

DISTRICT PLAN for STUDENT SUCCESS

SCHOOL DISTRICT NO. 47 (Powell River)

ACHIEVEMENT CONTRACT 2008 - 2009



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1. CONTEXT

This District Plan for Student Success is the eighth 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 2035 students. The Aboriginal Ancestry portion of the school district population has risen from 6.6% in 2001 to 13.2% in 2008.

School enrolment was 2510 (FTE) (September 28, 2007)

This consisted of :

- 1249 (FTE) at elementary level (K-7); 446 (FTE) at middle level (8-9); and 815 (FTE) at secondary level (10-12)
 - 75 distributed learning students
 - 331 aboriginal students
 - 4 ESL students
 - 5 Level 1 low incidence
 - 81 Level 2 high incidence
 - 68 Level 3 intensive behaviour interventions/serious mental illness
 - 47 career preparation
 - Budget of \$22 million
 - 132 (FTE) teachers
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- Currently within the district there are six elementary schools, one store-front alternate school, one distributed learning school, one middle school, one secondary school and the Ahms Tah Ow school at Sliammon. Over the last few years, one elementary school and one middle school have been closed. There were two high schools that have now been amalgamated into one at Brooks Secondary School. It is anticipated that in the near future all district students from grades 8 to 12 will be served by the high school.

Community Demographics

The population of the Powell River region has dropped slightly since 2001 and according to the 2006 census is 19,600. 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. 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

Recent district initiatives have included two StrongStart programs, pre-kindergarten screening, K to 3 early intervention programs, an electronic distance education program, and a summer reading and recreation program. School Success pilot programs (designed to increase the number of students going on to post secondary education) were implemented three years ago in grade 8 to 10. 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.

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 2007/08 sixty-five students participated in dual credit programs in the areas of culinary arts, adventure tourism, welding, carpentry, automotive technician 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. In partnership with Plutonic Power and the Klahoose First Nation the school district is offering First Nation members training opportunities and employment as part of a major three year construction project.

2. DISTRICT REVIEW RESPONSE

2003/04 Review Team Recommendations and Action Taken

1. Continue to support structures at the district level related to improving student achievement
 - Lower performing schools and/or groups of students are being supported through additional district funding and action research initiatives.
2. Actively pursue the strategy related to the development of a tracking system for Aboriginal students and students at risk of not graduating.

- First Nations workers and secondary counsellors have assumed these responsibilities.
3. Analyze the factors affecting school completion rates so that specific strategies and interventions can be developed.
 - This is an ongoing and not easily solvable problem but progress has been made in targeted areas of grade to grade transitions and Dogwood Completion over the last three years.
 4. Revise the district numeracy goal to include a wider grade range of grades.
 - This goal has been and continues to be addressed on a broader spectrum. Results have improved and further strategies are being considered.
 5. Review sources of data to ensure validity and reliability.
 - Adjustments have been made to comparisons of assessments that were not valid within the reading goals and objectives.
 6. Assist schools to improve and refine School Improvement Plans so that these become clear and comprehensive planning documents:
 - The district in consultation with the schools has developed a new format that is used in all schools. There has also been extensive consultation between schools and the district in developing school plans.

3. 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 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 2007 all district schools elected School Planning Councils (SPCs) which included parents and administrators. Some teaching staff members were also involved. From the fall through May 2008 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 2008, each SPC developed a draft 2008/09 School Improvement Plan in conjunction with the school staffs. On June 18, 2008 a district-wide District Improvement Planning Forum was held that included the SPCs, school and district professional development representatives, First Nations representatives, senior administration and the school trustees. The purpose of this forum was to develop themes for the District Achievement Contract through discussion of the individual draft

School Improvement Plans. The final plan adopted by the board has its roots in the plans developed by the schools and reflects the identified themes.

In the fall of 2008, district administrators will meet with each SPC and the First Nations Management Team to go over the school plans, the Education Enhancement Agreement and the 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.

4. 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 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 copy of the 2007/08 Aboriginal Education report for Powell River is included as an addendum to this District Achievement Contract.

