



School District No. 60 (Peace River North)

ACHIEVEMENT CONTRACT

2007-08

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 increasing student enrollment, which in 2007 is expected to exceed 6000.

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 centers 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.

New Directions

In the summer of 2007 the District Management team underwent a significant reorganization with the appointments of new people in a number of key positions, including Superintendent, Assistant Superintendent, three Directors of Instruction and several principals and vice principals. In total, thirteen leadership team members were either appointed or assigned to new positions. District staff took this opportunity to review the district's foundational programs and beliefs. As a result, the district recognizes and embraces ideas drawn from Covey's Seven Habits, Positive Behavior Intervention Supports (PBIS), Appreciative Inquiry, Ethical Fitness and Professional Learning Communities (PLC) as foundational supports and guiding influences to all district initiatives.

Our district continues to be committed to providing all students with a quality education in the context of developing students who are not only the best in the world, but are also the best for the world. To this end we proudly celebrate such accomplishments as:

- the achievements 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;
- 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, and 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;
- the continuing maintenance of our high graduation rates at our three regular secondary schools;
- the multitude of daily efforts going on in classrooms all across the district that further a sense of social responsibility and interconnectedness with the education process, the environment, each other and the world around us; and
- the commencement of an ongoing forum entitled School District No. 60 "Today and Tomorrow" that regularly brings together a wide variety of educational stakeholders, community members, staff and students to discuss, plan and advise the district on ways education can be improved in Peace River North.

This Achievement 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 District Achievement Contract. School Improvement Plans were extensively reviewed both by School Planning Councils and through internal review teams before information was blended into a final document. Such reviews demonstrate 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.

Continuing Efforts

In the spring of 2004, a District Review Team made three recommendations to the district with regards to our District Accountability Contract. These recommendations 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.

District Staff continue to refer to these recommendations in the development of our new Achievement Contract. Subsequently, District Staff, and the various partner groups within the school district community have worked to develop strategies that would address these recommendations and allow us to move forward from our past achievements. Some of these strategies and efforts include:

- an ongoing review and revision of the Achievement 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; and
- ongoing dialogue between stakeholders that will allow representatives of the various interest groups to express their opinions, and feel that their ideas have been heard, valued, and truly listened to.

Our district's motto is "Together We Learn". We believe this document proves we are living up to this declaration 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 are now a major focus of the district. Led by the Social Responsibility Leadership Team, the district is taking 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?** 13% of Grade 4 students, 11% of Grade 7 students, 9% of Grade 10 students, and 10% of Grade 12 students felt that they had been bullied at school.
- 2) **Do you feel safe at school?** 81% of Grade 4 students, 77% of Grade 7 students, 65% of Grade 10 students, and 77% of Grade 12 students said they felt safe at school.
- 3) **At school do you respect people who are different from you?** 89% of Grade 4 students, 83% of Grade 7 students, 80% of Grade 10 students, and 82% of Grade 12 students felt that they respected people who were different than them.

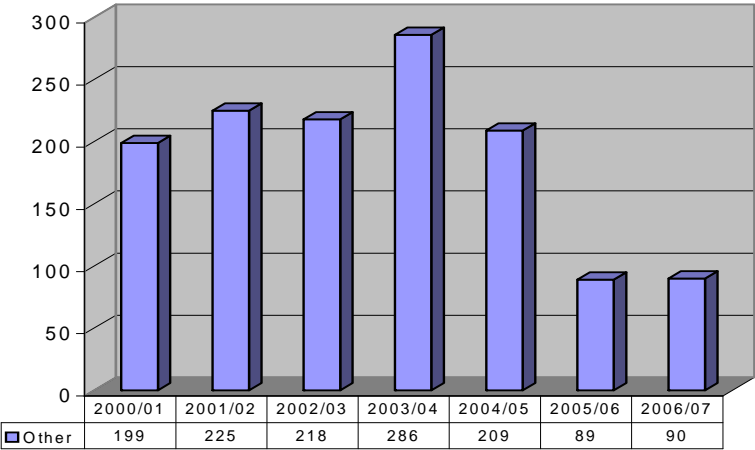
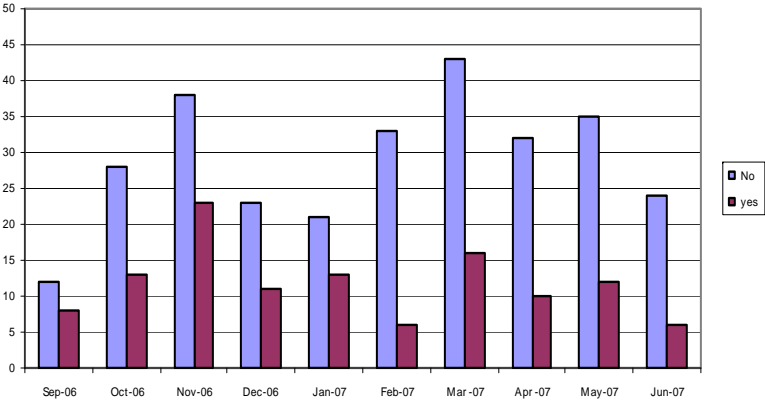
The most significant positive changes from last year are at the Grade 4, Grade 7 and Grade 10 levels where fewer students felt bullied and more students felt safe at school. We are pleased that satisfaction levels increased in 10 of 15 categories on the survey, and stayed the same in one more.

