



Accountability Contract 2005 –2006

The Fort Nelson School District serves students from the town of Fort Nelson and the Northern Rockies Regional District. The School District has five schools. There are four schools in the township of Fort Nelson, the J.S. Clark Elementary School and the G. W. Carlson Elementary School serving Kindergarten to Grade four students, the R. L. Angus Elementary School serving students in Grades 5 to 7, and Fort Nelson Secondary School serving students in Grades 8 to 12. Our one rural school, Toad River School has two classrooms, one serving students from Kindergarten to Grade 6 and one serving students in Grades 7 to 12. Fort Nelson School District is approximately 4 hours from the next high school and the next school district. This presents challenges in sustaining competitive sport opportunities, as well as for bringing teachers and excluded staff together in regional centers for educational and professional development opportunities.

According to the District Performance Report for 2003/04, English is spoken in 97.60% in the homes of our students. According to the 2001 Census, 26.6% of our students are Aboriginal. We have 272 students enrolled in Aboriginal Education Programs. We also currently have 15 students enrolled in low incidence/high cost Special Education Programs.

Our Elementary enrollment is FTE 647.5 and our Secondary Enrollment is 409. Total Enrollment for School District #81 is 1056.5. This is again a significant decrease from 2004 which was 1116.7 FTE. The District continues to face the challenge of a decline in enrollment combined with a very active oil and gas industry which offers many opportunities for employment with good salaries. The challenges to the Fort Nelson School District as a result of this is the lack of availability of rental accommodation for new staff, and the retention of students in high school. We have had difficulty in sustaining a Trades program for our high school students due to difficulty in attracting qualified staff and due to our small trade cohort group. We currently have 18 students enrolled in Career Prep Programs.

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District and School Connections

The Fort Nelson School District is informed by the school growth plans at each school.

The process connecting the district and the Accountability Contract with the school growth plans is as follows:



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1. **School Planning Council Training** is provided to new School Planning Council members in early December. However, in the 03/04 school year this did not occur until March when each school reported that they had completed elections for new members.
2. The **School Planning Councils** meet, according to a schedule they have approved at each school site, to review their school growth plans considering data from school, district and Ministry.
3. The **District has a one-day District Inservice Day** in May of each year for school staffs and SPC members to review goals and data. Revisions and new goals are drafted for consideration of the SPC's at this time.
4. Our Policy currently states that a draft **School Growth Plan** for the subsequent school year is completed by May 30th and submitted to the Superintendent. This year first drafts at all district schools were completed by June 30th. This is a reflection of the increased school data that the schools have chosen to collect and reflect upon.
5. The **Superintendent meets** with each school principal to review the draft school growth plan using the ten key areas of inquiry as the basis for the review.
6. **Data received from the Ministry** in the fall is reviewed by schools in the context of their school growth plans and revisions are completed and reviewed with the Superintendent.
7. A **meeting is set with the Board of School Trustees** in October with each school's Planning Council for discussion and acceptance of their School's Growth Plan for that school year. The Board of School Trustees provides \$5000 per school for strategies the School Planning Councils have approved to meet their school goals.
8. A meeting is held with the Board of School Trustees, Superintendent, Director of Instruction, Secretary-Treasurer, Principals, Vice-Principals and DPAC to revise goals, targets and set the **Accountability Contract** by October 30th. Related school, ministry, and district data, links to school growth plans, goals, data-based rationale, and review of specific targets is used to monitor progress and to guide revisions. The group also provides a list of District strategies which will be used to support schools in achieving the goals.

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9. An **Education Committee** with representatives that can include DPAC, School PACS, students, and the Aboriginal Enhancement Committee, representatives from the executive of BCGEU and FNDTA, administration, district administrators, and trustees representation will meet once per month. Their purpose is to consider school and District –based data as it relates to the Accountability Contract goals, suggest revisions to the Accountability Contract goals, a review of specific targets for improvement, data sources, and strategies used to support school in achieving their goals.

Accountability Contract Reporting

- The Annual Accountability Contract will be posted on our district website.
- Progress will be reported regularly to the Board of School Trustees at the Public Board meetings.
- Progress will be communicated at the school level through School Planning Councils, the District and School Parent Advisory Committees, and school newsletters, the Education Committee, and the Aboriginal Enhancement Committee.

Changes from the 2004/05 Accountability Contract

We have maintained our first two goals and have now gathered our baseline data for our third goal. We have continued to refine our district data and have made adjustments to have greater consistency between schools.

This year we have made links to our Draft Aboriginal Enhancement Agreement which we hope to have signed in the coming months. This year we are gathering data on how students on IEP's are doing on district assessments, focusing on data for the transition between schools, and have added a collaborative Education Committee to review school and district data as it relates to the Accountability contract. These were recommendations from our district review in 2004/05.

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District Goals

Goal 1: To increase all of our students’ literacy achievement

Goal 2: To increase all of our students’ math achievement

Goal 3: To create and maintain environments that support student achievement



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GOAL 1

To increase all of our students’ literacy achievement

Objective 1: To increase the percentage of Grade 1 to 4 students meeting and/or exceeding grade level expectations in reading and writing.

Objective 2: To increase the percentage of Grade 5 to 10 students meeting and/or exceeding grade level expectations in reading and writing.

Objective 3: To increase the percentage of Grade 12 students participating and meeting/exceeding grade level expectations in English 12.

Rationale

Our Early Kindergarten Screening Assessment baseline data for 2003/04 showed that 8% of our Kindergarten students did not achieve mastery of the Visual Motor subtest which can indicate a readiness for reading and that 70% of our aboriginal students did not achieve mastery in this subtest.

Annual review and analysis of overall grade 12 course success rates indicate that Fort Nelson students have historically achieved lower than the provincial average.

FSA results have been consistently below the provincial average in reading.

Initial reading assessments indicated that approximately 20% of students in grades 1 to 3 were not meeting grade level expectations

In the 03/04 school year 26% of students in grades 4 to 10 were on an Individual Education Plans.

Performance Indicators/Evidence

- Early Intervention Kindergarten Screening Tool
- Reading Assessment Gr. 1 to 10

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- District-wide writing assessment based on Smart Learning 5 point scale based on B.C. Performance Standards
- FSA Reading and Writing for Gr. 4 and 7
- Percentage of students on Individualized Education Plans Gr. 4 to 12
- Gr. 10 Provincial exam data
- Gr. 12 Provincial exam data
- Graduation rates

Performance Targets

To increase the percentage of students meeting or exceeding expectations by 3% each year so that by June 2008, 90% of the 2003/04 Kindergarten cohort group will be meeting or exceeding expectations on the Foundations Skills Assessment (FSA) in Gr. 4 Reading and Writing.

