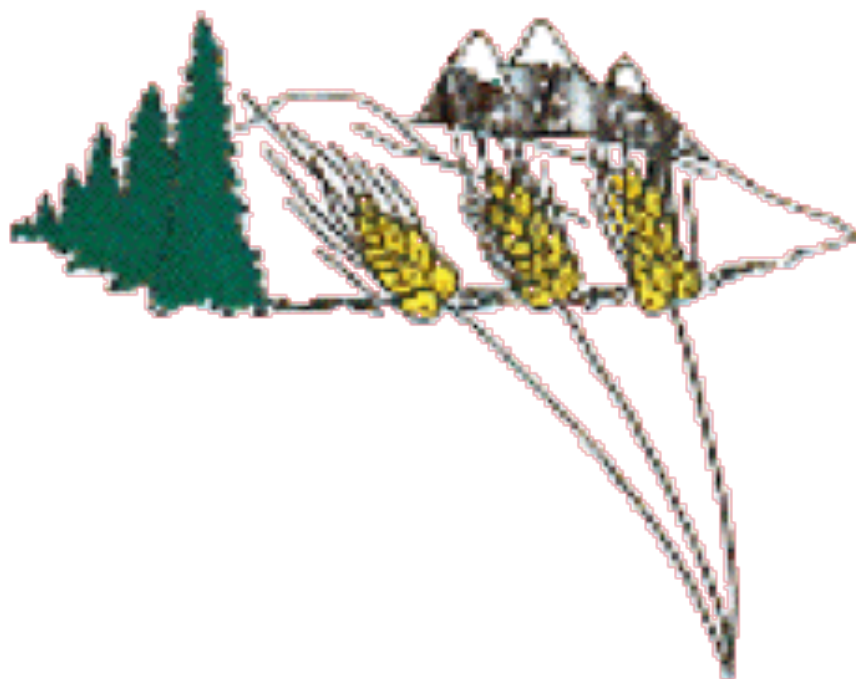


District Achievement Contract 2014-2017

School District No. 59 (Peace River South)
District Achievement Contract
2014-2017



Submitted by Kathy Sawchuk, Superintendent of Schools

School District No. 59 (Peace River South)

INTRODUCTION:

This is the first year of a three-year plan. This introduction restates most of what was included in last year's document and it is important to include it in this document so first time readers are familiar with the overall plan.

While we believe that student achievement with relation to foundational skills is the overarching goal of public education, we believe it is through engagement and personalization that achievement will be realized. Reading, writing and numeracy continue to be foundational and a high degree of competency in these areas, coupled with 21st Century skills, will prepare the next generations for the world where they will be the leaders. This achievement contract focuses on each student and gives particular attention to each student of aboriginal ancestry.

In order for the district to be responsive to the needs of its student population, particular performance information needs to be gathered and studied. A variety of information has been gathered over time at various levels throughout the system. Student achievement information has been, and will continue to be, tracked in cohort groupings. Data is gathered on individual students and presented in a variety of formats including individual student profiles. Data is available at the classroom level, grade level, school level and district level. In the second year of this contract, we will be implementing a process to develop a classroom profile that will be used to create a school profile. The profiling process will begin by considering the needs of each student in the class. A graphic depicting this process is included in this document. The main purpose for collecting and analyzing student performance information is to inform practice. Evidence of student learning is collected and reflected upon to inform the design of the next phase of the learning.

Student performance information is gathered in a variety of areas through a range of assessment instruments:

- District developed Kindergarten language development assessment;
- District developed reading readiness assessments (Kindergarten);
- Fountas and Pinnell Reading Assessment (Grades 1-8);
- Reading, writing and numeracy Foundation Skills Assessment (Grades 4 and 7);
- District developed numeracy assessment (Grades 1-7) ... *to be developed during the 2014-15 school year and launched in late spring 2015*
- Provincial exam results (Grades 10-12);
- Graduation results.