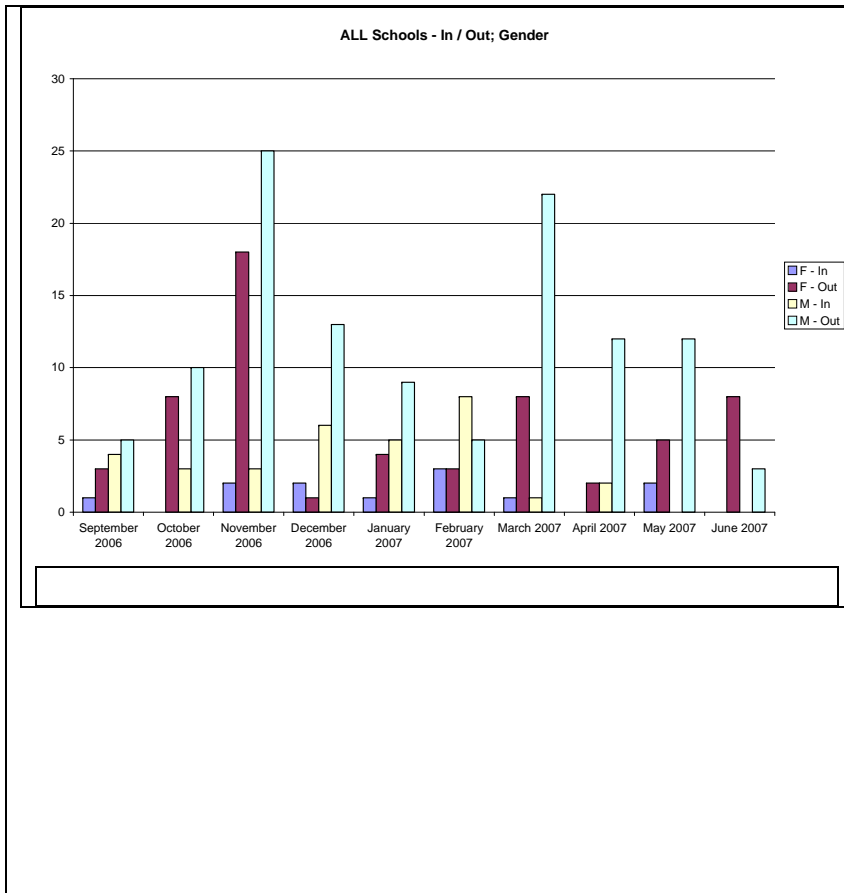
District suspension data now breaks out the differences between boys and girls, as well as between First Nations and non-First Nations students. We notice that the number of First Nations students being suspended is disproportionately higher than that of non-First Nations students.

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.

In general, the Positive Behaviour Interventions and Support (PBIS) data indicate that, on average, 80% of students require only primary behaviour interventions while 20% require either secondary or tertiary interventions. We believe it may be more than a coincidence that these figures correspond to the 79% school completion “plateau” that has stymied our district (and the province) for the past four years. It is our premise that by working to increase the number of students who require only primary behaviour supports, we will ultimately increase the number of students who complete school with their Dogwood Certificate.

| Performance Indicator/Evidence | Target | Results | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p data-bbox="153 180 762 237">% of Students and Parents Responding to Selected Satisfaction Survey Questions:</p> <table border="1" data-bbox="153 264 953 383"> <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>06/07</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>13</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>81</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>89</td> <td>90</td> </tr> </tbody> </table> <table border="1" data-bbox="153 410 953 529"> <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>06/07</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>11</td> <td>10</td> </tr> <tr> <td>Safe?</td> <td>69</td> <td>79</td> <td>74</td> <td>75</td> <td>71</td> <td>77</td> <td>78</td> </tr> <tr> <td>Respect?</td> <td>85</td> <td>88</td> <td>89</td> <td>86</td> <td>83</td> <td>83</td> <td>87</td> </tr> </tbody> </table> <table border="1" data-bbox="153 581 953 699"> <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>06/07</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>9</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>65</td> <td>70</td> </tr> <tr> <td>Respect?</td> <td>81</td> <td>76</td> <td>84</td> <td>80</td> <td>75</td> <td>80</td> <td>81</td> </tr> </tbody> </table> <table border="1" data-bbox="153 727 953 846"> <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>06/07</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>10</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>77</td> <td>77</td> </tr> <tr> <td>Respect?</td> <td>80</td> <td>79</td> <td>86</td> <td>85</td> <td>80</td> <td>82</td> <td>83</td> </tr> </tbody> </table> <table border="1" data-bbox="153 873 953 992"> <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>06/07</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>10</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>79</td> <td>83</td> </tr> <tr> <td>Respect?</td> <td>61</td> <td>70</td> <td>73</td> <td>70</td> <td>69</td> <td>72</td> <td>73</td> </tr> </tbody> </table> | Gr.3/4 | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | 06/07 | Prov. | Bullied? | 16 | 16 | 16 | 16 | 16 | 13 | 11 | Safe? | 77 | 79 | 81 | 79 | 77 | 81 | 85 | Respect? | 90 | 91 | 89 | 86 | 88 | 89 | 90 | Gr.7 | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | 06/07 | Prov. | Bullied? | 20 | 12 | 13 | 12 | 14 | 11 | 10 | Safe? | 69 | 79 | 74 | 75 | 71 | 77 | 78 | Respect? | 85 | 88 | 89 | 86 | 83 | 83 | 87 | Gr.10 | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | 06/07 | Prov. | Bullied? | 10 | 13 | 10 | 13 | 11 | 9 | 8 | Safe? | 68 | 66 | 75 | 76 | 63 | 65 | 70 | Respect? | 81 | 76 | 84 | 80 | 75 | 80 | 81 | Gr.12 | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | 06/07 | Prov. | Bullied? | 6 | 11 | 7 | 7 | 7 | 10 | 6 | Safe? | 75 | 66 | 71 | 76 | 78 | 77 | 77 | Respect? | 80 | 79 | 86 | 85 | 80 | 82 | 83 | Parent | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | 06/07 | Prov. | Bullied? | 17 | 12 | 13 | 15 | 11 | 10 | 7 | Safe? | 73 | 82 | 81 | 80 | 81 | 79 | 83 | Respect? | 61 | 70 | 73 | 70 | 69 | 72 | 73 | <p data-bbox="1014 207 1350 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="1014 451 1350 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="1398 207 1944 418">Results show that student perceptions regarding safety and bullying at school are now more positive during the past year, especially at the elementary level. We expect to continue this trend through our work with the Social Responsibility Leadership Team and Positive Behaviour Support (PBIS).</p> <p data-bbox="1398 451 1944 630">Individual school results will be analyzed contextually using information compiled using "Easy Discipline" (elementary) and "SWIS – School Wide Information System (secondary). Potential supports/interventions required will be determined based on the information.</p> |
| Gr.3/4 | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | 06/07 | Prov. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bullied? | 16 | 16 | 16 | 16 | 16 | 13 | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Safe? | 77 | 79 | 81 | 79 | 77 | 81 | 85 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Respect? | 90 | 91 | 89 | 86 | 88 | 89 | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Safe? | 69 | 79 | 74 | 75 | 71 | 77 | 78 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Respect? | 85 | 88 | 89 | 86 | 83 | 83 | 87 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Bullied? | 10 | 13 | 10 | 13 | 11 | 9 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Safe? | 68 | 66 | 75 | 76 | 63 | 65 | 70 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Respect? | 81 | 76 | 84 | 80 | 75 | 80 | 81 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Bullied? | 6 | 11 | 7 | 7 | 7 | 10 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Safe? | 75 | 66 | 71 | 76 | 78 | 77 | 77 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Respect? | 80 | 79 | 86 | 85 | 80 | 82 | 83 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parent | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | 06/07 | Prov. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bullied? | 17 | 12 | 13 | 15 | 11 | 10 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Safe? | 73 | 82 | 81 | 80 | 81 | 79 | 83 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Respect? | 61 | 70 | 73 | 70 | 69 | 72 | 73 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p data-bbox="153 1047 363 1079">Suspension Data:</p> <table border="1" data-bbox="153 1109 856 1341"> <thead> <tr> <th>Year</th> <th>Fighting</th> <th>Drugs/Alc</th> <th>Other</th> <th>Total</th> </tr> </thead> <tbody> <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>05/06</td> <td>82</td> <td>44</td> <td>89</td> <td>215</td> </tr> <tr> <td>06/07</td> <td>83</td> <td>65</td> <td>90</td> <td>238</td> </tr> </tbody> </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 | 05/06 | 82 | 44 | 89 | 215 | 06/07 | 83 | 65 | 90 | 238 | <p data-bbox="1014 1117 1350 1295">To continue the downward trend in the number of formal suspensions issued per year, and establish more specific and informative base-line data.</p> | <p data-bbox="1398 1122 1860 1179">Differences - the table below shows the differences between this year and last:</p> <table border="1" data-bbox="1398 1211 1860 1373"> <thead> <tr> <th></th> <th>05/06</th> <th>06/07</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Fighting</td> <td>82</td> <td>83</td> <td>+1</td> </tr> <tr> <td>Dr/Alc</td> <td>44</td> <td>65</td> <td>+21</td> </tr> <tr> <td>Other</td> <td>89</td> <td>90</td> <td>+1</td> </tr> <tr> <td>Total</td> <td>215</td> <td>238</td> <td>+23</td> </tr> </tbody> </table> | | 05/06 | 06/07 | Difference | Fighting | 82 | 83 | +1 | Dr/Alc | 44 | 65 | +21 | Other | 89 | 90 | +1 | Total | 215 | 238 | +23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05/06 | 82 | 44 | 89 | 215 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06/07 | 83 | 65 | 90 | 238 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 05/06 | 06/07 | Difference | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fighting | 82 | 83 | +1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dr/Alc | 44 | 65 | +21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | 89 | 90 | +1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 215 | 238 | +23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