To increase the percentage of students meeting or exceeding expectations by 3% each year on the Foundations Skills Assessment (FSA) in Gr. 7 Reading and Writing.

To increase the percentage of students meeting or exceeding expectations by 3% each year so that by June 2008, 90% of our students in grades one to 10 will be meeting or exceeding expectations using the expanded five point B.C. Performance Standards in Writing.

To increase the percentage of students meeting or exceeding expectations by 3% each year on English 10 and 12 Provincial exam results.

To increase the District Average Score on the Provincial English 10, Communications 12 and English 12 exam by 3%.

To reduce the number of students in grades 4 to 10 on Individual Education Plans (IEPs) to 10% by 2008.

To close achievement gaps in Reading and/or Writing between Aboriginal and non-Aboriginal students by 2008.

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Objective 1: To increase the percentage of Grade 1 to 4 students meeting and/or exceeding grade level expectations in reading and writing.

Evidence

Baseline data was gathered in the late spring of the 2003/04 school year for all kindergarten students. The data shows the total number of kindergarten students scoring within expectations or exceeding expectations in a score of very good . There was no achievement gaps identified between genders at that time. The data did indicate a gap between Aboriginal students and non-Aboriginal students on the Visual Motor and Draw A person subtests which often indicates a readiness for reading instruction.

Evidence Early Kindergarten Intervention Screening Tool – June 2004	2003/04 Baseline All Students	2003/04 Baseline Aboriginal Students
Name Printing	100%	100%
Number Knowledge	97%	100%
Visual Motor	92%	70%
Visual Matching	97%	100%
Draw a Person	97%	70%
Conceptual Grouping	97%	100%
Letter Knowledge	96%	94%
Phonological Awareness	97%	94%

2004/2005 Data

Evidence Early Kindergarten Intervention Screening Tool – June 2005	2004/05 All Students	2004/05 Aboriginal Students
Name Printing	84%	94%
Number Knowledge	92%	100%
Visual Motor	80%	94%
Visual Matching	93%	100%
Draw a Person	84%	88%
Conceptual Grouping	91%	94%
Letter Knowledge	84%	94%
Phonological Awareness	70%	94%

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The 2004/05 Early Kindergarten Intervention Screening Data indicates a drop for all students, particularly in the area of Phonological Awareness. The data indicates that our Aboriginal students did better in all areas of the screening instrument than their non-Aboriginal cohorts.

The 2004/05 data does indicate an achievement gap between male and female students that was not indicated in the 2003/04 data.

Evidence Early Kindergarten Intervention Screening Tool – June 2005	2004/05 Male Students	2004/05 Female Students
Name Printing	79%	87%
Number Knowledge	92%	92%
Visual Motor	74%	87%
Visual Matching	92%	95%
Draw a Person	79%	90%
Conceptual Grouping	89%	92%
Letter Knowledge	79%	89%
Phonological Awareness	66%	89%

Grade 1 to 4 Reading Assessments

Reading assessments were done district-wide in the 2003/04 school year but District data was only collected for Grades 1 and 3. This year to allow us to look closely at our elementary school data and at cohort data over time, we have included data for Grades 2 and 4. Grades 1 to 4 are using On the Mark Reading Assessment and the data shown is the percentage of students who are at or above grade level in reading.

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Evidence Reading Assessment Results for Grade 1	2003/04 Baseline	2004/05 Actual Results
All	70%	59%
Male	62%	54%
Female	88%	65%
Aboriginal	64%	77%



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Evidence Reading Assessment Results for Grade 2	2003/04 Baseline	2004/05 Actual Results
All	n/a	82%
Male	n/a	80%
Female	n/a	86%
Aboriginal	n/a	84%

Evidence Reading Assessment Results for Grade 3	2003/04 Baseline	2004/05 Actual Results
All	84%	86%
Male	85%	84%
Female	82%	88%
Aboriginal	80%	80%

Evidence Reading Assessment Results for Grade 4	2003/04 Baseline	2004/05 Actual Results
All	n/a	89%
Male	n/a	91%
Female	n/a	87%
Aboriginal	n/a	89%

Our reading assessment data shows an annual increase in reading achievement from grade one to four.

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Evidence – Meets or Exceeds Expectations on Reading Assessment for 03/04 Kindergarten Cohort Group	2004/05 Grade one Baseline	2008 Target
All	82%	90%
Male	80%	90%
Female	86%	90%
Aboriginal	84%	90%



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Our cohort data shows reading gains for individual students over time. We realize that the cohort group does not remain static but hope to see the results of successful strategies implemented over time with many of the students.

FSA Grade 4 Reading Comprehension

Evidence	1999/00 Baseline	2004/05 Target	2004/05 Actual Results	Target Met	2005/06 Target
FSA Gr. 4 Reading (All)	56%	67%	67%	yes	70%
Male	49%	60%	75%	yes	78%
Female	64%	75%	61%	no	75%
Aboriginal	53%	62%	55%	no	62%

Our FSA reading comprehension scores do not yet match the district scores of the On The Mark reading assessment.

Evidence	2004/05 District Results	2004/05 Provincial Results
FSA Gr. 4 Reading (All)	67%	79%
Male	75%	78%
Female	61%	81%
Aboriginal	55%	61%

District FSA reading scores remain below the Provincial results.

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Writing Assessments

A district-wide write was held in May 2005 using the SMART Writing Assessment in Grades one to nine to gather baseline data. The data indicates the percentage of students satisfactorily meeting to exceeding expectations (2.5 to 4 points) on the SMART five-point adapted B.C. Performance Standards in Writing



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Evidence SMART Writing Assessment 2004/05	2.5 Satisfactorily Meets Expectations	3 Fully Meets Expectations	4 Exceeds Expectations	Total
Grade 1	29%	40%	14%	83%
Grade 2	19%	51%	23%	93%
Grade 3	38%	31%	14%	83%
Grade 4	40%	34%	16%	90%

Evidence – Meets or Exceeds Expectations on the Writing Assessment for 03/04 Kindergarten Cohort Group	2004/05 Grade one Baseline	2008 Target
All	83%	90%
Male	80%	90%
Female	86%	90%
Aboriginal	91%	90%

FSA Grade 4 Writing Results

Evidence	2000/01 Baseline	2004/05 Target	2004/05 Actual Results	Target Met	2005/06 Target
FSA Gr. 4 Writing (All)	91%	97%	90%	no	97%
Male	79%	85%	84%	no	85%
Female	100%	100%	94%	no	100%
Aboriginal	86%	92%	87%	no	92%

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Though our FSA Writing results remain high, we did not meet our targets for annual improvement. The District results from the grade 4 SMART writing assessment mirror the FSA grade 4 writing results.