After ten years of data gathering, trends and patterns have emerged. We can predict the percentage of students meeting expectations in reading based on the district reading assessment. There are students who perform well on the District Reading Assessment and whose report card information suggests they are meeting grade level expectations who do not meet expectations on the FSA. We have found that the FSA provides an early glimpse of a student's level of intellectual engagement. It appears that FSA is a predictor of

graduation and we will use the FSA to plan interventions for students to mitigate any learning needs that may impede the likelihood of the student graduating. All data sources are disaggregated based on gender and aboriginal ancestry.

Gathering information is one component of improving student achievement. Over time a number of interventions have been introduced and we have witnessed improvement in many areas by many students. We continue to look for trends and patterns that will provide us with the necessary insight that will allow us to focus on engagement and personalization for each student.

District Context:

School District No. 59 (Peace River South) is located in the northeastern corner of British Columbia. The school district encompasses the communities of Dawson Creek, Chetwynd, and Tumbler Ridge, as well as a number of rural communities.

The economy of the area is varied and comprised of agriculture, tourism, manufacturing, petroleum exploration and development, hydro-electric power generation, forestry and mining. The region is currently experiencing a great deal of industrial activity with an influx of workers who are employed in the area yet maintaining their primary residences in other regions of the province.

Strategic Planning Process:

Over the course of the 2011-12 school year the District's Senior Administration team conducted environmental scans with each school staff and with a wide variety of focus groups (Trustees, students, special education, aboriginal advisory, school administrators).

The Strengths, Weaknesses, Opportunities and Threats (SWOT) identified through this lengthy process, were analyzed by collaborative teams of teachers, administrators and Trustees to drill down to the key common development areas. This led to a collaboratively developed **District Strategic Plan** that guides our goal setting and ongoing work.

In brief the three key elements of the strategic plan focus on:

- The Learning Framework
- Collaboration
- Communication

District Information:

Community Demographics:

School District No. 59 (Peace River South) consists of 19 schools with a projected enrolment of 3605.125 FTE students. There continues to be a decline in the number of students. The 2013-14 school year saw the closure of Tate Creek Elementary. The trend

was expected to start to reverse in 2014-15 but late spring indications are that we will again be experiencing an enrollment decline in September 2014.

Unique Characteristics:

School District No. 59 (Peace River South) is largely a rural district with a fairly dispersed population and a resource-based economy. A gradual but continued district enrolment decline over the past decade has led to some challenges including those related to the delivery of programs and educational support services in small schools. Small secondary schools in the district face particular challenges in offering graduation program options to students. Increasing numbers of students are choosing to enter the trades and technical programs, and we are supporting them through our dual credit options. *The District is proud of its partnerships with local industry and with Northern Lights College, Northern Opportunities and a newly established work experience partnership with the District facilities and transportation departments. These partnerships are resulting in expanded career education opportunities for students.*

Goals and Targets:

Primary

Literacy – 90% of students will meet reading and writing expectations at the end of grade 3 in 2017

MEASURES:

- Fountas & Pinnell reading assessment;
- BC Performance Standards for Writing;

Numeracy – 90% students will be meeting expectations by the end of grade 3 in 2017

MEASURE:

- District developed numeracy assessment – (*for initial launch in spring 2015*)

Intermediate

Literacy – 90% of students will meet grade level expectations in reading and writing

MEASURES:

- Fountas & Pinnell reading assessment (Grades 1-8);
- Grades 4 and 7 FSA

Numeracy – 90% of students will meet grade level expectations

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MEASURES:

- Grades 4 and 7 FSA;
- District developed numeracy assessment – *(for initial launch in spring 2015)*

Secondary

- 90% of students will successfully complete the grad program as outlined in their personally developed Graduation Learning Plans;
- Increased percentage of students enrolling in workplace embedded and post-secondary partnership for credit options (*baseline to be established spring 2015*)

Additional goal areas that apply K to 12:

Students will develop their ability to solve problems, think critically, and make decisions; develop social and personal skills, good work habits, confidence, sense of self-worth, and understanding of the value of physical and emotional well-being.

