

Powell River District Plan for Student Success



SCHOOL DISTRICT NO. 47 (Powell River)

ACHIEVEMENT CONTRACT 2013 - 2014

1. CONTEXT

This District Plan for Student Success is the thirteenth Achievement Contract for School District No. 47 (Powell River). This plan outlines the Board of Education's commitment to supporting the priorities and the purpose of the accountability framework of the Ministry of Education.

School District Demographics

The rate of decline in the Powell River population was less than 1% from 2001 to 2006, while the student population has been declining for the last 10 years at an average rate of about 4% per year. In general a slowing rate of decline in the overall student population is expected to continue until at least 2015 when enrolment is projected to be approximately 1850 students. The Aboriginal Ancestry portion of the school district population has risen from 6.6% in 2001 to 15.2% in 2011.

School enrolment was 2079 (Headcount) (September 30, 2012)

This consisted of :

- 1050 (Headcount) at elementary level (K-7) and 1029 (Headcount) at secondary level (8-12)
 - 189 distributed learning students
 - 353 aboriginal students
 - 11 ESL students
 - 5 Level 1 low incidence
 - 85 Level 2 high incidence
 - 101 Level 3 intensive behaviour interventions/serious mental illness
 - 63 career preparation students
 - Budget of \$21 million
 - 117 (FTE) teachers
- For the 2012-13 School year there are five regular elementary schools, one dual track elementary school, one store-front alternate school, one distributed learning school, one secondary school and the Ahms Tah Ow school at Sliammon.

Community Demographics

The population of the Powell River region has dropped slightly since 2001 and according to the 2010 BC Statistics data is 20,075. Area demographics indicate a 7 to 3 urban/rural distribution of population, less than 1% of homes being non-English speaking with 6.3 % of the area residents being identified as having Aboriginal Ancestry. The economic base of the community is changing from one focused on resource industries to one that is more diverse and service oriented. The community has lost many of its high paying, unskilled job opportunities. Unemployment rates are above the provincial average and 42% of the adult population have not completed certified post secondary training.

In 2010 3.0% of Powell River residents received income assistance, compared to the provincial rate of 1.9%. The average family income is about \$4000 per year below the provincial average. English is the primary language spoken in more than 99% of the homes.

Unique Characteristics and District Strengths

Vision 2030 has been developed as a result of a major forum hosted by the Powell River Board of Education and ongoing discussions that have followed. The central themes are personalized learning, First Nations achievement, sustainability and technology. Each school is implementing Vision 2030 initiatives that reflect the themes and are appropriate to their school community.

Recent district initiatives have included four Strong Start programs, pre-kindergarten screening, K to 3 early intervention programs, a distributed learning program, and a summer reading and recreation program. The district has also taken on the responsibilities of the Provincial Resource Program for Cochlear Implants and the provincial service contract for Auditory Training Equipment. In September 2013 the Eco-Immersion will expand from three to four classes. The program is a unique modification of French Immersion, designed in response to local community needs.

A thriving dual credit trades program has been implemented, allowing students to gain college credit as well as high school graduation credits in a single program. In 2012/13 sixty-three students participated in dual credit programs in the areas of culinary arts, adventure tourism, welding, carpentry, automotive technician training and hair dressing, with a success rate of over 90%.

During 2007-2008 the school district spearheaded the formation of the Powell River Education Services Society (PRESS). In partnership with Plutonic Power and the Klahoose First Nation the school district offered First Nation members training opportunities and employment as part of a major three year construction project. That project is now complete. Currently PRESS has partnered with the Powell River community in the development of a running track and an outdoor education facility. The track has been completed and the construction of the Haywire Bay Outdoor Education Centre has been completed and officially opened in June 2013.

2. DISTRICT AND SCHOOL CONNECTIONS

The Board of Education for School District #47 (Powell River) has been and continues to be committed to school and district improvement planning. The collaborative planning process has been the cornerstone for improvement. The Board supports this approach to improvement planning, which starts with teachers and parents working together to formulate improvement plans. The Board supports parents and teachers, while providing the necessary resources and framework, resulting in a coherent overall District Achievement Contract. This process allows each school to recognize its own unique learning situation while ensuring all Powell River students have an equitable education opportunity regardless of their geographic location. This collaborative planning process has resulted in a District Achievement Contract that supports the themes of Reading, Writing, Mathematics, and School Completion.