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Evidence	2004/05 District Results	2004/05 Provincial Results
FSA Gr. 4 Writing (All)	90%	93%
Male	84%	90%
Female	94%	96%
Aboriginal	87%	84%

The District FSA writing results are slightly lower than the provincial results with the District Aboriginal results slightly over the provincial results.

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Objective 2: To increase the percentage of Grade 5 to 10 students meeting and/or exceeding grade level expectations in reading and writing.

Evidence

Reading Assessments

Reading assessments were done district-wide in the 2003/04 school year for grades 5 to 10 but District data was only collected for Grades 5, 6, 8 and 9. This year to allow us to focus on our intermediate program data and to look at cohort data over time, we have included data for Grades 5 to 10. In the 2004/05 school year, Grades 5 to 7 were continuing to use the Jerry Johns Reading Inventory while previewing the Developmental Reading Assessment for future implementation. Grades 8 to 10 are using the SMART Reading Assessment with the 5 point scale adapted from the B.C. Performance Standards.

The following data indicates the percentage of students reading at or above grade level expectations.

Evidence Reading Assessment Results	2003/04 Baseline	2004/05 Actual Results
Grade 5 (All)	90%	89%
Male	94%	84%
Female	88%	94%
Aboriginal	94%	89%
I.E.P.s	n/a	53%

Evidence Reading Assessment Results	2003/04 Baseline	2004/05 Actual Results
Grade 6 (All)	94%	92%
Male	91%	91%
Female	98%	92%
Aboriginal	91%	84%
I.E.P.s	n/a	50%

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Evidence Reading Assessment Results	2003/04 Baseline	2004/05 Actual Results
Grade 7 (All)	n/a	91%
Male	n/a	74%
Female	n/a	94%
Aboriginal	n/a	84%
I.E.P.s	n/a	46%

Evidence SMART Reading gr. 8	2003/04 Baseline	2003/04 Aboriginal
Not yet meeting	39%	n/a
Minimally Meeting	36%	n/a
Meeting Satisfactorily	19%	n/a
Meeting Fully	6%	n/a
Exceeding	0%	n/a

Aboriginal data are not available due to fewer than 5 students being in these second semester classes.

Evidence SMART Reading Assessment 2004/05	2.5 Satisfactorily Meets Expectations	3 Fully Meets Expectations	4 Exceeds Expectations	Total
Grade 8 (All)	36%	3%	0%	39%
Male	26%	3%	0%	29%
Female	47%	3%	0%	50%
Aboriginal	33%	0%	0%	33%

Evidence SMART Reading gr. 9	2003/04 Baseline	2003/04 Aboriginal
Not yet meeting	30%	57%
Minimally Meeting	53%	29%
Meeting Satisfactorily	14%	14%
Meeting Fully	3%	0%
Exceeding	0%	0%

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Evidence SMART Reading Assessment 2004/05	2.5 Satisfactorily Meets Expectations	3 Fully Meets Expectations	4 Exceeds Expectations	Total
Grade 9 (All)	42%	21%	0%	63%
Male	22%	22%	0%	44%
Female	60%	20%	0%	80%
Aboriginal	80%	0%	0%	80%

Grade 10 District data for 2003/04 not available.

Evidence SMART Reading Assessment 2004/05	2.5 Satisfactorily Meets Expectations	3 Fully Meets Expectations	4 Exceeds Expectations	Total
Grade 10 (All)	34%	17%	0%	51%
Male	33%	4%	0%	37%
Female	36%	45%	0%	81%
Aboriginal	33%	22%	0%	55%

FSA Grade 7 Reading Comprehension

We began an annual target of 3% in the 2003/04 school year.

Evidence	1999/00 Baseline	2004/05 Target	2004/05 Actual Results	Target Met	2005/06 Target
FSA Gr. 7 Reading (All)	61%	68%	49%	no	68%
Male	50%	59%	49%	no	59%
Female	69%	76%	50%	no	76%
Aboriginal	52%	61%	32%	no	61%

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Our FSA reading comprehension scores do not match the district scores of the Jerry Johns reading assessment. Of particular concern is the low reading comprehension score by our Aboriginal students.



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Evidence	2004/05 District Results	2004/05 Provincial Results
FSA Gr. 7 Reading (All)	49%	77%
Male	49%	73%
Female	50%	80%
Aboriginal	32%	53%

District FSA reading scores remain below the Provincial results.

Writing Assessments

A district-wide write was held in May 2005 using the SMART Writing Assessment in Grades one to nine to gather baseline data. The data indicates the percentage of students satisfactorily meeting to exceeding expectations (2.5 to 4 points) on the SMART five-point adapted B.C. Performance Standards in Writing

... writing leads to improved reading achievement, reading leads to better writing performance and combined instruction leads to a higher level of thinking than when either process is taught alone (Braunger & Lewis, 1997).

Evidence SMART Writing Assessment 2004/05	2.5 Satisfactorily Meets Expectations	3 Fully Meets Expectations	4 Exceeds Expectations	Total
Grade 5	52%	19%	6%	77%
Grade 6	36%	29%	2%	67%
Grade 7	60%	16%	0%	76%
Grade 8	25%	6%	0%	31%
Grade 9	44%	16%	0%	60%

The data for grade 8 is representative of only one English class. The 2005/06 data will provide a larger sample.

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Grade 10 Provincial Examination Results

Grade 10 Provincial exams have taken the place of the Gr. 10 Foundation Skills Assessment (FSA). The following tables reflect the percentage of our grade 10



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students not yet meeting (49.5 % or less or F), minimally meeting (49.5% to 59.4% or C-), meeting expectations (59.5 % to 72.4% or C to C+) and exceeding expectations (72.5%+ or A and B).

