



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

**ACCOUNTABILITY CONTRACT**

**2006-07**

**DISTRICT CONTEXT:**

School District No. 60 (Peace River North) is located on the eastern side of the Northern Rockies in the northeast corner of British Columbia at the northern edge of the Canadian prairies. The region is characterized by energy and growth and enjoys a positive economic outlook due to rapid development taking place in the petro-chemical, energy, forestry and service industries. This growth is reflected in the district's consistently increasing student enrollment, which in 2006 has risen to 6,004.

Our schools range in size and number from small rural schools to large secondary schools, to a Distance Education Program. The district's major center, Fort St John, is home to six modern elementary schools, two junior secondary schools and a large senior secondary school. There are elementary schools in the surrounding communities of Baldonnel, Taylor and Charlie Lake, as well as community elementary/secondary schools in the more distant centres of Hudson's Hope, Prespatou, Clearview and Upper Pine. Our Distance Education School, centered in Fort St John, services all of northeastern British Columbia and parts of the Yukon and Northwest Territories.

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

Our district continues to be committed to providing all students with a quality education. To this end we proudly celebrate such achievements as:

- the achievement of our students with special needs who are supported by the strong team of specialists and paraprofessionals in our Student Support Services;
- the achievements of our First Nations students who continue to outperform provincial measures of success in a wide variety of areas;
- the success of our early literacy interventions which are resulting in increasing numbers of students meeting or exceeding targets in reading;
- student improvement in writing resulting from the integration of technology through the Wireless Writing Project;
- the success of our diverse career training programs such as Project Heavy Duty, Residential Construction , Chef Training, Hairdressing and the high completion rates in secondary school apprenticeship training in a wide range of trades and technical areas;
- the ongoing development of a district-wide climate of professional collaboration as evidenced in situations like peer coaching and district common assessments; and
- the continuing maintenance of our high graduation rate which runs far ahead of that of many similar districts.

This Accountability Contract was developed through a consultative process guided by District Staff and involving representatives from many different stakeholder groups. District Administrators, Trustees, First Nation Advisory Councilors, parents, students, and teachers all took part in the dialogue that ultimately led to the development of School Improvement Plans and this Accountability Contract. School Improvement Plans were extensively reviewed both by School Planning Councils and through internal review teams, before their information was blended into this final document. Such reviews reveal a close alignment between school and district goals. All of the district's stakeholders have worked hard to improve the communication process that goes into developing this document. We have tried to clearly articulate goals that address both the needs of the district as a whole and those of our various special interest populations through the provision of education programs that are caring, academically rigorous and relevant.

We are justifiably proud of the accomplishments of our students and the district learning community, but recognize that there are always concerns to be addressed. The region's current economic boom has provided students with employment opportunities that can sometimes be a distraction, and even a deterrent to learning. We recognize that education in the Peace River North School District must therefore continue to meet the challenge of providing the community with education programs that are relevant, supportive, interesting and useful in preparing our students for their futures.

### **New Directions**

In the spring of 2004 School District No. 60 participated in a District Review. As a result of this process three recommendations were presented to the district. These were:

1. To reduce and prioritize district goals and to ensure a more thoughtful selection and use of data when developing goals at the school level.
2. To work in closer partnership with the First Nations community in pursuit of an educational Enhancement Agreement which supports student achievement and promotes a deeper understanding of local First Nations history and culture.
3. To develop more significant dialogue between partner groups within the district's greater learning community.

Subsequently, District Staff and the various partner groups within the school district community have worked long and hard to develop strategies that would address these recommendations. Some of these strategies and efforts include:

- The revision of the Accountability Contract to narrow the number of goals and increase the focus on priority areas.
- The development through extensive consultation with the First Nations Education Advisory Council of an Aboriginal Education Enhancement Agreement that addresses First Nation students' academic, social and cultural needs and concerns.
- The development of opportunities for dialogue between stakeholders that will allow representatives of the various interest groups to feel their voices have been heard, their input valued, and their concerns truly listened to.

Our district's motto is "Together We Learn". We believe the information contained within this document shows we are living up to this statement by providing students with relevant education programs that build towards a brighter future. Our contract provides all stakeholders with information and data that allows us to set clear district goals, assess progress towards these goals, and celebrate our successes or find new and better ways to further improve student achievement.

**GOAL 1: To develop students who are socially responsible and contribute positively to a safe and caring school environment and to society, in general. Ultimately, the objective is to ensure that the next generation of parents is a product of a system where ALL staff members and ALL students treat themselves, each other, and their environment with dignity and respect.**

**RATIONALE FOR THE GOAL:** Provincial Satisfaction Survey findings, district suspension data, and the number of students categorized as 1.16 and 1.17 (Severe and Moderate Behaviour) make this goal a priority for us. To this end, the concepts of Discipline with Dignity and Positive Behaviour Support will be a major focus of the district. Led by the Social Responsibility Leadership Team, the district has begun to take steps to ensure that all adults in our system are aware of their role as models for our students.

Provincial Satisfaction Survey results indicate very little change 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, 14% of Grade 7 students, 11% 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?** - 77% of Grade 4 students, 71% of Grade 7 students, 63% of Grade 10 students, and 78% of Grade 12 students said they felt safe at school.
- 3) **At school do you respect people who are different from you?** - 88% of Grade 4 students, 83% of Grade 7 students, 75% of Grade 10 students, and 80% of Grade 12 students felt that they respected people who were different than them.

The most significant change from last year is that the percentage of Grade 10 students who feel safe at school dropped by 13% (from 76% to 63%). We are concerned that satisfaction levels dropped in 9 of 15 categories on the survey, and that in 14 of 15 categories we are below (albeit slightly) the provincial averages.

District suspension data indicates a substantial reduction in the number of student suspensions for “other” reasons; however, we see a need to gather more specific district data in the future, in order to better understand what the “other” category represents.

Our district provides additional services to the 2.05% of our students who require Severe Behaviour Support. The incidence of severe behaviour in the province is 1.27%. These demographics highlight the need for strong strategies and structures in this area.

