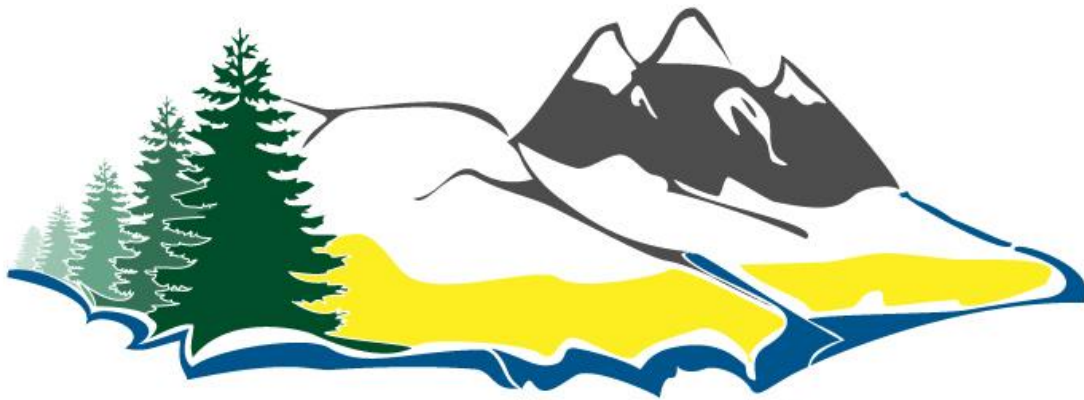


School District No. 59 (Peace River South)
District Achievement Contract
2011-2014



Submitted by Kathy Sawchuk, Superintendent of Schools

School District No. 59 (Peace River South)

INTRODUCTION:

This is the second 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.

For a number of years the district has focused on three goals: literacy, numeracy and positive community atmosphere and the plan is for this to continue. However, while we realize achievement is the overarching goal of public education, we believe it is through engagement and personalization that achievement will be reached. 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:

- Reading using a district reading assessment tool;
- Reading, writing, numeracy and social responsibility using the BC Performance standards;
- Reading, writing and numeracy at grades 4 and 7 using the Foundation Skills Assessment;
- Provincial exam results grade 10 to 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. In terms of the BC Performance Standards, we can predict that fifty percent of the students will be included in the "not yet" and "minimally meeting" categories. We continue to compare district data to ministry data and the discrepancy between the District Reading Assessment and Foundation Skills Assessment continues. 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.

District Information:

Community Demographics:

School District No. 59 (Peace River South) consists of 20 schools with a projected enrolment of 3721.125 FTE students. There continues to be a decline in the number of students in attendance. This trend is expected to continue for the next few years. For the past four years, we have been making adjustments in the number of schools and the physical space to align with our student population.

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. We are continuing to explore the possibilities associated with distributed learning opportunities and how this model of delivery will increase the program options for students living in small rural communities. We find

many of our 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 post-secondary institution Northern Lights College. These partnerships are resulting in expanded career education opportunities for students.

Goals and Targets:

Primary

Literacy – all students will be meeting expectations by the end of grade 3

Measure – Developmental Reading Assessment (Fountas & Pinnell), District Writing Assessment for Grade 3, and BC Performance Standards

Numeracy – all students will be meeting expectations by the end grade 3

Measure – BC Performance Standards

Intermediate

Literacy – all students will be meeting grade level expectations

Measure – Developmental reading assessment (Fountas & Pinnell), FSA 4 and 7, and BC Performance Standards

Numeracy - all students will be meeting grade level expectations

Measure – BC Performance Standards and FSA 4 and 7

Secondary

Completion of a meaningful and personally relevant graduation path.

All students will graduate.

K to 12

Social and Emotional Competencies

“The goals of teaching social and emotional competencies are that children and adults will be able to recognize and manage their emotions, establish positive and lasting relationships, make responsible and ethical decisions, and be able to care for themselves and others.” (www.casel.org)

The following goals and measures have been taken from the document, Indicators of Social and Emotional Healthy Living by Schonert-Reichl, Stewart Lawlor, Oberle, & Thomson

- Self-awareness - accurately assessing one’s feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence.

Measure - Indicators of self-awareness vary by age level. During elementary school, children should be able to recognize and accurately label simple emotions such as sadness, anger, and happiness. In middle school, students should be able to analyze factors that trigger their stress reactions. Students in high school should

be able to analyze how various expressions of emotion affect other people.

- Self-management—regulating one’s emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately

Measure - To assess self-management, in elementary school, children should be able to describe the steps of setting and working toward goals. In middle school they should be able to set and make a plan to achieve a short-term personal or academic goal. High school students should be able to identify strategies to make use of available school and community resources and overcome obstacles in achieving a long-term goal.

- Social awareness—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources.

Measure - To assess social awareness, elementary school students should be able to identify verbal, physical, and situational cues indicating how others feel. Those in middle school should be able to predict others’ feelings and perspectives in various situations. High school students should be able to evaluate their ability to empathize with others.

