



# School District No. 60 (Peace River North)

## ACCOUNTABILITY CONTRACT 2003-04

**DISTRICT NAME: School District No. 60 (Peace River North)**

DATE: October 31, 2003

### **A. DISTRICT CONTEXT:**

The Peace River North School District is located on the eastern side of the Rocky Mountains in the northern tip of the Canadian Prairies. The region's economy is both prosperous and expanding. This positive economic outlook is based on the petro-chemical, agriculture, forestry, tourism and commercial/service industries. The availability of employment has an impact on the secondary student population with estimates of 70% of our secondary students working between 14 and 40 hours weekly.

The district's schools provide education services to 5792 students. Our schools range in size and number including an Open Learning School, three two-room rural schools and four kindergarten to secondary grade schools. The major center, Fort St. John, hosts six modern elementary schools, two junior secondary schools, and one large senior secondary school. There are also three elementary schools in the surrounding communities of Taylor, Charlie Lake and Baldonnel. The district also hosts one of the nine provincial Distance Education schools, which serves the northeast region and parts of the Northwest Territories.

A large portion of the student population begin and end their public schooling in the Peace River North School District. However, the needs of the petro-chemical industry results in a number of families moving to and from Alberta.

The district's student population is diverse. At this time, we accommodate the education needs of our First Nations students who make up eighteen percent of our student population, our European ESL students, and the dominant Caucasian student population. The district's character is also diverse with the need to blend rural and the urban philosophies and the distinct provincial perspectives of two strong provinces, Alberta and BC. There is also a strong northern influence with a community philosophy that values personal resilience, the sense of entrepreneurial spirit, and hard work.

The district is committed to providing a quality education program to all students. Highlights of our educational program include a commitment to early intervention, early and late French Immersion, inclusion based student support services, a band program, the meaningful integration of technology, an Aboriginal Student Support Worker Program, an Outdoor Education site, a strong focus on transitions to careers as evidenced in the Secondary School Apprenticeship and Project Heavy Duty programs, and a nationally recognized Wireless Writing Program.

District staff, in consultation with school administrators, have developed the district accountability contract. An interactive process involving data driven dialogue with district administrators, a district assessment review team and cross-grade teams of classroom teachers, along with an extensive review of the school improvement plans developed by School Planning Councils, took place before drafting the document. School administrators participated in activities to ensure that the accountability contract and school improvement plans were aligned and provided input on the prioritization of district goals. Thus, the district accountability contract reflects both school and district goals.

