

**School District No. 60 (Peace River North)
2004-05 Accountability Contract**

Goals	Objectives	Data Based Rationale	Target	Data to Monitor Progress	Strategy to Achieve
<p><u>Improving Student Achievement in Reading</u></p>	<ul style="list-style-type: none"> Maintain achievement gains realized through early reading interventions at K/Grade 1 levels on into the later primary years. 	<ul style="list-style-type: none"> Instructional practice in balanced literacy and guided reading is not yet consistent throughout the later primary Grades (2-3). Seven schools improved their cohort performance from Grade 1 to Grade 2 in reading at target, but six schools decreased. Ten schools improved their cohort performance from Grade 2 to Grade 3, but three schools decreased. 	<ul style="list-style-type: none"> Students meeting the target for year end reading in Grade 1 continue to meet the targets for year end reading in Grades 2 and 3. 	<ul style="list-style-type: none"> Data collected from the district-wide reading assessment in June of each school year, using PM Benchmarks. Trends identified through apparent cohort data. 	<ul style="list-style-type: none"> Summer conference sessions on balanced literacy and guided reading for primary teachers. Primary staff self-assess implementation of balanced literacy and guided reading using district IC map, and develop a site-based plan for more consistent use across the primary grades. School-based staff development sessions on balanced literacy and Reading 44, as requested. Continue peer coaching program, on a voluntary basis, for primary teachers who have participated in the inservice to assist with transfer of training. Expand coaching program by securing a FTE allocation for coaches to permit participation in coaching activities without the necessity of preparation for a TOC. Continue to offer inservice to all school administrators on instructional leadership in literacy.
	<ul style="list-style-type: none"> Boys will perform as well as girls in reading by the end of Grade 3. 	<ul style="list-style-type: none"> Last year, on the district Grade 3 year end reading assessment, there was a gap of 5 percentage points between the performance of boys and girls, with boys scoring lower. 	<ul style="list-style-type: none"> The performance of boys on the Grade 3 year end reading assessment meets the performance of girls. 	<ul style="list-style-type: none"> Data collected from the district-wide reading assessment in June of each school year, using PM Benchmarks 	<ul style="list-style-type: none"> Analysis of contextual factors contributing to success of school cohorts and development of site based strategies to improve performance Assist schools in acquiring appropriate literacy manipulatives in primary classrooms which appeal especially to boys and support kinesthetic learning styles. Support teachers in effective use of manipulatives in a balanced literacy program
	<ul style="list-style-type: none"> Aboriginal students will perform as well as their non-Aboriginal peers in reading by the end of Grade 3. 	<ul style="list-style-type: none"> Last year, on the district Grade 3 year end reading assessment, there was a gap of 7 percentage points between the performance of Aboriginal students and the general population, with the Aboriginal students scoring lower. 	<ul style="list-style-type: none"> The performance of Aboriginal students on the district Grade 3 year end reading assessment meets the performance of the general population. 	<ul style="list-style-type: none"> Data collected from the district-wide reading assessment in June of each school year, using PM Benchmarks. 	<ul style="list-style-type: none"> Resource book rooms to include a selection of titles written for First Nations students and a range of topics representing the interests of boys (i.e. non-fiction).