Evidence English 10 Exam	2003/04 Baseline	2003/04 Aboriginal
Not yet meeting	0%	0%
Minimally Meeting	27%	12%
Meeting	29%	44%
Exceeding	44%	44%

Evidence English 10 Exam	2004/05 All students	2004/05 Aboriginal
Not yet meeting	24%	19%
Minimally Meeting	24%	40%
Meeting	42%	42%
Exceeding	11%	43%

These scores have been averaged from the January and June exam results.

Evidence District Average Score	2004/05 District	2004/05 Provincial	2005/06 District Target
English 10 Exam	60%	68%	63%

These scores have been averaged from the January and June exam results.

Individualized Education Plans Gr. 4 to 10 – October data

This data reflects I.E.P.s in all special education categories for the District.

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Evidence	2003/04 Baseline	2004/05 Actual Results	2005/06 Actual Results	2006/07 Target	2008 Target
Individualized Education Plans for Grades 4 – 10	26%	18%	17%	14%	10%

The 2005/06 data reflects a total number of I.E.P.s for students in grades 4 to 10 at 103. Twenty-one of those were for Aboriginal students.



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Objective 3: To increase the percentage of Grade 12 students participating and meeting/exceeding grade level expectations in English 12.

Grade 12 Provincial Examination Results

The following tables reflect the percentage of our grade 12 students not yet meeting (49.5 % or less or F), minimally meeting (49.5% to 59.4% or C-), meeting expectations (59.5 % to 72.4% or C to C+) and exceeding expectations (72.5%+ or A and B).

Evidence Communications 12 June Exam	2003/04 Baseline	2004/05 All students	2004/05 Aboriginal
Not yet meeting	33%	16%	11%
Minimally Meeting	28%	36%	33%
Meeting	28%	40%	55%
Exceeding	11%	8%	0%

Evidence District Average Score - June	2004/05 District	2004/05 Provincial	2005/06 District Target
Comm. 12 Exam	60%	66%	63%

Evidence English 12 Exam	2003/04 Baseline	2004/05 All students	2004/05 Aboriginal
Not yet meeting	7%	5%	50%
Minimally Meeting	27%	10%	0%
Meeting	33%	55%	50%
Exceeding	33%	31%	0%

These scores have been averaged from the January and June exam results. The January aboriginal data is masked as there were less than five aboriginal students.

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Evidence District Average Score	2004/05 District	2004/05 Provincial	2005/06 District Target
English 12 Exam	69%	70%	72%

These scores have been averaged from the January and June exam results.



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The District target is to increase the District Average Score by 3% to 72%.

Participation

Evidence Participation	2004/05 All students	2004/05 Aboriginal
Comm. 12	34	9
English 12	38	3

Fort Nelson Graduation Rates – Students Receiving Dogwood Certificates

Year	Listed as Grade 12 In Sept.	Eligible for Dogwoods in Sept.	Less Moves/ Death	Receiving Dogwoods in June	Aboriginal Dogwoods	Percentage Graduated	Eligible for School Completion	Receiving School Completion
1994/95	69	55	4	27	n/a	53	n/a/	n/a
1995/96	63	54	6	29	n/a	60	n/a	n/a
1996/97	65	58	2	23	n/a	41	n/a	n/a
1997/98	74	72	6	54	n/a	73	n/a	n/a
1998/99	80	72	4	60	n/a	88	n/a	n/a
1999/00	83	74	4	67	n/a	91	n/a	n/a
2000/01	75	69	2	56	n/a	88	n/a	n/a
2001/02	85	79	5	68	n/a	86	n/a	n/a
2002/03	78	70	3	52	15	78	n/a	n/a
2003/04	82	75	2	60	16	82	4	3
2004/05	82	76	3	53	16	73	4	2

We want to increase the number of students receiving Dogwood Certificates to more closely align with the number of students eligible for Dogwood Certificates in September.

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Aboriginal Graduation Rates

Year	Listed as Gr. 12 In Sept.	Eligible for Dogwoods in Sept.	Eligible for School Completion	Less Moves/Deaths	Receiving Dogwoods In June	Percent Graduated	Receiving School Completion	Returning To School
2003/04	22	18	4	1	16	88%	3	1
2004/05	27	23	4	0	16	70%		0
2005/06	22	21	1					1

Strategies

- Continue District-wide inservice of SMART Learning
- Continue District-wide write using SMART Writing 5 point scale
- Demonstration teaching of SMART writing sequence
- Continue peer-mentoring for SMART Learning
- Collect a broader variety of Grade level samples for SMART Learning strategies
- Create video logs of district-wide promising practices
- Continue certification Training and implementation of Brain Gym for daycare, playschool, primary and special needs staff
- Provide Phonological Awareness workshops for staff and parents
- Provide inservice to teachers on Words Their Way
- Provide inservice to grade 5, 6 & 7 teachers on the Developmental Reading Assessment

Structures

- Provide on-going professional development in SMART learning with presenters such as Susan Close, Pat Dooley, Megan Anakin recognized as experts in the field
- Continue District Literacy Committee
- Continue Student Services Coordinator position to plan programs for low-incidence special needs students so that other student services personnel can target other I.E.P. students.
- Implement English Dynamics for grades 8, 9, and 10 to support I.E.P. students with SMART Learning strategies.
- Continue First Nation Humanities 9 & 10 with an emphasis on SMART Learning
- Continue inclusive practice of inviting participation from our First Nation Band schools and our other community service providers to District inservice and professional development opportunities
- Implement Education Committee to revise and review District Accountability Contract with representation from the Aboriginal Enhancement Focus Group.

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Goal 1 is connected to the following school growth plan goals:

J.S. Clark Elementary School

- Goal 1 – All students will improve their ability to read at grade level

G.W. Carlson Elementary School

- Goal 2 – All students will meet or exceed expectations in Reading by the end of grade four

R.L. Angus Elementary School

- Goal 1- To increase the number of students meeting and exceeding expectations in literacy

Fort Nelson Secondary School

- Goal 1 – To have all students meeting or exceeding expectations in literacy

Toad River School

- Goal 2 – To improve students’ writing skills, with a focus on spelling at the elementary level and editing at the senior level

Draft Aboriginal Enhancement Agreement

- Goal 1 Improve academic achievement of aboriginal students

GOAL 2

To increase all of our students’ math achievement

Objective 1: To increase the percentage of Grade 1 to 8 students meeting and/or exceeding grade level expectations in numeracy and problem solving.