In the fall of 2012 all district schools elected School Planning Councils (SPCs) which included parents and administrators. From the fall through May 2013 these SPCs met on a regular basis to consider current and historical, provincial, district, and school-based data and to monitor the progress of the School Improvement Plans in effect at that time. In May/June 2013, each SPC developed a draft 2013/14 School Improvement Plan in conjunction with the school staffs. On June 25, 2013 school principals presented their plans to fellow administrators, senior administration and the Board of Education. From the presentations a few central themes emerged. The final District Achievement Contract adopted by the board has its roots in the plans developed by the schools and reflects the identified themes.

In the fall of 2013, district administrators will meet with each SPC and the First Nations Management Team to go over the school plans, the new Education Enhancement Agreement and the updated District Literacy Plan as well as the District Achievement Contract. The process for formation of the District Achievement Contract provides for input and discussion that extends throughout the school year.

3. ABORIGINAL ENHANCEMENT AGREEMENT

In the spring of 2005, the District entered into an Aboriginal Educational Enhancement Agreement (EA) with the Sliammon First Nation and all other Aboriginal people living within the Powell River School District. The EA took effect in September 2006 and includes academic, social and cultural goals for the First Nations students. The Enhancement Agreement although no longer included with this plan is considered to be part of the District Achievement Contract and is formally addressed through the First Nations Management Committee at least twice each year. A new EA was signed by Sliammon First Nation and School District 47 on June 9, 2011.

4. EARLY LITERACY PROGRAMS

School District No. 47 has four Strong Start centres, Ready, Set, Learn, Success By Six, pre kindergarten screening, K to 3 early intervention program, Summer Read and Rec., an after-school math and Rec. program and the Wilson Reading program. The district employs an itinerant resource teacher to do screening and intervention programs at the primary level.

5. GOALS AND OBJECTIVES

Goal 1: To improve student achievement in Reading.

Objective 1: Improve reading in grades K to 2.

Objective 2: Improve reading in grades 3 to 7.

Objective 3: Improve reading level of First Nations students, grades 1 to 7.
(This objective is also addressed in the Enhancement Agreement)

Goal 2: To improve student achievement in Writing.

Objective 1: Improve writing in grades K to 7.

Objective 2: Improve the achievement levels of male students throughout the grades in order to decrease the differential between males and females at the elementary levels.

Goal 3: To improve student achievement in numeracy at the grades 2 to 7 levels.

Objective 1: To improve student skills in working with grade appropriate number concepts at the grades 2 to 7 levels.

Objective 2: To increase the number of First Nations students who are meeting or exceeding grade level expectations in mathematics at the grades 2 to 7 levels.

Goal 4: To improve the school completion rate.

Objective 1: Improve the rate of successful school completion within 6 years of entering grade 8 for all secondary students.

Objective 2: Increase the number of First Nations students successfully completing school within 6 years of entering grade 8.

GOAL 1: To improve student achievement in Reading.**Rationale**

Our District Reading assessments have been in place for several years and the results suggested that a plateau had been reached. Benchmarks show that in grades 1 and 2 we are generally minimally meeting performance targets. The 2012 -13 results though again demonstrated improvements in 2 or the 4 targeted intermediate groups. First Nations student achievement in reading still needs to be targeted as results as per the annual LEA Report suggest an inconsistent but generally lower rate of achievement.. The focus for the next three years will be generally to improve reading readiness and reading comprehension skills in grades K to 8 students and specifically to address the particular needs of the groups defined in the objectives.