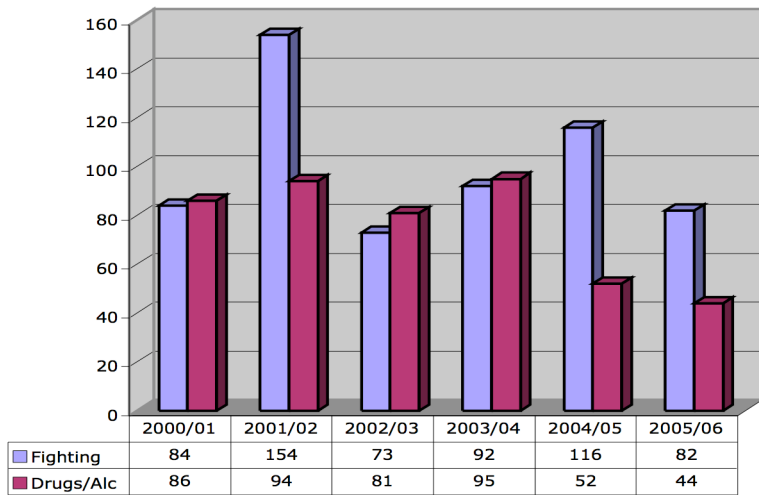
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<p data-bbox="155 180 762 237">% of Students and Parents Responding to Selected Satisfaction Survey Questions:</p> <table border="1" data-bbox="155 269 858 386"> <thead> <tr> <th>Gr.3/4</th> <th>01/02</th> <th>02/03</th> <th>03/04</th> <th>04/05</th> <th>05/06</th> <th>Prov.</th> </tr> </thead> <tbody> <tr> <td>Bullied?</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> <td>11</td> </tr> <tr> <td>Safe?</td> <td>77</td> <td>79</td> <td>81</td> <td>79</td> <td>77</td> <td>85</td> </tr> <tr> <td>Respect?</td> <td>90</td> <td>91</td> <td>89</td> <td>86</td> <td>88</td> <td>90</td> </tr> </tbody> </table> <table border="1" data-bbox="155 410 858 527"> <thead> <tr> <th>Gr.7</th> <th>01/02</th> <th>02/03</th> <th>03/04</th> <th>04/05</th> <th>05/06</th> <th>Prov.</th> </tr> </thead> <tbody> <tr> <td>Bullied?</td> <td>20</td> <td>12</td> <td>13</td> <td>12</td> <td>14</td> <td>9</td> </tr> <tr> <td>Safe?</td> <td>69</td> <td>79</td> <td>74</td> <td>75</td> <td>71</td> <td>79</td> </tr> <tr> <td>Respect?</td> <td>85</td> <td>88</td> <td>89</td> <td>86</td> <td>83</td> <td>88</td> </tr> </tbody> </table> <table border="1" data-bbox="155 584 858 701"> <thead> <tr> <th>Gr.10</th> <th>01/02</th> <th>02/03</th> <th>03/04</th> <th>04/05</th> <th>05/06</th> <th>Prov.</th> </tr> </thead> <tbody> <tr> <td>Bullied?</td> <td>10</td> <td>13</td> <td>10</td> <td>13</td> <td>11</td> <td>8</td> </tr> <tr> <td>Safe?</td> <td>68</td> <td>66</td> <td>75</td> <td>76</td> <td>63</td> <td>71</td> </tr> <tr> <td>Respect?</td> <td>81</td> <td>76</td> <td>84</td> <td>80</td> <td>75</td> <td>82</td> </tr> </tbody> </table> <table border="1" data-bbox="155 725 858 842"> <thead> <tr> <th>Gr.12</th> <th>01/02</th> <th>02/03</th> <th>03/04</th> <th>04/05</th> <th>05/06</th> <th>Prov.</th> </tr> </thead> <tbody> <tr> <td>Bullied?</td> <td>6</td> <td>11</td> <td>7</td> <td>7</td> <td>7</td> <td>6</td> </tr> <tr> <td>Safe?</td> <td>75</td> <td>66</td> <td>71</td> <td>76</td> <td>78</td> <td>78</td> </tr> <tr> <td>Respect?</td> <td>80</td> <td>79</td> <td>86</td> <td>85</td> <td>80</td> <td>83</td> </tr> </tbody> </table> <table border="1" data-bbox="155 867 858 984"> <thead> <tr> <th>Parent</th> <th>01/02</th> <th>02/03</th> <th>03/04</th> <th>04/05</th> <th>05/06</th> <th>Prov.</th> </tr> </thead> <tbody> <tr> <td>Bullied?</td> <td>17</td> <td>12</td> <td>13</td> <td>15</td> <td>11</td> <td>7</td> </tr> <tr> <td>Safe?</td> <td>73</td> <td>82</td> <td>81</td> <td>80</td> <td>81</td> <td>84</td> </tr> <tr> <td>Respect?</td> <td>61</td> <td>70</td> <td>73</td> <td>70</td> <td>69</td> <td>74</td> </tr> </tbody> </table>	Gr.3/4	01/02	02/03	03/04	04/05	05/06	Prov.	Bullied?	16	16	16	16	16	11	Safe?	77	79	81	79	77	85	Respect?	90	91	89	86	88	90	Gr.7	01/02	02/03	03/04	04/05	05/06	Prov.	Bullied?	20	12	13	12	14	9	Safe?	69	79	74	75	71	79	Respect?	85	88	89	86	83	88	Gr.10	01/02	02/03	03/04	04/05	05/06	Prov.	Bullied?	10	13	10	13	11	8	Safe?	68	66	75	76	63	71	Respect?	81	76	84	80	75	82	Gr.12	01/02	02/03	03/04	04/05	05/06	Prov.	Bullied?	6	11	7	7	7	6	Safe?	75	66	71	76	78	78	Respect?	80	79	86	85	80	83	Parent	01/02	02/03	03/04	04/05	05/06	Prov.	Bullied?	17	12	13	15	11	7	Safe?	73	82	81	80	81	84	Respect?	61	70	73	70	69	74	<p data-bbox="1012 207 1346 418">To establish a positive trend over the next three to five years in the number of students who feel safe at school, and to reduce the number who feel that they have been bullied.</p> <p data-bbox="1012 451 1356 662">To establish baseline data that provides the district and schools with the information required for making informed decisions regarding Social Responsibility/Behaviour needs.</p>	<p data-bbox="1394 207 1934 418">Results show that student and parent perceptions regarding safety and bullying at school have become less positive during the past year. We expect to reverse this trend through our work with the Social Responsibility Leadership Team and Positive Behaviour Intervention and Support (PBIS).</p> <p data-bbox="1394 451 1877 540">Individual school results will be analyzed contextually to determine potential supports/interventions required.</p>
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**Performance Indicator/Evidence**