Objective 2: To increase the percentage of students participating and meeting and/or exceeding grade level expectations in Essentials of Math 10, Principles of Math 10, and Principles of Math 12

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Rationale:

We are seeing some success our All the Facts and the Problem Solver use in Grades 1 to 4 and would like to extend this to provide a solid foundation for Math 8 and above.



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Annual review and analysis of Math 12 course success rates indicates that Fort Nelson students have historically achieved lower than the provincial average.

District FSA results have been consistently below the provincial average in numeracy.

Review of Grade 10 and 12 provincial exam results indicate less than 50% meet or exceed expectations.

Performance Targets

To increase the percentage of students meeting or exceeding expectations so that by June 2008, 80% of the 2003/04 Kindergarten cohort group will be meeting or exceeding expectations on the Foundation Skills Assessment in Numeracy.

To increase the percentage of students meeting or exceeding expectations by 3% each year on the Foundations Skills Assessment (FSA) in Grade 7 Numeracy.

To increase the percentage of students meeting or exceeding expectations by 3% each year on Essentials of Math 10, Principles of Math 10 and Principles of Math 12 Provincial exam results.

To increase the District Average Score on the Essentials of Math 10, Principles of Math 10 and Principles of Math 12 Provincial exam by 3%.

To close achievement gaps in Math between Aboriginal and non-Aboriginal students by 2008.

Performance Indicators/Evidence

- Kindergarten Screening Tool
- FSA Numeracy for Gr. 4 and 7
- Power of Ten “All the Facts You Need to Know” grades 1 – 4
- Problem-Solving Assessment Gr. 1 to 4
- Gr. 10 Provincial Exam Data
- Gr. 12 Provincial Exam Data

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Objective 1: To increase the percentage of Grade 1 to 8 students meeting and/or exceeding grade level expectations in numeracy and problem solving.

Early Kindergarten Intervention Screening Tool

Our data from the 2004/05 school year indicates that 92% of our Kindergarten students and 100% of our aboriginal Kindergarten students showed mastery of Number Knowledge and in Conceptual Grouping, 91% of our Kindergarten students and 94% of our aboriginal Kindergarten students showed mastery by June 2005. Students identified by the initial screening in September are targeted for additional early intervention.

**Power of Ten “All the Facts You Need to Know”
grades 1 – 4**

Schools are working on computation skills using the Trevor Calkin’s Power of Ten “All the Facts You Need To Know” for grades 1 to 4. Trevor Calkins has conducted workshops for staff of grades 1 to 10 as well as to parents, over a three year period with a focus on problem-solving and mastery of basic computation facts in grades one to four. The District Math Leadership Team completed work on the All The Facts You Need To Know assessment so that there was consistent delivery and mastery levels. We have changed our baseline to 2004/05 to reflect that our data is now more consistent across the district.

Evidence All The Facts You Need To Know	2004/05 Baseline
Gr. 1 Addition (all)	21%
Aboriginal	32%
Gr. 1 Subtraction (all)	6%
Aboriginal	12%
Gr. 2 Addition (all)	69%
Aboriginal	79%
Gr. 2 Subtraction (all)	44%
Aboriginal	39%
Gr. 3 Addition (all)	92%
Aboriginal	87%
Gr. 3 Subtraction (all)	78%
Aboriginal	80%
Gr. 3 Multiplication (all)	37%
Aboriginal	0%

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Gr. 4 Addition (all)	94%
Aboriginal	92%
Gr. 4 Subtraction (all)	92%
Aboriginal	96%
Gr. 4 Multiplication (all)	67%
Aboriginal	65%

We are seeing overall achievement gains in the mastery of basic facts. All The Facts will also be completed at the Grade 5 level for the 2005/06 year to track this transition year between schools.

Evidence - Mastery on Numeracy Assessment for 03/04 Kindergarten Cohort Group	2004/05 Grade one Baseline		2008 Target
	+	-	
All	21%	6%	80%
Male	23%	7%	80%
Female	19%	6%	80%
Aboriginal	32%	12%	80%

These results are for addition and subtraction in grade one.

Problem Solving Grade 1 to 7

The Problem Solver program was implemented in one school in the 2003/04 school year. This individual school used the Problem Solver series in grades one to four and assessed using a problem for each grade level from the series. The problem was assessed using the Trevor Calkins five point rubric. The school also used the Trevor Calkins assessment of “How Many Ways” to promote critical thinking skills. Initial data based on the school FSA results show that this individual school’s FSA scores in numeracy rose from a baseline of 59 % to 92% in the 2003/04 school year. One other school has implemented a problem-solving program and is currently refining an assessment tool. We would like to implement a district-wide assessment for grades 1 to 8 based on the first school’s experience for the 2004/05 school year.

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Evidence Problem-Solving	2004/05 Baseline
Grade 1 (all)	66%
Grade 1 Aboriginal	65%
Grade 2 (all)	87%
Grade 2 Aboriginal	88%
Grade 3 (all)	80%



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Grade 3 Aboriginal	74%
Grade 4 (all)	56%
Grade 4 Aboriginal	65%

The Problem-Solver program was introduced into grades 5 to 7 in the 2004/05 year. The ten problem solving strategies were introduced to each class and a problem-solving assessment was completed. The District Math Leadership Team is working on consistent delivery and mastery levels for grades 1 to 8.

Evidence Problem Solving Results	2004/05 Baseline
Grade 5 (All)	74%
Male	69%
Female	80%
Aboriginal	69%
I.E.P.s	39%

Evidence Problem Solving Results	2004/05 Baseline
Grade 6 (All)	52%
Male	53%
Female	52%
Aboriginal	58%
I.E.P.s	0%

Evidence Problem Solving Results	2004/05 Baseline
Grade 7 (All)	43%
Male	45%
Female	41%
Aboriginal	34%
I.E.P.s	0%

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FSA Grade 4 Numeracy

This data presents the percentage of students meeting and/or exceeding expectations.

Evidence	1999/00 Baseline	2004/05 Target	2004/05 Actual Results	Target Met	2005/06 Target
FSA Gr. 4 Numeracy (All)	41%	52%	80%	yes	55%
Male	36%	47%	81%	yes	50%
Female	43%	54%	79%	yes	57%
Aboriginal	33%	44%	74%	yes	47%

The Grade 4 FSA Numeracy scores indicate that the district has shown an increase in student achievement in this area from its baseline year.