5. DISTRICT LITERACY PLAN

The Powell River Community Literacy Plan is a collaboration of the Powell River Literacy Council and School District No. 47. The Literacy Council has been in existence since 2004 and brings together service providers, educators, health workers and member of other sectors of the community. In 2007/08 school district representation on the Literacy Council included a trustee, the district principal and the First Nations Co-ordinator. In January 2007, using Literacy Now funding the council embarked on the development of a Community Literacy Plan. The plan was completed in August 2007. In January 2008 the Community Literacy Plan was revised to include the literacy plans of School District No. 47. The Powell River Literacy Council was successful in applying for a grant that funds a Literacy Co-ordinator and that individual has been in place since November 2008, implementing the top priorities of the Literacy Council.

6. EARLY LITERACY PROGRAMS

School District No. 47 has two StrongStart centres (third to be added in 2008/09), Ready, Set, Learn, Success By Six, pre kindergarten screening, K to 3 early intervention program, all day kindergarten for First Nation students, Summer Read and Rec and the Wilson Reading program. The district employs a district reading specialist, an itinerant resource teacher to do screening and intervention programs and a district writing specialist.

7. 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 9.

Objective 3: Improve the reading level of the grade 4 males in the 2008-09 school year.

Objective 4: Improve reading level of First Nations students, grades 1 to 8. (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 4 to 9 levels.

Objective 1: To improve student skills in working with grade appropriate Mathematics problem solving skills at the grades 4 to 7 levels.

Objective 2: To improve student skills in working with grade appropriate number concepts at the grades 4 to 7 levels.

Objective 3: To increase the number of First Nations students who are meeting or exceeding grade level expectations in mathematics at the grades 4 to 7 levels. (This objective is also addressed in the Enhancement Agreement)

Objective 4: To increase the number of students meeting or exceeding grade level expectations at the grade 8 and 9 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. (This objective is also addressed in the Enhancement Agreement)

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

An analysis of the District Reading assessments at the primary level over the three years period from 2004 to 2006 indicated that 30% to 43% of our students were reading below grade expectation at the end of grade 1. This percentage improved to 26% in 2006//07 and 23% in 2007/08, hopefully related to early intervention programs rather than cohort specific results. The numbers of students reading below grade level have typically decreased somewhat by the end of grade 2. Gates MacGinitie reading tests indicate that the percentage of students in the Not Yet Within category after grade two however, remain fairly constant until a further decline is noted at the middle school level. A review of the district FSA summaries through the last few years, including 2006/07, indicates that the grade 4 results are declining slightly relative to their provincial cohort group. The 2004/05 data collected for the male/female/First Nations groups indicated that in most grades a significant number of our male students are reading below grade expectation as compared to the females throughout the grades. This gap narrowed through 2006/07 and only the grade 4 male cohort group will be targeted in 2008/09. The data also indicates that of the First Nations students in grades 1 to 7, only 39 % (2007/08) are reading at grade expectations. The focus for the next three years will be generally to improve reading readiness and reading comprehension skills in grades K to 9 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.
- ❑ 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. Particularly 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.
- ❑ Ensure that all elementary schools have identified the specific grade two students who are not yet reading within grade level expectation and that they have a plan in place to address the needs of this group.
- ❑ 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.

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 10% 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	2004/05 Baseline	2005/06 Target	2005/06 Result	Target Met
Grade Expectation Comparison	Gr. 1 55% N=77/140	Gr. 2 65% N=91/140	Gr. 2 74% N=97/131	Met
XXXXXXXXXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXX
Evidence	2005/06 Baseline	2006/07 Target	2006/07 Result	
Grade Expectation Comparison	Gr. 1 54% N=65/121	Gr. 2 64%	Gr. 2 70% N=81/115	Met
XXXXXXXXXXXXX	XXXXXX	XXXXXX	XXXXXXXX	XXXX
Evidence	2006/07 Baseline	2007/08 Target	2007/08 Result	
Grade Expectation Comparison	Gr. 1 60% N=78/130	Gr. 2 70%	Gr. 2 61% N=74/121	Not Met
XXXXXXXXXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXX
Evidence	2007/08 Baseline	2008/09 Target	2008/09 Result	
Grade Expectation Comparison	Gr. 1 59% N=69/117	Gr. 2 69%		
XXXXXXXXXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXX
	2010/11 Target			
	Gr. 2 75%			

Target Not Met Discussion

The targets for improvement from the end of grade 1 to the end of grade 2 were not met. Grade 3 students will need to be targeted in 2008/09 as well as the grade 2 group.

