
Grade 7 Numeracy	4%																																																							

**Objective 4.2:** To increase the percentage of Aboriginal students who complete their Dogwood diploma within 6 years.

Performance Indicator/Evidence	Target	Results																		
<div><p><b>Aboriginal Dogwood Completion Rates within 6 Years</b></p><table><tr><th></th><th>1999/00</th><th>2000/01</th><th>2001/02</th><th>2002/03</th><th>2003/04</th></tr><tr><td>SD#60</td><td>56</td><td>69</td><td>52</td><td>52</td><td>75</td></tr><tr><td>Province</td><td>39</td><td>42</td><td>42</td><td>42</td><td>46</td></tr></table></div>		1999/00	2000/01	2001/02	2002/03	2003/04	SD#60	56	69	52	52	75	Province	39	42	42	42	46	<p>To increase our Aboriginal Dogwood completion rate to 80% by June 2007.</p>	<p>Results for 2005 are not yet available.</p>
	1999/00	2000/01	2001/02	2002/03	2003/04															
SD#60	56	69	52	52	75															
Province	39	42	42	42	46															

#### Strategies:

Bring the development process of the Aboriginal Educational Enhancement Agreement to conclusion and begin implementation of the document and the strategies embedded within. These include:

- Continuing to offer First Nations Support programs at North Peace Senior Secondary and Dr. Kearney Junior Secondary and to monitor their results.
- Continuing to track Aboriginal Early Literacy data.
- Collecting information regarding reasons for withdrawals by Aboriginal students consistently on a district-wide basis.

#### Structures:

New structures included in our proposed Enhancement Agreement are:

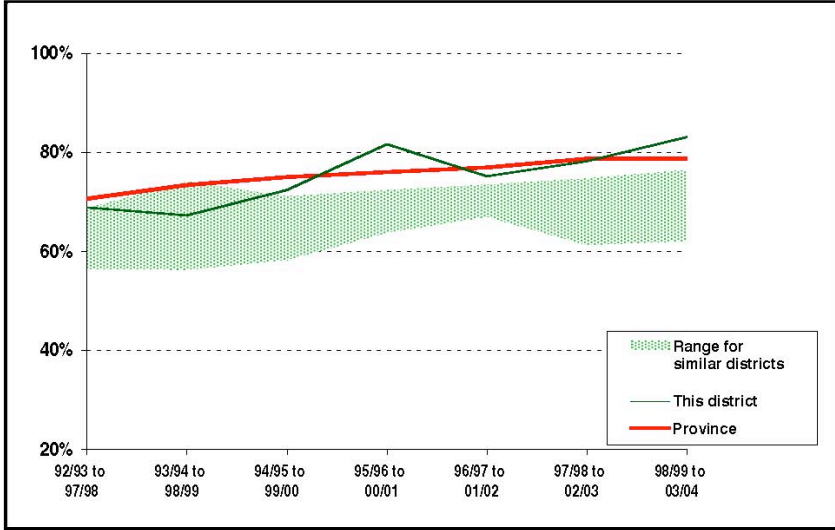
- The development and implementation of an Aboriginal Peer Helping Program.
- The development of curriculum for our Aboriginal Cultural Program.
- The development and administration of a "Belonging" survey.
- The creation of a District Aboriginal Healing Circle to address discipline issues.
- The production of a monthly First Nations Education newsletter.

**GOAL 5: To improve student transition and final exam results.**

**RATIONALE FOR THE GOAL:** An analysis of Dogwood Completion Rates Within Six Years indicates that the district enjoys a favorable rate that is above that of the province. The trend lines for sub groups (males, females, and Aboriginal students) show an upward trend, while the trend line for non-Aboriginals is flat. The Dogwood completion rate for 2004/05 is not available at the time of writing. At the same time, an analysis of our Grade Progression Rates over six years indicates that while we are above the provincial rate for all sub populations, and in particular Aboriginal students, there is a marked decrease in the number of students moving from Grade 11 into Grade 12. This is a trend that we are working to reverse with some success. We need to continue our work in this area because it impacts directly on the number of students who are able to successfully graduate with a Dogwood diploma. Data for 2004/05 are not available to us at the time of writing.

An analysis of our Grade 12 Provincial Examination Average Scores indicates that we are making progress toward our target of meeting or exceeding the provincial average in all subjects. There are some subjects, however, that continue to remain an area of concern. Data for 2004/05 are not available at this time. While we enjoy a Dogwood completion rate above the provincial average, we need to be concerned with the level of success our students have in writing our final examinations since these marks determine many career opportunities. At the same time that we are improving in our final examination standings, we have experienced a two-year decline in the Grade Point Average (GPA) of our graduates. GPA over time is an indicator of the quality of our graduates. Our standing is currently below the provincial average and that of similar districts. Since GPA is calculated on thirteen graduation courses taken in Grades 11 and 12, it is essential that we examine why this is happening because it has important implications for the ability of our graduates to compete for post secondary career and study opportunities. The fact that some Grade 10 examinations will now be calculated into the GPA as part of the new Graduation Program provides additional impetus for the need to understand and reverse the downward GPA trend. We believe this can be achieved given the success our secondary teachers and administrators have had in improving the average scores in our final examinations