Evidence	2004/05 District Results	2004/05 Provincial Results
FSA Gr. 4 Numeracy (All)	80%	87%
Male	81%	88%
Female	79%	86%
Aboriginal	74%	72%

The District FSA Numeracy results remain below the Province’s with the exception of our Aboriginal scores.

FSA Grade 7 Numeracy

Our target of 3% began in the 2003/04 school year to focus on a five-year gain. This data presents the percentage of students meeting and/or exceeding expectations.

Evidence	1999/00 Baseline	2004/05 Target	2004/05 Actual Results	Target Met	2005/06 Target
FSA Gr. 7 Numeracy (All)	45%	57%	60%	yes	60%
Male	43%	51%	66%	yes	54%
Female	46%	56%	54%	no	54%
Aboriginal	45%	56%	57%	yes	59%

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The District FSA Numeracy scores indicate a gradual increase with the exception of our gr.7 females. There is a decrease in Actual Results from the Grade four data.

Evidence	2004/05 District Results	2004/05 Provincial Results
FSA Gr. 7 Numeracy (All)	60%	83%
Male	66%	84%
Female	54%	81%
Aboriginal	57%	62%

The District FSA Numeracy results remain below the Province.

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Objective 2: To increase the percentage of students participating and meeting and/or exceeding grade level expectations in Essentials of Math 10, Principles of Math 10, and Principles of Math 12

Math Provincial Examination Results for Grades 10 and 12

The following tables reflect the percentage of our grade 10 and 12 students not yet meeting (49.5 % or less or F), minimally meeting (49.5% to 59.4% or C-), meeting expectations (59.5 % to 72.4% or C to C+) and exceeding expectations (72.5%+ or A and B).

Evidence Essentials of Math 10	2003/04 Baseline	2003/04 Aboriginal	2004/05 All students Jan. exam	2004/05 Aboriginal Jan. exam
Not yet Meeting	93%	100%	31%	25%
Minimally Meeting	7%	0%	13%	0%
Meeting	0%	0%	44%	50%
Exceeding	0%	0%	12%	25%

This course was not offered in second semester therefore no June data is available. A target for the District Essentials of Math 10 in 2005/06 is to increase the number of students meeting and exceeding expectations from 56% to 61%.

Evidence Math District Average Score – Jan. data	2004/05 District	2004/05 Provincial	2005/06 District Target
Essentials. 10 Exam	59%	60%	62%

Evidence Principles of Math 10	2003/04 Baseline	2003/04 Aboriginal
Not yet Meeting	66%	50%
Minimally Meeting	26%	50%
Meeting	5%	0%
Exceeding	3%	0%

Evidence Principles of Math 10 – Jan. exam	2004/05 All students	2004/05 Aboriginal
Not yet meeting	30%	14%
Minimally Meeting	43%	55%
Meeting	24%	31%
Exceeding	4%	0%

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These scores have been averaged from the January and June exam results.

Evidence Math District Average Score	2004/05 District	2004/05 Provincial	2005/06 District Target
Principles 10	53%	68%	56%

These scores have been averaged from the January and June exam results.

Evidence Principles of Math 12 January 2004	2003/04 Baseline Exam Mark	2003/04 Baseline District Mark
Not yet Meeting	63%	18%
Minimally Meeting	25%	18%
Meeting	6%	24%
Exceeding	6%	40%

Evidence Principles of Math 12 – January 2005 data	2004/05 All students	2004/05 Aboriginal
Not yet meeting	22%	0%
Minimally Meeting	22%	0%
Meeting	44%	0%
Exceeding	11%	0%

This course was not offered in second semester so no June data was available.

Evidence Math District Average Score – Jan.	2004/05 District	2004/05 Provincial	2005/06 District Target
Principles 12	60%	71%	63%

Participation Rates

The following data shows the number of students who participated in the provincial Math 10 and 12 exams.

Evidence Participation In Math	2004/05 All students	2004/05 Aboriginal
Essentials 10	16	4
Principles 10	63	10
Principles 12	9	0

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Strategies

- Continue “All the Facts We Need To Know” at grades 1 to 4 and transition to grades 5 to 7
- Expand use of Problem Solver series to all schools grades 1 to 8
- Common math text for grades 5 to 7

Structures

- Continue a District Math Leadership Team to analyze data and provide district direction
- Provide district inservice/professional development focusing on remedial math strategies (Simply Math by Mary Moody)
- Provide on-going professional development in problem-solving with a presenter recognized as an expert in the field
- Participate in Math Mentor training for Pearson’s Math Makes Sense
- Add a secondary course to increase the math achievement of grade 9 students before Math 10 Essentials or Principles of Math 10 choices.
- Implement a 3 term Principles of Math 11 and 12 to provide more time for instruction of math concepts.

Goal 2 is connected to the following school growth plan goals:

J.S. Clark Elementary School

- Goal 2 – All students will improve their ability to solve multi-step problems in mathematics

G. W. Carlson Elementary School

- Goal 1 – All students will meet or exceed expectations in Math by the end of grade four

R.L. Angus Elementary School

- Goal 2 – To improve student achievement in Mathematics

Fort Nelson Secondary School

- Goal 2 – To have all students meeting or exceeding expectations in mathematics

Toad River School

- Goal 1 – To continue our plan to maintain students’ application of skills, and problem solving in math

Draft Aboriginal Enhancement Agreement

- Goal 1 - Improve academic achievement of aboriginal students

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GOAL 3

To create and maintain environments that support student achievement

Objective 1: To foster safe, caring, and orderly schools

Objective 2: To help students make safe and healthy life choices

Rationale:

The District Satisfaction Surveys from 2003/04 indicated that only 77% of our grade four students felt safe at school all the time or many times. Our Grade 10 data indicated that only 56% reported feeling safe all the time or many times. The Pride survey results from 2001 indicate that a large number of our students use tobacco, drugs and alcohol.

Performance Targets

To increase the percentage of students by 3% reporting many times or all the time on Satisfaction Survey questions, “Do you feel safe at school?”, “Do you like school?” “At school, are you learning about healthy food and exercise?” for Grade 4, and “At school are you learning about how to stay healthy?” for Grade 7, 10 & 12.