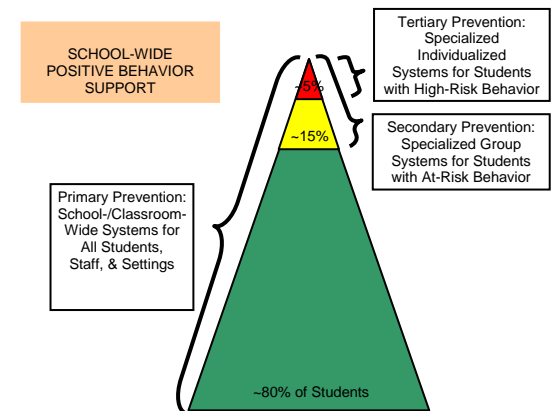
| Performance Indicator/Evidence | Target | Results | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|-------|-----|-----|-----|-----|-----|----|----|-------|----|-----|--------|----|---|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|---|--------|----|----|--------|----|----|--------|----|----|--------|----|---|--|--|
| <p data-bbox="331 201 810 227">Suspensions for "Other" Reasons</p>  <table border="1" data-bbox="197 673 915 703"> <thead> <tr> <th></th> <th>2000/01</th> <th>2001/02</th> <th>2002/03</th> <th>2003/04</th> <th>2004/05</th> <th>2005/06</th> <th>2006/07</th> </tr> </thead> <tbody> <tr> <td>Other</td> <td>199</td> <td>225</td> <td>218</td> <td>286</td> <td>209</td> <td>89</td> <td>90</td> </tr> </tbody> </table> <p data-bbox="302 750 831 776">Suspensions by Month (First Nations / Non-First Nations)</p>  <table border="1" data-bbox="197 824 957 1222"> <thead> <tr> <th>Month</th> <th>No</th> <th>yes</th> </tr> </thead> <tbody> <tr><td>Sep-06</td><td>12</td><td>8</td></tr> <tr><td>Oct-06</td><td>28</td><td>13</td></tr> <tr><td>Nov-06</td><td>38</td><td>23</td></tr> <tr><td>Dec-06</td><td>23</td><td>11</td></tr> <tr><td>Jan-07</td><td>21</td><td>13</td></tr> <tr><td>Feb-07</td><td>33</td><td>6</td></tr> <tr><td>Mar-07</td><td>43</td><td>16</td></tr> <tr><td>Apr-07</td><td>32</td><td>10</td></tr> <tr><td>May-07</td><td>35</td><td>12</td></tr> <tr><td>Jun-07</td><td>24</td><td>6</td></tr> </tbody> </table> | | 2000/01 | 2001/02 | 2002/03 | 2003/04 | 2004/05 | 2005/06 | 2006/07 | Other | 199 | 225 | 218 | 286 | 209 | 89 | 90 | Month | No | yes | Sep-06 | 12 | 8 | Oct-06 | 28 | 13 | Nov-06 | 38 | 23 | Dec-06 | 23 | 11 | Jan-07 | 21 | 13 | Feb-07 | 33 | 6 | Mar-07 | 43 | 16 | Apr-07 | 32 | 10 | May-07 | 35 | 12 | Jun-07 | 24 | 6 | <p data-bbox="1012 727 1369 873">To increase the number of First Nations who do NOT receive formal suspensions to a level similar to that of non-First Nations students.</p> | <p data-bbox="1394 207 1948 357">We did not reach our goal of a continued downward trend in the number of formal suspensions; however, we are still suspending about half as many students as we did prior to 2005/06.</p> <p data-bbox="1394 734 1974 883">First Nations students are accounting for one-third of our suspensions while making up just 17% of our student population. This is a concern. Strategies specific to First Nations students will be implemented.</p> |
| | 2000/01 | 2001/02 | 2002/03 | 2003/04 | 2004/05 | 2005/06 | 2006/07 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | 199 | 225 | 218 | 286 | 209 | 89 | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Month | No | yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sep-06 | 12 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Oct-06 | 28 | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nov-06 | 38 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dec-06 | 23 | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Jan-07 | 21 | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Feb-07 | 33 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mar-07 | 43 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Apr-07 | 32 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| May-07 | 35 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Jun-07 | 24 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