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General Area	Goal	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"> <li>Ensure all K students have foundation skills in phonological processing.</li> </ul>	<ul style="list-style-type: none"> <li>Report of the National Reading Panel and related literature shows that phonemic awareness can be developed through instruction and that doing so significantly accelerates reading and writing achievement.</li> <li>Last year the percentage of K students in district scoring in quartiles 3 and 4 of phonological processing post-test dropped from 70% to 68%.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the percentage of K students scoring in quartiles 3 and 4 of phonological processing post-test from 68% to 80%.</li> </ul>	<ul style="list-style-type: none"> <li>Data collected from district-wide phonological processing screen: Pre-test in October and post-test in April of each school year.</li> <li>Type and length of intervention offered to students identified at-risk.</li> </ul>	<ul style="list-style-type: none"> <li>Clarify year end exit expectations in literacy for K students.</li> <li>September inservice session for all K teachers on Firm Foundations and review of curriculum and instructional materials for teaching phonological processing.</li> <li>Subtest analysis suggests that students have most difficulty with segmenting, so this year K teachers will begin teaching segmenting earlier, along with blending, and build in additional practice time.</li> <li>K teachers will use a grouping strategy to permit more frequent small group instruction to those students encountering difficulty before administration of post-test.</li> </ul>
	<ul style="list-style-type: none"> <li>Ensure equal opportunity for success in all schools by closing the gap between lowest and highest performing K student cohorts on the phonological processing assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Last year five schools rose above the district score (ranging from 83% to 100%) and increased from their previous year's performance while four schools fell below the district score (ranging from 42.5% to 64.5%) and dropped from their previous year's performance.</li> <li>Last year our Aboriginal K population improved significantly, from 59% to 68% scoring in quartiles 3 and 4, no gap between Aboriginal and Non-Aboriginal populations.</li> <li>A gap of 6 percentage points remains between the performance of boys and girls, with boys scoring lower.</li> </ul>	<ul style="list-style-type: none"> <li>Bring lowest performing schools with 40% - 50% of K population scoring at target into the 65% range.</li> <li>Maintain performance of Aboriginal K students at par with their Non-Aboriginal peers.</li> <li>Eliminate the performance gap between between boys and girls.</li> </ul>	<ul style="list-style-type: none"> <li>Data collected from district-wide phonological processing screen: Pre-test in October and post-test in April of each school year.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of contextual factors contributing to success of school cohorts and development of site based strategies to improve performance at the four schools where performance declined (i.e., ensuring students who exited K with weak phonological processing skills are identified for additional support in Grade 1).</li> <li>Develop a plan and implement early intervention this year in the four rural elementary schools which have limited or no Learning Assistance services.</li> <li>Implement two new programs this year targeting the preschool population, Parent Child Mother Goose and Books For Breakfast, to increase the likelihood that children entering Kindergarten have had the opportunity to engage in early literacy experiences that prepare them for success in school.</li> <li>Assist schools in acquiring appropriate literacy manipulatives in all K classrooms which appeal especially to boys and support kinesthetic learning styles.</li> </ul>

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	<ul style="list-style-type: none"> <li>Ensure all students exit Grade 1 with strong beginning reading skills.</li> </ul>	<ul style="list-style-type: none"> <li>Widely published literature supporting early intervention suggests there is a high probability that students who read poorly at the end of Grade 1 will remain poor readers throughout their educational history.</li> <li>Last year the percentage of Grade 1 students in the district reading at target (level 16) increased from 77% to 80%.</li> <li>District Reading Recovery results remain very strong with 81% discontinued and 14% referred, no gap between Aboriginal and Non-Aboriginal populations.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the percentage of Grade 1 students in the district reading instructionally at level 16 from 80% to 85%.</li> <li>Identify students at-risk for intense early intervention.</li> <li>Maintain Canadian National standards for reading recovery rates in district Reading Recovery program with, Aboriginal students performing at par with their Non-Aboriginal peers.</li> </ul>	<ul style="list-style-type: none"> <li>Data collected from the district-wide Grade 1 reading assessment in June of each school year, using Checkpoints and PM Benchmarks I.</li> <li>Data collected from the Observation Survey, administered in all Grade 1 classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Provide four-day inservice series on balanced literacy and guided reading for all teachers who have not yet had the opportunity for training.</li> <li>Review book room resources at all school sites to ensure that an adequate selection of the new PM titles are available for use with struggling readers.</li> <li>No new training group for Reading Recovery teachers will be offered this year, we will take time to work with continuing professional development for practicing Reading Recovery teachers and strengthen implementation at existing school sites.</li> <li>We will begin planning in January for a new training class to be held next September.</li> </ul>
	<ul style="list-style-type: none"> <li>Ensure equal opportunity for success in all schools by closing the gap between lowest and highest performing Grade 1 student cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>Last year, all schools found 70% or more of their Grade 1 population scoring at target for reading, with the exception of two sites.</li> <li>A 19 percentage point gap exists between performance of Aboriginal and Non-Aboriginal students.</li> <li>A 13 percentage point gap exists between performance of girls and boys, with boys performing lower.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that 70% or more of Grade 1 populations score at target for reading at ALL school sites.</li> <li>Eliminate the performance gap between Aboriginal/Non-Aboriginal populations, and between boys/girls.</li> </ul>	<ul style="list-style-type: none"> <li>Data collected from district-wide year end Grade 1 reading assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of contextual factors contributing to success of school cohorts and development of site based strategies to improve performance in the two weakest schools (i.e., ensuring additional supports are available for the weak Grade 1's as they enter the Grade 2 program).</li> <li>Review book rooms to ensure a selection of titles written for First Nations students are available (i.e. Porcupine Series), and a range of topics representing the interests of boys (i.e. non-fiction).</li> <li>Assist schools in acquiring appropriate literacy manipulatives in all Grade 1 classrooms which appeal especially to boys and support kinesthetic learning styles.</li> <li>Research strategies to improve attendance with Aboriginal student cohorts where absences from school significantly impacted success.</li> </ul>