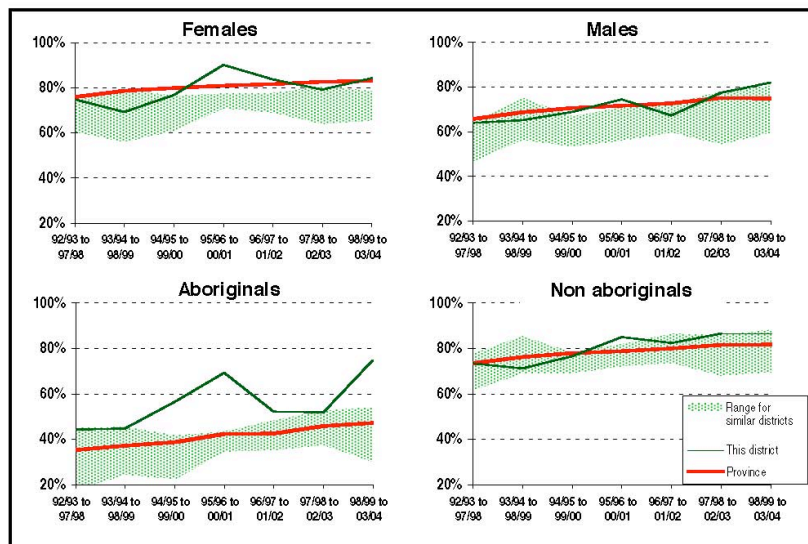
**OBJECTIVE 5.1:** To increase our Dogwood Completion Rate.

Performance Indicator/Evidence	Target	Results																																								
<div><p><b>DOGWOOD COMPLETION WITHIN 6 YEARS</b></p><p><b>B.C. PUBLIC SCHOOLS</b></p><table><thead><tr><th></th><th>92/93 to 97/98</th><th>93/94 to 98/99</th><th>94/95 to 99/00</th><th>95/96 to 00/01</th><th>96/97 to 01/02</th><th>97/98 to 02/03</th><th>98/99 to 03/04</th></tr></thead><tbody><tr><td>Similar districts - maximum</td><td>68.8%</td><td>74.1%</td><td>71.1%</td><td>72.4%</td><td>73.5%</td><td>74.8%</td><td>76.4%</td></tr><tr><td>Similar districts - minimum</td><td>56.5%</td><td>56.4%</td><td>58.4%</td><td>63.9%</td><td>67.1%</td><td>61.4%</td><td>62.3%</td></tr><tr><td>Peace River North</td><td>68.8%</td><td>67.2%</td><td>72.4%</td><td>81.7%</td><td>75.1%</td><td>78.2%</td><td>83.1%</td></tr><tr><td>Province</td><td>70.6%</td><td>73.4%</td><td>75.0%</td><td>76.0%</td><td>76.9%</td><td>78.7%</td><td>78.8%</td></tr></tbody></table></div>		92/93 to 97/98	93/94 to 98/99	94/95 to 99/00	95/96 to 00/01	96/97 to 01/02	97/98 to 02/03	98/99 to 03/04	Similar districts - maximum	68.8%	74.1%	71.1%	72.4%	73.5%	74.8%	76.4%	Similar districts - minimum	56.5%	56.4%	58.4%	63.9%	67.1%	61.4%	62.3%	Peace River North	68.8%	67.2%	72.4%	81.7%	75.1%	78.2%	83.1%	Province	70.6%	73.4%	75.0%	76.0%	76.9%	78.7%	78.8%	<p>To increase the Dogwood completion rate from 83% to 90% by June 2007, and remain above the Provincial rate.</p>	<p>2004-05 results are not available at the time of writing.</p>
	92/93 to 97/98	93/94 to 98/99	94/95 to 99/00	95/96 to 00/01	96/97 to 01/02	97/98 to 02/03	98/99 to 03/04																																			
Similar districts - maximum	68.8%	74.1%	71.1%	72.4%	73.5%	74.8%	76.4%																																			
Similar districts - minimum	56.5%	56.4%	58.4%	63.9%	67.1%	61.4%	62.3%																																			
Peace River North	68.8%	67.2%	72.4%	81.7%	75.1%	78.2%	83.1%																																			
Province	70.6%	73.4%	75.0%	76.0%	76.9%	78.7%	78.8%																																			



# DOGWOOD COMPLETION WITHIN 6 YEARS

## B.C. PUBLIC SCHOOLS



	Females								Males							
	92/93 to 97/98	93/94 to 98/99	94/95 to 99/00	95/96 to 00/01	96/97 to 01/02	97/98 to 02/03	98/99 to 03/04		92/93 to 97/98	93/94 to 98/99	94/95 to 99/00	95/96 to 00/01	96/97 to 01/02	97/98 to 02/03	98/99 to 03/04	
Peace River North	74.7%	69.2%	76.7%	90.1%	83.7%	79.1%	84.2%		63.9%	65.1%	68.8%	74.4%	67.2%	77.4%	82.0%	
Province	75.9%	78.5%	79.8%	80.9%	81.5%	82.7%	82.9%		65.6%	68.6%	70.5%	71.5%	72.7%	75.0%	74.8%	