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	<ul style="list-style-type: none"> ▪ Improve reading vocabulary and comprehension in the intermediate grades (4-7). 	<ul style="list-style-type: none"> • Instructional practice in balanced literacy, guided reading, and literature circles are not consistent throughout the intermediate grades. • The percentage of students meeting or exceeding expectations on the Grade 4 Reading FSA improved last year from 72% to 77%, but remains below the provincial results of 80%. • The percentage of students meeting or exceeding expectations on the Grade 7 Reading FSA improved last year from 71% to 77% but remains below the provincial results of 80%. • FSA matched cohort data for intermediate reading shows an improving trend, but the average reading score by Grade 7 remains below the provincial average of 72.2. ▪ Last year we began to aggregate report card marks on a district-wide basis. 80% of the students in Grade 4 achieved a “C+” or better in reading and 69% of the Grade 7 students achieved a” C+” or better in reading. 	<ul style="list-style-type: none"> • Increase the percentage of students meeting or exceeding expectations on the Grade 4 Reading FSA from 77% to 85%. • Increase the percentage of students meeting or exceeding expectations on the Grade 7 Reading FSA from 77% to 85%. • Improve the average reading FSA score for matched cohort in Grades 4 and 7 to meet or exceed the Provincial average. ▪ Increase the percentage of Grade 4 students achieving report card marks of “C+” or better in reading from 80% to 85%. • Increase the percentage of Grade 7 students achieving report card marks of “C+” or better in reading from 69% to 85%. 	<ul style="list-style-type: none"> • Grades 4 and 7 Reading FSA results. • Aggregated report card marks. 	<ul style="list-style-type: none"> • Summer conference sessions on guided reading literature circles, and strategies for reading in the content areas for intermediate teachers. • School-based staff development sessions on balanced literacy and Reading 44, as requested. • Continue peer coaching program, on a voluntary basis, for intermediate teachers who have participated in the inservice to assist with transfer of training. • Expand coaching program by securing a FTE allocation for coaches to permit participation in coaching activities without the necessity of preparation for a TOC. • Initiate district training for SMART Reading for school teams of intermediate classroom teachers. • Continue to offer inservice to all school administrators on instructional leadership in literacy. • Continue with Literacy Leadership Team, a working committee of administrators and classroom teachers to plan district strategies for improving student achievement in reading and to determine appropriate common assessments for reading at the intermediate levels.

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	<ul style="list-style-type: none"> Students at the junior and senior secondary levels have the basic literacy skills to allow them to read successfully in the content areas. 	<ul style="list-style-type: none"> Literature suggests that later literacy models for improving reading outcomes with secondary aged students can be successful. At Bert Bowes School, 11 of 19 students in the reading intervention class improved in reading vocabulary, and 15 of 19 students improved in reading comprehension as measured by Gates McGinitie. Four students were able to bring their post intervention scores into the 40th percentile range. 	<ul style="list-style-type: none"> Grade 8 and 9 students participating in a reading intervention class improve performance on a standardized reading test from below 20th percentile to 40th percentile range. 	<ul style="list-style-type: none"> Gates McGinitie reading test administered at the beginning and end of the reading intervention course. 	<ul style="list-style-type: none"> Summer conference sessions for secondary teachers on strategies to improve reading in the content areas. Support late intervention reading teachers with the use of appropriate strategies for developing comprehension skills with fiction and non-fiction resources and inservice provided by the district resource teacher. Continue with Great Leaps, a remedial program designed to increase sight vocabulary and reading fluency. Add the new Inquizitive Series to high interest low vocabulary student resources available for later literacy program. Study group on differentiating instruction offered at district office for interested classroom teachers.