To increase the number of students who do NOT receive formal suspensions by redoubling pro-active and preventive interventions, especially during historically “peak” periods.

Boys received almost twice as many formal suspensions as girls last year. November and March are recognized as the months when most suspensions were issued.

PBIS Pyramid



Actions to Accomplish Goals:

- Positive Behaviour Intervention and Support (PBIS) teams will be formed in 15 schools (currently we have teams in 12 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. (Tom Hierck presented a two-day PBIS workshop for 85 staff members from 13 schools in September, 2007. He will do a follow-up session in late November, 2007. In September, Brent Ranger presented PBIS to all bus drivers, and Larry Espe did a PBIS review with the district’s clerical staff.)
- First Nations Education staff (David Rattray and Pat Jansen) will provide an in-service for staff regarding First Nations discipline and the use of “Healing Circles” as a form of Restorative Justice, in mid-November, 2007.
- First Nations Elders will be involved in Student Conduct Meetings involving First Nations students.
- All elementary schools were provided with current copies of “Easy Discipline” and secondary schools received the “SWIS” (School Wide Information System) program. These software programs provide for efficient data collection and, most importantly, the effective dissemination of

information that is then used to determine optimal intervention strategies for groups, individuals, problem areas and problem time periods. North Peace Secondary Vice-Principal, Wade Hart, has received training to be the district's SWIS contact.

- Suspension data is 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 Pyramid by working toward the consistent use of updated office referrals. (These referrals are designed to gather information that supports decision making as opposed to the traditional referral that was often used as a punishment and/or to "build a case against" a student.)
- The District Social Responsibility Leadership Team will continue to oversee the implementation of PBIS in each school this year. The team will also be addressing the possibility of district-wide use of the Social Responsibility Performance Standards Quick Scale on each student report card (the majority of schools are currently doing so). The intent will be to report more positive data (meeting/exceeding versus suspensions/referrals) and create a pyramid using the results.
- 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="237 326 890 548"> <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="237 670 890 893"> <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> <p style="text-align: center;">Early Literacy 2003/2004 Cohort Data Percentage of Students Reading At or Above Target</p> <table border="1" data-bbox="237 1015 890 1237"> <thead> <tr> <th></th> <th>2003/2004 Grade 1 Level 16</th> <th>2004/2005 Grade 2 Level 22</th> <th>2005/2006 Grade 3 Level 25</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>82%</td> <td>79%</td> <td>71%</td> </tr> <tr> <td>Boys</td> <td>78%</td> <td>75%</td> <td>63%</td> </tr> <tr> <td>Girls</td> <td>88%</td> <td>83%</td> <td>77%</td> </tr> <tr> <td>Aboriginal</td> <td>55%</td> <td>51%</td> <td>48%</td> </tr> </tbody> </table> | | 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%* | | 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% | <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>2006/07 Target was met for two out of five cohort groups.</p> <p>Students are generally maintaining gains in reading achieved in Grade 1 on into Grade 2. Boys are less consistent than girls. Students continue to have difficulty with the new Grade 3 assessment which requires written response to reading comprehension.</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> |
| | 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%* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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% | 68% |
| Boys | 76% | 79% | 60% |
| Girls | 85% | 83% | 77% |
| Aboriginal | 70% | 72% | 55% |
| Non-Aboriginal | | | 71% |

Early Literacy 2005/2006 Cohort Data
Percentage of Students Reading At or Above Target

| | 2005/2006 Grade 1 Level 16 | 2006/2007 Grade 2 Level 22 | 2007/2008 Grade 3 Level 25 |
|----------------|----------------------------------|----------------------------------|----------------------------------|
| Total | 79% | 78% | |
| Boys | 77% | 72% | |
| Girls | 83% | 85% | |
| Aboriginal | 62% | 69% | |
| Non-Aboriginal | | 80% | |

Cohort data follows one group of students as they progress through the primary grades. The year noted is the year the group was enrolled in Grade 1. There is no adjustment made for students leaving and entering the program over the three-year period.