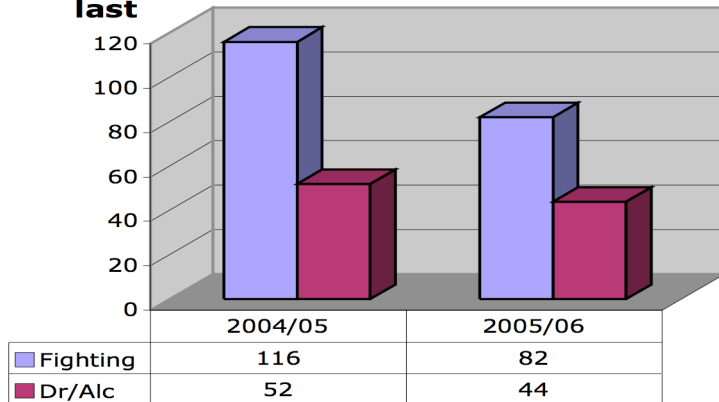
**Target**

**Results**

**Suspensions - Fighting and Drugs/Alcohol**



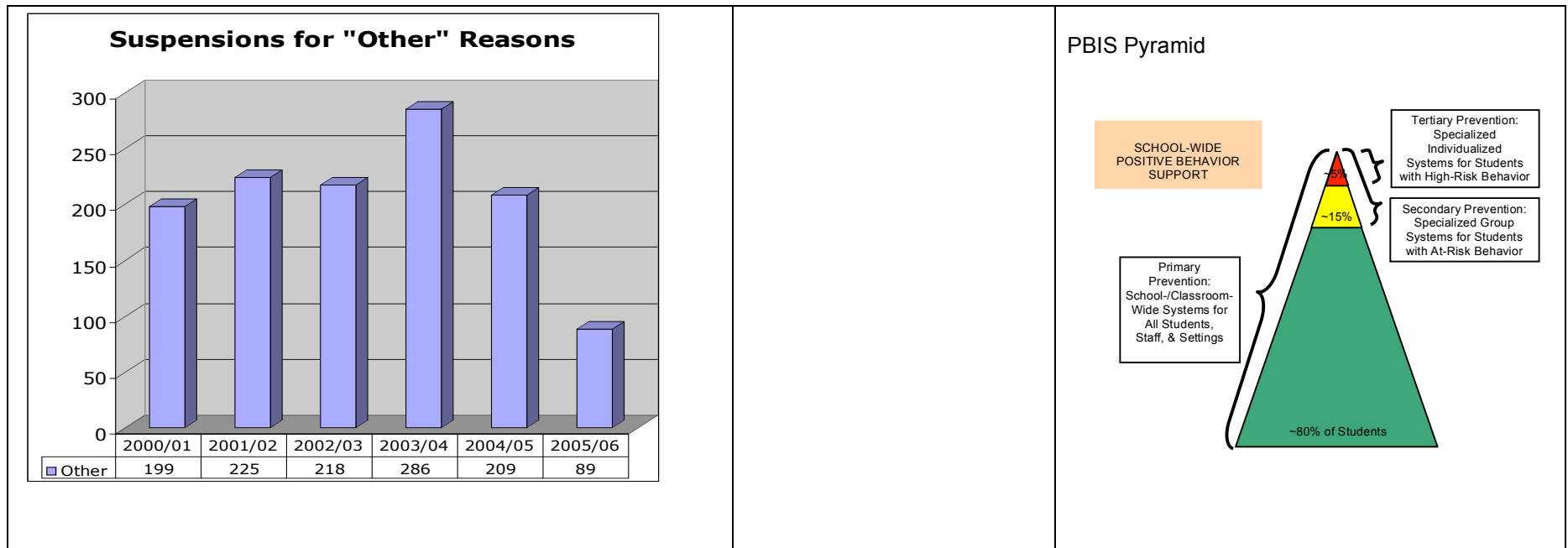
**Suspensions - Fighting and Drugs/Alcohol - This year and last**



Although we are pleased to have reached our target of 300 or fewer suspensions, we still do not feel that our data is providing enough specific information. To this end, our Social Responsibility Leadership Team will establish more specific base-line data by collecting more detailed suspension information (for example, suspensions for “other” reasons are difficult to compare as they are currently reported).

We are pleased that the number of student suspension for “other” reasons have decreased. Our assumption is that this is a result of our teachers and administrators actively seeking out, and using, alternative interventions and supports.

Future behavioural data will be reported and monitored using the PBIS “pyramid”.



**Strategies:**

- Positive Behaviour Intervention and Support (PBIS) teams will be formed in 15 schools (currently we have teams in seven schools).
- Presentations regarding Discipline with Dignity/PBIS and the "Attachment Theory" will continue to take place on professional development days and at staff meetings. Such presentations will include all district employees.
- The CAPP Review Committee will evaluate Social Responsibility instructional materials for implementation of the CAPP curriculum.
- First Nations Education staff (David Rattray and Pat Jansen) will begin in-service for staff regarding cultural awareness and Aboriginal behavioural intervention strategies (i.e., Healing Circles).
- First Nations Elders will be involved in Student Conduct Meetings involving First Nations students.
- The BCeSIS module pertaining to discipline will be reviewed this fall. If it is unable to gather and display school and district data to our satisfaction, two district administrators will be trained to support the School Wide Information System (SWIS) software program.
- Suspension data will be collected monthly. Specific information (gender, grade, reason, location etc.) will be used to create a district PBIS Pyramid. The district will also assist schools in the development of their own PBIS Pyramids.

**Structures:**

- The District Social Responsibility Leadership Team will continue to oversee the implementation of PBIS in each school this year.
- Collaboration grants will allow school PBIS teams time to develop and evaluate school-wide behaviour support strategies.
- A localized Social Responsibility/Satisfaction Survey for students and parents will be designed and administered at selected grade levels.
- Behaviour Support Teachers: A .55 Behavior Support teacher works with school behaviour teams to develop behaviour plans. Another .4 Behaviour Support teacher works specifically with our most severe behaviour cases to develop strategies.