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<p><u>Improve Student Achievement in Writing</u></p>	<ul style="list-style-type: none"> Improve writing skills across all grade levels. 	<ul style="list-style-type: none"> Writing FSA data for 2004 indicates a decline in the percentage of Grade 4 students meeting/exceeding expectations from 93% to 85%. This is in comparison to the provincial average of 91%. Writing FSA data for 2004 indicates an increase in the percentage of Grade 7 students meeting/exceeding expectations from 77% to 90%. This is in comparison to the provincial average of 90%. The Grade 10 FSA was discontinued. 2003-04 district aggregated final report card data indicates that the percentage of students achieving "C+" or better in Language Arts/English were as follows: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>02/03</u></th> <th style="text-align: center;"><u>03/04</u></th> </tr> </thead> <tbody> <tr> <td>Grade 4</td> <td style="text-align: center;">77%</td> <td style="text-align: center;">76%</td> </tr> <tr> <td>Grade 7</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">66%</td> </tr> <tr> <td>Grade 10</td> <td style="text-align: center;">45%</td> <td style="text-align: center;">55%</td> </tr> </tbody> </table> All Grade 6 and 7 students (1250) in the district are part of the Wireless Writing Program (WWP). The program measures the impact of using wireless Apple iBook computers on student achievement levels in written expression. Teachers and parents report that the writing program had a particularly positive impact on the attitudes and confidence of the children. Our internal research data on the 		<u>02/03</u>	<u>03/04</u>	Grade 4	77%	76%	Grade 7	70%	66%	Grade 10	45%	55%	<ul style="list-style-type: none"> Increase percentage of students meeting or exceeding expectations on the Grade 4 FSA from 85% to 95% , and Grade 7 FSA from 90% to 95%. Increase the percentage of students achieving a grade of "C+" or better as follows: <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>Grade 4</td> <td style="text-align: center;">76% to 90%</td> </tr> <tr> <td>Grade 7</td> <td style="text-align: center;">66% to 90%</td> </tr> <tr> <td>Grade 10</td> <td style="text-align: center;">55% to 70%</td> </tr> </tbody> </table> To reduce the percentage of English 10 students who receive a mark of "F" or "I" from 9% to 2%. To increase the percentage of students meeting or exceeding expectations in the WWP internal assessment from 86% to 90%. 	Grade 4	76% to 90%	Grade 7	66% to 90%	Grade 10	55% to 70%	<ul style="list-style-type: none"> Grades 4 and 7 FSA Writing results. Language Arts 10 Exam (as per new Graduation Program). District Grades 4, 7 and 10 Language Arts / English aggregated report card marks. Internal results from the Wireless Writing Program. 	<ul style="list-style-type: none"> Increase the number of schools using grade wide writes at selected Grades 4-10 using B.C. Performance Standards as a framework for assessment and a guide to inform instruction. Work with Sharon Jeroski on aligning performance standards with letter grades. We recognize the potential for a discrepancy between the meaning of a letter grade from one classroom to another. Therefore, we will continue to develop a process, and provide opportunities for teachers to calibrate classroom assessments with the B.C. Performance Standards in order to ensure more reliable data. Continue to integrate technology, the use of performance standards and staff development as part of the Wireless Writing Project..
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		<p>first year of district-wide implementation found that 86% of the students produced writing samples that met or exceeded expectations on the BC Performance Standards, which equates to an 11% gain from September to June. Further, students whose writing exceeded expectations increased from 2% in September to 7% in May. The performance of Grade 7 students in the FSA tests of writing shows that 90% of students met or exceeded provincial expectations, a result that is equal to the provincial result. Overall, 14% more Grade 7 students met or exceeded expectations in 2004 than 2003. Performance of all subgroups also increased dramatically: male students from 65% to 86%; female students from 86% to 94%; Aboriginal students from 59% to 85%.</p> <ul style="list-style-type: none"> Student and parent responses on the Provincial Satisfaction Survey to the question; "Are you getting better at writing?" indicate the following: <table border="1" style="margin-left: 40px;"> <thead> <tr> <th></th> <th>01/02</th> <th>02/03</th> <th>03/04</th> </tr> </thead> <tbody> <tr> <td>Grade 4</td> <td>79%</td> <td>82%</td> <td>84%</td> </tr> <tr> <td>Grade 7</td> <td>73%</td> <td>80</td> <td>82%</td> </tr> <tr> <td>Grade 10</td> <td>60%</td> <td>61%</td> <td>58%</td> </tr> <tr> <td>Elem parent</td> <td>59%</td> <td>62</td> <td>61%</td> </tr> </tbody> </table>		01/02	02/03	03/04	Grade 4	79%	82%	84%	Grade 7	73%	80	82%	Grade 10	60%	61%	58%	Elem parent	59%	62	61%		<ul style="list-style-type: none"> Provincial satisfaction surveys. 	
	01/02	02/03	03/04																						
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Elem parent	59%	62	61%																						
<p><u>Improve Student Achievement in Numeracy</u></p>	<ul style="list-style-type: none"> Improve mathematics skills across all grade 	<ul style="list-style-type: none"> Numeracy FSA data for 2004 indicates an increase in the percentage of Grade 4 students 	<ul style="list-style-type: none"> Increase percentage of students meeting or exceeding expectations on the Grade 4 FSA from 87% to 	<ul style="list-style-type: none"> Grade 4 and 7 FSA Numeracy results. 	<ul style="list-style-type: none"> Last year the focus for Power of Ten workshops was the intermediate level. Continue with "Power of 10" workshops at the primary level this year. Offer 																				