	Aboriginals								Non-aboriginals							
	92/93 to 97/98	93/94 to 98/99	94/95 to 99/00	95/96 to 00/01	96/97 to 01/02	97/98 to 02/03	98/99 to 03/04		92/93 to 97/98	93/94 to 98/99	94/95 to 99/00	95/96 to 00/01	96/97 to 01/02	97/98 to 02/03	98/99 to 03/04	
Peace River North	44.1%	44.7%	56.5%	69.3%	52.2%	51.8%	74.9%		73.4%	71.1%	76.4%	85.0%	82.3%	86.5%	86.5%	
Province	35.1%	37.0%	38.7%	42.3%	42.4%	45.8%	47.1%		73.5%	76.2%	77.8%	78.8%	80.0%	81.6%	81.7%	

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 6<sup>th</sup> year are excluded, since most graduates graduate after 5 years.

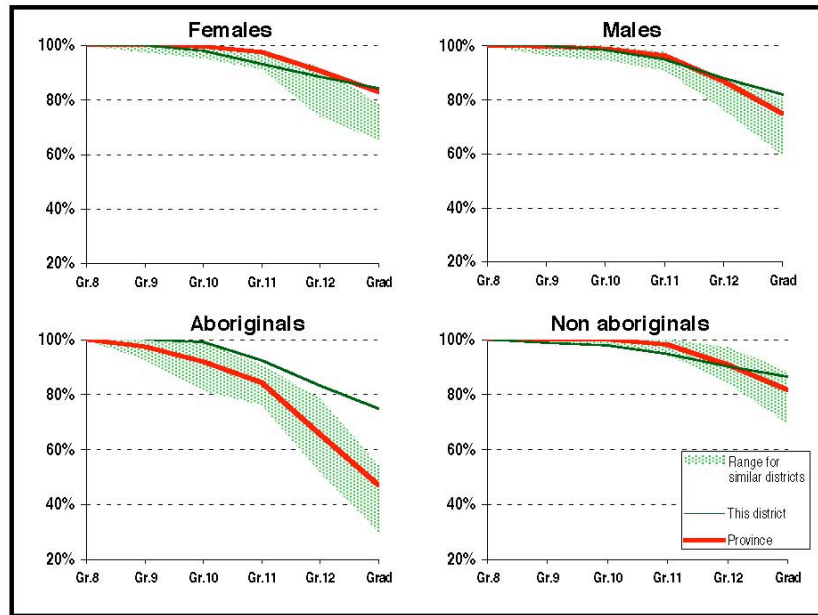
To have each sub population reach 90% by June 2007.

2004-05 results are not available at the time of writing.

**OBJECTIVE 5.2:** To increase Grade-to-Grade Progression over six years.

Performance Indicator/Evidence	Target	Results																																			
<div><p><b>GRADE PROGRESSION OVER 6 YEARS</b> <b>1998/99 TO 2003/04, B.C. PUBLIC SCHOOLS</b></p><table><tr><th></th><th>Grade 8</th><th>Grade 9</th><th>Grade 10</th><th>Grade 11</th><th>Grade 12</th><th>Graduate</th></tr><tr><td>Similar districts - maximum</td><td>100.0%</td><td>100.0%</td><td>99.4%</td><td>95.6%</td><td>88.8%</td><td>76.4%</td></tr><tr><td>Similar districts - minimum</td><td>100.0%</td><td>97.9%</td><td>95.6%</td><td>91.5%</td><td>79.5%</td><td>62.3%</td></tr><tr><td>Peace River North</td><td>100.0%</td><td>100.0%</td><td>98.2%</td><td>94.1%</td><td>88.2%</td><td>83.1%</td></tr><tr><td>Province</td><td>100.0%</td><td>99.8%</td><td>99.2%</td><td>96.9%</td><td>88.7%</td><td>78.8%</td></tr></table><p>Notes: Percentages shown are the percentage of 1998 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.</p></div>		Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Graduate	Similar districts - maximum	100.0%	100.0%	99.4%	95.6%	88.8%	76.4%	Similar districts - minimum	100.0%	97.9%	95.6%	91.5%	79.5%	62.3%	Peace River North	100.0%	100.0%	98.2%	94.1%	88.2%	83.1%	Province	100.0%	99.8%	99.2%	96.9%	88.7%	78.8%	<p>To increase the transition rate from Grade 10 into Grade 11 from 94% to 98%, and from Grade 11 into Grade 12 from 88% to 94% by June 2007, in all sub populations.</p> <p>To continue to exceed the provincial rate.</p>	<p>Results from 2004-05 are not available to us at the time of writing.</p>
	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Graduate																															
Similar districts - maximum	100.0%	100.0%	99.4%	95.6%	88.8%	76.4%																															
Similar districts - minimum	100.0%	97.9%	95.6%	91.5%	79.5%	62.3%																															
Peace River North	100.0%	100.0%	98.2%	94.1%	88.2%	83.1%																															
Province	100.0%	99.8%	99.2%	96.9%	88.7%	78.8%																															