**GOAL 2: To improve student achievement in literacy, with an emphasis on building strong foundation skills at the primary levels, extending vocabulary skills, and deepening comprehension skills in reading 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 (Grades 2 & 3). The use of formative assessment to guide instruction and monitor student learning is at the beginning stages of implementation. 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 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.

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 expanded to Grade 8 in 2005. We will continue to monitor the impact of this project on student achievement in Writing.

**OBJECTIVE 2.1:** 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 style="text-align: center;">Early Literacy 2001/2002 Cohort Data Percentage of Students Reading At or Above Target</p> <table border="1" data-bbox="239 852 890 1073"> <thead> <tr> <th></th> <th>2001/2002 Grade 1 Level 16</th> <th>2002/2003 Grade 2 Level 22</th> <th>2003/2004 Grade 3 Level 25</th> </tr> </thead> <tbody> <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> </tbody> </table> <p style="text-align: center;">Early Literacy 2002/2003 Cohort Data Percentage of Students Reading At or Above Target</p> <table border="1" data-bbox="239 1195 890 1416"> <thead> <tr> <th></th> <th>2002/2003 Grade 1 Level 16</th> <th>2003/2004 Grade 2 Level 22</th> <th>2004/2005 Grade 3 Level 25</th> </tr> </thead> <tbody> <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> </tbody> </table> <p style="text-align: center;">*New Test</p>		2001/2002 Grade 1 Level 16	2002/2003 Grade 2 Level 22	2003/2004 Grade 3 Level 25	Total	77	76	83	Boys	74	73	81	Girls	80	80	86	Aboriginal	67	66	76		2002/2003 Grade 1 Level 16	2003/2004 Grade 2 Level 22	2004/2005 Grade 3 Level 25	Total	80	81	62*	Boys	74	78	57*	Girls	87	84	67*	Aboriginal	61	64	49*	<p>Students meeting the target for year-end reading in Grade 1 continue to meet the targets 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><b>2005/06</b> Target was met for two out of four cohort groups.</p> <p>We notice that students in Grade 3 are having difficulty with the new assessment tool. This is the first year in the district assessment program where students are required to provide a written response to reading.</p> <p>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.</p>
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Early Literacy 2003/2004 Cohort Data  
 Percentage of Students Reading At or Above Target

	2003/2004 Grade 1 Level 16	2004/2005 Grade 2 Level 22	2005/2006 Grade 3 Level 25
Total	82	79	71
Boys	78	75	63
Girls	88	83	77
Aboriginal	55	51	48

Early Literacy 2004/2005 Cohort Data  
 Percentage of Students Reading At or Above Target

	2004/2005 Grade 1 Level 16	2005/2006 Grade 2 Level 22	2006/2007 Grade 3 Level 25
Total	80	82	
Boys	76	79	
Girls	85	83	
Aboriginal	70	72	

*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.*



**OBJECTIVE 2.2:** Boys will perform as well as girls, in reading, by the end of Grade 3.

**OBJECTIVE 2.3:** Aboriginal students will perform as well as the general population, in reading, by the end of Grade 3.

Performance Indicator/Evidence	Target	Results																				
<p style="text-align: center;">Grade 3 Instructional Reading Percentage of Students Reading Level 25 With Performance Rating of 3 or 4</p> <table border="1" data-bbox="237 418 894 581"> <thead> <tr> <th></th> <th>2004</th> <th>2005</th> <th>2006</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>83%</td> <td>62%*</td> <td>71%</td> </tr> <tr> <td>Boys</td> <td>81%</td> <td>57%*</td> <td>63%</td> </tr> <tr> <td>Girls</td> <td>86%</td> <td>67%*</td> <td>77%</td> </tr> <tr> <td>Aboriginal</td> <td>76%</td> <td>49%*</td> <td>55%</td> </tr> </tbody> </table> <p style="text-align: center;">* New Test</p> <p><i>The new test replaces oral retelling with a written response as a measure of comprehension skill.</i></p>		2004	2005	2006	Total	83%	62%*	71%	Boys	81%	57%*	63%	Girls	86%	67%*	77%	Aboriginal	76%	49%*	55%	<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>2005/06</b> Target was not met.</p> <p>The gap between the performance of boys and girls, in reading, has increased. The gap between the performance of Aboriginal students and the general population, in reading, has increased.</p> <p>We will look more closely at the assessment tool to see if test factors may be influencing student performance.</p> <p>We will add a “non-aboriginal” category when reporting out data in order to more accurately monitor sub-group performance.</p> <p>Literacy manipulatives were purchased with the help of the Ministry Learning Resources Grant last year, but did not arrive in most schools until Spring. We have not used these resources long enough to see if they will positively support boys and aboriginal students in their learning. We will also examine attendance records to see if there is a relationship between attendance and student achievement.</p>
	2004	2005	2006																			
Total	83%	62%*	71%																			
Boys	81%	57%*	63%																			
Girls	86%	67%*	77%																			
Aboriginal	76%	49%*	55%																			

**OBJECTIVE 2.4:** Improve reading vocabulary and comprehension in the intermediate Grades (4 – 7).

Performance Indicator/Evidence					Target	Results
District and Provincial Results for Reading FSA % of Grade 4 Students Meeting or Exceeding Expectations					Establish a positive trend, over the next 3 – 5 years (2009 - 2011), showing an increase in the percentage of students meeting or exceeding expectations on the Grade 4 Reading FSA.	<b>2005/06</b> While we have not made progress towards our target this year for the general population, we have established a very favorable trend for the Aboriginal sub-group.
Year	District Meeting or Exceeding Expect.	Province Meeting or Exceeding Expect.	District Aboriginal Meeting or Exceeding Expect.	Province Aboriginal Meeting or Exceeding Expect.		
00/01	69%	78%	57%		Establish a positive trend over the next 3 – 5 years (2009 - 2011), showing an increase in the percentage of students meeting or exceeding expectations on the Grade 7 Reading FSA.	<b>2005/06</b> We continue to struggle with establishing a positive trend in Grade 7 FSA performance, with the general population and the Aboriginal sub-group.  Some school sites have stronger Grade 7 FSA data than others. We will analyze contextual factors to determine reasons for the difference, and plan appropriate interventions where needed.  We notice that students performed better on the district reading assessment than they did on the FSA.
01/02	71%	80%	60%	56%		
02/03	72%	77%	60%	56%		
03/04	78%	80%	65%	62%		
04/05	74%	79%	66%	62%		
05/06	74%	79%	70%	62%		
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.	Establish a positive trend over the next 3 – 5 years (2009 - 2011), showing an increase in the percentage of students meeting or exceeding expectations on the Grade 7 Reading FSA.	<b>2005/06</b> We continue to struggle with establishing a positive trend in Grade 7 FSA performance, with the general population and the Aboriginal sub-group.  Some school sites have stronger Grade 7 FSA data than others. We will analyze contextual factors to determine reasons for the difference, and plan appropriate interventions where needed.  We notice that students performed better on the district reading assessment than they did on the FSA.
00/01	74%	76%	56%			
01/02	73%	76%	64%	52%		
02/03	71%	77%	51%	53%		
03/04	77%	80%	58%	59%		
04/05	72%	77%	59%	54%		
05/06	70%	72%	48%	52%		