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	levels.	<p>meeting/ exceeding expectations from 84% to 87%. This is compared to the provincial average of 88% . At the Grade 7 level there was a slight decrease from 83% to 80%. This is compared to the provincial average of 83%. Grade 10 FSA was discontinued.</p> <ul style="list-style-type: none"> ▪ Grade 10 data is unavailable. • • 2003-04 district aggregated final report card data indicates that the percentage of students achieving “C+” or better in Mathematics were as follows: <table border="0" style="margin-left: 40px;"> <tr> <td></td> <td style="text-align: center;">02/03</td> <td style="text-align: center;">03/04</td> </tr> <tr> <td>Grade 4</td> <td style="text-align: center;">77%</td> <td style="text-align: center;">83%</td> </tr> <tr> <td>Grade 7</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">70%</td> </tr> <tr> <td>Grade 10</td> <td style="text-align: center;">54%</td> <td style="text-align: center;">58%</td> </tr> </table> • The data also indicates that 5.2% of Grade 10 students received failing grades in Mathematics in 2002-03. • Cohort Data indicates students who were in Grade 4 in 2000/01 earned an average FSA score of 68.8 and as Grade 7 students their average was 67.8 in comparison with the province at 73.0 and 70.8, respectively. 		02/03	03/04	Grade 4	77%	83%	Grade 7	75%	70%	Grade 10	54%	58%	<p>90%, and the Grade 7 FSA from 80% to 90%.</p> <ul style="list-style-type: none"> ▪ Increase the percentage of students achieving a grade of “C+” or better as follows: <table border="0" style="margin-left: 20px;"> <tr> <td>Grade 4</td> <td style="padding-left: 20px;">83% to 90%</td> </tr> <tr> <td>Grade 7</td> <td style="padding-left: 20px;">70% to 90%</td> </tr> <tr> <td>Grade 10</td> <td style="padding-left: 20px;">58% to 75%</td> </tr> </table> • Increase Grade 4 to 7 cohort FSA results to 75% 	Grade 4	83% to 90%	Grade 7	70% to 90%	Grade 10	58% to 75%	<ul style="list-style-type: none"> ▪ Math 10 Provincial Exam (as per the new Graduation Program) results. ▪ Grade 4, 7 and 10 aggregated Math report card marks. ▪ Grade 4 and 7 cohort FSA results. 	<p>demonstration lessons at both primary and intermediate levels..</p> <ul style="list-style-type: none"> • Implement Math Makes Sense at grades K, 1, and 3. Provide orientation, on-going training, and networking groups for teachers using the new program. • Establish a district common assessment using the assessment tools available with the new elementary math program in Kindergarten, Grade 1 and Grade 3. • In collaboration with Grade 8 and 9 Math teachers and school administrators develop and implement a grade wide assessment instrument for numeracy.
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<p><u>Improving Aboriginal Student Performance</u></p>	<ul style="list-style-type: none"> • To improve Aboriginal student academic performance on a K – 12 basis. 	<ul style="list-style-type: none"> ▪ Grade to grade transitions for Aboriginal students who enter Grade 8 show that 52% graduate with a Dogwood diploma after six years. While this exceeds the provincial rate of 46% it is still significantly lower than the non- 	<ul style="list-style-type: none"> ▪ To increase the percentage of Aboriginal students receiving Dogwoods within six years, from 52% to 80%, and to remove the gap in achievement between males and females. 	<ul style="list-style-type: none"> ▪ Six year transition rates and Dogwood completion rates disaggregated by gender and culture. 	<ul style="list-style-type: none"> • Develop and sign Aboriginal Enhancement Agreement by June 2005. Following are some of the issues to be addressed during the discussions: the academic progress and retention of the secondary school Aboriginal male students, Aboriginal students and Personal Planning, the development of an instrument that will measure 																		