MEASURES:

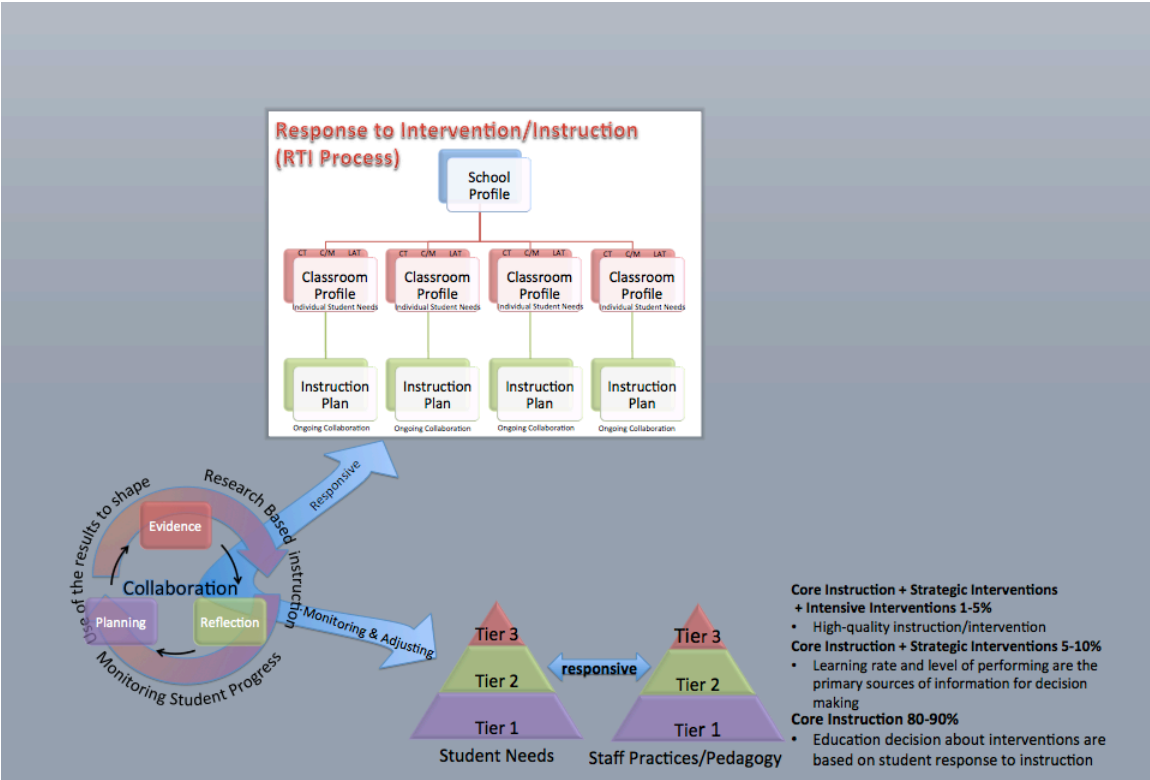
- Analysis of selected items from Ministry Student Satisfaction Survey;
- Analysis of school generated qualitative data from District administered environmental scans;
- Qualitative data from District developed school performance matrix

Baseline data from these sources will be established in the spring term of 2015 and targets set accordingly.

Aboriginal Learners

Schools continue to shift to developing individual student targets. This is vital to the success of our Aboriginal learners. We need to engage in dialogue with our aboriginal students, family members and community members to talk with them about what success means and how it is to be achieved for each aboriginal student. Achievement targets were set for each aboriginal learner that also included short and long-term goals. This process will continue into next year. Feedback from students, parents and staff has been very positive. Anecdotal reports support this approach and the need for ongoing refinement of goals and targets. The purpose of the targets is to increase student ownership and to assist students to set attainable goals


Supporting Learning through Collaboration:



The process begins with classroom teacher, coach/mentor teacher and learning assistance teacher reviewing the strengths of the whole class, whole class needs and then individual concerns.