OBJECTIVE 1: Improve reading in grades K to 2.**Actions**

- ❑ Screen all pre-kindergarten students in April and May and plan Early Intervention programs in relationship to the results.
- ❑ Utilize Firm Foundations kindergarten assessments as well as Special Education screening for at-risk Kindergarten students to determine the areas of weakness to be addressed through instruction in January through June.
- ❑ Provide Learning Assistance Early Intervention programs for identified at-risk kindergarten students beginning after spring break. To continue until June of the students' grade 1 year. Instruction in phonological awareness and concepts of print will be addressed in small group settings.
- ❑ Provide a summer reading program for students identified as at-risk in grades 1 and 2.
- ❑ Provide additional reading intervention teachers and support to targeted lower performing schools.
- ❑ Provide a reading specialist to train and monitor the instruction carried out by the reading intervention teachers.
- ❑ Provide an itinerant resource teacher to assist in the development of early screening and intervention programs.
- ❑ Schedule school learning assistance time to provide additional instruction for at-risk Kindergarten students.
- ❑ Provide the computer based Abracadabra reading remediation program.

Performance Indicators

- ❑ 48 Month Questionnaire for pre-kindergarten students
- ❑ Benchmarks reading assessments
- ❑ BC Performance Standards for Reading

- ❑ **Performance Targets**
- ❑ Increase the percentage of grade two students reading at or above grade level by a minimum of 5% using the cohort group comparisons as measured by Benchmarks in May annually in grade one. Grade level performance is defined as a student reading within 3 months of grade expectations as measured by the assessment.

Cohort Group Benchmarks Assessment
Students meeting or exceeding grade level expectations

Evidence	2010/2011 Baseline	2011/12 Target	2011/12 Result	Target Met
Grade Expectation Comparison	Gr. 1 58% N=65/110	Gr. 2 63%	Gr. 2 68% N=71/104	Met
XXXXXXXXXXXXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Evidence	2011/2012 Baseline	2012/13 Target	2012/13 Result	Target Met
Grade Expectation Comparison	Gr. 1 71% N=71/104	Gr. 2 76%	Gr. 2 68% 68/101	Not Met
XXXXXXXXXXXXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Evidence	2012/2013 Baseline	2013/14 Target	2013/14 Result	Target Met
Grade Expectation Comparison	Gr. 1 67% N=69/104	Gr. 2 72%		

OBJECTIVE 2: Improve reading in grades 3 to 8.

Actions

- ❑ Continue to offer the Wilson Reading program at lower performing elementary schools.
- ❑ Promote the use of a balanced reading program at the elementary level in the language arts program.
- ❑ Provide release time and funding to encourage teacher leadership programs and action research projects.
- ❑ Provide additional teacher time for targeted reading instruction in the lower performing schools.
- ❑ Provide instructional assistance to teachers in the regular classroom to strengthen delivery of a balanced reading program with the key elements of guided reading, literacy circles, and reading in the content area instruction.
- ❑ Provide training for the intervention teachers new to the program.

Performance Indicators

- ❑ FSA results for grades 4 and 7
- ❑ Gates MacGinitie Reading Comprehension tests (grades 3 to 8)

Performance Targets

- ❑ Maintain or increase the percentage of students reading at or above grade expectation up to 2% per year using the cohort group comparisons as measured by the Gates MacGinitie Reading Comprehension tests in May annually. As the FSA results for Grades 4 and 7 are used as a system check as per the accuracy of the District Assessments across the grades. Grade level performance is defined as a student reading within 6 months of grade expectations, as measured by the assessment and reflects a very similar pattern to that of the FSA results for 2012-13. Having FSA results published within the same school year is seen to be very useful and appreciated.

**Elementary School Cohort Group Gates MacGinitie Reading Comprehension Data
Percentage of students reading at or above grade level expectation**

Evidence	2011/12 Actual Result	2012/13 Target	2012/13 Actual Result	Target Met	2013/14 Target	2013/14 Actual Result	Target Met
Grade Expectation Comparison	Gr. 3 78% N=91/115	Gr. 4 80%	Gr. 4 70% N=83/119	Not Met	Gr. 5 73%		
Grade Expectation Comparison	Gr. 4 70% N=94/134	Gr. 5 72%	Gr. 5 66% N=89/134	Not Met	Gr. 6 70%		
Grade Expectation Comparison	Gr. 5 72% N=81/113	Gr. 6 72%	Gr. 6 76% N=89/109	Met	Gr. 7 76%		
Grade Expectation Comparison Males	Gr. 5 70% N=41/58	Gr. 6 Maintain 70%	Gr. 6 m 75% N=44/58	Met	Gr. 7 75%		
Grade Expectation Comparison	Gr. 6 69% N=93/135	Gr.7 71%	Gr.7 67% N=88/132	Not Met	N/A		

OBJECTIVE 3: Improve reading level of First Nations students, grades 1 to 7.