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		<p>Aboriginal student rate of 86%. Within this group there is a gap of 12% between males and females (males – 46%, females -- 58%).</p> <ul style="list-style-type: none"> • The gap between Aboriginal and Non-Aboriginal student attendance rates decreased minimally from 2.44 percentage points to 2.13 percentage points. Regular attendance, and an increased sense of belonging and support are critical if Aboriginal students are to experience success. It is recognized and respected that many Aboriginal students enter our system with emotional pain. • Foundational Skills Assessment results indicate that district Aboriginal students scored above the provincial Aboriginal student average on three of six FSA exams administered to Grade 4 and 7 students just as they did on the same six exams last year.. There is still a significant discrepancy between Aboriginal and non-Aboriginal student FSA results. 	<ul style="list-style-type: none"> • To increase Aboriginal student attendance rates by 10%. ▪ To score above the provincial Aboriginal student performance rates on all FSA exams. ▪ To close the gap between Aboriginal and non-Aboriginal student performance on FSA exams by 5% each year over the next three years so that all Aboriginal students score above the Aboriginal student average in all six FSA exams. 	<ul style="list-style-type: none"> ▪ Attendance data. ▪ FSA results. ▪ Pass rates, report card marks and attendance data will be used to monitor the Dr. Kearney Aboriginal Program. ▪ Develop a framework for evaluating the success of the Aboriginal Program at North Peace Senior Secondary School.. 	<p>Aboriginal students’ sense of belonging.</p> <ul style="list-style-type: none"> • As the Aboriginal Enhancement Agreement is developed we will make attendance a priority. Attendance data will be presented at council meetings, feedback will be generated and research into successful strategies for improving attendance will begin. • Revisit the Aboriginal Reading Intervention Program (ARIP) school action plans at the schools involved (Duncan Cran, Robert Ogilvie, École Central, and Upper Pine). Determine progress to date and resources required to move forward. • Maintain and expand Dr. Kearney program for Aboriginal students. Implement the OISE “IKIT” Project (Institute for Knowledge Innovation and Technology) and monitor its impact. • Maintain and expand North Peace Secondary School Aboriginal Support Program and develop a framework for monitoring its impact. • Please note: The strategies above will be used in conjunction with the strategies in other areas and the aboriginal results will be disaggregated and analyzed. ▪ As a result of data analysis, offer the Aboriginal program at Dr. Kearney to Grade 8 students.

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<p><u>Improving Student Transitions and Final Examination Results</u></p>	<ul style="list-style-type: none"> ▪ Ensure effective student transitions between Grades 7 and 12. 	<ul style="list-style-type: none"> ▪ 2003/04 Ministry district profile documents indicate that the district generally enjoys a favorable transition rate (Dogwood completion rate over six years). However, we have noticed a downward trend for the sub-group males. When available, we will examine 2004-05 data to track the sub-group. 	<ul style="list-style-type: none"> ▪ To improve transitions rates for males. We will set a target when we have been able to analyze the 2003-04 grade progression data. ▪ To continue to exceed provincial transition rates.. 	<ul style="list-style-type: none"> ▪ Grade progression and Dogwood Completion rates over six years. 	<ul style="list-style-type: none"> • Collect information regarding reasons for withdrawal of students from respective schools for Grades 10-12.
	<ul style="list-style-type: none"> ▪ To improve district performance on Grade 12 final examinations. 	<ul style="list-style-type: none"> ▪ In 2001-02 three out of eleven final examination mean scores were at or above the provincial mean score. In 2002-03 five out of eleven final examination scores were at or above the provincial mean score. In 2003-04 four out of eleven final examination scores referenced last over the last two years, are at or above the provincial mean score. • Our district average GPA for graduates has consistently fallen below the Provincial average GPA for graduates for a number of years. The average GPA of our graduates has declined marginally from 2.79 in 2002 – 03 to 2.78 in 2004- 5 and is below the provincial average of 2.97. Since this number represents the best thirteen courses which each student needs for graduation, the low average needs to be addressed. 	<ul style="list-style-type: none"> ▪ To have district average scores in all Grade 12 final examinations meet or exceed the provincial average. ▪ To meet the provincial average GPA for graduates. 	<ul style="list-style-type: none"> ▪ Final examination marks. ▪ Provincial GPA for graduates. 	<ul style="list-style-type: none"> • Continue to involve all administrators in the transparent sharing and interpretation of data related to student achievement and the steps being taken in schools to enhance the learning of students. • Ensure alignment across the district on key educational directions. ▪ Ensure alignment of staff development with key district directions. ▪ Continue to build the districts capacity to interpret assessment data through collaborative inquiry, with training in Data Driven Dialogue for all new administrators and teacher leaders. ▪ Implement the National Assessment standards and ensure that district policy is developed to support this standard. ▪ Continue our work with the District Assessment Review team to monitor progress in specific subject areas and identify subject area targets for intervention. • In collaboration with administrators and teachers occupying Posts of Responsibility (department heads), review the current job description for this position and align it more closely with the leadership role and best practice expectations required to support teachers and schools in improving instruction and student learning. • Develop and implement an inservice program for administrators that build capacity for the effective

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					<p>supervision of instruction. This program will continue to build on Marzano's work on "What Works in Schools" and follow up on Wayne Hulley's work on leadership for effective schools. We will implement part II of Dean Paraventes' supervision of instruction. We will also introduce "Failure is Not An Option" by Blankstein as an area of study for Administrative officers</p> <ul style="list-style-type: none"> • At the district level, continue to make it a priority to involve our teachers in the consultation and committee work related to the improvement of learning. In the current year, leadership teams are working in the areas of literacy, numeracy and social responsibility.