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	<ul style="list-style-type: none"> <li>Maintain achievement gains realized through early reading intervention on into the later primary years.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional practice in balanced literacy and guided reading is not yet consistent throughout the later primary Grades (2-3).</li> <li>Seven schools improved their cohort performance from Grade 1 to Grade 2 in reading at target, but six schools decreased.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that students meeting the target for year end reading in Grade 1 continue to meet target for year end reading in Grade 2 in all school sites.</li> <li>Establish an appropriate year end reading target for Grade 3 and check cohort data to ensure that early literacy gains extend to the end of third grade.</li> </ul>	<ul style="list-style-type: none"> <li>Data collected from the district-wide Grade 2 reading assessment in June of each school year, using Checkpoints and PM Benchmarks II.</li> <li>Data collected from the district-wide Grade 3 reading assessment in June of each school year, using Checkpoints and PM Benchmarks II.</li> </ul>	<ul style="list-style-type: none"> <li>Provide four-day inservice series on balanced literacy and guided reading for primary teachers who have not yet had the opportunity for training.</li> <li>Offer a peer coaching program, on a voluntary basis, to primary teachers who have participated in the inservice to assist with transfer of training.</li> <li>Provide inservice for all Grade 3 teachers on running records in reading, and collect year end data on exit reading levels district-wide.</li> <li>Continue to offer inservice to all school administrators on instructional leadership in literacy.</li> </ul>
	<ul style="list-style-type: none"> <li>Improve reading vocabulary and comprehension in the intermediate grades (4-7).</li> </ul>	<ul style="list-style-type: none"> <li>Instructional practice in balanced literacy, guided reading, and literature circles are not consistent throughout the intermediate grades.</li> <li>District Reading FSA data in Grades 4 and 7 reading shows a downward trend over the past three years.</li> <li>FSA cohort data for intermediate reading shows a decrease in performance.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the percentage of students meeting or exceeding expectations on the Grade 4 Reading FSA from 72% to 85%.</li> <li>Increase the percentage of students meeting or exceeding expectations on the Grade 7 Reading FSA from 71% to 85%.</li> <li>Increase the percentage of Grade 4 students achieving report card marks of "C+" or better in reading from 76% to 85%.</li> <li>Increase the percentage of Grade 7 students achieving report card marks of "C+" or better in reading from 76% to 85%.</li> </ul>	<ul style="list-style-type: none"> <li>Grades 4 and 7 Reading FSA results.</li> <li>Aggregated report card marks.</li> <li>Common assessment to be developed.</li> </ul>	<ul style="list-style-type: none"> <li>Provide four-day inservice series on guided reading and literature circles for all intermediate teachers who have not yet had the opportunity for training.</li> <li>Offer a peer coaching program, on a voluntary basis, to intermediate teachers who have participated in the inservice to assist with transfer of training.</li> <li>Provide a copy of Reading 44 Intermediate to all intermediate classroom teachers.</li> <li>Invite all intermediate teachers to a focus group session to review student achievement in reading and provide recommendations for district strategic directions.</li> <li>Establish 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.</li> </ul>