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 |
|---|------|------|------|------|--|--|
| Grade 3 Instructional Reading Percentage of Students Reading Level 25 With Performance Rating of 3 or 4 | | | | | The percentage of boys meeting the target for year-end reading in Grade 3 will improve to match the percentage of girls. The percentage of Aboriginal students meeting the target for year-end reading in Grade 3 will improve to match the general population. | 2006/07 The percentage of boys meeting the year end target for reading in Grade 3 dropped slightly this year, widening the gap between the performance of boys and girls. The percentage of Aboriginal students meeting the year end target for reading in Grade 3 increased significantly, beginning to close the gap between the performance of Aboriginal students and their Non-Aboriginal peers. |
| | 2004 | 2005 | 2006 | 2007 | | |
| Total | 83% | 62%* | 71% | 68% | | |
| Boys | 81% | 57%* | 63% | 60% | | |
| Girls | 86% | 67%* | 77% | 77% | | |
| Aboriginal | 76% | 49%* | 48% | 55% | | |
| Non-Aboriginal | | | | 71% | | |
| * New Test | | | | | | |
| <i>The new test replaces oral retelling with a written response as a measure of comprehension skill.</i> | | | | | | |

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. | 2006/2007 We did not meet our target this year for the general population or for the Aboriginal subgroup. There was a decline in Grade 4 FSA Reading performance at 7 of 13 school sites. |
| 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% | | | |
| 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% | | |
| 06/07 | 70% | 75% | 64% | 59% | | |

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. |
|-------|---------------------------------------|---------------------------------------|--|--|
| 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% |
| 06/07 | 65% | 71% | 51% | 52% |

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

| | 2006 | 2007 | 2008 |
|----------------|------|------|------|
| Total | 62% | 77% | |
| Boys | 57% | 64% | |
| Girls | 67% | 85% | |
| Aboriginal | 45% | 50% | |
| Non-Aboriginal | | 82% | |

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

| | 2006 | 2007 | 2008 |
|----------------|------|------|------|
| Total | 61% | 64% | |
| Boys | 54% | 54% | |
| Girls | 65% | 72% | |
| Aboriginal | 45% | 48% | |
| Non-Aboriginal | | 67% | |

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.

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

2006/2007

We did not meet our target this year for the general population. There was a decline in Grade 7 FSA Reading performance at 7 of 13 school sites. There was a slight improvement in the performance of Aboriginal students this year.

2006/2007

The percentage of students meeting the year end targets for reading improved at all grade levels with the exception of Grade 7.

Grade 6 Instructional Reading
Percentage of Students Reading Level 60
With Performance Rating of 3 or 4

| | 2006 | 2007 | 2008 |
|----------------|------|------|------|
| Total | 62% | 65% | |
| Boys | 55% | 59% | |
| Girls | 68% | 72% | |
| Aboriginal | 39% | 51% | |
| Non-Aboriginal | | 68% | |

Grade 7 Instructional Reading
Percentage of Students Reading Level 70
With Performance Rating of 3 or 4

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

Grade 7 students this year did not perform as well as Grade 7 students last year. However, the Grade 7 cohort this year showed significant improvement compared to their performance in Grade 6.

OBJECTIVE 2.5: Ensure that at-risk students at the junior secondary level, reading one to two years below grade level, have the basic literacy skills to allow them to read successfully in the content areas.

| Performance Indicator/Evidence | Target | Results |
|--|---|---|
| <p>RAD reading assessment administered at the beginning and end of the reading intervention course.</p> <p>Final report card marks in English 8 and English 9.</p> | <p>Grade 8 & 9 students participating in a reading intervention class improve performance on a criterion referenced reading test using grade level text.</p> <p>Students achieve a passing grade in their English course.</p> | <p>2006/2007</p> <p>36 of 40 students improved one or more levels on the RAD assessment, moving from not yet to minimally or fully meeting expectations for their grade level.</p> <p>33 of 40 students passed their English course with regular credit, two students passed with modified credit.</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" data-bbox="243 394 980 773"> <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> <tr><td>06/07</td><td>88%</td><td>90%</td><td>89%</td><td>79%</td></tr> </tbody> </table> <p style="text-align: center;">District and Provincial Results For Writing FSA Grade 7</p> <table border="1" data-bbox="243 956 980 1334"> <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>73%</td><td>81%</td><td>54%</td><td></td></tr> <tr><td>01/02</td><td>74%</td><td>84%</td><td>70%</td><td>66%</td></tr> <tr><td>02/03</td><td>76%</td><td>79%</td><td>59%</td><td>61%</td></tr> <tr><td>03/04</td><td>90%</td><td>90%</td><td>88%</td><td>75%</td></tr> <tr><td>04/05</td><td>87%</td><td>90%</td><td>72%</td><td>75%</td></tr> <tr><td>05/06</td><td>85%</td><td>87%</td><td>84%</td><td>73%</td></tr> <tr><td>06/07</td><td>78%</td><td>85%</td><td>68%</td><td>72%</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% | 06/07 | 88% | 90% | 89% | 79% | 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% | 06/07 | 78% | 85% | 68% | 72% | <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>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.</p> | <p>2006/2007 We have made good progress toward our target in writing at the Grade 4 level. There has been significant improvement in performance on the Grade 4 Writing FSA for both the general population and the Aboriginal sub-group.</p> <p>2006/07 We have not made progress toward our Grade 7 target this year. Performance on the Grade 7 Writing FSA dropped this year compared to last, both for the general population and the Aboriginal sub-group. There was a decline in Grade 7 Writing FSA performance at 9 of 13 school sites.</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% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06/07 | 88% | 90% | 89% | 79% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06/07 | 78% | 85% | 68% | 72% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

District and Provincial Results
Graduation Program Exam
English 10

| Year | District % Students Passing | Province % Students Passing |
|-------|-----------------------------------|-----------------------------------|
| 04/05 | 90% | 92% |
| 05/06 | 92% | 94% |
| 06/07 | NA | NA |

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

| Grade | 02/03 | 03/04 | 04/05 | 05/06 | 06/07 |
|-------|-------|-------|-------|-------|-------|
| 4 | 77% | 76% | 76% | 79% | 74% |
| 7 | 70% | 66% | 71% | 71% | 72% |
| 10 | 45% | 55% | 49% | 53% | 57% |

Aggregated Final Report Card Data
% of Students Passing
English 10

| Grade | 02/03 | 03/04 | 04/05 | 05/06 | 06/07 |
|-------|-------|-------|-------|-------|-------|
| 10 | 84% | 91% | 92% | 92% | 93% |

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 | Meets OR Exceeds |
|---|-----------------|-------------------|---------------|---------|------------------|
| All Students 2004 (n=693) | 14 | 50 | 30 | 6 | 86 |
| All Students 2005 (n=690) | 12 | 42 | 35 | 11 | 88 |
| All Students Random Sample 2006 (n=161) | 5 | 47 | 39 | 9 | 95 |
| Grade 6 2004 (n=336) | 10 | 52 | 33 | 5 | 90 |

Establish a positive trend over the next 3 – 5 years (2006 – 2009/2011) showing an increase in the district percentage of students passing the English Grad Program Exam.