**GRADE PROGRESSION OVER 6 YEARS  
1998/99 TO 2003/04, B.C. PUBLIC SCHOOLS**



Females		Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North		100%	100%	98%	93%	88%	84%
Province		100%	100%	100%	98%	91%	83%

Males		Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North		100%	100%	98%	95%	88%	82%
Province		100%	100%	99%	96%	87%	75%

Aboriginals		Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North		100%	100%	99%	92%	83%	75%
Province		100%	97%	92%	84%	66%	47%

Non-aboriginals		Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North		100%	99%	98%	95%	90%	86%
Province		100%	100%	100%	98%	91%	82%

**OBJECTIVE 5.3:** To improve district performance on Grade 12 Final examinations

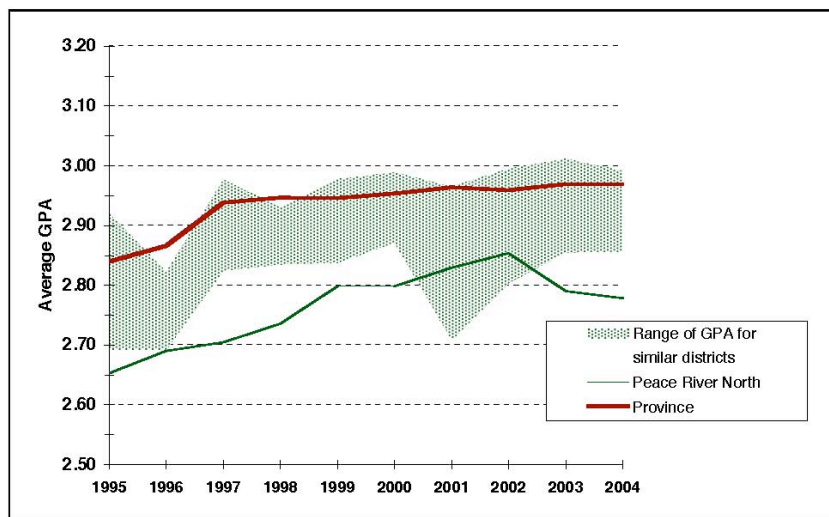
Performance Indicator/Evidence						Target	Results												
COMPARISON OF SCHOOL DISTRICT AND PROVINCIAL MEAN FINAL EXAM SCORES						To have the district mean scores in all Grade12 Final examinations meet or exceed the Provincial Mean Score	<div><p><b>District Exam Scores Meeting or Exceeding Provincial Exam Scores</b></p><table><thead><tr><th>Year</th><th>Count</th></tr></thead><tbody><tr><td>00/01</td><td>2</td></tr><tr><td>01/02</td><td>3</td></tr><tr><td>02/03</td><td>6</td></tr><tr><td>03/04</td><td>5</td></tr><tr><td>04/05</td><td>5</td></tr></tbody></table></div> <ul style="list-style-type: none"><li>Scores included in the above graph are high lighted in yellow on the table to the left</li><li>Scores with asterisks denote exam participation rates below 10% of the grade 12 populations.</li><li>At the time of writing Provincial mean examination scores were not available for 04/05</li></ul>	Year	Count	00/01	2	01/02	3	02/03	6	03/04	5	04/05	5
Year	Count																		
00/01	2																		
01/02	3																		
02/03	6																		
03/04	5																		
04/05	5																		
Exam Mean Score	00/01	01/02	02/03	03/04	04/05														
Dist. Applied Math		55	66	70	66														
Prov	51	58	60	61	58														
Dist. Biology	57	57	57	59	69														
Prov.	64	66	65	67	68														
Dist. Chemistry	64	64	64	68	68														
Prov.	73	73	73	70	71														
Dist. Communications	67	69	69	68	69														
Prov.	64	67	68	66	66														
Dist English	66	69	71	68	71														
Prov.	67	68	69	68	70														
Dist. Francais Langue	67	61	68*	62	65														
Prov.	73	71	67	70	70														
Dist. French	73	52	61	73	74														
Prov.	76	75	75	76	77														
Dist. Geography	71	66	68	80*	68														
Prov.	74	72	77	77	72														
Dist. Geology	66	67*	70*	64*	66														
Prov.	63	62	62	64	62														
Dist. History	70	63	59	63	60														
Prov.	71	69	67	70	70														
Dist. Mathematics Prin.	57	61	66	66	66														
Prov.	69	71	72	70	72														
Dist. Physics	65	58	70	68	71														
Prov.	70	70	70	70	72														

**OBJECTIVE 5.4: To improve the District's Grade Point Average (GPA)**

**Performance Indicator/Evidence**

**AVERAGE GPA OF GRADUATES**

**B.C. Public Schools, 1995-2004**



All public school students selected in each district, INCLUDING CONTINUING EDUCATION