OBJECTIVE 2: Improve reading in grades 3 to 9.

Actions

- ❑ Initiate a pilot program in Wilson Reading in three schools in 2008/09.
- ❑ Promote the use of a balanced reading program at the elementary level in the language arts program.
- ❑ Initiate a pilot program of computer based reading intervention at the grade 8/9 level using the Reading Plus program. 50 Seat License for use.
- ❑ 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 9)

Performance Targets

- ❑ Increase the percentage of students reading at or above grade expectation by 2% per year using the cohort group comparisons as measured by the Gates MacGinitie Reading Comprehension tests in May annually. Grade level performance is defined as a student reading within 6 months of grade expectations as measured by the assessment.

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

Evidence	2004/05 Result	2005/06 Result	2006/07 Result	2007/08 Target	2007/08 Actual Result	Target Met	2008/09 Target
Grade Expectation Comparison					Gr. 3 74% N=88/119		75%
Grade Expectation Comparison	N/A	N/A	Gr. 3 69% 94/136	71%	Gr. 4 67% 94/141	Not Met	70%
Grade Expectation Comparison Males			Gr. 3 Males 61% 43/71	66%	Gr. 4 Males 62% 45/73	Not Met	66%
Grade Expectation Comparison	N/A	Gr.3 60% N=97/162	Gr. 4 66% N=104/158	68%	Gr. 5 68% 111/163	Met	70%
Grade Expectation Comparison	Gr.3 60% N=95/159	Gr. 4 58% N=94/144	Gr. 5 65% N=96/147	67%	Gr. 6 64% 92/143	Not Met	67%
Grade Expectation Comparison	Gr. 4 59% N=107/182	Gr. 5 60% N=102/182	Gr. 6 67% N=112/167	69%	Gr. 7 65% 118/181	Not Met	N/A

Oceanview Reading Gr. 8-9

First Nations and Male students meeting or exceeding grade level expectation in Reading. Gr. 8 =8+ Gr. 9 = 9+

Evidence	Baseline 04/05	Actual 05/06	Actual 06/07	Target Met	Target 07/08	Actual 07/08	Target Met	Target 08/09
Gates-McGinitie First Nations		Gr. 7 13% N=2/15	Gr. 8 26% N=4/15	Met	31%	Gr. 9 25% N=3/12	Not Met	N/A
Gates-McGinitie Males		Gr. 7 53% N=54/102	Gr. 8 51% N=37/73	Not Met	56%	Gr. 9 51% N=44/87	Not Met	N/A
Gates-McGinitie First Nations			Gr. 7 40% N=4/10	N/A	32%	Gr. 8 35% N=6/17	Met	38%
Gates-McGinitie Males			Gr. 7 44% N=38/87		50%	Gr. 8 37% N=33/90	Not Met	42%
Gates-McGinitie Males						Gr. 7 52% N=53/102	N/A	

Oceanview Reading Gr. 8-9

Students exceeding grade level expectation in Reading. Grade 9+ for gr. 8 and 10+ for grade 9

Evidence	Baseline 04/05	Actual 05/06	Actual 06/07	Target Met	Target 07/08	Actual 07/08	Target Met	Target 08/09
Gates-McGinitie All	Gr. 7 40% N=81/203	Gr. 8 43% N=85/196	Gr. 9 50% N=86/173	Met	N/A			
Gates-McGinitie All		Gr. 7 49% N=91/185	Gr. 8 63% N=93/148	Met	Gr. 9 68%	Gr. 9 46% 76/165	Not Met	N/A
Gates-McGinitie All			Gr. 7 23%	N/A	Gr. 8 28%	Gr. 8 31% N=56/178	Met	37%
Gates-McGinitie All						Gr. 7 25% N=45/181	N/A	

OBJECTIVE 3: Improve the reading achievement level of the grade 4 males in the 2008-09 school year.