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[SD59](#) [Classes Listing](#) [Class Profile](#) [Instructional Plan](#) [Achieve DRA/F&P](#)


BETA

Welcome Trevor Smith ([logout](#))

Class Profile Save Return

Student: [Redacted] Gr: 07 Gn: M Ab: N DRA (L/A/C): 89/98/4
 Homeroom: 10102 Teacher: Grade(s): 6 to 7 Year: 2013

Student	Gr	Gn	Ab	DRA (L/A/C)	Goals	Strategies
[Redacted]	07	M	Y	89/98/4	Literacy Intensive Strategic Core	
[Redacted]	07	M	N	89/95/3		
[Redacted]	07	F	N	89/98/4		
[Redacted]	07	M	Y	89/96/3	Numeracy Intensive Strategic Core	
[Redacted]	07	M	N	50/91/2		
[Redacted]	07	F	N	65/92/4		
[Redacted]	06	M	N	79/98/4	Basic Skills Strategic Core	
[Redacted]	07	M	N	79/98/2		
[Redacted]	07	M	Y	79/88/2		
[Redacted]	07	F	Y	79/94/4		
[Redacted]	06	F	N	79/98/3		
[Redacted]	06	F	Y	79/97/4		
[Redacted]	07	M	N	79/92/3		
[Redacted]	07	M	Y	24/96/2		
[Redacted]	06	F	N	65/96/2		
[Redacted]	07	F	N	90/06/4		

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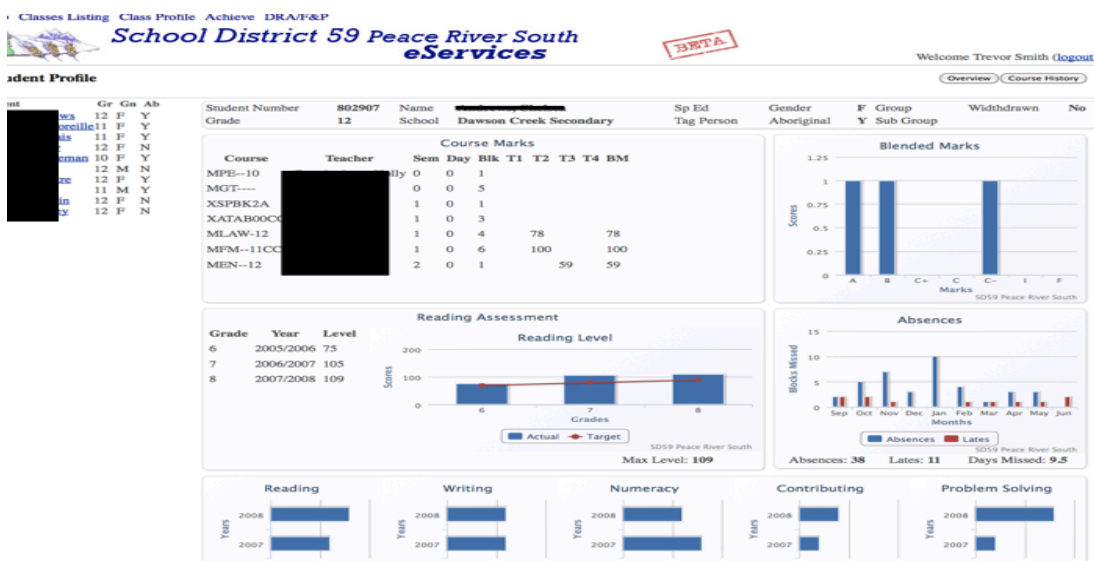
Information from the classroom profile process is then used to develop an instructional plan. This process allows for specific supports to be placed in classrooms to address specific needs.