Actions

- ❑ Focussing on building literacy skills through integration of First Nations cultural elements.
- ❑ Initiate a balanced reading program of instruction at the intermediate levels.
- ❑ Small group levelled instruction at the primary and intermediate levels for lower performing Aboriginal students.
- ❑ Provide release time and funding to encourage teacher leadership programs and action research projects in the area of differentiated materials and instruction for First Nations students.
- ❑ Provide instructional assistance to teachers in the regular classroom to strengthen delivery of a balanced reading program with the key elements of guided reading, literacy circles, and reading in the content area instruction.
- ❑ Provide training for the intervention teachers new to the program.
- ❑ Provide SSA support so that mini comprehension practice sessions can be held with individual targeted students.

Performance Indicators and Targets

- ❑ Students are tracked through the district wide tests conducted in May annually. Primary students are assessed using Benchmarks and intermediate students using the Gates MacGinitie Comprehension test.
- ❑ The FSA results are used to as a system benchmark check to ensure that our assessment results are aligned to Provincial measures.

Aboriginal Students Meeting or Exceeding Expectations

Evidence	2011/12 Actual Result	2012/13 Target	2012/13 Actual Result	Target Met	2013/14 Target	2013/14 Actual Result	Target Met
Primary Grades 1-3	57% N=25/44	59%	48% N=21/44	Not Met	50%		
Intermediate Grades 4-7	55% N=32/58	57%	65% N=47/72	Met	65%		

FSA Aboriginal Reading Results Students Meeting or Exceeding Expectations District vs. Province

	2008/09	2009/11	2010/11	2011/12	2012/13	Five Year Average
Gr. 4 District	75.0%	68.8%	72.2%	66.7%	59%	68.3%
Gr. 4 Province	65.0%	64.8%	65.2%	66.3%	65%	65.2%
XXXXXXXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXXXXXXXXXX
Gr. 7 District	66.7%	72.7%	73.1%	46.2%	75%	66.7%
Gr. 7 Province	60.3%	60.1%	61.8%	58.9%	58%	59.8%

Targets Not Met Discussion

The intermediate targets set in 2012-13 for First Nations students were met but the primary targets were not. Results for the district though are typically 5% to 10 % above the provincial average for Aboriginal students. In addition because the categories used are in a three year span the cohort group changes somewhat every year as new grade ones are assessed with primary group and grade threes move up to the intermediate group etc. We hope to gradually decrease the differential between non aboriginal students and our First Nations students.

GOAL 2: To improve student achievement in writing.

Rationale

District assessments in 2012/13 carried out by classroom teachers using the B.C. Performance Standards in writing in all grades indicated that 89% to 93% of the students in the elementary grades were achieving in the approaching, meeting or exceeding expectations levels in writing. The FSA results for Powell River in 2012/113 indicate that student achievement in writing was 6% below the province at the grade 4 level and equal to the province at the grade 7 level. FSA results reflect a pattern of 66% of students at the grade 4 level and 71% of students at the grade 7 level are meeting or exceeding expectations. The district will be working toward a closer alignment of assessment results between the district assessments and the FSA as part of its improvement planning.

OBJECTIVE 1: Improve writing in grades 1 to 7.

Objective 1: Improve writing in grades K to 7.

Objective 2: Improve the achievement levels of male students throughout the grades in order to decrease the differential between males and females at the elementary levels.

Actions

- ❑ Balanced writing frame-work developed and initiated at the elementary level to promote instruction in all genres addressed in the elementary Language Arts IRP.
- ❑ Support lower performing schools with the addition of intervention instruction for targeted students.
- ❑ Grade group meeting to establish implementation of balanced writing framework plan for the year. Additional teaching support to lower performing schools.
- ❑ Continued professional development in the use of Achieving Excellence in Writing.
- ❑ Continued use of Achieving Excellence in Writing with all students.
- ❑ Use of school wide writes.