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	<ul style="list-style-type: none"> <li>Ensure that all students at the junior and senior secondary levels have the basic literacy skills to allow them to read successfully in the content areas.</li> </ul>	<ul style="list-style-type: none"> <li>Literature suggests that later literacy models for improving reading outcomes with secondary aged students can be successful.</li> <li>Local later literacy initiatives at the Grade 8 and 9 levels have shown some promise in raising reading scores on a standardized test; 80% of Dr. Kearney later literacy students gained 0.2 to 1.7 grade levels 93% of Bert Bowes later literacy students gained 0.2 to 3.9 grade levels.</li> <li>Students must have adequate reading skills in order to be successful in content area courses.</li> </ul>	<ul style="list-style-type: none"> <li>Improve student performance on a standardized reading test from below 20<sup>th</sup> percentile to 40<sup>th</sup> – 50<sup>th</sup> percentile range.</li> </ul>	<ul style="list-style-type: none"> <li>Gates McGinitie reading test administered at the beginning and end of the course.</li> <li>This year, data will be reported in percentiles rather than grade equivalent scores.</li> </ul>	<ul style="list-style-type: none"> <li>Continue late intervention reading program, offered as an elective at the Grade 8 and Grade 9 levels for students working approximately two years below grade level.</li> <li>Continue with Great Leaps, a remedial program designed to increase sight vocabulary and reading fluency.</li> <li>Add the new Inquizitive Series to high interest low vocabulary student resources available for later literacy program.</li> <li>Provide a strong inservice program targeting secondary English, Social Studies, Science and Math teachers;               <ol style="list-style-type: none"> <li>Strategies to teach reading in the content areas</li> <li>Introduction to Reading 44 Secondary with Audrey Hobbs-Johnson</li> <li>Differentiating Instruction in Secondary Classrooms with Leyton Schnellert.</li> </ol> </li> </ul>