Actions

- ❑ Initiate a balanced reading program of instruction at the intermediate levels.
- ❑ 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

Reported with the OBJECTIVE 2 information above.

OBJECTIVE 4: Improve reading level of First Nations students, grades 1 to 8.

Actions

- ❑ All day Kindergarten program 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	2006/07 Baseline	2007/08 Target	2007/08 Actual Result	Target Met	2008/09 Target	2010/11 Target
Primary Grades 1-3	52% N=19/37	57%	58% N=23/40	Met	60%	65%
Intermediate Grades 4-7	49% 35/71	54%	42% N=35/84	Not Met	50%	55%

Target Not Met Discussion

Reading targets for the most part were not met during the last school year. Only at the grade 5 level was the target reached. Principals will be asked to conference with individual teachers with the goal of developing action plans to address the needs of the lower performing students within their classrooms. As well, teachers will develop an overall plan for reading instruction for their class as a whole.

GOAL 2: To improve student achievement in writing.**Rationale**

District assessments using the B.C. Performance Standards in writing indicate that between 35% to 50% of the students at the elementary grades were assessed to be achieving at the Not Yet Within or Approaching Expectations levels in writing. Our Performance Standards assessments from 2007-08 show a continuation of these results. The three year average FSA results for grade 4 from 2004 to 2006 indicate that student achievement in Powell River are about 5% below the provincial average for that same period. Grade 7 FSA results indicate an average 6% deficit during that same time period. An in-depth comparison of the 2006 FSA achievement levels in writing show that Powell River Grade 4s were 8 percent lower than the provincial average in students scoring 3 or 4 in both personal response and story writing. The grade 7 achievement levels were 10% and 13% below their provincial counterparts in Persuasive Writing and Informal Essays respectively. In 2006-07 improvements in district results compared to provincial results occurred at both grade 4 and grade 7. It is not yet clear if this is the beginning of an improvement trend or an isolated result. It should be noted that grade 7 results in 2007/08 have improved. Grade 4 results in 2007/08 support a continuation of this goal. The results over time clearly point out the need to address writing achievement as part of our improvement plan.

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.
- ❑ District Writing Co-ordinator employed to work with teachers new to a grade or to teaching, using side by side teaching to implement use of the writing process and promote use of BC Performance Standards in Writing.
- ❑ District Writing Co-ordinator employed to work on-site with groups or entire classes of students.
- ❑ Support lower performing schools with the addition of intervention instruction for targeted students.
- ❑ Pilot project using Picture Word Induction Method (PWIM) with 2 target groups performing at the Not Yet Within level in two of the lower performing schools.

- ❑ For this year no differentiated strategies will be applied to the boys then to the female low achievers in writing. The progress will be monitored however if the differential is not reduced.
- ❑ Grade group meeting to establish implementation of balanced writing framework plan for the year. Additional teaching support to lower performing schools.

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.

Evidence	2006/07 Baseline	2007/08 Target	2007/08 Actual Result	Target Met	2008/09 Target	2110/11 Target
April/May BCPS All students	Gr. 1 66% N=88/133	Gr. 2 70%	Gr. 2 60% N=72/120	Not Met	70%	75%
April/May BCPS All students	Gr. 2 65% N=73/113	Gr. 3 69%	Gr. 3 59% N=70/119	Not Met	69%	75%
April/May BCPS All students	Gr. 3 53% N=72/134	Gr. 4 60%	Gr. 4 72% N=102/142	Met	75%	75%
April/May BCPS All students	Gr. 4 59% N=91/155	Gr. 5 62%	Gr. 5 48% N=80/167	Not Met	60%	75%
April/May BCPS All students	Gr. 5 57% N=81/142	Gr. 6 61%	Gr. 6 50% N=74/147	Not Met	60%	75%
April/May BCPS All students	Gr. 6 49% N=90/183	Gr. 7 54%	Gr. 7 59% N=106/179	Met	65%	75%
April/May BCPS Males	Gr. 1 62% N=40/64	Gr. 2 70%	Gr. 2 52% N=29/55	Not Met	65%	75%
April/May BCPS Males	Gr. 2 50% N=28/56	Gr. 3 59%	Gr. 3 45% N=26/58	Not Met	60%	75%
April/May BCPS Males	Gr. 3 40% N=28/69	Gr. 4 50%	Gr. 4 62% N=46/74	Met	70%	75%
April/May BCPS Males	Gr. 4 50% N=42/84	Gr. 5 55%	Gr. 5 40% N=36/90	Not Met	60%	75%
April/May BCPS Males	Gr. 5 49% N=36/73	Gr. 6 56%	Gr. 6 43% N=31/72	Not Met	60%	75%
April/May BCPS Males	Gr. 6 36% N=36/99	Gr. 7 45%	Gr. 7 43% N=43/100	Not Met	50%	75%