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

	2006	2007	2008
Total	62%		
Boys	57%		
Girls	67%		
Aboriginal	57%		

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

	2006	2007	2008
Total	61%		
Boys	54%		
Girls	65%		
Aboriginal	45%		

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

	2006	2007	2008
Total	62%		
Boys	55%		
Girls	68%		
Aboriginal	39%		

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

	2006	2007	2008
Total	76%		
Boys	68%		
Girls	86%		
Aboriginal	75%		

**Target**

Establish baseline data for a new, district-wide reading assessment at the Grades 4 – 7 levels.

**Results**

Baseline data has been established. However, we are not pleased with the student text selections provided in the assessment tool. Some students do not find the stories engaging, and have difficulty relating to some of the American content.

We are evaluating other assessment tools which have recently become available to see if they may be able to offer more reliable information on student achievement.

**OBJECTIVE 2.5:** 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>	<p>Grade 8 &amp; 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>	<p><b>2005/06</b> Data not yet available.</p> <p>The appropriateness of this assessment tool has been questioned and a new assessment tool introduced for the current school year, to be used at both Bert Bowes and Dr. Kearney Junior Secondary Schools.</p>

**OBJECTIVE 2.6:** Improve writing skills at the K through Grade 10 levels

Performance Indicator/Evidence	Target	Results																																			
<p style="text-align: center;">District and Provincial Results For Writing FSA Grade 4</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>District Meeting or Exceeding Expect.</th> <th>Province Meeting or Exceeding Expect.</th> <th>District Aboriginal Meeting or Exceeding Expect.</th> <th>Provincial Aboriginal Meeting or Exceeding Expect.</th> </tr> </thead> <tbody> <tr> <td>00/01</td> <td>84%</td> <td>91%</td> <td>77%</td> <td></td> </tr> <tr> <td>01/02</td> <td>90%</td> <td>94%</td> <td>87%</td> <td>84%</td> </tr> <tr> <td>02/03</td> <td>93%</td> <td>94%</td> <td>89%</td> <td>85%</td> </tr> <tr> <td>03/04</td> <td>85%</td> <td>91%</td> <td>78%</td> <td>77%</td> </tr> <tr> <td>04/05</td> <td>90%</td> <td>93%</td> <td>87%</td> <td>84%</td> </tr> <tr> <td>05/06</td> <td>83%</td> <td>89%</td> <td>77%</td> <td>78%</td> </tr> </tbody> </table>	Year	District Meeting or Exceeding Expect.	Province Meeting or Exceeding Expect.	District Aboriginal Meeting or Exceeding Expect.	Provincial Aboriginal Meeting or Exceeding Expect.	00/01	84%	91%	77%		01/02	90%	94%	87%	84%	02/03	93%	94%	89%	85%	03/04	85%	91%	78%	77%	04/05	90%	93%	87%	84%	05/06	83%	89%	77%	78%	<p>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.</p>	<p><b>2005/06</b> We have not made progress toward our target this year. Performance on the Grade 4 Writing FSA dropped this year compared to last, both for the general population and the Aboriginal sub-group.</p>
Year	District Meeting or Exceeding Expect.	Province Meeting or Exceeding Expect.	District Aboriginal Meeting or Exceeding Expect.	Provincial Aboriginal Meeting or Exceeding Expect.																																	
00/01	84%	91%	77%																																		
01/02	90%	94%	87%	84%																																	
02/03	93%	94%	89%	85%																																	
03/04	85%	91%	78%	77%																																	
04/05	90%	93%	87%	84%																																	
05/06	83%	89%	77%	78%																																	

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.
00/01	73%	81%	54%	
01/02	74%	84%	70%	66%
02/03	76%	79%	59%	61%
03/04	90%	90%	88%	75%
04/05	87%	90%	72%	75%
05/06	85%	87%	84%	73%

District and Provincial Results  
Graduation Program Exam  
English 10

Year	District Average Best Mark	Province Average Best Mark
04/05	67%	69%
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%	79%
7	70%	66%	71%	71%
10	45%	55%	49%	53%

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%	8%

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.

Establish a positive trend over the next 3 – 5 years (2006 – 2009/2011) showing an increase in the district average best mark on the English Grad Program Exam.

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

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

**2005/06**

While performance of the general population on the Grade 7 FSA dropped slightly this year, there was a significant improvement in the performance of the Aboriginal sub-group.

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

Report card performance improved at Grades 4 and 10, but remained the same at Grade 7.

Target not met. There was no change in the percentage of English 10 students who received a mark of F or I this year compared to last.

Wireless Writing Project Internal Data  
Overall Results and Results by Grade and Gender:  
June 2004, 2005, AND 2006 -- % 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
All Students Random Sample 2006 (n=161)	5	47	39	9	48
Grade 6 2004 (n=336)	10	52	33	5	38
Grade 6 2005 (n=319)	12	41	38	9	47
Grade 6 Random Sample 2006 (n=106)	5	46	40	9	49
Grade 7 2004 (n=356)	18	47	29	6	35
Grade 7 2005 (n=346)	12	44	31	12	43
Grade 7 Random Sample 2006 (n=55)	5	52	34	9	41
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
Grade 8 Random Sample 2006 (n=47)	5	46	41	8	49

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

**2005/06**

Target met for all students and for Grades 6 and 7 subgroups.

Nearly half of all students reached the top two levels of achievement. There was no significant difference between the percentage of boys and girls scoring in the top two levels of achievement.

Grade 6 results are stable (note that we collected for a random sample of students not all Grade 6's as per previous years).