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<p><u>Improve Student Achievement in Writing</u></p>	<ul style="list-style-type: none"> <li>Improve writing skills across all grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>Writing FSA data for 2003 indicates an improvement in the percentage of students meeting/ exceeding expectation at the elementary level while there was a decline at the secondary level.</li> <li>2002-03 district aggregated final report card data indicates that the percentage of students achieving “C+” or better in English were as follows: Grade 4 students 77% Grade 7 70% Grade 10 45%</li> <li>Pilot project results in the Wireless Writing Program at the Grade 7 level indicates that the integration of technology increases use of performance standards by students and teachers and improves writing performance as follows: 92% of the approximately 100 Grade 7 students who were part of the Wireless Writing Project pilot produced writing samples that met expectations on the BC Performance Standards compared with 70% on the pretest (a 22% gain); further, students whose writing exceeded expectations increased from 0% in September to 18% in May.</li> </ul>	<ul style="list-style-type: none"> <li>Increase percentage of students meeting or exceeding expectations on the Grade 10 provincial writing assessment from 69% to 90%.</li> <li>Increase percentage of students meeting or exceeding expectations on the Grade 4 FSA from 93% to 95% , and Grade 7 FSA from 77% to 90%.</li> <li>♣ Increase the percentage of students achieving a grade of “C+” or better as follows: Grade 4 77% to 90% Grade 7 70% to 90% Grade 10 45% to 70%</li> <li>♣ To reduce the percentage of English 10 students who receive a mark of “F” or “I” from 16% to 2%.</li> </ul>	<ul style="list-style-type: none"> <li>Grades 4 and 7 FSA Writing results and the Language Arts 10 Exam (as per new Graduation Program).</li> <li>District Grade 10 English aggregated report card marks.</li> <li>♣ We recognize the potential for a discrepancy between the meaning of a letter grade from one classroom to another. Therefore, we plan to develop a process to calibrate classroom assessments with the B.C. Performance Standards in order to ensure more reliable data.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>♣ Work with Sharon Jeroski on aligning performance standards with letter grades.</li> <li>Expand Wireless Writing Program to all Grade 6 and 7 students in the district.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Responses on the Provincial Satisfaction Survey to the question regarding improvement in writing at each level showed the following increases: Elementary parents from 59% to 62%. Grade 4 students from 79% to 82% Grade 7 students from 73% to 80% Grade 10 students from 60% to 61%.</li> </ul>		<ul style="list-style-type: none"> <li>♣ Provincial satisfaction surveys.</li> </ul>	
<p><u>Improve Student Achievement in Numeracy</u></p>	<ul style="list-style-type: none"> <li>• Ensure that all primary students have necessary foundation skills for success in Numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Strong teaching of foundation skills in early primary grades and early intervention for identified students at-risk will better prepare students for future success in Numeracy.</li> <li>• The district is currently investigating how selected sub-tests from the UBC Early Numeracy Project assessment tools might be used to monitor student performance at the district level.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a screening tool to track student performance in foundation math skills at the K/1 level and provide intervention for students identified at risk.</li> <li>• Target to be established once the screening tool has been developed.</li> </ul>	<ul style="list-style-type: none"> <li>• To be determined.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a working committee to review the UBC Early Numeracy Project materials and to determine appropriate district common assessments for primary numeracy.</li> <li>♣ Aggregated report card marks are not helpful as an early identification tool because they are not diagnostic.</li> </ul>
	<ul style="list-style-type: none"> <li>• Improve mathematics skills across all grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Numeracy FSA data for 2003 indicates an increase in the percentage of students meeting/exceeding expectations at both the elementary and secondary levels. The district is still below the provincial average in Grades 4 and 10.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase percentage of students meeting or exceeding expectations on the Grade 4 FSA from 84% to 90%, and the Grade 7 FSA from 83% to 90%.</li> <li>• Increase percentage of students meeting or exceeding expectations on the Grade 10 Provincial Math Exam from 75% (last FSA average) to 85%.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Grade 4 and 7 FSA Numeracy results and the Math 10 exam (as per the new Graduation Program) results.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Follow-up math alignment process that was initiated last year.</li> <li>♣ Ensure that our work on establishing essential math learning outcomes has been distributed and explained across the district.</li> <li>♣ Develop grade level “problem banks” for problem solving at the elementary level.</li> <li>♣ “Math 44” and “Power of 10” workshops are scheduled throughout the year in order to begin implementation of new problem centered teaching strategies.</li> </ul>



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		<ul style="list-style-type: none"> <li>• The gap between Aboriginal and Non-Aboriginal student attendance rates increased minimally from 2.13 percentage points to 2.47 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.</li> <li>• Foundational Skills Assessment Results indicate that district Aboriginal students scored above the provincial Aboriginal student average on 7 of 9 FSA exams administered to Grade 4, 7 and 10 students. There is still a significant discrepancy between Aboriginal and Non-Aboriginal student FSA results.</li> <li>♣ Anecdotal comments with respect to the Dr. Kearney program indicate success.</li> </ul>	<ul style="list-style-type: none"> <li>• To increase Aboriginal student attendance rates by 10%.</li> <li>♣ To score above the provincial Aboriginal student performance rates on all FSA exams.</li> <li>♣ To close the gap between Aboriginal and Non-Aboriginal student performance on FSA exams by 5% each year over the next three years.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Attendance data.</li> <li>♣ FSA results.</li> <li>♣ Develop a framework for evaluating the success of the Aboriginal Program at Dr. Kearney Jr. Secondary.</li> </ul>	<p>Technology) and monitor its impact on students in the program.</p> <ul style="list-style-type: none"> <li>♣ Implement North Peace Secondary School Aboriginal Support Program and develop a framework for monitoring its impact.</li> <li>♣ Work with First Nations Education Centre and Council: <ul style="list-style-type: none"> <li>○ Develop an instrument that will measure Aboriginal students' sense of belonging.</li> <li>○ Initiate discussions with Aboriginal support workers, Aboriginal counselors, teachers, school administrators and district staff concerning the academic progress and retention of the secondary school Aboriginal male students.</li> <li>○ Research the development of a CAPP class with an Aboriginal focus.</li> <li>○ Develop an Enhancement Agreement.</li> </ul> </li> </ul>
<p><u>Improving Student Transitions and Final Examination Results</u></p>	<ul style="list-style-type: none"> <li>♣ Ensure effective student transitions between Grades 7 and 12.</li> </ul>	<ul style="list-style-type: none"> <li>♣ 2002 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</li> </ul>	<ul style="list-style-type: none"> <li>♣ To improve transitions rates for males.</li> <li>♣ We will set a target when we have been able to analyze the 2003 grade progression data.</li> <li>♣ To continue to exceed provincial transition rates.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Grade progression and Dogwood Completion rates over 6 years.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Collect information regarding reasons for withdrawal of students and respective schools for Grades 10-12.</li> </ul>