Percentage of Students Fully Meeting or Exceeding Expectations in Writing

GOAL 3: To improve student achievement in numeracy at the grades 4 to 9 levels.**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 number concepts and operations strand of the learning outcomes and also in the area of problem solving. The FSA analysis from 2006 and 2007 at both the grade 4 and 7 levels indicates that solving multi-step problems was a distinct weakness within our district. Schools will be analyzing the 2008 FSA results when they are available to determine to what degree this is still a factor for the 2008-09 school year. At the grade 8 and 9 level achievement results indicate a need for a more focused effort in improving understanding and application of mathematical thinking. Students are having difficulty in making the transition from grade 9 to grade 10 mathematics. It is felt that improving achievement levels here will result in more students becoming confident and successful in mathematics during the senior high school years.

OBJECTIVE 1: To improve student skills in working with grade appropriate mathematics problem solving skills at the grades 4 to 7 levels.

OBJECTIVE 2: To improve student skills in working with grade appropriate number concepts at the grades 4 to 7 levels.

OBJECTIVE 3: To increase the number of First Nations Students who are meeting or exceeding grade level expectations in mathematics at the grades 4 to 7 levels. (This objective is also addressed in the Enhancement Agreement)

Actions

- ❑ Grade 4 to 7 students were assessed at the end of the 2007/08 school year and results have been made available to the schools in the areas of problem solving as well as 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 problem solving and 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 and problem solving 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 assessments.

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 2008/09 are based upon the achievement levels of the students at each grade. Concept strands and problem solving areas will be based on individual cohort group scores. All grade levels have multi-step problem solving as a goal.

The following two tables report on achievement levels in 2007/08.

Percentage of Questions Answered Correctly on District Mathematics Concepts Assessments

Instructional Strand	2006/07 Baseline	2007/08 Target	2007/08 Actual	Target Met
Shape and Space	Gr. 3 52%	Gr. 4 60%	Gr. 4 70%	Met
Shape and Space	Gr. 4 49%	Gr. 5 60%	Gr. 5 60%	Met
Number Concepts & Operations	Gr. 5 54%	Gr. 6 60%	Gr. 6 56%	Not Met
Number Concepts & Operations	Gr. 6 55%	Gr. 7 60%	Gr. 7 61%	Met

Percentage of Students Approaching, Meeting or Exceeding Expectations in Problem Solving

Problem Solving Strategy Type	2006/07 Baseline	2007/08 Target	2007/08 Actual	Target Met
Diagram/Picture	Gr. 3 19%	Gr. 4 50%	Gr. 4 78%	Met
Diagram/Picture	Gr. 4 17%	Gr. 5 50%	Gr. 5 61%	Met
Diagram/Picture	Gr. 5/ 63%	Gr. 6/ 75%	Gr. 6/ 42%	Not Met
Table/List	Gr. 5/ 65%	Gr. 6/ 75%	Gr. 6/ 59%	Not Met
Organized List	Gr. 6/ 43%	Gr. 7/ 60%	Gr. 7/ 91%	Met
Table	Gr. 6/ 23%	Gr. 7/ 50%	Gr. 7/ 92%	Met

Target Not Met Discussion

At the grade 6 level none of the targets were met. Principals will be asked to conference with individual grade 6 teachers with the goal of developing action plans related to the math concepts in question.