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.

Increase the percentage of students passing English 10 from 92% to 98%.

Increase the percentage of students meeting or exceeding expectations in the WWP internal assessment from 88% to 95%.

2006/2007

There has been a slight increase in the percentage of students passing the Grade 10 English Language Arts exam over the past two years. 2006/07 data is not yet available.

2006/2007

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

2006/2007

The percentage of students passing English 10 improved slightly, from 92% to 93% this year.

2006/07

Our overall analysis for the 2004 cohort who have been in the program for three years was completed June 2007, and indicated that they are sustaining the gains they demonstrated in the first year of the program. They are meeting at Grade 8 expectations at the same level that they previously met Grade 7 expectations, in spite of the fact that they have not had a specific Wireless Writing Program in Grade 8, and have not had the same level of access as in Grades 6-7. Our conclusion: the gains from Grades 6-7 persist.

| | | | | | |
|--|----|----|----|----|----|
| Grade 6 2005 (n=319) | 12 | 41 | 38 | 9 | 88 |
| Grade 6 Random Sample 2006 (n=106) | 5 | 46 | 40 | 9 | 95 |
| Grade 7 2004 (n=356) | 18 | 47 | 29 | 6 | 82 |
| Grade 7 2005 (n=346) | 12 | 44 | 31 | 12 | 88 |
| Grade 7 Random Sample 2006 (n=55) | 5 | 52 | 34 | 9 | 95 |
| Boys 2004 (n=246) | 18 | 56 | 22 | 3 | 81 |
| Boys 2005 (n=332) | 11 | 41 | 36 | 12 | 89 |
| Girls 2004 (n=267) | 8 | 45 | 39 | 8 | 92 |
| Girls 2005 (n=319) | 12 | 41 | 38 | 9 | 88 |
| Grade 8 Random Sample 2006 (n=47) | 5 | 46 | 41 | 8 | 95 |

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% |
| 2007 | 54% |

I am a good writer.

| | |
|------|-----|
| 2003 | 48% |
| 2004 | 48% |
| 2005 | 56% |
| 2006 | 53% |
| 2007 | 58% |

2007-08
Maintain or exceed the current target level of 95%.

We are currently analyzing the Grade 9 results for the cohort that joined the program in 2003.

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%.

2006-07

There is a slight increase in perception of students who like writing, while there was a 5% increase in the perception that "I am a good writer". Data is based on Grade 6 and 7 students.

ACTIONS TO COMPLETE GOALS:

- 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 and administrators 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.
- Revise text selection for the common assessment of reading comprehension at the intermediate grades (4-7).
- 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. Provide opportunities for schools to collaborate at common grade levels to anchor their assessments and determine priorities for teaching.
- Continue to work on aligning performance standards with letter grades in reading and writing in order to establish greater consistency with the use of letter grades.
- 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 for Grade 6-8 teachers.
- Implement strategies identified in the Aboriginal Enhancement Agreement (Goal 3 Objective 1).
- 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.
- 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.
- Continue with 1.5 FTE Itinerant Literacy Support Teachers to provide coaching to individual teachers and to facilitate staff development workshops and study groups.

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 needs improvement.

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. | 2006/2007 We made good progress toward our target at the Grade 4 level. There was a significant improvement on the Grade 4 Numeracy FSA for both the general population and 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 | 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% | | |
| 06/07 | 85% | 85% | 79% | 73% | | |
| 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. | 2006/2007 We did not meet our target this year for the general population. There was a decline in Grade 7 FSA Numeracy performance at 9 of 13 school sites. Performance of the Aboriginal sub-group remained the same as last year at 59%. |
| 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% | | |
| 06/07 | 74% | 80% | 59% | 63% | | |

District and Provincial Results
Graduation Program Exam
Principles of Math 10

| Year | District % Students Passing | Province % Students Passing |
|-------|-----------------------------------|-----------------------------------|
| 04/05 | 93% | 91% |
| 05/06 | 86% | 89% |
| 06/07 | NA | NA |

District and Provincial Results
Graduation Program Exam
Essentials of Math 10

| Year | District % Students Passing | Province % Students Passing |
|-------|-----------------------------------|-----------------------------------|
| 04/05 | 86% | 84% |
| 05/06 | 82% | 86% |
| 06/07 | NA | NA |

District and Provincial Results
Graduation Program Exam
Applications of Math 10

| Year | District % Students Passing | Province % Students Passing |
|-------|-----------------------------------|-----------------------------------|
| 04/05 | 85% | 85% |
| 05/06 | 80% | 84% |
| 06/07 | NA | NA |

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

| Grade | 02/03 | 03/04 | 04/05 | 05/06 | 06/07 |
|-------|-------|-------|-------|-------|-------|
| 4 | 77% | 83% | 79% | 78% | 78% |
| 7 | 75% | 70% | 77% | 69% | 73% |
| 10 | 54% | 58% | 48% | 49% | 43% |

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

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.

2006/2007

District performance on the Grade 10 Math Provincial Exams dropped in the second year of administration, falling slightly below Provincial performance. 2006/2007 data not yet available.

2006/2007

Report card performance dropped at the Grade 10 level, remained the same at the Grade 4 level and improved at the Grade 7 level.

| | | | | | | | |
|--|-------|-------|-------|-------|-------|--|---|
| Aggregated Final Report Card Data % of Students with I or F in Math 10 | | | | | | Reduce the percentage of Math10 students who receive a mark of F or I to 2%. | 2006/2007 Improvement toward target was made. The percentage of Math 10 students who received a mark of F or I decreased this year. |
| Grade | 02/03 | 03/04 | 04/05 | 05/06 | 06/07 | | |
| 10 | 10% | 5% | 5% | 6% | 4% | | |

ACTIONS TO ACHIEVE GOALS:

- Provide orientation and assessment training sessions for Math Makes Sense to all classroom teachers new to teaching or new to the district.
- Distribute newly developed Innovation Configuration Map (IC Map) for numeracy instruction for use by individual classroom teachers and school sites to identify areas of need for professional development and support.
- Continue with Power of Ten demonstration lessons for classroom teachers, facilitated by our new local trainers. Contract Trevor Calkins to consult with trainers.
- 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)
- 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 with a 1.0 FTE Numeracy Support Teacher to provide coaching to individual teachers, coordinate Elementary Math Reps, and facilitate staff development workshops and study groups.
- Continue with a Math Rep at each elementary school to meet six times per year with the Numeracy Support Teacher.