To decrease the percentage of students by 3% reporting many times or all the time on the Satisfaction Survey question, “At school are you bullied, teased or picked on?”

To decrease the percentage of students making unhealthy lifestyle choices as reflected in the Pride Survey.

To decrease the number of student suspensions to the District Discipline Review Committee.

To decrease the number of aboriginal students suspended to the District Discipline Review Committee.

Performance Indicators/Evidence

- Satisfaction Survey Results
- Pride Survey
- District Discipline Review Suspension Data

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**Objective 1: To foster safe, caring, and orderly schools
Satisfaction Survey Results**

“Do you feel safe at school?”

Evidence Satisfaction Survey	2003/04 All the Time or Many Times Baseline	2004/05 All the Time or Many Times
Grade 4	77%	80%
Grade 7	81%	77%
Grade 10	56%	62%
Grade 12	73%	79%

“At school are you bullied, teased or picked on?”

Evidence Satisfaction Survey	2003/04 All the Time or Many Times Baseline	2004/05 All the Time or Many Times
Grade 4	13%	10%
Grade 7	4%	22%
Grade 10	14%	10%
Grade 12	11%	13%

“Do you like school?”

Evidence Satisfaction Survey	2003/04 All the Time or Many Times Baseline	2004/05 All the Time or Many Times
Grade 4	65%	79%
Grade 7	59%	36%
Grade 10	25%	19%
Grade 12	38%	47%

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Objective 2: To help students make safe and healthy life choices

Satisfaction Survey Results

“At school, are you learning about healthy food and exercise?” for Grade 4

“At school are you learning about how to stay healthy?” for Grade 7, 10 & 12

Evidence Satisfaction Survey	2003/04 All the Time or Many Times Baseline	2004/05 All the Time or Many Times
Grade 4	41%	40%
Grade 7	49%	41%
Grade 10	20%	24%
Grade 12	14%	21%

PRIDE Survey or ISA Questionnaire 2004/05

Approximately 600 students were surveyed in grades 4 through 12 to determine the nature of drug use by adolescents in the community. The Pride Survey or ISA Questionnaire found that students report drug use in primarily four locations: at home, in the home of a friend, at “other” places in the community, and in vehicles.

Gr. 4 students –100% did not smoke cigarettes within the past year (2004/05).
 18% drank beer within the past year.
 5% drank coolers within the past year.
 4% drank hard liquor.
 0% smoked marijuana within the past year.
 1% sniffed glue, gas, etc. to get high
 0% used cocaine within the past year.

Gr. 5 students –98% did not smoke cigarettes within the past year (2004/05).
 9% drank beer within the past year.
 8% drank coolers within the past year.
 5% drank hard liquor.
 1% smoked marijuana within the past year.
 1% sniffed glue, gas, etc. to get high
 0% used cocaine within the past year.

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Gr. 6 students – 4% smoked cigarettes within the past year (2004/05).
20% drank beer within the past year.
23% drank coolers within the past year.
9% drank hard liquor.
1% smoked marijuana within the past year.
1% sniffed glue, gas, etc. to get high
1% used cocaine within the past year.
1% used ecstasy within the past year.
1% used crystal meth within the past year.

Gr. 7 students –10% smoked cigarettes within the past year (2004/05).
32% drank beer within the past year.
43% drank coolers within the past year.
29% drank hard liquor.
10% smoked marijuana within the past year.
7% sniffed glue, gas, etc. to get high
5% used cocaine within the past year.
1% used ecstasy within the past year.
3% used crystal meth within the past year.

Gr. 8 students –23% smoked cigarettes within the past year (2004/05).
39% drank beer within the past year.
50% drank coolers within the past year.
35% drank hard liquor.
12% smoked marijuana within the past year.
10% sniffed glue, gas, etc. to get high
3% used cocaine within the past year.
3% used ecstasy within the past year.
3% used crystal meth within the past year.

Gr. 9 students –26% smoked cigarettes within the past year (2004/05).
56% drank beer within the past year.
72% drank coolers within the past year.
71% drank hard liquor.
30% smoked marijuana within the past year.
8% sniffed glue, gas, etc. to get high
8% used cocaine within the past year
7% used ecstasy within the past year.
3% used crystal meth within the past year.

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Gr. 10 students –44% smoked cigarettes within the past year (2004/05).
71% drank beer within the past year.
75% drank coolers within the past year.
80% drank hard liquor.
61% smoked marijuana within the past year.
3% sniffed glue, gas, etc. to get high
10% used cocaine within the past year
9% used ecstasy within the past year.
1% used crystal meth within the past year.

Gr. 11 students –36% smoked cigarettes within the past year (2004/05).
66% drank beer within the past year.
68% drank coolers within the past year.
69% drank hard liquor.
52% smoked marijuana within the past year.
6% sniffed glue, gas, etc. to get high
14% used cocaine within the past year
12% used ecstasy within the past year.
2% used crystal meth within the past year.

Gr. 12 students –67% smoked cigarettes within the past year (2004/05).
76% drank beer within the past year.
70% drank coolers within the past year.
76% drank hard liquor.
61% smoked marijuana within the past year.
6% sniffed glue, gas, etc. to get high
21% used cocaine within the past year
27% used ecstasy within the past year.
13% used crystal meth within the past year.

Alcohol remains the “drug of choice” of the adolescents surveyed in our District, the beer and liquor consumption of our senior secondary students has decreased from 78.6% to 67.7% since the Pride Survey of 2001. We believe in part that this decrease is due to the education and promotion of healthy lifestyles within the school and community.