- Relationship skills—establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed.

Measure - Indicators of relationship skills in elementary school are that students should have an ability to describe approaches to making and keeping friends. Middle school students are expected to demonstrate cooperation and teamwork to promote group goals. In high school students are expected to evaluate uses of communication skills with peers, teachers, and family members.

- Responsible decision-making—making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one’s school and community.

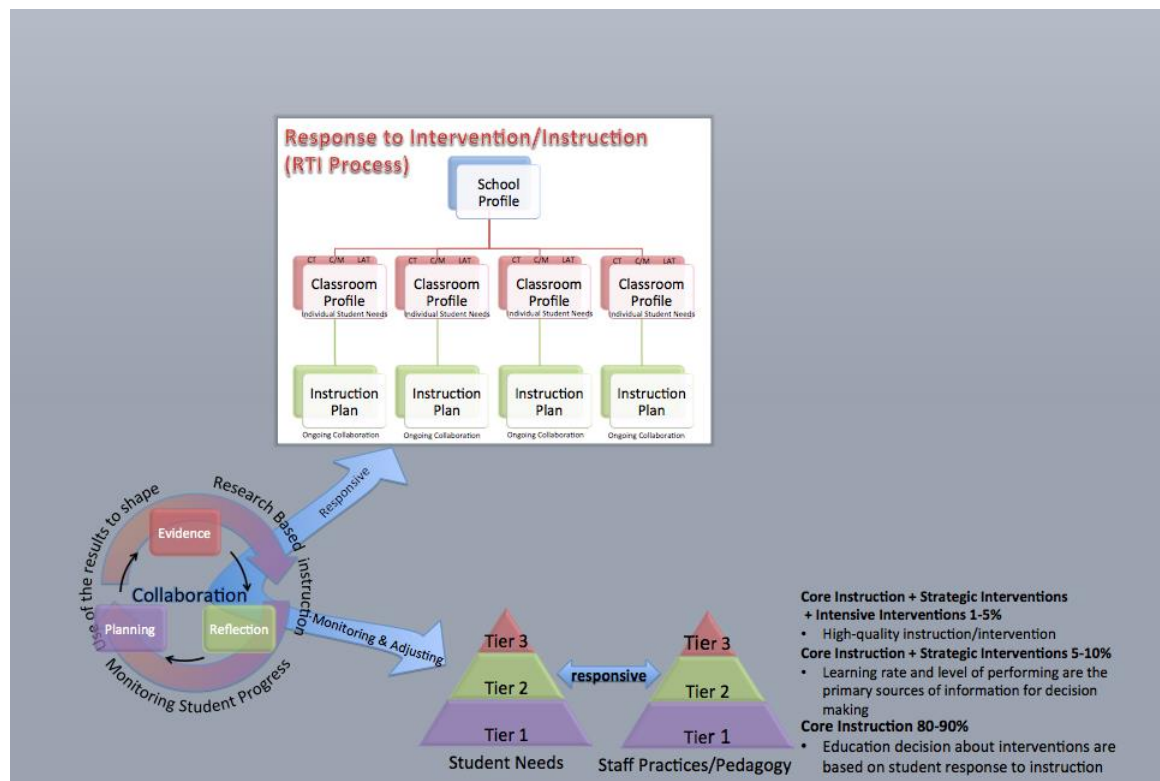
Measure - To assess responsible decision-making, elementary school students should be able to identify a range of decisions they make at school. Middle school students should be able to evaluate strategies for resisting peer pressure to engage in unsafe or unethical activities. High-school students should be able to analyze how their current decision-making affects their college and career prospects.

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.

Aboriginal Learners - Schools continue to be encouraged 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 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:



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.

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.

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

School District 59 Peace River South eServices BETA

Welcome Trevor Smith ([logout](#))

Class Profile Save Return

Gr	Gn	Ab	DRA (L/A/C)	Homeroom: 10102	Teacher(s)	Grade(s): 6 to 7	Year: 2013
07	M	Y	89/98/4	Goals			
07	M	N	89/95/3				
07	F	N	89/98/4	Strategies			
07	M	Y	89/96/3				
07	M	N	50/91/2				
07	F	N	65/92/4				
06	M	N	79/98/4				
07	M	N	79/98/2				
07	M	Y	79/88/2				
07	F	Y	79/94/4				
06	F	N	79/98/3				
06	F	Y	79/97/4				
07	M	N	79/92/3				
07	M	Y	24/96/2				
06	F	N	65/96/2				
07	F	N	89/96/4				