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<p><u>Human and Social Development</u></p>	<ul style="list-style-type: none"> • Improve student social responsibility levels district-wide. 	<ul style="list-style-type: none"> ▪ Formal suspensions district-wide increased from 372 last year to 473 this year (a 12% increase). ▪ Three of the six Satisfaction Survey questions we were tracking have been discontinued. Our data is based on the following three questions: <ol style="list-style-type: none"> 1. <i>At school are you bullied, teased or picked on?</i> 2. <i>Do you feel safe at school?</i> 3. <i>At school, do you respect people who are different from you?</i> ▪ Grade 4 – 16% report being bullied, 81% feel safe, 89% respect differences. Last year 14% reported being bullied, 83% felt safe and 92% respected differences. ▪ Grade 7 – 13% report being bullied, 74% feel safe, 89% respect differences. Last year 12% reported being bullied, 77% felt safe and 89% respected differences. ▪ Grade 10– 10% report being bullied, 75% feel safe, 83% respect differences. Last year 12% reported being bullied, 65% felt safe and 91% respected differences. ▪ Grade 12 – 7% report being bullied, 71% feel safe, 86% respect differences. Last year 10% reported being bullied, 72% felt safe and 82% respected differences. 	<ul style="list-style-type: none"> ▪ Reduce the number of formal suspensions that are assigned to students by 15%. ▪ To increase the number of students who feel safe at school to 100%, and reduce the number of students who report being bullied at school to 0%.. 	<ul style="list-style-type: none"> ▪ Suspension data. ▪ Provincial Satisfaction Survey. 	<ul style="list-style-type: none"> • Develop a district wide data base that allows us to better track suspension information (reason for suspension, length of suspension, location, grade level, gender, First Nations.). • Continue to support the Social Responsibility Leadership Team in their effort to develop strategies.

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<p><u>Career Development</u></p>	<ul style="list-style-type: none"> • To expand the scope of and increase the participation in the range of career programs offered within the district. 	<ul style="list-style-type: none"> ▪ The current three year apprenticeship completion/ continuing average has moved from 92% to 93%. We need to maintain this completion rate. ▪ In the 2002-2003 school year 12 students received Apprenticeship Scholarships. This number increased to 18 in the 2003-2004 school year. ▪ The current amount of student participation in career preparation in District as a percentage of Grade 11 and 12 student numbers has decreased from 18.8% to 17%. The provincial average is 29.8%. ▪ It is important to provide our students with the options to explore different career opportunities. We know that this experience opens the door to job markets for our students. ▪ Industry, and job market forecasts as well as demographic research makes it clear that we are facing a major shortage of skilled labor in the trades and technical areas. ▪ The strong community, parent and student support for programs such as the newly implemented Residential Construction Program as well as North Peace Secondary Chefs Training program reaffirms the need for 	<ul style="list-style-type: none"> ▪ Increase the number of active student apprenticeships from 55 to 60 students in 2004/05. • Maintain the continuing rate of 90+% as a rolling average for the apprenticeship completion /continuing average over the next three years • Increase the number of students receiving Apprenticeship Scholarships from 18 to 23 students ▪ Increase the amount of student participation in career preparation in District as a percentage of Grade 11 and 12 numbers from 17% to 20 %. ▪ Within two years, add an additional project in agriculture. ▪ Successfully complete the first year 	<ul style="list-style-type: none"> ▪ Number of active apprenticeships in each school year (this number includes new and continuing apprenticeships on a yearly basis). ▪ District apprenticeship data on three-year average completion/ continuing rates. ▪ Ministry data does not reflect three-year average completion/ continuing rates because the Ministry data is restricted to a single snapshot in September each year. The average apprenticeship cycle usually requires two years. ▪ A significant measure of the effectiveness of the Secondary School Apprenticeship program is the number of Apprenticeship scholarships awarded to students who continue with their apprenticeship and stay in the trade for six months after graduation. ▪ Ministry data on Career Preparation programs as a percentage of Grade 11 and 12 students. ▪ Satisfaction survey responses from all students in the Project Heavy Duty and in the Residential Construction program. ▪ Industry feedback on the employability skills of the Residential Construction Program graduates in the carpentry trades. ▪ The number of students who are able to find 	<ul style="list-style-type: none"> ▪ Contact the apprenticeship students who did not continue with their program to determine their reasons for non-continuation. ▪ Conduct a satisfaction survey with all students involved in apprenticeship programs to determine satisfaction levels and to gather data that can be used for continuous improvement. ▪ Promote apprenticeship programs throughout the district, particularly in our rural secondary schools. ▪ Bring secondary counselors and administrators together to review the reason for the low enrollment in career prep programs as a percentage of graduation program students. We need to inquire into the following: Are we compensating for this low enrollment with the scope of activities in articulated programs, apprenticeship, co-op and heavy-duty projects? Are we communicating the benefits of Career Preparation programs to our students effectively? Are parents fully aware of the benefits of this program. What steps do we take to increase participation? ▪ Continue to promote all career programs, particularly in the rural secondary schools. ▪ Develop an electronic satisfaction survey that can be completed on the Project Heavy Duty and Residential construction program site. ▪ Continue to highlight the contributions of the partners in these projects ▪ Ensure the sustainability of Project Heavy Duty