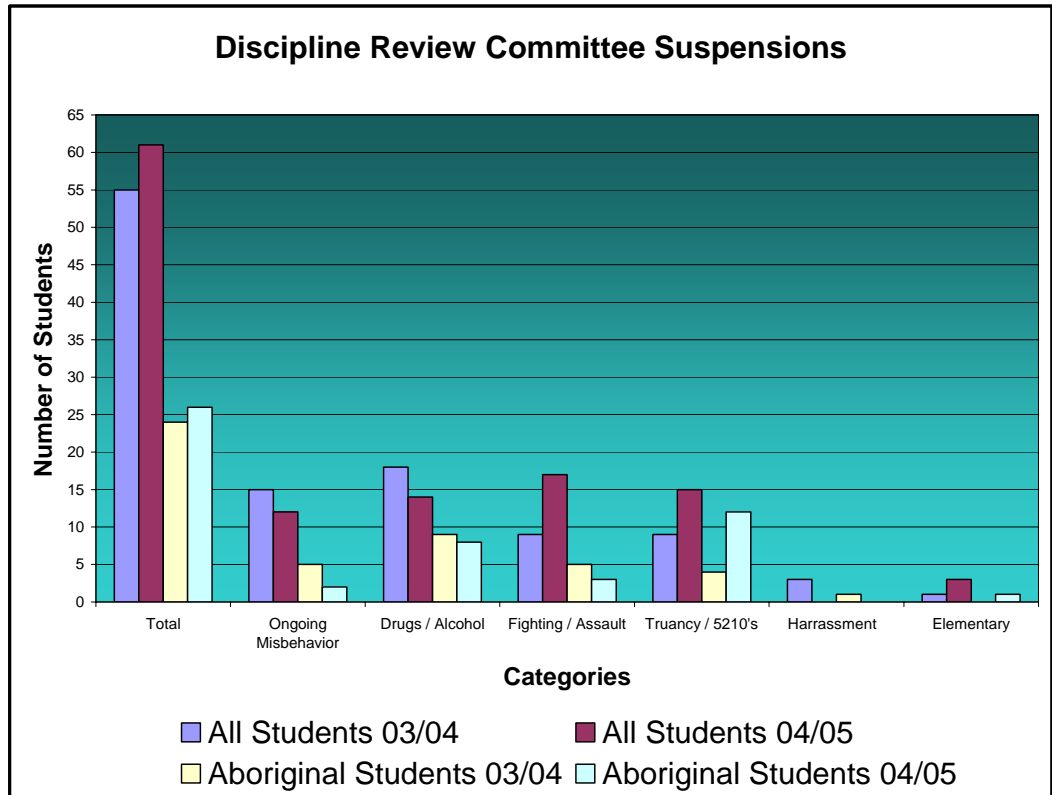
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District Discipline Review Suspension Data



This data indicates that there is an over-representation of Aboriginal students at the Discipline Review Committee.

Strategies

- Continue Second Step and Focus on Bullying programs in Elementary Schools
- Have all schools communicate their school bullying process with students and parents
- Continue Elementary DARE program
- Continue Project PARTY (Preventing Alcohol and Risk-Related Trauma in Youth and ICBC anti drinking initiatives.
- Continue the work begun by the Board of School Trustees with the local RCMP to increase RCMP visibility and liaison time within our schools
- Work with the Board of School Trustees to develop a District Nutrition Policy
- Investigate the implementation of Drug and Alcohol Programs such as Lifeskills or Parents as Preventors.

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Structures

- Community Link Funding
- Community Links Coordinator position to liaise with Community Action North Committee for Drug Prevention and conduct surveys related to at-risk behaviors
- Secondary Drug and Alcohol Committee
- Elementary Drug and Alcohol Committee
- Discuss the addition of other health/active living/lifestyle questions into the Satisfaction survey.
- Bi-annual Pride survey.

Goal 3 is connected to the following school growth plan goals:

G. W. Carlson Elementary School

- Goal 3 – To improve the school in the areas of school environment, school safety, and healthy lifestyles

R.L. Angus Elementary School

- Goal 3 – To create a safe and caring environment

Draft Aboriginal Enhancement Agreement

- Goal 3.- Improve self esteem of aboriginal students

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APPENDIX A

Resources Allocation Form

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**SCHOOL DISTRICT #81 (FORT NELSON) NOTIONAL
FUNDING ALLOCATIONS FOR SCHOOL AND BOARD
OPERATIONS
2005/06**

INDIVIDUAL SCHOOL ALLOCATIONS

Fort Nelson Secondary School Funding	\$
R.L Angus School Funding	\$
G.W. Carlson School Funding	\$
J. S. Clark School Funding	\$
Toad River School Funding	\$

TOTAL SCHOOL ALLOCATIONS \$

**BOARD AND SCHOOL ALLOCATIONS-ADMINISTERED BY
THE BOARD** \$

FUNDS TRANSFERRED TO CAPITAL \$

TOTAL BUDGET BYLAW \$

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**ALLOCATIONS ADMINISTERED BY THE BOARD
2005/06**

TECHNOLOGY MAINTENANCE \$

GOVERNANCE

Trustees Stipend \$
 Inservice \$
 Membership Fees \$
 PAC Group support/travel allocations \$
 Planning Council support allocation \$

TOTAL GOVERNANCE \$

ADMINISTRATION

District Personnel Salaries and Benefits \$
 District Wide Substitute Salaries and Benefits \$
 District Personnel Travel \$
 District Dues and Fees \$
 Advertising \$
 Data Service \$
 Contracts \$

- Swim program
- Northern Opportunities
- Photocopiers
- Clinical
- OP/PT
- Janitorial
- Bussing
- Snow Removal

Legal \$
 Directed Inservice \$
 Supplies \$
 Services \$

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TOTAL ADMINISTRATION

MAINTENANCE

Salaries and Benefits	\$
Vehicle Costs	\$
Building Insurance	\$
Equipment	\$
Individual Supply Accounts	
Building	\$
Plumbing	\$
Electrical	\$
Hardware	\$
Heating	\$
Glass	\$
Paint	\$
Grounds	\$
Fencing	\$
Adventure Playground	\$
Turf	\$
General	\$
Garbage	\$
District Utilities	
Hydro	\$
Gas	\$
Telephone	\$
Drinking Water	\$
Water/Sewage	\$
Propane	\$

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TOTAL MAINTENANCE \$

TOTAL ALLOCATIONS ADMINISTERED BY THE BOARD



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SCHOOL DISTRICT #81 (FORT NELSON) INDIVIDUAL SCHOOL ALLOCATION 2005/2006

Projected Enrolment –students

STAFFING

FTE

Administrative Staff –
Teaching Staff
Support Staff

Total Salary/Benefits/Contractual Items

SCHOOL ACCOUNT ALLOCATIONS

Fax Services	\$
Postage	\$
Photocopy Lease	\$
Audit Fees	\$
Transportation (extra-curricular)	\$
Growth Plan	\$
Band Instrument Repair	\$
Advertising	\$
Printing	\$
Correspondence	\$
Office Supplies	\$
Individual Subject Area Allocations	\$
Learning Resources	\$
Telephone	\$
Hydro	\$
Gas	\$
Total School Allocation	\$

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