Percentage of Questions Answered Correctly on District Mathematics Concepts Assessments

Instructional Strand	2007/08 Baseline	2008/09 Target	2008/09 Actual	Target Met
TBA Based on Fall Assessments		Gr. 4		
Shape and Space	Gr. 4 47%	Gr. 5 60%		
Number Concepts & Operations	Gr. 5 49%	Gr. 6 60%		
Shape and Space	Gr. 6 55%	Gr. 7 65%		

Percentage of Students Approaching, Meeting, or Exceeding Expectations in Problem Solving

Problem Solving Strategy Type	2007/08 Baseline	2008/09 Target	2008/09 Actual	Target Met
TBA Based on Fall Assessments		Gr. 4		
Diagram/Picture	Gr. 4 78%	Gr. 5 80%		
Diagram/Picture	Gr. 5/ 61%	Gr. 6/ 75%		
Patterns	Gr. 6/ 48%	Gr. 7/ 60%		
Diagram	Gr. 6/ 42%	Gr. 7/ 60%		

Aboriginal Students

Percentage of Questions Answered Correctly on District Mathematics Concept Assessments

Instructional Strand	2007/08 Baseline	2008/09 Target	2008/09 Actual	Target Met
Shape and Space	Gr. 4 40%	Gr. 5 55%		
Number Concepts & Operations	Gr. 5 28%	Gr. 6 50%		
Number Concepts & Operations	Gr. 6 43%	Gr. 7 50%		
Shape and Space	Gr. 6 38%	Gr. 7 50%		

OBJECTIVE 4: To increase the number of students meeting or exceeding grade level expectations at the grade 8 and 9 levels. Specifically targeted groups are First Nations, Males and students exceeding expectations.

Actions

- ❑ Grade 8 and 9 teachers to supplement regular classroom instruction with Success Maker and Accelerated Math software programs.
- ❑ A transitional grade 9 mathematics course will be incorporated into the secondary program for those students who have struggled with mathematics concepts through the middle years.
- ❑ Increased use of differentiated instruction in grade 8 math classes.
- ❑ Emphasize real world applications of mathematics with students who are at risk in math.
- ❑ Use motivational strategies to increase engagement of students in mathematics.
- ❑ Teacher professional development to support the implementation of the new Mathematics 8 IRP.
- ❑ Teachers who make up the grade 8 Math Team will meet monthly to share numeracy strategies, analyze and discuss student results and investigate the use of provincial Performance Standards for Mathematics.
- ❑ Provide release time for planning and action research projects.

Performance Indicators

- ❑ District Mathematics Assessments Grades 7, 8, & 9.

Performance Targets

- For the 2008/09 individual student targets will be set based on the achievement levels of students in the previous year. These levels are denoted in the progress charts below.

First Nations and Male students meeting or exceeding grade level expectation in Math. The criteria for meeting or exceeding expectations was achieving a mark of 50% or greater on the year end Final Exam.

Evidence	Baseline 04/05	Actual 05/06	Actual 06/07	Target Met	Target 07/08	Actual 07/08	Target Met	Target 08/09
District Exam First Nations	Gr. 7 55% N=12/22	Gr. 8 43% N=12/28	Gr. 9 65% N=17/26	Met				
District Exam Males	Gr. 7 78% N=91/117	Gr. 8 77% N=87/113	Gr. 9 74% N=72/97	Not Met				
District Exam First Nations	Gr. 8 67% N=9/14	Gr. 9 75% N=12/16						
District Exam Males	Gr. 8 81% N=79/98	Gr. 9 84% N=87/103						
District Exam First Nations			Gr. 8 67% N=8/12	N/A	Gr. 9 70%	Gr. 9 50% N=6/12	Not Met	N/A
District Exam Males			Gr. 8 67% N=66/99	N/A	Gr. 9 70%	Gr. 9 68% N=60/88	Not Met	N/A
District Exam First Nations						Gr. 8 72% N=13/17	N/A	75%
District Exam Males						Gr. 8 72% N=72/100	N/A	75%

All Students exceeding grade level expectation in Math. The criteria for exceeding expectations was achieving a mark of 86% or greater on the year end Final Exam.