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		available, we will examine 2003 data to track the sub-group.			
	♣ To improve district performance on Grade 12 final examinations.	<ul style="list-style-type: none"> <li>• Final examination average scores based on 2001/02 data indicate that a majority of our scores fell below the provincial averages. Aggregated 2002/03 data is not available to us at this time.</li> <li>• Our district average GPA for graduates has consistently fallen below the Provincial average GPA for graduates for a number of years.</li> </ul>	<ul style="list-style-type: none"> <li>• To have district average scores in all Grade 12 final examinations meet or exceed the provincial average .</li> <li>• To meet the provincial average GPA for graduates.</li> </ul>	<ul style="list-style-type: none"> <li>• Final examination marks.</li> <li>• Provincial GPA for graduates.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Ensure alignment across the district on key educational directions.</li> <li>• Ensure alignment of staff development with key district directions.</li> <li>• Continue to build the capacity in the district to interpret assessment data through collaborative inquiry, with level two training in Data Driven Dialogue for all administrators and representative teachers.</li> <li>• Implement the National Assessment standards and ensure that district policy is developed to support this standard.</li> <li>• Continue our work with the District Assessment Review team to monitor progress in specific subject areas and identify subject area targets for intervention.</li> <li>• 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.</li> <li>• Develop and implement an inservice program for administrators that builds capacity for the effective supervision of instruction. This program will also include themes related to best practice research such as Marzano's work on "What Works in Schools".</li> <li>• At the district level, make it a priority to involve our teachers in the consultation and committee work related to the improvement of learning in the focus areas of Literacy, Numeracy, Writing and Social</li> </ul>

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<p><u>Human and Social Development</u></p>	<ul style="list-style-type: none"> <li>• Improve student social responsibility levels district-wide.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Formal suspensions district-wide were reduced from 473 last year to 372 this year (a 12% reduction).</li> <li>♣ Provincial Satisfaction Survey results on the following six questions relating to Social Responsibility indicate that the district has made gains at the elementary level. Grade 4 and 7 student satisfaction increased on 4 of 6 and 5 of 6 questions, respectively. Elementary parent satisfaction levels increased on 5 of 5 questions.</li> <li>♣ Satisfaction Survey Data based on the following six questions:               <ol style="list-style-type: none"> <li>1. <i>At school are you bullied, teased or picked on?</i></li> <li>2. <i>Do you feel safe at school?</i></li> <li>3. <i>At school, do you get the chance to help others or set a good example for others?</i></li> <li>4. <i>At school, do you respect people who are different from you?</i></li> <li>5. <i>At school, do you learn about other cultures?</i></li> <li>6. <i>At school, do you learn about getting along with others?</i></li> </ol> </li> <li>♣ Secondary students in Grades 10 and 12 indicate that they felt less safe at school this year than last year.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to reduce the number of formal suspensions that are assigned to students by 15%.</li> <li>♣ To increase the number of students who feel safe at school, and reduce the number of students who report being bullied.</li> <li>• Currently about 13% of our students report being bullied. Our goal is to reduce that number to 0%.</li> <li>• 79% of elementary students, and 66% of secondary students, say they feel safe at school. Our goal is to increase that number to 100%.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Suspension data.</li> <li>♣ Provincial Satisfaction Survey.</li> </ul>	<p>Responsibility. The work done thus far by the District Assessment Review Team, is an exemplar of this priority.</p> <ul style="list-style-type: none"> <li>• Establish a working committee to identify high yield strategies for enhanced student responsibility.</li> </ul>