OBJECTIVE 4.1: To increase our Dogwood Completion Rate.

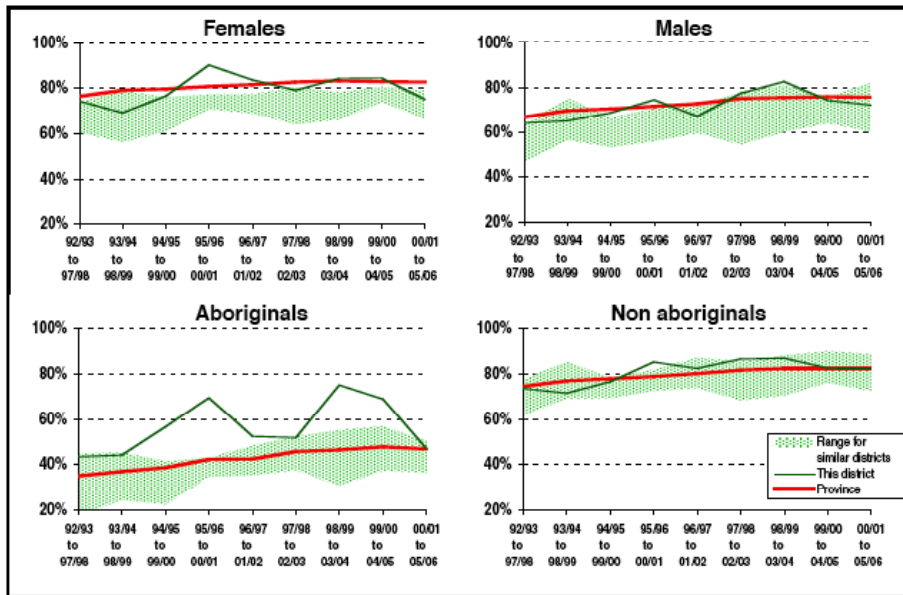
| Performance Indicator/Evidence | Target | Results | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---|--|
| <p style="text-align: center;">School District Peace River North</p> <p style="text-align: center;">DOGWOOD COMPLETION WITHIN 6 YEARS B.C. PUBLIC SCHOOLS</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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> <th>00/01 to 05/06</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> <td>79.9%</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>69.4%</td> <td>65.2%</td> </tr> <tr> <td>This district</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> <td>73.6%</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>79.2%</td> <td>79.1%</td> </tr> </tbody> </table> <p><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.</small></p> <p><small>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 December 2006.</small></p> <p><small>Source: B.C. Ministry of Education, December 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 | 00/01 to 05/06 | Similar districts - maximum | 68.8% | 74.2% | 71.1% | 72.4% | 73.5% | 74.8% | 76.7% | 78.0% | 79.9% | Similar districts - minimum | 56.5% | 56.5% | 58.4% | 63.9% | 67.1% | 61.4% | 63.0% | 69.4% | 65.2% | This district | 68.7% | 67.2% | 72.3% | 81.7% | 75.1% | 78.2% | 83.3% | 79.0% | 73.6% | Province | 71.5% | 74.2% | 75.0% | 76.0% | 77.0% | 78.7% | 79.2% | 79.2% | 79.1% | <p>Based on 2005/06 results of 74%, our target will continue to be the establishment of 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. In 2005/06 we experienced another decline this time below the provincial average. Although historically there is a positive trend, we are concerned about the downward direction for the past two years.</p> <p>2006/07 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 | 00/01 to 05/06 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Similar districts - maximum | 68.8% | 74.2% | 71.1% | 72.4% | 73.5% | 74.8% | 76.7% | 78.0% | 79.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Similar districts - minimum | 56.5% | 56.5% | 58.4% | 63.9% | 67.1% | 61.4% | 63.0% | 69.4% | 65.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| This district | 68.7% | 67.2% | 72.3% | 81.7% | 75.1% | 78.2% | 83.3% | 79.0% | 73.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Province | 71.5% | 74.2% | 75.0% | 76.0% | 77.0% | 78.7% | 79.2% | 79.2% | 79.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Performance Indicator/Evidence

School District

Peace River North

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



Females

| | 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 | 00/01 to 05/06 |
|---------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| This district | 74.3% | 69.2% | 76.6% | 90.1% | 83.7% | 79.1% | 84.2% | 84.5% | 75.2% |
| Province | 76.5% | 79.1% | 79.8% | 80.9% | 81.6% | 82.7% | 83.3% | 83.0% | 82.6% |

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 | 00/01 to 05/06 |
|---------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| This district | 64.1% | 65.1% | 68.7% | 74.4% | 67.2% | 77.4% | 82.5% | 74.2% | 72.2% |
| Province | 66.8% | 69.6% | 70.5% | 71.5% | 72.7% | 75.1% | 75.4% | 75.8% | 75.6% |

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 | 00/01 to 05/06 |
|---------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| This district | 43.4% | 44.1% | 56.4% | 69.3% | 52.2% | 51.8% | 74.9% | 68.6% | 47.1% |
| Province | 35.0% | 36.9% | 38.7% | 42.3% | 42.4% | 45.7% | 46.3% | 47.7% | 46.8% |

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 | 00/01 to 05/06 |
|---------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| This district | 73.4% | 71.2% | 76.3% | 85.0% | 82.3% | 86.5% | 86.8% | 82.4% | 82.3% |
| Province | 74.3% | 76.9% | 77.6% | 78.6% | 80.0% | 81.6% | 82.2% | 82.2% | 82.3% |

Note. Minor changes have been made to some of the data reported prior to December 2006.