Evidence	Baseline 04/05	Actual 05/06	Actual 06/07	Target Met	Target 07/08	Actual 07/08	Target Met	Target 08/09
District Exam All	Gr. 7 7.5% N=15/201	Gr. 8 9% N=17/196	Gr. 9 18% N=31/174	Met	N/A			
District Exam All	Gr. 8 8% N=14/186	Gr. 9 9% N=18/197						
District Exam All			Gr.8 7.6% N=14/185	N/A	10%	Gr. 9 15% N=25/166	Met	N/A
District Exam All						Gr. 8 14% N=26/191	N/A	20%

GOAL 4: To improve the school completion rate.**Rationale**

An analysis of the historical school data for all students in the District indicates that the completion rate average of the last three cohort groups (2005 to 2007) has been 7% below the provincial average over that period of time.

During that same 3 year period our First Nations Dogwood completion rate average has been the same as that of the province. Although equal to the provincial rate over the last three years it continues to be our goal to decrease the differential between aboriginal students and non-aboriginal students. 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. (This objective is also addressed in the Enhancement Agreement)

Actions:

- Increase the academic support available to marginal and failing students.
 - 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.
 - Small group literacy intervention in grade 10, implemented by the District Writing Co-ordinator.
 - At risk grade 10 students enrolled in science, math and social studies will receive targeted additional support.
 - At risk grade 11/12 students will have the opportunity to receive academic support and credit by taking a new BAA Applications for Learning course.
 - The school based Alt Kore alternate program will expand to support Social Studies 11 and Communications 12 in addition to the current grade 10 programming.
 - Students enrolled in dual credit trades and technical programs will be supported by targeted teachers to complete their academic requirements.
 - Creation of a First Nations Parent Advisory Council to improve school/home communications.

- Improve teacher assessment practices.
 - Departments will continue to analyze data from previous years to guide instruction.
 - An action research group will be established to investigate best practices in student assessment. Some teacher release time will be provided to support their work.

- ❑ Improve student attendance through consistent school level practices.
 - An action research group will be established to investigate how to improve attendance rates.
 - Ongoing investigation of excessive student absences to determine whether program modifications or alternative schedules would better meet specific student needs.
- ❑ Continue to track the academic progress of each First Nations student.
- ❑ Continue to track the academic progress of each secondary school student.
- ❑ Continue the emphasis on First Nations curricular opportunities, First Nations curriculum integration and maintaining strong connections between Brooks Secondary and the Sliammon community. Provide financial support for the First Nations art and cultural programs.

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 level for grades 8 to 9 and 11 to 12 (slightly above the provincial average) and improve the rate by 1% per year for grades 9 to 10 and 10 to 11. (The current 3 year average transition level is used as the baseline measure)
- ❑ Raise the percentage of males who successfully move from grade 10 to grade 11 by 2% per year until equal to the provincial average (PA) and then maintain at that level.
- ❑ 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 3 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	2004/05 Actual Result	2005/06 Actual Result	2006/07 Target	2006/07 Actual Result	Target Met	2007/08 Target	2010/11 Target
8 to 9	97%	97%	98% N=196	97%	96%	Not Met	97%	100%
9 to 10	93%	95%	89% N=190	94%	94%	Met	95%	97%
10 to 11	90%	87%	92% N=260	90%	93%	Met	94%	97%
10 to 11 Males	87%	84%	89% N=132	89%	93%	Met	94%	97%
11 to 12	79%	75%	74% N=177	82%	82%	Met	85%	90%

The Provincial Average for grade 10 males transitioning to grade 11 in 2006/07 was 92%.

Powell River District Dogwood Completion Rate

Evidence Dogwood Completion Data	Baseline Three Year Average 2004-06	2003/04 Actual Result	2004/05 Actual Result	2005/06 Actual Result	2006/07 Target	2006/07 Actual Result	Target Met	2007/08 Target	2010/11 Target
Powell River All	74%	77%	77%	74%	76%	67%	Not Met	75%	80%
Powell River Aboriginal	47%	50%	49%	44%	50%	54%	Met	56%	60%
Province	79%	79%	80%	80%	N/A	80%	N/A		

A D D E N D U M

Aboriginal Education Annual Report 2007-2008

School District No. 47 (Powell River)