Performance Indicators

- ❑ FSA results for grades 4 and 7 over time
- ❑ Annual District wide collection of BC Performance Standards in Writing data

Performance Targets All targets will be set based upon individual consideration of current cohort group achievement levels and perceived potential for level of improvement. Targets for 2012-13 were based on students minimally meeting to exceeding expectations.

Students Approaching, Meeting or Exceeding Grade Level Expectations

Evidence	2012/13 Target	2012/13 Actual	Target Met	Evidence	2012/13 Target	2012/13 Actual	Target Met
April/May BCPS All students	Gr. 3 76%	Gr. 3 89% N=101/114	Met	April/May BCPS Males	Gr. 3 80%	Gr. 3 M 82% N=49/60	Met
April/May BCPS All students	Gr. 4 76%	Gr. 4 92% N=111/120	Met	April/May BCPS Males	Gr. 4 80%	Gr. 4 M 88% N=45/51	Met
April/May BCPS All students	Gr. 5 85%	Gr. 5 94% N=126/133	Met	April/May BCPS Males	Gr.5 80%	Gr. 5M 92% N=66/73	Met
April/May BCPS All students	Gr. 6 85%	Gr. 6 91% N=101/110	Met	April/May BCPS Males	Gr. 6 80%	Gr. 6 M 92% N=51/58	Met
April/May BCPS All students	Gr. 7 85%	Gr. 7 91% N=122/133	Met	April/May BCPS Males	Gr. 7 80%	Gr. 7 M 88% N=60/68	Met
April/May BCPS All students	Gr. 2 76%	Gr. 2 91% N= 92/101	Met	April/May BCPS Males	Gr. 2 80%	Gr. 2 M 89% N=40/49	Met
April/May BCPS All students	N/A	Gr. 1 93% N = 96/103	N/A	April/May BCPS Males	N/A	Gr. 1 M 93% N=50/55	N/A

Target Not Met Discussion

The targets set were all reached according to the data that was submitted by schools for analysis. Student writing appears to have been evaluated at a higher level than our system check of the grade 4 and 7 FSA results reflect. It is not felt that the writing assessments reflect a realistic picture of where students are in writing in comparison to FSA levels. New goals for next year will look at students fully meeting or exceeding the expectations (level 3 and 4) and strategies need to be employed to improve realistic assessment of student writing in a consistent manner throughout the district.

Percentage of Students Fully Meeting or Exceeding Expectations in Writing

Evidence	2012/13 Baseline	2013/14 Target	Target Met	Evidence	2012/13 Baseline	2013/14 Target	Target Met
April/May BCPS All students	Gr. 1 58% N=60/103	Gr. 2 60%		April/May BCPS Males	Gr. 1 53% N=29/55	Gr. 2 56%	
April/May BCPS All students	Gr. 2 64% N=65/101	Gr. 3 66%		April/May BCPS Males	Gr. 2 53% N=26/49	Gr. 3 56%	
April/May BCPS All students	Gr. 3 58% N=67/114	Gr. 4 60%		April/May BCPS Males	Gr. 3 45% N=27/60	Gr. 4 50%	
April/May BCPS All students	Gr. 4 67% N=81/120	Gr. 5 70%		April/May BCPS Males	Gr. 4 63% N=32/51	Gr. 5 65%	
April/May BCPS All students	Gr. 5 52% N=68/133	Gr. 6 55%		April/May BCPS Males	Gr. 5 41% N=27/58	Gr. 6 45%	
April/May BCPS All students	Gr. 6 59% N=65/110	Gr. 7 61%		April/May BCPS Males	Gr. 6 46% N=27/58	Gr. 7 50%	

GOAL 3: To improve student achievement in numeracy at the grades 2 to 7 levels.

OBJECTIVE 1: To improve student skills in working with grade appropriate number concepts at the grades 2 to 7 levels.