Gr	Gn	Ab	(L/A/C)	Whole Class Strengths	Whole Class Needs
06	F	N	60/99/3	[Empty box for Whole Class Strengths]	[Empty box for Whole Class Needs]
07	M	N	60/96/4		
07	F	Y	70/97/2		
06	M	Y	60/98/3		
07	M	N	70/99/3		
07	M	N	60/99/3		
106	M	N	60/98/3		
06	F	Y	60/98/2		
06	F	Y	60/99/3		
07	M	N	70/96/3		
06	F	N	60/95/2		
106	F	N	60/97/2		
07	M	N	70/99/2		
07	M	Y	14/95/7		
06	F	N	60/99/3		
06	F	N	60/99/3		
06	M	N	50/97/2		
06	M	N	60/98/2		
06	F	N	60/98/3		
07	M	N	70/99/3		
07	F	N	70/98/2		
06	M	Y	50/96/3		
06	M	Y	60/98/3		
06	F	N	60/99/4		
06	F	N	60/98/3		
06	F	N	60/99/3		
07	M	N	70/99/3		
106	M	N	60/95/2		

Gr	Gn	Ab	(L/A/C)	Individual Concerns
				Physical
				Language (English)
				Learning
				Social/Emotional
				Behavioural
				Self-Determination

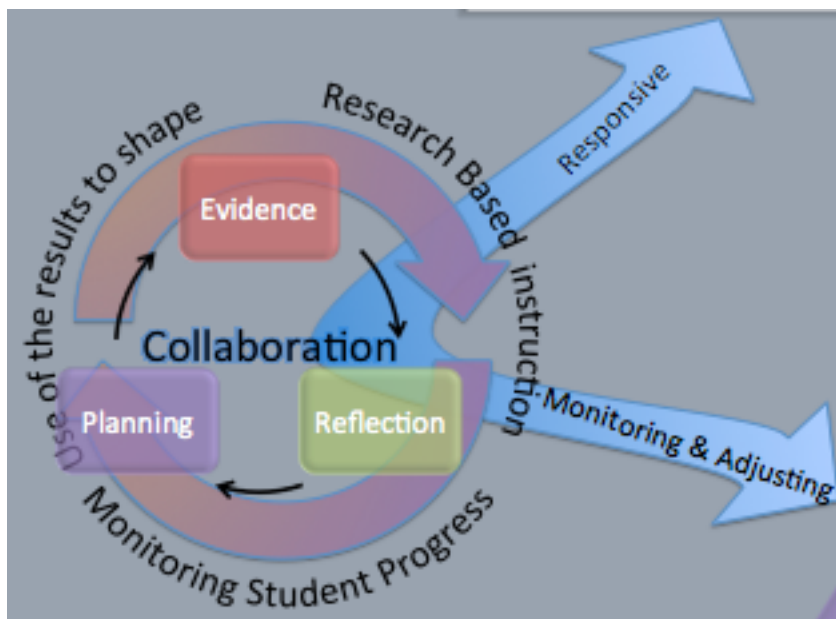
This document serves as a guide in the ongoing collaboration sessions that occur throughout the year between the classroom teacher and the coach/mentor teacher.

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This individual student profile allows for the ongoing monitoring of achievement and supports a more personalized approach to the learning experience for the student.

Collaboration Cycle



Classroom teachers, with the support of coach mentor teachers, are provided with a minimum of five collaboration sessions for the purpose of reviewing evidence of student learning and adjusting instructional plans where needed. Coach mentor teachers and classroom teachers have reported that this process has been very beneficial. Classroom teachers have stated that through this process they have been able to zero in on the specific needs of students and the students have shown marked improvement in areas of achievement. The ongoing data focus is a critical component of the professional dialogue between classroom teachers and coach mentor teachers.