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Similar districts maximum	2.92	2.82	2.98	2.93	2.98	2.99	2.96	2.99	3.01	2.99
Similar districts minimum	2.69	2.69	2.82	2.83	2.84	2.87	2.71	2.80	2.85	2.86
<b>Peace River North</b>	<b>2.65</b>	<b>2.69</b>	<b>2.70</b>	<b>2.73</b>	<b>2.80</b>	<b>2.80</b>	<b>2.83</b>	<b>2.85</b>	<b>2.79</b>	<b>2.78</b>
<b>Province</b>	<b>2.84</b>	<b>2.87</b>	<b>2.94</b>	<b>2.95</b>	<b>2.95</b>	<b>2.95</b>	<b>2.96</b>	<b>2.96</b>	<b>2.97</b>	<b>2.97</b>
No. of grads in district	225	242	248	246	271	301	337	309	313	346
No. of districts used for data	58	59	59	59	60	60	60	60	60	60

**Notes:**

- The Ministry's Grade Point Average (GPA) is calculated from the best 13 courses which contribute towards graduation.
- It is based on final letter Grades, which for provincially examinable subjects are 60% school marks and 40% provincial exam marks.
- The Grade points for each letter Grade are A=4; B=3; C+=2.5; C=2; C-=1.
- If a GAP is greater than 3.0, the student is considered by the Ministry to have graduated with Honours Standing.
- The Ministry's GPA is different from the GPA used for university eligibility, which uses English and the three highest other Grade 12 courses.

**Target**

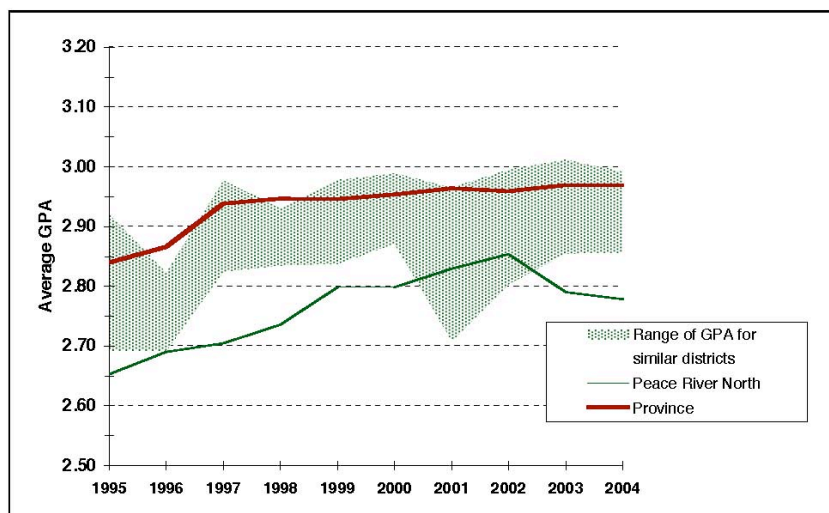
To reverse the downward trend in our district GPA, and establish a target after our GPA review.

**Results**

At the time of writing information is not available for 2004-05.

## AVERAGE GPA OF GRADUATES

B.C. Public Schools, 1995-2004



All public school students selected in each district, INCLUDING CONTINUING EDUCATION

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Similar districts maximum	2.92	2.82	2.98	2.93	2.98	2.99	2.96	2.99	3.01	2.99
Similar districts minimum	2.69	2.69	2.82	2.83	2.84	2.87	2.71	2.80	2.85	2.86
<b>Peace River North</b>	<b>2.65</b>	<b>2.69</b>	<b>2.70</b>	<b>2.73</b>	<b>2.80</b>	<b>2.80</b>	<b>2.83</b>	<b>2.85</b>	<b>2.79</b>	<b>2.78</b>
<b>Province</b>	<b>2.84</b>	<b>2.87</b>	<b>2.94</b>	<b>2.95</b>	<b>2.95</b>	<b>2.95</b>	<b>2.96</b>	<b>2.96</b>	<b>2.97</b>	<b>2.97</b>
No. of grads in district	225	242	248	246	271	301	337	309	313	346
No. of districts used for data	58	59	59	59	60	60	60	60	60	60

### Notes:

- The Ministry's Grade Point Average (GPA) is calculated from the best 13 courses which contribute towards graduation.
- It is based on final letter Grades, which for provincially examinable subjects are 60% school marks and 40% provincial exam marks.
- The Grade points for each letter Grade are A=4; B=3; C+=2.5; C=2; C-=1.
- If a GAP is greater than 3.0, the student is considered by the Ministry to have graduated with Honours Standing.
- The Ministry's GPA is different from the GPA used for university eligibility, which uses English and the three highest other Grade 12 courses.

To reverse the downward trend in our district GPA, and establish a target after our GPA review.

At the time of writing information is not available for 2004-05.