Grade 7 results are stable (note that we collected for a random sample of students not all Grade 7's as per previous years.)

The Grade 8 group has been tracked since 2003. Results may not represent all Grade 8 students. Typically, students who stay in the system and have complete data for four years achieve higher results than the total population, some of whom are routinely absent or transient.

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%
2006	53%

I am a good writer.

2003	48%
2004	48%
2005	56%
2006	53%

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%.

There is a slight decrease in perception data based on Grade 6 and 7 students.

**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 and declining cohort performance in reading. In collaboration with administration and staff, implement site specific interventions that are necessary to improve student learning.
- Develop an Innovation Configuration Map (IC Map) for reading instruction that can be used by individual classroom teachers and school sites to identify areas of need for professional development and support.
- Provide staff development sessions and demonstration classroom visits for teachers 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.
- Examine baseline data from the new district-wide common assessment for reading comprehension at the intermediate Grades (4-7), evaluate the assessment tool and make adjustments where necessary.
- 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.
- Provide more content on writing pedagogy in the on-going Wireless Writing staff development sessions.
- Implement strategies identified in the Aboriginal Enhancement Agreement (Goal 3 Objective 1).

## **STRUCTURES:**

- Offer collaboration funding 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 elementary 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 ensure that collections are kept up to date.
- Increase Itinerant Literacy Support Teachers from 0.8 FTE to 1.5 FTE, to provide coaching to individual teachers and to facilitate staff development workshops and study groups.
- Revise the implementation plan for Wireless Writing at the Grade 8 level to address challenges that arose last year from job action and limited availability of T.O.C.s.
- Fund two 0.25 FTE Wireless Writing Mentor Teachers to provide support to the Grade 8 classroom teachers implementing the program at the Junior High Schools. Continue with the 0.4 FTE Wireless Writing Mentor Teacher to provide support to elementary classroom teachers implementing the program. Mentor teachers offer in-class support 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 National Council for Teachers of Mathematics (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. After a comprehensive evaluation process, the Numeracy Review Committee recommended that the district adopt Math Makes Sense as the foundation instructional program for Numeracy at Kindergarten through Grade 6 levels. All teachers have participated in orientation training for Math Makes Sense but they continue to need support for classroom implementation.

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 indicates that the percentage of students achieving “C+” or better in Mathematics improved 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		
District and Provincial Results for Numeracy FSA Grade 4					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 Numeracy FSA.	<b>2005/06</b> There was no significant change in performance of the general population on the Grade 4 Numeracy FSA. Performance of the Aboriginal sup-group fell slightly.		
Year	District Meeting or Exceeding Expect.	Province Meeting or Exceeding Expect.	District Aboriginal Meeting or Exceeding Expect.	Province Aboriginal Meeting or Exceeding Expect.				
00/01	78%	84%	66%					
01/02	81%	85%	72%	66%				
02/03	84%	87%	78%	71%				
03/04	87%	88%	72%	74%				
04/05	82%	87%	76%	72%				
05/06	83%	86%	71%	72%				
District and Provincial Results for Numeracy FSA Grade 7							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 Numeracy FSA.	Performance of the general population and the Aboriginal sub-group on the Grade 7 FSA dropped this year.
Year	District Meeting or Exceeding Expect.	Province Meeting or Exceeding Expect.	District Aboriginal Meeting or Exceeding Expect.	Province Aboriginal Meeting or Exceeding Expect.				
00/01	78%	81%	68%					
01/02	74%	82%	67%	61%				
02/03	83%	84%	75%	64%				
03/04	80%	83%	64%	64%				
04/05	81%	83%	68%	63%				
05/06	77%	83%	59%	66%				
District and Provincial Results Graduation Program Exam Principles of Math 10					District performance on the three strands of the Math 10 Provincial exams will meet or exceed the Provincial performance.	Baseline data. Margin of error not known at this time.		
Year	District Average Best Mark	Province Average Best Mark						
04/05	64%	68%						
05/06								

District and Provincial Results  
Graduation Program Exam  
Essentials of Math 10

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

District and Provincial Results  
Graduation Program Exam  
Applications of Math 10

Year	District Average Best Mark	Province Average Best Mark
04/05	63%	62%
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%	78%
7	75%	70%	77%	69%
10	54%	58%	48%	49%

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%	6%

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

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

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

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

Report card performance dropped at the Grades 4 and 7 levels, but improved slightly at the Grade 10 level.

Target not met. The percentage of Math 10 students who received a mark of F or I increased slightly this year.

## **STRATEGIES:**

- Provide orientation and assessment training sessions for Math Makes Sense to all classroom teachers new to teaching or new to the district.
- Develop an Innovation Configuration Map (IC Map) for numeracy instruction that can be used by individual classroom teachers and school sites to identify areas of need for professional development and support.
- Complete school inventories of math manipulatives and assist with funding to eliminate gaps in resources.
- 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.
- Implement strategies identified in the Aboriginal Enhancement Agreement (Goal 3 Objective 2).

## **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 1.0 FTE Numeracy Support Teacher to provide coaching to individual teachers, coordinate Math Mentors, and facilitate staff development workshops and study groups.
- Continue with a Math Mentor at each elementary school to meet six times per year with the Numeracy Support Teacher.

## **GOAL 4: To improve Transition and Dogwood completion rates for all learners.**

**RATIONALE FOR THE GOAL:** Grade progression rates over six years indicate a decrease in the number of students progressing from Grades 10 to 11 and 11 to 12. This is a trend that we are not satisfied with as it impacts directly the number of students who are able to graduate. Employment opportunities for students age 13+ in our community are extensive. This is illustrated by a survey at our largest high school highlighting that 79% of responding students work, with 45% employed for 20 to 40 hours per week. This positive economic environment has the potential of detracting students from formal schooling or the level of success attained. However, by working with employers and the community, we will be able to capitalize on training opportunities from employability skills to advanced skill set development. Together we can put in place an action plan that allows students reasonable time in employment that not only enhances their learning, but also gives relevancy to the need and desire to be continually engaged in learning even beyond the successful completion of Grade 12. We are concerned that 33% of students working felt that their job interferes with success at school.