Source: B.C. Ministry of Education, December 2006.

Target

To have each sub group establish a positive trend line toward the target of 85% by 2010.

Results

2005/06 results, as per the graph, indicate a drop in female, male and aboriginal subgroups from the previous year. Data for aboriginals in 2005/06 was at 1% below that of the province.

2006/07 results are not available at the time of writing.

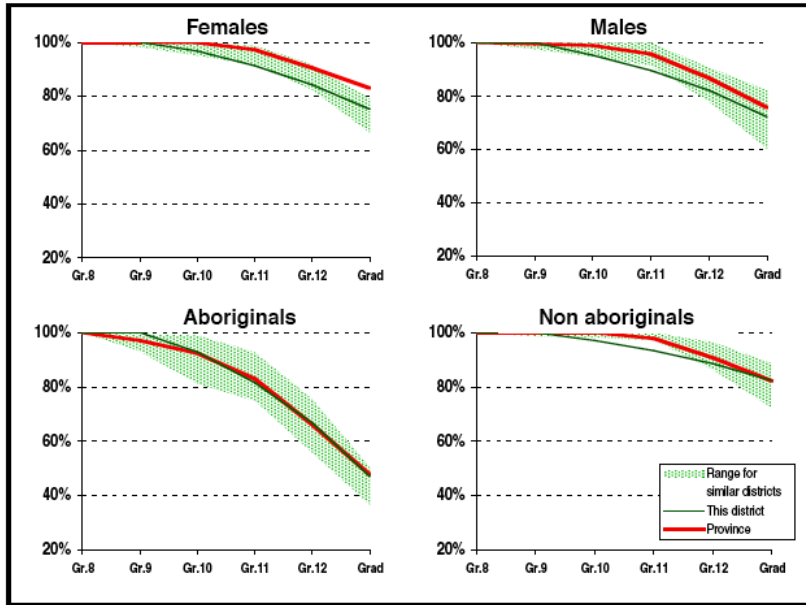
OBJECTIVE 4.2: To increase Grade-to-Grade Progression over six years.

| Performance Indicator/Evidence | Target | Results | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------|---------|----------|----------|----------|----------|----------|-----------------------------|--------|--------|-------|-------|-------|-------|-----------------------------|--------|-------|-------|-------|-------|-------|-------------------|--------|--------|-------|-------|-------|-------|----------|--------|-------|-------|-------|-------|-------|---|--|
| <p>School District Peace River North</p> <p style="text-align: center;">GRADE PROGRESSION OVER 6 YEARS 2000/01 TO 2005/06, B.C. PUBLIC SCHOOLS</p> <table border="1" data-bbox="172 917 890 1031"> <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>99.1%</td> <td>99.6%</td> <td>88.8%</td> <td>79.9%</td> </tr> <tr> <td>Similar districts - minimum</td> <td>100.0%</td> <td>98.0%</td> <td>94.9%</td> <td>92.7%</td> <td>80.0%</td> <td>65.2%</td> </tr> <tr> <td>Peace River North</td> <td>100.0%</td> <td>100.0%</td> <td>95.9%</td> <td>90.3%</td> <td>83.1%</td> <td>73.6%</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>Notes. Students are tracked over time using their Personal Education Numbers (PENs). Percentages shown are the percentage of Sept. 2000 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 December 2006.</p> <p>Source: B.C. Ministry of Education, December 2006.</p> | | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Graduate | Similar districts - maximum | 100.0% | 100.0% | 99.1% | 99.6% | 88.8% | 79.9% | Similar districts - minimum | 100.0% | 98.0% | 94.9% | 92.7% | 80.0% | 65.2% | Peace River North | 100.0% | 100.0% | 95.9% | 90.3% | 83.1% | 73.6% | Province | 100.0% | 99.7% | 99.3% | 96.5% | 88.5% | 79.1% | <p>To meet or exceed the provincial transition rate with all subgroups.</p> | <p>Results</p> <p>Grade 9 to 10 2005/06 – decline from 100% to 96%</p> <p>Grade 10 to Grade 11 2004/05 – decline from 94% to 92%. 2005/06 – decline from 92% to 90%</p> <p>Grade 11 to Grade 12 2004/05 – decline from 88% to 85%. 2005/06 – decline from 85% to 83%</p> <p>The three transition grades represent a decline that we feel must be reversed.</p> <p>Results from 2006/07 are not available to us at the time of writing.</p> <p>The significant decline in Grade 9 to 10 as well as that with aboriginals for each grade beyond requires attention.</p> |
| | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Graduate | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Similar districts - maximum | 100.0% | 100.0% | 99.1% | 99.6% | 88.8% | 79.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Similar districts - minimum | 100.0% | 98.0% | 94.9% | 92.7% | 80.0% | 65.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Peace River North | 100.0% | 100.0% | 95.9% | 90.3% | 83.1% | 73.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Province | 100.0% | 99.7% | 99.3% | 96.5% | 88.5% | 79.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

School District **Peace River North**

**GRADE PROGRESSION OVER 6 YEARS
2000/01 TO 2005/06, 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% | 97% | 91% | 84% | 75% | 100% | 100% | 95% | 89% | 82% | 72% | |
| 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% | 93% | 82% | 67% | 47% | 100% | 100% | 97% | 93% | 88% | 82% | |
| Province | 100% | 97% | 92% | 83% | 66% | 48% | 100% | 100% | 100% | 98% | 91% | 82% | |

Although our transition rates for aboriginals in the 1999/2000 to 2004/05 cohort were higher than the provincial average, the 2000/01 to 2005/06 cohort dropped to the provincial average. This requires further examination as the difference compared to the non-aboriginal population already needed to be addressed.

Actions to Achieve Goals:

- Make personal contact with each student who does not complete their Dogwood to: 1) ask why they left school, and 2) ask what it would take to get them back. We are also exploring the possibility of interviewing students who did complete to ask what kept them in school.
- 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.
- 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.