### Strategies:

- Continue to make it a priority to involve our classroom and itinerant teachers in the consultation and committee work related to the improvement of learning. We will continue to build on this year's work with District Leadership Teams in the areas of literacy, numeracy and social responsibility.
- Senior staff will make it a priority to spend some time each week visiting schools and classrooms to talk about student learning.
- Implement the National Assessment Standards and ensure that district policy is developed to support these standards.
- Create a Student Achievement Interpretative Committee with representation from our School Trustees and all stakeholder groups. The intent of such a committee would be to periodically review information on our student achievement and make appropriate recommendations to the Board with respect to learning priorities and goal setting.
- Continue to bring cross Grade groupings of our secondary teachers together to develop common performance standard expectations based on the BC Performance Standards and curriculum learning outcome requirements.
- Work with administrators and teachers in a collaborative effort to complete a review of our Grade Point Average information and develop appropriate goals and strategies at the school and district level to move our GPA upward.
- To continue to develop and implement an in-service program for administrators that builds capacity for the effective supervision of instruction. We will continue to build on the work of Wellman, Marzano, Hulley and introduce "On Common Ground" in order to deepen our understanding of Professional Learning communities and how to sustain them. We will continue to participate in the Ministry focus groups on Supervision as well as participate in a workshop on this theme with Cathy Elliot and team.

### Structures

- To formally address the question of whether or not our current grade structure is best suited to support the delivery of the New Graduation Program. Based on our finding to this question we may need to examine alternative configurations that would best serve the needs of our students.

**GOAL 6: To improve student achievement in reading, with an emphasis on building strong foundation skills in early literacy, extending vocabulary skills, and deepening comprehension skills throughout the elementary years.**

**RATIONALE FOR THE GOAL:** Instructional practice in balanced literacy and guided reading is not yet consistent throughout the later primary Grades (2-3). The use of formative assessment to guide instruction and monitor student learning is not yet common practice in all classrooms. We now have cohort data, which allows us to track the percentage of students meeting year-end reading targets as they move through the primary Grades. Students are not consistently maintaining gains made in reading at the early primary Grades on into later primary Grades. In addition, we find that boys underachieve as compared with girls at the same Grade level, and Aboriginal students underachieve as compared with their non-Aboriginal peers. As a district, the percentage of students meeting or exceeding expectations on the Grade 4 and Grade 7 Reading FSA remains below the provincial results.

**OBJECTIVE 6.1:** Maintain achievement gains realized through early reading interventions at K/Grade 1 levels on into the later primary years.



**OBJECTIVE 5.5: To increase percentage of graduates awarded Provincial Scholarships.**

Performance Indicator/Evidence	Target	Results
--------------------------------	--------	---------

**Strategies:**

- Continue to make it a priority to involve our classroom and itinerant teachers in the consultation and committee work related to the improvement of learning. We will continue to build on this year's work with District Leadership Teams in the areas of literacy, numeracy and social responsibility.
- Senior staff will make it a priority to spend some time each week visiting schools and classrooms to talk about student learning.
- Implement the National Assessment Standards and ensure that district policy is developed to support these standards.
- Create a Student Achievement Interpretative Committee with representation from our School Trustees and all stakeholder groups. The intent of such a committee would be to periodically review information on our student achievement and make appropriate recommendations to the Board with respect to learning priorities and goal setting.
- Continue to bring cross Grade groupings of our secondary teachers together to develop common performance standard expectations based on the BC Performance Standards and curriculum learning outcome requirements.
- Work with administrators and teachers in a collaborative effort to complete a review of our Grade Point Average information and develop appropriate goals and strategies at the school and district level to move our GPA upward.
- To continue to develop and implement an in-service program for administrators that builds capacity for the effective supervision of instruction. We will continue to build on the work of Wellman, Marzano, Hulley and introduce "On Common Ground" in order to deepen our understanding of Professional Learning communities and how to sustain them. We will continue to participate in the Ministry focus groups on Supervision as well as participate in a workshop on this theme with Cathy Elliot and team.

**Structures**

- To formally address the question of whether or not our current grade structure is best suited to support the delivery of the New Graduation Program. Based on our finding to this question we may need to examine alternative configurations that would best serve the needs of our students.

**GOAL 6: To improve student achievement in reading, with an emphasis on building strong foundation skills in early literacy, extending vocabulary skills, and deepening comprehension skills throughout the elementary years.**

**RATIONALE FOR THE GOAL:** Instructional practice in balanced literacy and guided reading is not yet consistent throughout the later primary Grades (2-3). The use of formative assessment to guide instruction and monitor student learning is not yet common practice in all classrooms. We now have cohort data, which allows us to track the percentage of students meeting year-end reading targets as they move through the primary Grades. Students are not consistently maintaining gains made in reading at the early primary Grades on into later primary Grades. In addition, we find that boys underachieve as compared with girls at the same Grade level, and Aboriginal students underachieve as compared with their non-Aboriginal peers. As a district, the percentage of students meeting or exceeding expectations on the Grade 4 and Grade 7 Reading FSA remains below the provincial results.