OBJECTIVE 2: To increase the number of First Nations Students who are meeting or exceeding grade level expectations in mathematics at the grades 2 to 7 level

Rationale

District mathematics assessments indicate that a number of our students at the grades 4 to 7 levels are working below grade level expectations in the number concepts and operations strands of the learning outcomes and also in the area of problem solving. The FSA analysis of grade 4 results for the last three years shows the percentage of students meeting or exceeding expectations below the provincial average in two of the three years. The grade 7 FSA results over those same three years show a declining pattern of achievement relative to the provincial results. It should be noted however that apparent cohort results show a very positive 4 year pattern of improvement relative to percentile ranking as compared to grade 4 in all four years. Students are having difficulty in making the transition from elementary to secondary grades mathematics. It is felt that improving achievement levels here will result in improved student success at the high school level.

Actions

- ❑ Grade 4 to 7 students were assessed at the end of the 2012/13 school year and results have been made available to the schools in the areas of the major numeracy strands. Schools will examine their results (which are available for them in individual as well as group profile forms) to determine which particular areas of the number concepts require additional attention. The expectation then is that these results will help formulate instructional plans.
- ❑ The district will continue to develop a series of strand concept formative assessments that teachers will be able to access in order to gauge ongoing achievement levels and to further direct their instruction.
- ❑ A grade group meeting will be organized at each grade level to discuss and share strategies with colleagues to address the areas of weakness identified by the district

Performance Indicators

- ❑ FSA Numeracy results - long term system check. Assessment area strengths and weaknesses in particular will be considered.
- ❑ District Mathematics Assessments Grades 4 to 7.

Performance Targets

- ❑ Individual targets by grade groups and performance levels are indicated in the group below so that cohort progress trends can be measured for improvement. The targets for 2013/14 are based upon the achievement levels of the students at each grade. Concept strands objectives will be based on individual cohort group scores.

Percentage of Questions Answered Correctly on District Mathematics Concepts Assessments

Instructional Strand	2011/12 Baseline	2012/13 Target	2012/13 Actual	Target Met
Shape and Space	Gr. 4 52%	Gr. 4 55%	55%	Met
Shape and Space	Gr. 4 52%	Gr. 5 55%	63%	Met
Number Operations	Gr. 5 57%	Gr. 6 60%	55%	Not Met
Patterns and Relationships	Gr. 6 59%	Gr. 7 65%	54%	Not Met
FN Shape and Space	Gr. 4 45%	Gr. 4 55%	55%	Met
FN Shape and Space	Gr. 4 45%	Gr. 5 55%	51%	Met
FN Number Operations	Gr. 5 49%	Gr. 6 55%	41%	Not Met
FN Patterns and Relationships	Gr. 6 60%	Gr. 7 65%	58%	Not Met

Mathematics Strand Targets for 2013-14

Instructional Strand	2012/13 Baseline	2013/14 Target	2013/14 Actual	Target Met
Shape and Space	Gr. 4 55%	Gr. 4 65%		
Shape and Space	Gr. 4 55%	Gr. 5 60%		
Number Operations	Gr. 5 47%	Gr. 6 55%		
Number Operations	Gr. 6 55%	Gr. 7 60%		
FN Shape and Space	Gr. 4 51%	Gr. 4 65%		
FN Shape and Space	Gr. 4 51%	Gr. 5 60%		
FN Number Operations	Gr. 5 47%	Gr. 6 55%		
FN Number Operations	Gr. 6 41%	Gr. 7 45%		

Target Not Met Discussion

Targets were largely met due to the selection of more realistic targets on the part of the schools. Grade 6 teachers will be asked to monitor progress in target areas more closely throughout the year.

GOAL 4: To improve the school completion rate.

Rationale

The historical school data for all students in the District indicates that the five year average completion rate average of the three cohort groups from 2009 to 2011 was 5% below the provincial average.

In 2011/2012 our First Nations Dogwood completion rate dropped significantly to 31%. This has caused our First Nations Dogwood completion rate five year average to go from 2.5% above the provincial average to 3% below the provincial average. The differential between aboriginal students' and non-aboriginal students' completion rates has been increasing for the past four years. The Dogwood completion rate will continue to be a focus at the high school level over the next three years.

OBJECTIVE 1: Improve the rate of successful school completion within 6 years of entering grade 8 for all secondary students.