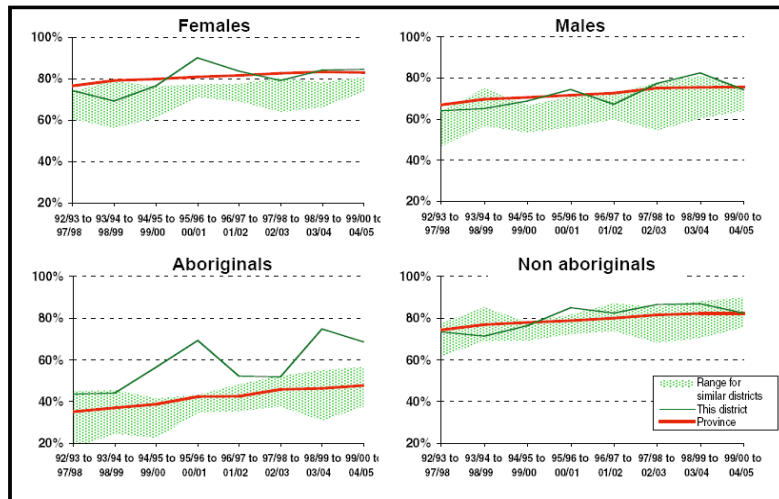
An analysis of Dogwood Completion Rates Within Six Years indicates that the district enjoys a favorable rate that reflects the provincial average and is above similar districts. Trend lines for all subgroups (males, females, and aboriginal students) show an upward pattern; however, at 79% we feel a large percentage of our student population's needs are not being met. Similarly, although we have a completion rate 21% higher than the provincial average for aboriginal students, it represents a rate which is 14% below that of non-aboriginal students. Improving the achievement of students in all coursework, as reflected by their classroom assessments and overall GPA, will assist in identifying areas for intervention and support leading to graduation.

**OBJECTIVE 4.1:** To increase our Dogwood Completion Rate.

Performance Indicator/Evidence	Target	Results																																													
<p style="text-align: center;"><b>DOGWOOD COMPLETION WITHIN 6 YEARS B.C. PUBLIC SCHOOLS</b></p> <table border="1" data-bbox="178 885 961 1010"> <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> <th>99/00 to 04/05</th> </tr> </thead> <tbody> <tr> <td>Similar districts - maximum</td> <td>68.8%</td> <td>74.2%</td> <td>71.1%</td> <td>72.4%</td> <td>73.5%</td> <td>74.8%</td> <td>76.7%</td> <td>78.0%</td> </tr> <tr> <td>Similar districts - minimum</td> <td>56.5%</td> <td>56.5%</td> <td>58.4%</td> <td>63.9%</td> <td>67.1%</td> <td>61.4%</td> <td>63.0%</td> <td>69.3%</td> </tr> <tr> <td>Peace River North</td> <td>68.7%</td> <td>67.2%</td> <td>72.3%</td> <td>81.7%</td> <td>75.1%</td> <td>78.2%</td> <td>83.3%</td> <td>79.0%</td> </tr> <tr> <td>Province</td> <td>71.5%</td> <td>74.2%</td> <td>75.0%</td> <td>76.0%</td> <td>77.0%</td> <td>78.7%</td> <td>79.2%</td> <td>79.1%</td> </tr> </tbody> </table> <p data-bbox="178 1031 961 1177"> <small>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 after 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 February 2006.</small> </p> <p data-bbox="178 1193 441 1209"> <small>Source: B.C. Ministry of Education, February 2006.</small> </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	99/00 to 04/05	Similar districts - maximum	68.8%	74.2%	71.1%	72.4%	73.5%	74.8%	76.7%	78.0%	Similar districts - minimum	56.5%	56.5%	58.4%	63.9%	67.1%	61.4%	63.0%	69.3%	Peace River North	68.7%	67.2%	72.3%	81.7%	75.1%	78.2%	83.3%	79.0%	Province	71.5%	74.2%	75.0%	76.0%	77.0%	78.7%	79.2%	79.1%	<p>Based on 2004-05 results of 79%, our target will be readjusted to establish a positive trend line toward 85% by 2010.</p>	<p>2004-05 – 79% represents a drop from 2003-04 (83%) where we were also above the provincial average. In 2004-05 we were at the provincial average. Although this still represents a positive trend, we observed a dip downward.</p> <p>2005-06 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	99/00 to 04/05																																							
Similar districts - maximum	68.8%	74.2%	71.1%	72.4%	73.5%	74.8%	76.7%	78.0%																																							
Similar districts - minimum	56.5%	56.5%	58.4%	63.9%	67.1%	61.4%	63.0%	69.3%																																							
Peace River North	68.7%	67.2%	72.3%	81.7%	75.1%	78.2%	83.3%	79.0%																																							
Province	71.5%	74.2%	75.0%	76.0%	77.0%	78.7%	79.2%	79.1%																																							

**Performance Indicator/Evidence**

**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	99/00 to 04/05	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	99/00 to 04/05
Peace River North	74.3%	69.2%	76.6%	80.1%	83.7%	79.1%	84.2%	84.5%	64.1%	65.1%	68.7%	74.4%	67.2%	77.4%	82.5%	74.2%
Province	76.5%	78.1%	79.8%	80.9%	81.6%	82.7%	83.3%	82.9%	66.6%	69.6%	70.5%	71.5%	72.7%	75.1%	75.4%	75.7%

	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	99/00 to 04/05	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	99/00 to 04/05
Peace River North	43.4%	44.1%	56.4%	69.2%	52.2%	51.6%	74.9%	68.6%	73.4%	71.2%	76.3%	85.0%	82.3%	86.5%	86.8%	82.4%
Province	35.0%	36.9%	38.7%	42.3%	42.4%	45.7%	46.3%	47.6%	74.3%	76.9%	77.8%	78.8%	80.0%	81.6%	82.2%	82.1%

**Target**

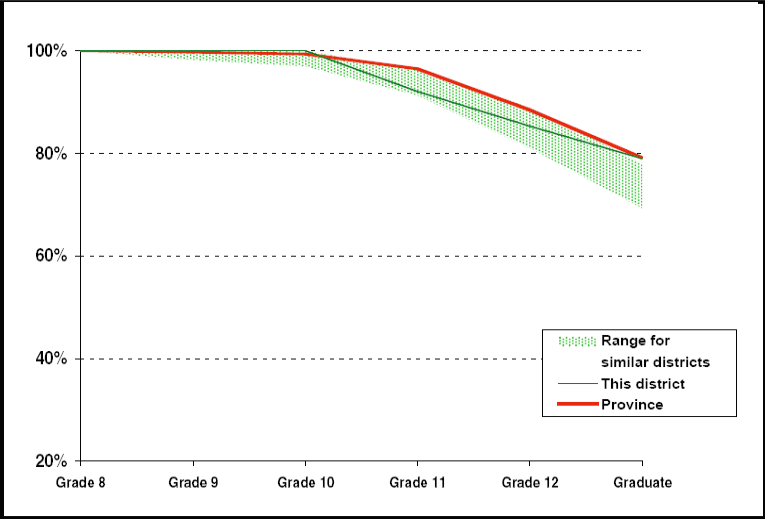
To have each sub population reach the target of 85% by 2010.