**OBJECTIVE 6.1:** Maintain achievement gains realized through early reading interventions at K/Grade 1 levels on into the later primary years.

Performance Indicator/Evidence	Target	Results																																																												
<p>Early Literacy 2001/2002 Cohort Data Percentage of Students Maintaining Reading At or Above Target</p> <table><tr><th></th><th>Grade 1</th><th>Grade 2</th><th>Grade 3</th></tr><tr><td>Total</td><td>77</td><td>76</td><td>83</td></tr><tr><td>Boys</td><td>74</td><td>73</td><td>81</td></tr><tr><td>Girls</td><td>80</td><td>80</td><td>86</td></tr><tr><td>Aboriginal</td><td>67</td><td>66</td><td>76</td></tr></table> <p>Early Literacy 2002/2003 Cohort Data Percentage of Students At or Above Target</p> <table><tr><th></th><th>Grade 1</th><th>Grade 2</th><th>Grade 3</th></tr><tr><td>Total</td><td>80</td><td>81</td><td>62*</td></tr><tr><td>Boys</td><td>74</td><td>78</td><td>57*</td></tr><tr><td>Girls</td><td>87</td><td>84</td><td>67*</td></tr><tr><td>Aboriginal</td><td>61</td><td>64</td><td>49*</td></tr></table> <p>*New Test</p> <p>Early Literacy 2003/2004 Cohort Data Percentage of Students At or Above Target</p> <table><tr><th></th><th>Grade 1</th><th>Grade 2</th><th>Grade 3</th></tr><tr><td>Total</td><td>82</td><td>79</td><td></td></tr><tr><td>Boys</td><td>78</td><td>75</td><td></td></tr><tr><td>Girls</td><td>88</td><td>83</td><td></td></tr><tr><td>Aboriginal</td><td>55</td><td>51</td><td></td></tr></table>		Grade 1	Grade 2	Grade 3	Total	77	76	83	Boys	74	73	81	Girls	80	80	86	Aboriginal	67	66	76		Grade 1	Grade 2	Grade 3	Total	80	81	62*	Boys	74	78	57*	Girls	87	84	67*	Aboriginal	61	64	49*		Grade 1	Grade 2	Grade 3	Total	82	79		Boys	78	75		Girls	88	83		Aboriginal	55	51		<p>Students meeting the target for year-end reading in Grade 1 continue to meet the targets for year-end reading in Grades 2 and 3.</p> <p>Year-end reading targets are; Grade 1 Level 16 Grade 2 Level 22 Grade 3 Level 25</p> <p>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.</p>	<p><b>2004/05</b> Target was met for the 2001/2002 cohort.</p> <p>The 2002/2003 cohort maintained gains from Grade 1 to Grade 2, but dropped in Grade 3. However, this was the first year of a new assessment in Grade 3 which has a greater emphasis on comprehension.</p> <p>The 2003/2004 cohort dropped slightly in reading performance from Grade 1 to Grade 2. We will analyze contextual factors to determine reasons for this change, and to plan appropriate interventions.</p>
	Grade 1	Grade 2	Grade 3																																																											
Total	77	76	83																																																											
Boys	74	73	81																																																											
Girls	80	80	86																																																											
Aboriginal	67	66	76																																																											
	Grade 1	Grade 2	Grade 3																																																											
Total	80	81	62*																																																											
Boys	74	78	57*																																																											
Girls	87	84	67*																																																											
Aboriginal	61	64	49*																																																											
	Grade 1	Grade 2	Grade 3																																																											
Total	82	79																																																												
Boys	78	75																																																												
Girls	88	83																																																												
Aboriginal	55	51																																																												

**OBJECTIVE 6.2:** Boys will perform as well as girls, in reading, by the end of Grade 3.

**OBJECTIVE 6.3:** Aboriginal students will perform as well as the general population, in reading, by the end of Grade 3.

Performance Indicator/Evidence	Target	Results																				
<div>Grade Three Instructional Reading % of Students Reading Level 25 or Higher With Performance Rating of 3 or 4</div> <table><tr><td></td><td>2004</td><td>2005</td><td>2006</td></tr><tr><td>Total</td><td>83%</td><td>62%*</td><td></td></tr><tr><td>Boys</td><td>81%</td><td>57%*</td><td></td></tr><tr><td>Girls</td><td>86%</td><td>67%*</td><td></td></tr><tr><td>Aboriginal</td><td>76%</td><td>49%*</td><td></td></tr></table> <div>* New Test</div>		2004	2005	2006	Total	83%	62%*		Boys	81%	57%*		Girls	86%	67%*		Aboriginal	76%	49%*		<p>The percentage of boys meeting the target for year-end reading in Grade 3 will improve to match the percentage of girls.</p> <p>The percentage of Aboriginal students meeting the target for year-end reading in Grade 3 will improve to match the general population.</p>	<p><b>2004/05</b> The gap between the performance of boys and girls increased from 5 to 10 percentage points. Target not met.</p> <p>The gap between the performance of Aboriginal students and the general population increased from 7 to 13 percentage points, with Aboriginal students scoring lower. Target not met.</p>
	2004	2005	2006																			
Total	83%	62%*																				
Boys	81%	57%*																				
Girls	86%	67%*																				
Aboriginal	76%	49%*																				