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<u>Career Development</u>	<ul style="list-style-type: none"> <li>• To expand the scope of career programs available to students in our district which reflect the diversity of the Fort St. John and global Economy.</li> </ul>	<ul style="list-style-type: none"> <li>♣Based on the need for skilled trades and technical personnel in our region.</li> <li>♣The current three year apprenticeship completion /continuing average is at 92 percent.</li> <li>♣“Knowledge Matters” Government of Canada statistics.</li> <li>♣Current BC Labor force statistics.</li> <li>♣The current amount of student participation in career preparation in District as a percentage of Grade 11 and 12 student numbers is 18.8 percent. The provincial average is 34.6 percent.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Increase the number of active student apprenticeships from 46 to 55 students in 2003/04.</li> <li>♣ Increase the three-year completion and continuing average from 92 to 95 percent.</li>   <li>♣ Increase the amount of student participation in career preparation in District as a percentage of Grade 11 and 12 numbers from 18.8 percent to 28 per cent (see data to monitor).</li> </ul>	<ul style="list-style-type: none"> <li>♣Number of active apprenticeships in each school year (this number includes new and continuing apprenticeships on a yearly basis).</li> <li>♣District apprenticeship data on three-year average completion/ continuing rates.</li> <li>♣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.</li>   <li>♣Ministry data on Career Preparation programs as a percentage of Grade 11 and 12 students. We are not certain that Ministry of Education or district methods of tracking Career Preparation on this item are a true reflection of program activity. We will resolve this question this year.</li>   <li>♣Data on completion of 120 hour work experience.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Contact the apprenticeship students who did not continue with their program to determine their reasons for non-continuation.</li> <li>♣ 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.</li> <li>♣ Ensure that the apprenticeship program is actively promoted throughout the district, particularly in our rural secondary schools.</li> <li>♣ 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 such programs to our students effectively?</li> </ul>
	<ul style="list-style-type: none"> <li>• To develop a range of special projects that will give students extended and deep experience in different career areas.</li> </ul>	<ul style="list-style-type: none"> <li>♣A response to needs expressed by students and industry.</li> <li>♣Anecdotal comments from students, industry partners, parents and community indicate great satisfaction with Project Heavy Duty. We want to build on the success of this project and extend the concept to other industries.</li> </ul>	<ul style="list-style-type: none"> <li>♣Implement Project Heavy Duty in 2003/04.</li>   <li>♣Within two years, add an additional project in either forestry, agriculture or transportation.</li> </ul>	<ul style="list-style-type: none"> <li>♣Number of students enrolling in Project Heavy Duty.</li> <li>♣Satisfaction survey responses from all stakeholders in Project Heavy Duty.</li> <li>♣An additional project to be operating by June 2005.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Continue to promote the program, particularly in the rural secondary schools.</li> <li>♣ Develop an electronic satisfaction survey that can be completed on the Project Heavy Duty site.</li> <li>♣ By June 2004, complete a needs assessment to determine which areas we should expand Project Heavy Duty into i.e., forestry, agriculture or transportation.</li> <li>♣ Develop a decal that will identify sponsoring businesses and industry throughout the school year.</li> </ul>
	<ul style="list-style-type: none"> <li>• In partnership with the Northern</li> </ul>	<ul style="list-style-type: none"> <li>♣ The success of career technical centres throughout the province.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Increase the number of articulated programs, which will provide dual</li> </ul>	<ul style="list-style-type: none"> <li>♣ The number of articulated programs.</li> <li>♣ The number of student participants.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Continue to support the Northern Opportunities Project in the development and implementation of</li> </ul>