Performance Information:

DATA → INFORMATION → KNOWLEDGE → WISDOM

There are a number of key pieces of performance information that are used both at the district level and at the school level.

Achieve Data

- **Reading** (Criteria from BC Performance Standards)
- **Writing** (Criteria from BC Performance Standards)
- **Numeracy** (Criteria from BC Performance Standards)
- Social Responsibility – **Contributions to Classroom & Community** (Criteria from BC Performance Stand
- Social Responsibility – **Solving Problems in Peaceful Ways** (Criteria from BC Performance Standards)

How to interpret the information:

One of the ways of looking at the achievement information is to compare the **school information with the district information**. This gives each school some indication of how the students are doing relative to the district. Comparing the achievement of students in the **different groups** can identify trends based on gender or aboriginal ancestry.

Comparing **grade levels** within groups might highlight some achievement increases (or decreases) based on grades. Comparing information **between years** can identify areas of improvement or areas of concern.

Over the course of the 2014-15 school year we will engage in collaborative project to transition from the use of the last two items cited above to the use of:

- *Selected items from the Ministry Student Satisfaction Survey;*
- *District developed school performance matrix;*
- *Individual school environmental scans (SWOTs) with a third of the District schools in each of the next three years*

District Reading Assessment

The reading assessment information is organized and presented in groupings called “**cohorts**”. Cohort groupings are important in the identification of trends as students move through the grades.

A cohort group is generally expected to graduate in a specific year. For instance the “2012 Cohort” started grade 1 in the 2000/2001 school year. This group continued through the grades together and in 2004/2005 most of them are in grade 5. Most of these students will graduate in June of 2012.

Similarly, the 2014 cohort started grade 1 in 2002/2003, enters grade 3 in 2004/2005, and graduates in June 2014.

When students are grouped this way the data looks something like the information in Table 2.

Table 2 – Reading Information by Cohort

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School District 59 - All Students												
Grade	September			June			Relative to Expected Level (June)					Assessment Year
	Avg	Count	%Meet	Avg	Count	%Meet	-2yr+	-1yr	At	+1yr	+2yr+	
Grade 7	77	320	49%	84	325	63%						2006/2007
Grade 6	69	316	49%	76	326	80%						2005/2006
Grade 5	60	324	47%	70	328	79%						2004/2005
Grade 4	49	295	58%	60	294	81%						2003/2004
Grade 3	34	285	51%	50	292	77%						2002/2003
Grade 2	18	276	25%	34	278	77%						2001/2002
Grade 1	2	284	2%	18	282	59%						2000/2001

End of cohort data for students scheduled to graduate in 2012.

In Table 2, the 284 students assessed in September of 2000 make up some of the 325 students who are currently here in June of 2007. Over the 7 years, some students moved out of the district, some moved into the district, and some changed schools. All of these students are included in the information above.

The graphic depicts the percentage of students who are:

- 2 or more years below the expected reading level (red),
- 1 year below the expected reading level (orange)
- At the expected reading level (yellow)
- 1 year above the expected reading level (aqua)
- 2 or more years above the expected reading level (blue)

How to Interpret the Information

- One of the ways of looking at the reading assessment information is to compare the **school information with the district information**. This gives each school some indication of how the students are doing relative to the district.
- Comparing the reading levels of students in the **different groups**.
- Comparing **grade levels** within cohort groupings might highlight some achievement increases (or decreases) based on grades.
- Comparing information **between years** can identify areas of improvement or areas of concern.
- Comparing the same grade in different cohorts can identify trends over time.
- Comparing the June results in various years can identify improvement trends or areas of concern. The June results are important since they correspond to the expectation times.
- Comparing information from September to June shows improvement of the group over each year.

District Numeracy Assessment

This will be developed and launched in the 2014-15 school year and analysis will be designed in a similar format as the reading assessment data.