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		<p>relevant hands on project-based learning.</p> <ul style="list-style-type: none"> ▪ We have been successful in increasing the number of articulated Pathways from 7 to 10 programs. (see progress report for detail on programs). ▪ The strong uptake by School District No. 60 students in the range of articulated programs. We increased the number of students who were enrolled in the articulated programs from 12 to 23 across ten programs in the past year. 	<p>of the Residential Construction Program and build sustainability for ongoing years.</p> <ul style="list-style-type: none"> ▪ Increase the number of students who are enrolled in the articulated programs from 23 to 40 across ten programs. 	<p>entry level work within the industry as a results of their participation in the Residential Construction Program and Project Heavy Duty</p> <ul style="list-style-type: none"> ▪ The number of students who are enrolled in the articulated programs. 	<p>and the Residential Construction program through careful partnership development that does not have the district making excessive demands on key partners.</p> <ul style="list-style-type: none"> ▪ Continue to support the Northern Opportunities Council in the development and implementation of additional articulated pathways. ▪ Aggressively promote and ensure that counselors, students and parents understand the relevance and benefits of articulated programs. ▪ Ensure that our school staff understand the advantage of articulated programs and the flexibility in programming requirements that is necessary to support students in the program.
<p><u>Expanding Pathways to Success</u></p>	<ul style="list-style-type: none"> • Provide our students with a range of learning options that respond to differences in student needs, learning styles and access requirements. 	<ul style="list-style-type: none"> ▪ The need to maintain a robust range of electives at our rural secondary schools that overcomes limitations of adequate class size and access to specialized instructional personnel. ▪ Our concept of Hybrid delivery is evolving into one that allows for maximum flexibility in meeting the learning needs of students independent of traditional school delivery models and access requirements. Additionally, we see this concept as having increasing application to students in urban as well as 	<ul style="list-style-type: none"> ▪ To maintain a range of electives. Introduce a minimum of one distributed learning /mentorship course by February 2004. This date will be contingent on the required bandwidth upgrades being actioned by the Ministry of Education at Prespatou and Hudson’s Hope schools. 	<ul style="list-style-type: none"> ▪ The number of distributed/learning mentorship courses being offered. ▪ The academic performance of students in these courses. 	<ul style="list-style-type: none"> ▪ Our district has received a \$75,000 grant to develop and implement an e-learning program at a minimum of two of our schools. The e-learning project will enhance our capacity to offer a broader range of electives with teacher delivery using video and video over internet. ▪ Continue to make hybrid-learning environments a key element of our choice offerings in both rural and urban settings. This requires on-going information sharing and developmental work with parents, students, counselors, teachers and administrators in order to create learning opportunities outside traditional structures, with varied access opportunities and delivery models.

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		rural environments. ▪ The advent of this new Graduation Program and portfolios will intensify the need to create hybrid learning environments as we work toward a concept of designer education.			

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