**OBJECTIVE 6.4:** Improve reading vocabulary and comprehension in the intermediate Grades (4 – 7).

Performance Indicator/Evidence	Target	Results																												
<p>District and Provincial Results for Reading FSA % of Grade 4 Students Meeting or Exceeding Expectations</p> <table><tr><th>Year</th><th>District Meeting or Exceeding Expect.</th><th>Province Meeting or Exceeding Expect.</th><th>District Compared to Province</th></tr><tr><td>00/01</td><td>69%</td><td>78%</td><td>below</td></tr><tr><td>01/02</td><td>71%</td><td>80%</td><td>below</td></tr><tr><td>02/03</td><td>72%</td><td>77%</td><td>below</td></tr><tr><td>03/04</td><td>78%</td><td>80%</td><td>NSD</td></tr><tr><td>04/05</td><td>74%</td><td>79%</td><td>below</td></tr><tr><td>05/06</td><td></td><td></td><td></td></tr></table>	Year	District Meeting or Exceeding Expect.	Province Meeting or Exceeding Expect.	District Compared to Province	00/01	69%	78%	below	01/02	71%	80%	below	02/03	72%	77%	below	03/04	78%	80%	NSD	04/05	74%	79%	below	05/06				<p>Increase the percentage of students meeting or exceeding expectations on the Grade 4 Reading FSA from 74% to 85% by June 2007.</p>	<p><b>2004/05</b> Reading performance dropped from 77% to 74% and remained below the Provincial results. Target not met.</p>
Year	District Meeting or Exceeding Expect.	Province Meeting or Exceeding Expect.	District Compared to Province																											
00/01	69%	78%	below																											
01/02	71%	80%	below																											
02/03	72%	77%	below																											
03/04	78%	80%	NSD																											
04/05	74%	79%	below																											
05/06																														

District and Provincial Results for Reading FSA % of Grade 7 Students Meeting or Exceeding Expectations				Increase the percentage of students meeting or exceeding expectations on the Grade 7 Reading FSA from 72% to 85% by June 2007.	<b>2004/05</b> Reading performance dropped from 77% to 72% and remained below the Provincial results. Target not met.
Year	District Meeting or Exceeding Expect.	Province Meeting or Exceeding Expect.	District Compare to Province		
00/01	74%	76%	NSD		
01/02	73%	76%	below		
02/03	71%	77%	below		
03/04	77%	80%	below		
04/05	72%	77%	below		
05/06					

**OBJECTIVE 6.5:** Ensure that at-risk students at the junior secondary level have the basic literacy skills to allow them to read successfully in the content areas.

Performance Indicator/Evidence	Target	Results
<p>Gates McGinitie reading test administered at the beginning and end of the reading intervention course.</p> <p>At Bert Bowes, 15/26 students improved in reading vocabulary, 20/26 improved in comprehension, and 7/26 brought post-intervention scores into the 40<sup>th</sup> percentile range.</p>	Grade 8 & 9 students participating in a reading intervention class improve performance on a standardized reading test from below the 20 <sup>th</sup> percentile to the 40 <sup>th</sup> percentile range.	<p><b>2004/05</b> Progress is being made toward target. However, appropriateness of this assessment tool is questioned and a new assessment tool is under review for next year, to be used at both Bert Bowes and Dr. Kearney Junior Secondary Schools.</p>

#### STRATEGIES:

- Engage school administrators in behind the glass and demonstration classroom teaching models of strong primary literacy instruction.
- Pilot the use of "Assessment Walls" to more closely monitor on-going progress of primary students in reading, and to implement interventions on a more timely basis.
- Identify schools where there are populations of students at-risk. In collaboration with administration and staff, implement site specific interventions that are necessary to improve student learning.
- Provide staff development sessions for teachers new to teaching or new to the district on Balanced Literacy/Guided Reading, and SMART Reading.
- Coordinate an Action Research Group for teachers who have participated in the SMART Reading training and are working towards full implementation.

- Introduce district-wide common assessment for reading comprehension at the intermediate Grades (4-7), using DRA or SMART Reading assessment tools in October and June of each school year.

**STRUCTURES:**

- Offer collaboration grants to support work of professional learning communities engaged in examining student work, using the B.C. Performance Standards, and adjusting instructional strategies.
- Continue to adjust school schedules to protect 90 minute blocks of uninterrupted time for literacy instruction.
- Protect the instructional time for Reading Recovery teachers in order to maximize the number of weekly lessons.
- Differentiate allocation of additional resources (staff and materials) where there are the highest populations of students at-risk.
- Complete book room inventories at all school sites and provide assistance in eliminating gaps in available student text.
- Increase peer coaching for literacy instruction from 1.0 to 2.0 FTE, establish site based coaches where possible, and provide itinerant coaches where an appropriate teacher leader is not available.