**Results**

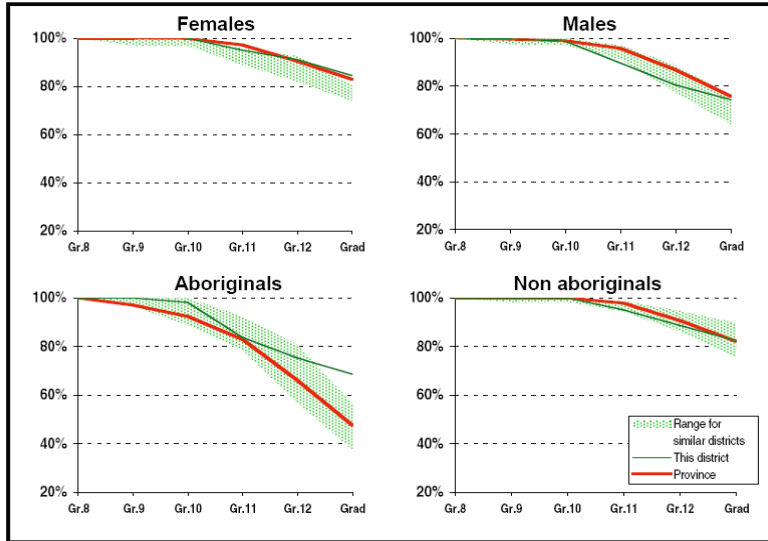
2004-05 results, as per the graph, indicate a drop in males and aboriginals from the previous year. Data for aboriginals is still 21% higher than that of the province.

2005-06 results are not available at the time of writing.

**OBJECTIVE 4.2:** To increase Grade-to-Grade Progression over six years.

Performance Indicator/Evidence	Target	Results																																			
<p style="text-align: center;"><b>GRADE PROGRESSION OVER 6 YEARS 1999/00 TO 2004/05, B.C. PUBLIC SCHOOLS</b></p>  <table border="1" data-bbox="201 951 961 1065"> <thead> <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> </thead> <tbody> <tr> <td>Similar districts - maximum</td> <td>100.0%</td> <td>100.0%</td> <td>100.0%</td> <td>96.3%</td> <td>88.9%</td> <td>78.0%</td> </tr> <tr> <td>Similar districts - minimum</td> <td>100.0%</td> <td>98.2%</td> <td>97.0%</td> <td>91.3%</td> <td>81.1%</td> <td>69.3%</td> </tr> <tr> <td>Peace River North</td> <td>100.0%</td> <td>100.0%</td> <td>100.0%</td> <td>92.1%</td> <td>85.3%</td> <td>79.0%</td> </tr> <tr> <td>Province</td> <td>100.0%</td> <td>99.7%</td> <td>99.3%</td> <td>96.5%</td> <td>88.5%</td> <td>79.1%</td> </tr> </tbody> </table> <p data-bbox="201 1092 961 1235">Notes. Students are tracked over time using their Personal Education Numbers (PENs). Percentages shown are the percentage of 1999 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 after five years. Minor changes have been made to some of the data reported prior to February 2006.</p>		Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Graduate	Similar districts - maximum	100.0%	100.0%	100.0%	96.3%	88.9%	78.0%	Similar districts - minimum	100.0%	98.2%	97.0%	91.3%	81.1%	69.3%	Peace River North	100.0%	100.0%	100.0%	92.1%	85.3%	79.0%	Province	100.0%	99.7%	99.3%	96.5%	88.5%	79.1%	<p data-bbox="1016 240 1396 329">To meet or exceed the provincial transition rate with all subgroups.</p>	<p data-bbox="1415 240 1971 297">Grade 10 to Grade 11 2004-05 – decline from 94% to 92%.</p> <p data-bbox="1415 334 1971 391">Grade 11 to Grade 12 2004-05 – decline from 88% to 85%.</p> <p data-bbox="1415 428 1971 485">Both transition grades represent a decline that we feel must be reversed.</p> <p data-bbox="1415 522 1971 579">Results from 2005-06 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%	100.0%	96.3%	88.9%	78.0%																															
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**GRADE PROGRESSION OVER 6 YEARS  
1999/00 TO 2004/05, B.C. PUBLIC SCHOOLS**



	Females						Males					
	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North	100%	100%	100%	95%	91%	84%	100%	100%	99%	90%	80%	74%
Province	100%	100%	100%	97%	90%	83%	100%	99%	99%	96%	87%	76%

	Aboriginals						Non-aboriginals					
	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North	100%	100%	98%	84%	75%	69%	100%	100%	100%	95%	89%	82%
Province	100%	97%	92%	83%	66%	48%	100%	100%	100%	98%	91%	82%

Although our transition rates for aboriginals are higher than the provincial average, we are still concerned that the difference compared to our non-aboriginal population needs to be addressed.

## Strategies:

- Continue to support the involvement of our classroom and itinerant teachers in the consultation and committee work related to the improvement of learning. We will continue to build on past 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.
- Establish and implement a professional development plan to bring all educators to a common understanding of fair assessment principles and assessment literacy.
- Continue a student achievement review process with representation from our School Trustees, parents and students. 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 expectations based on the BC Performance Standards and prescribed learning outcomes.
- Continue to develop and implement an in-service program for administrators that builds capacity for the effective supervision of instruction.
- Engage in a consultation process with partner groups to promote the value of education including training through employment.
- Develop a plan to utilize student employment as training opportunities and to facilitate the desire for further learning through relevant work experience.
- 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

- School District No. 60 “Today and Tomorrow” Committee will address questions related to 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.
- 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.