OBJECTIVE 2: Increase the number of First Nations students successfully completing school within 6 years of entering grade 8.

Actions:

- ❑ Increase the academic support available to marginal and failing students.
 - At risk grade 9 students will be enrolled in a BAA Employability Skills course.
 - The grade 9 timetable will be modified to allow the four core subjects to be taught daily throughout the year.
 - At risk grade 9 students will receive extra support in the core subjects to help with the transition to secondary school.
 - Students who fail English 10 in first semester will repeat the course in second semester, enabling them to transition to grade 11 with their cohort group.
 - At-risk grade 10 students enrolled in science, math and social studies will receive targeted additional support.
 - Students enrolled in dual credit trades and technical programs will be supported by targeted teachers to complete their academic requirements.
 - Night School is offered for students who have left school and need to complete one or two courses in order to graduate.

- ❑ Departments will continue to analyze data from previous years to guide instruction.
- ❑ Continue to track the academic progress of each dual credit/trades student.
- ❑ Continue the emphasis on First Nations curricular opportunities, First Nations curriculum integration and maintaining strong connections between Brooks Secondary and the Sliammon community.
- ❑ Hold meetings at Sliammon to explain the Graduation Program and the educational offerings available at Brooks Secondary.
- ❑ English 10, 11 and 12 will be offered with the option of a mixed delivery model, making use of team teaching.
- ❑ Social Studies 10/11 will be offered with the option of a mixed delivery model, including project based and continual independent learning.
- ❑ Apprenticeship and Workplace Math 10 will be offered with the option of continuous progress, including individual and group self paced instruction.
- ❑ Planning 10 will only be offered as an online course, freeing up students to take an additional elective course.
- ❑ Expand online course offerings so that student opportunities are not lost as the secondary school downsizes.

Performance Indicators

- ❑ Grade to Grade Transition Data
- ❑ District Dogwood Completion Rates

Performance Targets

- ❑ Maintain the grade to grade transition rates from grade 8 to 12 at the current levels (at or slightly above the provincial average). The current 3 year average transition level is used as the baseline measure.

- ❑ Maintain the percentage of males who successfully move from grade 10 to grade 11 at the current level, which is equal to the provincial average.
- ❑ Improve the Dogwood Completion rate by 2% per year until equal to the provincial average (PA) and then maintain at that level. The average of the last 5 years of the District Dogwood Completion rate is used for the baseline.

Powell River District Grade to Grade Transitions All Students

Evidence 3 Year Average Transition Rate	3 Year Average Baseline 2010-12	09/10 Actual Result	10/11 Actual Result	11/12 Target	11/12 Actual Result	Target Met	12/13 Target	12/13 Actual Result
8 to 9	98%	97%	99%	98%	98%	Met	98%	
9 to 10	96%	96%	97%	96%	97%	Met	96%	
10 to 11	93%	94%	95%	92%	92%	Met	92%	
10 to 11 Males	91%	95%	95%	95%	92%	Met	92%	
11 to 12	88%	88%	88%	88%	88%	Met	88%	

The Provincial Average for grade 10 males transitioning to grade 11 in 2011/12 was 92%.

Powell River District Dogwood Completion Rate

Evidence Dogwood Completion Data	Baseline 5 Yr Average/ Target 2008-2012	2007/08 Result	2008/09 Result	2009/10 Result	2010/11 Result	2011/12 Target	2011/12 Result	Target Met
Powell River All Students	73%	69%	77%	71%	74%	73%	74%	Met
Powell River Aboriginal	48%	49%	54%	43%	64%	50%	31%	Not Met
Province All Students	80%	79%	79%	79%	81%	N/A	81%	
Province Aboriginal	51%	47%	49%	50%	53%	N/A	56%	

Target Not Met Discussion

The district has an extensive trades program, averaging 60 grade 12 students a year for the past five years. It is anticipated that by having such programs the Six Year Completion Rate will improve. It is estimated that 98% of the trades' students will successfully complete both their trades certification and Dogwood graduation. This may assist with continuing to improve on 2011/12 Six Year Completion Rate of 74%. Brooks Secondary School is continuing to actively taking steps to increase and sustain Six Year Completion Rates.