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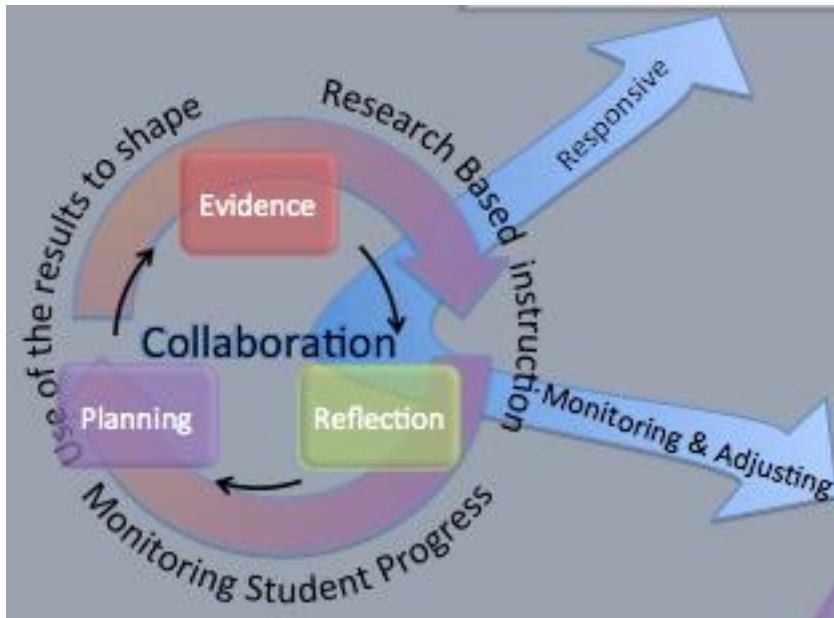
Student	Gr	Gn	Ab	DRA (L/A/C)	Homeroom: 10102	Teacher(s)	Grade(s): 6 to 7	Year: 2013
07	M	Y	89/98/4	Whole Class Strengths				
07	M	N	89/95/3					
07	F	N	89/98/4	Whole Class Needs				
07	M	Y	89/96/3					
07	M	N	50/91/2					
07	F	N	65/92/4					
06	M	N	79/98/4					
07	M	N	79/98/2					
07	M	Y	79/88/2					
07	F	Y	79/94/4					
06	F	N	79/98/3					
06	F	Y	79/97/4					
07	M	N	79/92/3					
07	M	Y	24/96/2					
06	F	N	65/96/2					

Individual Concerns

Physical
Language (English)
Learning



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.



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.

District 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 Standards)

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.

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

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.												

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.

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.

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 enrol 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 enrol 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 enrol 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.

Highlights for 2013-2014 and Next Steps

Social Emotional Learning

A number of schools participated in Mind Up training and have implemented the practices. Schools, where this has occurred, are reporting positive results. Primary aged children are making statements that indicated their ability to self-regulate is increasing. They are mindful of their actions and reactions and employing the strategies they have been taught to self-regulate. The district is in the process of having a district staff person trained as a trainer. This is in response to the overwhelming request from schools to provide more training to teachers in this area.

Habits of the Heart

Most elementary schools engaged in an inquiry based approach using the Habits of Heart as a focus. This has heightened student awareness around how we treat each and care for each other. Where this has been a focus, it has enhanced the sense of community in classrooms and schools. Children are actively talking about empathy, integrity, reflection, curiosity and confidence. They are also acting in ways that demonstrate these traits and values. In classrooms where Habits of the Heart is a focus, there are limited, if any, incidences of bullying.

IBL/PBL (Inquiry Based/Project Based Learning)

The IBL practices continue to grow in the district. This past year we have witnessed more and more classrooms adopt instructional practices that are based on an inquiry model. This has improved student engagement and achievement. In addition, the number of demonstrations and exhibitions of learning has also dramatically increased. Parent and community participation has also increased. Parents are eager to witness students share and talk about their learning. In May, a Beautiful Work Fair was held at the Encana Centre to showcase all the great learning that is occurring across the district.

Positive Classroom Discipline and Positive Parenting Discipline

A number of schools also engaged in training Positive Classroom Discipline. There were also three sessions offered for parents. Parents reported that after implementing the strategies, they noticed an improvement in the relationship with their child.

Primary 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 are beginning an exciting primary project (Kindergarten – Grade 3). This project involves an intense focus on literacy, numeracy, inquiry based learning and social emotional learning, which is based on current educational research. Other subject areas such as science and social studies will be integrated within the context of literacy and numeracy. Teachers will be engaging in practices and ongoing professional development that supports this approach.

We are very fortunate to have Dr. Janet Mort, an adjunct professor and researcher from Vancouver Island University, working with us to ensure quality experiences for our students and in teachers' professional learning journeys. Also supporting the work of the classroom teachers will be the various District Helping Teachers for literacy, numeracy, speech and language development, and special needs.

Graduation Pathways

We are beginning a project to look for ways to increase our ability to personalize graduation pathways. We will be exploring ways to integrate and create cross-curricular learning experiences. We will also be looking for ways to enhance our ability to offer these experiences outside of the traditional classroom setting.