Foundation Skills Assessment

The Foundation Skills Assessment is an annual province-wide assessment of British Columbia students' academic skills, and provides a snapshot of how well BC students are learning foundation skills in Reading Comprehension, Writing, and Numeracy.

The main purpose of the assessment is to help the province, school districts, schools and school planning councils evaluate how well students are achieving basic skills, and make plans to improve student achievement. FSA is designed and developed by British Columbia educators. The skills tested are linked to the provincial curriculum and provincial performance standards.

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The assessment is administered annually to Grade 4 and 7 students in public and provincially funded independent schools.

Six-Year Completion Rate

The proportion of students who graduate, with a Certificate of Graduation, within six years from the first time they enroll in Grade 8, adjusted for migration in and out of British Columbia.

The Six-Year Completion Rate is calculated by using the percentage of students who graduate within six years from the time they enroll in Grade 8, adjusted for migration in and out of BC. A six-year rate provides students with an extra year beyond the five years required to move through Grades 8-12.

Six-year completion rates are not produced at the school level as adjustments to account for students leaving the province cannot be estimated from Ministry data. A group of students are selected (cohort group) including all students who enroll in Grade 8 in Year 1, or arrive at a BC school in a higher grade during the subsequent Years 2 through 5. The district in which a student last attended school in Years 1 through 6 is assigned to the district cohort from which the Six-Year Completion Rate is determined.

Completion of Graduation Learning Plans (GLP)

Baseline data of percentage of students completing GLPs will be established in each of the three District Secondary Schools.

Highlights for 2013-2014 and Next Steps

Social Emotional Learning/Social Responsibility

Schools across the district use a variety of programs and interventions to improve social emotional learning at each site. Schools participate in school-wide and individual classroom programs. Habits of the Heart, Mind-Up and Second Step are examples of most widely used programs. Other interventions include restorative practices, Kids in the Know, Positive Classroom Discipline, ALERT- How Does Your Engine Run and Zones of Regulation.

Seventy percent of schools report an increase in some or all of the following: empathy, self-regulation, student leadership, respect, self-determination and happiness. In most schools students are talking and acting in ways that demonstrate improved social and emotional well-being.

Student suspension rates are low across all District schools ranging from a low of 14 suspensions in October to a high of 37 in November. The average number of suspensions for the 2014-15 school year was 19.9.

The District now has a trainer for Positive Classroom Discipline and Positive Discipline for Parents. This course will continue to be offered to parents and teachers throughout the year.

New data sources for assessing student social emotional well-being will be established by the end of the 2014-15 school year.

IBL/PBL (Inquiry Based/Project Based Learning)

21st Century practices continue to spread through the district. In 2013-14 there was a noticeable increase in teachers adopting instructional practices based on a PBL/IBL model.

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In one of the district's secondary schools, a collaborative process involving students, teachers, parents and community members, resulted in the creation of an IBL wing and parallel timetable structure setup to support students wishing to pursue this as an educational option.

Across the district, there has been a significant increase in the number of public exhibitions of learning. The second annual district wide Beautiful Work Fair was held in May in conjunction with the local Trade Fair, featuring student work from all schools and all grade levels. Feedback on this event suggests a re-thinking of the timing and structuring may be in order. A committee will be established to plan for a series of three smaller exhibitions to at a variety of community venues.

1.2 FTE District Helping Teacher time will continue to support PBL/IBL initiatives.

Primary Literacy Project

The vision of the School District is that 90% of students entering Kindergarten in the fall of 2013 will be reading, writing and using numbers confidently and competently, at grade level, when they enter grade 4 in 2017! Further, we have a vision that all students will be achieving to their fullest personal potential based on goals set forth in the individual instructional plans developed to address special needs.

To this end, we began an exciting primary project (Kindergarten – Grade 3) in August 2013 with all but two elementary schools participating. This project involved an intense focus on literacy, numeracy, inquiry- based learning and social emotional learning, based on current educational research. Classroom teachers engaged in ongoing professional development with Dr. Janet Mort, an adjunct professor and researcher from Vancouver Island University. District Helping Teachers for literacy, numeracy, speech and language development, and special education were directly involved in the professional development and in supporting the work at the classroom level.