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General Area	Goal	Data Based Rationale	Target	Data to Monitor Progress	Strategy to Achieve
	<p>Opportunities Council and Northern Lights College, continue to build opportunities for secondary students to obtain dual credit or advanced standing in career and technical trades areas.</p>	<ul style="list-style-type: none"> <li>♣ The increased relevance of programs that enable students to successfully complete secondary school with advance standing or dual credit into a trades and technical training program.</li> <li>♣ Our success in increasing the number of articulated Pathways from 3 to 7 Programs.</li> <li>♣ The positive responses from the 12 students who did participate in the instrumentation and welding programs.</li> <li>♣ Six of the seven articulated programs have been developed over the course of this past year. We believe that the 12 students that did enroll represent a small portion of the total number of students who will enter these programs due to their timeliness and relevance for career transitions.</li> </ul>	<p>credit or advanced standing from 7 to 10.</p> <ul style="list-style-type: none"> <li>♣ Increase the number of students who are enrolled in the articulated programs from 12 to 22 across seven programs.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Benchmark data, including student survey data to be gathered in the program review component of the Northern Opportunities project.</li> </ul>	<p>additional articulated pathways.</p> <ul style="list-style-type: none"> <li>♣ Ensure that counselors, students and parents understand the relevance and benefits of articulated programs.</li> <li>♣ 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.</li> <li>♣ Conduct satisfaction survey of students who participate in the program.</li> <li>♣ Ensure that our rural schools are well apprised of these opportunities and the manner in which their students can participate.</li> </ul>

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General Area	Goal	Data Based Rationale	Target	Data to Monitor Progress	Strategy to Achieve
<p><u>Expanding Pathways to Success</u></p>	<ul style="list-style-type: none"> <li>• Provide our students with a range of learning options that respond to differences in student needs, learning styles and access requirements.</li> </ul>	<ul style="list-style-type: none"> <li>♣ A number of our students are required to board in town if they wish to obtain a secondary program.</li> <li>♣ Some of our students who can bus to town wish to access secondary services in their community.</li> <li>♣ 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.</li> <li>♣ Some parents would like their students to be able to combine learning at home with computer mediated and print resources with attendance in traditional classes on a scheduled basis. This led us to explore the concept of a hybrid-learning program at Clearview School. Our experience at Clearview over the past two years indicates that parents will take up this option, dependent on the specific learning needs of their child. In addition to Clearview we had secondary students “attending school” on a part time basis at Upper Halfway Elementary. They did this to work on their distributed learning courses from our DES school and to receive assistance from the teachers at their local elementary school.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Increase the number of secondary students who are enrolled in our rural elementary schools from 13 to 20.</li> <li>♣ To maintain a range of electives. Introduce a minimum of one distributed learning /mentorship course at Prespatou and or Hudson Hope by September 2004. Such a course to be offered by a local teacher.</li> <li>♣ To continue the work of developing hybrid models of instructional delivery that wrap services around students in our rural schools and explore ways to integrate these models into our urban schools.</li> </ul>	<ul style="list-style-type: none"> <li>♣ 1701 Ministry data.</li> <li>♣ Survey students who are involved with hybrid learning environments to determine needs and satisfaction levels.</li> <li>♣ Examine student achievement in relation to the hybrid learning environments referencing FSA scores, and report card marks.</li> <li>♣ The number of distributed/learning mentorship courses being offered.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Continue to promote hybrid delivery models to meet the unique learning needs of students in rural settings.</li> <li>♣ Conduct a student needs assessment to determine what electives are priorities in our rural schools as a first step in implementing a distributed learning/mentorship program.</li> <li>♣ Based on this information, identify the point of delivery from within one of our district schools.</li> <li>♣ Conduct training on the use of the distributed learning systems to teachers and students involved in the program.</li> <li>♣ 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.</li> <li>♣ 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.</li> </ul>