Although official data could not be collected and analyzed due to the constraints resulting from the year-end political situation, the unofficial reports are extremely encouraging. For example, we know that 100% of students in 4 Kindergarten classrooms are reading at an early grade one level! We know that the reading readiness data collected by the Speech and Language team has reached unprecedented levels. We know that all participating teachers are reporting overall significant increase in student achievement and teaching satisfaction. We have every reason to believe that the goal of 90% of students reading and writing at grade level by 2017 is well within reach.

Project work will continue in the 2014-15 school year with additional emphasis on writing and numeracy while consolidating instructional practices around reading. The 15% of K-3 teachers who did not participate in the pilot year will be invited to join in the work and will be afforded release time with a mentor from the first year teacher cohort.

Intermediate Literacy Project

Over the course of the 2014-15 school year an intermediate literacy project will be designed to extend the work of the primary project into grades four to seven. Data will be analyzed to determine the literacy needs in these grades. An analysis of current research will be conducted to identify strategies and practices to ensure 90% of students are reading at grade level by the end of grade 7.

Professional learning communities will be established in the first year to create benchmarks and targets for the implementation of the project the following year. The data and research will also lend itself to determine what type of professional development will be needed to ensure the success of the program. The "Later to Literacy" Helping Teachers will be integral participants in this initiative.

Graduation Pathways

An increase of IBL/PBL practices continues at each of the three secondary schools with individual teachers. Our next challenge is to encourage and support the development of cohort structures that support

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IBL/PBL; cohorts of students with cohorts of teachers focused on multi-disciplinary inquiries/projects. The initial model for this will begin at Chetwynd Secondary School in September.

Pathways to Graduation have been designed and in place for one year at Dawson Creek Secondary School with the intent of providing students the opportunity to engage in a program of studies focused on areas of their personal interest/passion; Liberal studies, STEM, the Arts and Trades. Further examination of the effectiveness of this initiative is in order at the end of its second year of implementation.

Work Experience and Secondary School Apprenticeship are supported at each of the secondary schools with a Career Coordinator and, at one school, a Career Education teacher.

Dual Credit courses in partnership with Northern Lights College and Northern Opportunities have been vibrant programs for South Peace students for over 12 years and now cover trades, technical and academic careers. The number of course offerings and the number of students enrolled have grown. This continues to be an area of growth and focus as we gear up to meet the challenge of the new Ministry of Education 'Blueprint'.

Skilled Worker Certification is a program being designed to meet the needs of students struggling to match their talents with traditional classroom based education. These students need hands on, community embedded, skills based training that will set them up for success in the workplace. They have skills, talents and goals that don't align with the traditional school structures. In order to better meet the needs of these students, we will be engaging in further exploration within our existing partnership with Northern Lights College.

Outdoor Ed/Experiential Ed programs have grown in popularity and have been instrumental in motivating and engaging a wide range of students around the district. A plan is in place to develop a pilot program to target a challenged cohort of upper intermediate and high school students to reignite their passion for learning. This will partially be based at our outdoor education facility at Gwillim Lake.

Elementary Trades and Skills is another area of focus as we move forward to expand the number of students choosing to explore this option when they get to high school. An Elementary Career Coordinator will support schools in this endeavour.

Numeracy

In 2013-14 a Numeracy Helping Teacher worked with teachers in the classroom and provided professional development opportunities.

In order to be more intentional around improvements in numeracy, in the 2014-15 school year, a framework of instructional practices will be developed for primary teachers and integrated into the Primary Literacy Project. We will also be researching and planning for the intermediate grades through a Response to Intervention model.

An elementary numeracy assessment tool will be developed with the goal of launching it in the spring of 2015.